

New York State District Report Card Comprehensive Information Report

BEDS Code: 12-14-01-04-0000
 Name: Margaretville Central School District
 Superintendent: John P. Riedl

Fall Enrollment

Grade	2001-02	2002-03	2003-04
Pre-K	0	0	0
Kindergarten	31	38	38
First	48	29	38
Second	41	44	29
Third	38	41	45
Fourth	50	40	42
Fifth	47	53	39
Sixth	41	52	58
Ungraded Elementary	0	0	0
Seventh	52	47	48
Eighth	41	49	52
Ninth	41	47	53
Tenth	36	37	36
Eleventh	38	34	35
Twelfth	25	37	33
Ungraded Secondary	0	0	0
Total K-12 Enrollment	529	548	546

Student Racial/Ethnic Origin

Race/Ethnicity	2001-02		2002-03		2003-04	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
American Indian, Alaskan, Asian, or Pacific Islander	10	1.9%	5	0.9%	8	1.5%
Black (Not Hispanic)	0	0.0%	2	0.4%	3	0.5%
Hispanic	75	14.2%	72	13.1%	74	13.6%
White (Not Hispanic)	444	83.9%	469	85.6%	461	84.4%

Average Class Size

Grade Level	2001-02	2002-03	2003-04
Kindergarten	16	19	19
Common Branch	19	18	18
English Grade 8	20	23	21
Mathematics Grade 8	13	16	18
Science Grade 8	12	23	23
Social Studies Grade 8	19	21	21
English Grade 10	11	11	14
Mathematics Grade 10	0	0	0
Science Grade 10	0	0	8
Social Studies Grade 10	11	12	14

(Form - A)

District Need to Resource Capacity Category

N/RC Category	Description
4	This is a rural school district with high student needs in relation to district resource capacity.

Similar School Group and Description

Similar School Group	Description
NA	NA

All schools within the same N/RC category are divided into three similar school groups defined by the percentage of students in the school who are eligible for the free-lunch program and/or who are limited English proficient (also known as English language learners).

Student Demographics Used To Determine Similar Schools Group

	2001-02		2002-03		2003-04	
	Count	Percent	Count	Percent	Count	Percent
Limited English Proficient	32	6.1%	44	8.0%	40	7.3%
Eligible for Free Lunch	210	39.7%	165	30.1%	178	32.6%

Attendance and Suspension

	2000-01		2001-02		2002-03	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
Annual Attendance Rate		91.4%		94.0%		93.8%
Student Suspensions	5	0.9%	7	1.3%	7	1.3%

**Student Socioeconomic and Stability Indicators
(Percent of Enrollment)**

	2001-02	2002-03	2003-04
Reduced Lunch	9.3%	10.0%	10.3%
Public Assistance	NA	NA	NA
Student Stability	NA	NA	NA

Staff Counts

Staff	2003-04
Total Teachers	46
Total Other Professional Staff	2
Total Paraprofessionals	16
Teaching Out of Certification*	2

*Teaching out of certification more than on an incidental basis.

(Form – B)

High School Graduates and Noncompleters

High School Graduates Earning Regents Diplomas*

	2001-02			2002-03			2003-04		
	Total Grads	Regents Diplomas	% Regents Diplomas	Total Grads	Regents Diplomas	% Regents Diplomas	Total Grads	Regents Diplomas	% Regents Diplomas
General Education	23	16	70%	33	26	79%	27	14	52%
Students with Disabilities	0	0	0%	3	1	33%	3	3	100%
All Students	23	16	70%	36	27	75%	30	17	57%

*Only students awarded local diplomas (including local diplomas with Regents endorsements) are counted as high school graduates. Because of a change in data collection procedures for the 2001-02 school year, diploma counts for that year do not include counts from August 2001. Data for the 2002-03 school year include August 2002 and January and June 2003 graduates; data for the 2003-04 school year include August 2003 and January and June 2004 graduates.

Distribution of 2003-04 Graduates (All Students)

	To 4-year College	To 2-year College	To Other Post-Secondary	To the Military	To Employment	Other
Number	12	10	1	1	4	2
Percent	40%	33%	3%	3%	13%	7%

Number of High School Completers with Disabilities in 2003-04

Graduates* (a)	Regents Diplomas (b)	IEP Diplomas or Certificates (c)	All 2003-04 Completers (a+c)
3	3	0	3

*Local Diplomas (including local diplomas with Regents endorsements)

High School Noncompletion Rates

		2001-02		2002-03		2003-04	
		No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
General-Education Students	Dropped Out	2		0		1	0.8%
	Entered GED Program*	0		1		0	0.0%
	Total Noncompleters	2		1		1	0.8%
Students with Disabilities	Dropped Out	0		0		1	5.0%
	Entered GED Program*	0		0		0	0.0%
	Total Noncompleters	0		0		1	5.0%
All Students	Dropped Out	2	1.4%	0	0.0%	2	1.3%
	Entered GED Program*	0	0.0%	1	0.6%	0	0.0%
	Total Noncompleters	2	1.4%	1	0.6%	2	1.3%

*The number and percentage of students who left a program leading to a high school diploma and entered a program leading to a high school equivalency diploma.

(Form - C)

Career Development and Occupational Studies (CDOS)

Percentage of Students Documenting Self- and Career-Awareness Information and Career Exploration Activities, K-3

Grades	2001-02	2002-03	2003-04
K-1	97%	100%	99%
2-3	97%	99%	109%

Students Developing a Career Plan, 4-12

Grades		2001-02	2002-03	2003-04
4-5	Number of General-Education Students	88	0	0
	Number of Students with Disabilities	9	0	0
	Number of All Students	97	0	0
	Percent of Enrollment	100%	0%	0%
6-8	Number of General-Education Students	127	41	8
	Number of Students with Disabilities	4	9	32
	Number of All Students	131	50	40
	Percent of Enrollment	98%	34%	25%
9-12	Number of General-Education Students	127	140	158
	Number of Students with Disabilities	9	15	22
	Number of All Students	136	155	180
	Percent of Enrollment	97%	100%	115%

Career and Technical Education (CTE) Programs

CTE Program	This District		Statewide Average
	Count	Percentage	
All CTE Programs			
Completed the CTE Program	1		
Completed and Passed Regents Exams	1	100%	77%
Completed and had Course Average of 75% or More	1	100%	81%
Completed and Attained a HS Diploma or Equivalent	1	100%	96%
Completed and Whose Status is Known	1		
Completed and Were Successfully Placed	1	100%	96%
Nontraditional Programs			
Underrepresented Gender Members Enrolled			30%
Underrepresented Gender Members Who Completed			19%

Enrollment data are for the 2003-2004 school year; completer data are as of June 2003.

Note: Blank cells indicate that either the district did not have a CTE program or did not report data.

This data is reported only at the district level.

(Form - D)

Second Language Proficiency Examinations

General-Education Students

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	0	0%	0	0%	0	0%
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	0	0%	0	0%	1	#

Students with Disabilities

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	0	0%	0	0%	0	0%
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	0	0%	0	0%	0	0%

Regents Competency Tests

General-Education Students

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	1	#	0	0%	0	0%
Science	0	0%	0	0%	0	0%
Reading	1	#	0	0%	0	0%
Writing	1	#	0	0%	0	0%
Global Studies	0	0%	0	0%	0	0%
U.S. Hist & Gov't	1	#	0	0%	0	0%

Students with Disabilities

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	1	#	0	0%	0	0%
Science	0	0%	0	0%	0	0%
Reading	1	#	0	0%	0	0%
Writing	1	#	0	0%	0	0%
Global Studies	0	0%	0	0%	0	0%
U.S. Hist & Gov't	0	0%	0	0%	0	0%

(Form – E)

Regents Examinations

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
Comprehensive English						
Number Tested	38	32	27	2	3	1
Number Scoring 55-100	37	30	27	#	#	#
Number Scoring 65-100	35	29	27	#	#	#
Number Scoring 85-100	18	11	19	#	#	#
Percentage of Tested Scoring 55-100	97%	94%	100%	#	#	#
Percentage of Tested Scoring 65-100	92%	91%	100%	#	#	#
Percentage of Tested Scoring 85-100	47%	34%	70%	#	#	#
Mathematics A						
Number Tested	0	32	44	0	2	5
Number Scoring 55-100	0	24	44	0	#	5
Number Scoring 65-100	0	20	43	0	#	5
Number Scoring 85-100	0	6	12	0	#	3
Percentage of Tested Scoring 55-100	0%	75%	100%	0%	#	100%
Percentage of Tested Scoring 65-100	0%	62%	98%	0%	#	100%
Percentage of Tested Scoring 85-100	0%	19%	27%	0%	#	60%
Mathematics B						
Number Tested	0	0	7	0	0	0
Number Scoring 55-100	0	0	7	0	0	0
Number Scoring 65-100	0	0	7	0	0	0
Number Scoring 85-100	0	0	2	0	0	0
Percentage of Tested Scoring 55-100	0%	0%	100%	0%	0%	0%
Percentage of Tested Scoring 65-100	0%	0%	100%	0%	0%	0%
Percentage of Tested Scoring 85-100	0%	0%	29%	0%	0%	0%
Global History and Geography						
Number Tested	32	38	37	3	2	2
Number Scoring 55-100	32	37	37	#	#	#
Number Scoring 65-100	25	36	34	#	#	#
Number Scoring 85-100	7	16	17	#	#	#
Percentage of Tested Scoring 55-100	100%	97%	100%	#	#	#
Percentage of Tested Scoring 65-100	78%	95%	92%	#	#	#
Percentage of Tested Scoring 85-100	22%	42%	46%	#	#	#
U.S. History and Government						
Number Tested	38	29	25	2	3	2
Number Scoring 55-100	38	29	25	#	#	#
Number Scoring 65-100	37	29	24	#	#	#
Number Scoring 85-100	24	21	22	#	#	#
Percentage of Tested Scoring 55-100	100%	100%	100%	#	#	#
Percentage of Tested Scoring 65-100	97%	100%	96%	#	#	#
Percentage of Tested Scoring 85-100	63%	72%	88%	#	#	#

(Form – F)

Regents Examinations

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
Living Environment						
Number Tested	39	32	28	5	0	2
Number Scoring 55-100	39	32	28	5	0	#
Number Scoring 65-100	39	30	26	5	0	#
Number Scoring 85-100	13	6	5	0	0	#
Percentage of Tested Scoring 55-100	100%	100%	100%	100%	0%	#
Percentage of Tested Scoring 65-100	100%	94%	93%	100%	0%	#
Percentage of Tested Scoring 85-100	33%	19%	18%	0%	0%	#
Physical Setting/Earth Science						
Number Tested	36	39	45	0	5	5
Number Scoring 55-100	36	35	45	0	4	5
Number Scoring 65-100	35	31	42	0	4	3
Number Scoring 85-100	7	3	9	0	0	1
Percentage of Tested Scoring 55-100	100%	90%	100%	0%	80%	100%
Percentage of Tested Scoring 65-100	97%	79%	93%	0%	80%	60%
Percentage of Tested Scoring 85-100	19%	8%	20%	0%	0%	20%
Physical Setting/Chemistry						
Number Tested	20	20	14	1	1	0
Number Scoring 55-100	18	18	13	#	#	0
Number Scoring 65-100	10	15	8	#	#	0
Number Scoring 85-100	2	3	0	#	#	0
Percentage of Tested Scoring 55-100	90%	90%	93%	#	#	0%
Percentage of Tested Scoring 65-100	50%	75%	57%	#	#	0%
Percentage of Tested Scoring 85-100	10%	15%	0%	#	#	0%
Physical Setting/Physics						
Number Tested			4			0
Number Scoring 55-100			#			0
Number Scoring 65-100			#			0
Number Scoring 85-100			#			0
Percentage of Tested Scoring 55-100			#			0%
Percentage of Tested Scoring 65-100			#			0%
Percentage of Tested Scoring 85-100			#			0%

* Physical Setting/Physics results for 2001-02 and 2002-03 are not included in the report card because the Department issued new conversion charts for assessments administered in those years.

(Form - G)

Regents Examinations

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
Comprehensive French						
Number Tested	5	2	0	1	0	0
Number Scoring 55-100	5	#	0	#	0	0
Number Scoring 65-100	5	#	0	#	0	0
Number Scoring 85-100	1	#	0	#	0	0
Percentage of Tested Scoring 55-100	100%	#	0%	#	0%	0%
Percentage of Tested Scoring 65-100	100%	#	0%	#	0%	0%
Percentage of Tested Scoring 85-100	20%	#	0%	#	0%	0%
Comprehensive Italian						
Number Tested	0	0	0	0	0	0
Number Scoring 55-100	0	0	0	0	0	0
Number Scoring 65-100	0	0	0	0	0	0
Number Scoring 85-100	0	0	0	0	0	0
Percentage of Tested Scoring 55-100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 65-100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 85-100	0%	0%	0%	0%	0%	0%
Comprehensive German						
Number Tested	0	0	0	0	0	0
Number Scoring 55-100	0	0	0	0	0	0
Number Scoring 65-100	0	0	0	0	0	0
Number Scoring 85-100	0	0	0	0	0	0
Percentage of Tested Scoring 55-100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 65-100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 85-100	0%	0%	0%	0%	0%	0%
Comprehensive Hebrew						
Number Tested	0	0	0	0	0	0
Number Scoring 55-100	0	0	0	0	0	0
Number Scoring 65-100	0	0	0	0	0	0
Number Scoring 85-100	0	0	0	0	0	0
Percentage of Tested Scoring 55-100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 65-100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 85-100	0%	0%	0%	0%	0%	0%
Comprehensive Spanish						
Number Tested	14	13	11	0	0	0
Number Scoring 55-100	14	13	11	0	0	0
Number Scoring 65-100	14	13	11	0	0	0
Number Scoring 85-100	10	13	11	0	0	0
Percentage of Tested Scoring 55-100	100%	100%	100%	0%	0%	0%
Percentage of Tested Scoring 65-100	100%	100%	100%	0%	0%	0%
Percentage of Tested Scoring 85-100	71%	100%	100%	0%	0%	0%
Comprehensive Latin						
Number Tested	0	0	0	0	0	0
Number Scoring 55-100	0	0	0	0	0	0
Number Scoring 65-100	0	0	0	0	0	0
Number Scoring 85-100	0	0	0	0	0	0
Percentage of Tested Scoring 55-100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 65-100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 85-100	0%	0%	0%	0%	0%	0%

(Form – H)

Regents Examinations

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
Sequential Mathematics, Course III (last administered January 2004)						
Number Tested	24	22	1	1	1	0
Number Scoring 55-100	22	20	#	#	#	0
Number Scoring 65-100	21	20	#	#	#	0
Number Scoring 85-100	12	10	#	#	#	0
Percentage of Tested Scoring 55-100	92%	91%	#	#	#	0%
Percentage of Tested Scoring 65-100	88%	91%	#	#	#	0%
Percentage of Tested Scoring 85-100	50%	45%	#	#	#	0%

Introduction to Occupations Examination

	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
General-Education Students	0	0%	6	100%	0	0%
Students with Disabilities	0	0%	1	#	0	0%

District reports contain data for all students with disabilities enrolled in the district for the 2001-02 school year.

Elementary-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
Nov 2003	General-Education Students	31	13%	16%	55%	16%
	Students with Disabilities	8	50%	0%	38%	13%
	All Students	39	21%	13%	51%	15%

Middle-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
June 2004	General-Education Students	35	0%	20%	71%	9%
	Students with Disabilities	10	0%	100%	0%	0%
	All Students	45	0%	38%	56%	7%

(Form - I)

New York State Alternate Assessments (NYSAA) 2003–04

Test	Count of Students					
	Tested	Not Tested	Level 1	Level 2	Level 3	Level 4
Elementary Level						
Social Studies	0	0	0	0	0	0
Middle Level						
Social Studies	0	0	0	0	0	0
Secondary Level						
English Language Arts	0	0	0	0	0	0
Social Studies	0	0	0	0	0	0
Mathematics	0	0	0	0	0	0
Science	0	0	0	0	0	0

2000 Cohort Performance on Regents Examinations after Four Years

	General-Education Students			Students with Disabilities			All Students		
	Global History & Geo.	U.S. History & Gov't	Science	Global History & Geo.	U.S. History & Gov't	Science	Global History & Geo.	U.S. History & Gov't	Science
Cohort Enrollment	32	32	32	4	4	4	36	36	36
Number Scoring 55–64	#	#	#	#	#	#	2	0	0
Number Scoring 65–84	#	#	#	#	#	#	24	8	23
Number Scoring 85–100	#	#	#	#	#	#	7	22	11
Approved Alternatives	#	#	#	#	#	#	0	0	0

(Form – J)

New York State English as a Second Language Achievement Tests (NYSESLAT)*

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
Listening and Speaking (Grade K-1)						
Number Tested			8			0
Beginning (0-18)			0			0
Intermediate (19-31)			0			0
Advanced (32-36)			3			0
Proficient (37-39)			5			0
Reading and Writing (Grade K-1)						
Number Tested			8			0
Beginning (0-14)			0			0
Intermediate (15-24)			1			0
Advanced (25-32)			4			0
Proficient (33-35)			3			0
Listening and Speaking (Grade 2-4)						
Number Tested			10			2
Beginning (0-18)			0			#
Intermediate (19-31)			1			#
Advanced (32-36)			3			#
Proficient (37-39)			6			#
Reading and Writing (Grade 2-4)						
Number Tested			10			2
Beginning (0-14)			3			#
Intermediate (15-24)			3			#
Advanced (25-32)			1			#
Proficient (33-35)			3			#
Listening and Speaking (Grade 5-6)						
Number Tested			12			2
Beginning (0-18)			0			#
Intermediate (19-31)			1			#
Advanced (32-36)			0			#
Proficient (37-39)			11			#
Reading and Writing (Grade 5-6)						
Number Tested			12			2
Beginning (0-14)			0			#
Intermediate (15-24)			4			#
Advanced (25-32)			4			#
Proficient (33-35)			4			#

*The NYSESLAT was first administered in the 2002-03 school year, but complete data for all school districts were not available until 2003-04.

(Form - K)

New York State English as a Second Language Achievement Tests (NYSESLAT)*

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
Listening and Speaking (Grade 7-8)						
Number Tested			6			2
Beginning (0-18)			0			#
Intermediate (19-31)			0			#
Advanced (32-36)			2			#
Proficient (37-39)			4			#
Reading and Writing (Grade 7-8)						
Number Tested			6			2
Beginning (0-14)			0			#
Intermediate (15-24)			0			#
Advanced (25-32)			5			#
Proficient (33-35)			1			#
Listening and Speaking (Grade 9-12)						
Number Tested			0			0
Beginning (0-18)			0			0
Intermediate (19-31)			0			0
Advanced (32-36)			0			0
Proficient (37-39)			0			0
Reading and Writing (Grade 9-12)						
Number Tested			0			0
Beginning (0-14)			0			0
Intermediate (15-24)			0			0
Advanced (25-32)			0			0
Proficient (33-35)			0			0

*The NYSESLAT was first administered in the 2002-03 school year, but complete data for all school districts were not available until 2003-04.

(Form - L)