

New York State School Report Card Comprehensive Information Report

BEDS Code: 12-14-01-04-0001
 Name: Margaretville Central School
 Principal: Jerry Zack

Grade Range : K-12

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
64	All schools in this group serve students from Kindergarten through Grade 12. Schoolwide measures like Attendance Rate are compared with all other schools in this group. Test results for schools in this group are compared with schools from comparable districts; elementary level schools for grades K-4, middle level schools for grades 5-8, and secondary schools for grades 9-12.

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%		92.8%
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	41-50%	11-20%	11-20%
Student Stability	100%	100%	97%

Staff Counts

Staff	2003-04
Total Teachers	46
Total Other Professional Staff	6
Total Paraprofessionals	NA
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			
Completed and Passed Regents Exams			
Completed and had Course Average of 75% or More			
Completed and Attained a HS Diploma or Equivalent			
Completed and Whose Status is Known			
Completed and Were Successfully Placed			
Nontraditional Programs			
Underrepresented Gender Members Enrolled			
Underrepresented Gender Members Who Completed			

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)