

New York State District Report Card Comprehensive Information Report

BEDS Code: 42-11-01-06-0000
 Name: Marcellus Central School District
 Superintendent: Timothy H. Barstow

Fall Enrollment

Grade	2001-02	2002-03	2003-04
Pre-K	0	0	0
Kindergarten	138	141	125
First	182	170	194
Second	146	157	131
Third	172	142	164
Fourth	168	184	147
Fifth	187	166	181
Sixth	179	189	165
Ungraded Elementary	0	0	0
Seventh	179	183	194
Eighth	173	173	186
Ninth	185	177	165
Tenth	154	171	177
Eleventh	172	149	168
Twelfth	142	162	149
Ungraded Secondary	0	6	1
Total K-12 Enrollment	2177	2170	2147

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	22	1.0%	17	0.8%	21	1.0%
Black (Not Hispanic)	10	0.5%	5	0.2%	4	0.2%
Hispanic	15	0.7%	20	0.9%	20	0.9%
White (Not Hispanic)	2130	97.8%	2128	98.1%	2102	97.9%

Average Class Size

Grade Level	2001-02	2002-03	2003-04
Kindergarten	18	17	31
Common Branch	23	21	23
English Grade 8	22	21	20
Mathematics Grade 8	23	23	22
Science Grade 8	23	20	22
Social Studies Grade 8	20	21	22
English Grade 10	22	23	21
Mathematics Grade 10	19	18	22
Science Grade 10	27	24	24
Social Studies Grade 10	22	23	24

(Form - A)

District Need to Resource Capacity Category

N/RC Category	Description
5	This is a school district with average 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	3	0.1%	5	0.2%	7	0.3%
Eligible for Free Lunch	117	5.7%	104	5.1%	207	10.2%

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		96.0%		95.9%		96.1%
Student Suspensions	45	2.1%	57	2.6%	49	2.3%

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

	2001-02	2002-03	2003-04
Reduced Lunch	3.5%	3.8%	3.0%
Public Assistance	NA	NA	NA
Student Stability	NA	NA	NA

Staff Counts

Staff	2003-04
Total Teachers	148
Total Other Professional Staff	20
Total Paraprofessionals	51
Teaching Out of Certification*	0

*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	126	99	79%	143	116	81%	118	94	80%
Students with Disabilities	6	1	17%	17	4	24%	19	6	32%
All Students	132	100	76%	160	120	75%	137	100	73%

*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	75	52	0	1	9	0
Percent	55%	38%	0%	1%	7%	0%

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)
19	6	2	21

*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	10		5		4	0.7%
	Entered GED Program*	6		1		2	0.3%
	Total Noncompleters	16		6		6	1.0%
Students with Disabilities	Dropped Out	3		0		0	0.0%
	Entered GED Program*	1		3		2	2.4%
	Total Noncompleters	4		3		2	2.4%
All Students	Dropped Out	13	2.0%	5	0.8%	4	0.6%
	Entered GED Program*	7	1.1%	4	0.6%	4	0.6%
	Total Noncompleters	20	3.1%	9	1.4%	8	1.2%

*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	0%	100%	91%
2-3	0%	100%	112%

Students Developing a Career Plan, 4-12

Grades		2001-02	2002-03	2003-04
4-5	Number of General-Education Students	0	315	281
	Number of Students with Disabilities	0	35	44
	Number of All Students	0	350	325
	Percent of Enrollment	0%	100%	99%
6-8	Number of General-Education Students	312	485	495
	Number of Students with Disabilities	48	60	45
	Number of All Students	360	545	540
	Percent of Enrollment	68%	100%	99%
9-12	Number of General-Education Students	19	568	575
	Number of Students with Disabilities	3	91	85
	Number of All Students	22	659	660
	Percent of Enrollment	3%	99%	100%

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; completion 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	18	100%	0	0%	19	100%
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	40	100%	0	0%	47	100%

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%	2	#
Science	1	#	0	0%	1	#
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%

Students with Disabilities

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	11	100%	16	69%	13	69%
Science	14	71%	6	100%	0	0%
Reading	17	100%	7	29%	17	47%
Writing	17	100%	7	71%	18	67%
Global Studies	3	#	4	#	2	#
U.S. Hist & Gov't	3	#	1	#	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	161	150	162	16	18	20
Number Scoring 55-100	151	147	159	10	16	19
Number Scoring 65-100	136	140	153	6	14	15
Number Scoring 85-100	59	63	83	1	1	1
Percentage of Tested Scoring 55-100	94%	98%	98%	62%	89%	95%
Percentage of Tested Scoring 65-100	84%	93%	94%	38%	78%	75%
Percentage of Tested Scoring 85-100	37%	42%	51%	6%	6%	5%
Mathematics A						
Number Tested	179	175	169	22	22	13
Number Scoring 55-100	167	154	169	20	15	13
Number Scoring 65-100	146	147	169	15	14	13
Number Scoring 85-100	79	50	59	4	1	1
Percentage of Tested Scoring 55-100	93%	88%	100%	91%	68%	100%
Percentage of Tested Scoring 65-100	82%	84%	100%	68%	64%	100%
Percentage of Tested Scoring 85-100	44%	29%	35%	18%	5%	8%
Mathematics B						
Number Tested	129	31	16	3	5	0
Number Scoring 55-100	123	16	11	#	2	0
Number Scoring 65-100	118	12	4	#	2	0
Number Scoring 85-100	76	0	0	#	0	0
Percentage of Tested Scoring 55-100	95%	52%	69%	#	40%	0%
Percentage of Tested Scoring 65-100	91%	39%	25%	#	40%	0%
Percentage of Tested Scoring 85-100	59%	0%	0%	#	0%	0%
Global History and Geography						
Number Tested	155	169	173	22	21	16
Number Scoring 55-100	149	161	169	19	19	15
Number Scoring 65-100	140	158	163	16	17	14
Number Scoring 85-100	69	83	95	5	4	2
Percentage of Tested Scoring 55-100	96%	95%	98%	86%	90%	94%
Percentage of Tested Scoring 65-100	90%	93%	94%	73%	81%	88%
Percentage of Tested Scoring 85-100	45%	49%	55%	23%	19%	12%
U.S. History and Government						
Number Tested	174	159	162	19	20	17
Number Scoring 55-100	166	157	158	15	19	17
Number Scoring 65-100	155	146	156	12	17	16
Number Scoring 85-100	70	92	100	1	4	7
Percentage of Tested Scoring 55-100	95%	99%	98%	79%	95%	100%
Percentage of Tested Scoring 65-100	89%	92%	96%	63%	85%	94%
Percentage of Tested Scoring 85-100	40%	58%	62%	5%	20%	41%

(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	149	190	166	22	28	11
Number Scoring 55-100	148	186	163	22	26	11
Number Scoring 65-100	146	171	157	21	20	10
Number Scoring 85-100	56	74	60	2	3	1
Percentage of Tested Scoring 55-100	99%	98%	98%	100%	93%	100%
Percentage of Tested Scoring 65-100	98%	90%	95%	95%	71%	91%
Percentage of Tested Scoring 85-100	38%	39%	36%	9%	11%	9%
Physical Setting/Earth Science						
Number Tested	140	143	152	12	6	6
Number Scoring 55-100	135	140	149	11	6	6
Number Scoring 65-100	131	138	143	11	6	6
Number Scoring 85-100	89	79	78	4	3	2
Percentage of Tested Scoring 55-100	96%	98%	98%	92%	100%	100%
Percentage of Tested Scoring 65-100	94%	97%	94%	92%	100%	100%
Percentage of Tested Scoring 85-100	64%	55%	51%	33%	50%	33%
Physical Setting/Chemistry						
Number Tested	129	124	130	2	11	11
Number Scoring 55-100	129	120	129	#	10	11
Number Scoring 65-100	119	102	117	#	5	6
Number Scoring 85-100	35	32	41	#	0	1
Percentage of Tested Scoring 55-100	100%	97%	99%	#	91%	100%
Percentage of Tested Scoring 65-100	92%	82%	90%	#	45%	55%
Percentage of Tested Scoring 85-100	27%	26%	32%	#	0%	9%
Physical Setting/Physics						
Number Tested			22			1
Number Scoring 55-100			21			#
Number Scoring 65-100			16			#
Number Scoring 85-100			0			#
Percentage of Tested Scoring 55-100			95%			#
Percentage of Tested Scoring 65-100			73%			#
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	24	24	36	0	1	0
Number Scoring 55-100	24	24	36	0	#	0
Number Scoring 65-100	24	24	36	0	#	0
Number Scoring 85-100	6	21	31	0	#	0
Percentage of Tested Scoring 55-100	100%	100%	100%	0%	#	0%
Percentage of Tested Scoring 65-100	100%	100%	100%	0%	#	0%
Percentage of Tested Scoring 85-100	25%	88%	86%	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	93	99	89	2	3	6
Number Scoring 55-100	93	97	89	#	#	6
Number Scoring 65-100	93	97	89	#	#	6
Number Scoring 85-100	68	74	67	#	#	1
Percentage of Tested Scoring 55-100	100%	98%	100%	#	#	100%
Percentage of Tested Scoring 65-100	100%	98%	100%	#	#	100%
Percentage of Tested Scoring 85-100	73%	75%	75%	#	#	17%
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	138	44	14	3	6	1
Number Scoring 55-100	129	23	8	#	3	#
Number Scoring 65-100	123	18	5	#	2	#
Number Scoring 85-100	76	0	0	#	0	#
Percentage of Tested Scoring 55-100	93%	52%	57%	#	50%	#
Percentage of Tested Scoring 65-100	89%	41%	36%	#	33%	#
Percentage of Tested Scoring 85-100	55%	0%	0%	#	0%	#

Introduction to Occupations Examination

	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
General-Education Students	40	100%	11	91%	7	100%
Students with Disabilities	12	100%	7	86%	2	#

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	164	0%	1%	56%	43%
	Students with Disabilities	17	41%	12%	41%	6%
	All Students	181	4%	2%	55%	40%

Middle-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
June 2004	General-Education Students	165	0%	24%	50%	26%
	Students with Disabilities	22	18%	64%	18%	0%
	All Students	187	2%	29%	46%	23%

(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	1	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	122	122	122	19	19	19	141	141	141
Number Scoring 55–64	1	0	1	0	0	1	1	0	2
Number Scoring 65–84	55	32	53	9	11	13	64	43	66
Number Scoring 85–100	64	85	66	6	5	2	70	90	68
Approved Alternatives	0	0	0	0	0	0	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 7-8)						
Number Tested			1			0
Beginning (0-18)			#			0
Intermediate (19-31)			#			0
Advanced (32-36)			#			0
Proficient (37-39)			#			0
Reading and Writing (Grade 7-8)						
Number Tested			1			0
Beginning (0-14)			#			0
Intermediate (15-24)			#			0
Advanced (25-32)			#			0
Proficient (33-35)			#			0
Listening and Speaking (Grade 9-12)						
Number Tested			1			0
Beginning (0-18)			#			0
Intermediate (19-31)			#			0
Advanced (32-36)			#			0
Proficient (37-39)			#			0
Reading and Writing (Grade 9-12)						
Number Tested			1			0
Beginning (0-14)			#			0
Intermediate (15-24)			#			0
Advanced (25-32)			#			0
Proficient (33-35)			#			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)