

# New York State School Report Card Comprehensive Information Report

BEDS Code: 42-11-01-06-0003  
 Name: Marcellus High School  
 Principal: John Durkee

Grade Range : 9-12

## Fall Enrollment

Grade	2001-02	2002-03	2003-04
Pre-K	0	0	0
Kindergarten	0	0	0
First	0	0	0
Second	0	0	0
Third	0	0	0
Fourth	0	0	0
Fifth	0	0	0
Sixth	0	0	0
Ungraded Elementary	0	0	0
Seventh	0	0	0
Eighth	0	0	0
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	653	665	660

## 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	7	1.1%	3	0.5%	6	0.9%
Black (Not Hispanic)	2	0.3%	2	0.3%	2	0.3%
Hispanic	3	0.5%	4	0.6%	2	0.3%
White (Not Hispanic)	641	98.2%	656	98.6%	650	98.5%

## Average Class Size

Grade Level	2001-02	2002-03	2003-04
Kindergarten	0	0	0
Common Branch	0	0	0
English Grade 8	0	0	0
Mathematics Grade 8	0	0	0
Science Grade 8	0	0	0
Social Studies Grade 8	0	0	0
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**

<b>N/RC Category</b>	<b>Description</b>
5	This is a school district with average student needs in relation to district resource capacity.

**Similar School Group and Description**

<b>Similar School Group</b>	<b>Description</b>
50	All schools in this group are secondary level schools in school districts with average student needs in relation to district resource capacity. The schools in this group are in the middle range of student needs for secondary level schools in these districts.

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**

	<b>2001-02</b>		<b>2002-03</b>		<b>2003-04</b>	
	Count	Percent	Count	Percent	Count	Percent
<b>Limited English Proficient</b>	3	0.5%	4	0.6%	6	0.9%
<b>Eligible for Free Lunch</b>	34	5.2%	34	5.1%	66	10.0%

**Attendance and Suspension**

	<b>2000-01</b>		<b>2001-02</b>		<b>2002-03</b>	
	<b>No. of Students</b>	<b>% of Enroll.</b>	<b>No. of Students</b>	<b>% of Enroll.</b>	<b>No. of Students</b>	<b>% of Enroll.</b>
<b>Annual Attendance Rate</b>		95.3%		94.5%		95.9%
<b>Student Suspensions</b>	21	3.4%	44	6.7%	40	6.0%

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

	<b>2001-02</b>	<b>2002-03</b>	<b>2003-04</b>
<b>Reduced Lunch</b>	3.5%	4.4%	3.0%
<b>Public Assistance</b>	1-10%	1-10%	1-10%
<b>Student Stability</b>	96%	98%	100%

**Staff Counts**

<b>Staff</b>	<b>2003-04</b>
Total Teachers	41
Total Other Professional Staff	6
Total Paraprofessionals	NA
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	125	99	79%	143	116	81%	118	94	80%
Students with Disabilities	6	1	17%	17	4	24%	19	6	32%
All Students	131	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%	0%	0%
2-3	0%	0%	0%

## Students Developing a Career Plan, 4-12

Grades		2001-02	2002-03	2003-04
4-5	Number of General-Education Students	0	0	0
	Number of Students with Disabilities	0	0	0
	Number of All Students	0	0	0
	Percent of Enrollment	0%	0%	0%
6-8	Number of General-Education Students	0	0	0
	Number of Students with Disabilities	0	0	0
	Number of All Students	0	0	0
	Percent of Enrollment	0%	0%	0%
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; 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%	0	0%

## 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
<b>Comprehensive English</b>						
Number Tested	160	150	162	16	18	20
Number Scoring 55-100	150	147	159	10	16	19
Number Scoring 65-100	135	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%
<b>Mathematics A</b>						
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%
<b>Mathematics B</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%
<b>Global History and Geography</b>						
Number Tested	154	169	173	22	21	16
Number Scoring 55-100	148	161	169	19	19	15
Number Scoring 65-100	139	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%
<b>U.S. History and Government</b>						
Number Tested	173	159	162	19	20	17
Number Scoring 55-100	165	157	158	15	19	17
Number Scoring 65-100	154	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
<b>Living Environment</b>						
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%
<b>Physical Setting/Earth Science</b>						
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%
<b>Physical Setting/Chemistry</b>						
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%
<b>Physical Setting/Physics</b>						
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
<b>Comprehensive French</b>						
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%
<b>Comprehensive Italian</b>						
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%
<b>Comprehensive German</b>						
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%
<b>Comprehensive Hebrew</b>						
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%
<b>Comprehensive Spanish</b>						
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%
<b>Comprehensive Latin</b>						
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
<b>Sequential Mathematics, Course III (last administered January 2004)</b>						
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
<b>Nov 2003</b>	General-Education Students	0	0%	0%	0%	0%
	Students with Disabilities	0	0%	0%	0%	0%
	All Students	0	0%	0%	0%	0%

## Middle-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
<b>June 2004</b>	General-Education Students	0	0%	0%	0%	0%
	Students with Disabilities	0	0%	0%	0%	0%
	All Students	0	0%	0%	0%	0%

(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
<b>Elementary Level</b>						
Social Studies	0	0	0	0	0	0
<b>Middle Level</b>						
Social Studies	0	0	0	0	0	0
<b>Secondary Level</b>						
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
<b>Listening and Speaking (Grade 7-8)</b>						
Number Tested			0			0
Beginning (0-18)			0			0
Intermediate (19-31)			0			0
Advanced (32-36)			0			0
Proficient (37-39)			0			0
<b>Reading and Writing (Grade 7-8)</b>						
Number Tested			0			0
Beginning (0-14)			0			0
Intermediate (15-24)			0			0
Advanced (25-32)			0			0
Proficient (33-35)			0			0
<b>Listening and Speaking (Grade 9-12)</b>						
Number Tested			1			0
Beginning (0-18)			#			0
Intermediate (19-31)			#			0
Advanced (32-36)			#			0
Proficient (37-39)			#			0
<b>Reading and Writing (Grade 9-12)</b>						
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)