

New York State District Report Card Comprehensive Information Report

BEDS Code: 62-10-01-06-0000
 Name: Marlboro Central School District
 Superintendent: Julie V. Amodeo

Fall Enrollment

Grade	2001-02	2002-03	2003-04
Pre-K	0	0	0
Kindergarten	137	140	168
First	160	128	142
Second	159	157	136
Third	150	156	158
Fourth	165	146	161
Fifth	186	165	152
Sixth	172	186	182
Ungraded Elementary	0	0	0
Seventh	175	162	190
Eighth	164	171	170
Ninth	157	175	171
Tenth	189	159	175
Eleventh	145	174	165
Twelfth	122	139	166
Ungraded Secondary	0	0	0
Total K-12 Enrollment	2081	2058	2136

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	15	0.7%	19	0.9%	15	0.7%
Black (Not Hispanic)	81	3.9%	101	4.9%	123	5.8%
Hispanic	87	4.2%	95	4.6%	97	4.5%
White (Not Hispanic)	1898	91.2%	1843	89.6%	1901	89.0%

Average Class Size

Grade Level	2001-02	2002-03	2003-04
Kindergarten	16	16	18
Common Branch	22	21	22
English Grade 8	20	25	24
Mathematics Grade 8	21	24	22
Science Grade 8	20	22	25
Social Studies Grade 8	20	25	24
English Grade 10	18	20	24
Mathematics Grade 10	24	18	20
Science Grade 10	21	20	20
Social Studies Grade 10	23	25	25

(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	41	2.0%	46	2.2%	50	2.3%
Eligible for Free Lunch	186	9.5%	176	9.1%	214	10.8%

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		93.4%		94.4%		94.2%
Student Suspensions	173	8.2%	153	7.4%	108	5.3%

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

	2001-02	2002-03	2003-04
Reduced Lunch	6.6%	4.9%	3.0%
Public Assistance	NA	NA	NA
Student Stability	NA	NA	NA

Staff Counts

Staff	2003-04
Total Teachers	173
Total Other Professional Staff	25
Total Paraprofessionals	43
Teaching Out of Certification*	1

*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	104	60	58%	120	73	61%	128	76	59%
Students with Disabilities	2	0	0%	18	1	6%	23	2	9%
All Students	106	60	57%	138	74	54%	151	78	52%

*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	66	64	8	2	11	0
Percent	44%	42%	5%	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)
23	2	3	26

*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	9		12		4	0.7%
	Entered GED Program*	7		5		10	1.7%
	Total Noncompleters	16		17		14	2.4%
Students with Disabilities	Dropped Out	1		4		5	5.4%
	Entered GED Program*	0		1		3	3.3%
	Total Noncompleters	1		5		8	8.7%
All Students	Dropped Out	10	1.6%	16	2.5%	9	1.3%
	Entered GED Program*	7	1.1%	6	0.9%	13	1.9%
	Total Noncompleters	17	2.8%	22	3.4%	22	3.3%

*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	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	445	444	461
	Number of Students with Disabilities	66	75	81
	Number of All Students	511	519	542
	Percent of Enrollment	100%	100%	100%
9-12	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%

Career and Technical Education (CTE) Programs

CTE Program	This District		Statewide Average
	Count	Percentage	
All CTE Programs			
Completed the CTE Program	12		
Completed and Passed Regents Exams	12	100%	77%
Completed and had Course Average of 75% or More	12	100%	81%
Completed and Attained a HS Diploma or Equivalent	12	100%	96%
Completed and Whose Status is Known	12		
Completed and Were Successfully Placed	12	100%	96%
Nontraditional Programs			
Underrepresented Gender Members Enrolled			30%
Underrepresented Gender Members Who Completed			19%

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	20	100%	20	90%	13	92%
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	128	85%	121	96%	131	85%

Students with Disabilities

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	1	#	1	#	0	0%
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	5	60%	5	100%	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	3	#	8	75%	9	67%
Science	1	#	0	0%	14	93%
Reading	0	0%	2	#	2	#
Writing	1	#	5	100%	0	0%
Global Studies	0	0%	0	0%	2	#
U.S. Hist & Gov't	3	#	1	#	0	0%

Students with Disabilities

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	11	55%	19	100%	6	83%
Science	20	70%	7	71%	14	79%
Reading	6	67%	27	81%	11	73%
Writing	11	91%	29	97%	2	#
Global Studies	19	89%	10	60%	9	56%
U.S. Hist & Gov't	10	60%	6	50%	9	78%

(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	135	168	156	17	25	17
Number Scoring 55-100	125	148	146	11	14	13
Number Scoring 65-100	114	129	130	9	5	9
Number Scoring 85-100	46	45	53	0	1	1
Percentage of Tested Scoring 55-100	93%	88%	94%	65%	56%	76%
Percentage of Tested Scoring 65-100	84%	77%	83%	53%	20%	53%
Percentage of Tested Scoring 85-100	34%	27%	34%	0%	4%	6%
Mathematics A						
Number Tested	103	224	205	26	31	15
Number Scoring 55-100	50	147	194	11	15	8
Number Scoring 65-100	26	104	167	6	11	8
Number Scoring 85-100	2	14	31	0	1	2
Percentage of Tested Scoring 55-100	49%	66%	95%	42%	48%	53%
Percentage of Tested Scoring 65-100	25%	46%	81%	23%	35%	53%
Percentage of Tested Scoring 85-100	2%	6%	15%	0%	3%	13%
Mathematics B						
Number Tested	0	0	66	0	0	3
Number Scoring 55-100	0	0	39	0	0	#
Number Scoring 65-100	0	0	30	0	0	#
Number Scoring 85-100	0	0	4	0	0	#
Percentage of Tested Scoring 55-100	0%	0%	59%	0%	0%	#
Percentage of Tested Scoring 65-100	0%	0%	45%	0%	0%	#
Percentage of Tested Scoring 85-100	0%	0%	6%	0%	0%	#
Global History and Geography						
Number Tested	166	176	173	23	27	14
Number Scoring 55-100	156	149	149	22	16	7
Number Scoring 65-100	131	133	128	8	9	5
Number Scoring 85-100	45	40	46	0	0	2
Percentage of Tested Scoring 55-100	94%	85%	86%	96%	59%	50%
Percentage of Tested Scoring 65-100	79%	76%	74%	35%	33%	36%
Percentage of Tested Scoring 85-100	27%	23%	27%	0%	0%	14%
U.S. History and Government						
Number Tested	131	189	153	13	29	20
Number Scoring 55-100	113	177	137	9	24	13
Number Scoring 65-100	95	152	120	4	16	7
Number Scoring 85-100	36	43	37	0	3	0
Percentage of Tested Scoring 55-100	86%	94%	90%	69%	83%	65%
Percentage of Tested Scoring 65-100	73%	80%	78%	31%	55%	35%
Percentage of Tested Scoring 85-100	27%	23%	24%	0%	10%	0%

(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	179	187	187	32	11	15
Number Scoring 55-100	168	169	162	28	7	11
Number Scoring 65-100	151	149	140	18	6	5
Number Scoring 85-100	30	25	35	1	0	0
Percentage of Tested Scoring 55-100	94%	90%	87%	88%	64%	73%
Percentage of Tested Scoring 65-100	84%	80%	75%	56%	55%	33%
Percentage of Tested Scoring 85-100	17%	13%	19%	3%	0%	0%
Physical Setting/Earth Science						
Number Tested	145	115	148	16	14	7
Number Scoring 55-100	134	107	137	11	12	7
Number Scoring 65-100	121	96	113	9	12	3
Number Scoring 85-100	43	28	39	2	0	1
Percentage of Tested Scoring 55-100	92%	93%	93%	69%	86%	100%
Percentage of Tested Scoring 65-100	83%	83%	76%	56%	86%	43%
Percentage of Tested Scoring 85-100	30%	24%	26%	12%	0%	14%
Physical Setting/Chemistry						
Number Tested	62	63	67	1	0	2
Number Scoring 55-100	55	44	62	#	0	#
Number Scoring 65-100	36	22	50	#	0	#
Number Scoring 85-100	3	0	12	#	0	#
Percentage of Tested Scoring 55-100	89%	70%	93%	#	0%	#
Percentage of Tested Scoring 65-100	58%	35%	75%	#	0%	#
Percentage of Tested Scoring 85-100	5%	0%	18%	#	0%	#
Physical Setting/Physics						
Number Tested			11			0
Number Scoring 55-100			10			0
Number Scoring 65-100			7			0
Number Scoring 85-100			1			0
Percentage of Tested Scoring 55-100			91%			0%
Percentage of Tested Scoring 65-100			64%			0%
Percentage of Tested Scoring 85-100			9%			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	22	13	17	0	0	0
Number Scoring 55-100	22	13	17	0	0	0
Number Scoring 65-100	20	13	17	0	0	0
Number Scoring 85-100	7	7	11	0	0	0
Percentage of Tested Scoring 55-100	100%	100%	100%	0%	0%	0%
Percentage of Tested Scoring 65-100	91%	100%	100%	0%	0%	0%
Percentage of Tested Scoring 85-100	32%	54%	65%	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	81	80	84	1	0	0
Number Scoring 55-100	78	76	84	#	0	0
Number Scoring 65-100	77	70	84	#	0	0
Number Scoring 85-100	46	43	56	#	0	0
Percentage of Tested Scoring 55-100	96%	95%	100%	#	0%	0%
Percentage of Tested Scoring 65-100	95%	88%	100%	#	0%	0%
Percentage of Tested Scoring 85-100	57%	54%	67%	#	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	54	80	18	1	0	0
Number Scoring 55-100	46	59	13	#	0	0
Number Scoring 65-100	41	48	11	#	0	0
Number Scoring 85-100	16	14	3	#	0	0
Percentage of Tested Scoring 55-100	85%	74%	72%	#	0%	0%
Percentage of Tested Scoring 65-100	76%	60%	61%	#	0%	0%
Percentage of Tested Scoring 85-100	30%	17%	17%	#	0%	0%

Introduction to Occupations Examination

	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
General-Education Students	13	85%	0	0%	0	0%
Students with Disabilities	1	#	0	0%	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	132	3%	5%	62%	30%
	Students with Disabilities	21	14%	14%	67%	5%
	All Students	153	5%	7%	63%	26%

Middle-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
June 2004	General-Education Students	148	1%	28%	52%	18%
	Students with Disabilities	27	15%	59%	26%	0%
	All Students	175	3%	33%	48%	15%

(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	1	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	135	135	135	33	33	33	168	168	168
Number Scoring 55–64	6	2	6	14	8	8	20	10	14
Number Scoring 65–84	85	89	88	7	11	12	92	100	100
Number Scoring 85–100	40	37	37	0	1	3	40	38	40
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 K-1)						
Number Tested			11			1
Beginning (0-18)			0			#
Intermediate (19-31)			3			#
Advanced (32-36)			6			#
Proficient (37-39)			2			#
Reading and Writing (Grade K-1)						
Number Tested			11			1
Beginning (0-14)			3			#
Intermediate (15-24)			2			#
Advanced (25-32)			4			#
Proficient (33-35)			2			#
Listening and Speaking (Grade 2-4)						
Number Tested			18			1
Beginning (0-18)			0			#
Intermediate (19-31)			1			#
Advanced (32-36)			4			#
Proficient (37-39)			13			#
Reading and Writing (Grade 2-4)						
Number Tested			18			1
Beginning (0-14)			3			#
Intermediate (15-24)			4			#
Advanced (25-32)			8			#
Proficient (33-35)			3			#
Listening and Speaking (Grade 5-6)						
Number Tested			4			0
Beginning (0-18)			#			0
Intermediate (19-31)			#			0
Advanced (32-36)			#			0
Proficient (37-39)			#			0
Reading and Writing (Grade 5-6)						
Number Tested			4			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 - 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			5			1
Beginning (0-18)			0			#
Intermediate (19-31)			0			#
Advanced (32-36)			5			#
Proficient (37-39)			0			#
Reading and Writing (Grade 7-8)						
Number Tested			5			1
Beginning (0-14)			0			#
Intermediate (15-24)			4			#
Advanced (25-32)			1			#
Proficient (33-35)			0			#
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)