

New York State District Report Card Comprehensive Information Report

BEDS Code: 65-07-01-04-0000
 Name: Marion Central School District
 Superintendent: J. Richard Boyes

Fall Enrollment

Grade	2001-02	2002-03	2003-04
Pre-K	0	0	0
Kindergarten	75	74	64
First	76	79	72
Second	93	75	76
Third	78	95	73
Fourth	93	82	100
Fifth	93	91	77
Sixth	99	94	88
Ungraded Elementary	0	0	0
Seventh	95	107	91
Eighth	97	102	106
Ninth	100	106	109
Tenth	97	76	91
Eleventh	74	94	68
Twelfth	90	77	95
Ungraded Secondary	9	5	1
Total K-12 Enrollment	1169	1157	1111

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	13	1.1%	14	1.2%	13	1.2%
Black (Not Hispanic)	13	1.1%	10	0.9%	8	0.7%
Hispanic	15	1.3%	18	1.6%	20	1.8%
White (Not Hispanic)	1128	96.5%	1115	96.4%	1070	96.3%

Average Class Size

Grade Level	2001-02	2002-03	2003-04
Kindergarten	11	15	13
Common Branch	19	19	18
English Grade 8	19	20	21
Mathematics Grade 8	20	20	22
Science Grade 8	19	20	21
Social Studies Grade 8	17	20	21
English Grade 10	21	18	18
Mathematics Grade 10	0	11	21
Science Grade 10	23	20	20
Social Studies Grade 10	18	15	16

(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	0	0.0%	4	0.4%	5	0.5%
Eligible for Free Lunch	107	9.2%	179	15.5%	205	18.5%

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		96.1%		95.9%		95.7%
Student Suspensions	49	4.1%	23	2.0%	24	2.1%

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

	2001-02	2002-03	2003-04
Reduced Lunch	9.0%	12.8%	14.7%
Public Assistance	NA	NA	NA
Student Stability	NA	NA	NA

Staff Counts

Staff	2003-04
Total Teachers	96
Total Other Professional Staff	14
Total Paraprofessionals	28
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	79	62	78%	64	48	75%	85	58	68%
Students with Disabilities	7	2	29%	14	3	21%	3	0	0%
All Students	86	64	74%	78	51	65%	88	58	66%

*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	18	45	0	7	17	1
Percent	20%	51%	0%	8%	19%	1%

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	0	2	5

*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	5		5		6	1.7%
	Entered GED Program*	1		2		5	1.4%
	Total Noncompleters	6		7		11	3.1%
Students with Disabilities	Dropped Out	0		2		1	2.3%
	Entered GED Program*	0		0		1	2.3%
	Total Noncompleters	0		2		2	4.5%
All Students	Dropped Out	5	1.4%	7	2.0%	7	1.8%
	Entered GED Program*	1	0.3%	2	0.6%	6	1.5%
	Total Noncompleters	6	1.6%	9	2.5%	13	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	172	171	98
	Number of Students with Disabilities	20	29	10
	Number of All Students	192	200	108
	Percent of Enrollment	65%	66%	38%
9-12	Number of General-Education Students	311	200	259
	Number of Students with Disabilities	50	50	41
	Number of All Students	361	250	300
	Percent of Enrollment	98%	70%	82%

Career and Technical Education (CTE) Programs

CTE Program	This District		Statewide Average
	Count	Percentage	
All CTE Programs			
Completed the CTE Program	16		
Completed and Passed Regents Exams	16	100%	77%
Completed and had Course Average of 75% or More	16	100%	81%
Completed and Attained a HS Diploma or Equivalent	16	100%	96%
Completed and Whose Status is Known	16		
Completed and Were Successfully Placed	16	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	15	93%	0	0%	22	100%
German	20	85%	0	0%	18	100%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	51	82%	0	0%	48	67%

Students with Disabilities

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	1	#	0	0%	1	#
German	3	#	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	4	#	0	0%	15	40%

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	1	#	0	0%	0	0%
Reading	0	0%	0	0%	0	0%
Writing	0	0%	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	0	0%	0	0%	1	#
Science	1	#	0	0%	0	0%
Reading	0	0%	0	0%	0	0%
Writing	0	0%	0	0%	0	0%
Global Studies	0	0%	0	0%	0	0%
U.S. Hist & Gov't	2	#	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	88	90	79	15	9	8
Number Scoring 55-100	82	86	68	13	7	3
Number Scoring 65-100	72	78	58	9	3	1
Number Scoring 85-100	22	38	25	0	1	0
Percentage of Tested Scoring 55-100	93%	96%	86%	87%	78%	38%
Percentage of Tested Scoring 65-100	82%	87%	73%	60%	33%	12%
Percentage of Tested Scoring 85-100	25%	42%	32%	0%	11%	0%
Mathematics A						
Number Tested	77	95	109	8	10	10
Number Scoring 55-100	49	82	105	1	8	9
Number Scoring 65-100	35	64	92	1	6	4
Number Scoring 85-100	8	10	8	0	2	0
Percentage of Tested Scoring 55-100	64%	86%	96%	12%	80%	90%
Percentage of Tested Scoring 65-100	45%	67%	84%	12%	60%	40%
Percentage of Tested Scoring 85-100	10%	11%	7%	0%	20%	0%
Mathematics B						
Number Tested	0	30	47	0	0	0
Number Scoring 55-100	0	28	38	0	0	0
Number Scoring 65-100	0	14	27	0	0	0
Number Scoring 85-100	0	1	2	0	0	0
Percentage of Tested Scoring 55-100	0%	93%	81%	0%	0%	0%
Percentage of Tested Scoring 65-100	0%	47%	57%	0%	0%	0%
Percentage of Tested Scoring 85-100	0%	3%	4%	0%	0%	0%
Global History and Geography						
Number Tested	85	73	85	7	8	6
Number Scoring 55-100	84	67	76	7	5	3
Number Scoring 65-100	75	58	69	3	4	2
Number Scoring 85-100	22	21	29	0	0	0
Percentage of Tested Scoring 55-100	99%	92%	89%	100%	62%	50%
Percentage of Tested Scoring 65-100	88%	79%	81%	43%	50%	33%
Percentage of Tested Scoring 85-100	26%	29%	34%	0%	0%	0%
U.S. History and Government						
Number Tested	85	82	71	15	8	6
Number Scoring 55-100	79	82	70	12	8	6
Number Scoring 65-100	69	79	65	10	8	4
Number Scoring 85-100	16	38	37	0	0	0
Percentage of Tested Scoring 55-100	93%	100%	99%	80%	100%	100%
Percentage of Tested Scoring 65-100	81%	96%	92%	67%	100%	67%
Percentage of Tested Scoring 85-100	19%	46%	52%	0%	0%	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	103	73	88	5	7	9
Number Scoring 55-100	95	67	84	4	5	6
Number Scoring 65-100	91	66	74	4	4	5
Number Scoring 85-100	29	18	16	0	2	0
Percentage of Tested Scoring 55-100	92%	92%	95%	80%	71%	67%
Percentage of Tested Scoring 65-100	88%	90%	84%	80%	57%	56%
Percentage of Tested Scoring 85-100	28%	25%	18%	0%	29%	0%
Physical Setting/Earth Science						
Number Tested	93	97	94	15	12	5
Number Scoring 55-100	82	80	79	9	4	2
Number Scoring 65-100	66	62	60	7	1	1
Number Scoring 85-100	17	19	10	2	0	0
Percentage of Tested Scoring 55-100	88%	82%	84%	60%	33%	40%
Percentage of Tested Scoring 65-100	71%	64%	64%	47%	8%	20%
Percentage of Tested Scoring 85-100	18%	20%	11%	13%	0%	0%
Physical Setting/Chemistry						
Number Tested	58	68	55	6	4	0
Number Scoring 55-100	43	64	48	2	#	0
Number Scoring 65-100	26	45	32	1	#	0
Number Scoring 85-100	2	9	0	0	#	0
Percentage of Tested Scoring 55-100	74%	94%	87%	33%	#	0%
Percentage of Tested Scoring 65-100	45%	66%	58%	17%	#	0%
Percentage of Tested Scoring 85-100	3%	13%	0%	0%	#	0%
Physical Setting/Physics						
Number Tested			33			0
Number Scoring 55-100			33			0
Number Scoring 65-100			29			0
Number Scoring 85-100			11			0
Percentage of Tested Scoring 55-100			100%			0%
Percentage of Tested Scoring 65-100			88%			0%
Percentage of Tested Scoring 85-100			33%			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	17	22	9	1	0	0
Number Scoring 55-100	15	20	8	#	0	0
Number Scoring 65-100	15	17	7	#	0	0
Number Scoring 85-100	5	5	3	#	0	0
Percentage of Tested Scoring 55-100	88%	91%	89%	#	0%	0%
Percentage of Tested Scoring 65-100	88%	77%	78%	#	0%	0%
Percentage of Tested Scoring 85-100	29%	23%	33%	#	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	24	17	14	0	1	0
Number Scoring 55-100	24	17	14	0	#	0
Number Scoring 65-100	23	17	14	0	#	0
Number Scoring 85-100	5	10	11	0	#	0
Percentage of Tested Scoring 55-100	100%	100%	100%	0%	#	0%
Percentage of Tested Scoring 65-100	96%	100%	100%	0%	#	0%
Percentage of Tested Scoring 85-100	21%	59%	79%	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	13	20	20	1	0	0
Number Scoring 55-100	13	20	20	#	0	0
Number Scoring 65-100	13	19	20	#	0	0
Number Scoring 85-100	6	14	12	#	0	0
Percentage of Tested Scoring 55-100	100%	100%	100%	#	0%	0%
Percentage of Tested Scoring 65-100	100%	95%	100%	#	0%	0%
Percentage of Tested Scoring 85-100	46%	70%	60%	#	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	48	18	0	2	1	0
Number Scoring 55-100	40	13	0	#	#	0
Number Scoring 65-100	32	9	0	#	#	0
Number Scoring 85-100	9	1	0	#	#	0
Percentage of Tested Scoring 55-100	83%	72%	0%	#	#	0%
Percentage of Tested Scoring 65-100	67%	50%	0%	#	#	0%
Percentage of Tested Scoring 85-100	19%	6%	0%	#	#	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%	0	0%	0	0%
Students with Disabilities	0	0%	0	0%	1	#

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	60	7%	8%	45%	40%
	Students with Disabilities	16	31%	13%	56%	0%
	All Students	76	12%	9%	47%	32%

Middle-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
June 2004	General-Education Students	86	1%	62%	36%	1%
	Students with Disabilities	21	10%	67%	24%	0%
	All Students	107	3%	63%	34%	1%

(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	2	#	#	#	#
Middle Level						
Social Studies	1	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	85	85	85	5	5	5	90	90	90
Number Scoring 55–64	7	2	3	2	1	0	9	3	3
Number Scoring 65–84	52	40	40	2	3	3	54	43	43
Number Scoring 85–100	23	37	33	0	0	0	23	37	33
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			1			0
Beginning (0-18)			#			0
Intermediate (19-31)			#			0
Advanced (32-36)			#			0
Proficient (37-39)			#			0
Reading and Writing (Grade K-1)						
Number Tested			1			0
Beginning (0-14)			#			0
Intermediate (15-24)			#			0
Advanced (25-32)			#			0
Proficient (33-35)			#			0
Listening and Speaking (Grade 2-4)						
Number Tested			2			0
Beginning (0-18)			#			0
Intermediate (19-31)			#			0
Advanced (32-36)			#			0
Proficient (37-39)			#			0
Reading and Writing (Grade 2-4)						
Number Tested			2			0
Beginning (0-14)			#			0
Intermediate (15-24)			#			0
Advanced (25-32)			#			0
Proficient (33-35)			#			0
Listening and Speaking (Grade 5-6)						
Number Tested			1			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			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 – 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			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)