

# New York State School Report Card Comprehensive Information Report

BEDS Code: 12-14-01-04-0001  
 Name: Margaretville Central School  
 Principal: Linda J. Taylor

Grade Range : K-12

## Fall Enrollment

Grade	2002-03	2003-04	2004-05
Pre-K	0	0	0
Kindergarten	38	38	35
First	29	38	41
Second	44	29	38
Third	41	45	34
Fourth	40	42	44
Fifth	53	39	43
Sixth	52	58	43
Ungraded Elementary	0	0	0
Seventh	47	48	55
Eighth	49	52	47
Ninth	47	53	47
Tenth	37	36	45
Eleventh	34	35	43
Twelfth	37	33	29
Ungraded Secondary	0	0	0
Total K-12 Enrollment	548	546	544

## Student Racial/Ethnic Origin

Race/Ethnicity	2002-03		2003-04		2004-05	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
American Indian, Alaskan, Asian, or Pacific Islander	5	0.9%	8	1.5%	7	1.3%
Black (Not Hispanic)	2	0.4%	3	0.5%	7	1.3%
Hispanic	72	13.1%	74	13.6%	61	11.2%
White (Not Hispanic)	469	85.6%	461	84.4%	469	86.2%

## Average Class Size

Grade Level	2002-03	2003-04	2004-05
Kindergarten	19	19	18
Common Branch	18	18	19
English Grade 8	23	21	18
Mathematics Grade 8	16	18	20
Science Grade 8	23	23	18
Social Studies Grade 8	21	21	20
English Grade 10	11	14	14
Mathematics Grade 10	0	0	0
Science Grade 10	0	8	0
Social Studies Grade 10	12	14	22

(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

	2002-03		2003-04		2004-05	
	Count	Percent	Count	Percent	Count	Percent
Limited English Proficient	44	8.0%	40	7.3%	37	6.8%
Eligible for Free Lunch	165	30.1%	178	32.6%	201	37.0%

### Attendance and Suspension

	2001-02		2002-03		2003-04	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
Annual Attendance Rate		94.0%		92.8%		93.7%
Student Suspensions	7	1.3%	7	1.3%	44	8.1%

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

	2002-03	2003-04	2004-05
Reduced Lunch	10.0%	10.3%	11.2%
Public Assistance	11-20%	11-20%	11-20%
Student Stability	100%	97%	97%

### Staff Counts

Staff	2004-05
Total Teachers	45
Total Other Professional Staff	3
Total Paraprofessionals	NA
Teaching Out of Certification*	3

\*Teaching out of certification more than on an incidental basis.

(Form – B)

# High School Graduates and Noncompleters

High School Graduates and Completers		2002-03	2003-04	2004-05
<b>General-Education Students</b>	Total Graduates*	33	27	28
	Regents Diplomas	26	14	25
	% Regents Diplomas	79%	52%	89%
	Regents Diplomas with Advanced Designation**			8
	% Regents Diplomas with Advanced Designation			29%
	IEP Diplomas or Local Certificates			
<b>Students with Disabilities</b>	Total Graduates*	3	3	1
	Regents Diplomas	1	3	1
	% Regents Diplomas	33%	100%	100%
	Regents Diplomas with Advanced Designation**			0
	% Regents Diplomas with Advanced Designation			0%
	IEP Diplomas or Local Certificates	1	0	2
<b>All Students</b>	Total Graduates*	36	30	29
	Regents Diplomas	27	17	26
	% Regents Diplomas	75%	57%	90%
	Regents Diplomas with Advanced Designation**			8
	% Regents Diplomas with Advanced Designation			28%
	IEP Diplomas or Local Certificates	1	0	2

\* Only students awarded local diplomas or Regents endorsed diplomas are included in the count of high school graduates in this table. Data include graduates in August, January and June of the school year being reported.

\*\*Beginning with students who first entered grade 9 in 2001-02, students may earn a Regents diploma by passing (scoring 65-100) Regents exams in five areas and meeting course requirements. To earn a Regents diploma with advanced designation, the student must pass eight Regents exams. For more information, see <http://www.emsc.nysed.gov/parents/gradreqtsfs.shtml>.

## Post-Secondary Plans of 2004-05 Graduates

		4-year College	2-year College	Other Post-Secondary	Military	Employment	Adult Services	Plan Unknown	Other Known Plan
<b>General-Education Students</b>	<b>Number</b>	10	10	0	1	6	0	1	0
	<b>Percent</b>	36%	36%	0%	4%	21%	0%	4%	0%
<b>Students with Disabilities</b>	<b>Number</b>	0	1	0	0	0	0	0	0
	<b>Percent</b>	0%	100%	0%	0%	0%	0%	0%	0%
<b>All Students</b>	<b>Number</b>	10	11	0	1	6	0	1	0
	<b>Percent</b>	34%	38%	0%	3%	21%	0%	3%	0%

## High School Noncompletion Rates

		2002-03		2003-04		2004-05	
		No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
<b>General-Education Students</b>	Dropped Out	0		1	0.8%	0	0.0%
	Entered GED Program*	1		0	0.0%	0	0.0%
	Total Noncompleters	1		1	0.8%	0	0.0%
<b>Students with Disabilities</b>	Dropped Out	0		1	5.0%	1	4.2%
	Entered GED Program*	0		0	0.0%	0	0.0%
	Total Noncompleters	0		1	5.0%	1	4.2%
<b>All Students</b>	Dropped Out	0	0.0%	2	1.3%	1	0.6%
	Entered GED Program*	1	0.6%	0	0.0%	0	0.0%
	Total Noncompleters	1	0.6%	2	1.3%	1	0.6%

\*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	2002-03	2003-04	2004-05
K-1	100%	99%	100%
2-3	99%	109%	99%

## Students Developing a Career Plan, 4-12

Grades		2002-03	2003-04	2004-05
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	41	8	49
	Number of Students with Disabilities	9	32	2
	Number of All Students	50	40	51
	Percent of Enrollment	34%	25%	35%
9-12	Number of General-Education Students	140	158	154
	Number of Students with Disabilities	15	22	8
	Number of All Students	155	180	162
	Percent of Enrollment	100%	115%	99%

(Form - D)

# Second Language Proficiency Examinations

## General-Education Students

Test	2002-03		2003-04		2004-05	
	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%	1	#	0	0%

## Students with Disabilities

Test	2002-03		2003-04		2004-05	
	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	2002-03		2003-04		2004-05	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	0	0%	0	0%	0	0%
Science	0	0%	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	0	0%	0	0%	0	0%

## Students with Disabilities

Test	2002-03		2003-04		2004-05	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	0	0%	0	0%	1	#
Science	0	0%	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	0	0%	0	0%	1	#

(Form – E)

# Regents Examinations

	All Students			Students with Disabilities		
	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05
<b>Comprehensive English</b>						
Number Tested	32	27	39	3	1	1
Number Scoring 55-100	30	27	39	#	#	#
Number Scoring 65-100	29	27	38	#	#	#
Number Scoring 85-100	11	19	19	#	#	#
Percentage of Tested Scoring 55-100	94%	100%	100%	#	#	#
Percentage of Tested Scoring 65-100	91%	100%	97%	#	#	#
Percentage of Tested Scoring 85-100	34%	70%	49%	#	#	#
<b>Mathematics A</b>						
Number Tested	32	44	38	2	5	2
Number Scoring 55-100	24	44	38	#	5	#
Number Scoring 65-100	20	43	36	#	5	#
Number Scoring 85-100	6	12	9	#	3	#
Percentage of Tested Scoring 55-100	75%	100%	100%	#	100%	#
Percentage of Tested Scoring 65-100	62%	98%	95%	#	100%	#
Percentage of Tested Scoring 85-100	19%	27%	24%	#	60%	#
<b>Mathematics B</b>						
Number Tested	0	7	17	0	0	2
Number Scoring 55-100	0	7	15	0	0	#
Number Scoring 65-100	0	7	10	0	0	#
Number Scoring 85-100	0	2	1	0	0	#
Percentage of Tested Scoring 55-100	0%	100%	88%	0%	0%	#
Percentage of Tested Scoring 65-100	0%	100%	59%	0%	0%	#
Percentage of Tested Scoring 85-100	0%	29%	6%	0%	0%	#
<b>Global History and Geography</b>						
Number Tested	38	37	43	2	2	4
Number Scoring 55-100	37	37	41	#	#	#
Number Scoring 65-100	36	34	36	#	#	#
Number Scoring 85-100	16	17	12	#	#	#
Percentage of Tested Scoring 55-100	97%	100%	95%	#	#	#
Percentage of Tested Scoring 65-100	95%	92%	84%	#	#	#
Percentage of Tested Scoring 85-100	42%	46%	28%	#	#	#
<b>U.S. History and Government</b>						
Number Tested	29	25	40	3	2	1
Number Scoring 55-100	29	25	39	#	#	#
Number Scoring 65-100	29	24	36	#	#	#
Number Scoring 85-100	21	22	24	#	#	#
Percentage of Tested Scoring 55-100	100%	100%	97%	#	#	#
Percentage of Tested Scoring 65-100	100%	96%	90%	#	#	#
Percentage of Tested Scoring 85-100	72%	88%	60%	#	#	#

(Form – F)

# Regents Examinations

	All Students			Students with Disabilities		
	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05
<b>Living Environment</b>						
Number Tested	32	28	46	0	2	3
Number Scoring 55-100	32	28	45	0	#	#
Number Scoring 65-100	30	26	43	0	#	#
Number Scoring 85-100	6	5	13	0	#	#
Percentage of Tested Scoring 55-100	100%	100%	98%	0%	#	#
Percentage of Tested Scoring 65-100	94%	93%	93%	0%	#	#
Percentage of Tested Scoring 85-100	19%	18%	28%	0%	#	#
<b>Physical Setting/Earth Science</b>						
Number Tested	39	45	39	5	5	5
Number Scoring 55-100	35	45	37	4	5	4
Number Scoring 65-100	31	42	35	4	3	4
Number Scoring 85-100	3	9	21	0	1	1
Percentage of Tested Scoring 55-100	90%	100%	95%	80%	100%	80%
Percentage of Tested Scoring 65-100	79%	93%	90%	80%	60%	80%
Percentage of Tested Scoring 85-100	8%	20%	54%	0%	20%	20%
<b>Physical Setting/Chemistry</b>						
Number Tested	20	14	8	1	0	1
Number Scoring 55-100	18	13	8	#	0	#
Number Scoring 65-100	15	8	7	#	0	#
Number Scoring 85-100	3	0	1	#	0	#
Percentage of Tested Scoring 55-100	90%	93%	100%	#	0%	#
Percentage of Tested Scoring 65-100	75%	57%	88%	#	0%	#
Percentage of Tested Scoring 85-100	15%	0%	12%	#	0%	#
<b>Physical Setting/Physics</b>						
Number Tested		4	5		0	0
Number Scoring 55-100		#	3		0	0
Number Scoring 65-100		#	3		0	0
Number Scoring 85-100		#	1		0	0
Percentage of Tested Scoring 55-100		#	60%		0%	0%
Percentage of Tested Scoring 65-100		#	60%		0%	0%
Percentage of Tested Scoring 85-100		#	20%		0%	0%

\* Physical Setting/Physics results for 2002-03 are not included in the report card because the Department issued new conversion charts for assessments administered in that year.

(Form – G)

# Regents Examinations

	All Students			Students with Disabilities		
	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05
<b>Comprehensive French</b>						
Number Tested	2	0	2	0	0	0
Number Scoring 55-100	#	0	#	0	0	0
Number Scoring 65-100	#	0	#	0	0	0
Number Scoring 85-100	#	0	#	0	0	0
Percentage of Tested Scoring 55-100	#	0%	#	0%	0%	0%
Percentage of Tested Scoring 65-100	#	0%	#	0%	0%	0%
Percentage of Tested Scoring 85-100	#	0%	#	0%	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	1	0	0	0
Number Scoring 55-100	0	0	#	0	0	0
Number Scoring 65-100	0	0	#	0	0	0
Number Scoring 85-100	0	0	#	0	0	0
Percentage of Tested Scoring 55-100	0%	0%	#	0%	0%	0%
Percentage of Tested Scoring 65-100	0%	0%	#	0%	0%	0%
Percentage of Tested Scoring 85-100	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	13	11	12	0	0	0
Number Scoring 55-100	13	11	12	0	0	0
Number Scoring 65-100	13	11	12	0	0	0
Number Scoring 85-100	13	11	9	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	100%	100%	75%	0%	0%	0%
<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)



## Elementary-Level Social Studies

		<b>Number Tested</b>	<b>% at Level 1</b>	<b>% at Level 2</b>	<b>% at Level 3</b>	<b>% at Level 4</b>
<b>Nov 2004</b>	General-Education Students	32	9%	6%	69%	16%
	Students with Disabilities	10	70%	10%	20%	0%
	All Students	42	24%	7%	57%	12%

## Middle-Level Social Studies

		<b>Number Tested</b>	<b>% at Level 1</b>	<b>% at Level 2</b>	<b>% at Level 3</b>	<b>% at Level 4</b>
<b>June 2005</b>	General-Education Students	34	0%	6%	59%	35%
	Students with Disabilities	6	17%	17%	67%	0%
	All Students	40	3%	8%	60%	30%

(Form – I)

## New York State Alternate Assessments (NYSAA) 2004–05

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

### 2001 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	28	28	28	4	4	4	32	32	32
Number Scoring 55–64	#	#	#	#	#	#	0	0	0
Number Scoring 65–84	#	#	#	#	#	#	14	3	20
Number Scoring 85–100	#	#	#	#	#	#	15	23	9
Approved Alternatives	#	#	#	#	#	#	0	0	0

(Form – J)

# New York State English as a Second Language Achievement Tests (NYSESLAT)\*

	All Students			Students with Disabilities		
	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05
<b>Listening and Speaking (Grade K-1)</b>						
Number Tested		8	6		0	0
Beginning		0	1		0	0
Intermediate		0	0		0	0
Advanced		3	3		0	0
Proficient		5	2		0	0
<b>Reading and Writing (Grade K-1)</b>						
Number Tested		8	6		0	0
Beginning		0	3		0	0
Intermediate		1	1		0	0
Advanced		4	1		0	0
Proficient		3	1		0	0
<b>Listening and Speaking (Grade 2-4)</b>						
Number Tested		10	10		2	2
Beginning		0	0		#	#
Intermediate		1	1		#	#
Advanced		3	7		#	#
Proficient		6	2		#	#
<b>Reading and Writing (Grade 2-4)</b>						
Number Tested		10	10		2	2
Beginning		3	0		#	#
Intermediate		3	5		#	#
Advanced		1	3		#	#
Proficient		3	2		#	#
<b>Listening and Speaking (Grade 5-6)</b>						
Number Tested		12	6		2	1
Beginning		0	1		#	#
Intermediate		1	0		#	#
Advanced		0	3		#	#
Proficient		11	2		#	#
<b>Reading and Writing (Grade 5-6)</b>						
Number Tested		12	6		2	1
Beginning		0	1		#	#
Intermediate		4	1		#	#
Advanced		4	3		#	#
Proficient		4	1		#	#

\*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		
	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05
<b>Listening and Speaking (Grade 7-8)</b>						
Number Tested		6	6		2	1
Beginning		0	2		#	#
Intermediate		0	0		#	#
Advanced		2	2		#	#
Proficient		4	2		#	#
<b>Reading and Writing (Grade 7-8)</b>						
Number Tested		6	6		2	1
Beginning		0	3		#	#
Intermediate		0	1		#	#
Advanced		5	0		#	#
Proficient		1	2		#	#
<b>Listening and Speaking (Grade 9-12)</b>						
Number Tested		0	5		0	2
Beginning		0	0		0	#
Intermediate		0	0		0	#
Advanced		0	2		0	#
Proficient		0	3		0	#
<b>Reading and Writing (Grade 9-12)</b>						
Number Tested		0	5		0	2
Beginning		0	0		0	#
Intermediate		0	0		0	#
Advanced		0	2		0	#
Proficient		0	3		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)