

# 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	2002-03	2003-04	2004-05
Pre-K	0	0	0
Kindergarten	140	168	119
First	128	142	175
Second	157	136	133
Third	156	158	140
Fourth	146	161	167
Fifth	165	152	158
Sixth	186	182	160
Ungraded Elementary	0	0	0
Seventh	162	190	185
Eighth	171	170	197
Ninth	175	171	181
Tenth	159	175	170
Eleventh	174	165	155
Twelfth	139	166	158
Ungraded Secondary	0	0	0
Total K-12 Enrollment	2058	2136	2098

## 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	19	0.9%	15	0.7%	29	1.4%
Black (Not Hispanic)	101	4.9%	123	5.8%	112	5.3%
Hispanic	95	4.6%	97	4.5%	99	4.7%
White (Not Hispanic)	1843	89.6%	1901	89.0%	1858	88.6%

## Average Class Size

Grade Level	2002-03	2003-04	2004-05
Kindergarten	16	18	20
Common Branch	21	22	22
English Grade 8	25	24	23
Mathematics Grade 8	24	22	24
Science Grade 8	22	25	22
Social Studies Grade 8	25	24	23
English Grade 10	20	24	23
Mathematics Grade 10	18	20	19
Science Grade 10	20	20	23
Social Studies Grade 10	25	25	29

(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

	2002-03		2003-04		2004-05	
	Count	Percent	Count	Percent	Count	Percent
Limited English Proficient	46	2.2%	50	2.3%	49	2.3%
Eligible for Free Lunch	176	9.1%	214	10.8%	180	9.1%

### 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		94.4%		94.2%		95.6%
Student Suspensions	153	7.4%	108	5.3%	107	5.0%

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

	2002-03	2003-04	2004-05
Reduced Lunch	4.9%	3.0%	6.6%
Public Assistance	NA	NA	NA
Student Stability	NA	NA	NA

### Staff Counts

Staff	2004-05
Total Teachers	177
Total Other Professional Staff	24
Total Paraprofessionals	49
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 and Completers		2002-03	2003-04	2004-05
<b>General-Education Students</b>	Total Graduates*	120	128	142
	Regents Diplomas	73	76	109
	% Regents Diplomas	61%	59%	77%
	Regents Diplomas with Advanced Designation**			46
	% Regents Diplomas with Advanced Designation			32%
	IEP Diplomas or Local Certificates			
<b>Students with Disabilities</b>	Total Graduates*	18	23	7
	Regents Diplomas	1	2	1
	% Regents Diplomas	6%	9%	14%
	Regents Diplomas with Advanced Designation**			0
	% Regents Diplomas with Advanced Designation			0%
	IEP Diplomas or Local Certificates	4	3	0
<b>All Students</b>	Total Graduates*	138	151	149
	Regents Diplomas	74	78	110
	% Regents Diplomas	54%	52%	74%
	Regents Diplomas with Advanced Designation**			46
	% Regents Diplomas with Advanced Designation			31%
	IEP Diplomas or Local Certificates	4	3	0

\* 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>	58	68	4	0	10	0	2	0
	<b>Percent</b>	41%	48%	3%	0%	7%	0%	1%	0%
<b>Students with Disabilities</b>	<b>Number</b>	0	5	1	0	1	0	0	0
	<b>Percent</b>	0%	71%	14%	0%	14%	0%	0%	0%
<b>All Students</b>	<b>Number</b>	58	73	5	0	11	0	2	0
	<b>Percent</b>	39%	49%	3%	0%	7%	0%	1%	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	12		4	0.7%	8	1.4%
	Entered GED Program*	5		10	1.7%	10	1.8%
	Total Noncompleters	17		14	2.4%	18	3.2%
<b>Students with Disabilities</b>	Dropped Out	4		5	5.4%	3	2.8%
	Entered GED Program*	1		3	3.3%	1	0.9%
	Total Noncompleters	5		8	8.7%	4	3.7%
<b>All Students</b>	Dropped Out	16	2.5%	9	1.3%	11	1.6%
	Entered GED Program*	6	0.9%	13	1.9%	11	1.6%
	Total Noncompleters	22	3.4%	22	3.3%	22	3.2%

\*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	2002-03	2003-04	2004-05
K-1	0%	0%	0%
2-3	0%	0%	0%

## 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	444	461	470
	Number of Students with Disabilities	75	81	72
	Number of All Students	519	542	542
	Percent of Enrollment	100%	100%	100%
9-12	Number of General-Education Students	0	0	46
	Number of Students with Disabilities	0	0	4
	Number of All Students	0	0	50
	Percent of Enrollment	0%	0%	8%

## 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 2004-2005 school year; completer data are as of June 2004.

Blank cells indicate that either the district did not have a CTE program or did not report data. These data are reported only at the district level.

(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	20	90%	13	92%	23	100%
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	121	96%	131	85%	134	90%

## Students with Disabilities

Test	2002-03		2003-04		2004-05	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	1	#	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	5	100%	0	0%	9	44%

# Regents Competency Tests

## General-Education Students

Test	2002-03		2003-04		2004-05	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	8	75%	9	67%	2	#
Science	0	0%	14	93%	2	#
Reading	2	#	2	#	4	#
Writing	5	100%	0	0%	4	#
Global Studies	0	0%	2	#	1	#
U.S. Hist & Gov't	1	#	0	0%	1	#

## Students with Disabilities

Test	2002-03		2003-04		2004-05	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	19	100%	6	83%	7	57%
Science	7	71%	14	79%	5	0%
Reading	27	81%	11	73%	2	#
Writing	29	97%	2	#	6	100%
Global Studies	10	60%	9	56%	12	33%
U.S. Hist & Gov't	6	50%	9	78%	2	#

(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	168	156	151	25	17	13
Number Scoring 55-100	148	146	149	14	13	13
Number Scoring 65-100	129	130	141	5	9	9
Number Scoring 85-100	45	53	70	1	1	2
Percentage of Tested Scoring 55-100	88%	94%	99%	56%	76%	100%
Percentage of Tested Scoring 65-100	77%	83%	93%	20%	53%	69%
Percentage of Tested Scoring 85-100	27%	34%	46%	4%	6%	15%
<b>Mathematics A</b>						
Number Tested	224	205	180	31	15	26
Number Scoring 55-100	147	194	170	15	8	20
Number Scoring 65-100	104	167	139	11	8	12
Number Scoring 85-100	14	31	30	1	2	1
Percentage of Tested Scoring 55-100	66%	95%	94%	48%	53%	77%
Percentage of Tested Scoring 65-100	46%	81%	77%	35%	53%	46%
Percentage of Tested Scoring 85-100	6%	15%	17%	3%	13%	4%
<b>Mathematics B</b>						
Number Tested	0	66	111	0	3	1
Number Scoring 55-100	0	39	79	0	#	#
Number Scoring 65-100	0	30	55	0	#	#
Number Scoring 85-100	0	4	8	0	#	#
Percentage of Tested Scoring 55-100	0%	59%	71%	0%	#	#
Percentage of Tested Scoring 65-100	0%	45%	50%	0%	#	#
Percentage of Tested Scoring 85-100	0%	6%	7%	0%	#	#
<b>Global History and Geography</b>						
Number Tested	176	173	185	27	14	29
Number Scoring 55-100	149	149	164	16	7	21
Number Scoring 65-100	133	128	134	9	5	12
Number Scoring 85-100	40	46	50	0	2	1
Percentage of Tested Scoring 55-100	85%	86%	89%	59%	50%	72%
Percentage of Tested Scoring 65-100	76%	74%	72%	33%	36%	41%
Percentage of Tested Scoring 85-100	23%	27%	27%	0%	14%	3%
<b>U.S. History and Government</b>						
Number Tested	189	153	158	29	20	12
Number Scoring 55-100	177	137	150	24	13	10
Number Scoring 65-100	152	120	136	16	7	8
Number Scoring 85-100	43	37	57	3	0	3
Percentage of Tested Scoring 55-100	94%	90%	95%	83%	65%	83%
Percentage of Tested Scoring 65-100	80%	78%	86%	55%	35%	67%
Percentage of Tested Scoring 85-100	23%	24%	36%	10%	0%	25%

(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	187	187	207	11	15	32
Number Scoring 55-100	169	162	188	7	11	20
Number Scoring 65-100	149	140	162	6	5	8
Number Scoring 85-100	25	35	48	0	0	1
Percentage of Tested Scoring 55-100	90%	87%	91%	64%	73%	62%
Percentage of Tested Scoring 65-100	80%	75%	78%	55%	33%	25%
Percentage of Tested Scoring 85-100	13%	19%	23%	0%	0%	3%
<b>Physical Setting/Earth Science</b>						
Number Tested	115	148	155	14	7	18
Number Scoring 55-100	107	137	144	12	7	13
Number Scoring 65-100	96	113	122	12	3	10
Number Scoring 85-100	28	39	52	0	1	2
Percentage of Tested Scoring 55-100	93%	93%	93%	86%	100%	72%
Percentage of Tested Scoring 65-100	83%	76%	79%	86%	43%	56%
Percentage of Tested Scoring 85-100	24%	26%	34%	0%	14%	11%
<b>Physical Setting/Chemistry</b>						
Number Tested	63	67	50	0	2	3
Number Scoring 55-100	44	62	48	0	#	#
Number Scoring 65-100	22	50	43	0	#	#
Number Scoring 85-100	0	12	10	0	#	#
Percentage of Tested Scoring 55-100	70%	93%	96%	0%	#	#
Percentage of Tested Scoring 65-100	35%	75%	86%	0%	#	#
Percentage of Tested Scoring 85-100	0%	18%	20%	0%	#	#
<b>Physical Setting/Physics</b>						
Number Tested		11	12		0	0
Number Scoring 55-100		10	11		0	0
Number Scoring 65-100		7	8		0	0
Number Scoring 85-100		1	2		0	0
Percentage of Tested Scoring 55-100		91%	92%		0%	0%
Percentage of Tested Scoring 65-100		64%	67%		0%	0%
Percentage of Tested Scoring 85-100		9%	17%		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	13	17	16	0	0	1
Number Scoring 55-100	13	17	16	0	0	#
Number Scoring 65-100	13	17	16	0	0	#
Number Scoring 85-100	7	11	7	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	54%	65%	44%	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	80	84	76	0	0	2
Number Scoring 55-100	76	84	75	0	0	#
Number Scoring 65-100	70	84	75	0	0	#
Number Scoring 85-100	43	56	58	0	0	#
Percentage of Tested Scoring 55-100	95%	100%	99%	0%	0%	#
Percentage of Tested Scoring 65-100	88%	100%	99%	0%	0%	#
Percentage of Tested Scoring 85-100	54%	67%	76%	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

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
<b>Nov 2004</b>	General-Education Students	134	1%	1%	46%	51%
	Students with Disabilities	28	7%	14%	75%	4%
	All Students	162	2%	4%	51%	43%

## Middle-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
<b>June 2005</b>	General-Education Students	164	1%	6%	57%	36%
	Students with Disabilities	31	3%	39%	58%	0%
	All Students	195	1%	11%	57%	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	1	0	#	#	#	#
<b>Middle Level</b>						
Social Studies	1	1	#	#	#	#
<b>Secondary Level</b>						
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

### 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	135	135	135	19	19	19	154	154	154
Number Scoring 55–64	10	14	4	2	3	4	12	17	8
Number Scoring 65–84	82	77	79	5	4	9	87	81	88
Number Scoring 85–100	38	36	49	0	0	0	38	36	49
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		
	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05
<b>Listening and Speaking (Grade K-1)</b>						
Number Tested		11	12		1	0
Beginning		0	0		#	0
Intermediate		3	1		#	0
Advanced		6	8		#	0
Proficient		2	3		#	0
<b>Reading and Writing (Grade K-1)</b>						
Number Tested		11	12		1	0
Beginning		3	2		#	0
Intermediate		2	6		#	0
Advanced		4	3		#	0
Proficient		2	1		#	0
<b>Listening and Speaking (Grade 2-4)</b>						
Number Tested		18	19		1	3
Beginning		0	0		#	#
Intermediate		1	1		#	#
Advanced		4	9		#	#
Proficient		13	9		#	#
<b>Reading and Writing (Grade 2-4)</b>						
Number Tested		18	19		1	3
Beginning		3	0		#	#
Intermediate		4	3		#	#
Advanced		8	8		#	#
Proficient		3	8		#	#
<b>Listening and Speaking (Grade 5-6)</b>						
Number Tested		4	2		0	0
Beginning		#	#		0	0
Intermediate		#	#		0	0
Advanced		#	#		0	0
Proficient		#	#		0	0
<b>Reading and Writing (Grade 5-6)</b>						
Number Tested		4	2		0	0
Beginning		#	#		0	0
Intermediate		#	#		0	0
Advanced		#	#		0	0
Proficient		#	#		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 - 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		5	5		1	0
Beginning		0	0		#	0
Intermediate		0	0		#	0
Advanced		5	3		#	0
Proficient		0	2		#	0
<b>Reading and Writing (Grade 7-8)</b>						
Number Tested		5	5		1	0
Beginning		0	0		#	0
Intermediate		4	4		#	0
Advanced		1	1		#	0
Proficient		0	0		#	0
<b>Listening and Speaking (Grade 9-12)</b>						
Number Tested		0	6		0	2
Beginning		0	0		0	#
Intermediate		0	1		0	#
Advanced		0	3		0	#
Proficient		0	2		0	#
<b>Reading and Writing (Grade 9-12)</b>						
Number Tested		0	6		0	2
Beginning		0	0		0	#
Intermediate		0	3		0	#
Advanced		0	1		0	#
Proficient		0	2		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)