

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	2002-03	2003-04	2004-05
Pre-K	0	0	0
Kindergarten	74	64	72
First	79	72	66
Second	75	76	75
Third	95	73	76
Fourth	82	100	78
Fifth	91	77	96
Sixth	94	88	74
Ungraded Elementary	0	0	0
Seventh	107	91	94
Eighth	102	106	98
Ninth	106	109	114
Tenth	76	91	98
Eleventh	94	68	82
Twelfth	77	95	66
Ungraded Secondary	5	1	1
Total K-12 Enrollment	1157	1111	1090

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	14	1.2%	13	1.2%	14	1.3%
Black (Not Hispanic)	10	0.9%	8	0.7%	17	1.6%
Hispanic	18	1.6%	20	1.8%	15	1.4%
White (Not Hispanic)	1115	96.4%	1070	96.3%	1044	95.8%

Average Class Size

Grade Level	2002-03	2003-04	2004-05
Kindergarten	15	13	17
Common Branch	19	18	19
English Grade 8	20	21	20
Mathematics Grade 8	20	22	20
Science Grade 8	20	21	20
Social Studies Grade 8	20	21	19
English Grade 10	18	18	20
Mathematics Grade 10	11	21	17
Science Grade 10	20	20	21
Social Studies Grade 10	15	16	18

(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	4	0.4%	5	0.5%	5	0.5%
Eligible for Free Lunch	179	15.5%	205	18.5%	235	21.6%

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		95.9%		95.7%		96.3%
Student Suspensions	23	2.0%	24	2.1%	38	3.4%

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

	2002-03	2003-04	2004-05
Reduced Lunch	12.8%	14.7%	13.6%
Public Assistance	NA	NA	NA
Student Stability	NA	NA	NA

Staff Counts

Staff	2004-05
Total Teachers	94
Total Other Professional Staff	14
Total Paraprofessionals	32
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
General-Education Students	Total Graduates*	64	85	57
	Regents Diplomas	48	58	47
	% Regents Diplomas	75%	68%	82%
	Regents Diplomas with Advanced Designation**			24
	% Regents Diplomas with Advanced Designation			42%
	IEP Diplomas or Local Certificates			
Students with Disabilities	Total Graduates*	14	3	5
	Regents Diplomas	3	0	0
	% Regents Diplomas	21%	0%	0%
	Regents Diplomas with Advanced Designation**			0
	% Regents Diplomas with Advanced Designation			0%
	IEP Diplomas or Local Certificates	2	2	0
All Students	Total Graduates*	78	88	62
	Regents Diplomas	51	58	47
	% Regents Diplomas	65%	66%	76%
	Regents Diplomas with Advanced Designation**			24
	% Regents Diplomas with Advanced Designation			39%
	IEP Diplomas or Local Certificates	2	2	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
General-Education Students	Number	24	23	0	1	7	0	0	2
	Percent	42%	40%	0%	2%	12%	0%	0%	4%
Students with Disabilities	Number	0	3	0	0	1	0	0	1
	Percent	0%	60%	0%	0%	20%	0%	0%	20%
All Students	Number	24	26	0	1	8	0	0	3
	Percent	39%	42%	0%	2%	13%	0%	0%	5%

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.
General-Education Students	Dropped Out	5		6	1.7%	9	2.9%
	Entered GED Program*	2		5	1.4%	7	2.2%
	Total Noncompleters	7		11	3.1%	16	5.1%
Students with Disabilities	Dropped Out	2		1	2.3%	3	5.6%
	Entered GED Program*	0		1	2.3%	0	0.0%
	Total Noncompleters	2		2	4.5%	3	5.6%
All Students	Dropped Out	7	2.0%	7	1.8%	12	3.3%
	Entered GED Program*	2	0.6%	6	1.5%	7	1.9%
	Total Noncompleters	9	2.5%	13	3.3%	19	5.2%

*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%	100%
2-3	0%	0%	100%

Students Developing a Career Plan, 4-12

Grades		2002-03	2003-04	2004-05
4-5	Number of General-Education Students	0	0	152
	Number of Students with Disabilities	0	0	20
	Number of All Students	0	0	172
	Percent of Enrollment	0%	0%	99%
6-8	Number of General-Education Students	171	98	232
	Number of Students with Disabilities	29	10	34
	Number of All Students	200	108	266
	Percent of Enrollment	66%	38%	100%
9-12	Number of General-Education Students	200	259	301
	Number of Students with Disabilities	50	41	60
	Number of All Students	250	300	361
	Percent of Enrollment	70%	82%	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 2004-2005 school year; completion 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	0	0%	22	100%	0	0%
German	0	0%	18	100%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	0	0%	48	67%	14	93%

Students with Disabilities

Test	2002-03		2003-04		2004-05	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	0	0%	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	0	0%	15	40%	4	#

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%	5	80%
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%	2	#

Students with Disabilities

Test	2002-03		2003-04		2004-05	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	0	0%	1	#	9	89%
Science	0	0%	0	0%	11	73%
Reading	0	0%	0	0%	3	#
Writing	0	0%	0	0%	1	#
Global Studies	0	0%	0	0%	6	17%
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
Comprehensive English						
Number Tested	90	79	77	9	8	6
Number Scoring 55-100	86	68	76	7	3	6
Number Scoring 65-100	78	58	61	3	1	2
Number Scoring 85-100	38	25	18	1	0	0
Percentage of Tested Scoring 55-100	96%	86%	99%	78%	38%	100%
Percentage of Tested Scoring 65-100	87%	73%	79%	33%	12%	33%
Percentage of Tested Scoring 85-100	42%	32%	23%	11%	0%	0%
Mathematics A						
Number Tested	95	109	87	10	10	3
Number Scoring 55-100	82	105	77	8	9	#
Number Scoring 65-100	64	92	62	6	4	#
Number Scoring 85-100	10	8	4	2	0	#
Percentage of Tested Scoring 55-100	86%	96%	89%	80%	90%	#
Percentage of Tested Scoring 65-100	67%	84%	71%	60%	40%	#
Percentage of Tested Scoring 85-100	11%	7%	5%	20%	0%	#
Mathematics B						
Number Tested	30	47	50	0	0	0
Number Scoring 55-100	28	38	38	0	0	0
Number Scoring 65-100	14	27	27	0	0	0
Number Scoring 85-100	1	2	1	0	0	0
Percentage of Tested Scoring 55-100	93%	81%	76%	0%	0%	0%
Percentage of Tested Scoring 65-100	47%	57%	54%	0%	0%	0%
Percentage of Tested Scoring 85-100	3%	4%	2%	0%	0%	0%
Global History and Geography						
Number Tested	73	85	85	8	6	8
Number Scoring 55-100	67	76	78	5	3	4
Number Scoring 65-100	58	69	73	4	2	3
Number Scoring 85-100	21	29	34	0	0	0
Percentage of Tested Scoring 55-100	92%	89%	92%	62%	50%	50%
Percentage of Tested Scoring 65-100	79%	81%	86%	50%	33%	38%
Percentage of Tested Scoring 85-100	29%	34%	40%	0%	0%	0%
U.S. History and Government						
Number Tested	82	71	73	8	6	6
Number Scoring 55-100	82	70	61	8	6	4
Number Scoring 65-100	79	65	53	8	4	2
Number Scoring 85-100	38	37	27	0	0	0
Percentage of Tested Scoring 55-100	100%	99%	84%	100%	100%	67%
Percentage of Tested Scoring 65-100	96%	92%	73%	100%	67%	33%
Percentage of Tested Scoring 85-100	46%	52%	37%	0%	0%	0%

(Form – F)

Regents Examinations

	All Students			Students with Disabilities		
	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05
Living Environment						
Number Tested	73	88	97	7	9	4
Number Scoring 55-100	67	84	94	5	6	#
Number Scoring 65-100	66	74	89	4	5	#
Number Scoring 85-100	18	16	23	2	0	#
Percentage of Tested Scoring 55-100	92%	95%	97%	71%	67%	#
Percentage of Tested Scoring 65-100	90%	84%	92%	57%	56%	#
Percentage of Tested Scoring 85-100	25%	18%	24%	29%	0%	#
Physical Setting/Earth Science						
Number Tested	97	94	64	12	5	10
Number Scoring 55-100	80	79	45	4	2	5
Number Scoring 65-100	62	60	27	1	1	5
Number Scoring 85-100	19	10	3	0	0	0
Percentage of Tested Scoring 55-100	82%	84%	70%	33%	40%	50%
Percentage of Tested Scoring 65-100	64%	64%	42%	8%	20%	50%
Percentage of Tested Scoring 85-100	20%	11%	5%	0%	0%	0%
Physical Setting/Chemistry						
Number Tested	68	55	66	4	0	2
Number Scoring 55-100	64	48	48	#	0	#
Number Scoring 65-100	45	32	29	#	0	#
Number Scoring 85-100	9	0	6	#	0	#
Percentage of Tested Scoring 55-100	94%	87%	73%	#	0%	#
Percentage of Tested Scoring 65-100	66%	58%	44%	#	0%	#
Percentage of Tested Scoring 85-100	13%	0%	9%	#	0%	#
Physical Setting/Physics						
Number Tested		33	12		0	0
Number Scoring 55-100		33	12		0	0
Number Scoring 65-100		29	11		0	0
Number Scoring 85-100		11	2		0	0
Percentage of Tested Scoring 55-100		100%	100%		0%	0%
Percentage of Tested Scoring 65-100		88%	92%		0%	0%
Percentage of Tested Scoring 85-100		33%	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
Comprehensive French						
Number Tested	22	9	8	0	0	0
Number Scoring 55-100	20	8	8	0	0	0
Number Scoring 65-100	17	7	8	0	0	0
Number Scoring 85-100	5	3	6	0	0	0
Percentage of Tested Scoring 55-100	91%	89%	100%	0%	0%	0%
Percentage of Tested Scoring 65-100	77%	78%	100%	0%	0%	0%
Percentage of Tested Scoring 85-100	23%	33%	75%	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	17	14	10	1	0	1
Number Scoring 55-100	17	14	10	#	0	#
Number Scoring 65-100	17	14	10	#	0	#
Number Scoring 85-100	10	11	9	#	0	#
Percentage of Tested Scoring 55-100	100%	100%	100%	#	0%	#
Percentage of Tested Scoring 65-100	100%	100%	100%	#	0%	#
Percentage of Tested Scoring 85-100	59%	79%	90%	#	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	20	20	32	0	0	0
Number Scoring 55-100	20	20	32	0	0	0
Number Scoring 65-100	19	20	32	0	0	0
Number Scoring 85-100	14	12	25	0	0	0
Percentage of Tested Scoring 55-100	100%	100%	100%	0%	0%	0%
Percentage of Tested Scoring 65-100	95%	100%	100%	0%	0%	0%
Percentage of Tested Scoring 85-100	70%	60%	78%	0%	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)

Elementary-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
Nov 2004	General-Education Students	81	4%	7%	47%	42%
	Students with Disabilities	11	9%	27%	55%	9%
	All Students	92	4%	10%	48%	38%

Middle-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
June 2005	General-Education Students	85	0%	14%	71%	15%
	Students with Disabilities	12	17%	33%	50%	0%
	All Students	97	2%	16%	68%	13%

(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
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	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	63	63	63	5	5	5	68	68	68
Number Scoring 55–64	5	2	1	2	2	0	7	4	1
Number Scoring 65–84	35	22	45	1	2	3	36	24	48
Number Scoring 85–100	20	36	16	0	0	0	20	36	16
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
Listening and Speaking (Grade K–1)						
Number Tested		1	1		0	0
Beginning		#	#		0	0
Intermediate		#	#		0	0
Advanced		#	#		0	0
Proficient		#	#		0	0
Reading and Writing (Grade K–1)						
Number Tested		1	1		0	0
Beginning		#	#		0	0
Intermediate		#	#		0	0
Advanced		#	#		0	0
Proficient		#	#		0	0
Listening and Speaking (Grade 2–4)						
Number Tested		2	0		0	0
Beginning		#	0		0	0
Intermediate		#	0		0	0
Advanced		#	0		0	0
Proficient		#	0		0	0
Reading and Writing (Grade 2–4)						
Number Tested		2	0		0	0
Beginning		#	0		0	0
Intermediate		#	0		0	0
Advanced		#	0		0	0
Proficient		#	0		0	0
Listening and Speaking (Grade 5–6)						
Number Tested		1	3		0	1
Beginning		#	#		0	#
Intermediate		#	#		0	#
Advanced		#	#		0	#
Proficient		#	#		0	#
Reading and Writing (Grade 5–6)						
Number Tested		1	3		0	1
Beginning		#	#		0	#
Intermediate		#	#		0	#
Advanced		#	#		0	#
Proficient		#	#		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
Listening and Speaking (Grade 7–8)						
Number Tested		1	0		0	0
Beginning		#	0		0	0
Intermediate		#	0		0	0
Advanced		#	0		0	0
Proficient		#	0		0	0
Reading and Writing (Grade 7–8)						
Number Tested		1	0		0	0
Beginning		#	0		0	0
Intermediate		#	0		0	0
Advanced		#	0		0	0
Proficient		#	0		0	0
Listening and Speaking (Grade 9–12)						
Number Tested		1	0		0	0
Beginning		#	0		0	0
Intermediate		#	0		0	0
Advanced		#	0		0	0
Proficient		#	0		0	0
Reading and Writing (Grade 9–12)						
Number Tested		1	0		0	0
Beginning		#	0		0	0
Intermediate		#	0		0	0
Advanced		#	0		0	0
Proficient		#	0		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)