

# New York State School Report Card Comprehensive Information Report

BEDS Code: 65-07-01-04-0002  
 Name: Marion Junior-Senior High School  
 Principal: Duane Perry

Grade Range : 7-12

## Fall Enrollment

Grade	2002-03	2003-04	2004-05
Pre-K	0	0	0
Kindergarten	0	0	0
First	0	0	0
Second	0	0	0
Third	0	0	0
Fourth	0	0	0
Fifth	0	0	0
Sixth	0	0	0
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	567	561	553

## 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	3	0.5%	3	0.5%	5	0.9%
Black (Not Hispanic)	6	1.1%	2	0.4%	6	1.1%
Hispanic	4	0.7%	4	0.7%	6	1.1%
White (Not Hispanic)	554	97.7%	552	98.4%	536	96.9%

## Average Class Size

Grade Level	2002-03	2003-04	2004-05
Kindergarten	0	0	0
Common Branch	0	0	0
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
50	All schools in this group are secondary level schools in school districts with average student needs in relation to district resource capacity. The schools in this group are in the middle range of student needs for secondary level schools in these districts.

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	0	0.0%	1	0.2%	0	0.0%
Eligible for Free Lunch	74	13.1%	84	15.0%	92	16.6%

### 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		95.8%		95.5%		96.7%
Student Suspensions	23	4.1%	24	4.2%	38	6.8%

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

	2002-03	2003-04	2004-05
Reduced Lunch	10.8%	14.4%	14.1%
Public Assistance	11-20%	11-20%	11-20%
Student Stability	97%	100%	94%

### Staff Counts

Staff	2004-05
Total Teachers	47
Total Other Professional Staff	7
Total Paraprofessionals	NA
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*	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			
<b>Students with Disabilities</b>	Total Graduates*	13	3	4
	Regents Diplomas	3	0	0
	% Regents Diplomas	23%	0%	0%
	Regents Diplomas with Advanced Designation**			0
	% Regents Diplomas with Advanced Designation			0%
	IEP Diplomas or Local Certificates	1	2	0
<b>All Students</b>	Total Graduates*	77	88	61
	Regents Diplomas	51	58	47
	% Regents Diplomas	66%	66%	77%
	Regents Diplomas with Advanced Designation**			24
	% Regents Diplomas with Advanced Designation			39%
	IEP Diplomas or Local Certificates	1	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
<b>General-Education Students</b>	<b>Number</b>	24	23	0	1	7	0	0	2
	<b>Percent</b>	42%	40%	0%	2%	12%	0%	0%	4%
<b>Students with Disabilities</b>	<b>Number</b>	0	3	0	0	1	0	0	0
	<b>Percent</b>	0%	75%	0%	0%	25%	0%	0%	0%
<b>All Students</b>	<b>Number</b>	24	26	0	1	8	0	0	2
	<b>Percent</b>	39%	43%	0%	2%	13%	0%	0%	3%

## 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	5		6	1.7%	9	2.9%
	Entered GED Program*	2		5	1.4%	7	2.3%
	Total Noncompleters	7		11	3.2%	16	5.2%
<b>Students with Disabilities</b>	Dropped Out	2		1	3.3%	2	4.5%
	Entered GED Program*	0		0	0.0%	0	0.0%
	Total Noncompleters	2		1	3.3%	2	4.5%
<b>All Students</b>	Dropped Out	7	2.0%	7	1.9%	11	3.1%
	Entered GED Program*	2	0.6%	5	1.3%	7	2.0%
	Total Noncompleters	9	2.5%	12	3.2%	18	5.1%

\*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	171	98	169
	Number of Students with Disabilities	29	10	23
	Number of All Students	200	108	192
	Percent of Enrollment	95%	55%	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%

(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%	0	0%	9	89%
Science	0	0%	0	0%	10	80%
Reading	0	0%	0	0%	3	#
Writing	0	0%	0	0%	1	#
Global Studies	0	0%	0	0%	5	20%
U.S. Hist & Gov't	0	0%	0	0%	0	0%

(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	90	77	76	9	6	5
Number Scoring 55-100	86	67	75	7	2	5
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%	87%	99%	78%	33%	100%
Percentage of Tested Scoring 65-100	87%	75%	80%	33%	17%	40%
Percentage of Tested Scoring 85-100	42%	32%	24%	11%	0%	0%
<b>Mathematics A</b>						
Number Tested	95	105	87	10	6	3
Number Scoring 55-100	82	102	77	8	6	#
Number Scoring 65-100	64	91	62	6	3	#
Number Scoring 85-100	10	8	4	2	0	#
Percentage of Tested Scoring 55-100	86%	97%	89%	80%	100%	#
Percentage of Tested Scoring 65-100	67%	87%	71%	60%	50%	#
Percentage of Tested Scoring 85-100	11%	8%	5%	20%	0%	#
<b>Mathematics B</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%
<b>Global History and Geography</b>						
Number Tested	73	83	84	8	4	7
Number Scoring 55-100	67	75	78	5	#	4
Number Scoring 65-100	58	68	73	4	#	3
Number Scoring 85-100	21	29	34	0	#	0
Percentage of Tested Scoring 55-100	92%	90%	93%	62%	#	57%
Percentage of Tested Scoring 65-100	79%	82%	87%	50%	#	43%
Percentage of Tested Scoring 85-100	29%	35%	40%	0%	#	0%
<b>U.S. History and Government</b>						
Number Tested	82	70	71	8	5	4
Number Scoring 55-100	82	69	60	8	5	#
Number Scoring 65-100	79	65	52	8	4	#
Number Scoring 85-100	38	37	27	0	0	#
Percentage of Tested Scoring 55-100	100%	99%	85%	100%	100%	#
Percentage of Tested Scoring 65-100	96%	93%	73%	100%	80%	#
Percentage of Tested Scoring 85-100	46%	53%	38%	0%	0%	#

(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	73	87	96	7	8	3
Number Scoring 55-100	67	83	94	5	5	#
Number Scoring 65-100	66	73	89	4	4	#
Number Scoring 85-100	18	16	23	2	0	#
Percentage of Tested Scoring 55-100	92%	95%	98%	71%	62%	#
Percentage of Tested Scoring 65-100	90%	84%	93%	57%	50%	#
Percentage of Tested Scoring 85-100	25%	18%	24%	29%	0%	#
<b>Physical Setting/Earth Science</b>						
Number Tested	97	93	64	12	4	10
Number Scoring 55-100	80	78	45	4	#	5
Number Scoring 65-100	62	59	27	1	#	5
Number Scoring 85-100	19	10	3	0	#	0
Percentage of Tested Scoring 55-100	82%	84%	70%	33%	#	50%
Percentage of Tested Scoring 65-100	64%	63%	42%	8%	#	50%
Percentage of Tested Scoring 85-100	20%	11%	5%	0%	#	0%
<b>Physical Setting/Chemistry</b>						
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%	#
<b>Physical Setting/Physics</b>						
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
<b>Comprehensive French</b>						
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%
<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	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%	#
<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	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%
<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	0	0%	0%	0%	0%
	Students with Disabilities	0	0%	0%	0%	0%
	All Students	0	0%	0%	0%	0%

## 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	85	0%	14%	71%	15%
	Students with Disabilities	10	10%	30%	60%	0%
	All Students	95	1%	16%	69%	14%

(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	62	62	62	5	5	5	67	67	67
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
<b>Listening and Speaking (Grade 7-8)</b>						
Number Tested		1	0		0	0
Beginning		#	0		0	0
Intermediate		#	0		0	0
Advanced		#	0		0	0
Proficient		#	0		0	0
<b>Reading and Writing (Grade 7-8)</b>						
Number Tested		1	0		0	0
Beginning		#	0		0	0
Intermediate		#	0		0	0
Advanced		#	0		0	0
Proficient		#	0		0	0
<b>Listening and Speaking (Grade 9-12)</b>						
Number Tested		1	0		0	0
Beginning		#	0		0	0
Intermediate		#	0		0	0
Advanced		#	0		0	0
Proficient		#	0		0	0
<b>Reading and Writing (Grade 9-12)</b>						
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)