

# New York State School Report Card Comprehensive Information Report

BEDS Code: 62-10-01-06-0005

Grade Range : 9-12

Name: Marlboro Central High School

Principal: Paul Hughes

## Fall Enrollment

Grade	2000-2001	2001-2002	2002-2003
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	0	0	0
Eighth	0	0	0
Ninth	190	157	175
Tenth	145	189	159
Eleventh	137	145	174
Twelfth	128	122	139
Ungraded Secondary	0	0	0
Total K-12 Enrollment	600	613	647

## Student Racial/Ethnic Origin

Race/Ethnicity	2000-2001		2001-2002		2002-2003	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
American Indian, Alaskan, Asian, or Pacific Islander	8	1.3%	2	0.3%	5	0.8%
Black (Not Hispanic)	36	6.0%	18	2.9%	21	3.2%
Hispanic	34	5.7%	27	4.4%	25	3.9%
White (Not Hispanic)	522	87.0%	566	92.3%	596	92.1%

## Average Class Size

Grade Level	2000-2001	2001-2002	2002-2003
Kindergarten	0	0	0
Common Branch	0	0	0
English Grade 8	0	0	0
Mathematics Grade 8	0	0	0
Science Grade 8	0	0	0
Social Studies Grade 8	0	0	0
English Grade 10	24	18	20
Mathematics Grade 10	11	24	18
Science Grade 10	22	21	20
Social Studies Grade 10	22	23	25

(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
49	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 lower 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

	2000–2001		2001–2002		2002–2003	
	Count	Percent	Count	Percent	Count	Percent
Limited English Proficient	4	0.7%	11	1.8%	9	1.4%
Eligible for Free Lunch	19	3.2%	24	3.9%	21	3.3%

### Attendance and Suspension

	1999–2000		2000–2001		2001–2002	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
Annual Attendance Rate		92.0%		90.4%		92.7%
Student Suspensions	122	21.1%	124	20.7%	94	15.3%

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

	2000–2001	2001–2002	2002–2003
Reduced Lunch	2.7%	3.4%	1.7%
Public Assistance	1-10%	1-10%	1-10%
Student Stability	96%	100%	100%

### Staff Counts

Staff	2002–2003
Total Teachers	43
Total Other Professional Staff	5
Total Paraprofessionals	NA
Teaching Out of Certification*	0
Teachers with Temporary Licenses	0

\*Teaching out of certification more than on an incidental basis. Teachers with temporary licenses are also counted as teaching out of certification.

(Form – B)

# High School Graduates and Noncompleters

## High School Graduates Earning Regents Diplomas\*

	2000–2001			2001–2002			2002–2003		
	Total Grads	Regents Diplomas	% Regents Diplomas	Total Grads	Regents Diplomas	% Regents Diplomas	Total Grads	Regents Diplomas	% Regents Diplomas
General Education	90	57	63%	104	60	58%	120	73	61%
Students with Disabilities	11	0	0%	2	0	0%	18	1	6%
All Students	101	57	56%	106	60	57%	138	74	54%

\*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 during the 2001–2002 school year, diploma counts and percentage of graduates earning Regents diplomas are not necessarily comparable between years. Data for the 2000-2001 school year include January, June and August 2001 graduates; data for the 2001-2002 school year include January and June 2002 graduates; data for the 2002–2003 school year include August 2002 and January and June 2003 graduates.

## Distribution of 2002–2003 Graduates (All Students)

	To 4-year College	To 2-year College	To Other Post-Secondary	To the Military	To Employment	Other
Number	44	87	0	4	0	3
Percent	32%	63%	0%	3%	0%	2%

## Number of High School Completers with Disabilities in 2002–2003

Graduates* (a)	Regents Diplomas (b)	IEP Diplomas or Certificates (c)	All 2002–2003 Completers (a+c)
18	1	4	22

\*Local Diplomas (including local diplomas with Regents endorsements)

## High School Noncompletion Rates

		2000–2001		2001–2002		2002–2003	
		No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
General-Education Students	Dropped Out			9		12	
	Entered GED Program*			7		5	
	Total Noncompleters			16		17	
Students with Disabilities	Dropped Out			1		4	
	Entered GED Program*			0		1	
	Total Noncompleters			1		5	
All Students	Dropped Out	19	3.2%	10	1.6%	16	2.5%
	Entered GED Program*	2	0.3%	7	1.1%	6	0.9%
	Total Noncompleters	21	3.5%	17	2.8%	22	3.4%

\*The number and percentage of students who left K-12, diploma-bound systems and entered an alternative 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	2000-01	2001-02	2002-03
K-1		0%	0%
2-3		0%	0%

## Students Developing a Career Plan, 4-12

Grades		2000-01	2001-02	2002-03
4-5	Number of General-Education Students		0	0
	Number of Students with Disabilities		0	0
	Number of All Students		0	0
	Percent of Enrollment		0%	0%
6-8	Number of General-Education Students		0	0
	Number of Students with Disabilities		0	0
	Number of All Students		0	0
	Percent of Enrollment		0%	0%
9-12	Number of General-Education Students		0	0
	Number of Students with Disabilities		0	0
	Number of All Students		0	0
	Percent of Enrollment		0%	0%

## Second Language Proficiency Examinations

### General-Education Students

Test	2000-2001		2001-2002		2002-2003	
	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	14	93%	16	75%	0	0%

### Students with Disabilities

Test	2000-2001		2001-2002		2002-2003	
	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	1	#	1	#	0	0%

(Form-D)

# Regents Competency Tests

## General-Education Students

Test	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	0	0%	3	#	8	75%
Science	2	#	1	#	0	0%
Reading	0	0%	0	0%	2	#
Writing	0	0%	1	#	5	100%
Global Studies	4	#	0	0%	0	0%
U.S. Hist & Gov't	10	90%	3	#	1	#

## Students with Disabilities

Test	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	46	83%	11	55%	19	100%
Science	32	72%	20	70%	7	71%
Reading	21	100%	6	67%	27	81%
Writing	18	100%	11	91%	29	97%
Global Studies	6	67%	19	89%	10	60%
U.S. Hist & Gov't	13	62%	10	60%	6	50%

(Form – E)

# Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
<b>Comprehensive English</b>						
Number Tested	131	135	168	18	17	25
Number Scoring 55–100	126	125	148	14	11	14
Number Scoring 65–100	114	114	129	9	9	5
Number Scoring 85–100	54	46	45	0	0	1
Percentage of Tested Scoring 55–100	96%	93%	88%	78%	65%	56%
Percentage of Tested Scoring 65–100	87%	84%	77%	50%	53%	20%
Percentage of Tested Scoring 85–100	41%	34%	27%	0%	0%	4%
<b>Mathematics A</b>						
Number Tested	0	103	224	0	26	31
Number Scoring 55–100	0	50	147	0	11	15
Number Scoring 65–100	0	26	104	0	6	11
Number Scoring 85–100	0	2	14	0	0	1
Percentage of Tested Scoring 55–100	0%	49%	66%	0%	42%	48%
Percentage of Tested Scoring 65–100	0%	25%	46%	0%	23%	35%
Percentage of Tested Scoring 85–100	0%	2%	6%	0%	0%	3%
<b>Mathematics B (first administered June 2001)</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>Global History and Geography</b>						
Number Tested	138	166	176	17	23	27
Number Scoring 55–100	134	156	149	16	22	16
Number Scoring 65–100	119	131	133	12	8	9
Number Scoring 85–100	44	45	40	0	0	0
Percentage of Tested Scoring 55–100	97%	94%	85%	94%	96%	59%
Percentage of Tested Scoring 65–100	86%	79%	76%	71%	35%	33%
Percentage of Tested Scoring 85–100	32%	27%	23%	0%	0%	0%
<b>U.S. History and Government (first administered June 2001)</b>						
Number Tested	155	131	189	17	13	29
Number Scoring 55–100	143	113	177	10	9	24
Number Scoring 65–100	124	95	152	3	4	16
Number Scoring 85–100	79	36	43	0	0	3
Percentage of Tested Scoring 55–100	92%	86%	94%	59%	69%	83%
Percentage of Tested Scoring 65–100	80%	73%	80%	18%	31%	55%
Percentage of Tested Scoring 85–100	51%	27%	23%	0%	0%	10%

(Form – F)

# Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
<b>Living Environment (first administered June 2001)</b>						
Number Tested	218	152	164	27	32	10
Number Scoring 55–100	204	141	146	18	28	6
Number Scoring 65–100	180	124	126	13	18	5
Number Scoring 85–100	16	17	14	0	1	0
Percentage of Tested Scoring 55–100	94%	93%	89%	67%	88%	60%
Percentage of Tested Scoring 65–100	83%	82%	77%	48%	56%	50%
Percentage of Tested Scoring 85–100	7%	11%	9%	0%	3%	0%
<b>Physical Setting/Earth Science (first administered June 2001)</b>						
Number Tested	29	145	115	4	16	14
Number Scoring 55–100	24	134	107	#	11	12
Number Scoring 65–100	16	121	96	#	9	12
Number Scoring 85–100	1	43	28	#	2	0
Percentage of Tested Scoring 55–100	83%	92%	93%	#	69%	86%
Percentage of Tested Scoring 65–100	55%	83%	83%	#	56%	86%
Percentage of Tested Scoring 85–100	3%	30%	24%	#	12%	0%
<b>Physical Setting/Chemistry (first administered June 2002)</b>						
Number Tested		62	63		1	0
Number Scoring 55–100		55	44		#	0
Number Scoring 65–100		36	22		#	0
Number Scoring 85–100		3	0		#	0
Percentage of Tested Scoring 55–100		89%	70%		#	0%
Percentage of Tested Scoring 65–100		58%	35%		#	0%
Percentage of Tested Scoring 85–100		5%	0%		#	0%
<b>Physical Setting/Physics (first administered June 2002)*</b>						
Number Tested						
Number Scoring 55–100						
Number Scoring 65–100						
Number Scoring 85–100						
Percentage of Tested Scoring 55–100						
Percentage of Tested Scoring 65–100						
Percentage of Tested Scoring 85–100						

\* Physical Setting/Physics results are not included in the report card because the Department is issuing a new conversion chart for this assessment. Data currently available to the Department are based on the original conversion chart for the assessment.

(Form – G)

# Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
<b>Comprehensive French</b>						
Number Tested	9	22	13	1	0	0
Number Scoring 55–100	9	22	13	#	0	0
Number Scoring 65–100	9	20	13	#	0	0
Number Scoring 85–100	6	7	7	#	0	0
Percentage of Tested Scoring 55–100	100%	100%	100%	#	0%	0%
Percentage of Tested Scoring 65–100	100%	91%	100%	#	0%	0%
Percentage of Tested Scoring 85–100	67%	32%	54%	#	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	86	81	80	0	1	0
Number Scoring 55–100	86	78	76	0	#	0
Number Scoring 65–100	86	77	70	0	#	0
Number Scoring 85–100	67	46	43	0	#	0
Percentage of Tested Scoring 55–100	100%	96%	95%	0%	#	0%
Percentage of Tested Scoring 65–100	100%	95%	88%	0%	#	0%
Percentage of Tested Scoring 85–100	78%	57%	54%	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)

# Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
<b>Sequential Mathematics, Course II (last administered January 2003)</b>						
Number Tested	75	113	39	1	1	0
Number Scoring 55–100	39	83	26	#	#	0
Number Scoring 65–100	33	67	24	#	#	0
Number Scoring 85–100	12	12	3	#	#	0
Percentage of Tested Scoring 55–100	52%	73%	67%	#	#	0%
Percentage of Tested Scoring 65–100	44%	59%	62%	#	#	0%
Percentage of Tested Scoring 85–100	16%	11%	8%	#	#	0%
<b>Sequential Mathematics, Course III</b>						
Number Tested	69	54	80	1	1	0
Number Scoring 55–100	50	46	59	#	#	0
Number Scoring 65–100	45	41	48	#	#	0
Number Scoring 85–100	16	16	14	#	#	0
Percentage of Tested Scoring 55–100	72%	85%	74%	#	#	0%
Percentage of Tested Scoring 65–100	65%	76%	60%	#	#	0%
Percentage of Tested Scoring 85–100	23%	30%	17%	#	#	0%

(Form – I)

## Introduction to Occupations Examination

	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
General-Education Students	22	100%	13	85%	0	0%
Students with Disabilities	5	80%	1	#	0	0%

On school reports, 2000–2001 and 2001–2002 data are for all students with disabilities enrolled in the school. District reports contain data for all students with disabilities enrolled in the district for the 2000–2001, 2001–2002, and 2002–2003 school years.

### Elementary-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
<b>Nov 2002</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

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
<b>June 2003</b>	General-Education Students	0	0%	0%	0%	0%
	Students with Disabilities	0	0%	0%	0%	0%
	All Students	0	0%	0%	0%	0%

(Form – J)

# New York State Alternate Assessments (NYSAA) 2002–2003

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

## 1999 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	117	117	117	19	19	19	136	136	136
Number Scoring 55–64	7	14	12	2	5	4	9	19	16
Number Scoring 65–84	61	62	68	15	6	8	76	68	76
Number Scoring 85–100	46	32	33	0	2	0	46	34	33
Approved Alternatives	0	0	0	0	0	0	0	0	0

(Form – K)