

MARCELLUS CSD - NEW YORK STATE REPORT CARD [2023 - 24]

The New York State Report Card is an important part of the Board of Regents' effort to create educational equity and raise learning standards for all students. Knowledge gained from the report card on a school's or district's strengths and weaknesses can be used to improve instruction and services to students. The report card provides information to the public on school/district staff, students, and measures of school and district performance as required by the Every Student Succeeds Act (ESSA). Fundamentally, ESSA is about creating a set of interlocking strategies to promote educational equity by providing support to districts and schools as they work to ensure that every student succeeds. New York State is committed to ensuring that all students succeed and thrive in school no matter who they are, where they live, where they go to school, or where they come from.

2024-25 ACCOUNTABILITY STATUS AND SUPPORT MODEL BASED ON 2023-24 DATA

For information about how 2024-25 accountability statuses and support models were determined, see [Understanding the New York State Accountability System under the Every Student Succeeds Act \(ESSA\) for 2024-25 Accountability Statuses Based on 2023-24 Results](#).

LOCAL SUPPORT AND IMPROVEMENT

SECTION 1003 SCHOOL IMPROVEMENT FUNDS (2023-24)

The link below provides a list of all Local Education Agencies and public schools that received Section 1003 school improvement funds, including the amount of funds each school received and the types of strategies implemented in each school with such funds.

Section 1003 School Improvement Funds Data (74.01 kilobytes)

For information on the use of Title I School Improvement funds, see:

- 2023-24 Title I School Improvement Grant 1003 (Basic)
- 2023-24 Title I School Improvement Grant 1003 Coaching for Excellence Grant
- 2023-24 Title I School Improvement Grant 1003 High School Redesign (HSR) Continuation Grant
- 2023-24 Title I School Improvement Grant 1003 Targeted Support for Long-term Identified Schools Grant
- 2024 Title I School Improvement Grant 1003 (Planning)
- 2024 Title I School Improvement Grant 1003 Supplemental Support
- 2024 Title I School Improvement Grant 1003 Resource Allocation Review (RAR) Pilot
- 2020-24 NYSIP-PLC Phase III

ELEMENTARY/MIDDLE STATUSES AND SUPPORT MODELS BY SUBGROUP

Subgroup	Status And Support Model	Made Progress
All Students	Local Support and Improvement	NA
Hispanic or Latino	Local Support and Improvement	NA
White	Local Support and Improvement	NA
Students with Disabilities	Local Support and Improvement	NA
Economically Disadvantaged	Local Support and Improvement	NA

ELEMENTARY/MIDDLE INDICATOR LEVELS

Subgroup	Core Subject Performance	Weighted Average Performance	English Language Proficiency (ELP)	Chronic Absenteeism
All Students	4	4	–	4
Hispanic or Latino	3	3	–	–
White	4	4	–	4
Students with Disabilities	3	4	–	3
Economically Disadvantaged	4	4	–	3

ELEMENTARY/MIDDLE CORE SUBJECT PERFORMANCE

Subgroup	Subject	Cohort	Index	Level
All Students	ELA	535	159.8	4
	Math	515	178.4	
	Combined	1,050	169	
Asian or Native Hawaiian/Other Pacific Islander	ELA	3	—	—
	Math	2	—	
	Combined	5	—	
Black or African American	ELA	1	—	—
	Math	—	—	
	Combined	1	—	
Hispanic or Latino	ELA	18	133.3	3
	Math	17	150	
	Combined	35	141.4	
Multiracial	ELA	12	125	—
	Math	12	125	
	Combined	24	—	
White	ELA	501	161.5	4
	Math	484	180.7	
	Combined	985	170.9	
English Language Learner	ELA	2	—	—
	Math	2	—	
	Combined	4	—	
Students with Disabilities	ELA	79	70.9	3
	Math	76	90.1	
	Combined	155	80.3	

Subgroup	Subject	Cohort	Index	Level
Economically Disadvantaged	ELA	116	117.7	4
	Math	112	140.2	
	Combined	228	128.7	

ELEMENTARY/MIDDLE WEIGHTED AVERAGE PERFORMANCE

Subgroup	Subject	Cohort	Index	Level
All Students	ELA	551	155.2	4
	Math	551	166.8	
	Combined	1,102	161	
Asian or Native Hawaiian/Other Pacific Islander	ELA	3	—	—
	Math	3	—	
	Combined	6	—	
Black or African American	ELA	1	—	—
	Math	1	—	
	Combined	2	—	
Hispanic or Latino	ELA	18	133.3	3
	Math	17	150	
	Combined	35	141.4	
Multiracial	ELA	12	125	—
	Math	12	125	
	Combined	24	—	
White	ELA	518	156.2	4
	Math	518	168.8	
	Combined	1,036	162.5	
English Language Learner	ELA	2	—	—
	Math	2	—	
	Combined	4	—	
Students with Disabilities	ELA	87	64.4	4
	Math	87	78.7	
	Combined	174	71.6	

Subgroup	Subject	Cohort	Index	Level
Economically Disadvantaged	ELA	126	108.3	4
	Math	126	124.6	
	Combined	252	116.5	

ELEMENTARY/MIDDLE ELP

Subgroup	Number Of ELLs	Benchmark	Progress Rate	Success Ratio	Level
All Students	4	—	—	—	—
White	4	—	—	—	—
English Language Learner	4	—	—	—	—
Economically Disadvantaged	1	—	—	—	—

ELEMENTARY/MIDDLE CHRONIC ABSENTEEISM

Subgroup	Students Enrolled	Students Chronically Absent	Chronic Absenteeism Rate	Level
All Students	794	94	11.8%	4
American Indian or Alaska Native	1	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	3	—	—	—
Black or African American	3	—	—	—
Hispanic or Latino	26	—	—	—
Multiracial	21	—	—	—
White	740	90	12.2%	4
English Language Learner	5	—	—	—
Students with Disabilities	123	22	17.9%	3
Economically Disadvantaged	192	45	23.4%	3

ELEMENTARY/MIDDLE ELA PARTICIPATION RATE

Subgroup	Tested 95% In Current Year	Current Year Enrollment	Current Year Participation Rate
All Students	X	589	92.2%
Asian or Native Hawaiian/Other Pacific Islander	—	3	—
Black or African American	—	1	—
Hispanic or Latino	—	18	—
Multiracial	—	13	—
White	X	554	91.9%
English Language Learner	—	2	—
Students with Disabilities	X	83	85.5%
Economically Disadvantaged	X	138	87%

ELEMENTARY/MIDDLE MATHEMATICS PARTICIPATION RATE

Subgroup	Tested 95% In Current Year	Current Year Enrollment	Current Year Participation Rate
All Students	X	589	88.6%
Asian or Native Hawaiian/Other Pacific Islander	—	3	—
Black or African American	—	1	—
Hispanic or Latino	—	18	—
Multiracial	—	13	—
White	X	554	88.6%
English Language Learner	—	2	—
Students with Disabilities	X	83	81.9%
Economically Disadvantaged	X	138	83.3%

SECONDARY STATUSES AND SUPPORT MODELS BY SUBGROUP

Subgroup	Status And Support Model	Made Progress
All Students	Local Support and Improvement	NA
White	Local Support and Improvement	NA
Students with Disabilities	Local Support and Improvement	NA
Economically Disadvantaged	Local Support and Improvement	NA

SECONDARY INDICATOR LEVELS

Subgroup	Core Subject Performance	Weighted Average Performance	Graduation Rate	English Language Proficiency (ELP)	Chronic Absenteeism
All Students	4	4	3	–	4
White	4	4	3	–	4
Students with Disabilities	4	3	2	–	3
Economically Disadvantaged	4	4	2	–	4

SECONDARY CORE SUBJECT PERFORMANCE

Subgroup	Subject	Cohort	Index	Combined Index	Level
All Students	ELA	110	200	179.6	4
	Math	94	138.3		
	Science	109	211		
Asian or Native Hawaiian/Other Pacific Islander	ELA	5	220	—	—
	Math	5	150		
	Science	5	230		
Multiracial	ELA	2	—	—	—
	Math	2	—		
	Science	2	—		
White	ELA	103	199.5	178.6	4
	Math	87	136.8		
	Science	102	209.8		
Students with Disabilities	ELA	12	112.5	110.8	4
	Math	5	80		
	Science	11	154.5		
Economically Disadvantaged	ELA	17	179.4	170.7	4
	Math	14	132.1		
	Science	16	215.6		

SECONDARY WEIGHTED AVERAGE PERFORMANCE

Subgroup	Subject	Cohort	Index	Combined Index	Level
All Students	ELA	111	198.2	172.2	4
	Math	107	121.5		
	Science	110	209.1		
Asian or Native Hawaiian/Other Pacific Islander	ELA	5	220	—	—
	Math	5	150		
	Science	5	230		
Multiracial	ELA	2	—	—	—
	Math	2	—		
	Science	2	—		
White	ELA	104	197.6	170.7	4
	Math	100	119		
	Science	103	207.8		
Students with Disabilities	ELA	12	112.5	93.3	3
	Math	12	33.3		
	Science	11	154.5		
Economically Disadvantaged	ELA	17	179.4	164.5	4
	Math	16	115.6		
	Science	16	215.6		

SECONDARY GRADUATION RATE

Subgroup	Cohort	Number In Cohort	Number Graduated	Grad Rate	Average Grad Rate	Level
All Students	4-year	140	130	92.9%	93.8%	3
	5-year	139	132	95%		
	6-year	136	127	93.4%		
Asian or Native Hawaiian/Other Pacific Islander	4-year	2	—	—	—	—
	5-year	1	—	—		
	6-year	3	—	—		
Black or African American	4-year	1	—	—	—	—
	5-year	2	—	—		
	6-year	1	—	—		
Hispanic or Latino	4-year	10	—	—	—	—
	5-year	2	—	—		
	6-year	0	—	—		
Multiracial	4-year	3	—	—	—	—
	5-year	1	—	—		
	6-year	1	—	—		
White	4-year	124	114	91.9%	93.2%	3
	5-year	133	126	94.7%		
	6-year	131	122	93.1%		
English Language Learner	4-year	2	—	—	—	—
	5-year	1	—	—		
	6-year	0	—	—		

Subgroup	Cohort	Number In Cohort	Number Graduated	Grad Rate	Average Grad Rate	Level
Students with Disabilities	4-year	25	19	76%	74.3%	2
	5-year	17	13	76.5%		
	6-year	27	19	70.4%		
Economically Disadvantaged	4-year	30	25	83.3%	83.3%	2
	5-year	23	—	—		
	6-year	30	25	83.3%		

SECONDARY CHRONIC ABSENTEEISM

Subgroup	Students Enrolled	Students Chronically Absent	Chronic Absenteeism Rate	Level
All Students	458	72	15.7%	4
American Indian or Alaska Native	1	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	8	—	—	—
Black or African American	4	—	—	—
Hispanic or Latino	6	—	—	—
Multiracial	12	—	—	—
White	427	66	15.5%	4
Students with Disabilities	63	16	25.4%	3
Economically Disadvantaged	108	26	24.1%	4

SECONDARY ELA PARTICIPATION RATE

Subgroup	Tested 95% In Current Year	Current Year 12th Grade Enrollment	Current Year Participation Rate
All Students	✓	117	100%
Asian or Native Hawaiian/Other Pacific Islander	—	5	—
Multiracial	—	2	—
White	✓	110	100%
Students with Disabilities	—	14	—
Economically Disadvantaged	—	21	—

SECONDARY MATHEMATICS PARTICIPATION RATE

Subgroup	Tested 95% In Current Year	Current Year 12th Grade Enrollment	Current Year Participation Rate
All Students	✗	112	85.7%
Asian or Native Hawaiian/Other Pacific Islander	—	5	—
Multiracial	—	2	—
White	✗	105	84.8%
Students with Disabilities	—	14	—
Economically Disadvantaged	—	19	—