

New York State School Report Card

Comprehensive Information Report

BEDS Code: 47-12-01-04-0001
 Name: Morris Central School
 Principal: Leone Schermerhorn

Grade Range : PK-12

Fall Enrollment

Grade	2001-02	2002-03	2003-04
Pre-K	0	19	19
Kindergarten	24	20	36
First	46	23	24
Second	30	46	26
Third	47	26	49
Fourth	40	42	27
Fifth	39	41	41
Sixth	42	38	42
Ungraded Elementary	0	0	0
Seventh	37	50	46
Eighth	42	37	44
Ninth	42	42	36
Tenth	40	39	40
Eleventh	40	29	39
Twelfth	36	31	27
Ungraded Secondary	0	0	0
Total K-12 Enrollment	505	464	477

Student Racial/Ethnic Origin

Race/Ethnicity	2001-02		2002-03		2003-04	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
American Indian, Alaskan, Asian, or Pacific Islander	0	0.0%	0	0.0%	1	0.2%
Black (Not Hispanic)	2	0.4%	4	0.9%	5	1.0%
Hispanic	10	2.0%	15	3.2%	6	1.3%
White (Not Hispanic)	493	97.6%	445	95.9%	465	97.5%

Average Class Size

Grade Level	2001-02	2002-03	2003-04
Kindergarten	12	20	18
Common Branch	27	18	18
English Grade 8	29	22	20
Mathematics Grade 8	18	18	23
Science Grade 8	31	18	22
Social Studies Grade 8	16	17	22
English Grade 10	18	21	17
Mathematics Grade 10	6	10	0
Science Grade 10	10	12	25
Social Studies Grade 10	35	20	18

(Form – A)

District Need to Resource Capacity Category

N/RC Category	Description
4	This is a rural school district with high student needs in relation to district resource capacity.

Similar School Group and Description

Similar School Group	Description
64	All schools in this group serve students from Kindergarten through Grade 12. Schoolwide measures like Attendance Rate are compared with all other schools in this group. Test results for schools in this group are compared with schools from comparable districts; elementary level schools for grades K-4, middle level schools for grades 5-8, and secondary schools for grades 9-12.

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

	2001-02		2002-03		2003-04	
	Count	Percent	Count	Percent	Count	Percent
Limited English Proficient	0	0.0%	0	0.0%	0	0.0%
Eligible for Free Lunch	125	24.8%	123	26.5%	126	26.4%

Attendance and Suspension

	2000-01		2001-02		2002-03	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
Annual Attendance Rate		95.6%		94.7%		95.6%
Student Suspensions	14	2.7%	10	2.0%	20	4.3%

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

	2001-02	2002-03	2003-04
Reduced Lunch	16.4%	13.6%	12.0%
Public Assistance	31-40%	21-30%	21-30%
Student Stability	100%	100%	100%

Staff Counts

Staff	2003-04
Total Teachers	44
Total Other Professional Staff	6
Total Paraprofessionals	NA
Teaching Out of Certification*	3

*Teaching out of certification more than on an incidental basis.

(Form – B)

High School Graduates and Noncompleters

High School Graduates Earning Regents Diplomas*

	2001-02			2002-03			2003-04		
	Total Grads	Regents Diplomas	% Regents Diplomas	Total Grads	Regents Diplomas	% Regents Diplomas	Total Grads	Regents Diplomas	% Regents Diplomas
General Education	24	16	67%	23	16	70%	24	15	62%
Students with Disabilities	2	0	0%	2	1	50%	1	0	0%
All Students	26	16	62%	25	17	68%	25	15	60%

*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 for the 2001-02 school year, diploma counts for that year do not include counts from August 2001. Data for the 2002-03 school year include August 2002 and January and June 2003 graduates; data for the 2003-04 school year include August 2003 and January and June 2004 graduates.

Distribution of 2003-04 Graduates (All Students)

	To 4-year College	To 2-year College	To Other Post-Secondary	To the Military	To Employment	Other
Number	14	8	0	0	3	0
Percent	56%	32%	0%	0%	12%	0%

Number of High School Completers with Disabilities in 2003-04

Graduates* (a)	Regents Diplomas (b)	IEP Diplomas or Certificates (c)	All 2003-04 Completers (a+c)
1	0	2	3

*Local Diplomas (including local diplomas with Regents endorsements)

High School Noncompletion Rates

		2001-02		2002-03		2003-04	
		No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
General-Education Students	Dropped Out	4		5		2	1.7%
	Entered GED Program*	3		5		5	4.2%
	Total Noncompleters	7		10		7	5.9%
Students with Disabilities	Dropped Out	0		0		1	3.8%
	Entered GED Program*	0		3		0	0.0%
	Total Noncompleters	0		3		1	3.8%
All Students	Dropped Out	4	2.5%	5	3.5%	3	2.1%
	Entered GED Program*	3	1.9%	8	5.7%	5	3.5%
	Total Noncompleters	7	4.4%	13	9.2%	8	5.6%

*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	2001–02	2002–03	2003–04
K–1	0%	0%	0%
2–3	0%	0%	0%

Students Developing a Career Plan, 4–12

Grades		2001–02	2002–03	2003–04
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	0	0	70
	Number of Students with Disabilities	0	0	20
	Number of All Students	0	0	90
	Percent of Enrollment	0%	0%	68%
9–12	Number of General-Education Students	158	127	120
	Number of Students with Disabilities	0	14	22
	Number of All Students	158	141	142
	Percent of Enrollment	100%	100%	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 2003-2004 school year; completion data are as of June 2003.

Note: Blank cells indicate that either the district did not have a CTE program or did not report data.

This data is reported only at the district level.

(Form – D)

Second Language Proficiency Examinations

General-Education Students

Test	2001-02		2002-03		2003-04	
	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	36	81%	36	94%	28	93%

Students with Disabilities

Test	2001-02		2002-03		2003-04	
	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	#	3	#	1	#

Regents Competency Tests

General-Education Students

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	0	0%	1	#	0	0%
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%	0	0%

Students with Disabilities

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	0	0%	7	100%	0	0%
Science	2	#	0	0%	0	0%
Reading	0	0%	1	#	1	#
Writing	0	0%	1	#	1	#
Global Studies	0	0%	3	#	1	#
U.S. Hist & Gov't	0	0%	1	#	1	#

(Form – E)

Regents Examinations

	All Students			Students with Disabilities		
	2001–02	2002–03	2003–04	2001–02	2002–03	2003–04
Comprehensive English						
Number Tested	29	21	38	2	0	5
Number Scoring 55–100	29	20	35	#	0	4
Number Scoring 65–100	27	19	33	#	0	3
Number Scoring 85–100	16	12	20	#	0	1
Percentage of Tested Scoring 55–100	100%	95%	92%	#	0%	80%
Percentage of Tested Scoring 65–100	93%	90%	87%	#	0%	60%
Percentage of Tested Scoring 85–100	55%	57%	53%	#	0%	20%
Mathematics A						
Number Tested	1	37	28	0	7	0
Number Scoring 55–100	#	26	27	0	0	0
Number Scoring 65–100	#	23	26	0	0	0
Number Scoring 85–100	#	6	8	0	0	0
Percentage of Tested Scoring 55–100	#	70%	96%	0%	0%	0%
Percentage of Tested Scoring 65–100	#	62%	93%	0%	0%	0%
Percentage of Tested Scoring 85–100	#	16%	29%	0%	0%	0%
Mathematics 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%
Global History and Geography						
Number Tested	30	36	30	0	6	1
Number Scoring 55–100	30	31	29	0	3	#
Number Scoring 65–100	26	29	26	0	2	#
Number Scoring 85–100	9	14	18	0	1	#
Percentage of Tested Scoring 55–100	100%	86%	97%	0%	50%	#
Percentage of Tested Scoring 65–100	87%	81%	87%	0%	33%	#
Percentage of Tested Scoring 85–100	30%	39%	60%	0%	17%	#
U.S. History and Government						
Number Tested	32	25	33	2	1	5
Number Scoring 55–100	31	24	31	#	#	4
Number Scoring 65–100	25	24	28	#	#	2
Number Scoring 85–100	11	17	19	#	#	2
Percentage of Tested Scoring 55–100	97%	96%	94%	#	#	80%
Percentage of Tested Scoring 65–100	78%	96%	85%	#	#	40%
Percentage of Tested Scoring 85–100	34%	68%	58%	#	#	40%

(Form – F)

Regents Examinations

	All Students			Students with Disabilities		
	2001–02	2002–03	2003–04	2001–02	2002–03	2003–04
Living Environment						
Number Tested	24	38	45	1	5	4
Number Scoring 55–100	24	38	44	#	5	#
Number Scoring 65–100	23	32	41	#	3	#
Number Scoring 85–100	7	6	5	#	0	#
Percentage of Tested Scoring 55–100	100%	100%	98%	#	100%	#
Percentage of Tested Scoring 65–100	96%	84%	91%	#	60%	#
Percentage of Tested Scoring 85–100	29%	16%	11%	#	0%	#
Physical Setting/Earth Science						
Number Tested	0	6	9	0	0	0
Number Scoring 55–100	0	6	9	0	0	0
Number Scoring 65–100	0	6	8	0	0	0
Number Scoring 85–100	0	3	6	0	0	0
Percentage of Tested Scoring 55–100	0%	100%	100%	0%	0%	0%
Percentage of Tested Scoring 65–100	0%	100%	89%	0%	0%	0%
Percentage of Tested Scoring 85–100	0%	50%	67%	0%	0%	0%
Physical Setting/Chemistry						
Number Tested	23	22	21	0	0	0
Number Scoring 55–100	23	20	20	0	0	0
Number Scoring 65–100	18	14	18	0	0	0
Number Scoring 85–100	4	3	3	0	0	0
Percentage of Tested Scoring 55–100	100%	91%	95%	0%	0%	0%
Percentage of Tested Scoring 65–100	78%	64%	86%	0%	0%	0%
Percentage of Tested Scoring 85–100	17%	14%	14%	0%	0%	0%
Physical Setting/Physics						
Number Tested			15			0
Number Scoring 55–100			15			0
Number Scoring 65–100			15			0
Number Scoring 85–100			0			0
Percentage of Tested Scoring 55–100			100%			0%
Percentage of Tested Scoring 65–100			100%			0%
Percentage of Tested Scoring 85–100			0%			0%

* Physical Setting/Physics results for 2001–02 and 2002–03 are not included in the report card because the Department issued new conversion charts for assessments administered in those years.

(Form – G)

Regents Examinations

	All Students			Students with Disabilities		
	2001–02	2002–03	2003–04	2001–02	2002–03	2003–04
Comprehensive French						
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 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	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 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	24	13	0	0	0
Number Scoring 55–100	20	24	13	0	0	0
Number Scoring 65–100	19	24	13	0	0	0
Number Scoring 85–100	10	10	3	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	50%	42%	23%	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)

Regents Examinations

	All Students			Students with Disabilities		
	2001–02	2002–03	2003–04	2001–02	2002–03	2003–04
Sequential Mathematics, Course III (last administered January 2004)						
Number Tested	13	22	3	0	1	0
Number Scoring 55–100	13	21	#	0	#	0
Number Scoring 65–100	13	20	#	0	#	0
Number Scoring 85–100	9	6	#	0	#	0
Percentage of Tested Scoring 55–100	100%	95%	#	0%	#	0%
Percentage of Tested Scoring 65–100	100%	91%	#	0%	#	0%
Percentage of Tested Scoring 85–100	69%	27%	#	0%	#	0%

Introduction to Occupations Examination

	2001–02		2002–03		2003–04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
General-Education Students	7	100%	6	83%	2	#
Students with Disabilities	9	100%	3	#	4	#

District reports contain data for all students with disabilities enrolled in the district for the 2001–02 school year.

Elementary-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
Nov 2003	General-Education Students	33	9%	0%	70%	21%
	Students with Disabilities	6	67%	0%	33%	0%
	All Students	39	18%	0%	64%	18%

Middle-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
June 2004	General-Education Students	38	#	#	#	#
	Students with Disabilities	3	#	#	#	#
	All Students	41	0%	41%	51%	7%

(Form – I)

New York State Alternate Assessments (NYSAA)

2003–04

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

2000 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	25	25	25	5	5	5	30	30	30
Number Scoring 55–64	0	0	0	0	0	0	0	0	0
Number Scoring 65–84	15	5	14	0	0	1	15	5	15
Number Scoring 85–100	10	19	10	1	1	0	11	20	10
Approved Alternatives	0	0	0	0	0	0	0	0	0

(Form – J)