New York State School Report Card
Comprehensive Information Report

BEDS Code: 13-15-00-01-0009   Grade Range :   PK-2
Name: Morse Young Child Magnet School
Principal: Anthony Lupoli

Fall Enrollment

Grade	2002–03	2003–04	2004–05
Pre-K	204	188	173
Kindergarten	139	117	116
First	110	118	104
Second	87	102	107
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	0	0	0
Tenth	0	0	0
Eleventh	0	0	0
Twelfth	0	0	0
Ungraded Secondary	0	0	0
Total K-12 Enrollment	336	337	327

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	8	2.4%	0	0.0%	4	1.2%
Black (Not Hispanic)	194	57.7%	211	62.6%	217	66.4%
Hispanic	53	15.8%	58	17.2%	52	15.9%
White (Not Hispanic)	81	24.1%	68	20.2%	54	16.5%

Average Class Size

Grade Level	2002–03	2003–04	2004–05
Kindergarten	25	23	23
Common Branch	19	20	22
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	0	0	0
Mathematics Grade 10	0	0	0
Science Grade 10	0	0	0
Social Studies Grade 10	0	0	0

(Form – A)

District Need to Resource Capacity Category

N/RC Category	Description
3	This is an urban or suburban school district with high student needs in relation to district resource capacity.

Similar School Group and Description

Similar School Group	Description
9	All schools in this group are elementary level schools in urban or suburban school districts with high student needs in relation to district resources. The schools in this group are in the higher range of student needs for elementary 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	73	13.5%	33	6.3%	38	7.6%
Eligible for Free Lunch	192	57.1%	210	62.3%	277	84.7%

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		97.6%		97.0%		94.9%
Student Suspensions	0	0.0%	6	1.8%	9	2.7%

Student Socioeconomic and Stability Indicators
(Percent of Enrollment)

	2002–03	2003–04	2004–05
Reduced Lunch	15.2%	14.2%	15.3%
Public Assistance	71-80%	71-80%	71-80%
Student Stability	97%	87%	79%

Staff Counts

Staff	2004–05
Total Teachers	26
Total Other Professional Staff	5
Total Paraprofessionals	NA
Teaching Out of Certification*	2

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

(Form – B)

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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		28	13		3	1
Beginning		0	0		#	#
Intermediate		3	0		#	#
Advanced		10	9		#	#
Proficient		15	4		#	#
Reading and Writing (Grade K–1)						
Number Tested		28	13		3	1
Beginning		2	0		#	#
Intermediate		7	1		#	#
Advanced		17	7		#	#
Proficient		2	5		#	#
Listening and Speaking (Grade 2–4)						
Number Tested		4	9		0	1
Beginning		#	0		0	#
Intermediate		#	0		0	#
Advanced		#	4		0	#
Proficient		#	5		0	#
Reading and Writing (Grade 2–4)						
Number Tested		4	9		0	1
Beginning		#	0		0	#
Intermediate		#	6		0	#
Advanced		#	3		0	#
Proficient		#	0		0	#
Listening and Speaking (Grade 5–6)						
Number Tested		0	0		0	0
Beginning		0	0		0	0
Intermediate		0	0		0	0
Advanced		0	0		0	0
Proficient		0	0		0	0
Reading and Writing (Grade 5–6)						
Number Tested		0	0		0	0
Beginning		0	0		0	0
Intermediate		0	0		0	0
Advanced		0	0		0	0
Proficient		0	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 – K)

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