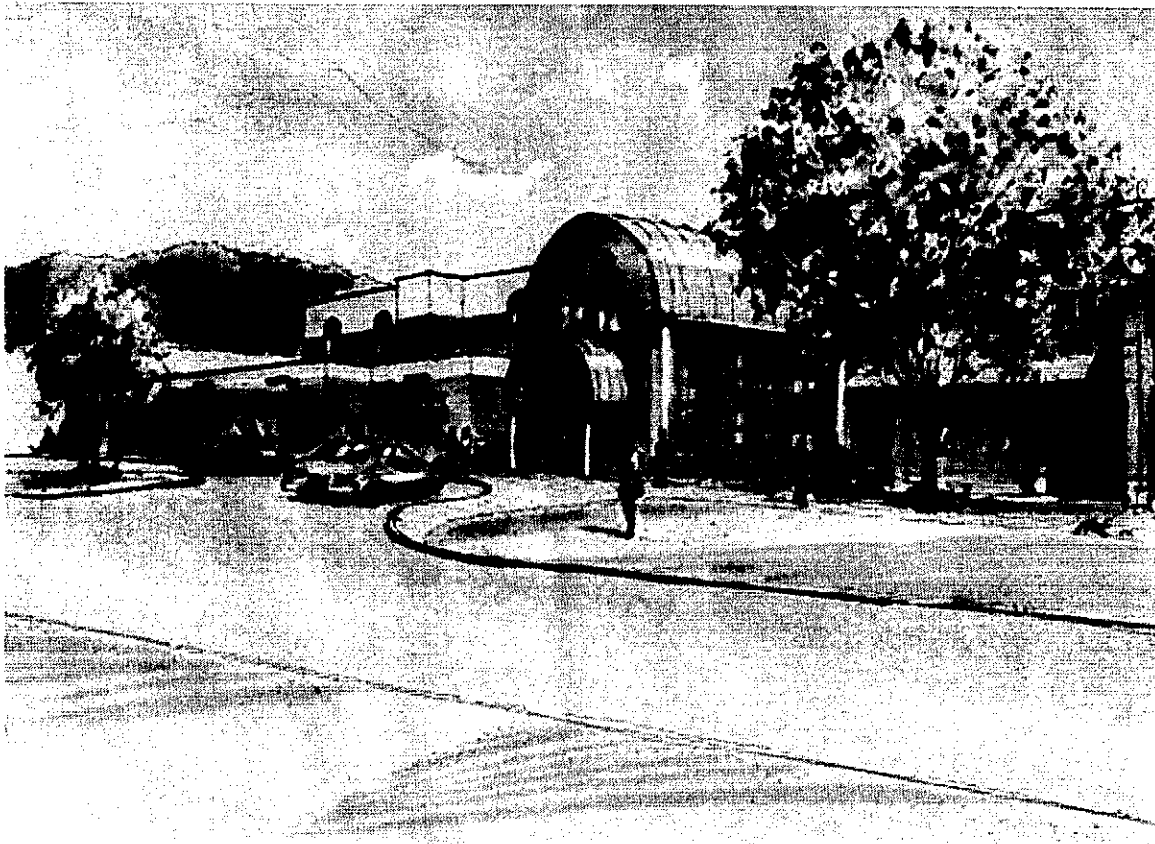


MORRIS CENTRAL SCHOOL DISTRICT 2012-2013 BUDGET



**MORRIS CENTRAL SCHOOL
PO BOX 40, 65 MAIN STREET
MORRIS, NY 13808**

**MORRIS CENTRAL SCHOOL
THREE PART BUDGET
2012-2013**

ACCT	ACCOUNT	2011-2012	2012-2013	\$	%
CODE	NAME	Budget	Projected Budget	CHANGE	CHANGE
	<u>ADMINISTRATION - PART I</u>				
*1010	Total Board of Education	11,500	5,460	-6,040	-52.52%
*1040	Total District Clerk	2,380	2130	-250	-10.50%
*1060	Total District Meeting	2,000	1000	-1,000	-50.00%
**1099	Total Board of Education	15,880	8,590	-7,290	-45.91%
**1299	Total Central Administration	147,715	151,884	4,169	2.82%
*1310	Total Business Office Administration	152,955	152,214	-741	-0.48%
*1320	Total Auditing	24,750	29,053	4,303	17.39%
*1325	Total Treasurer	26,606	26,634	28	0.11%
*1330	Total Tax Collector	5,150	5,175	25	0.49%
*1345	Total Purchasing	2,267	2,717	450	19.85%
*1380	Total Fiscal Agent	6,500	4,500	-2,000	-30.77%
**1399	Total Finance	218,228	220,293	2,065	0.95%
	Total Legal	12,000	12,000	0	0.00%
*1430	Total Personnel	5,923	5,783	-140	-2.36%
*1480	Total Public Info. and Services	2,500	1,800	-700	-28.00%
**1499	Total Staff	20,423	19,583	-840	-4.11%
*1670	Total Central Printing & Mailing	15,645	14,325	-1,320	-8.44%
*1680	Total Central Data Processing	39,904	42,349	2,445	6.13%
**1699	Total Central Services	55,549	56,674	1,125	2.03%
1910.400	Unallocated Insurance	34,271	35,985	1,714	5.00%
1981.490	BOCES Administrative Cost	119517	126,994	7,477	6.26%
**1998	Total Special Items	153,788	162,979	9,191	5.98%
**2010	Total Curriculum Dev & Supervision	150	0	-150	-100.00%
*2020	Total Supervision-Regular School	97,352	101,033	3,681	3.78%
*2060	Total Research, Planning & Evaluation	4,870	5,600	730	14.99%
**2099	Total Administration & Improvement	102,372	106633	4,261	4.16%
**9098	Total Employee Benefits	118,178	116,093	-2,085	-1.76%
	TOTAL ADMINISTRATION	832,133	842,729	10,596	1.27%

PROGRAM - PART II

**2110	Total Teaching-Regular School	1,963,341	1,985,341	22,000	1.12%
*2250	Total Programs for Students w/Disabilities	1,313,596	1,183,551	-130,045	-9.90%
*2280	Total Occupational Education	120,693	157,417	36,724	30.43%
**2299	Total Special Services	1,434,289	1,340,968	-93,321	-6.51%
**2399	Total Teaching-Special Schools	9,643	9,863	220	2.28%
*2610	Total School Library and Audiovisual	130,860	131,248	388	0.30%
*2630	Total Computer Assisted Instruction	14,263	13,552	-711	-4.98%
**2699	Total Instructional Media	145,123	144,800	-323	-0.22%
*2805	Total Attendance-Regular School	4,513	3,729	-784	-17.37%
*2810	Total Guidance-Regular School	189,538	161,010	-28,528	-15.05%
*2815	Total Health Services-Regular School	33,874	34,196	322	0.95%
*2820	Total Psychological Services-Regular School	42,575	37,108	-5,467	-12.84%
*2850	Total Co curricular Activities-Regular School	19,000	18,310	-690	-3.63%
*2855	Total Interscholastic Athletics-Regular School	82,412	78,331	-4,081	-4.95%
**2899	Total Pupil Services	371,912	332,684	-39,228	-10.55%
***2999	Total Instruction	3,924,308	3,813,656	-110,652	-2.82%
*5510	Total District Transportation Services	396,690	433,659	36,969	9.32%
*5530	Total Garage Building	46,770	43,954	-2,816	-6.02%
**5999	Total Pupil Transportation	443,460	477,613	34,153	7.70%
**9098	Total Employee Benefits	1,801,409	1,898,987	97,578	5.42%
TOTAL PROGRAM		6,169,177	6,190,256	21,079	0.34%
CAPITAL - PART III					
*1620	Total Operation of Plant	500,533	503,073	2,540	0.51%
*1621	Total Maintenance of Plant	57,054	56,860	-194	-0.34%
**1699	Total Central Services	557,587	559,933	2,346	0.42%
1964.400	Refund on Real Property Taxes	2,000	2,000	0	0.00%
*1999	Total Special Items	2,000	2,000	0	0.00%
*9798.6	Total Debt Service-Principal	938,769	897,299	-41,470	-4.42%
*9798.7	Total Debt Service-Interest	291,313	226,232	-65,081	-22.34%
**9898	Total Debt Service	1,230,082	1,123,531	-106,551	-8.66%
9950.900	Transfer to Federal Funds	10,000	10,000	0	0.00%
**9950	Total Interfund Transfers	10,000	10,000	0	0.00%
**9098	Total Employee Benefits	95,441	91,440	-4,001	-4.19%
TOTAL CAPITAL		1,895,110	1,786,904	-108,206	-5.71%
GRAND TOTALS					
PART I - ADMINISTRATIVE		832,133	842,729	10,596	1.27%
PART II - PROGRAM		6,169,177	6,190,256	21,079	0.34%
PART III - CAPITAL		1,895,110	1,786,904	-108,206	-5.71%
TOTAL BUDGET		8,896,420	8,819,889	-76,531	-0.86%

**Morris Central School
Projected Revenues
2012-2013 School Year**

19-Apr-12

<u>Miscellaneous</u>	2011-2012 BUDGETED	2012-2013 BUGETED	\$ Change	% Change
Interest & Penalties on Taxes	10,000	11,000	1,000	0.1
Charges for Services-Admission/Tuition	35,000	35,000	0	0
Interest on Investments	1,000	1,000	0	0
Rental of Real Property	40,000	15,000	-25,000	-0.625
Refunds for BOCES Aided Services	40,000	50,000	10,000	0.25
Medicaid Reimbursement	20,000	20,000	0	0
8:1:1 Tuition	50,000	25,000	-25,000	-0.5
Subtotal Miscellaneous Revenues	196,000	157,000	-39,000	-0.19898
<u>STATE AID</u>				
Foundation Aid	3,715,282	3,751,913	36,631	0.00986
Extraordinary Needs			0	
Excess Cost Public & Private			0	
Excess Cost Public (High Cost)	125,010	168510	43,500	0.347972
Excess Cost Private	136,424	106705	-29,719	-0.21784
UPK			0	
Minor Maintenance & Repair			0	
BOCES Aid	552,122	498700	-53,422	-0.09676
Categorical Aids			0	
Textbook.Library,Software Aid	34,876	25228	-9,648	-0.27664
Computer Software Aid		6246	6,246	#DIV/0!
Library/AV Loan Program Aid		2606	2,606	#DIV/0!
Computer Hardware Aid	8,090	7562	-528	-0.06527
Other Categorical Aids			0	
Building Aid-School Capital Project	850,045	758460	-91,585	-0.10774
Building Aid-BOCES Capital Project			0	
Growth			0	
Building Aid-BAN New School Construction			0	
Federal Jobs Restoration Act	124,594		-124,594	-1
Transportation Aid	585,496	600020	14,524	0.024806
Deficit Reduction Assessment	-573,177	-439892	133,285	-0.23254
Projected State Aid Total	5,558,762	5486058	-72,704	-0.01308
Total Estimated Revenues	5,754,762	5,643,058	-111,704	-0.01941
Appropriated Fund Balance	165,000	238500	73,500	0.445455
Transfer from Retirement Contribution Reserve	173,000	100000	-73,000	-0.42197
Transfer from Unemployment Insurance	50,000	30000	-20,000	-0.4
TOTAL REVENUES, APPROP. FUND BAL. & RESERVES	6,142,762	6,011,558	-131,204	-0.02136
TOTAL BUDGETED EXPENDITURES	8,896,420	8,819,889	-76,531	-0.0086
TOTAL PROJECTED TAX LEVY	2,753,658	2,808,331	54,673	0.019855
	1.97%	1.99%		

State Salary Information Required

State Reporting Requirement

2012-13

Administrative Compensation Information

Salary Total	\$108,500
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Superintendent of Schools \$108,500

Employee Benefits Total	\$30,461.08
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Social Security (up to \$106,800 at 7.65%)	\$8,170.20
Employee Life Insurance	
Health Insurance	\$6,696.00
Dental Insurance	\$404.88
Vision Insurance	
Unemployment Insurance (.0075 of Salary)	\$813.75
Workers Compensation Insurance (.0075 of Salary)	\$813.75
TRS (12.5%)	\$13,562.50
Other benefits in Contract or BOE policy	
Professional Development Allowance	

Other Remuneration Total	\$6,293
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Professional Membership Fees/Dues	\$868
Additional Insurances	
Annuities	\$5,425
Housing Allowances	
Moving Expenses	
Personal use of Vehicle reimbursement	
personal use of Residence	
PhD Tuition Reimburse	

Equalized Total Assessed Value 202,406,521

School District - 364201 Morris Central

Exemption Code	Exemption Name	Statutory Authority	Number of Exemptions	Total Equalized Value of Exemptions	Percent of Value Exempted
12100	NYS - GENERALLY	RPTL 404(1)	5	934,890	0.46
13100	CO - GENERALLY	RPTL 406(1)	2	45,582	0.02
13500	TOWN - GENERALLY	RPTL 406(1)	17	790,162	0.39
13650	VG - GENERALLY	RPTL 406(1)	3	101,131	0.05
13800	SCHOOL DISTRICT	RPTL 408	3	10,528,114	5.20
13890	PUBLIC AUTHORITY - LOCAL	RPTL 412	2	495,116	0.24
14110	USA - SPECIFIED USES	STATE L 54	1	17,209	0.01
21600	RES OF CLERGY - RELIG CORP OWN	RPTL 462	1	6,415	0.00
25110	NONPROF CORP - RELIG/CONST PRO	RPTL 420-a	12	2,855,350	1.41
25120	NONPROF CORP - EDUC/CONST PRC	RPTL 420-a	1	156,415	0.08
25300	NONPROF CORP - SPECIFIED USES	RPTL 420-b	3	333,208	0.16
26050	AGRICULTURAL SOCIETY	RPTL 450	1	1,149,434	0.57
26100	VETERANS ORGANIZATION	RPTL 452	1	44,717	0.02
26400	INC VOLUNTEER FIRE CO OR DEPT	RPTL 464(2)	6	603,265	0.30
27350	PRIVATELY OWNED CEMETERY LAND	RPTL 446	12	126,423	0.06
41400	CLERGY	RPTL 460	1	2,830	0.00
41720	AGRICULTURAL DISTRICT	AG-MKTS L 305	4	172,464	0.09
41730	AGRIC LAND-INDIV NOT IN AG DIS	AG MKTS L 306	27	641,777	0.32
41800	PERSONS AGE 65 OR OVER	RPTL 467	12	455,658	0.23
41834	ENHANCED STAR	RPTL 425	229	13,282,600	6.56
41844	ENHANCED STAR, RENTED MOBILE H	RPTL 425	2	71,268	0.04
41854	BASIC STAR 1999-2000	RPTL 425	573	17,542,220	8.67
41864	BASIC STAR, RENTED MOBILE HOME	RPTL 425	6	173,206	0.09
42100	SILOS, MANURE STORAGE TANKS,	RPTL 483-a	1	3,000	0.00
42120	TEMPORARY GREENHOUSES	RPTL 483-c	1	30,377	0.02
47460	FOREST LAND CERTD AFTER 8/74	RPTL 480-a	9	369,208	0.18
47610	BUSINESS INVESTMENT PROPERTY P	RPTL 485-b	1	12,273	0.01

Equalized Total Assessed Value 202,406,521

School District - 364201 Morris Central

Exemption Code	Exemption Name	Statutory Authority	Number of Exemptions	Total Equalized Value of Exemptions	Percent of Value Exempted
49500	SOLAR OR WIND ENERGY SYSTEM	RPTL 487	1	5,023	0.00
Total Exemptions Exclusive of System Exemptions:				50,949,335	25.17
Total System Exemptions:				0	0.00
Totals:				50,949,335	25.17

Values have been equalized using the Uniform Percentage of Value. The Exempt amounts do not take into consideration, payments in lieu of taxes or other payments for municipal services.

Amount, if any, attributable to payments in lieu of taxes: _____

**MORRIS CENTRAL SCHOOL
School District Budget Notice**

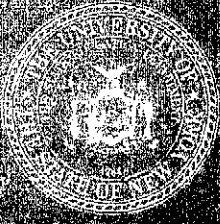
Overall Budget Proposal	Budget Adopted 2011-12 School Year	Budget Proposed 2012-13 School Year	Contingency Budget 2012-13 School Year
Total Budgeted Amount	\$ 8,896,420	\$ 8,819,889	\$ 8,819,889
Increase/decrease for the 2012-13 school year		\$(76,531)	\$(76,531)
Percentage increase (decrease) in each proposed budget		-0.86%	-0.86%
Percentage increase (decrease) in the consumer price index		3.2 %	
School Tax Levy Limit		\$ 2,744,810	
Proposed School Year Tax Levy (without permissible exclusions)		\$ 2,624,361	\$ 2,753,658
Total Permissible Exclusions		\$ 183,970	
Proposed School Year Tax Levy (including permissible exclusions)	\$ 2,753,658	\$ 2,808,331	\$ 2,753,658
Administrative Component	\$ 832,133	\$ 842,729	\$ 842,729
Program Component	\$ 6,169,177	\$ 6,190,256	\$ 6,190,256
Capital Component	\$ 1,895,110	\$ 1,786,904	\$ 1,786,904

*Statement of assumptions made in projecting a contingency budget for the 2012-13 school year, should the proposed budget be defeated.
 The contingency budget could increase of \$0 from the proposed 2012-2013 budget. Increases would be made across the budget, including instructional staffing, office and custodial staff, aides, athletics, administrative staff, equipment and supplies, and special programs.

Estimated Basic STAR Exemption Savings²	
Budget Proposed for the 2012-13 School Year	
\$	504

The annual budget vote for the fiscal year 2012-13 by the qualified voters of the Morris Central School District, Otsego County, New York, will be held at the Morris Central School(s) in said district on Tuesday, May 15, 2012 between the hours of 12:00 p.m. and 8:00 p.m., prevailing time, at which time the polls will be opened to vote by voting ballot or machine. Absentee ballots are available and must be received by the district clerk no later than 5:00 p.m. on the day of the vote.
¹Provide a statement of assumptions made in estimating the contingency budget pursuant to Section 2023 of the Education Law.
²The basic school tax relief (STAR) exception is authorized by Section 425 of the Real Property Tax Law.

Property Tax Cap Calculation under Chapter 97 of the Laws of 2011 <small>(This analysis calculates the allowable tax levy for 2012-2013 school year)</small>				
Calculate "Adjusted" Current Year Tax Levy Threshold:				
1)	Tax Levy 2011-2012 (see Revenue info sheet)		2,753,658.00	2011-12 Levy
Multiply:	2) Tax Base Growth Factor (see State ORPTS sheet)	x	1.0000	2% increase
	sub-total	=	2,753,658.00	Old Method w/ 2% =
Add:	3) PILOTS - 2011-2012 9 (see Revenue info sheet)	+	0.00	\$ Chg
	sub-total	=	2,753,658.00	55,073.16
Subtract:	4a) Value of claims and judgements > 5% of total tax levy	-	0.00	
	4b) Local share after aid of current (2011-12) allowable capital expenses	-	62,667.80	
Equals:	Adjusted 2011-2012 Current Year Tax Levy	=	2,690,990.20	
Calculate Projected Tax Levy Threshold 2012-2013				
Multiply:	5) Allowable Levy Growth Factor (1 + inflation factor, up to 2%) Dept. of Labor in 01/2	x	1.02	
	sub-total	=	2,744,810.00	
Subtract:	6) Projected PILOTS for 2012-2013 (see Revenue info sheet)	-	0.00	
Add:	7) Available Carryover (No Available carryover for 2012-13 year)	+	0.00	
Equals:	2012-2013 TAX LEVY LIMIT (to be submitted to State Comptroller, Commissioner of Tax & Finance and the Commissioner of Education by March 1st) =	=	2,744,810.00	Determines simple/super majority vote
Calculate Coming Year Exemptions:				
Add:	8a) Value of any claims and/or judgements greater than 5% for 2012-13 year	+	-	
	8b) ERS Employer Contribution Amount	+	4,410	
	8c) TRS Employer Contribution Amount	+	-	
	8d) Local share after aid of 2012-13 allowable capital expenditures	+	138,434.20	
Equals:	sub-total	=	2,887,654.01	
Subtract:	9) Erroneous levy plus interest from prior year (N/A for 2012-13)	-	0	
Equals:	Maximum Tax Levy Threshold for 2012-2013 (requiring a simple majority vote)	=	2,887,654.01	2012-2013 Adj Levy = 2,887,654.01
				2011-2012 Levy = 2,753,658.00
				\$ Change = 133,996.01
				% change = 4.87%



The New York State District Report Card

Accountability
and Overview Report
2010 – 11

District **MORRIS CENTRAL SCHOOL DISTRICT**
District ID **47-12-01-04-0000**
Superintendent **MATTHEW SHELDON**
Telephone **(607) 263-6102**
Grades **PK-12, US**

This District's Report Card

The New York State District Report Card is an important part of the Board of Regents' effort to raise learning standards for all students. It provides information to the public on the district's status and the status of schools within the district under the State and federal accountability systems, on student performance, and on other measures of school and district performance. Knowledge gained from the report card on a school district's strengths and weaknesses can be used to improve instruction and services to students.

State assessments are designed to help ensure that all students reach high learning standards. They show whether students are getting the knowledge and skills they need to succeed at the elementary, middle, and commencement levels and beyond. The State requires that students who are not making appropriate progress toward the standards receive academic intervention services.

Use this report to:



1 Get District Profile information.

This section shows comprehensive data relevant to this district's learning environment.



2 Review District Accountability Status.

This section indicates whether a district made adequate yearly progress (AYP) and identifies the district's accountability status.



3 View School Accountability Status.

This section lists all schools in your district by 2011–12 accountability status.



4 Review an Overview of District Performance.

This section has information about the district's performance on state assessments in English, mathematics, and science.

For more information:

Office of Information and Reporting Services
New York State Education Department
Room 863 EBA
Albany, NY 12234
Email: dataquest@mail.nysed.gov

District Profile

This section shows comprehensive data relevant to this school district's learning environment, including information about enrollment, average class size, and teacher qualifications.

Enrollment

	2008-09	2009-10	2010-11
Pre-K	21	23	21
Kindergarten	17	26	40
Grade 1	35	16	26
Grade 2	30	31	19
Grade 3	35	28	32
Grade 4	33	34	31
Grade 5	32	31	32
Grade 6	31	31	37
Ungraded Elementary	0	0	0
Grade 7	31	35	29
Grade 8	52	32	33
Grade 9	43	49	33
Grade 10	29	38	48
Grade 11	38	29	35
Grade 12	36	35	27
Ungraded Secondary	3	1	1
Total K-12	445	416	423

Enrollment Information

Enrollment counts are as of Basic Educational Data System (BEDS) day, which is typically the first Wednesday of October of the school year. Students who attend BOCES programs on a part-time basis are included in a district's enrollment. Students who attend BOCES on a full-time basis or who are placed full time by the district in an out-of-district placement are not included in a district's enrollment. Students classified by districts as "pre-first" are included in first grade counts.

Average Class Size

	2008-09	2009-10	2010-11
Common Branch	16	16	16
Grade 8			
English	26	14	16
Mathematics	25	14	16
Science	24	16	16
Social Studies	26	15	16
Grade 10			
English	15	18	22
Mathematics	18	17	27
Science	21		17
Social Studies	17	20	25

Average Class Size Information

Average Class Size is the total registration in specified classes divided by the number of those classes with registration. *Common Branch* refers to self-contained classes in Grades 1-6.

Demographic Factors

	2008-09		2009-10		2010-11	
	#	%	#	%	#	%
Eligible for Free Lunch	137	31%	158	38%	147	35%
Reduced-Price Lunch	72	16%	76	18%	82	19%
Student Stability*	N/A		N/A		N/A	
Limited English Proficient	0	0%	0	0%	0	0%
Racial/Ethnic Origin						
American Indian or Alaska Native	0	0%	0	0%	0	0%
Black or African American	4	1%	1	0%	3	1%
Hispanic or Latino	18	4%	15	4%	17	4%
Asian or Native Hawaiian/Other Pacific Islander	0	0%	0	0%	2	0%
White	423	95%	400	96%	401	95%
Multiracial	0	0%	0	0%	0	0%

* Available only at the school level.

Attendance and Suspensions

	2007-08		2008-09		2009-10	
	#	%	#	%	#	%
Annual Attendance Rate	95%		93%		94%	
Student Suspensions	9	2%	9	2%	17	4%

Demographic Factors Information

Eligible for Free Lunch and Reduced-Price Lunch percentages are determined by dividing the number of approved lunch applicants by the Basic Educational Data System (BEDS) enrollment in full-day Kindergarten through Grade 12. *Eligible for Free Lunch and Limited English Proficient* counts are used to determine *Similar Schools* groupings within a *Need/Resource Capacity* category.

Attendance and Suspensions Information

Annual Attendance Rate is determined by dividing the school district's total actual attendance by the total possible attendance for a school year. A district's actual attendance is the sum of the number of students in attendance on each day the district's schools were open during the school year. Possible attendance is the sum of the number of enrolled students who should have been in attendance on each day schools were open during the school year. *Student Suspension rate* is determined by dividing the number of students who were suspended from school (not including in-school suspensions) for one full day or longer anytime during the school year by the Basic Educational Data System (BEDS) day enrollments for that school year. A student is counted only once, regardless of whether the student was suspended one or more times during the school year.

Teacher Qualifications

	2008-09	2009-10	2010-11
Total Number of Teachers	41	46	45
Percent with No Valid Teaching Certificate	0%	2%	4%
Percent Teaching Out of Certification	7%	11%	0%
Percent with Fewer Than Three Years of Experience	20%	22%	13%
Percentage with Master's Degree Plus 30 Hours or Doctorate	10%	11%	9%
Total Number of Core Classes	101	122	116
Percent Not Taught by Highly Qualified Teachers in This District	7%	14%	4%
Percent Not Taught by Highly Qualified in High-Poverty Schools Statewide	8%	6%	5%
Percent Not Taught by Highly Qualified in Low-Poverty Schools Statewide	1%	1%	0%
Total Number of Classes	158	181	194
Percent Taught by Teachers Without Appropriate Certification	6%	11%	4%

Teacher Turnover Rate

	2007-08	2008-09	2009-10
Turnover Rate of Teachers with Fewer than Five Years of Experience	27%	17%	31%
Turnover Rate of All Teachers	20%	15%	22%

Staff Counts

	2008-09	2009-10	2010-11
Total Other Professional Staff	5	5	4
Total Paraprofessionals*	19	19	17
Assistant Principals	0	0	0
Principals	1	1	1

* Not available at the school level.

Teacher Qualifications Information

The *Percent Teaching Out of Certification* is the percent doing so more than on an incidental basis; that is, the percent teaching for more than five periods per week outside certification.

Core Classes are primarily K-6 common branch, English, mathematics, science, social studies, art, music, and foreign languages. To be *Highly Qualified*, a teacher must have at least a Bachelor's degree, be certified to teach in the subject area, and show subject matter competency. A teacher who taught one class outside of the certification area(s) is counted as Highly Qualified provided that 1) the teacher had been determined by the school or district through the HOUSS process or other state-accepted methods to have demonstrated acceptable subject knowledge and teaching skills and 2) the class in question was not the sole assignment reported. Credit for incidental teaching does not extend beyond a single assignment. Independent of Highly Qualified Teacher status, any assignment for which a teacher did not hold a valid certificate still registers as teaching out of certification. High-poverty and low-poverty schools are those schools in the upper and lower quartiles, respectively, for percentage of students eligible for a free or reduced-price lunch.

Teacher Turnover Rate Information

Teacher Turnover Rate for a specified school year is the number of teachers in that school year who were not teaching in the following school year divided by the number of teachers in the specified school year, expressed as a percentage.

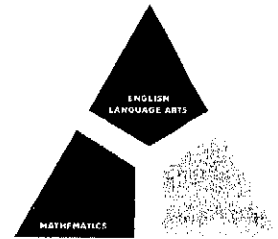
Staff Counts Information

Other Professionals includes administrators, guidance counselors, school nurses, psychologists, and other professionals who devote more than half of their time to non-teaching duties. Teachers who are shared between buildings within a district are reported on the district report only.

Understanding How Accountability Works in New York State

The federal No Child Left Behind (NCLB) Act requires that states develop and report on measures of student proficiency in 1) English language arts (ELA), in 2) mathematics, and on 3) a third indicator. In New York State in 2010–11, the third indicator is science at the elementary/middle level and graduation rate at the secondary level. Schools or districts that meet predefined goals on these measures are making Adequate Yearly Progress (AYP).

For more information about accountability in New York State, visit: <http://www.p12.nysed.gov/lrs/accountability/>.



1 English Language Arts (ELA)

To make AYP in ELA, every accountability group must make AYP. For a group to make AYP, it must meet the participation and the performance criteria.

A Participation Criterion

At the elementary/middle level, 95 percent of Grades 3–8 students enrolled during the test administration period in each group with 40 or more students must be tested on the New York State Testing Program (NYSTP) in ELA or, if appropriate, the New York State English as a Second Language Achievement Test (NYSESLAT), or the New York State Alternate Assessment (NYSAA) in ELA. At the secondary level, 95 percent of seniors in 2010–11 in each accountability group with 40 or more students must have taken an English examination that meets the students' graduation requirement.

B Performance Criterion

At the elementary/middle level, the Performance Index (PI) of each group with 30 or more continuously enrolled tested students must equal or exceed its Effective Annual Measurable Objective (AMO) or the group must make Safe Harbor. (NYSESLAT is used only for participation.) At the secondary level, the PI of each group in the 2007 cohort with 30 or more members must equal or exceed its Effective AMO or the group must make Safe Harbor. To make Safe Harbor, the PI of the group must equal or exceed its Safe Harbor Target and the group must qualify for Safe Harbor using the third indicator, science or graduation rate.

2 Mathematics

The same criteria for making AYP in ELA apply to mathematics. At the elementary/middle level, the measures used to determine AYP are the NYSTP and the NYSAA in mathematics. At the secondary level, the measures are mathematics examinations that meet the students' graduation requirement.

3 Third Indicator

In addition to English language arts and mathematics, the school must also make AYP in a third area of achievement. This means meeting the criteria in science at the elementary/middle level and the criteria in graduation rate at the secondary level.

Elementary/Middle-Level Science: To make AYP, the All Students group must meet the participation criterion and the performance criterion.

A Participation Criterion

Eighty percent of students in Grades 4 and/or 8 enrolled during the test administration period in the All Students group, if it has 40 or more students, must be tested on an accountability measure. In Grade 4, the measures are the Grade 4 elementary-level science test and the Grade 4 NYSAA in science. In Grade 8 science, the measures are the Grade 8 middle-level science test, Regents science examinations, and the Grade 8 NYSAA in science.

B Performance Criterion

The PI of the All Students group, if it has 30 or more students, must equal or exceed the State Science Standard (100) or the Science Progress Target.

Qualifying for Safe Harbor in Elementary/Middle-Level ELA and Math: To qualify, the group must meet both the participation criterion and the performance criterion in science.

Secondary-Level Graduation Rate: For a school to make AYP in graduation rate, the percent of students in the 2006 graduation-rate total cohort in the All Students group earning a local or Regents diploma by August 31, 2010 must equal or exceed the Graduation-Rate Standard (80%) or the Graduation-Rate Progress Target.

Qualifying for Safe Harbor in Secondary-Level ELA and Math: To qualify, the percent of the 2006 graduation-rate total cohort earning a local or Regents diploma by August 31, 2010 must equal or exceed the Graduation-Rate Standard (80%) or the Graduation-Rate Progress Target for that group.

Useful Terms for Understanding Accountability

12th Graders

The count of 12th graders enrolled during the 2010–11 school year used to determine the Percentage Tested for the Participation part of the AYP determination for secondary-level ELA and mathematics. These are the first numbers in the parentheses after the subgroup label on the secondary-level ELA and mathematics pages.

2007 Cohort

The count of students in the 2007 accountability cohort used to determine the Performance Index for the Test Performance part of the AYP determination for secondary-level ELA and mathematics. These are the second numbers in the parentheses after the subgroup label on the secondary-level ELA and mathematics pages.

Accountability Cohort for English and Mathematics

The accountability cohort is used to determine if a school or district met the performance criterion in secondary-level ELA and mathematics. The 2007 school accountability cohort consists of all students who first entered Grade 9 anywhere in the 2007–08 school year, and all ungraded students with disabilities who reached their seventeenth birthday in the 2007–08 school year, who were enrolled on October 6, 2010 and did not transfer to a diploma granting program. Students who earned a high school equivalency diploma or were enrolled in an approved high school equivalency preparation program on June 30, 2011, are not included in the 2007 school accountability cohort. The 2007 district accountability cohort consists of all students in each school accountability cohort plus students who transferred within the district after BEDS day plus students who were placed outside the district by the Committee on Special Education or district administrators and who met the other requirements for cohort membership. Cohort is defined in Section 100.2 (p) (16) of the Commissioner's Regulations.

Adequate Yearly Progress (AYP)

Adequate Yearly Progress (AYP) indicates satisfactory progress by a district or a school toward the goal of proficiency for all students.

Annual Measurable Objective (AMO)

The Annual Measurable Objective (AMO) is the Performance Index value that signifies that an accountability group is making satisfactory progress toward the goal that 100 percent of students will be proficient in the State's learning standards for English language arts and mathematics by 2013–14. The AMOs for each grade level will be increased as specified in CR100.2(p) (14) and will reach 200 in 2013–14. (See Effective AMO for further information.)

Continuous Enrollment

The count of continuously enrolled tested students used to determine the Performance Index for the Test Performance part of the AYP determination for elementary/middle-level ELA, mathematics, and science. These are the second numbers in the parentheses after the subgroup label on the elementary/middle-level ELA, mathematics, and science pages.

Continuously Enrolled Students

At the elementary/middle level, continuously enrolled students are those enrolled in the school or district on BEDS day (usually the first Wednesday in October) of the school year until the test administration period. At the secondary level, all students who meet the criteria for inclusion in the accountability cohort are considered to be continuously enrolled.

Effective Annual Measurable Objective (Effective AMO)

The Effective Annual Measurable Objective is the Performance Index (PI) value that each accountability group within a school or district is expected to achieve to make AYP. The Effective AMO is the lowest PI that an accountability group of a given size can achieve in a subject for the group's PI not to be considered significantly different from the AMO for that subject. If an accountability group's PI equals or exceeds the Effective AMO, it is considered to have made AYP. A more complete definition of Effective AMO and a table showing the PI values that each group size must equal or exceed to make AYP are available at www.p12.nysed.gov/irs.

Graduation Rate

The Graduation Rate on the Graduation Rate page is the percentage of the 2006 cohort that earned a local or Regents diploma by August 31, 2010.

Graduation-Rate Total Cohort

The Graduation-Rate Total Cohort, shown on the Graduation Rate page, is used to determine if a school or district made AYP in graduation rate. For the 2010–11 school year, this cohort is the 2006 graduation-rate total cohort. The 2006 total cohort consists of all students who first entered Grade 9 anywhere in the 2006–07 school year, and all ungraded students with disabilities who reached their seventeenth birthday in the 2006–07 school year, and who were enrolled in the school/district for five months or longer or who were enrolled in the school/district for less than five months but were previously enrolled in the same school/district for five months or longer between the date they first entered Grade 9 and the date they last ended enrollment. A more detailed definition of graduation-rate cohort can be found in the *SIRS Manual* at www.p12.nysed.gov/irs.

For districts and schools with fewer than 30 graduation-rate total cohort members in the All Students group in 2010–11, data for 2009–10 and 2010–11 for accountability groups were combined to determine counts and graduation rates. Groups with fewer than 30 students in the graduation-rate total cohort are not required to meet the graduation-rate criterion.

Limited English Proficient

For all accountability measures, if the count of LEP students is equal to or greater than 30, former LEP students are also included in the performance calculations.

Non-Accountability Groups

Female, Male, and Migrant groups are not part of the AYP determination for any measure.

Useful Terms for Understanding Accountability (continued)

Participation

Accountability groups with fewer than 40 students enrolled during the test administration period (for elementary/middle-level ELA, math, and science) or fewer than 40 12th graders (for secondary-level ELA and mathematics) are not required to meet the participation criterion. If the Percentage Tested for an accountability group fell below 95 percent for ELA and math or 80 percent for science in 2010–11, the participation enrollment (“Total” or “12th Graders”) shown in the tables is the sum of 2009–10 and 2010–11 participation enrollments and the “Percentage Tested” shown is the weighted average of the participation rates over those two years.

Performance Index (PI)

A Performance Index is a value from 0 to 200 that is assigned to an accountability group, indicating how that group performed on a required State test (or approved alternative) in English language arts, mathematics, or science. Student scores on the tests are converted to four performance levels, from Level 1 to Level 4. (See performance level definitions on the Overview summary page.) At the elementary/middle level, the PI is calculated using the following equation:

$$100 \times \left[\frac{\text{Count of Continuously Enrolled Tested Students Performing at Levels 2, 3, and 4} + \text{the Count at Levels 3 and 4}}{\text{Count of All Continuously Enrolled Tested Students}} \right]$$

At the secondary level, the PI is calculated using the following equation:

$$100 \times \left[\frac{\text{Count of Cohort Members Performing at Levels 2, 3, and 4} + \text{the Count at Levels 3 and 4}}{\text{Count of All Cohort Members}} \right]$$

A list of tests used to measure student performance for accountability is available at www.p12.nysed.gov/irs.

Progress Targets

For accountability groups below the State Standard in science or graduation rate, the Progress Target is an alternate method for making AYP or qualifying for Safe Harbor in English language arts and mathematics based on improvement over the previous year’s performance.

Science: The current year’s Science Progress Target is calculated by adding one point to the previous year’s Performance Index (PI). Example: The 2010–11 Science Progress Target is calculated by adding one point to the 2009–10 PI.

Graduation Rate: The Graduation-rate Progress Target is calculated by determining a 20% gap reduction between the rate of the previous year’s graduation-rate cohort and the state standard. Example: The 2010–11 Graduation-Rate Progress Target = $[(80 - \text{percentage of the 2005 cohort earning a local or Regents diploma by August 31, 2009}) \times 0.20] + \text{percentage of the 2005 cohort earning a local or Regents diploma by August 31, 2009}$.

Progress Targets are provided for groups whose PI (for science) or graduation rate (for graduation rate) is below the State Standard.

Safe Harbor Targets

Safe Harbor provides an alternate means to demonstrate AYP for accountability groups that do not achieve their EAMOs in English or mathematics. The 2010–11 safe harbor targets are calculated using the following equation:
 $2009-10 \text{ PI} + (200 - \text{the } 2009-10 \text{ PI}) \times 0.10$

Safe Harbor Targets are provided for groups whose PI is less than the EAMO.

Safe Harbor Qualification (*)

On the science page, if the group met both the participation and the performance criteria for science, the Safe Harbor Qualification column will show “Qualified.” If the group did not meet one or more criteria, the column will show “Did not qualify.” A “*” symbol after the 2010–11 Safe Harbor Target on the elementary/middle- or secondary-level ELA or mathematics page indicates that the student group did not make AYP in science (elementary/middle level) or graduation rate (secondary level) and; therefore, the group did not qualify for Safe Harbor in ELA or mathematics.

State Standard

The criterion value that represents minimally satisfactory performance (for science) or a minimally satisfactory percentage of cohort members earning a local or Regents diploma (for graduation rate). In 2010–11, the State Science Standard is a Performance Index of 100; the State Graduation-Rate Standard is 80%. The Commissioner may raise the State Standard at his discretion in future years.

Students with Disabilities

For all measures, if the count of students with disabilities is equal to or greater than 30, former students with disabilities are also included in the performance calculations.

Test Performance

For districts and schools with fewer than 30 continuously enrolled tested students (for elementary/middle-level ELA, math, and science) or fewer than 30 students in the 2007 cohort (for secondary-level ELA and mathematics) in the All Students group in 2010–11, data for 2009–10 and 2010–11 for accountability groups were combined to determine counts and Performance Indices. For districts and schools with 30 or more continuously enrolled students/2007 cohort members in the All Students group in 2010–11, student groups with fewer than 30 members are not required to meet the performance criterion. This is indicated by a “—” in the Test Performance column in the table.

Total

The count of students enrolled during the test administration period used to determine the Percentage Tested for the Participation part of the AYP determination for elementary/middle-level ELA, mathematics, and science. These are the first numbers in the parentheses after the subgroup label on the elementary/middle-level ELA, mathematics, and science pages. For accountability calculations, students who were excused from testing for medical reasons in accordance with federal NCLB guidance are not included in the count.

Understanding Your District Accountability Status

The list below defines the district status categories applied to each accountability measure under New York State's district accountability system, which is divided into a Federal Title I component and a State component. Accountability measures for districts are English language arts (ELA), mathematics, elementary/middle-level science, and graduation rate. A district may be assigned a different status for different accountability measures. The overall status of a district is the status assigned to the district for the accountability measure with the most advanced designation in the hierarchy. If the district receives Title I funds, it is the most advanced designation in the Title I hierarchy, unless the district is in good standing under Title I but identified as DRAP under the State hierarchy. A district that does not receive Title I funding in a school year does not have a federal status in that year; however, all districts receive a state status even if they do not receive Title I funding. Consequences for districts not in good standing can be found at: <http://www.p12.nysed.gov/irs/accountability/>.

Federal Title I Status

(Applies to all New York State districts receiving Title I funds)

▲ District in Good Standing

- A district is considered to be in good standing if it has not been identified as a District in Need of Improvement or a District Requiring Academic Progress.

▲ District in Need of Improvement (Year 1)

A district that has not made AYP for two consecutive years on the same accountability measure is considered a District in Need of Improvement (Year 1) for the following year, if it continues to receive Title I funds.

▲ District in Need of Improvement (Year 2)

A District in Need of Improvement (Year 1) that does not make AYP on the accountability measure for which it was identified is considered a District in Need of Improvement (Year 2) for the following year, if it continues to receive Title I funds.

▲ District in Need of Improvement (Year 3)

A District in Need of Improvement (Year 2) that does not make AYP on the accountability measure for which it was identified is considered a District in Need of Improvement (Year 3) for the following year, if it continues to receive Title I funds.

▲ District in Need of Improvement (Year 4)

A District in Need of Improvement (Year 3) that does not make AYP on the accountability measure for which it was identified is considered a District in Need of Improvement (Year 4) for the following year, if it continues to receive Title I funds.

▲ District in Need of Improvement (Year 5 and above)

A District in Need of Improvement (Year 4 and above) that does not make AYP on the accountability measure for which it was identified is considered a District in Need of Improvement (Year 5 and above) for the following year, if it continues to receive Title I funds.

New York State Status

(Applies to New York State districts)

■ District Requiring Academic Progress (Year 1)

A district that has not made AYP on the same accountability measure for two consecutive years is considered a District Requiring Academic Progress (Year 1) for the following year.

■ District Requiring Academic Progress (Year 2)

A District Requiring Academic Progress (Year 1) that does not make AYP on the accountability measure for which it was identified is considered a District Requiring Academic Progress (Year 2) for the following year.

■ District Requiring Academic Progress (Year 3)

A District Requiring Academic Progress (Year 2) that does not make AYP on the accountability measure for which it was identified is considered a District Requiring Academic Progress (Year 3) for the following year.

■ District Requiring Academic Progress (Year 4)

A District Requiring Academic Progress (Year 3) that does not make AYP on the accountability measure for which it was identified is considered a District Requiring Academic Progress (Year 4) for the following year.

■ District Requiring Academic Progress (Year 5 and above)

A District Requiring Academic Progress (Year 4 and above) that does not make AYP on the accountability measure for which it was identified is considered a District Requiring Academic Progress (Year 5 and above) for the following year.

Pending – A district's status is "Pending" if the district requires special evaluation procedures and they have not yet been completed.

Elementary/Middle-Level English Language Arts

Accountability Status Good Standing
for This Subject
(2011-12)

Accountability Measures 3 of 4 Student groups making AYP in English language arts
 Did not make AYP

Prospective Status This district will be in good standing in 2012-13. [201]

How did students in each accountability group perform on elementary/middle-level English language arts accountability measures?

Student Group (Total: Continuous Enrollment)	AYP	Participation		Test Performance		Performance Objectives	
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2010-11 2011-12
Accountability Groups							
All Students (189:188)			100%		141	114	
Ethnicity							
American Indian or Alaska Native (0:0)							
Black or African American (0:0)							
Hispanic or Latino (11:11)	-	-	-	-	-	-	-
Asian or Native Hawaiian/Other Pacific Islander (0:0)							
White (178:177)			100%		140	114	
Multiracial (0:0)							
Other Groups							
Students with Disabilities (33:34)		-	-		68	105	75 81
Limited English Proficient (0:0)							
Economically Disadvantaged (111:110)			100%		130	112	
Final AYP Determination	3 of 4						
Non-Accountability Groups							
Female (94:94)			100%		146	112	
Male (95:94)			100%		136	112	
Migrant (0:0)							

Symbols

- Made AYP
- Made AYP Using Safe Harbor Target
- Did not make AYP
- Fewer Than 40 Total/Fewer Than 30 Continuous Enrollment
- ‡ Did not qualify for Safe Harbor

NOTE: See *Useful Terms for Understanding Accountability* for explanations and definitions of terms and table labels used on this page.

Summary

Overall Accountability Status (2011-12)

^ Good Standing

ELA	^ Good Standing	Science	^ Good Standing
Math	^ Good Standing	Graduation Rate	^ Good Standing

Title I Part A Funding

Years the District Received Title I Part A Funding

2009-10	2010-11	2011-12
YES	YES	YES

On which accountability measures did this district make Adequate Yearly Progress (AYP) and which groups made AYP on each measure?

Student Groups	Elementary/Middle Level			Secondary Level		
	English Language Arts	Mathematics	Science	English Language Arts	Mathematics	Graduation Rate
All Students	✓	✓	✓	✓	✓	✓
Ethnicity						
American Indian or Alaska Native						
Black or African American						
Hispanic or Latino	-	-				
Asian or Native Hawaiian/Other Pacific Islander						
White	✓	✓		✓	✓	
Multiracial						
Other Groups						
Students with Disabilities	X	✓ ^{SH}		-	-	
Limited English Proficient						
Economically Disadvantaged	✓	✓		-	-	
Student groups making AYP in each subject	X 3 of 4	✓ 4 of 4	✓ 1 of 1	✓ 2 of 2	✓ 2 of 2	✓ 1 of 1

AYP Status


- ✓ Made AYP
- ✓^{SH} Made AYP Using Safe Harbor Target
- X Did not make AYP
- Insufficient Number of Students to Determine AYP Status

Accountability Status Levels

- | Federal | State |
|---------------------------------------|--|
| Good Standing ^ | ■ Good Standing |
| Improvement (Year 1) ^ | ▣ Requiring Academic Progress (Year 1) |
| Improvement (Year 2) ^ | ▣ Requiring Academic Progress (Year 2) |
| Improvement (Year 3) ^ | ▣ Requiring Academic Progress (Year 3) |
| Improvement (Year 4) ^ | ▣ Requiring Academic Progress (Year 4) |
| Improvement (Year 5 & Above) ^ | ▣ Requiring Academic Progress (Year 5 & Above) |
| Pending - Requires Special Evaluation | |

Elementary/Middle-Level Mathematics

Accountability Status  Good Standing
for This Subject
(2011-12)

Accountability Measures 4 of 4 Student groups making AYP in mathematics
 Made AYP

Prospective Status This district will be in good standing in 2012-13. [201]

How did students in each accountability group perform on elementary/middle-level mathematics accountability measures?

Student Group (Total: Continuous Enrollment)	AYP	Participation		Test Performance		Performance Objectives	
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2010-11 2011-12
Accountability Groups							
All Students (189:186)	✓	✓	99%	✓	156	129	
Ethnicity							
American Indian or Alaska Native (0:0)							
Black or African American (0:0)							
Hispanic or Latino (11:11)	-	-	-	-	-	-	-
Asian or Native Hawaiian/Other Pacific Islander (0:0)							
White (178:175)	✓	✓	99%	✓	155	129	
Multiracial (0:0)							
Other Groups							
Students with Disabilities (33:33)	✓ ^{SH}	-	-	✓ ^{SH}	106	120	97 115
Limited English Proficient (0:0)							
Economically Disadvantaged (111:109)	✓	✓	99%	✓	148	127	
Final AYP Determination	✓ 4 of 4						
Non-Accountability Groups							
Female (94:94)			100%		156	127	
Male (95:92)			98%		157	127	
Migrant (0:0)							


Symbols

- ✓ Made AYP
- ✓^{SH} Made AYP Using Safe Harbor Target
- ✗ Did not make AYP
- Fewer Than 40 Total/Fewer Than 30 Continuous Enrollment
- ‡ Did not qualify for Safe Harbor

NOTE: See *Useful Terms for Understanding Accountability* for explanations and definitions of terms and table labels used on this page.








Elementary/Middle-Level Science

Accountability Status  Good Standing
for This Subject
(2011-12)



Accountability Measures 1 of 1 Student groups making AYP in science
 Made AYP

Prospective Status This district will be in good standing in 2012-13. [201]

How did students in each accountability group perform on elementary/middle-level science accountability measures?

Student Group (Total: Continuous Enrollment)	AYP		Participation		Test Performance		Performance Objectives	
	Status	Safe Harbor Qualification	Met Criterion	Percentage Tested	Met Criterion	Performance Index	State Standard	Progress Target 2010-11 2011-12
Accountability Groups								
All Students (63:62)		Qualified		100%		185	100	
Ethnicity								
American Indian or Alaska Native (0:0)								
Black or African American (0:0)								
Hispanic or Latino (4:4)								
Asian or Native Hawaiian/Other Pacific Islander (0:0)								
White (59:58)		Qualified		100%		184	100	
Multiracial (0:0)								
Other Groups								
Students with Disabilities (10:9)								
Limited English Proficient (0:0)								
Economically Disadvantaged (33:32)		Qualified				175	100	
Final AYP Determination	 1 of 1							
Non-Accountability Groups								
Female (31:31)						181	100	
Male (32:31)						190	100	
Migrant (0:0)								


Symbols

-  Made AYP
-  Did not make AYP
- Fewer Than 40 Total/Fewer Than 30 Continuous Enrollment

NOTE: See *Useful Terms for Understanding Accountability* for explanations and definitions of terms and table labels used on this page.






Secondary-Level English Language Arts

Accountability Status  Good Standing
for This Subject
(2011-12)




Accountability Measures 2 of 2 Student groups making AYP in English language arts
 Made AYP

Prospective Status This district will be in good standing in 2012-13. [201]

How did students in each accountability group perform on secondary-level English language arts accountability measures?

Student Group (12th Graders: 2007 Cohort)	AYP	Participation		Test Performance		Performance Objectives	
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2010-11 2011-12
Accountability Groups							
All Students (27:63)		-	-		183	171	
Ethnicity							
American Indian or Alaska Native (0:0)							
Black or African American (0:0)							
Hispanic or Latino (0:0)							
Asian or Native Hawaiian/Other Pacific Islander (0:0)							
White (27:63)		-	-		183	171	
Multiracial (0:0)							
Other Groups							
Students with Disabilities (3:15)	-	-	-	-	-	-	-
Limited English Proficient (0:0)							
Economically Disadvantaged (13:28)	-	-	-	-	-	-	-
Final AYP Determination	 2 of 2						
Non-Accountability Groups							
Female (13:31)					183	166	
Male (14:32)					181	166	
Migrant (0:0)							


Symbols

-  Made AYP
-  Made AYP Using Safe Harbor Target
-  Did not make AYP
- Fewer Than 40 12th Graders/Fewer Than 30 Cohort
- ‡ Did not qualify for Safe Harbor

NOTE: See *Useful Terms for Understanding Accountability* for explanations and definitions of terms and table labels used on this page.






Secondary-Level Mathematics

Accountability Status  Good Standing
for This Subject
(2011-12)




Accountability Measures 2 of 2 Student groups making AYP in mathematics
 Made AYP

Prospective Status This district will be in good standing in 2012-13. [201]

How did students in each accountability group perform on secondary-level mathematics accountability measures?

Student Group (12th Graders: 2007 Cohort)	AYP	Participation		Test Performance		Performance Objectives		
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2010-11 2011-12	
Accountability Groups								
All Students (27:63)		-	-		184	168		
Ethnicity								
American Indian or Alaska Native (0:0)								
Black or African American (0:0)								
Hispanic or Latino (0:0)								
Asian or Native Hawaiian/Other Pacific Islander (0:0)								
White (27:63)		-	-		184	168		
Multiracial (0:0)								
Other Groups								
Students with Disabilities (3:15)	-	-	-	-	-	-		
Limited English Proficient (0:0)								
Economically Disadvantaged (13:28)	-	-	-	-	-	-		
Final AYP Determination	 2 of 2							
Non-Accountability Groups								
Female (13:31)					183	163		
Male (14:32)					184	163		
Migrant (0:0)								


Symbols

-  Made AYP
-  Made AYP Using Safe Harbor Target
-  Did not make AYP
- Fewer Than 40 12th Graders/Fewer Than 30 Cohort
- ‡ Did not qualify for Safe Harbor

NOTE: See *Useful Terms for Understanding Accountability* for explanations and definitions of terms and table labels used on this page.

Graduation Rate

Accountability Status for This Indicator (2011-12)  Good Standing

Accountability Measures 1 of 1 Student groups making AYP in graduation rate
 Made AYP

Prospective Status This district will be in good standing in 2012-13. [201]

How did students in each accountability group perform on graduation rate accountability measures?

Student Group (2006 Graduation-Rate Total Cohort)	Graduation			Objectives	
	AYP	Met Criterion	Graduation Rate	State Standard	Progress Target 2010-11
Accountability Groups					
All Students (38)	✓	✓	87%	80%	
Ethnicity					
American Indian or Alaska Native (0)					
Black or African American (0)					
Hispanic or Latino (0)					
Asian or Native Hawaiian/Other Pacific Islander (0)					
White (38)		✓	87%	80%	
Multiracial (0)					
Other Groups					
Students with Disabilities (10)		—	—	—	
Limited English Proficient (0)					
Economically Disadvantaged (16)		—	—	—	
Final AYP Determination	✓ 1 of 1				
Non-Accountability Groups					
Female (17)			—	—	
Male (21)			—	—	
Migrant (0)					

Symbols

- ✓ Made AYP
- ✗ Did not make AYP
- Fewer than 30 Graduation-Rate Total Cohort

NOTE: See *Useful Terms for Understanding Accountability* for explanations and definitions of terms and table labels used on this page.

Aspirational Goal

The Board of Regents has set an aspirational goal that 95% of students in each public school and school district will graduate within five years of first entry into grade 9. The graduation rate for the 2006 total cohort through June 2011 (after 5 years) for this district is **87%** and, therefore, this district **did not** meet this goal. The aspirational goal does not impact accountability.

School Accountability Status

District MORRIS CENTRAL SCHOOL DISTRICT

District ID 47-12-01-04-0000

2011–12 Accountability Status of Schools in Your District

This section lists all schools in your district by 2011–12 accountability status.

In Good Standing

1 school identified 100% of total

MORRIS CENTRAL SCHOOL

District MORRIS CENTRAL SCHOOL DISTRICT

District ID 47-12-01-04-0000

Summary of 2010–11 District Performance

Performance on the State assessments in English language arts, mathematics, and science at the elementary and middle levels is reported in terms of mean scores and the percentage of tested students scoring at or above Level 2, Level 3, and Level 4. Performance on the State assessments in ELA and mathematics at the secondary level is reported in terms of the percentage of students in a cohort scoring at these levels.

English Language Arts	Percentage of students that scored at or above Level 3			Total Tested
	0%	50%	100%	
Grade 3	67%			30
Grade 4	43%			30
Grade 5	42%			31
Grade 6	56%			36
Grade 7	59%			29
Grade 8	38%			32

Mathematics	Percentage of students that scored at or above Level 3			Total Tested
	0%	50%	100%	
Grade 3	57%			30
Grade 4	45%			29
Grade 5	53%			30
Grade 6	61%			36
Grade 7	86%			29
Grade 8	59%			32

Science	Percentage of students that scored at or above Level 3			2007 Total Cohort
	0%	50%	100%	
Grade 4	93%			30
Grade 8	88%			32

About the Performance

Level Descriptors

English Language Arts

Level 1: Below Standard

Student performance does not demonstrate an understanding of the English language arts knowledge and skills expected at this grade level.

Level 2: Meets Basic Standard

Student performance demonstrates a partial understanding of the English language arts knowledge and skills expected at this grade level.

Level 3: Meets Proficiency Standard

Student performance demonstrates an understanding of the English language arts knowledge and skills expected at this grade level.

Level 4: Exceeds Proficiency Standard

Student performance demonstrates a thorough understanding of the English language arts knowledge and skills expected at this grade level.

Mathematics

Level 1: Below Standard

Student performance does not demonstrate an understanding of the mathematics content expected at this grade level.

Level 2: Meets Basic Standard

Student performance demonstrates a partial understanding of the mathematics content expected at this grade level.

Level 3: Meets Proficiency Standard

Student performance demonstrates an understanding of the mathematics content expected at this grade level.

Level 4: Exceeds Proficiency Standard

Student performance demonstrates a thorough understanding of the mathematics content expected at this grade level.

How are Need/Resource Capacity (N/RC) categories determined?

Districts are divided into high, average, and low need categories based on their ability to meet the special needs of their students with local resources. Districts in the high need category are subdivided into four categories based on enrollment size and, in some cases, number of students per square mile. More information about the categories can be found in the *Report to the Governor and the Legislature on the Educational Status of the State's Schools* at www.p12.nysed.gov/lrs.

In this section, this district's performance is compared with that of public schools statewide.

This District's N/RC Category:

High Need/Resource Rural Districts

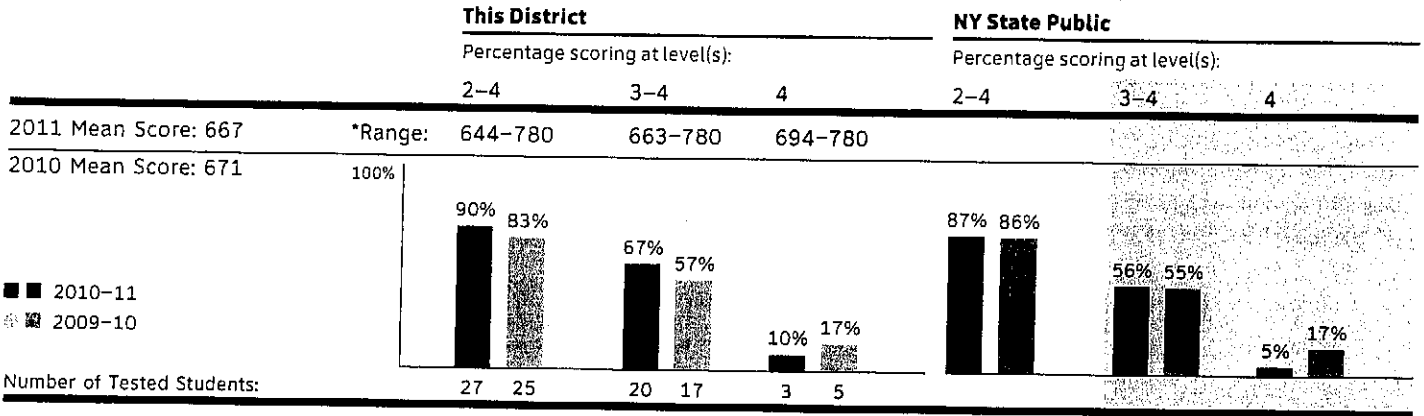
This is a rural school district with high student needs in relation to district resource capacity.

Overview of District Performance

District MORRIS CENTRAL SCHOOL DISTRICT

District ID 47-12-01-04-0000

This District's Results in Grade 3 English Language Arts



Results by Student Group

	2010-11 School Year				2009-10 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	30	90%	67%	10%	30	83%	57%	17%
Female	15	100%	80%	20%	12	83%	42%	17%
Male	15	80%	53%	0%	18	83%	67%	17%
American Indian or Alaska Native	-	-	-	-	-	-	-	-
Black or African American	-	-	-	-	-	-	-	-
Hispanic or Latino	2	-	-	-	2	-	-	-
Asian or Native Hawaiian/Other Pacific Islander	-	-	-	-	-	-	-	-
White	28	-	-	-	28	-	-	-
Multiracial	-	-	-	-	-	-	-	-
Small Group Totals	30	90%	67%	10%	30	83%	57%	17%
General-Education Students	27	-	-	-	24	92%	67%	21%
Students with Disabilities	3	-	-	-	6	50%	17%	0%
English Proficient	30	90%	67%	10%	30	83%	57%	17%
Limited English Proficient	-	-	-	-	-	-	-	-
Economically Disadvantaged	18	89%	72%	0%	11	82%	45%	18%
Not Disadvantaged	12	92%	58%	25%	19	84%	63%	16%
Migrant	-	-	-	-	-	-	-	-
Not Migrant	30	90%	67%	10%	30	83%	57%	17%

NOTES

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* These ranges are for 2010-11 data only. Ranges for the 2009-10 data are available in the 2009-10 Accountability and Overview Reports.

Other Assessments

	2010-11 School Year				2009-10 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 3 Equivalent	0	-	-	-	1	-	-	-
New York State English as a Second Language Achievement Test (NYSESLAT): Grade 3	0	N/A	N/A	N/A	0	N/A	N/A	N/A
Total								
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 3	0	N/A	N/A	N/A	0	N/A	N/A	N/A

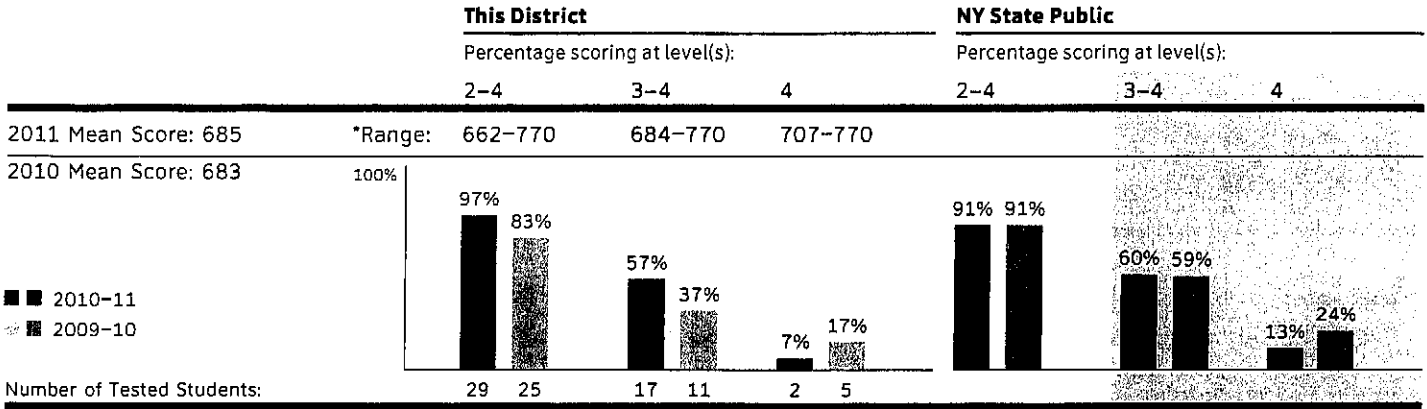
† These counts represent recently arrived LEP students who used the NYSESLAT to fulfill the English language arts participation requirement.

Overview of District Performance

District MORRIS CENTRAL SCHOOL DISTRICT

District ID 47-12-01-04-0000

This District's Results in Grade 3 Mathematics



Results by Student Group

	2010-11 School Year				2009-10 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	30	97%	57%	7%	30	83%	37%	17%
Female	15	100%	73%	7%	12	83%	17%	0%
Male	15	93%	40%	7%	18	83%	50%	28%
American Indian or Alaska Native	-	-	-	-	-	-	-	-
Black or African American	-	-	-	-	-	-	-	-
Hispanic or Latino	2	-	-	-	2	-	-	-
Asian or Native Hawaiian/Other Pacific Islander	-	-	-	-	-	-	-	-
White	28	-	-	-	28	-	-	-
Multiracial	-	-	-	-	-	-	-	-
Small Group Totals	30	97%	57%	7%	30	83%	37%	17%
General-Education Students	27	-	-	-	24	96%	46%	21%
Students with Disabilities	3	-	-	-	6	33%	0%	0%
English Proficient	30	97%	57%	7%	30	83%	37%	17%
Limited English Proficient	-	-	-	-	-	-	-	-
Economically Disadvantaged	18	94%	56%	0%	11	73%	9%	0%
Not Disadvantaged	12	100%	58%	17%	19	89%	53%	26%
Migrant	-	-	-	-	-	-	-	-
Not Migrant	30	97%	57%	7%	30	83%	37%	17%

NOTES

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Other Assessments

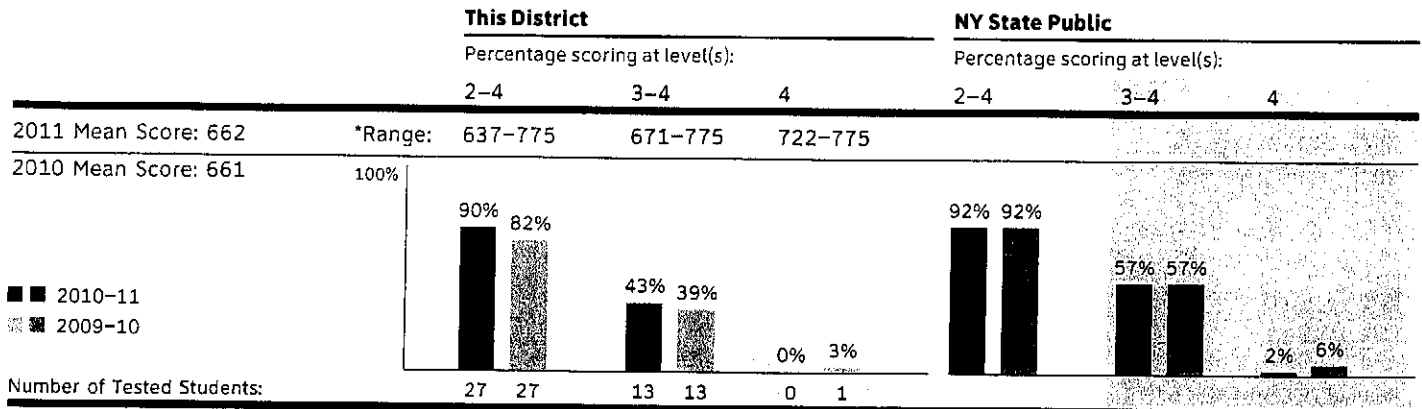
	2010-11 School Year				2009-10 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 3 Equivalent	0	-	-	-	1	-	-	-

Overview of District Performance

District MORRIS CENTRAL SCHOOL DISTRICT

District ID 47-12-01-04-0000

This District's Results in Grade 4 English Language Arts



Results by Student Group

	2010-11 School Year				2009-10 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	30	90%	43%	0%	33	82%	39%	3%
Female	13	92%	38%	0%	16	75%	31%	0%
Male	17	88%	47%	0%	17	88%	47%	6%
American Indian or Alaska Native	-	-	-	-	-	-	-	-
Black or African American	-	-	-	-	-	-	-	-
Hispanic or Latino	2	-	-	-	2	-	-	-
Asian or Native Hawaiian/Other Pacific Islander	-	-	-	-	-	-	-	-
White	28	-	-	-	31	-	-	-
Multiracial	-	-	-	-	-	-	-	-
Small Group Totals	30	90%	43%	0%	33	82%	39%	3%
General-Education Students	23	96%	57%	0%	25	92%	52%	4%
Students with Disabilities	7	71%	0%	0%	8	50%	0%	0%
English Proficient	30	90%	43%	0%	33	82%	39%	3%
Limited English Proficient	-	-	-	-	-	-	-	-
Economically Disadvantaged	14	86%	21%	0%	22	86%	23%	0%
Not Disadvantaged	16	94%	63%	0%	11	73%	73%	9%
Migrant	-	-	-	-	-	-	-	-
Not Migrant	30	90%	43%	0%	33	82%	39%	3%

NOTES

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* These ranges are for 2010-11 data only. Ranges for the 2009-10 data are available in the 2009-10 Accountability and Overview Reports.

Other Assessments

	2010-11 School Year				2009-10 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 4 Equivalent	1	-	-	-	0	-	-	-
New York State English as a Second Language Achievement Test (NYSESLAT): Grade 4	0	N/A	N/A	N/A	0	N/A	N/A	N/A
Total	1	0	0	0	0	0	0	0
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 4	0	N/A	N/A	N/A	0	N/A	N/A	N/A

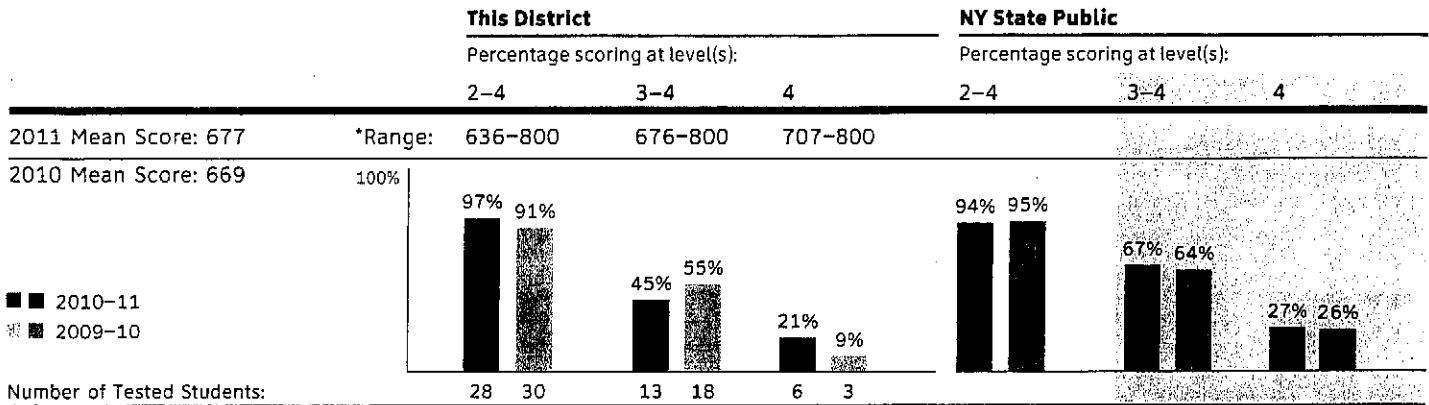
† These counts represent recently arrived LEP students who used the NYSESLAT to fulfill the English language arts participation requirement.

Overview of District Performance

District MORRIS CENTRAL SCHOOL DISTRICT

District ID 47-12-01-04-0000

This District's Results in Grade 4 Mathematics



Results by Student Group

	2010-11 School Year				2009-10 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	29	97%	45%	21%	33	91%	55%	9%
Female	13	92%	38%	8%	16	94%	38%	6%
Male	16	100%	50%	31%	17	88%	71%	12%
American Indian or Alaska Native	-	-	-	-	-	-	-	-
Black or African American	-	-	-	-	-	-	-	-
Hispanic or Latino	2	-	-	-	2	-	-	-
Asian or Native Hawaiian/Other Pacific Islander	-	-	-	-	-	-	-	-
White	27	-	-	-	31	-	-	-
Multiracial	-	-	-	-	-	-	-	-
Small Group Totals	29	97%	45%	21%	33	91%	55%	9%
General-Education Students	22	100%	59%	27%	25	100%	68%	12%
Students with Disabilities	7	86%	0%	0%	8	63%	13%	0%
English Proficient	29	97%	45%	21%	33	91%	55%	9%
Limited English Proficient	-	-	-	-	-	-	-	-
Economically Disadvantaged	13	92%	31%	0%	22	91%	50%	0%
Not Disadvantaged	16	100%	56%	38%	11	91%	64%	27%
Migrant	-	-	-	-	-	-	-	-
Not Migrant	29	97%	45%	21%	33	91%	55%	9%

NOTES

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Other Assessments

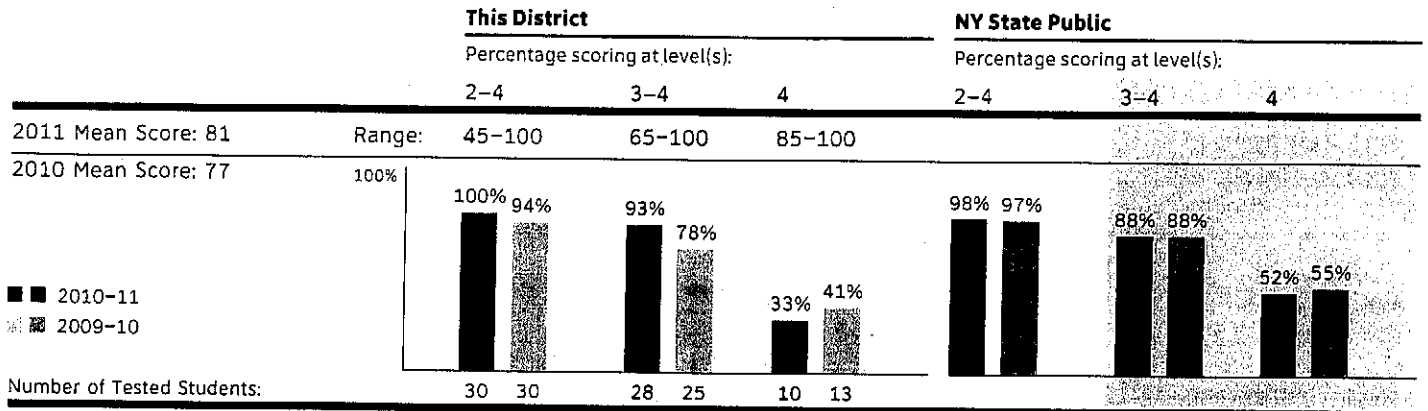
	2010-11 School Year				2009-10 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 4 Equivalent	1	-	-	-	0	-	-	-

Overview of District Performance

District MORRIS CENTRAL SCHOOL DISTRICT

District ID 47-12-01-04-0000

This District's Results in Grade 4 Science



Results by Student Group

	2010-11 School Year				2009-10 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	30	100%	93%	33%	32	94%	78%	41%
Female	13	100%	92%	15%	16	94%	69%	25%
Male	17	100%	94%	47%	16	94%	88%	56%
American Indian or Alaska Native								
Black or African American								
Hispanic or Latino	2	-	-	-	2	-	-	-
Asian or Native Hawaiian/Other Pacific Islander								
White	28	-	-	-	30	-	-	-
Multiracial								
Small Group Totals	30	100%	93%	33%	32	94%	78%	41%
General-Education Students	23	100%	96%	43%	25	100%	88%	52%
Students with Disabilities	7	100%	86%	0%	7	71%	43%	0%
English Proficient	30	100%	93%	33%	32	94%	78%	41%
Limited English Proficient								
Economically Disadvantaged	14	100%	93%	7%	22	91%	77%	27%
Not Disadvantaged	16	100%	94%	56%	10	100%	80%	70%
Migrant								
Not Migrant	30	100%	93%	33%	32	94%	78%	41%

NOTES

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Other Assessments

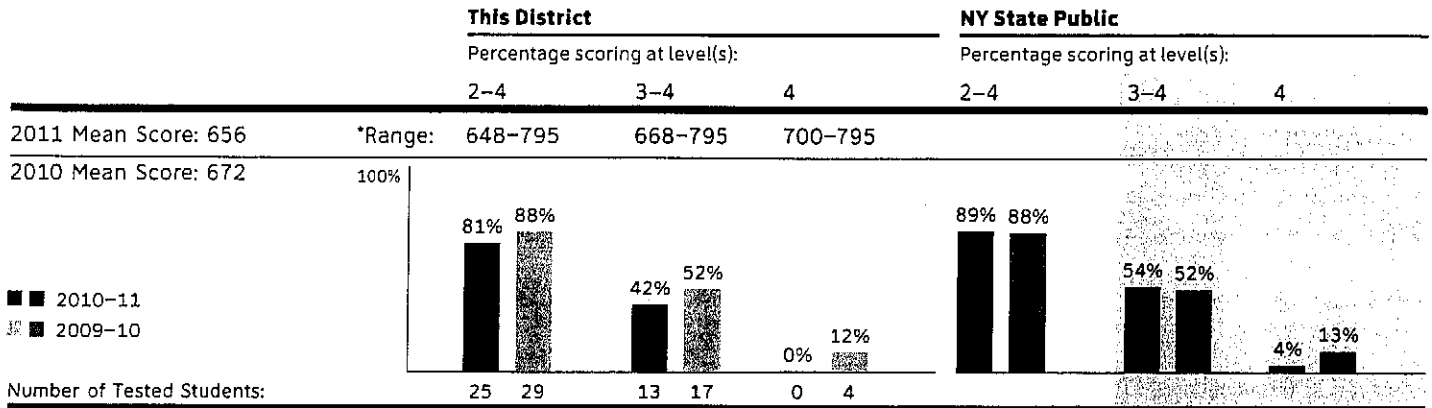
	2010-11 School Year				2009-10 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 4 Equivalent	1	-	-	-	0			

Overview of District Performance

District MORRIS CENTRAL SCHOOL DISTRICT

District ID 47-12-01-04-0000

This District's Results in Grade 5 English Language Arts



Results by Student Group

	2010-11 School Year				2009-10 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	31	81%	42%	0%	33	88%	52%	12%
Female	15	73%	27%	0%	17	94%	65%	24%
Male	16	88%	56%	0%	16	81%	38%	0%
American Indian or Alaska Native								
Black or African American								
Hispanic or Latino	2	-	-	-	1	-	-	-
Asian or Native Hawaiian/Other Pacific Islander								
White	29	-	-	-	32	-	-	-
Multiracial								
Small Group Totals	31	81%	42%	0%	33	88%	52%	12%
General-Education Students	24	92%	54%	0%	26	100%	65%	15%
Students with Disabilities	7	43%	0%	0%	7	43%	0%	0%
English Proficient	31	81%	42%	0%	33	88%	52%	12%
Limited English Proficient								
Economically Disadvantaged	21	86%	33%	0%	19	84%	37%	5%
Not Disadvantaged	10	70%	60%	0%	14	93%	71%	21%
Migrant								
Not Migrant	31	81%	42%	0%	33	88%	52%	12%

NOTES

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* These ranges are for 2010-11 data only. Ranges for the 2009-10 data are available in the 2009-10 Accountability and Overview Reports.

Other Assessments

	2010-11 School Year				2009-10 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 5 Equivalent	0				0			
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 5	0	N/A	N/A	N/A	0	N/A	N/A	N/A
Total	Total							
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 5	0	N/A	N/A	N/A	0	N/A	N/A	N/A

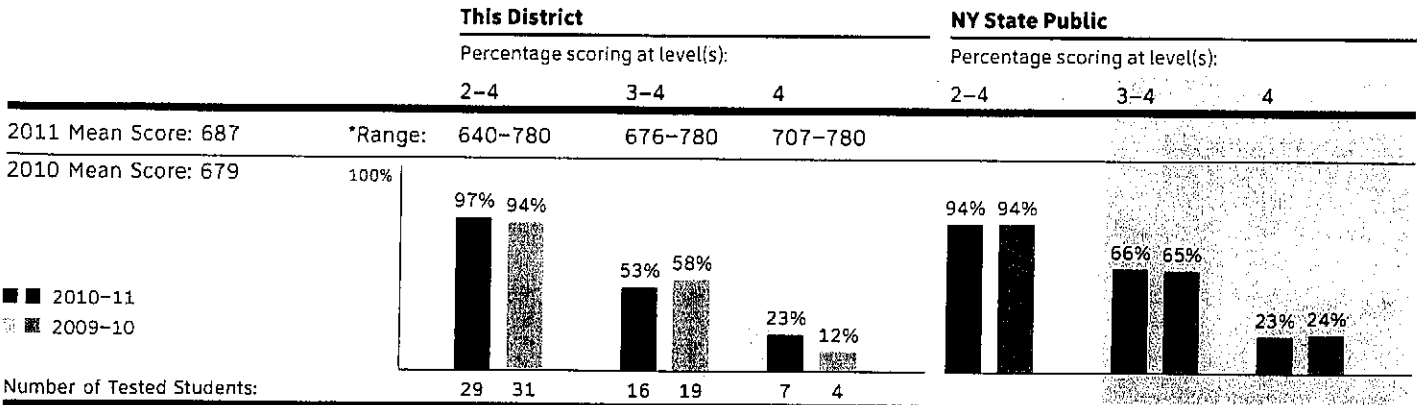
† These counts represent recently arrived LEP students who used the NYSESLAT to fulfill the English language arts participation requirement.

Overview of District Performance

District MORRIS CENTRAL SCHOOL DISTRICT

District ID 47-12-01-04-0000

This District's Results in Grade 5 Mathematics



Results by Student Group

	2010-11 School Year				2009-10 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	30	97%	53%	23%	33	94%	58%	12%
Female	15	93%	33%	7%	17	100%	53%	12%
Male	15	100%	73%	40%	16	88%	63%	13%
American Indian or Alaska Native	-	-	-	-	-	-	-	-
Black or African American	-	-	-	-	-	-	-	-
Hispanic or Latino	2	-	-	-	1	-	-	-
Asian or Native Hawaiian/Other Pacific Islander	-	-	-	-	-	-	-	-
White	28	-	-	-	32	-	-	-
Multiracial	-	-	-	-	-	-	-	-
Small Group Totals	30	97%	53%	23%	33	94%	58%	12%
General-Education Students	24	100%	63%	29%	26	100%	65%	15%
Students with Disabilities	6	83%	17%	0%	7	71%	29%	0%
English Proficient	30	97%	53%	23%	33	94%	58%	12%
Limited English Proficient	-	-	-	-	-	-	-	-
Economically Disadvantaged	21	95%	52%	14%	19	89%	47%	16%
Not Disadvantaged	9	100%	56%	44%	14	100%	71%	7%
Migrant	-	-	-	-	-	-	-	-
Not Migrant	30	97%	53%	23%	33	94%	58%	12%

NOTES

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Other Assessments

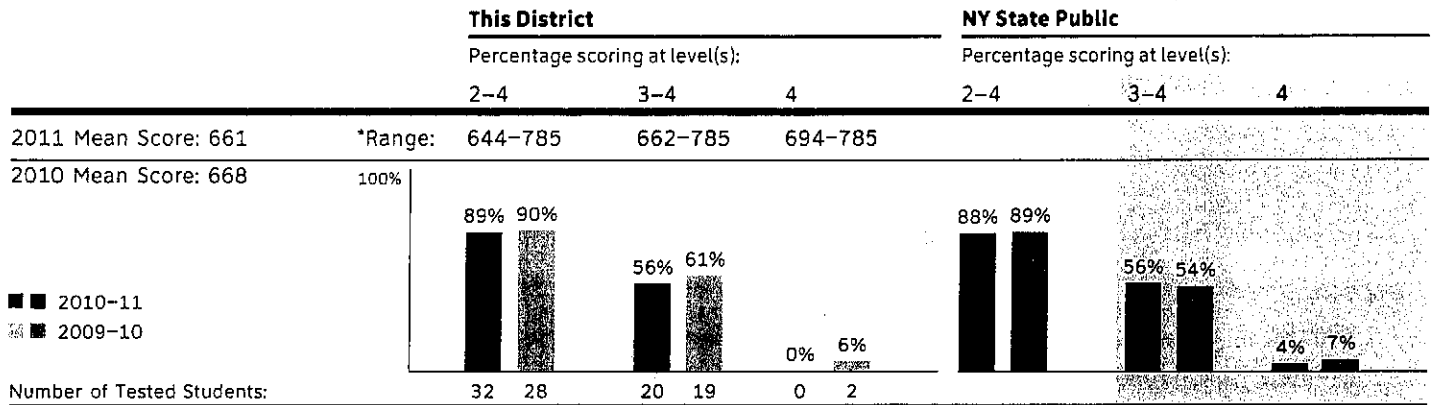
	2010-11 School Year				2009-10 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 5 Equivalent	0				0			

Overview of District Performance

District MORRIS CENTRAL SCHOOL DISTRICT

District ID 47-12-01-04-0000

This District's Results in Grade 6 English Language Arts



Results by Student Group

	2010-11 School Year				2009-10 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	36	89%	56%	0%	31	90%	61%	6%
Female	17	94%	59%	0%	17	94%	71%	6%
Male	19	84%	53%	0%	14	86%	50%	7%
American Indian or Alaska Native								
Black or African American								
Hispanic or Latino	2	-	-	-				
Asian or Native Hawaiian/Other Pacific Islander								
White	34	-	-	-	31	90%	61%	6%
Multiracial								
Small Group Totals	36	89%	56%	0%				
General-Education Students	28	100%	71%	0%	24	100%	75%	8%
Students with Disabilities	8	50%	0%	0%	7	57%	14%	0%
English Proficient	36	89%	56%	0%	31	90%	61%	6%
Limited English Proficient								
Economically Disadvantaged	22	82%	45%	0%	18	89%	50%	6%
Not Disadvantaged	14	100%	71%	0%	13	92%	77%	8%
Migrant								
Not Migrant	36	89%	56%	0%	31	90%	61%	6%

NOTES

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Other Assessments

	2010-11 School Year				2009-10 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 6 Equivalent	0				0			
New York State English as a Second Language Achievement Test (NYSESLAT): Grade 6	0	N/A	N/A	N/A	0	N/A	N/A	N/A
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 6	0	N/A	N/A	N/A	0	N/A	N/A	N/A

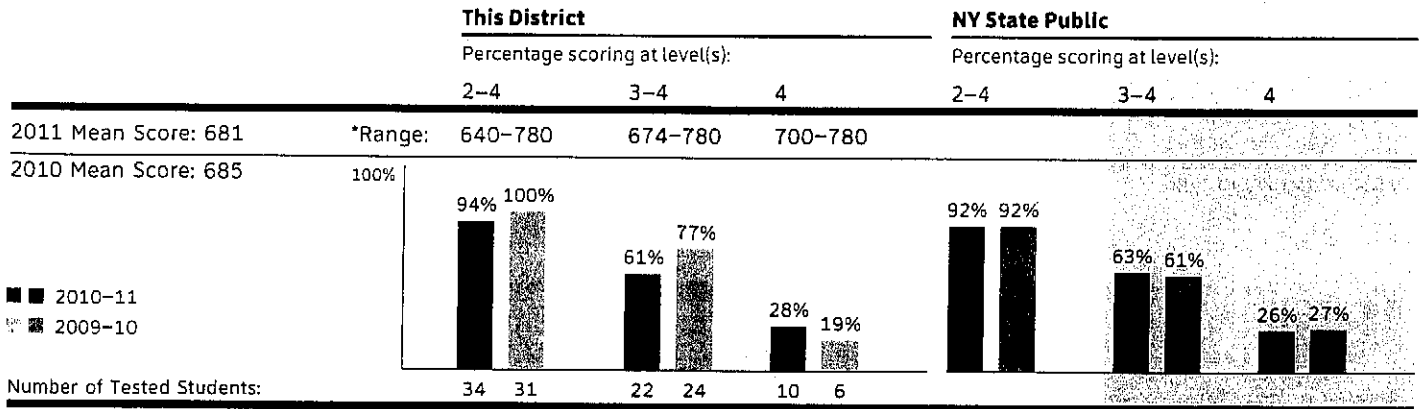
† These counts represent recently arrived LEP students who used the NYSESLAT to fulfill the English language arts participation requirement.

Overview of District Performance

District MORRIS CENTRAL SCHOOL DISTRICT

District ID 47-12-01-04-0000

This District's Results in Grade 6 Mathematics



Results by Student Group

	2010-11 School Year				2009-10 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	36	94%	61%	28%	31	100%	77%	19%
Female	17	100%	53%	29%	17	100%	76%	29%
Male	19	89%	68%	26%	14	100%	79%	7%
American Indian or Alaska Native	-	-	-	-	-	-	-	-
Black or African American	-	-	-	-	-	-	-	-
Hispanic or Latino	2	-	-	-	-	-	-	-
Asian or Native Hawaiian/Other Pacific Islander	-	-	-	-	-	-	-	-
White	34	-	-	-	31	100%	77%	19%
Multiracial	-	-	-	-	-	-	-	-
Small Group Totals	36	94%	61%	28%	31	100%	77%	19%
General-Education Students	28	100%	71%	36%	24	100%	83%	25%
Students with Disabilities	8	75%	25%	0%	7	100%	57%	0%
English Proficient	36	94%	61%	28%	31	100%	77%	19%
Limited English Proficient	-	-	-	-	-	-	-	-
Economically Disadvantaged	22	91%	45%	14%	18	100%	72%	6%
Not Disadvantaged	14	100%	86%	50%	13	100%	85%	38%
Migrant	-	-	-	-	-	-	-	-
Not Migrant	36	94%	61%	28%	31	100%	77%	19%

NOTES

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 * These ranges are for 2010-11 data only. Ranges for the 2009-10 data are available in the 2009-10 Accountability and Overview Reports.

Other Assessments

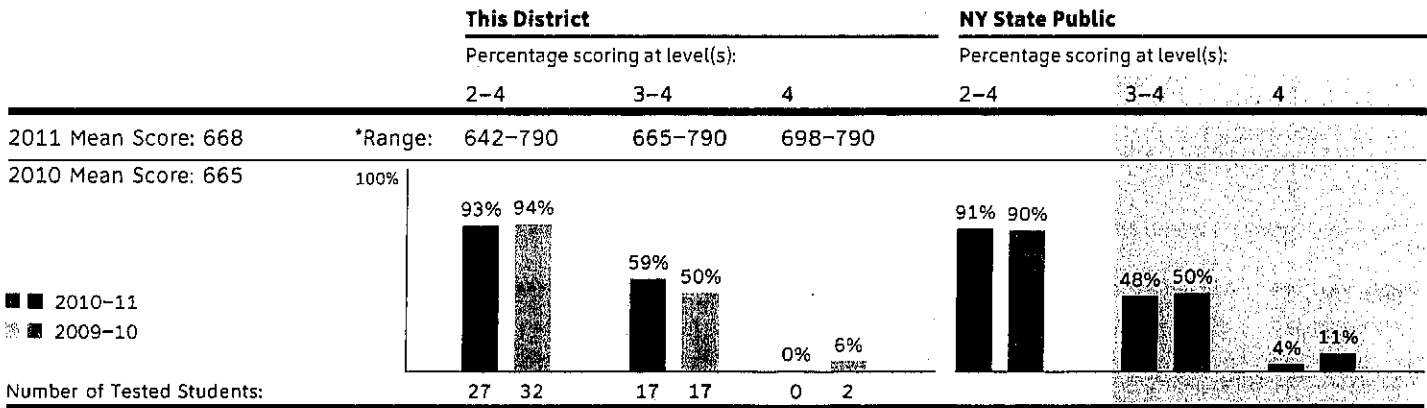
	2010-11 School Year				2009-10 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 6 Equivalent	0				0			

Overview of District Performance

District MORRIS CENTRAL SCHOOL DISTRICT

District ID 47-12-01-04-0000

This District's Results in Grade 7 English Language Arts



Results by Student Group

	2010-11 School Year				2009-10 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	29	93%	59%	0%	34	94%	50%	6%
Female	16	94%	69%	0%	19	95%	63%	11%
Male	13	92%	46%	0%	15	93%	33%	0%
American Indian or Alaska Native	-	-	-	-	-	-	-	-
Black or African American	-	-	-	-	-	-	-	-
Hispanic or Latino	1	-	-	-	3	-	-	-
Asian or Native Hawaiian/Other Pacific Islander	-	-	-	-	-	-	-	-
White	28	-	-	-	31	-	-	-
Multiracial	-	-	-	-	-	-	-	-
Small Group Totals	29	93%	59%	0%	34	94%	50%	6%
General-Education Students	24	100%	71%	0%	29	100%	59%	7%
Students with Disabilities	5	60%	0%	0%	5	60%	0%	0%
English Proficient	29	93%	59%	0%	34	94%	50%	6%
Limited English Proficient	-	-	-	-	-	-	-	-
Economically Disadvantaged	17	94%	53%	0%	19	89%	32%	0%
Not Disadvantaged	12	92%	67%	0%	15	100%	73%	13%
Migrant	-	-	-	-	-	-	-	-
Not Migrant	29	93%	59%	0%	34	94%	50%	6%

NOTES

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* These ranges are for 2010-11 data only. Ranges for the 2009-10 data are available in the 2009-10 Accountability and Overview Reports.

Other Assessments

	2010-11 School Year				2009-10 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 7 Equivalent	0				0			
New York State English as a Second Language Achievement Test (NYSESLAT): Grade 7	0	N/A	N/A	N/A	0	N/A	N/A	N/A
Total								
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 7	0	N/A	N/A	N/A	0	N/A	N/A	N/A

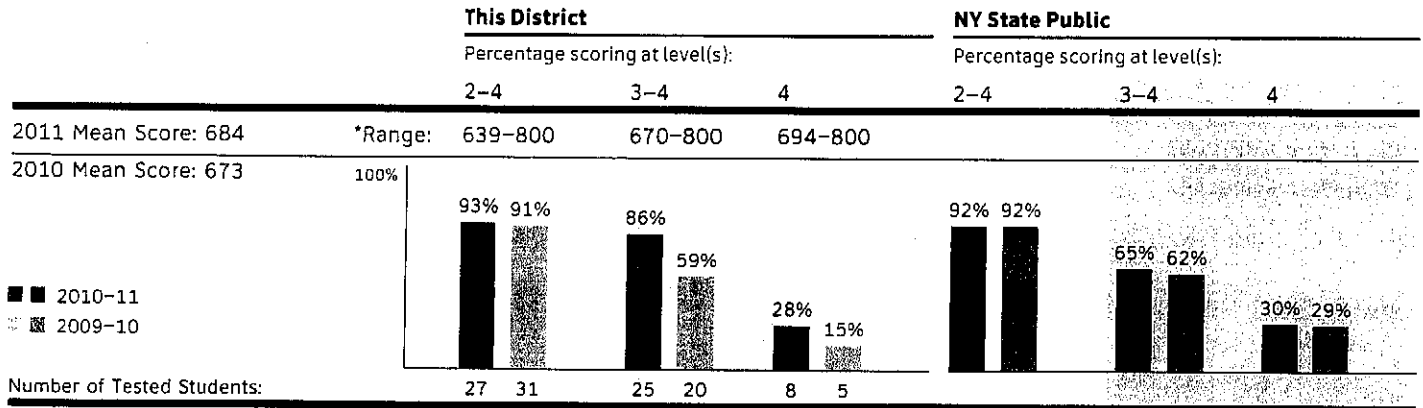
† These counts represent recently arrived LEP students who used the NYSESLAT to fulfill the English language arts participation requirement.

Overview of District Performance

District MORRIS CENTRAL SCHOOL DISTRICT

District ID 47-12-01-04-0000

This District's Results in Grade 7 Mathematics



Results by Student Group

	2010-11 School Year				2009-10 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	29	93%	86%	28%	34	91%	59%	15%
Female	16	94%	81%	31%	19	89%	68%	16%
Male	13	92%	92%	23%	15	93%	47%	13%
American Indian or Alaska Native								
Black or African American								
Hispanic or Latino	1	-	-	-	3	-	-	-
Asian or Native Hawaiian/Other Pacific Islander								
White	28	-	-	-	31	-	-	-
Multiracial								
Small Group Totals	29	93%	86%	28%	34	91%	59%	15%
General-Education Students	24	96%	92%	33%	29	100%	66%	17%
Students with Disabilities	5	80%	60%	0%	5	40%	20%	0%
English Proficient	29	93%	86%	28%	34	91%	59%	15%
Limited English Proficient								
Economically Disadvantaged	17	94%	88%	18%	19	84%	37%	5%
Not Disadvantaged	12	92%	83%	42%	15	100%	87%	27%
Migrant								
Not Migrant	29	93%	86%	28%	34	91%	59%	15%

NOTES

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 * These ranges are for 2010-11 data only. Ranges for the 2009-10 data are available in the 2009-10 Accountability and Overview Reports.

Other Assessments

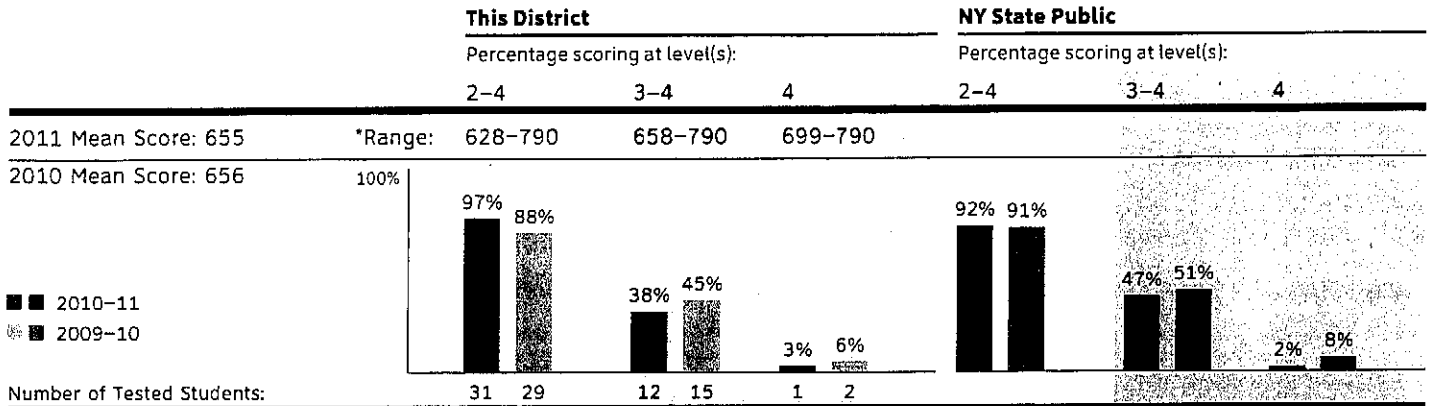
	2010-11 School Year				2009-10 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 7 Equivalent	0				0			

Overview of District Performance

District MORRIS CENTRAL SCHOOL DISTRICT

District ID 47-12-01-04-0000

This District's Results in Grade 8 English Language Arts



Results by Student Group

	2010-11 School Year				2009-10 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	32	97%	38%	3%	33	88%	45%	6%
Female	17	94%	47%	6%	15	93%	47%	7%
Male	15	100%	27%	0%	18	83%	44%	6%
American Indian or Alaska Native								
Black or African American					1	-	-	-
Hispanic or Latino	2	-	-	-	1	-	-	-
Asian or Native Hawaiian/Other Pacific Islander								
White	30	-	-	-	31	-	-	-
Multiracial								
Small Group Totals	32	97%	38%	3%	33	88%	45%	6%
General-Education Students	30	-	-	-	25	100%	60%	8%
Students with Disabilities	2	-	-	-	8	50%	0%	0%
English Proficient	32	97%	38%	3%	33	88%	45%	6%
Limited English Proficient								
Economically Disadvantaged	18	94%	17%	0%	23	83%	39%	4%
Not Disadvantaged	14	100%	64%	7%	10	100%	60%	10%
Migrant								
Not Migrant	32	97%	38%	3%	33	88%	45%	6%

NOTES

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* These ranges are for 2010-11 data only. Ranges for the 2009-10 data are available in the 2009-10 Accountability and Overview Reports.

Other Assessments

	2010-11 School Year				2009-10 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 8 Equivalent	0				1	-	-	-
New York State English as a Second Language Achievement Test (NYSESLAT): Grade 8	0	N/A	N/A	N/A	0	N/A	N/A	N/A
Total								
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 8	0	N/A	N/A	N/A	0	N/A	N/A	N/A

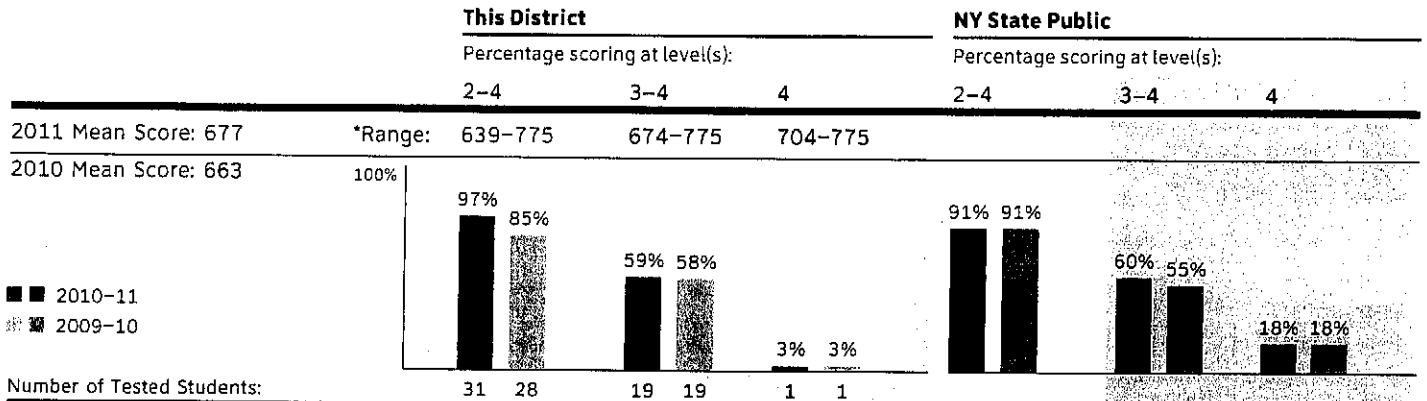
1 These counts represent recently arrived LEP students who used the NYSESLAT to fulfill the English language arts participation requirement.

Overview of District Performance

District MORRIS CENTRAL SCHOOL DISTRICT

District ID 47-12-01-04-0000

This District's Results in Grade 8 Mathematics



Results by Student Group

	2010-11 School Year				2009-10 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	32	97%	59%	3%	33	85%	58%	3%
Female	17	94%	76%	6%	15	93%	60%	0%
Male	15	100%	40%	0%	18	78%	56%	6%
American Indian or Alaska Native	-	-	-	-	-	-	-	-
Black or African American	-	-	-	-	1	-	-	-
Hispanic or Latino	2	-	-	-	1	-	-	-
Asian or Native Hawaiian/Other Pacific Islander	-	-	-	-	-	-	-	-
White	30	-	-	-	31	-	-	-
Multiracial	-	-	-	-	-	-	-	-
Small Group Totals	32	97%	59%	3%	33	85%	58%	3%
General-Education Students	30	-	-	-	25	100%	64%	4%
Students with Disabilities	2	-	-	-	8	38%	38%	0%
English Proficient	32	97%	59%	3%	33	85%	58%	3%
Limited English Proficient	-	-	-	-	-	-	-	-
Economically Disadvantaged	18	94%	44%	0%	23	78%	52%	4%
Not Disadvantaged	14	100%	79%	7%	10	100%	70%	0%
Migrant	-	-	-	-	-	-	-	-
Not Migrant	32	97%	59%	3%	33	85%	58%	3%

NOTES

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 * These ranges are for 2010-11 data only. Ranges for the 2009-10 data are available in the 2009-10 Accountability and Overview Reports.

Other Assessments

	2010-11 School Year				2009-10 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 8 Equivalent	0	-	-	-	1	-	-	-

Overview of District Performance

District MORRIS CENTRAL SCHOOL DISTRICT

District ID 47-12-01-04-0000

This District's Results in Grade 8 Science

This District

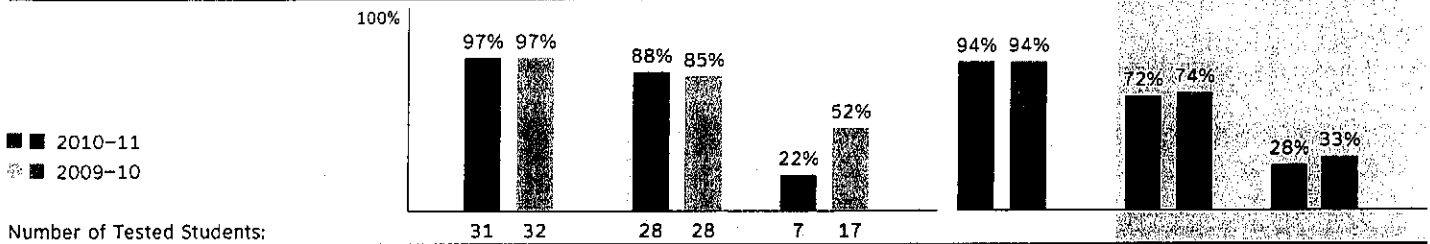
Percentage scoring at level(s):

2-4 3-4 4

NY State Public

Percentage scoring at level(s):

2-4 3-4 4



Number of Tested Students:

Results by Student Group

2010-11 School Year

Total Tested Percentage scoring at level(s):
2-4 3-4 4

2009-10 School Year

Total Tested Percentage scoring at level(s):
2-4 3-4 4

	2010-11 School Year			2009-10 School Year				
	Total Tested	2-4	3-4	4	Total Tested	2-4	3-4	4
All Students	32	97%	88%	22%	33	97%	85%	52%
Female	17	94%	88%	24%	15	93%	87%	33%
Male	15	100%	87%	20%	18	100%	83%	67%
American Indian or Alaska Native	-	-	-	-	1	-	-	-
Black or African American	-	-	-	-	1	-	-	-
Hispanic or Latino	2	-	-	-	1	-	-	-
Asian or Native Hawaiian/Other Pacific Islander	-	-	-	-	-	-	-	-
White	30	-	-	-	31	-	-	-
Multiracial	-	-	-	-	-	-	-	-
Small Group Totals	32	97%	88%	22%	33	97%	85%	52%
General-Education Students	30	-	-	-	25	100%	96%	56%
Students with Disabilities	2	-	-	-	8	88%	50%	38%
English Proficient	32	97%	88%	22%	33	97%	85%	52%
Limited English Proficient	-	-	-	-	-	-	-	-
Economically Disadvantaged	18	94%	78%	6%	23	96%	78%	52%
Not Disadvantaged	14	100%	100%	43%	10	100%	100%	50%
Migrant	-	-	-	-	-	-	-	-
Not Migrant	32	97%	88%	22%	33	97%	85%	52%

NOTES

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Other Assessments

2010-11 School Year

Total Tested Number scoring at level(s):
2-4 3-4 4

2009-10 School Year

Total Tested Number scoring at level(s):
2-4 3-4 4

	2010-11 School Year			2009-10 School Year				
	Total Tested	2-4	3-4	4	Total Tested	2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 8 Equivalent	0	-	-	-	1	-	-	-
Regents Science	0	-	-	-	0	-	-	-

Overview of District Performance

District MORRIS CENTRAL SCHOOL DISTRICT

District ID 47-12-01-04-0000

This District's Total Cohort* Results in Secondary-Level English after Four Years of Instruction

This District

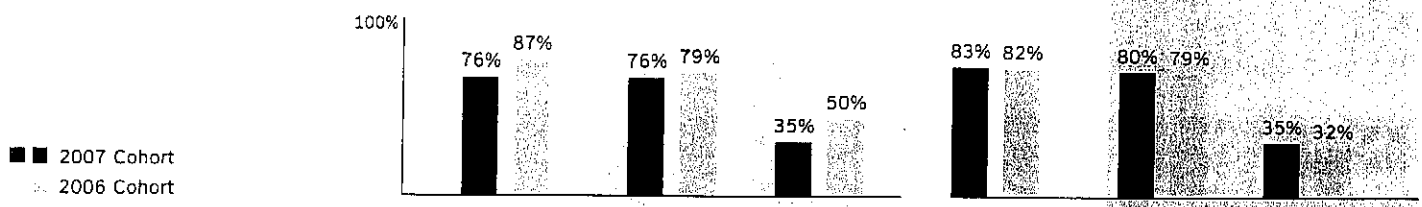
Percentage scoring at level(s):

2-4 3-4 4

NY State Public

Percentage scoring at level(s):

2-4 3-4 4



Results by Student Group

	2007 Cohort				2006 Cohort**			
	Number of Students	Percentage scoring at level(s):			Number of Students	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	34	76%	76%	35%	38	87%	79%	50%
Female	16	81%	81%	44%	17	94%	88%	65%
Male	18	72%	72%	28%	21	81%	71%	38%
American Indian or Alaska Native	-	-	-	-	-	-	-	-
Black or African American	-	-	-	-	-	-	-	-
Hispanic or Latino	-	-	-	-	-	-	-	-
Asian or Native Hawaiian/Other	-	-	-	-	-	-	-	-
Pacific Islander	-	-	-	-	-	-	-	-
White	34	76%	76%	35%	38	87%	79%	50%
Multiracial	-	-	-	-	-	-	-	-
Small Group Totals								
General-Education Students	28	86%	86%	43%	28	93%	93%	64%
Students with Disabilities	6	33%	33%	0%	10	70%	40%	10%
English Proficient	34	76%	76%	35%	38	87%	79%	50%
Limited English Proficient	-	-	-	-	-	-	-	-
Economically Disadvantaged	16	75%	75%	25%	16	81%	75%	50%
Not Disadvantaged	18	78%	78%	44%	22	91%	82%	50%
Migrant	-	-	-	-	-	-	-	-
Not Migrant	34	76%	76%	35%	38	87%	79%	50%

NOTES

The - symbol indicates that data for a group of students have been suppressed. If a group has fewer than five students, data for that group and the next smallest group(s) are suppressed to protect the privacy of individual students.

* A total cohort consists of all students who first entered Grade 9 in a particular year, and all ungraded students with disabilities who reached their seventeenth birthday in that year, and were enrolled in the school/district for five months. Students are excluded from the cohort if they transferred to another school district, nonpublic school, or criminal justice facility, or left the U.S. and its territories or died before the report date. Statewide total cohort also includes students who were enrolled for fewer than five months.

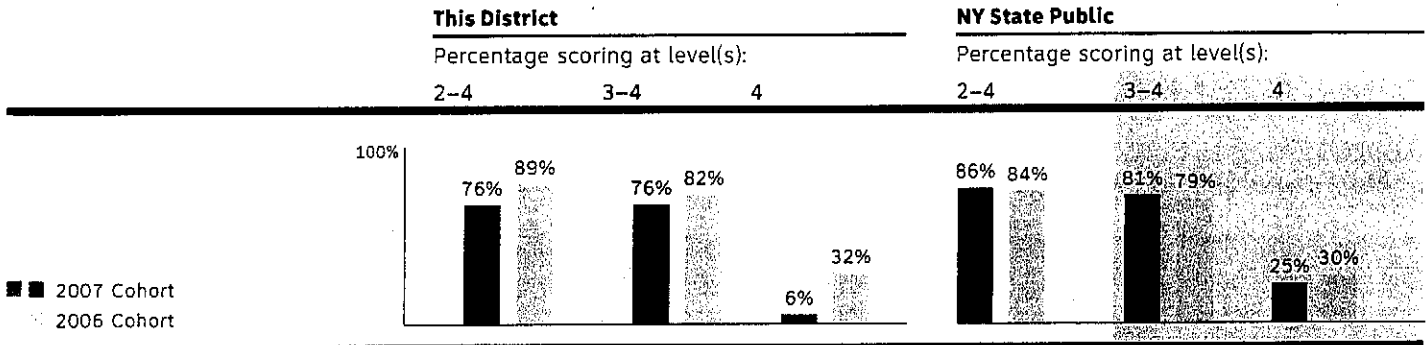
** 2006 cohort data are those reported in the 2009-10 Accountability and Overview Report.

Overview of District Performance

District MORRIS CENTRAL SCHOOL DISTRICT

District ID 47-12-01-04-0000

This District's Total Cohort* Results in Secondary-Level Mathematics after Four Years of Instruction



Results by Student Group

	2007 Cohort				2006 Cohort**			
	Number of Students	Percentage scoring at level(s):			Number of Students	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	34	76%	76%	6%	38	89%	82%	32%
Female	16	81%	81%	0%	17	94%	88%	47%
Male	18	72%	72%	11%	21	86%	76%	19%
American Indian or Alaska Native								
Black or African American								
Hispanic or Latino								
Asian or Native Hawaiian/Other								
Pacific Islander								
White	34	76%	76%	6%	38	89%	82%	32%
Multiracial								
Small Group Totals								
General-Education Students	28	86%	86%	7%	28	96%	93%	43%
Students with Disabilities	6	33%	33%	0%	10	70%	50%	0%
English Proficient	34	76%	76%	6%	38	89%	82%	32%
Limited English Proficient								
Economically Disadvantaged	16	75%	75%	6%	16	81%	75%	38%
Not Disadvantaged	18	78%	78%	6%	22	95%	86%	27%
Migrant								
Not Migrant	34	76%	76%	6%	38	89%	82%	32%

NOTES

The – symbol indicates that data for a group of students have been suppressed. If a group has fewer than five students, data for that group and the next smallest group(s) are suppressed to protect the privacy of individual students.

* A total cohort consists of all students who first entered Grade 9 in a particular year, and all ungraded students with disabilities who reached their seventeenth birthday in that year, and were enrolled in the school/district for five months. Students are excluded from the cohort if they transferred to another school/district, nonpublic school, or criminal justice facility, or left the U.S. and its territories or died before the report date. Statewide total cohort also includes students who were enrolled for fewer than five months.

** 2006 cohort data are those reported in the 2009–10 *Accountability and Overview Report*.

The New York State
School Report Card
 Comprehensive
 Information Report
 2010-11

School **MORRIS CENTRAL SCHOOL**
 District **MORRIS CENTRAL SCHOOL DISTRICT**
 School ID **47-12-01-04-0001**
 Principal **KATHARINE SMITH**
 Telephone **(607) 263-6100**
 Grades **PK-12, US**

Regents Exams

		All Students				General-Education Students				Students with Disabilities			
		Total Tested	Percentage of students scoring at or above:			Total Tested	Percentage of students scoring at or above:			Total Tested	Percentage of students scoring at or above:		
			55	65	85		55	65	85		55	65	85
Comprehensive English	2010-11	36	100%	94%	39%	31	100%	97%	42%	5	100%	80%	20%
	2009-10	28	96%	96%	46%	25	-	-	-	3	-	-	-
	2008-09	39	100%	92%	51%	30	100%	100%	63%	9	100%	67%	11%
Integrated Algebra	2010-11	47	100%	98%	15%	38	100%	97%	16%	9	100%	100%	11%
	2009-10	47	100%	94%	23%	45	-	-	-	2	-	-	-
	2008-09	32	91%	69%	0%	27	96%	74%	0%	5	60%	40%	0%
Geometry	2010-11	28	100%	93%	36%	28	100%	93%	36%	0	-	-	-
	2009-10	21	95%	90%	24%	20	-	-	-	1	-	-	-
	2008-09	19	84%	63%	0%	19	84%	63%	0%	0	-	-	-
Algebra 2/Trigonometry	2010-11	15	80%	73%	7%	15	80%	73%	7%	0	-	-	-
	2009-10	13	100%	69%	0%	13	100%	69%	0%	0	-	-	-
	2008-09	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Global History and Geography	2010-11	52	94%	85%	33%	44	95%	89%	36%	8	88%	63%	13%
	2009-10	33	91%	70%	21%	28	89%	79%	25%	5	100%	20%	0%
	2008-09	35	89%	77%	26%	27	93%	93%	33%	8	75%	25%	0%
U.S. History and Government	2010-11	32	97%	88%	34%	30	-	-	-	2	-	-	-
	2009-10	26	100%	96%	46%	24	-	-	-	2	-	-	-
	2008-09	37	100%	86%	57%	29	100%	100%	69%	8	100%	38%	13%
Living Environment	2010-11	31	100%	90%	52%	23	100%	100%	65%	8	100%	63%	13%
	2009-10	49	96%	94%	55%	41	98%	98%	61%	8	88%	75%	25%
	2008-09	38	95%	89%	32%	31	97%	90%	39%	7	86%	86%	0%
Physical Setting/Earth Science	2010-11	19	95%	89%	21%	14	93%	86%	21%	5	100%	100%	20%
	2009-10	12	100%	100%	100%	12	100%	100%	100%	0	-	-	-
	2008-09	28	75%	71%	21%	23	87%	83%	26%	5	20%	20%	0%
Physical Setting/Chemistry	2010-11	32	94%	88%	16%	32	94%	88%	16%	0	-	-	-
	2009-10	19	89%	58%	0%	18	-	-	-	1	-	-	-
	2008-09	19	95%	79%	0%	17	-	-	-	2	-	-	-
Physical Setting/Physics	2010-11	7	100%	86%	43%	7	100%	86%	43%	0	-	-	-
	2009-10	8	100%	100%	13%	8	100%	100%	13%	0	-	-	-
	2008-09	15	87%	87%	7%	14	-	-	-	1	-	-	-

NOTE

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Regents Exams in Languages Other Than English

School **MORRIS CENTRAL SCHOOL**
 School ID **47-12-01-04-0001**

District **MORRIS CENTRAL SCHOOL DISTRICT**

Regents Exams

		All Students			General-Education Students			Students with Disabilities					
		Total Tested	Percentage of students scoring at or above:			Total Tested	Percentage of students scoring at or above:			Total Tested	Percentage of students scoring at or above:		
			55	65	85		55	65	85		55	65	85
Comprehensive French	2010-11	0			0			0					
	2009-10	0			0			0					
	2008-09	0			0			0					
Comprehensive Italian	2010-11	0			0			0					
	2009-10	0			0			0					
	2008-09	0			0			0					
Comprehensive Spanish	2010-11	19	100%	100%	37%	19	100%	100%	37%	0			
	2009-10	9	100%	89%	67%	9	100%	89%	67%	0			
	2008-09	16	100%	100%	44%	16	100%	100%	44%	0			

NOTE
 The — symbol indicates that data for a group of students have been suppressed. If a group has fewer than five students, data for that group and the next smallest group(s) are suppressed to protect the privacy of individual students.

Regents Competency Tests

School **MORRIS CENTRAL SCHOOL**
School ID **47-12-01-04-0001**

District **MORRIS CENTRAL SCHOOL DISTRICT**

Regents Competency Tests

		All Students		General-Education Students		Students with Disabilities	
		Total Tested	Percent Passing:	Total Tested	Percent Passing:	Total Tested	Percent Passing:
Mathematics	2010-11	0	—	0	—	0	—
	2009-10	0	—	0	—	0	—
	2008-09	0	—	0	—	0	—
Science	2010-11	0	—	0	—	0	—
	2009-10	0	—	0	—	0	—
	2008-09	0	—	0	—	0	—
Reading	2010-11	0	—	0	—	0	—
	2009-10	0	—	0	—	0	—
	2008-09	0	—	0	—	0	—
Writing	2010-11	0	—	0	—	0	—
	2009-10	0	—	0	—	0	—
	2008-09	0	—	0	—	0	—
Global Studies	2010-11	0	—	0	—	0	—
	2009-10	1	—	0	—	1	—
	2008-09	2	—	0	—	2	—
U.S. History and Government	2010-11	0	—	0	—	0	—
	2009-10	0	—	0	—	0	—
	2008-09	0	—	0	—	0	—

NOTE

The — symbol indicates that data for a group of students have been suppressed. If a group has fewer than five students, data for that group and the next smallest group(s) are suppressed to protect the privacy of individual students.

State Assessments

School **MORRIS CENTRAL SCHOOL**
School ID **47-12-01-04-0001**

District **MORRIS CENTRAL SCHOOL DISTRICT**

2007 Total Cohort Performance on Regents Exams After Four Years

	All Students				General-Education Students				Students with Disabilities			
	Cohort Enrollment	Percentage of students scoring:			Cohort Enrollment	Percentage of students scoring:			Cohort Enrollment	Percentage of students scoring:		
		55-64	65-84	85-100		55-64	65-84	85-100		55-64	65-84	85-100
Global History and Geography	33	3%	52%	24%	28	0%	57%	29%	5	20%	20%	0%
U.S. History and Government	33	6%	39%	36%	28	0%	43%	43%	5	40%	20%	0%
Science	33	0%	52%	39%	28	0%	50%	46%	5	0%	60%	0%

New York State Alternate Assessments (NYSAA) 2010-11

All Students

Total	Number of students scoring Tested at Level:			
	1	2	3	4

Secondary Level

English Language Arts	0
Mathematics	0
Social Studies	0
Science	0

NOTE

The — symbol indicates that data for a group of students have been suppressed. If a group has fewer than five students, data for that group and the next smallest group(s) are suppressed to protect the privacy of individual students.

The New York State Alternate Assessment (NYSAA) is for students with severe cognitive disabilities. Results for students taking the NYSAA in English language arts, mathematics, and science at the elementary and middle levels are available in the *Accountability and Overview Report* part of *The New York State Report Card*.

High School Information

School **MORRIS CENTRAL SCHOOL**
School ID **47-12-01-04-0001**

District **MORRIS CENTRAL SCHOOL DISTRICT**

High School Completers

		All Students		General-Education Students		Students with Disabilities	
		Number of Students	Percentage of Graduates	Number of Students	Percentage of Graduates	Number of Students	Percentage of Graduates
Total Graduates	2010-11	26		24		2	
	2009-10	34		26		8	
	2008-09	31		25		6	
Receiving a Regents Diploma	2010-11	24	92%	24	100%	0	0%
	2009-10	26	76%	24	92%	2	25%
	2008-09	30	97%	25	100%	5	83%
Receiving a Regents Diploma with Advanced Designation	2010-11	8	31%	8	33%	0	0%
	2009-10	13	38%	12	46%	1	13%
	2008-09	6	19%	6	24%	0	0%
Receiving an Individualized Education Program (IEP) Diploma	2010-11	2	N/A	0		2	N/A
	2009-10	1	N/A	0		1	N/A
	2008-09	2	N/A	0		2	N/A

NOTE Students receiving Regents diplomas and Regents diplomas with advanced designation are considered graduates; recipients of IEP diplomas are not.

High School Noncompleters

		All Students		General-Education Students		Students with Disabilities	
		Number of Students	Percentage of Students	Number of Students	Percentage of Students	Number of Students	Percentage of Students
Dropped Out	2010-11	2	1%	1	1%	1	3%
	2009-10	3	2%	1	1%	2	5%
	2008-09	8	4%	7	5%	1	2%
Entered Approved High School Equivalency Preparation Program	2010-11	1	1%	1	1%	0	0%
	2009-10	2	1%	2	1%	0	0%
	2008-09	1	1%	0	0%	1	2%
Total Noncompleters	2010-11	3	2%	2	1%	1	3%
	2009-10	5	3%	3	2%	2	5%
	2008-09	9	5%	7	5%	2	4%

Post-secondary Plans of 2010-11 Completers

	All Students		General-Education Students		Students with Disabilities	
	Number of Students	Percentage of Students	Number of Students	Percentage of Students	Number of Students	Percentage of Students
To 4-year College	14	50%	14	58%	0	0%
To 2-year College	5	18%	5	21%	0	0%
To Other Post-secondary	0	0%	0	0%	0	0%
To the Military	0	0%	0	0%	0	0%
To Employment	7	25%	3	13%	4	100%
To Adult Services	0	0%	0	0%	0	0%
To Other Known Plans	2	7%	2	8%	0	0%
Plan Unknown	0	0%	0	0%	0	0%

More Information about the School

School **MORRIS CENTRAL SCHOOL**
School ID **47-12-01-04-0001**

District **MORRIS CENTRAL SCHOOL DISTRICT**

Financial Information

**2010-11 Estimated Percentage of Students
from Families Receiving Public Assistance**

31-40%

The New York State School Report Card Fiscal Accountability Supplement for Morris Central School District

New York State Education Law and the Commissioner's Regulations require the attachment of the NYS School Report Card to the public school district budget proposal. The regulations require that certain expenditure ratios for general education and special education students be reported and compared with ratios for similar districts and all public schools. The required ratios for this district are reported below.

2009-2010 School Year		General Education	Special Education
This School District	Instructional Expenditures	\$3,847,151	\$1,941,818
	Pupils	450	92
	Expenditures Per Pupil	\$8,549	\$21,107
Similar District Group	Instructional Expenditures	\$1,481,223,830	\$557,598,918
	Pupils	161,588	24,572
	Expenditures Per Pupil	\$9,167	\$22,692
Total of All School Districts in NY State	Instructional Expenditures	\$30,088,158,593	\$11,362,166,093
	Pupils	2,709,505	422,576
	Expenditures Per Pupil	\$11,105	\$26,888
Similar District Group Description: High Need/Resource Capacity Rural			

Instructional Expenditures for General Education are K-12 expenditures for classroom instruction (excluding Special Education) plus a proration of building level administrative and instructional support expenditures. These expenditures include amounts for instruction of students with disabilities in a general education setting. District expenditures, such as transportation, debt service, and district-wide administration, are not included.

The pupil count for General Education is K-12 average daily membership plus K-12 pupils for whom the district pays tuition to another school district. This number represents all pupils, including those classified as having disabilities and those not classified, excluding only students with disabilities placed out of district. For districts in which a county jail is located, this number includes incarcerated youth to whom the district must provide an education program.

Instructional Expenditures for Special Education are K-12 expenditures for students with disabilities (including summer special education expenditures) plus a proration of building-level administrative and instructional support expenditures. District expenditures, such as transportation, debt service, and district-wide administration, are not included.

The pupil count for Special Education is a count of K-12 students with disabilities for the 2009-10 school year plus students for whom the district receives tuition from another district plus students for whom the district pays tuition to another district. Students attending the State schools at Rome and Batavia, private placements, and out-of-state placements are included.

Instructional Expenditures Per Pupil is the simple arithmetic ratio of Instructional Expenditures to Pupils. The total cost of instruction for students with disabilities may include both general and special education expenditures. Special education services provided in the general education classroom may benefit students not classified as having disabilities.

2009-2010 School Year	This School District	Similar District Group	Total of All School Districts in NY State
Total Expenditures Per Pupil	\$19,947	\$18,515	\$19,921

Total Expenditures Per Pupil is the simple arithmetic ratio of Total Expenditures to Pupils. Total Expenditures include district expenditures for classroom instruction, as well as expenditures for transportation, debt service, community service and district-wide administration that are not included in the Instructional Expenditure values for General Education and Special Education. As such, the sum of General Education and Special Education Instructional Expenditures does not equal the Total Expenditures.

The numbers used to compute the statistics on this page were collected on the State Aid Form A, the State Aid Form F, the School District Annual Financial Report (ST-3), and from the Student Information Repository System (SIRS).

The New York State School Report Card Information about Students with Disabilities for Morris Central School District

New York State Education Law and the Commissioner's Regulations require the attachment of the NYS School Report Card to the public school district budget proposal. The regulations require reporting students with disabilities by the percent of time they are in general education classrooms and the classification rate of students with disabilities. These data are to be compared with percentages for similar districts and all public schools. The required percentages for this district are reported below.

Student Counts as of October 6, 2010	This School District		Similar District Group	Total of All School Districts in NY State
Student Placement -- Percent of Time Inside Regular Classroom	Count of Students with Disabilities	Percentage of Students with Disabilities	Percentage of Students with Disabilities	Percentage of Students with Disabilities
80% or more	38	49.4%	56.1%	56.2%
40% to 79%	20	26.0%	20.6%	11.9%
Less than 40%	16	20.8%	21.1%	23.0%
Separate Settings	3	3.9%	1.6%	6.0%
Other Settings	0	0.0%	0.5%	2.9%

The source data for the statistics in this table were reported through the Student Information Repository System (SIRS) and verified in Verification Report 5. The counts are numbers of students reported in the least restrictive environment categories for school-age programs (ages 6-21) on October 6, 2010. The percentages represent the amount of time students with disabilities are in general education class-rooms, regardless of the amount and cost of special education services they receive. Rounding of percentage values may cause them to sum to a number slightly different from 100%.

School-age Students with Disabilities Classification Rate

2010-11 School Year	This School District	Similar District Group	Total of All School Districts in NY State
Special Ed Classification Rate	18.6%	13.9%	13.0%

This rate is a ratio of the count of school-age students with disabilities (ages 4-21) to the total enrollment of all school-age students in the school district, including students who are parentally placed in nonpublic schools located in the school district. The numerator includes all school-age students for whom a district has Committee on Special Education (CSE) responsibility to ensure the provision of special education services. The denominator includes all school-age students who reside in the district. In the case of parentally placed students in nonpublic schools, it includes the number of students who attend the nonpublic schools located in the school district. Source data are drawn from the SIRS and from the Basic Education Data System (BEDS).

Similar District Group Description: High Need/Resource Capacity Rural
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Similar District Groups are identified according to the Need-to-Resource-Capacity Index. More information about this categorization is on the Internet at: <http://www.p12.nysed.gov/irs/accountability/2011-12/NeedResourceCapacityIndex.pdf>