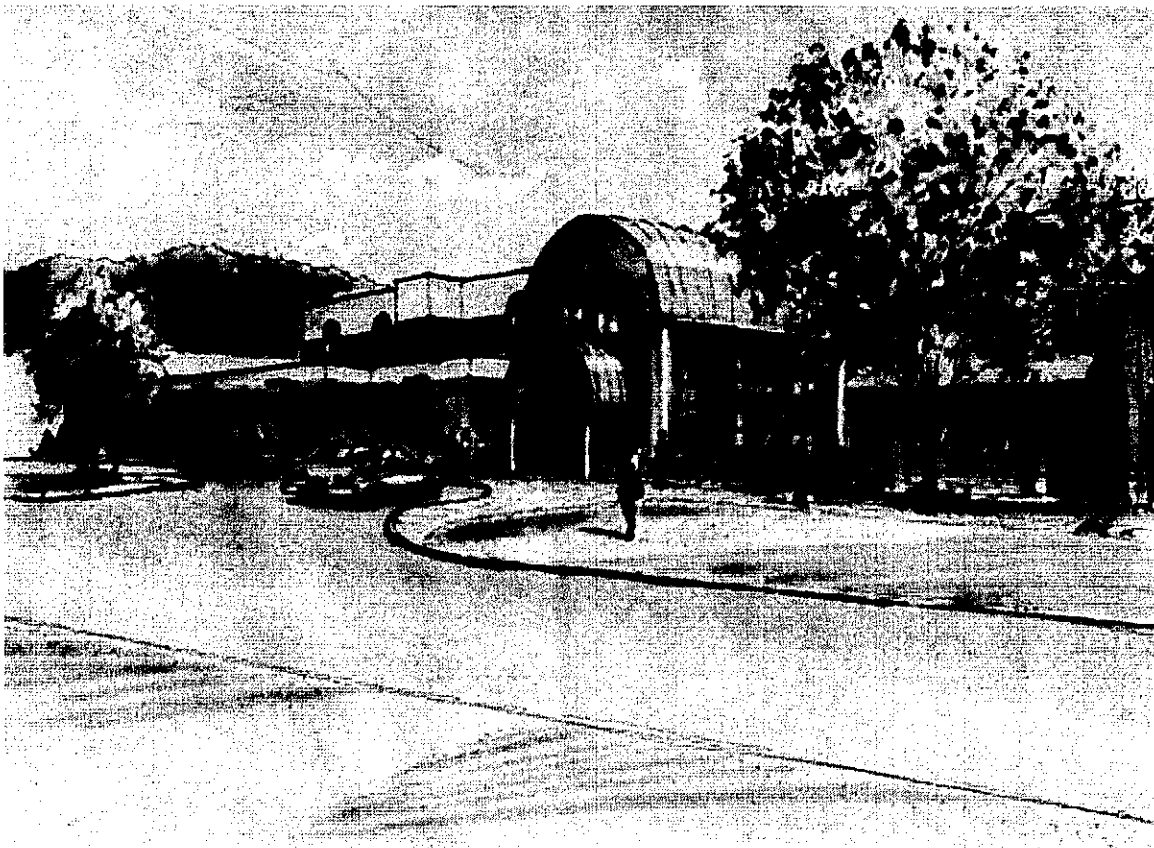


# **MORRIS CENTRAL SCHOOL DISTRICT 2013-2014 BUDGET**



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

**MORRIS CENTRAL SCHOOL  
THREE PART BUDGET  
2013-2014**

ACCT	ACCOUNT	2012-2013	2013-2014	\$	%
CODE	NAME	Budget	Projected Budget	Change	Change
<b><u>ADMINISTRATION - PART I</u></b>					
*1010	Total Board of Education	5,460	5,110	-350	-6.41%
*1040	Total District Clerk	2130	1980	-150	-7.04%
*1060	Total District Meeting	1000	1000	0	0.00%
<b>**1099</b>	<b>Total Board of Education</b>	<b>8,590</b>	<b>8090</b>	<b>-500</b>	<b>-5.82%</b>
<b>**1299</b>	<b>Total Central Administration</b>	<b>151,884</b>	<b>154,095</b>	<b>2,211</b>	<b>1.46%</b>
*1310	Total Business Office Administration	152,214	154,622	2,408	1.58%
*1320	Total Auditing	29,053	15,450	-13,603	-46.82%
*1325	Total Treasurer	26,634	27,178	544	2.04%
*1330	Total Tax Collector	5,175	4,725	-450	-8.70%
*1345	Total Purchasing	2,717	2,813	96	3.53%
*1380	Total Fiscal Agent	4,500	4,500	0	0.00%
<b>**1399</b>	<b>Total Finance</b>	<b>220,293</b>	<b>209,288</b>	<b>-11,005</b>	<b>-5.00%</b>
	<b>Total Legal</b>	12,000	9,000	-3,000	-25.00%
*1430	Total Personnel	5,783	6,579	796	13.76%
*1480	Total Public Info. and Services	1,800	1,800	0	0.00%
<b>**1499</b>	<b>Total Staff</b>	<b>19,583</b>	<b>17,379</b>	<b>-2,204</b>	<b>-11.25%</b>
*1670	Total Central Printing & Mailing	14,325	16,433	2,108	14.72%
*1680	Total Central Data Processing	42,349	42,753	404	0.95%
<b>**1699</b>	<b>Total Central Services</b>	<b>56,674</b>	<b>59,186</b>	<b>2,512</b>	<b>4.43%</b>
1910.400	Unallocated Insurance	35,985	35,985	0	0.00%
1981.490	BOCES Administrative Cost	126,994	138,152	11,158	8.79%
<b>**1998</b>	<b>Total Special Items</b>	<b>162,979</b>	<b>174,137</b>	<b>11,158</b>	<b>6.85%</b>
<b>**2010</b>	<b>Total Curriculum Dev &amp; Supervision</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>#DIV/0!</b>
*2020	Total Supervision-Regular School	101,033	103,263	2,230	2.21%
*2060	Total Research, Planning & Evaluation	5,600	8,100	2,500	44.64%
<b>**2099</b>	<b>Total Administration &amp; Improvement</b>	<b>106633</b>	<b>111363</b>	<b>4,730</b>	<b>4.44%</b>
<b>**9098</b>	<b>Total Employee Benefits</b>	<b>116,093</b>	<b>130,159</b>	<b>14,066</b>	<b>12.12%</b>
<b>TOTAL ADMINISTRATION</b>		<b>842,729</b>	<b>863,697</b>	<b>20,968</b>	<b>2.49%</b>

**PROGRAM - PART II**

<b>**2110</b>	<b>Total Teaching-Regular School</b>	<b>1,985,341</b>	<b>1,976,638</b>	<b>-8,703</b>	<b>-0.44%</b>
				<b>0</b>	
*2250	Total Programs for Students w/Disabilities	1,183,551	1,001,740	-181,811	-15.36%
*2280	Total Occupational Education	157,417	182,734	25,317	16.08%
<b>**2299</b>	<b>Total Special Services</b>	<b>1,340,968</b>	<b>1,184,474</b>	<b>-156,494</b>	<b>-11.67%</b>
<b>**2399</b>	<b>Total Teaching-Special Schools</b>	<b>9,863</b>	<b>8,070</b>	<b>-1,793</b>	<b>-18.18%</b>
*2610	Total School Library and Audiovisual	131,248	139,415	8,167	6.22%
*2630	Total Computer Assisted Instruction	13,552	13,022	-530	-3.91%
<b>**2699</b>	<b>Total Instructional Media</b>	<b>144,800</b>	<b>152,437</b>	<b>7,637</b>	<b>5.27%</b>
*2805	Total Attendance-Regular School	3,729	4,180	451	12.09%
*2810	Total Guidance-Regular School	161,010	123,057	-37,953	-23.57%
*2815	Total Health Services-Regular School	34,196	33,271	-925	-2.70%
*2820	Total Psychological Services-Regular School	37,108	49,118	12,010	32.36%
*2850	Total Co curricular Activities-Regular School	18,310	18,963	653	3.57%
*2855	Total Interscholastic Athletics-Regular School	78,331	79,676	1,345	1.72%
<b>**2899</b>	<b>Total Pupil Services</b>	<b>332,684</b>	<b>308,265</b>	<b>-24,419</b>	<b>-7.34%</b>
<b>***2999</b>	<b>Total Instruction</b>	<b>3,813,656</b>	<b>3,629,884</b>	<b>-183,772</b>	<b>-4.82%</b>
*5510	Total District Transportation Services	433,659	431,751	-1,908	-0.44%
*5530	Total Garage Building	43,954	46,087	2,133	4.85%
<b>**5999</b>	<b>Total Pupil Transportation</b>	<b>477,613</b>	<b>477,838</b>	<b>225</b>	<b>0.05%</b>
<b>**9098</b>	<b>Total Employee Benefits</b>	<b>1,898,987</b>	<b>2,110,152</b>	<b>211,165</b>	<b>11.12%</b>
<b>TOTAL PROGRAM</b>		<b>6,190,256</b>	<b>6,217,874</b>	<b>27,618</b>	<b>0.45%</b>
<b>CAPITAL - PART III</b>					
*1620	Total Operation of Plant	503,073	505,649	2,576	0.51%
*1621	Total Maintenance of Plant	56,860	58,944	2,084	3.67%
<b>**1699</b>	<b>Total Central Services</b>	<b>559,933</b>	<b>564,593</b>	<b>4,660</b>	<b>0.83%</b>
1964.400	Refund on Real Property Taxes	2,000	2,000	0	0.00%
<b>*1999</b>	<b>Total Special Items</b>	<b>2,000</b>	<b>2,000</b>	<b>0</b>	<b>0.00%</b>
*9798.6	Total Debt Service-Principal	897,299	913,756	16,457	1.83%
*9798.7	Total Debt Service-Interest	226,232	247,519	21,287	9.41%
<b>**9898</b>	<b>Total Debt Service</b>	<b>1,123,531</b>	<b>1,161,275</b>	<b>37,744</b>	<b>3.36%</b>
9950.900	Transfer to Federal Funds	10,000	10,000	0	0.00%
<b>**9950</b>	<b>Total Interfund Transfers</b>	<b>10,000</b>	<b>10,000</b>	<b>0</b>	<b>0.00%</b>
<b>**9098</b>	<b>Total Employee Benefits</b>	<b>91,440</b>	<b>107,204</b>	<b>15,764</b>	<b>17.24%</b>
<b>TOTAL CAPITAL</b>		<b>1,786,904</b>	<b>1,845,072</b>	<b>58,168</b>	<b>3.26%</b>
<b>GRAND TOTALS</b>					
<b>PART I - ADMINISTRATIVE</b>		<b>842,729</b>	<b>863,697</b>	<b>20,968</b>	<b>2.49%</b>
<b>PART II - PROGRAM</b>		<b>6,190,256</b>	<b>6,217,874</b>	<b>27,618</b>	<b>0.45%</b>
<b>PART III - CAPITAL</b>		<b>1,786,904</b>	<b>1,845,072</b>	<b>58,168</b>	<b>3.26%</b>
<b>TOTAL BUDGET</b>		<b>8,819,889</b>	<b>8,926,643</b>	<b>106,754</b>	<b>1.21%</b>

**Morris Central School  
Projected Revenues  
2013-2014 School Year**

5-Apr-13

	<b>2012-2013</b>	<b>2013-2014</b>	<b>\$</b>	<b>%</b>
	<b>BUGETED</b>	<b>Budgeted</b>	<b>Change</b>	<b>Change</b>
<b><u>Miscellaneous</u></b>				
Interest & Penalties on Taxes	11,000	11,000	0	0.00%
Charges for Services-Admission/Tuition	35,000	35,000	0	0.00%
Interest on Investments	1,000	3,000	2,000	200.00%
Rental of Real Property	15,000	0	-15,000	-100.00%
Refunds for BOCES Aided Services	50,000	50,000	0	0.00%
Medicaid Reimbursement	20,000	20,000	0	0.00%
8:1:1 Tuition	25,000	0	-25,000	-100.00%
<b>Subtotal Miscellaneous Revenues</b>	<b>157,000</b>	<b>119,000</b>	<b>-38,000</b>	<b>-24.20%</b>
<b><u>STATE AID</u></b>				
Foundation Aid	3,751,913	3,762,434	10,521	0.28%
Extraordinary Needs		0	0	#DIV/0!
Excess Cost Public & Private			0	#DIV/0!
Excess Cost Public (High Cost)	168510	95000	-73,510	-43.62%
Excess Cost Private	106705	113,026	6,321	5.92%
UPK			0	#DIV/0!
Minor Maintenance & Repair			0	#DIV/0!
BOCES Aid	498700	499,969	1,269	0.25%
Categorical Aids			0	#DIV/0!
Textbook Library, Software Aid	25228	23,533	-1,695	-6.72%
Computer Software Aid	6246	6,051	-195	-3.12%
Library/AV Loan Program Aid	2606	2,525	-81	-3.11%
Computer Hardware Aid	7562	6,971	-591	-7.82%
Other Categorical Aids			0	#DIV/0!
Building Aid-School Capital Project	758460	757,242	-1,218	-0.16%
Building Aid-BOCES Capital Project			0	#DIV/0!
Growth			0	#DIV/0!
Building Aid-BAN New School Construction			0	#DIV/0!
Federal Jobs Restoration Act		0	0	#DIV/0!
Transportation Aid	600020	630,000	29,980	5.00%
Deficit Reduction Assessment	-439892	-250,739	189,153	-43.00%
<b>Projected State Aid Total</b>	<b>5486058</b>	<b>5,646,012</b>	<b>159,954</b>	<b>2.92%</b>
<b>Total Estimated Revenues</b>	<b>5,643,058</b>	<b>5,765,012</b>	<b>121,954</b>	<b>2.16%</b>
Appropriated Fund Balance	238500	152,000	-86,500	-36.27%
Transfer from Retirement Contribution Reserve	100000	75,000	-25,000	-25.00%
Transfer from Unemployment Insurance	30000	20,000	-10,000	-33.33%
Transfer from Employee Benefit Reserve	0	50,000	50,000	#DIV/0!
<b>TOTAL REVENUES, APPROP. FUND BAL. &amp; RESERVES</b>	<b>6,011,558</b>	<b>6,062,012</b>	<b>50,454</b>	<b>0.84%</b>
<b>TOTAL BUDGETED EXPENDITURES</b>	<b>8,819,889</b>	<b>8,926,643</b>	<b>106,754</b>	<b>1.21%</b>
<b>TOTAL PROJECTED TAX LEVY</b>	<b>2,808,331</b>	<b>2,864,631</b>	<b>56,300</b>	<b>2.00%</b>
	1.99%	2.00%		

**MORRIS CENTRAL SCHOOL  
School District Budget Notice**

Overall Budget Proposal	Budget Adopted 2012-13 School Year	Budget Proposed 2013-14 School Year	Contingency Budget 2013-14 School Year
Total Budgeted Amount, <u>Not</u> Including Separate Propositions	\$ 8,819,889	\$ 8,926,643	\$ 8,870,613
Increase/Decrease for the 2013-14 School Year		\$ 106,754	\$ 50,724
Percentage Increase/Decrease in Proposed Budget		1.21%	.58%
Change in the Consumer Price Index		2.1%	
Total Proposed School Year Tax Levy, Including Levy to Support Library Debt	\$ 2,808,331	\$ 2,864,361	\$ 2,808,331
Total Permissible Exclusions	\$ 183,970	\$ 241,436	
A. Proposed School Year Tax Levy, <u>Not</u> Including Levy for Permissible Exclusions or Levy to Support Library Debt	\$ 2,624,361	\$ 2,622,925	
B. School Tax Levy Limit, <u>Not</u> Including Levy for Permissible Exclusions	\$ 2,624,361	\$ 2,622,925	
Difference: A - B (Positive Value Requires 60.0% Voter Approval)	\$ 0	\$ 0	
Administrative Component	\$ 842,729	\$ 863,697	\$ 863,697
Program Component	\$ 6,190,256	\$ 6,217,874	\$ 6,162,844
Capital Component	\$ 1,786,904	\$ 1,845,072	\$ 1,844,072
Est. Basic STAR Exempt for Savings			
	496	\$	\$
	Desc:	Desc:	Desc:
*Statement of assumptions made in projecting a contingency budget for the 2013-14 school year, should the proposed budget be defeated pursuant to Section 2023 of the Education Law.			
The annual budget vote for the fiscal year 2013-2014 by the qualified voters of the Morris School District, Otsego County, New York, will be held at Morris Central School(s) in said district on Tuesday, May 21, 2013 between the hours of 12:00 p.m. and 8:00 p.m., prevailing time in the Morris School, at which time the polls will be opened to vote by voting ballot or machine.			
*The basic school tax relief (STAR) exemption is authorized by Section 425 of the Real Property Tax Law.			

<b>Morris CSD</b>	
<b>Tax Cap Estimate</b>	
	<b>Additional Tax dollars</b>
Tax Base Growth Factor	\$ 12,356.00
PILOT Difference	\$ -
Tax Levy Court Orders or Judgements > 5%	\$ -
Prior Year Tax Levy Carryover	\$ -
Pension Exclusion (TRS/ERS)	\$ 65,135.00
Capital Tax Levy	\$ 110,299.00
Erroneous levy interest from Prior year	\$ -
Tax Increase of 2 %	\$ 53,646.00
<b>Maximum Tax Levy Threshold for 2013-2014</b>	<b>\$ 241,436.00</b>
From Property Tax Cap worksheet	\$ 241,436.00

Equalized Total Assessed Value 207,260,600

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	427,060	0.21
13100	CO - GENERALLY	RPTL 406(1)	2	86,400	0.04
13500	TOWN - GENERALLY	RPTL 406(1)	17	826,002	0.40
13650	VG - GENERALLY	RPTL 406(1)	3	101,131	0.05
13800	SCHOOL DISTRICT	RPTL 408	3	10,528,114	5.08
13890	PUBLIC AUTHORITY - LOCAL	RPTL 412	2	355,700	0.17
21600	RES OF CLERGY - RELIG CORP OWN	RPTL 462	1	6,415	0.00
25110	NONPROF CORP - RELIG(CONST PRO	RPTL 420-a	12	2,833,401	1.37
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	0.55
26100	VETERANS ORGANIZATION	RPTL 452	1	44,717	0.02
26400	INC VOLUNTEER FIRE CO OR DEPT	RPTL 464(2)	6	614,262	0.30
27350	PRIVATELY OWNED CEMETERY LAND	RPTL 446	12	176,852	0.09
41400	CLERGY	RPTL 460	1	2,830	0.00
41720	AGRICULTURAL DISTRICT	AG-MKTS L 305	4	158,803	0.08
41730	AGRIC LAND-INDIV NOT IN AG DIS	AG MKTS L 306	85	4,082,251	1.97
41800	PERSONS AGE 65 OR OVER	RPTL 467	13	405,273	0.20
41834	ENHANCED STAR	RPTL 425	230	13,604,519	6.56
41844	ENHANCED STAR, RENTED MOBILE H	RPTL 425	2	51,079	0.02
41854	BASIC STAR 1999-2000	RPTL 425	577	17,486,988	8.44
41864	BASIC STAR, RENTED MOBILE HOME	RPTL 425	7	150,835	0.07
42100	SILOS, MANURE STORAGE TANKS,	RPTL 483-a	1	3,000	0.00
42120	TEMPORARY GREENHOUSES	RPTL 483-c	1	30,377	0.01
47460	FOREST LAND CERTD AFTER 8/74	RPTL 480-a	9	319,039	0.15
47610	BUSINESS INVESTMENT PROPERTY P	RPTL 485-b	1	10,738	0.01

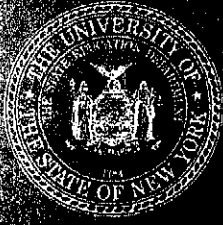
Equalized Total Assessed Value 207,260,600

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	2,160	0.00
<b>Total Exemptions Exclusive of System Exemptions:</b>				<b>87,517,986</b>	<b>42.23</b>
<b>Total System Exemptions:</b>				<b>0</b>	<b>0.00</b>
<b>Totals:</b>				<b>87,517,986</b>	<b>42.23</b>

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: \_\_\_\_\_





# The New York State Report Card 2011-12

MORRIS CENTRAL SCHOOL DISTRICT

2011-12-01-04-0000

Principal: MATTHEW SHELDON

Phone: (607) 263-6102

PK12 UE US

NY 00000

High Need/Resource Rural  
Districts

The New York State 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 school/district enrollment and staff, student performance, and other measures of school and district performance. Knowledge gained from the report card on a school's or district's strengths and weaknesses can be used to improve instruction and services to students.

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 supports.

#### 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](mailto:dataquest@mail.nysed.gov)

## This report includes:

### 1 Profile

This section shows comprehensive data relevant to this school's or district's learning environment, including information about enrollment, attendance and suspensions, and staff.

### 2 Student Performance

This section shows student performance on standardized assessments at the elementary, middle, and commencement levels.

### 3 Student Outcomes

This section shows outcomes for graduates and non-completers, including post-graduation plans of completers.

## Enrollment

	2009-10	2010-11	2011-12
Pre-K	23	21	20
Kindergarten	26	40	30
Grade 1	16	26	36
Grade 2	31	19	22
Grade 3	28	32	18
Grade 4	34	31	31
Grade 5	31	32	33
Grade 6	31	37	31
Ungraded Elementary	0	0	2
Grade 7	35	29	36
Grade 8	32	33	31
Grade 9	49	33	37
Grade 10	38	48	29
Grade 11	29	35	50
Grade 12	35	27	32
Ungraded Secondary	1	1	1
<b>Total K-12</b>	<b>416</b>	<b>423</b>	<b>419</b>

## Average Class Size

	2009-10	2010-11	2011-12
<b>Common Branch</b>	16	16	14
<b>Grade 8</b>			
English	14	16	15
Mathematics	14	16	14
Science	16	16	15
Social Studies	15	16	14
<b>Grade 10</b>			
English	18	22	14
Mathematics	17	27	17
Science		17	20
Social Studies	20	25	13

## 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 school's and 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 school's or district's enrollment. The state public enrollment includes public school districts, charter schools, and NYSED-operated programs. Students classified by districts as "pre-first" are included in first grade counts. Kindergarten and Pre-K counts include half- and full-day students.

## 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

	2009-10		2010-11		2011-12	
	#	%	#	%	#	%
Eligible for Free Lunch	158	38%	147	35%	161	38%
Reduced Price Lunch	76	18%	82	19%	68	16%
Limited English Proficient	0	0%	0	0%	0	0%
<b>Racial/Ethnic Origin</b>						
American Indian or Alaska Native	0	0%	0	0%	1	0%
Black or African American	1	0%	3	1%	3	1%
Hispanic or Latino	15	4%	17	4%	17	4%
Asian or Native Hawaiian/Other Pacific Islander	0	0%	2	0%	5	1%
White	400	96%	401	95%	391	93%
Multiracial	0	0%	0	0%	2	0%

## Attendance and Suspensions

	2008-09		2009-10		2010-11	
	#	%	#	%	#	%
Annual Attendance Rate		93%		94%		94%
Student Suspensions	9	2%	17	4%	24	6%

## 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.

## Attendance and Suspensions Information

*Annual Attendance Rate* is determined by dividing the school's (or district's) total actual attendance by the total possible attendance for a school year. A school's (or district's) actual attendance is the sum of the number of students in attendance on each day the school (or district's schools) was 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 the school (or schools) was open during the school year. The state's *Annual Attendance Rate* is a weighted average of all district-level attendance rates.

*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

	2009-10	2010-11	2011-12
<b>Total Number of Teachers</b>	46	45	44
Percent with No Valid Teaching Certificate	2%	0%	0%
Percent Teaching Out of Certification	11%	4%	5%
Percent with Fewer than Three Years of Experience	22%	13%	5%
Percentage with Master's Degree Plus 30 Hours or Doctorate	11%	9%	9%
<b>Total Number of Core Classes</b>	122	116	127
Percent Not Taught by Highly Qualified Teachers in This School*	N/A	N/A	N/A
Percent Not Taught by Highly Qualified Teachers in This District**	14%	4%	2%
Percent Not Taught by Highly Qualified Teachers in High-Poverty Schools Statewide	6%	5%	7%
Percent Not Taught by Highly Qualified Teachers in Low-Poverty Schools Statewide	1%	0%	1%
<b>Total Number of Classes</b>	181	194	209
Percent Taught by Teachers Without Appropriate Certification	11%	4%	4%

\*Not available at the district or statewide level.

\*\*Not available for charter schools or at the statewide level.

## Teacher Turnover Rate

	2008-09	2009-10	2010-11
Turnover Rate of Teachers with Fewer than Five Years of Experience	17%	31%	15%
Turnover Rate of All Teachers	15%	22%	7%

## Staff Counts

	2009-10	2010-11	2011-12
Total Other Professional Staff	5	4	4
Total Paraprofessionals*	19	17	15
Assistant Principals	0	0	0
Principals	1	1	1

\*Not available at the school level.

## Teacher Qualifications Information

The *Percent Teaching Out of Certification* for public schools is the percent doing so on more than 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 or otherwise in accordance with state standards, and show subject matter competency.

In public schools, 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.

In charter schools, a teacher is counted as *Highly Qualified* if the teacher has at least a Bachelor's degree, is certified to teach, and shows subject matter competency. Enabling legislation considers charter school teachers to be certified if they hold any valid teaching certificate. Enabling legislation also permits up to 30 percent (with a maximum of five) of charter school teachers to be without certification and to be considered *Highly Qualified* if they meet all remaining criteria.

*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.

This section contains annual assessment data for students at the elementary, middle, and commencement levels as well as the performance of secondary-level cohorts on standardized achievement assessments.

### **New York State Testing Program (NYSTP) Assessments**

The New York State Testing Program assessments are administered in English language arts (ELA) and mathematics in grades 3 through 8. The Performance Level Descriptors for these assessments are provided below:

#### **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.

### **New York State Alternate Assessment (NYSAA)**

The New York State Alternate Assessments are administered in English language arts (ELA) and mathematics to ungraded students with severe cognitive disabilities whose ages are equivalent to graded students in grades 3 through 8 and secondary level. They are administered in science to students with disabilities age equivalent to graded students in grades 4, 8, and secondary level. And they are administered in social studies at the secondary level only.

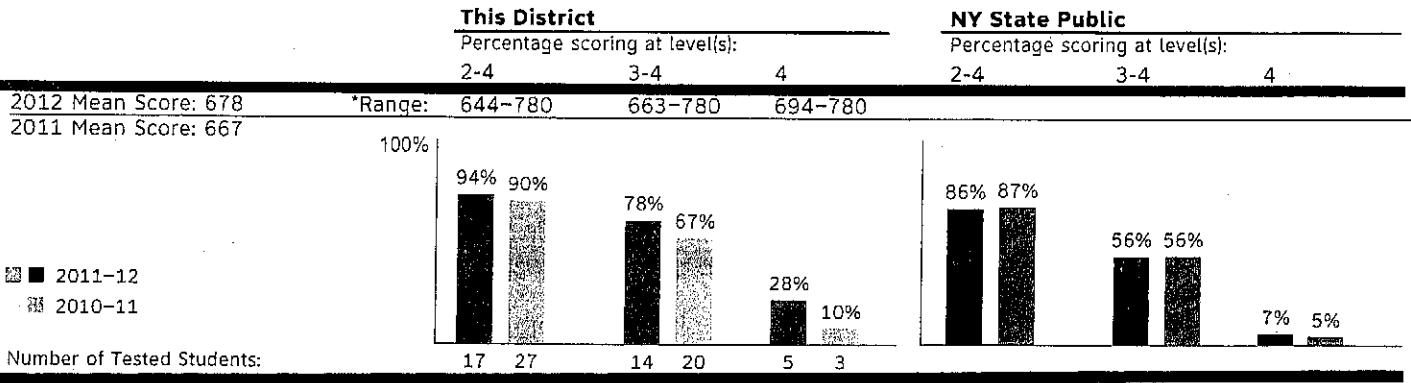
### **New York State English as a Second Language Achievement Tests (NYSESLAT)**

The New York State English as a Second Language Achievement Tests are administered in grades K through 12 to limited English proficient students.

### **Secondary-Level Cohorts**

A secondary-level cohort consists of all students who first entered grade 9 anywhere or, in the case of ungraded students with disabilities, reached their seventeenth birthday in a particular year. The 2008 cohort consists of all students who first entered grade 9 anywhere or, in the case of ungraded students with disabilities, reached their seventeenth birthday between July 1, 2008 and June 30, 2009. The 2007 cohort consists of all students who first entered grade 9 anywhere or, in the case of ungraded students with disabilities, reached their seventeenth birthday between July 1, 2007 and June 30, 2008. For more detailed information on cohort definitions, see *Secondary-Level Cohort Definitions* at <http://www.p12.nysed.gov/irs/sirs/>.

## Results in Grade 3 English Language Arts



### Results by Student Group

	2011-12 School Year				2010-11 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	18	94%	78%	28%	30	90%	67%	10%
Female	10	90%	80%	40%	15	100%	80%	20%
Male	8	100%	75%	13%	15	80%	53%	10%
American Indian or Alaska Native	-	-	-	-	-	-	-	-
Black or African American	-	-	-	-	-	-	-	-
Hispanic or Latino	-	-	-	-	2	-	-	-
Asian or Native Hawaiian/Other Pacific Islander	1	-	-	-	-	-	-	-
White	16	-	-	-	28	-	-	-
Multiracial	1	-	-	-	-	-	-	-
Small Group Totals	18	94%	78%	28%	30	90%	67%	10%
General-Education Students	14	-	-	-	27	-	-	-
Students with Disabilities	4	-	-	-	3	-	-	-
English Proficient	18	94%	78%	28%	30	90%	67%	10%
Limited English Proficient	-	-	-	-	-	-	-	-
Economically Disadvantaged	9	89%	67%	22%	18	89%	72%	0%
Not Disadvantaged	9	100%	89%	33%	12	92%	58%	25%
Migrant	-	-	-	-	-	-	-	-
Not Migrant	18	94%	78%	28%	30	90%	67%	10%

### 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.

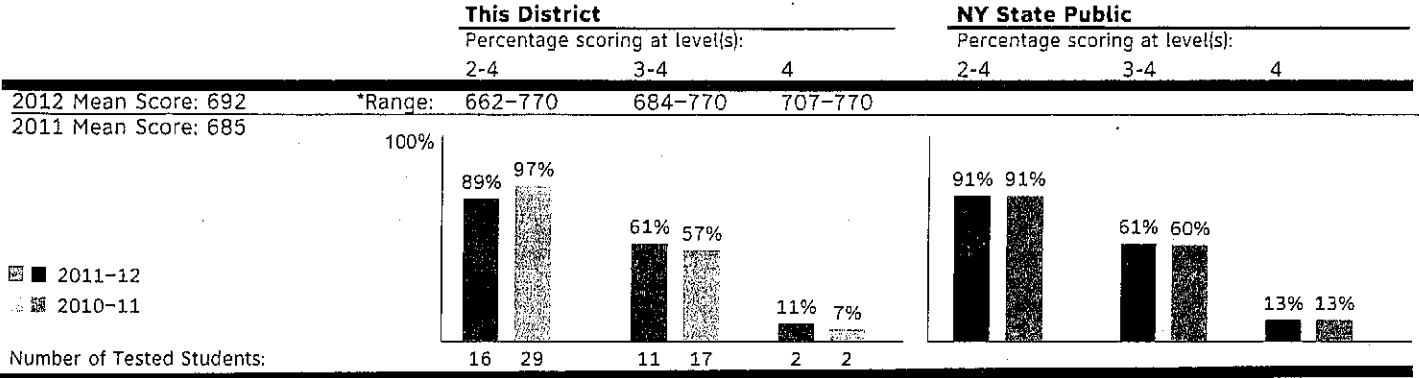
\* These ranges are for 2011-12 data only. Ranges for 2010-11 data are available in the 2010-11 Accountability and Overview Reports.

### Other Assessments

	2011-12 School Year				2010-11 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	-	-	-	0	-	-	-
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					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.

## Results in Grade 3 Mathematics



### Results by Student Group

	2011-12 School Year			2010-11 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	18	89%	61%	11%	30	97%	57%	7%
Female	10	90%	60%	20%	15	100%	73%	7%
Male	8	88%	63%	10%	15	93%	40%	7%
American Indian or Alaska Native	-	-	-	-	-	-	-	-
Black or African American	-	-	-	-	-	-	-	-
Hispanic or Latino	-	-	-	-	2	-	-	-
Asian or Native Hawaiian/Other Pacific Islander	1	-	-	-	-	-	-	-
White	16	-	-	-	28	-	-	-
Multiracial	1	-	-	-	-	-	-	-
Small Group Totals	18	89%	61%	11%	30	97%	57%	7%
General-Education Students	14	-	-	-	27	-	-	-
Students with Disabilities	4	-	-	-	3	-	-	-
English Proficient	18	89%	61%	11%	30	97%	57%	7%
Limited English Proficient	-	-	-	-	-	-	-	-
Economically Disadvantaged	9	78%	44%	0%	18	94%	56%	0%
Not Disadvantaged	9	100%	78%	22%	12	100%	58%	17%
Migrant	-	-	-	-	-	-	-	-
Not Migrant	18	89%	61%	11%	30	97%	57%	7%

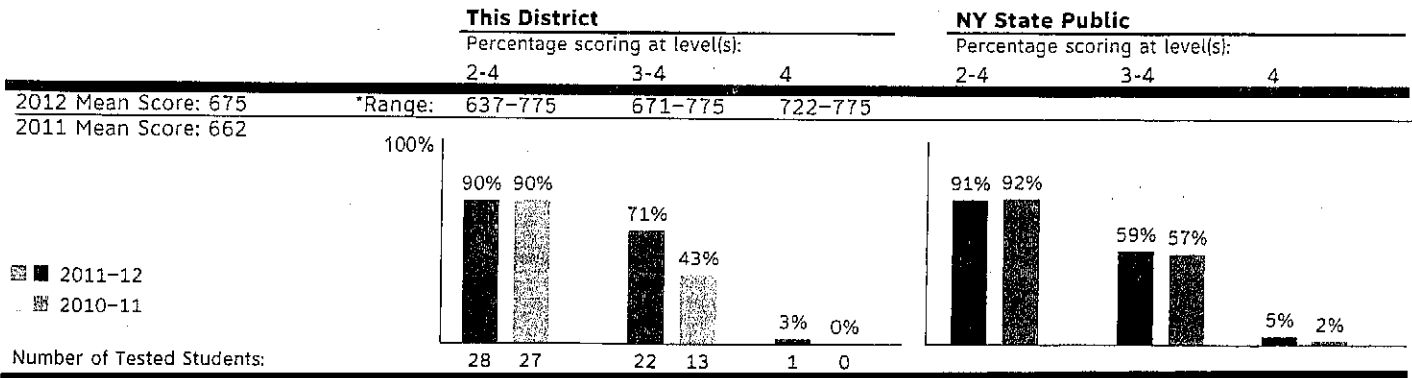
#### NOTES

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 \* These ranges are for 2011-12 data only. Ranges for 2010-11 data are available in the 2010-11 Accountability and Overview Reports.

### Other Assessments

	2011-12 School Year			2010-11 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	-	-	-	0	-	-	-

## Results in Grade 4 English Language Arts



### Results by Student Group

	2011-12 School Year			2010-11 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	90%	71%	3%	30	90%	43%	0%
Female	16	94%	81%	6%	13	92%	38%	0%
Male	15	87%	60%	0%	17	88%	47%	0%
American Indian or Alaska Native	-	-	-	-	-	-	-	-
Black or African American	-	-	-	-	-	-	-	-
Hispanic or Latino	1	-	-	-	2	-	-	-
Asian or Native Hawaiian/Other Pacific Islander	-	-	-	-	-	-	-	-
White	30	-	-	-	28	-	-	-
Multiracial	-	-	-	-	-	-	-	-
Small Group Totals	31	90%	71%	3%	30	90%	43%	0%
General-Education Students	26	100%	81%	4%	23	96%	57%	0%
Students with Disabilities	5	40%	20%	0%	7	71%	0%	0%
English Proficient	31	90%	71%	3%	30	90%	43%	0%
Limited English Proficient	-	-	-	-	-	-	-	-
Economically Disadvantaged	20	90%	65%	0%	14	86%	21%	0%
Not Disadvantaged	11	91%	82%	9%	16	94%	63%	0%
Migrant	-	-	-	-	-	-	-	-
Not Migrant	31	90%	71%	3%	30	90%	43%	0%

#### 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.

\* These ranges are for 2011-12 data only. Ranges for 2010-11 data are available in the 2010-11 Accountability and Overview Reports.

### Other Assessments

	2011-12 School Year			2010-11 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	0	-	-	-	1	-	-	-
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					Total			
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.

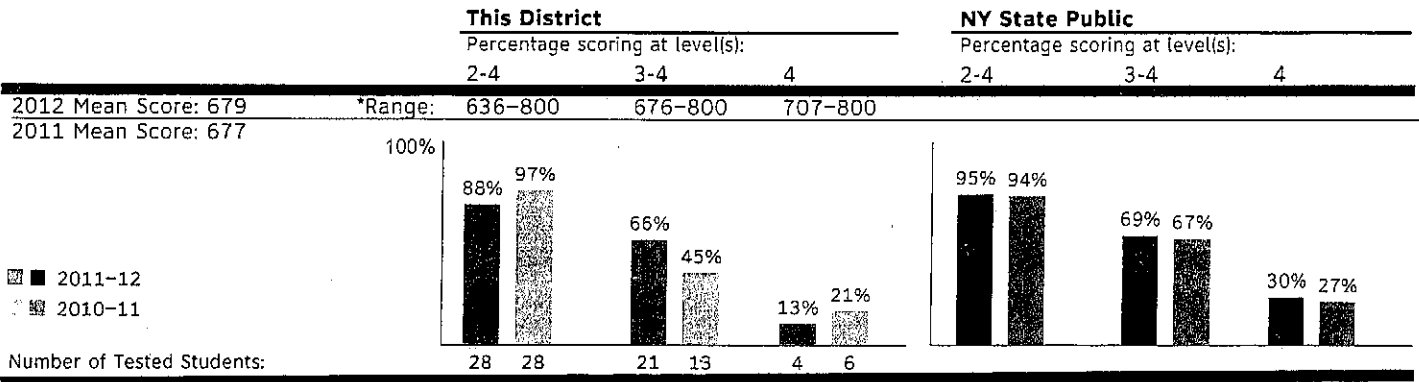


# 2 Student Performance

District MORRIS CENTRAL SCHOOL DISTRICT

District ID 47-12-01-04-0000

## Results in Grade 4 Mathematics



### Results by Student Group

Student Group	2011-12 School Year			2010-11 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	88%	66%	13%	29	97%	45%	21%
Female	16	94%	75%	13%	13	92%	38%	8%
Male	16	81%	56%	13%	16	100%	50%	31%
American Indian or Alaska Native	-	-	-	-	-	-	-	-
Black or African American	-	-	-	-	-	-	-	-
Hispanic or Latino	1	-	-	-	2	-	-	-
Asian or Native Hawaiian/Other Pacific Islander	-	-	-	-	-	-	-	-
White	31	-	-	-	27	-	-	-
Multiracial	-	-	-	-	-	-	-	-
Small Group Totals	32	88%	66%	13%	29	97%	45%	21%
General-Education Students	26	92%	73%	15%	22	100%	59%	27%
Students with Disabilities	6	67%	33%	0%	7	86%	0%	0%
English Proficient	32	88%	66%	13%	29	97%	45%	21%
Limited English Proficient	-	-	-	-	-	-	-	-
Economically Disadvantaged	21	86%	62%	14%	13	92%	31%	0%
Not Disadvantaged	11	91%	73%	9%	16	100%	56%	38%
Migrant	-	-	-	-	-	-	-	-
Not Migrant	32	88%	66%	13%	29	97%	45%	21%

#### NOTES

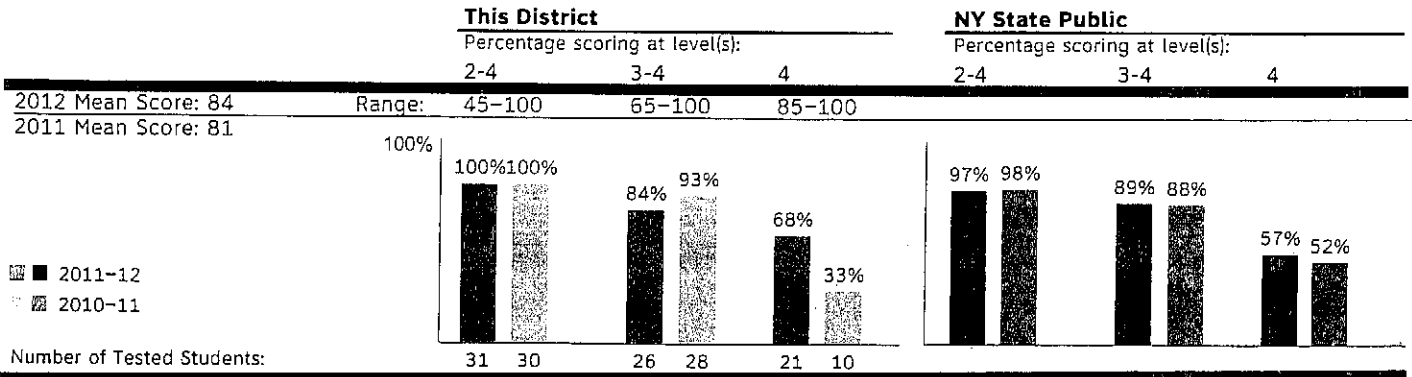
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### Other Assessments

Assessments	2011-12 School Year			2010-11 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	0	-	-	-	1	-	-	-

## Results in Grade 4 Science



### Results by Student Group

Student Group	2011-12 School Year			2010-11 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	100%	84%	68%	30	100%	93%	33%
Female	15	100%	87%	80%	13	100%	92%	15%
Male	16	100%	81%	56%	17	100%	94%	47%
American Indian or Alaska Native	-	-	-	-	-	-	-	-
Black or African American	-	-	-	-	-	-	-	-
Hispanic or Latino	1	-	-	-	2	-	-	-
Asian or Native Hawaiian/Other Pacific Islander	-	-	-	-	-	-	-	-
White	30	-	-	-	28	-	-	-
Multiracial	-	-	-	-	-	-	-	-
Small Group Totals	31	100%	84%	68%	30	100%	93%	33%
General-Education Students	25	100%	92%	84%	23	100%	96%	43%
Students with Disabilities	6	100%	50%	0%	7	100%	86%	0%
English Proficient	31	100%	84%	68%	30	100%	93%	33%
Limited English Proficient	-	-	-	-	-	-	-	-
Economically Disadvantaged	20	100%	75%	60%	14	100%	93%	7%
Not Disadvantaged	11	100%	100%	82%	16	100%	94%	56%
Migrant	-	-	-	-	-	-	-	-
Not Migrant	31	100%	84%	68%	30	100%	93%	33%

#### NOTES

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### Other Assessments

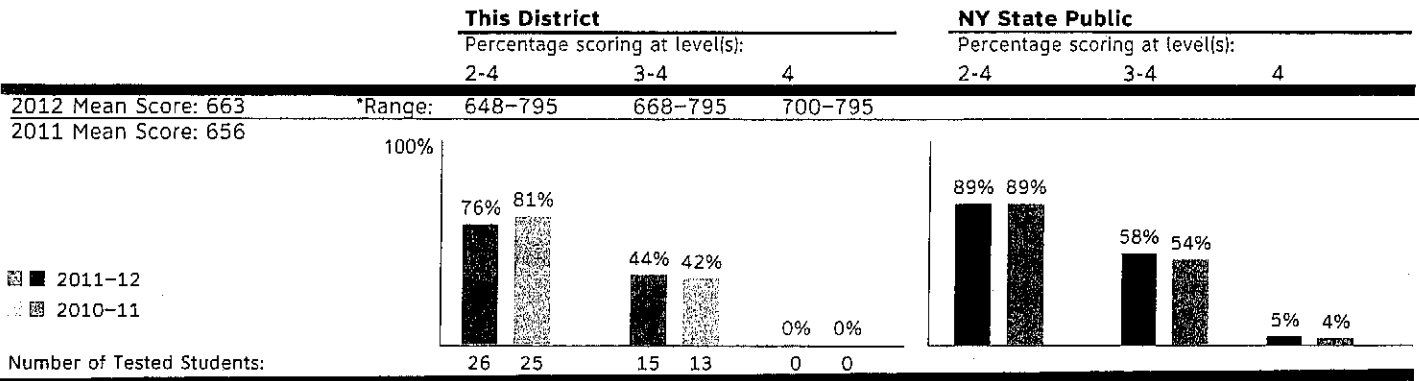
Assessments	2011-12 School Year			2010-11 School Year				
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 4 Equivalent	0	-	-	-	1	-	-	-

# 2 Student Performance

District MORRIS CENTRAL SCHOOL DISTRICT

District ID 47-12-01-04-0000

## Results in Grade 5 English Language Arts



### Results by Student Group

	2011-12 School Year			2010-11 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	34	76%	44%	0%	31	81%	42%	0%
Female	13	77%	38%	0%	15	73%	27%	0%
Male	21	76%	48%	0%	16	88%	56%	0%
American Indian or Alaska Native	-	-	-	-	-	-	-	-
Black or African American	-	-	-	-	-	-	-	-
Hispanic or Latino	2	-	-	-	2	-	-	-
Asian or Native Hawaiian/Other Pacific Islander	-	-	-	-	-	-	-	-
White	32	-	-	-	29	-	-	-
Multiracial	-	-	-	-	-	-	-	-
Small Group Totals	34	76%	44%	0%	31	81%	42%	0%
General-Education Students	26	85%	58%	0%	24	92%	54%	0%
Students with Disabilities	8	50%	0%	0%	7	43%	0%	0%
English Proficient	34	76%	44%	0%	31	81%	42%	0%
Limited English Proficient	-	-	-	-	-	-	-	-
Economically Disadvantaged	17	59%	24%	0%	21	86%	33%	0%
Not Disadvantaged	17	94%	65%	0%	10	70%	60%	0%
Migrant	-	-	-	-	-	-	-	-
Not Migrant	34	76%	44%	0%	31	81%	42%	0%

### NOTES

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 \* These ranges are for 2011-12 data only. Ranges for 2010-11 data are available in the 2010-11 Accountability and Overview Reports.

### Other Assessments

	2011-12 School Year			2010-11 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	1	-	-	-	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
<b>Total</b>					<b>Total</b>			
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

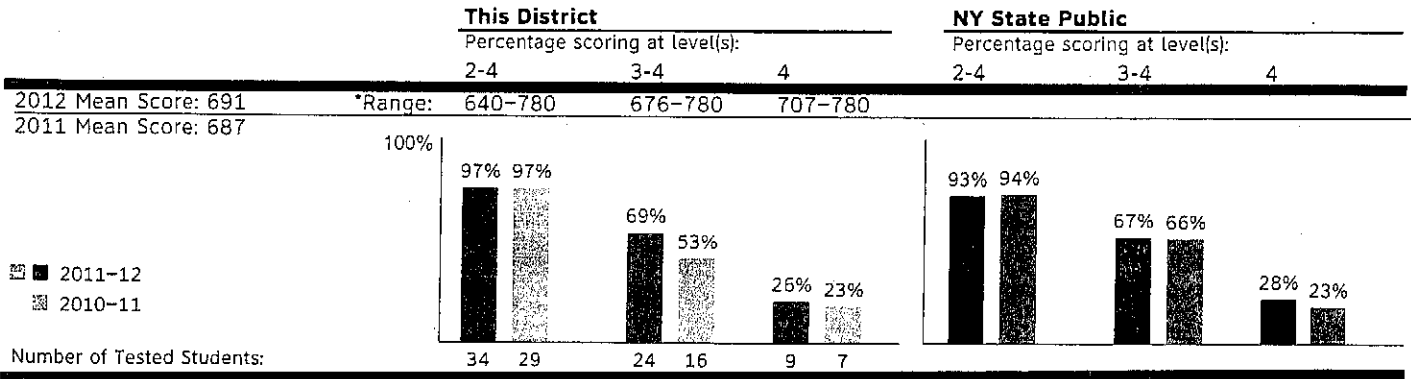
† These counts represent recently arrived LEP students who used the NYSESLAT to fulfill the English language arts participation requirement.

# 2 Student Performance

District MORRIS CENTRAL SCHOOL DISTRICT

District ID 47-12-01-04-0000

## Results in Grade 5 Mathematics



### Results by Student Group

	2011-12 School Year			2010-11 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	35	97%	69%	26%	30	97%	53%	23%
Female	14	93%	79%	7%	15	93%	33%	7%
Male	21	100%	62%	38%	15	100%	73%	40%
American Indian or Alaska Native	-	-	-	-	-	-	-	-
Black or African American	-	-	-	-	-	-	-	-
Hispanic or Latino	2	-	-	-	2	-	-	-
Asian or Native Hawaiian/Other Pacific Islander	-	-	-	-	-	-	-	-
White	33	-	-	-	28	-	-	-
Multiracial	-	-	-	-	-	-	-	-
Small Group Totals	35	97%	69%	26%	30	97%	53%	23%
General-Education Students	27	100%	81%	33%	24	100%	63%	29%
Students with Disabilities	8	88%	25%	0%	6	83%	17%	0%
English Proficient	35	97%	69%	26%	30	97%	53%	23%
Limited English Proficient	-	-	-	-	-	-	-	-
Economically Disadvantaged	18	94%	56%	6%	21	95%	52%	14%
Not Disadvantaged	17	100%	82%	47%	9	100%	56%	44%
Migrant	-	-	-	-	-	-	-	-
Not Migrant	35	97%	69%	26%	30	97%	53%	23%

#### NOTES

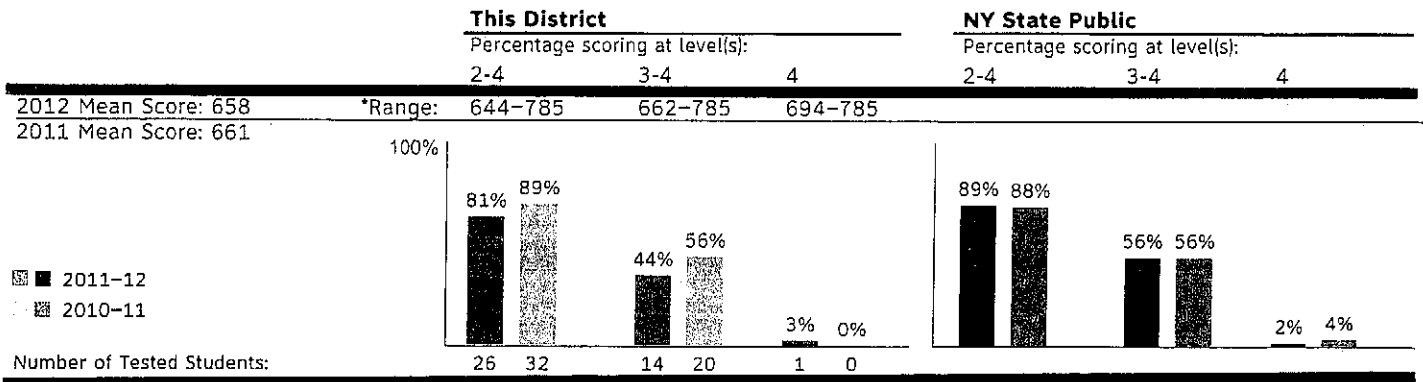
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\* These ranges are for 2011-12 data only. Ranges for 2010-11 data are available in the 2010-11 Accountability and Overview Reports.

### Other Assessments

	2011-12 School Year			2010-11 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	1	-	-	-	0	-	-	-

## Results in Grade 6 English Language Arts



### Results by Student Group

	2011-12 School Year			2010-11 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	81%	44%	3%	36	89%	56%	0%
Female	14	71%	29%	0%	17	94%	59%	0%
Male	18	89%	56%	6%	19	84%	53%	0%
American Indian or Alaska Native	-	-	-	-	-	-	-	-
Black or African American	-	-	-	-	-	-	-	-
Hispanic or Latino	2	-	-	-	2	-	-	-
Asian or Native Hawaiian/Other Pacific Islander	-	-	-	-	-	-	-	-
White	30	-	-	-	34	-	-	-
Multiracial	-	-	-	-	-	-	-	-
Small Group Totals	32	81%	44%	3%	36	89%	56%	0%
General-Education Students	23	87%	61%	4%	28	100%	71%	0%
Students with Disabilities	9	67%	0%	0%	8	50%	0%	0%
English Proficient	32	81%	44%	3%	36	89%	56%	0%
Limited English Proficient	-	-	-	-	-	-	-	-
Economically Disadvantaged	24	75%	33%	0%	22	82%	45%	0%
Not Disadvantaged	8	100%	75%	13%	14	100%	71%	0%
Migrant	-	-	-	-	-	-	-	-
Not Migrant	32	81%	44%	3%	36	89%	56%	0%

#### 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.

\* These ranges are for 2011-12 data only. Ranges for 2010-11 data are available in the 2010-11 Accountability and Overview Reports.

### Other Assessments

	2011-12 School Year			2010-11 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
Total					Total			
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

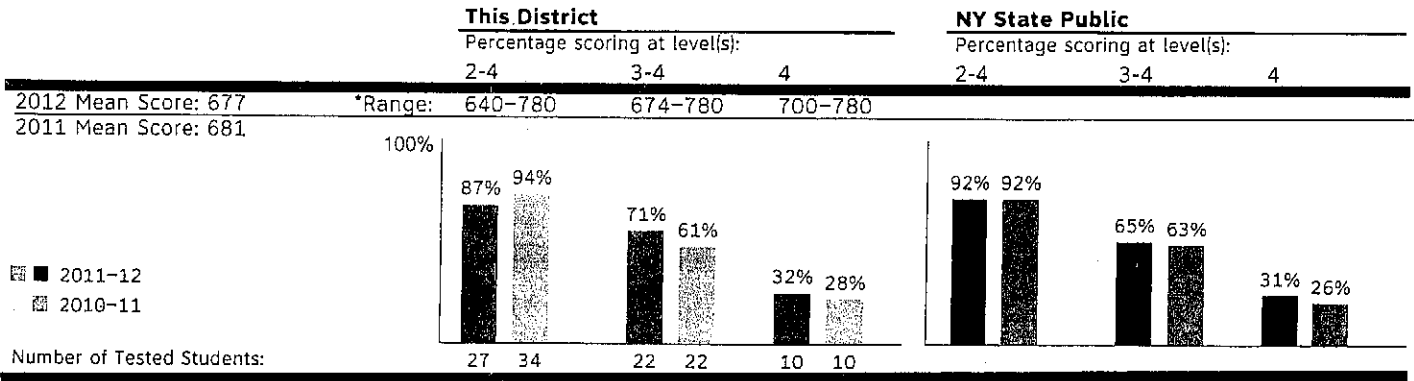
1 These counts represent recently arrived LEP students who used the NYSESLAT to fulfill the English language arts participation requirement.

# 2 Student Performance

District MORRIS CENTRAL SCHOOL DISTRICT

District ID 47-12-01-04-0000

## Results in Grade 6 Mathematics



### Results by Student Group

	2011-12 School Year			2010-11 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	87%	71%	32%	36	94%	61%	28%
Female	14	86%	71%	21%	17	100%	53%	29%
Male	17	88%	71%	41%	19	89%	68%	26%
American Indian or Alaska Native	-	-	-	-	-	-	-	-
Black or African American	-	-	-	-	-	-	-	-
Hispanic or Latino	2	-	-	-	2	-	-	-
Asian or Native Hawaiian/Other Pacific Islander	-	-	-	-	-	-	-	-
White	29	-	-	-	34	-	-	-
Multiracial	-	-	-	-	-	-	-	-
Small Group Totals	31	87%	71%	32%	36	94%	61%	28%
General-Education Students	22	100%	91%	45%	28	100%	71%	36%
Students with Disabilities	9	56%	22%	0%	8	75%	25%	0%
English Proficient	31	87%	71%	32%	36	94%	61%	28%
Limited English Proficient	-	-	-	-	-	-	-	-
Economically Disadvantaged	24	88%	67%	25%	22	91%	45%	14%
Not Disadvantaged	7	86%	86%	57%	14	100%	86%	50%
Migrant	-	-	-	-	-	-	-	-
Not Migrant	31	87%	71%	32%	36	94%	61%	28%

### 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.

\* These ranges are for 2011-12 data only. Ranges for 2010-11 data are available in the 2010-11 Accountability and Overview Reports.

### Other Assessments

	2011-12 School Year			2010-11 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	-	-	-

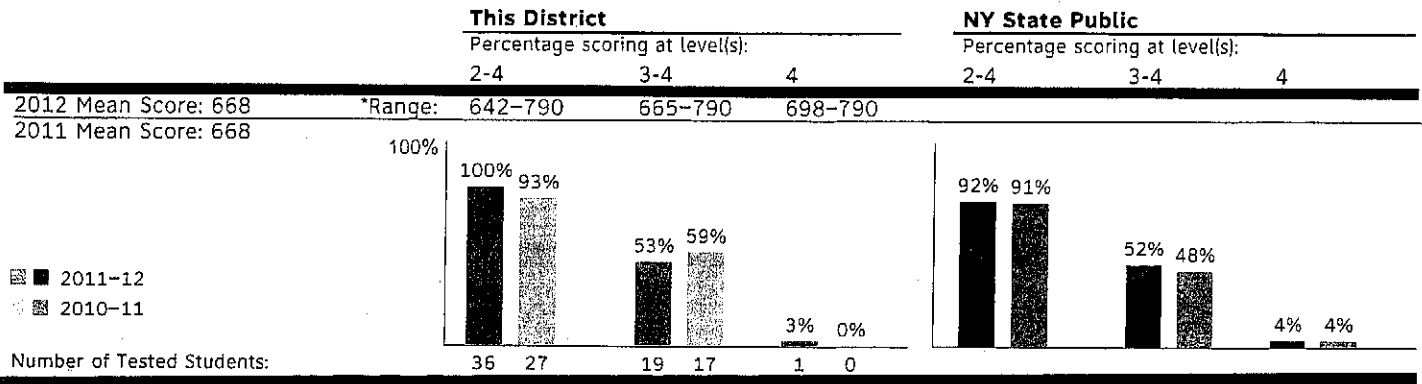


# 2 Student Performance

District MORRIS CENTRAL SCHOOL DISTRICT

District ID 47-12-01-04-0000

## Results in Grade 7 English Language Arts



### Results by Student Group

	2011-12 School Year			2010-11 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	100%	53%	3%	29	93%	59%	0%
Female	19	100%	68%	5%	16	94%	69%	0%
Male	17	100%	35%	0%	13	92%	46%	0%
American Indian or Alaska Native	-	-	-	-	-	-	-	-
Black or African American	-	-	-	-	-	-	-	-
Hispanic or Latino	2	-	-	-	1	-	-	-
Asian or Native Hawaiian/Other Pacific Islander	-	-	-	-	-	-	-	-
White	34	-	-	-	28	-	-	-
Multiracial	-	-	-	-	-	-	-	-
Small Group Totals	36	100%	53%	3%	29	93%	59%	0%
General-Education Students	30	100%	63%	3%	24	100%	71%	0%
Students with Disabilities	6	100%	0%	0%	5	60%	0%	0%
English Proficient	36	100%	53%	3%	29	93%	59%	0%
Limited English Proficient	-	-	-	-	-	-	-	-
Economically Disadvantaged	20	100%	45%	0%	17	94%	53%	0%
Not Disadvantaged	16	100%	63%	6%	12	92%	67%	0%
Migrant	-	-	-	-	-	-	-	-
Not Migrant	36	100%	53%	3%	29	93%	59%	0%

#### 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.

\* These ranges are for 2011-12 data only. Ranges for 2010-11 data are available in the 2010-11 Accountability and Overview Reports.

### Other Assessments

	2011-12 School Year			2010-11 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) <sup>1</sup> : Grade 7	0	N/A	N/A	N/A	0	N/A	N/A	N/A
<b>Total</b>					<b>Total</b>			
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

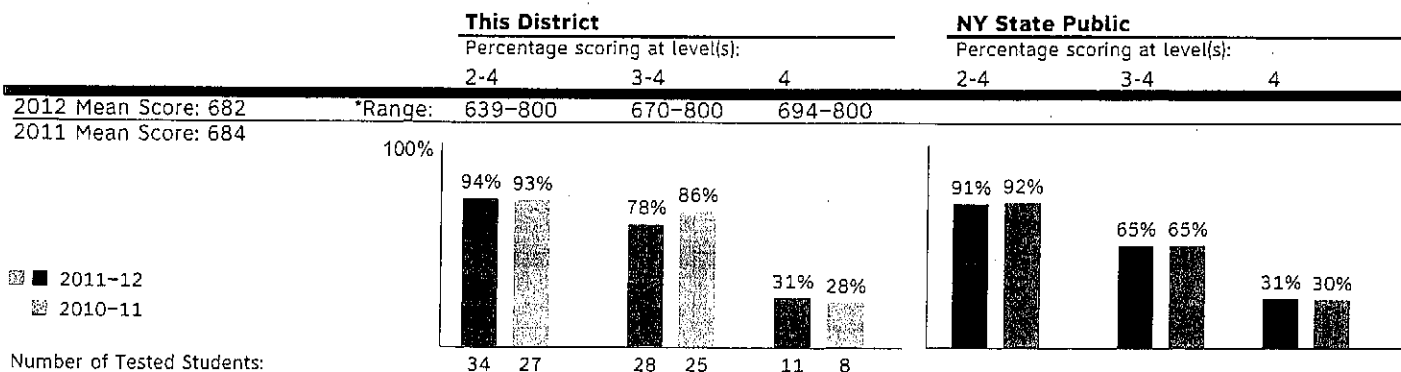
<sup>1</sup> These counts represent recently arrived LEP students who used the NYSESLAT to fulfill the English language arts participation requirement.

# 2 Student Performance

District MORRIS CENTRAL SCHOOL DISTRICT

District ID 47-12-01-04-0000

## Results in Grade 7 Mathematics



### Results by Student Group

	2011-12 School Year			2010-11 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%	78%	31%	29	93%	86%	28%
Female	19	100%	79%	32%	16	94%	81%	31%
Male	17	88%	76%	29%	13	92%	92%	23%
American Indian or Alaska Native	-	-	-	-	-	-	-	-
Black or African American	-	-	-	-	-	-	-	-
Hispanic or Latino	2	-	-	-	1	-	-	-
Asian or Native Hawaiian/Other Pacific Islander	-	-	-	-	-	-	-	-
White	34	-	-	-	28	-	-	-
Multiracial	-	-	-	-	-	-	-	-
Small Group Totals	36	94%	78%	31%	29	93%	86%	28%
General-Education Students	30	100%	87%	37%	24	96%	92%	33%
Students with Disabilities	6	67%	33%	0%	5	80%	60%	0%
English Proficient	36	94%	78%	31%	29	93%	86%	28%
Limited English Proficient	-	-	-	-	-	-	-	-
Economically Disadvantaged	20	95%	70%	25%	17	94%	88%	18%
Not Disadvantaged	16	94%	88%	38%	12	92%	83%	42%
Migrant	-	-	-	-	-	-	-	-
Not Migrant	36	94%	78%	31%	29	93%	86%	28%

#### 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.

\* These ranges are for 2011-12 data only. Ranges for 2010-11 data are available in the 2010-11 Accountability and Overview Reports.

### Other Assessments

	2011-12 School Year			2010-11 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	-	-	-

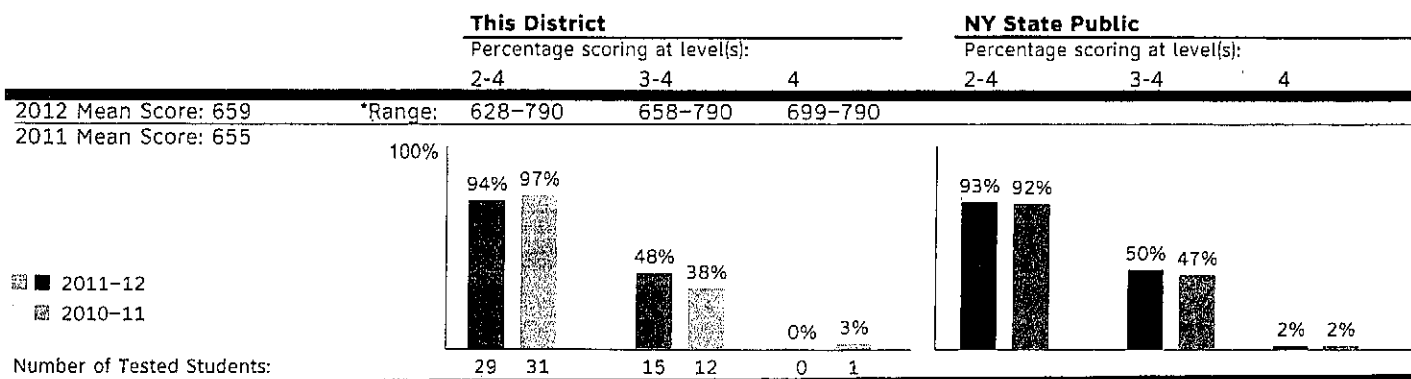


# 2 Student Performance

District MORRIS CENTRAL SCHOOL DISTRICT

District ID 47-12-01-04-0000

## Results in Grade 8 English Language Arts



### Results by Student Group

Student Group	2011-12 School Year			2010-11 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	94%	48%	0%	32	97%	38%	3%
Female	17	94%	53%	0%	17	94%	47%	6%
Male	14	93%	43%	0%	15	100%	27%	0%
American Indian or Alaska Native	-	-	-	-	-	-	-	-
Black or African American	-	-	-	-	-	-	-	-
Hispanic or Latino	1	-	-	-	2	-	-	-
Asian or Native Hawaiian/Other Pacific Islander	-	-	-	-	-	-	-	-
White	30	-	-	-	30	-	-	-
Multiracial	-	-	-	-	-	-	-	-
Small Group Totals	31	94%	48%	0%	32	97%	38%	3%
General-Education Students	25	96%	60%	0%	30	-	-	-
Students with Disabilities	6	83%	0%	0%	2	-	-	-
English Proficient	31	94%	48%	0%	32	97%	38%	3%
Limited English Proficient	-	-	-	-	-	-	-	-
Economically Disadvantaged	18	89%	33%	0%	18	94%	17%	0%
Not Disadvantaged	13	100%	69%	0%	14	100%	64%	7%
Migrant	-	-	-	-	-	-	-	-
Not Migrant	31	94%	48%	0%	32	97%	38%	3%

### 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.

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### Other Assessments

Assessment	2011-12 School Year			2010-11 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	-	-	-	0	-	-	-
New York State English as a Second Language Achievement Test (NYSESLAT) <sup>1</sup> : Grade 8	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 8	0	N/A	N/A	N/A	0	N/A	N/A	N/A

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

# 2 Student Performance

District MORRIS CENTRAL SCHOOL DISTRICT

District ID 47-12-01-04-0000

## Results in Grade 8 Mathematics

### This District

Percentage scoring at level(s):

2-4      3-4      4

### NY State Public

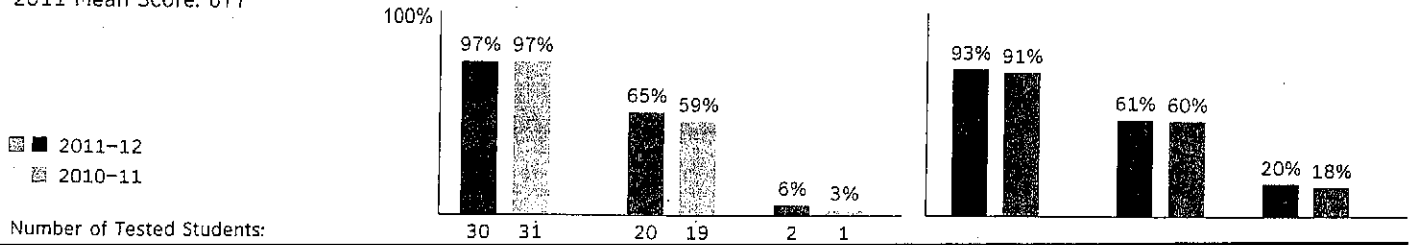
Percentage scoring at level(s):

2-4      3-4      4

2012 Mean Score: 678

2011 Mean Score: 677

\*Range: 639-775      674-775      704-775



### Results by Student Group

#### 2011-12 School Year

#### 2010-11 School Year

Student Group	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	97%	65%	6%	32	97%	59%	3%
Female	17	100%	65%	6%	17	94%	76%	6%
Male	14	93%	64%	7%	15	100%	40%	0%
American Indian or Alaska Native	-	-	-	-	-	-	-	-
Black or African American	-	-	-	-	-	-	-	-
Hispanic or Latino	1	-	-	-	2	-	-	-
Asian or Native Hawaiian/Other Pacific Islander	-	-	-	-	-	-	-	-
White	30	-	-	-	30	-	-	-
Multiracial	-	-	-	-	-	-	-	-
Small Group Totals	31	97%	65%	6%	32	97%	59%	3%
General-Education Students	25	100%	76%	8%	30	-	-	-
Students with Disabilities	6	83%	17%	0%	2	-	-	-
English Proficient	31	97%	65%	6%	32	97%	59%	3%
Limited English Proficient	-	-	-	-	-	-	-	-
Economically Disadvantaged	18	94%	50%	6%	18	94%	44%	0%
Not Disadvantaged	13	100%	85%	8%	14	100%	79%	7%
Migrant	-	-	-	-	-	-	-	-
Not Migrant	31	97%	65%	6%	32	97%	59%	3%

### NOTES

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### Other Assessments

#### 2011-12 School Year

#### 2010-11 School Year

Assessments	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	-	-	-	0	-	-	-

# 2 Student Performance

District MORRIS CENTRAL SCHOOL DISTRICT

District ID 47-12-01-04-0000

## Results in Grade 8 Science

### This District

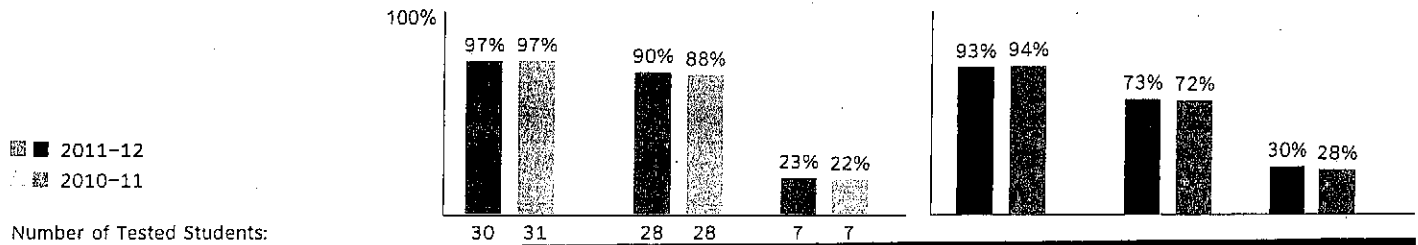
Percentage scoring at level(s):

2-4      3-4      4

### NY State Public

Percentage scoring at level(s):

2-4      3-4      4



### Results by Student Group

	2011-12 School Year			2010-11 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	97%	90%	23%	32	97%	88%	22%
Female	17	100%	94%	24%	17	94%	88%	24%
Male	14	93%	86%	21%	15	100%	87%	20%
American Indian or Alaska Native	-	-	-	-	-	-	-	-
Black or African American	-	-	-	-	-	-	-	-
Hispanic or Latino	1	-	-	-	2	-	-	-
Asian or Native Hawaiian/Other Pacific Islander	-	-	-	-	-	-	-	-
White	30	-	-	-	30	-	-	-
Multiracial	-	-	-	-	-	-	-	-
Small Group Totals	31	97%	90%	23%	32	97%	88%	22%
General-Education Students	25	100%	92%	28%	30	-	-	-
Students with Disabilities	6	83%	83%	0%	2	-	-	-
English Proficient	31	97%	90%	23%	32	97%	88%	22%
Limited English Proficient	-	-	-	-	-	-	-	-
Economically Disadvantaged	18	94%	83%	17%	18	94%	78%	6%
Not Disadvantaged	13	100%	100%	31%	14	100%	100%	43%
Migrant	-	-	-	-	-	-	-	-
Not Migrant	31	97%	90%	23%	32	97%	88%	22%

### NOTES

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### Other Assessments

	2011-12 School Year			2010-11 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	-	-	-	0	-	-	-
Regents Science	0	-	-	-	0	-	-	-

## 2 Student Performance

District MORRIS CENTRAL SCHOOL DISTRICT

District ID 47-12-01-04-0000

### Statewide 2010–11 Results on the National Assessment of Educational Progress (NAEP)

	% Below Basic	% Basic	% Proficient	% Advanced
Grade 4 Reading	32%	33%	26%	9%
Grade 8 Reading	24%	41%	31%	4%
Grade 4 Mathematics	20%	44%	31%	5%
Grade 8 Mathematics	30%	40%	23%	7%

#### NOTES

\*Reporting standards not met.

\*\*Rounds to 0.

### Statewide 2010–11 NAEP Participation Rates for LEP Students and Students with Disabilities

		Participation Rate
Grade 4 Reading		
	Limited English Proficient	84%
	Students with Disabilities	85%
Grade 8 Reading		
	Limited English Proficient	77%
	Students with Disabilities	84%
Grade 4 Mathematics		
	Limited English Proficient	91%
	Students with Disabilities	90%
Grade 8 Mathematics		
	Limited English Proficient	92%
	Students with Disabilities	91%

#### NOTE

The National Assessment of Educational Progress (NAEP), developed in 1969, is a nationally representative assessment of the performance of United States' students in mathematics, reading, science, writing, the arts, civics, economics, geography, and U.S. history.

The NAEP assessment is administered to a sampling of schools across New York State. Teachers, principals, parents, policymakers, and researchers use NAEP results to assess progress and develop ways to improve education in the United States. As part of a federal requirement, NYSED is publishing these statewide results on NAEP. There are no consequences for schools, teachers, or students based on NAEP results.

# 2 Student Performance

District MORRIS CENTRAL SCHOOL DISTRICT

District ID 47-12-01-04-0000

## Total Cohort Results in Secondary-Level English Language Arts after Four Years of Instruction

### This District

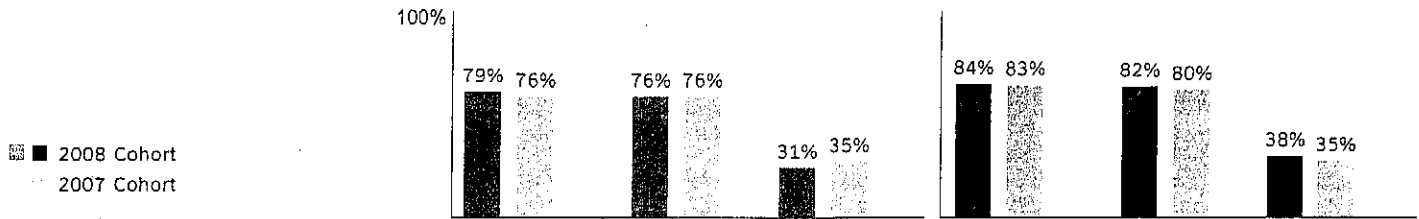
Percentage scoring at level(s):

2-4                      3-4                      4

### NY State Public

Percentage scoring at level(s):

2-4                      3-4                      4



### Results by Student Group

Student Group	2008 Cohort			2007 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
<b>All Students</b>	<b>42</b>	<b>79%</b>	<b>76%</b>	<b>31%</b>	<b>34</b>	<b>76%</b>	<b>76%</b>	<b>35%</b>
Female	24	75%	75%	42%	16	81%	81%	44%
Male	18	83%	78%	17%	18	72%	72%	28%
American Indian or Alaska Native								
Black or African American								
Hispanic or Latino								
Asian or Native Hawaiian/Other Pacific Islander								
White	42	79%	76%	31%	34	76%	76%	35%
Multiracial								
Small Group Totals								
General-Education Students	32	91%	91%	38%	28	86%	86%	43%
Students with Disabilities	10	40%	30%	10%	6	33%	33%	0%
English Proficient	42	79%	76%	31%	34	76%	76%	35%
Limited English Proficient								
Economically Disadvantaged	24	71%	67%	29%	16	75%	75%	25%
Not Disadvantaged	18	89%	89%	33%	18	78%	78%	44%
Migrant								
Not Migrant	42	79%	76%	31%	34	76%	76%	35%

### 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.

# 2 Student Performance

District MORRIS CENTRAL SCHOOL DISTRICT

District ID 47-12-01-04-0000

## Total Cohort Results in Secondary-Level Mathematics after Four Years of Instruction

### This District

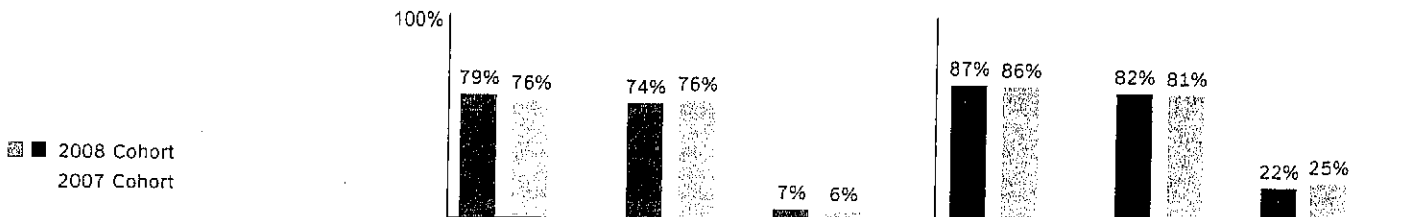
Percentage scoring at level(s):

2-4      3-4      4

### NY State Public

Percentage scoring at level(s):

2-4      3-4      4



### Results by Student Group

#### 2008 Cohort

#### 2007 Cohort

Student Group	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
<b>All Students</b>	<b>42</b>	<b>79%</b>	<b>74%</b>	<b>7%</b>	<b>34</b>	<b>76%</b>	<b>76%</b>	<b>6%</b>
Female	24	75%	71%	8%	16	81%	81%	0%
Male	18	83%	78%	6%	18	72%	72%	11%
American Indian or Alaska Native	-	-	-	-	-	-	-	-
Black or African American	-	-	-	-	-	-	-	-
Hispanic or Latino	-	-	-	-	-	-	-	-
Asian or Native Hawaiian/Other Pacific Islander	-	-	-	-	-	-	-	-
White	42	79%	74%	7%	34	76%	76%	6%
Multiracial	-	-	-	-	-	-	-	-
<b>Small Group Totals</b>								
General-Education Students	32	94%	91%	9%	28	86%	86%	7%
Students with Disabilities	10	30%	20%	0%	6	33%	33%	0%
English Proficient	42	79%	74%	7%	34	76%	76%	6%
Limited English Proficient	-	-	-	-	-	-	-	-
Economically Disadvantaged	24	71%	63%	4%	16	75%	75%	6%
Not Disadvantaged	18	89%	89%	11%	18	78%	78%	6%
Migrant	-	-	-	-	-	-	-	-
Not Migrant	42	79%	74%	7%	34	76%	76%	6%

### 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.

## 2 Student Performance

District MORRIS CENTRAL SCHOOL DISTRICT

District ID 47-12-01-04-0000

### 2008 Total Cohort Results in Secondary-Level Global History and Geography, U.S. History and Government, and Science after Four Years of Instruction

	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
<b>Global History and Geography</b>	42	19%	45%	17%	32	13%	56%	22%	10	40%	10%	0%
<b>U.S. History and Government</b>	42	10%	43%	24%	32	6%	50%	31%	10	20%	20%	0%
<b>Science</b>	42	0%	55%	26%	32	0%	59%	34%	10	0%	40%	0%

### New York State Alternate Assessments (NYSAA) 2011-12

Secondary Level	All Students				
	Total Tested	Number of students scoring at Level:			
		1	2	3	4
English Language Arts	1	—	—	—	—
Mathematics	1	—	—	—	—
Social Studies	1	—	—	—	—
Science	1	—	—	—	—

#### 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.

# 2 Student Performance

District MORRIS CENTRAL SCHOOL DISTRICT

District ID 47-12-01-04-0000

## 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	2011-12	42	98%	95%	40%	37	100%	100%	46%	5	80%	60%	0%
	2010-11	36	100%	94%	39%	31	100%	97%	42%	5	100%	80%	20%
	2009-10	28	96%	96%	46%	25	-	-	-	3	-	-	-
Integrated Algebra	2011-12	30	93%	87%	3%	27	-	-	-	3	-	-	-
	2010-11	48	100%	98%	15%	39	100%	97%	15%	9	100%	100%	11%
	2009-10	48	100%	92%	23%	46	-	-	-	2	-	-	-
Geometry	2011-12	28	93%	79%	29%	26	-	-	-	2	-	-	-
	2010-11	28	100%	93%	36%	28	100%	93%	36%	0	-	-	-
	2009-10	21	95%	90%	24%	20	-	-	-	1	-	-	-
Algebra 2/Trigonometry	2011-12	24	79%	46%	13%	24	79%	46%	13%	0	-	-	-
	2010-11	15	80%	73%	7%	15	80%	73%	7%	0	-	-	-
	2009-10	13	100%	69%	0%	13	100%	69%	0%	0	-	-	-
Global History and Geography	2011-12	30	97%	87%	23%	25	100%	92%	28%	5	80%	60%	0%
	2010-11	53	92%	83%	32%	45	93%	87%	36%	8	88%	63%	13%
	2009-10	36	86%	64%	19%	30	87%	73%	23%	6	83%	17%	0%
U.S. History and Government	2011-12	46	93%	83%	30%	39	97%	92%	33%	7	71%	29%	14%
	2010-11	32	97%	88%	34%	30	-	-	-	2	-	-	-
	2009-10	27	96%	93%	44%	25	-	-	-	2	-	-	-
Living Environment	2011-12	33	100%	94%	36%	32	-	-	-	1	-	-	-
	2010-11	31	100%	90%	52%	23	100%	100%	65%	8	100%	63%	13%
	2009-10	51	94%	92%	53%	43	95%	95%	58%	8	88%	75%	25%
Physical Setting/Earth Science	2011-12	28	93%	86%	39%	28	93%	86%	39%	0	-	-	-
	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	-	-	-
Physical Setting/Chemistry	2011-12	6	67%	67%	33%	6	67%	67%	33%	0	-	-	-
	2010-11	32	94%	88%	16%	32	94%	88%	16%	0	-	-	-
	2009-10	19	89%	58%	0%	18	-	-	-	1	-	-	-
Physical Setting/Physics	2011-12	10	100%	100%	70%	10	100%	100%	70%	0	-	-	-
	2010-11	7	100%	86%	43%	7	100%	86%	43%	0	-	-	-
	2009-10	8	100%	100%	13%	8	100%	100%	13%	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

		All Students		General-Education Students		Students with Disabilities	
		Total Tested	Percent Passing:	Total Tested	Percent Passing:	Total Tested	Percent Passing:
Mathematics	2011-12	1	—	0	—	1	—
	2010-11	1	—	0	—	1	—
	2009-10	1	—	0	—	1	—
Science	2011-12	0	—	0	—	0	—
	2010-11	1	—	0	—	1	—
	2009-10	0	—	0	—	0	—
Reading	2011-12	0	—	0	—	0	—
	2010-11	1	—	0	—	1	—
	2009-10	0	—	0	—	0	—
Writing	2011-12	0	—	0	—	0	—
	2010-11	0	—	0	—	0	—
	2009-10	0	—	0	—	0	—
Global Studies	2011-12	0	—	0	—	0	—
	2010-11	1	—	0	—	1	—
	2009-10	1	—	0	—	1	—
U.S. History and Government	2011-12	0	—	0	—	0	—
	2010-11	1	—	0	—	1	—
	2009-10	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.

District MORRIS CENTRAL SCHOOL DISTRICT

District ID 47-12-01-04-0000

## 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	2011-12	29		28		1	
	2010-11	27		24		3	
	2009-10	34		26		8	
Receiving a Regents Diploma	2011-12	27	93%	26	93%	1	100%
	2010-11	25	93%	24	100%	1	33%
	2009-10	26	76%	24	92%	2	25%
Receiving a Regents Diploma with Advanced Designation	2011-12	4	14%	4	14%	0	0%
	2010-11	9	33%	8	33%	1	33%
	2009-10	13	38%	12	46%	1	13%
Receiving an Individualized Education Program (IEP) Diploma	2011-12	1	N/A	0		1	N/A
	2010-11	5	N/A	0		5	N/A
	2009-10	3	N/A	0		3	N/A

**NOTE**

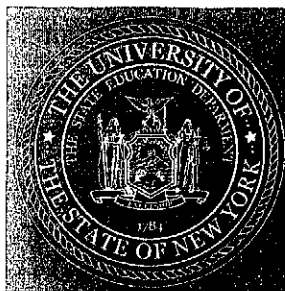
Students receiving Regents diplomas and Regents diplomas with advanced designation are considered graduates; recipients of IEP diplomas are not.

## High School Non-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
Dropped Out	2011-12	2	1%	0	0%	2	6%
	2010-11	3	2%	1	1%	2	4%
	2009-10	3	2%	1	1%	2	4%
Entered Approved High School Equivalency Preparation Program	2011-12	3	2%	2	2%	1	3%
	2010-11	2	1%	2	1%	0	0%
	2009-10	2	1%	2	1%	0	0%
Total Non-completers	2011-12	5	3%	2	2%	3	9%
	2010-11	5	3%	3	2%	2	4%
	2009-10	5	3%	3	2%	2	4%

## Post-secondary Plans of 2011-12 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	11	37%	11	39%	0	0%
To 2-year College	13	43%	12	43%	1	50%
To Other Post-secondary	0	0%	0	0%	0	0%
To the Military	1	3%	1	4%	0	0%
To Employment	4	13%	3	11%	1	50%
To Adult Services	0	0%	0	0%	0	0%
To Other Known Plans	1	3%	1	4%	0	0%
Plan Unknown	0	0%	0	0%	0	0%



## The New York State Accountability Report 2011-12

SCHOOL:	MORRIS CENTRAL SCHOOL
SCHOOL ID:	471201040001
DISTRICT:	MORRIS CENTRAL SCHOOL DISTRICT
DISTRICT ID:	471201040000
PRINCIPAL:	KATHARINE SMITH
SUPERINTENDENT:	MATTHEW SHELDON
PHONE:	607-263-6100

Data in this report are those reported by districts in the Student Information Repository System as of August 24, 2012.

On May 29, 2012, the United States Department of Education (USDE) approved New York's Elementary and Secondary Education Act (ESEA) waiver. This waiver provides New York with increased flexibility to help close the achievement gap and assist students in becoming college and career ready. New York's waiver introduced a system of identifying districts and/or schools as **Reward**, **Focus**, or **Priority**, based on performance in English language arts (ELA), mathematics, and science at the elementary/middle level and in ELA, mathematics, and graduation rate at the secondary level. More information on the waiver is available at <http://www.p12.nysed.gov/esea-waiver/>.

Data in The New York State Accountability Report are those used to determine **Performance Indices (PIs)** and make **Adequate Yearly Progress (AYP)** determinations which, in turn, are used to assist in identifying districts and schools as Reward, Focus, and Priority. Explanations of how the data are used to make the determinations are available at <http://www.p12.nysed.gov/accountability/ESEAMaterials.html>.

**More Information:**  
Office of Accountability  
New York State Education Department  
55 Hanson Place  
Brooklyn, NY 11217  
Email: [accountinfo@mail.nysed.gov](mailto:accountinfo@mail.nysed.gov)

# Adequate Yearly Progress and Performance Indices

Performance Indices (PIs) and Unweighted Combined PIs are used to determine if a district or school is Priority or Focus. Adequate Yearly Progress (AYP) for accountability groups (all students, racial/ethnic groups, students with disabilities, limited English proficient students, and economically disadvantaged students) and PIs for accountability groups and non-AYP groups (non-racial/ethnic groups, general-education students, English proficient students, not economically disadvantaged students, male and female students, and migrant and non-migrant students) are used to determine if a district or school is Reward or a school requires a Local Assistance Plan. For more information, see [http://www.p12.nysed.gov/accountability/documents/NYSESEAFlexibilityWaiver\\_REVISED.pdf](http://www.p12.nysed.gov/accountability/documents/NYSESEAFlexibilityWaiver_REVISED.pdf)

## Adequate Yearly Progress

In accordance with federal and State laws, the New York State Education Department must determine and report on the performance of students in the following areas:

- 1) Elementary/middle-level (grades 3 - 8) English Language Arts (ELA)
- 2) Elementary/middle-level (grades 3 - 8) Mathematics
- 3) Elementary/middle-level (grades 4 and 8) Science
- 4) Secondary-level (grades 9-12) ELA
- 5) Secondary-level (grades 9-12) Mathematics
- 6) Graduation Rate

This performance is determined by identifying whether or not a district or school made "**Adequate Yearly Progress**" (AYP). AYP indicates satisfactory progress by a district or a school toward the goal of proficiency for all students. In ELA, mathematics, and science, AYP is determined by comparing the percentage of students tested and the performance of tested students against defined standards. In graduation rate, AYP is determined by comparing the percentage of students graduating against defined standards.

## Standards for English Language Arts, Mathematics, and Science

**Participation:** In ELA and mathematics, 95% of students in each accountability group with 40 or more members must be tested to meet the participation criterion. In science, 80% must be tested.

**Performance:** In ELA and mathematics, a calculated measure of performance called the "**Performance Index**" (PI) for each accountability group with 30 or more members must equal or exceed a preset objective called an "**Effective Annual Measurable Objective**" (EAMO) or a safety net objective called a "**Safe Harbor Target**." In science, the criterion for performance is the same but the safety net is referred to as a "**Progress Target**."

Districts and schools must meet both the participation and performance criteria for all groups with sufficient numbers to make AYP.

## Standards for Graduation Rate

Districts and schools with secondary-level grades are also held to certain standards for the percentage of students who graduated. To make AYP in graduation rate, every accountability group with 30 or more members must make AYP. For a group to make AYP, the graduation rate of the 4-year graduation-rate total cohort or the 5-year graduation-rate total cohort must equal or exceed the Graduation-Rate Standard of 80% or the group's Progress Target. A cohort is a group of students who entered grade 9 anywhere in a particular school year. Graduation rates for these cohorts are then determined 4 and 5 years after the students first enter grade 9.

For more information on how AYP and PIs are determined, see "Determining AYP in 2011-12" under Understanding Accountability in New York State at <http://www.p12.nysed.gov/irs/accountability/>.

# Elementary/Middle-Level ELA: AYP

SCHOOL: MORRIS CENTRAL SCHOOL

SCHOOL ID: 471201040001  
DISTRICT: MORRIS CENTRAL SCHOOL DISTRICT

**Adequate Yearly Progress:** In elementary/middle-level (grades 3 - 8) English language arts (ELA), districts and schools must meet both the participation and performance criteria to make Adequate Yearly Progress (AYP).

**Participation:** To meet the participation criterion, at least 95% of students in each accountability group with 40 or more members must be tested on an appropriate ELA assessment.

**Performance:** To meet the performance criterion, the Performance Index (PI) of students in each accountability group with 30 or more members must be equal to or greater than the Effective Annual Measurable Objective (EAMO) or the Safe Harbor Target.

**All accountability groups met the participation and performance criteria (made AYP): NO**

Student Group	Made AYP
All Students	✓
American Indian or Alaska Native	—
Black or African American	—
Hispanic or Latino	—
Asian or Native Hawaiian/Other Pacific Islander	—
White	✗
Multiracial	—
Students With Disabilities	✓
Limited English Proficient	—
Economically Disadvantaged	✓

✓ Made AYP

✗ Did not make AYP

— There were not enough students to make an AYP determination

# Elementary/Middle-Level ELA: Participation

SCHOOL: MORRIS CENTRAL SCHOOL

SCHOOL ID: 471201040001  
DISTRICT: MORRIS CENTRAL SCHOOL DISTRICT

All accountability groups with 40 or more members tested at least 95% of students enrolled during the test administration period: YES

## Elementary/Middle-Level (Grades 3 - 8) English Language Arts (ELA) Participation Results

Student Group	Tested 95%	Students Enrolled During the Test Administration Period	Enrolled Students with Valid Test Scores	Percent of Enrolled Students with Valid Test Scores
All Students	✓	182	181	99%
American Indian or Alaska Native	—	0	—	—
Black or African American	—	0	—	—
Hispanic or Latino	—	8	—	—
Asian or Native Hawaiian/Other Pacific Islander	—	1	—	—
White	✓	172	171	99%
Multiracial	—	1	—	—
Students With Disabilities	—	38	—	—
Limited English Proficient	—	0	—	—
Economically Disadvantaged	✓	108	107	99%

- ✓ At least 95% of students enrolled during the test administration period were tested.
- ✗ Less than 95% of students enrolled during the test administration period were tested.
- There were fewer than 40 students enrolled during the test administration period.

### Medically Excused:

Students who were excused from testing for medical reasons in accordance with federal No Child Left Behind guidance are not included in these calculations.

# Elementary/Middle-Level ELA: Performance

SCHOOL: MORRIS CENTRAL SCHOOL

SCHOOL ID: 471201040001  
DISTRICT: MORRIS CENTRAL SCHOOL DISTRICT

All accountability groups with 30 or more members had a PI greater than or equal to the EAMO or Safe Harbor Target: NO

## Elementary/Middle-Level (Grades 3 - 8) English Language Arts (ELA) Performance Results

Student Group	PI >= EAMO or Safe Harbor Target	Tested Students Enrolled on BEDS Day	Performance at Levels						PI	Objectives	
			Students Scoring Level 1 On Track	Students Scoring Level 1 NOT On Track	Students Scoring Level 2 On Track	Students Scoring Level 2 NOT On Track	Students Scoring Level 3	Students Scoring Level 4		EAMO	Safe Harbor Target
All Students	✓	172	0	18	4	53	89	8	148	142	142
American Indian or Alaska Native	—	0	—	—	—	—	—	—	—	—	—
Black or African American	—	0	—	—	—	—	—	—	—	—	—
Hispanic or Latino	—	8	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	—	1	—	—	—	—	—	—	—	—	—
White	✗	162	0	18	4	49	83	8	148	156	149
Multiracial	—	1	—	—	—	—	—	—	—	—	—
Students With Disabilities	✓	35†	0†	11†	3†	20†	1†	0†	80†	85	20
Limited English Proficient	—	0	—	—	—	—	—	—	—	—	—
Economically Disadvantaged	✓	100	0	16	4	35	43	2	133	124	124

✓ Performance Index is equal to or greater than Effective Annual Measurable Objective.

✗ Performance Index is less than Effective Annual Measurable Objective and Safe Harbor Target.

— There were fewer than 30 tested students enrolled on BEDS day and during the test administration period.

† Includes former students with disabilities because the number of students with disabilities in the current year is equal to or greater than 30.

**BEDS Day (Basic Educational Data System Day):** BEDS Day is the first Wednesday in October of the school year.

**On/Off Track Performance:** Students who score at Level 1 or 2 and are on track to proficiency are those who have shown significant growth over their performance the previous year. Those not on track to proficiency have not shown significant growth.

**Performance Index (PI):** A PI 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). Student scores on the tests are converted to six performance levels: Level 1 On Track, Level 1 Not On Track, Level 2 Not On Track, Level 3, and Level 4. A PI is calculated using the levels and the following equation:  $\{[2(\text{Count at Level 1 On Track}) + \text{Count at Level 2 Not On Track} + 2(\text{Count at Level 2 On Track}) + 2(\text{Count at Level 3}) + 2(\text{Count at Level 4})] \div [\text{Count of Tested Students}]\} \times 100$

**Effective Annual Measurable Objective (EAMO):** The EAMO is the PI value that each accountability group of a given size within a district or school is expected to achieve to meet the performance criterion. The EAMO table is available at <http://www.p12.nysed.gov/lrs/accountability/> under the header "Annual Measurable Objectives."

**Safe Harbor Target:** Safe Harbor provides an alternate means to meet the performance criterion for accountability groups whose PIs are less than their EAMOs. The 2011-12 Safe Harbor Target is calculated using the following formula:  $2010-11 \text{ PI} + (200 - \text{the } 2010-11 \text{ PI}) \times 0.10$ .

# Elementary/Middle-Level Math: AYP

SCHOOL: MORRIS CENTRAL SCHOOL

SCHOOL ID: 471201040001  
DISTRICT: MORRIS CENTRAL SCHOOL DISTRICT

**Adequate Yearly Progress:** In elementary/middle-level (grades 3 - 8) mathematics, districts and schools must meet both the participation and performance criteria to make Adequate Yearly Progress (AYP).

**Participation:** To meet the participation criterion, at least 95% of students in each accountability group with 40 or more members must be tested on an appropriate math assessment.

**Performance:** To meet the performance criterion, the Performance Index (PI) of students in each accountability group with 30 or more members must be equal to or greater than the Effective Annual Measurable Objective (EAMO) or the Safe Harbor Target.

**All accountability groups met the participation and performance criteria (made AYP): YES**

Student Group	Made AYP
All Students	✓
American Indian or Alaska Native	—
Black or African American	—
Hispanic or Latino	—
Asian or Native Hawaiian/Other Pacific Islander	—
White	✓
Multiracial	—
Students With Disabilities	✓
Limited English Proficient	—
Economically Disadvantaged	✓

✓ Made AYP

✗ Did not make AYP

— There were not enough students to make an AYP determination



# Elementary/Middle-Level Math: Participation

SCHOOL: MORRIS CENTRAL SCHOOL

SCHOOL ID: 471201040001  
DISTRICT: MORRIS CENTRAL SCHOOL DISTRICT

All accountability groups with 40 or more members tested at least 95% of students enrolled during the test administration period: YES

## Elementary/Middle-Level (Grades 3 - 8) Math Participation Results

Student Group	Tested 95%	Students Enrolled During the Test Administration Period	Enrolled Students with Valid Test Scores	Percent of Enrolled Students with Valid Test Scores
All Students	✓	183	182	99%
American Indian or Alaska Native	—	0	—	—
Black or African American	—	0	—	—
Hispanic or Latino	—	8	—	—
Asian or Native Hawaiian/Other Pacific Islander	—	1	—	—
White	✓	173	172	99%
Multiracial	—	1	—	—
Students With Disabilities	—	38	—	—
Limited English Proficient	—	0	—	—
Economically Disadvantaged	✓	109	109	100%

- ✓ At least 95% of students enrolled during the test administration period were tested.
- ✗ Less than 95% of students enrolled during the test administration period were tested.
- There were fewer than 40 students enrolled during the test administration period.

### Medically Excused:

Students who were excused from testing for medical reasons in accordance with federal No Child Left Behind guidance are not included in these calculations.

# Elementary/Middle-Level Math: Performance

SCHOOL: MORRIS CENTRAL SCHOOL

SCHOOL ID: 471201040001  
DISTRICT: MORRIS CENTRAL SCHOOL DISTRICT

All accountability groups with 30 or more members had a PI greater than or equal to the EAMO or Safe Harbor Target: YES

## Elementary/Middle-Level (Grades 3 - 8) Math Performance Results

Student Group	PI >= EAMO or Safe Harbor Target	Tested Students Enrolled on BEDS Day	Performance at Levels						PI	Objectives	
			Students Scoring Level 1 On Track	Students Scoring Level 1 NOT On Track	Students Scoring Level 2 On Track	Students Scoring Level 2 NOT On Track	Students Scoring Level 3	Students Scoring Level 4		EAMO	Safe Harbor Target
All Students	✓	172	0	12	10	30	82	38	169	156	156
American Indian or Alaska Native	—	0	—	—	—	—	—	—	—	—	—
Black or African American	—	0	—	—	—	—	—	—	—	—	—
Hispanic or Latino	—	8	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	—	1	—	—	—	—	—	—	—	—	—
White	✓	162	0	11	10	29	75	37	169	166	166
Multiracial	—	1	—	—	—	—	—	—	—	—	—
Students With Disabilities	✓	36†	0†	11†	4†	13†	7†	1†	103†	106	20
Limited English Proficient	—	0	—	—	—	—	—	—	—	—	—
Economically Disadvantaged	✓	101	0	9	8	22	46	16	160	141	141

✓ Performance Index is equal to or greater than Effective Annual Measurable Objective.

✗ Performance Index is less than Effective Annual Measurable Objective and Safe Harbor Target.

— There were fewer than 30 tested students enrolled on BEDS day and during the test administration period.

† Includes former students with disabilities because the number of students with disabilities in the current year is equal to or greater than 30.

**BEDS Day (Basic Educational Data System Day):** BEDS Day is the first Wednesday in October of the school year.

**On/Off Track Performance:** Students who score at Level 1 or 2 and are on track to proficiency are those who have shown significant growth over their performance the previous year. Those not on track to proficiency have not shown significant growth.

**Performance Index (PI):** A PI 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). Student scores on the tests are converted to six performance levels: Level 1 On Track, Level 1 Not On Track, Level 2 On Track, Level 2 Not On Track, Level 3, and Level 4. A PI is calculated using the levels and the following equation: 
$$\frac{[2(\text{Count at Level 1 On Track}) + \text{Count at Level 2 Not On Track} + 2(\text{Count at Level 2 On Track}) + 2(\text{Count at Level 3}) + 2(\text{Count at Level 4})]}{[\text{Count of Tested Students}]} \times 100$$

**Effective Annual Measurable Objective (EAMO):** The EAMO is the PI value that each accountability group of a given size within a district or school is expected to achieve to meet the performance criterion. The EAMO table is available at <http://www.p12.nysed.gov/irs/accountability/> under the header "Annual Measurable Objectives."

**Safe Harbor Target:** Safe Harbor provides an alternate means to meet the performance criterion for accountability groups whose PIs are less than their EAMOs. The 2011-12 Safe Harbor Target is calculated using the following formula:  $2010-11 \text{ PI} + (200 - \text{the } 2010-11 \text{ PI}) \times 0.10$ .

# Elementary/Middle-Level Science: AYP

SCHOOL: MORRIS CENTRAL SCHOOL

SCHOOL ID: 471201040001  
DISTRICT: MORRIS CENTRAL SCHOOL DISTRICT

**Adequate Yearly Progress:** In elementary/middle-level (grades 4 & 8) science, districts and schools must meet both the participation and performance criteria to make Adequate Yearly Progress (AYP).

**Participation:** To meet the participation criterion, at least 80% of students in each accountability group with 40 or more members must be tested on an appropriate science assessment.

**Performance:** To meet the performance criterion, the Performance Index (PI) of students in each accountability group with 30 or more members must be equal to or greater than the Effective Annual Measurable Objective (EAMO) or the Progress Target.

**All accountability groups met the participation and performance criteria (made AYP): YES**

Student Group	Made AYP
All Students	✓
American Indian or Alaska Native	—
Black or African American	—
Hispanic or Latino	—
Asian or Native Hawaiian/Other Pacific Islander	—
White	✓
Multiracial	—
Students With Disabilities	—
Limited English Proficient	—
Economically Disadvantaged	✓

✓ Made AYP

✗ Did not make AYP

— There were not enough students to make an AYP determination

# Elementary/Middle-Level Science: Participation

SCHOOL: MORRIS CENTRAL SCHOOL

SCHOOL ID: 471201040001  
DISTRICT: MORRIS CENTRAL SCHOOL DISTRICT

All accountability groups with 40 or more members tested at least 80% of students enrolled during the test administration period: YES

## Elementary/Middle-Level (Grades 4 & 8) Science Participation Results

Student Group	Tested 80%	Students Enrolled During the Test Administration Period	Enrolled Students with Valid Test Scores	Percent of Enrolled Students with Valid Test Scores
All Students	✓	61	61	100%
American Indian or Alaska Native	—	0	—	—
Black or African American	—	0	—	—
Hispanic or Latino	—	2	—	—
Asian or Native Hawaiian/Other Pacific Islander	—	0	—	—
White	✓	59	59	100%
Multiracial	—	0	—	—
Students With Disabilities	—	11	—	—
Limited English Proficient	—	0	—	—
Economically Disadvantaged	—	37	—	—

✓ At least 80% of students enrolled during the test administration period were tested.

✗ Less than 80% of students enrolled during the test administration period were tested.

— There were fewer than 40 students enrolled during the test administration period.

### Medically Excused:

Students who were excused from testing for medical reasons in accordance with federal No Child Left Behind guidance are not included in these calculations.

# Elementary/Middle-Level Science: Performance

SCHOOL: MORRIS CENTRAL SCHOOL

SCHOOL ID: 471201040001  
DISTRICT: MORRIS CENTRAL SCHOOL DISTRICT

All accountability groups with 30 or more members had a PI greater than or equal to the EAMO or Progress Target: YES

## Elementary/Middle-Level (Grades 4 & 8) Science Performance Results

Student Group	PI >= EAMO or Progress Target	Tested Students Enrolled on BEDS Day	Performance at Levels				PI	Objectives	
			Students Scoring Level 1	Students Scoring Level 2	Students Scoring Level 3	Students Scoring Level 4		EAMO	Progress Target
All Students	✓	59	1	5	25	28	188	166	166
American Indian or Alaska Native	—	0	—	—	—	—	—	—	—
Black or African American	—	0	—	—	—	—	—	—	—
Hispanic or Latino	—	2	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	—	0	—	—	—	—	—	—	—
White	✓	57	1	5	24	27	188	178	178
Multiracial	—	0	—	—	—	—	—	—	—
Students With Disabilities	—	11	—	—	—	—	—	—	—
Limited English Proficient	—	0	—	—	—	—	—	—	—
Economically Disadvantaged	✓	35	1	5	14	15	180	152	152

✓ Performance Index is equal to or greater than Effective Annual Measurable Objective.

✗ Performance Index is less than Effective Annual Measurable Objective and Progress Target.

— There were fewer than 30 tested students enrolled on BEDS day and during the test administration period.

**BEDS Day (Basic Educational Data System Day):** BEDS Day is the first Wednesday in October of the school year.

**On/Off Track Performance:** Students who score at Level 1 or 2 and are on track to proficiency are those who have shown significant growth over their performance the previous year. Those not on track to proficiency have not shown significant growth.

**Performance Index (PI):** A PI 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). Student scores on the tests are converted to four performance levels, from Level 1 to Level 4. A PI is calculated using the levels and the following equation:  $\frac{((\text{Count at Level 2}) + 2(\text{Count at Level 3}) + 2(\text{Count at Level 4}))}{[\text{Count of Tested Students}]} \times 100$

**Effective Annual Measurable Objective (EAMO):** The EAMO is the PI value that each accountability group of a given size within a district or school is expected to achieve to meet the performance criterion. The EAMO table is available at <http://www.p12.nysed.gov/irs/accountability/> under the header "Annual Measurable Objectives."

**Progress Target:** A Progress Target provides an alternate means to meet the performance criterion for accountability groups whose PIs are less than their EAMOs. The 2011-12 Progress Target is calculated by adding 1 point to the previous year's PI.

# Secondary-Level ELA: AYP

SCHOOL: MORRIS CENTRAL SCHOOL

SCHOOL ID: 471201040001  
DISTRICT: MORRIS CENTRAL SCHOOL DISTRICT

**Adequate Yearly Progress:** In secondary-level English language arts (ELA), districts and schools must meet both the participation and performance criteria to make Adequate Yearly Progress (AYP).

**Participation:** To meet the participation criterion, at least 95% of students in each accountability group with 40 or more members must be tested on an appropriate ELA assessment.

**Performance:** To meet the performance criterion, the Performance Index (PI) of students in each accountability group with 30 or more members must be equal to or greater than the Effective Annual Measurable Objective (EAMO) or the Safe Harbor Target.

**All accountability groups met the participation and performance criteria (made AYP): YES**

Student Group	Made AYP
All Students	✓
American Indian or Alaska Native	—
Black or African American	—
Hispanic or Latino	—
Asian or Native Hawaiian/Other Pacific Islander	—
White	✓
Multiracial	—
Students With Disabilities	—
Limited English Proficient	—
Economically Disadvantaged	—

✓ Made AYP

✗ Did not make AYP

— There were not enough students to make an AYP determination

# Secondary-Level ELA: Participation

SCHOOL: MORRIS CENTRAL SCHOOL

SCHOOL ID: 471201040001  
DISTRICT: MORRIS CENTRAL SCHOOL DISTRICT

All accountability groups with 40 or more members tested at least 95% of 12th graders: NOT APPLICABLE

## Secondary-Level English Language Arts (ELA) Participation Results

Student Group	Tested 95%	12th Graders	12th Graders with Valid Test Scores	Percent of 12th Graders with Valid Test Scores
All Students	—	31	—	—
American Indian or Alaska Native	—	0	—	—
Black or African American	—	0	—	—
Hispanic or Latino	—	0	—	—
Asian or Native Hawaiian/Other Pacific Islander	—	0	—	—
White	—	31	—	—
Multiracial	—	0	—	—
Students With Disabilities	—	1	—	—
Limited English Proficient	—	0	—	—
Economically Disadvantaged	—	14	—	—

- ✓ At least 95% of 12th graders were tested.
- ✗ Less than 95% of 12th graders were tested.
- There were fewer than 40 12th graders in the group.

# Secondary-Level ELA Performance

SCHOOL: MORRIS CENTRAL SCHOOL

SCHOOL ID: 471201040001

DISTRICT: MORRIS CENTRAL SCHOOL DISTRICT

All accountability groups with 30 or more members had a PI greater than or equal to the EAMO or Safe Harbor Target: YES

## Secondary-Level English Language Arts (ELA) Performance Results

Student Group	PI >= EAMO or Safe Harbor Target	2008 Accountability Cohort Members	Performance at Levels				PI	Objectives	
			Students Scoring at Accountability Level 1	Students Scoring at Accountability Level 2	Students Scoring at Accountability Level 3	Students Scoring at Accountability Level 4		EAMO	Safe Harbor Target
All Students	✓	32	2	7	12	11	166	142	142
American Indian or Alaska Native	—	0	—	—	—	—	—	—	—
Black or African American	—	0	—	—	—	—	—	—	—
Hispanic or Latino	—	0	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	—	0	—	—	—	—	—	—	—
White	✓	32	2	7	12	11	166	157	157
Multiracial	—	0	—	—	—	—	—	—	—
Students With Disabilities	—	5	—	—	—	—	—	—	—
Limited English Proficient	—	0	—	—	—	—	—	—	—
Economically Disadvantaged	—	18	—	—	—	—	—	—	—

✓ Performance Index is equal to or greater than Effective Annual Measurable Objective.

✗ Performance Index is less than Effective Annual Measurable Objective and Safe Harbor Target.

— There were fewer than 30 tested students in the 2008 accountability cohort.

**2008 Accountability Cohort:** The 2008 Accountability Cohort consists of all students who first entered grade 9 anywhere between July 1, 2008 and June 30, 2009 or, in the case of ungraded students with disabilities, reached their seventeenth birthday during the 2008-09 school year. Results for these students are captured as of June 30, 2012. A more detailed definition of this cohort is available in "Secondary-Level Cohort Definitions" at <http://www.p12.nysed.gov/irs/sirs/>.

**Performance Index (PI):** A PI 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). Student scores on the tests are converted to four performance levels, from Level 1 to Level 4. A PI is calculated using the levels and the following equation:  $\frac{((\text{Count at Level 2}) + 2(\text{Count at Level 3}) + 2(\text{Count at Level 4}))}{[\text{Count of Cohort Members}]} \times 100$

**Effective Annual Measurable Objective (EAMO):** The EAMO is the PI value that each accountability group of a given size within a district or school is expected to achieve to meet the performance criterion. The EAMO table is available at <http://www.p12.nysed.gov/irs/accountability/> under the header "Annual Measurable Objectives."

**Safe Harbor Target:** Safe Harbor provides an alternate means to meet the performance criterion for accountability groups whose PIs are less than their EAMOs. The 2011-12 Safe Harbor Target is calculated using the following formula:  $2010-11 \text{ PI} + (200 - \text{the } 2010-11 \text{ PI}) \times 0.10$



# Secondary-Level Math: AYP

SCHOOL: MORRIS CENTRAL SCHOOL

SCHOOL ID: 471201040001  
DISTRICT: MORRIS CENTRAL SCHOOL DISTRICT

**Adequate Yearly Progress:** In secondary-level mathematics, districts and schools must meet both the participation and performance criteria to make Adequate Yearly Progress (AYP).

**Participation:** To meet the participation criterion, at least 95% of students in each accountability group with 40 or more members must be tested on an appropriate math assessment.

**Performance:** To meet the performance criterion, the Performance Index (PI) of students in each accountability group with 30 or more members must be equal to or greater than the Effective Annual Measurable Objective (EAMO) or the Safe Harbor Target.

**All accountability groups met the participation and performance criteria (made AYP): NO**

Student Group	Made AYP
All Students	✓
American Indian or Alaska Native	—
Black or African American	—
Hispanic or Latino	—
Asian or Native Hawaiian/Other Pacific Islander	—
White	✗
Multiracial	—
Students With Disabilities	—
Limited English Proficient	—
Economically Disadvantaged	—

✓ Made AYP

✗ Did not make AYP

— There were not enough students to make an AYP determination

# Secondary-Level Math: Participation

SCHOOL: MORRIS CENTRAL SCHOOL

SCHOOL ID: 471201040001  
DISTRICT: MORRIS CENTRAL SCHOOL DISTRICT

All accountability groups with 40 or more members tested at least 95% of 12th graders: **NOT APPLICABLE**

## Secondary-Level Math Participation Results

Student Group	Tested 95%	12th Graders	12th Graders with Valid Test Scores	Percent of 12th Graders with Valid Test Scores
All Students	—	31	—	—
American Indian or Alaska Native	—	0	—	—
Black or African American	—	0	—	—
Hispanic or Latino	—	0	—	—
Asian or Native Hawaiian/Other Pacific Islander	—	0	—	—
White	—	31	—	—
Multiracial	—	0	—	—
Students With Disabilities	—	1	—	—
Limited English Proficient	—	0	—	—
Economically Disadvantaged	—	14	—	—

✓ At least 95% of 12th graders were tested.

✗ Less than 95% of 12th graders were tested.

— There were fewer than 40 12th graders in the group.

# Secondary-Level Math: Performance

SCHOOL: MORRIS CENTRAL SCHOOL

SCHOOL ID: 471201040001

DISTRICT: MORRIS CENTRAL SCHOOL DISTRICT

All accountability groups with 30 or more members had a PI greater than or equal to the EAMO or Safe Harbor Target: NO

## Secondary-Level Math Performance Results

Student Group	PI >= EAMO or Safe Harbor Target	2008 Accountability Cohort Members	Performance at Levels				PI	Objectives	
			Students Scoring at Accountability Level 1	Students Scoring at Accountability Level 2	Students Scoring at Accountability Level 3	Students Scoring at Accountability Level 4		EAMO	Safe Harbor Target
All Students	✓	32	3	18	9	2	125	119	119
American Indian or Alaska Native	—	0	—	—	—	—	—	—	—
Black or African American	—	0	—	—	—	—	—	—	—
Hispanic or Latino	—	0	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	—	0	—	—	—	—	—	—	—
White	✗	32	3	18	9	2	125	137	137
Multiracial	—	0	—	—	—	—	—	—	—
Students With Disabilities	—	5	—	—	—	—	—	—	—
Limited English Proficient	—	0	—	—	—	—	—	—	—
Economically Disadvantaged	—	18	—	—	—	—	—	—	—

✓ Performance Index is equal to or greater than Effective Annual Measurable Objective.

✗ Performance Index is less than Effective Annual Measurable Objective and Safe Harbor Target.

— There were fewer than 30 tested students in the 2008 accountability cohort.

**2008 Accountability Cohort:** The 2008 Accountability Cohort consists of all students who first entered grade 9 anywhere between July 1, 2008 and June 30, 2009 or, in the case of ungraded students with disabilities, reached their seventeenth birthday during the 2008-09 school year. Results for these students are captured as of June 30, 2012. A more detailed definition of this cohort is available in "Secondary-Level Cohort Definitions" at <http://www.p12.nysed.gov/irs/sirs/>.

**Performance Index (PI):** A PI 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). Student scores on the tests are converted to four performance levels, from Level 1 to Level 4. A PI is calculated using the levels and the following equation:  $\frac{1(\text{Count at Level 2}) + 2(\text{Count at Level 3}) + 2(\text{Count at Level 4})}{[\text{Count of Cohort Members}]} \times 100$

**Effective Annual Measurable Objective (EAMO):** The EAMO is the PI value that each accountability group of a given size within a district or school is expected to achieve to meet the performance criterion. The EAMO table is available at <http://www.p12.nysed.gov/irs/accountability/> under the header "Annual Measurable Objectives."

**Safe Harbor Target:** Safe Harbor provides an alternate means to meet the performance criterion for accountability groups whose PIs are less than their EAMOs. The 2011-12 Safe Harbor Target is calculated using the following formula:  $2010-11 \text{ PI} + (200 - \text{the } 2010-11 \text{ PI}) \times 0.10$

# Unweighted Combined ELA and Math PIs

SCHOOL: MORRIS CENTRAL SCHOOL

SCHOOL ID: 471201040001  
DISTRICT: MORRIS CENTRAL SCHOOL DISTRICT

## Unweighted Combined ELA and Math Performance Indices (PIs)

The unweighted combined ELA and math Performance Index (PI) is the sum of the PIs for all measures for which the school/district has 30 or more students in the group divided by the number of measures for which the school/district has 30 or more students in the group. For example, EM ELA = 150, EM Math = 180, HS ELA = 140, HS Math = 160:  $(150 + 180 + 140 + 160) \div 4 = 157.5 = 158$ .

Student Group	Elementary/ Middle-Level ELA PI	Elementary/ Middle-Level Math PI	Secondary-Level ELA PI	Secondary-Level Math PI	Unweighted Combined PI
All Students	148	169	166	125	152
American Indian or Alaska Native	—	—	—	—	—
Black or African American	—	—	—	—	—
Hispanic or Latino	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	—	—	—	—	—
White	148	169	166	125	152
Multiracial	—	—	—	—	—
Students With Disabilities	80	103	—	—	92
Limited English Proficient	—	—	—	—	—
Economically Disadvantaged	133	160	—	—	147

— There was not enough students to determine a Performance Index.

# Graduation Rate: AYP

SCHOOL: MORRIS CENTRAL SCHOOL

SCHOOL ID: 471201040001  
DISTRICT: MORRIS CENTRAL SCHOOL DISTRICT

**Adequate Yearly Progress:** To make AYP in graduation rate, every accountability group with 30 or more members must make AYP. For a group to make AYP, the graduation rate of the 4-year graduation-rate total cohort **OR** the 5-year graduation-rate total cohort must equal or exceed the Graduation-Rate Standard of 80% or the group's Progress Target.

## All accountability groups made AYP: YES

Student Group	Made AYP
All Students	✓
American Indian or Alaska Native	—
Black or African American	—
Hispanic or Latino	—
Asian or Native Hawaiian/Other Pacific Islander	—
White	✓
Multiracial	—
Students With Disabilities	—
Limited English Proficient	—
Economically Disadvantaged	—

✓ Made AYP

✗ Did not make AYP

— There were not enough students to make an AYP determination

# Graduation Rate: 4-Year Graduation-Rate Total Cohort

SCHOOL: MORRIS CENTRAL SCHOOL

SCHOOL ID: 471201040001

DISTRICT: MORRIS CENTRAL SCHOOL DISTRICT

All accountability groups with 30 or more members met the graduation-rate criterion for the four-year graduation-rate total cohort: NO

## Four-Year Graduation-Rate Total Cohort

Student Group	Met Graduation-Rate Criterion	2007 Four-Year Graduation-Rate Total Cohort	Number of Graduates	Graduation Rate	State Standard	Progress Target
All Students	X	34	26	76%	80%	80%
American Indian or Alaska Native	—	0	—	—	—	—
Black or African American	—	0	—	—	—	—
Hispanic or Latino	—	0	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	—	0	—	—	—	—
White	X	34	26	76%	80%	80%
Multiracial	—	0	—	—	—	—
Students With Disabilities	—	6	—	—	—	—
Limited English Proficient	—	0	—	—	—	—
Economically Disadvantaged	—	16	—	—	—	—

✓ Graduation rate is equal to or greater than the State Standard or the group's Progress Target.

X Graduation rate is less than the State Standard and the group's Progress Target.

— There were fewer than 30 students in the cohort.

## 2007 Four-Year Graduation-Rate Total Cohort

The 2007 four-year graduation-rate total cohort consists of all students who first entered grade 9 anywhere between July 1, 2007 and June 30, 2008. Four-year graduation-rate results for these students are captured as of August 31, 2011.

### Graduation Rate

The graduate rate for the 2007 four-year graduation-rate total cohort is the percentage of cohort members who earned a local or Regents diploma by August 31, 2011.

### Progress Target

The Progress Target for the 2007 four-year graduation-rate total cohort is a 10% gap reduction in the graduation rate of the 2006 four-year graduation-rate total cohort as of August 31, 2010. The following equation is used to determine the 2007 four-year graduation-rate total cohort progress target:

$[(80 - \text{the graduation rate of the 2006 four-year graduation-rate total cohort}) \times 0.1] + \text{the graduation rate of the 2006 four-year graduation-rate total cohort}$

# Graduation Rate: 5-Year Graduation-Rate Total Cohort

SCHOOL: MORRIS CENTRAL SCHOOL

SCHOOL ID: 471201040001  
DISTRICT: MORRIS CENTRAL SCHOOL DISTRICT

All accountability groups with 30 or more members met the graduation-rate criterion for the five-year graduation-rate total cohort: YES

## Five-Year Graduation-Rate Total Cohort

Student Group	Met Graduation-Rate Criterion	2006 Five-Year Graduation-Rate Total Cohort	Number of Graduates	Graduation Rate	State Standard	Progress Target
All Students	✓	37	33	89%	80%	80%
American Indian or Alaska Native	—	0	—	—	—	—
Black or African American	—	0	—	—	—	—
Hispanic or Latino	—	0	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	—	0	—	—	—	—
White	✓	37	33	89%	80%	80%
Multiracial	—	0	—	—	—	—
Students With Disabilities	—	8	—	—	—	—
Limited English Proficient	—	0	—	—	—	—
Economically Disadvantaged	—	15	—	—	—	—

✓ Graduation rate is equal to or greater than the State Standard or the group's Progress Target.

✗ Graduation rate is less than the State Standard and the group's Progress Target.

— There were fewer than 30 students in the cohort.

### 2006 Five-Year Graduation-Rate Total Cohort

The 2006 five-year graduation-rate total cohort consists of all students who first entered grade 9 anywhere between July 1, 2006 and June 30, 2007. Five-year graduation-rate results for these students are captured as of August 31, 2011.

### Graduation Rate

The graduation rate for the 2006 five-year graduation-rate total cohort is the percentage of cohort members who earned a local or Regents diploma by August 31, 2011.

### Progress Target

The Progress Target for the 2006 five-year graduation-rate total cohort is a 20% gap reduction in the graduation rate of the 2005 five-year graduation-rate total cohort as of June 30, 2010. The following equation is used to determine the 2006 five-year graduation-rate total cohort progress target:

$[(80 - \text{the graduation rate of the 2005 five-year graduation-rate total cohort}) \times 0.2] + \text{the graduation rate of the 2005 five-year graduation-rate total cohort}$





# 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 4, 2011	This School District		Similar District Group	Total of All School Districts in NY State
	Count of Students with Disabilities	Percentage of Students with Disabilities	Percentage of Students with Disabilities	Percentage of Students with Disabilities
80% or more	34	45.3%	56.6%	57.3%
40% to 79%	24	32.0%	20.3%	11.7%
Less than 40%	17	22.7%	21.0%	22.1%
Separate Settings	0	0.0%	1.6%	6.1%
Other Settings	0	0.0%	0.6%	2.8%

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 4, 2011. The percentages represent the amount of time students with disabilities are in general-education classrooms, 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

2011-12 School Year	This School District	Similar District Group	Total of All School Districts in NY State
Special Ed Classification Rate	16.9%	13.5%	12.8%

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

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>

## 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.

2010-2011 School Year		General Education	Special Education
This School District	Instructional Expenditures	\$3,554,747	\$2,191,759
	Pupils	445	88
	<b>Expenditures Per Pupil</b>	<b>\$7,988</b>	<b>\$24,906</b>
Similar District Group	Instructional Expenditures	\$1,484,070,142	\$601,562,536
	Pupils	156,405	23,989
	<b>Expenditures Per Pupil</b>	<b>\$9,489</b>	<b>\$25,077</b>
Total of All School Districts in NY State	Instructional Expenditures	\$29,473,160,406	\$12,260,104,540
	Pupils	2,688,528	412,226
	<b>Expenditures Per Pupil</b>	<b>\$10,963</b>	<b>\$29,741</b>
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 2010-11 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.

2010-2011 School Year	This School District	Similar District Group	Total of All School Districts in NY State
<b>Total Expenditures Per Pupil</b>	<b>\$19,162</b>	<b>\$19,171</b>	<b>\$20,410</b>

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).



