

**MORRIS CENTRAL  
SCHOOL DISTRICT  
2022-2023 BUDGET**



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



MORRIS CENTRAL SCHOOL  
THREE PART BUDGET  
2022-2023 School Year

ACCT	ACCOUNT	2021-2022 Projected Budget	2022-2023 Projected Budget	\$ Increase	% Increase
CODE	Name				
<b>ADMINISTRATION- Part I</b>					
1010	Total Board of Education	6,250	4,090	(2,160)	-34.56%
1040	Total District Clerk	2,380	2,480	100	4.20%
1060	Total District Meeting	1,000	1,000	-	0.00%
<b>1099</b>	<b>Total Board of Education</b>	<b>9,630</b>	<b>7,570</b>	<b>(2,060)</b>	<b>-21.39%</b>
<b>1299</b>	<b>Total Central Administration</b>	<b>195,596</b>	<b>221,571</b>	<b>25,975</b>	<b>13.28%</b>
1310	Total Business Office Administration	171,106	191,698	20,592	12.03%
1320	Total Auditing	14,170	15,217	1,047	7.39%
1325	Total Treasurer	41,200	44,351	3,151	7.65%
1330	Total Tax Collector	5,325	5,175	(150)	-2.82%
1345	Total Purchasing	2,403	2,476	73	3.04%
1380	Total Fiscal Agent	3,000	3,500	500	16.67%
<b>1399</b>	<b>Total Finance</b>	<b>237,204</b>	<b>262,417</b>	<b>25,213</b>	<b>10.63%</b>
1420	Total Legal	1,000	1,000	-	0.00%
1430	Total Personnel	15,899	34,233	18,334	115.32%
1480	Total Public Information & Services	900	900	-	0.00%
<b>1499</b>	<b>Total Staff</b>	<b>17,799</b>	<b>36,133</b>	<b>18,334</b>	<b>103.01%</b>
1670	Total Central Printing & Mailing	14,200	13,400	(800)	-5.63%
1680	Total Central Data Processing	20,600	20,301	(299)	-1.45%
<b>1699</b>	<b>Total Central Services</b>	<b>34,800</b>	<b>33,701</b>	<b>(1,099)</b>	<b>-3.16%</b>
1910	Unallocated Insurance	31,541	33,322	1,781	5.65%
1981	BOCES Administrative Costs	132,766	136,760	3,994	3.01%
<b>1998</b>	<b>Total Special Items</b>	<b>164,307</b>	<b>170,082</b>	<b>5,775</b>	<b>3.51%</b>
2020	Total Supervision - Regular School	138,432	138,985	553	0.40%
2060	Total Research, Planning & Evaluation	80,050	67,524	(12,526)	-15.65%
<b>2099</b>	<b>Total Administration &amp; Improvement</b>	<b>218,482</b>	<b>206,509</b>	<b>(11,973)</b>	<b>-5.48%</b>
<b>9098</b>	<b>Total Employee Benefits</b>	<b>132,502</b>	<b>130,127</b>	<b>(2,375)</b>	<b>-1.79%</b>
	<b>Total Administration</b>	<b>1,010,320</b>	<b>1,068,110</b>	<b>57,790</b>	<b>5.72%</b>
<b>PROGRAM- Part II</b>					
<b>2110</b>	<b>Total Teaching - Regular School</b>	<b>2,255,056</b>	<b>2,318,730</b>	<b>63,674</b>	<b>2.82%</b>
2250	Total Program for Students w/Disabilities	1,312,303	1,425,221	112,918	8.60%
2280	Total Occupational Education	166,957	191,476	24,519	14.69%
<b>2299</b>	<b>Total Special Services</b>	<b>1,479,260</b>	<b>1,616,697</b>	<b>137,437</b>	<b>9.29%</b>



<b>2399</b>	<b>Total Teaching - Special Schools</b>	<b>1,000</b>	<b>1,033</b>	33	3.30%
2610	Total School Library & Audiovisual	139,868	166,427	26,559	18.99%
2630	Total Computer Assisted Instruction	15,221	10,000	(5,221)	-34.30%
<b>2699</b>	<b>Total Instructional Media</b>	<b>155,089</b>	<b>176,427</b>	21,338	13.76%
2805	Total Attendance	2,572	2,851	279	10.85%
2810	Total Guidance	217,211	239,914	22,703	10.45%
2815	Total Health Services	52,389	56,714	4,325	8.26%
2820	Total Psychological Services	63,925	65,401	1,476	2.31%
2850	Total Co-Curricular Activities	28,868	27,222	(1,646)	-5.70%
2855	Total Interscholastic Athletics	95,771	80,453	(15,318)	-15.99%
<b>2899</b>	<b>Total Pupil Services</b>	<b>460,736</b>	<b>472,555</b>	11,819	2.57%
<b>2999</b>	<b>Total Instruction</b>	<b>4,351,141</b>	<b>4,585,442</b>	234,301	5.38%
5510	Total District Transportation Services	593,262	552,688	(40,574)	-6.84%
5530	Total Garage Building	20,065	21,265	1,200	5.98%
<b>5999</b>	<b>Total Pupil Transportation</b>	<b>613,327</b>	<b>573,953</b>	(39,374)	-6.42%
9901	Transfer to School Lunch Fund	55,000	30,000	(25,000)	-45.45%
<b>9951</b>	<b>Total Interfund Transfers</b>	<b>55,000</b>	<b>30,000</b>	(25,000)	-45.45%
<b>9098</b>	<b>Total Employee Benefits</b>	<b>2,185,692</b>	2,387,303	201,611	9.22%
	<b>TOTAL PROGRAM</b>	<b>7,205,160</b>	<b>7,576,698</b>	371,538	5.16%
	<b><u>CAPITAL- PART III</u></b>				
1620	Total Operation of Plant	472,199	506,400	34,201	7.24%
1621	Total Maintenance of Plant	65,373	96,726	31,353	47.96%
<b>1699</b>	<b>Total Central Services</b>	<b>537,572</b>	<b>603,125</b>	65,553	12.19%
1964	Refund on Real Property Taxes	2,000	2,000	-	0.00%
<b>1999</b>	<b>Total Special Items</b>	<b>2,000</b>	<b>2,000</b>	-	0.00%
9798-6	Total Debt Service - Principal	625,341	631,126	5,785	0.93%
9798-7	Total Debt Service - Interest	112,491	92,198	(20,293)	-18.04%
<b>9898</b>	<b>Total Debt Service</b>	<b>737,832</b>	<b>723,324</b>	(14,508)	-1.97%
9901	Transfer to Capital/Federal Funds	110,000	110,000	-	0.00%
<b>9950</b>	<b>Total Interfund Transfers</b>	<b>110,000</b>	<b>110,000</b>	-	0.00%
<b>9098</b>	<b>Total Employee Benefits</b>	<b>61,969</b>	<b>81,377</b>	19,408	31.32%
	<b>TOTAL CAPITAL</b>	<b>1,449,373</b>	<b>1,519,826</b>	70,453	4.86%
	<b>GRAND TOTALS</b>				
	<b>Part I- Administrative</b>	<b>1,010,320</b>	<b>1,068,110</b>	57,790	5.72%
	<b>Part II- Program</b>	<b>7,215,307</b>	<b>7,576,698</b>	361,391	5.01%
	<b>Part III- Capital</b>	<b>1,449,373</b>	<b>1,519,826</b>	70,453	4.86%
	<b>TOTAL BUDGET</b>	<b>9,675,000</b>	<b>10,164,634</b>	489,634	5.06%



**MORRIS CENTRAL SCHOOL  
Projected Revenues  
2022-2023 School Year**

8-Apr-22	2021-2022	2022-2023	\$	%
	Estimated	Estimated	Change	Change
<b>Miscellaneous</b>				
Interest & Penalties on Taxes	10,000	10,000	0	0.00%
Charges for Services- Admission/Tuition	15,163	22,400	7,237	47.73%
Interest on Investments	1,000	1,000	0	0.00%
Rental of Real Property	24,400	400	-24,000	-98.36%
Refunds for BOCES Aided Services	145,454	166,517	21,063	14.48%
Medicaid Reimbursement	15,000	5,000	-10,000	-66.67%
<b>Subtotal Miscellaneous Revenues</b>	<b>211,017</b>	<b>205,317</b>	<b>-5,700</b>	<b>-2.70%</b>
<b>State Aid</b>				
Foundation Aid	4,601,952	4,882,210	280,258	6.09%
Extraordinary Needs	0	0	0	#DIV/0!
Excess Cost Public	50,000	26,517	-23,483	-46.97%
Excess Cost-Private	100,000	128,624	28,624	28.62%
UPK	0	0	0	#DIV/0!
Minor Maintenance & Repair	0	0	0	#DIV/0!
BOCES Aid	461,398	528,754	67,356	14.60%
<b>Categorical Aids</b>				
Textbook, Library, Software Aid	17,126	24,290	7,164	41.83%
Computer Software Aid	4,524	0	-4,524	-100.00%
Library/AV Loan Program Aid	1,888	0	-1,888	-100.00%
Computer Hardware Aid	4,984	5,206	222	4.45%
<b>Other Categorical Aids</b>				
Building Aid- School Capital Project	364,059	407,528	43,469	11.94%
Building Aid- BOCES Capital Project	0	0	0	#DIV/0!
Growth	0	0	0	#DIV/0!
Building Aid- BAN New School Constr.	0	0	0	#DIV/0!
Transportation Aid	586,552	590,477	3,925	0.67%
Deficit Reduction Assessment	0	0	0	#DIV/0!
<b>Projected State Aid Total</b>	<b>6,192,483</b>	<b>6,593,606</b>	<b>401,123</b>	<b>6.48%</b>
<b>Total Estimated Revenues</b>	<b>6,403,500</b>	<b>6,798,923</b>	<b>395,423</b>	<b>6.18%</b>
Appropriated Fund Balance & Debt Service Fund	150,000	188,568	38,568	25.71%
Transfer from Retirement Contribution Reserve (ERS)	0	0	0	#DIV/0!
Transfer from Insurance/Unemployment Insurance	0	0	0	#DIV/0!
Transfer from Employee Benefit Reserve/Capital Res	17,500	18,481	981	5.61%
<b>TOTAL REVENUES, APPROPRIATED</b>				
<b>FUND BALANCE &amp; RESERVES</b>	<b>6,571,000</b>	<b>7,005,972</b>	<b>434,972</b>	<b>6.62%</b>
<b>TOTAL BUDGETED EXPENSES</b>	<b>9,675,000</b>	<b>10,164,634</b>	<b>489,634</b>	<b>5.06%</b>
<b>TOTAL PROJECTED TAX LEVY</b>	<b>3,104,000</b>	<b>3,158,662</b>	<b>54,662</b>	<b>1.76%</b>
<b>PERCENT TAX INCREASE</b>				<b>1.76%</b>



**School District Budget Notice**

**School District (Drop-Down)**

Overall Budget Proposal	Budget Adopted for the 2021-22 School Year	Budget Proposed for the 2022-23 School Year	Contingency Budget for the 2022-23 School Year*
Total Budgeted Amount, Not Including Separate Propositions	\$ 9,675,000	\$ 10,164,634	\$ 10,064,634
Increase/Decrease for the 2021-22 School Year		\$ 489,634	\$ 389,634
Percentage Increase/Decrease in Proposed Budget		5.06%	4.03%
Change in the Consumer Price Index		4.70%	

A. Proposed Levy to Support the Total Budgeted Amount	\$ 3,104,000	\$ 3,158,662	
B. Levy to Support Library Debt, if Applicable	\$ 57,785	\$ 57,785	
C. Levy for Non-Excludable Propositions, if Applicable	\$ -	\$ -	
D. Total Tax Cap Reserve Amount Used to Reduce Current Year Levy	\$ -	\$ -	
<b>E. Total Proposed School Year Tax Levy (A + B + C - D)</b>	<b>\$ 3,161,785</b>	<b>\$ 3,216,447</b>	<b>\$ 3,161,785</b>

F. Total Permissible Exclusions	\$ 162,371	\$ 170,636	
G. School Tax Levy Limit, Excluding Levy for Permissible Exclusions	\$ 2,943,607	\$ 3,009,643	
H. Total Proposed School Year Tax Levy, Excluding Levy to Support Library Debt and/or Permissible Exclusions (E - B - F + D)	\$ 2,941,629	\$ 2,988,026	
I. Difference: G - H (Negative Value Requires 60.0% Voter Approval - See Note Below Regarding Separate Propositions)	\$ 1,978	\$ 21,617	

Administrative Component	\$ 1,010,320	\$ 1,068,110	\$ 1,068,110
Program Component	\$ 7,215,307	\$ 7,576,698	\$ 7,576,698
Capital Component	\$ 1,449,373	\$ 1,519,826	\$ 1,419,826

\* Provide a statement of assumptions made in preparing a contingency budget for the 2021-22 school year should the proposed budget be delayed pursuant to Section 2023 of the Education Law.

\*\* Not to exceed \$4,500,000.

Description	Amount
	\$ -
	\$ -
	\$ -
	\$ -

\*\* List Separate Propositions that are not included in the Total Budgeted Amount. (Tax Levy associated with educational or transportation services propositions are not eligible for exclusion and may affect voter approval requirements)

NOTE: Please refer to sections 2023(a), 2023(b), 2023(c), 2023(d) of the Education Law.	Amount in Budget Request for the 2021-22 School Year
<b>Estimated Basic STAR Exemption Savings<sup>1</sup></b>	\$ 484

The annual budget vote for the fiscal year 2021-22 by the qualified voters of the

Morris	484
Olsego	

Morris Central	
Olsego	

Morris Central	300
Olsego	12
Morris Central	8
Olsego	12

Morris  
District  
P.T.S.E./M.E.M./M.E.

County of New York, to be held at the office of the County Clerk at the City of New York, on the 17th day of May, 2022, at the regular meeting of the Board of Education of the County of New York, at which time the polls will be opened to vote by ballot on the proposed amendments to the Charter of the County of New York, District of Morris Central, as amended by legal counsel.



2022-23 Property Tax Report Card

School District (Drop-Down)  
Morris

CHARLAI  
BN MorrisJAS

471201 - Morris

Contact Person:  
Telephone Number:

	Budgeted 2021-22 (A)	Proposed Budget 2022-23 (B)
<b>Total Budgeted Amount, not including Separate Propositions</b>	<b>\$ 9,675,000</b>	<b>\$ 10,164,634</b>
A. Proposed Tax Levy to Support the Total Budgeted Amount <sup>1</sup>	\$ 3,104,000	\$ 3,156,662
B. Tax Levy to Support Library Debt, if Applicable	\$ 57,785	\$ 57,785
C. Tax Levy for Non-Excludable Propositions, if Applicable <sup>2</sup>	\$ -	\$ -
D. Total Tax Cap Reserve Amount Used to Reduce Current Year Levy, if Applicable	\$ -	\$ -
<b>E. Total Proposed School Year Tax Levy (A + B + C - D)</b>	<b>\$ 3,161,785</b>	<b>\$ 3,216,447</b>
F. Permissible Exclusions to the School Tax Levy Limit	\$ 162,371	\$ 170,636
G. School Tax Levy Limit, Excluding Levy for Permissible Exclusions <sup>3</sup>	\$ 2,943,607	\$ 3,009,643
H. Total Proposed School Year Tax Levy, Excluding Levy to Support Library Debt and/or Permissible Exclusions (E - B - F + D)	\$ 2,941,629	\$ 2,988,026
I. Difference (G - H); (negative value requires 80.0% voter approval) <sup>2</sup>	\$ 1,978	\$ 21,617
Public School Enrollment	322	320
Consumer Price Index	1.23%	4.70%

<sup>1</sup> include any prior year reserve for voters' tax levy, including interest.  
<sup>2</sup> Tax levy calculated with inclusion of transportation services propositions are not eligible for exclusion under the School Tax Levy Limit and may affect other approval requirements.  
<sup>3</sup> For 2022-23, include any prior year from 2022-23 and exclude any tax levy for library debt or prior year reserve for voters' tax levy, including interest.

	Actual 2021-22 (D)	Estimated 2022-23 (E)
Adjusted Restricted Fund Balance	\$ 2,272,125	\$ 3,382,208
Assigned Appropriated Fund Balance	\$ 167,500	\$ 100,000
Adjusted Unrestricted Fund Balance	\$ 2,438,588	\$ 1,133,588
Adjusted Unrestricted Fund Balance as a Percent of the Total Budget	25.21%	11.15%

Schedule of Reserve Funds

Reserve Type	Reserve Name	Reserve Description *	3/31/22 Actual Balance	6/30/22 Estimated Ending Balance	Intended Use of the Reserve in the 2022-23 School Year
Capital	Capital	To pay the cost of any object or purpose for which bonds may be issued.	\$ 624,649	\$ 1,624,649	Use for future capital project(s)
Repair	Repair	To pay the cost of repairs to capital improvements or equipment.	\$ 186,141	\$ 115,141	None
Workers' Compensation	Workers' Compensation	To pay for Workers Compensation and benefits.	\$ -	\$ -	None
Unemployment Insurance	Unemployment Insurance	To pay the cost of reimbursement to the State Unemployment Insurance Fund.	\$ 317,396	\$ 317,396	None
Reserve for Tax Reduction	Reserve for Tax Reduction	For the gradual use of the proceeds of the sale of school district real property.	\$ -	\$ -	None
Mandatory Reserve for Debt Service	Mandatory Reserve for Debt Service	To cover debt service payments on outstanding obligations (bonds, BANS) after the sale of district capital assets or improvements.	\$ -	\$ -	None
Insurance	Insurance	To pay liability, casualty, and other types of uninsured losses.	\$ 170,582	\$ 170,582	None
Property Loss	Property Loss	To establish and maintain a program of reserves to cover property loss.	\$ 27,701	\$ 27,701	None
Liability	Liability	To establish and maintain a program of reserves to cover liability claims incurred.	\$ 27,702	\$ 27,702	None
Tax Certiorari	Tax Certiorari	To establish a reserve fund for tax certiorari settlements.	\$ 43,917	\$ 5,000	None
Reserve for Insurance Recoveries	Reserve for Insurance Recoveries	To account for unexpended proceeds of insurance recoveries at the fiscal year end.	\$ -	\$ -	None
EBALR - Employee Benefit Accrued Liability	EBALR - Employee Benefit Accrued Liability	For the payment of accrued employee benefits due to employees upon termination of service.	\$ 309,559	\$ 309,559	None
Retirement Contribution	Retirement Contribution	To fund employer retirement contributions to the State and Local Employees' Retirement System.	\$ 453,740	\$ 503,740	None
Other Reserve	Other Reserve		\$ 100,298	\$ 155,298	None
Other Reserve	Other Reserve		\$ 30,436	\$ 230,440	None



Form Due May 9, 2022

2022-2023 Salary Threshold =  
\$150,000

In response to legislative efforts to encourage greater cost sharing in service provision and local government administration, we now provide a section for districts that share administrative staff to highlight these efforts for the upcoming school year. Each sharing district should identify in the form the other district(s) with which they will be sharing administrative staff for school year 2022-2023.

If you will be sharing a Superintendent, list the other district (or districts) in the text box. If you will be sharing other administrative staff required to be reported, please send an email to [EMSCMGTS@nysed.gov](mailto:EMSCMGTS@nysed.gov) indicating the title of the staff persons(s) as well as the other district(s) involved in the cost-sharing.

The salaries, benefits and other compensation reported in the form should reflect only the financial support or commitment that your district will be making. They should not reflect the total amounts budgeted to be paid by all participating districts over the school year.

Report Estimated Salaries in the Budget for the 2022-2023 School Year

Sections 1608 and 1716 of the Education Law  
(Please read the instructions and definitions before completing this form.)

Title	Salary	Employee Benefits	Other Remuneration
1. Superintendent of Schools	135,000	37,628	1,920

Please list the district or districts with which you will be sharing a superintendent (if applicable):

(Example Titles: Associate Superintendent for Instruction, Deputy Superintendent, Assistant Superintendent for Business, etc.)

2.			
3.			
4.			
5.			
6.			
7.			
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9.			
10.			
11.			
12.			
13.			
14.			



Equalized Total Assessed Value 6,025,064

School District - 364201 Morris Central

Exemption Code	Exemption Name	Statutory Authority	Number of Exemptions	Total Equalized Value of Exemptions	Percent of Value Exempted
41720	AGRICULTURAL DISTRICT	AG-MKTS L 305	2	76,084	1.26
41834	ENHANCED STAR	RPTL 425	2	150,822	2.50
41854	BASIC STAR 1999-2000	RPTL 425	7	224,000	3.72
42100	SILOS, MANURE STORAGE TANKS,	RPTL 483-a	1	3,333	0.06
<b>Total Exemptions Exclusive of System Exemptions:</b>				<b>454,239</b>	<b>7.54</b>
<b>Total System Exemptions:</b>				<b>0</b>	<b>0.00</b>
<b>Totals:</b>				<b>454,239</b>	<b>7.54</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: \_\_\_\_\_



Equalized Total Assessed Value 41,848,082

School District - 364201 Morris Central

Exemption Code	Exemption Name	Statutory Authority	Number of Exemptions	Total Equalized Value of Exemptions	Percent of Value Exempted
13500	TOWN - GENERALLY	RPTL 406(1)	8	759,300	1.81
13650	VG - GENERALLY	RPTL 406(1)	3	95,600	0.23
13800	SCHOOL DISTRICT	RPTL 408	2	9,601,700	22.94
25110	NONPROF CORP - RELIG(CONST PRO	RPTL 420-a	9	1,962,000	4.69
25120	NONPROF CORP - EDUCL(CONST PRO	RPTL 420-a	1	140,000	0.33
25300	NONPROF CORP - SPECIFIED USES	RPTL 420-b	3	353,000	0.84
26050	AGRICULTURAL SOCIETY	RPTL 450	1	1,100,000	2.63
26400	INC VOLUNTEER FIRE CO OR DEPT	RPTL 464(2)	3	416,800	1.00
41400	CLERGY	RPTL 460	1	1,500	0.00
41730	AGRIC LAND-INDIV NOT IN AG DIS	AG MKTS L 306	5	153,176	0.37
41800	PERSONS AGE 65 OR OVER	RPTL 467	1	47,000	0.11
41834	ENHANCED STAR	RPTL 425	37	2,503,900	5.98
41844	En STAR (land belongs to other	RPTL 425	1	32,970	0.08
41854	BASIC STAR 1999-2000	RPTL 425	71	2,125,000	5.08
41864	Basic STAR (land belongs to ot	RPTL 425	1	15,900	0.04
47100	Mass Telecomm Ceiling	RPTL S499-qqqq	1	124,233	0.30
47610	BUSINESS INVESTMENT PROPERTY P	RPTL 485-b	2	110,174	0.26

Total Exemptions Exclusive of System Exemptions: 150 19,542,253 46.70

Total System Exemptions: 0 0 0.00

Totals: 150 19,542,253 46.70

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: \_\_\_\_\_



Equalized Total Assessed Value 75,530,073

School District - 364201 Morris Central

Exemption Code	Exemption Name	Statutory Authority	Number of Exemptions	Total Equalized Value of Exemptions	Percent of Value Exempted
12100	NYS - GENERALLY	RPTL 404(1)	1	4,100	0.01
13500	TOWN - GENERALLY	RPTL 406(1)	7	93,600	0.12
13800	SCHOOL DISTRICT	RPTL 408	1	59,300	0.08
21600	RES OF CLERGY - RELIG CORP OWN	RPTL 462	1	3,900	0.01
25110	NONPROF CORP - RELIG(CONST PRO	RPTL 420-a	1	120,000	0.16
25120	NONPROF CORP - EDUCL(CONST PRO	RPTL 420-a	1	9,900	0.01
26100	VETERANS ORGANIZATION	RPTL 452	1	350,000	0.46
27350	PRIVATELY OWNED CEMETERY LAND	RPTL 446	6	182,200	0.24
41700	AGRICULTURAL BUILDING	RPTL 483	5	73,750	0.10
41720	AGRICULTURAL DISTRICT	AG-MKTS L 305	6	175,955	0.23
41730	AGRIC LAND-INDIV NOT IN AG DIS	AG MKTS L 306	35	1,539,849	2.04
41800	PERSONS AGE 65 OR OVER	RPTL 467	1	41,000	0.05
41834	ENHANCED STAR	RPTL 425	67	4,485,200	5.94
41844	En STAR (land belongs to other	RPTL 425	1	28,000	0.04
41854	BASIC STAR 1999-2000	RPTL 425	147	4,487,400	5.94
42120	TEMPORARY GREENHOUSES	RPTL 483-c	1	16,100	0.02
47460	FOREST LAND CERTD AFTER 8/74	RPTL 480-a	6	178,048	0.24
50000	SYSTEM CODE	STATUTORY AUTH NOT DEFINED	1	8,500	0.01
<b>Total Exemptions Exclusive of System Exemptions:</b>				<b>11,848,302</b>	<b>15.69</b>
<b>Total System Exemptions:</b>				<b>8,500</b>	<b>0.01</b>
<b>Totals:</b>				<b>11,856,802</b>	<b>15.70</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: \_\_\_\_\_



Equalized Total Assessed Value 72,574,690

School District - 364201 Morris Central

Exemption Code	Exemption Name	Statutory Authority	Number of Exemptions	Total Equalized Value of Exemptions	Percent of Value Exempted
12100	NYS - GENERALLY	RPTL 404(1)	3	423,100	0.58
13100	CO - GENERALLY	RPTL 406(1)	2	86,400	0.12
13500	TOWN - GENERALLY	RPTL 406(1)	3	194,700	0.27
13890	PUBLIC AUTHORITY - LOCAL	RPTL 412	2	355,700	0.49
25110	NONPROF CORP - RELIG(CONST PRO	RPTL 420-a	1	145,500	0.20
26400	INC VOLUNTEER FIRE CO OR DEPT	RPTL 464(2)	3	370,600	0.51
27350	PRIVATELY OWNED CEMETERY LAND	RPTL 446	4	67,100	0.09
41120	ALT VET EX-WAR PERIOD-NON-COMB	RPTL 458-a	2	0	0.00
41400	CLERGY	RPTL 460	1	1,500	0.00
41700	AGRICULTURAL BUILDING	RPTL 483	2	32,115	0.04
41730	AGRIC LAND-INDIV NOT IN AG DIS	AG MKTS L 306	88	4,502,853	6.20
41800	PERSONS AGE 65 OR OVER	RPTL 467	3	75,150	0.10
41834	ENHANCED STAR	RPTL 425	58	3,746,750	5.16
41844	En STAR (land belongs to other	RPTL 425	1	15,230	0.02
41854	BASIC STAR 1999-2000	RPTL 425	141	4,222,800	5.82
41864	Basic STAR (land belongs to ot	RPTL 425	1	13,553	0.02
47460	FOREST LAND CERTD AFTER 8/74	RPTL 480-a	2	146,402	0.20
50000	SYSTEM CODE	STATUTORY AUTH NOT DEFINED	2	17,960	0.02

Total Exemptions Exclusive of System Exemptions:

317 14,399,453 19.84

Total System Exemptions:

17,960

0.02

Totals:

14,417,413

19.87

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: \_\_\_\_\_



Equalized Total Assessed Value 20,395,878

School District - 364201 Morris Central

Exemption Code	Exemption Name	Statutory Authority	Number of Exemptions	Total Equalized Value of Exemptions	Percent of Value Exempted
12100	NYS - GENERALLY	RPTL 404(1)	1	1,728	0.01
27350	PRIVATELY OWNED CEMETERY LAND	RPTL 446	1	185	0.00
41720	AGRICULTURAL DISTRICT	AG-MKTS L 305	3	32,077	0.16
41730	AGRIC LAND-INDIV NOT IN AG DIS	AG MKTS L 306	1	7,585	0.04
41834	ENHANCED STAR	RPTL 425	23	1,568,895	7.69
41854	BASIC STAR 1999-2000	RPTL 425	57	1,707,778	8.37

Total Exemptions Exclusive of System Exemptions: 86

3,318,248

16.27

Total System Exemptions: 0

0

0.00

Totals: 86

3,318,248

16.27

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

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



## MORRIS CSD - NEW YORK STATE REPORT CARD [2020 - 21]

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

Due to COVID-19 and changes to New York State testing, accountability, and federal reporting requirements, 2021-22 district and school accountability statuses are the same as those assigned for the 2020-21 school year. For informational purposes, accountability graduation rates and chronic absenteeism data are reported. August 2020, January 2021, and some June 2021 Regents examinations were canceled. For more information, please see the NYSED Waiver Memorandum and NYS Board of Regents Announcement.

### 2021-22 ACCOUNTABILITY STATUS

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Due to COVID-19 and changes to New York State accountability and federal reporting requirements, 2021-22 district and school accountability statuses are the same as those assigned for the 2020-21 school year.

## GOOD STANDING



### SECTION 1003 SCHOOL IMPROVEMENT FUNDS (2020-21)

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

Section 1003 School Improvement Funds Data (58.87 kilobytes)

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

- 2020-21 Title I SIG 1003 Basic Planning
- 2020-21 Title I School Improvement Grant 1003 Targeted Support Grant
- 2020-21 Title I School Improvement Grant 1003 ENHANCED Comprehensive Support and Improvement (CSI) Support Grant
- 2020-23 NYSIP-PLC Phase III
- SIG Cohort 6 and 7 Schools Funded with SIGA in 2020-21

### ELEMENTARY/MIDDLE STATUSES BY SUBGROUP

Due to COVID-19 and changes to New York State accountability and federal reporting requirements, 2021-22 district and school accountability statuses are the same as those assigned for the 2020-21 school year.

Subgroup	Status
All Students	Good Standing
White	Good Standing
Students with Disabilities	Good Standing
Economically Disadvantaged	Good Standing



## ELEMENTARY/MIDDLE CHRONIC ABSENTEEISM

Accountability chronic absenteeism data are provided for informational purposes only in 2020-21 and are not used to make district or school accountability status determinations for the 2021-22 school year.

Subgroup	Students Enrolled	Students Chronically Absent	Chronic Absenteeism Rate
All Students	192	25	13%
Asian or Native Hawaiian/Other Pacific Islander	3	—	—
Hispanic or Latino	5	—	—
Multiracial	5	—	—
White	179	24	13.4%
English Language Learners	1	—	—
Students with Disabilities	46	7	15.2%
Economically Disadvantaged	105	22	21%

## SECONDARY STATUSES BY SUBGROUP

Due to COVID-19 and changes to New York State accountability and federal reporting requirements, 2021-22 district and school accountability statuses are the same as those assigned for the 2020-21 school year.



Subgroup	Status
All Students	Good Standing
White	Good Standing
Students with Disabilities	Good Standing
Economically Disadvantaged	Good Standing

### SECONDARY GRADUATION RATE

Accountability graduation rate data are provided for informational purposes only in 2020-21 and are not used to make district or school accountability status determinations for the 2021-22 school year.



Subgroup	Cohort	Number In Cohort	Number Graduated	Grad Rate
All Students	4-Year	52*	42	80.8%
	5-Year	30	25	83.3%
	6-Year	68*	58	85.3%
American Indian or Alaska Native	4-Year	0	—	—
	5-Year	0	—	—
	6-Year	0	—	—
Asian or Native Hawaiian/Other Pacific Islander	4-Year	0	—	—
	5-Year	0	—	—
	6-Year	0	—	—
Black or African American	4-Year	0	—	—
	5-Year	0	—	—
	6-Year	0	—	—
Hispanic or Latino	4-Year	1	—	—
	5-Year	3	—	—
	6-Year	3	—	—
Multiracial	4-Year	4	—	—
	5-Year	0	—	—
	6-Year	0	—	—
White	4-Year	0	—	—
	5-Year	0	—	—
	6-Year	0	—	—
	4-Year	49*	39	79.6%



Subgroup	Cohort	Number In Cohort	Number Graduated	Grad Rate
	5-Year	55*	44	80%
	6-Year	63*	53	84.1%
English Language Learners	4-Year	0	—	—
	5-Year	0	—	—
	6-Year	0	—	—
	4-Year	14	—	—
Students with Disabilities	5-Year	18	—	—
	6-Year	19	—	—
Economically Disadvantaged	4-Year	27	—	—
	5-Year	32*	23	71.9%
	6-Year	34*	27	79.4%

\*Not enough students were in this subgroup in the current reporting year, so data for the current and the previous reporting year were combined.

### SECONDARY CHRONIC ABSENTEEISM

Accountability chronic absenteeism data are provided for informational purposes only in 2020-21 and are not used to make district or school accountability status determinations for the 2021-22 school year.



Subgroup	Students Enrolled	Students Chronically Absent	Chronic Absenteeism Rate
All Students	107	24	22.4%
Asian or Native Hawaiian/Other Pacific Islander	4	—	—
Black or African American	1	—	—
Hispanic or Latino	3	—	—
Multiracial	5	—	—
White	94	24	25.5%
Students with Disabilities	25	—	—
Economically Disadvantaged	49	21	42.9%



### NATIONAL ASSESSMENT OF EDUCATION PROGRESS (NAEP) RESULTS (2018-19)

National Assessment of Education Progress (NAEP) are reported for statewide (New York State) and national results only. District- and school-level results are not reported for NAEP.

#### NEW YORK STATE NAEP GRADE 4

SUBGROUP	READING				MATH			
	BELOW BASIC	BASIC	PROFICIENT	ADVANCED	BELOW BASIC	BASIC	PROFICIENT	ADVANCED
All Students	34%	31%	26%	8%	24%	40%	29%	8%
Students with Disabilities	73%	18%	7%	1%	61%	30%	7%	2%
American Indian or Alaska Native	*	*	*	*	*	*	*	*
Asian	21%	27%	34%	17%	8%	23%	43%	26%
Native Hawaiian/Other Pacific Islander	*	*	*	*	*	*	*	*
Black or African American	53%	31%	14%	2%	43%	40%	16%	1%
Hispanic or Latino	45%	32%	19%	4%	33%	45%	19%	2%
White	24%	32%	33%	11%	14%	39%	38%	9%
Multiracial	24%	23%	35%	18%	15%	42%	31%	12%
English Language Learners	78%	17%	4%	*	51%	40%	8%	1%
Economically Disadvantaged	49%	31%	17%	3%	33%	43%	21%	3%



## NEW YORK STATE NAEP GRADE 8

SUBGROUP	READING					MATH			
	BELOW BASIC	BASIC	PROFICIENT	ADVANCED	BELOW BASIC	BASIC	PROFICIENT	ADVANCED	
All Students	30%	38%	28%	4%	34%	32%	22%	11%	
Students with Disabilities	58%	31%	10%	1%	72%	22%	5%	2%	
American Indian or Alaska Native	*	*	*	*	*	*	*	*	
Asian	21%	33%	36%	10%	15%	25%	29%	31%	
Native Hawaiian/Other Pacific Islander	*	*	*	*	*	*	*	*	
Black or African American	43%	38%	17%	1%	55%	30%	12%	3%	
Hispanic or Latino	41%	38%	19%	2%	49%	35%	14%	3%	
White	20%	39%	35%	6%	23%	33%	29%	15%	
Multiracial	*	*	*	*	*	*	*	*	
English Language Learners	83%	16%	1%	*	88%	10%	2%	*	
Economically Disadvantaged	40%	38%	20%	2%	47%	32%	16%	5%	

\*There are not sufficient data for this subgroup.



## NEW YORK STATE NAEP PARTICIPATION RATES

	Grade 4 Participation Rate		Grade 8 Participation Rate	
	READING	MATH	READING	MATH
All Students	89%	89%	84%	85%
Students with Disabilities	87%	87%	92%	95%
English Language Learners	89%	90%	88%	90%



### NATIONAL NAEP GRADE 4

SUBGROUP	READING				MATH			
	BELOW BASIC	BASIC	PROFICIENT	ADVANCED	BELOW BASIC	BASIC	PROFICIENT	ADVANCED
All Students	35%	31%	26%	9%	20%	40%	32%	9%
Students with Disabilities	70%	18%	9%	2%	51%	33%	14%	3%
American Indian or Alaska Native	50%	30%	17%	3%	32%	43%	22%	4%
Asian	18%	25%	35%	22%	7%	23%	41%	29%
Native Hawaiian/Other Pacific Islander	45%	31%	20%	4%	30%	40%	24%	5%
Black or African American	53%	30%	15%	3%	35%	45%	18%	2%
Hispanic or Latino	46%	31%	19%	4%	27%	45%	24%	3%
White	24%	31%	32%	12%	12%	36%	40%	12%
Multiracial	28%	32%	29%	11%	17%	40%	34%	10%
English Language Learners	65%	25%	8%	1%	41%	43%	15%	1%
Economically Disadvantaged	48%	31%	18%	3%	29%	45%	23%	3%



## NATIONAL NAEP GRADE 8

SUBGROUP	READING				MATH			
	BELOW BASIC	BASIC	PROFICIENT	ADVANCED	BELOW BASIC	BASIC	PROFICIENT	ADVANCED
All Students	28%	39%	29%	4%	32%	35%	23%	10%
Students with Disabilities	64%	27%	8%	1%	68%	23%	7%	2%
American Indian or Alaska Native	40%	41%	19%	1%	48%	37%	13%	3%
Asian	13%	30%	43%	13%	12%	24%	31%	33%
Native Hawaiian/Other Pacific Islander	38%	38%	23%	2%	47%	34%	15%	4%
Black or African American	47%	39%	14%	1%	54%	33%	11%	2%
Hispanic or Latino	38%	40%	20%	1%	43%	37%	16%	3%
White	19%	39%	36%	5%	21%	36%	30%	13%
Multiracial	24%	40%	31%	5%	28%	36%	25%	11%
English Language Learners	73%	24%	3%	*	73%	22%	4%	1%
Economically Disadvantaged	40%	40%	18%	1%	46%	36%	15%	3%

\*There are not sufficient data for this subgroup.



### NATIONAL NAEP PARTICIPATION RATES

	Grade 4 Participation Rate		Grade 8 Participation Rate	
	READING	MATH	READING	MATH
All Students	93%	93%	91%	92%
Students with Disabilities	89%	90%	90%	92%
English Language Learners	94%	95%	92%	93%



### TOTAL COHORT GRADUATION RATE (2020-21)

Graduation Rate data are for students who first entered grade 9, four years prior to this reporting year. Graduates are as of August following the close of the reporting year. Click on High School Graduation Rate Data report to see district and state comparisons and to filter on gender, ethnicity, and other student subgroups or by 5- and 6-year graduation rates.

Subgroup	Total	GRAD RATE		REGENTS WITH ADVANCED DESIGNATION		REGENTS DIPLOMA		LOCAL DIPLOMA		NON DIPLOMA CRED		STILL ENROLLED		GED TRANSFER		DROPOUT	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	20	18	90%	9	45%	8	40%	1	5%	0	0%	0	0%	0	0%	2	10%
Female	12	11	92%	7	58%	4	33%	0	0%	0	0%	0	0%	0	0%	1	8%
Male	8	7	88%	2	25%	4	50%	1	13%	0	0%	0	0%	0	0%	1	13%
American Indian or Alaska Native	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Asian or Native Hawaiian/Other Pacific Islander	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Black or African American	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Hispanic or Latino	1	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
White	16	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Multiracial	3	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
General Education Students	17	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-



Subgroup	Total	GRAD RATE		REGENTS WITH ADVANCED DESIGNATION		REGENTS DIPLOMA		LOCAL DIPLOMA		NON DIPLOMA CRED		STILL ENROLLED		GED TRANSFER		DROPOUT	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Students with Disabilities	3	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
English Language Learner	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Non-English Language Learner	20	18	90%	9	45%	8	40%	1	5%	0	0%	0	0%	0	0%	2	10%
Economically Disadvantaged	9	8	89%	2	22%	6	67%	0	0%	0	0%	0	0%	0	0%	1	11%
Not Economically Disadvantaged	11	10	91%	7	64%	2	18%	1	9%	0	0%	0	0%	0	0%	1	9%
Migrant	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not Migrant	20	18	90%	9	45%	8	40%	1	5%	0	0%	0	0%	0	0%	2	10%
Parent in Armed Forces	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Parent Not in Armed Forces	20	18	90%	9	45%	8	40%	1	5%	0	0%	0	0%	0	0%	2	10%
Homeless	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not Homeless	20	18	90%	9	45%	8	40%	1	5%	0	0%	0	0%	0	0%	2	10%
In Foster Care	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not in Foster Care	20	18	90%	9	45%	8	40%	1	5%	0	0%	0	0%	0	0%	2	10%

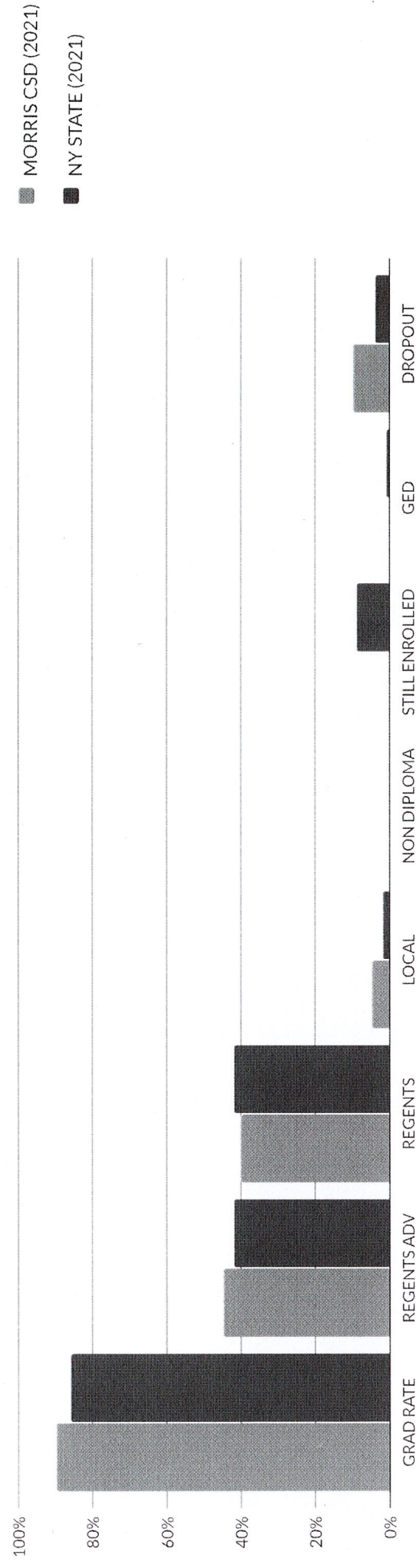


### MORRIS CSD GRADUATION RATE DATA 4 YEAR OUTCOME AS OF AUGUST 2021

Graduation Rate Data are reported for a 9th grade cohort, as of the 4th year of high school - August. The "Filter this data" function, below, provides the ability to display Graduation Rate Data of high school as of the 4th year - June, the 5th year - June and August, and the 6th year - June and August. For school years prior to 2018-19, 5th year - August and 6th year - August are not available.

Data is reported by educational institutions to the State Education Department throughout the school year and available for verification by districts until the close of the state data warehouse in August. District superintendents certify data is accurate in September. For the most updated information, please contact the school district.

Complete information on the types of diploma credentials, which can be earned and the criteria for each, see: Diploma Requirements.



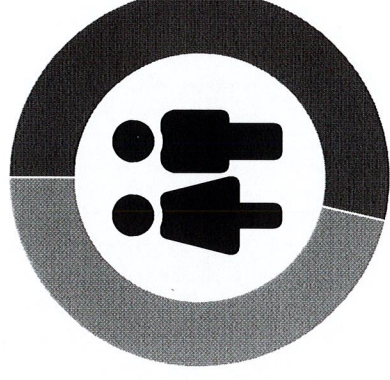


These enrollment data are collected as part of NYSED's Student Information Repository System (SIRS). These counts are as of "BEDS Day" which is typically the first Wednesday in October. Available are enrollment counts for public and charter school students by various demographics for the 2020 - 21 school year. For nonpublic school enrollment data please see the Non-Public School Enrollment and Staff information on our Information and Reporting Services webpage.

### MORRIS CSD ENROLLMENT (2020 - 21)

**K-12 Enrollment: 291**

#### ENROLLMENT BY GENDER



MALE

156	54%
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FEMALE

135	46%
-----	-----

#### ENROLLMENT BY ETHNICITY

**BLACK OR AFRICAN AMERICAN**

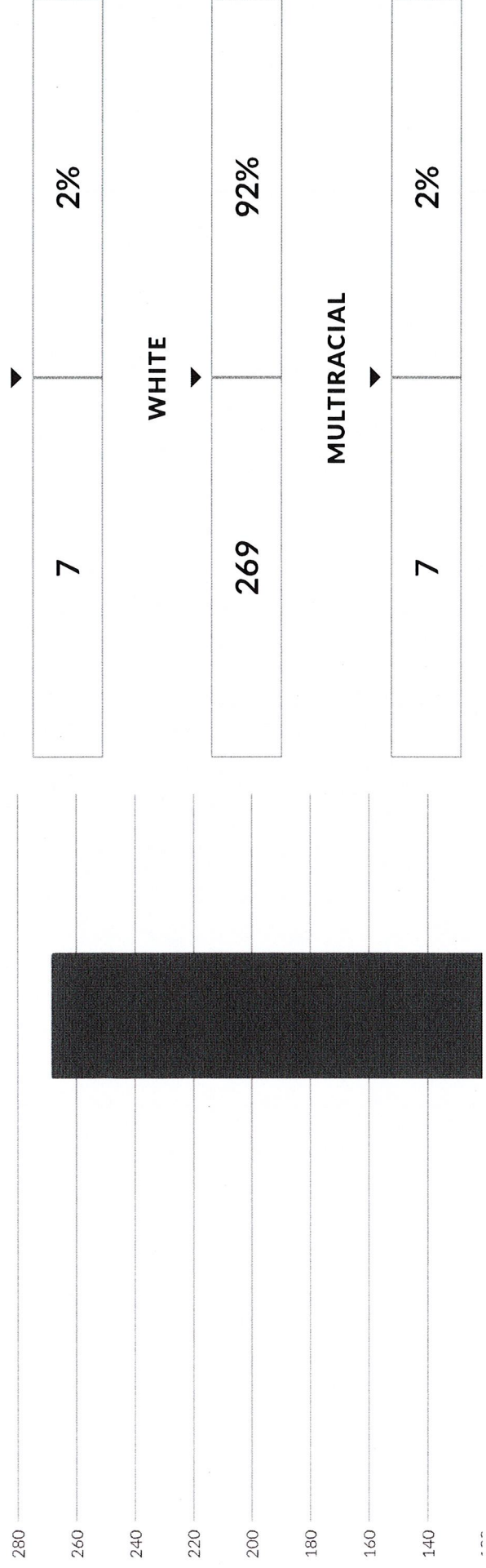
1	0%
---	----

**HISPANIC OR LATINO**

7	2%
---	----

**ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC ISLANDER**







**OTHER GROUPS**

**ENGLISH LANGUAGE LEARNERS**

—	—
---	---

**MIGRANT**

—	—
---	---

**HOMELESS**

—	—
---	---

**STUDENTS WITH DISABILITIES**

71	24%
----	-----

**FOSTER CARE**

—	—
---	---

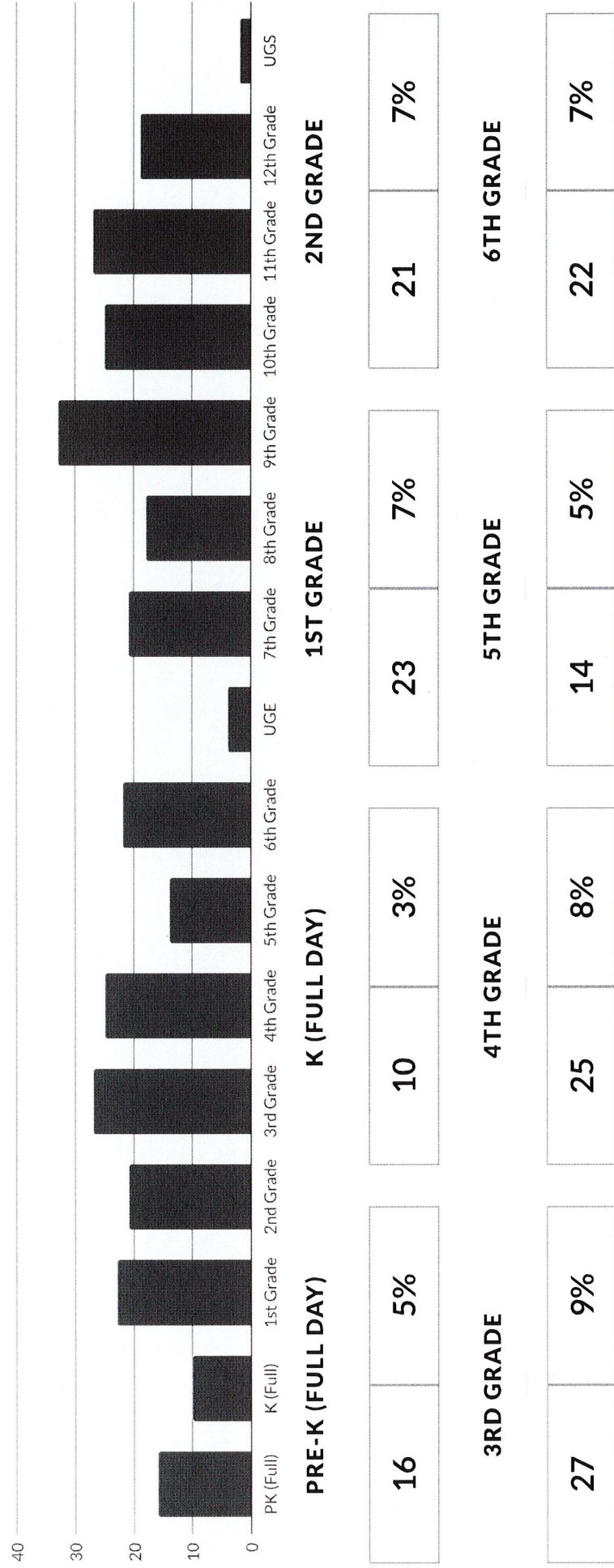
**ECONOMICALLY DISADVANTAGED**

149	51%
-----	-----

**PARENT IN ARMED FORCES**

—	—
---	---

**ENROLLMENT BY GRADE**





4	1%	21	7%	18	6%	33	11%
---	----	----	----	----	----	----	-----

**10TH GRADE**

**11TH GRADE**

**12TH GRADE**

**UNGRADED SECONDARY**

25	8%	27	9%	19	6%	2	1%
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## MORRIS CSD GRADES 3-8 ELA ASSESSMENT DATA

The grades 3-8 English Language Arts (ELA) and mathematics assessments measure the higher learning standards that were adopted by the State Board of Regents in 2010, which more accurately reflect students' progress toward college and career readiness. Data available on this site are based on those reported by schools and districts to the State as of August 13, 2021 via the Student Information Repository System (SIRS). The New York State School Report Card 3-8 English Language Arts (ELA) and mathematics assessment data will be based on those data reported as of the final school year reporting deadline.

Due to the extraordinary circumstances related to the pandemic, approximately 4 out of 10 enrolled students participated in state assessments in 2020-21. Because only 40% of students' results are available, state assessments **are not representative** of the state's student population and the results **should not be compared** statewide or by statewide subgroup, or with prior year's results and are not reflected below.

District and school level performance data, as well as the number and percentage of students who tested and did not test, are available for 2020-21. **However**, depending on the percentage of students that took the tests in a given school or district, the school and district's results **may not be representative** of that school or district's student population.

Assessment Data - Glossary of Terms | Assessment Data - Business Rules

### 2021 English Language Arts Grade 3 Participation Data

Subgroup	Subgroup Enrollment		Subgroup Tested		Subgroup Not Tested	
	Count	%	Count	%	Count	%
All Students	26	100%	24	92%	2	8%
Female	15	58%	13	87%	2	13%
Male	11	42%	11	100%	0	0%



Subgroup	Subgroup Enrollment		Subgroup Tested		Subgroup Not Tested	
	Count	%	Count	%	Count	%
General Education Students	18	69%	16	89%	2	11%
Students with Disabilities	8	31%	8	100%	0	0%
Asian or Native Hawaiian/Other Pacific Islander	1	4%	1	100%	0	0%
White	24	92%	22	92%	2	8%
Multiracial	1	4%	1	100%	0	0%
Economically Disadvantaged	16	62%	15	94%	1	6%
Not Economically Disadvantaged	10	38%	9	90%	1	10%
Non-English Language Learner	26	100%	24	92%	2	8%
Not in Foster Care	26	100%	24	92%	2	8%
Not Homeless	26	100%	24	92%	2	8%
Not Migrant	26	100%	24	92%	2	8%
Parent Not in Armed Forces	26	100%	24	92%	2	8%

## 2021 English Language Arts Grade 4 Participation Data

Subgroup	Subgroup Enrollment		Subgroup Tested		Subgroup Not Tested	
	Count	%	Count	%	Count	%
All Students	30	100%	25	83%	5	17%



Subgroup	Subgroup Enrollment		Subgroup Tested		Subgroup Not Tested	
	Count	%	Count	%	Count	%
Female	12	40%	10	83%	2	17%
Male	18	60%	15	83%	3	17%
General Education Students	21	70%	18	86%	3	14%
Students with Disabilities	9	30%	7	78%	2	22%
White	29	97%	25	86%	4	14%
Multiracial	1	3%	0	0%	1	100%
Economically Disadvantaged	18	60%	14	78%	4	22%
Not Economically Disadvantaged	12	40%	11	92%	1	8%
Non-English Language Learner	30	100%	25	83%	5	17%
Not in Foster Care	30	100%	25	83%	5	17%
Not Homeless	30	100%	25	83%	5	17%
Not Migrant	30	100%	25	83%	5	17%
Parent Not in Armed Forces	30	100%	25	83%	5	17%

## 2021 English Language Arts Grade 5 Participation Data

Subgroup	Subgroup Enrollment		Subgroup Tested		Subgroup Not Tested	
	Count	%	Count	%	Count	%



Subgroup	Subgroup Enrollment		Subgroup Tested		Subgroup Not Tested	
	Count	%	Count	%	Count	%
All Students	16	100%	11	69%	5	31%
Female	11	69%	7	64%	4	36%
Male	5	31%	4	80%	1	20%
General Education Students	14	88%	10	71%	4	29%
Students with Disabilities	2	13%	1	50%	1	50%
Hispanic or Latino	1	6%	1	100%	0	0%
White	14	88%	9	64%	5	36%
Multiracial	1	6%	1	100%	0	0%
Economically Disadvantaged	9	56%	4	44%	5	56%
Not Economically Disadvantaged	7	44%	7	100%	0	0%
Non-English Language Learner	16	100%	11	69%	5	31%
Not in Foster Care	16	100%	11	69%	5	31%
Not Homeless	16	100%	11	69%	5	31%
Not Migrant	16	100%	11	69%	5	31%
Parent Not in Armed Forces	16	100%	11	69%	5	31%

## 2021 English Language Arts Grade 6 Participation Data



Subgroup	Subgroup Enrollment		Subgroup Tested		Subgroup Not Tested	
	Count	%	Count	%	Count	%
All Students	23	100%	18	78%	5	22%
Female	6	26%	5	83%	1	17%
Male	17	74%	13	76%	4	24%
General Education Students	17	74%	12	71%	5	29%
Students with Disabilities	6	26%	6	100%	0	0%
Hispanic or Latino	1	4%	1	100%	0	0%
White	22	96%	17	77%	5	23%
Economically Disadvantaged	13	57%	10	77%	3	23%
Not Economically Disadvantaged	10	43%	8	80%	2	20%
Non-English Language Learner	23	100%	18	78%	5	22%
Not in Foster Care	23	100%	18	78%	5	22%
Not Homeless	23	100%	18	78%	5	22%
Not Migrant	23	100%	18	78%	5	22%
Parent Not in Armed Forces	23	100%	18	78%	5	22%

## 2021 English Language Arts Grade 7 Participation Data

Subgroup	Subgroup Enrollment	Subgroup Tested	Subgroup Not Tested
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Subgroup	Count Subgroup Enrollment		Count Subgroup Tested		Count Subgroup Nbt Tested	
	Count	%	Count	%	Count	%
All Students	24	100%	17	71%	7	29%
Female	9	38%	7	78%	2	22%
Male	15	63%	10	67%	5	33%
General Education Students	20	83%	14	70%	6	30%
Students with Disabilities	4	17%	3	75%	1	25%
Hispanic or Latino	1	4%	1	100%	0	0%
White	21	88%	15	71%	6	29%
Multiracial	2	8%	1	50%	1	50%
Economically Disadvantaged	14	58%	8	57%	6	43%
Not Economically Disadvantaged	10	42%	9	90%	1	10%
Non-English Language Learner	24	100%	17	71%	7	29%
Not in Foster Care	24	100%	17	71%	7	29%
Not Homeless	24	100%	17	71%	7	29%
Not Migrant	24	100%	17	71%	7	29%
Parent Not in Armed Forces	24	100%	17	71%	7	29%

## 2021 English Language Arts Grade 8 Participation Data







Subgroup	Total Tested	Count Level 1		Count Level 2		Count Level 3		Count Level 4		Count Level 4 Tested (Proficient)	
		Count	%	Count	%	Count	%	Count	%		
All Students	24	5	21%	10	42%	7	29%	2	8%	9	38%
Female	13	4	31%	5	38%	3	23%	1	8%	4	31%
Male	11	1	9%	5	45%	4	36%	1	9%	5	45%
General Education Students	16	3	19%	5	31%	6	38%	2	13%	8	50%
Students with Disabilities	8	2	25%	5	63%	1	13%	0	0%	1	13%
Asian or Native Hawaiian/Other Pacific Islander	1	-	-	-	-	-	-	-	-	-	-
White	22	-	-	-	-	-	-	-	-	-	-
Multiracial	1	-	-	-	-	-	-	-	-	-	-
Economically Disadvantaged	15	5	33%	6	40%	3	20%	1	7%	4	27%
Not Economically Disadvantaged	9	0	0%	4	44%	4	44%	1	11%	5	56%
Non-English Language Learner	24	5	21%	10	42%	7	29%	2	8%	9	38%
Not in Foster Care	24	5	21%	10	42%	7	29%	2	8%	9	38%
Not Homeless	24	5	21%	10	42%	7	29%	2	8%	9	38%
Not Migrant	24	5	21%	10	42%	7	29%	2	8%	9	38%
Parent Not in Armed Forces	24	5	21%	10	42%	7	29%	2	8%	9	38%



## 2021 English Language Arts Grade 4 Performance Data

Subgroup	Total Tested	Level 1 Tested		Level 2 Tested		Level 3 Tested		Level 4 Tested		L.3-4 Tested (Proficient)	
		Count	%	Count	%	Count	%	Count	%	Count	%
All Students	25	5	20%	5	20%	7	28%	8	32%	15	60%
Female	10	1	10%	3	30%	3	30%	3	30%	6	60%
Male	15	4	27%	2	13%	4	27%	5	33%	9	60%
General Education Students	18	0	0%	5	28%	6	33%	7	39%	13	72%
Students with Disabilities	7	5	71%	0	0%	1	14%	1	14%	2	29%
White	25	5	20%	5	20%	7	28%	8	32%	15	60%
Multiracial	0	0	0%	0	0%	0	0%	0	0%	0	0%
Economically Disadvantaged	14	4	29%	4	29%	3	21%	3	21%	6	43%
Not Economically Disadvantaged	11	1	9%	1	9%	4	36%	5	45%	9	82%
Non-English Language Learner	25	5	20%	5	20%	7	28%	8	32%	15	60%
Not in Foster Care	25	5	20%	5	20%	7	28%	8	32%	15	60%
Not Homeless	25	5	20%	5	20%	7	28%	8	32%	15	60%
Not Migrant	25	5	20%	5	20%	7	28%	8	32%	15	60%
Parent Not in Armed Forces	25	5	20%	5	20%	7	28%	8	32%	15	60%

## 2021 English Language Arts Grade 5 Performance Data



Subgroup	Total Tested	Level 1 Tested		Level 2 Tested		Level 3 Tested		Level 4 Tested		L.3-4 Tested (Proficient)	
		Count	%	Count	%	Count	%	Count	%	Count	%
All Students	11	2	18%	4	36%	3	27%	2	18%	5	45%
Female	7	—	—	—	—	—	—	—	—	—	—
Male	4	—	—	—	—	—	—	—	—	—	—
General Education Students	10	—	—	—	—	—	—	—	—	—	—
Students with Disabilities	1	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	1	—	—	—	—	—	—	—	—	—	—
White	9	—	—	—	—	—	—	—	—	—	—
Multiracial	1	—	—	—	—	—	—	—	—	—	—
Economically Disadvantaged	4	—	—	—	—	—	—	—	—	—	—
Not Economically Disadvantaged	7	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	11	2	18%	4	36%	3	27%	2	18%	5	45%
Not in Foster Care	11	2	18%	4	36%	3	27%	2	18%	5	45%
Not Homeless	11	2	18%	4	36%	3	27%	2	18%	5	45%
Not Migrant	11	2	18%	4	36%	3	27%	2	18%	5	45%
Parent Not in Armed Forces	11	2	18%	4	36%	3	27%	2	18%	5	45%

## 2021 English Language Arts Grade 6 Performance Data



Subgroup	Total Tested	Level 1 Tested		Level 2 Tested		Level 3 Tested		Level 4 Tested		L3-4 Tested (Proficient)	
		Count	%	Count	%	Count	%	Count	%	Count	%
All Students	18	2	11%	2	11%	6	33%	8	44%	14	78%
Female	5	0	0%	1	20%	1	20%	3	60%	4	80%
Male	13	2	15%	1	8%	5	38%	5	38%	10	77%
General Education Students	12	1	8%	0	0%	4	33%	7	58%	11	92%
Students with Disabilities	6	1	17%	2	33%	2	33%	1	17%	3	50%
Hispanic or Latino	1	—	—	—	—	—	—	—	—	—	—
White	17	—	—	—	—	—	—	—	—	—	—
Economically Disadvantaged	10	1	10%	2	20%	4	40%	3	30%	7	70%
Not Economically Disadvantaged	8	1	13%	0	0%	2	25%	5	63%	7	88%
Non-English Language Learner	18	2	11%	2	11%	6	33%	8	44%	14	78%
Not in Foster Care	18	2	11%	2	11%	6	33%	8	44%	14	78%
Not Homeless	18	2	11%	2	11%	6	33%	8	44%	14	78%
Not Migrant	18	2	11%	2	11%	6	33%	8	44%	14	78%
Parent Not in Armed Forces	18	2	11%	2	11%	6	33%	8	44%	14	78%

## 2021 English Language Arts Grade 7 Performance Data

Subgroup	Total Tested	Level 1 Tested		Level 2 Tested		Level 3 Tested		Level 4 Tested		L3-4 Tested (Proficient)	
		Count	%	Count	%	Count	%	Count	%	Count	%



Subgroup	Total Tested	Count 1 Tested		Count 2 Tested		Count 3 Tested		Count 4 Tested		L34 Tested (Proficient)	
		Count	%	Count	%	Count	%	Count	%		
All Students	17	3	18%	4	24%	8	47%	2	12%	10	59%
Female	7	1	14%	2	29%	3	43%	1	14%	4	57%
Male	10	2	20%	2	20%	5	50%	1	10%	6	60%
General Education Students	14	-	-	-	-	-	-	-	-	-	-
Students with Disabilities	3	-	-	-	-	-	-	-	-	-	-
Hispanic or Latino	1	-	-	-	-	-	-	-	-	-	-
White	15	-	-	-	-	-	-	-	-	-	-
Multiracial	1	-	-	-	-	-	-	-	-	-	-
Economically Disadvantaged	8	3	38%	2	25%	2	25%	1	13%	3	38%
Not Economically Disadvantaged	9	0	0%	2	22%	6	67%	1	11%	7	78%
Non-English Language Learner	17	3	18%	4	24%	8	47%	2	12%	10	59%
Not in Foster Care	17	3	18%	4	24%	8	47%	2	12%	10	59%
Not Homeless	17	3	18%	4	24%	8	47%	2	12%	10	59%
Not Migrant	17	3	18%	4	24%	8	47%	2	12%	10	59%
Parent Not in Armed Forces	17	3	18%	4	24%	8	47%	2	12%	10	59%

## 2021 English Language Arts Grade 8 Performance Data



Subgroup	Total Tested	Level 1 Tested		Level 2 Tested		Level 3 Tested		Level 4 Tested		L3-4 Tested (Proficient)	
		Count	%	Count	%	Count	%	Count	%	Count	%
All Students	17	2	12%	4	24%	5	29%	6	35%	11	65%
Female	11	0	0%	2	18%	3	27%	6	55%	9	82%
Male	6	2	33%	2	33%	2	33%	0	0%	2	33%
General Education Students	13	—	—	—	—	—	—	—	—	—	—
Students with Disabilities	4	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	2	—	—	—	—	—	—	—	—	—	—
White	15	—	—	—	—	—	—	—	—	—	—
Economically Disadvantaged	6	1	17%	4	67%	0	0%	1	17%	1	17%
Not Economically Disadvantaged	11	1	9%	0	0%	5	45%	5	45%	10	91%
Non-English Language Learner	17	2	12%	4	24%	5	29%	6	35%	11	65%
Not in Foster Care	17	2	12%	4	24%	5	29%	6	35%	11	65%
Not Homeless	17	2	12%	4	24%	5	29%	6	35%	11	65%
Not Migrant	17	2	12%	4	24%	5	29%	6	35%	11	65%
Parent Not in Armed Forces	17	2	12%	4	24%	5	29%	6	35%	11	65%



## MORRIS CSD GRADES 3-8 MATHEMATICS ASSESSMENT DATA

The grades 3-8 English Language Arts (ELA) and mathematics assessments measure the higher learning standards that were adopted by the State Board of Regents in 2010, which more accurately reflect students' progress toward college and career readiness. Data available on this site are based on those reported by schools and districts to the State as of August 13, 2021 via the Student Information Repository System (SIRS). The New York State School Report Card 3-8 English Language Arts (ELA) and mathematics assessment data will be based on those data reported as of the final school year reporting deadline.

Due to the extraordinary circumstances related to the pandemic, approximately 4 out of 10 enrolled students participated in state assessments in 2020-21. Because only 40% of students' results are available, state assessments are **not representative** of the state's student population and the results **should not be compared** statewide or by statewide subgroup, or with prior year's results and are not reflected below.

District and school level performance data, as well as the number and percentage of students who tested and did not test, are available for 2020-21. **However**, depending on the percentage of students that took the tests in a given school or district, the school and district's results **may not be representative** of that school or district's student population.

Assessment Data - Glossary of Terms | Assessment Data - Business Rules

### 2021 Mathematics Grade 3 Participation Data

Subgroup	Subgroup Enrollment		Subgroup Tested		Subgroup Not Tested	
	Count	%	Count	%	Count	%
All Students	26	100%	24	92%	2	8%
Female	15	58%	13	87%	2	13%
Male	11	42%	11	100%	0	0%



Subgroup	Subgroup Enrollment		Subgroup Tested		Subgroup Not Tested	
	Count	%	Count	%	Count	%
General Education Students	18	69%	16	89%	2	11%
Students with Disabilities	8	31%	8	100%	0	0%
Asian or Native Hawaiian/Other Pacific Islander	1	4%	1	100%	0	0%
White	24	92%	23	96%	1	4%
Multiracial	1	4%	0	0%	1	100%
Economically Disadvantaged	16	62%	14	88%	2	13%
Not Economically Disadvantaged	10	38%	10	100%	0	0%
Non-English Language Learner	26	100%	24	92%	2	8%
Not in Foster Care	26	100%	24	92%	2	8%
Not Homeless	26	100%	24	92%	2	8%
Not Migrant	26	100%	24	92%	2	8%
Parent Not in Armed Forces	26	100%	24	92%	2	8%

## 2021 Mathematics Grade 4 Participation Data

Subgroup	Subgroup Enrollment		Subgroup Tested		Subgroup Not Tested	
	Count	%	Count	%	Count	%
All Students	30	100%	26	87%	4	13%



Subgroup	Subgroup Enrollment		Subgroup Tested		Subgroup Not Tested	
	Count	%	Count	%	Count	%
Female	12	40%	11	92%	1	8%
Male	18	60%	15	83%	3	17%
General Education Students	21	70%	19	90%	2	10%
Students with Disabilities	9	30%	7	78%	2	22%
White	29	97%	26	90%	3	10%
Multiracial	1	3%	0	0%	1	100%
Economically Disadvantaged	18	60%	15	83%	3	17%
Not Economically Disadvantaged	12	40%	11	92%	1	8%
Non-English Language Learner	30	100%	26	87%	4	13%
Not in Foster Care	30	100%	26	87%	4	13%
Not Homeless	30	100%	26	87%	4	13%
Not Migrant	30	100%	26	87%	4	13%
Parent Not in Armed Forces	30	100%	26	87%	4	13%

## 2021 Mathematics Grade 5 Participation Data

Subgroup	Subgroup Enrollment		Subgroup Tested		Subgroup Not Tested	
	Count	%	Count	%	Count	%



Subgroup	Subgroup Enrollment		Subgroup Tested		Subgroup Not Tested	
	Count	%	Count	%	Count	%
All Students	16	100%	11	69%	5	31%
Female	11	69%	7	64%	4	36%
Male	5	31%	4	80%	1	20%
General Education Students	14	88%	10	71%	4	29%
Students with Disabilities	2	13%	1	50%	1	50%
Hispanic or Latino	1	6%	1	100%	0	0%
White	14	88%	9	64%	5	36%
Multiracial	1	6%	1	100%	0	0%
Economically Disadvantaged	9	56%	4	44%	5	56%
Not Economically Disadvantaged	7	44%	7	100%	0	0%
Non-English Language Learner	16	100%	11	69%	5	31%
Not in Foster Care	16	100%	11	69%	5	31%
Not Homeless	16	100%	11	69%	5	31%
Not Migrant	16	100%	11	69%	5	31%
Parent Not in Armed Forces	16	100%	11	69%	5	31%

## 2021 Mathematics Grade 6 Participation Data



Subgroup	Subgroup Enrollment		Subgroup Tested		Subgroup Not Tested	
	Count	%	Count	%	Count	%
All Students	23	100%	19	83%	4	17%
Female	6	26%	5	83%	1	17%
Male	17	74%	14	82%	3	18%
General Education Students	17	74%	13	76%	4	24%
Students with Disabilities	6	26%	6	100%	0	0%
Hispanic or Latino	1	4%	1	100%	0	0%
White	22	96%	18	82%	4	18%
Economically Disadvantaged	13	57%	11	85%	2	15%
Not Economically Disadvantaged	10	43%	8	80%	2	20%
Non-English Language Learner	23	100%	19	83%	4	17%
Not in Foster Care	23	100%	19	83%	4	17%
Not Homeless	23	100%	19	83%	4	17%
Not Migrant	23	100%	19	83%	4	17%
Parent Not in Armed Forces	23	100%	19	83%	4	17%

## 2021 Mathematics Grade 7 Participation Data

Subgroup	Subgroup Enrollment	Subgroup Tested	Subgroup Not Tested



Subgroup	CountSubgroup Enrollment		CountSubgroup Teste		CountSubgroup Npt Teste	
	Count	%	Count	%	Count	%
All Students	24	100%	17	71%	7	29%
Female	9	38%	7	78%	2	22%
Male	15	63%	10	67%	5	33%
General Education Students	20	83%	14	70%	6	30%
Students with Disabilities	4	17%	3	75%	1	25%
Hispanic or Latino	1	4%	1	100%	0	0%
White	21	88%	15	71%	6	29%
Multiracial	2	8%	1	50%	1	50%
Economically Disadvantaged	14	58%	9	64%	5	36%
Not Economically Disadvantaged	10	42%	8	80%	2	20%
Non-English Language Learner	24	100%	17	71%	7	29%
Not in Foster Care	24	100%	17	71%	7	29%
Not Homeless	24	100%	17	71%	7	29%
Not Migrant	24	100%	17	71%	7	29%
Parent Not in Armed Forces	24	100%	17	71%	7	29%

## 2021 Mathematics Grade 8 Participation Data



Subgroup	Subgroup Enrollment		Subgroup Tested		Subgroup Not Tested	
	Count	%	Count	%	Count	%
All Students	22	100%	16	73%	6	27%
Female	11	50%	11	100%	0	0%
Male	11	50%	5	45%	6	55%
General Education Students	15	68%	13	87%	2	13%
Students with Disabilities	7	32%	3	43%	4	57%
Asian or Native Hawaiian/Other Pacific Islander	2	9%	2	100%	0	0%
White	20	91%	14	70%	6	30%
Economically Disadvantaged	10	45%	6	60%	4	40%
Not Economically Disadvantaged	12	55%	10	83%	2	17%
Non-English Language Learner	22	100%	16	73%	6	27%
Not in Foster Care	22	100%	16	73%	6	27%
Not Homeless	22	100%	16	73%	6	27%
Not Migrant	22	100%	16	73%	6	27%
Parent Not in Armed Forces	22	100%	16	73%	6	27%

## 2021 Mathematics Grade 3 Performance Data

Subgroup	Total Tested	Level 1 Tested	Level 2 Tested	Level 3 Tested	Level 4 Tested	L3-4 Tested (Proficient)



Subgroup	Total Tested	Count Level 1		Count Level 2		Count Level 3		Count Level 4 % Tested		Count Level 4 Tested % (Proficient)	
		Count	%	Count	%	Count	%	Count	%		
		Count	%	Count	%	Count	%	Count	%		
All Students	24	17	71%	5	21%	2	8%	0	0%	2	8%
Female	13	9	69%	2	15%	2	15%	0	0%	2	15%
Male	11	8	73%	3	27%	0	0%	0	0%	0	0%
General Education Students	16	10	63%	4	25%	2	13%	0	0%	2	13%
Students with Disabilities	8	7	88%	1	13%	0	0%	0	0%	0	0%
Asian or Native Hawaiian/Other Pacific Islander	1	-	-	-	-	-	-	-	-	-	-
White	23	-	-	-	-	-	-	-	-	-	-
Multiracial	0	0	0%	0	0%	0	0%	0	0%	0	0%
Economically Disadvantaged	14	11	79%	3	21%	0	0%	0	0%	0	0%
Not Economically Disadvantaged	10	6	60%	2	20%	2	20%	0	0%	2	20%
Non-English Language Learner	24	17	71%	5	21%	2	8%	0	0%	2	8%
Not in Foster Care	24	17	71%	5	21%	2	8%	0	0%	2	8%
Not Homeless	24	17	71%	5	21%	2	8%	0	0%	2	8%
Not Migrant	24	17	71%	5	21%	2	8%	0	0%	2	8%
Parent Not in Armed Forces	24	17	71%	5	21%	2	8%	0	0%	2	8%



## 2021 Mathematics Grade 4 Performance Data

Subgroup	Total Tested	Level 1 Tested		Level 2 Tested		Level 3 Tested		Level 4 Tested		L3-4 Tested (Proficient)	
		Count	%	Count	%	Count	%	Count	%	Count	%
All Students	26	11	42%	6	23%	6	23%	3	12%	9	35%
Female	11	5	45%	2	18%	3	27%	1	9%	4	36%
Male	15	6	40%	4	27%	3	20%	2	13%	5	33%
General Education Students	19	5	26%	5	26%	6	32%	3	16%	9	47%
Students with Disabilities	7	6	86%	1	14%	0	0%	0	0%	0	0%
White	26	11	42%	6	23%	6	23%	3	12%	9	35%
Multiracial	0	0	0%	0	0%	0	0%	0	0%	0	0%
Economically Disadvantaged	15	10	67%	3	20%	0	0%	2	13%	2	13%
Not Economically Disadvantaged	11	1	9%	3	27%	6	55%	1	9%	7	64%
Non-English Language Learner	26	11	42%	6	23%	6	23%	3	12%	9	35%
Not in Foster Care	26	11	42%	6	23%	6	23%	3	12%	9	35%
Not Homeless	26	11	42%	6	23%	6	23%	3	12%	9	35%
Not Migrant	26	11	42%	6	23%	6	23%	3	12%	9	35%
Parent Not in Armed Forces	26	11	42%	6	23%	6	23%	3	12%	9	35%

## 2021 Mathematics Grade 5 Performance Data



Subgroup	Total Tested	Level 1 Tested		Level 2 Tested		Level 3 Tested		Level 4 Tested		L3-4 Tested (Proficient)	
		Count	%	Count	%	Count	%	Count	%	Count	%
All Students	11	3	27%	3	27%	5	45%	0	0%	5	45%
Female	7	—	—	—	—	—	—	—	—	—	—
Male	4	—	—	—	—	—	—	—	—	—	—
General Education Students	10	—	—	—	—	—	—	—	—	—	—
Students with Disabilities	1	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	1	—	—	—	—	—	—	—	—	—	—
White	9	—	—	—	—	—	—	—	—	—	—
Multiracial	1	—	—	—	—	—	—	—	—	—	—
Economically Disadvantaged	4	—	—	—	—	—	—	—	—	—	—
Not Economically Disadvantaged	7	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	11	3	27%	3	27%	5	45%	0	0%	5	45%
Not in Foster Care	11	3	27%	3	27%	5	45%	0	0%	5	45%
Not Homeless	11	3	27%	3	27%	5	45%	0	0%	5	45%
Not Migrant	11	3	27%	3	27%	5	45%	0	0%	5	45%
Parent Not in Armed Forces	11	3	27%	3	27%	5	45%	0	0%	5	45%

## 2021 Mathematics Grade 6 Performance Data



Subgroup	Total Tested	Level 1 Tested		Level 2 Tested		Level 3 Tested		Level 4 Tested		L3-4 Tested (Proficient)	
		Count	%	Count	%	Count	%	Count	%	Count	%
All Students	19	3	16%	2	11%	7	37%	7	37%	14	74%
Female	5	0	0%	0	0%	3	60%	2	40%	5	100%
Male	14	3	21%	2	14%	4	29%	5	36%	9	64%
General Education Students	13	1	8%	0	0%	5	38%	7	54%	12	92%
Students with Disabilities	6	2	33%	2	33%	2	33%	0	0%	2	33%
Hispanic or Latino	1	—	—	—	—	—	—	—	—	—	—
White	18	—	—	—	—	—	—	—	—	—	—
Economically Disadvantaged	11	3	27%	2	18%	3	27%	3	27%	6	55%
Not Economically Disadvantaged	8	0	0%	0	0%	4	50%	4	50%	8	100%
Non-English Language Learner	19	3	16%	2	11%	7	37%	7	37%	14	74%
Not in Foster Care	19	3	16%	2	11%	7	37%	7	37%	14	74%
Not Homeless	19	3	16%	2	11%	7	37%	7	37%	14	74%
Not Migrant	19	3	16%	2	11%	7	37%	7	37%	14	74%
Parent Not in Armed Forces	19	3	16%	2	11%	7	37%	7	37%	14	74%

## 2021 Mathematics Grade 7 Performance Data

Subgroup	Total Tested	Level 1 Tested		Level 2 Tested		Level 3 Tested		Level 4 Tested		L3-4 Tested (Proficient)	
		Count	%	Count	%	Count	%	Count	%	Count	%



Subgroup	Total Tested	Level 1 Tested		Level 2 Tested		Level 3 Tested		Level 4 Tested		L3&4 Tested	Proficient
		Count	%	Count	%	Count	%	Count	%		
All Students	17	3	18%	6	35%	6	35%	2	12%	8	47%
Female	7	0	0%	4	57%	3	43%	0	0%	3	43%
Male	10	3	30%	2	20%	3	30%	2	20%	5	50%
General Education Students	14	-	-	-	-	-	-	-	-	-	-
Students with Disabilities	3	-	-	-	-	-	-	-	-	-	-
Hispanic or Latino	1	-	-	-	-	-	-	-	-	-	-
White	15	-	-	-	-	-	-	-	-	-	-
Multiracial	1	-	-	-	-	-	-	-	-	-	-
Economically Disadvantaged	9	3	33%	4	44%	1	11%	1	11%	2	22%
Not Economically Disadvantaged	8	0	0%	2	25%	5	63%	1	13%	6	75%
Non-English Language Learner	17	3	18%	6	35%	6	35%	2	12%	8	47%
Not in Foster Care	17	3	18%	6	35%	6	35%	2	12%	8	47%
Not Homeless	17	3	18%	6	35%	6	35%	2	12%	8	47%
Not Migrant	17	3	18%	6	35%	6	35%	2	12%	8	47%
Parent Not in Armed Forces	17	3	18%	6	35%	6	35%	2	12%	8	47%

## 2021 Mathematics Grade 8 Performance Data



Subgroup	Total Tested	Level 1 Tested		Level 2 Tested		Level 3 Tested		Level 4 Tested		L3-4 Tested (Proficient)	
		Count	%	Count	%	Count	%	Count	%	Count	%
All Students	16	5	31%	7	44%	3	19%	1	6%	4	25%
Female	11	3	27%	4	36%	3	27%	1	9%	4	36%
Male	5	2	40%	3	60%	0	0%	0	0%	0	0%
General Education Students	13	-	-	-	-	-	-	-	-	-	-
Students with Disabilities	3	-	-	-	-	-	-	-	-	-	-
Asian or Native Hawaiian/Other Pacific Islander	2	-	-	-	-	-	-	-	-	-	-
White	14	-	-	-	-	-	-	-	-	-	-
Economically Disadvantaged	6	3	50%	3	50%	0	0%	0	0%	0	0%
Not Economically Disadvantaged	10	2	20%	4	40%	3	30%	1	10%	4	40%
Non-English Language Learner	16	5	31%	7	44%	3	19%	1	6%	4	25%
Not in Foster Care	16	5	31%	7	44%	3	19%	1	6%	4	25%
Not Homeless	16	5	31%	7	44%	3	19%	1	6%	4	25%
Not Migrant	16	5	31%	7	44%	3	19%	1	6%	4	25%
Parent Not in Armed Forces	16	5	31%	7	44%	3	19%	1	6%	4	25%



# MORRIS CSD

## 2020-21 School Year Financial Transparency Report

The tables below display per pupil expenditures for charter schools, traditional public schools, as well as district averages that may be higher or lower than an individual school.

All amounts shown on this report (except exclusions) are per pupil of the entire school or district, unless otherwise noted.

| Business Rules

# Economic and Student Characteristics

**P-12 ENROLLMENT** ▼

307

**NEEDS RESOURCE CATEGORY** ▼

High Need Rural

**DISTRICT ABILITY TO RAISE LOCAL FUNDS IS** ▼

significantly less than the average district in the state

**STUDENT NEEDS ARE** ▼

slightly more than the state average

# Student Demographics

	MORRIS CSD
Enrollment	MORRIS CSD
All Students	307
Economically Disadvantaged	50%



Enrollment		MORRIS CSD
Students with Disabilities		24%
English Language Learners		—
» Race/Ethnicity		

Staffing Profile		MORRIS CSD
Student-to-Teacher Ratio		8
Teachers with Fewer than 4 years of Experience %		18%
Teachers with 4-20 Years of Experience %		53%
Teachers with 21+ Years of Experience %		30%

## Comparison: How do per pupil expenditures compare?

THIS SCHOOL	DISTRICT OR DISTRICT OF LOCATION	COUNTY AVERAGE	STATEWIDE AVERAGE
N/A		\$22,264.13	\$23,470.91

### Report View One: How Much is Being Spent on Instruction and Administration?



For traditional school districts, school level data (entries A through D) represent the average per pupil school level expenditures for all schools in the district. For charter schools, these entries reflect school level expenditures for the particular charter school only. Entries E through H reflect central expenditures.

Total spending (entry I) represents all non-excluded per pupil expenditures. For traditional school districts, this represents the average per pupil expenditures of all schools in the district. For charter schools, this represents per pupil school level expenditures.

Report View One Per Pupil Expenditure Categories	MORRIS CSD
» A. Instruction (A1 + A2 + A3 + A4)	\$13,258.03
» B. Administration (B1 + B2 + B3)	\$662.32
» C. All Other Spending (C1 + C2 + C3)	\$5,097.27
D. Total School Level (A + B + C)	\$19,017.62
» E. Central Instruction (E1 + E2 + E3 + E4)	\$0.00
» F. Central Administration (F1 + F2 + F3)	\$1,914.86
» G. All Other Central Spending (G1 + G2 + G3)	\$4,524.89
H. Total Central Costs	\$6,439.74
I. Total Spending (D + H)	\$25,457.36

## Report View Two: How are the Local/State and Federal Funds Spent?

Report View Two presents the same expenditures reported in View One, but disaggregates that spending by local/state/federal/other revenue source.



For traditional school districts, school level data (entries J and K) represent the average per pupil school level expenditures for all schools in the district. For charter schools, these entries reflect school level expenditures for the charter school. Entries L and M reflect central expenditures.

Total spending (entry N) represents all non-excluded per pupil expenditures. For traditional school districts, this represents the average per pupil expenditures of all schools in the district. For charter schools, this represents per pupil school level expenditures.

Report View Two Per Pupil Expenditure Categories	MORRIS CSD
J. Total School Level Local/State Spending	\$16,612.90
» K. Total School Level Federal Spending	\$2,404.72
L. Total Central Level Local/State Spending	\$6,439.74
M. Total Central Level Federal Spending	\$0.00
N. Total Spending (J + K + L + M)	\$25,457.36

## Detailed Spending: How Much is Spent Per Pupil in Selected Program Areas?

Program Area Details in entries O through Z represent subsets of spending in Report View One and Report View Two. Five program areas are broken out. To calculate per pupil expenditures P-12 enrollment is used for pupil services, community schools programs, and BOCES services. Enrollments for the program areas are used for special education, ELL services, and prekindergarten.

Entries O through T represent school level expenditures. For charter schools, data represents per pupil expenditures in each of category in the selected school. For traditional school districts, data under the district column represent the district average of all schools in each of these categories.

Entries U through Z represent central expenditures.



»	Program Detail Areas
Program areas are included within the above School Level Expenditures (Row D) and Central Costs (Row H)	

## Exclusions: What Other Spending is not Included in the Per Pupil Amounts Shown Above?

The final section represents total expenditures, with the following exclusions that were not included in the per pupil expenditure calculations above: transportation, tuition, debt service, and other.

“Other Exclusions” include expenditures such as tuition for students attending BOCES full-time, services provided to nonpublic or charter schools, prekindergarten payments to community-based organizations, and community services.

Excluded Expenditures	MORRIS CSD
1. Transportation	\$639,109.00
2. Charter School Tuition	\$0.00
3. Other Tuition	\$262,401.00
4. Debt Service	\$742,828.00
5. Other	\$488,319.00
Percent Excluded from Total	21%
<b>Total Expenditures</b>	<b>\$9,948,067.00</b>



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<https://data.nysed.gov/expenditures.nhn?year=2021&instid=8000000039842>