

New York State District Report Card Comprehensive Information Report

BEDS Code: 58-02-33-02-0000
 Name: Center Moriches Union Free School District
 Superintendent: Donald A. James

Fall Enrollment

Grade	2001-02	2002-03	2003-04
Pre-K	0	0	0
Kindergarten	119	106	108
First	105	113	114
Second	108	101	110
Third	109	101	98
Fourth	93	107	106
Fifth	81	92	101
Sixth	87	81	95
Ungraded Elementary	0	22	22
Seventh	112	89	78
Eighth	90	110	91
Ninth	112	107	138
Tenth	98	139	113
Eleventh	131	99	131
Twelfth	130	123	90
Ungraded Secondary	0	0	0
Total K-12 Enrollment	1375	1390	1395

Student Racial/Ethnic Origin

Race/Ethnicity	2001-02		2002-03		2003-04	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
American Indian, Alaskan, Asian, or Pacific Islander	93	6.8%	92	6.6%	84	6.0%
Black (Not Hispanic)	76	5.5%	95	6.8%	85	6.1%
Hispanic	69	5.0%	76	5.5%	86	6.2%
White (Not Hispanic)	1137	82.7%	1127	81.1%	1140	81.7%

Average Class Size

Grade Level	2001-02	2002-03	2003-04
Kindergarten	24	22	22
Common Branch	23	21	22
English Grade 8	0	21	21
Mathematics Grade 8	16	21	22
Science Grade 8	24	19	22
Social Studies Grade 8	23	17	22
English Grade 10	16	22	24
Mathematics Grade 10	0	16	19
Science Grade 10	19	22	25
Social Studies Grade 10	0	20	19

(Form - A)

District Need to Resource Capacity Category

N/RC Category	Description
5	This is a school district with average student needs in relation to district resource capacity.

Similar School Group and Description

Similar School Group	Description
NA	NA

All schools within the same N/RC category are divided into three similar school groups defined by the percentage of students in the school who are eligible for the free-lunch program and/or who are limited English proficient (also known as English language learners).

Student Demographics Used To Determine Similar Schools Group

	2001-02		2002-03		2003-04	
	Count	Percent	Count	Percent	Count	Percent
Limited English Proficient	19	1.4%	22	1.6%	36	2.6%
Eligible for Free Lunch	155	11.3%	122	8.8%	153	11.0%

Attendance and Suspension

	2000-01		2001-02		2002-03	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
Annual Attendance Rate		92.5%		91.2%		90.3%
Student Suspensions	103	7.9%	105	7.6%	133	9.6%

Student Socioeconomic and Stability Indicators (Percent of Enrollment)

	2001-02	2002-03	2003-04
Reduced Lunch	2.6%	2.4%	1.6%
Public Assistance	NA	NA	NA
Student Stability	NA	NA	NA

Staff Counts

Staff	2003-04
Total Teachers	124
Total Other Professional Staff	22
Total Paraprofessionals	27
Teaching Out of Certification*	2

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

(Form – B)

High School Graduates and Noncompleters

High School Graduates Earning Regents Diplomas*

	2001-02			2002-03			2003-04		
	Total Grads	Regents Diplomas	% Regents Diplomas	Total Grads	Regents Diplomas	% Regents Diplomas	Total Grads	Regents Diplomas	% Regents Diplomas
General Education	114	72	63%	96	62	65%	83	65	78%
Students with Disabilities	15	1	7%	16	2	12%	5	0	0%
All Students	129	73	57%	112	64	57%	88	65	74%

*Only students awarded local diplomas (including local diplomas with Regents endorsements) are counted as high school graduates. Because of a change in data collection procedures for the 2001-02 school year, diploma counts for that year do not include counts from August 2001. Data for the 2002-03 school year include August 2002 and January and June 2003 graduates; data for the 2003-04 school year include August 2003 and January and June 2004 graduates.

Distribution of 2003-04 Graduates (All Students)

	To 4-year College	To 2-year College	To Other Post-Secondary	To the Military	To Employment	Other
Number	51	32	0	2	3	0
Percent	58%	36%	0%	2%	3%	0%

Number of High School Completers with Disabilities in 2003-04

Graduates* (a)	Regents Diplomas (b)	IEP Diplomas or Certificates (c)	All 2003-04 Completers (a+c)
5	0	1	6

*Local Diplomas (including local diplomas with Regents endorsements)

High School Noncompletion Rates

		2001-02		2002-03		2003-04	
		No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
General-Education Students	Dropped Out	0		3		1	0.2%
	Entered GED Program*	6		8		10	2.4%
	Total Noncompleters	6		11		11	2.6%
Students with Disabilities	Dropped Out	0		0		1	1.3%
	Entered GED Program*	0		2		1	1.3%
	Total Noncompleters	0		2		2	2.6%
All Students	Dropped Out	0	0.0%	3	0.6%	2	0.4%
	Entered GED Program*	6	1.3%	10	2.1%	11	2.2%
	Total Noncompleters	6	1.3%	13	2.8%	13	2.6%

*The number and percentage of students who left a program leading to a high school diploma and entered a program leading to a high school equivalency diploma.

(Form - C)

Career Development and Occupational Studies (CDOS)

Percentage of Students Documenting Self- and Career-Awareness Information and Career Exploration Activities, K-3

Grades	2001-02	2002-03	2003-04
K-1	0%	0%	0%
2-3	0%	0%	0%

Students Developing a Career Plan, 4-12

Grades		2001-02	2002-03	2003-04
4-5	Number of General-Education Students	0	0	0
	Number of Students with Disabilities	0	0	0
	Number of All Students	0	0	0
	Percent of Enrollment	0%	0%	0%
6-8	Number of General-Education Students	202	166	0
	Number of Students with Disabilities	0	33	0
	Number of All Students	202	199	0
	Percent of Enrollment	70%	70%	0%
9-12	Number of General-Education Students	422	402	0
	Number of Students with Disabilities	20	66	0
	Number of All Students	442	468	0
	Percent of Enrollment	94%	100%	0%

Career and Technical Education (CTE) Programs

CTE Program	This District		Statewide Average
	Count	Percentage	
All CTE Programs			
Completed the CTE Program			
Completed and Passed Regents Exams			
Completed and had Course Average of 75% or More			
Completed and Attained a HS Diploma or Equivalent			
Completed and Whose Status is Known			
Completed and Were Successfully Placed			
Nontraditional Programs			
Underrepresented Gender Members Enrolled			
Underrepresented Gender Members Who Completed			

Enrollment data are for the 2003-2004 school year; completion data are as of June 2003.

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

This data is reported only at the district level.

(Form - D)

Second Language Proficiency Examinations

General-Education Students

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	0	0%	0	0%	0	0%
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	0	0%	1	#	0	0%

Students with Disabilities

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	0	0%	0	0%	0	0%
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	0	0%	0	0%	0	0%

Regents Competency Tests

General-Education Students

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

Students with Disabilities

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	5	100%	17	88%	12	83%
Science	1	#	4	#	13	62%
Reading	8	63%	18	89%	6	67%
Writing	10	80%	17	88%	7	100%
Global Studies	2	#	12	58%	8	38%
U.S. Hist & Gov't	8	88%	9	56%	6	50%

(Form – E)

Regents Examinations

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
Comprehensive English						
Number Tested	138	101	117	17	15	16
Number Scoring 55-100	116	90	111	5	8	12
Number Scoring 65-100	97	87	108	1	7	10
Number Scoring 85-100	41	55	70	1	0	1
Percentage of Tested Scoring 55-100	84%	89%	95%	29%	53%	75%
Percentage of Tested Scoring 65-100	70%	86%	92%	6%	47%	62%
Percentage of Tested Scoring 85-100	30%	54%	60%	6%	0%	6%
Mathematics A						
Number Tested	55	144	111	5	16	17
Number Scoring 55-100	19	121	105	2	8	14
Number Scoring 65-100	9	97	96	1	4	11
Number Scoring 85-100	1	15	26	0	1	0
Percentage of Tested Scoring 55-100	35%	84%	95%	40%	50%	82%
Percentage of Tested Scoring 65-100	16%	67%	86%	20%	25%	65%
Percentage of Tested Scoring 85-100	2%	10%	23%	0%	6%	0%
Mathematics B						
Number Tested	19	13	54	0	0	2
Number Scoring 55-100	19	12	46	0	0	#
Number Scoring 65-100	19	12	41	0	0	#
Number Scoring 85-100	10	5	14	0	0	#
Percentage of Tested Scoring 55-100	100%	92%	85%	0%	0%	#
Percentage of Tested Scoring 65-100	100%	92%	76%	0%	0%	#
Percentage of Tested Scoring 85-100	53%	38%	26%	0%	0%	#
Global History and Geography						
Number Tested	97	126	118	1	18	17
Number Scoring 55-100	93	106	106	#	9	12
Number Scoring 65-100	87	99	94	#	8	8
Number Scoring 85-100	33	38	42	#	1	1
Percentage of Tested Scoring 55-100	96%	84%	90%	#	50%	71%
Percentage of Tested Scoring 65-100	90%	79%	80%	#	44%	47%
Percentage of Tested Scoring 85-100	34%	30%	36%	#	6%	6%
U.S. History and Government						
Number Tested	134	100	121	16	15	18
Number Scoring 55-100	122	93	111	12	10	10
Number Scoring 65-100	98	91	97	4	9	7
Number Scoring 85-100	35	53	61	0	1	0
Percentage of Tested Scoring 55-100	91%	93%	92%	75%	67%	56%
Percentage of Tested Scoring 65-100	73%	91%	80%	25%	60%	39%
Percentage of Tested Scoring 85-100	26%	53%	50%	0%	7%	0%

(Form – F)

Regents Examinations

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
Living Environment						
Number Tested	118	118	113	3	13	20
Number Scoring 55-100	117	114	103	#	10	15
Number Scoring 65-100	112	105	90	#	9	7
Number Scoring 85-100	36	27	30	#	1	0
Percentage of Tested Scoring 55-100	99%	97%	91%	#	77%	75%
Percentage of Tested Scoring 65-100	95%	89%	80%	#	69%	35%
Percentage of Tested Scoring 85-100	31%	23%	27%	#	8%	0%
Physical Setting/Earth Science						
Number Tested	99	114	146	0	17	28
Number Scoring 55-100	86	97	123	0	11	17
Number Scoring 65-100	70	83	99	0	7	10
Number Scoring 85-100	18	20	16	0	0	0
Percentage of Tested Scoring 55-100	87%	85%	84%	0%	65%	61%
Percentage of Tested Scoring 65-100	71%	73%	68%	0%	41%	36%
Percentage of Tested Scoring 85-100	18%	18%	11%	0%	0%	0%
Physical Setting/Chemistry						
Number Tested	76	77	68	1	1	3
Number Scoring 55-100	72	72	64	#	#	#
Number Scoring 65-100	58	51	60	#	#	#
Number Scoring 85-100	8	5	9	#	#	#
Percentage of Tested Scoring 55-100	95%	94%	94%	#	#	#
Percentage of Tested Scoring 65-100	76%	66%	88%	#	#	#
Percentage of Tested Scoring 85-100	11%	6%	13%	#	#	#
Physical Setting/Physics						
Number Tested			23			0
Number Scoring 55-100			23			0
Number Scoring 65-100			19			0
Number Scoring 85-100			4			0
Percentage of Tested Scoring 55-100			100%			0%
Percentage of Tested Scoring 65-100			83%			0%
Percentage of Tested Scoring 85-100			17%			0%

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

(Form – G)

Regents Examinations

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
Comprehensive French						
Number Tested	17	13	23	0	0	1
Number Scoring 55-100	17	13	23	0	0	#
Number Scoring 65-100	17	13	23	0	0	#
Number Scoring 85-100	7	3	9	0	0	#
Percentage of Tested Scoring 55-100	100%	100%	100%	0%	0%	#
Percentage of Tested Scoring 65-100	100%	100%	100%	0%	0%	#
Percentage of Tested Scoring 85-100	41%	23%	39%	0%	0%	#
Comprehensive Italian						
Number Tested	0	0	0	0	0	0
Number Scoring 55-100	0	0	0	0	0	0
Number Scoring 65-100	0	0	0	0	0	0
Number Scoring 85-100	0	0	0	0	0	0
Percentage of Tested Scoring 55-100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 65-100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 85-100	0%	0%	0%	0%	0%	0%
Comprehensive German						
Number Tested	0	0	0	0	0	0
Number Scoring 55-100	0	0	0	0	0	0
Number Scoring 65-100	0	0	0	0	0	0
Number Scoring 85-100	0	0	0	0	0	0
Percentage of Tested Scoring 55-100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 65-100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 85-100	0%	0%	0%	0%	0%	0%
Comprehensive Hebrew						
Number Tested	0	0	0	0	0	0
Number Scoring 55-100	0	0	0	0	0	0
Number Scoring 65-100	0	0	0	0	0	0
Number Scoring 85-100	0	0	0	0	0	0
Percentage of Tested Scoring 55-100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 65-100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 85-100	0%	0%	0%	0%	0%	0%
Comprehensive Spanish						
Number Tested	47	60	57	1	0	1
Number Scoring 55-100	47	60	56	#	0	#
Number Scoring 65-100	44	60	55	#	0	#
Number Scoring 85-100	15	19	25	#	0	#
Percentage of Tested Scoring 55-100	100%	100%	98%	#	0%	#
Percentage of Tested Scoring 65-100	94%	100%	96%	#	0%	#
Percentage of Tested Scoring 85-100	32%	32%	44%	#	0%	#
Comprehensive Latin						
Number Tested	0	0	0	0	0	0
Number Scoring 55-100	0	0	0	0	0	0
Number Scoring 65-100	0	0	0	0	0	0
Number Scoring 85-100	0	0	0	0	0	0
Percentage of Tested Scoring 55-100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 65-100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 85-100	0%	0%	0%	0%	0%	0%

(Form - H)

Regents Examinations

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
Sequential Mathematics, Course III (last administered January 2004)						
Number Tested	51	41	6	0	0	0
Number Scoring 55-100	49	39	5	0	0	0
Number Scoring 65-100	48	34	4	0	0	0
Number Scoring 85-100	20	6	0	0	0	0
Percentage of Tested Scoring 55-100	96%	95%	83%	0%	0%	0%
Percentage of Tested Scoring 65-100	94%	83%	67%	0%	0%	0%
Percentage of Tested Scoring 85-100	39%	15%	0%	0%	0%	0%

Introduction to Occupations Examination

	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
General-Education Students	39	41%	33	94%	52	92%
Students with Disabilities	6	100%	6	100%	13	62%

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

Elementary-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
Nov 2003	General-Education Students	89	3%	3%	60%	34%
	Students with Disabilities	17	24%	41%	35%	0%
	All Students	106	7%	9%	56%	28%

Middle-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
June 2004	General-Education Students	74	0%	43%	46%	11%
	Students with Disabilities	12	17%	58%	25%	0%
	All Students	86	2%	45%	43%	9%

(Form - I)

New York State Alternate Assessments (NYSAA) 2003–04

Test	Count of Students					
	Tested	Not Tested	Level 1	Level 2	Level 3	Level 4
Elementary Level						
Social Studies	0	0	0	0	0	0
Middle Level						
Social Studies	0	0	0	0	0	0
Secondary Level						
English Language Arts	0	0	0	0	0	0
Social Studies	0	0	0	0	0	0
Mathematics	0	0	0	0	0	0
Science	0	0	0	0	0	0

2000 Cohort Performance on Regents Examinations after Four Years

	General-Education Students			Students with Disabilities			All Students		
	Global History & Geo.	U.S. History & Gov't	Science	Global History & Geo.	U.S. History & Gov't	Science	Global History & Geo.	U.S. History & Gov't	Science
Cohort Enrollment	81	81	81	8	8	8	89	89	89
Number Scoring 55–64	1	3	0	1	2	0	2	5	0
Number Scoring 65–84	44	23	33	5	3	6	49	26	39
Number Scoring 85–100	32	48	44	0	0	1	32	48	45
Approved Alternatives	0	0	0	0	0	0	0	0	0

(Form – J)

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

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
Listening and Speaking (Grade K-1)						
Number Tested			8			0
Beginning (0-18)			0			0
Intermediate (19-31)			2			0
Advanced (32-36)			4			0
Proficient (37-39)			2			0
Reading and Writing (Grade K-1)						
Number Tested			8			0
Beginning (0-14)			2			0
Intermediate (15-24)			3			0
Advanced (25-32)			3			0
Proficient (33-35)			0			0
Listening and Speaking (Grade 2-4)						
Number Tested			10			0
Beginning (0-18)			1			0
Intermediate (19-31)			2			0
Advanced (32-36)			6			0
Proficient (37-39)			1			0
Reading and Writing (Grade 2-4)						
Number Tested			10			0
Beginning (0-14)			2			0
Intermediate (15-24)			8			0
Advanced (25-32)			0			0
Proficient (33-35)			0			0
Listening and Speaking (Grade 5-6)						
Number Tested			2			0
Beginning (0-18)			#			0
Intermediate (19-31)			#			0
Advanced (32-36)			#			0
Proficient (37-39)			#			0
Reading and Writing (Grade 5-6)						
Number Tested			2			0
Beginning (0-14)			#			0
Intermediate (15-24)			#			0
Advanced (25-32)			#			0
Proficient (33-35)			#			0

*The NYSESLAT was first administered in the 2002-03 school year, but complete data for all school districts were not available until 2003-04.

(Form - K)

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

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
Listening and Speaking (Grade 7-8)						
Number Tested			2			0
Beginning (0-18)			#			0
Intermediate (19-31)			#			0
Advanced (32-36)			#			0
Proficient (37-39)			#			0
Reading and Writing (Grade 7-8)						
Number Tested			2			0
Beginning (0-14)			#			0
Intermediate (15-24)			#			0
Advanced (25-32)			#			0
Proficient (33-35)			#			0
Listening and Speaking (Grade 9-12)						
Number Tested			6			0
Beginning (0-18)			0			0
Intermediate (19-31)			0			0
Advanced (32-36)			4			0
Proficient (37-39)			2			0
Reading and Writing (Grade 9-12)						
Number Tested			6			0
Beginning (0-14)			1			0
Intermediate (15-24)			0			0
Advanced (25-32)			4			0
Proficient (33-35)			1			0

*The NYSESLAT was first administered in the 2002-03 school year, but complete data for all school districts were not available until 2003-04.

(Form - L)