

New York State School Report Card

Comprehensive Information Report

BEDS Code: 51-21-01-04-0001
 Name: Morristown Central School
 Principal: Michael Wills

Grade Range : K-12

Fall Enrollment

Grade	2002-03	2003-04	2004-05
Pre-K	0	0	0
Kindergarten	32	30	24
First	29	32	29
Second	38	23	28
Third	29	37	24
Fourth	36	29	37
Fifth	33	33	30
Sixth	37	31	34
Ungraded Elementary	0	0	0
Seventh	37	40	38
Eighth	44	36	34
Ninth	32	45	44
Tenth	31	24	40
Eleventh	32	24	17
Twelfth	37	32	20
Ungraded Secondary	0	0	3
Total K-12 Enrollment	447	416	402

Student Racial/Ethnic Origin

Race/Ethnicity	2002-03		2003-04		2004-05	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
American Indian, Alaskan, Asian, or Pacific Islander	5	1.1%	3	0.7%	7	1.7%
Black (Not Hispanic)	8	1.8%	6	1.4%	6	1.5%
Hispanic	7	1.6%	1	0.2%	4	1.0%
White (Not Hispanic)	427	95.5%	406	97.6%	385	95.8%

Average Class Size

Grade Level	2002-03	2003-04	2004-05
Kindergarten	16	15	12
Common Branch	16	15	17
English Grade 8	13	23	14
Mathematics Grade 8	26	17	0
Science Grade 8	16	0	0
Social Studies Grade 8	16	19	16
English Grade 10	8	9	18
Mathematics Grade 10	1	0	5
Science Grade 10	0	0	12
Social Studies Grade 10	13	18	14

(Form – A)

District Need to Resource Capacity Category

N/RC Category	Description
4	This is a rural school district with high student needs in relation to district resource capacity.

Similar School Group and Description

Similar School Group	Description
64	All schools in this group serve students from Kindergarten through Grade 12. Schoolwide measures like Attendance Rate are compared with all other schools in this group. Test results for schools in this group are compared with schools from comparable districts; elementary level schools for grades K-4, middle level schools for grades 5-8, and secondary schools for grades 9-12.

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

Student Demographics Used To Determine Similar Schools Group

	2002-03		2003-04		2004-05	
	Count	Percent	Count	Percent	Count	Percent
Limited English Proficient	0	0.0%	0	0.0%	0	0.0%
Eligible for Free Lunch	153	34.2%	155	37.3%	169	42.0%

Attendance and Suspension

	2001-02		2002-03		2003-04	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
Annual Attendance Rate		94.0%		94.2%		94.9%
Student Suspensions	17	4.1%	15	3.4%	34	8.2%

**Student Socioeconomic and Stability Indicators
(Percent of Enrollment)**

	2002-03	2003-04	2004-05
Reduced Lunch	14.3%	13.5%	13.4%
Public Assistance	41-50%	21-30%	21-30%
Student Stability	46%	100%	100%

Staff Counts

Staff	2004-05
Total Teachers	41
Total Other Professional Staff	7
Total Paraprofessionals	NA
Teaching Out of Certification*	1

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

(Form – B)

High School Graduates and Noncompleters

High School Graduates and Completers		2002-03	2003-04	2004-05
General-Education Students	Total Graduates*	31	24	18
	Regents Diplomas	12	16	16
	% Regents Diplomas	39%	67%	89%
	Regents Diplomas with Advanced Designation**			8
	% Regents Diplomas with Advanced Designation			44%
	IEP Diplomas or Local Certificates			
Students with Disabilities	Total Graduates*	0	1	2
	Regents Diplomas	0	0	0
	% Regents Diplomas	0%	0%	0%
	Regents Diplomas with Advanced Designation**			0
	% Regents Diplomas with Advanced Designation			0%
	IEP Diplomas or Local Certificates	2	2	1
All Students	Total Graduates*	31	25	20
	Regents Diplomas	12	16	16
	% Regents Diplomas	39%	64%	80%
	Regents Diplomas with Advanced Designation**			8
	% Regents Diplomas with Advanced Designation			40%
	IEP Diplomas or Local Certificates	2	2	1

* Only students awarded local diplomas or Regents endorsed diplomas are included in the count of high school graduates in this table. Data include graduates in August, January and June of the school year being reported.

**Beginning with students who first entered grade 9 in 2001-02, students may earn a Regents diploma by passing (scoring 65-100) Regents exams in five areas and meeting course requirements. To earn a Regents diploma with advanced designation, the student must pass eight Regents exams. For more information, see <http://www.emsc.nysed.gov/parents/gradreqtsfs.shtml>.

Post-Secondary Plans of 2004-05 Graduates

		4-year College	2-year College	Other Post-Secondary	Military	Employment	Adult Services	Plan Unknown	Other Known Plan
General-Education Students	Number	7	10	0	0	1	0	0	0
	Percent	39%	56%	0%	0%	6%	0%	0%	0%
Students with Disabilities	Number	0	2	0	0	0	0	0	0
	Percent	0%	100%	0%	0%	0%	0%	0%	0%
All Students	Number	7	12	0	0	1	0	0	0
	Percent	35%	60%	0%	0%	5%	0%	0%	0%

High School Noncompletion Rates

		2002-03		2003-04		2004-05	
		No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
General-Education Students	Dropped Out	1		0	0.0%	2	1.7%
	Entered GED Program*	3		4	3.8%	1	0.8%
	Total Noncompleters	4		4	3.8%	3	2.5%
Students with Disabilities	Dropped Out	1		2	8.3%	0	0.0%
	Entered GED Program*	1		0	0.0%	0	0.0%
	Total Noncompleters	2		2	8.3%	0	0.0%
All Students	Dropped Out	2	1.5%	2	1.6%	2	1.6%
	Entered GED Program*	4	3.0%	4	3.1%	1	0.8%
	Total Noncompleters	6	4.5%	6	4.7%	3	2.4%

*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	2002-03	2003-04	2004-05
K-1	0%	0%	0%
2-3	1%	0%	0%

Students Developing a Career Plan, 4-12

Grades		2002-03	2003-04	2004-05
4-5	Number of General-Education Students	0	0	33
	Number of Students with Disabilities	0	0	4
	Number of All Students	0	0	37
	Percent of Enrollment	0%	0%	55%
6-8	Number of General-Education Students	59	33	56
	Number of Students with Disabilities	22	3	16
	Number of All Students	81	36	72
	Percent of Enrollment	69%	34%	67%
9-12	Number of General-Education Students	95	27	66
	Number of Students with Disabilities	10	5	15
	Number of All Students	105	32	81
	Percent of Enrollment	80%	26%	66%

(Form – D)

Second Language Proficiency Examinations

General-Education Students

Test	2002-03		2003-04		2004-05	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	9	78%	1	#	0	0%
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	27	89%	32	81%	34	85%

Students with Disabilities

Test	2002-03		2003-04		2004-05	
	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	2002-03		2003-04		2004-05	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	0	0%	0	0%	0	0%
Science	0	0%	0	0%	0	0%
Reading	0	0%	0	0%	0	0%
Writing	0	0%	0	0%	0	0%
Global Studies	0	0%	0	0%	0	0%
U.S. Hist & Gov't	0	0%	0	0%	0	0%

Students with Disabilities

Test	2002-03		2003-04		2004-05	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	0	0%	0	0%	0	0%
Science	0	0%	0	0%	0	0%
Reading	0	0%	0	0%	0	0%
Writing	0	0%	0	0%	0	0%
Global Studies	0	0%	0	0%	0	0%
U.S. Hist & Gov't	0	0%	1	#	0	0%

(Form – E)

Regents Examinations

	All Students			Students with Disabilities		
	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05
Comprehensive English						
Number Tested	30	24	19	3	2	1
Number Scoring 55-100	29	24	19	#	#	#
Number Scoring 65-100	27	23	16	#	#	#
Number Scoring 85-100	9	10	2	#	#	#
Percentage of Tested Scoring 55-100	97%	100%	100%	#	#	#
Percentage of Tested Scoring 65-100	90%	96%	84%	#	#	#
Percentage of Tested Scoring 85-100	30%	42%	11%	#	#	#
Mathematics A						
Number Tested	31	20	27	2	0	0
Number Scoring 55-100	27	20	27	#	0	0
Number Scoring 65-100	21	18	23	#	0	0
Number Scoring 85-100	1	4	3	#	0	0
Percentage of Tested Scoring 55-100	87%	100%	100%	#	0%	0%
Percentage of Tested Scoring 65-100	68%	90%	85%	#	0%	0%
Percentage of Tested Scoring 85-100	3%	20%	11%	#	0%	0%
Mathematics B						
Number Tested	0	11	7	0	0	0
Number Scoring 55-100	0	4	3	0	0	0
Number Scoring 65-100	0	2	1	0	0	0
Number Scoring 85-100	0	0	0	0	0	0
Percentage of Tested Scoring 55-100	0%	36%	43%	0%	0%	0%
Percentage of Tested Scoring 65-100	0%	18%	14%	0%	0%	0%
Percentage of Tested Scoring 85-100	0%	0%	0%	0%	0%	0%
Global History and Geography						
Number Tested	28	21	36	3	0	2
Number Scoring 55-100	24	18	31	#	0	#
Number Scoring 65-100	22	17	29	#	0	#
Number Scoring 85-100	8	4	12	#	0	#
Percentage of Tested Scoring 55-100	86%	86%	86%	#	0%	#
Percentage of Tested Scoring 65-100	79%	81%	81%	#	0%	#
Percentage of Tested Scoring 85-100	29%	19%	33%	#	0%	#
U.S. History and Government						
Number Tested	30	24	17	1	2	1
Number Scoring 55-100	30	23	17	#	#	#
Number Scoring 65-100	26	19	12	#	#	#
Number Scoring 85-100	15	8	4	#	#	#
Percentage of Tested Scoring 55-100	100%	96%	100%	#	#	#
Percentage of Tested Scoring 65-100	87%	79%	71%	#	#	#
Percentage of Tested Scoring 85-100	50%	33%	24%	#	#	#

(Form – F)

Regents Examinations

	All Students			Students with Disabilities		
	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05
Living Environment						
Number Tested	21	35	48	2	0	1
Number Scoring 55-100	21	35	39	#	0	#
Number Scoring 65-100	16	29	34	#	0	#
Number Scoring 85-100	0	2	10	#	0	#
Percentage of Tested Scoring 55-100	100%	100%	81%	#	0%	#
Percentage of Tested Scoring 65-100	76%	83%	71%	#	0%	#
Percentage of Tested Scoring 85-100	0%	6%	21%	#	0%	#
Physical Setting/Earth Science						
Number Tested	24	18	31	1	0	0
Number Scoring 55-100	22	18	28	#	0	0
Number Scoring 65-100	22	16	25	#	0	0
Number Scoring 85-100	6	2	5	#	0	0
Percentage of Tested Scoring 55-100	92%	100%	90%	#	0%	0%
Percentage of Tested Scoring 65-100	92%	89%	81%	#	0%	0%
Percentage of Tested Scoring 85-100	25%	11%	16%	#	0%	0%
Physical Setting/Chemistry						
Number Tested	22	14	12	0	0	0
Number Scoring 55-100	15	10	10	0	0	0
Number Scoring 65-100	7	7	5	0	0	0
Number Scoring 85-100	0	1	0	0	0	0
Percentage of Tested Scoring 55-100	68%	71%	83%	0%	0%	0%
Percentage of Tested Scoring 65-100	32%	50%	42%	0%	0%	0%
Percentage of Tested Scoring 85-100	0%	7%	0%	0%	0%	0%
Physical Setting/Physics						
Number Tested		7	4		0	0
Number Scoring 55-100		7	#		0	0
Number Scoring 65-100		5	#		0	0
Number Scoring 85-100		0	#		0	0
Percentage of Tested Scoring 55-100		100%	#		0%	0%
Percentage of Tested Scoring 65-100		71%	#		0%	0%
Percentage of Tested Scoring 85-100		0%	#		0%	0%

* Physical Setting/Physics results for 2002-03 are not included in the report card because the Department issued new conversion charts for assessments administered in that year.

(Form – G)

Regents Examinations

	All Students			Students with Disabilities		
	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05
Comprehensive French						
Number Tested	5	0	10	0	0	0
Number Scoring 55-100	5	0	10	0	0	0
Number Scoring 65-100	5	0	9	0	0	0
Number Scoring 85-100	1	0	0	0	0	0
Percentage of Tested Scoring 55-100	100%	0%	100%	0%	0%	0%
Percentage of Tested Scoring 65-100	100%	0%	90%	0%	0%	0%
Percentage of Tested Scoring 85-100	20%	0%	0%	0%	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	14	10	21	1	0	0
Number Scoring 55-100	13	10	19	#	0	0
Number Scoring 65-100	13	7	17	#	0	0
Number Scoring 85-100	2	0	8	#	0	0
Percentage of Tested Scoring 55-100	93%	100%	90%	#	0%	0%
Percentage of Tested Scoring 65-100	93%	70%	81%	#	0%	0%
Percentage of Tested Scoring 85-100	14%	0%	38%	#	0%	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)

Elementary-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
Nov 2004	General-Education Students	29	#	#	#	#
	Students with Disabilities	2	#	#	#	#
	All Students	31	0%	10%	65%	26%

Middle-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
June 2005	General-Education Students	27	0%	19%	63%	19%
	Students with Disabilities	6	67%	33%	0%	0%
	All Students	33	12%	21%	52%	15%

(Form – I)

New York State Alternate Assessments (NYSAA) 2004–05

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

2001 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	18	18	18	3	3	3	21	21	21
Number Scoring 55–64	#	#	#	#	#	#	1	3	2
Number Scoring 65–84	#	#	#	#	#	#	11	9	12
Number Scoring 85–100	#	#	#	#	#	#	8	8	7
Approved Alternatives	#	#	#	#	#	#	0	0	0

(Form – J)