

New York State School Report Card Comprehensive Information Report

BEDS Code: 25-04-01-04-0004
 Name: Morrisville Middle School High School
 Principal: Patricia Plata

Grade Range : 7-12

Fall Enrollment

Grade	2000–2001	2001–2002	2002–2003
Pre-K	0	0	0
Kindergarten	0	0	0
First	0	0	0
Second	0	0	0
Third	0	0	0
Fourth	0	0	0
Fifth	0	0	0
Sixth	0	0	0
Ungraded Elementary	0	0	0
Seventh	91	71	94
Eighth	79	99	69
Ninth	78	72	101
Tenth	70	78	72
Eleventh	77	75	74
Twelfth	76	77	74
Ungraded Secondary	21	0	0
Total K-12 Enrollment	492	472	484

Student Racial/Ethnic Origin

Race/Ethnicity	2000–2001		2001–2002		2002–2003	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
American Indian, Alaskan, Asian, or Pacific Islander	4	0.8%	1	0.2%	3	0.6%
Black (Not Hispanic)	7	1.4%	6	1.3%	3	0.6%
Hispanic	5	1.0%	6	1.3%	4	0.8%
White (Not Hispanic)	476	96.7%	459	97.2%	474	97.9%

Average Class Size

Grade Level	2000–2001	2001–2002	2002–2003
Kindergarten	0	0	0
Common Branch	0	0	0
English Grade 8	20	26	18
Mathematics Grade 8	20	23	18
Science Grade 8	20	26	18
Social Studies Grade 8	20	25	16
English Grade 10	22	19	18
Mathematics Grade 10	16	20	19
Science Grade 10	15	25	16
Social Studies Grade 10	16	23	22

(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
47	All schools in this group are secondary level schools in rural school districts with high student needs in relation to district resources. The schools in this group are in the middle range of student needs for secondary level schools in these districts.

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

	2000–2001		2001–2002		2002–2003	
	Count	Percent	Count	Percent	Count	Percent
Limited English Proficient	0	0.0%	0	0.0%	0	0.0%
Eligible for Free Lunch	73	14.8%	75	15.9%	104	21.5%

Attendance and Suspension

	1999–2000		2000–2001		2001–2002	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
Annual Attendance Rate		94.7%		93.9%		85.9%
Student Suspensions	43	8.4%	49	10.0%	19	4.0%

Student Socioeconomic and Stability Indicators (Percent of Enrollment)

	2000–2001	2001–2002	2002–2003
Reduced Lunch	12.0%	9.3%	14.1%
Public Assistance	11-20%	11-20%	11-20%
Student Stability	99%	94%	96%

Staff Counts

Staff	2002–2003
Total Teachers	37
Total Other Professional Staff	5
Total Paraprofessionals	NA
Teaching Out of Certification*	3
Teachers with Temporary Licenses	1

*Teaching out of certification more than on an incidental basis. Teachers with temporary licenses are also counted as teaching out of certification.

(Form – B)

High School Graduates and Noncompleters

High School Graduates Earning Regents Diplomas*

	2000–2001			2001–2002			2002–2003		
	Total Grads	Regents Diplomas	% Regents Diplomas	Total Grads	Regents Diplomas	% Regents Diplomas	Total Grads	Regents Diplomas	% Regents Diplomas
General Education	70	35	50%	69	40	58%	61	35	57%
Students with Disabilities	5	1	20%	3	0	0%	12	1	8%
All Students	75	36	48%	72	40	56%	73	36	49%

*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 during the 2001–2002 school year, diploma counts and percentage of graduates earning Regents diplomas are not necessarily comparable between years. Data for the 2000-2001 school year include January, June and August 2001 graduates; data for the 2001-2002 school year include January and June 2002 graduates; data for the 2002–2003 school year include August 2002 and January and June 2003 graduates.

Distribution of 2002–2003 Graduates (All Students)

	To 4-year College	To 2-year College	To Other Post-Secondary	To the Military	To Employment	Other
Number	20	29	0	5	19	0
Percent	27%	40%	0%	7%	26%	0%

Number of High School Completers with Disabilities in 2002–2003

Graduates* (a)	Regents Diplomas (b)	IEP Diplomas or Certificates (c)	All 2002–2003 Completers (a+c)
12	1	0	12

*Local Diplomas (including local diplomas with Regents endorsements)

High School Noncompletion Rates

		2000–2001		2001–2002		2002–2003	
		No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
General-Education Students	Dropped Out			4		0	
	Entered GED Program*			0		0	
	Total Noncompleters			4		0	
Students with Disabilities	Dropped Out			2		1	
	Entered GED Program*			0		0	
	Total Noncompleters			2		1	
All Students	Dropped Out	7	2.2%	6	2.0%	1	0.3%
	Entered GED Program*	2	0.6%	0	0.0%	0	0.0%
	Total Noncompleters	9	2.9%	6	2.0%	1	0.3%

*The number and percentage of students who left K-12, diploma-bound systems and entered an alternative 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	2000-01	2001-02	2002-03
K-1		0%	0%
2-3		0%	0%

Students Developing a Career Plan, 4-12

Grades		2000-01	2001-02	2002-03
4-5	Number of General-Education Students		0	0
	Number of Students with Disabilities		0	0
	Number of All Students		0	0
	Percent of Enrollment		0%	0%
6-8	Number of General-Education Students		147	151
	Number of Students with Disabilities		11	12
	Number of All Students		158	163
	Percent of Enrollment		93%	100%
9-12	Number of General-Education Students		243	265
	Number of Students with Disabilities		25	56
	Number of All Students		268	321
	Percent of Enrollment		89%	100%

Second Language Proficiency Examinations

General-Education Students

Test	2000-2001		2001-2002		2002-2003	
	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%

Students with Disabilities

Test	2000-2001		2001-2002		2002-2003	
	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%

(Form-D)

Regents Competency Tests

General-Education Students

Test	2000–2001		2001–2002		2002–2003	
	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	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	0	0%	1	#	5	100%
Science	1	#	1	#	3	#
Reading	1	#	1	#	2	#
Writing	1	#	0	0%	6	100%
Global Studies	2	#	0	0%	1	#
U.S. Hist & Gov't	2	#	0	0%	4	#

(Form – E)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Comprehensive English						
Number Tested	81	66	68	7	10	7
Number Scoring 55–100	80	65	63	6	10	7
Number Scoring 65–100	74	62	60	2	10	6
Number Scoring 85–100	30	22	22	0	1	0
Percentage of Tested Scoring 55–100	99%	98%	93%	86%	100%	100%
Percentage of Tested Scoring 65–100	91%	94%	88%	29%	100%	86%
Percentage of Tested Scoring 85–100	37%	33%	32%	0%	10%	0%
Mathematics A						
Number Tested	0	74	95	0	9	13
Number Scoring 55–100	0	62	83	0	5	6
Number Scoring 65–100	0	43	72	0	2	6
Number Scoring 85–100	0	18	23	0	0	1
Percentage of Tested Scoring 55–100	0%	84%	87%	0%	56%	46%
Percentage of Tested Scoring 65–100	0%	58%	76%	0%	22%	46%
Percentage of Tested Scoring 85–100	0%	24%	24%	0%	0%	8%
Mathematics B (first administered June 2001)						
Number Tested	0	0	32	0	0	0
Number Scoring 55–100	0	0	30	0	0	0
Number Scoring 65–100	0	0	21	0	0	0
Number Scoring 85–100	0	0	1	0	0	0
Percentage of Tested Scoring 55–100	0%	0%	94%	0%	0%	0%
Percentage of Tested Scoring 65–100	0%	0%	66%	0%	0%	0%
Percentage of Tested Scoring 85–100	0%	0%	3%	0%	0%	0%
Global History and Geography						
Number Tested	73	80	76	8	10	9
Number Scoring 55–100	68	80	73	6	10	7
Number Scoring 65–100	61	72	68	4	7	6
Number Scoring 85–100	19	7	21	0	0	1
Percentage of Tested Scoring 55–100	93%	100%	96%	75%	100%	78%
Percentage of Tested Scoring 65–100	84%	90%	89%	50%	70%	67%
Percentage of Tested Scoring 85–100	26%	9%	28%	0%	0%	11%
U.S. History and Government (first administered June 2001)						
Number Tested	46	70	71	7	10	8
Number Scoring 55–100	41	68	70	5	9	8
Number Scoring 65–100	35	63	66	2	5	5
Number Scoring 85–100	22	33	33	0	0	1
Percentage of Tested Scoring 55–100	89%	97%	99%	71%	90%	100%
Percentage of Tested Scoring 65–100	76%	90%	93%	29%	50%	62%
Percentage of Tested Scoring 85–100	48%	47%	46%	0%	0%	12%

(Form – F)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Living Environment (first administered June 2001)						
Number Tested	45	65	75	2	3	11
Number Scoring 55–100	45	65	74	#	#	10
Number Scoring 65–100	43	62	65	#	#	7
Number Scoring 85–100	10	10	16	#	#	1
Percentage of Tested Scoring 55–100	100%	100%	99%	#	#	91%
Percentage of Tested Scoring 65–100	96%	95%	87%	#	#	64%
Percentage of Tested Scoring 85–100	22%	15%	21%	#	#	9%
Physical Setting/Earth Science (first administered June 2001)						
Number Tested	32	72	80	6	11	5
Number Scoring 55–100	29	68	67	5	9	4
Number Scoring 65–100	20	63	59	2	8	4
Number Scoring 85–100	4	24	24	0	1	0
Percentage of Tested Scoring 55–100	91%	94%	84%	83%	82%	80%
Percentage of Tested Scoring 65–100	62%	88%	74%	33%	73%	80%
Percentage of Tested Scoring 85–100	12%	33%	30%	0%	9%	0%
Physical Setting/Chemistry (first administered June 2002)						
Number Tested		35	38		1	1
Number Scoring 55–100		32	34		#	#
Number Scoring 65–100		24	23		#	#
Number Scoring 85–100		6	1		#	#
Percentage of Tested Scoring 55–100		91%	89%		#	#
Percentage of Tested Scoring 65–100		69%	61%		#	#
Percentage of Tested Scoring 85–100		17%	3%		#	#
Physical Setting/Physics (first administered June 2002)*						
Number Tested						
Number Scoring 55–100						
Number Scoring 65–100						
Number Scoring 85–100						
Percentage of Tested Scoring 55–100						
Percentage of Tested Scoring 65–100						
Percentage of Tested Scoring 85–100						

* Physical Setting/Physics results are not included in the report card because the Department is issuing a new conversion chart for this assessment. Data currently available to the Department are based on the original conversion chart for the assessment.
(Form – G)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Comprehensive French						
Number Tested	16	19	21	0	0	0
Number Scoring 55–100	16	19	21	0	0	0
Number Scoring 65–100	16	19	21	0	0	0
Number Scoring 85–100	9	8	6	0	0	0
Percentage of Tested Scoring 55–100	100%	100%	100%	0%	0%	0%
Percentage of Tested Scoring 65–100	100%	100%	100%	0%	0%	0%
Percentage of Tested Scoring 85–100	56%	42%	29%	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	29	25	19	0	1	1
Number Scoring 55–100	29	25	19	0	#	#
Number Scoring 65–100	29	25	19	0	#	#
Number Scoring 85–100	13	9	6	0	#	#
Percentage of Tested Scoring 55–100	100%	100%	100%	0%	#	#
Percentage of Tested Scoring 65–100	100%	100%	100%	0%	#	#
Percentage of Tested Scoring 85–100	45%	36%	32%	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	2002	2003	2001	2002	2003
Sequential Mathematics, Course II (last administered January 2003)						
Number Tested	56	12	1	5	1	0
Number Scoring 55–100	48	8	#	3	#	0
Number Scoring 65–100	47	7	#	3	#	0
Number Scoring 85–100	24	2	#	1	#	0
Percentage of Tested Scoring 55–100	86%	67%	#	60%	#	0%
Percentage of Tested Scoring 65–100	84%	58%	#	60%	#	0%
Percentage of Tested Scoring 85–100	43%	17%	#	20%	#	0%
Sequential Mathematics, Course III						
Number Tested	41	36	2	0	1	0
Number Scoring 55–100	37	32	#	0	#	0
Number Scoring 65–100	35	29	#	0	#	0
Number Scoring 85–100	20	15	#	0	#	0
Percentage of Tested Scoring 55–100	90%	89%	#	0%	#	0%
Percentage of Tested Scoring 65–100	85%	81%	#	0%	#	0%
Percentage of Tested Scoring 85–100	49%	42%	#	0%	#	0%

(Form – I)

Introduction to Occupations Examination

	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
General-Education Students	59	100%	15	93%	4	#
Students with Disabilities	7	100%	9	89%	4	#

On school reports, 2000–2001 and 2001–2002 data are for all students with disabilities enrolled in the school. District reports contain data for all students with disabilities enrolled in the district for the 2000–2001, 2001–2002, and 2002–2003 school years.

Elementary-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
Nov 2002	General-Education Students	0	0%	0%	0%	0%
	Students with Disabilities	0	0%	0%	0%	0%
	All Students	0	0%	0%	0%	0%

Middle-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
June 2003	General-Education Students	62	#	#	#	#
	Students with Disabilities	2	#	#	#	#
	All Students	64	0%	27%	58%	16%

(Form – J)

New York State Alternate Assessments (NYSAA) 2002–2003

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

1999 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	56	56	56	14	14	14	70	70	70
Number Scoring 55–64	1	0	2	1	5	4	2	5	6
Number Scoring 65–84	33	21	34	10	5	5	43	26	39
Number Scoring 85–100	21	34	20	0	0	0	21	34	20
Approved Alternatives	0	0	0	0	0	0	0	0	0

(Form – K)