

New York State School Report Card Comprehensive Information Report

BEDS Code: 58-02-01-06-0010

Grade Range : 7-9

Name: Robert Cushman Murphy Junior High School

Principal: Thomas Colletti

Fall Enrollment

Grade	2001-02	2002-03	2003-04
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	277	303	322
Eighth	341	283	311
Ninth	304	345	284
Tenth	0	0	0
Eleventh	0	0	0
Twelfth	0	0	0
Ungraded Secondary	0	0	0
Total K-12 Enrollment	922	931	917

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	41	4.4%	65	7.0%	63	6.9%
Black (Not Hispanic)	10	1.1%	7	0.8%	20	2.2%
Hispanic	22	2.4%	13	1.4%	19	2.1%
White (Not Hispanic)	849	92.1%	846	90.9%	815	88.9%

Average Class Size

Grade Level	2001-02	2002-03	2003-04
Kindergarten	0	0	0
Common Branch	0	0	0
English Grade 8	25	21	22
Mathematics Grade 8	26	24	22
Science Grade 8	28	24	21
Social Studies Grade 8	26	22	24
English Grade 10	0	0	0
Mathematics Grade 10	0	0	0
Science Grade 10	0	0	0
Social Studies Grade 10	0	0	0

(Form - A)

District Need to Resource Capacity Category

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

Similar School Group and Description

Similar School Group	Description
34	All schools in this group are middle level schools in school districts with low student needs in relation to district resource capacity. The schools in this group are in the lower range of student needs for middle 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

	2001-02		2002-03		2003-04	
	Count	Percent	Count	Percent	Count	Percent
Limited English Proficient	0	0.0%	0	0.0%	0	0.0%
Eligible for Free Lunch	14	1.5%	22	2.4%	12	1.3%

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		95.7%		96.0%		96.8%
Student Suspensions	5	0.6%	9	1.0%	24	2.6%

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

	2001-02	2002-03	2003-04
Reduced Lunch	1.0%	1.5%	1.5%
Public Assistance	1-10%	1-10%	1-10%
Student Stability	95%	100%	97%

Staff Counts

Staff	2003-04
Total Teachers	73
Total Other Professional Staff	10
Total Paraprofessionals	NA
Teaching Out of Certification*	2

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

(Form – B)

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	301	259	266
	Number of Students with Disabilities	39	27	45
	Number of All Students	340	286	311
	Percent of Enrollment	55%	49%	49%
9-12	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%

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	49	92%	38	95%	39	97%
German	22	91%	20	85%	21	100%
Italian	0	0%	0	0%	0	0%
Latin	13	100%	0	0%	0	0%
Spanish	209	88%	185	98%	197	91%

Students with Disabilities

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	2	#	0	0%	2	#
German	1	#	1	#	1	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	23	52%	24	88%	11	73%

Regents Competency Tests

General-Education Students

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	0	0%	2	#	0	0%
Science	0	0%	0	0%	2	#
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	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	8	75%	24	92%	8	50%
Science	9	33%	13	54%	12	58%
Reading	0	0%	0	0%	0	0%
Writing	0	0%	0	0%	0	0%
Global Studies	0	0%	0	0%	1	#
U.S. Hist & Gov't	0	0%	0	0%	1	#

(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	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%
Mathematics A						
Number Tested	170	293	270	22	32	25
Number Scoring 55-100	146	267	269	14	22	24
Number Scoring 65-100	118	255	257	7	20	22
Number Scoring 85-100	48	103	120	1	4	0
Percentage of Tested Scoring 55-100	86%	91%	100%	64%	69%	96%
Percentage of Tested Scoring 65-100	69%	87%	95%	32%	62%	88%
Percentage of Tested Scoring 85-100	28%	35%	44%	5%	12%	0%
Mathematics B						
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%
Global History and Geography						
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%
U.S. History and Government						
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 – F)

Regents Examinations

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
Living Environment						
Number Tested	87	94	82	0	0	7
Number Scoring 55-100	87	94	79	0	0	5
Number Scoring 65-100	86	94	77	0	0	3
Number Scoring 85-100	65	87	62	0	0	0
Percentage of Tested Scoring 55-100	100%	100%	96%	0%	0%	71%
Percentage of Tested Scoring 65-100	99%	100%	94%	0%	0%	43%
Percentage of Tested Scoring 85-100	75%	93%	76%	0%	0%	0%
Physical Setting/Earth Science						
Number Tested	298	309	284	41	42	34
Number Scoring 55-100	289	301	277	34	34	31
Number Scoring 65-100	274	293	252	27	30	24
Number Scoring 85-100	148	175	123	5	7	2
Percentage of Tested Scoring 55-100	97%	97%	98%	83%	81%	91%
Percentage of Tested Scoring 65-100	92%	95%	89%	66%	71%	71%
Percentage of Tested Scoring 85-100	50%	57%	43%	12%	17%	6%
Physical Setting/Chemistry						
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%
Physical Setting/Physics						
Number Tested			0			0
Number Scoring 55-100			0			0
Number Scoring 65-100			0			0
Number Scoring 85-100			0			0
Percentage of Tested Scoring 55-100			0%			0%
Percentage of Tested Scoring 65-100			0%			0%
Percentage of Tested Scoring 85-100			0%			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	0	1	19	0	0	0
Number Scoring 55–100	0	#	19	0	0	0
Number Scoring 65–100	0	#	19	0	0	0
Number Scoring 85–100	0	#	17	0	0	0
Percentage of Tested Scoring 55–100	0%	#	100%	0%	0%	0%
Percentage of Tested Scoring 65–100	0%	#	100%	0%	0%	0%
Percentage of Tested Scoring 85–100	0%	#	89%	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	10	0	0	0
Number Scoring 55–100	0	0	10	0	0	0
Number Scoring 65–100	0	0	10	0	0	0
Number Scoring 85–100	0	0	6	0	0	0
Percentage of Tested Scoring 55–100	0%	0%	100%	0%	0%	0%
Percentage of Tested Scoring 65–100	0%	0%	100%	0%	0%	0%
Percentage of Tested Scoring 85–100	0%	0%	60%	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	0	1	59	0	0	0
Number Scoring 55–100	0	#	59	0	0	0
Number Scoring 65–100	0	#	59	0	0	0
Number Scoring 85–100	0	#	41	0	0	0
Percentage of Tested Scoring 55–100	0%	#	100%	0%	0%	0%
Percentage of Tested Scoring 65–100	0%	#	100%	0%	0%	0%
Percentage of Tested Scoring 85–100	0%	#	69%	0%	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)

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	0	11	0	0	0	0
Number Scoring 55-100	0	11	0	0	0	0
Number Scoring 65-100	0	11	0	0	0	0
Number Scoring 85-100	0	10	0	0	0	0
Percentage of Tested Scoring 55-100	0%	100%	0%	0%	0%	0%
Percentage of Tested Scoring 65-100	0%	100%	0%	0%	0%	0%
Percentage of Tested Scoring 85-100	0%	91%	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	0	0%	0	0%	0	0%
Students with Disabilities	0	0%	0	0%	0	0%

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	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 2004	General-Education Students	267	0%	20%	59%	21%
	Students with Disabilities	34	6%	35%	56%	3%
	All Students	301	1%	22%	59%	19%

(Form - I)