

# New York State District Report Card Comprehensive Information Report

BEDS Code: 51-21-01-04-0000

Name: Morristown Central School District

Superintendent: Beverly L. Ouderkirk

## Fall Enrollment

Grade	2000–2001	2001–2002	2002–2003
Pre-K	0	23	0
Kindergarten	36	26	32
First	35	37	29
Second	37	31	38
Third	27	36	29
Fourth	33	32	36
Fifth	34	34	33
Sixth	36	33	37
Ungraded Elementary	0	0	0
Seventh	32	42	37
Eighth	33	28	44
Ninth	37	31	32
Tenth	27	36	31
Eleventh	17	27	32
Twelfth	26	21	37
Ungraded Secondary	0	6	0
Total K-12 Enrollment	410	420	447

## 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	1	0.2%	4	1.0%	5	1.1%
Black (Not Hispanic)	5	1.2%	8	1.9%	8	1.8%
Hispanic	2	0.5%	1	0.2%	7	1.6%
White (Not Hispanic)	402	98.0%	407	96.9%	427	95.5%

## Average Class Size

Grade Level	2000–2001	2001–2002	2002–2003
Kindergarten	18	13	16
Common Branch	17	16	16
English Grade 8	13	9	13
Mathematics Grade 8	13	9	18
Science Grade 8	13	12	17
Social Studies Grade 8	9	6	16
English Grade 10	14	11	8
Mathematics Grade 10	0	7	1
Science Grade 10	15	16	19
Social Studies Grade 10	14	17	13

(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
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

	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	157	38.3%	177	42.1%	153	34.2%

### 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		95.8%		94.7%		94.1%
Student Suspensions	18	4.0%	22	5.4%	17	4.1%

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

	2000–2001	2001–2002	2002–2003
Reduced Lunch	14.6%	19.1%	14.3%
Public Assistance	NA	NA	NA
Student Stability	NA	NA	NA

### Staff Counts

Staff	2002–2003
Total Teachers	42
Total Other Professional Staff	2
Total Paraprofessionals	12
Teaching Out of Certification*	6
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	26	13	50%	16	9	56%	31	12	39%
Students with Disabilities	0	0	0%	1	0	0%	0	0	0%
All Students	26	13	50%	17	9	53%	31	12	39%

\*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	12	9	0	4	5	1
Percent	39%	29%	0%	13%	16%	3%

## 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)
0	0	3	3

\*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			2		1	
	Entered GED Program*			1		3	
	Total Noncompleters			3		4	
Students with Disabilities	Dropped Out			1		1	
	Entered GED Program*			0		1	
	Total Noncompleters			1		2	
All Students	Dropped Out	7	6.5%	3	2.5%	2	1.5%
	Entered GED Program*	0	0.0%	1	0.8%	4	3.0%
	Total Noncompleters	7	6.5%	4	3.4%	6	4.5%

\*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%	1%

## 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		59	59
	Number of Students with Disabilities		22	22
	Number of All Students		81	81
	Percent of Enrollment		77%	69%
9-12	Number of General-Education Students		95	95
	Number of Students with Disabilities		10	10
	Number of All Students		105	105
	Percent of Enrollment		88%	80%

## Second Language Proficiency Examinations

### General-Education Students

Test	2000-2001		2001-2002		2002-2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	7	86%	1	#	9	78%
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	20	100%	0	0%	27	89%

### 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	2	#	0	0%	0	0%

(Form-D)

# Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
<b>Comprehensive English</b>						
Number Tested	16	28	30	1	0	3
Number Scoring 55–100	16	28	29	#	0	#
Number Scoring 65–100	15	27	27	#	0	#
Number Scoring 85–100	9	12	9	#	0	#
Percentage of Tested Scoring 55–100	100%	100%	97%	#	0%	#
Percentage of Tested Scoring 65–100	94%	96%	90%	#	0%	#
Percentage of Tested Scoring 85–100	56%	43%	30%	#	0%	#
<b>Mathematics A</b>						
Number Tested	0	23	31	0	3	2
Number Scoring 55–100	0	8	27	0	#	#
Number Scoring 65–100	0	3	21	0	#	#
Number Scoring 85–100	0	1	1	0	#	#
Percentage of Tested Scoring 55–100	0%	35%	87%	0%	#	#
Percentage of Tested Scoring 65–100	0%	13%	68%	0%	#	#
Percentage of Tested Scoring 85–100	0%	4%	3%	0%	#	#
<b>Mathematics B (first administered June 2001)</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%
<b>Global History and Geography</b>						
Number Tested	27	28	28	0	3	3
Number Scoring 55–100	27	26	24	0	#	#
Number Scoring 65–100	22	24	22	0	#	#
Number Scoring 85–100	5	6	8	0	#	#
Percentage of Tested Scoring 55–100	100%	93%	86%	0%	#	#
Percentage of Tested Scoring 65–100	81%	86%	79%	0%	#	#
Percentage of Tested Scoring 85–100	19%	21%	29%	0%	#	#
<b>U.S. History and Government (first administered June 2001)</b>						
Number Tested	17	31	30	1	0	1
Number Scoring 55–100	17	29	30	#	0	#
Number Scoring 65–100	14	25	26	#	0	#
Number Scoring 85–100	6	12	15	#	0	#
Percentage of Tested Scoring 55–100	100%	94%	100%	#	0%	#
Percentage of Tested Scoring 65–100	82%	81%	87%	#	0%	#
Percentage of Tested Scoring 85–100	35%	39%	50%	#	0%	#

(Form – F)

# Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
<b>Living Environment (first administered June 2001)</b>						
Number Tested	33	25	21	2	2	2
Number Scoring 55–100	32	24	21	#	#	#
Number Scoring 65–100	28	23	16	#	#	#
Number Scoring 85–100	4	2	0	#	#	#
Percentage of Tested Scoring 55–100	97%	96%	100%	#	#	#
Percentage of Tested Scoring 65–100	85%	92%	76%	#	#	#
Percentage of Tested Scoring 85–100	12%	8%	0%	#	#	#
<b>Physical Setting/Earth Science (first administered June 2001)</b>						
Number Tested	31	25	24	0	1	1
Number Scoring 55–100	31	25	22	0	#	#
Number Scoring 65–100	25	24	22	0	#	#
Number Scoring 85–100	5	10	6	0	#	#
Percentage of Tested Scoring 55–100	100%	100%	92%	0%	#	#
Percentage of Tested Scoring 65–100	81%	96%	92%	0%	#	#
Percentage of Tested Scoring 85–100	16%	40%	25%	0%	#	#
<b>Physical Setting/Chemistry (first administered June 2002)</b>						
Number Tested		16	22		0	0
Number Scoring 55–100		11	15		0	0
Number Scoring 65–100		5	7		0	0
Number Scoring 85–100		0	0		0	0
Percentage of Tested Scoring 55–100		69%	68%		0%	0%
Percentage of Tested Scoring 65–100		31%	32%		0%	0%
Percentage of Tested Scoring 85–100		0%	0%		0%	0%
<b>Physical Setting/Physics (first administered June 2002)*</b>						
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
<b>Comprehensive French</b>						
Number Tested	6	6	5	0	0	0
Number Scoring 55–100	6	6	5	0	0	0
Number Scoring 65–100	6	5	5	0	0	0
Number Scoring 85–100	0	1	1	0	0	0
Percentage of Tested Scoring 55–100	100%	100%	100%	0%	0%	0%
Percentage of Tested Scoring 65–100	100%	83%	100%	0%	0%	0%
Percentage of Tested Scoring 85–100	0%	17%	20%	0%	0%	0%
<b>Comprehensive Italian</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%
<b>Comprehensive German</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%
<b>Comprehensive Hebrew</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%
<b>Comprehensive Spanish</b>						
Number Tested	14	12	14	0	0	1
Number Scoring 55–100	14	12	13	0	0	#
Number Scoring 65–100	14	12	13	0	0	#
Number Scoring 85–100	7	6	2	0	0	#
Percentage of Tested Scoring 55–100	100%	100%	93%	0%	0%	#
Percentage of Tested Scoring 65–100	100%	100%	93%	0%	0%	#
Percentage of Tested Scoring 85–100	50%	50%	14%	0%	0%	#
<b>Comprehensive Latin</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%

(Form – H)

# Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
<b>Sequential Mathematics, Course II (last administered January 2003)</b>						
Number Tested	30	26	3	0	1	0
Number Scoring 55–100	22	19	#	0	#	0
Number Scoring 65–100	19	16	#	0	#	0
Number Scoring 85–100	4	2	#	0	#	0
Percentage of Tested Scoring 55–100	73%	73%	#	0%	#	0%
Percentage of Tested Scoring 65–100	63%	62%	#	0%	#	0%
Percentage of Tested Scoring 85–100	13%	8%	#	0%	#	0%
<b>Sequential Mathematics, Course III</b>						
Number Tested	9	23	25	0	0	1
Number Scoring 55–100	7	16	18	0	0	#
Number Scoring 65–100	3	12	15	0	0	#
Number Scoring 85–100	1	2	4	0	0	#
Percentage of Tested Scoring 55–100	78%	70%	72%	0%	0%	#
Percentage of Tested Scoring 65–100	33%	52%	60%	0%	0%	#
Percentage of Tested Scoring 85–100	11%	9%	16%	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	13	100%	7	86%	0	0%
Students with Disabilities	2	#	0	0%	0	0%

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
<b>Nov 2002</b>	General-Education Students	27	0%	30%	63%	7%
	Students with Disabilities	5	20%	60%	20%	0%
	All Students	32	3%	34%	56%	6%

### Middle-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
<b>June 2003</b>	General-Education Students	30	0%	23%	77%	0%
	Students with Disabilities	0	0%	0%	0%	0%
	All Students	30	0%	23%	77%	0%

(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
<b>Elementary Level</b>						
Social Studies	0	0	0	0	0	0
<b>Middle Level</b>						
Social Studies	0	0	0	0	0	0
<b>Secondary Level</b>						
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	29	29	29	3	3	3	32	32	32
Number Scoring 55–64	#	#	#	#	#	#	4	4	1
Number Scoring 65–84	#	#	#	#	#	#	18	14	21
Number Scoring 85–100	#	#	#	#	#	#	5	10	5
Approved Alternatives	#	#	#	#	#	#	0	0	0

(Form – K)