

# New York State District Report Card Comprehensive Information Report

BEDS Code: 58-02-33-02-0000

Name: Center Moriches Union Free School District

Superintendent: Philip Cicero

## Fall Enrollment

Grade	2000–2001	2001–2002	2002–2003
Pre-K	0	0	0
Kindergarten	89	119	106
First	106	105	113
Second	92	108	101
Third	87	109	101
Fourth	72	93	107
Fifth	75	81	92
Sixth	107	87	81
Ungraded Elementary	42	0	22
Seventh	93	112	89
Eighth	93	90	110
Ninth	102	112	107
Tenth	132	98	139
Eleventh	137	131	99
Twelfth	77	130	123
Ungraded Secondary	0	0	0
Total K-12 Enrollment	1304	1375	1390

## 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	88	6.7%	93	6.8%	92	6.6%
Black (Not Hispanic)	90	6.9%	76	5.5%	95	6.8%
Hispanic	76	5.8%	69	5.0%	76	5.5%
White (Not Hispanic)	1050	80.5%	1137	82.7%	1127	81.1%

## Average Class Size

Grade Level	2000–2001	2001–2002	2002–2003
Kindergarten	22	24	22
Common Branch	23	23	21
English Grade 8	0	0	21
Mathematics Grade 8	17	16	21
Science Grade 8	25	24	19
Social Studies Grade 8	19	23	17
English Grade 10	17	16	22
Mathematics Grade 10	17	0	16
Science Grade 10	22	19	22
Social Studies Grade 10	17	0	20

(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

	2000–2001		2001–2002		2002–2003	
	Count	Percent	Count	Percent	Count	Percent
Limited English Proficient	17	1.3%	19	1.4%	22	1.6%
Eligible for Free Lunch	179	13.7%	155	11.3%	122	8.8%

### 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%		92.5%		91.2%
Student Suspensions	53	4.2%	103	7.9%	105	7.6%

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

	2000–2001	2001–2002	2002–2003
Reduced Lunch	3.5%	2.6%	2.4%
Public Assistance	NA	NA	NA
Student Stability	NA	NA	NA

### Staff Counts

Staff	2002–2003
Total Teachers	112
Total Other Professional Staff	19
Total Paraprofessionals	17
Teaching Out of Certification*	11
Teachers with Temporary Licenses	0

\*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	61	30	49%	114	72	63%	96	62	65%
Students with Disabilities	12	0	0%	15	1	7%	16	2	12%
All Students	73	30	41%	129	73	57%	112	64	57%

\*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	61	39	1	2	9	0
Percent	54%	35%	1%	2%	8%	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)
16	2	2	18

\*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			0		3	
	Entered GED Program*			6		8	
	Total Noncompleters			6		11	
Students with Disabilities	Dropped Out			0		0	
	Entered GED Program*			0		2	
	Total Noncompleters			0		2	
All Students	Dropped Out	14	3.1%	0	0.0%	3	0.6%
	Entered GED Program*	4	0.9%	6	1.3%	10	2.1%
	Total Noncompleters	18	4.0%	6	1.3%	13	2.8%

\*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		202	166
	Number of Students with Disabilities		0	33
	Number of All Students		202	199
	Percent of Enrollment		70%	70%
9-12	Number of General-Education Students		422	402
	Number of Students with Disabilities		20	66
	Number of All Students		442	468
	Percent of Enrollment		94%	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	6	100%	0	0%	1	#

### 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	1	#	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%	2	#	3	#
Science	6	83%	0	0%	2	#
Reading	0	0%	0	0%	3	#
Writing	0	0%	3	#	3	#
Global Studies	1	#	3	#	3	#
U.S. Hist & Gov't	1	#	1	#	3	#

## Students with Disabilities

Test	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	29	97%	5	100%	17	88%
Science	29	83%	1	#	4	#
Reading	17	94%	8	62%	18	89%
Writing	14	57%	10	80%	17	88%
Global Studies	6	67%	2	#	12	58%
U.S. Hist & Gov't	7	43%	8	88%	9	56%

(Form – E)

# Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
<b>Comprehensive English</b>						
Number Tested	140	138	101	15	17	15
Number Scoring 55–100	126	116	90	5	5	8
Number Scoring 65–100	111	97	87	3	1	7
Number Scoring 85–100	31	41	55	0	1	0
Percentage of Tested Scoring 55–100	90%	84%	89%	33%	29%	53%
Percentage of Tested Scoring 65–100	79%	70%	86%	20%	6%	47%
Percentage of Tested Scoring 85–100	22%	30%	54%	0%	6%	0%
<b>Mathematics A</b>						
Number Tested	20	55	144	0	5	16
Number Scoring 55–100	20	19	121	0	2	8
Number Scoring 65–100	20	9	97	0	1	4
Number Scoring 85–100	12	1	15	0	0	1
Percentage of Tested Scoring 55–100	100%	35%	84%	0%	40%	50%
Percentage of Tested Scoring 65–100	100%	16%	67%	0%	20%	25%
Percentage of Tested Scoring 85–100	60%	2%	10%	0%	0%	6%
<b>Mathematics B (first administered June 2001)</b>						
Number Tested	0	19	13	0	0	0
Number Scoring 55–100	0	19	12	0	0	0
Number Scoring 65–100	0	19	12	0	0	0
Number Scoring 85–100	0	10	5	0	0	0
Percentage of Tested Scoring 55–100	0%	100%	92%	0%	0%	0%
Percentage of Tested Scoring 65–100	0%	100%	92%	0%	0%	0%
Percentage of Tested Scoring 85–100	0%	53%	38%	0%	0%	0%
<b>Global History and Geography</b>						
Number Tested	140	97	126	23	1	18
Number Scoring 55–100	137	93	106	21	#	9
Number Scoring 65–100	120	87	99	10	#	8
Number Scoring 85–100	54	33	38	1	#	1
Percentage of Tested Scoring 55–100	98%	96%	84%	91%	#	50%
Percentage of Tested Scoring 65–100	86%	90%	79%	43%	#	44%
Percentage of Tested Scoring 85–100	39%	34%	30%	4%	#	6%
<b>U.S. History and Government (first administered June 2001)</b>						
Number Tested	127	134	100	13	16	15
Number Scoring 55–100	116	122	93	8	12	10
Number Scoring 65–100	102	98	91	2	4	9
Number Scoring 85–100	49	35	53	0	0	1
Percentage of Tested Scoring 55–100	91%	91%	93%	62%	75%	67%
Percentage of Tested Scoring 65–100	80%	73%	91%	15%	25%	60%
Percentage of Tested Scoring 85–100	39%	26%	53%	0%	0%	7%

(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	84	118	118	12	3	13
Number Scoring 55–100	84	117	114	12	#	10
Number Scoring 65–100	82	112	105	10	#	9
Number Scoring 85–100	20	36	27	0	#	1
Percentage of Tested Scoring 55–100	100%	99%	97%	100%	#	77%
Percentage of Tested Scoring 65–100	98%	95%	89%	83%	#	69%
Percentage of Tested Scoring 85–100	24%	31%	23%	0%	#	8%
<b>Physical Setting/Earth Science (first administered June 2001)</b>						
Number Tested	89	99	114	0	0	17
Number Scoring 55–100	88	86	97	0	0	11
Number Scoring 65–100	83	70	83	0	0	7
Number Scoring 85–100	38	18	20	0	0	0
Percentage of Tested Scoring 55–100	99%	87%	85%	0%	0%	65%
Percentage of Tested Scoring 65–100	93%	71%	73%	0%	0%	41%
Percentage of Tested Scoring 85–100	43%	18%	18%	0%	0%	0%
<b>Physical Setting/Chemistry (first administered June 2002)</b>						
Number Tested		76	77		1	1
Number Scoring 55–100		72	72		#	#
Number Scoring 65–100		58	51		#	#
Number Scoring 85–100		8	5		#	#
Percentage of Tested Scoring 55–100		95%	94%		#	#
Percentage of Tested Scoring 65–100		76%	66%		#	#
Percentage of Tested Scoring 85–100		11%	6%		#	#
<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	13	17	13	0	0	0
Number Scoring 55–100	12	17	13	0	0	0
Number Scoring 65–100	12	17	13	0	0	0
Number Scoring 85–100	4	7	3	0	0	0
Percentage of Tested Scoring 55–100	92%	100%	100%	0%	0%	0%
Percentage of Tested Scoring 65–100	92%	100%	100%	0%	0%	0%
Percentage of Tested Scoring 85–100	31%	41%	23%	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	56	47	60	0	1	0
Number Scoring 55–100	56	47	60	0	#	0
Number Scoring 65–100	56	44	60	0	#	0
Number Scoring 85–100	37	15	19	0	#	0
Percentage of Tested Scoring 55–100	100%	100%	100%	0%	#	0%
Percentage of Tested Scoring 65–100	100%	94%	100%	0%	#	0%
Percentage of Tested Scoring 85–100	66%	32%	32%	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	60	63	8	1	0	0
Number Scoring 55–100	51	60	5	#	0	0
Number Scoring 65–100	44	58	4	#	0	0
Number Scoring 85–100	7	21	1	#	0	0
Percentage of Tested Scoring 55–100	85%	95%	62%	#	0%	0%
Percentage of Tested Scoring 65–100	73%	92%	50%	#	0%	0%
Percentage of Tested Scoring 85–100	12%	33%	12%	#	0%	0%
<b>Sequential Mathematics, Course III</b>						
Number Tested	67	51	41	0	0	0
Number Scoring 55–100	66	49	39	0	0	0
Number Scoring 65–100	59	48	34	0	0	0
Number Scoring 85–100	29	20	6	0	0	0
Percentage of Tested Scoring 55–100	99%	96%	95%	0%	0%	0%
Percentage of Tested Scoring 65–100	88%	94%	83%	0%	0%	0%
Percentage of Tested Scoring 85–100	43%	39%	15%	0%	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	16	100%	39	41%	33	94%
Students with Disabilities	12	92%	6	100%	6	100%

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	81	0%	4%	67%	30%
	Students with Disabilities	15	27%	13%	60%	0%
	All Students	96	4%	5%	66%	25%

### 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	94	1%	45%	49%	5%
	Students with Disabilities	16	6%	88%	6%	0%
	All Students	110	2%	51%	43%	5%

(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	98	98	98	19	19	19	117	117	117
Number Scoring 55–64	3	10	1	5	6	1	8	16	2
Number Scoring 65–84	40	51	58	6	5	9	46	56	67
Number Scoring 85–100	51	34	37	2	1	2	53	35	39
Approved Alternatives	0	0	0	0	0	0	0	0	0

(Form – K)