

New York State School Report Card Comprehensive Information Report

BEDS Code: 05-13-01-04-0003
 Name: Moravia Junior-Senior High School
 Principal: Brian Morgan

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	115	101	97
Eighth	107	100	95
Ninth	141	112	100
Tenth	107	103	95
Eleventh	65	94	95
Twelfth	79	68	83
Ungraded Secondary	0	0	0
Total K-12 Enrollment	614	578	565

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	5	0.8%	2	0.3%	2	0.4%
Black (Not Hispanic)	10	1.6%	5	0.9%	8	1.4%
Hispanic	5	0.8%	2	0.3%	3	0.5%
White (Not Hispanic)	594	96.7%	569	98.4%	552	97.7%

Average Class Size

Grade Level	2000–2001	2001–2002	2002–2003
Kindergarten	0	0	0
Common Branch	0	0	0
English Grade 8	17	18	17
Mathematics Grade 8	17	19	18
Science Grade 8	19	20	19
Social Studies Grade 8	17	20	0
English Grade 10	18	18	18
Mathematics Grade 10	0	25	21
Science Grade 10	23	23	15
Social Studies Grade 10	20	20	18

(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
51	All schools in this group are secondary level schools in school districts with average student needs in relation to district resource capacity. The schools in this group are in the higher 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	103	16.8%	96	16.6%	121	21.4%

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		93.9%		94.8%		94.1%
Student Suspensions	63	10.9%	68	11.1%	71	12.3%

Student Socioeconomic and Stability Indicators (Percent of Enrollment)

	2000–2001	2001–2002	2002–2003
Reduced Lunch	6.0%	4.5%	5.8%
Public Assistance	1-10%	21-30%	21-30%
Student Stability	97%	99%	100%

Staff Counts

Staff	2002–2003
Total Teachers	46
Total Other Professional Staff	7
Total Paraprofessionals	NA
Teaching Out of Certification*	2
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	65	38	58%	56	36	64%	69	36	52%
Students with Disabilities	2	0	0%	5	0	0%	4	1	25%
All Students	67	38	57%	61	36	59%	73	37	51%

*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	21	42	1	4	5	0
Percent	29%	58%	1%	5%	7%	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)
4	1	7	11

*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			23		14	
	Entered GED Program*			4		4	
	Total Noncompleters			27		18	
Students with Disabilities	Dropped Out			2		1	
	Entered GED Program*			0		0	
	Total Noncompleters			2		1	
All Students	Dropped Out	15	3.8%	25	6.6%	15	4.0%
	Entered GED Program*	8	2.0%	4	1.1%	4	1.1%
	Total Noncompleters	23	5.9%	29	7.7%	19	5.1%

*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		201	142
	Number of Students with Disabilities		0	50
	Number of All Students		201	192
	Percent of Enrollment		100%	100%
9-12	Number of General-Education Students		377	326
	Number of Students with Disabilities		0	47
	Number of All Students		377	373
	Percent of Enrollment		100%	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	13	85%	20	85%	24	79%
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	60	90%	61	62%	52	77%

Students with Disabilities

Test	2000-2001		2001-2002		2002-2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	0	0%	0	0%	1	#
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	2	#	1	#	11	64%

(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	2	#	0	0%	2	#
Science	1	#	0	0%	1	#
Reading	0	0%	0	0%	1	#
Writing	0	0%	0	0%	1	#
Global Studies	2	#	0	0%	1	#
U.S. Hist & Gov't	5	60%	1	#	0	0%

Students with Disabilities

Test	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	16	75%	6	100%	11	82%
Science	14	50%	6	100%	8	88%
Reading	0	0%	2	#	7	100%
Writing	0	0%	1	#	10	100%
Global Studies	3	#	5	40%	6	67%
U.S. Hist & Gov't	0	0%	2	#	3	#

(Form – E)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Comprehensive English						
Number Tested	68	85	91	5	7	8
Number Scoring 55–100	66	76	80	5	4	3
Number Scoring 65–100	65	59	69	4	1	2
Number Scoring 85–100	23	22	31	0	0	0
Percentage of Tested Scoring 55–100	97%	89%	88%	100%	57%	38%
Percentage of Tested Scoring 65–100	96%	69%	76%	80%	14%	25%
Percentage of Tested Scoring 85–100	34%	26%	34%	0%	0%	0%
Mathematics A						
Number Tested	109	103	99	5	12	6
Number Scoring 55–100	100	85	84	4	4	2
Number Scoring 65–100	77	73	75	3	3	2
Number Scoring 85–100	22	23	13	0	1	1
Percentage of Tested Scoring 55–100	92%	83%	85%	80%	33%	33%
Percentage of Tested Scoring 65–100	71%	71%	76%	60%	25%	33%
Percentage of Tested Scoring 85–100	20%	22%	13%	0%	8%	17%
Mathematics B (first administered June 2001)						
Number Tested	0	52	52	0	2	2
Number Scoring 55–100	0	40	41	0	#	#
Number Scoring 65–100	0	30	30	0	#	#
Number Scoring 85–100	0	1	3	0	#	#
Percentage of Tested Scoring 55–100	0%	77%	79%	0%	#	#
Percentage of Tested Scoring 65–100	0%	58%	58%	0%	#	#
Percentage of Tested Scoring 85–100	0%	2%	6%	0%	#	#
Global History and Geography						
Number Tested	90	99	82	4	10	4
Number Scoring 55–100	88	95	72	#	7	#
Number Scoring 65–100	77	83	64	#	4	#
Number Scoring 85–100	29	18	22	#	1	#
Percentage of Tested Scoring 55–100	98%	96%	88%	#	70%	#
Percentage of Tested Scoring 65–100	86%	84%	78%	#	40%	#
Percentage of Tested Scoring 85–100	32%	18%	27%	#	10%	#
U.S. History and Government (first administered June 2001)						
Number Tested	68	84	86	4	7	7
Number Scoring 55–100	65	79	81	#	7	4
Number Scoring 65–100	58	68	75	#	4	4
Number Scoring 85–100	34	22	36	#	1	2
Percentage of Tested Scoring 55–100	96%	94%	94%	#	100%	57%
Percentage of Tested Scoring 65–100	85%	81%	87%	#	57%	57%
Percentage of Tested Scoring 85–100	50%	26%	42%	#	14%	29%

(Form – F)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Living Environment (first administered June 2001)						
Number Tested	105	99	73	6	10	8
Number Scoring 55–100	104	97	71	6	9	8
Number Scoring 65–100	99	91	64	3	7	6
Number Scoring 85–100	27	29	19	0	1	1
Percentage of Tested Scoring 55–100	99%	98%	97%	100%	90%	100%
Percentage of Tested Scoring 65–100	94%	92%	88%	50%	70%	75%
Percentage of Tested Scoring 85–100	26%	29%	26%	0%	10%	12%
Physical Setting/Earth Science (first administered June 2001)						
Number Tested	64	73	76	1	1	1
Number Scoring 55–100	64	72	72	#	#	#
Number Scoring 65–100	57	68	69	#	#	#
Number Scoring 85–100	29	32	34	#	#	#
Percentage of Tested Scoring 55–100	100%	99%	95%	#	#	#
Percentage of Tested Scoring 65–100	89%	93%	91%	#	#	#
Percentage of Tested Scoring 85–100	45%	44%	45%	#	#	#
Physical Setting/Chemistry (first administered June 2002)						
Number Tested		40	44		1	1
Number Scoring 55–100		40	43		#	#
Number Scoring 65–100		27	32		#	#
Number Scoring 85–100		2	2		#	#
Percentage of Tested Scoring 55–100		100%	98%		#	#
Percentage of Tested Scoring 65–100		68%	73%		#	#
Percentage of Tested Scoring 85–100		5%	5%		#	#
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	0	29	12	0	0	0
Number Scoring 55–100	0	27	12	0	0	0
Number Scoring 65–100	0	23	10	0	0	0
Number Scoring 85–100	0	3	6	0	0	0
Percentage of Tested Scoring 55–100	0%	93%	100%	0%	0%	0%
Percentage of Tested Scoring 65–100	0%	79%	83%	0%	0%	0%
Percentage of Tested Scoring 85–100	0%	10%	50%	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	37	17	51	0	0	0
Number Scoring 55–100	37	17	51	0	0	0
Number Scoring 65–100	37	17	49	0	0	0
Number Scoring 85–100	24	14	28	0	0	0
Percentage of Tested Scoring 55–100	100%	100%	100%	0%	0%	0%
Percentage of Tested Scoring 65–100	100%	100%	96%	0%	0%	0%
Percentage of Tested Scoring 85–100	65%	82%	55%	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	2002	2003	2001	2002	2003
Sequential Mathematics, Course II (last administered January 2003)						
Number Tested	22	1	0	0	0	0
Number Scoring 55–100	19	#	0	0	0	0
Number Scoring 65–100	15	#	0	0	0	0
Number Scoring 85–100	2	#	0	0	0	0
Percentage of Tested Scoring 55–100	86%	#	0%	0%	0%	0%
Percentage of Tested Scoring 65–100	68%	#	0%	0%	0%	0%
Percentage of Tested Scoring 85–100	9%	#	0%	0%	0%	0%
Sequential Mathematics, Course III						
Number Tested	41	1	0	0	0	0
Number Scoring 55–100	36	#	0	0	0	0
Number Scoring 65–100	31	#	0	0	0	0
Number Scoring 85–100	12	#	0	0	0	0
Percentage of Tested Scoring 55–100	88%	#	0%	0%	0%	0%
Percentage of Tested Scoring 65–100	76%	#	0%	0%	0%	0%
Percentage of Tested Scoring 85–100	29%	#	0%	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	96	100%	77	100%	10	90%
Students with Disabilities	17	82%	10	80%	3	#

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	76	1%	38%	55%	5%
	Students with Disabilities	22	5%	73%	23%	0%
	All Students	98	2%	46%	48%	4%

(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	76	76	76	12	12	12	88	88	88
Number Scoring 55–64	7	9	6	1	2	2	8	11	8
Number Scoring 65–84	39	39	28	5	2	4	44	41	32
Number Scoring 85–100	26	18	38	0	2	1	26	20	39
Approved Alternatives	0	0	0	0	0	0	0	0	0

(Form – K)