

# New York State School Report Card Comprehensive Information Report

BEDS Code: 53-05-15-06-0004

Grade Range : 9-12

Name: Mohonasen Senior High School

Principal: Lisa M. Cutting

## 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	0	0	0
Eighth	0	0	0
Ninth	296	283	275
Tenth	257	291	277
Eleventh	230	240	271
Twelfth	230	229	229
Ungraded Secondary	12	0	0
Total K-12 Enrollment	1025	1043	1052

## 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	9	0.9%	13	1.2%	16	1.5%
Black (Not Hispanic)	11	1.1%	16	1.5%	14	1.3%
Hispanic	6	0.6%	7	0.7%	9	0.9%
White (Not Hispanic)	999	97.5%	1007	96.5%	1013	96.3%

## Average Class Size

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

(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
49	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 lower 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	2	0.2%	3	0.3%	6	0.6%
Eligible for Free Lunch	61	5.9%	51	4.9%	37	3.5%

### 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		92.9%		93.7%		93.2%
Student Suspensions	92	9.6%	152	14.8%	84	8.1%

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

	2000–2001	2001–2002	2002–2003
Reduced Lunch	2.9%	3.5%	5.8%
Public Assistance	11-20%	11-20%	11-20%
Student Stability	98%	96%	97%

### Staff Counts

Staff	2002–2003
Total Teachers	69
Total Other Professional Staff	8
Total Paraprofessionals	NA
Teaching Out of Certification*	0
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	206	110	53%	201	110	55%	189	125	66%
Students with Disabilities	7	0	0%	0	0	0%	14	2	14%
All Students	213	110	52%	201	110	55%	203	127	63%

\*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	72	92	3	0	8	28
Percent	35%	45%	1%	0%	4%	14%

## 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)
14	2	5	19

\*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			8		20	
	Entered GED Program*			1		20	
	Total Noncompleters			9		40	
Students with Disabilities	Dropped Out			0		8	
	Entered GED Program*			0		1	
	Total Noncompleters			0		9	
All Students	Dropped Out	17	1.7%	8	0.8%	28	2.7%
	Entered GED Program*	20	2.0%	1	0.1%	21	2.0%
	Total Noncompleters	37	3.6%	9	0.9%	49	4.7%

\*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		0	0
	Number of Students with Disabilities		0	0
	Number of All Students		0	0
	Percent of Enrollment		0%	0%
9-12	Number of General-Education Students		965	946
	Number of Students with Disabilities		15	106
	Number of All Students		980	1052
	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%	2	#
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%	7	71%

### 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%	1	#

(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%	44	70%	10	40%
Science	0	0%	50	70%	6	33%
Reading	0	0%	2	#	2	#
Writing	0	0%	2	#	0	0%
Global Studies	0	0%	20	95%	2	#
U.S. Hist & Gov't	3	#	9	78%	2	#

## Students with Disabilities

Test	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	27	70%	0	0%	39	41%
Science	20	35%	0	0%	21	38%
Reading	0	0%	0	0%	17	29%
Writing	1	#	0	0%	11	55%
Global Studies	2	#	0	0%	22	32%
U.S. Hist & Gov't	2	#	0	0%	22	23%

(Form – E)

# Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
<b>Comprehensive English</b>						
Number Tested	203	217	261	10	0	26
Number Scoring 55–100	199	198	230	10	0	10
Number Scoring 65–100	188	167	200	6	0	5
Number Scoring 85–100	60	91	62	0	0	0
Percentage of Tested Scoring 55–100	98%	91%	88%	100%	0%	38%
Percentage of Tested Scoring 65–100	93%	77%	77%	60%	0%	19%
Percentage of Tested Scoring 85–100	30%	42%	24%	0%	0%	0%
<b>Mathematics A</b>						
Number Tested	0	344	304	0	0	26
Number Scoring 55–100	0	222	232	0	0	6
Number Scoring 65–100	0	191	194	0	0	3
Number Scoring 85–100	0	57	56	0	0	1
Percentage of Tested Scoring 55–100	0%	65%	76%	0%	0%	23%
Percentage of Tested Scoring 65–100	0%	56%	64%	0%	0%	12%
Percentage of Tested Scoring 85–100	0%	17%	18%	0%	0%	4%
<b>Mathematics B (first administered June 2001)</b>						
Number Tested	0	0	78	0	0	0
Number Scoring 55–100	0	0	76	0	0	0
Number Scoring 65–100	0	0	65	0	0	0
Number Scoring 85–100	0	0	26	0	0	0
Percentage of Tested Scoring 55–100	0%	0%	97%	0%	0%	0%
Percentage of Tested Scoring 65–100	0%	0%	83%	0%	0%	0%
Percentage of Tested Scoring 85–100	0%	0%	33%	0%	0%	0%
<b>Global History and Geography</b>						
Number Tested	252	275	294	24	0	23
Number Scoring 55–100	240	248	256	22	0	10
Number Scoring 65–100	219	212	226	16	0	8
Number Scoring 85–100	65	61	84	0	0	0
Percentage of Tested Scoring 55–100	95%	90%	87%	92%	0%	43%
Percentage of Tested Scoring 65–100	87%	77%	77%	67%	0%	35%
Percentage of Tested Scoring 85–100	26%	22%	29%	0%	0%	0%
<b>U.S. History and Government (first administered June 2001)</b>						
Number Tested	216	224	296	11	0	35
Number Scoring 55–100	198	190	267	10	0	19
Number Scoring 65–100	166	162	244	5	0	14
Number Scoring 85–100	76	75	91	1	0	1
Percentage of Tested Scoring 55–100	92%	85%	90%	91%	0%	54%
Percentage of Tested Scoring 65–100	77%	72%	82%	45%	0%	40%
Percentage of Tested Scoring 85–100	35%	33%	31%	9%	0%	3%

(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	238	287	219	23	0	20
Number Scoring 55–100	234	277	208	21	0	15
Number Scoring 65–100	221	267	183	19	0	9
Number Scoring 85–100	39	73	34	2	0	0
Percentage of Tested Scoring 55–100	98%	97%	95%	91%	0%	75%
Percentage of Tested Scoring 65–100	93%	93%	84%	83%	0%	45%
Percentage of Tested Scoring 85–100	16%	25%	16%	9%	0%	0%
<b>Physical Setting/Earth Science (first administered June 2001)</b>						
Number Tested	205	178	217	3	0	5
Number Scoring 55–100	196	173	210	#	0	5
Number Scoring 65–100	185	160	188	#	0	2
Number Scoring 85–100	97	69	78	#	0	1
Percentage of Tested Scoring 55–100	96%	97%	97%	#	0%	100%
Percentage of Tested Scoring 65–100	90%	90%	87%	#	0%	40%
Percentage of Tested Scoring 85–100	47%	39%	36%	#	0%	20%
<b>Physical Setting/Chemistry (first administered June 2002)</b>						
Number Tested		121	155		0	1
Number Scoring 55–100		115	140		0	#
Number Scoring 65–100		87	103		0	#
Number Scoring 85–100		13	26		0	#
Percentage of Tested Scoring 55–100		95%	90%		0%	#
Percentage of Tested Scoring 65–100		72%	66%		0%	#
Percentage of Tested Scoring 85–100		11%	17%		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	34	53	63	0	0	0
Number Scoring 55–100	33	51	62	0	0	0
Number Scoring 65–100	32	49	60	0	0	0
Number Scoring 85–100	13	14	29	0	0	0
Percentage of Tested Scoring 55–100	97%	96%	98%	0%	0%	0%
Percentage of Tested Scoring 65–100	94%	92%	95%	0%	0%	0%
Percentage of Tested Scoring 85–100	38%	26%	46%	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	109	107	90	0	0	1
Number Scoring 55–100	108	105	89	0	0	#
Number Scoring 65–100	105	101	86	0	0	#
Number Scoring 85–100	49	56	46	0	0	#
Percentage of Tested Scoring 55–100	99%	98%	99%	0%	0%	#
Percentage of Tested Scoring 65–100	96%	94%	96%	0%	0%	#
Percentage of Tested Scoring 85–100	45%	52%	51%	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	224	26	0	9	0	0
Number Scoring 55–100	179	11	0	5	0	0
Number Scoring 65–100	163	7	0	1	0	0
Number Scoring 85–100	69	1	0	0	0	0
Percentage of Tested Scoring 55–100	80%	42%	0%	56%	0%	0%
Percentage of Tested Scoring 65–100	73%	27%	0%	11%	0%	0%
Percentage of Tested Scoring 85–100	31%	4%	0%	0%	0%	0%
<b>Sequential Mathematics, Course III</b>						
Number Tested	113	133	30	1	0	0
Number Scoring 55–100	90	119	21	#	0	0
Number Scoring 65–100	81	114	17	#	0	0
Number Scoring 85–100	36	81	2	#	0	0
Percentage of Tested Scoring 55–100	80%	89%	70%	#	0%	0%
Percentage of Tested Scoring 65–100	72%	86%	57%	#	0%	0%
Percentage of Tested Scoring 85–100	32%	61%	7%	#	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	36	92%	124	89%	82	82%
Students with Disabilities	17	76%	0	0%	19	53%

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	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
<b>June 2003</b>	General-Education Students	0	0%	0%	0%	0%
	Students with Disabilities	0	0%	0%	0%	0%
	All Students	0	0%	0%	0%	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	186	186	186	19	19	19	205	205	205
Number Scoring 55–64	10	18	6	1	2	1	11	20	7
Number Scoring 65–84	114	90	111	11	4	11	125	94	122
Number Scoring 85–100	60	74	68	1	0	1	61	74	69
Approved Alternatives	0	0	0	0	0	0	0	0	0

(Form – K)