

New York State School Report Card Comprehensive Information Report

BEDS Code: 24-09-01-04-0001
 Name: Mount Morris Junior-Senior High School
 Principal: Mark Valentino

Grade Range : 7-12

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	50	47	52
Eighth	64	53	49
Ninth	50	72	55
Tenth	53	49	62
Eleventh	55	50	47
Twelfth	58	54	51
Ungraded Secondary	0	0	0
Total K-12 Enrollment	330	325	316

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	5	1.5%	4	1.2%	5	1.6%
Black (Not Hispanic)	6	1.8%	9	2.8%	9	2.8%
Hispanic	31	9.4%	40	12.3%	37	11.7%
White (Not Hispanic)	288	87.3%	272	83.7%	265	83.9%

Average Class Size

Grade Level	2001-02	2002-03	2003-04
Kindergarten	0	0	0
Common Branch	0	0	0
English Grade 8	19	18	16
Mathematics Grade 8	19	18	20
Science Grade 8	19	18	18
Social Studies Grade 8	21	18	17
English Grade 10	18	13	19
Mathematics Grade 10	20	13	17
Science Grade 10	0	0	24
Social Studies Grade 10	16	12	10

(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
47	All schools in this group are secondary level schools in rural school districts with high student needs in relation to district resources. The schools in this group are in the middle 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

	2001-02		2002-03		2003-04	
	Count	Percent	Count	Percent	Count	Percent
Limited English Proficient	3	0.9%	19	5.9%	8	2.5%
Eligible for Free Lunch	94	28.5%	100	30.8%	82	26.0%

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		94.0%		94.0%		95.3%
Student Suspensions	2	0.6%	12	3.6%	20	6.2%

Student Socioeconomic and Stability Indicators (Percent of Enrollment)

	2001-02	2002-03	2003-04
Reduced Lunch	10.9%	0.9%	8.9%
Public Assistance	21-30%	51-60%	51-60%
Student Stability	93%	100%	90%

Staff Counts

Staff	2003-04
Total Teachers	32
Total Other Professional Staff	3
Total Paraprofessionals	NA
Teaching Out of Certification*	1

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

(Form – B)

High School Graduates and Noncompleters

High School Graduates Earning Regents Diplomas*

	2001-02			2002-03			2003-04		
	Total Grads	Regents Diplomas	% Regents Diplomas	Total Grads	Regents Diplomas	% Regents Diplomas	Total Grads	Regents Diplomas	% Regents Diplomas
General Education	42	23	55%	44	23	52%	42	18	43%
Students with Disabilities	5	1	20%	3	0	0%	5	0	0%
All Students	47	24	51%	47	23	49%	47	18	38%

*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 for the 2001-02 school year, diploma counts for that year do not include counts from August 2001. Data for the 2002-03 school year include August 2002 and January and June 2003 graduates; data for the 2003-04 school year include August 2003 and January and June 2004 graduates.

Distribution of 2003-04 Graduates (All Students)

	To 4-year College	To 2-year College	To Other Post-Secondary	To the Military	To Employment	Other
Number	11	15	0	3	15	3
Percent	23%	32%	0%	6%	32%	6%

Number of High School Completers with Disabilities in 2003-04

Graduates* (a)	Regents Diplomas (b)	IEP Diplomas or Certificates (c)	All 2003-04 Completers (a+c)
5	0	0	5

*Local Diplomas (including local diplomas with Regents endorsements)

High School Noncompletion Rates

		2001-02		2002-03		2003-04	
		No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
General-Education Students	Dropped Out	0		5		0	0.0%
	Entered GED Program*	0		1		0	0.0%
	Total Noncompleters	0		6		0	0.0%
Students with Disabilities	Dropped Out	3		4		0	0.0%
	Entered GED Program*	0		0		0	0.0%
	Total Noncompleters	3		4		0	0.0%
All Students	Dropped Out	3	1.4%	9	4.0%	0	0.0%
	Entered GED Program*	0	0.0%	1	0.4%	0	0.0%
	Total Noncompleters	3	1.4%	10	4.4%	0	0.0%

*The number and percentage of students who left a program leading to a high school diploma and entered a 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	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	60	0	52
	Number of Students with Disabilities	0	0	8
	Number of All Students	60	0	60
	Percent of Enrollment	53%	0%	59%
9-12	Number of General-Education Students	199	176	175
	Number of Students with Disabilities	0	24	24
	Number of All Students	199	200	199
	Percent of Enrollment	92%	89%	93%

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; completer 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	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%	0	0%

Students with Disabilities

Test	2001-02		2002-03		2003-04	
	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%	0	0%

Regents Competency Tests

General-Education Students

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	2	#	0	0%	2	#
Science	1	#	0	0%	2	#
Reading	1	#	0	0%	0	0%
Writing	1	#	0	0%	1	#
Global Studies	3	#	0	0%	1	#
U.S. Hist & Gov't	2	#	0	0%	1	#

Students with Disabilities

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	5	60%	0	0%	5	20%
Science	5	20%	0	0%	7	29%
Reading	0	0%	0	0%	0	0%
Writing	0	0%	0	0%	1	#
Global Studies	4	#	0	0%	3	#
U.S. Hist & Gov't	0	0%	0	0%	3	#

(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	57	47	42	5	7	2
Number Scoring 55-100	52	41	41	5	4	#
Number Scoring 65-100	48	39	38	4	4	#
Number Scoring 85-100	18	11	14	0	0	#
Percentage of Tested Scoring 55-100	91%	87%	98%	100%	57%	#
Percentage of Tested Scoring 65-100	84%	83%	90%	80%	57%	#
Percentage of Tested Scoring 85-100	32%	23%	33%	0%	0%	#
Mathematics A						
Number Tested	16	57	55	3	1	2
Number Scoring 55-100	11	50	55	#	#	#
Number Scoring 65-100	11	35	52	#	#	#
Number Scoring 85-100	7	7	13	#	#	#
Percentage of Tested Scoring 55-100	69%	88%	100%	#	#	#
Percentage of Tested Scoring 65-100	69%	61%	95%	#	#	#
Percentage of Tested Scoring 85-100	44%	12%	24%	#	#	#
Mathematics B						
Number Tested	0	0	6	0	0	0
Number Scoring 55-100	0	0	6	0	0	0
Number Scoring 65-100	0	0	5	0	0	0
Number Scoring 85-100	0	0	1	0	0	0
Percentage of Tested Scoring 55-100	0%	0%	100%	0%	0%	0%
Percentage of Tested Scoring 65-100	0%	0%	83%	0%	0%	0%
Percentage of Tested Scoring 85-100	0%	0%	17%	0%	0%	0%
Global History and Geography						
Number Tested	47	49	55	5	5	5
Number Scoring 55-100	45	41	47	4	2	2
Number Scoring 65-100	40	37	45	2	1	2
Number Scoring 85-100	5	11	9	0	0	0
Percentage of Tested Scoring 55-100	96%	84%	85%	80%	40%	40%
Percentage of Tested Scoring 65-100	85%	76%	82%	40%	20%	40%
Percentage of Tested Scoring 85-100	11%	22%	16%	0%	0%	0%
U.S. History and Government						
Number Tested	55	46	43	5	7	2
Number Scoring 55-100	53	41	41	4	6	#
Number Scoring 65-100	49	37	40	4	4	#
Number Scoring 85-100	18	12	20	2	0	#
Percentage of Tested Scoring 55-100	96%	89%	95%	80%	86%	#
Percentage of Tested Scoring 65-100	89%	80%	93%	80%	57%	#
Percentage of Tested Scoring 85-100	33%	26%	47%	40%	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	47	81	51	1	8	2
Number Scoring 55-100	47	73	48	#	6	#
Number Scoring 65-100	45	64	43	#	5	#
Number Scoring 85-100	9	5	8	#	0	#
Percentage of Tested Scoring 55-100	100%	90%	94%	#	75%	#
Percentage of Tested Scoring 65-100	96%	79%	84%	#	62%	#
Percentage of Tested Scoring 85-100	19%	6%	16%	#	0%	#
Physical Setting/Earth Science						
Number Tested	48	26	41	7	0	2
Number Scoring 55-100	41	23	33	3	0	#
Number Scoring 65-100	35	23	29	2	0	#
Number Scoring 85-100	9	3	9	0	0	#
Percentage of Tested Scoring 55-100	85%	88%	80%	43%	0%	#
Percentage of Tested Scoring 65-100	73%	88%	71%	29%	0%	#
Percentage of Tested Scoring 85-100	19%	12%	22%	0%	0%	#
Physical Setting/Chemistry						
Number Tested	16	0	18	0	0	0
Number Scoring 55-100	16	0	17	0	0	0
Number Scoring 65-100	16	0	16	0	0	0
Number Scoring 85-100	4	0	2	0	0	0
Percentage of Tested Scoring 55-100	100%	0%	94%	0%	0%	0%
Percentage of Tested Scoring 65-100	100%	0%	89%	0%	0%	0%
Percentage of Tested Scoring 85-100	25%	0%	11%	0%	0%	0%
Physical Setting/Physics						
Number Tested			9			0
Number Scoring 55-100			9			0
Number Scoring 65-100			9			0
Number Scoring 85-100			3			0
Percentage of Tested Scoring 55-100			100%			0%
Percentage of Tested Scoring 65-100			100%			0%
Percentage of Tested Scoring 85-100			33%			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	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 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	21	0	13	0	0	0
Number Scoring 55-100	21	0	13	0	0	0
Number Scoring 65-100	18	0	13	0	0	0
Number Scoring 85-100	11	0	7	0	0	0
Percentage of Tested Scoring 55-100	100%	0%	100%	0%	0%	0%
Percentage of Tested Scoring 65-100	86%	0%	100%	0%	0%	0%
Percentage of Tested Scoring 85-100	52%	0%	54%	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	19	22	15	0	1	0
Number Scoring 55-100	15	16	13	0	#	0
Number Scoring 65-100	15	16	10	0	#	0
Number Scoring 85-100	8	7	3	0	#	0
Percentage of Tested Scoring 55-100	79%	73%	87%	0%	#	0%
Percentage of Tested Scoring 65-100	79%	73%	67%	0%	#	0%
Percentage of Tested Scoring 85-100	42%	32%	20%	0%	#	0%

Introduction to Occupations Examination

	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
General-Education Students	45	0%	1	#	39	97%
Students with Disabilities	4	#	0	0%	5	80%

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	45	#	#	#	#
	Students with Disabilities	2	#	#	#	#
	All Students	47	4%	53%	32%	11%

(Form - I)

New York State Alternate Assessments (NYSAA) 2003–04

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

2000 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	39	39	39	3	3	3	42	42	42
Number Scoring 55–64	#	#	#	#	#	#	3	4	2
Number Scoring 65–84	#	#	#	#	#	#	31	23	24
Number Scoring 85–100	#	#	#	#	#	#	5	12	13
Approved Alternatives	#	#	#	#	#	#	0	0	0

(Form – J)

New York State English as a Second Language Achievement Tests (NYSESLAT)*

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
Listening and Speaking (Grade 7-8)						
Number Tested			3			0
Beginning (0-18)			#			0
Intermediate (19-31)			#			0
Advanced (32-36)			#			0
Proficient (37-39)			#			0
Reading and Writing (Grade 7-8)						
Number Tested			4			0
Beginning (0-14)			#			0
Intermediate (15-24)			#			0
Advanced (25-32)			#			0
Proficient (33-35)			#			0
Listening and Speaking (Grade 9-12)						
Number Tested			2			0
Beginning (0-18)			#			0
Intermediate (19-31)			#			0
Advanced (32-36)			#			0
Proficient (37-39)			#			0
Reading and Writing (Grade 9-12)						
Number Tested			1			0
Beginning (0-14)			#			0
Intermediate (15-24)			#			0
Advanced (25-32)			#			0
Proficient (33-35)			#			0

*The NYSESLAT was first administered in the 2002-03 school year, but complete data for all school districts were not available until 2003-04.

(Form - L)