

New York State School Report Card

Comprehensive Information Report

BEDS Code: 15-09-01-04-0004
 Name: Moriah Junior-Senior High School
 Principal: Kathy Carr

Grade Range : 7-12

Fall Enrollment

Grade	2002-03	2003-04	2004-05
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	65	64	57
Eighth	64	62	63
Ninth	72	71	86
Tenth	65	62	60
Eleventh	61	60	35
Twelfth	57	54	55
Ungraded Secondary	10	5	0
Total K-12 Enrollment	394	378	356

Student Racial/Ethnic Origin

Race/Ethnicity	2002-03		2003-04		2004-05	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
American Indian, Alaskan, Asian, or Pacific Islander	4	1.0%	4	1.1%	3	0.8%
Black (Not Hispanic)	5	1.3%	4	1.1%	6	1.7%
Hispanic	3	0.8%	7	1.9%	5	1.4%
White (Not Hispanic)	382	97.0%	363	96.0%	342	96.1%

Average Class Size

Grade Level	2002-03	2003-04	2004-05
Kindergarten	0	0	0
Common Branch	0	0	0
English Grade 8	15	18	23
Mathematics Grade 8	15	18	20
Science Grade 8	0	0	0
Social Studies Grade 8	15	15	20
English Grade 10	0	13	19
Mathematics Grade 10	0	0	0
Science Grade 10	18	22	22
Social Studies Grade 10	17	13	0

(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
48	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 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

	2002-03		2003-04		2004-05	
	Count	Percent	Count	Percent	Count	Percent
Limited English Proficient	2	0.5%	1	0.3%	1	0.3%
Eligible for Free Lunch	117	29.7%	118	31.2%	125	35.1%

Attendance and Suspension

	2001-02		2002-03		2003-04	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
Annual Attendance Rate		91.4%		89.7%		91.4%
Student Suspensions	16	4.1%	36	9.1%	35	9.3%

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

	2002-03	2003-04	2004-05
Reduced Lunch	19.3%	13.2%	14.3%
Public Assistance	31-40%	51-60%	61-70%
Student Stability	96%	100%	98%

Staff Counts

Staff	2004-05
Total Teachers	36
Total Other Professional Staff	5
Total Paraprofessionals	NA
Teaching Out of Certification*	3

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

(Form – B)

High School Graduates and Noncompleters

High School Graduates and Completers		2002-03	2003-04	2004-05
General-Education Students	Total Graduates*	12	53	41
	Regents Diplomas	3	18	30
	% Regents Diplomas	25%	34%	73%
	Regents Diplomas with Advanced Designation**			14
	% Regents Diplomas with Advanced Designation			34%
	IEP Diplomas or Local Certificates			
Students with Disabilities	Total Graduates*	3	7	16
	Regents Diplomas	0	0	4
	% Regents Diplomas	0%	0%	25%
	Regents Diplomas with Advanced Designation**			0
	% Regents Diplomas with Advanced Designation			0%
	IEP Diplomas or Local Certificates	2	2	2
All Students	Total Graduates*	15	60	57
	Regents Diplomas	3	18	34
	% Regents Diplomas	20%	30%	60%
	Regents Diplomas with Advanced Designation**			14
	% Regents Diplomas with Advanced Designation			25%
	IEP Diplomas or Local Certificates	2	2	2

* Only students awarded local diplomas or Regents endorsed diplomas are included in the count of high school graduates in this table. Data include graduates in August, January and June of the school year being reported.

**Beginning with students who first entered grade 9 in 2001-02, students may earn a Regents diploma by passing (scoring 65-100) Regents exams in five areas and meeting course requirements. To earn a Regents diploma with advanced designation, the student must pass eight Regents exams. For more information, see <http://www.emsc.nysed.gov/parents/gradreqtsfs.shtml>.

Post-Secondary Plans of 2004-05 Graduates

		4-year College	2-year College	Other Post-Secondary	Military	Employment	Adult Services	Plan Unknown	Other Known Plan
General-Education Students	Number	13	13	1	1	12	0	0	1
	Percent	32%	32%	2%	2%	29%	0%	0%	2%
Students with Disabilities	Number	0	6	0	0	10	0	0	0
	Percent	0%	38%	0%	0%	62%	0%	0%	0%
All Students	Number	13	19	1	1	22	0	0	1
	Percent	23%	33%	2%	2%	39%	0%	0%	2%

High School Noncompletion Rates

		2002-03		2003-04		2004-05	
		No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
General-Education Students	Dropped Out	9		7	3.6%	10	5.3%
	Entered GED Program*	0		0	0.0%	0	0.0%
	Total Noncompleters	9		7	3.6%	10	5.3%
Students with Disabilities	Dropped Out	1		2	4.2%	0	0.0%
	Entered GED Program*	1		0	0.0%	0	0.0%
	Total Noncompleters	2		2	4.2%	0	0.0%
All Students	Dropped Out	10	3.8%	9	3.7%	10	4.2%
	Entered GED Program*	1	0.4%	0	0.0%	0	0.0%
	Total Noncompleters	11	4.2%	9	3.7%	10	4.2%

*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	2002-03	2003-04	2004-05
K-1	0%	0%	0%
2-3	0%	0%	0%

Students Developing a Career Plan, 4-12

Grades		2002-03	2003-04	2004-05
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	78	77	101
	Number of Students with Disabilities	20	19	19
	Number of All Students	98	96	120
	Percent of Enrollment	74%	75%	100%
9-12	Number of General-Education Students	163	162	184
	Number of Students with Disabilities	49	48	52
	Number of All Students	212	210	236
	Percent of Enrollment	81%	84%	100%

(Form – D)

Second Language Proficiency Examinations

General-Education Students

Test	2002-03		2003-04		2004-05	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	25	76%	23	87%	10	80%
German	0	0%	0	0%	0	0%
Italian	15	67%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	2	#	27	44%	40	75%

Students with Disabilities

Test	2002-03		2003-04		2004-05	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	0	0%	0	0%	2	#
German	0	0%	0	0%	0	0%
Italian	1	#	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	0	0%	2	#	0	0%

Regents Competency Tests

General-Education Students

Test	2002-03		2003-04		2004-05	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	3	#	5	80%	3	#
Science	2	#	4	#	1	#
Reading	0	0%	1	#	4	#
Writing	2	#	1	#	3	#
Global Studies	0	0%	0	0%	1	#
U.S. Hist & Gov't	0	0%	1	#	2	#

Students with Disabilities

Test	2002-03		2003-04		2004-05	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	12	92%	9	89%	7	57%
Science	5	60%	4	#	2	#
Reading	1	#	6	100%	4	#
Writing	13	77%	14	86%	6	100%
Global Studies	3	#	4	#	6	50%
U.S. Hist & Gov't	4	#	11	27%	11	73%

(Form – E)

Regents Examinations

	All Students			Students with Disabilities		
	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05
Comprehensive English						
Number Tested	76	74	50	8	15	6
Number Scoring 55-100	62	59	34	3	9	1
Number Scoring 65-100	42	41	25	0	5	1
Number Scoring 85-100	10	11	9	0	2	0
Percentage of Tested Scoring 55-100	82%	80%	68%	38%	60%	17%
Percentage of Tested Scoring 65-100	55%	55%	50%	0%	33%	17%
Percentage of Tested Scoring 85-100	13%	15%	18%	0%	13%	0%
Mathematics A						
Number Tested	86	51	71	9	13	9
Number Scoring 55-100	63	43	65	1	9	4
Number Scoring 65-100	47	35	60	1	6	3
Number Scoring 85-100	2	3	7	0	1	0
Percentage of Tested Scoring 55-100	73%	84%	92%	11%	69%	44%
Percentage of Tested Scoring 65-100	55%	69%	85%	11%	46%	33%
Percentage of Tested Scoring 85-100	2%	6%	10%	0%	8%	0%
Mathematics B						
Number Tested	0	20	17	0	0	2
Number Scoring 55-100	0	17	8	0	0	#
Number Scoring 65-100	0	11	4	0	0	#
Number Scoring 85-100	0	1	0	0	0	#
Percentage of Tested Scoring 55-100	0%	85%	47%	0%	0%	#
Percentage of Tested Scoring 65-100	0%	55%	24%	0%	0%	#
Percentage of Tested Scoring 85-100	0%	5%	0%	0%	0%	#
Global History and Geography						
Number Tested	69	48	65	12	8	6
Number Scoring 55-100	59	41	56	8	5	2
Number Scoring 65-100	52	32	50	5	3	1
Number Scoring 85-100	14	12	14	2	0	1
Percentage of Tested Scoring 55-100	86%	85%	86%	67%	62%	33%
Percentage of Tested Scoring 65-100	75%	67%	77%	42%	38%	17%
Percentage of Tested Scoring 85-100	20%	25%	22%	17%	0%	17%
U.S. History and Government						
Number Tested	65	58	42	6	18	7
Number Scoring 55-100	61	43	31	2	8	3
Number Scoring 65-100	51	33	28	0	5	2
Number Scoring 85-100	11	13	13	0	2	0
Percentage of Tested Scoring 55-100	94%	74%	74%	33%	44%	43%
Percentage of Tested Scoring 65-100	78%	57%	67%	0%	28%	29%
Percentage of Tested Scoring 85-100	17%	22%	31%	0%	11%	0%

(Form – F)

Regents Examinations

	All Students			Students with Disabilities		
	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05
Living Environment						
Number Tested	55	42	63	10	7	4
Number Scoring 55-100	53	41	63	8	6	#
Number Scoring 65-100	47	37	58	5	4	#
Number Scoring 85-100	14	12	25	2	0	#
Percentage of Tested Scoring 55-100	96%	98%	100%	80%	86%	#
Percentage of Tested Scoring 65-100	85%	88%	92%	50%	57%	#
Percentage of Tested Scoring 85-100	25%	29%	40%	20%	0%	#
Physical Setting/Earth Science						
Number Tested	43	60	49	3	5	6
Number Scoring 55-100	32	43	41	#	1	3
Number Scoring 65-100	29	33	36	#	1	3
Number Scoring 85-100	10	7	9	#	1	0
Percentage of Tested Scoring 55-100	74%	72%	84%	#	20%	50%
Percentage of Tested Scoring 65-100	67%	55%	73%	#	20%	50%
Percentage of Tested Scoring 85-100	23%	12%	18%	#	20%	0%
Physical Setting/Chemistry						
Number Tested	37	29	22	1	1	1
Number Scoring 55-100	32	25	20	#	#	#
Number Scoring 65-100	20	16	13	#	#	#
Number Scoring 85-100	1	4	0	#	#	#
Percentage of Tested Scoring 55-100	86%	86%	91%	#	#	#
Percentage of Tested Scoring 65-100	54%	55%	59%	#	#	#
Percentage of Tested Scoring 85-100	3%	14%	0%	#	#	#
Physical Setting/Physics						
Number Tested		7	5		0	0
Number Scoring 55-100		6	2		0	0
Number Scoring 65-100		6	2		0	0
Number Scoring 85-100		0	0		0	0
Percentage of Tested Scoring 55-100		86%	40%		0%	0%
Percentage of Tested Scoring 65-100		86%	40%		0%	0%
Percentage of Tested Scoring 85-100		0%	0%		0%	0%

* Physical Setting/Physics results for 2002-03 are not included in the report card because the Department issued new conversion charts for assessments administered in that year.

(Form – G)

Regents Examinations

	All Students			Students with Disabilities		
	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05
Comprehensive French						
Number Tested	9	10	13	0	0	0
Number Scoring 55-100	8	9	12	0	0	0
Number Scoring 65-100	7	8	10	0	0	0
Number Scoring 85-100	2	2	1	0	0	0
Percentage of Tested Scoring 55-100	89%	90%	92%	0%	0%	0%
Percentage of Tested Scoring 65-100	78%	80%	77%	0%	0%	0%
Percentage of Tested Scoring 85-100	22%	20%	8%	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	20	6	0	0	0
Number Scoring 55-100	19	19	6	0	0	0
Number Scoring 65-100	16	16	4	0	0	0
Number Scoring 85-100	2	2	1	0	0	0
Percentage of Tested Scoring 55-100	90%	95%	100%	0%	0%	0%
Percentage of Tested Scoring 65-100	76%	80%	67%	0%	0%	0%
Percentage of Tested Scoring 85-100	10%	10%	17%	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)

Elementary-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
Nov 2004	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 2005	General-Education Students	48	0%	48%	44%	8%
	Students with Disabilities	11	9%	91%	0%	0%
	All Students	59	2%	56%	36%	7%

(Form – I)

New York State Alternate Assessments (NYSAA) 2004–05

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

2001 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	43	43	43	16	16	16	59	59	59
Number Scoring 55–64	2	8	3	7	4	4	9	12	7
Number Scoring 65–84	24	19	24	5	2	8	29	21	32
Number Scoring 85–100	12	11	13	2	2	2	14	13	15
Approved Alternatives	0	0	0	0	0	0	0	0	0

(Form – J)

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

	All Students			Students with Disabilities		
	2002–03	2003–04	2004–05	2002–03	2003–04	2004–05
Listening and Speaking (Grade 7–8)						
Number Tested		0	0		0	0
Beginning		0	0		0	0
Intermediate		0	0		0	0
Advanced		0	0		0	0
Proficient		0	0		0	0
Reading and Writing (Grade 7–8)						
Number Tested		0	0		0	0
Beginning		0	0		0	0
Intermediate		0	0		0	0
Advanced		0	0		0	0
Proficient		0	0		0	0
Listening and Speaking (Grade 9–12)						
Number Tested		0	1		0	0
Beginning		0	#		0	0
Intermediate		0	#		0	0
Advanced		0	#		0	0
Proficient		0	#		0	0
Reading and Writing (Grade 9–12)						
Number Tested		0	1		0	0
Beginning		0	#		0	0
Intermediate		0	#		0	0
Advanced		0	#		0	0
Proficient		0	#		0	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)