

# 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	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	61	57	65
Eighth	71	62	64
Ninth	72	68	72
Tenth	71	71	65
Eleventh	61	66	61
Twelfth	56	57	57
Ungraded Secondary	15	10	10
Total K-12 Enrollment	407	391	394

## 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	3	0.7%	5	1.3%	4	1.0%
Black (Not Hispanic)	0	0.0%	1	0.3%	5	1.3%
Hispanic	9	2.2%	8	2.0%	3	0.8%
White (Not Hispanic)	395	97.1%	377	96.4%	382	97.0%

## Average Class Size

Grade Level	2000–2001	2001–2002	2002–2003
Kindergarten	0	0	0
Common Branch	0	0	0
English Grade 8	18	12	15
Mathematics Grade 8	16	12	15
Science Grade 8	18	14	0
Social Studies Grade 8	18	12	15
English Grade 10	20	24	0
Mathematics Grade 10	10	0	0
Science Grade 10	22	25	18
Social Studies Grade 10	22	24	17

(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

	2000–2001		2001–2002		2002–2003	
	Count	Percent	Count	Percent	Count	Percent
Limited English Proficient	0	0.0%	1	0.3%	2	0.5%
Eligible for Free Lunch	169	41.5%	107	27.4%	117	29.7%

### 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		92.3%		91.4%		91.4%
Student Suspensions	9	2.1%	33	8.1%	16	4.1%

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

	2000–2001	2001–2002	2002–2003
Reduced Lunch	14.7%	20.0%	19.3%
Public Assistance	31-40%	31-40%	31-40%
Student Stability	64%	95%	96%

### Staff Counts

Staff	2002–2003
Total Teachers	38
Total Other Professional Staff	6
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	45	17	38%	0	0	0%	12	3	25%
Students with Disabilities	6	0	0%	0	0	0%	3	0	0%
All Students	51	17	33%	0	0	0%	15	3	20%

\*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	4	7	0	1	3	0
Percent	27%	47%	0%	7%	20%	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)
3	0	2	5

\*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		9	
	Entered GED Program*			0		0	
	Total Noncompleters			0		9	
Students with Disabilities	Dropped Out			0		1	
	Entered GED Program*			0		1	
	Total Noncompleters			0		2	
All Students	Dropped Out	6	2.2%	0	0.0%	10	3.8%
	Entered GED Program*	1	0.4%	0	0.0%	1	0.4%
	Total Noncompleters	7	2.6%	0	0.0%	11	4.2%

\*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		78	78
	Number of Students with Disabilities		20	20
	Number of All Students		98	98
	Percent of Enrollment		80%	74%
9-12	Number of General-Education Students		163	163
	Number of Students with Disabilities		49	49
	Number of All Students		212	212
	Percent of Enrollment		79%	81%

## 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%	19	84%	25	76%
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	15	67%
Latin	0	0%	0	0%	0	0%
Spanish	0	0%	32	56%	2	#

### Students with Disabilities

Test	2000-2001		2001-2002		2002-2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	0	0%	1	#	0	0%
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	1	#
Latin	0	0%	0	0%	0	0%
Spanish	0	0%	1	#	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%	0	0%	3	#
Science	0	0%	1	#	2	#
Reading	0	0%	0	0%	0	0%
Writing	0	0%	0	0%	2	#
Global Studies	0	0%	0	0%	0	0%
U.S. Hist & Gov't	3	#	0	0%	0	0%

## Students with Disabilities

Test	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	7	100%	4	#	12	92%
Science	3	#	5	80%	5	60%
Reading	8	75%	11	82%	1	#
Writing	10	90%	4	#	13	77%
Global Studies	1	#	0	0%	3	#
U.S. Hist & Gov't	7	43%	8	100%	4	#

(Form – E)

# Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
<b>Comprehensive English</b>						
Number Tested	73	65	76	14	12	8
Number Scoring 55–100	64	60	62	7	10	3
Number Scoring 65–100	43	44	42	3	5	0
Number Scoring 85–100	3	11	10	0	2	0
Percentage of Tested Scoring 55–100	88%	92%	82%	50%	83%	38%
Percentage of Tested Scoring 65–100	59%	68%	55%	21%	42%	0%
Percentage of Tested Scoring 85–100	4%	17%	13%	0%	17%	0%
<b>Mathematics A</b>						
Number Tested	2	65	86	2	1	9
Number Scoring 55–100	#	50	63	#	#	1
Number Scoring 65–100	#	37	47	#	#	1
Number Scoring 85–100	#	10	2	#	#	0
Percentage of Tested Scoring 55–100	#	77%	73%	#	#	11%
Percentage of Tested Scoring 65–100	#	57%	55%	#	#	11%
Percentage of Tested Scoring 85–100	#	15%	2%	#	#	0%
<b>Mathematics B (first administered June 2001)</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>Global History and Geography</b>						
Number Tested	70	69	69	19	4	12
Number Scoring 55–100	68	65	59	18	#	8
Number Scoring 65–100	54	54	52	10	#	5
Number Scoring 85–100	20	14	14	1	#	2
Percentage of Tested Scoring 55–100	97%	94%	86%	95%	#	67%
Percentage of Tested Scoring 65–100	77%	78%	75%	53%	#	42%
Percentage of Tested Scoring 85–100	29%	20%	20%	5%	#	17%
<b>U.S. History and Government (first administered June 2001)</b>						
Number Tested	62	63	65	13	15	6
Number Scoring 55–100	52	56	61	7	8	2
Number Scoring 65–100	38	43	51	3	5	0
Number Scoring 85–100	9	5	11	1	0	0
Percentage of Tested Scoring 55–100	84%	89%	94%	54%	53%	33%
Percentage of Tested Scoring 65–100	61%	68%	78%	23%	33%	0%
Percentage of Tested Scoring 85–100	15%	8%	17%	8%	0%	0%

(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	55	68	55	10	4	10
Number Scoring 55–100	55	68	53	10	#	8
Number Scoring 65–100	50	68	47	8	#	5
Number Scoring 85–100	6	19	14	0	#	2
Percentage of Tested Scoring 55–100	100%	100%	96%	100%	#	80%
Percentage of Tested Scoring 65–100	91%	100%	85%	80%	#	50%
Percentage of Tested Scoring 85–100	11%	28%	25%	0%	#	20%
<b>Physical Setting/Earth Science (first administered June 2001)</b>						
Number Tested	72	74	43	5	11	3
Number Scoring 55–100	59	62	32	4	7	#
Number Scoring 65–100	43	50	29	1	4	#
Number Scoring 85–100	12	13	10	0	1	#
Percentage of Tested Scoring 55–100	82%	84%	74%	80%	64%	#
Percentage of Tested Scoring 65–100	60%	68%	67%	20%	36%	#
Percentage of Tested Scoring 85–100	17%	18%	23%	0%	9%	#
<b>Physical Setting/Chemistry (first administered June 2002)</b>						
Number Tested		34	37		2	1
Number Scoring 55–100		18	32		#	#
Number Scoring 65–100		10	20		#	#
Number Scoring 85–100		2	1		#	#
Percentage of Tested Scoring 55–100		53%	86%		#	#
Percentage of Tested Scoring 65–100		29%	54%		#	#
Percentage of Tested Scoring 85–100		6%	3%		#	#
<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	12	8	9	2	0	0
Number Scoring 55–100	12	8	8	#	0	0
Number Scoring 65–100	10	6	7	#	0	0
Number Scoring 85–100	1	0	2	#	0	0
Percentage of Tested Scoring 55–100	100%	100%	89%	#	0%	0%
Percentage of Tested Scoring 65–100	83%	75%	78%	#	0%	0%
Percentage of Tested Scoring 85–100	8%	0%	22%	#	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	24	20	21	1	1	0
Number Scoring 55–100	22	20	19	#	#	0
Number Scoring 65–100	17	15	16	#	#	0
Number Scoring 85–100	4	3	2	#	#	0
Percentage of Tested Scoring 55–100	92%	100%	90%	#	#	0%
Percentage of Tested Scoring 65–100	71%	75%	76%	#	#	0%
Percentage of Tested Scoring 85–100	17%	15%	10%	#	#	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	74	55	0	7	1	0
Number Scoring 55–100	43	37	0	2	#	0
Number Scoring 65–100	34	30	0	1	#	0
Number Scoring 85–100	8	10	0	0	#	0
Percentage of Tested Scoring 55–100	58%	67%	0%	29%	#	0%
Percentage of Tested Scoring 65–100	46%	55%	0%	14%	#	0%
Percentage of Tested Scoring 85–100	11%	18%	0%	0%	#	0%
<b>Sequential Mathematics, Course III</b>						
Number Tested	20	31	25	0	0	0
Number Scoring 55–100	17	21	18	0	0	0
Number Scoring 65–100	16	19	16	0	0	0
Number Scoring 85–100	2	8	4	0	0	0
Percentage of Tested Scoring 55–100	85%	68%	72%	0%	0%	0%
Percentage of Tested Scoring 65–100	80%	61%	64%	0%	0%	0%
Percentage of Tested Scoring 85–100	10%	26%	16%	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	17	100%	14	93%	13	54%
Students with Disabilities	6	100%	8	88%	7	0%

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	29	#	#	#	#
	Students with Disabilities	1	#	#	#	#
	All Students	30	3%	40%	53%	3%

(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	45	45	45	15	15	15	60	60	60
Number Scoring 55–64	3	7	0	4	2	3	7	9	3
Number Scoring 65–84	22	33	37	4	2	4	26	35	41
Number Scoring 85–100	18	5	6	1	0	1	19	5	7
Approved Alternatives	0	0	0	0	0	0	0	0	0

(Form – K)