

New York State School Report Card Comprehensive Information Report

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

Grade Range : 7-12

Fall Enrollment

Grade	1999–2000	2000–2001	2001–2002
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	58	62	50
Eighth	48	54	64
Ninth	59	53	50
Tenth	60	61	53
Eleventh	35	59	55
Twelfth	53	43	58
Ungraded Secondary	0	0	0
Total K-12 Enrollment	313	332	330

Student Racial/Ethnic Origin

Race/Ethnicity	1999–2000		2000–2001		2001–2002	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
American Indian, Alaskan, Asian, or Pacific Islander	0	0.0%	5	1.5%	5	1.5%
Black (Not Hispanic)	9	2.9%	6	1.8%	6	1.8%
Hispanic	20	6.4%	22	6.6%	31	9.4%
White (Not Hispanic)	284	90.7%	299	90.1%	288	87.3%

Limited English Proficient Students (also known as English language learners)

1999–2000		2000–2001		2001–2002	
No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
3	1.0%	9	2.7%	3	0.9%

Average Class Size

Grade Level	1999–2000	2000–2001	2001–2002
Kindergarten	0	0	0
Common Branch	0	0	0
English Grade 8	24	23	19
Mathematics Grade 8	24	23	19
Science Grade 8	23	23	19
Social Studies Grade 8	24	23	21
English Grade 10	22	20	18
Mathematics Grade 10	17	13	20
Science Grade 10	15	16	0
Social Studies Grade 10	23	19	16

(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).

Attendance and Suspension

	1998–1999		1999–2000		2000–2001	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
Annual Attendance Rate		95.0%		93.0%		94.0%
Student Suspensions	48	16.2%	42	13.4%	2	0.6%

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

	1999–2000	2000–2001	2001–2002
Free Lunch	25.2%	21.1%	28.5%
Reduced Lunch	7.7%	11.5%	10.9%
Public Assistance	41-50%	51-60%	21-30%
Student Stability	85%	91%	93%

Staff Counts

Staff	2001–2002
Total Teachers	31
Total Other Professional Staff	3
Total Paraprofessionals	NA
Teaching out of Certification*	4
Teachers with Temporary Licenses	1

*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*

	1999–2000			2000–2001			2001–2002		
	Total Grads	Regents Diplomas	% Regents Diplomas	Total Grads	Regents Diplomas	% Regents Diplomas	Total Grads	Regents Diplomas	% Regents Diplomas
General Education	34	13	38%	28	15	54%	42	23	55%
Students with Disabilities	9	0	0%	4	1	25%	5	1	20%
All Students	43	13	30%	32	16	50%	47	24	51%

*Only students awarded local diplomas (including local diplomas with Regents endorsements) are counted as high school graduates. Data reported for the 1999–2000 and 2000–2001 school years include August, January, and June graduates. Data reported for the 2001–2002 school year include only January and June graduates.

Distribution of 2001–2002 Graduates (All Students)

	To 4-year College	To 2-year College	To Other Post-Secondary	To the Military	To Employment	Other
Number	17	12	0	8	9	1
Percent	36%	26%	0%	17%	19%	2%

Number of High School Completers with Disabilities in 2001–2002

Graduates* (a)	Regents Diplomas (b)	IEP Diplomas or Certificates (c)	All 2001–2002 Completers (a+c)
5	1	0	5

*Local Diplomas (including local diplomas with Regents endorsements)

High School Noncompletion Rates

		1999–2000		2000–2001		2001–2002	
		No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
General-Education Students	Dropped Out					0	0.0%
	Entered GED Program*					0	0.0%
	Total Noncompleters					0	0.0%
Students with Disabilities	Dropped Out					3	1.4%
	Entered GED Program*					0	0.0%
	Total Noncompleters					3	1.4%
All Students	Dropped Out	11	5.3%	6	2.8%	3	1.4%
	Entered GED Program*	0	0.0%	0	0.0%	0	0.0%
	Total Noncompleters	11	5.3%	6	2.8%	3	1.4%

*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)

Second Language Proficiency Examinations

General-Education Students

Test	1999–2000		2000–2001		2001–2002	
	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%	41	59%	0	0%

Students with Disabilities

Test	1999–2000		2000–2001		2001–2002	
	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%	2	#	0	0%

(Form – D)

Regents Competency Tests

General-Education Students

Test	1999–2000		2000–2001		2001–2002	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	0	0%	0	0%	2	#
Science	8	75%	0	0%	1	#
Reading	0	0%	0	0%	1	#
Writing	0	0%	0	0%	1	#
Global Studies	4	#	0	0%	3	#
U.S. Hist & Gov't	5	80%	0	0%	2	#

Students with Disabilities

Test	1999–2000		2000–2001		2001–2002	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	7	86%	6	100%	5	60%
Science	5	60%	9	67%	5	20%
Reading	6	100%	2	#	0	0%
Writing	4	100%	2	#	0	0%
Global Studies	6	33%	6	67%	4	#
U.S. Hist & Gov't	2	100%	1	#	0	0%

(Form – E)

Regents Examinations

	All Students			Students with Disabilities		
	2000	2001	2002	2000	2001	2002
Comprehensive English						
Number Tested	43	46	57	2	6	5
Number Scoring 55–100	42	46	52	#	6	5
Number Scoring 65–100	37	43	48	#	6	4
Number Scoring 85–100	0	7	18	#	0	0
Percentage of Tested Scoring 55–100	98%	100%	91%	#	100%	100%
Percentage of Tested Scoring 65–100	86%	93%	84%	#	100%	80%
Percentage of Tested Scoring 85–100	0%	15%	32%	#	0%	0%
Sequential Mathematics, Course I (last administered January 2002)						
Number Tested	62	60	4	8	7	0
Number Scoring 55–100	45	40	#	5	1	0
Number Scoring 65–100	43	32	#	5	0	0
Number Scoring 85–100	16	12	#	3	0	0
Percentage of Tested Scoring 55–100	73%	67%	#	62%	14%	0%
Percentage of Tested Scoring 65–100	69%	53%	#	62%	0%	0%
Percentage of Tested Scoring 85–100	26%	20%	#	38%	0%	0%
Mathematics A						
Number Tested	0	10	16	0	0	3
Number Scoring 55–100	0	9	11	0	0	#
Number Scoring 65–100	0	4	11	0	0	#
Number Scoring 85–100	0	2	7	0	0	#
Percentage of Tested Scoring 55–100	0%	90%	69%	0%	0%	#
Percentage of Tested Scoring 65–100	0%	40%	69%	0%	0%	#
Percentage of Tested Scoring 85–100	0%	20%	44%	0%	0%	#
Global Studies (last administered January 2000)						
Number Tested	57			13		
Number Scoring 55–100	53			13		
Number Scoring 65–100	45			8		
Number Scoring 85–100	12			1		
Percentage of Tested Scoring 55–100	93%			100%		
Percentage of Tested Scoring 65–100	79%			62%		
Percentage of Tested Scoring 85–100	21%			8%		
Global History and Geography (first administered June 2000)						
Number Tested	0	54	47	0	9	5
Number Scoring 55–100	0	47	45	0	6	4
Number Scoring 65–100	0	40	40	0	5	2
Number Scoring 85–100	0	7	5	0	1	0
Percentage of Tested Scoring 55–100	0%	87%	96%	0%	67%	80%
Percentage of Tested Scoring 65–100	0%	74%	85%	0%	56%	40%
Percentage of Tested Scoring 85–100	0%	13%	11%	0%	11%	0%

(Form – F)

Regents Examinations

	All Students			Students with Disabilities		
	2000	2001	2002	2000	2001	2002
U.S. History and Government (last administered January 2001)						
Number Tested	39	28		1	6	
Number Scoring 55–100	37	27		#	6	
Number Scoring 65–100	37	27		#	6	
Number Scoring 85–100	14	15		#	1	
Percentage of Tested Scoring 55–100	95%	96%		#	100%	
Percentage of Tested Scoring 65–100	95%	96%		#	100%	
Percentage of Tested Scoring 85–100	36%	54%		#	17%	
U.S. History and Government (first administered June 2001)						
Number Tested		17	55		1	5
Number Scoring 55–100		17	53		#	4
Number Scoring 65–100		16	49		#	4
Number Scoring 85–100		7	18		#	2
Percentage of Tested Scoring 55–100		100%	96%		#	80%
Percentage of Tested Scoring 65–100		94%	89%		#	80%
Percentage of Tested Scoring 85–100		41%	33%		#	40%
Living Environment (first administered June 2001)						
Number Tested		14	47		2	1
Number Scoring 55–100		14	47		#	#
Number Scoring 65–100		13	45		#	#
Number Scoring 85–100		1	9		#	#
Percentage of Tested Scoring 55–100		100%	100%		#	#
Percentage of Tested Scoring 65–100		93%	96%		#	#
Percentage of Tested Scoring 85–100		7%	19%		#	#
Physical Setting/Earth Science (first administered June 2001)						
Number Tested		28	48		5	7
Number Scoring 55–100		24	41		1	3
Number Scoring 65–100		19	35		1	2
Number Scoring 85–100		4	9		0	0
Percentage of Tested Scoring 55–100		86%	85%		20%	43%
Percentage of Tested Scoring 65–100		68%	73%		20%	29%
Percentage of Tested Scoring 85–100		14%	19%		0%	0%

(Form – G)

Average Grade Enrollment

All Students

Year	Grade 9 Enrollment (June)	Grade 10 Enrollment (June)	Grade 11 Enrollment (June)	Grade 12 Enrollment (June)	AGE*
2000	60	61	37	53	53
2001	55	63	55	36	52
2002	49	51	52	51	51

*In schools with no grade 9–12 enrollment, AGE is the grade 8 enrollment as reported through LEAP.

Students with Disabilities

Year	Grade 9 Enrollment (June)	Grade 10 Enrollment (June)	Grade 11 Enrollment (June)	Grade 12 Enrollment (June)	AGE*
2000	11	14	1	10	9
2001	10	10	13	6	10
2002	5	7	3	8	6

*In schools with no grade 9–12 enrollment, AGE is the grade 8 enrollment as reported through LEAP.

(Form – H)

Regents Examinations

	All Students			Students with Disabilities		
	2000	2001	2002	2000	2001	2002
Average Grade Enrollment (AGE)	53	52	51	9	10	6
Comprehensive Spanish						
Number Tested	25	30	21	0	2	0
Number Scoring 55–100	24	29	21	0	#	0
Number Scoring 65–100	23	29	18	0	#	0
Number Scoring 85–100	11	21	11	0	#	0
Percentage of AGE Tested	47%	58%	41%	0%	#	0%
Percentage of AGE Scoring 55–100	45%	56%	41%	0%	#	0%
Percentage of AGE Scoring 65–100	43%	56%	35%	0%	#	0%
Percentage of AGE Scoring 85–100	21%	40%	22%	0%	#	0%
Percentage of Tested Scoring 65–100	92%	97%	86%	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 AGE Tested	0%	0%	0%	0%	0%	0%
Percentage of AGE Scoring 55–100	0%	0%	0%	0%	0%	0%
Percentage of AGE Scoring 65–100	0%	0%	0%	0%	0%	0%
Percentage of AGE Scoring 85–100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 65–100	0%	0%	0%	0%	0%	0%

(Form – J)

Regents Examinations

	All Students			Students with Disabilities		
	2000	2001	2002	2000	2001	2002
Average Grade Enrollment (AGE)	53	52	51	9	10	6
Sequential Mathematics, Course II						
Number Tested	45	38	36	5	5	1
Number Scoring 55–100	36	34	28	3	4	#
Number Scoring 65–100	31	31	22	2	4	#
Number Scoring 85–100	14	16	13	1	2	#
Percentage of AGE Tested	85%	73%	71%	56%	50%	#
Percentage of AGE Scoring 55–100	68%	65%	55%	33%	40%	#
Percentage of AGE Scoring 65–100	58%	60%	43%	22%	40%	#
Percentage of AGE Scoring 85–100	26%	31%	25%	11%	20%	#
Percentage of Tested Scoring 65–100	69%	82%	61%	40%	80%	#
Sequential Mathematics, Course III						
Number Tested	21	23	19	1	2	0
Number Scoring 55–100	19	22	15	#	#	0
Number Scoring 65–100	19	21	15	#	#	0
Number Scoring 85–100	2	7	8	#	#	0
Percentage of AGE Tested	40%	44%	37%	#	#	0%
Percentage of AGE Scoring 55–100	36%	42%	29%	#	#	0%
Percentage of AGE Scoring 65–100	36%	40%	29%	#	#	0%
Percentage of AGE Scoring 85–100	4%	13%	16%	#	#	0%
Percentage of Tested Scoring 65–100	90%	91%	79%	#	#	0%
Mathematics B (first administered June 2001)						
Number Tested		0	0		0	0
Number Scoring 55–100		0	0		0	0
Number Scoring 65–100		0	0		0	0
Number Scoring 85–100		0	0		0	0
Percentage of AGE Tested		0%	0%		0%	0%
Percentage of AGE Scoring 55–100		0%	0%		0%	0%
Percentage of AGE Scoring 65–100		0%	0%		0%	0%
Percentage of AGE Scoring 85–100		0%	0%		0%	0%
Percentage of Tested Scoring 65–100		0%	0%		0%	0%

(Form – K)

Regents Examinations

	All Students			Students with Disabilities		
	2000	2001	2002	2000	2001	2002
Average Grade Enrollment (AGE)	53	52	51	9	10	6
Earth Science (last administered January 2001)						
Number Tested	51	23		6	3	
Number Scoring 55–100	45	22		6	#	
Number Scoring 65–100	37	21		5	#	
Number Scoring 85–100	16	9		2	#	
Percentage of AGE Tested	96%	44%		67%	#	
Percentage of AGE Scoring 55–100	85%	42%		67%	#	
Percentage of AGE Scoring 65–100	70%	40%		56%	#	
Percentage of AGE Scoring 85–100	30%	17%		22%	#	
Percentage of Tested Scoring 65–100	73%	91%		83%	#	
Biology (last administered January 2001)						
Number Tested	50	33		9	4	
Number Scoring 55–100	46	28		8	#	
Number Scoring 65–100	44	25		6	#	
Number Scoring 85–100	13	4		1	#	
Percentage of AGE Tested	94%	63%		100%	#	
Percentage of AGE Scoring 55–100	87%	54%		89%	#	
Percentage of AGE Scoring 65–100	83%	48%		67%	#	
Percentage of AGE Scoring 85–100	25%	8%		11%	#	
Percentage of Tested Scoring 65–100	88%	76%		67%	#	
Chemistry (last administered January 2002)						
Number Tested	16	20	1	0	2	0
Number Scoring 55–100	16	17	#	0	#	0
Number Scoring 65–100	14	12	#	0	#	0
Number Scoring 85–100	4	6	#	0	#	0
Percentage of AGE Tested	30%	38%	#	0%	#	0%
Percentage of AGE Scoring 55–100	30%	33%	#	0%	#	0%
Percentage of AGE Scoring 65–100	26%	23%	#	0%	#	0%
Percentage of AGE Scoring 85–100	8%	12%	#	0%	#	0%
Percentage of Tested Scoring 65–100	88%	60%	#	0%	#	0%

(Form – L)

Regents Examinations

	All Students			Students with Disabilities		
	2000	2001	2002	2000	2001	2002
Average Grade Enrollment (AGE)	53	52	51	9	10	6
Physics (last administered January 2002)						
Number Tested	6	9	0	0	1	0
Number Scoring 55–100	6	9	0	0	#	0
Number Scoring 65–100	6	9	0	0	#	0
Number Scoring 85–100	2	2	0	0	#	0
Percentage of AGE Tested	11%	17%	0%	0%	#	0%
Percentage of AGE Scoring 55–100	11%	17%	0%	0%	#	0%
Percentage of AGE Scoring 65–100	11%	17%	0%	0%	#	0%
Percentage of AGE Scoring 85–100	4%	4%	0%	0%	#	0%
Percentage of Tested Scoring 65–100	100%	100%	0%	0%	#	0%
Physical Setting/Chemistry (first administered June 2002)						
Number Tested			16			0
Number Scoring 55–100			16			0
Number Scoring 65–100			16			0
Number Scoring 85–100			4			0
Percentage of AGE Tested			31%			0%
Percentage of AGE Scoring 55–100			31%			0%
Percentage of AGE Scoring 65–100			31%			0%
Percentage of AGE Scoring 85–100			8%			0%
Percentage of Tested Scoring 65–100			100%			0%
Physical Setting/Physics (first administered June 2002)						
Number Tested			0			0
Number Scoring 55–100			0			0
Number Scoring 65–100			0			0
Number Scoring 85–100			0			0
Percentage of AGE Tested			0%			0%
Percentage of AGE Scoring 55–100			0%			0%
Percentage of AGE Scoring 65–100			0%			0%
Percentage of AGE Scoring 85–100			0%			0%
Percentage of Tested Scoring 65–100			0%			0%

(Form – M)

Introduction to Occupations Examination

	1999–2000		2000–2001		2001–2002	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
General-Education Students	4	#	18	100%	45	0%
Students with Disabilities	2	#	9	100%	4	#

On school reports, 1999–2000 and 2000–2001 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 1999–2000, 2000–2001, and 2001–2002 school years.

Elementary-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
Nov 2001	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 2002	General-Education Students	50	0%	24%	72%	4%
	Students with Disabilities	9	0%	56%	44%	0%
	All Students	59	0%	29%	68%	3%

(Form – N)

New York State Alternate Assessments (NYSAA) 2001–2002

Test	Count of Students					
	Tested	Not Tested	Level 1	Level 2	Level 3	Level 4
Elementary Level						
English Language Arts	0	0	0	0	0	0
Mathematics, Science, & Technology	0	0	0	0	0	0
Health, Phys. Ed., & Fam. & Cons. Sci.	0	0	0	0	0	0
Social Studies	0	0	0	0	0	0
Career Dev. & Occ. Studies (optional)	0	0	0	0	0	0
The Arts (optional)	0	0	0	0	0	0
Middle Level						
English Language Arts	0	0	0	0	0	0
Mathematics, Science, & Technology	0	0	0	0	0	0
Health, Phys. Ed., & Fam. & Cons. Sci.	0	0	0	0	0	0
Social Studies	0	0	0	0	0	0
Career Dev. & Occ. Studies (optional)	0	0	0	0	0	0
The Arts (optional)	0	0	0	0	0	0
Secondary Level						
English Language Arts	0	0	0	0	0	0
Mathematics, Science, & Technology	0	0	0	0	0	0
Health, Phys. Ed., & Fam. & Cons. Sci.	0	0	0	0	0	0
Social Studies	0	0	0	0	0	0
Career Dev. & Occ. Studies (optional)	0	0	0	0	0	0
The Arts (optional)	0	0	0	0	0	0

1998 Cohort Performance on Regents Examinations after Four Years

	General-Education Students		Students with Disabilities		All Students	
	Global History & Geography	U.S. History & Gov't	Global History & Geography	U.S. History & Gov't	Global History & Geography	U.S. History & Gov't
Cohort Enrollment	42	42	7	7	49	49
Number Scoring 55–64	1	1	0	0	1	1
Number Scoring 65–84	26	18	4	4	30	22
Number Scoring 85–100	10	20	1	2	11	22
Approved Alternatives	0	0	0	0	0	0

1999 Cohort Performance on Regents Examinations in Science after Three Years

	General-Education Students	Students with Disabilities	All Students
Cohort Enrollment	47	3	50
Number Scoring 55–64	#	#	2
Number Scoring 65–84	#	#	31
Number Scoring 85–100	#	#	12
Approved Alternatives	#	#	0

(Form – O)