

# New York State District Report Card Comprehensive Information Report

BEDS Code: 66-09-00-01-0000

Name: Mount Vernon City School District

Superintendent: Brenda L. Smith

## Fall Enrollment

Grade	2000–2001	2001–2002	2002–2003
Pre-K	303	326	322
Kindergarten	799	739	733
First	895	874	837
Second	842	862	868
Third	838	840	860
Fourth	765	778	809
Fifth	806	796	816
Sixth	735	837	811
Ungraded Elementary	258	126	119
Seventh	743	787	804
Eighth	681	696	710
Ninth	723	854	865
Tenth	668	778	733
Eleventh	548	490	544
Twelfth	536	497	542
Ungraded Secondary	47	32	37
Total K-12 Enrollment	9884	9986	10088

## 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	124	1.3%	146	1.5%	132	1.3%
Black (Not Hispanic)	7831	79.2%	7857	78.7%	7917	78.5%
Hispanic	1109	11.2%	1201	12.0%	1250	12.4%
White (Not Hispanic)	820	8.3%	782	7.8%	789	7.8%

## Average Class Size

Grade Level	2000–2001	2001–2002	2002–2003
Kindergarten	22	20	19
Common Branch	22	22	22
English Grade 8	21	20	23
Mathematics Grade 8	24	22	24
Science Grade 8	22	23	25
Social Studies Grade 8	23	23	24
English Grade 10	24	21	25
Mathematics Grade 10	22	26	24
Science Grade 10	25	26	29
Social Studies Grade 10	21	23	22

(Form – A)

### District Need to Resource Capacity Category

N/RC Category	Description
3	This is an urban or suburban school district with high student needs in relation to district resource capacity.

### Similar School Group and Description

Similar School Group	Description
NA	NA

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	958	9.4%	1012	9.8%	1048	10.1%
Eligible for Free Lunch	3956	40.0%	3948	39.5%	4489	44.5%

### 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		91.9%		91.6%		90.6%
Student Suspensions	1242	12.2%	1056	10.7%	1141	11.4%

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

	2000–2001	2001–2002	2002–2003
Reduced Lunch	8.6%	11.0%	11.4%
Public Assistance	NA	NA	NA
Student Stability	NA	NA	NA

### Staff Counts

Staff	2002–2003
Total Teachers	693
Total Other Professional Staff	137
Total Paraprofessionals	191
Teaching Out of Certification*	66
Teachers with Temporary Licenses	8

\*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	411	91	22%	307	88	29%	445	98	22%
Students with Disabilities	60	1	2%	30	2	7%	32	1	3%
All Students	471	92	20%	337	90	27%	477	99	21%

\*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	229	78	6	17	16	131
Percent	48%	16%	1%	4%	3%	27%

## 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)
32	1	15	47

\*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			63		26	
	Entered GED Program*			49		90	
	Total Noncompleters			112		116	
Students with Disabilities	Dropped Out			9		2	
	Entered GED Program*			0		7	
	Total Noncompleters			9		9	
All Students	Dropped Out	52	2.1%	72	2.7%	28	1.0%
	Entered GED Program*	86	3.4%	49	1.8%	97	3.6%
	Total Noncompleters	138	5.5%	121	4.6%	125	4.6%

\*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		10%	17%
2-3		8%	16%

## Students Developing a Career Plan, 4-12

Grades		2000-01	2001-02	2002-03
4-5	Number of General-Education Students		302	377
	Number of Students with Disabilities		4	12
	Number of All Students		306	389
	Percent of Enrollment		19%	23%
6-8	Number of General-Education Students		832	977
	Number of Students with Disabilities		141	205
	Number of All Students		973	1182
	Percent of Enrollment		41%	50%
9-12	Number of General-Education Students		1635	2282
	Number of Students with Disabilities		306	402
	Number of All Students		1941	2684
	Percent of Enrollment		74%	99%

## 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%	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	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%	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	45	47%	11	73%	7	71%
Science	199	44%	52	60%	27	52%
Reading	4	#	0	0%	7	71%
Writing	2	#	1	#	7	71%
Global Studies	139	64%	10	100%	3	#
U.S. Hist & Gov't	208	60%	28	82%	8	50%

## Students with Disabilities

Test	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	70	41%	108	62%	65	66%
Science	67	36%	80	21%	67	31%
Reading	47	47%	64	36%	75	47%
Writing	44	70%	36	86%	77	69%
Global Studies	50	14%	43	21%	54	31%
U.S. Hist & Gov't	42	31%	26	38%	33	48%

(Form – E)

# Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
<b>Comprehensive English</b>						
Number Tested	551	502	496	38	42	52
Number Scoring 55–100	474	419	382	17	16	17
Number Scoring 65–100	360	305	304	9	9	10
Number Scoring 85–100	93	84	73	0	2	2
Percentage of Tested Scoring 55–100	86%	83%	77%	45%	38%	33%
Percentage of Tested Scoring 65–100	65%	61%	61%	24%	21%	19%
Percentage of Tested Scoring 85–100	17%	17%	15%	0%	5%	4%
<b>Mathematics A</b>						
Number Tested	0	263	663	0	17	44
Number Scoring 55–100	0	85	379	0	3	9
Number Scoring 65–100	0	51	221	0	1	3
Number Scoring 85–100	0	12	29	0	0	0
Percentage of Tested Scoring 55–100	0%	32%	57%	0%	18%	20%
Percentage of Tested Scoring 65–100	0%	19%	33%	0%	6%	7%
Percentage of Tested Scoring 85–100	0%	5%	4%	0%	0%	0%
<b>Mathematics B (first administered June 2001)</b>						
Number Tested	0	0	28	0	0	0
Number Scoring 55–100	0	0	20	0	0	0
Number Scoring 65–100	0	0	13	0	0	0
Number Scoring 85–100	0	0	2	0	0	0
Percentage of Tested Scoring 55–100	0%	0%	71%	0%	0%	0%
Percentage of Tested Scoring 65–100	0%	0%	46%	0%	0%	0%
Percentage of Tested Scoring 85–100	0%	0%	7%	0%	0%	0%
<b>Global History and Geography</b>						
Number Tested	560	558	647	56	65	75
Number Scoring 55–100	482	472	475	31	31	17
Number Scoring 65–100	339	412	426	9	15	11
Number Scoring 85–100	72	55	81	0	1	0
Percentage of Tested Scoring 55–100	86%	85%	73%	55%	48%	23%
Percentage of Tested Scoring 65–100	61%	74%	66%	16%	23%	15%
Percentage of Tested Scoring 85–100	13%	10%	13%	0%	2%	0%
<b>U.S. History and Government (first administered June 2001)</b>						
Number Tested	370	519	512	21	39	45
Number Scoring 55–100	289	470	441	11	26	23
Number Scoring 65–100	227	348	377	9	14	17
Number Scoring 85–100	73	75	91	1	3	2
Percentage of Tested Scoring 55–100	78%	91%	86%	52%	67%	51%
Percentage of Tested Scoring 65–100	61%	67%	74%	43%	36%	38%
Percentage of Tested Scoring 85–100	20%	14%	18%	5%	8%	4%

(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	388	530	601	18	45	47
Number Scoring 55–100	356	497	452	17	31	13
Number Scoring 65–100	279	416	296	13	20	6
Number Scoring 85–100	29	20	25	1	1	0
Percentage of Tested Scoring 55–100	92%	94%	75%	94%	69%	28%
Percentage of Tested Scoring 65–100	72%	78%	49%	72%	44%	13%
Percentage of Tested Scoring 85–100	7%	4%	4%	6%	2%	0%
<b>Physical Setting/Earth Science (first administered June 2001)</b>						
Number Tested	115	157	147	0	7	1
Number Scoring 55–100	101	123	129	0	4	#
Number Scoring 65–100	85	104	113	0	2	#
Number Scoring 85–100	19	11	17	0	0	#
Percentage of Tested Scoring 55–100	88%	78%	88%	0%	57%	#
Percentage of Tested Scoring 65–100	74%	66%	77%	0%	29%	#
Percentage of Tested Scoring 85–100	17%	7%	12%	0%	0%	#
<b>Physical Setting/Chemistry (first administered June 2002)</b>						
Number Tested		176	277		3	3
Number Scoring 55–100		83	150		#	#
Number Scoring 65–100		34	75		#	#
Number Scoring 85–100		1	5		#	#
Percentage of Tested Scoring 55–100		47%	54%		#	#
Percentage of Tested Scoring 65–100		19%	27%		#	#
Percentage of Tested Scoring 85–100		1%	2%		#	#
<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	15	14	17	0	0	0
Number Scoring 55–100	15	14	17	0	0	0
Number Scoring 65–100	15	13	16	0	0	0
Number Scoring 85–100	8	4	8	0	0	0
Percentage of Tested Scoring 55–100	100%	100%	100%	0%	0%	0%
Percentage of Tested Scoring 65–100	100%	93%	94%	0%	0%	0%
Percentage of Tested Scoring 85–100	53%	29%	47%	0%	0%	0%
<b>Comprehensive Italian</b>						
Number Tested	6	6	5	0	0	0
Number Scoring 55–100	6	6	5	0	0	0
Number Scoring 65–100	6	6	5	0	0	0
Number Scoring 85–100	5	5	3	0	0	0
Percentage of Tested Scoring 55–100	100%	100%	100%	0%	0%	0%
Percentage of Tested Scoring 65–100	100%	100%	100%	0%	0%	0%
Percentage of Tested Scoring 85–100	83%	83%	60%	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	211	206	278	0	4	10
Number Scoring 55–100	210	203	275	0	#	10
Number Scoring 65–100	208	200	268	0	#	10
Number Scoring 85–100	118	124	150	0	#	6
Percentage of Tested Scoring 55–100	100%	99%	99%	0%	#	100%
Percentage of Tested Scoring 65–100	99%	97%	96%	0%	#	100%
Percentage of Tested Scoring 85–100	56%	60%	54%	0%	#	60%
<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	402	269	77	5	5	1
Number Scoring 55–100	274	169	32	5	2	#
Number Scoring 65–100	222	125	18	3	2	#
Number Scoring 85–100	50	25	0	1	0	#
Percentage of Tested Scoring 55–100	68%	63%	42%	100%	40%	#
Percentage of Tested Scoring 65–100	55%	46%	23%	60%	40%	#
Percentage of Tested Scoring 85–100	12%	9%	0%	20%	0%	#
<b>Sequential Mathematics, Course III</b>						
Number Tested	208	186	123	1	2	2
Number Scoring 55–100	150	147	76	#	#	#
Number Scoring 65–100	131	122	60	#	#	#
Number Scoring 85–100	34	23	8	#	#	#
Percentage of Tested Scoring 55–100	72%	79%	62%	#	#	#
Percentage of Tested Scoring 65–100	63%	66%	49%	#	#	#
Percentage of Tested Scoring 85–100	16%	12%	7%	#	#	#

(Form – I)

## Introduction to Occupations Examination

	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
General-Education Students	75	76%	40	100%	34	68%
Students with Disabilities	1	#	2	#	3	#

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	742	8%	15%	64%	13%
	Students with Disabilities	53	25%	19%	57%	0%
	All Students	795	9%	15%	64%	12%

### 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	533	4%	60%	35%	1%
	Students with Disabilities	85	24%	68%	8%	0%
	All Students	618	6%	61%	31%	1%

(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	1	#	#	#	#
<b>Secondary Level</b>						
English Language Arts	9	4	0	1	8	0
Social Studies	8	5	0	0	6	2
Mathematics	8	5	0	0	7	1
Science	8	5	0	1	6	1

## 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	429	429	429	73	73	73	502	502	502
Number Scoring 55–64	51	72	51	20	13	12	71	85	63
Number Scoring 65–84	268	215	278	11	8	14	279	223	292
Number Scoring 85–100	59	66	42	1	1	1	60	67	43
Approved Alternatives	0	0	0	0	0	0	0	0	0

(Form – K)