

# New York State School Report Card Comprehensive Information Report

BEDS Code: 66-09-00-01-0013  
 Name: Mount Vernon High School  
 Principal: Larry Spruill

Grade Range : 9-12

## 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	0	0	0
Eighth	0	0	0
Ninth	709	819	834
Tenth	620	726	680
Eleventh	510	455	519
Twelfth	467	452	487
Ungraded Secondary	47	32	37
Total K-12 Enrollment	2353	2484	2557

## 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	11	0.5%	18	0.7%	25	1.0%
Black (Not Hispanic)	1971	83.8%	2054	82.7%	2104	82.3%
Hispanic	225	9.6%	247	9.9%	265	10.4%
White (Not Hispanic)	146	6.2%	165	6.6%	163	6.4%

## Average Class Size

Grade Level	2000–2001	2001–2002	2002–2003
Kindergarten	0	0	0
Common Branch	0	0	0
English Grade 8	0	0	0
Mathematics Grade 8	0	0	0
Science Grade 8	0	0	0
Social Studies Grade 8	0	0	0
English Grade 10	24	22	25
Mathematics Grade 10	22	26	24
Science Grade 10	26	26	29
Social Studies Grade 10	22	24	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
44	All schools in this group are secondary level schools in urban or suburban 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

	2000–2001		2001–2002		2002–2003	
	Count	Percent	Count	Percent	Count	Percent
Limited English Proficient	110	4.7%	141	5.7%	146	5.7%
Eligible for Free Lunch	474	20.1%	554	22.3%	830	32.5%

### 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		92.8%		91.1%		86.3%
Student Suspensions	323	12.8%	146	6.2%	185	7.4%

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

	2000–2001	2001–2002	2002–2003
Reduced Lunch	2.9%	4.8%	7.0%
Public Assistance	21-30%	21-30%	31-40%
Student Stability	98%	95%	90%

### Staff Counts

Staff	2002–2003
Total Teachers	167
Total Other Professional Staff	37
Total Paraprofessionals	NA
Teaching Out of Certification*	29
Teachers with Temporary Licenses	5

\*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	358	91	25%	278	88	32%	405	98	24%
Students with Disabilities	60	1	2%	30	2	7%	32	1	3%
All Students	418	92	22%	308	90	29%	437	99	23%

\*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	218	64	6	13	7	129
Percent	50%	15%	1%	3%	2%	30%

## 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			60		22	
	Entered GED Program*			1		75	
	Total Noncompleters			61		97	
Students with Disabilities	Dropped Out			9		2	
	Entered GED Program*			0		6	
	Total Noncompleters			9		8	
All Students	Dropped Out	49	2.1%	69	2.8%	24	0.9%
	Entered GED Program*	65	2.8%	1	0.0%	81	3.2%
	Total Noncompleters	114	4.8%	70	2.8%	105	4.1%

\*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		0	0
	Number of Students with Disabilities		0	0
	Number of All Students		0	0
	Percent of Enrollment		0%	0%
9-12	Number of General-Education Students		1468	2118
	Number of Students with Disabilities		306	402
	Number of All Students		1774	2520
	Percent of Enrollment		71%	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	26	35%	10	70%	7	71%
Science	129	40%	44	52%	23	48%
Reading	4	#	0	0%	6	83%
Writing	2	#	1	#	7	71%
Global Studies	67	76%	6	100%	3	#
U.S. Hist & Gov't	141	52%	17	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	474	453	476	38	42	52
Number Scoring 55–100	416	374	365	17	16	17
Number Scoring 65–100	336	280	291	9	9	10
Number Scoring 85–100	90	82	70	0	2	2
Percentage of Tested Scoring 55–100	88%	83%	77%	45%	38%	33%
Percentage of Tested Scoring 65–100	71%	62%	61%	24%	21%	19%
Percentage of Tested Scoring 85–100	19%	18%	15%	0%	5%	4%
<b>Mathematics A</b>						
Number Tested	0	253	615	0	17	44
Number Scoring 55–100	0	82	351	0	3	9
Number Scoring 65–100	0	48	198	0	1	3
Number Scoring 85–100	0	12	20	0	0	0
Percentage of Tested Scoring 55–100	0%	32%	57%	0%	18%	20%
Percentage of Tested Scoring 65–100	0%	19%	32%	0%	6%	7%
Percentage of Tested Scoring 85–100	0%	5%	3%	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	528	510	601	56	65	74
Number Scoring 55–100	459	430	444	31	31	16
Number Scoring 65–100	326	382	403	9	15	11
Number Scoring 85–100	71	55	79	0	1	0
Percentage of Tested Scoring 55–100	87%	84%	74%	55%	48%	22%
Percentage of Tested Scoring 65–100	62%	75%	67%	16%	23%	15%
Percentage of Tested Scoring 85–100	13%	11%	13%	0%	2%	0%
<b>U.S. History and Government (first administered June 2001)</b>						
Number Tested	359	478	452	21	39	43
Number Scoring 55–100	279	432	391	11	26	22
Number Scoring 65–100	222	327	342	9	14	17
Number Scoring 85–100	73	74	90	1	3	2
Percentage of Tested Scoring 55–100	78%	90%	87%	52%	67%	51%
Percentage of Tested Scoring 65–100	62%	68%	76%	43%	36%	40%
Percentage of Tested Scoring 85–100	20%	15%	20%	5%	8%	5%

(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	382	505	560	18	45	47
Number Scoring 55–100	350	472	412	17	31	13
Number Scoring 65–100	273	397	280	13	20	6
Number Scoring 85–100	29	20	25	1	1	0
Percentage of Tested Scoring 55–100	92%	93%	74%	94%	69%	28%
Percentage of Tested Scoring 65–100	71%	79%	50%	72%	44%	13%
Percentage of Tested Scoring 85–100	8%	4%	4%	6%	2%	0%
<b>Physical Setting/Earth Science (first administered June 2001)</b>						
Number Tested	71	103	88	0	7	1
Number Scoring 55–100	57	74	73	0	4	#
Number Scoring 65–100	43	60	61	0	2	#
Number Scoring 85–100	5	4	3	0	0	#
Percentage of Tested Scoring 55–100	80%	72%	83%	0%	57%	#
Percentage of Tested Scoring 65–100	61%	58%	69%	0%	29%	#
Percentage of Tested Scoring 85–100	7%	4%	3%	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	277	0	4	10
Number Scoring 55–100	210	203	274	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%	97%	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	69	74%	34	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	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	0	0%	0%	0%	0%
	Students with Disabilities	0	0%	0%	0%	0%
	All Students	0	0%	0%	0%	0%

(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	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	373	373	373	61	61	61	434	434	434
Number Scoring 55–64	42	61	46	16	12	12	58	73	58
Number Scoring 65–84	249	203	249	11	8	14	260	211	263
Number Scoring 85–100	57	66	41	1	1	1	58	67	42
Approved Alternatives	0	0	0	0	0	0	0	0	0

(Form – K)