

New York State District Report Card Comprehensive Information Report

BEDS Code: 66-08-01-06-0000
 Name: Mount Pleasant Central School District
 Superintendent: Alfred Lodovico

Fall Enrollment

Grade	2001-02	2002-03	2003-04
Pre-K	0	0	0
Kindergarten	144	154	151
First	150	148	153
Second	164	150	146
Third	143	165	149
Fourth	135	143	166
Fifth	123	142	149
Sixth	140	123	136
Ungraded Elementary	11	13	10
Seventh	153	134	126
Eighth	151	146	135
Ninth	123	133	130
Tenth	130	126	141
Eleventh	147	131	127
Twelfth	126	149	128
Ungraded Secondary	2	0	0
Total K-12 Enrollment	1842	1857	1847

Student Racial/Ethnic Origin

Race/Ethnicity	2001-02		2002-03		2003-04	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
American Indian, Alaskan, Asian, or Pacific Islander	59	3.2%	58	3.1%	69	3.7%
Black (Not Hispanic)	7	0.4%	7	0.4%	10	0.5%
Hispanic	77	4.2%	85	4.6%	82	4.4%
White (Not Hispanic)	1699	92.2%	1707	91.9%	1686	91.3%

Average Class Size

Grade Level	2001-02	2002-03	2003-04
Kindergarten	20	21	21
Common Branch	21	21	21
English Grade 8	20	22	23
Mathematics Grade 8	17	18	16
Science Grade 8	20	21	19
Social Studies Grade 8	25	23	23
English Grade 10	17	17	17
Mathematics Grade 10	17	12	24
Science Grade 10	19	19	15
Social Studies Grade 10	17	18	17

(Form - A)

District Need to Resource Capacity Category

N/RC Category	Description
6	This is a school district with low 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

	2001-02		2002-03		2003-04	
	Count	Percent	Count	Percent	Count	Percent
Limited English Proficient	44	2.4%	35	1.9%	39	2.1%
Eligible for Free Lunch	57	3.1%	39	2.1%	57	3.1%

Attendance and Suspension

	2000-01		2001-02		2002-03	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
Annual Attendance Rate		95.4%		95.2%		93.2%
Student Suspensions	75	4.2%	35	1.9%	57	3.1%

Student Socioeconomic and Stability Indicators (Percent of Enrollment)

	2001-02	2002-03	2003-04
Reduced Lunch	1.4%	1.3%	1.1%
Public Assistance	NA	NA	NA
Student Stability	NA	NA	NA

Staff Counts

Staff	2003-04
Total Teachers	171
Total Other Professional Staff	20
Total Paraprofessionals	47
Teaching Out of Certification*	4

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

(Form – B)

High School Graduates and Noncompleters

High School Graduates Earning Regents Diplomas*

	2001-02			2002-03			2003-04		
	Total Grads	Regents Diplomas	% Regents Diplomas	Total Grads	Regents Diplomas	% Regents Diplomas	Total Grads	Regents Diplomas	% Regents Diplomas
General Education	104	83	80%	118	100	85%	100	87	87%
Students with Disabilities	14	7	50%	23	9	39%	22	10	45%
All Students	118	90	76%	141	109	77%	122	97	80%

*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 for the 2001-02 school year, diploma counts for that year do not include counts from August 2001. Data for the 2002-03 school year include August 2002 and January and June 2003 graduates; data for the 2003-04 school year include August 2003 and January and June 2004 graduates.

Distribution of 2003-04 Graduates (All Students)

	To 4-year College	To 2-year College	To Other Post-Secondary	To the Military	To Employment	Other
Number	80	34	1	0	5	2
Percent	66%	28%	1%	0%	4%	2%

Number of High School Completers with Disabilities in 2003-04

Graduates* (a)	Regents Diplomas (b)	IEP Diplomas or Certificates (c)	All 2003-04 Completers (a+c)
22	10	3	25

*Local Diplomas (including local diplomas with Regents endorsements)

High School Noncompletion Rates

		2001-02		2002-03		2003-04	
		No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
General-Education Students	Dropped Out	1		1		6	1.4%
	Entered GED Program*	0		0		0	0.0%
	Total Noncompleters	1		1		6	1.4%
Students with Disabilities	Dropped Out	3		0		1	0.9%
	Entered GED Program*	0		0		0	0.0%
	Total Noncompleters	3		0		1	0.9%
All Students	Dropped Out	4	0.8%	1	0.2%	7	1.3%
	Entered GED Program*	0	0.0%	0	0.0%	0	0.0%
	Total Noncompleters	4	0.8%	1	0.2%	7	1.3%

*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	2001-02	2002-03	2003-04
K-1	0%	0%	0%
2-3	0%	0%	0%

Students Developing a Career Plan, 4-12

Grades		2001-02	2002-03	2003-04
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	344	338	333
	Number of Students with Disabilities	81	65	67
	Number of All Students	425	403	400
	Percent of Enrollment	95%	100%	100%
9-12	Number of General-Education Students	89	444	434
	Number of Students with Disabilities	0	89	92
	Number of All Students	89	533	526
	Percent of Enrollment	17%	99%	100%

Career and Technical Education (CTE) Programs

CTE Program	This District		Statewide Average
	Count	Percentage	
All CTE Programs			
Completed the CTE Program			
Completed and Passed Regents Exams			
Completed and had Course Average of 75% or More			
Completed and Attained a HS Diploma or Equivalent			
Completed and Whose Status is Known			
Completed and Were Successfully Placed			
Nontraditional Programs			
Underrepresented Gender Members Enrolled			
Underrepresented Gender Members Who Completed			

Enrollment data are for the 2003-2004 school year; completer data are as of June 2003.

Note: Blank cells indicate that either the district did not have a CTE program or did not report data.

This data is reported only at the district level.

(Form - D)

Second Language Proficiency Examinations

General-Education Students

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	0	0%	0	0%	0	0%
German	0	0%	0	0%	0	0%
Italian	37	97%	52	92%	25	100%
Latin	0	0%	0	0%	0	0%
Spanish	82	89%	67	99%	88	94%

Students with Disabilities

Test	2001-02		2002-03		2003-04	
	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%	1	#	1	#
Latin	0	0%	0	0%	0	0%
Spanish	0	0%	4	#	6	67%

Regents Competency Tests

General-Education Students

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	0	0%	5	100%	2	#
Science	0	0%	2	#	1	#
Reading	0	0%	0	0%	1	#
Writing	0	0%	0	0%	1	#
Global Studies	0	0%	0	0%	1	#
U.S. Hist & Gov't	0	0%	0	0%	0	0%

Students with Disabilities

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	5	100%	25	92%	7	86%
Science	5	100%	3	#	1	#
Reading	1	#	3	#	0	0%
Writing	1	#	4	#	0	0%
Global Studies	1	#	0	0%	0	0%
U.S. Hist & Gov't	0	0%	0	0%	1	#

(Form – E)

Regents Examinations

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
Comprehensive English						
Number Tested	147	129	128	22	24	20
Number Scoring 55-100	145	124	128	22	23	20
Number Scoring 65-100	143	121	128	21	22	20
Number Scoring 85-100	90	67	89	6	3	8
Percentage of Tested Scoring 55-100	99%	96%	100%	100%	96%	100%
Percentage of Tested Scoring 65-100	97%	94%	100%	95%	92%	100%
Percentage of Tested Scoring 85-100	61%	52%	70%	27%	12%	40%
Mathematics A						
Number Tested	113	113	172	9	13	24
Number Scoring 55-100	111	104	167	9	11	20
Number Scoring 65-100	108	100	163	9	10	16
Number Scoring 85-100	47	24	83	2	0	6
Percentage of Tested Scoring 55-100	98%	92%	97%	100%	85%	83%
Percentage of Tested Scoring 65-100	96%	88%	95%	100%	77%	67%
Percentage of Tested Scoring 85-100	42%	21%	48%	22%	0%	25%
Mathematics B						
Number Tested	0	68	86	0	2	1
Number Scoring 55-100	0	54	79	0	#	#
Number Scoring 65-100	0	50	71	0	#	#
Number Scoring 85-100	0	18	24	0	#	#
Percentage of Tested Scoring 55-100	0%	79%	92%	0%	#	#
Percentage of Tested Scoring 65-100	0%	74%	83%	0%	#	#
Percentage of Tested Scoring 85-100	0%	26%	28%	0%	#	#
Global History and Geography						
Number Tested	126	123	130	24	18	20
Number Scoring 55-100	126	121	128	24	18	18
Number Scoring 65-100	125	120	126	24	18	16
Number Scoring 85-100	47	63	52	5	8	2
Percentage of Tested Scoring 55-100	100%	98%	98%	100%	100%	90%
Percentage of Tested Scoring 65-100	99%	98%	97%	100%	100%	80%
Percentage of Tested Scoring 85-100	37%	51%	40%	21%	44%	10%
U.S. History and Government						
Number Tested	148	131	128	23	24	19
Number Scoring 55-100	147	129	125	23	24	19
Number Scoring 65-100	139	127	123	22	24	18
Number Scoring 85-100	62	80	75	4	5	7
Percentage of Tested Scoring 55-100	99%	98%	98%	100%	100%	100%
Percentage of Tested Scoring 65-100	94%	97%	96%	96%	100%	95%
Percentage of Tested Scoring 85-100	42%	61%	59%	17%	21%	37%

(Form - F)

Regents Examinations

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
Living Environment						
Number Tested	176	161	141	28	40	27
Number Scoring 55-100	176	155	139	28	38	26
Number Scoring 65-100	173	150	135	27	34	24
Number Scoring 85-100	38	49	44	1	2	3
Percentage of Tested Scoring 55-100	100%	96%	99%	100%	95%	96%
Percentage of Tested Scoring 65-100	98%	93%	96%	96%	85%	89%
Percentage of Tested Scoring 85-100	22%	30%	31%	4%	5%	11%
Physical Setting/Earth Science						
Number Tested	95	80	119	15	2	14
Number Scoring 55-100	93	80	117	13	#	13
Number Scoring 65-100	91	80	116	11	#	12
Number Scoring 85-100	75	74	80	1	#	4
Percentage of Tested Scoring 55-100	98%	100%	98%	87%	#	93%
Percentage of Tested Scoring 65-100	96%	100%	97%	73%	#	86%
Percentage of Tested Scoring 85-100	79%	93%	67%	7%	#	29%
Physical Setting/Chemistry						
Number Tested	94	157	119	7	10	8
Number Scoring 55-100	86	132	110	7	8	7
Number Scoring 65-100	65	98	93	3	5	7
Number Scoring 85-100	13	16	17	0	0	1
Percentage of Tested Scoring 55-100	91%	84%	92%	100%	80%	88%
Percentage of Tested Scoring 65-100	69%	62%	78%	43%	50%	88%
Percentage of Tested Scoring 85-100	14%	10%	14%	0%	0%	12%
Physical Setting/Physics						
Number Tested			43			0
Number Scoring 55-100			43			0
Number Scoring 65-100			42			0
Number Scoring 85-100			18			0
Percentage of Tested Scoring 55-100			100%			0%
Percentage of Tested Scoring 65-100			98%			0%
Percentage of Tested Scoring 85-100			42%			0%

* Physical Setting/Physics results for 2001-02 and 2002-03 are not included in the report card because the Department issued new conversion charts for assessments administered in those years.

(Form - G)

Regents Examinations

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
Comprehensive French						
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 Italian						
Number Tested	35	31	32	1	0	1
Number Scoring 55-100	35	31	32	#	0	#
Number Scoring 65-100	35	31	32	#	0	#
Number Scoring 85-100	22	16	28	#	0	#
Percentage of Tested Scoring 55-100	100%	100%	100%	#	0%	#
Percentage of Tested Scoring 65-100	100%	100%	100%	#	0%	#
Percentage of Tested Scoring 85-100	63%	52%	88%	#	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	63	70	54	2	2	1
Number Scoring 55-100	63	70	54	#	#	#
Number Scoring 65-100	63	70	54	#	#	#
Number Scoring 85-100	43	58	44	#	#	#
Percentage of Tested Scoring 55-100	100%	100%	100%	#	#	#
Percentage of Tested Scoring 65-100	100%	100%	100%	#	#	#
Percentage of Tested Scoring 85-100	68%	83%	81%	#	#	#
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)

Regents Examinations

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
Sequential Mathematics, Course III (last administered January 2004)						
Number Tested	88	5	0	9	1	0
Number Scoring 55-100	77	3	0	9	#	0
Number Scoring 65-100	71	1	0	8	#	0
Number Scoring 85-100	42	0	0	1	#	0
Percentage of Tested Scoring 55-100	88%	60%	0%	100%	#	0%
Percentage of Tested Scoring 65-100	81%	20%	0%	89%	#	0%
Percentage of Tested Scoring 85-100	48%	0%	0%	11%	#	0%

Introduction to Occupations Examination

	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
General-Education Students	9	100%	4	#	3	#
Students with Disabilities	8	100%	5	80%	2	#

District reports contain data for all students with disabilities enrolled in the district for the 2001-02 school year.

Elementary-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
Nov 2003	General-Education Students	125	1%	2%	41%	56%
	Students with Disabilities	25	40%	20%	32%	8%
	All Students	150	7%	5%	39%	48%

Middle-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
June 2004	General-Education Students	113	0%	16%	58%	26%
	Students with Disabilities	24	0%	67%	29%	4%
	All Students	137	0%	25%	53%	22%

(Form - I)

New York State Alternate Assessments (NYSAA) 2003–04

Test	Count of Students					
	Tested	Not Tested	Level 1	Level 2	Level 3	Level 4
Elementary Level						
Social Studies	1	0	#	#	#	#
Middle Level						
Social Studies	0	0	0	0	0	0
Secondary Level						
English Language Arts	1	0	#	#	#	#
Social Studies	1	0	#	#	#	#
Mathematics	1	0	#	#	#	#
Science	1	0	#	#	#	#

2000 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	102	102	102	27	27	27	129	129	129
Number Scoring 55–64	0	0	0	0	0	1	0	0	1
Number Scoring 65–84	57	28	48	17	18	19	74	46	67
Number Scoring 85–100	42	73	53	4	3	2	46	76	55
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		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
Listening and Speaking (Grade K-1)						
Number Tested			19			2
Beginning (0-18)			0			#
Intermediate (19-31)			2			#
Advanced (32-36)			7			#
Proficient (37-39)			10			#
Reading and Writing (Grade K-1)						
Number Tested			19			2
Beginning (0-14)			0			#
Intermediate (15-24)			4			#
Advanced (25-32)			10			#
Proficient (33-35)			5			#
Listening and Speaking (Grade 2-4)						
Number Tested			10			1
Beginning (0-18)			0			#
Intermediate (19-31)			1			#
Advanced (32-36)			6			#
Proficient (37-39)			3			#
Reading and Writing (Grade 2-4)						
Number Tested			10			1
Beginning (0-14)			0			#
Intermediate (15-24)			6			#
Advanced (25-32)			2			#
Proficient (33-35)			2			#
Listening and Speaking (Grade 5-6)						
Number Tested			2			0
Beginning (0-18)			#			0
Intermediate (19-31)			#			0
Advanced (32-36)			#			0
Proficient (37-39)			#			0
Reading and Writing (Grade 5-6)						
Number Tested			2			0
Beginning (0-14)			#			0
Intermediate (15-24)			#			0
Advanced (25-32)			#			0
Proficient (33-35)			#			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 – K)

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

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
Listening and Speaking (Grade 7-8)						
Number Tested			2			1
Beginning (0-18)			#			#
Intermediate (19-31)			#			#
Advanced (32-36)			#			#
Proficient (37-39)			#			#
Reading and Writing (Grade 7-8)						
Number Tested			2			1
Beginning (0-14)			#			#
Intermediate (15-24)			#			#
Advanced (25-32)			#			#
Proficient (33-35)			#			#
Listening and Speaking (Grade 9-12)						
Number Tested			10			0
Beginning (0-18)			1			0
Intermediate (19-31)			3			0
Advanced (32-36)			4			0
Proficient (37-39)			2			0
Reading and Writing (Grade 9-12)						
Number Tested			10			0
Beginning (0-14)			1			0
Intermediate (15-24)			3			0
Advanced (25-32)			6			0
Proficient (33-35)			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)