

# New York State School Report Card Comprehensive Information Report

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

Grade Range : 9-12

## Fall Enrollment

Grade	2001-02	2002-03	2003-04
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	819	834	891
Tenth	726	680	697
Eleventh	455	519	574
Twelfth	452	487	463
Ungraded Secondary	32	37	0
Total K-12 Enrollment	2484	2557	2625

## 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	18	0.7%	25	1.0%	19	0.7%
Black (Not Hispanic)	2054	82.7%	2104	82.3%	2193	83.5%
Hispanic	247	9.9%	265	10.4%	273	10.4%
White (Not Hispanic)	165	6.6%	163	6.4%	140	5.3%

## Average Class Size

Grade Level	2001-02	2002-03	2003-04
Kindergarten	0	0	0
Common Branch	0	0	0
English Grade 8	0	0	5
Mathematics Grade 8	0	0	0
Science Grade 8	0	0	0
Social Studies Grade 8	0	0	0
English Grade 10	22	25	25
Mathematics Grade 10	26	24	20
Science Grade 10	26	29	24
Social Studies Grade 10	24	22	22

(Form - A)

**District Need to Resource Capacity Category**

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

**Similar School Group and Description**

<b>Similar School Group</b>	<b>Description</b>
43	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 lower 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**

	<b>2001-02</b>		<b>2002-03</b>		<b>2003-04</b>	
	Count	Percent	Count	Percent	Count	Percent
<b>Limited English Proficient</b>	141	5.7%	146	5.7%	193	7.4%
<b>Eligible for Free Lunch</b>	554	22.3%	830	32.5%	452	17.2%

**Attendance and Suspension**

	<b>2000-01</b>		<b>2001-02</b>		<b>2002-03</b>	
	<b>No. of Students</b>	<b>% of Enroll.</b>	<b>No. of Students</b>	<b>% of Enroll.</b>	<b>No. of Students</b>	<b>% of Enroll.</b>
<b>Annual Attendance Rate</b>		91.1%		86.3%		83.3%
<b>Student Suspensions</b>	146	6.2%	185	7.5%	383	15.0%

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

	<b>2001-02</b>	<b>2002-03</b>	<b>2003-04</b>
<b>Reduced Lunch</b>	4.8%	7.0%	2.9%
<b>Public Assistance</b>	21-30%	31-40%	11-20%
<b>Student Stability</b>	95%	90%	85%

**Staff Counts**

<b>Staff</b>	<b>2003-04</b>
Total Teachers	165
Total Other Professional Staff	37
Total Paraprofessionals	NA
Teaching Out of Certification*	14

\*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	278	88	32%	405	98	24%	311	78	25%
Students with Disabilities	30	2	7%	32	1	3%	44	1	2%
All Students	308	90	29%	437	99	23%	355	79	22%

\*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	193	72	18	8	4	60
Percent	54%	20%	5%	2%	1%	17%

## 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)
44	1	9	53

\*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	60		22		109	4.9%
	Entered GED Program*	1		75		40	1.8%
	Total Noncompleters	61		97		149	6.7%
Students with Disabilities	Dropped Out	9		2		17	3.8%
	Entered GED Program*	0		6		9	2.0%
	Total Noncompleters	9		8		26	5.9%
All Students	Dropped Out	69	2.8%	24	0.9%	126	4.7%
	Entered GED Program*	1	0.0%	81	3.2%	49	1.8%
	Total Noncompleters	70	2.8%	105	4.1%	175	6.5%

\*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	0	0	0
	Number of Students with Disabilities	0	0	0
	Number of All Students	0	0	0
	Percent of Enrollment	0%	0%	0%
9-12	Number of General-Education Students	1468	2118	2200
	Number of Students with Disabilities	306	402	424
	Number of All Students	1774	2520	2624
	Percent of Enrollment	71%	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	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	0	0%	0	0%	42	100%

## 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%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	0	0%	0	0%	1	#

# Regents Competency Tests

## General-Education Students

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	10	70%	7	71%	1	#
Science	44	52%	23	48%	2	#
Reading	0	0%	6	83%	0	0%
Writing	1	#	7	71%	0	0%
Global Studies	6	100%	3	#	0	0%
U.S. Hist & Gov't	17	82%	8	50%	1	#

## Students with Disabilities

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	108	62%	65	66%	111	50%
Science	80	21%	67	31%	157	28%
Reading	64	36%	75	47%	35	43%
Writing	36	86%	77	69%	36	67%
Global Studies	43	21%	54	31%	66	32%
U.S. Hist & Gov't	26	38%	33	48%	28	50%

(Form – E)

# Regents Examinations

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
<b>Comprehensive English</b>						
Number Tested	453	476	540	42	52	49
Number Scoring 55-100	374	365	460	16	17	22
Number Scoring 65-100	280	291	371	9	10	12
Number Scoring 85-100	82	70	86	2	2	1
Percentage of Tested Scoring 55-100	83%	77%	85%	38%	33%	45%
Percentage of Tested Scoring 65-100	62%	61%	69%	21%	19%	24%
Percentage of Tested Scoring 85-100	18%	15%	16%	5%	4%	2%
<b>Mathematics A</b>						
Number Tested	253	615	644	17	44	62
Number Scoring 55-100	82	351	555	3	9	29
Number Scoring 65-100	48	198	451	1	3	16
Number Scoring 85-100	12	20	52	0	0	1
Percentage of Tested Scoring 55-100	32%	57%	86%	18%	20%	47%
Percentage of Tested Scoring 65-100	19%	32%	70%	6%	7%	26%
Percentage of Tested Scoring 85-100	5%	3%	8%	0%	0%	2%
<b>Mathematics B</b>						
Number Tested	0	28	38	0	0	1
Number Scoring 55-100	0	20	24	0	0	#
Number Scoring 65-100	0	13	22	0	0	#
Number Scoring 85-100	0	2	5	0	0	#
Percentage of Tested Scoring 55-100	0%	71%	63%	0%	0%	#
Percentage of Tested Scoring 65-100	0%	46%	58%	0%	0%	#
Percentage of Tested Scoring 85-100	0%	7%	13%	0%	0%	#
<b>Global History and Geography</b>						
Number Tested	510	601	578	65	74	60
Number Scoring 55-100	430	444	483	31	16	17
Number Scoring 65-100	382	403	423	15	11	10
Number Scoring 85-100	55	79	89	1	0	0
Percentage of Tested Scoring 55-100	84%	74%	84%	48%	22%	28%
Percentage of Tested Scoring 65-100	75%	67%	73%	23%	15%	17%
Percentage of Tested Scoring 85-100	11%	13%	15%	2%	0%	0%
<b>U.S. History and Government</b>						
Number Tested	478	452	418	39	43	43
Number Scoring 55-100	432	391	369	26	22	24
Number Scoring 65-100	327	342	300	14	17	16
Number Scoring 85-100	74	90	81	3	2	1
Percentage of Tested Scoring 55-100	90%	87%	88%	67%	51%	56%
Percentage of Tested Scoring 65-100	68%	76%	72%	36%	40%	37%
Percentage of Tested Scoring 85-100	15%	20%	19%	8%	5%	2%

(Form – F)

# Regents Examinations

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
<b>Living Environment</b>						
Number Tested	505	560	623	45	47	50
Number Scoring 55-100	472	412	498	31	13	21
Number Scoring 65-100	397	280	363	20	6	7
Number Scoring 85-100	20	25	33	1	0	0
Percentage of Tested Scoring 55-100	93%	74%	80%	69%	28%	42%
Percentage of Tested Scoring 65-100	79%	50%	58%	44%	13%	14%
Percentage of Tested Scoring 85-100	4%	4%	5%	2%	0%	0%
<b>Physical Setting/Earth Science</b>						
Number Tested	103	88	101	7	1	1
Number Scoring 55-100	74	73	96	4	#	#
Number Scoring 65-100	60	61	78	2	#	#
Number Scoring 85-100	4	3	2	0	#	#
Percentage of Tested Scoring 55-100	72%	83%	95%	57%	#	#
Percentage of Tested Scoring 65-100	58%	69%	77%	29%	#	#
Percentage of Tested Scoring 85-100	4%	3%	2%	0%	#	#
<b>Physical Setting/Chemistry</b>						
Number Tested	176	277	251	3	3	6
Number Scoring 55-100	83	150	161	#	#	0
Number Scoring 65-100	34	75	81	#	#	0
Number Scoring 85-100	1	5	6	#	#	0
Percentage of Tested Scoring 55-100	47%	54%	64%	#	#	0%
Percentage of Tested Scoring 65-100	19%	27%	32%	#	#	0%
Percentage of Tested Scoring 85-100	1%	2%	2%	#	#	0%
<b>Physical Setting/Physics</b>						
Number Tested			62			1
Number Scoring 55-100			35			#
Number Scoring 65-100			15			#
Number Scoring 85-100			1			#
Percentage of Tested Scoring 55-100			56%			#
Percentage of Tested Scoring 65-100			24%			#
Percentage of Tested Scoring 85-100			2%			#

\* 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
<b>Comprehensive French</b>						
Number Tested	14	17	18	0	0	0
Number Scoring 55-100	14	17	18	0	0	0
Number Scoring 65-100	13	16	16	0	0	0
Number Scoring 85-100	4	8	10	0	0	0
Percentage of Tested Scoring 55-100	100%	100%	100%	0%	0%	0%
Percentage of Tested Scoring 65-100	93%	94%	89%	0%	0%	0%
Percentage of Tested Scoring 85-100	29%	47%	56%	0%	0%	0%
<b>Comprehensive Italian</b>						
Number Tested	6	5	8	0	0	0
Number Scoring 55-100	6	5	8	0	0	0
Number Scoring 65-100	6	5	8	0	0	0
Number Scoring 85-100	5	3	8	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%	60%	100%	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	206	277	240	4	10	13
Number Scoring 55-100	203	274	236	#	10	12
Number Scoring 65-100	200	268	230	#	10	10
Number Scoring 85-100	124	150	95	#	6	5
Percentage of Tested Scoring 55-100	99%	99%	98%	#	100%	92%
Percentage of Tested Scoring 65-100	97%	97%	96%	#	100%	77%
Percentage of Tested Scoring 85-100	60%	54%	40%	#	60%	38%
<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		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
<b>Sequential Mathematics, Course III (last administered January 2004)</b>						
Number Tested	186	123	17	2	2	1
Number Scoring 55-100	147	76	10	#	#	#
Number Scoring 65-100	122	60	10	#	#	#
Number Scoring 85-100	23	8	2	#	#	#
Percentage of Tested Scoring 55-100	79%	62%	59%	#	#	#
Percentage of Tested Scoring 65-100	66%	49%	59%	#	#	#
Percentage of Tested Scoring 85-100	12%	7%	12%	#	#	#

## Introduction to Occupations Examination

	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
General-Education Students	34	100%	34	68%	20	85%
Students with Disabilities	2	#	3	#	10	70%

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
<b>Nov 2003</b>	General-Education Students	1	#	#	#	#
	Students with Disabilities	0	#	#	#	#
	All Students	1	#	#	#	#

## Middle-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
<b>June 2004</b>	General-Education Students	0	#	#	#	#
	Students with Disabilities	2	#	#	#	#
	All Students	2	#	#	#	#

(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
<b>Elementary Level</b>						
Social Studies	0	0	0	0	0	0
<b>Middle Level</b>						
Social Studies	6	3	0	0	1	5
<b>Secondary Level</b>						
English Language Arts	6	5	0	0	1	5
Social Studies	6	5	0	1	1	4
Mathematics	7	4	0	1	0	6
Science	6	5	0	1	0	5

## 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	356	356	356	92	92	92	448	448	448
Number Scoring 55–64	14	24	45	9	6	8	23	30	53
Number Scoring 65–84	240	171	242	12	17	22	252	188	264
Number Scoring 85–100	57	70	21	1	3	2	58	73	23
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
<b>Listening and Speaking (Grade 7-8)</b>						
Number Tested			0			0
Beginning (0-18)			0			0
Intermediate (19-31)			0			0
Advanced (32-36)			0			0
Proficient (37-39)			0			0
<b>Reading and Writing (Grade 7-8)</b>						
Number Tested			0			0
Beginning (0-14)			0			0
Intermediate (15-24)			0			0
Advanced (25-32)			0			0
Proficient (33-35)			0			0
<b>Listening and Speaking (Grade 9-12)</b>						
Number Tested			99			2
Beginning (0-18)			5			#
Intermediate (19-31)			23			#
Advanced (32-36)			38			#
Proficient (37-39)			33			#
<b>Reading and Writing (Grade 9-12)</b>						
Number Tested			96			2
Beginning (0-14)			9			#
Intermediate (15-24)			31			#
Advanced (25-32)			46			#
Proficient (33-35)			10			#

\*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)