



The New York State District Report Card

**Accountability
and Overview Report
2005 – 06**

District **MOUNT VERNON CITY SCHOOL
DISTRICT**

District ID **660900010000**

Superintendent **BRENDA SMITH**

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Grades **PK-12, UE**

This District's Report Card

The New York State District Report Card is an important part of the Board of Regents effort to raise learning standards for all students. It provides information to the public on the district's status and the status of schools within the district under the State and federal accountability systems, on student performance, and on other measures of school and district performance. Knowledge gained from the report card on a school district's strengths and weaknesses can be used to improve instruction and services to students.

State assessments are designed to help ensure that all students reach high learning standards. They show whether students are getting the knowledge and skills they need to succeed at the elementary, middle, and commencement levels and beyond. The State requires that students who are not making appropriate progress toward the standards receive academic intervention services.

For more information:

Office of Information and Reporting Services
New York State Education Department
Room 863 EBA
Albany, NY 12234
Email: RPTCARD@mail.nysed.gov

Use this report to:

1 Get District Profile information.

This section shows comprehensive data relevant to this district's learning environment.

2 Review District Accountability Status.

This section indicates whether a district made adequate yearly progress (AYP) and identifies districts in need of improvement and subject to interventions under the federal No Child Left Behind Act as well as districts requiring academic progress and subject to interventions under Commissioner's Regulations.

3 View School Accountability Status.

This section lists all schools in your district by 2006–07 accountability status.

4 Review an Overview of District Performance.

This section has information about the district's performance on state assessments in English, mathematics, and science, and on high school graduation rate.

District **MOUNT VERNON CITY SCHOOL DISTRICT**

District Profile

This section shows comprehensive data relevant to this school district's learning environment, including information about enrollment, average class size, and teacher qualifications.

Enrollment

	2003-04	2004-05	2005-06
Pre-K	338	323	320
Kindergarten	706	755	731
Grade 1	805	796	826
Grade 2	813	752	770
Grade 3	851	847	754
Grade 4	817	799	776
Grade 5	781	804	824
Grade 6	828	777	784
Ungraded Elementary	104	60	38
Grade 7	780	780	694
Grade 8	753	679	748
Grade 9	924	913	1022
Grade 10	731	768	727
Grade 11	593	570	637
Grade 12	523	590	504
Ungraded Secondary	0	36	0
Total K-12	10009	9926	9835

Average Class Size

	2003-04	2004-05	2005-06
Common Branch	23	21	21
Grade 8			
English	25	17	19
Mathematics	26	23	23
Science	25	23	25
Social Studies	26	22	24
Grade 10			
English	25	24	23
Mathematics	20	23	20
Science	24	28	24
Social Studies	21	21	23

Enrollment Information

Enrollment counts are as of Basic Educational Data System (BEDS) day, which is typically the first Wednesday of October of the school year. Students who attend BOCES programs on a part-time basis are included in a district's enrollment. Students who attend BOCES on a full-time basis or who are placed full time by the district in an out-of-district placement are not included in a district's enrollment. Students classified by districts as "pre-first" are included in first grade counts.

Average Class Size Information

Average Class Size is the total registration in specified classes divided by the number of those classes with registration. *Common Branch* refers to self-contained classes in Grades 1-6.

District MOUNT VERNON CITY SCHOOL DISTRICT

Demographic Factors

	2003-04		2004-05		2005-06	
	#	%	#	%	#	%
Eligible for Free Lunch	4102	41%	4621	47%	4526	46%
Reduced-Price Lunch	1102	11%	1066	11%	1191	12%
Student Stability*		N/A		N/A		N/A
Limited English Proficient	1056	11%	932	9%	1072	11%
Racial/Ethnic Origin						
American Indian or Alaska Native	16	0%	28	0%	343	3%
Black or African American	7855	78%	7757	78%	7474	76%
Hispanic or Latino	1305	13%	1342	14%	1218	12%
Asian or Native Hawaiian/Other Pacific Islander	110	1%	112	1%	155	2%
White	723	7%	687	7%	645	7%

* Not available at the district level.

Attendance and Suspensions

	2002-03		2003-04		2004-05	
	#	%	#	%	#	%
Annual Attendance Rate		91%		90%		88%
Student Suspensions	1297	N/A	1595	16%	1464	15%

Demographic Factors Information

Eligible for Free Lunch and Reduced-Price Lunch percentages are determined by dividing the number of approved lunch applicants by the Basic Educational Data System (BEDS) enrollment in full-day kindergarten through Grade 12. *Eligible for Free Lunch and Limited English Proficient* counts are used to determine *Similar Schools* groupings within a *Need/Resource Capacity* category.

Attendance and Suspensions Information

Annual Attendance Rate is determined by dividing the school district's total actual attendance by the total possible attendance for a school year. A district's actual attendance is the sum of the number of students in attendance on each day the district's schools were open during the school year. Possible attendance is the sum of the number of enrolled students who should have been in attendance on each day schools were open during the school year. *Student Suspension* rate is determined by dividing the number of students who were suspended from school (not including in-school suspensions) for one full day or longer anytime during the school year by the Basic Educational Data System (BEDS) day enrollments for that school year. A student is counted only once, regardless of whether the student was suspended one or more times during the school year.

District MOUNT VERNON CITY SCHOOL DISTRICT

Teacher Qualifications

	2003-04	2004-05	2005-06
Core Classes Not Taught by Highly Qualified Teachers			
Total Number of Core Classes	1746	1879	2875
Percent Not Taught by Highly Qualified Teachers	6%	12%	3%
Teachers with No Valid Teaching Certificate			
Total Number of Teachers	19	17	11
Percent with No Valid Teaching Certificate	3%	2%	2%
Individuals Teaching Out of Certification			
Number of Teachers	24	57	23
Percentage of Total	4%	8%	3%
Percent of Teachers with Master's Degree Plus 30 Hours or Doctorate			
	28%	29%	30%

Staff Counts

	2003-04	2004-05	2005-06
Total Teachers	678	686	740
Total Other Professional Staff	59	36	62
Total Paraprofessionals*	171	169	194
Assistant Principals	22	24	23
Principals	15	15	14

* Not available at the school level.

Teacher Qualifications Information

To be *Highly Qualified*, a teacher must have at least a Bachelor's degree, be certified to teach in the subject area, and show subject matter competency. The number of *Individuals Teaching Out of Certification* is the number doing so more than on an incidental basis; that is, teaching for five or fewer periods per week outside certification.

Staff Counts Information

Other Professionals includes administrators, guidance counselors, school nurses, psychologists, and other professionals who devote more than half of their time to non-teaching duties. Teachers who are shared between buildings within a district are reported on the district report only.

Understanding How Accountability Works in New York State

The federal No Child Left Behind (NCLB) Act requires that states develop and report on measures of student proficiency in 1) English language arts (ELA), in 2) mathematics, and on 3) a third indicator. In New York State in 2005–06, the third indicator is science at the elementary/middle level and graduation rate at the secondary level. Schools or districts that prove student proficiency on these measures are making Adequate Yearly Progress (AYP).

For more information about accountability in New York State, visit: www.emsc.nysed.gov/irts/accountability/home.shtml.



1 English Language Arts (ELA)

To make AYP in ELA, every accountability group must make AYP. For a group to make AYP, it must meet the participation *and* the performance criteria.

A Participation Criterion

At the elementary/middle level, 95 percent of Grades 3–8 students enrolled during the test administration period in each group with 40 or more students must be tested on the New York State Testing Program (NYSTP) in ELA or, if appropriate, the New York State English as a Second Language Achievement Test (NYSESLAT), or the New York State Alternate Assessment (NYSAA) in ELA. At the secondary level, 95 percent of seniors in 2005–06 in each accountability group with 40 or more students must have taken an English examination that meets the students' graduation requirement.

B Performance Criterion

At the elementary/middle level, the Performance Index (PI) of each group with 30 or more continuously enrolled tested students must equal or exceed its Effective Annual Measurable Objective (AMO) or the group must make Safe Harbor. At the secondary level, the PI of each group in the 2002 cohort with 30 or more members must equal or exceed its Effective AMO or the group must make Safe Harbor. To make Safe Harbor, the PI of the group must equal or exceed its Safe Harbor Target and the group must meet the qualification for Safe Harbor.

2 Mathematics

The same criteria for making AYP in ELA apply to mathematics. At the elementary/middle level, the measures used to determine AYP are the NYSTP and the NYSAA in mathematics. At the secondary level, the measures are mathematics examinations that meet the students' graduation requirement.

3 Third Indicator

In addition to English language arts and mathematics, the school must also make AYP in a third area of achievement. This means meeting the criteria in science at the elementary/middle level and the criteria in graduation rate at the secondary level.

Elementary/Middle-Level Science: To make AYP, the All Students group must meet the participation criterion *and* the performance criterion.

A Participation Criterion

Eighty percent of students in Grades 4 and/or 8 enrolled during the test administration period in the All Students group, if it has 40 or more students, must be tested on an accountability measure. In Grade 4, the measures are the Grade 4 elementary-level science test and the Grade 4 NYSAA in science. In Grade 8 science, the measures are the Grade 8 middle-level science test, Regents science examinations, and the Grade 8 NYSAA in science.

B Performance Criterion

The PI of the All Students group must equal or exceed the State Science Standard (100) or the Science Progress Target.

Qualifying for Safe Harbor in Elementary/Middle-Level ELA and Math: To qualify, the PI must equal or exceed the State Science Standard or the Science Progress Target in elementary/middle-level science for that group.

Secondary-Level Graduation Rate: For a school to make AYP in graduation rate, the percent of students in the 2001 graduation-rate cohort in the All Students group earning a high school diploma by August 31, 2005 must equal or exceed the Graduation-Rate Standard (55%) or the Graduation-Rate Progress Target.

Qualifying for Safe Harbor in Secondary-Level ELA and Math: To qualify, the percent of the 2001 graduation-rate cohort earning a local diploma by August 31, 2005 must equal or exceed the Graduation-Rate Standard (55%) or the Graduation-Rate Progress Target for that group.

Useful Terms for Understanding Accountability

Accountability Cohort

The 2002 school accountability cohort consists of all students who first entered Grade 9 anywhere in the 2002–03 school year, and all ungraded students with disabilities who reached their seventeenth birthday in the 2002–03 school year, who were enrolled on October 6, 2005 and did not transfer to a diploma granting program. Students who earned a high school equivalency diploma or enrolled in an approved high school equivalency preparation program by June 30, 2006, are not included in the 2002 school accountability cohort. The 2002 district accountability cohort consists of all students in each school accountability cohort plus students who transferred within the district after BEDS day plus students who were placed outside the district by the Committee on Special Education or district administrators and who met the other requirements for cohort membership. Cohort is defined in Section 100.2 (p) (16) of the Commissioner's Regulations.

Adequate Yearly Progress (AYP)

Adequate Yearly Progress (AYP) indicates satisfactory progress by a district or a school toward the goal of proficiency for all students.

Annual Measurable Objective (AMO)

The Annual Measurable Objective (AMO) is the Performance Index (PI) value that signifies that an accountability group is making satisfactory progress toward the goal that 100 percent of students will be proficient in the State's learning standards for English language arts and mathematics by 2013–14. The secondary-level AMO will be increased as specified in CR100.2(p)(14) and will reach 200 in 2013–14. (See Effective AMO for further information.)

Continuously Enrolled Students

At the elementary/middle level, continuously enrolled students are those enrolled in the school or district on BEDS day (usually the first Wednesday in October) of the school year until the test administration period. At the secondary level, all students who meet the criteria for inclusion in the accountability cohort are considered to be continuously enrolled.

Effective Annual Measurable Objective (Effective AMO)

The Effective Annual Measurable Objective (Effective AMO) is the Performance Index (PI) value that each accountability group within a school or district is expected to achieve to make Adequate Yearly Progress (AYP). The Effective AMO is the lowest PI that an accountability group of a given size can achieve in a subject for the group's PI not to be considered significantly different from the AMO for that subject. If an accountability group's PI equals or exceeds the Effective AMO, it is considered to have made AYP. A more complete definition of Effective AMO and a table showing the PI values that each group size must equal or exceed to make AYP are available at www.emsc.nysed.gov/irts.

Performance Index (PI)

Performance Index is a value from 0 to 200 that is assigned to an accountability group, indicating how that group performed on a required State test (or approved alternative) in English language arts, mathematics, or science. Student scores on the tests are converted to four performance levels, from Level 1 (indicating no proficiency) to Level 4 (indicating advanced proficiency). At the elementary/middle level, the PI is calculated using the following equation:

$$100 \times \left[\frac{\text{Count of Continuously Enrolled Tested Students Performing at Levels 2, 3, and 4} + \text{the Count at Levels 3 and 4}}{\text{Count of All Continuously Enrolled Tested Students}} \right]$$

At the secondary level, the PI is calculated using the following equation:

$$100 \times \left[\frac{\text{Count of Cohort Members Performing at Levels 2, 3, and 4} + \text{the Count at Levels 3 and 4}}{\text{Count of All Cohort Members}} \right]$$

A list of tests used to measure student performance for accountability is available at www.emsc.nysed.gov/irts.

Progress Target

For accountability groups below the State Standard in science or graduation rate, the Progress Target is an alternate method for making Adequate Yearly Progress (AYP) or qualifying for Safe Harbor in English language arts and mathematics based on improvement over the previous year's performance.

Safe Harbor

Safe Harbor provides an alternate means to demonstrate Adequate Yearly Progress (AYP) for accountability groups that do not achieve their Effective Annual Measurable Objectives (AMOs) in English or mathematics.

Safe Harbor Targets

The original 2005–06 safe harbor targets were calculated using the following equation:

$$2005-06 \text{ PI} + (200 - \text{the } 2005-06 \text{ PI}) \times 0.10$$

The resulting targets were adjusted so that their proportion of the 2005–06 AMO was the same as the original target's proportion of the 2004–05 AMO.

Science Progress Target

The elementary/middle-level 2005–06 Science Progress Target is calculated by adding one point to the 2004–05 PI. The 2006–07 Science Progress Target is calculated by adding one point to the 2005–06 PI. The 2006–07 target is provided for groups whose PI was below the State Science Standard in 2005–06.

Science Standard

The criterion value that represents a minimally satisfactory performance in science. In 2005–06, the State Science Standard at the elementary/middle level is a Performance Index (PI) of 100. The Commissioner may raise the State Science Standard at his discretion in future years.

Understanding Your District Accountability Status

The list below defines the district status categories applied to each accountability measure under New York State's district accountability system, which is divided into a Federal Title I component and a State component. Accountability measures for districts are English language arts (ELA), mathematics, elementary/middle-level science, and graduation rate. A district may be assigned a different status for different accountability measures. The overall status of a district is the status assigned to the district for the accountability measure with the most advanced designation in the hierarchy. If the district receives Title I funds, it is the most advanced designation in the Title I hierarchy, unless the district is in good standing under Title I but identified as DRAP under the State hierarchy. A district that does not receive Title I funding in a school year does not have a federal status in that year; however, all districts receive a state status even if they do not receive Title I funding. Consequences for districts not in good standing can be found at: www.emsc.nysed.gov/irts/school-accountability/about.shtml.

Federal Title I Status

(Applies to all New York State districts receiving Title I funds)

▲ District in Good Standing

A district is considered to be in good standing if it has not been identified as a District in Need of Improvement or a District Requiring Academic Progress.

▲ District in Need of Improvement (Year 1)

A district that has not made AYP for two consecutive years on the same accountability measure is considered a District in Need of Improvement (Year 1) for the following year, if it continues to receive Title I funds.

▲ District in Need of Improvement (Year 2)

A District in Need of Improvement (Year 1) that does not make AYP on the accountability measure for which it was identified is considered a District in Need of Improvement (Year 2) for the following year, if it continues to receive Title I funds.

▲ District in Need of Improvement (Year 3)

A District in Need of Improvement (Year 2) that does not make AYP on the accountability measure for which it was identified is considered a District in Need of Improvement (Year 3) for the following year, if it continues to receive Title I funds.

▲ District in Need of Improvement (Year 4)

A District in Need of Improvement (Year 3) that does not make AYP on the accountability measure for which it was identified is considered a District in Need of Improvement (Year 4) for the following year, if it continues to receive Title I funds.

▲ District in Need of Improvement (Year 5 and above)

A District in Need of Improvement (Year 4 and above) that does not make AYP on the accountability measure for which it was identified is considered a District in Need of Improvement (Year 5 and above) for the following year, if it continues to receive Title I funds.

New York State Status

(Applies to New York State districts)

■ District Requiring Academic Progress (Year 1)

A district that has not made AYP on the same accountability measure for two consecutive years is considered a District Requiring Academic Progress (Year 1) for the following year.

■ District Requiring Academic Progress (Year 2)

A District Requiring Academic Progress (Year 1) that does not make AYP on the accountability measure for which it was identified is considered a District Requiring Academic Progress (Year 2) for the following year.

■ District Requiring Academic Progress (Year 3)

A District Requiring Academic Progress (Year 2) that does not make AYP on the accountability measure for which it was identified is considered a District Requiring Academic Progress (Year 3) for the following year.

■ District Requiring Academic Progress (Year 4)

A District Requiring Academic Progress (Year 3) that does not make AYP on the accountability measure for which it was identified is considered a District Requiring Academic Progress (Year 4) for the following year.

■ District Requiring Academic Progress (Year 5 and above)

A District Requiring Academic Progress (Year 4 and above) that does not make AYP on the accountability measure for which it was identified is considered a District Requiring Academic Progress (Year 5 and above) for the following year.


District **MOUNT VERNON CITY SCHOOL DISTRICT**


Summary

Overall Accountability Status (2006–07)

Improvement (Year 3)

Elementary/Middle Level

ELA  Improvement (Year 3)

Math  Improvement (Year 1)

Science  Good Standing

Secondary Level

ELA  Improvement (Year 3)

Math  Improvement (Year 1)

Graduation Rate  Good Standing

Title I Part A Funding

Years the District Received Title I Part A Funding

2004–05

YES





































2005–06

YES




2006–07

YES













On which accountability measures did this district make Adequate Yearly Progress (AYP) and which groups made AYP on each measure?

Student Groups	Elementary/Middle Level			Secondary Level		
	English Language Arts	Mathematics	Science	English Language Arts	Mathematics	Graduation Rate
All Students						
Ethnicity						
American Indian or Alaska Native	–	–	–	–	–	–
Black or African American			–			–
Hispanic or Latino			–			–
Asian or Native Hawaiian/Other Pacific Islander			–	–	–	–
White			–	–	–	–
Other Groups						
Students with Disabilities			–			–
Limited English Proficient			–			–
Economically Disadvantaged			–			–
Student groups making AYP in each subject	 7 of 8	 7 of 8	 1 of 1	 3 of 6	 5 of 6	 1 of 1

AYP Status

-  Made AYP
-  Made AYP Using Safe Harbor Target
-  Did Not Make AYP
- Insufficient Number of Students to Determine AYP Status


Accountability Status Levels

- | Federal | State |
|--|--|
| Good Standing  |  Good Standing |
| Improvement (Year 1)  |  Requiring Academic Progress (Year 1) |
| Improvement (Year 2)  |  Requiring Academic Progress (Year 2) |
| Improvement (Year 3)  |  Requiring Academic Progress (Year 3) |
| Improvement (Year 4)  |  Requiring Academic Progress (Year 4) |
| Improvement (Year 5 & Above)  |  Requiring Academic Progress (Year 5 & Above) |

District **MOUNT VERNON CITY SCHOOL DISTRICT**

Elementary/Middle-Level English Language Arts

























Accountability Status for This Subject (2006–07)  Improvement (Year 3)

Accountability Measures 7 of 8 Student groups making AYP in English Language Arts
 Did not make AYP

Prospective Status

To be removed from improvement status in English Language Arts, this district must make AYP in this measure at the elementary/middle or secondary level for two consecutive years. If this district fails to make AYP at both the elementary/middle and secondary levels in 2006-07, the district will be In Need of Improvement (Year 4) in 2007-08. If this district makes AYP at either the elementary/middle or secondary level in 2006-07, the district will remain In Need of Improvement (Year 3) in 2007-08. [208]

How did students in each accountability group perform on elementary/middle-level English Language Arts accountability measures?

Student Group (Total: Continuous Enrollment) ¹	AYP	Participation ²		Test Performance ³		Performance Objectives		
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2005–06 2006–07	
All Students (4626:4332)			96%		150	120		
Ethnicity								
American Indian or Alaska Native (2:2)	–	–	–	–	–	–	–	
Black or African American (3664:3443)			96%		146	120		
Hispanic or Latino (550:506)			96%		158	117		
Asian or Native Hawaiian/Other Pacific Islander (35:33)		–	–		194	105		
White (375:348)			95%		181	116		
Other Groups								
Students with Disabilities ⁴ (804:550)			87%		100	117	105 110	
Limited English Proficient (348:320)			97%		160	116		
Economically Disadvantaged (2944:2803)			98%		148	120		
Final AYP Determination		7 of 8						

NOTES

¹ These data show the count of students enrolled during the test administration period (used for Participation) followed by the count of continuously enrolled tested students (used for Performance). For accountability calculations, students who were excused from testing for medical reasons are not included in the enrollment count.

² Groups with fewer than 40 students enrolled during the test administration period are not required to meet the participation criterion. If the participation rate of a group fell below 95 percent in 2005–06, the enrollment shown is the sum of 2004–05 and 2005–06 enrollments and the percent tested is the weighted average of the participation rates over those two years.

³ For districts with fewer than 30 continuously enrolled tested students in the All Students group in 2005–06, data for 2004–05 and 2005–06 were combined to determine counts and PIs. For districts with 30 or more continuously enrolled students in the All Students group in 2005–06, student groups with fewer than 30 continuously enrolled tested students are not required to meet the performance criterion.

⁴ If the district failed to make AYP solely because of the performance of students with disabilities, met the 95% participation requirement for this group, and would meet or exceed the AMO for this subject if 34 points were added to the PI, then the district is considered to have made AYP for students with disabilities.

‡ This student group did not make AYP in science; therefore, it did not qualify for Safe Harbor.


AYP Status

-  Made AYP
-  Made AYP Using Safe Harbor Target
-  Did Not Make AYP
- Insufficient Number of Students to Determine AYP Status

District **MOUNT VERNON CITY SCHOOL DISTRICT**

Elementary/Middle-Level Mathematics

























Accountability Status for This Subject (2006–07)  Improvement (Year 1)

Accountability Measures 7 of 8 Student groups making AYP in Mathematics
 Did not make AYP

Prospective Status

To be removed from improvement status in Mathematics, this district must make AYP in this measure at the elementary/middle or secondary level for two consecutive years. If this district fails to make AYP at both the elementary/middle and secondary levels in 2006-07, the district will be In Need of Improvement (Year 2) in 2007-08. If this district makes AYP at either the elementary/middle or secondary level in 2006-07, the district will remain In Need of Improvement (Year 1) in 2007-08. [206]

How did students in each accountability group perform on elementary/middle-level Mathematics accountability measures?

Student Group (Total: Continuous Enrollment) ¹	AYP	Participation ²		Test Performance ³		Performance Objectives	
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2005–06 2006–07
All Students (4621:4276)			96%		142	84	
Ethnicity							
American Indian or Alaska Native (2:2)	–	–	–	–	–	–	–
Black or African American (3669:3402)			96%		136	84	
Hispanic or Latino (547:494)			96%		151	81	
Asian or Native Hawaiian/Other Pacific Islander (34:33)		–	–		182	69	
White (369:345)			95%		178	80	
Other Groups							
Students with Disabilities ⁴ (801:529)			85%		101	81	
Limited English Proficient (342:315)			97%		148	80	
Economically Disadvantaged (2950:2764)			98%		141	84	
Final AYP Determination	 7 of 8						

NOTES

¹ These data show the count of students enrolled during the test administration period (used for Participation) followed by the count of continuously enrolled tested students (used for Performance). For accountability calculations, students who were excused from testing for medical reasons are not included in the enrollment count.




² Groups with fewer than 40 students enrolled during the test administration period are not required to meet the participation criterion. If the participation rate of a group fell below 95 percent in 2005–06, the enrollment shown is the sum of 2004–05 and 2005–06 enrollments and the percent tested is the weighted average of the participation rates over those two years.

³ For districts with fewer than 30 continuously enrolled tested students in the All Students group in 2005–06, data for 2004–05 and 2005–06 were combined to determine counts and PIs. For districts with 30 or more continuously enrolled students in the All Students group in 2005–06, student groups with fewer than 30 continuously enrolled tested students are not required to meet the performance criterion.

⁴ If the district failed to make AYP solely because of the performance of students with disabilities, met the 95% participation requirement for this group, and would meet or exceed the AMO for this subject if 34 points were added to the PI, then the district is considered to have made AYP for students with disabilities.

‡ This student group did not make AYP in science; therefore, it did not qualify for Safe Harbor.

AYP Status

-  Made AYP
-  Made AYP Using Safe Harbor Target
-  Did Not Make AYP
- Insufficient Number of Students to Determine AYP Status

District **MOUNT VERNON CITY SCHOOL DISTRICT**

















Elementary/Middle-Level Science

Accountability Status  Good Standing
for This Subject
(2006–07)

Accountability Measures 1 of 1 Student groups making AYP in Science
 Made AYP

Prospective Status This district will be in good standing in 2007-08. [201]

How did students in each accountability group perform on elementary/middle-level science accountability measures?

Student Group (Total: Continuous Enrollment) ¹	AYP		Participation ²		Test Performance ³		Performance Objectives	
	Status	Safe Harbor Qualification	Met Criterion	Percentage Tested	Met Criterion	Performance Index	State Standard	Progress Target 2005–06 2006–07
All Students (1548:1399)		Qualified		94%		155	100	
Ethnicity								
American Indian or Alaska Native (1:1)	–	–	–	–	–	–	–	–
Black or African American (1250:1137)		Qualified		95%		151	100	
Hispanic or Latino (180:154)		Qualified		93%		161	100	
Asian or Native Hawaiian/Other Pacific Islander (11:10)	–	–	–	–	–	–	–	–
White (106:97)		Qualified		93%		188	100	
Other Groups								
Students with Disabilities (228:184)		Qualified		82%		126	100	
Limited English Proficient (112:100)		Qualified		96%		157	100	
Economically Disadvantaged (927:859)		Qualified		96%		156	100	
Final AYP Determination		1 of 1						

NOTES

- ¹ These data show the count of students enrolled during the test administration period (used for Participation) followed by the count of continuously enrolled tested students (used for Performance). For Accountability calculations, students who were excused from testing for medical reasons are not included in the enrollment count.
- ² Groups with fewer than 40 students enrolled during the test administration period are not required to meet the participation criterion. If the participation rate of a group fell below 80 percent in 2005–06, the enrollment shown is the sum of 2004–05 and 2005–06 enrollments and the percent tested is the weighted average of the participation rates over those two years.
- ³ Groups with fewer than 30 continuously enrolled tested students are not required to meet the performance criterion. For schools with fewer than 30 continuously enrolled tested students in 2005–06, data for 2004–05 and 2005–06 were combined to determine counts and performance indices.


AYP Status

-  Made AYP
-  Made AYP Using Safe Harbor Target
-  Did Not Make AYP
- Insufficient Number of Students to Determine AYP Status

District **MOUNT VERNON CITY SCHOOL DISTRICT**

Secondary-Level English Language Arts



















Accountability Status for This Subject (2006–07)  Improvement (Year 3)

Accountability Measures 3 of 6 Student groups making AYP in English Language Arts
 Did not make AYP

Prospective Status

To be removed from improvement status in English Language Arts, this district must make AYP in this measure at the elementary/middle or secondary level for two consecutive years. If this district fails to make AYP at both the elementary/middle and secondary levels in 2006-07, the district will be In Need of Improvement (Year 4) in 2007-08. If this district makes AYP at either the elementary/middle or secondary level in 2006-07, the district will remain In Need of Improvement (Year 3) in 2007-08. [208]

How did students in each accountability group perform on secondary-level English Language Arts accountability measures?

Student Group (12th Graders: 2002 Cohort) ¹	AYP	Participation ²		Test Performance ³		Performance Objectives		
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2005–06	2006–07
All Students (552:525)			96%		133	149	127	140
Ethnicity								
American Indian or Alaska Native (1:0)	–	–	–	–	–	–	–	–
Black or African American (479:448)			96%		133	149	127	140
Hispanic or Latino (43:49)			98%		135	140	110 [‡]	142
Asian or Native Hawaiian/Other Pacific Islander (4:5)	–	–	–	–	–	–	–	–
White (26:23)	–	–	–	–	–	–	–	–
Other Groups								
Students with Disabilities (52:57)			98%		39	141	72 [‡]	55
Limited English Proficient (32:42)		–	–		93	139	110	104
Economically Disadvantaged (184:199)			97%		146	146		
Final AYP Determination		3 of 6						

NOTES




¹ These data show the count of 12th graders in 2005–06 (used for Participation) followed by the count of students in the 2002 cohort (used for Performance).

² Groups with fewer than 40 students in the 12th grade are not required to meet the participation criterion. If the participation rate of a group fell below 95 percent in 2005–06, the enrollment shown is the sum of the 2004–05 and 2005–06 Grade 12 enrollments and the percent tested is the weighted average of the participation rates over those two years.

³ For districts with fewer than 30 students in the 2002 cohort, data for 2001 and 2002 cohort members were combined to determine counts and PIs. For districts with 30 or more students in the 2002 cohort in the All Students group, groups with fewer than 30 students in the 2002 cohort are not required to meet the performance criterion.

[‡] This student group did not make AYP in graduation rate; therefore, it did not qualify for Safe Harbor.


AYP Status

-  Made AYP
-  Made AYP Using Safe Harbor Target
-  Did Not Make AYP
- Insufficient Number of Students to Determine AYP Status

District **MOUNT VERNON CITY SCHOOL DISTRICT**

Secondary-Level Mathematics



















Accountability Status for This Subject (2006–07)  Improvement (Year 1)

Accountability Measures 5 of 6 Student groups making AYP in Mathematics
 Did not make AYP

Prospective Status

To be removed from improvement status in Mathematics, this district must make AYP in this measure at the elementary/middle or secondary level for two consecutive years. If this district fails to make AYP at both the elementary/middle and secondary levels in 2006-07, the district will be In Need of Improvement (Year 2) in 2007-08. If this district makes AYP at either the elementary/middle or secondary level in 2006-07, the district will remain In Need of Improvement (Year 1) in 2007-08. [206]




How did students in each accountability group perform on secondary-level Mathematics accountability measures?

Student Group (12th Graders: 2002 Cohort) ¹	AYP	Participation ²		Test Performance ³		Performance Objectives	
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2005–06 2006–07
All Students (552:525)			98%		149	141	
Ethnicity							
American Indian or Alaska Native (1:0)	–	–	–	–	–	–	–
Black or African American (479:448)			98%		150	141	
Hispanic or Latino (43:49)			98%		141	132	
Asian or Native Hawaiian/Other Pacific Islander (4:5)	–	–	–	–	–	–	–
White (26:23)	–	–	–	–	–	–	–
Other Groups							
Students with Disabilities (52:57)			98%		72	133	101 [‡] 85
Limited English Proficient (32:42)		–	–		121	131	113 129
Economically Disadvantaged (184:199)			98%		159	138	
Final AYP Determination	 5 of 6						

NOTES

- ¹ These data show the count of 12th graders in 2005–06 (used for Participation) followed by the count of students in the 2002 cohort (used for Performance).
 - ² Groups with fewer than 40 students in the 12th grade are not required to meet the participation criterion. If the participation rate of a group fell below 95 percent in 2005–06, the enrollment shown is the sum of the 2004–05 and 2005–06 Grade 12 enrollments and the percent tested is the weighted average of the participation rates over those two years.
 - ³ For districts with fewer than 30 students in the 2002 cohort, data for 2001 and 2002 cohort members were combined to determine counts and PIs. For districts with 30 or more students in the 2002 cohort in the All Students group, groups with fewer than 30 students in the 2002 cohort are not required to meet the performance criterion.
- [‡] This student group did not make AYP in graduation rate; therefore, it did not qualify for Safe Harbor.

AYP Status

-  Made AYP
-  Made AYP Using Safe Harbor Target
-  Did Not Make AYP
- Insufficient Number of Students to Determine AYP Status

District **MOUNT VERNON CITY SCHOOL DISTRICT**










Graduation Rate

Accountability Status  Good Standing
for This Indicator
(2006–07)

Accountability Measures 1 of 1 Student groups making AYP in Graduation Rate
 Made AYP

Prospective Status This district will be in good standing in 2007-08. [201]

How did students in each accountability group perform on graduation rate accountability measures?

Student Group (Cohort Count) ¹	Graduation		Graduation Rate ²	Objectives	
	AYP	Met Criterion		State Standard	Progress Target
				2005–06	2006–07
All Students (594)			62%	55%	
Ethnicity					
American Indian or Alaska Native (1)		–	–	–	–
Black or African American (496)			63%	55%	
Hispanic or Latino (49)			45%	55%	55% 46%
Asian or Native Hawaiian/Other Pacific Islander (5)		–	–	–	–
White (43)			60%	55%	
Other Groups					
Students with Disabilities (73)			34%	55%	38% 35%
Limited English Proficient (41)			73%	55%	
Economically Disadvantaged (154)			79%	55%	
Final AYP Determination		1 of 1			

NOTES

¹ Graduation-rate cohort for each year includes all students in the accountability cohort in the previous year plus all students excluded from that accountability cohort solely because they transferred to a high school equivalency preparation program, approved under Commissioner's Regulations 100.7.

² Percentage of the 2001 cohort that earned a local or Regents diploma by August 31, 2005.

Graduation Rate Information

For a school or a district to make AYP in graduation rate, the percentage of 2001 graduation-rate cohort members earning a local or Regents diploma by August 31, 2005 for the "All Students" group must equal or exceed the Graduation-Rate Standard or the Graduation-Rate Progress Target for 2005–06.

The Graduation Rate Standard is the criterion value that represents a minimally satisfactory percentage of cohort members earning a local diploma. The State Graduation-Rate Standard for the 2001 cohort is 55 percent. The Commissioner may raise the Graduation-Rate Standard at his discretion in future years.

The 2005–06 Graduation-Rate Progress Target is calculated by adding one point to the percentage of the 2000 cohort earning a local or Regents diploma by August 31, 2004. The 2006–07 Graduation-Rate Progress Target is calculated by adding one point to the percentage of the 2001 cohort earning a local or Regents diploma by August 31, 2005. This target is provided for each group whose percentage earning a local or Regents diploma by August 31, 2005 is below the Graduation-Rate Standard in 2005–06 (55%). Groups with fewer than 30 cohort members are not subject to this criterion.

3 School Accountability Status

District **MOUNT VERNON CITY SCHOOL DISTRICT**

2006–07 Accountability Status of Schools in Your District

This section lists all schools in your district by 2006–07 accountability status.

Federal Title I Status

New York State Status

Good Standing

11 schools identified 73% of total

CECIL H. PARKER SCHOOL
COLUMBUS SCHOOL
EDWARD WILLIAMS SCHOOL
GRAHAM SCHOOL
HAMILTON SCHOOL
HOLMES SCHOOL
LINCOLN SCHOOL
LONGFELLOW SCHOOL
PENNINGTON-GRIMES SCHOOL
THORNTON/GRIMES SCHOOL
TRAPHAGEN SCHOOL

Improvement (Year1)

1 school identified 7% of total

NELSON MANDELA COMMUNITY HIGH SCHOOL

Improvement (Year 2)

1 school identified 7% of total

LONGFELLOW MIDDLE SCHOOL

Corrective Action

2 schools identified 13% of total

DAVIS MIDDLE SCHOOL
MOUNT VERNON HIGH SCHOOL

District **MOUNT VERNON CITY SCHOOL DISTRICT**

Summary of 2005–06 District Performance

Performance on the State assessments in English language arts, mathematics, and science at the elementary and middle levels is reported in terms of mean scores and the percentage of tested students scoring at or above Level 2, Level 3, and Level 4. Performance on the State assessments in ELA and mathematics at the secondary level is reported in terms of the percentage of students in a cohort scoring at these levels.

English Language Arts	Percentage of students that scored at or above Level 3			Total Tested
	0%	50%	100%	
Grade 3	70%			728
Grade 4	81%			740
Grade 5	71%			756
Grade 6	59%			766
Grade 7	31%			631
Grade 8	28%			664

Mathematics	Percentage of students that scored at or above Level 3			Total Tested
	0%	50%	100%	
Grade 3	82%			740
Grade 4	82%			758
Grade 5	61%			791
Grade 6	51%			787
Grade 7	23%			652
Grade 8	28%			674

Science	Percentage of students that scored at or above Level 3			Total Tested
	0%	50%	100%	
Grade 4	93%			767
Grade 8	31%			680

Secondary Level	Percentage of students that scored at or above Level 3			2002 Cohort
	0%	50%	100%	
English	51%			653
Mathematics	58%			653

Graduation Rate	Percentage of students who graduated			2002 Cohort
	0%	50%	100%	
2002 Cohort	55%			653

About the Performance Level Descriptors

Level 1: Not Meeting Learning Standards.

Student performance does not demonstrate an understanding of the content expected in the subject and grade level.

Level 2: Partially Meeting Learning Standards.

Student performance demonstrates a partial understanding of the content expected in the subject and grade level.

Level 3: Meeting Learning Standards.

Student performance demonstrates an understanding of the content expected in the subject and grade level.

Level 4: Meeting Learning Standards with Distinction.

Student performance demonstrates a thorough understanding of the content expected in the subject and grade level.

How are Need/Resource Capacity (N/RC) categories determined?

Districts are divided into high, average, and low need categories based on their ability to meet the special needs of their students with local resources. Districts in the high need category are subdivided into four categories based on enrollment size and, in some cases, number of students per square mile. More information about the categories can be found in the *Report to the Governor and the Legislature on the Educational Status of the State's Schools* at www.emsc.nysed.gov/irts.

In this section, this district's performance is compared with that of public schools statewide.

This District's N/RC Category:

High Need/Resource Urban-Suburban Districts

This is an urban or suburban school district with high student needs in relation to district resource capacity.

District **MOUNT VERNON CITY SCHOOL DISTRICT**

This District's Results in Grade 3 English Language Arts

	This District			NY State Public		
	Percentage scoring at level(s):			Percentage scoring at level(s):		
	2-4	3-4	4	2-4	3-4	4
Mean Score: 665	616-780	650-780	730-780			
Range:	616-780	650-780	730-780			
Number of Students:	686	506	27			

Level	This District (%)	NY State Public (%)
2-4	94%	92%
3-4	70%	69%
4	4%	7%

Results by Student Group

	2005-06 School Year				2004-05 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	728	94%	70%	4%				
Female	390	96%	75%	6%				
Male	338	93%	64%	1%				
American Indian or Alaska Native								
Black or African American	556	94%	66%	3%				
Hispanic or Latino	100	93%	74%	2%				
Asian or Native Hawaiian/Other Pacific Islander	4	-	-	-				
White	68	-	-	-	This test was not given in 2004-05.			
Small Group Totals	72	99%	88%	11%				
General-Education Students	667	96%	73%	4%				
Students with Disabilities	61	70%	26%	0%				
English Proficient	664	94%	70%	4%				
Limited English Proficient	64	94%	64%	5%				
Economically Disadvantaged	506	93%	67%	2%				
Not Disadvantaged	222	96%	76%	8%				
Migrant								
Not Migrant	728	94%	70%	4%				

NOTES

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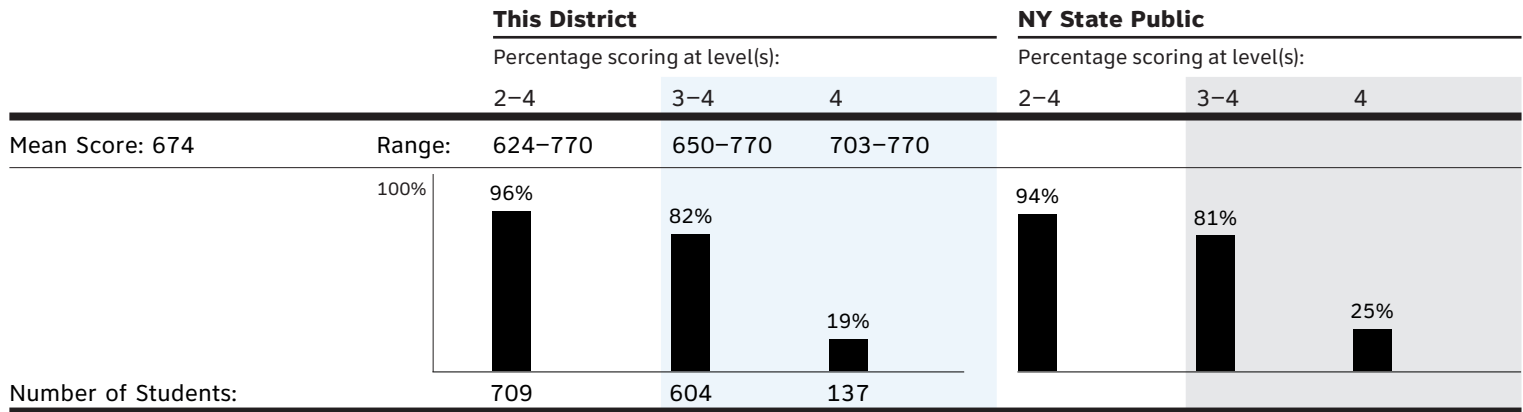
Other Assessments

	2005-06 School Year				2004-05 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 3 Equivalent	9	9	9	9	This test was not given in 2004-05.			
New York State English as a Second Language Achievement Test (NYSESLAT): Grade 3	20	12	11	N/A	N/A	N/A	N/A	N/A

† Results in this report are shown for students who took the NYSESLAT in lieu of the New York State Testing Program assessment for accountability purposes.

District **MOUNT VERNON CITY SCHOOL DISTRICT**

This District's Results in Grade 3 Mathematics



Results by Student Group

	2005-06 School Year				2004-05 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	740	96%	82%	19%				
Female	400	97%	85%	21%				
Male	340	95%	78%	16%				
American Indian or Alaska Native								
Black or African American	554	95%	79%	15%				
Hispanic or Latino	111	98%	87%	26%				
Asian or Native Hawaiian/Other Pacific Islander	4	-	-	-				
White	71	-	-	-	This test was not given in 2004-05.			
Small Group Totals	75	99%	93%	32%				
General-Education Students	676	97%	84%	20%				
Students with Disabilities	64	81%	58%	3%				
English Proficient	663	96%	82%	20%				
Limited English Proficient	77	96%	79%	9%				
Economically Disadvantaged	516	95%	80%	16%				
Not Disadvantaged	224	98%	86%	24%				
Migrant								
Not Migrant	740	96%	82%	19%				

NOTES

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Other Assessments

	2005-06 School Year				2004-05 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 3 Equivalent	9	9	9	9	This test was not given in 2004-05.			

District **MOUNT VERNON CITY SCHOOL DISTRICT**

This District's Results in Grade 4 English Language Arts

	This District			NY State Public		
	Percentage scoring at level(s):			Percentage scoring at level(s):		
	2-4	3-4	4	2-4	3-4	4
Mean Score: 677	612-775	650-775	716-775			
Number of Students:	698	596	88			

Results by Student Group

	2005-06 School Year				2004-05 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	740	94%	81%	12%				
Female	361	95%	82%	14%				
Male	379	94%	79%	10%				
American Indian or Alaska Native								
Black or African American	587	94%	78%	10%				
Hispanic or Latino	77	91%	86%	12%				
Asian or Native Hawaiian/Other Pacific Islander	6	100%	100%	17%				
White	70	99%	91%	26%				
Small Group Totals								
General-Education Students	660	98%	84%	13%				
Students with Disabilities	80	66%	50%	1%				
English Proficient	689	95%	81%	12%				
Limited English Proficient	51	90%	76%	8%				
Economically Disadvantaged	483	94%	78%	9%				
Not Disadvantaged	257	95%	85%	18%				
Migrant								
Not Migrant	740	94%	81%	12%				

New assessments for elementary- and middle-level English language arts and mathematics were administered in 2006. Results from these assessments cannot be directly compared to results from previously administered assessments.

NOTES

The – symbol indicates that data for a group of students has been suppressed. If a group has fewer than five students, data for that group and the next smallest group(s) are suppressed to protect the privacy of individual students.

Other Assessments

	2005-06 School Year				2004-05 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 4 Equivalent	10	10	10	10	7	7	7	7
New York State English as a Second Language Achievement Test (NYSESLAT): Grade 4	16	16	16	N/A	27	23	19	N/A

† Results in this report are shown for students who took the NYSESLAT in lieu of the New York State Testing Program assessment for accountability purposes.

District **MOUNT VERNON CITY SCHOOL DISTRICT**

This District's Results in Grade 4 Mathematics

	This District			NY State Public		
	Percentage scoring at level(s):			Percentage scoring at level(s):		
	2-4	3-4	4	2-4	3-4	4
Mean Score: 682	622-800	650-800	702-800			
Range:	622-800	650-800	702-800			
Number of Students:	711	624	220			

Category	2-4	3-4	4
This District	94%	82%	29%
NY State Public	93%	78%	26%

Results by Student Group

	2005-06 School Year				2004-05 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	758	94%	82%	29%				
Female	369	93%	80%	30%				
Male	389	94%	84%	29%				
American Indian or Alaska Native								
Black or African American	595	93%	80%	27%				
Hispanic or Latino	82	94%	84%	32%				
Asian or Native Hawaiian/Other Pacific Islander	7	100%	100%	43%				
White	74	100%	96%	41%				
Small Group Totals								
General-Education Students	677	97%	86%	31%				
Students with Disabilities	81	68%	52%	9%				
English Proficient	691	94%	82%	29%				
Limited English Proficient	67	96%	84%	27%				
Economically Disadvantaged	497	92%	80%	27%				
Not Disadvantaged	261	97%	87%	33%				
Migrant								
Not Migrant	758	94%	82%	29%				

New assessments for elementary- and middle-level English language arts and mathematics were administered in 2006. Results from these assessments cannot be directly compared to results from previously administered assessments.

NOTES

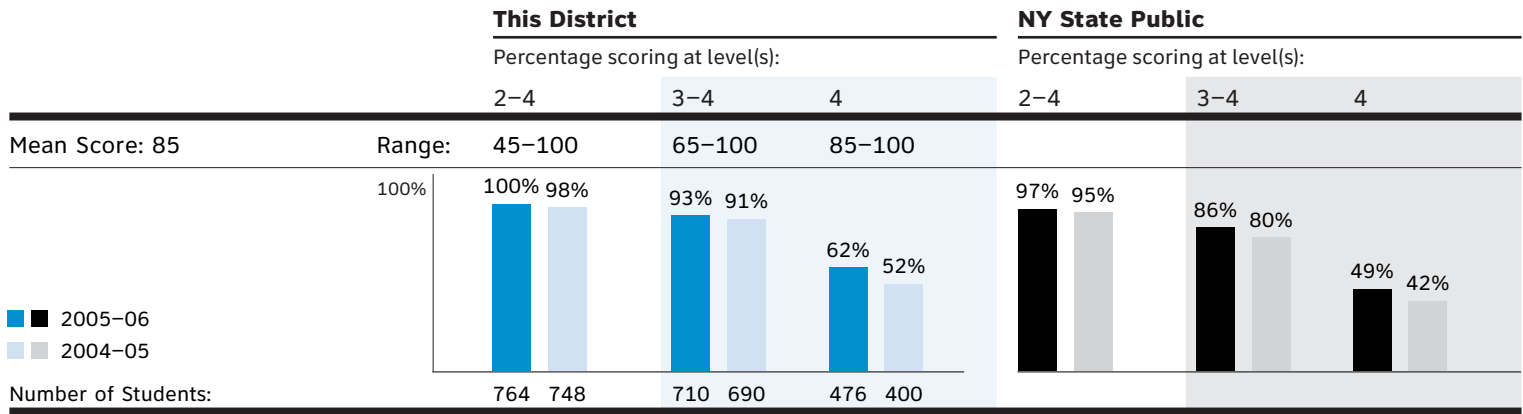
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Other Assessments

	2005-06 School Year				2004-05 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 4 Equivalent	10	10	10	10	6	6	6	6

District **MOUNT VERNON CITY SCHOOL DISTRICT**

This District's Results in Grade 4 Science



Results by Student Group

	2005-06 School Year				2004-05 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	767	100%	93%	62%	762	98%	91%	52%
Female	373	100%	93%	62%	355	99%	91%	51%
Male	394	99%	92%	62%	407	98%	90%	54%
American Indian or Alaska Native								
Black or African American	600	100%	92%	58%	559	98%	89%	46%
Hispanic or Latino	85	99%	92%	66%	108	99%	91%	61%
Asian or Native Hawaiian/Other Pacific Islander	7	100%	100%	100%	7	100%	86%	71%
White	75	100%	100%	88%	88	99%	98%	82%
Small Group Totals								
General-Education Students	684	100%	94%	64%	724	99%	91%	53%
Students with Disabilities	83	99%	82%	45%	38	89%	74%	39%
English Proficient	700	100%	92%	62%	669	98%	91%	51%
Limited English Proficient	67	100%	94%	66%	93	97%	88%	65%
Economically Disadvantaged	500	99%	92%	59%	564	98%	89%	48%
Not Disadvantaged	267	100%	94%	68%	198	99%	94%	66%
Migrant								
Not Migrant	767	100%	93%	62%	762	98%	91%	52%

NOTES

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Other Assessments

	2005-06 School Year				2004-05 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 4 Equivalent	10	10	10	10	8	8	8	8

District **MOUNT VERNON CITY SCHOOL DISTRICT**

This District's Results in Grade 5 English Language Arts

	This District			NY State Public		
	Percentage scoring at level(s):			Percentage scoring at level(s):		
	2-4	3-4	4	2-4	3-4	4
Mean Score: 669	608-795	650-795	711-795			
Number of Students:	732	533	110			

Results by Student Group

	2005-06 School Year				2004-05 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	756	97%	71%	15%				
Female	361	98%	73%	17%				
Male	395	96%	68%	12%				
American Indian or Alaska Native								
Black or African American	585	97%	67%	14%				
Hispanic or Latino	88	98%	81%	13%				
Asian or Native Hawaiian/Other Pacific Islander	4	-	-	-				
White	79	-	-	-	This test was not given in 2004-05.			
Small Group Totals	83	96%	84%	23%				
General-Education Students	666	98%	74%	15%				
Students with Disabilities	90	90%	47%	8%				
English Proficient	720	97%	71%	15%				
Limited English Proficient	36	89%	61%	0%				
Economically Disadvantaged	536	96%	68%	13%				
Not Disadvantaged	220	98%	77%	19%				
Migrant								
Not Migrant	756	97%	71%	15%				

NOTES

The - symbol indicates that data for a group of students has been suppressed. If a group has fewer than five students, data for that group and the next smallest group(s) are suppressed to protect the privacy of individual students.

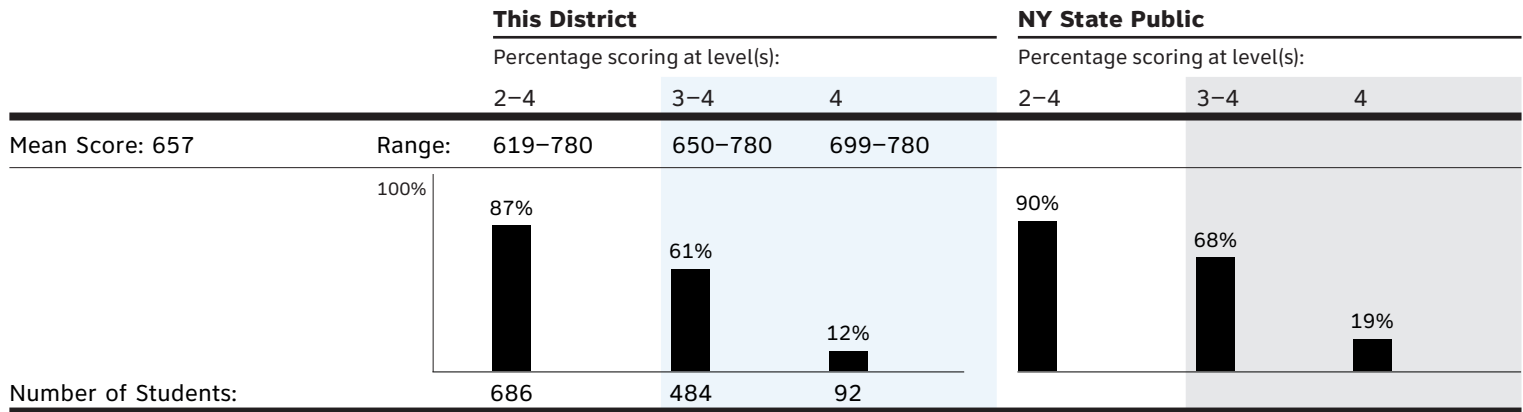
Other Assessments

	2005-06 School Year				2004-05 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 5 Equivalent	10	9	9	9	This test was not given in 2004-05.			
New York State English as a Second Language Achievement Test (NYSESLAT): Grade 5	26	24	23	N/A	N/A	N/A	N/A	N/A

† Results in this report are shown for students who took the NYSESLAT in lieu of the New York State Testing Program assessment for accountability purposes.

District **MOUNT VERNON CITY SCHOOL DISTRICT**

This District's Results in Grade 5 Mathematics



Results by Student Group

	2005-06 School Year				2004-05 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	791	87%	61%	12%				
Female	375	87%	62%	12%				
Male	416	87%	61%	11%				
American Indian or Alaska Native								
Black or African American	602	84%	57%	11%				
Hispanic or Latino	102	96%	67%	10%				
Asian or Native Hawaiian/Other Pacific Islander	6	100%	100%	33%				
White	81	96%	85%	14%	This test was not given in 2004-05.			
Small Group Totals								
General-Education Students	701	89%	63%	13%				
Students with Disabilities	90	68%	46%	3%				
English Proficient	731	86%	61%	11%				
Limited English Proficient	60	90%	63%	13%				
Economically Disadvantaged	566	86%	60%	10%				
Not Disadvantaged	225	89%	64%	17%				
Migrant								
Not Migrant	791	87%	61%	12%				

NOTES

The – symbol indicates that data for a group of students has been suppressed. If a group has fewer than five students, data for that group and the next smallest group(s) are suppressed to protect the privacy of individual students.

Other Assessments

	2005-06 School Year				2004-05 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 5 Equivalent	10	10	10	10	This test was not given in 2004-05.			

District **MOUNT VERNON CITY SCHOOL DISTRICT**

This District's Results in Grade 6 English Language Arts

	This District			NY State Public					
	Percentage scoring at level(s):			Percentage scoring at level(s):					
	2-4	3-4	4	2-4	3-4	4			
Mean Score: 653	Range: 598-785			650-785			705-785		
Number of Students:	710			449			60		

Results by Student Group

	2005-06 School Year				2004-05 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	766	93%	59%	8%				
Female	404	94%	59%	7%				
Male	362	91%	58%	8%				
American Indian or Alaska Native								
Black or African American	638	92%	55%	7%				
Hispanic or Latino	65	92%	63%	6%				
Asian or Native Hawaiian/Other Pacific Islander	10	100%	90%	20%				
White	53	100%	94%	23%	This test was not given in 2004-05.			
Small Group Totals								
General-Education Students	671	96%	63%	9%				
Students with Disabilities	95	72%	31%	0%				
English Proficient	740	93%	59%	8%				
Limited English Proficient	26	81%	50%	4%				
Economically Disadvantaged	465	92%	54%	6%				
Not Disadvantaged	301	93%	66%	10%				
Migrant								
Not Migrant	766	93%	59%	8%				

NOTES

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Other Assessments

	2005-06 School Year				2004-05 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 6 Equivalent	11	11	10	10	This test was not given in 2004-05.			
New York State English as a Second Language Achievement Test (NYSESLAT): Grade 6	20	20	16	N/A	N/A	N/A	N/A	N/A

† Results in this report are shown for students who took the NYSESLAT in lieu of the New York State Testing Program assessment for accountability purposes.

District **MOUNT VERNON CITY SCHOOL DISTRICT**

This District's Results in Grade 6 Mathematics

	This District			NY State Public		
	Percentage scoring at level(s):			Percentage scoring at level(s):		
	2-4	3-4	4	2-4	3-4	4
Mean Score: 648	616-780	650-780	696-780			
Range:						
	84%	51%	7%	87%	60%	13%
Number of Students:	662	405	57			

Results by Student Group

	2005-06 School Year				2004-05 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	787	84%	51%	7%				
Female	417	83%	49%	5%				
Male	370	86%	55%	9%				
American Indian or Alaska Native								
Black or African American	647	83%	48%	5%				
Hispanic or Latino	71	85%	54%	6%				
Asian or Native Hawaiian/Other Pacific Islander	11	82%	73%	45%				
White	58	97%	86%	24%	This test was not given in 2004-05.			
Small Group Totals								
General-Education Students	696	87%	55%	8%				
Students with Disabilities	91	59%	23%	0%				
English Proficient	742	85%	51%	7%				
Limited English Proficient	45	78%	56%	18%				
Economically Disadvantaged	482	81%	46%	6%				
Not Disadvantaged	305	89%	61%	9%				
Migrant								
Not Migrant	787	84%	51%	7%				

NOTES

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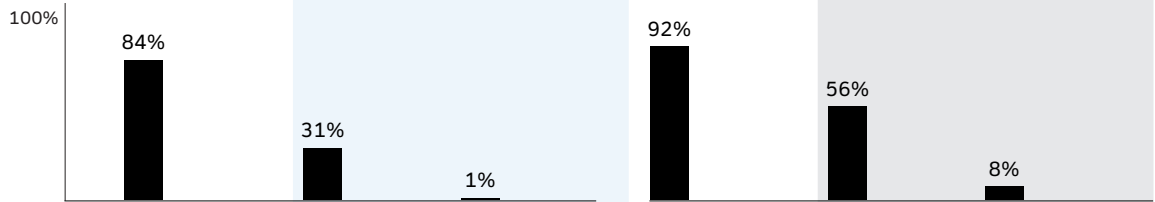
Other Assessments

	2005-06 School Year				2004-05 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 6 Equivalent	11	11	11	11	This test was not given in 2004-05.			

District **MOUNT VERNON CITY SCHOOL DISTRICT**

This District's Results in Grade 7 English Language Arts

	This District			NY State Public		
	Percentage scoring at level(s):			Percentage scoring at level(s):		
	2-4	3-4	4	2-4	3-4	4
Mean Score: 631	600-790	650-790	712-790			
Range:	600-790	650-790	712-790			
Number of Students:	532	197	8	92%	56%	8%



Results by Student Group

	2005-06 School Year				2004-05 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	631	84%	31%	1%				
Female	310	88%	32%	1%				
Male	321	81%	31%	1%				
American Indian or Alaska Native	1	-	-	-				
Black or African American	527	84%	29%	1%				
Hispanic or Latino	69	78%	33%	1%				
Asian or Native Hawaiian/Other Pacific Islander	1	-	-	-				
White	33	-	-	-				
Small Group Totals	35	94%	54%	3%				
General-Education Students	543	89%	35%	1%				
Students with Disabilities	88	53%	10%	0%				
English Proficient	610	85%	31%	1%				
Limited English Proficient	21	76%	38%	0%				
Economically Disadvantaged	405	83%	31%	0%				
Not Disadvantaged	226	86%	32%	3%				
Migrant								
Not Migrant	631	84%	31%	1%				

This test was not given in 2004-05.

NOTES

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Other Assessments

	2005-06 School Year				2004-05 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 7 Equivalent	3	-	-	-				
New York State English as a Second Language Achievement Test (NYSESLAT): Grade 7	16	16	15	N/A	N/A	N/A	N/A	N/A

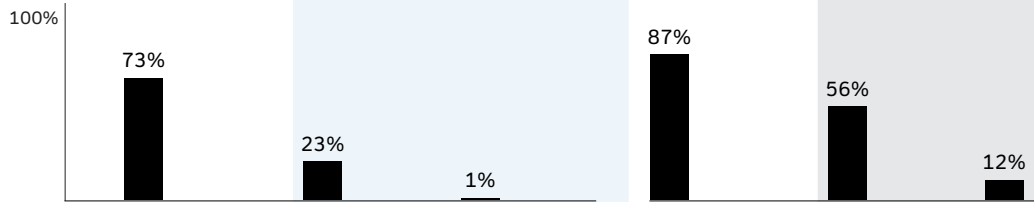
This test was not given in 2004-05.

† Results in this report are shown for students who took the NYSESLAT in lieu of the New York State Testing Program assessment for accountability purposes.

District **MOUNT VERNON CITY SCHOOL DISTRICT**

This District's Results in Grade 7 Mathematics

	This District			NY State Public		
	Percentage scoring at level(s):			Percentage scoring at level(s):		
	2-4	3-4	4	2-4	3-4	4
Mean Score: 624	611-800	650-800	693-800			
Range:						
	73%	23%	1%	87%	56%	12%
Number of Students:	476	153	4			



Results by Student Group

	2005-06 School Year				2004-05 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	652	73%	23%	1%				
Female	324	75%	23%	1%				
Male	328	71%	23%	0%				
American Indian or Alaska Native	1	-	-	-				
Black or African American	540	72%	22%	0%				
Hispanic or Latino	72	71%	24%	1%				
Asian or Native Hawaiian/Other Pacific Islander	1	-	-	-				
White	38	-	-	-				
Small Group Totals	40	85%	38%	3%				
General-Education Students	561	77%	26%	1%				
Students with Disabilities	91	46%	8%	1%				
English Proficient	614	73%	24%	1%				
Limited English Proficient	38	71%	18%	0%				
Economically Disadvantaged	415	74%	25%	0%				
Not Disadvantaged	237	70%	22%	1%				
Migrant								
Not Migrant	652	73%	23%	1%				

This test was not given in 2004-05.

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Other Assessments

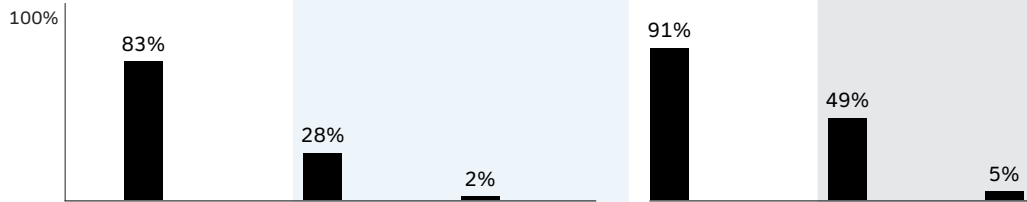
	2005-06 School Year				2004-05 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 7 Equivalent	2	-	-	-				

This test was not given in 2004-05.

District **MOUNT VERNON CITY SCHOOL DISTRICT**

This District's Results in Grade 8 English Language Arts

	This District			NY State Public		
	Percentage scoring at level(s):			Percentage scoring at level(s):		
	2-4	3-4	4	2-4	3-4	4
Mean Score: 633	602-790	650-790	715-790			
Range:	602-790	650-790	715-790			
Number of Students:	552	189	14	91%	49%	5%



Results by Student Group

	2005-06 School Year				2004-05 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	664	83%	28%	2%				
Female	331	92%	37%	2%				
Male	333	75%	20%	2%				
American Indian or Alaska Native	1	-	-	-				
Black or African American	570	82%	25%	1%				
Hispanic or Latino	68	93%	41%	3%				
Asian or Native Hawaiian/Other Pacific Islander	3	-	-	-				
White	22	-	-	-				
Small Group Totals	26	92%	69%	15%				
General-Education Students	570	90%	33%	2%				
Students with Disabilities	94	39%	2%	0%				
English Proficient	646	83%	28%	2%				
Limited English Proficient	18	83%	50%	6%				
Economically Disadvantaged	380	84%	26%	2%				
Not Disadvantaged	284	82%	32%	2%				
Migrant								
Not Migrant	664	83%	28%	2%				

New assessments for elementary- and middle-level English language arts and mathematics were administered in 2006. Results from these assessments cannot be directly compared to results from previously administered assessments.

NOTES

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Other Assessments

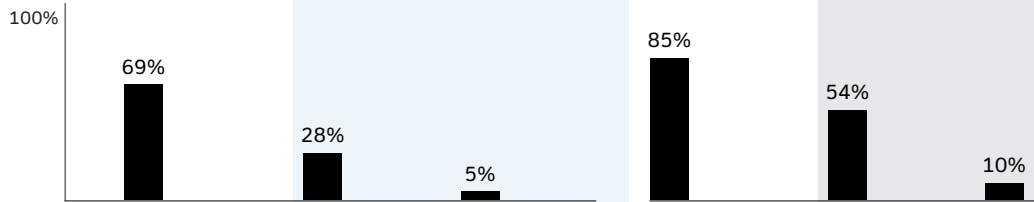
	2005-06 School Year				2004-05 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 8 Equivalent	4	-	-	-	20	20	19	18
New York State English as a Second Language Achievement Test (NYSESLAT): Grade 8	21	19	19	N/A	29	27	25	N/A

† Results in this report are shown for students who took the NYSESLAT in lieu of the New York State Testing Program assessment for accountability purposes.

District **MOUNT VERNON CITY SCHOOL DISTRICT**

This District's Results in Grade 8 Mathematics

	This District			NY State Public		
	Percentage scoring at level(s):			Percentage scoring at level(s):		
	2-4	3-4	4	2-4	3-4	4
Mean Score: 632	616-775	650-775	701-775			
Range:						
Number of Students:	464	192	36	85%	54%	10%



Results by Student Group

	2005-06 School Year				2004-05 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	674	69%	28%	5%				
Female	341	76%	35%	8%				
Male	333	62%	22%	3%				
American Indian or Alaska Native	1	-	-	-				
Black or African American	565	67%	27%	5%				
Hispanic or Latino	79	80%	35%	4%				
Asian or Native Hawaiian/Other Pacific Islander	3	-	-	-				
White	26	-	-	-				
Small Group Totals	30	83%	43%	10%				
General-Education Students	594	72%	31%	6%				
Students with Disabilities	80	48%	10%	3%				
English Proficient	634	69%	29%	6%				
Limited English Proficient	40	68%	25%	3%				
Economically Disadvantaged	382	69%	30%	5%				
Not Disadvantaged	292	68%	26%	5%				
Migrant								
Not Migrant	674	69%	28%	5%				

New assessments for elementary- and middle-level English language arts and mathematics were administered in 2006. Results from these assessments cannot be directly compared to results from previously administered assessments.

NOTES

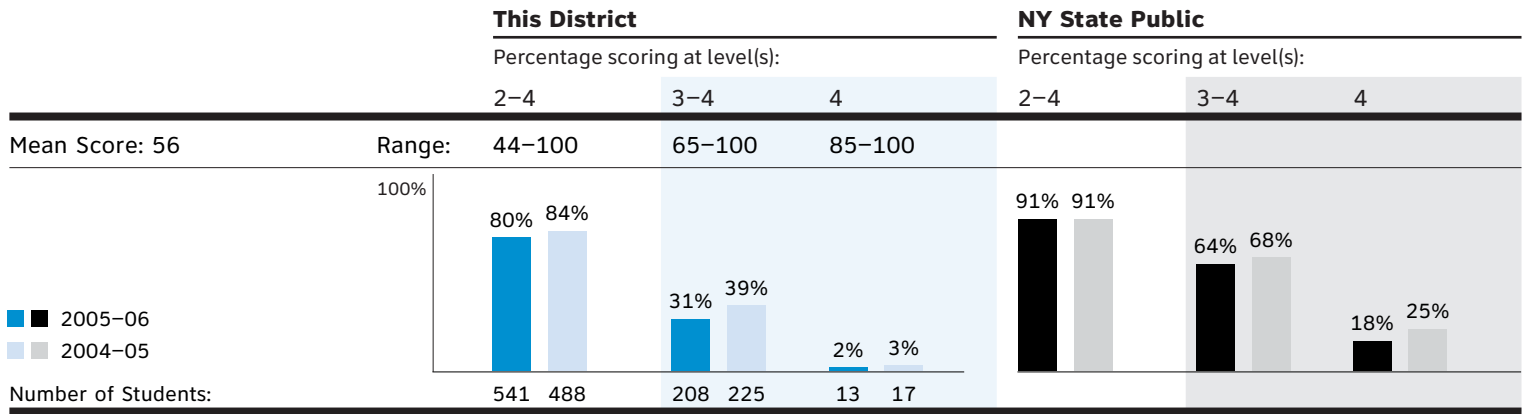
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Other Assessments

	2005-06 School Year				2004-05 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 8 Equivalent	2	-	-	-	21	20	20	17

District **MOUNT VERNON CITY SCHOOL DISTRICT**

This District's Results in Grade 8 Science



Results by Student Group

	2005-06 School Year				2004-05 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	680	80%	31%	2%	580	84%	39%	3%
Female	343	86%	35%	2%	295	86%	36%	3%
Male	337	73%	26%	2%	285	82%	41%	3%
American Indian or Alaska Native	1	-	-	-	1	-	-	-
Black or African American	574	78%	29%	1%	484	82%	37%	2%
Hispanic or Latino	78	87%	35%	4%	59	97%	51%	2%
Asian or Native Hawaiian/Other Pacific Islander	3	-	-	-	2	-	-	-
White	24	-	-	-	34	-	-	-
Small Group Totals	28	93%	57%	7%	37	89%	41%	11%
General-Education Students	591	83%	34%	2%	525	86%	42%	3%
Students with Disabilities	89	56%	8%	0%	55	62%	11%	0%
English Proficient	642	80%	31%	2%	541	85%	39%	3%
Limited English Proficient	38	68%	21%	3%	39	77%	38%	3%
Economically Disadvantaged	386	80%	28%	1%	329	83%	36%	2%
Not Disadvantaged	294	79%	34%	3%	251	85%	42%	4%
Migrant								
Not Migrant	680	80%	31%	2%	580	84%	39%	3%

NOTES

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Other Assessments

	2005-06 School Year				2004-05 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 8 Equivalent	4	-	-	-	21	21	20	18
Regents Science	0				4	-	-	-

District **MOUNT VERNON CITY SCHOOL DISTRICT**

Previous Years' Results for English Language Arts

Standards for elementary- and middle-level English language arts and mathematics assessments administered in 1999 through 2005 are different from those for the 2006 assessments. As such, valid comparisons between 2006 data and data from previous years cannot be made.

Grade 4

This District

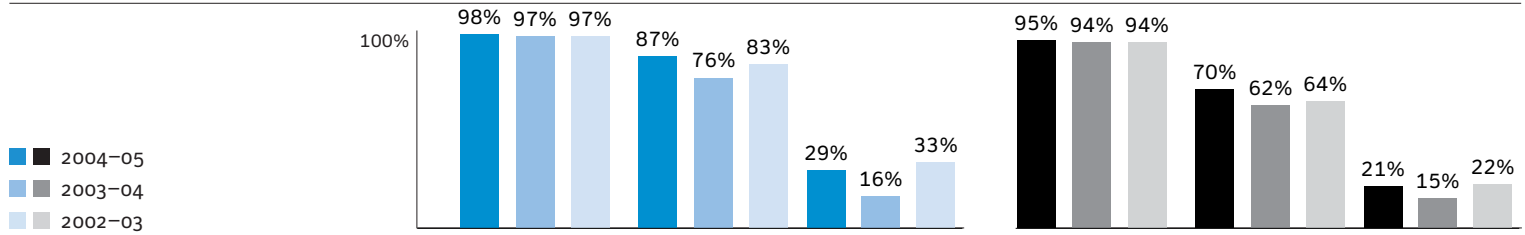
Percentage scoring at level(s):

2-4 3-4 4
Range: 603-800 645-800 692-800

NY State Public

Percentage scoring at level(s):

2-4 3-4 4



Number of students scoring at each performance level:

Test Date	Level 1	Level 2	Level 3	Level 4	Total Tested	Mean Score
Feb 2005	18	81	424	212	735	678
Feb 2004	21	167	470	124	782	664
Feb 2003	20	106	364	241	731	675

Grade 8

This School

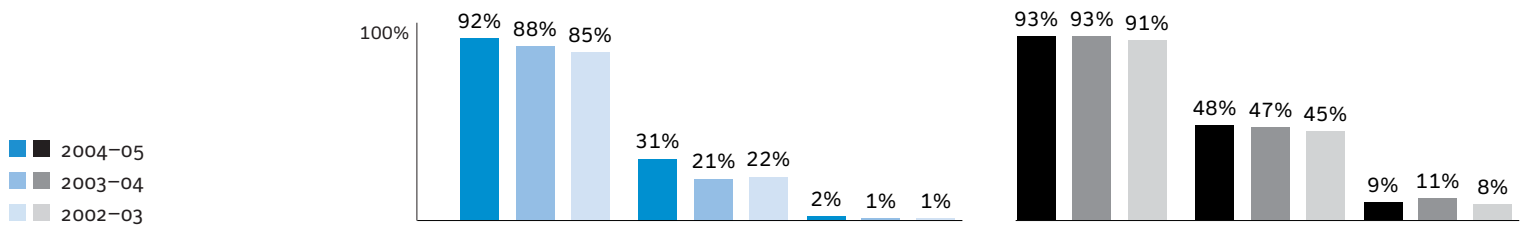
Percentage scoring at level(s):

2-4 3-4 4
Range: 658-830 697-830 737-830

NY State Public

Percentage scoring at level(s):

2-4 3-4 4



Number of students scoring at each performance level:

Test Date	Level 1	Level 2	Level 3	Level 4	Total Tested	Mean Score
Jan 2005	53	380	181	11	625	687
Jan 2004	84	462	132	10	688	682
Jan 2003	94	384	131	5	614	678

District **MOUNT VERNON CITY SCHOOL DISTRICT**

Previous Years' Results for Mathematics

Standards for elementary- and middle-level English language arts and mathematics assessments administered in 1999 through 2005 are different from those for the 2006 assessments. As such, valid comparisons between 2006 data and data from previous years cannot be made.

Grade 4

This District

Percentage scoring at level(s):

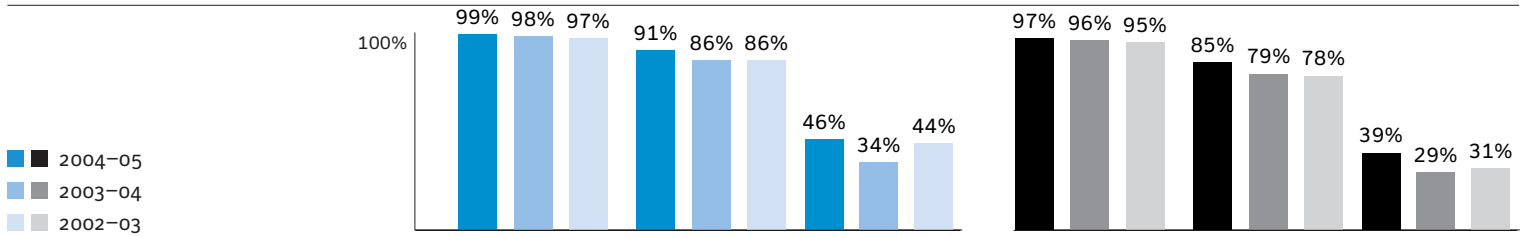
2-4 3-4 4

Range: 602-810 637-810 678-810

NY State Public

Percentage scoring at level(s):

2-4 3-4 4



Number of students scoring at each performance level:

Test Date	Level 1	Level 2	Level 3	Level 4	Total Tested	Mean Score
May 2005	6	61	345	354	766	679
May 2004	14	99	416	276	805	667
May 2003	23	88	322	344	777	672

Grade 8

This School

Percentage scoring at level(s):

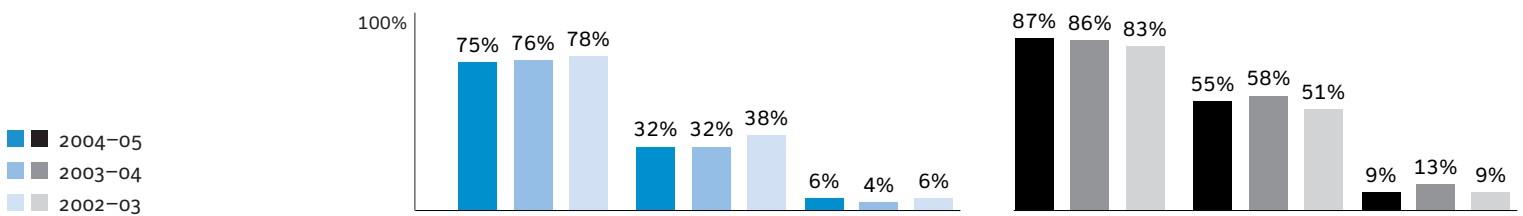
2-4 3-4 4

Range: 681-882 716-882 760-882

NY State Public

Percentage scoring at level(s):

2-4 3-4 4



Number of students scoring at each performance level:

Test Date	Level 1	Level 2	Level 3	Level 4	Total Tested	Mean Score
May 2005	160	282	172	39	653	703
May 2004	166	314	199	26	705	701
May 2003	134	252	197	40	623	707

District **MOUNT VERNON CITY SCHOOL DISTRICT**

This District's Total Cohort Results in Secondary-Level English after Four Years of Instruction

This District

Percentage scoring at level(s):

2-4

3-4

4

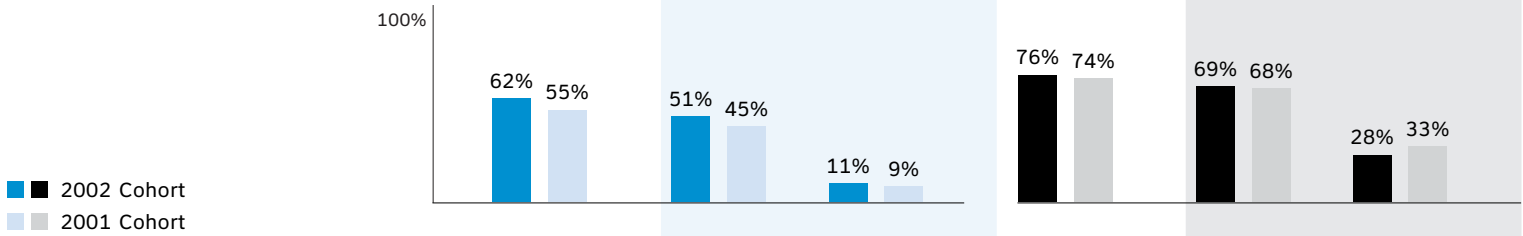
NY State Public

Percentage scoring at level(s):

2-4

3-4

4



Results by Student Group

2002 Cohort*

Number of Students

Percentage scoring at level(s):

2-4 3-4 4

2001 Cohort*

Number of Students

Percentage scoring at level(s):

2-4 3-4 4

	2002 Cohort*			2001 Cohort*				
	Number of Students	2-4	3-4	4	Number of Students	2-4	3-4	4
All Students	653	62%	51%	11%	710	55%	45%	9%
Female	344	70%	63%	16%	317	65%	52%	13%
Male	309	52%	39%	5%	393	47%	38%	6%
American Indian or Alaska Native					2	-	-	-
Black or African American	549	63%	51%	10%	590	56%	45%	9%
Hispanic or Latino	66	58%	53%	8%	65	40%	34%	8%
Asian or Native Hawaiian/Other Pacific Islander	6	67%	67%	50%	8	-	-	-
White	32	50%	47%	19%	45	69%	62%	20%
Small Group Totals					10	50%	30%	0%
General-Education Students	582	68%	57%	12%	611	61%	50%	10%
Students with Disabilities	71	7%	3%	0%	99	19%	11%	1%
English Proficient	597	63%	54%	11%	616	56%	46%	10%
Limited English Proficient	56	43%	27%	7%	94	48%	34%	4%
Economically Disadvantaged	224	71%	62%	17%				
Not Disadvantaged	429	57%	46%	8%				
Migrant								
Not Migrant	653	62%	51%	11%				

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Other Assessments

2002 Cohort*

Number of Students

Number scoring at level(s):

2-4 3-4 4

2001 Cohort*

Number of Students

Number scoring at level(s):

2-4 3-4 4

	2002 Cohort*	2001 Cohort*
New York State Alternate Assessment (NYSAA): High School Equivalent	6	8

* A total cohort consists of all students who first entered Grade 9 in a particular year, and all ungraded students with disabilities who reached their seventeenth birthday in that year, and were enrolled in the school/district for five months. Students are excluded from the cohort if they transferred to another school district, nonpublic school, or criminal justice facility, or left the U.S. and its territories or died before the report date. Statewide total cohort also includes students who were enrolled for fewer than five months.

District **MOUNT VERNON CITY SCHOOL DISTRICT**

This District's Total Cohort Results in Secondary-Level Mathematics after Four Years of Instruction

This District

Percentage scoring at level(s):

2-4

3-4

4

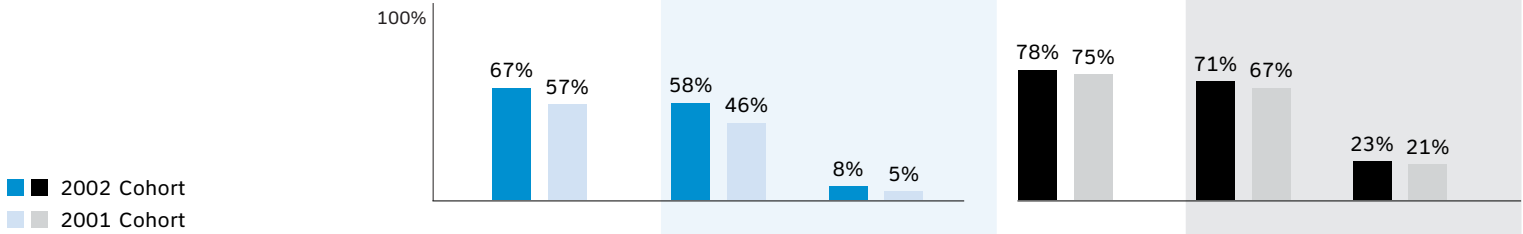
NY State Public

Percentage scoring at level(s):

2-4

3-4

4



Results by Student Group

2002 Cohort*

Number of Students

Percentage scoring at level(s):

2-4 3-4 4

2001 Cohort*

Number of Students

Percentage scoring at level(s):

2-4 3-4 4

	2002 Cohort*			2001 Cohort*				
	Number of Students	2-4	3-4	4	Number of Students	2-4	3-4	4
All Students	653	67%	58%	8%	710	57%	46%	5%
Female	344	74%	67%	9%	317	66%	54%	7%
Male	309	60%	48%	6%	393	51%	39%	4%
American Indian or Alaska Native					2	-	-	-
Black or African American	549	68%	58%	6%	590	58%	46%	5%
Hispanic or Latino	66	62%	59%	14%	65	43%	35%	5%
Asian or Native Hawaiian/Other Pacific Islander	6	67%	67%	50%	8	-	-	-
White	32	59%	53%	16%	45	67%	53%	11%
Small Group Totals					10	50%	50%	10%
General-Education Students	582	73%	64%	8%	611	63%	51%	6%
Students with Disabilities	71	24%	10%	0%	99	23%	15%	1%
English Proficient	597	69%	59%	8%	616	58%	47%	6%
Limited English Proficient	56	54%	50%	5%	94	51%	38%	3%
Economically Disadvantaged	224	76%	67%	14%				
Not Disadvantaged	429	62%	54%	4%				
Migrant								
Not Migrant	653	67%	58%	8%				

NOTES

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Other Assessments

2002 Cohort*

Number of Students

Number scoring at level(s):

2-4 3-4 4

2001 Cohort*

Number of Students

Number scoring at level(s):

2-4 3-4 4

	2002 Cohort*	2001 Cohort*
New York State Alternate Assessment (NYSAA): High School Equivalent	7	8

* A total cohort consists of all students who first entered Grade 9 in a particular year, and all ungraded students with disabilities who reached their seventeenth birthday in that year, and were enrolled in the school/district for five months. Students are excluded from the cohort if they transferred to another school district, nonpublic school, or criminal justice facility, or left the U.S. and its territories or died before the report date. Statewide total cohort also includes students who were enrolled for fewer than five months.

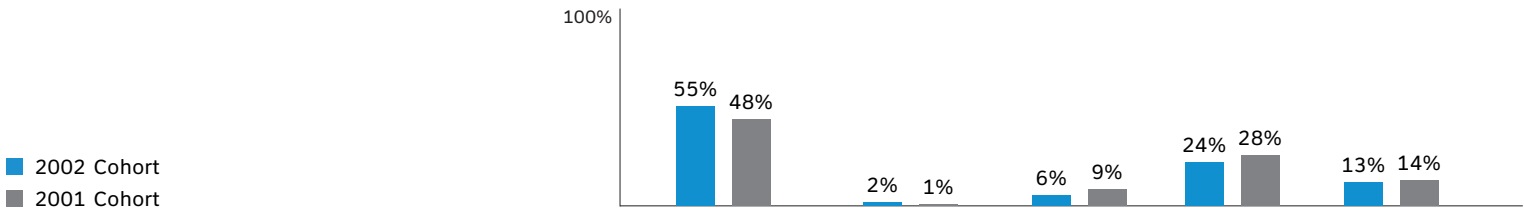
District **MOUNT VERNON CITY SCHOOL DISTRICT**

Graduation Rate and Other Outcomes for Total Cohort

Students are included in the State total cohort based on the year they entered Grade 9 or, if ungraded, the school year in which they reached their seventeenth birthday. Students are included in the cohort of the school where they were last enrolled if they were enrolled for a minimum of five months. Students were counted as graduates if they earned a local or a Regents diploma.

Total Cohort Outcomes after Four Years of School

Percentage of students who:



	Cohort	Number of Students	Graduated	Earned an IEP Diploma	Transferred to GED	Were Still Enrolled	Dropped Out
All Students	2002	653	55%	2%	6%	24%	13%
	2001	710	48%	1%	9%	28%	14%
Female	2002	344	65%	1%	6%	19%	9%
	2001	317	57%	1%	9%	26%	8%
Male	2002	309	43%	3%	6%	30%	17%
	2001	393	40%	1%	9%	31%	19%
American Indian or Alaska Native	2002	0	N/A	N/A	N/A	N/A	N/A
	2001	2	–	–	–	–	–
Black or African American	2002	549	56%	2%	5%	25%	11%
	2001	590	48%	1%	8%	30%	13%
Hispanic or Latino	2002	66	47%	0%	8%	18%	27%
	2001	65	34%	2%	15%	22%	28%
Asian or Native Hawaiian/Other Pacific Islander	2002	6	67%	0%	0%	17%	17%
	2001	8	–	–	–	–	–
White	2002	32	53%	0%	16%	22%	9%
	2001	45	58%	0%	13%	20%	9%
Small Group Totals	2001	10	50%	10%	20%	10%	10%
General-Education Students	2002	582	59%	0%	7%	21%	14%
	2001	611	51%	0%	10%	25%	14%
Students with Disabilities	2002	71	23%	18%	3%	49%	7%
	2001	99	25%	8%	5%	48%	13%
English Proficient	2002	597	56%	2%	4%	23%	14%
	2001	616	50%	1%	8%	26%	15%
Limited English Proficient	2002	56	36%	0%	25%	36%	4%
	2001	94	34%	0%	14%	45%	7%
Economically Disadvantaged	2002	224	66%	4%	3%	21%	6%
	2001	224	58%	1%	10%	25%	10%
Not Disadvantaged	2002	429	49%	1%	8%	26%	16%
	2001	429	40%	1%	9%	31%	19%
Migrant	2002	0	N/A	N/A	N/A	N/A	N/A
	2001	0	N/A	N/A	N/A	N/A	N/A
Not Migrant	2002	653	55%	2%	6%	24%	13%
	2001	710	48%	1%	9%	28%	14%

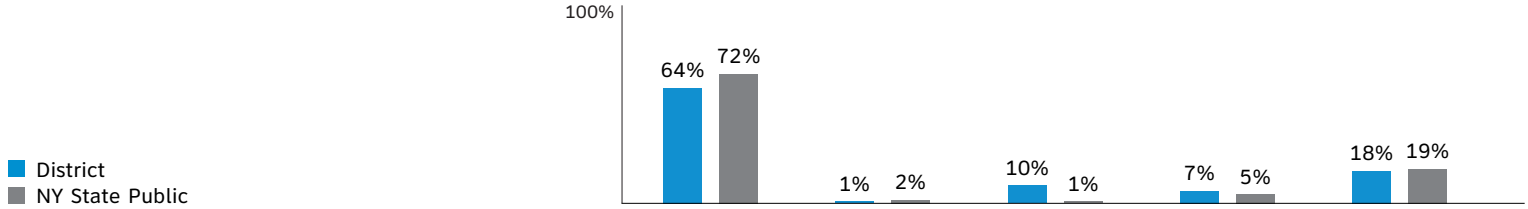
NOTES

The – symbol indicates that data for a group of students has been suppressed. If a group has fewer than five students, data for that group and the next smallest group(s) are suppressed to protect the privacy of individual students.

District **MOUNT VERNON CITY SCHOOL DISTRICT**

Total 2001 Cohort Outcomes after Five Years of School

Percentage of students who:



	Number of Students	Graduated	Earned an IEP Diploma	Transferred to GED	Were Still Enrolled	Dropped Out
All Students	673	64%	1%	10%	7%	18%
Female	303	75%	2%	9%	5%	10%
Male	370	56%	1%	11%	9%	24%
American Indian or Alaska Native	2	–	–	–	–	–
Black or African American	553	67%	1%	8%	7%	16%
Hispanic or Latino	65	38%	3%	20%	8%	31%
Asian or Native Hawaiian/Other Pacific Islander	7	–	–	–	–	–
White	46	67%	0%	15%	4%	13%
Small Group Totals	9	56%	0%	22%	11%	11%
General-Education Students	598	66%	0%	10%	5%	18%
Students with Disabilities	75	48%	13%	5%	20%	13%
English Proficient	631	63%	2%	10%	7%	19%
Limited English Proficient	42	86%	0%	7%	7%	0%
Economically Disadvantaged	176	75%	1%	7%	5%	11%
Not Disadvantaged	497	61%	2%	11%	7%	20%
Migrant	0	N/A	N/A	N/A	N/A	N/A
Not Migrant	673	64%	1%	10%	7%	18%

NOTES

The – symbol indicates that data for a group of students has been suppressed. If a group has fewer than five students, data for that group and the next smallest group(s) are suppressed to protect the privacy of individual students.