

The University of the State of New York  
The State Education Department



**ANALYSES BY STUDENT SUBGROUP OF SCHOOL  
PERFORMANCE IN ENGLISH LANGUAGE ARTS  
AND MATHEMATICS**  
for  
**Mount Vernon City School District**

Historically, on State assessments the average performance of Black, Hispanic, and Native American students has been lower than that of White and Asian students. Similarly, students from low-income families have not performed as well as those from higher income families. A high priority of the Board of Regents is to eliminate these gaps in student performance. In addition, Title 1 of the federal Elementary and Secondary Education Act includes explicit requirements “to ensure that students served by Title 1 are given the same opportunity to achieve to high standards and are held to the same high expectations as all students in each State.” Beginning with this report card, New York State will report performance data by gender, disability status, racial/ethnic group, English proficiency status, migrant status, and income level. District reports do not show high school performance data by gender, racial/ethnic group, migrant status, or income level because data were available only from high schools that received Title 1 funding.

The purpose of the analyses on the following pages is to determine if students who perform below the standards in this district tend to fall into particular groups, such as minority students, English language learners, or economically disadvantaged students. If these analyses provide evidence that students in one of the groups achieve at a lower level than other students, the district and community should examine the reasons for this lower performance and make necessary changes in curriculum, instruction and student support services to remedy these performance gaps.

It is important that programmatic changes be based on valid and reliable data. If a district does not have 20 students in a group in a given year, the district should evaluate results for students in this group over a period of years to make programmatic decisions. To protect the privacy of students, the Department’s policy is never to publish data for groups with fewer than five students, nor to publish data that would allow readers to easily determine the performance of a group smaller than five. If the number of students in small group racial/ethnic groups exceeds four, the aggregate performance of students in these groups is shown in the last row (Small Group Totals) of Results by Race/Ethnicity.

# Elementary English Language Arts

A description of the performance levels and summary results for all general-education students and all students with disabilities can be found in the *Overview* of the New York State Report Card.

Student Subgroup	Counts of Students								Percentages of Tested Students	
	Not Tested			Tested					Level 2-4	Level 3-4
	ALT	ELL	No Valid Score	Level 1	Level 2	Level 3	Level 4	Total		
<b>Results by Race/Ethnicity</b>										
American Indian/Alaskan Native	0	0	0	s	s	s	s	2	s	s
Black	11	9	14	27	150	332	107	616	96%	71%
Hispanic	0	19	2	s	s	s	s	58	s	s
Asian or Pacific Islander	0	1	1	s	s	s	s	2	s	s
White	0	9	1	0	9	41	27	77	100%	88%
Total	11	38	18	27	170	416	142	755	96%	74%
Small Group Totals (s)	0	20	3	0	11	43	8	62	100%	82%
<b>Results by Gender</b>										
Female	6	17	3	9	79	216	78	382	98%	77%
Male	5	21	15	18	91	200	64	373	95%	71%
Total	11	38	18	27	170	416	142	755	96%	74%
<b>Results by English Proficiency Status</b>										
English Proficient	11	0	16	27	166	386	137	716	96%	73%
Limited English Proficient	0	38	2	0	4	30	5	39	100%	90%
Total	11	38	18	27	170	416	142	755	96%	74%
<b>Results by Income Level</b>										
Economically Disadvantaged	8	22	9	24	106	262	65	457	95%	72%
Not Disadvantaged	3	16	9	3	64	154	77	298	99%	78%
Total	11	38	18	27	170	416	142	755	96%	74%
<b>Results by Migrant Status</b>										
Migrant Family	0	0	0	0	0	0	0	0	0%	0%
Not Migrant Family	11	38	18	27	170	416	142	755	96%	74%
Total	11	38	18	27	170	416	142	755	96%	74%

**Note.** ALT designates severely disabled students eligible for the New York State Alternate Assessment; ELL designates English language learners eligible for an alternative assessment of proficiency in reading English; and No Valid Score designates students who did not receive a valid test score because of absence from all or part of the test or because the test was administered under nonstandard conditions.

# Elementary Mathematics

A description of the performance levels and summary results for all general-education students and all students with disabilities can be found in the *Overview* of the New York State Report Card.

Student Subgroup	Counts of Students								Percentages of Tested Students	
	Not Tested			Tested					Level 2-4	Level 3-4
	ALT	ELL	No Valid Score	Level 1	Level 2	Level 3	Level 4	Total		
<b>Results by Race/Ethnicity</b>										
American Indian/Alaskan Native	0	0	0	s	s	s	s	2	s	s
Black	11	1	12	29	104	298	196	627	95%	79%
Hispanic	0	1	1	3	25	40	13	81	96%	65%
Asian or Pacific Islander	0	0	0	s	s	s	s	4	s	s
White	0	6	1	0	4	34	42	80	100%	95%
Total	11	8	14	32	134	375	253	794	96%	79%
Small Group Totals (s)	0	0	0	0	1	3	2	6	100%	83%
<b>Results by Gender</b>										
Female	6	3	2	17	71	184	129	401	96%	78%
Male	5	5	12	15	63	191	124	393	96%	80%
Total	11	8	14	32	134	375	253	794	96%	79%
<b>Results by English Proficiency Status</b>										
English Proficient	11	0	13	30	115	337	238	720	96%	80%
Limited English Proficient	0	8	1	2	19	38	15	74	97%	72%
Total	11	8	14	32	134	375	253	794	96%	79%
<b>Results by Income Level</b>										
Economically Disadvantaged	8	3	9	20	89	221	131	461	96%	76%
Not Disadvantaged	3	5	5	12	45	154	122	333	96%	83%
Total	11	8	14	32	134	375	253	794	96%	79%
<b>Results by Migrant Status</b>										
Migrant Family	0	0	0	0	0	0	0	0	0%	0%
Not Migrant Family	11	8	14	32	134	375	253	794	96%	79%
Total	11	8	14	32	134	375	253	794	96%	79%

**Note.** ALT designates severely disabled students eligible for the New York State Alternate Assessment; ELL designates English language learners eligible for an alternative assessment of proficiency in reading English; and No Valid Score designates students who did not receive a valid test score because of absence from all or part of the test or because the test was administered under nonstandard conditions.

# Middle-Level English Language Arts

A description of the performance levels and summary results for all general-education students and all students with disabilities can be found in the *Overview* of the New York State Report Card.

Student Subgroup	Counts of Students								Percentages of Tested Students	
	Not Tested			Tested					Level 2-4	Level 3-4
	ALT	ELL	No Valid Score	Level 1	Level 2	Level 3	Level 4	Total		
Results by Race/Ethnicity										
American Indian/Alaskan Native	0	0	0	s	s	s	s	2	s	s
Black	11	4	50	164	250	70	8	492	67%	16%
Hispanic	1	22	5	s	s	s	s	33	s	s
Asian or Pacific Islander	1	2	0	s	s	s	s	2	s	s
White	1	9	1	6	19	17	2	44	86%	43%
Total	14	37	56	173	293	97	10	573	70%	19%
Small Group Totals (s)	2	24	5	3	24	10	0	37	92%	27%
Results by Gender										
Female	8	16	26	69	146	58	7	280	75%	23%
Male	6	21	30	104	147	39	3	293	65%	14%
Total	14	37	56	173	293	97	10	573	70%	19%
Results by English Proficiency Status										
English Proficient	14	0	55	173	284	95	10	562	69%	19%
Limited English Proficient	0	37	1	0	9	2	0	11	100%	18%
Total	14	37	56	173	293	97	10	573	70%	19%
Results by Income Level										
Economically Disadvantaged	12	24	36	99	145	44	3	291	66%	16%
Not Disadvantaged	2	13	20	74	148	53	7	282	74%	21%
Total	14	37	56	173	293	97	10	573	70%	19%
Results by Migrant Status										
Migrant Family	0	0	0	0	0	0	0	0	0%	0%
Not Migrant Family	14	37	56	173	293	97	10	573	70%	19%
Total	14	37	56	173	293	97	10	573	70%	19%

**Note.** ALT designates severely disabled students eligible for the New York State Alternate Assessment; ELL designates English language learners eligible for an alternative assessment of proficiency in reading English; and No Valid Score designates students who did not receive a valid test score because of absence from all or part of the test or because the test was administered under nonstandard conditions.

# Middle-Level Mathematics

A description of the performance levels and summary results for all general-education students and all students with disabilities can be found in the *Overview* of the New York State Report Card.

Student Subgroup	Counts of Students								Percentages of Tested Students	
	Not Tested			Tested					Level 2-4	Level 3-4
	ALT	ELL	No Valid Score	Level 1	Level 2	Level 3	Level 4	Total		
<b>Results by Race/Ethnicity</b>										
American Indian/Alaskan Native	0	0	0	s	s	s	s	2	s	s
Black	11	3	53	276	166	40	6	488	43%	9%
Hispanic	1	4	7	16	23	10	0	49	67%	20%
Asian or Pacific Islander	1	1	0	s	s	s	s	3	s	s
White	1	8	3	11	19	12	1	43	74%	30%
Total	14	16	63	305	208	65	7	585	48%	12%
Small Group Totals (s)	1	1	0	2	0	3	0	5	60%	60%
<b>Results by Gender</b>										
Female	8	6	28	141	109	36	2	288	51%	13%
Male	6	10	35	164	99	29	5	297	45%	11%
Total	14	16	63	305	208	65	7	585	48%	12%
<b>Results by English Proficiency Status</b>										
English Proficient	14	0	59	293	195	61	7	556	47%	12%
Limited English Proficient	0	16	4	12	13	4	0	29	59%	14%
Total	14	16	63	305	208	65	7	585	48%	12%
<b>Results by Income Level</b>										
Economically Disadvantaged	12	10	36	166	99	36	4	305	46%	13%
Not Disadvantaged	2	6	27	139	109	29	3	280	50%	11%
Total	14	16	63	305	208	65	7	585	48%	12%
<b>Results by Migrant Status</b>										
Migrant Family	0	0	0	0	0	0	0	0	0%	0%
Not Migrant Family	14	16	63	305	208	65	7	585	48%	12%
Total	14	16	63	305	208	65	7	585	48%	12%

**Note.** ALT designates severely disabled students eligible for the New York State Alternate Assessment; ELL designates English language learners eligible for an alternative assessment of proficiency in reading English; and No Valid Score designates students who did not receive a valid test score because of absence from all or part of the test or because the test was administered under nonstandard conditions.

# 1997 High School Cohort

General-education students who first entered ninth grade in 1997 must score 55 or higher on Regents English and mathematics examinations to graduate. During the phase-in of the Regents examination graduation requirements, all students (with local Board approval) may qualify for a local diploma by earning a score of 55-64 on the required Regents examinations; a score of 65 or higher is required for a Regents diploma. Students with disabilities and certain Section 504 students may qualify for a local diploma by passing Regents competency tests. Data on this page are based on the *Special Regents Examination Report* for the 1997 Cohort.

## Performance on the English Graduation Assessment Requirement

Student Subgroup	Students in Cohort	Count of Students by Score			Percent Meeting Graduation Requirement
		Regents		Passed RCTs	
		55-64	65-100		
General Education	360	47	286	0	93%
Students with Disabilities	27	5	7	1	48%
<b>Total</b>	<b>387</b>	<b>52</b>	<b>293</b>	<b>1</b>	<b>89%</b>
Results by English Language Proficiency					
English Proficient	367	48	280	1	90%
Limited English Proficient	20	4	13	0	85%
<b>Total</b>	<b>387</b>	<b>52</b>	<b>293</b>	<b>1</b>	<b>89%</b>

## Performance on the Mathematics Graduation Assessment Requirement

Student Subgroup	Students in Cohort	Count of Students by Score			Percent Meeting Graduation Requirement
		Regents		Passed RCTs	
		55-64	65-100		
General Education	360	38	246	0	79%
Students with Disabilities	27	1	7	0	30%
<b>Total</b>	<b>387</b>	<b>39</b>	<b>253</b>	<b>0</b>	<b>75%</b>

## Students Not Counted in the Cohort

Student Group	First-Time Ninth-Graders in Fall 1997	Students in Cohort in June 2001	Students Eliminated after October 1999			
			Eligible for Alternate Assessment	ELL Students Entering US at 17 or over	Transferred to GED or Another High School	Died or Left the USA
<b>Total</b>	624	387	5	1	54	0