

New York State District Report Card

Comprehensive Information Report

BEDS Code: 58-02-07-02-0000
 Name: Mount Sinai Union Free School District
 Superintendent: Jonathan Vaneyk

Fall Enrollment

Grade	2001-02	2002-03	2003-04
Pre-K	0	0	0
Kindergarten	155	145	154
First	188	166	169
Second	158	191	171
Third	195	155	199
Fourth	205	196	159
Fifth	208	210	205
Sixth	212	204	217
Ungraded Elementary	20	12	0
Seventh	201	202	213
Eighth	180	202	215
Ninth	183	175	203
Tenth	172	185	174
Eleventh	169	169	175
Twelfth	148	161	163
Ungraded Secondary	0	10	0
Total K-12 Enrollment	2394	2383	2417

Student Racial/Ethnic Origin

Race/Ethnicity	2001-02		2002-03		2003-04	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
American Indian, Alaskan, Asian, or Pacific Islander	38	1.6%	39	1.6%	47	1.9%
Black (Not Hispanic)	29	1.2%	24	1.0%	27	1.1%
Hispanic	40	1.7%	45	1.9%	48	2.0%
White (Not Hispanic)	2287	95.5%	2275	95.5%	2295	95.0%

Average Class Size

Grade Level	2001-02	2002-03	2003-04
Kindergarten	19	16	21
Common Branch	24	24	23
English Grade 8	26	23	24
Mathematics Grade 8	20	24	25
Science Grade 8	22	25	27
Social Studies Grade 8	25	23	23
English Grade 10	24	23	25
Mathematics Grade 10	22	24	22
Science Grade 10	26	21	25
Social Studies Grade 10	25	23	22

(Form – A)

District Need to Resource Capacity Category

N/RC Category	Description
5	This is a school district with average student needs in relation to district resource capacity.

Similar School Group and Description

Similar School Group	Description
NA	NA

All schools within the same N/RC category are divided into three similar school groups defined by the percentage of students in the school who are eligible for the free-lunch program and/or who are limited English proficient (also known as English language learners).

Student Demographics Used To Determine Similar Schools Group

	2001-02		2002-03		2003-04	
	Count	Percent	Count	Percent	Count	Percent
Limited English Proficient	4	0.2%	3	0.1%	12	0.5%
Eligible for Free Lunch	50	2.2%	21	0.9%	32	1.4%

Attendance and Suspension

	2000-01		2001-02		2002-03	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
Annual Attendance Rate		95.2%		94.4%		92.5%
Student Suspensions	39	1.7%	46	1.9%	45	1.9%

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

	2001-02	2002-03	2003-04
Reduced Lunch	1.2%	0.6%	0.5%
Public Assistance	NA	NA	NA
Student Stability	NA	NA	NA

Staff Counts

Staff	2003-04
Total Teachers	173
Total Other Professional Staff	28
Total Paraprofessionals	31
Teaching Out of Certification*	3

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

(Form – B)

High School Graduates and Noncompleters

High School Graduates Earning Regents Diplomas*

	2001-02			2002-03			2003-04		
	Total Grads	Regents Diplomas	% Regents Diplomas	Total Grads	Regents Diplomas	% Regents Diplomas	Total Grads	Regents Diplomas	% Regents Diplomas
General Education	132	105	80%	150	136	91%	152	128	84%
Students with Disabilities	11	4	36%	7	1	14%	11	1	9%
All Students	143	109	76%	157	137	87%	163	129	79%

*Only students awarded local diplomas (including local diplomas with Regents endorsements) are counted as high school graduates. Because of a change in data collection procedures for the 2001-02 school year, diploma counts for that year do not include counts from August 2001. Data for the 2002-03 school year include August 2002 and January and June 2003 graduates; data for the 2003-04 school year include August 2003 and January and June 2004 graduates.

Distribution of 2003-04 Graduates (All Students)

	To 4-year College	To 2-year College	To Other Post-Secondary	To the Military	To Employment	Other
Number	88	56	0	0	19	0
Percent	54%	34%	0%	0%	12%	0%

Number of High School Completers with Disabilities in 2003-04

Graduates* (a)	Regents Diplomas (b)	IEP Diplomas or Certificates (c)	All 2003-04 Completers (a+c)
11	1	0	11

*Local Diplomas (including local diplomas with Regents endorsements)

High School Noncompletion Rates

		2001-02		2002-03		2003-04	
		No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
General-Education Students	Dropped Out	3		4		2	0.3%
	Entered GED Program*	0		0		0	0.0%
	Total Noncompleters	3		4		2	0.3%
Students with Disabilities	Dropped Out	2		2		3	3.2%
	Entered GED Program*	0		0		0	0.0%
	Total Noncompleters	2		2		3	3.2%
All Students	Dropped Out	5	0.7%	6	0.9%	5	0.7%
	Entered GED Program*	0	0.0%	0	0.0%	0	0.0%
	Total Noncompleters	5	0.7%	6	0.9%	5	0.7%

*The number and percentage of students who left a program leading to a high school diploma and entered a program leading to a high school equivalency diploma.

(Form - C)

Career Development and Occupational Studies (CDOS)

Percentage of Students Documenting Self- and Career-Awareness Information and Career Exploration Activities, K–3

Grades	2001–02	2002–03	2003–04
K–1	0%	0%	0%
2–3	0%	0%	0%

Students Developing a Career Plan, 4–12

Grades		2001–02	2002–03	2003–04
4–5	Number of General-Education Students	0	0	0
	Number of Students with Disabilities	0	0	0
	Number of All Students	0	0	0
	Percent of Enrollment	0%	0%	0%
6–8	Number of General-Education Students	0	0	382
	Number of Students with Disabilities	0	0	48
	Number of All Students	0	0	430
	Percent of Enrollment	0%	0%	67%
9–12	Number of General-Education Students	0	12	0
	Number of Students with Disabilities	0	0	0
	Number of All Students	0	12	0
	Percent of Enrollment	0%	2%	0%

Career and Technical Education (CTE) Programs

CTE Program	This District		Statewide Average
	Count	Percentage	
All CTE Programs			
Completed the CTE Program	19		
Completed and Passed Regents Exams	13	68%	77%
Completed and had Course Average of 75% or More	19	100%	81%
Completed and Attained a HS Diploma or Equivalent	19	100%	96%
Completed and Whose Status is Known	19		
Completed and Were Successfully Placed	19	100%	96%
Nontraditional Programs			
Underrepresented Gender Members Enrolled			30%
Underrepresented Gender Members Who Completed	0	.	19%

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

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

This data is reported only at the district level.

(Form – D)

Second Language Proficiency Examinations

General-Education Students

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	40	95%	42	100%	31	100%
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	93	98%	107	100%	121	99%

Students with Disabilities

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	0	0%	0	0%	0	0%
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	0	0%	0	0%	0	0%

Regents Competency Tests

General-Education Students

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

Students with Disabilities

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	0	0%	17	100%	3	#
Science	0	0%	6	100%	8	50%
Reading	0	0%	13	100%	4	#
Writing	1	#	6	83%	6	100%
Global Studies	1	#	13	54%	2	#
U.S. Hist & Gov't	0	0%	8	63%	2	#

(Form – E)

Regents Examinations

	All Students			Students with Disabilities		
	2001–02	2002–03	2003–04	2001–02	2002–03	2003–04
Comprehensive English						
Number Tested	163	165	173	3	20	17
Number Scoring 55–100	155	159	169	#	17	15
Number Scoring 65–100	152	152	160	#	12	10
Number Scoring 85–100	79	72	66	#	0	1
Percentage of Tested Scoring 55–100	95%	96%	98%	#	85%	88%
Percentage of Tested Scoring 65–100	93%	92%	92%	#	60%	59%
Percentage of Tested Scoring 85–100	48%	44%	38%	#	0%	6%
Mathematics A						
Number Tested	38	197	161	0	31	15
Number Scoring 55–100	37	176	154	0	16	12
Number Scoring 65–100	37	167	150	0	9	9
Number Scoring 85–100	36	61	74	0	1	2
Percentage of Tested Scoring 55–100	97%	89%	96%	0%	52%	80%
Percentage of Tested Scoring 65–100	97%	85%	93%	0%	29%	60%
Percentage of Tested Scoring 85–100	95%	31%	46%	0%	3%	13%
Mathematics B						
Number Tested	0	0	118	0	0	1
Number Scoring 55–100	0	0	114	0	0	#
Number Scoring 65–100	0	0	108	0	0	#
Number Scoring 85–100	0	0	38	0	0	#
Percentage of Tested Scoring 55–100	0%	0%	97%	0%	0%	#
Percentage of Tested Scoring 65–100	0%	0%	92%	0%	0%	#
Percentage of Tested Scoring 85–100	0%	0%	32%	0%	0%	#
Global History and Geography						
Number Tested	166	183	150	1	20	17
Number Scoring 55–100	162	175	147	#	16	15
Number Scoring 65–100	156	164	146	#	11	14
Number Scoring 85–100	53	94	78	#	1	6
Percentage of Tested Scoring 55–100	98%	96%	98%	#	80%	88%
Percentage of Tested Scoring 65–100	94%	90%	97%	#	55%	82%
Percentage of Tested Scoring 85–100	32%	51%	52%	#	5%	35%
U.S. History and Government						
Number Tested	160	168	174	2	20	18
Number Scoring 55–100	158	164	168	#	18	16
Number Scoring 65–100	138	156	165	#	15	15
Number Scoring 85–100	64	89	104	#	2	2
Percentage of Tested Scoring 55–100	99%	98%	97%	#	90%	89%
Percentage of Tested Scoring 65–100	86%	93%	95%	#	75%	83%
Percentage of Tested Scoring 85–100	40%	53%	60%	#	10%	11%

(Form – F)

Regents Examinations

	All Students			Students with Disabilities		
	2001–02	2002–03	2003–04	2001–02	2002–03	2003–04
Living Environment						
Number Tested	157	167	186	1	19	18
Number Scoring 55–100	157	165	183	#	18	17
Number Scoring 65–100	157	161	178	#	17	14
Number Scoring 85–100	79	68	76	#	2	2
Percentage of Tested Scoring 55–100	100%	99%	98%	#	95%	94%
Percentage of Tested Scoring 65–100	100%	96%	96%	#	89%	78%
Percentage of Tested Scoring 85–100	50%	41%	41%	#	11%	11%
Physical Setting/Earth Science						
Number Tested	191	197	195	2	19	21
Number Scoring 55–100	186	193	188	#	17	18
Number Scoring 65–100	170	183	180	#	16	14
Number Scoring 85–100	73	95	77	#	2	3
Percentage of Tested Scoring 55–100	97%	98%	96%	#	89%	86%
Percentage of Tested Scoring 65–100	89%	93%	92%	#	84%	67%
Percentage of Tested Scoring 85–100	38%	48%	39%	#	11%	14%
Physical Setting/Chemistry						
Number Tested	136	123	76	0	1	0
Number Scoring 55–100	134	119	71	0	#	0
Number Scoring 65–100	107	97	65	0	#	0
Number Scoring 85–100	26	20	18	0	#	0
Percentage of Tested Scoring 55–100	99%	97%	93%	0%	#	0%
Percentage of Tested Scoring 65–100	79%	79%	86%	0%	#	0%
Percentage of Tested Scoring 85–100	19%	16%	24%	0%	#	0%
Physical Setting/Physics						
Number Tested			46			0
Number Scoring 55–100			41			0
Number Scoring 65–100			35			0
Number Scoring 85–100			9			0
Percentage of Tested Scoring 55–100			89%			0%
Percentage of Tested Scoring 65–100			76%			0%
Percentage of Tested Scoring 85–100			20%			0%

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

(Form – G)

Regents Examinations

	All Students			Students with Disabilities		
	2001–02	2002–03	2003–04	2001–02	2002–03	2003–04
Comprehensive French						
Number Tested	27	43	36	0	0	0
Number Scoring 55–100	27	43	36	0	0	0
Number Scoring 65–100	27	43	36	0	0	0
Number Scoring 85–100	10	35	27	0	0	0
Percentage of Tested Scoring 55–100	100%	100%	100%	0%	0%	0%
Percentage of Tested Scoring 65–100	100%	100%	100%	0%	0%	0%
Percentage of Tested Scoring 85–100	37%	81%	75%	0%	0%	0%
Comprehensive Italian						
Number Tested	0	0	0	0	0	0
Number Scoring 55–100	0	0	0	0	0	0
Number Scoring 65–100	0	0	0	0	0	0
Number Scoring 85–100	0	0	0	0	0	0
Percentage of Tested Scoring 55–100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 65–100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 85–100	0%	0%	0%	0%	0%	0%
Comprehensive German						
Number Tested	0	0	0	0	0	0
Number Scoring 55–100	0	0	0	0	0	0
Number Scoring 65–100	0	0	0	0	0	0
Number Scoring 85–100	0	0	0	0	0	0
Percentage of Tested Scoring 55–100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 65–100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 85–100	0%	0%	0%	0%	0%	0%
Comprehensive Hebrew						
Number Tested	0	0	0	0	0	0
Number Scoring 55–100	0	0	0	0	0	0
Number Scoring 65–100	0	0	0	0	0	0
Number Scoring 85–100	0	0	0	0	0	0
Percentage of Tested Scoring 55–100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 65–100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 85–100	0%	0%	0%	0%	0%	0%
Comprehensive Spanish						
Number Tested	73	63	75	0	0	1
Number Scoring 55–100	73	63	75	0	0	#
Number Scoring 65–100	72	63	75	0	0	#
Number Scoring 85–100	50	50	41	0	0	#
Percentage of Tested Scoring 55–100	100%	100%	100%	0%	0%	#
Percentage of Tested Scoring 65–100	99%	100%	100%	0%	0%	#
Percentage of Tested Scoring 85–100	68%	79%	55%	0%	0%	#
Comprehensive Latin						
Number Tested	0	0	0	0	0	0
Number Scoring 55–100	0	0	0	0	0	0
Number Scoring 65–100	0	0	0	0	0	0
Number Scoring 85–100	0	0	0	0	0	0
Percentage of Tested Scoring 55–100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 65–100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 85–100	0%	0%	0%	0%	0%	0%

(Form – H)

Regents Examinations

	All Students			Students with Disabilities		
	2001–02	2002–03	2003–04	2001–02	2002–03	2003–04
Sequential Mathematics, Course III (last administered January 2004)						
Number Tested	139	123	1	0	1	0
Number Scoring 55–100	127	99	#	0	#	0
Number Scoring 65–100	123	88	#	0	#	0
Number Scoring 85–100	86	45	#	0	#	0
Percentage of Tested Scoring 55–100	91%	80%	#	0%	#	0%
Percentage of Tested Scoring 65–100	88%	72%	#	0%	#	0%
Percentage of Tested Scoring 85–100	62%	37%	#	0%	#	0%

Introduction to Occupations Examination

	2001–02		2002–03		2003–04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
General-Education Students	72	99%	66	97%	50	100%
Students with Disabilities	1	#	9	89%	8	100%

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

Elementary-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
Nov 2003	General-Education Students	177	2%	2%	51%	45%
	Students with Disabilities	28	11%	14%	71%	4%
	All Students	205	3%	4%	54%	39%

Middle-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
June 2004	General-Education Students	176	0%	21%	65%	14%
	Students with Disabilities	34	0%	56%	41%	3%
	All Students	210	0%	27%	61%	12%

(Form – I)

New York State Alternate Assessments (NYSAA) 2003–04

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

2000 Cohort Performance on Regents Examinations after Four Years

	General-Education Students			Students with Disabilities			All Students		
	Global History & Geo.	U.S. History & Gov't	Science	Global History & Geo.	U.S. History & Gov't	Science	Global History & Geo.	U.S. History & Gov't	Science
Cohort Enrollment	152	152	152	10	10	10	162	162	162
Number Scoring 55–64	3	6	3	2	1	1	5	7	4
Number Scoring 65–84	94	55	62	4	6	7	98	61	69
Number Scoring 85–100	52	86	84	0	0	1	52	86	85
Approved Alternatives	0	0	0	0	0	0	0	0	0

(Form – J)

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

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
Listening and Speaking (Grade K-1)						
Number Tested			1			0
Beginning (0-18)			#			0
Intermediate (19-31)			#			0
Advanced (32-36)			#			0
Proficient (37-39)			#			0
Reading and Writing (Grade K-1)						
Number Tested			1			0
Beginning (0-14)			#			0
Intermediate (15-24)			#			0
Advanced (25-32)			#			0
Proficient (33-35)			#			0
Listening and Speaking (Grade 2-4)						
Number Tested			1			0
Beginning (0-18)			#			0
Intermediate (19-31)			#			0
Advanced (32-36)			#			0
Proficient (37-39)			#			0
Reading and Writing (Grade 2-4)						
Number Tested			1			0
Beginning (0-14)			#			0
Intermediate (15-24)			#			0
Advanced (25-32)			#			0
Proficient (33-35)			#			0
Listening and Speaking (Grade 5-6)						
Number Tested			1			0
Beginning (0-18)			#			0
Intermediate (19-31)			#			0
Advanced (32-36)			#			0
Proficient (37-39)			#			0
Reading and Writing (Grade 5-6)						
Number Tested			1			0
Beginning (0-14)			#			0
Intermediate (15-24)			#			0
Advanced (25-32)			#			0
Proficient (33-35)			#			0

*The NYSESLAT was first administered in the 2002-03 school year, but complete data for all school districts were not available until 2003-04.

(Form – K)

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

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

*The NYSESLAT was first administered in the 2002-03 school year, but complete data for all school districts were not available until 2003-04.

(Form - L)