

New York State District Report Card

Comprehensive Information Report

BEDS Code: 66-09-00-01-0000
 Name: Mount Vernon City School District
 Superintendent: Brenda L. Smith

Fall Enrollment

Grade	2001-02	2002-03	2003-04
Pre-K	326	322	338
Kindergarten	739	733	706
First	874	837	805
Second	862	868	813
Third	840	860	851
Fourth	778	809	817
Fifth	796	816	781
Sixth	837	811	828
Ungraded Elementary	126	119	104
Seventh	787	804	780
Eighth	696	710	753
Ninth	854	865	924
Tenth	778	733	731
Eleventh	490	544	593
Twelfth	497	542	523
Ungraded Secondary	32	37	0
Total K-12 Enrollment	9986	10088	10009

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	146	1.5%	132	1.3%	126	1.3%
Black (Not Hispanic)	7857	78.7%	7917	78.5%	7855	78.5%
Hispanic	1201	12.0%	1250	12.4%	1305	13.0%
White (Not Hispanic)	782	7.8%	789	7.8%	723	7.2%

Average Class Size

Grade Level	2001-02	2002-03	2003-04
Kindergarten	20	19	21
Common Branch	22	22	23
English Grade 8	20	23	25
Mathematics Grade 8	22	24	26
Science Grade 8	23	25	25
Social Studies Grade 8	23	24	26
English Grade 10	21	25	25
Mathematics Grade 10	26	24	20
Science Grade 10	26	29	24
Social Studies Grade 10	23	22	21

(Form – A)

District Need to Resource Capacity Category

N/RC Category	Description
3	This is an urban or suburban school district with high 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	1012	9.8%	1048	10.1%	1056	10.2%
Eligible for Free Lunch	3948	39.5%	4489	44.5%	4102	41.0%

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		91.6%		90.6%		91.0%
Student Suspensions	1056	10.7%	1141	11.4%	1297	12.9%

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

	2001-02	2002-03	2003-04
Reduced Lunch	11.0%	11.4%	11.0%
Public Assistance	NA	NA	NA
Student Stability	NA	NA	NA

Staff Counts

Staff	2003-04
Total Teachers	678
Total Other Professional Staff	96
Total Paraprofessionals	171
Teaching Out of Certification*	24

*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	307	88	29%	445	98	22%	369	79	21%
Students with Disabilities	30	2	7%	32	1	3%	44	1	2%
All Students	337	90	27%	477	99	21%	413	80	19%

*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	200	115	21	8	6	63
Percent	48%	28%	5%	2%	1%	15%

Number of High School Completers with Disabilities in 2003-04

Graduates* (a)	Regents Diplomas (b)	IEP Diplomas or Certificates (c)	All 2003-04 Completers (a+c)
44	1	9	53

*Local Diplomas (including local diplomas with Regents endorsements)

High School Noncompletion Rates

		2001-02		2002-03		2003-04	
		No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
General-Education Students	Dropped Out	63		26		119	5.0%
	Entered GED Program*	49		90		60	2.5%
	Total Noncompleters	112		116		179	7.5%
Students with Disabilities	Dropped Out	9		2		18	4.0%
	Entered GED Program*	0		7		9	2.0%
	Total Noncompleters	9		9		27	6.0%
All Students	Dropped Out	72	2.7%	28	1.0%	137	4.8%
	Entered GED Program*	49	1.8%	97	3.6%	69	2.4%
	Total Noncompleters	121	4.6%	125	4.6%	206	7.3%

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

(Form - C)

Career Development and Occupational Studies (CDOS)

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

Grades	2001-02	2002-03	2003-04
K-1	10%	17%	18%
2-3	8%	16%	18%

Students Developing a Career Plan, 4-12

Grades		2001-02	2002-03	2003-04
4-5	Number of General-Education Students	302	377	480
	Number of Students with Disabilities	4	12	27
	Number of All Students	306	389	507
	Percent of Enrollment	19%	23%	31%
6-8	Number of General-Education Students	832	977	1320
	Number of Students with Disabilities	141	205	200
	Number of All Students	973	1182	1520
	Percent of Enrollment	41%	50%	64%
9-12	Number of General-Education Students	1635	2282	2349
	Number of Students with Disabilities	306	402	424
	Number of All Students	1941	2684	2773
	Percent of Enrollment	74%	99%	100%

Career and Technical Education (CTE) Programs

CTE Program	This District		Statewide Average
	Count	Percentage	
All CTE Programs			
Completed the CTE Program	163		
Completed and Passed Regents Exams	122	75%	77%
Completed and had Course Average of 75% or More	115	71%	81%
Completed and Attained a HS Diploma or Equivalent	117	72%	96%
Completed and Whose Status is Known	160		
Completed and Were Successfully Placed	115	72%	96%
Nontraditional Programs			
Underrepresented Gender Members Enrolled	28	9%	30%
Underrepresented Gender Members Who Completed	34	31%	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	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%	565	78%

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%	68	53%

Regents Competency Tests

General-Education Students

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	11	73%	7	71%	1	#
Science	52	60%	27	52%	2	#
Reading	0	0%	7	71%	0	0%
Writing	1	#	7	71%	0	0%
Global Studies	10	100%	3	#	0	0%
U.S. Hist & Gov't	28	82%	8	50%	1	#

Students with Disabilities

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

(Form – E)

Regents Examinations

	All Students			Students with Disabilities		
	2001–02	2002–03	2003–04	2001–02	2002–03	2003–04
Comprehensive English						
Number Tested	502	496	595	42	52	50
Number Scoring 55–100	419	382	509	16	17	22
Number Scoring 65–100	305	304	397	9	10	12
Number Scoring 85–100	84	73	95	2	2	1
Percentage of Tested Scoring 55–100	83%	77%	86%	38%	33%	44%
Percentage of Tested Scoring 65–100	61%	61%	67%	21%	19%	24%
Percentage of Tested Scoring 85–100	17%	15%	16%	5%	4%	2%
Mathematics A						
Number Tested	263	663	685	17	44	63
Number Scoring 55–100	85	379	595	3	9	29
Number Scoring 65–100	51	221	479	1	3	16
Number Scoring 85–100	12	29	53	0	0	1
Percentage of Tested Scoring 55–100	32%	57%	87%	18%	20%	46%
Percentage of Tested Scoring 65–100	19%	33%	70%	6%	7%	25%
Percentage of Tested Scoring 85–100	5%	4%	8%	0%	0%	2%
Mathematics B						
Number Tested	0	28	38	0	0	1
Number Scoring 55–100	0	20	24	0	0	#
Number Scoring 65–100	0	13	22	0	0	#
Number Scoring 85–100	0	2	5	0	0	#
Percentage of Tested Scoring 55–100	0%	71%	63%	0%	0%	#
Percentage of Tested Scoring 65–100	0%	46%	58%	0%	0%	#
Percentage of Tested Scoring 85–100	0%	7%	13%	0%	0%	#
Global History and Geography						
Number Tested	558	647	606	65	75	61
Number Scoring 55–100	472	475	508	31	17	18
Number Scoring 65–100	412	426	429	15	11	10
Number Scoring 85–100	55	81	89	1	0	0
Percentage of Tested Scoring 55–100	85%	73%	84%	48%	23%	30%
Percentage of Tested Scoring 65–100	74%	66%	71%	23%	15%	16%
Percentage of Tested Scoring 85–100	10%	13%	15%	2%	0%	0%
U.S. History and Government						
Number Tested	519	512	435	39	45	43
Number Scoring 55–100	470	441	385	26	23	24
Number Scoring 65–100	348	377	308	14	17	16
Number Scoring 85–100	75	91	82	3	2	1
Percentage of Tested Scoring 55–100	91%	86%	89%	67%	51%	56%
Percentage of Tested Scoring 65–100	67%	74%	71%	36%	38%	37%
Percentage of Tested Scoring 85–100	14%	18%	19%	8%	4%	2%

(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	530	601	668	45	47	52
Number Scoring 55–100	497	452	542	31	13	23
Number Scoring 65–100	416	296	383	20	6	8
Number Scoring 85–100	20	25	33	1	0	0
Percentage of Tested Scoring 55–100	94%	75%	81%	69%	28%	44%
Percentage of Tested Scoring 65–100	78%	49%	57%	44%	13%	15%
Percentage of Tested Scoring 85–100	4%	4%	5%	2%	0%	0%
Physical Setting/Earth Science						
Number Tested	157	147	116	7	1	1
Number Scoring 55–100	123	129	107	4	#	#
Number Scoring 65–100	104	113	87	2	#	#
Number Scoring 85–100	11	17	2	0	#	#
Percentage of Tested Scoring 55–100	78%	88%	92%	57%	#	#
Percentage of Tested Scoring 65–100	66%	77%	75%	29%	#	#
Percentage of Tested Scoring 85–100	7%	12%	2%	0%	#	#
Physical Setting/Chemistry						
Number Tested	176	277	251	3	3	6
Number Scoring 55–100	83	150	161	#	#	0
Number Scoring 65–100	34	75	81	#	#	0
Number Scoring 85–100	1	5	6	#	#	0
Percentage of Tested Scoring 55–100	47%	54%	64%	#	#	0%
Percentage of Tested Scoring 65–100	19%	27%	32%	#	#	0%
Percentage of Tested Scoring 85–100	1%	2%	2%	#	#	0%
Physical Setting/Physics						
Number Tested			62			1
Number Scoring 55–100			35			#
Number Scoring 65–100			15			#
Number Scoring 85–100			1			#
Percentage of Tested Scoring 55–100			56%			#
Percentage of Tested Scoring 65–100			24%			#
Percentage of Tested Scoring 85–100			2%			#

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

(Form – G)

Regents Examinations

	All Students			Students with Disabilities		
	2001–02	2002–03	2003–04	2001–02	2002–03	2003–04
Comprehensive French						
Number Tested	14	17	18	0	0	0
Number Scoring 55–100	14	17	18	0	0	0
Number Scoring 65–100	13	16	16	0	0	0
Number Scoring 85–100	4	8	10	0	0	0
Percentage of Tested Scoring 55–100	100%	100%	100%	0%	0%	0%
Percentage of Tested Scoring 65–100	93%	94%	89%	0%	0%	0%
Percentage of Tested Scoring 85–100	29%	47%	56%	0%	0%	0%
Comprehensive Italian						
Number Tested	6	5	8	0	0	0
Number Scoring 55–100	6	5	8	0	0	0
Number Scoring 65–100	6	5	8	0	0	0
Number Scoring 85–100	5	3	8	0	0	0
Percentage of Tested Scoring 55–100	100%	100%	100%	0%	0%	0%
Percentage of Tested Scoring 65–100	100%	100%	100%	0%	0%	0%
Percentage of Tested Scoring 85–100	83%	60%	100%	0%	0%	0%
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	206	278	240	4	10	13
Number Scoring 55–100	203	275	236	#	10	12
Number Scoring 65–100	200	268	230	#	10	10
Number Scoring 85–100	124	150	95	#	6	5
Percentage of Tested Scoring 55–100	99%	99%	98%	#	100%	92%
Percentage of Tested Scoring 65–100	97%	96%	96%	#	100%	77%
Percentage of Tested Scoring 85–100	60%	54%	40%	#	60%	38%
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	186	123	17	2	2	1
Number Scoring 55–100	147	76	10	#	#	#
Number Scoring 65–100	122	60	10	#	#	#
Number Scoring 85–100	23	8	2	#	#	#
Percentage of Tested Scoring 55–100	79%	62%	59%	#	#	#
Percentage of Tested Scoring 65–100	66%	49%	59%	#	#	#
Percentage of Tested Scoring 85–100	12%	7%	12%	#	#	#

Introduction to Occupations Examination

	2001–02		2002–03		2003–04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
General-Education Students	40	100%	34	68%	20	85%
Students with Disabilities	2	#	3	#	10	70%

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

Elementary-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
Nov 2003	General-Education Students	723	4%	5%	54%	37%
	Students with Disabilities	61	39%	2%	44%	15%
	All Students	784	7%	5%	53%	35%

Middle-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
June 2004	General-Education Students	610	10%	66%	23%	1%
	Students with Disabilities	86	31%	60%	8%	0%
	All Students	696	13%	65%	21%	1%

(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	10	2	0	0	2	8
Middle Level						
Social Studies	9	5	0	0	1	8
Secondary Level						
English Language Arts	6	5	0	0	1	5
Social Studies	6	5	0	1	1	4
Mathematics	7	4	0	1	0	6
Science	6	5	0	1	0	5

2000 Cohort Performance on Regents Examinations after Four Years

	General-Education Students			Students with Disabilities			All Students		
	Global History & Geo.	U.S. History & Gov't	Science	Global History & Geo.	U.S. History & Gov't	Science	Global History & Geo.	U.S. History & Gov't	Science
Cohort Enrollment	412	412	412	94	94	94	506	506	506
Number Scoring 55–64	20	30	72	9	6	8	29	36	80
Number Scoring 65–84	271	186	258	13	17	22	284	203	280
Number Scoring 85–100	57	71	21	1	3	2	58	74	23
Approved Alternatives	0	0	0	0	0	0	0	0	0

(Form – J)

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

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
Listening and Speaking (Grade K-1)						
Number Tested			253			2
Beginning (0-18)			16			#
Intermediate (19-31)			39			#
Advanced (32-36)			89			#
Proficient (37-39)			109			#
Reading and Writing (Grade K-1)						
Number Tested			253			2
Beginning (0-14)			75			#
Intermediate (15-24)			58			#
Advanced (25-32)			80			#
Proficient (33-35)			40			#
Listening and Speaking (Grade 2-4)						
Number Tested			276			9
Beginning (0-18)			13			2
Intermediate (19-31)			33			3
Advanced (32-36)			79			1
Proficient (37-39)			151			3
Reading and Writing (Grade 2-4)						
Number Tested			280			9
Beginning (0-14)			55			4
Intermediate (15-24)			101			4
Advanced (25-32)			81			1
Proficient (33-35)			43			0
Listening and Speaking (Grade 5-6)						
Number Tested			121			6
Beginning (0-18)			4			0
Intermediate (19-31)			9			0
Advanced (32-36)			26			1
Proficient (37-39)			82			5
Reading and Writing (Grade 5-6)						
Number Tested			121			6
Beginning (0-14)			13			1
Intermediate (15-24)			40			3
Advanced (25-32)			59			2
Proficient (33-35)			9			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			115			6
Beginning (0-18)			7			0
Intermediate (19-31)			17			1
Advanced (32-36)			58			2
Proficient (37-39)			33			3
Reading and Writing (Grade 7-8)						
Number Tested			115			6
Beginning (0-14)			8			0
Intermediate (15-24)			38			3
Advanced (25-32)			52			3
Proficient (33-35)			17			0
Listening and Speaking (Grade 9-12)						
Number Tested			101			2
Beginning (0-18)			5			#
Intermediate (19-31)			23			#
Advanced (32-36)			39			#
Proficient (37-39)			34			#
Reading and Writing (Grade 9-12)						
Number Tested			98			2
Beginning (0-14)			9			#
Intermediate (15-24)			31			#
Advanced (25-32)			47			#
Proficient (33-35)			11			#

*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)