

# New York State School Report Card

## Comprehensive Information Report

BEDS Code: 66-09-00-01-0013  
 Name: Mount Vernon High School  
 Principal: Sharon Bradley

Grade Range : 9-12

### Fall Enrollment

Grade	2002-03	2003-04	2004-05
Pre-K	0	0	0
Kindergarten	0	0	0
First	0	0	0
Second	0	0	0
Third	0	0	0
Fourth	0	0	0
Fifth	0	0	0
Sixth	0	0	0
Ungraded Elementary	0	0	0
Seventh	0	0	0
Eighth	0	0	0
Ninth	834	891	886
Tenth	680	697	723
Eleventh	519	574	534
Twelfth	487	463	530
Ungraded Secondary	37	0	36
Total K-12 Enrollment	2557	2625	2709

### Student Racial/Ethnic Origin

Race/Ethnicity	2002-03		2003-04		2004-05	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
American Indian, Alaskan, Asian, or Pacific Islander	25	1.0%	19	0.7%	16	0.6%
Black (Not Hispanic)	2104	82.3%	2193	83.5%	2277	84.1%
Hispanic	265	10.4%	273	10.4%	268	9.9%
White (Not Hispanic)	163	6.4%	140	5.3%	148	5.5%

### Average Class Size

Grade Level	2002-03	2003-04	2004-05
Kindergarten	0	0	0
Common Branch	0	0	0
English Grade 8	0	5	12
Mathematics Grade 8	0	0	10
Science Grade 8	0	0	0
Social Studies Grade 8	0	0	0
English Grade 10	25	25	25
Mathematics Grade 10	24	20	23
Science Grade 10	29	24	28
Social Studies Grade 10	22	22	21

(Form – A)

**District Need to Resource Capacity Category**

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

**Similar School Group and Description**

<b>Similar School Group</b>	<b>Description</b>
44	All schools in this group are secondary level schools in urban or suburban school districts with high student needs in relation to district resources. The schools in this group are in the middle range of student needs for secondary level schools in these districts.

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

**Student Demographics Used To Determine Similar Schools Group**

	<b>2002-03</b>		<b>2003-04</b>		<b>2004-05</b>	
	Count	Percent	Count	Percent	Count	Percent
<b>Limited English Proficient</b>	146	5.7%	193	7.4%	95	3.5%
<b>Eligible for Free Lunch</b>	830	32.5%	452	17.2%	1067	39.4%

**Attendance and Suspension**

	<b>2001-02</b>		<b>2002-03</b>		<b>2003-04</b>	
	<b>No. of Students</b>	<b>% of Enroll.</b>	<b>No. of Students</b>	<b>% of Enroll.</b>	<b>No. of Students</b>	<b>% of Enroll.</b>
<b>Annual Attendance Rate</b>		86.3%		83.3%		85.1%
<b>Student Suspensions</b>	185	7.5%	383	15.0%	512	19.5%

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

	<b>2002-03</b>	<b>2003-04</b>	<b>2004-05</b>
<b>Reduced Lunch</b>	7.0%	2.9%	6.8%
<b>Public Assistance</b>	31-40%	11-20%	41-50%
<b>Student Stability</b>	90%	85%	96%

**Staff Counts**

<b>Staff</b>	<b>2004-05</b>
Total Teachers	173
Total Other Professional Staff	38
Total Paraprofessionals	NA
Teaching Out of Certification*	23

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

(Form – B)

# High School Graduates and Noncompleters

High School Graduates and Completers		2002–03	2003–04	2004–05
General-Education Students	Total Graduates*	405	311	366
	Regents Diplomas	98	78	199
	% Regents Diplomas	24%	25%	54%
	Regents Diplomas with Advanced Designation**			36
	% Regents Diplomas with Advanced Designation			10%
	IEP Diplomas or Local Certificates			
Students with Disabilities	Total Graduates*	32	44	42
	Regents Diplomas	1	1	4
	% Regents Diplomas	3%	2%	10%
	Regents Diplomas with Advanced Designation**			0
	% Regents Diplomas with Advanced Designation			0%
	IEP Diplomas or Local Certificates	15	9	26
All Students	Total Graduates*	437	355	408
	Regents Diplomas	99	79	203
	% Regents Diplomas	23%	22%	50%
	Regents Diplomas with Advanced Designation**			36
	% Regents Diplomas with Advanced Designation			9%
	IEP Diplomas or Local Certificates	15	9	26

\* Only students awarded local diplomas or Regents endorsed diplomas are included in the count of high school graduates in this table. Data include graduates in August, January and June of the school year being reported.

\*\*Beginning with students who first entered grade 9 in 2001–02, students may earn a Regents diploma by passing (scoring 65–100) Regents exams in five areas and meeting course requirements. To earn a Regents diploma with advanced designation, the student must pass eight Regents exams. For more information, see <http://www.emsc.nysed.gov/parents/gradreqtsfs.shtml>.

## Post-Secondary Plans of 2004–05 Graduates

		4-year College	2-year College	Other Post-Secondary	Military	Employment	Adult Services	Plan Unknown	Other Known Plan
General-Education Students	Number	215	37	6	3	4	0	25	76
	Percent	59%	10%	2%	1%	1%	0%	7%	21%
Students with Disabilities	Number	15	4	2	1	1	0	5	14
	Percent	36%	10%	5%	2%	2%	0%	12%	33%
All Students	Number	230	41	8	4	5	0	30	90
	Percent	56%	10%	2%	1%	1%	0%	7%	22%

## High School Noncompletion Rates

		2002–03		2003–04		2004–05	
		No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
General-Education Students	Dropped Out	22		109	4.9%	107	4.8%
	Entered GED Program*	75		40	1.8%	25	1.1%
	Total Noncompleters	97		149	6.7%	132	5.9%
Students with Disabilities	Dropped Out	2		17	3.8%	23	5.3%
	Entered GED Program*	6		9	2.0%	7	1.6%
	Total Noncompleters	8		26	5.9%	30	6.9%
All Students	Dropped Out	24	0.9%	126	4.7%	130	4.9%
	Entered GED Program*	81	3.2%	49	1.8%	32	1.2%
	Total Noncompleters	105	4.1%	175	6.5%	162	6.0%

\*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	2002-03	2003-04	2004-05
<b>K-1</b>	0%	0%	0%
<b>2-3</b>	0%	0%	0%

## Students Developing a Career Plan, 4-12

Grades		2002-03	2003-04	2004-05
<b>4-5</b>	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%
<b>6-8</b>	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%
<b>9-12</b>	Number of General-Education Students	2118	2200	2673
	Number of Students with Disabilities	402	424	36
	Number of All Students	2520	2624	2709
	Percent of Enrollment	99%	100%	100%

(Form – D)

# Second Language Proficiency Examinations

## General-Education Students

Test	2002-03		2003-04		2004-05	
	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%	42	100%	0	0%

## Students with Disabilities

Test	2002-03		2003-04		2004-05	
	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%	1	#	0	0%

# Regents Competency Tests

## General-Education Students

Test	2002-03		2003-04		2004-05	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	7	71%	1	#	22	50%
Science	23	48%	2	#	10	50%
Reading	6	83%	0	0%	7	57%
Writing	7	71%	0	0%	6	50%
Global Studies	3	#	0	0%	7	57%
U.S. Hist & Gov't	8	50%	1	#	3	#

## Students with Disabilities

Test	2002-03		2003-04		2004-05	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	65	66%	111	50%	104	39%
Science	67	31%	157	28%	81	27%
Reading	75	47%	35	43%	56	55%
Writing	77	69%	36	67%	46	67%
Global Studies	54	31%	66	32%	82	41%
U.S. Hist & Gov't	33	48%	28	50%	32	47%

(Form – E)

# Regents Examinations

	All Students			Students with Disabilities		
	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05
<b>Comprehensive English</b>						
Number Tested	476	540	455	52	49	54
Number Scoring 55-100	365	460	369	17	22	15
Number Scoring 65-100	291	371	283	10	12	7
Number Scoring 85-100	70	86	59	2	1	0
Percentage of Tested Scoring 55-100	77%	85%	81%	33%	45%	28%
Percentage of Tested Scoring 65-100	61%	69%	62%	19%	24%	13%
Percentage of Tested Scoring 85-100	15%	16%	13%	4%	2%	0%
<b>Mathematics A</b>						
Number Tested	615	644	42	44	62	0
Number Scoring 55-100	351	555	35	9	29	0
Number Scoring 65-100	198	451	21	3	16	0
Number Scoring 85-100	20	52	1	0	1	0
Percentage of Tested Scoring 55-100	57%	86%	83%	20%	47%	0%
Percentage of Tested Scoring 65-100	32%	70%	50%	7%	26%	0%
Percentage of Tested Scoring 85-100	3%	8%	2%	0%	2%	0%
<b>Mathematics B</b>						
Number Tested	28	38	613	0	1	53
Number Scoring 55-100	20	24	503	0	#	27
Number Scoring 65-100	13	22	382	0	#	16
Number Scoring 85-100	2	5	52	0	#	0
Percentage of Tested Scoring 55-100	71%	63%	82%	0%	#	51%
Percentage of Tested Scoring 65-100	46%	58%	62%	0%	#	30%
Percentage of Tested Scoring 85-100	7%	13%	8%	0%	#	0%
<b>Global History and Geography</b>						
Number Tested	601	578	572	74	60	66
Number Scoring 55-100	444	483	486	16	17	36
Number Scoring 65-100	403	423	392	11	10	22
Number Scoring 85-100	79	89	100	0	0	1
Percentage of Tested Scoring 55-100	74%	84%	85%	22%	28%	55%
Percentage of Tested Scoring 65-100	67%	73%	69%	15%	17%	33%
Percentage of Tested Scoring 85-100	13%	15%	17%	0%	0%	2%
<b>U.S. History and Government</b>						
Number Tested	452	418	502	43	43	56
Number Scoring 55-100	391	369	416	22	24	29
Number Scoring 65-100	342	300	344	17	16	18
Number Scoring 85-100	90	81	111	2	1	0
Percentage of Tested Scoring 55-100	87%	88%	83%	51%	56%	52%
Percentage of Tested Scoring 65-100	76%	72%	69%	40%	37%	32%
Percentage of Tested Scoring 85-100	20%	19%	22%	5%	2%	0%

(Form – F)

# Regents Examinations

	All Students			Students with Disabilities		
	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05
<b>Living Environment</b>						
Number Tested	560	623	584	47	50	55
Number Scoring 55-100	412	498	463	13	21	20
Number Scoring 65-100	280	363	334	6	7	11
Number Scoring 85-100	25	33	30	0	0	0
Percentage of Tested Scoring 55-100	74%	80%	79%	28%	42%	36%
Percentage of Tested Scoring 65-100	50%	58%	57%	13%	14%	20%
Percentage of Tested Scoring 85-100	4%	5%	5%	0%	0%	0%
<b>Physical Setting/Earth Science</b>						
Number Tested	88	101	238	1	1	20
Number Scoring 55-100	73	96	206	#	#	20
Number Scoring 65-100	61	78	171	#	#	14
Number Scoring 85-100	3	2	19	#	#	0
Percentage of Tested Scoring 55-100	83%	95%	87%	#	#	100%
Percentage of Tested Scoring 65-100	69%	77%	72%	#	#	70%
Percentage of Tested Scoring 85-100	3%	2%	8%	#	#	0%
<b>Physical Setting/Chemistry</b>						
Number Tested	277	251	263	3	6	7
Number Scoring 55-100	150	161	192	#	0	4
Number Scoring 65-100	75	81	111	#	0	2
Number Scoring 85-100	5	6	6	#	0	0
Percentage of Tested Scoring 55-100	54%	64%	73%	#	0%	57%
Percentage of Tested Scoring 65-100	27%	32%	42%	#	0%	29%
Percentage of Tested Scoring 85-100	2%	2%	2%	#	0%	0%
<b>Physical Setting/Physics</b>						
Number Tested		62	64		1	1
Number Scoring 55-100		35	34		#	#
Number Scoring 65-100		15	20		#	#
Number Scoring 85-100		1	3		#	#
Percentage of Tested Scoring 55-100		56%	53%		#	#
Percentage of Tested Scoring 65-100		24%	31%		#	#
Percentage of Tested Scoring 85-100		2%	5%		#	#

\* Physical Setting/Physics results for 2002-03 are not included in the report card because the Department issued new conversion charts for assessments administered in that year.

(Form – G)

# Regents Examinations

	All Students			Students with Disabilities		
	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05
<b>Comprehensive French</b>						
Number Tested	17	18	25	0	0	0
Number Scoring 55-100	17	18	23	0	0	0
Number Scoring 65-100	16	16	21	0	0	0
Number Scoring 85-100	8	10	9	0	0	0
Percentage of Tested Scoring 55-100	100%	100%	92%	0%	0%	0%
Percentage of Tested Scoring 65-100	94%	89%	84%	0%	0%	0%
Percentage of Tested Scoring 85-100	47%	56%	36%	0%	0%	0%
<b>Comprehensive Italian</b>						
Number Tested	5	8	4	0	0	0
Number Scoring 55-100	5	8	#	0	0	0
Number Scoring 65-100	5	8	#	0	0	0
Number Scoring 85-100	3	8	#	0	0	0
Percentage of Tested Scoring 55-100	100%	100%	#	0%	0%	0%
Percentage of Tested Scoring 65-100	100%	100%	#	0%	0%	0%
Percentage of Tested Scoring 85-100	60%	100%	#	0%	0%	0%
<b>Comprehensive German</b>						
Number Tested	0	0	0	0	0	0
Number Scoring 55-100	0	0	0	0	0	0
Number Scoring 65-100	0	0	0	0	0	0
Number Scoring 85-100	0	0	0	0	0	0
Percentage of Tested Scoring 55-100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 65-100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 85-100	0%	0%	0%	0%	0%	0%
<b>Comprehensive Hebrew</b>						
Number Tested	0	0	0	0	0	0
Number Scoring 55-100	0	0	0	0	0	0
Number Scoring 65-100	0	0	0	0	0	0
Number Scoring 85-100	0	0	0	0	0	0
Percentage of Tested Scoring 55-100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 65-100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 85-100	0%	0%	0%	0%	0%	0%
<b>Comprehensive Spanish</b>						
Number Tested	277	240	247	10	13	2
Number Scoring 55-100	274	236	244	10	12	#
Number Scoring 65-100	268	230	242	10	10	#
Number Scoring 85-100	150	95	163	6	5	#
Percentage of Tested Scoring 55-100	99%	98%	99%	100%	92%	#
Percentage of Tested Scoring 65-100	97%	96%	98%	100%	77%	#
Percentage of Tested Scoring 85-100	54%	40%	66%	60%	38%	#
<b>Comprehensive Latin</b>						
Number Tested	0	0	0	0	0	0
Number Scoring 55-100	0	0	0	0	0	0
Number Scoring 65-100	0	0	0	0	0	0
Number Scoring 85-100	0	0	0	0	0	0
Percentage of Tested Scoring 55-100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 65-100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 85-100	0%	0%	0%	0%	0%	0%

(Form – H)



# New York State Alternate Assessments (NYSAA) 2004–05

Test	Count of Students					
	Tested	Not Tested	Level 1	Level 2	Level 3	Level 4
<b>Elementary Level</b>						
Social Studies	0	0	0	0	0	0
<b>Middle Level</b>						
Social Studies	0	0	0	0	0	0
<b>Secondary Level</b>						
English Language Arts	9	0	0	0	1	8
Social Studies	10	0	0	0	1	9
Mathematics	9	0	0	1	1	7
Science	9	0	0	0	1	8

## 2001 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	440	440	440	88	88	88	528	528	528
Number Scoring 55–64	36	52	51	5	5	6	41	57	57
Number Scoring 65–84	267	208	269	12	19	23	279	227	292
Number Scoring 85–100	69	77	30	0	1	0	69	78	30
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		
	2002–03	2003–04	2004–05	2002–03	2003–04	2004–05
<b>Listening and Speaking (Grade 7–8)</b>						
Number Tested		0	0		0	0
Beginning		0	0		0	0
Intermediate		0	0		0	0
Advanced		0	0		0	0
Proficient		0	0		0	0
<b>Reading and Writing (Grade 7–8)</b>						
Number Tested		0	0		0	0
Beginning		0	0		0	0
Intermediate		0	0		0	0
Advanced		0	0		0	0
Proficient		0	0		0	0
<b>Listening and Speaking (Grade 9–12)</b>						
Number Tested		99	103		2	2
Beginning		5	4		#	#
Intermediate		23	19		#	#
Advanced		38	26		#	#
Proficient		33	54		#	#
<b>Reading and Writing (Grade 9–12)</b>						
Number Tested		96	105		2	2
Beginning		9	8		#	#
Intermediate		31	26		#	#
Advanced		46	23		#	#
Proficient		10	48		#	#

\*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)