

New York State School Report Card Comprehensive Information Report

BEDS Code: 58-02-07-02-0003
 Name: Mount Sinai High School
 Principal: Peter Ferenz

Grade Range : 9-12

Fall Enrollment

Grade	2000–2001	2001–2002	2002–2003
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	174	183	175
Tenth	169	172	185
Eleventh	153	169	169
Twelfth	137	148	161
Ungraded Secondary	6	0	0
Total K-12 Enrollment	639	672	690

Student Racial/Ethnic Origin

Race/Ethnicity	2000–2001		2001–2002		2002–2003	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
American Indian, Alaskan, Asian, or Pacific Islander	11	1.7%	12	1.8%	13	1.9%
Black (Not Hispanic)	9	1.4%	9	1.3%	5	0.7%
Hispanic	17	2.7%	16	2.4%	14	2.0%
White (Not Hispanic)	602	94.2%	635	94.5%	658	95.4%

Average Class Size

Grade Level	2000–2001	2001–2002	2002–2003
Kindergarten	0	0	0
Common Branch	0	0	0
English Grade 8	0	0	0
Mathematics Grade 8	0	0	0
Science Grade 8	0	0	0
Social Studies Grade 8	0	0	0
English Grade 10	25	24	23
Mathematics Grade 10	24	22	24
Science Grade 10	24	26	21
Social Studies Grade 10	24	25	23

(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
49	All schools in this group are secondary level schools in school districts with average student needs in relation to district resource capacity. The schools in this group are in the lower 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

	2000–2001		2001–2002		2002–2003	
	Count	Percent	Count	Percent	Count	Percent
Limited English Proficient	1	0.2%	0	0.0%	1	0.1%
Eligible for Free Lunch	16	2.5%	16	2.4%	8	1.2%

Attendance and Suspension

	1999–2000		2000–2001		2001–2002	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
Annual Attendance Rate		94.8%		94.9%		95.1%
Student Suspensions	46	7.2%	20	3.1%	34	5.1%

Student Socioeconomic and Stability Indicators (Percent of Enrollment)

	2000–2001	2001–2002	2002–2003
Reduced Lunch	1.3%	1.3%	0.7%
Public Assistance	1-10%	1-10%	1-10%
Student Stability	99%	100%	98%

Staff Counts

Staff	2002–2003
Total Teachers	64
Total Other Professional Staff	8
Total Paraprofessionals	NA
Teaching Out of Certification*	2
Teachers with Temporary Licenses	0

*Teaching out of certification more than on an incidental basis. Teachers with temporary licenses are also counted as teaching out of certification.

(Form – B)

High School Graduates and Noncompleters

High School Graduates Earning Regents Diplomas*

	2000–2001			2001–2002			2002–2003		
	Total Grads	Regents Diplomas	% Regents Diplomas	Total Grads	Regents Diplomas	% Regents Diplomas	Total Grads	Regents Diplomas	% Regents Diplomas
General Education	120	96	80%	132	105	80%	150	136	91%
Students with Disabilities	14	5	36%	11	4	36%	7	1	14%
All Students	134	101	75%	143	109	76%	157	137	87%

*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 during the 2001–2002 school year, diploma counts and percentage of graduates earning Regents diplomas are not necessarily comparable between years. Data for the 2000-2001 school year include January, June and August 2001 graduates; data for the 2001-2002 school year include January and June 2002 graduates; data for the 2002–2003 school year include August 2002 and January and June 2003 graduates.

Distribution of 2002–2003 Graduates (All Students)

	To 4-year College	To 2-year College	To Other Post-Secondary	To the Military	To Employment	Other
Number	98	50	2	1	6	0
Percent	62%	32%	1%	1%	4%	0%

Number of High School Completers with Disabilities in 2002–2003

Graduates* (a)	Regents Diplomas (b)	IEP Diplomas or Certificates (c)	All 2002–2003 Completers (a+c)
7	1	1	8

*Local Diplomas (including local diplomas with Regents endorsements)

High School Noncompletion Rates

		2000–2001		2001–2002		2002–2003	
		No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
General-Education Students	Dropped Out			3		3	
	Entered GED Program*			0		0	
	Total Noncompleters			3		3	
Students with Disabilities	Dropped Out			2		0	
	Entered GED Program*			0		0	
	Total Noncompleters			2		0	
All Students	Dropped Out	2	0.3%	5	0.7%	3	0.4%
	Entered GED Program*	0	0.0%	0	0.0%	0	0.0%
	Total Noncompleters	2	0.3%	5	0.7%	3	0.4%

*The number and percentage of students who left K-12, diploma-bound systems and entered an alternative 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	2000-01	2001-02	2002-03
K-1		0%	0%
2-3		0%	0%

Students Developing a Career Plan, 4-12

Grades		2000-01	2001-02	2002-03
4-5	Number of General-Education Students		0	0
	Number of Students with Disabilities		0	0
	Number of All Students		0	0
	Percent of Enrollment		0%	0%
6-8	Number of General-Education Students		0	0
	Number of Students with Disabilities		0	0
	Number of All Students		0	0
	Percent of Enrollment		0%	0%
9-12	Number of General-Education Students		0	12
	Number of Students with Disabilities		0	0
	Number of All Students		0	12
	Percent of Enrollment		0%	2%

Second Language Proficiency Examinations

General-Education Students

Test	2000-2001		2001-2002		2002-2003	
	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%	1	#

Students with Disabilities

Test	2000-2001		2001-2002		2002-2003	
	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%

(Form-D)

Regents Competency Tests

General-Education Students

Test	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	0	0%	0	0%	0	0%
Science	1	#	0	0%	0	0%
Reading	0	0%	2	#	0	0%
Writing	0	0%	2	#	0	0%
Global Studies	1	#	0	0%	0	0%
U.S. Hist & Gov't	4	#	0	0%	0	0%

Students with Disabilities

Test	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	5	80%	0	0%	15	100%
Science	1	#	0	0%	4	#
Reading	2	#	0	0%	11	100%
Writing	4	#	1	#	3	#
Global Studies	1	#	1	#	10	60%
U.S. Hist & Gov't	1	#	0	0%	5	80%

(Form – E)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Comprehensive English						
Number Tested	144	163	162	19	3	17
Number Scoring 55–100	141	155	157	17	#	15
Number Scoring 65–100	138	152	150	14	#	10
Number Scoring 85–100	62	79	72	0	#	0
Percentage of Tested Scoring 55–100	98%	95%	97%	89%	#	88%
Percentage of Tested Scoring 65–100	96%	93%	93%	74%	#	59%
Percentage of Tested Scoring 85–100	43%	48%	44%	0%	#	0%
Mathematics A						
Number Tested	0	1	163	0	0	29
Number Scoring 55–100	0	#	143	0	0	15
Number Scoring 65–100	0	#	135	0	0	9
Number Scoring 85–100	0	#	29	0	0	1
Percentage of Tested Scoring 55–100	0%	#	88%	0%	0%	52%
Percentage of Tested Scoring 65–100	0%	#	83%	0%	0%	31%
Percentage of Tested Scoring 85–100	0%	#	18%	0%	0%	3%
Mathematics B (first administered June 2001)						
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%
Global History and Geography						
Number Tested	170	165	181	12	1	19
Number Scoring 55–100	168	162	175	10	#	16
Number Scoring 65–100	163	156	164	8	#	11
Number Scoring 85–100	76	53	94	1	#	1
Percentage of Tested Scoring 55–100	99%	98%	97%	83%	#	84%
Percentage of Tested Scoring 65–100	96%	95%	91%	67%	#	58%
Percentage of Tested Scoring 85–100	45%	32%	52%	8%	#	5%
U.S. History and Government (first administered June 2001)						
Number Tested	145	160	163	19	2	15
Number Scoring 55–100	141	158	161	18	#	15
Number Scoring 65–100	131	138	154	16	#	13
Number Scoring 85–100	67	64	88	3	#	1
Percentage of Tested Scoring 55–100	97%	99%	99%	95%	#	100%
Percentage of Tested Scoring 65–100	90%	86%	94%	84%	#	87%
Percentage of Tested Scoring 85–100	46%	40%	54%	16%	#	7%

(Form – F)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Living Environment (first administered June 2001)						
Number Tested	197	157	166	13	1	18
Number Scoring 55–100	197	157	164	13	#	17
Number Scoring 65–100	191	157	160	10	#	16
Number Scoring 85–100	57	79	68	0	#	2
Percentage of Tested Scoring 55–100	100%	100%	99%	100%	#	94%
Percentage of Tested Scoring 65–100	97%	100%	96%	77%	#	89%
Percentage of Tested Scoring 85–100	29%	50%	41%	0%	#	11%
Physical Setting/Earth Science (first administered June 2001)						
Number Tested	112	153	147	11	2	17
Number Scoring 55–100	106	148	143	9	#	15
Number Scoring 65–100	100	133	133	8	#	14
Number Scoring 85–100	46	44	58	1	#	2
Percentage of Tested Scoring 55–100	95%	97%	97%	82%	#	88%
Percentage of Tested Scoring 65–100	89%	87%	90%	73%	#	82%
Percentage of Tested Scoring 85–100	41%	29%	39%	9%	#	12%
Physical Setting/Chemistry (first administered June 2002)						
Number Tested		136	123		0	1
Number Scoring 55–100		134	119		0	#
Number Scoring 65–100		107	97		0	#
Number Scoring 85–100		26	20		0	#
Percentage of Tested Scoring 55–100		99%	97%		0%	#
Percentage of Tested Scoring 65–100		79%	79%		0%	#
Percentage of Tested Scoring 85–100		19%	16%		0%	#
Physical Setting/Physics (first administered June 2002)*						
Number Tested						
Number Scoring 55–100						
Number Scoring 65–100						
Number Scoring 85–100						
Percentage of Tested Scoring 55–100						
Percentage of Tested Scoring 65–100						
Percentage of Tested Scoring 85–100						

* Physical Setting/Physics results are not included in the report card because the Department is issuing a new conversion chart for this assessment. Data currently available to the Department are based on the original conversion chart for the assessment.

(Form – G)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Comprehensive French						
Number Tested	30	27	43	0	0	0
Number Scoring 55–100	30	27	43	0	0	0
Number Scoring 65–100	30	27	43	0	0	0
Number Scoring 85–100	26	10	35	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	87%	37%	81%	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	71	73	63	2	0	0
Number Scoring 55–100	71	73	63	#	0	0
Number Scoring 65–100	71	72	63	#	0	0
Number Scoring 85–100	58	50	50	#	0	0
Percentage of Tested Scoring 55–100	100%	100%	100%	#	0%	0%
Percentage of Tested Scoring 65–100	100%	99%	100%	#	0%	0%
Percentage of Tested Scoring 85–100	82%	68%	79%	#	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	2002	2003	2001	2002	2003
Sequential Mathematics, Course II (last administered January 2003)						
Number Tested	194	142	1	4	1	0
Number Scoring 55–100	181	125	#	#	#	0
Number Scoring 65–100	178	118	#	#	#	0
Number Scoring 85–100	112	65	#	#	#	0
Percentage of Tested Scoring 55–100	93%	88%	#	#	#	0%
Percentage of Tested Scoring 65–100	92%	83%	#	#	#	0%
Percentage of Tested Scoring 85–100	58%	46%	#	#	#	0%
Sequential Mathematics, Course III						
Number Tested	120	139	123	8	0	1
Number Scoring 55–100	105	127	99	6	0	#
Number Scoring 65–100	93	123	88	5	0	#
Number Scoring 85–100	59	86	45	2	0	#
Percentage of Tested Scoring 55–100	88%	91%	80%	75%	0%	#
Percentage of Tested Scoring 65–100	78%	88%	72%	62%	0%	#
Percentage of Tested Scoring 85–100	49%	62%	37%	25%	0%	#

(Form – I)

Introduction to Occupations Examination

	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
General-Education Students	43	100%	72	99%	66	97%
Students with Disabilities	12	100%	1	#	8	88%

On school reports, 2000–2001 and 2001–2002 data are for all students with disabilities enrolled in the school. District reports contain data for all students with disabilities enrolled in the district for the 2000–2001, 2001–2002, and 2002–2003 school years.

Elementary-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
Nov 2002	General-Education Students	0	0%	0%	0%	0%
	Students with Disabilities	0	0%	0%	0%	0%
	All Students	0	0%	0%	0%	0%

Middle-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
June 2003	General-Education Students	0	0%	0%	0%	0%
	Students with Disabilities	0	0%	0%	0%	0%
	All Students	0	0%	0%	0%	0%

(Form – J)

New York State Alternate Assessments (NYSAA) 2002–2003

Test	Count of Students					
	Tested	Not Tested	Level 1	Level 2	Level 3	Level 4
Elementary Level						
Social Studies	0	0	0	0	0	0
Middle Level						
Social Studies	0	0	0	0	0	0
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

1999 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	8	8	8	160	160	160
Number Scoring 55–64	0	10	0	2	4	3	2	14	3
Number Scoring 65–84	77	75	74	5	2	5	82	77	79
Number Scoring 85–100	74	64	77	0	0	0	74	64	77
Approved Alternatives	0	0	0	0	0	0	0	0	0

(Form – K)