

# New York State District Report Card Comprehensive Information Report

BEDS Code: 66-07-01-03-0000  
 Name: Mamaroneck Union Free School District  
 Superintendent: Sherry P. King

## Fall Enrollment

Grade	2001-02	2002-03	2003-04
Pre-K	63	61	73
Kindergarten	371	339	398
First	390	360	349
Second	367	367	359
Third	380	345	378
Fourth	346	368	349
Fifth	399	326	375
Sixth	362	393	329
Ungraded Elementary	0	72	60
Seventh	390	358	389
Eighth	350	388	347
Ninth	336	346	376
Tenth	306	349	342
Eleventh	328	308	342
Twelfth	302	322	304
Ungraded Secondary	14	10	21
Total K-12 Enrollment	4641	4651	4718

## 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	149	3.2%	148	3.2%	155	3.3%
Black (Not Hispanic)	173	3.7%	169	3.6%	160	3.4%
Hispanic	617	13.3%	634	13.6%	650	13.8%
White (Not Hispanic)	3702	79.8%	3700	79.6%	3753	79.5%

## Average Class Size

Grade Level	2001-02	2002-03	2003-04
Kindergarten	18	18	19
Common Branch	21	19	20
English Grade 8	21	24	21
Mathematics Grade 8	21	24	21
Science Grade 8	21	23	21
Social Studies Grade 8	21	23	21
English Grade 10	22	24	23
Mathematics Grade 10	22	23	24
Science Grade 10	24	24	25
Social Studies Grade 10	23	24	22

(Form - A)

**District Need to Resource Capacity Category**

N/RC Category	Description
6	This is a school district with low 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
<b>Limited English Proficient</b>	189	4.0%	161	3.4%	169	3.5%
<b>Eligible for Free Lunch</b>	36	0.8%	60	1.3%	69	1.5%

**Attendance and Suspension**

	2000-01		2001-02		2002-03	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
<b>Annual Attendance Rate</b>		95.3%		95.7%		95.9%
<b>Student Suspensions</b>	74	1.6%	72	1.6%	105	2.3%

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

	2001-02	2002-03	2003-04
<b>Reduced Lunch</b>	0.3%	0.6%	0.7%
<b>Public Assistance</b>	NA	NA	NA
<b>Student Stability</b>	NA	NA	NA

**Staff Counts**

Staff	2003-04
Total Teachers	391
Total Other Professional Staff	52
Total Paraprofessionals	212
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 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	259	259	100%	270	270	100%	252	252	100%
Students with Disabilities	30	30	100%	33	33	100%	40	40	100%
All Students	289	289	100%	303	303	100%	292	292	100%

\*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	220	39	1	4	11	17
Percent	75%	13%	0%	1%	4%	6%

## 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)
40	40	0	40

\*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	7		3		22	1.9%
	Entered GED Program*	5		5		12	1.0%
	Total Noncompleters	12		8		34	2.9%
Students with Disabilities	Dropped Out	1		1		2	0.9%
	Entered GED Program*	3		1		0	0.0%
	Total Noncompleters	4		2		2	0.9%
All Students	Dropped Out	8	0.6%	4	0.3%	24	1.7%
	Entered GED Program*	8	0.6%	6	0.4%	12	0.9%
	Total Noncompleters	16	1.2%	10	0.7%	36	2.6%

\*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	915	936	878
	Number of Students with Disabilities	185	203	202
	Number of All Students	1100	1139	1080
	Percent of Enrollment	99%	99%	100%
9-12	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%

## Career and Technical Education (CTE) Programs

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

Enrollment data are for the 2003-2004 school year; completer 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%	0	0%

## 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	1	#	0	0%	1	#
Science	10	50%	1	#	2	#
Reading	1	#	0	0%	0	0%
Writing	1	#	0	0%	0	0%
Global Studies	2	#	0	0%	1	#
U.S. Hist & Gov't	0	0%	3	#	0	0%

## Students with Disabilities

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	25	64%	24	88%	17	88%
Science	22	50%	15	53%	21	43%
Reading	4	#	27	85%	3	#
Writing	5	80%	26	77%	1	#
Global Studies	17	35%	17	29%	18	44%
U.S. Hist & Gov't	10	60%	9	67%	10	60%

(Form – E)

# Regents Examinations

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
<b>Comprehensive English</b>						
Number Tested	321	294	329	29	38	47
Number Scoring 55-100	300	271	320	18	29	39
Number Scoring 65-100	284	257	308	13	23	33
Number Scoring 85-100	202	166	235	3	8	17
Percentage of Tested Scoring 55-100	93%	92%	97%	62%	76%	83%
Percentage of Tested Scoring 65-100	88%	87%	94%	45%	61%	70%
Percentage of Tested Scoring 85-100	63%	56%	71%	10%	21%	36%
<b>Mathematics A</b>						
Number Tested	311	332	369	35	45	48
Number Scoring 55-100	283	298	356	22	26	38
Number Scoring 65-100	247	282	335	17	23	27
Number Scoring 85-100	116	168	215	3	9	6
Percentage of Tested Scoring 55-100	91%	90%	96%	63%	58%	79%
Percentage of Tested Scoring 65-100	79%	85%	91%	49%	51%	56%
Percentage of Tested Scoring 85-100	37%	51%	58%	9%	20%	12%
<b>Mathematics B</b>						
Number Tested	0	27	74	0	0	0
Number Scoring 55-100	0	27	74	0	0	0
Number Scoring 65-100	0	27	73	0	0	0
Number Scoring 85-100	0	15	63	0	0	0
Percentage of Tested Scoring 55-100	0%	100%	100%	0%	0%	0%
Percentage of Tested Scoring 65-100	0%	100%	99%	0%	0%	0%
Percentage of Tested Scoring 85-100	0%	56%	85%	0%	0%	0%
<b>Global History and Geography</b>						
Number Tested	285	346	338	41	41	50
Number Scoring 55-100	275	331	328	32	37	43
Number Scoring 65-100	263	319	311	28	34	38
Number Scoring 85-100	169	241	239	10	18	13
Percentage of Tested Scoring 55-100	96%	96%	97%	78%	90%	86%
Percentage of Tested Scoring 65-100	92%	92%	92%	68%	83%	76%
Percentage of Tested Scoring 85-100	59%	70%	71%	24%	44%	26%
<b>U.S. History and Government</b>						
Number Tested	321	285	325	29	35	47
Number Scoring 55-100	311	284	318	23	35	43
Number Scoring 65-100	299	278	308	18	34	38
Number Scoring 85-100	206	209	246	7	16	20
Percentage of Tested Scoring 55-100	97%	100%	98%	79%	100%	91%
Percentage of Tested Scoring 65-100	93%	98%	95%	62%	97%	81%
Percentage of Tested Scoring 85-100	64%	73%	76%	24%	46%	43%

(Form – F)

# Regents Examinations

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
<b>Living Environment</b>						
Number Tested	299	421	400	29	62	64
Number Scoring 55-100	298	401	380	29	51	55
Number Scoring 65-100	296	377	351	28	42	42
Number Scoring 85-100	187	193	216	9	9	6
Percentage of Tested Scoring 55-100	100%	95%	95%	100%	82%	86%
Percentage of Tested Scoring 65-100	99%	90%	88%	97%	68%	66%
Percentage of Tested Scoring 85-100	63%	46%	54%	31%	15%	9%
<b>Physical Setting/Earth Science</b>						
Number Tested	292	377	337	15	49	44
Number Scoring 55-100	289	369	331	15	47	43
Number Scoring 65-100	279	361	318	13	44	42
Number Scoring 85-100	203	233	174	3	11	13
Percentage of Tested Scoring 55-100	99%	98%	98%	100%	96%	98%
Percentage of Tested Scoring 65-100	96%	96%	94%	87%	90%	95%
Percentage of Tested Scoring 85-100	70%	62%	52%	20%	22%	30%
<b>Physical Setting/Chemistry</b>						
Number Tested	216	266	279	12	17	22
Number Scoring 55-100	211	259	274	11	17	19
Number Scoring 65-100	177	236	243	8	16	16
Number Scoring 85-100	47	71	72	0	0	2
Percentage of Tested Scoring 55-100	98%	97%	98%	92%	100%	86%
Percentage of Tested Scoring 65-100	82%	89%	87%	67%	94%	73%
Percentage of Tested Scoring 85-100	22%	27%	26%	0%	0%	9%
<b>Physical Setting/Physics</b>						
Number Tested			4			0
Number Scoring 55-100			#			0
Number Scoring 65-100			#			0
Number Scoring 85-100			#			0
Percentage of Tested Scoring 55-100			#			0%
Percentage of Tested Scoring 65-100			#			0%
Percentage of Tested Scoring 85-100			#			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
<b>Comprehensive French</b>						
Number Tested	39	69	55	2	0	2
Number Scoring 55-100	38	69	55	#	0	#
Number Scoring 65-100	38	69	55	#	0	#
Number Scoring 85-100	24	47	39	#	0	#
Percentage of Tested Scoring 55-100	97%	100%	100%	#	0%	#
Percentage of Tested Scoring 65-100	97%	100%	100%	#	0%	#
Percentage of Tested Scoring 85-100	62%	68%	71%	#	0%	#
<b>Comprehensive Italian</b>						
Number Tested	0	5	4	0	0	1
Number Scoring 55-100	0	5	#	0	0	#
Number Scoring 65-100	0	5	#	0	0	#
Number Scoring 85-100	0	3	#	0	0	#
Percentage of Tested Scoring 55-100	0%	100%	#	0%	0%	#
Percentage of Tested Scoring 65-100	0%	100%	#	0%	0%	#
Percentage of Tested Scoring 85-100	0%	60%	#	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	130	148	164	8	6	7
Number Scoring 55-100	130	148	164	8	6	7
Number Scoring 65-100	129	148	164	8	6	7
Number Scoring 85-100	115	135	147	6	6	4
Percentage of Tested Scoring 55-100	100%	100%	100%	100%	100%	100%
Percentage of Tested Scoring 65-100	99%	100%	100%	100%	100%	100%
Percentage of Tested Scoring 85-100	88%	91%	90%	75%	100%	57%
<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)

## Regents Examinations

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
<b>Sequential Mathematics, Course III (last administered January 2004)</b>						
Number Tested	229	249	13	9	14	4
Number Scoring 55-100	208	224	13	7	12	#
Number Scoring 65-100	202	208	8	7	10	#
Number Scoring 85-100	124	116	2	1	5	#
Percentage of Tested Scoring 55-100	91%	90%	100%	78%	86%	#
Percentage of Tested Scoring 65-100	88%	84%	62%	78%	71%	#
Percentage of Tested Scoring 85-100	54%	47%	15%	11%	36%	#

## Introduction to Occupations Examination

	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
General-Education Students	0	0%	1	#	0	0%
Students with Disabilities	0	0%	1	#	0	0%

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
<b>Nov 2003</b>	General-Education Students	327	1%	2%	49%	47%
	Students with Disabilities	49	4%	8%	71%	16%
	All Students	376	2%	3%	52%	43%

## Middle-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
<b>June 2004</b>	General-Education Students	294	0%	15%	42%	43%
	Students with Disabilities	58	2%	38%	48%	12%
	All Students	352	1%	18%	43%	38%

(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
<b>Elementary Level</b>						
Social Studies	1	0	#	#	#	#
<b>Middle Level</b>						
Social Studies	1	0	#	#	#	#
<b>Secondary Level</b>						
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	250	250	250	44	44	44	294	294	294
Number Scoring 55–64	4	3	5	4	3	9	8	6	14
Number Scoring 65–84	81	48	105	21	22	16	102	70	121
Number Scoring 85–100	159	195	137	6	13	5	165	208	142
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
<b>Listening and Speaking (Grade K-1)</b>						
Number Tested			67			8
Beginning (0-18)			7			0
Intermediate (19-31)			7			0
Advanced (32-36)			20			4
Proficient (37-39)			33			4
<b>Reading and Writing (Grade K-1)</b>						
Number Tested			67			8
Beginning (0-14)			24			0
Intermediate (15-24)			9			4
Advanced (25-32)			20			3
Proficient (33-35)			14			1
<b>Listening and Speaking (Grade 2-4)</b>						
Number Tested			37			10
Beginning (0-18)			1			0
Intermediate (19-31)			3			0
Advanced (32-36)			9			3
Proficient (37-39)			24			7
<b>Reading and Writing (Grade 2-4)</b>						
Number Tested			37			10
Beginning (0-14)			3			2
Intermediate (15-24)			14			5
Advanced (25-32)			10			3
Proficient (33-35)			10			0
<b>Listening and Speaking (Grade 5-6)</b>						
Number Tested			16			3
Beginning (0-18)			0			#
Intermediate (19-31)			2			#
Advanced (32-36)			4			#
Proficient (37-39)			10			#
<b>Reading and Writing (Grade 5-6)</b>						
Number Tested			16			3
Beginning (0-14)			3			#
Intermediate (15-24)			5			#
Advanced (25-32)			3			#
Proficient (33-35)			5			#

\*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
<b>Listening and Speaking (Grade 7-8)</b>						
Number Tested			22			0
Beginning (0-18)			4			0
Intermediate (19-31)			5			0
Advanced (32-36)			6			0
Proficient (37-39)			7			0
<b>Reading and Writing (Grade 7-8)</b>						
Number Tested			22			0
Beginning (0-14)			6			0
Intermediate (15-24)			9			0
Advanced (25-32)			6			0
Proficient (33-35)			1			0
<b>Listening and Speaking (Grade 9-12)</b>						
Number Tested			28			0
Beginning (0-18)			0			0
Intermediate (19-31)			12			0
Advanced (32-36)			12			0
Proficient (37-39)			4			0
<b>Reading and Writing (Grade 9-12)</b>						
Number Tested			27			0
Beginning (0-14)			0			0
Intermediate (15-24)			16			0
Advanced (25-32)			9			0
Proficient (33-35)			2			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)