

# New York State School Report Card

## Comprehensive Information Report

BEDS Code: 48-01-01-06-0001  
 Name: Mahopac High School  
 Principal: Aaron J. Trummer

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	452	392	455
Tenth	361	442	395
Eleventh	413	351	446
Twelfth	356	408	357
Ungraded Secondary	0	0	0
Total K-12 Enrollment	1582	1593	1653

### 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	16	1.0%	17	1.1%	25	1.5%
Black (Not Hispanic)	18	1.1%	18	1.1%	20	1.2%
Hispanic	67	4.2%	84	5.3%	78	4.7%
White (Not Hispanic)	1481	93.6%	1474	92.5%	1530	92.6%

### Average Class Size

Grade Level	2002-03	2003-04	2004-05
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	16	21
English Grade 10	22	21	17
Mathematics Grade 10	14	15	16
Science Grade 10	22	21	22
Social Studies Grade 10	20	20	16

(Form – A)

**District Need to Resource Capacity Category**

<b>N/RC Category</b>	<b>Description</b>
6	This is a school district with low student needs in relation to district resource capacity.

**Similar School Group and Description**

<b>Similar School Group</b>	<b>Description</b>
53	All schools in this group are secondary level schools in school districts with low student needs in relation to district resource capacity. 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>	26	1.6%	22	1.4%	18	1.1%
<b>Eligible for Free Lunch</b>	2	0.1%	24	1.5%	28	1.7%

**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>		96.7%		97.4%		96.1%
<b>Student Suspensions</b>	51	3.3%	156	9.9%	184	11.6%

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

	<b>2002-03</b>	<b>2003-04</b>	<b>2004-05</b>
<b>Reduced Lunch</b>	0.2%	1.6%	1.3%
<b>Public Assistance</b>	1-10%	1-10%	1-10%
<b>Student Stability</b>	98%	99%	99%

**Staff Counts**

<b>Staff</b>	<b>2004-05</b>
Total Teachers	125
Total Other Professional Staff	35
Total Paraprofessionals	NA
Teaching Out of Certification*	5

\*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*	276	319	298
	Regents Diplomas	218	263	281
	% Regents Diplomas	79%	82%	94%
	Regents Diplomas with Advanced Designation**			181
	% Regents Diplomas with Advanced Designation			61%
	IEP Diplomas or Local Certificates			
Students with Disabilities	Total Graduates*	54	63	46
	Regents Diplomas	13	20	23
	% Regents Diplomas	24%	32%	50%
	Regents Diplomas with Advanced Designation**			6
	% Regents Diplomas with Advanced Designation			13%
	IEP Diplomas or Local Certificates	4	1	1
All Students	Total Graduates*	330	382	344
	Regents Diplomas	231	283	304
	% Regents Diplomas	70%	74%	88%
	Regents Diplomas with Advanced Designation**			187
	% Regents Diplomas with Advanced Designation			54%
	IEP Diplomas or Local Certificates	4	1	1

\* 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	219	58	2	0	14	0	3	2
	Percent	73%	19%	1%	0%	5%	0%	1%	1%
Students with Disabilities	Number	15	15	0	1	12	0	2	1
	Percent	33%	33%	0%	2%	26%	0%	4%	2%
All Students	Number	234	73	2	1	26	0	5	3
	Percent	68%	21%	1%	0%	8%	0%	1%	1%

## 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	0		6	0.5%	8	0.6%
	Entered GED Program*	8		8	0.6%	1	0.1%
	Total Noncompleters	8		14	1.1%	9	0.7%
Students with Disabilities	Dropped Out	2		3	1.0%	4	1.3%
	Entered GED Program*	6		2	0.7%	1	0.3%
	Total Noncompleters	8		5	1.7%	5	1.6%
All Students	Dropped Out	2	0.1%	9	0.6%	12	0.7%
	Entered GED Program*	14	0.9%	10	0.6%	2	0.1%
	Total Noncompleters	16	1.0%	19	1.2%	14	0.9%

\*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	0	1317	0
	Number of Students with Disabilities	0	276	0
	Number of All Students	0	1593	0
	Percent of Enrollment	0%	100%	0%

(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%	0	0%	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%	0	0%	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	1	#	1	#	1	#
Science	2	#	1	#	0	0%
Reading	0	0%	0	0%	0	0%
Writing	0	0%	1	#	0	0%
Global Studies	1	#	72	88%	0	0%
U.S. Hist & Gov't	0	0%	53	91%	1	#

## Students with Disabilities

Test	2002-03		2003-04		2004-05	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	50	84%	65	86%	60	95%
Science	21	67%	16	75%	22	68%
Reading	23	87%	7	86%	7	43%
Writing	13	100%	15	93%	8	88%
Global Studies	25	60%	35	63%	33	30%
U.S. Hist & Gov't	11	55%	33	82%	14	36%

(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	406	367	430	65	51	69
Number Scoring 55-100	388	360	416	54	49	58
Number Scoring 65-100	363	341	380	40	40	36
Number Scoring 85-100	153	161	170	2	2	5
Percentage of Tested Scoring 55-100	96%	98%	97%	83%	96%	84%
Percentage of Tested Scoring 65-100	89%	93%	88%	62%	78%	52%
Percentage of Tested Scoring 85-100	38%	44%	40%	3%	4%	7%
<b>Mathematics A</b>						
Number Tested	338	380	336	44	69	72
Number Scoring 55-100	316	380	322	38	69	63
Number Scoring 65-100	292	363	314	26	62	59
Number Scoring 85-100	111	185	180	6	16	13
Percentage of Tested Scoring 55-100	93%	100%	96%	86%	100%	88%
Percentage of Tested Scoring 65-100	86%	96%	93%	59%	90%	82%
Percentage of Tested Scoring 85-100	33%	49%	54%	14%	23%	18%
<b>Mathematics B</b>						
Number Tested	0	231	265	0	5	9
Number Scoring 55-100	0	206	230	0	4	7
Number Scoring 65-100	0	179	196	0	3	7
Number Scoring 85-100	0	63	45	0	0	1
Percentage of Tested Scoring 55-100	0%	89%	87%	0%	80%	78%
Percentage of Tested Scoring 65-100	0%	77%	74%	0%	60%	78%
Percentage of Tested Scoring 85-100	0%	27%	17%	0%	0%	11%
<b>Global History and Geography</b>						
Number Tested	370	462	407	52	78	88
Number Scoring 55-100	351	426	378	42	57	71
Number Scoring 65-100	326	394	349	34	43	56
Number Scoring 85-100	147	208	155	6	5	12
Percentage of Tested Scoring 55-100	95%	92%	93%	81%	73%	81%
Percentage of Tested Scoring 65-100	88%	85%	86%	65%	55%	64%
Percentage of Tested Scoring 85-100	40%	45%	38%	12%	6%	14%
<b>U.S. History and Government</b>						
Number Tested	405	348	419	64	49	58
Number Scoring 55-100	395	332	394	58	39	49
Number Scoring 65-100	388	315	368	54	31	38
Number Scoring 85-100	216	185	226	12	4	9
Percentage of Tested Scoring 55-100	98%	95%	94%	91%	80%	84%
Percentage of Tested Scoring 65-100	96%	91%	88%	84%	63%	66%
Percentage of Tested Scoring 85-100	53%	53%	54%	19%	8%	16%

(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	356	393	393	54	61	75
Number Scoring 55-100	340	386	380	47	57	67
Number Scoring 65-100	333	372	364	42	47	58
Number Scoring 85-100	131	129	128	0	2	7
Percentage of Tested Scoring 55-100	96%	98%	97%	87%	93%	89%
Percentage of Tested Scoring 65-100	94%	95%	93%	78%	77%	77%
Percentage of Tested Scoring 85-100	37%	33%	33%	0%	3%	9%
<b>Physical Setting/Earth Science</b>						
Number Tested	357	335	368	64	85	92
Number Scoring 55-100	320	309	331	48	68	68
Number Scoring 65-100	298	279	288	38	57	59
Number Scoring 85-100	139	70	88	7	6	10
Percentage of Tested Scoring 55-100	90%	92%	90%	75%	80%	74%
Percentage of Tested Scoring 65-100	83%	83%	78%	59%	67%	64%
Percentage of Tested Scoring 85-100	39%	21%	24%	11%	7%	11%
<b>Physical Setting/Chemistry</b>						
Number Tested	319	305	302	26	19	20
Number Scoring 55-100	284	288	291	16	16	16
Number Scoring 65-100	231	236	255	10	10	13
Number Scoring 85-100	38	47	30	0	0	0
Percentage of Tested Scoring 55-100	89%	94%	96%	62%	84%	80%
Percentage of Tested Scoring 65-100	72%	77%	84%	38%	53%	65%
Percentage of Tested Scoring 85-100	12%	15%	10%	0%	0%	0%
<b>Physical Setting/Physics</b>						
Number Tested		99	136		2	1
Number Scoring 55-100		96	132		#	#
Number Scoring 65-100		82	118		#	#
Number Scoring 85-100		28	56		#	#
Percentage of Tested Scoring 55-100		97%	97%		#	#
Percentage of Tested Scoring 65-100		83%	87%		#	#
Percentage of Tested Scoring 85-100		28%	41%		#	#

\* 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	32	31	50	1	0	2
Number Scoring 55-100	32	31	50	#	0	#
Number Scoring 65-100	32	31	50	#	0	#
Number Scoring 85-100	23	28	29	#	0	#
Percentage of Tested Scoring 55-100	100%	100%	100%	#	0%	#
Percentage of Tested Scoring 65-100	100%	100%	100%	#	0%	#
Percentage of Tested Scoring 85-100	72%	90%	58%	#	0%	#
<b>Comprehensive Italian</b>						
Number Tested	49	85	83	2	2	2
Number Scoring 55-100	49	82	83	#	#	#
Number Scoring 65-100	49	81	80	#	#	#
Number Scoring 85-100	32	47	35	#	#	#
Percentage of Tested Scoring 55-100	100%	96%	100%	#	#	#
Percentage of Tested Scoring 65-100	100%	95%	96%	#	#	#
Percentage of Tested Scoring 85-100	65%	55%	42%	#	#	#
<b>Comprehensive German</b>						
Number Tested	14	10	28	0	1	2
Number Scoring 55-100	14	10	28	0	#	#
Number Scoring 65-100	14	10	28	0	#	#
Number Scoring 85-100	10	8	23	0	#	#
Percentage of Tested Scoring 55-100	100%	100%	100%	0%	#	#
Percentage of Tested Scoring 65-100	100%	100%	100%	0%	#	#
Percentage of Tested Scoring 85-100	71%	80%	82%	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	203	187	136	12	6	9
Number Scoring 55-100	202	185	131	12	6	7
Number Scoring 65-100	201	184	130	12	5	7
Number Scoring 85-100	127	119	82	1	1	4
Percentage of Tested Scoring 55-100	100%	99%	96%	100%	100%	78%
Percentage of Tested Scoring 65-100	99%	98%	96%	100%	83%	78%
Percentage of Tested Scoring 85-100	63%	64%	60%	8%	17%	44%
<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	2	0	#	#	#	#
Social Studies	2	0	#	#	#	#
Mathematics	2	0	#	#	#	#
Science	2	0	#	#	#	#

## 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	295	295	295	48	48	48	343	343	343
Number Scoring 55–64	4	7	1	7	7	2	11	14	3
Number Scoring 65–84	151	101	105	28	28	38	179	129	143
Number Scoring 85–100	138	181	187	6	3	3	144	184	190
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		18	22		3	2
Beginning		1	2		#	#
Intermediate		3	7		#	#
Advanced		6	7		#	#
Proficient		8	6		#	#
<b>Reading and Writing (Grade 9–12)</b>						
Number Tested		18	22		3	2
Beginning		2	2		#	#
Intermediate		6	7		#	#
Advanced		7	7		#	#
Proficient		3	6		#	#

\*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)