

New York State School Report Card Comprehensive Information Report

BEDS Code: 48-01-01-06-0001

Grade Range : 9-12

Name: Mahopac High School

Principal: Aaron J. Trummer

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	399	364	452
Tenth	369	431	361
Eleventh	398	346	413
Twelfth	352	386	356
Ungraded Secondary	0	4	0
Total K-12 Enrollment	1518	1531	1582

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	0.7%	12	0.8%	16	1.0%
Black (Not Hispanic)	12	0.8%	18	1.2%	18	1.1%
Hispanic	71	4.7%	61	4.0%	67	4.2%
White (Not Hispanic)	1424	93.8%	1440	94.1%	1481	93.6%

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	24	26	22
Mathematics Grade 10	18	17	14
Science Grade 10	23	19	22
Social Studies Grade 10	24	22	20

(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
52	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 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	14	0.9%	17	1.1%	26	1.6%
Eligible for Free Lunch	6	0.4%	2	0.1%	2	0.1%

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		96.5%		95.6%		96.7%
Student Suspensions	75	4.9%	42	2.8%	51	3.3%

Student Socioeconomic and Stability Indicators (Percent of Enrollment)

	2000–2001	2001–2002	2002–2003
Reduced Lunch	1.4%	0.2%	0.2%
Public Assistance	1-10%	1-10%	1-10%
Student Stability	96%	92%	98%

Staff Counts

Staff	2002–2003
Total Teachers	123
Total Other Professional Staff	14
Total Paraprofessionals	NA
Teaching Out of Certification*	13
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	280	210	75%	305	244	80%	276	218	79%
Students with Disabilities	47	5	11%	42	7	17%	54	13	24%
All Students	327	215	66%	347	251	72%	330	231	70%

*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	207	89	1	6	26	1
Percent	63%	27%	0%	2%	8%	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)
54	13	4	58

*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			2		0	
	Entered GED Program*			8		8	
	Total Noncompleters			10		8	
Students with Disabilities	Dropped Out			2		2	
	Entered GED Program*			4		6	
	Total Noncompleters			6		8	
All Students	Dropped Out	14	0.9%	4	0.3%	2	0.1%
	Entered GED Program*	15	1.0%	12	0.8%	14	0.9%
	Total Noncompleters	29	1.9%	16	1.0%	16	1.0%

*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		376	0
	Number of Students with Disabilities		0	0
	Number of All Students		376	0
	Percent of Enrollment		25%	0%

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%	0	0%

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	4	#	1	#	1	#
Science	3	#	5	100%	2	#
Reading	0	0%	2	#	0	0%
Writing	0	0%	1	#	0	0%
Global Studies	6	50%	3	#	1	#
U.S. Hist & Gov't	13	23%	5	40%	0	0%

Students with Disabilities

Test	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	38	79%	3	#	50	84%
Science	23	70%	17	82%	21	67%
Reading	14	86%	9	100%	23	87%
Writing	12	75%	9	100%	13	100%
Global Studies	23	52%	11	82%	25	60%
U.S. Hist & Gov't	25	84%	23	61%	11	55%

(Form – E)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Comprehensive English						
Number Tested	370	348	406	40	51	65
Number Scoring 55–100	361	329	388	39	42	54
Number Scoring 65–100	344	302	363	29	33	40
Number Scoring 85–100	155	159	153	2	5	2
Percentage of Tested Scoring 55–100	98%	95%	96%	97%	82%	83%
Percentage of Tested Scoring 65–100	93%	87%	89%	72%	65%	62%
Percentage of Tested Scoring 85–100	42%	46%	38%	5%	10%	3%
Mathematics A						
Number Tested	0	8	338	0	0	44
Number Scoring 55–100	0	5	316	0	0	38
Number Scoring 65–100	0	4	292	0	0	26
Number Scoring 85–100	0	2	111	0	0	6
Percentage of Tested Scoring 55–100	0%	62%	93%	0%	0%	86%
Percentage of Tested Scoring 65–100	0%	50%	86%	0%	0%	59%
Percentage of Tested Scoring 85–100	0%	25%	33%	0%	0%	14%
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	362	418	370	44	66	52
Number Scoring 55–100	349	398	351	41	59	42
Number Scoring 65–100	327	369	326	34	48	34
Number Scoring 85–100	162	141	147	9	3	6
Percentage of Tested Scoring 55–100	96%	95%	95%	93%	89%	81%
Percentage of Tested Scoring 65–100	90%	88%	88%	77%	73%	65%
Percentage of Tested Scoring 85–100	45%	34%	40%	20%	5%	12%
U.S. History and Government (first administered June 2001)						
Number Tested	351	361	405	44	48	64
Number Scoring 55–100	328	341	395	35	44	58
Number Scoring 65–100	310	322	388	25	37	54
Number Scoring 85–100	153	147	216	3	6	12
Percentage of Tested Scoring 55–100	93%	94%	98%	80%	92%	91%
Percentage of Tested Scoring 65–100	88%	89%	96%	57%	77%	84%
Percentage of Tested Scoring 85–100	44%	41%	53%	7%	12%	19%

(Form – F)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Living Environment (first administered June 2001)						
Number Tested	333	385	356	32	49	54
Number Scoring 55–100	330	375	340	32	45	47
Number Scoring 65–100	317	369	333	28	41	42
Number Scoring 85–100	82	112	131	0	1	0
Percentage of Tested Scoring 55–100	99%	97%	96%	100%	92%	87%
Percentage of Tested Scoring 65–100	95%	96%	94%	88%	84%	78%
Percentage of Tested Scoring 85–100	25%	29%	37%	0%	2%	0%
Physical Setting/Earth Science (first administered June 2001)						
Number Tested	308	309	357	60	59	64
Number Scoring 55–100	287	290	320	52	48	48
Number Scoring 65–100	263	271	298	44	41	38
Number Scoring 85–100	95	106	139	12	4	7
Percentage of Tested Scoring 55–100	93%	94%	90%	87%	81%	75%
Percentage of Tested Scoring 65–100	85%	88%	83%	73%	69%	59%
Percentage of Tested Scoring 85–100	31%	34%	39%	20%	7%	11%
Physical Setting/Chemistry (first administered June 2002)						
Number Tested		257	319		15	26
Number Scoring 55–100		248	284		15	16
Number Scoring 65–100		199	231		8	10
Number Scoring 85–100		42	38		0	0
Percentage of Tested Scoring 55–100		96%	89%		100%	62%
Percentage of Tested Scoring 65–100		77%	72%		53%	38%
Percentage of Tested Scoring 85–100		16%	12%		0%	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	48	19	32	1	0	1
Number Scoring 55–100	48	19	32	#	0	#
Number Scoring 65–100	48	19	32	#	0	#
Number Scoring 85–100	21	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	44%	42%	72%	#	0%	#
Comprehensive Italian						
Number Tested	52	70	49	4	3	2
Number Scoring 55–100	52	70	49	#	#	#
Number Scoring 65–100	52	70	49	#	#	#
Number Scoring 85–100	36	22	32	#	#	#
Percentage of Tested Scoring 55–100	100%	100%	100%	#	#	#
Percentage of Tested Scoring 65–100	100%	100%	100%	#	#	#
Percentage of Tested Scoring 85–100	69%	31%	65%	#	#	#
Comprehensive German						
Number Tested	29	13	14	0	1	0
Number Scoring 55–100	29	13	14	0	#	0
Number Scoring 65–100	29	11	14	0	#	0
Number Scoring 85–100	19	7	10	0	#	0
Percentage of Tested Scoring 55–100	100%	100%	100%	0%	#	0%
Percentage of Tested Scoring 65–100	100%	85%	100%	0%	#	0%
Percentage of Tested Scoring 85–100	66%	54%	71%	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	132	165	203	4	5	12
Number Scoring 55–100	132	165	202	#	5	12
Number Scoring 65–100	129	165	201	#	5	12
Number Scoring 85–100	104	124	127	#	2	1
Percentage of Tested Scoring 55–100	100%	100%	100%	#	100%	100%
Percentage of Tested Scoring 65–100	98%	100%	99%	#	100%	100%
Percentage of Tested Scoring 85–100	79%	75%	63%	#	40%	8%
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	463	411	85	67	43	16
Number Scoring 55–100	373	327	55	40	28	7
Number Scoring 65–100	321	281	48	35	19	7
Number Scoring 85–100	145	107	6	4	3	0
Percentage of Tested Scoring 55–100	81%	80%	65%	60%	65%	44%
Percentage of Tested Scoring 65–100	69%	68%	56%	52%	44%	44%
Percentage of Tested Scoring 85–100	31%	26%	7%	6%	7%	0%
Sequential Mathematics, Course III						
Number Tested	256	235	262	8	10	10
Number Scoring 55–100	230	216	232	6	9	7
Number Scoring 65–100	218	189	215	4	7	7
Number Scoring 85–100	100	94	91	0	1	1
Percentage of Tested Scoring 55–100	90%	92%	89%	75%	90%	70%
Percentage of Tested Scoring 65–100	85%	80%	82%	50%	70%	70%
Percentage of Tested Scoring 85–100	39%	40%	35%	0%	10%	10%

(Form – I)

Introduction to Occupations Examination

	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
General-Education Students	29	100%	43	100%	59	98%
Students with Disabilities	17	100%	28	100%	39	79%

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	7	0	0	0	7	0
Social Studies	7	0	0	0	6	1
Mathematics	7	0	0	0	6	1
Science	7	0	0	0	6	1

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	281	281	281	62	62	62	343	343	343
Number Scoring 55–64	5	4	2	3	10	6	8	14	8
Number Scoring 65–84	129	140	142	35	35	42	164	175	184
Number Scoring 85–100	144	134	135	11	6	6	155	140	141
Approved Alternatives	2	0	0	0	0	0	2	0	0

(Form – K)