

# New York State School Report Card Comprehensive Information Report

BEDS Code: 66-07-01-03-0006  
 Name: Mamaroneck High School  
 Principal: Mark Orfinger

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	298	336	346
Tenth	324	306	349
Eleventh	310	328	308
Twelfth	249	302	322
Ungraded Secondary	13	14	10
Total K-12 Enrollment	1194	1286	1335

## 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	35	2.9%	34	2.6%	39	2.9%
Black (Not Hispanic)	73	6.1%	71	5.5%	67	5.0%
Hispanic	143	12.0%	165	12.8%	167	12.5%
White (Not Hispanic)	943	79.0%	1016	79.0%	1062	79.6%

## 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	21	22	24
Mathematics Grade 10	18	22	23
Science Grade 10	21	24	24
Social Studies Grade 10	20	23	24

(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
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

	2000–2001		2001–2002		2002–2003	
	Count	Percent	Count	Percent	Count	Percent
Limited English Proficient	21	1.8%	30	2.3%	39	2.9%
Eligible for Free Lunch	21	1.8%	9	0.7%	9	0.7%

### 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		93.8%		94.8%		94.8%
Student Suspensions	33	2.8%	47	3.9%	54	4.2%

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

	2000–2001	2001–2002	2002–2003
Reduced Lunch	1.2%	0.7%	0.9%
Public Assistance	1-10%	1-10%	1-10%
Student Stability	100%	96%	98%

### Staff Counts

Staff	2002–2003
Total Teachers	100
Total Other Professional Staff	16
Total Paraprofessionals	NA
Teaching Out of Certification*	10
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	206	0	0%	259	259	100%	268	268	100%
Students with Disabilities	25	0	0%	30	30	100%	33	33	100%
All Students	231	0	0%	289	289	100%	301	301	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 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	238	43	1	3	14	2
Percent	79%	14%	0%	1%	5%	1%

## 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)
33	33	0	33

\*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			7		3	
	Entered GED Program*			5		5	
	Total Noncompleters			12		8	
Students with Disabilities	Dropped Out			1		1	
	Entered GED Program*			3		1	
	Total Noncompleters			4		2	
All Students	Dropped Out	12	1.0%	8	0.6%	4	0.3%
	Entered GED Program*	9	0.8%	8	0.6%	6	0.4%
	Total Noncompleters	21	1.8%	16	1.2%	10	0.7%

\*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	0
	Number of Students with Disabilities		0	0
	Number of All Students		0	0
	Percent of Enrollment		0%	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	1	#	1	#	0	0%
Science	4	#	10	50%	1	#
Reading	0	0%	1	#	0	0%
Writing	1	#	1	#	0	0%
Global Studies	1	#	2	#	0	0%
U.S. Hist & Gov't	6	83%	0	0%	3	#

## Students with Disabilities

Test	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	26	92%	25	64%	24	88%
Science	47	47%	22	50%	15	53%
Reading	1	#	4	#	27	85%
Writing	0	0%	5	80%	26	77%
Global Studies	9	33%	17	35%	17	29%
U.S. Hist & Gov't	15	40%	10	60%	9	67%

(Form – E)

# Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
<b>Comprehensive English</b>						
Number Tested	303	321	293	42	29	38
Number Scoring 55–100	294	300	270	39	18	29
Number Scoring 65–100	278	284	256	30	13	23
Number Scoring 85–100	179	202	166	10	3	8
Percentage of Tested Scoring 55–100	97%	93%	92%	93%	62%	76%
Percentage of Tested Scoring 65–100	92%	88%	87%	71%	45%	61%
Percentage of Tested Scoring 85–100	59%	63%	57%	24%	10%	21%
<b>Mathematics A</b>						
Number Tested	289	311	331	31	35	45
Number Scoring 55–100	255	283	297	21	22	26
Number Scoring 65–100	231	247	281	19	17	23
Number Scoring 85–100	164	116	168	10	3	9
Percentage of Tested Scoring 55–100	88%	91%	90%	68%	63%	58%
Percentage of Tested Scoring 65–100	80%	79%	85%	61%	49%	51%
Percentage of Tested Scoring 85–100	57%	37%	51%	32%	9%	20%
<b>Mathematics B (first administered June 2001)</b>						
Number Tested	0	0	27	0	0	0
Number Scoring 55–100	0	0	27	0	0	0
Number Scoring 65–100	0	0	27	0	0	0
Number Scoring 85–100	0	0	15	0	0	0
Percentage of Tested Scoring 55–100	0%	0%	100%	0%	0%	0%
Percentage of Tested Scoring 65–100	0%	0%	100%	0%	0%	0%
Percentage of Tested Scoring 85–100	0%	0%	56%	0%	0%	0%
<b>Global History and Geography</b>						
Number Tested	327	285	346	30	41	41
Number Scoring 55–100	319	275	331	26	32	37
Number Scoring 65–100	303	263	319	21	28	34
Number Scoring 85–100	207	169	241	8	10	18
Percentage of Tested Scoring 55–100	98%	96%	96%	87%	78%	90%
Percentage of Tested Scoring 65–100	93%	92%	92%	70%	68%	83%
Percentage of Tested Scoring 85–100	63%	59%	70%	27%	24%	44%
<b>U.S. History and Government (first administered June 2001)</b>						
Number Tested	290	321	284	41	29	35
Number Scoring 55–100	275	311	283	31	23	35
Number Scoring 65–100	259	299	277	26	18	34
Number Scoring 85–100	200	206	209	14	7	16
Percentage of Tested Scoring 55–100	95%	97%	100%	76%	79%	100%
Percentage of Tested Scoring 65–100	89%	93%	98%	63%	62%	97%
Percentage of Tested Scoring 85–100	69%	64%	74%	34%	24%	46%

(Form – F)

# Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
<b>Living Environment (first administered June 2001)</b>						
Number Tested	257	299	419	19	29	62
Number Scoring 55–100	255	298	399	19	29	51
Number Scoring 65–100	247	296	376	15	28	42
Number Scoring 85–100	104	187	193	1	9	9
Percentage of Tested Scoring 55–100	99%	100%	95%	100%	100%	82%
Percentage of Tested Scoring 65–100	96%	99%	90%	79%	97%	68%
Percentage of Tested Scoring 85–100	40%	63%	46%	5%	31%	15%
<b>Physical Setting/Earth Science (first administered June 2001)</b>						
Number Tested	117	292	377	50	15	49
Number Scoring 55–100	74	289	369	23	15	47
Number Scoring 65–100	61	279	361	17	13	44
Number Scoring 85–100	5	203	233	3	3	11
Percentage of Tested Scoring 55–100	63%	99%	98%	46%	100%	96%
Percentage of Tested Scoring 65–100	52%	96%	96%	34%	87%	90%
Percentage of Tested Scoring 85–100	4%	70%	62%	6%	20%	22%
<b>Physical Setting/Chemistry (first administered June 2002)</b>						
Number Tested		216	266		12	17
Number Scoring 55–100		211	259		11	17
Number Scoring 65–100		177	236		8	16
Number Scoring 85–100		47	71		0	0
Percentage of Tested Scoring 55–100		98%	97%		92%	100%
Percentage of Tested Scoring 65–100		82%	89%		67%	94%
Percentage of Tested Scoring 85–100		22%	27%		0%	0%
<b>Physical Setting/Physics (first administered June 2002)*</b>						
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
<b>Comprehensive French</b>						
Number Tested	51	39	69	2	2	0
Number Scoring 55–100	51	38	69	#	#	0
Number Scoring 65–100	48	38	69	#	#	0
Number Scoring 85–100	33	24	47	#	#	0
Percentage of Tested Scoring 55–100	100%	97%	100%	#	#	0%
Percentage of Tested Scoring 65–100	94%	97%	100%	#	#	0%
Percentage of Tested Scoring 85–100	65%	62%	68%	#	#	0%
<b>Comprehensive Italian</b>						
Number Tested	6	0	5	0	0	0
Number Scoring 55–100	6	0	5	0	0	0
Number Scoring 65–100	6	0	5	0	0	0
Number Scoring 85–100	6	0	3	0	0	0
Percentage of Tested Scoring 55–100	100%	0%	100%	0%	0%	0%
Percentage of Tested Scoring 65–100	100%	0%	100%	0%	0%	0%
Percentage of Tested Scoring 85–100	100%	0%	60%	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	138	130	148	1	8	6
Number Scoring 55–100	137	130	148	#	8	6
Number Scoring 65–100	137	129	148	#	8	6
Number Scoring 85–100	133	115	135	#	6	6
Percentage of Tested Scoring 55–100	99%	100%	100%	#	100%	100%
Percentage of Tested Scoring 65–100	99%	99%	100%	#	100%	100%
Percentage of Tested Scoring 85–100	96%	88%	91%	#	75%	100%
<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	2002	2003	2001	2002	2003
<b>Sequential Mathematics, Course II (last administered January 2003)</b>						
Number Tested	20	17	14	4	1	0
Number Scoring 55–100	18	4	6	#	#	0
Number Scoring 65–100	15	4	3	#	#	0
Number Scoring 85–100	1	1	1	#	#	0
Percentage of Tested Scoring 55–100	90%	24%	43%	#	#	0%
Percentage of Tested Scoring 65–100	75%	24%	21%	#	#	0%
Percentage of Tested Scoring 85–100	5%	6%	7%	#	#	0%
<b>Sequential Mathematics, Course III</b>						
Number Tested	235	229	249	13	9	14
Number Scoring 55–100	216	208	224	9	7	12
Number Scoring 65–100	203	202	208	9	7	10
Number Scoring 85–100	136	124	116	2	1	5
Percentage of Tested Scoring 55–100	92%	91%	90%	69%	78%	86%
Percentage of Tested Scoring 65–100	86%	88%	84%	69%	78%	71%
Percentage of Tested Scoring 85–100	58%	54%	47%	15%	11%	36%

(Form – I)

## Introduction to Occupations Examination

	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
General-Education Students	1	#	0	0%	1	#
Students with Disabilities	4	#	0	0%	1	#

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
<b>Nov 2002</b>	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
<b>June 2003</b>	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
<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	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	273	273	273	34	34	34	307	307	307
Number Scoring 55–64	4	3	19	7	5	3	11	8	22
Number Scoring 65–84	70	69	88	14	12	14	84	81	102
Number Scoring 85–100	185	189	156	6	8	1	191	197	157
Approved Alternatives	7	0	0	0	0	0	7	0	0

(Form – K)