

# 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	2001-02	2002-03	2003-04
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	364	452	392
Tenth	431	361	442
Eleventh	346	413	351
Twelfth	386	356	408
Ungraded Secondary	4	0	0
Total K-12 Enrollment	1531	1582	1593

## 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	12	0.8%	16	1.0%	17	1.1%
Black (Not Hispanic)	18	1.2%	18	1.1%	18	1.1%
Hispanic	61	4.0%	67	4.2%	84	5.3%
White (Not Hispanic)	1440	94.1%	1481	93.6%	1474	92.5%

## Average Class Size

Grade Level	2001-02	2002-03	2003-04
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	16
English Grade 10	26	22	21
Mathematics Grade 10	17	14	15
Science Grade 10	19	22	21
Social Studies Grade 10	22	20	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
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

	2001-02		2002-03		2003-04	
	Count	Percent	Count	Percent	Count	Percent
Limited English Proficient	17	1.1%	26	1.6%	22	1.4%
Eligible for Free Lunch	2	0.1%	2	0.1%	24	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.
Annual Attendance Rate		95.6%		96.7%		97.4%
Student Suspensions	42	2.8%	51	3.3%	156	9.9%

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

	2001-02	2002-03	2003-04
Reduced Lunch	0.2%	0.2%	1.6%
Public Assistance	1-10%	1-10%	1-10%
Student Stability	92%	98%	99%

### Staff Counts

Staff	2003-04
Total Teachers	122
Total Other Professional Staff	19
Total Paraprofessionals	NA
Teaching Out of Certification*	6

\*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	305	244	80%	276	218	79%	319	263	82%
Students with Disabilities	42	7	17%	54	13	24%	63	20	32%
All Students	347	251	72%	330	231	70%	382	283	74%

\*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	244	97	0	5	31	5
Percent	64%	25%	0%	1%	8%	1%

## 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)
63	20	1	64

\*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	2		0		6	0.5%
	Entered GED Program*	8		8		8	0.6%
	Total Noncompleters	10		8		14	1.1%
Students with Disabilities	Dropped Out	2		2		3	1.0%
	Entered GED Program*	4		6		2	0.7%
	Total Noncompleters	6		8		5	1.7%
All Students	Dropped Out	4	0.3%	2	0.1%	9	0.6%
	Entered GED Program*	12	0.8%	14	0.9%	10	0.6%
	Total Noncompleters	16	1.0%	16	1.0%	19	1.2%

\*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	0	0	0
	Number of Students with Disabilities	0	0	0
	Number of All Students	0	0	0
	Percent of Enrollment	0%	0%	0%
9-12	Number of General-Education Students	376	0	1317
	Number of Students with Disabilities	0	0	276
	Number of All Students	376	0	1593
	Percent of Enrollment	25%	0%	100%

## 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	#	1	#	1	#
Science	5	100%	2	#	1	#
Reading	2	#	0	0%	0	0%
Writing	1	#	0	0%	1	#
Global Studies	3	#	1	#	72	88%
U.S. Hist & Gov't	5	40%	0	0%	53	91%

## Students with Disabilities

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	3	#	50	84%	65	86%
Science	17	82%	21	67%	16	75%
Reading	9	100%	23	87%	7	86%
Writing	9	100%	13	100%	15	93%
Global Studies	11	82%	25	60%	35	63%
U.S. Hist & Gov't	23	61%	11	55%	33	82%

(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	348	406	367	51	65	51
Number Scoring 55-100	329	388	360	42	54	49
Number Scoring 65-100	302	363	341	33	40	40
Number Scoring 85-100	159	153	161	5	2	2
Percentage of Tested Scoring 55-100	95%	96%	98%	82%	83%	96%
Percentage of Tested Scoring 65-100	87%	89%	93%	65%	62%	78%
Percentage of Tested Scoring 85-100	46%	38%	44%	10%	3%	4%
<b>Mathematics A</b>						
Number Tested	8	338	380	0	44	69
Number Scoring 55-100	5	316	380	0	38	69
Number Scoring 65-100	4	292	363	0	26	62
Number Scoring 85-100	2	111	185	0	6	16
Percentage of Tested Scoring 55-100	62%	93%	100%	0%	86%	100%
Percentage of Tested Scoring 65-100	50%	86%	96%	0%	59%	90%
Percentage of Tested Scoring 85-100	25%	33%	49%	0%	14%	23%
<b>Mathematics B</b>						
Number Tested	0	0	231	0	0	5
Number Scoring 55-100	0	0	206	0	0	4
Number Scoring 65-100	0	0	179	0	0	3
Number Scoring 85-100	0	0	63	0	0	0
Percentage of Tested Scoring 55-100	0%	0%	89%	0%	0%	80%
Percentage of Tested Scoring 65-100	0%	0%	77%	0%	0%	60%
Percentage of Tested Scoring 85-100	0%	0%	27%	0%	0%	0%
<b>Global History and Geography</b>						
Number Tested	418	370	462	66	52	78
Number Scoring 55-100	398	351	426	59	42	57
Number Scoring 65-100	369	326	394	48	34	43
Number Scoring 85-100	141	147	208	3	6	5
Percentage of Tested Scoring 55-100	95%	95%	92%	89%	81%	73%
Percentage of Tested Scoring 65-100	88%	88%	85%	73%	65%	55%
Percentage of Tested Scoring 85-100	34%	40%	45%	5%	12%	6%
<b>U.S. History and Government</b>						
Number Tested	361	405	348	48	64	49
Number Scoring 55-100	341	395	332	44	58	39
Number Scoring 65-100	322	388	315	37	54	31
Number Scoring 85-100	147	216	185	6	12	4
Percentage of Tested Scoring 55-100	94%	98%	95%	92%	91%	80%
Percentage of Tested Scoring 65-100	89%	96%	91%	77%	84%	63%
Percentage of Tested Scoring 85-100	41%	53%	53%	12%	19%	8%

(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	385	356	393	49	54	61
Number Scoring 55-100	375	340	386	45	47	57
Number Scoring 65-100	369	333	372	41	42	47
Number Scoring 85-100	112	131	129	1	0	2
Percentage of Tested Scoring 55-100	97%	96%	98%	92%	87%	93%
Percentage of Tested Scoring 65-100	96%	94%	95%	84%	78%	77%
Percentage of Tested Scoring 85-100	29%	37%	33%	2%	0%	3%
<b>Physical Setting/Earth Science</b>						
Number Tested	309	357	335	59	64	85
Number Scoring 55-100	290	320	309	48	48	68
Number Scoring 65-100	271	298	279	41	38	57
Number Scoring 85-100	106	139	70	4	7	6
Percentage of Tested Scoring 55-100	94%	90%	92%	81%	75%	80%
Percentage of Tested Scoring 65-100	88%	83%	83%	69%	59%	67%
Percentage of Tested Scoring 85-100	34%	39%	21%	7%	11%	7%
<b>Physical Setting/Chemistry</b>						
Number Tested	257	319	305	15	26	19
Number Scoring 55-100	248	284	288	15	16	16
Number Scoring 65-100	199	231	236	8	10	10
Number Scoring 85-100	42	38	47	0	0	0
Percentage of Tested Scoring 55-100	96%	89%	94%	100%	62%	84%
Percentage of Tested Scoring 65-100	77%	72%	77%	53%	38%	53%
Percentage of Tested Scoring 85-100	16%	12%	15%	0%	0%	0%
<b>Physical Setting/Physics</b>						
Number Tested			99			2
Number Scoring 55-100			96			#
Number Scoring 65-100			82			#
Number Scoring 85-100			28			#
Percentage of Tested Scoring 55-100			97%			#
Percentage of Tested Scoring 65-100			83%			#
Percentage of Tested Scoring 85-100			28%			#

\* 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	19	32	31	0	1	0
Number Scoring 55-100	19	32	31	0	#	0
Number Scoring 65-100	19	32	31	0	#	0
Number Scoring 85-100	8	23	28	0	#	0
Percentage of Tested Scoring 55-100	100%	100%	100%	0%	#	0%
Percentage of Tested Scoring 65-100	100%	100%	100%	0%	#	0%
Percentage of Tested Scoring 85-100	42%	72%	90%	0%	#	0%
<b>Comprehensive Italian</b>						
Number Tested	70	49	85	3	2	2
Number Scoring 55-100	70	49	82	#	#	#
Number Scoring 65-100	70	49	81	#	#	#
Number Scoring 85-100	22	32	47	#	#	#
Percentage of Tested Scoring 55-100	100%	100%	96%	#	#	#
Percentage of Tested Scoring 65-100	100%	100%	95%	#	#	#
Percentage of Tested Scoring 85-100	31%	65%	55%	#	#	#
<b>Comprehensive German</b>						
Number Tested	13	14	10	1	0	1
Number Scoring 55-100	13	14	10	#	0	#
Number Scoring 65-100	11	14	10	#	0	#
Number Scoring 85-100	7	10	8	#	0	#
Percentage of Tested Scoring 55-100	100%	100%	100%	#	0%	#
Percentage of Tested Scoring 65-100	85%	100%	100%	#	0%	#
Percentage of Tested Scoring 85-100	54%	71%	80%	#	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	165	203	187	5	12	6
Number Scoring 55-100	165	202	185	5	12	6
Number Scoring 65-100	165	201	184	5	12	5
Number Scoring 85-100	124	127	119	2	1	1
Percentage of Tested Scoring 55-100	100%	100%	99%	100%	100%	100%
Percentage of Tested Scoring 65-100	100%	99%	98%	100%	100%	83%
Percentage of Tested Scoring 85-100	75%	63%	64%	40%	8%	17%
<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	235	262	18	10	10	0
Number Scoring 55-100	216	232	11	9	7	0
Number Scoring 65-100	189	215	10	7	7	0
Number Scoring 85-100	94	91	0	1	1	0
Percentage of Tested Scoring 55-100	92%	89%	61%	90%	70%	0%
Percentage of Tested Scoring 65-100	80%	82%	56%	70%	70%	0%
Percentage of Tested Scoring 85-100	40%	35%	0%	10%	10%	0%

## Introduction to Occupations Examination

	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
General-Education Students	43	100%	59	98%	0	0%
Students with Disabilities	28	100%	39	79%	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	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 2004</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 - 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	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	#	#	#	#

## 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	314	314	314	68	68	68	382	382	382
Number Scoring 55–64	5	3	2	9	3	2	14	6	4
Number Scoring 65–84	172	111	140	41	38	45	213	149	185
Number Scoring 85–100	133	199	170	3	12	8	136	211	178
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 7-8)</b>						
Number Tested			0			0
Beginning (0-18)			0			0
Intermediate (19-31)			0			0
Advanced (32-36)			0			0
Proficient (37-39)			0			0
<b>Reading and Writing (Grade 7-8)</b>						
Number Tested			0			0
Beginning (0-14)			0			0
Intermediate (15-24)			0			0
Advanced (25-32)			0			0
Proficient (33-35)			0			0
<b>Listening and Speaking (Grade 9-12)</b>						
Number Tested			18			3
Beginning (0-18)			1			#
Intermediate (19-31)			3			#
Advanced (32-36)			6			#
Proficient (37-39)			8			#
<b>Reading and Writing (Grade 9-12)</b>						
Number Tested			18			3
Beginning (0-14)			2			#
Intermediate (15-24)			6			#
Advanced (25-32)			7			#
Proficient (33-35)			3			#

\*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)