

New York State District Report Card Comprehensive Information Report

BEDS Code: 48-01-01-06-0000

Name: Mahopac Central School District

Superintendent: Robert J. Reidy Jr

Fall Enrollment

Grade	2000–2001	2001–2002	2002–2003
Pre-K	0	0	0
Kindergarten	347	349	348
First	396	394	384
Second	415	397	412
Third	395	411	421
Fourth	418	402	427
Fifth	402	435	407
Sixth	351	428	453
Ungraded Elementary	2	12	0
Seventh	408	377	435
Eighth	287	434	385
Ninth	399	364	452
Tenth	369	431	361
Eleventh	398	346	413
Twelfth	352	386	356
Ungraded Secondary	4	4	1
Total K-12 Enrollment	4943	5170	5255

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	61	1.2%	49	0.9%	68	1.3%
Black (Not Hispanic)	75	1.5%	61	1.2%	67	1.3%
Hispanic	253	5.1%	214	4.1%	224	4.3%
White (Not Hispanic)	4554	92.1%	4846	93.7%	4896	93.2%

Average Class Size

Grade Level	2000–2001	2001–2002	2002–2003
Kindergarten	18	18	19
Common Branch	22	22	22
English Grade 8	23	28	24
Mathematics Grade 8	21	29	25
Science Grade 8	18	26	25
Social Studies Grade 8	23	28	25
English Grade 10	23	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
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

	2000–2001		2001–2002		2002–2003	
	Count	Percent	Count	Percent	Count	Percent
Limited English Proficient	76	1.5%	89	1.7%	97	1.8%
Eligible for Free Lunch	94	2.0%	38	0.8%	55	1.1%

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		95.6%		95.4%		96.6%
Student Suspensions	207	4.2%	68	1.4%	184	3.6%

Student Socioeconomic and Stability Indicators (Percent of Enrollment)

	2000–2001	2001–2002	2002–2003
Reduced Lunch	1.2%	1.0%	1.3%
Public Assistance	NA	NA	NA
Student Stability	NA	NA	NA

Staff Counts

Staff	2002–2003
Total Teachers	374
Total Other Professional Staff	70
Total Paraprofessionals	89
Teaching Out of Certification*	24
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%	306	244	80%	276	218	79%
Students with Disabilities	47	5	11%	42	7	17%	58	13	22%
All Students	327	215	66%	348	251	72%	334	231	69%

*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	208	89	1	6	29	1
Percent	62%	27%	0%	2%	9%	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)
58	13	5	63

*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		2	
	Entered GED Program*			8		8	
	Total Noncompleters			10		10	
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%	4	0.3%
	Entered GED Program*	15	1.0%	12	0.8%	14	0.9%
	Total Noncompleters	29	1.9%	16	1.0%	18	1.1%

*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	18	100%	26	100%	32	100%
German	9	100%	8	100%	17	100%
Italian	27	100%	42	98%	33	100%
Latin	0	0%	0	0%	0	0%
Spanish	79	97%	92	99%	54	100%

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%	1	#
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	#	55	84%
Science	23	70%	17	82%	27	74%
Reading	14	86%	9	100%	27	85%
Writing	12	75%	9	100%	17	100%
Global Studies	23	52%	11	82%	26	62%
U.S. Hist & Gov't	25	84%	23	61%	13	62%

(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	83	400	0	0	47
Number Scoring 55–100	0	80	376	0	0	39
Number Scoring 65–100	0	79	352	0	0	27
Number Scoring 85–100	0	50	159	0	0	7
Percentage of Tested Scoring 55–100	0%	96%	94%	0%	0%	83%
Percentage of Tested Scoring 65–100	0%	95%	88%	0%	0%	57%
Percentage of Tested Scoring 85–100	0%	60%	40%	0%	0%	15%
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	374	44	66	56
Number Scoring 55–100	349	398	354	41	59	45
Number Scoring 65–100	327	369	328	34	48	36
Number Scoring 85–100	162	141	147	9	3	6
Percentage of Tested Scoring 55–100	96%	95%	95%	93%	89%	80%
Percentage of Tested Scoring 65–100	90%	88%	88%	77%	73%	64%
Percentage of Tested Scoring 85–100	45%	34%	39%	20%	5%	11%
U.S. History and Government (first administered June 2001)						
Number Tested	351	361	409	44	48	68
Number Scoring 55–100	328	341	397	35	44	60
Number Scoring 65–100	310	322	390	25	37	56
Number Scoring 85–100	153	147	216	3	6	12
Percentage of Tested Scoring 55–100	93%	94%	97%	80%	92%	88%
Percentage of Tested Scoring 65–100	88%	89%	95%	57%	77%	82%
Percentage of Tested Scoring 85–100	44%	41%	53%	7%	12%	18%

(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	387	403	427	60	59	69
Number Scoring 55–100	366	384	388	52	48	51
Number Scoring 65–100	342	365	366	44	41	41
Number Scoring 85–100	171	194	202	12	4	9
Percentage of Tested Scoring 55–100	95%	95%	91%	87%	81%	74%
Percentage of Tested Scoring 65–100	88%	91%	86%	73%	69%	59%
Percentage of Tested Scoring 85–100	44%	48%	47%	20%	7%	13%
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	166	203	4	5	12
Number Scoring 55–100	132	166	202	#	5	12
Number Scoring 65–100	129	166	201	#	5	12
Number Scoring 85–100	104	125	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%	42	81%

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	340	1%	4%	52%	44%
	Students with Disabilities	57	2%	5%	74%	19%
	All Students	397	1%	4%	55%	40%

Middle-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
June 2003	General-Education Students	296	0%	24%	60%	16%
	Students with Disabilities	72	4%	53%	40%	3%
	All Students	368	1%	29%	57%	13%

(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	5	0	0	0	0	5
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	288	288	288	69	69	69	357	357	357
Number Scoring 55–64	5	5	2	3	10	6	8	15	8
Number Scoring 65–84	132	144	147	37	37	42	169	181	189
Number Scoring 85–100	147	136	136	11	6	6	158	142	142
Approved Alternatives	2	0	0	0	0	0	2	0	0

(Form – K)