

New York State District Report Card Comprehensive Information Report

BEDS Code: 66-23-00-01-0000

Name: Yonkers City School District

Superintendent: Angelo Petrone

Fall Enrollment

Grade	2000–2001	2001–2002	2002–2003
Pre-K	1555	1531	1568
Kindergarten	1929	1898	1862
First	2094	2040	2018
Second	1999	2043	1949
Third	1969	2017	1944
Fourth	1985	1915	1894
Fifth	1764	1951	1837
Sixth	1916	1879	2063
Ungraded Elementary	620	573	548
Seventh	1831	1821	1850
Eighth	1543	1753	1652
Ninth	1922	2059	2050
Tenth	1685	1626	1737
Eleventh	1128	1139	1240
Twelfth	1076	970	1047
Ungraded Secondary	1221	1232	1139
Total K-12 Enrollment	24682	24916	24830

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	1357	5.5%	1429	5.7%	1405	5.7%
Black (Not Hispanic)	7548	30.6%	7551	30.3%	7464	30.1%
Hispanic	10786	43.7%	11081	44.5%	11390	45.9%
White (Not Hispanic)	4991	20.2%	4855	19.5%	4571	18.4%

Average Class Size

Grade Level	2000–2001	2001–2002	2002–2003
Kindergarten	17	17	17
Common Branch	24	23	23
English Grade 8	26	25	25
Mathematics Grade 8	26	26	26
Science Grade 8	25	26	26
Social Studies Grade 8	27	26	26
English Grade 10	24	24	26
Mathematics Grade 10	22	23	23
Science Grade 10	23	21	24
Social Studies Grade 10	25	24	27

(Form – A)

District Need to Resource Capacity Category

N/RC Category	Description
2	This is one of the large city school districts; Buffalo, Rochester, Syracuse, or Yonkers. All these districts have high student needs relative 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	4349	16.6%	3795	14.3%	4532	17.2%
Eligible for Free Lunch	15110	61.2%	14980	60.1%	15542	62.6%

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		89.6%		90.5%		91.1%
Student Suspensions	2001	8.2%	2462	10.0%	3058	12.3%

Student Socioeconomic and Stability Indicators (Percent of Enrollment)

	2000–2001	2001–2002	2002–2003
Reduced Lunch	7.6%	7.5%	7.4%
Public Assistance	NA	NA	NA
Student Stability	NA	NA	NA

Staff Counts

Staff	2002–2003
Total Teachers	1882
Total Other Professional Staff	343
Total Paraprofessionals	590
Teaching Out of Certification*	131
Teachers with Temporary Licenses	57

*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	901	197	22%	643	173	27%	866	205	24%
Students with Disabilities	51	0	0%	81	1	1%	74	3	4%
All Students	952	197	21%	724	174	24%	940	208	22%

*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	508	149	26	17	79	161
Percent	54%	16%	3%	2%	8%	17%

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)
74	3	69	143

*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			213		166	
	Entered GED Program*			259		250	
	Total Noncompleters			472		416	
Students with Disabilities	Dropped Out			47		38	
	Entered GED Program*			46		59	
	Total Noncompleters			93		97	
All Students	Dropped Out	121	1.8%	260	4.0%	204	3.0%
	Entered GED Program*	172	2.6%	305	4.7%	309	4.6%
	Total Noncompleters	293	4.5%	565	8.6%	513	7.6%

*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		16%	10%
2-3		16%	11%

Students Developing a Career Plan, 4-12

Grades		2000-01	2001-02	2002-03
4-5	Number of General-Education Students		576	574
	Number of Students with Disabilities		87	46
	Number of All Students		663	620
	Percent of Enrollment		16%	16%
6-8	Number of General-Education Students		1594	1097
	Number of Students with Disabilities		160	111
	Number of All Students		1754	1208
	Percent of Enrollment		29%	20%
9-12	Number of General-Education Students		1583	699
	Number of Students with Disabilities		120	101
	Number of All Students		1703	800
	Percent of Enrollment		26%	12%

Second Language Proficiency Examinations

General-Education Students

Test	2000-2001		2001-2002		2002-2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	42	100%	17	88%	66	88%
German	0	0%	0	0%	0	0%
Italian	69	90%	71	93%	124	87%
Latin	0	0%	0	0%	0	0%
Spanish	402	94%	384	93%	482	86%

Students with Disabilities

Test	2000-2001		2001-2002		2002-2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	0	0%	0	0%	1	#
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	4	#	0	0%	11	100%

(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	0	0%	11	82%	17	65%
Science	0	0%	178	70%	30	67%
Reading	0	0%	5	60%	5	60%
Writing	0	0%	5	80%	4	#
Global Studies	0	0%	21	38%	8	62%
U.S. Hist & Gov't	0	0%	26	50%	5	40%

Students with Disabilities

Test	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	0	0%	204	44%	260	46%
Science	0	0%	198	37%	245	24%
Reading	0	0%	97	54%	153	37%
Writing	0	0%	68	65%	125	57%
Global Studies	0	0%	141	43%	171	19%
U.S. Hist & Gov't	0	0%	80	60%	101	34%

(Form – E)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Comprehensive English						
Number Tested	1160	1149	1350	56	94	114
Number Scoring 55–100	918	949	992	8	40	26
Number Scoring 65–100	613	745	847	5	18	19
Number Scoring 85–100	63	203	272	0	1	6
Percentage of Tested Scoring 55–100	79%	83%	73%	14%	43%	23%
Percentage of Tested Scoring 65–100	53%	65%	63%	9%	19%	17%
Percentage of Tested Scoring 85–100	5%	18%	20%	0%	1%	5%
Mathematics A						
Number Tested	822	1391	2039	74	94	161
Number Scoring 55–100	353	649	1134	1	20	29
Number Scoring 65–100	246	410	763	0	13	18
Number Scoring 85–100	79	61	113	0	2	4
Percentage of Tested Scoring 55–100	43%	47%	56%	1%	21%	18%
Percentage of Tested Scoring 65–100	30%	29%	37%	0%	14%	11%
Percentage of Tested Scoring 85–100	10%	4%	6%	0%	2%	2%
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	1386	1360	1701	87	108	159
Number Scoring 55–100	1081	1003	1195	33	37	52
Number Scoring 65–100	833	736	939	17	22	31
Number Scoring 85–100	157	128	216	2	2	3
Percentage of Tested Scoring 55–100	78%	74%	70%	38%	34%	33%
Percentage of Tested Scoring 65–100	60%	54%	55%	20%	20%	19%
Percentage of Tested Scoring 85–100	11%	9%	13%	2%	2%	2%
U.S. History and Government (first administered June 2001)						
Number Tested	961	1190	1234	41	88	90
Number Scoring 55–100	698	978	1072	5	45	48
Number Scoring 65–100	485	683	879	3	22	33
Number Scoring 85–100	136	110	232	1	2	6
Percentage of Tested Scoring 55–100	73%	82%	87%	12%	51%	53%
Percentage of Tested Scoring 65–100	50%	57%	71%	7%	25%	37%
Percentage of Tested Scoring 85–100	14%	9%	19%	2%	2%	7%

(Form – F)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Living Environment (first administered June 2001)						
Number Tested	1224	1472	1821	59	97	170
Number Scoring 55–100	939	1221	1214	20	50	45
Number Scoring 65–100	722	962	940	10	32	30
Number Scoring 85–100	55	112	109	0	2	1
Percentage of Tested Scoring 55–100	77%	83%	67%	34%	52%	26%
Percentage of Tested Scoring 65–100	59%	65%	52%	17%	33%	18%
Percentage of Tested Scoring 85–100	4%	8%	6%	0%	2%	1%
Physical Setting/Earth Science (first administered June 2001)						
Number Tested	456	535	742	12	29	51
Number Scoring 55–100	318	399	576	3	8	26
Number Scoring 65–100	257	299	445	2	3	17
Number Scoring 85–100	68	58	70	1	0	2
Percentage of Tested Scoring 55–100	70%	75%	78%	25%	28%	51%
Percentage of Tested Scoring 65–100	56%	56%	60%	17%	10%	33%
Percentage of Tested Scoring 85–100	15%	11%	9%	8%	0%	4%
Physical Setting/Chemistry (first administered June 2002)						
Number Tested		562	597		12	11
Number Scoring 55–100		310	323		6	4
Number Scoring 65–100		152	193		5	4
Number Scoring 85–100		9	25		0	0
Percentage of Tested Scoring 55–100		55%	54%		50%	36%
Percentage of Tested Scoring 65–100		27%	32%		42%	36%
Percentage of Tested Scoring 85–100		2%	4%		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	38	57	34	0	0	0
Number Scoring 55–100	33	45	32	0	0	0
Number Scoring 65–100	29	39	29	0	0	0
Number Scoring 85–100	14	14	22	0	0	0
Percentage of Tested Scoring 55–100	87%	79%	94%	0%	0%	0%
Percentage of Tested Scoring 65–100	76%	68%	85%	0%	0%	0%
Percentage of Tested Scoring 85–100	37%	25%	65%	0%	0%	0%
Comprehensive Italian						
Number Tested	50	67	60	0	0	1
Number Scoring 55–100	45	67	59	0	0	#
Number Scoring 65–100	44	67	59	0	0	#
Number Scoring 85–100	28	38	32	0	0	#
Percentage of Tested Scoring 55–100	90%	100%	98%	0%	0%	#
Percentage of Tested Scoring 65–100	88%	100%	98%	0%	0%	#
Percentage of Tested Scoring 85–100	56%	57%	53%	0%	0%	#
Comprehensive German						
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 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	320	362	419	0	2	1
Number Scoring 55–100	301	347	407	0	#	#
Number Scoring 65–100	298	339	403	0	#	#
Number Scoring 85–100	227	246	303	0	#	#
Percentage of Tested Scoring 55–100	94%	96%	97%	0%	#	#
Percentage of Tested Scoring 65–100	93%	94%	96%	0%	#	#
Percentage of Tested Scoring 85–100	71%	68%	72%	0%	#	#
Comprehensive Latin						
Number Tested	4	0	0	0	0	0
Number Scoring 55–100	#	0	0	0	0	0
Number Scoring 65–100	#	0	0	0	0	0
Number Scoring 85–100	#	0	0	0	0	0
Percentage of Tested Scoring 55–100	#	0%	0%	0%	0%	0%
Percentage of Tested Scoring 65–100	#	0%	0%	0%	0%	0%
Percentage of Tested Scoring 85–100	#	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	499	193	18	9	1	2
Number Scoring 55–100	257	125	14	3	#	#
Number Scoring 65–100	198	98	12	3	#	#
Number Scoring 85–100	53	14	0	2	#	#
Percentage of Tested Scoring 55–100	52%	65%	78%	33%	#	#
Percentage of Tested Scoring 65–100	40%	51%	67%	33%	#	#
Percentage of Tested Scoring 85–100	11%	7%	0%	22%	#	#
Sequential Mathematics, Course III						
Number Tested	350	392	452	1	7	6
Number Scoring 55–100	255	311	280	#	7	3
Number Scoring 65–100	218	282	246	#	6	3
Number Scoring 85–100	79	101	60	#	1	0
Percentage of Tested Scoring 55–100	73%	79%	62%	#	100%	50%
Percentage of Tested Scoring 65–100	62%	72%	54%	#	86%	50%
Percentage of Tested Scoring 85–100	23%	26%	13%	#	14%	0%

(Form – I)

Introduction to Occupations Examination

	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
General-Education Students	560	82%	615	90%	458	76%
Students with Disabilities	16	56%	62	68%	58	45%

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	1650	12%	16%	62%	10%
	Students with Disabilities	219	35%	33%	30%	2%
	All Students	1869	15%	18%	58%	9%

Middle-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
June 2003	General-Education Students	1460	11%	59%	28%	3%
	Students with Disabilities	205	36%	54%	10%	0%
	All Students	1665	14%	58%	26%	2%

(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	6	1	0	0	1	5
Middle Level						
Social Studies	0	0	0	0	0	0
Secondary Level						
English Language Arts	5	0	0	1	1	3
Social Studies	5	0	0	1	1	3
Mathematics	5	0	0	1	2	2
Science	5	0	0	2	3	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	996	996	996	107	107	107	1103	1103	1103
Number Scoring 55–64	181	195	158	23	23	17	204	218	175
Number Scoring 65–84	519	518	582	22	19	24	541	537	606
Number Scoring 85–100	149	105	78	1	2	2	150	107	80
Approved Alternatives	0	0	0	0	0	0	0	0	0

(Form – K)