

New York State School Report Card Comprehensive Information Report

BEDS Code: 66-23-00-01-0048

Grade Range : 6-12

Name: Yonkers High School

Principal: Ralph Vigliotti

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	403	417	408
Ungraded Elementary	0	0	0
Seventh	337	343	402
Eighth	249	342	349
Ninth	213	306	202
Tenth	122	217	244
Eleventh	81	114	170
Twelfth	36	79	101
Ungraded Secondary	123	139	110
Total K-12 Enrollment	1564	1957	1986

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	111	7.1%	136	6.9%	130	6.5%
Black (Not Hispanic)	457	29.2%	552	28.2%	502	25.3%
Hispanic	564	36.1%	754	38.5%	787	39.6%
White (Not Hispanic)	432	27.6%	515	26.3%	567	28.5%

Average Class Size

Grade Level	2000-2001	2001-2002	2002-2003
Kindergarten	0	0	0
Common Branch	0	27	27
English Grade 8	30	27	26
Mathematics Grade 8	29	28	28
Science Grade 8	30	28	26
Social Studies Grade 8	31	27	27
English Grade 10	21	23	31
Mathematics Grade 10	21	22	28
Science Grade 10	16	21	28
Social Studies Grade 10	22	24	28

(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
42	All schools in this group are secondary level schools in large cities other than New York City. The schools in this group are in the higher 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	138	8.8%	127	6.5%	164	8.3%
Eligible for Free Lunch	965	61.7%	1239	63.3%	1268	63.8%

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		89.7%		92.5%		92.1%
Student Suspensions	64	3.1%	21	1.3%	74	3.8%

Student Socioeconomic and Stability Indicators (Percent of Enrollment)

	2000–2001	2001–2002	2002–2003
Reduced Lunch	4.9%	5.4%	5.7%
Public Assistance	61-70%	61-70%	61-70%
Student Stability	64%	89%	98%

Staff Counts

Staff	2002–2003
Total Teachers	128
Total Other Professional Staff	17
Total Paraprofessionals	NA
Teaching Out of Certification*	16
Teachers with Temporary Licenses	7

*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	28	10	36%	69	3	4%	91	31	34%
Students with Disabilities	0	0	0%	3	0	0%	4	0	0%
All Students	28	10	36%	72	3	4%	95	31	33%

*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	69	11	2	2	2	9
Percent	73%	12%	2%	2%	2%	9%

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)
4	0	0	4

*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			17		11	
	Entered GED Program*			1		13	
	Total Noncompleters			18		24	
Students with Disabilities	Dropped Out			0		0	
	Entered GED Program*			0		0	
	Total Noncompleters			0		0	
All Students	Dropped Out	7	1.4%	17	2.2%	11	1.4%
	Entered GED Program*	3	0.6%	1	0.1%	13	1.7%
	Total Noncompleters	10	2.0%	18	2.3%	24	3.1%

*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		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	10	100%	17	88%	50	84%
German	0	0%	0	0%	0	0%
Italian	20	85%	37	100%	98	88%
Latin	0	0%	0	0%	0	0%
Spanish	72	99%	72	92%	209	78%

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	0	0%	0	0%	0	0%
Science	0	0%	2	#	2	#
Reading	0	0%	0	0%	0	0%
Writing	0	0%	0	0%	0	0%
Global Studies	0	0%	1	#	1	#
U.S. Hist & Gov't	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
Mathematics	0	0%	0	0%	0	0%
Science	0	0%	0	0%	0	0%
Reading	0	0%	0	0%	0	0%
Writing	0	0%	0	0%	0	0%
Global Studies	0	0%	0	0%	1	#
U.S. Hist & Gov't	0	0%	1	#	0	0%

(Form – E)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Comprehensive English						
Number Tested	73	104	153	0	4	4
Number Scoring 55–100	72	102	146	0	#	#
Number Scoring 65–100	62	97	137	0	#	#
Number Scoring 85–100	14	53	78	0	#	#
Percentage of Tested Scoring 55–100	99%	98%	95%	0%	#	#
Percentage of Tested Scoring 65–100	85%	93%	90%	0%	#	#
Percentage of Tested Scoring 85–100	19%	51%	51%	0%	#	#
Mathematics A						
Number Tested	157	250	242	0	8	6
Number Scoring 55–100	82	165	188	0	5	4
Number Scoring 65–100	55	120	154	0	4	3
Number Scoring 85–100	16	23	27	0	2	1
Percentage of Tested Scoring 55–100	52%	66%	78%	0%	62%	67%
Percentage of Tested Scoring 65–100	35%	48%	64%	0%	50%	50%
Percentage of Tested Scoring 85–100	10%	9%	11%	0%	25%	17%
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	99	186	255	0	5	7
Number Scoring 55–100	89	163	219	0	4	5
Number Scoring 65–100	74	138	189	0	3	4
Number Scoring 85–100	21	27	57	0	2	1
Percentage of Tested Scoring 55–100	90%	88%	86%	0%	80%	71%
Percentage of Tested Scoring 65–100	75%	74%	74%	0%	60%	57%
Percentage of Tested Scoring 85–100	21%	15%	22%	0%	40%	14%
U.S. History and Government (first administered June 2001)						
Number Tested	72	104	151	0	4	3
Number Scoring 55–100	66	89	147	0	#	#
Number Scoring 65–100	61	79	135	0	#	#
Number Scoring 85–100	25	18	42	0	#	#
Percentage of Tested Scoring 55–100	92%	86%	97%	0%	#	#
Percentage of Tested Scoring 65–100	85%	76%	89%	0%	#	#
Percentage of Tested Scoring 85–100	35%	17%	28%	0%	#	#

(Form – F)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Living Environment (first administered June 2001)						
Number Tested	210	259	208	0	5	3
Number Scoring 55–100	190	246	201	0	4	#
Number Scoring 65–100	158	225	187	0	4	#
Number Scoring 85–100	14	53	47	0	1	#
Percentage of Tested Scoring 55–100	90%	95%	97%	0%	80%	#
Percentage of Tested Scoring 65–100	75%	87%	90%	0%	80%	#
Percentage of Tested Scoring 85–100	7%	20%	23%	0%	20%	#
Physical Setting/Earth Science (first administered June 2001)						
Number Tested	0	1	133	0	0	2
Number Scoring 55–100	0	#	102	0	0	#
Number Scoring 65–100	0	#	77	0	0	#
Number Scoring 85–100	0	#	4	0	0	#
Percentage of Tested Scoring 55–100	0%	#	77%	0%	0%	#
Percentage of Tested Scoring 65–100	0%	#	58%	0%	0%	#
Percentage of Tested Scoring 85–100	0%	#	3%	0%	0%	#
Physical Setting/Chemistry (first administered June 2002)						
Number Tested		155	162		4	2
Number Scoring 55–100		104	119		#	#
Number Scoring 65–100		50	88		#	#
Number Scoring 85–100		3	11		#	#
Percentage of Tested Scoring 55–100		67%	73%		#	#
Percentage of Tested Scoring 65–100		32%	54%		#	#
Percentage of Tested Scoring 85–100		2%	7%		#	#
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	6	16	4	0	0	0
Number Scoring 55–100	5	16	#	0	0	0
Number Scoring 65–100	5	15	#	0	0	0
Number Scoring 85–100	3	6	#	0	0	0
Percentage of Tested Scoring 55–100	83%	100%	#	0%	0%	0%
Percentage of Tested Scoring 65–100	83%	94%	#	0%	0%	0%
Percentage of Tested Scoring 85–100	50%	38%	#	0%	0%	0%
Comprehensive Italian						
Number Tested	6	26	28	0	0	0
Number Scoring 55–100	5	26	27	0	0	0
Number Scoring 65–100	5	26	27	0	0	0
Number Scoring 85–100	4	19	17	0	0	0
Percentage of Tested Scoring 55–100	83%	100%	96%	0%	0%	0%
Percentage of Tested Scoring 65–100	83%	100%	96%	0%	0%	0%
Percentage of Tested Scoring 85–100	67%	73%	61%	0%	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	32	61	113	0	1	1
Number Scoring 55–100	32	61	112	0	#	#
Number Scoring 65–100	32	61	112	0	#	#
Number Scoring 85–100	26	47	79	0	#	#
Percentage of Tested Scoring 55–100	100%	100%	99%	0%	#	#
Percentage of Tested Scoring 65–100	100%	100%	99%	0%	#	#
Percentage of Tested Scoring 85–100	81%	77%	70%	0%	#	#
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	63	1	0	0	0	0
Number Scoring 55–100	35	#	0	0	0	0
Number Scoring 65–100	29	#	0	0	0	0
Number Scoring 85–100	5	#	0	0	0	0
Percentage of Tested Scoring 55–100	56%	#	0%	0%	0%	0%
Percentage of Tested Scoring 65–100	46%	#	0%	0%	0%	0%
Percentage of Tested Scoring 85–100	8%	#	0%	0%	0%	0%
Sequential Mathematics, Course III						
Number Tested	37	89	156	0	3	4
Number Scoring 55–100	31	78	118	0	#	#
Number Scoring 65–100	26	72	115	0	#	#
Number Scoring 85–100	6	20	35	0	#	#
Percentage of Tested Scoring 55–100	84%	88%	76%	0%	#	#
Percentage of Tested Scoring 65–100	70%	81%	74%	0%	#	#
Percentage of Tested Scoring 85–100	16%	22%	22%	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	0	0%	0	0%	0	0%
Students with Disabilities	0	0%	0	0%	0	0%

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	299	0%	32%	61%	7%
	Students with Disabilities	33	27%	61%	12%	0%
	All Students	332	3%	35%	56%	6%

(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	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	88	88	88	4	4	4	92	92	92
Number Scoring 55–64	#	#	#	#	#	#	12	7	9
Number Scoring 65–84	#	#	#	#	#	#	47	56	62
Number Scoring 85–100	#	#	#	#	#	#	22	13	11
Approved Alternatives	#	#	#	#	#	#	0	0	0

(Form – K)