

New York State District Report Card Comprehensive Information Report

BEDS Code: 66-04-05-03-0000
 Name: Ardsley Union Free School District
 Superintendent: Richard Maurer

Fall Enrollment

Grade	2002-03	2003-04	2004-05
Pre-K	0	0	0
Kindergarten	166	138	131
First	161	157	139
Second	168	164	171
Third	159	166	162
Fourth	171	171	174
Fifth	172	181	172
Sixth	189	181	185
Ungraded Elementary	63	83	84
Seventh	179	193	182
Eighth	194	183	192
Ninth	159	195	188
Tenth	162	171	185
Eleventh	171	157	163
Twelfth	138	172	156
Ungraded Secondary	33	31	38
Total K-12 Enrollment	2285	2343	2322

Student Racial/Ethnic Origin

Race/Ethnicity	2002-03		2003-04		2004-05	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
American Indian, Alaskan, Asian, or Pacific Islander	225	9.8%	251	10.7%	275	11.8%
Black (Not Hispanic)	69	3.0%	74	3.2%	68	2.9%
Hispanic	80	3.5%	86	3.7%	94	4.0%
White (Not Hispanic)	1911	83.6%	1932	82.5%	1885	81.2%

Average Class Size

Grade Level	2002-03	2003-04	2004-05
Kindergarten	18	17	19
Common Branch	19	19	20
English Grade 8	22	21	22
Mathematics Grade 8	20	21	19
Science Grade 8	20	21	18
Social Studies Grade 8	22	21	22
English Grade 10	19	20	18
Mathematics Grade 10	20	20	17
Science Grade 10	15	21	20
Social Studies Grade 10	18	20	18

(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

	2002-03		2003-04		2004-05	
	Count	Percent	Count	Percent	Count	Percent
Limited English Proficient	36	1.6%	31	1.3%	59	2.5%
Eligible for Free Lunch	28	1.2%	28	1.2%	9	0.4%

Attendance and Suspension

	2001-02		2002-03		2003-04	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
Annual Attendance Rate		95.1%		96.6%		96.8%
Student Suspensions	89	4.0%	59	2.6%	95	4.1%

Student Socioeconomic and Stability Indicators (Percent of Enrollment)

	2002-03	2003-04	2004-05
Reduced Lunch	0.7%	0.6%	0.7%
Public Assistance	NA	NA	NA
Student Stability	NA	NA	NA

Staff Counts

Staff	2004-05
Total Teachers	191
Total Other Professional Staff	35
Total Paraprofessionals	174
Teaching Out of Certification*	1

*Teaching out of certification more than on an incidental basis.

(Form – B)

High School Graduates and Noncompleters

High School Graduates and Completers		2002-03	2003-04	2004-05
General-Education Students	Total Graduates*	127	149	138
	Regents Diplomas	116	139	135
	% Regents Diplomas	91%	93%	98%
	Regents Diplomas with Advanced Designation**			112
	% Regents Diplomas with Advanced Designation			81%
	IEP Diplomas or Local Certificates			
Students with Disabilities	Total Graduates*	11	18	14
	Regents Diplomas	4	11	6
	% Regents Diplomas	36%	61%	43%
	Regents Diplomas with Advanced Designation**			2
	% Regents Diplomas with Advanced Designation			14%
	IEP Diplomas or Local Certificates	1	3	0
All Students	Total Graduates*	138	167	152
	Regents Diplomas	120	150	141
	% Regents Diplomas	87%	90%	93%
	Regents Diplomas with Advanced Designation**			114
	% Regents Diplomas with Advanced Designation			75%
	IEP Diplomas or Local Certificates	1	3	0

* Only students awarded local diplomas or Regents endorsed diplomas are included in the count of high school graduates in this table. Data include graduates in August, January and June of the school year being reported.

**Beginning with students who first entered grade 9 in 2001-02, students may earn a Regents diploma by passing (scoring 65-100) Regents exams in five areas and meeting course requirements. To earn a Regents diploma with advanced designation, the student must pass eight Regents exams. For more information, see <http://www.emsc.nysed.gov/parents/gradreqtsfs.shtml>

Post-Secondary Plans of 2004-05 Graduates

		4-year College	2-year College	Other Post-Secondary	Military	Employment	Adult Services	Plan Unknown	Other Known Plan
General-Education Students	Number	127	6	0	0	1	0	3	1
	Percent	92%	4%	0%	0%	1%	0%	2%	1%
Students with Disabilities	Number	7	3	1	0	1	0	2	0
	Percent	50%	21%	7%	0%	7%	0%	14%	0%
All Students	Number	134	9	1	0	2	0	5	1
	Percent	88%	6%	1%	0%	1%	0%	3%	1%

High School Noncompletion Rates

		2002-03		2003-04		2004-05	
		No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
General-Education Students	Dropped Out	1		1	0.2%	1	0.2%
	Entered GED Program*	0		0	0.0%	0	0.0%
	Total Noncompleters	1		1	0.2%	1	0.2%
Students with Disabilities	Dropped Out	1		1	1.3%	0	0.0%
	Entered GED Program*	0		0	0.0%	0	0.0%
	Total Noncompleters	1		1	1.3%	0	0.0%
All Students	Dropped Out	2	0.3%	2	0.3%	1	0.1%
	Entered GED Program*	0	0.0%	0	0.0%	0	0.0%
	Total Noncompleters	2	0.3%	2	0.3%	1	0.1%

*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	2002-03	2003-04	2004-05
K-1	0%	0%	0%
2-3	0%	0%	0%

Students Developing a Career Plan, 4-12

Grades		2002-03	2003-04	2004-05
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	168	0
	Number of Students with Disabilities	0	28	0
	Number of All Students	0	196	0
	Percent of Enrollment	0%	34%	0%
9-12	Number of General-Education Students	576	644	608
	Number of Students with Disabilities	54	82	115
	Number of All Students	630	726	723
	Percent of Enrollment	97%	100%	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 2004-2005 school year; completer data are as of June 2004.

Blank cells indicate that either the district did not have a CTE program or did not report data. These data are reported only at the district level.

(Form - D)

Second Language Proficiency Examinations

General-Education Students

Test	2002-03		2003-04		2004-05	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	40	100%	37	100%	44	100%
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	126	99%	116	95%	125	98%

Students with Disabilities

Test	2002-03		2003-04		2004-05	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	0	0%	1	#	0	0%
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	9	89%	9	78%	9	89%

Regents Competency Tests

General-Education Students

Test	2002-03		2003-04		2004-05	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	2	#	1	#	0	0%
Science	1	#	0	0%	1	#
Reading	1	#	1	#	0	0%
Writing	0	0%	0	0%	0	0%
Global Studies	5	100%	1	#	0	0%
U.S. Hist & Gov't	0	0%	2	#	1	#

Students with Disabilities

Test	2002-03		2003-04		2004-05	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	8	100%	5	100%	1	#
Science	0	0%	2	#	3	#
Reading	4	#	5	80%	3	#
Writing	6	100%	7	86%	3	#
Global Studies	4	#	5	100%	2	#
U.S. Hist & Gov't	4	#	6	50%	4	#

(Form – E)

Regents Examinations

	All Students			Students with Disabilities		
	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05
Comprehensive English						
Number Tested	160	163	164	13	16	16
Number Scoring 55-100	158	156	160	12	11	13
Number Scoring 65-100	152	147	152	11	6	10
Number Scoring 85-100	79	80	87	1	1	3
Percentage of Tested Scoring 55-100	99%	96%	98%	92%	69%	81%
Percentage of Tested Scoring 65-100	95%	90%	93%	85%	38%	62%
Percentage of Tested Scoring 85-100	49%	49%	53%	8%	6%	19%
Mathematics A						
Number Tested	161	215	177	12	26	17
Number Scoring 55-100	155	213	177	11	24	17
Number Scoring 65-100	148	209	173	10	23	16
Number Scoring 85-100	65	102	107	1	8	6
Percentage of Tested Scoring 55-100	96%	99%	100%	92%	92%	100%
Percentage of Tested Scoring 65-100	92%	97%	98%	83%	88%	94%
Percentage of Tested Scoring 85-100	40%	47%	60%	8%	31%	35%
Mathematics B						
Number Tested	116	157	146	2	4	9
Number Scoring 55-100	108	150	128	#	#	7
Number Scoring 65-100	100	137	113	#	#	5
Number Scoring 85-100	42	70	46	#	#	2
Percentage of Tested Scoring 55-100	93%	96%	88%	#	#	78%
Percentage of Tested Scoring 65-100	86%	87%	77%	#	#	56%
Percentage of Tested Scoring 85-100	36%	45%	32%	#	#	22%
Global History and Geography						
Number Tested	164	176	192	17	18	22
Number Scoring 55-100	159	170	184	14	14	21
Number Scoring 65-100	148	165	179	11	12	19
Number Scoring 85-100	88	86	115	3	4	6
Percentage of Tested Scoring 55-100	97%	97%	96%	82%	78%	95%
Percentage of Tested Scoring 65-100	90%	94%	93%	65%	67%	86%
Percentage of Tested Scoring 85-100	54%	49%	60%	18%	22%	27%
U.S. History and Government						
Number Tested	155	160	163	10	16	15
Number Scoring 55-100	154	153	155	9	10	14
Number Scoring 65-100	153	149	150	9	10	11
Number Scoring 85-100	121	99	102	9	3	6
Percentage of Tested Scoring 55-100	99%	96%	95%	90%	62%	93%
Percentage of Tested Scoring 65-100	99%	93%	92%	90%	62%	73%
Percentage of Tested Scoring 85-100	78%	62%	63%	90%	19%	40%

(Form – F)

Regents Examinations

	All Students			Students with Disabilities		
	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05
Living Environment						
Number Tested	199	191	177	20	18	19
Number Scoring 55-100	198	191	177	19	18	19
Number Scoring 65-100	196	189	175	18	16	18
Number Scoring 85-100	94	108	101	5	1	3
Percentage of Tested Scoring 55-100	99%	100%	100%	95%	100%	100%
Percentage of Tested Scoring 65-100	98%	99%	99%	90%	89%	95%
Percentage of Tested Scoring 85-100	47%	57%	57%	25%	6%	16%
Physical Setting/Earth Science						
Number Tested	182	182	196	13	20	21
Number Scoring 55-100	182	178	192	13	17	20
Number Scoring 65-100	176	170	183	12	15	18
Number Scoring 85-100	95	83	93	4	4	4
Percentage of Tested Scoring 55-100	100%	98%	98%	100%	85%	95%
Percentage of Tested Scoring 65-100	97%	93%	93%	92%	75%	86%
Percentage of Tested Scoring 85-100	52%	46%	47%	31%	20%	19%
Physical Setting/Chemistry						
Number Tested	137	172	178	4	9	9
Number Scoring 55-100	137	172	178	#	9	9
Number Scoring 65-100	134	166	173	#	9	8
Number Scoring 85-100	70	57	85	#	2	2
Percentage of Tested Scoring 55-100	100%	100%	100%	#	100%	100%
Percentage of Tested Scoring 65-100	98%	97%	97%	#	100%	89%
Percentage of Tested Scoring 85-100	51%	33%	48%	#	22%	22%
Physical Setting/Physics						
Number Tested		92	109		0	3
Number Scoring 55-100		91	109		0	#
Number Scoring 65-100		90	107		0	#
Number Scoring 85-100		49	68		0	#
Percentage of Tested Scoring 55-100		99%	100%		0%	#
Percentage of Tested Scoring 65-100		98%	98%		0%	#
Percentage of Tested Scoring 85-100		53%	62%		0%	#

* Physical Setting/Physics results for 2002-03 are not included in the report card because the Department issued new conversion charts for assessments administered in that year.

(Form – G)

Regents Examinations

	All Students			Students with Disabilities		
	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05
Comprehensive French						
Number Tested	44	24	39	0	1	1
Number Scoring 55-100	44	24	39	0	#	#
Number Scoring 65-100	44	24	39	0	#	#
Number Scoring 85-100	34	17	26	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	77%	71%	67%	0%	#	#
Comprehensive Italian						
Number Tested	13	12	9	1	1	0
Number Scoring 55-100	13	12	9	#	#	0
Number Scoring 65-100	13	12	9	#	#	0
Number Scoring 85-100	5	7	1	#	#	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	38%	58%	11%	#	#	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	83	105	130	2	3	6
Number Scoring 55-100	83	105	130	#	#	6
Number Scoring 65-100	83	105	130	#	#	6
Number Scoring 85-100	56	70	83	#	#	1
Percentage of Tested Scoring 55-100	100%	100%	100%	#	#	100%
Percentage of Tested Scoring 65-100	100%	100%	100%	#	#	100%
Percentage of Tested Scoring 85-100	67%	67%	64%	#	#	17%
Comprehensive Latin						
Number Tested	14	19	20	0	0	0
Number Scoring 55-100	14	19	20	0	0	0
Number Scoring 65-100	14	19	20	0	0	0
Number Scoring 85-100	14	18	10	0	0	0
Percentage of Tested Scoring 55-100	100%	100%	100%	0%	0%	0%
Percentage of Tested Scoring 65-100	100%	100%	100%	0%	0%	0%
Percentage of Tested Scoring 85-100	100%	95%	50%	0%	0%	0%

(Form – H)

Elementary-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
Nov 2004	General-Education Students	155	3%	1%	45%	52%
	Students with Disabilities	18	28%	17%	50%	6%
	All Students	173	5%	2%	45%	47%

Middle-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
June 2005	General-Education Students	172	1%	12%	53%	34%
	Students with Disabilities	17	0%	41%	47%	12%
	All Students	189	1%	14%	53%	32%

(Form – I)

New York State Alternate Assessments (NYSAA) 2004–05

Test	Count of Students					
	Tested	Not Tested	Level 1	Level 2	Level 3	Level 4
Elementary Level						
Social Studies	3	0	#	#	#	#
Middle Level						
Social Studies	3	0	#	#	#	#
Secondary Level						
English Language Arts	4	0	#	#	#	#
Social Studies	4	0	#	#	#	#
Mathematics	4	0	#	#	#	#
Science	4	0	#	#	#	#

2001 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	142	142	142	14	14	14	156	156	156
Number Scoring 55–64	4	2	0	1	0	0	5	2	0
Number Scoring 65–84	50	39	44	8	7	11	58	46	55
Number Scoring 85–100	87	98	98	1	2	3	88	100	101
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		
	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05
Listening and Speaking (Grade K-1)						
Number Tested		16	15		0	0
Beginning		0	0		0	0
Intermediate		2	4		0	0
Advanced		8	5		0	0
Proficient		6	6		0	0
Reading and Writing (Grade K-1)						
Number Tested		16	14		0	0
Beginning		3	1		0	0
Intermediate		3	6		0	0
Advanced		2	3		0	0
Proficient		8	4		0	0
Listening and Speaking (Grade 2-4)						
Number Tested		11	10		0	0
Beginning		1	1		0	0
Intermediate		1	2		0	0
Advanced		2	4		0	0
Proficient		7	3		0	0
Reading and Writing (Grade 2-4)						
Number Tested		11	10		0	0
Beginning		0	0		0	0
Intermediate		5	3		0	0
Advanced		5	3		0	0
Proficient		1	4		0	0
Listening and Speaking (Grade 5-6)						
Number Tested		3	4		0	0
Beginning		#	#		0	0
Intermediate		#	#		0	0
Advanced		#	#		0	0
Proficient		#	#		0	0
Reading and Writing (Grade 5-6)						
Number Tested		3	4		0	0
Beginning		#	#		0	0
Intermediate		#	#		0	0
Advanced		#	#		0	0
Proficient		#	#		0	0

*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 - K)

New York State English as a Second Language Achievement Tests (NYSESLAT)*

	All Students			Students with Disabilities		
	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05
Listening and Speaking (Grade 7-8)						
Number Tested		8	4		0	0
Beginning		0	#		0	0
Intermediate		0	#		0	0
Advanced		3	#		0	0
Proficient		5	#		0	0
Reading and Writing (Grade 7-8)						
Number Tested		8	4		0	0
Beginning		0	#		0	0
Intermediate		3	#		0	0
Advanced		2	#		0	0
Proficient		3	#		0	0
Listening and Speaking (Grade 9-12)						
Number Tested		8	9		0	1
Beginning		0	0		0	#
Intermediate		3	1		0	#
Advanced		3	6		0	#
Proficient		2	2		0	#
Reading and Writing (Grade 9-12)						
Number Tested		8	9		0	1
Beginning		0	0		0	#
Intermediate		2	3		0	#
Advanced		5	3		0	#
Proficient		1	3		0	#

*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)