

New York State School Report Card Comprehensive Information Report

BEDS Code: 66-23-00-01-0048
 Name: Yonkers High School
 Principal: Ralph Vigliotti

Grade Range : 9-12

Fall Enrollment

Grade	2002-03	2003-04	2004-05
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	408	0	0
Ungraded Elementary	0	0	0
Seventh	402	0	0
Eighth	349	0	0
Ninth	202	189	201
Tenth	244	157	179
Eleventh	170	209	159
Twelfth	101	146	193
Ungraded Secondary	110	1	1
Total K-12 Enrollment	1986	702	733

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	130	6.5%	74	10.5%	81	11.1%
Black (Not Hispanic)	502	25.3%	158	22.5%	152	20.7%
Hispanic	787	39.6%	235	33.5%	255	34.8%
White (Not Hispanic)	567	28.5%	235	33.5%	245	33.4%

Average Class Size

Grade Level	2002-03	2003-04	2004-05
Kindergarten	0	0	0
Common Branch	27	0	0
English Grade 8	26	0	0
Mathematics Grade 8	28	0	0
Science Grade 8	26	0	0
Social Studies Grade 8	27	0	0
English Grade 10	31	25	23
Mathematics Grade 10	28	27	24
Science Grade 10	28	25	29
Social Studies Grade 10	28	26	22

(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
41	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 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

	2002-03		2003-04		2004-05	
	Count	Percent	Count	Percent	Count	Percent
Limited English Proficient	164	8.3%	38	5.4%	38	5.2%
Eligible for Free Lunch	1268	63.9%	377	53.7%	375	51.2%

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		92.1%		95.5%		96.4%
Student Suspensions	74	3.8%	30	1.5%	46	6.6%

Student Socioeconomic and Stability Indicators

(Percent of Enrollment)

	2002-03	2003-04	2004-05
Reduced Lunch	5.7%	7.0%	8.2%
Public Assistance	61-70%	61-70%	51-60%
Student Stability	98%	99%	97%

Staff Counts

Staff	2004-05
Total Teachers	48
Total Other Professional Staff	7
Total Paraprofessionals	NA
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*	91	146	188
	Regents Diplomas	31	59	163
	% Regents Diplomas	34%	40%	87%
	Regents Diplomas with Advanced Designation**			55
	% Regents Diplomas with Advanced Designation			29%
	IEP Diplomas or Local Certificates			
Students with Disabilities	Total Graduates*	4	4	4
	Regents Diplomas	0	2	3
	% Regents Diplomas	0%	50%	75%
	Regents Diplomas with Advanced Designation**			2
	% Regents Diplomas with Advanced Designation			50%
	IEP Diplomas or Local Certificates	0	0	0
All Students	Total Graduates*	95	150	192
	Regents Diplomas	31	61	166
	% Regents Diplomas	33%	41%	86%
	Regents Diplomas with Advanced Designation**			57
	% Regents Diplomas with Advanced Designation			30%
	IEP Diplomas or Local Certificates	0	0	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	145	35	0	3	4	0	0	1
	Percent	77%	19%	0%	2%	2%	0%	0%	1%
Students with Disabilities	Number	3	1	0	0	0	0	0	0
	Percent	75%	25%	0%	0%	0%	0%	0%	0%
All Students	Number	148	36	0	3	4	0	0	1
	Percent	77%	19%	0%	2%	2%	0%	0%	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	11		8	1.2%	1	0.1%
	Entered GED Program*	13		6	0.9%	4	0.6%
	Total Noncompleters	24		14	2.1%	5	0.7%
Students with Disabilities	Dropped Out	0		2	14.3%	0	0.0%
	Entered GED Program*	0		1	7.1%	1	7.7%
	Total Noncompleters	0		3	21.4%	1	7.7%
All Students	Dropped Out	11	1.4%	10	1.4%	1	0.1%
	Entered GED Program*	13	1.7%	7	1.0%	5	0.7%
	Total Noncompleters	24	3.1%	17	2.5%	6	0.8%

*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)

Second Language Proficiency Examinations

General-Education Students

Test	2002-03		2003-04		2004-05	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	50	84%	3	#	1	#
German	0	0%	0	0%	0	0%
Italian	98	88%	0	0%	2	#
Latin	0	0%	0	0%	0	0%
Spanish	209	78%	0	0%	1	#

Students with Disabilities

Test	2002-03		2003-04		2004-05	
	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	2002-03		2003-04		2004-05	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	0	0%	0	0%	1	#
Science	2	#	1	#	0	0%
Reading	0	0%	0	0%	0	0%
Writing	0	0%	0	0%	0	0%
Global Studies	1	#	3	#	0	0%
U.S. Hist & Gov't	0	0%	0	0%	0	0%

Students with Disabilities

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

(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	153	208	162	4	5	2
Number Scoring 55-100	146	205	161	#	5	#
Number Scoring 65-100	137	201	157	#	4	#
Number Scoring 85-100	78	93	77	#	1	#
Percentage of Tested Scoring 55-100	95%	99%	99%	#	100%	#
Percentage of Tested Scoring 65-100	90%	97%	97%	#	80%	#
Percentage of Tested Scoring 85-100	51%	45%	48%	#	20%	#
Mathematics A						
Number Tested	242	185	133	6	2	2
Number Scoring 55-100	188	182	132	4	#	#
Number Scoring 65-100	154	175	132	3	#	#
Number Scoring 85-100	27	54	80	1	#	#
Percentage of Tested Scoring 55-100	78%	98%	99%	67%	#	#
Percentage of Tested Scoring 65-100	64%	95%	99%	50%	#	#
Percentage of Tested Scoring 85-100	11%	29%	60%	17%	#	#
Mathematics B						
Number Tested	0	0	72	0	0	1
Number Scoring 55-100	0	0	65	0	0	#
Number Scoring 65-100	0	0	61	0	0	#
Number Scoring 85-100	0	0	17	0	0	#
Percentage of Tested Scoring 55-100	0%	0%	90%	0%	0%	#
Percentage of Tested Scoring 65-100	0%	0%	85%	0%	0%	#
Percentage of Tested Scoring 85-100	0%	0%	24%	0%	0%	#
Global History and Geography						
Number Tested	255	187	169	7	3	2
Number Scoring 55-100	219	181	169	5	#	#
Number Scoring 65-100	189	176	168	4	#	#
Number Scoring 85-100	57	107	99	1	#	#
Percentage of Tested Scoring 55-100	86%	97%	100%	71%	#	#
Percentage of Tested Scoring 65-100	74%	94%	99%	57%	#	#
Percentage of Tested Scoring 85-100	22%	57%	59%	14%	#	#
U.S. History and Government						
Number Tested	151	196	162	3	4	2
Number Scoring 55-100	147	192	162	#	#	#
Number Scoring 65-100	135	179	160	#	#	#
Number Scoring 85-100	42	93	120	#	#	#
Percentage of Tested Scoring 55-100	97%	98%	100%	#	#	#
Percentage of Tested Scoring 65-100	89%	91%	99%	#	#	#
Percentage of Tested Scoring 85-100	28%	47%	74%	#	#	#

(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	208	187	199	3	4	2
Number Scoring 55-100	201	181	194	#	#	#
Number Scoring 65-100	187	176	177	#	#	#
Number Scoring 85-100	47	53	51	#	#	#
Percentage of Tested Scoring 55-100	97%	97%	97%	#	#	#
Percentage of Tested Scoring 65-100	90%	94%	89%	#	#	#
Percentage of Tested Scoring 85-100	23%	28%	26%	#	#	#
Physical Setting/Earth Science						
Number Tested	133	142	100	2	6	1
Number Scoring 55-100	102	136	96	#	4	#
Number Scoring 65-100	77	125	89	#	4	#
Number Scoring 85-100	4	21	12	#	1	#
Percentage of Tested Scoring 55-100	77%	96%	96%	#	67%	#
Percentage of Tested Scoring 65-100	58%	88%	89%	#	67%	#
Percentage of Tested Scoring 85-100	3%	15%	12%	#	17%	#
Physical Setting/Chemistry						
Number Tested	162	158	148	2	0	3
Number Scoring 55-100	119	139	137	#	0	#
Number Scoring 65-100	88	110	109	#	0	#
Number Scoring 85-100	11	11	11	#	0	#
Percentage of Tested Scoring 55-100	73%	88%	93%	#	0%	#
Percentage of Tested Scoring 65-100	54%	70%	74%	#	0%	#
Percentage of Tested Scoring 85-100	7%	7%	7%	#	0%	#
Physical Setting/Physics						
Number Tested		23	17		0	0
Number Scoring 55-100		13	16		0	0
Number Scoring 65-100		8	11		0	0
Number Scoring 85-100		1	2		0	0
Percentage of Tested Scoring 55-100		57%	94%		0%	0%
Percentage of Tested Scoring 65-100		35%	65%		0%	0%
Percentage of Tested Scoring 85-100		4%	12%		0%	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	4	23	0	0	0	0
Number Scoring 55-100	#	23	0	0	0	0
Number Scoring 65-100	#	23	0	0	0	0
Number Scoring 85-100	#	17	0	0	0	0
Percentage of Tested Scoring 55-100	#	100%	0%	0%	0%	0%
Percentage of Tested Scoring 65-100	#	100%	0%	0%	0%	0%
Percentage of Tested Scoring 85-100	#	74%	0%	0%	0%	0%
Comprehensive Italian						
Number Tested	28	34	0	0	0	0
Number Scoring 55-100	27	34	0	0	0	0
Number Scoring 65-100	27	34	0	0	0	0
Number Scoring 85-100	17	21	0	0	0	0
Percentage of Tested Scoring 55-100	96%	100%	0%	0%	0%	0%
Percentage of Tested Scoring 65-100	96%	100%	0%	0%	0%	0%
Percentage of Tested Scoring 85-100	61%	62%	0%	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	113	95	10	1	2	0
Number Scoring 55-100	112	95	8	#	#	0
Number Scoring 65-100	112	95	8	#	#	0
Number Scoring 85-100	79	78	7	#	#	0
Percentage of Tested Scoring 55-100	99%	100%	80%	#	#	0%
Percentage of Tested Scoring 65-100	99%	100%	80%	#	#	0%
Percentage of Tested Scoring 85-100	70%	82%	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)

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	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

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	178	178	178	4	4	4	182	182	182
Number Scoring 55–64	#	#	#	#	#	#	4	10	6
Number Scoring 65–84	#	#	#	#	#	#	108	82	125
Number Scoring 85–100	#	#	#	#	#	#	61	85	45
Approved Alternatives	#	#	#	#	#	#	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 7-8)						
Number Tested		0	0		0	0
Beginning		0	0		0	0
Intermediate		0	0		0	0
Advanced		0	0		0	0
Proficient		0	0		0	0
Reading and Writing (Grade 7-8)						
Number Tested		0	0		0	0
Beginning		0	0		0	0
Intermediate		0	0		0	0
Advanced		0	0		0	0
Proficient		0	0		0	0
Listening and Speaking (Grade 9-12)						
Number Tested		14	13		0	0
Beginning		0	0		0	0
Intermediate		1	0		0	0
Advanced		3	3		0	0
Proficient		10	10		0	0
Reading and Writing (Grade 9-12)						
Number Tested		14	13		0	0
Beginning		0	0		0	0
Intermediate		1	0		0	0
Advanced		12	2		0	0
Proficient		1	11		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 - L)