

New York State School Report Card Comprehensive Information Report

BEDS Code: 66-04-05-03-0001

Grade Range : 9-12

Name: Ardsley High School

Principal: James Haubner

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	0	0	0
Ungraded Elementary	0	0	0
Seventh	0	0	0
Eighth	0	0	0
Ninth	159	195	188
Tenth	162	171	185
Eleventh	171	157	163
Twelfth	138	172	156
Ungraded Secondary	33	31	31
Total K-12 Enrollment	663	726	723

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	51	7.7%	60	8.3%	63	8.7%
Black (Not Hispanic)	20	3.0%	22	3.0%	22	3.0%
Hispanic	23	3.5%	29	4.0%	29	4.0%
White (Not Hispanic)	569	85.8%	615	84.7%	609	84.2%

Average Class Size

Grade Level	2002-03	2003-04	2004-05
Kindergarten	0	0	0
Common Branch	0	0	0
English Grade 8	0	0	0
Mathematics Grade 8	0	0	0
Science Grade 8	0	0	0
Social Studies Grade 8	0	0	0
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
52	All schools in this group are secondary level schools in school districts with low student needs in relation to district resource capacity. The schools in this group are in the lower 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	4	0.6%	4	0.6%	16	2.2%
Eligible for Free Lunch	8	1.2%	8	1.1%	4	0.6%

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		93.9%		94.7%		95.7%
Student Suspensions	65	10.5%	36	5.4%	68	9.4%

Student Socioeconomic and Stability Indicators (Percent of Enrollment)

	2002-03	2003-04	2004-05
Reduced Lunch	0.5%	0.8%	0.6%
Public Assistance	None	1-10%	None
Student Stability	98%	97%	99%

Staff Counts

Staff	2004-05
Total Teachers	61
Total Other Professional Staff	10
Total Paraprofessionals	NA
Teaching Out of Certification*	0

*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	0	0
	Number of Students with Disabilities	0	0	0
	Number of All Students	0	0	0
	Percent of Enrollment	0%	0%	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	95%	100%	100%

(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	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	3	#	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	1	#	0	0%	1	#

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%	0	0%
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	#	0	0%

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	#	2	#
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	163	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	141	201	155	12	25	16
Number Scoring 55-100	135	199	155	11	23	16
Number Scoring 65-100	128	195	151	10	22	15
Number Scoring 85-100	45	88	85	1	7	5
Percentage of Tested Scoring 55-100	96%	99%	100%	92%	92%	100%
Percentage of Tested Scoring 65-100	91%	97%	97%	83%	88%	94%
Percentage of Tested Scoring 85-100	32%	44%	55%	8%	28%	31%
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	190	17	18	21
Number Scoring 55-100	159	170	183	14	14	20
Number Scoring 65-100	148	165	178	11	12	18
Number Scoring 85-100	88	86	114	3	4	5
Percentage of Tested Scoring 55-100	97%	97%	96%	82%	78%	95%
Percentage of Tested Scoring 65-100	90%	94%	94%	65%	67%	86%
Percentage of Tested Scoring 85-100	54%	49%	60%	18%	22%	24%
U.S. History and Government						
Number Tested	155	160	162	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%	96%	90%	62%	93%
Percentage of Tested Scoring 65-100	99%	93%	93%	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	14	13	16	5	8	13
Number Scoring 55-100	14	12	15	5	7	12
Number Scoring 65-100	10	10	13	4	5	11
Number Scoring 85-100	2	0	3	0	0	2
Percentage of Tested Scoring 55-100	100%	92%	94%	100%	88%	92%
Percentage of Tested Scoring 65-100	71%	77%	81%	80%	62%	85%
Percentage of Tested Scoring 85-100	14%	0%	19%	0%	0%	15%
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)

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	3	0	#	#	#	#
Social Studies	3	0	#	#	#	#
Mathematics	3	0	#	#	#	#
Science	3	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 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		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)