

New York State School Report Card Comprehensive Information Report

BEDS Code: 66-03-03-03-0002

Grade Range : 9-12

Name: Bronxville High School

Principal: Anthony Miserandino

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	0	0	0
Ungraded Elementary	0	0	0
Seventh	0	0	0
Eighth	0	0	0
Ninth	101	100	114
Tenth	78	98	96
Eleventh	84	74	90
Twelfth	77	82	76
Ungraded Secondary	0	9	2
Total K-12 Enrollment	340	363	378

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	15	4.4%	18	5.0%	11	2.9%
Black (Not Hispanic)	2	0.6%	3	0.8%	3	0.8%
Hispanic	2	0.6%	4	1.1%	6	1.6%
White (Not Hispanic)	321	94.4%	338	93.1%	358	94.7%

Average Class Size

Grade Level	2000-2001	2001-2002	2002-2003
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	18	19
Mathematics Grade 10	19	18	17
Science Grade 10	12	23	22
Social Studies Grade 10	20	20	25

(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

	2000–2001		2001–2002		2002–2003	
	Count	Percent	Count	Percent	Count	Percent
Limited English Proficient	4	1.2%	3	0.8%	12	3.2%
Eligible for Free Lunch	0	0.0%	0	0.0%	0	0.0%

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		95.1%		94.8%		93.9%
Student Suspensions	9	2.8%	9	2.6%	11	3.0%

Student Socioeconomic and Stability Indicators (Percent of Enrollment)

	2000–2001	2001–2002	2002–2003
Reduced Lunch	0.0%	0.0%	0.0%
Public Assistance	None	None	None
Student Stability	100%	100%	100%

Staff Counts

Staff	2002–2003
Total Teachers	23
Total Other Professional Staff	5
Total Paraprofessionals	NA
Teaching Out of Certification*	3
Teachers with Temporary Licenses	0

*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	66	0	0%	65	0	0%	61	61	100%
Students with Disabilities	11	0	0%	17	0	0%	14	14	100%
All Students	77	0	0%	82	0	0%	75	75	100%

*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	70	0	2	2	0	1
Percent	93%	0%	3%	3%	0%	1%

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)
14	14	0	14

*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			26		0	
	Entered GED Program*			0		0	
	Total Noncompleters			26		0	
Students with Disabilities	Dropped Out			3		0	
	Entered GED Program*			0		0	
	Total Noncompleters			3		0	
All Students	Dropped Out	0	0.0%	29	8.0%	0	0.0%
	Entered GED Program*	0	0.0%	0	0.0%	0	0.0%
	Total Noncompleters	0	0.0%	29	8.0%	0	0.0%

*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	0	0%	0	0%	8	0%
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	3	#
Spanish	0	0%	0	0%	5	0%

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%	4	#
Science	0	0%	0	0%	0	0%
Reading	0	0%	0	0%	0	0%
Writing	0	0%	0	0%	0	0%
Global Studies	2	#	0	0%	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%	6	83%
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%	0	0%	0	0%

(Form – E)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Comprehensive English						
Number Tested	47	47	57	19	0	16
Number Scoring 55–100	46	47	57	19	0	16
Number Scoring 65–100	46	44	57	19	0	16
Number Scoring 85–100	41	37	43	16	0	8
Percentage of Tested Scoring 55–100	98%	100%	100%	100%	0%	100%
Percentage of Tested Scoring 65–100	98%	94%	100%	100%	0%	100%
Percentage of Tested Scoring 85–100	87%	79%	75%	84%	0%	50%
Mathematics A						
Number Tested	0	0	111	0	0	17
Number Scoring 55–100	0	0	107	0	0	14
Number Scoring 65–100	0	0	104	0	0	12
Number Scoring 85–100	0	0	56	0	0	4
Percentage of Tested Scoring 55–100	0%	0%	96%	0%	0%	82%
Percentage of Tested Scoring 65–100	0%	0%	94%	0%	0%	71%
Percentage of Tested Scoring 85–100	0%	0%	50%	0%	0%	24%
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	77	98	96	18	19	12
Number Scoring 55–100	77	98	94	18	19	11
Number Scoring 65–100	77	98	94	18	19	11
Number Scoring 85–100	54	40	66	8	5	4
Percentage of Tested Scoring 55–100	100%	100%	98%	100%	100%	92%
Percentage of Tested Scoring 65–100	100%	100%	98%	100%	100%	92%
Percentage of Tested Scoring 85–100	70%	41%	69%	44%	26%	33%
U.S. History and Government (first administered June 2001)						
Number Tested	78	75	98	23	0	20
Number Scoring 55–100	76	74	98	22	0	20
Number Scoring 65–100	76	73	97	22	0	19
Number Scoring 85–100	47	41	68	8	0	13
Percentage of Tested Scoring 55–100	97%	99%	100%	96%	0%	100%
Percentage of Tested Scoring 65–100	97%	97%	99%	96%	0%	95%
Percentage of Tested Scoring 85–100	60%	55%	69%	35%	0%	65%

(Form – F)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Living Environment (first administered June 2001)						
Number Tested	76	18	12	15	5	3
Number Scoring 55–100	76	18	11	15	5	#
Number Scoring 65–100	76	18	10	15	5	#
Number Scoring 85–100	31	6	7	3	1	#
Percentage of Tested Scoring 55–100	100%	100%	92%	100%	100%	#
Percentage of Tested Scoring 65–100	100%	100%	83%	100%	100%	#
Percentage of Tested Scoring 85–100	41%	33%	58%	20%	20%	#
Physical Setting/Earth Science (first administered June 2001)						
Number Tested	0	75	0	0	13	0
Number Scoring 55–100	0	75	0	0	13	0
Number Scoring 65–100	0	72	0	0	11	0
Number Scoring 85–100	0	48	0	0	5	0
Percentage of Tested Scoring 55–100	0%	100%	0%	0%	100%	0%
Percentage of Tested Scoring 65–100	0%	96%	0%	0%	85%	0%
Percentage of Tested Scoring 85–100	0%	64%	0%	0%	38%	0%
Physical Setting/Chemistry (first administered June 2002)						
Number Tested		0	2		0	1
Number Scoring 55–100		0	#		0	#
Number Scoring 65–100		0	#		0	#
Number Scoring 85–100		0	#		0	#
Percentage of Tested Scoring 55–100		0%	#		0%	#
Percentage of Tested Scoring 65–100		0%	#		0%	#
Percentage of Tested Scoring 85–100		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
Sequential Mathematics, Course II (last administered January 2003)						
Number Tested	0	94	0	0	9	0
Number Scoring 55–100	0	93	0	0	9	0
Number Scoring 65–100	0	89	0	0	9	0
Number Scoring 85–100	0	71	0	0	4	0
Percentage of Tested Scoring 55–100	0%	99%	0%	0%	100%	0%
Percentage of Tested Scoring 65–100	0%	95%	0%	0%	100%	0%
Percentage of Tested Scoring 85–100	0%	76%	0%	0%	44%	0%
Sequential Mathematics, Course III						
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 – I)

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	60	60	60	11	11	11	71	71	71
Number Scoring 55–64	0	1	0	0	0	0	0	1	0
Number Scoring 65–84	12	24	31	5	7	10	17	31	41
Number Scoring 85–100	48	35	27	5	4	1	53	39	28
Approved Alternatives	0	0	0	0	0	0	0	0	0

(Form – K)