

New York State District Report Card Comprehensive Information Report

BEDS Code: 66-23-00-01-0000
 Name: Yonkers City School District
 Superintendent: Angelo Petrone

Fall Enrollment

Grade	2001-02	2002-03	2003-04
Pre-K	1531	1568	1583
Kindergarten	1898	1862	1878
First	2040	2018	1944
Second	2043	1949	1888
Third	2017	1944	1883
Fourth	1915	1894	1829
Fifth	1951	1837	1849
Sixth	1879	2063	1917
Ungraded Elementary	573	548	612
Seventh	1821	1850	1943
Eighth	1753	1652	1662
Ninth	2059	2050	2254
Tenth	1626	1737	1647
Eleventh	1139	1240	1231
Twelfth	970	1047	1024
Ungraded Secondary	1232	1139	1057
Total K-12 Enrollment	24916	24830	24618

Student Racial/Ethnic Origin

Race/Ethnicity	2001-02		2002-03		2003-04	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
American Indian, Alaskan, Asian, or Pacific Islander	1429	5.7%	1405	5.7%	1468	6.0%
Black (Not Hispanic)	7551	30.3%	7464	30.1%	7279	29.6%
Hispanic	11081	44.5%	11390	45.9%	11427	46.4%
White (Not Hispanic)	4855	19.5%	4571	18.4%	4444	18.1%

Average Class Size

Grade Level	2001-02	2002-03	2003-04
Kindergarten	17	17	18
Common Branch	23	23	23
English Grade 8	25	25	26
Mathematics Grade 8	26	26	24
Science Grade 8	26	26	27
Social Studies Grade 8	26	26	26
English Grade 10	24	26	24
Mathematics Grade 10	23	23	25
Science Grade 10	21	24	24
Social Studies Grade 10	24	27	26

(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
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

	2001-02		2002-03		2003-04	
	Count	Percent	Count	Percent	Count	Percent
Limited English Proficient	3795	14.4%	4532	17.2%	4448	17.0%
Eligible for Free Lunch	14980	60.1%	15542	62.6%	16079	65.3%

Attendance and Suspension

	2000-01		2001-02		2002-03	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
Annual Attendance Rate		90.5%		91.1%		90.6%
Student Suspensions	2462	10.0%	3058	12.3%	2128	8.6%

**Student Socioeconomic and Stability Indicators
(Percent of Enrollment)**

	2001-02	2002-03	2003-04
Reduced Lunch	7.5%	7.4%	7.9%
Public Assistance	NA	NA	NA
Student Stability	NA	NA	NA

Staff Counts

Staff	2003-04
Total Teachers	1857
Total Other Professional Staff	334
Total Paraprofessionals	716
Teaching Out of Certification*	32

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

(Form – B)

High School Graduates and Noncompleters

High School Graduates Earning Regents Diplomas*

	2001-02			2002-03			2003-04		
	Total Grads	Regents Diplomas	% Regents Diplomas	Total Grads	Regents Diplomas	% Regents Diplomas	Total Grads	Regents Diplomas	% Regents Diplomas
General Education	643	173	27%	866	205	24%	876	189	22%
Students with Disabilities	81	1	1%	74	3	4%	85	4	5%
All Students	724	174	24%	940	208	22%	961	193	20%

*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 for the 2001-02 school year, diploma counts for that year do not include counts from August 2001. Data for the 2002-03 school year include August 2002 and January and June 2003 graduates; data for the 2003-04 school year include August 2003 and January and June 2004 graduates.

Distribution of 2003-04 Graduates (All Students)

	To 4-year College	To 2-year College	To Other Post-Secondary	To the Military	To Employment	Other
Number	402	240	116	14	157	32
Percent	42%	25%	12%	1%	16%	3%

Number of High School Completers with Disabilities in 2003-04

Graduates* (a)	Regents Diplomas (b)	IEP Diplomas or Certificates (c)	All 2003-04 Completers (a+c)
85	4	44	129

*Local Diplomas (including local diplomas with Regents endorsements)

High School Noncompletion Rates

		2001-02		2002-03		2003-04	
		No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
General-Education Students	Dropped Out	213		166		199	3.6%
	Entered GED Program*	259		250		273	4.9%
	Total Noncompleters	472		416		472	8.5%
Students with Disabilities	Dropped Out	47		38		54	4.8%
	Entered GED Program*	46		59		34	3.0%
	Total Noncompleters	93		97		88	7.8%
All Students	Dropped Out	260	4.0%	204	3.0%	253	3.8%
	Entered GED Program*	305	4.7%	309	4.6%	307	4.6%
	Total Noncompleters	565	8.6%	513	7.6%	560	8.4%

*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	2001-02	2002-03	2003-04
K-1	16%	10%	22%
2-3	16%	11%	20%

Students Developing a Career Plan, 4-12

Grades		2001-02	2002-03	2003-04
4-5	Number of General-Education Students	576	574	921
	Number of Students with Disabilities	87	46	145
	Number of All Students	663	620	1066
	Percent of Enrollment	16%	16%	28%
6-8	Number of General-Education Students	1594	1097	0
	Number of Students with Disabilities	160	111	0
	Number of All Students	1754	1208	0
	Percent of Enrollment	29%	20%	0%
9-12	Number of General-Education Students	1583	699	1403
	Number of Students with Disabilities	120	101	297
	Number of All Students	1703	800	1700
	Percent of Enrollment	26%	12%	25%

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 2003-2004 school year; completer data are as of June 2003.

Note: Blank cells indicate that either the district did not have a CTE program or did not report data.

This data is reported only at the district level.

(Form - D)

Second Language Proficiency Examinations

General-Education Students

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	17	88%	66	88%	81	90%
German	0	0%	0	0%	0	0%
Italian	71	93%	124	87%	125	95%
Latin	0	0%	0	0%	0	0%
Spanish	384	93%	482	86%	451	92%

Students with Disabilities

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	0	0%	1	#	2	#
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	3	#
Latin	0	0%	0	0%	0	0%
Spanish	0	0%	11	100%	9	67%

Regents Competency Tests

General-Education Students

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	11	82%	17	65%	11	73%
Science	178	70%	30	67%	11	64%
Reading	5	60%	5	60%	1	#
Writing	5	80%	4	#	1	#
Global Studies	21	38%	8	63%	15	47%
U.S. Hist & Gov't	26	50%	5	40%	5	60%

Students with Disabilities

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	204	44%	260	46%	249	41%
Science	198	37%	245	24%	252	40%
Reading	97	54%	153	37%	77	47%
Writing	68	65%	125	57%	74	66%
Global Studies	141	43%	171	19%	160	23%
U.S. Hist & Gov't	80	60%	101	34%	104	27%

(Form – E)

Regents Examinations

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
Comprehensive English						
Number Tested	1149	1350	1477	94	114	129
Number Scoring 55-100	949	992	1199	40	26	38
Number Scoring 65-100	745	847	1013	18	19	31
Number Scoring 85-100	203	272	320	1	6	4
Percentage of Tested Scoring 55-100	83%	73%	81%	43%	23%	29%
Percentage of Tested Scoring 65-100	65%	63%	69%	19%	17%	24%
Percentage of Tested Scoring 85-100	18%	20%	22%	1%	5%	3%
Mathematics A						
Number Tested	1391	2039	1440	94	161	103
Number Scoring 55-100	649	1134	1219	20	29	44
Number Scoring 65-100	410	763	933	13	18	19
Number Scoring 85-100	61	113	178	2	4	1
Percentage of Tested Scoring 55-100	47%	56%	85%	21%	18%	43%
Percentage of Tested Scoring 65-100	29%	37%	65%	14%	11%	18%
Percentage of Tested Scoring 85-100	4%	6%	12%	2%	2%	1%
Mathematics B						
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	1360	1701	1548	108	159	141
Number Scoring 55-100	1003	1195	1098	37	52	47
Number Scoring 65-100	736	939	867	22	31	31
Number Scoring 85-100	128	216	270	2	3	8
Percentage of Tested Scoring 55-100	74%	70%	71%	34%	33%	33%
Percentage of Tested Scoring 65-100	54%	55%	56%	20%	19%	22%
Percentage of Tested Scoring 85-100	9%	13%	17%	2%	2%	6%
U.S. History and Government						
Number Tested	1190	1234	1233	88	90	108
Number Scoring 55-100	978	1072	960	45	48	45
Number Scoring 65-100	683	879	786	22	33	33
Number Scoring 85-100	110	232	282	2	6	5
Percentage of Tested Scoring 55-100	82%	87%	78%	51%	53%	42%
Percentage of Tested Scoring 65-100	57%	71%	64%	25%	37%	31%
Percentage of Tested Scoring 85-100	9%	19%	23%	2%	7%	5%

(Form – F)

Regents Examinations

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
Living Environment						
Number Tested	1472	1821	1835	97	170	152
Number Scoring 55-100	1221	1214	1310	50	45	50
Number Scoring 65-100	962	940	969	32	30	26
Number Scoring 85-100	112	109	119	2	1	0
Percentage of Tested Scoring 55-100	83%	67%	71%	52%	26%	33%
Percentage of Tested Scoring 65-100	65%	52%	53%	33%	18%	17%
Percentage of Tested Scoring 85-100	8%	6%	6%	2%	1%	0%
Physical Setting/Earth Science						
Number Tested	535	742	610	29	51	24
Number Scoring 55-100	399	576	479	8	26	14
Number Scoring 65-100	299	445	356	3	17	8
Number Scoring 85-100	58	70	61	0	2	2
Percentage of Tested Scoring 55-100	75%	78%	79%	28%	51%	58%
Percentage of Tested Scoring 65-100	56%	60%	58%	10%	33%	33%
Percentage of Tested Scoring 85-100	11%	9%	10%	0%	4%	8%
Physical Setting/Chemistry						
Number Tested	562	597	651	12	11	13
Number Scoring 55-100	310	323	387	6	4	4
Number Scoring 65-100	152	193	231	5	4	0
Number Scoring 85-100	9	25	26	0	0	0
Percentage of Tested Scoring 55-100	55%	54%	59%	50%	36%	31%
Percentage of Tested Scoring 65-100	27%	32%	35%	42%	36%	0%
Percentage of Tested Scoring 85-100	2%	4%	4%	0%	0%	0%
Physical Setting/Physics						
Number Tested			163			5
Number Scoring 55-100			96			3
Number Scoring 65-100			59			2
Number Scoring 85-100			8			1
Percentage of Tested Scoring 55-100			59%			60%
Percentage of Tested Scoring 65-100			36%			40%
Percentage of Tested Scoring 85-100			5%			20%

* Physical Setting/Physics results for 2001-02 and 2002-03 are not included in the report card because the Department issued new conversion charts for assessments administered in those years.

(Form – G)

Regents Examinations

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
Comprehensive French						
Number Tested	57	34	32	0	0	0
Number Scoring 55-100	45	32	29	0	0	0
Number Scoring 65-100	39	29	29	0	0	0
Number Scoring 85-100	14	22	22	0	0	0
Percentage of Tested Scoring 55-100	79%	94%	91%	0%	0%	0%
Percentage of Tested Scoring 65-100	68%	85%	91%	0%	0%	0%
Percentage of Tested Scoring 85-100	25%	65%	69%	0%	0%	0%
Comprehensive Italian						
Number Tested	67	60	86	0	1	1
Number Scoring 55-100	67	59	85	0	#	#
Number Scoring 65-100	67	59	83	0	#	#
Number Scoring 85-100	38	32	50	0	#	#
Percentage of Tested Scoring 55-100	100%	98%	99%	0%	#	#
Percentage of Tested Scoring 65-100	100%	98%	97%	0%	#	#
Percentage of Tested Scoring 85-100	57%	53%	58%	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	362	419	282	2	1	8
Number Scoring 55-100	347	407	271	#	#	6
Number Scoring 65-100	339	403	269	#	#	6
Number Scoring 85-100	246	303	229	#	#	6
Percentage of Tested Scoring 55-100	96%	97%	96%	#	#	75%
Percentage of Tested Scoring 65-100	94%	96%	95%	#	#	75%
Percentage of Tested Scoring 85-100	68%	72%	81%	#	#	75%
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		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
Sequential Mathematics, Course III (last administered January 2004)						
Number Tested	392	452	57	7	6	2
Number Scoring 55-100	311	280	38	7	3	#
Number Scoring 65-100	282	246	30	6	3	#
Number Scoring 85-100	101	60	2	1	0	#
Percentage of Tested Scoring 55-100	79%	62%	67%	100%	50%	#
Percentage of Tested Scoring 65-100	72%	54%	53%	86%	50%	#
Percentage of Tested Scoring 85-100	26%	13%	4%	14%	0%	#

Introduction to Occupations Examination

	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
General-Education Students	615	90%	458	76%	514	63%
Students with Disabilities	62	68%	58	45%	77	31%

District reports contain data for all students with disabilities enrolled in the district for the 2001-02 school year.

Elementary-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
Nov 2003	General-Education Students	1670	11%	8%	55%	26%
	Students with Disabilities	247	40%	12%	43%	6%
	All Students	1917	15%	8%	54%	23%

Middle-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
June 2004	General-Education Students	1496	13%	67%	19%	1%
	Students with Disabilities	241	45%	48%	7%	0%
	All Students	1737	17%	65%	18%	1%

(Form - I)

New York State Alternate Assessments (NYSAA) 2003–04

Test	Count of Students					
	Tested	Not Tested	Level 1	Level 2	Level 3	Level 4
Elementary Level						
Social Studies	16	2	0	2	2	12
Middle Level						
Social Studies	5	1	0	0	1	4
Secondary Level						
English Language Arts	23	4	0	3	3	17
Social Studies	21	6	1	2	4	14
Mathematics	24	3	2	3	2	17
Science	21	6	1	4	2	14

2000 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	988	988	988	131	131	131	1119	1119	1119
Number Scoring 55–64	116	91	148	7	5	15	123	96	163
Number Scoring 65–84	554	461	624	22	23	17	576	484	641
Number Scoring 85–100	126	219	85	2	6	1	128	225	86
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		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
Listening and Speaking (Grade K-1)						
Number Tested			1033			98
Beginning (0-18)			48			8
Intermediate (19-31)			167			20
Advanced (32-36)			398			41
Proficient (37-39)			420			29
Reading and Writing (Grade K-1)						
Number Tested			1034			98
Beginning (0-14)			211			36
Intermediate (15-24)			205			18
Advanced (25-32)			350			33
Proficient (33-35)			268			11
Listening and Speaking (Grade 2-4)						
Number Tested			1196			179
Beginning (0-18)			54			7
Intermediate (19-31)			154			46
Advanced (32-36)			422			84
Proficient (37-39)			566			42
Reading and Writing (Grade 2-4)						
Number Tested			1196			179
Beginning (0-14)			219			77
Intermediate (15-24)			571			83
Advanced (25-32)			308			16
Proficient (33-35)			98			3
Listening and Speaking (Grade 5-6)						
Number Tested			561			70
Beginning (0-18)			21			2
Intermediate (19-31)			30			9
Advanced (32-36)			126			24
Proficient (37-39)			384			35
Reading and Writing (Grade 5-6)						
Number Tested			561			70
Beginning (0-14)			51			14
Intermediate (15-24)			221			39
Advanced (25-32)			262			17
Proficient (33-35)			27			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		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
Listening and Speaking (Grade 7-8)						
Number Tested			409			46
Beginning (0-18)			26			2
Intermediate (19-31)			49			5
Advanced (32-36)			150			20
Proficient (37-39)			184			19
Reading and Writing (Grade 7-8)						
Number Tested			409			46
Beginning (0-14)			31			7
Intermediate (15-24)			186			32
Advanced (25-32)			153			6
Proficient (33-35)			39			1
Listening and Speaking (Grade 9-12)						
Number Tested			524			43
Beginning (0-18)			60			6
Intermediate (19-31)			125			7
Advanced (32-36)			155			14
Proficient (37-39)			184			16
Reading and Writing (Grade 9-12)						
Number Tested			525			43
Beginning (0-14)			90			14
Intermediate (15-24)			195			22
Advanced (25-32)			222			6
Proficient (33-35)			18			1

*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)