

New York State School Report Card Comprehensive Information Report

BEDS Code: 66-04-05-03-0001
 Name: Ardsley High School
 Principal: James Haubner

Grade Range : 9-12

Fall Enrollment

Grade	2001-02	2002-03	2003-04
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	160	159	195
Tenth	168	162	171
Eleventh	144	171	157
Twelfth	125	138	172
Ungraded Secondary	24	33	31
Total K-12 Enrollment	621	663	726

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	53	8.5%	51	7.7%	60	8.3%
Black (Not Hispanic)	15	2.4%	20	3.0%	22	3.0%
Hispanic	20	3.2%	23	3.5%	29	4.0%
White (Not Hispanic)	533	85.8%	569	85.8%	615	84.7%

Average Class Size

Grade Level	2001-02	2002-03	2003-04
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	17	19	20
Mathematics Grade 10	21	20	20
Science Grade 10	14	15	21
Social Studies Grade 10	19	18	20

(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

	2001-02		2002-03		2003-04	
	Count	Percent	Count	Percent	Count	Percent
Limited English Proficient	6	1.0%	4	0.6%	4	0.6%
Eligible for Free Lunch	9	1.5%	8	1.2%	8	1.1%

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		93.6%		93.9%		94.7%
Student Suspensions	78	12.9%	65	10.5%	36	5.4%

Student Socioeconomic and Stability Indicators (Percent of Enrollment)

	2001-02	2002-03	2003-04
Reduced Lunch	0.6%	0.5%	0.8%
Public Assistance	None	None	1-10%
Student Stability	96%	98%	97%

Staff Counts

Staff	2003-04
Total Teachers	56
Total Other Professional Staff	11
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 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	121	104	86%	127	116	91%	149	139	93%
Students with Disabilities	2	2	100%	11	4	36%	18	11	61%
All Students	123	106	86%	138	120	87%	167	150	90%

*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	147	19	0	0	1	0
Percent	88%	11%	0%	0%	1%	0%

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)
18	11	3	21

*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	0		1		1	0.2%
	Entered GED Program*	1		0		0	0.0%
	Total Noncompleters	1		1		1	0.2%
Students with Disabilities	Dropped Out	0		1		1	1.3%
	Entered GED Program*	0		0		0	0.0%
	Total Noncompleters	0		1		1	1.3%
All Students	Dropped Out	0	0.0%	2	0.3%	2	0.3%
	Entered GED Program*	1	0.2%	0	0.0%	0	0.0%
	Total Noncompleters	1	0.2%	2	0.3%	2	0.3%

*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	0%	0%	0%
2-3	0%	0%	0%

Students Developing a Career Plan, 4-12

Grades		2001-02	2002-03	2003-04
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	600	576	644
	Number of Students with Disabilities	0	54	82
	Number of All Students	600	630	726
	Percent of Enrollment	97%	95%	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 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	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%	3	#	0	0%

Students with Disabilities

Test	2001-02		2002-03		2003-04	
	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%	1	#	0	0%

Regents Competency Tests

General-Education Students

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	10	100%	2	#	1	#
Science	1	#	1	#	0	0%
Reading	1	#	1	#	1	#
Writing	2	#	0	0%	0	0%
Global Studies	3	#	5	100%	1	#
U.S. Hist & Gov't	6	100%	0	0%	2	#

Students with Disabilities

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	14	93%	8	100%	5	100%
Science	4	#	0	0%	2	#
Reading	2	#	4	#	5	80%
Writing	2	#	6	100%	7	86%
Global Studies	3	#	4	#	5	100%
U.S. Hist & Gov't	5	80%	4	#	6	50%

(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	132	160	163	9	13	16
Number Scoring 55-100	129	158	156	7	12	11
Number Scoring 65-100	122	152	147	5	11	6
Number Scoring 85-100	84	79	80	2	1	1
Percentage of Tested Scoring 55-100	98%	99%	96%	78%	92%	69%
Percentage of Tested Scoring 65-100	92%	95%	90%	56%	85%	38%
Percentage of Tested Scoring 85-100	64%	49%	49%	22%	8%	6%
Mathematics A						
Number Tested	148	141	201	21	12	25
Number Scoring 55-100	119	135	199	6	11	23
Number Scoring 65-100	105	128	195	4	10	22
Number Scoring 85-100	40	45	88	1	1	7
Percentage of Tested Scoring 55-100	80%	96%	99%	29%	92%	92%
Percentage of Tested Scoring 65-100	71%	91%	97%	19%	83%	88%
Percentage of Tested Scoring 85-100	27%	32%	44%	5%	8%	28%
Mathematics B						
Number Tested	0	116	157	0	2	4
Number Scoring 55-100	0	108	150	0	#	#
Number Scoring 65-100	0	100	137	0	#	#
Number Scoring 85-100	0	42	70	0	#	#
Percentage of Tested Scoring 55-100	0%	93%	96%	0%	#	#
Percentage of Tested Scoring 65-100	0%	86%	87%	0%	#	#
Percentage of Tested Scoring 85-100	0%	36%	45%	0%	#	#
Global History and Geography						
Number Tested	164	164	176	20	17	18
Number Scoring 55-100	158	159	170	18	14	14
Number Scoring 65-100	155	148	165	18	11	12
Number Scoring 85-100	75	88	86	4	3	4
Percentage of Tested Scoring 55-100	96%	97%	97%	90%	82%	78%
Percentage of Tested Scoring 65-100	95%	90%	94%	90%	65%	67%
Percentage of Tested Scoring 85-100	46%	54%	49%	20%	18%	22%
U.S. History and Government						
Number Tested	131	155	160	9	10	16
Number Scoring 55-100	127	154	153	7	9	10
Number Scoring 65-100	119	153	149	5	9	10
Number Scoring 85-100	68	121	99	3	9	3
Percentage of Tested Scoring 55-100	97%	99%	96%	78%	90%	62%
Percentage of Tested Scoring 65-100	91%	99%	93%	56%	90%	62%
Percentage of Tested Scoring 85-100	52%	78%	62%	33%	90%	19%

(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	156	199	191	12	20	18
Number Scoring 55-100	156	198	191	12	19	18
Number Scoring 65-100	156	196	189	12	18	16
Number Scoring 85-100	86	94	108	1	5	1
Percentage of Tested Scoring 55-100	100%	99%	100%	100%	95%	100%
Percentage of Tested Scoring 65-100	100%	98%	99%	100%	90%	89%
Percentage of Tested Scoring 85-100	55%	47%	57%	8%	25%	6%
Physical Setting/Earth Science						
Number Tested	54	14	13	14	5	8
Number Scoring 55-100	53	14	12	13	5	7
Number Scoring 65-100	50	10	10	12	4	5
Number Scoring 85-100	16	2	0	2	0	0
Percentage of Tested Scoring 55-100	98%	100%	92%	93%	100%	88%
Percentage of Tested Scoring 65-100	93%	71%	77%	86%	80%	62%
Percentage of Tested Scoring 85-100	30%	14%	0%	14%	0%	0%
Physical Setting/Chemistry						
Number Tested	159	137	172	7	4	9
Number Scoring 55-100	157	137	172	7	#	9
Number Scoring 65-100	151	134	166	7	#	9
Number Scoring 85-100	56	70	57	1	#	2
Percentage of Tested Scoring 55-100	99%	100%	100%	100%	#	100%
Percentage of Tested Scoring 65-100	95%	98%	97%	100%	#	100%
Percentage of Tested Scoring 85-100	35%	51%	33%	14%	#	22%
Physical Setting/Physics						
Number Tested			92			0
Number Scoring 55-100			91			0
Number Scoring 65-100			90			0
Number Scoring 85-100			49			0
Percentage of Tested Scoring 55-100			99%			0%
Percentage of Tested Scoring 65-100			98%			0%
Percentage of Tested Scoring 85-100			53%			0%

* 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	30	44	24	1	0	1
Number Scoring 55-100	30	44	24	#	0	#
Number Scoring 65-100	30	44	24	#	0	#
Number Scoring 85-100	23	34	17	#	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%	77%	71%	#	0%	#
Comprehensive Italian						
Number Tested	4	13	12	0	1	1
Number Scoring 55-100	#	13	12	0	#	#
Number Scoring 65-100	#	13	12	0	#	#
Number Scoring 85-100	#	5	7	0	#	#
Percentage of Tested Scoring 55-100	#	100%	100%	0%	#	#
Percentage of Tested Scoring 65-100	#	100%	100%	0%	#	#
Percentage of Tested Scoring 85-100	#	38%	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	101	83	105	5	2	3
Number Scoring 55-100	100	83	105	5	#	#
Number Scoring 65-100	100	83	105	5	#	#
Number Scoring 85-100	74	56	70	3	#	#
Percentage of Tested Scoring 55-100	99%	100%	100%	100%	#	#
Percentage of Tested Scoring 65-100	99%	100%	100%	100%	#	#
Percentage of Tested Scoring 85-100	73%	67%	67%	60%	#	#
Comprehensive Latin						
Number Tested	25	14	19	0	0	0
Number Scoring 55-100	25	14	19	0	0	0
Number Scoring 65-100	25	14	19	0	0	0
Number Scoring 85-100	23	14	18	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	92%	100%	95%	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	163	14	1	14	2	0
Number Scoring 55-100	149	7	#	14	#	0
Number Scoring 65-100	144	6	#	14	#	0
Number Scoring 85-100	87	0	#	2	#	0
Percentage of Tested Scoring 55-100	91%	50%	#	100%	#	0%
Percentage of Tested Scoring 65-100	88%	43%	#	100%	#	0%
Percentage of Tested Scoring 85-100	53%	0%	#	14%	#	0%

Introduction to Occupations Examination

	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
General-Education Students	0	0%	0	0%	1	#
Students with Disabilities	0	0%	0	0%	3	#

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	0	0%	0%	0%	0%
	Students with Disabilities	0	0%	0%	0%	0%
	All Students	0	0%	0%	0%	0%

Middle-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
June 2004	General-Education Students	0	0%	0%	0%	0%
	Students with Disabilities	0	0%	0%	0%	0%
	All Students	0	0%	0%	0%	0%

(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	1	0	#	#	#	#
Middle Level						
Social Studies	0	0	0	0	0	0
Secondary Level						
English Language Arts	1	0	#	#	#	#
Social Studies	1	0	#	#	#	#
Mathematics	1	0	#	#	#	#
Science	1	0	#	#	#	#

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	146	146	146	18	18	18	164	164	164
Number Scoring 55–64	0	0	0	1	1	1	1	1	1
Number Scoring 65–84	70	35	45	8	3	8	78	38	53
Number Scoring 85–100	75	111	101	5	10	6	80	121	107
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 7-8)						
Number Tested			0			0
Beginning (0-18)			0			0
Intermediate (19-31)			0			0
Advanced (32-36)			0			0
Proficient (37-39)			0			0
Reading and Writing (Grade 7-8)						
Number Tested			0			0
Beginning (0-14)			0			0
Intermediate (15-24)			0			0
Advanced (25-32)			0			0
Proficient (33-35)			0			0
Listening and Speaking (Grade 9-12)						
Number Tested			8			0
Beginning (0-18)			0			0
Intermediate (19-31)			3			0
Advanced (32-36)			3			0
Proficient (37-39)			2			0
Reading and Writing (Grade 9-12)						
Number Tested			8			0
Beginning (0-14)			0			0
Intermediate (15-24)			2			0
Advanced (25-32)			5			0
Proficient (33-35)			1			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)