

New York State District Report Card Comprehensive Information Report

BEDS Code: 04-35-01-06-0000
 Name: Yorkshire-Pioneer Central School District
 Superintendent: Jeffrey Bowen

Fall Enrollment

Grade	2001-02	2002-03	2003-04
Pre-K	0	0	0
Kindergarten	212	211	187
First	213	207	205
Second	220	204	198
Third	200	215	193
Fourth	202	200	199
Fifth	226	202	180
Sixth	281	224	192
Ungraded Elementary	0	0	68
Seventh	248	282	230
Eighth	233	241	273
Ninth	239	226	226
Tenth	259	223	221
Eleventh	250	264	220
Twelfth	253	254	253
Ungraded Secondary	52	76	83
Total K-12 Enrollment	3088	3029	2928

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	40	1.3%	41	1.4%	39	1.3%
Black (Not Hispanic)	20	0.6%	16	0.5%	16	0.5%
Hispanic	10	0.3%	13	0.4%	17	0.6%
White (Not Hispanic)	3018	97.7%	2959	97.7%	2856	97.5%

Average Class Size

Grade Level	2001-02	2002-03	2003-04
Kindergarten	19	18	16
Common Branch	19	19	20
English Grade 8	21	18	14
Mathematics Grade 8	23	18	14
Science Grade 8	21	19	16
Social Studies Grade 8	24	18	20
English Grade 10	24	20	19
Mathematics Grade 10	22	20	22
Science Grade 10	22	21	21
Social Studies Grade 10	23	23	24

(Form - A)

District Need to Resource Capacity Category

N/RC Category	Description
4	This is a rural school district with high student needs in relation 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	0	0.0%	0	0.0%	0	0.0%
Eligible for Free Lunch	863	28.0%	808	26.7%	787	26.9%

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		95.0%		95.6%		95.2%
Student Suspensions	131	4.0%	124	4.0%	157	5.2%

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

	2001-02	2002-03	2003-04
Reduced Lunch	15.8%	15.9%	14.7%
Public Assistance	NA	NA	NA
Student Stability	NA	NA	NA

Staff Counts

Staff	2003-04
Total Teachers	236
Total Other Professional Staff	36
Total Paraprofessionals	102
Teaching Out of Certification*	3

*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	194	156	80%	190	148	78%	198	168	85%
Students with Disabilities	20	6	30%	27	6	22%	17	4	24%
All Students	214	162	76%	217	154	71%	215	172	80%

*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	124	59	2	6	18	6
Percent	58%	27%	1%	3%	8%	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)
17	4	20	37

*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	31		29		24	3.0%
	Entered GED Program*	21		24		10	1.2%
	Total Noncompleters	52		53		34	4.2%
Students with Disabilities	Dropped Out	11		11		8	4.2%
	Entered GED Program*	6		7		5	2.6%
	Total Noncompleters	17		18		13	6.8%
All Students	Dropped Out	42	4.0%	40	3.8%	32	3.2%
	Entered GED Program*	27	2.6%	31	3.0%	15	1.5%
	Total Noncompleters	69	6.6%	71	6.8%	47	4.7%

*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	226	0	0
	Number of Students with Disabilities	0	0	0
	Number of All Students	226	0	0
	Percent of Enrollment	53%	0%	0%
6-8	Number of General-Education Students	551	0	0
	Number of Students with Disabilities	0	0	0
	Number of All Students	551	0	0
	Percent of Enrollment	71%	0%	0%
9-12	Number of General-Education Students	166	510	781
	Number of Students with Disabilities	0	90	139
	Number of All Students	166	600	920
	Percent of Enrollment	16%	59%	94%

Career and Technical Education (CTE) Programs

CTE Program	This District		Statewide Average
	Count	Percentage	
All CTE Programs			
Completed the CTE Program	64		
Completed and Passed Regents Exams	62	97%	77%
Completed and had Course Average of 75% or More	54	84%	81%
Completed and Attained a HS Diploma or Equivalent	60	94%	96%
Completed and Whose Status is Known	18		
Completed and Were Successfully Placed	17	94%	96%
Nontraditional Programs			
Underrepresented Gender Members Enrolled	15	54%	30%
Underrepresented Gender Members Who Completed	6	19%	19%

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	83	83%	82	82%	97	84%
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	96	92%	110	85%	114	68%

Students with Disabilities

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	8	63%	7	43%	7	29%
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	10	90%	14	64%	16	25%

Regents Competency Tests

General-Education Students

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	5	100%	14	93%	2	#
Science	4	#	4	#	1	#
Reading	1	#	0	0%	3	#
Writing	0	0%	0	0%	4	#
Global Studies	0	0%	2	#	2	#
U.S. Hist & Gov't	3	#	3	#	1	#

Students with Disabilities

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	33	76%	35	63%	42	83%
Science	24	54%	19	63%	20	55%
Reading	30	70%	24	71%	16	63%
Writing	29	79%	22	82%	20	75%
Global Studies	10	70%	25	44%	17	35%
U.S. Hist & Gov't	8	88%	13	69%	14	43%

(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	255	236	229	34	24	25
Number Scoring 55-100	244	214	215	27	13	17
Number Scoring 65-100	218	194	199	16	8	11
Number Scoring 85-100	84	83	103	1	1	1
Percentage of Tested Scoring 55-100	96%	91%	94%	79%	54%	68%
Percentage of Tested Scoring 65-100	85%	82%	87%	47%	33%	44%
Percentage of Tested Scoring 85-100	33%	35%	45%	3%	4%	4%
Mathematics A						
Number Tested	320	213	308	26	10	38
Number Scoring 55-100	244	190	297	14	6	32
Number Scoring 65-100	204	169	270	10	6	27
Number Scoring 85-100	67	37	121	1	1	4
Percentage of Tested Scoring 55-100	76%	89%	96%	54%	60%	84%
Percentage of Tested Scoring 65-100	64%	79%	88%	38%	60%	71%
Percentage of Tested Scoring 85-100	21%	17%	39%	4%	10%	11%
Mathematics B						
Number Tested	10	108	114	0	2	2
Number Scoring 55-100	2	84	99	0	#	#
Number Scoring 65-100	0	62	83	0	#	#
Number Scoring 85-100	0	10	27	0	#	#
Percentage of Tested Scoring 55-100	20%	78%	87%	0%	#	#
Percentage of Tested Scoring 65-100	0%	57%	73%	0%	#	#
Percentage of Tested Scoring 85-100	0%	9%	24%	0%	#	#
Global History and Geography						
Number Tested	261	251	242	26	29	31
Number Scoring 55-100	247	226	225	19	18	27
Number Scoring 65-100	215	203	206	11	12	18
Number Scoring 85-100	63	82	89	1	1	3
Percentage of Tested Scoring 55-100	95%	90%	93%	73%	62%	87%
Percentage of Tested Scoring 65-100	82%	81%	85%	42%	41%	58%
Percentage of Tested Scoring 85-100	24%	33%	37%	4%	3%	10%
U.S. History and Government						
Number Tested	258	265	217	36	22	27
Number Scoring 55-100	238	262	200	28	21	19
Number Scoring 65-100	201	243	186	21	12	14
Number Scoring 85-100	52	121	112	2	2	4
Percentage of Tested Scoring 55-100	92%	99%	92%	78%	95%	70%
Percentage of Tested Scoring 65-100	78%	92%	86%	58%	55%	52%
Percentage of Tested Scoring 85-100	20%	46%	52%	6%	9%	15%

(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	229	200	188	28	20	20
Number Scoring 55-100	225	192	181	26	15	18
Number Scoring 65-100	217	181	171	22	14	12
Number Scoring 85-100	70	56	56	0	2	2
Percentage of Tested Scoring 55-100	98%	96%	96%	93%	75%	90%
Percentage of Tested Scoring 65-100	95%	91%	91%	79%	70%	60%
Percentage of Tested Scoring 85-100	31%	28%	30%	0%	10%	10%
Physical Setting/Earth Science						
Number Tested	266	255	306	24	33	49
Number Scoring 55-100	251	230	271	20	20	33
Number Scoring 65-100	216	210	235	13	18	22
Number Scoring 85-100	63	99	89	2	2	4
Percentage of Tested Scoring 55-100	94%	90%	89%	83%	61%	67%
Percentage of Tested Scoring 65-100	81%	82%	77%	54%	55%	45%
Percentage of Tested Scoring 85-100	24%	39%	29%	8%	6%	8%
Physical Setting/Chemistry						
Number Tested	111	123	128	4	3	3
Number Scoring 55-100	108	118	126	#	#	#
Number Scoring 65-100	73	81	107	#	#	#
Number Scoring 85-100	11	12	13	#	#	#
Percentage of Tested Scoring 55-100	97%	96%	98%	#	#	#
Percentage of Tested Scoring 65-100	66%	66%	84%	#	#	#
Percentage of Tested Scoring 85-100	10%	10%	10%	#	#	#
Physical Setting/Physics						
Number Tested			48			1
Number Scoring 55-100			48			#
Number Scoring 65-100			43			#
Number Scoring 85-100			12			#
Percentage of Tested Scoring 55-100			100%			#
Percentage of Tested Scoring 65-100			90%			#
Percentage of Tested Scoring 85-100			25%			#

* 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	58	61	38	1	2	0
Number Scoring 55-100	58	61	38	#	#	0
Number Scoring 65-100	58	60	38	#	#	0
Number Scoring 85-100	29	43	32	#	#	0
Percentage of Tested Scoring 55-100	100%	100%	100%	#	#	0%
Percentage of Tested Scoring 65-100	100%	98%	100%	#	#	0%
Percentage of Tested Scoring 85-100	50%	70%	84%	#	#	0%
Comprehensive Italian						
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 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	35	43	48	1	0	1
Number Scoring 55-100	35	43	48	#	0	#
Number Scoring 65-100	35	43	48	#	0	#
Number Scoring 85-100	26	21	28	#	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	74%	49%	58%	#	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)

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	149	28	0	3	1	0
Number Scoring 55-100	91	22	0	#	#	0
Number Scoring 65-100	71	16	0	#	#	0
Number Scoring 85-100	23	2	0	#	#	0
Percentage of Tested Scoring 55-100	61%	79%	0%	#	#	0%
Percentage of Tested Scoring 65-100	48%	57%	0%	#	#	0%
Percentage of Tested Scoring 85-100	15%	7%	0%	#	#	0%

Introduction to Occupations Examination

	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
General-Education Students	105	100%	49	96%	22	100%
Students with Disabilities	29	76%	6	50%	4	#

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	160	1%	4%	64%	31%
	Students with Disabilities	33	33%	18%	48%	0%
	All Students	193	7%	7%	61%	25%

Middle-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
June 2004	General-Education Students	218	0%	39%	54%	7%
	Students with Disabilities	56	14%	70%	14%	2%
	All Students	274	3%	45%	46%	6%

(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	0	0	0	0	0	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	222	222	222	36	36	36	258	258	258
Number Scoring 55–64	11	6	4	5	8	4	16	14	8
Number Scoring 65–84	144	88	124	10	9	14	154	97	138
Number Scoring 85–100	62	115	86	2	1	0	64	116	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 7-8)						
Number Tested			1			0
Beginning (0-18)			#			0
Intermediate (19-31)			#			0
Advanced (32-36)			#			0
Proficient (37-39)			#			0
Reading and Writing (Grade 7-8)						
Number Tested			1			0
Beginning (0-14)			#			0
Intermediate (15-24)			#			0
Advanced (25-32)			#			0
Proficient (33-35)			#			0
Listening and Speaking (Grade 9-12)						
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 9-12)						
Number Tested			0			0
Beginning (0-14)			0			0
Intermediate (15-24)			0			0
Advanced (25-32)			0			0
Proficient (33-35)			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)