

# New York State District Report Card Comprehensive Information Report

BEDS Code: 66-24-02-06-0000  
 Name: Yorktown Central School District  
 Superintendent: Gordon Bruno

## Fall Enrollment

Grade	2001-02	2002-03	2003-04
Pre-K	0	0	0
Kindergarten	303	235	281
First	299	333	253
Second	317	308	336
Third	296	341	304
Fourth	318	304	341
Fifth	337	338	318
Sixth	344	345	338
Ungraded Elementary	0	6	0
Seventh	353	346	354
Eighth	333	354	352
Ninth	333	341	368
Tenth	298	337	344
Eleventh	314	298	332
Twelfth	276	297	298
Ungraded Secondary	0	0	0
Total K-12 Enrollment	4121	4183	4219

## 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	178	4.3%	182	4.4%	189	4.5%
Black (Not Hispanic)	56	1.4%	58	1.4%	56	1.3%
Hispanic	172	4.2%	159	3.8%	195	4.6%
White (Not Hispanic)	3715	90.1%	3784	90.5%	3779	89.6%

## Average Class Size

Grade Level	2001-02	2002-03	2003-04
Kindergarten	20	19	18
Common Branch	21	22	21
English Grade 8	23	25	25
Mathematics Grade 8	25	24	24
Science Grade 8	24	24	26
Social Studies Grade 8	27	26	26
English Grade 10	24	25	23
Mathematics Grade 10	21	22	22
Science Grade 10	24	25	23
Social Studies Grade 10	26	25	26

(Form - A)

**District Need to Resource Capacity Category**

<b>N/RC Category</b>	<b>Description</b>
6	This is a school district with low student needs in relation to district resource capacity.

**Similar School Group and Description**

<b>Similar School Group</b>	<b>Description</b>
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**

	<b>2001-02</b>		<b>2002-03</b>		<b>2003-04</b>	
	Count	Percent	Count	Percent	Count	Percent
<b>Limited English Proficient</b>	51	1.2%	56	1.3%	71	1.7%
<b>Eligible for Free Lunch</b>	34	0.9%	48	1.2%	38	1.0%

**Attendance and Suspension**

	<b>2000-01</b>		<b>2001-02</b>		<b>2002-03</b>	
	<b>No. of Students</b>	<b>% of Enroll.</b>	<b>No. of Students</b>	<b>% of Enroll.</b>	<b>No. of Students</b>	<b>% of Enroll.</b>
<b>Annual Attendance Rate</b>		95.8%		95.7%		95.8%
<b>Student Suspensions</b>	42	1.0%	47	1.1%	59	1.4%

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

	<b>2001-02</b>	<b>2002-03</b>	<b>2003-04</b>
<b>Reduced Lunch</b>	0.4%	0.3%	0.7%
<b>Public Assistance</b>	NA	NA	NA
<b>Student Stability</b>	NA	NA	NA

**Staff Counts**

<b>Staff</b>	<b>2003-04</b>
Total Teachers	322
Total Other Professional Staff	41
Total Paraprofessionals	125
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	222	180	81%	231	194	84%	249	208	84%
Students with Disabilities	38	7	18%	48	11	23%	47	11	23%
All Students	260	187	72%	279	205	73%	296	219	74%

\*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	232	38	5	1	5	15
Percent	78%	13%	2%	0%	2%	5%

## 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)
47	11	7	54

\*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	8		6		0	0.0%
	Entered GED Program*	0		0		2	0.2%
	Total Noncompleters	8		6		2	0.2%
Students with Disabilities	Dropped Out	4		5		2	0.8%
	Entered GED Program*	0		1		1	0.4%
	Total Noncompleters	4		6		3	1.3%
All Students	Dropped Out	12	1.0%	11	0.9%	2	0.1%
	Entered GED Program*	0	0.0%	1	0.1%	3	0.2%
	Total Noncompleters	12	1.0%	12	0.9%	5	0.4%

\*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	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	319	314
	Number of Students with Disabilities	0	35	38
	Number of All Students	0	354	352
	Percent of Enrollment	0%	34%	34%
9-12	Number of General-Education Students	0	17	0
	Number of Students with Disabilities	0	3	0
	Number of All Students	0	20	0
	Percent of Enrollment	0%	2%	0%

## Career and Technical Education (CTE) Programs

CTE Program	This District		Statewide Average
	Count	Percentage	
All CTE Programs			
Completed the CTE Program	22		
Completed and Passed Regents Exams	19	86%	77%
Completed and had Course Average of 75% or More	22	100%	81%
Completed and Attained a HS Diploma or Equivalent	22	100%	96%
Completed and Whose Status is Known	21		
Completed and Were Successfully Placed	21	100%	96%
Nontraditional Programs			
Underrepresented Gender Members Enrolled			30%
Underrepresented Gender Members Who Completed	0	.	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	25	88%	38	97%	40	98%
German	0	0%	0	0%	0	0%
Italian	69	97%	93	99%	70	99%
Latin	0	0%	0	0%	0	0%
Spanish	207	96%	170	98%	188	98%

## Students with Disabilities

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	0	0%	0	0%	1	#
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	2	#
Latin	0	0%	0	0%	0	0%
Spanish	0	0%	0	0%	7	100%

# Regents Competency Tests

## General-Education Students

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	1	#	5	100%	1	#
Science	2	#	6	83%	0	0%
Reading	1	#	1	#	0	0%
Writing	1	#	1	#	0	0%
Global Studies	1	#	4	#	1	#
U.S. Hist & Gov't	3	#	4	#	0	0%

## Students with Disabilities

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	38	79%	52	88%	32	91%
Science	22	86%	24	58%	23	74%
Reading	5	80%	24	100%	5	60%
Writing	6	83%	21	100%	15	87%
Global Studies	23	74%	29	55%	20	60%
U.S. Hist & Gov't	29	66%	27	63%	15	33%

(Form – E)

# Regents Examinations

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
<b>Comprehensive English</b>						
Number Tested	292	294	327	53	42	45
Number Scoring 55-100	276	281	317	39	34	36
Number Scoring 65-100	264	269	310	29	27	31
Number Scoring 85-100	188	194	214	6	12	5
Percentage of Tested Scoring 55-100	95%	96%	97%	74%	81%	80%
Percentage of Tested Scoring 65-100	90%	91%	95%	55%	64%	69%
Percentage of Tested Scoring 85-100	64%	66%	65%	11%	29%	11%
<b>Mathematics A</b>						
Number Tested	52	369	336	28	43	43
Number Scoring 55-100	6	330	332	2	22	40
Number Scoring 65-100	3	317	323	1	21	35
Number Scoring 85-100	0	209	209	0	5	13
Percentage of Tested Scoring 55-100	12%	89%	99%	7%	51%	93%
Percentage of Tested Scoring 65-100	6%	86%	96%	4%	49%	81%
Percentage of Tested Scoring 85-100	0%	57%	62%	0%	12%	30%
<b>Mathematics B</b>						
Number Tested	2	0	189	0	0	5
Number Scoring 55-100	#	0	189	0	0	5
Number Scoring 65-100	#	0	186	0	0	5
Number Scoring 85-100	#	0	119	0	0	4
Percentage of Tested Scoring 55-100	#	0%	100%	0%	0%	100%
Percentage of Tested Scoring 65-100	#	0%	98%	0%	0%	100%
Percentage of Tested Scoring 85-100	#	0%	63%	0%	0%	80%
<b>Global History and Geography</b>						
Number Tested	272	350	356	24	41	54
Number Scoring 55-100	269	328	335	24	27	44
Number Scoring 65-100	260	305	304	24	23	35
Number Scoring 85-100	126	171	178	5	1	11
Percentage of Tested Scoring 55-100	99%	94%	94%	100%	66%	81%
Percentage of Tested Scoring 65-100	96%	87%	85%	100%	56%	65%
Percentage of Tested Scoring 85-100	46%	49%	50%	21%	2%	20%
<b>U.S. History and Government</b>						
Number Tested	265	304	335	30	43	54
Number Scoring 55-100	259	293	316	29	36	40
Number Scoring 65-100	240	284	299	18	30	30
Number Scoring 85-100	123	174	179	5	9	3
Percentage of Tested Scoring 55-100	98%	96%	94%	97%	84%	74%
Percentage of Tested Scoring 65-100	91%	93%	89%	60%	70%	56%
Percentage of Tested Scoring 85-100	46%	57%	53%	17%	21%	6%

(Form – F)

# Regents Examinations

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
<b>Living Environment</b>						
Number Tested	305	318	332	33	35	43
Number Scoring 55-100	305	306	327	33	24	39
Number Scoring 65-100	305	302	319	33	21	34
Number Scoring 85-100	153	132	174	5	1	13
Percentage of Tested Scoring 55-100	100%	96%	98%	100%	69%	91%
Percentage of Tested Scoring 65-100	100%	95%	96%	100%	60%	79%
Percentage of Tested Scoring 85-100	50%	42%	52%	15%	3%	30%
<b>Physical Setting/Earth Science</b>						
Number Tested	297	347	392	16	36	53
Number Scoring 55-100	292	337	377	15	34	48
Number Scoring 65-100	276	319	348	12	27	37
Number Scoring 85-100	118	196	176	2	8	8
Percentage of Tested Scoring 55-100	98%	97%	96%	94%	94%	91%
Percentage of Tested Scoring 65-100	93%	92%	89%	75%	75%	70%
Percentage of Tested Scoring 85-100	40%	56%	45%	12%	22%	15%
<b>Physical Setting/Chemistry</b>						
Number Tested	184	274	239	7	15	6
Number Scoring 55-100	182	271	238	6	14	6
Number Scoring 65-100	160	236	223	6	12	5
Number Scoring 85-100	32	62	58	0	1	0
Percentage of Tested Scoring 55-100	99%	99%	100%	86%	93%	100%
Percentage of Tested Scoring 65-100	87%	86%	93%	86%	80%	83%
Percentage of Tested Scoring 85-100	17%	23%	24%	0%	7%	0%
<b>Physical Setting/Physics</b>						
Number Tested			139			7
Number Scoring 55-100			135			6
Number Scoring 65-100			122			4
Number Scoring 85-100			56			1
Percentage of Tested Scoring 55-100			97%			86%
Percentage of Tested Scoring 65-100			88%			57%
Percentage of Tested Scoring 85-100			40%			14%

\* 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
<b>Comprehensive French</b>						
Number Tested	36	33	14	2	0	0
Number Scoring 55-100	36	33	14	#	0	0
Number Scoring 65-100	35	33	14	#	0	0
Number Scoring 85-100	15	19	9	#	0	0
Percentage of Tested Scoring 55-100	100%	100%	100%	#	0%	0%
Percentage of Tested Scoring 65-100	97%	100%	100%	#	0%	0%
Percentage of Tested Scoring 85-100	42%	58%	64%	#	0%	0%
<b>Comprehensive Italian</b>						
Number Tested	39	56	57	1	4	4
Number Scoring 55-100	39	56	57	#	#	#
Number Scoring 65-100	39	56	57	#	#	#
Number Scoring 85-100	31	45	50	#	#	#
Percentage of Tested Scoring 55-100	100%	100%	100%	#	#	#
Percentage of Tested Scoring 65-100	100%	100%	100%	#	#	#
Percentage of Tested Scoring 85-100	79%	80%	88%	#	#	#
<b>Comprehensive German</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%
<b>Comprehensive Hebrew</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%
<b>Comprehensive Spanish</b>						
Number Tested	146	170	191	7	4	6
Number Scoring 55-100	145	170	191	6	#	6
Number Scoring 65-100	143	169	191	6	#	6
Number Scoring 85-100	101	125	132	3	#	2
Percentage of Tested Scoring 55-100	99%	100%	100%	86%	#	100%
Percentage of Tested Scoring 65-100	98%	99%	100%	86%	#	100%
Percentage of Tested Scoring 85-100	69%	74%	69%	43%	#	33%
<b>Comprehensive Latin</b>						
Number Tested	9	11	23	1	1	1
Number Scoring 55-100	9	11	23	#	#	#
Number Scoring 65-100	9	11	23	#	#	#
Number Scoring 85-100	4	10	9	#	#	#
Percentage of Tested Scoring 55-100	100%	100%	100%	#	#	#
Percentage of Tested Scoring 65-100	100%	100%	100%	#	#	#
Percentage of Tested Scoring 85-100	44%	91%	39%	#	#	#

(Form – H)

## Regents Examinations

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
<b>Sequential Mathematics, Course III (last administered January 2004)</b>						
Number Tested	176	205	4	5	10	0
Number Scoring 55-100	167	202	#	5	8	0
Number Scoring 65-100	155	198	#	4	8	0
Number Scoring 85-100	93	116	#	3	6	0
Percentage of Tested Scoring 55-100	95%	99%	#	100%	80%	0%
Percentage of Tested Scoring 65-100	88%	97%	#	80%	80%	0%
Percentage of Tested Scoring 85-100	53%	57%	#	60%	60%	0%

## Introduction to Occupations Examination

	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
General-Education Students	14	100%	25	100%	2	#
Students with Disabilities	15	87%	15	87%	0	0%

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
<b>Nov 2003</b>	General-Education Students	272	1%	1%	46%	53%
	Students with Disabilities	40	3%	3%	55%	40%
	All Students	312	1%	1%	47%	51%

## Middle-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
<b>June 2004</b>	General-Education Students	311	0%	19%	63%	18%
	Students with Disabilities	37	3%	65%	30%	3%
	All Students	348	0%	24%	59%	17%

(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
<b>Elementary Level</b>						
Social Studies	6	2	0	0	2	4
<b>Middle Level</b>						
Social Studies	1	0	#	#	#	#
<b>Secondary Level</b>						
English Language Arts	2	1	#	#	#	#
Social Studies	3	0	#	#	#	#
Mathematics	3	0	#	#	#	#
Science	2	1	#	#	#	#

## 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	247	247	247	50	50	50	297	297	297
Number Scoring 55–64	4	2	2	3	6	5	7	8	7
Number Scoring 65–84	118	73	103	23	23	30	141	96	133
Number Scoring 85–100	119	167	141	5	9	8	124	176	149
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
<b>Listening and Speaking (Grade K-1)</b>						
Number Tested			24			0
Beginning (0-18)			0			0
Intermediate (19-31)			3			0
Advanced (32-36)			6			0
Proficient (37-39)			15			0
<b>Reading and Writing (Grade K-1)</b>						
Number Tested			24			0
Beginning (0-14)			0			0
Intermediate (15-24)			7			0
Advanced (25-32)			6			0
Proficient (33-35)			11			0
<b>Listening and Speaking (Grade 2-4)</b>						
Number Tested			27			1
Beginning (0-18)			0			#
Intermediate (19-31)			2			#
Advanced (32-36)			6			#
Proficient (37-39)			19			#
<b>Reading and Writing (Grade 2-4)</b>						
Number Tested			27			1
Beginning (0-14)			1			#
Intermediate (15-24)			8			#
Advanced (25-32)			12			#
Proficient (33-35)			6			#
<b>Listening and Speaking (Grade 5-6)</b>						
Number Tested			4			0
Beginning (0-18)			#			0
Intermediate (19-31)			#			0
Advanced (32-36)			#			0
Proficient (37-39)			#			0
<b>Reading and Writing (Grade 5-6)</b>						
Number Tested			4			0
Beginning (0-14)			#			0
Intermediate (15-24)			#			0
Advanced (25-32)			#			0
Proficient (33-35)			#			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
<b>Listening and Speaking (Grade 7-8)</b>						
Number Tested			8			0
Beginning (0-18)			1			0
Intermediate (19-31)			2			0
Advanced (32-36)			3			0
Proficient (37-39)			2			0
<b>Reading and Writing (Grade 7-8)</b>						
Number Tested			8			0
Beginning (0-14)			2			0
Intermediate (15-24)			2			0
Advanced (25-32)			3			0
Proficient (33-35)			1			0
<b>Listening and Speaking (Grade 9-12)</b>						
Number Tested			9			1
Beginning (0-18)			1			#
Intermediate (19-31)			5			#
Advanced (32-36)			1			#
Proficient (37-39)			2			#
<b>Reading and Writing (Grade 9-12)</b>						
Number Tested			8			1
Beginning (0-14)			1			#
Intermediate (15-24)			4			#
Advanced (25-32)			3			#
Proficient (33-35)			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)