

# 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	2002-03	2003-04	2004-05
Pre-K	0	0	0
Kindergarten	235	281	267
First	333	253	306
Second	308	336	258
Third	341	304	336
Fourth	304	341	309
Fifth	338	318	342
Sixth	345	338	325
Ungraded Elementary	6	0	7
Seventh	346	354	347
Eighth	354	352	350
Ninth	341	368	341
Tenth	337	344	369
Eleventh	298	332	345
Twelfth	297	298	332
Ungraded Secondary	0	0	0
Total K-12 Enrollment	4183	4219	4234

## Student Racial/Ethnic Origin

Race/Ethnicity	2002-03		2003-04		2004-05	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
American Indian, Alaskan, Asian, or Pacific Islander	182	4.4%	189	4.5%	208	4.9%
Black (Not Hispanic)	58	1.4%	56	1.3%	60	1.4%
Hispanic	159	3.8%	195	4.6%	232	5.5%
White (Not Hispanic)	3784	90.5%	3779	89.6%	3734	88.2%

## Average Class Size

Grade Level	2002-03	2003-04	2004-05
Kindergarten	19	18	18
Common Branch	22	21	21
English Grade 8	25	25	24
Mathematics Grade 8	24	24	21
Science Grade 8	24	26	23
Social Studies Grade 8	26	26	25
English Grade 10	25	23	24
Mathematics Grade 10	22	22	23
Science Grade 10	25	23	24
Social Studies Grade 10	25	26	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
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

	2002-03		2003-04		2004-05	
	Count	Percent	Count	Percent	Count	Percent
Limited English Proficient	56	1.3%	71	1.7%	88	2.1%
Eligible for Free Lunch	48	1.2%	38	1.0%	44	1.1%

### Attendance and Suspension

	2001-02		2002-03		2003-04	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
Annual Attendance Rate		95.7%		95.8%		96.2%
Student Suspensions	47	1.1%	59	1.4%	56	1.3%

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

	2002-03	2003-04	2004-05
Reduced Lunch	0.3%	0.7%	0.8%
Public Assistance	NA	NA	NA
Student Stability	NA	NA	NA

### Staff Counts

Staff	2004-05
Total Teachers	336
Total Other Professional Staff	43
Total Paraprofessionals	141
Teaching Out of Certification*	2

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

(Form – B)

# High School Graduates and Noncompleters

High School Graduates and Completers		2002-03	2003-04	2004-05
<b>General-Education Students</b>	Total Graduates*	231	249	285
	Regents Diplomas	194	208	262
	% Regents Diplomas	84%	84%	92%
	Regents Diplomas with Advanced Designation**			199
	% Regents Diplomas with Advanced Designation			70%
	IEP Diplomas or Local Certificates			
<b>Students with Disabilities</b>	Total Graduates*	48	47	44
	Regents Diplomas	11	11	17
	% Regents Diplomas	23%	23%	39%
	Regents Diplomas with Advanced Designation**			4
	% Regents Diplomas with Advanced Designation			9%
	IEP Diplomas or Local Certificates	4	7	4
<b>All Students</b>	Total Graduates*	279	296	329
	Regents Diplomas	205	219	279
	% Regents Diplomas	73%	74%	85%
	Regents Diplomas with Advanced Designation**			203
	% Regents Diplomas with Advanced Designation			62%
	IEP Diplomas or Local Certificates	4	7	4

\* Only students awarded local diplomas or Regents endorsed diplomas are included in the count of high school graduates in this table. Data include graduates in August, January and June of the school year being reported.

\*\*Beginning with students who first entered grade 9 in 2001-02, students may earn a Regents diploma by passing (scoring 65-100) Regents exams in five areas and meeting course requirements. To earn a Regents diploma with advanced designation, the student must pass eight Regents exams. For more information, see <http://www.emsc.nysed.gov/parents/gradreqtsfs.shtml>

## Post-Secondary Plans of 2004-05 Graduates

		4-year College	2-year College	Other Post-Secondary	Military	Employment	Adult Services	Plan Unknown	Other Known Plan
<b>General-Education Students</b>	<b>Number</b>	255	21	0	0	3	0	0	6
	<b>Percent</b>	89%	7%	0%	0%	1%	0%	0%	2%
<b>Students with Disabilities</b>	<b>Number</b>	16	17	1	0	3	1	3	3
	<b>Percent</b>	36%	39%	2%	0%	7%	2%	7%	7%
<b>All Students</b>	<b>Number</b>	271	38	1	0	6	1	3	9
	<b>Percent</b>	82%	12%	0%	0%	2%	0%	1%	3%

## High School Noncompletion Rates

		2002-03		2003-04		2004-05	
		No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
<b>General-Education Students</b>	Dropped Out	6		0	0.0%	2	0.2%
	Entered GED Program*	0		2	0.2%	1	0.1%
	Total Noncompleters	6		2	0.2%	3	0.3%
<b>Students with Disabilities</b>	Dropped Out	5		2	0.8%	1	0.5%
	Entered GED Program*	1		1	0.4%	1	0.5%
	Total Noncompleters	6		3	1.3%	2	0.9%
<b>All Students</b>	Dropped Out	11	0.9%	2	0.1%	3	0.2%
	Entered GED Program*	1	0.1%	3	0.2%	2	0.1%
	Total Noncompleters	12	0.9%	5	0.4%	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	2002-03	2003-04	2004-05
K-1	0%	0%	0%
2-3	0%	0%	0%

## Students Developing a Career Plan, 4-12

Grades		2002-03	2003-04	2004-05
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	319	314	309
	Number of Students with Disabilities	35	38	41
	Number of All Students	354	352	350
	Percent of Enrollment	34%	34%	34%
9-12	Number of General-Education Students	17	0	0
	Number of Students with Disabilities	3	0	0
	Number of All Students	20	0	0
	Percent of Enrollment	2%	0%	0%

## Career and Technical Education (CTE) Programs

CTE Program	This District		Statewide Average
	Count	Percentage	
All CTE Programs			
Completed the CTE Program	13		
Completed and Passed Regents Exams	10	77%	80%
Completed and had Course Average of 75% or More	12	92%	82%
Completed and Attained a HS Diploma or Equivalent	13	100%	96%
Completed and Whose Status is Known	13		
Completed and Were Successfully Placed	13	100%	96%
Nontraditional Programs			
Underrepresented Gender Members Enrolled	3	50%	25%
Underrepresented Gender Members Who Completed	0	0%	19%

Enrollment data are for the 2004-2005 school year; completer data are as of June 2004.

Blank cells indicate that either the district did not have a CTE program or did not report data. These data are reported only at the district level.

(Form - D)

# Second Language Proficiency Examinations

## General-Education Students

Test	2002-03		2003-04		2004-05	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	38	97%	40	98%	24	100%
German	0	0%	0	0%	0	0%
Italian	93	99%	70	99%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	170	98%	188	98%	196	100%

## Students with Disabilities

Test	2002-03		2003-04		2004-05	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	0	0%	1	#	1	#
German	0	0%	0	0%	0	0%
Italian	0	0%	2	#	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	0	0%	7	100%	6	100%

# Regents Competency Tests

## General-Education Students

Test	2002-03		2003-04		2004-05	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	5	100%	1	#	0	0%
Science	6	83%	0	0%	0	0%
Reading	1	#	0	0%	0	0%
Writing	1	#	0	0%	0	0%
Global Studies	4	#	1	#	0	0%
U.S. Hist & Gov't	4	#	0	0%	1	#

## Students with Disabilities

Test	2002-03		2003-04		2004-05	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	52	88%	32	91%	26	46%
Science	24	58%	23	74%	27	52%
Reading	24	100%	5	60%	17	76%
Writing	21	100%	15	87%	17	82%
Global Studies	29	55%	20	60%	13	38%
U.S. Hist & Gov't	27	63%	15	33%	12	58%

(Form – E)

# Regents Examinations

	All Students			Students with Disabilities		
	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05
<b>Comprehensive English</b>						
Number Tested	294	327	345	42	45	48
Number Scoring 55-100	281	317	333	34	36	39
Number Scoring 65-100	269	310	317	27	31	28
Number Scoring 85-100	194	214	230	12	5	14
Percentage of Tested Scoring 55-100	96%	97%	97%	81%	80%	81%
Percentage of Tested Scoring 65-100	91%	95%	92%	64%	69%	58%
Percentage of Tested Scoring 85-100	66%	65%	67%	29%	11%	29%
<b>Mathematics A</b>						
Number Tested	369	336	359	43	43	59
Number Scoring 55-100	330	332	343	22	40	46
Number Scoring 65-100	317	323	325	21	35	35
Number Scoring 85-100	209	209	214	5	13	12
Percentage of Tested Scoring 55-100	89%	99%	96%	51%	93%	78%
Percentage of Tested Scoring 65-100	86%	96%	91%	49%	81%	59%
Percentage of Tested Scoring 85-100	57%	62%	60%	12%	30%	20%
<b>Mathematics B</b>						
Number Tested	0	189	214	0	5	8
Number Scoring 55-100	0	189	211	0	5	7
Number Scoring 65-100	0	186	202	0	5	7
Number Scoring 85-100	0	119	88	0	4	3
Percentage of Tested Scoring 55-100	0%	100%	99%	0%	100%	88%
Percentage of Tested Scoring 65-100	0%	98%	94%	0%	100%	88%
Percentage of Tested Scoring 85-100	0%	63%	41%	0%	80%	38%
<b>Global History and Geography</b>						
Number Tested	350	356	393	41	54	68
Number Scoring 55-100	328	335	372	27	44	60
Number Scoring 65-100	305	304	337	23	35	42
Number Scoring 85-100	171	178	170	1	11	10
Percentage of Tested Scoring 55-100	94%	94%	95%	66%	81%	88%
Percentage of Tested Scoring 65-100	87%	85%	86%	56%	65%	62%
Percentage of Tested Scoring 85-100	49%	50%	43%	2%	20%	15%
<b>U.S. History and Government</b>						
Number Tested	304	335	358	43	54	51
Number Scoring 55-100	293	316	326	36	40	35
Number Scoring 65-100	284	299	298	30	30	24
Number Scoring 85-100	174	179	198	9	3	11
Percentage of Tested Scoring 55-100	96%	94%	91%	84%	74%	69%
Percentage of Tested Scoring 65-100	93%	89%	83%	70%	56%	47%
Percentage of Tested Scoring 85-100	57%	53%	55%	21%	6%	22%

(Form – F)

# Regents Examinations

	All Students			Students with Disabilities		
	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05
<b>Living Environment</b>						
Number Tested	318	332	380	35	43	56
Number Scoring 55-100	306	327	374	24	39	51
Number Scoring 65-100	302	319	360	21	34	41
Number Scoring 85-100	132	174	187	1	13	4
Percentage of Tested Scoring 55-100	96%	98%	98%	69%	91%	91%
Percentage of Tested Scoring 65-100	95%	96%	95%	60%	79%	73%
Percentage of Tested Scoring 85-100	42%	52%	49%	3%	30%	7%
<b>Physical Setting/Earth Science</b>						
Number Tested	347	392	345	36	53	30
Number Scoring 55-100	337	377	330	34	48	24
Number Scoring 65-100	319	348	306	27	37	19
Number Scoring 85-100	196	176	165	8	8	1
Percentage of Tested Scoring 55-100	97%	96%	96%	94%	91%	80%
Percentage of Tested Scoring 65-100	92%	89%	89%	75%	70%	63%
Percentage of Tested Scoring 85-100	56%	45%	48%	22%	15%	3%
<b>Physical Setting/Chemistry</b>						
Number Tested	274	239	251	15	6	11
Number Scoring 55-100	271	238	251	14	6	11
Number Scoring 65-100	236	223	242	12	5	11
Number Scoring 85-100	62	58	83	1	0	5
Percentage of Tested Scoring 55-100	99%	100%	100%	93%	100%	100%
Percentage of Tested Scoring 65-100	86%	93%	96%	80%	83%	100%
Percentage of Tested Scoring 85-100	23%	24%	33%	7%	0%	45%
<b>Physical Setting/Physics</b>						
Number Tested		139	131		7	3
Number Scoring 55-100		135	128		6	#
Number Scoring 65-100		122	123		4	#
Number Scoring 85-100		56	66		1	#
Percentage of Tested Scoring 55-100		97%	98%		86%	#
Percentage of Tested Scoring 65-100		88%	94%		57%	#
Percentage of Tested Scoring 85-100		40%	50%		14%	#

\* Physical Setting/Physics results for 2002-03 are not included in the report card because the Department issued new conversion charts for assessments administered in that year.

(Form – G)

# Regents Examinations

	All Students			Students with Disabilities		
	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05
<b>Comprehensive French</b>						
Number Tested	33	14	35	0	0	2
Number Scoring 55-100	33	14	34	0	0	#
Number Scoring 65-100	33	14	34	0	0	#
Number Scoring 85-100	19	9	22	0	0	#
Percentage of Tested Scoring 55-100	100%	100%	97%	0%	0%	#
Percentage of Tested Scoring 65-100	100%	100%	97%	0%	0%	#
Percentage of Tested Scoring 85-100	58%	64%	63%	0%	0%	#
<b>Comprehensive Italian</b>						
Number Tested	56	57	143	4	4	6
Number Scoring 55-100	56	57	143	#	#	6
Number Scoring 65-100	56	57	142	#	#	6
Number Scoring 85-100	45	50	103	#	#	1
Percentage of Tested Scoring 55-100	100%	100%	100%	#	#	100%
Percentage of Tested Scoring 65-100	100%	100%	99%	#	#	100%
Percentage of Tested Scoring 85-100	80%	88%	72%	#	#	17%
<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	170	191	153	4	6	5
Number Scoring 55-100	170	191	152	#	6	5
Number Scoring 65-100	169	191	152	#	6	5
Number Scoring 85-100	125	132	98	#	2	2
Percentage of Tested Scoring 55-100	100%	100%	99%	#	100%	100%
Percentage of Tested Scoring 65-100	99%	100%	99%	#	100%	100%
Percentage of Tested Scoring 85-100	74%	69%	64%	#	33%	40%
<b>Comprehensive Latin</b>						
Number Tested	11	23	13	1	1	1
Number Scoring 55-100	11	23	12	#	#	#
Number Scoring 65-100	11	23	12	#	#	#
Number Scoring 85-100	10	9	3	#	#	#
Percentage of Tested Scoring 55-100	100%	100%	92%	#	#	#
Percentage of Tested Scoring 65-100	100%	100%	92%	#	#	#
Percentage of Tested Scoring 85-100	91%	39%	23%	#	#	#

(Form – H)

## Elementary-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
<b>Nov 2004</b>	General-Education Students	312	1%	1%	36%	63%
	Students with Disabilities	34	6%	3%	59%	32%
	All Students	346	1%	1%	38%	60%

## Middle-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
<b>June 2005</b>	General-Education Students	306	0%	8%	66%	26%
	Students with Disabilities	47	4%	45%	43%	9%
	All Students	353	1%	12%	63%	24%

(Form – I)

## New York State Alternate Assessments (NYSAA) 2004–05

Test	Count of Students					
	Tested	Not Tested	Level 1	Level 2	Level 3	Level 4
<b>Elementary Level</b>						
Social Studies	0	0	0	0	0	0
<b>Middle Level</b>						
Social Studies	1	0	#	#	#	#
<b>Secondary Level</b>						
English Language Arts	3	0	#	#	#	#
Social Studies	3	0	#	#	#	#
Mathematics	3	0	#	#	#	#
Science	3	0	#	#	#	#

### 2001 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	285	285	285	50	50	50	335	335	335
Number Scoring 55–64	9	8	1	5	11	6	14	19	7
Number Scoring 65–84	103	97	107	27	25	30	130	122	137
Number Scoring 85–100	170	179	175	1	3	1	171	182	176
Approved Alternatives	1	0	0	0	0	0	1	0	0

(Form – J)

# New York State English as a Second Language Achievement Tests (NYSESLAT)\*

	All Students			Students with Disabilities		
	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05
<b>Listening and Speaking (Grade K-1)</b>						
Number Tested		24	30		0	0
Beginning		0	0		0	0
Intermediate		3	5		0	0
Advanced		6	12		0	0
Proficient		15	13		0	0
<b>Reading and Writing (Grade K-1)</b>						
Number Tested		24	29		0	0
Beginning		0	10		0	0
Intermediate		7	6		0	0
Advanced		6	4		0	0
Proficient		11	9		0	0
<b>Listening and Speaking (Grade 2-4)</b>						
Number Tested		27	27		1	1
Beginning		0	0		#	#
Intermediate		2	1		#	#
Advanced		6	17		#	#
Proficient		19	9		#	#
<b>Reading and Writing (Grade 2-4)</b>						
Number Tested		27	27		1	1
Beginning		1	0		#	#
Intermediate		8	4		#	#
Advanced		12	13		#	#
Proficient		6	10		#	#
<b>Listening and Speaking (Grade 5-6)</b>						
Number Tested		4	3		0	1
Beginning		#	#		0	#
Intermediate		#	#		0	#
Advanced		#	#		0	#
Proficient		#	#		0	#
<b>Reading and Writing (Grade 5-6)</b>						
Number Tested		4	2		0	0
Beginning		#	#		0	0
Intermediate		#	#		0	0
Advanced		#	#		0	0
Proficient		#	#		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 - K)

# New York State English as a Second Language Achievement Tests (NYSESLAT)\*

	All Students			Students with Disabilities		
	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05
<b>Listening and Speaking (Grade 7-8)</b>						
Number Tested		8	8		0	1
Beginning		1	0		0	#
Intermediate		2	3		0	#
Advanced		3	3		0	#
Proficient		2	2		0	#
<b>Reading and Writing (Grade 7-8)</b>						
Number Tested		8	9		0	1
Beginning		2	1		0	#
Intermediate		2	4		0	#
Advanced		3	1		0	#
Proficient		1	3		0	#
<b>Listening and Speaking (Grade 9-12)</b>						
Number Tested		9	6		1	1
Beginning		1	0		#	#
Intermediate		5	2		#	#
Advanced		1	3		#	#
Proficient		2	1		#	#
<b>Reading and Writing (Grade 9-12)</b>						
Number Tested		8	6		1	1
Beginning		1	0		#	#
Intermediate		4	4		#	#
Advanced		3	1		#	#
Proficient		0	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)