

New York State School Report Card Comprehensive Information Report

BEDS Code: 24-17-01-04-0004
 Name: York Senior High School
 Principal: Joseph D. Scanlan

Grade Range : 9-12

Fall Enrollment

Grade	2000–2001	2001–2002	2002–2003
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	96	95	0
Eighth	74	97	0
Ninth	95	74	92
Tenth	79	82	78
Eleventh	76	81	73
Twelfth	83	74	80
Ungraded Secondary	12	0	0
Total K-12 Enrollment	515	503	323

Student Racial/Ethnic Origin

Race/Ethnicity	2000–2001		2001–2002		2002–2003	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
American Indian, Alaskan, Asian, or Pacific Islander	5	1.0%	6	1.2%	4	1.2%
Black (Not Hispanic)	0	0.0%	0	0.0%	0	0.0%
Hispanic	3	0.6%	5	1.0%	3	0.9%
White (Not Hispanic)	507	98.4%	492	97.8%	316	97.8%

Average Class Size

Grade Level	2000–2001	2001–2002	2002–2003
Kindergarten	0	0	0
Common Branch	0	0	0
English Grade 8	10	20	0
Mathematics Grade 8	16	21	0
Science Grade 8	18	23	0
Social Studies Grade 8	18	25	0
English Grade 10	19	22	18
Mathematics Grade 10	0	0	18
Science Grade 10	20	22	0
Social Studies Grade 10	20	20	18

(Form – A)

District Need to Resource Capacity Category

N/RC Category	Description
5	This is a school district with average student needs in relation to district resource capacity.

Similar School Group and Description

Similar School Group	Description
51	All schools in this group are secondary level schools in school districts with average student needs in relation to district resource capacity. The schools in this group are in the higher 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

	2000–2001		2001–2002		2002–2003	
	Count	Percent	Count	Percent	Count	Percent
Limited English Proficient	0	0.0%	0	0.0%	0	0.0%
Eligible for Free Lunch	90	17.5%	171	34.0%	66	20.4%

Attendance and Suspension

	1999–2000		2000–2001		2001–2002	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
Annual Attendance Rate		94.6%		94.9%		95.4%
Student Suspensions	15	3.1%	24	4.7%	30	6.0%

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

	2000–2001	2001–2002	2002–2003
Reduced Lunch	5.8%	15.1%	13.0%
Public Assistance	21-30%	21-30%	21-30%
Student Stability	98%	100%	98%

Staff Counts

Staff	2002–2003
Total Teachers	27
Total Other Professional Staff	2
Total Paraprofessionals	NA
Teaching Out of Certification*	0
Teachers with Temporary Licenses	0

*Teaching out of certification more than on an incidental basis. Teachers with temporary licenses are also counted as teaching out of certification.

(Form – B)

High School Graduates and Noncompleters

High School Graduates Earning Regents Diplomas*

	2000–2001			2001–2002			2002–2003		
	Total Grads	Regents Diplomas	% Regents Diplomas	Total Grads	Regents Diplomas	% Regents Diplomas	Total Grads	Regents Diplomas	% Regents Diplomas
General Education	78	39	50%	65	45	69%	61	48	79%
Students with Disabilities	6	1	17%	6	0	0%	12	6	50%
All Students	84	40	48%	71	45	63%	73	54	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 during the 2001–2002 school year, diploma counts and percentage of graduates earning Regents diplomas are not necessarily comparable between years. Data for the 2000-2001 school year include January, June and August 2001 graduates; data for the 2001-2002 school year include January and June 2002 graduates; data for the 2002–2003 school year include August 2002 and January and June 2003 graduates.

Distribution of 2002–2003 Graduates (All Students)

	To 4-year College	To 2-year College	To Other Post-Secondary	To the Military	To Employment	Other
Number	31	26	1	2	7	6
Percent	42%	36%	1%	3%	10%	8%

Number of High School Completers with Disabilities in 2002–2003

Graduates* (a)	Regents Diplomas (b)	IEP Diplomas or Certificates (c)	All 2002–2003 Completers (a+c)
12	6	2	14

*Local Diplomas (including local diplomas with Regents endorsements)

High School Noncompletion Rates

		2000–2001		2001–2002		2002–2003	
		No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
General-Education Students	Dropped Out			0		13	
	Entered GED Program*			0		1	
	Total Noncompleters			0		14	
Students with Disabilities	Dropped Out			2		5	
	Entered GED Program*			1		0	
	Total Noncompleters			3		5	
All Students	Dropped Out	4	1.2%	2	0.6%	18	5.6%
	Entered GED Program*	3	0.9%	1	0.3%	1	0.3%
	Total Noncompleters	7	2.1%	3	1.0%	19	5.9%

*The number and percentage of students who left K-12, diploma-bound systems and entered an alternative 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	2000–01	2001–02	2002–03
K–1		0%	0%
2–3		0%	0%

Students Developing a Career Plan, 4–12

Grades		2000–01	2001–02	2002–03
4–5	Number of General-Education Students		0	0
	Number of Students with Disabilities		0	0
	Number of All Students		0	0
	Percent of Enrollment		0%	0%
6–8	Number of General-Education Students		15	0
	Number of Students with Disabilities		0	0
	Number of All Students		15	0
	Percent of Enrollment		8%	0%
9–12	Number of General-Education Students		243	257
	Number of Students with Disabilities		0	66
	Number of All Students		243	323
	Percent of Enrollment		78%	100%

Second Language Proficiency Examinations

General-Education Students

Test	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	14	100%	21	90%	4	#
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	0	0%	40	88%	7	86%

Students with Disabilities

Test	2000–2001		2001–2002		2002–2003	
	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%	0	0%	0	0%

(Form-D)

Regents Competency Tests

General-Education Students

Test	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	0	0%	1	#	0	0%
Science	0	0%	0	0%	0	0%
Reading	0	0%	0	0%	0	0%
Writing	1	#	0	0%	0	0%
Global Studies	0	0%	0	0%	1	#
U.S. Hist & Gov't	2	#	1	#	0	0%

Students with Disabilities

Test	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	14	100%	7	86%	4	#
Science	8	88%	5	40%	4	#
Reading	7	100%	0	0%	0	0%
Writing	8	100%	0	0%	0	0%
Global Studies	5	60%	4	#	6	50%
U.S. Hist & Gov't	4	#	3	#	4	#

(Form – E)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Comprehensive English						
Number Tested	79	75	77	7	12	14
Number Scoring 55–100	78	75	73	6	12	12
Number Scoring 65–100	75	74	69	4	12	10
Number Scoring 85–100	36	43	33	0	2	0
Percentage of Tested Scoring 55–100	99%	100%	95%	86%	100%	86%
Percentage of Tested Scoring 65–100	95%	99%	90%	57%	100%	71%
Percentage of Tested Scoring 85–100	46%	57%	43%	0%	17%	0%
Mathematics A						
Number Tested	0	10	39	0	0	9
Number Scoring 55–100	0	7	28	0	0	5
Number Scoring 65–100	0	5	21	0	0	4
Number Scoring 85–100	0	1	1	0	0	0
Percentage of Tested Scoring 55–100	0%	70%	72%	0%	0%	56%
Percentage of Tested Scoring 65–100	0%	50%	54%	0%	0%	44%
Percentage of Tested Scoring 85–100	0%	10%	3%	0%	0%	0%
Mathematics B (first administered June 2001)						
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	87	77	87	15	15	15
Number Scoring 55–100	85	69	80	13	10	13
Number Scoring 65–100	83	57	70	11	6	11
Number Scoring 85–100	32	16	17	1	0	1
Percentage of Tested Scoring 55–100	98%	90%	92%	87%	67%	87%
Percentage of Tested Scoring 65–100	95%	74%	80%	73%	40%	73%
Percentage of Tested Scoring 85–100	37%	21%	20%	7%	0%	7%
U.S. History and Government (first administered June 2001)						
Number Tested	74	78	79	8	12	14
Number Scoring 55–100	68	77	72	5	12	12
Number Scoring 65–100	63	70	69	4	10	11
Number Scoring 85–100	33	19	34	0	1	4
Percentage of Tested Scoring 55–100	92%	99%	91%	62%	100%	86%
Percentage of Tested Scoring 65–100	85%	90%	87%	50%	83%	79%
Percentage of Tested Scoring 85–100	45%	24%	43%	0%	8%	29%

(Form – F)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Living Environment (first administered June 2001)						
Number Tested	54	98	55	10	15	12
Number Scoring 55–100	54	96	53	10	13	10
Number Scoring 65–100	52	94	51	9	12	8
Number Scoring 85–100	7	30	18	0	3	1
Percentage of Tested Scoring 55–100	100%	98%	96%	100%	87%	83%
Percentage of Tested Scoring 65–100	96%	96%	93%	90%	80%	67%
Percentage of Tested Scoring 85–100	13%	31%	33%	0%	20%	8%
Physical Setting/Earth Science (first administered June 2001)						
Number Tested	87	52	20	16	8	0
Number Scoring 55–100	78	50	20	12	8	0
Number Scoring 65–100	72	48	17	11	7	0
Number Scoring 85–100	30	17	6	4	0	0
Percentage of Tested Scoring 55–100	90%	96%	100%	75%	100%	0%
Percentage of Tested Scoring 65–100	83%	92%	85%	69%	88%	0%
Percentage of Tested Scoring 85–100	34%	33%	30%	25%	0%	0%
Physical Setting/Chemistry (first administered June 2002)						
Number Tested		37	58		3	2
Number Scoring 55–100		36	51		#	#
Number Scoring 65–100		21	40		#	#
Number Scoring 85–100		1	8		#	#
Percentage of Tested Scoring 55–100		97%	88%		#	#
Percentage of Tested Scoring 65–100		57%	69%		#	#
Percentage of Tested Scoring 85–100		3%	14%		#	#
Physical Setting/Physics (first administered June 2002)*						
Number Tested						
Number Scoring 55–100						
Number Scoring 65–100						
Number Scoring 85–100						
Percentage of Tested Scoring 55–100						
Percentage of Tested Scoring 65–100						
Percentage of Tested Scoring 85–100						

* Physical Setting/Physics results are not included in the report card because the Department is issuing a new conversion chart for this assessment. Data currently available to the Department are based on the original conversion chart for the assessment.

(Form – G)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Comprehensive French						
Number Tested	14	24	12	0	0	0
Number Scoring 55–100	14	23	12	0	0	0
Number Scoring 65–100	14	21	12	0	0	0
Number Scoring 85–100	6	11	5	0	0	0
Percentage of Tested Scoring 55–100	100%	96%	100%	0%	0%	0%
Percentage of Tested Scoring 65–100	100%	88%	100%	0%	0%	0%
Percentage of Tested Scoring 85–100	43%	46%	42%	0%	0%	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	24	22	25	0	0	1
Number Scoring 55–100	24	22	25	0	0	#
Number Scoring 65–100	24	22	25	0	0	#
Number Scoring 85–100	10	11	12	0	0	#
Percentage of Tested Scoring 55–100	100%	100%	100%	0%	0%	#
Percentage of Tested Scoring 65–100	100%	100%	100%	0%	0%	#
Percentage of Tested Scoring 85–100	42%	50%	48%	0%	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	2002	2003	2001	2002	2003
Sequential Mathematics, Course II (last administered January 2003)						
Number Tested	65	56	11	2	6	1
Number Scoring 55–100	64	50	7	#	5	#
Number Scoring 65–100	62	43	6	#	5	#
Number Scoring 85–100	35	13	1	#	1	#
Percentage of Tested Scoring 55–100	98%	89%	64%	#	83%	#
Percentage of Tested Scoring 65–100	95%	77%	55%	#	83%	#
Percentage of Tested Scoring 85–100	54%	23%	9%	#	17%	#
Sequential Mathematics, Course III						
Number Tested	55	52	53	3	2	4
Number Scoring 55–100	50	44	47	#	#	#
Number Scoring 65–100	44	38	42	#	#	#
Number Scoring 85–100	20	16	17	#	#	#
Percentage of Tested Scoring 55–100	91%	85%	89%	#	#	#
Percentage of Tested Scoring 65–100	80%	73%	79%	#	#	#
Percentage of Tested Scoring 85–100	36%	31%	32%	#	#	#

(Form – I)

Introduction to Occupations Examination

	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
General-Education Students	16	100%	27	100%	29	86%
Students with Disabilities	1	#	13	100%	13	77%

On school reports, 2000–2001 and 2001–2002 data are for all students with disabilities enrolled in the school. District reports contain data for all students with disabilities enrolled in the district for the 2000–2001, 2001–2002, and 2002–2003 school years.

Elementary-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
Nov 2002	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 2003	General-Education Students	0	0%	0%	0%	0%
	Students with Disabilities	0	0%	0%	0%	0%
	All Students	0	0%	0%	0%	0%

(Form – J)

New York State Alternate Assessments (NYSAA) 2002–2003

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

1999 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	61	61	61	12	12	12	73	73	73
Number Scoring 55–64	0	0	0	3	2	0	3	2	0
Number Scoring 65–84	29	42	32	6	7	9	35	49	41
Number Scoring 85–100	30	18	28	1	1	1	31	19	29
Approved Alternatives	0	0	0	0	0	0	0	0	0

(Form – K)