

# 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	2000–2001	2001–2002	2002–2003
Pre-K	0	0	0
Kindergarten	271	303	235
First	300	299	333
Second	288	317	308
Third	313	296	341
Fourth	330	318	304
Fifth	349	337	338
Sixth	352	344	345
Ungraded Elementary	9	0	6
Seventh	334	353	346
Eighth	341	333	354
Ninth	294	333	341
Tenth	314	298	337
Eleventh	286	314	298
Twelfth	300	276	297
Ungraded Secondary	0	0	0
Total K-12 Enrollment	4081	4121	4183

## 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	164	4.0%	178	4.3%	182	4.4%
Black (Not Hispanic)	50	1.2%	56	1.4%	58	1.4%
Hispanic	151	3.7%	172	4.2%	159	3.8%
White (Not Hispanic)	3716	91.1%	3715	90.1%	3784	90.5%

## Average Class Size

Grade Level	2000–2001	2001–2002	2002–2003
Kindergarten	19	20	19
Common Branch	21	21	22
English Grade 8	23	23	25
Mathematics Grade 8	24	25	24
Science Grade 8	23	24	24
Social Studies Grade 8	24	27	26
English Grade 10	25	24	25
Mathematics Grade 10	22	21	22
Science Grade 10	25	24	25
Social Studies Grade 10	26	26	25

(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>2000–2001</b>		<b>2001–2002</b>		<b>2002–2003</b>	
	Count	Percent	Count	Percent	Count	Percent
<b>Limited English Proficient</b>	48	1.2%	51	1.2%	56	1.3%
<b>Eligible for Free Lunch</b>	53	1.4%	34	0.9%	48	1.2%

**Attendance and Suspension**

	<b>1999–2000</b>		<b>2000–2001</b>		<b>2001–2002</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>		94.6%		95.8%		95.7%
<b>Student Suspensions</b>	73	1.8%	42	1.0%	47	1.1%

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

	<b>2000–2001</b>	<b>2001–2002</b>	<b>2002–2003</b>
<b>Reduced Lunch</b>	0.2%	0.4%	0.3%
<b>Public Assistance</b>	NA	NA	NA
<b>Student Stability</b>	NA	NA	NA

**Staff Counts**

<b>Staff</b>	<b>2002–2003</b>
Total Teachers	309
Total Other Professional Staff	36
Total Paraprofessionals	124
Teaching Out of Certification*	14
Teachers with Temporary Licenses	1

\*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	234	169	72%	222	180	81%	231	194	84%
Students with Disabilities	34	5	15%	38	7	18%	48	11	23%
All Students	268	174	65%	260	187	72%	279	205	73%

\*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	207	43	0	0	7	22
Percent	74%	15%	0%	0%	3%	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)
48	11	4	52

\*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			8		6	
	Entered GED Program*			0		0	
	Total Noncompleters			8		6	
Students with Disabilities	Dropped Out			4		5	
	Entered GED Program*			0		1	
	Total Noncompleters			4		6	
All Students	Dropped Out	6	0.5%	12	1.0%	11	0.9%
	Entered GED Program*	4	0.3%	0	0.0%	1	0.1%
	Total Noncompleters	10	0.8%	12	1.0%	12	0.9%

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

## Second Language Proficiency Examinations

### General-Education Students

Test	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	35	94%	25	88%	38	97%
German	0	0%	0	0%	0	0%
Italian	62	98%	69	97%	93	99%
Latin	0	0%	0	0%	0	0%
Spanish	187	93%	207	96%	170	98%

### 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	2	#	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	5	40%	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	3	#	1	#	5	100%
Science	2	#	2	#	6	83%
Reading	0	0%	1	#	1	#
Writing	0	0%	1	#	1	#
Global Studies	4	#	1	#	4	#
U.S. Hist & Gov't	7	43%	3	#	4	#

## Students with Disabilities

Test	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	43	86%	38	79%	52	88%
Science	26	96%	22	86%	24	58%
Reading	26	77%	5	80%	24	100%
Writing	32	91%	6	83%	21	100%
Global Studies	27	56%	23	74%	29	55%
U.S. Hist & Gov't	20	35%	29	66%	27	63%

(Form – E)

# Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
<b>Comprehensive English</b>						
Number Tested	273	292	294	41	53	42
Number Scoring 55–100	259	276	281	28	39	34
Number Scoring 65–100	244	264	269	19	29	27
Number Scoring 85–100	135	188	194	3	6	12
Percentage of Tested Scoring 55–100	95%	95%	96%	68%	74%	81%
Percentage of Tested Scoring 65–100	89%	90%	91%	46%	55%	64%
Percentage of Tested Scoring 85–100	49%	64%	66%	7%	11%	29%
<b>Mathematics A</b>						
Number Tested	0	52	369	0	28	43
Number Scoring 55–100	0	6	330	0	2	22
Number Scoring 65–100	0	3	317	0	1	21
Number Scoring 85–100	0	0	209	0	0	5
Percentage of Tested Scoring 55–100	0%	12%	89%	0%	7%	51%
Percentage of Tested Scoring 65–100	0%	6%	86%	0%	4%	49%
Percentage of Tested Scoring 85–100	0%	0%	57%	0%	0%	12%
<b>Mathematics B (first administered June 2001)</b>						
Number Tested	0	2	0	0	0	0
Number Scoring 55–100	0	#	0	0	0	0
Number Scoring 65–100	0	#	0	0	0	0
Number Scoring 85–100	0	#	0	0	0	0
Percentage of Tested Scoring 55–100	0%	#	0%	0%	0%	0%
Percentage of Tested Scoring 65–100	0%	#	0%	0%	0%	0%
Percentage of Tested Scoring 85–100	0%	#	0%	0%	0%	0%
<b>Global History and Geography</b>						
Number Tested	366	272	350	122	24	41
Number Scoring 55–100	353	269	328	110	24	27
Number Scoring 65–100	275	260	305	37	24	23
Number Scoring 85–100	159	126	171	8	5	1
Percentage of Tested Scoring 55–100	96%	99%	94%	90%	100%	66%
Percentage of Tested Scoring 65–100	75%	96%	87%	30%	100%	56%
Percentage of Tested Scoring 85–100	43%	46%	49%	7%	21%	2%
<b>U.S. History and Government (first administered June 2001)</b>						
Number Tested	271	265	304	37	30	43
Number Scoring 55–100	259	259	293	27	29	36
Number Scoring 65–100	242	240	284	19	18	30
Number Scoring 85–100	152	123	174	7	5	9
Percentage of Tested Scoring 55–100	96%	98%	96%	73%	97%	84%
Percentage of Tested Scoring 65–100	89%	91%	93%	51%	60%	70%
Percentage of Tested Scoring 85–100	56%	46%	57%	19%	17%	21%

(Form – F)

# Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
<b>Living Environment (first administered June 2001)</b>						
Number Tested	264	305	318	37	33	35
Number Scoring 55–100	261	305	306	34	33	24
Number Scoring 65–100	256	305	302	29	33	21
Number Scoring 85–100	128	153	132	4	5	1
Percentage of Tested Scoring 55–100	99%	100%	96%	92%	100%	69%
Percentage of Tested Scoring 65–100	97%	100%	95%	78%	100%	60%
Percentage of Tested Scoring 85–100	48%	50%	42%	11%	15%	3%
<b>Physical Setting/Earth Science (first administered June 2001)</b>						
Number Tested	280	297	347	24	16	36
Number Scoring 55–100	272	292	337	23	15	34
Number Scoring 65–100	248	276	319	17	12	27
Number Scoring 85–100	118	118	196	5	2	8
Percentage of Tested Scoring 55–100	97%	98%	97%	96%	94%	94%
Percentage of Tested Scoring 65–100	89%	93%	92%	71%	75%	75%
Percentage of Tested Scoring 85–100	42%	40%	56%	21%	12%	22%
<b>Physical Setting/Chemistry (first administered June 2002)</b>						
Number Tested		184	274		7	15
Number Scoring 55–100		182	271		6	14
Number Scoring 65–100		160	236		6	12
Number Scoring 85–100		32	62		0	1
Percentage of Tested Scoring 55–100		99%	99%		86%	93%
Percentage of Tested Scoring 65–100		87%	86%		86%	80%
Percentage of Tested Scoring 85–100		17%	23%		0%	7%
<b>Physical Setting/Physics (first administered June 2002)*</b>						
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
<b>Comprehensive French</b>						
Number Tested	43	36	33	0	2	0
Number Scoring 55–100	43	36	33	0	#	0
Number Scoring 65–100	43	35	33	0	#	0
Number Scoring 85–100	27	15	19	0	#	0
Percentage of Tested Scoring 55–100	100%	100%	100%	0%	#	0%
Percentage of Tested Scoring 65–100	100%	97%	100%	0%	#	0%
Percentage of Tested Scoring 85–100	63%	42%	58%	0%	#	0%
<b>Comprehensive Italian</b>						
Number Tested	51	39	56	4	1	4
Number Scoring 55–100	51	39	56	#	#	#
Number Scoring 65–100	51	39	56	#	#	#
Number Scoring 85–100	39	31	45	#	#	#
Percentage of Tested Scoring 55–100	100%	100%	100%	#	#	#
Percentage of Tested Scoring 65–100	100%	100%	100%	#	#	#
Percentage of Tested Scoring 85–100	76%	79%	80%	#	#	#
<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	139	146	170	8	7	4
Number Scoring 55–100	139	145	170	8	6	#
Number Scoring 65–100	138	143	169	8	6	#
Number Scoring 85–100	115	101	125	6	3	#
Percentage of Tested Scoring 55–100	100%	99%	100%	100%	86%	#
Percentage of Tested Scoring 65–100	99%	98%	99%	100%	86%	#
Percentage of Tested Scoring 85–100	83%	69%	74%	75%	43%	#
<b>Comprehensive Latin</b>						
Number Tested	12	9	11	0	1	1
Number Scoring 55–100	12	9	11	0	#	#
Number Scoring 65–100	12	9	11	0	#	#
Number Scoring 85–100	6	4	10	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	50%	44%	91%	0%	#	#

(Form – H)



# Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
<b>Sequential Mathematics, Course II (last administered January 2003)</b>						
Number Tested	254	241	86	19	15	11
Number Scoring 55–100	229	218	79	13	13	9
Number Scoring 65–100	223	205	67	13	9	6
Number Scoring 85–100	113	93	10	4	1	0
Percentage of Tested Scoring 55–100	90%	90%	92%	68%	87%	82%
Percentage of Tested Scoring 65–100	88%	85%	78%	68%	60%	55%
Percentage of Tested Scoring 85–100	44%	39%	12%	21%	7%	0%
<b>Sequential Mathematics, Course III</b>						
Number Tested	226	176	205	9	5	10
Number Scoring 55–100	210	167	202	9	5	8
Number Scoring 65–100	192	155	198	7	4	8
Number Scoring 85–100	99	93	116	5	3	6
Percentage of Tested Scoring 55–100	93%	95%	99%	100%	100%	80%
Percentage of Tested Scoring 65–100	85%	88%	97%	78%	80%	80%
Percentage of Tested Scoring 85–100	44%	53%	57%	56%	60%	60%

(Form – I)

# Introduction to Occupations Examination

	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
General-Education Students	40	100%	14	100%	25	100%
Students with Disabilities	16	94%	15	87%	15	87%

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
<b>Nov 2002</b>	General-Education Students	299	0%	1%	57%	42%
	Students with Disabilities	33	0%	3%	61%	36%
	All Students	332	0%	2%	57%	41%

## Middle-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
<b>June 2003</b>	General-Education Students	316	0%	21%	62%	17%
	Students with Disabilities	44	5%	57%	36%	2%
	All Students	360	1%	25%	59%	16%

(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
<b>Elementary Level</b>						
Social Studies	0	0	0	0	0	0
<b>Middle Level</b>						
Social Studies	0	0	0	0	0	0
<b>Secondary Level</b>						
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	242	242	242	65	65	65	307	307	307
Number Scoring 55–64	5	8	5	10	12	10	15	20	15
Number Scoring 65–84	79	109	98	27	13	31	106	122	129
Number Scoring 85–100	152	117	134	9	5	7	161	122	141
Approved Alternatives	0	0	0	0	0	0	0	0	0

(Form – K)