

New York State District Report Card Comprehensive Information Report

BEDS Code: 04-35-01-06-0000

Name: Yorkshire-Pioneer Central School District

Superintendent: Jeffrey Bowmen

Fall Enrollment

Grade	2000–2001	2001–2002	2002–2003
Pre-K	0	0	0
Kindergarten	219	212	211
First	239	213	207
Second	214	220	204
Third	213	200	215
Fourth	240	202	200
Fifth	282	226	202
Sixth	255	281	224
Ungraded Elementary	0	0	0
Seventh	270	248	282
Eighth	267	233	241
Ninth	255	239	226
Tenth	268	259	223
Eleventh	268	250	264
Twelfth	240	253	254
Ungraded Secondary	21	52	76
Total K-12 Enrollment	3251	3088	3029

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	47	1.4%	40	1.3%	41	1.4%
Black (Not Hispanic)	14	0.4%	20	0.6%	16	0.5%
Hispanic	9	0.3%	10	0.3%	13	0.4%
White (Not Hispanic)	3181	97.8%	3018	97.7%	2959	97.7%

Average Class Size

Grade Level	2000–2001	2001–2002	2002–2003
Kindergarten	17	19	18
Common Branch	20	19	19
English Grade 8	18	21	18
Mathematics Grade 8	19	23	18
Science Grade 8	21	21	19
Social Studies Grade 8	19	24	18
English Grade 10	25	24	20
Mathematics Grade 10	24	22	20
Science Grade 10	25	22	21
Social Studies Grade 10	24	23	23

(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

	2000–2001		2001–2002		2002–2003	
	Count	Percent	Count	Percent	Count	Percent
Limited English Proficient	1	0.0%	0	0.0%	0	0.0%
Eligible for Free Lunch	917	28.2%	863	28.0%	808	26.7%

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		94.4%		95.0%		95.6%
Student Suspensions	223	6.4%	131	4.0%	124	4.0%

Student Socioeconomic and Stability Indicators (Percent of Enrollment)

	2000–2001	2001–2002	2002–2003
Reduced Lunch	14.5%	15.8%	15.9%
Public Assistance	NA	NA	NA
Student Stability	NA	NA	NA

Staff Counts

Staff	2002–2003
Total Teachers	237
Total Other Professional Staff	27
Total Paraprofessionals	135
Teaching Out of Certification*	4
Teachers with Temporary Licenses	2

*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	188	132	70%	194	156	80%	190	148	78%
Students with Disabilities	23	2	9%	20	6	30%	27	6	22%
All Students	211	134	64%	214	162	76%	217	154	71%

*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	103	76	1	11	19	7
Percent	47%	35%	0%	5%	9%	3%

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)
27	6	10	37

*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			31		29	
	Entered GED Program*			21		24	
	Total Noncompleters			52		53	
Students with Disabilities	Dropped Out			11		11	
	Entered GED Program*			6		7	
	Total Noncompleters			17		18	
All Students	Dropped Out	45	4.3%	42	4.0%	40	3.8%
	Entered GED Program*	42	4.0%	27	2.6%	31	3.0%
	Total Noncompleters	87	8.3%	69	6.6%	71	6.8%

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

Second Language Proficiency Examinations

General-Education Students

Test	2000-2001		2001-2002		2002-2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	95	92%	83	83%	82	82%
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	99	86%	96	92%	110	85%

Students with Disabilities

Test	2000-2001		2001-2002		2002-2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	3	#	8	62%	7	43%
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	4	#	10	90%	14	64%

(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%	5	100%	14	93%
Science	1	#	4	#	4	#
Reading	1	#	1	#	0	0%
Writing	1	#	0	0%	0	0%
Global Studies	0	0%	0	0%	2	#
U.S. Hist & Gov't	0	0%	3	#	3	#

Students with Disabilities

Test	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	36	81%	33	76%	35	63%
Science	15	47%	24	54%	19	63%
Reading	1	#	30	70%	24	71%
Writing	2	#	29	79%	22	82%
Global Studies	5	0%	10	70%	25	44%
U.S. Hist & Gov't	3	#	8	88%	13	69%

(Form – E)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Comprehensive English						
Number Tested	249	255	236	30	34	24
Number Scoring 55–100	241	244	214	23	27	13
Number Scoring 65–100	223	218	194	14	16	8
Number Scoring 85–100	53	84	83	0	1	1
Percentage of Tested Scoring 55–100	97%	96%	91%	77%	79%	54%
Percentage of Tested Scoring 65–100	90%	85%	82%	47%	47%	33%
Percentage of Tested Scoring 85–100	21%	33%	35%	0%	3%	4%
Mathematics A						
Number Tested	329	320	213	44	26	10
Number Scoring 55–100	224	244	190	10	14	6
Number Scoring 65–100	189	204	169	7	10	6
Number Scoring 85–100	57	67	37	0	1	1
Percentage of Tested Scoring 55–100	68%	76%	89%	23%	54%	60%
Percentage of Tested Scoring 65–100	57%	64%	79%	16%	38%	60%
Percentage of Tested Scoring 85–100	17%	21%	17%	0%	4%	10%
Mathematics B (first administered June 2001)						
Number Tested	2	10	108	0	0	2
Number Scoring 55–100	#	2	84	0	0	#
Number Scoring 65–100	#	0	62	0	0	#
Number Scoring 85–100	#	0	10	0	0	#
Percentage of Tested Scoring 55–100	#	20%	78%	0%	0%	#
Percentage of Tested Scoring 65–100	#	0%	57%	0%	0%	#
Percentage of Tested Scoring 85–100	#	0%	9%	0%	0%	#
Global History and Geography						
Number Tested	286	261	251	36	26	29
Number Scoring 55–100	278	247	226	32	19	18
Number Scoring 65–100	259	215	203	24	11	12
Number Scoring 85–100	83	63	82	2	1	1
Percentage of Tested Scoring 55–100	97%	95%	90%	89%	73%	62%
Percentage of Tested Scoring 65–100	91%	82%	81%	67%	42%	41%
Percentage of Tested Scoring 85–100	29%	24%	33%	6%	4%	3%
U.S. History and Government (first administered June 2001)						
Number Tested	226	258	265	28	36	22
Number Scoring 55–100	209	238	262	23	28	21
Number Scoring 65–100	191	201	243	17	21	12
Number Scoring 85–100	83	52	121	0	2	2
Percentage of Tested Scoring 55–100	92%	92%	99%	82%	78%	95%
Percentage of Tested Scoring 65–100	85%	78%	92%	61%	58%	55%
Percentage of Tested Scoring 85–100	37%	20%	46%	0%	6%	9%

(Form – F)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Living Environment (first administered June 2001)						
Number Tested	268	229	200	25	28	20
Number Scoring 55–100	267	225	192	24	26	15
Number Scoring 65–100	259	217	181	21	22	14
Number Scoring 85–100	42	70	56	0	0	2
Percentage of Tested Scoring 55–100	100%	98%	96%	96%	93%	75%
Percentage of Tested Scoring 65–100	97%	95%	91%	84%	79%	70%
Percentage of Tested Scoring 85–100	16%	31%	28%	0%	0%	10%
Physical Setting/Earth Science (first administered June 2001)						
Number Tested	166	266	255	18	24	33
Number Scoring 55–100	142	251	230	12	20	20
Number Scoring 65–100	122	216	210	6	13	18
Number Scoring 85–100	36	63	99	0	2	2
Percentage of Tested Scoring 55–100	86%	94%	90%	67%	83%	61%
Percentage of Tested Scoring 65–100	73%	81%	82%	33%	54%	55%
Percentage of Tested Scoring 85–100	22%	24%	39%	0%	8%	6%
Physical Setting/Chemistry (first administered June 2002)						
Number Tested		111	123		4	3
Number Scoring 55–100		108	118		#	#
Number Scoring 65–100		73	81		#	#
Number Scoring 85–100		11	12		#	#
Percentage of Tested Scoring 55–100		97%	96%		#	#
Percentage of Tested Scoring 65–100		66%	66%		#	#
Percentage of Tested Scoring 85–100		10%	10%		#	#
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	60	58	61	1	1	2
Number Scoring 55–100	60	58	61	#	#	#
Number Scoring 65–100	59	58	60	#	#	#
Number Scoring 85–100	35	29	43	#	#	#
Percentage of Tested Scoring 55–100	100%	100%	100%	#	#	#
Percentage of Tested Scoring 65–100	98%	100%	98%	#	#	#
Percentage of Tested Scoring 85–100	58%	50%	70%	#	#	#
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	33	35	43	1	1	0
Number Scoring 55–100	33	35	43	#	#	0
Number Scoring 65–100	32	35	43	#	#	0
Number Scoring 85–100	17	26	21	#	#	0
Percentage of Tested Scoring 55–100	100%	100%	100%	#	#	0%
Percentage of Tested Scoring 65–100	97%	100%	100%	#	#	0%
Percentage of Tested Scoring 85–100	52%	74%	49%	#	#	0%
Comprehensive Latin						
Number Tested	30	0	0	0	0	0
Number Scoring 55–100	30	0	0	0	0	0
Number Scoring 65–100	30	0	0	0	0	0
Number Scoring 85–100	12	0	0	0	0	0
Percentage of Tested Scoring 55–100	100%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 65–100	100%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 85–100	40%	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	107	6	0	5	0	0
Number Scoring 55–100	87	3	0	4	0	0
Number Scoring 65–100	70	1	0	3	0	0
Number Scoring 85–100	6	0	0	0	0	0
Percentage of Tested Scoring 55–100	81%	50%	0%	80%	0%	0%
Percentage of Tested Scoring 65–100	65%	17%	0%	60%	0%	0%
Percentage of Tested Scoring 85–100	6%	0%	0%	0%	0%	0%
Sequential Mathematics, Course III						
Number Tested	122	149	28	3	3	1
Number Scoring 55–100	107	91	22	#	#	#
Number Scoring 65–100	93	71	16	#	#	#
Number Scoring 85–100	34	23	2	#	#	#
Percentage of Tested Scoring 55–100	88%	61%	79%	#	#	#
Percentage of Tested Scoring 65–100	76%	48%	57%	#	#	#
Percentage of Tested Scoring 85–100	28%	15%	7%	#	#	#

(Form – I)

Introduction to Occupations Examination

	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
General-Education Students	55	98%	105	100%	49	96%
Students with Disabilities	26	96%	29	76%	6	50%

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	167	0%	5%	71%	24%
	Students with Disabilities	26	8%	23%	69%	0%
	All Students	193	1%	7%	71%	21%

Middle-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
June 2003	General-Education Students	198	1%	31%	61%	8%
	Students with Disabilities	53	11%	72%	15%	2%
	All Students	251	3%	39%	51%	7%

(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	209	209	209	41	41	41	250	250	250
Number Scoring 55–64	3	10	0	7	7	4	10	17	4
Number Scoring 65–84	124	131	133	20	14	23	144	145	156
Number Scoring 85–100	75	53	62	2	2	0	77	55	62
Approved Alternatives	0	0	0	0	0	0	0	0	0

(Form – K)