

New York State District Report Card

Comprehensive Information Report

BEDS Code: 04-35-01-06-0000
 Name: Yorkshire-Pioneer Central School District
 Superintendent: Jeffrey Bowen

Fall Enrollment

Grade	2001-02	2002-03	2003-04
Pre-K	0	0	0
Kindergarten	212	211	187
First	213	207	205
Second	220	204	198
Third	200	215	193
Fourth	202	200	199
Fifth	226	202	180
Sixth	281	224	192
Ungraded Elementary	0	0	68
Seventh	248	282	230
Eighth	233	241	273
Ninth	239	226	226
Tenth	259	223	221
Eleventh	250	264	220
Twelfth	253	254	253
Ungraded Secondary	52	76	83
Total K-12 Enrollment	3088	3029	2928

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	40	1.3%	41	1.4%	39	1.3%
Black (Not Hispanic)	20	0.6%	16	0.5%	16	0.5%
Hispanic	10	0.3%	13	0.4%	17	0.6%
White (Not Hispanic)	3018	97.7%	2959	97.7%	2856	97.5%

Average Class Size

Grade Level	2001-02	2002-03	2003-04
Kindergarten	19	18	16
Common Branch	19	19	20
English Grade 8	21	18	14
Mathematics Grade 8	23	18	14
Science Grade 8	21	19	16
Social Studies Grade 8	24	18	20
English Grade 10	24	20	19
Mathematics Grade 10	22	20	22
Science Grade 10	22	21	21
Social Studies Grade 10	23	23	24

(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

	2001-02		2002-03		2003-04	
	Count	Percent	Count	Percent	Count	Percent
Limited English Proficient	0	0.0%	0	0.0%	0	0.0%
Eligible for Free Lunch	863	28.0%	808	26.7%	787	26.9%

Attendance and Suspension

	2000-01		2001-02		2002-03	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
Annual Attendance Rate		95.0%		95.6%		95.2%
Student Suspensions	131	4.0%	124	4.0%	157	5.2%

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

	2001-02	2002-03	2003-04
Reduced Lunch	15.8%	15.9%	14.7%
Public Assistance	NA	NA	NA
Student Stability	NA	NA	NA

Staff Counts

Staff	2003-04
Total Teachers	236
Total Other Professional Staff	36
Total Paraprofessionals	102
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	194	156	80%	190	148	78%	198	168	85%
Students with Disabilities	20	6	30%	27	6	22%	17	4	24%
All Students	214	162	76%	217	154	71%	215	172	80%

*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	124	59	2	6	18	6
Percent	58%	27%	1%	3%	8%	3%

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)
17	4	20	37

*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	31		29		24	3.0%
	Entered GED Program*	21		24		10	1.2%
	Total Noncompleters	52		53		34	4.2%
Students with Disabilities	Dropped Out	11		11		8	4.2%
	Entered GED Program*	6		7		5	2.6%
	Total Noncompleters	17		18		13	6.8%
All Students	Dropped Out	42	4.0%	40	3.8%	32	3.2%
	Entered GED Program*	27	2.6%	31	3.0%	15	1.5%
	Total Noncompleters	69	6.6%	71	6.8%	47	4.7%

*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	226	0	0
	Number of Students with Disabilities	0	0	0
	Number of All Students	226	0	0
	Percent of Enrollment	53%	0%	0%
6–8	Number of General-Education Students	551	0	0
	Number of Students with Disabilities	0	0	0
	Number of All Students	551	0	0
	Percent of Enrollment	71%	0%	0%
9–12	Number of General-Education Students	166	510	781
	Number of Students with Disabilities	0	90	139
	Number of All Students	166	600	920
	Percent of Enrollment	16%	59%	94%

Career and Technical Education (CTE) Programs

CTE Program	This District		Statewide Average
	Count	Percentage	
All CTE Programs			
Completed the CTE Program	64		
Completed and Passed Regents Exams	62	97%	77%
Completed and had Course Average of 75% or More	54	84%	81%
Completed and Attained a HS Diploma or Equivalent	60	94%	96%
Completed and Whose Status is Known	18		
Completed and Were Successfully Placed	17	94%	96%
Nontraditional Programs			
Underrepresented Gender Members Enrolled	15	54%	30%
Underrepresented Gender Members Who Completed	6	19%	19%

Enrollment data are for the 2003-2004 school year; completion 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	83	83%	82	82%	97	84%
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	96	92%	110	85%	114	68%

Students with Disabilities

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	8	63%	7	43%	7	29%
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	10	90%	14	64%	16	25%

Regents Competency Tests

General-Education Students

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	5	100%	14	93%	2	#
Science	4	#	4	#	1	#
Reading	1	#	0	0%	3	#
Writing	0	0%	0	0%	4	#
Global Studies	0	0%	2	#	2	#
U.S. Hist & Gov't	3	#	3	#	1	#

Students with Disabilities

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	33	76%	35	63%	42	83%
Science	24	54%	19	63%	20	55%
Reading	30	70%	24	71%	16	63%
Writing	29	79%	22	82%	20	75%
Global Studies	10	70%	25	44%	17	35%
U.S. Hist & Gov't	8	88%	13	69%	14	43%

(Form – E)

Regents Examinations

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
Comprehensive English						
Number Tested	255	236	229	34	24	25
Number Scoring 55-100	244	214	215	27	13	17
Number Scoring 65-100	218	194	199	16	8	11
Number Scoring 85-100	84	83	103	1	1	1
Percentage of Tested Scoring 55-100	96%	91%	94%	79%	54%	68%
Percentage of Tested Scoring 65-100	85%	82%	87%	47%	33%	44%
Percentage of Tested Scoring 85-100	33%	35%	45%	3%	4%	4%
Mathematics A						
Number Tested	320	213	308	26	10	38
Number Scoring 55-100	244	190	297	14	6	32
Number Scoring 65-100	204	169	270	10	6	27
Number Scoring 85-100	67	37	121	1	1	4
Percentage of Tested Scoring 55-100	76%	89%	96%	54%	60%	84%
Percentage of Tested Scoring 65-100	64%	79%	88%	38%	60%	71%
Percentage of Tested Scoring 85-100	21%	17%	39%	4%	10%	11%
Mathematics B						
Number Tested	10	108	114	0	2	2
Number Scoring 55-100	2	84	99	0	#	#
Number Scoring 65-100	0	62	83	0	#	#
Number Scoring 85-100	0	10	27	0	#	#
Percentage of Tested Scoring 55-100	20%	78%	87%	0%	#	#
Percentage of Tested Scoring 65-100	0%	57%	73%	0%	#	#
Percentage of Tested Scoring 85-100	0%	9%	24%	0%	#	#
Global History and Geography						
Number Tested	261	251	242	26	29	31
Number Scoring 55-100	247	226	225	19	18	27
Number Scoring 65-100	215	203	206	11	12	18
Number Scoring 85-100	63	82	89	1	1	3
Percentage of Tested Scoring 55-100	95%	90%	93%	73%	62%	87%
Percentage of Tested Scoring 65-100	82%	81%	85%	42%	41%	58%
Percentage of Tested Scoring 85-100	24%	33%	37%	4%	3%	10%
U.S. History and Government						
Number Tested	258	265	217	36	22	27
Number Scoring 55-100	238	262	200	28	21	19
Number Scoring 65-100	201	243	186	21	12	14
Number Scoring 85-100	52	121	112	2	2	4
Percentage of Tested Scoring 55-100	92%	99%	92%	78%	95%	70%
Percentage of Tested Scoring 65-100	78%	92%	86%	58%	55%	52%
Percentage of Tested Scoring 85-100	20%	46%	52%	6%	9%	15%

(Form – F)

Regents Examinations

	All Students			Students with Disabilities		
	2001–02	2002–03	2003–04	2001–02	2002–03	2003–04
Living Environment						
Number Tested	229	200	188	28	20	20
Number Scoring 55–100	225	192	181	26	15	18
Number Scoring 65–100	217	181	171	22	14	12
Number Scoring 85–100	70	56	56	0	2	2
Percentage of Tested Scoring 55–100	98%	96%	96%	93%	75%	90%
Percentage of Tested Scoring 65–100	95%	91%	91%	79%	70%	60%
Percentage of Tested Scoring 85–100	31%	28%	30%	0%	10%	10%
Physical Setting/Earth Science						
Number Tested	266	255	306	24	33	49
Number Scoring 55–100	251	230	271	20	20	33
Number Scoring 65–100	216	210	235	13	18	22
Number Scoring 85–100	63	99	89	2	2	4
Percentage of Tested Scoring 55–100	94%	90%	89%	83%	61%	67%
Percentage of Tested Scoring 65–100	81%	82%	77%	54%	55%	45%
Percentage of Tested Scoring 85–100	24%	39%	29%	8%	6%	8%
Physical Setting/Chemistry						
Number Tested	111	123	128	4	3	3
Number Scoring 55–100	108	118	126	#	#	#
Number Scoring 65–100	73	81	107	#	#	#
Number Scoring 85–100	11	12	13	#	#	#
Percentage of Tested Scoring 55–100	97%	96%	98%	#	#	#
Percentage of Tested Scoring 65–100	66%	66%	84%	#	#	#
Percentage of Tested Scoring 85–100	10%	10%	10%	#	#	#
Physical Setting/Physics						
Number Tested			48			1
Number Scoring 55–100			48			#
Number Scoring 65–100			43			#
Number Scoring 85–100			12			#
Percentage of Tested Scoring 55–100			100%			#
Percentage of Tested Scoring 65–100			90%			#
Percentage of Tested Scoring 85–100			25%			#

* 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
Comprehensive French						
Number Tested	58	61	38	1	2	0
Number Scoring 55–100	58	61	38	#	#	0
Number Scoring 65–100	58	60	38	#	#	0
Number Scoring 85–100	29	43	32	#	#	0
Percentage of Tested Scoring 55–100	100%	100%	100%	#	#	0%
Percentage of Tested Scoring 65–100	100%	98%	100%	#	#	0%
Percentage of Tested Scoring 85–100	50%	70%	84%	#	#	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	35	43	48	1	0	1
Number Scoring 55–100	35	43	48	#	0	#
Number Scoring 65–100	35	43	48	#	0	#
Number Scoring 85–100	26	21	28	#	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	74%	49%	58%	#	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		
	2001–02	2002–03	2003–04	2001–02	2002–03	2003–04
Sequential Mathematics, Course III (last administered January 2004)						
Number Tested	149	28	0	3	1	0
Number Scoring 55–100	91	22	0	#	#	0
Number Scoring 65–100	71	16	0	#	#	0
Number Scoring 85–100	23	2	0	#	#	0
Percentage of Tested Scoring 55–100	61%	79%	0%	#	#	0%
Percentage of Tested Scoring 65–100	48%	57%	0%	#	#	0%
Percentage of Tested Scoring 85–100	15%	7%	0%	#	#	0%

Introduction to Occupations Examination

	2001–02		2002–03		2003–04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
General-Education Students	105	100%	49	96%	22	100%
Students with Disabilities	29	76%	6	50%	4	#

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
Nov 2003	General-Education Students	160	1%	4%	64%	31%
	Students with Disabilities	33	33%	18%	48%	0%
	All Students	193	7%	7%	61%	25%

Middle-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
June 2004	General-Education Students	218	0%	39%	54%	7%
	Students with Disabilities	56	14%	70%	14%	2%
	All Students	274	3%	45%	46%	6%

(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
Elementary Level						
Social Studies	1	0	#	#	#	#
Middle Level						
Social Studies	0	0	0	0	0	0
Secondary Level						
English Language Arts	1	0	#	#	#	#
Social Studies	1	0	#	#	#	#
Mathematics	1	0	#	#	#	#
Science	0	0	0	0	0	0

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	222	222	222	36	36	36	258	258	258
Number Scoring 55–64	11	6	4	5	8	4	16	14	8
Number Scoring 65–84	144	88	124	10	9	14	154	97	138
Number Scoring 85–100	62	115	86	2	1	0	64	116	86
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
Listening and Speaking (Grade 7-8)						
Number Tested			1			0
Beginning (0-18)			#			0
Intermediate (19-31)			#			0
Advanced (32-36)			#			0
Proficient (37-39)			#			0
Reading and Writing (Grade 7-8)						
Number Tested			1			0
Beginning (0-14)			#			0
Intermediate (15-24)			#			0
Advanced (25-32)			#			0
Proficient (33-35)			#			0
Listening and Speaking (Grade 9-12)						
Number Tested			0			0
Beginning (0-18)			0			0
Intermediate (19-31)			0			0
Advanced (32-36)			0			0
Proficient (37-39)			0			0
Reading and Writing (Grade 9-12)						
Number Tested			0			0
Beginning (0-14)			0			0
Intermediate (15-24)			0			0
Advanced (25-32)			0			0
Proficient (33-35)			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 - L)