

New York State School Report Card Comprehensive Information Report

BEDS Code: 66-24-02-06-0001
 Name: Yorktown High School
 Principal: Daniel Brenner

Grade Range : 9-12

Fall Enrollment

Grade	2001-02	2002-03	2003-04
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	0	0	0
Eighth	0	0	0
Ninth	333	341	368
Tenth	298	337	344
Eleventh	314	298	332
Twelfth	276	297	298
Ungraded Secondary	0	0	0
Total K-12 Enrollment	1221	1273	1342

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	35	2.9%	38	3.0%	35	2.6%
Black (Not Hispanic)	19	1.6%	23	1.8%	24	1.8%
Hispanic	39	3.2%	17	1.3%	32	2.4%
White (Not Hispanic)	1128	92.4%	1195	93.9%	1251	93.2%

Average Class Size

Grade Level	2001-02	2002-03	2003-04
Kindergarten	0	0	0
Common Branch	0	0	0
English Grade 8	0	0	0
Mathematics Grade 8	0	0	0
Science Grade 8	0	29	29
Social Studies Grade 8	0	0	0
English Grade 10	24	25	23
Mathematics Grade 10	21	22	22
Science Grade 10	24	25	23
Social Studies Grade 10	26	25	26

(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
52	All schools in this group are secondary level schools in school districts with low student needs in relation to district resource capacity. The schools in this group are in the lower 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

	2001-02		2002-03		2003-04	
	Count	Percent	Count	Percent	Count	Percent
Limited English Proficient	17	1.4%	14	1.1%	11	0.8%
Eligible for Free Lunch	7	0.6%	11	0.9%	11	0.8%

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%		95.1%		95.2%
Student Suspensions	35	2.9%	43	3.5%	54	4.2%

Student Socioeconomic and Stability Indicators (Percent of Enrollment)

	2001-02	2002-03	2003-04
Reduced Lunch	0.3%	0.0%	0.2%
Public Assistance	None	None	None
Student Stability	100%	99%	99%

Staff Counts

Staff	2003-04
Total Teachers	104
Total Other Professional Staff	14
Total Paraprofessionals	NA
Teaching Out of Certification*	1

*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	222	180	81%	231	194	84%	249	208	84%
Students with Disabilities	37	7	19%	46	11	24%	43	11	26%
All Students	259	187	72%	277	205	74%	292	219	75%

*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	232	38	5	1	5	11
Percent	79%	13%	2%	0%	2%	4%

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)
43	11	4	47

*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	8		6		0	0.0%
	Entered GED Program*	0		0		2	0.2%
	Total Noncompleters	8		6		2	0.2%
Students with Disabilities	Dropped Out	4		5		1	0.5%
	Entered GED Program*	0		1		1	0.5%
	Total Noncompleters	4		6		2	1.0%
All Students	Dropped Out	12	1.0%	11	0.9%	1	0.1%
	Entered GED Program*	0	0.0%	1	0.1%	3	0.2%
	Total Noncompleters	12	1.0%	12	0.9%	4	0.3%

*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	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	0	0	0
	Number of Students with Disabilities	0	0	0
	Number of All Students	0	0	0
	Percent of Enrollment	0%	0%	0%
9-12	Number of General-Education Students	0	17	0
	Number of Students with Disabilities	0	3	0
	Number of All Students	0	20	0
	Percent of Enrollment	0%	2%	0%

Career and Technical Education (CTE) Programs

CTE Program	This District		Statewide Average
	Count	Percentage	
All CTE Programs			
Completed the CTE Program			
Completed and Passed Regents Exams			
Completed and had Course Average of 75% or More			
Completed and Attained a HS Diploma or Equivalent			
Completed and Whose Status is Known			
Completed and Were Successfully Placed			
Nontraditional Programs			
Underrepresented Gender Members Enrolled			
Underrepresented Gender Members Who Completed			

Enrollment data are for the 2003-2004 school year; completer 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	0	0%	1	#	0	0%
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	1	#
Latin	0	0%	0	0%	0	0%
Spanish	0	0%	0	0%	1	#

Students with Disabilities

Test	2001-02		2002-03		2003-04	
	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%

Regents Competency Tests

General-Education Students

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	1	#	5	100%	1	#
Science	2	#	6	83%	0	0%
Reading	1	#	1	#	0	0%
Writing	1	#	1	#	0	0%
Global Studies	1	#	4	#	1	#
U.S. Hist & Gov't	3	#	4	#	0	0%

Students with Disabilities

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	37	78%	49	92%	29	90%
Science	22	86%	23	61%	23	74%
Reading	4	#	22	100%	3	#
Writing	5	80%	18	100%	13	92%
Global Studies	23	74%	28	54%	18	61%
U.S. Hist & Gov't	28	64%	26	62%	15	33%

(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	292	291	325	53	39	43
Number Scoring 55-100	276	278	315	39	31	34
Number Scoring 65-100	264	267	308	29	25	29
Number Scoring 85-100	188	193	213	6	11	4
Percentage of Tested Scoring 55-100	95%	96%	97%	74%	79%	79%
Percentage of Tested Scoring 65-100	90%	92%	95%	55%	64%	67%
Percentage of Tested Scoring 85-100	64%	66%	66%	11%	28%	9%
Mathematics A						
Number Tested	52	367	330	28	43	40
Number Scoring 55-100	6	328	327	2	22	38
Number Scoring 65-100	3	315	318	1	21	33
Number Scoring 85-100	0	207	206	0	5	13
Percentage of Tested Scoring 55-100	12%	89%	99%	7%	51%	95%
Percentage of Tested Scoring 65-100	6%	86%	96%	4%	49%	82%
Percentage of Tested Scoring 85-100	0%	56%	62%	0%	12%	33%
Mathematics B						
Number Tested	2	0	189	0	0	5
Number Scoring 55-100	#	0	189	0	0	5
Number Scoring 65-100	#	0	186	0	0	5
Number Scoring 85-100	#	0	119	0	0	4
Percentage of Tested Scoring 55-100	#	0%	100%	0%	0%	100%
Percentage of Tested Scoring 65-100	#	0%	98%	0%	0%	100%
Percentage of Tested Scoring 85-100	#	0%	63%	0%	0%	80%
Global History and Geography						
Number Tested	272	350	354	24	41	52
Number Scoring 55-100	269	328	334	24	27	43
Number Scoring 65-100	260	305	303	24	23	34
Number Scoring 85-100	126	171	178	5	1	11
Percentage of Tested Scoring 55-100	99%	94%	94%	100%	66%	83%
Percentage of Tested Scoring 65-100	96%	87%	86%	100%	56%	65%
Percentage of Tested Scoring 85-100	46%	49%	50%	21%	2%	21%
U.S. History and Government						
Number Tested	265	303	330	30	42	49
Number Scoring 55-100	259	292	312	29	35	36
Number Scoring 65-100	240	283	295	18	29	26
Number Scoring 85-100	123	174	177	5	9	1
Percentage of Tested Scoring 55-100	98%	96%	95%	97%	83%	73%
Percentage of Tested Scoring 65-100	91%	93%	89%	60%	69%	53%
Percentage of Tested Scoring 85-100	46%	57%	54%	17%	21%	2%

(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	305	318	328	33	35	39
Number Scoring 55-100	305	306	324	33	24	36
Number Scoring 65-100	305	302	317	33	21	32
Number Scoring 85-100	153	132	174	5	1	13
Percentage of Tested Scoring 55-100	100%	96%	99%	100%	69%	92%
Percentage of Tested Scoring 65-100	100%	95%	97%	100%	60%	82%
Percentage of Tested Scoring 85-100	50%	42%	53%	15%	3%	33%
Physical Setting/Earth Science						
Number Tested	274	321	332	16	36	50
Number Scoring 55-100	269	311	317	15	34	45
Number Scoring 65-100	253	293	288	12	27	34
Number Scoring 85-100	99	171	120	2	8	7
Percentage of Tested Scoring 55-100	98%	97%	95%	94%	94%	90%
Percentage of Tested Scoring 65-100	92%	91%	87%	75%	75%	68%
Percentage of Tested Scoring 85-100	36%	53%	36%	12%	22%	14%
Physical Setting/Chemistry						
Number Tested	184	274	239	7	15	6
Number Scoring 55-100	182	271	238	6	14	6
Number Scoring 65-100	160	236	223	6	12	5
Number Scoring 85-100	32	62	58	0	1	0
Percentage of Tested Scoring 55-100	99%	99%	100%	86%	93%	100%
Percentage of Tested Scoring 65-100	87%	86%	93%	86%	80%	83%
Percentage of Tested Scoring 85-100	17%	23%	24%	0%	7%	0%
Physical Setting/Physics						
Number Tested			139			7
Number Scoring 55-100			135			6
Number Scoring 65-100			122			4
Number Scoring 85-100			56			1
Percentage of Tested Scoring 55-100			97%			86%
Percentage of Tested Scoring 65-100			88%			57%
Percentage of Tested Scoring 85-100			40%			14%

* 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	36	33	14	2	0	0
Number Scoring 55-100	36	33	14	#	0	0
Number Scoring 65-100	35	33	14	#	0	0
Number Scoring 85-100	15	19	9	#	0	0
Percentage of Tested Scoring 55-100	100%	100%	100%	#	0%	0%
Percentage of Tested Scoring 65-100	97%	100%	100%	#	0%	0%
Percentage of Tested Scoring 85-100	42%	58%	64%	#	0%	0%
Comprehensive Italian						
Number Tested	39	56	57	1	4	4
Number Scoring 55-100	39	56	57	#	#	#
Number Scoring 65-100	39	56	57	#	#	#
Number Scoring 85-100	31	45	50	#	#	#
Percentage of Tested Scoring 55-100	100%	100%	100%	#	#	#
Percentage of Tested Scoring 65-100	100%	100%	100%	#	#	#
Percentage of Tested Scoring 85-100	79%	80%	88%	#	#	#
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	146	170	191	7	4	6
Number Scoring 55-100	145	170	191	6	#	6
Number Scoring 65-100	143	169	191	6	#	6
Number Scoring 85-100	101	125	132	3	#	2
Percentage of Tested Scoring 55-100	99%	100%	100%	86%	#	100%
Percentage of Tested Scoring 65-100	98%	99%	100%	86%	#	100%
Percentage of Tested Scoring 85-100	69%	74%	69%	43%	#	33%
Comprehensive Latin						
Number Tested	9	11	23	1	1	1
Number Scoring 55-100	9	11	23	#	#	#
Number Scoring 65-100	9	11	23	#	#	#
Number Scoring 85-100	4	10	9	#	#	#
Percentage of Tested Scoring 55-100	100%	100%	100%	#	#	#
Percentage of Tested Scoring 65-100	100%	100%	100%	#	#	#
Percentage of Tested Scoring 85-100	44%	91%	39%	#	#	#

(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	175	205	4	5	10	0
Number Scoring 55-100	166	202	#	5	8	0
Number Scoring 65-100	154	198	#	4	8	0
Number Scoring 85-100	92	116	#	3	6	0
Percentage of Tested Scoring 55-100	95%	99%	#	100%	80%	0%
Percentage of Tested Scoring 65-100	88%	97%	#	80%	80%	0%
Percentage of Tested Scoring 85-100	53%	57%	#	60%	60%	0%

Introduction to Occupations Examination

	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
General-Education Students	14	100%	25	100%	2	#
Students with Disabilities	15	87%	15	87%	0	0%

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	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 2004	General-Education Students	0	0%	0%	0%	0%
	Students with Disabilities	0	0%	0%	0%	0%
	All Students	0	0%	0%	0%	0%

(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	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

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	247	247	247	46	46	46	293	293	293
Number Scoring 55–64	4	2	2	2	6	5	6	8	7
Number Scoring 65–84	118	73	103	22	22	30	140	95	133
Number Scoring 85–100	119	167	141	5	9	7	124	176	148
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			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 7-8)						
Number Tested			0			0
Beginning (0-14)			0			0
Intermediate (15-24)			0			0
Advanced (25-32)			0			0
Proficient (33-35)			0			0
Listening and Speaking (Grade 9-12)						
Number Tested			9			1
Beginning (0-18)			1			#
Intermediate (19-31)			5			#
Advanced (32-36)			1			#
Proficient (37-39)			2			#
Reading and Writing (Grade 9-12)						
Number Tested			8			1
Beginning (0-14)			1			#
Intermediate (15-24)			4			#
Advanced (25-32)			3			#
Proficient (33-35)			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)