

New York State District Report Card

Comprehensive Information Report

BEDS Code: 24-17-01-04-0000
 Name: York Central School District
 Superintendent: Thomas Manko

Fall Enrollment

Grade	2002-03	2003-04	2004-05
Pre-K	0	0	0
Kindergarten	71	47	66
First	68	68	52
Second	66	67	66
Third	71	70	66
Fourth	79	73	66
Fifth	71	80	72
Sixth	84	74	75
Ungraded Elementary	0	0	0
Seventh	78	86	78
Eighth	92	73	88
Ninth	92	94	79
Tenth	78	81	92
Eleventh	73	77	76
Twelfth	80	72	74
Ungraded Secondary	0	1	0
Total K-12 Enrollment	1003	963	950

Student Racial/Ethnic Origin

Race/Ethnicity	2002-03		2003-04		2004-05	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
American Indian, Alaskan, Asian, or Pacific Islander	12	1.2%	11	1.1%	10	1.1%
Black (Not Hispanic)	9	0.9%	10	1.0%	6	0.6%
Hispanic	8	0.8%	12	1.2%	7	0.7%
White (Not Hispanic)	974	97.1%	930	96.6%	927	97.6%

Average Class Size

Grade Level	2002-03	2003-04	2004-05
Kindergarten	18	16	17
Common Branch	18	19	18
English Grade 8	23	20	20
Mathematics Grade 8	19	19	17
Science Grade 8	20	17	20
Social Studies Grade 8	17	18	20
English Grade 10	18	20	21
Mathematics Grade 10	18	20	17
Science Grade 10	0	18	20
Social Studies Grade 10	18	25	22

(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
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

	2002-03		2003-04		2004-05	
	Count	Percent	Count	Percent	Count	Percent
Limited English Proficient	2	0.2%	1	0.1%	1	0.1%
Eligible for Free Lunch	189	18.8%	151	15.7%	148	15.6%

Attendance and Suspension

	2001-02		2002-03		2003-04	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
Annual Attendance Rate		96.2%		95.4%		96.3%
Student Suspensions	39	3.9%	21	2.1%	30	3.1%

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

	2002-03	2003-04	2004-05
Reduced Lunch	8.0%	7.3%	10.3%
Public Assistance	NA	NA	NA
Student Stability	NA	NA	NA

Staff Counts

Staff	2004-05
Total Teachers	85
Total Other Professional Staff	16
Total Paraprofessionals	19
Teaching Out of Certification*	0

*Teaching out of certification more than on an incidental basis.

(Form – B)

High School Graduates and Noncompleters

High School Graduates and Completers		2002-03	2003-04	2004-05
General-Education Students	Total Graduates*	62	57	56
	Regents Diplomas	48	45	53
	% Regents Diplomas	77%	79%	95%
	Regents Diplomas with Advanced Designation**			21
	% Regents Diplomas with Advanced Designation			38%
	IEP Diplomas or Local Certificates			
Students with Disabilities	Total Graduates*	12	12	9
	Regents Diplomas	6	5	7
	% Regents Diplomas	50%	42%	78%
	Regents Diplomas with Advanced Designation**			1
	% Regents Diplomas with Advanced Designation			11%
	IEP Diplomas or Local Certificates	2	1	3
All Students	Total Graduates*	74	69	65
	Regents Diplomas	54	50	60
	% Regents Diplomas	73%	72%	92%
	Regents Diplomas with Advanced Designation**			22
	% Regents Diplomas with Advanced Designation			34%
	IEP Diplomas or Local Certificates	2	1	3

* Only students awarded local diplomas or Regents endorsed diplomas are included in the count of high school graduates in this table. Data include graduates in August, January and June of the school year being reported.

**Beginning with students who first entered grade 9 in 2001-02, students may earn a Regents diploma by passing (scoring 65-100) Regents exams in five areas and meeting course requirements. To earn a Regents diploma with advanced designation, the student must pass eight Regents exams. For more information, see <http://www.emsc.nysed.gov/parents/gradreqtsfs.shtml>

Post-Secondary Plans of 2004-05 Graduates

		4-year College	2-year College	Other Post-Secondary	Military	Employment	Adult Services	Plan Unknown	Other Known Plan
General-Education Students	Number	23	16	1	0	2	0	0	14
	Percent	41%	29%	2%	0%	4%	0%	0%	25%
Students with Disabilities	Number	0	4	0	0	2	0	0	3
	Percent	0%	44%	0%	0%	22%	0%	0%	33%
All Students	Number	23	20	1	0	4	0	0	17
	Percent	35%	31%	2%	0%	6%	0%	0%	26%

High School Noncompletion Rates

		2002-03		2003-04		2004-05	
		No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
General-Education Students	Dropped Out	13		4	1.4%	2	0.7%
	Entered GED Program*	1		1	0.4%	1	0.4%
	Total Noncompleters	14		5	1.8%	3	1.1%
Students with Disabilities	Dropped Out	5		0	0.0%	2	3.4%
	Entered GED Program*	0		0	0.0%	1	1.7%
	Total Noncompleters	5		0	0.0%	3	5.1%
All Students	Dropped Out	18	5.6%	4	1.2%	4	1.2%
	Entered GED Program*	1	0.3%	1	0.3%	2	0.6%
	Total Noncompleters	19	5.9%	5	1.5%	6	1.8%

*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	2002–03	2003–04	2004–05
K–1	100%	100%	100%
2–3	100%	100%	100%

Students Developing a Career Plan, 4–12

Grades		2002–03	2003–04	2004–05
4–5	Number of General-Education Students	135	128	138
	Number of Students with Disabilities	12	19	0
	Number of All Students	147	147	138
	Percent of Enrollment	98%	96%	100%
6–8	Number of General-Education Students	0	137	243
	Number of Students with Disabilities	0	26	0
	Number of All Students	0	163	243
	Percent of Enrollment	0%	70%	101%
9–12	Number of General-Education Students	257	196	242
	Number of Students with Disabilities	66	48	0
	Number of All Students	323	244	242
	Percent of Enrollment	100%	75%	75%

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 2004–2005 school year; completion data are as of June 2004.

Blank cells indicate that either the district did not have a CTE program or did not report data. These data are reported only at the district level.

(Form – D)

Second Language Proficiency Examinations

General-Education Students

Test	2002-03		2003-04		2004-05	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	4	#	4	#	13	92%
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	7	86%	7	86%	47	91%

Students with Disabilities

Test	2002-03		2003-04		2004-05	
	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%	1	#

Regents Competency Tests

General-Education Students

Test	2002-03		2003-04		2004-05	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	0	0%	2	#	0	0%
Science	0	0%	1	#	0	0%
Reading	0	0%	0	0%	0	0%
Writing	0	0%	0	0%	0	0%
Global Studies	1	#	0	0%	0	0%
U.S. Hist & Gov't	1	#	0	0%	0	0%

Students with Disabilities

Test	2002-03		2003-04		2004-05	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	4	#	0	0%	0	0%
Science	4	#	4	#	1	#
Reading	0	0%	5	80%	6	67%
Writing	0	0%	5	100%	5	100%
Global Studies	6	50%	1	#	2	#
U.S. Hist & Gov't	4	#	2	#	2	#

(Form – E)

Regents Examinations

	All Students			Students with Disabilities		
	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05
Comprehensive English						
Number Tested	77	77	10	14	11	5
Number Scoring 55-100	73	73	7	12	10	2
Number Scoring 65-100	69	67	6	10	6	1
Number Scoring 85-100	33	41	1	0	1	0
Percentage of Tested Scoring 55-100	95%	95%	70%	86%	91%	40%
Percentage of Tested Scoring 65-100	90%	87%	60%	71%	55%	20%
Percentage of Tested Scoring 85-100	43%	53%	10%	0%	9%	0%
Mathematics A						
Number Tested	39	23	8	9	4	2
Number Scoring 55-100	28	21	8	5	#	#
Number Scoring 65-100	21	18	7	4	#	#
Number Scoring 85-100	1	1	0	0	#	#
Percentage of Tested Scoring 55-100	72%	91%	100%	56%	#	#
Percentage of Tested Scoring 65-100	54%	78%	88%	44%	#	#
Percentage of Tested Scoring 85-100	3%	4%	0%	0%	#	#
Mathematics B						
Number Tested	0	37	25	0	7	5
Number Scoring 55-100	0	21	8	0	2	0
Number Scoring 65-100	0	9	4	0	0	0
Number Scoring 85-100	0	1	0	0	0	0
Percentage of Tested Scoring 55-100	0%	57%	32%	0%	29%	0%
Percentage of Tested Scoring 65-100	0%	24%	16%	0%	0%	0%
Percentage of Tested Scoring 85-100	0%	3%	0%	0%	0%	0%
Global History and Geography						
Number Tested	87	17	16	15	2	4
Number Scoring 55-100	80	12	12	13	#	#
Number Scoring 65-100	70	11	11	11	#	#
Number Scoring 85-100	17	0	0	1	#	#
Percentage of Tested Scoring 55-100	92%	71%	75%	87%	#	#
Percentage of Tested Scoring 65-100	80%	65%	69%	73%	#	#
Percentage of Tested Scoring 85-100	20%	0%	0%	7%	#	#
U.S. History and Government						
Number Tested	80	72	11	14	9	3
Number Scoring 55-100	72	69	10	12	9	#
Number Scoring 65-100	69	65	8	11	8	#
Number Scoring 85-100	34	28	1	4	2	#
Percentage of Tested Scoring 55-100	90%	96%	91%	86%	100%	#
Percentage of Tested Scoring 65-100	86%	90%	73%	79%	89%	#
Percentage of Tested Scoring 85-100	42%	39%	9%	29%	22%	#

(Form – F)

Regents Examinations

	All Students			Students with Disabilities		
	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05
Living Environment						
Number Tested	55	21	80	12	3	4
Number Scoring 55-100	53	19	77	10	#	#
Number Scoring 65-100	51	19	72	8	#	#
Number Scoring 85-100	18	6	35	1	#	#
Percentage of Tested Scoring 55-100	96%	90%	96%	83%	#	#
Percentage of Tested Scoring 65-100	93%	90%	90%	67%	#	#
Percentage of Tested Scoring 85-100	33%	29%	44%	8%	#	#
Physical Setting/Earth Science						
Number Tested	20	10	16	0	2	0
Number Scoring 55-100	20	9	15	0	#	0
Number Scoring 65-100	17	4	13	0	#	0
Number Scoring 85-100	6	0	5	0	#	0
Percentage of Tested Scoring 55-100	100%	90%	94%	0%	#	0%
Percentage of Tested Scoring 65-100	85%	40%	81%	0%	#	0%
Percentage of Tested Scoring 85-100	30%	0%	31%	0%	#	0%
Physical Setting/Chemistry						
Number Tested	58	4	3	2	0	0
Number Scoring 55-100	51	#	#	#	0	0
Number Scoring 65-100	40	#	#	#	0	0
Number Scoring 85-100	8	#	#	#	0	0
Percentage of Tested Scoring 55-100	88%	#	#	#	0%	0%
Percentage of Tested Scoring 65-100	69%	#	#	#	0%	0%
Percentage of Tested Scoring 85-100	14%	#	#	#	0%	0%
Physical Setting/Physics						
Number Tested		45	18		4	2
Number Scoring 55-100		42	15		#	#
Number Scoring 65-100		28	9		#	#
Number Scoring 85-100		2	1		#	#
Percentage of Tested Scoring 55-100		93%	83%		#	#
Percentage of Tested Scoring 65-100		62%	50%		#	#
Percentage of Tested Scoring 85-100		4%	6%		#	#

* Physical Setting/Physics results for 2002-03 are not included in the report card because the Department issued new conversion charts for assessments administered in that year.

(Form – G)

Regents Examinations

	All Students			Students with Disabilities		
	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05
Comprehensive French						
Number Tested	12	12	1	0	0	0
Number Scoring 55-100	12	12	#	0	0	0
Number Scoring 65-100	12	12	#	0	0	0
Number Scoring 85-100	5	6	#	0	0	0
Percentage of Tested Scoring 55-100	100%	100%	#	0%	0%	0%
Percentage of Tested Scoring 65-100	100%	100%	#	0%	0%	0%
Percentage of Tested Scoring 85-100	42%	50%	#	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	25	22	2	1	0	0
Number Scoring 55-100	25	22	#	#	0	0
Number Scoring 65-100	25	22	#	#	0	0
Number Scoring 85-100	12	14	#	#	0	0
Percentage of Tested Scoring 55-100	100%	100%	#	#	0%	0%
Percentage of Tested Scoring 65-100	100%	100%	#	#	0%	0%
Percentage of Tested Scoring 85-100	48%	64%	#	#	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)

Elementary-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
Nov 2004	General-Education Students	58	2%	3%	59%	36%
	Students with Disabilities	15	20%	13%	60%	7%
	All Students	73	5%	5%	59%	30%

Middle-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
June 2005	General-Education Students	77	0%	17%	66%	17%
	Students with Disabilities	12	25%	58%	17%	0%
	All Students	89	3%	22%	60%	15%

(Form – I)

New York State Alternate Assessments (NYSAA) 2004–05

Test	Count of Students					
	Tested	Not Tested	Level 1	Level 2	Level 3	Level 4
Elementary Level						
Social Studies	0	1	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

2001 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	52	52	52	12	12	12	64	64	64
Number Scoring 55–64	0	0	0	2	1	2	2	1	2
Number Scoring 65–84	37	30	23	7	6	6	44	36	29
Number Scoring 85–100	14	22	29	1	2	1	15	24	30
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		
	2002–03	2003–04	2004–05	2002–03	2003–04	2004–05
Listening and Speaking (Grade K–1)						
Number Tested		0	1		0	0
Beginning		0	#		0	0
Intermediate		0	#		0	0
Advanced		0	#		0	0
Proficient		0	#		0	0
Reading and Writing (Grade K–1)						
Number Tested		0	1		0	0
Beginning		0	#		0	0
Intermediate		0	#		0	0
Advanced		0	#		0	0
Proficient		0	#		0	0
Listening and Speaking (Grade 2–4)						
Number Tested		1	0		0	0
Beginning		#	0		0	0
Intermediate		#	0		0	0
Advanced		#	0		0	0
Proficient		#	0		0	0
Reading and Writing (Grade 2–4)						
Number Tested		1	0		0	0
Beginning		#	0		0	0
Intermediate		#	0		0	0
Advanced		#	0		0	0
Proficient		#	0		0	0
Listening and Speaking (Grade 5–6)						
Number Tested		0	0		0	0
Beginning		0	0		0	0
Intermediate		0	0		0	0
Advanced		0	0		0	0
Proficient		0	0		0	0
Reading and Writing (Grade 5–6)						
Number Tested		0	0		0	0
Beginning		0	0		0	0
Intermediate		0	0		0	0
Advanced		0	0		0	0
Proficient		0	0		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 – K)