

New York State School Report Card Comprehensive Information Report

BEDS Code: 06-23-01-04-0003
 Name: Brocton Middle High School
 Principal: Stephen Keefe

Grade Range : 6-12

Fall Enrollment

Grade	2000–2001	2001–2002	2002–2003
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	63	59	63
Ungraded Elementary	0	0	0
Seventh	47	59	62
Eighth	57	52	71
Ninth	78	70	52
Tenth	76	63	63
Eleventh	44	61	51
Twelfth	51	45	76
Ungraded Secondary	1	0	0
Total K-12 Enrollment	417	409	438

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	1	0.2%	1	0.2%	2	0.5%
Black (Not Hispanic)	2	0.5%	3	0.7%	1	0.2%
Hispanic	7	1.7%	8	2.0%	7	1.6%
White (Not Hispanic)	407	97.6%	397	97.1%	428	97.7%

Average Class Size

Grade Level	2000–2001	2001–2002	2002–2003
Kindergarten	0	0	0
Common Branch	0	0	0
English Grade 8	11	10	21
Mathematics Grade 8	11	8	20
Science Grade 8	11	10	21
Social Studies Grade 8	11	8	21
English Grade 10	18	16	19
Mathematics Grade 10	19	16	15
Science Grade 10	24	0	14
Social Studies Grade 10	18	0	0

(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
47	All schools in this group are secondary level schools in rural school districts with high student needs in relation to district resources. The schools in this group are in the middle 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

	2000–2001		2001–2002		2002–2003	
	Count	Percent	Count	Percent	Count	Percent
Limited English Proficient	0	0.0%	0	0.0%	0	0.0%
Eligible for Free Lunch	84	20.1%	90	22.0%	114	26.0%

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		93.6%		96.7%		95.3%
Student Suspensions	0	0.0%	26	6.2%	36	8.8%

Student Socioeconomic and Stability Indicators (Percent of Enrollment)

	2000–2001	2001–2002	2002–2003
Reduced Lunch	11.5%	16.9%	14.6%
Public Assistance	31-40%	1-10%	51-60%
Student Stability	98%	98%	84%

Staff Counts

Staff	2002–2003
Total Teachers	38
Total Other Professional Staff	2
Total Paraprofessionals	NA
Teaching Out of Certification*	1
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	45	25	56%	41	20	49%	65	31	48%
Students with Disabilities	0	0	0%	0	0	0%	3	0	0%
All Students	45	25	56%	41	20	49%	68	31	46%

*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	19	35	0	6	4	4
Percent	28%	51%	0%	9%	6%	6%

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)
3	0	2	5

*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			10		14	
	Entered GED Program*			0		0	
	Total Noncompleters			10		14	
Students with Disabilities	Dropped Out			2		1	
	Entered GED Program*			0		1	
	Total Noncompleters			2		2	
All Students	Dropped Out	8	3.2%	12	5.0%	15	6.2%
	Entered GED Program*	3	1.2%	0	0.0%	1	0.4%
	Total Noncompleters	11	4.4%	12	5.0%	16	6.6%

*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		106	170
	Number of Students with Disabilities		32	26
	Number of All Students		138	196
	Percent of Enrollment		81%	100%
9-12	Number of General-Education Students		139	222
	Number of Students with Disabilities		50	20
	Number of All Students		189	242
	Percent of Enrollment		79%	100%

Second Language Proficiency Examinations

General-Education Students

Test	2000-2001		2001-2002		2002-2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	16	100%	10	90%	21	95%
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	27	85%	20	65%	30	93%

Students with Disabilities

Test	2000-2001		2001-2002		2002-2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	1	#	1	#	4	#
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	1	#	0	0%	10	30%

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

Students with Disabilities

Test	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	8	100%	1	#	6	83%
Science	6	0%	2	#	4	#
Reading	0	0%	5	20%	10	0%
Writing	0	0%	4	#	4	#
Global Studies	0	0%	3	#	7	0%
U.S. Hist & Gov't	0	0%	1	#	3	#

(Form – E)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Comprehensive English						
Number Tested	52	64	68	3	2	11
Number Scoring 55–100	51	57	55	#	#	3
Number Scoring 65–100	47	52	47	#	#	1
Number Scoring 85–100	10	23	15	#	#	0
Percentage of Tested Scoring 55–100	98%	89%	81%	#	#	27%
Percentage of Tested Scoring 65–100	90%	81%	69%	#	#	9%
Percentage of Tested Scoring 85–100	19%	36%	22%	#	#	0%
Mathematics A						
Number Tested	0	67	84	0	3	9
Number Scoring 55–100	0	55	74	0	#	4
Number Scoring 65–100	0	31	66	0	#	3
Number Scoring 85–100	0	4	25	0	#	2
Percentage of Tested Scoring 55–100	0%	82%	88%	0%	#	44%
Percentage of Tested Scoring 65–100	0%	46%	79%	0%	#	33%
Percentage of Tested Scoring 85–100	0%	6%	30%	0%	#	22%
Mathematics B (first administered June 2001)						
Number Tested	0	0	1	0	0	1
Number Scoring 55–100	0	0	#	0	0	#
Number Scoring 65–100	0	0	#	0	0	#
Number Scoring 85–100	0	0	#	0	0	#
Percentage of Tested Scoring 55–100	0%	0%	#	0%	0%	#
Percentage of Tested Scoring 65–100	0%	0%	#	0%	0%	#
Percentage of Tested Scoring 85–100	0%	0%	#	0%	0%	#
Global History and Geography						
Number Tested	85	64	75	4	7	12
Number Scoring 55–100	81	53	54	#	3	6
Number Scoring 65–100	67	37	43	#	1	5
Number Scoring 85–100	11	4	13	#	0	0
Percentage of Tested Scoring 55–100	95%	83%	72%	#	43%	50%
Percentage of Tested Scoring 65–100	79%	58%	57%	#	14%	42%
Percentage of Tested Scoring 85–100	13%	6%	17%	#	0%	0%
U.S. History and Government (first administered June 2001)						
Number Tested	51	76	60	1	0	7
Number Scoring 55–100	37	74	57	#	0	5
Number Scoring 65–100	22	59	47	#	0	4
Number Scoring 85–100	4	15	17	#	0	0
Percentage of Tested Scoring 55–100	73%	97%	95%	#	0%	71%
Percentage of Tested Scoring 65–100	43%	78%	78%	#	0%	57%
Percentage of Tested Scoring 85–100	8%	20%	28%	#	0%	0%

(Form – F)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Living Environment (first administered June 2001)						
Number Tested	138	49	36	12	2	4
Number Scoring 55–100	120	47	32	6	#	#
Number Scoring 65–100	101	43	30	3	#	#
Number Scoring 85–100	8	6	9	0	#	#
Percentage of Tested Scoring 55–100	87%	96%	89%	50%	#	#
Percentage of Tested Scoring 65–100	73%	88%	83%	25%	#	#
Percentage of Tested Scoring 85–100	6%	12%	25%	0%	#	#
Physical Setting/Earth Science (first administered June 2001)						
Number Tested	14	55	56	0	6	7
Number Scoring 55–100	11	51	50	0	4	4
Number Scoring 65–100	9	47	45	0	1	3
Number Scoring 85–100	1	15	20	0	0	1
Percentage of Tested Scoring 55–100	79%	93%	89%	0%	67%	57%
Percentage of Tested Scoring 65–100	64%	85%	80%	0%	17%	43%
Percentage of Tested Scoring 85–100	7%	27%	36%	0%	0%	14%
Physical Setting/Chemistry (first administered June 2002)						
Number Tested		35	31		0	0
Number Scoring 55–100		34	28		0	0
Number Scoring 65–100		25	25		0	0
Number Scoring 85–100		3	3		0	0
Percentage of Tested Scoring 55–100		97%	90%		0%	0%
Percentage of Tested Scoring 65–100		71%	81%		0%	0%
Percentage of Tested Scoring 85–100		9%	10%		0%	0%
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	18	14	15	0	0	0
Number Scoring 55–100	18	14	15	0	0	0
Number Scoring 65–100	17	12	15	0	0	0
Number Scoring 85–100	6	1	7	0	0	0
Percentage of Tested Scoring 55–100	100%	100%	100%	0%	0%	0%
Percentage of Tested Scoring 65–100	94%	86%	100%	0%	0%	0%
Percentage of Tested Scoring 85–100	33%	7%	47%	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	26	30	23	0	0	3
Number Scoring 55–100	25	30	21	0	0	#
Number Scoring 65–100	24	29	17	0	0	#
Number Scoring 85–100	14	8	7	0	0	#
Percentage of Tested Scoring 55–100	96%	100%	91%	0%	0%	#
Percentage of Tested Scoring 65–100	92%	97%	74%	0%	0%	#
Percentage of Tested Scoring 85–100	54%	27%	30%	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)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Sequential Mathematics, Course II (last administered January 2003)						
Number Tested	64	47	2	0	0	0
Number Scoring 55–100	54	38	#	0	0	0
Number Scoring 65–100	45	23	#	0	0	0
Number Scoring 85–100	15	3	#	0	0	0
Percentage of Tested Scoring 55–100	84%	81%	#	0%	0%	0%
Percentage of Tested Scoring 65–100	70%	49%	#	0%	0%	0%
Percentage of Tested Scoring 85–100	23%	6%	#	0%	0%	0%
Sequential Mathematics, Course III						
Number Tested	32	39	30	0	0	0
Number Scoring 55–100	20	33	19	0	0	0
Number Scoring 65–100	17	23	16	0	0	0
Number Scoring 85–100	7	7	6	0	0	0
Percentage of Tested Scoring 55–100	62%	85%	63%	0%	0%	0%
Percentage of Tested Scoring 65–100	53%	59%	53%	0%	0%	0%
Percentage of Tested Scoring 85–100	22%	18%	20%	0%	0%	0%

(Form – I)

Introduction to Occupations Examination

	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
General-Education Students	66	97%	14	93%	18	72%
Students with Disabilities	3	#	1	#	4	#

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	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 2003	General-Education Students	47	0%	34%	60%	6%
	Students with Disabilities	13	15%	62%	23%	0%
	All Students	60	3%	40%	52%	5%

(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	64	64	64	3	3	3	67	67	67
Number Scoring 55–64	#	#	#	#	#	#	9	15	2
Number Scoring 65–84	#	#	#	#	#	#	42	32	47
Number Scoring 85–100	#	#	#	#	#	#	11	15	12
Approved Alternatives	#	#	#	#	#	#	1	0	0

(Form – K)