

# New York State District Report Card Comprehensive Information Report

BEDS Code: 16-16-01-04-0000

Name: Brushton-Moira Central School District

Superintendent: Mr. Earle S. Gregory

## Fall Enrollment

Grade	2000–2001	2001–2002	2002–2003
Pre-K	0	0	0
Kindergarten	76	59	66
First	66	74	63
Second	64	65	70
Third	62	74	65
Fourth	63	60	73
Fifth	60	62	65
Sixth	57	66	65
Ungraded Elementary	0	0	0
Seventh	75	64	70
Eighth	64	75	64
Ninth	85	67	81
Tenth	72	80	71
Eleventh	62	68	74
Twelfth	61	57	68
Ungraded Secondary	0	0	0
Total K-12 Enrollment	867	871	895

## 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	6	0.7%	3	0.3%	5	0.6%
Black (Not Hispanic)	1	0.1%	2	0.2%	4	0.4%
Hispanic	3	0.3%	3	0.3%	4	0.4%
White (Not Hispanic)	857	98.8%	863	99.1%	882	98.5%

## Average Class Size

Grade Level	2000–2001	2001–2002	2002–2003
Kindergarten	19	16	17
Common Branch	17	18	18
English Grade 8	0	18	22
Mathematics Grade 8	20	0	21
Science Grade 8	21	0	25
Social Studies Grade 8	21	19	21
English Grade 10	19	18	23
Mathematics Grade 10	22	0	15
Science Grade 10	18	12	16
Social Studies Grade 10	14	18	26

(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	0	0.0%	0	0.0%	0	0.0%
Eligible for Free Lunch	281	32.4%	336	38.6%	318	35.5%

### 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		95.3%		95.3%		95.2%
Student Suspensions	83	9.7%	35	4.0%	46	5.3%

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

	2000–2001	2001–2002	2002–2003
Reduced Lunch	17.4%	17.2%	13.3%
Public Assistance	NA	NA	NA
Student Stability	NA	NA	NA

### Staff Counts

Staff	2002–2003
Total Teachers	72
Total Other Professional Staff	5
Total Paraprofessionals	7
Teaching Out of Certification*	2
Teachers with Temporary Licenses	0

\*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	48	11	23%	49	17	35%	53	23	43%
Students with Disabilities	10	0	0%	3	0	0%	7	1	14%
All Students	58	11	19%	52	17	33%	60	24	40%

\*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	14	27	0	3	16	0
Percent	23%	45%	0%	5%	27%	0%

## 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)
7	1	1	8

\*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			0		5	
	Entered GED Program*			0		0	
	Total Noncompleters			0		5	
Students with Disabilities	Dropped Out			1		4	
	Entered GED Program*			1		2	
	Total Noncompleters			2		6	
All Students	Dropped Out	11	3.9%	1	0.4%	9	3.1%
	Entered GED Program*	0	0.0%	1	0.4%	2	0.7%
	Total Noncompleters	11	3.9%	2	0.7%	11	3.7%

\*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		40	0
	Number of Students with Disabilities		10	0
	Number of All Students		50	0
	Percent of Enrollment		24%	0%
9-12	Number of General-Education Students		40	263
	Number of Students with Disabilities		10	31
	Number of All Students		50	294
	Percent of Enrollment		18%	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	47	87%	36	75%	31	87%
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	12	83%	24	67%	25	72%

### Students with Disabilities

Test	2000-2001		2001-2002		2002-2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	3	#	4	#	4	#
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	0	0%	1	#	1	#

(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%	1	#	3	#
Science	0	0%	1	#	1	#
Reading	0	0%	2	#	3	#
Writing	0	0%	1	#	0	0%
Global Studies	0	0%	1	#	1	#
U.S. Hist & Gov't	10	90%	1	#	2	#

## Students with Disabilities

Test	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	2	#	2	#	6	83%
Science	0	0%	1	#	7	86%
Reading	0	0%	0	0%	4	#
Writing	0	0%	0	0%	0	0%
Global Studies	4	#	4	#	6	83%
U.S. Hist & Gov't	5	40%	1	#	0	0%

(Form – E)

# Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
<b>Comprehensive English</b>						
Number Tested	55	65	82	3	6	9
Number Scoring 55–100	53	47	60	#	3	1
Number Scoring 65–100	44	33	41	#	1	0
Number Scoring 85–100	6	11	9	#	0	0
Percentage of Tested Scoring 55–100	96%	72%	73%	#	50%	11%
Percentage of Tested Scoring 65–100	80%	51%	50%	#	17%	0%
Percentage of Tested Scoring 85–100	11%	17%	11%	#	0%	0%
<b>Mathematics A</b>						
Number Tested	31	55	78	0	5	2
Number Scoring 55–100	21	39	67	0	3	#
Number Scoring 65–100	15	32	47	0	2	#
Number Scoring 85–100	7	4	7	0	0	#
Percentage of Tested Scoring 55–100	68%	71%	86%	0%	60%	#
Percentage of Tested Scoring 65–100	48%	58%	60%	0%	40%	#
Percentage of Tested Scoring 85–100	23%	7%	9%	0%	0%	#
<b>Mathematics B (first administered June 2001)</b>						
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%
<b>Global History and Geography</b>						
Number Tested	61	77	74	2	8	10
Number Scoring 55–100	59	74	67	#	7	6
Number Scoring 65–100	52	54	64	#	3	5
Number Scoring 85–100	17	10	14	#	0	0
Percentage of Tested Scoring 55–100	97%	96%	91%	#	88%	60%
Percentage of Tested Scoring 65–100	85%	70%	86%	#	38%	50%
Percentage of Tested Scoring 85–100	28%	13%	19%	#	0%	0%
<b>U.S. History and Government (first administered June 2001)</b>						
Number Tested	63	60	75	3	7	7
Number Scoring 55–100	56	54	70	#	6	5
Number Scoring 65–100	43	42	61	#	4	3
Number Scoring 85–100	11	7	21	#	0	0
Percentage of Tested Scoring 55–100	89%	90%	93%	#	86%	71%
Percentage of Tested Scoring 65–100	68%	70%	81%	#	57%	43%
Percentage of Tested Scoring 85–100	17%	12%	28%	#	0%	0%

(Form – F)

# Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
<b>Living Environment (first administered June 2001)</b>						
Number Tested	47	50	46	1	1	1
Number Scoring 55–100	47	50	46	#	#	#
Number Scoring 65–100	44	50	40	#	#	#
Number Scoring 85–100	10	13	11	#	#	#
Percentage of Tested Scoring 55–100	100%	100%	100%	#	#	#
Percentage of Tested Scoring 65–100	94%	100%	87%	#	#	#
Percentage of Tested Scoring 85–100	21%	26%	24%	#	#	#
<b>Physical Setting/Earth Science (first administered June 2001)</b>						
Number Tested	60	63	72	0	7	9
Number Scoring 55–100	53	56	57	0	4	4
Number Scoring 65–100	42	48	45	0	3	1
Number Scoring 85–100	13	12	20	0	0	0
Percentage of Tested Scoring 55–100	88%	89%	79%	0%	57%	44%
Percentage of Tested Scoring 65–100	70%	76%	62%	0%	43%	11%
Percentage of Tested Scoring 85–100	22%	19%	28%	0%	0%	0%
<b>Physical Setting/Chemistry (first administered June 2002)</b>						
Number Tested		25	30		1	0
Number Scoring 55–100		25	30		#	0
Number Scoring 65–100		19	25		#	0
Number Scoring 85–100		1	5		#	0
Percentage of Tested Scoring 55–100		100%	100%		#	0%
Percentage of Tested Scoring 65–100		76%	83%		#	0%
Percentage of Tested Scoring 85–100		4%	17%		#	0%
<b>Physical Setting/Physics (first administered June 2002)*</b>						
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
<b>Comprehensive French</b>						
Number Tested	34	38	22	1	0	0
Number Scoring 55–100	34	36	20	#	0	0
Number Scoring 65–100	33	32	20	#	0	0
Number Scoring 85–100	18	10	8	#	0	0
Percentage of Tested Scoring 55–100	100%	95%	91%	#	0%	0%
Percentage of Tested Scoring 65–100	97%	84%	91%	#	0%	0%
Percentage of Tested Scoring 85–100	53%	26%	36%	#	0%	0%
<b>Comprehensive Italian</b>						
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%
<b>Comprehensive German</b>						
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%
<b>Comprehensive Hebrew</b>						
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%
<b>Comprehensive Spanish</b>						
Number Tested	1	5	0	0	0	0
Number Scoring 55–100	#	5	0	0	0	0
Number Scoring 65–100	#	5	0	0	0	0
Number Scoring 85–100	#	2	0	0	0	0
Percentage of Tested Scoring 55–100	#	100%	0%	0%	0%	0%
Percentage of Tested Scoring 65–100	#	100%	0%	0%	0%	0%
Percentage of Tested Scoring 85–100	#	40%	0%	0%	0%	0%
<b>Comprehensive Latin</b>						
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
<b>Sequential Mathematics, Course II (last administered January 2003)</b>						
Number Tested	63	12	3	5	2	1
Number Scoring 55–100	26	9	#	3	#	#
Number Scoring 65–100	18	7	#	2	#	#
Number Scoring 85–100	1	2	#	0	#	#
Percentage of Tested Scoring 55–100	41%	75%	#	60%	#	#
Percentage of Tested Scoring 65–100	29%	58%	#	40%	#	#
Percentage of Tested Scoring 85–100	2%	17%	#	0%	#	#
<b>Sequential Mathematics, Course III</b>						
Number Tested	23	17	36	0	1	1
Number Scoring 55–100	22	17	29	0	#	#
Number Scoring 65–100	19	14	24	0	#	#
Number Scoring 85–100	6	5	8	0	#	#
Percentage of Tested Scoring 55–100	96%	100%	81%	0%	#	#
Percentage of Tested Scoring 65–100	83%	82%	67%	0%	#	#
Percentage of Tested Scoring 85–100	26%	29%	22%	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	37	95%	26	96%	18	89%
Students with Disabilities	5	100%	7	100%	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
<b>Nov 2002</b>	General-Education Students	59	3%	19%	71%	7%
	Students with Disabilities	12	25%	17%	50%	8%
	All Students	71	7%	18%	68%	7%

### Middle-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
<b>June 2003</b>	General-Education Students	52	0%	42%	46%	12%
	Students with Disabilities	7	0%	71%	29%	0%
	All Students	59	0%	46%	44%	10%

(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
<b>Elementary Level</b>						
Social Studies	0	0	0	0	0	0
<b>Middle Level</b>						
Social Studies	0	0	0	0	0	0
<b>Secondary Level</b>						
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	60	60	60	17	17	17	77	77	77
Number Scoring 55–64	5	11	6	1	3	1	6	14	7
Number Scoring 65–84	33	33	29	3	4	1	36	37	30
Number Scoring 85–100	15	7	12	3	0	2	18	7	14
Approved Alternatives	0	0	0	0	0	0	0	0	0

(Form – K)