

New York State School Report Card Comprehensive Information Report

BEDS Code: 22-04-01-04-0004

Grade Range : 7-12

Name: General Brown Junior-Senior High School

Principal: James F. Peacock

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	0	0	0
Ungraded Elementary	0	0	0
Seventh	137	130	111
Eighth	128	135	145
Ninth	148	146	156
Tenth	102	109	108
Eleventh	125	109	100
Twelfth	133	121	111
Ungraded Secondary	42	40	0
Total K-12 Enrollment	815	790	731

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	14	1.7%	14	1.8%	16	2.2%
Black (Not Hispanic)	2	0.2%	10	1.3%	9	1.2%
Hispanic	5	0.6%	3	0.4%	4	0.5%
White (Not Hispanic)	794	97.4%	763	96.6%	702	96.0%

Average Class Size

Grade Level	2000-2001	2001-2002	2002-2003
Kindergarten	0	0	0
Common Branch	0	0	0
English Grade 8	22	23	24
Mathematics Grade 8	18	20	20
Science Grade 8	22	23	23
Social Studies Grade 8	22	23	25
English Grade 10	18	16	19
Mathematics Grade 10	15	17	16
Science Grade 10	20	19	19
Social Studies Grade 10	22	19	19

(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
51	All schools in this group are secondary level schools in school districts with average student needs in relation to district resource capacity. The schools in this group are in the higher 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	106	13.0%	141	17.8%	134	18.3%

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		94.8%		94.0%		91.6%
Student Suspensions	83	10.4%	52	6.4%	75	9.5%

Student Socioeconomic and Stability Indicators (Percent of Enrollment)

	2000–2001	2001–2002	2002–2003
Reduced Lunch	5.8%	9.1%	8.2%
Public Assistance	1-10%	1-10%	21-30%
Student Stability	96%	98%	87%

Staff Counts

Staff	2002–2003
Total Teachers	55
Total Other Professional Staff	6
Total Paraprofessionals	NA
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	122	76	62%	110	79	72%	93	60	65%
Students with Disabilities	10	1	10%	11	3	27%	8	0	0%
All Students	132	77	58%	121	82	68%	101	60	59%

*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	30	53	0	2	15	1
Percent	30%	52%	0%	2%	15%	1%

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)
8	0	2	10

*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			8		4	
	Entered GED Program*			7		1	
	Total Noncompleters			15		5	
Students with Disabilities	Dropped Out			0		1	
	Entered GED Program*			2		0	
	Total Noncompleters			2		1	
All Students	Dropped Out	8	1.5%	8	1.6%	5	1.1%
	Entered GED Program*	7	1.3%	9	1.8%	1	0.2%
	Total Noncompleters	15	2.8%	17	3.3%	6	1.3%

*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		0	209
	Number of Students with Disabilities		0	47
	Number of All Students		0	256
	Percent of Enrollment		0%	100%
9-12	Number of General-Education Students		0	407
	Number of Students with Disabilities		0	68
	Number of All Students		0	475
	Percent of Enrollment		0%	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	0	0%	0	0%	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%	0	0%	3	#

Students with Disabilities

Test	2000-2001		2001-2002		2002-2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	0	0%	0	0%	1	#
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%

(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%	2	#	2	#
Science	1	#	3	#	1	#
Reading	0	0%	0	0%	1	#
Writing	0	0%	0	0%	1	#
Global Studies	1	#	2	#	2	#
U.S. Hist & Gov't	4	#	2	#	1	#

Students with Disabilities

Test	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	15	93%	14	86%	28	89%
Science	10	70%	14	64%	17	76%
Reading	1	#	0	0%	4	#
Writing	1	#	0	0%	4	#
Global Studies	6	100%	4	#	8	88%
U.S. Hist & Gov't	9	100%	8	75%	1	#

(Form – E)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Comprehensive English						
Number Tested	125	109	106	14	6	7
Number Scoring 55–100	125	102	97	14	3	5
Number Scoring 65–100	121	92	91	13	1	3
Number Scoring 85–100	50	52	43	0	0	0
Percentage of Tested Scoring 55–100	100%	94%	92%	100%	50%	71%
Percentage of Tested Scoring 65–100	97%	84%	86%	93%	17%	43%
Percentage of Tested Scoring 85–100	40%	48%	41%	0%	0%	0%
Mathematics A						
Number Tested	0	96	117	0	5	6
Number Scoring 55–100	0	84	107	0	3	4
Number Scoring 65–100	0	58	93	0	3	3
Number Scoring 85–100	0	21	35	0	1	1
Percentage of Tested Scoring 55–100	0%	88%	91%	0%	60%	67%
Percentage of Tested Scoring 65–100	0%	60%	79%	0%	60%	50%
Percentage of Tested Scoring 85–100	0%	22%	30%	0%	20%	17%
Mathematics B (first administered June 2001)						
Number Tested	0	0	56	0	0	1
Number Scoring 55–100	0	0	52	0	0	#
Number Scoring 65–100	0	0	42	0	0	#
Number Scoring 85–100	0	0	5	0	0	#
Percentage of Tested Scoring 55–100	0%	0%	93%	0%	0%	#
Percentage of Tested Scoring 65–100	0%	0%	75%	0%	0%	#
Percentage of Tested Scoring 85–100	0%	0%	9%	0%	0%	#
Global History and Geography						
Number Tested	126	96	117	17	4	16
Number Scoring 55–100	125	96	108	16	#	13
Number Scoring 65–100	116	93	95	10	#	8
Number Scoring 85–100	33	41	38	0	#	2
Percentage of Tested Scoring 55–100	99%	100%	92%	94%	#	81%
Percentage of Tested Scoring 65–100	92%	97%	81%	59%	#	50%
Percentage of Tested Scoring 85–100	26%	43%	32%	0%	#	12%
U.S. History and Government (first administered June 2001)						
Number Tested	124	119	113	12	11	6
Number Scoring 55–100	115	104	110	10	3	6
Number Scoring 65–100	101	81	105	6	3	6
Number Scoring 85–100	39	14	39	1	0	0
Percentage of Tested Scoring 55–100	93%	87%	97%	83%	27%	100%
Percentage of Tested Scoring 65–100	81%	68%	93%	50%	27%	100%
Percentage of Tested Scoring 85–100	31%	12%	35%	8%	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	102	96	108	7	4	18
Number Scoring 55–100	101	96	105	7	#	17
Number Scoring 65–100	100	93	97	7	#	12
Number Scoring 85–100	21	41	27	0	#	4
Percentage of Tested Scoring 55–100	99%	100%	97%	100%	#	94%
Percentage of Tested Scoring 65–100	98%	97%	90%	100%	#	67%
Percentage of Tested Scoring 85–100	21%	43%	25%	0%	#	22%
Physical Setting/Earth Science (first administered June 2001)						
Number Tested	114	131	143	15	23	23
Number Scoring 55–100	106	119	129	10	17	16
Number Scoring 65–100	89	104	115	6	11	11
Number Scoring 85–100	44	43	49	1	4	3
Percentage of Tested Scoring 55–100	93%	91%	90%	67%	74%	70%
Percentage of Tested Scoring 65–100	78%	79%	80%	40%	48%	48%
Percentage of Tested Scoring 85–100	39%	33%	34%	7%	17%	13%
Physical Setting/Chemistry (first administered June 2002)						
Number Tested		52	57		0	0
Number Scoring 55–100		52	56		0	0
Number Scoring 65–100		43	50		0	0
Number Scoring 85–100		6	14		0	0
Percentage of Tested Scoring 55–100		100%	98%		0%	0%
Percentage of Tested Scoring 65–100		83%	88%		0%	0%
Percentage of Tested Scoring 85–100		12%	25%		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	24	26	38	0	0	0
Number Scoring 55–100	23	26	37	0	0	0
Number Scoring 65–100	23	24	37	0	0	0
Number Scoring 85–100	15	8	26	0	0	0
Percentage of Tested Scoring 55–100	96%	100%	97%	0%	0%	0%
Percentage of Tested Scoring 65–100	96%	92%	97%	0%	0%	0%
Percentage of Tested Scoring 85–100	62%	31%	68%	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	18	19	21	0	0	1
Number Scoring 55–100	18	19	21	0	0	#
Number Scoring 65–100	18	19	21	0	0	#
Number Scoring 85–100	15	14	20	0	0	#
Percentage of Tested Scoring 55–100	100%	100%	100%	0%	0%	#
Percentage of Tested Scoring 65–100	100%	100%	100%	0%	0%	#
Percentage of Tested Scoring 85–100	83%	74%	95%	0%	0%	#
Comprehensive Latin						
Number Tested	28	30	17	1	0	0
Number Scoring 55–100	28	30	17	#	0	0
Number Scoring 65–100	28	30	17	#	0	0
Number Scoring 85–100	10	18	11	#	0	0
Percentage of Tested Scoring 55–100	100%	100%	100%	#	0%	0%
Percentage of Tested Scoring 65–100	100%	100%	100%	#	0%	0%
Percentage of Tested Scoring 85–100	36%	60%	65%	#	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	117	7	0	5	0	0
Number Scoring 55–100	106	6	0	5	0	0
Number Scoring 65–100	96	5	0	2	0	0
Number Scoring 85–100	53	2	0	0	0	0
Percentage of Tested Scoring 55–100	91%	86%	0%	100%	0%	0%
Percentage of Tested Scoring 65–100	82%	71%	0%	40%	0%	0%
Percentage of Tested Scoring 85–100	45%	29%	0%	0%	0%	0%
Sequential Mathematics, Course III						
Number Tested	68	63	8	3	0	0
Number Scoring 55–100	65	62	6	#	0	0
Number Scoring 65–100	60	58	4	#	0	0
Number Scoring 85–100	33	34	1	#	0	0
Percentage of Tested Scoring 55–100	96%	98%	75%	#	0%	0%
Percentage of Tested Scoring 65–100	88%	92%	50%	#	0%	0%
Percentage of Tested Scoring 85–100	49%	54%	12%	#	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	49	100%	59	100%	44	98%
Students with Disabilities	12	92%	14	86%	12	83%

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	112	1%	12%	79%	8%
	Students with Disabilities	30	10%	60%	27%	3%
	All Students	142	3%	22%	68%	7%

(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	94	94	94	10	10	10	104	104	104
Number Scoring 55–64	0	16	3	5	1	1	5	17	4
Number Scoring 65–84	63	60	61	3	1	3	66	61	64
Number Scoring 85–100	30	12	28	0	0	0	30	12	28
Approved Alternatives	0	0	0	0	0	0	0	0	0

(Form – K)