

New York State District Report Card Comprehensive Information Report

BEDS Code: 25-01-09-04-0000

Name: Brookfield Central School District

Superintendent: Mr. Gerard O'Sullivan

Fall Enrollment

Grade	2000–2001	2001–2002	2002–2003
Pre-K	0	0	0
Kindergarten	16	23	16
First	19	17	22
Second	20	21	14
Third	17	17	20
Fourth	19	17	20
Fifth	18	18	17
Sixth	20	19	18
Ungraded Elementary	0	0	0
Seventh	22	22	20
Eighth	23	22	21
Ninth	18	23	19
Tenth	18	19	28
Eleventh	13	16	23
Twelfth	24	13	19
Ungraded Secondary	0	0	0
Total K-12 Enrollment	247	247	257

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	0.4%	0	0.0%	0	0.0%
Black (Not Hispanic)	0	0.0%	2	0.8%	0	0.0%
Hispanic	0	0.0%	0	0.0%	0	0.0%
White (Not Hispanic)	246	99.6%	245	99.2%	257	100.0%

Average Class Size

Grade Level	2000–2001	2001–2002	2002–2003
Kindergarten	16	23	16
Common Branch	16	18	17
English Grade 8	24	22	20
Mathematics Grade 8	26	23	14
Science Grade 8	28	24	21
Social Studies Grade 8	26	23	21
English Grade 10	13	19	26
Mathematics Grade 10	7	11	13
Science Grade 10	18	19	27
Social Studies Grade 10	18	19	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	84	34.0%	66	26.7%	69	26.9%

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		95.7%		95.4%		94.4%
Student Suspensions	13	5.2%	18	7.3%	10	4.1%

Student Socioeconomic and Stability Indicators (Percent of Enrollment)

	2000–2001	2001–2002	2002–2003
Reduced Lunch	18.2%	20.2%	15.2%
Public Assistance	NA	NA	NA
Student Stability	NA	NA	NA

Staff Counts

Staff	2002–2003
Total Teachers	23
Total Other Professional Staff	4
Total Paraprofessionals	6
Teaching Out of Certification*	4
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	24	11	46%	12	3	25%	15	5	33%
Students with Disabilities	2	0	0%	1	1	100%	1	0	0%
All Students	26	11	42%	13	4	31%	16	5	31%

*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	3	7	0	1	5	0
Percent	19%	44%	0%	6%	31%	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)
1	0	4	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			0		2	
	Entered GED Program*			0		0	
	Total Noncompleters			0		2	
Students with Disabilities	Dropped Out			0		0	
	Entered GED Program*			0		0	
	Total Noncompleters			0		0	
All Students	Dropped Out	0	0.0%	0	0.0%	2	2.2%
	Entered GED Program*	0	0.0%	0	0.0%	0	0.0%
	Total Noncompleters	0	0.0%	0	0.0%	2	2.2%

*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		98%	0%
2-3		89%	0%

Students Developing a Career Plan, 4-12

Grades		2000-01	2001-02	2002-03
4-5	Number of General-Education Students		35	0
	Number of Students with Disabilities		0	0
	Number of All Students		35	0
	Percent of Enrollment		100%	0%
6-8	Number of General-Education Students		56	0
	Number of Students with Disabilities		7	0
	Number of All Students		63	0
	Percent of Enrollment		100%	0%
9-12	Number of General-Education Students		66	0
	Number of Students with Disabilities		5	0
	Number of All Students		71	0
	Percent of Enrollment		100%	0%

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%	1	#	0	0%
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	16	75%	16	75%	10	100%

Students with Disabilities

Test	2000-2001		2001-2002		2002-2003	
	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	8	62%	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%	0	0%	5	0%
Science	0	0%	0	0%	0	0%
Reading	0	0%	1	#	0	0%
Writing	0	0%	1	#	0	0%
Global Studies	0	0%	0	0%	0	0%
U.S. Hist & Gov't	0	0%	0	0%	0	0%

Students with Disabilities

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

(Form – E)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Comprehensive English						
Number Tested	14	15	20	1	0	2
Number Scoring 55–100	13	15	20	#	0	#
Number Scoring 65–100	13	14	20	#	0	#
Number Scoring 85–100	3	5	12	#	0	#
Percentage of Tested Scoring 55–100	93%	100%	100%	#	0%	#
Percentage of Tested Scoring 65–100	93%	93%	100%	#	0%	#
Percentage of Tested Scoring 85–100	21%	33%	60%	#	0%	#
Mathematics A						
Number Tested	0	10	33	0	0	3
Number Scoring 55–100	0	7	22	0	0	#
Number Scoring 65–100	0	2	18	0	0	#
Number Scoring 85–100	0	0	5	0	0	#
Percentage of Tested Scoring 55–100	0%	70%	67%	0%	0%	#
Percentage of Tested Scoring 65–100	0%	20%	55%	0%	0%	#
Percentage of Tested Scoring 85–100	0%	0%	15%	0%	0%	#
Mathematics B (first administered June 2001)						
Number Tested	0	0	6	0	0	1
Number Scoring 55–100	0	0	0	0	0	#
Number Scoring 65–100	0	0	0	0	0	#
Number Scoring 85–100	0	0	0	0	0	#
Percentage of Tested Scoring 55–100	0%	0%	0%	0%	0%	#
Percentage of Tested Scoring 65–100	0%	0%	0%	0%	0%	#
Percentage of Tested Scoring 85–100	0%	0%	0%	0%	0%	#
Global History and Geography						
Number Tested	16	19	23	1	0	1
Number Scoring 55–100	16	17	23	#	0	#
Number Scoring 65–100	16	17	23	#	0	#
Number Scoring 85–100	4	3	12	#	0	#
Percentage of Tested Scoring 55–100	100%	89%	100%	#	0%	#
Percentage of Tested Scoring 65–100	100%	89%	100%	#	0%	#
Percentage of Tested Scoring 85–100	25%	16%	52%	#	0%	#
U.S. History and Government (first administered June 2001)						
Number Tested	15	17	21	1	0	2
Number Scoring 55–100	15	17	21	#	0	#
Number Scoring 65–100	15	14	21	#	0	#
Number Scoring 85–100	5	2	7	#	0	#
Percentage of Tested Scoring 55–100	100%	100%	100%	#	0%	#
Percentage of Tested Scoring 65–100	100%	82%	100%	#	0%	#
Percentage of Tested Scoring 85–100	33%	12%	33%	#	0%	#

(Form – F)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Living Environment (first administered June 2001)						
Number Tested	17	24	18	4	2	1
Number Scoring 55–100	17	24	18	#	#	#
Number Scoring 65–100	17	23	17	#	#	#
Number Scoring 85–100	2	5	5	#	#	#
Percentage of Tested Scoring 55–100	100%	100%	100%	#	#	#
Percentage of Tested Scoring 65–100	100%	96%	94%	#	#	#
Percentage of Tested Scoring 85–100	12%	21%	28%	#	#	#
Physical Setting/Earth Science (first administered June 2001)						
Number Tested	15	19	26	3	0	2
Number Scoring 55–100	15	18	23	#	0	#
Number Scoring 65–100	14	15	23	#	0	#
Number Scoring 85–100	1	3	12	#	0	#
Percentage of Tested Scoring 55–100	100%	95%	88%	#	0%	#
Percentage of Tested Scoring 65–100	93%	79%	88%	#	0%	#
Percentage of Tested Scoring 85–100	7%	16%	46%	#	0%	#
Physical Setting/Chemistry (first administered June 2002)						
Number Tested		3	0		0	0
Number Scoring 55–100		#	0		0	0
Number Scoring 65–100		#	0		0	0
Number Scoring 85–100		#	0		0	0
Percentage of Tested Scoring 55–100		#	0%		0%	0%
Percentage of Tested Scoring 65–100		#	0%		0%	0%
Percentage of Tested Scoring 85–100		#	0%		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	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 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	1	0	0	0	0
Number Scoring 55–100	0	#	0	0	0	0
Number Scoring 65–100	0	#	0	0	0	0
Number Scoring 85–100	0	#	0	0	0	0
Percentage of Tested Scoring 55–100	0%	#	0%	0%	0%	0%
Percentage of Tested Scoring 65–100	0%	#	0%	0%	0%	0%
Percentage of Tested Scoring 85–100	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	3	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	#	0	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	#	0%	0%	0%	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	11	8	11	0	0	0
Number Scoring 55–100	4	8	8	0	0	0
Number Scoring 65–100	2	5	7	0	0	0
Number Scoring 85–100	0	0	2	0	0	0
Percentage of Tested Scoring 55–100	36%	100%	73%	0%	0%	0%
Percentage of Tested Scoring 65–100	18%	62%	64%	0%	0%	0%
Percentage of Tested Scoring 85–100	0%	0%	18%	0%	0%	0%
Sequential Mathematics, Course III						
Number Tested	4	2	5	0	0	0
Number Scoring 55–100	#	#	3	0	0	0
Number Scoring 65–100	#	#	1	0	0	0
Number Scoring 85–100	#	#	0	0	0	0
Percentage of Tested Scoring 55–100	#	#	60%	0%	0%	0%
Percentage of Tested Scoring 65–100	#	#	20%	0%	0%	0%
Percentage of Tested Scoring 85–100	#	#	0%	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	13	100%	23	100%	18	94%
Students with Disabilities	4	#	2	#	1	#

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	16	#	#	#	#
	Students with Disabilities	1	#	#	#	#
	All Students	17	0%	0%	82%	18%

Middle-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
June 2003	General-Education Students	20	#	#	#	#
	Students with Disabilities	1	#	#	#	#
	All Students	21	0%	19%	76%	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	16	16	16	7	7	7	23	23	23
Number Scoring 55–64	0	2	1	0	0	0	0	2	1
Number Scoring 65–84	12	11	13	1	1	1	13	12	14
Number Scoring 85–100	3	2	1	0	0	0	3	2	1
Approved Alternatives	0	0	0	0	0	0	0	0	0

(Form – K)