

New York State District Report Card Comprehensive Information Report

BEDS Code: 49-02-02-04-0000

Name: Brunswick Central School District (Brittonkill)

Superintendent: Teresa Thayer Snyder

Fall Enrollment

Grade	2000–2001	2001–2002	2002–2003
Pre-K	0	0	0
Kindergarten	91	91	73
First	108	98	95
Second	101	101	98
Third	118	102	107
Fourth	124	120	102
Fifth	102	127	125
Sixth	104	104	129
Ungraded Elementary	0	0	6
Seventh	111	108	102
Eighth	128	103	118
Ninth	127	136	114
Tenth	102	107	120
Eleventh	100	90	104
Twelfth	83	103	94
Ungraded Secondary	0	0	16
Total K-12 Enrollment	1399	1390	1403

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	15	1.1%	20	1.4%	20	1.4%
Black (Not Hispanic)	22	1.6%	20	1.4%	23	1.6%
Hispanic	5	0.4%	5	0.4%	9	0.6%
White (Not Hispanic)	1357	97.0%	1345	96.8%	1351	96.3%

Average Class Size

Grade Level	2000–2001	2001–2002	2002–2003
Kindergarten	18	20	17
Common Branch	23	22	21
English Grade 8	23	17	21
Mathematics Grade 8	16	19	23
Science Grade 8	28	21	23
Social Studies Grade 8	26	20	23
English Grade 10	21	17	19
Mathematics Grade 10	0	16	15
Science Grade 10	18	25	16
Social Studies Grade 10	17	16	13

(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

	2000–2001		2001–2002		2002–2003	
	Count	Percent	Count	Percent	Count	Percent
Limited English Proficient	6	0.4%	6	0.4%	6	0.4%
Eligible for Free Lunch	159	12.0%	208	15.9%	134	10.1%

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		95.5%		95.5%		95.3%
Student Suspensions	47	3.3%	41	2.9%	31	2.2%

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

	2000–2001	2001–2002	2002–2003
Reduced Lunch	2.9%	8.9%	4.6%
Public Assistance	NA	NA	NA
Student Stability	NA	NA	NA

Staff Counts

Staff	2002–2003
Total Teachers	114
Total Other Professional Staff	17
Total Paraprofessionals	43
Teaching Out of Certification*	3
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	62	43	69%	81	63	78%	79	56	71%
Students with Disabilities	6	1	17%	8	2	25%	5	1	20%
All Students	68	44	65%	89	65	73%	84	57	68%

*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	32	45	0	3	4	0
Percent	38%	54%	0%	4%	5%	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)
5	1	1	6

*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			7		4	
	Entered GED Program*			7		4	
	Total Noncompleters			14		8	
Students with Disabilities	Dropped Out			1		2	
	Entered GED Program*			2		2	
	Total Noncompleters			3		4	
All Students	Dropped Out	10	2.4%	8	1.8%	6	1.4%
	Entered GED Program*	11	2.7%	9	2.1%	6	1.4%
	Total Noncompleters	21	5.1%	17	3.9%	12	2.7%

*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		16	0
	Number of All Students		16	0
	Percent of Enrollment		6%	0%
6–8	Number of General-Education Students		0	277
	Number of Students with Disabilities		0	66
	Number of All Students		0	343
	Percent of Enrollment		0%	96%
9–12	Number of General-Education Students		369	354
	Number of Students with Disabilities		67	67
	Number of All Students		436	421
	Percent of Enrollment		100%	95%

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%	44	95%	32	100%
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	0	0%	44	95%	39	97%

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%	7	71%	4	#

(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	#	0	0%	0	0%
Science	1	#	1	#	0	0%
Reading	0	0%	0	0%	0	0%
Writing	0	0%	0	0%	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	5	60%	4	#	4	#
Science	1	#	1	#	0	0%
Reading	0	0%	0	0%	2	#
Writing	0	0%	0	0%	0	0%
Global Studies	4	#	2	#	1	#
U.S. Hist & Gov't	0	0%	3	#	0	0%

(Form – E)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Comprehensive English						
Number Tested	107	95	99	6	6	9
Number Scoring 55–100	105	93	97	5	6	8
Number Scoring 65–100	105	86	91	5	3	5
Number Scoring 85–100	39	47	51	0	0	1
Percentage of Tested Scoring 55–100	98%	98%	98%	83%	100%	89%
Percentage of Tested Scoring 65–100	98%	91%	92%	83%	50%	56%
Percentage of Tested Scoring 85–100	36%	49%	52%	0%	0%	11%
Mathematics A						
Number Tested	0	26	113	0	2	6
Number Scoring 55–100	0	22	100	0	#	4
Number Scoring 65–100	0	21	85	0	#	2
Number Scoring 85–100	0	17	21	0	#	0
Percentage of Tested Scoring 55–100	0%	85%	88%	0%	#	67%
Percentage of Tested Scoring 65–100	0%	81%	75%	0%	#	33%
Percentage of Tested Scoring 85–100	0%	65%	19%	0%	#	0%
Mathematics B (first administered June 2001)						
Number Tested	0	0	19	0	0	0
Number Scoring 55–100	0	0	18	0	0	0
Number Scoring 65–100	0	0	18	0	0	0
Number Scoring 85–100	0	0	13	0	0	0
Percentage of Tested Scoring 55–100	0%	0%	95%	0%	0%	0%
Percentage of Tested Scoring 65–100	0%	0%	95%	0%	0%	0%
Percentage of Tested Scoring 85–100	0%	0%	68%	0%	0%	0%
Global History and Geography						
Number Tested	107	106	132	7	11	22
Number Scoring 55–100	102	101	124	7	8	19
Number Scoring 65–100	91	90	119	3	6	16
Number Scoring 85–100	30	30	45	0	1	2
Percentage of Tested Scoring 55–100	95%	95%	94%	100%	73%	86%
Percentage of Tested Scoring 65–100	85%	85%	90%	43%	55%	73%
Percentage of Tested Scoring 85–100	28%	28%	34%	0%	9%	9%
U.S. History and Government (first administered June 2001)						
Number Tested	91	100	97	9	6	6
Number Scoring 55–100	83	93	95	6	5	6
Number Scoring 65–100	75	83	92	5	2	6
Number Scoring 85–100	36	30	43	1	0	1
Percentage of Tested Scoring 55–100	91%	93%	98%	67%	83%	100%
Percentage of Tested Scoring 65–100	82%	83%	95%	56%	33%	100%
Percentage of Tested Scoring 85–100	40%	30%	44%	11%	0%	17%

(Form – F)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Living Environment (first administered June 2001)						
Number Tested	104	121	132	4	12	23
Number Scoring 55–100	102	120	127	#	12	23
Number Scoring 65–100	100	116	116	#	9	16
Number Scoring 85–100	17	47	39	#	2	3
Percentage of Tested Scoring 55–100	98%	99%	96%	#	100%	100%
Percentage of Tested Scoring 65–100	96%	96%	88%	#	75%	70%
Percentage of Tested Scoring 85–100	16%	39%	30%	#	17%	13%
Physical Setting/Earth Science (first administered June 2001)						
Number Tested	77	80	96	4	8	9
Number Scoring 55–100	75	74	92	#	8	8
Number Scoring 65–100	69	68	87	#	5	7
Number Scoring 85–100	28	32	45	#	2	3
Percentage of Tested Scoring 55–100	97%	93%	96%	#	100%	89%
Percentage of Tested Scoring 65–100	90%	85%	91%	#	62%	78%
Percentage of Tested Scoring 85–100	36%	40%	47%	#	25%	33%
Physical Setting/Chemistry (first administered June 2002)						
Number Tested		74	80		1	2
Number Scoring 55–100		72	76		#	#
Number Scoring 65–100		49	55		#	#
Number Scoring 85–100		7	10		#	#
Percentage of Tested Scoring 55–100		97%	95%		#	#
Percentage of Tested Scoring 65–100		66%	69%		#	#
Percentage of Tested Scoring 85–100		9%	12%		#	#
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	31	37	40	0	2	0
Number Scoring 55–100	30	37	39	0	#	0
Number Scoring 65–100	29	36	36	0	#	0
Number Scoring 85–100	12	13	20	0	#	0
Percentage of Tested Scoring 55–100	97%	100%	97%	0%	#	0%
Percentage of Tested Scoring 65–100	94%	97%	90%	0%	#	0%
Percentage of Tested Scoring 85–100	39%	35%	50%	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	34	34	36	0	3	3
Number Scoring 55–100	34	33	32	0	#	#
Number Scoring 65–100	33	33	30	0	#	#
Number Scoring 85–100	23	18	19	0	#	#
Percentage of Tested Scoring 55–100	100%	97%	89%	0%	#	#
Percentage of Tested Scoring 65–100	97%	97%	83%	0%	#	#
Percentage of Tested Scoring 85–100	68%	53%	53%	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	83	75	6	4	4	0
Number Scoring 55–100	80	65	5	#	#	0
Number Scoring 65–100	74	58	4	#	#	0
Number Scoring 85–100	31	27	1	#	#	0
Percentage of Tested Scoring 55–100	96%	87%	83%	#	#	0%
Percentage of Tested Scoring 65–100	89%	77%	67%	#	#	0%
Percentage of Tested Scoring 85–100	37%	36%	17%	#	#	0%
Sequential Mathematics, Course III						
Number Tested	69	71	58	1	3	4
Number Scoring 55–100	64	66	47	#	#	#
Number Scoring 65–100	63	62	43	#	#	#
Number Scoring 85–100	30	23	14	#	#	#
Percentage of Tested Scoring 55–100	93%	93%	81%	#	#	#
Percentage of Tested Scoring 65–100	91%	87%	74%	#	#	#
Percentage of Tested Scoring 85–100	43%	32%	24%	#	#	#

(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	100%	35	100%	17	100%
Students with Disabilities	8	88%	16	100%	9	89%

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	123	2%	7%	65%	27%
	Students with Disabilities	0	0%	0%	0%	0%
	All Students	123	2%	7%	65%	27%

Middle-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
June 2003	General-Education Students	91	1%	33%	51%	15%
	Students with Disabilities	12	0%	75%	25%	0%
	All Students	103	1%	38%	48%	14%

(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	80	80	80	9	9	9	89	89	89
Number Scoring 55–64	1	4	3	1	3	2	2	7	5
Number Scoring 65–84	50	41	40	5	2	2	55	43	42
Number Scoring 85–100	28	31	35	0	0	1	28	31	36
Approved Alternatives	0	0	0	0	0	0	0	0	0

(Form – K)