

New York State District Report Card Comprehensive Information Report

BEDS Code: 51-01-01-04-0000

Name: Brasher Falls Central School District

Superintendent: Alan M. Tessier

Fall Enrollment

Grade	2000–2001	2001–2002	2002–2003
Pre-K	0	20	0
Kindergarten	83	76	77
First	91	86	78
Second	78	80	81
Third	82	83	74
Fourth	94	71	77
Fifth	90	86	69
Sixth	88	90	88
Ungraded Elementary	0	5	22
Seventh	99	89	97
Eighth	81	79	86
Ninth	94	88	82
Tenth	72	69	65
Eleventh	70	74	69
Twelfth	62	62	50
Ungraded Secondary	0	18	8
Total K-12 Enrollment	1084	1056	1023

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	11	1.0%	10	0.9%	2	0.2%
Black (Not Hispanic)	7	0.6%	10	0.9%	10	1.0%
Hispanic	2	0.2%	5	0.5%	0	0.0%
White (Not Hispanic)	1064	98.2%	1031	97.6%	1011	98.8%

Average Class Size

Grade Level	2000–2001	2001–2002	2002–2003
Kindergarten	17	15	15
Common Branch	20	19	19
English Grade 8	13	22	17
Mathematics Grade 8	10	19	12
Science Grade 8	12	19	18
Social Studies Grade 8	12	13	17
English Grade 10	19	20	16
Mathematics Grade 10	0	17	16
Science Grade 10	13	18	13
Social Studies Grade 10	20	0	15

(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	1	0.1%	0	0.0%	0	0.0%
Eligible for Free Lunch	336	31.0%	306	29.0%	357	34.9%

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		94.8%		94.6%		94.3%
Student Suspensions	86	7.7%	58	5.3%	51	4.8%

Student Socioeconomic and Stability Indicators (Percent of Enrollment)

	2000–2001	2001–2002	2002–2003
Reduced Lunch	14.8%	14.4%	15.0%
Public Assistance	NA	NA	NA
Student Stability	NA	NA	NA

Staff Counts

Staff	2002–2003
Total Teachers	88
Total Other Professional Staff	15
Total Paraprofessionals	11
Teaching Out of Certification*	4
Teachers with Temporary Licenses	2

*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	53	31	58%	78	0	0%	42	29	69%
Students with Disabilities	4	1	25%	7	0	0%	5	0	0%
All Students	57	32	56%	85	0	0%	47	29	62%

*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	20	19	0	1	7	0
Percent	43%	40%	0%	2%	15%	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	0	2	7

*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			17		11	
	Entered GED Program*			3		0	
	Total Noncompleters			20		11	
Students with Disabilities	Dropped Out			3		3	
	Entered GED Program*			0		0	
	Total Noncompleters			3		3	
All Students	Dropped Out	19	6.4%	20	6.6%	14	5.2%
	Entered GED Program*	7	2.3%	3	1.0%	0	0.0%
	Total Noncompleters	26	8.7%	23	7.6%	14	5.2%

*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		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	44
	Number of Students with Disabilities		0	36
	Number of All Students		0	80
	Percent of Enrollment		0%	29%
9-12	Number of General-Education Students		0	229
	Number of Students with Disabilities		0	37
	Number of All Students		0	266
	Percent of Enrollment		0%	98%

Second Language Proficiency Examinations

General-Education Students

Test	2000-2001		2001-2002		2002-2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	28	86%	0	0%	20	85%
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	31	87%	0	0%	58	95%

Students with Disabilities

Test	2000-2001		2001-2002		2002-2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	2	#	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	6	50%	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%	7	71%
Science	0	0%	0	0%	2	#
Reading	0	0%	0	0%	0	0%
Writing	0	0%	0	0%	0	0%
Global Studies	0	0%	0	0%	5	40%
U.S. Hist & Gov't	1	#	0	0%	2	#

Students with Disabilities

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

(Form – E)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Comprehensive English						
Number Tested	67	58	65	3	7	6
Number Scoring 55–100	64	51	60	#	2	4
Number Scoring 65–100	61	43	53	#	0	1
Number Scoring 85–100	31	16	26	#	0	0
Percentage of Tested Scoring 55–100	96%	88%	92%	#	29%	67%
Percentage of Tested Scoring 65–100	91%	74%	82%	#	0%	17%
Percentage of Tested Scoring 85–100	46%	28%	40%	#	0%	0%
Mathematics A						
Number Tested	1	1	62	0	0	3
Number Scoring 55–100	#	#	41	0	0	#
Number Scoring 65–100	#	#	30	0	0	#
Number Scoring 85–100	#	#	9	0	0	#
Percentage of Tested Scoring 55–100	#	#	66%	0%	0%	#
Percentage of Tested Scoring 65–100	#	#	48%	0%	0%	#
Percentage of Tested Scoring 85–100	#	#	15%	0%	0%	#
Mathematics B (first administered June 2001)						
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%
Global History and Geography						
Number Tested	73	68	62	7	7	1
Number Scoring 55–100	67	59	54	4	5	#
Number Scoring 65–100	55	47	42	1	1	#
Number Scoring 85–100	15	16	20	0	0	#
Percentage of Tested Scoring 55–100	92%	87%	87%	57%	71%	#
Percentage of Tested Scoring 65–100	75%	69%	68%	14%	14%	#
Percentage of Tested Scoring 85–100	21%	24%	32%	0%	0%	#
U.S. History and Government (first administered June 2001)						
Number Tested	62	59	73	3	6	4
Number Scoring 55–100	60	45	69	#	1	#
Number Scoring 65–100	53	34	56	#	0	#
Number Scoring 85–100	30	7	25	#	0	#
Percentage of Tested Scoring 55–100	97%	76%	95%	#	17%	#
Percentage of Tested Scoring 65–100	85%	58%	77%	#	0%	#
Percentage of Tested Scoring 85–100	48%	12%	34%	#	0%	#

(Form – F)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Living Environment (first administered June 2001)						
Number Tested	69	61	53	4	2	1
Number Scoring 55–100	69	61	52	#	#	#
Number Scoring 65–100	61	61	49	#	#	#
Number Scoring 85–100	9	9	19	#	#	#
Percentage of Tested Scoring 55–100	100%	100%	98%	#	#	#
Percentage of Tested Scoring 65–100	88%	100%	92%	#	#	#
Percentage of Tested Scoring 85–100	13%	15%	36%	#	#	#
Physical Setting/Earth Science (first administered June 2001)						
Number Tested	71	56	70	5	1	1
Number Scoring 55–100	61	52	65	2	#	#
Number Scoring 65–100	54	44	63	0	#	#
Number Scoring 85–100	21	21	29	0	#	#
Percentage of Tested Scoring 55–100	86%	93%	93%	40%	#	#
Percentage of Tested Scoring 65–100	76%	79%	90%	0%	#	#
Percentage of Tested Scoring 85–100	30%	38%	41%	0%	#	#
Physical Setting/Chemistry (first administered June 2002)						
Number Tested		24	47		1	1
Number Scoring 55–100		18	46		#	#
Number Scoring 65–100		12	33		#	#
Number Scoring 85–100		3	5		#	#
Percentage of Tested Scoring 55–100		75%	98%		#	#
Percentage of Tested Scoring 65–100		50%	70%		#	#
Percentage of Tested Scoring 85–100		12%	11%		#	#
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	21	0	16	0	0	1
Number Scoring 55–100	20	0	16	0	0	#
Number Scoring 65–100	17	0	14	0	0	#
Number Scoring 85–100	2	0	4	0	0	#
Percentage of Tested Scoring 55–100	95%	0%	100%	0%	0%	#
Percentage of Tested Scoring 65–100	81%	0%	88%	0%	0%	#
Percentage of Tested Scoring 85–100	10%	0%	25%	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	31	0	21	0	0	0
Number Scoring 55–100	30	0	21	0	0	0
Number Scoring 65–100	28	0	19	0	0	0
Number Scoring 85–100	14	0	12	0	0	0
Percentage of Tested Scoring 55–100	97%	0%	100%	0%	0%	0%
Percentage of Tested Scoring 65–100	90%	0%	90%	0%	0%	0%
Percentage of Tested Scoring 85–100	45%	0%	57%	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	107	16	2	2	0	0
Number Scoring 55–100	79	10	#	#	0	0
Number Scoring 65–100	64	7	#	#	0	0
Number Scoring 85–100	24	0	#	#	0	0
Percentage of Tested Scoring 55–100	74%	62%	#	#	0%	0%
Percentage of Tested Scoring 65–100	60%	44%	#	#	0%	0%
Percentage of Tested Scoring 85–100	22%	0%	#	#	0%	0%
Sequential Mathematics, Course III						
Number Tested	37	5	38	0	0	0
Number Scoring 55–100	32	2	27	0	0	0
Number Scoring 65–100	26	1	26	0	0	0
Number Scoring 85–100	2	1	2	0	0	0
Percentage of Tested Scoring 55–100	86%	40%	71%	0%	0%	0%
Percentage of Tested Scoring 65–100	70%	20%	68%	0%	0%	0%
Percentage of Tested Scoring 85–100	5%	20%	5%	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	32	100%	1	#	35	89%
Students with Disabilities	12	100%	0	0%	2	#

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	132	5%	12%	76%	7%
	Students with Disabilities	8	38%	0%	50%	13%
	All Students	140	7%	11%	74%	7%

Middle-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
June 2003	General-Education Students	73	1%	49%	45%	4%
	Students with Disabilities	13	15%	62%	23%	0%
	All Students	86	3%	51%	42%	3%

(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	56	56	56	9	9	9	65	65	65
Number Scoring 55–64	4	13	2	2	1	3	6	14	5
Number Scoring 65–84	29	24	31	1	0	1	30	24	32
Number Scoring 85–100	13	7	13	0	0	0	13	7	13
Approved Alternatives	0	0	0	0	0	0	0	0	0

(Form – K)