

New York State District Report Card

Comprehensive Information Report

BEDS Code: 06-23-01-04-0000
 Name: Brocton Central School District
 Superintendent: Jack J. Skahill Jr

Fall Enrollment

Grade	2001-02	2002-03	2003-04
Pre-K	14	20	26
Kindergarten	47	48	48
First	61	42	43
Second	48	61	46
Third	58	52	61
Fourth	64	59	51
Fifth	59	59	61
Sixth	59	63	61
Ungraded Elementary	0	5	8
Seventh	59	62	61
Eighth	52	71	64
Ninth	70	52	70
Tenth	63	63	46
Eleventh	61	51	43
Twelfth	45	76	58
Ungraded Secondary	0	0	0
Total K-12 Enrollment	746	764	721

Student Racial/Ethnic Origin

Race/Ethnicity	2001-02		2002-03		2003-04	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
American Indian, Alaskan, Asian, or Pacific Islander	4	0.5%	3	0.4%	4	0.6%
Black (Not Hispanic)	5	0.7%	7	0.9%	10	1.4%
Hispanic	25	3.4%	17	2.2%	13	1.8%
White (Not Hispanic)	712	95.4%	737	96.5%	694	96.3%

Average Class Size

Grade Level	2001-02	2002-03	2003-04
Kindergarten	13	16	16
Common Branch	18	18	18
English Grade 8	10	21	16
Mathematics Grade 8	8	20	14
Science Grade 8	10	21	21
Social Studies Grade 8	8	21	21
English Grade 10	16	17	13
Mathematics Grade 10	16	15	15
Science Grade 10	0	14	19
Social Studies Grade 10	0	0	0

(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

	2001-02		2002-03		2003-04	
	Count	Percent	Count	Percent	Count	Percent
Limited English Proficient	0	0.0%	0	0.0%	3	0.4%
Eligible for Free Lunch	199	26.7%	265	34.7%	225	31.2%

Attendance and Suspension

	2000-01		2001-02		2002-03	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
Annual Attendance Rate		95.5%		95.0%		95.0%
Student Suspensions	28	3.5%	41	5.5%	30	3.9%

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

	2001-02	2002-03	2003-04
Reduced Lunch	17.8%	15.1%	16.5%
Public Assistance	NA	NA	NA
Student Stability	NA	NA	NA

Staff Counts

Staff	2003-04
Total Teachers	68
Total Other Professional Staff	11
Total Paraprofessionals	19
Teaching Out of Certification*	2

*Teaching out of certification more than on an incidental basis.

(Form – B)

High School Graduates and Noncompleters

High School Graduates Earning Regents Diplomas*

	2001-02			2002-03			2003-04		
	Total Grads	Regents Diplomas	% Regents Diplomas	Total Grads	Regents Diplomas	% Regents Diplomas	Total Grads	Regents Diplomas	% Regents Diplomas
General Education	41	20	49%	65	31	48%	48	29	60%
Students with Disabilities	0	0	0%	3	0	0%	6	0	0%
All Students	41	20	49%	68	31	46%	54	29	54%

*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 for the 2001-02 school year, diploma counts for that year do not include counts from August 2001. Data for the 2002-03 school year include August 2002 and January and June 2003 graduates; data for the 2003-04 school year include August 2003 and January and June 2004 graduates.

Distribution of 2003-04 Graduates (All Students)

	To 4-year College	To 2-year College	To Other Post-Secondary	To the Military	To Employment	Other
Number	9	32	0	6	5	2
Percent	17%	59%	0%	11%	9%	4%

Number of High School Completers with Disabilities in 2003-04

Graduates* (a)	Regents Diplomas (b)	IEP Diplomas or Certificates (c)	All 2003-04 Completers (a+c)
6	0	0	6

*Local Diplomas (including local diplomas with Regents endorsements)

High School Noncompletion Rates

		2001-02		2002-03		2003-04	
		No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
General-Education Students	Dropped Out	11		14		3	1.7%
	Entered GED Program*	0		0		1	0.6%
	Total Noncompleters	11		14		4	2.2%
Students with Disabilities	Dropped Out	4		1		2	5.3%
	Entered GED Program*	0		1		0	0.0%
	Total Noncompleters	4		2		2	5.3%
All Students	Dropped Out	15	6.3%	15	6.2%	5	2.3%
	Entered GED Program*	0	0.0%	1	0.4%	1	0.5%
	Total Noncompleters	15	6.3%	16	6.6%	6	2.8%

*The number and percentage of students who left a program leading to a high school diploma and entered a 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	2001-02	2002-03	2003-04
K-1	0%	0%	0%
2-3	0%	0%	0%

Students Developing a Career Plan, 4-12

Grades		2001-02	2002-03	2003-04
4-5	Number of General-Education Students	45	45	0
	Number of Students with Disabilities	15	15	0
	Number of All Students	60	60	0
	Percent of Enrollment	49%	50%	0%
6-8	Number of General-Education Students	106	170	162
	Number of Students with Disabilities	32	26	24
	Number of All Students	138	196	186
	Percent of Enrollment	81%	100%	99%
9-12	Number of General-Education Students	139	222	181
	Number of Students with Disabilities	50	20	36
	Number of All Students	189	242	217
	Percent of Enrollment	79%	100%	100%

Career and Technical Education (CTE) Programs

CTE Program	This District		Statewide Average
	Count	Percentage	
All CTE Programs			
Completed the CTE Program			
Completed and Passed Regents Exams			
Completed and had Course Average of 75% or More			
Completed and Attained a HS Diploma or Equivalent			
Completed and Whose Status is Known			
Completed and Were Successfully Placed			
Nontraditional Programs			
Underrepresented Gender Members Enrolled			
Underrepresented Gender Members Who Completed			

Enrollment data are for the 2003-2004 school year; completion data are as of June 2003.

Note: Blank cells indicate that either the district did not have a CTE program or did not report data.

This data is reported only at the district level.

(Form - D)

Second Language Proficiency Examinations

General-Education Students

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	10	90%	21	95%	29	83%
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	20	65%	30	93%	28	89%

Students with Disabilities

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	1	#	4	#	0	0%
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	0	0%	10	30%	0	0%

Regents Competency Tests

General-Education Students

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	2	#	1	#	1	#
Science	3	#	0	0%	1	#
Reading	2	#	0	0%	1	#
Writing	2	#	0	0%	0	0%
Global Studies	1	#	0	0%	5	0%
U.S. Hist & Gov't	1	#	0	0%	0	0%

Students with Disabilities

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	1	#	6	83%	5	20%
Science	2	#	4	#	6	0%
Reading	5	20%	10	0%	2	#
Writing	4	#	4	#	2	#
Global Studies	3	#	7	0%	4	#
U.S. Hist & Gov't	1	#	3	#	0	0%

(Form – E)

Regents Examinations

	All Students			Students with Disabilities		
	2001–02	2002–03	2003–04	2001–02	2002–03	2003–04
Comprehensive English						
Number Tested	64	68	57	2	11	9
Number Scoring 55–100	57	55	52	#	3	5
Number Scoring 65–100	52	47	46	#	1	4
Number Scoring 85–100	23	15	21	#	0	1
Percentage of Tested Scoring 55–100	89%	81%	91%	#	27%	56%
Percentage of Tested Scoring 65–100	81%	69%	81%	#	9%	44%
Percentage of Tested Scoring 85–100	36%	22%	37%	#	0%	11%
Mathematics A						
Number Tested	67	84	45	3	9	3
Number Scoring 55–100	55	74	45	#	4	#
Number Scoring 65–100	31	66	41	#	3	#
Number Scoring 85–100	4	25	14	#	2	#
Percentage of Tested Scoring 55–100	82%	88%	100%	#	44%	#
Percentage of Tested Scoring 65–100	46%	79%	91%	#	33%	#
Percentage of Tested Scoring 85–100	6%	30%	31%	#	22%	#
Mathematics B						
Number Tested	0	1	0	0	1	0
Number Scoring 55–100	0	#	0	0	#	0
Number Scoring 65–100	0	#	0	0	#	0
Number Scoring 85–100	0	#	0	0	#	0
Percentage of Tested Scoring 55–100	0%	#	0%	0%	#	0%
Percentage of Tested Scoring 65–100	0%	#	0%	0%	#	0%
Percentage of Tested Scoring 85–100	0%	#	0%	0%	#	0%
Global History and Geography						
Number Tested	65	75	55	7	12	6
Number Scoring 55–100	53	54	45	3	6	4
Number Scoring 65–100	37	43	38	1	5	4
Number Scoring 85–100	4	13	14	0	0	1
Percentage of Tested Scoring 55–100	82%	72%	82%	43%	50%	67%
Percentage of Tested Scoring 65–100	57%	57%	69%	14%	42%	67%
Percentage of Tested Scoring 85–100	6%	17%	25%	0%	0%	17%
U.S. History and Government						
Number Tested	76	60	47	0	7	4
Number Scoring 55–100	74	57	42	0	5	#
Number Scoring 65–100	59	47	37	0	4	#
Number Scoring 85–100	15	17	18	0	0	#
Percentage of Tested Scoring 55–100	97%	95%	89%	0%	71%	#
Percentage of Tested Scoring 65–100	78%	78%	79%	0%	57%	#
Percentage of Tested Scoring 85–100	20%	28%	38%	0%	0%	#

(Form – F)

Regents Examinations

	All Students			Students with Disabilities		
	2001–02	2002–03	2003–04	2001–02	2002–03	2003–04
Living Environment						
Number Tested	49	37	75	2	4	16
Number Scoring 55–100	47	32	62	#	#	8
Number Scoring 65–100	43	30	52	#	#	3
Number Scoring 85–100	6	9	5	#	#	0
Percentage of Tested Scoring 55–100	96%	86%	83%	#	#	50%
Percentage of Tested Scoring 65–100	88%	81%	69%	#	#	19%
Percentage of Tested Scoring 85–100	12%	24%	7%	#	#	0%
Physical Setting/Earth Science						
Number Tested	57	56	34	6	7	3
Number Scoring 55–100	51	50	30	4	4	#
Number Scoring 65–100	47	45	30	1	3	#
Number Scoring 85–100	15	20	18	0	1	#
Percentage of Tested Scoring 55–100	89%	89%	88%	67%	57%	#
Percentage of Tested Scoring 65–100	82%	80%	88%	17%	43%	#
Percentage of Tested Scoring 85–100	26%	36%	53%	0%	14%	#
Physical Setting/Chemistry						
Number Tested	35	31	27	0	0	1
Number Scoring 55–100	34	28	25	0	0	#
Number Scoring 65–100	25	25	23	0	0	#
Number Scoring 85–100	3	3	6	0	0	#
Percentage of Tested Scoring 55–100	97%	90%	93%	0%	0%	#
Percentage of Tested Scoring 65–100	71%	81%	85%	0%	0%	#
Percentage of Tested Scoring 85–100	9%	10%	22%	0%	0%	#
Physical Setting/Physics						
Number Tested			5			0
Number Scoring 55–100			5			0
Number Scoring 65–100			5			0
Number Scoring 85–100			2			0
Percentage of Tested Scoring 55–100			100%			0%
Percentage of Tested Scoring 65–100			100%			0%
Percentage of Tested Scoring 85–100			40%			0%

* Physical Setting/Physics results for 2001–02 and 2002–03 are not included in the report card because the Department issued new conversion charts for assessments administered in those years.

(Form – G)

Regents Examinations

	All Students			Students with Disabilities		
	2001–02	2002–03	2003–04	2001–02	2002–03	2003–04
Comprehensive French						
Number Tested	14	15	16	0	0	1
Number Scoring 55–100	14	15	16	0	0	#
Number Scoring 65–100	12	15	16	0	0	#
Number Scoring 85–100	1	7	7	0	0	#
Percentage of Tested Scoring 55–100	100%	100%	100%	0%	0%	#
Percentage of Tested Scoring 65–100	86%	100%	100%	0%	0%	#
Percentage of Tested Scoring 85–100	7%	47%	44%	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	30	23	18	0	3	0
Number Scoring 55–100	30	21	18	0	#	0
Number Scoring 65–100	29	17	17	0	#	0
Number Scoring 85–100	8	7	9	0	#	0
Percentage of Tested Scoring 55–100	100%	91%	100%	0%	#	0%
Percentage of Tested Scoring 65–100	97%	74%	94%	0%	#	0%
Percentage of Tested Scoring 85–100	27%	30%	50%	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		
	2001–02	2002–03	2003–04	2001–02	2002–03	2003–04
Sequential Mathematics, Course III (last administered January 2004)						
Number Tested	39	30	42	0	0	1
Number Scoring 55–100	33	19	31	0	0	#
Number Scoring 65–100	23	16	27	0	0	#
Number Scoring 85–100	7	6	9	0	0	#
Percentage of Tested Scoring 55–100	85%	63%	74%	0%	0%	#
Percentage of Tested Scoring 65–100	59%	53%	64%	0%	0%	#
Percentage of Tested Scoring 85–100	18%	20%	21%	0%	0%	#

Introduction to Occupations Examination

	2001–02		2002–03		2003–04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
General-Education Students	15	93%	18	72%	5	100%
Students with Disabilities	2	#	4	#	1	#

District reports contain data for all students with disabilities enrolled in the district for the 2001–02 school year.

Elementary-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
Nov 2003	General-Education Students	50	2%	10%	60%	28%
	Students with Disabilities	11	45%	9%	45%	0%
	All Students	61	10%	10%	57%	23%

Middle-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
June 2004	General-Education Students	51	2%	37%	53%	8%
	Students with Disabilities	8	0%	88%	13%	0%
	All Students	59	2%	44%	47%	7%

(Form – I)

New York State Alternate Assessments (NYSAA) 2003–04

Test	Count of Students					
	Tested	Not Tested	Level 1	Level 2	Level 3	Level 4
Elementary Level						
Social Studies	1	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

2000 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	50	50	50	7	7	7	57	57	57
Number Scoring 55–64	4	5	1	1	1	3	5	6	4
Number Scoring 65–84	37	23	32	2	2	1	39	25	33
Number Scoring 85–100	6	16	14	0	0	0	6	16	14
Approved Alternatives	0	0	0	0	0	0	0	0	0

(Form – J)

New York State English as a Second Language Achievement Tests (NYSESLAT)*

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
Listening and Speaking (Grade K-1)						
Number Tested			0			0
Beginning (0-18)			0			0
Intermediate (19-31)			0			0
Advanced (32-36)			0			0
Proficient (37-39)			0			0
Reading and Writing (Grade K-1)						
Number Tested			0			0
Beginning (0-14)			0			0
Intermediate (15-24)			0			0
Advanced (25-32)			0			0
Proficient (33-35)			0			0
Listening and Speaking (Grade 2-4)						
Number Tested			3			0
Beginning (0-18)			#			0
Intermediate (19-31)			#			0
Advanced (32-36)			#			0
Proficient (37-39)			#			0
Reading and Writing (Grade 2-4)						
Number Tested			3			0
Beginning (0-14)			#			0
Intermediate (15-24)			#			0
Advanced (25-32)			#			0
Proficient (33-35)			#			0
Listening and Speaking (Grade 5-6)						
Number Tested			0			0
Beginning (0-18)			0			0
Intermediate (19-31)			0			0
Advanced (32-36)			0			0
Proficient (37-39)			0			0
Reading and Writing (Grade 5-6)						
Number Tested			0			0
Beginning (0-14)			0			0
Intermediate (15-24)			0			0
Advanced (25-32)			0			0
Proficient (33-35)			0			0

*The NYSESLAT was first administered in the 2002-03 school year, but complete data for all school districts were not available until 2003-04.

(Form – K)