

New York State District Report Card Comprehensive Information Report

BEDS Code: 26-18-01-06-0000
 Name: Brockport Central School District
 Superintendent: James C. Fallon

Fall Enrollment

Grade	2001-02	2002-03	2003-04
Pre-K	0	0	0
Kindergarten	274	300	295
First	304	277	297
Second	295	309	284
Third	314	304	309
Fourth	330	325	321
Fifth	362	363	333
Sixth	396	401	367
Ungraded Elementary	0	0	0
Seventh	390	400	389
Eighth	364	381	400
Ninth	398	400	399
Tenth	390	356	380
Eleventh	395	369	335
Twelfth	346	388	371
Ungraded Secondary	0	0	0
Total K-12 Enrollment	4558	4573	4480

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	62	1.4%	74	1.6%	67	1.5%
Black (Not Hispanic)	166	3.6%	177	3.9%	178	4.0%
Hispanic	126	2.8%	138	3.0%	155	3.5%
White (Not Hispanic)	4204	92.2%	4184	91.5%	4080	91.1%

Average Class Size

Grade Level	2001-02	2002-03	2003-04
Kindergarten	21	23	21
Common Branch	22	23	22
English Grade 8	23	22	25
Mathematics Grade 8	23	24	25
Science Grade 8	22	24	25
Social Studies Grade 8	22	24	25
English Grade 10	23	25	24
Mathematics Grade 10	17	16	20
Science Grade 10	24	26	25
Social Studies Grade 10	23	21	26

(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

	2001-02		2002-03		2003-04	
	Count	Percent	Count	Percent	Count	Percent
Limited English Proficient	51	1.1%	54	1.2%	64	1.4%
Eligible for Free Lunch	708	15.5%	721	15.8%	765	17.1%

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		95.4%		95.4%		95.7%
Student Suspensions	126	2.7%	154	3.4%	190	4.2%

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

	2001-02	2002-03	2003-04
Reduced Lunch	8.7%	8.9%	9.3%
Public Assistance	NA	NA	NA
Student Stability	NA	NA	NA

Staff Counts

Staff	2003-04
Total Teachers	334
Total Other Professional Staff	54
Total Paraprofessionals	99
Teaching Out of Certification*	1

*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	290	175	60%	310	204	66%	318	225	71%
Students with Disabilities	0	0	0%	35	4	11%	36	2	6%
All Students	290	175	60%	345	208	60%	354	227	64%

*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	158	112	5	16	39	24
Percent	45%	32%	1%	5%	11%	7%

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)
36	2	7	43

*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	4		15		9	0.7%
	Entered GED Program*	10		14		16	1.2%
	Total Noncompleters	14		29		25	1.9%
Students with Disabilities	Dropped Out	1		4		2	0.9%
	Entered GED Program*	3		6		6	2.7%
	Total Noncompleters	4		10		8	3.6%
All Students	Dropped Out	5	0.3%	19	1.3%	11	0.7%
	Entered GED Program*	13	0.9%	20	1.3%	22	1.4%
	Total Noncompleters	18	1.2%	39	2.6%	33	2.2%

*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	97%	100%	0%
2-3	0%	0%	100%

Students Developing a Career Plan, 4-12

Grades		2001-02	2002-03	2003-04
4-5	Number of General-Education Students	0	0	0
	Number of Students with Disabilities	0	0	0
	Number of All Students	0	0	0
	Percent of Enrollment	0%	0%	0%
6-8	Number of General-Education Students	0	0	0
	Number of Students with Disabilities	0	0	0
	Number of All Students	0	0	0
	Percent of Enrollment	0%	0%	0%
9-12	Number of General-Education Students	0	0	0
	Number of Students with Disabilities	0	0	0
	Number of All Students	0	0	0
	Percent of Enrollment	0%	0%	0%

Career and Technical Education (CTE) Programs

CTE Program	This District		Statewide Average
	Count	Percentage	
All CTE Programs			
Completed the CTE Program	1		
Completed and Passed Regents Exams	1	100%	77%
Completed and had Course Average of 75% or More	1	100%	81%
Completed and Attained a HS Diploma or Equivalent	1	100%	96%
Completed and Whose Status is Known	1		
Completed and Were Successfully Placed	1	100%	96%
Nontraditional Programs			
Underrepresented Gender Members Enrolled			30%
Underrepresented Gender Members Who Completed			19%

Enrollment data are for the 2003-2004 school year; completer 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	92	95%	100	96%	93	97%
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	214	90%	255	97%	286	90%

Students with Disabilities

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	6	67%	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	21	76%	1	#	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	3	#	6	100%	1	#
Science	10	60%	1	#	0	0%
Reading	8	63%	3	#	2	#
Writing	8	63%	4	#	2	#
Global Studies	0	0%	1	#	1	#
U.S. Hist & Gov't	0	0%	1	#	0	0%

Students with Disabilities

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	23	61%	43	56%	28	64%
Science	33	52%	39	33%	35	63%
Reading	21	71%	17	82%	44	80%
Writing	18	61%	29	62%	39	82%
Global Studies	17	41%	28	36%	25	44%
U.S. Hist & Gov't	7	29%	20	45%	10	40%

(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	370	377	373	47	36	29
Number Scoring 55-100	334	340	349	23	15	10
Number Scoring 65-100	305	300	322	15	10	7
Number Scoring 85-100	158	132	124	2	0	0
Percentage of Tested Scoring 55-100	90%	90%	94%	49%	42%	34%
Percentage of Tested Scoring 65-100	82%	80%	86%	32%	28%	24%
Percentage of Tested Scoring 85-100	43%	35%	33%	4%	0%	0%
Mathematics A						
Number Tested	341	402	377	30	33	39
Number Scoring 55-100	268	354	365	7	14	27
Number Scoring 65-100	249	317	346	6	12	21
Number Scoring 85-100	107	52	126	0	1	3
Percentage of Tested Scoring 55-100	79%	88%	97%	23%	42%	69%
Percentage of Tested Scoring 65-100	73%	79%	92%	20%	36%	54%
Percentage of Tested Scoring 85-100	31%	13%	33%	0%	3%	8%
Mathematics B						
Number Tested	0	155	155	0	1	0
Number Scoring 55-100	0	143	147	0	#	0
Number Scoring 65-100	0	130	135	0	#	0
Number Scoring 85-100	0	23	49	0	#	0
Percentage of Tested Scoring 55-100	0%	92%	95%	0%	#	0%
Percentage of Tested Scoring 65-100	0%	84%	87%	0%	#	0%
Percentage of Tested Scoring 85-100	0%	15%	32%	0%	#	0%
Global History and Geography						
Number Tested	361	362	395	36	48	49
Number Scoring 55-100	349	337	368	28	31	37
Number Scoring 65-100	334	308	328	19	23	23
Number Scoring 85-100	123	162	164	4	2	2
Percentage of Tested Scoring 55-100	97%	93%	93%	78%	65%	76%
Percentage of Tested Scoring 65-100	93%	85%	83%	53%	48%	47%
Percentage of Tested Scoring 85-100	34%	45%	42%	11%	4%	4%
U.S. History and Government						
Number Tested	377	407	341	44	46	36
Number Scoring 55-100	352	395	328	33	36	31
Number Scoring 65-100	301	368	298	25	22	22
Number Scoring 85-100	100	189	164	1	3	3
Percentage of Tested Scoring 55-100	93%	97%	96%	75%	78%	86%
Percentage of Tested Scoring 65-100	80%	90%	87%	57%	48%	61%
Percentage of Tested Scoring 85-100	27%	46%	48%	2%	7%	8%

(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	355	338	357	45	35	52
Number Scoring 55-100	349	327	342	39	25	37
Number Scoring 65-100	339	319	331	29	20	31
Number Scoring 85-100	149	143	156	2	4	5
Percentage of Tested Scoring 55-100	98%	97%	96%	87%	71%	71%
Percentage of Tested Scoring 65-100	95%	94%	93%	64%	57%	60%
Percentage of Tested Scoring 85-100	42%	42%	44%	4%	11%	10%
Physical Setting/Earth Science						
Number Tested	304	347	370	15	30	51
Number Scoring 55-100	298	328	335	13	19	27
Number Scoring 65-100	285	314	308	9	17	17
Number Scoring 85-100	131	159	148	3	6	2
Percentage of Tested Scoring 55-100	98%	95%	91%	87%	63%	53%
Percentage of Tested Scoring 65-100	94%	90%	83%	60%	57%	33%
Percentage of Tested Scoring 85-100	43%	46%	40%	20%	20%	4%
Physical Setting/Chemistry						
Number Tested	181	225	219	4	1	1
Number Scoring 55-100	176	220	211	#	#	#
Number Scoring 65-100	141	175	182	#	#	#
Number Scoring 85-100	15	21	28	#	#	#
Percentage of Tested Scoring 55-100	97%	98%	96%	#	#	#
Percentage of Tested Scoring 65-100	78%	78%	83%	#	#	#
Percentage of Tested Scoring 85-100	8%	9%	13%	#	#	#
Physical Setting/Physics						
Number Tested			17			1
Number Scoring 55-100			17			#
Number Scoring 65-100			16			#
Number Scoring 85-100			8			#
Percentage of Tested Scoring 55-100			100%			#
Percentage of Tested Scoring 65-100			94%			#
Percentage of Tested Scoring 85-100			47%			#

* 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	49	54	64	0	0	0
Number Scoring 55-100	49	53	64	0	0	0
Number Scoring 65-100	49	53	64	0	0	0
Number Scoring 85-100	22	39	43	0	0	0
Percentage of Tested Scoring 55-100	100%	98%	100%	0%	0%	0%
Percentage of Tested Scoring 65-100	100%	98%	100%	0%	0%	0%
Percentage of Tested Scoring 85-100	45%	72%	67%	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	161	137	150	1	1	2
Number Scoring 55-100	161	136	150	#	#	#
Number Scoring 65-100	157	136	149	#	#	#
Number Scoring 85-100	98	96	96	#	#	#
Percentage of Tested Scoring 55-100	100%	99%	100%	#	#	#
Percentage of Tested Scoring 65-100	98%	99%	99%	#	#	#
Percentage of Tested Scoring 85-100	61%	70%	64%	#	#	#
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	218	19	0	2	1	0
Number Scoring 55-100	195	17	0	#	#	0
Number Scoring 65-100	186	15	0	#	#	0
Number Scoring 85-100	103	5	0	#	#	0
Percentage of Tested Scoring 55-100	89%	89%	0%	#	#	0%
Percentage of Tested Scoring 65-100	85%	79%	0%	#	#	0%
Percentage of Tested Scoring 85-100	47%	26%	0%	#	#	0%

Introduction to Occupations Examination

	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
General-Education Students	112	100%	137	99%	128	96%
Students with Disabilities	33	88%	43	44%	53	68%

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	288	3%	3%	56%	37%
	Students with Disabilities	43	51%	14%	35%	0%
	All Students	331	9%	5%	53%	32%

Middle-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
June 2004	General-Education Students	345	0%	34%	58%	8%
	Students with Disabilities	61	15%	74%	11%	0%
	All Students	406	2%	40%	51%	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	0	0	0	0	0	0
Middle Level						
Social Studies	2	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	317	317	317	34	34	34	351	351	351
Number Scoring 55–64	3	6	2	7	6	7	10	12	9
Number Scoring 65–84	193	127	125	14	15	12	207	142	137
Number Scoring 85–100	117	179	185	3	3	4	120	182	189
Approved Alternatives	1	0	0	0	0	0	1	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			23			2
Beginning (0-18)			0			#
Intermediate (19-31)			0			#
Advanced (32-36)			9			#
Proficient (37-39)			14			#
Reading and Writing (Grade K-1)						
Number Tested			23			2
Beginning (0-14)			2			#
Intermediate (15-24)			8			#
Advanced (25-32)			11			#
Proficient (33-35)			2			#
Listening and Speaking (Grade 2-4)						
Number Tested			21			1
Beginning (0-18)			1			#
Intermediate (19-31)			2			#
Advanced (32-36)			4			#
Proficient (37-39)			14			#
Reading and Writing (Grade 2-4)						
Number Tested			21			1
Beginning (0-14)			6			#
Intermediate (15-24)			7			#
Advanced (25-32)			5			#
Proficient (33-35)			3			#
Listening and Speaking (Grade 5-6)						
Number Tested			6			0
Beginning (0-18)			1			0
Intermediate (19-31)			1			0
Advanced (32-36)			1			0
Proficient (37-39)			3			0
Reading and Writing (Grade 5-6)						
Number Tested			6			0
Beginning (0-14)			1			0
Intermediate (15-24)			2			0
Advanced (25-32)			2			0
Proficient (33-35)			1			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)

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 7-8)						
Number Tested			5			1
Beginning (0-18)			0			#
Intermediate (19-31)			0			#
Advanced (32-36)			0			#
Proficient (37-39)			5			#
Reading and Writing (Grade 7-8)						
Number Tested			5			1
Beginning (0-14)			0			#
Intermediate (15-24)			1			#
Advanced (25-32)			3			#
Proficient (33-35)			1			#
Listening and Speaking (Grade 9-12)						
Number Tested			7			0
Beginning (0-18)			0			0
Intermediate (19-31)			0			0
Advanced (32-36)			1			0
Proficient (37-39)			6			0
Reading and Writing (Grade 9-12)						
Number Tested			7			0
Beginning (0-14)			0			0
Intermediate (15-24)			1			0
Advanced (25-32)			4			0
Proficient (33-35)			2			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 - L)