

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	2002-03	2003-04	2004-05
Pre-K	20	26	20
Kindergarten	48	48	45
First	42	43	51
Second	61	46	41
Third	52	61	50
Fourth	59	51	59
Fifth	59	61	49
Sixth	63	61	63
Ungraded Elementary	5	8	9
Seventh	62	61	70
Eighth	71	64	67
Ninth	52	70	69
Tenth	63	46	64
Eleventh	51	43	41
Twelfth	76	58	53
Ungraded Secondary	0	0	0
Total K-12 Enrollment	764	721	731

Student Racial/Ethnic Origin

Race/Ethnicity	2002-03		2003-04		2004-05	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
American Indian, Alaskan, Asian, or Pacific Islander	3	0.4%	4	0.6%	5	0.7%
Black (Not Hispanic)	7	0.9%	10	1.4%	5	0.7%
Hispanic	17	2.2%	13	1.8%	27	3.7%
White (Not Hispanic)	737	96.5%	694	96.3%	694	94.9%

Average Class Size

Grade Level	2002-03	2003-04	2004-05
Kindergarten	16	16	15
Common Branch	18	18	17
English Grade 8	21	16	14
Mathematics Grade 8	20	14	20
Science Grade 8	21	21	20
Social Studies Grade 8	21	21	20
English Grade 10	17	13	14
Mathematics Grade 10	15	15	14
Science Grade 10	14	19	0
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

	2002-03		2003-04		2004-05	
	Count	Percent	Count	Percent	Count	Percent
Limited English Proficient	0	0.0%	3	0.4%	3	0.4%
Eligible for Free Lunch	265	34.7%	225	31.2%	221	30.2%

Attendance and Suspension

	2001-02		2002-03		2003-04	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
Annual Attendance Rate		95.0%		95.0%		95.1%
Student Suspensions	41	5.5%	30	3.9%	29	4.0%

Student Socioeconomic and Stability Indicators (Percent of Enrollment)

	2002-03	2003-04	2004-05
Reduced Lunch	15.1%	16.5%	16.3%
Public Assistance	NA	NA	NA
Student Stability	NA	NA	NA

Staff Counts

Staff	2004-05
Total Teachers	70
Total Other Professional Staff	12
Total Paraprofessionals	17
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 and Completers		2002-03	2003-04	2004-05
General-Education Students	Total Graduates*	65	48	43
	Regents Diplomas	31	29	33
	% Regents Diplomas	48%	60%	77%
	Regents Diplomas with Advanced Designation**			18
	% Regents Diplomas with Advanced Designation			42%
	IEP Diplomas or Local Certificates			
Students with Disabilities	Total Graduates*	3	6	3
	Regents Diplomas	0	0	0
	% Regents Diplomas	0%	0%	0%
	Regents Diplomas with Advanced Designation**			0
	% Regents Diplomas with Advanced Designation			0%
	IEP Diplomas or Local Certificates	2	0	3
All Students	Total Graduates*	68	54	46
	Regents Diplomas	31	29	33
	% Regents Diplomas	46%	54%	72%
	Regents Diplomas with Advanced Designation**			18
	% Regents Diplomas with Advanced Designation			39%
	IEP Diplomas or Local Certificates	2	0	3

* Only students awarded local diplomas or Regents endorsed diplomas are included in the count of high school graduates in this table. Data include graduates in August, January and June of the school year being reported.

**Beginning with students who first entered grade 9 in 2001-02, students may earn a Regents diploma by passing (scoring 65-100) Regents exams in five areas and meeting course requirements. To earn a Regents diploma with advanced designation, the student must pass eight Regents exams. For more information, see <http://www.emsc.nysed.gov/parents/gradreqtsfs.shtml>

Post-Secondary Plans of 2004-05 Graduates

		4-year College	2-year College	Other Post-Secondary	Military	Employment	Adult Services	Plan Unknown	Other Known Plan
General-Education Students	Number	19	16	0	2	5	0	1	0
	Percent	44%	37%	0%	5%	12%	0%	2%	0%
Students with Disabilities	Number	0	3	0	0	0	0	0	0
	Percent	0%	100%	0%	0%	0%	0%	0%	0%
All Students	Number	19	19	0	2	5	0	1	0
	Percent	41%	41%	0%	4%	11%	0%	2%	0%

High School Noncompletion Rates

		2002-03		2003-04		2004-05	
		No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
General-Education Students	Dropped Out	14		3	1.7%	2	1.1%
	Entered GED Program*	0		1	0.6%	3	1.6%
	Total Noncompleters	14		4	2.2%	5	2.7%
Students with Disabilities	Dropped Out	1		2	5.3%	4	11.8%
	Entered GED Program*	1		0	0.0%	1	2.9%
	Total Noncompleters	2		2	5.3%	5	14.7%
All Students	Dropped Out	15	6.2%	5	2.3%	6	2.7%
	Entered GED Program*	1	0.4%	1	0.5%	4	1.8%
	Total Noncompleters	16	6.6%	6	2.8%	10	4.5%

*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	2002-03	2003-04	2004-05
K-1	0%	0%	98%
2-3	0%	0%	100%

Students Developing a Career Plan, 4-12

Grades		2002-03	2003-04	2004-05
4-5	Number of General-Education Students	45	0	94
	Number of Students with Disabilities	15	0	16
	Number of All Students	60	0	110
	Percent of Enrollment	50%	0%	99%
6-8	Number of General-Education Students	170	162	35
	Number of Students with Disabilities	26	24	5
	Number of All Students	196	186	40
	Percent of Enrollment	100%	99%	20%
9-12	Number of General-Education Students	222	181	0
	Number of Students with Disabilities	20	36	0
	Number of All Students	242	217	0
	Percent of Enrollment	100%	100%	0%

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 2004-2005 school year; completer data are as of June 2004.

Blank cells indicate that either the district did not have a CTE program or did not report data. These data are reported only at the district level.

(Form - D)

Second Language Proficiency Examinations

General-Education Students

Test	2002-03		2003-04		2004-05	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	21	95%	29	83%	23	100%
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	30	93%	28	89%	33	79%

Students with Disabilities

Test	2002-03		2003-04		2004-05	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	4	#	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	10	30%	0	0%	0	0%

Regents Competency Tests

General-Education Students

Test	2002-03		2003-04		2004-05	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	1	#	1	#	0	0%
Science	0	0%	1	#	0	0%
Reading	0	0%	1	#	1	#
Writing	0	0%	0	0%	1	#
Global Studies	0	0%	5	0%	1	#
U.S. Hist & Gov't	0	0%	0	0%	1	#

Students with Disabilities

Test	2002-03		2003-04		2004-05	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	6	83%	5	20%	1	#
Science	4	#	6	0%	4	#
Reading	10	0%	2	#	6	0%
Writing	4	#	2	#	6	100%
Global Studies	7	0%	4	#	2	#
U.S. Hist & Gov't	3	#	0	0%	2	#

(Form – E)

Regents Examinations

	All Students			Students with Disabilities		
	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05
Comprehensive English						
Number Tested	68	57	39	11	9	4
Number Scoring 55-100	55	52	36	3	5	#
Number Scoring 65-100	47	46	33	1	4	#
Number Scoring 85-100	15	21	14	0	1	#
Percentage of Tested Scoring 55-100	81%	91%	92%	27%	56%	#
Percentage of Tested Scoring 65-100	69%	81%	85%	9%	44%	#
Percentage of Tested Scoring 85-100	22%	37%	36%	0%	11%	#
Mathematics A						
Number Tested	84	45	17	9	3	6
Number Scoring 55-100	74	45	16	4	#	6
Number Scoring 65-100	66	41	11	3	#	3
Number Scoring 85-100	25	14	2	2	#	0
Percentage of Tested Scoring 55-100	88%	100%	94%	44%	#	100%
Percentage of Tested Scoring 65-100	79%	91%	65%	33%	#	50%
Percentage of Tested Scoring 85-100	30%	31%	12%	22%	#	0%
Mathematics B						
Number Tested	1	0	29	1	0	1
Number Scoring 55-100	#	0	21	#	0	#
Number Scoring 65-100	#	0	14	#	0	#
Number Scoring 85-100	#	0	1	#	0	#
Percentage of Tested Scoring 55-100	#	0%	72%	#	0%	#
Percentage of Tested Scoring 65-100	#	0%	48%	#	0%	#
Percentage of Tested Scoring 85-100	#	0%	3%	#	0%	#
Global History and Geography						
Number Tested	75	55	71	12	6	9
Number Scoring 55-100	54	45	66	6	4	8
Number Scoring 65-100	43	38	53	5	4	5
Number Scoring 85-100	13	14	17	0	1	0
Percentage of Tested Scoring 55-100	72%	82%	93%	50%	67%	89%
Percentage of Tested Scoring 65-100	57%	69%	75%	42%	67%	56%
Percentage of Tested Scoring 85-100	17%	25%	24%	0%	17%	0%
U.S. History and Government						
Number Tested	60	47	47	7	4	5
Number Scoring 55-100	57	42	40	5	#	4
Number Scoring 65-100	47	37	31	4	#	3
Number Scoring 85-100	17	18	17	0	#	0
Percentage of Tested Scoring 55-100	95%	89%	85%	71%	#	80%
Percentage of Tested Scoring 65-100	78%	79%	66%	57%	#	60%
Percentage of Tested Scoring 85-100	28%	38%	36%	0%	#	0%

(Form – F)

Regents Examinations

	All Students			Students with Disabilities		
	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05
Living Environment						
Number Tested	37	75	43	4	16	1
Number Scoring 55-100	32	62	41	#	8	#
Number Scoring 65-100	30	52	37	#	3	#
Number Scoring 85-100	9	5	19	#	0	#
Percentage of Tested Scoring 55-100	86%	83%	95%	#	50%	#
Percentage of Tested Scoring 65-100	81%	69%	86%	#	19%	#
Percentage of Tested Scoring 85-100	24%	7%	44%	#	0%	#
Physical Setting/Earth Science						
Number Tested	56	34	55	7	3	6
Number Scoring 55-100	50	30	55	4	#	6
Number Scoring 65-100	45	30	49	3	#	4
Number Scoring 85-100	20	18	17	1	#	0
Percentage of Tested Scoring 55-100	89%	88%	100%	57%	#	100%
Percentage of Tested Scoring 65-100	80%	88%	89%	43%	#	67%
Percentage of Tested Scoring 85-100	36%	53%	31%	14%	#	0%
Physical Setting/Chemistry						
Number Tested	31	27	26	0	1	1
Number Scoring 55-100	28	25	23	0	#	#
Number Scoring 65-100	25	23	16	0	#	#
Number Scoring 85-100	3	6	3	0	#	#
Percentage of Tested Scoring 55-100	90%	93%	88%	0%	#	#
Percentage of Tested Scoring 65-100	81%	85%	62%	0%	#	#
Percentage of Tested Scoring 85-100	10%	22%	12%	0%	#	#
Physical Setting/Physics						
Number Tested		5	10		0	0
Number Scoring 55-100		5	6		0	0
Number Scoring 65-100		5	6		0	0
Number Scoring 85-100		2	0		0	0
Percentage of Tested Scoring 55-100		100%	60%		0%	0%
Percentage of Tested Scoring 65-100		100%	60%		0%	0%
Percentage of Tested Scoring 85-100		40%	0%		0%	0%

* Physical Setting/Physics results for 2002-03 are not included in the report card because the Department issued new conversion charts for assessments administered in that year.

(Form – G)

Regents Examinations

	All Students			Students with Disabilities		
	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05
Comprehensive French						
Number Tested	15	16	17	0	1	1
Number Scoring 55-100	15	16	17	0	#	#
Number Scoring 65-100	15	16	17	0	#	#
Number Scoring 85-100	7	7	13	0	#	#
Percentage of Tested Scoring 55-100	100%	100%	100%	0%	#	#
Percentage of Tested Scoring 65-100	100%	100%	100%	0%	#	#
Percentage of Tested Scoring 85-100	47%	44%	76%	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	23	18	21	3	0	0
Number Scoring 55-100	21	18	21	#	0	0
Number Scoring 65-100	17	17	21	#	0	0
Number Scoring 85-100	7	9	4	#	0	0
Percentage of Tested Scoring 55-100	91%	100%	100%	#	0%	0%
Percentage of Tested Scoring 65-100	74%	94%	100%	#	0%	0%
Percentage of Tested Scoring 85-100	30%	50%	19%	#	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)

Elementary-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
Nov 2004	General-Education Students	40	3%	10%	73%	15%
	Students with Disabilities	12	33%	17%	42%	8%
	All Students	52	10%	12%	65%	13%

Middle-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
June 2005	General-Education Students	49	0%	24%	63%	12%
	Students with Disabilities	14	7%	71%	21%	0%
	All Students	63	2%	35%	54%	10%

(Form – I)

New York State Alternate Assessments (NYSAA) 2004–05

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

2001 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	44	44	44	6	6	6	50	50	50
Number Scoring 55–64	8	5	1	0	1	1	8	6	2
Number Scoring 65–84	24	19	23	3	2	2	27	21	25
Number Scoring 85–100	12	18	20	1	1	0	13	19	20
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		
	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05
Listening and Speaking (Grade K-1)						
Number Tested		0	1		0	0
Beginning		0	#		0	0
Intermediate		0	#		0	0
Advanced		0	#		0	0
Proficient		0	#		0	0
Reading and Writing (Grade K-1)						
Number Tested		0	1		0	0
Beginning		0	#		0	0
Intermediate		0	#		0	0
Advanced		0	#		0	0
Proficient		0	#		0	0
Listening and Speaking (Grade 2-4)						
Number Tested		3	2		0	1
Beginning		#	#		0	#
Intermediate		#	#		0	#
Advanced		#	#		0	#
Proficient		#	#		0	#
Reading and Writing (Grade 2-4)						
Number Tested		3	2		0	1
Beginning		#	#		0	#
Intermediate		#	#		0	#
Advanced		#	#		0	#
Proficient		#	#		0	#
Listening and Speaking (Grade 5-6)						
Number Tested		0	1		0	0
Beginning		0	#		0	0
Intermediate		0	#		0	0
Advanced		0	#		0	0
Proficient		0	#		0	0
Reading and Writing (Grade 5-6)						
Number Tested		0	1		0	0
Beginning		0	#		0	0
Intermediate		0	#		0	0
Advanced		0	#		0	0
Proficient		0	#		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)