

New York State District Report Card Comprehensive Information Report

BEDS Code: 26-18-01-06-0000

Name: Brockport Central School District

Superintendent: Mr. James C. Fallon

Fall Enrollment

Grade	2000–2001	2001–2002	2002–2003
Pre-K	0	0	0
Kindergarten	296	274	300
First	316	304	277
Second	312	295	309
Third	341	314	304
Fourth	355	330	325
Fifth	376	362	363
Sixth	386	396	401
Ungraded Elementary	0	0	0
Seventh	368	390	400
Eighth	377	364	381
Ninth	404	398	400
Tenth	418	390	356
Eleventh	351	395	369
Twelfth	340	346	388
Ungraded Secondary	0	0	0
Total K-12 Enrollment	4640	4558	4573

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	74	1.6%	62	1.4%	74	1.6%
Black (Not Hispanic)	162	3.5%	166	3.6%	177	3.9%
Hispanic	114	2.5%	126	2.8%	138	3.0%
White (Not Hispanic)	4290	92.5%	4204	92.2%	4184	91.5%

Average Class Size

Grade Level	2000–2001	2001–2002	2002–2003
Kindergarten	20	21	23
Common Branch	23	22	23
English Grade 8	23	23	22
Mathematics Grade 8	24	23	24
Science Grade 8	23	22	24
Social Studies Grade 8	23	22	24
English Grade 10	22	23	25
Mathematics Grade 10	24	17	16
Science Grade 10	25	24	26
Social Studies Grade 10	23	23	21

(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	55	1.2%	51	1.1%	54	1.2%
Eligible for Free Lunch	651	14.0%	708	15.5%	721	15.8%

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		95.3%		95.4%		95.4%
Student Suspensions	94	2.0%	126	2.7%	154	3.4%

Student Socioeconomic and Stability Indicators (Percent of Enrollment)

	2000–2001	2001–2002	2002–2003
Reduced Lunch	9.2%	8.7%	8.9%
Public Assistance	NA	NA	NA
Student Stability	NA	NA	NA

Staff Counts

Staff	2002–2003
Total Teachers	330
Total Other Professional Staff	52
Total Paraprofessionals	94
Teaching Out of Certification*	11
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	282	188	67%	290	175	60%	310	204	66%
Students with Disabilities	22	2	9%	0	0	0%	35	4	11%
All Students	304	190	62%	290	175	60%	345	208	60%

*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	145	125	5	23	27	20
Percent	42%	36%	1%	7%	8%	6%

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)
35	4	15	50

*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			4		15	
	Entered GED Program*			10		14	
	Total Noncompleters			14		29	
Students with Disabilities	Dropped Out			1		4	
	Entered GED Program*			3		6	
	Total Noncompleters			4		10	
All Students	Dropped Out	32	2.1%	5	0.3%	19	1.3%
	Entered GED Program*	15	1.0%	13	0.9%	20	1.3%
	Total Noncompleters	47	3.1%	18	1.2%	39	2.6%

*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		97%	100%
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	0
	Number of Students with Disabilities		0	0
	Number of All Students		0	0
	Percent of Enrollment		0%	0%
9-12	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%

Second Language Proficiency Examinations

General-Education Students

Test	2000-2001		2001-2002		2002-2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	77	97%	92	95%	100	96%
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	229	88%	214	90%	255	97%

Students with Disabilities

Test	2000-2001		2001-2002		2002-2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	4	#	6	67%	0	0%
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	12	75%	21	76%	1	#

(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	3	#	3	#	6	100%
Science	1	#	10	60%	1	#
Reading	1	#	8	62%	3	#
Writing	3	#	8	62%	4	#
Global Studies	1	#	0	0%	1	#
U.S. Hist & Gov't	2	#	0	0%	1	#

Students with Disabilities

Test	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	53	74%	23	61%	43	56%
Science	42	60%	33	52%	39	33%
Reading	26	96%	21	71%	17	82%
Writing	26	88%	18	61%	29	62%
Global Studies	25	44%	17	41%	28	36%
U.S. Hist & Gov't	13	54%	7	29%	20	45%

(Form – E)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Comprehensive English						
Number Tested	358	370	377	40	47	36
Number Scoring 55–100	344	334	340	27	23	15
Number Scoring 65–100	325	305	300	21	15	10
Number Scoring 85–100	122	158	132	0	2	0
Percentage of Tested Scoring 55–100	96%	90%	90%	68%	49%	42%
Percentage of Tested Scoring 65–100	91%	82%	80%	53%	32%	28%
Percentage of Tested Scoring 85–100	34%	43%	35%	0%	4%	0%
Mathematics A						
Number Tested	0	341	402	0	30	33
Number Scoring 55–100	0	268	354	0	7	14
Number Scoring 65–100	0	249	317	0	6	12
Number Scoring 85–100	0	107	52	0	0	1
Percentage of Tested Scoring 55–100	0%	79%	88%	0%	23%	42%
Percentage of Tested Scoring 65–100	0%	73%	79%	0%	20%	36%
Percentage of Tested Scoring 85–100	0%	31%	13%	0%	0%	3%
Mathematics B (first administered June 2001)						
Number Tested	0	0	155	0	0	1
Number Scoring 55–100	0	0	143	0	0	#
Number Scoring 65–100	0	0	130	0	0	#
Number Scoring 85–100	0	0	23	0	0	#
Percentage of Tested Scoring 55–100	0%	0%	92%	0%	0%	#
Percentage of Tested Scoring 65–100	0%	0%	84%	0%	0%	#
Percentage of Tested Scoring 85–100	0%	0%	15%	0%	0%	#
Global History and Geography						
Number Tested	388	361	362	56	36	48
Number Scoring 55–100	378	349	337	47	28	31
Number Scoring 65–100	353	334	308	32	19	23
Number Scoring 85–100	166	123	162	3	4	2
Percentage of Tested Scoring 55–100	97%	97%	93%	84%	78%	65%
Percentage of Tested Scoring 65–100	91%	93%	85%	57%	53%	48%
Percentage of Tested Scoring 85–100	43%	34%	45%	5%	11%	4%
U.S. History and Government (first administered June 2001)						
Number Tested	343	377	407	45	44	46
Number Scoring 55–100	317	352	395	33	33	36
Number Scoring 65–100	290	301	368	24	25	22
Number Scoring 85–100	134	100	189	4	1	3
Percentage of Tested Scoring 55–100	92%	93%	97%	73%	75%	78%
Percentage of Tested Scoring 65–100	85%	80%	90%	53%	57%	48%
Percentage of Tested Scoring 85–100	39%	27%	46%	9%	2%	7%

(Form – F)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Living Environment (first administered June 2001)						
Number Tested	360	355	338	25	45	35
Number Scoring 55–100	359	349	327	24	39	25
Number Scoring 65–100	352	339	319	23	29	20
Number Scoring 85–100	131	149	143	2	2	4
Percentage of Tested Scoring 55–100	100%	98%	97%	96%	87%	71%
Percentage of Tested Scoring 65–100	98%	95%	94%	92%	64%	57%
Percentage of Tested Scoring 85–100	36%	42%	42%	8%	4%	11%
Physical Setting/Earth Science (first administered June 2001)						
Number Tested	376	304	347	38	15	30
Number Scoring 55–100	351	298	328	23	13	19
Number Scoring 65–100	325	285	314	16	9	17
Number Scoring 85–100	156	131	159	2	3	6
Percentage of Tested Scoring 55–100	93%	98%	95%	61%	87%	63%
Percentage of Tested Scoring 65–100	86%	94%	90%	42%	60%	57%
Percentage of Tested Scoring 85–100	41%	43%	46%	5%	20%	20%
Physical Setting/Chemistry (first administered June 2002)						
Number Tested		181	225		4	1
Number Scoring 55–100		176	220		#	#
Number Scoring 65–100		141	175		#	#
Number Scoring 85–100		15	21		#	#
Percentage of Tested Scoring 55–100		97%	98%		#	#
Percentage of Tested Scoring 65–100		78%	78%		#	#
Percentage of Tested Scoring 85–100		8%	9%		#	#
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	69	49	54	1	0	0
Number Scoring 55–100	67	49	53	#	0	0
Number Scoring 65–100	65	49	53	#	0	0
Number Scoring 85–100	35	22	39	#	0	0
Percentage of Tested Scoring 55–100	97%	100%	98%	#	0%	0%
Percentage of Tested Scoring 65–100	94%	100%	98%	#	0%	0%
Percentage of Tested Scoring 85–100	51%	45%	72%	#	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	139	161	137	0	1	1
Number Scoring 55–100	136	161	136	0	#	#
Number Scoring 65–100	136	157	136	0	#	#
Number Scoring 85–100	83	98	96	0	#	#
Percentage of Tested Scoring 55–100	98%	100%	99%	0%	#	#
Percentage of Tested Scoring 65–100	98%	98%	99%	0%	#	#
Percentage of Tested Scoring 85–100	60%	61%	70%	0%	#	#
Comprehensive Latin						
Number Tested	3	0	0	0	0	0
Number Scoring 55–100	#	0	0	0	0	0
Number Scoring 65–100	#	0	0	0	0	0
Number Scoring 85–100	#	0	0	0	0	0
Percentage of Tested Scoring 55–100	#	0%	0%	0%	0%	0%
Percentage of Tested Scoring 65–100	#	0%	0%	0%	0%	0%
Percentage of Tested Scoring 85–100	#	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	357	16	5	17	1	1
Number Scoring 55–100	286	3	2	12	#	#
Number Scoring 65–100	242	2	2	8	#	#
Number Scoring 85–100	111	0	1	2	#	#
Percentage of Tested Scoring 55–100	80%	19%	40%	71%	#	#
Percentage of Tested Scoring 65–100	68%	12%	40%	47%	#	#
Percentage of Tested Scoring 85–100	31%	0%	20%	12%	#	#
Sequential Mathematics, Course III						
Number Tested	218	218	19	5	2	1
Number Scoring 55–100	190	195	17	3	#	#
Number Scoring 65–100	173	186	15	1	#	#
Number Scoring 85–100	81	103	5	0	#	#
Percentage of Tested Scoring 55–100	87%	89%	89%	60%	#	#
Percentage of Tested Scoring 65–100	79%	85%	79%	20%	#	#
Percentage of Tested Scoring 85–100	37%	47%	26%	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	109	96%	112	100%	137	99%
Students with Disabilities	33	73%	33	88%	43	44%

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	307	3%	6%	63%	28%
	Students with Disabilities	55	27%	38%	31%	4%
	All Students	362	7%	11%	58%	25%

Middle-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
June 2003	General-Education Students	321	0%	34%	61%	5%
	Students with Disabilities	62	13%	77%	10%	0%
	All Students	383	2%	41%	53%	4%

(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	311	311	311	59	59	59	370	370	370
Number Scoring 55–64	9	29	4	10	15	7	19	44	11
Number Scoring 65–84	144	179	142	25	29	23	169	208	165
Number Scoring 85–100	156	101	164	6	0	4	162	101	168
Approved Alternatives	1	0	0	0	0	0	1	0	0

(Form – K)