

# New York State School Report Card Comprehensive Information Report

BEDS Code: 26-18-01-06-0003

Grade Range : 9-12

Name: Brockport High School

Principal: Gary Levandowski

## Fall Enrollment

Grade	2000–2001	2001–2002	2002–2003
Pre-K	0	0	0
Kindergarten	0	0	0
First	0	0	0
Second	0	0	0
Third	0	0	0
Fourth	0	0	0
Fifth	0	0	0
Sixth	0	0	0
Ungraded Elementary	0	0	0
Seventh	0	0	0
Eighth	0	0	0
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	1513	1529	1513

## 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	25	1.7%	17	1.1%	25	1.7%
Black (Not Hispanic)	75	5.0%	76	5.0%	63	4.2%
Hispanic	27	1.8%	35	2.3%	41	2.7%
White (Not Hispanic)	1386	91.6%	1401	91.6%	1384	91.5%

## Average Class Size

Grade Level	2000–2001	2001–2002	2002–2003
Kindergarten	0	0	0
Common Branch	0	0	0
English Grade 8	0	0	0
Mathematics Grade 8	0	0	0
Science Grade 8	0	0	0
Social Studies Grade 8	0	0	0
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
50	All schools in this group are secondary level schools in school districts with average student needs in relation to district resource capacity. The schools in this group are in the middle range of student needs for secondary level schools in these districts.

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	10	0.7%	13	0.9%	9	0.6%
Eligible for Free Lunch	154	10.2%	178	11.6%	185	12.2%

### 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		96.8%		97.2%		94.7%
Student Suspensions	66	4.3%	78	5.2%	81	5.3%

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

	2000–2001	2001–2002	2002–2003
Reduced Lunch	8.8%	8.6%	7.7%
Public Assistance	21-30%	21-30%	11-20%
Student Stability	96%	98%	98%

### Staff Counts

Staff	2002–2003
Total Teachers	107
Total Other Professional Staff	15
Total Paraprofessionals	NA
Teaching Out of Certification*	4
Teachers with Temporary Licenses	1

\*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%	32	4	12%
All Students	304	190	62%	290	175	60%	342	208	61%

\*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	124	5	22	27	19
Percent	42%	36%	1%	6%	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)
32	4	12	44

\*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		13	
	Total Noncompleters			14		28	
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%	19	1.3%
	Total Noncompleters	47	3.1%	18	1.2%	38	2.5%

\*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	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	0	0%	0	0%	1	#
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	0	0%	7	57%	4	#

### Students with Disabilities

Test	2000-2001		2001-2002		2002-2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	0	0%	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	0	0%	1	#	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%	36	56%
Science	42	60%	33	52%	31	32%
Reading	26	96%	21	71%	9	100%
Writing	26	88%	18	61%	21	62%
Global Studies	25	44%	17	41%	23	35%
U.S. Hist & Gov't	13	54%	7	29%	16	44%

(Form – E)

# Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
<b>Comprehensive English</b>						
Number Tested	358	370	367	40	47	29
Number Scoring 55–100	344	334	335	27	23	13
Number Scoring 65–100	325	305	295	21	15	8
Number Scoring 85–100	122	158	131	0	2	0
Percentage of Tested Scoring 55–100	96%	90%	91%	68%	49%	45%
Percentage of Tested Scoring 65–100	91%	82%	80%	53%	32%	28%
Percentage of Tested Scoring 85–100	34%	43%	36%	0%	4%	0%
<b>Mathematics A</b>						
Number Tested	0	335	391	0	30	28
Number Scoring 55–100	0	262	347	0	7	11
Number Scoring 65–100	0	243	311	0	6	9
Number Scoring 85–100	0	102	51	0	0	0
Percentage of Tested Scoring 55–100	0%	78%	89%	0%	23%	39%
Percentage of Tested Scoring 65–100	0%	73%	80%	0%	20%	32%
Percentage of Tested Scoring 85–100	0%	30%	13%	0%	0%	0%
<b>Mathematics B (first administered June 2001)</b>						
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%	#
<b>Global History and Geography</b>						
Number Tested	388	361	352	56	36	44
Number Scoring 55–100	378	349	331	47	28	30
Number Scoring 65–100	353	334	302	32	19	22
Number Scoring 85–100	166	123	161	3	4	2
Percentage of Tested Scoring 55–100	97%	97%	94%	84%	78%	68%
Percentage of Tested Scoring 65–100	91%	93%	86%	57%	53%	50%
Percentage of Tested Scoring 85–100	43%	34%	46%	5%	11%	5%
<b>U.S. History and Government (first administered June 2001)</b>						
Number Tested	343	377	398	45	44	40
Number Scoring 55–100	317	352	387	33	33	31
Number Scoring 65–100	290	301	363	24	25	20
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%	91%	53%	57%	50%
Percentage of Tested Scoring 85–100	39%	27%	47%	9%	2%	7%

(Form – F)

# Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
<b>Living Environment (first administered June 2001)</b>						
Number Tested	360	355	327	25	45	30
Number Scoring 55–100	359	349	319	24	39	22
Number Scoring 65–100	352	339	311	23	29	17
Number Scoring 85–100	131	149	141	2	2	3
Percentage of Tested Scoring 55–100	100%	98%	98%	96%	87%	73%
Percentage of Tested Scoring 65–100	98%	95%	95%	92%	64%	57%
Percentage of Tested Scoring 85–100	36%	42%	43%	8%	4%	10%
<b>Physical Setting/Earth Science (first administered June 2001)</b>						
Number Tested	349	277	316	38	15	27
Number Scoring 55–100	324	271	303	23	13	19
Number Scoring 65–100	298	258	291	16	9	17
Number Scoring 85–100	133	104	136	2	3	6
Percentage of Tested Scoring 55–100	93%	98%	96%	61%	87%	70%
Percentage of Tested Scoring 65–100	85%	93%	92%	42%	60%	63%
Percentage of Tested Scoring 85–100	38%	38%	43%	5%	20%	22%
<b>Physical Setting/Chemistry (first administered June 2002)</b>						
Number Tested		181	222		4	1
Number Scoring 55–100		176	217		#	#
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%	79%		#	#
Percentage of Tested Scoring 85–100		8%	9%		#	#
<b>Physical Setting/Physics (first administered June 2002)*</b>						
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
<b>Comprehensive French</b>						
Number Tested	69	49	53	1	0	0
Number Scoring 55–100	67	49	52	#	0	0
Number Scoring 65–100	65	49	52	#	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%	74%	#	0%	0%
<b>Comprehensive Italian</b>						
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%
<b>Comprehensive German</b>						
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%
<b>Comprehensive Hebrew</b>						
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%
<b>Comprehensive Spanish</b>						
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%	#	#
<b>Comprehensive Latin</b>						
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
<b>Sequential Mathematics, Course II (last administered January 2003)</b>						
Number Tested	357	16	4	17	1	1
Number Scoring 55–100	286	3	#	12	#	#
Number Scoring 65–100	242	2	#	8	#	#
Number Scoring 85–100	111	0	#	2	#	#
Percentage of Tested Scoring 55–100	80%	19%	#	71%	#	#
Percentage of Tested Scoring 65–100	68%	12%	#	47%	#	#
Percentage of Tested Scoring 85–100	31%	0%	#	12%	#	#
<b>Sequential Mathematics, Course III</b>						
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%	135	99%
Students with Disabilities	33	73%	33	88%	35	46%

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
<b>Nov 2002</b>	General-Education Students	0	0%	0%	0%	0%
	Students with Disabilities	0	0%	0%	0%	0%
	All Students	0	0%	0%	0%	0%

### Middle-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
<b>June 2003</b>	General-Education Students	0	0%	0%	0%	0%
	Students with Disabilities	0	0%	0%	0%	0%
	All Students	0	0%	0%	0%	0%

(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
<b>Elementary Level</b>						
Social Studies	0	0	0	0	0	0
<b>Middle Level</b>						
Social Studies	0	0	0	0	0	0
<b>Secondary Level</b>						
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	308	308	308	54	54	54	362	362	362
Number Scoring 55–64	9	29	4	9	14	6	18	43	10
Number Scoring 65–84	142	176	140	23	26	22	165	202	162
Number Scoring 85–100	155	101	163	6	0	3	161	101	166
Approved Alternatives	1	0	0	0	0	0	1	0	0

(Form – K)