

# New York State School Report Card Comprehensive Information Report

BEDS Code: 57-04-01-04-0001  
Name: Bradford Central School  
Principal: Douglas Wyant

Grade Range : PK-12

## Fall Enrollment

Grade	2000–2001	2001–2002	2002–2003
Pre-K	0	21	19
Kindergarten	22	26	24
First	24	23	26
Second	30	19	27
Third	22	30	27
Fourth	28	14	33
Fifth	20	26	22
Sixth	22	20	28
Ungraded Elementary	13	13	1
Seventh	23	23	26
Eighth	23	26	25
Ninth	18	18	30
Tenth	22	20	15
Eleventh	20	19	12
Twelfth	13	15	16
Ungraded Secondary	14	12	1
Total K-12 Enrollment	314	304	313

## 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	0	0.0%	0	0.0%	0	0.0%
Black (Not Hispanic)	2	0.6%	1	0.3%	1	0.3%
Hispanic	0	0.0%	0	0.0%	0	0.0%
White (Not Hispanic)	312	99.4%	303	99.7%	312	99.7%

## Average Class Size

Grade Level	2000–2001	2001–2002	2002–2003
Kindergarten	22	26	0
Common Branch	24	22	22
English Grade 8	23	25	24
Mathematics Grade 8	23	25	21
Science Grade 8	23	25	13
Social Studies Grade 8	23	0	27
English Grade 10	22	18	14
Mathematics Grade 10	22	17	7
Science Grade 10	22	16	15
Social Studies Grade 10	22	18	14

(Form – A)

**District Need to Resource Capacity Category**

<b>N/RC Category</b>	<b>Description</b>
4	This is a rural school district with high student needs in relation to district resource capacity.

**Similar School Group and Description**

<b>Similar School Group</b>	<b>Description</b>
64	All schools in this group serve students from Kindergarten through Grade 12. Assessment results and accountability measures for schools in this group are compared with similar schools from comparable districts; elementary level schools for grades K-4, middle level schools for grades 5-8, and secondary schools for grades 9-12.

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**

	<b>2000–2001</b>		<b>2001–2002</b>		<b>2002–2003</b>	
	Count	Percent	Count	Percent	Count	Percent
<b>Limited English Proficient</b>	0	0.0%	0	0.0%	0	0.0%
<b>Eligible for Free Lunch</b>	64	20.4%	63	20.7%	108	34.5%

**Attendance and Suspension**

	<b>1999–2000</b>		<b>2000–2001</b>		<b>2001–2002</b>	
	<b>No. of Students</b>	<b>% of Enroll.</b>	<b>No. of Students</b>	<b>% of Enroll.</b>	<b>No. of Students</b>	<b>% of Enroll.</b>
<b>Annual Attendance Rate</b>		95.2%		95.1%		95.3%
<b>Student Suspensions</b>	3	0.9%	11	3.5%	1	0.3%

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

	<b>2000–2001</b>	<b>2001–2002</b>	<b>2002–2003</b>
<b>Reduced Lunch</b>	15.9%	14.8%	23.3%
<b>Public Assistance</b>	11-20%	21-30%	31-40%
<b>Student Stability</b>	85%	100%	100%

**Staff Counts**

<b>Staff</b>	<b>2002–2003</b>
Total Teachers	31
Total Other Professional Staff	5
Total Paraprofessionals	NA
Teaching Out of Certification*	5
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	16	5	31%	13	8	62%	17	10	59%
Students with Disabilities	0	0	0%	0	0	0%	1	0	0%
All Students	16	5	31%	13	8	62%	18	10	56%

\*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	3	10	0	0	3	2
Percent	17%	56%	0%	0%	17%	11%

## 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)
1	0	1	2

\*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			16		2	
	Entered GED Program*			0		0	
	Total Noncompleters			16		2	
Students with Disabilities	Dropped Out			2		2	
	Entered GED Program*			0		0	
	Total Noncompleters			2		2	
All Students	Dropped Out	6	7.4%	18	22.7%	4	5.4%
	Entered GED Program*	1	1.2%	0	0.0%	0	0.0%
	Total Noncompleters	7	8.6%	18	22.7%	4	5.4%

\*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		20	42
	Number of Students with Disabilities		0	9
	Number of All Students		20	51
	Percent of Enrollment		26%	64%
9–12	Number of General-Education Students		20	62
	Number of Students with Disabilities		0	11
	Number of All Students		20	73
	Percent of Enrollment		25%	99%

## 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%	0	0%
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	14	50%	1	#	20	65%

### 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%	0	0%	0	0%

(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	1	#	0	0%	0	0%
Science	1	#	0	0%	0	0%
Reading	0	0%	0	0%	0	0%
Writing	0	0%	0	0%	0	0%
Global Studies	0	0%	0	0%	0	0%
U.S. Hist & Gov't	3	#	0	0%	0	0%

## Students with Disabilities

Test	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	3	#	0	0%	0	0%
Science	1	#	0	0%	0	0%
Reading	1	#	0	0%	0	0%
Writing	2	#	0	0%	0	0%
Global Studies	0	0%	0	0%	0	0%
U.S. Hist & Gov't	1	#	0	0%	0	0%

(Form – E)

# Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
<b>Comprehensive English</b>						
Number Tested	18	0	16	2	0	2
Number Scoring 55–100	17	0	14	#	0	#
Number Scoring 65–100	16	0	8	#	0	#
Number Scoring 85–100	2	0	3	#	0	#
Percentage of Tested Scoring 55–100	94%	0%	88%	#	0%	#
Percentage of Tested Scoring 65–100	89%	0%	50%	#	0%	#
Percentage of Tested Scoring 85–100	11%	0%	19%	#	0%	#
<b>Mathematics A</b>						
Number Tested	0	0	22	0	0	1
Number Scoring 55–100	0	0	19	0	0	#
Number Scoring 65–100	0	0	18	0	0	#
Number Scoring 85–100	0	0	8	0	0	#
Percentage of Tested Scoring 55–100	0%	0%	86%	0%	0%	#
Percentage of Tested Scoring 65–100	0%	0%	82%	0%	0%	#
Percentage of Tested Scoring 85–100	0%	0%	36%	0%	0%	#
<b>Mathematics B (first administered June 2001)</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>Global History and Geography</b>						
Number Tested	20	0	16	3	0	1
Number Scoring 55–100	19	0	11	#	0	#
Number Scoring 65–100	13	0	10	#	0	#
Number Scoring 85–100	3	0	2	#	0	#
Percentage of Tested Scoring 55–100	95%	0%	69%	#	0%	#
Percentage of Tested Scoring 65–100	65%	0%	62%	#	0%	#
Percentage of Tested Scoring 85–100	15%	0%	12%	#	0%	#
<b>U.S. History and Government (first administered June 2001)</b>						
Number Tested	18	0	17	2	0	2
Number Scoring 55–100	14	0	16	#	0	#
Number Scoring 65–100	11	0	13	#	0	#
Number Scoring 85–100	3	0	1	#	0	#
Percentage of Tested Scoring 55–100	78%	0%	94%	#	0%	#
Percentage of Tested Scoring 65–100	61%	0%	76%	#	0%	#
Percentage of Tested Scoring 85–100	17%	0%	6%	#	0%	#

(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	34	1	13	4	1	0
Number Scoring 55–100	32	#	13	#	#	0
Number Scoring 65–100	21	#	12	#	#	0
Number Scoring 85–100	1	#	1	#	#	0
Percentage of Tested Scoring 55–100	94%	#	100%	#	#	0%
Percentage of Tested Scoring 65–100	62%	#	92%	#	#	0%
Percentage of Tested Scoring 85–100	3%	#	8%	#	#	0%
<b>Physical Setting/Earth Science (first administered June 2001)</b>						
Number Tested	0	0	27	0	0	0
Number Scoring 55–100	0	0	20	0	0	0
Number Scoring 65–100	0	0	17	0	0	0
Number Scoring 85–100	0	0	2	0	0	0
Percentage of Tested Scoring 55–100	0%	0%	74%	0%	0%	0%
Percentage of Tested Scoring 65–100	0%	0%	63%	0%	0%	0%
Percentage of Tested Scoring 85–100	0%	0%	7%	0%	0%	0%
<b>Physical Setting/Chemistry (first administered June 2002)</b>						
Number Tested		0	8		0	0
Number Scoring 55–100		0	8		0	0
Number Scoring 65–100		0	6		0	0
Number Scoring 85–100		0	0		0	0
Percentage of Tested Scoring 55–100		0%	100%		0%	0%
Percentage of Tested Scoring 65–100		0%	75%		0%	0%
Percentage of Tested Scoring 85–100		0%	0%		0%	0%
<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	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 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	8	9	8	0	0	0
Number Scoring 55–100	8	0	8	0	0	0
Number Scoring 65–100	8	0	8	0	0	0
Number Scoring 85–100	2	0	3	0	0	0
Percentage of Tested Scoring 55–100	100%	0%	100%	0%	0%	0%
Percentage of Tested Scoring 65–100	100%	0%	100%	0%	0%	0%
Percentage of Tested Scoring 85–100	25%	0%	38%	0%	0%	0%
<b>Comprehensive Latin</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%

(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	17	0	0	1	0	0
Number Scoring 55–100	16	0	0	#	0	0
Number Scoring 65–100	15	0	0	#	0	0
Number Scoring 85–100	10	0	0	#	0	0
Percentage of Tested Scoring 55–100	94%	0%	0%	#	0%	0%
Percentage of Tested Scoring 65–100	88%	0%	0%	#	0%	0%
Percentage of Tested Scoring 85–100	59%	0%	0%	#	0%	0%
<b>Sequential Mathematics, Course III</b>						
Number Tested	6	0	10	0	0	0
Number Scoring 55–100	6	0	9	0	0	0
Number Scoring 65–100	6	0	7	0	0	0
Number Scoring 85–100	6	0	3	0	0	0
Percentage of Tested Scoring 55–100	100%	0%	90%	0%	0%	0%
Percentage of Tested Scoring 65–100	100%	0%	70%	0%	0%	0%
Percentage of Tested Scoring 85–100	100%	0%	30%	0%	0%	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	9	100%	0	0%	13	85%
Students with Disabilities	3	#	0	0%	0	0%

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	18	#	#	#	#
	Students with Disabilities	4	#	#	#	#
	All Students	22	5%	36%	59%	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	20	0%	30%	65%	5%
	Students with Disabilities	5	20%	60%	20%	0%
	All Students	25	4%	36%	56%	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
<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	16	16	16	1	1	1	17	17	17
Number Scoring 55–64	#	#	#	#	#	#	2	2	6
Number Scoring 65–84	#	#	#	#	#	#	8	8	6
Number Scoring 85–100	#	#	#	#	#	#	3	5	2
Approved Alternatives	#	#	#	#	#	#	0	0	0

(Form – K)