

New York State District Report Card Comprehensive Information Report

BEDS Code: 16-16-01-04-0000
 Name: Brushton-Moira Central School District
 Superintendent: Earle S. Gregory

Fall Enrollment

Grade	2002-03	2003-04	2004-05
Pre-K	0	0	0
Kindergarten	66	57	55
First	63	59	59
Second	70	66	62
Third	65	62	65
Fourth	73	60	63
Fifth	65	72	53
Sixth	65	64	70
Ungraded Elementary	0	0	0
Seventh	70	74	77
Eighth	64	70	69
Ninth	81	64	61
Tenth	71	79	65
Eleventh	74	59	78
Twelfth	68	76	53
Ungraded Secondary	0	0	0
Total K-12 Enrollment	895	862	830

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	5	0.6%	8	0.9%	8	1.0%
Black (Not Hispanic)	4	0.4%	5	0.6%	5	0.6%
Hispanic	4	0.4%	2	0.2%	2	0.2%
White (Not Hispanic)	882	98.5%	847	98.3%	815	98.2%

Average Class Size

Grade Level	2002-03	2003-04	2004-05
Kindergarten	17	15	14
Common Branch	18	19	18
English Grade 8	22	17	16
Mathematics Grade 8	21	17	17
Science Grade 8	25	21	18
Social Studies Grade 8	21	23	18
English Grade 10	23	19	17
Mathematics Grade 10	15	15	18
Science Grade 10	16	23	0
Social Studies Grade 10	26	17	18

(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%	0	0.0%	1	0.1%
Eligible for Free Lunch	318	35.5%	318	36.9%	344	41.5%

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		95.2%		95.1%		94.9%
Student Suspensions	46	5.3%	89	9.9%	95	11.0%

Student Socioeconomic and Stability Indicators (Percent of Enrollment)

	2002-03	2003-04	2004-05
Reduced Lunch	13.3%	16.8%	13.9%
Public Assistance	NA	NA	NA
Student Stability	NA	NA	NA

Staff Counts

Staff	2004-05
Total Teachers	72
Total Other Professional Staff	8
Total Paraprofessionals	11
Teaching Out of Certification*	0

*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*	53	66	46
	Regents Diplomas	23	35	36
	% Regents Diplomas	43%	53%	78%
	Regents Diplomas with Advanced Designation**			4
	% Regents Diplomas with Advanced Designation			9%
	IEP Diplomas or Local Certificates			
Students with Disabilities	Total Graduates*	7	2	5
	Regents Diplomas	1	0	2
	% Regents Diplomas	14%	0%	40%
	Regents Diplomas with Advanced Designation**			0
	% Regents Diplomas with Advanced Designation			0%
	IEP Diplomas or Local Certificates	1	6	1
All Students	Total Graduates*	60	68	51
	Regents Diplomas	24	35	38
	% Regents Diplomas	40%	51%	75%
	Regents Diplomas with Advanced Designation**			4
	% Regents Diplomas with Advanced Designation			8%
	IEP Diplomas or Local Certificates	1	6	1

* 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	17	11	2	4	12	0	0	0
	Percent	37%	24%	4%	9%	26%	0%	0%	0%
Students with Disabilities	Number	0	5	0	0	0	0	0	0
	Percent	0%	100%	0%	0%	0%	0%	0%	0%
All Students	Number	17	16	2	4	12	0	0	0
	Percent	33%	31%	4%	8%	24%	0%	0%	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	5		2	0.8%	9	4.3%
	Entered GED Program*	0		0	0.0%	1	0.5%
	Total Noncompleters	5		2	0.8%	10	4.8%
Students with Disabilities	Dropped Out	4		1	1.7%	4	7.1%
	Entered GED Program*	2		1	1.7%	3	5.4%
	Total Noncompleters	6		2	3.3%	7	12.5%
All Students	Dropped Out	9	3.1%	3	1.0%	13	4.9%
	Entered GED Program*	2	0.7%	1	0.3%	4	1.5%
	Total Noncompleters	11	3.7%	4	1.3%	17	6.4%

*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%	100%
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	0	0	107
	Number of Students with Disabilities	0	0	9
	Number of All Students	0	0	116
	Percent of Enrollment	0%	0%	100%
6-8	Number of General-Education Students	0	0	60
	Number of Students with Disabilities	0	0	10
	Number of All Students	0	0	70
	Percent of Enrollment	0%	0%	32%
9-12	Number of General-Education Students	263	279	233
	Number of Students with Disabilities	31	19	24
	Number of All Students	294	298	257
	Percent of Enrollment	100%	107%	100%

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	31	87%	37	86%	15	80%
German	0	0%	1	#	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	25	72%	21	57%	23	78%

Students with Disabilities

Test	2002-03		2003-04		2004-05	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	4	#	2	#	2	#
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	1	#	1	#	2	#

Regents Competency Tests

General-Education Students

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

Students with Disabilities

Test	2002-03		2003-04		2004-05	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	6	83%	3	#	0	0%
Science	7	86%	7	57%	5	80%
Reading	4	#	5	80%	6	67%
Writing	0	0%	3	#	7	71%
Global Studies	6	83%	1	#	2	#
U.S. Hist & Gov't	0	0%	2	#	5	40%

(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	82	77	66	9	12	9
Number Scoring 55-100	60	60	57	1	3	3
Number Scoring 65-100	41	55	48	0	2	2
Number Scoring 85-100	9	19	16	0	0	0
Percentage of Tested Scoring 55-100	73%	78%	86%	11%	25%	33%
Percentage of Tested Scoring 65-100	50%	71%	73%	0%	17%	22%
Percentage of Tested Scoring 85-100	11%	25%	24%	0%	0%	0%
Mathematics A						
Number Tested	78	61	78	2	10	10
Number Scoring 55-100	67	58	72	#	9	5
Number Scoring 65-100	47	53	63	#	6	4
Number Scoring 85-100	7	15	10	#	1	0
Percentage of Tested Scoring 55-100	86%	95%	92%	#	90%	50%
Percentage of Tested Scoring 65-100	60%	87%	81%	#	60%	40%
Percentage of Tested Scoring 85-100	9%	25%	13%	#	10%	0%
Mathematics B						
Number Tested	0	14	29	0	0	0
Number Scoring 55-100	0	4	22	0	0	0
Number Scoring 65-100	0	3	16	0	0	0
Number Scoring 85-100	0	0	2	0	0	0
Percentage of Tested Scoring 55-100	0%	29%	76%	0%	0%	0%
Percentage of Tested Scoring 65-100	0%	21%	55%	0%	0%	0%
Percentage of Tested Scoring 85-100	0%	0%	7%	0%	0%	0%
Global History and Geography						
Number Tested	74	74	55	10	12	6
Number Scoring 55-100	67	70	50	6	9	4
Number Scoring 65-100	64	66	45	5	7	4
Number Scoring 85-100	14	24	15	0	1	1
Percentage of Tested Scoring 55-100	91%	95%	91%	60%	75%	67%
Percentage of Tested Scoring 65-100	86%	89%	82%	50%	58%	67%
Percentage of Tested Scoring 85-100	19%	32%	27%	0%	8%	17%
U.S. History and Government						
Number Tested	75	64	63	7	8	10
Number Scoring 55-100	70	58	55	5	6	3
Number Scoring 65-100	61	48	48	3	3	2
Number Scoring 85-100	21	20	30	0	1	0
Percentage of Tested Scoring 55-100	93%	91%	87%	71%	75%	30%
Percentage of Tested Scoring 65-100	81%	75%	76%	43%	38%	20%
Percentage of Tested Scoring 85-100	28%	31%	48%	0%	12%	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	46	62	56	1	8	8
Number Scoring 55-100	46	60	50	#	6	4
Number Scoring 65-100	40	54	48	#	6	4
Number Scoring 85-100	11	18	14	#	0	0
Percentage of Tested Scoring 55-100	100%	97%	89%	#	75%	50%
Percentage of Tested Scoring 65-100	87%	87%	86%	#	75%	50%
Percentage of Tested Scoring 85-100	24%	29%	25%	#	0%	0%
Physical Setting/Earth Science						
Number Tested	72	66	70	9	13	6
Number Scoring 55-100	57	42	55	4	4	4
Number Scoring 65-100	45	30	41	1	2	3
Number Scoring 85-100	20	6	6	0	0	0
Percentage of Tested Scoring 55-100	79%	64%	79%	44%	31%	67%
Percentage of Tested Scoring 65-100	62%	45%	59%	11%	15%	50%
Percentage of Tested Scoring 85-100	28%	9%	9%	0%	0%	0%
Physical Setting/Chemistry						
Number Tested	30	29	35	0	1	1
Number Scoring 55-100	30	24	29	0	#	#
Number Scoring 65-100	25	18	26	0	#	#
Number Scoring 85-100	5	3	1	0	#	#
Percentage of Tested Scoring 55-100	100%	83%	83%	0%	#	#
Percentage of Tested Scoring 65-100	83%	62%	74%	0%	#	#
Percentage of Tested Scoring 85-100	17%	10%	3%	0%	#	#
Physical Setting/Physics						
Number Tested		18	14		0	0
Number Scoring 55-100		16	13		0	0
Number Scoring 65-100		14	12		0	0
Number Scoring 85-100		7	1		0	0
Percentage of Tested Scoring 55-100		89%	93%		0%	0%
Percentage of Tested Scoring 65-100		78%	86%		0%	0%
Percentage of Tested Scoring 85-100		39%	7%		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	22	16	14	0	0	0
Number Scoring 55-100	20	16	13	0	0	0
Number Scoring 65-100	20	15	12	0	0	0
Number Scoring 85-100	8	7	8	0	0	0
Percentage of Tested Scoring 55-100	91%	100%	93%	0%	0%	0%
Percentage of Tested Scoring 65-100	91%	94%	86%	0%	0%	0%
Percentage of Tested Scoring 85-100	36%	44%	57%	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	0	16	8	0	0	0
Number Scoring 55-100	0	15	8	0	0	0
Number Scoring 65-100	0	14	8	0	0	0
Number Scoring 85-100	0	9	4	0	0	0
Percentage of Tested Scoring 55-100	0%	94%	100%	0%	0%	0%
Percentage of Tested Scoring 65-100	0%	88%	100%	0%	0%	0%
Percentage of Tested Scoring 85-100	0%	56%	50%	0%	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	51	8%	4%	47%	41%
	Students with Disabilities	8	38%	25%	38%	0%
	All Students	59	12%	7%	46%	36%

Middle-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
June 2005	General-Education Students	61	2%	26%	62%	10%
	Students with Disabilities	14	36%	36%	29%	0%
	All Students	75	8%	28%	56%	8%

(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	52	52	52	7	7	7	59	59	59
Number Scoring 55–64	0	4	1	2	1	0	2	5	1
Number Scoring 65–84	33	23	33	3	1	3	36	24	36
Number Scoring 85–100	12	18	14	0	1	0	12	19	14
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 7-8)						
Number Tested	0	0	0	0	0	0
Beginning	0	0	0	0	0	0
Intermediate	0	0	0	0	0	0
Advanced	0	0	0	0	0	0
Proficient	0	0	0	0	0	0
Reading and Writing (Grade 7-8)						
Number Tested	0	0	0	0	0	0
Beginning	0	0	0	0	0	0
Intermediate	0	0	0	0	0	0
Advanced	0	0	0	0	0	0
Proficient	0	0	0	0	0	0
Listening and Speaking (Grade 9-12)						
Number Tested	1	1	1	0	0	0
Beginning	#	#	#	0	0	0
Intermediate	#	#	#	0	0	0
Advanced	#	#	#	0	0	0
Proficient	#	#	#	0	0	0
Reading and Writing (Grade 9-12)						
Number Tested	1	1	1	0	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 - L)