

# New York State School Report Card

## Comprehensive Information Report

BEDS Code: 17-11-02-04-0004  
 Name: Broadalbin-Perth High School  
 Principal: Robin Blowers

Grade Range : 9-12

### Fall Enrollment

Grade	2002-03	2003-04	2004-05
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	185	172	177
Tenth	135	161	152
Eleventh	139	134	149
Twelfth	131	148	134
Ungraded Secondary	4	0	0
Total K-12 Enrollment	594	615	612

### 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	0.8%	4	0.7%	2	0.3%
Black (Not Hispanic)	9	1.5%	5	0.8%	6	1.0%
Hispanic	5	0.8%	2	0.3%	4	0.7%
White (Not Hispanic)	575	96.8%	604	98.2%	600	98.0%

### Average Class Size

Grade Level	2002-03	2003-04	2004-05
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	19	21	21
Mathematics Grade 10	15	19	19
Science Grade 10	27	21	21
Social Studies Grade 10	18	23	21

(Form – A)

**District Need to Resource Capacity Category**

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

**Similar School Group and Description**

<b>Similar School Group</b>	<b>Description</b>
49	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 lower 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**

	<b>2002-03</b>		<b>2003-04</b>		<b>2004-05</b>	
	Count	Percent	Count	Percent	Count	Percent
<b>Limited English Proficient</b>	2	0.3%	0	0.0%	0	0.0%
<b>Eligible for Free Lunch</b>	57	9.6%	59	9.6%	40	6.5%

**Attendance and Suspension**

	<b>2001-02</b>		<b>2002-03</b>		<b>2003-04</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>		92.1%		93.6%		92.9%
<b>Student Suspensions</b>	60	10.0%	76	12.8%	45	7.3%

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

	<b>2002-03</b>	<b>2003-04</b>	<b>2004-05</b>
<b>Reduced Lunch</b>	5.2%	5.4%	5.2%
<b>Public Assistance</b>	21-30%	1-10%	11-20%
<b>Student Stability</b>	99%	97%	98%

**Staff Counts**

<b>Staff</b>	<b>2004-05</b>
Total Teachers	43
Total Other Professional Staff	6
Total Paraprofessionals	NA
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*	114	114	106
	Regents Diplomas	82	79	91
	% Regents Diplomas	72%	69%	86%
	Regents Diplomas with Advanced Designation**			38
	% Regents Diplomas with Advanced Designation			36%
	IEP Diplomas or Local Certificates			
Students with Disabilities	Total Graduates*	13	11	13
	Regents Diplomas	0	3	0
	% Regents Diplomas	0%	27%	0%
	Regents Diplomas with Advanced Designation**			0
	% Regents Diplomas with Advanced Designation			0%
	IEP Diplomas or Local Certificates	5	6	3
All Students	Total Graduates*	127	125	119
	Regents Diplomas	82	82	91
	% Regents Diplomas	65%	66%	76%
	Regents Diplomas with Advanced Designation**			38
	% Regents Diplomas with Advanced Designation			32%
	IEP Diplomas or Local Certificates	5	6	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	37	55	3	2	9	0	0	0
	Percent	35%	52%	3%	2%	8%	0%	0%	0%
Students with Disabilities	Number	0	4	2	1	6	0	0	0
	Percent	0%	31%	15%	8%	46%	0%	0%	0%
All Students	Number	37	59	5	3	15	0	0	0
	Percent	31%	50%	4%	3%	13%	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	13		10	1.8%	16	3.0%
	Entered GED Program*	0		1	0.2%	0	0.0%
	Total Noncompleters	13		11	2.0%	16	3.0%
Students with Disabilities	Dropped Out	6		6	8.2%	2	2.7%
	Entered GED Program*	0		0	0.0%	1	1.3%
	Total Noncompleters	6		6	8.2%	3	4.0%
All Students	Dropped Out	19	3.2%	16	2.5%	18	2.9%
	Entered GED Program*	0	0.0%	1	0.2%	1	0.2%
	Total Noncompleters	19	3.2%	17	2.7%	19	3.1%

\*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
<b>K-1</b>	0%	0%	0%
<b>2-3</b>	0%	0%	0%

## Students Developing a Career Plan, 4-12

Grades		2002-03	2003-04	2004-05
<b>4-5</b>	Number of General-Education Students	0	0	0
	Number of Students with Disabilities	0	0	0
	Number of All Students	0	0	0
	Percent of Enrollment	0%	0%	0%
<b>6-8</b>	Number of General-Education Students	0	0	0
	Number of Students with Disabilities	0	0	0
	Number of All Students	0	0	0
	Percent of Enrollment	0%	0%	0%
<b>9-12</b>	Number of General-Education Students	532	547	612
	Number of Students with Disabilities	58	68	0
	Number of All Students	590	615	612
	Percent of Enrollment	99%	100%	100%

(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	52	100%	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	66	98%	0	0%	0	0%

## Students with Disabilities

Test	2002-03		2003-04		2004-05	
	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%

# Regents Competency Tests

## General-Education Students

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

## Students with Disabilities

Test	2002-03		2003-04		2004-05	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	22	82%	14	86%	12	58%
Science	7	57%	6	67%	1	#
Reading	15	80%	11	73%	3	#
Writing	15	80%	15	100%	1	#
Global Studies	11	55%	8	13%	10	30%
U.S. Hist & Gov't	7	43%	9	67%	10	50%

(Form – E)

# Regents Examinations

	All Students			Students with Disabilities		
	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05
<b>Comprehensive English</b>						
Number Tested	127	139	171	10	12	12
Number Scoring 55-100	120	127	166	8	4	9
Number Scoring 65-100	112	119	151	5	3	4
Number Scoring 85-100	53	72	67	0	0	0
Percentage of Tested Scoring 55-100	94%	91%	97%	80%	33%	75%
Percentage of Tested Scoring 65-100	88%	86%	88%	50%	25%	33%
Percentage of Tested Scoring 85-100	42%	52%	39%	0%	0%	0%
<b>Mathematics A</b>						
Number Tested	129	157	195	4	20	27
Number Scoring 55-100	114	147	186	#	13	20
Number Scoring 65-100	103	125	173	#	6	16
Number Scoring 85-100	31	30	38	#	0	1
Percentage of Tested Scoring 55-100	88%	94%	95%	#	65%	74%
Percentage of Tested Scoring 65-100	80%	80%	89%	#	30%	59%
Percentage of Tested Scoring 85-100	24%	19%	19%	#	0%	4%
<b>Mathematics B</b>						
Number Tested	31	58	95	0	0	2
Number Scoring 55-100	29	43	59	0	0	#
Number Scoring 65-100	27	37	40	0	0	#
Number Scoring 85-100	8	9	11	0	0	#
Percentage of Tested Scoring 55-100	94%	74%	62%	0%	0%	#
Percentage of Tested Scoring 65-100	87%	64%	42%	0%	0%	#
Percentage of Tested Scoring 85-100	26%	16%	12%	0%	0%	#
<b>Global History and Geography</b>						
Number Tested	143	166	162	16	18	20
Number Scoring 55-100	135	160	151	14	14	11
Number Scoring 65-100	122	133	131	11	7	7
Number Scoring 85-100	42	57	50	1	1	1
Percentage of Tested Scoring 55-100	94%	96%	93%	88%	78%	55%
Percentage of Tested Scoring 65-100	85%	80%	81%	69%	39%	35%
Percentage of Tested Scoring 85-100	29%	34%	31%	6%	6%	5%
<b>U.S. History and Government</b>						
Number Tested	147	138	155	15	14	15
Number Scoring 55-100	141	126	144	13	9	10
Number Scoring 65-100	128	104	129	8	7	5
Number Scoring 85-100	49	41	65	1	1	2
Percentage of Tested Scoring 55-100	96%	91%	93%	87%	64%	67%
Percentage of Tested Scoring 65-100	87%	75%	83%	53%	50%	33%
Percentage of Tested Scoring 85-100	33%	30%	42%	7%	7%	13%

(Form – F)

# Regents Examinations

	All Students			Students with Disabilities		
	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05
<b>Living Environment</b>						
Number Tested	125	122	140	8	5	9
Number Scoring 55-100	120	122	136	6	5	6
Number Scoring 65-100	118	120	132	5	4	6
Number Scoring 85-100	46	54	46	0	1	0
Percentage of Tested Scoring 55-100	96%	100%	97%	75%	100%	67%
Percentage of Tested Scoring 65-100	94%	98%	94%	62%	80%	67%
Percentage of Tested Scoring 85-100	37%	44%	33%	0%	20%	0%
<b>Physical Setting/Earth Science</b>						
Number Tested	85	169	142	8	16	7
Number Scoring 55-100	78	162	137	5	14	5
Number Scoring 65-100	69	135	116	4	9	2
Number Scoring 85-100	36	45	47	1	1	0
Percentage of Tested Scoring 55-100	92%	96%	96%	62%	88%	71%
Percentage of Tested Scoring 65-100	81%	80%	82%	50%	56%	29%
Percentage of Tested Scoring 85-100	42%	27%	33%	12%	6%	0%
<b>Physical Setting/Chemistry</b>						
Number Tested	81	68	82	0	0	0
Number Scoring 55-100	77	67	82	0	0	0
Number Scoring 65-100	60	53	72	0	0	0
Number Scoring 85-100	8	12	18	0	0	0
Percentage of Tested Scoring 55-100	95%	99%	100%	0%	0%	0%
Percentage of Tested Scoring 65-100	74%	78%	88%	0%	0%	0%
Percentage of Tested Scoring 85-100	10%	18%	22%	0%	0%	0%
<b>Physical Setting/Physics</b>						
Number Tested		26	22		0	0
Number Scoring 55-100		26	22		0	0
Number Scoring 65-100		25	22		0	0
Number Scoring 85-100		10	10		0	0
Percentage of Tested Scoring 55-100		100%	100%		0%	0%
Percentage of Tested Scoring 65-100		96%	100%		0%	0%
Percentage of Tested Scoring 85-100		38%	45%		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
<b>Comprehensive French</b>						
Number Tested	30	34	30	0	1	0
Number Scoring 55-100	30	34	30	0	#	0
Number Scoring 65-100	30	34	30	0	#	0
Number Scoring 85-100	21	26	19	0	#	0
Percentage of Tested Scoring 55-100	100%	100%	100%	0%	#	0%
Percentage of Tested Scoring 65-100	100%	100%	100%	0%	#	0%
Percentage of Tested Scoring 85-100	70%	76%	63%	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	44	47	44	0	2	0
Number Scoring 55-100	44	47	44	0	#	0
Number Scoring 65-100	43	45	44	0	#	0
Number Scoring 85-100	26	22	29	0	#	0
Percentage of Tested Scoring 55-100	100%	100%	100%	0%	#	0%
Percentage of Tested Scoring 65-100	98%	96%	100%	0%	#	0%
Percentage of Tested Scoring 85-100	59%	47%	66%	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)



# New York State Alternate Assessments (NYSAA) 2004–05

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

## 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	112	112	112	15	15	15	127	127	127
Number Scoring 55–64	6	9	3	3	6	4	9	15	7
Number Scoring 65–84	59	57	53	5	3	5	64	60	58
Number Scoring 85–100	42	39	49	1	1	0	43	40	49
Approved Alternatives	1	0	0	0	0	0	1	0	0

(Form – J)