

New York State School Report Card Comprehensive Information Report

BEDS Code: 08-02-01-04-0001
 Name: Bainbridge-Guilford High School
 Principal: Robert Atten

Grade Range : 6-12

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	92	84	82
Ungraded Elementary	0	0	2
Seventh	69	101	94
Eighth	91	71	107
Ninth	99	92	70
Tenth	84	98	93
Eleventh	89	71	94
Twelfth	99	87	77
Ungraded Secondary	0	10	1
Total K-12 Enrollment	623	614	620

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	7	1.1%	5	0.8%	2	0.3%
Black (Not Hispanic)	8	1.3%	8	1.3%	7	1.1%
Hispanic	6	1.0%	8	1.3%	14	2.3%
White (Not Hispanic)	602	96.6%	593	96.6%	597	96.3%

Average Class Size

Grade Level	2000-2001	2001-2002	2002-2003
Kindergarten	0	0	0
Common Branch	0	0	0
English Grade 8	22	15	27
Mathematics Grade 8	18	17	25
Science Grade 8	23	18	0
Social Studies Grade 8	22	18	26
English Grade 10	21	22	20
Mathematics Grade 10	20	21	24
Science Grade 10	17	19	18
Social Studies Grade 10	15	21	18

(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
51	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 higher 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	1	0.2%	1	0.2%	0	0.0%
Eligible for Free Lunch	70	11.2%	78	12.7%	130	21.0%

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		94.7%		94.5%		95.1%
Student Suspensions	55	8.1%	30	4.8%	57	9.3%

Student Socioeconomic and Stability Indicators (Percent of Enrollment)

	2000–2001	2001–2002	2002–2003
Reduced Lunch	5.5%	4.1%	5.8%
Public Assistance	11-20%	1-10%	1-10%
Student Stability	89%	97%	88%

Staff Counts

Staff	2002–2003
Total Teachers	53
Total Other Professional Staff	5
Total Paraprofessionals	NA
Teaching Out of Certification*	2
Teachers with Temporary Licenses	0

*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	76	48	63%	76	44	58%	63	42	67%
Students with Disabilities	1	1	100%	2	0	0%	2	0	0%
All Students	77	49	64%	78	44	56%	65	42	65%

*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	28	18	5	5	7	2
Percent	43%	28%	8%	8%	11%	3%

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)
2	0	5	7

*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			5		13	
	Entered GED Program*			1		1	
	Total Noncompleters			6		14	
Students with Disabilities	Dropped Out			1		6	
	Entered GED Program*			1		0	
	Total Noncompleters			2		6	
All Students	Dropped Out	8	2.2%	6	1.7%	19	5.7%
	Entered GED Program*	7	1.9%	2	0.6%	1	0.3%
	Total Noncompleters	15	4.0%	8	2.3%	20	6.0%

*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		71	0
	Number of Students with Disabilities		0	0
	Number of All Students		71	0
	Percent of Enrollment		27%	0%
9-12	Number of General-Education Students		283	296
	Number of Students with Disabilities		33	38
	Number of All Students		316	334
	Percent of Enrollment		89%	100%

Second Language Proficiency Examinations

General-Education Students

Test	2000-2001		2001-2002		2002-2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	42	100%	38	89%	46	93%
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	37	92%	25	88%	43	93%

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	3	#	3	#	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	0	0%	0	0%	0	0%
Science	1	#	0	0%	1	#
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	2	#	0	0%	0	0%

Students with Disabilities

Test	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	1	#	3	#	3	#
Science	0	0%	1	#	4	#
Reading	2	#	1	#	0	0%
Writing	2	#	1	#	0	0%
Global Studies	0	0%	1	#	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
Comprehensive English						
Number Tested	80	67	92	3	3	4
Number Scoring 55–100	77	64	90	#	#	#
Number Scoring 65–100	64	55	85	#	#	#
Number Scoring 85–100	21	31	38	#	#	#
Percentage of Tested Scoring 55–100	96%	96%	98%	#	#	#
Percentage of Tested Scoring 65–100	80%	82%	92%	#	#	#
Percentage of Tested Scoring 85–100	26%	46%	41%	#	#	#
Mathematics A						
Number Tested	25	7	146	1	2	10
Number Scoring 55–100	11	5	123	#	#	3
Number Scoring 65–100	5	3	105	#	#	3
Number Scoring 85–100	1	1	35	#	#	0
Percentage of Tested Scoring 55–100	44%	71%	84%	#	#	30%
Percentage of Tested Scoring 65–100	20%	43%	72%	#	#	30%
Percentage of Tested Scoring 85–100	4%	14%	24%	#	#	0%
Mathematics B (first administered June 2001)						
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%
Global History and Geography						
Number Tested	68	98	75	3	7	5
Number Scoring 55–100	68	96	75	#	5	5
Number Scoring 65–100	65	93	72	#	4	5
Number Scoring 85–100	29	20	24	#	0	1
Percentage of Tested Scoring 55–100	100%	98%	100%	#	71%	100%
Percentage of Tested Scoring 65–100	96%	95%	96%	#	57%	100%
Percentage of Tested Scoring 85–100	43%	20%	32%	#	0%	20%
U.S. History and Government (first administered June 2001)						
Number Tested	33	75	91	2	2	5
Number Scoring 55–100	30	74	91	#	#	5
Number Scoring 65–100	30	72	91	#	#	5
Number Scoring 85–100	16	44	52	#	#	0
Percentage of Tested Scoring 55–100	91%	99%	100%	#	#	100%
Percentage of Tested Scoring 65–100	91%	96%	100%	#	#	100%
Percentage of Tested Scoring 85–100	48%	59%	57%	#	#	0%

(Form – F)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Living Environment (first administered June 2001)						
Number Tested	55	96	74	1	4	4
Number Scoring 55–100	55	93	74	#	#	#
Number Scoring 65–100	55	91	74	#	#	#
Number Scoring 85–100	31	46	49	#	#	#
Percentage of Tested Scoring 55–100	100%	97%	100%	#	#	#
Percentage of Tested Scoring 65–100	100%	95%	100%	#	#	#
Percentage of Tested Scoring 85–100	56%	48%	66%	#	#	#
Physical Setting/Earth Science (first administered June 2001)						
Number Tested	81	72	73	1	6	3
Number Scoring 55–100	81	71	70	#	6	#
Number Scoring 65–100	77	66	64	#	3	#
Number Scoring 85–100	36	29	24	#	1	#
Percentage of Tested Scoring 55–100	100%	99%	96%	#	100%	#
Percentage of Tested Scoring 65–100	95%	92%	88%	#	50%	#
Percentage of Tested Scoring 85–100	44%	40%	33%	#	17%	#
Physical Setting/Chemistry (first administered June 2002)						
Number Tested		41	47		0	1
Number Scoring 55–100		38	47		0	#
Number Scoring 65–100		30	38		0	#
Number Scoring 85–100		2	7		0	#
Percentage of Tested Scoring 55–100		93%	100%		0%	#
Percentage of Tested Scoring 65–100		73%	81%		0%	#
Percentage of Tested Scoring 85–100		5%	15%		0%	#
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	53	13	31	0	0	0
Number Scoring 55–100	53	13	30	0	0	0
Number Scoring 65–100	53	13	29	0	0	0
Number Scoring 85–100	31	6	14	0	0	0
Percentage of Tested Scoring 55–100	100%	100%	97%	0%	0%	0%
Percentage of Tested Scoring 65–100	100%	100%	94%	0%	0%	0%
Percentage of Tested Scoring 85–100	58%	46%	45%	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	24	22	33	0	0	0
Number Scoring 55–100	24	22	33	0	0	0
Number Scoring 65–100	24	22	33	0	0	0
Number Scoring 85–100	15	15	17	0	0	0
Percentage of Tested Scoring 55–100	100%	100%	100%	0%	0%	0%
Percentage of Tested Scoring 65–100	100%	100%	100%	0%	0%	0%
Percentage of Tested Scoring 85–100	62%	68%	52%	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)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Sequential Mathematics, Course II (last administered January 2003)						
Number Tested	71	65	1	0	0	0
Number Scoring 55–100	69	58	#	0	0	0
Number Scoring 65–100	64	53	#	0	0	0
Number Scoring 85–100	32	14	#	0	0	0
Percentage of Tested Scoring 55–100	97%	89%	#	0%	0%	0%
Percentage of Tested Scoring 65–100	90%	82%	#	0%	0%	0%
Percentage of Tested Scoring 85–100	45%	22%	#	0%	0%	0%
Sequential Mathematics, Course III						
Number Tested	43	49	44	0	0	0
Number Scoring 55–100	33	44	41	0	0	0
Number Scoring 65–100	31	40	38	0	0	0
Number Scoring 85–100	12	13	12	0	0	0
Percentage of Tested Scoring 55–100	77%	90%	93%	0%	0%	0%
Percentage of Tested Scoring 65–100	72%	82%	86%	0%	0%	0%
Percentage of Tested Scoring 85–100	28%	27%	27%	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	32	100%	18	100%	16	94%
Students with Disabilities	3	#	1	#	6	83%

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	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
June 2003	General-Education Students	90	1%	37%	56%	7%
	Students with Disabilities	13	38%	54%	8%	0%
	All Students	103	6%	39%	50%	6%

(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	63	63	63	3	3	3	66	66	66
Number Scoring 55–64	#	#	#	#	#	#	5	2	2
Number Scoring 65–84	#	#	#	#	#	#	34	22	28
Number Scoring 85–100	#	#	#	#	#	#	27	38	32
Approved Alternatives	#	#	#	#	#	#	0	0	0

(Form – K)