

New York State School Report Card Comprehensive Information Report

BEDS Code: 46-20-01-06-0006
 Name: John C. Birdlebough High School
 Principal: James McLaughlin

Grade Range : 9-12

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	0	0	0
Ungraded Elementary	0	0	0
Seventh	0	0	0
Eighth	3	0	0
Ninth	220	219	214
Tenth	205	227	224
Eleventh	200	201	209
Twelfth	211	191	196
Ungraded Secondary	0	0	0
Total K-12 Enrollment	839	838	843

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	10	1.2%	10	1.2%	9	1.1%
Black (Not Hispanic)	3	0.4%	3	0.4%	4	0.5%
Hispanic	7	0.8%	11	1.3%	8	0.9%
White (Not Hispanic)	819	97.6%	814	97.1%	822	97.5%

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	17	18	19
Mathematics Grade 10	20	22	17
Science Grade 10	16	15	17
Social Studies Grade 10	20	19	17

(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	0	0.0%	1	0.1%	1	0.1%
Eligible for Free Lunch	91	10.9%	142	17.0%	122	14.5%

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		94.2%		95.7%		93.8%
Student Suspensions	104	12.6%	37	4.4%	18	2.1%

Student Socioeconomic and Stability Indicators (Percent of Enrollment)

	2000–2001	2001–2002	2002–2003
Reduced Lunch	6.4%	10.9%	10.6%
Public Assistance	11-20%	11-20%	11-20%
Student Stability	92%	96%	99%

Staff Counts

Staff	2002–2003
Total Teachers	65
Total Other Professional Staff	12
Total Paraprofessionals	NA
Teaching Out of Certification*	5
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	180	106	59%	163	119	73%	165	103	62%
Students with Disabilities	18	3	17%	11	4	36%	11	0	0%
All Students	198	109	55%	174	123	71%	176	103	59%

*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	70	53	3	4	40	6
Percent	40%	30%	2%	2%	23%	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)
11	0	5	16

*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			18		20	
	Entered GED Program*			0		4	
	Total Noncompleters			18		24	
Students with Disabilities	Dropped Out			4		7	
	Entered GED Program*			0		0	
	Total Noncompleters			4		7	
All Students	Dropped Out	16	1.9%	22	2.6%	27	3.2%
	Entered GED Program*	27	3.2%	0	0.0%	4	0.5%
	Total Noncompleters	43	5.1%	22	2.6%	31	3.7%

*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	740
	Number of Students with Disabilities		0	60
	Number of All Students		0	800
	Percent of Enrollment		0%	95%

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	0	0%	0	0%	0	0%

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	16	100%	26	100%	31	97%
Science	1	#	4	#	12	75%
Reading	1	#	4	#	29	100%
Writing	0	0%	0	0%	28	71%
Global Studies	6	50%	9	56%	18	78%
U.S. Hist & Gov't	11	82%	11	64%	10	60%

Students with Disabilities

Test	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	14	86%	20	65%	40	72%
Science	0	0%	6	83%	28	54%
Reading	3	#	6	83%	15	87%
Writing	8	88%	0	0%	12	75%
Global Studies	4	#	12	42%	22	64%
U.S. Hist & Gov't	3	#	0	0%	12	58%

(Form – E)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Comprehensive English						
Number Tested	186	180	203	15	11	19
Number Scoring 55–100	182	155	182	13	6	11
Number Scoring 65–100	155	126	159	7	4	7
Number Scoring 85–100	42	52	39	0	1	1
Percentage of Tested Scoring 55–100	98%	86%	90%	87%	55%	58%
Percentage of Tested Scoring 65–100	83%	70%	78%	47%	36%	37%
Percentage of Tested Scoring 85–100	23%	29%	19%	0%	9%	5%
Mathematics A						
Number Tested	239	250	265	21	15	12
Number Scoring 55–100	159	168	202	6	3	2
Number Scoring 65–100	129	142	167	4	3	1
Number Scoring 85–100	40	68	44	1	0	0
Percentage of Tested Scoring 55–100	67%	67%	76%	29%	20%	17%
Percentage of Tested Scoring 65–100	54%	57%	63%	19%	20%	8%
Percentage of Tested Scoring 85–100	17%	27%	17%	5%	0%	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	201	190	237	15	19	19
Number Scoring 55–100	195	167	204	12	11	7
Number Scoring 65–100	173	145	173	8	6	4
Number Scoring 85–100	50	26	46	1	1	0
Percentage of Tested Scoring 55–100	97%	88%	86%	80%	58%	37%
Percentage of Tested Scoring 65–100	86%	76%	73%	53%	32%	21%
Percentage of Tested Scoring 85–100	25%	14%	19%	7%	5%	0%
U.S. History and Government (first administered June 2001)						
Number Tested	171	180	209	10	10	19
Number Scoring 55–100	156	164	197	6	10	13
Number Scoring 65–100	138	131	186	3	6	11
Number Scoring 85–100	42	29	63	0	1	2
Percentage of Tested Scoring 55–100	91%	91%	94%	60%	100%	68%
Percentage of Tested Scoring 65–100	81%	73%	89%	30%	60%	58%
Percentage of Tested Scoring 85–100	25%	16%	30%	0%	10%	11%

(Form – F)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Living Environment (first administered June 2001)						
Number Tested	151	160	193	4	6	11
Number Scoring 55–100	146	156	183	#	6	5
Number Scoring 65–100	141	152	173	#	4	3
Number Scoring 85–100	33	45	50	#	1	1
Percentage of Tested Scoring 55–100	97%	97%	95%	#	100%	45%
Percentage of Tested Scoring 65–100	93%	95%	90%	#	67%	27%
Percentage of Tested Scoring 85–100	22%	28%	26%	#	17%	9%
Physical Setting/Earth Science (first administered June 2001)						
Number Tested	197	236	202	29	14	20
Number Scoring 55–100	153	210	170	11	8	11
Number Scoring 65–100	126	175	147	6	4	8
Number Scoring 85–100	34	49	60	1	1	1
Percentage of Tested Scoring 55–100	78%	89%	84%	38%	57%	55%
Percentage of Tested Scoring 65–100	64%	74%	73%	21%	29%	40%
Percentage of Tested Scoring 85–100	17%	21%	30%	3%	7%	5%
Physical Setting/Chemistry (first administered June 2002)						
Number Tested		75	84		1	2
Number Scoring 55–100		69	73		#	#
Number Scoring 65–100		58	57		#	#
Number Scoring 85–100		4	2		#	#
Percentage of Tested Scoring 55–100		92%	87%		#	#
Percentage of Tested Scoring 65–100		77%	68%		#	#
Percentage of Tested Scoring 85–100		5%	2%		#	#
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	27	37	40	1	1	0
Number Scoring 55–100	27	36	40	#	#	0
Number Scoring 65–100	26	35	40	#	#	0
Number Scoring 85–100	8	9	14	#	#	0
Percentage of Tested Scoring 55–100	100%	97%	100%	#	#	0%
Percentage of Tested Scoring 65–100	96%	95%	100%	#	#	0%
Percentage of Tested Scoring 85–100	30%	24%	35%	#	#	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	57	49	60	1	0	0
Number Scoring 55–100	57	49	59	#	0	0
Number Scoring 65–100	57	49	57	#	0	0
Number Scoring 85–100	39	24	31	#	0	0
Percentage of Tested Scoring 55–100	100%	100%	98%	#	0%	0%
Percentage of Tested Scoring 65–100	100%	100%	95%	#	0%	0%
Percentage of Tested Scoring 85–100	68%	49%	52%	#	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	27	4	0	0	0	0
Number Scoring 55–100	24	#	0	0	0	0
Number Scoring 65–100	22	#	0	0	0	0
Number Scoring 85–100	3	#	0	0	0	0
Percentage of Tested Scoring 55–100	89%	#	0%	0%	0%	0%
Percentage of Tested Scoring 65–100	81%	#	0%	0%	0%	0%
Percentage of Tested Scoring 85–100	11%	#	0%	0%	0%	0%
Sequential Mathematics, Course III						
Number Tested	103	93	8	2	1	0
Number Scoring 55–100	90	77	4	#	#	0
Number Scoring 65–100	83	69	4	#	#	0
Number Scoring 85–100	17	20	1	#	#	0
Percentage of Tested Scoring 55–100	87%	83%	50%	#	#	0%
Percentage of Tested Scoring 65–100	81%	74%	50%	#	#	0%
Percentage of Tested Scoring 85–100	17%	22%	12%	#	#	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	45	96%	42	100%	63	90%
Students with Disabilities	10	80%	10	100%	15	87%

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	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
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	159	159	159	17	17	17	176	176	176
Number Scoring 55–64	15	23	7	4	5	1	19	28	8
Number Scoring 65–84	90	97	92	4	4	2	94	101	94
Number Scoring 85–100	49	29	46	0	0	0	49	29	46
Approved Alternatives	0	0	0	0	0	0	0	0	0

(Form – K)