

New York State School Report Card Comprehensive Information Report

BEDS Code: 17-11-02-04-0004

Grade Range : 9-12

Name: Broadalbin-Perth High School

Principal: Robin Blowers

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	0	0	0
Ninth	162	160	185
Tenth	146	152	135
Eleventh	147	134	139
Twelfth	130	136	131
Ungraded Secondary	15	21	4
Total K-12 Enrollment	600	603	594

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%	5	0.8%
Black (Not Hispanic)	8	1.3%	14	2.3%	9	1.5%
Hispanic	1	0.2%	4	0.7%	5	0.8%
White (Not Hispanic)	591	98.5%	585	97.0%	575	96.8%

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	25	24	19
Mathematics Grade 10	17	20	15
Science Grade 10	21	23	27
Social Studies Grade 10	21	20	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
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%	0	0.0%	2	0.3%
Eligible for Free Lunch	52	8.7%	47	7.8%	57	9.6%

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		92.5%		92.7%		92.1%
Student Suspensions	62	10.0%	63	10.5%	60	10.0%

Student Socioeconomic and Stability Indicators (Percent of Enrollment)

	2000–2001	2001–2002	2002–2003
Reduced Lunch	3.7%	4.3%	5.2%
Public Assistance	11-20%	1-10%	21-30%
Student Stability	96%	99%	99%

Staff Counts

Staff	2002–2003
Total Teachers	43
Total Other Professional Staff	5
Total Paraprofessionals	NA
Teaching Out of Certification*	4
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	111	59	53%	119	74	62%	114	82	72%
Students with Disabilities	4	0	0%	6	0	0%	13	0	0%
All Students	115	59	51%	125	74	59%	127	82	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	40	72	1	2	11	1
Percent	31%	57%	1%	2%	9%	1%

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)
13	0	5	18

*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			12		13	
	Entered GED Program*			0		0	
	Total Noncompleters			12		13	
Students with Disabilities	Dropped Out			3		6	
	Entered GED Program*			0		0	
	Total Noncompleters			3		6	
All Students	Dropped Out	25	4.2%	15	2.5%	19	3.2%
	Entered GED Program*	0	0.0%	0	0.0%	0	0.0%
	Total Noncompleters	25	4.2%	15	2.5%	19	3.2%

*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		418	532
	Number of Students with Disabilities		82	58
	Number of All Students		500	590
	Percent of Enrollment		83%	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%	52	100%
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%	66	98%

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	0	0%	0	0%	4	#
Science	3	#	1	#	1	#
Reading	0	0%	0	0%	0	0%
Writing	0	0%	0	0%	0	0%
Global Studies	2	#	0	0%	0	0%
U.S. Hist & Gov't	11	82%	0	0%	0	0%

Students with Disabilities

Test	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	29	86%	22	86%	22	82%
Science	27	74%	20	50%	7	57%
Reading	1	#	12	75%	15	80%
Writing	3	#	10	80%	15	80%
Global Studies	1	#	10	40%	11	55%
U.S. Hist & Gov't	2	#	9	78%	7	43%

(Form – E)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Comprehensive English						
Number Tested	132	135	127	7	18	10
Number Scoring 55–100	131	127	120	7	12	8
Number Scoring 65–100	119	117	112	2	9	5
Number Scoring 85–100	39	54	53	0	0	0
Percentage of Tested Scoring 55–100	99%	94%	94%	100%	67%	80%
Percentage of Tested Scoring 65–100	90%	87%	88%	29%	50%	50%
Percentage of Tested Scoring 85–100	30%	40%	42%	0%	0%	0%
Mathematics A						
Number Tested	0	136	129	0	9	4
Number Scoring 55–100	0	123	114	0	4	#
Number Scoring 65–100	0	102	103	0	3	#
Number Scoring 85–100	0	33	31	0	0	#
Percentage of Tested Scoring 55–100	0%	90%	88%	0%	44%	#
Percentage of Tested Scoring 65–100	0%	75%	80%	0%	33%	#
Percentage of Tested Scoring 85–100	0%	24%	24%	0%	0%	#
Mathematics B (first administered June 2001)						
Number Tested	0	0	31	0	0	0
Number Scoring 55–100	0	0	29	0	0	0
Number Scoring 65–100	0	0	27	0	0	0
Number Scoring 85–100	0	0	8	0	0	0
Percentage of Tested Scoring 55–100	0%	0%	94%	0%	0%	0%
Percentage of Tested Scoring 65–100	0%	0%	87%	0%	0%	0%
Percentage of Tested Scoring 85–100	0%	0%	26%	0%	0%	0%
Global History and Geography						
Number Tested	147	130	143	15	13	16
Number Scoring 55–100	145	118	135	15	8	14
Number Scoring 65–100	132	105	122	11	5	11
Number Scoring 85–100	52	30	42	1	0	1
Percentage of Tested Scoring 55–100	99%	91%	94%	100%	62%	88%
Percentage of Tested Scoring 65–100	90%	81%	85%	73%	38%	69%
Percentage of Tested Scoring 85–100	35%	23%	29%	7%	0%	6%
U.S. History and Government (first administered June 2001)						
Number Tested	137	150	147	7	18	15
Number Scoring 55–100	125	132	141	5	8	13
Number Scoring 65–100	98	106	128	2	5	8
Number Scoring 85–100	38	30	49	0	0	1
Percentage of Tested Scoring 55–100	91%	88%	96%	71%	44%	87%
Percentage of Tested Scoring 65–100	72%	71%	87%	29%	28%	53%
Percentage of Tested Scoring 85–100	28%	20%	33%	0%	0%	7%

(Form – F)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Living Environment (first administered June 2001)						
Number Tested	92	129	125	1	6	8
Number Scoring 55–100	92	129	120	#	6	6
Number Scoring 65–100	92	126	118	#	5	5
Number Scoring 85–100	36	55	46	#	1	0
Percentage of Tested Scoring 55–100	100%	100%	96%	#	100%	75%
Percentage of Tested Scoring 65–100	100%	98%	94%	#	83%	62%
Percentage of Tested Scoring 85–100	39%	43%	37%	#	17%	0%
Physical Setting/Earth Science (first administered June 2001)						
Number Tested	139	132	85	12	8	8
Number Scoring 55–100	127	120	78	10	8	5
Number Scoring 65–100	109	112	69	7	8	4
Number Scoring 85–100	50	51	36	1	3	1
Percentage of Tested Scoring 55–100	91%	91%	92%	83%	100%	62%
Percentage of Tested Scoring 65–100	78%	85%	81%	58%	100%	50%
Percentage of Tested Scoring 85–100	36%	39%	42%	8%	38%	12%
Physical Setting/Chemistry (first administered June 2002)						
Number Tested		69	81		0	0
Number Scoring 55–100		66	77		0	0
Number Scoring 65–100		49	60		0	0
Number Scoring 85–100		9	8		0	0
Percentage of Tested Scoring 55–100		96%	95%		0%	0%
Percentage of Tested Scoring 65–100		71%	74%		0%	0%
Percentage of Tested Scoring 85–100		13%	10%		0%	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	46	28	30	0	0	0
Number Scoring 55–100	45	28	30	0	0	0
Number Scoring 65–100	44	27	30	0	0	0
Number Scoring 85–100	22	12	21	0	0	0
Percentage of Tested Scoring 55–100	98%	100%	100%	0%	0%	0%
Percentage of Tested Scoring 65–100	96%	96%	100%	0%	0%	0%
Percentage of Tested Scoring 85–100	48%	43%	70%	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	39	38	44	0	2	0
Number Scoring 55–100	39	38	44	0	#	0
Number Scoring 65–100	38	37	43	0	#	0
Number Scoring 85–100	12	13	26	0	#	0
Percentage of Tested Scoring 55–100	100%	100%	100%	0%	#	0%
Percentage of Tested Scoring 65–100	97%	97%	98%	0%	#	0%
Percentage of Tested Scoring 85–100	31%	34%	59%	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	99	17	1	0	0	0
Number Scoring 55–100	75	12	#	0	0	0
Number Scoring 65–100	62	9	#	0	0	0
Number Scoring 85–100	28	3	#	0	0	0
Percentage of Tested Scoring 55–100	76%	71%	#	0%	0%	0%
Percentage of Tested Scoring 65–100	63%	53%	#	0%	0%	0%
Percentage of Tested Scoring 85–100	28%	18%	#	0%	0%	0%
Sequential Mathematics, Course III						
Number Tested	84	64	2	0	0	0
Number Scoring 55–100	79	58	#	0	0	0
Number Scoring 65–100	75	53	#	0	0	0
Number Scoring 85–100	35	25	#	0	0	0
Percentage of Tested Scoring 55–100	94%	91%	#	0%	0%	0%
Percentage of Tested Scoring 65–100	89%	83%	#	0%	0%	0%
Percentage of Tested Scoring 85–100	42%	39%	#	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	77	99%	41	100%	61	93%
Students with Disabilities	12	75%	26	85%	16	75%

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	122	122	122	19	19	19	141	141	141
Number Scoring 55–64	7	12	3	2	0	3	9	12	6
Number Scoring 65–84	61	70	60	10	6	7	71	76	67
Number Scoring 85–100	50	30	52	1	0	0	51	30	52
Approved Alternatives	0	0	0	0	0	0	0	0	0

(Form – K)