

# 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	2001-02	2002-03	2003-04
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	219	214	189
Tenth	227	224	195
Eleventh	201	209	211
Twelfth	191	196	198
Ungraded Secondary	0	0	0
Total K-12 Enrollment	838	843	793

## Student Racial/Ethnic Origin

Race/Ethnicity	2001-02		2002-03		2003-04	
	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%	9	1.1%	8	1.0%
Black (Not Hispanic)	3	0.4%	4	0.5%	2	0.3%
Hispanic	11	1.3%	8	0.9%	6	0.8%
White (Not Hispanic)	814	97.1%	822	97.5%	777	98.0%

## Average Class Size

Grade Level	2001-02	2002-03	2003-04
Kindergarten	0	0	0
Common Branch	0	0	0
English Grade 8	0	0	5
Mathematics Grade 8	0	0	0
Science Grade 8	0	0	0
Social Studies Grade 8	0	0	0
English Grade 10	18	19	15
Mathematics Grade 10	22	17	17
Science Grade 10	15	17	19
Social Studies Grade 10	19	17	15

(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>
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**

	<b>2001-02</b>		<b>2002-03</b>		<b>2003-04</b>	
	Count	Percent	Count	Percent	Count	Percent
<b>Limited English Proficient</b>	1	0.1%	1	0.1%	0	0.0%
<b>Eligible for Free Lunch</b>	142	17.0%	122	14.5%	124	15.6%

**Attendance and Suspension**

	<b>2000-01</b>		<b>2001-02</b>		<b>2002-03</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>		95.7%		93.8%		92.9%
<b>Student Suspensions</b>	37	4.4%	18	2.2%	48	5.7%

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

	<b>2001-02</b>	<b>2002-03</b>	<b>2003-04</b>
<b>Reduced Lunch</b>	10.9%	10.6%	8.2%
<b>Public Assistance</b>	11-20%	11-20%	11-20%
<b>Student Stability</b>	96%	99%	92%

**Staff Counts**

<b>Staff</b>	<b>2003-04</b>
Total Teachers	64
Total Other Professional Staff	10
Total Paraprofessionals	NA
Teaching Out of Certification*	4

\*Teaching out of certification more than on an incidental basis.

(Form – B)

# High School Graduates and Noncompleters

## High School Graduates Earning Regents Diplomas\*

	2001-02			2002-03			2003-04		
	Total Grads	Regents Diplomas	% Regents Diplomas	Total Grads	Regents Diplomas	% Regents Diplomas	Total Grads	Regents Diplomas	% Regents Diplomas
General Education	163	119	73%	165	103	62%	170	109	64%
Students with Disabilities	11	4	36%	11	0	0%	15	1	7%
All Students	174	123	71%	176	103	59%	185	110	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 for the 2001-02 school year, diploma counts for that year do not include counts from August 2001. Data for the 2002-03 school year include August 2002 and January and June 2003 graduates; data for the 2003-04 school year include August 2003 and January and June 2004 graduates.

## Distribution of 2003-04 Graduates (All Students)

	To 4-year College	To 2-year College	To Other Post-Secondary	To the Military	To Employment	Other
Number	64	58	8	1	39	15
Percent	35%	31%	4%	1%	21%	8%

## Number of High School Completers with Disabilities in 2003-04

Graduates* (a)	Regents Diplomas (b)	IEP Diplomas or Certificates (c)	All 2003-04 Completers (a+c)
15	1	2	17

\*Local Diplomas (including local diplomas with Regents endorsements)

## High School Noncompletion Rates

		2001-02		2002-03		2003-04	
		No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
General-Education Students	Dropped Out	18		20		35	5.0%
	Entered GED Program*	0		4		8	1.2%
	Total Noncompleters	18		24		43	6.2%
Students with Disabilities	Dropped Out	4		7		3	3.0%
	Entered GED Program*	0		0		1	1.0%
	Total Noncompleters	4		7		4	4.0%
All Students	Dropped Out	22	2.6%	27	3.2%	38	4.8%
	Entered GED Program*	0	0.0%	4	0.5%	9	1.1%
	Total Noncompleters	22	2.6%	31	3.7%	47	5.9%

\*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	2001-02	2002-03	2003-04
K-1	0%	0%	0%
2-3	0%	0%	0%

## Students Developing a Career Plan, 4-12

Grades		2001-02	2002-03	2003-04
4-5	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%
6-8	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%
9-12	Number of General-Education Students	0	740	721
	Number of Students with Disabilities	0	60	72
	Number of All Students	0	800	793
	Percent of Enrollment	0%	95%	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 2003-2004 school year; completion data are as of June 2003.

Note: Blank cells indicate that either the district did not have a CTE program or did not report data.

This data is reported only at the district level.

(Form - D)

# Second Language Proficiency Examinations

## General-Education Students

Test	2001-02		2002-03		2003-04	
	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	2001-02		2002-03		2003-04	
	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	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	26	100%	31	97%	4	#
Science	4	#	12	75%	7	71%
Reading	4	#	29	100%	5	80%
Writing	0	0%	28	71%	8	88%
Global Studies	9	56%	18	78%	4	#
U.S. Hist & Gov't	11	64%	10	60%	7	100%

## Students with Disabilities

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	20	65%	40	73%	28	82%
Science	6	83%	28	54%	35	66%
Reading	6	83%	15	87%	8	38%
Writing	0	0%	12	75%	15	53%
Global Studies	12	42%	22	64%	13	23%
U.S. Hist & Gov't	0	0%	12	58%	8	88%

(Form – E)

# Regents Examinations

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
<b>Comprehensive English</b>						
Number Tested	180	203	206	11	19	13
Number Scoring 55-100	155	182	189	6	11	7
Number Scoring 65-100	126	159	175	4	7	4
Number Scoring 85-100	52	39	77	1	1	1
Percentage of Tested Scoring 55-100	86%	90%	92%	55%	58%	54%
Percentage of Tested Scoring 65-100	70%	78%	85%	36%	37%	31%
Percentage of Tested Scoring 85-100	29%	19%	37%	9%	5%	8%
<b>Mathematics A</b>						
Number Tested	250	265	242	15	12	18
Number Scoring 55-100	168	202	234	3	2	13
Number Scoring 65-100	142	167	221	3	1	9
Number Scoring 85-100	68	44	60	0	0	1
Percentage of Tested Scoring 55-100	67%	76%	97%	20%	17%	72%
Percentage of Tested Scoring 65-100	57%	63%	91%	20%	8%	50%
Percentage of Tested Scoring 85-100	27%	17%	25%	0%	0%	6%
<b>Mathematics B</b>						
Number Tested	0	0	110	0	0	0
Number Scoring 55-100	0	0	99	0	0	0
Number Scoring 65-100	0	0	87	0	0	0
Number Scoring 85-100	0	0	22	0	0	0
Percentage of Tested Scoring 55-100	0%	0%	90%	0%	0%	0%
Percentage of Tested Scoring 65-100	0%	0%	79%	0%	0%	0%
Percentage of Tested Scoring 85-100	0%	0%	20%	0%	0%	0%
<b>Global History and Geography</b>						
Number Tested	190	237	218	19	19	29
Number Scoring 55-100	167	204	187	11	7	13
Number Scoring 65-100	145	173	158	6	4	7
Number Scoring 85-100	26	46	49	1	0	0
Percentage of Tested Scoring 55-100	88%	86%	86%	58%	37%	45%
Percentage of Tested Scoring 65-100	76%	73%	72%	32%	21%	24%
Percentage of Tested Scoring 85-100	14%	19%	22%	5%	0%	0%
<b>U.S. History and Government</b>						
Number Tested	180	209	205	10	19	12
Number Scoring 55-100	164	197	194	10	13	10
Number Scoring 65-100	131	186	178	6	11	6
Number Scoring 85-100	29	63	69	1	2	1
Percentage of Tested Scoring 55-100	91%	94%	95%	100%	68%	83%
Percentage of Tested Scoring 65-100	73%	89%	87%	60%	58%	50%
Percentage of Tested Scoring 85-100	16%	30%	34%	10%	11%	8%

(Form – F)

# Regents Examinations

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
<b>Living Environment</b>						
Number Tested	160	193	182	6	11	21
Number Scoring 55-100	156	183	176	6	5	15
Number Scoring 65-100	152	173	159	4	3	7
Number Scoring 85-100	45	50	39	1	1	1
Percentage of Tested Scoring 55-100	97%	95%	97%	100%	45%	71%
Percentage of Tested Scoring 65-100	95%	90%	87%	67%	27%	33%
Percentage of Tested Scoring 85-100	28%	26%	21%	17%	9%	5%
<b>Physical Setting/Earth Science</b>						
Number Tested	236	202	169	14	20	17
Number Scoring 55-100	210	170	148	8	11	10
Number Scoring 65-100	175	147	123	4	8	9
Number Scoring 85-100	49	60	46	1	1	0
Percentage of Tested Scoring 55-100	89%	84%	88%	57%	55%	59%
Percentage of Tested Scoring 65-100	74%	73%	73%	29%	40%	53%
Percentage of Tested Scoring 85-100	21%	30%	27%	7%	5%	0%
<b>Physical Setting/Chemistry</b>						
Number Tested	75	84	110	1	2	1
Number Scoring 55-100	69	73	94	#	#	#
Number Scoring 65-100	58	57	59	#	#	#
Number Scoring 85-100	4	2	10	#	#	#
Percentage of Tested Scoring 55-100	92%	87%	85%	#	#	#
Percentage of Tested Scoring 65-100	77%	68%	54%	#	#	#
Percentage of Tested Scoring 85-100	5%	2%	9%	#	#	#
<b>Physical Setting/Physics</b>						
Number Tested			40			1
Number Scoring 55-100			39			#
Number Scoring 65-100			33			#
Number Scoring 85-100			9			#
Percentage of Tested Scoring 55-100			97%			#
Percentage of Tested Scoring 65-100			82%			#
Percentage of Tested Scoring 85-100			23%			#

\* Physical Setting/Physics results for 2001-02 and 2002-03 are not included in the report card because the Department issued new conversion charts for assessments administered in those years.

(Form - G)

# Regents Examinations

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
<b>Comprehensive French</b>						
Number Tested	37	40	31	1	0	0
Number Scoring 55-100	36	40	31	#	0	0
Number Scoring 65-100	35	40	31	#	0	0
Number Scoring 85-100	9	14	12	#	0	0
Percentage of Tested Scoring 55-100	97%	100%	100%	#	0%	0%
Percentage of Tested Scoring 65-100	95%	100%	100%	#	0%	0%
Percentage of Tested Scoring 85-100	24%	35%	39%	#	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	49	60	55	0	0	0
Number Scoring 55-100	49	59	55	0	0	0
Number Scoring 65-100	49	57	55	0	0	0
Number Scoring 85-100	24	31	38	0	0	0
Percentage of Tested Scoring 55-100	100%	98%	100%	0%	0%	0%
Percentage of Tested Scoring 65-100	100%	95%	100%	0%	0%	0%
Percentage of Tested Scoring 85-100	49%	52%	69%	0%	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)

## Regents Examinations

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
<b>Sequential Mathematics, Course III (last administered January 2004)</b>						
Number Tested	93	8	7	1	0	0
Number Scoring 55-100	77	4	5	#	0	0
Number Scoring 65-100	69	4	4	#	0	0
Number Scoring 85-100	20	1	0	#	0	0
Percentage of Tested Scoring 55-100	83%	50%	71%	#	0%	0%
Percentage of Tested Scoring 65-100	74%	50%	57%	#	0%	0%
Percentage of Tested Scoring 85-100	22%	12%	0%	#	0%	0%

## Introduction to Occupations Examination

	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
General-Education Students	42	100%	63	90%	13	85%
Students with Disabilities	10	100%	15	87%	4	#

District reports contain data for all students with disabilities enrolled in the district for the 2001-02 school year.

## Elementary-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
<b>Nov 2003</b>	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
<b>June 2004</b>	General-Education Students	0	0%	0%	0%	0%
	Students with Disabilities	0	0%	0%	0%	0%
	All Students	0	0%	0%	0%	0%

(Form - I)

# New York State Alternate Assessments (NYSAA) 2003–04

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

## 2000 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	178	178	178	20	20	20	198	198	198
Number Scoring 55–64	8	3	6	3	1	1	11	4	7
Number Scoring 65–84	132	102	101	2	7	1	134	109	102
Number Scoring 85–100	25	60	47	1	1	1	26	61	48
Approved Alternatives	0	0	0	0	0	0	0	0	0

(Form – J)