

# 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	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	214	189	202
Tenth	224	195	178
Eleventh	209	211	192
Twelfth	196	198	204
Ungraded Secondary	0	0	0
Total K-12 Enrollment	843	793	776

### 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	9	1.1%	8	1.0%	9	1.2%
Black (Not Hispanic)	4	0.5%	2	0.3%	5	0.6%
Hispanic	8	0.9%	6	0.8%	4	0.5%
White (Not Hispanic)	822	97.5%	777	98.0%	758	97.7%

### Average Class Size

Grade Level	2002-03	2003-04	2004-05
Kindergarten	0	0	0
Common Branch	0	0	0
English Grade 8	0	5	0
Mathematics Grade 8	0	0	0
Science Grade 8	0	0	0
Social Studies Grade 8	0	0	0
English Grade 10	19	15	14
Mathematics Grade 10	17	17	16
Science Grade 10	17	19	17
Social Studies Grade 10	17	15	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>2002-03</b>		<b>2003-04</b>		<b>2004-05</b>	
	Count	Percent	Count	Percent	Count	Percent
<b>Limited English Proficient</b>	1	0.1%	0	0.0%	0	0.0%
<b>Eligible for Free Lunch</b>	122	14.5%	124	15.6%	126	16.2%

**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>		93.8%		92.9%		92.6%
<b>Student Suspensions</b>	18	2.2%	48	5.7%	56	7.1%

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

	<b>2002-03</b>	<b>2003-04</b>	<b>2004-05</b>
<b>Reduced Lunch</b>	10.6%	8.2%	9.0%
<b>Public Assistance</b>	11-20%	11-20%	11-20%
<b>Student Stability</b>	99%	92%	97%

**Staff Counts**

<b>Staff</b>	<b>2004-05</b>
Total Teachers	65
Total Other Professional Staff	11
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*	165	170	188
	Regents Diplomas	103	109	152
	% Regents Diplomas	62%	64%	81%
	Regents Diplomas with Advanced Designation**			84
	% Regents Diplomas with Advanced Designation			45%
	IEP Diplomas or Local Certificates			
Students with Disabilities	Total Graduates*	11	15	0
	Regents Diplomas	0	1	0
	% Regents Diplomas	0%	7%	0%
	Regents Diplomas with Advanced Designation**			0
	% Regents Diplomas with Advanced Designation			0%
	IEP Diplomas or Local Certificates	5	2	2
All Students	Total Graduates*	176	185	188
	Regents Diplomas	103	110	152
	% Regents Diplomas	59%	59%	81%
	Regents Diplomas with Advanced Designation**			84
	% Regents Diplomas with Advanced Designation			45%
	IEP Diplomas or Local Certificates	5	2	2

\* 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	76	74	1	2	26	3	3	3
	Percent	40%	39%	1%	1%	14%	2%	2%	2%
Students with Disabilities	Number	0	0	0	0	0	0	0	0
	Percent	0%	0%	0%	0%	0%	0%	0%	0%
All Students	Number	76	74	1	2	26	3	3	3
	Percent	40%	39%	1%	1%	14%	2%	2%	2%

## 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	20		35	5.0%	20	2.9%
	Entered GED Program*	4		8	1.2%	6	0.9%
	Total Noncompleters	24		43	6.2%	26	3.8%
Students with Disabilities	Dropped Out	7		3	3.0%	3	4.1%
	Entered GED Program*	0		1	1.0%	0	0.0%
	Total Noncompleters	7		4	4.0%	3	4.1%
All Students	Dropped Out	27	3.2%	38	4.8%	23	3.0%
	Entered GED Program*	4	0.5%	9	1.1%	6	0.8%
	Total Noncompleters	31	3.7%	47	5.9%	29	3.8%

\*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
K-1	0%	0%	0%
2-3	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	740	721	0
	Number of Students with Disabilities	60	72	0
	Number of All Students	800	793	0
	Percent of Enrollment	95%	100%	0%

(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	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	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	31	97%	4	#	4	#
Science	12	75%	7	71%	3	#
Reading	29	100%	5	80%	3	#
Writing	28	71%	8	88%	7	86%
Global Studies	18	78%	4	#	2	#
U.S. Hist & Gov't	10	60%	7	100%	1	#

## Students with Disabilities

Test	2002-03		2003-04		2004-05	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	40	73%	28	82%	20	75%
Science	28	54%	35	66%	19	63%
Reading	15	87%	8	38%	5	80%
Writing	12	75%	15	53%	6	83%
Global Studies	22	64%	13	23%	18	17%
U.S. Hist & Gov't	12	58%	8	88%	8	25%

(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	203	206	178	19	13	17
Number Scoring 55-100	182	189	172	11	7	13
Number Scoring 65-100	159	175	153	7	4	6
Number Scoring 85-100	39	77	71	1	1	0
Percentage of Tested Scoring 55-100	90%	92%	97%	58%	54%	76%
Percentage of Tested Scoring 65-100	78%	85%	86%	37%	31%	35%
Percentage of Tested Scoring 85-100	19%	37%	40%	5%	8%	0%
<b>Mathematics A</b>						
Number Tested	265	242	164	12	18	12
Number Scoring 55-100	202	234	160	2	13	8
Number Scoring 65-100	167	221	147	1	9	7
Number Scoring 85-100	44	60	43	0	1	0
Percentage of Tested Scoring 55-100	76%	97%	98%	17%	72%	67%
Percentage of Tested Scoring 65-100	63%	91%	90%	8%	50%	58%
Percentage of Tested Scoring 85-100	17%	25%	26%	0%	6%	0%
<b>Mathematics B</b>						
Number Tested	0	110	98	0	0	0
Number Scoring 55-100	0	99	84	0	0	0
Number Scoring 65-100	0	87	78	0	0	0
Number Scoring 85-100	0	22	12	0	0	0
Percentage of Tested Scoring 55-100	0%	90%	86%	0%	0%	0%
Percentage of Tested Scoring 65-100	0%	79%	80%	0%	0%	0%
Percentage of Tested Scoring 85-100	0%	20%	12%	0%	0%	0%
<b>Global History and Geography</b>						
Number Tested	237	218	181	19	29	25
Number Scoring 55-100	204	187	155	7	13	9
Number Scoring 65-100	173	158	133	4	7	3
Number Scoring 85-100	46	49	46	0	0	0
Percentage of Tested Scoring 55-100	86%	86%	86%	37%	45%	36%
Percentage of Tested Scoring 65-100	73%	72%	73%	21%	24%	12%
Percentage of Tested Scoring 85-100	19%	22%	25%	0%	0%	0%
<b>U.S. History and Government</b>						
Number Tested	209	205	170	19	12	17
Number Scoring 55-100	197	194	160	13	10	12
Number Scoring 65-100	186	178	143	11	6	7
Number Scoring 85-100	63	69	66	2	1	1
Percentage of Tested Scoring 55-100	94%	95%	94%	68%	83%	71%
Percentage of Tested Scoring 65-100	89%	87%	84%	58%	50%	41%
Percentage of Tested Scoring 85-100	30%	34%	39%	11%	8%	6%

(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	193	182	147	11	21	10
Number Scoring 55-100	183	176	143	5	15	9
Number Scoring 65-100	173	159	135	3	7	6
Number Scoring 85-100	50	39	43	1	1	0
Percentage of Tested Scoring 55-100	95%	97%	97%	45%	71%	90%
Percentage of Tested Scoring 65-100	90%	87%	92%	27%	33%	60%
Percentage of Tested Scoring 85-100	26%	21%	29%	9%	5%	0%
<b>Physical Setting/Earth Science</b>						
Number Tested	202	169	174	20	17	11
Number Scoring 55-100	170	148	156	11	10	10
Number Scoring 65-100	147	123	125	8	9	9
Number Scoring 85-100	60	46	40	1	0	0
Percentage of Tested Scoring 55-100	84%	88%	90%	55%	59%	91%
Percentage of Tested Scoring 65-100	73%	73%	72%	40%	53%	82%
Percentage of Tested Scoring 85-100	30%	27%	23%	5%	0%	0%
<b>Physical Setting/Chemistry</b>						
Number Tested	84	110	95	2	1	0
Number Scoring 55-100	73	94	87	#	#	0
Number Scoring 65-100	57	59	66	#	#	0
Number Scoring 85-100	2	10	12	#	#	0
Percentage of Tested Scoring 55-100	87%	85%	92%	#	#	0%
Percentage of Tested Scoring 65-100	68%	54%	69%	#	#	0%
Percentage of Tested Scoring 85-100	2%	9%	13%	#	#	0%
<b>Physical Setting/Physics</b>						
Number Tested		40	44		1	0
Number Scoring 55-100		39	39		#	0
Number Scoring 65-100		33	34		#	0
Number Scoring 85-100		9	9		#	0
Percentage of Tested Scoring 55-100		97%	89%		#	0%
Percentage of Tested Scoring 65-100		82%	77%		#	0%
Percentage of Tested Scoring 85-100		23%	20%		#	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	40	31	24	0	0	0
Number Scoring 55-100	40	31	24	0	0	0
Number Scoring 65-100	40	31	24	0	0	0
Number Scoring 85-100	14	12	18	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	35%	39%	75%	0%	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	60	55	38	0	0	0
Number Scoring 55-100	59	55	38	0	0	0
Number Scoring 65-100	57	55	35	0	0	0
Number Scoring 85-100	31	38	23	0	0	0
Percentage of Tested Scoring 55-100	98%	100%	100%	0%	0%	0%
Percentage of Tested Scoring 65-100	95%	100%	92%	0%	0%	0%
Percentage of Tested Scoring 85-100	52%	69%	61%	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)

# 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	196	196	196	7	7	7	203	203	203
Number Scoring 55–64	14	14	9	1	0	0	15	14	9
Number Scoring 65–84	125	103	117	1	1	1	126	104	118
Number Scoring 85–100	45	66	62	0	0	0	45	66	62
Approved Alternatives	0	0	0	0	0	0	0	0	0

(Form – J)