

# New York State School Report Card Comprehensive Information Report

BEDS Code: 03-02-00-01-0021  
 Name: Binghamton High School  
 Principal: Albert Penna

Grade Range : PK-12

## Fall Enrollment

Grade	2000–2001	2001–2002	2002–2003
Pre-K	24	30	32
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	540	518	512
Tenth	442	498	478
Eleventh	393	384	448
Twelfth	345	328	358
Ungraded Secondary	0	0	0
Total K-12 Enrollment	1720	1728	1796

## 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	65	3.8%	63	3.6%	69	3.8%
Black (Not Hispanic)	268	15.6%	278	16.1%	286	15.9%
Hispanic	72	4.2%	74	4.3%	96	5.3%
White (Not Hispanic)	1315	76.5%	1313	76.0%	1345	74.9%

## 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	21	22	20
Mathematics Grade 10	19	20	20
Science Grade 10	21	23	19
Social Studies Grade 10	19	21	21

(Form – A)

### District Need to Resource Capacity Category

N/RC Category	Description
3	This is an urban or suburban school district with high student needs in relation to district resource capacity.

### Similar School Group and Description

Similar School Group	Description
44	All schools in this group are secondary level schools in urban or suburban school districts with high student needs in relation to district resources. 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	58	3.3%	49	2.8%	45	2.5%
Eligible for Free Lunch	533	31.0%	552	31.9%	559	31.1%

### 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		93.7%		93.6%		93.4%
Student Suspensions	117	7.1%	156	9.1%	98	5.7%

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

	2000–2001	2001–2002	2002–2003
Reduced Lunch	6.3%	8.2%	7.9%
Public Assistance	31-40%	41-50%	41-50%
Student Stability	97%	87%	96%

### Staff Counts

Staff	2002–2003
Total Teachers	144
Total Other Professional Staff	14
Total Paraprofessionals	NA
Teaching Out of Certification*	24
Teachers with Temporary Licenses	8

\*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	259	146	56%	237	139	59%	255	153	60%
Students with Disabilities	8	1	12%	16	2	12%	2	0	0%
All Students	267	147	55%	253	141	56%	257	153	60%

\*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	103	130	0	2	11	11
Percent	40%	51%	0%	1%	4%	4%

## 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	12	14

\*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			10		18	
	Entered GED Program*			3		17	
	Total Noncompleters			13		35	
Students with Disabilities	Dropped Out			1		2	
	Entered GED Program*			1		2	
	Total Noncompleters			2		4	
All Students	Dropped Out	46	2.7%	11	0.6%	20	1.1%
	Entered GED Program*	75	4.4%	4	0.2%	19	1.1%
	Total Noncompleters	121	7.0%	15	0.9%	39	2.2%

\*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		50	75
	Number of Students with Disabilities		50	50
	Number of All Students		100	125
	Percent of Enrollment		6%	7%

## 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%	38	82%
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	0	0%	1	#	59	97%

### Students with Disabilities

Test	2000-2001		2001-2002		2002-2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	0	0%	0	0%	1	#
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%	5	80%

(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	0	0%	0	0%	9	33%
Reading	0	0%	0	0%	5	80%
Writing	0	0%	0	0%	5	20%
Global Studies	0	0%	0	0%	4	#
U.S. Hist & Gov't	0	0%	0	0%	6	33%

## Students with Disabilities

Test	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	73	64%	0	0%	0	0%
Science	28	61%	0	0%	68	26%
Reading	34	79%	0	0%	24	46%
Writing	39	67%	0	0%	33	42%
Global Studies	28	64%	0	0%	47	21%
U.S. Hist & Gov't	20	40%	0	0%	13	31%

(Form – E)

# Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
<b>Comprehensive English</b>						
Number Tested	374	319	413	26	25	30
Number Scoring 55–100	329	286	362	14	13	13
Number Scoring 65–100	269	234	335	7	4	3
Number Scoring 85–100	58	71	147	1	1	0
Percentage of Tested Scoring 55–100	88%	90%	88%	54%	52%	43%
Percentage of Tested Scoring 65–100	72%	73%	81%	27%	16%	10%
Percentage of Tested Scoring 85–100	16%	22%	36%	4%	4%	0%
<b>Mathematics A</b>						
Number Tested	153	413	459	19	24	26
Number Scoring 55–100	56	283	354	4	6	6
Number Scoring 65–100	26	213	277	1	5	4
Number Scoring 85–100	0	80	54	0	1	0
Percentage of Tested Scoring 55–100	37%	69%	77%	21%	25%	23%
Percentage of Tested Scoring 65–100	17%	52%	60%	5%	21%	15%
Percentage of Tested Scoring 85–100	0%	19%	12%	0%	4%	0%
<b>Mathematics B (first administered June 2001)</b>						
Number Tested	1	0	169	0	0	2
Number Scoring 55–100	#	0	101	0	0	#
Number Scoring 65–100	#	0	61	0	0	#
Number Scoring 85–100	#	0	12	0	0	#
Percentage of Tested Scoring 55–100	#	0%	60%	0%	0%	#
Percentage of Tested Scoring 65–100	#	0%	36%	0%	0%	#
Percentage of Tested Scoring 85–100	#	0%	7%	0%	0%	#
<b>Global History and Geography</b>						
Number Tested	352	329	360	31	29	26
Number Scoring 55–100	340	272	321	26	8	17
Number Scoring 65–100	302	237	303	18	4	15
Number Scoring 85–100	137	72	139	5	0	4
Percentage of Tested Scoring 55–100	97%	83%	89%	84%	28%	65%
Percentage of Tested Scoring 65–100	86%	72%	84%	58%	14%	58%
Percentage of Tested Scoring 85–100	39%	22%	39%	16%	0%	15%
<b>U.S. History and Government (first administered June 2001)</b>						
Number Tested	283	305	329	19	18	19
Number Scoring 55–100	258	275	320	13	11	16
Number Scoring 65–100	233	233	306	10	8	15
Number Scoring 85–100	112	53	157	4	0	3
Percentage of Tested Scoring 55–100	91%	90%	97%	68%	61%	84%
Percentage of Tested Scoring 65–100	82%	76%	93%	53%	44%	79%
Percentage of Tested Scoring 85–100	40%	17%	48%	21%	0%	16%

(Form – F)

# Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
<b>Living Environment (first administered June 2001)</b>						
Number Tested	269	419	391	33	38	31
Number Scoring 55–100	243	314	322	27	19	15
Number Scoring 65–100	201	282	273	15	16	9
Number Scoring 85–100	31	67	74	0	1	0
Percentage of Tested Scoring 55–100	90%	75%	82%	82%	50%	48%
Percentage of Tested Scoring 65–100	75%	67%	70%	45%	42%	29%
Percentage of Tested Scoring 85–100	12%	16%	19%	0%	3%	0%
<b>Physical Setting/Earth Science (first administered June 2001)</b>						
Number Tested	193	362	260	14	34	35
Number Scoring 55–100	163	269	217	14	14	26
Number Scoring 65–100	134	230	176	9	9	18
Number Scoring 85–100	31	42	26	0	0	2
Percentage of Tested Scoring 55–100	84%	74%	83%	100%	41%	74%
Percentage of Tested Scoring 65–100	69%	64%	68%	64%	26%	51%
Percentage of Tested Scoring 85–100	16%	12%	10%	0%	0%	6%
<b>Physical Setting/Chemistry (first administered June 2002)</b>						
Number Tested		121	145		0	3
Number Scoring 55–100		98	123		0	#
Number Scoring 65–100		80	103		0	#
Number Scoring 85–100		6	15		0	#
Percentage of Tested Scoring 55–100		81%	85%		0%	#
Percentage of Tested Scoring 65–100		66%	71%		0%	#
Percentage of Tested Scoring 85–100		5%	10%		0%	#
<b>Physical Setting/Physics (first administered June 2002)*</b>						
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
<b>Comprehensive French</b>						
Number Tested	76	48	100	0	0	1
Number Scoring 55–100	75	39	99	0	0	#
Number Scoring 65–100	72	31	89	0	0	#
Number Scoring 85–100	26	7	43	0	0	#
Percentage of Tested Scoring 55–100	99%	81%	99%	0%	0%	#
Percentage of Tested Scoring 65–100	95%	65%	89%	0%	0%	#
Percentage of Tested Scoring 85–100	34%	15%	43%	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	17	0	0	0	0	0
Number Scoring 55–100	16	0	0	0	0	0
Number Scoring 65–100	15	0	0	0	0	0
Number Scoring 85–100	7	0	0	0	0	0
Percentage of Tested Scoring 55–100	94%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 65–100	88%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 85–100	41%	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	102	1	122	0	0	1
Number Scoring 55–100	96	#	122	0	0	#
Number Scoring 65–100	96	#	118	0	0	#
Number Scoring 85–100	55	#	80	0	0	#
Percentage of Tested Scoring 55–100	94%	#	100%	0%	0%	#
Percentage of Tested Scoring 65–100	94%	#	97%	0%	0%	#
Percentage of Tested Scoring 85–100	54%	#	66%	0%	0%	#
<b>Comprehensive Latin</b>						
Number Tested	3	2	0	0	0	0
Number Scoring 55–100	#	#	0	0	0	0
Number Scoring 65–100	#	#	0	0	0	0
Number Scoring 85–100	#	#	0	0	0	0
Percentage of Tested Scoring 55–100	#	#	0%	0%	0%	0%
Percentage of Tested Scoring 65–100	#	#	0%	0%	0%	0%
Percentage of Tested Scoring 85–100	#	#	0%	0%	0%	0%

(Form – H)

# Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
<b>Sequential Mathematics, Course II (last administered January 2003)</b>						
Number Tested	111	15	1	3	1	0
Number Scoring 55–100	70	6	#	#	#	0
Number Scoring 65–100	47	5	#	#	#	0
Number Scoring 85–100	8	0	#	#	#	0
Percentage of Tested Scoring 55–100	63%	40%	#	#	#	0%
Percentage of Tested Scoring 65–100	42%	33%	#	#	#	0%
Percentage of Tested Scoring 85–100	7%	0%	#	#	#	0%
<b>Sequential Mathematics, Course III</b>						
Number Tested	46	158	8	2	1	0
Number Scoring 55–100	34	132	2	#	#	0
Number Scoring 65–100	26	111	1	#	#	0
Number Scoring 85–100	6	56	0	#	#	0
Percentage of Tested Scoring 55–100	74%	84%	25%	#	#	0%
Percentage of Tested Scoring 65–100	57%	70%	12%	#	#	0%
Percentage of Tested Scoring 85–100	13%	35%	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	84	56%	0	0%	0	0%
Students with Disabilities	14	79%	0	0%	0	0%

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
<b>Nov 2002</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 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%

(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
<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

## 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	340	340	340	32	32	32	372	372	372
Number Scoring 55–64	13	36	33	3	0	0	16	36	33
Number Scoring 65–84	141	171	162	6	3	6	147	174	168
Number Scoring 85–100	117	48	81	0	0	2	117	48	83
Approved Alternatives	0	0	0	0	0	0	0	0	0

(Form – K)