

# New York State District Report Card Comprehensive Information Report

BEDS Code: 18-07-01-04-0000

Name: Byron-Bergen Central School District

Superintendent: Dr. Gregory C. Geer

## Fall Enrollment

Grade	2000–2001	2001–2002	2002–2003
Pre-K	0	0	0
Kindergarten	84	83	106
First	81	83	76
Second	76	82	85
Third	92	76	82
Fourth	111	95	77
Fifth	115	113	91
Sixth	124	120	112
Ungraded Elementary	0	0	0
Seventh	93	122	119
Eighth	97	93	124
Ninth	120	94	93
Tenth	103	112	103
Eleventh	98	100	105
Twelfth	87	88	98
Ungraded Secondary	0	0	0
Total K-12 Enrollment	1281	1261	1271

## 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	14	1.1%	14	1.1%	13	1.0%
Black (Not Hispanic)	12	0.9%	11	0.9%	14	1.1%
Hispanic	8	0.6%	12	1.0%	18	1.4%
White (Not Hispanic)	1247	97.3%	1224	97.1%	1226	96.5%

## Average Class Size

Grade Level	2000–2001	2001–2002	2002–2003
Kindergarten	17	17	18
Common Branch	20	18	18
English Grade 8	19	23	25
Mathematics Grade 8	13	21	23
Science Grade 8	17	21	24
Social Studies Grade 8	19	22	24
English Grade 10	21	21	19
Mathematics Grade 10	18	20	19
Science Grade 10	18	14	21
Social Studies Grade 10	21	22	24

(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
NA	NA

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	3	0.2%	8	0.6%	9	0.7%
Eligible for Free Lunch	132	10.3%	164	13.0%	152	12.0%

### 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		96.1%		96.3%		96.1%
Student Suspensions	28	2.1%	34	2.6%	21	1.7%

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

	2000–2001	2001–2002	2002–2003
Reduced Lunch	5.7%	5.9%	7.3%
Public Assistance	NA	NA	NA
Student Stability	NA	NA	NA

### Staff Counts

Staff	2002–2003
Total Teachers	110
Total Other Professional Staff	20
Total Paraprofessionals	25
Teaching Out of Certification*	3
Teachers with Temporary Licenses	2

\*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	66	38	58%	75	47	63%	86	42	49%
Students with Disabilities	10	1	10%	6	1	17%	7	1	14%
All Students	76	39	51%	81	48	59%	93	43	46%

\*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	30	45	2	4	7	5
Percent	32%	48%	2%	4%	8%	5%

## 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)
7	1	1	8

\*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			0		1	
	Entered GED Program*			1		1	
	Total Noncompleters			1		2	
Students with Disabilities	Dropped Out			0		5	
	Entered GED Program*			0		3	
	Total Noncompleters			0		8	
All Students	Dropped Out	10	2.5%	0	0.0%	6	1.5%
	Entered GED Program*	11	2.7%	1	0.3%	4	1.0%
	Total Noncompleters	21	5.1%	1	0.3%	10	2.5%

\*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	256
	Number of Students with Disabilities		0	46
	Number of All Students		0	302
	Percent of Enrollment		0%	76%

## Second Language Proficiency Examinations

### General-Education Students

Test	2000-2001		2001-2002		2002-2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	46	96%	23	87%	16	88%
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	106	92%	24	96%	93	95%

### Students with Disabilities

Test	2000-2001		2001-2002		2002-2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	0	0%	3	#	2	#
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	3	#	3	#	2	#

(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%	6	83%	2	#
Science	1	#	1	#	0	0%
Reading	0	0%	0	0%	0	0%
Writing	0	0%	0	0%	0	0%
Global Studies	0	0%	5	80%	0	0%
U.S. Hist & Gov't	4	#	0	0%	1	#

## Students with Disabilities

Test	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	15	93%	14	64%	13	85%
Science	1	#	5	80%	6	67%
Reading	1	#	3	#	12	92%
Writing	1	#	3	#	12	83%
Global Studies	2	#	14	57%	8	75%
U.S. Hist & Gov't	4	#	2	#	2	#

(Form – E)

# Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
<b>Comprehensive English</b>						
Number Tested	88	96	106	12	11	18
Number Scoring 55–100	82	89	88	6	8	7
Number Scoring 65–100	71	71	72	2	3	4
Number Scoring 85–100	25	29	22	1	0	0
Percentage of Tested Scoring 55–100	93%	93%	83%	50%	73%	39%
Percentage of Tested Scoring 65–100	81%	74%	68%	17%	27%	22%
Percentage of Tested Scoring 85–100	28%	30%	21%	8%	0%	0%
<b>Mathematics A</b>						
Number Tested	123	108	99	18	15	16
Number Scoring 55–100	83	75	80	8	4	7
Number Scoring 65–100	65	58	68	2	3	3
Number Scoring 85–100	20	25	15	0	0	0
Percentage of Tested Scoring 55–100	67%	69%	81%	44%	27%	44%
Percentage of Tested Scoring 65–100	53%	54%	69%	11%	20%	19%
Percentage of Tested Scoring 85–100	16%	23%	15%	0%	0%	0%
<b>Mathematics B (first administered June 2001)</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>Global History and Geography</b>						
Number Tested	104	108	98	16	19	16
Number Scoring 55–100	102	104	87	14	16	13
Number Scoring 65–100	93	96	73	10	11	7
Number Scoring 85–100	40	28	32	1	1	0
Percentage of Tested Scoring 55–100	98%	96%	89%	88%	84%	81%
Percentage of Tested Scoring 65–100	89%	89%	74%	62%	58%	44%
Percentage of Tested Scoring 85–100	38%	26%	33%	6%	5%	0%
<b>U.S. History and Government (first administered June 2001)</b>						
Number Tested	82	100	99	6	13	15
Number Scoring 55–100	80	95	99	5	12	15
Number Scoring 65–100	76	88	96	3	10	13
Number Scoring 85–100	40	21	57	1	0	2
Percentage of Tested Scoring 55–100	98%	95%	100%	83%	92%	100%
Percentage of Tested Scoring 65–100	93%	88%	97%	50%	77%	87%
Percentage of Tested Scoring 85–100	49%	21%	58%	17%	0%	13%

(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	110	116	86	13	25	12
Number Scoring 55–100	110	116	80	13	25	9
Number Scoring 65–100	106	109	70	10	20	5
Number Scoring 85–100	35	12	14	0	0	0
Percentage of Tested Scoring 55–100	100%	100%	93%	100%	100%	75%
Percentage of Tested Scoring 65–100	96%	94%	81%	77%	80%	42%
Percentage of Tested Scoring 85–100	32%	10%	16%	0%	0%	0%
<b>Physical Setting/Earth Science (first administered June 2001)</b>						
Number Tested	71	81	83	2	3	9
Number Scoring 55–100	65	80	76	#	#	7
Number Scoring 65–100	57	74	67	#	#	3
Number Scoring 85–100	13	28	26	#	#	2
Percentage of Tested Scoring 55–100	92%	99%	92%	#	#	78%
Percentage of Tested Scoring 65–100	80%	91%	81%	#	#	33%
Percentage of Tested Scoring 85–100	18%	35%	31%	#	#	22%
<b>Physical Setting/Chemistry (first administered June 2002)</b>						
Number Tested		65	72		3	1
Number Scoring 55–100		61	68		#	#
Number Scoring 65–100		49	52		#	#
Number Scoring 85–100		11	14		#	#
Percentage of Tested Scoring 55–100		94%	94%		#	#
Percentage of Tested Scoring 65–100		75%	72%		#	#
Percentage of Tested Scoring 85–100		17%	19%		#	#
<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	11	16	25	0	0	0
Number Scoring 55–100	11	16	25	0	0	0
Number Scoring 65–100	10	15	25	0	0	0
Number Scoring 85–100	6	6	14	0	0	0
Percentage of Tested Scoring 55–100	100%	100%	100%	0%	0%	0%
Percentage of Tested Scoring 65–100	91%	94%	100%	0%	0%	0%
Percentage of Tested Scoring 85–100	55%	38%	56%	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	18	22	67	0	1	1
Number Scoring 55–100	18	22	66	0	#	#
Number Scoring 65–100	18	21	66	0	#	#
Number Scoring 85–100	12	11	41	0	#	#
Percentage of Tested Scoring 55–100	100%	100%	99%	0%	#	#
Percentage of Tested Scoring 65–100	100%	95%	99%	0%	#	#
Percentage of Tested Scoring 85–100	67%	50%	61%	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	2002	2003	2001	2002	2003
<b>Sequential Mathematics, Course II (last administered January 2003)</b>						
Number Tested	93	90	15	4	3	0
Number Scoring 55–100	77	72	10	#	#	0
Number Scoring 65–100	69	62	7	#	#	0
Number Scoring 85–100	31	22	1	#	#	0
Percentage of Tested Scoring 55–100	83%	80%	67%	#	#	0%
Percentage of Tested Scoring 65–100	74%	69%	47%	#	#	0%
Percentage of Tested Scoring 85–100	33%	24%	7%	#	#	0%
<b>Sequential Mathematics, Course III</b>						
Number Tested	67	65	78	4	3	3
Number Scoring 55–100	48	58	54	#	#	#
Number Scoring 65–100	42	50	42	#	#	#
Number Scoring 85–100	23	19	17	#	#	#
Percentage of Tested Scoring 55–100	72%	89%	69%	#	#	#
Percentage of Tested Scoring 65–100	63%	77%	54%	#	#	#
Percentage of Tested Scoring 85–100	34%	29%	22%	#	#	#

(Form – I)

## Introduction to Occupations Examination

	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
General-Education Students	42	98%	29	100%	31	81%
Students with Disabilities	15	100%	15	87%	13	85%

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	86	1%	2%	51%	45%
	Students with Disabilities	9	33%	33%	33%	0%
	All Students	95	4%	5%	49%	41%

### 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	114	1%	32%	58%	10%
	Students with Disabilities	14	14%	71%	14%	0%
	All Students	128	2%	36%	53%	9%

(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	1	0	#	#	#	#
Social Studies	1	0	#	#	#	#
Mathematics	1	0	#	#	#	#
Science	1	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	83	83	83	14	14	14	97	97	97
Number Scoring 55–64	3	5	5	4	2	4	7	7	9
Number Scoring 65–84	44	55	53	7	8	6	51	63	59
Number Scoring 85–100	36	20	24	0	0	0	36	20	24
Approved Alternatives	0	0	0	0	0	0	0	0	0

(Form – K)