

New York State School Report Card Comprehensive Information Report

BEDS Code: 18-07-01-04-0001
 Name: Byron-Bergen High School
 Principal: Frank Del Favero

Grade Range : 9-12

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	120	94	93
Tenth	103	112	103
Eleventh	98	100	105
Twelfth	87	88	98
Ungraded Secondary	0	0	0
Total K-12 Enrollment	408	394	399

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	3	0.7%	4	1.0%	4	1.0%
Black (Not Hispanic)	2	0.5%	3	0.8%	3	0.8%
Hispanic	3	0.7%	5	1.3%	7	1.8%
White (Not Hispanic)	400	98.0%	382	97.0%	385	96.5%

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	21	19
Mathematics Grade 10	18	20	19
Science Grade 10	18	15	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
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%	1	0.3%	1	0.3%
Eligible for Free Lunch	30	7.3%	31	7.9%	35	8.8%

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		95.6%		95.4%		95.9%
Student Suspensions	23	5.7%	20	4.9%	17	4.3%

Student Socioeconomic and Stability Indicators (Percent of Enrollment)

	2000–2001	2001–2002	2002–2003
Reduced Lunch	4.2%	5.6%	5.3%
Public Assistance	11-20%	11-20%	11-20%
Student Stability	103%	98%	99%

Staff Counts

Staff	2002–2003
Total Teachers	31
Total Other Professional Staff	4
Total Paraprofessionals	NA
Teaching Out of Certification*	1
Teachers with Temporary Licenses	1

*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%	85	42	49%
Students with Disabilities	10	1	10%	6	1	17%	7	1	14%
All Students	76	39	51%	81	48	59%	92	43	47%

*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	4
Percent	33%	49%	2%	4%	8%	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)
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		4	
	Entered GED Program*			0		3	
	Total Noncompleters			0		7	
All Students	Dropped Out	10	2.5%	0	0.0%	5	1.3%
	Entered GED Program*	11	2.7%	1	0.3%	4	1.0%
	Total Noncompleters	21	5.1%	1	0.3%	9	2.3%

*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	25	100%	5	80%	0	0%
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	50	98%	7	86%	0	0%

Students with Disabilities

Test	2000-2001		2001-2002		2002-2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	0	0%	1	#	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%	1	#	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%	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	14	93%	14	64%	13	85%
Science	1	#	5	80%	6	67%
Reading	1	#	1	#	12	92%
Writing	1	#	1	#	12	83%
Global Studies	0	0%	13	54%	8	75%
U.S. Hist & Gov't	3	#	0	0%	2	#

(Form – E)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Comprehensive English						
Number Tested	85	96	106	9	11	18
Number Scoring 55–100	81	89	88	5	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	95%	93%	83%	56%	73%	39%
Percentage of Tested Scoring 65–100	84%	74%	68%	22%	27%	22%
Percentage of Tested Scoring 85–100	29%	30%	21%	11%	0%	0%
Mathematics A						
Number Tested	122	108	99	17	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	68%	69%	81%	47%	27%	44%
Percentage of Tested Scoring 65–100	53%	54%	69%	12%	20%	19%
Percentage of Tested Scoring 85–100	16%	23%	15%	0%	0%	0%
Mathematics B (first administered June 2001)						
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%
Global History and Geography						
Number Tested	103	107	98	15	18	16
Number Scoring 55–100	102	103	87	14	15	13
Number Scoring 65–100	93	95	73	10	10	7
Number Scoring 85–100	40	27	32	1	0	0
Percentage of Tested Scoring 55–100	99%	96%	89%	93%	83%	81%
Percentage of Tested Scoring 65–100	90%	89%	74%	67%	56%	44%
Percentage of Tested Scoring 85–100	39%	25%	33%	7%	0%	0%
U.S. History and Government (first administered June 2001)						
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
Living Environment (first administered June 2001)						
Number Tested	97	109	86	12	25	12
Number Scoring 55–100	97	109	80	12	25	9
Number Scoring 65–100	93	102	70	9	20	5
Number Scoring 85–100	25	7	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%	75%	80%	42%
Percentage of Tested Scoring 85–100	26%	6%	16%	0%	0%	0%
Physical Setting/Earth Science (first administered June 2001)						
Number Tested	70	81	83	1	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	93%	99%	92%	#	#	78%
Percentage of Tested Scoring 65–100	81%	91%	81%	#	#	33%
Percentage of Tested Scoring 85–100	19%	35%	31%	#	#	22%
Physical Setting/Chemistry (first administered June 2002)						
Number Tested		64	72		2	1
Number Scoring 55–100		60	68		#	#
Number Scoring 65–100		48	52		#	#
Number Scoring 85–100		10	14		#	#
Percentage of Tested Scoring 55–100		94%	94%		#	#
Percentage of Tested Scoring 65–100		75%	72%		#	#
Percentage of Tested Scoring 85–100		16%	19%		#	#
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	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%
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	18	21	67	0	0	1
Number Scoring 55–100	18	21	66	0	0	#
Number Scoring 65–100	18	20	66	0	0	#
Number Scoring 85–100	12	10	41	0	0	#
Percentage of Tested Scoring 55–100	100%	100%	99%	0%	0%	#
Percentage of Tested Scoring 65–100	100%	95%	99%	0%	0%	#
Percentage of Tested Scoring 85–100	67%	48%	61%	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	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%
Sequential Mathematics, Course III						
Number Tested	67	64	78	4	2	3
Number Scoring 55–100	48	57	54	#	#	#
Number Scoring 65–100	42	49	42	#	#	#
Number Scoring 85–100	23	18	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%	28%	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	13	100%	13	85%	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
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	83	83	83	13	13	13	96	96	96
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)