

New York State District Report Card Comprehensive Information Report

BEDS Code: 03-02-00-01-0000
 Name: Binghamton City School District
 Superintendent: Peggy J. Wozniak

Fall Enrollment

Grade	2001-02	2002-03	2003-04
Pre-K	172	188	148
Kindergarten	502	495	525
First	520	498	465
Second	497	508	474
Third	501	489	474
Fourth	470	506	461
Fifth	470	463	478
Sixth	492	469	459
Ungraded Elementary	74	71	74
Seventh	447	477	465
Eighth	452	418	444
Ninth	518	512	459
Tenth	498	478	460
Eleventh	384	448	425
Twelfth	328	358	384
Ungraded Secondary	26	54	40
Total K-12 Enrollment	6179	6244	6087

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	261	4.2%	236	3.8%	262	4.3%
Black (Not Hispanic)	1200	19.4%	1244	19.9%	1320	21.7%
Hispanic	313	5.1%	379	6.1%	388	6.4%
White (Not Hispanic)	4405	71.3%	4385	70.2%	4117	67.6%

Average Class Size

Grade Level	2001-02	2002-03	2003-04
Kindergarten	18	19	20
Common Branch	19	18	18
English Grade 8	21	20	20
Mathematics Grade 8	22	20	20
Science Grade 8	22	21	20
Social Studies Grade 8	22	21	20
English Grade 10	22	20	21
Mathematics Grade 10	20	20	20
Science Grade 10	23	19	18
Social Studies Grade 10	21	21	24

(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
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

	2001-02		2002-03		2003-04	
	Count	Percent	Count	Percent	Count	Percent
Limited English Proficient	364	5.7%	316	4.9%	334	5.4%
Eligible for Free Lunch	3044	49.3%	2936	47.0%	3258	53.5%

Attendance and Suspension

	2000-01		2001-02		2002-03	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
Annual Attendance Rate		93.4%		93.6%		93.3%
Student Suspensions	415	6.7%	384	6.2%	452	7.2%

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

	2001-02	2002-03	2003-04
Reduced Lunch	10.3%	10.3%	10.2%
Public Assistance	NA	NA	NA
Student Stability	NA	NA	NA

Staff Counts

Staff	2003-04
Total Teachers	554
Total Other Professional Staff	58
Total Paraprofessionals	308
Teaching Out of Certification*	13

*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	237	139	59%	256	153	60%	268	165	62%
Students with Disabilities	16	2	12%	2	0	0%	16	2	12%
All Students	253	141	56%	258	153	59%	284	167	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	106	131	2	12	12	21
Percent	37%	46%	1%	4%	4%	7%

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)
16	2	27	43

*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	10		26		53	3.5%
	Entered GED Program*	3		19		56	3.7%
	Total Noncompleters	13		45		109	7.2%
Students with Disabilities	Dropped Out	1		10		29	8.5%
	Entered GED Program*	1		2		15	4.4%
	Total Noncompleters	2		12		44	12.9%
All Students	Dropped Out	11	0.6%	36	2.0%	82	4.4%
	Entered GED Program*	4	0.2%	21	1.2%	71	3.8%
	Total Noncompleters	15	0.9%	57	3.2%	153	8.2%

*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	59	38	43
	Number of Students with Disabilities	16	26	10
	Number of All Students	75	64	53
	Percent of Enrollment	8%	6%	6%
6-8	Number of General-Education Students	0	532	552
	Number of Students with Disabilities	0	159	205
	Number of All Students	0	691	757
	Percent of Enrollment	0%	50%	54%
9-12	Number of General-Education Students	50	75	0
	Number of Students with Disabilities	50	50	0
	Number of All Students	100	125	0
	Percent of Enrollment	6%	7%	0%

Career and Technical Education (CTE) Programs

CTE Program	This District		Statewide Average
	Count	Percentage	
All CTE Programs			
Completed the CTE Program	99		
Completed and Passed Regents Exams	65	66%	77%
Completed and had Course Average of 75% or More	87	88%	81%
Completed and Attained a HS Diploma or Equivalent	96	97%	96%
Completed and Whose Status is Known	80		
Completed and Were Successfully Placed	79	99%	96%
Nontraditional Programs			
Underrepresented Gender Members Enrolled	81	42%	30%
Underrepresented Gender Members Who Completed	2	14%	19%

Enrollment data are for the 2003-2004 school year; completer 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	86	98%	129	88%	0	0%
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	113	88%	189	97%	0	0%

Students with Disabilities

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	0	0%	2	#	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%	8	88%	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	0	0%	0	0%	1	#
Science	0	0%	9	33%	0	0%
Reading	0	0%	6	83%	0	0%
Writing	0	0%	6	33%	0	0%
Global Studies	0	0%	4	#	0	0%
U.S. Hist & Gov't	0	0%	7	43%	0	0%

Students with Disabilities

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	0	0%	0	0%	9	22%
Science	0	0%	69	26%	9	56%
Reading	0	0%	24	46%	4	#
Writing	0	0%	34	41%	7	71%
Global Studies	0	0%	48	23%	20	25%
U.S. Hist & Gov't	0	0%	13	31%	15	20%

(Form – E)

Regents Examinations

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
Comprehensive English						
Number Tested	319	423	49	25	31	8
Number Scoring 55-100	286	367	40	13	13	7
Number Scoring 65-100	234	338	30	4	3	5
Number Scoring 85-100	71	147	4	1	0	1
Percentage of Tested Scoring 55-100	90%	87%	82%	52%	42%	88%
Percentage of Tested Scoring 65-100	73%	80%	61%	16%	10%	62%
Percentage of Tested Scoring 85-100	22%	35%	8%	4%	0%	12%
Mathematics A						
Number Tested	413	474	44	24	30	4
Number Scoring 55-100	283	354	36	6	6	#
Number Scoring 65-100	213	277	26	5	4	#
Number Scoring 85-100	80	54	4	1	0	#
Percentage of Tested Scoring 55-100	69%	75%	82%	25%	20%	#
Percentage of Tested Scoring 65-100	52%	58%	59%	21%	13%	#
Percentage of Tested Scoring 85-100	19%	11%	9%	4%	0%	#
Mathematics B						
Number Tested	0	169	0	0	2	0
Number Scoring 55-100	0	101	0	0	#	0
Number Scoring 65-100	0	61	0	0	#	0
Number Scoring 85-100	0	12	0	0	#	0
Percentage of Tested Scoring 55-100	0%	60%	0%	0%	#	0%
Percentage of Tested Scoring 65-100	0%	36%	0%	0%	#	0%
Percentage of Tested Scoring 85-100	0%	7%	0%	0%	#	0%
Global History and Geography						
Number Tested	329	364	12	29	28	4
Number Scoring 55-100	272	322	7	8	17	#
Number Scoring 65-100	237	304	6	4	15	#
Number Scoring 85-100	72	139	1	0	4	#
Percentage of Tested Scoring 55-100	83%	88%	58%	28%	61%	#
Percentage of Tested Scoring 65-100	72%	84%	50%	14%	54%	#
Percentage of Tested Scoring 85-100	22%	38%	8%	0%	14%	#
U.S. History and Government						
Number Tested	305	334	34	18	19	3
Number Scoring 55-100	275	325	30	11	16	#
Number Scoring 65-100	233	311	29	8	15	#
Number Scoring 85-100	53	160	13	0	3	#
Percentage of Tested Scoring 55-100	90%	97%	88%	61%	84%	#
Percentage of Tested Scoring 65-100	76%	93%	85%	44%	79%	#
Percentage of Tested Scoring 85-100	17%	48%	38%	0%	16%	#

(Form - F)

Regents Examinations

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
Living Environment						
Number Tested	419	391	16	38	31	1
Number Scoring 55-100	314	322	7	19	15	#
Number Scoring 65-100	282	273	6	16	9	#
Number Scoring 85-100	67	74	0	1	0	#
Percentage of Tested Scoring 55-100	75%	82%	44%	50%	48%	#
Percentage of Tested Scoring 65-100	67%	70%	38%	42%	29%	#
Percentage of Tested Scoring 85-100	16%	19%	0%	3%	0%	#
Physical Setting/Earth Science						
Number Tested	362	260	16	34	35	2
Number Scoring 55-100	269	217	8	14	26	#
Number Scoring 65-100	230	176	7	9	18	#
Number Scoring 85-100	42	26	1	0	2	#
Percentage of Tested Scoring 55-100	74%	83%	50%	41%	74%	#
Percentage of Tested Scoring 65-100	64%	68%	44%	26%	51%	#
Percentage of Tested Scoring 85-100	12%	10%	6%	0%	6%	#
Physical Setting/Chemistry						
Number Tested	121	145	0	0	3	0
Number Scoring 55-100	98	123	0	0	#	0
Number Scoring 65-100	80	103	0	0	#	0
Number Scoring 85-100	6	15	0	0	#	0
Percentage of Tested Scoring 55-100	81%	85%	0%	0%	#	0%
Percentage of Tested Scoring 65-100	66%	71%	0%	0%	#	0%
Percentage of Tested Scoring 85-100	5%	10%	0%	0%	#	0%
Physical Setting/Physics						
Number Tested			0			0
Number Scoring 55-100			0			0
Number Scoring 65-100			0			0
Number Scoring 85-100			0			0
Percentage of Tested Scoring 55-100			0%			0%
Percentage of Tested Scoring 65-100			0%			0%
Percentage of Tested Scoring 85-100			0%			0%

* 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
Comprehensive French						
Number Tested	48	100	0	0	1	0
Number Scoring 55-100	39	99	0	0	#	0
Number Scoring 65-100	31	89	0	0	#	0
Number Scoring 85-100	7	43	0	0	#	0
Percentage of Tested Scoring 55-100	81%	99%	0%	0%	#	0%
Percentage of Tested Scoring 65-100	65%	89%	0%	0%	#	0%
Percentage of Tested Scoring 85-100	15%	43%	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	1	122	0	0	1	0
Number Scoring 55-100	#	122	0	0	#	0
Number Scoring 65-100	#	118	0	0	#	0
Number Scoring 85-100	#	80	0	0	#	0
Percentage of Tested Scoring 55-100	#	100%	0%	0%	#	0%
Percentage of Tested Scoring 65-100	#	97%	0%	0%	#	0%
Percentage of Tested Scoring 85-100	#	66%	0%	0%	#	0%
Comprehensive Latin						
Number Tested	2	0	0	0	0	0
Number Scoring 55-100	#	0	0	0	0	0
Number Scoring 65-100	#	0	0	0	0	0
Number Scoring 85-100	#	0	0	0	0	0
Percentage of Tested Scoring 55-100	#	0%	0%	0%	0%	0%
Percentage of Tested Scoring 65-100	#	0%	0%	0%	0%	0%
Percentage of Tested Scoring 85-100	#	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
Sequential Mathematics, Course III (last administered January 2004)						
Number Tested	158	8	7	1	0	0
Number Scoring 55-100	132	2	2	#	0	0
Number Scoring 65-100	111	1	1	#	0	0
Number Scoring 85-100	56	0	0	#	0	0
Percentage of Tested Scoring 55-100	84%	25%	29%	#	0%	0%
Percentage of Tested Scoring 65-100	70%	12%	14%	#	0%	0%
Percentage of Tested Scoring 85-100	35%	0%	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	0	0%	0	0%	0	0%
Students with Disabilities	0	0%	0	0%	0	0%

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
Nov 2003	General-Education Students	403	12%	8%	60%	20%
	Students with Disabilities	76	41%	20%	37%	3%
	All Students	479	16%	10%	56%	17%

Middle-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
June 2004	General-Education Students	358	4%	57%	34%	4%
	Students with Disabilities	92	16%	75%	8%	1%
	All Students	450	7%	61%	29%	4%

(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
Elementary Level						
Social Studies	1	1	#	#	#	#
Middle Level						
Social Studies	5	2	0	0	5	0
Secondary Level						
English Language Arts	7	0	0	1	4	2
Social Studies	6	0	0	1	5	0
Mathematics	8	0	0	3	3	2
Science	5	0	0	0	3	2

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	329	329	329	67	67	67	396	396	396
Number Scoring 55–64	12	6	13	7	2	4	19	8	17
Number Scoring 65–84	202	129	200	11	14	16	213	143	216
Number Scoring 85–100	87	155	84	3	4	0	90	159	84
Approved Alternatives	0	0	0	0	0	0	0	0	0

(Form – J)

New York State English as a Second Language Achievement Tests (NYSESLAT)*

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
Listening and Speaking (Grade K-1)						
Number Tested			87			0
Beginning (0-18)			3			0
Intermediate (19-31)			9			0
Advanced (32-36)			31			0
Proficient (37-39)			44			0
Reading and Writing (Grade K-1)						
Number Tested			88			0
Beginning (0-14)			16			0
Intermediate (15-24)			19			0
Advanced (25-32)			38			0
Proficient (33-35)			15			0
Listening and Speaking (Grade 2-4)						
Number Tested			82			6
Beginning (0-18)			1			0
Intermediate (19-31)			4			0
Advanced (32-36)			24			0
Proficient (37-39)			53			6
Reading and Writing (Grade 2-4)						
Number Tested			83			6
Beginning (0-14)			4			0
Intermediate (15-24)			27			4
Advanced (25-32)			30			1
Proficient (33-35)			22			1
Listening and Speaking (Grade 5-6)						
Number Tested			49			5
Beginning (0-18)			1			0
Intermediate (19-31)			1			1
Advanced (32-36)			12			3
Proficient (37-39)			35			1
Reading and Writing (Grade 5-6)						
Number Tested			49			5
Beginning (0-14)			2			0
Intermediate (15-24)			15			5
Advanced (25-32)			29			0
Proficient (33-35)			3			0

*The NYSESLAT was first administered in the 2002-03 school year, but complete data for all school districts were not available until 2003-04.

(Form – K)

New York State English as a Second Language Achievement Tests (NYSESLAT)*

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
Listening and Speaking (Grade 7-8)						
Number Tested			22			2
Beginning (0-18)			2			#
Intermediate (19-31)			6			#
Advanced (32-36)			6			#
Proficient (37-39)			8			#
Reading and Writing (Grade 7-8)						
Number Tested			22			2
Beginning (0-14)			3			#
Intermediate (15-24)			11			#
Advanced (25-32)			3			#
Proficient (33-35)			5			#
Listening and Speaking (Grade 9-12)						
Number Tested			50			3
Beginning (0-18)			5			#
Intermediate (19-31)			12			#
Advanced (32-36)			22			#
Proficient (37-39)			11			#
Reading and Writing (Grade 9-12)						
Number Tested			47			2
Beginning (0-14)			6			#
Intermediate (15-24)			23			#
Advanced (25-32)			16			#
Proficient (33-35)			2			#

*The NYSESLAT was first administered in the 2002-03 school year, but complete data for all school districts were not available until 2003-04.

(Form - L)