

New York State School Report Card

Comprehensive Information Report

BEDS Code: 18-07-01-04-0001
 Name: Byron-Bergen High School
 Principal: David Pescrillo

Grade Range : 9-12

Fall Enrollment

Grade	2001-02	2002-03	2003-04
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	94	93	130
Tenth	112	103	89
Eleventh	100	105	87
Twelfth	88	98	112
Ungraded Secondary	0	0	0
Total K-12 Enrollment	394	399	418

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	4	1.0%	4	1.0%	5	1.2%
Black (Not Hispanic)	3	0.8%	3	0.8%	2	0.5%
Hispanic	5	1.3%	7	1.8%	5	1.2%
White (Not Hispanic)	382	97.0%	385	96.5%	406	97.1%

Average Class Size

Grade Level	2001-02	2002-03	2003-04
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	19	21
Mathematics Grade 10	20	19	17
Science Grade 10	15	21	20
Social Studies Grade 10	22	24	22

(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

	2001-02		2002-03		2003-04	
	Count	Percent	Count	Percent	Count	Percent
Limited English Proficient	1	0.3%	1	0.3%	1	0.2%
Eligible for Free Lunch	31	7.9%	35	8.8%	43	10.3%

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		95.4%		95.9%		96.2%
Student Suspensions	20	4.9%	17	4.3%	23	5.8%

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

	2001-02	2002-03	2003-04
Reduced Lunch	5.6%	5.3%	5.5%
Public Assistance	11-20%	11-20%	11-20%
Student Stability	98%	99%	97%

Staff Counts

Staff	2003-04
Total Teachers	32
Total Other Professional Staff	4
Total Paraprofessionals	NA
Teaching Out of Certification*	0

*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	75	47	63%	85	42	49%	81	54	67%
Students with Disabilities	6	1	17%	7	1	14%	18	3	17%
All Students	81	48	59%	92	43	47%	99	57	58%

*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	32	47	2	2	10	6
Percent	32%	47%	2%	2%	10%	6%

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)
18	3	4	22

*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	0		1		5	1.4%
	Entered GED Program*	1		1		2	0.6%
	Total Noncompleters	1		2		7	2.0%
Students with Disabilities	Dropped Out	0		4		1	1.5%
	Entered GED Program*	0		3		1	1.5%
	Total Noncompleters	0		7		2	3.0%
All Students	Dropped Out	0	0.0%	5	1.3%	6	1.4%
	Entered GED Program*	1	0.3%	4	1.0%	3	0.7%
	Total Noncompleters	1	0.3%	9	2.3%	9	2.1%

*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	0	0	0
	Number of Students with Disabilities	0	0	0
	Number of All Students	0	0	0
	Percent of Enrollment	0%	0%	0%
6-8	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%
9-12	Number of General-Education Students	0	256	25
	Number of Students with Disabilities	0	46	5
	Number of All Students	0	302	30
	Percent of Enrollment	0%	76%	7%

Career and Technical Education (CTE) Programs

CTE Program	This District		Statewide Average
	Count	Percentage	
All CTE Programs			
Completed the CTE Program			
Completed and Passed Regents Exams			
Completed and had Course Average of 75% or More			
Completed and Attained a HS Diploma or Equivalent			
Completed and Whose Status is Known			
Completed and Were Successfully Placed			
Nontraditional Programs			
Underrepresented Gender Members Enrolled			
Underrepresented Gender Members Who Completed			

Enrollment data are for the 2003-2004 school year; completion 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	5	80%	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	7	86%	0	0%	0	0%

Students with Disabilities

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	1	#	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	1	#	0	0%	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	6	83%	2	#	1	#
Science	1	#	0	0%	0	0%
Reading	0	0%	0	0%	2	#
Writing	0	0%	0	0%	2	#
Global Studies	5	80%	0	0%	1	#
U.S. Hist & Gov't	0	0%	1	#	0	0%

Students with Disabilities

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	14	64%	13	85%	2	#
Science	5	80%	6	67%	3	#
Reading	1	#	12	92%	3	#
Writing	1	#	12	83%	5	100%
Global Studies	13	54%	8	75%	3	#
U.S. Hist & Gov't	0	0%	2	#	0	0%

(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	96	106	97	11	18	12
Number Scoring 55–100	89	88	92	8	7	10
Number Scoring 65–100	71	72	77	3	4	4
Number Scoring 85–100	29	22	26	0	0	0
Percentage of Tested Scoring 55–100	93%	83%	95%	73%	39%	83%
Percentage of Tested Scoring 65–100	74%	68%	79%	27%	22%	33%
Percentage of Tested Scoring 85–100	30%	21%	27%	0%	0%	0%
Mathematics A						
Number Tested	108	99	94	15	16	19
Number Scoring 55–100	75	80	94	4	7	19
Number Scoring 65–100	58	68	77	3	3	11
Number Scoring 85–100	25	15	26	0	0	1
Percentage of Tested Scoring 55–100	69%	81%	100%	27%	44%	100%
Percentage of Tested Scoring 65–100	54%	69%	82%	20%	19%	58%
Percentage of Tested Scoring 85–100	23%	15%	28%	0%	0%	5%
Mathematics B						
Number Tested	0	0	59	0	0	2
Number Scoring 55–100	0	0	50	0	0	#
Number Scoring 65–100	0	0	43	0	0	#
Number Scoring 85–100	0	0	15	0	0	#
Percentage of Tested Scoring 55–100	0%	0%	85%	0%	0%	#
Percentage of Tested Scoring 65–100	0%	0%	73%	0%	0%	#
Percentage of Tested Scoring 85–100	0%	0%	25%	0%	0%	#
Global History and Geography						
Number Tested	107	98	91	18	16	14
Number Scoring 55–100	103	87	84	15	13	11
Number Scoring 65–100	95	73	68	10	7	8
Number Scoring 85–100	27	32	31	0	0	2
Percentage of Tested Scoring 55–100	96%	89%	92%	83%	81%	79%
Percentage of Tested Scoring 65–100	89%	74%	75%	56%	44%	57%
Percentage of Tested Scoring 85–100	25%	33%	34%	0%	0%	14%
U.S. History and Government						
Number Tested	100	99	86	13	15	11
Number Scoring 55–100	95	99	85	12	15	11
Number Scoring 65–100	88	96	80	10	13	9
Number Scoring 85–100	21	57	47	0	2	1
Percentage of Tested Scoring 55–100	95%	100%	99%	92%	100%	100%
Percentage of Tested Scoring 65–100	88%	97%	93%	77%	87%	82%
Percentage of Tested Scoring 85–100	21%	58%	55%	0%	13%	9%

(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	109	86	133	25	12	19
Number Scoring 55–100	109	80	123	25	9	13
Number Scoring 65–100	102	70	106	20	5	9
Number Scoring 85–100	7	14	15	0	0	0
Percentage of Tested Scoring 55–100	100%	93%	92%	100%	75%	68%
Percentage of Tested Scoring 65–100	94%	81%	80%	80%	42%	47%
Percentage of Tested Scoring 85–100	6%	16%	11%	0%	0%	0%
Physical Setting/Earth Science						
Number Tested	81	83	69	3	9	9
Number Scoring 55–100	80	76	63	#	7	7
Number Scoring 65–100	74	67	56	#	3	4
Number Scoring 85–100	28	26	20	#	2	0
Percentage of Tested Scoring 55–100	99%	92%	91%	#	78%	78%
Percentage of Tested Scoring 65–100	91%	81%	81%	#	33%	44%
Percentage of Tested Scoring 85–100	35%	31%	29%	#	22%	0%
Physical Setting/Chemistry						
Number Tested	64	72	55	2	1	1
Number Scoring 55–100	60	68	54	#	#	#
Number Scoring 65–100	48	52	49	#	#	#
Number Scoring 85–100	10	14	10	#	#	#
Percentage of Tested Scoring 55–100	94%	94%	98%	#	#	#
Percentage of Tested Scoring 65–100	75%	72%	89%	#	#	#
Percentage of Tested Scoring 85–100	16%	19%	18%	#	#	#
Physical Setting/Physics						
Number Tested			20			0
Number Scoring 55–100			20			0
Number Scoring 65–100			20			0
Number Scoring 85–100			8			0
Percentage of Tested Scoring 55–100			100%			0%
Percentage of Tested Scoring 65–100			100%			0%
Percentage of Tested Scoring 85–100			40%			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	16	25	13	0	0	0
Number Scoring 55–100	16	25	13	0	0	0
Number Scoring 65–100	15	25	13	0	0	0
Number Scoring 85–100	6	14	8	0	0	0
Percentage of Tested Scoring 55–100	100%	100%	100%	0%	0%	0%
Percentage of Tested Scoring 65–100	94%	100%	100%	0%	0%	0%
Percentage of Tested Scoring 85–100	38%	56%	62%	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	21	67	24	0	1	0
Number Scoring 55–100	21	66	24	0	#	0
Number Scoring 65–100	20	66	22	0	#	0
Number Scoring 85–100	10	41	20	0	#	0
Percentage of Tested Scoring 55–100	100%	99%	100%	0%	#	0%
Percentage of Tested Scoring 65–100	95%	99%	92%	0%	#	0%
Percentage of Tested Scoring 85–100	48%	61%	83%	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		
	2001–02	2002–03	2003–04	2001–02	2002–03	2003–04
Sequential Mathematics, Course III (last administered January 2004)						
Number Tested	64	78	13	2	3	1
Number Scoring 55–100	57	54	7	#	#	#
Number Scoring 65–100	49	42	5	#	#	#
Number Scoring 85–100	18	17	0	#	#	#
Percentage of Tested Scoring 55–100	89%	69%	54%	#	#	#
Percentage of Tested Scoring 65–100	77%	54%	38%	#	#	#
Percentage of Tested Scoring 85–100	28%	22%	0%	#	#	#

Introduction to Occupations Examination

	2001–02		2002–03		2003–04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
General-Education Students	29	100%	31	81%	15	87%
Students with Disabilities	13	85%	13	85%	2	#

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	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 2004	General-Education Students	0	0%	0%	0%	0%
	Students with Disabilities	0	0%	0%	0%	0%
	All Students	0	0%	0%	0%	0%

(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	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

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	80	80	80	13	13	13	93	93	93
Number Scoring 55–64	0	0	0	4	2	0	4	2	0
Number Scoring 65–84	50	26	47	8	7	10	58	33	57
Number Scoring 85–100	27	53	33	0	2	1	27	55	34
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 7-8)						
Number Tested			0			0
Beginning (0-18)			0			0
Intermediate (19-31)			0			0
Advanced (32-36)			0			0
Proficient (37-39)			0			0
Reading and Writing (Grade 7-8)						
Number Tested			0			0
Beginning (0-14)			0			0
Intermediate (15-24)			0			0
Advanced (25-32)			0			0
Proficient (33-35)			0			0
Listening and Speaking (Grade 9-12)						
Number Tested			1			0
Beginning (0-18)			#			0
Intermediate (19-31)			#			0
Advanced (32-36)			#			0
Proficient (37-39)			#			0
Reading and Writing (Grade 9-12)						
Number Tested			1			0
Beginning (0-14)			#			0
Intermediate (15-24)			#			0
Advanced (25-32)			#			0
Proficient (33-35)			#			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 - L)