

# 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	2002-03	2003-04	2004-05
Pre-K	32	24	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	512	459	484
Tenth	478	460	432
Eleventh	448	425	447
Twelfth	358	384	382
Ungraded Secondary	0	0	0
Total K-12 Enrollment	1796	1728	1745

### Student Racial/Ethnic Origin

Race/Ethnicity	2002-03		2003-04		2004-05	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
American Indian, Alaskan, Asian, or Pacific Islander	69	3.8%	60	3.5%	70	4.0%
Black (Not Hispanic)	286	15.9%	298	17.2%	322	18.5%
Hispanic	96	5.3%	83	4.8%	97	5.6%
White (Not Hispanic)	1345	74.9%	1287	74.5%	1256	72.0%

### Average Class Size

Grade Level	2002-03	2003-04	2004-05
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	20	21	20
Mathematics Grade 10	20	20	20
Science Grade 10	19	18	21
Social Studies Grade 10	21	24	23

(Form – A)

**District Need to Resource Capacity Category**

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

**Similar School Group and Description**

<b>Similar School Group</b>	<b>Description</b>
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**

	<b>2002-03</b>		<b>2003-04</b>		<b>2004-05</b>	
	Count	Percent	Count	Percent	Count	Percent
<b>Limited English Proficient</b>	45	2.5%	50	2.9%	60	3.4%
<b>Eligible for Free Lunch</b>	559	31.1%	682	39.5%	697	39.9%

**Attendance and Suspension**

	<b>2001-02</b>		<b>2002-03</b>		<b>2003-04</b>	
	<b>No. of Students</b>	<b>% of Enroll.</b>	<b>No. of Students</b>	<b>% of Enroll.</b>	<b>No. of Students</b>	<b>% of Enroll.</b>
<b>Annual Attendance Rate</b>		93.4%		92.8%		93.3%
<b>Student Suspensions</b>	98	5.7%	89	5.0%	111	6.4%

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

	<b>2002-03</b>	<b>2003-04</b>	<b>2004-05</b>
<b>Reduced Lunch</b>	7.9%	9.3%	9.1%
<b>Public Assistance</b>	41-50%	51-60%	51-60%
<b>Student Stability</b>	96%	83%	95%

**Staff Counts**

<b>Staff</b>	<b>2004-05</b>
Total Teachers	138
Total Other Professional Staff	14
Total Paraprofessionals	NA
Teaching Out of Certification*	5

\*Teaching out of certification more than on an incidental basis.

(Form – B)

# High School Graduates and Noncompleters

High School Graduates and Completers		2002–03	2003–04	2004–05
General-Education Students	Total Graduates*	255	261	261
	Regents Diplomas	153	162	226
	% Regents Diplomas	60%	62%	87%
	Regents Diplomas with Advanced Designation**			69
	% Regents Diplomas with Advanced Designation			26%
	IEP Diplomas or Local Certificates			
Students with Disabilities	Total Graduates*	2	16	22
	Regents Diplomas	0	2	6
	% Regents Diplomas	0%	12%	27%
	Regents Diplomas with Advanced Designation**			1
	% Regents Diplomas with Advanced Designation			5%
	IEP Diplomas or Local Certificates	12	25	19
All Students	Total Graduates*	257	277	283
	Regents Diplomas	153	164	232
	% Regents Diplomas	60%	59%	82%
	Regents Diplomas with Advanced Designation**			70
	% Regents Diplomas with Advanced Designation			25%
	IEP Diplomas or Local Certificates	12	25	19

\* Only students awarded local diplomas or Regents endorsed diplomas are included in the count of high school graduates in this table. Data include graduates in August, January and June of the school year being reported.

\*\*Beginning with students who first entered grade 9 in 2001–02, students may earn a Regents diploma by passing (scoring 65–100) Regents exams in five areas and meeting course requirements. To earn a Regents diploma with advanced designation, the student must pass eight Regents exams. For more information, see <http://www.emsc.nysed.gov/parents/gradreqtsfs.shtml>.

## Post-Secondary Plans of 2004–05 Graduates

		4-year College	2-year College	Other Post-Secondary	Military	Employment	Adult Services	Plan Unknown	Other Known Plan
General-Education Students	Number	133	110	2	4	6	0	0	6
	Percent	51%	42%	1%	2%	2%	0%	0%	2%
Students with Disabilities	Number	2	19	0	0	1	0	0	0
	Percent	9%	86%	0%	0%	5%	0%	0%	0%
All Students	Number	135	129	2	4	7	0	0	6
	Percent	48%	46%	1%	1%	2%	0%	0%	2%

## High School Noncompletion Rates

		2002–03		2003–04		2004–05	
		No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
General-Education Students	Dropped Out	18		44	3.0%	32	2.3%
	Entered GED Program*	17		47	3.2%	50	3.5%
	Total Noncompleters	35		91	6.1%	82	5.8%
Students with Disabilities	Dropped Out	2		21	6.7%	19	6.8%
	Entered GED Program*	2		12	3.8%	5	1.8%
	Total Noncompleters	4		33	10.6%	24	8.6%
All Students	Dropped Out	20	1.1%	65	3.6%	51	3.0%
	Entered GED Program*	19	1.1%	59	3.3%	55	3.2%
	Total Noncompleters	39	2.2%	124	6.9%	106	6.2%

\*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)

# Second Language Proficiency Examinations

## General-Education Students

Test	2002-03		2003-04		2004-05	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	38	82%	0	0%	27	93%
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	59	97%	0	0%	27	93%

## Students with Disabilities

Test	2002-03		2003-04		2004-05	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	1	#	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	5	80%	0	0%	1	#

# Regents Competency Tests

## General-Education Students

Test	2002-03		2003-04		2004-05	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	0	0%	1	#	2	#
Science	9	33%	0	0%	0	0%
Reading	5	80%	0	0%	2	#
Writing	5	20%	0	0%	1	#
Global Studies	4	#	0	0%	8	50%
U.S. Hist & Gov't	6	33%	0	0%	3	#

## Students with Disabilities

Test	2002-03		2003-04		2004-05	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	0	0%	9	22%	66	15%
Science	68	26%	9	56%	70	46%
Reading	24	46%	4	#	37	43%
Writing	33	42%	7	71%	30	80%
Global Studies	47	21%	20	25%	60	15%
U.S. Hist & Gov't	13	31%	15	20%	26	27%

(Form – E)

# Regents Examinations

	All Students			Students with Disabilities		
	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05
<b>Comprehensive English</b>						
Number Tested	413	49	581	30	8	57
Number Scoring 55-100	362	40	490	13	7	24
Number Scoring 65-100	335	30	410	3	5	14
Number Scoring 85-100	147	4	118	0	1	1
Percentage of Tested Scoring 55-100	88%	82%	84%	43%	88%	42%
Percentage of Tested Scoring 65-100	81%	61%	71%	10%	62%	25%
Percentage of Tested Scoring 85-100	36%	8%	20%	0%	12%	2%
<b>Mathematics A</b>						
Number Tested	459	44	330	26	4	25
Number Scoring 55-100	354	36	310	6	#	16
Number Scoring 65-100	277	26	267	4	#	8
Number Scoring 85-100	54	4	86	0	#	1
Percentage of Tested Scoring 55-100	77%	82%	94%	23%	#	64%
Percentage of Tested Scoring 65-100	60%	59%	81%	15%	#	32%
Percentage of Tested Scoring 85-100	12%	9%	26%	0%	#	4%
<b>Mathematics B</b>						
Number Tested	169	0	115	2	0	2
Number Scoring 55-100	101	0	83	#	0	#
Number Scoring 65-100	61	0	69	#	0	#
Number Scoring 85-100	12	0	25	#	0	#
Percentage of Tested Scoring 55-100	60%	0%	72%	#	0%	#
Percentage of Tested Scoring 65-100	36%	0%	60%	#	0%	#
Percentage of Tested Scoring 85-100	7%	0%	22%	#	0%	#
<b>Global History and Geography</b>						
Number Tested	360	12	494	26	4	40
Number Scoring 55-100	321	7	432	17	#	20
Number Scoring 65-100	303	6	368	15	#	11
Number Scoring 85-100	139	1	158	4	#	1
Percentage of Tested Scoring 55-100	89%	58%	87%	65%	#	50%
Percentage of Tested Scoring 65-100	84%	50%	74%	58%	#	28%
Percentage of Tested Scoring 85-100	39%	8%	32%	15%	#	3%
<b>U.S. History and Government</b>						
Number Tested	329	34	358	19	3	30
Number Scoring 55-100	320	30	327	16	#	18
Number Scoring 65-100	306	29	297	15	#	14
Number Scoring 85-100	157	13	135	3	#	2
Percentage of Tested Scoring 55-100	97%	88%	91%	84%	#	60%
Percentage of Tested Scoring 65-100	93%	85%	83%	79%	#	47%
Percentage of Tested Scoring 85-100	48%	38%	38%	16%	#	7%

(Form – F)

# Regents Examinations

	All Students			Students with Disabilities		
	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05
<b>Living Environment</b>						
Number Tested	391	16	436	31	1	54
Number Scoring 55-100	322	7	360	15	#	36
Number Scoring 65-100	273	6	301	9	#	25
Number Scoring 85-100	74	0	68	0	#	2
Percentage of Tested Scoring 55-100	82%	44%	83%	48%	#	67%
Percentage of Tested Scoring 65-100	70%	38%	69%	29%	#	46%
Percentage of Tested Scoring 85-100	19%	0%	16%	0%	#	4%
<b>Physical Setting/Earth Science</b>						
Number Tested	260	16	276	35	2	35
Number Scoring 55-100	217	8	212	26	#	16
Number Scoring 65-100	176	7	154	18	#	9
Number Scoring 85-100	26	1	32	2	#	0
Percentage of Tested Scoring 55-100	83%	50%	77%	74%	#	46%
Percentage of Tested Scoring 65-100	68%	44%	56%	51%	#	26%
Percentage of Tested Scoring 85-100	10%	6%	12%	6%	#	0%
<b>Physical Setting/Chemistry</b>						
Number Tested	145	0	169	3	0	2
Number Scoring 55-100	123	0	141	#	0	#
Number Scoring 65-100	103	0	102	#	0	#
Number Scoring 85-100	15	0	6	#	0	#
Percentage of Tested Scoring 55-100	85%	0%	83%	#	0%	#
Percentage of Tested Scoring 65-100	71%	0%	60%	#	0%	#
Percentage of Tested Scoring 85-100	10%	0%	4%	#	0%	#
<b>Physical Setting/Physics</b>						
Number Tested		0	135		0	1
Number Scoring 55-100		0	115		0	#
Number Scoring 65-100		0	88		0	#
Number Scoring 85-100		0	15		0	#
Percentage of Tested Scoring 55-100		0%	85%		0%	#
Percentage of Tested Scoring 65-100		0%	65%		0%	#
Percentage of Tested Scoring 85-100		0%	11%		0%	#

\* Physical Setting/Physics results for 2002-03 are not included in the report card because the Department issued new conversion charts for assessments administered in that year.

(Form – G)

# Regents Examinations

	All Students			Students with Disabilities		
	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05
<b>Comprehensive French</b>						
Number Tested	100	0	83	1	0	1
Number Scoring 55-100	99	0	78	#	0	#
Number Scoring 65-100	89	0	78	#	0	#
Number Scoring 85-100	43	0	22	#	0	#
Percentage of Tested Scoring 55-100	99%	0%	94%	#	0%	#
Percentage of Tested Scoring 65-100	89%	0%	94%	#	0%	#
Percentage of Tested Scoring 85-100	43%	0%	27%	#	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	122	0	93	1	0	1
Number Scoring 55-100	122	0	92	#	0	#
Number Scoring 65-100	118	0	89	#	0	#
Number Scoring 85-100	80	0	46	#	0	#
Percentage of Tested Scoring 55-100	100%	0%	99%	#	0%	#
Percentage of Tested Scoring 65-100	97%	0%	96%	#	0%	#
Percentage of Tested Scoring 85-100	66%	0%	49%	#	0%	#
<b>Comprehensive Latin</b>						
Number Tested	0	0	6	0	0	0
Number Scoring 55-100	0	0	6	0	0	0
Number Scoring 65-100	0	0	6	0	0	0
Number Scoring 85-100	0	0	5	0	0	0
Percentage of Tested Scoring 55-100	0%	0%	100%	0%	0%	0%
Percentage of Tested Scoring 65-100	0%	0%	100%	0%	0%	0%
Percentage of Tested Scoring 85-100	0%	0%	83%	0%	0%	0%

(Form – H)

# New York State Alternate Assessments (NYSAA) 2004–05

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	3	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

## 2001 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	304	304	304	45	45	45	349	349	349
Number Scoring 55–64	15	17	19	4	2	7	19	19	26
Number Scoring 65–84	144	136	179	11	6	16	155	142	195
Number Scoring 85–100	129	132	90	3	11	4	132	143	94
Approved Alternatives	0	1	0	0	0	0	0	1	0

(Form – J)



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

	All Students			Students with Disabilities		
	2002–03	2003–04	2004–05	2002–03	2003–04	2004–05
<b>Listening and Speaking (Grade 7–8)</b>						
Number Tested		0	0		0	0
Beginning		0	0		0	0
Intermediate		0	0		0	0
Advanced		0	0		0	0
Proficient		0	0		0	0
<b>Reading and Writing (Grade 7–8)</b>						
Number Tested		0	0		0	0
Beginning		0	0		0	0
Intermediate		0	0		0	0
Advanced		0	0		0	0
Proficient		0	0		0	0
<b>Listening and Speaking (Grade 9–12)</b>						
Number Tested		49	50		3	2
Beginning		5	3		#	#
Intermediate		12	11		#	#
Advanced		21	13		#	#
Proficient		11	23		#	#
<b>Reading and Writing (Grade 9–12)</b>						
Number Tested		46	50		2	2
Beginning		6	6		#	#
Intermediate		22	18		#	#
Advanced		16	9		#	#
Proficient		2	17		#	#

\*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)