



# The New York State District Report Card

**Accountability  
and Overview Report  
2005 – 06**

District **BINGHAMTON CITY SCHOOL  
DISTRICT**

District ID **030200010000**

Superintendent **PEGGY WOZNIAK**

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Grades **PK-12, UE, US**

## This District's Report Card

The New York State District Report Card is an important part of the Board of Regents effort to raise learning standards for all students. It provides information to the public on the district's status and the status of schools within the district under the State and federal accountability systems, on student performance, and on other measures of school and district performance. Knowledge gained from the report card on a school district's strengths and weaknesses can be used to improve instruction and services to students.

State assessments are designed to help ensure that all students reach high learning standards. They show whether students are getting the knowledge and skills they need to succeed at the elementary, middle, and commencement levels and beyond. The State requires that students who are not making appropriate progress toward the standards receive academic intervention services.

### For more information:

Office of Information and Reporting Services  
New York State Education Department  
Room 863 EBA  
Albany, NY 12234  
Email: [RPTCARD@mail.nysed.gov](mailto:RPTCARD@mail.nysed.gov)

## Use this report to:

### **1** Get District Profile information.

This section shows comprehensive data relevant to this district's learning environment.

### **2** Review District Accountability Status.

This section indicates whether a district made adequate yearly progress (AYP) and identifies districts in need of improvement and subject to interventions under the federal No Child Left Behind Act as well as districts requiring academic progress and subject to interventions under Commissioner's Regulations.

### **3** View School Accountability Status.

This section lists all schools in your district by 2006–07 accountability status.

### **4** Review an Overview of District Performance.

This section has information about the district's performance on state assessments in English, mathematics, and science, and on high school graduation rate.

District **BINGHAMTON CITY SCHOOL DISTRICT**

## District Profile

This section shows comprehensive data relevant to this school district's learning environment, including information about enrollment, average class size, and teacher qualifications.

### Enrollment

	2003-04	2004-05	2005-06
Pre-K	148	155	133
Kindergarten	525	538	567
Grade 1	465	518	522
Grade 2	474	443	512
Grade 3	474	449	437
Grade 4	461	464	468
Grade 5	478	454	457
Grade 6	459	463	471
Ungraded Elementary	74	80	73
Grade 7	465	448	492
Grade 8	444	432	460
Grade 9	459	484	473
Grade 10	460	432	475
Grade 11	425	447	409
Grade 12	384	382	406
Ungraded Secondary	40	37	13
<b>Total K-12</b>	<b>6087</b>	<b>6071</b>	<b>6235</b>

### Average Class Size

	2003-04	2004-05	2005-06
<b>Common Branch</b>	18	17	19
<b>Grade 8</b>			
English	20	21	22
Mathematics	20	20	20
Science	20	22	22
Social Studies	20	21	21
<b>Grade 10</b>			
English	21	20	22
Mathematics	20	20	20
Science	18	21	22
Social Studies	24	23	22

### Enrollment Information

*Enrollment* counts are as of Basic Educational Data System (BEDS) day, which is typically the first Wednesday of October of the school year. Students who attend BOCES programs on a part-time basis are included in a district's enrollment. Students who attend BOCES on a full-time basis or who are placed full time by the district in an out-of-district placement are not included in a district's enrollment. Students classified by districts as "pre-first" are included in first grade counts.

### Average Class Size Information

*Average Class Size* is the total registration in specified classes divided by the number of those classes with registration. *Common Branch* refers to self-contained classes in Grades 1-6.

District BINGHAMTON CITY SCHOOL DISTRICT

## Demographic Factors

	2003-04		2004-05		2005-06	
	#	%	#	%	#	%
Eligible for Free Lunch	3258	54%	3235	53%	3405	55%
Reduced-Price Lunch	618	10%	585	10%	657	11%
Student Stability*		N/A		N/A		N/A
Limited English Proficient	334	5%	303	5%	265	4%
<b>Racial/Ethnic Origin</b>						
American Indian or Alaska Native	9	0%	3	0%	8	0%
Black or African American	1320	22%	1377	23%	1459	23%
Hispanic or Latino	388	6%	372	6%	411	7%
Asian or Native Hawaiian/Other Pacific Islander	253	4%	221	4%	229	4%
White	4117	68%	4098	68%	4128	66%

\* Not available at the district level.

## Attendance and Suspensions

	2002-03		2003-04		2004-05	
	#	%	#	%	#	%
Annual Attendance Rate		93%		94%		93%
Student Suspensions	452	N/A	399	7%	742	12%

## Demographic Factors Information

*Eligible for Free Lunch and Reduced-Price Lunch* percentages are determined by dividing the number of approved lunch applicants by the Basic Educational Data System (BEDS) enrollment in full-day kindergarten through Grade 12. *Eligible for Free Lunch and Limited English Proficient* counts are used to determine *Similar Schools* groupings within a *Need/Resource Capacity* category.

## Attendance and Suspensions Information

*Annual Attendance Rate* is determined by dividing the school district's total actual attendance by the total possible attendance for a school year. A district's actual attendance is the sum of the number of students in attendance on each day the district's schools were open during the school year. Possible attendance is the sum of the number of enrolled students who should have been in attendance on each day schools were open during the school year. *Student Suspension* rate is determined by dividing the number of students who were suspended from school (not including in-school suspensions) for one full day or longer anytime during the school year by the Basic Educational Data System (BEDS) day enrollments for that school year. A student is counted only once, regardless of whether the student was suspended one or more times during the school year.

District BINGHAMTON CITY SCHOOL DISTRICT

## Teacher Qualifications

	2003-04	2004-05	2005-06
<b>Core Classes Not Taught by Highly Qualified Teachers</b>			
Total Number of Core Classes	1371	1391	1991
Percent Not Taught by Highly Qualified Teachers	4%	3%	2%
<b>Teachers with No Valid Teaching Certificate</b>			
Total Number of Teachers	5	3	6
Percent with No Valid Teaching Certificate	1%	1%	1%
<b>Individuals Teaching Out of Certification</b>			
Number of Teachers	13	12	10
Percentage of Total	2%	2%	2%
<b>Percent of Teachers with Master's Degree Plus 30 Hours or Doctorate</b>			
	12%	13%	13%

## Staff Counts

	2003-04	2004-05	2005-06
Total Teachers	554	559	551
Total Other Professional Staff	42	50	55
Total Paraprofessionals*	308	289	286
Assistant Principals	6	7	8
Principals	10	10	10

\* Not available at the school level.

## Teacher Qualifications Information

To be *Highly Qualified*, a teacher must have at least a Bachelor's degree, be certified to teach in the subject area, and show subject matter competency. The number of *Individuals Teaching Out of Certification* is the number doing so more than on an incidental basis; that is, teaching for five or fewer periods per week outside certification.

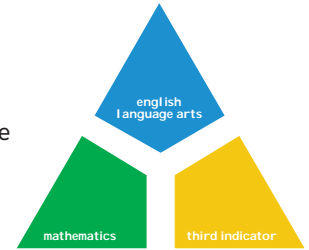
## Staff Counts Information

*Other Professionals* includes administrators, guidance counselors, school nurses, psychologists, and other professionals who devote more than half of their time to non-teaching duties. Teachers who are shared between buildings within a district are reported on the district report only.

## Understanding How Accountability Works in New York State

The federal No Child Left Behind (NCLB) Act requires that states develop and report on measures of student proficiency in 1) English language arts (ELA), in 2) mathematics, and on 3) a third indicator. In New York State in 2005–06, the third indicator is science at the elementary/middle level and graduation rate at the secondary level. Schools or districts that prove student proficiency on these measures are making Adequate Yearly Progress (AYP).

For more information about accountability in New York State, visit: [www.emsc.nysed.gov/irts/accountability/home.shtml](http://www.emsc.nysed.gov/irts/accountability/home.shtml).



### 1 English Language Arts (ELA)

To make AYP in ELA, every accountability group must make AYP. For a group to make AYP, it must meet the participation *and* the performance criteria.

#### A Participation Criterion

At the elementary/middle level, 95 percent of Grades 3–8 students enrolled during the test administration period in each group with 40 or more students must be tested on the New York State Testing Program (NYSTP) in ELA or, if appropriate, the New York State English as a Second Language Achievement Test (NYSESLAT), or the New York State Alternate Assessment (NYSAA) in ELA. At the secondary level, 95 percent of seniors in 2005–06 in each accountability group with 40 or more students must have taken an English examination that meets the students' graduation requirement.

#### B Performance Criterion

At the elementary/middle level, the Performance Index (PI) of each group with 30 or more continuously enrolled tested students must equal or exceed its Effective Annual Measurable Objective (AMO) or the group must make Safe Harbor. At the secondary level, the PI of each group in the 2002 cohort with 30 or more members must equal or exceed its Effective AMO or the group must make Safe Harbor. To make Safe Harbor, the PI of the group must equal or exceed its Safe Harbor Target and the group must meet the qualification for Safe Harbor.

### 2 Mathematics

The same criteria for making AYP in ELA apply to mathematics. At the elementary/middle level, the measures used to determine AYP are the NYSTP and the NYSAA in mathematics. At the secondary level, the measures are mathematics examinations that meet the students' graduation requirement.

### 3 Third Indicator

In addition to English language arts and mathematics, the school must also make AYP in a third area of achievement. This means meeting the criteria in science at the elementary/middle level and the criteria in graduation rate at the secondary level.

**Elementary/Middle-Level Science:** To make AYP, the All Students group must meet the participation criterion *and* the performance criterion.

#### A Participation Criterion

Eighty percent of students in Grades 4 and/or 8 enrolled during the test administration period in the All Students group, if it has 40 or more students, must be tested on an accountability measure. In Grade 4, the measures are the Grade 4 elementary-level science test and the Grade 4 NYSAA in science. In Grade 8 science, the measures are the Grade 8 middle-level science test, Regents science examinations, and the Grade 8 NYSAA in science.

#### B Performance Criterion

The PI of the All Students group must equal or exceed the State Science Standard (100) or the Science Progress Target.

Qualifying for Safe Harbor in Elementary/Middle-Level ELA and Math: To qualify, the PI must equal or exceed the State Science Standard or the Science Progress Target in elementary/middle-level science for that group.

**Secondary-Level Graduation Rate:** For a school to make AYP in graduation rate, the percent of students in the 2001 graduation-rate cohort in the All Students group earning a high school diploma by August 31, 2005 must equal or exceed the Graduation-Rate Standard (55%) or the Graduation-Rate Progress Target.

Qualifying for Safe Harbor in Secondary-Level ELA and Math: To qualify, the percent of the 2001 graduation-rate cohort earning a local diploma by August 31, 2005 must equal or exceed the Graduation-Rate Standard (55%) or the Graduation-Rate Progress Target for that group.

## Useful Terms for Understanding Accountability

### Accountability Cohort

The 2002 school accountability cohort consists of all students who first entered Grade 9 anywhere in the 2002–03 school year, and all ungraded students with disabilities who reached their seventeenth birthday in the 2002–03 school year, who were enrolled on October 6, 2005 and did not transfer to a diploma granting program. Students who earned a high school equivalency diploma or enrolled in an approved high school equivalency preparation program by June 30, 2006, are not included in the 2002 school accountability cohort. The 2002 district accountability cohort consists of all students in each school accountability cohort plus students who transferred within the district after BEDS day plus students who were placed outside the district by the Committee on Special Education or district administrators and who met the other requirements for cohort membership. Cohort is defined in Section 100.2 (p) (16) of the Commissioner's Regulations.

### Adequate Yearly Progress (AYP)

Adequate Yearly Progress (AYP) indicates satisfactory progress by a district or a school toward the goal of proficiency for all students.

### Annual Measurable Objective (AMO)

The Annual Measurable Objective (AMO) is the Performance Index (PI) value that signifies that an accountability group is making satisfactory progress toward the goal that 100 percent of students will be proficient in the State's learning standards for English language arts and mathematics by 2013–14. The secondary-level AMO will be increased as specified in CR100.2(p)(14) and will reach 200 in 2013–14. (See Effective AMO for further information.)

### Continuously Enrolled Students

At the elementary/middle level, continuously enrolled students are those enrolled in the school or district on BEDS day (usually the first Wednesday in October) of the school year until the test administration period. At the secondary level, all students who meet the criteria for inclusion in the accountability cohort are considered to be continuously enrolled.

### Effective Annual Measurable Objective (Effective AMO)

The Effective Annual Measurable Objective (Effective AMO) is the Performance Index (PI) value that each accountability group within a school or district is expected to achieve to make Adequate Yearly Progress (AYP). The Effective AMO is the lowest PI that an accountability group of a given size can achieve in a subject for the group's PI not to be considered significantly different from the AMO for that subject. If an accountability group's PI equals or exceeds the Effective AMO, it is considered to have made AYP. A more complete definition of Effective AMO and a table showing the PI values that each group size must equal or exceed to make AYP are available at [www.emsc.nysed.gov/irts](http://www.emsc.nysed.gov/irts).

### Performance Index (PI)

Performance Index is a value from 0 to 200 that is assigned to an accountability group, indicating how that group performed on a required State test (or approved alternative) in English language arts, mathematics, or science. Student scores on the tests are converted to four performance levels, from Level 1 (indicating no proficiency) to Level 4 (indicating advanced proficiency). At the elementary/middle level, the PI is calculated using the following equation:

$$100 \times \left[ \frac{\text{Count of Continuously Enrolled Tested Students Performing at Levels 2, 3, and 4} + \text{the Count at Levels 3 and 4}}{\text{Count of All Continuously Enrolled Tested Students}} \right]$$

At the secondary level, the PI is calculated using the following equation:

$$100 \times \left[ \frac{\text{Count of Cohort Members Performing at Levels 2, 3, and 4} + \text{the Count at Levels 3 and 4}}{\text{Count of All Cohort Members}} \right]$$

A list of tests used to measure student performance for accountability is available at [www.emsc.nysed.gov/irts](http://www.emsc.nysed.gov/irts).

### Progress Target

For accountability groups below the State Standard in science or graduation rate, the Progress Target is an alternate method for making Adequate Yearly Progress (AYP) or qualifying for Safe Harbor in English language arts and mathematics based on improvement over the previous year's performance.

### Safe Harbor

Safe Harbor provides an alternate means to demonstrate Adequate Yearly Progress (AYP) for accountability groups that do not achieve their Effective Annual Measurable Objectives (AMOs) in English or mathematics.

### Safe Harbor Targets

The original 2005–06 safe harbor targets were calculated using the following equation:

$$2005-06 \text{ PI} + (200 - \text{the } 2005-06 \text{ PI}) \times 0.10$$

The resulting targets were adjusted so that their proportion of the 2005–06 AMO was the same as the original target's proportion of the 2004–05 AMO.

### Science Progress Target

The elementary/middle-level 2005–06 Science Progress Target is calculated by adding one point to the 2004–05 PI. The 2006–07 Science Progress Target is calculated by adding one point to the 2005–06 PI. The 2006–07 target is provided for groups whose PI was below the State Science Standard in 2005–06.

### Science Standard

The criterion value that represents a minimally satisfactory performance in science. In 2005–06, the State Science Standard at the elementary/middle level is a Performance Index (PI) of 100. The Commissioner may raise the State Science Standard at his discretion in future years.

## Understanding Your District Accountability Status

The list below defines the district status categories applied to each accountability measure under New York State's district accountability system, which is divided into a Federal Title I component and a State component. Accountability measures for districts are English language arts (ELA), mathematics, elementary/middle-level science, and graduation rate. A district may be assigned a different status for different accountability measures. The overall status of a district is the status assigned to the district for the accountability measure with the most advanced designation in the hierarchy. If the district receives Title I funds, it is the most advanced designation in the Title I hierarchy, unless the district is in good standing under Title I but identified as DRAP under the State hierarchy. A district that does not receive Title I funding in a school year does not have a federal status in that year; however, all districts receive a state status even if they do not receive Title I funding. Consequences for districts not in good standing can be found at: [www.emsc.nysed.gov/irts/school-accountability/about.shtml](http://www.emsc.nysed.gov/irts/school-accountability/about.shtml).

### Federal Title I Status

(Applies to all New York State districts receiving Title I funds)

#### ▲ District in Good Standing

A district is considered to be in good standing if it has not been identified as a District in Need of Improvement or a District Requiring Academic Progress.

#### ▲ District in Need of Improvement (Year 1)

A district that has not made AYP for two consecutive years on the same accountability measure is considered a District in Need of Improvement (Year 1) for the following year, if it continues to receive Title I funds.

#### ▲ District in Need of Improvement (Year 2)

A District in Need of Improvement (Year 1) that does not make AYP on the accountability measure for which it was identified is considered a District in Need of Improvement (Year 2) for the following year, if it continues to receive Title I funds.

#### ▲ District in Need of Improvement (Year 3)

A District in Need of Improvement (Year 2) that does not make AYP on the accountability measure for which it was identified is considered a District in Need of Improvement (Year 3) for the following year, if it continues to receive Title I funds.

#### ▲ District in Need of Improvement (Year 4)

A District in Need of Improvement (Year 3) that does not make AYP on the accountability measure for which it was identified is considered a District in Need of Improvement (Year 4) for the following year, if it continues to receive Title I funds.

#### ▲ District in Need of Improvement (Year 5 and above)

A District in Need of Improvement (Year 4 and above) that does not make AYP on the accountability measure for which it was identified is considered a District in Need of Improvement (Year 5 and above) for the following year, if it continues to receive Title I funds.

### New York State Status

(Applies to New York State districts)

#### ■ District Requiring Academic Progress (Year 1)

A district that has not made AYP on the same accountability measure for two consecutive years is considered a District Requiring Academic Progress (Year 1) for the following year.

#### ■ District Requiring Academic Progress (Year 2)

A District Requiring Academic Progress (Year 1) that does not make AYP on the accountability measure for which it was identified is considered a District Requiring Academic Progress (Year 2) for the following year.

#### ■ District Requiring Academic Progress (Year 3)

A District Requiring Academic Progress (Year 2) that does not make AYP on the accountability measure for which it was identified is considered a District Requiring Academic Progress (Year 3) for the following year.

#### ■ District Requiring Academic Progress (Year 4)

A District Requiring Academic Progress (Year 3) that does not make AYP on the accountability measure for which it was identified is considered a District Requiring Academic Progress (Year 4) for the following year.

#### ■ District Requiring Academic Progress (Year 5 and above)

A District Requiring Academic Progress (Year 4 and above) that does not make AYP on the accountability measure for which it was identified is considered a District Requiring Academic Progress (Year 5 and above) for the following year.


District **BINGHAMTON CITY SCHOOL DISTRICT**

## Summary

### Overall Accountability Status (2006–07)

#### Improvement (Year 3)

##### Elementary/Middle Level

ELA  Improvement (Year 3)

Math  Good Standing

Science  Good Standing

##### Secondary Level

ELA  Improvement (Year 3)

Math  Good Standing

Graduation Rate  Good Standing

### Title I Part A Funding

#### Years the District Received Title I Part A Funding

**2004–05**

YES



































**2005–06**

YES




**2006–07**

YES













### On which accountability measures did this district make Adequate Yearly Progress (AYP) and which groups made AYP on each measure?

Student Groups	Elementary/Middle Level			Secondary Level		
	English Language Arts	Mathematics	Science	English Language Arts	Mathematics	Graduation Rate
<b>All Students</b>						
<b>Ethnicity</b>						
American Indian or Alaska Native	–	–				
Black or African American						
Hispanic or Latino				–	–	
Asian or Native Hawaiian/Other Pacific Islander				–	–	
White						
<b>Other Groups</b>						
Students with Disabilities						
Limited English Proficient				–	–	
Economically Disadvantaged						
<b>Student groups making AYP in each subject</b>	 7 of 8	 7 of 8	 1 of 1	 4 of 5	 4 of 5	 1 of 1

#### AYP Status

-  Made AYP
-  Made AYP Using Safe Harbor Target
-  Did Not Make AYP
- Insufficient Number of Students to Determine AYP Status

#### Accountability Status Levels

- | Federal  | State  |
|--|--|
| Good Standing                 | Good Standing                                 |
| Improvement (Year 1)          | Requiring Academic Progress (Year 1)          |
| Improvement (Year 2)          | Requiring Academic Progress (Year 2)          |
| Improvement (Year 3)          | Requiring Academic Progress (Year 3)          |
| Improvement (Year 4)          | Requiring Academic Progress (Year 4)          |
| Improvement (Year 5 & Above)  | Requiring Academic Progress (Year 5 & Above)  |



District **BINGHAMTON CITY SCHOOL DISTRICT**

## Elementary/Middle-Level English Language Arts

### Accountability Status for This Subject (2006–07)



Improvement (Year 3)

### Accountability Measures

7 of 8

Student groups making AYP in English Language Arts



Did not make AYP

### Prospective Status

To be removed from improvement status in English Language Arts, this district must make AYP in this measure at the elementary/middle or secondary level for two consecutive years. If this district fails to make AYP at both the elementary/middle and secondary levels in 2006-07, the district will be In Need of Improvement (Year 4) in 2007-08. If this district makes AYP at either the elementary/middle or secondary level in 2006-07, the district will remain In Need of Improvement (Year 3) in 2007-08. [208]

### How did students in each accountability group perform on elementary/middle-level English Language Arts accountability measures?

Student Group (Total: Continuous Enrollment) <sup>1</sup>	AYP	Participation <sup>2</sup>		Test Performance <sup>3</sup>		Performance Objectives		
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2005–06    2006–07	
<b>All Students</b> (2824:2662)	✓	✓	98%	✓	150	120		
<b>Ethnicity</b>								
American Indian or Alaska Native (10:7)	–	–	–	–	–	–	–	
Black or African American (679:638)	✓	✓	98%	✓	133	118		
Hispanic or Latino (195:173)	✓	✓	96%	✓	120	114		
Asian or Native Hawaiian/Other Pacific Islander (97:91)	✓	✓	98%	✓	149	112		
White (1843:1753)	✓	✓	98%	✓	159	119		
<b>Other Groups</b>								
Students with Disabilities <sup>4</sup> (686:444)	✗	✗	94%	✗	90	117	103    101	
Limited English Proficient (120:77)	✓	✓	96%	✓	116	111		
Economically Disadvantaged (1814:1678)	✓	✓	97%	✓	137	119		
<b>Final AYP Determination</b>	✗	7 of 8						

#### NOTES

<sup>1</sup> These data show the count of students enrolled during the test administration period (used for Participation) followed by the count of continuously enrolled tested students (used for Performance). For accountability calculations, students who were excused from testing for medical reasons are not included in the enrollment count.

<sup>2</sup> Groups with fewer than 40 students enrolled during the test administration period are not required to meet the participation criterion. If the participation rate of a group fell below 95 percent in 2005–06, the enrollment shown is the sum of 2004–05 and 2005–06 enrollments and the percent tested is the weighted average of the participation rates over those two years.

<sup>3</sup> For districts with fewer than 30 continuously enrolled tested students in the All Students group in 2005–06, data for 2004–05 and 2005–06 were combined to determine counts and PIs. For districts with 30 or more continuously enrolled students in the All Students group in 2005–06, student groups with fewer than 30 continuously enrolled tested students are not required to meet the performance criterion.

<sup>4</sup> If the district failed to make AYP solely because of the performance of students with disabilities, met the 95% participation requirement for this group, and would meet or exceed the AMO for this subject if 34 points were added to the PI, then the district is considered to have made AYP for students with disabilities.


‡ This student group did not make AYP in science; therefore, it did not qualify for Safe Harbor.


#### AYP Status

- ✓ Made AYP
- ✓<sup>SH</sup> Made AYP Using Safe Harbor Target
- ✗ Did Not Make AYP
- Insufficient Number of Students to Determine AYP Status

District **BINGHAMTON CITY SCHOOL DISTRICT**

## Elementary/Middle-Level Mathematics


























**Accountability Status**  Good Standing  
**for This Subject**  
**(2006–07)**

**Accountability Measures** 7 of 8 Student groups making AYP in Mathematics  
 Did not make AYP

### Prospective Status

A district that fails to make AYP in Mathematics at the elementary/middle and secondary levels for two consecutive years is placed in improvement status. If this district fails to make AYP at both the elementary/middle and secondary levels in 2006-07, the district will be District In Need of Improvement (Year 1) in 2007-08. If this district makes AYP at either the elementary/middle or secondary level in 2006-07, the district will be in good standing in 2007-08. [202]

### How did students in each accountability group perform on elementary/middle-level Mathematics accountability measures?

Student Group (Total: Continuous Enrollment) <sup>1</sup>	AYP	Participation <sup>2</sup>		Test Performance <sup>3</sup>		Performance Objectives	
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2005–06    2006–07
<b>All Students</b> (2805:2602)			97%		150	84	
<b>Ethnicity</b>							
American Indian or Alaska Native (11:7)	–	–	–	–	–	–	–
Black or African American (671:619)			97%		131	82	
Hispanic or Latino (197:170)			95%		130	78	
Asian or Native Hawaiian/Other Pacific Islander (94:84)			96%		171	75	
White (1832:1722)			98%		159	83	
<b>Other Groups</b>							
Students with Disabilities <sup>4</sup> (680:439)			94%		99	81	
Limited English Proficient (90:81)			99%		106	75	
Economically Disadvantaged (1800:1624)			97%		139	83	
<b>Final AYP Determination</b>		7 of 8					

#### NOTES

<sup>1</sup> These data show the count of students enrolled during the test administration period (used for Participation) followed by the count of continuously enrolled tested students (used for Performance). For accountability calculations, students who were excused from testing for medical reasons are not included in the enrollment count.




<sup>2</sup> Groups with fewer than 40 students enrolled during the test administration period are not required to meet the participation criterion. If the participation rate of a group fell below 95 percent in 2005–06, the enrollment shown is the sum of 2004–05 and 2005–06 enrollments and the percent tested is the weighted average of the participation rates over those two years.

<sup>3</sup> For districts with fewer than 30 continuously enrolled tested students in the All Students group in 2005–06, data for 2004–05 and 2005–06 were combined to determine counts and PIs. For districts with 30 or more continuously enrolled students in the All Students group in 2005–06, student groups with fewer than 30 continuously enrolled tested students are not required to meet the performance criterion.

<sup>4</sup> If the district failed to make AYP solely because of the performance of students with disabilities, met the 95% participation requirement for this group, and would meet or exceed the AMO for this subject if 34 points were added to the PI, then the district is considered to have made AYP for students with disabilities.

‡ This student group did not make AYP in science; therefore, it did not qualify for Safe Harbor.

#### AYP Status

-  Made AYP
-  Made AYP Using Safe Harbor Target
-  Did Not Make AYP
- Insufficient Number of Students to Determine AYP Status

District **BINGHAMTON CITY SCHOOL DISTRICT**
















## Elementary/Middle-Level Science

**Accountability Status**  Good Standing  
**for This Subject**  
**(2006–07)**

**Accountability Measures** 1 of 1 Student groups making AYP in Science  
 Made AYP

**Prospective Status** This district will be in good standing in 2007-08. [201]




### How did students in each accountability group perform on elementary/middle-level science accountability measures?

Student Group (Total: Continuous Enrollment) <sup>1</sup>	AYP		Participation <sup>2</sup>		Test Performance <sup>3</sup>		Performance Objectives	
	Status	Safe Harbor Qualification	Met Criterion	Percentage Tested	Met Criterion	Performance Index	State Standard	Progress Target 2005–06 2006–07
<b>All Students</b> (932:847)		Qualified		96%		183	100	
<b>Ethnicity</b>								
American Indian or Alaska Native (4:2)	–	–	–	–	–	–	–	–
Black or African American (219:194)		Qualified		96%		176	100	
Hispanic or Latino (67:54)		Qualified		90%		163	100	
Asian or Native Hawaiian/Other Pacific Islander (34:32)	–	–	–	–		191	100	
White (608:565)		Qualified		97%		187	100	
<b>Other Groups</b>								
Students with Disabilities (186:151)		Qualified		89%		163	100	
Limited English Proficient (27:25)	–	–	–	–	–	–	–	–
Economically Disadvantaged (582:509)		Qualified		95%		177	100	
<b>Final AYP Determination</b>		1 of 1						

#### NOTES

- <sup>1</sup> These data show the count of students enrolled during the test administration period (used for Participation) followed by the count of continuously enrolled tested students (used for Performance). For Accountability calculations, students who were excused from testing for medical reasons are not included in the enrollment count.
- <sup>2</sup> Groups with fewer than 40 students enrolled during the test administration period are not required to meet the participation criterion. If the participation rate of a group fell below 80 percent in 2005–06, the enrollment shown is the sum of 2004–05 and 2005–06 enrollments and the percent tested is the weighted average of the participation rates over those two years.
- <sup>3</sup> Groups with fewer than 30 continuously enrolled tested students are not required to meet the performance criterion. For schools with fewer than 30 continuously enrolled tested students in 2005–06, data for 2004–05 and 2005–06 were combined to determine counts and performance indices.


#### AYP Status

-  Made AYP
-  Made AYP Using Safe Harbor Target
-  Did Not Make AYP
- Insufficient Number of Students to Determine AYP Status

District **BINGHAMTON CITY SCHOOL DISTRICT**

## Secondary-Level English Language Arts
















**Accountability Status for This Subject (2006–07)**  Improvement (Year 3)

**Accountability Measures** 4 of 5 Student groups making AYP in English Language Arts  
 Did not make AYP

### Prospective Status

To be removed from improvement status in English Language Arts, this district must make AYP in this measure at the elementary/middle or secondary level for two consecutive years. If this district fails to make AYP at both the elementary/middle and secondary levels in 2006-07, the district will be In Need of Improvement (Year 4) in 2007-08. If this district makes AYP at either the elementary/middle or secondary level in 2006-07, the district will remain In Need of Improvement (Year 3) in 2007-08. [208]

### How did students in each accountability group perform on secondary-level English Language Arts accountability measures?

Student Group (12th Graders: 2002 Cohort) <sup>1</sup>	AYP	Participation <sup>2</sup>		Test Performance <sup>3</sup>		Performance Objectives	
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2005–06    2006–07
<b>All Students</b> (361:358)			100%		175	148	
<b>Ethnicity</b>							
American Indian or Alaska Native (0:0)							
Black or African American (50:51)			100%		157	141	
Hispanic or Latino (15:11)	–	–	–	–	–	–	–
Asian or Native Hawaiian/Other Pacific Islander (12:14)	–	–	–	–	–	–	–
White (284:282)			100%		180	148	
<b>Other Groups</b>							
Students with Disabilities (33:56)		–	–		86	141	115    97
Limited English Proficient (9:10)	–	–	–	–	–	–	–
Economically Disadvantaged (108:128)			100%		161	145	
<b>Final AYP Determination</b>	 4 of 5						

#### NOTES




<sup>1</sup> These data show the count of 12th graders in 2005–06 (used for Participation) followed by the count of students in the 2002 cohort (used for Performance).

<sup>2</sup> Groups with fewer than 40 students in the 12th grade are not required to meet the participation criterion. If the participation rate of a group fell below 95 percent in 2005–06, the enrollment shown is the sum of the 2004–05 and 2005–06 Grade 12 enrollments and the percent tested is the weighted average of the participation rates over those two years.

<sup>3</sup> For districts with fewer than 30 students in the 2002 cohort, data for 2001 and 2002 cohort members were combined to determine counts and PIs. For districts with 30 or more students in the 2002 cohort in the All Students group, groups with fewer than 30 students in the 2002 cohort are not required to meet the performance criterion.


‡ This student group did not make AYP in graduation rate; therefore, it did not qualify for Safe Harbor.


#### AYP Status

-  Made AYP
-  Made AYP Using Safe Harbor Target
-  Did Not Make AYP
- Insufficient Number of Students to Determine AYP Status

District **BINGHAMTON CITY SCHOOL DISTRICT**

## Secondary-Level Mathematics
















**Accountability Status for This Subject (2006–07)**  Good Standing

**Accountability Measures** 4 of 5 Student groups making AYP in Mathematics  
 Did not make AYP

### Prospective Status

A district that fails to make AYP in Mathematics at the elementary/middle and secondary levels for two consecutive years is placed in improvement status. If this district fails to make AYP at both the elementary/middle and secondary levels in 2006-07, the district will be District In Need of Improvement (Year 1) in 2007-08. If this district makes AYP at either the elementary/middle or secondary level in 2006-07, the district will be in good standing in 2007-08. [202]




### How did students in each accountability group perform on secondary-level Mathematics accountability measures?

Student Group (12th Graders: 2002 Cohort) <sup>1</sup>	AYP	Participation <sup>2</sup>		Test Performance <sup>3</sup>		Performance Objectives	
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2005–06    2006–07
<b>All Students</b> (361:358)			99%		175	140	
<b>Ethnicity</b>							
American Indian or Alaska Native (0:0)							
Black or African American (50:51)			98%		157	133	
Hispanic or Latino (15:11)	–	–	–	–	–	–	–
Asian or Native Hawaiian/Other Pacific Islander (12:14)	–	–	–	–	–	–	–
White (284:282)			100%		179	140	
<b>Other Groups</b>							
Students with Disabilities (33:56)		–	–		96	133	115    106
Limited English Proficient (9:10)	–	–	–	–	–	–	–
Economically Disadvantaged (108:128)			99%		162	137	
<b>Final AYP Determination</b>	 4 of 5						

#### NOTES


- <sup>1</sup> These data show the count of 12th graders in 2005–06 (used for Participation) followed by the count of students in the 2002 cohort (used for Performance).
  - <sup>2</sup> Groups with fewer than 40 students in the 12th grade are not required to meet the participation criterion. If the participation rate of a group fell below 95 percent in 2005–06, the enrollment shown is the sum of the 2004–05 and 2005–06 Grade 12 enrollments and the percent tested is the weighted average of the participation rates over those two years.
  - <sup>3</sup> For districts with fewer than 30 students in the 2002 cohort, data for 2001 and 2002 cohort members were combined to determine counts and PIs. For districts with 30 or more students in the 2002 cohort in the All Students group, groups with fewer than 30 students in the 2002 cohort are not required to meet the performance criterion.
- ‡ This student group did not make AYP in graduation rate; therefore, it did not qualify for Safe Harbor.


#### AYP Status

-  Made AYP
-  Made AYP Using Safe Harbor Target
-  Did Not Make AYP
- Insufficient Number of Students to Determine AYP Status

District **BINGHAMTON CITY SCHOOL DISTRICT**








## Graduation Rate

**Accountability Status**  Good Standing  
**for This Indicator**  
**(2006–07)**

**Accountability Measures** 1 of 1 Student groups making AYP in Graduation Rate  
 Made AYP

**Prospective Status** This district will be in good standing in 2007-08. [201]

### How did students in each accountability group perform on graduation rate accountability measures?

Student Group (Cohort Count) <sup>1</sup>	Graduation		Graduation Rate <sup>2</sup>	Objectives		
	AYP	Met Criterion		State Standard	Progress Target 2005–06 2006–07	
<b>All Students</b> (388)			75%	55%		
<b>Ethnicity</b>						
American Indian or Alaska Native (0)						
Black or African American (53)			74%	55%		
Hispanic or Latino (20)	–	–	–	–	–	–
Asian or Native Hawaiian/Other Pacific Islander (14)	–	–	–	–	–	–
White (301)			76%	55%		
<b>Other Groups</b>						
Students with Disabilities (56)			45%	55%	20%	46%
Limited English Proficient (10)	–	–	–	–	–	–
Economically Disadvantaged (118)			70%	55%		
<b>Final AYP Determination</b>	 1 of 1					

#### NOTES

<sup>1</sup> Graduation-rate cohort for each year includes all students in the accountability cohort in the previous year plus all students excluded from that accountability cohort solely because they transferred to a high school equivalency preparation program, approved under Commissioner's Regulations 100.7.

<sup>2</sup> Percentage of the 2001 cohort that earned a local or Regents diploma by August 31, 2005.

## Graduation Rate Information

For a school or a district to make AYP in graduation rate, the percentage of 2001 graduation-rate cohort members earning a local or Regents diploma by August 31, 2005 for the "All Students" group must equal or exceed the Graduation-Rate Standard or the Graduation-Rate Progress Target for 2005–06.

The Graduation Rate Standard is the criterion value that represents a minimally satisfactory percentage of cohort members earning a local diploma. The State Graduation-Rate Standard for the 2001 cohort is 55 percent. The Commissioner may raise the Graduation-Rate Standard at his discretion in future years.

The 2005–06 Graduation-Rate Progress Target is calculated by adding one point to the percentage of the 2000 cohort earning a local or Regents diploma by August 31, 2004. The 2006–07 Graduation-Rate Progress Target is calculated by adding one point to the percentage of the 2001 cohort earning a local or Regents diploma by August 31, 2005. This target is provided for each group whose percentage earning a local or Regents diploma by August 31, 2005 is below the Graduation-Rate Standard in 2005–06 (55%). Groups with fewer than 30 cohort members are not subject to this criterion.

# 3 School Accountability Status

District **BINGHAMTON CITY SCHOOL DISTRICT**

## 2006–07 Accountability Status of Schools in Your District

This section lists all schools in your district by 2006–07 accountability status.

### Federal Title I Status

### New York State Status

#### Good Standing

9 schools identified 90% of total

BENJAMIN FRANKLIN ELEMENTARY SCHOOL  
CALVIN COOLIDGE SCHOOL  
EAST MIDDLE SCHOOL  
HORACE MANN SCHOOL  
MACARTHUR SCHOOL  
THEODORE ROOSEVELT SCHOOL  
THOMAS JEFFERSON SCHOOL  
WEST MIDDLE SCHOOL  
WOODROW WILSON SCHOOL

#### Requiring Academic Progress (Year 4)

1 school identified 10% of total

BINGHAMTON HIGH SCHOOL

District **BINGHAMTON CITY SCHOOL DISTRICT**

## Summary of 2005–06 District Performance

Performance on the State assessments in English language arts, mathematics, and science at the elementary and middle levels is reported in terms of mean scores and the percentage of tested students scoring at or above Level 2, Level 3, and Level 4. Performance on the State assessments in ELA and mathematics at the secondary level is reported in terms of the percentage of students in a cohort scoring at these levels.

English Language Arts	Percentage of students that scored at or above Level 3			Total Tested
	0%	50%	100%	
Grade 3	69%			419
Grade 4	68%			448
Grade 5	62%			456
Grade 6	56%			446
Grade 7	50%			444
Grade 8	47%			432

Mathematics				
Grade 3	83%			436
Grade 4	76%			460
Grade 5	58%			461
Grade 6	52%			458
Grade 7	43%			440
Grade 8	54%			425

Science				
Grade 4	94%			458
Grade 8	74%			418

Secondary Level	Percentage of students that scored at or above Level 3			2002 Cohort
	0%	50%	100%	
English	66%			474
Mathematics	67%			474

Graduation Rate	Percentage of students who graduated			2002 Cohort
	0%	50%	100%	
2002 Cohort	52%			474

### About the Performance Level Descriptors

#### Level 1: Not Meeting Learning Standards.

Student performance does not demonstrate an understanding of the content expected in the subject and grade level.

#### Level 2: Partially Meeting Learning Standards.

Student performance demonstrates a partial understanding of the content expected in the subject and grade level.

#### Level 3: Meeting Learning Standards.

Student performance demonstrates an understanding of the content expected in the subject and grade level.

#### Level 4: Meeting Learning Standards with Distinction.

Student performance demonstrates a thorough understanding of the content expected in the subject and grade level.

### How are Need/Resource Capacity (N/RC) categories determined?

Districts are divided into high, average, and low need categories based on their ability to meet the special needs of their students with local resources. Districts in the high need category are subdivided into four categories based on enrollment size and, in some cases, number of students per square mile. More information about the categories can be found in the *Report to the Governor and the Legislature on the Educational Status of the State's Schools* at [www.emsc.nysed.gov/irts](http://www.emsc.nysed.gov/irts).

In this section, this district's performance is compared with that of public schools statewide.

### This District's N/RC Category:

#### High Need/Resource Urban-Suburban Districts

This is an urban or suburban school district with high student needs in relation to district resource capacity.



District **BINGHAMTON CITY SCHOOL DISTRICT**

## This District's Results in Grade 3 English Language Arts

	This District			NY State Public			
	Percentage scoring at level(s):			Percentage scoring at level(s):			
	2-4	3-4	4	2-4	3-4	4	
Mean Score: 668	Range: 616-780			650-780			730-780
Number of Students:	387	288	24				

## Results by Student Group

	2005-06 School Year				2004-05 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
<b>All Students</b>	<b>419</b>	<b>92%</b>	<b>69%</b>	<b>6%</b>				
Female	215	91%	74%	9%				
Male	204	94%	63%	2%				
American Indian or Alaska Native	2	-	-	-				
Black or African American	121	93%	60%	4%				
Hispanic or Latino	31	68%	35%	0%				
Asian or Native Hawaiian/Other Pacific Islander	7	-	-	-				
White	258	95%	76%	7%	This test was not given in 2004-05.			
Small Group Totals	9	89%	78%	0%				
General-Education Students	370	95%	74%	6%				
Students with Disabilities	49	71%	27%	0%				
English Proficient	418	-	-	-				
Limited English Proficient	1	-	-	-				
Economically Disadvantaged	303	91%	63%	5%				
Not Disadvantaged	116	96%	84%	9%				
Migrant	1	-	-	-				
Not Migrant	418	-	-	-				

### NOTES

The - symbol indicates that data for a group of students has been suppressed. If a group has fewer than five students, data for that group and the next smallest group(s) are suppressed to protect the privacy of individual students.

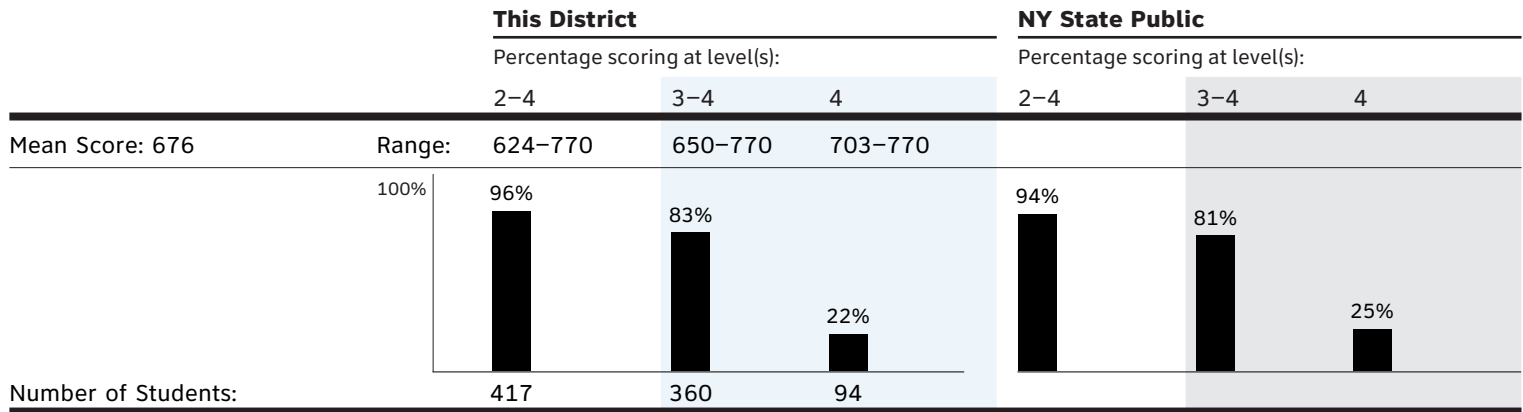
## Other Assessments

	2005-06 School Year				2004-05 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 3 Equivalent	6	5	5	5	This test was not given in 2004-05.			
New York State English as a Second Language Achievement Test (NYSESLAT): Grade 3	20	13	13	N/A	N/A	N/A	N/A	N/A

† Results in this report are shown for students who took the NYSESLAT in lieu of the New York State Testing Program assessment for accountability purposes.

District **BINGHAMTON CITY SCHOOL DISTRICT**

## This District's Results in Grade 3 Mathematics



## Results by Student Group

	2005-06 School Year				2004-05 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
<b>All Students</b>	<b>436</b>	<b>96%</b>	<b>83%</b>	<b>22%</b>				
Female	221	95%	83%	22%				
Male	215	96%	82%	21%				
American Indian or Alaska Native	2	-	-	-				
Black or African American	121	93%	72%	14%				
Hispanic or Latino	35	86%	66%	11%				
Asian or Native Hawaiian/Other Pacific Islander	12	-	-	-				
White	266	98%	89%	26%	This test was not given in 2004-05.			
Small Group Totals	14	100%	86%	29%				
General-Education Students	385	96%	85%	24%				
Students with Disabilities	51	92%	65%	2%				
English Proficient	415	96%	83%	22%				
Limited English Proficient	21	90%	71%	14%				
Economically Disadvantaged	318	95%	80%	17%				
Not Disadvantaged	118	97%	90%	33%				
Migrant	1	-	-	-				
Not Migrant	435	-	-	-				

### NOTES

The - symbol indicates that data for a group of students has been suppressed. If a group has fewer than five students, data for that group and the next smallest group(s) are suppressed to protect the privacy of individual students.

## Other Assessments

	2005-06 School Year				2004-05 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 3 Equivalent	6	4	4	4	This test was not given in 2004-05.			

District **BINGHAMTON CITY SCHOOL DISTRICT**

## This District's Results in Grade 4 English Language Arts

	This District			NY State Public		
	Percentage scoring at level(s):			Percentage scoring at level(s):		
	2-4	3-4	4	2-4	3-4	4
Mean Score: 664	Range: 612-775			650-775 716-775		
Number of Students:	408	303	37			

## Results by Student Group

	2005-06 School Year				2004-05 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
<b>All Students</b>	<b>448</b>	<b>91%</b>	<b>68%</b>	<b>8%</b>				
Female	204	94%	74%	13%				
Male	244	89%	63%	5%				
American Indian or Alaska Native	3	-	-	-				
Black or African American	115	86%	51%	3%				
Hispanic or Latino	23	96%	70%	4%				
Asian or Native Hawaiian/Other Pacific Islander	11	-	-	-				
White	296	93%	74%	10%				
Small Group Totals	14	93%	57%	7%				
General-Education Students	388	95%	74%	9%				
Students with Disabilities	60	65%	27%	2%				
English Proficient	447	-	-	-				
Limited English Proficient	1	-	-	-				
Economically Disadvantaged	290	87%	60%	4%				
Not Disadvantaged	158	99%	82%	15%				
Migrant								
Not Migrant	448	91%	68%	8%				

New assessments for elementary- and middle-level English language arts and mathematics were administered in 2006. Results from these assessments cannot be directly compared to results from previously administered assessments.

### NOTES

The - symbol indicates that data for a group of students has been suppressed. If a group has fewer than five students, data for that group and the next smallest group(s) are suppressed to protect the privacy of individual students.

## Other Assessments

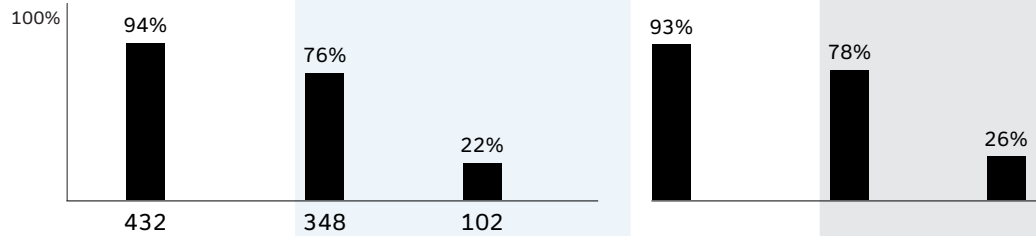
	2005-06 School Year				2004-05 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 4 Equivalent	6	6	6	6	3	-	-	-
New York State English as a Second Language Achievement Test (NYSESLAT): Grade 4	11	9	4	N/A	16	14	13	N/A

† Results in this report are shown for students who took the NYSESLAT in lieu of the New York State Testing Program assessment for accountability purposes.

District **BINGHAMTON CITY SCHOOL DISTRICT**

## This District's Results in Grade 4 Mathematics

	This District			NY State Public		
	Percentage scoring at level(s):			Percentage scoring at level(s):		
	2-4	3-4	4	2-4	3-4	4
Mean Score: 675	622-800	650-800	702-800			
Range:	622-800	650-800	702-800			
Number of Students:	432	348	102			



## Results by Student Group

	2005-06 School Year				2004-05 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
<b>All Students</b>	<b>460</b>	<b>94%</b>	<b>76%</b>	<b>22%</b>				
Female	212	95%	76%	18%				
Male	248	93%	75%	25%				
American Indian or Alaska Native	3	-	-	-				
Black or African American	113	93%	63%	8%				
Hispanic or Latino	28	86%	61%	11%				
Asian or Native Hawaiian/Other Pacific Islander	13	-	-	-				
White	303	95%	82%	28%				
Small Group Totals	16	100%	75%	38%				
General-Education Students	396	95%	81%	24%				
Students with Disabilities	64	84%	44%	9%				
English Proficient	446	94%	76%	22%				
Limited English Proficient	14	93%	50%	14%				
Economically Disadvantaged	302	91%	69%	19%				
Not Disadvantaged	158	99%	89%	29%				
Migrant								
Not Migrant	460	94%	76%	22%				

New assessments for elementary- and middle-level English language arts and mathematics were administered in 2006. Results from these assessments cannot be directly compared to results from previously administered assessments.

### NOTES

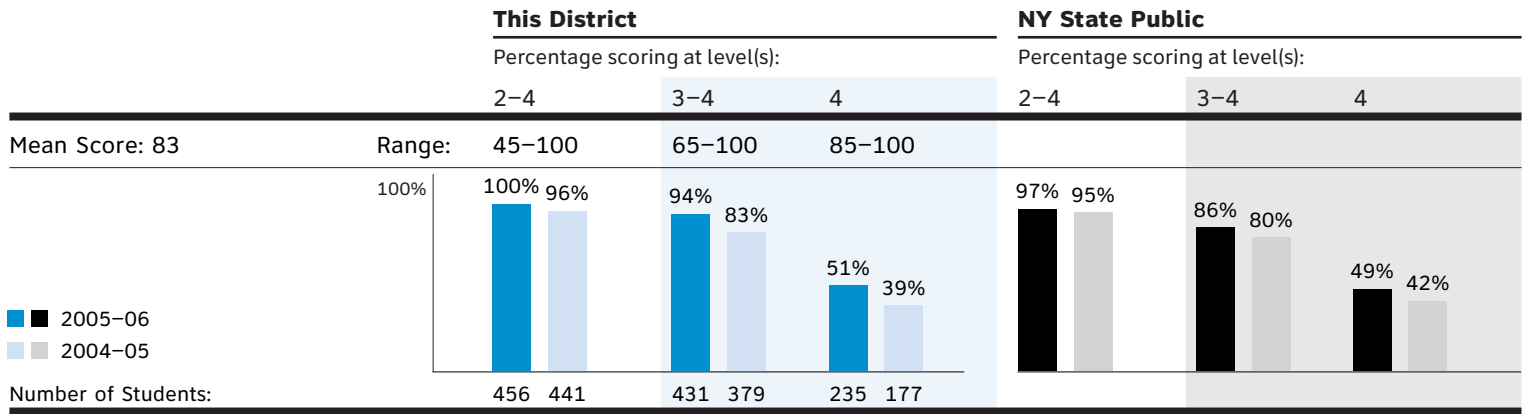
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## Other Assessments

	2005-06 School Year				2004-05 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 4 Equivalent	6	6	5	5	3	-	-	-

District **BINGHAMTON CITY SCHOOL DISTRICT**

## This District's Results in Grade 4 Science



## Results by Student Group

	2005-06 School Year				2004-05 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
<b>All Students</b>	<b>458</b>	<b>100%</b>	<b>94%</b>	<b>51%</b>	<b>457</b>	<b>96%</b>	<b>83%</b>	<b>39%</b>
Female	210	100%	95%	51%	225	96%	81%	40%
Male	248	99%	93%	52%	232	97%	85%	38%
American Indian or Alaska Native	3	-	-	-				
Black or African American	110	100%	92%	32%	97	93%	73%	20%
Hispanic or Latino	28	96%	82%	39%	29	93%	76%	38%
Asian or Native Hawaiian/Other Pacific Islander	13	-	-	-	12	100%	75%	58%
White	304	100%	96%	61%	319	98%	87%	44%
Small Group Totals	16	100%	100%	31%				
General-Education Students	392	100%	95%	55%	392	97%	85%	43%
Students with Disabilities	66	98%	89%	27%	65	95%	68%	12%
English Proficient	444	100%	95%	52%	439	96%	84%	39%
Limited English Proficient	14	100%	71%	29%	18	100%	50%	22%
Economically Disadvantaged	301	99%	91%	41%	288	95%	77%	28%
Not Disadvantaged	157	100%	100%	71%	169	98%	93%	57%
Migrant								
Not Migrant	458	100%	94%	51%	457	96%	83%	39%

### NOTES

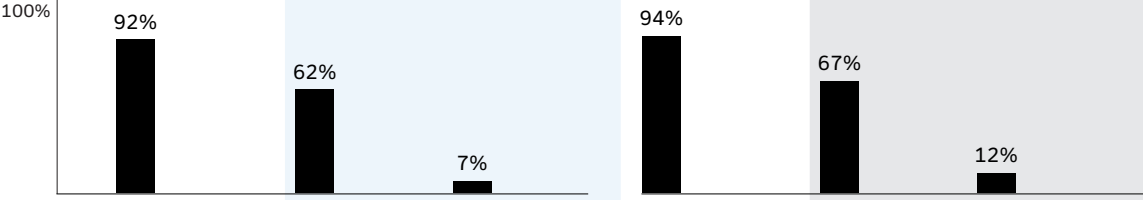
The - symbol indicates that data for a group of students has been suppressed. If a group has fewer than five students, data for that group and the next smallest group(s) are suppressed to protect the privacy of individual students.

## Other Assessments

	2005-06 School Year				2004-05 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 4 Equivalent	6	6	6	4	3	-	-	-

District **BINGHAMTON CITY SCHOOL DISTRICT**

## This District's Results in Grade 5 English Language Arts

	This District			NY State Public		
	Percentage scoring at level(s):			Percentage scoring at level(s):		
	2-4	3-4	4	2-4	3-4	4
Mean Score: 655	608-795	650-795	711-795			
						
Number of Students:	419	281	32			

## Results by Student Group

	2005-06 School Year				2004-05 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
<b>All Students</b>	<b>456</b>	<b>92%</b>	<b>62%</b>	<b>7%</b>				
Female	225	92%	63%	10%				
Male	231	91%	61%	4%				
American Indian or Alaska Native	1	-	-	-				
Black or African American	103	90%	46%	2%				
Hispanic or Latino	32	88%	53%	6%				
Asian or Native Hawaiian/Other Pacific Islander	11	-	-	-				
White	309	93%	68%	9%	This test was not given in 2004-05.			
Small Group Totals	12	100%	67%	0%				
General-Education Students	374	97%	70%	9%				
Students with Disabilities	82	68%	24%	0%				
English Proficient	452	-	-	-				
Limited English Proficient	4	-	-	-				
Economically Disadvantaged	283	88%	51%	2%				
Not Disadvantaged	173	98%	80%	14%				
Migrant								
Not Migrant	456	92%	62%	7%				

### NOTES

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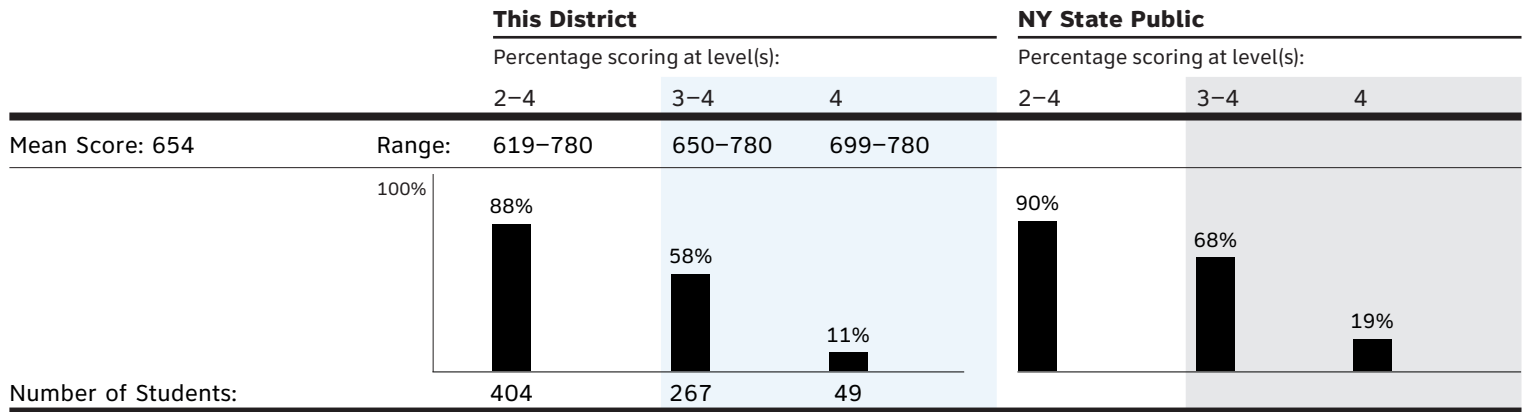
## Other Assessments

	2005-06 School Year				2004-05 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 5 Equivalent	6	6	6	4	This test was not given in 2004-05.			
New York State English as a Second Language Achievement Test (NYSESLAT): Grade 5	11	11	10	N/A	N/A	N/A	N/A	N/A

† Results in this report are shown for students who took the NYSESLAT in lieu of the New York State Testing Program assessment for accountability purposes.

District **BINGHAMTON CITY SCHOOL DISTRICT**

## This District's Results in Grade 5 Mathematics



## Results by Student Group

	2005-06 School Year				2004-05 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
<b>All Students</b>	<b>461</b>	<b>88%</b>	<b>58%</b>	<b>11%</b>				
Female	227	89%	59%	9%				
Male	234	86%	57%	12%				
American Indian or Alaska Native	1	-	-	-				
Black or African American	101	82%	47%	6%				
Hispanic or Latino	39	82%	46%	8%				
Asian or Native Hawaiian/Other Pacific Islander	13	-	-	-				
White	307	90%	63%	12%	This test was not given in 2004-05.			
Small Group Totals	14	86%	71%	29%				
General-Education Students	378	90%	66%	13%				
Students with Disabilities	83	76%	23%	1%				
English Proficient	444	89%	60%	11%				
Limited English Proficient	17	53%	6%	0%				
Economically Disadvantaged	288	83%	47%	5%				
Not Disadvantaged	173	95%	76%	21%				
Migrant								
Not Migrant	461	88%	58%	11%				

### NOTES

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## Other Assessments

	2005-06 School Year				2004-05 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 5 Equivalent	6	5	4	4	This test was not given in 2004-05.			

District **BINGHAMTON CITY SCHOOL DISTRICT**

## This District's Results in Grade 6 English Language Arts

	This District			NY State Public					
	Percentage scoring at level(s):			Percentage scoring at level(s):					
	2-4	3-4	4	2-4	3-4	4			
Mean Score: 653	Range: 598-785			650-785			705-785		
Number of Students:	415	249	43						

## Results by Student Group

	2005-06 School Year				2004-05 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
<b>All Students</b>	<b>446</b>	<b>93%</b>	<b>56%</b>	<b>10%</b>				
Female	224	94%	61%	12%				
Male	222	92%	51%	8%				
American Indian or Alaska Native								
Black or African American	101	89%	38%	3%				
Hispanic or Latino	26	85%	35%	0%				
Asian or Native Hawaiian/Other Pacific Islander	14	100%	50%	0%				
White	305	95%	64%	13%	This test was not given in 2004-05.			
<b>Small Group Totals</b>								
General-Education Students	386	98%	63%	11%				
Students with Disabilities	60	60%	10%	0%				
English Proficient	440	93%	57%	10%				
Limited English Proficient	6	67%	0%	0%				
Economically Disadvantaged	270	90%	46%	4%				
Not Disadvantaged	176	98%	72%	18%				
Migrant								
Not Migrant	446	93%	56%	10%				

### NOTES

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## Other Assessments

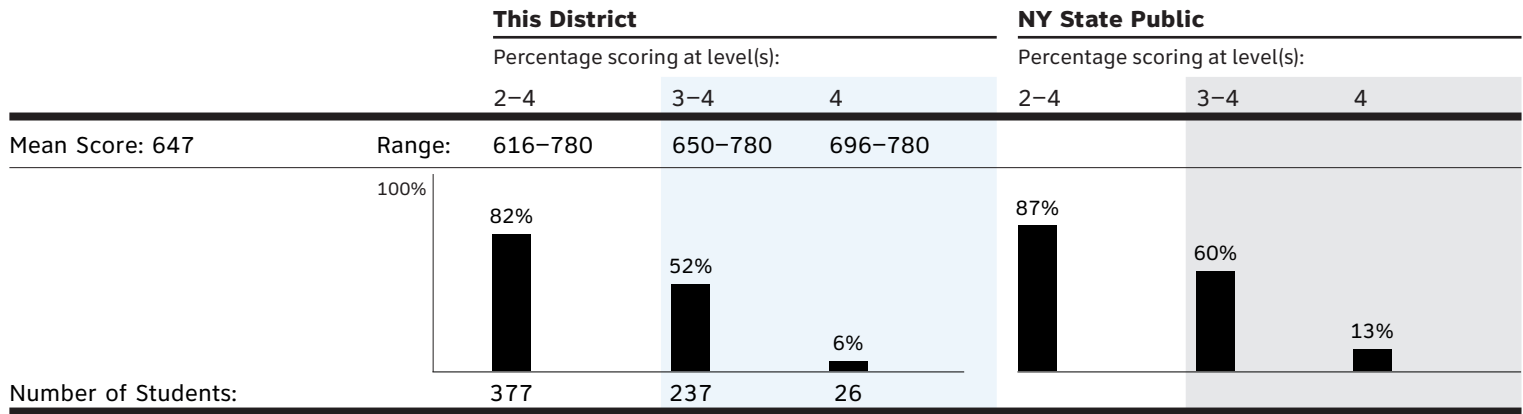
	2005-06 School Year				2004-05 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 6 Equivalent	8	8	8	8	This test was not given in 2004-05.			
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 6	3	–	–	N/A	N/A	N/A	N/A	N/A

† Results in this report are shown for students who took the NYSESLAT in lieu of the New York State Testing Program assessment for accountability purposes.



District **BINGHAMTON CITY SCHOOL DISTRICT**

## This District's Results in Grade 6 Mathematics



## Results by Student Group

	2005-06 School Year				2004-05 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
<b>All Students</b>	<b>458</b>	<b>82%</b>	<b>52%</b>	<b>6%</b>				
Female	228	84%	51%	4%				
Male	230	81%	53%	7%				
American Indian or Alaska Native	1	-	-	-				
Black or African American	107	79%	29%	0%				
Hispanic or Latino	27	67%	37%	4%				
Asian or Native Hawaiian/Other Pacific Islander	13	-	-	-				
White	310	84%	60%	8%	This test was not given in 2004-05.			
Small Group Totals	14	100%	79%	0%				
General-Education Students	390	90%	59%	7%				
Students with Disabilities	68	40%	9%	0%				
English Proficient	449	83%	53%	6%				
Limited English Proficient	9	33%	11%	0%				
Economically Disadvantaged	281	77%	43%	4%				
Not Disadvantaged	177	92%	66%	8%				
Migrant								
Not Migrant	458	82%	52%	6%				

### NOTES

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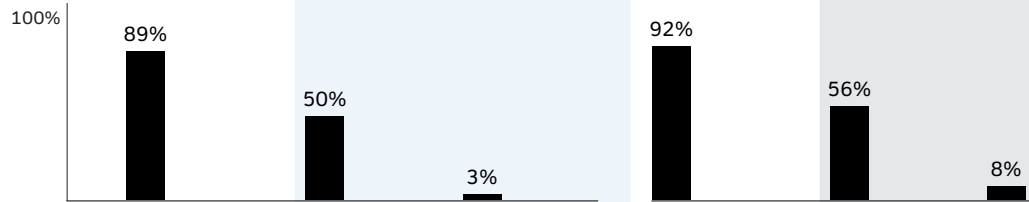
## Other Assessments

	2005-06 School Year				2004-05 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 6 Equivalent	8	6	4	3	This test was not given in 2004-05.			

District **BINGHAMTON CITY SCHOOL DISTRICT**

## This District's Results in Grade 7 English Language Arts

	This District			NY State Public		
	Percentage scoring at level(s):			Percentage scoring at level(s):		
	2-4	3-4	4	2-4	3-4	4
Mean Score: 644	600-790	650-790	712-790			
Range:	600-790	650-790	712-790			
Number of Students:	396	220	13	92%	56%	8%



## Results by Student Group

	2005-06 School Year				2004-05 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
<b>All Students</b>	<b>444</b>	<b>89%</b>	<b>50%</b>	<b>3%</b>				
Female	220	90%	47%	5%				
Male	224	89%	52%	1%				
American Indian or Alaska Native	3	-	-	-				
Black or African American	102	84%	31%	0%				
Hispanic or Latino	21	71%	19%	0%				
Asian or Native Hawaiian/Other Pacific Islander	20	-	-	-				
White	298	92%	58%	4%	This test was not given in 2004-05.			
Small Group Totals	23	87%	52%	0%				
General-Education Students	377	95%	56%	3%				
Students with Disabilities	67	58%	12%	1%				
English Proficient	435	90%	51%	3%				
Limited English Proficient	9	67%	0%	0%				
Economically Disadvantaged	274	84%	34%	1%				
Not Disadvantaged	170	97%	74%	6%				
Migrant								
Not Migrant	444	89%	50%	3%				

### NOTES

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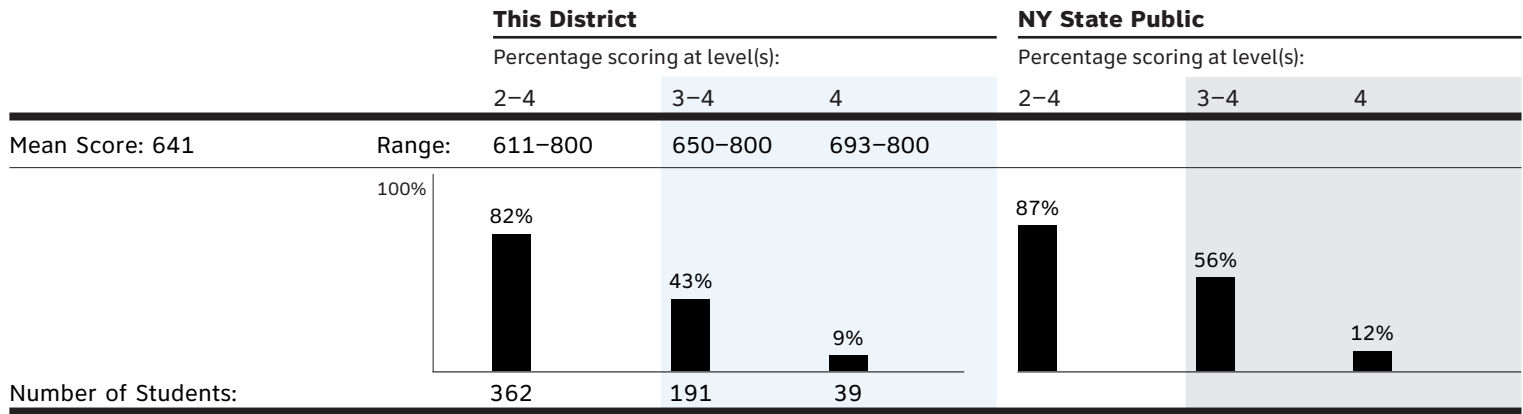
## Other Assessments

	2005-06 School Year				2004-05 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 7 Equivalent	11	10	10	9	This test was not given in 2004-05.			
New York State English as a Second Language Achievement Test (NYSESLAT): Grade 7	6	5	5	N/A	N/A	N/A	N/A	N/A

† Results in this report are shown for students who took the NYSESLAT in lieu of the New York State Testing Program assessment for accountability purposes.

District **BINGHAMTON CITY SCHOOL DISTRICT**

## This District's Results in Grade 7 Mathematics



## Results by Student Group

	2005-06 School Year				2004-05 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
<b>All Students</b>	<b>440</b>	<b>82%</b>	<b>43%</b>	<b>9%</b>				
Female	218	84%	45%	12%				
Male	222	81%	41%	6%				
American Indian or Alaska Native	3	-	-	-				
Black or African American	102	66%	20%	1%				
Hispanic or Latino	22	73%	14%	0%				
Asian or Native Hawaiian/Other Pacific Islander	20	-	-	-				
White	293	88%	53%	12%	This test was not given in 2004-05.			
Small Group Totals	23	91%	57%	13%				
General-Education Students	378	87%	48%	10%				
Students with Disabilities	62	53%	15%	2%				
English Proficient	425	83%	45%	9%				
Limited English Proficient	15	67%	0%	0%				
Economically Disadvantaged	270	75%	28%	3%				
Not Disadvantaged	170	94%	68%	19%				
Migrant								
Not Migrant	440	82%	43%	9%				

### NOTES

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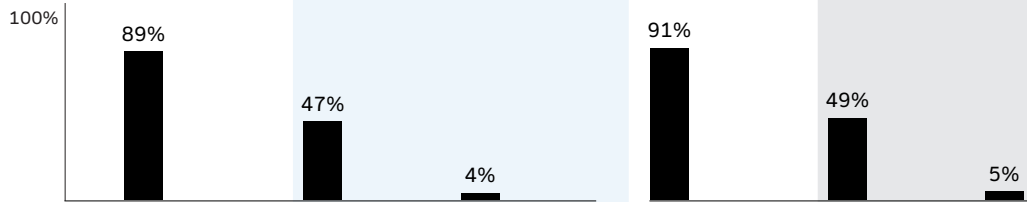
## Other Assessments

	2005-06 School Year				2004-05 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 7 Equivalent	12	11	11	11	This test was not given in 2004-05.			

District **BINGHAMTON CITY SCHOOL DISTRICT**

## This District's Results in Grade 8 English Language Arts

	This District			NY State Public		
	Percentage scoring at level(s):			Percentage scoring at level(s):		
	2-4	3-4	4	2-4	3-4	4
Mean Score: 645	602-790	650-790	715-790			
Range:	602-790	650-790	715-790			
Number of Students:	384	201	16	384	201	16



## Results by Student Group

	2005-06 School Year				2004-05 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
<b>All Students</b>	<b>432</b>	<b>89%</b>	<b>47%</b>	<b>4%</b>				
Female	222	93%	50%	4%				
Male	210	84%	42%	4%				
American Indian or Alaska Native	1	-	-	-				
Black or African American	96	84%	30%	2%				
Hispanic or Latino	35	80%	34%	0%				
Asian or Native Hawaiian/Other Pacific Islander	16	-	-	-				
White	284	92%	53%	5%				
Small Group Totals	17	88%	59%	0%				
General-Education Students	341	94%	57%	5%				
Students with Disabilities	91	68%	8%	0%				
English Proficient	425	90%	47%	4%				
Limited English Proficient	7	29%	0%	0%				
Economically Disadvantaged	252	83%	32%	1%				
Not Disadvantaged	180	97%	67%	8%				
Migrant								
Not Migrant	432	89%	47%	4%				

New assessments for elementary- and middle-level English language arts and mathematics were administered in 2006. Results from these assessments cannot be directly compared to results from previously administered assessments.

### NOTES

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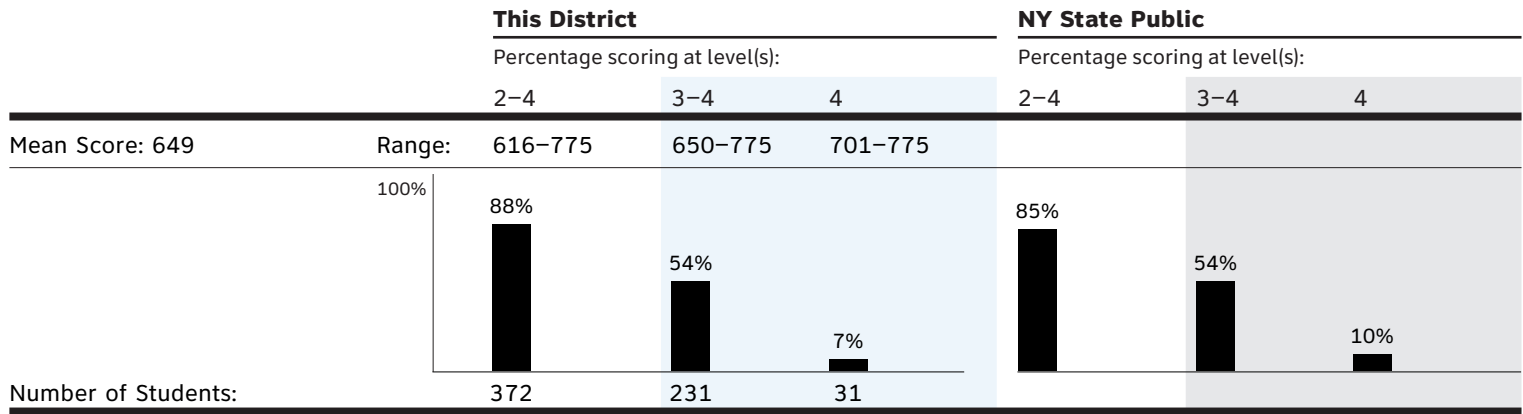
## Other Assessments

	2005-06 School Year				2004-05 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 8 Equivalent	15	15	13	10	7	7	7	3
New York State English as a Second Language Achievement Test (NYSESLAT): Grade 8	6	5	5	N/A	12	12	9	N/A

† Results in this report are shown for students who took the NYSESLAT in lieu of the New York State Testing Program assessment for accountability purposes.

District **BINGHAMTON CITY SCHOOL DISTRICT**

## This District's Results in Grade 8 Mathematics



## Results by Student Group

	2005-06 School Year				2004-05 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
<b>All Students</b>	<b>425</b>	<b>88%</b>	<b>54%</b>	<b>7%</b>				
Female	219	90%	56%	9%				
Male	206	84%	53%	5%				
American Indian or Alaska Native	1	-	-	-				
Black or African American	92	82%	40%	3%				
Hispanic or Latino	33	82%	36%	9%				
Asian or Native Hawaiian/Other Pacific Islander	17	-	-	-				
White	282	89%	60%	8%				
Small Group Totals	18	100%	67%	11%				
General-Education Students	336	95%	65%	9%				
Students with Disabilities	89	61%	13%	0%				
English Proficient	412	88%	55%	8%				
Limited English Proficient	13	77%	38%	0%				
Economically Disadvantaged	249	81%	42%	4%				
Not Disadvantaged	176	97%	72%	13%				
Migrant								
Not Migrant	425	88%	54%	7%				

New assessments for elementary- and middle-level English language arts and mathematics were administered in 2006. Results from these assessments cannot be directly compared to results from previously administered assessments.

### NOTES

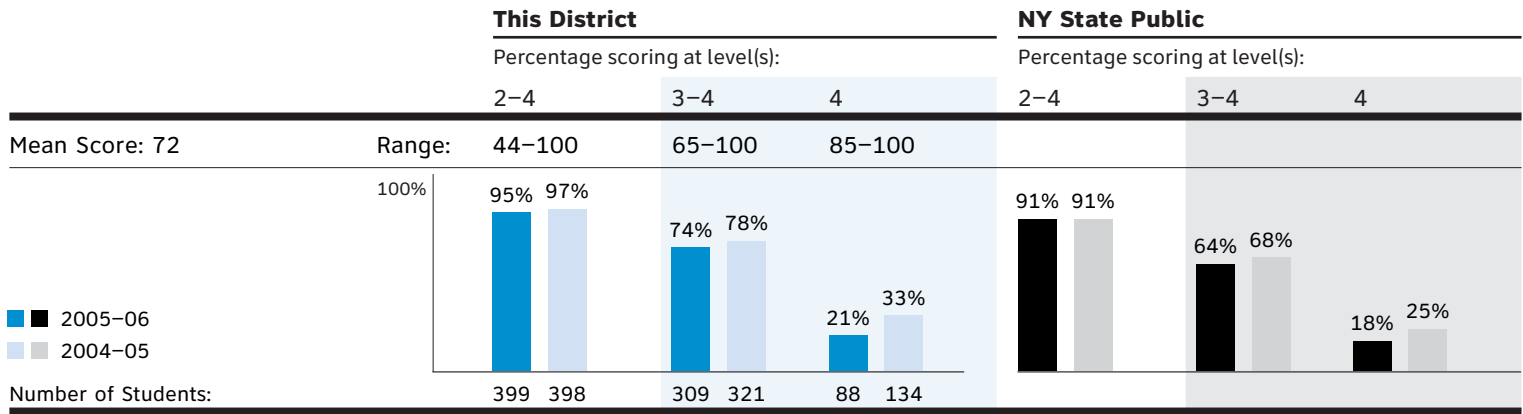
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## Other Assessments

	2005-06 School Year				2004-05 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 8 Equivalent	14	13	10	8	6	6	6	5

District **BINGHAMTON CITY SCHOOL DISTRICT**

## This District's Results in Grade 8 Science



## Results by Student Group

	2005-06 School Year				2004-05 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
<b>All Students</b>	<b>418</b>	<b>95%</b>	<b>74%</b>	<b>21%</b>	<b>411</b>	<b>97%</b>	<b>78%</b>	<b>33%</b>
Female	215	98%	73%	19%	184	97%	68%	23%
Male	203	93%	75%	23%	227	97%	86%	40%
American Indian or Alaska Native	1	-	-	-				
Black or African American	93	92%	57%	6%	84	90%	58%	14%
Hispanic or Latino	30	97%	53%	17%	30	100%	63%	10%
Asian or Native Hawaiian/Other Pacific Islander	18	-	-	-	12	92%	75%	42%
White	276	96%	81%	26%	285	99%	86%	40%
Small Group Totals	19	95%	84%	32%				
General-Education Students	339	97%	81%	26%	328	99%	85%	38%
Students with Disabilities	79	90%	44%	0%	83	89%	52%	10%
English Proficient	405	96%	75%	21%	401	97%	79%	33%
Limited English Proficient	13	77%	38%	8%	10	90%	30%	0%
Economically Disadvantaged	237	93%	62%	11%	229	95%	66%	20%
Not Disadvantaged	181	99%	89%	34%	182	99%	93%	48%
Migrant								
Not Migrant	418	95%	74%	21%	411	97%	78%	33%

### NOTES

The - symbol indicates that data for a group of students has been suppressed. If a group has fewer than five students, data for that group and the next smallest group(s) are suppressed to protect the privacy of individual students.

## Other Assessments

	2005-06 School Year				2004-05 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 8 Equivalent	15	15	12	10	3	-	-	-
Regents Science	0				0			

District **BINGHAMTON CITY SCHOOL DISTRICT**

## Previous Years' Results for English Language Arts

Standards for elementary- and middle-level English language arts and mathematics assessments administered in 1999 through 2005 are different from those for the 2006 assessments. As such, valid comparisons between 2006 data and data from previous years cannot be made.

### Grade 4

#### This District

Percentage scoring at level(s):

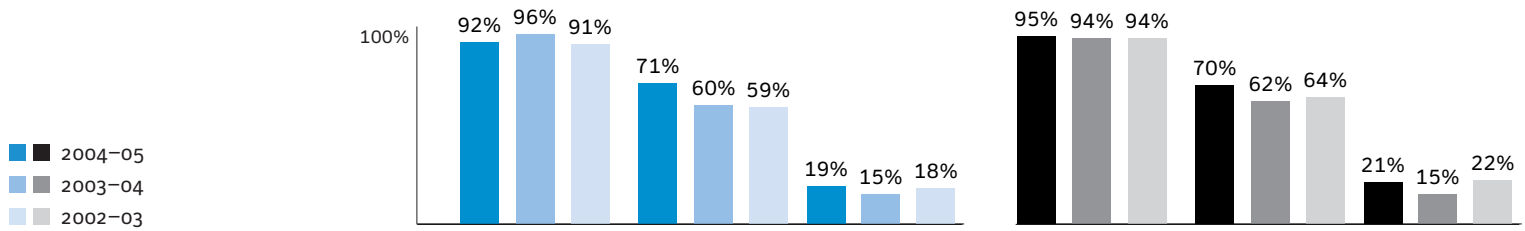
2-4                      3-4                      4

Range: 603-800                      645-800                      692-800

#### NY State Public

Percentage scoring at level(s):

2-4                      3-4                      4



#### Number of students scoring at each performance level:

Test Date	Level 1	Level 2	Level 3	Level 4	Total Tested	Mean Score
Feb 2005	35	95	232	86	448	662
Feb 2004	18	160	195	67	440	657
Feb 2003	42	156	195	88	481	654

### Grade 8

#### This School

Percentage scoring at level(s):

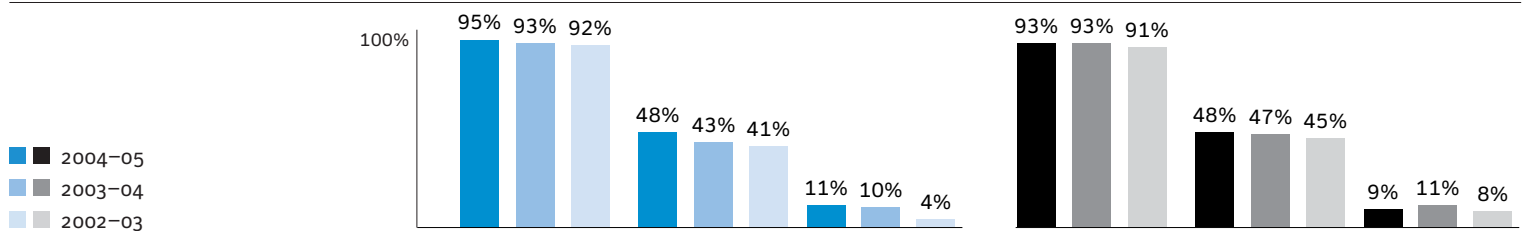
2-4                      3-4                      4

Range: 658-830                      697-830                      737-830

#### NY State Public

Percentage scoring at level(s):

2-4                      3-4                      4



#### Number of students scoring at each performance level:

Test Date	Level 1	Level 2	Level 3	Level 4	Total Tested	Mean Score
Jan 2005	24	209	165	48	446	700
Jan 2004	32	226	149	44	451	695
Jan 2003	35	212	155	18	420	692

District **BINGHAMTON CITY SCHOOL DISTRICT**

## Previous Years' Results for Mathematics

Standards for elementary- and middle-level English language arts and mathematics assessments administered in 1999 through 2005 are different from those for the 2006 assessments. As such, valid comparisons between 2006 data and data from previous years cannot be made.

### Grade 4

#### This District

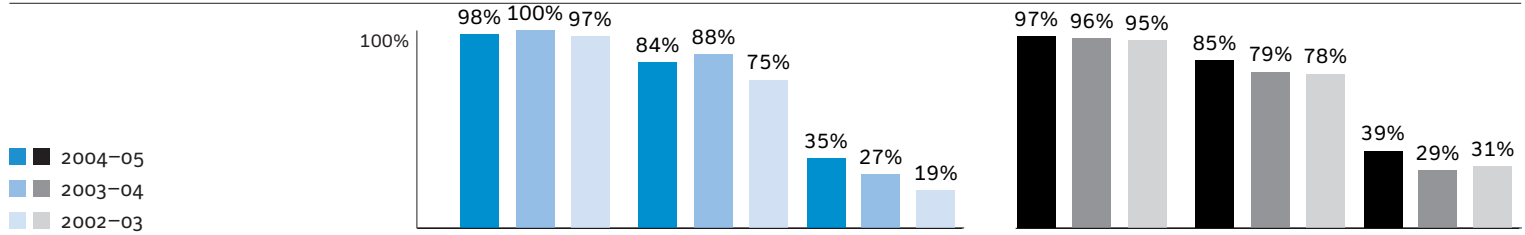
Percentage scoring at level(s):

2-4                      3-4                      4  
 Range: 602-810      637-810              678-810

#### NY State Public

Percentage scoring at level(s):

2-4                      3-4                      4



#### Number of students scoring at each performance level:

Test Date	Level 1	Level 2	Level 3	Level 4	Total Tested	Mean Score
May 2005	7	66	228	160	461	666
May 2004	2	52	272	118	444	664
May 2003	13	111	277	92	493	654

### Grade 8

#### This School

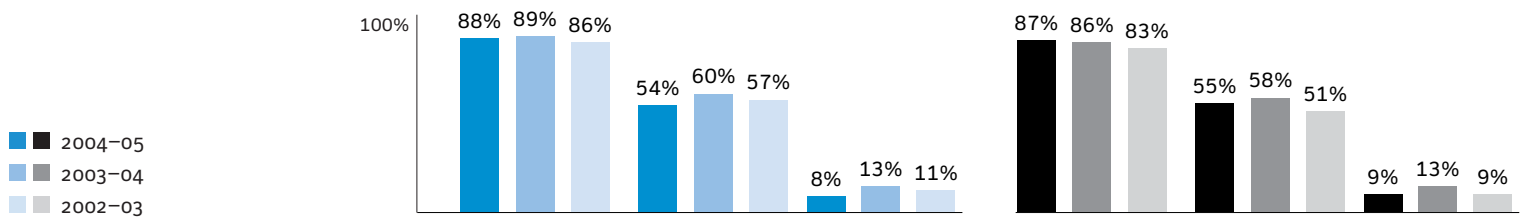
Percentage scoring at level(s):

2-4                      3-4                      4  
 Range: 681-882      716-882              760-882

#### NY State Public

Percentage scoring at level(s):

2-4                      3-4                      4



#### Number of students scoring at each performance level:

Test Date	Level 1	Level 2	Level 3	Level 4	Total Tested	Mean Score
May 2005	54	151	210	34	449	717
May 2004	51	136	216	61	464	720
May 2003	59	127	203	46	435	716



District **BINGHAMTON CITY SCHOOL DISTRICT**

## This District's Total Cohort Results in Secondary-Level English after Four Years of Instruction

### This District

Percentage scoring at level(s):

2-4

3-4

4

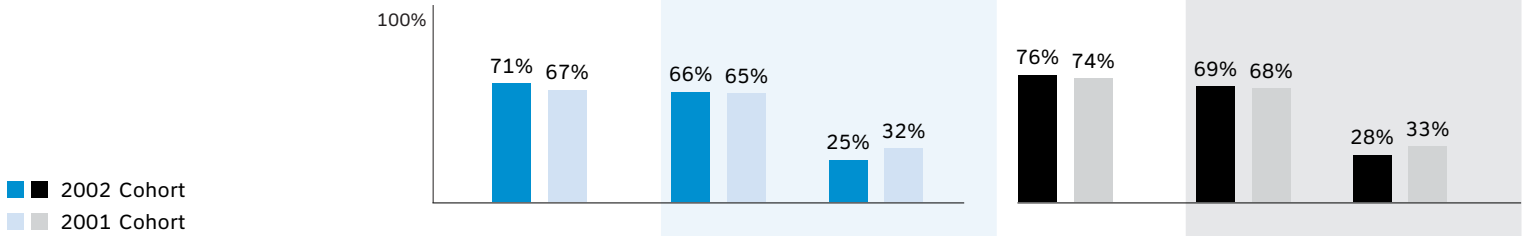
### NY State Public

Percentage scoring at level(s):

2-4

3-4

4



## Results by Student Group

### 2002 Cohort\*

Number of Students

Percentage scoring at level(s):

2-4 3-4 4

### 2001 Cohort\*

Number of Students

Percentage scoring at level(s):

2-4 3-4 4

	2002 Cohort*			2001 Cohort*				
	Number of Students	2-4	3-4	4	Number of Students	2-4	3-4	4
<b>All Students</b>	<b>474</b>	<b>71%</b>	<b>66%</b>	<b>25%</b>	<b>491</b>	<b>67%</b>	<b>65%</b>	<b>32%</b>
Female	243	77%	74%	29%	253	68%	67%	35%
Male	231	65%	59%	21%	238	67%	62%	29%
American Indian or Alaska Native	-	-	-	-	-	-	-	-
Black or African American	75	57%	53%	17%	76	57%	55%	18%
Hispanic or Latino	18	61%	56%	17%	29	48%	41%	14%
Asian or Native Hawaiian/Other Pacific Islander	16	81%	69%	0%	19	74%	68%	37%
White	365	74%	70%	28%	367	71%	68%	36%
Small Group Totals								
General-Education Students	386	83%	78%	31%	407	76%	73%	38%
Students with Disabilities	88	19%	14%	1%	84	27%	24%	4%
English Proficient	462	71%	66%	26%	473	69%	66%	33%
Limited English Proficient	12	75%	67%	0%	18	33%	22%	6%
Economically Disadvantaged	180	63%	56%	12%	-	-	-	-
Not Disadvantaged	294	76%	73%	33%	-	-	-	-
Migrant	-	-	-	-	-	-	-	-
Not Migrant	474	71%	66%	25%	-	-	-	-

### NOTES

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## Other Assessments

### 2002 Cohort\*

Number of Students

Number scoring at level(s):

2-4 3-4 4

### 2001 Cohort\*

Number of Students

Number scoring at level(s):

2-4 3-4 4

	2002 Cohort*	2001 Cohort*
New York State Alternate Assessment (NYSAA): High School Equivalent	4	2

\* A total cohort consists of all students who first entered Grade 9 in a particular year, and all ungraded students with disabilities who reached their seventeenth birthday in that year, and were enrolled in the school/district for five months. Students are excluded from the cohort if they transferred to another school district, nonpublic school, or criminal justice facility, or left the U.S. and its territories or died before the report date. Statewide total cohort also includes students who were enrolled for fewer than five months.

District **BINGHAMTON CITY SCHOOL DISTRICT**

## This District's Total Cohort Results in Secondary-Level Mathematics after Four Years of Instruction

### This District

Percentage scoring at level(s):

2-4

3-4

4

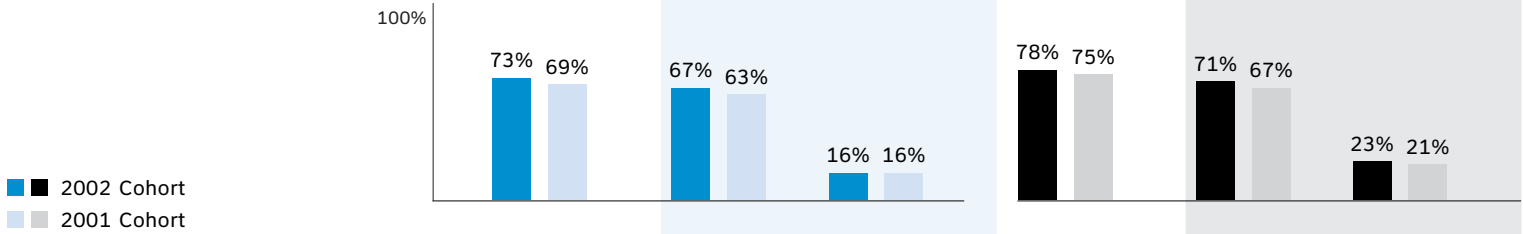
### NY State Public

Percentage scoring at level(s):

2-4

3-4

4



## Results by Student Group

### 2002 Cohort\*

Number of Students

Percentage scoring at level(s):

2-4 3-4 4

### 2001 Cohort\*

Number of Students

Percentage scoring at level(s):

2-4 3-4 4

	2002 Cohort*			2001 Cohort*				
	Number of Students	2-4	3-4	4	Number of Students	2-4	3-4	4
<b>All Students</b>	<b>474</b>	<b>73%</b>	<b>67%</b>	<b>16%</b>	<b>491</b>	<b>69%</b>	<b>63%</b>	<b>16%</b>
Female	243	77%	73%	15%	253	69%	61%	13%
Male	231	68%	60%	18%	238	68%	66%	20%
American Indian or Alaska Native	-	-	-	-	-	-	-	-
Black or African American	75	56%	52%	7%	76	58%	49%	8%
Hispanic or Latino	18	61%	50%	0%	29	52%	41%	3%
Asian or Native Hawaiian/Other Pacific Islander	16	94%	94%	13%	19	84%	84%	21%
White	365	76%	69%	19%	367	71%	67%	19%
<b>Small Group Totals</b>								
General-Education Students	386	84%	78%	20%	407	78%	72%	19%
Students with Disabilities	88	24%	15%	0%	84	24%	20%	4%
English Proficient	462	73%	66%	17%	473	69%	64%	16%
Limited English Proficient	12	75%	75%	0%	18	56%	44%	11%
Economically Disadvantaged	180	66%	57%	5%	-	-	-	-
Not Disadvantaged	294	77%	72%	23%	-	-	-	-
Migrant	-	-	-	-	-	-	-	-
Not Migrant	474	73%	67%	16%	-	-	-	-

### NOTES

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## Other Assessments

### 2002 Cohort\*

Number of Students

Number scoring at level(s):

2-4 3-4 4

### 2001 Cohort\*

Number of Students

Number scoring at level(s):

2-4 3-4 4

	2002 Cohort*	2001 Cohort*
New York State Alternate Assessment (NYSAA): High School Equivalent	4	2

\* A total cohort consists of all students who first entered Grade 9 in a particular year, and all ungraded students with disabilities who reached their seventeenth birthday in that year, and were enrolled in the school/district for five months. Students are excluded from the cohort if they transferred to another school district, nonpublic school, or criminal justice facility, or left the U.S. and its territories or died before the report date. Statewide total cohort also includes students who were enrolled for fewer than five months.

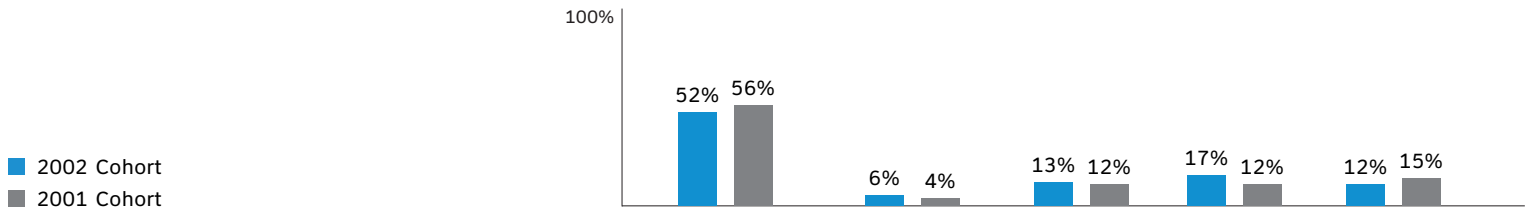
District **BINGHAMTON CITY SCHOOL DISTRICT**

## Graduation Rate and Other Outcomes for Total Cohort

Students are included in the State total cohort based on the year they entered Grade 9 or, if ungraded, the school year in which they reached their seventeenth birthday. Students are included in the cohort of the school where they were last enrolled if they were enrolled for a minimum of five months. Students were counted as graduates if they earned a local or a Regents diploma.

## Total Cohort Outcomes after Four Years of School

Percentage of students who:



	Cohort	Number of Students	Graduated	Earned an IEP Diploma	Transferred to GED	Were Still Enrolled	Dropped Out
<b>All Students</b>	2002	474	52%	6%	13%	17%	12%
	2001	491	56%	4%	12%	12%	15%
Female	2002	243	55%	4%	11%	17%	13%
	2001	253	57%	5%	15%	9%	15%
Male	2002	231	48%	8%	15%	17%	11%
	2001	238	55%	4%	10%	16%	15%
American Indian or Alaska Native	2002	0	N/A	N/A	N/A	N/A	N/A
Black or African American	2002	75	29%	12%	15%	25%	19%
	2001	76	43%	8%	17%	11%	21%
Hispanic or Latino	2002	18	56%	11%	11%	11%	11%
	2001	29	38%	3%	24%	17%	17%
Asian or Native Hawaiian/Other Pacific Islander	2002	16	50%	0%	0%	31%	19%
White	2002	365	56%	5%	13%	15%	11%
	2001	367	59%	4%	11%	12%	14%
<b>Small Group Totals</b>							
General-Education Students	2002	386	60%	0%	13%	17%	10%
	2001	407	62%	0%	13%	13%	12%
Students with Disabilities	2002	88	15%	32%	13%	17%	24%
	2001	84	25%	26%	11%	11%	27%
English Proficient	2002	462	52%	6%	13%	17%	12%
	2001	473	57%	4%	13%	12%	14%
Limited English Proficient	2002	12	50%	0%	0%	33%	17%
	2001	18	33%	6%	6%	28%	28%
Economically Disadvantaged	2002	180	37%	12%	17%	23%	12%
	2001	180	37%	12%	17%	23%	12%
Not Disadvantaged	2002	294	61%	2%	11%	13%	13%
	2001	294	61%	2%	11%	13%	13%
Migrant	2002	0	N/A	N/A	N/A	N/A	N/A
Not Migrant	2002	474	52%	6%	13%	17%	12%
	2001	474	52%	6%	13%	17%	12%

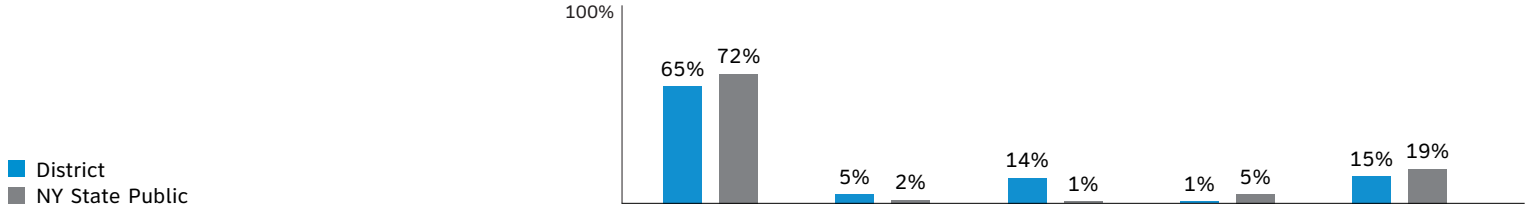
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District **BINGHAMTON CITY SCHOOL DISTRICT**

## Total 2001 Cohort Outcomes after Five Years of School

Percentage of students who:



	Number of Students	Graduated	Earned an IEP Diploma	Transferred to GED	Were Still Enrolled	Dropped Out
<b>All Students</b>	<b>472</b>	<b>65%</b>	<b>5%</b>	<b>14%</b>	<b>1%</b>	<b>15%</b>
Female	243	65%	5%	14%	2%	15%
Male	229	65%	5%	13%	1%	16%
American Indian or Alaska Native	1	–	–	–	–	–
Black or African American	76	53%	9%	14%	3%	21%
Hispanic or Latino	27	44%	4%	26%	4%	22%
Asian or Native Hawaiian/Other Pacific Islander	18	–	–	–	–	–
White	350	69%	4%	13%	1%	13%
Small Group Totals	19	74%	11%	0%	0%	16%
General-Education Students	390	72%	0%	14%	2%	13%
Students with Disabilities	82	32%	28%	12%	1%	27%
English Proficient	457	65%	5%	14%	1%	15%
Limited English Proficient	15	47%	7%	7%	7%	33%
Economically Disadvantaged	137	64%	11%	12%	3%	10%
Not Disadvantaged	335	65%	2%	14%	1%	17%
Migrant	0	N/A	N/A	N/A	N/A	N/A
Not Migrant	472	65%	5%	14%	1%	15%

### NOTES

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