



The New York State District Report Card

**Accountability
and Overview Report
2010 – 11**

District **BINGHAMTON CITY SCHOOL
DISTRICT**

District ID **03-02-00-01-0000**

Superintendent **PEGGY WOZNIAK**

Telephone **(607) 762-8100**

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.

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 the district's accountability status.
- 3 View School Accountability Status.**
This section lists all schools in your district by 2011–12 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.

For more information:

Office of Information and Reporting Services
New York State Education Department
Room 863 EBA
Albany, NY 12234
Email: dataquest@mail.nysed.gov

District BINGHAMTON CITY SCHOOL DISTRICT

District ID 03-02-00-01-0000

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

	2008-09	2009-10	2010-11
Pre-K	401	412	306
Kindergarten	493	489	523
Grade 1	482	482	474
Grade 2	482	466	432
Grade 3	470	467	451
Grade 4	445	455	483
Grade 5	451	444	447
Grade 6	388	447	417
Ungraded Elementary	52	52	26
Grade 7	431	409	427
Grade 8	418	407	388
Grade 9	477	450	424
Grade 10	436	414	407
Grade 11	360	379	358
Grade 12	392	362	369
Ungraded Secondary	38	38	45
Total K-12	5815	5761	5671

Average Class Size

	2008-09	2009-10	2010-11
Common Branch	18	20	19
Grade 8			
English	19	20	18
Mathematics	20	19	19
Science	20	20	18
Social Studies	21	20	18
Grade 10			
English	18	16	14
Mathematics	20	17	16
Science	22	20	21
Social Studies	20	16	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

District ID 03-02-00-01-0000

Demographic Factors

	2008-09		2009-10		2010-11	
	#	%	#	%	#	%
Eligible for Free Lunch	2931	50%	3019	52%	3183	56%
Reduced-Price Lunch	514	9%	499	9%	487	9%
Student Stability*		N/A		N/A		N/A
Limited English Proficient	266	5%	252	4%	249	4%
Racial/Ethnic Origin						
American Indian or Alaska Native	29	0%	32	1%	16	0%
Black or African American	1426	25%	1466	25%	1463	26%
Hispanic or Latino	464	8%	489	8%	495	9%
Asian or Native Hawaiian/Other Pacific Islander	224	4%	234	4%	239	4%
White	3523	61%	3429	60%	3255	57%
Multiracial	149	3%	111	2%	203	4%

* Available only at the school level.

Attendance and Suspensions

	2007-08		2008-09		2009-10	
	#	%	#	%	#	%
Annual Attendance Rate		93%		93%		93%
Student Suspensions	766	13%	639	11%	595	10%

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

District ID 03-02-00-01-0000

Teacher Qualifications

	2008-09	2009-10	2010-11
Total Number of Teachers	564	555	558
Percent with No Valid Teaching Certificate	1%	1%	1%
Percent Teaching Out of Certification	2%	3%	2%
Percent with Fewer Than Three Years of Experience	8%	5%	4%
Percentage with Master's Degree Plus 30 Hours or Doctorate	13%	14%	13%
Total Number of Core Classes	1463	1351	1356
Percent Not Taught by Highly Qualified Teachers in This District	2%	2%	3%
Percent Not Taught by Highly Qualified in High-Poverty Schools Statewide	8%	6%	5%
Percent Not Taught by Highly Qualified in Low-Poverty Schools Statewide	1%	1%	0%
Total Number of Classes	1861	1824	1851
Percent Taught by Teachers Without Appropriate Certification	2%	3%	2%

Teacher Turnover Rate

	2007-08	2008-09	2009-10
Turnover Rate of Teachers with Fewer than Five Years of Experience	21%	13%	22%
Turnover Rate of All Teachers	15%	8%	8%

Staff Counts

	2008-09	2009-10	2010-11
Total Other Professional Staff	53	29	40
Total Paraprofessionals*	293	269	282
Assistant Principals	7	7	7
Principals	10	10	10

* Not available at the school level.

Teacher Qualifications Information

The *Percent Teaching Out of Certification* is the percent doing so more than on an incidental basis; that is, the percent teaching for more than five periods per week outside certification.

Core Classes are primarily K-6 common branch, English, mathematics, science, social studies, art, music, and foreign languages. 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. A teacher who taught one class outside of the certification area(s) is counted as Highly Qualified provided that 1) the teacher had been determined by the school or district through the HOUSSE process or other state-accepted methods to have demonstrated acceptable subject knowledge and teaching skills and 2) the class in question was not the sole assignment reported. Credit for incidental teaching does not extend beyond a single assignment. Independent of Highly Qualified Teacher status, any assignment for which a teacher did not hold a valid certificate still registers as teaching out of certification. High-poverty and low-poverty schools are those schools in the upper and lower quartiles, respectively, for percentage of students eligible for a free or reduced-price lunch.

Teacher Turnover Rate Information

Teacher Turnover Rate for a specified school year is the number of teachers in that school year who were not teaching in the following school year divided by the number of teachers in the specified school year, expressed as a percentage.

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 2010–11, the third indicator is science at the elementary/middle level and graduation rate at the secondary level. Schools or districts that meet predefined goals on these measures are making Adequate Yearly Progress (AYP).

For more information about accountability in New York State, visit: <http://www.p12.nysed.gov/irs/accountability/>.



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 2010–11 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. (NYSESLAT is used only for participation.) At the secondary level, the PI of each group in the 2007 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 qualify for Safe Harbor using the third indicator, science or graduation rate.

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, if it has 30 or more students, 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 group must meet both the participation criterion and the performance criterion in science.

Secondary-Level Graduation Rate: For a school to make AYP in graduation rate, the percent of students in the 2006 graduation-rate total cohort in the All Students group earning a local or Regents diploma by August 31, 2010 must equal or exceed the Graduation-Rate Standard (80%) or the Graduation-Rate Progress Target.

Qualifying for Safe Harbor in Secondary-Level ELA and Math: To qualify, the percent of the 2006 graduation-rate total cohort earning a local or Regents diploma by August 31, 2010 must equal or exceed the Graduation-Rate Standard (80%) or the Graduation-Rate Progress Target for that group.

Useful Terms for Understanding Accountability

12th Graders

The count of 12th graders enrolled during the 2010–11 school year used to determine the Percentage Tested for the Participation part of the AYP determination for secondary-level ELA and mathematics. These are the first numbers in the parentheses after the subgroup label on the secondary-level ELA and mathematics pages.

2007 Cohort

The count of students in the 2007 accountability cohort used to determine the Performance Index for the Test Performance part of the AYP determination for secondary-level ELA and mathematics. These are the second numbers in the parentheses after the subgroup label on the secondary-level ELA and mathematics pages.

Accountability Cohort for English and Mathematics

The accountability cohort is used to determine if a school or district met the performance criterion in secondary-level ELA and mathematics. The 2007 school accountability cohort consists of all students who first entered Grade 9 anywhere in the 2007–08 school year, and all ungraded students with disabilities who reached their seventeenth birthday in the 2007–08 school year, who were enrolled on October 6, 2010 and did not transfer to a diploma granting program. Students who earned a high school equivalency diploma or were enrolled in an approved high school equivalency preparation program on June 30, 2011, are not included in the 2007 school accountability cohort. The 2007 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 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 AMOs for each grade level will be increased as specified in CR100.2(p) (14) and will reach 200 in 2013–14. (See Effective AMO for further information.)

Continuous Enrollment

The count of continuously enrolled tested students used to determine the Performance Index for the Test Performance part of the AYP determination for elementary/middle-level ELA, mathematics, and science. These are the second numbers in the parentheses after the subgroup label on the elementary/middle-level ELA, mathematics, and science pages.

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 is the Performance Index (PI) value that each accountability group within a school or district is expected to achieve to make 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.p12.nysed.gov/irs.

Graduation Rate

The Graduation Rate on the Graduation Rate page is the percentage of the 2006 cohort that earned a local or Regents diploma by August 31, 2010.

Graduation-Rate Total Cohort

The Graduation-Rate Total Cohort, shown on the Graduation Rate page, is used to determine if a school or district made AYP in graduation rate. For the 2010–11 school year, this cohort is the 2006 graduation-rate total cohort. The 2006 total cohort consists of all students who first entered Grade 9 anywhere in the 2006–07 school year, and all ungraded students with disabilities who reached their seventeenth birthday in the 2006–07 school year, and who were enrolled in the school/district for five months or longer or who were enrolled in the school/district for less than five months but were previously enrolled in the same school/district for five months or longer between the date they first entered Grade 9 and the date they last ended enrollment. A more detailed definition of graduation-rate cohort can be found in the *SIRS Manual* at www.p12.nysed.gov/irs.

For districts and schools with fewer than 30 graduation-rate total cohort members in the All Students group in 2010–11, data for 2009–10 and 2010–11 for accountability groups were combined to determine counts and graduation rates. Groups with fewer than 30 students in the graduation-rate total cohort are not required to meet the graduation-rate criterion.

Limited English Proficient

For all accountability measures, if the count of LEP students is equal to or greater than 30, former LEP students are also included in the performance calculations.

Non-Accountability Groups

Female, Male, and Migrant groups are not part of the AYP determination for any measure.

Useful Terms for Understanding Accountability (continued)

Participation

Accountability groups with fewer than 40 students enrolled during the test administration period (for elementary/middle-level ELA, math, and science) or fewer than 40 12th graders (for secondary-level ELA and mathematics) are not required to meet the participation criterion. If the Percentage Tested for an accountability group fell below 95 percent for ELA and math or 80 percent for science in 2010–11, the participation enrollment (“Total” or “12th Graders”) shown in the tables is the sum of 2009–10 and 2010–11 participation enrollments and the “Percentage Tested” shown is the weighted average of the participation rates over those two years.

Performance Index (PI)

A 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 to Level 4. (See performance level definitions on the Overview summary page.) 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.p12.nysed.gov/irs.

Progress Targets

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

Science: The current year’s Science Progress Target is calculated by adding one point to the previous year’s Performance Index (PI). Example: The 2010–11 Science Progress Target is calculated by adding one point to the 2009–10 PI.

Graduation Rate: The Graduation-rate Progress Target is calculated by determining a 20% gap reduction between the rate of the previous year’s graduation-rate cohort and the state standard. Example: The 2010–11 Graduation-Rate Progress Target = $[(80 - \text{percentage of the 2005 cohort earning a local or Regents diploma by August 31, 2009}) \times 0.20] + \text{percentage of the 2005 cohort earning a local or Regents diploma by August 31, 2009}$.

Progress Targets are provided for groups whose PI (for science) or graduation rate (for graduation rate) is below the State Standard.

Safe Harbor Targets

Safe Harbor provides an alternate means to demonstrate AYP for accountability groups that do not achieve their EAMOs in English or mathematics. The 2010–11 safe harbor targets are calculated using the following equation:
2009–10 PI + (200 – the 2009–10 PI) × 0.10

Safe Harbor Targets are provided for groups whose PI is less than the EAMO.

Safe Harbor Qualification (*)

On the science page, if the group met both the participation and the performance criteria for science, the Safe Harbor Qualification column will show “Qualified.” If the group did not meet one or more criteria, the column will show “Did not qualify.” A “*” symbol after the 2010–11 Safe Harbor Target on the elementary/middle- or secondary-level ELA or mathematics page indicates that the student group did not make AYP in science (elementary/middle level) or graduation rate (secondary level) and; therefore, the group did not qualify for Safe Harbor in ELA or mathematics.

State Standard

The criterion value that represents minimally satisfactory performance (for science) or a minimally satisfactory percentage of cohort members earning a local or Regents diploma (for graduation rate). In 2010–11, the State Science Standard is a Performance Index of 100; the State Graduation-Rate Standard is 80%. The Commissioner may raise the State Standard at his discretion in future years.

Students with Disabilities

For all measures, if the count of students with disabilities is equal to or greater than 30, former students with disabilities are also included in the performance calculations.

Test Performance

For districts and schools with fewer than 30 continuously enrolled tested students (for elementary/middle-level ELA, math, and science) or fewer than 30 students in the 2007 cohort (for secondary-level ELA and mathematics) in the All Students group in 2010–11, data for 2009–10 and 2010–11 for accountability groups were combined to determine counts and Performance Indices. For districts and schools with 30 or more continuously enrolled students/2007 cohort members in the All Students group in 2010–11, student groups with fewer than 30 members are not required to meet the performance criterion. This is indicated by a “—” in the Test Performance column in the table.

Total

The count of students enrolled during the test administration period used to determine the Percentage Tested for the Participation part of the AYP determination for elementary/middle-level ELA, mathematics, and science. These are the first numbers in the parentheses after the subgroup label on the elementary/middle-level ELA, mathematics, and science pages. For accountability calculations, students who were excused from testing for medical reasons in accordance with federal NCLB guidance are not included in the count.

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: <http://www.p12.nysed.gov/irs/accountability/>.

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.

Pending – A district's status is "Pending" if the district requires special evaluation procedures and they have not yet been completed.

Summary

Overall Accountability Status (2011–12)

▲ Good Standing

ELA ▲ Good Standing

Science ▲ Good Standing

Math ▲ Good Standing

Graduation Rate ▲ Good Standing

Title I Part A Funding

Years the District Received Title I Part A Funding

2009–10

2010–11

2011–12

YES

YES

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			English		
	Language Arts	Mathematics	Science	Language Arts	Mathematics	Graduation Rate
All Students	✓	✓	✓	✓	✓	✗
Ethnicity						
American Indian or Alaska Native	–	–	–	–	–	–
Black or African American	✗	✗	–	✗	✗	–
Hispanic or Latino	✗	✗	–	–	–	–
Asian or Native Hawaiian/Other Pacific Islander	✓	✓	–	–	–	–
White	✓	✓	–	✓	✓	–
Multiracial	–	–	–	–	–	–
Other Groups						
Students with Disabilities	✗	✗	–	✗	✗	–
Limited English Proficient	✗	✗	–	–	–	–
Economically Disadvantaged	✗	✗	–	✗	✗	–
Student groups making AYP in each subject	✗ 3 of 8	✗ 3 of 8	✓ 1 of 1	✗ 2 of 5	✗ 2 of 5	✗ 0 of 1

AYP Status


- ✓ Made AYP
- ✓^{SH} 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) ■ |
| Pending – Requires Special Evaluation | |

Elementary/Middle-Level English Language Arts


























Accountability Status  Good Standing
for This Subject
(2011–12)

Accountability Measures 3 of 8 Student groups making AYP in English language arts
 Did not make AYP

Prospective Status

A district that fails to make AYP in English language arts 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 2011-12, the district will be District In Need of Improvement (Year 1) in 2012-13. If this district makes AYP at either the elementary/middle or secondary level in 2011-12, the district will be in good standing in 2012-13. [202]

How did students in each accountability group perform on elementary/middle-level English language arts accountability measures?

Student Group (Total: Continuous Enrollment)	AYP Status	Participation		Test Performance		Performance Objectives		
		Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2010–11 2011–12	
Accountability Groups								
All Students (2643:2487)			99%		126	120		
Ethnicity								
American Indian or Alaska Native (20:16)	–	–	–	–	–	–		–
Black or African American (716:665)			99%		109	118	118	118
Hispanic or Latino (265:247)			98%		104	115	115	114
Asian or Native Hawaiian/Other Pacific Islander (119:115)			100%		132	112		
White (1492:1424)			99%		138	119		
Multiracial (31:20)	–	–	–	–	–	–		–
Other Groups								
Students with Disabilities (402:384)			98%		70	116	89	83
Limited English Proficient (116:158)			99%		91	114	103	102
Economically Disadvantaged (1991:1855)			99%		112	119	119	121
Final AYP Determination	 3 of 8							
Non-Accountability Groups								
Female (1298:1223)			100%		131	119		
Male (1345:1264)			99%		122	119		
Migrant (0:0)								


Symbols

-  Made AYP
-  Made AYP Using Safe Harbor Target
-  Did not make AYP
- Fewer Than 40 Total/Fewer Than 30 Continuous Enrollment
- ‡ Did not qualify for Safe Harbor

NOTE: See *Useful Terms for Understanding Accountability* for explanations and definitions of terms and table labels used on this page.

Elementary/Middle-Level Mathematics


























Accountability Status  Good Standing
for This Subject
(2011–12)

Accountability Measures 3 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 2011-12, the district will be District In Need of Improvement (Year 1) in 2012-13. If this district makes AYP at either the elementary/middle or secondary level in 2011-12, the district will be in good standing in 2012-13. [202]

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

Student Group (Total: Continuous Enrollment)	AYP	Participation		Test Performance		Performance Objectives	
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2010–11 2011–12
Accountability Groups							
All Students (2644:2485)			99%		137	135	
Ethnicity							
American Indian or Alaska Native (19:15)	–	–	–	–	–	–	–
Black or African American (718:662)			99%		119	133	126 127
Hispanic or Latino (265:249)			98%		115	130	127 124
Asian or Native Hawaiian/Other Pacific Islander (118:116)			100%		155	127	
White (1493:1423)			99%		148	134	
Multiracial (31:20)	–	–	–	–	–	–	–
Other Groups							
Students with Disabilities (403:387)			98%		91	131	107 102
Limited English Proficient (114:161)			99%		109	129	120 118
Economically Disadvantaged (1993:1856)			99%		126	134	134 133
Final AYP Determination	 3 of 8						
Non-Accountability Groups							
Female (1295:1219)			99%		137	134	
Male (1349:1266)			99%		138	134	
Migrant (0:0)							

Symbols

-  Made AYP
-  Made AYP Using Safe Harbor Target
-  Did not make AYP
- Fewer Than 40 Total/Fewer Than 30 Continuous Enrollment
- ‡ Did not qualify for Safe Harbor

NOTE: See *Useful Terms for Understanding Accountability* for explanations and definitions of terms and table labels used on this page.

















Elementary/Middle-Level Science

Accountability Status  Good Standing
for This Subject
(2011–12)

Accountability Measures 1 of 1 Student groups making AYP in science
 Made AYP

Prospective Status This district will be in good standing in 2012-13. [201]

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

Student Group (Total: Continuous Enrollment)	AYP		Participation		Test Performance		Performance Objectives		
	Status	Safe Harbor Qualification	Met Criterion	Percentage Tested	Met Criterion	Performance Index	State Standard	Progress Target 2010–11 2011–12	
Accountability Groups									
All Students (886:806)		Qualified		96%		176	100		
Ethnicity									
American Indian or Alaska Native (7:6)	—	—	—	—	—	—	—		—
Black or African American (250:224)		Qualified		96%		166	100		
Hispanic or Latino (99:91)		Qualified		96%		158	100		
Asian or Native Hawaiian/Other Pacific Islander (35:35)		Qualified	—	—		180	100		
White (483:443)		Qualified		96%		184	100		
Multiracial (12:7)	—	—	—	—	—	—	—		—
Other Groups									
Students with Disabilities (150:137)		Qualified		93%		158	100		
Limited English Proficient (36:48)		Qualified	—	—		156	100		
Economically Disadvantaged (687:614)		Qualified		96%		170	100		
Final AYP Determination		1 of 1							
Non-Accountability Groups									
Female (429:393)				97%		175	100		
Male (457:413)				96%		176	100		
Migrant (0:0)									


Symbols

-  Made AYP
-  Did not make AYP
- Fewer Than 40 Total/Fewer Than 30 Continuous Enrollment

NOTE: See *Useful Terms for Understanding Accountability* for explanations and definitions of terms and table labels used on this page.

Secondary-Level English Language Arts
















Accountability Status  Good Standing
for This Subject
(2011–12)

Accountability Measures 2 of 5 Student groups making AYP in English language arts
 Did not make AYP

Prospective Status

A district that fails to make AYP in English language arts 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 2011-12, the district will be District In Need of Improvement (Year 1) in 2012-13. If this district makes AYP at either the elementary/middle or secondary level in 2011-12, the district will be in good standing in 2012-13. [202]

How did students in each accountability group perform on secondary-level English language arts accountability measures?

Student Group (12th Graders: 2007 Cohort)	AYP	Participation		Test Performance		Performance Objectives	
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2010–11 2011–12
Accountability Groups							
All Students (383:363)			99%		181	177	
Ethnicity							
American Indian or Alaska Native (2:3)	–	–	–	–	–	–	–
Black or African American (99:97)			100%		169	173	173 [‡] 172
Hispanic or Latino (26:19)	–	–	–	–	–	–	–
Asian or Native Hawaiian/Other Pacific Islander (22:22)	–	–	–	–	–	–	–
White (234:222)			99%		187	176	
Multiracial (0:0)							
Other Groups							
Students with Disabilities (38:47)		–	–		117	169	157 [‡] 125
Limited English Proficient (5:6)	–	–	–	–	–	–	–
Economically Disadvantaged (186:203)			99%		172	175	175 [‡] 175
Final AYP Determination	 2 of 5						
Non-Accountability Groups							
Female (201:187)			98%		181	175	
Male (182:176)			100%		180	175	
Migrant (0:0)							


Symbols

-  Made AYP
-  Made AYP Using Safe Harbor Target
-  Did not make AYP
- Fewer Than 40 12th Graders/Fewer Than 30 Cohort
- ‡ Did not qualify for Safe Harbor

NOTE: See *Useful Terms for Understanding Accountability* for explanations and definitions of terms and table labels used on this page.

Secondary-Level Mathematics
















Accountability Status  Good Standing
for This Subject
(2011–12)

Accountability Measures 2 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 2011-12, the district will be District In Need of Improvement (Year 1) in 2012-13. If this district makes AYP at either the elementary/middle or secondary level in 2011-12, the district will be in good standing in 2012-13. [202]

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

Student Group (12th Graders: 2007 Cohort)	AYP	Participation		Test Performance		Performance Objectives	
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2010–11 2011–12
Accountability Groups							
All Students (383:363)			98%		179	174	
Ethnicity							
American Indian or Alaska Native (2:3)	–	–	–	–	–	–	–
Black or African American (99:97)			98%		168	170	167 [‡] 171
Hispanic or Latino (26:19)	–	–	–	–	–	–	–
Asian or Native Hawaiian/Other Pacific Islander (22:22)	–	–	–	–	–	–	–
White (234:222)			99%		185	173	
Multiracial (0:0)							
Other Groups							
Students with Disabilities (38:47)		–	–		115	166	155 [‡] 124
Limited English Proficient (5:6)	–	–	–	–	–	–	–
Economically Disadvantaged (186:203)			99%		171	172	172 [‡] 174
Final AYP Determination	 2 of 5						
Non-Accountability Groups							
Female (201:187)			99%		180	172	
Male (182:176)			98%		177	172	
Migrant (0:0)							


Symbols

-  Made AYP
-  Made AYP Using Safe Harbor Target
-  Did not make AYP
- Fewer Than 40 12th Graders/Fewer Than 30 Cohort
- ‡ Did not qualify for Safe Harbor

NOTE: See *Useful Terms for Understanding Accountability* for explanations and definitions of terms and table labels used on this page.









Graduation Rate

Accountability Status for This Indicator (2011–12)  Good Standing

Accountability Measures 0 of 1 Student groups making AYP in graduation rate
 Did not make AYP

Prospective Status A district that fails to make AYP in graduation rate for two consecutive years is placed in improvement status. If this district fails to make AYP in 2011-12, the district will be District In Need of Improvement (Year 1) in 2012-13. If this district makes AYP in 2011-12, the district will be in good standing in 2012-13. [203]

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

Student Group (2006 Graduation-Rate Total Cohort)	Graduation			Objectives	
	AYP	Met Criterion	Graduation Rate	State Standard	Progress Target 2010–11
Accountability Groups					
All Students (435)			67%	80%	70%
Ethnicity					
American Indian or Alaska Native (1)		—	—	—	
Black or African American (103)			56%	80%	64%
Hispanic or Latino (36)			42%	80%	47%
Asian or Native Hawaiian/Other Pacific Islander (18)		—	—	—	
White (277)			74%	80%	74%
Multiracial (0)					
Other Groups					
Students with Disabilities (78)			40%	80%	48%
Limited English Proficient (3)		—	—	—	
Economically Disadvantaged (150)			64%	80%	67%
Final AYP Determination	 0 of 1				
Non-Accountability Groups					
Female (227)			69%	80%	
Male (208)			65%	80%	
Migrant (0)					

Symbols

-  Made AYP
-  Did not make AYP
- Fewer than 30 Graduation-Rate Total Cohort

NOTE: See *Useful Terms for Understanding Accountability* for explanations and definitions of terms and table labels used on this page.

Aspirational Goal

The Board of Regents has set an aspirational goal that 95% of students in each public school and school district will graduate within five years of first entry into grade 9. The graduation rate for the 2006 total cohort through June 2011 (after 5 years) for this district is **70%** and, therefore, this district **did not** meet this goal. The aspirational goal does not impact accountability.

2011–12 Accountability Status of Schools in Your District

This section lists all schools in your district by 2011–12 accountability status.

In Good Standing

7 schools identified 70% of total

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

Improvement (year 1) Basic

1 school identified 10% of total

WEST MIDDLE SCHOOL

Improvement (year 1) Focused

1 school identified 10% of total

EAST MIDDLE SCHOOL

Restructuring (advanced) Focused

1 school identified 10% of total

BINGHAMTON HIGH SCHOOL

4 Overview of District Performance

District **BINGHAMTON CITY SCHOOL DISTRICT**

District ID **03-02-00-01-0000**

Summary of 2010–11 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	48%			452
Grade 4	38%			468
Grade 5	41%			430
Grade 6	43%			408
Grade 7	35%			410
Grade 8	35%			382

Mathematics

Grade 3	47%		452
Grade 4	44%		469
Grade 5	49%		432
Grade 6	47%		410
Grade 7	55%		410
Grade 8	43%		382

Science

Grade 4	80%		464
Grade 8	73%		367

Secondary Level	Percentage of students that scored at or above Level 3			2007 Total Cohort
	0%	50%	100%	
English	72%			466
Mathematics	74%			466

About the Performance Level Descriptors

English Language Arts

Level 1: Below Standard

Student performance does not demonstrate an understanding of the English language arts knowledge and skills expected at this grade level.

Level 2: Meets Basic Standard

Student performance demonstrates a partial understanding of the English language arts knowledge and skills expected at this grade level.

Level 3: Meets Proficiency Standard

Student performance demonstrates an understanding of the English language arts knowledge and skills expected at this grade level.

Level 4: Exceeds Proficiency Standard

Student performance demonstrates a thorough understanding of the English language arts knowledge and skills expected at this grade level.

Mathematics

Level 1: Below Standard

Student performance does not demonstrate an understanding of the mathematics content expected at this grade level.

Level 2: Meets Basic Standard

Student performance demonstrates a partial understanding of the mathematics content expected at this grade level.

Level 3: Meets Proficiency Standard

Student performance demonstrates an understanding of the mathematics content expected at this grade level.

Level 4: Exceeds Proficiency Standard

Student performance demonstrates a thorough understanding of the mathematics content expected at this 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.p12.nysed.gov/irs.

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

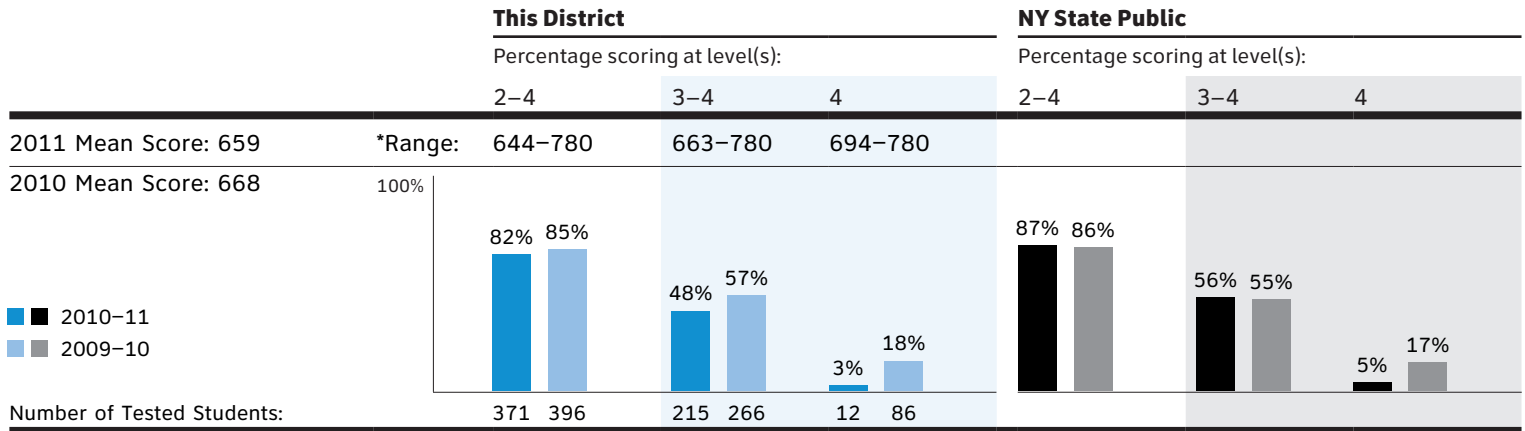
This is an urban or suburban school district with high student needs in relation to district resource capacity.

4 Overview of District Performance

District **BINGHAMTON CITY SCHOOL DISTRICT**

District ID **03-02-00-01-0000**

This District's Results in Grade 3 English Language Arts



Results by Student Group

	2010-11 School Year				2009-10 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
All Students	452	82%	48%	3%	468	85%	57%	18%
Female	206	86%	56%	4%	230	85%	62%	21%
Male	246	78%	40%	2%	238	84%	52%	16%
American Indian or Alaska Native	4	-	-	-	6	67%	50%	17%
Black or African American	120	78%	38%	3%	136	80%	49%	12%
Hispanic or Latino	51	78%	43%	0%	52	83%	42%	15%
Asian or Native Hawaiian/Other Pacific Islander	24	100%	75%	0%	22	95%	68%	23%
White	246	83%	51%	3%	252	87%	63%	22%
Multiracial	7	-	-	-				
Small Group Totals	11	73%	27%	0%				
General-Education Students	398	87%	53%	3%	416	89%	62%	20%
Students with Disabilities	54	44%	9%	0%	52	46%	15%	8%
English Proficient	424	82%	49%	3%	445	85%	58%	19%
Limited English Proficient	28	82%	25%	0%	23	74%	35%	4%
Economically Disadvantaged	336	77%	38%	2%	87	79%	49%	10%
Not Disadvantaged	116	96%	75%	4%	381	86%	59%	20%
Migrant								
Not Migrant	452	82%	48%	3%	468	85%	57%	18%

NOTES

The - symbol indicates that data for a group of students have 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.

* These ranges are for 2010-11 data only. Ranges for the 2009-10 data are available in the 2009-10 *Accountability and Overview Reports*.

Other Assessments

	2010-11 School Year				2009-10 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	6	6	5	10	9	9	8
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 3	2	N/A	N/A	N/A	5	N/A	N/A	N/A
Total					Total			
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 3	2	N/A	N/A	N/A	5	N/A	N/A	N/A

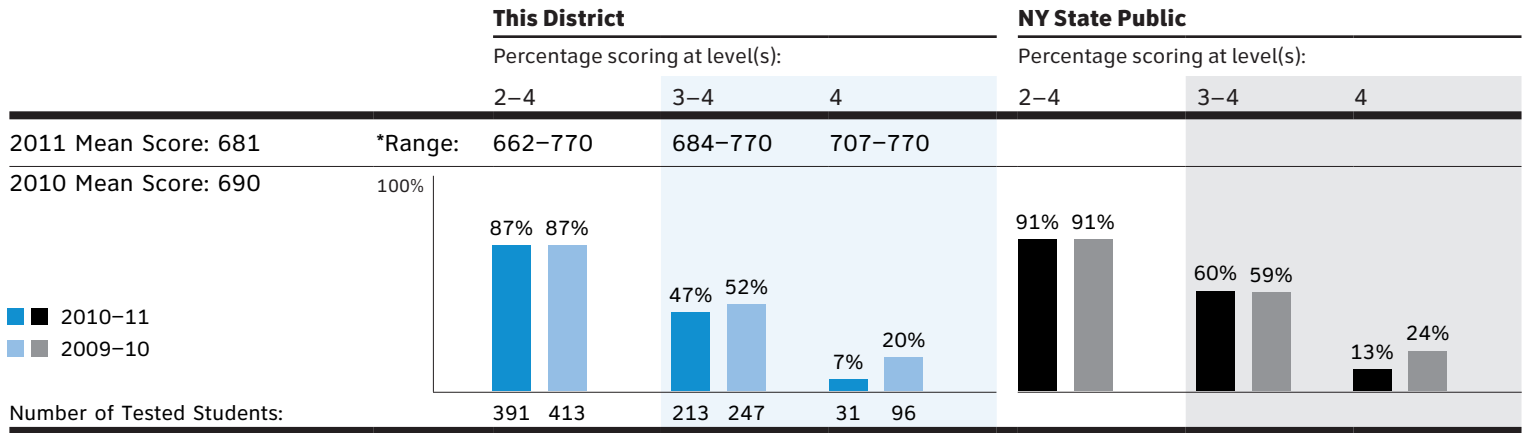
† These counts represent recently arrived LEP students who used the NYSESLAT to fulfill the English language arts participation requirement.

4 Overview of District Performance

District **BINGHAMTON CITY SCHOOL DISTRICT**

District ID **03-02-00-01-0000**

This District's Results in Grade 3 Mathematics



Results by Student Group

	2010-11 School Year				2009-10 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
All Students	452	87%	47%	7%	473	87%	52%	20%
Female	204	88%	46%	6%	232	84%	50%	20%
Male	248	85%	48%	7%	241	90%	55%	20%
American Indian or Alaska Native	4	-	-	-	6	83%	33%	17%
Black or African American	120	82%	41%	4%	135	80%	36%	13%
Hispanic or Latino	50	78%	34%	0%	55	82%	44%	16%
Asian or Native Hawaiian/Other Pacific Islander	25	100%	60%	16%	26	96%	69%	35%
White	246	89%	52%	9%	251	92%	61%	24%
Multiracial	7	-	-	-				
Small Group Totals	11	91%	27%	9%				
General-Education Students	398	90%	51%	8%	422	92%	57%	22%
Students with Disabilities	54	57%	19%	2%	51	49%	14%	6%
English Proficient	424	87%	48%	7%	445	89%	53%	21%
Limited English Proficient	28	82%	36%	4%	28	68%	32%	4%
Economically Disadvantaged	336	84%	40%	4%	86	79%	41%	8%
Not Disadvantaged	116	95%	68%	16%	387	89%	55%	23%
Migrant								
Not Migrant	452	87%	47%	7%	473	87%	52%	20%

NOTES

The - symbol indicates that data for a group of students have 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.

* These ranges are for 2010-11 data only. Ranges for the 2009-10 data are available in the 2009-10 *Accountability and Overview Reports*.

Other Assessments

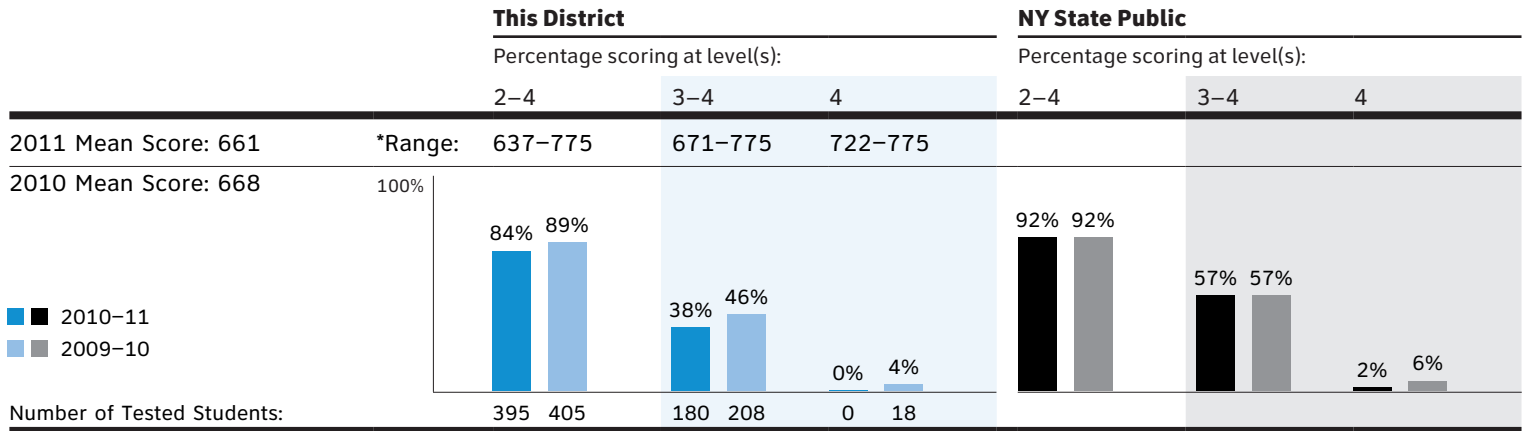
	2010-11 School Year				2009-10 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 3 Equivalent	6	6	6	5	10	10	7	6

4 Overview of District Performance

District **BINGHAMTON CITY SCHOOL DISTRICT**

District ID **03-02-00-01-0000**

This District's Results in Grade 4 English Language Arts



Results by Student Group

	2010-11 School Year				2009-10 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
All Students	468	84%	38%	0%	454	89%	46%	4%
Female	221	87%	45%	0%	234	89%	46%	5%
Male	247	82%	32%	0%	220	90%	45%	3%
American Indian or Alaska Native	5	60%	40%	0%	5	100%	40%	0%
Black or African American	132	80%	25%	0%	123	83%	38%	1%
Hispanic or Latino	55	76%	24%	0%	47	89%	38%	0%
Asian or Native Hawaiian/Other Pacific Islander	21	90%	52%	0%	27	93%	37%	7%
White	247	88%	47%	0%	252	92%	52%	6%
Multiracial	8	100%	63%	0%				
Small Group Totals								
General-Education Students	403	91%	44%	0%	413	92%	49%	4%
Students with Disabilities	65	43%	6%	0%	41	59%	17%	0%
English Proficient	442	86%	40%	0%	425	90%	49%	4%
Limited English Proficient	26	62%	8%	0%	29	76%	3%	0%
Economically Disadvantaged	365	82%	30%	0%	212	88%	41%	3%
Not Disadvantaged	103	93%	70%	0%	242	90%	50%	5%
Migrant								
Not Migrant	468	84%	38%	0%	454	89%	46%	4%

NOTES

The - symbol indicates that data for a group of students have 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.

* These ranges are for 2010-11 data only. Ranges for the 2009-10 data are available in the 2009-10 *Accountability and Overview Reports*.

Other Assessments

	2010-11 School Year				2009-10 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	11	11	11	10	13	12	12	11
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 4	2	N/A	N/A	N/A	3	N/A	N/A	N/A
Total					Total			
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 4	2	N/A	N/A	N/A	4	N/A	N/A	N/A

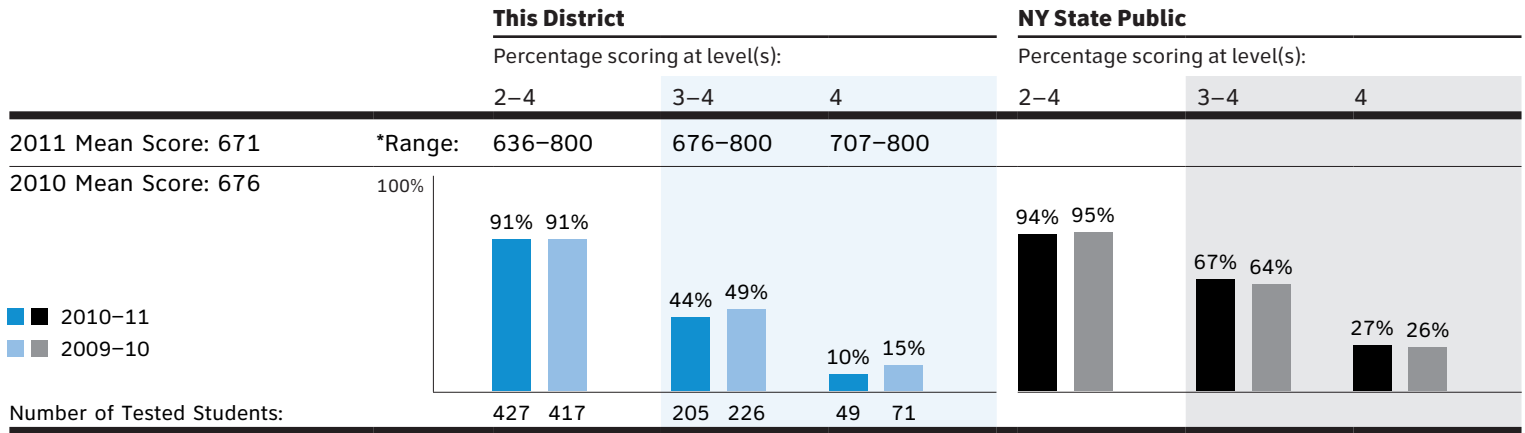
† These counts represent recently arrived LEP students who used the NYSESLAT to fulfill the English language arts participation requirement.

4 Overview of District Performance

District **BINGHAMTON CITY SCHOOL DISTRICT**

District ID **03-02-00-01-0000**

This District's Results in Grade 4 Mathematics



Results by Student Group

	2010-11 School Year				2009-10 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
All Students	469	91%	44%	10%	460	91%	49%	15%
Female	222	89%	44%	11%	239	86%	46%	15%
Male	247	93%	44%	10%	221	96%	53%	16%
American Indian or Alaska Native	5	100%	40%	0%	5	100%	20%	0%
Black or African American	132	91%	26%	4%	126	87%	33%	7%
Hispanic or Latino	56	88%	36%	2%	49	90%	39%	6%
Asian or Native Hawaiian/Other Pacific Islander	20	85%	70%	25%	28	82%	43%	14%
White	248	92%	53%	15%	252	93%	61%	22%
Multiracial	8	100%	50%	25%				
Small Group Totals								
General-Education Students	403	94%	49%	12%	416	92%	51%	17%
Students with Disabilities	66	71%	12%	3%	44	75%	32%	5%
English Proficient	442	92%	46%	11%	427	92%	52%	17%
Limited English Proficient	27	78%	11%	0%	33	73%	6%	0%
Economically Disadvantaged	366	90%	36%	5%	212	89%	41%	11%
Not Disadvantaged	103	94%	72%	29%	248	92%	56%	19%
Migrant								
Not Migrant	469	91%	44%	10%	460	91%	49%	15%

NOTES

The - symbol indicates that data for a group of students have 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.

* These ranges are for 2010-11 data only. Ranges for the 2009-10 data are available in the 2009-10 *Accountability and Overview Reports*.

Other Assessments

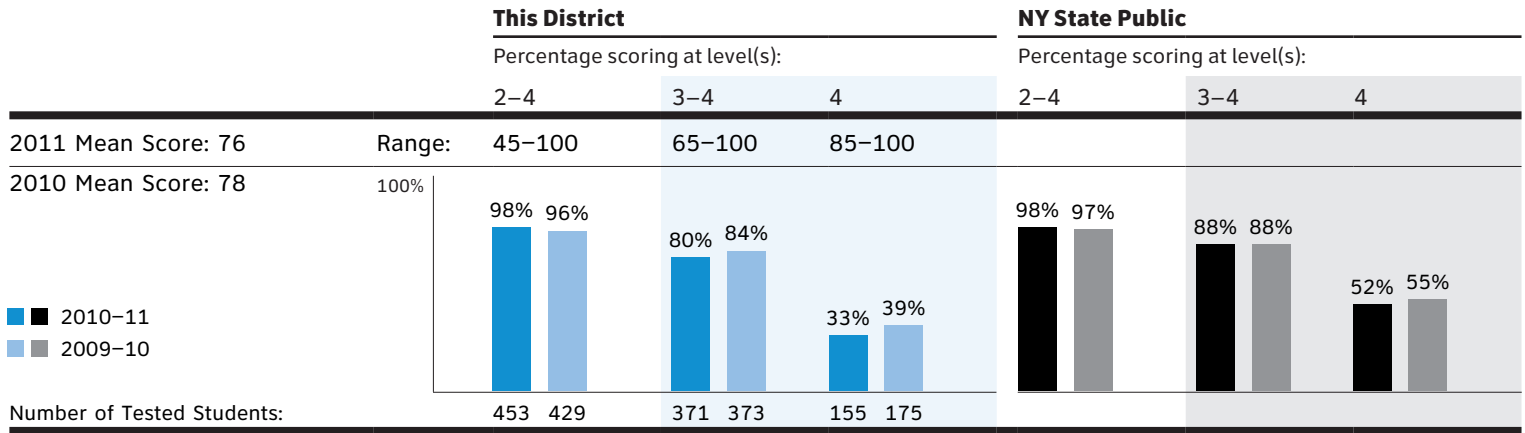
	2010-11 School Year				2009-10 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 4 Equivalent	11	11	11	6	13	13	10	5

4 Overview of District Performance

District **BINGHAMTON CITY SCHOOL DISTRICT**

District ID **03-02-00-01-0000**

This District's Results in Grade 4 Science



Results by Student Group

	2010-11 School Year				2009-10 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
All Students	464	98%	80%	33%	446	96%	84%	39%
Female	218	97%	78%	36%	233	95%	80%	37%
Male	246	98%	81%	31%	213	97%	87%	42%
American Indian or Alaska Native	5	100%	80%	0%	5	100%	60%	20%
Black or African American	131	97%	66%	21%	120	95%	74%	25%
Hispanic or Latino	56	96%	79%	18%	47	98%	79%	34%
Asian or Native Hawaiian/Other Pacific Islander	20	100%	90%	60%	28	86%	75%	25%
White	245	98%	87%	42%	246	98%	91%	49%
Multiracial	7	100%	86%	43%				
Small Group Totals								
General-Education Students	398	98%	83%	37%	403	97%	84%	41%
Students with Disabilities	66	95%	64%	14%	43	91%	77%	23%
English Proficient	437	98%	80%	35%	414	97%	86%	42%
Limited English Proficient	27	96%	74%	15%	32	88%	50%	6%
Economically Disadvantaged	361	97%	77%	26%	207	95%	82%	35%
Not Disadvantaged	103	99%	90%	60%	239	97%	85%	43%
Migrant								
Not Migrant	464	98%	80%	33%	446	96%	84%	39%

NOTES

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Other Assessments

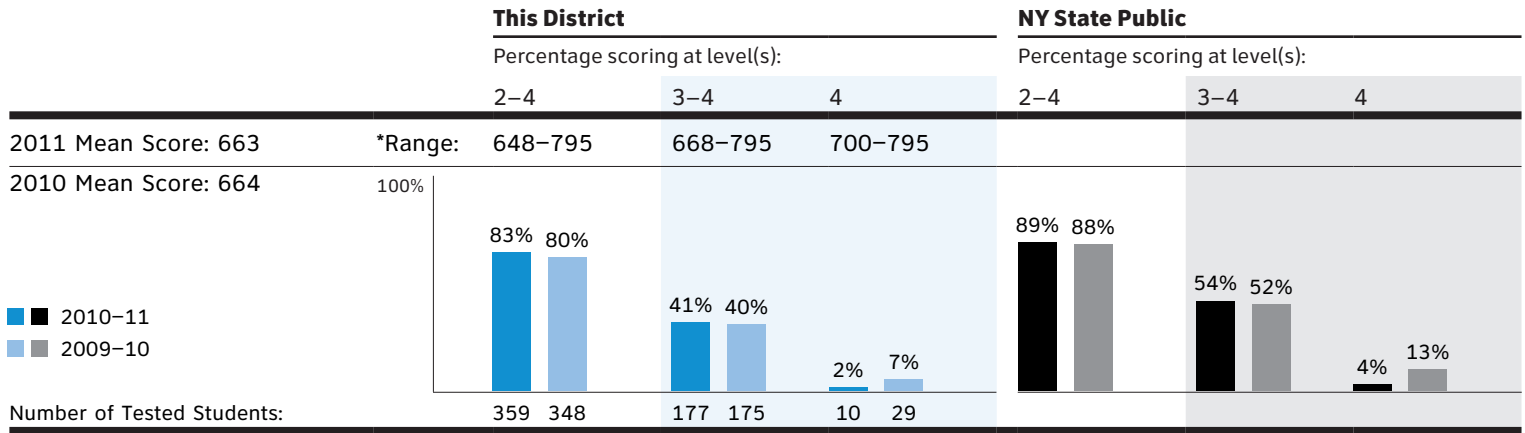
	2010-11 School Year				2009-10 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 4 Equivalent	11	11	11	11	13	12	11	4

4 Overview of District Performance

District **BINGHAMTON CITY SCHOOL DISTRICT**

District ID **03-02-00-01-0000**

This District's Results in Grade 5 English Language Arts



Results by Student Group

	2010-11 School Year				2009-10 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
All Students	430	83%	41%	2%	437	80%	40%	7%
Female	227	81%	46%	4%	213	76%	45%	8%
Male	203	87%	36%	0%	224	83%	35%	6%
American Indian or Alaska Native	5	40%	20%	0%	1	-	-	-
Black or African American	103	77%	34%	0%	105	70%	33%	0%
Hispanic or Latino	47	83%	32%	0%	36	83%	19%	8%
Asian or Native Hawaiian/Other Pacific Islander	26	77%	23%	4%	14	-	-	-
White	244	89%	48%	4%	281	84%	46%	9%
Multiracial	5	60%	40%	0%				
Small Group Totals					15	60%	20%	7%
General-Education Students	380	88%	45%	3%	375	84%	43%	7%
Students with Disabilities	50	52%	10%	0%	62	53%	21%	2%
English Proficient	406	85%	44%	2%	420	81%	41%	7%
Limited English Proficient	24	54%	0%	0%	17	35%	12%	6%
Economically Disadvantaged	311	78%	31%	1%	211	77%	37%	5%
Not Disadvantaged	119	98%	68%	6%	226	82%	42%	8%
Migrant								
Not Migrant	430	83%	41%	2%	437	80%	40%	7%

NOTES

The - symbol indicates that data for a group of students have 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.

* These ranges are for 2010-11 data only. Ranges for the 2009-10 data are available in the 2009-10 *Accountability and Overview Reports*.

Other Assessments

	2010-11 School Year				2009-10 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	15	13	12	6	9	8	8	6
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 5	2	N/A	N/A	N/A	1	N/A	N/A	N/A
Total					Total			
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 5	2	N/A	N/A	N/A	1	N/A	N/A	N/A

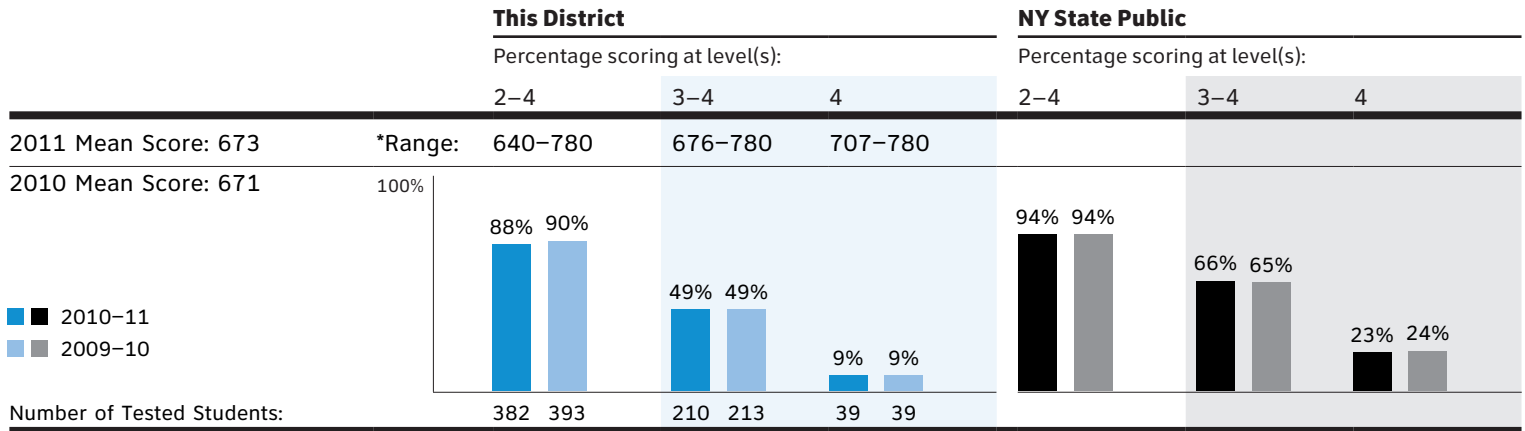
† These counts represent recently arrived LEP students who used the NYSESLAT to fulfill the English language arts participation requirement.

4 Overview of District Performance

District **BINGHAMTON CITY SCHOOL DISTRICT**

District ID **03-02-00-01-0000**

This District's Results in Grade 5 Mathematics



Results by Student Group

	2010-11 School Year				2009-10 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
All Students	432	88%	49%	9%	437	90%	49%	9%
Female	229	85%	47%	10%	214	88%	44%	7%
Male	203	93%	50%	8%	223	91%	53%	11%
American Indian or Alaska Native	5	80%	0%	0%	1	-	-	-
Black or African American	103	83%	43%	3%	105	79%	30%	3%
Hispanic or Latino	47	83%	34%	0%	37	86%	41%	3%
Asian or Native Hawaiian/Other Pacific Islander	27	85%	37%	7%	15	-	-	-
White	245	92%	57%	14%	279	95%	57%	12%
Multiracial	5	100%	0%	0%				
Small Group Totals					16	81%	50%	6%
General-Education Students	381	90%	52%	10%	376	92%	53%	10%
Students with Disabilities	51	76%	22%	0%	61	79%	21%	2%
English Proficient	406	90%	51%	10%	419	91%	50%	9%
Limited English Proficient	26	65%	8%	0%	18	61%	17%	6%
Economically Disadvantaged	313	85%	39%	4%	211	89%	44%	6%
Not Disadvantaged	119	98%	73%	23%	226	91%	53%	12%
Migrant								
Not Migrant	432	88%	49%	9%	437	90%	49%	9%

NOTES

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Other Assessments

	2010-11 School Year				2009-10 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	15	15	15	9	9	9	8	4

4 Overview of District Performance

District **BINGHAMTON CITY SCHOOL DISTRICT**

District ID **03-02-00-01-0000**

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
2011 Mean Score: 657	*Range: 644-785	662-785	694-785			
2010 Mean Score: 658						
Number of Tested Students:	341	359	176	175	4	14

Results by Student Group

	2010-11 School Year				2009-10 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
All Students	408	84%	43%	1%	433	83%	40%	3%
Female	206	86%	40%	2%	215	85%	40%	4%
Male	202	81%	47%	0%	218	81%	41%	3%
American Indian or Alaska Native					2	-	-	-
Black or African American	108	75%	26%	1%	126	74%	25%	0%
Hispanic or Latino	33	76%	36%	0%	37	59%	16%	0%
Asian or Native Hawaiian/Other Pacific Islander	15	-	-	-	15	-	-	-
White	249	89%	52%	1%	253	90%	52%	6%
Multiracial	3	-	-	-				
Small Group Totals	18	72%	39%	0%	17	100%	35%	0%
General-Education Students	352	89%	48%	1%	376	89%	46%	4%
Students with Disabilities	56	46%	13%	0%	57	40%	5%	0%
English Proficient	398	85%	44%	1%	418	84%	42%	3%
Limited English Proficient	10	10%	10%	0%	15	40%	0%	0%
Economically Disadvantaged	310	80%	33%	0%	219	81%	34%	2%
Not Disadvantaged	98	96%	77%	4%	214	85%	47%	4%
Migrant								
Not Migrant	408	84%	43%	1%	433	83%	40%	3%

NOTES

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Other Assessments

	2010-11 School Year				2009-10 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	7	6	9	9	8	5
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 6	2	N/A	N/A	N/A	1	N/A	N/A	N/A
Total					Total			
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 6	2	N/A	N/A	N/A	1	N/A	N/A	N/A

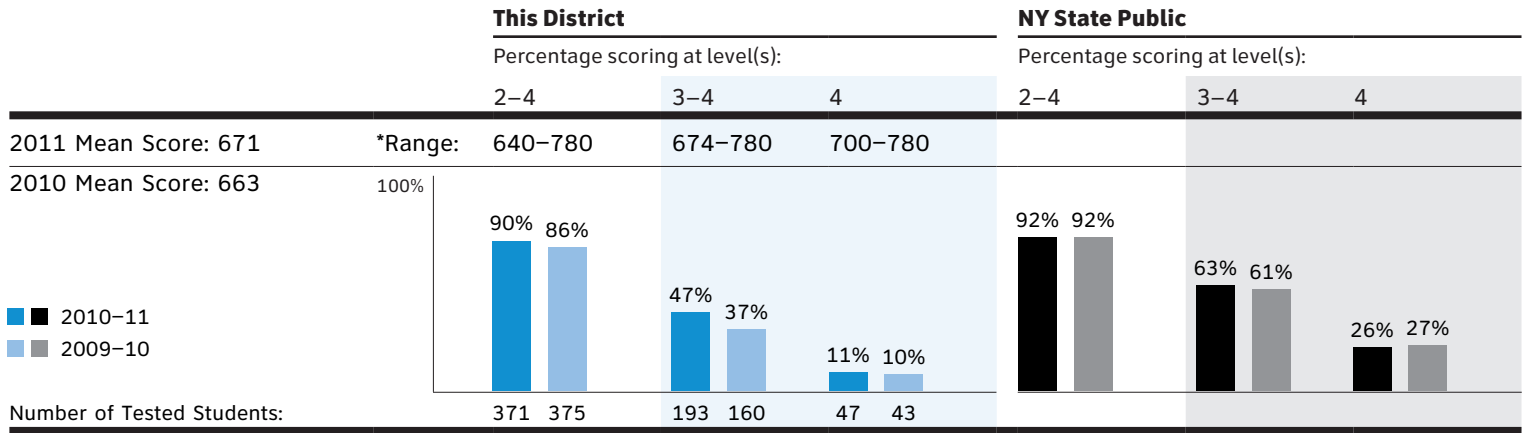
† These counts represent recently arrived LEP students who used the NYSESLAT to fulfill the English language arts participation requirement.

4 Overview of District Performance

District **BINGHAMTON CITY SCHOOL DISTRICT**

District ID **03-02-00-01-0000**

This District's Results in Grade 6 Mathematics



Results by Student Group

	2010-11 School Year				2009-10 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
All Students	410	90%	47%	11%	434	86%	37%	10%
Female	208	91%	46%	12%	217	84%	32%	7%
Male	202	90%	48%	11%	217	88%	41%	12%
American Indian or Alaska Native					2	-	-	-
Black or African American	109	83%	34%	6%	127	76%	24%	2%
Hispanic or Latino	34	85%	38%	9%	38	68%	18%	5%
Asian or Native Hawaiian/Other Pacific Islander	15	-	-	-	15	-	-	-
White	249	94%	53%	14%	252	94%	44%	14%
Multiracial	3	-	-	-				
Small Group Totals	18	100%	56%	22%	17	100%	65%	12%
General-Education Students	354	95%	54%	13%	377	92%	41%	11%
Students with Disabilities	56	64%	5%	2%	57	53%	11%	0%
English Proficient	398	91%	48%	12%	418	88%	38%	10%
Limited English Proficient	12	67%	8%	0%	16	50%	6%	0%
Economically Disadvantaged	313	88%	39%	6%	219	83%	28%	5%
Not Disadvantaged	97	99%	73%	28%	215	90%	46%	14%
Migrant								
Not Migrant	410	90%	47%	11%	434	86%	37%	10%

NOTES

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Other Assessments

	2010-11 School Year				2009-10 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	7	7	6	9	9	9	8

4 Overview of District Performance

District **BINGHAMTON CITY SCHOOL DISTRICT**

District ID **03-02-00-01-0000**

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
2011 Mean Score: 658	*Range: 642-790	665-790	698-790			
2010 Mean Score: 660						
Number of Tested Students:	354	324	144	137	5	24

Results by Student Group

	2010-11 School Year				2009-10 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
All Students	410	86%	35%	1%	390	83%	35%	6%
Female	205	85%	36%	1%	195	86%	43%	8%
Male	205	87%	34%	1%	195	81%	28%	4%
American Indian or Alaska Native	2	-	-	-	3	-	-	-
Black or African American	121	83%	20%	0%	114	82%	24%	1%
Hispanic or Latino	32	66%	13%	0%	32	75%	25%	0%
Asian or Native Hawaiian/Other Pacific Islander	15	87%	40%	0%	14	-	-	-
White	237	91%	46%	2%	227	85%	42%	9%
Multiracial	3	-	-	-				
Small Group Totals	5	60%	0%	0%	17	76%	35%	12%
General-Education Students	360	91%	40%	1%	338	91%	39%	7%
Students with Disabilities	50	52%	2%	0%	52	33%	8%	0%
English Proficient	400	88%	36%	1%	377	84%	36%	6%
Limited English Proficient	10	10%	0%	0%	13	54%	0%	0%
Economically Disadvantaged	302	82%	25%	0%	184	82%	29%	4%
Not Disadvantaged	108	97%	64%	4%	206	84%	40%	8%
Migrant								
Not Migrant	410	86%	35%	1%	390	83%	35%	6%

NOTES

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Other Assessments

	2010-11 School Year				2009-10 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	10	10	10	10	11	11	11	11
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 7	0	N/A	N/A	N/A	0	N/A	N/A	N/A
Total					Total			
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 7	0	N/A	N/A	N/A	0	N/A	N/A	N/A

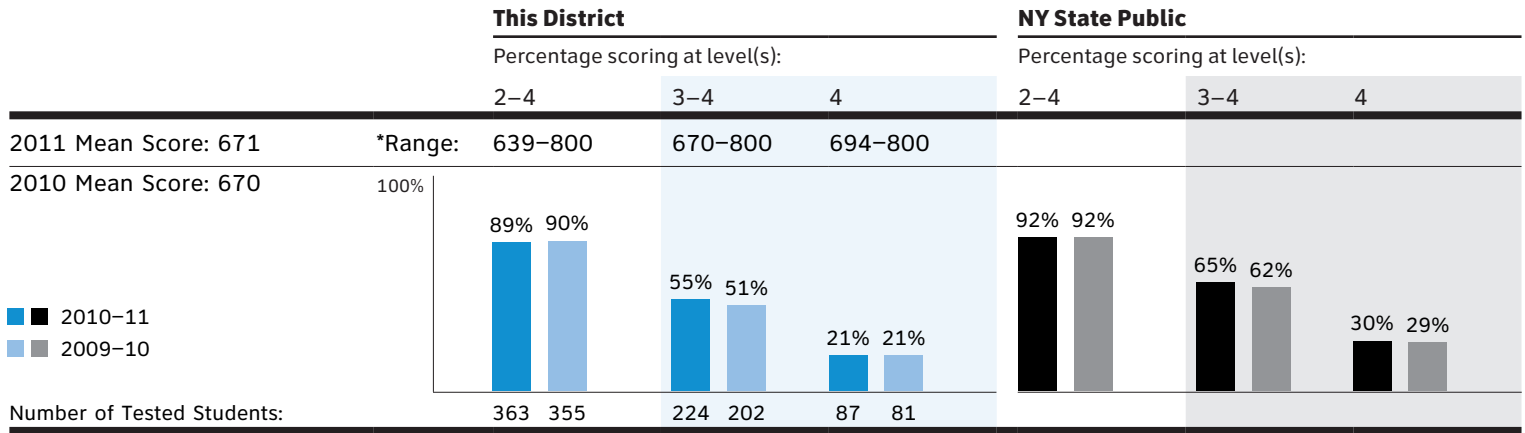
† These counts represent recently arrived LEP students who used the NYSESLAT to fulfill the English language arts participation requirement.

4 Overview of District Performance

District **BINGHAMTON CITY SCHOOL DISTRICT**

District ID **03-02-00-01-0000**

This District's Results in Grade 7 Mathematics



Results by Student Group

	2010-11 School Year				2009-10 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
All Students	410	89%	55%	21%	393	90%	51%	21%
Female	202	89%	52%	19%	197	90%	52%	24%
Male	208	88%	57%	23%	196	90%	51%	17%
American Indian or Alaska Native	2	-	-	-	3	-	-	-
Black or African American	120	80%	34%	9%	115	89%	43%	9%
Hispanic or Latino	32	78%	38%	9%	35	80%	29%	3%
Asian or Native Hawaiian/Other Pacific Islander	15	100%	80%	20%	14	-	-	-
White	238	94%	66%	29%	226	92%	58%	29%
Multiracial	3	-	-	-				
Small Group Totals	5	80%	40%	0%	17	100%	65%	29%
General-Education Students	359	92%	59%	24%	339	95%	57%	23%
Students with Disabilities	51	61%	22%	4%	54	63%	17%	4%
English Proficient	399	89%	56%	22%	380	91%	52%	21%
Limited English Proficient	11	55%	9%	0%	13	69%	46%	8%
Economically Disadvantaged	301	85%	45%	14%	185	90%	46%	14%
Not Disadvantaged	109	99%	81%	42%	208	90%	56%	27%
Migrant								
Not Migrant	410	89%	55%	21%	393	90%	51%	21%

NOTES

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Other Assessments

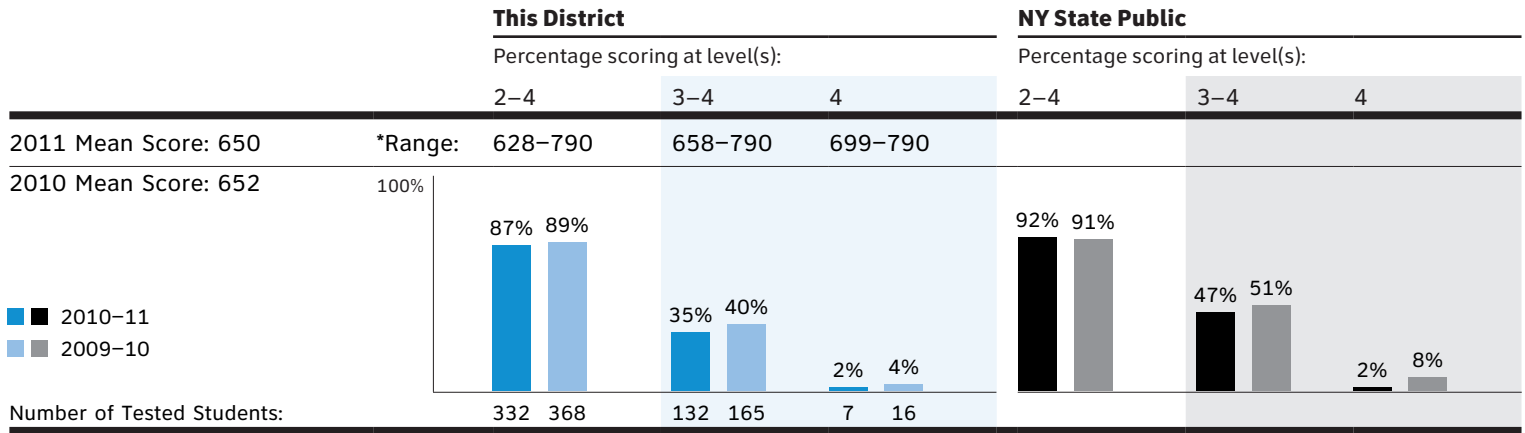
	2010-11 School Year				2009-10 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 7 Equivalent	10	9	9	8	11	11	10	7

4 Overview of District Performance

District **BINGHAMTON CITY SCHOOL DISTRICT**

District ID **03-02-00-01-0000**

This District's Results in Grade 8 English Language Arts



Results by Student Group

	2010-11 School Year				2009-10 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
All Students	382	87%	35%	2%	415	89%	40%	4%
Female	202	88%	41%	2%	199	88%	46%	6%
Male	180	86%	28%	2%	216	89%	34%	2%
American Indian or Alaska Native	3	-	-	-	1	-	-	-
Black or African American	109	84%	23%	0%	98	86%	26%	0%
Hispanic or Latino	38	74%	13%	0%	40	70%	15%	0%
Asian or Native Hawaiian/Other Pacific Islander	12	83%	33%	0%	9	-	-	-
White	215	91%	45%	3%	267	92%	49%	6%
Multiracial	5	-	-	-				
Small Group Totals	8	75%	25%	0%	10	100%	30%	0%
General-Education Students	325	94%	40%	2%	348	92%	45%	5%
Students with Disabilities	57	46%	5%	0%	67	70%	12%	0%
English Proficient	375	88%	35%	2%	407	90%	41%	4%
Limited English Proficient	7	29%	0%	0%	8	25%	0%	0%
Economically Disadvantaged	288	83%	24%	1%	174	87%	34%	2%
Not Disadvantaged	94	99%	66%	5%	241	90%	44%	5%
Migrant								
Not Migrant	382	87%	35%	2%	415	89%	40%	4%

NOTES

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Other Assessments

	2010-11 School Year				2009-10 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	10	10	10	10	10	10	10	9
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 8	1	N/A	N/A	N/A	2	N/A	N/A	N/A
Total					Total			
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 8	1	N/A	N/A	N/A	2	N/A	N/A	N/A

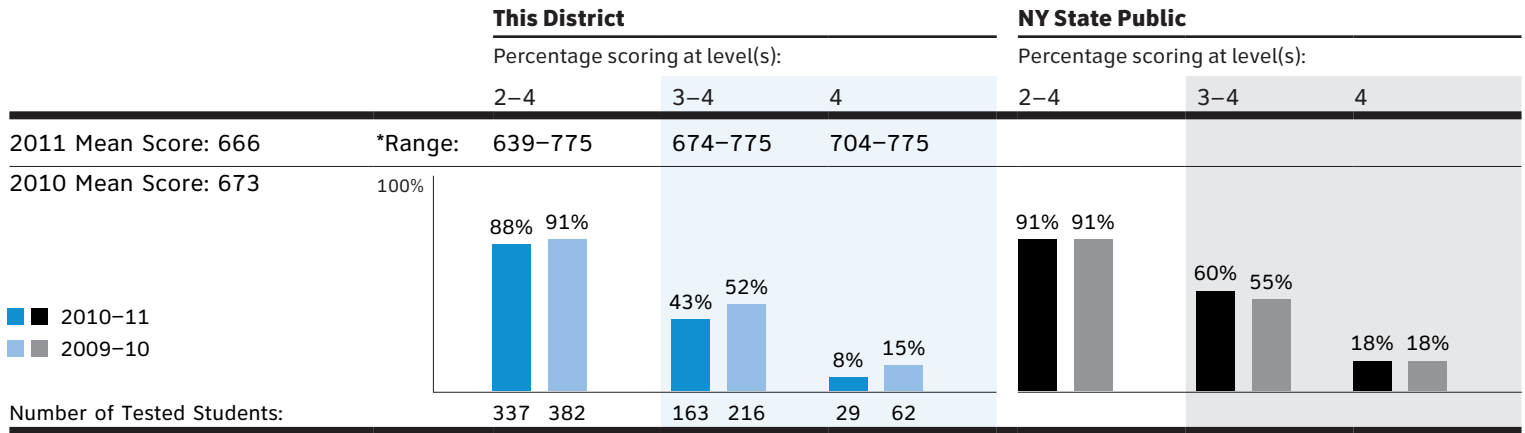
† These counts represent recently arrived LEP students who used the NYSESLAT to fulfill the English language arts participation requirement.

4 Overview of District Performance

District **BINGHAMTON CITY SCHOOL DISTRICT**

District ID **03-02-00-01-0000**

This District's Results in Grade 8 Mathematics



Results by Student Group

	2010-11 School Year				2009-10 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
All Students	382	88%	43%	8%	418	91%	52%	15%
Female	200	92%	45%	8%	198	92%	54%	18%
Male	182	85%	40%	7%	220	90%	50%	12%
American Indian or Alaska Native	2	-	-	-	1	-	-	-
Black or African American	108	90%	29%	2%	100	90%	41%	6%
Hispanic or Latino	39	74%	18%	0%	42	83%	19%	5%
Asian or Native Hawaiian/Other Pacific Islander	13	92%	77%	8%	9	-	-	-
White	215	90%	53%	12%	266	93%	61%	19%
Multiracial	5	-	-	-				
Small Group Totals	7	86%	29%	14%	10	100%	60%	40%
General-Education Students	325	94%	48%	9%	352	94%	58%	18%
Students with Disabilities	57	58%	14%	2%	66	77%	17%	0%
English Proficient	374	89%	43%	8%	408	92%	53%	15%
Limited English Proficient	8	75%	25%	0%	10	60%	0%	0%
Economically Disadvantaged	290	85%	33%	3%	176	94%	41%	9%
Not Disadvantaged	92	98%	74%	22%	242	90%	59%	19%
Migrant								
Not Migrant	382	88%	43%	8%	418	91%	52%	15%

NOTES

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Other Assessments

	2010-11 School Year				2009-10 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	10	10	10	9	10	10	8	7

4 Overview of District Performance

District **BINGHAMTON CITY SCHOOL DISTRICT**

District ID **03-02-00-01-0000**

This District's Results in Grade 8 Science

This District

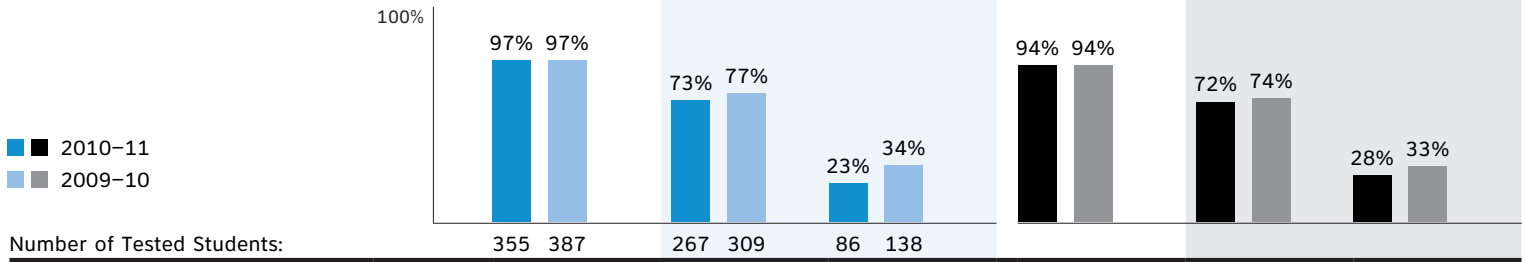
Percentage scoring at level(s):

2-4 3-4 4

NY State Public

Percentage scoring at level(s):

2-4 3-4 4



Number of Tested Students:

2010-11: 355 (2-4), 267 (3-4), 86 (4)
 2009-10: 387 (2-4), 309 (3-4), 138 (4)

Results by Student Group

	2010-11 School Year				2009-10 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
All Students	367	97%	73%	23%	401	97%	77%	34%
Female	190	97%	73%	24%	192	97%	76%	33%
Male	177	96%	72%	23%	209	96%	78%	36%
American Indian or Alaska Native	2	-	-	-	1	-	-	-
Black or African American	102	100%	64%	12%	95	95%	62%	16%
Hispanic or Latino	37	92%	41%	5%	36	89%	53%	17%
Asian or Native Hawaiian/Other Pacific Islander	13	100%	62%	38%	9	-	-	-
White	208	96%	84%	32%	260	98%	86%	43%
Multiracial	5	-	-	-	-	-	-	-
Small Group Totals	7	100%	71%	14%	10	100%	80%	50%
General-Education Students	315	98%	77%	27%	341	97%	80%	38%
Students with Disabilities	52	90%	46%	4%	60	92%	60%	12%
English Proficient	359	97%	74%	24%	392	97%	78%	35%
Limited English Proficient	8	63%	0%	0%	9	78%	22%	0%
Economically Disadvantaged	276	96%	65%	14%	169	97%	73%	23%
Not Disadvantaged	91	100%	97%	52%	232	96%	80%	43%
Migrant	-	-	-	-	-	-	-	-
Not Migrant	367	97%	73%	23%	401	97%	77%	34%

NOTES

The - symbol indicates that data for a group of students have 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

	2010-11 School Year				2009-10 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	10	10	9	9	10	10	10	9
Regents Science	0	-	-	-	0	-	-	-

4 Overview of District Performance

District **BINGHAMTON CITY SCHOOL DISTRICT**

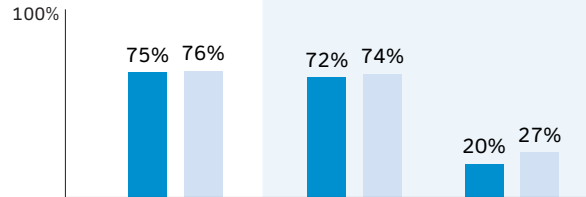
District ID **03-02-00-01-0000**

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

This District

Percentage scoring at level(s):

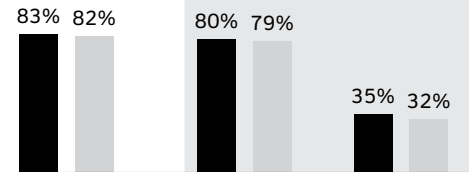
2-4 3-4 4



NY State Public

Percentage scoring at level(s):

2-4 3-4 4



■ 2007 Cohort
■ 2006 Cohort

Results by Student Group

	2007 Cohort				2006 Cohort**			
	Number of Students	Percentage scoring at level(s):			Number of Students	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	466	75%	72%	20%	435	76%	74%	27%
Female	233	76%	75%	26%	227	79%	77%	29%
Male	233	73%	70%	14%	208	73%	70%	26%
American Indian or Alaska Native	5	60%	60%	0%	1	-	-	-
Black or African American	115	71%	69%	11%	103	68%	63%	13%
Hispanic or Latino	29	59%	59%	7%	36	53%	50%	8%
Asian or Native Hawaiian/Other Pacific Islander	23	87%	83%	35%	18	-	-	-
White	294	77%	74%	24%	277	82%	80%	36%
Multiracial								
Small Group Totals					19	84%	84%	21%
General-Education Students	389	83%	82%	24%	364	80%	79%	32%
Students with Disabilities	77	32%	22%	0%	71	54%	48%	6%
English Proficient	460	75%	72%	20%	432	-	-	-
Limited English Proficient	6	83%	50%	0%	3	-	-	-
Economically Disadvantaged	259	73%	69%	8%	150	79%	74%	19%
Not Disadvantaged	207	77%	75%	34%	285	75%	74%	32%
Migrant								
Not Migrant	466	75%	72%	20%	435	76%	74%	27%

NOTES

The - symbol indicates that data for a group of students have 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.

* 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.

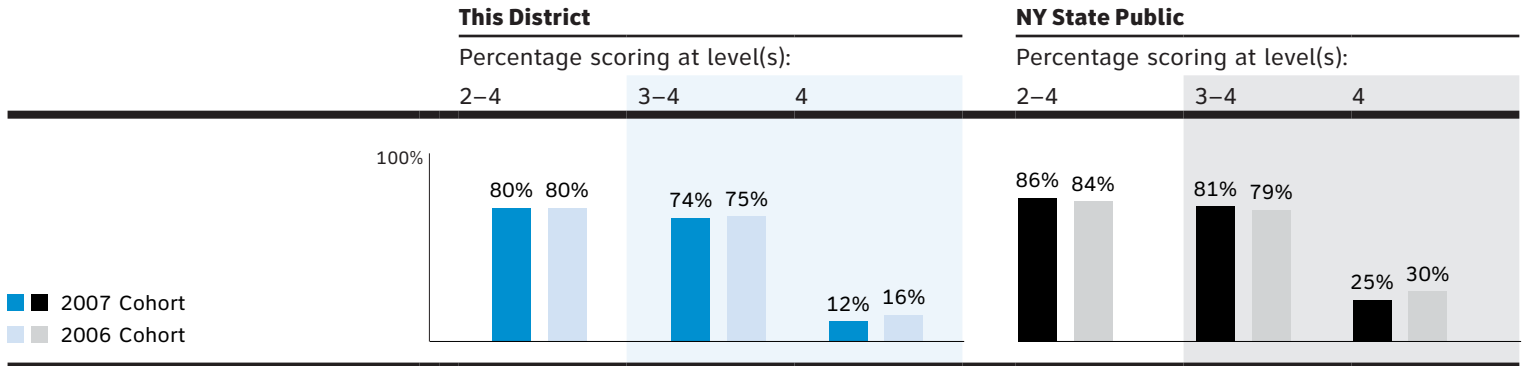
** 2006 cohort data are those reported in the 2009-10 *Accountability and Overview Report*.

4 Overview of District Performance

District **BINGHAMTON CITY SCHOOL DISTRICT**

District ID **03-02-00-01-0000**

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



Results by Student Group

	2007 Cohort				2006 Cohort**			
	Number of Students	Percentage scoring at level(s):			Number of Students	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	466	80%	74%	12%	435	80%	75%	16%
Female	233	82%	76%	14%	227	83%	78%	16%
Male	233	78%	72%	10%	208	77%	72%	16%
American Indian or Alaska Native	5	80%	60%	0%	1	-	-	-
Black or African American	115	75%	66%	2%	103	67%	59%	4%
Hispanic or Latino	29	55%	55%	3%	36	64%	58%	11%
Asian or Native Hawaiian/Other Pacific Islander	23	87%	87%	22%	18	-	-	-
White	294	84%	78%	17%	277	87%	82%	19%
Multiracial								
Small Group Totals					19	84%	84%	47%
General-Education Students	389	90%	84%	15%	364	85%	80%	19%
Students with Disabilities	77	31%	22%	0%	71	59%	48%	3%
English Proficient	460	80%	74%	12%	432	-	-	-
Limited English Proficient	6	67%	67%	17%	3	-	-	-
Economically Disadvantaged	259	79%	71%	4%	150	80%	74%	16%
Not Disadvantaged	207	82%	78%	23%	285	81%	75%	16%
Migrant								
Not Migrant	466	80%	74%	12%	435	80%	75%	16%

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** 2006 cohort data are those reported in the 2009-10 *Accountability and Overview Report*.