

# New York State School Report Card

## Comprehensive Information Report

BEDS Code: 03-02-00-01-0021  
 Name: Binghamton High School  
 Principal: Albert Penna

Grade Range : PK-12

### Fall Enrollment

Grade	2001-02	2002-03	2003-04
Pre-K	30	32	24
Kindergarten	0	0	0
First	0	0	0
Second	0	0	0
Third	0	0	0
Fourth	0	0	0
Fifth	0	0	0
Sixth	0	0	0
Ungraded Elementary	0	0	0
Seventh	0	0	0
Eighth	0	0	0
Ninth	518	512	459
Tenth	498	478	460
Eleventh	384	448	425
Twelfth	328	358	384
Ungraded Secondary	0	0	0
Total K-12 Enrollment	1728	1796	1728

### Student Racial/Ethnic Origin

Race/Ethnicity	2001-02		2002-03		2003-04	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
American Indian, Alaskan, Asian, or Pacific Islander	63	3.6%	69	3.8%	60	3.5%
Black (Not Hispanic)	278	16.1%	286	15.9%	298	17.2%
Hispanic	74	4.3%	96	5.3%	83	4.8%
White (Not Hispanic)	1313	76.0%	1345	74.9%	1287	74.5%

### Average Class Size

Grade Level	2001-02	2002-03	2003-04
Kindergarten	0	0	0
Common Branch	0	0	0
English Grade 8	0	0	0
Mathematics Grade 8	0	0	0
Science Grade 8	0	0	0
Social Studies Grade 8	0	0	0
English Grade 10	22	20	21
Mathematics Grade 10	20	20	20
Science Grade 10	23	19	18
Social Studies Grade 10	21	21	24

(Form – A)

**District Need to Resource Capacity Category**

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

**Similar School Group and Description**

<b>Similar School Group</b>	<b>Description</b>
45	All schools in this group are secondary level schools in urban or suburban school districts with high student needs in relation to district resources. The schools in this group are in the higher range of student needs for secondary level schools in these districts.

All schools within the same N/RC category are divided into three similar school groups defined by the percentage of students in the school who are eligible for the free-lunch program and/or who are limited English proficient (also known as English language learners).

**Student Demographics Used To Determine Similar Schools Group**

	<b>2001-02</b>		<b>2002-03</b>		<b>2003-04</b>	
	Count	Percent	Count	Percent	Count	Percent
<b>Limited English Proficient</b>	49	2.8%	45	2.5%	50	2.9%
<b>Eligible for Free Lunch</b>	552	31.9%	559	31.1%	682	39.5%

**Attendance and Suspension**

	<b>2000-01</b>		<b>2001-02</b>		<b>2002-03</b>	
	<b>No. of Students</b>	<b>% of Enroll.</b>	<b>No. of Students</b>	<b>% of Enroll.</b>	<b>No. of Students</b>	<b>% of Enroll.</b>
<b>Annual Attendance Rate</b>		93.6%		93.4%		92.8%
<b>Student Suspensions</b>	156	9.1%	98	5.7%	89	5.0%

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

	<b>2001-02</b>	<b>2002-03</b>	<b>2003-04</b>
<b>Reduced Lunch</b>	8.2%	7.9%	9.3%
<b>Public Assistance</b>	41-50%	41-50%	51-60%
<b>Student Stability</b>	87%	96%	83%

**Staff Counts**

<b>Staff</b>	<b>2003-04</b>
Total Teachers	136
Total Other Professional Staff	14
Total Paraprofessionals	NA
Teaching Out of Certification*	4

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

(Form – B)

# High School Graduates and Noncompleters

## High School Graduates Earning Regents Diplomas\*

	2001-02			2002-03			2003-04		
	Total Grads	Regents Diplomas	% Regents Diplomas	Total Grads	Regents Diplomas	% Regents Diplomas	Total Grads	Regents Diplomas	% Regents Diplomas
General Education	237	139	59%	255	153	60%	261	162	62%
Students with Disabilities	16	2	12%	2	0	0%	16	2	12%
All Students	253	141	56%	257	153	60%	277	164	59%

\*Only students awarded local diplomas (including local diplomas with Regents endorsements) are counted as high school graduates. Because of a change in data collection procedures for the 2001-02 school year, diploma counts for that year do not include counts from August 2001. Data for the 2002-03 school year include August 2002 and January and June 2003 graduates; data for the 2003-04 school year include August 2003 and January and June 2004 graduates.

## Distribution of 2003-04 Graduates (All Students)

	To 4-year College	To 2-year College	To Other Post-Secondary	To the Military	To Employment	Other
Number	106	131	2	12	12	14
Percent	38%	47%	1%	4%	4%	5%

## Number of High School Completers with Disabilities in 2003-04

Graduates* (a)	Regents Diplomas (b)	IEP Diplomas or Certificates (c)	All 2003-04 Completers (a+c)
16	2	25	41

\*Local Diplomas (including local diplomas with Regents endorsements)

## High School Noncompletion Rates

		2001-02		2002-03		2003-04	
		No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
General-Education Students	Dropped Out	10		18		44	3.0%
	Entered GED Program*	3		17		47	3.2%
	Total Noncompleters	13		35		91	6.1%
Students with Disabilities	Dropped Out	1		2		21	6.7%
	Entered GED Program*	1		2		12	3.8%
	Total Noncompleters	2		4		33	10.6%
All Students	Dropped Out	11	0.6%	20	1.1%	65	3.6%
	Entered GED Program*	4	0.2%	19	1.1%	59	3.3%
	Total Noncompleters	15	0.9%	39	2.2%	124	6.9%

\*The number and percentage of students who left a program leading to a high school diploma and entered a program leading to a high school equivalency diploma.

(Form - C)

# Career Development and Occupational Studies (CDOS)

## Percentage of Students Documenting Self- and Career-Awareness Information and Career Exploration Activities, K–3

Grades	2001–02	2002–03	2003–04
K–1	0%	0%	0%
2–3	0%	0%	0%

## Students Developing a Career Plan, 4–12

Grades		2001–02	2002–03	2003–04
4–5	Number of General-Education Students	0	0	0
	Number of Students with Disabilities	0	0	0
	Number of All Students	0	0	0
	Percent of Enrollment	0%	0%	0%
6–8	Number of General-Education Students	0	0	0
	Number of Students with Disabilities	0	0	0
	Number of All Students	0	0	0
	Percent of Enrollment	0%	0%	0%
9–12	Number of General-Education Students	50	75	0
	Number of Students with Disabilities	50	50	0
	Number of All Students	100	125	0
	Percent of Enrollment	6%	7%	0%

## Career and Technical Education (CTE) Programs

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

Enrollment data are for the 2003-2004 school year; completion data are as of June 2003.

Note: Blank cells indicate that either the district did not have a CTE program or did not report data.

This data is reported only at the district level.

(Form – D)

# Second Language Proficiency Examinations

## General-Education Students

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	0	0%	38	82%	0	0%
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	1	#	59	97%	0	0%

## Students with Disabilities

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	0	0%	1	#	0	0%
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	0	0%	5	80%	0	0%

# Regents Competency Tests

## General-Education Students

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	0	0%	0	0%	1	#
Science	0	0%	9	33%	0	0%
Reading	0	0%	5	80%	0	0%
Writing	0	0%	5	20%	0	0%
Global Studies	0	0%	4	#	0	0%
U.S. Hist & Gov't	0	0%	6	33%	0	0%

## Students with Disabilities

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	0	0%	0	0%	9	22%
Science	0	0%	68	26%	9	56%
Reading	0	0%	24	46%	4	#
Writing	0	0%	33	42%	7	71%
Global Studies	0	0%	47	21%	20	25%
U.S. Hist & Gov't	0	0%	13	31%	15	20%

(Form – E)

# Regents Examinations

	All Students			Students with Disabilities		
	2001–02	2002–03	2003–04	2001–02	2002–03	2003–04
<b>Comprehensive English</b>						
Number Tested	319	413	49	25	30	8
Number Scoring 55–100	286	362	40	13	13	7
Number Scoring 65–100	234	335	30	4	3	5
Number Scoring 85–100	71	147	4	1	0	1
Percentage of Tested Scoring 55–100	90%	88%	82%	52%	43%	88%
Percentage of Tested Scoring 65–100	73%	81%	61%	16%	10%	62%
Percentage of Tested Scoring 85–100	22%	36%	8%	4%	0%	12%
<b>Mathematics A</b>						
Number Tested	413	459	44	24	26	4
Number Scoring 55–100	283	354	36	6	6	#
Number Scoring 65–100	213	277	26	5	4	#
Number Scoring 85–100	80	54	4	1	0	#
Percentage of Tested Scoring 55–100	69%	77%	82%	25%	23%	#
Percentage of Tested Scoring 65–100	52%	60%	59%	21%	15%	#
Percentage of Tested Scoring 85–100	19%	12%	9%	4%	0%	#
<b>Mathematics B</b>						
Number Tested	0	169	0	0	2	0
Number Scoring 55–100	0	101	0	0	#	0
Number Scoring 65–100	0	61	0	0	#	0
Number Scoring 85–100	0	12	0	0	#	0
Percentage of Tested Scoring 55–100	0%	60%	0%	0%	#	0%
Percentage of Tested Scoring 65–100	0%	36%	0%	0%	#	0%
Percentage of Tested Scoring 85–100	0%	7%	0%	0%	#	0%
<b>Global History and Geography</b>						
Number Tested	329	360	12	29	26	4
Number Scoring 55–100	272	321	7	8	17	#
Number Scoring 65–100	237	303	6	4	15	#
Number Scoring 85–100	72	139	1	0	4	#
Percentage of Tested Scoring 55–100	83%	89%	58%	28%	65%	#
Percentage of Tested Scoring 65–100	72%	84%	50%	14%	58%	#
Percentage of Tested Scoring 85–100	22%	39%	8%	0%	15%	#
<b>U.S. History and Government</b>						
Number Tested	305	329	34	18	19	3
Number Scoring 55–100	275	320	30	11	16	#
Number Scoring 65–100	233	306	29	8	15	#
Number Scoring 85–100	53	157	13	0	3	#
Percentage of Tested Scoring 55–100	90%	97%	88%	61%	84%	#
Percentage of Tested Scoring 65–100	76%	93%	85%	44%	79%	#
Percentage of Tested Scoring 85–100	17%	48%	38%	0%	16%	#

(Form – F)

# Regents Examinations

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

\* Physical Setting/Physics results for 2001–02 and 2002–03 are not included in the report card because the Department issued new conversion charts for assessments administered in those years.

(Form – G)

# Regents Examinations

	All Students			Students with Disabilities		
	2001–02	2002–03	2003–04	2001–02	2002–03	2003–04
<b>Comprehensive French</b>						
Number Tested	48	100	0	0	1	0
Number Scoring 55–100	39	99	0	0	#	0
Number Scoring 65–100	31	89	0	0	#	0
Number Scoring 85–100	7	43	0	0	#	0
Percentage of Tested Scoring 55–100	81%	99%	0%	0%	#	0%
Percentage of Tested Scoring 65–100	65%	89%	0%	0%	#	0%
Percentage of Tested Scoring 85–100	15%	43%	0%	0%	#	0%
<b>Comprehensive Italian</b>						
Number Tested	0	0	0	0	0	0
Number Scoring 55–100	0	0	0	0	0	0
Number Scoring 65–100	0	0	0	0	0	0
Number Scoring 85–100	0	0	0	0	0	0
Percentage of Tested Scoring 55–100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 65–100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 85–100	0%	0%	0%	0%	0%	0%
<b>Comprehensive German</b>						
Number Tested	0	0	0	0	0	0
Number Scoring 55–100	0	0	0	0	0	0
Number Scoring 65–100	0	0	0	0	0	0
Number Scoring 85–100	0	0	0	0	0	0
Percentage of Tested Scoring 55–100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 65–100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 85–100	0%	0%	0%	0%	0%	0%
<b>Comprehensive Hebrew</b>						
Number Tested	0	0	0	0	0	0
Number Scoring 55–100	0	0	0	0	0	0
Number Scoring 65–100	0	0	0	0	0	0
Number Scoring 85–100	0	0	0	0	0	0
Percentage of Tested Scoring 55–100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 65–100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 85–100	0%	0%	0%	0%	0%	0%
<b>Comprehensive Spanish</b>						
Number Tested	1	122	0	0	1	0
Number Scoring 55–100	#	122	0	0	#	0
Number Scoring 65–100	#	118	0	0	#	0
Number Scoring 85–100	#	80	0	0	#	0
Percentage of Tested Scoring 55–100	#	100%	0%	0%	#	0%
Percentage of Tested Scoring 65–100	#	97%	0%	0%	#	0%
Percentage of Tested Scoring 85–100	#	66%	0%	0%	#	0%
<b>Comprehensive Latin</b>						
Number Tested	2	0	0	0	0	0
Number Scoring 55–100	#	0	0	0	0	0
Number Scoring 65–100	#	0	0	0	0	0
Number Scoring 85–100	#	0	0	0	0	0
Percentage of Tested Scoring 55–100	#	0%	0%	0%	0%	0%
Percentage of Tested Scoring 65–100	#	0%	0%	0%	0%	0%
Percentage of Tested Scoring 85–100	#	0%	0%	0%	0%	0%

(Form – H)



## Regents Examinations

	All Students			Students with Disabilities		
	2001–02	2002–03	2003–04	2001–02	2002–03	2003–04
<b>Sequential Mathematics, Course III (last administered January 2004)</b>						
Number Tested	158	8	7	1	0	0
Number Scoring 55–100	132	2	2	#	0	0
Number Scoring 65–100	111	1	1	#	0	0
Number Scoring 85–100	56	0	0	#	0	0
Percentage of Tested Scoring 55–100	84%	25%	29%	#	0%	0%
Percentage of Tested Scoring 65–100	70%	12%	14%	#	0%	0%
Percentage of Tested Scoring 85–100	35%	0%	0%	#	0%	0%

## Introduction to Occupations Examination

	2001–02		2002–03		2003–04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
General-Education Students	0	0%	0	0%	0	0%
Students with Disabilities	0	0%	0	0%	0	0%

District reports contain data for all students with disabilities enrolled in the district for the 2001–02 school year.

## Elementary-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
<b>Nov 2003</b>	General-Education Students	0	0%	0%	0%	0%
	Students with Disabilities	0	0%	0%	0%	0%
	All Students	0	0%	0%	0%	0%

## Middle-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
<b>June 2004</b>	General-Education Students	0	0%	0%	0%	0%
	Students with Disabilities	0	0%	0%	0%	0%
	All Students	0	0%	0%	0%	0%

(Form – I)

# New York State Alternate Assessments (NYSAA)

## 2003–04

	Count of Students					
Test	Tested	Not Tested	Level 1	Level 2	Level 3	Level 4
<b>Elementary Level</b>						
Social Studies	0	0	0	0	0	0
<b>Middle Level</b>						
Social Studies	3	2	#	#	#	#
<b>Secondary Level</b>						
English Language Arts	5	0	0	1	4	0
Social Studies	6	0	0	1	5	0
Mathematics	6	0	0	3	3	0
Science	3	0	#	#	#	#

## 2000 Cohort Performance on Regents Examinations after Four Years

	General-Education Students			Students with Disabilities			All Students		
	Global History & Geo.	U.S. History & Gov't	Science	Global History & Geo.	U.S. History & Gov't	Science	Global History & Geo.	U.S. History & Gov't	Science
Cohort Enrollment	310	310	310	57	57	57	367	367	367
Number Scoring 55–64	10	4	13	7	2	3	17	6	16
Number Scoring 65–84	194	126	191	11	14	16	205	140	207
Number Scoring 85–100	87	154	81	3	4	0	90	158	81
Approved Alternatives	0	0	0	0	0	0	0	0	0

(Form – J)

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

	<b>All Students</b>			<b>Students with Disabilities</b>		
	<b>2001-02</b>	<b>2002-03</b>	<b>2003-04</b>	<b>2001-02</b>	<b>2002-03</b>	<b>2003-04</b>
<b>Listening and Speaking (Grade 7-8)</b>						
Number Tested			0			0
Beginning (0-18)			0			0
Intermediate (19-31)			0			0
Advanced (32-36)			0			0
Proficient (37-39)			0			0
<b>Reading and Writing (Grade 7-8)</b>						
Number Tested			0			0
Beginning (0-14)			0			0
Intermediate (15-24)			0			0
Advanced (25-32)			0			0
Proficient (33-35)			0			0
<b>Listening and Speaking (Grade 9-12)</b>						
Number Tested			49			3
Beginning (0-18)			5			#
Intermediate (19-31)			12			#
Advanced (32-36)			21			#
Proficient (37-39)			11			#
<b>Reading and Writing (Grade 9-12)</b>						
Number Tested			46			2
Beginning (0-14)			6			#
Intermediate (15-24)			22			#
Advanced (25-32)			16			#
Proficient (33-35)			2			#

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

(Form - L)