

# New York State School Report Card

## Comprehensive Information Report

BEDS Code: 01-03-06-06-0008  
 Name: Bethlehem Central Senior High School  
 Principal: Michael Tebbano

Grade Range : 9-12

### Fall Enrollment

Grade	2001-02	2002-03	2003-04
Pre-K	0	0	0
Kindergarten	0	0	0
First	0	0	0
Second	0	0	0
Third	0	0	0
Fourth	0	0	0
Fifth	0	0	0
Sixth	0	0	0
Ungraded Elementary	0	0	0
Seventh	0	0	0
Eighth	0	0	0
Ninth	402	426	425
Tenth	365	391	379
Eleventh	414	358	346
Twelfth	384	413	395
Ungraded Secondary	4	0	9
Total K-12 Enrollment	1569	1588	1554

### 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	45	2.9%	40	2.5%	54	3.5%
Black (Not Hispanic)	30	1.9%	32	2.0%	35	2.3%
Hispanic	11	0.7%	16	1.0%	16	1.0%
White (Not Hispanic)	1483	94.5%	1500	94.5%	1449	93.2%

### 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	22	23
Mathematics Grade 10	20	18	17
Science Grade 10	19	19	20
Social Studies Grade 10	20	19	22

(Form – A)

**District Need to Resource Capacity Category**

<b>N/RC Category</b>	<b>Description</b>
6	This is a school district with low student needs in relation to district resource capacity.

**Similar School Group and Description**

<b>Similar School Group</b>	<b>Description</b>
53	All schools in this group are secondary level schools in school districts with low student needs in relation to district resource capacity. The schools in this group are in the middle range of student needs for secondary level schools in these districts.

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

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

	<b>2001-02</b>		<b>2002-03</b>		<b>2003-04</b>	
	Count	Percent	Count	Percent	Count	Percent
<b>Limited English Proficient</b>	3	0.2%	12	0.8%	46	3.0%
<b>Eligible for Free Lunch</b>	23	1.5%	12	0.8%	15	1.0%

**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>		90.8%		90.8%		95.2%
<b>Student Suspensions</b>	130	8.4%	157	10.0%	107	6.7%

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

	<b>2001-02</b>	<b>2002-03</b>	<b>2003-04</b>
<b>Reduced Lunch</b>	0.7%	0.5%	0.6%
<b>Public Assistance</b>	1-10%	1-10%	1-10%
<b>Student Stability</b>	97%	97%	97%

**Staff Counts**

<b>Staff</b>	<b>2003-04</b>
Total Teachers	119
Total Other Professional Staff	27
Total Paraprofessionals	NA
Teaching Out of Certification*	6

\*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	353	239	68%	378	230	61%	334	226	68%
Students with Disabilities	4	0	0%	2	0	0%	2	0	0%
All Students	357	239	67%	380	230	61%	336	226	67%

\*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	243	77	1	4	6	5
Percent	72%	23%	0%	1%	2%	1%

## 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)
2	0	3	5

\*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	16		13		3	0.3%
	Entered GED Program*	6		15		2	0.2%
	Total Noncompleters	22		28		5	0.4%
Students with Disabilities	Dropped Out	2		0		0	0.0%
	Entered GED Program*	0		1		1	1.7%
	Total Noncompleters	2		1		1	1.7%
All Students	Dropped Out	18	1.1%	13	0.8%	3	0.3%
	Entered GED Program*	6	0.4%	16	1.0%	3	0.3%
	Total Noncompleters	24	1.5%	29	1.8%	6	0.5%

\*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	27	1482	1490
	Number of Students with Disabilities	129	106	120
	Number of All Students	156	1588	1610
	Percent of Enrollment	10%	100%	104%

## 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%	0	0%	5	100%
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	17	47%	38	87%	3	#

## Students with Disabilities

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	0	0%	0	0%	0	0%
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	2	#	1	#	1	#

# 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%	0	0%	1	#
Reading	0	0%	0	0%	4	#
Writing	0	0%	0	0%	3	#
Global Studies	0	0%	5	0%	1	#
U.S. Hist & Gov't	0	0%	22	82%	1	#

## Students with Disabilities

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	1	#	0	0%	6	83%
Science	0	0%	0	0%	3	#
Reading	0	0%	0	0%	5	80%
Writing	1	#	0	0%	3	#
Global Studies	0	0%	3	#	5	100%
U.S. Hist & Gov't	1	#	0	0%	7	100%

(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	368	346	377	15	11	20
Number Scoring 55–100	360	334	366	12	8	14
Number Scoring 65–100	336	322	355	6	7	10
Number Scoring 85–100	225	197	258	0	2	2
Percentage of Tested Scoring 55–100	98%	97%	97%	80%	73%	70%
Percentage of Tested Scoring 65–100	91%	93%	94%	40%	64%	50%
Percentage of Tested Scoring 85–100	61%	57%	68%	0%	18%	10%
<b>Mathematics A</b>						
Number Tested	303	313	294	3	1	22
Number Scoring 55–100	294	305	288	#	#	18
Number Scoring 65–100	281	286	268	#	#	11
Number Scoring 85–100	179	136	153	#	#	3
Percentage of Tested Scoring 55–100	97%	97%	98%	#	#	82%
Percentage of Tested Scoring 65–100	93%	91%	91%	#	#	50%
Percentage of Tested Scoring 85–100	59%	43%	52%	#	#	14%
<b>Mathematics B</b>						
Number Tested	0	244	231	0	1	0
Number Scoring 55–100	0	234	221	0	#	0
Number Scoring 65–100	0	216	203	0	#	0
Number Scoring 85–100	0	97	99	0	#	0
Percentage of Tested Scoring 55–100	0%	96%	96%	0%	#	0%
Percentage of Tested Scoring 65–100	0%	89%	88%	0%	#	0%
Percentage of Tested Scoring 85–100	0%	40%	43%	0%	#	0%
<b>Global History and Geography</b>						
Number Tested	344	382	417	8	9	16
Number Scoring 55–100	339	377	413	8	9	14
Number Scoring 65–100	329	372	402	7	9	11
Number Scoring 85–100	189	268	269	0	1	3
Percentage of Tested Scoring 55–100	99%	99%	99%	100%	100%	88%
Percentage of Tested Scoring 65–100	96%	97%	96%	88%	100%	69%
Percentage of Tested Scoring 85–100	55%	70%	65%	0%	11%	19%
<b>U.S. History and Government</b>						
Number Tested	367	331	377	17	6	20
Number Scoring 55–100	364	330	377	15	5	20
Number Scoring 65–100	339	326	365	8	5	16
Number Scoring 85–100	216	232	295	0	1	7
Percentage of Tested Scoring 55–100	99%	100%	100%	88%	83%	100%
Percentage of Tested Scoring 65–100	92%	98%	97%	47%	83%	80%
Percentage of Tested Scoring 85–100	59%	70%	78%	0%	17%	35%

(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	320	368	402	12	10	19
Number Scoring 55–100	317	365	400	10	9	18
Number Scoring 65–100	316	359	397	10	8	16
Number Scoring 85–100	197	222	251	0	1	3
Percentage of Tested Scoring 55–100	99%	99%	100%	83%	90%	95%
Percentage of Tested Scoring 65–100	99%	98%	99%	83%	80%	84%
Percentage of Tested Scoring 85–100	62%	60%	62%	0%	10%	16%
<b>Physical Setting/Earth Science</b>						
Number Tested	319	325	34	5	3	0
Number Scoring 55–100	313	318	32	4	#	0
Number Scoring 65–100	308	314	29	4	#	0
Number Scoring 85–100	194	208	9	1	#	0
Percentage of Tested Scoring 55–100	98%	98%	94%	80%	#	0%
Percentage of Tested Scoring 65–100	97%	97%	85%	80%	#	0%
Percentage of Tested Scoring 85–100	61%	64%	26%	20%	#	0%
<b>Physical Setting/Chemistry</b>						
Number Tested	482	220	240	1	2	1
Number Scoring 55–100	478	219	238	#	#	#
Number Scoring 65–100	445	207	220	#	#	#
Number Scoring 85–100	179	74	85	#	#	#
Percentage of Tested Scoring 55–100	99%	100%	99%	#	#	#
Percentage of Tested Scoring 65–100	92%	94%	92%	#	#	#
Percentage of Tested Scoring 85–100	37%	34%	35%	#	#	#
<b>Physical Setting/Physics</b>						
Number Tested			132			0
Number Scoring 55–100			130			0
Number Scoring 65–100			125			0
Number Scoring 85–100			63			0
Percentage of Tested Scoring 55–100			98%			0%
Percentage of Tested Scoring 65–100			95%			0%
Percentage of Tested Scoring 85–100			48%			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	57	51	49	0	0	0
Number Scoring 55–100	57	51	49	0	0	0
Number Scoring 65–100	56	51	49	0	0	0
Number Scoring 85–100	29	39	44	0	0	0
Percentage of Tested Scoring 55–100	100%	100%	100%	0%	0%	0%
Percentage of Tested Scoring 65–100	98%	100%	100%	0%	0%	0%
Percentage of Tested Scoring 85–100	51%	76%	90%	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	145	159	153	0	0	0
Number Scoring 55–100	145	159	153	0	0	0
Number Scoring 65–100	145	159	153	0	0	0
Number Scoring 85–100	127	139	134	0	0	0
Percentage of Tested Scoring 55–100	100%	100%	100%	0%	0%	0%
Percentage of Tested Scoring 65–100	100%	100%	100%	0%	0%	0%
Percentage of Tested Scoring 85–100	88%	87%	88%	0%	0%	0%
<b>Comprehensive Latin</b>						
Number Tested	13	0	21	0	0	1
Number Scoring 55–100	13	0	21	0	0	#
Number Scoring 65–100	13	0	21	0	0	#
Number Scoring 85–100	11	0	16	0	0	#
Percentage of Tested Scoring 55–100	100%	0%	100%	0%	0%	#
Percentage of Tested Scoring 65–100	100%	0%	100%	0%	0%	#
Percentage of Tested Scoring 85–100	85%	0%	76%	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	249	25	0	3	0	0
Number Scoring 55-100	236	23	0	#	0	0
Number Scoring 65-100	234	19	0	#	0	0
Number Scoring 85-100	150	6	0	#	0	0
Percentage of Tested Scoring 55-100	95%	92%	0%	#	0%	0%
Percentage of Tested Scoring 65-100	94%	76%	0%	#	0%	0%
Percentage of Tested Scoring 85-100	60%	24%	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	39	92%	43	93%	19	100%
Students with Disabilities	3	#	3	#	5	60%

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

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

## 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	343	343	343	7	7	7	350	350	350
Number Scoring 55–64	8	4	3	0	0	0	8	4	3
Number Scoring 65–84	125	86	97	0	2	2	125	88	99
Number Scoring 85–100	187	231	227	0	0	0	187	231	227
Approved Alternatives	0	0	0	0	0	0	0	0	0

(Form – J)