

New York State District Report Card Comprehensive Information Report

BEDS Code: 28-05-21-03-0000
 Name: Bethpage Union Free School District
 Superintendent: Richard S. Marsh

Fall Enrollment

Grade	2001-02	2002-03	2003-04
Pre-K	0	0	0
Kindergarten	215	190	201
First	239	223	215
Second	207	239	227
Third	222	217	235
Fourth	234	219	220
Fifth	230	241	220
Sixth	238	240	252
Ungraded Elementary	16	17	33
Seventh	262	243	237
Eighth	233	256	244
Ninth	215	224	251
Tenth	225	215	219
Eleventh	183	233	212
Twelfth	191	188	226
Ungraded Secondary	15	15	14
Total K-12 Enrollment	2925	2960	3006

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	134	4.6%	142	4.8%	194	6.5%
Black (Not Hispanic)	7	0.2%	1	0.0%	3	0.1%
Hispanic	94	3.2%	68	2.3%	164	5.5%
White (Not Hispanic)	2690	92.0%	2749	92.9%	2645	88.0%

Average Class Size

Grade Level	2001-02	2002-03	2003-04
Kindergarten	17	17	20
Common Branch	21	21	20
English Grade 8	22	22	21
Mathematics Grade 8	21	20	20
Science Grade 8	19	19	18
Social Studies Grade 8	23	24	22
English Grade 10	18	18	19
Mathematics Grade 10	18	17	17
Science Grade 10	18	18	18
Social Studies Grade 10	22	22	24

(Form - A)

District Need to Resource Capacity Category

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

Similar School Group and Description

Similar School Group	Description
NA	NA

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

	2001-02		2002-03		2003-04	
	Count	Percent	Count	Percent	Count	Percent
Limited English Proficient	59	2.0%	72	2.4%	86	2.9%
Eligible for Free Lunch	130	4.8%	97	3.5%	105	3.7%

Attendance and Suspension

	2000-01		2001-02		2002-03	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
Annual Attendance Rate		96.4%		96.1%		96.3%
Student Suspensions	95	3.3%	70	2.4%	93	3.1%

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

	2001-02	2002-03	2003-04
Reduced Lunch	3.5%	2.6%	2.9%
Public Assistance	NA	NA	NA
Student Stability	NA	NA	NA

Staff Counts

Staff	2003-04
Total Teachers	243
Total Other Professional Staff	45
Total Paraprofessionals	27
Teaching Out of Certification*	3

*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	155	155	100%	162	137	85%	195	179	92%
Students with Disabilities	25	23	92%	13	5	38%	25	13	52%
All Students	180	178	99%	175	142	81%	220	192	87%

*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	146	62	0	4	8	0
Percent	66%	28%	0%	2%	4%	0%

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)
25	13	3	28

*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	4		4		4	0.5%
	Entered GED Program*	0		0		0	0.0%
	Total Noncompleters	4		4		4	0.5%
Students with Disabilities	Dropped Out	3		1		2	1.5%
	Entered GED Program*	0		0		0	0.0%
	Total Noncompleters	3		1		2	1.5%
All Students	Dropped Out	7	0.8%	5	0.6%	6	0.6%
	Entered GED Program*	0	0.0%	0	0.0%	0	0.0%
	Total Noncompleters	7	0.8%	5	0.6%	6	0.6%

*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	224	227
	Number of Students with Disabilities	20	32	17
	Number of All Students	20	256	244
	Percent of Enrollment	3%	34%	33%
9-12	Number of General-Education Students	204	215	185
	Number of Students with Disabilities	16	20	35
	Number of All Students	220	235	220
	Percent of Enrollment	27%	27%	24%

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	50	66%	0	0%	0	0%
German	0	0%	0	0%	0	0%
Italian	48	92%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	105	92%	0	0%	0	0%

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	1	#	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	2	#	0	0%	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	2	#	8	100%	2	#
Science	15	27%	1	#	13	100%
Reading	22	18%	11	55%	7	57%
Writing	22	18%	11	55%	7	57%
Global Studies	22	5%	4	#	3	#
U.S. Hist & Gov't	3	#	1	#	0	0%

Students with Disabilities

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	21	81%	28	82%	36	81%
Science	25	56%	18	67%	17	65%
Reading	12	58%	16	81%	17	65%
Writing	11	55%	16	88%	18	67%
Global Studies	21	57%	13	77%	13	54%
U.S. Hist & Gov't	8	75%	9	67%	3	#

(Form – E)

Regents Examinations

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
Comprehensive English						
Number Tested	179	224	221	16	20	25
Number Scoring 55-100	169	208	210	11	10	18
Number Scoring 65-100	150	193	201	7	9	13
Number Scoring 85-100	74	82	95	1	1	2
Percentage of Tested Scoring 55-100	94%	93%	95%	69%	50%	72%
Percentage of Tested Scoring 65-100	84%	86%	91%	44%	45%	52%
Percentage of Tested Scoring 85-100	41%	37%	43%	6%	5%	8%
Mathematics A						
Number Tested	231	247	226	28	28	21
Number Scoring 55-100	204	222	221	14	12	21
Number Scoring 65-100	184	207	205	9	9	16
Number Scoring 85-100	82	113	106	2	2	1
Percentage of Tested Scoring 55-100	88%	90%	98%	50%	43%	100%
Percentage of Tested Scoring 65-100	80%	84%	91%	32%	32%	76%
Percentage of Tested Scoring 85-100	35%	46%	47%	7%	7%	5%
Mathematics B						
Number Tested	0	25	110	0	1	2
Number Scoring 55-100	0	25	107	0	#	#
Number Scoring 65-100	0	25	101	0	#	#
Number Scoring 85-100	0	13	37	0	#	#
Percentage of Tested Scoring 55-100	0%	100%	97%	0%	#	#
Percentage of Tested Scoring 65-100	0%	100%	92%	0%	#	#
Percentage of Tested Scoring 85-100	0%	52%	34%	0%	#	#
Global History and Geography						
Number Tested	226	241	236	27	37	26
Number Scoring 55-100	210	219	228	15	21	21
Number Scoring 65-100	190	209	212	12	17	15
Number Scoring 85-100	46	90	94	1	0	1
Percentage of Tested Scoring 55-100	93%	91%	97%	56%	57%	81%
Percentage of Tested Scoring 65-100	84%	87%	90%	44%	46%	58%
Percentage of Tested Scoring 85-100	20%	37%	40%	4%	0%	4%
U.S. History and Government						
Number Tested	176	228	209	13	30	23
Number Scoring 55-100	172	220	208	9	24	22
Number Scoring 65-100	152	217	204	6	21	20
Number Scoring 85-100	68	136	158	1	5	9
Percentage of Tested Scoring 55-100	98%	96%	100%	69%	80%	96%
Percentage of Tested Scoring 65-100	86%	95%	98%	46%	70%	87%
Percentage of Tested Scoring 85-100	39%	60%	76%	8%	17%	39%

(Form – F)

Regents Examinations

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
Living Environment						
Number Tested	209	222	288	20	27	22
Number Scoring 55-100	209	221	284	20	26	20
Number Scoring 65-100	206	216	277	18	21	16
Number Scoring 85-100	119	106	133	2	2	0
Percentage of Tested Scoring 55-100	100%	100%	99%	100%	96%	91%
Percentage of Tested Scoring 65-100	99%	97%	96%	90%	78%	73%
Percentage of Tested Scoring 85-100	57%	48%	46%	10%	7%	0%
Physical Setting/Earth Science						
Number Tested	230	174	171	27	25	41
Number Scoring 55-100	212	156	157	16	15	37
Number Scoring 65-100	193	137	120	7	11	26
Number Scoring 85-100	83	46	20	2	1	2
Percentage of Tested Scoring 55-100	92%	90%	92%	59%	60%	90%
Percentage of Tested Scoring 65-100	84%	79%	70%	26%	44%	63%
Percentage of Tested Scoring 85-100	36%	26%	12%	7%	4%	5%
Physical Setting/Chemistry						
Number Tested	138	147	164	7	4	5
Number Scoring 55-100	135	146	163	7	#	5
Number Scoring 65-100	116	131	151	6	#	4
Number Scoring 85-100	28	27	45	0	#	1
Percentage of Tested Scoring 55-100	98%	99%	99%	100%	#	100%
Percentage of Tested Scoring 65-100	84%	89%	92%	86%	#	80%
Percentage of Tested Scoring 85-100	20%	18%	27%	0%	#	20%
Physical Setting/Physics						
Number Tested			51			1
Number Scoring 55-100			50			#
Number Scoring 65-100			49			#
Number Scoring 85-100			14			#
Percentage of Tested Scoring 55-100			98%			#
Percentage of Tested Scoring 65-100			96%			#
Percentage of Tested Scoring 85-100			27%			#

* 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
Comprehensive French						
Number Tested	29	24	34	1	3	2
Number Scoring 55-100	28	24	31	#	#	#
Number Scoring 65-100	25	23	27	#	#	#
Number Scoring 85-100	7	11	17	#	#	#
Percentage of Tested Scoring 55-100	97%	100%	91%	#	#	#
Percentage of Tested Scoring 65-100	86%	96%	79%	#	#	#
Percentage of Tested Scoring 85-100	24%	46%	50%	#	#	#
Comprehensive Italian						
Number Tested	78	57	40	3	2	1
Number Scoring 55-100	77	56	39	#	#	#
Number Scoring 65-100	73	54	37	#	#	#
Number Scoring 85-100	27	21	16	#	#	#
Percentage of Tested Scoring 55-100	99%	98%	97%	#	#	#
Percentage of Tested Scoring 65-100	94%	95%	93%	#	#	#
Percentage of Tested Scoring 85-100	35%	37%	40%	#	#	#
Comprehensive German						
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%
Comprehensive Hebrew						
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%
Comprehensive Spanish						
Number Tested	91	97	111	1	1	3
Number Scoring 55-100	90	95	108	#	#	#
Number Scoring 65-100	85	95	105	#	#	#
Number Scoring 85-100	50	46	67	#	#	#
Percentage of Tested Scoring 55-100	99%	98%	97%	#	#	#
Percentage of Tested Scoring 65-100	93%	98%	95%	#	#	#
Percentage of Tested Scoring 85-100	55%	47%	60%	#	#	#
Comprehensive Latin						
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%

(Form - H)

Regents Examinations

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
Sequential Mathematics, Course III (last administered January 2004)						
Number Tested	115	61	1	6	0	0
Number Scoring 55-100	114	61	#	6	0	0
Number Scoring 65-100	111	61	#	6	0	0
Number Scoring 85-100	83	42	#	2	0	0
Percentage of Tested Scoring 55-100	99%	100%	#	100%	0%	0%
Percentage of Tested Scoring 65-100	97%	100%	#	100%	0%	0%
Percentage of Tested Scoring 85-100	72%	69%	#	33%	0%	0%

Introduction to Occupations Examination

	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
General-Education Students	15	100%	13	92%	14	100%
Students with Disabilities	7	100%	7	86%	11	100%

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
Nov 2003	General-Education Students	218	0%	3%	39%	58%
	Students with Disabilities	14	29%	0%	71%	0%
	All Students	232	2%	3%	41%	55%

Middle-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
June 2004	General-Education Students	219	0%	14%	65%	21%
	Students with Disabilities	24	4%	54%	29%	13%
	All Students	243	0%	18%	62%	20%

(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
Elementary Level						
Social Studies	2	0	#	#	#	#
Middle Level						
Social Studies	1	0	#	#	#	#
Secondary Level						
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	196	196	196	28	28	28	224	224	224
Number Scoring 55–64	3	0	1	1	1	2	4	1	3
Number Scoring 65–84	142	60	71	12	11	15	154	71	86
Number Scoring 85–100	43	129	122	1	4	6	44	133	128
Approved Alternatives	0	0	0	0	0	0	0	0	0

(Form – J)

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

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
Listening and Speaking (Grade K-1)						
Number Tested			32			1
Beginning (0-18)			1			#
Intermediate (19-31)			3			#
Advanced (32-36)			15			#
Proficient (37-39)			13			#
Reading and Writing (Grade K-1)						
Number Tested			33			1
Beginning (0-14)			1			#
Intermediate (15-24)			8			#
Advanced (25-32)			6			#
Proficient (33-35)			18			#
Listening and Speaking (Grade 2-4)						
Number Tested			15			2
Beginning (0-18)			0			#
Intermediate (19-31)			3			#
Advanced (32-36)			3			#
Proficient (37-39)			9			#
Reading and Writing (Grade 2-4)						
Number Tested			15			2
Beginning (0-14)			2			#
Intermediate (15-24)			5			#
Advanced (25-32)			3			#
Proficient (33-35)			5			#
Listening and Speaking (Grade 5-6)						
Number Tested			10			0
Beginning (0-18)			0			0
Intermediate (19-31)			2			0
Advanced (32-36)			2			0
Proficient (37-39)			6			0
Reading and Writing (Grade 5-6)						
Number Tested			10			0
Beginning (0-14)			1			0
Intermediate (15-24)			4			0
Advanced (25-32)			1			0
Proficient (33-35)			4			0

*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 – K)

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

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
Listening and Speaking (Grade 7-8)						
Number Tested			10			0
Beginning (0-18)			0			0
Intermediate (19-31)			1			0
Advanced (32-36)			6			0
Proficient (37-39)			3			0
Reading and Writing (Grade 7-8)						
Number Tested			10			0
Beginning (0-14)			0			0
Intermediate (15-24)			1			0
Advanced (25-32)			5			0
Proficient (33-35)			4			0
Listening and Speaking (Grade 9-12)						
Number Tested			0			0
Beginning (0-18)			0			0
Intermediate (19-31)			0			0
Advanced (32-36)			0			0
Proficient (37-39)			0			0
Reading and Writing (Grade 9-12)						
Number Tested			0			0
Beginning (0-14)			0			0
Intermediate (15-24)			0			0
Advanced (25-32)			0			0
Proficient (33-35)			0			0

*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)