

# New York State District Report Card Comprehensive Information Report

BEDS Code: 28-05-21-03-0000

Name: Bethpage Union Free School District

Superintendent: Harvey Hilburgh

## Fall Enrollment

Grade	2000–2001	2001–2002	2002–2003
Pre-K	0	0	0
Kindergarten	221	215	190
First	202	239	223
Second	218	207	239
Third	230	222	217
Fourth	227	234	219
Fifth	227	230	241
Sixth	252	238	240
Ungraded Elementary	22	16	17
Seventh	228	262	243
Eighth	217	233	256
Ninth	222	215	224
Tenth	182	225	215
Eleventh	185	183	233
Twelfth	243	191	188
Ungraded Secondary	13	15	15
Total K-12 Enrollment	2889	2925	2960

## Student Racial/Ethnic Origin

Race/Ethnicity	2000–2001		2001–2002		2002–2003	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
American Indian, Alaskan, Asian, or Pacific Islander	129	4.5%	134	4.6%	142	4.8%
Black (Not Hispanic)	4	0.1%	7	0.2%	1	0.0%
Hispanic	100	3.5%	94	3.2%	68	2.3%
White (Not Hispanic)	2656	91.9%	2690	92.0%	2749	92.9%

## Average Class Size

Grade Level	2000–2001	2001–2002	2002–2003
Kindergarten	19	17	17
Common Branch	22	21	21
English Grade 8	21	22	22
Mathematics Grade 8	21	21	20
Science Grade 8	18	19	19
Social Studies Grade 8	19	23	24
English Grade 10	17	18	18
Mathematics Grade 10	20	18	17
Science Grade 10	17	18	18
Social Studies Grade 10	22	22	22

(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

	2000–2001		2001–2002		2002–2003	
	Count	Percent	Count	Percent	Count	Percent
Limited English Proficient	62	2.1%	59	2.0%	72	2.4%
Eligible for Free Lunch	105	3.9%	130	4.8%	97	3.5%

### Attendance and Suspension

	1999–2000		2000–2001		2001–2002	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
Annual Attendance Rate		96.9%		96.4%		96.1%
Student Suspensions	102	3.6%	95	3.3%	70	2.4%

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

	2000–2001	2001–2002	2002–2003
Reduced Lunch	2.4%	3.5%	2.6%
Public Assistance	NA	NA	NA
Student Stability	NA	NA	NA

### Staff Counts

Staff	2002–2003
Total Teachers	228
Total Other Professional Staff	48
Total Paraprofessionals	27
Teaching Out of Certification*	5
Teachers with Temporary Licenses	0

\*Teaching out of certification more than on an incidental basis. Teachers with temporary licenses are also counted as teaching out of certification.

(Form – B)

# High School Graduates and Noncompleters

## High School Graduates Earning Regents Diplomas\*

	2000–2001			2001–2002			2002–2003		
	Total Grads	Regents Diplomas	% Regents Diplomas	Total Grads	Regents Diplomas	% Regents Diplomas	Total Grads	Regents Diplomas	% Regents Diplomas
General Education	212	172	81%	155	155	100%	162	137	85%
Students with Disabilities	23	4	17%	25	23	92%	13	5	38%
All Students	235	176	75%	180	178	99%	175	142	81%

\*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 during the 2001–2002 school year, diploma counts and percentage of graduates earning Regents diplomas are not necessarily comparable between years. Data for the 2000-2001 school year include January, June and August 2001 graduates; data for the 2001-2002 school year include January and June 2002 graduates; data for the 2002–2003 school year include August 2002 and January and June 2003 graduates.

## Distribution of 2002–2003 Graduates (All Students)

	To 4-year College	To 2-year College	To Other Post-Secondary	To the Military	To Employment	Other
Number	135	28	0	2	5	5
Percent	77%	16%	0%	1%	3%	3%

## Number of High School Completers with Disabilities in 2002–2003

Graduates* (a)	Regents Diplomas (b)	IEP Diplomas or Certificates (c)	All 2002–2003 Completers (a+c)
13	5	10	23

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

## High School Noncompletion Rates

		2000–2001		2001–2002		2002–2003	
		No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
General-Education Students	Dropped Out			4		4	
	Entered GED Program*			0		0	
	Total Noncompleters			4		4	
Students with Disabilities	Dropped Out			3		1	
	Entered GED Program*			0		0	
	Total Noncompleters			3		1	
All Students	Dropped Out	4	0.5%	7	0.8%	5	0.6%
	Entered GED Program*	0	0.0%	0	0.0%	0	0.0%
	Total Noncompleters	4	0.5%	7	0.8%	5	0.6%

\*The number and percentage of students who left K-12, diploma-bound systems and entered an alternative 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	2000-01	2001-02	2002-03
K-1		0%	0%
2-3		0%	0%

## Students Developing a Career Plan, 4-12

Grades		2000-01	2001-02	2002-03
4-5	Number of General-Education Students		0	0
	Number of Students with Disabilities		0	0
	Number of All Students		0	0
	Percent of Enrollment		0%	0%
6-8	Number of General-Education Students		0	224
	Number of Students with Disabilities		20	32
	Number of All Students		20	256
	Percent of Enrollment		3%	34%
9-12	Number of General-Education Students		204	215
	Number of Students with Disabilities		16	20
	Number of All Students		220	235
	Percent of Enrollment		27%	27%

## Second Language Proficiency Examinations

### General-Education Students

Test	2000-2001		2001-2002		2002-2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	19	100%	50	66%	0	0%
German	0	0%	0	0%	0	0%
Italian	59	88%	48	92%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	102	98%	105	92%	0	0%

### Students with Disabilities

Test	2000-2001		2001-2002		2002-2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	2	#	0	0%	0	0%
German	0	0%	0	0%	0	0%
Italian	1	#	1	#	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	2	#	2	#	0	0%

(Form-D)

# Regents Competency Tests

## General-Education Students

Test	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	1	#	2	#	8	100%
Science	2	#	15	27%	1	#
Reading	2	#	22	18%	11	55%
Writing	1	#	22	18%	11	55%
Global Studies	0	0%	22	5%	4	#
U.S. Hist & Gov't	3	#	3	#	1	#

## Students with Disabilities

Test	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	34	71%	21	81%	28	82%
Science	14	21%	25	56%	18	67%
Reading	24	67%	12	58%	16	81%
Writing	25	92%	11	55%	16	88%
Global Studies	18	33%	21	57%	13	77%
U.S. Hist & Gov't	15	60%	8	75%	9	67%

(Form – E)

# Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
<b>Comprehensive English</b>						
Number Tested	192	179	224	17	16	20
Number Scoring 55–100	187	169	208	13	11	10
Number Scoring 65–100	172	150	193	7	7	9
Number Scoring 85–100	61	74	82	0	1	1
Percentage of Tested Scoring 55–100	97%	94%	93%	76%	69%	50%
Percentage of Tested Scoring 65–100	90%	84%	86%	41%	44%	45%
Percentage of Tested Scoring 85–100	32%	41%	37%	0%	6%	5%
<b>Mathematics A</b>						
Number Tested	5	231	247	0	28	28
Number Scoring 55–100	5	204	222	0	14	12
Number Scoring 65–100	4	184	207	0	9	9
Number Scoring 85–100	0	82	113	0	2	2
Percentage of Tested Scoring 55–100	100%	88%	90%	0%	50%	43%
Percentage of Tested Scoring 65–100	80%	80%	84%	0%	32%	32%
Percentage of Tested Scoring 85–100	0%	35%	46%	0%	7%	7%
<b>Mathematics B (first administered June 2001)</b>						
Number Tested	0	0	25	0	0	1
Number Scoring 55–100	0	0	25	0	0	#
Number Scoring 65–100	0	0	25	0	0	#
Number Scoring 85–100	0	0	13	0	0	#
Percentage of Tested Scoring 55–100	0%	0%	100%	0%	0%	#
Percentage of Tested Scoring 65–100	0%	0%	100%	0%	0%	#
Percentage of Tested Scoring 85–100	0%	0%	52%	0%	0%	#
<b>Global History and Geography</b>						
Number Tested	182	226	241	23	27	37
Number Scoring 55–100	180	210	219	21	15	21
Number Scoring 65–100	172	190	209	16	12	17
Number Scoring 85–100	75	46	90	1	1	0
Percentage of Tested Scoring 55–100	99%	93%	91%	91%	56%	57%
Percentage of Tested Scoring 65–100	95%	84%	87%	70%	44%	46%
Percentage of Tested Scoring 85–100	41%	20%	37%	4%	4%	0%
<b>U.S. History and Government (first administered June 2001)</b>						
Number Tested	175	176	228	25	13	30
Number Scoring 55–100	165	172	220	19	9	24
Number Scoring 65–100	150	152	217	8	6	21
Number Scoring 85–100	89	68	136	2	1	5
Percentage of Tested Scoring 55–100	94%	98%	96%	76%	69%	80%
Percentage of Tested Scoring 65–100	86%	86%	95%	32%	46%	70%
Percentage of Tested Scoring 85–100	51%	39%	60%	8%	8%	17%

(Form – F)

# Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
<b>Living Environment (first administered June 2001)</b>						
Number Tested	152	209	222	16	20	27
Number Scoring 55–100	150	209	221	14	20	26
Number Scoring 65–100	143	206	216	9	18	21
Number Scoring 85–100	49	119	106	0	2	2
Percentage of Tested Scoring 55–100	99%	100%	100%	88%	100%	96%
Percentage of Tested Scoring 65–100	94%	99%	97%	56%	90%	78%
Percentage of Tested Scoring 85–100	32%	57%	48%	0%	10%	7%
<b>Physical Setting/Earth Science (first administered June 2001)</b>						
Number Tested	232	230	174	22	27	25
Number Scoring 55–100	221	212	156	15	16	15
Number Scoring 65–100	206	193	137	11	7	11
Number Scoring 85–100	92	83	46	2	2	1
Percentage of Tested Scoring 55–100	95%	92%	90%	68%	59%	60%
Percentage of Tested Scoring 65–100	89%	84%	79%	50%	26%	44%
Percentage of Tested Scoring 85–100	40%	36%	26%	9%	7%	4%
<b>Physical Setting/Chemistry (first administered June 2002)</b>						
Number Tested		138	147		7	4
Number Scoring 55–100		135	146		7	#
Number Scoring 65–100		116	131		6	#
Number Scoring 85–100		28	27		0	#
Percentage of Tested Scoring 55–100		98%	99%		100%	#
Percentage of Tested Scoring 65–100		84%	89%		86%	#
Percentage of Tested Scoring 85–100		20%	18%		0%	#
<b>Physical Setting/Physics (first administered June 2002)*</b>						
Number Tested						
Number Scoring 55–100						
Number Scoring 65–100						
Number Scoring 85–100						
Percentage of Tested Scoring 55–100						
Percentage of Tested Scoring 65–100						
Percentage of Tested Scoring 85–100						

\* Physical Setting/Physics results are not included in the report card because the Department is issuing a new conversion chart for this assessment. Data currently available to the Department are based on the original conversion chart for the assessment.  
(Form – G)

# Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
<b>Comprehensive French</b>						
Number Tested	20	29	24	0	1	3
Number Scoring 55–100	20	28	24	0	#	#
Number Scoring 65–100	20	25	23	0	#	#
Number Scoring 85–100	9	7	11	0	#	#
Percentage of Tested Scoring 55–100	100%	97%	100%	0%	#	#
Percentage of Tested Scoring 65–100	100%	86%	96%	0%	#	#
Percentage of Tested Scoring 85–100	45%	24%	46%	0%	#	#
<b>Comprehensive Italian</b>						
Number Tested	45	78	57	0	3	2
Number Scoring 55–100	43	77	56	0	#	#
Number Scoring 65–100	42	73	54	0	#	#
Number Scoring 85–100	18	27	21	0	#	#
Percentage of Tested Scoring 55–100	96%	99%	98%	0%	#	#
Percentage of Tested Scoring 65–100	93%	94%	95%	0%	#	#
Percentage of Tested Scoring 85–100	40%	35%	37%	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	102	91	97	0	1	1
Number Scoring 55–100	101	90	95	0	#	#
Number Scoring 65–100	98	85	95	0	#	#
Number Scoring 85–100	51	50	46	0	#	#
Percentage of Tested Scoring 55–100	99%	99%	98%	0%	#	#
Percentage of Tested Scoring 65–100	96%	93%	98%	0%	#	#
Percentage of Tested Scoring 85–100	50%	55%	47%	0%	#	#
<b>Comprehensive Latin</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%

(Form – H)

# Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
<b>Sequential Mathematics, Course II (last administered January 2003)</b>						
Number Tested	206	1	0	20	1	0
Number Scoring 55–100	172	#	0	18	#	0
Number Scoring 65–100	153	#	0	14	#	0
Number Scoring 85–100	54	#	0	3	#	0
Percentage of Tested Scoring 55–100	83%	#	0%	90%	#	0%
Percentage of Tested Scoring 65–100	74%	#	0%	70%	#	0%
Percentage of Tested Scoring 85–100	26%	#	0%	15%	#	0%
<b>Sequential Mathematics, Course III</b>						
Number Tested	108	115	61	1	6	0
Number Scoring 55–100	105	114	61	#	6	0
Number Scoring 65–100	99	111	61	#	6	0
Number Scoring 85–100	66	83	42	#	2	0
Percentage of Tested Scoring 55–100	97%	99%	100%	#	100%	0%
Percentage of Tested Scoring 65–100	92%	97%	100%	#	100%	0%
Percentage of Tested Scoring 85–100	61%	72%	69%	#	33%	0%

(Form – I)

## Introduction to Occupations Examination

	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
General-Education Students	23	100%	15	100%	13	92%
Students with Disabilities	11	91%	7	100%	7	86%

On school reports, 2000–2001 and 2001–2002 data are for all students with disabilities enrolled in the school. District reports contain data for all students with disabilities enrolled in the district for the 2000–2001, 2001–2002, and 2002–2003 school years.

### Elementary-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
<b>Nov 2002</b>	General-Education Students	216	0%	1%	55%	44%
	Students with Disabilities	27	0%	22%	63%	15%
	All Students	243	0%	3%	56%	41%

### Middle-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
<b>June 2003</b>	General-Education Students	257	#	#	#	#
	Students with Disabilities	2	#	#	#	#
	All Students	259	2%	19%	61%	18%

(Form – J)

# New York State Alternate Assessments (NYSAA) 2002–2003

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

## 1999 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	159	159	159	17	17	17	176	176	176
Number Scoring 55–64	1	14	1	1	5	5	2	19	6
Number Scoring 65–84	81	77	93	8	8	9	89	85	102
Number Scoring 85–100	75	66	64	0	1	1	75	67	65
Approved Alternatives	0	0	0	0	0	0	0	0	0

(Form – K)