

# New York State School Report Card Comprehensive Information Report

BEDS Code: 01-03-06-06-0008

Grade Range : 9-12

Name: Bethlehem Central Senior High School

Principal: Michael Tebbano

## Fall Enrollment

Grade	2000–2001	2001–2002	2002–2003
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	359	402	426
Tenth	429	365	391
Eleventh	386	414	358
Twelfth	378	384	413
Ungraded Secondary	0	4	0
<b>Total K-12 Enrollment</b>	<b>1552</b>	<b>1569</b>	<b>1588</b>

## 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	36	2.3%	45	2.9%	40	2.5%
Black (Not Hispanic)	14	0.9%	30	1.9%	32	2.0%
Hispanic	7	0.5%	11	0.7%	16	1.0%
White (Not Hispanic)	1495	96.3%	1483	94.5%	1500	94.5%

## Average Class Size

Grade Level	2000–2001	2001–2002	2002–2003
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	22
Mathematics Grade 10	23	20	18
Science Grade 10	22	19	19
Social Studies Grade 10	23	20	19

(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
52	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 lower 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

	2000–2001		2001–2002		2002–2003	
	Count	Percent	Count	Percent	Count	Percent
Limited English Proficient	5	0.3%	3	0.2%	12	0.8%
Eligible for Free Lunch	12	0.8%	23	1.5%	12	0.8%

### 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		90.8%		90.8%		90.8%
Student Suspensions	78	5.0%	130	8.4%	157	10.0%

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

	2000–2001	2001–2002	2002–2003
Reduced Lunch	0.4%	0.7%	0.5%
Public Assistance	1-10%	1-10%	1-10%
Student Stability	97%	97%	97%

### Staff Counts

Staff	2002–2003
Total Teachers	119
Total Other Professional Staff	31
Total Paraprofessionals	NA
Teaching Out of Certification*	3
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	334	248	74%	353	239	68%	378	230	61%
Students with Disabilities	22	3	14%	4	0	0%	2	0	0%
All Students	356	251	71%	357	239	67%	380	230	61%

\*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	292	55	1	11	9	12
Percent	77%	14%	0%	3%	2%	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)
2	0	7	9

\*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			16		13	
	Entered GED Program*			6		15	
	Total Noncompleters			22		28	
Students with Disabilities	Dropped Out			2		0	
	Entered GED Program*			0		1	
	Total Noncompleters			2		1	
All Students	Dropped Out	12	0.8%	18	1.1%	13	0.8%
	Entered GED Program*	0	0.0%	6	0.4%	16	1.0%
	Total Noncompleters	12	0.8%	24	1.5%	29	1.8%

\*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	0
	Number of Students with Disabilities		0	0
	Number of All Students		0	0
	Percent of Enrollment		0%	0%
9-12	Number of General-Education Students		27	1482
	Number of Students with Disabilities		129	106
	Number of All Students		156	1588
	Percent of Enrollment		10%	100%

## Second Language Proficiency Examinations

### General-Education Students

Test	2000-2001		2001-2002		2002-2003	
	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	0	0%	17	47%	38	87%

### Students with Disabilities

Test	2000-2001		2001-2002		2002-2003	
	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	0	0%	2	#	1	#

(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	0	0%	0	0%	0	0%
Science	3	#	0	0%	0	0%
Reading	0	0%	0	0%	0	0%
Writing	0	0%	0	0%	0	0%
Global Studies	2	#	0	0%	5	0%
U.S. Hist & Gov't	3	#	0	0%	22	82%

## Students with Disabilities

Test	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	11	55%	1	#	0	0%
Science	2	#	0	0%	0	0%
Reading	3	#	0	0%	0	0%
Writing	1	#	1	#	0	0%
Global Studies	3	#	0	0%	3	#
U.S. Hist & Gov't	5	80%	1	#	0	0%

(Form – E)

# Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
<b>Comprehensive English</b>						
Number Tested	384	368	346	15	15	11
Number Scoring 55–100	370	360	334	13	12	8
Number Scoring 65–100	354	336	322	5	6	7
Number Scoring 85–100	202	225	197	1	0	2
Percentage of Tested Scoring 55–100	96%	98%	97%	87%	80%	73%
Percentage of Tested Scoring 65–100	92%	91%	93%	33%	40%	64%
Percentage of Tested Scoring 85–100	53%	61%	57%	7%	0%	18%
<b>Mathematics A</b>						
Number Tested	87	303	313	0	3	1
Number Scoring 55–100	87	294	305	0	#	#
Number Scoring 65–100	86	281	286	0	#	#
Number Scoring 85–100	78	179	136	0	#	#
Percentage of Tested Scoring 55–100	100%	97%	97%	0%	#	#
Percentage of Tested Scoring 65–100	99%	93%	91%	0%	#	#
Percentage of Tested Scoring 85–100	90%	59%	43%	0%	#	#
<b>Mathematics B (first administered June 2001)</b>						
Number Tested	0	0	244	0	0	1
Number Scoring 55–100	0	0	234	0	0	#
Number Scoring 65–100	0	0	216	0	0	#
Number Scoring 85–100	0	0	97	0	0	#
Percentage of Tested Scoring 55–100	0%	0%	96%	0%	0%	#
Percentage of Tested Scoring 65–100	0%	0%	89%	0%	0%	#
Percentage of Tested Scoring 85–100	0%	0%	40%	0%	0%	#
<b>Global History and Geography</b>						
Number Tested	425	344	382	32	8	9
Number Scoring 55–100	414	339	377	31	8	9
Number Scoring 65–100	406	329	372	29	7	9
Number Scoring 85–100	266	189	268	5	0	1
Percentage of Tested Scoring 55–100	97%	99%	99%	97%	100%	100%
Percentage of Tested Scoring 65–100	96%	96%	97%	91%	88%	100%
Percentage of Tested Scoring 85–100	63%	55%	70%	16%	0%	11%
<b>U.S. History and Government (first administered June 2001)</b>						
Number Tested	376	367	331	14	17	6
Number Scoring 55–100	360	364	330	11	15	5
Number Scoring 65–100	350	339	326	9	8	5
Number Scoring 85–100	260	216	232	4	0	1
Percentage of Tested Scoring 55–100	96%	99%	100%	79%	88%	83%
Percentage of Tested Scoring 65–100	93%	92%	98%	64%	47%	83%
Percentage of Tested Scoring 85–100	69%	59%	70%	29%	0%	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	423	320	368	31	12	10
Number Scoring 55–100	419	317	365	28	10	9
Number Scoring 65–100	415	316	359	26	10	8
Number Scoring 85–100	245	197	222	3	0	1
Percentage of Tested Scoring 55–100	99%	99%	99%	90%	83%	90%
Percentage of Tested Scoring 65–100	98%	99%	98%	84%	83%	80%
Percentage of Tested Scoring 85–100	58%	62%	60%	10%	0%	10%
<b>Physical Setting/Earth Science (first administered June 2001)</b>						
Number Tested	282	319	325	0	5	3
Number Scoring 55–100	273	313	318	0	4	#
Number Scoring 65–100	272	308	314	0	4	#
Number Scoring 85–100	185	194	208	0	1	#
Percentage of Tested Scoring 55–100	97%	98%	98%	0%	80%	#
Percentage of Tested Scoring 65–100	96%	97%	97%	0%	80%	#
Percentage of Tested Scoring 85–100	66%	61%	64%	0%	20%	#
<b>Physical Setting/Chemistry (first administered June 2002)</b>						
Number Tested		482	220		1	2
Number Scoring 55–100		478	219		#	#
Number Scoring 65–100		445	207		#	#
Number Scoring 85–100		179	74		#	#
Percentage of Tested Scoring 55–100		99%	100%		#	#
Percentage of Tested Scoring 65–100		92%	94%		#	#
Percentage of Tested Scoring 85–100		37%	34%		#	#
<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	47	57	51	0	0	0
Number Scoring 55–100	47	57	51	0	0	0
Number Scoring 65–100	47	56	51	0	0	0
Number Scoring 85–100	25	29	39	0	0	0
Percentage of Tested Scoring 55–100	100%	100%	100%	0%	0%	0%
Percentage of Tested Scoring 65–100	100%	98%	100%	0%	0%	0%
Percentage of Tested Scoring 85–100	53%	51%	76%	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	138	145	159	1	0	0
Number Scoring 55–100	138	145	159	#	0	0
Number Scoring 65–100	136	145	159	#	0	0
Number Scoring 85–100	125	127	139	#	0	0
Percentage of Tested Scoring 55–100	100%	100%	100%	#	0%	0%
Percentage of Tested Scoring 65–100	99%	100%	100%	#	0%	0%
Percentage of Tested Scoring 85–100	91%	88%	87%	#	0%	0%
<b>Comprehensive Latin</b>						
Number Tested	0	13	0	0	0	0
Number Scoring 55–100	0	13	0	0	0	0
Number Scoring 65–100	0	13	0	0	0	0
Number Scoring 85–100	0	11	0	0	0	0
Percentage of Tested Scoring 55–100	0%	100%	0%	0%	0%	0%
Percentage of Tested Scoring 65–100	0%	100%	0%	0%	0%	0%
Percentage of Tested Scoring 85–100	0%	85%	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	210	29	0	8	1	0
Number Scoring 55–100	180	19	0	6	#	0
Number Scoring 65–100	154	15	0	5	#	0
Number Scoring 85–100	59	4	0	2	#	0
Percentage of Tested Scoring 55–100	86%	66%	0%	75%	#	0%
Percentage of Tested Scoring 65–100	73%	52%	0%	62%	#	0%
Percentage of Tested Scoring 85–100	28%	14%	0%	25%	#	0%
<b>Sequential Mathematics, Course III</b>						
Number Tested	271	249	25	9	3	0
Number Scoring 55–100	248	236	23	7	#	0
Number Scoring 65–100	232	234	19	6	#	0
Number Scoring 85–100	151	150	6	4	#	0
Percentage of Tested Scoring 55–100	92%	95%	92%	78%	#	0%
Percentage of Tested Scoring 65–100	86%	94%	76%	67%	#	0%
Percentage of Tested Scoring 85–100	56%	60%	24%	44%	#	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	32	84%	39	92%	43	93%
Students with Disabilities	9	100%	3	#	3	#

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	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 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%

(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	387	387	387	13	13	13	400	400	400
Number Scoring 55–64	8	18	5	2	3	1	10	21	6
Number Scoring 65–84	113	122	135	1	1	1	114	123	136
Number Scoring 85–100	250	226	234	0	0	1	250	226	235
Approved Alternatives	0	0	0	0	0	0	0	0	0

(Form – K)