

New York State School Report Card Comprehensive Information Report

BEDS Code: 28-05-21-03-0006
 Name: Bethpage Senior High School
 Principal: Antoinette Macleod

Grade Range : 9-12

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	222	215	224
Tenth	182	225	215
Eleventh	185	183	233
Twelfth	243	191	188
Ungraded Secondary	13	15	15
Total K-12 Enrollment	845	829	875

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	67	7.9%	53	6.4%	51	5.8%
Black (Not Hispanic)	2	0.2%	2	0.2%	0	0.0%
Hispanic	56	6.6%	50	6.0%	19	2.2%
White (Not Hispanic)	720	85.2%	724	87.3%	805	92.0%

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	7	0
Social Studies Grade 8	0	0	0
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
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

	2000–2001		2001–2002		2002–2003	
	Count	Percent	Count	Percent	Count	Percent
Limited English Proficient	11	1.3%	13	1.6%	22	2.5%
Eligible for Free Lunch	21	2.5%	57	6.9%	30	3.4%

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		96.4%		96.5%		96.3%
Student Suspensions	93	11.6%	90	10.7%	58	7.0%

Student Socioeconomic and Stability Indicators (Percent of Enrollment)

	2000–2001	2001–2002	2002–2003
Reduced Lunch	2.6%	5.7%	2.4%
Public Assistance	1-10%	1-10%	1-10%
Student Stability	96%	100%	98%

Staff Counts

Staff	2002–2003
Total Teachers	72
Total Other Professional Staff	12
Total Paraprofessionals	NA
Teaching Out of Certification*	0
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%	23	23	100%	12	5	42%
All Students	235	176	75%	178	178	100%	174	142	82%

*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	4
Percent	78%	16%	0%	1%	3%	2%

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)
12	5	6	18

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

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%	1	#	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	0	0%	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%	27	81%
Science	14	21%	24	54%	18	67%
Reading	24	67%	12	58%	15	80%
Writing	25	92%	11	55%	15	87%
Global Studies	18	33%	19	58%	13	77%
U.S. Hist & Gov't	15	60%	8	75%	8	62%

(Form – E)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Comprehensive English						
Number Tested	190	179	224	17	16	20
Number Scoring 55–100	185	169	208	13	11	10
Number Scoring 65–100	170	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	89%	84%	86%	41%	44%	45%
Percentage of Tested Scoring 85–100	32%	41%	37%	0%	6%	5%
Mathematics A						
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%
Mathematics B (first administered June 2001)						
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%	#
Global History and Geography						
Number Tested	181	225	241	23	26	37
Number Scoring 55–100	179	209	219	21	14	21
Number Scoring 65–100	171	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%	54%	57%
Percentage of Tested Scoring 65–100	94%	84%	87%	70%	46%	46%
Percentage of Tested Scoring 85–100	41%	20%	37%	4%	4%	0%
U.S. History and Government (first administered June 2001)						
Number Tested	173	176	227	25	13	29
Number Scoring 55–100	164	172	220	19	9	24
Number Scoring 65–100	149	152	217	8	6	21
Number Scoring 85–100	89	68	136	2	1	5
Percentage of Tested Scoring 55–100	95%	98%	97%	76%	69%	83%
Percentage of Tested Scoring 65–100	86%	86%	96%	32%	46%	72%
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
Living Environment (first administered June 2001)						
Number Tested	151	209	222	16	20	27
Number Scoring 55–100	149	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	95%	99%	97%	56%	90%	78%
Percentage of Tested Scoring 85–100	32%	57%	48%	0%	10%	7%
Physical Setting/Earth Science (first administered June 2001)						
Number Tested	191	230	174	22	27	25
Number Scoring 55–100	181	212	156	15	16	15
Number Scoring 65–100	166	193	137	11	7	11
Number Scoring 85–100	55	83	46	2	2	1
Percentage of Tested Scoring 55–100	95%	92%	90%	68%	59%	60%
Percentage of Tested Scoring 65–100	87%	84%	79%	50%	26%	44%
Percentage of Tested Scoring 85–100	29%	36%	26%	9%	7%	4%
Physical Setting/Chemistry (first administered June 2002)						
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%	#
Physical Setting/Physics (first administered June 2002)*						
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
Comprehensive French						
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%	#	#
Comprehensive Italian						
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%	#	#
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	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%	#	#
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	2002	2003	2001	2002	2003
Sequential Mathematics, Course II (last administered January 2003)						
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%
Sequential Mathematics, Course III						
Number Tested	107	115	61	1	6	0
Number Scoring 55–100	104	114	61	#	6	0
Number Scoring 65–100	98	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	62%	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	10	90%	6	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
Nov 2002	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
June 2003	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
Elementary Level						
Social Studies	0	0	0	0	0	0
Middle Level						
Social Studies	0	0	0	0	0	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

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	15	15	15	174	174	174
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)