

# New York State District Report Card Comprehensive Information Report

BEDS Code: 57-03-02-06-0000  
 Name: Bath Central School District  
 Superintendent: Marion Tunney

## Fall Enrollment

Grade	2001-02	2002-03	2003-04
Pre-K	66	49	85
Kindergarten	136	145	127
First	147	139	144
Second	136	127	133
Third	140	140	130
Fourth	158	143	145
Fifth	138	148	141
Sixth	153	156	160
Ungraded Elementary	15	8	11
Seventh	158	151	159
Eighth	168	159	164
Ninth	167	164	153
Tenth	171	171	176
Eleventh	149	163	167
Twelfth	151	146	159
Ungraded Secondary	0	12	0
Total K-12 Enrollment	1987	1972	1969

## 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	25	1.3%	22	1.1%	26	1.3%
Black (Not Hispanic)	25	1.3%	22	1.1%	26	1.3%
Hispanic	9	0.5%	8	0.4%	10	0.5%
White (Not Hispanic)	1928	97.0%	1920	97.4%	1907	96.9%

## Average Class Size

Grade Level	2001-02	2002-03	2003-04
Kindergarten	18	17	14
Common Branch	21	18	19
English Grade 8	19	19	17
Mathematics Grade 8	21	20	19
Science Grade 8	20	20	20
Social Studies Grade 8	21	15	16
English Grade 10	19	15	19
Mathematics Grade 10	24	14	14
Science Grade 10	17	28	21
Social Studies Grade 10	19	16	18

(Form - A)

**District Need to Resource Capacity Category**

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

**Similar School Group and Description**

<b>Similar School Group</b>	<b>Description</b>
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**

	<b>2001-02</b>		<b>2002-03</b>		<b>2003-04</b>	
	Count	Percent	Count	Percent	Count	Percent
<b>Limited English Proficient</b>	0	0.0%	0	0.0%	2	0.1%
<b>Eligible for Free Lunch</b>	480	24.2%	555	28.1%	790	40.1%

**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>		92.3%		95.6%		95.3%
<b>Student Suspensions</b>	72	3.5%	39	2.0%	78	4.0%

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

	<b>2001-02</b>	<b>2002-03</b>	<b>2003-04</b>
<b>Reduced Lunch</b>	11.4%	10.1%	12.2%
<b>Public Assistance</b>	NA	NA	NA
<b>Student Stability</b>	NA	NA	NA

**Staff Counts**

<b>Staff</b>	<b>2003-04</b>
Total Teachers	163
Total Other Professional Staff	18
Total Paraprofessionals	53
Teaching Out of Certification*	4

\*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	134	86	64%	14	1	7%	137	97	71%
Students with Disabilities	0	0	0%	0	0	0%	2	0	0%
All Students	134	86	64%	14	1	7%	139	97	70%

\*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	57	49	4	8	15	6
Percent	41%	35%	3%	6%	11%	4%

## 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	9		50		21	3.3%
	Entered GED Program*	4		5		11	1.7%
	Total Noncompleters	13		55		32	5.0%
Students with Disabilities	Dropped Out	0		2		3	9.7%
	Entered GED Program*	0		0		1	3.2%
	Total Noncompleters	0		2		4	12.9%
All Students	Dropped Out	9	1.4%	52	7.9%	24	3.6%
	Entered GED Program*	4	0.6%	5	0.8%	12	1.8%
	Total Noncompleters	13	2.0%	57	8.7%	36	5.4%

\*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	414
	Number of Students with Disabilities	0	0	68
	Number of All Students	0	0	482
	Percent of Enrollment	0%	0%	99%
9-12	Number of General-Education Students	583	0	602
	Number of Students with Disabilities	55	0	57
	Number of All Students	638	0	659
	Percent of Enrollment	100%	0%	101%

## Career and Technical Education (CTE) Programs

CTE Program	This District		Statewide Average
	Count	Percentage	
All CTE Programs			
Completed the CTE Program	26		
Completed and Passed Regents Exams	26	100%	77%
Completed and had Course Average of 75% or More	26	100%	81%
Completed and Attained a HS Diploma or Equivalent	26	100%	96%
Completed and Whose Status is Known	25		
Completed and Were Successfully Placed	24	96%	96%
Nontraditional Programs			
Underrepresented Gender Members Enrolled	0	.	30%
Underrepresented Gender Members Who Completed	2	11%	19%

Enrollment data are for the 2003-2004 school year; completer 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	15	73%	7	100%	16	100%
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	15	80%	12	100%	24	83%
Spanish	113	94%	73	97%	44	95%

## 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	0	0%	5	100%	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	1	#	180	79%	0	0%
Science	1	#	3	#	1	#
Reading	0	0%	24	54%	0	0%
Writing	0	0%	2	#	0	0%
Global Studies	0	0%	84	90%	3	#
U.S. Hist & Gov't	0	0%	0	0%	0	0%

## Students with Disabilities

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	0	0%	0	0%	3	#
Science	0	0%	3	#	8	38%
Reading	0	0%	0	0%	2	#
Writing	0	0%	0	0%	3	#
Global Studies	0	0%	1	#	4	#
U.S. Hist & Gov't	0	0%	0	0%	2	#

(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	126	155	160	0	2	2
Number Scoring 55-100	118	141	154	0	#	#
Number Scoring 65-100	111	136	148	0	#	#
Number Scoring 85-100	65	69	76	0	#	#
Percentage of Tested Scoring 55-100	94%	91%	96%	0%	#	#
Percentage of Tested Scoring 65-100	88%	88%	93%	0%	#	#
Percentage of Tested Scoring 85-100	52%	45%	47%	0%	#	#
<b>Mathematics A</b>						
Number Tested	2	122	146	0	0	8
Number Scoring 55-100	#	114	143	0	0	7
Number Scoring 65-100	#	102	135	0	0	6
Number Scoring 85-100	#	28	59	0	0	0
Percentage of Tested Scoring 55-100	#	93%	98%	0%	0%	88%
Percentage of Tested Scoring 65-100	#	84%	92%	0%	0%	75%
Percentage of Tested Scoring 85-100	#	23%	40%	0%	0%	0%
<b>Mathematics B</b>						
Number Tested	48	169	95	0	0	0
Number Scoring 55-100	37	139	90	0	0	0
Number Scoring 65-100	26	111	87	0	0	0
Number Scoring 85-100	0	34	36	0	0	0
Percentage of Tested Scoring 55-100	77%	82%	95%	0%	0%	0%
Percentage of Tested Scoring 65-100	54%	66%	92%	0%	0%	0%
Percentage of Tested Scoring 85-100	0%	20%	38%	0%	0%	0%
<b>Global History and Geography</b>						
Number Tested	154	166	165	0	4	9
Number Scoring 55-100	149	148	153	0	#	7
Number Scoring 65-100	145	139	145	0	#	3
Number Scoring 85-100	76	72	85	0	#	2
Percentage of Tested Scoring 55-100	97%	89%	93%	0%	#	78%
Percentage of Tested Scoring 65-100	94%	84%	88%	0%	#	33%
Percentage of Tested Scoring 85-100	49%	43%	52%	0%	#	22%
<b>U.S. History and Government</b>						
Number Tested	137	146	160	0	2	2
Number Scoring 55-100	135	145	156	0	#	#
Number Scoring 65-100	120	142	147	0	#	#
Number Scoring 85-100	61	60	87	0	#	#
Percentage of Tested Scoring 55-100	99%	99%	97%	0%	#	#
Percentage of Tested Scoring 65-100	88%	97%	92%	0%	#	#
Percentage of Tested Scoring 85-100	45%	41%	54%	0%	#	#

(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	78	175	110	0	6	5
Number Scoring 55-100	65	146	105	0	2	4
Number Scoring 65-100	58	134	90	0	2	2
Number Scoring 85-100	11	44	33	0	0	1
Percentage of Tested Scoring 55-100	83%	83%	95%	0%	33%	80%
Percentage of Tested Scoring 65-100	74%	77%	82%	0%	33%	40%
Percentage of Tested Scoring 85-100	14%	25%	30%	0%	0%	20%
<b>Physical Setting/Earth Science</b>						
Number Tested	90	77	211	0	1	7
Number Scoring 55-100	90	69	197	0	#	2
Number Scoring 65-100	88	68	177	0	#	1
Number Scoring 85-100	60	26	72	0	#	0
Percentage of Tested Scoring 55-100	100%	90%	93%	0%	#	29%
Percentage of Tested Scoring 65-100	98%	88%	84%	0%	#	14%
Percentage of Tested Scoring 85-100	67%	34%	34%	0%	#	0%
<b>Physical Setting/Chemistry</b>						
Number Tested	47	128	86	0	0	0
Number Scoring 55-100	45	111	83	0	0	0
Number Scoring 65-100	36	90	71	0	0	0
Number Scoring 85-100	5	19	8	0	0	0
Percentage of Tested Scoring 55-100	96%	87%	97%	0%	0%	0%
Percentage of Tested Scoring 65-100	77%	70%	83%	0%	0%	0%
Percentage of Tested Scoring 85-100	11%	15%	9%	0%	0%	0%
<b>Physical Setting/Physics</b>						
Number Tested			36			0
Number Scoring 55-100			36			0
Number Scoring 65-100			32			0
Number Scoring 85-100			14			0
Percentage of Tested Scoring 55-100			100%			0%
Percentage of Tested Scoring 65-100			89%			0%
Percentage of Tested Scoring 85-100			39%			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	32	28	11	0	0	0
Number Scoring 55-100	32	28	11	0	0	0
Number Scoring 65-100	32	28	11	0	0	0
Number Scoring 85-100	13	12	7	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	41%	43%	64%	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	81	75	74	0	0	1
Number Scoring 55-100	81	74	71	0	0	#
Number Scoring 65-100	81	74	70	0	0	#
Number Scoring 85-100	52	35	38	0	0	#
Percentage of Tested Scoring 55-100	100%	99%	96%	0%	0%	#
Percentage of Tested Scoring 65-100	100%	99%	95%	0%	0%	#
Percentage of Tested Scoring 85-100	64%	47%	51%	0%	0%	#
<b>Comprehensive Latin</b>						
Number Tested	12	18	13	0	0	0
Number Scoring 55-100	9	18	13	0	0	0
Number Scoring 65-100	9	18	13	0	0	0
Number Scoring 85-100	5	9	7	0	0	0
Percentage of Tested Scoring 55-100	75%	100%	100%	0%	0%	0%
Percentage of Tested Scoring 65-100	75%	100%	100%	0%	0%	0%
Percentage of Tested Scoring 85-100	42%	50%	54%	0%	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	85	85	1	0	0	0
Number Scoring 55-100	81	74	#	0	0	0
Number Scoring 65-100	76	69	#	0	0	0
Number Scoring 85-100	39	41	#	0	0	0
Percentage of Tested Scoring 55-100	95%	87%	#	0%	0%	0%
Percentage of Tested Scoring 65-100	89%	81%	#	0%	0%	0%
Percentage of Tested Scoring 85-100	46%	48%	#	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	8	100%	38	82%	20	95%
Students with Disabilities	0	0%	3	#	1	#

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	137	4%	9%	62%	26%
	Students with Disabilities	7	43%	14%	43%	0%
	All Students	144	6%	9%	61%	24%

## 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	146	3%	35%	44%	18%
	Students with Disabilities	15	27%	60%	13%	0%
	All Students	161	6%	37%	41%	16%

(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	142	142	142	8	8	8	150	150	150
Number Scoring 55–64	0	0	2	2	2	0	2	2	2
Number Scoring 65–84	62	76	77	1	1	3	63	77	80
Number Scoring 85–100	75	61	58	0	0	0	75	61	58
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
<b>Listening and Speaking (Grade K-1)</b>						
Number Tested			0			0
Beginning (0-18)			0			0
Intermediate (19-31)			0			0
Advanced (32-36)			0			0
Proficient (37-39)			0			0
<b>Reading and Writing (Grade K-1)</b>						
Number Tested			0			0
Beginning (0-14)			0			0
Intermediate (15-24)			0			0
Advanced (25-32)			0			0
Proficient (33-35)			0			0
<b>Listening and Speaking (Grade 2-4)</b>						
Number Tested			2			0
Beginning (0-18)			#			0
Intermediate (19-31)			#			0
Advanced (32-36)			#			0
Proficient (37-39)			#			0
<b>Reading and Writing (Grade 2-4)</b>						
Number Tested			2			0
Beginning (0-14)			#			0
Intermediate (15-24)			#			0
Advanced (25-32)			#			0
Proficient (33-35)			#			0
<b>Listening and Speaking (Grade 5-6)</b>						
Number Tested			0			0
Beginning (0-18)			0			0
Intermediate (19-31)			0			0
Advanced (32-36)			0			0
Proficient (37-39)			0			0
<b>Reading and Writing (Grade 5-6)</b>						
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 - 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
<b>Listening and Speaking (Grade 7-8)</b>						
Number Tested			1			0
Beginning (0-18)			#			0
Intermediate (19-31)			#			0
Advanced (32-36)			#			0
Proficient (37-39)			#			0
<b>Reading and Writing (Grade 7-8)</b>						
Number Tested			1			0
Beginning (0-14)			#			0
Intermediate (15-24)			#			0
Advanced (25-32)			#			0
Proficient (33-35)			#			0
<b>Listening and Speaking (Grade 9-12)</b>						
Number Tested			1			0
Beginning (0-18)			#			0
Intermediate (19-31)			#			0
Advanced (32-36)			#			0
Proficient (37-39)			#			0
<b>Reading and Writing (Grade 9-12)</b>						
Number Tested			1			0
Beginning (0-14)			#			0
Intermediate (15-24)			#			0
Advanced (25-32)			#			0
Proficient (33-35)			#			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)