

New York State District Report Card Comprehensive Information Report

BEDS Code: 66-01-02-06-0000
 Name: Bedford Central School District
 Superintendent: Debra Jackson

Fall Enrollment

Grade	2001-02	2002-03	2003-04
Pre-K	29	30	33
Kindergarten	342	318	345
First	342	348	329
Second	361	337	338
Third	335	340	329
Fourth	314	329	347
Fifth	310	308	321
Sixth	292	297	285
Ungraded Elementary	18	52	63
Seventh	269	293	303
Eighth	273	275	294
Ninth	291	301	338
Tenth	254	302	318
Eleventh	238	240	291
Twelfth	275	223	243
Ungraded Secondary	60	82	58
Total K-12 Enrollment	3974	4045	4202

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	162	4.1%	181	4.5%	179	4.3%
Black (Not Hispanic)	244	6.1%	231	5.7%	238	5.7%
Hispanic	614	15.5%	614	15.2%	673	16.0%
White (Not Hispanic)	2954	74.3%	3019	74.6%	3112	74.1%

Average Class Size

Grade Level	2001-02	2002-03	2003-04
Kindergarten	19	19	19
Common Branch	20	20	21
English Grade 8	18	18	18
Mathematics Grade 8	17	19	20
Science Grade 8	18	18	19
Social Studies Grade 8	19	19	19
English Grade 10	19	23	23
Mathematics Grade 10	21	19	20
Science Grade 10	22	14	18
Social Studies Grade 10	17	18	18

(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	312	7.8%	313	7.7%	318	7.5%
Eligible for Free Lunch	311	7.8%	358	8.9%	372	8.9%

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		95.5%		95.7%		95.8%
Student Suspensions	133	3.5%	127	3.2%	149	3.7%

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

	2001-02	2002-03	2003-04
Reduced Lunch	3.1%	4.7%	5.0%
Public Assistance	NA	NA	NA
Student Stability	NA	NA	NA

Staff Counts

Staff	2003-04
Total Teachers	374
Total Other Professional Staff	58
Total Paraprofessionals	148
Teaching Out of Certification*	23

*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	211	156	74%	189	144	76%	204	149	73%
Students with Disabilities	36	7	19%	25	9	36%	34	7	21%
All Students	247	163	66%	214	153	71%	238	156	66%

*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	173	28	1	3	16	17
Percent	73%	12%	0%	1%	7%	7%

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)
34	7	2	36

*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	80		4		5	0.5%
	Entered GED Program*	2		3		4	0.4%
	Total Noncompleters	82		7		9	0.9%
Students with Disabilities	Dropped Out	9		0		0	0.0%
	Entered GED Program*	0		1		1	0.6%
	Total Noncompleters	9		1		1	0.6%
All Students	Dropped Out	89	8.3%	4	0.4%	5	0.4%
	Entered GED Program*	2	0.2%	4	0.4%	5	0.4%
	Total Noncompleters	91	8.5%	8	0.7%	10	0.8%

*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	20%	0%	20%
2-3	17%	0%	20%

Students Developing a Career Plan, 4-12

Grades		2001-02	2002-03	2003-04
4-5	Number of General-Education Students	7	0	7
	Number of Students with Disabilities	5	0	5
	Number of All Students	12	0	12
	Percent of Enrollment	2%	0%	2%
6-8	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%
9-12	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%

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; 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	0	0%	0	0%	41	100%
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	37	100%
Latin	0	0%	0	0%	0	0%
Spanish	0	0%	0	0%	174	97%

Students with Disabilities

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	0	0%	0	0%	1	#
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	3	#
Latin	0	0%	0	0%	0	0%
Spanish	0	0%	0	0%	6	100%

Regents Competency Tests

General-Education Students

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	8	13%	17	24%	6	67%
Science	5	0%	10	30%	6	50%
Reading	6	17%	6	0%	1	#
Writing	6	83%	7	71%	1	#
Global Studies	4	#	10	0%	6	67%
U.S. Hist & Gov't	10	20%	7	0%	2	#

Students with Disabilities

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	16	0%	33	30%	13	85%
Science	7	14%	27	30%	23	70%
Reading	6	33%	11	9%	3	#
Writing	6	100%	11	73%	5	100%
Global Studies	2	#	12	0%	14	79%
U.S. Hist & Gov't	8	0%	1	#	2	#

(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	203	234	273	21	28	38
Number Scoring 55-100	199	225	268	20	25	37
Number Scoring 65-100	189	220	256	17	23	30
Number Scoring 85-100	155	155	195	9	7	15
Percentage of Tested Scoring 55-100	98%	96%	98%	95%	89%	97%
Percentage of Tested Scoring 65-100	93%	94%	94%	81%	82%	79%
Percentage of Tested Scoring 85-100	76%	66%	71%	43%	25%	39%
Mathematics A						
Number Tested	99	287	416	9	35	46
Number Scoring 55-100	73	265	407	4	30	44
Number Scoring 65-100	57	249	374	2	25	36
Number Scoring 85-100	51	138	146	0	6	3
Percentage of Tested Scoring 55-100	74%	92%	98%	44%	86%	96%
Percentage of Tested Scoring 65-100	58%	87%	90%	22%	71%	78%
Percentage of Tested Scoring 85-100	52%	48%	35%	0%	17%	7%
Mathematics B						
Number Tested	0	173	45	0	9	2
Number Scoring 55-100	0	149	45	0	7	#
Number Scoring 65-100	0	137	45	0	6	#
Number Scoring 85-100	0	48	44	0	1	#
Percentage of Tested Scoring 55-100	0%	86%	100%	0%	78%	#
Percentage of Tested Scoring 65-100	0%	79%	100%	0%	67%	#
Percentage of Tested Scoring 85-100	0%	28%	98%	0%	11%	#
Global History and Geography						
Number Tested	222	264	283	27	36	34
Number Scoring 55-100	215	253	275	26	34	32
Number Scoring 65-100	211	248	270	26	33	32
Number Scoring 85-100	122	166	186	4	15	18
Percentage of Tested Scoring 55-100	97%	96%	97%	96%	94%	94%
Percentage of Tested Scoring 65-100	95%	94%	95%	96%	92%	94%
Percentage of Tested Scoring 85-100	55%	63%	66%	15%	42%	53%
U.S. History and Government						
Number Tested	198	226	264	21	27	38
Number Scoring 55-100	195	222	260	19	27	37
Number Scoring 65-100	184	216	256	19	25	36
Number Scoring 85-100	80	141	176	2	10	18
Percentage of Tested Scoring 55-100	98%	98%	98%	90%	100%	97%
Percentage of Tested Scoring 65-100	93%	96%	97%	90%	93%	95%
Percentage of Tested Scoring 85-100	40%	62%	67%	10%	37%	47%

(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	221	241	287	21	30	30
Number Scoring 55-100	221	237	286	21	27	30
Number Scoring 65-100	221	232	279	21	25	29
Number Scoring 85-100	99	122	128	3	11	6
Percentage of Tested Scoring 55-100	100%	98%	100%	100%	90%	100%
Percentage of Tested Scoring 65-100	100%	96%	97%	100%	83%	97%
Percentage of Tested Scoring 85-100	45%	51%	45%	14%	37%	20%
Physical Setting/Earth Science						
Number Tested	141	178	174	26	28	26
Number Scoring 55-100	137	175	158	26	27	20
Number Scoring 65-100	128	160	142	25	25	17
Number Scoring 85-100	37	66	44	6	4	4
Percentage of Tested Scoring 55-100	97%	98%	91%	100%	96%	77%
Percentage of Tested Scoring 65-100	91%	90%	82%	96%	89%	65%
Percentage of Tested Scoring 85-100	26%	37%	25%	23%	14%	15%
Physical Setting/Chemistry						
Number Tested	165	158	183	13	7	19
Number Scoring 55-100	162	157	181	13	7	19
Number Scoring 65-100	142	137	162	8	7	17
Number Scoring 85-100	26	38	48	1	2	3
Percentage of Tested Scoring 55-100	98%	99%	99%	100%	100%	100%
Percentage of Tested Scoring 65-100	86%	87%	89%	62%	100%	89%
Percentage of Tested Scoring 85-100	16%	24%	26%	8%	29%	16%
Physical Setting/Physics						
Number Tested			107			5
Number Scoring 55-100			105			5
Number Scoring 65-100			96			4
Number Scoring 85-100			33			2
Percentage of Tested Scoring 55-100			98%			100%
Percentage of Tested Scoring 65-100			90%			80%
Percentage of Tested Scoring 85-100			31%			40%

* 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	44	44	50	0	1	0
Number Scoring 55-100	44	44	50	0	#	0
Number Scoring 65-100	44	44	50	0	#	0
Number Scoring 85-100	18	37	41	0	#	0
Percentage of Tested Scoring 55-100	100%	100%	100%	0%	#	0%
Percentage of Tested Scoring 65-100	100%	100%	100%	0%	#	0%
Percentage of Tested Scoring 85-100	41%	84%	82%	0%	#	0%
Comprehensive Italian						
Number Tested	28	36	32	0	1	0
Number Scoring 55-100	28	36	32	0	#	0
Number Scoring 65-100	28	36	32	0	#	0
Number Scoring 85-100	27	23	26	0	#	0
Percentage of Tested Scoring 55-100	100%	100%	100%	0%	#	0%
Percentage of Tested Scoring 65-100	100%	100%	100%	0%	#	0%
Percentage of Tested Scoring 85-100	96%	64%	81%	0%	#	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	124	134	158	2	4	4
Number Scoring 55-100	123	134	158	#	#	#
Number Scoring 65-100	123	134	156	#	#	#
Number Scoring 85-100	97	115	128	#	#	#
Percentage of Tested Scoring 55-100	99%	100%	100%	#	#	#
Percentage of Tested Scoring 65-100	99%	100%	99%	#	#	#
Percentage of Tested Scoring 85-100	78%	86%	81%	#	#	#
Comprehensive Latin						
Number Tested	22	30	47	1	0	0
Number Scoring 55-100	22	30	47	#	0	0
Number Scoring 65-100	22	30	47	#	0	0
Number Scoring 85-100	22	29	47	#	0	0
Percentage of Tested Scoring 55-100	100%	100%	100%	#	0%	0%
Percentage of Tested Scoring 65-100	100%	100%	100%	#	0%	0%
Percentage of Tested Scoring 85-100	100%	97%	100%	#	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	0	1	0	0	0	0
Number Scoring 55-100	0	#	0	0	0	0
Number Scoring 65-100	0	#	0	0	0	0
Number Scoring 85-100	0	#	0	0	0	0
Percentage of Tested Scoring 55-100	0%	#	0%	0%	0%	0%
Percentage of Tested Scoring 65-100	0%	#	0%	0%	0%	0%
Percentage of Tested Scoring 85-100	0%	#	0%	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	0	0%	0	0%	0	0%
Students with Disabilities	0	0%	0	0%	0	0%

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	294	4%	2%	44%	50%
	Students with Disabilities	32	9%	3%	63%	25%
	All Students	326	4%	2%	46%	48%

Middle-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
June 2004	General-Education Students	268	1%	24%	55%	20%
	Students with Disabilities	34	6%	50%	41%	3%
	All Students	302	2%	26%	54%	18%

(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	2	#	#	#	#
Secondary Level						
English Language Arts	1	0	#	#	#	#
Social Studies	0	0	0	0	0	0
Mathematics	1	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	195	195	195	34	34	34	229	229	229
Number Scoring 55–64	5	3	1	0	1	5	5	4	6
Number Scoring 65–84	61	50	87	23	17	19	84	67	106
Number Scoring 85–100	119	133	101	6	12	4	125	145	105
Approved Alternatives	2	0	0	0	0	0	2	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			82			8
Beginning (0-18)			2			0
Intermediate (19-31)			8			1
Advanced (32-36)			35			5
Proficient (37-39)			37			2
Reading and Writing (Grade K-1)						
Number Tested			82			8
Beginning (0-14)			23			2
Intermediate (15-24)			18			3
Advanced (25-32)			27			2
Proficient (33-35)			14			1
Listening and Speaking (Grade 2-4)						
Number Tested			102			13
Beginning (0-18)			2			0
Intermediate (19-31)			8			2
Advanced (32-36)			27			6
Proficient (37-39)			65			5
Reading and Writing (Grade 2-4)						
Number Tested			102			13
Beginning (0-14)			14			5
Intermediate (15-24)			43			5
Advanced (25-32)			31			2
Proficient (33-35)			14			1
Listening and Speaking (Grade 5-6)						
Number Tested			36			1
Beginning (0-18)			2			#
Intermediate (19-31)			2			#
Advanced (32-36)			6			#
Proficient (37-39)			26			#
Reading and Writing (Grade 5-6)						
Number Tested			36			1
Beginning (0-14)			3			#
Intermediate (15-24)			10			#
Advanced (25-32)			18			#
Proficient (33-35)			5			#

*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			30			2
Beginning (0-18)			1			#
Intermediate (19-31)			6			#
Advanced (32-36)			7			#
Proficient (37-39)			16			#
Reading and Writing (Grade 7-8)						
Number Tested			30			2
Beginning (0-14)			1			#
Intermediate (15-24)			8			#
Advanced (25-32)			15			#
Proficient (33-35)			6			#
Listening and Speaking (Grade 9-12)						
Number Tested			68			2
Beginning (0-18)			10			#
Intermediate (19-31)			19			#
Advanced (32-36)			20			#
Proficient (37-39)			19			#
Reading and Writing (Grade 9-12)						
Number Tested			68			2
Beginning (0-14)			8			#
Intermediate (15-24)			24			#
Advanced (25-32)			24			#
Proficient (33-35)			12			#

*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)