

# 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	2002-03	2003-04	2004-05
Pre-K	30	33	31
Kindergarten	318	345	355
First	348	329	349
Second	337	338	332
Third	340	329	332
Fourth	329	347	341
Fifth	308	321	348
Sixth	297	285	314
Ungraded Elementary	52	63	19
Seventh	293	303	283
Eighth	275	294	310
Ninth	301	338	329
Tenth	302	318	334
Eleventh	240	291	312
Twelfth	223	243	288
Ungraded Secondary	82	58	53
Total K-12 Enrollment	4045	4202	4299

## Student Racial/Ethnic Origin

Race/Ethnicity	2002-03		2003-04		2004-05	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
American Indian, Alaskan, Asian, or Pacific Islander	181	4.5%	179	4.3%	187	4.3%
Black (Not Hispanic)	231	5.7%	238	5.7%	228	5.3%
Hispanic	614	15.2%	673	16.0%	724	16.8%
White (Not Hispanic)	3019	74.6%	3112	74.1%	3160	73.5%

## Average Class Size

Grade Level	2002-03	2003-04	2004-05
Kindergarten	19	19	18
Common Branch	20	21	21
English Grade 8	18	18	20
Mathematics Grade 8	19	20	21
Science Grade 8	18	19	20
Social Studies Grade 8	19	19	20
English Grade 10	23	23	19
Mathematics Grade 10	19	20	20
Science Grade 10	14	18	19
Social Studies Grade 10	18	18	20

(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

	2002-03		2003-04		2004-05	
	Count	Percent	Count	Percent	Count	Percent
Limited English Proficient	313	7.7%	318	7.5%	324	7.5%
Eligible for Free Lunch	358	8.9%	372	8.9%	353	8.2%

### Attendance and Suspension

	2001-02		2002-03		2003-04	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
Annual Attendance Rate		95.7%		95.8%		96.1%
Student Suspensions	127	3.2%	149	3.7%	166	4.0%

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

	2002-03	2003-04	2004-05
Reduced Lunch	4.7%	5.0%	6.1%
Public Assistance	NA	NA	NA
Student Stability	NA	NA	NA

### Staff Counts

Staff	2004-05
Total Teachers	393
Total Other Professional Staff	71
Total Paraprofessionals	166
Teaching Out of Certification*	19

\*Teaching out of certification more than on an incidental basis.

(Form – B)

# High School Graduates and Noncompleters

High School Graduates and Completers		2002-03	2003-04	2004-05
<b>General-Education Students</b>	Total Graduates*	189	204	221
	Regents Diplomas	144	149	205
	% Regents Diplomas	76%	73%	93%
	Regents Diplomas with Advanced Designation**			129
	% Regents Diplomas with Advanced Designation			58%
	IEP Diplomas or Local Certificates			
<b>Students with Disabilities</b>	Total Graduates*	25	34	40
	Regents Diplomas	9	7	25
	% Regents Diplomas	36%	21%	62%
	Regents Diplomas with Advanced Designation**			8
	% Regents Diplomas with Advanced Designation			20%
	IEP Diplomas or Local Certificates	5	2	4
<b>All Students</b>	Total Graduates*	214	238	261
	Regents Diplomas	153	156	230
	% Regents Diplomas	71%	66%	88%
	Regents Diplomas with Advanced Designation**			137
	% Regents Diplomas with Advanced Designation			52%
	IEP Diplomas or Local Certificates	5	2	4

\* Only students awarded local diplomas or Regents endorsed diplomas are included in the count of high school graduates in this table. Data include graduates in August, January and June of the school year being reported.

\*\*Beginning with students who first entered grade 9 in 2001-02, students may earn a Regents diploma by passing (scoring 65-100) Regents exams in five areas and meeting course requirements. To earn a Regents diploma with advanced designation, the student must pass eight Regents exams. For more information, see <http://www.emsc.nysed.gov/parents/gradreqtsfs.shtml>

## Post-Secondary Plans of 2004-05 Graduates

		4-year College	2-year College	Other Post-Secondary	Military	Employment	Adult Services	Plan Unknown	Other Known Plan
<b>General-Education Students</b>	<b>Number</b>	179	30	4	3	3	0	2	0
	<b>Percent</b>	81%	14%	2%	1%	1%	0%	1%	0%
<b>Students with Disabilities</b>	<b>Number</b>	23	11	2	0	2	0	2	0
	<b>Percent</b>	57%	28%	5%	0%	5%	0%	5%	0%
<b>All Students</b>	<b>Number</b>	202	41	6	3	5	0	4	0
	<b>Percent</b>	77%	16%	2%	1%	2%	0%	2%	0%

## High School Noncompletion Rates

		2002-03		2003-04		2004-05	
		No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
<b>General-Education Students</b>	Dropped Out	4		5	0.5%	4	0.4%
	Entered GED Program*	3		4	0.4%	15	1.4%
	Total Noncompleters	7		9	0.9%	19	1.8%
<b>Students with Disabilities</b>	Dropped Out	0		0	0.0%	0	0.0%
	Entered GED Program*	1		1	0.6%	3	1.7%
	Total Noncompleters	1		1	0.6%	3	1.7%
<b>All Students</b>	Dropped Out	4	0.4%	5	0.4%	4	0.3%
	Entered GED Program*	4	0.4%	5	0.4%	18	1.4%
	Total Noncompleters	8	0.7%	10	0.8%	22	1.8%

\*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	2002-03	2003-04	2004-05
K-1	0%	20%	0%
2-3	0%	20%	0%

## Students Developing a Career Plan, 4-12

Grades		2002-03	2003-04	2004-05
4-5	Number of General-Education Students	0	7	0
	Number of Students with Disabilities	0	5	0
	Number of All Students	0	12	0
	Percent of Enrollment	0%	2%	0%
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 2004-2005 school year; completer data are as of June 2004.

Blank cells indicate that either the district did not have a CTE program or did not report data. These data are reported only at the district level.

(Form - D)

# Second Language Proficiency Examinations

## General-Education Students

Test	2002-03		2003-04		2004-05	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	0	0%	41	100%	0	0%
German	0	0%	0	0%	0	0%
Italian	0	0%	37	100%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	0	0%	174	97%	0	0%

## Students with Disabilities

Test	2002-03		2003-04		2004-05	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	0	0%	1	#	0	0%
German	0	0%	0	0%	0	0%
Italian	0	0%	3	#	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	0	0%	6	100%	0	0%

# Regents Competency Tests

## General-Education Students

Test	2002-03		2003-04		2004-05	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	17	24%	6	67%	7	57%
Science	10	30%	6	50%	4	#
Reading	6	0%	1	#	2	#
Writing	7	71%	1	#	2	#
Global Studies	10	0%	6	67%	4	#
U.S. Hist & Gov't	7	0%	2	#	4	#

## Students with Disabilities

Test	2002-03		2003-04		2004-05	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	33	30%	13	85%	5	100%
Science	27	30%	23	70%	4	#
Reading	11	9%	3	#	1	#
Writing	11	73%	5	100%	0	0%
Global Studies	12	0%	14	79%	9	22%
U.S. Hist & Gov't	1	#	2	#	7	57%

(Form – E)

# Regents Examinations

	All Students			Students with Disabilities		
	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05
<b>Comprehensive English</b>						
Number Tested	234	273	297	28	38	44
Number Scoring 55-100	225	268	287	25	37	39
Number Scoring 65-100	220	256	271	23	30	35
Number Scoring 85-100	155	195	142	7	15	11
Percentage of Tested Scoring 55-100	96%	98%	97%	89%	97%	89%
Percentage of Tested Scoring 65-100	94%	94%	91%	82%	79%	80%
Percentage of Tested Scoring 85-100	66%	71%	48%	25%	39%	25%
<b>Mathematics A</b>						
Number Tested	287	416	164	35	46	19
Number Scoring 55-100	265	407	155	30	44	13
Number Scoring 65-100	249	374	142	25	36	9
Number Scoring 85-100	138	146	68	6	3	1
Percentage of Tested Scoring 55-100	92%	98%	95%	86%	96%	68%
Percentage of Tested Scoring 65-100	87%	90%	87%	71%	78%	47%
Percentage of Tested Scoring 85-100	48%	35%	41%	17%	7%	5%
<b>Mathematics B</b>						
Number Tested	173	45	190	9	2	12
Number Scoring 55-100	149	45	175	7	#	8
Number Scoring 65-100	137	45	156	6	#	7
Number Scoring 85-100	48	44	67	1	#	1
Percentage of Tested Scoring 55-100	86%	100%	92%	78%	#	67%
Percentage of Tested Scoring 65-100	79%	100%	82%	67%	#	58%
Percentage of Tested Scoring 85-100	28%	98%	35%	11%	#	8%
<b>Global History and Geography</b>						
Number Tested	264	283	296	36	34	39
Number Scoring 55-100	253	275	289	34	32	35
Number Scoring 65-100	248	270	278	33	32	28
Number Scoring 85-100	166	186	186	15	18	8
Percentage of Tested Scoring 55-100	96%	97%	98%	94%	94%	90%
Percentage of Tested Scoring 65-100	94%	95%	94%	92%	94%	72%
Percentage of Tested Scoring 85-100	63%	66%	63%	42%	53%	21%
<b>U.S. History and Government</b>						
Number Tested	226	264	279	27	38	38
Number Scoring 55-100	222	260	268	27	37	35
Number Scoring 65-100	216	256	259	25	36	33
Number Scoring 85-100	141	176	191	10	18	18
Percentage of Tested Scoring 55-100	98%	98%	96%	100%	97%	92%
Percentage of Tested Scoring 65-100	96%	97%	93%	93%	95%	87%
Percentage of Tested Scoring 85-100	62%	67%	68%	37%	47%	47%

(Form – F)

# Regents Examinations

	All Students			Students with Disabilities		
	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05
<b>Living Environment</b>						
Number Tested	241	287	272	30	30	34
Number Scoring 55-100	237	286	258	27	30	28
Number Scoring 65-100	232	279	247	25	29	24
Number Scoring 85-100	122	128	137	11	6	5
Percentage of Tested Scoring 55-100	98%	100%	95%	90%	100%	82%
Percentage of Tested Scoring 65-100	96%	97%	91%	83%	97%	71%
Percentage of Tested Scoring 85-100	51%	45%	50%	37%	20%	15%
<b>Physical Setting/Earth Science</b>						
Number Tested	178	174	229	28	26	37
Number Scoring 55-100	175	158	214	27	20	29
Number Scoring 65-100	160	142	194	25	17	22
Number Scoring 85-100	66	44	60	4	4	6
Percentage of Tested Scoring 55-100	98%	91%	93%	96%	77%	78%
Percentage of Tested Scoring 65-100	90%	82%	85%	89%	65%	59%
Percentage of Tested Scoring 85-100	37%	25%	26%	14%	15%	16%
<b>Physical Setting/Chemistry</b>						
Number Tested	158	183	208	7	19	13
Number Scoring 55-100	157	181	206	7	19	13
Number Scoring 65-100	137	162	186	7	17	7
Number Scoring 85-100	38	48	46	2	3	0
Percentage of Tested Scoring 55-100	99%	99%	99%	100%	100%	100%
Percentage of Tested Scoring 65-100	87%	89%	89%	100%	89%	54%
Percentage of Tested Scoring 85-100	24%	26%	22%	29%	16%	0%
<b>Physical Setting/Physics</b>						
Number Tested		107	107		5	4
Number Scoring 55-100		105	101		5	#
Number Scoring 65-100		96	94		4	#
Number Scoring 85-100		33	56		2	#
Percentage of Tested Scoring 55-100		98%	94%		100%	#
Percentage of Tested Scoring 65-100		90%	88%		80%	#
Percentage of Tested Scoring 85-100		31%	52%		40%	#

\* Physical Setting/Physics results for 2002-03 are not included in the report card because the Department issued new conversion charts for assessments administered in that year.

(Form – G)

# Regents Examinations

	All Students			Students with Disabilities		
	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05
<b>Comprehensive French</b>						
Number Tested	44	50	48	1	0	0
Number Scoring 55-100	44	50	48	#	0	0
Number Scoring 65-100	44	50	48	#	0	0
Number Scoring 85-100	37	41	36	#	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	84%	82%	75%	#	0%	0%
<b>Comprehensive Italian</b>						
Number Tested	36	32	46	1	0	1
Number Scoring 55-100	36	32	46	#	0	#
Number Scoring 65-100	36	32	46	#	0	#
Number Scoring 85-100	23	26	39	#	0	#
Percentage of Tested Scoring 55-100	100%	100%	100%	#	0%	#
Percentage of Tested Scoring 65-100	100%	100%	100%	#	0%	#
Percentage of Tested Scoring 85-100	64%	81%	85%	#	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	134	158	134	4	4	11
Number Scoring 55-100	134	158	134	#	#	11
Number Scoring 65-100	134	156	133	#	#	11
Number Scoring 85-100	115	128	113	#	#	8
Percentage of Tested Scoring 55-100	100%	100%	100%	#	#	100%
Percentage of Tested Scoring 65-100	100%	99%	99%	#	#	100%
Percentage of Tested Scoring 85-100	86%	81%	84%	#	#	73%
<b>Comprehensive Latin</b>						
Number Tested	30	47	34	0	0	0
Number Scoring 55-100	30	47	34	0	0	0
Number Scoring 65-100	30	47	34	0	0	0
Number Scoring 85-100	29	47	29	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	97%	100%	85%	0%	0%	0%

(Form – H)



## Elementary-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
<b>Nov 2004</b>	General-Education Students	318	3%	2%	41%	54%
	Students with Disabilities	30	23%	17%	37%	23%
	All Students	348	5%	3%	40%	51%

## Middle-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
<b>June 2005</b>	General-Education Students	272	0%	14%	56%	30%
	Students with Disabilities	42	2%	48%	45%	5%
	All Students	314	1%	18%	54%	27%

(Form – I)

## New York State Alternate Assessments (NYSAA) 2004–05

Test	Count of Students					
	Tested	Not Tested	Level 1	Level 2	Level 3	Level 4
<b>Elementary Level</b>						
Social Studies	5	0	0	2	1	2
<b>Middle Level</b>						
Social Studies	1	0	#	#	#	#
<b>Secondary Level</b>						
English Language Arts	2	0	#	#	#	#
Social Studies	2	0	#	#	#	#
Mathematics	2	0	#	#	#	#
Science	2	0	#	#	#	#

### 2001 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	235	235	235	39	39	39	274	274	274
Number Scoring 55–64	4	3	2	1	1	1	5	4	3
Number Scoring 65–84	61	59	114	16	18	18	77	77	132
Number Scoring 85–100	145	156	109	14	17	13	159	173	122
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		
	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05
<b>Listening and Speaking (Grade K-1)</b>						
Number Tested		82	80		8	8
Beginning		2	2		0	0
Intermediate		8	10		1	3
Advanced		35	40		5	3
Proficient		37	28		2	2
<b>Reading and Writing (Grade K-1)</b>						
Number Tested		82	80		8	8
Beginning		23	37		2	6
Intermediate		18	28		3	2
Advanced		27	10		2	0
Proficient		14	5		1	0
<b>Listening and Speaking (Grade 2-4)</b>						
Number Tested		102	103		13	7
Beginning		2	1		0	0
Intermediate		8	4		2	1
Advanced		27	52		6	4
Proficient		65	46		5	2
<b>Reading and Writing (Grade 2-4)</b>						
Number Tested		102	100		13	5
Beginning		14	1		5	0
Intermediate		43	19		5	3
Advanced		31	49		2	2
Proficient		14	31		1	0
<b>Listening and Speaking (Grade 5-6)</b>						
Number Tested		36	43		1	8
Beginning		2	2		#	0
Intermediate		2	4		#	2
Advanced		6	16		#	4
Proficient		26	21		#	2
<b>Reading and Writing (Grade 5-6)</b>						
Number Tested		36	43		1	8
Beginning		3	5		#	1
Intermediate		10	13		#	5
Advanced		18	15		#	1
Proficient		5	10		#	1

\*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		
	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05
<b>Listening and Speaking (Grade 7-8)</b>						
Number Tested		30	31		2	2
Beginning		1	1		#	#
Intermediate		6	2		#	#
Advanced		7	12		#	#
Proficient		16	16		#	#
<b>Reading and Writing (Grade 7-8)</b>						
Number Tested		30	32		2	2
Beginning		1	3		#	#
Intermediate		8	4		#	#
Advanced		15	11		#	#
Proficient		6	14		#	#
<b>Listening and Speaking (Grade 9-12)</b>						
Number Tested		68	78		2	3
Beginning		10	16		#	#
Intermediate		19	28		#	#
Advanced		20	26		#	#
Proficient		19	8		#	#
<b>Reading and Writing (Grade 9-12)</b>						
Number Tested		68	76		2	3
Beginning		8	14		#	#
Intermediate		24	26		#	#
Advanced		24	10		#	#
Proficient		12	26		#	#

\*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)