



Bedford Central School District
*Inspiring and Challenging
Our Students*

BCSD Student Achievement Report 2018

Dr. Joel Adelberg
Assistant Superintendent for
Curriculum and Instruction





Bedford Central School District
*Inspiring and Challenging
Our Students*

Sources:

- NYSED
- School Meter
- College Board
- BCSD

THANK YOU David Gee, Emerly Martinez, Stephanie Peborde, Peter Griffin, Adrienne Viscardi, Gina Izzo, Scott Fendrich, Stacy Ferraro; Elementary Consultant Teachers; Coordinators



Bedford Central School District

www.bcsdny.org | 632 South Bedford Road, Bedford, NY 10506

Mission Statement

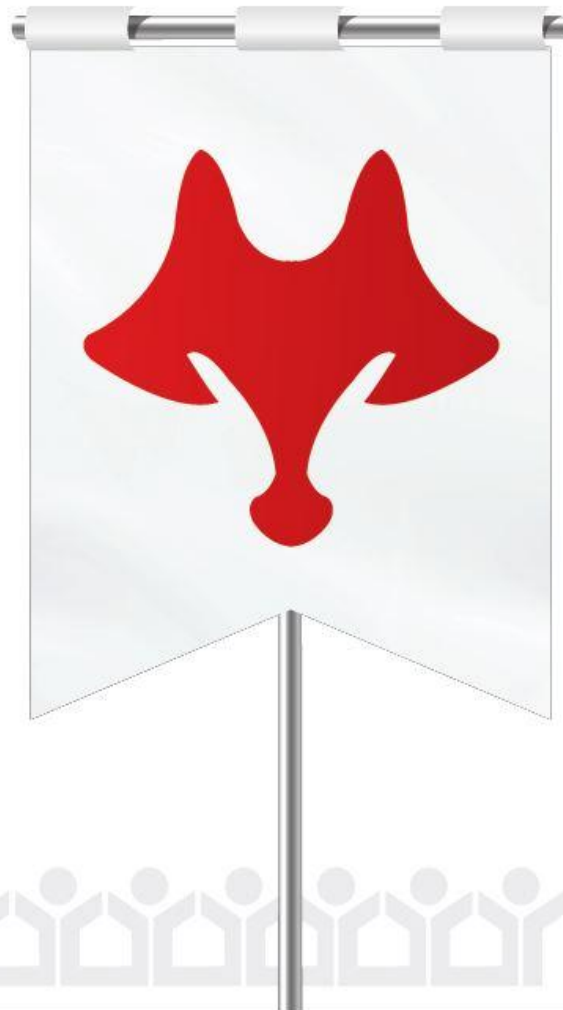
The Bedford Central School District shall cultivate curiosity and a passion for learning by providing challenging educational opportunities for all students so they may achieve their full potential as productive and contributing members of society.

Vision Statement

Inspiring and Challenging Our Students

Core Values

- *Students First*
- *Passion for Learning & Engagement*
- *Curiosity & Creativity*
- *Rigor & Critical Thinking*
- *Safety & Support*
- *Relationships, Respect & Membership*
- *Self-Awareness & Independence*
- *Transparency*



Inspiring and Challenging Our Students



Rectangular Sign



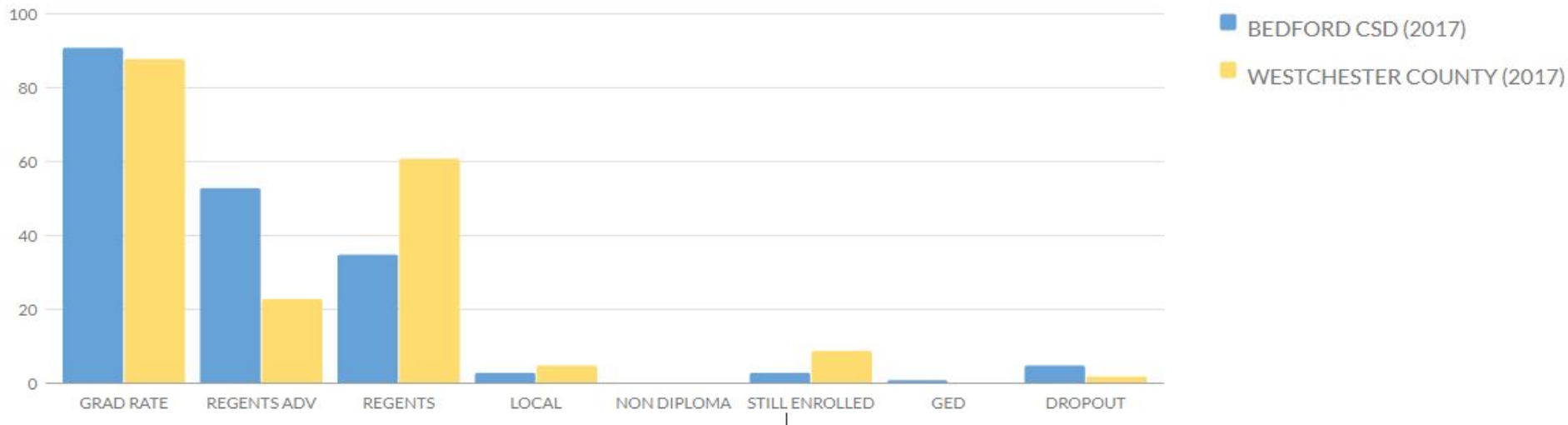
Bedford Central School District
*Inspiring and Challenging
Our Students*

Celebrating Student Achievement in BCSD



COMPARING GRADUATION RATE DATA - 4 YEAR OUTCOME AS OF JUNE

+ Filter this data



FLHS Class of 2018 College Attendance



Albright College
Adelphi University
Austin Peay State University
Barnard College
Bates College
Belmont Abbey College
Belmont University
Bentley University
Berkeley College of White Plains
Binghamton University
Boston College
Bucknell University
California Polytechnic State University
Castleton University
Clemson University
Colby College
Colgate University
College of Charleston
College of the Holy Cross
Columbia University
Cornell University
Curry College
Dartmouth College

Davidson College
Dickinson College
Dominican University of California
Drexel University
Dutchess Community College
East Carolina University
Elon University
Endicott College
Farmingdale State College
Fashion Institute of Technology
Fordham University
Franklin & Marshall College
Gettysburg College
Hamilton College - NY
Hampshire College
Harvard University
High Point University
Hobart and William Smith Colleges
Gettysburg College
Hamilton College - NY
Hampshire College
Gettysburg College
Hamilton College - NY

Hampshire College
Harvard University
High Point University
Hobart and William Smith Colleges
Indiana University at Bloomington
Iona College
Ithaca College
James Madison University
John Jay College of Criminal Justice of the CUNY
Johnson & Wales University (North Miami)
Lafayette College
Macalester College
Manhattan College
Manhattanville College
Marist College
Miami University, Oxford
Monroe College
Muhlenberg College
North Carolina State University
Northeastern University
Northwestern University
Pace University, New York City

FLHS Class of 2018 College Attendance



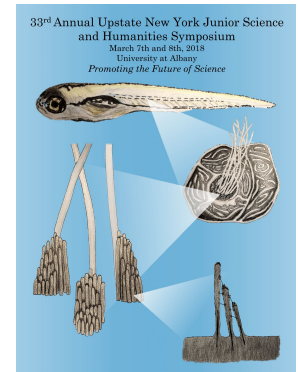
Pace University, Westchester
Pennsylvania State University
Providence College
Purchase College, SUNY
Quinnipiac University
Rensselaer Polytechnic Institute
Rockland Community College
Roger Williams University
Rollins College
Sacred Heart University
Savannah College of Art & Design
Springfield College
St. Lawrence University
Stanford University
SUNY New Paltz
Stevens Institute of Technology
Stony Brook University
SUNY Albany
SUNY College at Cobleskill
SUNY College at Cortland
SUNY College at Oneonta
SUNY Delhi

SUNY Fredonia
SUNY Morrisville
SUNY Oswego
SUNY Polytechnic Institute
Syracuse University
The George Washington University
The New School - All Divisions
The University of Alabama
The University of Tampa
The University of Texas, Austin
Tompkins Cortland Community College
Tufts University
Tulane University
Universiteit van Amsterdam
University at Buffalo, SUNY
University of Colorado at Boulder
University of Delaware
University of Denver
University of Florida
University of Georgia
University of Hartford
University of Louisville

University of Maryland, College Park
University of Miami
University of Michigan
University of New Haven
University of Notre Dame
University of Pennsylvania
University of Rhode Island
University of Richmond
University of South Carolina
University of Surrey
University of Vermont
University of Virginia
University of Wisconsin, Madison
Vanderbilt University
Villanova University
Virginia Tech
Washington University in St. Louis
Westchester Community College
Western Connecticut State University
Western New England University
Williams College
Yale University

Science Research Awards 2017-18

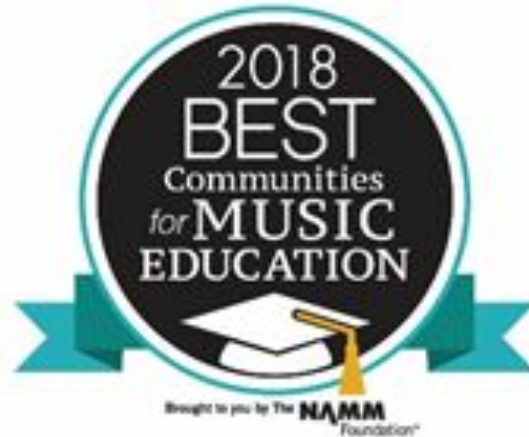
- Regeneron Science Talent Search (Regeneron STS)
- Westchester-Rockland Junior Science and Humanities Symposium (WR-JSHS)
- Upstate NY Junior Science and Humanities Symposium
- Westchester Science and Engineering Fair (WESEF)
- GENIUS Olympiad (Global ENvironmental Issues for US) International High School Competition
- Columbia Junior Science Journal
- ASHG (The American Society of Human Genetics) 2018 DNA Day Essay Contest
- Acorda Scientific Excellence Award
- Tri-County Science and Technology Fair
- Somers Science Fair



BCSD Music Education Program Receives National Recognition



Bedford Central School District
*Inspiring and Challenging
Our Students*



About The NAMM Foundation

The NAMM Foundation is a nonprofit supported in part by the National Association of Music Merchants and its approximately 10,300 members around the world. The foundation advances active participation in music making across the lifespan by supporting scientific research, philanthropic giving, and public service programs. For more information about the NAMM Foundation, please visit www.nammfoundation.org.



Declares
October 24, 2017
West Patent Elementary
National School of
Character Day

How We Gather, Review and Analyze Data in BCSD



New York State Requirements for Assessment under ESSA

State Assessments for State Accountability Purposes

State Assessments as a Means of Identifying and Closing Education and Achievement Gaps

State Assessments as a Means of Measuring School-to-School Results

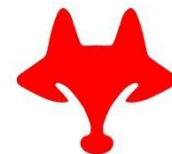
State Assessments as a Means of Identifying Students for Additional Support

State Assessments to Check Alignment of BCSD Curriculum and State Standards and to Identify Areas in Need of Realignment and Revision

Assessments Help Identify Areas for Additional Professional Development

Data Analysis Helps Inform and Direct our BCSD Success Plan

Bedford Central School District
*Inspiring and Challenging
Our Students*



Purpose of Data Collection in the BCSD



Data by **district**, **school** and **classroom** to identify needs and trends and to inform curriculum development and instructional practices.

Data by **student** to monitor individual student progress and identify students for potential interventions, support or classification.

Data by **test and grade** (same test, new group of students) and Data by **cohort** (same students, new tests, multiple years).

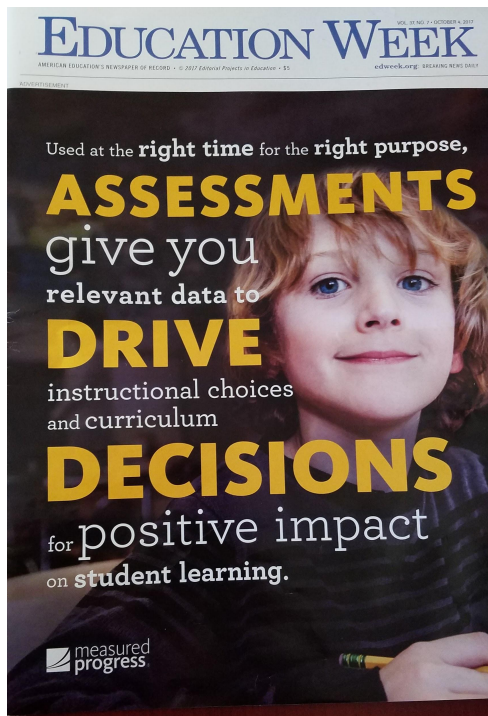
Qualitative data and **quantitative** data - many means of “knowing” our students and charting their growth

Formative assessments and **summative** assessments provide essential teacher feedback

Purposes of Assessments



Cover of *Education Week*, 10/4/2017



Understanding the Every Student Succeeds Act (ESSA)

On December 10, 2015, President Obama signed the Every Student Succeeds Act (ESSA) into federal law. This bipartisan measure reauthorized the 50-year-old Elementary and Secondary Education Act (ESEA), which provides federal funds to improve elementary and secondary education in the nation's public schools. In turn, ESSA requires states and Local Educational Agencies (i.e., school districts and charter schools), as a condition of funding, to commit to certain actions designed to improve educational outcomes for all students, with a focus on closing gaps in achievement between the highest- and lowest-performing groups of students.

ESSA retains many of the core provisions of No Child Left Behind (the previous reauthorization of ESEA) related to standards, assessments, accountability, and use of federal funds. However, ESSA also provides states with much greater flexibility in several areas, including the methodologies for differentiating the performance of schools and the supports and interventions to provide when schools need improvement.

To meet the requirements of ESSA, New York State submitted in September 2017 a state plan to the United States Department of Education (USDE) to access a wide array of federal grant programs.¹ Based on feedback from USDE, New York State revised its draft plan and in January 2018, USDE approved New York State's plan, thereby ensuring that New York will continue to receive approximately \$1.6 billion annually in Federal funding under ESSA.

Mission and goals to support the ESSA state plan

In March 2017, the Chancellor of the Board of Regents, Dr. Betty A. Rosa, presented the Board's mission:



“The mission of the New York State Board of Regents is to ensure that every child has equitable access to the highest quality educational opportunities, services and supports in schools that provide effective instruction aligned to the state’s standards, as well as positive learning environments so that each child is prepared for success in college, career, and citizenship.”



ESSA REQUIREMENTS

- States must administer the following assessments to all public school students:
 - In language arts and mathematics, students must be tested annually in grades 3-8 and once in high school.
 - In science, students must be tested once in elementary, once in middle, and once in high school.
- Aside from approved exceptions, states must administer the same assessments to all public school students across the state. These exceptions include:
 - Administering the alternate assessments to students with the most significant cognitive disabilities.
 - Allowing students enrolled in eighth grade who take high school mathematics courses to take the appropriate high school assessments (Regents Exams) in place of the eighth grade mathematics test for accountability.
 - Allowing districts to administer to all students within the district a nationally recognized high school academic assessment, such as Advanced Placement (AP) or International Baccalaureate (IB), in place of a Regents Exam for accountability.
- States must make every effort to provide assessments in the native language of English Language Learners/Multilingual Learners (ELLs/MLLs) when it is determined that the assessment in translation likely would yield more accurate and reliable information on student proficiency. These assessments will take into consideration idiomatic expressions and cultural differences between different languages.
 - States must make every effort to translate content assessments into the languages other than English that are spoken by a significant percentage of their ELL/MLL populations.



How will New York State support equitable access to a well-rounded education?

NYSED will provide programmatic supports and fiscal resources to increase the number of schools across the State that:

Are led by visionary instructional leaders

Provide challenging and engaging curricula

Provide effective professional development

Promote social, emotional, physical, and cognitive development throughout the day

Promote inclusive partnerships

Support multiple pathways to graduation and career readiness

Examine schoolwide policies to ensure their effectiveness and cultural responsiveness

Incorporate the work of community partners

Increase access to school library programs

Engage families in school improvement, special education decisions, early learning programs, ELL/MLL services, and understanding Board of Regents initiatives

How Do We Use Data in BCSD?



- Data is constant not finite.
- Data is viewed in context.
- Data informs instructional and curricular adjustments on the spot, and directs deeper curriculum review.
- Data establishes Professional Development needs and priorities.
- Data uncovers the need for deeper discovery and additional data, qualitative and quantitative.
- Data provokes questions of consistency, focus, curriculum, classroom practices, etc.



New York State Education Dept. Test Release Memo (9.26.18)



Bedford Central School District
*Inspiring and Challenging
Our Students*

The State Education Department today released the results of the 2018 Grades 3-8 English language arts (ELA) and mathematics tests. In ELA, 45.2 percent of all test takers in grades 3-8 scored at the proficient level (Levels 3 and 4). In math, 44.5 percent of all test takers in grades 3-8 scored at the proficient level. Due to the State's new two-session test design and performance standards, the 2018 Grades 3-8 ELA and math results cannot be compared with prior-year results. The new baseline established this year will enable comparisons with student scores in 2019 and 2020.



NYSED Test Release Memo (Continued)



Bedford Central School District
*Inspiring and Challenging
Our Students*

"The Regents and I remain focused on educational equity for all children," Board of Regents Chancellor Betty A. Rosa said. "That's why we're providing students with multiple ways to demonstrate their success in meeting the state's proficiency standards. And it's why we're providing our highly qualified teachers with professional learning opportunities. With this support, New York's students will benefit from our Next Generation Learning Standards and revised assessments in ways that will improve teaching and learning throughout the state."

"To close the gaps in student achievement, we need information that identifies where those gaps exist," State Education Commissioner MaryEllen Elia said. "The State assessments help establish a foundation to identify the grades, schools, and groups of students that need more support. However, it's important to remember that while test scores provide us with needed information, they're only one measure of performance, and we must always look at the whole picture. Our state ESSA plan does that by expanding the measures of student and school performance."



NYSED Test Release Memo (Continued)



Bedford Central School District
*Inspiring and Challenging
Our Students*

2018 Results

It is important to again note that due to the State's new two-session test design and performance standards, the 2018 Grades 3-8 ELA and Math results cannot be compared with prior-year results.

The standards review process brought together panels of New York educators from across the State who are certified in each area to establish the performance standards for their grade level. These educators followed a standardized, research-based process to discuss expectations for students in each performance level. They reviewed the actual test questions and made recommendations on the knowledge and skills required of students at each grade level. Once the standards were established, they were applied to individual student tests to make proficiency level determinations.



Participation Rates - What ESSA Expects

What ESSA Requires

New York State must annually measure the achievement of no fewer than 95% of all students and 95% of all students in each subgroup of students who are enrolled in public schools.

The Big Picture

New York State will require districts and schools with a consistent pattern of testing fewer than 95% of students in a subgroup to create a plan that will address low testing rates that resulted directly or indirectly from actions taken by the school or district (which New York State defines as institutional exclusion) while recognizing the rights of parents and students.

What's New? What's Different?

New York State will implement a multi-year response plan. This plan will begin by requiring schools that consistently and significantly fail to meet the 95% participation requirement to conduct self-assessments and develop local plans to improve their participation rates. If those schools do not show improvement in their participation over subsequent years, then further plans and actions will be developed by district, regional, and State administrators. Schools with particularly low participation rates will be required to submit their plans for approval by the Department.

New York State Test Refusal Data

Not Tested/Test Refusal Data on 3-8 ELA and Math Assessments

- The test refusal rate is down 1 percentage point from 2017.
- In 2016 the “not tested” rate was 21%.

2016 Not Tested	2017 Not Tested	2018 Not Tested
21%	19%	18%



BCSD 3-8 Student Test Refusals

2017-2018 Refusals

Grade	Total	ELA Refusals	% Refusals	Grade	Total	Math Refusals	% Refusals
3	279	17	6.1%	3	279	17	6.1%
4	312	17	5.4%	4	312	18	5.8%
5	320	20	6.3%	5	320	23	7.2%
6	290	22	7.6%	6	289	24	8.3%
7	308	60	19.5%	7	308	58	18.8%
8	364	51	14.0%	8	367	42	11.4%
TOTAL	1873	187	10.0%		1875	182	9.7%

ELA 3-8 Tests

- ❖ Multiple choice and open-ended questions
- ❖ Students to apply their knowledge and, in open-ended responses, explain their reasoning.
- ❖ Students read texts and write constructed responses and extended responses

The Young Man and the Sea

by Zac Sunderland

1 I sailed around the world. Alone. At age 16. Here's the amazing tale of my 13-month adventure.

Inspiration Leads to Action

2 Extreme sleep deprivation was just one of the challenges I faced on my journey that took 13 months and 28,000 miles to complete.

3 I got the idea for my trip after reading "Dove" by Robin Lee Graham, a teen who sailed the world alone in the 1960s. I started sailing when I was 4 and loved it. Sailing is such an extreme sport. It's such an adrenaline rush. I bought my boat for \$6,500 and my dad (a shipwright), my friends and I worked on it for four months to get it ready for the trip.

SAMPLE QUESTION: Grade 5

How did the author's reasons for making the voyage change over the course of his adventure? Use **two** details from the article to support your response.

Math 3-8 Tests

SAMPLE QUESTION: Grade 5

Lori and Maria bought juice to make fruit punch. Maria bought 5 bottles of juice, each containing 750 milliliters. Lori bought 4 liters of juice. Based on this information, which sentence is true?

- A. Lori bought 0.25 liter more juice than Maria.
- B. Maria bought 0.75 liter more juice than Lori.
- C. Maria bought 33.5 liters more juice than Lori.
- D. Lori bought 36.25 liters more juice than Maria.

- ❖ Multiple choice and open-ended questions
- ❖ Students to apply their knowledge and, in open-ended responses, explain their reasoning.
- ❖ Students solve real-world problems
- ❖ Graphs, Charts & Tables

Easy to understand
and read text

JANE DOE
SAMPLE MIDDLE SCHOOL

ENGLISH LANGUAGE ARTS
2015-2016 GRADE 6 TEST RESULTS

Dear Parent/Guardian of Jane,

This report summarizes Jane's performance on the New York State Testing Program English Language Arts Assessment, administered in the spring of 2016. The test score provides one way to understand student performance; however, this score does not tell the whole story about what Jane knows and can do. The results from the Grade 3-8 ELA and Mathematics Tests are being provided for diagnostic purposes and will not be included in Jane's official transcript or permanent student record.

TRANSLATIONS



www.engageny.org/translations

Results with
better context

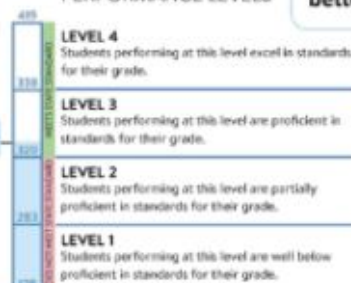
JANE'S
SCORE
THIS YEAR

321
LEVEL 3

LAST YEAR
LEVEL 3

Last year Jane received a Level 3 score on the Grade 5 ELA test.

PERFORMANCE LEVELS



JANE MET THE STATE STANDARD

HOW JANE DID IN COMPARISON WITH OTHER STUDENTS



DISTRICT
88%

Jane did the same or better than 88% of students in this grade in the district.



STATE
71%

Jane did the same or better than 71% of students in this grade in the state.

Easy to
understand
comparison
among
peers

BEIS: 0100000000
LOCAL ID: 00000000

NEW YORK STATE EDUCATION DEPARTMENT

JANE DOE
SAMPLE MIDDLE SCHOOL

ENGLISH LANGUAGE ARTS
2015-2016 GRADE 6 TEST RESULTS

The New York State Learning Standards for English Language Arts & Literacy describe what Jane should know and be able to do at each grade level. This section shows the number of points earned on the Reading and Writing from Sources test sections.

JANE'S
SCORE

21

MAX
SCORE

35

READING

In this section, students were asked to:

- comprehend the explicit and implicit ideas present in grade-level text and recognize how they develop over the course of the text;
- describe characters in depth, and connect ideas and events;
- understand the meaning and effects of words and figurative and connotative phrases;
- analyze the text's structure and organization, and identify how point of view is developed;
- integrate the knowledge and ideas conveyed in text using illustrations and logical connections between parts of the text.

JANE'S
SCORE

19

MAX
SCORE

22

WRITING FROM SOURCES

In this section, students were asked to:

- make claims that show valid reasoning and sufficient textual evidence;
- write about characters and describe how they relate to each other in the text;
- compare and contrast points of view and themes in texts;
- analyze events and actions in a text;
- describe the effect of language in aspects of a text and describe the importance of story and structural elements of the text;
- demonstrate understanding by producing coherent writing that demonstrates grade-level English grammar and use.

Helpful next steps

Simplified explanation
of what students
are asked to know and be
able to do

SUPPORTING JANE'S SUCCESS

Contact Jane's teacher and ask which skills are the most challenging for Jane.

Ask your school how you will receive regular reports on Jane's progress.

If appropriate, seek student support services such as counseling or school guidance to help Jane be most successful.

Review classwork and homework with Jane to see how Jane's skills are progressing.

For more information about this test, the New York State standards, and how you can help Jane, go to:
www.engageny.org/parent-and-family-resources

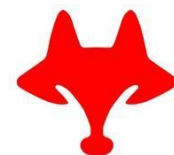
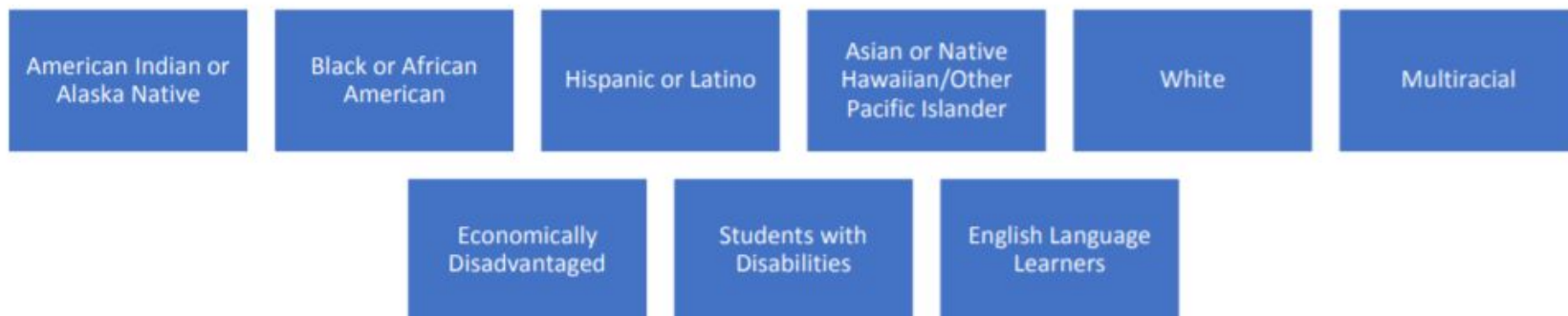
BEIS: 0100000000
LOCAL ID: 00000000

2
ALBANY



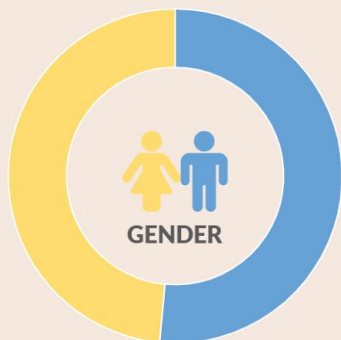
How does New York State define subgroups for accountability purposes?

In its accountability and support system, New York State will hold schools and districts accountable and report results for the “all students” group and these subgroups:



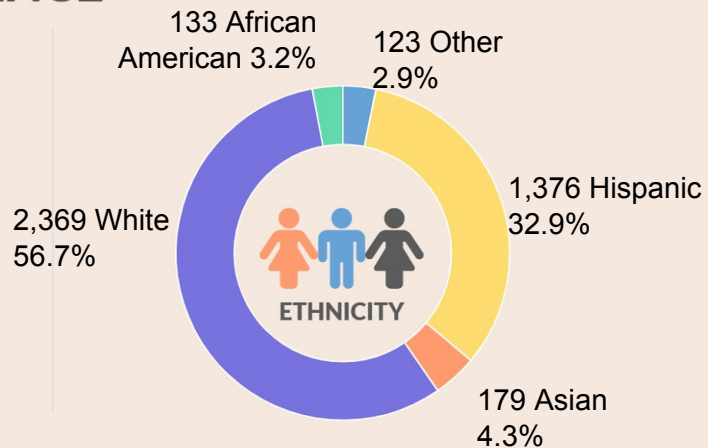


BEDFORD CSD AT A GLANCE

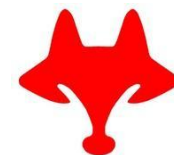


4,180

Total K-12 Public School Students

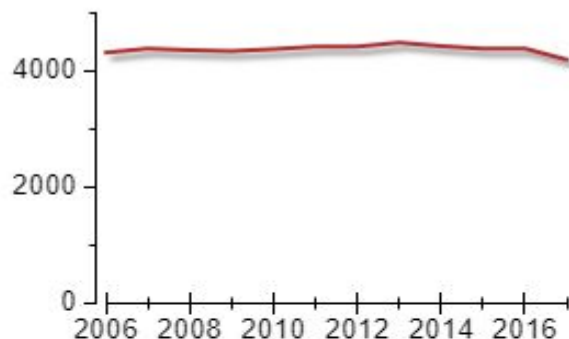


[BCSD New York State Report Card](#)

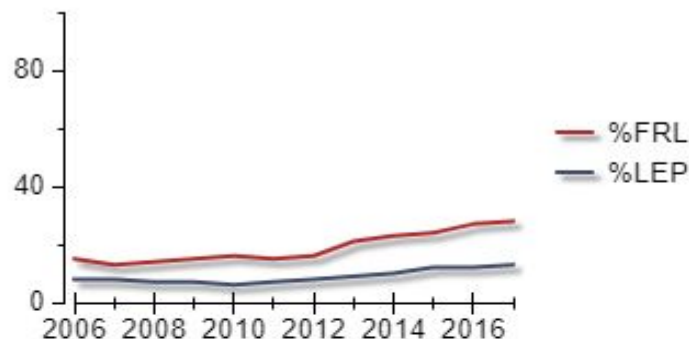


Bedford Central School District

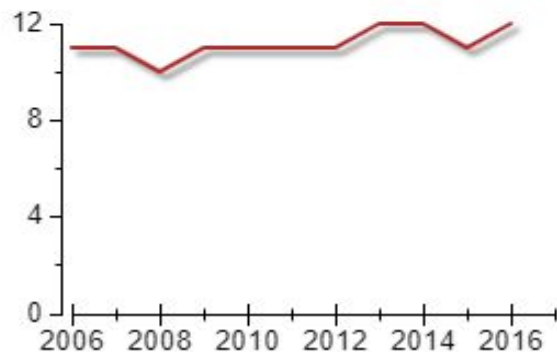
Enrollment



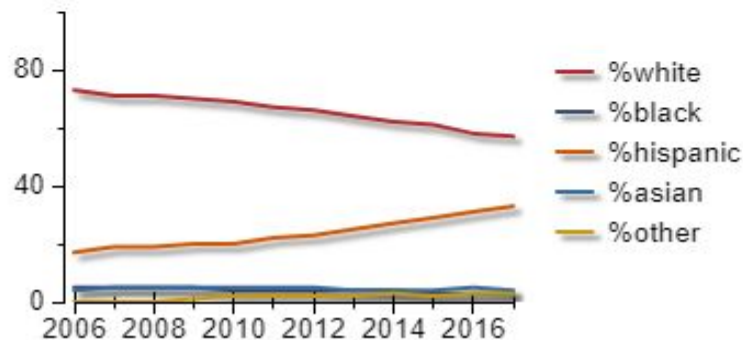
Demographics



Pupils per Teacher



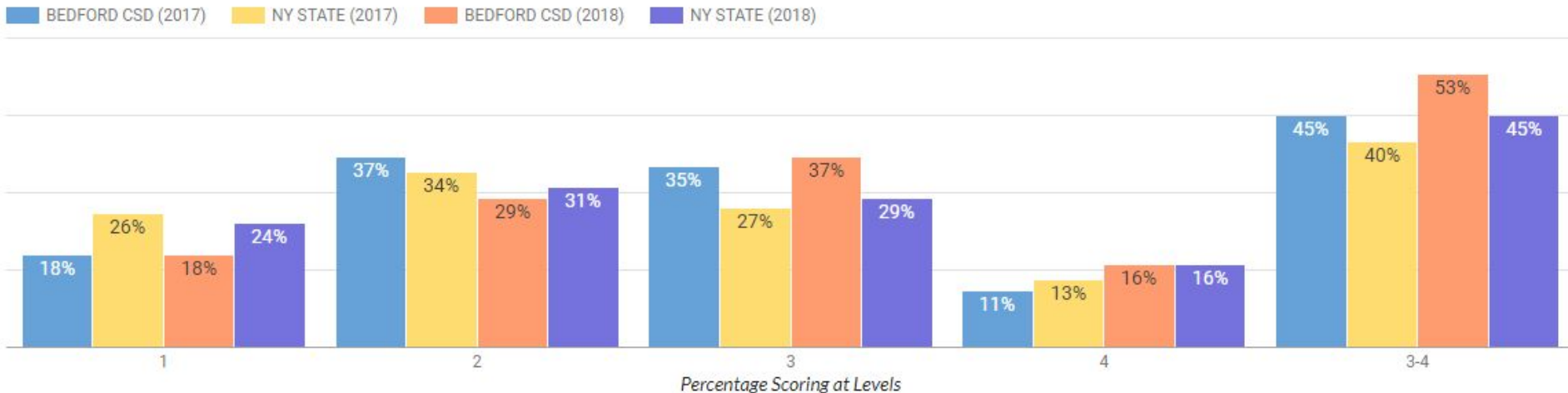
Ethnicity



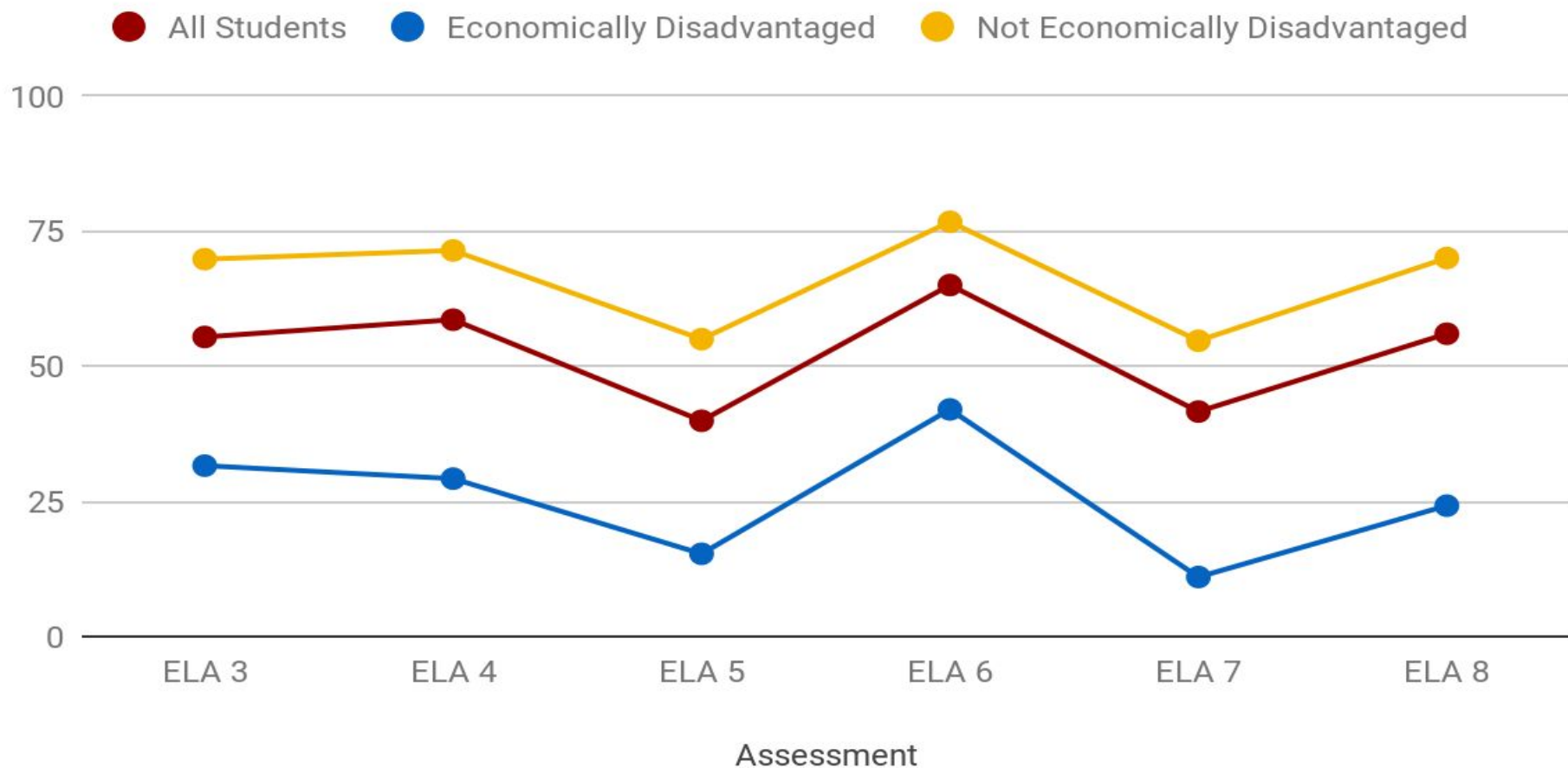
Bedford Central School District - 3-8 ELA 2017, 2018



Bedford Central School District
*Inspiring and Challenging
Our Students*



ELA Assessments - Percentage of students that scored a level 3 or higher

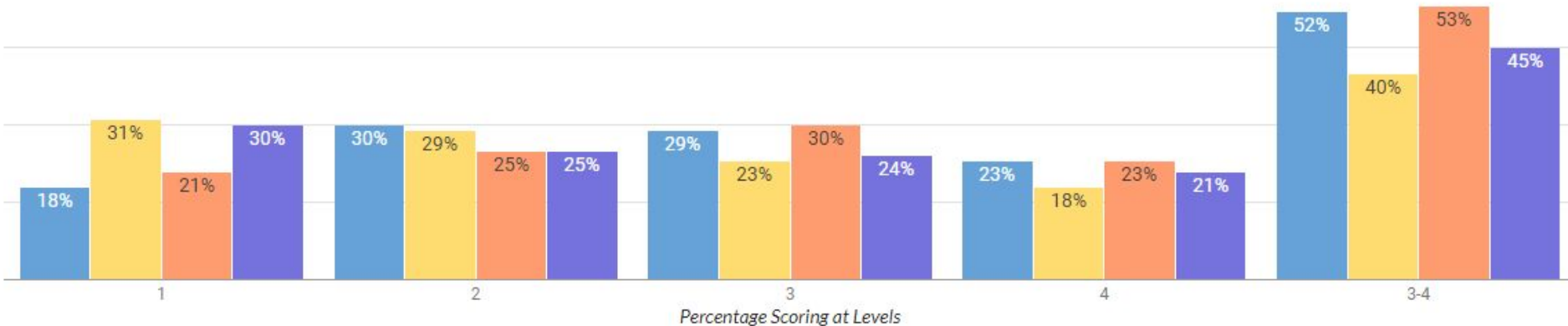




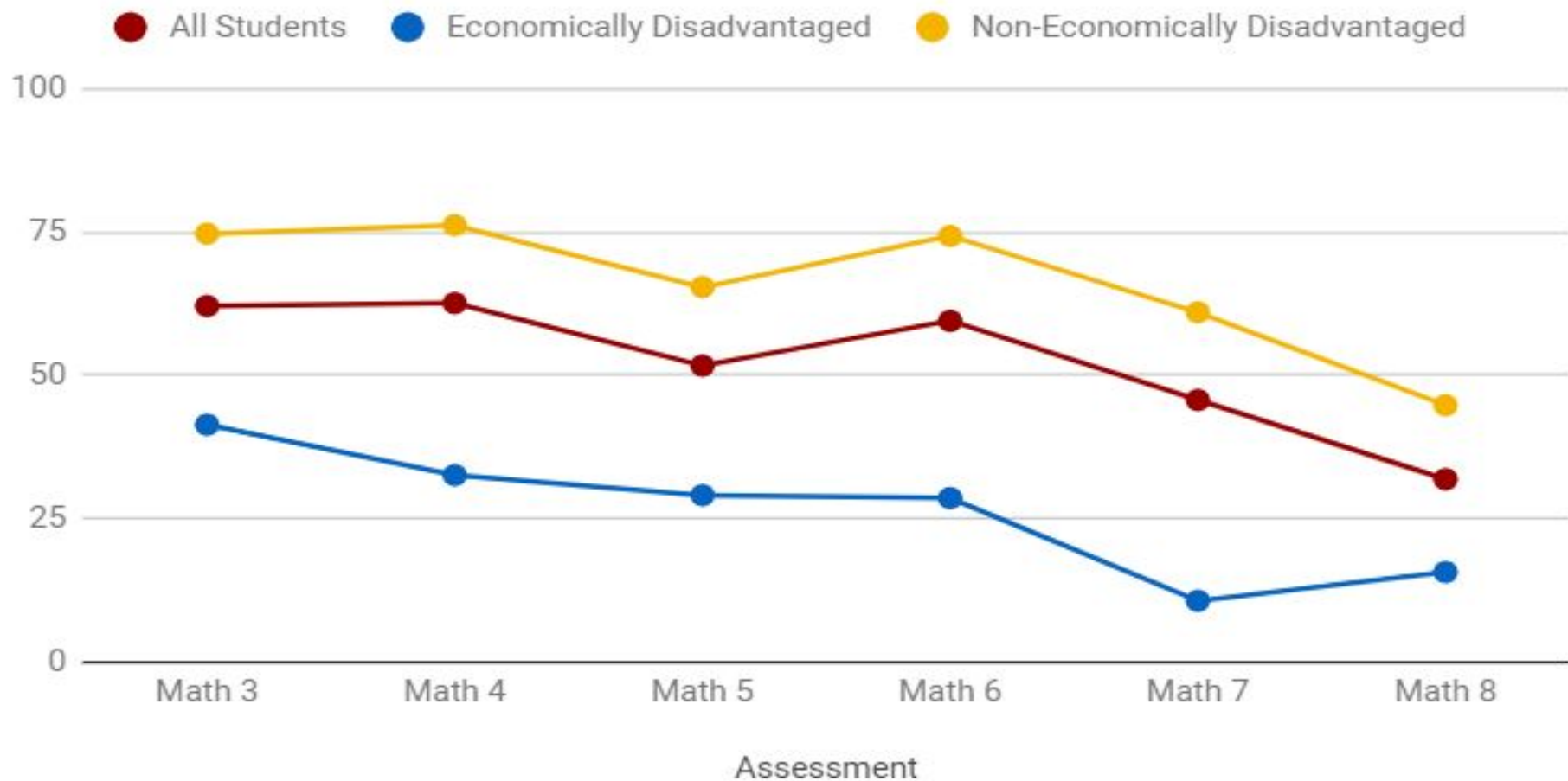
Bedford Central School District - 3-8 Math 2017, 2018

Bedford Central School District
*Inspiring and Challenging
Our Students*

■ BEDFORD CSD (2017) ■ NY STATE (2017) ■ BEDFORD CSD (2018) ■ NY STATE (2018)

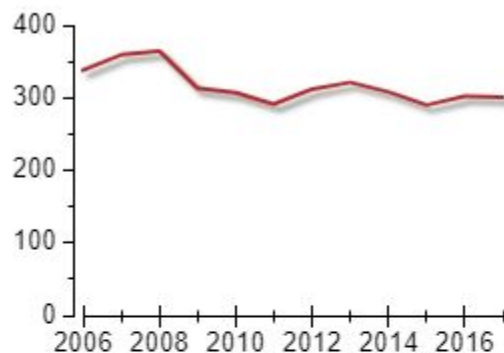


Math Assessments - Percentage of students that scored a level 3 or higher

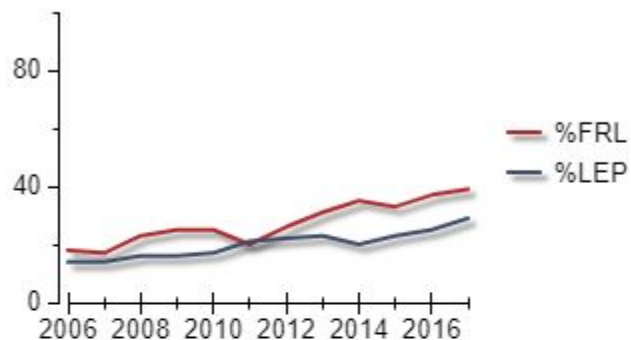


Bedford Hills Elementary School

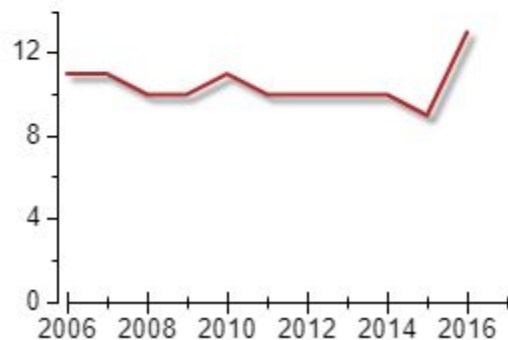
Enrollment



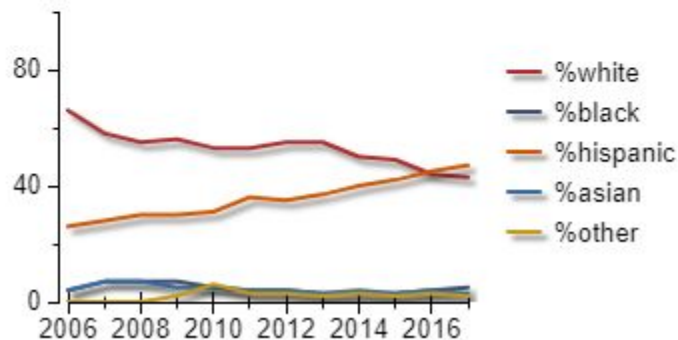
Demographics



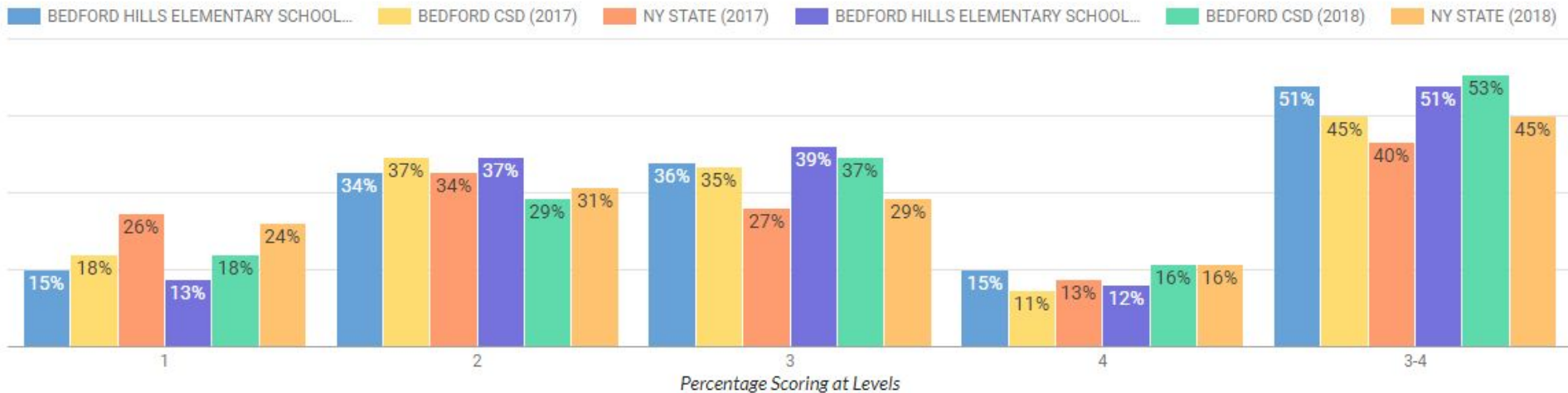
Pupils per Teacher



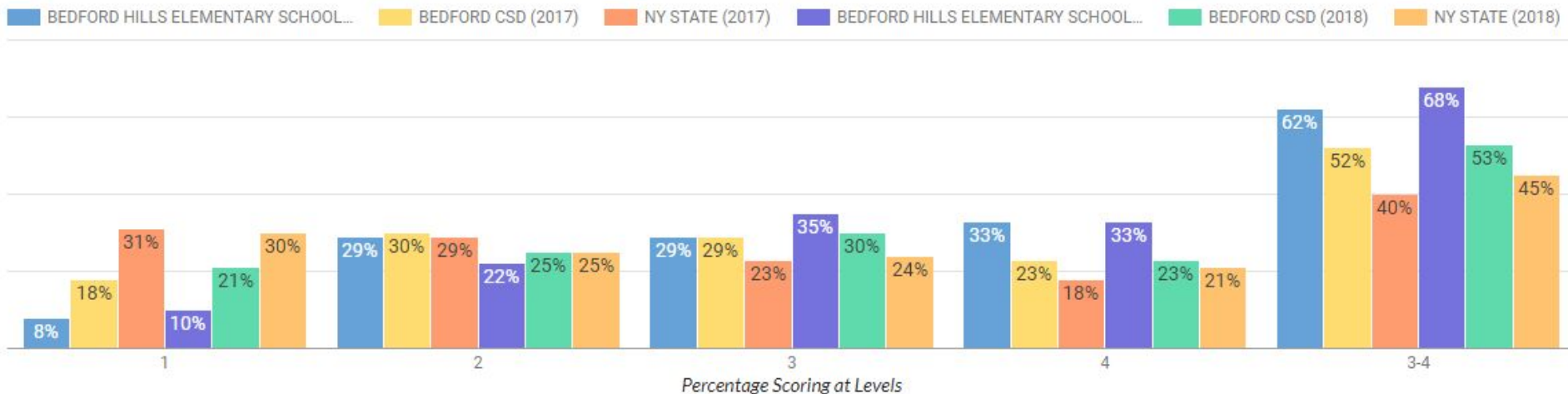
Ethnicity



Bedford Hills Elementary School - ELA 2017, 2018



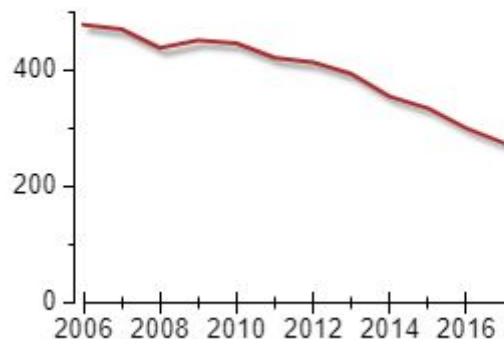
Bedford Hills Elementary School - Math 2017, 2018



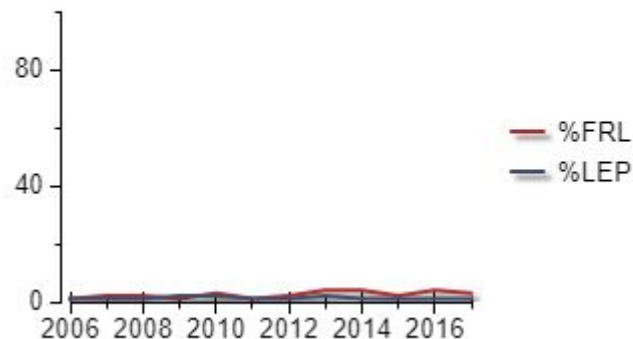
Bedford Village Elementary School



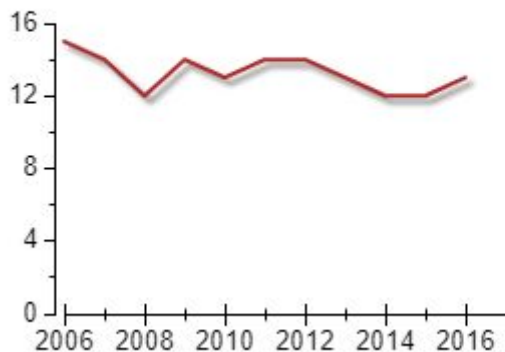
Enrollment



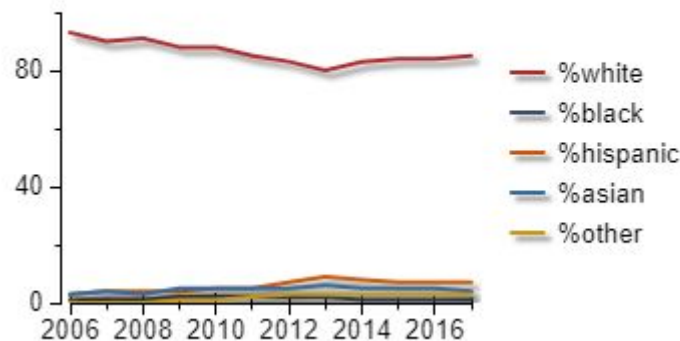
Demographics



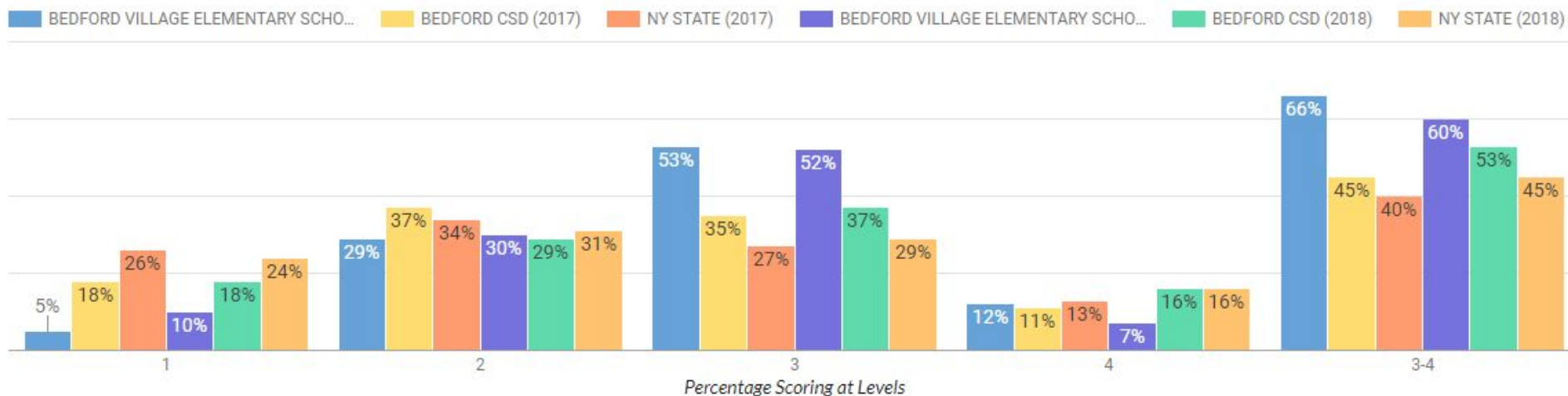
Pupils per Teacher



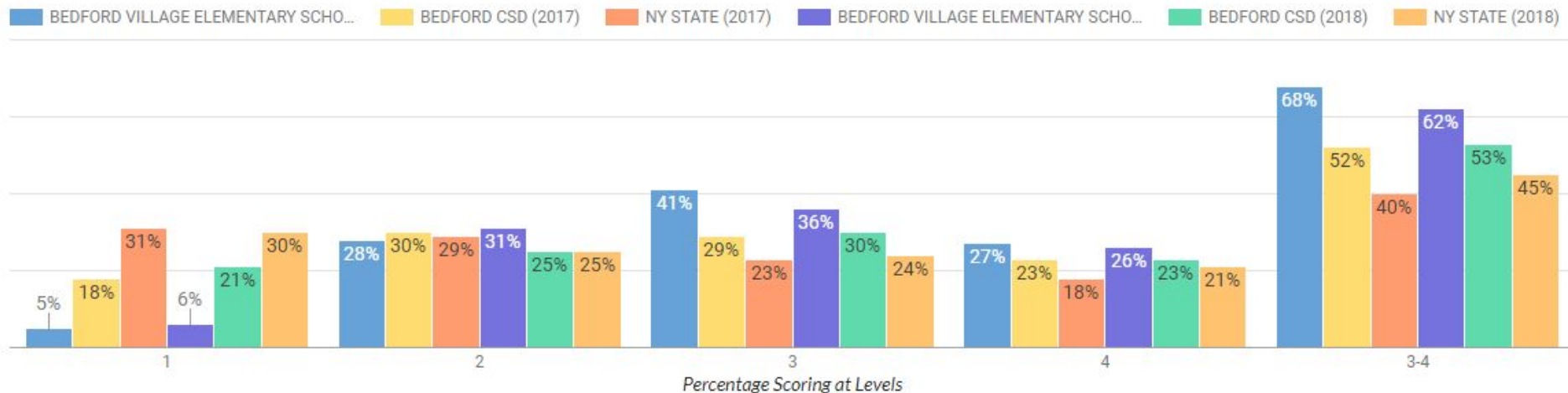
Ethnicity



Bedford Village Elementary School - ELA 2017, 2018



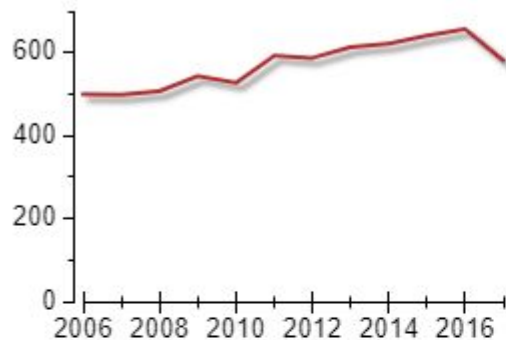
Bedford Village Elementary School - Math 2017, 2018



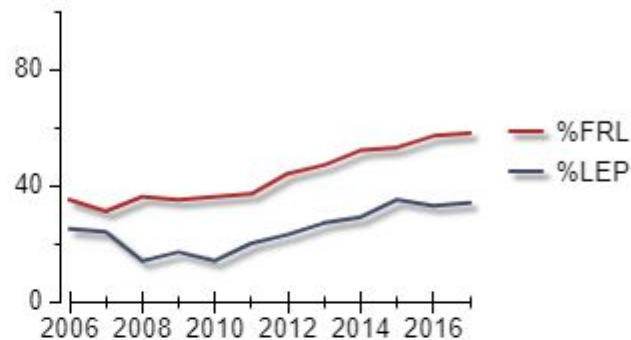
Mt. Kisco Elementary School



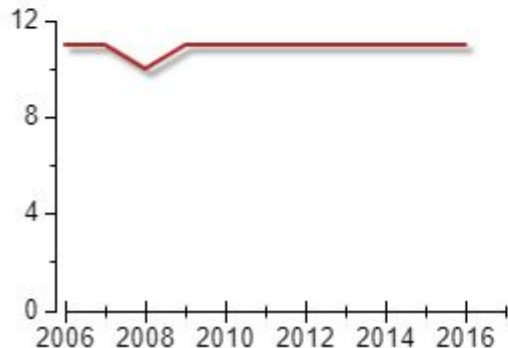
Enrollment



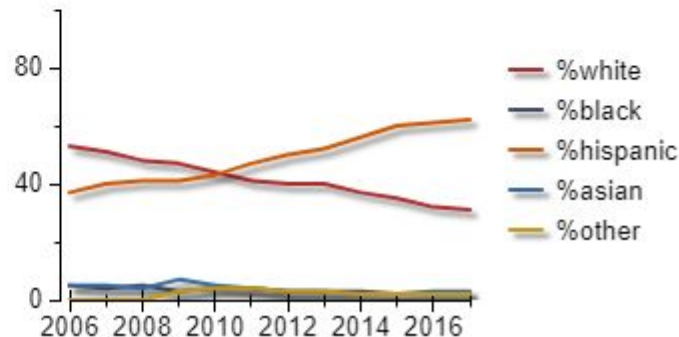
Demographics



Pupils per Teacher



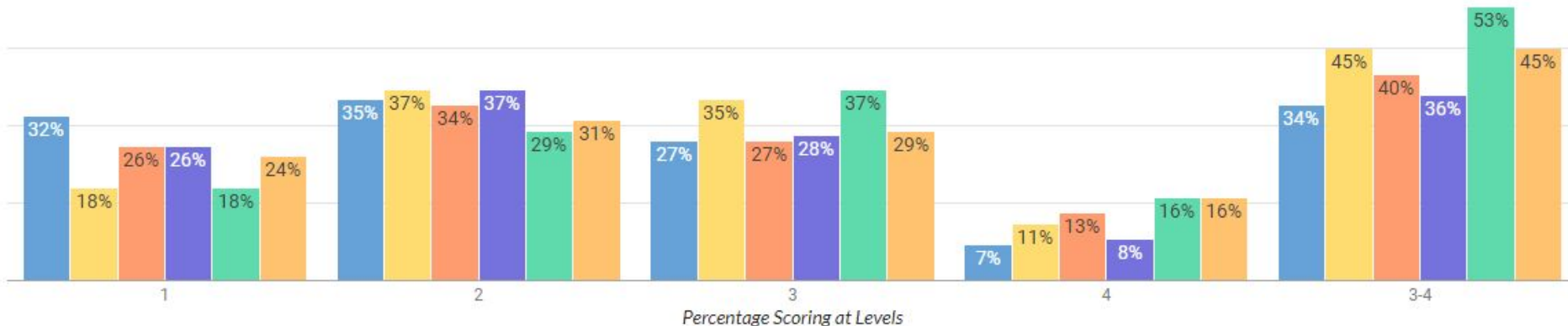
Ethnicity



Mt. Kisco Elementary School - ELA 2017, 2018



MT KISCO ELEMENTARY SCHOOL (2017) BEDFORD CSD (2017) NY STATE (2017) MT KISCO ELEMENTARY SCHOOL (2018) BEDFORD CSD (2018) NY STATE (2018)



Mt. Kisco Elementary School - Math 2017, 2018



MT KISCO ELEMENTARY SCHOOL (2017)

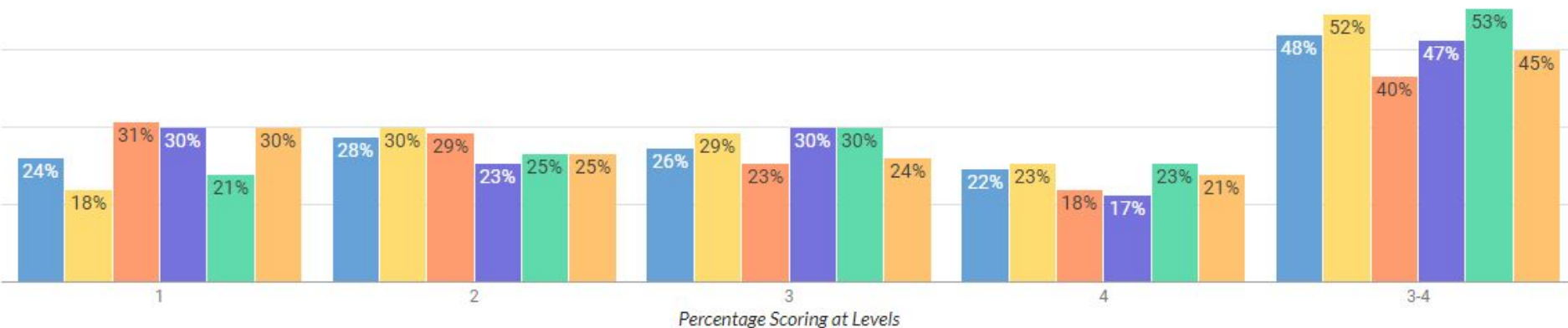
BEDFORD CSD (2017)

NY STATE (2017)

MT KISCO ELEMENTARY SCHOOL (2018)

BEDFORD CSD (2018)

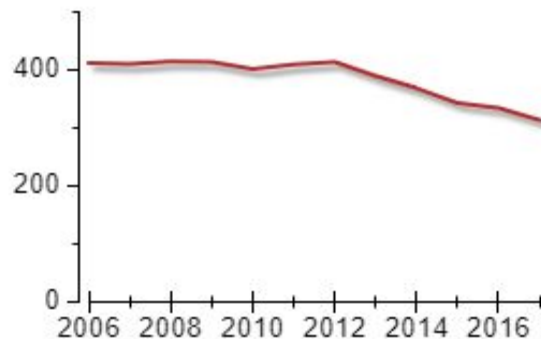
NY STATE (2018)



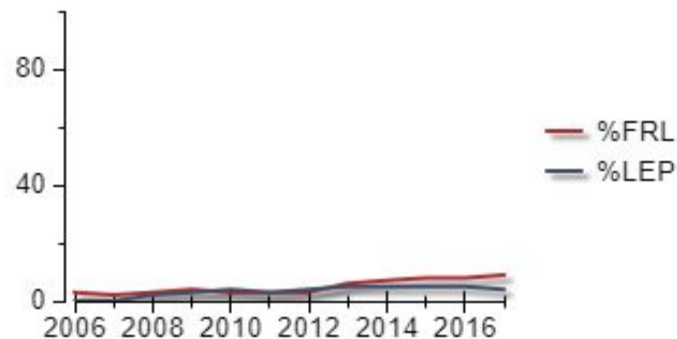
Pound Ridge Elementary School



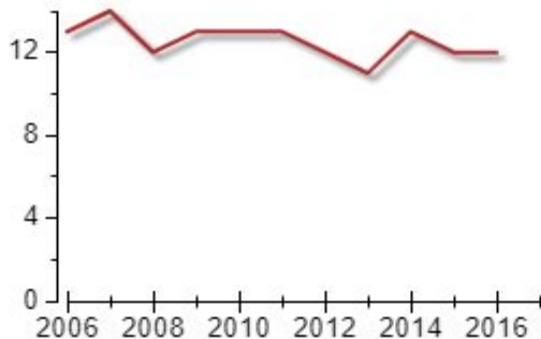
Enrollment



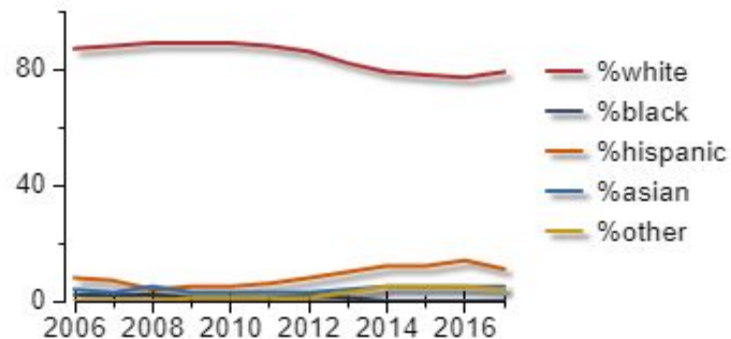
Demographics



Pupils per Teacher

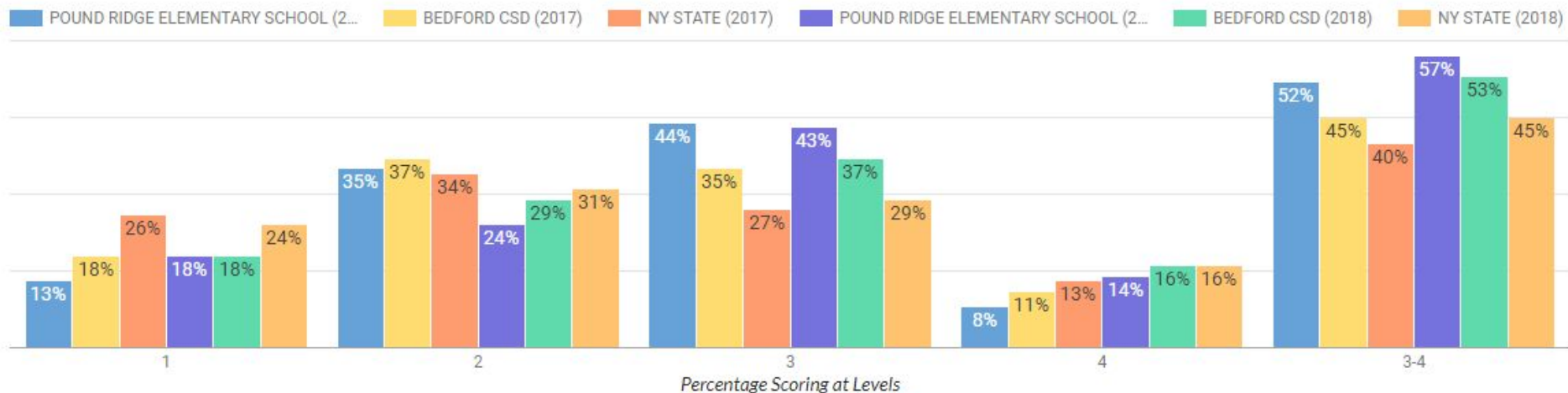


Ethnicity



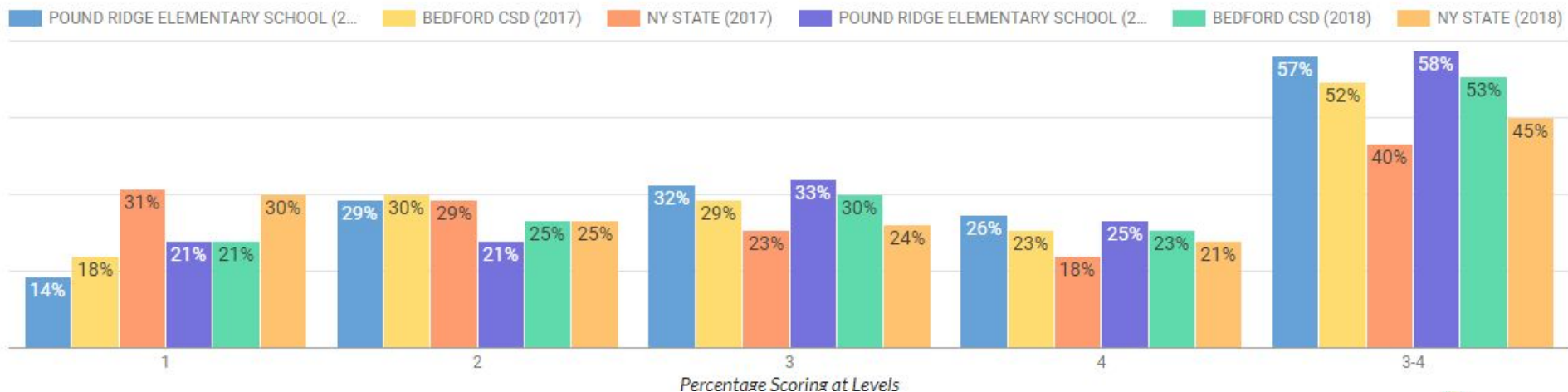
Pound Ridge Elementary School - ELA

2017, 2018



Pound Ridge Elementary School - Math

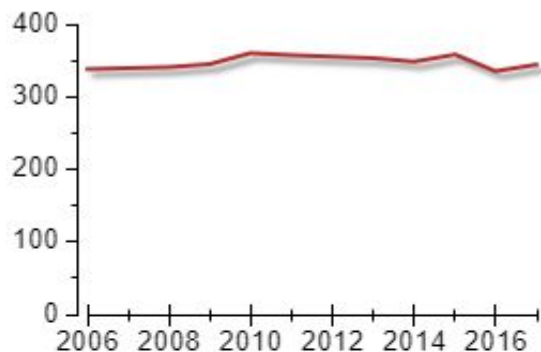
2017, 2018



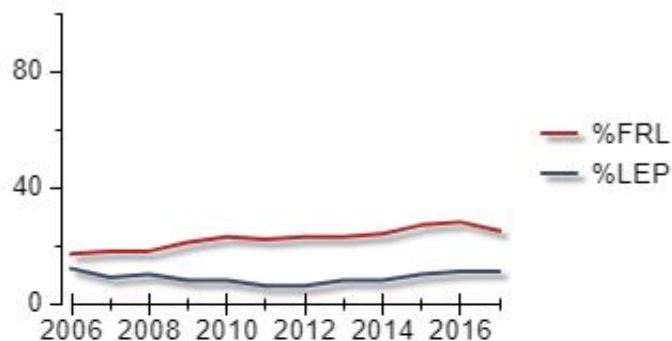
West Patent Elementary School



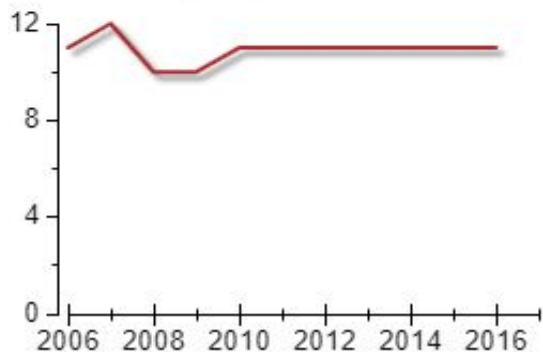
Enrollment



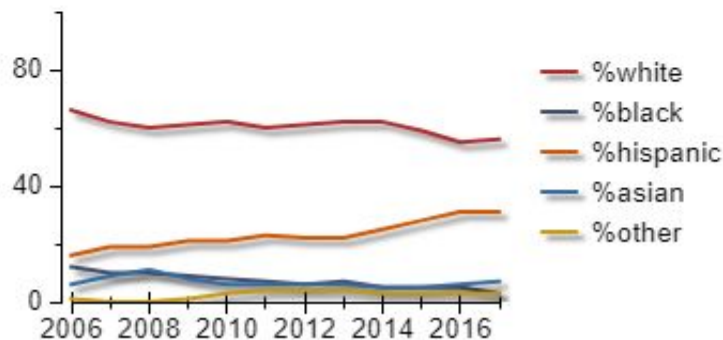
Demographics



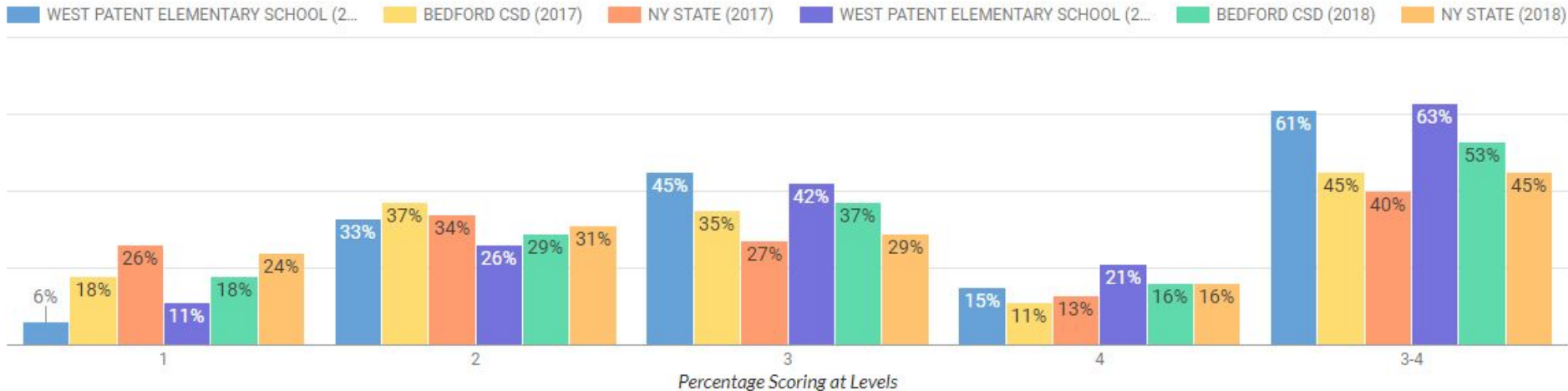
Pupils per Teacher



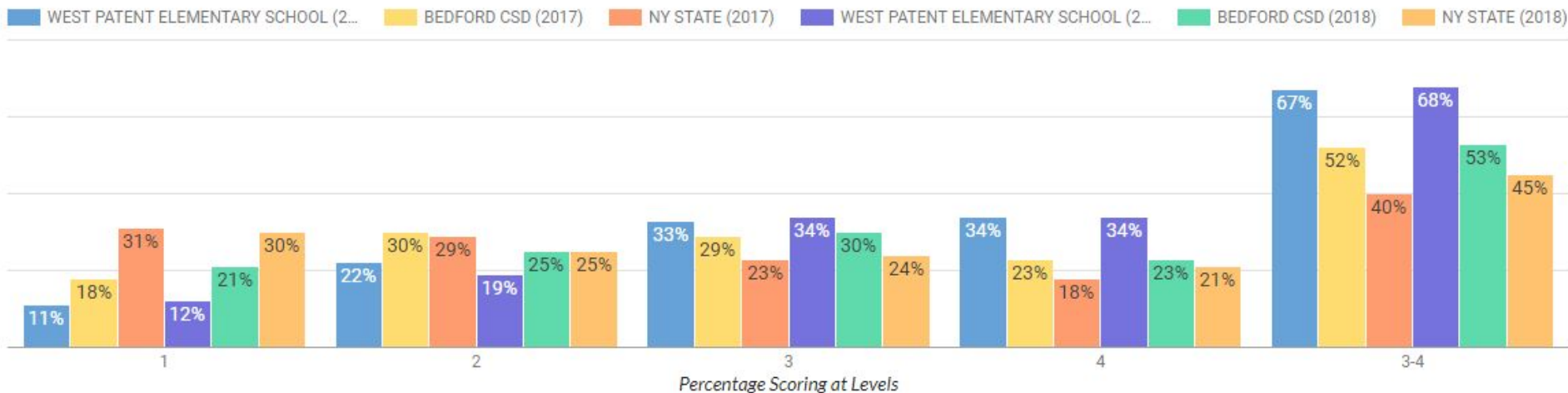
Ethnicity



West Patent Elementary School - ELA 2017, 2018

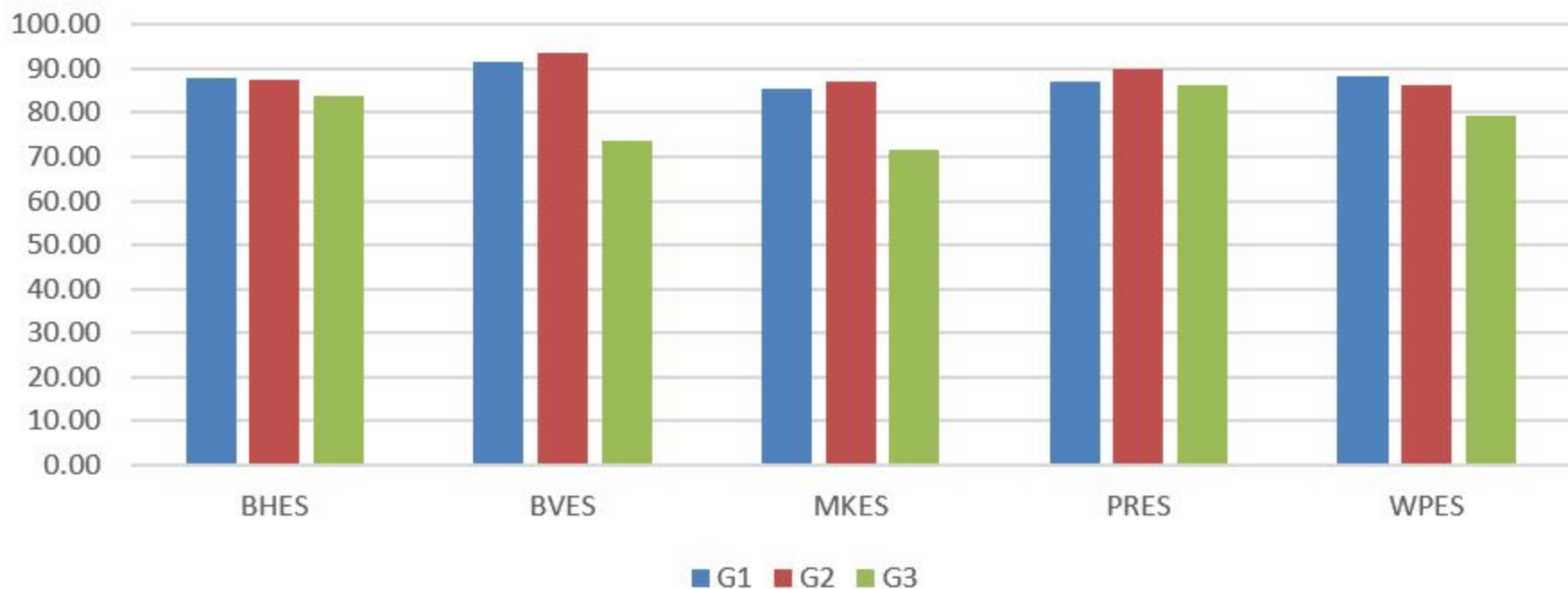


West Patent Elementary School - Math 2017, 2018



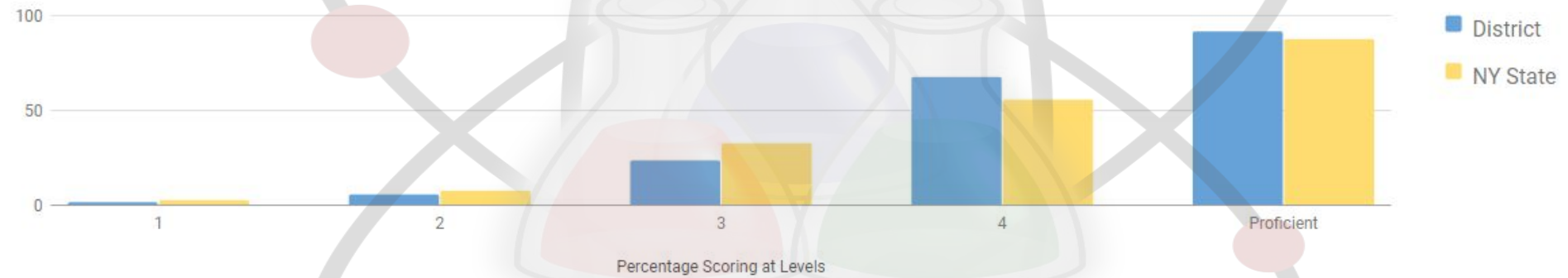
Local Math ASSESSments - Spring 2018

Spring Math Assessment 2017-2018 Grades 1,2, and 3



Grade 4 Science 2017, 2018

GRADE 4 SCIENCE RESULTS

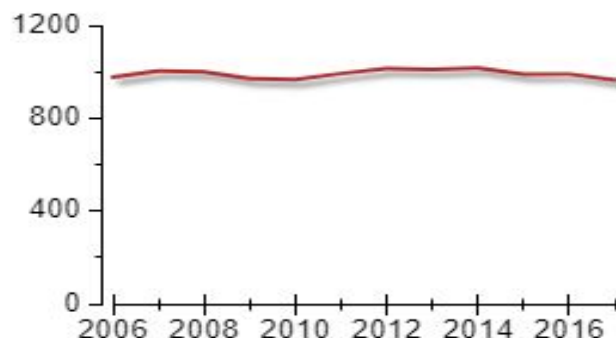


MEAN SCORE: 85

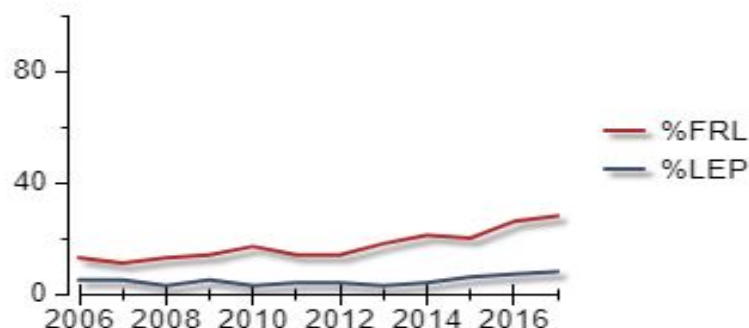
Fox Lane Middle School



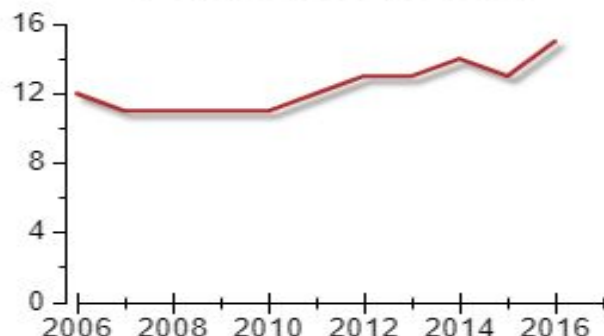
Enrollment



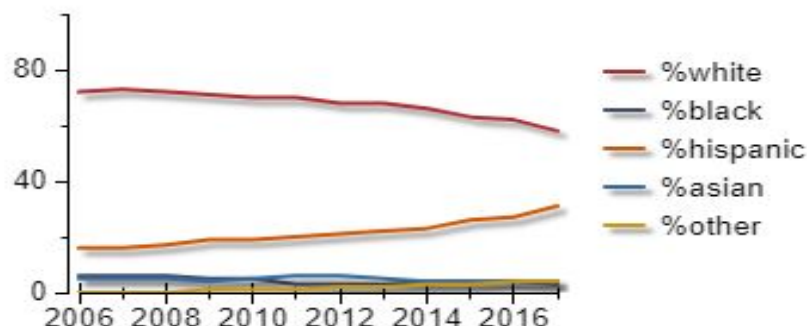
Demographics



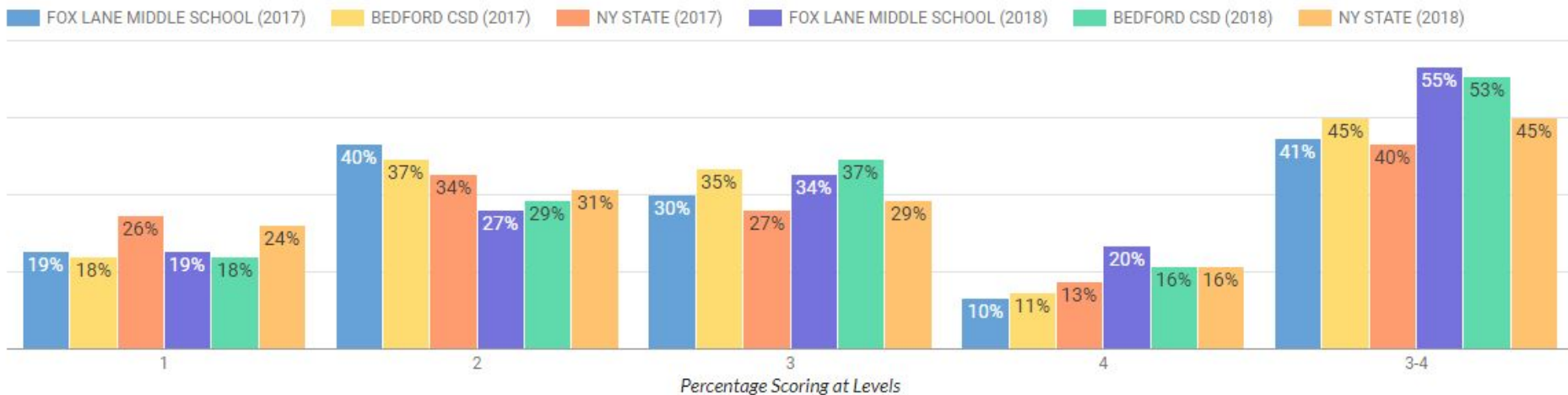
Pupils per Teacher



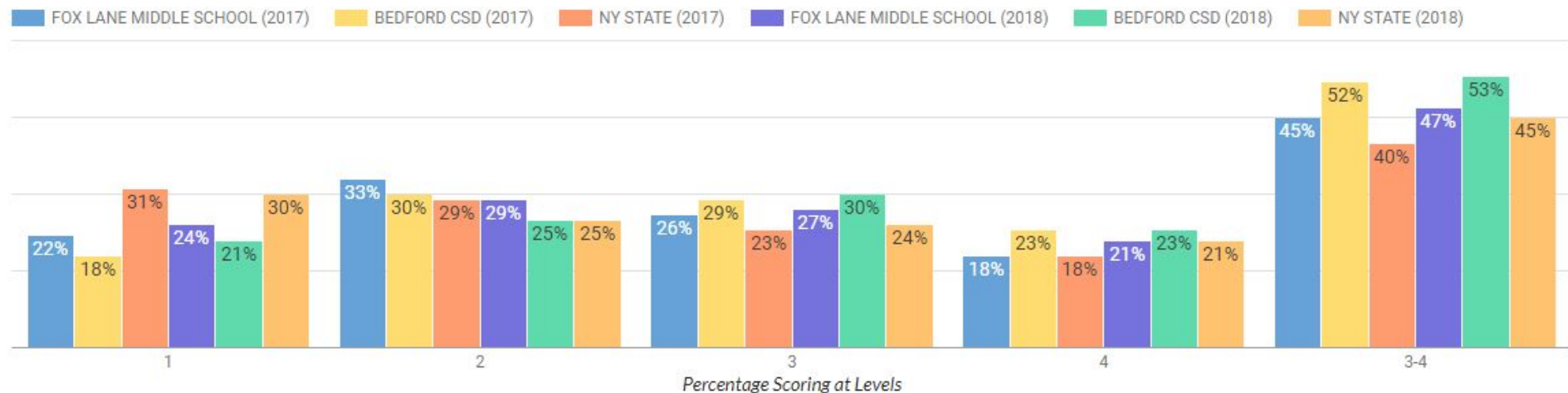
Ethnicity



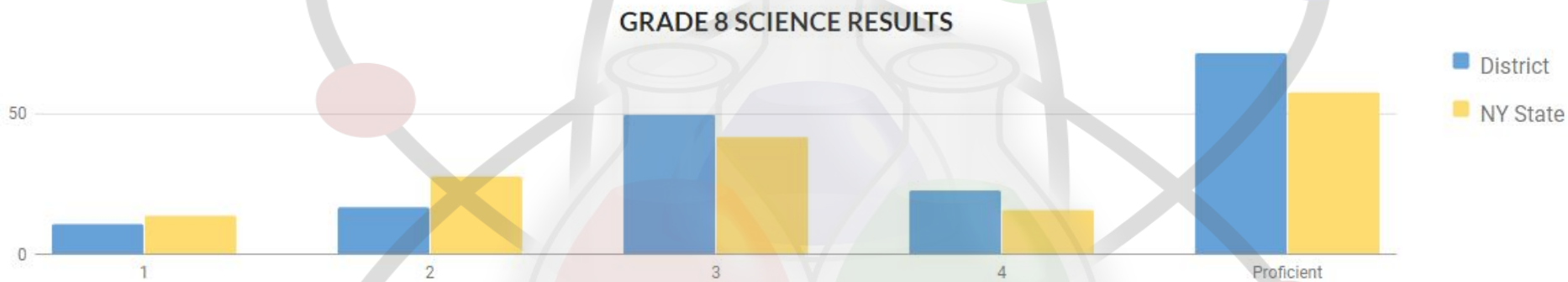
Fox Lane Middle School - ELA 2017, 2018



Fox Lane Middle School - Math 2017, 2018

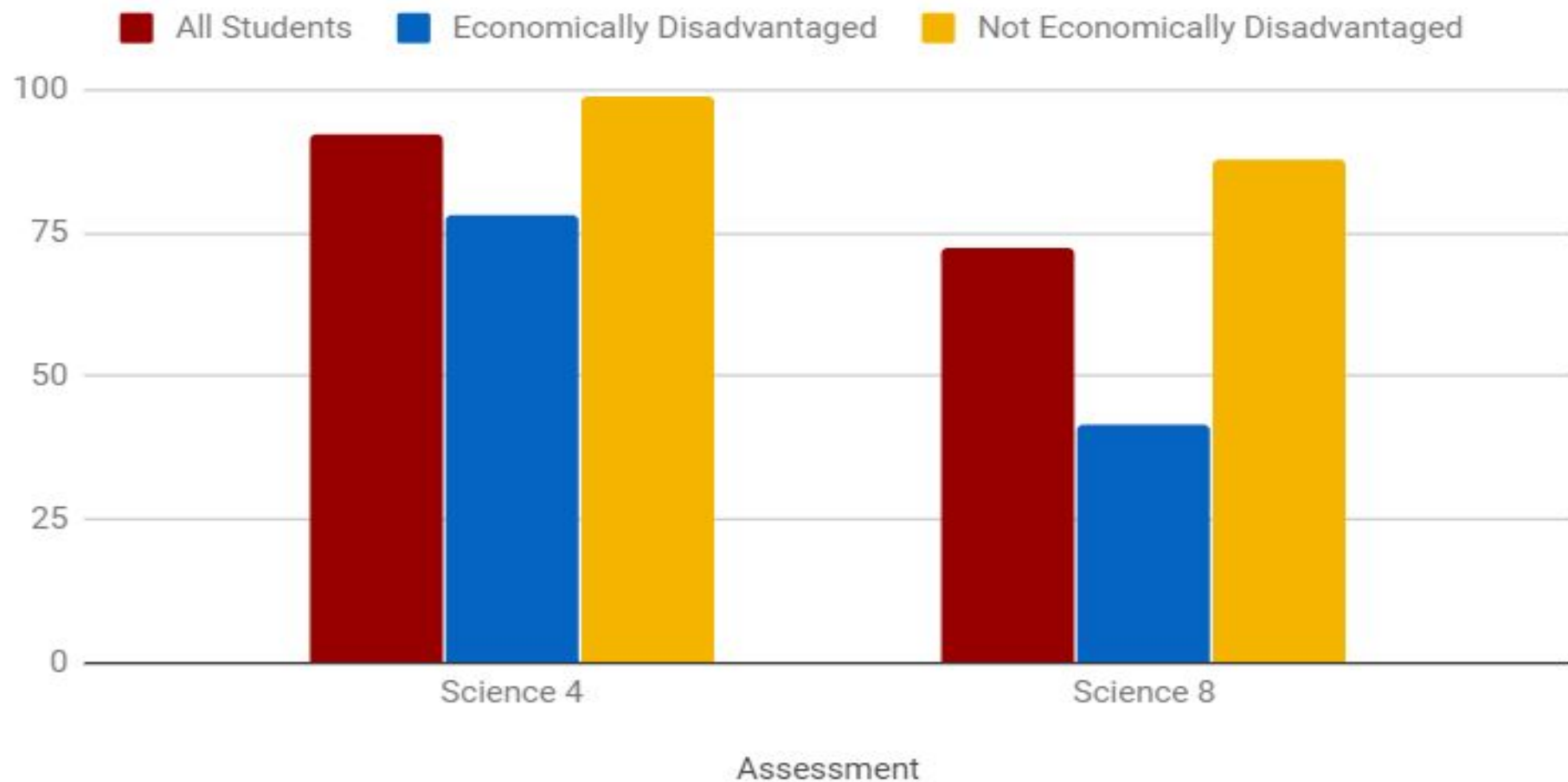


Fox Lane Middle School - Science 2017, 2018



MEAN SCORE: 71

Science Assessment - Percentage of students that scored a level 3 or higher

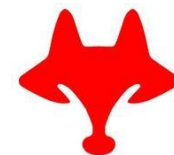


2018 ELA 4 Mean Score	Value	Rank	%FRL	Enroll	Miles
Chappaqua CSD	613	1	3	3805	7
Garrison UFSD	612	2	4	207	19
Croton-Harmon UFSD	611	3	0	1637	11.9
Katonah-Lewisboro UFSD	609	4	5	3109	4.4
Briarcliff Manor UFSD	608	5	1	1480	10.9
Haldane CSD	608	5	14	827	22
Lakeland CSD	604	7	18	5678	14.6
Bedford CSD	603	8	28	4180	0
Putnam Valley CSD	603	8	17	1696	16.7
Yorktown CSD	603	8	9	3428	9.4
Brewster CSD	602	11	31	3119	15.6
Somers CSD	602	11	9	3076	8.3
Mahopac CSD	601	13	12	4215	13.3
North Salem CSD	601	13	12	1107	9.5
Carmel CSD	597	15	26	4173	18.9
Hendrick Hudson CSD	597	15	25	2324	14.3
Ossining UFSD	596	17	58	5061	11.4
Peekskill City SD	589	18	78	3468	15.7



Bedford Central School District
*Inspiring and Challenging
Our Students*

ELA 4 ASSESSment BCSD Compared to P/Nw BOCES Districts



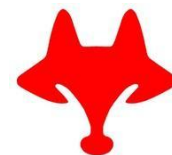
2018 ELA Grade 4 Mean Score	Value	Rank	%FRL	Enroll	Miles
Suffern CSD	604	1	27	4282	26.9
Bedford CSD	603	2	28	4180	0
Nyack UFSD	603	2	35	3062	16.7
Baldwin UFSD	602	4	26	4602	37
Brewster CSD	602	4	31	3119	15.6
Mineola UFSD	602	4	26	2901	31.6
Valley Stream 13 UFSD	602	4	29	2049	36.4
Florida UFSD	601	8	25	813	39.8
New Paltz CSD	599	9	25	2210	44.8
Sachem CSD	599	9	25	13554	40.1
Arlington CSD	598	11	27	8224	33.2
East Rockaway UFSD	598	11	29	1142	38.9
Farmingdale UFSD	598	11	26	5899	34.9
Carmel CSD	597	14	26	4173	18.9
Hendrick Hudson CSD	597	14	25	2324	14.3
Minisink Valley CSD	597	14	25	3819	48.3
Goshen CSD	596	17	26	2872	39
Millbrook CSD	596	17	26	950	39.4
Washingtonville CSD	596	17	25	4109	32.3
Islip UFSD	595	20	31	2805	38.9
Rocky Point UFSD	595	20	26	3171	40.8
Wallkill CSD	595	20	35	2943	39.8
North Babylon UFSD	594	23	34	4614	36.4
Middletown City SD	591	24	27	7462	44



Bedford Central School District
*Inspiring and Challenging
Our Students*

ELA 4 ASSESSment BCSD Compared to Like Districts

*Like Districts are defined as
Districts with 25% - 35% FRL
and within 50 miles of BCSD*

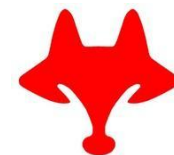


2018 Math 4 Mean Score	Value	Rank	%FRL	Enroll	Miles
Chappaqua CSD	614	1	3	3805	7
Briarcliff Manor UFSD	613	2	1	1480	10.9
Garrison UFSD	613	2	4	207	19
Croton-Harmon UFSD	612	4	0	1637	11.9
Katonah-Lewisboro UFSD	610	5	5	3109	4.4
Putnam Valley CSD	609	6	17	1696	16.7
Haldane CSD	608	7	14	827	22
Lakeland CSD	606	8	18	5678	14.6
Yorktown CSD	605	9	9	3428	9.4
Bedford CSD	604	10	28	4180	0
Brewster CSD	604	10	31	3119	15.6
Somers CSD	604	10	9	3076	8.3
North Salem CSD	600	13	12	1107	9.5
Carmel CSD	599	14	26	4173	18.9
Hendrick Hudson CSD	599	14	25	2324	14.3
Mahopac CSD	599	14	12	4215	13.3
Ossining UFSD	595	17	58	5061	11.4
Peekskill City SD	587	18	78	3468	15.7



Bedford Central School District
*Inspiring and Challenging
Our Students*

Math 4 ASSESSment BCSD Compared to P/Nw BOCES Districts



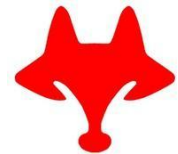
2018 Math Grade 4 Mean Score	Value	Rank	%FRL	Enroll	Miles
Nyack UFSD	610	1	35	3062	16.7
Florida UFSD	607	2	25	813	39.8
Valley Stream 13 UFSD	605	3	29	2049	36.4
Bedford CSD	604	4	28	4180	0
Brewster CSD	604	4	31	3119	15.6
Suffern CSD	603	6	27	4282	26.9
Baldwin UFSD	602	7	26	4602	37
Farmingdale UFSD	602	7	26	5899	34.9
Arlington CSD	601	9	27	8224	33.2
Mineola UFSD	601	9	26	2901	31.6
Carmel CSD	599	11	26	4173	18.9
Hendrick Hudson CSD	599	11	25	2324	14.3
Millbrook CSD	598	13	26	950	39.4
Minisink Valley CSD	598	13	25	3819	48.3
Islip UFSD	597	15	31	2805	38.9
North Babylon UFSD	597	15	34	4614	36.4
East Rockaway UFSD	596	17	29	1142	38.9
Goshen CSD	596	17	26	2872	39
Sachem CSD	596	17	25	13554	40.1
Washingtonville CSD	596	17	25	4109	32.3
Rocky Point UFSD	595	21	26	3171	40.8
Middletown City SD	594	22	27	7462	44
New Paltz CSD	594	22	25	2210	44.8
Wallkill CSD	593	24	35	2943	39.8



Bedford Central School District
*Inspiring and Challenging
Our Students*

Math 4 ASSESSment BCSD Compared to Like Districts

*Like Districts are defined as
Districts with 25% - 35% FRL
and within 50 miles of BCSD*

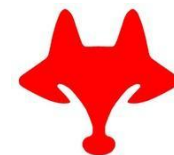


2018 ELA 6 Mean Score	Value	Rank	%FRL	Enroll	Miles
Chappaqua CSD	617	1	3	3805	7
Katonah-Lewisboro UFSD	613	2	5	3109	4.4
Briarcliff Manor UFSD	612	3	1	1480	10.9
Croton-Harmon UFSD	612	3	0	1637	11.9
Haldane CSD	610	5	14	827	22
Garrison UFSD	609	6	4	207	19
Putnam Valley CSD	607	7	17	1696	16.7
Bedford CSD	605	8	28	4180	0
Lakeland CSD	605	8	18	5678	14.6
Mahopac CSD	605	8	12	4215	13.3
Yorktown CSD	605	8	9	3428	9.4
North Salem CSD	604	12	12	1107	9.5
Somers CSD	604	12	9	3076	8.3
Hendrick Hudson CSD	602	14	25	2324	14.3
Carmel CSD	599	15	26	4173	18.9
Brewster CSD	596	16	31	3119	15.6
Ossining UFSD	596	16	58	5061	11.4
Peekskill City SD	589	18	78	3468	15.7



Bedford Central School District
*Inspiring and Challenging
Our Students*

ELA 6 ASSESSment BCSD Compared to P/Nw BOCES Districts



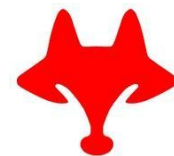
2018 ELA Grade 6 Mean Score	Value	Rank	%FRL	Enroll	Miles
Suffern CSD	609	1	27	4282	26.9
Valley Stream 13 UFSD	608	2	29	2049	36.4
Bedford CSD	605	3	28	4180	0
Millbrook CSD	605	3	26	950	39.4
Nyack UFSD	603	5	35	3062	16.7
Baldwin UFSD	603	5	26	4602	37
Islip UFSD	603	5	31	2805	38.9
Hendrick Hudson CSD	602	8	25	2324	14.3
New Paltz CSD	602	8	25	2210	44.8
Mineola UFSD	601	10	26	2901	31.6
North Babylon UFSD	601	10	34	4614	36.4
East Rockaway UFSD	601	10	29	1142	38.9
Goshen CSD	601	10	26	2872	39
Sachem CSD	601	10	25	13554	40.1
Minisink Valley CSD	601	10	25	3819	48.3
Florida UFSD	600	16	25	813	39.8
Rocky Point UFSD	600	16	26	3171	40.8
Carmel CSD	599	18	26	4173	18.9
Farmingdale UFSD	599	18	26	5899	34.9
Wallkill CSD	599	18	35	2943	39.8
Brewster CSD	596	21	31	3119	15.6
Washingtonville CSD	596	21	25	4109	32.3
Arlington CSD	596	21	27	8224	33.2
Middletown City SD	590	24	27	7462	44



Bedford Central School District
*Inspiring and Challenging
Our Students*

ELA 6 ASSESSment BCSD Compared to Like Districts

*Like Districts are defined as
Districts with 25% - 35% FRL
and within 50 miles of BCSD*

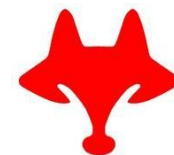


2018 Math 6 Mean Score	Value	Rank	%FRL	Enroll	Miles
Briarcliff Manor UFSD	620	1	1	1480	10.9
Chappaqua CSD	620	1	3	3805	7
Katonah-Lewisboro UFSD	614	3	5	3109	4.4
Mahopac CSD	611	4	12	4215	13.3
Croton-Harmon UFSD	610	5	0	1637	11.9
Haldane CSD	609	6	14	827	22
Hendrick Hudson CSD	607	7	25	2324	14.3
Bedford CSD	606	8	28	4180	0
Somers CSD	606	8	9	3076	8.3
Yorktown CSD	606	8	9	3428	9.4
Lakeland CSD	605	11	18	5678	14.6
North Salem CSD	603	12	12	1107	9.5
Carmel CSD	602	13	26	4173	18.9
Garrison UFSD	602	13	4	207	19
Putnam Valley CSD	599	15	17	1696	16.7
Brewster CSD	595	16	31	3119	15.6
Ossining UFSD	594	17	58	5061	11.4
Peekskill City SD	586	18	78	3468	15.7



Bedford Central School District
*Inspiring and Challenging
Our Students*

Math 6 ASSESSment BCSD Compared to P/Nw BOCES Districts



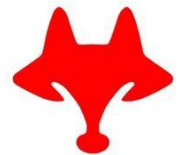
2018 Math Grade 6 Mean Score	Value	Rank	%FRL	Enroll	Miles
Millbrook CSD	610	1	26	950	39.4
Mineola UFSD	609	2	26	2901	31.6
Suffern CSD	608	3	27	4282	26.9
Hendrick Hudson CSD	607	4	25	2324	14.3
Bedford CSD	606	5	28	4180	0
Valley Stream 13 UFSD	606	5	29	2049	36.4
Nyack UFSD	604	7	35	3062	16.7
Goshen CSD	603	8	26	2872	39
Sachem CSD	603	8	25	13554	40.1
Carmel CSD	602	10	26	4173	18.9
Islip UFSD	602	10	31	2805	38.9
Arlington CSD	601	12	27	8224	33.2
Florida UFSD	601	12	25	813	39.8
Rocky Point UFSD	601	12	26	3171	40.8
Wallkill CSD	601	12	35	2943	39.8
Minisink Valley CSD	600	16	25	3819	48.3
East Rockaway UFSD	599	17	29	1142	38.9
Farmingdale UFSD	598	18	26	5899	34.9
Baldwin UFSD	597	19	26	4602	37
New Paltz CSD	597	19	25	2210	44.8
North Babylon UFSD	597	19	34	4614	36.4
Washingtonville CSD	597	19	25	4109	32.3
Brewster CSD	595	23	31	3119	15.6
Middletown City SD	595	23	27	7462	44



Bedford Central School District
*Inspiring and Challenging
Our Students*

Math 6 ASSESSment BCSD Compared to Like Districts

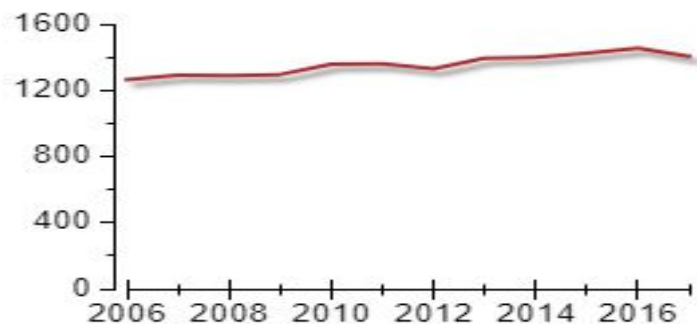
*Like Districts are defined as
Districts with 25% - 35% FRL
and within 50 miles of BCSD*



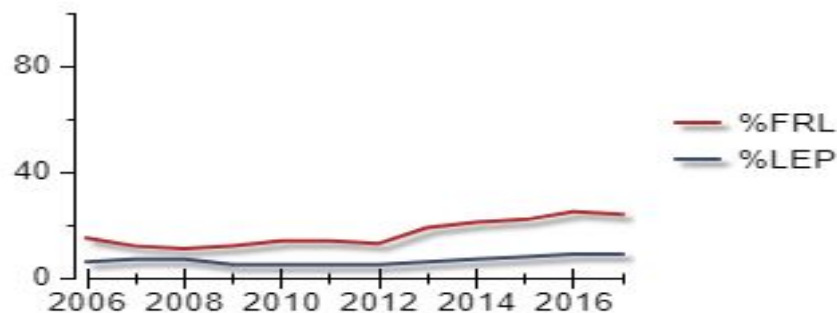
Fox Lane High School



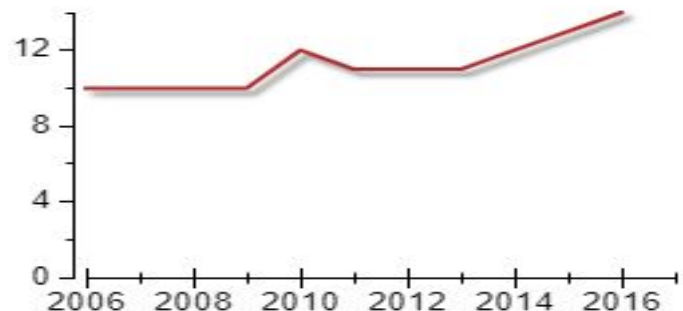
Enrollment



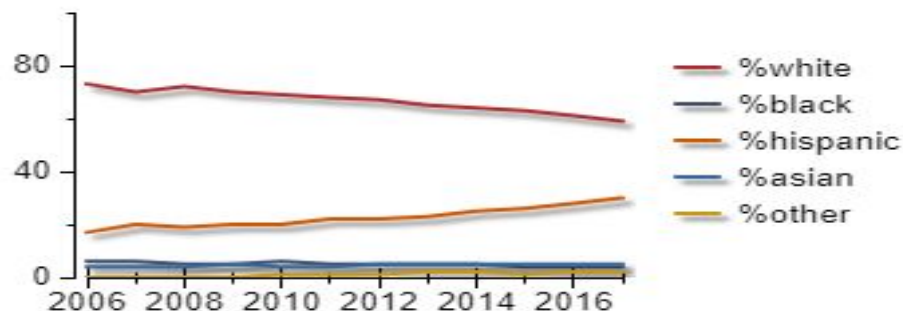
Demographics



Pupils per Teacher



Ethnicity



English
Regents

(2017-18)

Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%
All Students	328	15	5%	14	4%	53	16%	52	16%	194	59%	299	91%
General Education	294	4	1%	7	2%	42	14%	50	17%	191	65%	283	96%
Students with Disabilities	34	11	32%	7	21%	11	32%	2	6%	3	9%	16	47%
Asian or Native Hawaiian/Other Pacific Islander	11	0	0%	0	0%	1	9%	1	9%	9	82%	11	100%
Black or African American	13	1	8%	3	23%	5	38%	2	15%	2	15%	9	69%
Hispanic or Latino	100	9	9%	9	9%	25	25%	26	26%	31	31%	82	82%
White	198	5	3%	2	1%	22	11%	23	12%	146	74%	191	96%
Multiracial	6	0	0%	0	0%	0	0%	0	0%	6	100%	6	100%
Female	164	6	4%	6	4%	19	12%	22	13%	111	68%	152	93%
Male	164	9	5%	8	5%	34	21%	30	18%	83	51%	147	90%
English Language Learners	7	3	43%	2	29%	1	14%	1	14%	0	0%	2	29%
Non-English Language Learners	321	12	4%	12	4%	52	16%	51	16%	194	60%	297	93%
Economically Disadvantaged	93	11	12%	10	11%	25	27%	21	23%	26	28%	72	77%
Not Economically Disadvantaged	235	4	2%	4	2%	28	12%	31	13%	168	71%	227	97%
Not Migrant	328	15	5%	14	4%	53	16%	52	16%	194	59%	299	91%
Homeless	1	—	—	—	—	—	—	—	—	—	—	—	—
Not Homeless	327	—	—	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	328	15	5%	14	4%	53	16%	52	16%	194	59%	299	91%
Parent Not in Armed Forces	328	15	5%	14	4%	53	16%	52	16%	194	59%	299	91%

Algebra I
Regents

FLMS

(2017-18)

Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%
All Students	129	0	0%	0	0%	1	1%	24	19%	104	81%	129	100%
General Education	128	—	—	—	—	—	—	—	—	—	—	—	—
Students with Disabilities	1	—	—	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	7	—	—	—	—	—	—	—	—	—	—	—	—
Black or African American	1	—	—	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	8	0	0%	0	0%	0	0%	2	25%	6	75%	8	100%
White	101	0	0%	0	0%	1	1%	21	21%	79	78%	101	100%
Multiracial	12	0	0%	0	0%	0	0%	0	0%	12	100%	12	100%
Small Group Total	8	0	0%	0	0%	0	0%	1	13%	7	88%	8	100%
Female	62	0	0%	0	0%	0	0%	9	15%	53	85%	62	100%
Male	67	0	0%	0	0%	1	1%	15	22%	51	76%	67	100%
Non-English Language Learners	129	0	0%	0	0%	1	1%	24	19%	104	81%	129	100%
Economically Disadvantaged	13	0	0%	0	0%	0	0%	2	15%	11	85%	13	100%
Not Economically Disadvantaged	116	0	0%	0	0%	1	1%	22	19%	93	80%	116	100%
Not Migrant	129	0	0%	0	0%	1	1%	24	19%	104	81%	129	100%
Not Homeless	129	0	0%	0	0%	1	1%	24	19%	104	81%	129	100%
Not in Foster Care	129	0	0%	0	0%	1	1%	24	19%	104	81%	129	100%
Parent Not in Armed Forces	129	0	0%	0	0%	1	1%	24	19%	104	81%	129	100%

Algebra I Regents

FLHS

(2017-18)

Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%
All Students	243	10	4%	20	8%	120	49%	61	25%	32	13%	213	88%
General Education	205	5	2%	12	6%	100	49%	58	28%	30	15%	188	92%
Students with Disabilities	38	5	13%	8	21%	20	53%	3	8%	2	5%	25	66%
Asian or Native Hawaiian/Other Pacific Islander	8	—	—	—	—	—	—	—	—	—	—	—	—
Black or African American	14	1	7%	3	21%	10	71%	0	0%	0	0%	10	71%
Hispanic or Latino	108	6	6%	15	14%	56	52%	21	19%	10	9%	87	81%
White	109	2	2%	2	2%	52	48%	35	32%	18	17%	105	96%
Multiracial	4	—	—	—	—	—	—	—	—	—	—	—	—
Small Group Total	12	1	8%	0	0%	2	17%	5	42%	4	33%	11	92%
Female	133	5	4%	7	5%	61	46%	39	29%	21	16%	121	91%
Male	110	5	5%	13	12%	59	54%	22	20%	11	10%	92	84%
English Language Learners	30	5	17%	6	20%	17	57%	2	7%	0	0%	19	63%
Non-English Language Learners	213	5	2%	14	7%	103	48%	59	28%	32	15%	194	91%
Economically Disadvantaged	104	7	7%	15	14%	59	57%	17	16%	6	6%	82	79%
Not Economically Disadvantaged	139	3	2%	5	4%	61	44%	44	32%	26	19%	131	94%
Not Migrant	243	10	4%	20	8%	120	49%	61	25%	32	13%	213	88%
Not Homeless	243	10	4%	20	8%	120	49%	61	25%	32	13%	213	88%
Not in Foster Care	243	10	4%	20	8%	120	49%	61	25%	32	13%	213	88%
Parent Not in Armed Forces	243	10	4%	20	8%	120	49%	61	25%	32	13%	213	88%

Geometry
Regents

(2017-18)

Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%
All Students	228	3	1%	16	7%	102	45%	48	21%	59	26%	209	92%
General Education	225	—	—	—	—	—	—	—	—	—	—	—	—
Students with Disabilities	3	—	—	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	16	0	0%	0	0%	8	50%	3	19%	5	31%	16	100%
Black or African American	6	0	0%	1	17%	4	67%	0	0%	1	17%	5	83%
Hispanic or Latino	41	2	5%	4	10%	29	71%	2	5%	4	10%	35	85%
White	158	1	1%	10	6%	58	37%	41	26%	48	30%	147	93%
Multiracial	7	0	0%	1	14%	3	43%	2	29%	1	14%	6	86%
Female	119	1	1%	10	8%	61	51%	21	18%	26	22%	108	91%
Male	109	2	2%	6	6%	41	38%	27	25%	33	30%	101	93%
English Language Learners	1	—	—	—	—	—	—	—	—	—	—	—	—
Non-English Language Learners	227	—	—	—	—	—	—	—	—	—	—	—	—
Economically Disadvantaged	37	2	5%	2	5%	25	68%	4	11%	4	11%	33	89%
Not Economically Disadvantaged	191	1	1%	14	7%	77	40%	44	23%	55	29%	176	92%
Not Migrant	228	3	1%	16	7%	102	45%	48	21%	59	26%	209	92%
Not Homeless	228	3	1%	16	7%	102	45%	48	21%	59	26%	209	92%
Not in Foster Care	228	3	1%	16	7%	102	45%	48	21%	59	26%	209	92%
Parent Not in Armed Forces	228	3	1%	16	7%	102	45%	48	21%	59	26%	209	92%

Algebra II
Regents

(2017-18)

Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%
All Students	211	3	1%	3	1%	61	29%	72	34%	72	34%	205	97%
General Education	208	—	—	—	—	—	—	—	—	—	—	—	—
Students with Disabilities	3	—	—	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	14	0	0%	0	0%	5	36%	5	36%	4	29%	14	100%
Black or African American	5	0	0%	0	0%	1	20%	2	40%	2	40%	5	100%
Hispanic or Latino	31	2	6%	3	10%	11	35%	10	32%	5	16%	26	84%
White	155	1	1%	0	0%	43	28%	52	34%	59	38%	154	99%
Multiracial	6	0	0%	0	0%	1	17%	3	50%	2	33%	6	100%
Female	98	1	1%	3	3%	32	33%	33	34%	29	30%	94	96%
Male	113	2	2%	0	0%	29	26%	39	35%	43	38%	111	98%
English Language Learners	1	—	—	—	—	—	—	—	—	—	—	—	—
Non-English Language Learners	210	—	—	—	—	—	—	—	—	—	—	—	—
Economically Disadvantaged	35	1	3%	2	6%	17	49%	11	31%	4	11%	32	91%
Not Economically Disadvantaged	176	2	1%	1	1%	44	25%	61	35%	68	39%	173	98%
Not Migrant	211	3	1%	3	1%	61	29%	72	34%	72	34%	205	97%
Not Homeless	211	3	1%	3	1%	61	29%	72	34%	72	34%	205	97%
Not in Foster Care	211	3	1%	3	1%	61	29%	72	34%	72	34%	205	97%
Parent Not in Armed Forces	211	3	1%	3	1%	61	29%	72	34%	72	34%	205	97%

Living
Environment
Regents

(2017-18)

Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%
All Students	345	16	5%	26	8%	132	38%	171	50%	303	88%
General Education	308	11	4%	18	6%	112	36%	167	54%	279	91%
Students with Disabilities	37	5	14%	8	22%	20	54%	4	11%	24	65%
Asian or Native Hawaiian/Other Pacific Islander	15	0	0%	0	0%	2	13%	13	87%	15	100%
Black or African American	12	1	8%	4	33%	6	50%	1	8%	7	58%
Hispanic or Latino	120	13	11%	15	13%	59	49%	33	28%	92	77%
White	188	2	1%	6	3%	63	34%	117	62%	180	96%
Multiracial	10	0	0%	1	10%	2	20%	7	70%	9	90%
Female	187	11	6%	12	6%	69	37%	95	51%	164	88%
Male	158	5	3%	14	9%	63	40%	76	48%	139	88%
English Language Learners	33	10	30%	9	27%	14	42%	0	0%	14	42%
Non-English Language Learners	312	6	2%	17	5%	118	38%	171	55%	289	93%
Economically Disadvantaged	115	13	11%	21	18%	56	49%	25	22%	81	70%
Not Economically Disadvantaged	230	3	1%	5	2%	76	33%	146	63%	222	97%
Not Migrant	345	16	5%	26	8%	132	38%	171	50%	303	88%
Homeless	2	—	—	—	—	—	—	—	—	—	—
Not Homeless	343	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	345	16	5%	26	8%	132	38%	171	50%	303	88%
Parent Not in Armed Forces	345	16	5%	26	8%	132	38%	171	50%	303	88%

Physical
Setting/
Earth Science
Regents

(2017-18)

Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%
All Students	97	6	6%	15	15%	63	65%	13	13%	76	78%
General Education	76	4	5%	8	11%	51	67%	13	17%	64	84%
Students with Disabilities	21	2	10%	7	33%	12	57%	0	0%	12	57%
Asian or Native Hawaiian/Other Pacific Islander	1	—	—	—	—	—	—	—	—	—	—
Black or African American	6	0	0%	2	33%	4	67%	0	0%	4	67%
Hispanic or Latino	43	5	12%	8	19%	27	63%	3	7%	30	70%
White	43	0	0%	5	12%	30	70%	8	19%	38	88%
Multiracial	4	—	—	—	—	—	—	—	—	—	—
Small Group Total	5	1	20%	0	0%	2	40%	2	40%	4	80%
Female	49	4	8%	5	10%	33	67%	7	14%	40	82%
Male	48	2	4%	10	21%	30	63%	6	13%	36	75%
English Language Learners	6	3	50%	1	17%	2	33%	0	0%	2	33%
Non-English Language Learners	91	3	3%	14	15%	61	67%	13	14%	74	81%
Economically Disadvantaged	43	6	14%	8	19%	24	56%	5	12%	29	67%
Not Economically Disadvantaged	54	0	0%	7	13%	39	72%	8	15%	47	87%
Not Migrant	97	6	6%	15	15%	63	65%	13	13%	76	78%
Not Homeless	97	6	6%	15	15%	63	65%	13	13%	76	78%
Not in Foster Care	97	6	6%	15	15%	63	65%	13	13%	76	78%
Parent Not in Armed Forces	97	6	6%	15	15%	63	65%	13	13%	76	78%

Physical
Setting/
Chemistry
Regents

(2017-18)

Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%
All Students	232	2	1%	20	9%	131	56%	79	34%	210	91%
General Education	228	—	—	—	—	—	—	—	—	—	—
Students with Disabilities	4	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	16	0	0%	1	6%	11	69%	4	25%	15	94%
Black or African American	6	0	0%	2	33%	1	17%	3	50%	4	67%
Hispanic or Latino	33	0	0%	1	3%	28	85%	4	12%	32	97%
White	171	2	1%	16	9%	89	52%	64	37%	153	89%
Multiracial	6	0	0%	0	0%	2	33%	4	67%	6	100%
Female	106	1	1%	14	13%	65	61%	26	25%	91	86%
Male	126	1	1%	6	5%	66	52%	53	42%	119	94%
English Language Learners	1	—	—	—	—	—	—	—	—	—	—
Non-English Language Learners	231	—	—	—	—	—	—	—	—	—	—
Economically Disadvantaged	28	0	0%	0	0%	21	75%	7	25%	28	100%
Not Economically Disadvantaged	204	2	1%	20	10%	110	54%	72	35%	182	89%
Not Migrant	232	2	1%	20	9%	131	56%	79	34%	210	91%
Not Homeless	232	2	1%	20	9%	131	56%	79	34%	210	91%
Not in Foster Care	232	2	1%	20	9%	131	56%	79	34%	210	91%
Parent Not in Armed Forces	232	2	1%	20	9%	131	56%	79	34%	210	91%

Physical
Setting/
Physics
Regents

(2017-18)

Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%
All Students	94	4	4%	13	14%	53	56%	24	26%	77	82%
General Education	93	—	—	—	—	—	—	—	—	—	—
Students with Disabilities	1	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	4	—	—	—	—	—	—	—	—	—	—
Black or African American	1	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	18	1	6%	2	11%	10	56%	5	28%	15	83%
White	70	2	3%	11	16%	41	59%	16	23%	57	81%
Multiracial	1	—	—	—	—	—	—	—	—	—	—
Small Group Total	6	1	17%	0	0%	2	33%	3	50%	5	83%
Female	43	1	2%	7	16%	22	51%	13	30%	35	81%
Male	51	3	6%	6	12%	31	61%	11	22%	42	82%
Non-English Language Learners	94	4	4%	13	14%	53	56%	24	26%	77	82%
Economically Disadvantaged	12	0	0%	0	0%	11	92%	1	8%	12	100%
Not Economically Disadvantaged	82	4	5%	13	16%	42	51%	23	28%	65	79%
Not Migrant	94	4	4%	13	14%	53	56%	24	26%	77	82%
Not Homeless	94	4	4%	13	14%	53	56%	24	26%	77	82%
Not in Foster Care	94	4	4%	13	14%	53	56%	24	26%	77	82%
Parent Not in Armed Forces	94	4	4%	13	14%	53	56%	24	26%	77	82%

Transition
Regents
Exam on
Global
History and
Geography

(2017-18)

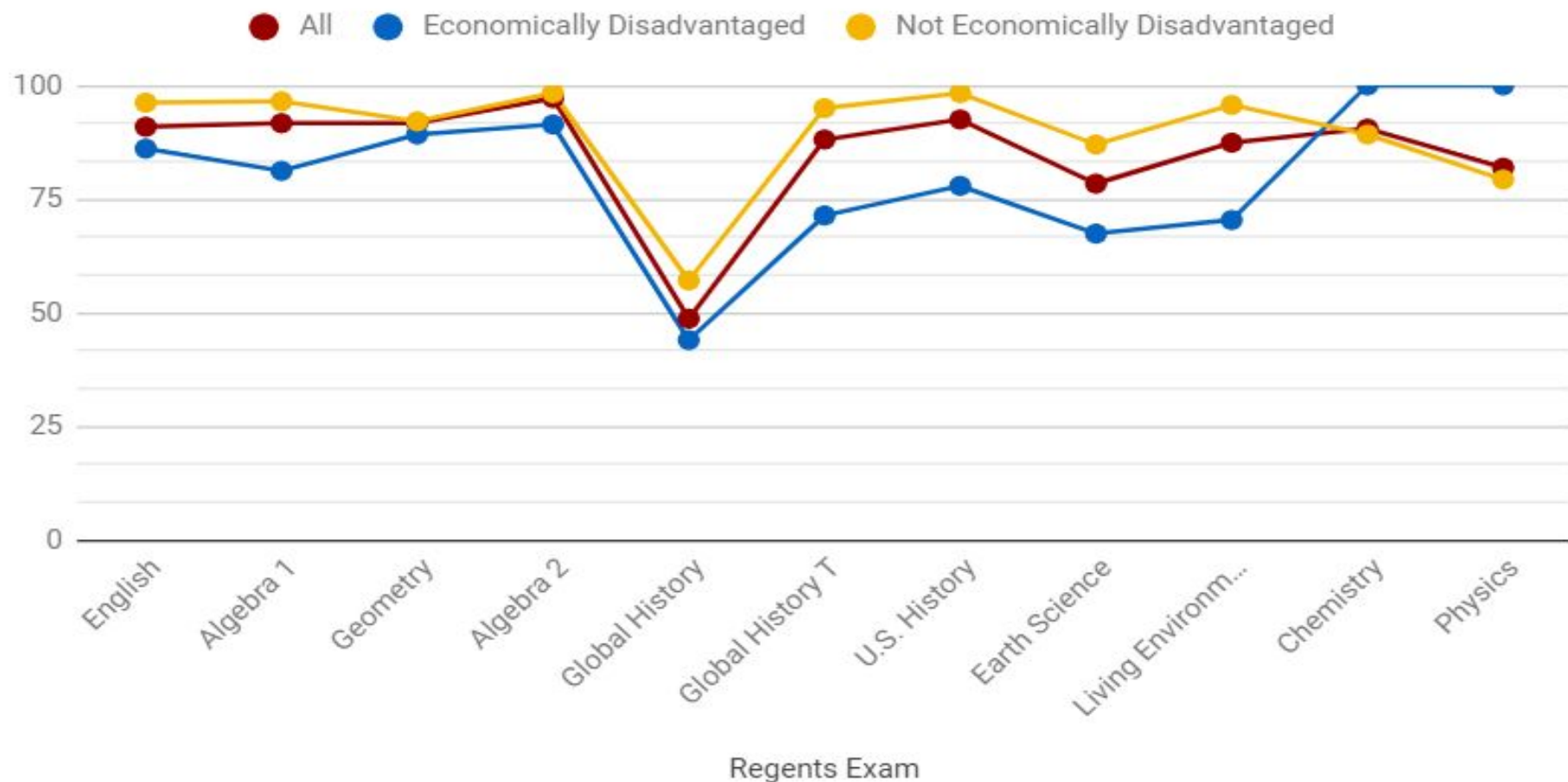
Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%
All Students	335	16	5%	23	7%	99	30%	197	59%	296	88%
General Education	302	10	3%	19	6%	80	26%	193	64%	273	90%
Students with Disabilities	33	6	18%	4	12%	19	58%	4	12%	23	70%
Asian or Native Hawaiian/Other Pacific Islander	15	0	0%	0	0%	2	13%	13	87%	15	100%
Black or African American	18	1	6%	3	17%	9	50%	5	28%	14	78%
Hispanic or Latino	98	14	14%	15	15%	40	41%	29	30%	69	70%
White	193	1	1%	3	2%	46	24%	143	74%	189	98%
Multiracial	11	0	0%	2	18%	2	18%	7	64%	9	82%
Female	158	7	4%	11	7%	49	31%	91	58%	140	89%
Male	177	9	5%	12	7%	50	28%	106	60%	156	88%
English Language Learners	21	9	43%	5	24%	5	24%	2	10%	7	33%
Non-English Language Learners	314	7	2%	18	6%	94	30%	195	62%	289	92%
Economically Disadvantaged	98	15	15%	13	13%	40	41%	30	31%	70	71%
Not Economically Disadvantaged	237	1	0%	10	4%	59	25%	167	70%	226	95%
Not Migrant	335	16	5%	23	7%	99	30%	197	59%	296	88%
Not Homeless	335	16	5%	23	7%	99	30%	197	59%	296	88%
Not in Foster Care	335	16	5%	23	7%	99	30%	197	59%	296	88%
Parent Not in Armed Forces	335	16	5%	23	7%	99	30%	197	59%	296	88%

U.S. History
and
Government
Regents

(2017-18)

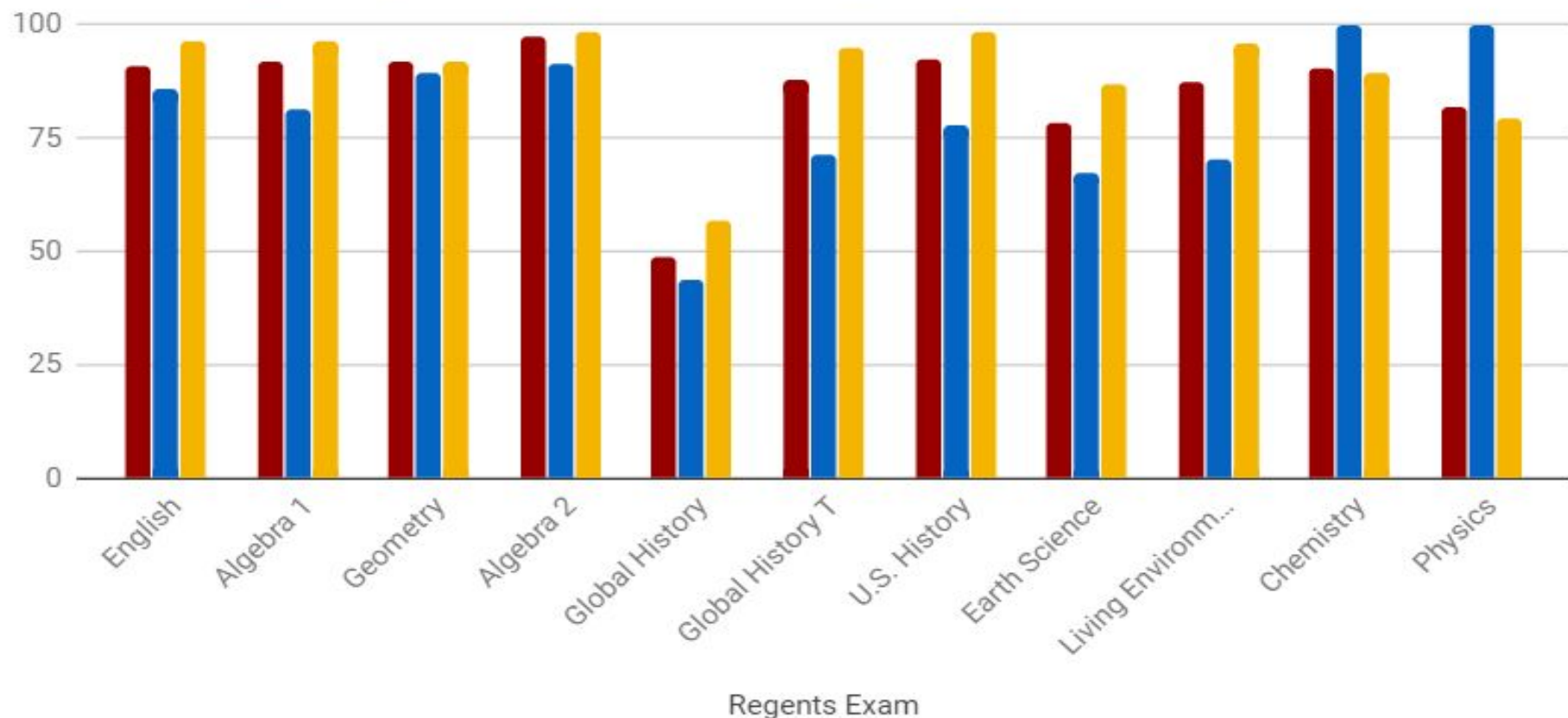
Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%
All Students	331	4	1%	20	6%	93	28%	214	65%	307	93%
General Education	297	3	1%	13	4%	74	25%	207	70%	281	95%
Students with Disabilities	34	1	3%	7	21%	19	56%	7	21%	26	76%
Asian or Native Hawaiian/Other Pacific Islander	11	0	0%	0	0%	2	18%	9	82%	11	100%
Black or African American	12	2	17%	1	8%	4	33%	5	42%	9	75%
Hispanic or Latino	104	2	2%	16	15%	44	42%	42	40%	86	83%
White	198	0	0%	3	2%	43	22%	152	77%	195	98%
Multiracial	6	0	0%	0	0%	0	0%	6	100%	6	100%
Female	171	4	2%	11	6%	43	25%	113	66%	156	91%
Male	160	0	0%	9	6%	50	31%	101	63%	151	94%
English Language Learners	7	1	14%	2	29%	3	43%	1	14%	4	57%
Non-English Language Learners	324	3	1%	18	6%	90	28%	213	66%	303	94%
Economically Disadvantaged	95	3	3%	18	19%	37	39%	37	39%	74	78%
Not Economically Disadvantaged	236	1	0%	2	1%	56	24%	177	75%	233	99%
Not Migrant	331	4	1%	20	6%	93	28%	214	65%	307	93%
Homeless	1	—	—	—	—	—	—	—	—	—	—
Not Homeless	330	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	331	4	1%	20	6%	93	28%	214	65%	307	93%
Parent Not in Armed Forces	331	4	1%	20	6%	93	28%	214	65%	307	93%

Regents Exams - Percentage of students that scored a level 3 or higher



Regents Exams - Percentage of students that scored a level 3 or higher

■ All ■ Economically Disadvantaged ■ Not Economically Disadvantaged



Challenging our Students



- Over 40 College Level and Honors Courses
 - 23 AP Courses
 - 5 Concurrent Enrollment Courses

Bedford Central School District
Inspiring and Challenging Our Students

Honors/Advanced Courses per Grade by Subject					
Grade	English	Social Studies	Mathematics	Science	World Languages
9	English 1H	Global History H	Geometry H	(no honors level)	(no honors level)
10	English 2H	AP World History	Algebra 2H	Chemistry H	(no honors level)
11	English 3H AP English Lang	AP US History	Precalculus H	(no honors level)	AP Spanish Lang (Native Speakers)
12	English 4H – SLT AP English Lit	Gov H Eco H – SLT Public Affairs H Economics H AP Euro History (elective)	AP Calculus AB AP Calculus BC AP Statistics AP Computer Science AP Computer Science Principles	AP Biology AP Chemistry AP Physics C AP Env Science	AP Spanish Lang Spanish 4H & 5H AP Spanish Lit (Native Speakers) AP French French 4H & 5H AP Italian Italian 4H & 5H

COURSE LEVEL DESIGNATIONS

AP-Advanced Placement **H**-Honors **R**-Regents, College Preparatory **ESOL**-English for Speakers of Other Languages **A, B**-Regents Stretch Courses
The following courses have dual enrollment opportunities: Planet Earth (SUNY Oneonta), Science Research (SUNY Albany), Forensics (Syracuse) and Engineering Programs (RIT/Project Lead the Way). Course descriptions are available on the Fox Lane High School website.

2014

2015

2016

2017

2018

Fox Lane High School (333245)

Total AP Students

487

553

528

525

547

Number of Exams

791

825

865

892

915

AP Students with Scores 3+

381

411

429

428

433

■ % of Total AP Students with Scores 3+

78.2

74.3

81.3

81.5

79.2

New York

Total AP Students

149,006

154,553

159,469

167,104

174,581

Number of Exams

258,129

272,419

282,338

295,878

310,755

AP Students with Scores 3+

99,989

101,357

103,912

107,265

111,966

■ % of Total AP Students with Scores 3+

67.1

65.6

65.2

64.2

64.1

Global

Total AP Students

2,352,026

2,497,164

2,625,319

2,762,293

2,814,567

Number of Exams

4,199,454

4,516,044

4,741,566

5,006,273

5,103,166

AP Students with Scores 3+

1,442,136

1,515,264

1,583,115

1,666,078

1,726,227

■ % of Total AP Students with Scores 3+

61.3

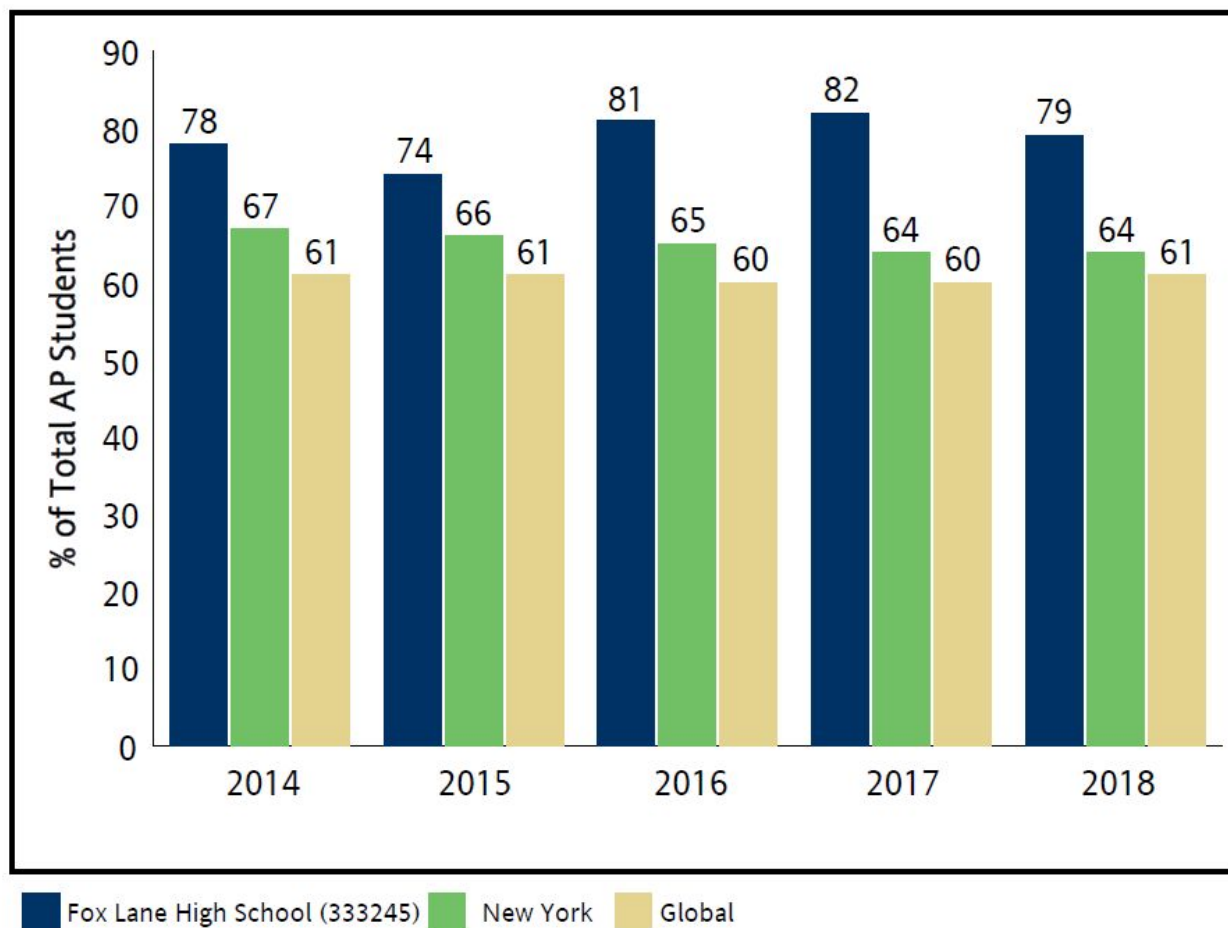
60.7

60.3

60.3

61.3

% of Total AP Students with Scores 3+



2017-2018 School Year

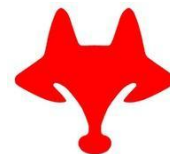


Bedford Central School District
Inspiring and Challenging Our Students

Advanced Placement Courses Taken During 2017-2018					
Course	Number Tested	Scored 3 or above	Course	Number Tested	Scored 3 or above
Art	20	95%	European History	27	56%
Biology	39	100%	French Language	19	68%
Calculus AB	53	85%	Italian Language	26	85%
Calculus BC	41	59%	Music Theory	8	75%
Chemistry	43	91%	Physics C	40	88%
Computer Science A	20	90%	Spanish Language	87	97%
Computer Sci Principles	19	95%	Spanish Literature	13	92%
English Language	34	94%	Statistics	16	100%
English Literature	29	93%	U.S. History	185	56%
Environmental Science	48	88%	World History	148	77%
915 AP Examinations were administered. 547 students took at least one AP Exam.					

RANGE OF AP EXAM SCORES					
AP Score	5	4	3	2	1
Students	18%	31%	30%	15%	6%

	AP Scholar	AP Scholar w/Honor	AP Scholar w/Distinction	National AP Scholar
Number of Scholars	76	37	59	8
Average Score	3.40	3.75	4.17	4.74

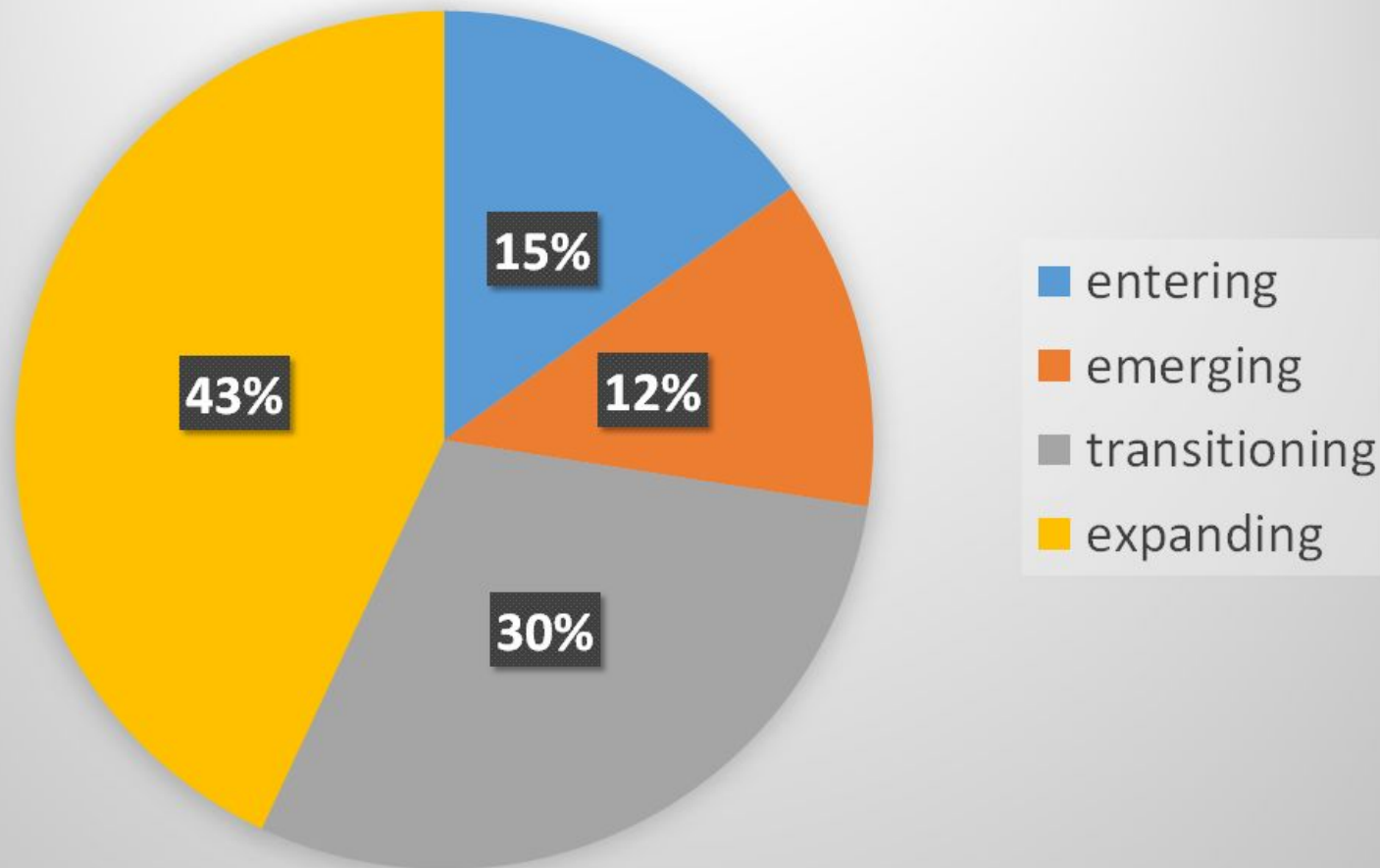


NYSESLAT Outcomes

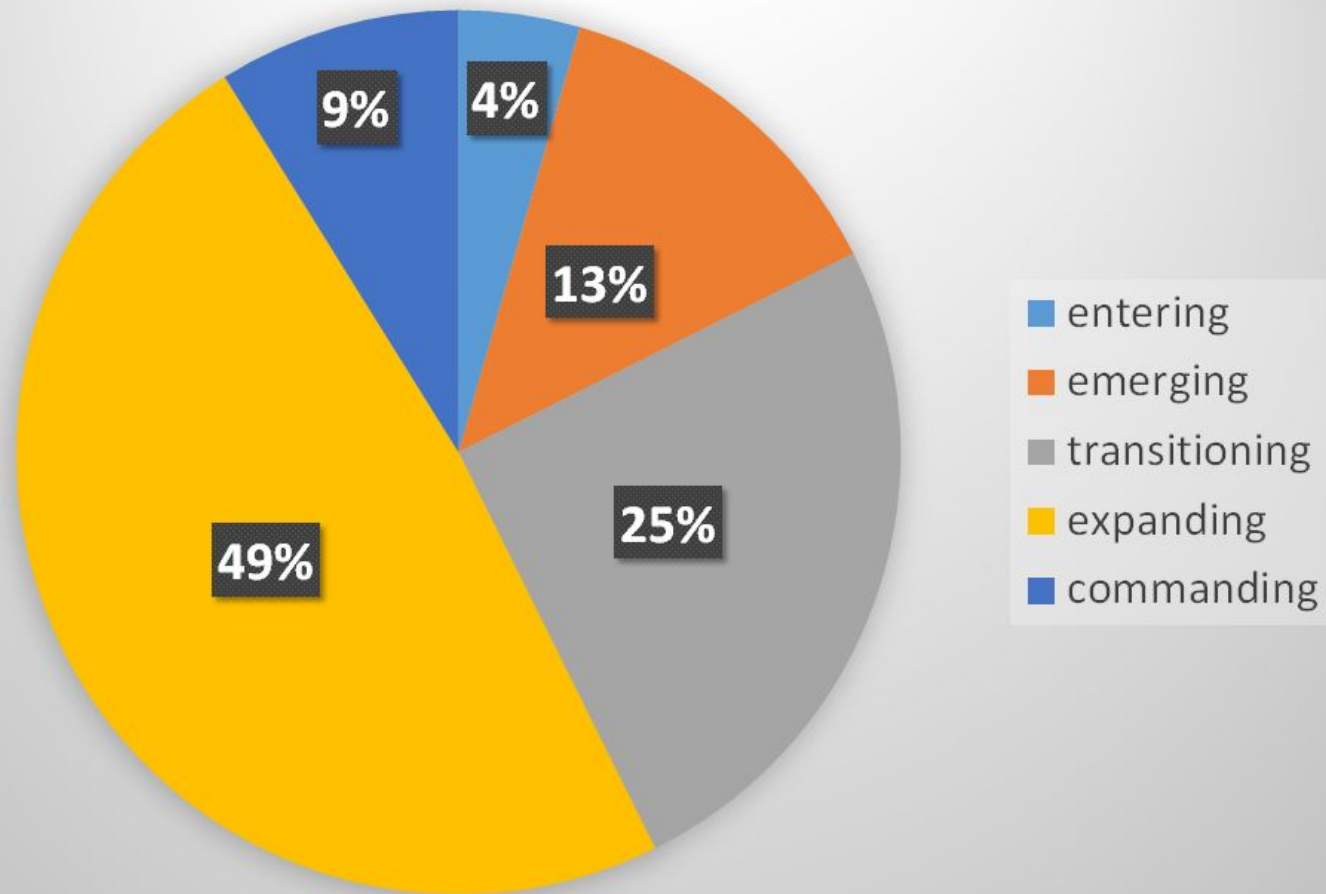
2018



ELL Proficiency Levels, 2017-18



NYSESLAT 2018 Outcomes



NEW YORK STATE ENGLISH AS A SECOND LANGUAGE ACHIEVEMENT TEST (2017-18)

New York State English as a Second Language Achievement Tests (NYSESLAT) are administered in grades K through 12 to all English Language Learners (ELLs). ELLs are students who, by reason of foreign birth or ancestry, speak or understand a language other than English and speak or understand little or no English, and require support to become proficient in English and are identified pursuant to Section 154.3 of Commissioner's Regulations.

Grade	Not Tested	Tested	Entering	Emerging	Transitioning	Expanding	Commanding
Kindergarten	2	78	8%	19%	23%	44%	6%
Grade 1	0	51	4%	18%	55%	24%	0%
Grade 2	2	66	2%	9%	27%	45%	17%
Grade 3	2	66	0%	11%	20%	67%	3%
Grade 4	0	58	7%	7%	16%	55%	16%
Grade 5	2	35	3%	3%	26%	69%	0%
Grade 6	0	33	3%	3%	18%	48%	27%
Grade 7	1	28	0%	18%	11%	54%	18%
Grade 8	1	42	0%	19%	19%	55%	7%
Grade 9	2	35	31%	23%	20%	26%	0%
Grade 10	4	66	0%	20%	35%	35%	11%
Grade 11	4	26	0%	0%	19%	77%	4%
Grade 12	—	2	—	—	—	—	—



Bedford

CENTRAL SCHOOL DISTRICT

Core Values

Students First
Passion for Learning & Engagement
Curiosity & Creativity
Rigor & Critical Thinking
Safety & Support Core Values
Relationships, Respect & Membership
Self-Awareness & Independence
Transparency

Mission

The Bedford Central School District shall cultivate curiosity and a passion for learning by providing challenging educational opportunities for all students so they may achieve their full potential as productive and contributing members of society.

Vision

Inspiring and Challenging Our Students

2021 LONG-RANGE STRATEGIC PLAN

IMPROVE PROGRAMS FOR STUDENTS

Continuously Improve Curriculum
and Programs for All Students

Promote Inclusion for All

Monitor and Assess Student Achievement

Continuously Improve
Instructional Technology

Promote Professional Growth and Development

Promote Consistent Best Instructional Practices

Improve Enrichment Programs

IMPROVE CLIMATE & SAFETY

Continuously Improve Safety, Security,
and Supervision

Continuously Refine and Improve
Emergency Management Planning

Promote Social and Emotional Wellness
for Our Students

Continuously Promote Character Development

Continuously Promote Student Voice
and Input

IMPROVE COMMUNICATIONS & COMMUNITY ENGAGEMENT

Continuously Engage in Consistent
and High-Quality Communication

Continuously Communicate Success
and Student Progress & Achievements

Continuously Strengthen the District's
Relationships with Our Towns

Continuously Seek Out Ways to Capitalize
Upon and Leverage the Expertise and
Resources Within Our School Community

IMPROVE FISCAL & OPERATIONAL MANAGEMENT

Continuously support, retain, and attract
high quality educators

Evaluate Elementary School Configurations
and Execute Recommendations of the 2016-17
Space and Enrollment Advisory Committee

Continuously Engage in Legislative Advocacy
Work on Behalf of BCSD

Achieve Negotiated Contracts with All
Bargaining Units

Evaluate Residency Procedures and Concerns
and Implement Corrective Actions

Address Facilities and Capital Improvement
Needs per the Long-Range Facilities Plan.



Bedford

CENTRAL SCHOOL DISTRICT

Core Values

Students First
Passion for Learning & Engagement
Curiosity & Creativity
Rigor & Critical Thinking
Safety & Security
Relationships, Respect & Membership
Self-Awareness & Independence
Transparency

Mission

The Bedford Central School District shall cultivate curiosity and a passion for learning by providing challenging educational opportunities for all students so they may achieve their full potential as productive and contributing members of society.

Vision

Inspiring and Challenging Our Students



On target, achieved, and/or continuing initiative.



Progressing but perhaps behind schedule or moving cautiously. Need more information, materials, time or other resources.



Not achieved or progressing, on hold, or abandoned.

2018 – 2019 SUCCESS PLAN

IMPROVE PROGRAMS FOR STUDENTS

- ☐ Continuously Improve Curriculum, Programs, and Instructional Practices to Support All Students
- ☐ Promote Inclusive Instructional Practices for All Students
- ☐ Continuously Improve Instructional Technology
- ☐ Monitor, Assess, and Communicate Student Progress and Achievement
- ☐ Develop, Implement, and Support Professional Development in Elementary Literacy

IMPROVE CLIMATE & SAFETY

- ☐ Continuously Improve Safety, Security, Supervision, and Emergency Management
- ☐ Cultivate Student Social and Emotional Wellness and a Culture of Student Membership and Voice
- ☐ Promote Consistent Elementary Character Education Programs and Practices

IMPROVE COMMUNICATIONS & COMMUNITY ENGAGEMENT

- ☐ Consistently Provide High-Quality Communication
- ☐ Develop a Public Curriculum Portal

IMPROVE FISCAL & OPERATIONAL MANAGEMENT

- ☐ Develop a Plan based upon the Findings of our Demographic Study
- ☐ Address Facilities and Capital Improvement Needs per our Long-Range Facilities Plan
- ☐ Refine and Improve Budget Development Documents

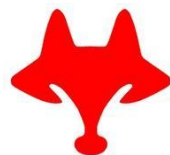


www.bcsdny.org

632 SOUTH BEDFORD ROAD, BEDFORD, NY 10506

BCSD Curriculum Review Cycle

Description	Phase 1 Response to Evaluation Research & Selection	Phase 2 Development	Phase 3 Implementation (multiple years possible)			Phase 4 Evaluation
	Review achievement data; As necessary, research best practices, develop recommendations for improvement, select new materials and/or equipment.	Finalize outcomes and assessments; design and provide necessary PD for implementation.	Provide ongoing support for implementation and collect evidence of student learning.	Provide ongoing support, continue to collect evidence, assess evidence and report to curriculum council	Provide ongoing support, continue to collect evidence of student learning	Evaluate success of implementation; collect achievement data and conduct surveys in preparation for research year.
2018-19	K-5 Math K-12 Info. Literacy	K-12 Special Ed Literacy	K-12 PE /Health	K-12 Science K-12 Social Studies & Business	World Languages	K-12 ELA & ESOL 6-12 Math K-12 VPA 6-12 STEAM Tri States Visit Membership and Student Voice
2019-20	K-12 ELA & ESOL 6-12 Math K-12 VPA 6-12 STEAM	K-5 Math K-12 Info. Literacy	K-12 Special Ed Literacy	K-12 PE /Health	K-12 Science K-12 Social Studies & Business	World Languages
2020-21	World Languages	K-12 ELA & ESOL 6-12 Math K-12 VPA 6-12 STEAM	K-5 Math K-12 Info. Literacy	K-12 Special Ed Literacy	K-12 PE /Health K-12 Special Ed Literacy	K-12 Science K-12 Social Studies & Business Tri-States Follow-Up Visit
2021-22	K-12 Science K-12 Social Studies & Business	World Languages	K-12 ELA & ESOL 6-12 Math K-12 VPA 6-12 STEAM	K-5 Math K-12 Info. Literacy	K-12 Special Ed Literacy	K-12 PE/Health Tri-States TBD
2022-23	K-12 PE/Health	K-12 Science K-12 Social Studies & Business	World Languages	K-12 ELA & ESOL 6-12 Math K-12 VPA 6-12 STEAM	K-5 Math K-12 Info. Literacy	K-12 Special Ed Literacy



Data Informs Agendas and Helps Direct District Curriculum Work.....2018-2019:

- Continuous Curriculum Review Cycle
- Elementary Literacy - Teachers College, Readers Workshop
- Construction of Curriculum Portal for Parents
- System-wide Review of Rtl - Universal Screeners, Aligned Data Points, Consistent Communications, Common Interventions
- Planning for 2019-2020 Outside Review of ESOL Programs
- Data Teams - Additional PD for Data Teams at Building Level
- Review of Elementary Local Math Assessments
- Identify District Practices - State Test Prep
- Student Achievement Advisory Committee - Review and Recommendation of STEM Programming, K-12
- Social Studies Regents Transition Work - New Regents
- Student Membership and Voice - Access, Equity, Opportunities
- Dyslexia Assessments for Identification and Teacher PD
- Inclusionary Practices for Access, Equity, Opportunities
- Identification and Analysis of Gaps (Subgroups)
- Review of Continuum of Services for All Students
- Begin Review of BCSD Approach to Enrichment



Bedford Central School District
Inspiring and Challenging Our Students



Thank
You