

# New York State District Report Card Comprehensive Information Report

BEDS Code: 09-03-01-06-0000  
 Name: Beekmantown Central School District  
 Superintendent: Mark A. Sposato

## Fall Enrollment

Grade	2001-02	2002-03	2003-04
Pre-K	17	31	27
Kindergarten	171	131	148
First	119	173	153
Second	161	129	158
Third	159	145	142
Fourth	183	149	147
Fifth	164	179	146
Sixth	185	176	208
Ungraded Elementary	41	42	51
Seventh	192	180	171
Eighth	155	191	183
Ninth	183	157	198
Tenth	171	173	147
Eleventh	125	143	165
Twelfth	132	117	135
Ungraded Secondary	0	0	0
Total K-12 Enrollment	2141	2085	2152

## Student Racial/Ethnic Origin

Race/Ethnicity	2001-02		2002-03		2003-04	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
American Indian, Alaskan, Asian, or Pacific Islander	16	0.7%	15	0.7%	24	1.1%
Black (Not Hispanic)	36	1.7%	35	1.7%	33	1.5%
Hispanic	17	0.8%	16	0.8%	13	0.6%
White (Not Hispanic)	2072	96.8%	2019	96.8%	2082	96.7%

## Average Class Size

Grade Level	2001-02	2002-03	2003-04
Kindergarten	17	14	16
Common Branch	17	16	17
English Grade 8	20	22	22
Mathematics Grade 8	20	22	22
Science Grade 8	20	20	22
Social Studies Grade 8	20	22	24
English Grade 10	21	18	20
Mathematics Grade 10	21	22	20
Science Grade 10	24	14	19
Social Studies Grade 10	20	20	22

(Form - A)

**District Need to Resource Capacity Category**

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

**Similar School Group and Description**

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

All schools within the same N/RC category are divided into three similar school groups defined by the percentage of students in the school who are eligible for the free-lunch program and/or who are limited English proficient (also known as English language learners).

**Student Demographics Used To Determine Similar Schools Group**

	<b>2001-02</b>		<b>2002-03</b>		<b>2003-04</b>	
	Count	Percent	Count	Percent	Count	Percent
<b>Limited English Proficient</b>	1	0.1%	2	0.1%	0	0.0%
<b>Eligible for Free Lunch</b>	467	21.8%	481	23.1%	518	24.1%

**Attendance and Suspension**

	<b>2000-01</b>		<b>2001-02</b>		<b>2002-03</b>	
	<b>No. of Students</b>	<b>% of Enroll.</b>	<b>No. of Students</b>	<b>% of Enroll.</b>	<b>No. of Students</b>	<b>% of Enroll.</b>
<b>Annual Attendance Rate</b>		94.7%		94.9%		94.8%
<b>Student Suspensions</b>	52	2.4%	61	2.9%	66	3.2%

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

	<b>2001-02</b>	<b>2002-03</b>	<b>2003-04</b>
<b>Reduced Lunch</b>	10.8%	13.4%	12.1%
<b>Public Assistance</b>	NA	NA	NA
<b>Student Stability</b>	NA	NA	NA

**Staff Counts**

<b>Staff</b>	<b>2003-04</b>
Total Teachers	168
Total Other Professional Staff	54
Total Paraprofessionals	22
Teaching Out of Certification*	2

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

(Form – B)

# High School Graduates and Noncompleters

## High School Graduates Earning Regents Diplomas\*

	2001-02			2002-03			2003-04		
	Total Grads	Regents Diplomas	% Regents Diplomas	Total Grads	Regents Diplomas	% Regents Diplomas	Total Grads	Regents Diplomas	% Regents Diplomas
General Education	106	71	67%	100	61	61%	107	73	68%
Students with Disabilities	7	0	0%	5	0	0%	6	0	0%
All Students	113	71	63%	105	61	58%	113	73	65%

\*Only students awarded local diplomas (including local diplomas with Regents endorsements) are counted as high school graduates. Because of a change in data collection procedures for the 2001-02 school year, diploma counts for that year do not include counts from August 2001. Data for the 2002-03 school year include August 2002 and January and June 2003 graduates; data for the 2003-04 school year include August 2003 and January and June 2004 graduates.

## Distribution of 2003-04 Graduates (All Students)

	To 4-year College	To 2-year College	To Other Post-Secondary	To the Military	To Employment	Other
Number	46	45	0	3	18	1
Percent	41%	40%	0%	3%	16%	1%

## Number of High School Completers with Disabilities in 2003-04

Graduates* (a)	Regents Diplomas (b)	IEP Diplomas or Certificates (c)	All 2003-04 Completers (a+c)
6	0	7	13

\*Local Diplomas (including local diplomas with Regents endorsements)

## High School Noncompletion Rates

		2001-02		2002-03		2003-04	
		No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
General-Education Students	Dropped Out	34		23		23	3.9%
	Entered GED Program*	1		0		0	0.0%
	Total Noncompleters	35		23		23	3.9%
Students with Disabilities	Dropped Out	0		4		7	10.0%
	Entered GED Program*	0		0		0	0.0%
	Total Noncompleters	0		4		7	10.0%
All Students	Dropped Out	34	5.6%	27	4.6%	30	4.6%
	Entered GED Program*	1	0.2%	0	0.0%	0	0.0%
	Total Noncompleters	35	5.7%	27	4.6%	30	4.6%

\*The number and percentage of students who left a program leading to a high school diploma and entered a program leading to a high school equivalency diploma.

(Form - C)

# Career Development and Occupational Studies (CDOS)

## Percentage of Students Documenting Self- and Career-Awareness Information and Career Exploration Activities, K-3

Grades	2001-02	2002-03	2003-04
K-1	0%	0%	0%
2-3	0%	0%	0%

## Students Developing a Career Plan, 4-12

Grades		2001-02	2002-03	2003-04
4-5	Number of General-Education Students	122	160	80
	Number of Students with Disabilities	35	41	0
	Number of All Students	157	201	80
	Percent of Enrollment	44%	59%	26%
6-8	Number of General-Education Students	0	122	155
	Number of Students with Disabilities	0	39	28
	Number of All Students	0	161	183
	Percent of Enrollment	0%	29%	32%
9-12	Number of General-Education Students	0	0	645
	Number of Students with Disabilities	82	76	0
	Number of All Students	82	76	645
	Percent of Enrollment	13%	13%	100%

## Career and Technical Education (CTE) Programs

CTE Program	This District		Statewide Average
	Count	Percentage	
All CTE Programs			
Completed the CTE Program	4		
Completed and Passed Regents Exams	3	75%	77%
Completed and had Course Average of 75% or More	4	100%	81%
Completed and Attained a HS Diploma or Equivalent	4	100%	96%
Completed and Whose Status is Known	4		
Completed and Were Successfully Placed	4	100%	96%
Nontraditional Programs			
Underrepresented Gender Members Enrolled			30%
Underrepresented Gender Members Who Completed			19%

Enrollment data are for the 2003-2004 school year; completer data are as of June 2003.

Note: Blank cells indicate that either the district did not have a CTE program or did not report data.

This data is reported only at the district level.

(Form - D)

# Second Language Proficiency Examinations

## General-Education Students

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	55	84%	75	85%	77	94%
German	0	0%	1	#	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	45	76%	58	78%	56	61%

## Students with Disabilities

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	0	0%	0	0%	0	0%
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	0	0%	4	#	0	0%

# Regents Competency Tests

## General-Education Students

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	2	#	3	#	0	0%
Science	6	67%	1	#	4	#
Reading	0	0%	1	#	0	0%
Writing	0	0%	1	#	0	0%
Global Studies	7	43%	1	#	0	0%
U.S. Hist & Gov't	2	#	1	#	1	#

## Students with Disabilities

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	0	0%	10	90%	7	100%
Science	0	0%	0	0%	1	#
Reading	0	0%	6	100%	1	#
Writing	0	0%	6	67%	1	#
Global Studies	0	0%	6	33%	7	43%
U.S. Hist & Gov't	0	0%	10	70%	5	60%

(Form – E)

# Regents Examinations

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
<b>Comprehensive English</b>						
Number Tested	98	137	144	3	13	10
Number Scoring 55-100	95	131	141	#	9	9
Number Scoring 65-100	86	124	133	#	7	5
Number Scoring 85-100	39	53	67	#	0	1
Percentage of Tested Scoring 55-100	97%	96%	98%	#	69%	90%
Percentage of Tested Scoring 65-100	88%	91%	92%	#	54%	50%
Percentage of Tested Scoring 85-100	40%	39%	47%	#	0%	10%
<b>Mathematics A</b>						
Number Tested	3	159	185	0	11	12
Number Scoring 55-100	#	117	173	0	2	7
Number Scoring 65-100	#	90	144	0	1	3
Number Scoring 85-100	#	12	29	0	0	0
Percentage of Tested Scoring 55-100	#	74%	94%	0%	18%	58%
Percentage of Tested Scoring 65-100	#	57%	78%	0%	9%	25%
Percentage of Tested Scoring 85-100	#	8%	16%	0%	0%	0%
<b>Mathematics B</b>						
Number Tested	8	2	102	1	1	0
Number Scoring 55-100	5	#	38	#	#	0
Number Scoring 65-100	2	#	23	#	#	0
Number Scoring 85-100	0	#	1	#	#	0
Percentage of Tested Scoring 55-100	62%	#	37%	#	#	0%
Percentage of Tested Scoring 65-100	25%	#	23%	#	#	0%
Percentage of Tested Scoring 85-100	0%	#	1%	#	#	0%
<b>Global History and Geography</b>						
Number Tested	131	179	142	1	15	13
Number Scoring 55-100	117	167	128	#	12	6
Number Scoring 65-100	102	147	112	#	7	3
Number Scoring 85-100	33	63	43	#	0	0
Percentage of Tested Scoring 55-100	89%	93%	90%	#	80%	46%
Percentage of Tested Scoring 65-100	78%	82%	79%	#	47%	23%
Percentage of Tested Scoring 85-100	25%	35%	30%	#	0%	0%
<b>U.S. History and Government</b>						
Number Tested	111	139	152	2	15	10
Number Scoring 55-100	103	127	142	#	7	5
Number Scoring 65-100	87	117	132	#	4	4
Number Scoring 85-100	39	60	53	#	0	1
Percentage of Tested Scoring 55-100	93%	91%	93%	#	47%	50%
Percentage of Tested Scoring 65-100	78%	84%	87%	#	27%	40%
Percentage of Tested Scoring 85-100	35%	43%	35%	#	0%	10%

(Form – F)

# Regents Examinations

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
<b>Living Environment</b>						
Number Tested	118	161	130	0	14	11
Number Scoring 55-100	118	159	130	0	14	11
Number Scoring 65-100	116	153	128	0	10	11
Number Scoring 85-100	47	72	63	0	2	1
Percentage of Tested Scoring 55-100	100%	99%	100%	0%	100%	100%
Percentage of Tested Scoring 65-100	98%	95%	98%	0%	71%	100%
Percentage of Tested Scoring 85-100	40%	45%	48%	0%	14%	9%
<b>Physical Setting/Earth Science</b>						
Number Tested	147	138	172	0	9	8
Number Scoring 55-100	144	130	161	0	9	7
Number Scoring 65-100	138	121	135	0	8	5
Number Scoring 85-100	49	54	60	0	0	0
Percentage of Tested Scoring 55-100	98%	94%	94%	0%	100%	88%
Percentage of Tested Scoring 65-100	94%	88%	78%	0%	89%	62%
Percentage of Tested Scoring 85-100	33%	39%	35%	0%	0%	0%
<b>Physical Setting/Chemistry</b>						
Number Tested	86	87	101	0	3	2
Number Scoring 55-100	84	84	100	0	#	#
Number Scoring 65-100	67	73	88	0	#	#
Number Scoring 85-100	15	19	11	0	#	#
Percentage of Tested Scoring 55-100	98%	97%	99%	0%	#	#
Percentage of Tested Scoring 65-100	78%	84%	87%	0%	#	#
Percentage of Tested Scoring 85-100	17%	22%	11%	0%	#	#
<b>Physical Setting/Physics</b>						
Number Tested			41			0
Number Scoring 55-100			28			0
Number Scoring 65-100			23			0
Number Scoring 85-100			4			0
Percentage of Tested Scoring 55-100			68%			0%
Percentage of Tested Scoring 65-100			56%			0%
Percentage of Tested Scoring 85-100			10%			0%

\* Physical Setting/Physics results for 2001-02 and 2002-03 are not included in the report card because the Department issued new conversion charts for assessments administered in those years.

(Form - G)

# Regents Examinations

	All Students			Students with Disabilities		
	2001–02	2002–03	2003–04	2001–02	2002–03	2003–04
<b>Comprehensive French</b>						
Number Tested	0	55	40	0	0	0
Number Scoring 55–100	0	54	38	0	0	0
Number Scoring 65–100	0	51	35	0	0	0
Number Scoring 85–100	0	30	14	0	0	0
Percentage of Tested Scoring 55–100	0%	98%	95%	0%	0%	0%
Percentage of Tested Scoring 65–100	0%	93%	88%	0%	0%	0%
Percentage of Tested Scoring 85–100	0%	55%	35%	0%	0%	0%
<b>Comprehensive Italian</b>						
Number Tested	0	0	0	0	0	0
Number Scoring 55–100	0	0	0	0	0	0
Number Scoring 65–100	0	0	0	0	0	0
Number Scoring 85–100	0	0	0	0	0	0
Percentage of Tested Scoring 55–100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 65–100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 85–100	0%	0%	0%	0%	0%	0%
<b>Comprehensive German</b>						
Number Tested	0	0	0	0	0	0
Number Scoring 55–100	0	0	0	0	0	0
Number Scoring 65–100	0	0	0	0	0	0
Number Scoring 85–100	0	0	0	0	0	0
Percentage of Tested Scoring 55–100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 65–100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 85–100	0%	0%	0%	0%	0%	0%
<b>Comprehensive Hebrew</b>						
Number Tested	0	0	0	0	0	0
Number Scoring 55–100	0	0	0	0	0	0
Number Scoring 65–100	0	0	0	0	0	0
Number Scoring 85–100	0	0	0	0	0	0
Percentage of Tested Scoring 55–100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 65–100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 85–100	0%	0%	0%	0%	0%	0%
<b>Comprehensive Spanish</b>						
Number Tested	0	38	26	0	0	0
Number Scoring 55–100	0	38	26	0	0	0
Number Scoring 65–100	0	37	25	0	0	0
Number Scoring 85–100	0	27	14	0	0	0
Percentage of Tested Scoring 55–100	0%	100%	100%	0%	0%	0%
Percentage of Tested Scoring 65–100	0%	97%	96%	0%	0%	0%
Percentage of Tested Scoring 85–100	0%	71%	54%	0%	0%	0%
<b>Comprehensive Latin</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%

(Form – H)

## Regents Examinations

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
<b>Sequential Mathematics, Course III (last administered January 2004)</b>						
Number Tested	70	88	8	0	2	0
Number Scoring 55-100	69	72	5	0	#	0
Number Scoring 65-100	61	58	3	0	#	0
Number Scoring 85-100	31	21	0	0	#	0
Percentage of Tested Scoring 55-100	99%	82%	62%	0%	#	0%
Percentage of Tested Scoring 65-100	87%	66%	38%	0%	#	0%
Percentage of Tested Scoring 85-100	44%	24%	0%	0%	#	0%

## Introduction to Occupations Examination

	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
General-Education Students	24	100%	22	100%	15	93%
Students with Disabilities	3	#	4	#	1	#

District reports contain data for all students with disabilities enrolled in the district for the 2001-02 school year.

## Elementary-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
<b>Nov 2003</b>	General-Education Students	145	2%	3%	70%	25%
	Students with Disabilities	29	41%	14%	45%	0%
	All Students	174	9%	5%	66%	21%

## Middle-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
<b>June 2004</b>	General-Education Students	157	1%	46%	52%	1%
	Students with Disabilities	21	29%	62%	10%	0%
	All Students	178	4%	48%	47%	1%

(Form - I)

# New York State Alternate Assessments (NYSAA) 2003–04

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

## 2000 Cohort Performance on Regents Examinations after Four Years

	General-Education Students			Students with Disabilities			All Students		
	Global History & Geo.	U.S. History & Gov't	Science	Global History & Geo.	U.S. History & Gov't	Science	Global History & Geo.	U.S. History & Gov't	Science
Cohort Enrollment	119	119	119	19	19	19	138	138	138
Number Scoring 55–64	9	5	3	4	0	3	13	5	6
Number Scoring 65–84	71	51	52	6	4	11	77	55	63
Number Scoring 85–100	36	54	62	0	0	1	36	54	63
Approved Alternatives	0	0	0	0	0	0	0	0	0

(Form – J)