

New York State School Report Card

Comprehensive Information Report

BEDS Code: 23-13-01-04-0002

Grade Range : 6-12

Name: Beaver River Middle/Senior High School

Principal: Richard Deforest

Fall Enrollment

Grade	2001-02	2002-03	2003-04
Pre-K	0	0	0
Kindergarten	0	0	0
First	0	0	0
Second	0	0	0
Third	0	0	0
Fourth	0	0	0
Fifth	0	0	0
Sixth	0	0	74
Ungraded Elementary	0	0	0
Seventh	0	0	66
Eighth	0	0	78
Ninth	102	97	92
Tenth	91	100	92
Eleventh	91	89	95
Twelfth	79	86	88
Ungraded Secondary	0	8	5
Total K-12 Enrollment	363	380	590

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	8	2.2%	8	2.1%	4	0.7%
Black (Not Hispanic)	3	0.8%	0	0.0%	5	0.8%
Hispanic	4	1.1%	4	1.1%	6	1.0%
White (Not Hispanic)	348	95.9%	368	96.8%	575	97.5%

Average Class Size

Grade Level	2001-02	2002-03	2003-04
Kindergarten	0	0	0
Common Branch	0	0	21
English Grade 8	0	9	0
Mathematics Grade 8	0	0	19
Science Grade 8	0	16	0
Social Studies Grade 8	0	0	20
English Grade 10	18	20	20
Mathematics Grade 10	19	0	0
Science Grade 10	22	13	25
Social Studies Grade 10	19	19	19

(Form – A)

District Need to Resource Capacity Category

N/RC Category	Description
5	This is a school district with average student needs in relation to district resource capacity.

Similar School Group and Description

Similar School Group	Description
51	All schools in this group are secondary level schools in school districts with average student needs in relation to district resource capacity. The schools in this group are in the higher range of student needs for secondary level schools in these districts.

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

Student Demographics Used To Determine Similar Schools Group

	2001-02		2002-03		2003-04	
	Count	Percent	Count	Percent	Count	Percent
Limited English Proficient	0	0.0%	0	0.0%	0	0.0%
Eligible for Free Lunch	66	18.2%	56	14.7%	104	17.6%

Attendance and Suspension

	2000-01		2001-02		2002-03	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
Annual Attendance Rate		96.5%		97.7%		96.6%
Student Suspensions	19	5.1%	0	0.0%	17	4.5%

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

	2001-02	2002-03	2003-04
Reduced Lunch	10.2%	9.2%	9.5%
Public Assistance	31-40%	31-40%	31-40%
Student Stability	100%	100%	100%

Staff Counts

Staff	2003-04
Total Teachers	44
Total Other Professional Staff	5
Total Paraprofessionals	NA
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	74	41	55%	77	47	61%	80	57	71%
Students with Disabilities	0	0	0%	6	0	0%	5	2	40%
All Students	74	41	55%	83	47	57%	85	59	69%

*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	25	32	2	1	25	0
Percent	29%	38%	2%	1%	29%	0%

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)
5	2	2	7

*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	3		2		2	0.6%
	Entered GED Program*	6		3		0	0.0%
	Total Noncompleters	9		5		2	0.6%
Students with Disabilities	Dropped Out	1		2		0	0.0%
	Entered GED Program*	0		2		1	4.5%
	Total Noncompleters	1		4		1	4.5%
All Students	Dropped Out	4	1.1%	4	1.1%	2	0.5%
	Entered GED Program*	6	1.7%	5	1.3%	1	0.3%
	Total Noncompleters	10	2.8%	9	2.4%	3	0.8%

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

(Form - C)

Career Development and Occupational Studies (CDOS)

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

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

Students Developing a Career Plan, 4-12

Grades		2001-02	2002-03	2003-04
4-5	Number of General-Education Students	0	0	0
	Number of Students with Disabilities	0	0	0
	Number of All Students	0	0	0
	Percent of Enrollment	0%	0%	0%
6-8	Number of General-Education Students	0	0	196
	Number of Students with Disabilities	0	0	22
	Number of All Students	0	0	218
	Percent of Enrollment	0%	0%	99%
9-12	Number of General-Education Students	363	246	223
	Number of Students with Disabilities	0	30	25
	Number of All Students	363	276	248
	Percent of Enrollment	100%	73%	67%

Career and Technical Education (CTE) Programs

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

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

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

This data is reported only at the district level.

(Form - D)

Second Language Proficiency Examinations

General-Education Students

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	0	0%	0	0%	23	96%
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	5	60%	3	#	47	91%

Students with Disabilities

Test	2001-02		2002-03		2003-04	
	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%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	0	0%	0	0%	3	#

Regents Competency Tests

General-Education Students

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	5	100%	2	#	1	#
Science	0	0%	0	0%	0	0%
Reading	2	#	1	#	1	#
Writing	2	#	1	#	1	#
Global Studies	0	0%	0	0%	0	0%
U.S. Hist & Gov't	0	0%	0	0%	0	0%

Students with Disabilities

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	5	100%	1	#	0	0%
Science	0	0%	1	#	0	0%
Reading	4	#	1	#	0	0%
Writing	5	100%	1	#	0	0%
Global Studies	0	0%	0	0%	0	0%
U.S. Hist & Gov't	0	0%	0	0%	0	0%

(Form – E)

Regents Examinations

	All Students			Students with Disabilities		
	2001–02	2002–03	2003–04	2001–02	2002–03	2003–04
Comprehensive English						
Number Tested	84	88	85	5	6	4
Number Scoring 55–100	72	85	81	1	5	#
Number Scoring 65–100	64	77	77	0	4	#
Number Scoring 85–100	26	19	33	0	0	#
Percentage of Tested Scoring 55–100	86%	97%	95%	20%	83%	#
Percentage of Tested Scoring 65–100	76%	88%	91%	0%	67%	#
Percentage of Tested Scoring 85–100	31%	22%	39%	0%	0%	#
Mathematics A						
Number Tested	101	87	93	6	5	4
Number Scoring 55–100	95	81	92	2	4	#
Number Scoring 65–100	82	77	89	2	3	#
Number Scoring 85–100	32	15	40	0	0	#
Percentage of Tested Scoring 55–100	94%	93%	99%	33%	80%	#
Percentage of Tested Scoring 65–100	81%	89%	96%	33%	60%	#
Percentage of Tested Scoring 85–100	32%	17%	43%	0%	0%	#
Mathematics B						
Number Tested	0	44	67	0	0	0
Number Scoring 55–100	0	38	61	0	0	0
Number Scoring 65–100	0	23	52	0	0	0
Number Scoring 85–100	0	2	11	0	0	0
Percentage of Tested Scoring 55–100	0%	86%	91%	0%	0%	0%
Percentage of Tested Scoring 65–100	0%	52%	78%	0%	0%	0%
Percentage of Tested Scoring 85–100	0%	5%	16%	0%	0%	0%
Global History and Geography						
Number Tested	93	93	92	5	4	4
Number Scoring 55–100	91	91	92	5	#	#
Number Scoring 65–100	87	87	92	5	#	#
Number Scoring 85–100	24	46	49	0	#	#
Percentage of Tested Scoring 55–100	98%	98%	100%	100%	#	#
Percentage of Tested Scoring 65–100	94%	94%	100%	100%	#	#
Percentage of Tested Scoring 85–100	26%	49%	53%	0%	#	#
U.S. History and Government						
Number Tested	86	89	87	6	5	4
Number Scoring 55–100	83	89	84	5	5	#
Number Scoring 65–100	77	86	83	5	5	#
Number Scoring 85–100	35	55	56	0	1	#
Percentage of Tested Scoring 55–100	97%	100%	97%	83%	100%	#
Percentage of Tested Scoring 65–100	90%	97%	95%	83%	100%	#
Percentage of Tested Scoring 85–100	41%	62%	64%	0%	20%	#

(Form – F)

Regents Examinations

	All Students			Students with Disabilities		
	2001–02	2002–03	2003–04	2001–02	2002–03	2003–04
Living Environment						
Number Tested	91	91	93	5	6	3
Number Scoring 55–100	91	91	93	5	6	#
Number Scoring 65–100	91	90	91	5	6	#
Number Scoring 85–100	27	31	25	0	0	#
Percentage of Tested Scoring 55–100	100%	100%	100%	100%	100%	#
Percentage of Tested Scoring 65–100	100%	99%	98%	100%	100%	#
Percentage of Tested Scoring 85–100	30%	34%	27%	0%	0%	#
Physical Setting/Earth Science						
Number Tested	81	89	87	3	6	5
Number Scoring 55–100	81	87	83	#	6	5
Number Scoring 65–100	79	83	78	#	5	5
Number Scoring 85–100	39	26	33	#	1	1
Percentage of Tested Scoring 55–100	100%	98%	95%	#	100%	100%
Percentage of Tested Scoring 65–100	98%	93%	90%	#	83%	100%
Percentage of Tested Scoring 85–100	48%	29%	38%	#	17%	20%
Physical Setting/Chemistry						
Number Tested	56	50	56	0	0	0
Number Scoring 55–100	54	49	56	0	0	0
Number Scoring 65–100	48	46	55	0	0	0
Number Scoring 85–100	13	12	10	0	0	0
Percentage of Tested Scoring 55–100	96%	98%	100%	0%	0%	0%
Percentage of Tested Scoring 65–100	86%	92%	98%	0%	0%	0%
Percentage of Tested Scoring 85–100	23%	24%	18%	0%	0%	0%
Physical Setting/Physics						
Number Tested			14			0
Number Scoring 55–100			14			0
Number Scoring 65–100			12			0
Number Scoring 85–100			4			0
Percentage of Tested Scoring 55–100			100%			0%
Percentage of Tested Scoring 65–100			86%			0%
Percentage of Tested Scoring 85–100			29%			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
Comprehensive French						
Number Tested	26	24	25	0	0	0
Number Scoring 55–100	26	24	24	0	0	0
Number Scoring 65–100	26	24	24	0	0	0
Number Scoring 85–100	9	16	18	0	0	0
Percentage of Tested Scoring 55–100	100%	100%	96%	0%	0%	0%
Percentage of Tested Scoring 65–100	100%	100%	96%	0%	0%	0%
Percentage of Tested Scoring 85–100	35%	67%	72%	0%	0%	0%
Comprehensive Italian						
Number Tested	0	0	0	0	0	0
Number Scoring 55–100	0	0	0	0	0	0
Number Scoring 65–100	0	0	0	0	0	0
Number Scoring 85–100	0	0	0	0	0	0
Percentage of Tested Scoring 55–100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 65–100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 85–100	0%	0%	0%	0%	0%	0%
Comprehensive German						
Number Tested	0	0	0	0	0	0
Number Scoring 55–100	0	0	0	0	0	0
Number Scoring 65–100	0	0	0	0	0	0
Number Scoring 85–100	0	0	0	0	0	0
Percentage of Tested Scoring 55–100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 65–100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 85–100	0%	0%	0%	0%	0%	0%
Comprehensive Hebrew						
Number Tested	0	0	0	0	0	0
Number Scoring 55–100	0	0	0	0	0	0
Number Scoring 65–100	0	0	0	0	0	0
Number Scoring 85–100	0	0	0	0	0	0
Percentage of Tested Scoring 55–100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 65–100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 85–100	0%	0%	0%	0%	0%	0%
Comprehensive Spanish						
Number Tested	26	49	49	0	0	0
Number Scoring 55–100	26	49	48	0	0	0
Number Scoring 65–100	26	48	48	0	0	0
Number Scoring 85–100	11	25	17	0	0	0
Percentage of Tested Scoring 55–100	100%	100%	98%	0%	0%	0%
Percentage of Tested Scoring 65–100	100%	98%	98%	0%	0%	0%
Percentage of Tested Scoring 85–100	42%	51%	35%	0%	0%	0%
Comprehensive Latin						
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
Sequential Mathematics, Course III (last administered January 2004)						
Number Tested	58	0	0	0	0	0
Number Scoring 55–100	48	0	0	0	0	0
Number Scoring 65–100	40	0	0	0	0	0
Number Scoring 85–100	13	0	0	0	0	0
Percentage of Tested Scoring 55–100	83%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 65–100	69%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 85–100	22%	0%	0%	0%	0%	0%

Introduction to Occupations Examination

	2001–02		2002–03		2003–04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
General-Education Students	23	100%	44	95%	23	100%
Students with Disabilities	6	100%	5	100%	4	#

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

Elementary-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
Nov 2003	General-Education Students	0	0%	0%	0%	0%
	Students with Disabilities	0	0%	0%	0%	0%
	All Students	0	0%	0%	0%	0%

Middle-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
June 2004	General-Education Students	72	1%	35%	58%	6%
	Students with Disabilities	9	0%	44%	56%	0%
	All Students	81	1%	36%	58%	5%

(Form – I)

New York State Alternate Assessments (NYSAA) 2003–04

Test	Count of Students					
	Tested	Not Tested	Level 1	Level 2	Level 3	Level 4
Elementary Level						
Social Studies	0	0	0	0	0	0
Middle Level						
Social Studies	0	0	0	0	0	0
Secondary Level						
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	82	82	82	5	5	5	87	87	87
Number Scoring 55–64	2	2	0	0	0	0	2	2	0
Number Scoring 65–84	55	26	47	5	4	5	60	30	52
Number Scoring 85–100	23	53	35	0	1	0	23	54	35
Approved Alternatives	0	0	0	0	0	0	0	0	0

(Form – J)