

New York State School Report Card Comprehensive Information Report

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

Grade Range : 9-12

Name: Beaver River Middle/Senior High School

Principal: James Froio

Fall Enrollment

Grade	2000–2001	2001–2002	2002–2003
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	0
Ungraded Elementary	0	0	0
Seventh	0	0	0
Eighth	0	0	0
Ninth	106	102	97
Tenth	86	91	100
Eleventh	85	91	89
Twelfth	93	79	86
Ungraded Secondary	0	0	8
Total K-12 Enrollment	370	363	380

Student Racial/Ethnic Origin

Race/Ethnicity	2000–2001		2001–2002		2002–2003	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
American Indian, Alaskan, Asian, or Pacific Islander	7	1.9%	8	2.2%	8	2.1%
Black (Not Hispanic)	1	0.3%	3	0.8%	0	0.0%
Hispanic	2	0.5%	4	1.1%	4	1.1%
White (Not Hispanic)	360	97.3%	348	95.9%	368	96.8%

Average Class Size

Grade Level	2000–2001	2001–2002	2002–2003
Kindergarten	0	0	0
Common Branch	0	0	0
English Grade 8	0	0	9
Mathematics Grade 8	0	0	0
Science Grade 8	0	0	16
Social Studies Grade 8	0	0	0
English Grade 10	19	18	20
Mathematics Grade 10	16	19	0
Science Grade 10	22	22	13
Social Studies Grade 10	23	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
50	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 middle 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

	2000–2001		2001–2002		2002–2003	
	Count	Percent	Count	Percent	Count	Percent
Limited English Proficient	0	0.0%	0	0.0%	0	0.0%
Eligible for Free Lunch	64	17.3%	66	18.2%	56	14.7%

Attendance and Suspension

	1999–2000		2000–2001		2001–2002	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
Annual Attendance Rate		96.4%		96.5%		97.7%
Student Suspensions	10	2.5%	19	5.1%	0	0.0%

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

	2000–2001	2001–2002	2002–2003
Reduced Lunch	9.5%	10.2%	9.2%
Public Assistance	31-40%	31-40%	31-40%
Student Stability	98%	100%	100%

Staff Counts

Staff	2002–2003
Total Teachers	24
Total Other Professional Staff	3
Total Paraprofessionals	NA
Teaching Out of Certification*	1
Teachers with Temporary Licenses	0

*Teaching out of certification more than on an incidental basis. Teachers with temporary licenses are also counted as teaching out of certification.

(Form – B)

High School Graduates and Noncompleters

High School Graduates Earning Regents Diplomas*

	2000–2001			2001–2002			2002–2003		
	Total Grads	Regents Diplomas	% Regents Diplomas	Total Grads	Regents Diplomas	% Regents Diplomas	Total Grads	Regents Diplomas	% Regents Diplomas
General Education	88	44	50%	74	41	55%	77	47	61%
Students with Disabilities	3	0	0%	0	0	0%	6	0	0%
All Students	91	44	48%	74	41	55%	83	47	57%

*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 during the 2001–2002 school year, diploma counts and percentage of graduates earning Regents diplomas are not necessarily comparable between years. Data for the 2000-2001 school year include January, June and August 2001 graduates; data for the 2001-2002 school year include January and June 2002 graduates; data for the 2002–2003 school year include August 2002 and January and June 2003 graduates.

Distribution of 2002–2003 Graduates (All Students)

	To 4-year College	To 2-year College	To Other Post-Secondary	To the Military	To Employment	Other
Number	25	35	7	1	15	0
Percent	30%	42%	8%	1%	18%	0%

Number of High School Completers with Disabilities in 2002–2003

Graduates* (a)	Regents Diplomas (b)	IEP Diplomas or Certificates (c)	All 2002–2003 Completers (a+c)
6	0	0	6

*Local Diplomas (including local diplomas with Regents endorsements)

High School Noncompletion Rates

		2000–2001		2001–2002		2002–2003	
		No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
General-Education Students	Dropped Out			3		2	
	Entered GED Program*			6		3	
	Total Noncompleters			9		5	
Students with Disabilities	Dropped Out			1		2	
	Entered GED Program*			0		2	
	Total Noncompleters			1		4	
All Students	Dropped Out	2	0.5%	4	1.1%	4	1.1%
	Entered GED Program*	3	0.8%	6	1.7%	5	1.3%
	Total Noncompleters	5	1.4%	10	2.8%	9	2.4%

*The number and percentage of students who left K-12, diploma-bound systems and entered an alternative 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	2000–01	2001–02	2002–03
K–1		0%	0%
2–3		0%	0%

Students Developing a Career Plan, 4–12

Grades		2000–01	2001–02	2002–03
4–5	Number of General-Education Students		0	0
	Number of Students with Disabilities		0	0
	Number of All Students		0	0
	Percent of Enrollment		0%	0%
6–8	Number of General-Education Students		0	0
	Number of Students with Disabilities		0	0
	Number of All Students		0	0
	Percent of Enrollment		0%	0%
9–12	Number of General-Education Students		363	246
	Number of Students with Disabilities		0	30
	Number of All Students		363	276
	Percent of Enrollment		100%	73%

Second Language Proficiency Examinations

General-Education Students

Test	2000–2001		2001–2002		2002–2003	
	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%	5	60%	3	#

Students with Disabilities

Test	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	0	0%	0	0%	1	#
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	0	0%	0	0%	0	0%

(Form-D)

Regents Competency Tests

General-Education Students

Test	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	1	#	5	100%	2	#
Science	2	#	0	0%	0	0%
Reading	0	0%	2	#	1	#
Writing	0	0%	2	#	1	#
Global Studies	0	0%	0	0%	0	0%
U.S. Hist & Gov't	4	#	0	0%	0	0%

Students with Disabilities

Test	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	1	#	5	100%	1	#
Science	0	0%	0	0%	1	#
Reading	4	#	4	#	1	#
Writing	3	#	5	100%	1	#
Global Studies	2	#	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	2002	2003	2001	2002	2003
Comprehensive English						
Number Tested	80	84	88	3	5	6
Number Scoring 55–100	80	72	85	#	1	5
Number Scoring 65–100	71	64	77	#	0	4
Number Scoring 85–100	16	26	19	#	0	0
Percentage of Tested Scoring 55–100	100%	86%	97%	#	20%	83%
Percentage of Tested Scoring 65–100	89%	76%	88%	#	0%	67%
Percentage of Tested Scoring 85–100	20%	31%	22%	#	0%	0%
Mathematics A						
Number Tested	82	101	87	5	6	5
Number Scoring 55–100	79	95	81	5	2	4
Number Scoring 65–100	68	82	77	2	2	3
Number Scoring 85–100	22	32	15	0	0	0
Percentage of Tested Scoring 55–100	96%	94%	93%	100%	33%	80%
Percentage of Tested Scoring 65–100	83%	81%	89%	40%	33%	60%
Percentage of Tested Scoring 85–100	27%	32%	17%	0%	0%	0%
Mathematics B (first administered June 2001)						
Number Tested	0	0	44	0	0	0
Number Scoring 55–100	0	0	38	0	0	0
Number Scoring 65–100	0	0	23	0	0	0
Number Scoring 85–100	0	0	2	0	0	0
Percentage of Tested Scoring 55–100	0%	0%	86%	0%	0%	0%
Percentage of Tested Scoring 65–100	0%	0%	52%	0%	0%	0%
Percentage of Tested Scoring 85–100	0%	0%	5%	0%	0%	0%
Global History and Geography						
Number Tested	82	93	93	7	5	4
Number Scoring 55–100	79	91	91	7	5	#
Number Scoring 65–100	67	87	87	7	5	#
Number Scoring 85–100	32	24	46	0	0	#
Percentage of Tested Scoring 55–100	96%	98%	98%	100%	100%	#
Percentage of Tested Scoring 65–100	82%	94%	94%	100%	100%	#
Percentage of Tested Scoring 85–100	39%	26%	49%	0%	0%	#
U.S. History and Government (first administered June 2001)						
Number Tested	80	86	89	4	6	5
Number Scoring 55–100	77	83	89	#	5	5
Number Scoring 65–100	69	77	86	#	5	5
Number Scoring 85–100	40	35	55	#	0	1
Percentage of Tested Scoring 55–100	96%	97%	100%	#	83%	100%
Percentage of Tested Scoring 65–100	86%	90%	97%	#	83%	100%
Percentage of Tested Scoring 85–100	50%	41%	62%	#	0%	20%

(Form – F)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Living Environment (first administered June 2001)						
Number Tested	71	91	91	2	5	6
Number Scoring 55–100	71	91	91	#	5	6
Number Scoring 65–100	71	91	90	#	5	6
Number Scoring 85–100	25	27	31	#	0	0
Percentage of Tested Scoring 55–100	100%	100%	100%	#	100%	100%
Percentage of Tested Scoring 65–100	100%	100%	99%	#	100%	100%
Percentage of Tested Scoring 85–100	35%	30%	34%	#	0%	0%
Physical Setting/Earth Science (first administered June 2001)						
Number Tested	71	81	89	5	3	6
Number Scoring 55–100	67	81	87	5	#	6
Number Scoring 65–100	59	79	83	4	#	5
Number Scoring 85–100	30	39	26	0	#	1
Percentage of Tested Scoring 55–100	94%	100%	98%	100%	#	100%
Percentage of Tested Scoring 65–100	83%	98%	93%	80%	#	83%
Percentage of Tested Scoring 85–100	42%	48%	29%	0%	#	17%
Physical Setting/Chemistry (first administered June 2002)						
Number Tested		56	50		0	0
Number Scoring 55–100		54	49		0	0
Number Scoring 65–100		48	46		0	0
Number Scoring 85–100		13	12		0	0
Percentage of Tested Scoring 55–100		96%	98%		0%	0%
Percentage of Tested Scoring 65–100		86%	92%		0%	0%
Percentage of Tested Scoring 85–100		23%	24%		0%	0%
Physical Setting/Physics (first administered June 2002)*						
Number Tested						
Number Scoring 55–100						
Number Scoring 65–100						
Number Scoring 85–100						
Percentage of Tested Scoring 55–100						
Percentage of Tested Scoring 65–100						
Percentage of Tested Scoring 85–100						

* Physical Setting/Physics results are not included in the report card because the Department is issuing a new conversion chart for this assessment. Data currently available to the Department are based on the original conversion chart for the assessment.

(Form – G)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Comprehensive French						
Number Tested	14	26	24	0	0	0
Number Scoring 55–100	14	26	24	0	0	0
Number Scoring 65–100	14	26	24	0	0	0
Number Scoring 85–100	6	9	16	0	0	0
Percentage of Tested Scoring 55–100	100%	100%	100%	0%	0%	0%
Percentage of Tested Scoring 65–100	100%	100%	100%	0%	0%	0%
Percentage of Tested Scoring 85–100	43%	35%	67%	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	33	26	49	0	0	0
Number Scoring 55–100	33	26	49	0	0	0
Number Scoring 65–100	33	26	48	0	0	0
Number Scoring 85–100	21	11	25	0	0	0
Percentage of Tested Scoring 55–100	100%	100%	100%	0%	0%	0%
Percentage of Tested Scoring 65–100	100%	100%	98%	0%	0%	0%
Percentage of Tested Scoring 85–100	64%	42%	51%	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	2002	2003	2001	2002	2003
Sequential Mathematics, Course II (last administered January 2003)						
Number Tested	20	1	0	0	0	0
Number Scoring 55–100	14	#	0	0	0	0
Number Scoring 65–100	12	#	0	0	0	0
Number Scoring 85–100	3	#	0	0	0	0
Percentage of Tested Scoring 55–100	70%	#	0%	0%	0%	0%
Percentage of Tested Scoring 65–100	60%	#	0%	0%	0%	0%
Percentage of Tested Scoring 85–100	15%	#	0%	0%	0%	0%
Sequential Mathematics, Course III						
Number Tested	44	58	0	1	0	0
Number Scoring 55–100	33	48	0	#	0	0
Number Scoring 65–100	24	40	0	#	0	0
Number Scoring 85–100	3	13	0	#	0	0
Percentage of Tested Scoring 55–100	75%	83%	0%	#	0%	0%
Percentage of Tested Scoring 65–100	55%	69%	0%	#	0%	0%
Percentage of Tested Scoring 85–100	7%	22%	0%	#	0%	0%

(Form – I)

Introduction to Occupations Examination

	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
General-Education Students	53	98%	23	100%	44	95%
Students with Disabilities	6	67%	6	100%	5	100%

On school reports, 2000–2001 and 2001–2002 data are for all students with disabilities enrolled in the school. District reports contain data for all students with disabilities enrolled in the district for the 2000–2001, 2001–2002, and 2002–2003 school years.

Elementary-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
Nov 2002	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 2003	General-Education Students	0	0%	0%	0%	0%
	Students with Disabilities	0	0%	0%	0%	0%
	All Students	0	0%	0%	0%	0%

(Form – J)

New York State Alternate Assessments (NYSAA) 2002–2003

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

1999 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	77	77	77	7	7	7	84	84	84
Number Scoring 55–64	8	6	7	1	0	0	9	6	7
Number Scoring 65–84	31	35	36	5	5	6	36	40	42
Number Scoring 85–100	38	35	34	0	0	0	38	35	34
Approved Alternatives	0	0	0	0	0	0	0	0	0

(Form – K)