

# New York State School Report Card Comprehensive Information Report

BEDS Code: 09-03-01-06-0006  
 Name: Beekmantown High School  
 Principal: Garth Frechette

Grade Range : 9-12

## 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	176	183	157
Tenth	141	171	173
Eleventh	133	125	143
Twelfth	116	132	117
Ungraded Secondary	0	0	0
Total K-12 Enrollment	566	611	590

## 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	3	0.5%	4	0.7%	2	0.3%
Black (Not Hispanic)	6	1.1%	11	1.8%	11	1.9%
Hispanic	6	1.1%	12	2.0%	6	1.0%
White (Not Hispanic)	551	97.3%	584	95.6%	571	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	0
Mathematics Grade 8	0	0	0
Science Grade 8	20	19	0
Social Studies Grade 8	0	0	0
English Grade 10	12	21	18
Mathematics Grade 10	23	21	22
Science Grade 10	20	24	14
Social Studies Grade 10	17	20	20

(Form – A)

### District Need to Resource Capacity Category

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

### Similar School Group and Description

Similar School Group	Description
47	All schools in this group are secondary level schools in rural school districts with high student needs in relation to district resources. 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	118	20.8%	100	16.4%	122	20.7%

### 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		92.2%		92.2%		93.2%
Student Suspensions	23	4.1%	27	4.8%	32	5.2%

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

	2000–2001	2001–2002	2002–2003
Reduced Lunch	12.5%	9.0%	14.4%
Public Assistance	11-20%	11-20%	11-20%
Student Stability	97%	98%	98%

### Staff Counts

Staff	2002–2003
Total Teachers	55
Total Other Professional Staff	4
Total Paraprofessionals	NA
Teaching Out of Certification*	0
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	94	54	57%	106	71	67%	100	61	61%
Students with Disabilities	4	0	0%	7	0	0%	5	0	0%
All Students	98	54	55%	113	71	63%	105	61	58%

\*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	46	42	0	5	12	0
Percent	44%	40%	0%	5%	11%	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)
5	0	4	9

\*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			34		23	
	Entered GED Program*			1		0	
	Total Noncompleters			35		23	
Students with Disabilities	Dropped Out			0		4	
	Entered GED Program*			0		0	
	Total Noncompleters			0		4	
All Students	Dropped Out	26	4.6%	34	5.6%	27	4.6%
	Entered GED Program*	0	0.0%	1	0.2%	0	0.0%
	Total Noncompleters	26	4.6%	35	5.7%	27	4.6%

\*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		0	0
	Number of Students with Disabilities		82	76
	Number of All Students		82	76
	Percent of Enrollment		13%	13%

## 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%	55	84%	75	85%
German	0	0%	0	0%	1	#
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	0	0%	45	76%	58	78%

### Students with Disabilities

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%	0	0%	4	#

(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	0	0%	2	#	3	#
Science	0	0%	6	67%	1	#
Reading	0	0%	0	0%	1	#
Writing	0	0%	0	0%	1	#
Global Studies	0	0%	7	43%	1	#
U.S. Hist & Gov't	3	#	2	#	1	#

## Students with Disabilities

Test	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	4	#	0	0%	10	90%
Science	10	60%	0	0%	0	0%
Reading	0	0%	0	0%	6	100%
Writing	1	#	0	0%	6	67%
Global Studies	1	#	0	0%	6	33%
U.S. Hist & Gov't	8	50%	0	0%	10	70%

(Form – E)

# Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
<b>Comprehensive English</b>						
Number Tested	126	98	137	12	3	13
Number Scoring 55–100	122	95	131	11	#	9
Number Scoring 65–100	110	86	124	9	#	7
Number Scoring 85–100	29	39	53	0	#	0
Percentage of Tested Scoring 55–100	97%	97%	96%	92%	#	69%
Percentage of Tested Scoring 65–100	87%	88%	91%	75%	#	54%
Percentage of Tested Scoring 85–100	23%	40%	39%	0%	#	0%
<b>Mathematics A</b>						
Number Tested	0	3	159	0	0	11
Number Scoring 55–100	0	#	117	0	0	2
Number Scoring 65–100	0	#	90	0	0	1
Number Scoring 85–100	0	#	12	0	0	0
Percentage of Tested Scoring 55–100	0%	#	74%	0%	0%	18%
Percentage of Tested Scoring 65–100	0%	#	57%	0%	0%	9%
Percentage of Tested Scoring 85–100	0%	#	8%	0%	0%	0%
<b>Mathematics B (first administered June 2001)</b>						
Number Tested	0	8	2	0	1	1
Number Scoring 55–100	0	5	#	0	#	#
Number Scoring 65–100	0	2	#	0	#	#
Number Scoring 85–100	0	0	#	0	#	#
Percentage of Tested Scoring 55–100	0%	62%	#	0%	#	#
Percentage of Tested Scoring 65–100	0%	25%	#	0%	#	#
Percentage of Tested Scoring 85–100	0%	0%	#	0%	#	#
<b>Global History and Geography</b>						
Number Tested	134	131	179	14	1	15
Number Scoring 55–100	130	117	167	13	#	12
Number Scoring 65–100	120	102	147	7	#	7
Number Scoring 85–100	50	33	63	2	#	0
Percentage of Tested Scoring 55–100	97%	89%	93%	93%	#	80%
Percentage of Tested Scoring 65–100	90%	78%	82%	50%	#	47%
Percentage of Tested Scoring 85–100	37%	25%	35%	14%	#	0%
<b>U.S. History and Government (first administered June 2001)</b>						
Number Tested	119	111	139	12	2	15
Number Scoring 55–100	104	103	127	6	#	7
Number Scoring 65–100	92	87	117	4	#	4
Number Scoring 85–100	48	39	60	0	#	0
Percentage of Tested Scoring 55–100	87%	93%	91%	50%	#	47%
Percentage of Tested Scoring 65–100	77%	78%	84%	33%	#	27%
Percentage of Tested Scoring 85–100	40%	35%	43%	0%	#	0%

(Form – F)

# Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
<b>Living Environment (first administered June 2001)</b>						
Number Tested	113	118	161	8	0	14
Number Scoring 55–100	113	118	159	8	0	14
Number Scoring 65–100	111	116	153	6	0	10
Number Scoring 85–100	44	47	72	1	0	2
Percentage of Tested Scoring 55–100	100%	100%	99%	100%	0%	100%
Percentage of Tested Scoring 65–100	98%	98%	95%	75%	0%	71%
Percentage of Tested Scoring 85–100	39%	40%	45%	12%	0%	14%
<b>Physical Setting/Earth Science (first administered June 2001)</b>						
Number Tested	115	147	138	16	0	9
Number Scoring 55–100	102	144	130	9	0	9
Number Scoring 65–100	80	138	121	4	0	8
Number Scoring 85–100	23	49	54	0	0	0
Percentage of Tested Scoring 55–100	89%	98%	94%	56%	0%	100%
Percentage of Tested Scoring 65–100	70%	94%	88%	25%	0%	89%
Percentage of Tested Scoring 85–100	20%	33%	39%	0%	0%	0%
<b>Physical Setting/Chemistry (first administered June 2002)</b>						
Number Tested		86	87		0	3
Number Scoring 55–100		84	84		0	#
Number Scoring 65–100		67	73		0	#
Number Scoring 85–100		15	19		0	#
Percentage of Tested Scoring 55–100		98%	97%		0%	#
Percentage of Tested Scoring 65–100		78%	84%		0%	#
Percentage of Tested Scoring 85–100		17%	22%		0%	#
<b>Physical Setting/Physics (first administered June 2002)*</b>						
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
<b>Comprehensive French</b>						
Number Tested	27	0	55	0	0	0
Number Scoring 55–100	27	0	54	0	0	0
Number Scoring 65–100	24	0	51	0	0	0
Number Scoring 85–100	9	0	30	0	0	0
Percentage of Tested Scoring 55–100	100%	0%	98%	0%	0%	0%
Percentage of Tested Scoring 65–100	89%	0%	93%	0%	0%	0%
Percentage of Tested Scoring 85–100	33%	0%	55%	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	38	0	38	0	0	0
Number Scoring 55–100	37	0	38	0	0	0
Number Scoring 65–100	35	0	37	0	0	0
Number Scoring 85–100	16	0	27	0	0	0
Percentage of Tested Scoring 55–100	97%	0%	100%	0%	0%	0%
Percentage of Tested Scoring 65–100	92%	0%	97%	0%	0%	0%
Percentage of Tested Scoring 85–100	42%	0%	71%	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	2002	2003	2001	2002	2003
<b>Sequential Mathematics, Course II (last administered January 2003)</b>						
Number Tested	121	116	17	27	2	1
Number Scoring 55–100	106	99	10	24	#	#
Number Scoring 65–100	101	92	9	20	#	#
Number Scoring 85–100	46	36	2	7	#	#
Percentage of Tested Scoring 55–100	88%	85%	59%	89%	#	#
Percentage of Tested Scoring 65–100	83%	79%	53%	74%	#	#
Percentage of Tested Scoring 85–100	38%	31%	12%	26%	#	#
<b>Sequential Mathematics, Course III</b>						
Number Tested	86	70	88	1	0	2
Number Scoring 55–100	74	69	72	#	0	#
Number Scoring 65–100	68	61	58	#	0	#
Number Scoring 85–100	26	31	21	#	0	#
Percentage of Tested Scoring 55–100	86%	99%	82%	#	0%	#
Percentage of Tested Scoring 65–100	79%	87%	66%	#	0%	#
Percentage of Tested Scoring 85–100	30%	44%	24%	#	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	29	97%	24	100%	22	100%
Students with Disabilities	5	100%	3	#	4	#

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
<b>Nov 2002</b>	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
<b>June 2003</b>	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
<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

## 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	119	119	119	11	11	11	130	130	130
Number Scoring 55–64	7	15	2	2	3	2	9	18	4
Number Scoring 65–84	51	45	48	2	1	3	53	46	51
Number Scoring 85–100	44	41	53	1	0	1	45	41	54
Approved Alternatives	0	0	0	0	0	0	0	0	0

(Form – K)