

BEEKMANTOWN CSD - NEW YORK STATE REPORT CARD [2021 - 22]

The New York State Report Card is an important part of the Board of Regents' effort to create educational equity and raise learning outcomes for all students. Knowledge gained from the report card about a school or district can be used to improve instruction and inform services to students. The report card provides information to the public on school/district staff, students, and measures of school and district performance as required by the Every Student Succeeds Act (ESSA). Fundamentally, New York State's ESSA plan is about creating a set of interlocking strategies to promote educational equity by providing support to districts and schools as they work to ensure that every student succeeds. New York State is committed to ensuring that all students succeed and thrive in school no matter who they are, where they live, where they go to school, or where they come from.

2022-23 ACCOUNTABILITY STATUS AND SUPPORT MODEL BASED ON 2021-22 DATA

Due to COVID-19 and changes to New York State accountability and federal reporting requirements, 2022-23 accountability statuses and support models were determined using a modified methodology. For more information, see Understanding the New York State Accountability System under the Every Student Succeeds Act (ESSA) for 2022-23 Accountability Statuses Based on 2021-22 Results.

LOCAL SUPPORT AND IMPROVEMENT DISTRICT

MADE PROGRESS

NA

SECTION 1003 SCHOOL IMPROVEMENT FUNDS (2021-22)

The link below provides a list of all Local Education Agencies and public schools that received section 1003 school improvement funds, including the amount of funds each school received and the types of strategies implemented in each school with such funds.

[Section 1003 School Improvement Funds Data \(71.63 kilobytes\)](#)

For information on the use of Title I School Improvement funds, see:

- 2021-22 Title I SIG 1003 Basic Planning
- 2021-22 Title I School Improvement Grant 1003 Targeted Support Grant
- 2021-22 Title I School Improvement Grant 1003 High School Redesign
- 2021-22 Title I School Improvement Grant 1003 ENHANCED
- 2020-23 NYSIP-PLC Phase III

ELEMENTARY/MIDDLE STATUSES AND SUPPORT MODELS BY SUBGROUP

Subgroup	Status And Support Model	Made Progress
All Students	Local Support and Improvement District	NA
Hispanic or Latino	Local Support and Improvement District	NA
White	Local Support and Improvement District	NA
Students with Disabilities	Local Support and Improvement District	NA
Economically Disadvantaged	Local Support and Improvement District	NA

ELEMENTARY/MIDDLE INDICATOR LEVELS

Subgroup	Core Subject Performance	Weighted Average Performance	English Language Proficiency (ELP)	Chronic Absenteeism
All Students	2	2	—	2
American Indian or Alaska Native	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	—	—	—	—
Black or African American	—	—	—	—
Hispanic or Latino	2	2	—	2
Multiracial	—	—	—	—
White	2	2	—	2
English Language Learner	—	—	—	—
Students with Disabilities	2	2	—	2
Economically Disadvantaged	2	2	—	2

ELEMENTARY/MIDDLE CORE SUBJECT PERFORMANCE

Subgroup	Subject	Cohort	Index	Level
All Students	ELA	773	118	2
	Math	735	92	
	Science	257	190	
	Combined	1,765	118	
American Indian or Alaska Native	ELA	2	—	—
	Math	1	—	
	Science	1	—	
	Combined	4	—	
Asian or Native Hawaiian/Other Pacific Islander	ELA	2	—	—
	Math	2	—	
	Science	—	—	
	Combined	4	—	
Black or African American	ELA	8	106	—
	Math	8	38	
	Science	1	—	
	Combined	17	—	
Hispanic or Latino	ELA	27	115	2
	Math	26	54	
	Science	9	172	
	Combined	62	98	
White	ELA	734	118	2
	Math	698	94	
	Science	246	191	
	Combined	1,678	119	
English Language Learner	ELA	1	—	—
	Math	1	—	
	Science	—	—	
	Combined	2	—	

Subgroup	Subject	Cohort	Index	Level
Students with Disabilities	ELA	121	47	2
	Math	118	27	
	Science	42	136	
	Combined	281	52	
Economically Disadvantaged	ELA	365	90	2
	Math	342	61	
	Science	125	174	
	Combined	832	91	

ELEMENTARY/MIDDLE WEIGHTED AVERAGE PERFORMANCE

Subgroup	Subject	Cohort	Index	Level
All Students	ELA	840	109	2
	Math	836	81	
	Science	270	181	
	Combined	1,946	107	
American Indian or Alaska Native	ELA	2	—	—
	Math	2	—	
	Science	1	—	
	Combined	5	—	
Asian or Native Hawaiian/Other Pacific Islander	ELA	2	—	—
	Math	2	—	
	Science	—	—	
	Combined	4	—	
Black or African American	ELA	10	85	—
	Math	10	30	
	Science	2	—	
	Combined	22	—	
Hispanic or Latino	ELA	32	97	2
	Math	32	44	
	Science	10	155	
	Combined	74	82	
White	ELA	793	109	2
	Math	789	83	
	Science	257	183	
	Combined	1,839	108	
English Language Learner	ELA	1	—	—
	Math	1	—	
	Science	—	—	
	Combined	2	—	

Subgroup	Subject	Cohort	Index	Level
Students with Disabilities	ELA	161	35	2
	Math	161	20	
	Science	51	112	
	Combined	373	39	
Economically Disadvantaged	ELA	426	77	2
	Math	424	49	
	Science	139	156	
	Combined	989	76	

ELEMENTARY/MIDDLE ELP

Subgroup	Number Of ELLs	Benchmark	Progress Rate	Success Ratio	Level
All Students	2	–	–	–	–
American Indian or Alaska Native	0	–	–	–	–
Asian or Native Hawaiian/Other Pacific Islander	0	–	–	–	–
Black or African American	1	–	–	–	–
Hispanic or Latino	0	–	–	–	–
Multiracial	0	–	–	–	–
White	1	–	–	–	–
English Language Learner	2	–	–	–	–
Students with Disabilities	2	–	–	–	–
Economically Disadvantaged	2	–	–	–	–

ELEMENTARY/MIDDLE CHRONIC ABSENTEEISM

Subgroup	Students Enrolled	Students Chronically Absent	Chronic Absenteeism Rate	Level
All Students	1,257	363	28.9%	2
American Indian or Alaska Native	3	–	–	–
Asian or Native Hawaiian/Other Pacific Islander	7	–	–	–
Black or African American	16	–	–	–
Hispanic or Latino	44	11	25%	2
Multiracial	1	–	–	–
White	1,186	338	28.5%	2
English Language Learner	3	–	–	–
Students with Disabilities	255	98	38.4%	2
Economically Disadvantaged	647	261	40.3%	2

ELEMENTARY/MIDDLE ELA PARTICIPATION RATE

Subgroup	Tested 95% In Current Year	Current Year Enrollment	Current Year Participation Rate
All Students	X	909	87.3%
American Indian or Alaska Native	–	2	–
Asian or Native Hawaiian/Other Pacific Islander	–	2	–
Black or African American	–	11	–
Hispanic or Latino	–	35	–
Multiracial	–	0	–
White	X	859	87.8%
English Language Learner	–	1	–
Students with Disabilities	X	173	71.7%
Economically Disadvantaged	X	471	81.5%

ELEMENTARY/MIDDLE MATHEMATICS PARTICIPATION RATE

Subgroup	Tested 95% In Current Year	Current Year Enrollment	Current Year Participation Rate
All Students	X	913	83%
American Indian or Alaska Native	—	2	—
Asian or Native Hawaiian/Other Pacific Islander	—	2	—
Black or African American	—	11	—
Hispanic or Latino	—	34	—
Multiracial	—	0	—
White	X	864	83.4%
English Language Learner	—	1	—
Students with Disabilities	X	175	69.1%
Economically Disadvantaged	X	471	76%

SECONDARY STATUSES AND SUPPORT MODELS BY SUBGROUP

Subgroup	Status And Support Model	Made Progress
All Students	Local Support and Improvement District	NA
White	Local Support and Improvement District	NA
Students with Disabilities	Local Support and Improvement District	NA
Economically Disadvantaged	Local Support and Improvement District	NA

SECONDARY INDICATOR LEVELS

Subgroup	Core Subject Performance	Weighted Average Performance	Graduation Rate	English Language Proficiency (ELP)	Chronic Absenteeism
All Students	2	2	3	–	2
American Indian or Alaska Native	–	–	–	–	–
Asian or Native Hawaiian/Other Pacific Islander	–	–	–	–	–
Black or African American	–	–	–	–	–
Hispanic or Latino	–	–	–	–	–
Multiracial	–	–	–	–	–
White	2	2	3	–	2
English Language Learner	–	–	–	–	–
Students with Disabilities	2	2	2	–	2
Economically Disadvantaged	2	2	3	–	2

SECONDARY CORE SUBJECT PERFORMANCE

Subgroup	Subject	Cohort	Index	Combined Index	Level
All Students	ELA	30	135	154	2
	Math	89	144		
	Science	116	225		
	Social Studies	30	103		
Asian or Native Hawaiian/Other Pacific Islander	ELA	—	—	—	—
	Math	2	—		
	Science	2	—		
	Social Studies	—	—		
Black or African American	ELA	1	—	—	—
	Math	2	—		
	Science	4	—		
	Social Studies	—	—		
Hispanic or Latino	ELA	—	—	—	—
	Math	—	—		
	Science	3	—		
	Social Studies	—	—		
White	ELA	29	140	156	2
	Math	85	143		
	Science	107	225		
	Social Studies	30	103		
English Language Learner	ELA	—	—	—	—
	Math	—	—		
	Science	—	—		
	Social Studies	—	—		
Students with Disabilities	ELA	6	17	75	2
	Math	9	44		
	Science	11	196		
	Social Studies	5	100		

Subgroup	Subject	Cohort	Index	Combined Index	Level
Economically Disadvantaged	ELA	12	92	138	2
	Math	26	139		
	Science	44	211		
	Social Studies	7	129		

SECONDARY WEIGHTED AVERAGE PERFORMANCE

Subgroup	Subject	Cohort	Index	Combined Index	Level
All Students	ELA	133	31	99	2
	Math	108	119		
	Science	123	212		
	Social Studies	132	24		
Asian or Native Hawaiian/Other Pacific Islander	ELA	3	—	—	—
	Math	2	—		
	Science	2	—		
	Social Studies	3	—		
Black or African American	ELA	4	—	—	—
	Math	4	—		
	Science	4	—		
	Social Studies	4	—		
Hispanic or Latino	ELA	4	—	—	—
	Math	1	—		
	Science	4	—		
	Social Studies	4	—		
White	ELA	122	33	101	2
	Math	101	120		
	Science	113	213		
	Social Studies	121	26		
English Language Learner	ELA	1	—	—	—
	Math	—	—		
	Science	—	—		
	Social Studies	1	—		
Students with Disabilities	ELA	25	4	37	2
	Math	20	20		
	Science	18	119		
	Social Studies	25	20		

Subgroup	Subject	Cohort	Index	Combined Index	Level
Economically Disadvantaged	ELA	56	20	79	2
	Math	42	86		
	Science	49	190		
	Social Studies	55	16		

SECONDARY GRADUATION RATE

Subgroup	Cohort	Number In Cohort	Number Graduated	Grad Rate	Average Grad Rate	Level
All Students	4-year	132	121	91.7%	91.8%	3
	5-year	155	146	94.2%		
	6-year	153	137	89.5%		
American Indian or Alaska Native	4-year	0	—	—	—	—
	5-year	1	—	—		
	6-year	0	—	—		
Asian or Native Hawaiian/Other Pacific Islander	4-year	2	—	—	—	—
	5-year	1	—	—		
	6-year	3	—	—		
Black or African American	4-year	3	—	—	—	—
	5-year	1	—	—		
	6-year	5	—	—		
Hispanic or Latino	4-year	4	—	—	—	—
	5-year	2	—	—		
	6-year	0	—	—		
Multiracial	4-year	0	—	—	—	—
	5-year	0	—	—		
	6-year	0	—	—		
White	4-year	123	114	92.7%	91.9%	3
	5-year	150	141	94%		
	6-year	145	129	89%		
English Language Learner	4-year	1	—	—	—	—
	5-year	1	—	—		
	6-year	0	—	—		
Students with Disabilities	4-year	28	20	71.4%	71.3%	2
	5-year	26	20	76.9%		
	6-year	29	19	65.5%		
Economically Disadvantaged	4-year	66	56	84.8%	86.4%	3
	5-year	61	54	88.5%		
	6-year	78	67	85.9%		

SECONDARY ELP

Subgroup	Number Of ELLs	Benchmark	Progress Rate	Success Ratio	Level
All Students	2	–	–	–	–
American Indian or Alaska Native	0	–	–	–	–
Asian or Native Hawaiian/Other Pacific Islander	1	–	–	–	–
Black or African American	0	–	–	–	–
Hispanic or Latino	1	–	–	–	–
Multiracial	0	–	–	–	–
White	0	–	–	–	–
English Language Learner	2	–	–	–	–
Students with Disabilities	1	–	–	–	–
Economically Disadvantaged	2	–	–	–	–

SECONDARY CHRONIC ABSENTEEISM

Subgroup	Students Enrolled	Students Chronically Absent	Chronic Absenteeism Rate	Level
All Students	550	196	35.6%	2
American Indian or Alaska Native	2	–	–	–
Asian or Native Hawaiian/Other Pacific Islander	5	–	–	–
Black or African American	13	–	–	–
Hispanic or Latino	16	–	–	–
Multiracial	–	–	–	–
White	514	180	35%	2
English Language Learner	5	–	–	–
Students with Disabilities	118	61	51.7%	2
Economically Disadvantaged	264	148	56.1%	2

SECONDARY ELA PARTICIPATION RATE

Subgroup	Tested 95% In Current Year	Current Year 12th Grade Enrollment	Current Year Participation Rate
All Students	X	130	23.1%
American Indian or Alaska Native	–	0	–
Asian or Native Hawaiian/Other Pacific Islander	–	3	–
Black or African American	–	4	–
Hispanic or Latino	–	3	–
Multiracial	–	0	–
White	X	120	24.2%
English Language Learner	–	1	–
Students with Disabilities	–	22	–
Economically Disadvantaged	X	51	23.5%

SECONDARY MATHEMATICS PARTICIPATION RATE

Subgroup	Tested 95% In Current Year	Current Year 12th Grade Enrollment	Current Year Participation Rate
All Students	X	105	83.8%
American Indian or Alaska Native	–	0	–
Asian or Native Hawaiian/Other Pacific Islander	–	2	–
Black or African American	–	4	–
Hispanic or Latino	–	0	–
Multiracial	–	0	–
White	X	99	84.8%
English Language Learner	–	0	–
Students with Disabilities	–	16	–
Economically Disadvantaged	–	36	–

EXPENDITURES PER PUPIL (2021-22)

	Pupil Count	Federal		State & Local		Total	
		Expenditures	Expenditures Per Pupil	Expenditures	Expenditures Per Pupil	Expenditures	Expenditures Per Pupil
This District	2,004	\$3,033,037	\$1,513	\$37,061,045	\$18,494	\$40,094,082	\$20,007
Statewide	2,502,890	\$7,164,487,299	\$2,862	\$57,586,108,928	\$23,008	\$64,750,596,227	\$25,870

STAFF QUALIFICATIONS (2021-22)
INEXPERIENCED TEACHERS AND PRINCIPALS

	TEACHERS			PRINCIPALS		
	Total	# Inexperienced	% Inexperienced	Total	# Inexperienced	% Inexperienced
THIS DISTRICT	163	11	7%	4	1	25%
STATEWIDE	213,853	46,628	22%	4,643	1,064	23%
STATEWIDE HIGH-POVERTY SCHOOLS	47,206	16,965	36%	1,071	191	18%
STATEWIDE LOW-POVERTY SCHOOLS	62,026	7,792	13%	1,192	267	22%

TEACHERS TEACHING OUT OF THEIR SUBJECT OR FIELD OF CERTIFICATION

	Total	TEACHERS TEACHING OUT OF THEIR SUBJECT/FIELD OF CERTIFICATION	
		#	%
THIS DISTRICT	152	3	2%
STATEWIDE	203,528	15,289	8%
STATEWIDE HIGH-POVERTY SCHOOLS	43,110	6,412	15%
STATEWIDE LOW-POVERTY SCHOOLS	59,797	1,101	2%

TOTAL COHORT GRADUATION RATE (2021-22)

Graduation Rate data are for students who first entered grade 9, four years prior to this reporting year. Graduates are as of August following the close of the reporting year. Click on High School Graduation Rate Data report to see district and state comparisons and to filter on gender, ethnicity, and other student subgroups or by 5- and 6-year graduation rates.

Subgroup	Total	GRAD RATE		REGENTS WITH ADVANCED DESIGNATION		REGENTS DIPLOMA		LOCAL DIPLOMA		NON DIPLOMA CRED		STILL ENROLLED		GED TRANSFER		DROPOUT	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	144	127	88%	57	40%	69	48%	1	1%	6	4%	2	1%	0	0%	9	6%
Female	57	53	93%	28	49%	25	44%	0	0%	1	2%	0	0%	0	0%	3	5%
Male	87	74	85%	29	33%	44	51%	1	1%	5	6%	2	2%	0	0%	6	7%
Non-binary	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
General Education Students	113	107	95%	57	50%	50	44%	0	0%	1	1%	0	0%	0	0%	5	4%
Students with Disabilities	31	20	65%	0	0%	19	61%	1	3%	5	16%	2	6%	0	0%	4	13%
American Indian or Alaska Native	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Asian or Native Hawaiian/Other Pacific Islander	3	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Black or African American	5	4	80%	0	0%	3	60%	1	20%	0	0%	0	0%	0	0%	1	20%
Hispanic or Latino	4	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
White	132	117	89%	55	42%	62	47%	0	0%	5	4%	2	2%	0	0%	8	6%
Multiracial	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Economically Disadvantaged	63	47	75%	10	16%	36	57%	1	2%	6	10%	1	2%	0	0%	9	14%
Not Economically Disadvantaged	81	80	99%	47	58%	33	41%	0	0%	0	0%	1	1%	0	0%	0	0%
English Language Learner	1	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	143	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
In Foster Care	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%

Subgroup	Total	GRAD RATE		REGENTS WITH ADVANCED DESIGNATION		REGENTS DIPLOMA		LOCAL DIPLOMA		NON DIPLOMA CRED		STILL ENROLLED		GED TRANSFER		DROPOUT	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Not in Foster Care	144	127	88%	57	40%	69	48%	1	1%	6	4%	2	1%	0	0%	9	6%
Homeless	3	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–
Not Homeless	141	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–
Migrant	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not Migrant	144	127	88%	57	40%	69	48%	1	1%	6	4%	2	1%	0	0%	9	6%
Parent in Armed Forces	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Parent Not in Armed Forces	144	127	88%	57	40%	69	48%	1	1%	6	4%	2	1%	0	0%	9	6%

CIVIL RIGHTS DATA COLLECTION (CRDC) (2017-18)

Civil Right Data Collection (CRDC) data are reported to the United States Department of Education by districts and include data on measures of school quality, climate, and safety as well as enrollment in preschool programs and accelerated coursework to earn postsecondary credit. For more information, visit the CRDC homepage.

CRDC Data (22.42 megabytes)

CRDC Glossary and Guide

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