

## BEEKMANTOWN HIGH SCHOOL - 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

### 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

### SECONDARY STATUSES AND SUPPORT MODELS BY SUBGROUP

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

**SECONDARY INDICATOR LEVELS**

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

## SECONDARY CORE SUBJECT PERFORMANCE

Subgroup	Subject	Cohort	Index	Combined Index	Level
All Students	ELA	29	140	156	3
	Math	88	144		
	Science	116	225		
	Social Studies	29	100		
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	28	145	157	3
	Math	84	144		
	Science	107	225		
	Social Studies	29	100		
English Language Learner	ELA	—	—	—	—
	Math	—	—		
	Science	—	—		
	Social Studies	—	—		
Students with Disabilities	ELA	5	20	—	—
	Math	8	38		
	Science	11	196		
	Social Studies	4	—		

Subgroup	Subject	Cohort	Index	Combined Index	Level
Economically Disadvantaged	ELA	11	100	140	3
	Math	25	140		
	Science	44	211		
	Social Studies	6	117		

## SECONDARY WEIGHTED AVERAGE PERFORMANCE

Subgroup	Subject	Cohort	Index	Combined Index	Level
All Students	ELA	132	31	99	2
	Math	107	119		
	Science	123	212		
	Social Studies	131	22		
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	121	34	101	2
	Math	100	121		
	Science	113	213		
	Social Studies	120	24		
English Language Learner	ELA	1	–	–	–
	Math	–	–		
	Science	–	–		
	Social Studies	1	–		
Students with Disabilities	ELA	24	4	35	2
	Math	19	16		
	Science	18	119		
	Social Studies	24	13		

Subgroup	Subject	Cohort	Index	Combined Index	Level
Economically Disadvantaged	ELA	55	20	79	2
	Math	41	85		
	Science	49	190		
	Social Studies	54	13		

## SECONDARY GRADUATION RATE

Subgroup	Cohort	Number In Cohort	Number Graduated	Grad Rate	Average Grad Rate	Level
All Students	4-year	132	121	91.7%	92.2%	2
	5-year	155	146	94.2%		
	6-year	151	137	90.7%		
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%	92.3%	2
	5-year	150	141	94%		
	6-year	143	129	90.2%		
English Language Learner	4-year	1	–	–	–	–
	5-year	1	–	–		
	6-year	0	–	–		
Students with Disabilities	4-year	28	20	71.4%	72.1%	2
	5-year	26	20	76.9%		
	6-year	28	19	67.9%		
Economically Disadvantaged	4-year	66	56	84.8%	86.4%	2
	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	549	195	35.5%	3
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	513	179	34.9%	3
English Language Learner	5	–	–	–
Students with Disabilities	117	60	51.3%	2
Economically Disadvantaged	263	147	55.9%	2



**SECONDARY ELA PARTICIPATION RATE**

Subgroup	Tested 95% In Current Year	Current Year 12th Grade Enrollment	Current Year Participation Rate
All Students	X	129	23.3%
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	119	24.4%
English Language Learner	–	1	–
Students with Disabilities	–	21	–
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	104	84.6%
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	98	85.7%
English Language Learner	–	0	–
Students with Disabilities	–	15	–
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 School	536	\$356,836	\$666	\$7,990,838	\$14,908	\$8,347,674	\$15,574
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 SCHOOL	55	4	7%	1	0	0%
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 SCHOOL	52	2	4%
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	142	127	89%	57	40%	69	49%	1	1%	6	4%	1	1%	0	0%	8	6%
Female	56	53	95%	28	50%	25	45%	0	0%	1	2%	0	0%	0	0%	2	4%
Male	86	74	86%	29	34%	44	51%	1	1%	5	6%	1	1%	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	29	20	69%	0	0%	19	66%	1	3%	5	17%	1	3%	0	0%	3	10%
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	130	117	90%	55	42%	62	48%	0	0%	5	4%	1	1%	0	0%	7	5%
Multiracial	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Economically Disadvantaged	62	47	76%	10	16%	36	58%	1	2%	6	10%	1	2%	0	0%	8	13%
Not Economically Disadvantaged	80	80	100%	47	59%	33	41%	0	0%	0	0%	0	0%	0	0%	0	0%
English Language Learner	1	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–
Non-English Language Learner	141	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–
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	142	127	89%	57	40%	69	49%	1	1%	6	4%	1	1%	0	0%	8	6%
Homeless	3	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Not Homeless	139	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Migrant	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not Migrant	142	127	89%	57	40%	69	49%	1	1%	6	4%	1	1%	0	0%	8	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	142	127	89%	57	40%	69	49%	1	1%	6	4%	1	1%	0	0%	8	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

© COPYRIGHT NEW YORK STATE EDUCATION DEPARTMENT, ALL RIGHTS RESERVED.

THIS DOCUMENT WAS CREATED ON: MAY 2, 2023, 8:36 AM EST