

New York State District Report Card

Comprehensive Information Report

BEDS Code: 13-02-00-01-0000
 Name: Beacon City School District
 Superintendent: Vito P. Di Cesare Jr.

Fall Enrollment

Grade	2001-02	2002-03	2003-04
Pre-K	99	103	99
Kindergarten	224	248	225
First	257	246	257
Second	234	259	253
Third	273	230	283
Fourth	256	268	245
Fifth	265	263	281
Sixth	259	276	276
Ungraded Elementary	105	83	3
Seventh	264	256	289
Eighth	262	278	274
Ninth	301	322	311
Tenth	221	275	308
Eleventh	207	211	236
Twelfth	182	193	188
Ungraded Secondary	75	78	47
Total K-12 Enrollment	3385	3486	3476

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	54	1.6%	94	2.7%	93	2.7%
Black (Not Hispanic)	781	23.1%	792	22.7%	840	24.2%
Hispanic	623	18.4%	629	18.0%	633	18.2%
White (Not Hispanic)	1927	56.9%	1971	56.5%	1910	54.9%

Average Class Size

Grade Level	2001-02	2002-03	2003-04
Kindergarten	21	25	24
Common Branch	21	21	23
English Grade 8	21	19	20
Mathematics Grade 8	20	21	19
Science Grade 8	21	21	19
Social Studies Grade 8	20	21	19
English Grade 10	17	19	24
Mathematics Grade 10	22	25	22
Science Grade 10	17	29	0
Social Studies Grade 10	22	22	25

(Form – A)

District Need to Resource Capacity Category

N/RC Category	Description
3	This is an urban or suburban school district with high student needs in relation to district resource capacity.

Similar School Group and Description

Similar School Group	Description
NA	NA

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	135	3.9%	103	2.9%	148	4.1%
Eligible for Free Lunch	815	25.3%	934	28.2%	1057	31.8%

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		93.2%		93.2%		93.0%
Student Suspensions	333	10.1%	308	9.1%	332	9.5%

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

	2001-02	2002-03	2003-04
Reduced Lunch	8.4%	10.1%	11.6%
Public Assistance	NA	NA	NA
Student Stability	NA	NA	NA

Staff Counts

Staff	2003-04
Total Teachers	243
Total Other Professional Staff	37
Total Paraprofessionals	67
Teaching Out of Certification*	10

*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	137	64	47%	141	76	54%	165	86	52%
Students with Disabilities	7	0	0%	11	3	27%	12	2	17%
All Students	144	64	44%	152	79	52%	177	88	50%

*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	61	91	0	6	16	3
Percent	34%	51%	0%	3%	9%	2%

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)
12	2	4	16

*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	35		39		36	3.8%
	Entered GED Program*	19		33		32	3.3%
	Total Noncompleters	54		72		68	7.1%
Students with Disabilities	Dropped Out	5		14		13	9.0%
	Entered GED Program*	1		4		6	4.2%
	Total Noncompleters	6		18		19	13.2%
All Students	Dropped Out	40	4.3%	53	5.1%	49	4.4%
	Entered GED Program*	20	2.1%	37	3.6%	38	3.4%
	Total Noncompleters	60	6.4%	90	8.7%	87	7.9%

*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	0
	Number of Students with Disabilities	30	30	0
	Number of All Students	30	30	0
	Percent of Enrollment	4%	4%	0%
9-12	Number of General-Education Students	30	0	0
	Number of Students with Disabilities	20	18	18
	Number of All Students	50	18	18
	Percent of Enrollment	5%	2%	2%

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	37	84%	34	82%	25	84%
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	128	76%	116	93%	121	74%

Students with Disabilities

Test	2001-02		2002-03		2003-04	
	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%	0	0%

Regents Competency Tests

General-Education Students

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	0	0%	1	#	1	#
Science	26	77%	1	#	3	#
Reading	2	#	2	#	0	0%
Writing	1	#	2	#	0	0%
Global Studies	1	#	3	#	0	0%
U.S. Hist & Gov't	2	#	1	#	0	0%

Students with Disabilities

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	0	0%	0	0%	22	55%
Science	21	14%	34	24%	33	33%
Reading	6	0%	32	19%	13	62%
Writing	11	55%	17	12%	22	73%
Global Studies	2	#	18	28%	15	33%
U.S. Hist & Gov't	7	57%	14	0%	14	29%

(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	204	185	220	12	12	17
Number Scoring 55–100	176	170	214	8	7	14
Number Scoring 65–100	145	153	197	3	4	12
Number Scoring 85–100	49	76	97	0	0	3
Percentage of Tested Scoring 55–100	86%	92%	97%	67%	58%	82%
Percentage of Tested Scoring 65–100	71%	83%	90%	25%	33%	71%
Percentage of Tested Scoring 85–100	24%	41%	44%	0%	0%	18%
Mathematics A						
Number Tested	7	227	237	0	11	6
Number Scoring 55–100	1	160	230	0	4	6
Number Scoring 65–100	0	126	207	0	1	5
Number Scoring 85–100	0	10	45	0	0	0
Percentage of Tested Scoring 55–100	14%	70%	97%	0%	36%	100%
Percentage of Tested Scoring 65–100	0%	56%	87%	0%	9%	83%
Percentage of Tested Scoring 85–100	0%	4%	19%	0%	0%	0%
Mathematics B						
Number Tested	0	0	76	0	0	1
Number Scoring 55–100	0	0	65	0	0	#
Number Scoring 65–100	0	0	59	0	0	#
Number Scoring 85–100	0	0	16	0	0	#
Percentage of Tested Scoring 55–100	0%	0%	86%	0%	0%	#
Percentage of Tested Scoring 65–100	0%	0%	78%	0%	0%	#
Percentage of Tested Scoring 85–100	0%	0%	21%	0%	0%	#
Global History and Geography						
Number Tested	194	202	310	13	13	23
Number Scoring 55–100	164	173	274	6	7	18
Number Scoring 65–100	129	155	230	4	7	13
Number Scoring 85–100	18	47	88	0	2	2
Percentage of Tested Scoring 55–100	85%	86%	88%	46%	54%	78%
Percentage of Tested Scoring 65–100	66%	77%	74%	31%	54%	57%
Percentage of Tested Scoring 85–100	9%	23%	28%	0%	15%	9%
U.S. History and Government						
Number Tested	203	193	218	15	12	14
Number Scoring 55–100	160	185	203	6	10	10
Number Scoring 65–100	118	157	184	2	7	8
Number Scoring 85–100	20	47	78	0	0	1
Percentage of Tested Scoring 55–100	79%	96%	93%	40%	83%	71%
Percentage of Tested Scoring 65–100	58%	81%	84%	13%	58%	57%
Percentage of Tested Scoring 85–100	10%	24%	36%	0%	0%	7%

(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	122	245	285	3	9	15
Number Scoring 55–100	107	232	266	#	9	13
Number Scoring 65–100	100	200	224	#	6	13
Number Scoring 85–100	22	20	18	#	0	0
Percentage of Tested Scoring 55–100	88%	95%	93%	#	100%	87%
Percentage of Tested Scoring 65–100	82%	82%	79%	#	67%	87%
Percentage of Tested Scoring 85–100	18%	8%	6%	#	0%	0%
Physical Setting/Earth Science						
Number Tested	21	71	114	0	1	2
Number Scoring 55–100	15	64	95	0	#	#
Number Scoring 65–100	14	55	64	0	#	#
Number Scoring 85–100	1	4	10	0	#	#
Percentage of Tested Scoring 55–100	71%	90%	83%	0%	#	#
Percentage of Tested Scoring 65–100	67%	77%	56%	0%	#	#
Percentage of Tested Scoring 85–100	5%	6%	9%	0%	#	#
Physical Setting/Chemistry						
Number Tested	106	95	128	0	0	2
Number Scoring 55–100	83	81	113	0	0	#
Number Scoring 65–100	46	60	93	0	0	#
Number Scoring 85–100	5	12	9	0	0	#
Percentage of Tested Scoring 55–100	78%	85%	88%	0%	0%	#
Percentage of Tested Scoring 65–100	43%	63%	73%	0%	0%	#
Percentage of Tested Scoring 85–100	5%	13%	7%	0%	0%	#
Physical Setting/Physics						
Number Tested			22			0
Number Scoring 55–100			22			0
Number Scoring 65–100			22			0
Number Scoring 85–100			5			0
Percentage of Tested Scoring 55–100			100%			0%
Percentage of Tested Scoring 65–100			100%			0%
Percentage of Tested Scoring 85–100			23%			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	19	30	40	0	0	1
Number Scoring 55–100	19	28	40	0	0	#
Number Scoring 65–100	19	27	38	0	0	#
Number Scoring 85–100	4	19	11	0	0	#
Percentage of Tested Scoring 55–100	100%	93%	100%	0%	0%	#
Percentage of Tested Scoring 65–100	100%	90%	95%	0%	0%	#
Percentage of Tested Scoring 85–100	21%	63%	28%	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	97	79	123	1	0	0
Number Scoring 55–100	80	76	111	#	0	0
Number Scoring 65–100	74	71	102	#	0	0
Number Scoring 85–100	29	45	51	#	0	0
Percentage of Tested Scoring 55–100	82%	96%	90%	#	0%	0%
Percentage of Tested Scoring 65–100	76%	90%	83%	#	0%	0%
Percentage of Tested Scoring 85–100	30%	57%	41%	#	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	102	100	8	0	2	0
Number Scoring 55–100	83	76	2	0	#	0
Number Scoring 65–100	76	69	2	0	#	0
Number Scoring 85–100	32	29	0	0	#	0
Percentage of Tested Scoring 55–100	81%	76%	25%	0%	#	0%
Percentage of Tested Scoring 65–100	75%	69%	25%	0%	#	0%
Percentage of Tested Scoring 85–100	31%	29%	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	0	0%	9	0%	9	89%
Students with Disabilities	0	0%	7	0%	10	20%

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	238	4%	5%	63%	29%
	Students with Disabilities	40	33%	23%	43%	3%
	All Students	278	8%	7%	60%	25%

Middle-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
June 2004	General-Education Students	223	5%	51%	41%	3%
	Students with Disabilities	35	34%	66%	0%	0%
	All Students	258	9%	53%	36%	2%

(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	1	0	#	#	#	#
Middle Level						
Social Studies	0	1	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	185	185	185	24	24	24	209	209	209
Number Scoring 55–64	25	21	18	3	2	0	28	23	18
Number Scoring 65–84	131	101	145	6	5	3	137	106	148
Number Scoring 85–100	24	53	15	2	1	2	26	54	17
Approved Alternatives	0	0	0	0	0	0	0	0	0

(Form – J)

New York State English as a Second Language Achievement Tests (NYSESLAT)*

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
Listening and Speaking (Grade K-1)						
Number Tested			38			1
Beginning (0-18)			2			#
Intermediate (19-31)			4			#
Advanced (32-36)			22			#
Proficient (37-39)			10			#
Reading and Writing (Grade K-1)						
Number Tested			38			1
Beginning (0-14)			10			#
Intermediate (15-24)			13			#
Advanced (25-32)			13			#
Proficient (33-35)			2			#
Listening and Speaking (Grade 2-4)						
Number Tested			38			1
Beginning (0-18)			1			#
Intermediate (19-31)			8			#
Advanced (32-36)			10			#
Proficient (37-39)			19			#
Reading and Writing (Grade 2-4)						
Number Tested			38			1
Beginning (0-14)			7			#
Intermediate (15-24)			13			#
Advanced (25-32)			10			#
Proficient (33-35)			8			#
Listening and Speaking (Grade 5-6)						
Number Tested			18			4
Beginning (0-18)			0			#
Intermediate (19-31)			1			#
Advanced (32-36)			3			#
Proficient (37-39)			14			#
Reading and Writing (Grade 5-6)						
Number Tested			18			4
Beginning (0-14)			1			#
Intermediate (15-24)			5			#
Advanced (25-32)			10			#
Proficient (33-35)			2			#

*The NYSESLAT was first administered in the 2002-03 school year, but complete data for all school districts were not available until 2003-04.

(Form – K)

New York State English as a Second Language Achievement Tests (NYSESLAT)*

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
Listening and Speaking (Grade 7-8)						
Number Tested			13			1
Beginning (0-18)			1			#
Intermediate (19-31)			3			#
Advanced (32-36)			8			#
Proficient (37-39)			1			#
Reading and Writing (Grade 7-8)						
Number Tested			13			1
Beginning (0-14)			3			#
Intermediate (15-24)			5			#
Advanced (25-32)			5			#
Proficient (33-35)			0			#
Listening and Speaking (Grade 9-12)						
Number Tested			20			0
Beginning (0-18)			2			0
Intermediate (19-31)			4			0
Advanced (32-36)			4			0
Proficient (37-39)			10			0
Reading and Writing (Grade 9-12)						
Number Tested			19			0
Beginning (0-14)			4			0
Intermediate (15-24)			4			0
Advanced (25-32)			9			0
Proficient (33-35)			2			0

*The NYSESLAT was first administered in the 2002-03 school year, but complete data for all school districts were not available until 2003-04.

(Form - L)