

# New York State School Report Card Comprehensive Information Report

BEDS Code: 13-02-00-01-0005  
 Name: Beacon High School  
 Principal: Edward Mancari

Grade Range : 9-12

## Fall Enrollment

Grade	2002-03	2003-04	2004-05
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	4	3	0
Seventh	0	0	0
Eighth	0	0	0
Ninth	322	311	307
Tenth	275	308	314
Eleventh	211	236	292
Twelfth	193	188	203
Ungraded Secondary	38	47	9
Total K-12 Enrollment	1043	1093	1125

## Student Racial/Ethnic Origin

Race/Ethnicity	2002-03		2003-04		2004-05	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
American Indian, Alaskan, Asian, or Pacific Islander	36	3.5%	14	1.3%	14	1.2%
Black (Not Hispanic)	252	24.2%	261	23.9%	262	23.3%
Hispanic	166	15.9%	184	16.8%	183	16.3%
White (Not Hispanic)	589	56.5%	634	58.0%	666	59.2%

## Average Class Size

Grade Level	2002-03	2003-04	2004-05
Kindergarten	0	0	0
Common Branch	0	0	0
English Grade 8	0	0	0
Mathematics Grade 8	0	0	0
Science Grade 8	0	0	4
Social Studies Grade 8	0	0	4
English Grade 10	19	24	22
Mathematics Grade 10	25	22	23
Science Grade 10	29	0	21
Social Studies Grade 10	22	25	20

(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
43	All schools in this group are secondary level schools in urban or suburban school districts with high student needs in relation to district resources. The schools in this group are in the lower 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

	2002-03		2003-04		2004-05	
	Count	Percent	Count	Percent	Count	Percent
Limited English Proficient	23	2.2%	23	2.1%	24	2.1%
Eligible for Free Lunch	197	18.9%	361	33.0%	211	18.8%

### Attendance and Suspension

	2001-02		2002-03		2003-04	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
Annual Attendance Rate		91.5%		89.0%		91.4%
Student Suspensions	117	12.5%	137	13.1%	116	10.6%

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

	2002-03	2003-04	2004-05
Reduced Lunch	8.3%	10.5%	6.6%
Public Assistance	11-20%	31-40%	11-20%
Student Stability	98%	97%	96%

### Staff Counts

Staff	2004-05
Total Teachers	78
Total Other Professional Staff	14
Total Paraprofessionals	NA
Teaching Out of Certification*	4

\*Teaching out of certification more than on an incidental basis.

(Form – B)

# High School Graduates and Noncompleters

High School Graduates and Completers		2002-03	2003-04	2004-05
<b>General-Education Students</b>	Total Graduates*	141	165	176
	Regents Diplomas	76	86	136
	% Regents Diplomas	54%	52%	77%
	Regents Diplomas with Advanced Designation**			4
	% Regents Diplomas with Advanced Designation			2%
	IEP Diplomas or Local Certificates			
<b>Students with Disabilities</b>	Total Graduates*	11	12	6
	Regents Diplomas	3	2	3
	% Regents Diplomas	27%	17%	50%
	Regents Diplomas with Advanced Designation**			0
	% Regents Diplomas with Advanced Designation			0%
	IEP Diplomas or Local Certificates	8	4	10
<b>All Students</b>	Total Graduates*	152	177	182
	Regents Diplomas	79	88	139
	% Regents Diplomas	52%	50%	76%
	Regents Diplomas with Advanced Designation**			4
	% Regents Diplomas with Advanced Designation			2%
	IEP Diplomas or Local Certificates	8	4	10

\* Only students awarded local diplomas or Regents endorsed diplomas are included in the count of high school graduates in this table. Data include graduates in August, January and June of the school year being reported.

\*\*Beginning with students who first entered grade 9 in 2001-02, students may earn a Regents diploma by passing (scoring 65-100) Regents exams in five areas and meeting course requirements. To earn a Regents diploma with advanced designation, the student must pass eight Regents exams. For more information, see <http://www.emsc.nysed.gov/parents/gradreqtsfs.shtml>.

## Post-Secondary Plans of 2004-05 Graduates

		4-year College	2-year College	Other Post-Secondary	Military	Employment	Adult Services	Plan Unknown	Other Known Plan
<b>General-Education Students</b>	<b>Number</b>	47	95	2	5	26	0	0	1
	<b>Percent</b>	27%	54%	1%	3%	15%	0%	0%	1%
<b>Students with Disabilities</b>	<b>Number</b>	1	4	0	1	0	0	0	0
	<b>Percent</b>	17%	67%	0%	17%	0%	0%	0%	0%
<b>All Students</b>	<b>Number</b>	48	99	2	6	26	0	0	1
	<b>Percent</b>	26%	54%	1%	3%	14%	0%	0%	1%

## High School Noncompletion Rates

		2002-03		2003-04		2004-05	
		No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
<b>General-Education Students</b>	Dropped Out	30		34	3.5%	26	2.6%
	Entered GED Program*	33		32	3.3%	49	5.0%
	Total Noncompleters	63		66	6.9%	75	7.6%
<b>Students with Disabilities</b>	Dropped Out	14		13	9.0%	8	6.2%
	Entered GED Program*	4		6	4.2%	8	6.2%
	Total Noncompleters	18		19	13.2%	16	12.3%
<b>All Students</b>	Dropped Out	44	4.2%	47	4.3%	34	3.0%
	Entered GED Program*	37	3.6%	38	3.4%	57	5.1%
	Total Noncompleters	81	7.8%	85	7.7%	91	8.1%

\*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	2002-03	2003-04	2004-05
K-1	0%	0%	0%
2-3	0%	0%	0%

## Students Developing a Career Plan, 4-12

Grades		2002-03	2003-04	2004-05
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	0	0	0
	Number of All Students	0	0	0
	Percent of Enrollment	0%	0%	0%
9-12	Number of General-Education Students	0	0	320
	Number of Students with Disabilities	18	18	80
	Number of All Students	18	18	400
	Percent of Enrollment	2%	2%	36%

(Form - D)

# Second Language Proficiency Examinations

## General-Education Students

Test	2002-03		2003-04		2004-05	
	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%	1	#	0	0%

## Students with Disabilities

Test	2002-03		2003-04		2004-05	
	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	2002-03		2003-04		2004-05	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	1	#	1	#	5	80%
Science	1	#	3	#	4	#
Reading	2	#	0	0%	1	#
Writing	2	#	0	0%	0	0%
Global Studies	3	#	0	0%	3	#
U.S. Hist & Gov't	1	#	0	0%	2	#

## Students with Disabilities

Test	2002-03		2003-04		2004-05	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	0	0%	22	55%	34	44%
Science	34	24%	33	33%	29	45%
Reading	32	19%	13	62%	40	38%
Writing	17	12%	22	73%	19	32%
Global Studies	18	28%	15	33%	9	22%
U.S. Hist & Gov't	14	0%	14	29%	6	17%

(Form – E)

# Regents Examinations

	All Students			Students with Disabilities		
	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05
<b>Comprehensive English</b>						
Number Tested	185	220	249	12	17	15
Number Scoring 55-100	170	214	239	7	14	12
Number Scoring 65-100	153	197	201	4	12	7
Number Scoring 85-100	76	97	79	0	3	0
Percentage of Tested Scoring 55-100	92%	97%	96%	58%	82%	80%
Percentage of Tested Scoring 65-100	83%	90%	81%	33%	71%	47%
Percentage of Tested Scoring 85-100	41%	44%	32%	0%	18%	0%
<b>Mathematics A</b>						
Number Tested	227	237	286	11	6	7
Number Scoring 55-100	160	230	268	4	6	6
Number Scoring 65-100	126	207	232	1	5	6
Number Scoring 85-100	10	45	47	0	0	0
Percentage of Tested Scoring 55-100	70%	97%	94%	36%	100%	86%
Percentage of Tested Scoring 65-100	56%	87%	81%	9%	83%	86%
Percentage of Tested Scoring 85-100	4%	19%	16%	0%	0%	0%
<b>Mathematics B</b>						
Number Tested	0	76	109	0	1	1
Number Scoring 55-100	0	65	89	0	#	#
Number Scoring 65-100	0	59	70	0	#	#
Number Scoring 85-100	0	16	14	0	#	#
Percentage of Tested Scoring 55-100	0%	86%	82%	0%	#	#
Percentage of Tested Scoring 65-100	0%	78%	64%	0%	#	#
Percentage of Tested Scoring 85-100	0%	21%	13%	0%	#	#
<b>Global History and Geography</b>						
Number Tested	202	310	269	13	23	17
Number Scoring 55-100	173	274	228	7	18	9
Number Scoring 65-100	155	230	178	7	13	7
Number Scoring 85-100	47	88	43	2	2	1
Percentage of Tested Scoring 55-100	86%	88%	85%	54%	78%	53%
Percentage of Tested Scoring 65-100	77%	74%	66%	54%	57%	41%
Percentage of Tested Scoring 85-100	23%	28%	16%	15%	9%	6%
<b>U.S. History and Government</b>						
Number Tested	193	218	255	12	14	16
Number Scoring 55-100	185	203	213	10	10	10
Number Scoring 65-100	157	184	175	7	8	7
Number Scoring 85-100	47	78	87	0	1	1
Percentage of Tested Scoring 55-100	96%	93%	84%	83%	71%	62%
Percentage of Tested Scoring 65-100	81%	84%	69%	58%	57%	44%
Percentage of Tested Scoring 85-100	24%	36%	34%	0%	7%	6%

(Form – F)

# Regents Examinations

	All Students			Students with Disabilities		
	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05
<b>Living Environment</b>						
Number Tested	245	285	220	9	15	9
Number Scoring 55-100	232	266	204	9	13	7
Number Scoring 65-100	200	224	178	6	13	4
Number Scoring 85-100	20	18	47	0	0	1
Percentage of Tested Scoring 55-100	95%	93%	93%	100%	87%	78%
Percentage of Tested Scoring 65-100	82%	79%	81%	67%	87%	44%
Percentage of Tested Scoring 85-100	8%	6%	21%	0%	0%	11%
<b>Physical Setting/Earth Science</b>						
Number Tested	71	114	126	1	2	4
Number Scoring 55-100	64	95	113	#	#	#
Number Scoring 65-100	55	64	95	#	#	#
Number Scoring 85-100	4	10	23	#	#	#
Percentage of Tested Scoring 55-100	90%	83%	90%	#	#	#
Percentage of Tested Scoring 65-100	77%	56%	75%	#	#	#
Percentage of Tested Scoring 85-100	6%	9%	18%	#	#	#
<b>Physical Setting/Chemistry</b>						
Number Tested	95	128	100	0	2	1
Number Scoring 55-100	81	113	88	0	#	#
Number Scoring 65-100	60	93	68	0	#	#
Number Scoring 85-100	12	9	7	0	#	#
Percentage of Tested Scoring 55-100	85%	88%	88%	0%	#	#
Percentage of Tested Scoring 65-100	63%	73%	68%	0%	#	#
Percentage of Tested Scoring 85-100	13%	7%	7%	0%	#	#
<b>Physical Setting/Physics</b>						
Number Tested		22	34		0	0
Number Scoring 55-100		22	32		0	0
Number Scoring 65-100		22	26		0	0
Number Scoring 85-100		5	6		0	0
Percentage of Tested Scoring 55-100		100%	94%		0%	0%
Percentage of Tested Scoring 65-100		100%	76%		0%	0%
Percentage of Tested Scoring 85-100		23%	18%		0%	0%

\* Physical Setting/Physics results for 2002-03 are not included in the report card because the Department issued new conversion charts for assessments administered in that year.

(Form – G)

# Regents Examinations

	All Students			Students with Disabilities		
	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05
<b>Comprehensive French</b>						
Number Tested	30	40	30	0	1	0
Number Scoring 55-100	28	40	29	0	#	0
Number Scoring 65-100	27	38	28	0	#	0
Number Scoring 85-100	19	11	16	0	#	0
Percentage of Tested Scoring 55-100	93%	100%	97%	0%	#	0%
Percentage of Tested Scoring 65-100	90%	95%	93%	0%	#	0%
Percentage of Tested Scoring 85-100	63%	28%	53%	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	79	123	121	0	0	1
Number Scoring 55-100	76	111	112	0	0	#
Number Scoring 65-100	71	102	104	0	0	#
Number Scoring 85-100	45	51	50	0	0	#
Percentage of Tested Scoring 55-100	96%	90%	93%	0%	0%	#
Percentage of Tested Scoring 65-100	90%	83%	86%	0%	0%	#
Percentage of Tested Scoring 85-100	57%	41%	41%	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)

## New York State Alternate Assessments (NYSAA) 2004–05

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

### 2001 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	177	177	177	18	18	18	195	195	195
Number Scoring 55–64	10	17	14	1	1	1	11	18	15
Number Scoring 65–84	98	88	114	2	2	5	100	90	119
Number Scoring 85–100	45	52	36	1	0	0	46	52	36
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		
	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05
<b>Listening and Speaking (Grade 7-8)</b>						
Number Tested		0	0		0	0
Beginning		0	0		0	0
Intermediate		0	0		0	0
Advanced		0	0		0	0
Proficient		0	0		0	0
<b>Reading and Writing (Grade 7-8)</b>						
Number Tested		0	0		0	0
Beginning		0	0		0	0
Intermediate		0	0		0	0
Advanced		0	0		0	0
Proficient		0	0		0	0
<b>Listening and Speaking (Grade 9-12)</b>						
Number Tested		20	18		0	2
Beginning		2	0		0	#
Intermediate		4	1		0	#
Advanced		4	11		0	#
Proficient		10	6		0	#
<b>Reading and Writing (Grade 9-12)</b>						
Number Tested		19	18		0	2
Beginning		4	1		0	#
Intermediate		4	1		0	#
Advanced		9	6		0	#
Proficient		2	10		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)