

# New York State District Report Card Comprehensive Information Report

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

## Fall Enrollment

Grade	2000–2001	2001–2002	2002–2003
Pre-K	97	99	103
Kindergarten	245	224	248
First	228	257	246
Second	264	234	259
Third	265	273	230
Fourth	269	256	268
Fifth	267	265	263
Sixth	240	259	276
Ungraded Elementary	85	105	83
Seventh	251	264	256
Eighth	212	262	278
Ninth	216	301	322
Tenth	213	221	275
Eleventh	166	207	211
Twelfth	175	182	193
Ungraded Secondary	216	75	78
Total K-12 Enrollment	3312	3385	3486

## 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	46	1.4%	54	1.6%	94	2.7%
Black (Not Hispanic)	759	22.9%	781	23.1%	792	22.7%
Hispanic	554	16.7%	623	18.4%	629	18.0%
White (Not Hispanic)	1953	59.0%	1927	56.9%	1971	56.5%

## Average Class Size

Grade Level	2000–2001	2001–2002	2002–2003
Kindergarten	20	21	25
Common Branch	20	21	21
English Grade 8	20	21	19
Mathematics Grade 8	23	20	21
Science Grade 8	23	21	21
Social Studies Grade 8	24	20	21
English Grade 10	22	17	19
Mathematics Grade 10	22	22	25
Science Grade 10	18	17	29
Social Studies Grade 10	21	22	22

(Form – A)

**District Need to Resource Capacity Category**

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

**Similar School Group and Description**

<b>Similar School Group</b>	<b>Description</b>
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**

	<b>2000–2001</b>		<b>2001–2002</b>		<b>2002–2003</b>	
	Count	Percent	Count	Percent	Count	Percent
<b>Limited English Proficient</b>	104	3.0%	135	3.9%	103	2.9%
<b>Eligible for Free Lunch</b>	801	25.5%	815	25.3%	934	28.2%

**Attendance and Suspension**

	<b>1999–2000</b>		<b>2000–2001</b>		<b>2001–2002</b>	
	<b>No. of Students</b>	<b>% of Enroll.</b>	<b>No. of Students</b>	<b>% of Enroll.</b>	<b>No. of Students</b>	<b>% of Enroll.</b>
<b>Annual Attendance Rate</b>		93.7%		93.2%		93.2%
<b>Student Suspensions</b>	290	9.0%	333	10.1%	308	9.1%

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

	<b>2000–2001</b>	<b>2001–2002</b>	<b>2002–2003</b>
<b>Reduced Lunch</b>	7.0%	8.4%	10.1%
<b>Public Assistance</b>	NA	NA	NA
<b>Student Stability</b>	NA	NA	NA

**Staff Counts**

<b>Staff</b>	<b>2002–2003</b>
Total Teachers	247
Total Other Professional Staff	33
Total Paraprofessionals	101
Teaching Out of Certification*	14
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	149	57	38%	137	64	47%	141	76	54%
Students with Disabilities	15	0	0%	7	0	0%	11	3	27%
All Students	164	57	35%	144	64	44%	152	79	52%

\*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	67	65	1	3	15	1
Percent	44%	43%	1%	2%	10%	1%

## 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)
11	3	8	19

\*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			35		39	
	Entered GED Program*			19		33	
	Total Noncompleters			54		72	
Students with Disabilities	Dropped Out			5		14	
	Entered GED Program*			1		4	
	Total Noncompleters			6		18	
All Students	Dropped Out	17	1.9%	40	4.3%	53	5.1%
	Entered GED Program*	10	1.1%	20	2.1%	37	3.6%
	Total Noncompleters	27	3.0%	60	6.4%	90	8.7%

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

## Second Language Proficiency Examinations

### General-Education Students

Test	2000-2001		2001-2002		2002-2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	44	89%	37	84%	34	82%
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	89	91%	128	76%	116	93%

### Students with Disabilities

Test	2000-2001		2001-2002		2002-2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	1	#	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	2	#	0	0%	0	0%

(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	1	#	0	0%	1	#
Science	29	83%	26	77%	1	#
Reading	1	#	2	#	2	#
Writing	1	#	1	#	2	#
Global Studies	21	62%	1	#	3	#
U.S. Hist & Gov't	46	70%	2	#	1	#

## Students with Disabilities

Test	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	24	83%	0	0%	0	0%
Science	25	68%	21	14%	34	24%
Reading	23	83%	6	0%	32	19%
Writing	15	100%	11	55%	17	12%
Global Studies	9	78%	2	#	18	28%
U.S. Hist & Gov't	13	62%	7	57%	14	0%

(Form – E)

# Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
<b>Comprehensive English</b>						
Number Tested	184	204	185	13	12	12
Number Scoring 55–100	147	176	170	4	8	7
Number Scoring 65–100	129	145	153	1	3	4
Number Scoring 85–100	53	49	76	1	0	0
Percentage of Tested Scoring 55–100	80%	86%	92%	31%	67%	58%
Percentage of Tested Scoring 65–100	70%	71%	83%	8%	25%	33%
Percentage of Tested Scoring 85–100	29%	24%	41%	8%	0%	0%
<b>Mathematics A</b>						
Number Tested	0	7	227	0	0	11
Number Scoring 55–100	0	1	160	0	0	4
Number Scoring 65–100	0	0	126	0	0	1
Number Scoring 85–100	0	0	10	0	0	0
Percentage of Tested Scoring 55–100	0%	14%	70%	0%	0%	36%
Percentage of Tested Scoring 65–100	0%	0%	56%	0%	0%	9%
Percentage of Tested Scoring 85–100	0%	0%	4%	0%	0%	0%
<b>Mathematics B (first administered June 2001)</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>Global History and Geography</b>						
Number Tested	283	194	202	31	13	13
Number Scoring 55–100	243	164	173	26	6	7
Number Scoring 65–100	208	129	155	23	4	7
Number Scoring 85–100	58	18	47	1	0	2
Percentage of Tested Scoring 55–100	86%	85%	86%	84%	46%	54%
Percentage of Tested Scoring 65–100	73%	66%	77%	74%	31%	54%
Percentage of Tested Scoring 85–100	20%	9%	23%	3%	0%	15%
<b>U.S. History and Government (first administered June 2001)</b>						
Number Tested	171	203	193	0	15	12
Number Scoring 55–100	135	160	185	0	6	10
Number Scoring 65–100	108	118	157	0	2	7
Number Scoring 85–100	39	20	47	0	0	0
Percentage of Tested Scoring 55–100	79%	79%	96%	0%	40%	83%
Percentage of Tested Scoring 65–100	63%	58%	81%	0%	13%	58%
Percentage of Tested Scoring 85–100	23%	10%	24%	0%	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	151	122	245	0	3	9
Number Scoring 55–100	142	107	232	0	#	9
Number Scoring 65–100	129	100	200	0	#	6
Number Scoring 85–100	9	22	20	0	#	0
Percentage of Tested Scoring 55–100	94%	88%	95%	0%	#	100%
Percentage of Tested Scoring 65–100	85%	82%	82%	0%	#	67%
Percentage of Tested Scoring 85–100	6%	18%	8%	0%	#	0%
<b>Physical Setting/Earth Science (first administered June 2001)</b>						
Number Tested	15	21	71	0	0	1
Number Scoring 55–100	15	15	64	0	0	#
Number Scoring 65–100	11	14	55	0	0	#
Number Scoring 85–100	4	1	4	0	0	#
Percentage of Tested Scoring 55–100	100%	71%	90%	0%	0%	#
Percentage of Tested Scoring 65–100	73%	67%	77%	0%	0%	#
Percentage of Tested Scoring 85–100	27%	5%	6%	0%	0%	#
<b>Physical Setting/Chemistry (first administered June 2002)</b>						
Number Tested		106	95		0	0
Number Scoring 55–100		83	81		0	0
Number Scoring 65–100		46	60		0	0
Number Scoring 85–100		5	12		0	0
Percentage of Tested Scoring 55–100		78%	85%		0%	0%
Percentage of Tested Scoring 65–100		43%	63%		0%	0%
Percentage of Tested Scoring 85–100		5%	13%		0%	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	9	19	30	0	0	0
Number Scoring 55–100	9	19	28	0	0	0
Number Scoring 65–100	9	19	27	0	0	0
Number Scoring 85–100	7	4	19	0	0	0
Percentage of Tested Scoring 55–100	100%	100%	93%	0%	0%	0%
Percentage of Tested Scoring 65–100	100%	100%	90%	0%	0%	0%
Percentage of Tested Scoring 85–100	78%	21%	63%	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	103	97	79	3	1	0
Number Scoring 55–100	95	80	76	#	#	0
Number Scoring 65–100	89	74	71	#	#	0
Number Scoring 85–100	46	29	45	#	#	0
Percentage of Tested Scoring 55–100	92%	82%	96%	#	#	0%
Percentage of Tested Scoring 65–100	86%	76%	90%	#	#	0%
Percentage of Tested Scoring 85–100	45%	30%	57%	#	#	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	165	45	2	1	0	0
Number Scoring 55–100	115	14	#	#	0	0
Number Scoring 65–100	97	10	#	#	0	0
Number Scoring 85–100	38	2	#	#	0	0
Percentage of Tested Scoring 55–100	70%	31%	#	#	0%	0%
Percentage of Tested Scoring 65–100	59%	22%	#	#	0%	0%
Percentage of Tested Scoring 85–100	23%	4%	#	#	0%	0%
<b>Sequential Mathematics, Course III</b>						
Number Tested	109	102	100	0	0	2
Number Scoring 55–100	88	83	76	0	0	#
Number Scoring 65–100	78	76	69	0	0	#
Number Scoring 85–100	38	32	29	0	0	#
Percentage of Tested Scoring 55–100	81%	81%	76%	0%	0%	#
Percentage of Tested Scoring 65–100	72%	75%	69%	0%	0%	#
Percentage of Tested Scoring 85–100	35%	31%	29%	0%	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	23	96%	0	0%	9	0%
Students with Disabilities	26	77%	0	0%	7	0%

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	246	3%	15%	75%	7%
	Students with Disabilities	32	28%	31%	38%	3%
	All Students	278	6%	17%	71%	6%

### 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	237	2%	57%	38%	3%
	Students with Disabilities	24	46%	50%	4%	0%
	All Students	261	6%	57%	35%	3%

(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	1	1	#	#	#	#
<b>Middle Level</b>						
Social Studies	1	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	162	162	162	30	30	30	192	192	192
Number Scoring 55–64	16	33	14	2	3	1	18	36	15
Number Scoring 65–84	89	98	99	10	7	2	99	105	101
Number Scoring 85–100	43	19	17	1	0	0	44	19	17
Approved Alternatives	1	0	0	0	0	0	1	0	0

(Form – K)