

# New York State School Report Card Comprehensive Information Report

BEDS Code: 14-03-01-03-0005  
 Name: East Aurora High School  
 Principal: James L. Hoagland

Grade Range : 9-12

## Fall Enrollment

Grade	2000–2001	2001–2002	2002–2003
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	0	0	0
Seventh	0	0	0
Eighth	0	0	0
Ninth	177	194	183
Tenth	163	163	189
Eleventh	153	161	166
Twelfth	158	153	170
Ungraded Secondary	0	0	0
Total K-12 Enrollment	651	671	708

## 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	3	0.5%	4	0.6%	7	1.0%
Black (Not Hispanic)	4	0.6%	1	0.1%	2	0.3%
Hispanic	4	0.6%	2	0.3%	2	0.3%
White (Not Hispanic)	640	98.3%	664	99.0%	697	98.4%

## Average Class Size

Grade Level	2000–2001	2001–2002	2002–2003
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	0
Social Studies Grade 8	0	0	0
English Grade 10	21	23	24
Mathematics Grade 10	0	21	23
Science Grade 10	24	23	22
Social Studies Grade 10	21	24	23

(Form – A)

### District Need to Resource Capacity Category

N/RC Category	Description
6	This is a school district with low student needs in relation to district resource capacity.

### Similar School Group and Description

Similar School Group	Description
53	All schools in this group are secondary level schools in school districts with low student needs in relation to district resource capacity. The schools in this group are in the middle 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

	2000–2001		2001–2002		2002–2003	
	Count	Percent	Count	Percent	Count	Percent
Limited English Proficient	1	0.2%	1	0.2%	2	0.3%
Eligible for Free Lunch	10	1.5%	13	1.9%	11	1.6%

### Attendance and Suspension

	1999–2000		2000–2001		2001–2002	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
Annual Attendance Rate		96.6%		96.5%		96.3%
Student Suspensions	36	5.5%	40	6.1%	53	7.9%

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

	2000–2001	2001–2002	2002–2003
Reduced Lunch	0.9%	1.6%	1.3%
Public Assistance	1-10%	1-10%	1-10%
Student Stability	100%	100%	96%

### Staff Counts

Staff	2002–2003
Total Teachers	50
Total Other Professional Staff	6
Total Paraprofessionals	NA
Teaching Out of Certification*	0
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	146	112	77%	142	110	77%	152	127	84%
Students with Disabilities	9	0	0%	6	1	17%	0	0	0%
All Students	155	112	72%	148	111	75%	152	127	84%

\*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	101	30	0	5	3	13
Percent	66%	20%	0%	3%	2%	9%

## 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)
0	0	1	1

\*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			12		1	
	Entered GED Program*			0		1	
	Total Noncompleters			12		2	
Students with Disabilities	Dropped Out			1		0	
	Entered GED Program*			1		0	
	Total Noncompleters			2		0	
All Students	Dropped Out	3	0.5%	13	1.9%	1	0.1%
	Entered GED Program*	2	0.3%	1	0.1%	1	0.1%
	Total Noncompleters	5	0.8%	14	2.1%	2	0.3%

\*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		0	0
	Number of All Students		0	0
	Percent of Enrollment		0%	0%
9-12	Number of General-Education Students		605	0
	Number of Students with Disabilities		33	0
	Number of All Students		638	0
	Percent of Enrollment		95%	0%

## Second Language Proficiency Examinations

### General-Education Students

Test	2000-2001		2001-2002		2002-2003	
	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%

### Students with Disabilities

Test	2000-2001		2001-2002		2002-2003	
	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%

(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	2	#	0	0%	5	80%
Science	1	#	0	0%	1	#
Reading	0	0%	0	0%	2	#
Writing	0	0%	0	0%	3	#
Global Studies	2	#	1	#	3	#
U.S. Hist & Gov't	4	#	1	#	1	#

## Students with Disabilities

Test	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	10	100%	0	0%	0	0%
Science	6	67%	0	0%	0	0%
Reading	2	#	0	0%	0	0%
Writing	2	#	0	0%	0	0%
Global Studies	1	#	0	0%	0	0%
U.S. Hist & Gov't	4	#	0	0%	0	0%

(Form – E)

# Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
<b>Comprehensive English</b>						
Number Tested	162	168	161	11	1	0
Number Scoring 55–100	161	168	161	11	#	0
Number Scoring 65–100	146	162	159	4	#	0
Number Scoring 85–100	34	107	79	0	#	0
Percentage of Tested Scoring 55–100	99%	100%	100%	100%	#	0%
Percentage of Tested Scoring 65–100	90%	96%	99%	36%	#	0%
Percentage of Tested Scoring 85–100	21%	64%	49%	0%	#	0%
<b>Mathematics A</b>						
Number Tested	0	7	197	0	0	0
Number Scoring 55–100	0	3	176	0	0	0
Number Scoring 65–100	0	1	160	0	0	0
Number Scoring 85–100	0	0	42	0	0	0
Percentage of Tested Scoring 55–100	0%	43%	89%	0%	0%	0%
Percentage of Tested Scoring 65–100	0%	14%	81%	0%	0%	0%
Percentage of Tested Scoring 85–100	0%	0%	21%	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	168	163	187	7	0	0
Number Scoring 55–100	166	158	180	7	0	0
Number Scoring 65–100	161	153	173	6	0	0
Number Scoring 85–100	96	87	111	0	0	0
Percentage of Tested Scoring 55–100	99%	97%	96%	100%	0%	0%
Percentage of Tested Scoring 65–100	96%	94%	93%	86%	0%	0%
Percentage of Tested Scoring 85–100	57%	53%	59%	0%	0%	0%
<b>U.S. History and Government (first administered June 2001)</b>						
Number Tested	158	164	174	9	0	0
Number Scoring 55–100	155	161	169	8	0	0
Number Scoring 65–100	142	149	162	7	0	0
Number Scoring 85–100	88	70	109	0	0	0
Percentage of Tested Scoring 55–100	98%	98%	97%	89%	0%	0%
Percentage of Tested Scoring 65–100	90%	91%	93%	78%	0%	0%
Percentage of Tested Scoring 85–100	56%	43%	63%	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	179	93	165	4	0	0
Number Scoring 55–100	178	93	165	#	0	0
Number Scoring 65–100	177	91	162	#	0	0
Number Scoring 85–100	75	50	96	#	0	0
Percentage of Tested Scoring 55–100	99%	100%	100%	#	0%	0%
Percentage of Tested Scoring 65–100	99%	98%	98%	#	0%	0%
Percentage of Tested Scoring 85–100	42%	54%	58%	#	0%	0%
<b>Physical Setting/Earth Science (first administered June 2001)</b>						
Number Tested	100	120	142	4	0	0
Number Scoring 55–100	96	120	138	#	0	0
Number Scoring 65–100	91	115	126	#	0	0
Number Scoring 85–100	44	44	66	#	0	0
Percentage of Tested Scoring 55–100	96%	100%	97%	#	0%	0%
Percentage of Tested Scoring 65–100	91%	96%	89%	#	0%	0%
Percentage of Tested Scoring 85–100	44%	37%	46%	#	0%	0%
<b>Physical Setting/Chemistry (first administered June 2002)</b>						
Number Tested		121	141		0	0
Number Scoring 55–100		118	135		0	0
Number Scoring 65–100		100	105		0	0
Number Scoring 85–100		28	33		0	0
Percentage of Tested Scoring 55–100		98%	96%		0%	0%
Percentage of Tested Scoring 65–100		83%	74%		0%	0%
Percentage of Tested Scoring 85–100		23%	23%		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	52	53	44	1	0	0
Number Scoring 55–100	52	52	44	#	0	0
Number Scoring 65–100	51	51	44	#	0	0
Number Scoring 85–100	30	13	25	#	0	0
Percentage of Tested Scoring 55–100	100%	98%	100%	#	0%	0%
Percentage of Tested Scoring 65–100	98%	96%	100%	#	0%	0%
Percentage of Tested Scoring 85–100	58%	25%	57%	#	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	1	0	0	0	0	0
Number Scoring 55–100	#	0	0	0	0	0
Number Scoring 65–100	#	0	0	0	0	0
Number Scoring 85–100	#	0	0	0	0	0
Percentage of Tested Scoring 55–100	#	0%	0%	0%	0%	0%
Percentage of Tested Scoring 65–100	#	0%	0%	0%	0%	0%
Percentage of Tested Scoring 85–100	#	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	56	79	107	1	0	0
Number Scoring 55–100	56	77	105	#	0	0
Number Scoring 65–100	56	77	105	#	0	0
Number Scoring 85–100	31	46	75	#	0	0
Percentage of Tested Scoring 55–100	100%	97%	98%	#	0%	0%
Percentage of Tested Scoring 65–100	100%	97%	98%	#	0%	0%
Percentage of Tested Scoring 85–100	55%	58%	70%	#	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)



# 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	168	188	52	0	1	0
Number Scoring 55–100	142	125	31	0	#	0
Number Scoring 65–100	133	111	24	0	#	0
Number Scoring 85–100	61	53	8	0	#	0
Percentage of Tested Scoring 55–100	85%	66%	60%	0%	#	0%
Percentage of Tested Scoring 65–100	79%	59%	46%	0%	#	0%
Percentage of Tested Scoring 85–100	36%	28%	15%	0%	#	0%
<b>Sequential Mathematics, Course III</b>						
Number Tested	140	153	165	1	1	0
Number Scoring 55–100	130	134	131	#	#	0
Number Scoring 65–100	114	123	109	#	#	0
Number Scoring 85–100	55	68	60	#	#	0
Percentage of Tested Scoring 55–100	93%	88%	79%	#	#	0%
Percentage of Tested Scoring 65–100	81%	80%	66%	#	#	0%
Percentage of Tested Scoring 85–100	39%	44%	36%	#	#	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	89	100%	3	#	38	89%
Students with Disabilities	10	100%	0	0%	0	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	0	0%	0%	0%	0%
	Students with Disabilities	0	0%	0%	0%	0%
	All Students	0	0%	0%	0%	0%

### 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	0	0%	0%	0%	0%
	Students with Disabilities	0	0%	0%	0%	0%
	All Students	0	0%	0%	0%	0%

(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	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

## 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	160	160	160	1	1	1	161	161	161
Number Scoring 55–64	#	#	#	#	#	#	2	8	1
Number Scoring 65–84	#	#	#	#	#	#	60	75	74
Number Scoring 85–100	#	#	#	#	#	#	93	70	81
Approved Alternatives	#	#	#	#	#	#	0	0	0

(Form – K)