

# New York State School Report Card Comprehensive Information Report

BEDS Code: 26-16-00-01-0061  
 Name: East High School  
 Principal: Kathleen Lamb

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	796	849	895
Tenth	428	440	490
Eleventh	338	272	294
Twelfth	163	213	169
Ungraded Secondary	214	257	291
Total K-12 Enrollment	1939	2031	2139

## 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	61	3.1%	58	2.9%	54	2.5%
Black (Not Hispanic)	1128	58.2%	1176	57.9%	1289	60.3%
Hispanic	480	24.8%	507	25.0%	545	25.5%
White (Not Hispanic)	270	13.9%	290	14.3%	251	11.7%

## 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	22	27
Mathematics Grade 10	26	25	29
Science Grade 10	23	22	32
Social Studies Grade 10	21	22	30

(Form – A)

### District Need to Resource Capacity Category

N/RC Category	Description
2	This is one of the large city school districts; Buffalo, Rochester, Syracuse, or Yonkers. All these districts have high student needs relative to district resource capacity.

### Similar School Group and Description

Similar School Group	Description
41	All schools in this group are secondary level schools in large cities other than New York City. 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	222	11.5%	188	9.3%	232	10.9%
Eligible for Free Lunch	705	36.4%	696	34.3%	778	36.4%

### 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		77.6%		80.0%		78.5%
Student Suspensions	412	20.3%	206	10.6%	171	8.4%

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

	2000–2001	2001–2002	2002–2003
Reduced Lunch	4.3%	4.5%	4.0%
Public Assistance	61-70%	61-70%	61-70%
Student Stability	91%	86%	92%

### Staff Counts

Staff	2002–2003
Total Teachers	156
Total Other Professional Staff	24
Total Paraprofessionals	NA
Teaching Out of Certification*	22
Teachers with Temporary Licenses	1

\*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	209	33	16%	227	34	15%	216	30	14%
Students with Disabilities	12	0	0%	18	3	17%	5	0	0%
All Students	221	33	15%	245	37	15%	221	30	14%

\*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	73	104	1	5	9	29
Percent	33%	47%	0%	2%	4%	13%

## 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)
5	0	19	24

\*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			160		207	
	Entered GED Program*			115		110	
	Total Noncompleters			275		317	
Students with Disabilities	Dropped Out			24		46	
	Entered GED Program*			14		24	
	Total Noncompleters			38		70	
All Students	Dropped Out	197	10.2%	184	9.1%	253	11.8%
	Entered GED Program*	218	11.2%	129	6.4%	134	6.3%
	Total Noncompleters	415	21.4%	313	15.4%	387	18.1%

\*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		124	320
	Number of Students with Disabilities		185	80
	Number of All Students		309	400
	Percent of Enrollment		15%	19%

## 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	46	67%	32	100%	9	89%
Science	221	73%	21	95%	6	100%
Reading	8	12%	2	#	1	#
Writing	3	#	1	#	1	#
Global Studies	120	64%	3	#	2	#
U.S. Hist & Gov't	60	65%	3	#	1	#

## Students with Disabilities

Test	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	17	94%	1	#	23	100%
Science	80	44%	3	#	8	88%
Reading	9	0%	2	#	2	#
Writing	4	#	4	#	5	40%
Global Studies	21	52%	1	#	10	100%
U.S. Hist & Gov't	9	33%	5	80%	0	0%

(Form – E)

# Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
<b>Comprehensive English</b>						
Number Tested	270	275	325	14	3	17
Number Scoring 55–100	250	228	247	11	#	7
Number Scoring 65–100	209	158	181	6	#	5
Number Scoring 85–100	47	46	30	0	#	0
Percentage of Tested Scoring 55–100	93%	83%	76%	79%	#	41%
Percentage of Tested Scoring 65–100	77%	57%	56%	43%	#	29%
Percentage of Tested Scoring 85–100	17%	17%	9%	0%	#	0%
<b>Mathematics A</b>						
Number Tested	0	77	482	0	0	23
Number Scoring 55–100	0	10	215	0	0	5
Number Scoring 65–100	0	4	129	0	0	2
Number Scoring 85–100	0	0	7	0	0	0
Percentage of Tested Scoring 55–100	0%	13%	45%	0%	0%	22%
Percentage of Tested Scoring 65–100	0%	5%	27%	0%	0%	9%
Percentage of Tested Scoring 85–100	0%	0%	1%	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	276	368	446	15	2	26
Number Scoring 55–100	252	280	280	13	#	7
Number Scoring 65–100	179	179	207	7	#	5
Number Scoring 85–100	24	16	22	2	#	1
Percentage of Tested Scoring 55–100	91%	76%	63%	87%	#	27%
Percentage of Tested Scoring 65–100	65%	49%	46%	47%	#	19%
Percentage of Tested Scoring 85–100	9%	4%	5%	13%	#	4%
<b>U.S. History and Government (first administered June 2001)</b>						
Number Tested	258	320	317	14	2	18
Number Scoring 55–100	206	271	294	10	#	11
Number Scoring 65–100	144	186	243	6	#	10
Number Scoring 85–100	40	27	29	2	#	2
Percentage of Tested Scoring 55–100	80%	85%	93%	71%	#	61%
Percentage of Tested Scoring 65–100	56%	58%	77%	43%	#	56%
Percentage of Tested Scoring 85–100	16%	8%	9%	14%	#	11%

(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	932	315	390	48	1	21
Number Scoring 55–100	691	289	325	34	#	12
Number Scoring 65–100	502	217	223	20	#	7
Number Scoring 85–100	30	3	11	2	#	0
Percentage of Tested Scoring 55–100	74%	92%	83%	71%	#	57%
Percentage of Tested Scoring 65–100	54%	69%	57%	42%	#	33%
Percentage of Tested Scoring 85–100	3%	1%	3%	4%	#	0%
<b>Physical Setting/Earth Science (first administered June 2001)</b>						
Number Tested	152	211	228	4	1	4
Number Scoring 55–100	100	156	182	#	#	#
Number Scoring 65–100	72	122	139	#	#	#
Number Scoring 85–100	5	12	28	#	#	#
Percentage of Tested Scoring 55–100	66%	74%	80%	#	#	#
Percentage of Tested Scoring 65–100	47%	58%	61%	#	#	#
Percentage of Tested Scoring 85–100	3%	6%	12%	#	#	#
<b>Physical Setting/Chemistry (first administered June 2002)</b>						
Number Tested		100	135		0	4
Number Scoring 55–100		39	58		0	#
Number Scoring 65–100		9	18		0	#
Number Scoring 85–100		3	0		0	#
Percentage of Tested Scoring 55–100		39%	43%		0%	#
Percentage of Tested Scoring 65–100		9%	13%		0%	#
Percentage of Tested Scoring 85–100		3%	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	14	12	10	0	0	1
Number Scoring 55–100	9	12	9	0	0	#
Number Scoring 65–100	7	10	9	0	0	#
Number Scoring 85–100	1	0	0	0	0	#
Percentage of Tested Scoring 55–100	64%	100%	90%	0%	0%	#
Percentage of Tested Scoring 65–100	50%	83%	90%	0%	0%	#
Percentage of Tested Scoring 85–100	7%	0%	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	88	119	154	1	1	3
Number Scoring 55–100	72	93	133	#	#	#
Number Scoring 65–100	59	82	118	#	#	#
Number Scoring 85–100	23	41	55	#	#	#
Percentage of Tested Scoring 55–100	82%	78%	86%	#	#	#
Percentage of Tested Scoring 65–100	67%	69%	77%	#	#	#
Percentage of Tested Scoring 85–100	26%	34%	36%	#	#	#
<b>Comprehensive Latin</b>						
Number Tested	9	9	10	0	0	1
Number Scoring 55–100	9	9	10	0	0	#
Number Scoring 65–100	8	9	10	0	0	#
Number Scoring 85–100	3	1	1	0	0	#
Percentage of Tested Scoring 55–100	100%	100%	100%	0%	0%	#
Percentage of Tested Scoring 65–100	89%	100%	100%	0%	0%	#
Percentage of Tested Scoring 85–100	33%	11%	10%	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	208	186	42	9	3	1
Number Scoring 55–100	108	118	26	4	#	#
Number Scoring 65–100	74	83	17	4	#	#
Number Scoring 85–100	14	11	3	3	#	#
Percentage of Tested Scoring 55–100	52%	63%	62%	44%	#	#
Percentage of Tested Scoring 65–100	36%	45%	40%	44%	#	#
Percentage of Tested Scoring 85–100	7%	6%	7%	33%	#	#
<b>Sequential Mathematics, Course III</b>						
Number Tested	55	74	100	1	2	2
Number Scoring 55–100	43	57	60	#	#	#
Number Scoring 65–100	34	45	48	#	#	#
Number Scoring 85–100	9	10	7	#	#	#
Percentage of Tested Scoring 55–100	78%	77%	60%	#	#	#
Percentage of Tested Scoring 65–100	62%	61%	48%	#	#	#
Percentage of Tested Scoring 85–100	16%	14%	7%	#	#	#

(Form – I)

# Introduction to Occupations Examination

	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
General-Education Students	56	61%	14	100%	20	85%
Students with Disabilities	6	50%	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	297	297	297	28	28	28	325	325	325
Number Scoring 55–64	63	74	56	2	1	1	65	75	57
Number Scoring 65–84	151	125	162	3	2	4	154	127	166
Number Scoring 85–100	17	21	17	0	0	0	17	21	17
Approved Alternatives	2	0	0	0	0	0	2	0	0

(Form – K)