

New York State School Report Card Comprehensive Information Report

BEDS Code: 28-02-03-03-0011
 Name: East Meadow High School
 Principal: Mark Scher

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	407	423	422
Tenth	354	420	426
Eleventh	383	363	408
Twelfth	345	377	355
Ungraded Secondary	0	0	0
Total K-12 Enrollment	1489	1583	1611

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	142	9.5%	158	10.0%	179	11.1%
Black (Not Hispanic)	44	3.0%	50	3.2%	50	3.1%
Hispanic	107	7.2%	128	8.1%	126	7.8%
White (Not Hispanic)	1196	80.3%	1247	78.8%	1256	78.0%

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	28
Mathematics Grade 8	0	0	0
Science Grade 8	0	0	23
Social Studies Grade 8	0	0	0
English Grade 10	19	20	23
Mathematics Grade 10	14	17	19
Science Grade 10	18	11	21
Social Studies Grade 10	17	22	25

(Form – A)

District Need to Resource Capacity Category

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

Similar School Group and Description

Similar School Group	Description
49	All schools in this group are secondary level schools in school districts with average student needs in relation to district resource capacity. 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

	2000–2001		2001–2002		2002–2003	
	Count	Percent	Count	Percent	Count	Percent
Limited English Proficient	38	2.5%	49	3.1%	46	2.9%
Eligible for Free Lunch	53	3.6%	72	4.5%	49	3.0%

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		93.1%		93.3%		92.3%
Student Suspensions	55	3.7%	68	4.6%	75	4.7%

Student Socioeconomic and Stability Indicators (Percent of Enrollment)

	2000–2001	2001–2002	2002–2003
Reduced Lunch	1.7%	2.5%	2.9%
Public Assistance	1-10%	1-10%	1-10%
Student Stability	98%	98%	98%

Staff Counts

Staff	2002–2003
Total Teachers	128
Total Other Professional Staff	28
Total Paraprofessionals	NA
Teaching Out of Certification*	3
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	297	210	71%	302	217	72%	311	208	67%
Students with Disabilities	17	1	6%	0	0	0%	0	0	0%
All Students	314	211	67%	302	217	72%	311	208	67%

*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	183	102	1	3	18	4
Percent	59%	33%	0%	1%	6%	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)
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			9		15	
	Entered GED Program*			5		10	
	Total Noncompleters			14		25	
Students with Disabilities	Dropped Out			0		0	
	Entered GED Program*			0		0	
	Total Noncompleters			0		0	
All Students	Dropped Out	14	0.9%	9	0.6%	15	0.9%
	Entered GED Program*	6	0.4%	5	0.3%	10	0.6%
	Total Noncompleters	20	1.3%	14	0.9%	25	1.6%

*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		0	0
	Number of Students with Disabilities		0	0
	Number of All Students		0	0
	Percent of Enrollment		0%	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%	43	100%
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	63	100%
Latin	0	0%	0	0%	0	0%
Spanish	0	0%	1	#	181	98%

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%	3	#

(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	#	6	83%	1	#
Science	12	75%	16	50%	0	0%
Reading	0	0%	3	#	0	0%
Writing	0	0%	2	#	0	0%
Global Studies	1	#	3	#	0	0%
U.S. Hist & Gov't	2	#	8	62%	1	#

Students with Disabilities

Test	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	6	100%	0	0%	0	0%
Science	15	47%	0	0%	2	#
Reading	2	#	1	#	0	0%
Writing	2	#	1	#	0	0%
Global Studies	25	40%	0	0%	0	0%
U.S. Hist & Gov't	16	19%	1	#	0	0%

(Form – E)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Comprehensive English						
Number Tested	366	223	393	29	0	18
Number Scoring 55–100	347	209	375	22	0	12
Number Scoring 65–100	312	185	365	15	0	9
Number Scoring 85–100	149	96	166	3	0	0
Percentage of Tested Scoring 55–100	95%	94%	95%	76%	0%	67%
Percentage of Tested Scoring 65–100	85%	83%	93%	52%	0%	50%
Percentage of Tested Scoring 85–100	41%	43%	42%	10%	0%	0%
Mathematics A						
Number Tested	0	139	461	0	0	38
Number Scoring 55–100	0	115	394	0	0	23
Number Scoring 65–100	0	93	352	0	0	17
Number Scoring 85–100	0	19	183	0	0	2
Percentage of Tested Scoring 55–100	0%	83%	85%	0%	0%	61%
Percentage of Tested Scoring 65–100	0%	67%	76%	0%	0%	45%
Percentage of Tested Scoring 85–100	0%	14%	40%	0%	0%	5%
Mathematics B (first administered June 2001)						
Number Tested	0	0	173	0	0	1
Number Scoring 55–100	0	0	167	0	0	#
Number Scoring 65–100	0	0	155	0	0	#
Number Scoring 85–100	0	0	52	0	0	#
Percentage of Tested Scoring 55–100	0%	0%	97%	0%	0%	#
Percentage of Tested Scoring 65–100	0%	0%	90%	0%	0%	#
Percentage of Tested Scoring 85–100	0%	0%	30%	0%	0%	#
Global History and Geography						
Number Tested	374	330	438	25	0	38
Number Scoring 55–100	360	321	395	19	0	19
Number Scoring 65–100	332	294	371	13	0	16
Number Scoring 85–100	138	104	144	1	0	1
Percentage of Tested Scoring 55–100	96%	97%	90%	76%	0%	50%
Percentage of Tested Scoring 65–100	89%	89%	85%	52%	0%	42%
Percentage of Tested Scoring 85–100	37%	32%	33%	4%	0%	3%
U.S. History and Government (first administered June 2001)						
Number Tested	369	236	402	17	0	20
Number Scoring 55–100	336	222	386	9	0	13
Number Scoring 65–100	302	196	368	6	0	11
Number Scoring 85–100	151	84	198	0	0	1
Percentage of Tested Scoring 55–100	91%	94%	96%	53%	0%	65%
Percentage of Tested Scoring 65–100	82%	83%	92%	35%	0%	55%
Percentage of Tested Scoring 85–100	41%	36%	49%	0%	0%	5%

(Form – F)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Living Environment (first administered June 2001)						
Number Tested	323	240	447	3	0	39
Number Scoring 55–100	321	239	437	#	0	33
Number Scoring 65–100	309	236	419	#	0	26
Number Scoring 85–100	52	123	101	#	0	3
Percentage of Tested Scoring 55–100	99%	100%	98%	#	0%	85%
Percentage of Tested Scoring 65–100	96%	98%	94%	#	0%	67%
Percentage of Tested Scoring 85–100	16%	51%	23%	#	0%	8%
Physical Setting/Earth Science (first administered June 2001)						
Number Tested	281	370	296	0	0	10
Number Scoring 55–100	278	356	277	0	0	9
Number Scoring 65–100	261	331	254	0	0	5
Number Scoring 85–100	141	124	122	0	0	0
Percentage of Tested Scoring 55–100	99%	96%	94%	0%	0%	90%
Percentage of Tested Scoring 65–100	93%	89%	86%	0%	0%	50%
Percentage of Tested Scoring 85–100	50%	34%	41%	0%	0%	0%
Physical Setting/Chemistry (first administered June 2002)						
Number Tested		168	310		0	1
Number Scoring 55–100		154	299		0	#
Number Scoring 65–100		118	234		0	#
Number Scoring 85–100		24	69		0	#
Percentage of Tested Scoring 55–100		92%	96%		0%	#
Percentage of Tested Scoring 65–100		70%	75%		0%	#
Percentage of Tested Scoring 85–100		14%	22%		0%	#
Physical Setting/Physics (first administered June 2002)*						
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
Comprehensive French						
Number Tested	34	0	0	0	0	0
Number Scoring 55–100	34	0	0	0	0	0
Number Scoring 65–100	34	0	0	0	0	0
Number Scoring 85–100	24	0	0	0	0	0
Percentage of Tested Scoring 55–100	100%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 65–100	100%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 85–100	71%	0%	0%	0%	0%	0%
Comprehensive Italian						
Number Tested	42	0	0	0	0	0
Number Scoring 55–100	39	0	0	0	0	0
Number Scoring 65–100	35	0	0	0	0	0
Number Scoring 85–100	19	0	0	0	0	0
Percentage of Tested Scoring 55–100	93%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 65–100	83%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 85–100	45%	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	184	0	5	1	0	0
Number Scoring 55–100	180	0	5	#	0	0
Number Scoring 65–100	173	0	4	#	0	0
Number Scoring 85–100	115	0	3	#	0	0
Percentage of Tested Scoring 55–100	98%	0%	100%	#	0%	0%
Percentage of Tested Scoring 65–100	94%	0%	80%	#	0%	0%
Percentage of Tested Scoring 85–100	62%	0%	60%	#	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	2002	2003	2001	2002	2003
Sequential Mathematics, Course II (last administered January 2003)						
Number Tested	419	152	18	11	0	0
Number Scoring 55–100	334	123	12	1	0	0
Number Scoring 65–100	306	113	9	0	0	0
Number Scoring 85–100	152	42	2	0	0	0
Percentage of Tested Scoring 55–100	80%	81%	67%	9%	0%	0%
Percentage of Tested Scoring 65–100	73%	74%	50%	0%	0%	0%
Percentage of Tested Scoring 85–100	36%	28%	11%	0%	0%	0%
Sequential Mathematics, Course III						
Number Tested	217	187	19	5	0	0
Number Scoring 55–100	205	168	16	5	0	0
Number Scoring 65–100	194	159	12	5	0	0
Number Scoring 85–100	111	117	2	3	0	0
Percentage of Tested Scoring 55–100	94%	90%	84%	100%	0%	0%
Percentage of Tested Scoring 65–100	89%	85%	63%	100%	0%	0%
Percentage of Tested Scoring 85–100	51%	63%	11%	60%	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	21	95%	47	98%	61	93%
Students with Disabilities	4	#	0	0%	17	41%

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
Nov 2002	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
June 2003	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
Elementary Level						
Social Studies	0	0	0	0	0	0
Middle Level						
Social Studies	0	0	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

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	300	300	300	1	1	1	301	301	301
Number Scoring 55–64	#	#	#	#	#	#	5	16	15
Number Scoring 65–84	#	#	#	#	#	#	104	98	121
Number Scoring 85–100	#	#	#	#	#	#	84	83	81
Approved Alternatives	#	#	#	#	#	#	0	0	0

(Form – K)