

New York State School Report Card Comprehensive Information Report

BEDS Code: 66-03-01-03-0006
 Name: Eastchester Senior High School
 Principal: Jeffrey Capuano

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	163	184	181
Tenth	164	159	192
Eleventh	125	160	151
Twelfth	158	111	153
Ungraded Secondary	0	0	8
Total K-12 Enrollment	610	614	685

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	65	10.7%	22	3.6%	50	7.3%
Black (Not Hispanic)	5	0.8%	3	0.5%	8	1.2%
Hispanic	17	2.8%	3	0.5%	21	3.1%
White (Not Hispanic)	523	85.7%	586	95.4%	606	88.5%

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	18	18	23
Mathematics Grade 10	20	20	21
Science Grade 10	24	24	19
Social Studies Grade 10	23	21	22

(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	7	1.2%	16	2.6%	10	1.5%
Eligible for Free Lunch	0	0.0%	0	0.0%	0	0.0%

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%		94.0%		95.8%
Student Suspensions	24	4.1%	45	7.4%	49	8.0%

Student Socioeconomic and Stability Indicators (Percent of Enrollment)

	2000–2001	2001–2002	2002–2003
Reduced Lunch	0.0%	0.0%	0.0%
Public Assistance	1-10%	1-10%	None
Student Stability	100%	100%	99%

Staff Counts

Staff	2002–2003
Total Teachers	51
Total Other Professional Staff	8
Total Paraprofessionals	NA
Teaching Out of Certification*	5
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	141	95	67%	91	79	87%	136	105	77%
Students with Disabilities	22	2	9%	14	3	21%	13	3	23%
All Students	163	97	60%	105	82	78%	149	108	72%

*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	117	24	0	0	1	7
Percent	79%	16%	0%	0%	1%	5%

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)
13	3	2	15

*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			4		1	
	Entered GED Program*			2		2	
	Total Noncompleters			6		3	
Students with Disabilities	Dropped Out			1		0	
	Entered GED Program*			0		0	
	Total Noncompleters			1		0	
All Students	Dropped Out	0	0.0%	5	0.8%	1	0.1%
	Entered GED Program*	2	0.3%	2	0.3%	2	0.3%
	Total Noncompleters	2	0.3%	7	1.1%	3	0.4%

*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		120	181
	Number of Students with Disabilities		0	79
	Number of All Students		120	260
	Percent of Enrollment		20%	38%

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%	13	92%	16	75%
Latin	0	0%	0	0%	0	0%
Spanish	0	0%	10	100%	20	90%

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%	3	#	2	#
Latin	0	0%	0	0%	0	0%
Spanish	0	0%	2	#	2	#

(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	10	100%	0	0%	1	#
Science	1	#	0	0%	0	0%
Reading	0	0%	0	0%	0	0%
Writing	0	0%	0	0%	0	0%
Global Studies	1	#	0	0%	0	0%
U.S. Hist & Gov't	0	0%	1	#	0	0%

Students with Disabilities

Test	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	19	89%	7	57%	17	47%
Science	7	57%	0	0%	11	91%
Reading	12	92%	3	#	12	50%
Writing	12	100%	4	#	14	86%
Global Studies	11	36%	5	20%	18	33%
U.S. Hist & Gov't	16	56%	3	#	5	40%

(Form – E)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Comprehensive English						
Number Tested	116	147	147	15	15	12
Number Scoring 55–100	112	143	143	11	13	11
Number Scoring 65–100	109	133	140	8	8	10
Number Scoring 85–100	52	89	108	1	1	2
Percentage of Tested Scoring 55–100	97%	97%	97%	73%	87%	92%
Percentage of Tested Scoring 65–100	94%	90%	95%	53%	53%	83%
Percentage of Tested Scoring 85–100	45%	61%	73%	7%	7%	17%
Mathematics A						
Number Tested	37	171	135	0	19	14
Number Scoring 55–100	37	163	115	0	16	8
Number Scoring 65–100	37	152	109	0	11	7
Number Scoring 85–100	36	72	32	0	0	0
Percentage of Tested Scoring 55–100	100%	95%	85%	0%	84%	57%
Percentage of Tested Scoring 65–100	100%	89%	81%	0%	58%	50%
Percentage of Tested Scoring 85–100	97%	42%	24%	0%	0%	0%
Mathematics B (first administered June 2001)						
Number Tested	0	0	32	0	0	0
Number Scoring 55–100	0	0	32	0	0	0
Number Scoring 65–100	0	0	32	0	0	0
Number Scoring 85–100	0	0	23	0	0	0
Percentage of Tested Scoring 55–100	0%	0%	100%	0%	0%	0%
Percentage of Tested Scoring 65–100	0%	0%	100%	0%	0%	0%
Percentage of Tested Scoring 85–100	0%	0%	72%	0%	0%	0%
Global History and Geography						
Number Tested	154	140	175	23	14	18
Number Scoring 55–100	152	135	170	21	11	17
Number Scoring 65–100	146	128	160	19	11	15
Number Scoring 85–100	92	74	72	5	3	2
Percentage of Tested Scoring 55–100	99%	96%	97%	91%	79%	94%
Percentage of Tested Scoring 65–100	95%	91%	91%	83%	79%	83%
Percentage of Tested Scoring 85–100	60%	53%	41%	22%	21%	11%
U.S. History and Government (first administered June 2001)						
Number Tested	106	151	148	12	17	14
Number Scoring 55–100	106	145	146	12	15	13
Number Scoring 65–100	102	137	141	10	14	10
Number Scoring 85–100	71	86	102	4	3	4
Percentage of Tested Scoring 55–100	100%	96%	99%	100%	88%	93%
Percentage of Tested Scoring 65–100	96%	91%	95%	83%	82%	71%
Percentage of Tested Scoring 85–100	67%	57%	69%	33%	18%	29%

(Form – F)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Living Environment (first administered June 2001)						
Number Tested	279	171	166	60	21	10
Number Scoring 55–100	275	171	161	57	21	8
Number Scoring 65–100	254	168	157	42	20	8
Number Scoring 85–100	74	76	68	3	2	4
Percentage of Tested Scoring 55–100	99%	100%	97%	95%	100%	80%
Percentage of Tested Scoring 65–100	91%	98%	95%	70%	95%	80%
Percentage of Tested Scoring 85–100	27%	44%	41%	5%	10%	40%
Physical Setting/Earth Science (first administered June 2001)						
Number Tested	0	1	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%
Physical Setting/Chemistry (first administered June 2002)						
Number Tested		201	163		13	7
Number Scoring 55–100		196	155		12	7
Number Scoring 65–100		166	136		8	5
Number Scoring 85–100		24	46		0	0
Percentage of Tested Scoring 55–100		98%	95%		92%	100%
Percentage of Tested Scoring 65–100		83%	83%		62%	71%
Percentage of Tested Scoring 85–100		12%	28%		0%	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	9	7	12	0	1	0
Number Scoring 55–100	9	7	12	0	#	0
Number Scoring 65–100	9	7	12	0	#	0
Number Scoring 85–100	8	5	11	0	#	0
Percentage of Tested Scoring 55–100	100%	100%	100%	0%	#	0%
Percentage of Tested Scoring 65–100	100%	100%	100%	0%	#	0%
Percentage of Tested Scoring 85–100	89%	71%	92%	0%	#	0%
Comprehensive Italian						
Number Tested	49	45	53	0	0	2
Number Scoring 55–100	49	45	53	0	0	#
Number Scoring 65–100	49	45	52	0	0	#
Number Scoring 85–100	33	23	26	0	0	#
Percentage of Tested Scoring 55–100	100%	100%	100%	0%	0%	#
Percentage of Tested Scoring 65–100	100%	100%	98%	0%	0%	#
Percentage of Tested Scoring 85–100	67%	51%	49%	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	52	64	58	0	2	0
Number Scoring 55–100	52	64	58	0	#	0
Number Scoring 65–100	52	64	58	0	#	0
Number Scoring 85–100	43	33	37	0	#	0
Percentage of Tested Scoring 55–100	100%	100%	100%	0%	#	0%
Percentage of Tested Scoring 65–100	100%	100%	100%	0%	#	0%
Percentage of Tested Scoring 85–100	83%	52%	64%	0%	#	0%
Comprehensive Latin						
Number Tested	0	17	0	0	0	0
Number Scoring 55–100	0	17	0	0	0	0
Number Scoring 65–100	0	17	0	0	0	0
Number Scoring 85–100	0	17	0	0	0	0
Percentage of Tested Scoring 55–100	0%	100%	0%	0%	0%	0%
Percentage of Tested Scoring 65–100	0%	100%	0%	0%	0%	0%
Percentage of Tested Scoring 85–100	0%	100%	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	115	0	0	13	0	0
Number Scoring 55–100	99	0	0	7	0	0
Number Scoring 65–100	89	0	0	7	0	0
Number Scoring 85–100	39	0	0	1	0	0
Percentage of Tested Scoring 55–100	86%	0%	0%	54%	0%	0%
Percentage of Tested Scoring 65–100	77%	0%	0%	54%	0%	0%
Percentage of Tested Scoring 85–100	34%	0%	0%	8%	0%	0%
Sequential Mathematics, Course III						
Number Tested	91	115	101	11	5	5
Number Scoring 55–100	89	111	98	10	5	4
Number Scoring 65–100	86	106	95	9	4	3
Number Scoring 85–100	61	67	50	3	0	1
Percentage of Tested Scoring 55–100	98%	97%	97%	91%	100%	80%
Percentage of Tested Scoring 65–100	95%	92%	94%	82%	80%	60%
Percentage of Tested Scoring 85–100	67%	58%	50%	27%	0%	20%

(Form – I)

Introduction to Occupations Examination

	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
General-Education Students	1	#	8	100%	13	85%
Students with Disabilities	17	59%	2	#	6	67%

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	132	132	132	16	16	16	148	148	148
Number Scoring 55–64	0	6	7	1	1	2	1	7	9
Number Scoring 65–84	41	41	71	9	9	11	50	50	82
Number Scoring 85–100	90	84	53	2	3	0	92	87	53
Approved Alternatives	0	0	0	0	0	0	0	0	0

(Form – K)