

# 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	2001-02	2002-03	2003-04
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	849	895	586
Tenth	440	490	507
Eleventh	272	294	307
Twelfth	213	169	198
Ungraded Secondary	257	291	283
Total K-12 Enrollment	2031	2139	1881

## Student Racial/Ethnic Origin

Race/Ethnicity	2001-02		2002-03		2003-04	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
American Indian, Alaskan, Asian, or Pacific Islander	58	2.9%	54	2.5%	40	2.1%
Black (Not Hispanic)	1176	57.9%	1289	60.3%	1109	59.0%
Hispanic	507	25.0%	545	25.5%	508	27.0%
White (Not Hispanic)	290	14.3%	251	11.7%	224	11.9%

## Average Class Size

Grade Level	2001-02	2002-03	2003-04
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	22	27	25
Mathematics Grade 10	25	29	26
Science Grade 10	22	32	30
Social Studies Grade 10	22	30	27

(Form - A)

**District Need to Resource Capacity Category**

<b>N/RC Category</b>	<b>Description</b>
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**

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

	<b>2001-02</b>		<b>2002-03</b>		<b>2003-04</b>	
	Count	Percent	Count	Percent	Count	Percent
<b>Limited English Proficient</b>	188	9.3%	232	10.9%	246	13.1%
<b>Eligible for Free Lunch</b>	696	34.3%	778	36.4%	798	42.4%

**Attendance and Suspension**

	<b>2000-01</b>		<b>2001-02</b>		<b>2002-03</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>		80.0%		78.5%		80.3%
<b>Student Suspensions</b>	206	10.6%	171	8.4%	340	15.9%

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

	<b>2001-02</b>	<b>2002-03</b>	<b>2003-04</b>
<b>Reduced Lunch</b>	4.5%	4.0%	5.2%
<b>Public Assistance</b>	61-70%	61-70%	61-70%
<b>Student Stability</b>	86%	92%	93%

**Staff Counts**

<b>Staff</b>	<b>2003-04</b>
Total Teachers	148
Total Other Professional Staff	26
Total Paraprofessionals	NA
Teaching Out of Certification*	23

\*Teaching out of certification more than on an incidental basis.

(Form – B)

# High School Graduates and Noncompleters

## High School Graduates Earning Regents Diplomas\*

	2001-02			2002-03			2003-04		
	Total Grads	Regents Diplomas	% Regents Diplomas	Total Grads	Regents Diplomas	% Regents Diplomas	Total Grads	Regents Diplomas	% Regents Diplomas
General Education	227	34	15%	216	30	14%	233	18	8%
Students with Disabilities	18	3	17%	5	0	0%	16	4	25%
All Students	245	37	15%	221	30	14%	249	22	9%

\*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 for the 2001-02 school year, diploma counts for that year do not include counts from August 2001. Data for the 2002-03 school year include August 2002 and January and June 2003 graduates; data for the 2003-04 school year include August 2003 and January and June 2004 graduates.

## Distribution of 2003-04 Graduates (All Students)

	To 4-year College	To 2-year College	To Other Post-Secondary	To the Military	To Employment	Other
Number	55	156	3	6	19	10
Percent	22%	63%	1%	2%	8%	4%

## Number of High School Completers with Disabilities in 2003-04

Graduates* (a)	Regents Diplomas (b)	IEP Diplomas or Certificates (c)	All 2003-04 Completers (a+c)
16	4	21	37

\*Local Diplomas (including local diplomas with Regents endorsements)

## High School Noncompletion Rates

		2001-02		2002-03		2003-04	
		No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
General-Education Students	Dropped Out	160		207		152	10.0%
	Entered GED Program*	115		110		104	6.8%
	Total Noncompleters	275		317		256	16.8%
Students with Disabilities	Dropped Out	24		46		61	17.2%
	Entered GED Program*	14		24		25	7.1%
	Total Noncompleters	38		70		86	24.3%
All Students	Dropped Out	184	9.1%	253	11.8%	213	11.3%
	Entered GED Program*	129	6.4%	134	6.3%	129	6.9%
	Total Noncompleters	313	15.4%	387	18.1%	342	18.2%

\*The number and percentage of students who left a program leading to a high school diploma and entered a 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	2001-02	2002-03	2003-04
K-1	0%	0%	0%
2-3	0%	0%	0%

## Students Developing a Career Plan, 4-12

Grades		2001-02	2002-03	2003-04
4-5	Number of General-Education Students	0	0	0
	Number of Students with Disabilities	0	0	0
	Number of All Students	0	0	0
	Percent of Enrollment	0%	0%	0%
6-8	Number of General-Education Students	0	0	0
	Number of Students with Disabilities	0	0	0
	Number of All Students	0	0	0
	Percent of Enrollment	0%	0%	0%
9-12	Number of General-Education Students	124	320	1517
	Number of Students with Disabilities	185	80	364
	Number of All Students	309	400	1881
	Percent of Enrollment	15%	19%	100%

## Career and Technical Education (CTE) Programs

CTE Program	This District		Statewide Average
	Count	Percentage	
All CTE Programs			
Completed the CTE Program			
Completed and Passed Regents Exams			
Completed and had Course Average of 75% or More			
Completed and Attained a HS Diploma or Equivalent			
Completed and Whose Status is Known			
Completed and Were Successfully Placed			
Nontraditional Programs			
Underrepresented Gender Members Enrolled			
Underrepresented Gender Members Who Completed			

Enrollment data are for the 2003-2004 school year; completion data are as of June 2003.

Note: Blank cells indicate that either the district did not have a CTE program or did not report data.

This data is reported only at the district level.

(Form - D)

# Second Language Proficiency Examinations

## General-Education Students

Test	2001-02		2002-03		2003-04	
	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	2001-02		2002-03		2003-04	
	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%

# Regents Competency Tests

## General-Education Students

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	32	100%	9	89%	0	0%
Science	21	95%	6	100%	0	0%
Reading	2	#	1	#	1	#
Writing	1	#	1	#	2	#
Global Studies	3	#	2	#	2	#
U.S. Hist & Gov't	3	#	1	#	0	0%

## Students with Disabilities

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	1	#	23	100%	31	100%
Science	3	#	8	88%	4	#
Reading	2	#	2	#	7	57%
Writing	4	#	5	40%	4	#
Global Studies	1	#	10	100%	11	45%
U.S. Hist & Gov't	5	80%	0	0%	5	40%

(Form – E)

# Regents Examinations

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
<b>Comprehensive English</b>						
Number Tested	275	325	422	3	17	42
Number Scoring 55-100	228	247	308	#	7	14
Number Scoring 65-100	158	181	212	#	5	8
Number Scoring 85-100	46	30	26	#	0	1
Percentage of Tested Scoring 55-100	83%	76%	73%	#	41%	33%
Percentage of Tested Scoring 65-100	57%	56%	50%	#	29%	19%
Percentage of Tested Scoring 85-100	17%	9%	6%	#	0%	2%
<b>Mathematics A</b>						
Number Tested	77	482	416	0	23	23
Number Scoring 55-100	10	215	379	0	5	17
Number Scoring 65-100	4	129	298	0	2	11
Number Scoring 85-100	0	7	10	0	0	0
Percentage of Tested Scoring 55-100	13%	45%	91%	0%	22%	74%
Percentage of Tested Scoring 65-100	5%	27%	72%	0%	9%	48%
Percentage of Tested Scoring 85-100	0%	1%	2%	0%	0%	0%
<b>Mathematics B</b>						
Number Tested	0	0	58	0	0	1
Number Scoring 55-100	0	0	41	0	0	#
Number Scoring 65-100	0	0	30	0	0	#
Number Scoring 85-100	0	0	9	0	0	#
Percentage of Tested Scoring 55-100	0%	0%	71%	0%	0%	#
Percentage of Tested Scoring 65-100	0%	0%	52%	0%	0%	#
Percentage of Tested Scoring 85-100	0%	0%	16%	0%	0%	#
<b>Global History and Geography</b>						
Number Tested	368	446	596	2	26	82
Number Scoring 55-100	280	280	426	#	7	35
Number Scoring 65-100	179	207	285	#	5	16
Number Scoring 85-100	16	22	48	#	1	1
Percentage of Tested Scoring 55-100	76%	63%	71%	#	27%	43%
Percentage of Tested Scoring 65-100	49%	46%	48%	#	19%	20%
Percentage of Tested Scoring 85-100	4%	5%	8%	#	4%	1%
<b>U.S. History and Government</b>						
Number Tested	320	317	330	2	18	25
Number Scoring 55-100	271	294	260	#	11	11
Number Scoring 65-100	186	243	182	#	10	5
Number Scoring 85-100	27	29	38	#	2	0
Percentage of Tested Scoring 55-100	85%	93%	79%	#	61%	44%
Percentage of Tested Scoring 65-100	58%	77%	55%	#	56%	20%
Percentage of Tested Scoring 85-100	8%	9%	12%	#	11%	0%

(Form – F)

# Regents Examinations

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
<b>Living Environment</b>						
Number Tested	315	390	320	1	21	49
Number Scoring 55-100	289	325	246	#	12	25
Number Scoring 65-100	217	223	170	#	7	9
Number Scoring 85-100	3	11	4	#	0	1
Percentage of Tested Scoring 55-100	92%	83%	77%	#	57%	51%
Percentage of Tested Scoring 65-100	69%	57%	53%	#	33%	18%
Percentage of Tested Scoring 85-100	1%	3%	1%	#	0%	2%
<b>Physical Setting/Earth Science</b>						
Number Tested	211	228	310	1	4	18
Number Scoring 55-100	156	182	223	#	#	9
Number Scoring 65-100	122	139	154	#	#	3
Number Scoring 85-100	12	28	16	#	#	0
Percentage of Tested Scoring 55-100	74%	80%	72%	#	#	50%
Percentage of Tested Scoring 65-100	58%	61%	50%	#	#	17%
Percentage of Tested Scoring 85-100	6%	12%	5%	#	#	0%
<b>Physical Setting/Chemistry</b>						
Number Tested	100	135	159	0	4	4
Number Scoring 55-100	39	58	98	0	#	#
Number Scoring 65-100	9	18	39	0	#	#
Number Scoring 85-100	3	0	2	0	#	#
Percentage of Tested Scoring 55-100	39%	43%	62%	0%	#	#
Percentage of Tested Scoring 65-100	9%	13%	25%	0%	#	#
Percentage of Tested Scoring 85-100	3%	0%	1%	0%	#	#
<b>Physical Setting/Physics</b>						
Number Tested			38			4
Number Scoring 55-100			18			#
Number Scoring 65-100			15			#
Number Scoring 85-100			3			#
Percentage of Tested Scoring 55-100			47%			#
Percentage of Tested Scoring 65-100			39%			#
Percentage of Tested Scoring 85-100			8%			#

\* Physical Setting/Physics results for 2001-02 and 2002-03 are not included in the report card because the Department issued new conversion charts for assessments administered in those years.

(Form – G)

# Regents Examinations

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
<b>Comprehensive French</b>						
Number Tested	12	10	11	0	1	0
Number Scoring 55-100	12	9	11	0	#	0
Number Scoring 65-100	10	9	10	0	#	0
Number Scoring 85-100	0	0	2	0	#	0
Percentage of Tested Scoring 55-100	100%	90%	100%	0%	#	0%
Percentage of Tested Scoring 65-100	83%	90%	91%	0%	#	0%
Percentage of Tested Scoring 85-100	0%	0%	18%	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	119	154	152	1	3	6
Number Scoring 55-100	93	133	129	#	#	4
Number Scoring 65-100	82	118	110	#	#	3
Number Scoring 85-100	41	55	45	#	#	1
Percentage of Tested Scoring 55-100	78%	86%	85%	#	#	67%
Percentage of Tested Scoring 65-100	69%	77%	72%	#	#	50%
Percentage of Tested Scoring 85-100	34%	36%	30%	#	#	17%
<b>Comprehensive Latin</b>						
Number Tested	9	10	12	0	1	0
Number Scoring 55-100	9	10	12	0	#	0
Number Scoring 65-100	9	10	10	0	#	0
Number Scoring 85-100	1	1	2	0	#	0
Percentage of Tested Scoring 55-100	100%	100%	100%	0%	#	0%
Percentage of Tested Scoring 65-100	100%	100%	83%	0%	#	0%
Percentage of Tested Scoring 85-100	11%	10%	17%	0%	#	0%

(Form – H)

## Regents Examinations

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
<b>Sequential Mathematics, Course III (last administered January 2004)</b>						
Number Tested	74	100	21	2	2	0
Number Scoring 55-100	57	60	18	#	#	0
Number Scoring 65-100	45	48	12	#	#	0
Number Scoring 85-100	10	7	1	#	#	0
Percentage of Tested Scoring 55-100	77%	60%	86%	#	#	0%
Percentage of Tested Scoring 65-100	61%	48%	57%	#	#	0%
Percentage of Tested Scoring 85-100	14%	7%	5%	#	#	0%

## Introduction to Occupations Examination

	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
General-Education Students	14	100%	20	85%	17	94%
Students with Disabilities	0	0%	0	0%	1	#

District reports contain data for all students with disabilities enrolled in the district for the 2001-02 school year.

## Elementary-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
<b>Nov 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%

## Middle-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
<b>June 2004</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 - I)

# New York State Alternate Assessments (NYSAA) 2003–04

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	1	0	#	#	#	#
Social Studies	1	0	#	#	#	#
Mathematics	1	0	#	#	#	#
Science	1	0	#	#	#	#

## 2000 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	280	280	280	56	56	56	336	336	336
Number Scoring 55–64	33	18	37	7	3	11	40	21	48
Number Scoring 65–84	165	161	182	9	11	8	174	172	190
Number Scoring 85–100	20	25	8	1	2	2	21	27	10
Approved Alternatives	0	0	0	0	0	0	0	0	0

(Form – J)

New York State English as a Second Language Achievement Tests (NYSESLAT)\*

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
<b>Listening and Speaking (Grade 7-8)</b>						
Number Tested			0			0
Beginning (0-18)			0			0
Intermediate (19-31)			0			0
Advanced (32-36)			0			0
Proficient (37-39)			0			0
<b>Reading and Writing (Grade 7-8)</b>						
Number Tested			0			0
Beginning (0-14)			0			0
Intermediate (15-24)			0			0
Advanced (25-32)			0			0
Proficient (33-35)			0			0
<b>Listening and Speaking (Grade 9-12)</b>						
Number Tested			109			17
Beginning (0-18)			29			10
Intermediate (19-31)			23			5
Advanced (32-36)			41			2
Proficient (37-39)			16			0
<b>Reading and Writing (Grade 9-12)</b>						
Number Tested			101			15
Beginning (0-14)			34			12
Intermediate (15-24)			35			3
Advanced (25-32)			29			0
Proficient (33-35)			3			0

\*The NYSESLAT was first administered in the 2002-03 school year, but complete data for all school districts were not available until 2003-04.

(Form - L)