

# New York State District Report Card Comprehensive Information Report

BEDS Code: 58-03-01-02-0000  
 Name: East Hampton Union Free School District  
 Superintendent: Raymond D. Gualtieri

## Fall Enrollment

Grade	2001-02	2002-03	2003-04
Pre-K	0	0	0
Kindergarten	110	89	107
First	74	109	78
Second	88	69	114
Third	116	99	75
Fourth	108	124	97
Fifth	105	101	121
Sixth	110	112	107
Ungraded Elementary	17	0	0
Seventh	124	135	130
Eighth	125	136	136
Ninth	235	278	263
Tenth	264	250	276
Eleventh	238	262	229
Twelfth	203	219	232
Ungraded Secondary	20	5	6
Total K-12 Enrollment	1937	1988	1971

## 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	38	2.0%	33	1.7%	26	1.3%
Black (Not Hispanic)	106	5.5%	111	5.6%	112	5.7%
Hispanic	420	21.7%	438	22.0%	473	24.0%
White (Not Hispanic)	1373	70.9%	1406	70.7%	1360	69.0%

## Average Class Size

Grade Level	2001-02	2002-03	2003-04
Kindergarten	22	22	20
Common Branch	21	20	20
English Grade 8	21	21	18
Mathematics Grade 8	23	21	21
Science Grade 8	21	18	25
Social Studies Grade 8	20	20	21
English Grade 10	22	19	20
Mathematics Grade 10	20	18	17
Science Grade 10	18	18	22
Social Studies Grade 10	22	19	21

(Form - A)

**District Need to Resource Capacity Category**

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

**Similar School Group and Description**

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

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>	199	10.3%	165	8.3%	191	9.7%
<b>Eligible for Free Lunch</b>	76	3.9%	103	5.2%	154	7.8%

**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>		93.2%		92.9%		95.5%
<b>Student Suspensions</b>	53	2.9%	91	4.7%	81	4.1%

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

	<b>2001-02</b>	<b>2002-03</b>	<b>2003-04</b>
<b>Reduced Lunch</b>	1.4%	1.8%	2.2%
<b>Public Assistance</b>	NA	NA	NA
<b>Student Stability</b>	NA	NA	NA

**Staff Counts**

<b>Staff</b>	<b>2003-04</b>
Total Teachers	176
Total Other Professional Staff	32
Total Paraprofessionals	58
Teaching Out of Certification*	7

\*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	167	131	78%	171	132	77%	191	159	83%
Students with Disabilities	17	5	29%	23	10	43%	20	11	55%
All Students	184	136	74%	194	142	73%	211	170	81%

\*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	129	51	0	4	22	5
Percent	61%	24%	0%	2%	10%	2%

## 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)
20	11	10	30

\*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.
<b>General-Education Students</b>	Dropped Out	1		33		34	3.8%
	Entered GED Program*	3		6		12	1.3%
	Total Noncompleters	4		39		46	5.1%
<b>Students with Disabilities</b>	Dropped Out	1		7		1	0.8%
	Entered GED Program*	0		1		2	1.6%
	Total Noncompleters	1		8		3	2.3%
<b>All Students</b>	Dropped Out	2	0.2%	40	4.0%	35	3.4%
	Entered GED Program*	3	0.3%	7	0.7%	14	1.4%
	Total Noncompleters	5	0.5%	47	4.7%	49	4.8%

\*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	135	114
	Number of Students with Disabilities	0	0	20
	Number of All Students	0	135	134
	Percent of Enrollment	0%	35%	36%
9-12	Number of General-Education Students	203	0	0
	Number of Students with Disabilities	32	0	0
	Number of All Students	235	0	0
	Percent of Enrollment	25%	0%	0%

## 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; completer 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%	35	100%
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%	82	85%

## Students with Disabilities

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	0	0%	0	0%	1	#
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%	10	70%

# Regents Competency Tests

## General-Education Students

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	0	0%	0	0%	0	0%
Science	1	#	1	#	2	#
Reading	0	0%	0	0%	0	0%
Writing	0	0%	0	0%	0	0%
Global Studies	0	0%	1	#	0	0%
U.S. Hist & Gov't	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
Mathematics	0	0%	13	92%	3	#
Science	0	0%	3	#	17	76%
Reading	0	0%	0	0%	0	0%
Writing	0	0%	0	0%	0	0%
Global Studies	0	0%	8	88%	4	#
U.S. Hist & Gov't	0	0%	0	0%	0	0%

(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	216	238	226	26	27	27
Number Scoring 55-100	209	231	226	26	26	27
Number Scoring 65-100	198	222	215	23	26	26
Number Scoring 85-100	103	103	89	3	5	3
Percentage of Tested Scoring 55-100	97%	97%	100%	100%	96%	100%
Percentage of Tested Scoring 65-100	92%	93%	95%	88%	96%	96%
Percentage of Tested Scoring 85-100	48%	43%	39%	12%	19%	11%
<b>Mathematics A</b>						
Number Tested	74	292	206	10	38	16
Number Scoring 55-100	41	264	203	4	29	16
Number Scoring 65-100	14	239	197	1	25	15
Number Scoring 85-100	1	55	55	0	2	0
Percentage of Tested Scoring 55-100	55%	90%	99%	40%	76%	100%
Percentage of Tested Scoring 65-100	19%	82%	96%	10%	66%	94%
Percentage of Tested Scoring 85-100	1%	19%	27%	0%	5%	0%
<b>Mathematics B</b>						
Number Tested	0	0	106	0	0	3
Number Scoring 55-100	0	0	88	0	0	#
Number Scoring 65-100	0	0	77	0	0	#
Number Scoring 85-100	0	0	17	0	0	#
Percentage of Tested Scoring 55-100	0%	0%	83%	0%	0%	#
Percentage of Tested Scoring 65-100	0%	0%	73%	0%	0%	#
Percentage of Tested Scoring 85-100	0%	0%	16%	0%	0%	#
<b>Global History and Geography</b>						
Number Tested	0	264	281	0	35	28
Number Scoring 55-100	0	253	258	0	31	22
Number Scoring 65-100	0	242	239	0	29	19
Number Scoring 85-100	0	90	84	0	8	2
Percentage of Tested Scoring 55-100	0%	96%	92%	0%	89%	79%
Percentage of Tested Scoring 65-100	0%	92%	85%	0%	83%	68%
Percentage of Tested Scoring 85-100	0%	34%	30%	0%	23%	7%
<b>U.S. History and Government</b>						
Number Tested	448	244	214	49	28	29
Number Scoring 55-100	423	242	212	47	27	29
Number Scoring 65-100	383	237	210	39	26	27
Number Scoring 85-100	118	128	115	5	11	4
Percentage of Tested Scoring 55-100	94%	99%	99%	96%	96%	100%
Percentage of Tested Scoring 65-100	85%	97%	98%	80%	93%	93%
Percentage of Tested Scoring 85-100	26%	52%	54%	10%	39%	14%

(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	242	212	286	30	22	24
Number Scoring 55-100	230	209	279	26	21	22
Number Scoring 65-100	220	202	271	26	17	20
Number Scoring 85-100	77	86	80	3	4	1
Percentage of Tested Scoring 55-100	95%	99%	98%	87%	95%	92%
Percentage of Tested Scoring 65-100	91%	95%	95%	87%	77%	83%
Percentage of Tested Scoring 85-100	32%	41%	28%	10%	18%	4%
<b>Physical Setting/Earth Science</b>						
Number Tested	285	258	201	45	40	32
Number Scoring 55-100	230	234	194	31	33	30
Number Scoring 65-100	206	213	175	20	27	25
Number Scoring 85-100	66	67	45	3	4	5
Percentage of Tested Scoring 55-100	81%	91%	97%	69%	82%	94%
Percentage of Tested Scoring 65-100	72%	83%	87%	44%	68%	78%
Percentage of Tested Scoring 85-100	23%	26%	22%	7%	10%	16%
<b>Physical Setting/Chemistry</b>						
Number Tested	124	169	137	2	6	5
Number Scoring 55-100	119	150	131	#	5	4
Number Scoring 65-100	87	111	107	#	4	2
Number Scoring 85-100	8	12	26	#	2	0
Percentage of Tested Scoring 55-100	96%	89%	96%	#	83%	80%
Percentage of Tested Scoring 65-100	70%	66%	78%	#	67%	40%
Percentage of Tested Scoring 85-100	6%	7%	19%	#	33%	0%
<b>Physical Setting/Physics</b>						
Number Tested			64			4
Number Scoring 55-100			60			#
Number Scoring 65-100			59			#
Number Scoring 85-100			18			#
Percentage of Tested Scoring 55-100			94%			#
Percentage of Tested Scoring 65-100			92%			#
Percentage of Tested Scoring 85-100			28%			#

\* 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	44	41	40	2	0	1
Number Scoring 55-100	41	40	38	#	0	#
Number Scoring 65-100	39	40	38	#	0	#
Number Scoring 85-100	9	24	21	#	0	#
Percentage of Tested Scoring 55-100	93%	98%	95%	#	0%	#
Percentage of Tested Scoring 65-100	89%	98%	95%	#	0%	#
Percentage of Tested Scoring 85-100	20%	59%	53%	#	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	1	0	0	0	0
Number Scoring 55-100	#	#	0	0	0	0
Number Scoring 65-100	#	#	0	0	0	0
Number Scoring 85-100	#	#	0	0	0	0
Percentage of Tested Scoring 55-100	#	#	0%	0%	0%	0%
Percentage of Tested Scoring 65-100	#	#	0%	0%	0%	0%
Percentage of Tested Scoring 85-100	#	#	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	161	168	3	6	7
Number Scoring 55-100	116	160	165	#	6	7
Number Scoring 65-100	114	158	163	#	5	7
Number Scoring 85-100	69	100	108	#	2	6
Percentage of Tested Scoring 55-100	97%	99%	98%	#	100%	100%
Percentage of Tested Scoring 65-100	96%	98%	97%	#	83%	100%
Percentage of Tested Scoring 85-100	58%	62%	64%	#	33%	86%
<b>Comprehensive Latin</b>						
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%

(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	173	188	22	16	13	0
Number Scoring 55-100	151	169	16	12	12	0
Number Scoring 65-100	144	157	11	12	12	0
Number Scoring 85-100	63	58	3	3	3	0
Percentage of Tested Scoring 55-100	87%	90%	73%	75%	92%	0%
Percentage of Tested Scoring 65-100	83%	84%	50%	75%	92%	0%
Percentage of Tested Scoring 85-100	36%	31%	14%	19%	23%	0%

## Introduction to Occupations Examination

	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
General-Education Students	38	0%	35	100%	35	97%
Students with Disabilities	19	0%	8	100%	5	100%

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	107	5%	3%	50%	42%
	Students with Disabilities	13	23%	23%	46%	8%
	All Students	120	7%	5%	50%	38%

## 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	116	3%	21%	51%	26%
	Students with Disabilities	18	6%	22%	72%	0%
	All Students	134	3%	21%	54%	22%

(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	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

## 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	203	203	203	25	25	25	228	228	228
Number Scoring 55–64	3	3	3	3	1	1	6	4	4
Number Scoring 65–84	137	72	103	16	14	17	153	86	120
Number Scoring 85–100	56	122	94	1	6	3	57	128	97
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 K-1)</b>						
Number Tested			32			0
Beginning (0-18)			3			0
Intermediate (19-31)			6			0
Advanced (32-36)			8			0
Proficient (37-39)			15			0
<b>Reading and Writing (Grade K-1)</b>						
Number Tested			32			0
Beginning (0-14)			4			0
Intermediate (15-24)			8			0
Advanced (25-32)			17			0
Proficient (33-35)			3			0
<b>Listening and Speaking (Grade 2-4)</b>						
Number Tested			41			2
Beginning (0-18)			1			#
Intermediate (19-31)			5			#
Advanced (32-36)			11			#
Proficient (37-39)			24			#
<b>Reading and Writing (Grade 2-4)</b>						
Number Tested			41			2
Beginning (0-14)			3			#
Intermediate (15-24)			20			#
Advanced (25-32)			13			#
Proficient (33-35)			5			#
<b>Listening and Speaking (Grade 5-6)</b>						
Number Tested			16			0
Beginning (0-18)			0			0
Intermediate (19-31)			2			0
Advanced (32-36)			5			0
Proficient (37-39)			9			0
<b>Reading and Writing (Grade 5-6)</b>						
Number Tested			16			0
Beginning (0-14)			0			0
Intermediate (15-24)			6			0
Advanced (25-32)			8			0
Proficient (33-35)			2			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 – K)

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			16			2
Beginning (0-18)			2			#
Intermediate (19-31)			3			#
Advanced (32-36)			9			#
Proficient (37-39)			2			#
<b>Reading and Writing (Grade 7-8)</b>						
Number Tested			16			2
Beginning (0-14)			4			#
Intermediate (15-24)			10			#
Advanced (25-32)			1			#
Proficient (33-35)			1			#
<b>Listening and Speaking (Grade 9-12)</b>						
Number Tested			81			1
Beginning (0-18)			12			#
Intermediate (19-31)			15			#
Advanced (32-36)			22			#
Proficient (37-39)			32			#
<b>Reading and Writing (Grade 9-12)</b>						
Number Tested			81			1
Beginning (0-14)			18			#
Intermediate (15-24)			26			#
Advanced (25-32)			30			#
Proficient (33-35)			7			#

\*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)