

# 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 : 7-12

## Fall Enrollment

Grade	2002-03	2003-04	2004-05
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	250
Eighth	0	0	0
Ninth	895	586	594
Tenth	490	507	497
Eleventh	294	307	431
Twelfth	169	198	239
Ungraded Secondary	291	283	0
Total K-12 Enrollment	2139	1881	2011

## Student Racial/Ethnic Origin

Race/Ethnicity	2002-03		2003-04		2004-05	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
American Indian, Alaskan, Asian, or Pacific Islander	54	2.5%	40	2.1%	33	1.6%
Black (Not Hispanic)	1289	60.3%	1109	59.0%	1228	61.1%
Hispanic	545	25.5%	508	27.0%	512	25.5%
White (Not Hispanic)	251	11.7%	224	11.9%	238	11.8%

## Average Class Size

Grade Level	2002-03	2003-04	2004-05
Kindergarten	0	0	0
Common Branch	0	0	0
English Grade 8	0	0	0
Mathematics Grade 8	0	0	29
Science Grade 8	0	0	0
Social Studies Grade 8	0	0	0
English Grade 10	27	25	24
Mathematics Grade 10	29	26	24
Science Grade 10	32	30	28
Social Studies Grade 10	30	27	22

(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

	2002-03		2003-04		2004-05	
	Count	Percent	Count	Percent	Count	Percent
Limited English Proficient	232	10.9%	246	13.1%	150	7.5%
Eligible for Free Lunch	778	36.4%	798	42.4%	1131	56.2%

### Attendance and Suspension

	2001-02		2002-03		2003-04	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
Annual Attendance Rate		78.5%		80.3%		82.3%
Student Suspensions	171	8.4%	340	15.9%	373	19.8%

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

	2002-03	2003-04	2004-05
Reduced Lunch	4.0%	5.2%	8.9%
Public Assistance	61-70%	61-70%	71-80%
Student Stability	92%	93%	95%

### Staff Counts

Staff	2004-05
Total Teachers	166
Total Other Professional Staff	32
Total Paraprofessionals	NA
Teaching Out of Certification*	18

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

(Form – B)

# High School Graduates and Noncompleters

High School Graduates and Completers		2002-03	2003-04	2004-05
<b>General-Education Students</b>	Total Graduates*	216	233	239
	Regents Diplomas	30	18	102
	% Regents Diplomas	14%	8%	43%
	Regents Diplomas with Advanced Designation**			19
	% Regents Diplomas with Advanced Designation			8%
	IEP Diplomas or Local Certificates			
<b>Students with Disabilities</b>	Total Graduates*	5	16	15
	Regents Diplomas	0	4	0
	% Regents Diplomas	0%	25%	0%
	Regents Diplomas with Advanced Designation**			0
	% Regents Diplomas with Advanced Designation			0%
	IEP Diplomas or Local Certificates	19	21	23
<b>All Students</b>	Total Graduates*	221	249	254
	Regents Diplomas	30	22	102
	% Regents Diplomas	14%	9%	40%
	Regents Diplomas with Advanced Designation**			19
	% Regents Diplomas with Advanced Designation			7%
	IEP Diplomas or Local Certificates	19	21	23

\* Only students awarded local diplomas or Regents endorsed diplomas are included in the count of high school graduates in this table. Data include graduates in August, January and June of the school year being reported.

\*\*Beginning with students who first entered grade 9 in 2001-02, students may earn a Regents diploma by passing (scoring 65-100) Regents exams in five areas and meeting course requirements. To earn a Regents diploma with advanced designation, the student must pass eight Regents exams. For more information, see <http://www.emsc.nysed.gov/parents/gradreqtsfs.shtml>.

## Post-Secondary Plans of 2004-05 Graduates

		4-year College	2-year College	Other Post-Secondary	Military	Employment	Adult Services	Plan Unknown	Other Known Plan
<b>General-Education Students</b>	<b>Number</b>	74	118	1	4	33	0	0	9
	<b>Percent</b>	31%	49%	0%	2%	14%	0%	0%	4%
<b>Students with Disabilities</b>	<b>Number</b>	0	10	0	1	2	0	0	2
	<b>Percent</b>	0%	67%	0%	7%	13%	0%	0%	13%
<b>All Students</b>	<b>Number</b>	74	128	1	5	35	0	0	11
	<b>Percent</b>	29%	50%	0%	2%	14%	0%	0%	4%

## High School Noncompletion Rates

		2002-03		2003-04		2004-05	
		No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
<b>General-Education Students</b>	Dropped Out	207		152	10.0%	165	11.7%
	Entered GED Program*	110		104	6.8%	82	5.8%
	Total Noncompleters	317		256	16.8%	247	17.5%
<b>Students with Disabilities</b>	Dropped Out	46		61	17.2%	59	18.4%
	Entered GED Program*	24		25	7.1%	16	5.0%
	Total Noncompleters	70		86	24.3%	75	23.4%
<b>All Students</b>	Dropped Out	253	11.8%	213	11.3%	224	12.9%
	Entered GED Program*	134	6.3%	129	6.9%	98	5.7%
	Total Noncompleters	387	18.1%	342	18.2%	322	18.6%

\*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	2002-03	2003-04	2004-05
K-1	0%	0%	0%
2-3	0%	0%	0%

## Students Developing a Career Plan, 4-12

Grades		2002-03	2003-04	2004-05
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	203
	Number of Students with Disabilities	0	0	47
	Number of All Students	0	0	250
	Percent of Enrollment	0%	0%	100%
9-12	Number of General-Education Students	320	1517	1422
	Number of Students with Disabilities	80	364	339
	Number of All Students	400	1881	1761
	Percent of Enrollment	19%	100%	100%

(Form - D)

# Second Language Proficiency Examinations

## General-Education Students

Test	2002-03		2003-04		2004-05	
	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%	14	100%

## Students with Disabilities

Test	2002-03		2003-04		2004-05	
	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%	1	#

# Regents Competency Tests

## General-Education Students

Test	2002-03		2003-04		2004-05	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	9	89%	0	0%	4	#
Science	6	100%	0	0%	3	#
Reading	1	#	1	#	1	#
Writing	1	#	2	#	0	0%
Global Studies	2	#	2	#	4	#
U.S. Hist & Gov't	1	#	0	0%	4	#

## Students with Disabilities

Test	2002-03		2003-04		2004-05	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	23	100%	31	100%	108	28%
Science	8	88%	4	#	49	16%
Reading	2	#	7	57%	50	22%
Writing	5	40%	4	#	56	52%
Global Studies	10	100%	11	45%	61	15%
U.S. Hist & Gov't	0	0%	5	40%	23	35%

(Form – E)

# Regents Examinations

	All Students			Students with Disabilities		
	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05
<b>Comprehensive English</b>						
Number Tested	325	422	487	17	42	70
Number Scoring 55-100	247	308	344	7	14	27
Number Scoring 65-100	181	212	204	5	8	6
Number Scoring 85-100	30	26	25	0	1	1
Percentage of Tested Scoring 55-100	76%	73%	71%	41%	33%	39%
Percentage of Tested Scoring 65-100	56%	50%	42%	29%	19%	9%
Percentage of Tested Scoring 85-100	9%	6%	5%	0%	2%	1%
<b>Mathematics A</b>						
Number Tested	482	416	348	23	23	40
Number Scoring 55-100	215	379	304	5	17	22
Number Scoring 65-100	129	298	216	2	11	7
Number Scoring 85-100	7	10	9	0	0	0
Percentage of Tested Scoring 55-100	45%	91%	87%	22%	74%	55%
Percentage of Tested Scoring 65-100	27%	72%	62%	9%	48%	17%
Percentage of Tested Scoring 85-100	1%	2%	3%	0%	0%	0%
<b>Mathematics B</b>						
Number Tested	0	58	46	0	1	0
Number Scoring 55-100	0	41	20	0	#	0
Number Scoring 65-100	0	30	10	0	#	0
Number Scoring 85-100	0	9	1	0	#	0
Percentage of Tested Scoring 55-100	0%	71%	43%	0%	#	0%
Percentage of Tested Scoring 65-100	0%	52%	22%	0%	#	0%
Percentage of Tested Scoring 85-100	0%	16%	2%	0%	#	0%
<b>Global History and Geography</b>						
Number Tested	446	596	441	26	82	63
Number Scoring 55-100	280	426	279	7	35	17
Number Scoring 65-100	207	285	158	5	16	6
Number Scoring 85-100	22	48	26	1	1	1
Percentage of Tested Scoring 55-100	63%	71%	63%	27%	43%	27%
Percentage of Tested Scoring 65-100	46%	48%	36%	19%	20%	10%
Percentage of Tested Scoring 85-100	5%	8%	6%	4%	1%	2%
<b>U.S. History and Government</b>						
Number Tested	317	330	432	18	25	46
Number Scoring 55-100	294	260	308	11	11	22
Number Scoring 65-100	243	182	220	10	5	13
Number Scoring 85-100	29	38	53	2	0	2
Percentage of Tested Scoring 55-100	93%	79%	71%	61%	44%	48%
Percentage of Tested Scoring 65-100	77%	55%	51%	56%	20%	28%
Percentage of Tested Scoring 85-100	9%	12%	12%	11%	0%	4%

(Form – F)

# Regents Examinations

	All Students			Students with Disabilities		
	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05
<b>Living Environment</b>						
Number Tested	390	320	311	21	49	39
Number Scoring 55-100	325	246	240	12	25	22
Number Scoring 65-100	223	170	152	7	9	8
Number Scoring 85-100	11	4	10	0	1	1
Percentage of Tested Scoring 55-100	83%	77%	77%	57%	51%	56%
Percentage of Tested Scoring 65-100	57%	53%	49%	33%	18%	21%
Percentage of Tested Scoring 85-100	3%	1%	3%	0%	2%	3%
<b>Physical Setting/Earth Science</b>						
Number Tested	228	310	233	4	18	18
Number Scoring 55-100	182	223	160	#	9	5
Number Scoring 65-100	139	154	95	#	3	1
Number Scoring 85-100	28	16	16	#	0	1
Percentage of Tested Scoring 55-100	80%	72%	69%	#	50%	28%
Percentage of Tested Scoring 65-100	61%	50%	41%	#	17%	6%
Percentage of Tested Scoring 85-100	12%	5%	7%	#	0%	6%
<b>Physical Setting/Chemistry</b>						
Number Tested	135	159	190	4	4	5
Number Scoring 55-100	58	98	79	#	#	1
Number Scoring 65-100	18	39	26	#	#	0
Number Scoring 85-100	0	2	0	#	#	0
Percentage of Tested Scoring 55-100	43%	62%	42%	#	#	20%
Percentage of Tested Scoring 65-100	13%	25%	14%	#	#	0%
Percentage of Tested Scoring 85-100	0%	1%	0%	#	#	0%
<b>Physical Setting/Physics</b>						
Number Tested		38	36		4	0
Number Scoring 55-100		18	15		#	0
Number Scoring 65-100		15	10		#	0
Number Scoring 85-100		3	3		#	0
Percentage of Tested Scoring 55-100		47%	42%		#	0%
Percentage of Tested Scoring 65-100		39%	28%		#	0%
Percentage of Tested Scoring 85-100		8%	8%		#	0%

\* Physical Setting/Physics results for 2002-03 are not included in the report card because the Department issued new conversion charts for assessments administered in that year.

(Form – G)

# Regents Examinations

	All Students			Students with Disabilities		
	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05
<b>Comprehensive French</b>						
Number Tested	10	11	11	1	0	0
Number Scoring 55-100	9	11	6	#	0	0
Number Scoring 65-100	9	10	6	#	0	0
Number Scoring 85-100	0	2	2	#	0	0
Percentage of Tested Scoring 55-100	90%	100%	55%	#	0%	0%
Percentage of Tested Scoring 65-100	90%	91%	55%	#	0%	0%
Percentage of Tested Scoring 85-100	0%	18%	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	154	152	133	3	6	5
Number Scoring 55-100	133	129	90	#	4	3
Number Scoring 65-100	118	110	62	#	3	3
Number Scoring 85-100	55	45	18	#	1	2
Percentage of Tested Scoring 55-100	86%	85%	68%	#	67%	60%
Percentage of Tested Scoring 65-100	77%	72%	47%	#	50%	60%
Percentage of Tested Scoring 85-100	36%	30%	14%	#	17%	40%
<b>Comprehensive Latin</b>						
Number Tested	10	12	13	1	0	0
Number Scoring 55-100	10	12	13	#	0	0
Number Scoring 65-100	10	10	8	#	0	0
Number Scoring 85-100	1	2	1	#	0	0
Percentage of Tested Scoring 55-100	100%	100%	100%	#	0%	0%
Percentage of Tested Scoring 65-100	100%	83%	62%	#	0%	0%
Percentage of Tested Scoring 85-100	10%	17%	8%	#	0%	0%

(Form – H)



## New York State Alternate Assessments (NYSAA) 2004–05

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

### 2001 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	304	304	304	60	60	60	364	364	364
Number Scoring 55–64	69	66	45	5	5	7	74	71	52
Number Scoring 65–84	159	125	193	6	1	6	165	126	199
Number Scoring 85–100	23	31	21	1	1	2	24	32	23
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		
	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05
<b>Listening and Speaking (Grade 7-8)</b>						
Number Tested		0	5		0	1
Beginning		0	0		0	#
Intermediate		0	0		0	#
Advanced		0	3		0	#
Proficient		0	2		0	#
<b>Reading and Writing (Grade 7-8)</b>						
Number Tested		0	5		0	1
Beginning		0	0		0	#
Intermediate		0	0		0	#
Advanced		0	2		0	#
Proficient		0	3		0	#
<b>Listening and Speaking (Grade 9-12)</b>						
Number Tested		109	99		17	9
Beginning		29	11		10	3
Intermediate		23	47		5	6
Advanced		41	25		2	0
Proficient		16	16		0	0
<b>Reading and Writing (Grade 9-12)</b>						
Number Tested		101	94		15	8
Beginning		34	15		12	5
Intermediate		35	45		3	3
Advanced		29	22		0	0
Proficient		3	12		0	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)