

New York State District Report Card Comprehensive Information Report

BEDS Code: 28-02-03-03-0000

Name: East Meadow Union Free School District

Superintendent: Robert R. Dillon

Fall Enrollment

Grade	2000–2001	2001–2002	2002–2003
Pre-K	0	0	0
Kindergarten	518	476	525
First	561	575	534
Second	591	583	583
Third	609	626	603
Fourth	629	630	608
Fifth	665	660	633
Sixth	637	700	675
Ungraded Elementary	124	116	101
Seventh	644	655	723
Eighth	648	649	655
Ninth	599	638	637
Tenth	567	610	647
Eleventh	599	575	591
Twelfth	547	593	566
Ungraded Secondary	0	0	0
Total K-12 Enrollment	7938	8086	8081

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	818	10.3%	934	11.6%	988	12.2%
Black (Not Hispanic)	206	2.6%	206	2.5%	174	2.2%
Hispanic	645	8.1%	733	9.1%	739	9.1%
White (Not Hispanic)	6269	79.0%	6213	76.8%	6180	76.5%

Average Class Size

Grade Level	2000–2001	2001–2002	2002–2003
Kindergarten	17	16	19
Common Branch	21	20	23
English Grade 8	21	22	23
Mathematics Grade 8	21	21	23
Science Grade 8	20	21	23
Social Studies Grade 8	22	22	22
English Grade 10	18	19	23
Mathematics Grade 10	15	16	20
Science Grade 10	16	13	20
Social Studies Grade 10	16	20	22

(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
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

	2000–2001		2001–2002		2002–2003	
	Count	Percent	Count	Percent	Count	Percent
Limited English Proficient	215	2.7%	296	3.7%	325	4.0%
Eligible for Free Lunch	315	4.3%	401	5.3%	318	4.2%

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		95.5%		95.2%		95.4%
Student Suspensions	92	1.2%	136	1.7%	115	1.4%

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

	2000–2001	2001–2002	2002–2003
Reduced Lunch	2.9%	4.1%	4.1%
Public Assistance	NA	NA	NA
Student Stability	NA	NA	NA

Staff Counts

Staff	2002–2003
Total Teachers	640
Total Other Professional Staff	98
Total Paraprofessionals	70
Teaching Out of Certification*	8
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	486	322	66%	507	359	71%	512	343	67%
Students with Disabilities	23	3	13%	0	0	0%	0	0	0%
All Students	509	325	64%	507	359	71%	512	343	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	308	159	1	8	20	16
Percent	60%	31%	0%	2%	4%	3%

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	4	4

*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	15	0.6%	9	0.4%	15	0.6%
	Entered GED Program*	7	0.3%	5	0.2%	10	0.4%
	Total Noncompleters	22	1.0%	14	0.6%	25	1.0%

*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		638	230
	Number of Students with Disabilities		56	20
	Number of All Students		694	250
	Percent of Enrollment		34%	12%
9–12	Number of General-Education Students		0	795
	Number of Students with Disabilities		0	35
	Number of All Students		0	830
	Percent of Enrollment		0%	34%

Second Language Proficiency Examinations

General-Education Students

Test	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	66	100%	21	95%	98	97%
German	0	0%	0	0%	0	0%
Italian	140	94%	123	95%	215	97%
Latin	0	0%	0	0%	0	0%
Spanish	357	93%	222	93%	473	97%

Students with Disabilities

Test	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	1	#	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	11	45%	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	#	8	88%	2	#
Science	23	87%	36	64%	1	#
Reading	0	0%	3	#	0	0%
Writing	0	0%	2	#	0	0%
Global Studies	2	#	6	50%	0	0%
U.S. Hist & Gov't	8	50%	9	67%	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%	2	#
Science	16	50%	0	0%	3	#
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	585	418	577	37	0	25
Number Scoring 55–100	564	401	546	30	0	15
Number Scoring 65–100	515	365	525	20	0	10
Number Scoring 85–100	227	206	245	3	0	0
Percentage of Tested Scoring 55–100	96%	96%	95%	81%	0%	60%
Percentage of Tested Scoring 65–100	88%	87%	91%	54%	0%	40%
Percentage of Tested Scoring 85–100	39%	49%	42%	8%	0%	0%
Mathematics A						
Number Tested	82	354	715	0	0	48
Number Scoring 55–100	73	297	605	0	0	27
Number Scoring 65–100	62	256	533	0	0	20
Number Scoring 85–100	15	80	224	0	0	2
Percentage of Tested Scoring 55–100	89%	84%	85%	0%	0%	56%
Percentage of Tested Scoring 65–100	76%	72%	75%	0%	0%	42%
Percentage of Tested Scoring 85–100	18%	23%	31%	0%	0%	4%
Mathematics B (first administered June 2001)						
Number Tested	0	0	280	0	0	1
Number Scoring 55–100	0	0	263	0	0	#
Number Scoring 65–100	0	0	231	0	0	#
Number Scoring 85–100	0	0	72	0	0	#
Percentage of Tested Scoring 55–100	0%	0%	94%	0%	0%	#
Percentage of Tested Scoring 65–100	0%	0%	82%	0%	0%	#
Percentage of Tested Scoring 85–100	0%	0%	26%	0%	0%	#
Global History and Geography						
Number Tested	591	509	682	31	0	48
Number Scoring 55–100	573	490	614	24	0	26
Number Scoring 65–100	536	451	569	18	0	20
Number Scoring 85–100	214	140	219	1	0	2
Percentage of Tested Scoring 55–100	97%	96%	90%	77%	0%	54%
Percentage of Tested Scoring 65–100	91%	89%	83%	58%	0%	42%
Percentage of Tested Scoring 85–100	36%	28%	32%	3%	0%	4%
U.S. History and Government (first administered June 2001)						
Number Tested	524	440	591	21	0	27
Number Scoring 55–100	482	418	569	13	0	19
Number Scoring 65–100	438	374	543	8	0	17
Number Scoring 85–100	224	179	292	0	0	3
Percentage of Tested Scoring 55–100	92%	95%	96%	62%	0%	70%
Percentage of Tested Scoring 65–100	84%	85%	92%	38%	0%	63%
Percentage of Tested Scoring 85–100	43%	41%	49%	0%	0%	11%

(Form – F)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Living Environment (first administered June 2001)						
Number Tested	606	523	794	7	0	54
Number Scoring 55–100	603	515	779	7	0	48
Number Scoring 65–100	584	502	746	5	0	38
Number Scoring 85–100	135	227	232	0	0	5
Percentage of Tested Scoring 55–100	100%	98%	98%	100%	0%	89%
Percentage of Tested Scoring 65–100	96%	96%	94%	71%	0%	70%
Percentage of Tested Scoring 85–100	22%	43%	29%	0%	0%	9%
Physical Setting/Earth Science (first administered June 2001)						
Number Tested	386	470	431	1	0	11
Number Scoring 55–100	382	455	406	#	0	10
Number Scoring 65–100	358	426	374	#	0	6
Number Scoring 85–100	191	159	189	#	0	0
Percentage of Tested Scoring 55–100	99%	97%	94%	#	0%	91%
Percentage of Tested Scoring 65–100	93%	91%	87%	#	0%	55%
Percentage of Tested Scoring 85–100	49%	34%	44%	#	0%	0%
Physical Setting/Chemistry (first administered June 2002)						
Number Tested		316	462		0	3
Number Scoring 55–100		294	433		0	#
Number Scoring 65–100		216	328		0	#
Number Scoring 85–100		40	104		0	#
Percentage of Tested Scoring 55–100		93%	94%		0%	#
Percentage of Tested Scoring 65–100		68%	71%		0%	#
Percentage of Tested Scoring 85–100		13%	23%		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	46	10	14	0	0	0
Number Scoring 55–100	46	10	14	0	0	0
Number Scoring 65–100	46	10	14	0	0	0
Number Scoring 85–100	30	5	7	0	0	0
Percentage of Tested Scoring 55–100	100%	100%	100%	0%	0%	0%
Percentage of Tested Scoring 65–100	100%	100%	100%	0%	0%	0%
Percentage of Tested Scoring 85–100	65%	50%	50%	0%	0%	0%
Comprehensive Italian						
Number Tested	92	45	38	0	0	0
Number Scoring 55–100	89	41	38	0	0	0
Number Scoring 65–100	80	37	38	0	0	0
Number Scoring 85–100	44	12	25	0	0	0
Percentage of Tested Scoring 55–100	97%	91%	100%	0%	0%	0%
Percentage of Tested Scoring 65–100	87%	82%	100%	0%	0%	0%
Percentage of Tested Scoring 85–100	48%	27%	66%	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	2	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%
Comprehensive Spanish						
Number Tested	294	81	122	3	0	0
Number Scoring 55–100	289	80	122	#	0	0
Number Scoring 65–100	280	79	117	#	0	0
Number Scoring 85–100	185	53	95	#	0	0
Percentage of Tested Scoring 55–100	98%	99%	100%	#	0%	0%
Percentage of Tested Scoring 65–100	95%	98%	96%	#	0%	0%
Percentage of Tested Scoring 85–100	63%	65%	78%	#	0%	0%
Comprehensive Latin						
Number Tested	0	2	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	2002	2003	2001	2002	2003
Sequential Mathematics, Course II (last administered January 2003)						
Number Tested	615	187	28	12	0	0
Number Scoring 55–100	525	145	17	2	0	0
Number Scoring 65–100	491	130	13	0	0	0
Number Scoring 85–100	261	47	5	0	0	0
Percentage of Tested Scoring 55–100	85%	78%	61%	17%	0%	0%
Percentage of Tested Scoring 65–100	80%	70%	46%	0%	0%	0%
Percentage of Tested Scoring 85–100	42%	25%	18%	0%	0%	0%
Sequential Mathematics, Course III						
Number Tested	382	332	25	8	0	0
Number Scoring 55–100	357	300	21	7	0	0
Number Scoring 65–100	330	285	17	6	0	0
Number Scoring 85–100	188	208	2	3	0	0
Percentage of Tested Scoring 55–100	93%	90%	84%	88%	0%	0%
Percentage of Tested Scoring 65–100	86%	86%	68%	75%	0%	0%
Percentage of Tested Scoring 85–100	49%	63%	8%	38%	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	57	96%	68	99%	61	93%
Students with Disabilities	6	100%	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	565	1%	3%	66%	30%
	Students with Disabilities	77	5%	16%	74%	5%
	All Students	642	1%	5%	67%	27%

Middle-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
June 2003	General-Education Students	577	0%	19%	63%	18%
	Students with Disabilities	51	2%	67%	31%	0%
	All Students	628	0%	22%	60%	17%

(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	1	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	501	501	501	1	1	1	502	502	502
Number Scoring 55–64	#	#	#	#	#	#	13	28	22
Number Scoring 65–84	#	#	#	#	#	#	209	177	235
Number Scoring 85–100	#	#	#	#	#	#	155	173	154
Approved Alternatives	#	#	#	#	#	#	0	0	0

(Form – K)