

New York State School Report Card Comprehensive Information Report

BEDS Code: 58-02-51-07-0001
 Name: Eastport-South Manor Central High School
 Principal: James Mc Caffrey

Grade Range : 7-12

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	268	290	296
Eighth	249	270	293
Ninth	223	245	317
Tenth	124	154	235
Eleventh	98	116	175
Twelfth	119	83	126
Ungraded Secondary	0	0	0
Total K-12 Enrollment	1081	1158	1442

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	12	1.1%	16	1.4%	17	1.2%
Black (Not Hispanic)	16	1.5%	14	1.2%	15	1.0%
Hispanic	33	3.1%	50	4.3%	47	3.3%
White (Not Hispanic)	1020	94.4%	1078	93.1%	1363	94.5%

Average Class Size

Grade Level	2001-02	2002-03	2003-04
Kindergarten	0	0	0
Common Branch	0	0	0
English Grade 8	24	21	21
Mathematics Grade 8	23	25	20
Science Grade 8	24	24	18
Social Studies Grade 8	24	23	24
English Grade 10	29	26	17
Mathematics Grade 10	20	22	17
Science Grade 10	22	21	21
Social Studies Grade 10	25	25	21

(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
49	All schools in this group are secondary level schools in school districts with average student needs in relation to district resource capacity. The schools in this group are in the lower 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

	2001-02		2002-03		2003-04	
	Count	Percent	Count	Percent	Count	Percent
Limited English Proficient	5	0.5%	9	0.8%	5	0.4%
Eligible for Free Lunch	17	1.6%	25	2.2%	16	1.1%

Attendance and Suspension

	2000-01		2001-02		2002-03	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
Annual Attendance Rate		95.9%		95.5%		97.3%
Student Suspensions	62	6.4%	83	7.7%	97	8.4%

Student Socioeconomic and Stability Indicators (Percent of Enrollment)

	2001-02	2002-03	2003-04
Reduced Lunch	0.8%	1.3%	0.6%
Public Assistance	1-10%	1-10%	1-10%
Student Stability	99%	95%	90%

Staff Counts

Staff	2003-04
Total Teachers	133
Total Other Professional Staff	14
Total Paraprofessionals	NA
Teaching Out of Certification*	2

*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	112	63	56%	77	64	83%	94	74	79%
Students with Disabilities	4	0	0%	9	2	22%	22	6	27%
All Students	116	63	54%	86	66	77%	116	80	69%

*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	67	35	0	2	11	1
Percent	58%	30%	0%	2%	9%	1%

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)
22	6	0	22

*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	7		7		9	1.2%
	Entered GED Program*	0		0		0	0.0%
	Total Noncompleters	7		7		9	1.2%
Students with Disabilities	Dropped Out	0		4		6	4.4%
	Entered GED Program*	0		0		0	0.0%
	Total Noncompleters	0		4		6	4.4%
All Students	Dropped Out	7	1.2%	11	1.8%	15	1.7%
	Entered GED Program*	0	0.0%	0	0.0%	0	0.0%
	Total Noncompleters	7	1.2%	11	1.8%	15	1.7%

*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)

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%	90	98%
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%	176	65%

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	8	100%	3	#	0	0%
Science	7	57%	0	0%	0	0%
Reading	3	#	0	0%	0	0%
Writing	4	#	0	0%	0	0%
Global Studies	8	100%	1	#	1	#
U.S. Hist & Gov't	4	#	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%	22	95%	12	100%
Science	0	0%	17	94%	4	#
Reading	0	0%	8	88%	25	68%
Writing	0	0%	3	#	25	80%
Global Studies	0	0%	6	67%	9	56%
U.S. Hist & Gov't	0	0%	7	100%	7	29%

(Form – E)

Regents Examinations

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
Comprehensive English						
Number Tested	90	113	186	0	24	23
Number Scoring 55-100	88	100	169	0	14	9
Number Scoring 65-100	87	96	166	0	11	8
Number Scoring 85-100	55	57	91	0	0	1
Percentage of Tested Scoring 55-100	98%	88%	91%	0%	58%	39%
Percentage of Tested Scoring 65-100	97%	85%	89%	0%	46%	35%
Percentage of Tested Scoring 85-100	61%	50%	49%	0%	0%	4%
Mathematics A						
Number Tested	133	179	270	0	24	34
Number Scoring 55-100	112	148	256	0	19	22
Number Scoring 65-100	103	132	233	0	16	14
Number Scoring 85-100	31	47	110	0	2	0
Percentage of Tested Scoring 55-100	84%	83%	95%	0%	79%	65%
Percentage of Tested Scoring 65-100	77%	74%	86%	0%	67%	41%
Percentage of Tested Scoring 85-100	23%	26%	41%	0%	8%	0%
Mathematics B						
Number Tested	0	0	63	0	0	1
Number Scoring 55-100	0	0	61	0	0	#
Number Scoring 65-100	0	0	60	0	0	#
Number Scoring 85-100	0	0	31	0	0	#
Percentage of Tested Scoring 55-100	0%	0%	97%	0%	0%	#
Percentage of Tested Scoring 65-100	0%	0%	95%	0%	0%	#
Percentage of Tested Scoring 85-100	0%	0%	49%	0%	0%	#
Global History and Geography						
Number Tested	122	147	242	0	21	31
Number Scoring 55-100	110	138	228	0	18	23
Number Scoring 65-100	91	126	215	0	15	18
Number Scoring 85-100	31	34	85	0	0	1
Percentage of Tested Scoring 55-100	90%	94%	94%	0%	86%	74%
Percentage of Tested Scoring 65-100	75%	86%	89%	0%	71%	58%
Percentage of Tested Scoring 85-100	25%	23%	35%	0%	0%	3%
U.S. History and Government						
Number Tested	103	117	181	0	25	21
Number Scoring 55-100	97	110	161	0	19	12
Number Scoring 65-100	89	108	150	0	19	6
Number Scoring 85-100	28	47	59	0	2	1
Percentage of Tested Scoring 55-100	94%	94%	89%	0%	76%	57%
Percentage of Tested Scoring 65-100	86%	92%	83%	0%	76%	29%
Percentage of Tested Scoring 85-100	27%	40%	33%	0%	8%	5%

(Form – F)

Regents Examinations

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
Living Environment						
Number Tested	132	163	225	0	27	29
Number Scoring 55-100	131	151	218	0	16	22
Number Scoring 65-100	128	139	211	0	10	17
Number Scoring 85-100	43	40	61	0	3	0
Percentage of Tested Scoring 55-100	99%	93%	97%	0%	59%	76%
Percentage of Tested Scoring 65-100	97%	85%	94%	0%	37%	59%
Percentage of Tested Scoring 85-100	33%	25%	27%	0%	11%	0%
Physical Setting/Earth Science						
Number Tested	235	214	294	0	20	29
Number Scoring 55-100	228	207	274	0	16	24
Number Scoring 65-100	216	196	250	0	12	19
Number Scoring 85-100	102	102	81	0	1	2
Percentage of Tested Scoring 55-100	97%	97%	93%	0%	80%	83%
Percentage of Tested Scoring 65-100	92%	92%	85%	0%	60%	66%
Percentage of Tested Scoring 85-100	43%	48%	28%	0%	5%	7%
Physical Setting/Chemistry						
Number Tested	50	70	117	0	2	3
Number Scoring 55-100	48	63	111	0	#	#
Number Scoring 65-100	41	55	80	0	#	#
Number Scoring 85-100	4	10	14	0	#	#
Percentage of Tested Scoring 55-100	96%	90%	95%	0%	#	#
Percentage of Tested Scoring 65-100	82%	79%	68%	0%	#	#
Percentage of Tested Scoring 85-100	8%	14%	12%	0%	#	#
Physical Setting/Physics						
Number Tested			54			1
Number Scoring 55-100			40			#
Number Scoring 65-100			31			#
Number Scoring 85-100			6			#
Percentage of Tested Scoring 55-100			74%			#
Percentage of Tested Scoring 65-100			57%			#
Percentage of Tested Scoring 85-100			11%			#

* 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
Comprehensive French						
Number Tested	18	38	56	0	0	1
Number Scoring 55-100	18	38	56	0	0	#
Number Scoring 65-100	18	38	53	0	0	#
Number Scoring 85-100	9	20	28	0	0	#
Percentage of Tested Scoring 55-100	100%	100%	100%	0%	0%	#
Percentage of Tested Scoring 65-100	100%	100%	95%	0%	0%	#
Percentage of Tested Scoring 85-100	50%	53%	50%	0%	0%	#
Comprehensive Italian						
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 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	44	34	131	0	0	4
Number Scoring 55-100	44	34	130	0	0	#
Number Scoring 65-100	44	34	127	0	0	#
Number Scoring 85-100	35	27	90	0	0	#
Percentage of Tested Scoring 55-100	100%	100%	99%	0%	0%	#
Percentage of Tested Scoring 65-100	100%	100%	97%	0%	0%	#
Percentage of Tested Scoring 85-100	80%	79%	69%	0%	0%	#
Comprehensive Latin						
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%

(Form - H)

Regents Examinations

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
Sequential Mathematics, Course III (last administered January 2004)						
Number Tested	76	70	2	0	4	1
Number Scoring 55-100	72	67	#	0	#	#
Number Scoring 65-100	72	64	#	0	#	#
Number Scoring 85-100	33	32	#	0	#	#
Percentage of Tested Scoring 55-100	95%	96%	#	0%	#	#
Percentage of Tested Scoring 65-100	95%	91%	#	0%	#	#
Percentage of Tested Scoring 85-100	43%	46%	#	0%	#	#

Introduction to Occupations Examination

	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
General-Education Students	51	98%	26	88%	36	100%
Students with Disabilities	0	0%	13	62%	14	93%

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
Nov 2003	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 2004	General-Education Students	244	0%	51%	44%	5%
	Students with Disabilities	41	7%	78%	15%	0%
	All Students	285	1%	55%	40%	5%

(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
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

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	96	96	96	30	30	30	126	126	126
Number Scoring 55–64	1	1	1	5	0	3	6	1	4
Number Scoring 65–84	59	44	43	14	17	21	73	61	64
Number Scoring 85–100	33	47	50	1	1	4	34	48	54
Approved Alternatives	0	0	0	1	0	0	1	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
Listening and Speaking (Grade 7-8)						
Number Tested			1			0
Beginning (0-18)			#			0
Intermediate (19-31)			#			0
Advanced (32-36)			#			0
Proficient (37-39)			#			0
Reading and Writing (Grade 7-8)						
Number Tested			1			0
Beginning (0-14)			#			0
Intermediate (15-24)			#			0
Advanced (25-32)			#			0
Proficient (33-35)			#			0
Listening and Speaking (Grade 9-12)						
Number Tested			2			0
Beginning (0-18)			#			0
Intermediate (19-31)			#			0
Advanced (32-36)			#			0
Proficient (37-39)			#			0
Reading and Writing (Grade 9-12)						
Number Tested			2			0
Beginning (0-14)			#			0
Intermediate (15-24)			#			0
Advanced (25-32)			#			0
Proficient (33-35)			#			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)