

New York State School Report Card Comprehensive Information Report

BEDS Code: 26-08-01-06-0006
 Name: Eastridge Senior High School
 Principal: Ronald Cooper

Grade Range : 9-12

Fall Enrollment

Grade	2000–2001	2001–2002	2002–2003
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	259	281	270
Tenth	246	265	288
Eleventh	270	251	267
Twelfth	225	256	250
Ungraded Secondary	12	0	0
Total K-12 Enrollment	1012	1053	1075

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	14	1.4%	13	1.2%	16	1.5%
Black (Not Hispanic)	78	7.7%	78	7.4%	101	9.4%
Hispanic	50	4.9%	48	4.6%	59	5.5%
White (Not Hispanic)	870	86.0%	914	86.8%	899	83.6%

Average Class Size

Grade Level	2000–2001	2001–2002	2002–2003
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	21	0
English Grade 10	20	26	25
Mathematics Grade 10	29	20	23
Science Grade 10	22	23	22
Social Studies Grade 10	23	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
51	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 higher 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

	2000–2001		2001–2002		2002–2003	
	Count	Percent	Count	Percent	Count	Percent
Limited English Proficient	15	1.5%	9	0.9%	9	0.8%
Eligible for Free Lunch	132	13.0%	189	17.9%	164	15.3%

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		95.7%		94.0%		96.4%
Student Suspensions	76	7.6%	69	6.8%	120	11.4%

Student Socioeconomic and Stability Indicators (Percent of Enrollment)

	2000–2001	2001–2002	2002–2003
Reduced Lunch	6.1%	7.4%	8.5%
Public Assistance	11-20%	11-20%	11-20%
Student Stability	96%	98%	94%

Staff Counts

Staff	2002–2003
Total Teachers	76
Total Other Professional Staff	11
Total Paraprofessionals	NA
Teaching Out of Certification*	1
Teachers with Temporary Licenses	0

*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	197	134	68%	186	147	79%	194	147	76%
Students with Disabilities	25	6	24%	17	2	12%	16	4	25%
All Students	222	140	63%	203	149	73%	210	151	72%

*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	81	125	0	3	0	1
Percent	39%	60%	0%	1%	0%	0%

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)
16	4	4	20

*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			15		13	
	Entered GED Program*			9		4	
	Total Noncompleters			24		17	
Students with Disabilities	Dropped Out			2		0	
	Entered GED Program*			1		1	
	Total Noncompleters			3		1	
All Students	Dropped Out	16	1.6%	17	1.6%	13	1.2%
	Entered GED Program*	12	1.2%	10	0.9%	5	0.5%
	Total Noncompleters	28	2.8%	27	2.6%	18	1.7%

*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		0	0
	Number of Students with Disabilities		0	0
	Number of All Students		0	0
	Percent of Enrollment		0%	0%
9-12	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%

Second Language Proficiency Examinations

General-Education Students

Test	2000-2001		2001-2002		2002-2003	
	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	2000-2001		2001-2002		2002-2003	
	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%

(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	1	#	3	#	7	71%
Science	8	75%	4	#	3	#
Reading	1	#	2	#	5	80%
Writing	0	0%	2	#	7	86%
Global Studies	0	0%	1	#	1	#
U.S. Hist & Gov't	8	100%	2	#	4	#

Students with Disabilities

Test	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	14	57%	34	59%	19	68%
Science	9	78%	17	59%	8	38%
Reading	11	91%	10	70%	10	90%
Writing	14	36%	13	77%	7	57%
Global Studies	3	#	7	29%	5	80%
U.S. Hist & Gov't	15	80%	13	69%	13	62%

(Form – E)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Comprehensive English						
Number Tested	259	468	240	29	49	25
Number Scoring 55–100	246	437	218	24	29	16
Number Scoring 65–100	209	393	203	13	15	16
Number Scoring 85–100	44	104	59	0	1	1
Percentage of Tested Scoring 55–100	95%	93%	91%	83%	59%	64%
Percentage of Tested Scoring 65–100	81%	84%	85%	45%	31%	64%
Percentage of Tested Scoring 85–100	17%	22%	25%	0%	2%	4%
Mathematics A						
Number Tested	193	357	245	9	38	26
Number Scoring 55–100	159	256	201	3	11	8
Number Scoring 65–100	130	211	172	3	10	6
Number Scoring 85–100	28	41	27	2	3	0
Percentage of Tested Scoring 55–100	82%	72%	82%	33%	29%	31%
Percentage of Tested Scoring 65–100	67%	59%	70%	33%	26%	23%
Percentage of Tested Scoring 85–100	15%	11%	11%	22%	8%	0%
Mathematics B (first administered June 2001)						
Number Tested	0	0	81	0	0	3
Number Scoring 55–100	0	0	58	0	0	#
Number Scoring 65–100	0	0	38	0	0	#
Number Scoring 85–100	0	0	1	0	0	#
Percentage of Tested Scoring 55–100	0%	0%	72%	0%	0%	#
Percentage of Tested Scoring 65–100	0%	0%	47%	0%	0%	#
Percentage of Tested Scoring 85–100	0%	0%	1%	0%	0%	#
Global History and Geography						
Number Tested	288	491	261	32	55	28
Number Scoring 55–100	283	480	237	30	52	21
Number Scoring 65–100	243	446	222	16	37	17
Number Scoring 85–100	47	87	81	1	1	4
Percentage of Tested Scoring 55–100	98%	98%	91%	94%	95%	75%
Percentage of Tested Scoring 65–100	84%	91%	85%	50%	67%	61%
Percentage of Tested Scoring 85–100	16%	18%	31%	3%	2%	14%
U.S. History and Government (first administered June 2001)						
Number Tested	145	460	224	13	36	30
Number Scoring 55–100	131	427	197	9	25	14
Number Scoring 65–100	114	390	179	4	16	10
Number Scoring 85–100	44	109	56	1	3	1
Percentage of Tested Scoring 55–100	90%	93%	88%	69%	69%	47%
Percentage of Tested Scoring 65–100	79%	85%	80%	31%	44%	33%
Percentage of Tested Scoring 85–100	30%	24%	25%	8%	8%	3%

(Form – F)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Living Environment (first administered June 2001)						
Number Tested	182	544	211	15	65	4
Number Scoring 55–100	172	521	187	11	55	#
Number Scoring 65–100	139	471	168	5	43	#
Number Scoring 85–100	23	90	34	1	4	#
Percentage of Tested Scoring 55–100	95%	96%	89%	73%	85%	#
Percentage of Tested Scoring 65–100	76%	87%	80%	33%	66%	#
Percentage of Tested Scoring 85–100	13%	17%	16%	7%	6%	#
Physical Setting/Earth Science (first administered June 2001)						
Number Tested	90	408	170	7	33	17
Number Scoring 55–100	87	390	160	6	30	16
Number Scoring 65–100	65	341	145	3	21	10
Number Scoring 85–100	26	122	73	1	3	5
Percentage of Tested Scoring 55–100	97%	96%	94%	86%	91%	94%
Percentage of Tested Scoring 65–100	72%	84%	85%	43%	64%	59%
Percentage of Tested Scoring 85–100	29%	30%	43%	14%	9%	29%
Physical Setting/Chemistry (first administered June 2002)						
Number Tested		135	85		4	2
Number Scoring 55–100		124	83		#	#
Number Scoring 65–100		97	72		#	#
Number Scoring 85–100		13	8		#	#
Percentage of Tested Scoring 55–100		92%	98%		#	#
Percentage of Tested Scoring 65–100		72%	85%		#	#
Percentage of Tested Scoring 85–100		10%	9%		#	#
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	19	0	12	0	0	0
Number Scoring 55–100	19	0	12	0	0	0
Number Scoring 65–100	19	0	12	0	0	0
Number Scoring 85–100	11	0	11	0	0	0
Percentage of Tested Scoring 55–100	100%	0%	100%	0%	0%	0%
Percentage of Tested Scoring 65–100	100%	0%	100%	0%	0%	0%
Percentage of Tested Scoring 85–100	58%	0%	92%	0%	0%	0%
Comprehensive Italian						
Number Tested	29	1	13	0	0	0
Number Scoring 55–100	29	#	13	0	0	0
Number Scoring 65–100	29	#	13	0	0	0
Number Scoring 85–100	18	#	8	0	0	0
Percentage of Tested Scoring 55–100	100%	#	100%	0%	0%	0%
Percentage of Tested Scoring 65–100	100%	#	100%	0%	0%	0%
Percentage of Tested Scoring 85–100	62%	#	62%	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	99	261	55	0	1	0
Number Scoring 55–100	98	260	55	0	#	0
Number Scoring 65–100	98	258	55	0	#	0
Number Scoring 85–100	63	139	26	0	#	0
Percentage of Tested Scoring 55–100	99%	100%	100%	0%	#	0%
Percentage of Tested Scoring 65–100	99%	99%	100%	0%	#	0%
Percentage of Tested Scoring 85–100	64%	53%	47%	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	2002	2003	2001	2002	2003
Sequential Mathematics, Course II (last administered January 2003)						
Number Tested	0	7	0	0	0	0
Number Scoring 55–100	0	5	0	0	0	0
Number Scoring 65–100	0	4	0	0	0	0
Number Scoring 85–100	0	1	0	0	0	0
Percentage of Tested Scoring 55–100	0%	71%	0%	0%	0%	0%
Percentage of Tested Scoring 65–100	0%	57%	0%	0%	0%	0%
Percentage of Tested Scoring 85–100	0%	14%	0%	0%	0%	0%
Sequential Mathematics, Course III						
Number Tested	0	286	0	0	9	0
Number Scoring 55–100	0	223	0	0	3	0
Number Scoring 65–100	0	195	0	0	3	0
Number Scoring 85–100	0	65	0	0	1	0
Percentage of Tested Scoring 55–100	0%	78%	0%	0%	33%	0%
Percentage of Tested Scoring 65–100	0%	68%	0%	0%	33%	0%
Percentage of Tested Scoring 85–100	0%	23%	0%	0%	11%	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	52	100%	105	96%	0	0%
Students with Disabilities	11	100%	27	96%	0	0%

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	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 2003	General-Education Students	0	0%	0%	0%	0%
	Students with Disabilities	0	0%	0%	0%	0%
	All Students	0	0%	0%	0%	0%

(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	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

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	268	268	268	28	28	28	296	296	296
Number Scoring 55–64	14	14	13	7	6	2	21	20	15
Number Scoring 65–84	161	153	136	11	7	11	172	160	147
Number Scoring 85–100	50	57	78	1	3	1	51	60	79
Approved Alternatives	0	0	0	0	0	0	0	0	0

(Form – K)