

New York State School Report Card Comprehensive Information Report

BEDS Code: 58-02-51-07-0001

Grade Range : 7-12

Name: Eastport-South Manor Central High School

Principal: James Mc Caffrey

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	239	268	290
Eighth	226	249	270
Ninth	228	223	245
Tenth	92	124	154
Eleventh	114	98	116
Twelfth	73	119	83
Ungraded Secondary	0	0	0
Total K-12 Enrollment	972	1081	1158

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	12	1.2%	12	1.1%	16	1.4%
Black (Not Hispanic)	18	1.9%	16	1.5%	14	1.2%
Hispanic	33	3.4%	33	3.1%	50	4.3%
White (Not Hispanic)	909	93.5%	1020	94.4%	1078	93.1%

Average Class Size

Grade Level	2000-2001	2001-2002	2002-2003
Kindergarten	0	0	0
Common Branch	0	0	0
English Grade 8	25	24	21
Mathematics Grade 8	20	23	25
Science Grade 8	22	24	24
Social Studies Grade 8	20	24	23
English Grade 10	23	29	26
Mathematics Grade 10	12	20	22
Science Grade 10	21	22	21
Social Studies Grade 10	24	25	25

(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

	2000–2001		2001–2002		2002–2003	
	Count	Percent	Count	Percent	Count	Percent
Limited English Proficient	5	0.5%	5	0.5%	9	0.8%
Eligible for Free Lunch	18	1.8%	17	1.6%	25	2.2%

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		95.9%		95.9%		95.5%
Student Suspensions	77	8.5%	62	6.4%	83	7.7%

Student Socioeconomic and Stability Indicators (Percent of Enrollment)

	2000–2001	2001–2002	2002–2003
Reduced Lunch	1.8%	0.8%	1.3%
Public Assistance	1-10%	1-10%	1-10%
Student Stability	93%	99%	95%

Staff Counts

Staff	2002–2003
Total Teachers	116
Total Other Professional Staff	18
Total Paraprofessionals	NA
Teaching Out of Certification*	6
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	63	37	59%	112	63	56%	77	64	83%
Students with Disabilities	11	0	0%	4	0	0%	9	2	22%
All Students	74	37	50%	116	63	54%	86	66	77%

*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	42	33	0	1	10	0
Percent	49%	38%	0%	1%	12%	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)
9	2	0	9

*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			7		7	
	Entered GED Program*			0		0	
	Total Noncompleters			7		7	
Students with Disabilities	Dropped Out			0		4	
	Entered GED Program*			0		0	
	Total Noncompleters			0		4	
All Students	Dropped Out	1	0.2%	7	1.2%	11	1.8%
	Entered GED Program*	0	0.0%	0	0.0%	0	0.0%
	Total Noncompleters	1	0.2%	7	1.2%	11	1.8%

*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		228	140
	Number of Students with Disabilities		0	88
	Number of All Students		228	228
	Percent of Enrollment		44%	41%
9-12	Number of General-Education Students		437	334
	Number of Students with Disabilities		0	102
	Number of All Students		437	436
	Percent of Enrollment		77%	73%

Second Language Proficiency Examinations

General-Education Students

Test	2000-2001		2001-2002		2002-2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	44	95%	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	29	97%	0	0%	0	0%

Students with Disabilities

Test	2000-2001		2001-2002		2002-2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	2	#	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	2	#	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	0	0%	8	100%	3	#
Science	0	0%	7	57%	0	0%
Reading	0	0%	3	#	0	0%
Writing	0	0%	4	#	0	0%
Global Studies	0	0%	8	100%	1	#
U.S. Hist & Gov't	0	0%	4	#	0	0%

Students with Disabilities

Test	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	3	#	0	0%	22	95%
Science	6	50%	0	0%	17	94%
Reading	2	#	0	0%	8	88%
Writing	0	0%	0	0%	3	#
Global Studies	6	83%	0	0%	6	67%
U.S. Hist & Gov't	11	91%	0	0%	7	100%

(Form – E)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Comprehensive English						
Number Tested	86	90	113	16	0	24
Number Scoring 55–100	84	88	100	14	0	14
Number Scoring 65–100	78	87	96	9	0	11
Number Scoring 85–100	31	55	57	0	0	0
Percentage of Tested Scoring 55–100	98%	98%	88%	88%	0%	58%
Percentage of Tested Scoring 65–100	91%	97%	85%	56%	0%	46%
Percentage of Tested Scoring 85–100	36%	61%	50%	0%	0%	0%
Mathematics A						
Number Tested	0	133	179	0	0	24
Number Scoring 55–100	0	112	148	0	0	19
Number Scoring 65–100	0	103	132	0	0	16
Number Scoring 85–100	0	31	47	0	0	2
Percentage of Tested Scoring 55–100	0%	84%	83%	0%	0%	79%
Percentage of Tested Scoring 65–100	0%	77%	74%	0%	0%	67%
Percentage of Tested Scoring 85–100	0%	23%	26%	0%	0%	8%
Mathematics B (first administered June 2001)						
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%
Global History and Geography						
Number Tested	89	122	147	13	0	21
Number Scoring 55–100	87	110	138	11	0	18
Number Scoring 65–100	87	91	126	11	0	15
Number Scoring 85–100	36	31	34	3	0	0
Percentage of Tested Scoring 55–100	98%	90%	94%	85%	0%	86%
Percentage of Tested Scoring 65–100	98%	75%	86%	85%	0%	71%
Percentage of Tested Scoring 85–100	40%	25%	23%	23%	0%	0%
U.S. History and Government (first administered June 2001)						
Number Tested	119	103	117	18	0	25
Number Scoring 55–100	106	97	110	10	0	19
Number Scoring 65–100	95	89	108	3	0	19
Number Scoring 85–100	40	28	47	0	0	2
Percentage of Tested Scoring 55–100	89%	94%	94%	56%	0%	76%
Percentage of Tested Scoring 65–100	80%	86%	92%	17%	0%	76%
Percentage of Tested Scoring 85–100	34%	27%	40%	0%	0%	8%

(Form – F)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Living Environment (first administered June 2001)						
Number Tested	108	132	163	15	0	27
Number Scoring 55–100	108	131	151	15	0	16
Number Scoring 65–100	105	128	139	12	0	10
Number Scoring 85–100	34	43	40	3	0	3
Percentage of Tested Scoring 55–100	100%	99%	93%	100%	0%	59%
Percentage of Tested Scoring 65–100	97%	97%	85%	80%	0%	37%
Percentage of Tested Scoring 85–100	31%	33%	25%	20%	0%	11%
Physical Setting/Earth Science (first administered June 2001)						
Number Tested	305	235	214	38	0	20
Number Scoring 55–100	299	228	207	38	0	16
Number Scoring 65–100	291	216	196	37	0	12
Number Scoring 85–100	119	102	102	6	0	1
Percentage of Tested Scoring 55–100	98%	97%	97%	100%	0%	80%
Percentage of Tested Scoring 65–100	95%	92%	92%	97%	0%	60%
Percentage of Tested Scoring 85–100	39%	43%	48%	16%	0%	5%
Physical Setting/Chemistry (first administered June 2002)						
Number Tested		50	70		0	2
Number Scoring 55–100		48	63		0	#
Number Scoring 65–100		41	55		0	#
Number Scoring 85–100		4	10		0	#
Percentage of Tested Scoring 55–100		96%	90%		0%	#
Percentage of Tested Scoring 65–100		82%	79%		0%	#
Percentage of Tested Scoring 85–100		8%	14%		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	15	18	38	0	0	0
Number Scoring 55–100	15	18	38	0	0	0
Number Scoring 65–100	15	18	38	0	0	0
Number Scoring 85–100	9	9	20	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	60%	50%	53%	0%	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	37	44	34	2	0	0
Number Scoring 55–100	37	44	34	#	0	0
Number Scoring 65–100	37	44	34	#	0	0
Number Scoring 85–100	28	35	27	#	0	0
Percentage of Tested Scoring 55–100	100%	100%	100%	#	0%	0%
Percentage of Tested Scoring 65–100	100%	100%	100%	#	0%	0%
Percentage of Tested Scoring 85–100	76%	80%	79%	#	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	94	37	0	5	0	0
Number Scoring 55–100	65	28	0	2	0	0
Number Scoring 65–100	53	26	0	2	0	0
Number Scoring 85–100	19	3	0	1	0	0
Percentage of Tested Scoring 55–100	69%	76%	0%	40%	0%	0%
Percentage of Tested Scoring 65–100	56%	70%	0%	40%	0%	0%
Percentage of Tested Scoring 85–100	20%	8%	0%	20%	0%	0%
Sequential Mathematics, Course III						
Number Tested	68	76	70	1	0	4
Number Scoring 55–100	35	72	67	#	0	#
Number Scoring 65–100	26	72	64	#	0	#
Number Scoring 85–100	11	33	32	#	0	#
Percentage of Tested Scoring 55–100	51%	95%	96%	#	0%	#
Percentage of Tested Scoring 65–100	38%	95%	91%	#	0%	#
Percentage of Tested Scoring 85–100	16%	43%	46%	#	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	24	100%	51	98%	26	88%
Students with Disabilities	0	0%	0	0%	13	62%

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	230	0%	25%	67%	8%
	Students with Disabilities	37	14%	62%	16%	8%
	All Students	267	2%	30%	60%	8%

(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	1	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	93	93	93	12	12	12	105	105	105
Number Scoring 55–64	2	3	3	1	1	1	3	4	4
Number Scoring 65–84	44	50	41	5	6	6	49	56	47
Number Scoring 85–100	35	26	39	1	1	0	36	27	39
Approved Alternatives	0	0	0	0	0	0	0	0	0

(Form – K)