

New York State District Report Card Comprehensive Information Report

BEDS Code: 58-03-01-02-0000

Name: East Hampton Union Free School District

Superintendent: Raymond Gualtieri

Fall Enrollment

Grade	2000–2001	2001–2002	2002–2003
Pre-K	0	0	0
Kindergarten	63	110	89
First	91	74	109
Second	102	88	69
Third	98	116	99
Fourth	105	108	124
Fifth	108	105	101
Sixth	103	110	112
Ungraded Elementary	23	17	0
Seventh	118	124	135
Eighth	119	125	136
Ninth	246	235	278
Tenth	244	264	250
Eleventh	214	238	262
Twelfth	177	203	219
Ungraded Secondary	11	20	5
Total K-12 Enrollment	1822	1937	1988

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	37	2.0%	38	2.0%	33	1.7%
Black (Not Hispanic)	97	5.3%	106	5.5%	111	5.6%
Hispanic	390	21.4%	420	21.7%	438	22.0%
White (Not Hispanic)	1298	71.2%	1373	70.9%	1406	70.7%

Average Class Size

Grade Level	2000–2001	2001–2002	2002–2003
Kindergarten	19	22	22
Common Branch	21	21	20
English Grade 8	20	21	21
Mathematics Grade 8	25	23	21
Science Grade 8	19	21	18
Social Studies Grade 8	20	20	20
English Grade 10	20	22	19
Mathematics Grade 10	0	20	18
Science Grade 10	0	18	18
Social Studies Grade 10	21	22	19

(Form – A)

District Need to Resource Capacity Category

N/RC Category	Description
6	This is a school district with low 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	156	8.6%	199	10.3%	165	8.3%
Eligible for Free Lunch	79	4.3%	76	3.9%	103	5.2%

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		90.9%		93.2%		92.9%
Student Suspensions	90	5.0%	53	2.9%	91	4.7%

Student Socioeconomic and Stability Indicators (Percent of Enrollment)

	2000–2001	2001–2002	2002–2003
Reduced Lunch	1.5%	1.4%	1.8%
Public Assistance	NA	NA	NA
Student Stability	NA	NA	NA

Staff Counts

Staff	2002–2003
Total Teachers	168
Total Other Professional Staff	34
Total Paraprofessionals	52
Teaching Out of Certification*	14
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	135	74	55%	167	131	78%	171	132	77%
Students with Disabilities	17	0	0%	17	5	29%	23	10	43%
All Students	152	74	49%	184	136	74%	194	142	73%

*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	115	28	4	2	40	5
Percent	59%	14%	2%	1%	21%	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)
23	10	0	23

*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			1		33	
	Entered GED Program*			3		6	
	Total Noncompleters			4		39	
Students with Disabilities	Dropped Out			1		7	
	Entered GED Program*			0		1	
	Total Noncompleters			1		8	
All Students	Dropped Out	21	2.4%	2	0.2%	40	4.0%
	Entered GED Program*	6	0.7%	3	0.3%	7	0.7%
	Total Noncompleters	27	3.1%	5	0.5%	47	4.7%

*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	135
	Number of Students with Disabilities		0	0
	Number of All Students		0	135
	Percent of Enrollment		0%	35%
9-12	Number of General-Education Students		203	0
	Number of Students with Disabilities		32	0
	Number of All Students		235	0
	Percent of Enrollment		25%	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	43	100%	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	66	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	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	2	#	0	0%	0	0%
Science	9	89%	1	#	1	#
Reading	0	0%	0	0%	0	0%
Writing	0	0%	0	0%	0	0%
Global Studies	4	#	0	0%	1	#
U.S. Hist & Gov't	10	70%	0	0%	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%	13	92%
Science	6	100%	0	0%	3	#
Reading	2	#	0	0%	0	0%
Writing	0	0%	0	0%	0	0%
Global Studies	1	#	0	0%	8	88%
U.S. Hist & Gov't	4	#	0	0%	0	0%

(Form – E)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Comprehensive English						
Number Tested	201	216	238	25	26	27
Number Scoring 55–100	201	209	231	25	26	26
Number Scoring 65–100	197	198	222	25	23	26
Number Scoring 85–100	85	103	103	1	3	5
Percentage of Tested Scoring 55–100	100%	97%	97%	100%	100%	96%
Percentage of Tested Scoring 65–100	98%	92%	93%	100%	88%	96%
Percentage of Tested Scoring 85–100	42%	48%	43%	4%	12%	19%
Mathematics A						
Number Tested	0	74	292	0	10	38
Number Scoring 55–100	0	41	264	0	4	29
Number Scoring 65–100	0	14	239	0	1	25
Number Scoring 85–100	0	1	55	0	0	2
Percentage of Tested Scoring 55–100	0%	55%	90%	0%	40%	76%
Percentage of Tested Scoring 65–100	0%	19%	82%	0%	10%	66%
Percentage of Tested Scoring 85–100	0%	1%	19%	0%	0%	5%
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	230	0	264	33	0	35
Number Scoring 55–100	230	0	253	33	0	31
Number Scoring 65–100	227	0	242	33	0	29
Number Scoring 85–100	85	0	90	3	0	8
Percentage of Tested Scoring 55–100	100%	0%	96%	100%	0%	89%
Percentage of Tested Scoring 65–100	99%	0%	92%	100%	0%	83%
Percentage of Tested Scoring 85–100	37%	0%	34%	9%	0%	23%
U.S. History and Government (first administered June 2001)						
Number Tested	191	448	244	21	49	28
Number Scoring 55–100	190	423	242	21	47	27
Number Scoring 65–100	186	383	237	20	39	26
Number Scoring 85–100	118	118	128	9	5	11
Percentage of Tested Scoring 55–100	99%	94%	99%	100%	96%	96%
Percentage of Tested Scoring 65–100	97%	85%	97%	95%	80%	93%
Percentage of Tested Scoring 85–100	62%	26%	52%	43%	10%	39%

(Form – F)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Living Environment (first administered June 2001)						
Number Tested	200	242	212	28	30	22
Number Scoring 55–100	196	230	209	27	26	21
Number Scoring 65–100	182	220	202	26	26	17
Number Scoring 85–100	56	77	86	3	3	4
Percentage of Tested Scoring 55–100	98%	95%	99%	96%	87%	95%
Percentage of Tested Scoring 65–100	91%	91%	95%	93%	87%	77%
Percentage of Tested Scoring 85–100	28%	32%	41%	11%	10%	18%
Physical Setting/Earth Science (first administered June 2001)						
Number Tested	234	285	258	37	45	40
Number Scoring 55–100	208	230	234	32	31	33
Number Scoring 65–100	194	206	213	24	20	27
Number Scoring 85–100	66	66	67	2	3	4
Percentage of Tested Scoring 55–100	89%	81%	91%	86%	69%	82%
Percentage of Tested Scoring 65–100	83%	72%	83%	65%	44%	68%
Percentage of Tested Scoring 85–100	28%	23%	26%	5%	7%	10%
Physical Setting/Chemistry (first administered June 2002)						
Number Tested		124	169		2	6
Number Scoring 55–100		119	150		#	5
Number Scoring 65–100		87	111		#	4
Number Scoring 85–100		8	12		#	2
Percentage of Tested Scoring 55–100		96%	89%		#	83%
Percentage of Tested Scoring 65–100		70%	66%		#	67%
Percentage of Tested Scoring 85–100		6%	7%		#	33%
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	23	44	41	0	2	0
Number Scoring 55–100	23	41	40	0	#	0
Number Scoring 65–100	23	39	40	0	#	0
Number Scoring 85–100	11	9	24	0	#	0
Percentage of Tested Scoring 55–100	100%	93%	98%	0%	#	0%
Percentage of Tested Scoring 65–100	100%	89%	98%	0%	#	0%
Percentage of Tested Scoring 85–100	48%	20%	59%	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	1	1	0	0	0
Number Scoring 55–100	0	#	#	0	0	0
Number Scoring 65–100	0	#	#	0	0	0
Number Scoring 85–100	0	#	#	0	0	0
Percentage of Tested Scoring 55–100	0%	#	#	0%	0%	0%
Percentage of Tested Scoring 65–100	0%	#	#	0%	0%	0%
Percentage of Tested Scoring 85–100	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	176	119	161	7	3	6
Number Scoring 55–100	175	116	160	7	#	6
Number Scoring 65–100	175	114	158	7	#	5
Number Scoring 85–100	139	69	100	6	#	2
Percentage of Tested Scoring 55–100	99%	97%	99%	100%	#	100%
Percentage of Tested Scoring 65–100	99%	96%	98%	100%	#	83%
Percentage of Tested Scoring 85–100	79%	58%	62%	86%	#	33%
Comprehensive Latin						
Number Tested	0	0	1	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	263	250	63	12	20	9
Number Scoring 55–100	223	198	49	12	16	6
Number Scoring 65–100	205	173	42	9	13	6
Number Scoring 85–100	81	47	8	3	3	2
Percentage of Tested Scoring 55–100	85%	79%	78%	100%	80%	67%
Percentage of Tested Scoring 65–100	78%	69%	67%	75%	65%	67%
Percentage of Tested Scoring 85–100	31%	19%	13%	25%	15%	22%
Sequential Mathematics, Course III						
Number Tested	136	173	188	5	16	13
Number Scoring 55–100	129	151	169	4	12	12
Number Scoring 65–100	120	144	157	3	12	12
Number Scoring 85–100	65	63	58	0	3	3
Percentage of Tested Scoring 55–100	95%	87%	90%	80%	75%	92%
Percentage of Tested Scoring 65–100	88%	83%	84%	60%	75%	92%
Percentage of Tested Scoring 85–100	48%	36%	31%	0%	19%	23%

(Form – I)

Introduction to Occupations Examination

	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
General-Education Students	45	100%	38	0%	35	100%
Students with Disabilities	12	100%	19	0%	8	100%

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	91	2%	5%	66%	26%
	Students with Disabilities	10	10%	0%	90%	0%
	All Students	101	3%	5%	68%	24%

Middle-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
June 2003	General-Education Students	114	4%	20%	54%	22%
	Students with Disabilities	17	0%	24%	76%	0%
	All Students	131	3%	21%	57%	19%

(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	191	191	191	27	27	27	218	218	218
Number Scoring 55–64	1	1	3	0	0	1	1	1	4
Number Scoring 65–84	94	86	101	23	21	22	117	107	123
Number Scoring 85–100	81	97	77	4	6	3	85	103	80
Approved Alternatives	0	0	0	0	0	0	0	0	0

(Form – K)