

# New York State School Report Card Comprehensive Information Report

BEDS Code: 58-03-01-02-0002  
 Name: East Hampton High School  
 Principal: Scott Farina

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	246	235	278
Tenth	244	264	250
Eleventh	214	238	262
Twelfth	177	203	219
Ungraded Secondary	0	0	0
Total K-12 Enrollment	881	940	1009

## 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	18	2.0%	19	2.0%	17	1.7%
Black (Not Hispanic)	36	4.1%	30	3.2%	36	3.6%
Hispanic	196	22.2%	193	20.5%	207	20.5%
White (Not Hispanic)	631	71.6%	698	74.3%	749	74.2%

## 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	0	0
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
54	All schools in this group are secondary level schools in school districts with low 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	90	10.2%	120	12.8%	96	9.5%
Eligible for Free Lunch	13	1.5%	18	1.9%	15	1.5%

### 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		93.7%		92.6%		92.1%
Student Suspensions	61	7.2%	33	3.7%	65	6.9%

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

	2000–2001	2001–2002	2002–2003
Reduced Lunch	1.0%	0.2%	0.0%
Public Assistance	1-10%	1-10%	1-10%
Student Stability	99%	96%	99%

### Staff Counts

Staff	2002–2003
Total Teachers	78
Total Other Professional Staff	11
Total Paraprofessionals	NA
Teaching Out of Certification*	8
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		32	
	Entered GED Program*			3		6	
	Total Noncompleters			4		38	
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%	39	3.9%
	Entered GED Program*	6	0.7%	3	0.3%	7	0.7%
	Total Noncompleters	27	3.1%	5	0.5%	46	4.6%

\*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		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	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	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
<b>Comprehensive English</b>						
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%
<b>Mathematics A</b>						
Number Tested	0	74	216	0	10	37
Number Scoring 55–100	0	41	189	0	4	28
Number Scoring 65–100	0	14	165	0	1	24
Number Scoring 85–100	0	1	17	0	0	2
Percentage of Tested Scoring 55–100	0%	55%	88%	0%	40%	76%
Percentage of Tested Scoring 65–100	0%	19%	76%	0%	10%	65%
Percentage of Tested Scoring 85–100	0%	1%	8%	0%	0%	5%
<b>Mathematics B (first administered June 2001)</b>						
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%
<b>Global History and Geography</b>						
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%
<b>U.S. History and Government (first administered June 2001)</b>						
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
<b>Living Environment (first administered June 2001)</b>						
Number Tested	200	242	128	28	30	20
Number Scoring 55–100	196	230	125	27	26	19
Number Scoring 65–100	182	220	121	26	26	16
Number Scoring 85–100	56	77	31	3	3	3
Percentage of Tested Scoring 55–100	98%	95%	98%	96%	87%	95%
Percentage of Tested Scoring 65–100	91%	91%	95%	93%	87%	80%
Percentage of Tested Scoring 85–100	28%	32%	24%	11%	10%	15%
<b>Physical Setting/Earth Science (first administered June 2001)</b>						
Number Tested	203	253	102	37	45	23
Number Scoring 55–100	177	198	91	32	31	21
Number Scoring 65–100	163	174	77	24	20	17
Number Scoring 85–100	45	42	15	2	3	3
Percentage of Tested Scoring 55–100	87%	78%	89%	86%	69%	91%
Percentage of Tested Scoring 65–100	80%	69%	75%	65%	44%	74%
Percentage of Tested Scoring 85–100	22%	17%	15%	5%	7%	13%
<b>Physical Setting/Chemistry (first administered June 2002)</b>						
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%
<b>Physical Setting/Physics (first administered June 2002)*</b>						
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
<b>Comprehensive French</b>						
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%
<b>Comprehensive Italian</b>						
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%
<b>Comprehensive German</b>						
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%
<b>Comprehensive Hebrew</b>						
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%
<b>Comprehensive Spanish</b>						
Number Tested	176	119	137	7	3	5
Number Scoring 55–100	175	116	136	7	#	5
Number Scoring 65–100	175	114	134	7	#	4
Number Scoring 85–100	139	69	76	6	#	1
Percentage of Tested Scoring 55–100	99%	97%	99%	100%	#	100%
Percentage of Tested Scoring 65–100	99%	96%	98%	100%	#	80%
Percentage of Tested Scoring 85–100	79%	58%	55%	86%	#	20%
<b>Comprehensive Latin</b>						
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
<b>Sequential Mathematics, Course II (last administered January 2003)</b>						
Number Tested	257	238	59	12	20	8
Number Scoring 55–100	217	186	46	12	16	5
Number Scoring 65–100	199	161	39	9	13	5
Number Scoring 85–100	76	38	6	3	3	1
Percentage of Tested Scoring 55–100	84%	78%	78%	100%	80%	62%
Percentage of Tested Scoring 65–100	77%	68%	66%	75%	65%	62%
Percentage of Tested Scoring 85–100	30%	16%	10%	25%	15%	12%
<b>Sequential Mathematics, Course III</b>						
Number Tested	136	172	167	5	16	12
Number Scoring 55–100	129	150	149	4	12	11
Number Scoring 65–100	120	143	138	3	12	11
Number Scoring 85–100	65	62	46	0	3	3
Percentage of Tested Scoring 55–100	95%	87%	89%	80%	75%	92%
Percentage of Tested Scoring 65–100	88%	83%	83%	60%	75%	92%
Percentage of Tested Scoring 85–100	48%	36%	28%	0%	19%	25%

(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
<b>Nov 2002</b>	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
<b>June 2003</b>	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
<b>Elementary Level</b>						
Social Studies	0	0	0	0	0	0
<b>Middle Level</b>						
Social Studies	0	0	0	0	0	0
<b>Secondary Level</b>						
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)