

New York State School Report Card Comprehensive Information Report

BEDS Code: 28-02-06-03-0006
 Name: Seaford Senior High School
 Principal: Michael Ragon

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	166	176	215
Tenth	195	163	175
Eleventh	182	194	162
Twelfth	194	174	211
Ungraded Secondary	12	13	19
Total K-12 Enrollment	749	720	782

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	4	0.5%	8	1.1%	9	1.2%
Black (Not Hispanic)	2	0.3%	2	0.3%	2	0.3%
Hispanic	12	1.6%	11	1.5%	17	2.2%
White (Not Hispanic)	731	97.6%	699	97.1%	754	96.4%

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	40	0
English Grade 10	24	24	26
Mathematics Grade 10	25	20	17
Science Grade 10	21	21	22
Social Studies Grade 10	24	24	26

(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
53	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 middle 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	0	0.0%	0	0.0%	1	0.1%
Eligible for Free Lunch	5	0.7%	13	1.8%	19	2.4%

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		98.8%		94.4%		97.4%
Student Suspensions	33	4.3%	51	6.8%	29	4.0%

Student Socioeconomic and Stability Indicators (Percent of Enrollment)

	2000–2001	2001–2002	2002–2003
Reduced Lunch	1.3%	0.0%	0.0%
Public Assistance	1-10%	1-10%	1-10%
Student Stability	99%	99%	95%

Staff Counts

Staff	2002–2003
Total Teachers	58
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	161	117	73%	150	117	78%	174	142	82%
Students with Disabilities	4	0	0%	16	5	31%	9	1	11%
All Students	165	117	71%	166	122	73%	183	143	78%

*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	118	48	3	2	10	2
Percent	64%	26%	2%	1%	5%	1%

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	1	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			2		2	
	Entered GED Program*			2		2	
	Total Noncompleters			4		4	
Students with Disabilities	Dropped Out			0		0	
	Entered GED Program*			0		0	
	Total Noncompleters			0		0	
All Students	Dropped Out	9	1.2%	2	0.3%	2	0.3%
	Entered GED Program*	1	0.1%	2	0.3%	2	0.3%
	Total Noncompleters	10	1.3%	4	0.6%	4	0.5%

*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	0	0%	2	#	2	#
Science	7	86%	1	#	6	67%
Reading	0	0%	0	0%	1	#
Writing	0	0%	0	0%	2	#
Global Studies	0	0%	0	0%	1	#
U.S. Hist & Gov't	3	#	1	#	1	#

Students with Disabilities

Test	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	3	#	1	#	14	79%
Science	5	40%	1	#	7	57%
Reading	17	82%	2	#	8	88%
Writing	17	100%	2	#	8	88%
Global Studies	6	67%	1	#	3	#
U.S. Hist & Gov't	4	#	2	#	3	#

(Form – E)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Comprehensive English						
Number Tested	175	189	162	15	9	10
Number Scoring 55–100	170	184	153	12	7	6
Number Scoring 65–100	160	178	143	7	6	5
Number Scoring 85–100	74	106	86	0	0	0
Percentage of Tested Scoring 55–100	97%	97%	94%	80%	78%	60%
Percentage of Tested Scoring 65–100	91%	94%	88%	47%	67%	50%
Percentage of Tested Scoring 85–100	42%	56%	53%	0%	0%	0%
Mathematics A						
Number Tested	0	138	190	0	6	18
Number Scoring 55–100	0	131	177	0	4	10
Number Scoring 65–100	0	127	171	0	3	9
Number Scoring 85–100	0	54	60	0	2	0
Percentage of Tested Scoring 55–100	0%	95%	93%	0%	67%	56%
Percentage of Tested Scoring 65–100	0%	92%	90%	0%	50%	50%
Percentage of Tested Scoring 85–100	0%	39%	32%	0%	33%	0%
Mathematics B (first administered June 2001)						
Number Tested	0	0	107	0	0	2
Number Scoring 55–100	0	0	79	0	0	#
Number Scoring 65–100	0	0	67	0	0	#
Number Scoring 85–100	0	0	13	0	0	#
Percentage of Tested Scoring 55–100	0%	0%	74%	0%	0%	#
Percentage of Tested Scoring 65–100	0%	0%	63%	0%	0%	#
Percentage of Tested Scoring 85–100	0%	0%	12%	0%	0%	#
Global History and Geography						
Number Tested	194	159	175	9	10	13
Number Scoring 55–100	192	155	165	8	9	11
Number Scoring 65–100	189	148	161	8	9	11
Number Scoring 85–100	106	57	84	1	1	0
Percentage of Tested Scoring 55–100	99%	97%	94%	89%	90%	85%
Percentage of Tested Scoring 65–100	97%	93%	92%	89%	90%	85%
Percentage of Tested Scoring 85–100	55%	36%	48%	11%	10%	0%
U.S. History and Government (first administered June 2001)						
Number Tested	205	199	167	14	9	10
Number Scoring 55–100	196	193	165	10	8	9
Number Scoring 65–100	178	181	157	8	8	7
Number Scoring 85–100	89	68	88	3	0	1
Percentage of Tested Scoring 55–100	96%	97%	99%	71%	89%	90%
Percentage of Tested Scoring 65–100	87%	91%	94%	57%	89%	70%
Percentage of Tested Scoring 85–100	43%	34%	53%	21%	0%	10%

(Form – F)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Living Environment (first administered June 2001)						
Number Tested	180	154	169	5	9	9
Number Scoring 55–100	179	153	168	5	9	9
Number Scoring 65–100	176	151	167	4	9	8
Number Scoring 85–100	40	56	70	1	0	1
Percentage of Tested Scoring 55–100	99%	99%	99%	100%	100%	100%
Percentage of Tested Scoring 65–100	98%	98%	99%	80%	100%	89%
Percentage of Tested Scoring 85–100	22%	36%	41%	20%	0%	11%
Physical Setting/Earth Science (first administered June 2001)						
Number Tested	121	150	178	4	10	5
Number Scoring 55–100	112	148	161	#	8	4
Number Scoring 65–100	102	136	144	#	4	1
Number Scoring 85–100	29	32	59	#	0	0
Percentage of Tested Scoring 55–100	93%	99%	90%	#	80%	80%
Percentage of Tested Scoring 65–100	84%	91%	81%	#	40%	20%
Percentage of Tested Scoring 85–100	24%	21%	33%	#	0%	0%
Physical Setting/Chemistry (first administered June 2002)						
Number Tested		115	136		3	2
Number Scoring 55–100		97	128		#	#
Number Scoring 65–100		54	107		#	#
Number Scoring 85–100		2	16		#	#
Percentage of Tested Scoring 55–100		84%	94%		#	#
Percentage of Tested Scoring 65–100		47%	79%		#	#
Percentage of Tested Scoring 85–100		2%	12%		#	#
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	38	23	37	0	2	0
Number Scoring 55–100	38	23	37	0	#	0
Number Scoring 65–100	35	23	37	0	#	0
Number Scoring 85–100	8	5	23	0	#	0
Percentage of Tested Scoring 55–100	100%	100%	100%	0%	#	0%
Percentage of Tested Scoring 65–100	92%	100%	100%	0%	#	0%
Percentage of Tested Scoring 85–100	21%	22%	62%	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	84	77	84	0	2	3
Number Scoring 55–100	84	77	83	0	#	#
Number Scoring 65–100	82	71	82	0	#	#
Number Scoring 85–100	52	23	41	0	#	#
Percentage of Tested Scoring 55–100	100%	100%	99%	0%	#	#
Percentage of Tested Scoring 65–100	98%	92%	98%	0%	#	#
Percentage of Tested Scoring 85–100	62%	30%	49%	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	202	16	3	4	3	1
Number Scoring 55–100	184	9	#	#	#	#
Number Scoring 65–100	169	6	#	#	#	#
Number Scoring 85–100	85	0	#	#	#	#
Percentage of Tested Scoring 55–100	91%	56%	#	#	#	#
Percentage of Tested Scoring 65–100	84%	38%	#	#	#	#
Percentage of Tested Scoring 85–100	42%	0%	#	#	#	#
Sequential Mathematics, Course III						
Number Tested	148	167	4	4	2	0
Number Scoring 55–100	134	156	#	#	#	0
Number Scoring 65–100	121	148	#	#	#	0
Number Scoring 85–100	66	78	#	#	#	0
Percentage of Tested Scoring 55–100	91%	93%	#	#	#	0%
Percentage of Tested Scoring 65–100	82%	89%	#	#	#	0%
Percentage of Tested Scoring 85–100	45%	47%	#	#	#	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	62	100%	59	100%	24	92%
Students with Disabilities	13	100%	7	86%	2	#

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	180	180	180	11	11	11	191	191	191
Number Scoring 55–64	0	7	3	0	0	3	0	7	6
Number Scoring 65–84	72	100	107	8	8	4	80	108	111
Number Scoring 85–100	100	69	65	1	0	1	101	69	66
Approved Alternatives	0	0	0	0	0	0	0	0	0

(Form – K)