

# New York State School Report Card Comprehensive Information Report

BEDS Code: 28-02-53-07-0005  
 Name: Sanford H. Calhoun High School  
 Principal: David Seinfeld

Grade Range : 9-12

## Fall Enrollment

Grade	2001-02	2002-03	2003-04
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	295	339	321
Tenth	289	294	337
Eleventh	297	288	303
Twelfth	260	287	294
Ungraded Secondary	40	32	0
Total K-12 Enrollment	1181	1240	1255

## Student Racial/Ethnic Origin

Race/Ethnicity	2001-02		2002-03		2003-04	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
American Indian, Alaskan, Asian, or Pacific Islander	54	4.6%	61	4.9%	66	5.3%
Black (Not Hispanic)	13	1.1%	13	1.0%	12	1.0%
Hispanic	54	4.6%	52	4.2%	49	3.9%
White (Not Hispanic)	1060	89.8%	1114	89.8%	1128	89.9%

## Average Class Size

Grade Level	2001-02	2002-03	2003-04
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	23	23	23
Mathematics Grade 10	22	20	21
Science Grade 10	19	19	23
Social Studies Grade 10	24	22	22

(Form - A)

**District Need to Resource Capacity Category**

<b>N/RC Category</b>	<b>Description</b>
6	This is a school district with low student needs in relation to district resource capacity.

**Similar School Group and Description**

<b>Similar School Group</b>	<b>Description</b>
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**

	<b>2001-02</b>		<b>2002-03</b>		<b>2003-04</b>	
	Count	Percent	Count	Percent	Count	Percent
<b>Limited English Proficient</b>	25	2.1%	27	2.2%	28	2.2%
<b>Eligible for Free Lunch</b>	7	0.6%	17	1.4%	16	1.3%

**Attendance and Suspension**

	<b>2000-01</b>		<b>2001-02</b>		<b>2002-03</b>	
	<b>No. of Students</b>	<b>% of Enroll.</b>	<b>No. of Students</b>	<b>% of Enroll.</b>	<b>No. of Students</b>	<b>% of Enroll.</b>
<b>Annual Attendance Rate</b>		94.0%		94.2%		93.8%
<b>Student Suspensions</b>	52	4.4%	71	6.0%	64	5.2%

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

	<b>2001-02</b>	<b>2002-03</b>	<b>2003-04</b>
<b>Reduced Lunch</b>	0.1%	0.4%	0.4%
<b>Public Assistance</b>	1-10%	1-10%	1-10%
<b>Student Stability</b>	98%	99%	98%

**Staff Counts**

<b>Staff</b>	<b>2003-04</b>
Total Teachers	81
Total Other Professional Staff	19
Total Paraprofessionals	NA
Teaching Out of Certification*	0

\*Teaching out of certification more than on an incidental basis.

(Form – B)

# High School Graduates and Noncompleters

## High School Graduates Earning Regents Diplomas\*

	2001-02			2002-03			2003-04		
	Total Grads	Regents Diplomas	% Regents Diplomas	Total Grads	Regents Diplomas	% Regents Diplomas	Total Grads	Regents Diplomas	% Regents Diplomas
General Education	216	197	91%	239	219	92%	242	208	86%
Students with Disabilities	42	17	40%	32	19	59%	42	18	43%
All Students	258	214	83%	271	238	88%	284	226	80%

\*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 for the 2001-02 school year, diploma counts for that year do not include counts from August 2001. Data for the 2002-03 school year include August 2002 and January and June 2003 graduates; data for the 2003-04 school year include August 2003 and January and June 2004 graduates.

## Distribution of 2003-04 Graduates (All Students)

	To 4-year College	To 2-year College	To Other Post-Secondary	To the Military	To Employment	Other
Number	190	81	4	1	8	0
Percent	67%	29%	1%	0%	3%	0%

## Number of High School Completers with Disabilities in 2003-04

Graduates* (a)	Regents Diplomas (b)	IEP Diplomas or Certificates (c)	All 2003-04 Completers (a+c)
42	18	6	48

\*Local Diplomas (including local diplomas with Regents endorsements)

## High School Noncompletion Rates

		2001-02		2002-03		2003-04	
		No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
General-Education Students	Dropped Out	52		4		1	0.1%
	Entered GED Program*	0		1		5	0.5%
	Total Noncompleters	52		5		6	0.6%
Students with Disabilities	Dropped Out	9		0		0	0.0%
	Entered GED Program*	0		1		3	1.9%
	Total Noncompleters	9		1		3	1.9%
All Students	Dropped Out	61	5.2%	4	0.3%	1	0.1%
	Entered GED Program*	0	0.0%	2	0.2%	8	0.6%
	Total Noncompleters	61	5.2%	6	0.5%	9	0.7%

\*The number and percentage of students who left a program leading to a high school diploma and entered a 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	2001-02	2002-03	2003-04
K-1	0%	0%	0%
2-3	0%	0%	0%

## Students Developing a Career Plan, 4-12

Grades		2001-02	2002-03	2003-04
4-5	Number of General-Education Students	0	0	0
	Number of Students with Disabilities	0	0	0
	Number of All Students	0	0	0
	Percent of Enrollment	0%	0%	0%
6-8	Number of General-Education Students	0	0	0
	Number of Students with Disabilities	0	0	0
	Number of All Students	0	0	0
	Percent of Enrollment	0%	0%	0%
9-12	Number of General-Education Students	199	1040	1090
	Number of Students with Disabilities	0	168	165
	Number of All Students	199	1208	1255
	Percent of Enrollment	17%	97%	100%

## Career and Technical Education (CTE) Programs

CTE Program	This District		Statewide Average
	Count	Percentage	
All CTE Programs			
Completed the CTE Program			
Completed and Passed Regents Exams			
Completed and had Course Average of 75% or More			
Completed and Attained a HS Diploma or Equivalent			
Completed and Whose Status is Known			
Completed and Were Successfully Placed			
Nontraditional Programs			
Underrepresented Gender Members Enrolled			
Underrepresented Gender Members Who Completed			

Enrollment data are for the 2003-2004 school year; completer data are as of June 2003.

Note: Blank cells indicate that either the district did not have a CTE program or did not report data.

This data is reported only at the district level.

(Form - D)

# Second Language Proficiency Examinations

## General-Education Students

Test	2001-02		2002-03		2003-04	
	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	2001-02		2002-03		2003-04	
	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%

# Regents Competency Tests

## General-Education Students

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	0	0%	1	#	0	0%
Science	0	0%	1	#	0	0%
Reading	0	0%	0	0%	0	0%
Writing	0	0%	0	0%	0	0%
Global Studies	0	0%	0	0%	1	#
U.S. Hist & Gov't	0	0%	0	0%	0	0%

## Students with Disabilities

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	5	100%	4	#	12	100%
Science	7	100%	6	83%	4	#
Reading	5	80%	10	80%	6	100%
Writing	4	#	3	#	8	100%
Global Studies	8	75%	3	#	6	83%
U.S. Hist & Gov't	2	#	8	88%	2	#

(Form – E)

# Regents Examinations

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
<b>Comprehensive English</b>						
Number Tested	283	288	295	36	44	35
Number Scoring 55-100	277	277	288	31	37	33
Number Scoring 65-100	270	268	283	28	31	30
Number Scoring 85-100	154	138	173	4	3	7
Percentage of Tested Scoring 55-100	98%	96%	98%	86%	84%	94%
Percentage of Tested Scoring 65-100	95%	93%	96%	78%	70%	86%
Percentage of Tested Scoring 85-100	54%	48%	59%	11%	7%	20%
<b>Mathematics A</b>						
Number Tested	343	339	468	35	41	30
Number Scoring 55-100	324	314	465	31	28	28
Number Scoring 65-100	308	294	452	30	25	26
Number Scoring 85-100	167	155	267	9	5	8
Percentage of Tested Scoring 55-100	94%	93%	99%	89%	68%	93%
Percentage of Tested Scoring 65-100	90%	87%	97%	86%	61%	87%
Percentage of Tested Scoring 85-100	49%	46%	57%	26%	12%	27%
<b>Mathematics B</b>						
Number Tested	0	247	262	0	18	11
Number Scoring 55-100	0	223	235	0	14	8
Number Scoring 65-100	0	207	216	0	12	7
Number Scoring 85-100	0	72	97	0	3	1
Percentage of Tested Scoring 55-100	0%	90%	90%	0%	78%	73%
Percentage of Tested Scoring 65-100	0%	84%	82%	0%	67%	64%
Percentage of Tested Scoring 85-100	0%	29%	37%	0%	17%	9%
<b>Global History and Geography</b>						
Number Tested	295	291	324	46	27	26
Number Scoring 55-100	289	284	315	40	26	21
Number Scoring 65-100	279	274	304	36	24	17
Number Scoring 85-100	114	143	176	7	11	3
Percentage of Tested Scoring 55-100	98%	98%	97%	87%	96%	81%
Percentage of Tested Scoring 65-100	95%	94%	94%	78%	89%	65%
Percentage of Tested Scoring 85-100	39%	49%	54%	15%	41%	12%
<b>U.S. History and Government</b>						
Number Tested	283	300	285	37	45	30
Number Scoring 55-100	273	295	282	30	41	30
Number Scoring 65-100	267	283	269	26	35	28
Number Scoring 85-100	111	145	182	2	6	13
Percentage of Tested Scoring 55-100	96%	98%	99%	81%	91%	100%
Percentage of Tested Scoring 65-100	94%	94%	94%	70%	78%	93%
Percentage of Tested Scoring 85-100	39%	48%	64%	5%	13%	43%

(Form – F)

# Regents Examinations

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
<b>Living Environment</b>						
Number Tested	295	293	311	43	29	24
Number Scoring 55-100	293	290	306	41	26	20
Number Scoring 65-100	289	283	298	39	24	18
Number Scoring 85-100	96	116	117	1	1	1
Percentage of Tested Scoring 55-100	99%	99%	98%	95%	90%	83%
Percentage of Tested Scoring 65-100	98%	97%	96%	91%	83%	75%
Percentage of Tested Scoring 85-100	33%	40%	38%	2%	3%	4%
<b>Physical Setting/Earth Science</b>						
Number Tested	208	213	213	35	19	30
Number Scoring 55-100	207	209	194	34	17	25
Number Scoring 65-100	201	202	184	30	15	23
Number Scoring 85-100	77	101	50	4	6	3
Percentage of Tested Scoring 55-100	100%	98%	91%	97%	89%	83%
Percentage of Tested Scoring 65-100	97%	95%	86%	86%	79%	77%
Percentage of Tested Scoring 85-100	37%	47%	23%	11%	32%	10%
<b>Physical Setting/Chemistry</b>						
Number Tested	225	285	241	15	22	8
Number Scoring 55-100	220	272	236	14	19	8
Number Scoring 65-100	184	228	202	9	15	6
Number Scoring 85-100	20	67	52	0	1	1
Percentage of Tested Scoring 55-100	98%	95%	98%	93%	86%	100%
Percentage of Tested Scoring 65-100	82%	80%	84%	60%	68%	75%
Percentage of Tested Scoring 85-100	9%	24%	22%	0%	5%	12%
<b>Physical Setting/Physics</b>						
Number Tested			12			1
Number Scoring 55-100			12			#
Number Scoring 65-100			9			#
Number Scoring 85-100			3			#
Percentage of Tested Scoring 55-100			100%			#
Percentage of Tested Scoring 65-100			75%			#
Percentage of Tested Scoring 85-100			25%			#

\* Physical Setting/Physics results for 2001-02 and 2002-03 are not included in the report card because the Department issued new conversion charts for assessments administered in those years.

(Form – G)

# Regents Examinations

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
<b>Comprehensive French</b>						
Number Tested	26	30	30	0	2	0
Number Scoring 55-100	26	30	30	0	#	0
Number Scoring 65-100	25	30	30	0	#	0
Number Scoring 85-100	11	20	21	0	#	0
Percentage of Tested Scoring 55-100	100%	100%	100%	0%	#	0%
Percentage of Tested Scoring 65-100	96%	100%	100%	0%	#	0%
Percentage of Tested Scoring 85-100	42%	67%	70%	0%	#	0%
<b>Comprehensive Italian</b>						
Number Tested	36	33	40	0	0	0
Number Scoring 55-100	36	33	38	0	0	0
Number Scoring 65-100	35	33	37	0	0	0
Number Scoring 85-100	21	20	22	0	0	0
Percentage of Tested Scoring 55-100	100%	100%	95%	0%	0%	0%
Percentage of Tested Scoring 65-100	97%	100%	93%	0%	0%	0%
Percentage of Tested Scoring 85-100	58%	61%	55%	0%	0%	0%
<b>Comprehensive German</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 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	159	204	212	7	12	6
Number Scoring 55-100	155	195	210	7	10	6
Number Scoring 65-100	151	187	207	7	10	6
Number Scoring 85-100	92	131	129	2	3	1
Percentage of Tested Scoring 55-100	97%	96%	99%	100%	83%	100%
Percentage of Tested Scoring 65-100	95%	92%	98%	100%	83%	100%
Percentage of Tested Scoring 85-100	58%	64%	61%	29%	25%	17%
<b>Comprehensive Latin</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%

(Form – H)

## Regents Examinations

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
<b>Sequential Mathematics, Course III (last administered January 2004)</b>						
Number Tested	230	11	0	9	2	0
Number Scoring 55-100	219	9	0	6	#	0
Number Scoring 65-100	213	8	0	4	#	0
Number Scoring 85-100	117	0	0	0	#	0
Percentage of Tested Scoring 55-100	95%	82%	0%	67%	#	0%
Percentage of Tested Scoring 65-100	93%	73%	0%	44%	#	0%
Percentage of Tested Scoring 85-100	51%	0%	0%	0%	#	0%

## Introduction to Occupations Examination

	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
General-Education Students	14	0%	14	100%	4	#
Students with Disabilities	14	0%	10	90%	3	#

District reports contain data for all students with disabilities enrolled in the district for the 2001-02 school year.

## Elementary-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
<b>Nov 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%

## Middle-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
<b>June 2004</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 - I)

# New York State Alternate Assessments (NYSAA) 2003–04

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

## 2000 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	235	235	235	43	43	43	278	278	278
Number Scoring 55–64	3	2	0	2	4	1	5	6	1
Number Scoring 65–84	125	97	101	25	26	31	150	123	132
Number Scoring 85–100	104	134	133	6	6	4	110	140	137
Approved Alternatives	0	0	0	0	0	0	0	0	0

(Form – J)

New York State English as a Second Language Achievement Tests (NYSESLAT)\*

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
<b>Listening and Speaking (Grade 7-8)</b>						
Number Tested			0			0
Beginning (0-18)			0			0
Intermediate (19-31)			0			0
Advanced (32-36)			0			0
Proficient (37-39)			0			0
<b>Reading and Writing (Grade 7-8)</b>						
Number Tested			0			0
Beginning (0-14)			0			0
Intermediate (15-24)			0			0
Advanced (25-32)			0			0
Proficient (33-35)			0			0
<b>Listening and Speaking (Grade 9-12)</b>						
Number Tested			22			0
Beginning (0-18)			2			0
Intermediate (19-31)			9			0
Advanced (32-36)			5			0
Proficient (37-39)			6			0
<b>Reading and Writing (Grade 9-12)</b>						
Number Tested			22			0
Beginning (0-14)			6			0
Intermediate (15-24)			8			0
Advanced (25-32)			6			0
Proficient (33-35)			2			0

\*The NYSESLAT was first administered in the 2002-03 school year, but complete data for all school districts were not available until 2003-04.

(Form - L)