

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	2002-03	2003-04	2004-05
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	215	209	229
Tenth	175	219	209
Eleventh	162	179	211
Twelfth	211	158	180
Ungraded Secondary	19	3	23
Total K-12 Enrollment	782	768	852

Student Racial/Ethnic Origin

Race/Ethnicity	2002-03		2003-04		2004-05	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
American Indian, Alaskan, Asian, or Pacific Islander	9	1.2%	14	1.8%	6	0.7%
Black (Not Hispanic)	2	0.3%	4	0.5%	4	0.5%
Hispanic	17	2.2%	37	4.8%	13	1.5%
White (Not Hispanic)	754	96.4%	713	92.8%	829	97.3%

Average Class Size

Grade Level	2002-03	2003-04	2004-05
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	26	24	27
Mathematics Grade 10	17	20	21
Science Grade 10	22	22	22
Social Studies Grade 10	26	26	24

(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
52	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 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

	2002-03		2003-04		2004-05	
	Count	Percent	Count	Percent	Count	Percent
Limited English Proficient	1	0.1%	1	0.1%	4	0.5%
Eligible for Free Lunch	19	2.4%	14	1.8%	6	0.7%

Attendance and Suspension

	2001-02		2002-03		2003-04	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
Annual Attendance Rate		97.4%		95.9%		95.9%
Student Suspensions	29	4.0%	28	3.6%	55	7.2%

Student Socioeconomic and Stability Indicators (Percent of Enrollment)

	2002-03	2003-04	2004-05
Reduced Lunch	0.0%	0.0%	0.4%
Public Assistance	1-10%	1-10%	1-10%
Student Stability	95%	96%	99%

Staff Counts

Staff	2004-05
Total Teachers	64
Total Other Professional Staff	10
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 and Completers		2002-03	2003-04	2004-05
General-Education Students	Total Graduates*	174	142	155
	Regents Diplomas	142	110	152
	% Regents Diplomas	82%	77%	98%
	Regents Diplomas with Advanced Designation**			123
	% Regents Diplomas with Advanced Designation			79%
	IEP Diplomas or Local Certificates			
Students with Disabilities	Total Graduates*	9	7	11
	Regents Diplomas	1	3	6
	% Regents Diplomas	11%	43%	55%
	Regents Diplomas with Advanced Designation**			2
	% Regents Diplomas with Advanced Designation			18%
	IEP Diplomas or Local Certificates	0	2	2
All Students	Total Graduates*	183	149	166
	Regents Diplomas	143	113	158
	% Regents Diplomas	78%	76%	95%
	Regents Diplomas with Advanced Designation**			125
	% Regents Diplomas with Advanced Designation			75%
	IEP Diplomas or Local Certificates	0	2	2

* Only students awarded local diplomas or Regents endorsed diplomas are included in the count of high school graduates in this table. Data include graduates in August, January and June of the school year being reported.

**Beginning with students who first entered grade 9 in 2001-02, students may earn a Regents diploma by passing (scoring 65-100) Regents exams in five areas and meeting course requirements. To earn a Regents diploma with advanced designation, the student must pass eight Regents exams. For more information, see <http://www.emsc.nysed.gov/parents/gradreqtsfs.shtml>.

Post-Secondary Plans of 2004-05 Graduates

		4-year College	2-year College	Other Post-Secondary	Military	Employment	Adult Services	Plan Unknown	Other Known Plan
General-Education Students	Number	103	41	3	3	2	0	2	1
	Percent	66%	26%	2%	2%	1%	0%	1%	1%
Students with Disabilities	Number	2	8	0	0	1	0	0	0
	Percent	18%	73%	0%	0%	9%	0%	0%	0%
All Students	Number	105	49	3	3	3	0	2	1
	Percent	63%	30%	2%	2%	2%	0%	1%	1%

High School Noncompletion Rates

		2002-03		2003-04		2004-05	
		No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
General-Education Students	Dropped Out	2		5	0.7%	2	0.3%
	Entered GED Program*	2		0	0.0%	1	0.1%
	Total Noncompleters	4		5	0.7%	3	0.4%
Students with Disabilities	Dropped Out	0		2	3.1%	2	2.9%
	Entered GED Program*	0		0	0.0%	1	1.5%
	Total Noncompleters	0		2	3.1%	3	4.4%
All Students	Dropped Out	2	0.3%	7	0.9%	4	0.5%
	Entered GED Program*	2	0.3%	0	0.0%	2	0.2%
	Total Noncompleters	4	0.5%	7	0.9%	6	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	2002-03	2003-04	2004-05
K-1	0%	0%	0%
2-3	0%	0%	0%

Students Developing a Career Plan, 4-12

Grades		2002-03	2003-04	2004-05
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	0	0	0
	Number of Students with Disabilities	0	0	23
	Number of All Students	0	0	23
	Percent of Enrollment	0%	0%	3%

(Form - D)

Second Language Proficiency Examinations

General-Education Students

Test	2002-03		2003-04		2004-05	
	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	2002-03		2003-04		2004-05	
	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	2002-03		2003-04		2004-05	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	2	#	2	#	0	0%
Science	6	67%	2	#	0	0%
Reading	1	#	2	#	0	0%
Writing	2	#	2	#	0	0%
Global Studies	1	#	0	0%	0	0%
U.S. Hist & Gov't	1	#	0	0%	0	0%

Students with Disabilities

Test	2002-03		2003-04		2004-05	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	14	79%	2	#	0	0%
Science	7	57%	1	#	0	0%
Reading	8	88%	4	#	0	0%
Writing	8	88%	10	90%	1	#
Global Studies	3	#	3	#	0	0%
U.S. Hist & Gov't	3	#	1	#	0	0%

(Form – E)

Regents Examinations

	All Students			Students with Disabilities		
	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05
Comprehensive English						
Number Tested	162	180	192	10	16	8
Number Scoring 55-100	153	174	182	6	12	4
Number Scoring 65-100	143	164	170	5	9	1
Number Scoring 85-100	86	88	85	0	1	0
Percentage of Tested Scoring 55-100	94%	97%	95%	60%	75%	50%
Percentage of Tested Scoring 65-100	88%	91%	89%	50%	56%	12%
Percentage of Tested Scoring 85-100	53%	49%	44%	0%	6%	0%
Mathematics A						
Number Tested	190	201	139	18	8	10
Number Scoring 55-100	177	200	138	10	7	10
Number Scoring 65-100	171	190	133	9	5	9
Number Scoring 85-100	60	73	34	0	1	1
Percentage of Tested Scoring 55-100	93%	100%	99%	56%	88%	100%
Percentage of Tested Scoring 65-100	90%	95%	96%	50%	62%	90%
Percentage of Tested Scoring 85-100	32%	36%	24%	0%	12%	10%
Mathematics B						
Number Tested	107	144	159	2	2	2
Number Scoring 55-100	79	140	135	#	#	#
Number Scoring 65-100	67	132	118	#	#	#
Number Scoring 85-100	13	46	21	#	#	#
Percentage of Tested Scoring 55-100	74%	97%	85%	#	#	#
Percentage of Tested Scoring 65-100	63%	92%	74%	#	#	#
Percentage of Tested Scoring 85-100	12%	32%	13%	#	#	#
Global History and Geography						
Number Tested	175	207	177	13	13	12
Number Scoring 55-100	165	193	166	11	11	9
Number Scoring 65-100	161	179	158	11	7	9
Number Scoring 85-100	84	81	60	0	0	1
Percentage of Tested Scoring 55-100	94%	93%	94%	85%	85%	75%
Percentage of Tested Scoring 65-100	92%	86%	89%	85%	54%	75%
Percentage of Tested Scoring 85-100	48%	39%	34%	0%	0%	8%
U.S. History and Government						
Number Tested	167	170	188	10	12	8
Number Scoring 55-100	165	169	179	9	12	5
Number Scoring 65-100	157	164	170	7	11	3
Number Scoring 85-100	88	108	112	1	3	0
Percentage of Tested Scoring 55-100	99%	99%	95%	90%	100%	62%
Percentage of Tested Scoring 65-100	94%	96%	90%	70%	92%	38%
Percentage of Tested Scoring 85-100	53%	64%	60%	10%	25%	0%

(Form – F)

Regents Examinations

	All Students			Students with Disabilities		
	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05
Living Environment						
Number Tested	169	191	237	9	7	23
Number Scoring 55-100	168	188	225	9	7	17
Number Scoring 65-100	167	186	219	8	7	15
Number Scoring 85-100	70	57	89	1	0	1
Percentage of Tested Scoring 55-100	99%	98%	95%	100%	100%	74%
Percentage of Tested Scoring 65-100	99%	97%	92%	89%	100%	65%
Percentage of Tested Scoring 85-100	41%	30%	38%	11%	0%	4%
Physical Setting/Earth Science						
Number Tested	178	213	190	5	18	11
Number Scoring 55-100	161	193	164	4	10	5
Number Scoring 65-100	144	175	139	1	7	3
Number Scoring 85-100	59	58	45	0	1	1
Percentage of Tested Scoring 55-100	90%	91%	86%	80%	56%	45%
Percentage of Tested Scoring 65-100	81%	82%	73%	20%	39%	27%
Percentage of Tested Scoring 85-100	33%	27%	24%	0%	6%	9%
Physical Setting/Chemistry						
Number Tested	136	117	114	2	2	0
Number Scoring 55-100	128	117	112	#	#	0
Number Scoring 65-100	107	108	103	#	#	0
Number Scoring 85-100	16	23	12	#	#	0
Percentage of Tested Scoring 55-100	94%	100%	98%	#	#	0%
Percentage of Tested Scoring 65-100	79%	92%	90%	#	#	0%
Percentage of Tested Scoring 85-100	12%	20%	11%	#	#	0%
Physical Setting/Physics						
Number Tested		45	38		0	0
Number Scoring 55-100		44	38		0	0
Number Scoring 65-100		42	37		0	0
Number Scoring 85-100		13	21		0	0
Percentage of Tested Scoring 55-100		98%	100%		0%	0%
Percentage of Tested Scoring 65-100		93%	97%		0%	0%
Percentage of Tested Scoring 85-100		29%	55%		0%	0%

* Physical Setting/Physics results for 2002-03 are not included in the report card because the Department issued new conversion charts for assessments administered in that year.

(Form – G)

Regents Examinations

	All Students			Students with Disabilities		
	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05
Comprehensive French						
Number Tested	37	35	49	0	0	0
Number Scoring 55-100	37	35	49	0	0	0
Number Scoring 65-100	37	35	48	0	0	0
Number Scoring 85-100	23	20	16	0	0	0
Percentage of Tested Scoring 55-100	100%	100%	100%	0%	0%	0%
Percentage of Tested Scoring 65-100	100%	100%	98%	0%	0%	0%
Percentage of Tested Scoring 85-100	62%	57%	33%	0%	0%	0%
Comprehensive Italian						
Number Tested	0	1	0	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%
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	92	61	3	2	1
Number Scoring 55-100	83	90	61	#	#	#
Number Scoring 65-100	82	86	61	#	#	#
Number Scoring 85-100	41	43	40	#	#	#
Percentage of Tested Scoring 55-100	99%	98%	100%	#	#	#
Percentage of Tested Scoring 65-100	98%	93%	100%	#	#	#
Percentage of Tested Scoring 85-100	49%	47%	66%	#	#	#
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)

New York State Alternate Assessments (NYSAA) 2004–05

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

2001 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	158	158	158	14	14	14	172	172	172
Number Scoring 55–64	3	3	0	1	1	2	4	4	2
Number Scoring 65–84	64	46	77	11	9	9	75	55	86
Number Scoring 85–100	85	104	78	0	2	1	85	106	79
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		
	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05
Listening and Speaking (Grade 7-8)						
Number Tested		0	0		0	0
Beginning		0	0		0	0
Intermediate		0	0		0	0
Advanced		0	0		0	0
Proficient		0	0		0	0
Reading and Writing (Grade 7-8)						
Number Tested		0	0		0	0
Beginning		0	0		0	0
Intermediate		0	0		0	0
Advanced		0	0		0	0
Proficient		0	0		0	0
Listening and Speaking (Grade 9-12)						
Number Tested		3	3		0	0
Beginning		#	#		0	0
Intermediate		#	#		0	0
Advanced		#	#		0	0
Proficient		#	#		0	0
Reading and Writing (Grade 9-12)						
Number Tested		3	3		0	0
Beginning		#	#		0	0
Intermediate		#	#		0	0
Advanced		#	#		0	0
Proficient		#	#		0	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)