

# New York State District Report Card Comprehensive Information Report

BEDS Code: 28-02-06-03-0000  
 Name: Seaford Union Free School District  
 Superintendent: George Duffy Iii

## Fall Enrollment

Grade	2001-02	2002-03	2003-04
Pre-K	0	0	0
Kindergarten	189	188	187
First	212	203	204
Second	200	223	201
Third	200	204	225
Fourth	187	204	207
Fifth	233	196	205
Sixth	229	236	203
Ungraded Elementary	24	25	22
Seventh	206	240	238
Eighth	221	212	239
Ninth	176	215	209
Tenth	163	175	219
Eleventh	194	162	179
Twelfth	174	211	158
Ungraded Secondary	20	24	10
Total K-12 Enrollment	2628	2718	2706

## 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	70	2.7%	63	2.3%	68	2.5%
Black (Not Hispanic)	15	0.6%	13	0.5%	17	0.6%
Hispanic	59	2.2%	68	2.5%	95	3.5%
White (Not Hispanic)	2484	94.5%	2574	94.7%	2526	93.3%

## Average Class Size

Grade Level	2001-02	2002-03	2003-04
Kindergarten	19	19	23
Common Branch	21	22	21
English Grade 8	28	26	27
Mathematics Grade 8	28	26	27
Science Grade 8	27	25	27
Social Studies Grade 8	33	26	27
English Grade 10	24	26	24
Mathematics Grade 10	20	17	20
Science Grade 10	21	22	22
Social Studies Grade 10	24	26	26

(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>
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**

	<b>2001-02</b>		<b>2002-03</b>		<b>2003-04</b>	
	Count	Percent	Count	Percent	Count	Percent
<b>Limited English Proficient</b>	12	0.5%	15	0.6%	21	0.8%
<b>Eligible for Free Lunch</b>	35	1.4%	50	2.0%	37	1.5%

**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>		95.7%		95.7%		96.2%
<b>Student Suspensions</b>	56	2.2%	33	1.3%	32	1.2%

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

	<b>2001-02</b>	<b>2002-03</b>	<b>2003-04</b>
<b>Reduced Lunch</b>	0.3%	0.6%	0.8%
<b>Public Assistance</b>	NA	NA	NA
<b>Student Stability</b>	NA	NA	NA

**Staff Counts**

<b>Staff</b>	<b>2003-04</b>
Total Teachers	215
Total Other Professional Staff	34
Total Paraprofessionals	69
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	150	117	78%	175	142	81%	143	110	77%
Students with Disabilities	16	5	31%	10	2	20%	7	3	43%
All Students	166	122	73%	185	144	78%	150	113	75%

\*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	100	36	2	8	1	3
Percent	67%	24%	1%	5%	1%	2%

## 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)
7	3	3	10

\*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.
<b>General-Education Students</b>	Dropped Out	2		2		5	0.7%
	Entered GED Program*	2		2		0	0.0%
	Total Noncompleters	4		4		5	0.7%
<b>Students with Disabilities</b>	Dropped Out	0		0		2	2.7%
	Entered GED Program*	0		0		0	0.0%
	Total Noncompleters	0		0		2	2.7%
<b>All Students</b>	Dropped Out	2	0.3%	2	0.3%	7	0.9%
	Entered GED Program*	2	0.3%	2	0.3%	0	0.0%
	Total Noncompleters	4	0.6%	4	0.5%	7	0.9%

\*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)

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

## Students with Disabilities

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	1	#	14	79%	2	#
Science	1	#	7	57%	1	#
Reading	2	#	8	88%	4	#
Writing	2	#	8	88%	11	91%
Global Studies	1	#	3	#	3	#
U.S. Hist & Gov't	2	#	3	#	1	#

(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	189	162	181	9	10	17
Number Scoring 55-100	184	153	175	7	6	13
Number Scoring 65-100	178	143	165	6	5	10
Number Scoring 85-100	106	86	88	0	0	1
Percentage of Tested Scoring 55-100	97%	94%	97%	78%	60%	76%
Percentage of Tested Scoring 65-100	94%	88%	91%	67%	50%	59%
Percentage of Tested Scoring 85-100	56%	53%	49%	0%	0%	6%
<b>Mathematics A</b>						
Number Tested	138	190	201	6	18	8
Number Scoring 55-100	131	177	200	4	10	7
Number Scoring 65-100	127	171	190	3	9	5
Number Scoring 85-100	54	60	73	2	0	1
Percentage of Tested Scoring 55-100	95%	93%	100%	67%	56%	88%
Percentage of Tested Scoring 65-100	92%	90%	95%	50%	50%	62%
Percentage of Tested Scoring 85-100	39%	32%	36%	33%	0%	12%
<b>Mathematics B</b>						
Number Tested	0	107	144	0	2	2
Number Scoring 55-100	0	79	140	0	#	#
Number Scoring 65-100	0	67	132	0	#	#
Number Scoring 85-100	0	13	46	0	#	#
Percentage of Tested Scoring 55-100	0%	74%	97%	0%	#	#
Percentage of Tested Scoring 65-100	0%	63%	92%	0%	#	#
Percentage of Tested Scoring 85-100	0%	12%	32%	0%	#	#
<b>Global History and Geography</b>						
Number Tested	159	175	208	10	13	14
Number Scoring 55-100	155	165	194	9	11	12
Number Scoring 65-100	148	161	179	9	11	7
Number Scoring 85-100	57	84	81	1	0	0
Percentage of Tested Scoring 55-100	97%	94%	93%	90%	85%	86%
Percentage of Tested Scoring 65-100	93%	92%	86%	90%	85%	50%
Percentage of Tested Scoring 85-100	36%	48%	39%	10%	0%	0%
<b>U.S. History and Government</b>						
Number Tested	199	167	171	9	10	13
Number Scoring 55-100	193	165	170	8	9	13
Number Scoring 65-100	181	157	165	8	7	12
Number Scoring 85-100	68	88	108	0	1	3
Percentage of Tested Scoring 55-100	97%	99%	99%	89%	90%	100%
Percentage of Tested Scoring 65-100	91%	94%	96%	89%	70%	92%
Percentage of Tested Scoring 85-100	34%	53%	63%	0%	10%	23%

(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	154	169	191	9	9	7
Number Scoring 55-100	153	168	188	9	9	7
Number Scoring 65-100	151	167	186	9	8	7
Number Scoring 85-100	56	70	57	0	1	0
Percentage of Tested Scoring 55-100	99%	99%	98%	100%	100%	100%
Percentage of Tested Scoring 65-100	98%	99%	97%	100%	89%	100%
Percentage of Tested Scoring 85-100	36%	41%	30%	0%	11%	0%
<b>Physical Setting/Earth Science</b>						
Number Tested	181	209	213	10	5	18
Number Scoring 55-100	179	192	193	8	4	10
Number Scoring 65-100	167	175	175	4	1	7
Number Scoring 85-100	60	90	58	0	0	1
Percentage of Tested Scoring 55-100	99%	92%	91%	80%	80%	56%
Percentage of Tested Scoring 65-100	92%	84%	82%	40%	20%	39%
Percentage of Tested Scoring 85-100	33%	43%	27%	0%	0%	6%
<b>Physical Setting/Chemistry</b>						
Number Tested	115	137	117	3	2	2
Number Scoring 55-100	97	129	117	#	#	#
Number Scoring 65-100	54	107	108	#	#	#
Number Scoring 85-100	2	16	23	#	#	#
Percentage of Tested Scoring 55-100	84%	94%	100%	#	#	#
Percentage of Tested Scoring 65-100	47%	78%	92%	#	#	#
Percentage of Tested Scoring 85-100	2%	12%	20%	#	#	#
<b>Physical Setting/Physics</b>						
Number Tested			45			0
Number Scoring 55-100			44			0
Number Scoring 65-100			42			0
Number Scoring 85-100			13			0
Percentage of Tested Scoring 55-100			98%			0%
Percentage of Tested Scoring 65-100			93%			0%
Percentage of Tested Scoring 85-100			29%			0%

\* 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	23	37	35	2	0	0
Number Scoring 55-100	23	37	35	#	0	0
Number Scoring 65-100	23	37	35	#	0	0
Number Scoring 85-100	5	23	20	#	0	0
Percentage of Tested Scoring 55-100	100%	100%	100%	#	0%	0%
Percentage of Tested Scoring 65-100	100%	100%	100%	#	0%	0%
Percentage of Tested Scoring 85-100	22%	62%	57%	#	0%	0%
<b>Comprehensive Italian</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%
<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	77	84	92	2	3	2
Number Scoring 55-100	77	83	90	#	#	#
Number Scoring 65-100	71	82	86	#	#	#
Number Scoring 85-100	23	41	43	#	#	#
Percentage of Tested Scoring 55-100	100%	99%	98%	#	#	#
Percentage of Tested Scoring 65-100	92%	98%	93%	#	#	#
Percentage of Tested Scoring 85-100	30%	49%	47%	#	#	#
<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	167	4	0	2	0	0
Number Scoring 55-100	156	#	0	#	0	0
Number Scoring 65-100	148	#	0	#	0	0
Number Scoring 85-100	78	#	0	#	0	0
Percentage of Tested Scoring 55-100	93%	#	0%	#	0%	0%
Percentage of Tested Scoring 65-100	89%	#	0%	#	0%	0%
Percentage of Tested Scoring 85-100	47%	#	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	59	100%	24	92%	42	100%
Students with Disabilities	7	86%	2	#	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	189	0%	1%	43%	56%
	Students with Disabilities	16	6%	6%	56%	31%
	All Students	205	0%	1%	44%	54%

## 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	226	0%	11%	54%	35%
	Students with Disabilities	12	0%	58%	42%	0%
	All Students	238	0%	13%	54%	33%

(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	2	0	#	#	#	#
<b>Middle Level</b>						
Social Studies	1	0	#	#	#	#
<b>Secondary Level</b>						
English Language Arts	1	0	#	#	#	#
Social Studies	1	0	#	#	#	#
Mathematics	1	0	#	#	#	#
Science	1	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	145	145	145	11	11	11	156	156	156
Number Scoring 55–64	3	1	0	0	2	0	3	3	0
Number Scoring 65–84	86	53	74	7	6	8	93	59	82
Number Scoring 85–100	55	87	69	1	1	1	56	88	70
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 K-1)</b>						
Number Tested			10			0
Beginning (0-18)			0			0
Intermediate (19-31)			1			0
Advanced (32-36)			2			0
Proficient (37-39)			7			0
<b>Reading and Writing (Grade K-1)</b>						
Number Tested			10			0
Beginning (0-14)			3			0
Intermediate (15-24)			1			0
Advanced (25-32)			3			0
Proficient (33-35)			3			0
<b>Listening and Speaking (Grade 2-4)</b>						
Number Tested			3			0
Beginning (0-18)			#			0
Intermediate (19-31)			#			0
Advanced (32-36)			#			0
Proficient (37-39)			#			0
<b>Reading and Writing (Grade 2-4)</b>						
Number Tested			3			0
Beginning (0-14)			#			0
Intermediate (15-24)			#			0
Advanced (25-32)			#			0
Proficient (33-35)			#			0
<b>Listening and Speaking (Grade 5-6)</b>						
Number Tested			2			0
Beginning (0-18)			#			0
Intermediate (19-31)			#			0
Advanced (32-36)			#			0
Proficient (37-39)			#			0
<b>Reading and Writing (Grade 5-6)</b>						
Number Tested			2			0
Beginning (0-14)			#			0
Intermediate (15-24)			#			0
Advanced (25-32)			#			0
Proficient (33-35)			#			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 – K)

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			2			0
Beginning (0-18)			#			0
Intermediate (19-31)			#			0
Advanced (32-36)			#			0
Proficient (37-39)			#			0
<b>Reading and Writing (Grade 7-8)</b>						
Number Tested			2			0
Beginning (0-14)			#			0
Intermediate (15-24)			#			0
Advanced (25-32)			#			0
Proficient (33-35)			#			0
<b>Listening and Speaking (Grade 9-12)</b>						
Number Tested			3			0
Beginning (0-18)			#			0
Intermediate (19-31)			#			0
Advanced (32-36)			#			0
Proficient (37-39)			#			0
<b>Reading and Writing (Grade 9-12)</b>						
Number Tested			3			0
Beginning (0-14)			#			0
Intermediate (15-24)			#			0
Advanced (25-32)			#			0
Proficient (33-35)			#			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)