

New York State School Report Card

Comprehensive Information Report

BEDS Code: 44-21-15-02-0001
 Name: S.S. Seward Institute
 Principal: Clement Ceccarelli

Grade Range : 6-12

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	55	60	83
Ungraded Elementary	0	0	0
Seventh	65	59	60
Eighth	68	76	67
Ninth	52	66	76
Tenth	63	64	60
Eleventh	60	59	62
Twelfth	41	60	57
Ungraded Secondary	0	0	0
Total K-12 Enrollment	404	444	465

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	2	0.5%	6	1.4%	8	1.7%
Black (Not Hispanic)	10	2.5%	16	3.6%	19	4.1%
Hispanic	29	7.2%	54	12.2%	69	14.8%
White (Not Hispanic)	363	89.9%	368	82.9%	369	79.4%

Average Class Size

Grade Level	2001-02	2002-03	2003-04
Kindergarten	0	0	0
Common Branch	0	0	0
English Grade 8	17	24	22
Mathematics Grade 8	15	22	14
Science Grade 8	14	18	21
Social Studies Grade 8	17	24	21
English Grade 10	15	21	17
Mathematics Grade 10	0	27	30
Science Grade 10	18	0	0
Social Studies Grade 10	19	21	17

(Form – A)

District Need to Resource Capacity Category

N/RC Category	Description
5	This is a school district with average student needs in relation to district resource capacity.

Similar School Group and Description

Similar School Group	Description
50	All schools in this group are secondary level schools in school districts with average 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

	2001-02		2002-03		2003-04	
	Count	Percent	Count	Percent	Count	Percent
Limited English Proficient	1	0.3%	4	0.9%	5	1.1%
Eligible for Free Lunch	47	11.6%	45	10.1%	40	8.6%

Attendance and Suspension

	2000-01		2001-02		2002-03	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
Annual Attendance Rate		94.3%		94.7%		94.0%
Student Suspensions	65	16.0%	46	11.4%	64	14.4%

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

	2001-02	2002-03	2003-04
Reduced Lunch	1.7%	3.6%	4.7%
Public Assistance	1-10%	1-10%	11-20%
Student Stability	98%	100%	91%

Staff Counts

Staff	2003-04
Total Teachers	44
Total Other Professional Staff	5
Total Paraprofessionals	NA
Teaching Out of Certification*	4

*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	30	17	57%	49	25	51%	45	32	71%
Students with Disabilities	4	0	0%	8	0	0%	6	1	17%
All Students	34	17	50%	57	25	44%	51	33	65%

*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	25	14	0	2	10	0
Percent	49%	27%	0%	4%	20%	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)
6	1	3	9

*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	2		2		2	0.9%
	Entered GED Program*	1		1		7	3.0%
	Total Noncompleters	3		3		9	3.9%
Students with Disabilities	Dropped Out	0		0		1	3.1%
	Entered GED Program*	0		2		2	6.3%
	Total Noncompleters	0		2		3	9.4%
All Students	Dropped Out	2	0.9%	2	0.8%	3	1.1%
	Entered GED Program*	1	0.5%	3	1.2%	9	3.4%
	Total Noncompleters	3	1.4%	5	2.0%	12	4.5%

*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	117	0	38
	Number of Students with Disabilities	16	0	12
	Number of All Students	133	0	50
	Percent of Enrollment	71%	0%	24%
9-12	Number of General-Education Students	180	47	51
	Number of Students with Disabilities	36	18	5
	Number of All Students	216	65	56
	Percent of Enrollment	100%	26%	22%

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; completion 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	18	83%	30	97%	23	96%
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	36	78%	40	73%	24	88%

Students with Disabilities

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	1	#	0	0%	1	#
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	2	#	0	0%	1	#

Regents Competency Tests

General-Education Students

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	4	#	0	0%	2	#
Science	1	#	0	0%	1	#
Reading	1	#	0	0%	1	#
Writing	1	#	0	0%	1	#
Global Studies	0	0%	0	0%	0	0%
U.S. Hist & Gov't	1	#	0	0%	3	#

Students with Disabilities

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	6	67%	2	#	6	100%
Science	3	#	2	#	3	#
Reading	4	#	0	0%	4	#
Writing	4	#	0	0%	4	#
Global Studies	3	#	0	0%	5	60%
U.S. Hist & Gov't	2	#	0	0%	6	67%

(Form – E)

Regents Examinations

	All Students			Students with Disabilities		
	2001–02	2002–03	2003–04	2001–02	2002–03	2003–04
Comprehensive English						
Number Tested	59	47	59	9	1	3
Number Scoring 55–100	50	43	51	5	#	#
Number Scoring 65–100	40	41	47	2	#	#
Number Scoring 85–100	12	18	25	0	#	#
Percentage of Tested Scoring 55–100	85%	91%	86%	56%	#	#
Percentage of Tested Scoring 65–100	68%	87%	80%	22%	#	#
Percentage of Tested Scoring 85–100	20%	38%	42%	0%	#	#
Mathematics A						
Number Tested	66	84	75	2	2	1
Number Scoring 55–100	36	57	64	#	#	#
Number Scoring 65–100	26	44	49	#	#	#
Number Scoring 85–100	0	9	11	#	#	#
Percentage of Tested Scoring 55–100	55%	68%	85%	#	#	#
Percentage of Tested Scoring 65–100	39%	52%	65%	#	#	#
Percentage of Tested Scoring 85–100	0%	11%	15%	#	#	#
Mathematics B						
Number Tested	21	25	37	0	0	0
Number Scoring 55–100	18	0	9	0	0	0
Number Scoring 65–100	9	0	6	0	0	0
Number Scoring 85–100	0	0	0	0	0	0
Percentage of Tested Scoring 55–100	86%	0%	24%	0%	0%	0%
Percentage of Tested Scoring 65–100	43%	0%	16%	0%	0%	0%
Percentage of Tested Scoring 85–100	0%	0%	0%	0%	0%	0%
Global History and Geography						
Number Tested	58	60	61	5	3	3
Number Scoring 55–100	50	43	51	4	#	#
Number Scoring 65–100	43	40	46	3	#	#
Number Scoring 85–100	13	10	24	1	#	#
Percentage of Tested Scoring 55–100	86%	72%	84%	80%	#	#
Percentage of Tested Scoring 65–100	74%	67%	75%	60%	#	#
Percentage of Tested Scoring 85–100	22%	17%	39%	20%	#	#
U.S. History and Government						
Number Tested	46	56	57	8	4	3
Number Scoring 55–100	37	46	43	6	#	#
Number Scoring 65–100	31	41	38	4	#	#
Number Scoring 85–100	1	16	11	0	#	#
Percentage of Tested Scoring 55–100	80%	82%	75%	75%	#	#
Percentage of Tested Scoring 65–100	67%	73%	67%	50%	#	#
Percentage of Tested Scoring 85–100	2%	29%	19%	0%	#	#

(Form – F)

Regents Examinations

	All Students			Students with Disabilities		
	2001–02	2002–03	2003–04	2001–02	2002–03	2003–04
Living Environment						
Number Tested	47	80	77	0	5	6
Number Scoring 55–100	46	76	74	0	5	5
Number Scoring 65–100	39	68	70	0	5	4
Number Scoring 85–100	5	20	13	0	0	1
Percentage of Tested Scoring 55–100	98%	95%	96%	0%	100%	83%
Percentage of Tested Scoring 65–100	83%	85%	91%	0%	100%	67%
Percentage of Tested Scoring 85–100	11%	25%	17%	0%	0%	17%
Physical Setting/Earth Science						
Number Tested	52	57	80	4	2	5
Number Scoring 55–100	47	46	72	#	#	4
Number Scoring 65–100	40	41	67	#	#	4
Number Scoring 85–100	12	16	25	#	#	0
Percentage of Tested Scoring 55–100	90%	81%	90%	#	#	80%
Percentage of Tested Scoring 65–100	77%	72%	84%	#	#	80%
Percentage of Tested Scoring 85–100	23%	28%	31%	#	#	0%
Physical Setting/Chemistry						
Number Tested	18	25	19	0	0	0
Number Scoring 55–100	18	24	18	0	0	0
Number Scoring 65–100	13	17	15	0	0	0
Number Scoring 85–100	0	4	0	0	0	0
Percentage of Tested Scoring 55–100	100%	96%	95%	0%	0%	0%
Percentage of Tested Scoring 65–100	72%	68%	79%	0%	0%	0%
Percentage of Tested Scoring 85–100	0%	16%	0%	0%	0%	0%
Physical Setting/Physics						
Number Tested			14			0
Number Scoring 55–100			12			0
Number Scoring 65–100			10			0
Number Scoring 85–100			1			0
Percentage of Tested Scoring 55–100			86%			0%
Percentage of Tested Scoring 65–100			71%			0%
Percentage of Tested Scoring 85–100			7%			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
Comprehensive French						
Number Tested	19	10	13	1	0	0
Number Scoring 55–100	18	9	12	#	0	0
Number Scoring 65–100	15	9	12	#	0	0
Number Scoring 85–100	6	5	9	#	0	0
Percentage of Tested Scoring 55–100	95%	90%	92%	#	0%	0%
Percentage of Tested Scoring 65–100	79%	90%	92%	#	0%	0%
Percentage of Tested Scoring 85–100	32%	50%	69%	#	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	25	21	30	1	0	0
Number Scoring 55–100	25	21	29	#	0	0
Number Scoring 65–100	23	20	26	#	0	0
Number Scoring 85–100	15	8	13	#	0	0
Percentage of Tested Scoring 55–100	100%	100%	97%	#	0%	0%
Percentage of Tested Scoring 65–100	92%	95%	87%	#	0%	0%
Percentage of Tested Scoring 85–100	60%	38%	43%	#	0%	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		
	2001–02	2002–03	2003–04	2001–02	2002–03	2003–04
Sequential Mathematics, Course III (last administered January 2004)						
Number Tested	2	0	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%

Introduction to Occupations Examination

	2001–02		2002–03		2003–04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
General-Education Students	9	100%	15	67%	9	100%
Students with Disabilities	2	#	1	#	4	#

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
Nov 2003	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 2004	General-Education Students	56	#	#	#	#
	Students with Disabilities	4	#	#	#	#
	All Students	60	2%	32%	52%	15%

(Form – I)

New York State Alternate Assessments (NYSAA)

2003–04

	Count of Students					
Test	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

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	41	41	41	7	7	7	48	48	48
Number Scoring 55–64	3	2	1	1	0	2	4	2	3
Number Scoring 65–84	25	22	24	3	2	1	28	24	25
Number Scoring 85–100	11	13	14	1	1	2	12	14	16
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
Listening and Speaking (Grade 7-8)						
Number Tested			2			0
Beginning (0-18)			#			0
Intermediate (19-31)			#			0
Advanced (32-36)			#			0
Proficient (37-39)			#			0
Reading and Writing (Grade 7-8)						
Number Tested			2			0
Beginning (0-14)			#			0
Intermediate (15-24)			#			0
Advanced (25-32)			#			0
Proficient (33-35)			#			0
Listening and Speaking (Grade 9-12)						
Number Tested			1			0
Beginning (0-18)			#			0
Intermediate (19-31)			#			0
Advanced (32-36)			#			0
Proficient (37-39)			#			0
Reading and Writing (Grade 9-12)						
Number Tested			1			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)