

# New York State School Report Card Comprehensive Information Report

BEDS Code: 28-02-23-03-0005  
 Name: Wantagh Senior High School  
 Principal: Terrance O'Connor

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	213	262	239
Tenth	251	213	263
Eleventh	210	249	218
Twelfth	238	205	250
Ungraded Secondary	0	0	0
Total K-12 Enrollment	912	929	970

## 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	10	1.1%	18	1.9%	26	2.7%
Black (Not Hispanic)	0	0.0%	0	0.0%	0	0.0%
Hispanic	9	1.0%	14	1.5%	37	3.8%
White (Not Hispanic)	893	97.9%	897	96.6%	907	93.5%

## 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	16
Mathematics Grade 8	0	26	0
Science Grade 8	0	26	28
Social Studies Grade 8	0	0	0
English Grade 10	25	25	25
Mathematics Grade 10	24	21	20
Science Grade 10	20	15	19
Social Studies Grade 10	25	22	20

(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

	2000–2001		2001–2002		2002–2003	
	Count	Percent	Count	Percent	Count	Percent
Limited English Proficient	2	0.2%	2	0.2%	2	0.2%
Eligible for Free Lunch	6	0.7%	8	0.9%	2	0.2%

### 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		95.2%		95.2%		96.0%
Student Suspensions	6	0.7%	6	0.7%	7	0.7%

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

	2000–2001	2001–2002	2002–2003
Reduced Lunch	0.3%	0.1%	0.5%
Public Assistance	1-10%	1-10%	1-10%
Student Stability	100%	99%	99%

### Staff Counts

Staff	2002–2003
Total Teachers	72
Total Other Professional Staff	11
Total Paraprofessionals	NA
Teaching Out of Certification*	0
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	202	166	82%	187	155	83%	208	189	91%
Students with Disabilities	30	17	57%	4	4	100%	30	29	97%
All Students	232	183	79%	191	159	83%	238	218	92%

\*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	172	55	0	1	10	0
Percent	72%	23%	0%	0%	4%	0%

## 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)
30	29	11	41

\*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			9		3	
	Entered GED Program*			0		0	
	Total Noncompleters			9		3	
Students with Disabilities	Dropped Out			2		2	
	Entered GED Program*			0		0	
	Total Noncompleters			2		2	
All Students	Dropped Out	6	0.7%	11	1.2%	5	0.5%
	Entered GED Program*	4	0.4%	0	0.0%	0	0.0%
	Total Noncompleters	10	1.1%	11	1.2%	5	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	1	#	0	0%	0	0%
German	0	0%	0	0%	0	0%
Italian	5	100%	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%	0	0%	0	0%
Science	3	#	0	0%	0	0%
Reading	0	0%	0	0%	1	#
Writing	0	0%	0	0%	1	#
Global Studies	0	0%	0	0%	0	0%
U.S. Hist & Gov't	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
Mathematics	2	#	0	0%	2	#
Science	0	0%	10	60%	0	0%
Reading	0	0%	0	0%	1	#
Writing	1	#	0	0%	0	0%
Global Studies	0	0%	0	0%	0	0%
U.S. Hist & Gov't	1	#	0	0%	0	0%

(Form – E)

# Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
<b>Comprehensive English</b>						
Number Tested	205	241	208	22	40	25
Number Scoring 55–100	204	240	206	21	40	23
Number Scoring 65–100	198	236	202	19	38	19
Number Scoring 85–100	118	149	126	2	6	3
Percentage of Tested Scoring 55–100	100%	100%	99%	95%	100%	92%
Percentage of Tested Scoring 65–100	97%	98%	97%	86%	95%	76%
Percentage of Tested Scoring 85–100	58%	62%	61%	9%	15%	12%
<b>Mathematics A</b>						
Number Tested	39	249	288	11	39	37
Number Scoring 55–100	33	245	281	9	36	34
Number Scoring 65–100	29	238	269	8	32	32
Number Scoring 85–100	1	145	79	0	4	2
Percentage of Tested Scoring 55–100	85%	98%	98%	82%	92%	92%
Percentage of Tested Scoring 65–100	74%	96%	93%	73%	82%	86%
Percentage of Tested Scoring 85–100	3%	58%	27%	0%	10%	5%
<b>Mathematics B (first administered June 2001)</b>						
Number Tested	0	0	143	0	0	2
Number Scoring 55–100	0	0	138	0	0	#
Number Scoring 65–100	0	0	124	0	0	#
Number Scoring 85–100	0	0	48	0	0	#
Percentage of Tested Scoring 55–100	0%	0%	97%	0%	0%	#
Percentage of Tested Scoring 65–100	0%	0%	87%	0%	0%	#
Percentage of Tested Scoring 85–100	0%	0%	34%	0%	0%	#
<b>Global History and Geography</b>						
Number Tested	252	221	235	44	33	23
Number Scoring 55–100	252	220	234	44	33	23
Number Scoring 65–100	247	215	228	41	31	19
Number Scoring 85–100	159	112	144	13	7	3
Percentage of Tested Scoring 55–100	100%	100%	100%	100%	100%	100%
Percentage of Tested Scoring 65–100	98%	97%	97%	93%	94%	83%
Percentage of Tested Scoring 85–100	63%	51%	61%	30%	21%	13%
<b>U.S. History and Government (first administered June 2001)</b>						
Number Tested	171	238	219	10	32	42
Number Scoring 55–100	170	237	217	9	31	40
Number Scoring 65–100	169	233	214	9	29	37
Number Scoring 85–100	116	150	140	4	18	8
Percentage of Tested Scoring 55–100	99%	100%	99%	90%	97%	95%
Percentage of Tested Scoring 65–100	99%	98%	98%	90%	91%	88%
Percentage of Tested Scoring 85–100	68%	63%	64%	40%	56%	19%

(Form – F)

# Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
<b>Living Environment (first administered June 2001)</b>						
Number Tested	231	230	253	38	25	25
Number Scoring 55–100	230	230	250	37	25	23
Number Scoring 65–100	221	223	241	30	21	19
Number Scoring 85–100	45	100	91	0	2	1
Percentage of Tested Scoring 55–100	100%	100%	99%	97%	100%	92%
Percentage of Tested Scoring 65–100	96%	97%	95%	79%	84%	76%
Percentage of Tested Scoring 85–100	19%	43%	36%	0%	8%	4%
<b>Physical Setting/Earth Science (first administered June 2001)</b>						
Number Tested	182	207	178	21	27	21
Number Scoring 55–100	173	201	175	19	23	21
Number Scoring 65–100	158	190	172	19	19	21
Number Scoring 85–100	66	77	94	6	4	6
Percentage of Tested Scoring 55–100	95%	97%	98%	90%	85%	100%
Percentage of Tested Scoring 65–100	87%	92%	97%	90%	70%	100%
Percentage of Tested Scoring 85–100	36%	37%	53%	29%	15%	29%
<b>Physical Setting/Chemistry (first administered June 2002)</b>						
Number Tested		160	165		8	4
Number Scoring 55–100		159	165		7	#
Number Scoring 65–100		138	147		6	#
Number Scoring 85–100		14	34		0	#
Percentage of Tested Scoring 55–100		99%	100%		88%	#
Percentage of Tested Scoring 65–100		86%	89%		75%	#
Percentage of Tested Scoring 85–100		9%	21%		0%	#
<b>Physical Setting/Physics (first administered June 2002)*</b>						
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
<b>Comprehensive French</b>						
Number Tested	32	29	14	0	0	1
Number Scoring 55–100	32	29	14	0	0	#
Number Scoring 65–100	32	29	14	0	0	#
Number Scoring 85–100	24	26	13	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	75%	90%	93%	0%	0%	#
<b>Comprehensive Italian</b>						
Number Tested	35	43	46	0	1	1
Number Scoring 55–100	35	43	46	0	#	#
Number Scoring 65–100	35	43	45	0	#	#
Number Scoring 85–100	32	33	34	0	#	#
Percentage of Tested Scoring 55–100	100%	100%	100%	0%	#	#
Percentage of Tested Scoring 65–100	100%	100%	98%	0%	#	#
Percentage of Tested Scoring 85–100	91%	77%	74%	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	95	89	2	0	2	0
Number Scoring 55–100	95	89	#	0	#	0
Number Scoring 65–100	95	89	#	0	#	0
Number Scoring 85–100	88	68	#	0	#	0
Percentage of Tested Scoring 55–100	100%	100%	#	0%	#	0%
Percentage of Tested Scoring 65–100	100%	100%	#	0%	#	0%
Percentage of Tested Scoring 85–100	93%	76%	#	0%	#	0%
<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	2002	2003	2001	2002	2003
<b>Sequential Mathematics, Course II (last administered January 2003)</b>						
Number Tested	189	0	1	5	0	0
Number Scoring 55–100	184	0	#	5	0	0
Number Scoring 65–100	179	0	#	5	0	0
Number Scoring 85–100	123	0	#	0	0	0
Percentage of Tested Scoring 55–100	97%	0%	#	100%	0%	0%
Percentage of Tested Scoring 65–100	95%	0%	#	100%	0%	0%
Percentage of Tested Scoring 85–100	65%	0%	#	0%	0%	0%
<b>Sequential Mathematics, Course III</b>						
Number Tested	147	167	3	1	5	0
Number Scoring 55–100	140	164	#	#	5	0
Number Scoring 65–100	134	157	#	#	5	0
Number Scoring 85–100	78	95	#	#	0	0
Percentage of Tested Scoring 55–100	95%	98%	#	#	100%	0%
Percentage of Tested Scoring 65–100	91%	94%	#	#	100%	0%
Percentage of Tested Scoring 85–100	53%	57%	#	#	0%	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	52	100%	28	100%	36	100%
Students with Disabilities	31	97%	16	100%	11	100%

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
<b>Nov 2002</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 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%

(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
<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

## 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	199	199	199	43	43	43	242	242	242
Number Scoring 55–64	0	1	1	3	3	1	3	4	2
Number Scoring 65–84	52	69	102	29	23	40	81	92	142
Number Scoring 85–100	146	126	96	11	14	1	157	140	97
Approved Alternatives	0	0	0	0	0	0	0	0	0

(Form – K)