

# New York State School Report Card Comprehensive Information Report

BEDS Code: 44-21-15-02-0001

Grade Range : 6-12

Name: S.S. Seward Institute

Principal: Clement Ceccarelli

## 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	68	55	60
Ungraded Elementary	0	0	0
Seventh	71	65	59
Eighth	46	68	76
Ninth	67	52	66
Tenth	58	63	64
Eleventh	50	60	59
Twelfth	47	41	60
Ungraded Secondary	0	0	0
Total K-12 Enrollment	407	404	444

## 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	2	0.5%	2	0.5%	6	1.4%
Black (Not Hispanic)	14	3.4%	10	2.5%	16	3.6%
Hispanic	37	9.1%	29	7.2%	54	12.2%
White (Not Hispanic)	354	87.0%	363	89.9%	368	82.9%

## Average Class Size

Grade Level	2000-2001	2001-2002	2002-2003
Kindergarten	0	0	0
Common Branch	0	0	0
English Grade 8	15	17	24
Mathematics Grade 8	12	15	22
Science Grade 8	14	14	18
Social Studies Grade 8	14	17	24
English Grade 10	18	15	21
Mathematics Grade 10	0	0	27
Science Grade 10	18	18	0
Social Studies Grade 10	14	19	21

(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

	2000–2001		2001–2002		2002–2003	
	Count	Percent	Count	Percent	Count	Percent
Limited English Proficient	2	0.5%	1	0.3%	4	0.9%
Eligible for Free Lunch	50	12.3%	47	11.6%	45	10.1%

### 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		94.0%		94.3%		94.7%
Student Suspensions	64	16.1%	65	16.0%	46	11.4%

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

	2000–2001	2001–2002	2002–2003
Reduced Lunch	2.9%	1.7%	3.6%
Public Assistance	1-10%	1-10%	1-10%
Student Stability	98%	98%	100%

### Staff Counts

Staff	2002–2003
Total Teachers	40
Total Other Professional Staff	5
Total Paraprofessionals	NA
Teaching Out of Certification*	6
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	38	22	58%	30	17	57%	49	25	51%
Students with Disabilities	6	1	17%	4	0	0%	8	0	0%
All Students	44	23	52%	34	17	50%	57	25	44%

\*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	17	23	2	1	13	1
Percent	30%	40%	4%	2%	23%	2%

## 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)
8	0	0	8

\*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			2		2	
	Entered GED Program*			1		1	
	Total Noncompleters			3		3	
Students with Disabilities	Dropped Out			0		0	
	Entered GED Program*			0		2	
	Total Noncompleters			0		2	
All Students	Dropped Out	6	2.7%	2	0.9%	2	0.8%
	Entered GED Program*	1	0.4%	1	0.5%	3	1.2%
	Total Noncompleters	7	3.2%	3	1.4%	5	2.0%

\*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		117	0
	Number of Students with Disabilities		16	0
	Number of All Students		133	0
	Percent of Enrollment		71%	0%
9-12	Number of General-Education Students		180	47
	Number of Students with Disabilities		36	18
	Number of All Students		216	65
	Percent of Enrollment		100%	26%

## Second Language Proficiency Examinations

### General-Education Students

Test	2000-2001		2001-2002		2002-2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	20	40%	18	83%	30	97%
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	24	83%	36	78%	40	72%

### Students with Disabilities

Test	2000-2001		2001-2002		2002-2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	2	#	1	#	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%	2	#	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%	4	#	0	0%
Science	3	#	1	#	0	0%
Reading	0	0%	1	#	0	0%
Writing	0	0%	1	#	0	0%
Global Studies	0	0%	0	0%	0	0%
U.S. Hist & Gov't	0	0%	1	#	0	0%

## Students with Disabilities

Test	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	11	100%	6	67%	2	#
Science	6	100%	3	#	2	#
Reading	4	#	4	#	0	0%
Writing	3	#	4	#	0	0%
Global Studies	6	67%	3	#	0	0%
U.S. Hist & Gov't	3	#	2	#	0	0%

(Form – E)

# Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
<b>Comprehensive English</b>						
Number Tested	42	59	47	7	9	1
Number Scoring 55–100	38	50	43	4	5	#
Number Scoring 65–100	33	40	41	3	2	#
Number Scoring 85–100	7	12	18	0	0	#
Percentage of Tested Scoring 55–100	90%	85%	91%	57%	56%	#
Percentage of Tested Scoring 65–100	79%	68%	87%	43%	22%	#
Percentage of Tested Scoring 85–100	17%	20%	38%	0%	0%	#
<b>Mathematics A</b>						
Number Tested	66	66	84	11	2	2
Number Scoring 55–100	40	36	57	2	#	#
Number Scoring 65–100	31	26	44	0	#	#
Number Scoring 85–100	4	0	9	0	#	#
Percentage of Tested Scoring 55–100	61%	55%	68%	18%	#	#
Percentage of Tested Scoring 65–100	47%	39%	52%	0%	#	#
Percentage of Tested Scoring 85–100	6%	0%	11%	0%	#	#
<b>Mathematics B (first administered June 2001)</b>						
Number Tested	0	21	25	0	0	0
Number Scoring 55–100	0	18	0	0	0	0
Number Scoring 65–100	0	9	0	0	0	0
Number Scoring 85–100	0	0	0	0	0	0
Percentage of Tested Scoring 55–100	0%	86%	0%	0%	0%	0%
Percentage of Tested Scoring 65–100	0%	43%	0%	0%	0%	0%
Percentage of Tested Scoring 85–100	0%	0%	0%	0%	0%	0%
<b>Global History and Geography</b>						
Number Tested	54	58	60	7	5	3
Number Scoring 55–100	52	50	43	7	4	#
Number Scoring 65–100	47	43	40	5	3	#
Number Scoring 85–100	17	13	10	0	1	#
Percentage of Tested Scoring 55–100	96%	86%	72%	100%	80%	#
Percentage of Tested Scoring 65–100	87%	74%	67%	71%	60%	#
Percentage of Tested Scoring 85–100	31%	22%	17%	0%	20%	#
<b>U.S. History and Government (first administered June 2001)</b>						
Number Tested	39	46	56	7	8	4
Number Scoring 55–100	33	37	46	5	6	#
Number Scoring 65–100	31	31	41	5	4	#
Number Scoring 85–100	11	1	16	0	0	#
Percentage of Tested Scoring 55–100	85%	80%	82%	71%	75%	#
Percentage of Tested Scoring 65–100	79%	67%	73%	71%	50%	#
Percentage of Tested Scoring 85–100	28%	2%	29%	0%	0%	#

(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	58	47	80	11	0	5
Number Scoring 55–100	56	46	76	10	0	5
Number Scoring 65–100	50	39	68	8	0	5
Number Scoring 85–100	13	5	20	1	0	0
Percentage of Tested Scoring 55–100	97%	98%	95%	91%	0%	100%
Percentage of Tested Scoring 65–100	86%	83%	85%	73%	0%	100%
Percentage of Tested Scoring 85–100	22%	11%	25%	9%	0%	0%
<b>Physical Setting/Earth Science (first administered June 2001)</b>						
Number Tested	45	52	57	6	4	2
Number Scoring 55–100	44	47	46	6	#	#
Number Scoring 65–100	36	40	41	2	#	#
Number Scoring 85–100	14	12	16	1	#	#
Percentage of Tested Scoring 55–100	98%	90%	81%	100%	#	#
Percentage of Tested Scoring 65–100	80%	77%	72%	33%	#	#
Percentage of Tested Scoring 85–100	31%	23%	28%	17%	#	#
<b>Physical Setting/Chemistry (first administered June 2002)</b>						
Number Tested		18	25		0	0
Number Scoring 55–100		18	24		0	0
Number Scoring 65–100		13	17		0	0
Number Scoring 85–100		0	4		0	0
Percentage of Tested Scoring 55–100		100%	96%		0%	0%
Percentage of Tested Scoring 65–100		72%	68%		0%	0%
Percentage of Tested Scoring 85–100		0%	16%		0%	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	16	19	10	0	1	0
Number Scoring 55–100	16	18	9	0	#	0
Number Scoring 65–100	16	15	9	0	#	0
Number Scoring 85–100	1	6	5	0	#	0
Percentage of Tested Scoring 55–100	100%	95%	90%	0%	#	0%
Percentage of Tested Scoring 65–100	100%	79%	90%	0%	#	0%
Percentage of Tested Scoring 85–100	6%	32%	50%	0%	#	0%
<b>Comprehensive Italian</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 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	18	25	21	0	1	0
Number Scoring 55–100	18	25	21	0	#	0
Number Scoring 65–100	17	23	20	0	#	0
Number Scoring 85–100	5	15	8	0	#	0
Percentage of Tested Scoring 55–100	100%	100%	100%	0%	#	0%
Percentage of Tested Scoring 65–100	94%	92%	95%	0%	#	0%
Percentage of Tested Scoring 85–100	28%	60%	38%	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	4	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%
<b>Sequential Mathematics, Course III</b>						
Number Tested	29	2	0	2	0	0
Number Scoring 55–100	14	#	0	#	0	0
Number Scoring 65–100	8	#	0	#	0	0
Number Scoring 85–100	2	#	0	#	0	0
Percentage of Tested Scoring 55–100	48%	#	0%	#	0%	0%
Percentage of Tested Scoring 65–100	28%	#	0%	#	0%	0%
Percentage of Tested Scoring 85–100	7%	#	0%	#	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	17	100%	9	100%	15	67%
Students with Disabilities	3	#	2	#	1	#

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	70	0%	24%	66%	10%
	Students with Disabilities	7	14%	29%	57%	0%
	All Students	77	1%	25%	65%	9%

(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	44	44	44	9	9	9	53	53	53
Number Scoring 55–64	2	5	2	1	2	4	3	7	6
Number Scoring 65–84	20	21	23	4	3	1	24	24	24
Number Scoring 85–100	14	1	13	1	0	0	15	1	13
Approved Alternatives	0	0	0	0	0	0	0	0	0

(Form – K)