

# New York State School Report Card Comprehensive Information Report

BEDS Code: 40-06-01-06-0006

Grade Range : 9-12

Name: Newfane Senior High School

Principal: Steve Burley

## 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	157	163	168
Tenth	177	168	167
Eleventh	171	152	170
Twelfth	136	172	143
Ungraded Secondary	4	10	0
Total K-12 Enrollment	645	665	648

## 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	9	1.4%	8	1.2%	13	2.0%
Black (Not Hispanic)	5	0.8%	10	1.5%	9	1.4%
Hispanic	5	0.8%	4	0.6%	4	0.6%
White (Not Hispanic)	626	97.1%	643	96.7%	622	96.0%

## 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	0
Mathematics Grade 8	0	0	0
Science Grade 8	0	0	0
Social Studies Grade 8	0	0	0
English Grade 10	24	21	22
Mathematics Grade 10	17	15	22
Science Grade 10	19	20	20
Social Studies Grade 10	21	23	0

(Form – A)

**District Need to Resource Capacity Category**

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

**Similar School Group and Description**

<b>Similar School Group</b>	<b>Description</b>
49	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 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**

	<b>2000–2001</b>		<b>2001–2002</b>		<b>2002–2003</b>	
	Count	Percent	Count	Percent	Count	Percent
<b>Limited English Proficient</b>	0	0.0%	0	0.0%	3	0.5%
<b>Eligible for Free Lunch</b>	84	13.0%	62	9.3%	38	5.9%

**Attendance and Suspension**

	<b>1999–2000</b>		<b>2000–2001</b>		<b>2001–2002</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>		95.4%		95.4%		95.7%
<b>Student Suspensions</b>	34	5.2%	39	6.0%	18	2.7%

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

	<b>2000–2001</b>	<b>2001–2002</b>	<b>2002–2003</b>
<b>Reduced Lunch</b>	7.7%	4.4%	5.1%
<b>Public Assistance</b>	1-10%	1-10%	1-10%
<b>Student Stability</b>	94%	88%	99%

**Staff Counts**

<b>Staff</b>	<b>2002–2003</b>
Total Teachers	47
Total Other Professional Staff	7
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	108	85	79%	144	121	84%	112	100	89%
Students with Disabilities	10	1	10%	11	1	9%	6	1	17%
All Students	118	86	73%	155	122	79%	118	101	86%

\*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	53	43	0	7	13	2
Percent	45%	36%	0%	6%	11%	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)
6	1	5	11

\*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			7		6	
	Entered GED Program*			15		14	
	Total Noncompleters			22		20	
Students with Disabilities	Dropped Out			3		1	
	Entered GED Program*			1		0	
	Total Noncompleters			4		1	
All Students	Dropped Out	2	0.3%	10	1.5%	7	1.1%
	Entered GED Program*	5	0.8%	16	2.4%	14	2.2%
	Total Noncompleters	7	1.1%	26	3.9%	21	3.2%

\*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		600	564
	Number of Students with Disabilities		65	84
	Number of All Students		665	648
	Percent of Enrollment		100%	100%

## Second Language Proficiency Examinations

### General-Education Students

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%

### 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	1	#	4	#	1	#
Science	2	#	1	#	3	#
Reading	0	0%	0	0%	0	0%
Writing	1	#	0	0%	2	#
Global Studies	5	40%	5	100%	3	#
U.S. Hist & Gov't	7	29%	4	#	5	80%

## Students with Disabilities

Test	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	12	100%	1	#	3	#
Science	6	50%	0	0%	0	0%
Reading	3	#	0	0%	3	#
Writing	4	#	0	0%	3	#
Global Studies	9	78%	0	0%	4	#
U.S. Hist & Gov't	5	100%	1	#	4	#

(Form – E)

# Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
<b>Comprehensive English</b>						
Number Tested	152	130	141	11	3	6
Number Scoring 55–100	150	123	136	10	#	4
Number Scoring 65–100	147	103	129	8	#	4
Number Scoring 85–100	56	48	48	0	#	0
Percentage of Tested Scoring 55–100	99%	95%	96%	91%	#	67%
Percentage of Tested Scoring 65–100	97%	79%	91%	73%	#	67%
Percentage of Tested Scoring 85–100	37%	37%	34%	0%	#	0%
<b>Mathematics A</b>						
Number Tested	0	188	188	0	1	7
Number Scoring 55–100	0	154	169	0	#	4
Number Scoring 65–100	0	134	142	0	#	2
Number Scoring 85–100	0	55	15	0	#	0
Percentage of Tested Scoring 55–100	0%	82%	90%	0%	#	57%
Percentage of Tested Scoring 65–100	0%	71%	76%	0%	#	29%
Percentage of Tested Scoring 85–100	0%	29%	8%	0%	#	0%
<b>Mathematics B (first administered June 2001)</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>Global History and Geography</b>						
Number Tested	167	151	157	15	1	9
Number Scoring 55–100	163	142	145	14	#	8
Number Scoring 65–100	146	125	129	10	#	4
Number Scoring 85–100	43	25	41	2	#	1
Percentage of Tested Scoring 55–100	98%	94%	92%	93%	#	89%
Percentage of Tested Scoring 65–100	87%	83%	82%	67%	#	44%
Percentage of Tested Scoring 85–100	26%	17%	26%	13%	#	11%
<b>U.S. History and Government (first administered June 2001)</b>						
Number Tested	135	156	143	11	5	9
Number Scoring 55–100	132	148	139	10	5	9
Number Scoring 65–100	119	134	129	8	4	7
Number Scoring 85–100	54	29	38	1	0	1
Percentage of Tested Scoring 55–100	98%	95%	97%	91%	100%	100%
Percentage of Tested Scoring 65–100	88%	86%	90%	73%	80%	78%
Percentage of Tested Scoring 85–100	40%	19%	27%	9%	0%	11%

(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	138	145	135	6	0	3
Number Scoring 55–100	137	145	135	6	0	#
Number Scoring 65–100	137	145	132	6	0	#
Number Scoring 85–100	51	52	61	1	0	#
Percentage of Tested Scoring 55–100	99%	100%	100%	100%	0%	#
Percentage of Tested Scoring 65–100	99%	100%	98%	100%	0%	#
Percentage of Tested Scoring 85–100	37%	36%	45%	17%	0%	#
<b>Physical Setting/Earth Science (first administered June 2001)</b>						
Number Tested	142	145	137	15	0	5
Number Scoring 55–100	128	143	134	11	0	5
Number Scoring 65–100	120	137	129	9	0	5
Number Scoring 85–100	56	67	56	4	0	1
Percentage of Tested Scoring 55–100	90%	99%	98%	73%	0%	100%
Percentage of Tested Scoring 65–100	85%	94%	94%	60%	0%	100%
Percentage of Tested Scoring 85–100	39%	46%	41%	27%	0%	20%
<b>Physical Setting/Chemistry (first administered June 2002)</b>						
Number Tested		72	84		0	0
Number Scoring 55–100		65	73		0	0
Number Scoring 65–100		50	57		0	0
Number Scoring 85–100		15	10		0	0
Percentage of Tested Scoring 55–100		90%	87%		0%	0%
Percentage of Tested Scoring 65–100		69%	68%		0%	0%
Percentage of Tested Scoring 85–100		21%	12%		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	24	28	29	0	0	0
Number Scoring 55–100	24	27	28	0	0	0
Number Scoring 65–100	22	21	27	0	0	0
Number Scoring 85–100	12	3	12	0	0	0
Percentage of Tested Scoring 55–100	100%	96%	97%	0%	0%	0%
Percentage of Tested Scoring 65–100	92%	75%	93%	0%	0%	0%
Percentage of Tested Scoring 85–100	50%	11%	41%	0%	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	58	65	61	0	0	0
Number Scoring 55–100	58	65	61	0	0	0
Number Scoring 65–100	57	63	56	0	0	0
Number Scoring 85–100	29	26	29	0	0	0
Percentage of Tested Scoring 55–100	100%	100%	100%	0%	0%	0%
Percentage of Tested Scoring 65–100	98%	97%	92%	0%	0%	0%
Percentage of Tested Scoring 85–100	50%	40%	48%	0%	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	140	3	1	12	0	0
Number Scoring 55–100	122	#	#	7	0	0
Number Scoring 65–100	104	#	#	4	0	0
Number Scoring 85–100	46	#	#	1	0	0
Percentage of Tested Scoring 55–100	87%	#	#	58%	0%	0%
Percentage of Tested Scoring 65–100	74%	#	#	33%	0%	0%
Percentage of Tested Scoring 85–100	33%	#	#	8%	0%	0%
<b>Sequential Mathematics, Course III</b>						
Number Tested	127	106	112	2	1	1
Number Scoring 55–100	120	103	100	#	#	#
Number Scoring 65–100	109	98	90	#	#	#
Number Scoring 85–100	57	33	32	#	#	#
Percentage of Tested Scoring 55–100	94%	97%	89%	#	#	#
Percentage of Tested Scoring 65–100	86%	92%	80%	#	#	#
Percentage of Tested Scoring 85–100	45%	31%	29%	#	#	#

(Form – I)

# Introduction to Occupations Examination

	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
General-Education Students	59	100%	37	70%	67	76%
Students with Disabilities	7	86%	2	#	13	46%

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	125	125	125	12	12	12	137	137	137
Number Scoring 55–64	6	5	0	0	0	0	6	5	0
Number Scoring 65–84	77	79	75	3	3	5	80	82	80
Number Scoring 85–100	38	30	50	1	0	1	39	30	51
Approved Alternatives	0	0	0	0	0	0	0	0	0

(Form – K)