

New York State School Report Card Comprehensive Information Report

BEDS Code: 58-02-11-06-0010

Grade Range : 9-12

Name: Newfield High School

Principal: Mitchell Ross

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	419	409	443
Tenth	403	395	431
Eleventh	337	354	381
Twelfth	327	368	386
Ungraded Secondary	83	77	14
Total K-12 Enrollment	1569	1603	1655

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	40	2.5%	33	2.1%	37	2.2%
Black (Not Hispanic)	44	2.8%	34	2.1%	59	3.6%
Hispanic	99	6.3%	121	7.5%	122	7.4%
White (Not Hispanic)	1386	88.3%	1415	88.3%	1437	86.8%

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	23	25	24
Mathematics Grade 10	23	24	26
Science Grade 10	22	21	25
Social Studies Grade 10	24	26	27

(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
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

	2000–2001		2001–2002		2002–2003	
	Count	Percent	Count	Percent	Count	Percent
Limited English Proficient	12	0.8%	30	1.9%	3	0.2%
Eligible for Free Lunch	121	7.7%	88	5.5%	80	4.8%

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		93.0%		94.1%		94.1%
Student Suspensions	182	12.1%	175	11.2%	156	9.7%

Student Socioeconomic and Stability Indicators (Percent of Enrollment)

	2000–2001	2001–2002	2002–2003
Reduced Lunch	3.7%	3.9%	4.2%
Public Assistance	1-10%	1-10%	1-10%
Student Stability	100%	96%	96%

Staff Counts

Staff	2002–2003
Total Teachers	115
Total Other Professional Staff	12
Total Paraprofessionals	NA
Teaching Out of Certification*	10
Teachers with Temporary Licenses	2

*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	318	178	56%	317	177	56%	326	193	59%
Students with Disabilities	9	2	22%	26	3	12%	24	2	8%
All Students	327	180	55%	343	180	52%	350	195	56%

*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	119	169	7	8	46	1
Percent	34%	48%	2%	2%	13%	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)
24	2	3	27

*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			3		33	
	Entered GED Program*			0		2	
	Total Noncompleters			3		35	
Students with Disabilities	Dropped Out			2		3	
	Entered GED Program*			0		1	
	Total Noncompleters			2		4	
All Students	Dropped Out	34	2.2%	5	0.3%	36	2.2%
	Entered GED Program*	0	0.0%	0	0.0%	3	0.2%
	Total Noncompleters	34	2.2%	5	0.3%	39	2.4%

*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		1452	1494
	Number of Students with Disabilities		151	161
	Number of All Students		1603	1655
	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	33	100%	20	65%	0	0%
German	0	0%	0	0%	0	0%
Italian	104	85%	125	54%	0	0%
Latin	0	0%	1	#	0	0%
Spanish	226	81%	162	51%	197	95%

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	3	#	6	33%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	13	77%	12	50%	13	77%

(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	#	1	#	0	0%
Science	15	27%	13	38%	1	#
Reading	0	0%	2	#	0	0%
Writing	0	0%	2	#	0	0%
Global Studies	11	55%	6	17%	4	#
U.S. Hist & Gov't	19	79%	3	#	3	#

Students with Disabilities

Test	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	35	80%	20	0%	30	93%
Science	12	25%	14	0%	7	14%
Reading	11	55%	16	0%	12	42%
Writing	8	62%	19	0%	7	86%
Global Studies	29	21%	19	5%	32	34%
U.S. Hist & Gov't	15	47%	1	#	23	39%

(Form – E)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Comprehensive English						
Number Tested	389	379	387	30	28	32
Number Scoring 55–100	365	354	360	15	16	20
Number Scoring 65–100	324	315	333	8	8	14
Number Scoring 85–100	115	146	156	1	1	0
Percentage of Tested Scoring 55–100	94%	93%	93%	50%	57%	62%
Percentage of Tested Scoring 65–100	83%	83%	86%	27%	29%	44%
Percentage of Tested Scoring 85–100	30%	39%	40%	3%	4%	0%
Mathematics A						
Number Tested	0	237	422	0	4	16
Number Scoring 55–100	0	177	294	0	#	4
Number Scoring 65–100	0	118	206	0	#	1
Number Scoring 85–100	0	33	21	0	#	0
Percentage of Tested Scoring 55–100	0%	75%	70%	0%	#	25%
Percentage of Tested Scoring 65–100	0%	50%	49%	0%	#	6%
Percentage of Tested Scoring 85–100	0%	14%	5%	0%	#	0%
Mathematics B (first administered June 2001)						
Number Tested	0	0	110	0	0	2
Number Scoring 55–100	0	0	79	0	0	#
Number Scoring 65–100	0	0	65	0	0	#
Number Scoring 85–100	0	0	4	0	0	#
Percentage of Tested Scoring 55–100	0%	0%	72%	0%	0%	#
Percentage of Tested Scoring 65–100	0%	0%	59%	0%	0%	#
Percentage of Tested Scoring 85–100	0%	0%	4%	0%	0%	#
Global History and Geography						
Number Tested	427	409	437	38	32	39
Number Scoring 55–100	402	391	395	25	25	25
Number Scoring 65–100	369	347	365	19	16	13
Number Scoring 85–100	102	68	134	2	0	2
Percentage of Tested Scoring 55–100	94%	96%	90%	66%	78%	64%
Percentage of Tested Scoring 65–100	86%	85%	84%	50%	50%	33%
Percentage of Tested Scoring 85–100	24%	17%	31%	5%	0%	5%
U.S. History and Government (first administered June 2001)						
Number Tested	356	404	398	27	41	33
Number Scoring 55–100	309	367	377	12	18	23
Number Scoring 65–100	268	323	352	8	12	16
Number Scoring 85–100	112	84	123	0	1	0
Percentage of Tested Scoring 55–100	87%	91%	95%	44%	44%	70%
Percentage of Tested Scoring 65–100	75%	80%	88%	30%	29%	48%
Percentage of Tested Scoring 85–100	31%	21%	31%	0%	2%	0%

(Form – F)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Living Environment (first administered June 2001)						
Number Tested	459	583	396	29	26	38
Number Scoring 55–100	445	568	355	21	25	21
Number Scoring 65–100	410	538	295	8	17	10
Number Scoring 85–100	48	104	19	0	1	0
Percentage of Tested Scoring 55–100	97%	97%	90%	72%	96%	55%
Percentage of Tested Scoring 65–100	89%	92%	74%	28%	65%	26%
Percentage of Tested Scoring 85–100	10%	18%	5%	0%	4%	0%
Physical Setting/Earth Science (first administered June 2001)						
Number Tested	130	126	325	1	5	8
Number Scoring 55–100	119	116	307	#	4	7
Number Scoring 65–100	105	99	281	#	4	7
Number Scoring 85–100	18	23	102	#	0	0
Percentage of Tested Scoring 55–100	92%	92%	94%	#	80%	88%
Percentage of Tested Scoring 65–100	81%	79%	86%	#	80%	88%
Percentage of Tested Scoring 85–100	14%	18%	31%	#	0%	0%
Physical Setting/Chemistry (first administered June 2002)						
Number Tested		184	162		0	1
Number Scoring 55–100		171	134		0	#
Number Scoring 65–100		123	94		0	#
Number Scoring 85–100		7	13		0	#
Percentage of Tested Scoring 55–100		93%	83%		0%	#
Percentage of Tested Scoring 65–100		67%	58%		0%	#
Percentage of Tested Scoring 85–100		4%	8%		0%	#
Physical Setting/Physics (first administered June 2002)*						
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
Comprehensive French						
Number Tested	23	37	7	0	0	0
Number Scoring 55–100	21	33	7	0	0	0
Number Scoring 65–100	18	28	6	0	0	0
Number Scoring 85–100	3	7	4	0	0	0
Percentage of Tested Scoring 55–100	91%	89%	100%	0%	0%	0%
Percentage of Tested Scoring 65–100	78%	76%	86%	0%	0%	0%
Percentage of Tested Scoring 85–100	13%	19%	57%	0%	0%	0%
Comprehensive Italian						
Number Tested	45	68	4	0	0	0
Number Scoring 55–100	45	66	#	0	0	0
Number Scoring 65–100	45	64	#	0	0	0
Number Scoring 85–100	26	26	#	0	0	0
Percentage of Tested Scoring 55–100	100%	97%	#	0%	0%	0%
Percentage of Tested Scoring 65–100	100%	94%	#	0%	0%	0%
Percentage of Tested Scoring 85–100	58%	38%	#	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	147	161	56	0	6	1
Number Scoring 55–100	146	155	56	0	5	#
Number Scoring 65–100	143	146	55	0	5	#
Number Scoring 85–100	88	78	45	0	3	#
Percentage of Tested Scoring 55–100	99%	96%	100%	0%	83%	#
Percentage of Tested Scoring 65–100	97%	91%	98%	0%	83%	#
Percentage of Tested Scoring 85–100	60%	48%	80%	0%	50%	#
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	2002	2003	2001	2002	2003
Sequential Mathematics, Course II (last administered January 2003)						
Number Tested	321	96	30	1	4	2
Number Scoring 55–100	273	52	15	#	#	#
Number Scoring 65–100	236	32	5	#	#	#
Number Scoring 85–100	79	3	0	#	#	#
Percentage of Tested Scoring 55–100	85%	54%	50%	#	#	#
Percentage of Tested Scoring 65–100	74%	33%	17%	#	#	#
Percentage of Tested Scoring 85–100	25%	3%	0%	#	#	#
Sequential Mathematics, Course III						
Number Tested	200	247	30	0	0	0
Number Scoring 55–100	170	220	16	0	0	0
Number Scoring 65–100	143	197	12	0	0	0
Number Scoring 85–100	53	76	0	0	0	0
Percentage of Tested Scoring 55–100	85%	89%	53%	0%	0%	0%
Percentage of Tested Scoring 65–100	71%	80%	40%	0%	0%	0%
Percentage of Tested Scoring 85–100	27%	31%	0%	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	166	93%	169	98%	151	87%
Students with Disabilities	15	53%	28	86%	9	33%

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
Nov 2002	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 2003	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
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

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	356	356	356	28	28	28	384	384	384
Number Scoring 55–64	17	39	13	10	5	9	27	44	22
Number Scoring 65–84	232	213	241	12	6	9	244	219	250
Number Scoring 85–100	96	83	82	2	1	0	98	84	82
Approved Alternatives	0	0	0	0	0	0	0	0	0

(Form – K)