

# New York State District Report Card Comprehensive Information Report

BEDS Code: 61-09-01-04-0000

Name: Newfield Central School District

Superintendent: Mr. William Hurley

## Fall Enrollment

Grade	2000–2001	2001–2002	2002–2003
Pre-K	55	60	49
Kindergarten	83	64	73
First	77	84	70
Second	69	71	79
Third	93	68	80
Fourth	81	92	71
Fifth	74	81	92
Sixth	64	66	86
Ungraded Elementary	4	0	0
Seventh	73	67	65
Eighth	55	70	71
Ninth	88	60	72
Tenth	82	81	67
Eleventh	60	75	77
Twelfth	64	57	64
Ungraded Secondary	0	0	0
Total K-12 Enrollment	967	936	967

## 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	14	1.4%	9	1.0%	8	0.8%
Black (Not Hispanic)	29	3.0%	27	2.9%	36	3.7%
Hispanic	7	0.7%	8	0.9%	10	1.0%
White (Not Hispanic)	917	94.8%	892	95.3%	913	94.4%

## Average Class Size

Grade Level	2000–2001	2001–2002	2002–2003
Kindergarten	21	16	18
Common Branch	21	20	20
English Grade 8	13	17	18
Mathematics Grade 8	14	17	15
Science Grade 8	14	17	18
Social Studies Grade 8	14	17	18
English Grade 10	0	0	0
Mathematics Grade 10	14	16	14
Science Grade 10	0	18	16
Social Studies Grade 10	21	0	25

(Form – A)

### District Need to Resource Capacity Category

N/RC Category	Description
4	This is a rural school district with high student needs in relation to district resource capacity.

### Similar School Group and Description

Similar School Group	Description
NA	NA

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	3	0.3%	0	0.0%	0	0.0%
Eligible for Free Lunch	324	33.5%	279	29.8%	334	34.5%

### 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		95.0%		94.9%		94.8%
Student Suspensions	73	7.5%	52	5.4%	69	7.4%

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

	2000–2001	2001–2002	2002–2003
Reduced Lunch	14.6%	12.2%	13.3%
Public Assistance	NA	NA	NA
Student Stability	NA	NA	NA

### Staff Counts

Staff	2002–2003
Total Teachers	83
Total Other Professional Staff	13
Total Paraprofessionals	19
Teaching Out of Certification*	8
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	56	23	41%	46	23	50%	55	27	49%
Students with Disabilities	7	0	0%	3	0	0%	5	3	60%
All Students	63	23	37%	49	23	47%	60	30	50%

\*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	24	26	0	3	6	1
Percent	40%	43%	0%	5%	10%	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)
5	3	2	7

\*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		4	
	Entered GED Program*			1		2	
	Total Noncompleters			8		6	
Students with Disabilities	Dropped Out			2		1	
	Entered GED Program*			0		0	
	Total Noncompleters			2		1	
All Students	Dropped Out	3	1.0%	9	3.3%	5	1.8%
	Entered GED Program*	1	0.3%	1	0.4%	2	0.7%
	Total Noncompleters	4	1.4%	10	3.7%	7	2.5%

\*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	138
	Number of Students with Disabilities		0	54
	Number of All Students		0	192
	Percent of Enrollment		0%	86%
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	27	96%	20	95%	0	0%
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	36	81%	20	90%	0	0%

### Students with Disabilities

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

## Students with Disabilities

Test	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	1	#	9	67%	4	#
Science	1	#	5	0%	3	#
Reading	0	0%	1	#	0	0%
Writing	0	0%	1	#	0	0%
Global Studies	1	#	0	0%	5	40%
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	55	59	76	4	4	9
Number Scoring 55–100	53	52	64	#	#	5
Number Scoring 65–100	43	39	54	#	#	2
Number Scoring 85–100	11	16	19	#	#	0
Percentage of Tested Scoring 55–100	96%	88%	84%	#	#	56%
Percentage of Tested Scoring 65–100	78%	66%	71%	#	#	22%
Percentage of Tested Scoring 85–100	20%	27%	25%	#	#	0%
<b>Mathematics A</b>						
Number Tested	0	1	59	0	1	5
Number Scoring 55–100	0	#	54	0	#	3
Number Scoring 65–100	0	#	53	0	#	3
Number Scoring 85–100	0	#	27	0	#	1
Percentage of Tested Scoring 55–100	0%	#	92%	0%	#	60%
Percentage of Tested Scoring 65–100	0%	#	90%	0%	#	60%
Percentage of Tested Scoring 85–100	0%	#	46%	0%	#	20%
<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	79	74	69	7	7	11
Number Scoring 55–100	75	71	60	5	6	7
Number Scoring 65–100	70	59	51	5	3	6
Number Scoring 85–100	20	13	17	0	0	1
Percentage of Tested Scoring 55–100	95%	96%	87%	71%	86%	64%
Percentage of Tested Scoring 65–100	89%	80%	74%	71%	43%	55%
Percentage of Tested Scoring 85–100	25%	18%	25%	0%	0%	9%
<b>U.S. History and Government (first administered June 2001)</b>						
Number Tested	51	67	68	4	5	7
Number Scoring 55–100	44	65	63	#	5	6
Number Scoring 65–100	38	57	57	#	3	6
Number Scoring 85–100	17	20	27	#	1	1
Percentage of Tested Scoring 55–100	86%	97%	93%	#	100%	86%
Percentage of Tested Scoring 65–100	75%	85%	84%	#	60%	86%
Percentage of Tested Scoring 85–100	33%	30%	40%	#	20%	14%

(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	67	57	43	5	12	3
Number Scoring 55–100	67	50	39	5	9	#
Number Scoring 65–100	65	45	36	5	5	#
Number Scoring 85–100	26	4	9	0	0	#
Percentage of Tested Scoring 55–100	100%	88%	91%	100%	75%	#
Percentage of Tested Scoring 65–100	97%	79%	84%	100%	42%	#
Percentage of Tested Scoring 85–100	39%	7%	21%	0%	0%	#
<b>Physical Setting/Earth Science (first administered June 2001)</b>						
Number Tested	40	46	55	4	5	2
Number Scoring 55–100	38	41	48	#	3	#
Number Scoring 65–100	31	33	42	#	3	#
Number Scoring 85–100	8	12	6	#	0	#
Percentage of Tested Scoring 55–100	95%	89%	87%	#	60%	#
Percentage of Tested Scoring 65–100	78%	72%	76%	#	60%	#
Percentage of Tested Scoring 85–100	20%	26%	11%	#	0%	#
<b>Physical Setting/Chemistry (first administered June 2002)</b>						
Number Tested		41	31		1	1
Number Scoring 55–100		41	26		#	#
Number Scoring 65–100		33	17		#	#
Number Scoring 85–100		4	1		#	#
Percentage of Tested Scoring 55–100		100%	84%		#	#
Percentage of Tested Scoring 65–100		80%	55%		#	#
Percentage of Tested Scoring 85–100		10%	3%		#	#
<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	12	9	16	0	1	0
Number Scoring 55–100	12	9	16	0	#	0
Number Scoring 65–100	12	9	16	0	#	0
Number Scoring 85–100	2	1	9	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	17%	11%	56%	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	28	22	28	0	1	0
Number Scoring 55–100	27	22	28	0	#	0
Number Scoring 65–100	27	21	28	0	#	0
Number Scoring 85–100	11	10	17	0	#	0
Percentage of Tested Scoring 55–100	96%	100%	100%	0%	#	0%
Percentage of Tested Scoring 65–100	96%	95%	100%	0%	#	0%
Percentage of Tested Scoring 85–100	39%	45%	61%	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	58	52	16	0	4	1
Number Scoring 55–100	57	45	9	0	#	#
Number Scoring 65–100	53	42	9	0	#	#
Number Scoring 85–100	21	2	3	0	#	#
Percentage of Tested Scoring 55–100	98%	87%	56%	0%	#	#
Percentage of Tested Scoring 65–100	91%	81%	56%	0%	#	#
Percentage of Tested Scoring 85–100	36%	4%	19%	0%	#	#
<b>Sequential Mathematics, Course III</b>						
Number Tested	37	36	24	0	0	0
Number Scoring 55–100	36	36	24	0	0	0
Number Scoring 65–100	35	36	23	0	0	0
Number Scoring 85–100	23	24	13	0	0	0
Percentage of Tested Scoring 55–100	97%	100%	100%	0%	0%	0%
Percentage of Tested Scoring 65–100	95%	100%	96%	0%	0%	0%
Percentage of Tested Scoring 85–100	62%	67%	54%	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	13	100%	18	100%	15	93%
Students with Disabilities	5	100%	2	#	10	70%

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	78	4%	15%	68%	13%
	Students with Disabilities	14	29%	21%	50%	0%
	All Students	92	8%	16%	65%	11%

## 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	55	0%	15%	65%	20%
	Students with Disabilities	15	7%	53%	40%	0%
	All Students	70	1%	23%	60%	16%

(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	62	62	62	10	10	10	72	72	72
Number Scoring 55–64	3	6	1	2	1	1	5	7	2
Number Scoring 65–84	36	33	30	4	2	5	40	35	35
Number Scoring 85–100	18	19	23	0	1	0	18	20	23
Approved Alternatives	0	0	0	0	0	0	0	0	0

(Form – K)