

# New York State School Report Card Comprehensive Information Report

BEDS Code: 65-01-01-06-0006  
 Name: Newark Senior High School  
 Principal: Larry Pedersen

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	271	219	241
Tenth	228	240	190
Eleventh	200	208	207
Twelfth	211	201	211
Ungraded Secondary	21	29	32
Total K-12 Enrollment	931	897	881

## 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	15	1.6%	15	1.7%	15	1.7%
Black (Not Hispanic)	50	5.4%	53	5.9%	55	6.2%
Hispanic	39	4.2%	46	5.1%	48	5.4%
White (Not Hispanic)	827	88.8%	783	87.3%	763	86.6%

## 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	19	21	19
Mathematics Grade 10	18	17	18
Science Grade 10	20	18	17
Social Studies Grade 10	19	22	20

(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
46	All schools in this group are secondary level schools in rural school districts with high student needs in relation to district resources. 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	4	0.4%	8	0.9%	15	1.7%
Eligible for Free Lunch	103	11.1%	168	18.7%	133	15.1%

### 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		85.8%		86.4%		87.8%
Student Suspensions	100	10.9%	106	11.4%	126	14.1%

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

	2000–2001	2001–2002	2002–2003
Reduced Lunch	4.2%	6.0%	5.5%
Public Assistance	1-10%	1-10%	21-30%
Student Stability	98%	94%	95%

### Staff Counts

Staff	2002–2003
Total Teachers	73
Total Other Professional Staff	13
Total Paraprofessionals	NA
Teaching Out of Certification*	3
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	165	98	59%	145	84	58%	150	96	64%
Students with Disabilities	18	2	11%	20	1	5%	26	4	15%
All Students	183	100	55%	165	85	52%	176	100	57%

\*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	66	66	0	9	26	9
Percent	38%	38%	0%	5%	15%	5%

## 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)
26	4	10	36

\*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			1		20	
	Entered GED Program*			27		20	
	Total Noncompleters			28		40	
Students with Disabilities	Dropped Out			0		10	
	Entered GED Program*			1		3	
	Total Noncompleters			1		13	
All Students	Dropped Out	29	3.1%	1	0.1%	30	3.4%
	Entered GED Program*	23	2.5%	28	3.1%	23	2.6%
	Total Noncompleters	52	5.6%	29	3.2%	53	6.0%

\*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		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		747	0
	Number of Students with Disabilities		121	0
	Number of All Students		868	0
	Percent of Enrollment		97%	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	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%	1	#

### 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	3	#	0	0%	0	0%
Science	10	100%	0	0%	0	0%
Reading	1	#	0	0%	0	0%
Writing	1	#	0	0%	0	0%
Global Studies	3	#	0	0%	0	0%
U.S. Hist & Gov't	8	62%	0	0%	0	0%

## Students with Disabilities

Test	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	5	60%	1	#	1	#
Science	3	#	0	0%	1	#
Reading	14	86%	0	0%	0	0%
Writing	15	80%	0	0%	1	#
Global Studies	5	40%	7	57%	1	#
U.S. Hist & Gov't	6	50%	11	55%	1	#

(Form – E)

# Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
<b>Comprehensive English</b>						
Number Tested	189	207	211	17	30	26
Number Scoring 55–100	178	189	187	13	21	16
Number Scoring 65–100	163	159	169	10	10	12
Number Scoring 85–100	28	82	65	0	2	0
Percentage of Tested Scoring 55–100	94%	91%	89%	76%	70%	62%
Percentage of Tested Scoring 65–100	86%	77%	80%	59%	33%	46%
Percentage of Tested Scoring 85–100	15%	40%	31%	0%	7%	0%
<b>Mathematics A</b>						
Number Tested	0	276	264	0	40	30
Number Scoring 55–100	0	120	182	0	8	10
Number Scoring 65–100	0	88	150	0	4	5
Number Scoring 85–100	0	20	20	0	0	0
Percentage of Tested Scoring 55–100	0%	43%	69%	0%	20%	33%
Percentage of Tested Scoring 65–100	0%	32%	57%	0%	10%	17%
Percentage of Tested Scoring 85–100	0%	7%	8%	0%	0%	0%
<b>Mathematics B (first administered June 2001)</b>						
Number Tested	0	0	54	0	0	1
Number Scoring 55–100	0	0	54	0	0	#
Number Scoring 65–100	0	0	46	0	0	#
Number Scoring 85–100	0	0	15	0	0	#
Percentage of Tested Scoring 55–100	0%	0%	100%	0%	0%	#
Percentage of Tested Scoring 65–100	0%	0%	85%	0%	0%	#
Percentage of Tested Scoring 85–100	0%	0%	28%	0%	0%	#
<b>Global History and Geography</b>						
Number Tested	219	211	212	27	21	29
Number Scoring 55–100	211	193	194	24	20	20
Number Scoring 65–100	189	164	180	17	15	17
Number Scoring 85–100	68	49	58	0	0	1
Percentage of Tested Scoring 55–100	96%	91%	92%	89%	95%	69%
Percentage of Tested Scoring 65–100	86%	78%	85%	63%	71%	59%
Percentage of Tested Scoring 85–100	31%	23%	27%	0%	0%	3%
<b>U.S. History and Government (first administered June 2001)</b>						
Number Tested	196	202	210	19	19	25
Number Scoring 55–100	174	190	203	13	17	24
Number Scoring 65–100	143	147	186	8	8	22
Number Scoring 85–100	54	45	91	2	2	6
Percentage of Tested Scoring 55–100	89%	94%	97%	68%	89%	96%
Percentage of Tested Scoring 65–100	73%	73%	89%	42%	42%	88%
Percentage of Tested Scoring 85–100	28%	22%	43%	11%	11%	24%

(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	189	182	153	18	16	14
Number Scoring 55–100	187	181	148	18	16	12
Number Scoring 65–100	174	177	145	17	15	11
Number Scoring 85–100	26	47	44	0	2	1
Percentage of Tested Scoring 55–100	99%	99%	97%	100%	100%	86%
Percentage of Tested Scoring 65–100	92%	97%	95%	94%	94%	79%
Percentage of Tested Scoring 85–100	14%	26%	29%	0%	12%	7%
<b>Physical Setting/Earth Science (first administered June 2001)</b>						
Number Tested	187	160	203	25	14	27
Number Scoring 55–100	173	149	180	20	13	16
Number Scoring 65–100	138	137	163	13	11	12
Number Scoring 85–100	53	51	65	4	2	2
Percentage of Tested Scoring 55–100	93%	93%	89%	80%	93%	59%
Percentage of Tested Scoring 65–100	74%	86%	80%	52%	79%	44%
Percentage of Tested Scoring 85–100	28%	32%	32%	16%	14%	7%
<b>Physical Setting/Chemistry (first administered June 2002)</b>						
Number Tested		102	120		5	3
Number Scoring 55–100		84	103		4	#
Number Scoring 65–100		55	70		3	#
Number Scoring 85–100		8	11		0	#
Percentage of Tested Scoring 55–100		82%	86%		80%	#
Percentage of Tested Scoring 65–100		54%	58%		60%	#
Percentage of Tested Scoring 85–100		8%	9%		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	26	46	58	1	1	1
Number Scoring 55–100	25	45	53	#	#	#
Number Scoring 65–100	21	40	49	#	#	#
Number Scoring 85–100	1	10	11	#	#	#
Percentage of Tested Scoring 55–100	96%	98%	91%	#	#	#
Percentage of Tested Scoring 65–100	81%	87%	84%	#	#	#
Percentage of Tested Scoring 85–100	4%	22%	19%	#	#	#
<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	35	12	16	0	1	1
Number Scoring 55–100	35	12	15	0	#	#
Number Scoring 65–100	32	12	14	0	#	#
Number Scoring 85–100	16	5	6	0	#	#
Percentage of Tested Scoring 55–100	100%	100%	94%	0%	#	#
Percentage of Tested Scoring 65–100	91%	100%	88%	0%	#	#
Percentage of Tested Scoring 85–100	46%	42%	38%	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	69	48	49	1	2	0
Number Scoring 55–100	69	48	48	#	#	0
Number Scoring 65–100	69	42	45	#	#	0
Number Scoring 85–100	39	19	23	#	#	0
Percentage of Tested Scoring 55–100	100%	100%	98%	#	#	0%
Percentage of Tested Scoring 65–100	100%	88%	92%	#	#	0%
Percentage of Tested Scoring 85–100	57%	40%	47%	#	#	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	156	15	0	4	2	0
Number Scoring 55–100	137	7	0	#	#	0
Number Scoring 65–100	121	6	0	#	#	0
Number Scoring 85–100	58	2	0	#	#	0
Percentage of Tested Scoring 55–100	88%	47%	0%	#	#	0%
Percentage of Tested Scoring 65–100	78%	40%	0%	#	#	0%
Percentage of Tested Scoring 85–100	37%	13%	0%	#	#	0%
<b>Sequential Mathematics, Course III</b>						
Number Tested	117	100	78	2	2	2
Number Scoring 55–100	92	82	61	#	#	#
Number Scoring 65–100	88	75	52	#	#	#
Number Scoring 85–100	33	39	11	#	#	#
Percentage of Tested Scoring 55–100	79%	82%	78%	#	#	#
Percentage of Tested Scoring 65–100	75%	75%	67%	#	#	#
Percentage of Tested Scoring 85–100	28%	39%	14%	#	#	#

(Form – I)

## Introduction to Occupations Examination

	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
General-Education Students	83	99%	0	0%	0	0%
Students with Disabilities	28	100%	0	0%	0	0%

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	164	164	164	4	4	4	168	168	168
Number Scoring 55–64	#	#	#	#	#	#	9	30	12
Number Scoring 65–84	#	#	#	#	#	#	95	87	110
Number Scoring 85–100	#	#	#	#	#	#	63	45	41
Approved Alternatives	#	#	#	#	#	#	0	0	0

(Form – K)