

New York State School Report Card Comprehensive Information Report

BEDS Code: 58-02-11-06-0010
 Name: Newfield High School
 Principal: Mitchell Ross

Grade Range : 9-12

Fall Enrollment

Grade	2001-02	2002-03	2003-04
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	409	443	428
Tenth	395	431	448
Eleventh	354	381	431
Twelfth	368	386	367
Ungraded Secondary	77	14	17
Total K-12 Enrollment	1603	1655	1691

Student Racial/Ethnic Origin

Race/Ethnicity	2001-02		2002-03		2003-04	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
American Indian, Alaskan, Asian, or Pacific Islander	33	2.1%	37	2.2%	38	2.2%
Black (Not Hispanic)	34	2.1%	59	3.6%	47	2.8%
Hispanic	121	7.5%	122	7.4%	129	7.6%
White (Not Hispanic)	1415	88.3%	1437	86.8%	1477	87.3%

Average Class Size

Grade Level	2001-02	2002-03	2003-04
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	25	24	24
Mathematics Grade 10	24	26	25
Science Grade 10	21	25	25
Social Studies Grade 10	26	27	26

(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

	2001-02		2002-03		2003-04	
	Count	Percent	Count	Percent	Count	Percent
Limited English Proficient	30	1.9%	3	0.2%	39	2.3%
Eligible for Free Lunch	88	5.5%	80	4.8%	85	5.0%

Attendance and Suspension

	2000-01		2001-02		2002-03	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
Annual Attendance Rate		94.1%		94.1%		94.8%
Student Suspensions	175	11.2%	156	9.7%	169	10.2%

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

	2001-02	2002-03	2003-04
Reduced Lunch	3.9%	4.2%	3.7%
Public Assistance	1-10%	1-10%	1-10%
Student Stability	96%	96%	98%

Staff Counts

Staff	2003-04
Total Teachers	113
Total Other Professional Staff	4
Total Paraprofessionals	NA
Teaching Out of Certification*	7

*Teaching out of certification more than on an incidental basis.

(Form – B)

High School Graduates and Noncompleters

High School Graduates Earning Regents Diplomas*

	2001-02			2002-03			2003-04		
	Total Grads	Regents Diplomas	% Regents Diplomas	Total Grads	Regents Diplomas	% Regents Diplomas	Total Grads	Regents Diplomas	% Regents Diplomas
General Education	317	177	56%	326	193	59%	349	226	65%
Students with Disabilities	26	3	12%	24	2	8%	24	2	8%
All Students	343	180	52%	350	195	56%	373	228	61%

*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 for the 2001-02 school year, diploma counts for that year do not include counts from August 2001. Data for the 2002-03 school year include August 2002 and January and June 2003 graduates; data for the 2003-04 school year include August 2003 and January and June 2004 graduates.

Distribution of 2003-04 Graduates (All Students)

	To 4-year College	To 2-year College	To Other Post-Secondary	To the Military	To Employment	Other
Number	153	152	10	9	48	1
Percent	41%	41%	3%	2%	13%	0%

Number of High School Completers with Disabilities in 2003-04

Graduates* (a)	Regents Diplomas (b)	IEP Diplomas or Certificates (c)	All 2003-04 Completers (a+c)
24	2	3	27

*Local Diplomas (including local diplomas with Regents endorsements)

High School Noncompletion Rates

		2001-02		2002-03		2003-04	
		No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
General-Education Students	Dropped Out	3		33		26	1.7%
	Entered GED Program*	0		2		1	0.1%
	Total Noncompleters	3		35		27	1.8%
Students with Disabilities	Dropped Out	2		3		6	3.8%
	Entered GED Program*	0		1		0	0.0%
	Total Noncompleters	2		4		6	3.8%
All Students	Dropped Out	5	0.3%	36	2.2%	32	1.9%
	Entered GED Program*	0	0.0%	3	0.2%	1	0.1%
	Total Noncompleters	5	0.3%	39	2.4%	33	1.9%

*The number and percentage of students who left a program leading to a high school diploma and entered a 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	2001-02	2002-03	2003-04
K-1	0%	0%	0%
2-3	0%	0%	0%

Students Developing a Career Plan, 4-12

Grades		2001-02	2002-03	2003-04
4-5	Number of General-Education Students	0	0	0
	Number of Students with Disabilities	0	0	0
	Number of All Students	0	0	0
	Percent of Enrollment	0%	0%	0%
6-8	Number of General-Education Students	0	0	0
	Number of Students with Disabilities	0	0	0
	Number of All Students	0	0	0
	Percent of Enrollment	0%	0%	0%
9-12	Number of General-Education Students	1452	1494	0
	Number of Students with Disabilities	151	161	0
	Number of All Students	1603	1655	0
	Percent of Enrollment	100%	100%	0%

Career and Technical Education (CTE) Programs

CTE Program	This District		Statewide Average
	Count	Percentage	
All CTE Programs			
Completed the CTE Program			
Completed and Passed Regents Exams			
Completed and had Course Average of 75% or More			
Completed and Attained a HS Diploma or Equivalent			
Completed and Whose Status is Known			
Completed and Were Successfully Placed			
Nontraditional Programs			
Underrepresented Gender Members Enrolled			
Underrepresented Gender Members Who Completed			

Enrollment data are for the 2003-2004 school year; completer data are as of June 2003.

Note: Blank cells indicate that either the district did not have a CTE program or did not report data.

This data is reported only at the district level.

(Form - D)

Second Language Proficiency Examinations

General-Education Students

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	20	65%	0	0%	24	100%
German	0	0%	0	0%	0	0%
Italian	125	54%	0	0%	98	87%
Latin	1	#	0	0%	0	0%
Spanish	162	51%	197	95%	212	73%

Students with Disabilities

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	0	0%	0	0%	0	0%
German	0	0%	0	0%	0	0%
Italian	6	33%	0	0%	2	#
Latin	0	0%	0	0%	0	0%
Spanish	12	50%	13	77%	13	46%

Regents Competency Tests

General-Education Students

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	1	#	0	0%	3	#
Science	13	38%	1	#	1	#
Reading	2	#	0	0%	0	0%
Writing	2	#	0	0%	0	0%
Global Studies	6	17%	4	#	1	#
U.S. Hist & Gov't	3	#	3	#	0	0%

Students with Disabilities

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	20	0%	30	93%	13	85%
Science	14	0%	7	14%	8	50%
Reading	16	0%	12	42%	3	#
Writing	19	0%	7	86%	2	#
Global Studies	19	5%	32	34%	8	13%
U.S. Hist & Gov't	1	#	23	39%	9	44%

(Form – E)

Regents Examinations

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
Comprehensive English						
Number Tested	379	387	358	28	32	33
Number Scoring 55-100	354	360	346	16	20	29
Number Scoring 65-100	315	333	327	8	14	18
Number Scoring 85-100	146	156	179	1	0	1
Percentage of Tested Scoring 55-100	93%	93%	97%	57%	62%	88%
Percentage of Tested Scoring 65-100	83%	86%	91%	29%	44%	55%
Percentage of Tested Scoring 85-100	39%	40%	50%	4%	0%	3%
Mathematics A						
Number Tested	237	422	445	4	16	37
Number Scoring 55-100	177	294	427	#	4	26
Number Scoring 65-100	118	206	381	#	1	21
Number Scoring 85-100	33	21	82	#	0	1
Percentage of Tested Scoring 55-100	75%	70%	96%	#	25%	70%
Percentage of Tested Scoring 65-100	50%	49%	86%	#	6%	57%
Percentage of Tested Scoring 85-100	14%	5%	18%	#	0%	3%
Mathematics B						
Number Tested	0	110	171	0	2	1
Number Scoring 55-100	0	79	139	0	#	#
Number Scoring 65-100	0	65	109	0	#	#
Number Scoring 85-100	0	4	16	0	#	#
Percentage of Tested Scoring 55-100	0%	72%	81%	0%	#	#
Percentage of Tested Scoring 65-100	0%	59%	64%	0%	#	#
Percentage of Tested Scoring 85-100	0%	4%	9%	0%	#	#
Global History and Geography						
Number Tested	409	437	414	32	39	35
Number Scoring 55-100	391	395	401	25	25	33
Number Scoring 65-100	347	365	365	16	13	28
Number Scoring 85-100	68	134	122	0	2	1
Percentage of Tested Scoring 55-100	96%	90%	97%	78%	64%	94%
Percentage of Tested Scoring 65-100	85%	84%	88%	50%	33%	80%
Percentage of Tested Scoring 85-100	17%	31%	29%	0%	5%	3%
U.S. History and Government						
Number Tested	404	398	349	41	33	31
Number Scoring 55-100	367	377	332	18	23	23
Number Scoring 65-100	323	352	299	12	16	17
Number Scoring 85-100	84	123	141	1	0	3
Percentage of Tested Scoring 55-100	91%	95%	95%	44%	70%	74%
Percentage of Tested Scoring 65-100	80%	88%	86%	29%	48%	55%
Percentage of Tested Scoring 85-100	21%	31%	40%	2%	0%	10%

(Form - F)

Regents Examinations

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
Living Environment						
Number Tested	583	396	350	26	38	31
Number Scoring 55-100	568	355	327	25	21	25
Number Scoring 65-100	538	295	267	17	10	12
Number Scoring 85-100	104	19	31	1	0	0
Percentage of Tested Scoring 55-100	97%	90%	93%	96%	55%	81%
Percentage of Tested Scoring 65-100	92%	74%	76%	65%	26%	39%
Percentage of Tested Scoring 85-100	18%	5%	9%	4%	0%	0%
Physical Setting/Earth Science						
Number Tested	126	325	348	5	8	25
Number Scoring 55-100	116	307	323	4	7	12
Number Scoring 65-100	99	281	293	4	7	9
Number Scoring 85-100	23	102	93	0	0	1
Percentage of Tested Scoring 55-100	92%	94%	93%	80%	88%	48%
Percentage of Tested Scoring 65-100	79%	86%	84%	80%	88%	36%
Percentage of Tested Scoring 85-100	18%	31%	27%	0%	0%	4%
Physical Setting/Chemistry						
Number Tested	184	162	184	0	1	1
Number Scoring 55-100	171	134	169	0	#	#
Number Scoring 65-100	123	94	116	0	#	#
Number Scoring 85-100	7	13	10	0	#	#
Percentage of Tested Scoring 55-100	93%	83%	92%	0%	#	#
Percentage of Tested Scoring 65-100	67%	58%	63%	0%	#	#
Percentage of Tested Scoring 85-100	4%	8%	5%	0%	#	#
Physical Setting/Physics						
Number Tested			39			0
Number Scoring 55-100			38			0
Number Scoring 65-100			37			0
Number Scoring 85-100			15			0
Percentage of Tested Scoring 55-100			97%			0%
Percentage of Tested Scoring 65-100			95%			0%
Percentage of Tested Scoring 85-100			38%			0%

* Physical Setting/Physics results for 2001-02 and 2002-03 are not included in the report card because the Department issued new conversion charts for assessments administered in those years.

(Form – G)

Regents Examinations

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
Comprehensive French						
Number Tested	37	7	12	0	0	0
Number Scoring 55-100	33	7	12	0	0	0
Number Scoring 65-100	28	6	12	0	0	0
Number Scoring 85-100	7	4	7	0	0	0
Percentage of Tested Scoring 55-100	89%	100%	100%	0%	0%	0%
Percentage of Tested Scoring 65-100	76%	86%	100%	0%	0%	0%
Percentage of Tested Scoring 85-100	19%	57%	58%	0%	0%	0%
Comprehensive Italian						
Number Tested	68	4	75	0	0	0
Number Scoring 55-100	66	#	75	0	0	0
Number Scoring 65-100	64	#	73	0	0	0
Number Scoring 85-100	26	#	47	0	0	0
Percentage of Tested Scoring 55-100	97%	#	100%	0%	0%	0%
Percentage of Tested Scoring 65-100	94%	#	97%	0%	0%	0%
Percentage of Tested Scoring 85-100	38%	#	63%	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	161	56	104	6	1	2
Number Scoring 55-100	155	56	104	5	#	#
Number Scoring 65-100	146	55	102	5	#	#
Number Scoring 85-100	78	45	58	3	#	#
Percentage of Tested Scoring 55-100	96%	100%	100%	83%	#	#
Percentage of Tested Scoring 65-100	91%	98%	98%	83%	#	#
Percentage of Tested Scoring 85-100	48%	80%	56%	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		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
Sequential Mathematics, Course III (last administered January 2004)						
Number Tested	247	30	0	0	0	0
Number Scoring 55-100	220	16	0	0	0	0
Number Scoring 65-100	197	12	0	0	0	0
Number Scoring 85-100	76	0	0	0	0	0
Percentage of Tested Scoring 55-100	89%	53%	0%	0%	0%	0%
Percentage of Tested Scoring 65-100	80%	40%	0%	0%	0%	0%
Percentage of Tested Scoring 85-100	31%	0%	0%	0%	0%	0%

Introduction to Occupations Examination

	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
General-Education Students	169	98%	151	87%	139	96%
Students with Disabilities	28	86%	9	33%	29	55%

District reports contain data for all students with disabilities enrolled in the district for the 2001-02 school year.

Elementary-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
Nov 2003	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 2004	General-Education Students	0	0%	0%	0%	0%
	Students with Disabilities	0	0%	0%	0%	0%
	All Students	0	0%	0%	0%	0%

(Form - I)

New York State Alternate Assessments (NYSAA) 2003–04

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	1	0	#	#	#	#
Secondary Level						
English Language Arts	5	0	1	3	0	1
Social Studies	4	1	#	#	#	#
Mathematics	5	0	0	4	0	1
Science	5	0	2	2	0	1

2000 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	351	351	351	31	31	31	382	382	382
Number Scoring 55–64	14	8	15	5	4	10	19	12	25
Number Scoring 65–84	253	193	224	11	16	10	264	209	234
Number Scoring 85–100	69	121	102	0	0	0	69	121	102
Approved Alternatives	0	0	0	0	0	0	0	0	0

(Form – J)

New York State English as a Second Language Achievement Tests (NYSESLAT)*

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
Listening and Speaking (Grade 7-8)						
Number Tested			0			0
Beginning (0-18)			0			0
Intermediate (19-31)			0			0
Advanced (32-36)			0			0
Proficient (37-39)			0			0
Reading and Writing (Grade 7-8)						
Number Tested			0			0
Beginning (0-14)			0			0
Intermediate (15-24)			0			0
Advanced (25-32)			0			0
Proficient (33-35)			0			0
Listening and Speaking (Grade 9-12)						
Number Tested			35			1
Beginning (0-18)			3			#
Intermediate (19-31)			11			#
Advanced (32-36)			16			#
Proficient (37-39)			5			#
Reading and Writing (Grade 9-12)						
Number Tested			35			1
Beginning (0-14)			6			#
Intermediate (15-24)			11			#
Advanced (25-32)			16			#
Proficient (33-35)			2			#

*The NYSESLAT was first administered in the 2002-03 school year, but complete data for all school districts were not available until 2003-04.

(Form - L)