

# New York State District Report Card Comprehensive Information Report

BEDS Code: 40-06-01-06-0000  
 Name: Newfane Central School District  
 Superintendent: James Mills

## Fall Enrollment

Grade	2001-02	2002-03	2003-04
Pre-K	64	80	84
Kindergarten	148	161	151
First	162	156	145
Second	143	159	143
Third	156	145	161
Fourth	154	165	153
Fifth	156	154	167
Sixth	176	162	155
Ungraded Elementary	23	18	1
Seventh	157	176	175
Eighth	155	146	170
Ninth	163	168	159
Tenth	168	167	163
Eleventh	152	170	168
Twelfth	172	143	173
Ungraded Secondary	10	7	6
Total K-12 Enrollment	2095	2097	2090

## 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	27	1.3%	22	1.0%	21	1.0%
Black (Not Hispanic)	24	1.1%	21	1.0%	32	1.5%
Hispanic	19	0.9%	18	0.9%	15	0.7%
White (Not Hispanic)	2025	96.7%	2036	97.1%	2022	96.7%

## Average Class Size

Grade Level	2001-02	2002-03	2003-04
Kindergarten	19	20	19
Common Branch	22	21	22
English Grade 8	23	20	23
Mathematics Grade 8	21	24	23
Science Grade 8	21	25	24
Social Studies Grade 8	21	23	24
English Grade 10	21	22	22
Mathematics Grade 10	15	22	12
Science Grade 10	20	20	19
Social Studies Grade 10	23	0	21

(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>
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**

	<b>2001-02</b>		<b>2002-03</b>		<b>2003-04</b>	
	Count	Percent	Count	Percent	Count	Percent
<b>Limited English Proficient</b>	2	0.1%	7	0.3%	0	0.0%
<b>Eligible for Free Lunch</b>	251	12.0%	288	13.7%	279	13.4%

**Attendance and Suspension**

	<b>2000-01</b>		<b>2001-02</b>		<b>2002-03</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>		95.6%		95.8%		95.6%
<b>Student Suspensions</b>	52	2.5%	34	1.6%	60	2.9%

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

	<b>2001-02</b>	<b>2002-03</b>	<b>2003-04</b>
<b>Reduced Lunch</b>	7.4%	7.4%	7.3%
<b>Public Assistance</b>	NA	NA	NA
<b>Student Stability</b>	NA	NA	NA

**Staff Counts**

<b>Staff</b>	<b>2003-04</b>
Total Teachers	154
Total Other Professional Staff	23
Total Paraprofessionals	39
Teaching Out of Certification*	0

\*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	144	121	84%	112	100	89%	127	111	87%
Students with Disabilities	12	1	8%	6	1	17%	7	3	43%
All Students	156	122	78%	118	101	86%	134	114	85%

\*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	50	62	0	11	10	1
Percent	37%	46%	0%	8%	7%	1%

## 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)
7	3	5	12

\*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	7		6		4	0.7%
	Entered GED Program*	15		14		11	1.9%
	Total Noncompleters	22		20		15	2.6%
Students with Disabilities	Dropped Out	3		1		6	6.5%
	Entered GED Program*	1		1		6	6.5%
	Total Noncompleters	4		2		12	13.0%
All Students	Dropped Out	10	1.5%	7	1.1%	10	1.5%
	Entered GED Program*	16	2.4%	15	2.3%	17	2.6%
	Total Noncompleters	26	3.9%	22	3.4%	27	4.1%

\*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	4
	Number of All Students	0	0	4
	Percent of Enrollment	0%	0%	1%
6-8	Number of General-Education Students	277	293	443
	Number of Students with Disabilities	34	29	58
	Number of All Students	311	322	501
	Percent of Enrollment	63%	66%	100%
9-12	Number of General-Education Students	600	564	578
	Number of Students with Disabilities	65	84	86
	Number of All Students	665	648	664
	Percent of Enrollment	100%	99%	100%

## Career and Technical Education (CTE) Programs

CTE Program	This District		Statewide Average
	Count	Percentage	
All CTE Programs			
Completed the CTE Program	49		
Completed and Passed Regents Exams	49	100%	77%
Completed and had Course Average of 75% or More	46	94%	81%
Completed and Attained a HS Diploma or Equivalent	49	100%	96%
Completed and Whose Status is Known	49		
Completed and Were Successfully Placed	49	100%	96%
Nontraditional Programs			
Underrepresented Gender Members Enrolled	2	7%	30%
Underrepresented Gender Members Who Completed	5	19%	19%

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	43	95%	40	98%	43	95%
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	90	73%	92	97%	108	79%

## Students with Disabilities

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	1	#	1	#	1	#
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	3	#	7	71%	4	#

# Regents Competency Tests

## General-Education Students

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	4	#	1	#	1	#
Science	1	#	3	#	0	0%
Reading	0	0%	0	0%	3	#
Writing	0	0%	2	#	3	#
Global Studies	5	100%	3	#	2	#
U.S. Hist & Gov't	4	#	5	80%	3	#

## Students with Disabilities

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	1	#	3	#	6	100%
Science	0	0%	0	0%	3	#
Reading	0	0%	3	#	6	100%
Writing	0	0%	3	#	6	100%
Global Studies	0	0%	4	#	5	100%
U.S. Hist & Gov't	1	#	4	#	5	100%

(Form – E)

# Regents Examinations

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
<b>Comprehensive English</b>						
Number Tested	130	141	152	3	6	9
Number Scoring 55-100	123	136	147	#	4	8
Number Scoring 65-100	103	129	134	#	4	5
Number Scoring 85-100	48	48	62	#	0	0
Percentage of Tested Scoring 55-100	95%	96%	97%	#	67%	89%
Percentage of Tested Scoring 65-100	79%	91%	88%	#	67%	56%
Percentage of Tested Scoring 85-100	37%	34%	41%	#	0%	0%
<b>Mathematics A</b>						
Number Tested	188	188	134	1	7	2
Number Scoring 55-100	154	169	131	#	4	#
Number Scoring 65-100	134	142	125	#	2	#
Number Scoring 85-100	55	15	28	#	0	#
Percentage of Tested Scoring 55-100	82%	90%	98%	#	57%	#
Percentage of Tested Scoring 65-100	71%	76%	93%	#	29%	#
Percentage of Tested Scoring 85-100	29%	8%	21%	#	0%	#
<b>Mathematics B</b>						
Number Tested	0	0	68	0	0	0
Number Scoring 55-100	0	0	61	0	0	0
Number Scoring 65-100	0	0	52	0	0	0
Number Scoring 85-100	0	0	5	0	0	0
Percentage of Tested Scoring 55-100	0%	0%	90%	0%	0%	0%
Percentage of Tested Scoring 65-100	0%	0%	76%	0%	0%	0%
Percentage of Tested Scoring 85-100	0%	0%	7%	0%	0%	0%
<b>Global History and Geography</b>						
Number Tested	151	157	175	1	9	12
Number Scoring 55-100	142	145	154	#	8	9
Number Scoring 65-100	125	129	132	#	4	7
Number Scoring 85-100	25	41	40	#	1	0
Percentage of Tested Scoring 55-100	94%	92%	88%	#	89%	75%
Percentage of Tested Scoring 65-100	83%	82%	75%	#	44%	58%
Percentage of Tested Scoring 85-100	17%	26%	23%	#	11%	0%
<b>U.S. History and Government</b>						
Number Tested	156	143	134	5	9	8
Number Scoring 55-100	148	139	129	5	9	6
Number Scoring 65-100	134	129	120	4	7	5
Number Scoring 85-100	29	38	58	0	1	0
Percentage of Tested Scoring 55-100	95%	97%	96%	100%	100%	75%
Percentage of Tested Scoring 65-100	86%	90%	90%	80%	78%	62%
Percentage of Tested Scoring 85-100	19%	27%	43%	0%	11%	0%

(Form – F)

# Regents Examinations

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
<b>Living Environment</b>						
Number Tested	145	135	133	0	3	5
Number Scoring 55-100	145	135	131	0	#	5
Number Scoring 65-100	145	132	130	0	#	4
Number Scoring 85-100	52	61	44	0	#	0
Percentage of Tested Scoring 55-100	100%	100%	98%	0%	#	100%
Percentage of Tested Scoring 65-100	100%	98%	98%	0%	#	80%
Percentage of Tested Scoring 85-100	36%	45%	33%	0%	#	0%
<b>Physical Setting/Earth Science</b>						
Number Tested	145	137	155	0	5	10
Number Scoring 55-100	143	134	153	0	5	9
Number Scoring 65-100	137	129	143	0	5	6
Number Scoring 85-100	67	56	68	0	1	1
Percentage of Tested Scoring 55-100	99%	98%	99%	0%	100%	90%
Percentage of Tested Scoring 65-100	94%	94%	92%	0%	100%	60%
Percentage of Tested Scoring 85-100	46%	41%	44%	0%	20%	10%
<b>Physical Setting/Chemistry</b>						
Number Tested	72	84	108	0	0	0
Number Scoring 55-100	65	73	96	0	0	0
Number Scoring 65-100	50	57	75	0	0	0
Number Scoring 85-100	15	10	19	0	0	0
Percentage of Tested Scoring 55-100	90%	87%	89%	0%	0%	0%
Percentage of Tested Scoring 65-100	69%	68%	69%	0%	0%	0%
Percentage of Tested Scoring 85-100	21%	12%	18%	0%	0%	0%
<b>Physical Setting/Physics</b>						
Number Tested			25			1
Number Scoring 55-100			22			#
Number Scoring 65-100			21			#
Number Scoring 85-100			7			#
Percentage of Tested Scoring 55-100			88%			#
Percentage of Tested Scoring 65-100			84%			#
Percentage of Tested Scoring 85-100			28%			#

\* 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
<b>Comprehensive French</b>						
Number Tested	28	29	22	0	0	0
Number Scoring 55-100	27	28	22	0	0	0
Number Scoring 65-100	21	27	22	0	0	0
Number Scoring 85-100	3	12	8	0	0	0
Percentage of Tested Scoring 55-100	96%	97%	100%	0%	0%	0%
Percentage of Tested Scoring 65-100	75%	93%	100%	0%	0%	0%
Percentage of Tested Scoring 85-100	11%	41%	36%	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	65	61	71	0	0	1
Number Scoring 55-100	65	61	71	0	0	#
Number Scoring 65-100	63	56	69	0	0	#
Number Scoring 85-100	26	29	26	0	0	#
Percentage of Tested Scoring 55-100	100%	100%	100%	0%	0%	#
Percentage of Tested Scoring 65-100	97%	92%	97%	0%	0%	#
Percentage of Tested Scoring 85-100	40%	48%	37%	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		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
<b>Sequential Mathematics, Course III (last administered January 2004)</b>						
Number Tested	106	112	15	1	1	1
Number Scoring 55-100	103	100	8	#	#	#
Number Scoring 65-100	98	90	7	#	#	#
Number Scoring 85-100	33	32	1	#	#	#
Percentage of Tested Scoring 55-100	97%	89%	53%	#	#	#
Percentage of Tested Scoring 65-100	92%	80%	47%	#	#	#
Percentage of Tested Scoring 85-100	31%	29%	7%	#	#	#

## Introduction to Occupations Examination

	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
General-Education Students	37	70%	67	76%	78	92%
Students with Disabilities	2	#	13	46%	12	92%

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
<b>Nov 2003</b>	General-Education Students	150	1%	6%	55%	37%
	Students with Disabilities	17	24%	12%	59%	6%
	All Students	167	4%	7%	56%	34%

## Middle-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
<b>June 2004</b>	General-Education Students	152	0%	22%	64%	14%
	Students with Disabilities	21	5%	62%	33%	0%
	All Students	173	1%	27%	60%	12%

(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
<b>Elementary Level</b>						
Social Studies	1	0	#	#	#	#
<b>Middle Level</b>						
Social Studies	2	0	#	#	#	#
<b>Secondary Level</b>						
English Language Arts	2	0	#	#	#	#
Social Studies	2	0	#	#	#	#
Mathematics	2	0	#	#	#	#
Science	2	0	#	#	#	#

## 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	125	125	125	18	18	18	143	143	143
Number Scoring 55–64	4	3	0	1	3	0	5	6	0
Number Scoring 65–84	94	77	58	5	7	9	99	84	67
Number Scoring 85–100	23	38	67	1	1	2	24	39	69
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
<b>Listening and Speaking (Grade K-1)</b>						
Number Tested			2			0
Beginning (0-18)			#			0
Intermediate (19-31)			#			0
Advanced (32-36)			#			0
Proficient (37-39)			#			0
<b>Reading and Writing (Grade K-1)</b>						
Number Tested			2			0
Beginning (0-14)			#			0
Intermediate (15-24)			#			0
Advanced (25-32)			#			0
Proficient (33-35)			#			0
<b>Listening and Speaking (Grade 2-4)</b>						
Number Tested			2			0
Beginning (0-18)			#			0
Intermediate (19-31)			#			0
Advanced (32-36)			#			0
Proficient (37-39)			#			0
<b>Reading and Writing (Grade 2-4)</b>						
Number Tested			2			0
Beginning (0-14)			#			0
Intermediate (15-24)			#			0
Advanced (25-32)			#			0
Proficient (33-35)			#			0
<b>Listening and Speaking (Grade 5-6)</b>						
Number Tested			0			0
Beginning (0-18)			0			0
Intermediate (19-31)			0			0
Advanced (32-36)			0			0
Proficient (37-39)			0			0
<b>Reading and Writing (Grade 5-6)</b>						
Number Tested			0			0
Beginning (0-14)			0			0
Intermediate (15-24)			0			0
Advanced (25-32)			0			0
Proficient (33-35)			0			0

\*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 – K)