

New York State District Report Card Comprehensive Information Report

BEDS Code: 09-05-01-04-0000

Name: Northeastern Clinton Central School District

Superintendent: Robert J. Hebert

Fall Enrollment

Grade	2000–2001	2001–2002	2002–2003
Pre-K	0	0	0
Kindergarten	112	103	96
First	107	118	101
Second	109	107	118
Third	113	111	106
Fourth	135	109	114
Fifth	112	129	109
Sixth	140	145	155
Ungraded Elementary	29	30	32
Seventh	135	158	179
Eighth	127	124	155
Ninth	150	156	145
Tenth	132	122	131
Eleventh	121	131	115
Twelfth	112	123	136
Ungraded Secondary	0	0	0
Total K-12 Enrollment	1634	1666	1692

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	27	1.7%	22	1.3%	17	1.0%
Black (Not Hispanic)	10	0.6%	11	0.7%	10	0.6%
Hispanic	5	0.3%	13	0.8%	9	0.5%
White (Not Hispanic)	1592	97.4%	1620	97.2%	1656	97.9%

Average Class Size

Grade Level	2000–2001	2001–2002	2002–2003
Kindergarten	19	21	19
Common Branch	19	19	19
English Grade 8	18	18	22
Mathematics Grade 8	21	17	20
Science Grade 8	20	18	24
Social Studies Grade 8	25	23	21
English Grade 10	20	16	18
Mathematics Grade 10	19	22	19
Science Grade 10	21	19	21
Social Studies Grade 10	21	19	21

(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
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	1	0.1%	0	0.0%	3	0.2%
Eligible for Free Lunch	295	18.0%	257	15.4%	284	16.8%

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		95.0%		94.6%		95.0%
Student Suspensions	65	4.0%	84	5.1%	65	3.9%

Student Socioeconomic and Stability Indicators (Percent of Enrollment)

	2000–2001	2001–2002	2002–2003
Reduced Lunch	8.1%	10.0%	9.6%
Public Assistance	NA	NA	NA
Student Stability	NA	NA	NA

Staff Counts

Staff	2002–2003
Total Teachers	128
Total Other Professional Staff	19
Total Paraprofessionals	18
Teaching Out of Certification*	5
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	95	51	54%	97	73	75%	118	74	63%
Students with Disabilities	6	0	0%	6	1	17%	8	0	0%
All Students	101	51	50%	103	74	72%	126	74	59%

*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	54	45	0	4	23	0
Percent	43%	36%	0%	3%	18%	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)
8	0	4	12

*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			4		18	
	Entered GED Program*			0		0	
	Total Noncompleters			4		18	
Students with Disabilities	Dropped Out			0		4	
	Entered GED Program*			0		0	
	Total Noncompleters			0		4	
All Students	Dropped Out	22	4.3%	4	0.8%	22	4.2%
	Entered GED Program*	0	0.0%	0	0.0%	0	0.0%
	Total Noncompleters	22	4.3%	4	0.8%	22	4.2%

*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		478	476
	Number of Students with Disabilities		54	48
	Number of All Students		532	524
	Percent of Enrollment		100%	99%

Second Language Proficiency Examinations

General-Education Students

Test	2000-2001		2001-2002		2002-2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	52	100%	43	100%	55	85%
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	32	97%	42	90%	57	98%

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	0	0%	1	#	5	100%
Science	3	#	1	#	1	#
Reading	0	0%	3	#	1	#
Writing	0	0%	3	#	3	#
Global Studies	2	#	0	0%	4	#
U.S. Hist & Gov't	14	79%	1	#	1	#

Students with Disabilities

Test	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	13	92%	6	67%	9	100%
Science	9	44%	8	88%	5	60%
Reading	10	100%	5	100%	4	#
Writing	12	83%	5	100%	5	80%
Global Studies	10	10%	6	33%	9	22%
U.S. Hist & Gov't	7	14%	7	57%	1	#

(Form – E)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Comprehensive English						
Number Tested	126	138	138	7	6	10
Number Scoring 55–100	117	117	128	2	0	5
Number Scoring 65–100	102	101	121	1	0	4
Number Scoring 85–100	24	34	34	0	0	1
Percentage of Tested Scoring 55–100	93%	85%	93%	29%	0%	50%
Percentage of Tested Scoring 65–100	81%	73%	88%	14%	0%	40%
Percentage of Tested Scoring 85–100	19%	25%	25%	0%	0%	10%
Mathematics A						
Number Tested	0	106	142	0	3	3
Number Scoring 55–100	0	87	120	0	#	#
Number Scoring 65–100	0	74	100	0	#	#
Number Scoring 85–100	0	20	21	0	#	#
Percentage of Tested Scoring 55–100	0%	82%	85%	0%	#	#
Percentage of Tested Scoring 65–100	0%	70%	70%	0%	#	#
Percentage of Tested Scoring 85–100	0%	19%	15%	0%	#	#
Mathematics B (first administered June 2001)						
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%
Global History and Geography						
Number Tested	146	120	138	14	13	10
Number Scoring 55–100	141	109	118	11	8	4
Number Scoring 65–100	120	98	105	6	4	3
Number Scoring 85–100	49	25	34	1	1	1
Percentage of Tested Scoring 55–100	97%	91%	86%	79%	62%	40%
Percentage of Tested Scoring 65–100	82%	82%	76%	43%	31%	30%
Percentage of Tested Scoring 85–100	34%	21%	25%	7%	8%	10%
U.S. History and Government (first administered June 2001)						
Number Tested	110	144	117	6	8	9
Number Scoring 55–100	98	133	108	1	4	5
Number Scoring 65–100	82	103	102	1	0	5
Number Scoring 85–100	36	43	46	1	0	1
Percentage of Tested Scoring 55–100	89%	92%	92%	17%	50%	56%
Percentage of Tested Scoring 65–100	75%	72%	87%	17%	0%	56%
Percentage of Tested Scoring 85–100	33%	30%	39%	17%	0%	11%

(Form – F)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Living Environment (first administered June 2001)						
Number Tested	83	67	88	1	1	0
Number Scoring 55–100	83	66	88	#	#	0
Number Scoring 65–100	82	65	85	#	#	0
Number Scoring 85–100	20	19	22	#	#	0
Percentage of Tested Scoring 55–100	100%	99%	100%	#	#	0%
Percentage of Tested Scoring 65–100	99%	97%	97%	#	#	0%
Percentage of Tested Scoring 85–100	24%	28%	25%	#	#	0%
Physical Setting/Earth Science (first administered June 2001)						
Number Tested	109	120	117	7	4	10
Number Scoring 55–100	104	117	109	5	#	5
Number Scoring 65–100	89	108	98	3	#	5
Number Scoring 85–100	38	35	43	0	#	1
Percentage of Tested Scoring 55–100	95%	97%	93%	71%	#	50%
Percentage of Tested Scoring 65–100	82%	90%	84%	43%	#	50%
Percentage of Tested Scoring 85–100	35%	29%	37%	0%	#	10%
Physical Setting/Chemistry (first administered June 2002)						
Number Tested		47	44		0	1
Number Scoring 55–100		47	44		0	#
Number Scoring 65–100		40	36		0	#
Number Scoring 85–100		5	9		0	#
Percentage of Tested Scoring 55–100		100%	100%		0%	#
Percentage of Tested Scoring 65–100		85%	82%		0%	#
Percentage of Tested Scoring 85–100		11%	20%		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	33	20	51	0	0	0
Number Scoring 55–100	33	20	51	0	0	0
Number Scoring 65–100	33	19	49	0	0	0
Number Scoring 85–100	19	6	24	0	0	0
Percentage of Tested Scoring 55–100	100%	100%	100%	0%	0%	0%
Percentage of Tested Scoring 65–100	100%	95%	96%	0%	0%	0%
Percentage of Tested Scoring 85–100	58%	30%	47%	0%	0%	0%
Comprehensive Italian						
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 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	35	24	30	0	1	0
Number Scoring 55–100	35	24	30	0	#	0
Number Scoring 65–100	35	23	28	0	#	0
Number Scoring 85–100	19	18	5	0	#	0
Percentage of Tested Scoring 55–100	100%	100%	100%	0%	#	0%
Percentage of Tested Scoring 65–100	100%	96%	93%	0%	#	0%
Percentage of Tested Scoring 85–100	54%	75%	17%	0%	#	0%
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	103	38	4	3	0	0
Number Scoring 55–100	90	23	#	#	0	0
Number Scoring 65–100	77	16	#	#	0	0
Number Scoring 85–100	29	4	#	#	0	0
Percentage of Tested Scoring 55–100	87%	61%	#	#	0%	0%
Percentage of Tested Scoring 65–100	75%	42%	#	#	0%	0%
Percentage of Tested Scoring 85–100	28%	11%	#	#	0%	0%
Sequential Mathematics, Course III						
Number Tested	62	65	76	0	2	0
Number Scoring 55–100	55	60	56	0	#	0
Number Scoring 65–100	52	59	46	0	#	0
Number Scoring 85–100	26	29	21	0	#	0
Percentage of Tested Scoring 55–100	89%	92%	74%	0%	#	0%
Percentage of Tested Scoring 65–100	84%	91%	61%	0%	#	0%
Percentage of Tested Scoring 85–100	42%	45%	28%	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	85	100%	72	99%	79	89%
Students with Disabilities	15	87%	8	100%	4	#

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	93	1%	2%	57%	40%
	Students with Disabilities	21	29%	10%	57%	5%
	All Students	114	6%	4%	57%	33%

Middle-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
June 2003	General-Education Students	125	1%	24%	65%	10%
	Students with Disabilities	28	21%	57%	21%	0%
	All Students	153	5%	30%	57%	8%

(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	115	115	115	9	9	9	124	124	124
Number Scoring 55–64	4	16	8	2	4	2	6	20	10
Number Scoring 65–84	62	54	55	2	0	2	64	54	57
Number Scoring 85–100	48	44	52	0	0	0	48	44	52
Approved Alternatives	0	0	0	0	0	0	0	0	0

(Form – K)