

# New York State District Report Card

## Comprehensive Information Report

BEDS Code: 65-01-01-06-0000  
 Name: Newark Central School District  
 Superintendent: Robert W. Christmann

### Fall Enrollment

Grade	2001-02	2002-03	2003-04
Pre-K	68	69	72
Kindergarten	152	162	155
First	154	164	161
Second	167	160	164
Third	164	177	170
Fourth	210	177	177
Fifth	227	203	176
Sixth	211	233	214
Ungraded Elementary	82	80	73
Seventh	232	211	231
Eighth	214	218	218
Ninth	219	241	270
Tenth	240	190	187
Eleventh	208	207	174
Twelfth	201	211	215
Ungraded Secondary	39	32	31
Total K-12 Enrollment	2720	2666	2616

### 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	34	1.3%	32	1.2%	24	0.9%
Black (Not Hispanic)	223	8.2%	234	8.8%	245	9.4%
Hispanic	178	6.5%	173	6.5%	187	7.1%
White (Not Hispanic)	2285	84.0%	2227	83.5%	2160	82.6%

### Average Class Size

Grade Level	2001-02	2002-03	2003-04
Kindergarten	17	20	20
Common Branch	20	21	21
English Grade 8	20	20	21
Mathematics Grade 8	23	23	19
Science Grade 8	20	20	20
Social Studies Grade 8	19	21	21
English Grade 10	21	19	18
Mathematics Grade 10	17	18	18
Science Grade 10	18	17	20
Social Studies Grade 10	22	20	20

(Form – A)

**District Need to Resource Capacity Category**

<b>N/RC Category</b>	<b>Description</b>
4	This is a rural school district with high 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>	78	2.8%	58	2.1%	63	2.3%
<b>Eligible for Free Lunch</b>	667	24.5%	551	20.7%	635	24.3%

**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>		94.9%		94.9%		94.8%
<b>Student Suspensions</b>	114	4.1%	173	6.4%	122	4.6%

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

	<b>2001-02</b>	<b>2002-03</b>	<b>2003-04</b>
<b>Reduced Lunch</b>	9.1%	9.3%	8.3%
<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	223
Total Other Professional Staff	34
Total Paraprofessionals	51
Teaching Out of Certification*	3

\*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	145	84	58%	151	96	64%	159	102	64%
Students with Disabilities	20	1	5%	26	4	15%	19	3	16%
All Students	165	85	52%	177	100	56%	178	105	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 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	63	58	0	10	20	27
Percent	35%	33%	0%	6%	11%	15%

## 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)
19	3	8	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	1		20		24	3.1%
	Entered GED Program*	27		20		16	2.1%
	Total Noncompleters	28		40		40	5.2%
Students with Disabilities	Dropped Out	0		10		10	5.8%
	Entered GED Program*	1		3		4	2.3%
	Total Noncompleters	1		13		14	8.2%
All Students	Dropped Out	1	0.1%	30	3.4%	34	3.6%
	Entered GED Program*	28	3.1%	23	2.6%	20	2.1%
	Total Noncompleters	29	3.2%	53	6.0%	54	5.7%

\*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	197	561	570
	Number of Students with Disabilities	23	101	30
	Number of All Students	220	662	600
	Percent of Enrollment	32%	96%	87%
9–12	Number of General-Education Students	747	0	0
	Number of Students with Disabilities	121	0	0
	Number of All Students	868	0	0
	Percent of Enrollment	97%	0%	0%

## Career and Technical Education (CTE) Programs

CTE Program	This District		Statewide Average
	Count	Percentage	
All CTE Programs			
Completed the CTE Program	18		
Completed and Passed Regents Exams	18	100%	77%
Completed and had Course Average of 75% or More	18	100%	81%
Completed and Attained a HS Diploma or Equivalent	18	100%	96%
Completed and Whose Status is Known	18		
Completed and Were Successfully Placed	17	94%	96%
Nontraditional Programs			
Underrepresented Gender Members Enrolled			30%
Underrepresented Gender Members Who Completed			19%

Enrollment data are for the 2003-2004 school year; completion 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	0	0%	38	76%	65	69%
German	0	0%	34	71%	28	61%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	0	0%	89	84%	115	44%

## 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	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	0	0%	3	#	3	#

# Regents Competency Tests

## General-Education Students

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

## Students with Disabilities

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	1	#	2	#	10	100%
Science	0	0%	2	#	1	#
Reading	0	0%	0	0%	9	56%
Writing	0	0%	1	#	9	100%
Global Studies	7	57%	1	#	4	#
U.S. Hist & Gov't	11	55%	1	#	1	#

(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	207	213	185	30	28	28
Number Scoring 55–100	189	188	174	21	17	21
Number Scoring 65–100	159	170	162	10	13	18
Number Scoring 85–100	82	65	98	2	0	5
Percentage of Tested Scoring 55–100	91%	88%	94%	70%	61%	75%
Percentage of Tested Scoring 65–100	77%	80%	88%	33%	46%	64%
Percentage of Tested Scoring 85–100	40%	31%	53%	7%	0%	18%
<b>Mathematics A</b>						
Number Tested	276	265	223	40	31	28
Number Scoring 55–100	120	183	217	8	11	26
Number Scoring 65–100	88	151	165	4	6	12
Number Scoring 85–100	20	20	40	0	0	2
Percentage of Tested Scoring 55–100	43%	69%	97%	20%	35%	93%
Percentage of Tested Scoring 65–100	32%	57%	74%	10%	19%	43%
Percentage of Tested Scoring 85–100	7%	8%	18%	0%	0%	7%
<b>Mathematics B</b>						
Number Tested	0	54	101	0	1	1
Number Scoring 55–100	0	54	87	0	#	#
Number Scoring 65–100	0	46	69	0	#	#
Number Scoring 85–100	0	15	18	0	#	#
Percentage of Tested Scoring 55–100	0%	100%	86%	0%	#	#
Percentage of Tested Scoring 65–100	0%	85%	68%	0%	#	#
Percentage of Tested Scoring 85–100	0%	28%	18%	0%	#	#
<b>Global History and Geography</b>						
Number Tested	211	213	202	21	30	28
Number Scoring 55–100	193	195	186	20	21	23
Number Scoring 65–100	164	180	156	15	17	16
Number Scoring 85–100	49	58	74	0	1	5
Percentage of Tested Scoring 55–100	91%	92%	92%	95%	70%	82%
Percentage of Tested Scoring 65–100	78%	85%	77%	71%	57%	57%
Percentage of Tested Scoring 85–100	23%	27%	37%	0%	3%	18%
<b>U.S. History and Government</b>						
Number Tested	202	211	178	19	26	23
Number Scoring 55–100	190	204	166	17	25	21
Number Scoring 65–100	147	187	142	8	23	13
Number Scoring 85–100	45	91	80	2	6	3
Percentage of Tested Scoring 55–100	94%	97%	93%	89%	96%	91%
Percentage of Tested Scoring 65–100	73%	89%	80%	42%	88%	57%
Percentage of Tested Scoring 85–100	22%	43%	45%	11%	23%	13%

(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	183	154	183	16	15	20
Number Scoring 55–100	182	149	174	16	13	17
Number Scoring 65–100	178	146	172	15	12	16
Number Scoring 85–100	48	44	41	2	1	0
Percentage of Tested Scoring 55–100	99%	97%	95%	100%	87%	85%
Percentage of Tested Scoring 65–100	97%	95%	94%	94%	80%	80%
Percentage of Tested Scoring 85–100	26%	29%	22%	12%	7%	0%
<b>Physical Setting/Earth Science</b>						
Number Tested	160	203	215	14	27	36
Number Scoring 55–100	149	180	176	13	16	26
Number Scoring 65–100	137	163	136	11	12	15
Number Scoring 85–100	51	65	32	2	2	0
Percentage of Tested Scoring 55–100	93%	89%	82%	93%	59%	72%
Percentage of Tested Scoring 65–100	86%	80%	63%	79%	44%	42%
Percentage of Tested Scoring 85–100	32%	32%	15%	14%	7%	0%
<b>Physical Setting/Chemistry</b>						
Number Tested	102	120	90	5	3	5
Number Scoring 55–100	84	103	85	4	#	4
Number Scoring 65–100	55	70	76	3	#	4
Number Scoring 85–100	8	11	16	0	#	0
Percentage of Tested Scoring 55–100	82%	86%	94%	80%	#	80%
Percentage of Tested Scoring 65–100	54%	58%	84%	60%	#	80%
Percentage of Tested Scoring 85–100	8%	9%	18%	0%	#	0%
<b>Physical Setting/Physics</b>						
Number Tested			38			1
Number Scoring 55–100			32			#
Number Scoring 65–100			28			#
Number Scoring 85–100			9			#
Percentage of Tested Scoring 55–100			84%			#
Percentage of Tested Scoring 65–100			74%			#
Percentage of Tested Scoring 85–100			24%			#

\* 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	46	58	21	1	1	0
Number Scoring 55–100	45	53	21	#	#	0
Number Scoring 65–100	40	49	21	#	#	0
Number Scoring 85–100	10	11	5	#	#	0
Percentage of Tested Scoring 55–100	98%	91%	100%	#	#	0%
Percentage of Tested Scoring 65–100	87%	84%	100%	#	#	0%
Percentage of Tested Scoring 85–100	22%	19%	24%	#	#	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	12	16	19	1	1	0
Number Scoring 55–100	12	15	19	#	#	0
Number Scoring 65–100	12	14	18	#	#	0
Number Scoring 85–100	5	6	9	#	#	0
Percentage of Tested Scoring 55–100	100%	94%	100%	#	#	0%
Percentage of Tested Scoring 65–100	100%	88%	95%	#	#	0%
Percentage of Tested Scoring 85–100	42%	38%	47%	#	#	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	48	49	73	2	0	0
Number Scoring 55–100	48	48	72	#	0	0
Number Scoring 65–100	42	45	70	#	0	0
Number Scoring 85–100	19	23	30	#	0	0
Percentage of Tested Scoring 55–100	100%	98%	99%	#	0%	0%
Percentage of Tested Scoring 65–100	88%	92%	96%	#	0%	0%
Percentage of Tested Scoring 85–100	40%	47%	41%	#	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	100	78	0	2	2	0
Number Scoring 55–100	82	61	0	#	#	0
Number Scoring 65–100	75	52	0	#	#	0
Number Scoring 85–100	39	11	0	#	#	0
Percentage of Tested Scoring 55–100	82%	78%	0%	#	#	0%
Percentage of Tested Scoring 65–100	75%	67%	0%	#	#	0%
Percentage of Tested Scoring 85–100	39%	14%	0%	#	#	0%

## Introduction to Occupations Examination

	2001–02		2002–03		2003–04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
General-Education Students	0	0%	0	0%	35	97%
Students with Disabilities	0	0%	0	0%	3	#

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	158	6%	6%	60%	28%
	Students with Disabilities	37	35%	16%	38%	11%
	All Students	195	11%	8%	56%	25%

## 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	175	1%	43%	49%	7%
	Students with Disabilities	39	5%	74%	21%	0%
	All Students	214	2%	49%	43%	6%

(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	1	2	#	#	#	#
<b>Secondary Level</b>						
English Language Arts	1	0	#	#	#	#
Social Studies	1	0	#	#	#	#
Mathematics	1	0	#	#	#	#
Science	0	1	0	0	0	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	172	172	172	40	40	40	212	212	212
Number Scoring 55–64	2	8	6	3	1	3	5	9	9
Number Scoring 65–84	113	74	97	12	13	15	125	87	112
Number Scoring 85–100	49	82	63	0	5	4	49	87	67
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			7			0
Beginning (0-18)			0			0
Intermediate (19-31)			1			0
Advanced (32-36)			4			0
Proficient (37-39)			2			0
<b>Reading and Writing (Grade K-1)</b>						
Number Tested			7			0
Beginning (0-14)			0			0
Intermediate (15-24)			3			0
Advanced (25-32)			4			0
Proficient (33-35)			0			0
<b>Listening and Speaking (Grade 2-4)</b>						
Number Tested			17			3
Beginning (0-18)			2			#
Intermediate (19-31)			3			#
Advanced (32-36)			4			#
Proficient (37-39)			8			#
<b>Reading and Writing (Grade 2-4)</b>						
Number Tested			17			3
Beginning (0-14)			3			#
Intermediate (15-24)			7			#
Advanced (25-32)			5			#
Proficient (33-35)			2			#
<b>Listening and Speaking (Grade 5-6)</b>						
Number Tested			15			4
Beginning (0-18)			0			#
Intermediate (19-31)			3			#
Advanced (32-36)			2			#
Proficient (37-39)			10			#
<b>Reading and Writing (Grade 5-6)</b>						
Number Tested			15			4
Beginning (0-14)			1			#
Intermediate (15-24)			7			#
Advanced (25-32)			7			#
Proficient (33-35)			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)

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

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