

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	2002-03	2003-04	2004-05
Pre-K	0	0	0
Kindergarten	96	92	101
First	101	98	91
Second	118	96	102
Third	106	111	95
Fourth	114	107	106
Fifth	109	109	104
Sixth	155	135	132
Ungraded Elementary	32	37	29
Seventh	179	151	148
Eighth	155	166	155
Ninth	145	174	199
Tenth	131	128	143
Eleventh	115	136	119
Twelfth	136	117	128
Ungraded Secondary	0	0	0
Total K-12 Enrollment	1692	1657	1652

Student Racial/Ethnic Origin

Race/Ethnicity	2002-03		2003-04		2004-05	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
American Indian, Alaskan, Asian, or Pacific Islander	17	1.0%	18	1.1%	16	1.0%
Black (Not Hispanic)	10	0.6%	10	0.6%	18	1.1%
Hispanic	9	0.5%	14	0.8%	15	0.9%
White (Not Hispanic)	1656	97.9%	1615	97.5%	1603	97.0%

Average Class Size

Grade Level	2002-03	2003-04	2004-05
Kindergarten	19	23	20
Common Branch	19	21	21
English Grade 8	22	26	25
Mathematics Grade 8	20	23	25
Science Grade 8	24	22	26
Social Studies Grade 8	21	27	25
English Grade 10	18	22	0
Mathematics Grade 10	19	24	29
Science Grade 10	21	20	24
Social Studies Grade 10	21	22	27

(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

	2002-03		2003-04		2004-05	
	Count	Percent	Count	Percent	Count	Percent
Limited English Proficient	3	0.2%	3	0.2%	4	0.2%
Eligible for Free Lunch	284	16.8%	383	23.1%	329	19.9%

Attendance and Suspension

	2001-02		2002-03		2003-04	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
Annual Attendance Rate		95.0%		94.5%		95.5%
Student Suspensions	65	3.9%	70	4.1%	57	3.4%

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

	2002-03	2003-04	2004-05
Reduced Lunch	9.6%	10.5%	11.6%
Public Assistance	NA	NA	NA
Student Stability	NA	NA	NA

Staff Counts

Staff	2004-05
Total Teachers	125
Total Other Professional Staff	19
Total Paraprofessionals	19
Teaching Out of Certification*	2

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

(Form – B)

High School Graduates and Noncompleters

High School Graduates and Completers		2002-03	2003-04	2004-05
General-Education Students	Total Graduates*	118	95	102
	Regents Diplomas	74	52	87
	% Regents Diplomas	63%	55%	85%
	Regents Diplomas with Advanced Designation**			10
	% Regents Diplomas with Advanced Designation			10%
	IEP Diplomas or Local Certificates			
Students with Disabilities	Total Graduates*	8	4	9
	Regents Diplomas	0	1	4
	% Regents Diplomas	0%	25%	44%
	Regents Diplomas with Advanced Designation**			0
	% Regents Diplomas with Advanced Designation			0%
	IEP Diplomas or Local Certificates	4	10	6
All Students	Total Graduates*	126	99	111
	Regents Diplomas	74	53	91
	% Regents Diplomas	59%	54%	82%
	Regents Diplomas with Advanced Designation**			10
	% Regents Diplomas with Advanced Designation			9%
	IEP Diplomas or Local Certificates	4	10	6

* Only students awarded local diplomas or Regents endorsed diplomas are included in the count of high school graduates in this table. Data include graduates in August, January and June of the school year being reported.

**Beginning with students who first entered grade 9 in 2001-02, students may earn a Regents diploma by passing (scoring 65-100) Regents exams in five areas and meeting course requirements. To earn a Regents diploma with advanced designation, the student must pass eight Regents exams. For more information, see <http://www.emsc.nysed.gov/parents/gradreqtsfs.shtml>

Post-Secondary Plans of 2004-05 Graduates

		4-year College	2-year College	Other Post-Secondary	Military	Employment	Adult Services	Plan Unknown	Other Known Plan
General-Education Students	Number	38	50	3	1	10	0	0	0
	Percent	37%	49%	3%	1%	10%	0%	0%	0%
Students with Disabilities	Number	3	5	0	0	1	0	0	0
	Percent	33%	56%	0%	0%	11%	0%	0%	0%
All Students	Number	41	55	3	1	11	0	0	0
	Percent	37%	50%	3%	1%	10%	0%	0%	0%

High School Noncompletion Rates

		2002-03		2003-04		2004-05	
		No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
General-Education Students	Dropped Out	18		16	3.3%	5	1.0%
	Entered GED Program*	0		2	0.4%	2	0.4%
	Total Noncompleters	18		18	3.7%	7	1.3%
Students with Disabilities	Dropped Out	4		3	3.9%	4	3.7%
	Entered GED Program*	0		0	0.0%	0	0.0%
	Total Noncompleters	4		3	3.9%	4	3.7%
All Students	Dropped Out	22	4.2%	19	3.4%	9	1.4%
	Entered GED Program*	0	0.0%	2	0.4%	2	0.3%
	Total Noncompleters	22	4.2%	21	3.7%	11	1.7%

*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	2002-03	2003-04	2004-05
K-1	0%	0%	0%
2-3	0%	0%	0%

Students Developing a Career Plan, 4-12

Grades		2002-03	2003-04	2004-05
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	476	520	491
	Number of Students with Disabilities	48	36	64
	Number of All Students	524	556	555
	Percent of Enrollment	99%	100%	94%

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 2004-2005 school year; completer data are as of June 2004.

Blank cells indicate that either the district did not have a CTE program or did not report data. These data are reported only at the district level.

(Form - D)

Second Language Proficiency Examinations

General-Education Students

Test	2002-03		2003-04		2004-05	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	55	85%	67	97%	64	94%
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	57	98%	49	82%	42	100%

Students with Disabilities

Test	2002-03		2003-04		2004-05	
	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%

Regents Competency Tests

General-Education Students

Test	2002-03		2003-04		2004-05	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	5	100%	1	#	0	0%
Science	1	#	2	#	0	0%
Reading	1	#	1	#	0	0%
Writing	3	#	2	#	0	0%
Global Studies	4	#	2	#	1	#
U.S. Hist & Gov't	1	#	0	0%	0	0%

Students with Disabilities

Test	2002-03		2003-04		2004-05	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	9	100%	6	100%	8	88%
Science	5	60%	17	94%	19	58%
Reading	4	#	11	82%	7	71%
Writing	5	80%	12	83%	6	67%
Global Studies	9	22%	11	45%	9	0%
U.S. Hist & Gov't	1	#	6	0%	9	22%

(Form – E)

Regents Examinations

	All Students			Students with Disabilities		
	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05
Comprehensive English						
Number Tested	138	124	113	10	13	8
Number Scoring 55-100	128	114	108	5	6	3
Number Scoring 65-100	121	103	95	4	4	1
Number Scoring 85-100	34	45	27	1	0	0
Percentage of Tested Scoring 55-100	93%	92%	96%	50%	46%	38%
Percentage of Tested Scoring 65-100	88%	83%	84%	40%	31%	12%
Percentage of Tested Scoring 85-100	25%	36%	24%	10%	0%	0%
Mathematics A						
Number Tested	142	135	149	3	9	14
Number Scoring 55-100	120	134	146	#	8	11
Number Scoring 65-100	100	125	123	#	5	4
Number Scoring 85-100	21	34	51	#	0	0
Percentage of Tested Scoring 55-100	85%	99%	98%	#	89%	79%
Percentage of Tested Scoring 65-100	70%	93%	83%	#	56%	29%
Percentage of Tested Scoring 85-100	15%	25%	34%	#	0%	0%
Mathematics B						
Number Tested	0	55	72	0	0	0
Number Scoring 55-100	0	44	61	0	0	0
Number Scoring 65-100	0	30	43	0	0	0
Number Scoring 85-100	0	11	7	0	0	0
Percentage of Tested Scoring 55-100	0%	80%	85%	0%	0%	0%
Percentage of Tested Scoring 65-100	0%	55%	60%	0%	0%	0%
Percentage of Tested Scoring 85-100	0%	20%	10%	0%	0%	0%
Global History and Geography						
Number Tested	138	140	141	10	13	12
Number Scoring 55-100	118	118	128	4	4	6
Number Scoring 65-100	105	100	104	3	1	2
Number Scoring 85-100	34	35	31	1	0	0
Percentage of Tested Scoring 55-100	86%	84%	91%	40%	31%	50%
Percentage of Tested Scoring 65-100	76%	71%	74%	30%	8%	17%
Percentage of Tested Scoring 85-100	25%	25%	22%	10%	0%	0%
U.S. History and Government						
Number Tested	117	126	117	9	11	9
Number Scoring 55-100	108	115	107	5	6	5
Number Scoring 65-100	102	100	87	5	5	2
Number Scoring 85-100	46	43	50	1	0	0
Percentage of Tested Scoring 55-100	92%	91%	91%	56%	55%	56%
Percentage of Tested Scoring 65-100	87%	79%	74%	56%	45%	22%
Percentage of Tested Scoring 85-100	39%	34%	43%	11%	0%	0%

(Form – F)

Regents Examinations

	All Students			Students with Disabilities		
	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05
Living Environment						
Number Tested	88	112	148	0	7	12
Number Scoring 55-100	88	110	146	0	5	11
Number Scoring 65-100	85	105	134	0	3	7
Number Scoring 85-100	22	26	39	0	1	0
Percentage of Tested Scoring 55-100	100%	98%	99%	0%	71%	92%
Percentage of Tested Scoring 65-100	97%	94%	91%	0%	43%	58%
Percentage of Tested Scoring 85-100	25%	23%	26%	0%	14%	0%
Physical Setting/Earth Science						
Number Tested	117	173	178	10	21	21
Number Scoring 55-100	109	154	146	5	13	8
Number Scoring 65-100	98	120	111	5	6	6
Number Scoring 85-100	43	29	39	1	0	1
Percentage of Tested Scoring 55-100	93%	89%	82%	50%	62%	38%
Percentage of Tested Scoring 65-100	84%	69%	62%	50%	29%	29%
Percentage of Tested Scoring 85-100	37%	17%	22%	10%	0%	5%
Physical Setting/Chemistry						
Number Tested	44	47	42	1	0	0
Number Scoring 55-100	44	47	41	#	0	0
Number Scoring 65-100	36	39	36	#	0	0
Number Scoring 85-100	9	11	8	#	0	0
Percentage of Tested Scoring 55-100	100%	100%	98%	#	0%	0%
Percentage of Tested Scoring 65-100	82%	83%	86%	#	0%	0%
Percentage of Tested Scoring 85-100	20%	23%	19%	#	0%	0%
Physical Setting/Physics						
Number Tested		21	14		1	0
Number Scoring 55-100		21	14		#	0
Number Scoring 65-100		20	13		#	0
Number Scoring 85-100		7	6		#	0
Percentage of Tested Scoring 55-100		100%	100%		#	0%
Percentage of Tested Scoring 65-100		95%	93%		#	0%
Percentage of Tested Scoring 85-100		33%	43%		#	0%

* Physical Setting/Physics results for 2002-03 are not included in the report card because the Department issued new conversion charts for assessments administered in that year.

(Form – G)

Regents Examinations

	All Students			Students with Disabilities		
	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05
Comprehensive French						
Number Tested	51	38	36	0	0	0
Number Scoring 55-100	51	37	36	0	0	0
Number Scoring 65-100	49	37	36	0	0	0
Number Scoring 85-100	24	15	15	0	0	0
Percentage of Tested Scoring 55-100	100%	97%	100%	0%	0%	0%
Percentage of Tested Scoring 65-100	96%	97%	100%	0%	0%	0%
Percentage of Tested Scoring 85-100	47%	39%	42%	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	30	30	37	0	0	0
Number Scoring 55-100	30	29	37	0	0	0
Number Scoring 65-100	28	24	33	0	0	0
Number Scoring 85-100	5	7	10	0	0	0
Percentage of Tested Scoring 55-100	100%	97%	100%	0%	0%	0%
Percentage of Tested Scoring 65-100	93%	80%	89%	0%	0%	0%
Percentage of Tested Scoring 85-100	17%	23%	27%	0%	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)

Elementary-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
Nov 2004	General-Education Students	99	8%	1%	42%	48%
	Students with Disabilities	16	6%	31%	63%	0%
	All Students	115	8%	5%	45%	42%

Middle-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
June 2005	General-Education Students	130	2%	27%	67%	5%
	Students with Disabilities	19	21%	63%	16%	0%
	All Students	149	4%	32%	60%	4%

(Form – I)

New York State Alternate Assessments (NYSAA) 2004–05

Test	Count of Students					
	Tested	Not Tested	Level 1	Level 2	Level 3	Level 4
Elementary Level						
Social Studies	1	0	#	#	#	#
Middle Level						
Social Studies	1	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

2001 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	116	116	116	18	18	18	134	134	134
Number Scoring 55–64	7	12	3	0	2	2	7	14	5
Number Scoring 65–84	69	53	73	4	5	3	73	58	76
Number Scoring 85–100	32	43	32	0	0	1	32	43	33
Approved Alternatives	3	0	0	0	0	0	3	0	0

(Form – J)

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

	All Students			Students with Disabilities		
	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05
Listening and Speaking (Grade K-1)						
Number Tested		0	0		0	0
Beginning		0	0		0	0
Intermediate		0	0		0	0
Advanced		0	0		0	0
Proficient		0	0		0	0
Reading and Writing (Grade K-1)						
Number Tested		0	0		0	0
Beginning		0	0		0	0
Intermediate		0	0		0	0
Advanced		0	0		0	0
Proficient		0	0		0	0
Listening and Speaking (Grade 2-4)						
Number Tested		0	2		0	0
Beginning		0	#		0	0
Intermediate		0	#		0	0
Advanced		0	#		0	0
Proficient		0	#		0	0
Reading and Writing (Grade 2-4)						
Number Tested		0	2		0	0
Beginning		0	#		0	0
Intermediate		0	#		0	0
Advanced		0	#		0	0
Proficient		0	#		0	0
Listening and Speaking (Grade 5-6)						
Number Tested		0	1		0	0
Beginning		0	#		0	0
Intermediate		0	#		0	0
Advanced		0	#		0	0
Proficient		0	#		0	0
Reading and Writing (Grade 5-6)						
Number Tested		0	1		0	0
Beginning		0	#		0	0
Intermediate		0	#		0	0
Advanced		0	#		0	0
Proficient		0	#		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)