

New York State District Report Card Comprehensive Information Report

BEDS Code: 15-10-01-04-0000
 Name: Newcomb Central School District
 Superintendent: John Mulholland

Fall Enrollment

Grade	2002-03	2003-04	2004-05
Pre-K	5	7	5
Kindergarten	4	5	6
First	4	4	4
Second	1	4	3
Third	7	1	4
Fourth	4	7	2
Fifth	9	4	8
Sixth	8	8	4
Ungraded Elementary	0	0	0
Seventh	3	8	9
Eighth	7	3	8
Ninth	7	6	5
Tenth	5	7	4
Eleventh	7	5	7
Twelfth	3	7	5
Ungraded Secondary	0	0	0
Total K-12 Enrollment	69	69	69

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	0	0.0%	0	0.0%	0	0.0%
Black (Not Hispanic)	0	0.0%	0	0.0%	0	0.0%
Hispanic	0	0.0%	0	0.0%	0	0.0%
White (Not Hispanic)	69	100.0%	69	100.0%	69	100.0%

Average Class Size

Grade Level	2002-03	2003-04	2004-05
Kindergarten	4	5	6
Common Branch	11	9	8
English Grade 8	7	3	8
Mathematics Grade 8	7	3	0
Science Grade 8	0	0	8
Social Studies Grade 8	0	0	8
English Grade 10	5	6	9
Mathematics Grade 10	2	6	0
Science Grade 10	0	0	0
Social Studies Grade 10	5	7	4

(Form - A)

District Need to Resource Capacity Category

N/RC Category	Description
6	This is a school district with low 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	0	0.0%	0	0.0%	0	0.0%
Eligible for Free Lunch	12	17.4%	11	15.9%	9	13.0%

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		95.3%		95.8%		96.3%
Student Suspensions	0	0.0%	0	0.0%	0	0.0%

Student Socioeconomic and Stability Indicators (Percent of Enrollment)

	2002-03	2003-04	2004-05
Reduced Lunch	5.8%	8.7%	14.5%
Public Assistance	NA	NA	NA
Student Stability	NA	NA	NA

Staff Counts

Staff	2004-05
Total Teachers	16
Total Other Professional Staff	6
Total Paraprofessionals	4
Teaching Out of Certification*	1

*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*	4	6	3
	Regents Diplomas	1	6	3
	% Regents Diplomas	25%	100%	100%
	Regents Diplomas with Advanced Designation**			1
	% Regents Diplomas with Advanced Designation			33%
	IEP Diplomas or Local Certificates			
Students with Disabilities	Total Graduates*	0	0	2
	Regents Diplomas	0	0	0
	% Regents Diplomas	0%	0%	0%
	Regents Diplomas with Advanced Designation**			0
	% Regents Diplomas with Advanced Designation			0%
	IEP Diplomas or Local Certificates	0	1	0
All Students	Total Graduates*	4	6	5
	Regents Diplomas	1	6	3
	% Regents Diplomas	25%	100%	60%
	Regents Diplomas with Advanced Designation**			1
	% Regents Diplomas with Advanced Designation			20%
	IEP Diplomas or Local Certificates	0	1	0

* 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	1	2	0	0	0	0	0	0
	Percent	33%	67%	0%	0%	0%	0%	0%	0%
Students with Disabilities	Number	0	1	0	0	1	0	0	0
	Percent	0%	50%	0%	0%	50%	0%	0%	0%
All Students	Number	1	3	0	0	1	0	0	0
	Percent	20%	60%	0%	0%	20%	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	0		0	0.0%	1	5.6%
	Entered GED Program*	0		0	0.0%	1	5.6%
	Total Noncompleters	0		0	0.0%	2	11.1%
Students with Disabilities	Dropped Out	0		0	0.0%	0	0.0%
	Entered GED Program*	0		0	0.0%	0	0.0%
	Total Noncompleters	0		0	0.0%	0	0.0%
All Students	Dropped Out	0	0.0%	0	0.0%	1	4.8%
	Entered GED Program*	0	0.0%	0	0.0%	1	4.8%
	Total Noncompleters	0	0.0%	0	0.0%	2	9.5%

*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	10	19
	Number of Students with Disabilities	0	1	2
	Number of All Students	0	11	21
	Percent of Enrollment	0%	58%	100%
9-12	Number of General-Education Students	22	4	18
	Number of Students with Disabilities	0	4	3
	Number of All Students	22	8	21
	Percent of Enrollment	100%	32%	100%

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	7	100%	3	#	7	100%
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%

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	3	#	0	0%	0	0%
Science	1	#	0	0%	0	0%
Reading	0	0%	0	0%	0	0%
Writing	0	0%	0	0%	0	0%
Global Studies	1	#	0	0%	0	0%
U.S. Hist & Gov't	0	0%	0	0%	0	0%

Students with Disabilities

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

(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	8	5	5	0	2	1
Number Scoring 55-100	7	3	4	0	#	#
Number Scoring 65-100	6	3	4	0	#	#
Number Scoring 85-100	2	2	2	0	#	#
Percentage of Tested Scoring 55-100	88%	60%	80%	0%	#	#
Percentage of Tested Scoring 65-100	75%	60%	80%	0%	#	#
Percentage of Tested Scoring 85-100	25%	40%	40%	0%	#	#
Mathematics A						
Number Tested	3	20	1	0	4	0
Number Scoring 55-100	#	17	#	0	#	0
Number Scoring 65-100	#	17	#	0	#	0
Number Scoring 85-100	#	11	#	0	#	0
Percentage of Tested Scoring 55-100	#	85%	#	0%	#	0%
Percentage of Tested Scoring 65-100	#	85%	#	0%	#	0%
Percentage of Tested Scoring 85-100	#	55%	#	0%	#	0%
Mathematics B						
Number Tested	6	4	6	0	0	0
Number Scoring 55-100	6	#	2	0	0	0
Number Scoring 65-100	5	#	2	0	0	0
Number Scoring 85-100	0	#	0	0	0	0
Percentage of Tested Scoring 55-100	100%	#	33%	0%	0%	0%
Percentage of Tested Scoring 65-100	83%	#	33%	0%	0%	0%
Percentage of Tested Scoring 85-100	0%	#	0%	0%	0%	0%
Global History and Geography						
Number Tested	6	8	6	0	2	1
Number Scoring 55-100	5	5	5	0	#	#
Number Scoring 65-100	5	5	5	0	#	#
Number Scoring 85-100	3	3	3	0	#	#
Percentage of Tested Scoring 55-100	83%	62%	83%	0%	#	#
Percentage of Tested Scoring 65-100	83%	62%	83%	0%	#	#
Percentage of Tested Scoring 85-100	50%	38%	50%	0%	#	#
U.S. History and Government						
Number Tested	7	6	6	0	3	1
Number Scoring 55-100	7	5	5	0	#	#
Number Scoring 65-100	6	4	4	0	#	#
Number Scoring 85-100	4	2	3	0	#	#
Percentage of Tested Scoring 55-100	100%	83%	83%	0%	#	#
Percentage of Tested Scoring 65-100	86%	67%	67%	0%	#	#
Percentage of Tested Scoring 85-100	57%	33%	50%	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	12	0	7	0	0	1
Number Scoring 55-100	11	0	6	0	0	#
Number Scoring 65-100	11	0	6	0	0	#
Number Scoring 85-100	3	0	3	0	0	#
Percentage of Tested Scoring 55-100	92%	0%	86%	0%	0%	#
Percentage of Tested Scoring 65-100	92%	0%	86%	0%	0%	#
Percentage of Tested Scoring 85-100	25%	0%	43%	0%	0%	#
Physical Setting/Earth Science						
Number Tested	0	15	0	0	2	0
Number Scoring 55-100	0	12	0	0	#	0
Number Scoring 65-100	0	12	0	0	#	0
Number Scoring 85-100	0	5	0	0	#	0
Percentage of Tested Scoring 55-100	0%	80%	0%	0%	#	0%
Percentage of Tested Scoring 65-100	0%	80%	0%	0%	#	0%
Percentage of Tested Scoring 85-100	0%	33%	0%	0%	#	0%
Physical Setting/Chemistry						
Number Tested	0	5	0	0	0	0
Number Scoring 55-100	0	5	0	0	0	0
Number Scoring 65-100	0	5	0	0	0	0
Number Scoring 85-100	0	0	0	0	0	0
Percentage of Tested Scoring 55-100	0%	100%	0%	0%	0%	0%
Percentage of Tested Scoring 65-100	0%	100%	0%	0%	0%	0%
Percentage of Tested Scoring 85-100	0%	0%	0%	0%	0%	0%
Physical Setting/Physics						
Number Tested		0	6		0	0
Number Scoring 55-100		0	6		0	0
Number Scoring 65-100		0	5		0	0
Number Scoring 85-100		0	0		0	0
Percentage of Tested Scoring 55-100		0%	100%		0%	0%
Percentage of Tested Scoring 65-100		0%	83%		0%	0%
Percentage of Tested Scoring 85-100		0%	0%		0%	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	2	4	4	0	0	0
Number Scoring 55-100	#	#	#	0	0	0
Number Scoring 65-100	#	#	#	0	0	0
Number Scoring 85-100	#	#	#	0	0	0
Percentage of Tested Scoring 55-100	#	#	#	0%	0%	0%
Percentage of Tested Scoring 65-100	#	#	#	0%	0%	0%
Percentage of Tested Scoring 85-100	#	#	#	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	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 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	7	#	#	#	#
	Students with Disabilities	1	#	#	#	#
	All Students	8	13%	13%	38%	38%

Middle-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
June 2005	General-Education Students	8	0%	0%	63%	38%
	Students with Disabilities	0	0%	0%	0%	0%
	All Students	8	0%	0%	63%	38%

(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	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

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	3	3	3	2	2	2	5	5	5
Number Scoring 55–64	#	#	#	#	#	#	0	1	0
Number Scoring 65–84	#	#	#	#	#	#	2	2	4
Number Scoring 85–100	#	#	#	#	#	#	2	2	1
Approved Alternatives	#	#	#	#	#	#	0	0	0

(Form – J)