

# New York State District Report Card Comprehensive Information Report

BEDS Code: 13-11-01-04-0000  
 Name: Northeast Central School District  
 Superintendent: Richard N. Johns

## Fall Enrollment

Grade	2002-03	2003-04	2004-05
Pre-K	0	0	0
Kindergarten	45	67	51
First	67	50	75
Second	55	71	44
Third	72	58	69
Fourth	67	71	66
Fifth	59	69	70
Sixth	75	56	61
Ungraded Elementary	5	4	8
Seventh	77	68	56
Eighth	90	76	70
Ninth	80	103	96
Tenth	72	65	76
Eleventh	66	53	60
Twelfth	46	64	51
Ungraded Secondary	0	12	18
Total K-12 Enrollment	876	887	871

## 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	4	0.5%	7	0.8%	9	1.0%
Black (Not Hispanic)	54	6.2%	60	6.8%	47	5.4%
Hispanic	53	6.1%	53	6.0%	59	6.8%
White (Not Hispanic)	765	87.3%	767	86.5%	756	86.8%

## Average Class Size

Grade Level	2002-03	2003-04	2004-05
Kindergarten	15	22	17
Common Branch	19	20	18
English Grade 8	19	18	18
Mathematics Grade 8	19	18	19
Science Grade 8	21	16	18
Social Studies Grade 8	21	0	17
English Grade 10	19	18	19
Mathematics Grade 10	0	25	0
Science Grade 10	0	0	0
Social Studies Grade 10	26	22	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

	2002-03		2003-04		2004-05	
	Count	Percent	Count	Percent	Count	Percent
Limited English Proficient	23	2.6%	27	3.0%	23	2.6%
Eligible for Free Lunch	202	23.1%	194	21.9%	222	25.5%

### 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		92.7%		92.8%		93.7%
Student Suspensions	72	7.8%	101	11.5%	59	6.7%

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

	2002-03	2003-04	2004-05
Reduced Lunch	11.6%	8.7%	10.9%
Public Assistance	NA	NA	NA
Student Stability	NA	NA	NA

### Staff Counts

Staff	2004-05
Total Teachers	84
Total Other Professional Staff	12
Total Paraprofessionals	21
Teaching Out of Certification*	6

\*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
<b>General-Education Students</b>	Total Graduates*	41	54	46
	Regents Diplomas	24	26	44
	% Regents Diplomas	59%	48%	96%
	Regents Diplomas with Advanced Designation**			14
	% Regents Diplomas with Advanced Designation			30%
	IEP Diplomas or Local Certificates			
<b>Students with Disabilities</b>	Total Graduates*	2	5	4
	Regents Diplomas	0	0	2
	% Regents Diplomas	0%	0%	50%
	Regents Diplomas with Advanced Designation**			0
	% Regents Diplomas with Advanced Designation			0%
	IEP Diplomas or Local Certificates	2	1	5
<b>All Students</b>	Total Graduates*	43	59	50
	Regents Diplomas	24	26	46
	% Regents Diplomas	56%	44%	92%
	Regents Diplomas with Advanced Designation**			14
	% Regents Diplomas with Advanced Designation			28%
	IEP Diplomas or Local Certificates	2	1	5

\* 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
<b>General-Education Students</b>	<b>Number</b>	18	20	2	2	4	0	0	0
	<b>Percent</b>	39%	43%	4%	4%	9%	0%	0%	0%
<b>Students with Disabilities</b>	<b>Number</b>	0	3	0	0	1	0	0	0
	<b>Percent</b>	0%	75%	0%	0%	25%	0%	0%	0%
<b>All Students</b>	<b>Number</b>	18	23	2	2	5	0	0	0
	<b>Percent</b>	36%	46%	4%	4%	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.
<b>General-Education Students</b>	Dropped Out	6		10	4.1%	14	5.5%
	Entered GED Program*	2		1	0.4%	1	0.4%
	Total Noncompleters	8		11	4.5%	15	5.9%
<b>Students with Disabilities</b>	Dropped Out	2		3	7.7%	4	8.0%
	Entered GED Program*	1		0	0.0%	1	2.0%
	Total Noncompleters	3		3	7.7%	5	10.0%
<b>All Students</b>	Dropped Out	8	3.0%	13	4.6%	18	5.9%
	Entered GED Program*	3	1.1%	1	0.4%	2	0.7%
	Total Noncompleters	11	4.2%	14	5.0%	20	6.6%

\*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	0	242	0
	Number of Students with Disabilities	0	28	0
	Number of All Students	0	270	0
	Percent of Enrollment	0%	92%	0%

## 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	24	92%	9	100%	18	83%
German	20	75%	12	25%	24	88%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	33	79%	16	69%	29	76%

## Students with Disabilities

Test	2002-03		2003-04		2004-05	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	0	0%	1	#	1	#
German	1	#	0	0%	2	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	0	0%	2	#	4	#

# Regents Competency Tests

## General-Education Students

Test	2002-03		2003-04		2004-05	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	11	73%	0	0%	4	#
Science	0	0%	0	0%	2	#
Reading	0	0%	0	0%	1	#
Writing	1	#	0	0%	0	0%
Global Studies	0	0%	0	0%	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	5	100%	0	0%	4	#
Science	0	0%	0	0%	3	#
Reading	5	100%	0	0%	3	#
Writing	6	100%	0	0%	2	#
Global Studies	5	0%	0	0%	2	#
U.S. Hist & Gov't	2	#	1	#	1	#

(Form - E)

# Regents Examinations

	All Students			Students with Disabilities		
	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05
<b>Comprehensive English</b>						
Number Tested	62	60	53	7	7	6
Number Scoring 55-100	56	59	52	4	7	5
Number Scoring 65-100	49	55	51	1	5	5
Number Scoring 85-100	18	16	13	0	0	1
Percentage of Tested Scoring 55-100	90%	98%	98%	57%	100%	83%
Percentage of Tested Scoring 65-100	79%	92%	96%	14%	71%	83%
Percentage of Tested Scoring 85-100	29%	27%	25%	0%	0%	17%
<b>Mathematics A</b>						
Number Tested	63	62	110	4	4	10
Number Scoring 55-100	51	62	108	#	#	8
Number Scoring 65-100	48	61	104	#	#	7
Number Scoring 85-100	10	16	44	#	#	2
Percentage of Tested Scoring 55-100	81%	100%	98%	#	#	80%
Percentage of Tested Scoring 65-100	76%	98%	95%	#	#	70%
Percentage of Tested Scoring 85-100	16%	26%	40%	#	#	20%
<b>Mathematics B</b>						
Number Tested	0	27	37	0	1	0
Number Scoring 55-100	0	16	22	0	#	0
Number Scoring 65-100	0	15	16	0	#	0
Number Scoring 85-100	0	2	2	0	#	0
Percentage of Tested Scoring 55-100	0%	59%	59%	0%	#	0%
Percentage of Tested Scoring 65-100	0%	56%	43%	0%	#	0%
Percentage of Tested Scoring 85-100	0%	7%	5%	0%	#	0%
<b>Global History and Geography</b>						
Number Tested	74	60	92	8	4	9
Number Scoring 55-100	68	55	81	5	#	7
Number Scoring 65-100	61	51	72	5	#	5
Number Scoring 85-100	21	24	32	1	#	0
Percentage of Tested Scoring 55-100	92%	92%	88%	62%	#	78%
Percentage of Tested Scoring 65-100	82%	85%	78%	62%	#	56%
Percentage of Tested Scoring 85-100	28%	40%	35%	12%	#	0%
<b>U.S. History and Government</b>						
Number Tested	59	54	54	5	8	3
Number Scoring 55-100	57	54	54	3	8	#
Number Scoring 65-100	53	54	51	3	8	#
Number Scoring 85-100	26	27	27	0	1	#
Percentage of Tested Scoring 55-100	97%	100%	100%	60%	100%	#
Percentage of Tested Scoring 65-100	90%	100%	94%	60%	100%	#
Percentage of Tested Scoring 85-100	44%	50%	50%	0%	12%	#

(Form – F)

# Regents Examinations

	All Students			Students with Disabilities		
	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05
<b>Living Environment</b>						
Number Tested	53	69	63	6	5	8
Number Scoring 55-100	53	69	56	6	5	7
Number Scoring 65-100	51	63	50	5	2	6
Number Scoring 85-100	17	19	16	1	1	1
Percentage of Tested Scoring 55-100	100%	100%	89%	100%	100%	88%
Percentage of Tested Scoring 65-100	96%	91%	79%	83%	40%	75%
Percentage of Tested Scoring 85-100	32%	28%	25%	17%	20%	12%
<b>Physical Setting/Earth Science</b>						
Number Tested	69	90	83	5	12	5
Number Scoring 55-100	62	77	76	3	10	4
Number Scoring 65-100	57	60	67	2	6	3
Number Scoring 85-100	23	25	14	1	1	1
Percentage of Tested Scoring 55-100	90%	86%	92%	60%	83%	80%
Percentage of Tested Scoring 65-100	83%	67%	81%	40%	50%	60%
Percentage of Tested Scoring 85-100	33%	28%	17%	20%	8%	20%
<b>Physical Setting/Chemistry</b>						
Number Tested	40	32	32	0	2	0
Number Scoring 55-100	36	31	32	0	#	0
Number Scoring 65-100	28	25	30	0	#	0
Number Scoring 85-100	4	6	7	0	#	0
Percentage of Tested Scoring 55-100	90%	97%	100%	0%	#	0%
Percentage of Tested Scoring 65-100	70%	78%	94%	0%	#	0%
Percentage of Tested Scoring 85-100	10%	19%	22%	0%	#	0%
<b>Physical Setting/Physics</b>						
Number Tested		3	6		0	0
Number Scoring 55-100		#	6		0	0
Number Scoring 65-100		#	5		0	0
Number Scoring 85-100		#	2		0	0
Percentage of Tested Scoring 55-100		#	100%		0%	0%
Percentage of Tested Scoring 65-100		#	83%		0%	0%
Percentage of Tested Scoring 85-100		#	33%		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
<b>Comprehensive French</b>						
Number Tested	12	10	14	0	0	0
Number Scoring 55-100	12	10	14	0	0	0
Number Scoring 65-100	12	10	14	0	0	0
Number Scoring 85-100	10	7	9	0	0	0
Percentage of Tested Scoring 55-100	100%	100%	100%	0%	0%	0%
Percentage of Tested Scoring 65-100	100%	100%	100%	0%	0%	0%
Percentage of Tested Scoring 85-100	83%	70%	64%	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	9	10	8	0	0	0
Number Scoring 55-100	9	10	8	0	0	0
Number Scoring 65-100	8	8	8	0	0	0
Number Scoring 85-100	2	3	5	0	0	0
Percentage of Tested Scoring 55-100	100%	100%	100%	0%	0%	0%
Percentage of Tested Scoring 65-100	89%	80%	100%	0%	0%	0%
Percentage of Tested Scoring 85-100	22%	30%	62%	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	19	12	26	0	1	0
Number Scoring 55-100	19	12	24	0	#	0
Number Scoring 65-100	17	12	23	0	#	0
Number Scoring 85-100	4	3	11	0	#	0
Percentage of Tested Scoring 55-100	100%	100%	92%	0%	#	0%
Percentage of Tested Scoring 65-100	89%	100%	88%	0%	#	0%
Percentage of Tested Scoring 85-100	21%	25%	42%	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)



## Elementary-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
<b>Nov 2004</b>	General-Education Students	69	#	#	#	#
	Students with Disabilities	1	#	#	#	#
	All Students	70	13%	9%	51%	27%

## Middle-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
<b>June 2005</b>	General-Education Students	65	2%	22%	57%	20%
	Students with Disabilities	9	33%	22%	44%	0%
	All Students	74	5%	22%	55%	18%

(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
<b>Elementary Level</b>						
Social Studies	0	1	0	0	0	0
<b>Middle Level</b>						
Social Studies	2	0	#	#	#	#
<b>Secondary Level</b>						
English Language Arts	2	0	#	#	#	#
Social Studies	1	0	#	#	#	#
Mathematics	2	0	#	#	#	#
Science	1	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	46	46	46	7	7	7	53	53	53
Number Scoring 55–64	2	0	1	0	0	0	2	0	1
Number Scoring 65–84	23	20	21	2	3	3	25	23	24
Number Scoring 85–100	20	24	23	0	0	0	20	24	23
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		
	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05
<b>Listening and Speaking (Grade K-1)</b>						
Number Tested		5	6		0	1
Beginning		0	0		0	#
Intermediate		2	2		0	#
Advanced		2	3		0	#
Proficient		1	1		0	#
<b>Reading and Writing (Grade K-1)</b>						
Number Tested		5	6		0	1
Beginning		1	0		0	#
Intermediate		2	3		0	#
Advanced		2	1		0	#
Proficient		0	2		0	#
<b>Listening and Speaking (Grade 2-4)</b>						
Number Tested		5	9		1	0
Beginning		0	1		#	0
Intermediate		1	1		#	0
Advanced		1	4		#	0
Proficient		3	3		#	0
<b>Reading and Writing (Grade 2-4)</b>						
Number Tested		5	9		1	0
Beginning		0	1		#	0
Intermediate		2	1		#	0
Advanced		0	5		#	0
Proficient		3	2		#	0
<b>Listening and Speaking (Grade 5-6)</b>						
Number Tested		1	4		0	0
Beginning		#	#		0	0
Intermediate		#	#		0	0
Advanced		#	#		0	0
Proficient		#	#		0	0
<b>Reading and Writing (Grade 5-6)</b>						
Number Tested		1	4		0	0
Beginning		#	#		0	0
Intermediate		#	#		0	0
Advanced		#	#		0	0
Proficient		#	#		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)

# 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
<b>Listening and Speaking (Grade 7-8)</b>						
Number Tested		5	2		1	1
Beginning		0	#		#	#
Intermediate		0	#		#	#
Advanced		1	#		#	#
Proficient		4	#		#	#
<b>Reading and Writing (Grade 7-8)</b>						
Number Tested		5	2		1	1
Beginning		0	#		#	#
Intermediate		2	#		#	#
Advanced		1	#		#	#
Proficient		2	#		#	#
<b>Listening and Speaking (Grade 9-12)</b>						
Number Tested		6	6		0	0
Beginning		2	0		0	0
Intermediate		2	4		0	0
Advanced		0	2		0	0
Proficient		2	0		0	0
<b>Reading and Writing (Grade 9-12)</b>						
Number Tested		6	6		0	0
Beginning		0	1		0	0
Intermediate		3	4		0	0
Advanced		3	1		0	0
Proficient		0	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 - L)