

New York State District Report Card Comprehensive Information Report

BEDS Code: 50-01-01-06-0000

Name: Clarkstown Central School District

Superintendent: William B. Heebink

Fall Enrollment

Grade	2000–2001	2001–2002	2002–2003
Pre-K	0	0	0
Kindergarten	646	641	673
First	608	659	655
Second	696	612	681
Third	653	707	632
Fourth	587	675	713
Fifth	660	595	693
Sixth	698	719	646
Ungraded Elementary	128	166	124
Seventh	685	705	735
Eighth	678	699	721
Ninth	722	690	717
Tenth	690	731	690
Eleventh	689	699	744
Twelfth	728	715	694
Ungraded Secondary	122	100	78
Total K-12 Enrollment	8990	9113	9196

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	913	10.2%	1000	11.0%	964	10.5%
Black (Not Hispanic)	243	2.7%	249	2.7%	262	2.8%
Hispanic	430	4.8%	527	5.8%	520	5.7%
White (Not Hispanic)	7404	82.4%	7337	80.5%	7450	81.0%

Average Class Size

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

(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

	2000–2001		2001–2002		2002–2003	
	Count	Percent	Count	Percent	Count	Percent
Limited English Proficient	253	2.8%	266	2.9%	253	2.8%
Eligible for Free Lunch	254	2.8%	204	2.2%	222	2.4%

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		94.3%		94.9%		94.6%
Student Suspensions	146	1.6%	172	1.9%	123	1.4%

Student Socioeconomic and Stability Indicators (Percent of Enrollment)

	2000–2001	2001–2002	2002–2003
Reduced Lunch	2.2%	2.0%	2.0%
Public Assistance	NA	NA	NA
Student Stability	NA	NA	NA

Staff Counts

Staff	2002–2003
Total Teachers	721
Total Other Professional Staff	105
Total Paraprofessionals	283
Teaching Out of Certification*	25
Teachers with Temporary Licenses	6

*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	581	460	79%	582	470	81%	554	457	82%
Students with Disabilities	102	25	25%	99	37	37%	92	29	32%
All Students	683	485	71%	681	507	74%	646	486	75%

*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	456	165	4	5	14	2
Percent	71%	26%	1%	1%	2%	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)
92	29	3	95

*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			6		15	
	Entered GED Program*			9		7	
	Total Noncompleters			15		22	
Students with Disabilities	Dropped Out			2		4	
	Entered GED Program*			2		4	
	Total Noncompleters			4		8	
All Students	Dropped Out	11	0.4%	8	0.3%	19	0.7%
	Entered GED Program*	20	0.7%	11	0.4%	11	0.4%
	Total Noncompleters	31	1.1%	19	0.7%	30	1.0%

*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	6
	Number of All Students		0	6
	Percent of Enrollment		0%	0%
9-12	Number of General-Education Students		232	4
	Number of Students with Disabilities		0	228
	Number of All Students		232	232
	Percent of Enrollment		8%	8%

Second Language Proficiency Examinations

General-Education Students

Test	2000-2001		2001-2002		2002-2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	74	100%	48	96%	57	98%
German	0	0%	0	0%	0	0%
Italian	67	100%	83	100%	104	100%
Latin	0	0%	0	0%	0	0%
Spanish	360	100%	395	100%	356	99%

Students with Disabilities

Test	2000-2001		2001-2002		2002-2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	7	86%	2	#	5	80%
German	0	0%	0	0%	0	0%
Italian	15	100%	14	100%	9	100%
Latin	0	0%	0	0%	0	0%
Spanish	53	94%	45	98%	47	100%

(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	3	#	2	#	1	#
Science	3	#	1	#	1	#
Reading	0	0%	1	#	0	0%
Writing	0	0%	1	#	0	0%
Global Studies	3	#	0	0%	0	0%
U.S. Hist & Gov't	7	57%	1	#	0	0%

Students with Disabilities

Test	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	54	85%	49	90%	44	77%
Science	14	79%	24	92%	13	69%
Reading	11	100%	9	89%	25	80%
Writing	14	100%	10	70%	28	96%
Global Studies	6	50%	7	57%	9	56%
U.S. Hist & Gov't	11	45%	4	#	7	86%

(Form – E)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Comprehensive English						
Number Tested	722	681	738	99	66	127
Number Scoring 55–100	711	668	723	93	59	114
Number Scoring 65–100	674	642	709	73	50	103
Number Scoring 85–100	295	427	470	13	12	27
Percentage of Tested Scoring 55–100	98%	98%	98%	94%	89%	90%
Percentage of Tested Scoring 65–100	93%	94%	96%	74%	76%	81%
Percentage of Tested Scoring 85–100	41%	63%	64%	13%	18%	21%
Mathematics A						
Number Tested	1	28	639	0	14	59
Number Scoring 55–100	#	23	624	0	11	56
Number Scoring 65–100	#	15	605	0	6	52
Number Scoring 85–100	#	0	276	0	0	16
Percentage of Tested Scoring 55–100	#	82%	98%	0%	79%	95%
Percentage of Tested Scoring 65–100	#	54%	95%	0%	43%	88%
Percentage of Tested Scoring 85–100	#	0%	43%	0%	0%	27%
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	715	738	676	126	104	115
Number Scoring 55–100	708	730	668	119	99	112
Number Scoring 65–100	693	702	662	108	79	111
Number Scoring 85–100	388	341	370	23	12	21
Percentage of Tested Scoring 55–100	99%	99%	99%	94%	95%	97%
Percentage of Tested Scoring 65–100	97%	95%	98%	86%	76%	97%
Percentage of Tested Scoring 85–100	54%	46%	55%	18%	12%	18%
U.S. History and Government (first administered June 2001)						
Number Tested	681	655	739	106	63	119
Number Scoring 55–100	669	652	731	99	60	115
Number Scoring 65–100	643	632	720	83	50	107
Number Scoring 85–100	409	311	468	19	11	37
Percentage of Tested Scoring 55–100	98%	100%	99%	93%	95%	97%
Percentage of Tested Scoring 65–100	94%	96%	97%	78%	79%	90%
Percentage of Tested Scoring 85–100	60%	47%	63%	18%	17%	31%

(Form – F)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Living Environment (first administered June 2001)						
Number Tested	750	679	681	123	87	125
Number Scoring 55–100	747	678	676	120	86	121
Number Scoring 65–100	726	666	651	102	74	106
Number Scoring 85–100	195	284	283	4	12	13
Percentage of Tested Scoring 55–100	100%	100%	99%	98%	99%	97%
Percentage of Tested Scoring 65–100	97%	98%	96%	83%	85%	85%
Percentage of Tested Scoring 85–100	26%	42%	42%	3%	14%	10%
Physical Setting/Earth Science (first administered June 2001)						
Number Tested	357	437	400	76	74	81
Number Scoring 55–100	347	431	389	71	72	71
Number Scoring 65–100	324	419	378	63	68	67
Number Scoring 85–100	104	124	149	12	13	17
Percentage of Tested Scoring 55–100	97%	99%	97%	93%	97%	88%
Percentage of Tested Scoring 65–100	91%	96%	94%	83%	92%	83%
Percentage of Tested Scoring 85–100	29%	28%	37%	16%	18%	21%
Physical Setting/Chemistry (first administered June 2002)						
Number Tested		595	633		26	47
Number Scoring 55–100		582	607		25	45
Number Scoring 65–100		496	529		14	30
Number Scoring 85–100		98	149		0	4
Percentage of Tested Scoring 55–100		98%	96%		96%	96%
Percentage of Tested Scoring 65–100		83%	84%		54%	64%
Percentage of Tested Scoring 85–100		16%	24%		0%	9%
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	92	104	58	5	2	3
Number Scoring 55–100	92	103	58	5	#	#
Number Scoring 65–100	92	101	58	5	#	#
Number Scoring 85–100	62	54	47	2	#	#
Percentage of Tested Scoring 55–100	100%	99%	100%	100%	#	#
Percentage of Tested Scoring 65–100	100%	97%	100%	100%	#	#
Percentage of Tested Scoring 85–100	67%	52%	81%	40%	#	#
Comprehensive Italian						
Number Tested	67	70	75	5	5	6
Number Scoring 55–100	67	68	75	5	3	6
Number Scoring 65–100	67	66	75	5	2	6
Number Scoring 85–100	57	43	51	3	0	3
Percentage of Tested Scoring 55–100	100%	97%	100%	100%	60%	100%
Percentage of Tested Scoring 65–100	100%	94%	100%	100%	40%	100%
Percentage of Tested Scoring 85–100	85%	61%	68%	60%	0%	50%
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	2	0	0	0	0	0
Number Scoring 55–100	#	0	0	0	0	0
Number Scoring 65–100	#	0	0	0	0	0
Number Scoring 85–100	#	0	0	0	0	0
Percentage of Tested Scoring 55–100	#	0%	0%	0%	0%	0%
Percentage of Tested Scoring 65–100	#	0%	0%	0%	0%	0%
Percentage of Tested Scoring 85–100	#	0%	0%	0%	0%	0%
Comprehensive Spanish						
Number Tested	361	363	372	29	19	27
Number Scoring 55–100	358	362	369	29	18	27
Number Scoring 65–100	356	362	369	29	18	27
Number Scoring 85–100	277	279	270	18	10	11
Percentage of Tested Scoring 55–100	99%	100%	99%	100%	95%	100%
Percentage of Tested Scoring 65–100	99%	100%	99%	100%	95%	100%
Percentage of Tested Scoring 85–100	77%	77%	73%	62%	53%	41%
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	712	604	100	69	44	26
Number Scoring 55–100	696	583	87	63	41	24
Number Scoring 65–100	669	558	77	60	37	21
Number Scoring 85–100	356	251	12	19	10	6
Percentage of Tested Scoring 55–100	98%	97%	87%	91%	93%	92%
Percentage of Tested Scoring 65–100	94%	92%	77%	87%	84%	81%
Percentage of Tested Scoring 85–100	50%	42%	12%	28%	23%	23%
Sequential Mathematics, Course III						
Number Tested	527	606	508	31	21	23
Number Scoring 55–100	513	594	493	30	19	22
Number Scoring 65–100	481	568	478	27	19	21
Number Scoring 85–100	270	352	266	9	7	7
Percentage of Tested Scoring 55–100	97%	98%	97%	97%	90%	96%
Percentage of Tested Scoring 65–100	91%	94%	94%	87%	90%	91%
Percentage of Tested Scoring 85–100	51%	58%	52%	29%	33%	30%

(Form – I)

Introduction to Occupations Examination

	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
General-Education Students	27	100%	21	100%	2	#
Students with Disabilities	53	94%	32	97%	26	96%

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	609	0%	3%	61%	36%
	Students with Disabilities	102	2%	5%	65%	28%
	All Students	711	1%	3%	62%	35%

Middle-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
June 2003	General-Education Students	621	0%	9%	64%	27%
	Students with Disabilities	100	4%	56%	37%	3%
	All Students	721	1%	16%	60%	24%

(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	1	0	#	#	#	#
Secondary Level						
English Language Arts	6	0	0	1	0	5
Social Studies	5	1	0	0	0	5
Mathematics	5	1	0	0	0	5
Science	5	1	0	0	0	5

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	555	555	555	103	103	103	658	658	658
Number Scoring 55–64	1	6	1	7	13	8	8	19	9
Number Scoring 65–84	192	240	280	69	62	73	261	302	353
Number Scoring 85–100	357	305	271	22	17	11	379	322	282
Approved Alternatives	0	0	0	0	0	0	0	0	0

(Form – K)