

# New York State District Report Card Comprehensive Information Report

BEDS Code: 41-11-01-06-0000  
 Name: Clinton Central School District  
 Superintendent: Jeffrey H. Roudebush

## Fall Enrollment

Grade	2002-03	2003-04	2004-05
Pre-K	0	0	0
Kindergarten	89	99	80
First	78	98	100
Second	99	75	93
Third	122	98	77
Fourth	120	128	94
Fifth	126	117	137
Sixth	125	140	115
Ungraded Elementary	1	1	0
Seventh	157	135	145
Eighth	134	156	130
Ninth	164	143	155
Tenth	143	163	135
Eleventh	136	146	154
Twelfth	162	131	146
Ungraded Secondary	5	4	4
Total K-12 Enrollment	1661	1634	1565

## 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	33	2.0%	21	1.3%	32	2.0%
Black (Not Hispanic)	25	1.5%	22	1.3%	25	1.6%
Hispanic	21	1.3%	31	1.9%	31	2.0%
White (Not Hispanic)	1582	95.2%	1560	95.5%	1477	94.4%

## Average Class Size

Grade Level	2002-03	2003-04	2004-05
Kindergarten	18	20	20
Common Branch	20	20	20
English Grade 8	19	19	19
Mathematics Grade 8	19	20	22
Science Grade 8	19	19	19
Social Studies Grade 8	19	20	19
English Grade 10	18	17	15
Mathematics Grade 10	16	18	15
Science Grade 10	21	19	14
Social Studies Grade 10	20	24	20

(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	6	0.4%	6	0.4%	6	0.4%
Eligible for Free Lunch	131	7.9%	132	8.1%	164	10.5%

### 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		92.9%		92.5%		96.2%
Student Suspensions	45	2.6%	24	1.4%	54	3.3%

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

	2002-03	2003-04	2004-05
Reduced Lunch	2.8%	3.3%	4.3%
Public Assistance	NA	NA	NA
Student Stability	NA	NA	NA

### Staff Counts

Staff	2004-05
Total Teachers	131
Total Other Professional Staff	19
Total Paraprofessionals	45
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
<b>General-Education Students</b>	Total Graduates*	137	122	126
	Regents Diplomas	124	101	120
	% Regents Diplomas	91%	83%	95%
	Regents Diplomas with Advanced Designation**			94
	% Regents Diplomas with Advanced Designation			75%
	IEP Diplomas or Local Certificates			
<b>Students with Disabilities</b>	Total Graduates*	19	3	13
	Regents Diplomas	10	2	4
	% Regents Diplomas	53%	67%	31%
	Regents Diplomas with Advanced Designation**			2
	% Regents Diplomas with Advanced Designation			15%
	IEP Diplomas or Local Certificates	1	1	2
<b>All Students</b>	Total Graduates*	156	125	139
	Regents Diplomas	134	103	124
	% Regents Diplomas	86%	82%	89%
	Regents Diplomas with Advanced Designation**			96
	% Regents Diplomas with Advanced Designation			69%
	IEP Diplomas or Local Certificates	1	1	2

\* 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>	86	31	2	2	4	0	1	0
	<b>Percent</b>	68%	25%	2%	2%	3%	0%	1%	0%
<b>Students with Disabilities</b>	<b>Number</b>	1	10	1	0	0	0	1	0
	<b>Percent</b>	8%	77%	8%	0%	0%	0%	8%	0%
<b>All Students</b>	<b>Number</b>	87	41	3	2	4	0	2	0
	<b>Percent</b>	63%	29%	2%	1%	3%	0%	1%	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	7		0	0.0%	2	0.4%
	Entered GED Program*	0		6	1.1%	1	0.2%
	Total Noncompleters	7		6	1.1%	3	0.6%
<b>Students with Disabilities</b>	Dropped Out	1		0	0.0%	0	0.0%
	Entered GED Program*	0		0	0.0%	1	1.3%
	Total Noncompleters	1		0	0.0%	1	1.3%
<b>All Students</b>	Dropped Out	8	1.3%	0	0.0%	2	0.3%
	Entered GED Program*	0	0.0%	6	1.0%	2	0.3%
	Total Noncompleters	8	1.3%	6	1.0%	4	0.7%

\*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	118	137	105
	Number of Students with Disabilities	17	19	25
	Number of All Students	135	156	130
	Percent of Enrollment	32%	36%	33%
9-12	Number of General-Education Students	508	505	588
	Number of Students with Disabilities	97	78	0
	Number of All Students	605	583	588
	Percent of Enrollment	99%	100%	99%

## 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	69	100%	0	0%	42	93%
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	83	100%	0	0%	67	97%

## Students with Disabilities

Test	2002-03		2003-04		2004-05	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	7	71%	0	0%	1	#
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	11	82%	0	0%	6	83%

# Regents Competency Tests

## General-Education Students

Test	2002-03		2003-04		2004-05	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	2	#	15	100%	0	0%
Science	5	40%	0	0%	0	0%
Reading	1	#	8	75%	1	#
Writing	0	0%	8	100%	1	#
Global Studies	4	#	1	#	1	#
U.S. Hist & Gov't	2	#	0	0%	0	0%

## Students with Disabilities

Test	2002-03		2003-04		2004-05	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	4	#	5	60%	2	#
Science	7	0%	0	0%	1	#
Reading	0	0%	4	#	19	84%
Writing	0	0%	4	#	8	100%
Global Studies	4	#	1	#	2	#
U.S. Hist & Gov't	1	#	0	0%	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	130	140	158	3	1	22
Number Scoring 55-100	127	131	151	#	#	15
Number Scoring 65-100	126	124	143	#	#	9
Number Scoring 85-100	67	92	79	#	#	0
Percentage of Tested Scoring 55-100	98%	94%	96%	#	#	68%
Percentage of Tested Scoring 65-100	97%	89%	91%	#	#	41%
Percentage of Tested Scoring 85-100	52%	66%	50%	#	#	0%
<b>Mathematics A</b>						
Number Tested	134	176	155	10	10	15
Number Scoring 55-100	128	167	153	9	8	13
Number Scoring 65-100	116	152	151	7	6	11
Number Scoring 85-100	31	46	73	0	0	2
Percentage of Tested Scoring 55-100	96%	95%	99%	90%	80%	87%
Percentage of Tested Scoring 65-100	87%	86%	97%	70%	60%	73%
Percentage of Tested Scoring 85-100	23%	26%	47%	0%	0%	13%
<b>Mathematics B</b>						
Number Tested	95	134	129	0	2	6
Number Scoring 55-100	89	117	98	0	#	4
Number Scoring 65-100	71	103	74	0	#	4
Number Scoring 85-100	22	21	4	0	#	1
Percentage of Tested Scoring 55-100	94%	87%	76%	0%	#	67%
Percentage of Tested Scoring 65-100	75%	77%	57%	0%	#	67%
Percentage of Tested Scoring 85-100	23%	16%	3%	0%	#	17%
<b>Global History and Geography</b>						
Number Tested	143	159	142	13	9	14
Number Scoring 55-100	138	155	130	11	8	11
Number Scoring 65-100	131	144	128	9	3	11
Number Scoring 85-100	89	103	66	2	1	2
Percentage of Tested Scoring 55-100	97%	97%	92%	85%	89%	79%
Percentage of Tested Scoring 65-100	92%	91%	90%	69%	33%	79%
Percentage of Tested Scoring 85-100	62%	65%	46%	15%	11%	14%
<b>U.S. History and Government</b>						
Number Tested	131	139	153	3	1	20
Number Scoring 55-100	129	138	150	#	#	19
Number Scoring 65-100	128	134	144	#	#	15
Number Scoring 85-100	96	106	118	#	#	3
Percentage of Tested Scoring 55-100	98%	99%	98%	#	#	95%
Percentage of Tested Scoring 65-100	98%	96%	94%	#	#	75%
Percentage of Tested Scoring 85-100	73%	76%	77%	#	#	15%

(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	161	223	168	22	17	21
Number Scoring 55-100	156	220	167	19	17	21
Number Scoring 65-100	150	208	156	16	11	15
Number Scoring 85-100	78	82	66	0	1	1
Percentage of Tested Scoring 55-100	97%	99%	99%	86%	100%	100%
Percentage of Tested Scoring 65-100	93%	93%	93%	73%	65%	71%
Percentage of Tested Scoring 85-100	48%	37%	39%	0%	6%	5%
<b>Physical Setting/Earth Science</b>						
Number Tested	135	42	129	4	1	6
Number Scoring 55-100	134	42	129	#	#	6
Number Scoring 65-100	132	41	126	#	#	5
Number Scoring 85-100	82	34	73	#	#	1
Percentage of Tested Scoring 55-100	99%	100%	100%	#	#	100%
Percentage of Tested Scoring 65-100	98%	98%	98%	#	#	83%
Percentage of Tested Scoring 85-100	61%	81%	57%	#	#	17%
<b>Physical Setting/Chemistry</b>						
Number Tested	115	116	108	3	0	5
Number Scoring 55-100	115	115	107	#	0	5
Number Scoring 65-100	95	100	95	#	0	4
Number Scoring 85-100	31	34	10	#	0	0
Percentage of Tested Scoring 55-100	100%	99%	99%	#	0%	100%
Percentage of Tested Scoring 65-100	83%	86%	88%	#	0%	80%
Percentage of Tested Scoring 85-100	27%	29%	9%	#	0%	0%
<b>Physical Setting/Physics</b>						
Number Tested		70	81		2	1
Number Scoring 55-100		70	80		#	#
Number Scoring 65-100		67	76		#	#
Number Scoring 85-100		31	38		#	#
Percentage of Tested Scoring 55-100		100%	99%		#	#
Percentage of Tested Scoring 65-100		96%	94%		#	#
Percentage of Tested Scoring 85-100		44%	47%		#	#

\* 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	56	44	52	0	0	1
Number Scoring 55-100	56	43	52	0	0	#
Number Scoring 65-100	56	43	52	0	0	#
Number Scoring 85-100	44	30	34	0	0	#
Percentage of Tested Scoring 55-100	100%	98%	100%	0%	0%	#
Percentage of Tested Scoring 65-100	100%	98%	100%	0%	0%	#
Percentage of Tested Scoring 85-100	79%	68%	65%	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	1	0	4	0	0	0
Number Scoring 55-100	#	0	#	0	0	0
Number Scoring 65-100	#	0	#	0	0	0
Number Scoring 85-100	#	0	#	0	0	0
Percentage of Tested Scoring 55-100	#	0%	#	0%	0%	0%
Percentage of Tested Scoring 65-100	#	0%	#	0%	0%	0%
Percentage of Tested Scoring 85-100	#	0%	#	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	58	68	70	2	2	2
Number Scoring 55-100	58	67	66	#	#	#
Number Scoring 65-100	55	66	60	#	#	#
Number Scoring 85-100	32	37	27	#	#	#
Percentage of Tested Scoring 55-100	100%	99%	94%	#	#	#
Percentage of Tested Scoring 65-100	95%	97%	86%	#	#	#
Percentage of Tested Scoring 85-100	55%	54%	39%	#	#	#
<b>Comprehensive Latin</b>						
Number Tested	0	1	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%

(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	121	0%	1%	43%	56%
	Students with Disabilities	16	13%	13%	63%	13%
	All Students	137	1%	2%	45%	51%

## 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	104	0%	9%	56%	36%
	Students with Disabilities	22	5%	14%	82%	0%
	All Students	126	1%	10%	60%	29%

(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	1	0	#	#	#	#
<b>Middle Level</b>						
Social Studies	1	0	#	#	#	#
<b>Secondary Level</b>						
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	120	120	120	15	15	15	135	135	135
Number Scoring 55–64	3	2	3	3	2	1	6	4	4
Number Scoring 65–84	29	18	36	6	9	12	35	27	48
Number Scoring 85–100	82	100	81	2	2	0	84	102	81
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		3	3		0	0
Beginning		#	#		0	0
Intermediate		#	#		0	0
Advanced		#	#		0	0
Proficient		#	#		0	0
<b>Reading and Writing (Grade K-1)</b>						
Number Tested		3	3		0	0
Beginning		#	#		0	0
Intermediate		#	#		0	0
Advanced		#	#		0	0
Proficient		#	#		0	0
<b>Listening and Speaking (Grade 2-4)</b>						
Number Tested		2	2		0	0
Beginning		#	#		0	0
Intermediate		#	#		0	0
Advanced		#	#		0	0
Proficient		#	#		0	0
<b>Reading and Writing (Grade 2-4)</b>						
Number Tested		2	2		0	0
Beginning		#	#		0	0
Intermediate		#	#		0	0
Advanced		#	#		0	0
Proficient		#	#		0	0
<b>Listening and Speaking (Grade 5-6)</b>						
Number Tested		0	1		0	1
Beginning		0	#		0	#
Intermediate		0	#		0	#
Advanced		0	#		0	#
Proficient		0	#		0	#
<b>Reading and Writing (Grade 5-6)</b>						
Number Tested		0	1		0	1
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)