

# 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	2000–2001	2001–2002	2002–2003
Pre-K	0	0	0
Kindergarten	85	73	89
First	118	96	78
Second	110	114	99
Third	126	121	122
Fourth	123	132	120
Fifth	138	122	126
Sixth	130	145	125
Ungraded Elementary	4	5	1
Seventh	164	137	157
Eighth	146	164	134
Ninth	152	148	164
Tenth	167	143	143
Eleventh	159	166	136
Twelfth	158	157	162
Ungraded Secondary	0	0	5
Total K-12 Enrollment	1780	1723	1661

## 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	25	1.4%	22	1.3%	33	2.0%
Black (Not Hispanic)	25	1.4%	22	1.3%	25	1.5%
Hispanic	26	1.5%	21	1.2%	21	1.3%
White (Not Hispanic)	1704	95.7%	1658	96.2%	1582	95.2%

## Average Class Size

Grade Level	2000–2001	2001–2002	2002–2003
Kindergarten	18	18	18
Common Branch	23	21	20
English Grade 8	21	21	19
Mathematics Grade 8	25	28	19
Science Grade 8	21	21	19
Social Studies Grade 8	21	21	19
English Grade 10	19	17	18
Mathematics Grade 10	25	18	16
Science Grade 10	21	16	21
Social Studies Grade 10	22	21	20

(Form – A)

**District Need to Resource Capacity Category**

<b>N/RC Category</b>	<b>Description</b>
5	This is a school district with average student needs in relation to district resource capacity.

**Similar School Group and Description**

<b>Similar School Group</b>	<b>Description</b>
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**

	<b>2000–2001</b>		<b>2001–2002</b>		<b>2002–2003</b>	
	Count	Percent	Count	Percent	Count	Percent
<b>Limited English Proficient</b>	5	0.3%	3	0.2%	6	0.4%
<b>Eligible for Free Lunch</b>	140	7.9%	130	7.5%	131	7.9%

**Attendance and Suspension**

	<b>1999–2000</b>		<b>2000–2001</b>		<b>2001–2002</b>	
	<b>No. of Students</b>	<b>% of Enroll.</b>	<b>No. of Students</b>	<b>% of Enroll.</b>	<b>No. of Students</b>	<b>% of Enroll.</b>
<b>Annual Attendance Rate</b>		95.8%		93.6%		92.9%
<b>Student Suspensions</b>	51	2.8%	42	2.4%	45	2.6%

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

	<b>2000–2001</b>	<b>2001–2002</b>	<b>2002–2003</b>
<b>Reduced Lunch</b>	2.8%	2.9%	2.8%
<b>Public Assistance</b>	NA	NA	NA
<b>Student Stability</b>	NA	NA	NA

**Staff Counts**

<b>Staff</b>	<b>2002–2003</b>
Total Teachers	132
Total Other Professional Staff	20
Total Paraprofessionals	42
Teaching Out of Certification*	0
Teachers with Temporary Licenses	0

\*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	124	100	81%	129	113	88%	137	124	91%
Students with Disabilities	22	8	36%	19	11	58%	19	10	53%
All Students	146	108	74%	148	124	84%	156	134	86%

\*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	105	35	2	5	8	1
Percent	67%	22%	1%	3%	5%	1%

## 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)
19	10	1	20

\*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		7	
	Entered GED Program*			2		0	
	Total Noncompleters			8		7	
Students with Disabilities	Dropped Out			0		1	
	Entered GED Program*			2		0	
	Total Noncompleters			2		1	
All Students	Dropped Out	6	0.9%	6	1.0%	8	1.3%
	Entered GED Program*	1	0.2%	4	0.7%	0	0.0%
	Total Noncompleters	7	1.1%	10	1.6%	8	1.3%

\*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	118
	Number of Students with Disabilities		0	17
	Number of All Students		0	135
	Percent of Enrollment		0%	32%
9-12	Number of General-Education Students		534	508
	Number of Students with Disabilities		77	97
	Number of All Students		611	605
	Percent of Enrollment		100%	99%

## Second Language Proficiency Examinations

### General-Education Students

Test	2000-2001		2001-2002		2002-2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	64	97%	70	86%	69	100%
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	55	98%	87	89%	83	100%

### Students with Disabilities

Test	2000-2001		2001-2002		2002-2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	3	#	3	#	7	71%
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	6	17%	5	60%	11	82%

(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	0	0%	0	0%	2	#
Science	1	#	3	#	5	40%
Reading	1	#	2	#	1	#
Writing	0	0%	1	#	0	0%
Global Studies	1	#	3	#	4	#
U.S. Hist & Gov't	4	#	4	#	2	#

## Students with Disabilities

Test	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	3	#	2	#	4	#
Science	4	#	1	#	7	0%
Reading	3	#	3	#	0	0%
Writing	3	#	4	#	0	0%
Global Studies	0	0%	1	#	4	#
U.S. Hist & Gov't	2	#	1	#	1	#

(Form – E)

# Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
<b>Comprehensive English</b>						
Number Tested	160	158	130	25	20	3
Number Scoring 55–100	156	155	127	22	18	#
Number Scoring 65–100	143	144	126	15	13	#
Number Scoring 85–100	32	75	67	0	2	#
Percentage of Tested Scoring 55–100	97%	98%	98%	88%	90%	#
Percentage of Tested Scoring 65–100	89%	91%	97%	60%	65%	#
Percentage of Tested Scoring 85–100	20%	47%	52%	0%	10%	#
<b>Mathematics A</b>						
Number Tested	0	129	134	0	5	10
Number Scoring 55–100	0	120	128	0	3	9
Number Scoring 65–100	0	108	116	0	3	7
Number Scoring 85–100	0	65	31	0	2	0
Percentage of Tested Scoring 55–100	0%	93%	96%	0%	60%	90%
Percentage of Tested Scoring 65–100	0%	84%	87%	0%	60%	70%
Percentage of Tested Scoring 85–100	0%	50%	23%	0%	40%	0%
<b>Mathematics B (first administered June 2001)</b>						
Number Tested	0	0	95	0	0	0
Number Scoring 55–100	0	0	89	0	0	0
Number Scoring 65–100	0	0	71	0	0	0
Number Scoring 85–100	0	0	22	0	0	0
Percentage of Tested Scoring 55–100	0%	0%	94%	0%	0%	0%
Percentage of Tested Scoring 65–100	0%	0%	75%	0%	0%	0%
Percentage of Tested Scoring 85–100	0%	0%	23%	0%	0%	0%
<b>Global History and Geography</b>						
Number Tested	166	140	143	20	7	13
Number Scoring 55–100	164	135	138	19	7	11
Number Scoring 65–100	157	130	131	18	6	9
Number Scoring 85–100	93	76	89	5	2	2
Percentage of Tested Scoring 55–100	99%	96%	97%	95%	100%	85%
Percentage of Tested Scoring 65–100	95%	93%	92%	90%	86%	69%
Percentage of Tested Scoring 85–100	56%	54%	62%	25%	29%	15%
<b>U.S. History and Government (first administered June 2001)</b>						
Number Tested	151	164	131	17	19	3
Number Scoring 55–100	150	162	129	17	18	#
Number Scoring 65–100	147	158	128	17	14	#
Number Scoring 85–100	103	112	96	5	6	#
Percentage of Tested Scoring 55–100	99%	99%	98%	100%	95%	#
Percentage of Tested Scoring 65–100	97%	96%	98%	100%	74%	#
Percentage of Tested Scoring 85–100	68%	68%	73%	29%	32%	#

(Form – F)

# Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
<b>Living Environment (first administered June 2001)</b>						
Number Tested	141	126	161	21	7	22
Number Scoring 55–100	140	125	156	20	7	19
Number Scoring 65–100	130	120	150	15	5	16
Number Scoring 85–100	54	54	78	2	1	0
Percentage of Tested Scoring 55–100	99%	99%	97%	95%	100%	86%
Percentage of Tested Scoring 65–100	92%	95%	93%	71%	71%	73%
Percentage of Tested Scoring 85–100	38%	43%	48%	10%	14%	0%
<b>Physical Setting/Earth Science (first administered June 2001)</b>						
Number Tested	95	133	135	4	13	4
Number Scoring 55–100	94	129	134	#	11	#
Number Scoring 65–100	94	123	132	#	8	#
Number Scoring 85–100	43	70	82	#	1	#
Percentage of Tested Scoring 55–100	99%	97%	99%	#	85%	#
Percentage of Tested Scoring 65–100	99%	92%	98%	#	62%	#
Percentage of Tested Scoring 85–100	45%	53%	61%	#	8%	#
<b>Physical Setting/Chemistry (first administered June 2002)</b>						
Number Tested		130	115		8	3
Number Scoring 55–100		129	115		8	#
Number Scoring 65–100		112	95		4	#
Number Scoring 85–100		14	31		0	#
Percentage of Tested Scoring 55–100		99%	100%		100%	#
Percentage of Tested Scoring 65–100		86%	83%		50%	#
Percentage of Tested Scoring 85–100		11%	27%		0%	#
<b>Physical Setting/Physics (first administered June 2002)*</b>						
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
<b>Comprehensive French</b>						
Number Tested	57	34	56	1	0	0
Number Scoring 55–100	57	34	56	#	0	0
Number Scoring 65–100	57	34	56	#	0	0
Number Scoring 85–100	29	16	44	#	0	0
Percentage of Tested Scoring 55–100	100%	100%	100%	#	0%	0%
Percentage of Tested Scoring 65–100	100%	100%	100%	#	0%	0%
Percentage of Tested Scoring 85–100	51%	47%	79%	#	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	0	2	1	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	74	60	58	6	1	2
Number Scoring 55–100	74	60	58	6	#	#
Number Scoring 65–100	74	59	55	6	#	#
Number Scoring 85–100	53	34	32	2	#	#
Percentage of Tested Scoring 55–100	100%	100%	100%	100%	#	#
Percentage of Tested Scoring 65–100	100%	98%	95%	100%	#	#
Percentage of Tested Scoring 85–100	72%	57%	55%	33%	#	#
<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)



# Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
<b>Sequential Mathematics, Course II (last administered January 2003)</b>						
Number Tested	235	23	10	19	5	2
Number Scoring 55–100	221	19	9	17	5	#
Number Scoring 65–100	207	15	7	16	4	#
Number Scoring 85–100	110	9	2	2	2	#
Percentage of Tested Scoring 55–100	94%	83%	90%	89%	100%	#
Percentage of Tested Scoring 65–100	88%	65%	70%	84%	80%	#
Percentage of Tested Scoring 85–100	47%	39%	20%	11%	40%	#
<b>Sequential Mathematics, Course III</b>						
Number Tested	164	171	40	10	11	3
Number Scoring 55–100	146	140	26	8	9	#
Number Scoring 65–100	126	134	22	4	9	#
Number Scoring 85–100	63	74	2	0	3	#
Percentage of Tested Scoring 55–100	89%	82%	65%	80%	82%	#
Percentage of Tested Scoring 65–100	77%	78%	55%	40%	82%	#
Percentage of Tested Scoring 85–100	38%	43%	5%	0%	27%	#

(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%	26	92%	21	100%
Students with Disabilities	8	100%	10	100%	6	67%

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
<b>Nov 2002</b>	General-Education Students	113	0%	2%	58%	40%
	Students with Disabilities	12	8%	8%	83%	0%
	All Students	125	1%	2%	61%	36%

## Middle-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
<b>June 2003</b>	General-Education Students	116	0%	9%	69%	22%
	Students with Disabilities	19	0%	53%	47%	0%
	All Students	135	0%	15%	66%	19%

(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
<b>Elementary Level</b>						
Social Studies	0	0	0	0	0	0
<b>Middle Level</b>						
Social Studies	0	0	0	0	0	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

## 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	139	139	139	20	20	20	159	159	159
Number Scoring 55–64	4	0	5	3	3	4	7	3	9
Number Scoring 65–84	47	35	53	11	8	8	58	43	61
Number Scoring 85–100	86	102	79	5	6	5	91	108	84
Approved Alternatives	0	0	0	0	0	0	0	0	0

(Form – K)