

New York State School Report Card Comprehensive Information Report

BEDS Code: 50-01-01-06-0019

Grade Range : 9-12

Name: Clarkstown South Senior High School

Principal: Michael Pilacik

Fall Enrollment

Grade	2000–2001	2001–2002	2002–2003
Pre-K	0	0	0
Kindergarten	0	0	0
First	0	0	0
Second	0	0	0
Third	0	0	0
Fourth	0	0	0
Fifth	0	0	0
Sixth	0	0	0
Ungraded Elementary	0	0	0
Seventh	0	0	0
Eighth	0	0	0
Ninth	355	347	342
Tenth	328	357	353
Eleventh	343	329	359
Twelfth	394	353	325
Ungraded Secondary	14	17	18
Total K-12 Enrollment	1434	1403	1397

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	158	11.0%	168	12.0%	149	10.7%
Black (Not Hispanic)	33	2.3%	39	2.8%	38	2.7%
Hispanic	47	3.3%	52	3.7%	55	3.9%
White (Not Hispanic)	1196	83.4%	1144	81.5%	1155	82.7%

Average Class Size

Grade Level	2000–2001	2001–2002	2002–2003
Kindergarten	0	0	0
Common Branch	0	0	0
English Grade 8	0	0	0
Mathematics Grade 8	0	0	0
Science Grade 8	0	0	0
Social Studies Grade 8	0	0	0
English Grade 10	19	20	18
Mathematics Grade 10	20	20	16
Science Grade 10	20	22	21
Social Studies Grade 10	18	18	18

(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
52	All schools in this group are secondary level schools in school districts with low student needs in relation to district resource capacity. The schools in this group are in the lower range of student needs for secondary level schools in these districts.

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	26	1.8%	21	1.5%	23	1.7%
Eligible for Free Lunch	22	1.5%	3	0.2%	8	0.6%

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		92.8%		92.7%		92.0%
Student Suspensions	48	3.3%	62	4.3%	50	3.6%

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

	2000–2001	2001–2002	2002–2003
Reduced Lunch	2.4%	0.1%	0.6%
Public Assistance	1-10%	1-10%	1-10%
Student Stability	98%	97%	95%

Staff Counts

Staff	2002–2003
Total Teachers	108
Total Other Professional Staff	15
Total Paraprofessionals	NA
Teaching Out of Certification*	6
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	307	245	80%	283	226	80%	258	212	82%
Students with Disabilities	55	13	24%	45	21	47%	36	11	31%
All Students	362	258	71%	328	247	75%	294	223	76%

*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	205	78	4	3	3	1
Percent	70%	27%	1%	1%	1%	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)
36	11	3	39

*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			0		0	
	Entered GED Program*			4		4	
	Total Noncompleters			4		4	
Students with Disabilities	Dropped Out			0		0	
	Entered GED Program*			0		4	
	Total Noncompleters			0		4	
All Students	Dropped Out	2	0.1%	0	0.0%	0	0.0%
	Entered GED Program*	10	0.7%	4	0.3%	8	0.6%
	Total Noncompleters	12	0.8%	4	0.3%	8	0.6%

*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	0
	Number of All Students		0	0
	Percent of Enrollment		0%	0%
9–12	Number of General-Education Students		0	4
	Number of Students with Disabilities		0	0
	Number of All Students		0	4
	Percent of Enrollment		0%	0%

Second Language Proficiency Examinations

General-Education Students

Test	2000–2001		2001–2002		2002–2003	
	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%

Students with Disabilities

Test	2000–2001		2001–2002		2002–2003	
	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%

(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	2	#	0	0%	0	0%
Science	0	0%	0	0%	0	0%
Reading	0	0%	0	0%	0	0%
Writing	0	0%	0	0%	0	0%
Global Studies	3	#	0	0%	0	0%
U.S. Hist & Gov't	6	50%	0	0%	0	0%

Students with Disabilities

Test	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	4	#	42	88%	6	100%
Science	0	0%	18	100%	0	0%
Reading	0	0%	4	#	0	0%
Writing	1	#	5	80%	0	0%
Global Studies	0	0%	3	#	1	#
U.S. Hist & Gov't	0	0%	0	0%	0	0%

(Form – E)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Comprehensive English						
Number Tested	346	303	346	33	25	62
Number Scoring 55–100	340	300	345	30	24	62
Number Scoring 65–100	316	287	341	20	23	60
Number Scoring 85–100	80	185	214	0	8	14
Percentage of Tested Scoring 55–100	98%	99%	100%	91%	96%	100%
Percentage of Tested Scoring 65–100	91%	95%	99%	61%	92%	97%
Percentage of Tested Scoring 85–100	23%	61%	62%	0%	32%	23%
Mathematics A						
Number Tested	0	1	305	0	1	21
Number Scoring 55–100	0	#	302	0	#	21
Number Scoring 65–100	0	#	299	0	#	21
Number Scoring 85–100	0	#	147	0	#	9
Percentage of Tested Scoring 55–100	0%	#	99%	0%	#	100%
Percentage of Tested Scoring 65–100	0%	#	98%	0%	#	100%
Percentage of Tested Scoring 85–100	0%	#	48%	0%	#	43%
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	323	353	323	45	56	53
Number Scoring 55–100	320	350	318	42	55	51
Number Scoring 65–100	316	333	314	41	43	51
Number Scoring 85–100	144	150	164	4	9	11
Percentage of Tested Scoring 55–100	99%	99%	98%	93%	98%	96%
Percentage of Tested Scoring 65–100	98%	94%	97%	91%	77%	96%
Percentage of Tested Scoring 85–100	45%	42%	51%	9%	16%	21%
U.S. History and Government (first administered June 2001)						
Number Tested	327	285	353	46	25	61
Number Scoring 55–100	321	284	349	45	24	60
Number Scoring 65–100	306	271	342	38	19	56
Number Scoring 85–100	164	117	205	6	3	22
Percentage of Tested Scoring 55–100	98%	100%	99%	98%	96%	98%
Percentage of Tested Scoring 65–100	94%	95%	97%	83%	76%	92%
Percentage of Tested Scoring 85–100	50%	41%	58%	13%	12%	36%

(Form – F)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Living Environment (first administered June 2001)						
Number Tested	388	286	330	50	42	58
Number Scoring 55–100	386	286	326	48	42	55
Number Scoring 65–100	376	283	312	40	39	47
Number Scoring 85–100	112	128	142	2	9	7
Percentage of Tested Scoring 55–100	99%	100%	99%	96%	100%	95%
Percentage of Tested Scoring 65–100	97%	99%	95%	80%	93%	81%
Percentage of Tested Scoring 85–100	29%	45%	43%	4%	21%	12%
Physical Setting/Earth Science (first administered June 2001)						
Number Tested	276	328	261	56	54	53
Number Scoring 55–100	266	322	253	51	52	45
Number Scoring 65–100	243	312	245	43	49	44
Number Scoring 85–100	60	67	87	8	10	13
Percentage of Tested Scoring 55–100	96%	98%	97%	91%	96%	85%
Percentage of Tested Scoring 65–100	88%	95%	94%	77%	91%	83%
Percentage of Tested Scoring 85–100	22%	20%	33%	14%	19%	25%
Physical Setting/Chemistry (first administered June 2002)						
Number Tested		288	292		13	26
Number Scoring 55–100		283	277		12	26
Number Scoring 65–100		240	232		6	13
Number Scoring 85–100		57	68		0	2
Percentage of Tested Scoring 55–100		98%	95%		92%	100%
Percentage of Tested Scoring 65–100		83%	79%		46%	50%
Percentage of Tested Scoring 85–100		20%	23%		0%	8%
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	34	48	19	2	2	1
Number Scoring 55–100	34	47	19	#	#	#
Number Scoring 65–100	34	45	19	#	#	#
Number Scoring 85–100	24	25	15	#	#	#
Percentage of Tested Scoring 55–100	100%	98%	100%	#	#	#
Percentage of Tested Scoring 65–100	100%	94%	100%	#	#	#
Percentage of Tested Scoring 85–100	71%	52%	79%	#	#	#
Comprehensive Italian						
Number Tested	35	52	41	3	4	2
Number Scoring 55–100	35	51	41	#	#	#
Number Scoring 65–100	35	50	41	#	#	#
Number Scoring 85–100	35	35	29	#	#	#
Percentage of Tested Scoring 55–100	100%	98%	100%	#	#	#
Percentage of Tested Scoring 65–100	100%	96%	100%	#	#	#
Percentage of Tested Scoring 85–100	100%	67%	71%	#	#	#
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	172	154	167	7	10	10
Number Scoring 55–100	169	154	167	7	10	10
Number Scoring 65–100	167	154	167	7	10	10
Number Scoring 85–100	117	121	117	5	7	6
Percentage of Tested Scoring 55–100	98%	100%	100%	100%	100%	100%
Percentage of Tested Scoring 65–100	97%	100%	100%	100%	100%	100%
Percentage of Tested Scoring 85–100	68%	79%	70%	71%	70%	60%
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	360	317	78	36	32	24
Number Scoring 55–100	352	305	71	33	30	23
Number Scoring 65–100	337	289	62	32	27	20
Number Scoring 85–100	164	128	11	11	9	6
Percentage of Tested Scoring 55–100	98%	96%	91%	92%	94%	96%
Percentage of Tested Scoring 65–100	94%	91%	79%	89%	84%	83%
Percentage of Tested Scoring 85–100	46%	40%	14%	31%	28%	25%
Sequential Mathematics, Course III						
Number Tested	255	315	260	14	15	16
Number Scoring 55–100	252	311	251	14	15	15
Number Scoring 65–100	241	301	244	14	15	14
Number Scoring 85–100	141	184	136	8	5	5
Percentage of Tested Scoring 55–100	99%	99%	97%	100%	100%	94%
Percentage of Tested Scoring 65–100	95%	96%	94%	100%	100%	88%
Percentage of Tested Scoring 85–100	55%	58%	52%	57%	33%	31%

(Form – I)

Introduction to Occupations Examination

	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
General-Education Students	25	100%	13	100%	0	0%
Students with Disabilities	29	90%	11	100%	0	0%

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	0	0%	0%	0%	0%
	Students with Disabilities	0	0%	0%	0%	0%
	All Students	0	0%	0%	0%	0%

Middle-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
June 2003	General-Education Students	0	0%	0%	0%	0%
	Students with Disabilities	0	0%	0%	0%	0%
	All Students	0	0%	0%	0%	0%

(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	0	0	0	0	0	0
Secondary Level						
English Language Arts	3	0	#	#	#	#
Social Studies	3	0	#	#	#	#
Mathematics	3	0	#	#	#	#
Science	3	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	247	247	247	37	37	37	284	284	284
Number Scoring 55–64	0	4	0	2	8	1	2	12	1
Number Scoring 65–84	112	121	116	27	18	23	139	139	139
Number Scoring 85–100	133	122	131	5	6	6	138	128	137
Approved Alternatives	0	0	0	0	0	0	0	0	0

(Form – K)