

# 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	2001-02	2002-03	2003-04
Pre-K	0	0	0
Kindergarten	641	673	673
First	659	655	684
Second	612	681	675
Third	707	632	706
Fourth	675	713	658
Fifth	595	693	742
Sixth	719	646	729
Ungraded Elementary	166	124	88
Seventh	705	735	685
Eighth	699	721	765
Ninth	690	717	753
Tenth	731	690	735
Eleventh	699	744	693
Twelfth	715	694	756
Ungraded Secondary	100	78	8
Total K-12 Enrollment	9113	9196	9350

## Student Racial/Ethnic Origin

Race/Ethnicity	2001-02		2002-03		2003-04	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
American Indian, Alaskan, Asian, or Pacific Islander	1000	11.0%	964	10.5%	1017	10.9%
Black (Not Hispanic)	249	2.7%	262	2.8%	292	3.1%
Hispanic	527	5.8%	520	5.7%	578	6.2%
White (Not Hispanic)	7337	80.5%	7450	81.0%	7463	79.8%

## Average Class Size

Grade Level	2001-02	2002-03	2003-04
Kindergarten	21	20	20
Common Branch	22	22	22
English Grade 8	21	23	22
Mathematics Grade 8	22	21	22
Science Grade 8	23	23	24
Social Studies Grade 8	24	25	25
English Grade 10	20	20	19
Mathematics Grade 10	19	18	20
Science Grade 10	21	20	22
Social Studies Grade 10	19	20	20

(Form - A)

**District Need to Resource Capacity Category**

<b>N/RC Category</b>	<b>Description</b>
6	This is a school district with low 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>2001-02</b>		<b>2002-03</b>		<b>2003-04</b>	
	Count	Percent	Count	Percent	Count	Percent
<b>Limited English Proficient</b>	266	2.9%	253	2.8%	248	2.7%
<b>Eligible for Free Lunch</b>	204	2.2%	222	2.4%	275	2.9%

**Attendance and Suspension**

	<b>2000-01</b>		<b>2001-02</b>		<b>2002-03</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>		94.9%		94.6%		94.5%
<b>Student Suspensions</b>	172	1.9%	123	1.4%	151	1.6%

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

	<b>2001-02</b>	<b>2002-03</b>	<b>2003-04</b>
<b>Reduced Lunch</b>	2.0%	2.0%	2.5%
<b>Public Assistance</b>	NA	NA	NA
<b>Student Stability</b>	NA	NA	NA

**Staff Counts**

<b>Staff</b>	<b>2003-04</b>
Total Teachers	688
Total Other Professional Staff	85
Total Paraprofessionals	306
Teaching Out of Certification*	21

\*Teaching out of certification more than on an incidental basis.

(Form – B)

# High School Graduates and Noncompleters

## High School Graduates Earning Regents Diplomas\*

	2001-02			2002-03			2003-04		
	Total Grads	Regents Diplomas	% Regents Diplomas	Total Grads	Regents Diplomas	% Regents Diplomas	Total Grads	Regents Diplomas	% Regents Diplomas
General Education	582	470	81%	554	457	82%	585	503	86%
Students with Disabilities	99	37	37%	92	29	32%	118	36	31%
All Students	681	507	74%	646	486	75%	703	539	77%

\*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 for the 2001-02 school year, diploma counts for that year do not include counts from August 2001. Data for the 2002-03 school year include August 2002 and January and June 2003 graduates; data for the 2003-04 school year include August 2003 and January and June 2004 graduates.

## Distribution of 2003-04 Graduates (All Students)

	To 4-year College	To 2-year College	To Other Post-Secondary	To the Military	To Employment	Other
Number	486	184	5	5	8	15
Percent	69%	26%	1%	1%	1%	2%

## Number of High School Completers with Disabilities in 2003-04

Graduates* (a)	Regents Diplomas (b)	IEP Diplomas or Certificates (c)	All 2003-04 Completers (a+c)
118	36	6	124

\*Local Diplomas (including local diplomas with Regents endorsements)

## High School Noncompletion Rates

		2001-02		2002-03		2003-04	
		No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
<b>General-Education Students</b>	Dropped Out	6		15		3	0.1%
	Entered GED Program*	9		7		9	0.4%
	Total Noncompleters	15		22		12	0.5%
<b>Students with Disabilities</b>	Dropped Out	2		4		1	0.2%
	Entered GED Program*	2		4		4	0.8%
	Total Noncompleters	4		8		5	1.0%
<b>All Students</b>	Dropped Out	8	0.3%	19	0.7%	4	0.1%
	Entered GED Program*	11	0.4%	11	0.4%	13	0.4%
	Total Noncompleters	19	0.7%	30	1.0%	17	0.6%

\*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	2001-02	2002-03	2003-04
K-1	0%	0%	1%
2-3	0%	0%	1%

## Students Developing a Career Plan, 4-12

Grades		2001-02	2002-03	2003-04
4-5	Number of General-Education Students	0	0	0
	Number of Students with Disabilities	0	0	8
	Number of All Students	0	0	8
	Percent of Enrollment	0%	0%	1%
6-8	Number of General-Education Students	0	0	0
	Number of Students with Disabilities	0	6	16
	Number of All Students	0	6	16
	Percent of Enrollment	0%	0%	1%
9-12	Number of General-Education Students	232	4	6
	Number of Students with Disabilities	0	228	261
	Number of All Students	232	232	267
	Percent of Enrollment	8%	8%	9%

## 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 2003-2004 school year; completion data are as of June 2003.

Note: Blank cells indicate that either the district did not have a CTE program or did not report data.

This data is reported only at the district level.

(Form - D)

# Second Language Proficiency Examinations

## General-Education Students

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	48	96%	57	98%	49	96%
German	0	0%	0	0%	0	0%
Italian	83	100%	104	100%	132	100%
Latin	0	0%	0	0%	0	0%
Spanish	395	100%	356	99%	347	97%

## Students with Disabilities

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	2	#	5	80%	10	90%
German	0	0%	0	0%	0	0%
Italian	14	100%	9	100%	14	100%
Latin	0	0%	0	0%	0	0%
Spanish	45	98%	47	100%	63	83%

# Regents Competency Tests

## General-Education Students

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	2	#	1	#	0	0%
Science	1	#	1	#	0	0%
Reading	1	#	0	0%	0	0%
Writing	1	#	0	0%	0	0%
Global Studies	0	0%	0	0%	0	0%
U.S. Hist & Gov't	1	#	0	0%	0	0%

## Students with Disabilities

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	49	90%	44	77%	4	#
Science	24	92%	13	69%	2	#
Reading	9	89%	25	80%	2	#
Writing	10	70%	28	96%	0	0%
Global Studies	7	57%	9	56%	2	#
U.S. Hist & Gov't	4	#	7	86%	8	100%

(Form – E)

# Regents Examinations

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
<b>Comprehensive English</b>						
Number Tested	681	738	670	66	127	121
Number Scoring 55-100	668	723	660	59	114	113
Number Scoring 65-100	642	709	642	50	103	102
Number Scoring 85-100	427	470	436	12	27	27
Percentage of Tested Scoring 55-100	98%	98%	99%	89%	90%	93%
Percentage of Tested Scoring 65-100	94%	96%	96%	76%	81%	84%
Percentage of Tested Scoring 85-100	63%	64%	65%	18%	21%	22%
<b>Mathematics A</b>						
Number Tested	28	639	690	14	59	101
Number Scoring 55-100	23	624	680	11	56	96
Number Scoring 65-100	15	605	664	6	52	85
Number Scoring 85-100	0	276	422	0	16	31
Percentage of Tested Scoring 55-100	82%	98%	99%	79%	95%	95%
Percentage of Tested Scoring 65-100	54%	95%	96%	43%	88%	84%
Percentage of Tested Scoring 85-100	0%	43%	61%	0%	27%	31%
<b>Mathematics B</b>						
Number Tested	0	0	376	0	0	16
Number Scoring 55-100	0	0	367	0	0	16
Number Scoring 65-100	0	0	357	0	0	16
Number Scoring 85-100	0	0	213	0	0	5
Percentage of Tested Scoring 55-100	0%	0%	98%	0%	0%	100%
Percentage of Tested Scoring 65-100	0%	0%	95%	0%	0%	100%
Percentage of Tested Scoring 85-100	0%	0%	57%	0%	0%	31%
<b>Global History and Geography</b>						
Number Tested	738	676	703	104	115	107
Number Scoring 55-100	730	668	696	99	112	103
Number Scoring 65-100	702	662	685	79	111	98
Number Scoring 85-100	341	370	434	12	21	30
Percentage of Tested Scoring 55-100	99%	99%	99%	95%	97%	96%
Percentage of Tested Scoring 65-100	95%	98%	97%	76%	97%	92%
Percentage of Tested Scoring 85-100	46%	55%	62%	12%	18%	28%
<b>U.S. History and Government</b>						
Number Tested	655	739	668	63	119	128
Number Scoring 55-100	652	731	645	60	115	111
Number Scoring 65-100	632	720	613	50	107	95
Number Scoring 85-100	311	468	419	11	37	33
Percentage of Tested Scoring 55-100	100%	99%	97%	95%	97%	87%
Percentage of Tested Scoring 65-100	96%	97%	92%	79%	90%	74%
Percentage of Tested Scoring 85-100	47%	63%	63%	17%	31%	26%

(Form – F)

# Regents Examinations

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
<b>Living Environment</b>						
Number Tested	679	681	685	87	125	101
Number Scoring 55-100	678	676	682	86	121	98
Number Scoring 65-100	666	651	671	74	106	93
Number Scoring 85-100	284	283	262	12	13	11
Percentage of Tested Scoring 55-100	100%	99%	100%	99%	97%	97%
Percentage of Tested Scoring 65-100	98%	96%	98%	85%	85%	92%
Percentage of Tested Scoring 85-100	42%	42%	38%	14%	10%	11%
<b>Physical Setting/Earth Science</b>						
Number Tested	437	400	444	74	81	85
Number Scoring 55-100	431	389	425	72	71	75
Number Scoring 65-100	419	378	396	68	67	64
Number Scoring 85-100	124	149	132	13	17	9
Percentage of Tested Scoring 55-100	99%	97%	96%	97%	88%	88%
Percentage of Tested Scoring 65-100	96%	94%	89%	92%	83%	75%
Percentage of Tested Scoring 85-100	28%	37%	30%	18%	21%	11%
<b>Physical Setting/Chemistry</b>						
Number Tested	595	633	598	26	47	65
Number Scoring 55-100	582	607	573	25	45	55
Number Scoring 65-100	496	529	477	14	30	33
Number Scoring 85-100	98	149	147	0	4	4
Percentage of Tested Scoring 55-100	98%	96%	96%	96%	96%	85%
Percentage of Tested Scoring 65-100	83%	84%	80%	54%	64%	51%
Percentage of Tested Scoring 85-100	16%	24%	25%	0%	9%	6%
<b>Physical Setting/Physics</b>						
Number Tested			327			7
Number Scoring 55-100			317			7
Number Scoring 65-100			290			4
Number Scoring 85-100			73			0
Percentage of Tested Scoring 55-100			97%			100%
Percentage of Tested Scoring 65-100			89%			57%
Percentage of Tested Scoring 85-100			22%			0%

\* Physical Setting/Physics results for 2001-02 and 2002-03 are not included in the report card because the Department issued new conversion charts for assessments administered in those years.

(Form – G)

# Regents Examinations

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
<b>Comprehensive French</b>						
Number Tested	104	58	54	2	3	4
Number Scoring 55-100	103	58	54	#	#	#
Number Scoring 65-100	101	58	53	#	#	#
Number Scoring 85-100	54	47	39	#	#	#
Percentage of Tested Scoring 55-100	99%	100%	100%	#	#	#
Percentage of Tested Scoring 65-100	97%	100%	98%	#	#	#
Percentage of Tested Scoring 85-100	52%	81%	72%	#	#	#
<b>Comprehensive Italian</b>						
Number Tested	70	75	80	5	6	7
Number Scoring 55-100	68	75	80	3	6	7
Number Scoring 65-100	66	75	80	2	6	7
Number Scoring 85-100	43	51	60	0	3	2
Percentage of Tested Scoring 55-100	97%	100%	100%	60%	100%	100%
Percentage of Tested Scoring 65-100	94%	100%	100%	40%	100%	100%
Percentage of Tested Scoring 85-100	61%	68%	75%	0%	50%	29%
<b>Comprehensive German</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 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	363	372	402	19	27	30
Number Scoring 55-100	362	369	401	18	27	29
Number Scoring 65-100	362	369	401	18	27	29
Number Scoring 85-100	279	270	290	10	11	10
Percentage of Tested Scoring 55-100	100%	99%	100%	95%	100%	97%
Percentage of Tested Scoring 65-100	100%	99%	100%	95%	100%	97%
Percentage of Tested Scoring 85-100	77%	73%	72%	53%	41%	33%
<b>Comprehensive Latin</b>						
Number Tested	0	0	8	0	0	0
Number Scoring 55-100	0	0	8	0	0	0
Number Scoring 65-100	0	0	8	0	0	0
Number Scoring 85-100	0	0	6	0	0	0
Percentage of Tested Scoring 55-100	0%	0%	100%	0%	0%	0%
Percentage of Tested Scoring 65-100	0%	0%	100%	0%	0%	0%
Percentage of Tested Scoring 85-100	0%	0%	75%	0%	0%	0%

(Form – H)



## Regents Examinations

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
<b>Sequential Mathematics, Course III (last administered January 2004)</b>						
Number Tested	606	508	82	21	23	7
Number Scoring 55-100	594	493	74	19	22	7
Number Scoring 65-100	568	478	73	19	21	7
Number Scoring 85-100	352	266	21	7	7	1
Percentage of Tested Scoring 55-100	98%	97%	90%	90%	96%	100%
Percentage of Tested Scoring 65-100	94%	94%	89%	90%	91%	100%
Percentage of Tested Scoring 85-100	58%	52%	26%	33%	30%	14%

## Introduction to Occupations Examination

	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
General-Education Students	21	100%	2	#	0	0%
Students with Disabilities	32	97%	26	96%	9	100%

District reports contain data for all students with disabilities enrolled in the district for the 2001-02 school year.

## Elementary-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
<b>Nov 2003</b>	General-Education Students	661	1%	1%	42%	57%
	Students with Disabilities	98	4%	6%	54%	36%
	All Students	759	1%	2%	43%	54%

## Middle-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
<b>June 2004</b>	General-Education Students	635	0%	16%	62%	22%
	Students with Disabilities	127	6%	52%	42%	1%
	All Students	762	1%	22%	58%	19%

(Form - I)

# New York State Alternate Assessments (NYSAA) 2003–04

Test	Count of Students					
	Tested	Not Tested	Level 1	Level 2	Level 3	Level 4
<b>Elementary Level</b>						
Social Studies	5	0	0	0	1	4
<b>Middle Level</b>						
Social Studies	5	0	0	0	1	4
<b>Secondary Level</b>						
English Language Arts	1	1	#	#	#	#
Social Studies	2	0	#	#	#	#
Mathematics	2	0	#	#	#	#
Science	0	2	0	0	0	0

## 2000 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	598	598	598	130	130	130	728	728	728
Number Scoring 55–64	4	3	1	17	8	9	21	11	10
Number Scoring 65–84	271	166	320	85	71	84	356	237	404
Number Scoring 85–100	319	421	274	16	34	26	335	455	300
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		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
<b>Listening and Speaking (Grade K-1)</b>						
Number Tested			82			1
Beginning (0-18)			1			#
Intermediate (19-31)			11			#
Advanced (32-36)			33			#
Proficient (37-39)			37			#
<b>Reading and Writing (Grade K-1)</b>						
Number Tested			82			1
Beginning (0-14)			11			#
Intermediate (15-24)			15			#
Advanced (25-32)			38			#
Proficient (33-35)			18			#
<b>Listening and Speaking (Grade 2-4)</b>						
Number Tested			83			6
Beginning (0-18)			0			0
Intermediate (19-31)			2			1
Advanced (32-36)			23			0
Proficient (37-39)			58			5
<b>Reading and Writing (Grade 2-4)</b>						
Number Tested			83			6
Beginning (0-14)			6			0
Intermediate (15-24)			28			3
Advanced (25-32)			35			3
Proficient (33-35)			14			0
<b>Listening and Speaking (Grade 5-6)</b>						
Number Tested			29			2
Beginning (0-18)			1			#
Intermediate (19-31)			2			#
Advanced (32-36)			3			#
Proficient (37-39)			23			#
<b>Reading and Writing (Grade 5-6)</b>						
Number Tested			29			2
Beginning (0-14)			1			#
Intermediate (15-24)			6			#
Advanced (25-32)			15			#
Proficient (33-35)			7			#

\*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		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
<b>Listening and Speaking (Grade 7-8)</b>						
Number Tested			22			0
Beginning (0-18)			0			0
Intermediate (19-31)			1			0
Advanced (32-36)			7			0
Proficient (37-39)			14			0
<b>Reading and Writing (Grade 7-8)</b>						
Number Tested			22			0
Beginning (0-14)			1			0
Intermediate (15-24)			3			0
Advanced (25-32)			12			0
Proficient (33-35)			6			0
<b>Listening and Speaking (Grade 9-12)</b>						
Number Tested			49			1
Beginning (0-18)			2			#
Intermediate (19-31)			13			#
Advanced (32-36)			21			#
Proficient (37-39)			13			#
<b>Reading and Writing (Grade 9-12)</b>						
Number Tested			49			1
Beginning (0-14)			9			#
Intermediate (15-24)			13			#
Advanced (25-32)			23			#
Proficient (33-35)			4			#

\*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)