

# 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	2002-03	2003-04	2004-05
Pre-K	0	0	0
Kindergarten	673	673	641
First	655	684	689
Second	681	675	717
Third	632	706	709
Fourth	713	658	739
Fifth	693	742	684
Sixth	646	729	775
Ungraded Elementary	124	88	67
Seventh	735	685	756
Eighth	721	765	711
Ninth	717	753	795
Tenth	690	735	754
Eleventh	744	693	721
Twelfth	694	756	695
Ungraded Secondary	78	8	10
Total K-12 Enrollment	9196	9350	9463

## 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	964	10.5%	1017	10.9%	1110	11.7%
Black (Not Hispanic)	262	2.8%	292	3.1%	311	3.3%
Hispanic	520	5.7%	578	6.2%	600	6.3%
White (Not Hispanic)	7450	81.0%	7463	79.8%	7442	78.6%

## Average Class Size

Grade Level	2002-03	2003-04	2004-05
Kindergarten	20	20	19
Common Branch	22	22	22
English Grade 8	23	22	21
Mathematics Grade 8	21	22	20
Science Grade 8	23	24	22
Social Studies Grade 8	25	25	21
English Grade 10	20	19	21
Mathematics Grade 10	18	20	18
Science Grade 10	20	22	21
Social Studies Grade 10	20	20	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

	2002-03		2003-04		2004-05	
	Count	Percent	Count	Percent	Count	Percent
Limited English Proficient	253	2.8%	248	2.7%	280	3.0%
Eligible for Free Lunch	222	2.4%	275	2.9%	322	3.4%

### 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		94.6%		94.5%		94.7%
Student Suspensions	123	1.4%	151	1.6%	202	2.2%

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

	2002-03	2003-04	2004-05
Reduced Lunch	2.0%	2.5%	2.4%
Public Assistance	NA	NA	NA
Student Stability	NA	NA	NA

### Staff Counts

Staff	2004-05
Total Teachers	737
Total Other Professional Staff	109
Total Paraprofessionals	341
Teaching Out of Certification*	24

\*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*	554	585	551
	Regents Diplomas	457	503	530
	% Regents Diplomas	82%	86%	96%
	Regents Diplomas with Advanced Designation**			392
	% Regents Diplomas with Advanced Designation			71%
	IEP Diplomas or Local Certificates			
<b>Students with Disabilities</b>	Total Graduates*	92	118	105
	Regents Diplomas	29	36	60
	% Regents Diplomas	32%	31%	57%
	Regents Diplomas with Advanced Designation**			12
	% Regents Diplomas with Advanced Designation			11%
	IEP Diplomas or Local Certificates	3	6	7
<b>All Students</b>	Total Graduates*	646	703	656
	Regents Diplomas	486	539	590
	% Regents Diplomas	75%	77%	90%
	Regents Diplomas with Advanced Designation**			404
	% Regents Diplomas with Advanced Designation			62%
	IEP Diplomas or Local Certificates	3	6	7

\* 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>	420	117	3	4	6	0	0	1
	<b>Percent</b>	76%	21%	1%	1%	1%	0%	0%	0%
<b>Students with Disabilities</b>	<b>Number</b>	36	64	1	0	3	0	1	0
	<b>Percent</b>	34%	61%	1%	0%	3%	0%	1%	0%
<b>All Students</b>	<b>Number</b>	456	181	4	4	9	0	1	1
	<b>Percent</b>	70%	28%	1%	1%	1%	0%	0%	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	15		3	0.1%	16	0.6%
	Entered GED Program*	7		9	0.4%	4	0.2%
	Total Noncompleters	22		12	0.5%	20	0.8%
<b>Students with Disabilities</b>	Dropped Out	4		1	0.2%	5	1.0%
	Entered GED Program*	4		4	0.8%	3	0.6%
	Total Noncompleters	8		5	1.0%	8	1.6%
<b>All Students</b>	Dropped Out	19	0.7%	4	0.1%	21	0.7%
	Entered GED Program*	11	0.4%	13	0.4%	7	0.2%
	Total Noncompleters	30	1.0%	17	0.6%	28	0.9%

\*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%	1%	1%
2-3	0%	1%	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	8	11
	Number of All Students	0	8	11
	Percent of Enrollment	0%	1%	1%
6-8	Number of General-Education Students	0	0	0
	Number of Students with Disabilities	6	16	16
	Number of All Students	6	16	16
	Percent of Enrollment	0%	1%	1%
9-12	Number of General-Education Students	4	6	0
	Number of Students with Disabilities	228	261	274
	Number of All Students	232	267	274
	Percent of Enrollment	8%	9%	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 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	57	98%	49	96%	41	100%
German	0	0%	0	0%	0	0%
Italian	104	100%	132	100%	90	100%
Latin	0	0%	0	0%	0	0%
Spanish	356	99%	347	97%	330	100%

## Students with Disabilities

Test	2002-03		2003-04		2004-05	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	5	80%	10	90%	7	100%
German	0	0%	0	0%	0	0%
Italian	9	100%	14	100%	13	100%
Latin	0	0%	0	0%	0	0%
Spanish	47	100%	63	83%	57	86%

# Regents Competency Tests

## General-Education Students

Test	2002-03		2003-04		2004-05	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	1	#	0	0%	3	#
Science	1	#	0	0%	0	0%
Reading	0	0%	0	0%	0	0%
Writing	0	0%	0	0%	0	0%
Global Studies	0	0%	0	0%	0	0%
U.S. Hist & Gov't	0	0%	0	0%	1	#

## Students with Disabilities

Test	2002-03		2003-04		2004-05	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	44	77%	4	#	49	86%
Science	13	69%	2	#	38	87%
Reading	25	80%	2	#	10	90%
Writing	28	96%	0	0%	10	100%
Global Studies	9	56%	2	#	14	57%
U.S. Hist & Gov't	7	86%	8	100%	14	71%

(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	738	670	673	127	121	103
Number Scoring 55-100	723	660	669	114	113	100
Number Scoring 65-100	709	642	651	103	102	87
Number Scoring 85-100	470	436	361	27	27	8
Percentage of Tested Scoring 55-100	98%	99%	99%	90%	93%	97%
Percentage of Tested Scoring 65-100	96%	96%	97%	81%	84%	84%
Percentage of Tested Scoring 85-100	64%	65%	54%	21%	22%	8%
<b>Mathematics A</b>						
Number Tested	639	690	756	59	101	105
Number Scoring 55-100	624	680	743	56	96	96
Number Scoring 65-100	605	664	722	52	85	80
Number Scoring 85-100	276	422	426	16	31	27
Percentage of Tested Scoring 55-100	98%	99%	98%	95%	95%	91%
Percentage of Tested Scoring 65-100	95%	96%	96%	88%	84%	76%
Percentage of Tested Scoring 85-100	43%	61%	56%	27%	31%	26%
<b>Mathematics B</b>						
Number Tested	0	376	462	0	16	14
Number Scoring 55-100	0	367	439	0	16	14
Number Scoring 65-100	0	357	407	0	16	11
Number Scoring 85-100	0	213	138	0	5	1
Percentage of Tested Scoring 55-100	0%	98%	95%	0%	100%	100%
Percentage of Tested Scoring 65-100	0%	95%	88%	0%	100%	79%
Percentage of Tested Scoring 85-100	0%	57%	30%	0%	31%	7%
<b>Global History and Geography</b>						
Number Tested	676	703	747	115	107	101
Number Scoring 55-100	668	696	721	112	103	86
Number Scoring 65-100	662	685	697	111	98	76
Number Scoring 85-100	370	434	411	21	30	19
Percentage of Tested Scoring 55-100	99%	99%	97%	97%	96%	85%
Percentage of Tested Scoring 65-100	98%	97%	93%	97%	92%	75%
Percentage of Tested Scoring 85-100	55%	62%	55%	18%	28%	19%
<b>U.S. History and Government</b>						
Number Tested	739	668	710	119	128	103
Number Scoring 55-100	731	645	689	115	111	87
Number Scoring 65-100	720	613	669	107	95	80
Number Scoring 85-100	468	419	474	37	33	32
Percentage of Tested Scoring 55-100	99%	97%	97%	97%	87%	84%
Percentage of Tested Scoring 65-100	97%	92%	94%	90%	74%	78%
Percentage of Tested Scoring 85-100	63%	63%	67%	31%	26%	31%

(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	681	685	921	125	101	109
Number Scoring 55-100	676	682	907	121	98	103
Number Scoring 65-100	651	671	874	106	93	87
Number Scoring 85-100	283	262	316	13	11	11
Percentage of Tested Scoring 55-100	99%	100%	98%	97%	97%	94%
Percentage of Tested Scoring 65-100	96%	98%	95%	85%	92%	80%
Percentage of Tested Scoring 85-100	42%	38%	34%	10%	11%	10%
<b>Physical Setting/Earth Science</b>						
Number Tested	400	444	447	81	85	78
Number Scoring 55-100	389	425	407	71	75	68
Number Scoring 65-100	378	396	352	67	64	51
Number Scoring 85-100	149	132	132	17	9	10
Percentage of Tested Scoring 55-100	97%	96%	91%	88%	88%	87%
Percentage of Tested Scoring 65-100	94%	89%	79%	83%	75%	65%
Percentage of Tested Scoring 85-100	37%	30%	30%	21%	11%	13%
<b>Physical Setting/Chemistry</b>						
Number Tested	633	598	620	47	65	48
Number Scoring 55-100	607	573	581	45	55	38
Number Scoring 65-100	529	477	499	30	33	30
Number Scoring 85-100	149	147	111	4	4	2
Percentage of Tested Scoring 55-100	96%	96%	94%	96%	85%	79%
Percentage of Tested Scoring 65-100	84%	80%	80%	64%	51%	62%
Percentage of Tested Scoring 85-100	24%	25%	18%	9%	6%	4%
<b>Physical Setting/Physics</b>						
Number Tested		327	339		7	9
Number Scoring 55-100		317	316		7	7
Number Scoring 65-100		290	291		4	4
Number Scoring 85-100		73	139		0	2
Percentage of Tested Scoring 55-100		97%	93%		100%	78%
Percentage of Tested Scoring 65-100		89%	86%		57%	44%
Percentage of Tested Scoring 85-100		22%	41%		0%	22%

\* 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	58	54	61	3	4	2
Number Scoring 55-100	58	54	61	#	#	#
Number Scoring 65-100	58	53	61	#	#	#
Number Scoring 85-100	47	39	51	#	#	#
Percentage of Tested Scoring 55-100	100%	100%	100%	#	#	#
Percentage of Tested Scoring 65-100	100%	98%	100%	#	#	#
Percentage of Tested Scoring 85-100	81%	72%	84%	#	#	#
<b>Comprehensive Italian</b>						
Number Tested	75	80	96	6	7	6
Number Scoring 55-100	75	80	96	6	7	6
Number Scoring 65-100	75	80	96	6	7	6
Number Scoring 85-100	51	60	60	3	2	1
Percentage of Tested Scoring 55-100	100%	100%	100%	100%	100%	100%
Percentage of Tested Scoring 65-100	100%	100%	100%	100%	100%	100%
Percentage of Tested Scoring 85-100	68%	75%	62%	50%	29%	17%
<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	372	402	367	27	30	22
Number Scoring 55-100	369	401	364	27	29	21
Number Scoring 65-100	369	401	361	27	29	21
Number Scoring 85-100	270	290	270	11	10	12
Percentage of Tested Scoring 55-100	99%	100%	99%	100%	97%	95%
Percentage of Tested Scoring 65-100	99%	100%	98%	100%	97%	95%
Percentage of Tested Scoring 85-100	73%	72%	74%	41%	33%	55%
<b>Comprehensive Latin</b>						
Number Tested	0	8	1	0	0	0
Number Scoring 55-100	0	8	#	0	0	0
Number Scoring 65-100	0	8	#	0	0	0
Number Scoring 85-100	0	6	#	0	0	0
Percentage of Tested Scoring 55-100	0%	100%	#	0%	0%	0%
Percentage of Tested Scoring 65-100	0%	100%	#	0%	0%	0%
Percentage of Tested Scoring 85-100	0%	75%	#	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	581	1%	2%	38%	59%
	Students with Disabilities	103	6%	7%	50%	38%
	All Students	684	1%	3%	40%	56%

## 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	558	0%	3%	50%	47%
	Students with Disabilities	132	7%	45%	41%	8%
	All Students	690	1%	11%	48%	39%

(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	4	0	#	#	#	#
<b>Middle Level</b>						
Social Studies	10	0	0	0	2	8
<b>Secondary Level</b>						
English Language Arts	11	0	0	0	1	10
Social Studies	10	0	0	0	0	10
Mathematics	11	0	1	0	4	6
Science	9	0	0	1	3	5

### 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	542	542	542	115	115	115	657	657	657
Number Scoring 55–64	4	15	5	2	15	8	6	30	13
Number Scoring 65–84	194	131	269	77	52	84	271	183	353
Number Scoring 85–100	341	389	266	19	26	13	360	415	279
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		82	89		1	5
Beginning		1	0		#	0
Intermediate		11	8		#	1
Advanced		33	45		#	3
Proficient		37	36		#	1
<b>Reading and Writing (Grade K-1)</b>						
Number Tested		82	89		1	5
Beginning		11	21		#	1
Intermediate		15	28		#	2
Advanced		38	19		#	0
Proficient		18	21		#	2
<b>Listening and Speaking (Grade 2-4)</b>						
Number Tested		83	83		6	6
Beginning		0	0		0	0
Intermediate		2	2		1	0
Advanced		23	39		0	5
Proficient		58	42		5	1
<b>Reading and Writing (Grade 2-4)</b>						
Number Tested		83	83		6	6
Beginning		6	2		0	0
Intermediate		28	9		3	0
Advanced		35	40		3	4
Proficient		14	32		0	2
<b>Listening and Speaking (Grade 5-6)</b>						
Number Tested		29	27		2	2
Beginning		1	1		#	#
Intermediate		2	2		#	#
Advanced		3	11		#	#
Proficient		23	13		#	#
<b>Reading and Writing (Grade 5-6)</b>						
Number Tested		29	27		2	2
Beginning		1	2		#	#
Intermediate		6	2		#	#
Advanced		15	9		#	#
Proficient		7	14		#	#

\*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		
	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05
<b>Listening and Speaking (Grade 7-8)</b>						
Number Tested		22	21		0	3
Beginning		0	0		0	#
Intermediate		1	2		0	#
Advanced		7	6		0	#
Proficient		14	13		0	#
<b>Reading and Writing (Grade 7-8)</b>						
Number Tested		22	21		0	3
Beginning		1	2		0	#
Intermediate		3	2		0	#
Advanced		12	6		0	#
Proficient		6	11		0	#
<b>Listening and Speaking (Grade 9-12)</b>						
Number Tested		49	44		1	1
Beginning		2	0		#	#
Intermediate		13	14		#	#
Advanced		21	15		#	#
Proficient		13	15		#	#
<b>Reading and Writing (Grade 9-12)</b>						
Number Tested		49	42		1	1
Beginning		9	3		#	#
Intermediate		13	12		#	#
Advanced		23	10		#	#
Proficient		4	17		#	#

\*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)