

New York State School Report Card Comprehensive Information Report

BEDS Code: 50-01-01-06-0011

Grade Range : 9-12

Name: Clarkstown North Senior High School

Principal: Daniel W. Nicholson

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	367	343	375
Tenth	362	374	337
Eleventh	346	370	385
Twelfth	334	362	369
Ungraded Secondary	59	39	17
Total K-12 Enrollment	1468	1488	1483

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	152	10.4%	150	10.1%	181	12.2%
Black (Not Hispanic)	31	2.1%	38	2.6%	45	3.0%
Hispanic	60	4.1%	85	5.7%	75	5.1%
White (Not Hispanic)	1225	83.4%	1215	81.7%	1182	79.7%

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	21	22	22
Mathematics Grade 10	21	19	19
Science Grade 10	21	21	19
Social Studies Grade 10	22	20	21

(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
53	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 middle 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	32	2.2%	40	2.7%	38	2.6%
Eligible for Free Lunch	27	1.8%	26	1.8%	30	2.0%

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		95.0%		94.4%		94.7%
Student Suspensions	52	3.7%	56	3.8%	52	3.5%

Student Socioeconomic and Stability Indicators (Percent of Enrollment)

	2000–2001	2001–2002	2002–2003
Reduced Lunch	1.5%	1.6%	1.6%
Public Assistance	1-10%	1-10%	1-10%
Student Stability	99%	94%	99%

Staff Counts

Staff	2002–2003
Total Teachers	114
Total Other Professional Staff	17
Total Paraprofessionals	NA
Teaching Out of Certification*	4
Teachers with Temporary Licenses	3

*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	274	215	78%	298	244	82%	294	245	83%
Students with Disabilities	43	12	28%	48	14	29%	50	15	30%
All Students	317	227	72%	346	258	75%	344	260	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	250	81	0	2	10	1
Percent	73%	24%	0%	1%	3%	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)
50	15	0	50

*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		8	
	Entered GED Program*			5		2	
	Total Noncompleters			11		10	
Students with Disabilities	Dropped Out			2		2	
	Entered GED Program*			1		0	
	Total Noncompleters			3		2	
All Students	Dropped Out	9	0.6%	8	0.5%	10	0.7%
	Entered GED Program*	6	0.4%	6	0.4%	2	0.1%
	Total Noncompleters	15	1.0%	14	0.9%	12	0.8%

*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		232	0
	Number of Students with Disabilities		0	228
	Number of All Students		232	228
	Percent of Enrollment		16%	15%

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	1	#	1	#	1	#
Science	3	#	0	0%	1	#
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	1	#	0	0%	0	0%

Students with Disabilities

Test	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	38	84%	7	100%	33	70%
Science	6	83%	4	#	8	50%
Reading	0	0%	3	#	20	80%
Writing	1	#	3	#	22	95%
Global Studies	3	#	4	#	7	43%
U.S. Hist & Gov't	7	43%	3	#	7	86%

(Form – E)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Comprehensive English						
Number Tested	367	370	379	58	34	55
Number Scoring 55–100	364	361	367	57	29	44
Number Scoring 65–100	351	350	360	47	23	38
Number Scoring 85–100	215	241	256	13	4	13
Percentage of Tested Scoring 55–100	99%	98%	97%	98%	85%	80%
Percentage of Tested Scoring 65–100	96%	95%	95%	81%	68%	69%
Percentage of Tested Scoring 85–100	59%	65%	68%	22%	12%	24%
Mathematics A						
Number Tested	1	23	328	0	9	32
Number Scoring 55–100	#	19	318	0	7	31
Number Scoring 65–100	#	12	305	0	3	30
Number Scoring 85–100	#	0	129	0	0	7
Percentage of Tested Scoring 55–100	#	83%	97%	0%	78%	97%
Percentage of Tested Scoring 65–100	#	52%	93%	0%	33%	94%
Percentage of Tested Scoring 85–100	#	0%	39%	0%	0%	22%
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	382	376	349	72	40	58
Number Scoring 55–100	380	371	346	70	36	57
Number Scoring 65–100	372	360	344	63	28	56
Number Scoring 85–100	244	190	205	19	2	9
Percentage of Tested Scoring 55–100	99%	99%	99%	97%	90%	98%
Percentage of Tested Scoring 65–100	97%	96%	99%	88%	70%	97%
Percentage of Tested Scoring 85–100	64%	51%	59%	26%	5%	16%
U.S. History and Government (first administered June 2001)						
Number Tested	346	365	376	52	33	51
Number Scoring 55–100	343	363	372	49	31	48
Number Scoring 65–100	333	356	368	41	26	44
Number Scoring 85–100	243	194	260	11	8	14
Percentage of Tested Scoring 55–100	99%	99%	99%	94%	94%	94%
Percentage of Tested Scoring 65–100	96%	98%	98%	79%	79%	86%
Percentage of Tested Scoring 85–100	70%	53%	69%	21%	24%	27%

(Form – F)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Living Environment (first administered June 2001)						
Number Tested	356	389	343	67	41	60
Number Scoring 55–100	355	388	342	66	40	59
Number Scoring 65–100	344	380	331	56	32	52
Number Scoring 85–100	83	155	140	2	2	6
Percentage of Tested Scoring 55–100	100%	100%	100%	99%	98%	98%
Percentage of Tested Scoring 65–100	97%	98%	97%	84%	78%	87%
Percentage of Tested Scoring 85–100	23%	40%	41%	3%	5%	10%
Physical Setting/Earth Science (first administered June 2001)						
Number Tested	46	61	95	18	16	21
Number Scoring 55–100	46	61	94	18	16	21
Number Scoring 65–100	46	59	93	18	15	20
Number Scoring 85–100	11	13	24	4	2	3
Percentage of Tested Scoring 55–100	100%	100%	99%	100%	100%	100%
Percentage of Tested Scoring 65–100	100%	97%	98%	100%	94%	95%
Percentage of Tested Scoring 85–100	24%	21%	25%	22%	12%	14%
Physical Setting/Chemistry (first administered June 2002)						
Number Tested		304	339		10	19
Number Scoring 55–100		296	329		10	18
Number Scoring 65–100		253	296		5	16
Number Scoring 85–100		41	81		0	2
Percentage of Tested Scoring 55–100		97%	97%		100%	95%
Percentage of Tested Scoring 65–100		83%	87%		50%	84%
Percentage of Tested Scoring 85–100		13%	24%		0%	11%
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	58	56	39	3	0	2
Number Scoring 55–100	58	56	39	#	0	#
Number Scoring 65–100	58	56	39	#	0	#
Number Scoring 85–100	38	29	32	#	0	#
Percentage of Tested Scoring 55–100	100%	100%	100%	#	0%	#
Percentage of Tested Scoring 65–100	100%	100%	100%	#	0%	#
Percentage of Tested Scoring 85–100	66%	52%	82%	#	0%	#
Comprehensive Italian						
Number Tested	32	18	34	2	1	4
Number Scoring 55–100	32	17	34	#	#	#
Number Scoring 65–100	32	16	34	#	#	#
Number Scoring 85–100	22	8	22	#	#	#
Percentage of Tested Scoring 55–100	100%	94%	100%	#	#	#
Percentage of Tested Scoring 65–100	100%	89%	100%	#	#	#
Percentage of Tested Scoring 85–100	69%	44%	65%	#	#	#
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	187	208	205	20	9	17
Number Scoring 55–100	187	207	202	20	8	17
Number Scoring 65–100	187	207	202	20	8	17
Number Scoring 85–100	158	158	153	11	3	5
Percentage of Tested Scoring 55–100	100%	100%	99%	100%	89%	100%
Percentage of Tested Scoring 65–100	100%	100%	99%	100%	89%	100%
Percentage of Tested Scoring 85–100	84%	76%	75%	55%	33%	29%
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	341	276	22	29	7	2
Number Scoring 55–100	334	268	16	27	7	#
Number Scoring 65–100	322	259	15	25	6	#
Number Scoring 85–100	186	117	1	7	1	#
Percentage of Tested Scoring 55–100	98%	97%	73%	93%	100%	#
Percentage of Tested Scoring 65–100	94%	94%	68%	86%	86%	#
Percentage of Tested Scoring 85–100	55%	42%	5%	24%	14%	#
Sequential Mathematics, Course III						
Number Tested	271	288	247	16	5	6
Number Scoring 55–100	260	281	241	15	4	6
Number Scoring 65–100	239	265	233	12	4	6
Number Scoring 85–100	129	167	130	1	2	2
Percentage of Tested Scoring 55–100	96%	98%	98%	94%	80%	100%
Percentage of Tested Scoring 65–100	88%	92%	94%	75%	80%	100%
Percentage of Tested Scoring 85–100	48%	58%	53%	6%	40%	33%

(Form – I)

Introduction to Occupations Examination

	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
General-Education Students	2	#	8	100%	2	#
Students with Disabilities	20	100%	19	100%	22	95%

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	1	0	#	#	#	#
Social Studies	1	0	#	#	#	#
Mathematics	1	0	#	#	#	#
Science	1	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	306	306	306	60	60	60	366	366	366
Number Scoring 55–64	1	2	1	5	5	7	6	7	8
Number Scoring 65–84	78	118	163	37	39	47	115	157	210
Number Scoring 85–100	224	182	139	17	11	3	241	193	142
Approved Alternatives	0	0	0	0	0	0	0	0	0

(Form – K)