

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	2001-02	2002-03	2003-04
Pre-K	0	0	0
Kindergarten	73	89	99
First	96	78	98
Second	114	99	75
Third	121	122	98
Fourth	132	120	128
Fifth	122	126	117
Sixth	145	125	140
Ungraded Elementary	5	1	1
Seventh	137	157	135
Eighth	164	134	156
Ninth	148	164	143
Tenth	143	143	163
Eleventh	166	136	146
Twelfth	157	162	131
Ungraded Secondary	0	5	4
Total K-12 Enrollment	1723	1661	1634

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	22	1.3%	33	2.0%	21	1.3%
Black (Not Hispanic)	22	1.3%	25	1.5%	22	1.3%
Hispanic	21	1.2%	21	1.3%	31	1.9%
White (Not Hispanic)	1658	96.2%	1582	95.2%	1560	95.5%

Average Class Size

Grade Level	2001-02	2002-03	2003-04
Kindergarten	18	18	20
Common Branch	21	20	20
English Grade 8	21	19	19
Mathematics Grade 8	28	19	20
Science Grade 8	21	19	19
Social Studies Grade 8	21	19	20
English Grade 10	17	18	17
Mathematics Grade 10	18	16	18
Science Grade 10	16	21	19
Social Studies Grade 10	21	20	24

(Form - A)

District Need to Resource Capacity Category

N/RC Category	Description
5	This is a school district with average 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

	2001-02		2002-03		2003-04	
	Count	Percent	Count	Percent	Count	Percent
Limited English Proficient	3	0.2%	6	0.4%	6	0.4%
Eligible for Free Lunch	130	7.5%	131	7.9%	132	8.1%

Attendance and Suspension

	2000-01		2001-02		2002-03	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
Annual Attendance Rate		93.6%		92.9%		92.5%
Student Suspensions	42	2.4%	45	2.6%	24	1.4%

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

	2001-02	2002-03	2003-04
Reduced Lunch	2.9%	2.8%	3.3%
Public Assistance	NA	NA	NA
Student Stability	NA	NA	NA

Staff Counts

Staff	2003-04
Total Teachers	131
Total Other Professional Staff	20
Total Paraprofessionals	43
Teaching Out of Certification*	2

*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	129	113	88%	137	124	91%	122	101	83%
Students with Disabilities	19	11	58%	19	10	53%	3	2	67%
All Students	148	124	84%	156	134	86%	125	103	82%

*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	80	33	1	1	6	4
Percent	64%	26%	1%	1%	5%	3%

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)
3	2	1	4

*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.
General-Education Students	Dropped Out	6		7		0	0.0%
	Entered GED Program*	2		0		6	1.1%
	Total Noncompleters	8		7		6	1.1%
Students with Disabilities	Dropped Out	0		1		0	0.0%
	Entered GED Program*	2		0		0	0.0%
	Total Noncompleters	2		1		0	0.0%
All Students	Dropped Out	6	1.0%	8	1.3%	0	0.0%
	Entered GED Program*	4	0.7%	0	0.0%	6	1.0%
	Total Noncompleters	10	1.6%	8	1.3%	6	1.0%

*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%	0%
2-3	0%	0%	0%

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	0
	Number of All Students	0	0	0
	Percent of Enrollment	0%	0%	0%
6-8	Number of General-Education Students	0	118	137
	Number of Students with Disabilities	0	17	19
	Number of All Students	0	135	156
	Percent of Enrollment	0%	32%	36%
9-12	Number of General-Education Students	534	508	505
	Number of Students with Disabilities	77	97	78
	Number of All Students	611	605	583
	Percent of Enrollment	100%	99%	100%

Career and Technical Education (CTE) Programs

CTE Program	This District		Statewide Average
	Count	Percentage	
All CTE Programs			
Completed the CTE Program	5		
Completed and Passed Regents Exams	3	60%	77%
Completed and had Course Average of 75% or More	5	100%	81%
Completed and Attained a HS Diploma or Equivalent	5	100%	96%
Completed and Whose Status is Known	5		
Completed and Were Successfully Placed	5	100%	96%
Nontraditional Programs			
Underrepresented Gender Members Enrolled			30%
Underrepresented Gender Members Who Completed	1	25%	19%

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	70	86%	69	100%	0	0%
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	87	89%	83	100%	0	0%

Students with Disabilities

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	3	#	7	71%	0	0%
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	5	60%	11	82%	0	0%

Regents Competency Tests

General-Education Students

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	0	0%	2	#	15	100%
Science	3	#	5	40%	0	0%
Reading	2	#	1	#	8	75%
Writing	1	#	0	0%	8	100%
Global Studies	3	#	4	#	1	#
U.S. Hist & Gov't	4	#	2	#	0	0%

Students with Disabilities

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	2	#	4	#	5	60%
Science	1	#	7	0%	0	0%
Reading	3	#	0	0%	4	#
Writing	4	#	0	0%	4	#
Global Studies	1	#	4	#	1	#
U.S. Hist & Gov't	1	#	1	#	0	0%

(Form – E)

Regents Examinations

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
Comprehensive English						
Number Tested	158	130	140	20	3	1
Number Scoring 55-100	155	127	131	18	#	#
Number Scoring 65-100	144	126	124	13	#	#
Number Scoring 85-100	75	67	92	2	#	#
Percentage of Tested Scoring 55-100	98%	98%	94%	90%	#	#
Percentage of Tested Scoring 65-100	91%	97%	89%	65%	#	#
Percentage of Tested Scoring 85-100	47%	52%	66%	10%	#	#
Mathematics A						
Number Tested	129	134	176	5	10	10
Number Scoring 55-100	120	128	167	3	9	8
Number Scoring 65-100	108	116	152	3	7	6
Number Scoring 85-100	65	31	46	2	0	0
Percentage of Tested Scoring 55-100	93%	96%	95%	60%	90%	80%
Percentage of Tested Scoring 65-100	84%	87%	86%	60%	70%	60%
Percentage of Tested Scoring 85-100	50%	23%	26%	40%	0%	0%
Mathematics B						
Number Tested	0	95	134	0	0	2
Number Scoring 55-100	0	89	117	0	0	#
Number Scoring 65-100	0	71	103	0	0	#
Number Scoring 85-100	0	22	21	0	0	#
Percentage of Tested Scoring 55-100	0%	94%	87%	0%	0%	#
Percentage of Tested Scoring 65-100	0%	75%	77%	0%	0%	#
Percentage of Tested Scoring 85-100	0%	23%	16%	0%	0%	#
Global History and Geography						
Number Tested	140	143	159	7	13	9
Number Scoring 55-100	135	138	155	7	11	8
Number Scoring 65-100	130	131	144	6	9	3
Number Scoring 85-100	76	89	103	2	2	1
Percentage of Tested Scoring 55-100	96%	97%	97%	100%	85%	89%
Percentage of Tested Scoring 65-100	93%	92%	91%	86%	69%	33%
Percentage of Tested Scoring 85-100	54%	62%	65%	29%	15%	11%
U.S. History and Government						
Number Tested	164	131	139	19	3	1
Number Scoring 55-100	162	129	138	18	#	#
Number Scoring 65-100	158	128	134	14	#	#
Number Scoring 85-100	112	96	106	6	#	#
Percentage of Tested Scoring 55-100	99%	98%	99%	95%	#	#
Percentage of Tested Scoring 65-100	96%	98%	96%	74%	#	#
Percentage of Tested Scoring 85-100	68%	73%	76%	32%	#	#

(Form – F)

Regents Examinations

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
Living Environment						
Number Tested	126	161	223	7	22	17
Number Scoring 55-100	125	156	220	7	19	17
Number Scoring 65-100	120	150	208	5	16	11
Number Scoring 85-100	54	78	82	1	0	1
Percentage of Tested Scoring 55-100	99%	97%	99%	100%	86%	100%
Percentage of Tested Scoring 65-100	95%	93%	93%	71%	73%	65%
Percentage of Tested Scoring 85-100	43%	48%	37%	14%	0%	6%
Physical Setting/Earth Science						
Number Tested	133	135	42	13	4	1
Number Scoring 55-100	129	134	42	11	#	#
Number Scoring 65-100	123	132	41	8	#	#
Number Scoring 85-100	70	82	34	1	#	#
Percentage of Tested Scoring 55-100	97%	99%	100%	85%	#	#
Percentage of Tested Scoring 65-100	92%	98%	98%	62%	#	#
Percentage of Tested Scoring 85-100	53%	61%	81%	8%	#	#
Physical Setting/Chemistry						
Number Tested	130	115	116	8	3	0
Number Scoring 55-100	129	115	115	8	#	0
Number Scoring 65-100	112	95	100	4	#	0
Number Scoring 85-100	14	31	34	0	#	0
Percentage of Tested Scoring 55-100	99%	100%	99%	100%	#	0%
Percentage of Tested Scoring 65-100	86%	83%	86%	50%	#	0%
Percentage of Tested Scoring 85-100	11%	27%	29%	0%	#	0%
Physical Setting/Physics						
Number Tested			70			2
Number Scoring 55-100			70			#
Number Scoring 65-100			67			#
Number Scoring 85-100			31			#
Percentage of Tested Scoring 55-100			100%			#
Percentage of Tested Scoring 65-100			96%			#
Percentage of Tested Scoring 85-100			44%			#

* 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
Comprehensive French						
Number Tested	34	56	44	0	0	0
Number Scoring 55-100	34	56	43	0	0	0
Number Scoring 65-100	34	56	43	0	0	0
Number Scoring 85-100	16	44	30	0	0	0
Percentage of Tested Scoring 55-100	100%	100%	98%	0%	0%	0%
Percentage of Tested Scoring 65-100	100%	100%	98%	0%	0%	0%
Percentage of Tested Scoring 85-100	47%	79%	68%	0%	0%	0%
Comprehensive Italian						
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 German						
Number Tested	2	1	0	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%
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	60	58	68	1	2	2
Number Scoring 55-100	60	58	67	#	#	#
Number Scoring 65-100	59	55	66	#	#	#
Number Scoring 85-100	34	32	37	#	#	#
Percentage of Tested Scoring 55-100	100%	100%	99%	#	#	#
Percentage of Tested Scoring 65-100	98%	95%	97%	#	#	#
Percentage of Tested Scoring 85-100	57%	55%	54%	#	#	#
Comprehensive Latin						
Number Tested	0	0	1	0	0	0
Number Scoring 55-100	0	0	#	0	0	0
Number Scoring 65-100	0	0	#	0	0	0
Number Scoring 85-100	0	0	#	0	0	0
Percentage of Tested Scoring 55-100	0%	0%	#	0%	0%	0%
Percentage of Tested Scoring 65-100	0%	0%	#	0%	0%	0%
Percentage of Tested Scoring 85-100	0%	0%	#	0%	0%	0%

(Form - H)

Regents Examinations

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
Sequential Mathematics, Course III (last administered January 2004)						
Number Tested	171	40	0	11	3	0
Number Scoring 55-100	140	26	0	9	#	0
Number Scoring 65-100	134	22	0	9	#	0
Number Scoring 85-100	74	2	0	3	#	0
Percentage of Tested Scoring 55-100	82%	65%	0%	82%	#	0%
Percentage of Tested Scoring 65-100	78%	55%	0%	82%	#	0%
Percentage of Tested Scoring 85-100	43%	5%	0%	27%	#	0%

Introduction to Occupations Examination

	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
General-Education Students	26	92%	21	100%	28	89%
Students with Disabilities	10	100%	6	67%	6	67%

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
Nov 2003	General-Education Students	106	0%	1%	40%	59%
	Students with Disabilities	11	0%	9%	64%	27%
	All Students	117	0%	2%	42%	56%

Middle-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
June 2004	General-Education Students	131	0%	14%	56%	31%
	Students with Disabilities	21	5%	62%	33%	0%
	All Students	152	1%	20%	53%	26%

(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
Elementary Level						
Social Studies	0	0	0	0	0	0
Middle Level						
Social Studies	1	0	#	#	#	#
Secondary Level						
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

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	121	121	121	4	4	4	125	125	125
Number Scoring 55–64	#	#	#	#	#	#	2	1	0
Number Scoring 65–84	#	#	#	#	#	#	50	31	55
Number Scoring 85–100	#	#	#	#	#	#	67	87	64
Approved Alternatives	#	#	#	#	#	#	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
Listening and Speaking (Grade K-1)						
Number Tested			3			0
Beginning (0-18)			#			0
Intermediate (19-31)			#			0
Advanced (32-36)			#			0
Proficient (37-39)			#			0
Reading and Writing (Grade K-1)						
Number Tested			3			0
Beginning (0-14)			#			0
Intermediate (15-24)			#			0
Advanced (25-32)			#			0
Proficient (33-35)			#			0
Listening and Speaking (Grade 2-4)						
Number Tested			2			0
Beginning (0-18)			#			0
Intermediate (19-31)			#			0
Advanced (32-36)			#			0
Proficient (37-39)			#			0
Reading and Writing (Grade 2-4)						
Number Tested			2			0
Beginning (0-14)			#			0
Intermediate (15-24)			#			0
Advanced (25-32)			#			0
Proficient (33-35)			#			0
Listening and Speaking (Grade 5-6)						
Number Tested			0			0
Beginning (0-18)			0			0
Intermediate (19-31)			0			0
Advanced (32-36)			0			0
Proficient (37-39)			0			0
Reading and Writing (Grade 5-6)						
Number Tested			0			0
Beginning (0-14)			0			0
Intermediate (15-24)			0			0
Advanced (25-32)			0			0
Proficient (33-35)			0			0

*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)