

New York State School Report Card

Comprehensive Information Report

BEDS Code: 50-01-01-06-0011
 Name: Clarkstown North Senior High School
 Principal: Daniel W. Nicholson

Grade Range : 9-12

Fall Enrollment

Grade	2001-02	2002-03	2003-04
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	343	375	381
Tenth	374	337	384
Eleventh	370	385	335
Twelfth	362	369	382
Ungraded Secondary	39	17	0
Total K-12 Enrollment	1488	1483	1482

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	150	10.1%	181	12.2%	185	12.5%
Black (Not Hispanic)	38	2.6%	45	3.0%	48	3.2%
Hispanic	85	5.7%	75	5.1%	92	6.2%
White (Not Hispanic)	1215	81.7%	1182	79.7%	1157	78.1%

Average Class Size

Grade Level	2001-02	2002-03	2003-04
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	22	22	19
Mathematics Grade 10	19	19	19
Science Grade 10	21	19	22
Social Studies Grade 10	20	21	19

(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

	2001-02		2002-03		2003-04	
	Count	Percent	Count	Percent	Count	Percent
Limited English Proficient	40	2.7%	38	2.6%	25	1.7%
Eligible for Free Lunch	26	1.8%	30	2.0%	47	3.2%

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		94.4%		94.7%		94.6%
Student Suspensions	56	3.8%	52	3.5%	48	3.2%

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

	2001-02	2002-03	2003-04
Reduced Lunch	1.6%	1.6%	1.9%
Public Assistance	1-10%	1-10%	1-10%
Student Stability	94%	99%	99%

Staff Counts

Staff	2003-04
Total Teachers	115
Total Other Professional Staff	14
Total Paraprofessionals	NA
Teaching Out of Certification*	4

*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	298	244	82%	294	245	83%	321	267	83%
Students with Disabilities	48	14	29%	50	15	30%	49	13	27%
All Students	346	258	75%	344	260	76%	370	280	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 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	257	95	2	1	1	14
Percent	69%	26%	1%	0%	0%	4%

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)
49	13	0	49

*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		8		2	0.2%
	Entered GED Program*	5		2		4	0.3%
	Total Noncompleters	11		10		6	0.5%
Students with Disabilities	Dropped Out	2		2		1	0.4%
	Entered GED Program*	1		0		2	0.9%
	Total Noncompleters	3		2		3	1.3%
All Students	Dropped Out	8	0.5%	10	0.7%	3	0.2%
	Entered GED Program*	6	0.4%	2	0.1%	6	0.4%
	Total Noncompleters	14	0.9%	12	0.8%	9	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%	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	0	0
	Number of Students with Disabilities	0	0	0
	Number of All Students	0	0	0
	Percent of Enrollment	0%	0%	0%
9-12	Number of General-Education Students	232	0	0
	Number of Students with Disabilities	0	228	223
	Number of All Students	232	228	223
	Percent of Enrollment	16%	15%	15%

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	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	2001-02		2002-03		2003-04	
	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%

Regents Competency Tests

General-Education Students

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	1	#	1	#	0	0%
Science	0	0%	1	#	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%	0	0%

Students with Disabilities

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	7	100%	33	70%	1	#
Science	4	#	8	50%	0	0%
Reading	3	#	20	80%	2	#
Writing	3	#	22	95%	0	0%
Global Studies	4	#	7	43%	0	0%
U.S. Hist & Gov't	3	#	7	86%	1	#

(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	370	379	325	34	55	58
Number Scoring 55–100	361	367	318	29	44	51
Number Scoring 65–100	350	360	313	23	38	46
Number Scoring 85–100	241	256	243	4	13	19
Percentage of Tested Scoring 55–100	98%	97%	98%	85%	80%	88%
Percentage of Tested Scoring 65–100	95%	95%	96%	68%	69%	79%
Percentage of Tested Scoring 85–100	65%	68%	75%	12%	24%	33%
Mathematics A						
Number Tested	23	328	369	9	32	53
Number Scoring 55–100	19	318	363	7	31	49
Number Scoring 65–100	12	305	352	3	30	40
Number Scoring 85–100	0	129	215	0	7	13
Percentage of Tested Scoring 55–100	83%	97%	98%	78%	97%	92%
Percentage of Tested Scoring 65–100	52%	93%	95%	33%	94%	75%
Percentage of Tested Scoring 85–100	0%	39%	58%	0%	22%	25%
Mathematics B						
Number Tested	0	0	206	0	0	10
Number Scoring 55–100	0	0	197	0	0	10
Number Scoring 65–100	0	0	188	0	0	10
Number Scoring 85–100	0	0	98	0	0	2
Percentage of Tested Scoring 55–100	0%	0%	96%	0%	0%	100%
Percentage of Tested Scoring 65–100	0%	0%	91%	0%	0%	100%
Percentage of Tested Scoring 85–100	0%	0%	48%	0%	0%	20%
Global History and Geography						
Number Tested	376	349	361	40	58	56
Number Scoring 55–100	371	346	358	36	57	56
Number Scoring 65–100	360	344	356	28	56	55
Number Scoring 85–100	190	205	229	2	9	16
Percentage of Tested Scoring 55–100	99%	99%	99%	90%	98%	100%
Percentage of Tested Scoring 65–100	96%	99%	99%	70%	97%	98%
Percentage of Tested Scoring 85–100	51%	59%	63%	5%	16%	29%
U.S. History and Government						
Number Tested	365	376	331	33	51	60
Number Scoring 55–100	363	372	324	31	48	54
Number Scoring 65–100	356	368	319	26	44	49
Number Scoring 85–100	194	260	255	8	14	22
Percentage of Tested Scoring 55–100	99%	99%	98%	94%	94%	90%
Percentage of Tested Scoring 65–100	98%	98%	96%	79%	86%	82%
Percentage of Tested Scoring 85–100	53%	69%	77%	24%	27%	37%

(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	389	343	380	41	60	59
Number Scoring 55–100	388	342	379	40	59	58
Number Scoring 65–100	380	331	372	32	52	56
Number Scoring 85–100	155	140	129	2	6	6
Percentage of Tested Scoring 55–100	100%	100%	100%	98%	98%	98%
Percentage of Tested Scoring 65–100	98%	97%	98%	78%	87%	95%
Percentage of Tested Scoring 85–100	40%	41%	34%	5%	10%	10%
Physical Setting/Earth Science						
Number Tested	61	95	85	16	21	12
Number Scoring 55–100	61	94	83	16	21	12
Number Scoring 65–100	59	93	81	15	20	11
Number Scoring 85–100	13	24	14	2	3	2
Percentage of Tested Scoring 55–100	100%	99%	98%	100%	100%	100%
Percentage of Tested Scoring 65–100	97%	98%	95%	94%	95%	92%
Percentage of Tested Scoring 85–100	21%	25%	16%	12%	14%	17%
Physical Setting/Chemistry						
Number Tested	304	339	308	10	19	34
Number Scoring 55–100	296	329	297	10	18	31
Number Scoring 65–100	253	296	245	5	16	20
Number Scoring 85–100	41	81	74	0	2	2
Percentage of Tested Scoring 55–100	97%	97%	96%	100%	95%	91%
Percentage of Tested Scoring 65–100	83%	87%	80%	50%	84%	59%
Percentage of Tested Scoring 85–100	13%	24%	24%	0%	11%	6%
Physical Setting/Physics						
Number Tested			190			2
Number Scoring 55–100			181			#
Number Scoring 65–100			166			#
Number Scoring 85–100			43			#
Percentage of Tested Scoring 55–100			95%			#
Percentage of Tested Scoring 65–100			87%			#
Percentage of Tested Scoring 85–100			23%			#

* 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	56	39	31	0	2	4
Number Scoring 55–100	56	39	31	0	#	#
Number Scoring 65–100	56	39	31	0	#	#
Number Scoring 85–100	29	32	21	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	52%	82%	68%	0%	#	#
Comprehensive Italian						
Number Tested	18	34	39	1	4	3
Number Scoring 55–100	17	34	39	#	#	#
Number Scoring 65–100	16	34	39	#	#	#
Number Scoring 85–100	8	22	28	#	#	#
Percentage of Tested Scoring 55–100	94%	100%	100%	#	#	#
Percentage of Tested Scoring 65–100	89%	100%	100%	#	#	#
Percentage of Tested Scoring 85–100	44%	65%	72%	#	#	#
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	208	205	217	9	17	17
Number Scoring 55–100	207	202	216	8	17	16
Number Scoring 65–100	207	202	216	8	17	16
Number Scoring 85–100	158	153	162	3	5	6
Percentage of Tested Scoring 55–100	100%	99%	100%	89%	100%	94%
Percentage of Tested Scoring 65–100	100%	99%	100%	89%	100%	94%
Percentage of Tested Scoring 85–100	76%	75%	75%	33%	29%	35%
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		
	2001–02	2002–03	2003–04	2001–02	2002–03	2003–04
Sequential Mathematics, Course III (last administered January 2004)						
Number Tested	288	247	23	5	6	1
Number Scoring 55–100	281	241	15	4	6	#
Number Scoring 65–100	265	233	14	4	6	#
Number Scoring 85–100	167	130	1	2	2	#
Percentage of Tested Scoring 55–100	98%	98%	65%	80%	100%	#
Percentage of Tested Scoring 65–100	92%	94%	61%	80%	100%	#
Percentage of Tested Scoring 85–100	58%	53%	4%	40%	33%	#

Introduction to Occupations Examination

	2001–02		2002–03		2003–04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
General-Education Students	8	100%	2	#	0	0%
Students with Disabilities	19	100%	22	95%	8	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
Nov 2003	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 2004	General-Education Students	0	0%	0%	0%	0%
	Students with Disabilities	0	0%	0%	0%	0%
	All Students	0	0%	0%	0%	0%

(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	0	0	0	0	0	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	318	318	318	53	53	53	371	371	371
Number Scoring 55–64	1	0	1	7	4	7	8	4	8
Number Scoring 65–84	130	68	172	39	31	39	169	99	211
Number Scoring 85–100	184	246	142	5	14	6	189	260	148
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
Listening and Speaking (Grade 7-8)						
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 7-8)						
Number Tested			0			0
Beginning (0-14)			0			0
Intermediate (15-24)			0			0
Advanced (25-32)			0			0
Proficient (33-35)			0			0
Listening and Speaking (Grade 9-12)						
Number Tested			33			1
Beginning (0-18)			0			#
Intermediate (19-31)			6			#
Advanced (32-36)			15			#
Proficient (37-39)			12			#
Reading and Writing (Grade 9-12)						
Number Tested			33			1
Beginning (0-14)			2			#
Intermediate (15-24)			9			#
Advanced (25-32)			18			#
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)