

# New York State School Report Card

## Comprehensive Information Report

BEDS Code: 50-01-01-06-0019  
 Name: Clarkstown South Senior High School  
 Principal: Lawrence Mayer

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	347	342	363
Tenth	357	353	342
Eleventh	329	359	350
Twelfth	353	325	360
Ungraded Secondary	17	18	8
Total K-12 Enrollment	1403	1397	1423

### 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	168	12.0%	149	10.7%	155	10.9%
Black (Not Hispanic)	39	2.8%	38	2.7%	35	2.5%
Hispanic	52	3.7%	55	3.9%	68	4.8%
White (Not Hispanic)	1144	81.5%	1155	82.7%	1165	81.9%

### 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	20	18	19
Mathematics Grade 10	20	16	20
Science Grade 10	22	21	21
Social Studies Grade 10	18	18	21

(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>
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**

	<b>2001-02</b>		<b>2002-03</b>		<b>2003-04</b>	
	Count	Percent	Count	Percent	Count	Percent
<b>Limited English Proficient</b>	21	1.5%	23	1.7%	24	1.7%
<b>Eligible for Free Lunch</b>	3	0.2%	8	0.6%	17	1.2%

**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>		92.7%		92.0%		94.6%
<b>Student Suspensions</b>	62	4.3%	50	3.6%	64	4.6%

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

	<b>2001-02</b>	<b>2002-03</b>	<b>2003-04</b>
<b>Reduced Lunch</b>	0.1%	0.6%	0.8%
<b>Public Assistance</b>	1-10%	1-10%	1-10%
<b>Student Stability</b>	97%	95%	100%

**Staff Counts**

<b>Staff</b>	<b>2003-04</b>
Total Teachers	122
Total Other Professional Staff	30
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	283	226	80%	258	212	82%	263	236	90%
Students with Disabilities	45	21	47%	36	11	31%	57	22	39%
All Students	328	247	75%	294	223	76%	320	258	81%

\*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	228	80	3	4	5	0
Percent	71%	25%	1%	1%	2%	0%

## 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)
57	22	4	61

\*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	0		0		1	0.1%
	Entered GED Program*	4		4		5	0.4%
	Total Noncompleters	4		4		6	0.5%
Students with Disabilities	Dropped Out	0		0		0	0.0%
	Entered GED Program*	0		4		1	0.4%
	Total Noncompleters	0		4		1	0.4%
All Students	Dropped Out	0	0.0%	0	0.0%	1	0.1%
	Entered GED Program*	4	0.3%	8	0.6%	6	0.4%
	Total Noncompleters	4	0.3%	8	0.6%	7	0.5%

\*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	0	4	4
	Number of Students with Disabilities	0	0	0
	Number of All Students	0	4	4
	Percent of Enrollment	0%	0%	0%

## 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	0	0%	0	0%	0	0%
Science	0	0%	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%	0	0%

## Students with Disabilities

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	42	88%	6	100%	1	#
Science	18	100%	0	0%	2	#
Reading	4	#	0	0%	0	0%
Writing	5	80%	0	0%	0	0%
Global Studies	3	#	1	#	2	#
U.S. Hist & Gov't	0	0%	0	0%	7	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	303	346	338	25	62	56
Number Scoring 55–100	300	345	335	24	62	55
Number Scoring 65–100	287	341	324	23	60	51
Number Scoring 85–100	185	214	191	8	14	6
Percentage of Tested Scoring 55–100	99%	100%	99%	96%	100%	98%
Percentage of Tested Scoring 65–100	95%	99%	96%	92%	97%	91%
Percentage of Tested Scoring 85–100	61%	62%	57%	32%	23%	11%
<b>Mathematics A</b>						
Number Tested	1	305	307	1	21	41
Number Scoring 55–100	#	302	304	#	21	41
Number Scoring 65–100	#	299	300	#	21	40
Number Scoring 85–100	#	147	198	#	9	16
Percentage of Tested Scoring 55–100	#	99%	99%	#	100%	100%
Percentage of Tested Scoring 65–100	#	98%	98%	#	100%	98%
Percentage of Tested Scoring 85–100	#	48%	64%	#	43%	39%
<b>Mathematics B</b>						
Number Tested	0	0	169	0	0	6
Number Scoring 55–100	0	0	169	0	0	6
Number Scoring 65–100	0	0	168	0	0	6
Number Scoring 85–100	0	0	114	0	0	3
Percentage of Tested Scoring 55–100	0%	0%	100%	0%	0%	100%
Percentage of Tested Scoring 65–100	0%	0%	99%	0%	0%	100%
Percentage of Tested Scoring 85–100	0%	0%	67%	0%	0%	50%
<b>Global History and Geography</b>						
Number Tested	353	323	335	56	53	45
Number Scoring 55–100	350	318	331	55	51	41
Number Scoring 65–100	333	314	322	43	51	37
Number Scoring 85–100	150	164	201	9	11	10
Percentage of Tested Scoring 55–100	99%	98%	99%	98%	96%	91%
Percentage of Tested Scoring 65–100	94%	97%	96%	77%	96%	82%
Percentage of Tested Scoring 85–100	42%	51%	60%	16%	21%	22%
<b>U.S. History and Government</b>						
Number Tested	285	353	325	25	61	56
Number Scoring 55–100	284	349	310	24	60	46
Number Scoring 65–100	271	342	285	19	56	37
Number Scoring 85–100	117	205	162	3	22	9
Percentage of Tested Scoring 55–100	100%	99%	95%	96%	98%	82%
Percentage of Tested Scoring 65–100	95%	97%	88%	76%	92%	66%
Percentage of Tested Scoring 85–100	41%	58%	50%	12%	36%	16%

(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	286	330	294	42	58	32
Number Scoring 55–100	286	326	293	42	55	31
Number Scoring 65–100	283	312	289	39	47	28
Number Scoring 85–100	128	142	131	9	7	3
Percentage of Tested Scoring 55–100	100%	99%	100%	100%	95%	97%
Percentage of Tested Scoring 65–100	99%	95%	98%	93%	81%	88%
Percentage of Tested Scoring 85–100	45%	43%	45%	21%	12%	9%
<b>Physical Setting/Earth Science</b>						
Number Tested	328	261	284	54	53	67
Number Scoring 55–100	322	253	268	52	45	58
Number Scoring 65–100	312	245	243	49	44	50
Number Scoring 85–100	67	87	60	10	13	7
Percentage of Tested Scoring 55–100	98%	97%	94%	96%	85%	87%
Percentage of Tested Scoring 65–100	95%	94%	86%	91%	83%	75%
Percentage of Tested Scoring 85–100	20%	33%	21%	19%	25%	10%
<b>Physical Setting/Chemistry</b>						
Number Tested	288	292	287	13	26	28
Number Scoring 55–100	283	277	275	12	26	23
Number Scoring 65–100	240	232	232	6	13	13
Number Scoring 85–100	57	68	73	0	2	2
Percentage of Tested Scoring 55–100	98%	95%	96%	92%	100%	82%
Percentage of Tested Scoring 65–100	83%	79%	81%	46%	50%	46%
Percentage of Tested Scoring 85–100	20%	23%	25%	0%	8%	7%
<b>Physical Setting/Physics</b>						
Number Tested			137			5
Number Scoring 55–100			136			5
Number Scoring 65–100			124			3
Number Scoring 85–100			30			0
Percentage of Tested Scoring 55–100			99%			100%
Percentage of Tested Scoring 65–100			91%			60%
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	48	19	23	2	1	0
Number Scoring 55–100	47	19	23	#	#	0
Number Scoring 65–100	45	19	22	#	#	0
Number Scoring 85–100	25	15	18	#	#	0
Percentage of Tested Scoring 55–100	98%	100%	100%	#	#	0%
Percentage of Tested Scoring 65–100	94%	100%	96%	#	#	0%
Percentage of Tested Scoring 85–100	52%	79%	78%	#	#	0%
<b>Comprehensive Italian</b>						
Number Tested	52	41	41	4	2	4
Number Scoring 55–100	51	41	41	#	#	#
Number Scoring 65–100	50	41	41	#	#	#
Number Scoring 85–100	35	29	32	#	#	#
Percentage of Tested Scoring 55–100	98%	100%	100%	#	#	#
Percentage of Tested Scoring 65–100	96%	100%	100%	#	#	#
Percentage of Tested Scoring 85–100	67%	71%	78%	#	#	#
<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	154	167	182	10	10	10
Number Scoring 55–100	154	167	182	10	10	10
Number Scoring 65–100	154	167	182	10	10	10
Number Scoring 85–100	121	117	128	7	6	4
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	79%	70%	70%	70%	60%	40%
<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	315	260	58	15	16	6
Number Scoring 55–100	311	251	58	15	15	6
Number Scoring 65–100	301	244	58	15	14	6
Number Scoring 85–100	184	136	19	5	5	1
Percentage of Tested Scoring 55–100	99%	97%	100%	100%	94%	100%
Percentage of Tested Scoring 65–100	96%	94%	100%	100%	88%	100%
Percentage of Tested Scoring 85–100	58%	52%	33%	33%	31%	17%

## Introduction to Occupations Examination

	2001–02		2002–03		2003–04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
General-Education Students	13	100%	0	0%	0	0%
Students with Disabilities	11	100%	0	0%	0	0%

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	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
<b>June 2004</b>	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
<b>Elementary Level</b>						
Social Studies	0	0	0	0	0	0
<b>Middle Level</b>						
Social Studies	2	0	#	#	#	#
<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	278	278	278	65	65	65	343	343	343
Number Scoring 55–64	3	3	0	9	4	2	12	7	2
Number Scoring 65–84	140	97	146	40	34	37	180	131	183
Number Scoring 85–100	134	174	132	10	19	20	144	193	152
Approved Alternatives	0	0	0	0	0	0	0	0	0

(Form – J)

**New York State English as a Second Language Achievement Tests (NYSESLAT)\***

	<b>All Students</b>			<b>Students with Disabilities</b>		
	<b>2001-02</b>	<b>2002-03</b>	<b>2003-04</b>	<b>2001-02</b>	<b>2002-03</b>	<b>2003-04</b>
<b>Listening and Speaking (Grade 7-8)</b>						
Number Tested			0			0
Beginning (0-18)			0			0
Intermediate (19-31)			0			0
Advanced (32-36)			0			0
Proficient (37-39)			0			0
<b>Reading and Writing (Grade 7-8)</b>						
Number Tested			0			0
Beginning (0-14)			0			0
Intermediate (15-24)			0			0
Advanced (25-32)			0			0
Proficient (33-35)			0			0
<b>Listening and Speaking (Grade 9-12)</b>						
Number Tested			12			0
Beginning (0-18)			2			0
Intermediate (19-31)			6			0
Advanced (32-36)			3			0
Proficient (37-39)			1			0
<b>Reading and Writing (Grade 9-12)</b>						
Number Tested			12			0
Beginning (0-14)			7			0
Intermediate (15-24)			2			0
Advanced (25-32)			3			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 - L)