

# The New York State School Report Card

School LINK ELEMENTARY SCHOOL District CLARKSTOWN CENTRAL SCHOOL DISTRICT School ID 50-01-01-06-0007 Principal FRANCINE CUCCIA Telephone (845) 624-3494 Grades K-5

Comprehensive Information Report 2007 – 08

### **Regents Exams**

_		All Students				Gener	al-Educa	ation St	udents	Students with Disabilities				
		Total Tested	5			TotalPercentage of studentsTestedscoring at or above:				Total Tested	Percentage of students scoring at or above:			
			55	65	85		55	65	85		55	65	85	
Comprehensive English	2007–08	0				0				0				
	2006-07	0				0				0				
	2005-06	0				0				0				
Mathematics A	2007–08	0				0				0				
	2006-07	0				0				0				
	2005-06	0				0				0				
Mathematics B	2007–08	0				0				0				
	2006-07	0				0				0				
	2005-06	0				0				0				
Integrated Algebra	2007–08	0				0				0				
	2006-07	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	
	2005-06	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	
Global History	2007–08	0				0				0				
and Geography	2006-07	0				0				0				
	2005-06	0				0				0				
U.S. History	2007–08	0				0				0				
and Government	2006-07	0				0				0				
	2005-06	0				0				0				
Living Environment	2007–08	0				0				0				
	2006-07	0				0				0				
	2005-06	0				0				0				
Physical Setting/	2007–08	0				0				0				
Earth Science	2006-07	0				0				0				
	2005-06	0				0				0				
Physical Setting/Chemistry	2007–08	0				0				0				
	2006-07	0				0				0				
	2005-06	0				0				0				
Physical Setting/Physics	2007–08	0				0				0				
	2006-07	0				0				0				
	2005-06	0				0				0				

NOTE

The — symbol indicates that data for a group of students have been suppressed. If a group has fewer than five students,

data for that group and the next smallest group(s) are suppressed to protect the privacy of individual students.

District CLARKSTOWN CENTRAL SCHOOL DISTRICT

School LINK ELEMENTARY SCHOOL School ID 50-01-01-06-0007

## New York State English as a Second Language Achievement Test (NYSESLAT)

|         | All Students  |   |  
   |   |  | General-Education Students  |  
  |  
   |   
  |   | Students with Disabilities  |   |  |  |   |  
  |
|---------|---|---
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--|---|--|---
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--|---|---
---|--|--|---|---|
|         | Total<br>Tested   |   |  
   |   | 5  | Total<br>Tested   | TotalPercent of students scoringTestedin each performance level:   
  |  
   |   
  |   |   |   | Percent of students scoring<br>in each performance level:  |  |   |  
  |
|         |   | Begin.  | Interm.  
   | Adv.  | Prof.  |   | Begin.   
  | Interm.  
   | Adv.  
  | Prof.   |   | Begin.  | Inter  | m. Adv.  | Pr  | of.  
  |
| 2007–08 | 7   | 0%  | 0%   
   | 43%   | 57%  | 7   | 0%   
  | 0%   
   | 43%   
  | 57%   | 0   |   |  |  |   |  
  |
| 2006-07 | 7   | 0%  | 29%  
   | 14%   | 57%  | 7   | 0%   
  | 29%  
   | 14%   
  | 57%   | 0   |   |  |  |   |  
  |
| 2005-06 | 12  | 0%  | 0%   
   | 33%   | 67%  | 12  | 0%   
  | 0%   
   | 33%   
  | 67%   | 0   |   |  |  |   |  
  |
| 2007–08 | 5   | 0%  | 80%  
   | 20%   | 0%   | 5   | 0%   
  | 80%  
   | 20%   
  | 0%  | 0   |   |  |  |   |  
  |
| 2006-07 | 7   | 43%   | 14%  
   | 29%   | 14%  | 7   | 43%  
  | 14%  
   | 29%   
  | 14%   | 0   |   |  |  |   |  
  |
| 2005-06 | 12  | 8%  | 42%  
   | 33%   | 17%  | 12  | 8%   
  | 42%  
   | 33%   
  | 17%   | 0   |   |  |  |   |  
  |
| 2007–08 | 10  | 0%  | 0%   
   | 10%   | 90%  | 7   | -  
  | _  
   | -   
  | -   | 3   | -   |  | -  | -   | -  
  |
| 2006-07 | 15  | 0%  | 7%   
   | 13%   | 80%  | 14  | -  
  | _  
   | _   
  | _   | 1   | -   |  | _  | _   | -  
  |
| 2005-06 | 8   | 0%  | 0%   
   | 38%   | 63%  | 8   | 0%   
  | 0%   
   | 38%   
  | 63%   | 0   |   |  |  |   |  
  |
| 2007–08 | 10  | 10%   | 30%  
   | 50%   | 10%  | 7   | -  
  | _  
   | _   
  | _   | 3   | -   |  | -  | _   | -  
  |
| 2006-07 | 15  | 0%  | 20%  
   | 60%   | 20%  | 14  | -  
  | _  
   | -   
  | _   | 1   | -   |  | _  | -   | -  
  |
| 2005-06 | 8   | 0%  | 25%  
   | 63%   | 13%  | 8   | 0%   
  | 25%  
   | 63%   
  | 13%   | 0   |   |  |  |   |  
  |
| 2007–08 | 2   | -   | -  
   | -   | -  | 1   | -  
  | -  
   | -   
  | -   | 1   | -   |  | -  | _   | -  
  |
| 2006-07 | 1   | _   | _  
   | _   | _  | 1   | _  
  | _  
   | _   
  | _   | 0   |   |  |  |   |  
  |
| 2005-06 | 3   | _   | _  
   | _   | _  | 2   | _  
  | _  
   | _   
  | _   | 1   | _   |  | _  | _   | -  
  |
| 2007–08 | 2   | -   | -  
   | -   | -  | 1   | -  
  | -  
   | -   
  | -   | 1   | -   |  | -  | _   | -  
  |
| 2006-07 | 1   | -   | _  
   | _   | _  | 1   | -  
  | _  
   | _   
  | _   | 0   |   |  |  |   |  
  |
| 2005-06 | 3   | -   | _  
   | _   | _  | 2   | -  
  | _  
   | _   
  | _   | 1   | -   |  | _  | _   | -  
  |
| 2007–08 | 0   |   |  
   |   |  | 0   |  
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   |   
  |   | 0   |   |  |  |   |  
  |
| 2006-07 | 0   |   |  
   |   |  | 0   |  
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  |   | 0   |   |  |  |   |  
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| 2005-06 | 0   |   |  
   |   |  | 0   |  
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  |   | 0   |   |  |  |   |  
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| 2007–08 | 0   |   |  
   |   |  | 0   |  
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   |   
  |   | 0   |   |  |  |   |  
  |
| 2006–07 | 0   |   |  
   |   |  | 0   |  
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   |   
  |   | 0   |   |  |  |   |  
  |
| 2005-06 | 0   |   |  
   |   |  | 0   |  
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   |   
  |   | 0   |   |  |  |   |  
  |
| 2007–08 | 0   |   |  
   |   |  | 0   |  
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   |   
  |   | 0   |   |  |  |   |  
  |
| 2006-07 | 0   |   |  
   |   |  | 0   |  
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   |   
  |   | 0   |   |  |  |   |  
  |
| 2005-06 | 0   |   |  
   |   |  | 0   |  
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   |   
  |   | 0   |   |  |  |   |  
  |
| 2007-08 | 0   |   |  
   |   |  | 0   |  
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   |   
  |   | 0   |   |  |  |   |  
  |
| 2006-07 | 0   |   |  
   |   |  | 0   |  
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   |   
  |   | 0   |   |  |  |   |  
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|         |   |   |  
   |   |  | 0   |  
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  |   | 0   |   |  |  |   |  
  |
|         | 2006–07<br>2005–06<br>2007–08<br>2005–06<br>2007–08<br>2005–06<br>2007–08<br>2005–06<br>2007–08<br>2005–06<br>2007–08<br>2005–06<br>2007–08<br>2006–07<br>2005–06<br>2007–08<br>2006–07<br>2005–06<br>2007–08<br>2006–07<br>2005–06<br>2007–08<br>2006–07 | Total<br>Tested   2007-08 7   2006-07 7   2005-06 12   2007-08 5   2007-08 12   2005-06 12   2005-06 12   2005-06 12   2005-06 12   2005-06 8   2005-06 8   2005-06 10   2005-06 10   2005-06 11   2005-06 12   2005-06 13   2005-06 14   2005-06 13   2005-06 14   2005-06 14   2005-06 14   2005-06 14   2005-06 14   2005-06 00   2005-06 00   2005-06 00   2005-06 00   2005-06 00   2005-06 00   2005-06 00   2005-06 00 | Total Percent<br>rester   2007-08 7 Begin.   2006-07 77 0%   2005-06 122 0%   2007-08 01 0%   2007-08 12 0%   2005-06 12 8%   2005-06 12 8%   2005-06 12 8%   2005-06 10 0%   2005-06 10 0%   2005-06 10 0%   2005-06 10 0%   2005-06 10 0%   2005-06 13 0%   2005-06 3 0%   2005-06 3 0%   2005-06 3 0   2005-06 0 1   2005-06 3 0   2005-06 0 1   2005-06 0 1   2005-06 0 1   2005-06 0 1   2005-06 0 <td>Total<br/>TestedParcent study<br/>ineact2007-08RBeginInterm2006-0770%29%2005-06120%20%2007-08743%14%2005-06128%42%2005-06128%42%2005-06128%0%2005-06100%0%2005-06100%0%2005-0680%20%2005-0680%20%2005-0680%20%2005-061010%20%2005-063012005-063012005-063012005-063012005-063012005-060112005-060112005-060112005-060112005-060112005-060112005-060112005-060112005-060112005-060112005-060112005-060112005-060112005-060112005-060112005-060112005-06011</td> <td>Total<br/>TestedPercent-stude</td> <td>Iotal<br/>TestedPercent-Formation<br/>Percent-Formation<br/>Percent-Formation<br/>Percent-Formation<br/>Percent-Formation<br/>Percent-Formation<br/>Percent-Formation<br/>Percent-Formation<br/>Percent-Formation<br/>Percent-Formation<br/>Percent-Formation<br/>Percent-Formation<br/>Percent-Formation<br/>Percent-Formation<br/>Percent-Formation<br/>Percent-Formation<br/>Percent-Formation<br/>Percent-Formation<br/>Percent-Formation<br/>Percent-Formation<br/>Percent-Formation<br/>Percent-Formation<br/>Percent-Formation<br/>Percent-Formation<br/>Percent-Formation<br/>Percent-Formation<br/>Percent-Formation<br/>Percent-Formation<br/>Percent-Formation<br/>Percent-Formation<br/>Percent-Formation<br/>Percent-Formation<br/>Percent-Formation<br/>Percent-Formation<br/>Percent-Formation<br/>Percent-Formation<br/>Percent-Formation<br/>Percent-Formation<br/>Percent-Formation<br/>Percent-Formation<br/>Percent-Formation<br/>Percent-Formation<br/>Percent-Formation<br/>Percent-Formation<br/>Percent-Formation<br/>Percent-Formation<br/>Percent-Formation<br/>Percent-Formation<br/>Percent-Formation<br/>Percent-Formation<br/>Percent-Formation<br/>Percent-Formation<br/>Percent-Formation<br/>Percent-Formation<br/>Percent-Formation<br/>Percent-Formation<br/>Percent-Formation<br/>Percent-Formation<br/>Percent-Formation<br/>Percent-Formation<br/>Percent-Formation<br/>Percent-Formation<br/>Percent-Formation<br/>Percent-Formation<br/>Percent-Formation<br/>Percent-Formation<br/>Percent-Formation<br/>Percent-Formation<br/>Percent-Formation<br/>Percent-Formation<br/>Percent-Formation<br/>Percent-Formation<br>Percent-Formation<br>Percent-Formation<br>Percent-Formation<br>Percent-Formation<br>Percent-Formation<br>Percent-Formation<br>Percent-Formation<br>Percent-Formation<br>Percent-Formation<br>Percent-Formation<br>Percent-Formation<br>Percent-Formation<br>Percent-Formation<br>Percent-Formation<br>Percent-Formation<br>Percent-Formation<br>Percent-Formation<br>Percent-Formation<br>Percent-Formation<br>Per</br></br></br></br></br></br></br></br></br></br></br></br></br></br></br></br></br></br></br></br></td> <td>Total Tested Percent of students scores Total Tested   2007-08 7 0% 0% 43% 57% 7   2006-07 77 0% 29% 14% 57% 7   2005-06 12 0% 20% 33% 67% 12   2007-08 12 0% 80% 20% 0% 67% 12   2006-07 7 43% 14% 29% 0% 12   2007-08 12 0% 42% 33% 17% 12   2005-06 12 8% 42% 33% 14% 14   2007-08 10 0% 0% 13% 80% 14   2005-06 15 0% 20% 63% 14 14   2005-06 11 10% 30% 50% 14% 14   2005-06 12 11 10% 20% 10% 11   2005-06 1 1<td>Total<br/>rester Percent stude stude stude Total<br/>rester Percent<br/>rester   2007-08 7 0% 0% 43% 57% 7 0%   2006-07 7 0% 20% 14% 57% 70 0%   2005-06 12 0% 20% 33% 67% 120 0%   2007-08 12 0% 20% 20% 14% 70 0%   2007-08 12 0% 80% 20% 14% 70 43%   2005-06 12 8% 42% 33% 17% 120 8%   2006-07 15 0% 0% 14% 63% 14 -   2006-07 15 0% 20% 50% 10% 10% 14 -   2006-07 15 0% 20% 60% 14% 14 -   2006-07 1 - - - - <td< td=""><td>Total<br/>TestedPercent of structureTotal<br/>is nearboxPercent of the second<br/>is nearboxStructure<td>Total<br/>resct Percent of students surverse Total<br/>reach international stream Price Resct international stream   2007-08 7 0% 0% 43% 57% 7 0% 0% 43%   2006-07 7 0% 0% 14% 57% 7 0% 0% 43%   2005-06 12 0% 0% 33% 67% 12 0% 0% 33%   2007-08 5 0% 80% 20% 0% 12 0% 0% 33%   2005-06 12 8% 42% 33% 17% 12 8% 20%   2005-06 12 8% 42% 33% 17% 12 8% 20%   2006-07 15 0% 0% 10% 8% 10% 10% 10% 10% 10% 10% 10% 10% 10% 10% 10% 10% 10% 10% 10% 10% 10% 10%</td><td>Tetal Percet: J students is contrained in a contraction of the contraction of the</td><td>Total<br/>Tested Percent of students scoring<br/>in each performance levels Total<br>Tested Percent of students scoring<br/>in each performance levels Total<br/>Tested Percent of students scoring<br/>in each performance levels Total<br/>Tested Tested Interm. 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#### NOTE

The — symbol indicates that data for a group of students have been suppressed. If a group has fewer than five students,

data for that group and the next smallest group(s) are suppressed to protect the privacy of individual students.

School LINK ELEMENTARY SCHOOL School ID 50-01-01-06-0007

# Elementary/Middle-Level Social Studies 2007–08

	All St	udents			Gener	al-Educ	Stude	nts	Students with Disabilities						
		Percenta scoring a	-				Percenta scoring a	5			TotalPercentage of studentsTestedscoring at level:				
		1	2	3	4		1	2	3	4		1	2	3	4
Elementary Level	93	0%	1%	67%	32%	80	0%	0%	66%	34%	13	0%	8%	69%	23%
Middle Level	0					0					0				

### 2004 Total Cohort Performance on Regents Exams After Four Years

	All Students					Gene	ral-Education Students	Stud	Students with Disabilities				
	te الع الع O بن O بن O بن O بن O بن O بن O بن O بن						Percentage of students scoring:	Cohort Enrollment	Percentage of students scoring:				
		55-64	65-84	85-100			55-64 65-84 85-100		55-64	65-84	85-100		
Global History and Geography	0					0		0					
U.S. History and Government	0					0		0					
Science	0					0		0					

# New York State Alternate Assessments (NYSAA) 2007–08

All Students								
Total Tested	Total Number of students sco Tested at Level:							
	1	2	3	4				
0								
0								
0								
0								
0								
0								
	Total Tested 0 0 0 0 0 0	Total Number o Tested at Level: 1 0 0 0 0 0 0 0	Total Number of studen Tested at Level: 1 2 0 0 0 0 0 0 0	Total Number of students scorin Tested at Level: <u>1 2 3</u> 0 0 0 0 0 0				

The New York State Alternate Assessment (NYSAA) is for students with severe cognitive disabilities. Results for students taking the NYSAA in English language arts, mathematics, and science at the elementary and middle levels are available in the Accountability and Overview Report part of The New York State Report Card.

The — symbol indicates that data for a group of students have been suppressed. If a group has fewer than five students, data for that group and the next smallest group(s) are suppressed to protect the privacy of individual students.

NOTE

School LINK ELEMENTARY SCHOOL School ID 50-01-01-06-0007

#### District CLARKSTOWN CENTRAL SCHOOL DISTRICT

# **Financial Information**

2006–07 School District-wide Total Expenditures per Pupil	\$15,422	
2006–07 NYS Public School Total Expenditures per Pupil	\$17,330	
2007–08 Estimated Percentage of Students from Families Receiving Public Assistance	1-10%	

NOTE

Expenditure data are available only at the district level.

Public Assistance information is available only at the school level.