



The New York State District Report Card

Accountability and Overview Report 2010 – 11

District **CLARKSTOWN CENTRAL SCHOOL DISTRICT**
District ID **50-01-01-06-0000**
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Grades **PK-12, UE, US**

This District's Report Card

The New York State District Report Card is an important part of the Board of Regents' effort to raise learning standards for all students. It provides information to the public on the district's status and the status of schools within the district under the State and federal accountability systems, on student performance, and on other measures of school and district performance. Knowledge gained from the report card on a school district's strengths and weaknesses can be used to improve instruction and services to students.

State assessments are designed to help ensure that all students reach high learning standards. They show whether students are getting the knowledge and skills they need to succeed at the elementary, middle, and commencement levels and beyond. The State requires that students who are not making appropriate progress toward the standards receive academic intervention services.

Use this report to:

- 1 Get District Profile information.**
This section shows comprehensive data relevant to this district's learning environment.
- 2 Review District Accountability Status.**
This section indicates whether a district made adequate yearly progress (AYP) and identifies the district's accountability status.
- 3 View School Accountability Status.**
This section lists all schools in your district by 2011–12 accountability status.
- 4 Review an Overview of District Performance.**
This section has information about the district's performance on state assessments in English, mathematics, and science.

For more information:

Office of Information and Reporting Services
New York State Education Department
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Albany, NY 12234
Email: dataquest@mail.nysed.gov

District **CLARKSTOWN CENTRAL SCHOOL DISTRICT**District ID **50-01-01-06-0000**

District Profile

This section shows comprehensive data relevant to this school district's learning environment, including information about enrollment, average class size, and teacher qualifications.

Enrollment

	2008-09	2009-10	2010-11
Pre-K	192	192	192
Kindergarten	582	577	539
Grade 1	615	575	589
Grade 2	691	611	592
Grade 3	658	695	627
Grade 4	673	667	695
Grade 5	713	676	673
Grade 6	767	718	694
Ungraded Elementary	11	21	20
Grade 7	743	781	714
Grade 8	786	751	789
Grade 9	739	773	740
Grade 10	802	738	780
Grade 11	775	805	734
Grade 12	721	780	810
Ungraded Secondary	29	28	32
Total K-12	9305	9196	9028

Average Class Size

	2008-09	2009-10	2010-11
Common Branch	22	21	22
Grade 8			
English	23	22	23
Mathematics	20	21	22
Science	24	23	23
Social Studies	23	22	25
Grade 10			
English	20	21	21
Mathematics	19	18	22
Science	21	23	24
Social Studies	21	22	23

Enrollment Information

Enrollment counts are as of Basic Educational Data System (BEDS) day, which is typically the first Wednesday of October of the school year. Students who attend BOCES programs on a part-time basis are included in a district's enrollment. Students who attend BOCES on a full-time basis or who are placed full time by the district in an out-of-district placement are not included in a district's enrollment. Students classified by districts as "pre-first" are included in first grade counts.

Average Class Size Information

Average Class Size is the total registration in specified classes divided by the number of those classes with registration. *Common Branch* refers to self-contained classes in Grades 1-6.

District CLARKSTOWN CENTRAL SCHOOL DISTRICT

District ID 50-01-01-06-0000

Demographic Factors

	2008-09		2009-10		2010-11	
	#	%	#	%	#	%
Eligible for Free Lunch	464	5%	388	4%	371	4%
Reduced-Price Lunch	314	3%	211	2%	179	2%
Student Stability*		N/A		N/A		N/A
Limited English Proficient	255	3%	244	3%	239	3%
Racial/Ethnic Origin						
American Indian or Alaska Native	11	0%	16	0%	15	0%
Black or African American	350	4%	331	4%	289	3%
Hispanic or Latino	772	8%	761	8%	990	11%
Asian or Native Hawaiian/Other Pacific Islander	1251	13%	1249	14%	1220	14%
White	6921	74%	6793	74%	6434	71%
Multiracial	0	0%	46	1%	80	1%

* Available only at the school level.

Attendance and Suspensions

	2007-08		2008-09		2009-10	
	#	%	#	%	#	%
Annual Attendance Rate		97%		99%		96%
Student Suspensions	188	2%	168	2%	162	2%

Demographic Factors Information

Eligible for Free Lunch and Reduced-Price Lunch percentages are determined by dividing the number of approved lunch applicants by the Basic Educational Data System (BEDS) enrollment in full-day Kindergarten through Grade 12. *Eligible for Free Lunch and Limited English Proficient* counts are used to determine *Similar Schools* groupings within a *Need/Resource Capacity* category.

Attendance and Suspensions Information

Annual Attendance Rate is determined by dividing the school district's total actual attendance by the total possible attendance for a school year. A district's actual attendance is the sum of the number of students in attendance on each day the district's schools were open during the school year. Possible attendance is the sum of the number of enrolled students who should have been in attendance on each day schools were open during the school year. *Student Suspension* rate is determined by dividing the number of students who were suspended from school (not including in-school suspensions) for one full day or longer anytime during the school year by the Basic Educational Data System (BEDS) day enrollments for that school year. A student is counted only once, regardless of whether the student was suspended one or more times during the school year.

District CLARKSTOWN CENTRAL SCHOOL DISTRICT

District ID 50-01-01-06-0000

Teacher Qualifications

	2008-09	2009-10	2010-11
Total Number of Teachers	728	726	713
Percent with No Valid Teaching Certificate	0%	0%	0%
Percent Teaching Out of Certification	1%	1%	0%
Percent with Fewer Than Three Years of Experience	7%	6%	4%
Percentage with Master's Degree Plus 30 Hours or Doctorate	54%	56%	62%
Total Number of Core Classes	2126	2093	2010
Percent Not Taught by Highly Qualified Teachers in This District	1%	1%	0%
Percent Not Taught by Highly Qualified in High-Poverty Schools Statewide	8%	6%	5%
Percent Not Taught by Highly Qualified in Low-Poverty Schools Statewide	1%	1%	0%
Total Number of Classes	2757	2704	2635
Percent Taught by Teachers Without Appropriate Certification	2%	2%	0%

Teacher Turnover Rate

	2007-08	2008-09	2009-10
Turnover Rate of Teachers with Fewer than Five Years of Experience	17%	23%	27%
Turnover Rate of All Teachers	16%	14%	12%

Staff Counts

	2008-09	2009-10	2010-11
Total Other Professional Staff	85	114	84
Total Paraprofessionals*	365	370	353
Assistant Principals	6	6	6
Principals	17	17	17

* Not available at the school level.

Teacher Qualifications Information

The *Percent Teaching Out of Certification* is the percent doing so more than on an incidental basis; that is, the percent teaching for more than five periods per week outside certification.

Core Classes are primarily K-6 common branch, English, mathematics, science, social studies, art, music, and foreign languages. To be *Highly Qualified*, a teacher must have at least a Bachelor's degree, be certified to teach in the subject area, and show subject matter competency. A teacher who taught one class outside of the certification area(s) is counted as Highly Qualified provided that 1) the teacher had been determined by the school or district through the HOUSSE process or other state-accepted methods to have demonstrated acceptable subject knowledge and teaching skills and 2) the class in question was not the sole assignment reported. Credit for incidental teaching does not extend beyond a single assignment. Independent of Highly Qualified Teacher status, any assignment for which a teacher did not hold a valid certificate still registers as teaching out of certification. High-poverty and low-poverty schools are those schools in the upper and lower quartiles, respectively, for percentage of students eligible for a free or reduced-price lunch.

Teacher Turnover Rate Information

Teacher Turnover Rate for a specified school year is the number of teachers in that school year who were not teaching in the following school year divided by the number of teachers in the specified school year, expressed as a percentage.

Staff Counts Information

Other Professionals includes administrators, guidance counselors, school nurses, psychologists, and other professionals who devote more than half of their time to non-teaching duties. Teachers who are shared between buildings within a district are reported on the district report only.

Understanding How Accountability Works in New York State

The federal No Child Left Behind (NCLB) Act requires that states develop and report on measures of student proficiency in 1) English language arts (ELA), in 2) mathematics, and on 3) a third indicator. In New York State in 2010–11, the third indicator is science at the elementary/middle level and graduation rate at the secondary level. Schools or districts that meet predefined goals on these measures are making Adequate Yearly Progress (AYP).

For more information about accountability in New York State, visit: <http://www.p12.nysed.gov/irs/accountability/>.



1 English Language Arts (ELA)

To make AYP in ELA, every accountability group must make AYP. For a group to make AYP, it must meet the participation *and* the performance criteria.

A Participation Criterion

At the elementary/middle level, 95 percent of Grades 3–8 students enrolled during the test administration period in each group with 40 or more students must be tested on the New York State Testing Program (NYSTP) in ELA or, if appropriate, the New York State English as a Second Language Achievement Test (NYSESLAT), or the New York State Alternate Assessment (NYSAA) in ELA. At the secondary level, 95 percent of seniors in 2010–11 in each accountability group with 40 or more students must have taken an English examination that meets the students' graduation requirement.

B Performance Criterion

At the elementary/middle level, the Performance Index (PI) of each group with 30 or more continuously enrolled tested students must equal or exceed its Effective Annual Measurable Objective (AMO) or the group must make Safe Harbor. (NYSESLAT is used only for participation.) At the secondary level, the PI of each group in the 2007 cohort with 30 or more members must equal or exceed its Effective AMO or the group must make Safe Harbor. To make Safe Harbor, the PI of the group must equal or exceed its Safe Harbor Target and the group must qualify for Safe Harbor using the third indicator, science or graduation rate.

2 Mathematics

The same criteria for making AYP in ELA apply to mathematics. At the elementary/middle level, the measures used to determine AYP are the NYSTP and the NYSAA in mathematics. At the secondary level, the measures are mathematics examinations that meet the students' graduation requirement.

3 Third Indicator

In addition to English language arts and mathematics, the school must also make AYP in a third area of achievement. This means meeting the criteria in science at the elementary/middle level and the criteria in graduation rate at the secondary level.

Elementary/Middle-Level Science: To make AYP, the All Students group must meet the participation criterion *and* the performance criterion.

A Participation Criterion

Eighty percent of students in Grades 4 and/or 8 enrolled during the test administration period in the All Students group, if it has 40 or more students, must be tested on an accountability measure. In Grade 4, the measures are the Grade 4 elementary-level science test and the Grade 4 NYSAA in science. In Grade 8 science, the measures are the Grade 8 middle-level science test, Regents science examinations, and the Grade 8 NYSAA in science.

B Performance Criterion

The PI of the All Students group, if it has 30 or more students, must equal or exceed the State Science Standard (100) or the Science Progress Target.

Qualifying for Safe Harbor in Elementary/Middle-Level ELA and Math: To qualify, the group must meet both the participation criterion and the performance criterion in science.

Secondary-Level Graduation Rate: For a school to make AYP in graduation rate, the percent of students in the 2006 graduation-rate total cohort in the All Students group earning a local or Regents diploma by August 31, 2010 must equal or exceed the Graduation-Rate Standard (80%) or the Graduation-Rate Progress Target.

Qualifying for Safe Harbor in Secondary-Level ELA and Math: To qualify, the percent of the 2006 graduation-rate total cohort earning a local or Regents diploma by August 31, 2010 must equal or exceed the Graduation-Rate Standard (80%) or the Graduation-Rate Progress Target for that group.

Useful Terms for Understanding Accountability

12th Graders

The count of 12th graders enrolled during the 2010–11 school year used to determine the Percentage Tested for the Participation part of the AYP determination for secondary-level ELA and mathematics. These are the first numbers in the parentheses after the subgroup label on the secondary-level ELA and mathematics pages.

2007 Cohort

The count of students in the 2007 accountability cohort used to determine the Performance Index for the Test Performance part of the AYP determination for secondary-level ELA and mathematics. These are the second numbers in the parentheses after the subgroup label on the secondary-level ELA and mathematics pages.

Accountability Cohort for English and Mathematics

The accountability cohort is used to determine if a school or district met the performance criterion in secondary-level ELA and mathematics. The 2007 school accountability cohort consists of all students who first entered Grade 9 anywhere in the 2007–08 school year, and all ungraded students with disabilities who reached their seventeenth birthday in the 2007–08 school year, who were enrolled on October 6, 2010 and did not transfer to a diploma granting program. Students who earned a high school equivalency diploma or were enrolled in an approved high school equivalency preparation program on June 30, 2011, are not included in the 2007 school accountability cohort. The 2007 district accountability cohort consists of all students in each school accountability cohort plus students who transferred within the district after BEDS day plus students who were placed outside the district by the Committee on Special Education or district administrators and who met the other requirements for cohort membership. Cohort is defined in Section 100.2 (p) (16) of the Commissioner's Regulations.

Adequate Yearly Progress (AYP)

Adequate Yearly Progress (AYP) indicates satisfactory progress by a district or a school toward the goal of proficiency for all students.

Annual Measurable Objective (AMO)

The Annual Measurable Objective (AMO) is the Performance Index value that signifies that an accountability group is making satisfactory progress toward the goal that 100 percent of students will be proficient in the State's learning standards for English language arts and mathematics by 2013–14. The AMOs for each grade level will be increased as specified in CR100.2(p) (14) and will reach 200 in 2013–14. (See Effective AMO for further information.)

Continuous Enrollment

The count of continuously enrolled tested students used to determine the Performance Index for the Test Performance part of the AYP determination for elementary/middle-level ELA, mathematics, and science. These are the second numbers in the parentheses after the subgroup label on the elementary/middle-level ELA, mathematics, and science pages.

Continuously Enrolled Students

At the elementary/middle level, continuously enrolled students are those enrolled in the school or district on BEDS day (usually the first Wednesday in October) of the school year until the test administration period. At the secondary level, all students who meet the criteria for inclusion in the accountability cohort are considered to be continuously enrolled.

Effective Annual Measurable Objective (Effective AMO)

The Effective Annual Measurable Objective is the Performance Index (PI) value that each accountability group within a school or district is expected to achieve to make AYP. The Effective AMO is the lowest PI that an accountability group of a given size can achieve in a subject for the group's PI not to be considered significantly different from the AMO for that subject. If an accountability group's PI equals or exceeds the Effective AMO, it is considered to have made AYP. A more complete definition of Effective AMO and a table showing the PI values that each group size must equal or exceed to make AYP are available at www.p12.nysed.gov/irs.

Graduation Rate

The Graduation Rate on the Graduation Rate page is the percentage of the 2006 cohort that earned a local or Regents diploma by August 31, 2010.

Graduation-Rate Total Cohort

The Graduation-Rate Total Cohort, shown on the Graduation Rate page, is used to determine if a school or district made AYP in graduation rate. For the 2010–11 school year, this cohort is the 2006 graduation-rate total cohort. The 2006 total cohort consists of all students who first entered Grade 9 anywhere in the 2006–07 school year, and all ungraded students with disabilities who reached their seventeenth birthday in the 2006–07 school year, and who were enrolled in the school/district for five months or longer or who were enrolled in the school/district for less than five months but were previously enrolled in the same school/district for five months or longer between the date they first entered Grade 9 and the date they last ended enrollment. A more detailed definition of graduation-rate cohort can be found in the *SIRS Manual* at www.p12.nysed.gov/irs.

For districts and schools with fewer than 30 graduation-rate total cohort members in the All Students group in 2010–11, data for 2009–10 and 2010–11 for accountability groups were combined to determine counts and graduation rates. Groups with fewer than 30 students in the graduation-rate total cohort are not required to meet the graduation-rate criterion.

Limited English Proficient

For all accountability measures, if the count of LEP students is equal to or greater than 30, former LEP students are also included in the performance calculations.

Non-Accountability Groups

Female, Male, and Migrant groups are not part of the AYP determination for any measure.

Useful Terms for Understanding Accountability (continued)

Participation

Accountability groups with fewer than 40 students enrolled during the test administration period (for elementary/middle-level ELA, math, and science) or fewer than 40 12th graders (for secondary-level ELA and mathematics) are not required to meet the participation criterion. If the Percentage Tested for an accountability group fell below 95 percent for ELA and math or 80 percent for science in 2010–11, the participation enrollment (“Total” or “12th Graders”) shown in the tables is the sum of 2009–10 and 2010–11 participation enrollments and the “Percentage Tested” shown is the weighted average of the participation rates over those two years.

Performance Index (PI)

A Performance Index is a value from 0 to 200 that is assigned to an accountability group, indicating how that group performed on a required State test (or approved alternative) in English language arts, mathematics, or science. Student scores on the tests are converted to four performance levels, from Level 1 to Level 4. (See performance level definitions on the Overview summary page.) At the elementary/middle level, the PI is calculated using the following equation:

$$100 \times \left[\frac{\text{Count of Continuously Enrolled Tested Students Performing at Levels 2, 3, and 4} + \text{the Count at Levels 3 and 4}}{\text{Count of All Continuously Enrolled Tested Students}} \right]$$

At the secondary level, the PI is calculated using the following equation:

$$100 \times \left[\frac{\text{Count of Cohort Members Performing at Levels 2, 3, and 4} + \text{the Count at Levels 3 and 4}}{\text{Count of All Cohort Members}} \right]$$

A list of tests used to measure student performance for accountability is available at www.p12.nysed.gov/irs.

Progress Targets

For accountability groups below the State Standard in science or graduation rate, the Progress Target is an alternate method for making AYP or qualifying for Safe Harbor in English language arts and mathematics based on improvement over the previous year’s performance.

Science: The current year’s Science Progress Target is calculated by adding one point to the previous year’s Performance Index (PI). Example: The 2010–11 Science Progress Target is calculated by adding one point to the 2009–10 PI.

Graduation Rate: The Graduation-rate Progress Target is calculated by determining a 20% gap reduction between the rate of the previous year’s graduation-rate cohort and the state standard. Example: The 2010–11 Graduation-Rate Progress Target = $[(80 - \text{percentage of the 2005 cohort earning a local or Regents diploma by August 31, 2009}) \times 0.20] + \text{percentage of the 2005 cohort earning a local or Regents diploma by August 31, 2009}$.

Progress Targets are provided for groups whose PI (for science) or graduation rate (for graduation rate) is below the State Standard.

Safe Harbor Targets

Safe Harbor provides an alternate means to demonstrate AYP for accountability groups that do not achieve their EAMOs in English or mathematics. The 2010–11 safe harbor targets are calculated using the following equation:
2009–10 PI + (200 – the 2009–10 PI) × 0.10

Safe Harbor Targets are provided for groups whose PI is less than the EAMO.

Safe Harbor Qualification (*)

On the science page, if the group met both the participation and the performance criteria for science, the Safe Harbor Qualification column will show “Qualified.” If the group did not meet one or more criteria, the column will show “Did not qualify.” A “*” symbol after the 2010–11 Safe Harbor Target on the elementary/middle- or secondary-level ELA or mathematics page indicates that the student group did not make AYP in science (elementary/middle level) or graduation rate (secondary level) and; therefore, the group did not qualify for Safe Harbor in ELA or mathematics.

State Standard

The criterion value that represents minimally satisfactory performance (for science) or a minimally satisfactory percentage of cohort members earning a local or Regents diploma (for graduation rate). In 2010–11, the State Science Standard is a Performance Index of 100; the State Graduation-Rate Standard is 80%. The Commissioner may raise the State Standard at his discretion in future years.

Students with Disabilities

For all measures, if the count of students with disabilities is equal to or greater than 30, former students with disabilities are also included in the performance calculations.

Test Performance

For districts and schools with fewer than 30 continuously enrolled tested students (for elementary/middle-level ELA, math, and science) or fewer than 30 students in the 2007 cohort (for secondary-level ELA and mathematics) in the All Students group in 2010–11, data for 2009–10 and 2010–11 for accountability groups were combined to determine counts and Performance Indices. For districts and schools with 30 or more continuously enrolled students/2007 cohort members in the All Students group in 2010–11, student groups with fewer than 30 members are not required to meet the performance criterion. This is indicated by a “—” in the Test Performance column in the table.

Total

The count of students enrolled during the test administration period used to determine the Percentage Tested for the Participation part of the AYP determination for elementary/middle-level ELA, mathematics, and science. These are the first numbers in the parentheses after the subgroup label on the elementary/middle-level ELA, mathematics, and science pages. For accountability calculations, students who were excused from testing for medical reasons in accordance with federal NCLB guidance are not included in the count.

Understanding Your District Accountability Status

The list below defines the district status categories applied to each accountability measure under New York State's district accountability system, which is divided into a Federal Title I component and a State component. Accountability measures for districts are English language arts (ELA), mathematics, elementary/middle-level science, and graduation rate. A district may be assigned a different status for different accountability measures. The overall status of a district is the status assigned to the district for the accountability measure with the most advanced designation in the hierarchy. If the district receives Title I funds, it is the most advanced designation in the Title I hierarchy, unless the district is in good standing under Title I but identified as DRAP under the State hierarchy. A district that does not receive Title I funding in a school year does not have a federal status in that year; however, all districts receive a state status even if they do not receive Title I funding. Consequences for districts not in good standing can be found at: <http://www.p12.nysed.gov/irs/accountability/>.

Federal Title I Status

(Applies to all New York State districts receiving Title I funds)

▲ District in Good Standing

■ A district is considered to be in good standing if it has not been identified as a District in Need of Improvement or a District Requiring Academic Progress.

▲ District in Need of Improvement (Year 1)

A district that has not made AYP for two consecutive years on the same accountability measure is considered a District in Need of Improvement (Year 1) for the following year, if it continues to receive Title I funds.

▲ District in Need of Improvement (Year 2)

A District in Need of Improvement (Year 1) that does not make AYP on the accountability measure for which it was identified is considered a District in Need of Improvement (Year 2) for the following year, if it continues to receive Title I funds.

▲ District in Need of Improvement (Year 3)

A District in Need of Improvement (Year 2) that does not make AYP on the accountability measure for which it was identified is considered a District in Need of Improvement (Year 3) for the following year, if it continues to receive Title I funds.

▲ District in Need of Improvement (Year 4)

A District in Need of Improvement (Year 3) that does not make AYP on the accountability measure for which it was identified is considered a District in Need of Improvement (Year 4) for the following year, if it continues to receive Title I funds.

▲ District in Need of Improvement (Year 5 and above)

A District in Need of Improvement (Year 4 and above) that does not make AYP on the accountability measure for which it was identified is considered a District in Need of Improvement (Year 5 and above) for the following year, if it continues to receive Title I funds.

New York State Status

(Applies to New York State districts)

■ District Requiring Academic Progress (Year 1)

A district that has not made AYP on the same accountability measure for two consecutive years is considered a District Requiring Academic Progress (Year 1) for the following year.

■ District Requiring Academic Progress (Year 2)

A District Requiring Academic Progress (Year 1) that does not make AYP on the accountability measure for which it was identified is considered a District Requiring Academic Progress (Year 2) for the following year.

■ District Requiring Academic Progress (Year 3)

A District Requiring Academic Progress (Year 2) that does not make AYP on the accountability measure for which it was identified is considered a District Requiring Academic Progress (Year 3) for the following year.

■ District Requiring Academic Progress (Year 4)

A District Requiring Academic Progress (Year 3) that does not make AYP on the accountability measure for which it was identified is considered a District Requiring Academic Progress (Year 4) for the following year.

■ District Requiring Academic Progress (Year 5 and above)

A District Requiring Academic Progress (Year 4 and above) that does not make AYP on the accountability measure for which it was identified is considered a District Requiring Academic Progress (Year 5 and above) for the following year.

Pending – A district's status is "Pending" if the district requires special evaluation procedures and they have not yet been completed.

Summary

Overall Accountability Status (2011–12)

▲ Improvement (Year 1)

ELA	▲ Improvement (Year 1)	Science	▲ Good Standing
Math	▲ Good Standing	Graduation Rate	▲ Good Standing

Title I Part A Funding

Years the District Received Title I Part A Funding

2009–10	2010–11	2011–12
YES	YES	YES

On which accountability measures did this district make Adequate Yearly Progress (AYP) and which groups made AYP on each measure?

Student Groups	Elementary/Middle Level			Secondary Level		
	English			English		
	Language Arts	Mathematics	Science	Language Arts	Mathematics	Graduation Rate
All Students	✓	✓	✓	✓	✓	✓
Ethnicity						
American Indian or Alaska Native	—	—	—	—	—	—
Black or African American	✓	✓	—	✓	✓	—
Hispanic or Latino	✓	✓	—	✓	✓	—
Asian or Native Hawaiian/Other Pacific Islander	✓	✓	—	✓	✓	—
White	✓	✓	—	✓	✓	—
Multiracial	✓	✓	—	—	—	—
Other Groups						
Students with Disabilities	✗	✗	—	✗	✓	—
Limited English Proficient	✓	✓	—	—	—	—
Economically Disadvantaged	✓	✓	—	✓	✓	—
Student groups making AYP in each subject	✗ 8 of 9	✗ 8 of 9	✓ 1 of 1	✗ 6 of 7	✓ 7 of 7	✓ 1 of 1

AYP Status

- ✓ Made AYP
- ✓^{SH} Made AYP Using Safe Harbor Target
- ✗ Did not make AYP
- Insufficient Number of Students to Determine AYP Status

Accountability Status Levels

- | Federal | State |
|---------------------------------------|--|
| Good Standing ▲ | ■ Good Standing |
| Improvement (Year 1) ▲ | ■ Requiring Academic Progress (Year 1) |
| Improvement (Year 2) ▲ | ■ Requiring Academic Progress (Year 2) |
| Improvement (Year 3) ▲ | ■ Requiring Academic Progress (Year 3) |
| Improvement (Year 4) ▲ | ■ Requiring Academic Progress (Year 4) |
| Improvement (Year 5 & Above) ▲ | ■ Requiring Academic Progress (Year 5 & Above) |
| Pending – Requires Special Evaluation | |

Elementary/Middle-Level English Language Arts

Accountability Status  Improvement (Year 1)
for This Subject
(2011–12)

Accountability Measures 8 of 9 Student groups making AYP in English language arts
 Did not make AYP

Prospective Status

To be removed from improvement status in English language arts, this district must make AYP in this measure at the elementary/middle or secondary level for two consecutive years. If this district fails to make AYP at both the elementary/middle and secondary levels in 2011-12, the district will be In Need of Improvement (Year 2) in 2012-13. If this district makes AYP at either the elementary/middle or secondary level in 2011-12, the district will remain In Need of Improvement (Year 1) in 2012-13. [206]

How did students in each accountability group perform on elementary/middle-level English language arts accountability measures?

Student Group (Total: Continuous Enrollment)	AYP	Participation		Test Performance		Performance Objectives	
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2010–11 2011–12
Accountability Groups							
All Students (4270:4201)			100%		168	120	
Ethnicity							
American Indian or Alaska Native (6:6)	–	–	–	–	–	–	–
Black or African American (121:117)			99%		153	112	
Hispanic or Latino (486:472)			100%		153	117	
Asian or Native Hawaiian/Other Pacific Islander (574:554)			100%		176	117	
White (3051:3021)			100%		170	120	
Multiracial (32:31)		–	–		184	105	
Other Groups							
Students with Disabilities (630:647)			99%		116	118	118 124
Limited English Proficient (98:144)			99%		115	113	
Economically Disadvantaged (360:343)			100%		143	116	
Final AYP Determination	 8 of 9						
Non-Accountability Groups							
Female (2089:2059)			100%		175	120	
Male (2181:2142)			100%		162	120	
Migrant (0:0)							

Symbols

-  Made AYP
-  Made AYP Using Safe Harbor Target
-  Did not make AYP
- Fewer Than 40 Total/Fewer Than 30 Continuous Enrollment
- ‡ Did not qualify for Safe Harbor

NOTE: See *Useful Terms for Understanding Accountability* for explanations and definitions of terms and table labels used on this page.

Elementary/Middle-Level Mathematics

Accountability Status  Good Standing
for This Subject
(2011–12)

Accountability Measures 8 of 9 Student groups making AYP in mathematics
 Did not make AYP

Prospective Status This district will be in good standing in 2012-13. [201]

How did students in each accountability group perform on elementary/middle-level mathematics accountability measures?

Student Group (Total: Continuous Enrollment)	AYP	Participation		Test Performance		Performance Objectives	
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2010–11 2011–12
Accountability Groups							
All Students (4272:4207)			100%		174	135	
Ethnicity							
American Indian or Alaska Native (6:6)	—	—	—	—	—	—	—
Black or African American (122:117)			99%		150	127	
Hispanic or Latino (486:476)			100%		160	132	
Asian or Native Hawaiian/Other Pacific Islander (575:557)			100%		184	132	
White (3051:3020)			100%		175	135	
Multiracial (32:31)		—	—		184	120	
Other Groups							
Students with Disabilities (630:650)			100%		129	133	131 136
Limited English Proficient (98:152)			99%		134	129	
Economically Disadvantaged (361:348)			100%		149	131	
Final AYP Determination	 8 of 9						
Non-Accountability Groups							
Female (2089:2055)			100%		175	135	
Male (2183:2152)			100%		173	135	
Migrant (0:0)							

Symbols

-  Made AYP
-  Made AYP Using Safe Harbor Target
-  Did not make AYP
- Fewer Than 40 Total/Fewer Than 30 Continuous Enrollment
- ‡ Did not qualify for Safe Harbor

NOTE: See *Useful Terms for Understanding Accountability* for explanations and definitions of terms and table labels used on this page.

Elementary/Middle-Level Science

Accountability Status  Good Standing
for This Subject
(2011–12)

Accountability Measures 1 of 1 Student groups making AYP in science
 Made AYP

Prospective Status This district will be in good standing in 2012-13. [201]

How did students in each accountability group perform on elementary/middle-level science accountability measures?

Student Group (Total: Continuous Enrollment)	AYP		Participation		Test Performance		Performance Objectives			
	Status	Safe Harbor Qualification	Met Criterion	Percentage Tested	Met Criterion	Performance Index	State Standard	Progress Target 2010–11 2011–12		
Accountability Groups										
All Students (1518:1492)		Qualified		99%		193	100			
Ethnicity										
American Indian or Alaska Native (1:1)	–	–	–	–	–	–	–		–	
Black or African American (46:42)		Qualified		98%		190	100			
Hispanic or Latino (182:178)		Qualified		99%		187	100			
Asian or Native Hawaiian/Other Pacific Islander (204:198)		Qualified		99%		194	100			
White (1073:1061)		Qualified		99%		194	100			
Multiracial (12:12)	–	–	–	–	–	–	–		–	
Other Groups										
Students with Disabilities (230:234)		Qualified		99%		174	100			
Limited English Proficient (35:52)		Qualified	–	–		162	100			
Economically Disadvantaged (123:119)		Qualified		100%		181	100			
Final AYP Determination		1 of 1								
Non-Accountability Groups										
Female (739:727)				99%		193	100			
Male (779:765)				99%		193	100			
Migrant (0:0)										

Symbols

-  Made AYP
-  Did not make AYP
- Fewer Than 40 Total/Fewer Than 30 Continuous Enrollment

NOTE: See *Useful Terms for Understanding Accountability* for explanations and definitions of terms and table labels used on this page.

Secondary-Level English Language Arts

Accountability Status  Improvement (Year 1)
for This Subject
(2011–12)

Accountability Measures 6 of 7 Student groups making AYP in English language arts
 Did not make AYP

Prospective Status

To be removed from improvement status in English language arts, this district must make AYP in this measure at the elementary/middle or secondary level for two consecutive years. If this district fails to make AYP at both the elementary/middle and secondary levels in 2011-12, the district will be In Need of Improvement (Year 2) in 2012-13. If this district makes AYP at either the elementary/middle or secondary level in 2011-12, the district will remain In Need of Improvement (Year 1) in 2012-13. [206]

How did students in each accountability group perform on secondary-level English language arts accountability measures?

Student Group (12th Graders: 2007 Cohort)	AYP	Participation		Test Performance		Performance Objectives	
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2010–11 2011–12
Accountability Groups							
All Students (810:792)			100%		195	179	
Ethnicity							
American Indian or Alaska Native (2:1)	—	—	—	—	—	—	—
Black or African American (32:30)		—	—		187	166	
Hispanic or Latino (68:65)			100%		192	171	
Asian or Native Hawaiian/Other Pacific Islander (118:116)			100%		199	173	
White (586:576)			100%		195	178	
Multiracial (4:4)	—	—	—	—	—	—	—
Other Groups							
Students with Disabilities (99:108)			99%		169	173	168 [‡] 172
Limited English Proficient (10:7)	—	—	—	—	—	—	—
Economically Disadvantaged (42:38)			98%		189	167	
Final AYP Determination	 6 of 7						
Non-Accountability Groups							
Female (379:373)			100%		196	177	
Male (431:419)			100%		194	178	
Migrant (0:0)							

Symbols

-  Made AYP
-  Made AYP Using Safe Harbor Target
-  Did not make AYP
- Fewer Than 40 12th Graders/Fewer Than 30 Cohort
- ‡ Did not qualify for Safe Harbor

NOTE: See *Useful Terms for Understanding Accountability* for explanations and definitions of terms and table labels used on this page.

Secondary-Level Mathematics

Accountability Status  Good Standing
for This Subject
(2011–12)

Accountability Measures 7 of 7 Student groups making AYP in mathematics
 Made AYP

Prospective Status This district will be in good standing in 2012-13. [201]

How did students in each accountability group perform on secondary-level mathematics accountability measures?

Student Group (12th Graders: 2007 Cohort)	AYP	Participation		Test Performance		Performance Objectives	
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2010–11 2011–12
Accountability Groups							
All Students (810:792)			100%		196	176	
Ethnicity							
American Indian or Alaska Native (2:1)	–	–	–	–	–	–	–
Black or African American (32:30)		–	–		190	163	
Hispanic or Latino (68:65)			100%		197	168	
Asian or Native Hawaiian/Other Pacific Islander (118:116)			100%		197	170	
White (586:576)			100%		196	175	
Multiracial (4:4)	–	–	–	–	–	–	–
Other Groups							
Students with Disabilities (99:108)			99%		174	170	
Limited English Proficient (10:7)	–	–	–	–	–	–	–
Economically Disadvantaged (42:38)			98%		189	164	
Final AYP Determination	 7 of 7						
Non-Accountability Groups							
Female (379:373)			100%		198	174	
Male (431:419)			100%		195	175	
Migrant (0:0)							

Symbols

-  Made AYP
-  Made AYP Using Safe Harbor Target
-  Did not make AYP
- Fewer Than 40 12th Graders/Fewer Than 30 Cohort
- ‡ Did not qualify for Safe Harbor

NOTE: See *Useful Terms for Understanding Accountability* for explanations and definitions of terms and table labels used on this page.

Graduation Rate

Accountability Status for This Indicator (2011–12)  Good Standing

Accountability Measures 1 of 1 Student groups making AYP in graduation rate
 Made AYP

Prospective Status This district will be in good standing in 2012-13. [201]

How did students in each accountability group perform on graduation rate accountability measures?

Student Group (2006 Graduation-Rate Total Cohort)	Graduation			Objectives	
	AYP	Met Criterion	Graduation Rate	State Standard	Progress Target 2010–11
Accountability Groups					
All Students (778)			93%	80%	
Ethnicity					
American Indian or Alaska Native (1)		—	—	—	
Black or African American (26)		—	—	—	
Hispanic or Latino (62)			85%	80%	
Asian or Native Hawaiian/Other Pacific Islander (104)			98%	80%	
White (585)			94%	80%	
Multiracial (0)					
Other Groups					
Students with Disabilities (132)			79%	80%	80%
Limited English Proficient (15)		—	—	—	
Economically Disadvantaged (46)			80%	80%	
Final AYP Determination	 1 of 1				
Non-Accountability Groups					
Female (373)			94%	80%	
Male (405)			93%	80%	
Migrant (0)					

Symbols

-  Made AYP
-  Did not make AYP
- Fewer than 30 Graduation-Rate Total Cohort

NOTE: See *Useful Terms for Understanding Accountability* for explanations and definitions of terms and table labels used on this page.

Aspirational Goal

The Board of Regents has set an aspirational goal that 95% of students in each public school and school district will graduate within five years of first entry into grade 9. The graduation rate for the 2006 total cohort through June 2011 (after 5 years) for this district is **94%** and, therefore, this district **did not** meet this goal. The aspirational goal does not impact accountability.

2011–12 Accountability Status of Schools in Your District

This section lists all schools in your district by 2011–12 accountability status.

In Good Standing

14 schools identified 88% of total

BARDONIA ELEMENTARY SCHOOL
CLARKSTOWN NORTH SENIOR HIGH SCHOOL
CLARKSTOWN SOUTH SENIOR HIGH SCHOOL
CONGERS ELEMENTARY SCHOOL
FELIX FESTA ACHIEVEMENT MIDDLE SCHOOL
FELIX FESTA CHARACTER MIDDLE SCHOOL
LAKEWOOD ELEMENTARY SCHOOL
LAUREL PLAINS ELEMENTARY SCHOOL
LINK ELEMENTARY SCHOOL
LITTLE TOR ELEMENTARY SCHOOL
NEW CITY ELEMENTARY SCHOOL
STRAWTOWN ELEMENTARY SCHOOL
WEST NYACK ELEMENTARY SCHOOL
WOODGLEN ELEMENTARY SCHOOL

Improvement (year 1) Basic

2 schools identified 13% of total

BIRCHWOOD SCHOOL
FELIX FESTA DETERMINATION MIDDLE SCHOOL

4 Overview of District Performance

District **CLARKSTOWN CENTRAL SCHOOL DISTRICT**

District ID **50-01-01-06-0000**

Summary of 2010–11 District Performance

Performance on the State assessments in English language arts, mathematics, and science at the elementary and middle levels is reported in terms of mean scores and the percentage of tested students scoring at or above Level 2, Level 3, and Level 4. Performance on the State assessments in ELA and mathematics at the secondary level is reported in terms of the percentage of students in a cohort scoring at these levels.

English Language Arts	Percentage of students that scored at or above Level 3			Total Tested
	0%	50%	100%	
Grade 3	69%			619
Grade 4	71%			700
Grade 5	73%			670
Grade 6	76%			697
Grade 7	73%			718
Grade 8	67%			787

Mathematics			
Grade 3	71%		620
Grade 4	77%		702
Grade 5	78%		673
Grade 6	77%		701
Grade 7	75%		718
Grade 8	79%		792

Science			
Grade 4	96%		699
Grade 8	92%		789

Secondary Level	Percentage of students that scored at or above Level 3			2007 Total Cohort
	0%	50%	100%	
English	94%			815
Mathematics	95%			815

About the Performance Level Descriptors

English Language Arts

Level 1: Below Standard

Student performance does not demonstrate an understanding of the English language arts knowledge and skills expected at this grade level.

Level 2: Meets Basic Standard

Student performance demonstrates a partial understanding of the English language arts knowledge and skills expected at this grade level.

Level 3: Meets Proficiency Standard

Student performance demonstrates an understanding of the English language arts knowledge and skills expected at this grade level.

Level 4: Exceeds Proficiency Standard

Student performance demonstrates a thorough understanding of the English language arts knowledge and skills expected at this grade level.

Mathematics

Level 1: Below Standard

Student performance does not demonstrate an understanding of the mathematics content expected at this grade level.

Level 2: Meets Basic Standard

Student performance demonstrates a partial understanding of the mathematics content expected at this grade level.

Level 3: Meets Proficiency Standard

Student performance demonstrates an understanding of the mathematics content expected at this grade level.

Level 4: Exceeds Proficiency Standard

Student performance demonstrates a thorough understanding of the mathematics content expected at this grade level.

How are Need/Resource Capacity (N/RC) categories determined?

Districts are divided into high, average, and low need categories based on their ability to meet the special needs of their students with local resources. Districts in the high need category are subdivided into four categories based on enrollment size and, in some cases, number of students per square mile. More information about the categories can be found in the *Report to the Governor and the Legislature on the Educational Status of the State's Schools* at www.p12.nysed.gov/irs.

In this section, this district's performance is compared with that of public schools statewide.

This District's N/RC Category:

Low Need Districts

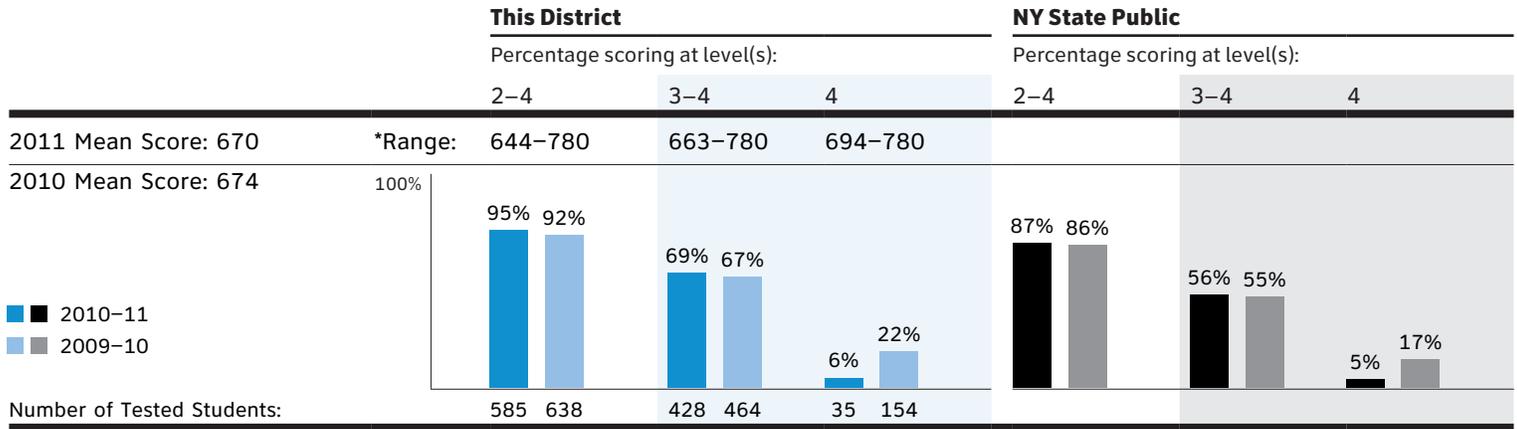
This is a school district with low student needs in relation to district resource capacity.

4 Overview of District Performance

District **CLARKSTOWN CENTRAL SCHOOL DISTRICT**

District ID **50-01-01-06-0000**

This District's Results in Grade 3 English Language Arts



Results by Student Group

	2010-11 School Year				2009-10 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	619	95%	69%	6%	692	92%	67%	22%
Female	304	96%	73%	6%	333	95%	72%	24%
Male	315	93%	65%	5%	359	90%	63%	21%
American Indian or Alaska Native	1	-	-	-	1	-	-	-
Black or African American	21	81%	48%	0%	22	-	-	-
Hispanic or Latino	75	91%	61%	3%	49	84%	57%	12%
Asian or Native Hawaiian/Other Pacific Islander	66	98%	73%	11%	83	88%	64%	28%
White	452	95%	71%	6%	534	94%	69%	22%
Multiracial	4	-	-	-	3	-	-	-
Small Group Totals	5	100%	80%	20%	26	85%	62%	27%
General-Education Students	541	97%	74%	6%	599	96%	73%	24%
Students with Disabilities	78	78%	36%	1%	93	66%	29%	9%
English Proficient	601	95%	71%	6%	669	93%	69%	23%
Limited English Proficient	18	72%	22%	0%	23	57%	17%	0%
Economically Disadvantaged	54	85%	43%	2%	50	80%	50%	14%
Not Disadvantaged	565	95%	72%	6%	642	93%	68%	23%
Migrant								
Not Migrant	619	95%	69%	6%	692	92%	67%	22%

NOTES

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.

* These ranges are for 2010-11 data only. Ranges for the 2009-10 data are available in the 2009-10 *Accountability and Overview Reports*.

Other Assessments

	2010-11 School Year				2009-10 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 3 Equivalent	10	10	9	9	12	12	12	10
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 3	2	N/A	N/A	N/A	1	N/A	N/A	N/A
Total					Total			
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 3	2	N/A	N/A	N/A	1	N/A	N/A	N/A

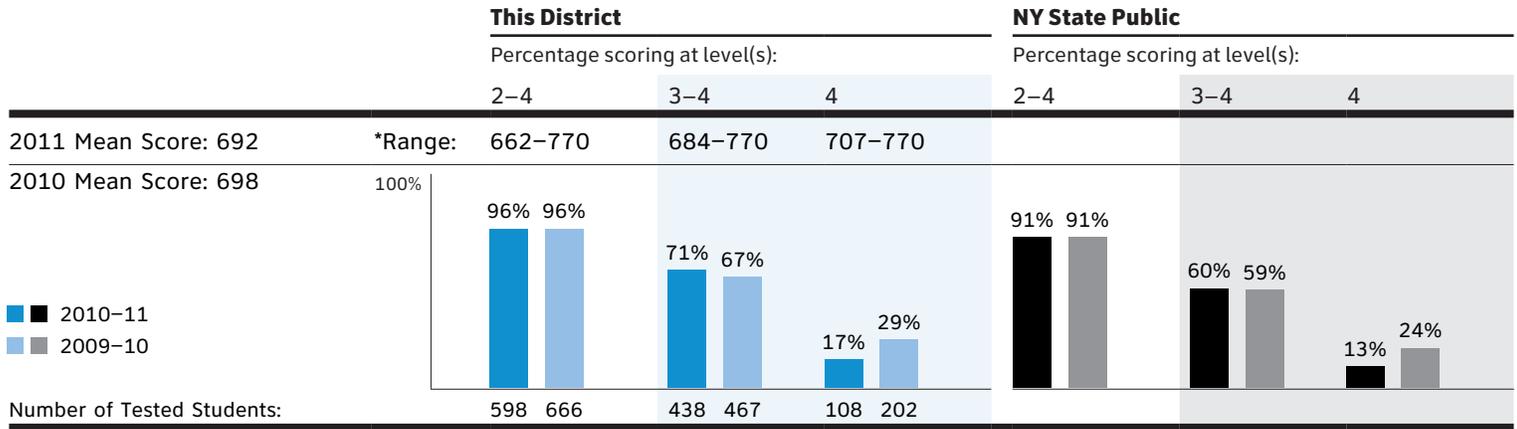
† These counts represent recently arrived LEP students who used the NYSESLAT to fulfill the English language arts participation requirement.

4 Overview of District Performance

District **CLARKSTOWN CENTRAL SCHOOL DISTRICT**

District ID **50-01-01-06-0000**

This District's Results in Grade 3 Mathematics



Results by Student Group

	2010-11 School Year				2009-10 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	620	96%	71%	17%	694	96%	67%	29%
Female	303	97%	67%	15%	334	97%	69%	30%
Male	317	96%	74%	20%	360	95%	66%	28%
American Indian or Alaska Native	1	-	-	-	1	-	-	-
Black or African American	21	95%	33%	5%	22	-	-	-
Hispanic or Latino	76	96%	55%	7%	50	92%	48%	14%
Asian or Native Hawaiian/Other Pacific Islander	66	97%	79%	24%	83	98%	69%	33%
White	452	96%	74%	19%	535	96%	69%	31%
Multiracial	4	-	-	-	3	-	-	-
Small Group Totals	5	100%	80%	40%	26	92%	58%	8%
General-Education Students	542	99%	75%	18%	601	98%	71%	31%
Students with Disabilities	78	81%	38%	10%	93	84%	43%	14%
English Proficient	600	97%	72%	18%	670	97%	69%	30%
Limited English Proficient	20	85%	30%	0%	24	71%	21%	8%
Economically Disadvantaged	56	93%	46%	4%	50	84%	52%	22%
Not Disadvantaged	564	97%	73%	19%	644	97%	68%	30%
Migrant								
Not Migrant	620	96%	71%	17%	694	96%	67%	29%

NOTES

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.

* These ranges are for 2010-11 data only. Ranges for the 2009-10 data are available in the 2009-10 *Accountability and Overview Reports*.

Other Assessments

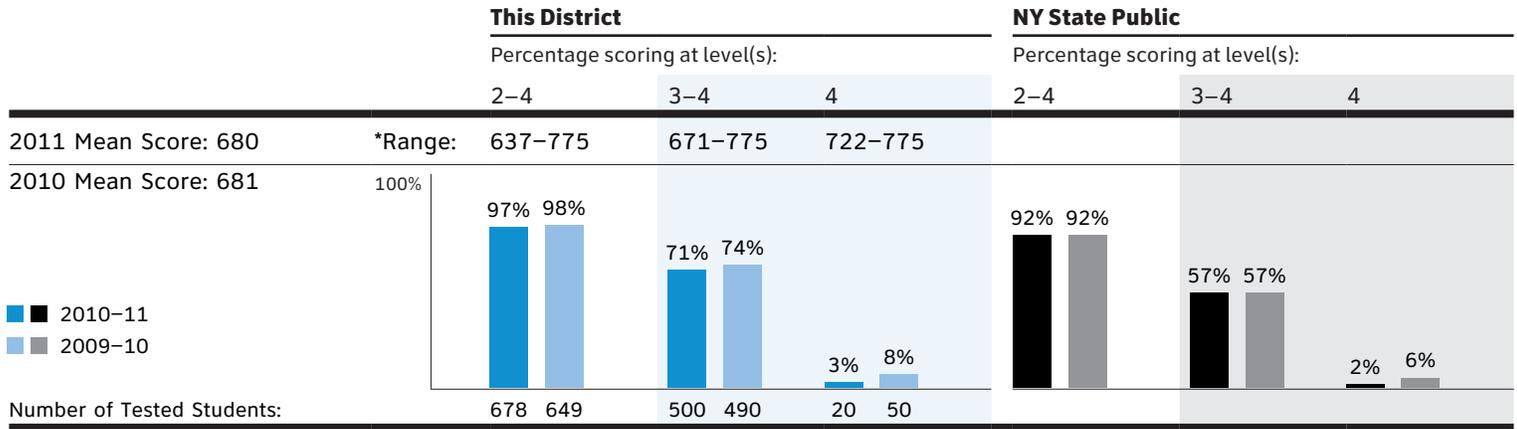
	2010-11 School Year				2009-10 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 3 Equivalent	10	10	10	8	12	12	12	7

4 Overview of District Performance

District **CLARKSTOWN CENTRAL SCHOOL DISTRICT**

District ID **50-01-01-06-0000**

This District's Results in Grade 4 English Language Arts



Results by Student Group

	2010-11 School Year				2009-10 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	700	97%	71%	3%	665	98%	74%	8%
Female	341	99%	79%	5%	329	99%	78%	9%
Male	359	95%	64%	1%	336	96%	70%	6%
American Indian or Alaska Native	1	-	-	-	2	-	-	-
Black or African American	17	100%	59%	0%	19	-	-	-
Hispanic or Latino	71	90%	63%	3%	50	98%	54%	4%
Asian or Native Hawaiian/Other Pacific Islander	85	98%	61%	4%	89	99%	81%	10%
White	520	98%	74%	3%	503	97%	76%	8%
Multiracial	6	-	-	-	2	-	-	-
Small Group Totals	7	100%	86%	0%	23	96%	43%	0%
General-Education Students	595	99%	78%	3%	595	99%	78%	8%
Students with Disabilities	105	85%	31%	0%	70	81%	36%	0%
English Proficient	679	98%	73%	3%	652	98%	75%	8%
Limited English Proficient	21	67%	19%	0%	13	100%	31%	0%
Economically Disadvantaged	61	89%	48%	0%	37	95%	54%	3%
Not Disadvantaged	639	98%	74%	3%	628	98%	75%	8%
Migrant								
Not Migrant	700	97%	71%	3%	665	98%	74%	8%

NOTES

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.

* These ranges are for 2010-11 data only. Ranges for the 2009-10 data are available in the 2009-10 *Accountability and Overview Reports*.

Other Assessments

	2010-11 School Year				2009-10 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 4 Equivalent	13	12	12	11	8	8	8	8
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 4	1	N/A	N/A	N/A	6	N/A	N/A	N/A
Total					Total			
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 4	1	N/A	N/A	N/A	5	N/A	N/A	N/A

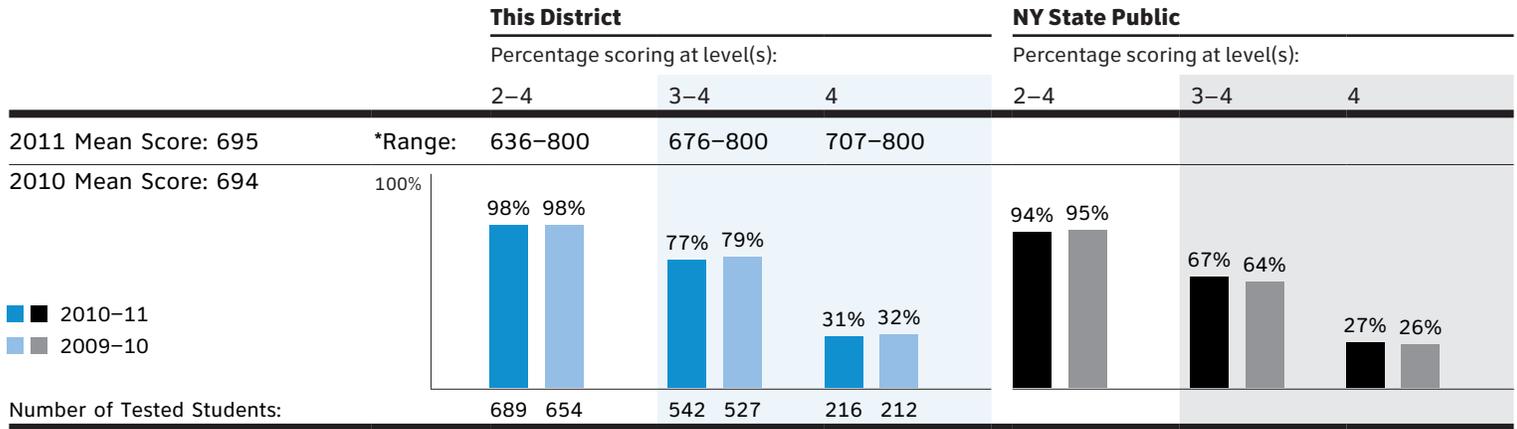
† These counts represent recently arrived LEP students who used the NYSESLAT to fulfill the English language arts participation requirement.

4 Overview of District Performance

District **CLARKSTOWN CENTRAL SCHOOL DISTRICT**

District ID **50-01-01-06-0000**

This District's Results in Grade 4 Mathematics



Results by Student Group

	2010-11 School Year				2009-10 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	702	98%	77%	31%	670	98%	79%	32%
Female	341	99%	78%	30%	333	99%	79%	29%
Male	361	97%	77%	32%	337	96%	79%	34%
American Indian or Alaska Native	1	-	-	-	2	-	-	-
Black or African American	17	94%	47%	0%	20	-	-	-
Hispanic or Latino	71	97%	62%	17%	53	96%	55%	21%
Asian or Native Hawaiian/Other Pacific Islander	86	99%	85%	41%	91	99%	87%	45%
White	521	98%	79%	32%	502	98%	81%	31%
Multiracial	6	-	-	-	2	-	-	-
Small Group Totals	7	100%	100%	43%	24	88%	54%	13%
General-Education Students	597	99%	83%	34%	601	99%	83%	33%
Students with Disabilities	105	90%	46%	12%	69	84%	45%	16%
English Proficient	680	98%	79%	32%	651	98%	80%	33%
Limited English Proficient	22	91%	36%	0%	19	84%	47%	0%
Economically Disadvantaged	62	92%	50%	13%	39	97%	62%	13%
Not Disadvantaged	640	99%	80%	33%	631	98%	80%	33%
Migrant								
Not Migrant	702	98%	77%	31%	670	98%	79%	32%

NOTES

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.

* These ranges are for 2010-11 data only. Ranges for the 2009-10 data are available in the 2009-10 *Accountability and Overview Reports*.

Other Assessments

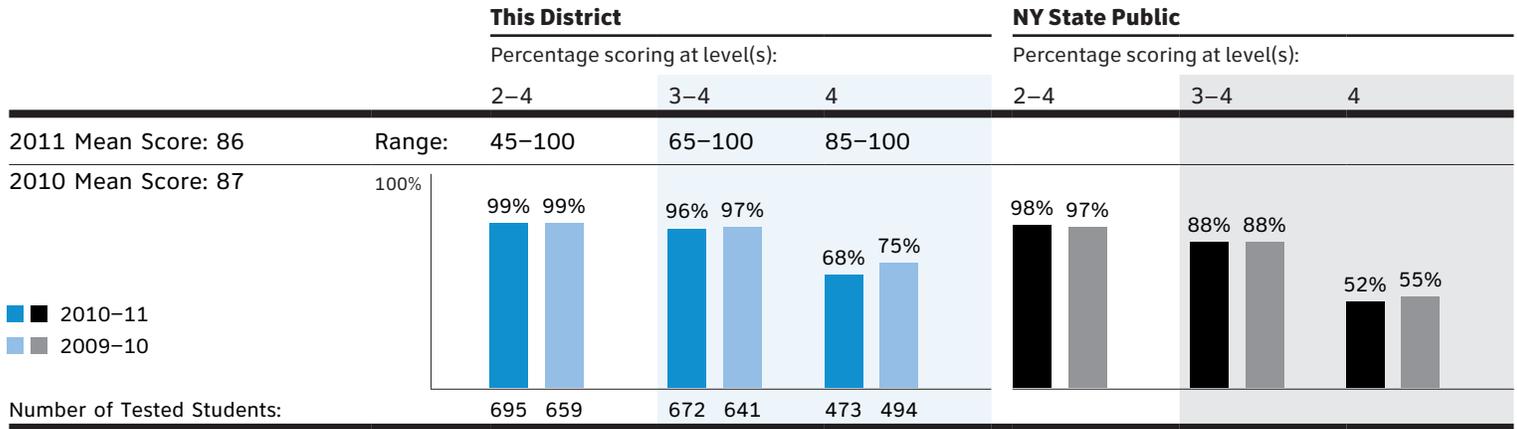
	2010-11 School Year				2009-10 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 4 Equivalent	13	13	12	11	8	8	8	5

4 Overview of District Performance

District **CLARKSTOWN CENTRAL SCHOOL DISTRICT**

District ID **50-01-01-06-0000**

This District's Results in Grade 4 Science



Results by Student Group

	2010-11 School Year				2009-10 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	699	99%	96%	68%	663	99%	97%	75%
Female	341	100%	96%	68%	330	100%	97%	72%
Male	358	99%	96%	67%	333	99%	96%	77%
American Indian or Alaska Native	1	-	-	-	2	-	-	-
Black or African American	16	100%	88%	56%	20	-	-	-
Hispanic or Latino	71	99%	90%	56%	51	98%	94%	57%
Asian or Native Hawaiian/Other Pacific Islander	84	99%	95%	63%	91	98%	96%	85%
White	521	100%	97%	70%	497	100%	98%	75%
Multiracial	6	-	-	-	2	-	-	-
Small Group Totals	7	100%	100%	86%	24	100%	88%	54%
General-Education Students	595	100%	97%	72%	596	100%	98%	78%
Students with Disabilities	104	98%	89%	44%	67	97%	82%	46%
English Proficient	677	100%	97%	69%	644	100%	97%	76%
Limited English Proficient	22	95%	64%	14%	19	89%	74%	32%
Economically Disadvantaged	62	98%	85%	45%	38	97%	89%	55%
Not Disadvantaged	637	100%	97%	70%	625	100%	97%	76%
Migrant								
Not Migrant	699	99%	96%	68%	663	99%	97%	75%

NOTES

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Other Assessments

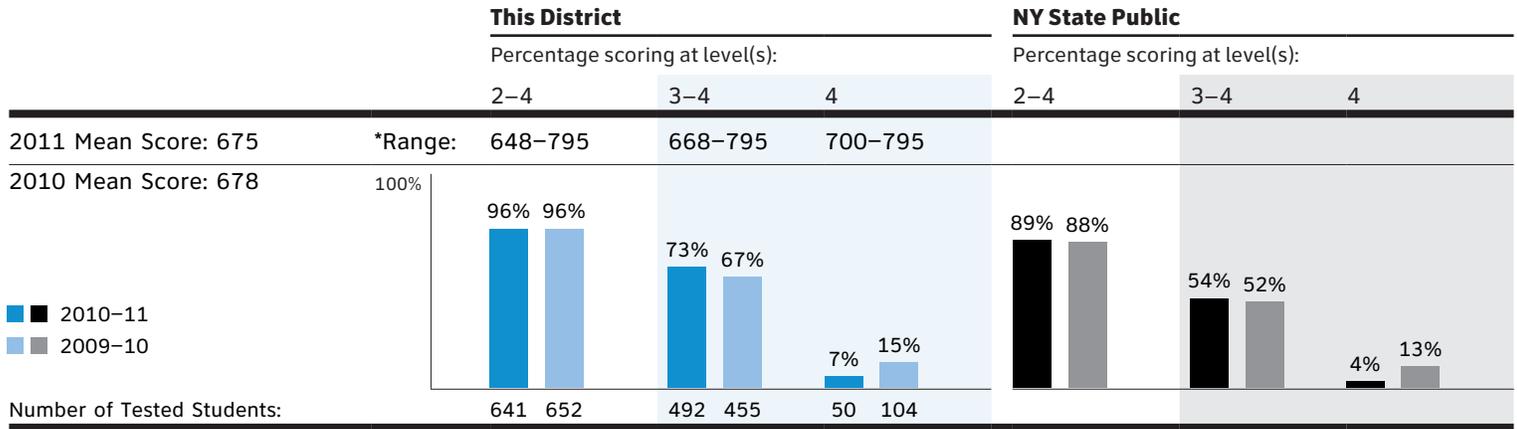
	2010-11 School Year				2009-10 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 4 Equivalent	13	13	13	13	8	8	8	7

4 Overview of District Performance

District **CLARKSTOWN CENTRAL SCHOOL DISTRICT**

District ID **50-01-01-06-0000**

This District's Results in Grade 5 English Language Arts



Results by Student Group

	2010-11 School Year				2009-10 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	670	96%	73%	7%	679	96%	67%	15%
Female	332	98%	77%	9%	359	99%	74%	19%
Male	338	93%	70%	6%	320	93%	59%	11%
American Indian or Alaska Native	3	-	-	-	2	-	-	-
Black or African American	17	88%	65%	6%	23	-	-	-
Hispanic or Latino	69	91%	55%	1%	58	97%	57%	14%
Asian or Native Hawaiian/Other Pacific Islander	90	99%	86%	13%	103	95%	75%	17%
White	487	96%	75%	7%	491	96%	67%	15%
Multiracial	4	-	-	-	2	-	-	-
Small Group Totals	7	100%	43%	0%	27	100%	52%	11%
General-Education Students	586	99%	79%	9%	584	99%	74%	17%
Students with Disabilities	84	75%	32%	0%	95	77%	22%	4%
English Proficient	658	96%	74%	8%	663	96%	68%	16%
Limited English Proficient	12	58%	25%	0%	16	81%	19%	0%
Economically Disadvantaged	52	88%	56%	0%	60	93%	42%	5%
Not Disadvantaged	618	96%	75%	8%	619	96%	69%	16%
Migrant								
Not Migrant	670	96%	73%	7%	679	96%	67%	15%

NOTES

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* These ranges are for 2010-11 data only. Ranges for the 2009-10 data are available in the 2009-10 *Accountability and Overview Reports*.

Other Assessments

	2010-11 School Year				2009-10 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 5 Equivalent	7	7	7	4	6	6	6	4
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 5	3	N/A	N/A	N/A	2	N/A	N/A	N/A
Total					Total			
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 5	3	N/A	N/A	N/A	2	N/A	N/A	N/A

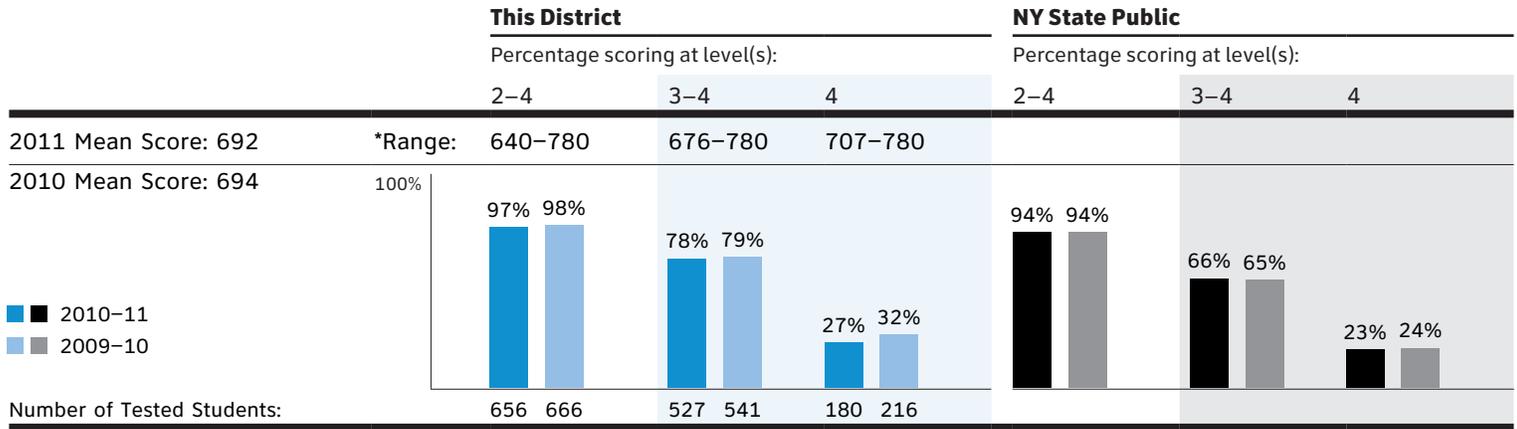
† These counts represent recently arrived LEP students who used the NYSESLAT to fulfill the English language arts participation requirement.

4 Overview of District Performance

District **CLARKSTOWN CENTRAL SCHOOL DISTRICT**

District ID **50-01-01-06-0000**

This District's Results in Grade 5 Mathematics



Results by Student Group

	2010-11 School Year				2009-10 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	673	97%	78%	27%	681	98%	79%	32%
Female	330	99%	79%	26%	361	98%	77%	31%
Male	343	96%	77%	27%	320	98%	82%	32%
American Indian or Alaska Native	3	-	-	-	2	-	-	-
Black or African American	17	94%	59%	6%	23	-	-	-
Hispanic or Latino	70	91%	57%	17%	60	97%	65%	23%
Asian or Native Hawaiian/Other Pacific Islander	93	99%	87%	43%	103	98%	81%	35%
White	486	98%	80%	26%	491	98%	81%	33%
Multiracial	4	-	-	-	2	-	-	-
Small Group Totals	7	100%	86%	29%	27	100%	81%	22%
General-Education Students	588	99%	83%	30%	587	99%	83%	36%
Students with Disabilities	85	86%	47%	7%	94	88%	55%	7%
English Proficient	658	98%	79%	27%	663	98%	81%	32%
Limited English Proficient	15	80%	33%	7%	18	94%	33%	6%
Economically Disadvantaged	53	91%	58%	9%	60	98%	58%	18%
Not Disadvantaged	620	98%	80%	28%	621	98%	81%	33%
Migrant								
Not Migrant	673	97%	78%	27%	681	98%	79%	32%

NOTES

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Other Assessments

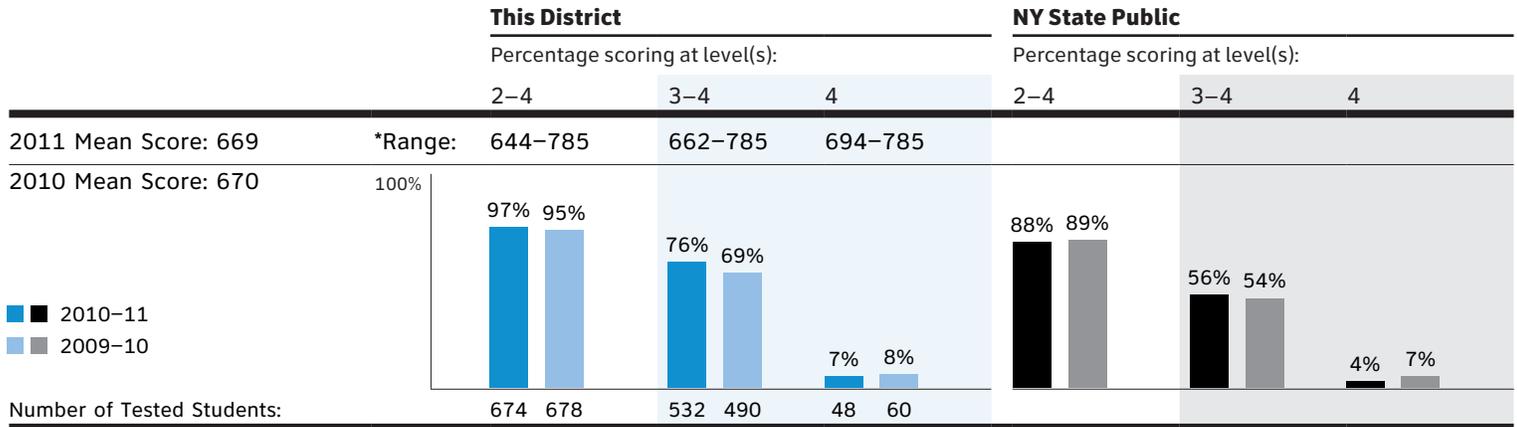
	2010-11 School Year				2009-10 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 5 Equivalent	7	7	7	4	6	6	6	4

4 Overview of District Performance

District **CLARKSTOWN CENTRAL SCHOOL DISTRICT**

District ID **50-01-01-06-0000**

This District's Results in Grade 6 English Language Arts



Results by Student Group

	2010-11 School Year				2009-10 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	697	97%	76%	7%	715	95%	69%	8%
Female	367	99%	81%	9%	336	97%	75%	11%
Male	330	95%	71%	5%	379	93%	63%	6%
American Indian or Alaska Native	1	-	-	-	1	-	-	-
Black or African American	17	100%	59%	0%	23	-	-	-
Hispanic or Latino	80	99%	65%	4%	64	91%	47%	3%
Asian or Native Hawaiian/Other Pacific Islander	103	96%	81%	6%	93	99%	81%	10%
White	489	96%	78%	8%	534	94%	69%	9%
Multiracial	7	-	-	-				
Small Group Totals	8	100%	88%	13%	24	100%	63%	0%
General-Education Students	597	100%	85%	8%	612	99%	76%	10%
Students with Disabilities	100	79%	25%	1%	103	69%	26%	0%
English Proficient	686	97%	77%	7%	703	95%	69%	9%
Limited English Proficient	11	100%	9%	0%	12	58%	17%	0%
Economically Disadvantaged	62	98%	65%	0%	65	85%	42%	5%
Not Disadvantaged	635	97%	77%	8%	650	96%	71%	9%
Migrant								
Not Migrant	697	97%	76%	7%	715	95%	69%	8%

NOTES

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Other Assessments

	2010-11 School Year				2009-10 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 6 Equivalent	7	7	6	5	7	5	5	3
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 6	2	N/A	N/A	N/A	1	N/A	N/A	N/A
Total					Total			
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 6	2	N/A	N/A	N/A	1	N/A	N/A	N/A

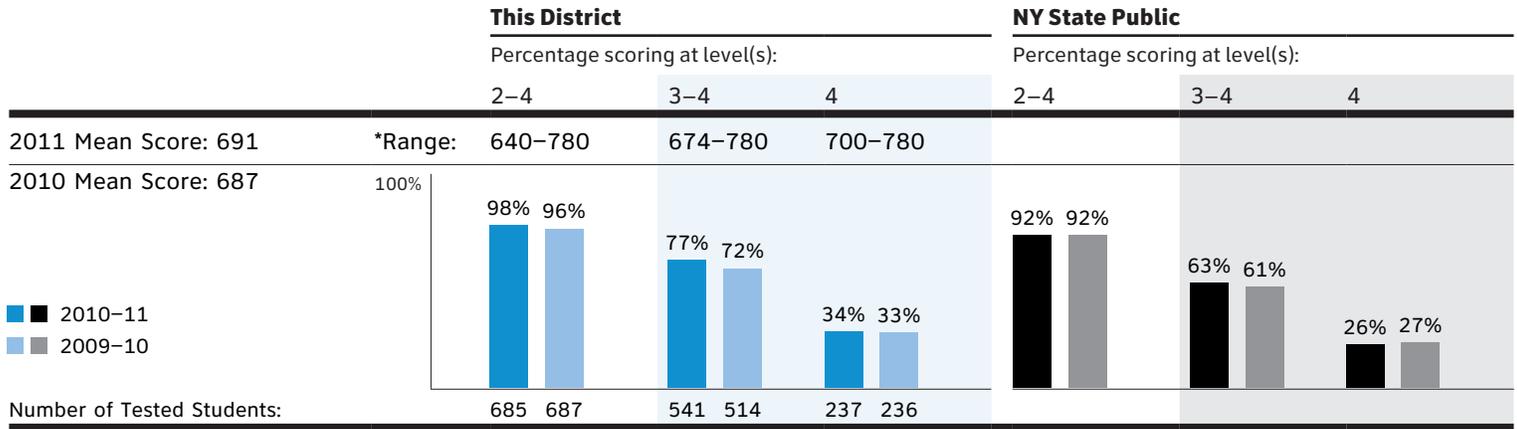
† These counts represent recently arrived LEP students who used the NYSESLAT to fulfill the English language arts participation requirement.

4 Overview of District Performance

District **CLARKSTOWN CENTRAL SCHOOL DISTRICT**

District ID **50-01-01-06-0000**

This District's Results in Grade 6 Mathematics



Results by Student Group

	2010-11 School Year				2009-10 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	701	98%	77%	34%	714	96%	72%	33%
Female	368	99%	79%	34%	334	97%	73%	30%
Male	333	97%	75%	34%	380	95%	71%	36%
American Indian or Alaska Native	1	-	-	-	1	-	-	-
Black or African American	17	94%	59%	24%	23	-	-	-
Hispanic or Latino	81	98%	69%	21%	64	92%	52%	20%
Asian or Native Hawaiian/Other Pacific Islander	105	97%	81%	49%	93	99%	87%	47%
White	490	98%	78%	33%	533	96%	73%	33%
Multiracial	7	-	-	-				
Small Group Totals	8	100%	88%	25%	24	92%	54%	8%
General-Education Students	600	100%	85%	39%	611	99%	79%	37%
Students with Disabilities	101	86%	30%	4%	103	78%	29%	9%
English Proficient	688	98%	78%	34%	701	97%	73%	34%
Limited English Proficient	13	85%	23%	8%	13	62%	8%	0%
Economically Disadvantaged	64	97%	58%	17%	65	86%	43%	14%
Not Disadvantaged	637	98%	79%	35%	649	97%	75%	35%
Migrant								
Not Migrant	701	98%	77%	34%	714	96%	72%	33%

NOTES

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Other Assessments

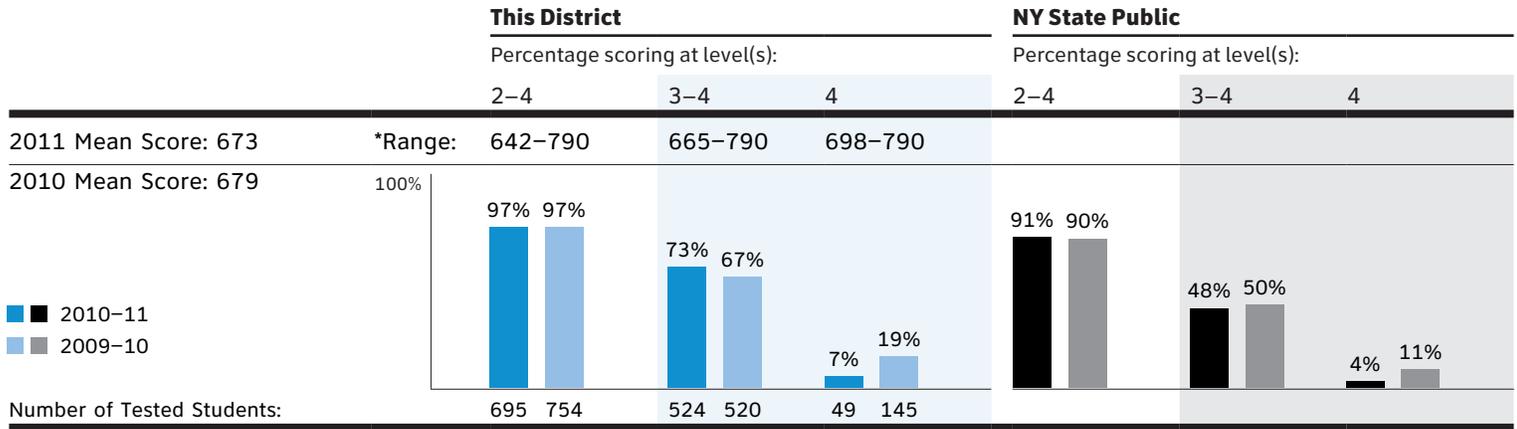
	2010-11 School Year				2009-10 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 6 Equivalent	7	7	7	4	7	7	7	4

4 Overview of District Performance

District **CLARKSTOWN CENTRAL SCHOOL DISTRICT**

District ID **50-01-01-06-0000**

This District's Results in Grade 7 English Language Arts



Results by Student Group

	2010-11 School Year				2009-10 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	718	97%	73%	7%	780	97%	67%	19%
Female	337	97%	77%	7%	384	98%	73%	24%
Male	381	96%	69%	7%	396	95%	61%	13%
American Indian or Alaska Native								
Black or African American	19	95%	68%	0%	29	-	-	-
Hispanic or Latino	70	91%	54%	6%	85	94%	55%	15%
Asian or Native Hawaiian/Other Pacific Islander	102	100%	79%	11%	110	99%	82%	25%
White	522	97%	75%	7%	552	97%	67%	18%
Multiracial	5	100%	60%	0%	4	-	-	-
Small Group Totals					33	94%	45%	9%
General-Education Students	615	100%	81%	8%	677	100%	74%	21%
Students with Disabilities	103	79%	22%	2%	103	77%	17%	0%
English Proficient	707	97%	74%	7%	770	97%	67%	19%
Limited English Proficient	11	73%	9%	0%	10	90%	40%	0%
Economically Disadvantaged	62	85%	48%	0%	53	94%	42%	6%
Not Disadvantaged	656	98%	75%	7%	727	97%	69%	20%
Migrant								
Not Migrant	718	97%	73%	7%	780	97%	67%	19%

NOTES

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Other Assessments

	2010-11 School Year				2009-10 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 7 Equivalent	7	7	7	7	6	6	6	6
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 7	4	N/A	N/A	N/A	3	N/A	N/A	N/A
Total					Total			
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 7	4	N/A	N/A	N/A	3	N/A	N/A	N/A

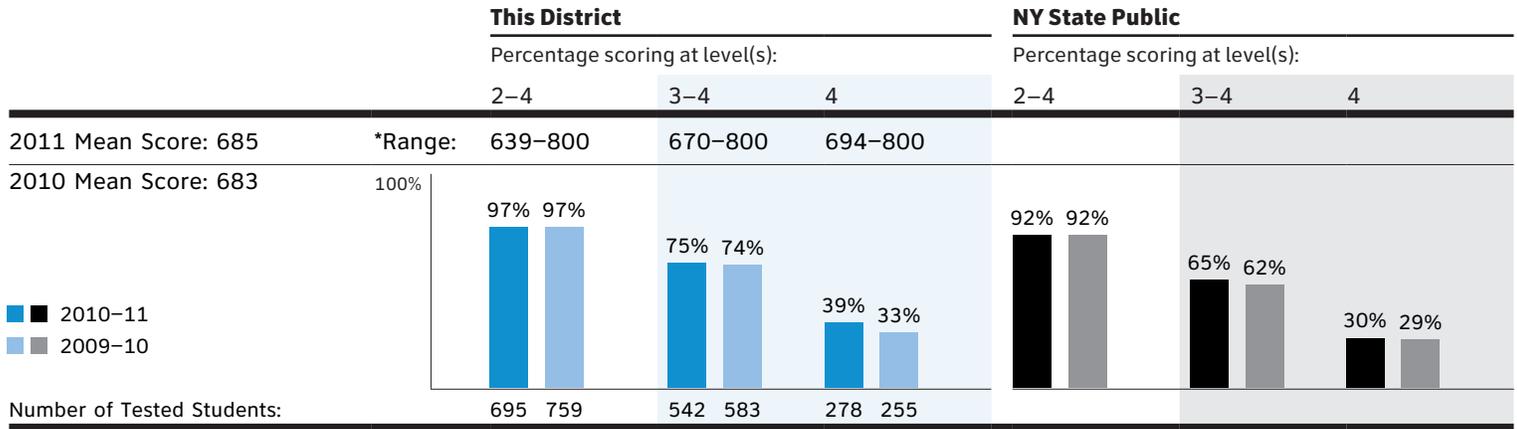
† These counts represent recently arrived LEP students who used the NYSESLAT to fulfill the English language arts participation requirement.

4 Overview of District Performance

District **CLARKSTOWN CENTRAL SCHOOL DISTRICT**

District ID **50-01-01-06-0000**

This District's Results in Grade 7 Mathematics



Results by Student Group

	2010-11 School Year				2009-10 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	718	97%	75%	39%	783	97%	74%	33%
Female	336	97%	77%	36%	386	97%	74%	31%
Male	382	97%	74%	41%	397	97%	75%	34%
American Indian or Alaska Native								
Black or African American	19	89%	58%	16%	29	-	-	-
Hispanic or Latino	72	94%	60%	29%	85	96%	66%	19%
Asian or Native Hawaiian/Other Pacific Islander	103	98%	85%	58%	111	98%	83%	50%
White	519	97%	76%	37%	554	97%	75%	32%
Multiracial	5	100%	60%	40%	4	-	-	-
Small Group Totals					33	94%	55%	15%
General-Education Students	615	100%	82%	44%	680	99%	82%	37%
Students with Disabilities	103	80%	34%	10%	103	81%	25%	1%
English Proficient	704	98%	77%	39%	770	97%	75%	33%
Limited English Proficient	14	50%	7%	0%	13	77%	31%	0%
Economically Disadvantaged	62	89%	53%	18%	55	93%	45%	11%
Not Disadvantaged	656	98%	78%	41%	728	97%	77%	34%
Migrant								
Not Migrant	718	97%	75%	39%	783	97%	74%	33%

NOTES

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Other Assessments

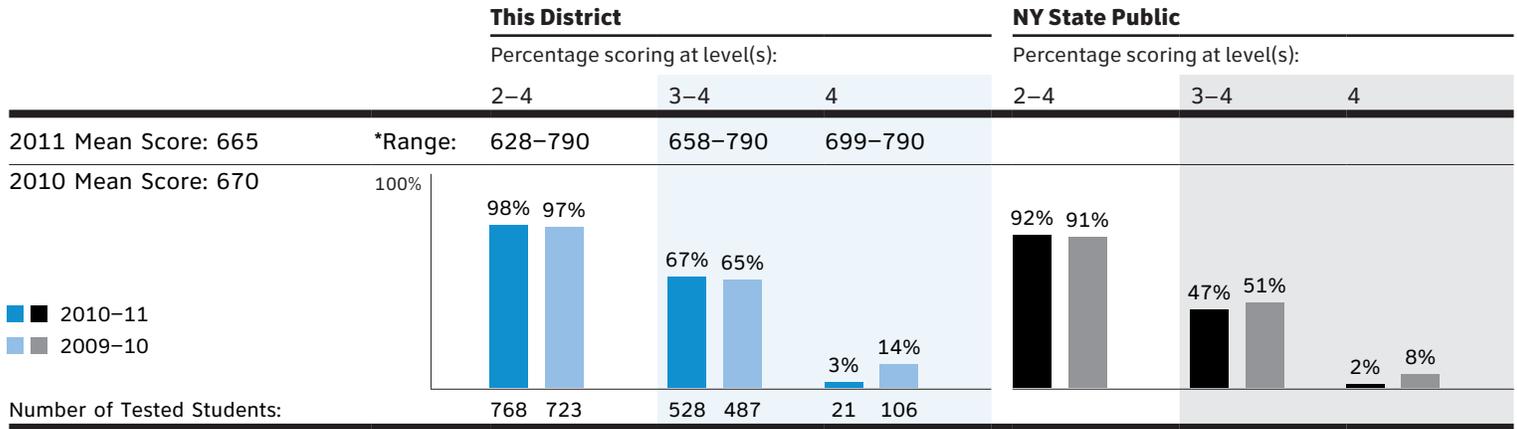
	2010-11 School Year				2009-10 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 7 Equivalent	7	7	7	4	6	6	5	4

4 Overview of District Performance

District **CLARKSTOWN CENTRAL SCHOOL DISTRICT**

District ID **50-01-01-06-0000**

This District's Results in Grade 8 English Language Arts



Results by Student Group

	2010-11 School Year				2009-10 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	787	98%	67%	3%	748	97%	65%	14%
Female	388	99%	73%	3%	368	98%	74%	20%
Male	399	96%	61%	2%	380	96%	57%	8%
American Indian or Alaska Native					2	-	-	-
Black or African American	26	92%	62%	4%	33	-	-	-
Hispanic or Latino	108	94%	57%	3%	60	95%	50%	5%
Asian or Native Hawaiian/Other Pacific Islander	113	99%	81%	4%	105	98%	74%	24%
White	534	98%	66%	2%	546	97%	66%	13%
Multiracial	6	100%	83%	0%	2	-	-	-
Small Group Totals					37	97%	54%	14%
General-Education Students	683	100%	75%	3%	615	100%	76%	17%
Students with Disabilities	104	84%	16%	0%	133	83%	16%	0%
English Proficient	778	98%	68%	3%	742	97%	65%	14%
Limited English Proficient	9	78%	11%	0%	6	50%	17%	0%
Economically Disadvantaged	58	97%	47%	0%	45	96%	42%	7%
Not Disadvantaged	729	98%	69%	3%	703	97%	67%	15%
Migrant								
Not Migrant	787	98%	67%	3%	748	97%	65%	14%

NOTES

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Other Assessments

	2010-11 School Year				2009-10 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 8 Equivalent	6	6	6	6	4	-	-	-
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 8	3	N/A	N/A	N/A	2	N/A	N/A	N/A
Total					Total			
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 8	3	N/A	N/A	N/A	2	N/A	N/A	N/A

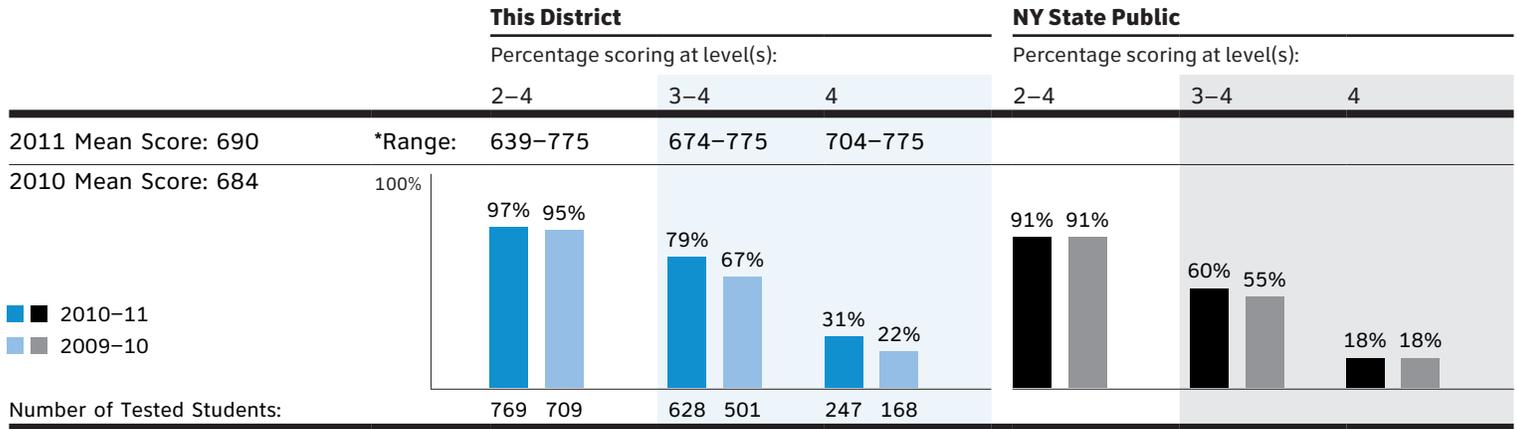
† These counts represent recently arrived LEP students who used the NYSESLAT to fulfill the English language arts participation requirement.

4 Overview of District Performance

District **CLARKSTOWN CENTRAL SCHOOL DISTRICT**

District ID **50-01-01-06-0000**

This District's Results in Grade 8 Mathematics



Results by Student Group

	2010-11 School Year				2009-10 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	792	97%	79%	31%	748	95%	67%	22%
Female	389	97%	80%	32%	366	96%	75%	27%
Male	403	97%	79%	30%	382	93%	59%	18%
American Indian or Alaska Native					2	-	-	-
Black or African American	27	96%	74%	19%	33	-	-	-
Hispanic or Latino	109	95%	72%	21%	60	88%	50%	7%
Asian or Native Hawaiian/Other Pacific Islander	115	100%	88%	52%	107	96%	79%	35%
White	535	97%	79%	29%	544	95%	67%	23%
Multiracial	6	100%	83%	33%	2	-	-	-
Small Group Totals					37	95%	65%	11%
General-Education Students	687	100%	87%	36%	615	100%	78%	27%
Students with Disabilities	105	81%	27%	2%	133	72%	17%	2%
English Proficient	779	97%	80%	32%	740	95%	67%	23%
Limited English Proficient	13	85%	38%	0%	8	63%	38%	0%
Economically Disadvantaged	59	93%	63%	17%	46	89%	41%	4%
Not Disadvantaged	733	97%	81%	32%	702	95%	69%	24%
Migrant								
Not Migrant	792	97%	79%	31%	748	95%	67%	22%

NOTES

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Other Assessments

	2010-11 School Year				2009-10 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 8 Equivalent	6	6	6	5	4	-	-	-

4 Overview of District Performance

District **CLARKSTOWN CENTRAL SCHOOL DISTRICT**

District ID **50-01-01-06-0000**

This District's Results in Grade 8 Science

This District

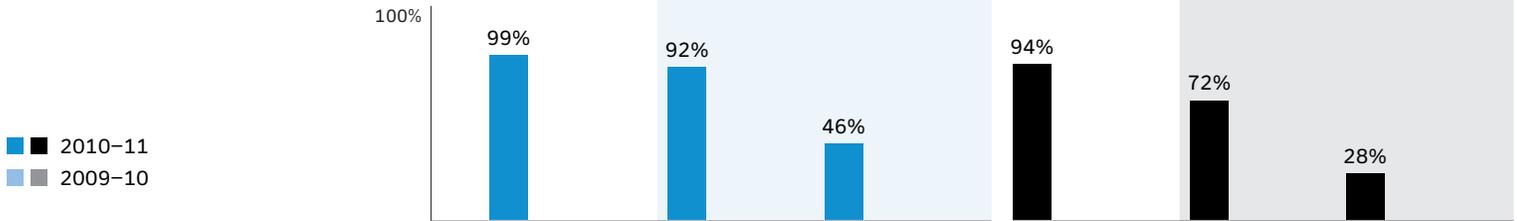
Percentage scoring at level(s):

2-4 3-4 4

NY State Public

Percentage scoring at level(s):

2-4 3-4 4



Number of Tested Students:

782 - 722 - 365 -

Results by Student Group

2010-11 School Year

Total Tested Percentage scoring at level(s):
2-4 3-4 4

2009-10 School Year

Total Tested Percentage scoring at level(s):
2-4 3-4 4

	2010-11 School Year				2009-10 School Year			
	Total Tested	2-4	3-4	4	Total Tested	2-4	3-4	4
All Students	789	99%	92%	46%	746	99%	92%	54%
Female	386	99%	90%	42%	368	99%	92%	58%
Male	403	99%	93%	51%	378	99%	92%	50%
American Indian or Alaska Native					2	-	-	-
Black or African American	27	100%	93%	26%	33	-	-	-
Hispanic or Latino	108	99%	85%	28%	60	100%	80%	38%
Asian or Native Hawaiian/Other Pacific Islander	114	100%	94%	65%	107	100%	93%	64%
White	534	99%	92%	47%	542	99%	94%	56%
Multiracial	6	100%	100%	67%	2	-	-	-
Small Group Totals					37	97%	86%	30%
General-Education Students	684	100%	96%	52%	614	100%	98%	63%
Students with Disabilities	105	95%	60%	8%	132	97%	67%	13%
English Proficient	776	99%	93%	47%	738	99%	93%	55%
Limited English Proficient	13	85%	31%	0%	8	100%	38%	13%
Economically Disadvantaged	59	98%	80%	25%	46	100%	78%	24%
Not Disadvantaged	730	99%	92%	48%	700	99%	93%	56%
Migrant								
Not Migrant	789	99%	92%	46%	746	99%	92%	54%

NOTES

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Other Assessments

2010-11 School Year

Total Tested Number scoring at level(s):
2-4 3-4 4

2009-10 School Year

Total Tested Number scoring at level(s):
2-4 3-4 4

	2010-11 School Year	2009-10 School Year
	Total Tested	Total Tested
New York State Alternate Assessment (NYSAA): Grade 8 Equivalent	6	4
Regents Science	0	1

4 Overview of District Performance

District **CLARKSTOWN CENTRAL SCHOOL DISTRICT**

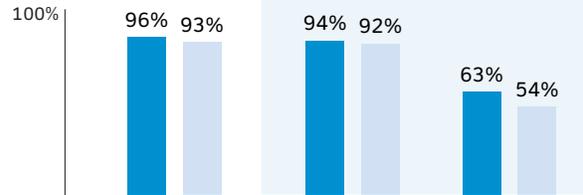
District ID **50-01-01-06-0000**

This District's Total Cohort* Results in Secondary-Level English after Four Years of Instruction

This District

Percentage scoring at level(s):

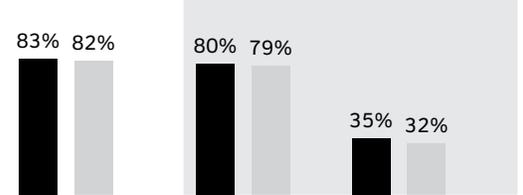
2-4 3-4 4



NY State Public

Percentage scoring at level(s):

2-4 3-4 4



■ 2007 Cohort
■ 2006 Cohort

Results by Student Group

	2007 Cohort				2006 Cohort**			
	Number of Students	Percentage scoring at level(s):			Number of Students	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	815	96%	94%	63%	782	93%	92%	54%
Female	382	97%	95%	74%	374	94%	93%	61%
Male	433	94%	93%	53%	408	92%	91%	48%
American Indian or Alaska Native	1	-	-	-	1	-	-	-
Black or African American	31	97%	84%	32%	27	-	-	-
Hispanic or Latino	68	93%	90%	50%	64	83%	83%	34%
Asian or Native Hawaiian/Other Pacific Islander	120	98%	98%	76%	104	99%	99%	68%
White	591	96%	94%	63%	586	94%	92%	54%
Multiracial	4	-	-	-				
Small Group Totals	5	100%	100%	80%	28	82%	79%	50%
General-Education Students	706	99%	98%	70%	658	97%	97%	63%
Students with Disabilities	109	72%	63%	17%	124	73%	66%	7%
English Proficient	808	96%	94%	63%	766	94%	92%	55%
Limited English Proficient	7	100%	86%	14%	16	69%	69%	13%
Economically Disadvantaged	40	95%	93%	35%	46	78%	76%	33%
Not Disadvantaged	775	96%	94%	64%	736	94%	93%	55%
Migrant								
Not Migrant	815	96%	94%	63%	782	93%	92%	54%

NOTES

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* A total cohort consists of all students who first entered Grade 9 in a particular year, and all ungraded students with disabilities who reached their seventeenth birthday in that year, and were enrolled in the school/district for five months. Students are excluded from the cohort if they transferred to another school district, nonpublic school, or criminal justice facility, or left the U.S. and its territories or died before the report date. Statewide total cohort also includes students who were enrolled for fewer than five months.

** 2006 cohort data are those reported in the 2009-10 *Accountability and Overview Report*.

4 Overview of District Performance

District **CLARKSTOWN CENTRAL SCHOOL DISTRICT**

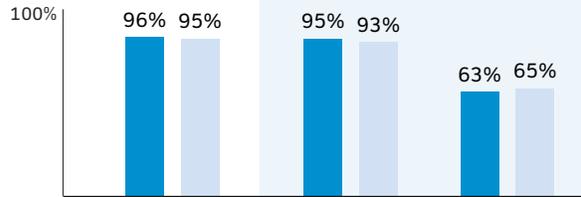
District ID **50-01-01-06-0000**

This District's Total Cohort* Results in Secondary-Level Mathematics after Four Years of Instruction

This District

Percentage scoring at level(s):

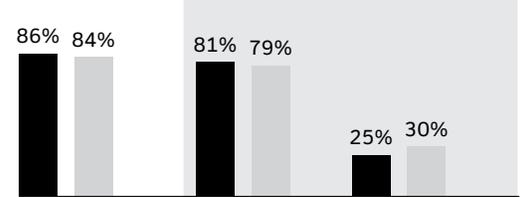
2-4 3-4 4



NY State Public

Percentage scoring at level(s):

2-4 3-4 4



■ 2007 Cohort
■ 2006 Cohort

Results by Student Group

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White	591	96%	95%	64%	586	96%	94%	66%
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Small Group Totals	5	100%	100%	60%	28	86%	86%	46%
General-Education Students	706	99%	99%	71%	658	98%	98%	73%
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