

# New York State School Report Card Comprehensive Information Report

BEDS Code: 14-08-01-06-0006  
 Name: Clarence Senior High School  
 Principal: Joseph F. Gentile

Grade Range : 9-12

## Fall Enrollment

Grade	2001-02	2002-03	2003-04
Pre-K	0	0	0
Kindergarten	0	0	0
First	0	0	0
Second	0	0	0
Third	0	0	0
Fourth	0	0	0
Fifth	0	0	0
Sixth	0	0	0
Ungraded Elementary	0	0	0
Seventh	0	0	0
Eighth	0	0	0
Ninth	377	347	422
Tenth	351	362	355
Eleventh	362	344	367
Twelfth	357	347	335
Ungraded Secondary	42	25	18
Total K-12 Enrollment	1489	1425	1497

## Student Racial/Ethnic Origin

Race/Ethnicity	2001-02		2002-03		2003-04	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
American Indian, Alaskan, Asian, or Pacific Islander	22	1.5%	30	2.1%	37	2.5%
Black (Not Hispanic)	7	0.5%	7	0.5%	9	0.6%
Hispanic	15	1.0%	13	0.9%	19	1.3%
White (Not Hispanic)	1445	97.0%	1375	96.5%	1432	95.7%

## Average Class Size

Grade Level	2001-02	2002-03	2003-04
Kindergarten	0	0	0
Common Branch	0	0	0
English Grade 8	0	0	0
Mathematics Grade 8	0	0	0
Science Grade 8	0	0	0
Social Studies Grade 8	0	0	0
English Grade 10	23	21	22
Mathematics Grade 10	17	19	19
Science Grade 10	21	19	22
Social Studies Grade 10	22	22	20

(Form - A)

**District Need to Resource Capacity Category**

N/RC Category	Description
6	This is a school district with low student needs in relation to district resource capacity.

**Similar School Group and Description**

Similar School Group	Description
53	All schools in this group are secondary level schools in school districts with low student needs in relation to district resource capacity. The schools in this group are in the middle range of student needs for secondary level schools in these districts.

All schools within the same N/RC category are divided into three similar school groups defined by the percentage of students in the school who are eligible for the free-lunch program and/or who are limited English proficient (also known as English language learners).

**Student Demographics Used To Determine Similar Schools Group**

	2001-02		2002-03		2003-04	
	Count	Percent	Count	Percent	Count	Percent
Limited English Proficient	0	0.0%	4	0.3%	2	0.1%
Eligible for Free Lunch	46	3.1%	33	2.3%	38	2.5%

**Attendance and Suspension**

	2000-01		2001-02		2002-03	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
Annual Attendance Rate		97.7%		97.8%		97.3%
Student Suspensions	48	3.5%	66	4.4%	120	8.4%

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

	2001-02	2002-03	2003-04
Reduced Lunch	3.9%	2.9%	2.4%
Public Assistance	1-10%	1-10%	1-10%
Student Stability	100%	100%	100%

**Staff Counts**

Staff	2003-04
Total Teachers	106
Total Other Professional Staff	11
Total Paraprofessionals	NA
Teaching Out of Certification*	1

\*Teaching out of certification more than on an incidental basis.

(Form – B)

# High School Graduates and Noncompleters

## High School Graduates Earning Regents Diplomas\*

	2001-02			2002-03			2003-04		
	Total Grads	Regents Diplomas	% Regents Diplomas	Total Grads	Regents Diplomas	% Regents Diplomas	Total Grads	Regents Diplomas	% Regents Diplomas
General Education	312	270	87%	307	266	87%	298	267	90%
Students with Disabilities	26	4	15%	30	9	30%	36	18	50%
All Students	338	274	81%	337	275	82%	334	285	85%

\*Only students awarded local diplomas (including local diplomas with Regents endorsements) are counted as high school graduates. Because of a change in data collection procedures for the 2001-02 school year, diploma counts for that year do not include counts from August 2001. Data for the 2002-03 school year include August 2002 and January and June 2003 graduates; data for the 2003-04 school year include August 2003 and January and June 2004 graduates.

## Distribution of 2003-04 Graduates (All Students)

	To 4-year College	To 2-year College	To Other Post-Secondary	To the Military	To Employment	Other
Number	233	70	1	10	19	1
Percent	70%	21%	0%	3%	6%	0%

## Number of High School Completers with Disabilities in 2003-04

Graduates* (a)	Regents Diplomas (b)	IEP Diplomas or Certificates (c)	All 2003-04 Completers (a+c)
36	18	1	37

\*Local Diplomas (including local diplomas with Regents endorsements)

## High School Noncompletion Rates

		2001-02		2002-03		2003-04	
		No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
General-Education Students	Dropped Out	7		2		4	0.3%
	Entered GED Program*	2		3		0	0.0%
	Total Noncompleters	9		5		4	0.3%
Students with Disabilities	Dropped Out	4		0		5	2.9%
	Entered GED Program*	0		1		0	0.0%
	Total Noncompleters	4		1		5	2.9%
All Students	Dropped Out	11	0.7%	2	0.1%	9	0.6%
	Entered GED Program*	2	0.1%	4	0.3%	0	0.0%
	Total Noncompleters	13	0.9%	6	0.4%	9	0.6%

\*The number and percentage of students who left a program leading to a high school diploma and entered a program leading to a high school equivalency diploma.

(Form - C)

# Career Development and Occupational Studies (CDOS)

## Percentage of Students Documenting Self- and Career-Awareness Information and Career Exploration Activities, K-3

Grades	2001-02	2002-03	2003-04
K-1	0%	0%	0%
2-3	0%	0%	0%

## Students Developing a Career Plan, 4-12

Grades		2001-02	2002-03	2003-04
4-5	Number of General-Education Students	0	0	0
	Number of Students with Disabilities	0	0	0
	Number of All Students	0	0	0
	Percent of Enrollment	0%	0%	0%
6-8	Number of General-Education Students	0	0	0
	Number of Students with Disabilities	0	0	0
	Number of All Students	0	0	0
	Percent of Enrollment	0%	0%	0%
9-12	Number of General-Education Students	1436	1245	1319
	Number of Students with Disabilities	11	155	160
	Number of All Students	1447	1400	1479
	Percent of Enrollment	97%	98%	99%

## Career and Technical Education (CTE) Programs

CTE Program	This District		Statewide Average
	Count	Percentage	
All CTE Programs			
Completed the CTE Program			
Completed and Passed Regents Exams			
Completed and had Course Average of 75% or More			
Completed and Attained a HS Diploma or Equivalent			
Completed and Whose Status is Known			
Completed and Were Successfully Placed			
Nontraditional Programs			
Underrepresented Gender Members Enrolled			
Underrepresented Gender Members Who Completed			

Enrollment data are for the 2003-2004 school year; completer data are as of June 2003.

Note: Blank cells indicate that either the district did not have a CTE program or did not report data.

This data is reported only at the district level.

(Form - D)

# Second Language Proficiency Examinations

## General-Education Students

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	11	91%	5	80%	12	100%
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	11	100%	19	100%	11	91%
Spanish	19	95%	14	100%	22	100%

## Students with Disabilities

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	0	0%	2	#	4	#
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	3	#	1	#	1	#
Spanish	0	0%	2	#	1	#

# Regents Competency Tests

## General-Education Students

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

## Students with Disabilities

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	37	86%	24	100%	23	35%
Science	24	67%	11	82%	13	38%
Reading	14	86%	16	94%	9	22%
Writing	12	92%	15	73%	10	10%
Global Studies	0	0%	6	67%	14	14%
U.S. Hist & Gov't	7	71%	10	90%	12	8%

(Form – E)

# Regents Examinations

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
<b>Comprehensive English</b>						
Number Tested	351	357	378	32	45	35
Number Scoring 55-100	347	349	373	29	38	31
Number Scoring 65-100	334	327	365	22	25	26
Number Scoring 85-100	205	170	245	4	3	2
Percentage of Tested Scoring 55-100	99%	98%	99%	91%	84%	89%
Percentage of Tested Scoring 65-100	95%	92%	97%	69%	56%	74%
Percentage of Tested Scoring 85-100	58%	48%	65%	12%	7%	6%
<b>Mathematics A</b>						
Number Tested	382	396	434	26	39	41
Number Scoring 55-100	363	369	433	20	28	41
Number Scoring 65-100	336	339	429	15	20	40
Number Scoring 85-100	157	117	231	1	3	12
Percentage of Tested Scoring 55-100	95%	93%	100%	77%	72%	100%
Percentage of Tested Scoring 65-100	88%	86%	99%	58%	51%	98%
Percentage of Tested Scoring 85-100	41%	30%	53%	4%	8%	29%
<b>Mathematics B</b>						
Number Tested	0	123	303	0	0	7
Number Scoring 55-100	0	123	290	0	0	7
Number Scoring 65-100	0	121	264	0	0	6
Number Scoring 85-100	0	63	109	0	0	2
Percentage of Tested Scoring 55-100	0%	100%	96%	0%	0%	100%
Percentage of Tested Scoring 65-100	0%	98%	87%	0%	0%	86%
Percentage of Tested Scoring 85-100	0%	51%	36%	0%	0%	29%
<b>Global History and Geography</b>						
Number Tested	347	365	356	38	33	34
Number Scoring 55-100	345	361	350	37	31	34
Number Scoring 65-100	339	350	339	34	26	30
Number Scoring 85-100	148	206	189	3	4	8
Percentage of Tested Scoring 55-100	99%	99%	98%	97%	94%	100%
Percentage of Tested Scoring 65-100	98%	96%	95%	89%	79%	88%
Percentage of Tested Scoring 85-100	43%	56%	53%	8%	12%	24%
<b>U.S. History and Government</b>						
Number Tested	356	366	361	36	43	27
Number Scoring 55-100	347	364	356	30	42	24
Number Scoring 65-100	332	356	352	25	36	22
Number Scoring 85-100	135	218	240	2	10	6
Percentage of Tested Scoring 55-100	97%	99%	99%	83%	98%	89%
Percentage of Tested Scoring 65-100	93%	97%	98%	69%	84%	81%
Percentage of Tested Scoring 85-100	38%	60%	66%	6%	23%	22%

(Form – F)

# Regents Examinations

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
<b>Living Environment</b>						
Number Tested	361	317	339	41	16	27
Number Scoring 55-100	361	316	338	41	15	26
Number Scoring 65-100	357	315	336	39	14	24
Number Scoring 85-100	188	157	167	4	1	3
Percentage of Tested Scoring 55-100	100%	100%	100%	100%	94%	96%
Percentage of Tested Scoring 65-100	99%	99%	99%	95%	88%	89%
Percentage of Tested Scoring 85-100	52%	50%	49%	10%	6%	11%
<b>Physical Setting/Earth Science</b>						
Number Tested	254	272	316	19	28	36
Number Scoring 55-100	252	264	300	17	24	30
Number Scoring 65-100	248	256	271	16	22	25
Number Scoring 85-100	101	116	76	0	5	2
Percentage of Tested Scoring 55-100	99%	97%	95%	89%	86%	83%
Percentage of Tested Scoring 65-100	98%	94%	86%	84%	79%	69%
Percentage of Tested Scoring 85-100	40%	43%	24%	0%	18%	6%
<b>Physical Setting/Chemistry</b>						
Number Tested	235	334	299	4	11	10
Number Scoring 55-100	229	325	297	#	10	10
Number Scoring 65-100	182	268	268	#	8	7
Number Scoring 85-100	16	48	59	#	0	0
Percentage of Tested Scoring 55-100	97%	97%	99%	#	91%	100%
Percentage of Tested Scoring 65-100	77%	80%	90%	#	73%	70%
Percentage of Tested Scoring 85-100	7%	14%	20%	#	0%	0%
<b>Physical Setting/Physics</b>						
Number Tested			146			2
Number Scoring 55-100			142			#
Number Scoring 65-100			137			#
Number Scoring 85-100			62			#
Percentage of Tested Scoring 55-100			97%			#
Percentage of Tested Scoring 65-100			94%			#
Percentage of Tested Scoring 85-100			42%			#

\* Physical Setting/Physics results for 2001-02 and 2002-03 are not included in the report card because the Department issued new conversion charts for assessments administered in those years.

(Form – G)

# Regents Examinations

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
<b>Comprehensive French</b>						
Number Tested	104	95	93	1	2	4
Number Scoring 55-100	102	95	93	#	#	#
Number Scoring 65-100	100	94	93	#	#	#
Number Scoring 85-100	47	73	78	#	#	#
Percentage of Tested Scoring 55-100	98%	100%	100%	#	#	#
Percentage of Tested Scoring 65-100	96%	99%	100%	#	#	#
Percentage of Tested Scoring 85-100	45%	77%	84%	#	#	#
<b>Comprehensive Italian</b>						
Number Tested	0	0	0	0	0	0
Number Scoring 55-100	0	0	0	0	0	0
Number Scoring 65-100	0	0	0	0	0	0
Number Scoring 85-100	0	0	0	0	0	0
Percentage of Tested Scoring 55-100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 65-100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 85-100	0%	0%	0%	0%	0%	0%
<b>Comprehensive German</b>						
Number Tested	0	0	0	0	0	0
Number Scoring 55-100	0	0	0	0	0	0
Number Scoring 65-100	0	0	0	0	0	0
Number Scoring 85-100	0	0	0	0	0	0
Percentage of Tested Scoring 55-100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 65-100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 85-100	0%	0%	0%	0%	0%	0%
<b>Comprehensive Hebrew</b>						
Number Tested	0	0	0	0	0	0
Number Scoring 55-100	0	0	0	0	0	0
Number Scoring 65-100	0	0	0	0	0	0
Number Scoring 85-100	0	0	0	0	0	0
Percentage of Tested Scoring 55-100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 65-100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 85-100	0%	0%	0%	0%	0%	0%
<b>Comprehensive Spanish</b>						
Number Tested	127	130	131	6	4	8
Number Scoring 55-100	127	130	131	6	#	8
Number Scoring 65-100	124	129	131	5	#	8
Number Scoring 85-100	90	100	98	1	#	3
Percentage of Tested Scoring 55-100	100%	100%	100%	100%	#	100%
Percentage of Tested Scoring 65-100	98%	99%	100%	83%	#	100%
Percentage of Tested Scoring 85-100	71%	77%	75%	17%	#	38%
<b>Comprehensive Latin</b>						
Number Tested	73	110	86	1	2	2
Number Scoring 55-100	73	110	86	#	#	#
Number Scoring 65-100	73	110	85	#	#	#
Number Scoring 85-100	58	84	66	#	#	#
Percentage of Tested Scoring 55-100	100%	100%	100%	#	#	#
Percentage of Tested Scoring 65-100	100%	100%	99%	#	#	#
Percentage of Tested Scoring 85-100	79%	76%	77%	#	#	#

(Form - H)

## Regents Examinations

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
<b>Sequential Mathematics, Course III (last administered January 2004)</b>						
Number Tested	278	154	20	4	9	3
Number Scoring 55-100	260	115	20	#	6	#
Number Scoring 65-100	244	86	15	#	4	#
Number Scoring 85-100	145	28	2	#	1	#
Percentage of Tested Scoring 55-100	94%	75%	100%	#	67%	#
Percentage of Tested Scoring 65-100	88%	56%	75%	#	44%	#
Percentage of Tested Scoring 85-100	52%	18%	10%	#	11%	#

## Introduction to Occupations Examination

	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
General-Education Students	23	100%	50	100%	47	100%
Students with Disabilities	10	100%	16	100%	6	83%

District reports contain data for all students with disabilities enrolled in the district for the 2001-02 school year.

## Elementary-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
<b>Nov 2003</b>	General-Education Students	0	0%	0%	0%	0%
	Students with Disabilities	0	0%	0%	0%	0%
	All Students	0	0%	0%	0%	0%

## Middle-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
<b>June 2004</b>	General-Education Students	0	0%	0%	0%	0%
	Students with Disabilities	0	0%	0%	0%	0%
	All Students	0	0%	0%	0%	0%

(Form - I)

# New York State Alternate Assessments (NYSAA) 2003–04

Test	Count of Students					
	Tested	Not Tested	Level 1	Level 2	Level 3	Level 4
<b>Elementary Level</b>						
Social Studies	0	0	0	0	0	0
<b>Middle Level</b>						
Social Studies	0	0	0	0	0	0
<b>Secondary Level</b>						
English Language Arts	0	0	0	0	0	0
Social Studies	0	0	0	0	0	0
Mathematics	0	0	0	0	0	0
Science	0	0	0	0	0	0

## 2000 Cohort Performance on Regents Examinations after Four Years

	General-Education Students			Students with Disabilities			All Students		
	Global History & Geo.	U.S. History & Gov't	Science	Global History & Geo.	U.S. History & Gov't	Science	Global History & Geo.	U.S. History & Gov't	Science
Cohort Enrollment	295	295	295	41	41	41	336	336	336
Number Scoring 55–64	0	0	2	0	3	3	0	3	5
Number Scoring 65–84	151	96	100	32	22	28	183	118	128
Number Scoring 85–100	144	198	193	4	11	5	148	209	198
Approved Alternatives	0	0	0	0	0	0	0	0	0

(Form – J)

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

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
<b>Listening and Speaking (Grade 7-8)</b>						
Number Tested			0			0
Beginning (0-18)			0			0
Intermediate (19-31)			0			0
Advanced (32-36)			0			0
Proficient (37-39)			0			0
<b>Reading and Writing (Grade 7-8)</b>						
Number Tested			0			0
Beginning (0-14)			0			0
Intermediate (15-24)			0			0
Advanced (25-32)			0			0
Proficient (33-35)			0			0
<b>Listening and Speaking (Grade 9-12)</b>						
Number Tested			4			0
Beginning (0-18)			#			0
Intermediate (19-31)			#			0
Advanced (32-36)			#			0
Proficient (37-39)			#			0
<b>Reading and Writing (Grade 9-12)</b>						
Number Tested			4			0
Beginning (0-14)			#			0
Intermediate (15-24)			#			0
Advanced (25-32)			#			0
Proficient (33-35)			#			0

\*The NYSESLAT was first administered in the 2002-03 school year, but complete data for all school districts were not available until 2003-04.

(Form - L)