

New York State District Report Card Comprehensive Information Report

BEDS Code: 65-03-01-04-0000
 Name: Clyde-Savannah Central School District
 Superintendent: Richard A. Drahms

Fall Enrollment

Grade	2002-03	2003-04	2004-05
Pre-K	0	29	23
Kindergarten	57	79	65
First	72	73	78
Second	78	70	71
Third	89	75	64
Fourth	73	88	71
Fifth	76	79	81
Sixth	90	87	81
Ungraded Elementary	21	0	16
Seventh	91	96	93
Eighth	89	92	98
Ninth	87	82	98
Tenth	80	82	75
Eleventh	84	74	79
Twelfth	58	84	82
Ungraded Secondary	0	0	8
Total K-12 Enrollment	1045	1061	1060

Student Racial/Ethnic Origin

Race/Ethnicity	2002-03		2003-04		2004-05	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
American Indian, Alaskan, Asian, or Pacific Islander	4	0.4%	4	0.4%	4	0.4%
Black (Not Hispanic)	73	7.0%	81	7.6%	69	6.5%
Hispanic	21	2.0%	13	1.2%	20	1.9%
White (Not Hispanic)	947	90.6%	963	90.8%	967	91.2%

Average Class Size

Grade Level	2002-03	2003-04	2004-05
Kindergarten	14	19	16
Common Branch	19	20	21
English Grade 8	17	16	19
Mathematics Grade 8	18	15	21
Science Grade 8	17	16	19
Social Studies Grade 8	17	16	19
English Grade 10	19	19	18
Mathematics Grade 10	15	0	19
Science Grade 10	16	16	17
Social Studies Grade 10	19	18	17

(Form - A)

District Need to Resource Capacity Category

N/RC Category	Description
4	This is a rural school district with high student needs in relation to district resource capacity.

Similar School Group and Description

Similar School Group	Description
NA	NA

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

	2002-03		2003-04		2004-05	
	Count	Percent	Count	Percent	Count	Percent
Limited English Proficient	1	0.1%	2	0.2%	6	0.6%
Eligible for Free Lunch	230	22.0%	263	24.8%	313	29.5%

Attendance and Suspension

	2001-02		2002-03		2003-04	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
Annual Attendance Rate		94.3%		94.4%		95.0%
Student Suspensions	71	6.5%	85	8.1%	81	7.6%

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

	2002-03	2003-04	2004-05
Reduced Lunch	9.6%	14.0%	11.8%
Public Assistance	NA	NA	NA
Student Stability	NA	NA	NA

Staff Counts

Staff	2004-05
Total Teachers	103
Total Other Professional Staff	17
Total Paraprofessionals	39
Teaching Out of Certification*	5

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

(Form – B)

High School Graduates and Noncompleters

High School Graduates and Completers		2002-03	2003-04	2004-05
General-Education Students	Total Graduates*	47	64	63
	Regents Diplomas	32	31	54
	% Regents Diplomas	68%	48%	86%
	Regents Diplomas with Advanced Designation**			24
	% Regents Diplomas with Advanced Designation			38%
	IEP Diplomas or Local Certificates			
Students with Disabilities	Total Graduates*	3	9	5
	Regents Diplomas	0	1	2
	% Regents Diplomas	0%	11%	40%
	Regents Diplomas with Advanced Designation**			0
	% Regents Diplomas with Advanced Designation			0%
	IEP Diplomas or Local Certificates	8	7	5
All Students	Total Graduates*	50	73	68
	Regents Diplomas	32	32	56
	% Regents Diplomas	64%	44%	82%
	Regents Diplomas with Advanced Designation**			24
	% Regents Diplomas with Advanced Designation			35%
	IEP Diplomas or Local Certificates	8	7	5

* Only students awarded local diplomas or Regents endorsed diplomas are included in the count of high school graduates in this table. Data include graduates in August, January and June of the school year being reported.

**Beginning with students who first entered grade 9 in 2001-02, students may earn a Regents diploma by passing (scoring 65-100) Regents exams in five areas and meeting course requirements. To earn a Regents diploma with advanced designation, the student must pass eight Regents exams. For more information, see <http://www.emsc.nysed.gov/parents/gradreqtsfs.shtml>

Post-Secondary Plans of 2004-05 Graduates

		4-year College	2-year College	Other Post-Secondary	Military	Employment	Adult Services	Plan Unknown	Other Known Plan
General-Education Students	Number	20	31	5	3	1	0	0	3
	Percent	32%	49%	8%	5%	2%	0%	0%	5%
Students with Disabilities	Number	0	1	1	1	1	0	0	1
	Percent	0%	20%	20%	20%	20%	0%	0%	20%
All Students	Number	20	32	6	4	2	0	0	4
	Percent	29%	47%	9%	6%	3%	0%	0%	6%

High School Noncompletion Rates

		2002-03		2003-04		2004-05	
		No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
General-Education Students	Dropped Out	15		9	3.5%	11	4.1%
	Entered GED Program*	0		1	0.4%	1	0.4%
	Total Noncompleters	15		10	3.9%	12	4.5%
Students with Disabilities	Dropped Out	3		2	2.7%	9	12.5%
	Entered GED Program*	0		0	0.0%	1	1.4%
	Total Noncompleters	3		2	2.7%	10	13.9%
All Students	Dropped Out	18	5.8%	11	3.3%	20	5.9%
	Entered GED Program*	0	0.0%	1	0.3%	2	0.6%
	Total Noncompleters	18	5.8%	12	3.6%	22	6.5%

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

(Form - C)

Career Development and Occupational Studies (CDOS)

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

Grades	2002-03	2003-04	2004-05
K-1	0%	0%	0%
2-3	0%	0%	0%

Students Developing a Career Plan, 4-12

Grades		2002-03	2003-04	2004-05
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	128	77
	Number of Students with Disabilities	0	40	21
	Number of All Students	0	168	98
	Percent of Enrollment	0%	61%	35%
9-12	Number of General-Education Students	0	215	0
	Number of Students with Disabilities	0	71	0
	Number of All Students	0	286	0
	Percent of Enrollment	0%	89%	0%

Career and Technical Education (CTE) Programs

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

Enrollment data are for the 2004-2005 school year; completer data are as of June 2004.

Blank cells indicate that either the district did not have a CTE program or did not report data. These data are reported only at the district level.

(Form - D)

Second Language Proficiency Examinations

General-Education Students

Test	2002-03		2003-04		2004-05	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	0	0%	0	0%	0	0%
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	16	100%	20	85%	23	96%

Students with Disabilities

Test	2002-03		2003-04		2004-05	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	0	0%	0	0%	0	0%
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	0	0%	1	#	0	0%

Regents Competency Tests

General-Education Students

Test	2002-03		2003-04		2004-05	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	1	#	0	0%	1	#
Science	0	0%	1	#	0	0%
Reading	1	#	1	#	0	0%
Writing	2	#	1	#	0	0%
Global Studies	1	#	1	#	1	#
U.S. Hist & Gov't	0	0%	0	0%	0	0%

Students with Disabilities

Test	2002-03		2003-04		2004-05	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	2	#	3	#	3	#
Science	12	50%	8	50%	4	#
Reading	0	0%	0	0%	1	#
Writing	2	#	0	0%	0	0%
Global Studies	2	#	3	#	0	0%
U.S. Hist & Gov't	0	0%	0	0%	0	0%

(Form – E)

Regents Examinations

	All Students			Students with Disabilities		
	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05
Comprehensive English						
Number Tested	75	70	63	10	5	11
Number Scoring 55-100	73	70	61	9	5	9
Number Scoring 65-100	65	64	52	6	4	5
Number Scoring 85-100	24	29	19	0	0	1
Percentage of Tested Scoring 55-100	97%	100%	97%	90%	100%	82%
Percentage of Tested Scoring 65-100	87%	91%	83%	60%	80%	45%
Percentage of Tested Scoring 85-100	32%	41%	30%	0%	0%	9%
Mathematics A						
Number Tested	85	70	71	10	12	13
Number Scoring 55-100	73	70	68	6	12	10
Number Scoring 65-100	59	67	64	4	10	7
Number Scoring 85-100	2	7	7	0	0	1
Percentage of Tested Scoring 55-100	86%	100%	96%	60%	100%	77%
Percentage of Tested Scoring 65-100	69%	96%	90%	40%	83%	54%
Percentage of Tested Scoring 85-100	2%	10%	10%	0%	0%	8%
Mathematics B						
Number Tested	0	0	31	0	0	1
Number Scoring 55-100	0	0	27	0	0	#
Number Scoring 65-100	0	0	25	0	0	#
Number Scoring 85-100	0	0	3	0	0	#
Percentage of Tested Scoring 55-100	0%	0%	87%	0%	0%	#
Percentage of Tested Scoring 65-100	0%	0%	81%	0%	0%	#
Percentage of Tested Scoring 85-100	0%	0%	10%	0%	0%	#
Global History and Geography						
Number Tested	88	66	68	10	13	12
Number Scoring 55-100	84	61	63	10	9	12
Number Scoring 65-100	78	47	48	8	4	7
Number Scoring 85-100	19	16	5	0	2	0
Percentage of Tested Scoring 55-100	95%	92%	93%	100%	69%	100%
Percentage of Tested Scoring 65-100	89%	71%	71%	80%	31%	58%
Percentage of Tested Scoring 85-100	22%	24%	7%	0%	15%	0%
U.S. History and Government						
Number Tested	70	67	64	8	7	9
Number Scoring 55-100	70	67	64	8	7	9
Number Scoring 65-100	70	65	59	8	5	8
Number Scoring 85-100	46	37	33	1	0	3
Percentage of Tested Scoring 55-100	100%	100%	100%	100%	100%	100%
Percentage of Tested Scoring 65-100	100%	97%	92%	100%	71%	89%
Percentage of Tested Scoring 85-100	66%	55%	52%	12%	0%	33%

(Form – F)

Regents Examinations

	All Students			Students with Disabilities		
	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05
Living Environment						
Number Tested	77	54	65	6	12	7
Number Scoring 55-100	77	53	65	6	11	7
Number Scoring 65-100	70	48	60	5	8	7
Number Scoring 85-100	9	7	15	0	0	1
Percentage of Tested Scoring 55-100	100%	98%	100%	100%	92%	100%
Percentage of Tested Scoring 65-100	91%	89%	92%	83%	67%	100%
Percentage of Tested Scoring 85-100	12%	13%	23%	0%	0%	14%
Physical Setting/Earth Science						
Number Tested	54	73	91	13	10	14
Number Scoring 55-100	51	67	56	12	8	5
Number Scoring 65-100	41	54	50	5	4	4
Number Scoring 85-100	5	6	7	0	1	0
Percentage of Tested Scoring 55-100	94%	92%	62%	92%	80%	36%
Percentage of Tested Scoring 65-100	76%	74%	55%	38%	40%	29%
Percentage of Tested Scoring 85-100	9%	8%	8%	0%	10%	0%
Physical Setting/Chemistry						
Number Tested	38	54	44	2	3	4
Number Scoring 55-100	32	54	41	#	#	#
Number Scoring 65-100	19	43	31	#	#	#
Number Scoring 85-100	3	3	0	#	#	#
Percentage of Tested Scoring 55-100	84%	100%	93%	#	#	#
Percentage of Tested Scoring 65-100	50%	80%	70%	#	#	#
Percentage of Tested Scoring 85-100	8%	6%	0%	#	#	#
Physical Setting/Physics						
Number Tested		11	12		1	1
Number Scoring 55-100		11	12		#	#
Number Scoring 65-100		11	9		#	#
Number Scoring 85-100		6	3		#	#
Percentage of Tested Scoring 55-100		100%	100%		#	#
Percentage of Tested Scoring 65-100		100%	75%		#	#
Percentage of Tested Scoring 85-100		55%	25%		#	#

* Physical Setting/Physics results for 2002-03 are not included in the report card because the Department issued new conversion charts for assessments administered in that year.

(Form – G)

Regents Examinations

	All Students			Students with Disabilities		
	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05
Comprehensive French						
Number Tested	0	0	0	0	0	0
Number Scoring 55-100	0	0	0	0	0	0
Number Scoring 65-100	0	0	0	0	0	0
Number Scoring 85-100	0	0	0	0	0	0
Percentage of Tested Scoring 55-100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 65-100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 85-100	0%	0%	0%	0%	0%	0%
Comprehensive Italian						
Number Tested	0	0	0	0	0	0
Number Scoring 55-100	0	0	0	0	0	0
Number Scoring 65-100	0	0	0	0	0	0
Number Scoring 85-100	0	0	0	0	0	0
Percentage of Tested Scoring 55-100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 65-100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 85-100	0%	0%	0%	0%	0%	0%
Comprehensive German						
Number Tested	0	0	0	0	0	0
Number Scoring 55-100	0	0	0	0	0	0
Number Scoring 65-100	0	0	0	0	0	0
Number Scoring 85-100	0	0	0	0	0	0
Percentage of Tested Scoring 55-100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 65-100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 85-100	0%	0%	0%	0%	0%	0%
Comprehensive Hebrew						
Number Tested	0	0	0	0	0	0
Number Scoring 55-100	0	0	0	0	0	0
Number Scoring 65-100	0	0	0	0	0	0
Number Scoring 85-100	0	0	0	0	0	0
Percentage of Tested Scoring 55-100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 65-100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 85-100	0%	0%	0%	0%	0%	0%
Comprehensive Spanish						
Number Tested	42	28	26	0	0	0
Number Scoring 55-100	42	28	26	0	0	0
Number Scoring 65-100	41	28	25	0	0	0
Number Scoring 85-100	23	19	14	0	0	0
Percentage of Tested Scoring 55-100	100%	100%	100%	0%	0%	0%
Percentage of Tested Scoring 65-100	98%	100%	96%	0%	0%	0%
Percentage of Tested Scoring 85-100	55%	68%	54%	0%	0%	0%
Comprehensive Latin						
Number Tested	0	0	0	0	0	0
Number Scoring 55-100	0	0	0	0	0	0
Number Scoring 65-100	0	0	0	0	0	0
Number Scoring 85-100	0	0	0	0	0	0
Percentage of Tested Scoring 55-100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 65-100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 85-100	0%	0%	0%	0%	0%	0%

(Form – H)

Elementary-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
Nov 2004	General-Education Students	65	18%	15%	62%	5%
	Students with Disabilities	23	83%	9%	9%	0%
	All Students	88	35%	14%	48%	3%

Middle-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
June 2005	General-Education Students	74	5%	34%	55%	5%
	Students with Disabilities	14	36%	29%	36%	0%
	All Students	88	10%	33%	52%	5%

(Form – I)

New York State Alternate Assessments (NYSAA) 2004–05

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

2001 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	63	63	63	8	8	8	71	71	71
Number Scoring 55–64	5	1	4	0	0	1	5	1	5
Number Scoring 65–84	38	22	41	4	4	3	42	26	44
Number Scoring 85–100	19	37	16	0	0	0	19	37	16
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		
	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05
Listening and Speaking (Grade K-1)						
Number Tested		1	0		0	0
Beginning		#	0		0	0
Intermediate		#	0		0	0
Advanced		#	0		0	0
Proficient		#	0		0	0
Reading and Writing (Grade K-1)						
Number Tested		1	0		0	0
Beginning		#	0		0	0
Intermediate		#	0		0	0
Advanced		#	0		0	0
Proficient		#	0		0	0
Listening and Speaking (Grade 2-4)						
Number Tested		1	1		0	1
Beginning		#	#		0	#
Intermediate		#	#		0	#
Advanced		#	#		0	#
Proficient		#	#		0	#
Reading and Writing (Grade 2-4)						
Number Tested		1	1		0	1
Beginning		#	#		0	#
Intermediate		#	#		0	#
Advanced		#	#		0	#
Proficient		#	#		0	#
Listening and Speaking (Grade 5-6)						
Number Tested		0	1		0	0
Beginning		0	#		0	0
Intermediate		0	#		0	0
Advanced		0	#		0	0
Proficient		0	#		0	0
Reading and Writing (Grade 5-6)						
Number Tested		0	1		0	0
Beginning		0	#		0	0
Intermediate		0	#		0	0
Advanced		0	#		0	0
Proficient		0	#		0	0

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

(Form - K)

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

	All Students			Students with Disabilities		
	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05
Listening and Speaking (Grade 7-8)						
Number Tested		2	2		0	0
Beginning		#	#		0	0
Intermediate		#	#		0	0
Advanced		#	#		0	0
Proficient		#	#		0	0
Reading and Writing (Grade 7-8)						
Number Tested		2	2		0	0
Beginning		#	#		0	0
Intermediate		#	#		0	0
Advanced		#	#		0	0
Proficient		#	#		0	0
Listening and Speaking (Grade 9-12)						
Number Tested		0	0		0	0
Beginning		0	0		0	0
Intermediate		0	0		0	0
Advanced		0	0		0	0
Proficient		0	0		0	0
Reading and Writing (Grade 9-12)						
Number Tested		0	0		0	0
Beginning		0	0		0	0
Intermediate		0	0		0	0
Advanced		0	0		0	0
Proficient		0	0		0	0

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

(Form - L)