

# New York State School Report Card Comprehensive Information Report

BEDS Code: 28-02-03-03-0010  
 Name: W. Tresper Clarke High School  
 Principal: Vincent Cirello

Grade Range : 9-12

## Fall Enrollment

Grade	2000–2001	2001–2002	2002–2003
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	192	215	215
Tenth	213	190	221
Eleventh	216	212	183
Twelfth	202	216	211
Ungraded Secondary	0	0	0
Total K-12 Enrollment	823	833	830

## Student Racial/Ethnic Origin

Race/Ethnicity	2000–2001		2001–2002		2002–2003	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
American Indian, Alaskan, Asian, or Pacific Islander	114	13.9%	110	13.2%	119	14.3%
Black (Not Hispanic)	5	0.6%	6	0.7%	11	1.3%
Hispanic	60	7.3%	69	8.3%	69	8.3%
White (Not Hispanic)	644	78.3%	648	77.8%	631	76.0%

## Average Class Size

Grade Level	2000–2001	2001–2002	2002–2003
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	18	17	22
Mathematics Grade 10	16	14	20
Science Grade 10	14	15	19
Social Studies Grade 10	15	17	20

(Form – A)

### District Need to Resource Capacity Category

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

### Similar School Group and Description

Similar School Group	Description
49	All schools in this group are secondary level schools in school districts with average student needs in relation to district resource capacity. The schools in this group are in the lower 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

	2000–2001		2001–2002		2002–2003	
	Count	Percent	Count	Percent	Count	Percent
Limited English Proficient	17	2.1%	26	3.1%	32	3.9%
Eligible for Free Lunch	17	2.1%	31	3.7%	27	3.3%

### Attendance and Suspension

	1999–2000		2000–2001		2001–2002	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
Annual Attendance Rate		93.8%		93.5%		94.0%
Student Suspensions	11	1.3%	22	2.7%	12	1.4%

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

	2000–2001	2001–2002	2002–2003
Reduced Lunch	1.1%	2.6%	2.6%
Public Assistance	1-10%	1-10%	1-10%
Student Stability	99%	99%	99%

### Staff Counts

Staff	2002–2003
Total Teachers	64
Total Other Professional Staff	12
Total Paraprofessionals	NA
Teaching Out of Certification*	2
Teachers with Temporary Licenses	0

\*Teaching out of certification more than on an incidental basis. Teachers with temporary licenses are also counted as teaching out of certification.

(Form – B)

# High School Graduates and Noncompleters

## High School Graduates Earning Regents Diplomas\*

	2000–2001			2001–2002			2002–2003		
	Total Grads	Regents Diplomas	% Regents Diplomas	Total Grads	Regents Diplomas	% Regents Diplomas	Total Grads	Regents Diplomas	% Regents Diplomas
General Education	189	112	59%	205	142	69%	201	135	67%
Students with Disabilities	6	2	33%	0	0	0%	0	0	0%
All Students	195	114	58%	205	142	69%	201	135	67%

\*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 during the 2001–2002 school year, diploma counts and percentage of graduates earning Regents diplomas are not necessarily comparable between years. Data for the 2000-2001 school year include January, June and August 2001 graduates; data for the 2001-2002 school year include January and June 2002 graduates; data for the 2002–2003 school year include August 2002 and January and June 2003 graduates.

## Distribution of 2002–2003 Graduates (All Students)

	To 4-year College	To 2-year College	To Other Post-Secondary	To the Military	To Employment	Other
Number	125	57	0	5	2	12
Percent	62%	28%	0%	2%	1%	6%

## Number of High School Completers with Disabilities in 2002–2003

Graduates* (a)	Regents Diplomas (b)	IEP Diplomas or Certificates (c)	All 2002–2003 Completers (a+c)
0	0	0	0

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

## High School Noncompletion Rates

		2000–2001		2001–2002		2002–2003	
		No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
General-Education Students	Dropped Out			0		0	
	Entered GED Program*			0		0	
	Total Noncompleters			0		0	
Students with Disabilities	Dropped Out			0		0	
	Entered GED Program*			0		0	
	Total Noncompleters			0		0	
All Students	Dropped Out	1	0.1%	0	0.0%	0	0.0%
	Entered GED Program*	1	0.1%	0	0.0%	0	0.0%
	Total Noncompleters	2	0.2%	0	0.0%	0	0.0%

\*The number and percentage of students who left K-12, diploma-bound systems and entered an alternative 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	2000-01	2001-02	2002-03
K-1		0%	0%
2-3		0%	0%

## Students Developing a Career Plan, 4-12

Grades		2000-01	2001-02	2002-03
4-5	Number of General-Education Students		0	0
	Number of Students with Disabilities		0	0
	Number of All Students		0	0
	Percent of Enrollment		0%	0%
6-8	Number of General-Education Students		0	0
	Number of Students with Disabilities		0	0
	Number of All Students		0	0
	Percent of Enrollment		0%	0%
9-12	Number of General-Education Students		0	795
	Number of Students with Disabilities		0	35
	Number of All Students		0	830
	Percent of Enrollment		0%	100%

## Second Language Proficiency Examinations

### General-Education Students

Test	2000-2001		2001-2002		2002-2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	0	0%	0	0%	0	0%
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	0	0%	0	0%	0	0%

### Students with Disabilities

Test	2000-2001		2001-2002		2002-2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	0	0%	0	0%	0	0%
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	0	0%	0	0%	0	0%

(Form-D)

# Regents Competency Tests

## General-Education Students

Test	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	0	0%	2	#	1	#
Science	11	100%	20	75%	1	#
Reading	0	0%	0	0%	0	0%
Writing	0	0%	0	0%	0	0%
Global Studies	1	#	3	#	0	0%
U.S. Hist & Gov't	6	67%	1	#	0	0%

## Students with Disabilities

Test	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	0	0%	0	0%	2	#
Science	1	#	0	0%	1	#
Reading	0	0%	0	0%	0	0%
Writing	0	0%	0	0%	0	0%
Global Studies	0	0%	0	0%	0	0%
U.S. Hist & Gov't	0	0%	0	0%	0	0%

(Form – E)

# Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
<b>Comprehensive English</b>						
Number Tested	219	195	184	8	0	7
Number Scoring 55–100	217	192	171	8	0	3
Number Scoring 65–100	203	180	160	5	0	1
Number Scoring 85–100	78	110	79	0	0	0
Percentage of Tested Scoring 55–100	99%	98%	93%	100%	0%	43%
Percentage of Tested Scoring 65–100	93%	92%	87%	62%	0%	14%
Percentage of Tested Scoring 85–100	36%	56%	43%	0%	0%	0%
<b>Mathematics A</b>						
Number Tested	82	215	254	0	0	10
Number Scoring 55–100	73	182	211	0	0	4
Number Scoring 65–100	62	163	181	0	0	3
Number Scoring 85–100	15	61	41	0	0	0
Percentage of Tested Scoring 55–100	89%	85%	83%	0%	0%	40%
Percentage of Tested Scoring 65–100	76%	76%	71%	0%	0%	30%
Percentage of Tested Scoring 85–100	18%	28%	16%	0%	0%	0%
<b>Mathematics B (first administered June 2001)</b>						
Number Tested	0	0	107	0	0	0
Number Scoring 55–100	0	0	96	0	0	0
Number Scoring 65–100	0	0	76	0	0	0
Number Scoring 85–100	0	0	20	0	0	0
Percentage of Tested Scoring 55–100	0%	0%	90%	0%	0%	0%
Percentage of Tested Scoring 65–100	0%	0%	71%	0%	0%	0%
Percentage of Tested Scoring 85–100	0%	0%	19%	0%	0%	0%
<b>Global History and Geography</b>						
Number Tested	217	179	244	6	0	10
Number Scoring 55–100	213	169	219	5	0	7
Number Scoring 65–100	204	157	198	5	0	4
Number Scoring 85–100	76	36	75	0	0	1
Percentage of Tested Scoring 55–100	98%	94%	90%	83%	0%	70%
Percentage of Tested Scoring 65–100	94%	88%	81%	83%	0%	40%
Percentage of Tested Scoring 85–100	35%	20%	31%	0%	0%	10%
<b>U.S. History and Government (first administered June 2001)</b>						
Number Tested	155	204	188	4	0	7
Number Scoring 55–100	146	196	183	#	0	6
Number Scoring 65–100	136	178	175	#	0	6
Number Scoring 85–100	73	95	94	#	0	2
Percentage of Tested Scoring 55–100	94%	96%	97%	#	0%	86%
Percentage of Tested Scoring 65–100	88%	87%	93%	#	0%	86%
Percentage of Tested Scoring 85–100	47%	47%	50%	#	0%	29%

(Form – F)

# Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
<b>Living Environment (first administered June 2001)</b>						
Number Tested	187	197	255	4	0	15
Number Scoring 55–100	186	193	250	#	0	15
Number Scoring 65–100	179	185	235	#	0	12
Number Scoring 85–100	33	44	69	#	0	2
Percentage of Tested Scoring 55–100	99%	98%	98%	#	0%	100%
Percentage of Tested Scoring 65–100	96%	94%	92%	#	0%	80%
Percentage of Tested Scoring 85–100	18%	22%	27%	#	0%	13%
<b>Physical Setting/Earth Science (first administered June 2001)</b>						
Number Tested	65	82	87	1	0	1
Number Scoring 55–100	64	81	81	#	0	#
Number Scoring 65–100	57	77	72	#	0	#
Number Scoring 85–100	17	20	24	#	0	#
Percentage of Tested Scoring 55–100	98%	99%	93%	#	0%	#
Percentage of Tested Scoring 65–100	88%	94%	83%	#	0%	#
Percentage of Tested Scoring 85–100	26%	24%	28%	#	0%	#
<b>Physical Setting/Chemistry (first administered June 2002)</b>						
Number Tested		148	152		0	2
Number Scoring 55–100		140	134		0	#
Number Scoring 65–100		98	94		0	#
Number Scoring 85–100		16	35		0	#
Percentage of Tested Scoring 55–100		95%	88%		0%	#
Percentage of Tested Scoring 65–100		66%	62%		0%	#
Percentage of Tested Scoring 85–100		11%	23%		0%	#
<b>Physical Setting/Physics (first administered June 2002)*</b>						
Number Tested						
Number Scoring 55–100						
Number Scoring 65–100						
Number Scoring 85–100						
Percentage of Tested Scoring 55–100						
Percentage of Tested Scoring 65–100						
Percentage of Tested Scoring 85–100						

\* Physical Setting/Physics results are not included in the report card because the Department is issuing a new conversion chart for this assessment. Data currently available to the Department are based on the original conversion chart for the assessment.

(Form – G)

# Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
<b>Comprehensive French</b>						
Number Tested	12	10	14	0	0	0
Number Scoring 55–100	12	10	14	0	0	0
Number Scoring 65–100	12	10	14	0	0	0
Number Scoring 85–100	6	5	7	0	0	0
Percentage of Tested Scoring 55–100	100%	100%	100%	0%	0%	0%
Percentage of Tested Scoring 65–100	100%	100%	100%	0%	0%	0%
Percentage of Tested Scoring 85–100	50%	50%	50%	0%	0%	0%
<b>Comprehensive Italian</b>						
Number Tested	50	45	38	0	0	0
Number Scoring 55–100	50	41	38	0	0	0
Number Scoring 65–100	45	37	38	0	0	0
Number Scoring 85–100	25	12	25	0	0	0
Percentage of Tested Scoring 55–100	100%	91%	100%	0%	0%	0%
Percentage of Tested Scoring 65–100	90%	82%	100%	0%	0%	0%
Percentage of Tested Scoring 85–100	50%	27%	66%	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	2	0	0	0	0
Number Scoring 55–100	0	#	0	0	0	0
Number Scoring 65–100	0	#	0	0	0	0
Number Scoring 85–100	0	#	0	0	0	0
Percentage of Tested Scoring 55–100	0%	#	0%	0%	0%	0%
Percentage of Tested Scoring 65–100	0%	#	0%	0%	0%	0%
Percentage of Tested Scoring 85–100	0%	#	0%	0%	0%	0%
<b>Comprehensive Spanish</b>						
Number Tested	110	81	117	2	0	0
Number Scoring 55–100	109	80	117	#	0	0
Number Scoring 65–100	107	79	113	#	0	0
Number Scoring 85–100	70	53	92	#	0	0
Percentage of Tested Scoring 55–100	99%	99%	100%	#	0%	0%
Percentage of Tested Scoring 65–100	97%	98%	97%	#	0%	0%
Percentage of Tested Scoring 85–100	64%	65%	79%	#	0%	0%
<b>Comprehensive Latin</b>						
Number Tested	0	2	0	0	0	0
Number Scoring 55–100	0	#	0	0	0	0
Number Scoring 65–100	0	#	0	0	0	0
Number Scoring 85–100	0	#	0	0	0	0
Percentage of Tested Scoring 55–100	0%	#	0%	0%	0%	0%
Percentage of Tested Scoring 65–100	0%	#	0%	0%	0%	0%
Percentage of Tested Scoring 85–100	0%	#	0%	0%	0%	0%

(Form – H)



# Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
<b>Sequential Mathematics, Course II (last administered January 2003)</b>						
Number Tested	196	35	10	1	0	0
Number Scoring 55–100	191	22	5	#	0	0
Number Scoring 65–100	185	17	4	#	0	0
Number Scoring 85–100	109	5	3	#	0	0
Percentage of Tested Scoring 55–100	97%	63%	50%	#	0%	0%
Percentage of Tested Scoring 65–100	94%	49%	40%	#	0%	0%
Percentage of Tested Scoring 85–100	56%	14%	30%	#	0%	0%
<b>Sequential Mathematics, Course III</b>						
Number Tested	165	145	6	3	0	0
Number Scoring 55–100	152	132	5	#	0	0
Number Scoring 65–100	136	126	5	#	0	0
Number Scoring 85–100	77	91	0	#	0	0
Percentage of Tested Scoring 55–100	92%	91%	83%	#	0%	0%
Percentage of Tested Scoring 65–100	82%	87%	83%	#	0%	0%
Percentage of Tested Scoring 85–100	47%	63%	0%	#	0%	0%

(Form – I)

## Introduction to Occupations Examination

	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
General-Education Students	36	97%	21	100%	0	0%
Students with Disabilities	2	#	0	0%	0	0%

On school reports, 2000–2001 and 2001–2002 data are for all students with disabilities enrolled in the school. District reports contain data for all students with disabilities enrolled in the district for the 2000–2001, 2001–2002, and 2002–2003 school years.

### Elementary-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
<b>Nov 2002</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 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%

(Form – J)

# New York State Alternate Assessments (NYSAA) 2002–2003

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

## 1999 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	200	200	200	0	0	0	200	200	200
Number Scoring 55–64	8	12	7	0	0	0	8	12	7
Number Scoring 65–84	105	79	114	0	0	0	105	79	114
Number Scoring 85–100	71	90	73	0	0	0	71	90	73
Approved Alternatives	0	0	0	0	0	0	0	0	0

(Form – K)