

New York State School Report Card Comprehensive Information Report

BEDS Code: 65-03-01-04-0003
 Name: Clyde Junior-Senior High School
 Principal: Anthony Patanzo

Grade Range : 7-12

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	104	95	91
Eighth	81	95	89
Ninth	111	91	87
Tenth	69	97	80
Eleventh	79	62	84
Twelfth	62	74	58
Ungraded Secondary	0	0	0
Total K-12 Enrollment	506	514	489

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	3	0.6%	3	0.6%	3	0.6%
Black (Not Hispanic)	31	6.1%	34	6.6%	37	7.6%
Hispanic	10	2.0%	13	2.5%	9	1.8%
White (Not Hispanic)	462	91.3%	464	90.3%	440	90.0%

Average Class Size

Grade Level	2000-2001	2001-2002	2002-2003
Kindergarten	0	0	0
Common Branch	0	0	0
English Grade 8	15	17	17
Mathematics Grade 8	16	17	18
Science Grade 8	15	17	17
Social Studies Grade 8	15	15	17
English Grade 10	12	15	19
Mathematics Grade 10	13	13	15
Science Grade 10	13	16	16
Social Studies Grade 10	14	17	19

(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
47	All schools in this group are secondary level schools in rural school districts with high student needs in relation to district resources. 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

	2000–2001		2001–2002		2002–2003	
	Count	Percent	Count	Percent	Count	Percent
Limited English Proficient	1	0.2%	0	0.0%	0	0.0%
Eligible for Free Lunch	98	19.4%	62	12.1%	96	19.6%

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		92.6%		92.6%		93.8%
Student Suspensions	67	13.7%	80	15.8%	65	12.7%

Student Socioeconomic and Stability Indicators (Percent of Enrollment)

	2000–2001	2001–2002	2002–2003
Reduced Lunch	6.1%	8.9%	6.5%
Public Assistance	31-40%	21-30%	21-30%
Student Stability	100%	100%	100%

Staff Counts

Staff	2002–2003
Total Teachers	44
Total Other Professional Staff	4
Total Paraprofessionals	NA
Teaching Out of Certification*	6
Teachers with Temporary Licenses	1

*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	49	29	59%	59	45	76%	47	32	68%
Students with Disabilities	8	4	50%	3	0	0%	3	0	0%
All Students	57	33	58%	62	45	73%	50	32	64%

*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	20	23	0	0	1	6
Percent	40%	46%	0%	0%	2%	12%

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)
3	0	7	10

*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			14		15	
	Entered GED Program*			1		0	
	Total Noncompleters			15		15	
Students with Disabilities	Dropped Out			1		3	
	Entered GED Program*			0		0	
	Total Noncompleters			1		3	
All Students	Dropped Out	3	0.9%	15	4.6%	18	5.8%
	Entered GED Program*	2	0.6%	1	0.3%	0	0.0%
	Total Noncompleters	5	1.6%	16	4.9%	18	5.8%

*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	0
	Number of Students with Disabilities		0	0
	Number of All Students		0	0
	Percent of Enrollment		0%	0%

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	15	93%	9	100%	16	100%

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%	1	#	1	#
Science	6	83%	1	#	0	0%
Reading	0	0%	0	0%	1	#
Writing	0	0%	0	0%	2	#
Global Studies	1	#	1	#	1	#
U.S. Hist & Gov't	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
Mathematics	10	90%	11	55%	2	#
Science	7	86%	8	88%	12	50%
Reading	1	#	0	0%	0	0%
Writing	1	#	0	0%	2	#
Global Studies	3	#	0	0%	2	#
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
Comprehensive English						
Number Tested	74	44	75	7	7	10
Number Scoring 55–100	70	42	73	5	7	9
Number Scoring 65–100	58	36	65	2	5	6
Number Scoring 85–100	18	15	24	0	0	0
Percentage of Tested Scoring 55–100	95%	95%	97%	71%	100%	90%
Percentage of Tested Scoring 65–100	78%	82%	87%	29%	71%	60%
Percentage of Tested Scoring 85–100	24%	34%	32%	0%	0%	0%
Mathematics A						
Number Tested	17	78	85	0	11	10
Number Scoring 55–100	15	59	73	0	10	6
Number Scoring 65–100	14	44	59	0	8	4
Number Scoring 85–100	4	10	2	0	2	0
Percentage of Tested Scoring 55–100	88%	76%	86%	0%	91%	60%
Percentage of Tested Scoring 65–100	82%	56%	69%	0%	73%	40%
Percentage of Tested Scoring 85–100	24%	13%	2%	0%	18%	0%
Mathematics B (first administered June 2001)						
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%
Global History and Geography						
Number Tested	70	76	88	16	12	10
Number Scoring 55–100	64	72	84	13	12	10
Number Scoring 65–100	47	52	78	8	4	8
Number Scoring 85–100	11	6	19	0	0	0
Percentage of Tested Scoring 55–100	91%	95%	95%	81%	100%	100%
Percentage of Tested Scoring 65–100	67%	68%	89%	50%	33%	80%
Percentage of Tested Scoring 85–100	16%	8%	22%	0%	0%	0%
U.S. History and Government (first administered June 2001)						
Number Tested	69	53	70	6	10	8
Number Scoring 55–100	65	51	70	5	10	8
Number Scoring 65–100	53	43	70	3	7	8
Number Scoring 85–100	28	19	46	0	2	1
Percentage of Tested Scoring 55–100	94%	96%	100%	83%	100%	100%
Percentage of Tested Scoring 65–100	77%	81%	100%	50%	70%	100%
Percentage of Tested Scoring 85–100	41%	36%	66%	0%	20%	12%

(Form – F)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Living Environment (first administered June 2001)						
Number Tested	54	68	77	8	12	6
Number Scoring 55–100	53	67	77	8	12	6
Number Scoring 65–100	50	63	70	7	10	5
Number Scoring 85–100	8	14	9	0	0	0
Percentage of Tested Scoring 55–100	98%	99%	100%	100%	100%	100%
Percentage of Tested Scoring 65–100	93%	93%	91%	88%	83%	83%
Percentage of Tested Scoring 85–100	15%	21%	12%	0%	0%	0%
Physical Setting/Earth Science (first administered June 2001)						
Number Tested	71	85	54	11	9	13
Number Scoring 55–100	48	80	51	7	8	12
Number Scoring 65–100	34	63	41	4	6	5
Number Scoring 85–100	6	15	5	0	1	0
Percentage of Tested Scoring 55–100	68%	94%	94%	64%	89%	92%
Percentage of Tested Scoring 65–100	48%	74%	76%	36%	67%	38%
Percentage of Tested Scoring 85–100	8%	18%	9%	0%	11%	0%
Physical Setting/Chemistry (first administered June 2002)						
Number Tested		34	38		2	2
Number Scoring 55–100		34	32		#	#
Number Scoring 65–100		23	19		#	#
Number Scoring 85–100		3	3		#	#
Percentage of Tested Scoring 55–100		100%	84%		#	#
Percentage of Tested Scoring 65–100		68%	50%		#	#
Percentage of Tested Scoring 85–100		9%	8%		#	#
Physical Setting/Physics (first administered June 2002)*						
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
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	17	42	1	1	0
Number Scoring 55–100	42	17	42	#	#	0
Number Scoring 65–100	40	17	41	#	#	0
Number Scoring 85–100	25	14	23	#	#	0
Percentage of Tested Scoring 55–100	100%	100%	100%	#	#	0%
Percentage of Tested Scoring 65–100	95%	100%	98%	#	#	0%
Percentage of Tested Scoring 85–100	60%	82%	55%	#	#	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)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Sequential Mathematics, Course II (last administered January 2003)						
Number Tested	56	0	0	1	0	0
Number Scoring 55–100	48	0	0	#	0	0
Number Scoring 65–100	43	0	0	#	0	0
Number Scoring 85–100	11	0	0	#	0	0
Percentage of Tested Scoring 55–100	86%	0%	0%	#	0%	0%
Percentage of Tested Scoring 65–100	77%	0%	0%	#	0%	0%
Percentage of Tested Scoring 85–100	20%	0%	0%	#	0%	0%
Sequential Mathematics, Course III						
Number Tested	50	32	26	1	1	1
Number Scoring 55–100	45	32	22	#	#	#
Number Scoring 65–100	32	30	21	#	#	#
Number Scoring 85–100	9	12	9	#	#	#
Percentage of Tested Scoring 55–100	90%	100%	85%	#	#	#
Percentage of Tested Scoring 65–100	64%	94%	81%	#	#	#
Percentage of Tested Scoring 85–100	18%	38%	35%	#	#	#

(Form – I)

Introduction to Occupations Examination

	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
General-Education Students	28	89%	35	100%	22	91%
Students with Disabilities	8	100%	14	100%	8	100%

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
Nov 2002	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
June 2003	General-Education Students	67	1%	42%	49%	7%
	Students with Disabilities	17	18%	65%	18%	0%
	All Students	84	5%	46%	43%	6%

(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
Elementary Level						
Social Studies	0	0	0	0	0	0
Middle Level						
Social Studies	0	0	0	0	0	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

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	53	53	53	8	8	8	61	61	61
Number Scoring 55–64	4	3	5	3	3	0	7	6	5
Number Scoring 65–84	34	22	31	1	3	3	35	25	34
Number Scoring 85–100	11	19	15	0	0	0	11	19	15
Approved Alternatives	0	0	0	0	0	0	0	0	0

(Form – K)