

New York State District Report Card Comprehensive Information Report

BEDS Code : 65-03-01-04-0000
 Name : Clyde-Savannah Central School District
 Superintendent: Mr. Paul R. Doyle

Grade Range :

Fall Enrollment

Grade	1999–2000	2000–2001	2001–2002
Pre-K	0	0	0
Kindergarten	78	77	80
First	83	82	76
Second	93	84	84
Third	95	84	83
Fourth	82	92	84
Fifth	88	92	94
Sixth	105	86	86
Ungraded Elementary	11	10	0
Seventh	85	104	95
Eighth	98	81	95
Ninth	76	111	91
Tenth	88	69	97
Eleventh	71	79	62
Twelfth	71	62	74
Ungraded Secondary	0	0	0
Total K-12 Enrollment	1124	1113	1101

Student Racial/Ethnic Origin

Race/Ethnicity	1999–2000		2000–2001		2001–2002	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
American Indian, Alaskan, Asian, or Pacific Islander	2	0.2%	6	0.5%	5	0.5%
Black (Not Hispanic)	62	5.5%	75	6.7%	82	7.4%
Hispanic	18	1.6%	21	1.9%	26	2.4%
White (Not Hispanic)	1042	92.7%	1011	90.8%	988	89.7%

Limited English Proficient Students (also known as English language learners)

1999–2000		2000–2001		2001–2002	
No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
2	0.2%	1	0.1%	0	0.0%

Average Class Size

Grade Level	1999–2000	2000–2001	2001–2002
Kindergarten	20	19	18
Common Branch	23	22	21
English Grade 8	18	15	17
Mathematics Grade 8	15	16	17
Science Grade 8	16	15	17
Social Studies Grade 8	19	15	15
English Grade 10	17	12	15
Mathematics Grade 10	16	13	13
Science Grade 10	14	13	16
Social Studies Grade 10	15	14	17

(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
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).

Attendance and Suspension

	1998–1999		1999–2000		2000–2001	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
Annual Attendance Rate		94.1%		94.5%		94.2%
Student Suspensions	97	8.5%	76	6.8%	89	8.0%

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

	1999–2000	2000–2001	2001–2002
Free Lunch	23.7%	28.0%	18.8%
Reduced Lunch	6.8%	7.5%	9.2%
Public Assistance	NA	NA	NA
Student Stability	NA	NA	NA

Staff Counts

Staff	2001–2002
Total Teachers	103
Total Other Professional Staff	15
Total Paraprofessionals	30
Teaching out of Certification*	8
Teachers with Temporary Licenses	4

*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*

	1999–2000			2000–2001			2001–2002		
	Total Grads	Regents Diplomas	% Regents Diplomas	Total Grads	Regents Diplomas	% Regents Diplomas	Total Grads	Regents Diplomas	% Regents Diplomas
General Education	55	37	67%	49	29	59%	59	45	76%
Students with Disabilities	10	3	30%	8	4	50%	3	0	0%
All Students	65	40	62%	57	33	58%	62	45	73%

*Only students awarded local diplomas (including local diplomas with Regents endorsements) are counted as high school graduates. Data reported for the 1999–2000 and 2000–2001 school years include August, January, and June graduates. Data reported for the 2001–2002 school year include only January and June graduates.

Distribution of 2001–2002 Graduates (All Students)

	To 4-year College	To 2-year College	To Other Post-Secondary	To the Military	To Employment	Other
Number	28	30	1	1	1	1
Percent	45%	48%	2%	2%	2%	2%

Number of High School Completers with Disabilities in 2001–2002

Graduates* (a)	Regents Diplomas (b)	IEP Diplomas or Certificates (c)	All 2001–2002 Completers (a+c)
3	0	4	7

*Local Diplomas (including local diplomas with Regents endorsements)

High School Noncompletion Rates

		1999–2000		2000–2001		2001–2002	
		No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
General-Education Students	Dropped Out					15	4.6%
	Entered GED Program*					1	0.3%
	Total Noncompleters					16	4.9%
Students with Disabilities	Dropped Out					1	0.3%
	Entered GED Program*					0	0.0%
	Total Noncompleters					1	0.3%
All Students	Dropped Out	14	4.6%	3	0.9%	16	4.9%
	Entered GED Program*	3	1.0%	2	0.6%	1	0.3%
	Total Noncompleters	17	5.6%	5	1.6%	17	5.2%

*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)

Second Language Proficiency Examinations

General-Education Students

Test	1999–2000		2000–2001		2001–2002	
	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%	15	93%	9	100%

Students with Disabilities

Test	1999–2000		2000–2001		2001–2002	
	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	1999–2000		2000–2001		2001–2002	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	0	0%	0	0%	1	#
Science	7	100%	6	83%	1	#
Reading	0	0%	0	0%	0	0%
Writing	0	0%	0	0%	0	0%
Global Studies	3	#	1	#	1	#
U.S. Hist & Gov't	1	#	0	0%	0	0%

Students with Disabilities

Test	1999–2000		2000–2001		2001–2002	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	0	0%	10	90%	11	55%
Science	1	#	7	86%	9	78%
Reading	0	0%	1	#	1	#
Writing	0	0%	1	#	1	#
Global Studies	0	0%	3	#	0	0%
U.S. Hist & Gov't	2	#	0	0%	1	#

(Form – E)

Regents Examinations

	All Students			Students with Disabilities		
	2000	2001	2002	2000	2001	2002
Comprehensive English						
Number Tested	64	74	44	12	7	7
Number Scoring 55–100	63	70	42	12	5	7
Number Scoring 65–100	53	58	36	7	2	5
Number Scoring 85–100	7	18	15	0	0	0
Percentage of Tested Scoring 55–100	98%	95%	95%	100%	71%	100%
Percentage of Tested Scoring 65–100	83%	78%	82%	58%	29%	71%
Percentage of Tested Scoring 85–100	11%	24%	34%	0%	0%	0%
Sequential Mathematics, Course I (last administered January 2002)						
Number Tested	50	28	0	9	9	0
Number Scoring 55–100	36	10	0	4	3	0
Number Scoring 65–100	28	5	0	2	3	0
Number Scoring 85–100	12	1	0	0	0	0
Percentage of Tested Scoring 55–100	72%	36%	0%	44%	33%	0%
Percentage of Tested Scoring 65–100	56%	18%	0%	22%	33%	0%
Percentage of Tested Scoring 85–100	24%	4%	0%	0%	0%	0%
Mathematics A						
Number Tested	0	17	78	0	0	11
Number Scoring 55–100	0	15	59	0	0	10
Number Scoring 65–100	0	14	44	0	0	8
Number Scoring 85–100	0	4	10	0	0	2
Percentage of Tested Scoring 55–100	0%	88%	76%	0%	0%	91%
Percentage of Tested Scoring 65–100	0%	82%	56%	0%	0%	73%
Percentage of Tested Scoring 85–100	0%	24%	13%	0%	0%	18%
Global Studies (last administered January 2000)						
Number Tested	0			0		
Number Scoring 55–100	0			0		
Number Scoring 65–100	0			0		
Number Scoring 85–100	0			0		
Percentage of Tested Scoring 55–100	0%			0%		
Percentage of Tested Scoring 65–100	0%			0%		
Percentage of Tested Scoring 85–100	0%			0%		
Global History and Geography (first administered June 2000)						
Number Tested	68	70	76	4	16	12
Number Scoring 55–100	65	64	72	#	13	12
Number Scoring 65–100	60	47	52	#	8	4
Number Scoring 85–100	26	11	6	#	0	0
Percentage of Tested Scoring 55–100	96%	91%	95%	#	81%	100%
Percentage of Tested Scoring 65–100	88%	67%	68%	#	50%	33%
Percentage of Tested Scoring 85–100	38%	16%	8%	#	0%	0%

(Form – F)

Regents Examinations

	All Students			Students with Disabilities		
	2000	2001	2002	2000	2001	2002
U.S. History and Government (last administered January 2001)						
Number Tested	62	1		12	0	
Number Scoring 55–100	60	#		12	0	
Number Scoring 65–100	54	#		10	0	
Number Scoring 85–100	17	#		1	0	
Percentage of Tested Scoring 55–100	97%	#		100%	0%	
Percentage of Tested Scoring 65–100	87%	#		83%	0%	
Percentage of Tested Scoring 85–100	27%	#		8%	0%	
U.S. History and Government (first administered June 2001)						
Number Tested		69	53		6	10
Number Scoring 55–100		65	51		5	10
Number Scoring 65–100		53	43		3	7
Number Scoring 85–100		28	19		0	2
Percentage of Tested Scoring 55–100		94%	96%		83%	100%
Percentage of Tested Scoring 65–100		77%	81%		50%	70%
Percentage of Tested Scoring 85–100		41%	36%		0%	20%
Living Environment (first administered June 2001)						
Number Tested		54	68		8	12
Number Scoring 55–100		53	67		8	12
Number Scoring 65–100		50	63		7	10
Number Scoring 85–100		8	14		0	0
Percentage of Tested Scoring 55–100		98%	99%		100%	100%
Percentage of Tested Scoring 65–100		93%	93%		88%	83%
Percentage of Tested Scoring 85–100		15%	21%		0%	0%
Physical Setting/Earth Science (first administered June 2001)						
Number Tested		71	85		11	9
Number Scoring 55–100		48	80		7	8
Number Scoring 65–100		34	63		4	6
Number Scoring 85–100		6	15		0	1
Percentage of Tested Scoring 55–100		68%	94%		64%	89%
Percentage of Tested Scoring 65–100		48%	74%		36%	67%
Percentage of Tested Scoring 85–100		8%	18%		0%	11%

(Form – G)

Average Grade Enrollment

All Students

Year	Grade 9 Enrollment (June)	Grade 10 Enrollment (June)	Grade 11 Enrollment (June)	Grade 12 Enrollment (June)	AGE*
2000	70	80	66	68	71
2001	103	69	73	61	77
2002	89	92	58	70	77

*In schools with no grade 9–12 enrollment, AGE is the grade 8 enrollment as reported through LEAP.

Students with Disabilities

Year	Grade 9 Enrollment (June)	Grade 10 Enrollment (June)	Grade 11 Enrollment (June)	Grade 12 Enrollment (June)	AGE*
2000	13	11	11	12	12
2001	28	15	14	13	18
2002	19	25	15	10	17

*In schools with no grade 9–12 enrollment, AGE is the grade 8 enrollment as reported through LEAP.

(Form – H)

Regents Examinations

	All Students			Students with Disabilities		
	2000	2001	2002	2000	2001	2002
Average Grade Enrollment (AGE)	71	77	77	12	18	17
Comprehensive Spanish						
Number Tested	40	42	17	4	1	1
Number Scoring 55–100	39	42	17	#	#	#
Number Scoring 65–100	35	40	17	#	#	#
Number Scoring 85–100	18	25	14	#	#	#
Percentage of AGE Tested	56%	55%	22%	#	#	#
Percentage of AGE Scoring 55–100	55%	55%	22%	#	#	#
Percentage of AGE Scoring 65–100	49%	52%	22%	#	#	#
Percentage of AGE Scoring 85–100	25%	32%	18%	#	#	#
Percentage of Tested Scoring 65–100	88%	95%	100%	#	#	#
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 AGE Tested	0%	0%	0%	0%	0%	0%
Percentage of AGE Scoring 55–100	0%	0%	0%	0%	0%	0%
Percentage of AGE Scoring 65–100	0%	0%	0%	0%	0%	0%
Percentage of AGE Scoring 85–100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 65–100	0%	0%	0%	0%	0%	0%

(Form – J)

Regents Examinations

	All Students			Students with Disabilities		
	2000	2001	2002	2000	2001	2002
Average Grade Enrollment (AGE)	71	77	77	12	18	17
Sequential Mathematics, Course II						
Number Tested	80	56	0	1	1	0
Number Scoring 55–100	63	48	0	#	#	0
Number Scoring 65–100	50	43	0	#	#	0
Number Scoring 85–100	15	11	0	#	#	0
Percentage of AGE Tested	113%	73%	0%	#	#	0%
Percentage of AGE Scoring 55–100	89%	62%	0%	#	#	0%
Percentage of AGE Scoring 65–100	70%	56%	0%	#	#	0%
Percentage of AGE Scoring 85–100	21%	14%	0%	#	#	0%
Percentage of Tested Scoring 65–100	62%	77%	0%	#	#	0%
Sequential Mathematics, Course III						
Number Tested	48	50	32	5	1	1
Number Scoring 55–100	46	45	32	5	#	#
Number Scoring 65–100	42	32	30	4	#	#
Number Scoring 85–100	20	9	12	0	#	#
Percentage of AGE Tested	68%	65%	42%	42%	#	#
Percentage of AGE Scoring 55–100	65%	58%	42%	42%	#	#
Percentage of AGE Scoring 65–100	59%	42%	39%	33%	#	#
Percentage of AGE Scoring 85–100	28%	12%	16%	0%	#	#
Percentage of Tested Scoring 65–100	88%	64%	94%	80%	#	#
Mathematics B (first administered June 2001)						
Number Tested		0	0		0	0
Number Scoring 55–100		0	0		0	0
Number Scoring 65–100		0	0		0	0
Number Scoring 85–100		0	0		0	0
Percentage of AGE Tested		0%	0%		0%	0%
Percentage of AGE Scoring 55–100		0%	0%		0%	0%
Percentage of AGE Scoring 65–100		0%	0%		0%	0%
Percentage of AGE Scoring 85–100		0%	0%		0%	0%
Percentage of Tested Scoring 65–100		0%	0%		0%	0%

(Form – K)

Regents Examinations

	All Students			Students with Disabilities		
	2000	2001	2002	2000	2001	2002
Average Grade Enrollment (AGE)	71	77	77	12	18	17
Earth Science (last administered January 2001)						
Number Tested	0	1		0	0	
Number Scoring 55–100	0	#		0	0	
Number Scoring 65–100	0	#		0	0	
Number Scoring 85–100	0	#		0	0	
Percentage of AGE Tested	0%	#		0%	0%	
Percentage of AGE Scoring 55–100	0%	#		0%	0%	
Percentage of AGE Scoring 65–100	0%	#		0%	0%	
Percentage of AGE Scoring 85–100	0%	#		0%	0%	
Percentage of Tested Scoring 65–100	0%	#		0%	0%	
Biology (last administered January 2001)						
Number Tested	59	3		4	1	
Number Scoring 55–100	55	#		#	#	
Number Scoring 65–100	46	#		#	#	
Number Scoring 85–100	9	#		#	#	
Percentage of AGE Tested	83%	#		#	#	
Percentage of AGE Scoring 55–100	77%	#		#	#	
Percentage of AGE Scoring 65–100	65%	#		#	#	
Percentage of AGE Scoring 85–100	13%	#		#	#	
Percentage of Tested Scoring 65–100	78%	#		#	#	
Chemistry (last administered January 2002)						
Number Tested	45	45	0	6	0	0
Number Scoring 55–100	44	40	0	5	0	0
Number Scoring 65–100	32	30	0	4	0	0
Number Scoring 85–100	11	9	0	0	0	0
Percentage of AGE Tested	63%	58%	0%	50%	0%	0%
Percentage of AGE Scoring 55–100	62%	52%	0%	42%	0%	0%
Percentage of AGE Scoring 65–100	45%	39%	0%	33%	0%	0%
Percentage of AGE Scoring 85–100	15%	12%	0%	0%	0%	0%
Percentage of Tested Scoring 65–100	71%	67%	0%	67%	0%	0%

(Form – L)

Regents Examinations

	All Students			Students with Disabilities		
	2000	2001	2002	2000	2001	2002
Average Grade Enrollment (AGE)	71	77	77	12	18	17
Physics (last administered January 2002)						
Number Tested	16	18	0	0	1	0
Number Scoring 55–100	15	17	0	0	#	0
Number Scoring 65–100	15	15	0	0	#	0
Number Scoring 85–100	7	7	0	0	#	0
Percentage of AGE Tested	23%	23%	0%	0%	#	0%
Percentage of AGE Scoring 55–100	21%	22%	0%	0%	#	0%
Percentage of AGE Scoring 65–100	21%	19%	0%	0%	#	0%
Percentage of AGE Scoring 85–100	10%	9%	0%	0%	#	0%
Percentage of Tested Scoring 65–100	94%	83%	0%	0%	#	0%
Physical Setting/Chemistry (first administered June 2002)						
Number Tested			34			2
Number Scoring 55–100			34			#
Number Scoring 65–100			23			#
Number Scoring 85–100			3			#
Percentage of AGE Tested			44%			#
Percentage of AGE Scoring 55–100			44%			#
Percentage of AGE Scoring 65–100			30%			#
Percentage of AGE Scoring 85–100			4%			#
Percentage of Tested Scoring 65–100			68%			#
Physical Setting/Physics (first administered June 2002)						
Number Tested			14			0
Number Scoring 55–100			13			0
Number Scoring 65–100			9			0
Number Scoring 85–100			3			0
Percentage of AGE Tested			18%			0%
Percentage of AGE Scoring 55–100			17%			0%
Percentage of AGE Scoring 65–100			12%			0%
Percentage of AGE Scoring 85–100			4%			0%
Percentage of Tested Scoring 65–100			64%			0%

(Form – M)

Introduction to Occupations Examination

	1999–2000		2000–2001		2001–2002	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
General-Education Students	12	92%	28	89%	35	100%
Students with Disabilities	6	83%	8	100%	14	100%

On school reports, 1999–2000 and 2000–2001 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 1999–2000, 2000–2001, and 2001–2002 school years.

Elementary-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
Nov 2001	General-Education Students	77	4%	1%	75%	19%
	Students with Disabilities	18	0%	11%	83%	6%
	All Students	95	3%	3%	77%	17%

Middle-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
June 2002	General-Education Students	62	0%	11%	68%	21%
	Students with Disabilities	24	4%	50%	42%	4%
	All Students	86	1%	22%	60%	16%

(Form – N)

New York State Alternate Assessments (NYSAA) 2001–2002

Test	Count of Students					
	Tested	Not Tested	Level 1	Level 2	Level 3	Level 4
Elementary Level						
English Language Arts	5	0	0	0	5	0
Mathematics, Science, & Technology	5	0	0	0	5	0
Health, Phys. Ed., & Fam. & Cons. Sci.	5	0	0	4	1	0
Social Studies	5	0	0	1	4	0
Career Dev. & Occ. Studies (optional)	4	0	#	#	#	#
The Arts (optional)	4	0	#	#	#	#
Middle Level						
English Language Arts	0	0	0	0	0	0
Mathematics, Science, & Technology	0	0	0	0	0	0
Health, Phys. Ed., & Fam. & Cons. Sci.	0	0	0	0	0	0
Social Studies	0	0	0	0	0	0
Career Dev. & Occ. Studies (optional)	0	0	0	0	0	0
The Arts (optional)	0	0	0	0	0	0
Secondary Level						
English Language Arts	0	0	0	0	0	0
Mathematics, Science, & Technology	0	0	0	0	0	0
Health, Phys. Ed., & Fam. & Cons. Sci.	0	0	0	0	0	0
Social Studies	0	0	0	0	0	0
Career Dev. & Occ. Studies (optional)	0	0	0	0	0	0
The Arts (optional)	0	0	0	0	0	0

1998 Cohort Performance on Regents Examinations after Four Years

	General-Education Students		Students with Disabilities		All Students	
	Global History & Geography	U.S. History & Gov't	Global History & Geography	U.S. History & Gov't	Global History & Geography	U.S. History & Gov't
Cohort Enrollment	61	61	8	8	69	69
Number Scoring 55–64	6	10	1	2	7	12
Number Scoring 65–84	30	23	2	1	32	24
Number Scoring 85–100	24	27	0	0	24	27
Approved Alternatives	0	0	0	0	0	0

1999 Cohort Performance on Regents Examinations in Science after Three Years

	General-Education Students	Students with Disabilities	All Students
Cohort Enrollment	50	14	64
Number Scoring 55–64	5	0	5
Number Scoring 65–84	29	7	36
Number Scoring 85–100	15	0	15
Approved Alternatives	0	0	0

(Form – O)