

# New York State School Report Card Comprehensive Information Report

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

Grade Range : 7-12

## Fall Enrollment

Grade	2002-03	2003-04	2004-05
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	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	5
Total K-12 Enrollment	489	510	530

## 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	3	0.6%	3	0.6%	3	0.6%
Black (Not Hispanic)	37	7.6%	43	8.4%	35	6.6%
Hispanic	9	1.8%	8	1.6%	13	2.5%
White (Not Hispanic)	440	90.0%	456	89.4%	479	90.4%

## Average Class Size

Grade Level	2002-03	2003-04	2004-05
Kindergarten	0	0	0
Common Branch	0	0	0
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
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

	2002-03		2003-04		2004-05	
	Count	Percent	Count	Percent	Count	Percent
Limited English Proficient	0	0.0%	1	0.2%	3	0.6%
Eligible for Free Lunch	96	19.6%	108	21.2%	143	27.0%

### 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		93.8%		93.5%		94.7%
Student Suspensions	65	12.7%	77	15.8%	69	13.5%

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

	2002-03	2003-04	2004-05
Reduced Lunch	6.5%	7.5%	10.2%
Public Assistance	21-30%	21-30%	31-40%
Student Stability	100%	90%	87%

### Staff Counts

Staff	2004-05
Total Teachers	47
Total Other Professional Staff	5
Total Paraprofessionals	NA
Teaching Out of Certification*	3

\*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
<b>General-Education Students</b>	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			
<b>Students with Disabilities</b>	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	7	7	4
<b>All Students</b>	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	7	7	4

\* 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
<b>General-Education Students</b>	<b>Number</b>	20	31	5	3	1	0	0	3
	<b>Percent</b>	32%	49%	8%	5%	2%	0%	0%	5%
<b>Students with Disabilities</b>	<b>Number</b>	0	1	1	1	1	0	0	1
	<b>Percent</b>	0%	20%	20%	20%	20%	0%	0%	20%
<b>All Students</b>	<b>Number</b>	20	32	6	4	2	0	0	4
	<b>Percent</b>	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.
<b>General-Education Students</b>	Dropped Out	15		9	3.5%	10	3.8%
	Entered GED Program*	0		1	0.4%	1	0.4%
	Total Noncompleters	15		10	3.9%	11	4.2%
<b>Students with Disabilities</b>	Dropped Out	3		2	2.9%	7	10.6%
	Entered GED Program*	0		0	0.0%	1	1.5%
	Total Noncompleters	3		2	2.9%	8	12.1%
<b>All Students</b>	Dropped Out	18	5.8%	11	3.4%	17	5.2%
	Entered GED Program*	0	0.0%	1	0.3%	2	0.6%
	Total Noncompleters	18	5.8%	12	3.7%	19	5.8%

\*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%	89%	51%
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%

(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%	7	43%	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
<b>Comprehensive English</b>						
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%
<b>Mathematics A</b>						
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%
<b>Mathematics B</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%	#
<b>Global History and Geography</b>						
Number Tested	88	65	68	10	12	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%	94%	93%	100%	75%	100%
Percentage of Tested Scoring 65-100	89%	72%	71%	80%	33%	58%
Percentage of Tested Scoring 85-100	22%	25%	7%	0%	17%	0%
<b>U.S. History and Government</b>						
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
<b>Living Environment</b>						
Number Tested	77	53	65	6	11	7
Number Scoring 55-100	77	52	65	6	10	7
Number Scoring 65-100	70	47	60	5	7	7
Number Scoring 85-100	9	7	15	0	0	1
Percentage of Tested Scoring 55-100	100%	98%	100%	100%	91%	100%
Percentage of Tested Scoring 65-100	91%	89%	92%	83%	64%	100%
Percentage of Tested Scoring 85-100	12%	13%	23%	0%	0%	14%
<b>Physical Setting/Earth Science</b>						
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%
<b>Physical Setting/Chemistry</b>						
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%	#	#	#
<b>Physical Setting/Physics</b>						
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
<b>Comprehensive French</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 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	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%
<b>Comprehensive Latin</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%

(Form – H)



## Elementary-Level Social Studies

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

## Middle-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
<b>June 2005</b>	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
<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

### 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
<b>Listening and Speaking (Grade 7-8)</b>						
Number Tested		2	2		0	0
Beginning		#	#		0	0
Intermediate		#	#		0	0
Advanced		#	#		0	0
Proficient		#	#		0	0
<b>Reading and Writing (Grade 7-8)</b>						
Number Tested		2	2		0	0
Beginning		#	#		0	0
Intermediate		#	#		0	0
Advanced		#	#		0	0
Proficient		#	#		0	0
<b>Listening and Speaking (Grade 9-12)</b>						
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
<b>Reading and Writing (Grade 9-12)</b>						
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)