

New York State School Report Card Comprehensive Information Report

BEDS Code: 14-08-01-06-0006

Grade Range : 9-12

Name: Clarence Senior High School

Principal: Joseph F. Gentile

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	340	377	347
Tenth	347	351	362
Eleventh	355	362	344
Twelfth	330	357	347
Ungraded Secondary	14	42	25
Total K-12 Enrollment	1386	1489	1425

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	23	1.7%	22	1.5%	30	2.1%
Black (Not Hispanic)	8	0.6%	7	0.5%	7	0.5%
Hispanic	9	0.6%	15	1.0%	13	0.9%
White (Not Hispanic)	1346	97.1%	1445	97.0%	1375	96.5%

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	21	23	21
Mathematics Grade 10	19	17	19
Science Grade 10	23	21	19
Social Studies Grade 10	22	22	22

(Form – A)

District Need to Resource Capacity Category

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

Similar School Group and Description

Similar School Group	Description
53	All schools in this group are secondary level schools in school districts with low student needs in relation to district resource capacity. 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	5	0.4%	0	0.0%	4	0.3%
Eligible for Free Lunch	34	2.5%	46	3.1%	33	2.3%

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		96.9%		97.7%		97.8%
Student Suspensions	47	3.5%	48	3.5%	66	4.4%

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

	2000–2001	2001–2002	2002–2003
Reduced Lunch	2.5%	3.9%	2.9%
Public Assistance	1-10%	1-10%	1-10%
Student Stability	96%	100%	100%

Staff Counts

Staff	2002–2003
Total Teachers	106
Total Other Professional Staff	9
Total Paraprofessionals	NA
Teaching Out of Certification*	1
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	302	251	83%	312	270	87%	307	266	87%
Students with Disabilities	24	5	21%	26	4	15%	30	9	30%
All Students	326	256	79%	338	274	81%	337	275	82%

*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	242	68	0	4	19	4
Percent	72%	20%	0%	1%	6%	1%

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)
30	9	6	36

*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			7		2	
	Entered GED Program*			2		3	
	Total Noncompleters			9		5	
Students with Disabilities	Dropped Out			4		0	
	Entered GED Program*			0		1	
	Total Noncompleters			4		1	
All Students	Dropped Out	12	0.9%	11	0.7%	2	0.1%
	Entered GED Program*	6	0.4%	2	0.1%	4	0.3%
	Total Noncompleters	18	1.3%	13	0.9%	6	0.4%

*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		1436	1245
	Number of Students with Disabilities		11	155
	Number of All Students		1447	1400
	Percent of Enrollment		97%	98%

Second Language Proficiency Examinations

General-Education Students

Test	2000-2001		2001-2002		2002-2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	1	#	11	91%	5	80%
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	9	100%	11	100%	19	100%
Spanish	16	100%	19	95%	14	100%

Students with Disabilities

Test	2000-2001		2001-2002		2002-2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	1	#	0	0%	2	#
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	1	#	3	#	1	#
Spanish	2	#	0	0%	2	#

(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	#	0	0%
Science	0	0%	0	0%	0	0%
Reading	0	0%	1	#	1	#
Writing	0	0%	1	#	1	#
Global Studies	0	0%	0	0%	1	#
U.S. Hist & Gov't	3	#	0	0%	1	#

Students with Disabilities

Test	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	9	100%	37	86%	24	100%
Science	5	80%	24	67%	11	82%
Reading	3	#	14	86%	16	94%
Writing	14	93%	12	92%	15	73%
Global Studies	1	#	0	0%	6	67%
U.S. Hist & Gov't	4	#	7	71%	10	90%

(Form – E)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Comprehensive English						
Number Tested	382	351	357	33	32	45
Number Scoring 55–100	380	347	349	32	29	38
Number Scoring 65–100	371	334	327	26	22	25
Number Scoring 85–100	190	205	170	1	4	3
Percentage of Tested Scoring 55–100	99%	99%	98%	97%	91%	84%
Percentage of Tested Scoring 65–100	97%	95%	92%	79%	69%	56%
Percentage of Tested Scoring 85–100	50%	58%	48%	3%	12%	7%
Mathematics A						
Number Tested	1	382	396	0	26	39
Number Scoring 55–100	#	363	369	0	20	28
Number Scoring 65–100	#	336	339	0	15	20
Number Scoring 85–100	#	157	117	0	1	3
Percentage of Tested Scoring 55–100	#	95%	93%	0%	77%	72%
Percentage of Tested Scoring 65–100	#	88%	86%	0%	58%	51%
Percentage of Tested Scoring 85–100	#	41%	30%	0%	4%	8%
Mathematics B (first administered June 2001)						
Number Tested	0	0	123	0	0	0
Number Scoring 55–100	0	0	123	0	0	0
Number Scoring 65–100	0	0	121	0	0	0
Number Scoring 85–100	0	0	63	0	0	0
Percentage of Tested Scoring 55–100	0%	0%	100%	0%	0%	0%
Percentage of Tested Scoring 65–100	0%	0%	98%	0%	0%	0%
Percentage of Tested Scoring 85–100	0%	0%	51%	0%	0%	0%
Global History and Geography						
Number Tested	360	347	365	39	38	33
Number Scoring 55–100	357	345	361	38	37	31
Number Scoring 65–100	352	339	350	34	34	26
Number Scoring 85–100	182	148	206	2	3	4
Percentage of Tested Scoring 55–100	99%	99%	99%	97%	97%	94%
Percentage of Tested Scoring 65–100	98%	98%	96%	87%	89%	79%
Percentage of Tested Scoring 85–100	51%	43%	56%	5%	8%	12%
U.S. History and Government (first administered June 2001)						
Number Tested	352	356	366	26	36	43
Number Scoring 55–100	342	347	364	23	30	42
Number Scoring 65–100	332	332	356	20	25	36
Number Scoring 85–100	202	135	218	3	2	10
Percentage of Tested Scoring 55–100	97%	97%	99%	88%	83%	98%
Percentage of Tested Scoring 65–100	94%	93%	97%	77%	69%	84%
Percentage of Tested Scoring 85–100	57%	38%	60%	12%	6%	23%

(Form – F)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Living Environment (first administered June 2001)						
Number Tested	327	361	317	32	41	16
Number Scoring 55–100	327	361	316	32	41	15
Number Scoring 65–100	320	357	315	26	39	14
Number Scoring 85–100	159	188	157	3	4	1
Percentage of Tested Scoring 55–100	100%	100%	100%	100%	100%	94%
Percentage of Tested Scoring 65–100	98%	99%	99%	81%	95%	88%
Percentage of Tested Scoring 85–100	49%	52%	50%	9%	10%	6%
Physical Setting/Earth Science (first administered June 2001)						
Number Tested	236	254	272	25	19	28
Number Scoring 55–100	233	252	264	22	17	24
Number Scoring 65–100	223	248	256	21	16	22
Number Scoring 85–100	94	101	116	3	0	5
Percentage of Tested Scoring 55–100	99%	99%	97%	88%	89%	86%
Percentage of Tested Scoring 65–100	94%	98%	94%	84%	84%	79%
Percentage of Tested Scoring 85–100	40%	40%	43%	12%	0%	18%
Physical Setting/Chemistry (first administered June 2002)						
Number Tested		235	334		4	11
Number Scoring 55–100		229	325		#	10
Number Scoring 65–100		182	268		#	8
Number Scoring 85–100		16	48		#	0
Percentage of Tested Scoring 55–100		97%	97%		#	91%
Percentage of Tested Scoring 65–100		77%	80%		#	73%
Percentage of Tested Scoring 85–100		7%	14%		#	0%
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	90	104	95	0	1	2
Number Scoring 55–100	89	102	95	0	#	#
Number Scoring 65–100	88	100	94	0	#	#
Number Scoring 85–100	59	47	73	0	#	#
Percentage of Tested Scoring 55–100	99%	98%	100%	0%	#	#
Percentage of Tested Scoring 65–100	98%	96%	99%	0%	#	#
Percentage of Tested Scoring 85–100	66%	45%	77%	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	128	127	130	1	6	4
Number Scoring 55–100	128	127	130	#	6	#
Number Scoring 65–100	128	124	129	#	5	#
Number Scoring 85–100	81	90	100	#	1	#
Percentage of Tested Scoring 55–100	100%	100%	100%	#	100%	#
Percentage of Tested Scoring 65–100	100%	98%	99%	#	83%	#
Percentage of Tested Scoring 85–100	63%	71%	77%	#	17%	#
Comprehensive Latin						
Number Tested	82	73	110	0	1	2
Number Scoring 55–100	82	73	110	0	#	#
Number Scoring 65–100	81	73	110	0	#	#
Number Scoring 85–100	62	58	84	0	#	#
Percentage of Tested Scoring 55–100	100%	100%	100%	0%	#	#
Percentage of Tested Scoring 65–100	99%	100%	100%	0%	#	#
Percentage of Tested Scoring 85–100	76%	79%	76%	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	390	223	42	15	22	3
Number Scoring 55–100	345	190	37	11	17	#
Number Scoring 65–100	317	162	30	10	15	#
Number Scoring 85–100	168	40	7	4	1	#
Percentage of Tested Scoring 55–100	88%	85%	88%	73%	77%	#
Percentage of Tested Scoring 65–100	81%	73%	71%	67%	68%	#
Percentage of Tested Scoring 85–100	43%	18%	17%	27%	5%	#
Sequential Mathematics, Course III						
Number Tested	336	278	154	2	4	9
Number Scoring 55–100	315	260	115	#	#	6
Number Scoring 65–100	289	244	86	#	#	4
Number Scoring 85–100	166	145	28	#	#	1
Percentage of Tested Scoring 55–100	94%	94%	75%	#	#	67%
Percentage of Tested Scoring 65–100	86%	88%	56%	#	#	44%
Percentage of Tested Scoring 85–100	49%	52%	18%	#	#	11%

(Form – I)

Introduction to Occupations Examination

	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
General-Education Students	39	97%	23	100%	50	100%
Students with Disabilities	4	#	10	100%	16	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	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
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	301	301	301	34	34	34	335	335	335
Number Scoring 55–64	0	1	0	4	4	5	4	5	5
Number Scoring 65–84	120	169	141	24	21	18	144	190	159
Number Scoring 85–100	177	130	160	2	2	4	179	132	164
Approved Alternatives	4	0	0	0	0	0	4	0	0

(Form – K)