

# 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	2001-02	2002-03	2003-04
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	95	91	96
Eighth	95	89	92
Ninth	91	87	82
Tenth	97	80	82
Eleventh	62	84	74
Twelfth	74	58	84
Ungraded Secondary	0	0	0
Total K-12 Enrollment	514	489	510

## Student Racial/Ethnic Origin

Race/Ethnicity	2001-02		2002-03		2003-04	
	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)	34	6.6%	37	7.6%	43	8.4%
Hispanic	13	2.5%	9	1.8%	8	1.6%
White (Not Hispanic)	464	90.3%	440	90.0%	456	89.4%

## Average Class Size

Grade Level	2001-02	2002-03	2003-04
Kindergarten	0	0	0
Common Branch	0	0	0
English Grade 8	17	17	16
Mathematics Grade 8	17	18	15
Science Grade 8	17	17	16
Social Studies Grade 8	15	17	16
English Grade 10	15	19	19
Mathematics Grade 10	13	15	0
Science Grade 10	16	16	16
Social Studies Grade 10	17	19	18

(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

	2001-02		2002-03		2003-04	
	Count	Percent	Count	Percent	Count	Percent
Limited English Proficient	0	0.0%	0	0.0%	1	0.2%
Eligible for Free Lunch	62	12.1%	96	19.6%	108	21.2%

### Attendance and Suspension

	2000-01		2001-02		2002-03	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
Annual Attendance Rate		92.6%		93.8%		93.5%
Student Suspensions	80	15.8%	65	12.7%	77	15.8%

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

	2001-02	2002-03	2003-04
Reduced Lunch	9.0%	6.5%	7.5%
Public Assistance	21-30%	21-30%	21-30%
Student Stability	100%	100%	90%

### Staff Counts

Staff	2003-04
Total Teachers	44
Total Other Professional Staff	4
Total Paraprofessionals	NA
Teaching Out of Certification*	2

\*Teaching out of certification more than on an incidental basis.

(Form – B)

# High School Graduates and Noncompleters

## High School Graduates Earning Regents Diplomas\*

	2001-02			2002-03			2003-04		
	Total Grads	Regents Diplomas	% Regents Diplomas	Total Grads	Regents Diplomas	% Regents Diplomas	Total Grads	Regents Diplomas	% Regents Diplomas
General Education	59	45	76%	47	32	68%	64	31	48%
Students with Disabilities	3	0	0%	3	0	0%	9	1	11%
All Students	62	45	73%	50	32	64%	73	32	44%

\*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 for the 2001-02 school year, diploma counts for that year do not include counts from August 2001. Data for the 2002-03 school year include August 2002 and January and June 2003 graduates; data for the 2003-04 school year include August 2003 and January and June 2004 graduates.

## Distribution of 2003-04 Graduates (All Students)

	To 4-year College	To 2-year College	To Other Post-Secondary	To the Military	To Employment	Other
Number	21	32	4	3	3	10
Percent	29%	44%	5%	4%	4%	14%

## Number of High School Completers with Disabilities in 2003-04

Graduates* (a)	Regents Diplomas (b)	IEP Diplomas or Certificates (c)	All 2003-04 Completers (a+c)
9	1	7	16

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

## High School Noncompletion Rates

		2001-02		2002-03		2003-04	
		No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
General-Education Students	Dropped Out	14		15		9	3.5%
	Entered GED Program*	1		0		1	0.4%
	Total Noncompleters	15		15		10	3.9%
Students with Disabilities	Dropped Out	1		3		2	2.9%
	Entered GED Program*	0		0		0	0.0%
	Total Noncompleters	1		3		2	2.9%
All Students	Dropped Out	15	4.6%	18	5.8%	11	3.4%
	Entered GED Program*	1	0.3%	0	0.0%	1	0.3%
	Total Noncompleters	16	4.9%	18	5.8%	12	3.7%

\*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	2001-02	2002-03	2003-04
K-1	0%	0%	0%
2-3	0%	0%	0%

## Students Developing a Career Plan, 4-12

Grades		2001-02	2002-03	2003-04
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	0	128
	Number of Students with Disabilities	0	0	40
	Number of All Students	0	0	168
	Percent of Enrollment	0%	0%	89%
9-12	Number of General-Education Students	0	0	215
	Number of Students with Disabilities	0	0	71
	Number of All Students	0	0	286
	Percent of Enrollment	0%	0%	89%

## Career and Technical Education (CTE) Programs

CTE Program	This District		Statewide Average
	Count	Percentage	
All CTE Programs			
Completed the CTE Program			
Completed and Passed Regents Exams			
Completed and had Course Average of 75% or More			
Completed and Attained a HS Diploma or Equivalent			
Completed and Whose Status is Known			
Completed and Were Successfully Placed			
Nontraditional Programs			
Underrepresented Gender Members Enrolled			
Underrepresented Gender Members Who Completed			

Enrollment data are for the 2003-2004 school year; completer data are as of June 2003.

Note: Blank cells indicate that either the district did not have a CTE program or did not report data.

This data is reported only at the district level.

(Form - D)

# Second Language Proficiency Examinations

## General-Education Students

Test	2001-02		2002-03		2003-04	
	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	9	100%	16	100%	20	85%

## Students with Disabilities

Test	2001-02		2002-03		2003-04	
	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%	1	#

# Regents Competency Tests

## General-Education Students

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	1	#	1	#	0	0%
Science	1	#	0	0%	1	#
Reading	0	0%	1	#	1	#
Writing	0	0%	2	#	1	#
Global Studies	1	#	1	#	1	#
U.S. Hist & Gov't	0	0%	0	0%	0	0%

## Students with Disabilities

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	11	55%	2	#	3	#
Science	8	88%	12	50%	7	43%
Reading	0	0%	0	0%	0	0%
Writing	0	0%	2	#	0	0%
Global Studies	0	0%	2	#	3	#
U.S. Hist & Gov't	0	0%	0	0%	0	0%

(Form – E)

# Regents Examinations

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
<b>Comprehensive English</b>						
Number Tested	44	75	70	7	10	5
Number Scoring 55-100	42	73	70	7	9	5
Number Scoring 65-100	36	65	64	5	6	4
Number Scoring 85-100	15	24	29	0	0	0
Percentage of Tested Scoring 55-100	95%	97%	100%	100%	90%	100%
Percentage of Tested Scoring 65-100	82%	87%	91%	71%	60%	80%
Percentage of Tested Scoring 85-100	34%	32%	41%	0%	0%	0%
<b>Mathematics A</b>						
Number Tested	78	85	70	11	10	12
Number Scoring 55-100	59	73	70	10	6	12
Number Scoring 65-100	44	59	67	8	4	10
Number Scoring 85-100	10	2	7	2	0	0
Percentage of Tested Scoring 55-100	76%	86%	100%	91%	60%	100%
Percentage of Tested Scoring 65-100	56%	69%	96%	73%	40%	83%
Percentage of Tested Scoring 85-100	13%	2%	10%	18%	0%	0%
<b>Mathematics B</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>Global History and Geography</b>						
Number Tested	76	88	65	12	10	12
Number Scoring 55-100	72	84	61	12	10	9
Number Scoring 65-100	52	78	47	4	8	4
Number Scoring 85-100	6	19	16	0	0	2
Percentage of Tested Scoring 55-100	95%	95%	94%	100%	100%	75%
Percentage of Tested Scoring 65-100	68%	89%	72%	33%	80%	33%
Percentage of Tested Scoring 85-100	8%	22%	25%	0%	0%	17%
<b>U.S. History and Government</b>						
Number Tested	53	70	67	10	8	7
Number Scoring 55-100	51	70	67	10	8	7
Number Scoring 65-100	43	70	65	7	8	5
Number Scoring 85-100	19	46	37	2	1	0
Percentage of Tested Scoring 55-100	96%	100%	100%	100%	100%	100%
Percentage of Tested Scoring 65-100	81%	100%	97%	70%	100%	71%
Percentage of Tested Scoring 85-100	36%	66%	55%	20%	12%	0%

(Form – F)

# Regents Examinations

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
<b>Living Environment</b>						
Number Tested	68	77	53	12	6	11
Number Scoring 55-100	67	77	52	12	6	10
Number Scoring 65-100	63	70	47	10	5	7
Number Scoring 85-100	14	9	7	0	0	0
Percentage of Tested Scoring 55-100	99%	100%	98%	100%	100%	91%
Percentage of Tested Scoring 65-100	93%	91%	89%	83%	83%	64%
Percentage of Tested Scoring 85-100	21%	12%	13%	0%	0%	0%
<b>Physical Setting/Earth Science</b>						
Number Tested	85	54	73	9	13	10
Number Scoring 55-100	80	51	67	8	12	8
Number Scoring 65-100	63	41	54	6	5	4
Number Scoring 85-100	15	5	6	1	0	1
Percentage of Tested Scoring 55-100	94%	94%	92%	89%	92%	80%
Percentage of Tested Scoring 65-100	74%	76%	74%	67%	38%	40%
Percentage of Tested Scoring 85-100	18%	9%	8%	11%	0%	10%
<b>Physical Setting/Chemistry</b>						
Number Tested	34	38	54	2	2	3
Number Scoring 55-100	34	32	54	#	#	#
Number Scoring 65-100	23	19	43	#	#	#
Number Scoring 85-100	3	3	3	#	#	#
Percentage of Tested Scoring 55-100	100%	84%	100%	#	#	#
Percentage of Tested Scoring 65-100	68%	50%	80%	#	#	#
Percentage of Tested Scoring 85-100	9%	8%	6%	#	#	#
<b>Physical Setting/Physics</b>						
Number Tested			11			1
Number Scoring 55-100			11			#
Number Scoring 65-100			11			#
Number Scoring 85-100			6			#
Percentage of Tested Scoring 55-100			100%			#
Percentage of Tested Scoring 65-100			100%			#
Percentage of Tested Scoring 85-100			55%			#

\* Physical Setting/Physics results for 2001-02 and 2002-03 are not included in the report card because the Department issued new conversion charts for assessments administered in those years.

(Form - G)

# Regents Examinations

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
<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	17	42	28	1	0	0
Number Scoring 55-100	17	42	28	#	0	0
Number Scoring 65-100	17	41	28	#	0	0
Number Scoring 85-100	14	23	19	#	0	0
Percentage of Tested Scoring 55-100	100%	100%	100%	#	0%	0%
Percentage of Tested Scoring 65-100	100%	98%	100%	#	0%	0%
Percentage of Tested Scoring 85-100	82%	55%	68%	#	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)

## Regents Examinations

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
<b>Sequential Mathematics, Course III (last administered January 2004)</b>						
Number Tested	32	26	2	1	1	0
Number Scoring 55-100	32	22	#	#	#	0
Number Scoring 65-100	30	21	#	#	#	0
Number Scoring 85-100	12	9	#	#	#	0
Percentage of Tested Scoring 55-100	100%	85%	#	#	#	0%
Percentage of Tested Scoring 65-100	94%	81%	#	#	#	0%
Percentage of Tested Scoring 85-100	38%	35%	#	#	#	0%

## Introduction to Occupations Examination

	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
General-Education Students	35	100%	22	91%	3	#
Students with Disabilities	14	100%	8	100%	0	0%

District reports contain data for all students with disabilities enrolled in the district for the 2001-02 school year.

## Elementary-Level Social Studies

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

## Middle-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
<b>June 2004</b>	General-Education Students	68	3%	59%	32%	6%
	Students with Disabilities	21	24%	67%	10%	0%
	All Students	89	8%	61%	27%	4%

(Form - I)

# New York State Alternate Assessments (NYSAA) 2003–04

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

## 2000 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	62	62	62	16	16	16	78	78	78
Number Scoring 55–64	4	0	3	1	1	0	5	1	3
Number Scoring 65–84	49	15	43	7	6	8	56	21	51
Number Scoring 85–100	6	44	13	0	1	0	6	45	13
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		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
<b>Listening and Speaking (Grade 7-8)</b>						
Number Tested			2			0
Beginning (0-18)			#			0
Intermediate (19-31)			#			0
Advanced (32-36)			#			0
Proficient (37-39)			#			0
<b>Reading and Writing (Grade 7-8)</b>						
Number Tested			2			0
Beginning (0-14)			#			0
Intermediate (15-24)			#			0
Advanced (25-32)			#			0
Proficient (33-35)			#			0
<b>Listening and Speaking (Grade 9-12)</b>						
Number Tested			0			0
Beginning (0-18)			0			0
Intermediate (19-31)			0			0
Advanced (32-36)			0			0
Proficient (37-39)			0			0
<b>Reading and Writing (Grade 9-12)</b>						
Number Tested			0			0
Beginning (0-14)			0			0
Intermediate (15-24)			0			0
Advanced (25-32)			0			0
Proficient (33-35)			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)