

New York State School Report Card Comprehensive Information Report

BEDS Code: 06-07-01-04-0003
 Name: Clymer Central School
 Principal: Edward Bailey

Grade Range : PK-12

Fall Enrollment

Grade	2002-03	2003-04	2004-05
Pre-K	0	17	17
Kindergarten	45	40	41
First	30	36	39
Second	41	32	31
Third	32	43	38
Fourth	37	29	43
Fifth	34	38	32
Sixth	27	33	33
Ungraded Elementary	0	0	5
Seventh	34	29	38
Eighth	36	32	30
Ninth	44	41	32
Tenth	38	47	42
Eleventh	58	38	42
Twelfth	27	59	36
Ungraded Secondary	0	0	2
Total K-12 Enrollment	483	497	484

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	8	1.7%	7	1.4%	5	1.0%
Black (Not Hispanic)	5	1.0%	4	0.8%	4	0.8%
Hispanic	0	0.0%	3	0.6%	0	0.0%
White (Not Hispanic)	470	97.3%	483	97.2%	475	98.1%

Average Class Size

Grade Level	2002-03	2003-04	2004-05
Kindergarten	23	20	21
Common Branch	18	18	19
English Grade 8	14	16	14
Mathematics Grade 8	14	15	14
Science Grade 8	19	16	14
Social Studies Grade 8	17	16	14
English Grade 10	18	0	0
Mathematics Grade 10	10	22	19
Science Grade 10	18	0	0
Social Studies Grade 10	18	22	14

(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
64	All schools in this group serve students from Kindergarten through Grade 12. Schoolwide measures like Attendance Rate are compared with all other schools in this group. Test results for schools in this group are compared with schools from comparable districts; elementary level schools for grades K-4, middle level schools for grades 5-8, and secondary schools for grades 9-12.

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%	0	0.0%	0	0.0%
Eligible for Free Lunch	108	22.4%	133	26.8%	154	34.8%

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		93.0%		94.8%		97.0%
Student Suspensions	2	0.4%	18	3.7%	8	1.6%

Student Socioeconomic and Stability Indicators (Percent of Enrollment)

	2002-03	2003-04	2004-05
Reduced Lunch	12.8%	10.3%	14.0%
Public Assistance	31-40%	31-40%	31-40%
Student Stability	96%	97%	97%

Staff Counts

Staff	2004-05
Total Teachers	52
Total Other Professional Staff	9
Total Paraprofessionals	NA
Teaching Out of Certification*	1

*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
General-Education Students	Total Graduates*	22	51	33
	Regents Diplomas	17	34	21
	% Regents Diplomas	77%	67%	64%
	Regents Diplomas with Advanced Designation**			11
	% Regents Diplomas with Advanced Designation			33%
	IEP Diplomas or Local Certificates			
Students with Disabilities	Total Graduates*	4	3	3
	Regents Diplomas	0	1	2
	% Regents Diplomas	0%	33%	67%
	Regents Diplomas with Advanced Designation**			0
	% Regents Diplomas with Advanced Designation			0%
	IEP Diplomas or Local Certificates	0	3	2
All Students	Total Graduates*	26	54	36
	Regents Diplomas	17	35	23
	% Regents Diplomas	65%	65%	64%
	Regents Diplomas with Advanced Designation**			11
	% Regents Diplomas with Advanced Designation			31%
	IEP Diplomas or Local Certificates	0	3	2

* 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
General-Education Students	Number	9	17	0	1	6	0	0	0
	Percent	27%	52%	0%	3%	18%	0%	0%	0%
Students with Disabilities	Number	0	2	0	0	1	0	0	0
	Percent	0%	67%	0%	0%	33%	0%	0%	0%
All Students	Number	9	19	0	1	7	0	0	0
	Percent	25%	53%	0%	3%	19%	0%	0%	0%

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.
General-Education Students	Dropped Out	0		1	0.6%	0	0.0%
	Entered GED Program*	0		1	0.6%	0	0.0%
	Total Noncompleters	0		2	1.3%	0	0.0%
Students with Disabilities	Dropped Out	0		0	0.0%	0	0.0%
	Entered GED Program*	1		0	0.0%	0	0.0%
	Total Noncompleters	1		0	0.0%	0	0.0%
All Students	Dropped Out	0	0.0%	1	0.6%	0	0.0%
	Entered GED Program*	1	0.6%	1	0.6%	0	0.0%
	Total Noncompleters	1	0.6%	2	1.1%	0	0.0%

*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%	93%
2-3	0%	0%	107%

Students Developing a Career Plan, 4-12

Grades		2002-03	2003-04	2004-05
4-5	Number of General-Education Students	0	0	51
	Number of Students with Disabilities	0	0	10
	Number of All Students	0	0	61
	Percent of Enrollment	0%	0%	80%
6-8	Number of General-Education Students	59	64	81
	Number of Students with Disabilities	12	9	14
	Number of All Students	71	73	95
	Percent of Enrollment	73%	78%	93%
9-12	Number of General-Education Students	143	154	156
	Number of Students with Disabilities	23	22	23
	Number of All Students	166	176	179
	Percent of Enrollment	99%	95%	117%

(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	28	93%	27	63%	26	73%

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	3	#	0	0%	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	0	0%	0	0%	0	0%
Science	0	0%	0	0%	0	0%
Reading	0	0%	0	0%	0	0%
Writing	0	0%	0	0%	0	0%
Global Studies	0	0%	0	0%	0	0%
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	8	75%	0	0%	3	#
Science	4	#	0	0%	1	#
Reading	0	0%	3	#	0	0%
Writing	0	0%	2	#	1	#
Global Studies	4	#	1	#	3	#
U.S. Hist & Gov't	2	#	0	0%	1	#

(Form – E)

Regents Examinations

	All Students			Students with Disabilities		
	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05
Comprehensive English						
Number Tested	57	40	43	5	4	5
Number Scoring 55-100	54	35	39	3	#	3
Number Scoring 65-100	49	32	36	3	#	3
Number Scoring 85-100	10	8	10	0	#	0
Percentage of Tested Scoring 55-100	95%	88%	91%	60%	#	60%
Percentage of Tested Scoring 65-100	86%	80%	84%	60%	#	60%
Percentage of Tested Scoring 85-100	18%	20%	23%	0%	#	0%
Mathematics A						
Number Tested	46	44	67	4	7	6
Number Scoring 55-100	40	43	62	#	6	4
Number Scoring 65-100	31	40	54	#	4	2
Number Scoring 85-100	3	7	8	#	0	0
Percentage of Tested Scoring 55-100	87%	98%	93%	#	86%	67%
Percentage of Tested Scoring 65-100	67%	91%	81%	#	57%	33%
Percentage of Tested Scoring 85-100	7%	16%	12%	#	0%	0%
Mathematics B						
Number Tested	0	17	32	0	1	0
Number Scoring 55-100	0	10	21	0	#	0
Number Scoring 65-100	0	6	17	0	#	0
Number Scoring 85-100	0	1	0	0	#	0
Percentage of Tested Scoring 55-100	0%	59%	66%	0%	#	0%
Percentage of Tested Scoring 65-100	0%	35%	53%	0%	#	0%
Percentage of Tested Scoring 85-100	0%	6%	0%	0%	#	0%
Global History and Geography						
Number Tested	40	44	46	6	5	3
Number Scoring 55-100	35	38	42	3	3	#
Number Scoring 65-100	34	34	35	3	2	#
Number Scoring 85-100	10	8	14	0	0	#
Percentage of Tested Scoring 55-100	88%	86%	91%	50%	60%	#
Percentage of Tested Scoring 65-100	85%	77%	76%	50%	40%	#
Percentage of Tested Scoring 85-100	25%	18%	30%	0%	0%	#
U.S. History and Government						
Number Tested	55	38	44	5	6	4
Number Scoring 55-100	54	34	41	4	2	#
Number Scoring 65-100	51	29	33	3	2	#
Number Scoring 85-100	21	11	14	0	0	#
Percentage of Tested Scoring 55-100	98%	89%	93%	80%	33%	#
Percentage of Tested Scoring 65-100	93%	76%	75%	60%	33%	#
Percentage of Tested Scoring 85-100	38%	29%	32%	0%	0%	#

(Form – F)

Regents Examinations

	All Students			Students with Disabilities		
	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05
Living Environment						
Number Tested	27	49	36	6	4	1
Number Scoring 55-100	23	49	36	4	#	#
Number Scoring 65-100	21	46	34	2	#	#
Number Scoring 85-100	6	18	7	0	#	#
Percentage of Tested Scoring 55-100	85%	100%	100%	67%	#	#
Percentage of Tested Scoring 65-100	78%	94%	94%	33%	#	#
Percentage of Tested Scoring 85-100	22%	37%	19%	0%	#	#
Physical Setting/Earth Science						
Number Tested	45	32	37	4	3	4
Number Scoring 55-100	44	29	36	#	#	#
Number Scoring 65-100	40	28	35	#	#	#
Number Scoring 85-100	21	11	14	#	#	#
Percentage of Tested Scoring 55-100	98%	91%	97%	#	#	#
Percentage of Tested Scoring 65-100	89%	88%	95%	#	#	#
Percentage of Tested Scoring 85-100	47%	34%	38%	#	#	#
Physical Setting/Chemistry						
Number Tested	29	22	22	0	1	0
Number Scoring 55-100	28	20	22	0	#	0
Number Scoring 65-100	19	10	18	0	#	0
Number Scoring 85-100	2	3	5	0	#	0
Percentage of Tested Scoring 55-100	97%	91%	100%	0%	#	0%
Percentage of Tested Scoring 65-100	66%	45%	82%	0%	#	0%
Percentage of Tested Scoring 85-100	7%	14%	23%	0%	#	0%
Physical Setting/Physics						
Number Tested		20	10		0	0
Number Scoring 55-100		19	9		0	0
Number Scoring 65-100		17	7		0	0
Number Scoring 85-100		2	3		0	0
Percentage of Tested Scoring 55-100		95%	90%		0%	0%
Percentage of Tested Scoring 65-100		85%	70%		0%	0%
Percentage of Tested Scoring 85-100		10%	30%		0%	0%

* 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
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	15	16	17	0	0	0
Number Scoring 55-100	14	16	17	0	0	0
Number Scoring 65-100	14	15	17	0	0	0
Number Scoring 85-100	8	8	10	0	0	0
Percentage of Tested Scoring 55-100	93%	100%	100%	0%	0%	0%
Percentage of Tested Scoring 65-100	93%	94%	100%	0%	0%	0%
Percentage of Tested Scoring 85-100	53%	50%	59%	0%	0%	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)

Elementary-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
Nov 2004	General-Education Students	27	#	#	#	#
	Students with Disabilities	4	#	#	#	#
	All Students	31	0%	6%	55%	39%

Middle-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
June 2005	General-Education Students	30	#	#	#	#
	Students with Disabilities	1	#	#	#	#
	All Students	31	0%	13%	71%	16%

(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
Elementary Level						
Social Studies	1	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

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	32	32	32	5	5	5	37	37	37
Number Scoring 55–64	2	3	1	0	0	2	2	3	3
Number Scoring 65–84	19	18	16	2	2	2	21	20	18
Number Scoring 85–100	11	11	15	0	0	0	11	11	15
Approved Alternatives	0	0	0	0	0	0	0	0	0

(Form – J)