



The New York State Report Card 2011–12

District **CLYDE-SAVANNAH CENTRAL
SCHOOL DISTRICT**
District ID **65-03-01-04-0000**
Superintendent **THERESA PULOS**
Telephone **(315) 902-3000**
Grades **PK-12, US**
Need/Resource
Capacity Category **High Need/Resource Rural
Districts**

The New York State Report Card is an important part of the Board of Regents' effort to raise learning standards for all students. It provides information to the public on school/district enrollment and staff, student performance, and other measures of school and district performance. Knowledge gained from the report card on a school's or district's strengths and weaknesses can be used to improve instruction and services to students.

State assessments are designed to help ensure that all students reach high learning standards. They show whether students are getting the knowledge and skills they need to succeed at the elementary, middle, and commencement levels and beyond. The State requires that students who are not making appropriate progress toward the standards receive academic supports.

This report includes:

- 1 Profile**
This section shows comprehensive data relevant to this school's or district's learning environment, including information about enrollment, attendance and suspensions, and staff.
- 2 Student Performance**
This section shows student performance on standardized assessments at the elementary, middle, and commencement levels.
- 3 Student Outcomes**
This section shows outcomes for graduates and non-completers, including post-graduation plans of completers.

For more information:

Office of Information and Reporting Services
New York State Education Department
Room 863 EBA
Albany, NY 12234
Email: dataquest@mail.nysed.gov

1 Profile

District **CLYDE-SAVANNAH CENTRAL SCHOOL DISTRICT**

District ID **65-03-01-04-0000**

Enrollment

	2009-10	2010-11	2011-12
Pre-K	38	35	39
Kindergarten	58	61	63
Grade 1	70	61	64
Grade 2	59	70	61
Grade 3	52	55	75
Grade 4	58	50	56
Grade 5	69	58	52
Grade 6	74	67	61
Ungraded Elementary	0	0	0
Grade 7	67	71	74
Grade 8	63	64	73
Grade 9	73	67	65
Grade 10	82	77	67
Grade 11	68	73	65
Grade 12	62	68	70
Ungraded Secondary	0	0	3
Total K-12	855	842	849

Average Class Size

	2009-10	2010-11	2011-12
Common Branch	16	20	19
Grade 8			
English	20	21	24
Mathematics	15	16	24
Science	21	26	24
Social Studies	20	21	24
Grade 10			
English	16	19	16
Mathematics	20	13	16
Science	9		
Social Studies	18	22	22

Enrollment Information

Enrollment counts are as of Basic Educational Data System (BEDS) day, which is typically the first Wednesday of October of the school year. Students who attend BOCES programs on a part-time basis are included in a school's and district's enrollment. Students who attend BOCES on a full-time basis or who are placed full time by the district in an out-of-district placement are not included in a school's or district's enrollment. The state public enrollment includes public school districts, charter schools, and NYSED-operated programs. Students classified by districts as "pre-first" are included in first grade counts. Kindergarten and Pre-K counts include half- and full-day students.

Average Class Size Information

Average Class Size is the total registration in specified classes divided by the number of those classes with registration. Common Branch refers to self-contained classes in Grades 1-6.

1 Profile

District **CLYDE-SAVANNAH CENTRAL SCHOOL DISTRICT**

District ID **65-03-01-04-0000**

Demographic Factors

	2009-10		2010-11		2011-12	
	#	%	#	%	#	%
Eligible for Free Lunch	334	39%	234	28%	306	36%
Reduced Price Lunch	118	14%	113	13%	128	15%
Limited English Proficient	0	0%	1	0%	1	0%
Racial/Ethnic Origin						
American Indian or Alaska Native	1	0%	2	0%	3	0%
Black or African American	70	8%	76	9%	78	9%
Hispanic or Latino	24	3%	23	3%	27	3%
Asian or Native Hawaiian/Other Pacific Islander	6	1%	7	1%	7	1%
White	754	88%	733	87%	734	86%
Multiracial	0	0%	1	0%	0	0%

Attendance and Suspensions

	2008-09		2009-10		2010-11	
	#	%	#	%	#	%
Annual Attendance Rate		95%		95%		96%
Student Suspensions	10	1%	11	1%	6	1%

Demographic Factors Information

Eligible for Free Lunch and Reduced-Price Lunch percentages are determined by dividing the number of approved lunch applicants by the Basic Educational Data System (BEDS) enrollment in full-day Kindergarten through Grade 12.

Attendance and Suspensions Information

Annual Attendance Rate is determined by dividing the school's (or district's) total actual attendance by the total possible attendance for a school year. A school's (or district's) actual attendance is the sum of the number of students in attendance on each day the school (or district's schools) was open during the school year. Possible attendance is the sum of the number of enrolled students who should have been in attendance on each day the school (or schools) was open during the school year. The state's *Annual Attendance Rate* is a weighted average of all district-level attendance rates.

Student Suspension rate is determined by dividing the number of students who were suspended from school (not including in-school suspensions) for one full day or longer anytime during the school year by the Basic Educational Data System (BEDS) day enrollments for that school year. A student is counted only once, regardless of whether the student was suspended one or more times during the school year.

1 Profile

District **CLYDE-SAVANNAH CENTRAL SCHOOL DISTRICT**

District ID **65-03-01-04-0000**

Teacher Qualifications

	2009-10	2010-11	2011-12
Total Number of Teachers	100	82	79
Percent with No Valid Teaching Certificate	0%	0%	0%
Percent Teaching Out of Certification	0%	0%	1%
Percent with Fewer than Three Years of Experience	5%	5%	3%
Percentage with Master's Degree Plus 30 Hours or Doctorate	8%	9%	6%
Total Number of Core Classes	249	197	209
Percent Not Taught by Highly Qualified Teachers in This School*	N/A	N/A	N/A
Percent Not Taught by Highly Qualified Teachers in This District**	0%	1%	1%
Percent Not Taught by Highly Qualified Teachers in High-Poverty Schools Statewide	6%	5%	4%
Percent Not Taught by Highly Qualified Teachers in Low-Poverty Schools Statewide	1%	0%	1%
Total Number of Classes	380	298	288
Percent Taught by Teachers Without Appropriate Certification	1%	0%	2%

*Not available at the district or statewide level.

**Not available for charter schools or at the statewide level.

Teacher Turnover Rate

	2008-09	2009-10	2010-11
Turnover Rate of Teachers with Fewer than Five Years of Experience	20%	45%	67%
Turnover Rate of All Teachers	11%	24%	35%

Staff Counts

	2009-10	2010-11	2011-12
Total Other Professional Staff	9	14	10
Total Paraprofessionals*	38	30	32
Assistant Principals	1	1	0
Principals	3	3	3

*Not available at the school level.

Teacher Qualifications Information

The *Percent Teaching Out of Certification* for public schools is the percent doing so on more than an incidental basis; that is, the percent teaching for more than five periods per week outside certification.

Core Classes are primarily K-6 common branch, English, mathematics, science, social studies, art, music, and foreign languages. To be *Highly Qualified*, a teacher must have at least a Bachelor's degree, be certified to teach in the subject area or otherwise in accordance with state standards, and show subject matter competency.

In public schools, a teacher who taught one class outside of the certification area(s) is counted as *Highly Qualified* provided that 1) the teacher had been determined by the school or district through the HOUSSE process or other state-accepted methods to have demonstrated acceptable subject knowledge and teaching skills and 2) the class in question was not the sole assignment reported. Credit for incidental teaching does not extend beyond a single assignment. Independent of *Highly Qualified Teacher* status, any assignment for which a teacher did not hold a valid certificate still registers as teaching out of certification.

In charter schools, a teacher is counted as *Highly Qualified* if the teacher has at least a Bachelor's degree, is certified to teach, and shows subject matter competency. Enabling legislation considers charter school teachers to be certified if they hold any valid teaching certificate. Enabling legislation also permits up to 30 percent (with a maximum of five) of charter school teachers to be without certification and to be considered *Highly Qualified* if they meet all remaining criteria.

High-poverty and *low-poverty* schools are those schools in the upper and lower quartiles, respectively, for percentage of students eligible for a free or reduced-price lunch.

Teacher Turnover Rate Information

Teacher Turnover Rate for a specified school year is the number of teachers in that school year who were not teaching in the following school year divided by the number of teachers in the specified school year, expressed as a percentage.

Staff Counts Information

Other Professionals includes administrators, guidance counselors, school nurses, psychologists, and other professionals who devote more than half of their time to non-teaching duties.

2 Student Performance

District **CLYDE-SAVANNAH CENTRAL SCHOOL DISTRICT**

District ID **65-03-01-04-0000**

This section contains annual assessment data for students at the elementary, middle, and commencement levels as well as the performance of secondary-level cohorts on standardized achievement assessments.

New York State Testing Program (NYSTP) Assessments

The New York State Testing Program assessments are administered in English language arts (ELA) and mathematics in grades 3 through 8. The Performance Level Descriptors for these assessments are provided below:

English Language Arts

Level 1: Below Standard

Student performance does not demonstrate an understanding of the English language arts knowledge and skills expected at this grade level.

Level 2: Meets Basic Standard

Student performance demonstrates a partial understanding of the English language arts knowledge and skills expected at this grade level.

Level 3: Meets Proficiency Standard

Student performance demonstrates an understanding of the English language arts knowledge and skills expected at this grade level.

Level 4: Exceeds Proficiency Standard

Student performance demonstrates a thorough understanding of the English language arts knowledge and skills expected at this grade level.

Mathematics

Level 1: Below Standard

Student performance does not demonstrate an understanding of the mathematics content expected at this grade level.

Level 2: Meets Basic Standard

Student performance demonstrates a partial understanding of the mathematics content expected at this grade level.

Level 3: Meets Proficiency Standard

Student performance demonstrates an understanding of the mathematics content expected at this grade level.

Level 4: Exceeds Proficiency Standard

Student performance demonstrates a thorough understanding of the mathematics content expected at this grade level.

New York State Alternate Assessment (NYSAA)

The New York State Alternate Assessments are administered in English language arts (ELA) and mathematics to ungraded students with severe cognitive disabilities whose ages are equivalent to graded students in grades 3 through 8 and secondary level. They are administered in science to students with disabilities age equivalent to graded students in grades 4, 8, and secondary level. And they are administered in social studies at the secondary level only.

New York State English as a Second Language Achievement Tests (NYSESLAT)

The New York State English as a Second Language Achievement Tests are administered in grades K through 12 to limited English proficient students.

Secondary-Level Cohorts

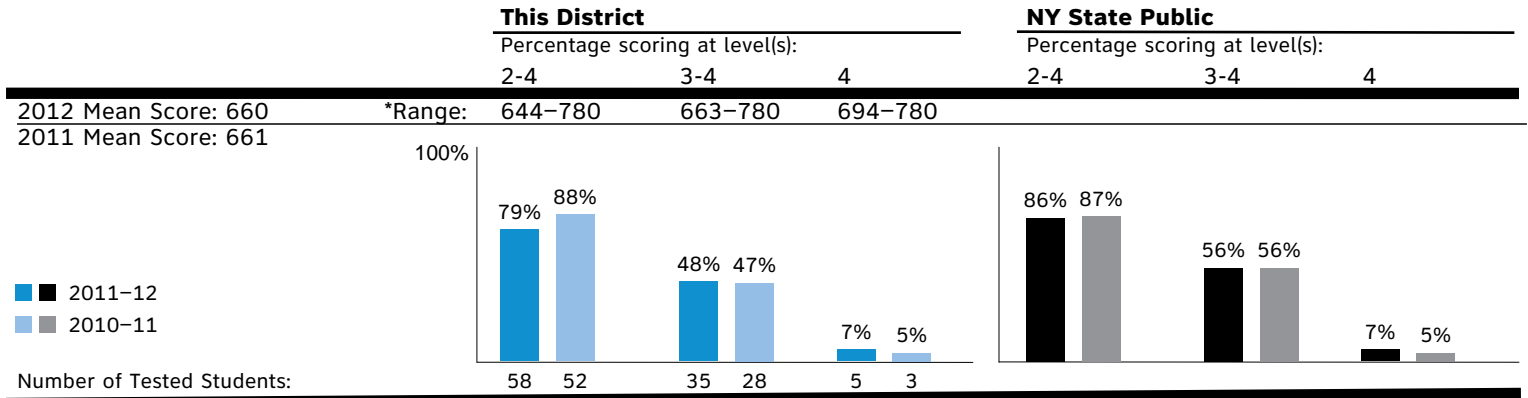
A secondary-level cohort consists of all students who first entered grade 9 anywhere or, in the case of ungraded students with disabilities, reached their seventeenth birthday in a particular year. The 2008 cohort consists of all students who first entered grade 9 anywhere or, in the case of ungraded students with disabilities, reached their seventeenth birthday between July 1, 2008 and June 30, 2009. The 2007 cohort consists of all students who first entered grade 9 anywhere or, in the case of ungraded students with disabilities, reached their seventeenth birthday between July 1, 2007 and June 30, 2008. For more detailed information on cohort definitions, see *Secondary-Level Cohort Definitions* at <http://www.p12.nysed.gov/irs/sirs/>.

2 Student Performance

District **CLYDE-SAVANNAH CENTRAL SCHOOL DISTRICT**

District ID **65-03-01-04-0000**

Results in Grade 3 English Language Arts



Results by Student Group

	2011-12 School Year			2010-11 School Year				
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	73	79%	48%	7%	59	88%	47%	5%
Female	41	83%	46%	10%	34	91%	59%	6%
Male	32	75%	50%	3%	25	84%	32%	4%
American Indian or Alaska Native								
Black or African American	8	-	-	-	4	-	-	-
Hispanic or Latino	2	-	-	-	1	-	-	-
Asian or Native Hawaiian/Other Pacific Islander					2	-	-	-
White	63	81%	48%	6%	52	87%	48%	4%
Multiracial								
Small Group Totals	10	70%	50%	10%	7	100%	43%	14%
General-Education Students	61	92%	57%	8%	44	100%	59%	7%
Students with Disabilities	12	17%	0%	0%	15	53%	13%	0%
English Proficient	73	79%	48%	7%	59	88%	47%	5%
Limited English Proficient								
Economically Disadvantaged	51	75%	41%	4%	34	91%	41%	0%
Not Disadvantaged	22	91%	64%	14%	25	84%	56%	12%
Migrant	1	-	-	-				
Not Migrant	72	-	-	-	59	88%	47%	5%

NOTES

The - symbol indicates that data for a group of students have been suppressed. If a group has fewer than five students, data for that group and the next smallest group(s) are suppressed to protect the privacy of individual students.

* These ranges are for 2011-12 data only. Ranges for 2010-11 data are available in the 2010-11 *Accountability and Overview Reports*.

Other Assessments

	2011-12 School Year			2010-11 School Year				
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 3 Equivalent	0				2	-	-	-
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 3	0	N/A	N/A	N/A	0	N/A	N/A	N/A
Total					Total			
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 3	0	N/A	N/A	N/A	0	N/A	N/A	N/A

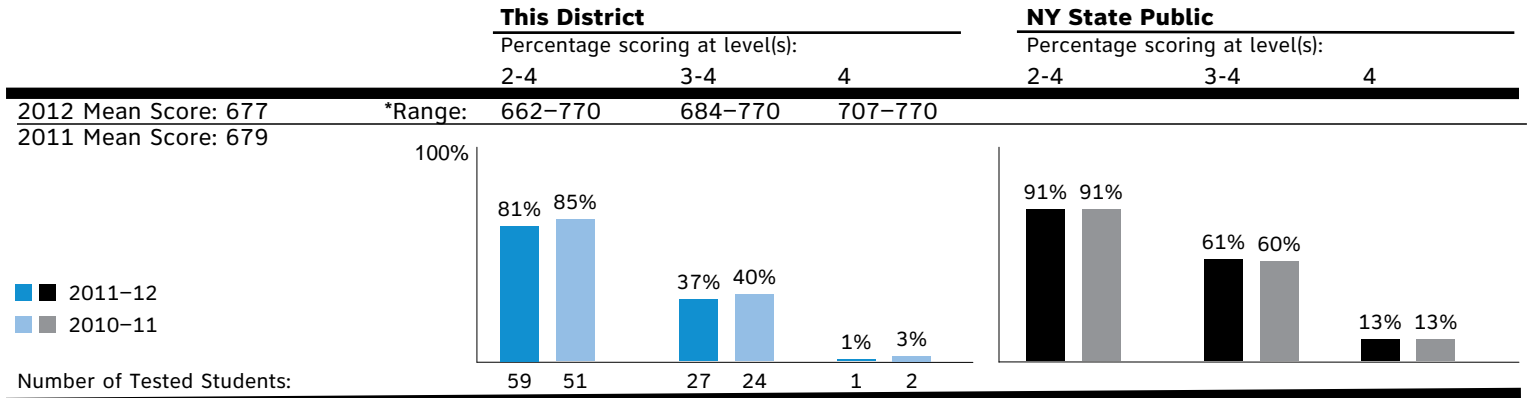
† These counts represent recently arrived LEP students who used the NYSESLAT to fulfill the English language arts participation requirement.

2 Student Performance

District **CLYDE-SAVANNAH CENTRAL SCHOOL DISTRICT**

District ID **65-03-01-04-0000**

Results in Grade 3 Mathematics



Results by Student Group

	2011–12 School Year			2010–11 School Year				
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	73	81%	37%	1%	60	85%	40%	3%
Female	41	80%	34%	2%	34	88%	38%	0%
Male	32	81%	41%	0%	26	81%	42%	8%
American Indian or Alaska Native								
Black or African American	8	–	–	–	5	–	–	–
Hispanic or Latino	2	–	–	–	1	–	–	–
Asian or Native Hawaiian/Other Pacific Islander					2	–	–	–
White	63	81%	38%	2%	52	87%	42%	4%
Multiracial								
Small Group Totals	10	80%	30%	0%	8	75%	25%	0%
General-Education Students	61	89%	44%	2%	44	93%	50%	5%
Students with Disabilities	12	42%	0%	0%	16	63%	13%	0%
English Proficient	73	81%	37%	1%	60	85%	40%	3%
Limited English Proficient								
Economically Disadvantaged	51	82%	33%	0%	35	80%	37%	0%
Not Disadvantaged	22	77%	45%	5%	25	92%	44%	8%
Migrant	1	–	–	–				
Not Migrant	72	–	–	–	60	85%	40%	3%

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Other Assessments

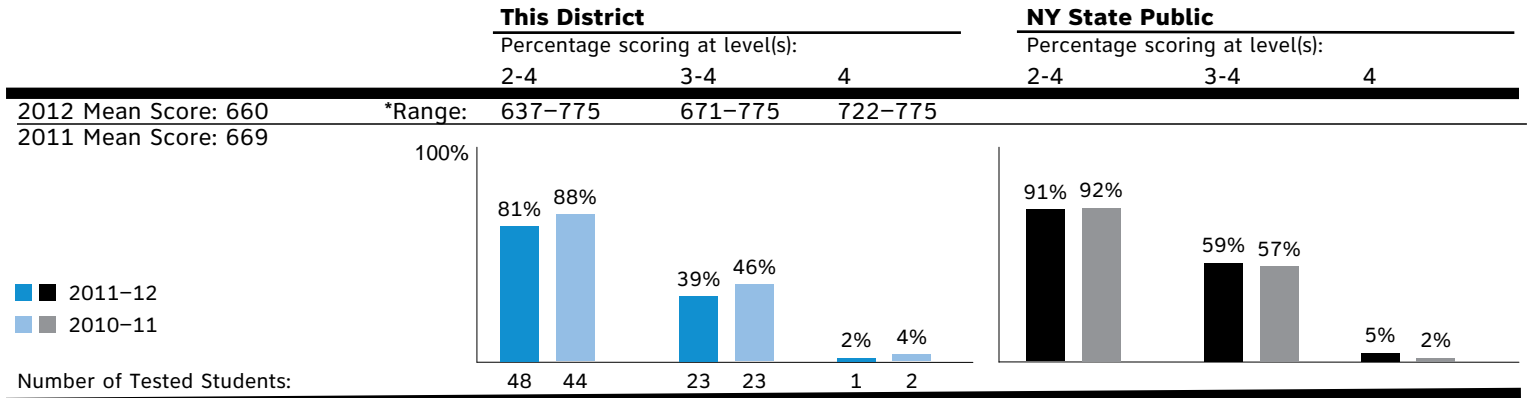
	2011–12 School Year			2010–11 School Year				
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 3 Equivalent	0				2	–	–	–

2 Student Performance

District **CLYDE-SAVANNAH CENTRAL SCHOOL DISTRICT**

District ID **65-03-01-04-0000**

Results in Grade 4 English Language Arts



Results by Student Group

	2011-12 School Year			2010-11 School Year				
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	59	81%	39%	2%	50	88%	46%	4%
Female	33	88%	48%	0%	28	82%	50%	7%
Male	26	73%	27%	4%	22	95%	41%	0%
American Indian or Alaska Native	-	-	-	-	-	-	-	-
Black or African American	5	-	-	-	2	-	-	-
Hispanic or Latino	1	-	-	-	1	-	-	-
Asian or Native Hawaiian/Other Pacific Islander	2	-	-	-	1	-	-	-
White	51	80%	39%	2%	46	-	-	-
Multiracial	-	-	-	-	-	-	-	-
Small Group Totals	8	88%	38%	0%	50	88%	46%	4%
General-Education Students	44	95%	52%	2%	43	95%	53%	5%
Students with Disabilities	15	40%	0%	0%	7	43%	0%	0%
English Proficient	59	81%	39%	2%	50	88%	46%	4%
Limited English Proficient	-	-	-	-	-	-	-	-
Economically Disadvantaged	32	81%	28%	0%	28	86%	43%	4%
Not Disadvantaged	27	81%	52%	4%	22	91%	50%	5%
Migrant	-	-	-	-	-	-	-	-
Not Migrant	59	81%	39%	2%	50	88%	46%	4%

NOTES

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Other Assessments

	2011-12 School Year			2010-11 School Year				
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 4 Equivalent	1	-	-	-	0	-	-	-
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 4	0	N/A	N/A	N/A	0	N/A	N/A	N/A
Total					Total			
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 4	0	N/A	N/A	N/A	0	N/A	N/A	N/A

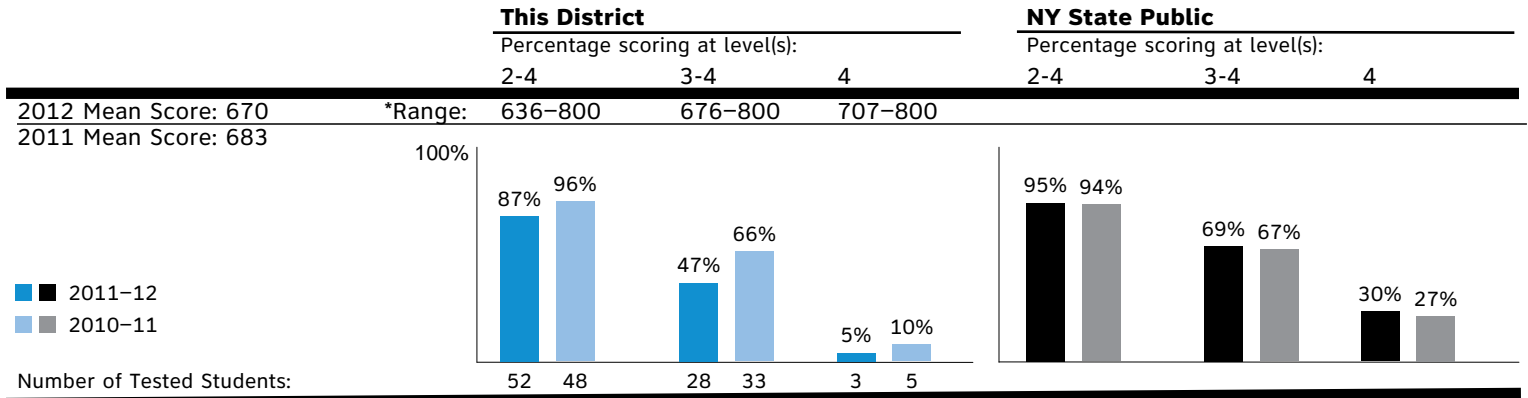
† These counts represent recently arrived LEP students who used the NYSESLAT to fulfill the English language arts participation requirement.

2 Student Performance

District **CLYDE-SAVANNAH CENTRAL SCHOOL DISTRICT**

District ID **65-03-01-04-0000**

Results in Grade 4 Mathematics



Results by Student Group

	2011-12 School Year			2010-11 School Year				
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	60	87%	47%	5%	50	96%	66%	10%
Female	34	85%	47%	6%	28	93%	57%	7%
Male	26	88%	46%	4%	22	100%	77%	14%
American Indian or Alaska Native	-	-	-	-	-	-	-	-
Black or African American	5	-	-	-	2	-	-	-
Hispanic or Latino	1	-	-	-	1	-	-	-
Asian or Native Hawaiian/Other Pacific Islander	2	-	-	-	1	-	-	-
White	52	85%	46%	6%	46	-	-	-
Multiracial	-	-	-	-	-	-	-	-
Small Group Totals	8	100%	50%	0%	50	96%	66%	10%
General-Education Students	45	98%	62%	7%	43	100%	74%	12%
Students with Disabilities	15	53%	0%	0%	7	71%	14%	0%
English Proficient	60	87%	47%	5%	50	96%	66%	10%
Limited English Proficient	-	-	-	-	-	-	-	-
Economically Disadvantaged	32	78%	28%	0%	28	96%	68%	4%
Not Disadvantaged	28	96%	68%	11%	22	95%	64%	18%
Migrant	-	-	-	-	-	-	-	-
Not Migrant	60	87%	47%	5%	50	96%	66%	10%

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Other Assessments

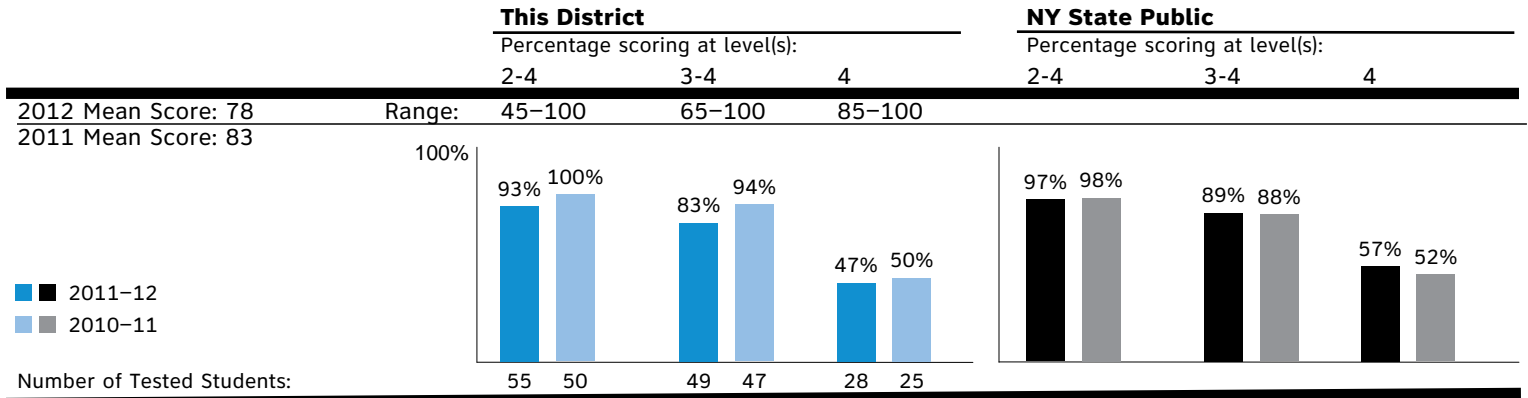
	2011-12 School Year			2010-11 School Year				
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 4 Equivalent	1	-	-	-	0	-	-	-

2 Student Performance

District **CLYDE-SAVANNAH CENTRAL SCHOOL DISTRICT**

District ID **65-03-01-04-0000**

Results in Grade 4 Science



Results by Student Group

	2011-12 School Year				2010-11 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	59	93%	83%	47%	50	100%	94%	50%
Female	33	94%	82%	39%	28	100%	89%	43%
Male	26	92%	85%	58%	22	100%	100%	59%
American Indian or Alaska Native								
Black or African American	5	-	-	-	2	-	-	-
Hispanic or Latino	1	-	-	-	1	-	-	-
Asian or Native Hawaiian/Other Pacific Islander	2	-	-	-	1	-	-	-
White	51	92%	84%	45%	46	-	-	-
Multiracial								
Small Group Totals	8	100%	75%	63%	50	100%	94%	50%
General-Education Students	44	98%	93%	64%	43	100%	100%	56%
Students with Disabilities	15	80%	53%	0%	7	100%	57%	14%
English Proficient	59	93%	83%	47%	50	100%	94%	50%
Limited English Proficient								
Economically Disadvantaged	32	88%	75%	34%	28	100%	93%	50%
Not Disadvantaged	27	100%	93%	63%	22	100%	95%	50%
Migrant								
Not Migrant	59	93%	83%	47%	50	100%	94%	50%

NOTES

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Other Assessments

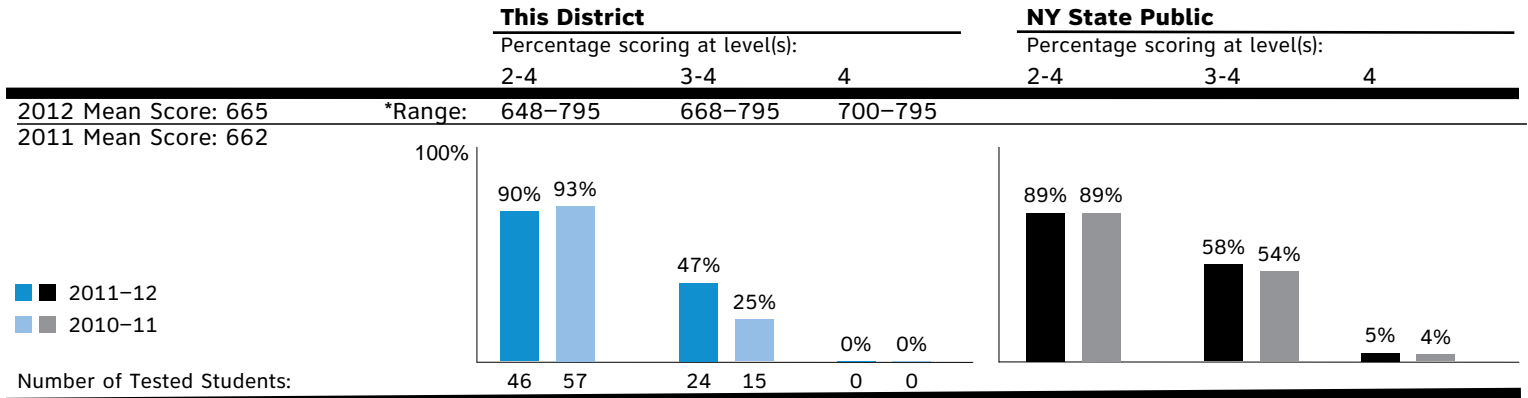
	2011-12 School Year				2010-11 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 4 Equivalent	1	-	-	-	0	-	-	-

2 Student Performance

District **CLYDE-SAVANNAH CENTRAL SCHOOL DISTRICT**

District ID **65-03-01-04-0000**

Results in Grade 5 English Language Arts



Results by Student Group

	2011–12 School Year			2010–11 School Year				
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	51	90%	47%	0%	61	93%	25%	0%
Female	29	86%	52%	0%	24	100%	25%	0%
Male	22	95%	41%	0%	37	89%	24%	0%
American Indian or Alaska Native								
Black or African American	1	–	–	–	8	–	–	–
Hispanic or Latino	1	–	–	–	3	–	–	–
Asian or Native Hawaiian/Other Pacific Islander	1	–	–	–				
White	47	–	–	–	50	94%	26%	0%
Multiracial	1	–	–	–				
Small Group Totals	51	90%	47%	0%	11	91%	18%	0%
General-Education Students	43	98%	56%	0%	55	96%	25%	0%
Students with Disabilities	8	50%	0%	0%	6	67%	17%	0%
English Proficient	51	90%	47%	0%	61	93%	25%	0%
Limited English Proficient								
Economically Disadvantaged	25	88%	44%	0%	31	97%	29%	0%
Not Disadvantaged	26	92%	50%	0%	30	90%	20%	0%
Migrant								
Not Migrant	51	90%	47%	0%	61	93%	25%	0%

NOTES

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* These ranges are for 2011–12 data only. Ranges for 2010–11 data are available in the 2010–11 *Accountability and Overview Reports*.

Other Assessments

	2011–12 School Year			2010–11 School Year				
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 5 Equivalent	0				0			
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 5	0	N/A	N/A	N/A	0	N/A	N/A	N/A
Total					Total			
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 5	0	N/A	N/A	N/A	0	N/A	N/A	N/A

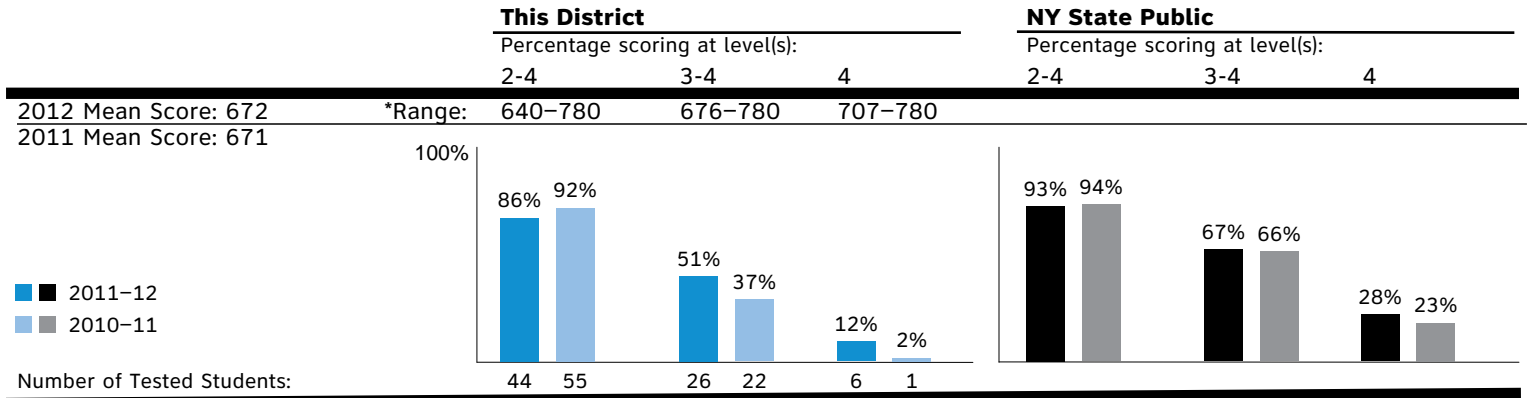
† These counts represent recently arrived LEP students who used the NYSESLAT to fulfill the English language arts participation requirement.

2 Student Performance

District **CLYDE-SAVANNAH CENTRAL SCHOOL DISTRICT**

District ID **65-03-01-04-0000**

Results in Grade 5 Mathematics



Results by Student Group

	2011-12 School Year			2010-11 School Year				
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	51	86%	51%	12%	60	92%	37%	2%
Female	29	86%	48%	10%	24	96%	33%	4%
Male	22	86%	55%	14%	36	89%	39%	0%
American Indian or Alaska Native								
Black or African American	1	-	-	-	8	-	-	-
Hispanic or Latino	1	-	-	-	3	-	-	-
Asian or Native Hawaiian/Other Pacific Islander	1	-	-	-				
White	47	-	-	-	49	94%	37%	2%
Multiracial	1	-	-	-				
Small Group Totals	51	86%	51%	12%	11	82%	36%	0%
General-Education Students	43	95%	60%	14%	55	95%	40%	2%
Students with Disabilities	8	38%	0%	0%	5	60%	0%	0%
English Proficient	51	86%	51%	12%	60	92%	37%	2%
Limited English Proficient								
Economically Disadvantaged	25	88%	48%	12%	31	97%	39%	0%
Not Disadvantaged	26	85%	54%	12%	29	86%	34%	3%
Migrant								
Not Migrant	51	86%	51%	12%	60	92%	37%	2%

NOTES

The - symbol indicates that data for a group of students have been suppressed. If a group has fewer than five students, data for that group and the next smallest group(s) are suppressed to protect the privacy of individual students.

* These ranges are for 2011-12 data only. Ranges for 2010-11 data are available in the 2010-11 *Accountability and Overview Reports*.

Other Assessments

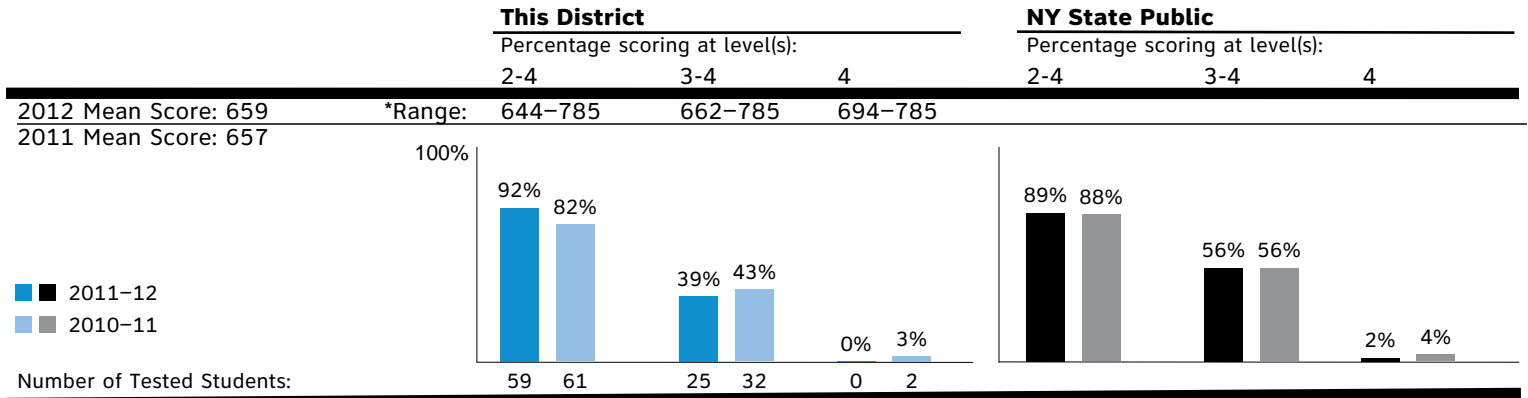
	2011-12 School Year			2010-11 School Year				
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 5 Equivalent	0				0			

2 Student Performance

District **CLYDE-SAVANNAH CENTRAL SCHOOL DISTRICT**

District ID **65-03-01-04-0000**

Results in Grade 6 English Language Arts



Results by Student Group

	2011-12 School Year			2010-11 School Year				
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	64	92%	39%	0%	74	82%	43%	3%
Female	27	93%	37%	0%	41	83%	51%	5%
Male	37	92%	41%	0%	33	82%	33%	0%
American Indian or Alaska Native					1	-	-	-
Black or African American	8	-	-	-	9	67%	11%	0%
Hispanic or Latino	2	-	-	-	4	-	-	-
Asian or Native Hawaiian/Other Pacific Islander								
White	54	93%	39%	0%	60	83%	48%	3%
Multiracial								
Small Group Totals	10	90%	40%	0%	5	100%	40%	0%
General-Education Students	60	-	-	-	59	95%	54%	3%
Students with Disabilities	4	-	-	-	15	33%	0%	0%
English Proficient	64	92%	39%	0%	73	-	-	-
Limited English Proficient					1	-	-	-
Economically Disadvantaged	34	91%	47%	0%	35	80%	31%	3%
Not Disadvantaged	30	93%	30%	0%	39	85%	54%	3%
Migrant								
Not Migrant	64	92%	39%	0%	74	82%	43%	3%

NOTES

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* These ranges are for 2011-12 data only. Ranges for 2010-11 data are available in the 2010-11 *Accountability and Overview Reports*.

Other Assessments

	2011-12 School Year			2010-11 School Year				
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 6 Equivalent	0				0			
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 6	0	N/A	N/A	N/A	0	N/A	N/A	N/A
Total					Total			
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 6	0	N/A	N/A	N/A	0	N/A	N/A	N/A

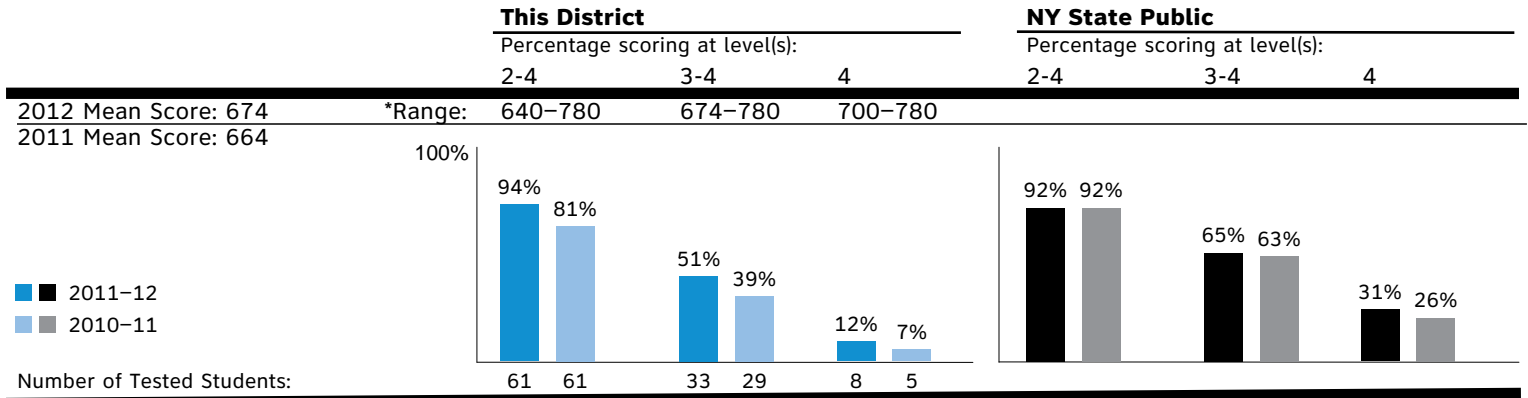
† These counts represent recently arrived LEP students who used the NYSESLAT to fulfill the English language arts participation requirement.

2 Student Performance

District **CLYDE-SAVANNAH CENTRAL SCHOOL DISTRICT**

District ID **65-03-01-04-0000**

Results in Grade 6 Mathematics



Results by Student Group

	2011-12 School Year				2010-11 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	65	94%	51%	12%	75	81%	39%	7%
Female	28	89%	57%	11%	41	83%	41%	7%
Male	37	97%	46%	14%	34	79%	35%	6%
American Indian or Alaska Native					1	-	-	-
Black or African American	8	-	-	-	9	78%	44%	0%
Hispanic or Latino	2	-	-	-	4	-	-	-
Asian or Native Hawaiian/Other Pacific Islander								
White	55	93%	55%	15%	61	80%	39%	8%
Multiracial								
Small Group Totals	10	100%	30%	0%	5	100%	20%	0%
General-Education Students	61	-	-	-	59	92%	47%	8%
Students with Disabilities	4	-	-	-	16	44%	6%	0%
English Proficient	65	94%	51%	12%	74	-	-	-
Limited English Proficient					1	-	-	-
Economically Disadvantaged	34	94%	62%	9%	35	86%	37%	3%
Not Disadvantaged	31	94%	39%	16%	40	78%	40%	10%
Migrant								
Not Migrant	65	94%	51%	12%	75	81%	39%	7%

NOTES

The - symbol indicates that data for a group of students have been suppressed. If a group has fewer than five students, data for that group and the next smallest group(s) are suppressed to protect the privacy of individual students.

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Other Assessments

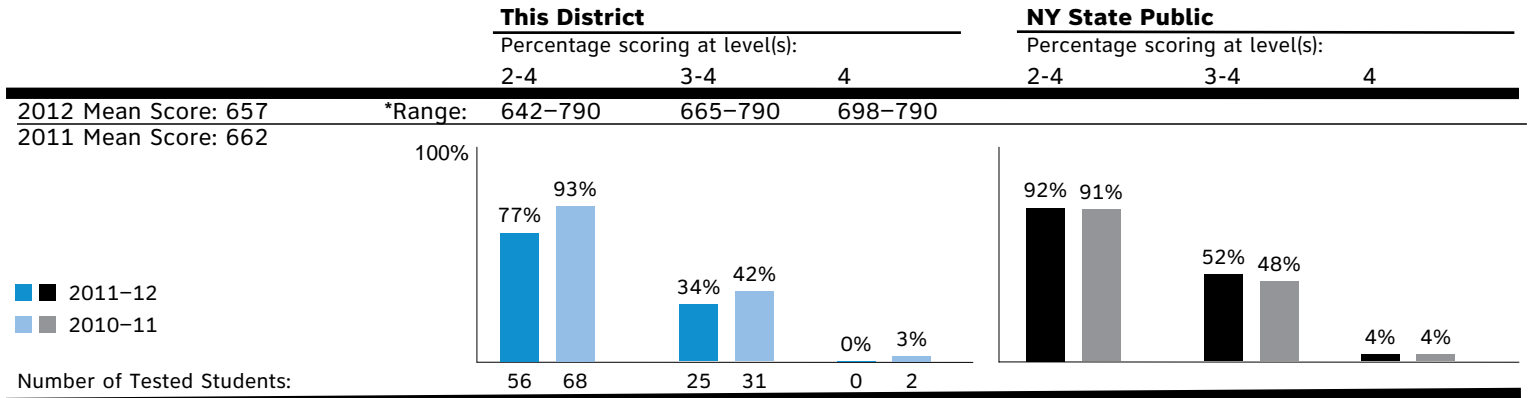
	2011-12 School Year				2010-11 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 6 Equivalent	0				0			

2 Student Performance

District **CLYDE-SAVANNAH CENTRAL SCHOOL DISTRICT**

District ID **65-03-01-04-0000**

Results in Grade 7 English Language Arts



Results by Student Group

	2011-12 School Year				2010-11 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	73	77%	34%	0%	73	93%	42%	3%
Female	38	82%	37%	0%	36	100%	53%	6%
Male	35	71%	31%	0%	37	86%	32%	0%
American Indian or Alaska Native	1	-	-	-				
Black or African American	9	78%	22%	0%	6	-	-	-
Hispanic or Latino	5	-	-	-	1	-	-	-
Asian or Native Hawaiian/Other Pacific Islander								
White	58	78%	36%	0%	66	94%	42%	3%
Multiracial								
Small Group Totals	6	67%	33%	0%	7	86%	43%	0%
General-Education Students	60	85%	42%	0%	63	97%	46%	3%
Students with Disabilities	13	38%	0%	0%	10	70%	20%	0%
English Proficient	73	77%	34%	0%	73	93%	42%	3%
Limited English Proficient								
Economically Disadvantaged	38	74%	26%	0%	33	91%	33%	0%
Not Disadvantaged	35	80%	43%	0%	40	95%	50%	5%
Migrant								
Not Migrant	73	77%	34%	0%	73	93%	42%	3%

NOTES

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Other Assessments

	2011-12 School Year				2010-11 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 7 Equivalent	0				0			
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 7	0	N/A	N/A	N/A	0	N/A	N/A	N/A
Total					Total			
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 7	0	N/A	N/A	N/A	0	N/A	N/A	N/A

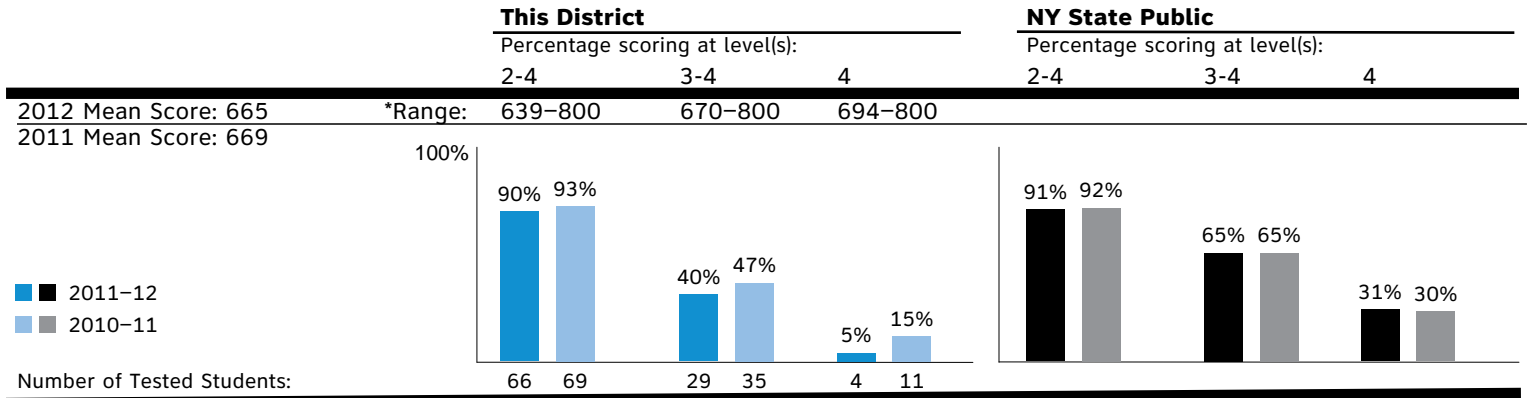
† These counts represent recently arrived LEP students who used the NYSESLAT to fulfill the English language arts participation requirement.

2 Student Performance

District **CLYDE-SAVANNAH CENTRAL SCHOOL DISTRICT**

District ID **65-03-01-04-0000**

Results in Grade 7 Mathematics



Results by Student Group

	2011-12 School Year				2010-11 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	73	90%	40%	5%	74	93%	47%	15%
Female	38	92%	39%	5%	37	95%	43%	11%
Male	35	89%	40%	6%	37	92%	51%	19%
American Indian or Alaska Native	1	-	-	-	-	-	-	-
Black or African American	9	89%	22%	0%	6	-	-	-
Hispanic or Latino	5	-	-	-	1	-	-	-
Asian or Native Hawaiian/Other Pacific Islander	-	-	-	-	-	-	-	-
White	58	90%	43%	7%	67	94%	51%	16%
Multiracial	-	-	-	-	-	-	-	-
Small Group Totals	6	100%	33%	0%	7	86%	14%	0%
General-Education Students	60	93%	47%	7%	64	95%	50%	16%
Students with Disabilities	13	77%	8%	0%	10	80%	30%	10%
English Proficient	73	90%	40%	5%	74	93%	47%	15%
Limited English Proficient	-	-	-	-	-	-	-	-
Economically Disadvantaged	38	92%	37%	0%	34	88%	35%	6%
Not Disadvantaged	35	89%	43%	11%	40	98%	58%	23%
Migrant	-	-	-	-	-	-	-	-
Not Migrant	73	90%	40%	5%	74	93%	47%	15%

NOTES

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Other Assessments

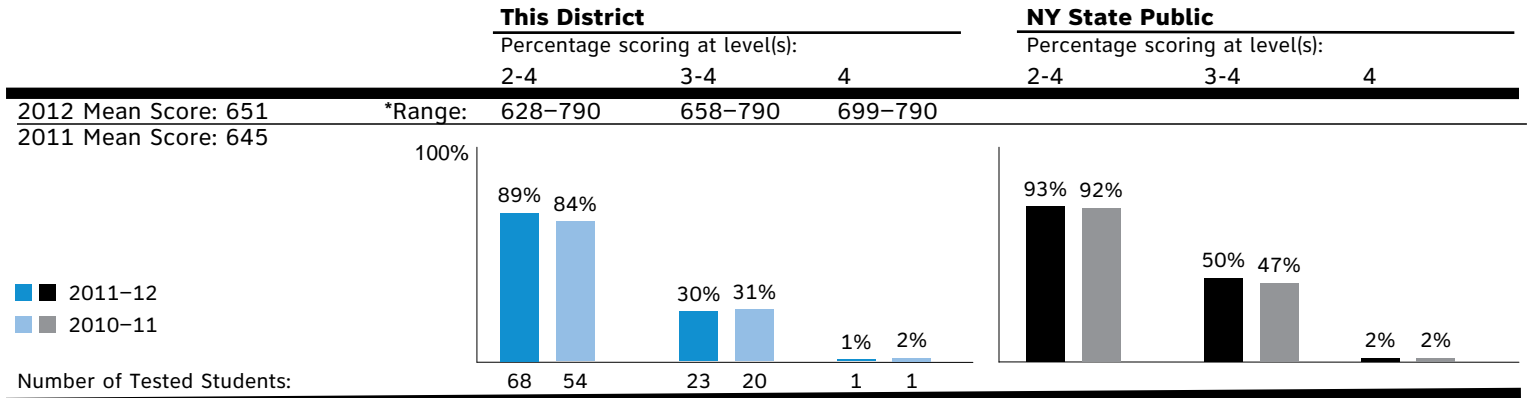
	2011-12 School Year				2010-11 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 7 Equivalent	0				0			

2 Student Performance

District **CLYDE-SAVANNAH CENTRAL SCHOOL DISTRICT**

District ID **65-03-01-04-0000**

Results in Grade 8 English Language Arts



Results by Student Group

	2011-12 School Year			2010-11 School Year				
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	76	89%	30%	1%	64	84%	31%	2%
Female	35	94%	37%	3%	27	96%	41%	4%
Male	41	85%	24%	0%	37	76%	24%	0%
American Indian or Alaska Native					1	–	–	–
Black or African American	5	80%	20%	0%	5	–	–	–
Hispanic or Latino					1	–	–	–
Asian or Native Hawaiian/Other Pacific Islander								
White	71	90%	31%	1%	57	84%	33%	2%
Multiracial								
Small Group Totals					7	86%	14%	0%
General-Education Students	69	91%	33%	1%	57	93%	35%	2%
Students with Disabilities	7	71%	0%	0%	7	14%	0%	0%
English Proficient	76	89%	30%	1%	64	84%	31%	2%
Limited English Proficient								
Economically Disadvantaged	31	90%	13%	0%	35	80%	20%	0%
Not Disadvantaged	45	89%	42%	2%	29	90%	45%	3%
Migrant								
Not Migrant	76	89%	30%	1%	64	84%	31%	2%

NOTES

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Other Assessments

	2011-12 School Year			2010-11 School Year				
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 8 Equivalent	0				0			
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 8	0	N/A	N/A	N/A	0	N/A	N/A	N/A
Total					Total			
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 8	0	N/A	N/A	N/A	0	N/A	N/A	N/A

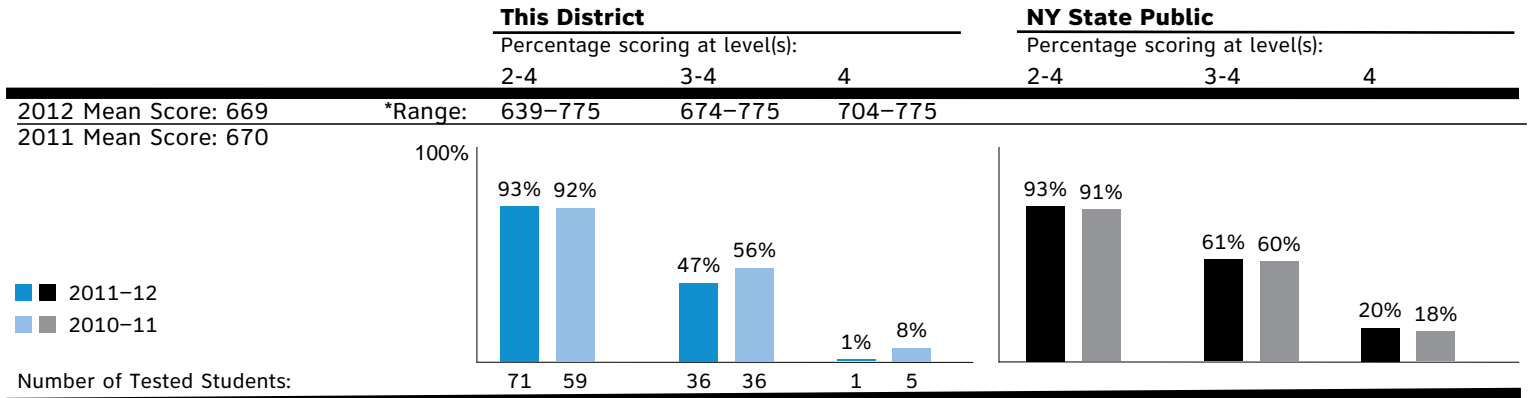
† These counts represent recently arrived LEP students who used the NYSESLAT to fulfill the English language arts participation requirement.

2 Student Performance

District **CLYDE-SAVANNAH CENTRAL SCHOOL DISTRICT**

District ID **65-03-01-04-0000**

Results in Grade 8 Mathematics



Results by Student Group

	2011–12 School Year			2010–11 School Year				
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2–4	3–4	4		2–4	3–4	4
All Students	76	93%	47%	1%	64	92%	56%	8%
Female	35	97%	40%	3%	27	100%	74%	11%
Male	41	90%	54%	0%	37	86%	43%	5%
American Indian or Alaska Native					1	–	–	–
Black or African American	5	100%	20%	0%	5	–	–	–
Hispanic or Latino					1	–	–	–
Asian or Native Hawaiian/Other Pacific Islander								
White	71	93%	49%	1%	57	93%	60%	9%
Multiracial								
Small Group Totals					7	86%	29%	0%
General-Education Students	69	97%	52%	1%	57	98%	61%	9%
Students with Disabilities	7	57%	0%	0%	7	43%	14%	0%
English Proficient	76	93%	47%	1%	64	92%	56%	8%
Limited English Proficient								
Economically Disadvantaged	31	90%	35%	0%	35	91%	54%	6%
Not Disadvantaged	45	96%	56%	2%	29	93%	59%	10%
Migrant								
Not Migrant	76	93%	47%	1%	64	92%	56%	8%

NOTES

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Other Assessments

	2011–12 School Year			2010–11 School Year				
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2–4	3–4	4		2–4	3–4	4
New York State Alternate Assessment (NYSAA): Grade 8 Equivalent	0				0			

2 Student Performance

District **CLYDE-SAVANNAH CENTRAL SCHOOL DISTRICT**

District ID **65-03-01-04-0000**

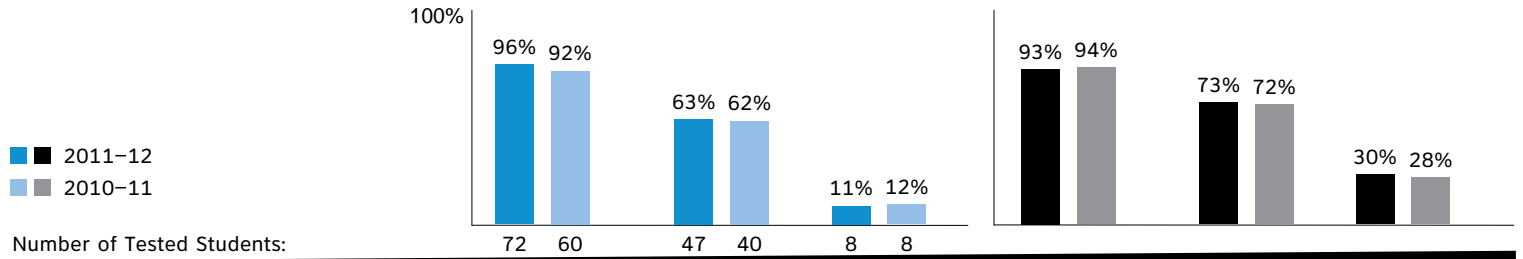
Results in Grade 8 Science

This District

Percentage scoring at level(s):
2-4 3-4 4

NY State Public

Percentage scoring at level(s):
2-4 3-4 4



Results by Student Group

	2011-12 School Year			2010-11 School Year				
	Total Tested	Percentage scoring at level(s):		Total Tested	Percentage scoring at level(s):			
		2-4	3-4	4		2-4	3-4	4
All Students	75	96%	63%	11%	65	92%	62%	12%
Female	35	97%	66%	9%	27	100%	56%	15%
Male	40	95%	60%	13%	38	87%	66%	11%
American Indian or Alaska Native					1	-	-	-
Black or African American	5	80%	20%	0%	5	-	-	-
Hispanic or Latino					1	-	-	-
Asian or Native Hawaiian/Other Pacific Islander								
White	70	97%	66%	11%	58	93%	67%	14%
Multiracial								
Small Group Totals					7	86%	14%	0%
General-Education Students	68	97%	68%	12%	58	95%	67%	14%
Students with Disabilities	7	86%	14%	0%	7	71%	14%	0%
English Proficient	75	96%	63%	11%	65	92%	62%	12%
Limited English Proficient								
Economically Disadvantaged	31	94%	45%	3%	35	89%	54%	6%
Not Disadvantaged	44	98%	75%	16%	30	97%	70%	20%
Migrant								
Not Migrant	75	96%	63%	11%	65	92%	62%	12%

NOTES

The - symbol indicates that data for a group of students have been suppressed. If a group has fewer than five students, data for that group and the next smallest group(s) are suppressed to protect the privacy of individual students.

Other Assessments

	2011-12 School Year			2010-11 School Year				
	Total Tested	Number scoring at level(s):		Total Tested	Number scoring at level(s):			
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 8 Equivalent	0				0			
Regents Science	0				0			

2 Student Performance

District **CLYDE-SAVANNAH CENTRAL SCHOOL DISTRICT**

District ID **65-03-01-04-0000**

Statewide 2010–11 Results on the National Assessment of Educational Progress (NAEP)

	% Below Basic	% Basic	% Proficient	% Advanced
Grade 4 Reading	32%	33%	26%	9%
Grade 8 Reading	24%	41%	31%	4%
Grade 4 Mathematics	20%	44%	31%	5%
Grade 8 Mathematics	30%	40%	23%	7%

NOTES

*Reporting standards not met.

**Rounds to 0.

Statewide 2010–11 NAEP Participation Rates for LEP Students and Students with Disabilities

	Participation Rate
Grade 4 Reading	
Limited English Proficient	84%
Students with Disabilities	85%
Grade 8 Reading	
Limited English Proficient	77%
Students with Disabilities	84%
Grade 4 Mathematics	
Limited English Proficient	91%
Students with Disabilities	90%
Grade 8 Mathematics	
Limited English Proficient	92%
Students with Disabilities	91%

NOTE

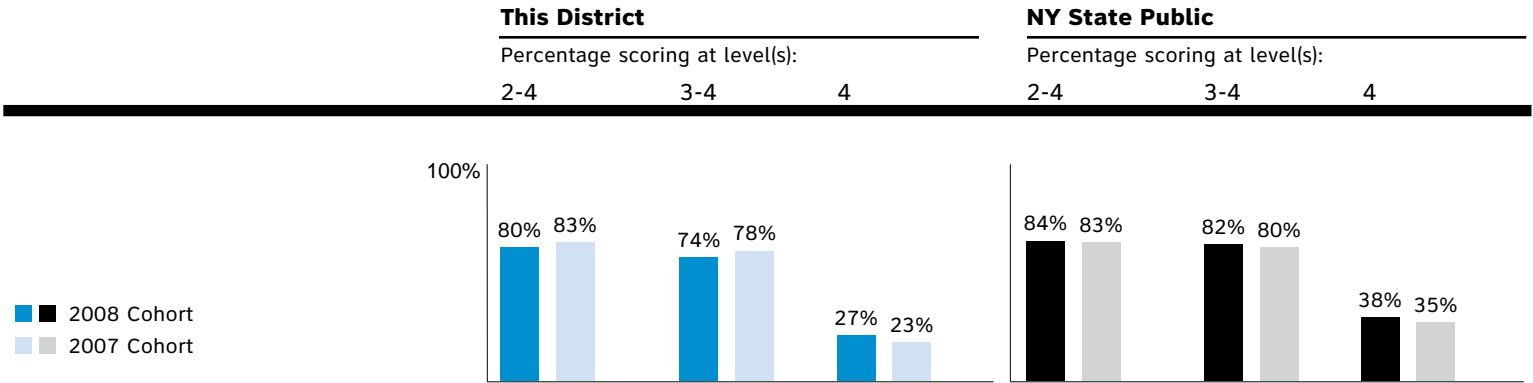
The National Assessment of Educational Progress (NAEP), developed in 1969, is a nationally representative assessment of the performance of United States' students in mathematics, reading, science, writing, the arts, civics, economics, geography, and U.S. history. The NAEP assessment is administered to a sampling of schools across New York State. Teachers, principals, parents, policymakers, and researchers use NAEP results to assess progress and develop ways to improve education in the United States. As part of a federal requirement, NYSED is publishing these statewide results on NAEP. There are no consequences for schools, teachers, or students based on NAEP results.

2 Student Performance

District **CLYDE-SAVANNAH CENTRAL SCHOOL DISTRICT**

District ID **65-03-01-04-0000**

Total Cohort Results in Secondary-Level English Language Arts after Four Years of Instruction



Results by Student Group

	2008 Cohort			2007 Cohort				
	Number of Students	Percentage scoring at level(s):			Number of Students	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	84	80%	74%	27%	78	83%	78%	23%
Female	38	89%	84%	45%	44	91%	84%	25%
Male	46	72%	65%	13%	34	74%	71%	21%
American Indian or Alaska Native								
Black or African American	5	-	-	-	6	-	-	-
Hispanic or Latino	1	-	-	-				
Asian or Native Hawaiian/Other Pacific Islander					1	-	-	-
White	78	81%	74%	27%	71	83%	77%	25%
Multiracial								
Small Group Totals	6	67%	67%	33%	7	86%	86%	0%
General-Education Students	70	83%	81%	33%	69	87%	83%	26%
Students with Disabilities	14	64%	36%	0%	9	56%	44%	0%
English Proficient	84	80%	74%	27%	78	83%	78%	23%
Limited English Proficient								
Economically Disadvantaged	25	84%	72%	8%	19	95%	84%	5%
Not Disadvantaged	59	78%	75%	36%	59	80%	76%	29%
Migrant								
Not Migrant	84	80%	74%	27%	78	83%	78%	23%

NOTES

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2 Student Performance

District **CLYDE-SAVANNAH CENTRAL SCHOOL DISTRICT**

District ID **65-03-01-04-0000**

Total Cohort Results in Secondary-Level Mathematics after Four Years of Instruction

This District

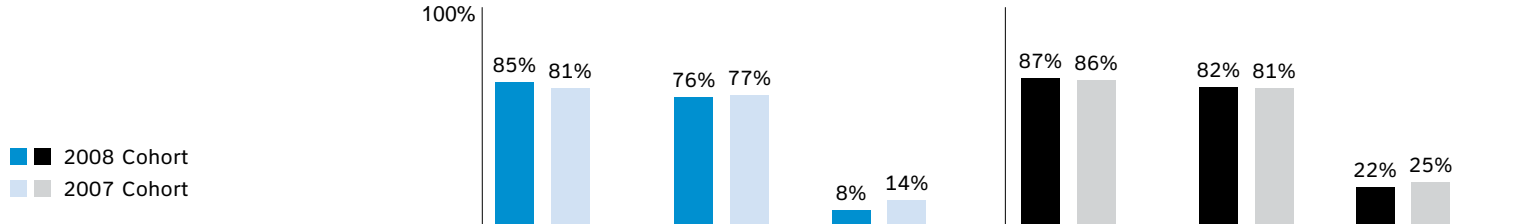
Percentage scoring at level(s):

2-4 3-4 4

NY State Public

Percentage scoring at level(s):

2-4 3-4 4



Results by Student Group

2008 Cohort

2007 Cohort

Results by Student Group	Number of Students	Percentage scoring at level(s):			Number of Students	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	84	85%	76%	8%	78	81%	77%	14%
Female	38	92%	84%	8%	44	89%	84%	18%
Male	46	78%	70%	9%	34	71%	68%	9%
American Indian or Alaska Native								
Black or African American	5	-	-	-	6	-	-	-
Hispanic or Latino	1	-	-	-				
Asian or Native Hawaiian/Other Pacific Islander					1	-	-	-
White	78	86%	77%	9%	71	82%	77%	15%
Multiracial								
Small Group Totals	6	67%	67%	0%	7	71%	71%	0%
General-Education Students	70	90%	84%	9%	69	86%	83%	16%
Students with Disabilities	14	57%	36%	7%	9	44%	33%	0%
English Proficient	84	85%	76%	8%	78	81%	77%	14%
Limited English Proficient								
Economically Disadvantaged	25	84%	64%	8%	19	95%	84%	5%
Not Disadvantaged	59	85%	81%	8%	59	76%	75%	17%
Migrant								
Not Migrant	84	85%	76%	8%	78	81%	77%	14%

NOTES

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2 Student Performance

District **CLYDE-SAVANNAH CENTRAL SCHOOL DISTRICT**

District ID **65-03-01-04-0000**

2008 Total Cohort Results in Secondary-Level Global History and Geography, U.S. History and Government, and Science after Four Years of Instruction

	All Students				General-Education Students				Students with Disabilities			
	Cohort Enrollment	Percentage of students scoring:			Cohort Enrollment	Percentage of students scoring:			Cohort Enrollment	Percentage of students scoring:		
		55-64	65-84	85-100		55-64	65-84	85-100		55-64	65-84	85-100
Global History and Geography	84	8%	52%	14%	70	6%	59%	17%	14	21%	21%	0%
U.S. History and Government	84	4%	37%	33%	70	1%	39%	39%	14	14%	29%	7%
Science	84	5%	51%	23%	70	3%	51%	27%	14	14%	50%	0%

New York State Alternate Assessments (NYSAA) 2011-12

Secondary Level	All Students				
	Total Tested	Number of students scoring at Level:			
		1	2	3	4
English Language Arts	1	—	—	—	—
Mathematics	1	—	—	—	—
Social Studies	1	—	—	—	—
Science	1	—	—	—	—

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2 Student Performance

District **CLYDE-SAVANNAH CENTRAL SCHOOL DISTRICT**

District ID **65-03-01-04-0000**

Regents Exams

		All Students				General-Education Students				Students with Disabilities			
		Total Tested	Percentage of students scoring at or above:			Total Tested	Percentage of students scoring at or above:			Total Tested	Percentage of students scoring at or above:		
			55	65	85		55	65	85		55	65	85
Comprehensive English	2011-12	84	92%	71%	24%	69	97%	83%	28%	15	67%	20%	7%
	2010-11	71	97%	83%	31%	58	97%	90%	38%	13	100%	54%	0%
	2009-10	71	99%	90%	28%	65	100%	92%	31%	6	83%	67%	0%
Integrated Algebra	2011-12	71	87%	72%	0%	64	92%	80%	0%	7	43%	0%	0%
	2010-11	89	91%	79%	6%	78	92%	83%	6%	11	82%	45%	0%
	2009-10	86	86%	73%	7%	72	89%	78%	8%	14	71%	50%	0%
Geometry	2011-12	51	82%	67%	10%	49	—	—	—	2	—	—	—
	2010-11	48	98%	79%	8%	47	—	—	—	1	—	—	—
	2009-10	46	98%	74%	9%	43	—	—	—	3	—	—	—
Algebra 2/Trigonometry	2011-12	52	60%	46%	6%	52	60%	46%	6%	0	—	—	—
	2010-11	41	56%	37%	2%	39	—	—	—	2	—	—	—
	2009-10	33	76%	64%	18%	33	76%	64%	18%	0	—	—	—
Global History and Geography	2011-12	82	79%	65%	26%	71	86%	73%	30%	11	36%	9%	0%
	2010-11	86	80%	65%	13%	74	85%	70%	15%	12	50%	33%	0%
	2009-10	83	76%	65%	14%	69	80%	71%	16%	14	57%	36%	7%
U.S. History and Government	2011-12	72	83%	75%	29%	64	88%	83%	33%	8	50%	13%	0%
	2010-11	72	94%	85%	38%	57	98%	91%	44%	15	80%	60%	13%
	2009-10	64	95%	91%	52%	59	97%	92%	54%	5	80%	80%	20%
Living Environment	2011-12	114	97%	89%	23%	105	98%	92%	25%	9	89%	44%	0%
	2010-11	53	100%	92%	40%	45	100%	96%	47%	8	100%	75%	0%
	2009-10	68	94%	91%	32%	59	93%	92%	37%	9	100%	89%	0%
Physical Setting/Earth Science	2011-12	30	60%	30%	0%	25	72%	36%	0%	5	0%	0%	0%
	2010-11	68	76%	56%	4%	62	81%	60%	5%	6	33%	17%	0%
	2009-10	78	72%	50%	6%	66	73%	52%	8%	12	67%	42%	0%
Physical Setting/Chemistry	2011-12	32	88%	69%	0%	32	88%	69%	0%	0	—	—	—
	2010-11	51	96%	65%	2%	48	—	—	—	3	—	—	—
	2009-10	35	94%	69%	6%	35	94%	69%	6%	0	—	—	—
Physical Setting/Physics	2011-12	25	88%	56%	8%	25	88%	56%	8%	0	—	—	—
	2010-11	23	96%	87%	17%	23	96%	87%	17%	0	—	—	—
	2009-10	18	100%	100%	17%	18	100%	100%	17%	0	—	—	—

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2 Student Performance

District **CLYDE-SAVANNAH CENTRAL SCHOOL DISTRICT**

District ID **65-03-01-04-0000**

Regents Competency Tests

		All Students		General-Education Students		Students with Disabilities	
		Total Tested	Percent Passing:	Total Tested	Percent Passing:	Total Tested	Percent Passing:
Mathematics	2011-12	5	40%	0		5	40%
	2010-11	3	—	0		3	—
	2009-10	0		0		0	
Science	2011-12	3	—	0		3	—
	2010-11	2	—	0		2	—
	2009-10	0		0		0	
Reading	2011-12	0		0		0	
	2010-11	5	40%	1	—	4	—
	2009-10	4	—	1	—	3	—
Writing	2011-12	0		0		0	
	2010-11	0		0		0	
	2009-10	2	—	0		2	—
Global Studies	2011-12	9	89%	0		9	89%
	2010-11	8	25%	3	—	5	—
	2009-10	0		0		0	
U.S. History and Government	2011-12	5	100%	1	—	4	—
	2010-11	3	—	0		3	—
	2009-10	0		0		0	

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2 Student Performance

District **CLYDE-SAVANNAH CENTRAL SCHOOL DISTRICT**

District ID **65-03-01-04-0000**

New York State English as a Second Language Achievement Test (NYSESLAT)

		<u>All Students</u>				<u>General-Education Students</u>				<u>Students with Disabilities</u>						
		Total Tested	Percent of students scoring in each performance level:			Total Tested	Percent of students scoring in each performance level:			Total Tested	Percent of students scoring in each performance level:					
			Begin.	Interm.	Adv.	Prof.		Begin.	Interm.	Adv.	Prof.		Begin.	Interm.	Adv.	Prof.
Listening and Speaking (Grades K-1)	2011-12	0					0					0				
	2010-11	0					0					0				
	2009-10	0					0					0				
Reading and Writing (Grades K-1)	2011-12	0					0					0				
	2010-11	0					0					0				
	2009-10	0					0					0				
Listening and Speaking (Grades 2-4)	2011-12	0					0					0				
	2010-11	0					0					0				
	2009-10	0					0					0				
Reading and Writing (Grades 2-4)	2011-12	0					0					0				
	2010-11	0					0					0				
	2009-10	0					0					0				
Listening and Speaking (Grades 5-6)	2011-12	0					0					0				
	2010-11	1	—	—	—	—	0					1	—	—	—	—
	2009-10	0					0					0				
Reading and Writing (Grades 5-6)	2011-12	0					0					0				
	2010-11	1	—	—	—	—	0					1	—	—	—	—
	2009-10	0					0					0				
Listening and Speaking (Grades 7-8)	2011-12	0					0					0				
	2010-11	0					0					0				
	2009-10	0					0					0				
Reading and Writing (Grades 7-8)	2011-12	0					0					0				
	2010-11	0					0					0				
	2009-10	0					0					0				
Listening and Speaking (Grades 9-12)	2011-12	0					0					0				
	2010-11	1	—	—	—	—	0					1	—	—	—	—
	2009-10	0					0					0				
Reading and Writing (Grades 9-12)	2011-12	0					0					0				
	2010-11	1	—	—	—	—	0					1	—	—	—	—
	2009-10	0					0					0				

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3 Student Outcomes

District **CLYDE-SAVANNAH CENTRAL SCHOOL DISTRICT**

District ID **65-03-01-04-0000**

High School Completers

		All Students		General-Education Students		Students with Disabilities	
		Number of Students	Percentage of Graduates	Number of Students	Percentage of Graduates	Number of Students	Percentage of Graduates
Total Graduates	2011-12	64		55		9	
	2010-11	57		54		3	
	2009-10	64		57		7	
Receiving a Regents Diploma	2011-12	53	83%	51	93%	2	22%
	2010-11	56	98%	53	98%	3	100%
	2009-10	57	89%	54	95%	3	43%
Receiving a Regents Diploma with Advanced Designation	2011-12	14	22%	14	25%	0	0%
	2010-11	25	44%	25	46%	0	0%
	2009-10	25	39%	25	44%	0	0%
Receiving an Individualized Education Program (IEP) Diploma	2011-12	6	N/A	0		6	N/A
	2010-11	3	N/A	0		3	N/A
	2009-10	2	N/A	0		2	N/A

NOTE

Students receiving Regents diplomas and Regents diplomas with advanced designation are considered graduates; recipients of IEP diplomas are not.

High School Non-completers

		All Students		General-Education Students		Students with Disabilities	
		Number of Students	Percentage of Students	Number of Students	Percentage of Students	Number of Students	Percentage of Students
Dropped Out	2011-12	8	3%	7	3%	1	2%
	2010-11	13	4%	10	3%	3	5%
	2009-10	11	3%	4	1%	7	10%
Entered Approved High School Equivalency Preparation Program	2011-12	2	1%	2	1%	0	0%
	2010-11	3	1%	3	1%	0	0%
	2009-10	3	1%	2	1%	1	1%
Total Non-completers	2011-12	10	4%	9	4%	1	2%
	2010-11	16	4%	13	4%	3	5%
	2009-10	14	4%	6	2%	8	12%

Post-secondary Plans of 2011-12 Completers

	All Students		General-Education Students		Students with Disabilities	
	Number of Students	Percentage of Students	Number of Students	Percentage of Students	Number of Students	Percentage of Students
To 4-year College	20	29%	19	35%	1	7%
To 2-year College	25	36%	23	42%	2	13%
To Other Post-secondary	3	4%	2	4%	1	7%
To the Military	2	3%	2	4%	0	0%
To Employment	9	13%	2	4%	7	47%
To Adult Services	4	6%	0	0%	4	27%
To Other Known Plans	1	1%	1	2%	0	0%
Plan Unknown	6	9%	6	11%	0	0%