

New York State District Report Card Comprehensive Information Report

BEDS Code: 14-08-01-06-0000
 Name: Clarence Central School District
 Superintendent: Thomas G. Coseo

Fall Enrollment

Grade	2001-02	2002-03	2003-04
Pre-K	0	0	0
Kindergarten	321	337	331
First	324	336	356
Second	339	345	351
Third	352	360	363
Fourth	356	369	369
Fifth	369	387	375
Sixth	430	380	377
Ungraded Elementary	24	5	37
Seventh	382	428	406
Eighth	349	394	458
Ninth	377	347	422
Tenth	351	362	355
Eleventh	362	344	367
Twelfth	357	347	335
Ungraded Secondary	42	43	18
Total K-12 Enrollment	4735	4784	4920

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	76	1.6%	95	2.0%	107	2.2%
Black (Not Hispanic)	30	0.6%	37	0.8%	39	0.8%
Hispanic	41	0.9%	49	1.0%	58	1.2%
White (Not Hispanic)	4588	96.9%	4603	96.2%	4716	95.9%

Average Class Size

Grade Level	2001-02	2002-03	2003-04
Kindergarten	21	20	18
Common Branch	22	22	22
English Grade 8	23	26	22
Mathematics Grade 8	17	23	19
Science Grade 8	23	26	23
Social Studies Grade 8	23	26	23
English Grade 10	23	21	22
Mathematics Grade 10	17	19	19
Science Grade 10	21	19	22
Social Studies Grade 10	22	22	20

(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
NA	NA

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	15	0.3%	17	0.4%	16	0.3%
Eligible for Free Lunch	134	2.8%	133	2.8%	119	2.4%

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		96.4%		96.7%		96.7%
Student Suspensions	62	1.4%	80	1.7%	143	3.0%

Student Socioeconomic and Stability Indicators (Percent of Enrollment)

	2001-02	2002-03	2003-04
Reduced Lunch	2.7%	2.4%	2.3%
Public Assistance	NA	NA	NA
Student Stability	NA	NA	NA

Staff Counts

Staff	2003-04
Total Teachers	368
Total Other Professional Staff	40
Total Paraprofessionals	130
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 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	313	270	86%	308	266	86%	300	267	89%
Students with Disabilities	26	4	15%	30	9	30%	38	18	47%
All Students	339	274	81%	338	275	81%	338	285	84%

*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	233	71	1	10	21	2
Percent	69%	21%	0%	3%	6%	1%

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)
38	18	2	40

*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	7		3		4	0.3%
	Entered GED Program*	2		3		0	0.0%
	Total Noncompleters	9		6		4	0.3%
Students with Disabilities	Dropped Out	4		0		5	2.7%
	Entered GED Program*	0		1		0	0.0%
	Total Noncompleters	4		1		5	2.7%
All Students	Dropped Out	11	0.7%	3	0.2%	9	0.6%
	Entered GED Program*	2	0.1%	4	0.3%	0	0.0%
	Total Noncompleters	13	0.9%	7	0.5%	9	0.6%

*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	1002	38	1086
	Number of Students with Disabilities	159	122	155
	Number of All Students	1161	160	1241
	Percent of Enrollment	98%	13%	99%
9-12	Number of General-Education Students	1436	1245	1319
	Number of Students with Disabilities	11	155	160
	Number of All Students	1447	1400	1479
	Percent of Enrollment	98%	98%	99%

Career and Technical Education (CTE) Programs

CTE Program	This District		Statewide Average
	Count	Percentage	
All CTE Programs			
Completed the CTE Program	27		
Completed and Passed Regents Exams	27	100%	77%
Completed and had Course Average of 75% or More	27	100%	81%
Completed and Attained a HS Diploma or Equivalent	27	100%	96%
Completed and Whose Status is Known	27		
Completed and Were Successfully Placed	27	100%	96%
Nontraditional Programs			
Underrepresented Gender Members Enrolled	4	57%	30%
Underrepresented Gender Members Who Completed	4	57%	19%

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	98	98%	135	98%	123	98%
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	104	93%	123	100%	119	95%
Spanish	118	97%	149	99%	213	97%

Students with Disabilities

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	10	90%	2	#	4	#
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	3	#	1	#	1	#
Spanish	10	90%	2	#	1	#

Regents Competency Tests

General-Education Students

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

Students with Disabilities

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	37	86%	24	100%	23	35%
Science	24	67%	11	82%	13	38%
Reading	14	86%	16	94%	10	30%
Writing	12	92%	15	73%	11	18%
Global Studies	0	0%	6	67%	15	13%
U.S. Hist & Gov't	7	71%	10	90%	12	8%

(Form – E)

Regents Examinations

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
Comprehensive English						
Number Tested	355	358	382	32	45	38
Number Scoring 55-100	351	350	376	29	38	33
Number Scoring 65-100	338	327	368	22	25	28
Number Scoring 85-100	206	170	245	4	3	2
Percentage of Tested Scoring 55-100	99%	98%	98%	91%	84%	87%
Percentage of Tested Scoring 65-100	95%	91%	96%	69%	56%	74%
Percentage of Tested Scoring 85-100	58%	47%	64%	12%	7%	5%
Mathematics A						
Number Tested	386	399	436	26	40	42
Number Scoring 55-100	364	371	434	20	28	41
Number Scoring 65-100	337	341	430	15	20	40
Number Scoring 85-100	157	118	231	1	3	12
Percentage of Tested Scoring 55-100	94%	93%	100%	77%	70%	98%
Percentage of Tested Scoring 65-100	87%	85%	99%	58%	50%	95%
Percentage of Tested Scoring 85-100	41%	30%	53%	4%	7%	29%
Mathematics B						
Number Tested	0	123	304	0	0	7
Number Scoring 55-100	0	123	290	0	0	7
Number Scoring 65-100	0	121	264	0	0	6
Number Scoring 85-100	0	63	109	0	0	2
Percentage of Tested Scoring 55-100	0%	100%	95%	0%	0%	100%
Percentage of Tested Scoring 65-100	0%	98%	87%	0%	0%	86%
Percentage of Tested Scoring 85-100	0%	51%	36%	0%	0%	29%
Global History and Geography						
Number Tested	351	368	359	38	35	36
Number Scoring 55-100	349	362	353	37	31	36
Number Scoring 65-100	342	351	341	34	26	31
Number Scoring 85-100	148	206	189	3	4	8
Percentage of Tested Scoring 55-100	99%	98%	98%	97%	89%	100%
Percentage of Tested Scoring 65-100	97%	95%	95%	89%	74%	86%
Percentage of Tested Scoring 85-100	42%	56%	53%	8%	11%	22%
U.S. History and Government						
Number Tested	358	368	363	36	43	28
Number Scoring 55-100	349	366	358	30	42	25
Number Scoring 65-100	333	358	354	25	36	23
Number Scoring 85-100	136	218	240	2	10	6
Percentage of Tested Scoring 55-100	97%	99%	99%	83%	98%	89%
Percentage of Tested Scoring 65-100	93%	97%	98%	69%	84%	82%
Percentage of Tested Scoring 85-100	38%	59%	66%	6%	23%	21%

(Form – F)

Regents Examinations

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
Living Environment						
Number Tested	362	319	343	41	17	27
Number Scoring 55-100	362	318	342	41	16	26
Number Scoring 65-100	358	317	340	39	15	24
Number Scoring 85-100	188	157	167	4	1	3
Percentage of Tested Scoring 55-100	100%	100%	100%	100%	94%	96%
Percentage of Tested Scoring 65-100	99%	99%	99%	95%	88%	89%
Percentage of Tested Scoring 85-100	52%	49%	49%	10%	6%	11%
Physical Setting/Earth Science						
Number Tested	321	336	405	19	28	36
Number Scoring 55-100	319	328	388	17	24	30
Number Scoring 65-100	314	320	359	16	22	25
Number Scoring 85-100	165	179	158	0	5	2
Percentage of Tested Scoring 55-100	99%	98%	96%	89%	86%	83%
Percentage of Tested Scoring 65-100	98%	95%	89%	84%	79%	69%
Percentage of Tested Scoring 85-100	51%	53%	39%	0%	18%	6%
Physical Setting/Chemistry						
Number Tested	235	334	299	4	11	10
Number Scoring 55-100	229	325	297	#	10	10
Number Scoring 65-100	182	268	268	#	8	7
Number Scoring 85-100	16	48	59	#	0	0
Percentage of Tested Scoring 55-100	97%	97%	99%	#	91%	100%
Percentage of Tested Scoring 65-100	77%	80%	90%	#	73%	70%
Percentage of Tested Scoring 85-100	7%	14%	20%	#	0%	0%
Physical Setting/Physics						
Number Tested			146			2
Number Scoring 55-100			142			#
Number Scoring 65-100			137			#
Number Scoring 85-100			62			#
Percentage of Tested Scoring 55-100			97%			#
Percentage of Tested Scoring 65-100			94%			#
Percentage of Tested Scoring 85-100			42%			#

* 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
Comprehensive French						
Number Tested	104	95	93	1	2	4
Number Scoring 55-100	102	95	93	#	#	#
Number Scoring 65-100	100	94	93	#	#	#
Number Scoring 85-100	47	73	78	#	#	#
Percentage of Tested Scoring 55-100	98%	100%	100%	#	#	#
Percentage of Tested Scoring 65-100	96%	99%	100%	#	#	#
Percentage of Tested Scoring 85-100	45%	77%	84%	#	#	#
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	127	130	131	6	4	8
Number Scoring 55-100	127	130	131	6	#	8
Number Scoring 65-100	124	129	131	5	#	8
Number Scoring 85-100	90	100	98	1	#	3
Percentage of Tested Scoring 55-100	100%	100%	100%	100%	#	100%
Percentage of Tested Scoring 65-100	98%	99%	100%	83%	#	100%
Percentage of Tested Scoring 85-100	71%	77%	75%	17%	#	38%
Comprehensive Latin						
Number Tested	73	110	86	1	2	2
Number Scoring 55-100	73	110	86	#	#	#
Number Scoring 65-100	73	110	85	#	#	#
Number Scoring 85-100	58	84	66	#	#	#
Percentage of Tested Scoring 55-100	100%	100%	100%	#	#	#
Percentage of Tested Scoring 65-100	100%	100%	99%	#	#	#
Percentage of Tested Scoring 85-100	79%	76%	77%	#	#	#

(Form - H)

Regents Examinations

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
Sequential Mathematics, Course III (last administered January 2004)						
Number Tested	279	154	20	4	9	3
Number Scoring 55-100	261	115	20	#	6	#
Number Scoring 65-100	245	86	15	#	4	#
Number Scoring 85-100	146	28	2	#	1	#
Percentage of Tested Scoring 55-100	94%	75%	100%	#	67%	#
Percentage of Tested Scoring 65-100	88%	56%	75%	#	44%	#
Percentage of Tested Scoring 85-100	52%	18%	10%	#	11%	#

Introduction to Occupations Examination

	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
General-Education Students	23	100%	50	100%	47	100%
Students with Disabilities	10	100%	16	100%	7	86%

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
Nov 2003	General-Education Students	319	0%	1%	39%	59%
	Students with Disabilities	63	14%	10%	60%	16%
	All Students	382	3%	2%	43%	52%

Middle-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
June 2004	General-Education Students	368	0%	25%	61%	14%
	Students with Disabilities	63	8%	57%	33%	2%
	All Students	431	1%	30%	57%	12%

(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
Elementary Level						
Social Studies	0	0	0	0	0	0
Middle Level						
Social Studies	1	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

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	297	297	297	43	43	43	340	340	340
Number Scoring 55–64	0	0	2	0	3	4	0	3	6
Number Scoring 65–84	153	98	102	34	24	28	187	122	130
Number Scoring 85–100	144	198	193	4	11	5	148	209	198
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
Listening and Speaking (Grade K-1)						
Number Tested			4			0
Beginning (0-18)			#			0
Intermediate (19-31)			#			0
Advanced (32-36)			#			0
Proficient (37-39)			#			0
Reading and Writing (Grade K-1)						
Number Tested			4			0
Beginning (0-14)			#			0
Intermediate (15-24)			#			0
Advanced (25-32)			#			0
Proficient (33-35)			#			0
Listening and Speaking (Grade 2-4)						
Number Tested			5			2
Beginning (0-18)			0			#
Intermediate (19-31)			1			#
Advanced (32-36)			2			#
Proficient (37-39)			2			#
Reading and Writing (Grade 2-4)						
Number Tested			5			2
Beginning (0-14)			0			#
Intermediate (15-24)			3			#
Advanced (25-32)			2			#
Proficient (33-35)			0			#
Listening and Speaking (Grade 5-6)						
Number Tested			4			1
Beginning (0-18)			#			#
Intermediate (19-31)			#			#
Advanced (32-36)			#			#
Proficient (37-39)			#			#
Reading and Writing (Grade 5-6)						
Number Tested			4			1
Beginning (0-14)			#			#
Intermediate (15-24)			#			#
Advanced (25-32)			#			#
Proficient (33-35)			#			#

*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 – K)

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
Listening and Speaking (Grade 7-8)						
Number Tested			0			0
Beginning (0-18)			0			0
Intermediate (19-31)			0			0
Advanced (32-36)			0			0
Proficient (37-39)			0			0
Reading and Writing (Grade 7-8)						
Number Tested			0			0
Beginning (0-14)			0			0
Intermediate (15-24)			0			0
Advanced (25-32)			0			0
Proficient (33-35)			0			0
Listening and Speaking (Grade 9-12)						
Number Tested			4			0
Beginning (0-18)			#			0
Intermediate (19-31)			#			0
Advanced (32-36)			#			0
Proficient (37-39)			#			0
Reading and Writing (Grade 9-12)						
Number Tested			4			0
Beginning (0-14)			#			0
Intermediate (15-24)			#			0
Advanced (25-32)			#			0
Proficient (33-35)			#			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)