

New York State School Report Card Comprehensive Information Report

BEDS Code: 22-13-01-04-0001

Grade Range : K-12

Name: Lyme Central School

Principal: Donnalee Dodson

Fall Enrollment

Grade	2000-2001	2001-2002	2002-2003
Pre-K	0	0	0
Kindergarten	18	16	12
First	31	24	18
Second	27	32	25
Third	16	26	35
Fourth	30	16	28
Fifth	33	31	17
Sixth	21	35	32
Ungraded Elementary	0	0	0
Seventh	27	22	38
Eighth	31	29	24
Ninth	34	36	29
Tenth	39	32	37
Eleventh	35	38	28
Twelfth	30	31	36
Ungraded Secondary	0	0	0
Total K-12 Enrollment	372	368	359

Student Racial/Ethnic Origin

Race/Ethnicity	2000-2001		2001-2002		2002-2003	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
American Indian, Alaskan, Asian, or Pacific Islander	2	0.5%	0	0.0%	0	0.0%
Black (Not Hispanic)	6	1.6%	7	1.9%	7	1.9%
Hispanic	1	0.3%	3	0.8%	2	0.6%
White (Not Hispanic)	363	97.6%	358	97.3%	350	97.5%

Average Class Size

Grade Level	2000-2001	2001-2002	2002-2003
Kindergarten	9	16	12
Common Branch	16	16	19
English Grade 8	0	14	25
Mathematics Grade 8	16	15	24
Science Grade 8	0	14	0
Social Studies Grade 8	11	15	13
English Grade 10	0	17	35
Mathematics Grade 10	23	0	12
Science Grade 10	18	18	20
Social Studies Grade 10	20	13	19

(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. Assessment results and accountability measures for schools in this group are compared with similar 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

	2000–2001		2001–2002		2002–2003	
	Count	Percent	Count	Percent	Count	Percent
Limited English Proficient	7	1.9%	7	1.9%	5	1.4%
Eligible for Free Lunch	87	23.4%	87	23.6%	78	21.7%

Attendance and Suspension

	1999–2000		2000–2001		2001–2002	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
Annual Attendance Rate		95.7%		94.6%		94.4%
Student Suspensions	6	1.5%	23	6.2%	18	4.9%

Student Socioeconomic and Stability Indicators

(Percent of Enrollment)

	2000–2001	2001–2002	2002–2003
Reduced Lunch	15.0%	10.1%	18.1%
Public Assistance	1-10%	1-10%	1-10%
Student Stability	100%	97%	97%

Staff Counts

Staff	2002–2003
Total Teachers	34
Total Other Professional Staff	5
Total Paraprofessionals	NA
Teaching Out of Certification*	3
Teachers with Temporary Licenses	0

*Teaching out of certification more than on an incidental basis. Teachers with temporary licenses are also counted as teaching out of certification.

(Form – B)

High School Graduates and Noncompleters

High School Graduates Earning Regents Diplomas*

	2000–2001			2001–2002			2002–2003		
	Total Grads	Regents Diplomas	% Regents Diplomas	Total Grads	Regents Diplomas	% Regents Diplomas	Total Grads	Regents Diplomas	% Regents Diplomas
General Education	25	16	64%	27	17	63%	33	15	45%
Students with Disabilities	4	3	75%	4	1	25%	1	1	100%
All Students	29	19	66%	31	18	58%	34	16	47%

*Only students awarded local diplomas (including local diplomas with Regents endorsements) are counted as high school graduates. Because of a change in data collection procedures during the 2001–2002 school year, diploma counts and percentage of graduates earning Regents diplomas are not necessarily comparable between years. Data for the 2000-2001 school year include January, June and August 2001 graduates; data for the 2001-2002 school year include January and June 2002 graduates; data for the 2002–2003 school year include August 2002 and January and June 2003 graduates.

Distribution of 2002–2003 Graduates (All Students)

	To 4-year College	To 2-year College	To Other Post-Secondary	To the Military	To Employment	Other
Number	5	23	0	0	3	3
Percent	15%	68%	0%	0%	9%	9%

Number of High School Completers with Disabilities in 2002–2003

Graduates* (a)	Regents Diplomas (b)	IEP Diplomas or Certificates (c)	All 2002–2003 Completers (a+c)
1	1	3	4

*Local Diplomas (including local diplomas with Regents endorsements)

High School Noncompletion Rates

		2000–2001		2001–2002		2002–2003	
		No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
General-Education Students	Dropped Out			0		2	
	Entered GED Program*			1		0	
	Total Noncompleters			1		2	
Students with Disabilities	Dropped Out			1		0	
	Entered GED Program*			0		0	
	Total Noncompleters			1		0	
All Students	Dropped Out	1	0.7%	1	0.7%	2	1.5%
	Entered GED Program*	5	3.6%	1	0.7%	0	0.0%
	Total Noncompleters	6	4.3%	2	1.5%	2	1.5%

*The number and percentage of students who left K-12, diploma-bound systems and entered an alternative program leading to a high school equivalency diploma.

(Form – C)

Career Development and Occupational Studies (CDOS)

Percentage of Students Documenting Self- and Career-Awareness Information and Career Exploration Activities, K-3

Grades	2000-01	2001-02	2002-03
K-1		100%	100%
2-3		100%	100%

Students Developing a Career Plan, 4-12

Grades		2000-01	2001-02	2002-03
4-5	Number of General-Education Students		0	39
	Number of Students with Disabilities		0	6
	Number of All Students		0	45
	Percent of Enrollment		0%	100%
6-8	Number of General-Education Students		58	80
	Number of Students with Disabilities		14	14
	Number of All Students		72	94
	Percent of Enrollment		84%	100%
9-12	Number of General-Education Students		97	117
	Number of Students with Disabilities		20	13
	Number of All Students		117	130
	Percent of Enrollment		85%	100%

Second Language Proficiency Examinations

General-Education Students

Test	2000-2001		2001-2002		2002-2003	
	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	23	83%	25	88%	23	78%

Students with Disabilities

Test	2000-2001		2001-2002		2002-2003	
	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	#	1	#	5	60%

(Form-D)

Regents Competency Tests

General-Education Students

Test	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	0	0%	0	0%	0	0%
Science	1	#	0	0%	0	0%
Reading	0	0%	0	0%	0	0%
Writing	0	0%	0	0%	0	0%
Global Studies	1	#	0	0%	0	0%
U.S. Hist & Gov't	1	#	0	0%	0	0%

Students with Disabilities

Test	2000–2001		2001–2002		2002–2003	
	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%

(Form – E)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Comprehensive English						
Number Tested	32	33	28	5	2	2
Number Scoring 55–100	30	33	27	5	#	#
Number Scoring 65–100	30	28	26	5	#	#
Number Scoring 85–100	9	15	13	0	#	#
Percentage of Tested Scoring 55–100	94%	100%	96%	100%	#	#
Percentage of Tested Scoring 65–100	94%	85%	93%	100%	#	#
Percentage of Tested Scoring 85–100	28%	45%	46%	0%	#	#
Mathematics A						
Number Tested	0	11	28	0	0	6
Number Scoring 55–100	0	10	26	0	0	6
Number Scoring 65–100	0	8	25	0	0	6
Number Scoring 85–100	0	3	13	0	0	4
Percentage of Tested Scoring 55–100	0%	91%	93%	0%	0%	100%
Percentage of Tested Scoring 65–100	0%	73%	89%	0%	0%	100%
Percentage of Tested Scoring 85–100	0%	27%	46%	0%	0%	67%
Mathematics B (first administered June 2001)						
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%
Global History and Geography						
Number Tested	37	25	35	1	2	6
Number Scoring 55–100	35	25	35	#	#	6
Number Scoring 65–100	29	25	34	#	#	6
Number Scoring 85–100	6	4	16	#	#	3
Percentage of Tested Scoring 55–100	95%	100%	100%	#	#	100%
Percentage of Tested Scoring 65–100	78%	100%	97%	#	#	100%
Percentage of Tested Scoring 85–100	16%	16%	46%	#	#	50%
U.S. History and Government (first administered June 2001)						
Number Tested	2	32	28	0	2	1
Number Scoring 55–100	#	32	28	0	#	#
Number Scoring 65–100	#	32	28	0	#	#
Number Scoring 85–100	#	13	12	0	#	#
Percentage of Tested Scoring 55–100	#	100%	100%	0%	#	#
Percentage of Tested Scoring 65–100	#	100%	100%	0%	#	#
Percentage of Tested Scoring 85–100	#	41%	43%	0%	#	#

(Form – F)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Living Environment (first administered June 2001)						
Number Tested	12	37	32	1	4	4
Number Scoring 55–100	11	37	32	#	#	#
Number Scoring 65–100	11	37	31	#	#	#
Number Scoring 85–100	0	10	7	#	#	#
Percentage of Tested Scoring 55–100	92%	100%	100%	#	#	#
Percentage of Tested Scoring 65–100	92%	100%	97%	#	#	#
Percentage of Tested Scoring 85–100	0%	27%	22%	#	#	#
Physical Setting/Earth Science (first administered June 2001)						
Number Tested	8	31	35	0	2	5
Number Scoring 55–100	2	29	33	0	#	5
Number Scoring 65–100	2	25	30	0	#	5
Number Scoring 85–100	0	6	11	0	#	3
Percentage of Tested Scoring 55–100	25%	94%	94%	0%	#	100%
Percentage of Tested Scoring 65–100	25%	81%	86%	0%	#	100%
Percentage of Tested Scoring 85–100	0%	19%	31%	0%	#	60%
Physical Setting/Chemistry (first administered June 2002)						
Number Tested		26	9		1	1
Number Scoring 55–100		22	7		#	#
Number Scoring 65–100		13	1		#	#
Number Scoring 85–100		0	0		#	#
Percentage of Tested Scoring 55–100		85%	78%		#	#
Percentage of Tested Scoring 65–100		50%	11%		#	#
Percentage of Tested Scoring 85–100		0%	0%		#	#
Physical Setting/Physics (first administered June 2002)*						
Number Tested						
Number Scoring 55–100						
Number Scoring 65–100						
Number Scoring 85–100						
Percentage of Tested Scoring 55–100						
Percentage of Tested Scoring 65–100						
Percentage of Tested Scoring 85–100						

* Physical Setting/Physics results are not included in the report card because the Department is issuing a new conversion chart for this assessment. Data currently available to the Department are based on the original conversion chart for the assessment.

(Form – G)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Comprehensive French						
Number Tested	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	26	21	21	0	2	1
Number Scoring 55–100	25	21	21	0	#	#
Number Scoring 65–100	24	21	19	0	#	#
Number Scoring 85–100	11	13	10	0	#	#
Percentage of Tested Scoring 55–100	96%	100%	100%	0%	#	#
Percentage of Tested Scoring 65–100	92%	100%	90%	0%	#	#
Percentage of Tested Scoring 85–100	42%	62%	48%	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)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Sequential Mathematics, Course II (last administered January 2003)						
Number Tested	24	27	8	0	2	0
Number Scoring 55–100	22	20	4	0	#	0
Number Scoring 65–100	20	17	3	0	#	0
Number Scoring 85–100	9	5	0	0	#	0
Percentage of Tested Scoring 55–100	92%	74%	50%	0%	#	0%
Percentage of Tested Scoring 65–100	83%	63%	38%	0%	#	0%
Percentage of Tested Scoring 85–100	38%	19%	0%	0%	#	0%
Sequential Mathematics, Course III						
Number Tested	24	17	30	0	0	1
Number Scoring 55–100	21	15	22	0	0	#
Number Scoring 65–100	21	13	19	0	0	#
Number Scoring 85–100	9	4	3	0	0	#
Percentage of Tested Scoring 55–100	88%	88%	73%	0%	0%	#
Percentage of Tested Scoring 65–100	88%	76%	63%	0%	0%	#
Percentage of Tested Scoring 85–100	38%	24%	10%	0%	0%	#

(Form – I)

Introduction to Occupations Examination

	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
General-Education Students	5	100%	7	100%	11	100%
Students with Disabilities	3	#	4	#	1	#

On school reports, 2000–2001 and 2001–2002 data are for all students with disabilities enrolled in the school. District reports contain data for all students with disabilities enrolled in the district for the 2000–2001, 2001–2002, and 2002–2003 school years.

Elementary-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
Nov 2002	General-Education Students	14	#	#	#	#
	Students with Disabilities	3	#	#	#	#
	All Students	17	6%	0%	59%	35%

Middle-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
June 2003	General-Education Students	19	0%	42%	53%	5%
	Students with Disabilities	5	0%	20%	80%	0%
	All Students	24	0%	38%	58%	4%

(Form – J)

New York State Alternate Assessments (NYSAA) 2002–2003

Test	Count of Students					
	Tested	Not Tested	Level 1	Level 2	Level 3	Level 4
Elementary Level						
Social Studies	0	0	0	0	0	0
Middle Level						
Social Studies	0	0	0	0	0	0
Secondary Level						
English Language Arts	0	0	0	0	0	0
Social Studies	0	0	0	0	0	0
Mathematics	0	0	0	0	0	0
Science	0	0	0	0	0	0

1999 Cohort Performance on Regents Examinations after Four Years

	General-Education Students			Students with Disabilities			All Students		
	Global History & Geo.	U.S. History & Gov't	Science	Global History & Geo.	U.S. History & Gov't	Science	Global History & Geo.	U.S. History & Gov't	Science
Cohort Enrollment	34	34	34	4	4	4	38	38	38
Number Scoring 55–64	#	#	#	#	#	#	4	0	3
Number Scoring 65–84	#	#	#	#	#	#	19	19	20
Number Scoring 85–100	#	#	#	#	#	#	5	15	9
Approved Alternatives	#	#	#	#	#	#	0	0	0

(Form – K)