

# New York State School Report Card Comprehensive Information Report

BEDS Code: 22-13-01-04-0001  
 Name: Lyme Central School  
 Principal: William Snyder

Grade Range : K-12

## Fall Enrollment

Grade	2001-02	2002-03	2003-04
Pre-K	0	0	0
Kindergarten	16	12	30
First	24	18	13
Second	32	25	19
Third	26	35	27
Fourth	16	28	36
Fifth	31	17	32
Sixth	35	32	19
Ungraded Elementary	0	0	0
Seventh	22	38	33
Eighth	29	24	39
Ninth	36	29	28
Tenth	32	37	26
Eleventh	38	28	32
Twelfth	31	36	27
Ungraded Secondary	0	0	0
Total K-12 Enrollment	368	359	361

## 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	0	0.0%	0	0.0%	1	0.3%
Black (Not Hispanic)	7	1.9%	7	1.9%	7	1.9%
Hispanic	3	0.8%	2	0.6%	0	0.0%
White (Not Hispanic)	358	97.3%	350	97.5%	353	97.8%

## Average Class Size

Grade Level	2001-02	2002-03	2003-04
Kindergarten	16	12	15
Common Branch	16	19	21
English Grade 8	14	25	16
Mathematics Grade 8	15	24	19
Science Grade 8	14	0	0
Social Studies Grade 8	15	13	0
English Grade 10	17	35	0
Mathematics Grade 10	0	12	0
Science Grade 10	18	20	26
Social Studies Grade 10	13	19	13

(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

	2001-02		2002-03		2003-04	
	Count	Percent	Count	Percent	Count	Percent
Limited English Proficient	7	1.9%	5	1.4%	3	0.8%
Eligible for Free Lunch	87	23.6%	78	21.7%	66	18.3%

### 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		94.6%		94.4%		95.6%
Student Suspensions	23	6.2%	18	4.9%	6	1.7%

### Student Socioeconomic and Stability Indicators

#### (Percent of Enrollment)

	2001-02	2002-03	2003-04
Reduced Lunch	10.1%	18.1%	20.2%
Public Assistance	1-10%	1-10%	1-10%
Student Stability	97%	97%	100%

### Staff Counts

Staff	2003-04
Total Teachers	34
Total Other Professional Staff	5
Total Paraprofessionals	NA
Teaching Out of Certification*	0

\*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	27	17	63%	33	15	45%	23	16	70%
Students with Disabilities	4	1	25%	1	1	100%	3	2	67%
All Students	31	18	58%	34	16	47%	26	18	69%

\*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	4	13	2	3	4	0
Percent	15%	50%	8%	12%	15%	0%

## 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)
3	2	0	3

\*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	0		2		0	0.0%
	Entered GED Program*	1		0		0	0.0%
	Total Noncompleters	1		2		0	0.0%
Students with Disabilities	Dropped Out	1		0		0	0.0%
	Entered GED Program*	0		0		0	0.0%
	Total Noncompleters	1		0		0	0.0%
All Students	Dropped Out	1	0.7%	2	1.5%	0	0.0%
	Entered GED Program*	1	0.7%	0	0.0%	0	0.0%
	Total Noncompleters	2	1.5%	2	1.5%	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	2001-02	2002-03	2003-04
K-1	100%	100%	0%
2-3	100%	100%	100%

## Students Developing a Career Plan, 4-12

Grades		2001-02	2002-03	2003-04
4-5	Number of General-Education Students	0	39	34
	Number of Students with Disabilities	0	6	10
	Number of All Students	0	45	44
	Percent of Enrollment	0%	100%	65%
6-8	Number of General-Education Students	58	80	84
	Number of Students with Disabilities	14	14	6
	Number of All Students	72	94	90
	Percent of Enrollment	84%	100%	99%
9-12	Number of General-Education Students	97	117	96
	Number of Students with Disabilities	20	13	18
	Number of All Students	117	130	114
	Percent of Enrollment	85%	100%	101%

## Career and Technical Education (CTE) Programs

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

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

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

This data is reported only at the district level.

(Form - D)

# Second Language Proficiency Examinations

## General-Education Students

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	0	0%	0	0%	0	0%
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	25	88%	23	78%	36	81%

## Students with Disabilities

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	0	0%	0	0%	0	0%
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	1	#	5	60%	1	#

# Regents Competency Tests

## General-Education Students

Test	2001-02		2002-03		2003-04	
	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	2001-02		2002-03		2003-04	
	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		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
<b>Comprehensive English</b>						
Number Tested	33	28	26	2	2	0
Number Scoring 55-100	33	27	26	#	#	0
Number Scoring 65-100	28	26	26	#	#	0
Number Scoring 85-100	15	13	18	#	#	0
Percentage of Tested Scoring 55-100	100%	96%	100%	#	#	0%
Percentage of Tested Scoring 65-100	85%	93%	100%	#	#	0%
Percentage of Tested Scoring 85-100	45%	46%	69%	#	#	0%
<b>Mathematics A</b>						
Number Tested	11	28	28	0	6	4
Number Scoring 55-100	10	26	26	0	6	#
Number Scoring 65-100	8	25	25	0	6	#
Number Scoring 85-100	3	13	12	0	4	#
Percentage of Tested Scoring 55-100	91%	93%	93%	0%	100%	#
Percentage of Tested Scoring 65-100	73%	89%	89%	0%	100%	#
Percentage of Tested Scoring 85-100	27%	46%	43%	0%	67%	#
<b>Mathematics B</b>						
Number Tested	0	0	5	0	0	0
Number Scoring 55-100	0	0	5	0	0	0
Number Scoring 65-100	0	0	4	0	0	0
Number Scoring 85-100	0	0	0	0	0	0
Percentage of Tested Scoring 55-100	0%	0%	100%	0%	0%	0%
Percentage of Tested Scoring 65-100	0%	0%	80%	0%	0%	0%
Percentage of Tested Scoring 85-100	0%	0%	0%	0%	0%	0%
<b>Global History and Geography</b>						
Number Tested	25	35	23	2	6	2
Number Scoring 55-100	25	35	23	#	6	#
Number Scoring 65-100	25	34	22	#	6	#
Number Scoring 85-100	4	16	6	#	3	#
Percentage of Tested Scoring 55-100	100%	100%	100%	#	100%	#
Percentage of Tested Scoring 65-100	100%	97%	96%	#	100%	#
Percentage of Tested Scoring 85-100	16%	46%	26%	#	50%	#
<b>U.S. History and Government</b>						
Number Tested	32	28	29	2	1	2
Number Scoring 55-100	32	28	29	#	#	#
Number Scoring 65-100	32	28	29	#	#	#
Number Scoring 85-100	13	12	17	#	#	#
Percentage of Tested Scoring 55-100	100%	100%	100%	#	#	#
Percentage of Tested Scoring 65-100	100%	100%	100%	#	#	#
Percentage of Tested Scoring 85-100	41%	43%	59%	#	#	#

(Form – F)

# Regents Examinations

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
<b>Living Environment</b>						
Number Tested	37	32	29	4	4	5
Number Scoring 55-100	37	32	29	#	#	5
Number Scoring 65-100	37	31	28	#	#	5
Number Scoring 85-100	10	7	1	#	#	0
Percentage of Tested Scoring 55-100	100%	100%	100%	#	#	100%
Percentage of Tested Scoring 65-100	100%	97%	97%	#	#	100%
Percentage of Tested Scoring 85-100	27%	22%	3%	#	#	0%
<b>Physical Setting/Earth Science</b>						
Number Tested	31	35	26	2	5	4
Number Scoring 55-100	29	33	26	#	5	#
Number Scoring 65-100	25	30	25	#	5	#
Number Scoring 85-100	6	11	9	#	3	#
Percentage of Tested Scoring 55-100	94%	94%	100%	#	100%	#
Percentage of Tested Scoring 65-100	81%	86%	96%	#	100%	#
Percentage of Tested Scoring 85-100	19%	31%	35%	#	60%	#
<b>Physical Setting/Chemistry</b>						
Number Tested	26	9	29	1	1	3
Number Scoring 55-100	22	7	24	#	#	#
Number Scoring 65-100	13	1	18	#	#	#
Number Scoring 85-100	0	0	1	#	#	#
Percentage of Tested Scoring 55-100	85%	78%	83%	#	#	#
Percentage of Tested Scoring 65-100	50%	11%	62%	#	#	#
Percentage of Tested Scoring 85-100	0%	0%	3%	#	#	#
<b>Physical Setting/Physics</b>						
Number Tested			5			0
Number Scoring 55-100			5			0
Number Scoring 65-100			3			0
Number Scoring 85-100			0			0
Percentage of Tested Scoring 55-100			100%			0%
Percentage of Tested Scoring 65-100			60%			0%
Percentage of Tested Scoring 85-100			0%			0%

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

(Form – G)

# Regents Examinations

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
<b>Comprehensive French</b>						
Number Tested	0	0	0	0	0	0
Number Scoring 55-100	0	0	0	0	0	0
Number Scoring 65-100	0	0	0	0	0	0
Number Scoring 85-100	0	0	0	0	0	0
Percentage of Tested Scoring 55-100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 65-100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 85-100	0%	0%	0%	0%	0%	0%
<b>Comprehensive Italian</b>						
Number Tested	0	0	0	0	0	0
Number Scoring 55-100	0	0	0	0	0	0
Number Scoring 65-100	0	0	0	0	0	0
Number Scoring 85-100	0	0	0	0	0	0
Percentage of Tested Scoring 55-100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 65-100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 85-100	0%	0%	0%	0%	0%	0%
<b>Comprehensive German</b>						
Number Tested	0	0	0	0	0	0
Number Scoring 55-100	0	0	0	0	0	0
Number Scoring 65-100	0	0	0	0	0	0
Number Scoring 85-100	0	0	0	0	0	0
Percentage of Tested Scoring 55-100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 65-100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 85-100	0%	0%	0%	0%	0%	0%
<b>Comprehensive Hebrew</b>						
Number Tested	0	0	0	0	0	0
Number Scoring 55-100	0	0	0	0	0	0
Number Scoring 65-100	0	0	0	0	0	0
Number Scoring 85-100	0	0	0	0	0	0
Percentage of Tested Scoring 55-100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 65-100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 85-100	0%	0%	0%	0%	0%	0%
<b>Comprehensive Spanish</b>						
Number Tested	21	21	14	2	1	1
Number Scoring 55-100	21	21	14	#	#	#
Number Scoring 65-100	21	19	14	#	#	#
Number Scoring 85-100	13	10	11	#	#	#
Percentage of Tested Scoring 55-100	100%	100%	100%	#	#	#
Percentage of Tested Scoring 65-100	100%	90%	100%	#	#	#
Percentage of Tested Scoring 85-100	62%	48%	79%	#	#	#
<b>Comprehensive Latin</b>						
Number Tested	0	0	0	0	0	0
Number Scoring 55-100	0	0	0	0	0	0
Number Scoring 65-100	0	0	0	0	0	0
Number Scoring 85-100	0	0	0	0	0	0
Percentage of Tested Scoring 55-100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 65-100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 85-100	0%	0%	0%	0%	0%	0%

(Form - H)



## Regents Examinations

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
<b>Sequential Mathematics, Course III (last administered January 2004)</b>						
Number Tested	17	30	0	0	1	0
Number Scoring 55-100	15	22	0	0	#	0
Number Scoring 65-100	13	19	0	0	#	0
Number Scoring 85-100	4	3	0	0	#	0
Percentage of Tested Scoring 55-100	88%	73%	0%	0%	#	0%
Percentage of Tested Scoring 65-100	76%	63%	0%	0%	#	0%
Percentage of Tested Scoring 85-100	24%	10%	0%	0%	#	0%

## Introduction to Occupations Examination

	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
General-Education Students	7	100%	11	100%	8	100%
Students with Disabilities	4	#	1	#	1	#

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

## Elementary-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
<b>Nov 2003</b>	General-Education Students	26	4%	8%	42%	46%
	Students with Disabilities	6	0%	17%	67%	17%
	All Students	32	3%	9%	47%	41%

## Middle-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
<b>June 2004</b>	General-Education Students	37	#	#	#	#
	Students with Disabilities	3	#	#	#	#
	All Students	40	0%	38%	58%	5%

(Form - I)

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

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

## 2000 Cohort Performance on Regents Examinations after Four Years

	General-Education Students			Students with Disabilities			All Students		
	Global History & Geo.	U.S. History & Gov't	Science	Global History & Geo.	U.S. History & Gov't	Science	Global History & Geo.	U.S. History & Gov't	Science
Cohort Enrollment	28	28	28	3	3	3	31	31	31
Number Scoring 55–64	#	#	#	#	#	#	0	0	0
Number Scoring 65–84	#	#	#	#	#	#	24	16	22
Number Scoring 85–100	#	#	#	#	#	#	3	10	8
Approved Alternatives	#	#	#	#	#	#	0	0	0

(Form – J)

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

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
<b>Listening and Speaking (Grade K-1)</b>						
Number Tested			1			0
Beginning (0-18)			#			0
Intermediate (19-31)			#			0
Advanced (32-36)			#			0
Proficient (37-39)			#			0
<b>Reading and Writing (Grade K-1)</b>						
Number Tested			1			0
Beginning (0-14)			#			0
Intermediate (15-24)			#			0
Advanced (25-32)			#			0
Proficient (33-35)			#			0
<b>Listening and Speaking (Grade 2-4)</b>						
Number Tested			1			0
Beginning (0-18)			#			0
Intermediate (19-31)			#			0
Advanced (32-36)			#			0
Proficient (37-39)			#			0
<b>Reading and Writing (Grade 2-4)</b>						
Number Tested			1			0
Beginning (0-14)			#			0
Intermediate (15-24)			#			0
Advanced (25-32)			#			0
Proficient (33-35)			#			0
<b>Listening and Speaking (Grade 5-6)</b>						
Number Tested			0			0
Beginning (0-18)			0			0
Intermediate (19-31)			0			0
Advanced (32-36)			0			0
Proficient (37-39)			0			0
<b>Reading and Writing (Grade 5-6)</b>						
Number Tested			0			0
Beginning (0-14)			0			0
Intermediate (15-24)			0			0
Advanced (25-32)			0			0
Proficient (33-35)			0			0

\*The NYSESLAT was first administered in the 2002-03 school year, but complete data for all school districts were not available until 2003-04.

(Form – K)