

New York State School Report Card Comprehensive Information Report

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

Grade Range : K-12

Fall Enrollment

Grade	2002-03	2003-04	2004-05
Pre-K	0	0	0
Kindergarten	12	30	23
First	18	13	37
Second	25	19	14
Third	35	27	23
Fourth	28	36	24
Fifth	17	32	36
Sixth	32	19	31
Ungraded Elementary	0	0	0
Seventh	38	33	18
Eighth	24	39	31
Ninth	29	28	41
Tenth	37	26	28
Eleventh	28	32	25
Twelfth	36	27	34
Ungraded Secondary	0	0	0
Total K-12 Enrollment	359	361	365

Student Racial/Ethnic Origin

Race/Ethnicity	2002-03		2003-04		2004-05	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
American Indian, Alaskan, Asian, or Pacific Islander	0	0.0%	1	0.3%	1	0.3%
Black (Not Hispanic)	7	1.9%	7	1.9%	7	1.9%
Hispanic	2	0.6%	0	0.0%	0	0.0%
White (Not Hispanic)	350	97.5%	353	97.8%	357	97.8%

Average Class Size

Grade Level	2002-03	2003-04	2004-05
Kindergarten	12	15	23
Common Branch	19	21	21
English Grade 8	25	16	15
Mathematics Grade 8	24	19	0
Science Grade 8	0	0	18
Social Studies Grade 8	13	0	16
English Grade 10	35	0	15
Mathematics Grade 10	12	0	24
Science Grade 10	20	26	28
Social Studies Grade 10	19	13	14

(Form - A)

District Need to Resource Capacity Category

N/RC Category	Description
4	This is a rural school district with high student needs in relation to district resource capacity.

Similar School Group and Description

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

All schools within the same N/RC category are divided into three similar school groups defined by the percentage of students in the school who are eligible for the free-lunch program and/or who are limited English proficient (also known as English language learners).

Student Demographics Used To Determine Similar Schools Group

	2002-03		2003-04		2004-05	
	Count	Percent	Count	Percent	Count	Percent
Limited English Proficient	5	1.4%	3	0.8%	2	0.6%
Eligible for Free Lunch	78	21.7%	66	18.3%	100	27.4%

Attendance and Suspension

	2001-02		2002-03		2003-04	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
Annual Attendance Rate		94.4%		95.6%		96.1%
Student Suspensions	18	4.9%	6	1.7%	15	4.2%

Student Socioeconomic and Stability Indicators (Percent of Enrollment)

	2002-03	2003-04	2004-05
Reduced Lunch	18.1%	20.2%	17.5%
Public Assistance	1-10%	1-10%	1-10%
Student Stability	97%	100%	97%

Staff Counts

Staff	2004-05
Total Teachers	33
Total Other Professional Staff	4
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 and Completers		2002-03	2003-04	2004-05
General-Education Students	Total Graduates*	33	23	30
	Regents Diplomas	15	16	29
	% Regents Diplomas	45%	70%	97%
	Regents Diplomas with Advanced Designation**			12
	% Regents Diplomas with Advanced Designation			40%
	IEP Diplomas or Local Certificates			
Students with Disabilities	Total Graduates*	1	3	4
	Regents Diplomas	1	2	4
	% Regents Diplomas	100%	67%	100%
	Regents Diplomas with Advanced Designation**			3
	% Regents Diplomas with Advanced Designation			75%
	IEP Diplomas or Local Certificates	3	0	0
All Students	Total Graduates*	34	26	34
	Regents Diplomas	16	18	33
	% Regents Diplomas	47%	69%	97%
	Regents Diplomas with Advanced Designation**			15
	% Regents Diplomas with Advanced Designation			44%
	IEP Diplomas or Local Certificates	3	0	0

* Only students awarded local diplomas or Regents endorsed diplomas are included in the count of high school graduates in this table. Data include graduates in August, January and June of the school year being reported.

**Beginning with students who first entered grade 9 in 2001-02, students may earn a Regents diploma by passing (scoring 65-100) Regents exams in five areas and meeting course requirements. To earn a Regents diploma with advanced designation, the student must pass eight Regents exams. For more information, see <http://www.emsc.nysed.gov/parents/gradreqtsfs.shtml>.

Post-Secondary Plans of 2004-05 Graduates

		4-year College	2-year College	Other Post-Secondary	Military	Employment	Adult Services	Plan Unknown	Other Known Plan
General-Education Students	Number	8	16	1	0	5	0	0	0
	Percent	27%	53%	3%	0%	17%	0%	0%	0%
Students with Disabilities	Number	0	3	0	0	1	0	0	0
	Percent	0%	75%	0%	0%	25%	0%	0%	0%
All Students	Number	8	19	1	0	6	0	0	0
	Percent	24%	56%	3%	0%	18%	0%	0%	0%

High School Noncompletion Rates

		2002-03		2003-04		2004-05	
		No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
General-Education Students	Dropped Out	2		0	0.0%	1	0.9%
	Entered GED Program*	0		0	0.0%	0	0.0%
	Total Noncompleters	2		0	0.0%	1	0.9%
Students with Disabilities	Dropped Out	0		0	0.0%	0	0.0%
	Entered GED Program*	0		0	0.0%	0	0.0%
	Total Noncompleters	0		0	0.0%	0	0.0%
All Students	Dropped Out	2	1.5%	0	0.0%	1	0.7%
	Entered GED Program*	0	0.0%	0	0.0%	0	0.0%
	Total Noncompleters	2	1.5%	0	0.0%	1	0.7%

*The number and percentage of students who left a program leading to a high school diploma and entered a program leading to a high school equivalency diploma.

(Form - C)

Career Development and Occupational Studies (CDOS)

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

Grades	2002-03	2003-04	2004-05
K-1	100%	0%	0%
2-3	100%	100%	0%

Students Developing a Career Plan, 4-12

Grades		2002-03	2003-04	2004-05
4-5	Number of General-Education Students	39	34	47
	Number of Students with Disabilities	6	10	9
	Number of All Students	45	44	56
	Percent of Enrollment	100%	65%	93%
6-8	Number of General-Education Students	80	84	71
	Number of Students with Disabilities	14	6	10
	Number of All Students	94	90	81
	Percent of Enrollment	100%	99%	101%
9-12	Number of General-Education Students	117	96	108
	Number of Students with Disabilities	13	18	23
	Number of All Students	130	114	131
	Percent of Enrollment	100%	101%	102%

(Form - D)

Second Language Proficiency Examinations

General-Education Students

Test	2002-03		2003-04		2004-05	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	0	0%	0	0%	0	0%
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	23	78%	36	81%	37	78%

Students with Disabilities

Test	2002-03		2003-04		2004-05	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	0	0%	0	0%	0	0%
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	5	60%	1	#	2	#

Regents Competency Tests

General-Education Students

Test	2002-03		2003-04		2004-05	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	0	0%	0	0%	0	0%
Science	0	0%	0	0%	0	0%
Reading	0	0%	0	0%	0	0%
Writing	0	0%	0	0%	0	0%
Global Studies	0	0%	0	0%	0	0%
U.S. Hist & Gov't	0	0%	0	0%	0	0%

Students with Disabilities

Test	2002-03		2003-04		2004-05	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	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		
	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05
Comprehensive English						
Number Tested	28	26	24	2	0	5
Number Scoring 55-100	27	26	24	#	0	5
Number Scoring 65-100	26	26	24	#	0	5
Number Scoring 85-100	13	18	8	#	0	1
Percentage of Tested Scoring 55-100	96%	100%	100%	#	0%	100%
Percentage of Tested Scoring 65-100	93%	100%	100%	#	0%	100%
Percentage of Tested Scoring 85-100	46%	69%	33%	#	0%	20%
Mathematics A						
Number Tested	28	28	30	6	4	8
Number Scoring 55-100	26	26	30	6	#	8
Number Scoring 65-100	25	25	30	6	#	8
Number Scoring 85-100	13	12	15	4	#	4
Percentage of Tested Scoring 55-100	93%	93%	100%	100%	#	100%
Percentage of Tested Scoring 65-100	89%	89%	100%	100%	#	100%
Percentage of Tested Scoring 85-100	46%	43%	50%	67%	#	50%
Mathematics B						
Number Tested	0	5	12	0	0	3
Number Scoring 55-100	0	5	12	0	0	#
Number Scoring 65-100	0	4	10	0	0	#
Number Scoring 85-100	0	0	0	0	0	#
Percentage of Tested Scoring 55-100	0%	100%	100%	0%	0%	#
Percentage of Tested Scoring 65-100	0%	80%	83%	0%	0%	#
Percentage of Tested Scoring 85-100	0%	0%	0%	0%	0%	#
Global History and Geography						
Number Tested	35	23	27	6	2	6
Number Scoring 55-100	35	23	27	6	#	6
Number Scoring 65-100	34	22	26	6	#	6
Number Scoring 85-100	16	6	9	3	#	1
Percentage of Tested Scoring 55-100	100%	100%	100%	100%	#	100%
Percentage of Tested Scoring 65-100	97%	96%	96%	100%	#	100%
Percentage of Tested Scoring 85-100	46%	26%	33%	50%	#	17%
U.S. History and Government						
Number Tested	28	29	24	1	2	5
Number Scoring 55-100	28	29	24	#	#	5
Number Scoring 65-100	28	29	24	#	#	5
Number Scoring 85-100	12	17	14	#	#	2
Percentage of Tested Scoring 55-100	100%	100%	100%	#	#	100%
Percentage of Tested Scoring 65-100	100%	100%	100%	#	#	100%
Percentage of Tested Scoring 85-100	43%	59%	58%	#	#	40%

(Form – F)

Regents Examinations

	All Students			Students with Disabilities		
	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05
Living Environment						
Number Tested	32	29	43	4	5	5
Number Scoring 55-100	32	29	41	#	5	5
Number Scoring 65-100	31	28	40	#	5	5
Number Scoring 85-100	7	1	13	#	0	3
Percentage of Tested Scoring 55-100	100%	100%	95%	#	100%	100%
Percentage of Tested Scoring 65-100	97%	97%	93%	#	100%	100%
Percentage of Tested Scoring 85-100	22%	3%	30%	#	0%	60%
Physical Setting/Earth Science						
Number Tested	35	26	24	5	4	6
Number Scoring 55-100	33	26	23	5	#	6
Number Scoring 65-100	30	25	21	5	#	6
Number Scoring 85-100	11	9	5	3	#	2
Percentage of Tested Scoring 55-100	94%	100%	96%	100%	#	100%
Percentage of Tested Scoring 65-100	86%	96%	88%	100%	#	100%
Percentage of Tested Scoring 85-100	31%	35%	21%	60%	#	33%
Physical Setting/Chemistry						
Number Tested	9	29	2	1	3	0
Number Scoring 55-100	7	24	#	#	#	0
Number Scoring 65-100	1	18	#	#	#	0
Number Scoring 85-100	0	1	#	#	#	0
Percentage of Tested Scoring 55-100	78%	83%	#	#	#	0%
Percentage of Tested Scoring 65-100	11%	62%	#	#	#	0%
Percentage of Tested Scoring 85-100	0%	3%	#	#	#	0%
Physical Setting/Physics						
Number Tested		5	5		0	0
Number Scoring 55-100		5	5		0	0
Number Scoring 65-100		3	1		0	0
Number Scoring 85-100		0	0		0	0
Percentage of Tested Scoring 55-100		100%	100%		0%	0%
Percentage of Tested Scoring 65-100		60%	20%		0%	0%
Percentage of Tested Scoring 85-100		0%	0%		0%	0%

* Physical Setting/Physics results for 2002-03 are not included in the report card because the Department issued new conversion charts for assessments administered in that year.

(Form – G)

Regents Examinations

	All Students			Students with Disabilities		
	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05
Comprehensive French						
Number Tested	0	0	0	0	0	0
Number Scoring 55-100	0	0	0	0	0	0
Number Scoring 65-100	0	0	0	0	0	0
Number Scoring 85-100	0	0	0	0	0	0
Percentage of Tested Scoring 55-100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 65-100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 85-100	0%	0%	0%	0%	0%	0%
Comprehensive Italian						
Number Tested	0	0	0	0	0	0
Number Scoring 55-100	0	0	0	0	0	0
Number Scoring 65-100	0	0	0	0	0	0
Number Scoring 85-100	0	0	0	0	0	0
Percentage of Tested Scoring 55-100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 65-100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 85-100	0%	0%	0%	0%	0%	0%
Comprehensive German						
Number Tested	0	0	0	0	0	0
Number Scoring 55-100	0	0	0	0	0	0
Number Scoring 65-100	0	0	0	0	0	0
Number Scoring 85-100	0	0	0	0	0	0
Percentage of Tested Scoring 55-100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 65-100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 85-100	0%	0%	0%	0%	0%	0%
Comprehensive Hebrew						
Number Tested	0	0	0	0	0	0
Number Scoring 55-100	0	0	0	0	0	0
Number Scoring 65-100	0	0	0	0	0	0
Number Scoring 85-100	0	0	0	0	0	0
Percentage of Tested Scoring 55-100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 65-100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 85-100	0%	0%	0%	0%	0%	0%
Comprehensive Spanish						
Number Tested	21	14	19	1	1	6
Number Scoring 55-100	21	14	19	#	#	6
Number Scoring 65-100	19	14	19	#	#	6
Number Scoring 85-100	10	11	11	#	#	1
Percentage of Tested Scoring 55-100	100%	100%	100%	#	#	100%
Percentage of Tested Scoring 65-100	90%	100%	100%	#	#	100%
Percentage of Tested Scoring 85-100	48%	79%	58%	#	#	17%
Comprehensive Latin						
Number Tested	0	0	0	0	0	0
Number Scoring 55-100	0	0	0	0	0	0
Number Scoring 65-100	0	0	0	0	0	0
Number Scoring 85-100	0	0	0	0	0	0
Percentage of Tested Scoring 55-100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 65-100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 85-100	0%	0%	0%	0%	0%	0%

(Form – H)

Elementary-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
Nov 2004	General-Education Students	29	0%	0%	38%	62%
	Students with Disabilities	6	0%	0%	83%	17%
	All Students	35	0%	0%	46%	54%

Middle-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
June 2005	General-Education Students	28	#	#	#	#
	Students with Disabilities	3	#	#	#	#
	All Students	31	0%	35%	52%	13%

(Form – I)

New York State Alternate Assessments (NYSAA) 2004–05

Test	Count of Students					
	Tested	Not Tested	Level 1	Level 2	Level 3	Level 4
Elementary Level						
Social Studies	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

2001 Cohort Performance on Regents Examinations after Four Years

	General-Education Students			Students with Disabilities			All Students		
	Global History & Geo.	U.S. History & Gov't	Science	Global History & Geo.	U.S. History & Gov't	Science	Global History & Geo.	U.S. History & Gov't	Science
Cohort Enrollment	28	28	28	5	5	5	33	33	33
Number Scoring 55–64	0	0	0	0	0	0	0	0	0
Number Scoring 65–84	12	12	19	3	0	3	15	12	22
Number Scoring 85–100	13	14	9	2	2	2	15	16	11
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		
	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05
Listening and Speaking (Grade K-1)						
Number Tested		1	2		0	0
Beginning		#	#		0	0
Intermediate		#	#		0	0
Advanced		#	#		0	0
Proficient		#	#		0	0
Reading and Writing (Grade K-1)						
Number Tested		1	2		0	0
Beginning		#	#		0	0
Intermediate		#	#		0	0
Advanced		#	#		0	0
Proficient		#	#		0	0
Listening and Speaking (Grade 2-4)						
Number Tested		1	0		0	0
Beginning		#	0		0	0
Intermediate		#	0		0	0
Advanced		#	0		0	0
Proficient		#	0		0	0
Reading and Writing (Grade 2-4)						
Number Tested		1	0		0	0
Beginning		#	0		0	0
Intermediate		#	0		0	0
Advanced		#	0		0	0
Proficient		#	0		0	0
Listening and Speaking (Grade 5-6)						
Number Tested		0	0		0	0
Beginning		0	0		0	0
Intermediate		0	0		0	0
Advanced		0	0		0	0
Proficient		0	0		0	0
Reading and Writing (Grade 5-6)						
Number Tested		0	0		0	0
Beginning		0	0		0	0
Intermediate		0	0		0	0
Advanced		0	0		0	0
Proficient		0	0		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)