

New York State District Report Card

Comprehensive Information Report

BEDS Code: 45-10-01-04-0000
 Name: Lyndonville Central School District
 Superintendent: Christine J. Tibbetts

Fall Enrollment

Grade	2001-02	2002-03	2003-04
Pre-K	0	0	0
Kindergarten	43	58	55
First	46	45	58
Second	48	50	48
Third	59	41	49
Fourth	57	68	43
Fifth	67	57	68
Sixth	61	68	57
Ungraded Elementary	0	0	0
Seventh	81	59	78
Eighth	74	77	59
Ninth	83	88	85
Tenth	51	75	72
Eleventh	68	52	63
Twelfth	59	59	49
Ungraded Secondary	5	0	4
Total K-12 Enrollment	802	797	788

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	2	0.2%	5	0.6%	7	0.9%
Black (Not Hispanic)	11	1.4%	11	1.4%	11	1.4%
Hispanic	16	2.0%	15	1.9%	15	1.9%
White (Not Hispanic)	773	96.4%	766	96.1%	755	95.8%

Average Class Size

Grade Level	2001-02	2002-03	2003-04
Kindergarten	14	19	18
Common Branch	18	19	22
English Grade 8	25	17	12
Mathematics Grade 8	15	18	14
Science Grade 8	25	26	20
Social Studies Grade 8	26	19	20
English Grade 10	16	19	19
Mathematics Grade 10	0	19	19
Science Grade 10	30	17	18
Social Studies Grade 10	18	0	18

(Form – A)

District Need to Resource Capacity Category

N/RC Category	Description
5	This is a school district with average 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	0	0.0%	1	0.1%	0	0.0%
Eligible for Free Lunch	145	18.1%	178	22.3%	177	22.5%

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		94.8%		95.1%		95.2%
Student Suspensions	34	4.2%	46	5.7%	40	5.0%

**Student Socioeconomic and Stability Indicators
(Percent of Enrollment)**

	2001-02	2002-03	2003-04
Reduced Lunch	12.5%	11.2%	9.6%
Public Assistance	NA	NA	NA
Student Stability	NA	NA	NA

Staff Counts

Staff	2003-04
Total Teachers	68
Total Other Professional Staff	10
Total Paraprofessionals	11
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	45	25	56%	56	28	50%	48	27	56%
Students with Disabilities	10	0	0%	5	0	0%	2	1	50%
All Students	55	25	45%	61	28	46%	50	28	56%

*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	14	29	1	1	5	0
Percent	28%	58%	2%	2%	10%	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)
2	1	2	4

*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	12		2		3	1.2%
	Entered GED Program*	2		2		0	0.0%
	Total Noncompleters	14		4		3	1.2%
Students with Disabilities	Dropped Out	0		2		4	11.4%
	Entered GED Program*	0		0		0	0.0%
	Total Noncompleters	0		2		4	11.4%
All Students	Dropped Out	12	4.6%	4	1.5%	7	2.5%
	Entered GED Program*	2	0.8%	2	0.7%	0	0.0%
	Total Noncompleters	14	5.4%	6	2.2%	7	2.5%

*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	51	48
	Number of Students with Disabilities	0	6	9
	Number of All Students	0	57	57
	Percent of Enrollment	0%	46%	51%
6–8	Number of General-Education Students	0	185	192
	Number of Students with Disabilities	0	19	18
	Number of All Students	0	204	210
	Percent of Enrollment	0%	100%	107%
9–12	Number of General-Education Students	219	248	248
	Number of Students with Disabilities	42	26	21
	Number of All Students	261	274	269
	Percent of Enrollment	99%	100%	99%

Career and Technical Education (CTE) Programs

CTE Program	This District		Statewide Average
	Count	Percentage	
All CTE Programs			
Completed the CTE Program	17		
Completed and Passed Regents Exams	17	100%	77%
Completed and had Course Average of 75% or More	10	59%	81%
Completed and Attained a HS Diploma or Equivalent	17	100%	96%
Completed and Whose Status is Known	15		
Completed and Were Successfully Placed	15	100%	96%
Nontraditional Programs			
Underrepresented Gender Members Enrolled			30%
Underrepresented Gender Members Who Completed	1	12%	19%

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	53	55%	73	36%	46	76%

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	#	1	#	0	0%

Regents Competency Tests

General-Education Students

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

Students with Disabilities

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	5	100%	6	100%	4	#
Science	3	#	2	#	0	0%
Reading	5	100%	5	100%	3	#
Writing	1	#	4	#	4	#
Global Studies	3	#	4	#	0	0%
U.S. Hist & Gov't	1	#	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
Comprehensive English						
Number Tested	67	53	65	6	7	8
Number Scoring 55–100	61	49	59	3	3	4
Number Scoring 65–100	52	46	59	1	2	4
Number Scoring 85–100	26	23	34	0	1	1
Percentage of Tested Scoring 55–100	91%	92%	91%	50%	43%	50%
Percentage of Tested Scoring 65–100	78%	87%	91%	17%	29%	50%
Percentage of Tested Scoring 85–100	39%	43%	52%	0%	14%	12%
Mathematics A						
Number Tested	34	82	67	4	11	5
Number Scoring 55–100	20	62	65	#	2	3
Number Scoring 65–100	9	58	64	#	2	2
Number Scoring 85–100	0	8	12	#	0	0
Percentage of Tested Scoring 55–100	59%	76%	97%	#	18%	60%
Percentage of Tested Scoring 65–100	26%	71%	96%	#	18%	40%
Percentage of Tested Scoring 85–100	0%	10%	18%	#	0%	0%
Mathematics B						
Number Tested	0	0	45	0	0	2
Number Scoring 55–100	0	0	39	0	0	#
Number Scoring 65–100	0	0	35	0	0	#
Number Scoring 85–100	0	0	7	0	0	#
Percentage of Tested Scoring 55–100	0%	0%	87%	0%	0%	#
Percentage of Tested Scoring 65–100	0%	0%	78%	0%	0%	#
Percentage of Tested Scoring 85–100	0%	0%	16%	0%	0%	#
Global History and Geography						
Number Tested	54	71	74	6	10	8
Number Scoring 55–100	51	67	70	4	9	6
Number Scoring 65–100	46	63	62	1	7	2
Number Scoring 85–100	18	28	34	0	2	0
Percentage of Tested Scoring 55–100	94%	94%	95%	67%	90%	75%
Percentage of Tested Scoring 65–100	85%	89%	84%	17%	70%	25%
Percentage of Tested Scoring 85–100	33%	39%	46%	0%	20%	0%
U.S. History and Government						
Number Tested	67	58	62	6	8	7
Number Scoring 55–100	55	58	60	5	8	6
Number Scoring 65–100	46	53	57	3	6	5
Number Scoring 85–100	8	31	32	0	2	4
Percentage of Tested Scoring 55–100	82%	100%	97%	83%	100%	86%
Percentage of Tested Scoring 65–100	69%	91%	92%	50%	75%	71%
Percentage of Tested Scoring 85–100	12%	53%	52%	0%	25%	57%

(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	53	66	70	3	7	7
Number Scoring 55–100	53	66	68	#	7	6
Number Scoring 65–100	52	63	64	#	6	4
Number Scoring 85–100	14	26	34	#	2	0
Percentage of Tested Scoring 55–100	100%	100%	97%	#	100%	86%
Percentage of Tested Scoring 65–100	98%	95%	91%	#	86%	57%
Percentage of Tested Scoring 85–100	26%	39%	49%	#	29%	0%
Physical Setting/Earth Science						
Number Tested	70	70	67	8	6	4
Number Scoring 55–100	67	67	63	6	5	#
Number Scoring 65–100	62	66	57	5	5	#
Number Scoring 85–100	28	35	17	2	0	#
Percentage of Tested Scoring 55–100	96%	96%	94%	75%	83%	#
Percentage of Tested Scoring 65–100	89%	94%	85%	62%	83%	#
Percentage of Tested Scoring 85–100	40%	50%	25%	25%	0%	#
Physical Setting/Chemistry						
Number Tested	26	26	31	0	0	1
Number Scoring 55–100	26	26	31	0	0	#
Number Scoring 65–100	14	21	29	0	0	#
Number Scoring 85–100	2	5	7	0	0	#
Percentage of Tested Scoring 55–100	100%	100%	100%	0%	0%	#
Percentage of Tested Scoring 65–100	54%	81%	94%	0%	0%	#
Percentage of Tested Scoring 85–100	8%	19%	23%	0%	0%	#
Physical Setting/Physics						
Number Tested			11			1
Number Scoring 55–100			10			#
Number Scoring 65–100			9			#
Number Scoring 85–100			2			#
Percentage of Tested Scoring 55–100			91%			#
Percentage of Tested Scoring 65–100			82%			#
Percentage of Tested Scoring 85–100			18%			#

* 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	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	20	23	32	0	0	0
Number Scoring 55–100	20	23	32	0	0	0
Number Scoring 65–100	20	23	32	0	0	0
Number Scoring 85–100	13	17	18	0	0	0
Percentage of Tested Scoring 55–100	100%	100%	100%	0%	0%	0%
Percentage of Tested Scoring 65–100	100%	100%	100%	0%	0%	0%
Percentage of Tested Scoring 85–100	65%	74%	56%	0%	0%	0%
Comprehensive Latin						
Number Tested	0	1	0	0	0	0
Number Scoring 55–100	0	#	0	0	0	0
Number Scoring 65–100	0	#	0	0	0	0
Number Scoring 85–100	0	#	0	0	0	0
Percentage of Tested Scoring 55–100	0%	#	0%	0%	0%	0%
Percentage of Tested Scoring 65–100	0%	#	0%	0%	0%	0%
Percentage of Tested Scoring 85–100	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
Sequential Mathematics, Course III (last administered January 2004)						
Number Tested	26	21	0	0	1	0
Number Scoring 55–100	25	21	0	0	#	0
Number Scoring 65–100	23	20	0	0	#	0
Number Scoring 85–100	11	11	0	0	#	0
Percentage of Tested Scoring 55–100	96%	100%	0%	0%	#	0%
Percentage of Tested Scoring 65–100	88%	95%	0%	0%	#	0%
Percentage of Tested Scoring 85–100	42%	52%	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	33	100%	28	100%	17	100%
Students with Disabilities	4	#	4	#	2	#

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	60	10%	18%	58%	13%
	Students with Disabilities	8	88%	13%	0%	0%
	All Students	68	19%	18%	51%	12%

Middle-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
June 2004	General-Education Students	46	2%	22%	63%	13%
	Students with Disabilities	9	22%	67%	11%	0%
	All Students	55	5%	29%	55%	11%

(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	1	0	#	#	#	#
Social Studies	1	0	#	#	#	#
Mathematics	1	0	#	#	#	#
Science	1	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	46	46	46	3	3	3	49	49	49
Number Scoring 55–64	#	#	#	#	#	#	1	0	2
Number Scoring 65–84	#	#	#	#	#	#	27	19	23
Number Scoring 85–100	#	#	#	#	#	#	19	29	23
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
Listening and Speaking (Grade K-1)						
Number Tested			2			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			2			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			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 2-4)						
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 5-6)						
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 5-6)						
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)