

New York State School Report Card

Comprehensive Information Report

BEDS Code: 65-05-01-04-0002
 Name: Lyons Senior High School
 Principal: Harold Decook

Grade Range : 9-12

Fall Enrollment

Grade	2001-02	2002-03	2003-04
Pre-K	0	0	0
Kindergarten	0	0	0
First	0	0	0
Second	0	0	0
Third	0	0	0
Fourth	0	0	0
Fifth	0	0	0
Sixth	0	0	0
Ungraded Elementary	0	0	0
Seventh	0	0	0
Eighth	0	0	0
Ninth	94	108	101
Tenth	76	83	83
Eleventh	84	68	74
Twelfth	89	79	70
Ungraded Secondary	0	0	0
Total K-12 Enrollment	343	338	328

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	1	0.3%	0	0.0%	2	0.6%
Black (Not Hispanic)	49	14.3%	45	13.3%	50	15.2%
Hispanic	14	4.1%	21	6.2%	18	5.5%
White (Not Hispanic)	279	81.3%	272	80.5%	258	78.7%

Average Class Size

Grade Level	2001-02	2002-03	2003-04
Kindergarten	0	0	0
Common Branch	0	0	0
English Grade 8	0	0	0
Mathematics Grade 8	0	0	0
Science Grade 8	0	0	0
Social Studies Grade 8	0	0	0
English Grade 10	17	15	21
Mathematics Grade 10	0	0	14
Science Grade 10	18	15	14
Social Studies Grade 10	15	15	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
47	All schools in this group are secondary level schools in rural school districts with high student needs in relation to district resources. The schools in this group are in the middle range of student needs for secondary level schools in these districts.

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%	0	0.0%	1	0.3%
Eligible for Free Lunch	111	32.4%	76	22.5%	96	29.3%

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%		94.1%		93.7%
Student Suspensions	30	8.6%	25	7.3%	38	11.2%

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

	2001-02	2002-03	2003-04
Reduced Lunch	13.7%	6.5%	11.9%
Public Assistance	31-40%	11-20%	11-20%
Student Stability	98%	100%	99%

Staff Counts

Staff	2003-04
Total Teachers	22
Total Other Professional Staff	2
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	70	70	100%	55	33	60%	52	39	75%
Students with Disabilities	4	4	100%	10	1	10%	11	1	9%
All Students	74	74	100%	65	34	52%	63	40	63%

*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	20	30	0	3	8	2
Percent	32%	48%	0%	5%	13%	3%

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)
11	1	2	13

*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	9		4		6	2.3%
	Entered GED Program*	0		8		5	1.9%
	Total Noncompleters	9		12		11	4.2%
Students with Disabilities	Dropped Out	0		3		2	3.0%
	Entered GED Program*	0		2		4	6.0%
	Total Noncompleters	0		5		6	9.0%
All Students	Dropped Out	9	2.6%	7	2.1%	8	2.4%
	Entered GED Program*	0	0.0%	10	3.0%	9	2.7%
	Total Noncompleters	9	2.6%	17	5.0%	17	5.1%

*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	0	0	0
	Number of Students with Disabilities	0	0	0
	Number of All Students	0	0	0
	Percent of Enrollment	0%	0%	0%
9–12	Number of General-Education Students	80	85	64
	Number of Students with Disabilities	20	15	10
	Number of All Students	100	100	74
	Percent of Enrollment	29%	30%	23%

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%	1	#	0	0%
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	0	0%	6	83%	0	0%

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	0	0%	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	0	0%	0	0%	2	#
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%	6	100%
Science	0	0%	1	#	0	0%
Reading	1	#	6	100%	0	0%
Writing	1	#	8	75%	0	0%
Global Studies	0	0%	0	0%	0	0%
U.S. Hist & Gov't	2	#	3	#	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	65	68	68	6	11	14
Number Scoring 55–100	63	65	66	6	9	13
Number Scoring 65–100	57	57	61	5	6	9
Number Scoring 85–100	28	30	35	0	0	2
Percentage of Tested Scoring 55–100	97%	96%	97%	100%	82%	93%
Percentage of Tested Scoring 65–100	88%	84%	90%	83%	55%	64%
Percentage of Tested Scoring 85–100	43%	44%	51%	0%	0%	14%
Mathematics A						
Number Tested	15	46	87	12	4	20
Number Scoring 55–100	7	46	83	4	#	16
Number Scoring 65–100	0	44	74	0	#	13
Number Scoring 85–100	0	22	12	0	#	0
Percentage of Tested Scoring 55–100	47%	100%	95%	33%	#	80%
Percentage of Tested Scoring 65–100	0%	96%	85%	0%	#	65%
Percentage of Tested Scoring 85–100	0%	48%	14%	0%	#	0%
Mathematics B						
Number Tested	0	0	35	0	0	3
Number Scoring 55–100	0	0	35	0	0	#
Number Scoring 65–100	0	0	31	0	0	#
Number Scoring 85–100	0	0	13	0	0	#
Percentage of Tested Scoring 55–100	0%	0%	100%	0%	0%	#
Percentage of Tested Scoring 65–100	0%	0%	89%	0%	0%	#
Percentage of Tested Scoring 85–100	0%	0%	37%	0%	0%	#
Global History and Geography						
Number Tested	69	64	68	13	14	12
Number Scoring 55–100	67	61	65	13	12	9
Number Scoring 65–100	63	58	65	11	12	9
Number Scoring 85–100	16	23	27	0	2	0
Percentage of Tested Scoring 55–100	97%	95%	96%	100%	86%	75%
Percentage of Tested Scoring 65–100	91%	91%	96%	85%	86%	75%
Percentage of Tested Scoring 85–100	23%	36%	40%	0%	14%	0%
U.S. History and Government						
Number Tested	76	65	60	11	11	12
Number Scoring 55–100	73	63	59	9	10	12
Number Scoring 65–100	65	59	56	6	9	10
Number Scoring 85–100	24	33	31	1	1	2
Percentage of Tested Scoring 55–100	96%	97%	98%	82%	91%	100%
Percentage of Tested Scoring 65–100	86%	91%	93%	55%	82%	83%
Percentage of Tested Scoring 85–100	32%	51%	52%	9%	9%	17%

(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	62	61	71	11	12	3
Number Scoring 55–100	62	59	71	11	10	#
Number Scoring 65–100	58	57	70	9	10	#
Number Scoring 85–100	17	17	19	1	0	#
Percentage of Tested Scoring 55–100	100%	97%	100%	100%	83%	#
Percentage of Tested Scoring 65–100	94%	93%	99%	82%	83%	#
Percentage of Tested Scoring 85–100	27%	28%	27%	9%	0%	#
Physical Setting/Earth Science						
Number Tested	45	39	43	3	3	3
Number Scoring 55–100	45	39	43	#	#	#
Number Scoring 65–100	45	39	43	#	#	#
Number Scoring 85–100	28	25	28	#	#	#
Percentage of Tested Scoring 55–100	100%	100%	100%	#	#	#
Percentage of Tested Scoring 65–100	100%	100%	100%	#	#	#
Percentage of Tested Scoring 85–100	62%	64%	65%	#	#	#
Physical Setting/Chemistry						
Number Tested	25	31	28	1	0	2
Number Scoring 55–100	23	31	27	#	0	#
Number Scoring 65–100	17	28	23	#	0	#
Number Scoring 85–100	3	6	6	#	0	#
Percentage of Tested Scoring 55–100	92%	100%	96%	#	0%	#
Percentage of Tested Scoring 65–100	68%	90%	82%	#	0%	#
Percentage of Tested Scoring 85–100	12%	19%	21%	#	0%	#
Physical Setting/Physics						
Number Tested			21			0
Number Scoring 55–100			21			0
Number Scoring 65–100			20			0
Number Scoring 85–100			11			0
Percentage of Tested Scoring 55–100			100%			0%
Percentage of Tested Scoring 65–100			95%			0%
Percentage of Tested Scoring 85–100			52%			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
Comprehensive French						
Number Tested	14	9	8	1	0	0
Number Scoring 55–100	14	9	8	#	0	0
Number Scoring 65–100	14	9	8	#	0	0
Number Scoring 85–100	5	3	3	#	0	0
Percentage of Tested Scoring 55–100	100%	100%	100%	#	0%	0%
Percentage of Tested Scoring 65–100	100%	100%	100%	#	0%	0%
Percentage of Tested Scoring 85–100	36%	33%	38%	#	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	32	26	29	2	0	0
Number Scoring 55–100	32	26	29	#	0	0
Number Scoring 65–100	31	26	27	#	0	0
Number Scoring 85–100	10	16	17	#	0	0
Percentage of Tested Scoring 55–100	100%	100%	100%	#	0%	0%
Percentage of Tested Scoring 65–100	97%	100%	93%	#	0%	0%
Percentage of Tested Scoring 85–100	31%	62%	59%	#	0%	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		
	2001–02	2002–03	2003–04	2001–02	2002–03	2003–04
Sequential Mathematics, Course III (last administered January 2004)						
Number Tested	41	41	0	0	3	0
Number Scoring 55–100	41	40	0	0	#	0
Number Scoring 65–100	39	39	0	0	#	0
Number Scoring 85–100	24	22	0	0	#	0
Percentage of Tested Scoring 55–100	100%	98%	0%	0%	#	0%
Percentage of Tested Scoring 65–100	95%	95%	0%	0%	#	0%
Percentage of Tested Scoring 85–100	59%	54%	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	0	0%	55	98%	0	0%
Students with Disabilities	0	0%	9	100%	0	0%

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	0	0%	0%	0%	0%
	Students with Disabilities	0	0%	0%	0%	0%
	All Students	0	0%	0%	0%	0%

Middle-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
June 2004	General-Education Students	0	0%	0%	0%	0%
	Students with Disabilities	0	0%	0%	0%	0%
	All Students	0	0%	0%	0%	0%

(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	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

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	52	52	52	14	14	14	66	66	66
Number Scoring 55–64	1	3	0	1	2	2	2	5	2
Number Scoring 65–84	33	17	24	9	7	8	42	24	32
Number Scoring 85–100	17	31	27	0	1	0	17	32	27
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 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			2			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			2			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)