

# New York State School Report Card Comprehensive Information Report

BEDS Code: 15-03-01-04-0001  
 Name: Elizabethtown-Lewis Central School  
 Principal: Amy L. Tyo

Grade Range : K-12

## Fall Enrollment

Grade	2002-03	2003-04	2004-05
Pre-K	0	0	0
Kindergarten	29	21	29
First	27	26	19
Second	37	25	25
Third	31	36	27
Fourth	28	33	31
Fifth	32	28	30
Sixth	23	33	26
Ungraded Elementary	9	11	8
Seventh	31	31	33
Eighth	39	25	28
Ninth	28	38	24
Tenth	28	26	35
Eleventh	30	24	21
Twelfth	30	29	28
Ungraded Secondary	0	0	0
Total K-12 Enrollment	402	386	364

## 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	2	0.5%	1	0.3%	4	1.1%
Black (Not Hispanic)	1	0.2%	1	0.3%	2	0.5%
Hispanic	5	1.2%	5	1.3%	5	1.4%
White (Not Hispanic)	394	98.0%	379	98.2%	353	97.0%

## Average Class Size

Grade Level	2002-03	2003-04	2004-05
Kindergarten	15	11	15
Common Branch	15	15	13
English Grade 8	19	12	9
Mathematics Grade 8	14	12	12
Science Grade 8	19	13	14
Social Studies Grade 8	39	13	9
English Grade 10	10	12	17
Mathematics Grade 10	0	13	14
Science Grade 10	28	13	17
Social Studies Grade 10	13	13	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
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	0	0.0%	0	0.0%	1	0.3%
Eligible for Free Lunch	82	20.4%	94	24.4%	64	17.6%

### 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		95.9%		95.1%		95.2%
Student Suspensions	1	0.2%	5	1.2%	18	4.7%

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

	2002-03	2003-04	2004-05
Reduced Lunch	11.9%	5.7%	6.0%
Public Assistance	21-30%	21-30%	31-40%
Student Stability	100%	93%	93%

### Staff Counts

Staff	2004-05
Total Teachers	38
Total Other Professional Staff	5
Total Paraprofessionals	NA
Teaching Out of Certification*	2

\*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
<b>General-Education Students</b>	Total Graduates*	26	30	21
	Regents Diplomas	16	21	19
	% Regents Diplomas	62%	70%	90%
	Regents Diplomas with Advanced Designation**			10
	% Regents Diplomas with Advanced Designation			48%
	IEP Diplomas or Local Certificates			
<b>Students with Disabilities</b>	Total Graduates*	1	1	3
	Regents Diplomas	0	1	1
	% Regents Diplomas	0%	100%	33%
	Regents Diplomas with Advanced Designation**			0
	% Regents Diplomas with Advanced Designation			0%
	IEP Diplomas or Local Certificates	2	0	1
<b>All Students</b>	Total Graduates*	27	31	24
	Regents Diplomas	16	22	20
	% Regents Diplomas	59%	71%	83%
	Regents Diplomas with Advanced Designation**			10
	% Regents Diplomas with Advanced Designation			42%
	IEP Diplomas or Local Certificates	2	0	1

\* 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
<b>General-Education Students</b>	<b>Number</b>	10	9	1	0	1	0	0	0
	<b>Percent</b>	48%	43%	5%	0%	5%	0%	0%	0%
<b>Students with Disabilities</b>	<b>Number</b>	0	1	0	0	2	0	0	0
	<b>Percent</b>	0%	33%	0%	0%	67%	0%	0%	0%
<b>All Students</b>	<b>Number</b>	10	10	1	0	3	0	0	0
	<b>Percent</b>	42%	42%	4%	0%	12%	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.
<b>General-Education Students</b>	Dropped Out	2		0	0.0%	1	1.1%
	Entered GED Program*	0		2	1.9%	2	2.1%
	Total Noncompleters	2		2	1.9%	3	3.2%
<b>Students with Disabilities</b>	Dropped Out	2		0	0.0%	0	0.0%
	Entered GED Program*	2		3	25.0%	2	14.3%
	Total Noncompleters	4		3	25.0%	2	14.3%
<b>All Students</b>	Dropped Out	4	3.4%	0	0.0%	1	0.9%
	Entered GED Program*	2	1.7%	5	4.3%	4	3.7%
	Total Noncompleters	6	5.2%	5	4.3%	5	4.6%

\*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	0%	0%	98%
2-3	0%	0%	101%

## Students Developing a Career Plan, 4-12

Grades		2002-03	2003-04	2004-05
4-5	Number of General-Education Students	0	0	39
	Number of Students with Disabilities	0	0	9
	Number of All Students	0	0	48
	Percent of Enrollment	0%	0%	75%
6-8	Number of General-Education Students	0	49	49
	Number of Students with Disabilities	0	7	7
	Number of All Students	0	56	56
	Percent of Enrollment	0%	62%	64%
9-12	Number of General-Education Students	0	19	26
	Number of Students with Disabilities	0	3	5
	Number of All Students	0	22	31
	Percent of Enrollment	0%	19%	29%

(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	18	83%	14	86%	13	77%
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	18	89%	10	70%	9	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%	2	#
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	2	#	2	#	0	0%

# 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	1	#	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	1	#	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	1	#	0	0%	0	0%
Writing	1	#	0	0%	0	0%
Global Studies	0	0%	0	0%	1	#
U.S. Hist & Gov't	2	#	0	0%	1	#

(Form – E)

# Regents Examinations

	All Students			Students with Disabilities		
	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05
<b>Comprehensive English</b>						
Number Tested	34	31	22	1	6	4
Number Scoring 55-100	31	30	20	#	5	#
Number Scoring 65-100	30	26	19	#	2	#
Number Scoring 85-100	5	14	12	#	0	#
Percentage of Tested Scoring 55-100	91%	97%	91%	#	83%	#
Percentage of Tested Scoring 65-100	88%	84%	86%	#	33%	#
Percentage of Tested Scoring 85-100	15%	45%	55%	#	0%	#
<b>Mathematics A</b>						
Number Tested	32	35	22	1	2	3
Number Scoring 55-100	29	34	22	#	#	#
Number Scoring 65-100	25	32	21	#	#	#
Number Scoring 85-100	8	9	4	#	#	#
Percentage of Tested Scoring 55-100	91%	97%	100%	#	#	#
Percentage of Tested Scoring 65-100	78%	91%	95%	#	#	#
Percentage of Tested Scoring 85-100	25%	26%	18%	#	#	#
<b>Mathematics B</b>						
Number Tested	0	0	12	0	0	0
Number Scoring 55-100	0	0	12	0	0	0
Number Scoring 65-100	0	0	12	0	0	0
Number Scoring 85-100	0	0	3	0	0	0
Percentage of Tested Scoring 55-100	0%	0%	100%	0%	0%	0%
Percentage of Tested Scoring 65-100	0%	0%	100%	0%	0%	0%
Percentage of Tested Scoring 85-100	0%	0%	25%	0%	0%	0%
<b>Global History and Geography</b>						
Number Tested	29	33	34	2	3	3
Number Scoring 55-100	27	33	32	#	#	#
Number Scoring 65-100	23	27	30	#	#	#
Number Scoring 85-100	10	12	6	#	#	#
Percentage of Tested Scoring 55-100	93%	100%	94%	#	#	#
Percentage of Tested Scoring 65-100	79%	82%	88%	#	#	#
Percentage of Tested Scoring 85-100	34%	36%	18%	#	#	#
<b>U.S. History and Government</b>						
Number Tested	35	29	22	3	2	3
Number Scoring 55-100	33	27	19	#	#	#
Number Scoring 65-100	28	26	17	#	#	#
Number Scoring 85-100	11	14	7	#	#	#
Percentage of Tested Scoring 55-100	94%	93%	86%	#	#	#
Percentage of Tested Scoring 65-100	80%	90%	77%	#	#	#
Percentage of Tested Scoring 85-100	31%	48%	32%	#	#	#

(Form – F)

# Regents Examinations

	All Students			Students with Disabilities		
	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05
<b>Living Environment</b>						
Number Tested	32	27	32	2	2	3
Number Scoring 55-100	31	26	32	#	#	#
Number Scoring 65-100	29	23	31	#	#	#
Number Scoring 85-100	6	4	4	#	#	#
Percentage of Tested Scoring 55-100	97%	96%	100%	#	#	#
Percentage of Tested Scoring 65-100	91%	85%	97%	#	#	#
Percentage of Tested Scoring 85-100	19%	15%	12%	#	#	#
<b>Physical Setting/Earth Science</b>						
Number Tested	29	40	30	2	4	3
Number Scoring 55-100	28	37	29	#	#	#
Number Scoring 65-100	25	32	24	#	#	#
Number Scoring 85-100	8	6	9	#	#	#
Percentage of Tested Scoring 55-100	97%	93%	97%	#	#	#
Percentage of Tested Scoring 65-100	86%	80%	80%	#	#	#
Percentage of Tested Scoring 85-100	28%	15%	30%	#	#	#
<b>Physical Setting/Chemistry</b>						
Number Tested	25	17	19	0	0	2
Number Scoring 55-100	15	13	11	0	0	#
Number Scoring 65-100	7	9	8	0	0	#
Number Scoring 85-100	2	1	3	0	0	#
Percentage of Tested Scoring 55-100	60%	76%	58%	0%	0%	#
Percentage of Tested Scoring 65-100	28%	53%	42%	0%	0%	#
Percentage of Tested Scoring 85-100	8%	6%	16%	0%	0%	#
<b>Physical Setting/Physics</b>						
Number Tested		6	8		0	0
Number Scoring 55-100		6	8		0	0
Number Scoring 65-100		5	4		0	0
Number Scoring 85-100		2	0		0	0
Percentage of Tested Scoring 55-100		100%	100%		0%	0%
Percentage of Tested Scoring 65-100		83%	50%		0%	0%
Percentage of Tested Scoring 85-100		33%	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
<b>Comprehensive French</b>						
Number Tested	14	9	20	0	0	0
Number Scoring 55-100	12	9	20	0	0	0
Number Scoring 65-100	12	9	20	0	0	0
Number Scoring 85-100	4	3	8	0	0	0
Percentage of Tested Scoring 55-100	86%	100%	100%	0%	0%	0%
Percentage of Tested Scoring 65-100	86%	100%	100%	0%	0%	0%
Percentage of Tested Scoring 85-100	29%	33%	40%	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	10	13	32	0	0	3
Number Scoring 55-100	9	13	31	0	0	#
Number Scoring 65-100	9	11	31	0	0	#
Number Scoring 85-100	2	4	8	0	0	#
Percentage of Tested Scoring 55-100	90%	100%	97%	0%	0%	#
Percentage of Tested Scoring 65-100	90%	85%	97%	0%	0%	#
Percentage of Tested Scoring 85-100	20%	31%	25%	0%	0%	#
<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)

## Elementary-Level Social Studies

		<b>Number Tested</b>	<b>% at Level 1</b>	<b>% at Level 2</b>	<b>% at Level 3</b>	<b>% at Level 4</b>
<b>Nov 2004</b>	General-Education Students	23	0%	0%	43%	57%
	Students with Disabilities	7	0%	14%	71%	14%
	All Students	30	0%	3%	50%	47%

## Middle-Level Social Studies

		<b>Number Tested</b>	<b>% at Level 1</b>	<b>% at Level 2</b>	<b>% at Level 3</b>	<b>% at Level 4</b>
<b>June 2005</b>	General-Education Students	20	#	#	#	#
	Students with Disabilities	4	#	#	#	#
	All Students	24	0%	25%	67%	8%

(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
<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

### 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	21	21	21	3	3	3	24	24	24
Number Scoring 55–64	#	#	#	#	#	#	1	0	0
Number Scoring 65–84	#	#	#	#	#	#	13	9	13
Number Scoring 85–100	#	#	#	#	#	#	10	14	11
Approved Alternatives	#	#	#	#	#	#	0	0	0

(Form – J)