

New York State District Report Card Comprehensive Information Report

BEDS Code: 45-10-01-04-0000
 Name: Lyndonville Central School District
 Superintendent: Barbara Deane-Williams

Fall Enrollment

Grade	2002-03	2003-04	2004-05
Pre-K	0	0	0
Kindergarten	58	55	64
First	45	58	58
Second	50	48	54
Third	41	49	50
Fourth	68	43	50
Fifth	57	68	47
Sixth	68	57	69
Ungraded Elementary	0	0	0
Seventh	59	78	58
Eighth	77	59	76
Ninth	88	85	75
Tenth	75	72	62
Eleventh	52	63	69
Twelfth	59	49	60
Ungraded Secondary	0	4	0
Total K-12 Enrollment	797	788	792

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	5	0.6%	7	0.9%	5	0.6%
Black (Not Hispanic)	11	1.4%	11	1.4%	12	1.5%
Hispanic	15	1.9%	15	1.9%	16	2.0%
White (Not Hispanic)	766	96.1%	755	95.8%	759	95.8%

Average Class Size

Grade Level	2002-03	2003-04	2004-05
Kindergarten	19	18	21
Common Branch	19	22	20
English Grade 8	17	12	14
Mathematics Grade 8	18	14	19
Science Grade 8	26	20	22
Social Studies Grade 8	19	20	19
English Grade 10	19	19	22
Mathematics Grade 10	19	19	18
Science Grade 10	17	18	18
Social Studies Grade 10	0	18	23

(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

	2002-03		2003-04		2004-05	
	Count	Percent	Count	Percent	Count	Percent
Limited English Proficient	1	0.1%	0	0.0%	0	0.0%
Eligible for Free Lunch	178	22.3%	177	22.5%	136	17.2%

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		95.1%		95.2%		95.6%
Student Suspensions	46	5.7%	40	5.0%	45	5.7%

Student Socioeconomic and Stability Indicators (Percent of Enrollment)

	2002-03	2003-04	2004-05
Reduced Lunch	11.2%	9.6%	8.6%
Public Assistance	NA	NA	NA
Student Stability	NA	NA	NA

Staff Counts

Staff	2004-05
Total Teachers	65
Total Other Professional Staff	10
Total Paraprofessionals	9
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*	56	48	55
	Regents Diplomas	28	27	53
	% Regents Diplomas	50%	56%	96%
	Regents Diplomas with Advanced Designation**			32
	% Regents Diplomas with Advanced Designation			58%
	IEP Diplomas or Local Certificates			
Students with Disabilities	Total Graduates*	5	2	5
	Regents Diplomas	0	1	2
	% Regents Diplomas	0%	50%	40%
	Regents Diplomas with Advanced Designation**			2
	% Regents Diplomas with Advanced Designation			40%
	IEP Diplomas or Local Certificates	0	2	1
All Students	Total Graduates*	61	50	60
	Regents Diplomas	28	28	55
	% Regents Diplomas	46%	56%	92%
	Regents Diplomas with Advanced Designation**			34
	% Regents Diplomas with Advanced Designation			57%
	IEP Diplomas or Local Certificates	0	2	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
General-Education Students	Number	20	23	4	4	4	0	0	0
	Percent	36%	42%	7%	7%	7%	0%	0%	0%
Students with Disabilities	Number	0	2	0	1	2	0	0	0
	Percent	0%	40%	0%	20%	40%	0%	0%	0%
All Students	Number	20	25	4	5	6	0	0	0
	Percent	33%	42%	7%	8%	10%	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		3	1.2%	3	1.3%
	Entered GED Program*	2		0	0.0%	0	0.0%
	Total Noncompleters	4		3	1.2%	3	1.3%
Students with Disabilities	Dropped Out	2		4	11.4%	1	2.4%
	Entered GED Program*	0		0	0.0%	0	0.0%
	Total Noncompleters	2		4	11.4%	1	2.4%
All Students	Dropped Out	4	1.5%	7	2.5%	4	1.4%
	Entered GED Program*	2	0.7%	0	0.0%	0	0.0%
	Total Noncompleters	6	2.2%	7	2.5%	4	1.4%

*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%	0%
2-3	0%	0%	0%

Students Developing a Career Plan, 4-12

Grades		2002-03	2003-04	2004-05
4-5	Number of General-Education Students	51	48	41
	Number of Students with Disabilities	6	9	6
	Number of All Students	57	57	47
	Percent of Enrollment	46%	51%	48%
6-8	Number of General-Education Students	185	192	183
	Number of Students with Disabilities	19	18	20
	Number of All Students	204	210	203
	Percent of Enrollment	100%	107%	100%
9-12	Number of General-Education Students	248	248	238
	Number of Students with Disabilities	26	21	28
	Number of All Students	274	269	266
	Percent of Enrollment	100%	99%	100%

Career and Technical Education (CTE) Programs

CTE Program	This District		Statewide Average
	Count	Percentage	
All CTE Programs			
Completed the CTE Program	12		
Completed and Passed Regents Exams	12	100%	80%
Completed and had Course Average of 75% or More	11	92%	82%
Completed and Attained a HS Diploma or Equivalent	12	100%	96%
Completed and Whose Status is Known	12		
Completed and Were Successfully Placed	10	83%	96%
Nontraditional Programs			
Underrepresented Gender Members Enrolled	1	8%	25%
Underrepresented Gender Members Who Completed	0	0%	19%

Enrollment data are for the 2004-2005 school year; completer data are as of June 2004.

Blank cells indicate that either the district did not have a CTE program or did not report data. These data are reported only at the district level.

(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	73	36%	46	76%	72	83%

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	1	#	0	0%	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	1	#	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	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	6	100%	4	#	3	#
Science	2	#	0	0%	8	75%
Reading	5	100%	3	#	4	#
Writing	4	#	4	#	4	#
Global Studies	4	#	0	0%	3	#
U.S. Hist & Gov't	0	0%	0	0%	6	83%

(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	53	65	74	7	8	9
Number Scoring 55-100	49	59	68	3	4	5
Number Scoring 65-100	46	59	64	2	4	3
Number Scoring 85-100	23	34	32	1	1	0
Percentage of Tested Scoring 55-100	92%	91%	92%	43%	50%	56%
Percentage of Tested Scoring 65-100	87%	91%	86%	29%	50%	33%
Percentage of Tested Scoring 85-100	43%	52%	43%	14%	12%	0%
Mathematics A						
Number Tested	82	67	69	11	5	5
Number Scoring 55-100	62	65	66	2	3	3
Number Scoring 65-100	58	64	62	2	2	2
Number Scoring 85-100	8	12	15	0	0	0
Percentage of Tested Scoring 55-100	76%	97%	96%	18%	60%	60%
Percentage of Tested Scoring 65-100	71%	96%	90%	18%	40%	40%
Percentage of Tested Scoring 85-100	10%	18%	22%	0%	0%	0%
Mathematics B						
Number Tested	0	45	57	0	2	0
Number Scoring 55-100	0	39	42	0	#	0
Number Scoring 65-100	0	35	34	0	#	0
Number Scoring 85-100	0	7	4	0	#	0
Percentage of Tested Scoring 55-100	0%	87%	74%	0%	#	0%
Percentage of Tested Scoring 65-100	0%	78%	60%	0%	#	0%
Percentage of Tested Scoring 85-100	0%	16%	7%	0%	#	0%
Global History and Geography						
Number Tested	71	74	73	10	8	8
Number Scoring 55-100	67	70	60	9	6	4
Number Scoring 65-100	63	62	53	7	2	4
Number Scoring 85-100	28	34	16	2	0	0
Percentage of Tested Scoring 55-100	94%	95%	82%	90%	75%	50%
Percentage of Tested Scoring 65-100	89%	84%	73%	70%	25%	50%
Percentage of Tested Scoring 85-100	39%	46%	22%	20%	0%	0%
U.S. History and Government						
Number Tested	58	62	72	8	7	9
Number Scoring 55-100	58	60	61	8	6	3
Number Scoring 65-100	53	57	58	6	5	1
Number Scoring 85-100	31	32	33	2	4	0
Percentage of Tested Scoring 55-100	100%	97%	85%	100%	86%	33%
Percentage of Tested Scoring 65-100	91%	92%	81%	75%	71%	11%
Percentage of Tested Scoring 85-100	53%	52%	46%	25%	57%	0%

(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	66	70	68	7	7	8
Number Scoring 55-100	66	68	63	7	6	5
Number Scoring 65-100	63	64	57	6	4	4
Number Scoring 85-100	26	34	25	2	0	0
Percentage of Tested Scoring 55-100	100%	97%	93%	100%	86%	62%
Percentage of Tested Scoring 65-100	95%	91%	84%	86%	57%	50%
Percentage of Tested Scoring 85-100	39%	49%	37%	29%	0%	0%
Physical Setting/Earth Science						
Number Tested	70	67	59	6	4	7
Number Scoring 55-100	67	63	54	5	#	6
Number Scoring 65-100	66	57	50	5	#	4
Number Scoring 85-100	35	17	25	0	#	0
Percentage of Tested Scoring 55-100	96%	94%	92%	83%	#	86%
Percentage of Tested Scoring 65-100	94%	85%	85%	83%	#	57%
Percentage of Tested Scoring 85-100	50%	25%	42%	0%	#	0%
Physical Setting/Chemistry						
Number Tested	26	31	46	0	1	1
Number Scoring 55-100	26	31	44	0	#	#
Number Scoring 65-100	21	29	40	0	#	#
Number Scoring 85-100	5	7	12	0	#	#
Percentage of Tested Scoring 55-100	100%	100%	96%	0%	#	#
Percentage of Tested Scoring 65-100	81%	94%	87%	0%	#	#
Percentage of Tested Scoring 85-100	19%	23%	26%	0%	#	#
Physical Setting/Physics						
Number Tested		11	5		1	0
Number Scoring 55-100		10	5		#	0
Number Scoring 65-100		9	4		#	0
Number Scoring 85-100		2	2		#	0
Percentage of Tested Scoring 55-100		91%	100%		#	0%
Percentage of Tested Scoring 65-100		82%	80%		#	0%
Percentage of Tested Scoring 85-100		18%	40%		#	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	23	32	45	0	0	0
Number Scoring 55-100	23	32	43	0	0	0
Number Scoring 65-100	23	32	43	0	0	0
Number Scoring 85-100	17	18	22	0	0	0
Percentage of Tested Scoring 55-100	100%	100%	96%	0%	0%	0%
Percentage of Tested Scoring 65-100	100%	100%	96%	0%	0%	0%
Percentage of Tested Scoring 85-100	74%	56%	49%	0%	0%	0%
Comprehensive Latin						
Number Tested	1	0	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)

Elementary-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
Nov 2004	General-Education Students	41	5%	2%	63%	29%
	Students with Disabilities	6	33%	33%	0%	33%
	All Students	47	9%	6%	55%	30%

Middle-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
June 2005	General-Education Students	70	0%	14%	76%	10%
	Students with Disabilities	11	9%	64%	27%	0%
	All Students	81	1%	21%	69%	9%

(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	1	0	#	#	#	#
Social Studies	1	0	#	#	#	#
Mathematics	1	0	#	#	#	#
Science	1	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	57	57	57	8	8	8	65	65	65
Number Scoring 55–64	1	3	1	1	0	0	2	3	1
Number Scoring 65–84	30	24	28	2	1	3	32	25	31
Number Scoring 85–100	26	29	28	2	3	2	28	32	30
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		2	4		0	0
Beginning		#	#		0	0
Intermediate		#	#		0	0
Advanced		#	#		0	0
Proficient		#	#		0	0
Reading and Writing (Grade K-1)						
Number Tested		2	4		0	0
Beginning		#	#		0	0
Intermediate		#	#		0	0
Advanced		#	#		0	0
Proficient		#	#		0	0
Listening and Speaking (Grade 2-4)						
Number Tested		0	2		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		0	2		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	1		0	0
Beginning		0	#		0	0
Intermediate		0	#		0	0
Advanced		0	#		0	0
Proficient		0	#		0	0
Reading and Writing (Grade 5-6)						
Number Tested		0	1		0	0
Beginning		0	#		0	0
Intermediate		0	#		0	0
Advanced		0	#		0	0
Proficient		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)