

New York State School Report Card Comprehensive Information Report

BEDS Code : 22-13-01-04-0001
 Name : Lyme Central School
 Principal: Mr. John Waterhouse

Grade Range : K-12

Fall Enrollment

Grade	1999–2000	2000–2001	2001–2002
Pre-K	0	0	0
Kindergarten	32	18	16
First	29	31	24
Second	18	27	32
Third	29	16	26
Fourth	34	30	16
Fifth	24	33	31
Sixth	28	21	35
Ungraded Elementary	0	0	0
Seventh	33	27	22
Eighth	33	31	29
Ninth	39	34	36
Tenth	35	39	32
Eleventh	30	35	38
Twelfth	38	30	31
Ungraded Secondary	0	0	0
Total K-12 Enrollment	402	372	368

Student Racial/Ethnic Origin

Race/Ethnicity	1999–2000		2000–2001		2001–2002	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
American Indian, Alaskan, Asian, or Pacific Islander	3	0.7%	2	0.5%	0	0.0%
Black (Not Hispanic)	7	1.7%	6	1.6%	7	1.9%
Hispanic	1	0.2%	1	0.3%	3	0.8%
White (Not Hispanic)	391	97.3%	363	97.6%	358	97.3%

Limited English Proficient Students (also known as English language learners)

1999–2000		2000–2001		2001–2002	
No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
8	2.0%	7	1.9%	7	1.9%

Average Class Size

Grade Level	1999–2000	2000–2001	2001–2002
Kindergarten	16	9	16
Common Branch	16	16	16
English Grade 8	0	0	14
Mathematics Grade 8	16	16	15
Science Grade 8	0	0	14
Social Studies Grade 8	16	11	15
English Grade 10	0	0	17
Mathematics Grade 10	0	23	0
Science Grade 10	0	18	18
Social Studies Grade 10	0	20	13

(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 are elementary level schools in school districts with average student needs in relation to district resource capacity. The schools in this group are in the higher range of student needs for elementary 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).

Attendance and Suspension

	1998–1999		1999–2000		2000–2001	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
Annual Attendance Rate		95.0%		95.7%		94.6%
Student Suspensions	15	3.6%	6	1.5%	23	6.2%

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

	1999–2000	2000–2001	2001–2002
Free Lunch	22.6%	23.4%	23.6%
Reduced Lunch	11.0%	15.0%	10.1%
Public Assistance	1-10%	1-10%	1-10%
Student Stability	100%	100%	97%

Staff Counts

Staff	2001–2002
Total Teachers	34
Total Other Professional Staff	5
Total Paraprofessionals	NA
Teaching out of Certification*	2
Teachers with Temporary Licenses	0

*Teaching out of certification more than on an incidental basis. Teachers with temporary licenses are also counted as teaching out of certification.

(Form – B)

High School Graduates and Noncompleters

High School Graduates Earning Regents Diplomas*

	1999–2000			2000–2001			2001–2002		
	Total Grads	Regents Diplomas	% Regents Diplomas	Total Grads	Regents Diplomas	% Regents Diplomas	Total Grads	Regents Diplomas	% Regents Diplomas
General Education	35	24	69%	25	16	64%	27	17	63%
Students with Disabilities	1	0	0%	4	3	75%	4	1	25%
All Students	36	24	67%	29	19	66%	31	18	58%

*Only students awarded local diplomas (including local diplomas with Regents endorsements) are counted as high school graduates. Data reported for the 1999–2000 and 2000–2001 school years include August, January, and June graduates. Data reported for the 2001–2002 school year include only January and June graduates.

Distribution of 2001–2002 Graduates (All Students)

	To 4-year College	To 2-year College	To Other Post-Secondary	To the Military	To Employment	Other
Number	8	14	0	1	6	2
Percent	26%	45%	0%	3%	19%	6%

Number of High School Completers with Disabilities in 2001–2002

Graduates* (a)	Regents Diplomas (b)	IEP Diplomas or Certificates (c)	All 2001–2002 Completers (a+c)
4	1	1	5

*Local Diplomas (including local diplomas with Regents endorsements)

High School Noncompletion Rates

		1999–2000		2000–2001		2001–2002	
		No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
General-Education Students	Dropped Out					0	0.0%
	Entered GED Program*					1	0.7%
	Total Noncompleters					1	0.7%
Students with Disabilities	Dropped Out					1	0.7%
	Entered GED Program*					0	0.0%
	Total Noncompleters					1	0.7%
All Students	Dropped Out	2	1.4%	1	0.7%	1	0.7%
	Entered GED Program*	1	0.7%	5	3.6%	1	0.7%
	Total Noncompleters	3	2.1%	6	4.3%	2	1.5%

*The number and percentage of students who left K-12, diploma-bound systems and entered an alternative program leading to a high school equivalency diploma.

(Form – C)

Second Language Proficiency Examinations

General-Education Students

Test	1999–2000		2000–2001		2001–2002	
	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	27	81%	23	83%	25	88%

Students with Disabilities

Test	1999–2000		2000–2001		2001–2002	
	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	#	3	#	1	#

(Form – D)

Regents Competency Tests

General-Education Students

Test	1999–2000		2000–2001		2001–2002	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	0	0%	0	0%	0	0%
Science	0	0%	1	#	0	0%
Reading	0	0%	0	0%	0	0%
Writing	0	0%	0	0%	0	0%
Global Studies	0	0%	1	#	0	0%
U.S. Hist & Gov't	1	#	1	#	0	0%

Students with Disabilities

Test	1999–2000		2000–2001		2001–2002	
	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		
	2000	2001	2002	2000	2001	2002
Comprehensive English						
Number Tested	27	32	33	2	5	2
Number Scoring 55–100	27	30	33	#	5	#
Number Scoring 65–100	24	30	28	#	5	#
Number Scoring 85–100	3	9	15	#	0	#
Percentage of Tested Scoring 55–100	100%	94%	100%	#	100%	#
Percentage of Tested Scoring 65–100	89%	94%	85%	#	100%	#
Percentage of Tested Scoring 85–100	11%	28%	45%	#	0%	#
Sequential Mathematics, Course I (last administered January 2002)						
Number Tested	43	45	8	4	5	1
Number Scoring 55–100	31	34	4	#	5	#
Number Scoring 65–100	29	26	3	#	5	#
Number Scoring 85–100	12	11	0	#	1	#
Percentage of Tested Scoring 55–100	72%	76%	50%	#	100%	#
Percentage of Tested Scoring 65–100	67%	58%	38%	#	100%	#
Percentage of Tested Scoring 85–100	28%	24%	0%	#	20%	#
Mathematics A						
Number Tested	0	0	11	0	0	0
Number Scoring 55–100	0	0	10	0	0	0
Number Scoring 65–100	0	0	8	0	0	0
Number Scoring 85–100	0	0	3	0	0	0
Percentage of Tested Scoring 55–100	0%	0%	91%	0%	0%	0%
Percentage of Tested Scoring 65–100	0%	0%	73%	0%	0%	0%
Percentage of Tested Scoring 85–100	0%	0%	27%	0%	0%	0%
Global Studies (last administered January 2000)						
Number Tested	36			6		
Number Scoring 55–100	35			6		
Number Scoring 65–100	28			3		
Number Scoring 85–100	11			1		
Percentage of Tested Scoring 55–100	97%			100%		
Percentage of Tested Scoring 65–100	78%			50%		
Percentage of Tested Scoring 85–100	31%			17%		
Global History and Geography (first administered June 2000)						
Number Tested	0	37	25	0	1	2
Number Scoring 55–100	0	35	25	0	#	#
Number Scoring 65–100	0	29	25	0	#	#
Number Scoring 85–100	0	6	4	0	#	#
Percentage of Tested Scoring 55–100	0%	95%	100%	0%	#	#
Percentage of Tested Scoring 65–100	0%	78%	100%	0%	#	#
Percentage of Tested Scoring 85–100	0%	16%	16%	0%	#	#

(Form – F)

Regents Examinations

	All Students			Students with Disabilities		
	2000	2001	2002	2000	2001	2002
U.S. History and Government (last administered January 2001)						
Number Tested	29	34		2	5	
Number Scoring 55–100	28	34		#	5	
Number Scoring 65–100	26	28		#	3	
Number Scoring 85–100	12	14		#	1	
Percentage of Tested Scoring 55–100	97%	100%		#	100%	
Percentage of Tested Scoring 65–100	90%	82%		#	60%	
Percentage of Tested Scoring 85–100	41%	41%		#	20%	
U.S. History and Government (first administered June 2001)						
Number Tested		2	32		0	2
Number Scoring 55–100		#	32		0	#
Number Scoring 65–100		#	32		0	#
Number Scoring 85–100		#	13		0	#
Percentage of Tested Scoring 55–100		#	100%		0%	#
Percentage of Tested Scoring 65–100		#	100%		0%	#
Percentage of Tested Scoring 85–100		#	41%		0%	#
Living Environment (first administered June 2001)						
Number Tested		12	37		1	4
Number Scoring 55–100		11	37		#	#
Number Scoring 65–100		11	37		#	#
Number Scoring 85–100		0	10		#	#
Percentage of Tested Scoring 55–100		92%	100%		#	#
Percentage of Tested Scoring 65–100		92%	100%		#	#
Percentage of Tested Scoring 85–100		0%	27%		#	#
Physical Setting/Earth Science (first administered June 2001)						
Number Tested		8	31		0	2
Number Scoring 55–100		2	29		0	#
Number Scoring 65–100		2	25		0	#
Number Scoring 85–100		0	6		0	#
Percentage of Tested Scoring 55–100		25%	94%		0%	#
Percentage of Tested Scoring 65–100		25%	81%		0%	#
Percentage of Tested Scoring 85–100		0%	19%		0%	#

(Form – G)

Average Grade Enrollment

All Students

Year	Grade 9 Enrollment (June)	Grade 10 Enrollment (June)	Grade 11 Enrollment (June)	Grade 12 Enrollment (June)	AGE*
2000	38	35	27	38	35
2001	40	45	38	33	39
2002	32	29	36	38	34

*In schools with no grade 9–12 enrollment, AGE is the grade 8 enrollment as reported through LEAP.

Students with Disabilities

Year	Grade 9 Enrollment (June)	Grade 10 Enrollment (June)	Grade 11 Enrollment (June)	Grade 12 Enrollment (June)	AGE*
2000	3	5	1	2	3
2001	5	7	4	4	5
2002	5	2	3	5	4

*In schools with no grade 9–12 enrollment, AGE is the grade 8 enrollment as reported through LEAP.

(Form – H)

Regents Examinations

	All Students			Students with Disabilities		
	2000	2001	2002	2000	2001	2002
Average Grade Enrollment (AGE)	35	39	34	3	5	4
Comprehensive Spanish						
Number Tested	20	26	21	1	0	2
Number Scoring 55–100	20	25	21	#	0	#
Number Scoring 65–100	19	24	21	#	0	#
Number Scoring 85–100	8	11	13	#	0	#
Percentage of AGE Tested	57%	67%	62%	#	0%	#
Percentage of AGE Scoring 55–100	57%	64%	62%	#	0%	#
Percentage of AGE Scoring 65–100	54%	62%	62%	#	0%	#
Percentage of AGE Scoring 85–100	23%	28%	38%	#	0%	#
Percentage of Tested Scoring 65–100	95%	92%	100%	#	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 AGE Tested	0%	0%	0%	0%	0%	0%
Percentage of AGE Scoring 55–100	0%	0%	0%	0%	0%	0%
Percentage of AGE Scoring 65–100	0%	0%	0%	0%	0%	0%
Percentage of AGE Scoring 85–100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 65–100	0%	0%	0%	0%	0%	0%

(Form – J)

Regents Examinations

	All Students			Students with Disabilities		
	2000	2001	2002	2000	2001	2002
Average Grade Enrollment (AGE)	35	39	34	3	5	4
Sequential Mathematics, Course II						
Number Tested	37	24	27	2	0	2
Number Scoring 55–100	31	22	20	#	0	#
Number Scoring 65–100	24	20	17	#	0	#
Number Scoring 85–100	9	9	5	#	0	#
Percentage of AGE Tested	106%	62%	79%	#	0%	#
Percentage of AGE Scoring 55–100	89%	56%	59%	#	0%	#
Percentage of AGE Scoring 65–100	69%	51%	50%	#	0%	#
Percentage of AGE Scoring 85–100	26%	23%	15%	#	0%	#
Percentage of Tested Scoring 65–100	65%	83%	63%	#	0%	#
Sequential Mathematics, Course III						
Number Tested	20	24	17	1	0	0
Number Scoring 55–100	17	21	15	#	0	0
Number Scoring 65–100	12	21	13	#	0	0
Number Scoring 85–100	4	9	4	#	0	0
Percentage of AGE Tested	57%	62%	50%	#	0%	0%
Percentage of AGE Scoring 55–100	49%	54%	44%	#	0%	0%
Percentage of AGE Scoring 65–100	34%	54%	38%	#	0%	0%
Percentage of AGE Scoring 85–100	11%	23%	12%	#	0%	0%
Percentage of Tested Scoring 65–100	60%	88%	76%	#	0%	0%
Mathematics B (first administered June 2001)						
Number Tested		0	0		0	0
Number Scoring 55–100		0	0		0	0
Number Scoring 65–100		0	0		0	0
Number Scoring 85–100		0	0		0	0
Percentage of AGE Tested		0%	0%		0%	0%
Percentage of AGE Scoring 55–100		0%	0%		0%	0%
Percentage of AGE Scoring 65–100		0%	0%		0%	0%
Percentage of AGE Scoring 85–100		0%	0%		0%	0%
Percentage of Tested Scoring 65–100		0%	0%		0%	0%

(Form – K)

Regents Examinations

	All Students			Students with Disabilities		
	2000	2001	2002	2000	2001	2002
Average Grade Enrollment (AGE)	35	39	34	3	5	4
Earth Science (last administered January 2001)						
Number Tested	0	35		0	1	
Number Scoring 55–100	0	27		0	#	
Number Scoring 65–100	0	23		0	#	
Number Scoring 85–100	0	6		0	#	
Percentage of AGE Tested	0%	90%		0%	#	
Percentage of AGE Scoring 55–100	0%	69%		0%	#	
Percentage of AGE Scoring 65–100	0%	59%		0%	#	
Percentage of AGE Scoring 85–100	0%	15%		0%	#	
Percentage of Tested Scoring 65–100	0%	66%		0%	#	
Biology (last administered January 2001)						
Number Tested	69	37		4	4	
Number Scoring 55–100	62	30		#	#	
Number Scoring 65–100	50	22		#	#	
Number Scoring 85–100	17	4		#	#	
Percentage of AGE Tested	197%	95%		#	#	
Percentage of AGE Scoring 55–100	177%	77%		#	#	
Percentage of AGE Scoring 65–100	143%	56%		#	#	
Percentage of AGE Scoring 85–100	49%	10%		#	#	
Percentage of Tested Scoring 65–100	72%	59%		#	#	
Chemistry (last administered January 2002)						
Number Tested	45	2	0	2	0	0
Number Scoring 55–100	41	#	0	#	0	0
Number Scoring 65–100	33	#	0	#	0	0
Number Scoring 85–100	12	#	0	#	0	0
Percentage of AGE Tested	129%	#	0%	#	0%	0%
Percentage of AGE Scoring 55–100	117%	#	0%	#	0%	0%
Percentage of AGE Scoring 65–100	94%	#	0%	#	0%	0%
Percentage of AGE Scoring 85–100	34%	#	0%	#	0%	0%
Percentage of Tested Scoring 65–100	73%	#	0%	#	0%	0%

(Form – L)

Regents Examinations

	All Students			Students with Disabilities		
	2000	2001	2002	2000	2001	2002
Average Grade Enrollment (AGE)	35	39	34	3	5	4
Physics (last administered January 2002)						
Number Tested	0	23	0	0	1	0
Number Scoring 55–100	0	23	0	0	#	0
Number Scoring 65–100	0	18	0	0	#	0
Number Scoring 85–100	0	2	0	0	#	0
Percentage of AGE Tested	0%	59%	0%	0%	#	0%
Percentage of AGE Scoring 55–100	0%	59%	0%	0%	#	0%
Percentage of AGE Scoring 65–100	0%	46%	0%	0%	#	0%
Percentage of AGE Scoring 85–100	0%	5%	0%	0%	#	0%
Percentage of Tested Scoring 65–100	0%	78%	0%	0%	#	0%
Physical Setting/Chemistry (first administered June 2002)						
Number Tested			26			1
Number Scoring 55–100			22			#
Number Scoring 65–100			13			#
Number Scoring 85–100			0			#
Percentage of AGE Tested			76%			#
Percentage of AGE Scoring 55–100			65%			#
Percentage of AGE Scoring 65–100			38%			#
Percentage of AGE Scoring 85–100			0%			#
Percentage of Tested Scoring 65–100			50%			#
Physical Setting/Physics (first administered June 2002)						
Number Tested			0			0
Number Scoring 55–100			0			0
Number Scoring 65–100			0			0
Number Scoring 85–100			0			0
Percentage of AGE Tested			0%			0%
Percentage of AGE Scoring 55–100			0%			0%
Percentage of AGE Scoring 65–100			0%			0%
Percentage of AGE Scoring 85–100			0%			0%
Percentage of Tested Scoring 65–100			0%			0%

(Form – M)

Introduction to Occupations Examination

	1999–2000		2000–2001		2001–2002	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
General-Education Students	11	91%	5	100%	7	100%
Students with Disabilities	3	#	3	#	4	#

On school reports, 1999–2000 and 2000–2001 data are for all students with disabilities enrolled in the school. District reports contain data for all students with disabilities enrolled in the district for the 1999–2000, 2000–2001, and 2001–2002 school years.

Elementary-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
Nov 2001	General-Education Students	27	#	#	#	#
	Students with Disabilities	4	#	#	#	#
	All Students	31	0%	3%	58%	39%

Middle-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
June 2002	General-Education Students	28	#	#	#	#
	Students with Disabilities	2	#	#	#	#
	All Students	30	0%	33%	60%	7%

(Form – N)

New York State Alternate Assessments (NYSAA) 2001–2002

Test	Count of Students					
	Tested	Not Tested	Level 1	Level 2	Level 3	Level 4
Elementary Level						
English Language Arts	0	0	0	0	0	0
Mathematics, Science, & Technology	0	0	0	0	0	0
Health, Phys. Ed., & Fam. & Cons. Sci.	0	0	0	0	0	0
Social Studies	0	0	0	0	0	0
Career Dev. & Occ. Studies (optional)	0	0	0	0	0	0
The Arts (optional)	0	0	0	0	0	0
Middle Level						
English Language Arts	0	0	0	0	0	0
Mathematics, Science, & Technology	0	0	0	0	0	0
Health, Phys. Ed., & Fam. & Cons. Sci.	0	0	0	0	0	0
Social Studies	0	0	0	0	0	0
Career Dev. & Occ. Studies (optional)	0	0	0	0	0	0
The Arts (optional)	0	0	0	0	0	0
Secondary Level						
English Language Arts	0	0	0	0	0	0
Mathematics, Science, & Technology	0	0	0	0	0	0
Health, Phys. Ed., & Fam. & Cons. Sci.	0	0	0	0	0	0
Social Studies	0	0	0	0	0	0
Career Dev. & Occ. Studies (optional)	0	0	0	0	0	0
The Arts (optional)	0	0	0	0	0	0

1998 Cohort Performance on Regents Examinations after Four Years

	General-Education Students		Students with Disabilities		All Students	
	Global History & Geography	U.S. History & Gov't	Global History & Geography	U.S. History & Gov't	Global History & Geography	U.S. History & Gov't
Cohort Enrollment	26	26	5	5	31	31
Number Scoring 55–64	2	3	2	2	4	5
Number Scoring 65–84	12	10	2	2	14	12
Number Scoring 85–100	11	13	1	1	12	14
Approved Alternatives	0	0	0	0	0	0

1999 Cohort Performance on Regents Examinations in Science after Three Years

	General-Education Students	Students with Disabilities	All Students
Cohort Enrollment	32	3	35
Number Scoring 55–64	#	#	3
Number Scoring 65–84	#	#	18
Number Scoring 85–100	#	#	9
Approved Alternatives	#	#	0

(Form – O)