

New York State District Report Card

Comprehensive Information Report

BEDS Code: 26-09-01-06-0000
 Name: Honeoye Falls-Lima Central School District
 Superintendent: Diane E. Reed

Fall Enrollment

Grade	2001-02	2002-03	2003-04
Pre-K	0	0	0
Kindergarten	140	151	193
First	182	155	161
Second	189	187	164
Third	224	192	194
Fourth	219	226	197
Fifth	198	228	227
Sixth	212	197	226
Ungraded Elementary	0	0	0
Seventh	222	215	199
Eighth	190	221	212
Ninth	206	193	228
Tenth	211	200	190
Eleventh	224	225	198
Twelfth	165	216	212
Ungraded Secondary	0	0	0
Total K-12 Enrollment	2582	2606	2601

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	30	1.2%	30	1.2%	26	1.0%
Black (Not Hispanic)	17	0.7%	22	0.8%	16	0.6%
Hispanic	15	0.6%	17	0.7%	28	1.1%
White (Not Hispanic)	2520	97.6%	2537	97.4%	2531	97.3%

Average Class Size

Grade Level	2001-02	2002-03	2003-04
Kindergarten	21	22	21
Common Branch	24	23	24
English Grade 8	21	22	21
Mathematics Grade 8	21	21	20
Science Grade 8	21	22	21
Social Studies Grade 8	21	22	21
English Grade 10	20	21	22
Mathematics Grade 10	22	20	24
Science Grade 10	21	21	23
Social Studies Grade 10	22	22	22

(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	3	0.1%	2	0.1%	5	0.2%
Eligible for Free Lunch	116	4.8%	120	4.7%	98	3.8%

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		96.3%		95.1%		96.0%
Student Suspensions	35	1.4%	51	2.0%	14	0.5%

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

	2001-02	2002-03	2003-04
Reduced Lunch	3.0%	2.7%	3.2%
Public Assistance	NA	NA	NA
Student Stability	NA	NA	NA

Staff Counts

Staff	2003-04
Total Teachers	201
Total Other Professional Staff	22
Total Paraprofessionals	50
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	162	138	85%	188	173	92%	176	151	86%
Students with Disabilities	2	0	0%	25	9	36%	30	9	30%
All Students	164	138	84%	213	182	85%	206	160	78%

*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	119	60	2	4	18	3
Percent	58%	29%	1%	2%	9%	1%

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)
30	9	6	36

*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	27		1		1	0.1%
	Entered GED Program*	0		3		4	0.5%
	Total Noncompleters	27		4		5	0.7%
Students with Disabilities	Dropped Out	5		2		5	3.5%
	Entered GED Program*	0		2		1	0.7%
	Total Noncompleters	5		4		6	4.2%
All Students	Dropped Out	32	4.0%	3	0.4%	6	0.7%
	Entered GED Program*	0	0.0%	5	0.6%	5	0.6%
	Total Noncompleters	32	4.0%	8	1.0%	11	1.3%

*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	194	198	180
	Number of Students with Disabilities	28	17	19
	Number of All Students	222	215	199
	Percent of Enrollment	36%	34%	31%
9-12	Number of General-Education Students	502	609	722
	Number of Students with Disabilities	98	99	106
	Number of All Students	600	708	828
	Percent of Enrollment	74%	85%	100%

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	57	98%	63	100%	0	0%
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	22	95%	25	100%	0	0%
Spanish	100	96%	94	100%	1	#

Students with Disabilities

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	4	#	6	100%	0	0%
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	1	#	0	0%
Spanish	7	71%	5	100%	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%	0	0%
Science	0	0%	1	#	16	94%
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	6	83%	21	90%	26	96%
Science	5	100%	6	83%	31	90%
Reading	12	100%	10	100%	11	82%
Writing	11	100%	10	90%	11	100%
Global Studies	1	#	13	69%	6	67%
U.S. Hist & Gov't	2	#	6	83%	6	100%

(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	219	221	211	30	33	33
Number Scoring 55–100	213	213	206	25	26	29
Number Scoring 65–100	206	209	198	20	24	24
Number Scoring 85–100	129	109	121	1	1	6
Percentage of Tested Scoring 55–100	97%	96%	98%	83%	79%	88%
Percentage of Tested Scoring 65–100	94%	95%	94%	67%	73%	73%
Percentage of Tested Scoring 85–100	59%	49%	57%	3%	3%	18%
Mathematics A						
Number Tested	50	237	196	13	30	23
Number Scoring 55–100	45	226	193	10	21	20
Number Scoring 65–100	36	216	191	5	17	18
Number Scoring 85–100	17	128	136	0	5	2
Percentage of Tested Scoring 55–100	90%	95%	98%	77%	70%	87%
Percentage of Tested Scoring 65–100	72%	91%	97%	38%	57%	78%
Percentage of Tested Scoring 85–100	34%	54%	69%	0%	17%	9%
Mathematics B						
Number Tested	0	0	151	0	0	4
Number Scoring 55–100	0	0	142	0	0	#
Number Scoring 65–100	0	0	134	0	0	#
Number Scoring 85–100	0	0	59	0	0	#
Percentage of Tested Scoring 55–100	0%	0%	94%	0%	0%	#
Percentage of Tested Scoring 65–100	0%	0%	89%	0%	0%	#
Percentage of Tested Scoring 85–100	0%	0%	39%	0%	0%	#
Global History and Geography						
Number Tested	209	210	201	29	34	27
Number Scoring 55–100	206	205	195	27	29	23
Number Scoring 65–100	196	199	190	21	24	20
Number Scoring 85–100	115	131	146	4	8	4
Percentage of Tested Scoring 55–100	99%	98%	97%	93%	85%	85%
Percentage of Tested Scoring 65–100	94%	95%	95%	72%	71%	74%
Percentage of Tested Scoring 85–100	55%	62%	73%	14%	24%	15%
U.S. History and Government						
Number Tested	218	217	206	30	30	30
Number Scoring 55–100	215	214	198	27	27	25
Number Scoring 65–100	202	213	198	20	26	25
Number Scoring 85–100	102	153	141	1	7	9
Percentage of Tested Scoring 55–100	99%	99%	96%	90%	90%	83%
Percentage of Tested Scoring 65–100	93%	98%	96%	67%	87%	83%
Percentage of Tested Scoring 85–100	47%	71%	68%	3%	23%	30%

(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	206	199	198	27	31	22
Number Scoring 55–100	203	197	196	27	30	20
Number Scoring 65–100	203	193	191	27	27	16
Number Scoring 85–100	100	95	118	2	2	3
Percentage of Tested Scoring 55–100	99%	99%	99%	100%	97%	91%
Percentage of Tested Scoring 65–100	99%	97%	96%	100%	87%	73%
Percentage of Tested Scoring 85–100	49%	48%	60%	7%	6%	14%
Physical Setting/Earth Science						
Number Tested	174	162	187	18	8	11
Number Scoring 55–100	174	161	186	18	8	11
Number Scoring 65–100	171	160	185	15	8	11
Number Scoring 85–100	102	104	122	5	1	5
Percentage of Tested Scoring 55–100	100%	99%	99%	100%	100%	100%
Percentage of Tested Scoring 65–100	98%	99%	99%	83%	100%	100%
Percentage of Tested Scoring 85–100	59%	64%	65%	28%	12%	45%
Physical Setting/Chemistry						
Number Tested	178	145	178	4	7	6
Number Scoring 55–100	174	139	173	#	4	6
Number Scoring 65–100	163	114	154	#	2	4
Number Scoring 85–100	25	19	35	#	0	0
Percentage of Tested Scoring 55–100	98%	96%	97%	#	57%	100%
Percentage of Tested Scoring 65–100	92%	79%	87%	#	29%	67%
Percentage of Tested Scoring 85–100	14%	13%	20%	#	0%	0%
Physical Setting/Physics						
Number Tested			63			0
Number Scoring 55–100			59			0
Number Scoring 65–100			57			0
Number Scoring 85–100			16			0
Percentage of Tested Scoring 55–100			94%			0%
Percentage of Tested Scoring 65–100			90%			0%
Percentage of Tested Scoring 85–100			25%			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	39	47	47	0	2	2
Number Scoring 55–100	39	47	47	0	#	#
Number Scoring 65–100	38	47	46	0	#	#
Number Scoring 85–100	15	32	39	0	#	#
Percentage of Tested Scoring 55–100	100%	100%	100%	0%	#	#
Percentage of Tested Scoring 65–100	97%	100%	98%	0%	#	#
Percentage of Tested Scoring 85–100	38%	68%	83%	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	74	73	71	1	1	1
Number Scoring 55–100	74	72	71	#	#	#
Number Scoring 65–100	74	72	70	#	#	#
Number Scoring 85–100	44	46	51	#	#	#
Percentage of Tested Scoring 55–100	100%	99%	100%	#	#	#
Percentage of Tested Scoring 65–100	100%	99%	99%	#	#	#
Percentage of Tested Scoring 85–100	59%	63%	72%	#	#	#
Comprehensive Latin						
Number Tested	20	10	13	0	0	0
Number Scoring 55–100	20	10	12	0	0	0
Number Scoring 65–100	20	10	12	0	0	0
Number Scoring 85–100	15	7	8	0	0	0
Percentage of Tested Scoring 55–100	100%	100%	92%	0%	0%	0%
Percentage of Tested Scoring 65–100	100%	100%	92%	0%	0%	0%
Percentage of Tested Scoring 85–100	75%	70%	62%	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	152	142	5	0	9	1
Number Scoring 55–100	144	139	5	0	8	#
Number Scoring 65–100	143	134	4	0	8	#
Number Scoring 85–100	111	84	0	0	1	#
Percentage of Tested Scoring 55–100	95%	98%	100%	0%	89%	#
Percentage of Tested Scoring 65–100	94%	94%	80%	0%	89%	#
Percentage of Tested Scoring 85–100	73%	59%	0%	0%	11%	#

Introduction to Occupations Examination

	2001–02		2002–03		2003–04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
General-Education Students	101	99%	84	95%	97	100%
Students with Disabilities	18	100%	11	91%	27	96%

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	205	0%	3%	44%	52%
	Students with Disabilities	23	9%	4%	70%	17%
	All Students	228	1%	4%	47%	49%

Middle-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
June 2004	General-Education Students	190	1%	17%	63%	19%
	Students with Disabilities	30	7%	43%	40%	10%
	All Students	220	1%	21%	60%	18%

(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	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	173	173	173	33	33	33	206	206	206
Number Scoring 55–64	0	0	0	2	2	0	2	2	0
Number Scoring 65–84	60	32	51	19	17	21	79	49	72
Number Scoring 85–100	111	141	119	3	6	2	114	147	121
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 K-1)						
Number Tested			1			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			1			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			2			1
Beginning (0-18)			#			#
Intermediate (19-31)			#			#
Advanced (32-36)			#			#
Proficient (37-39)			#			#
Reading and Writing (Grade 2-4)						
Number Tested			2			1
Beginning (0-14)			#			#
Intermediate (15-24)			#			#
Advanced (25-32)			#			#
Proficient (33-35)			#			#
Listening and Speaking (Grade 5-6)						
Number Tested			1			0
Beginning (0-18)			#			0
Intermediate (19-31)			#			0
Advanced (32-36)			#			0
Proficient (37-39)			#			0
Reading and Writing (Grade 5-6)						
Number Tested			1			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 – K)

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			1			0
Beginning (0-18)			#			0
Intermediate (19-31)			#			0
Advanced (32-36)			#			0
Proficient (37-39)			#			0
Reading and Writing (Grade 7-8)						
Number Tested			1			0
Beginning (0-14)			#			0
Intermediate (15-24)			#			0
Advanced (25-32)			#			0
Proficient (33-35)			#			0
Listening and Speaking (Grade 9-12)						
Number Tested			1			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			1			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)