

New York State School Report Card Comprehensive Information Report

BEDS Code: 23-11-01-04-0007
 Name: South Lewis Senior High School
 Principal: Dan Mc Phail

Grade Range : 9-12

Fall Enrollment

Grade	2002-03	2003-04	2004-05
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	144	134	121
Tenth	102	108	96
Eleventh	97	90	112
Twelfth	94	92	86
Ungraded Secondary	0	0	0
Total K-12 Enrollment	437	424	415

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	0	0.0%	0	0.0%	0	0.0%
Black (Not Hispanic)	2	0.5%	0	0.0%	2	0.5%
Hispanic	0	0.0%	0	0.0%	0	0.0%
White (Not Hispanic)	435	99.5%	424	100.0%	413	99.5%

Average Class Size

Grade Level	2002-03	2003-04	2004-05
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	20	19	19
Mathematics Grade 10	20	24	18
Science Grade 10	23	24	0
Social Studies Grade 10	19	19	17

(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
48	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 higher 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

	2002-03		2003-04		2004-05	
	Count	Percent	Count	Percent	Count	Percent
Limited English Proficient	0	0.0%	0	0.0%	0	0.0%
Eligible for Free Lunch	110	25.2%	88	20.8%	267	64.3%

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		95.0%		94.9%		95.0%
Student Suspensions	13	3.0%	104	23.8%	71	16.8%

Student Socioeconomic and Stability Indicators (Percent of Enrollment)

	2002-03	2003-04	2004-05
Reduced Lunch	14.9%	13.2%	31.6%
Public Assistance	31-40%	21-30%	21-30%
Student Stability	99%	100%	100%

Staff Counts

Staff	2004-05
Total Teachers	32
Total Other Professional Staff	4
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 and Completers		2002-03	2003-04	2004-05
General-Education Students	Total Graduates*	81	72	73
	Regents Diplomas	48	46	60
	% Regents Diplomas	59%	64%	82%
	Regents Diplomas with Advanced Designation**			33
	% Regents Diplomas with Advanced Designation			45%
	IEP Diplomas or Local Certificates			
Students with Disabilities	Total Graduates*	6	9	6
	Regents Diplomas	0	0	1
	% Regents Diplomas	0%	0%	17%
	Regents Diplomas with Advanced Designation**			0
	% Regents Diplomas with Advanced Designation			0%
	IEP Diplomas or Local Certificates	5	8	5
All Students	Total Graduates*	87	81	79
	Regents Diplomas	48	46	61
	% Regents Diplomas	55%	57%	77%
	Regents Diplomas with Advanced Designation**			33
	% Regents Diplomas with Advanced Designation			42%
	IEP Diplomas or Local Certificates	5	8	5

* 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	15	40	3	0	15	0	0	0
	Percent	21%	55%	4%	0%	21%	0%	0%	0%
Students with Disabilities	Number	0	4	1	0	1	0	0	0
	Percent	0%	67%	17%	0%	17%	0%	0%	0%
All Students	Number	15	44	4	0	16	0	0	0
	Percent	19%	56%	5%	0%	20%	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	21		16	4.2%	5	1.3%
	Entered GED Program*	0		1	0.3%	1	0.3%
	Total Noncompleters	21		17	4.4%	6	1.6%
Students with Disabilities	Dropped Out	4		3	4.7%	4	8.3%
	Entered GED Program*	0		1	1.6%	0	0.0%
	Total Noncompleters	4		4	6.3%	4	8.3%
All Students	Dropped Out	25	5.7%	19	4.3%	9	2.1%
	Entered GED Program*	0	0.0%	2	0.4%	1	0.2%
	Total Noncompleters	25	5.7%	21	4.7%	10	2.4%

*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	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	381	380	362
	Number of Students with Disabilities	0	44	53
	Number of All Students	381	424	415
	Percent of Enrollment	87%	100%	100%

(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%	3	#	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%	8	13%	0	0%

Students with Disabilities

Test	2002-03		2003-04		2004-05	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	0	0%	2	#	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	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	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	2002-03		2003-04		2004-05	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	14	93%	1	#	0	0%
Science	3	#	1	#	1	#
Reading	8	38%	6	100%	4	#
Writing	7	71%	7	100%	5	100%
Global Studies	11	36%	7	86%	1	#
U.S. Hist & Gov't	5	60%	2	#	1	#

(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	98	103	100	16	13	5
Number Scoring 55-100	82	94	92	6	6	5
Number Scoring 65-100	70	81	79	4	4	2
Number Scoring 85-100	23	30	36	1	0	0
Percentage of Tested Scoring 55-100	84%	91%	92%	38%	46%	100%
Percentage of Tested Scoring 65-100	71%	79%	79%	25%	31%	40%
Percentage of Tested Scoring 85-100	23%	29%	36%	6%	0%	0%
Mathematics A						
Number Tested	104	88	110	11	2	11
Number Scoring 55-100	96	88	108	8	#	10
Number Scoring 65-100	83	85	98	6	#	8
Number Scoring 85-100	25	31	30	0	#	0
Percentage of Tested Scoring 55-100	92%	100%	98%	73%	#	91%
Percentage of Tested Scoring 65-100	80%	97%	89%	55%	#	73%
Percentage of Tested Scoring 85-100	24%	35%	27%	0%	#	0%
Mathematics B						
Number Tested	0	63	58	0	0	0
Number Scoring 55-100	0	52	41	0	0	0
Number Scoring 65-100	0	49	31	0	0	0
Number Scoring 85-100	0	13	7	0	0	0
Percentage of Tested Scoring 55-100	0%	83%	71%	0%	0%	0%
Percentage of Tested Scoring 65-100	0%	78%	53%	0%	0%	0%
Percentage of Tested Scoring 85-100	0%	21%	12%	0%	0%	0%
Global History and Geography						
Number Tested	105	123	109	11	8	12
Number Scoring 55-100	92	112	103	5	5	10
Number Scoring 65-100	77	93	94	3	1	6
Number Scoring 85-100	22	39	32	0	0	0
Percentage of Tested Scoring 55-100	88%	91%	94%	45%	62%	83%
Percentage of Tested Scoring 65-100	73%	76%	86%	27%	12%	50%
Percentage of Tested Scoring 85-100	21%	32%	29%	0%	0%	0%
U.S. History and Government						
Number Tested	114	92	104	19	10	8
Number Scoring 55-100	107	85	94	14	7	6
Number Scoring 65-100	95	81	85	12	4	3
Number Scoring 85-100	44	48	57	2	2	0
Percentage of Tested Scoring 55-100	94%	92%	90%	74%	70%	75%
Percentage of Tested Scoring 65-100	83%	88%	82%	63%	40%	38%
Percentage of Tested Scoring 85-100	39%	52%	55%	11%	20%	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	77	104	96	9	5	8
Number Scoring 55-100	69	102	94	6	5	7
Number Scoring 65-100	66	94	87	4	3	5
Number Scoring 85-100	18	30	34	0	0	0
Percentage of Tested Scoring 55-100	90%	98%	98%	67%	100%	88%
Percentage of Tested Scoring 65-100	86%	90%	91%	44%	60%	62%
Percentage of Tested Scoring 85-100	23%	29%	35%	0%	0%	0%
Physical Setting/Earth Science						
Number Tested	130	118	109	12	11	11
Number Scoring 55-100	103	104	103	4	7	11
Number Scoring 65-100	90	89	87	4	5	5
Number Scoring 85-100	27	22	23	0	0	0
Percentage of Tested Scoring 55-100	79%	88%	94%	33%	64%	100%
Percentage of Tested Scoring 65-100	69%	75%	80%	33%	45%	45%
Percentage of Tested Scoring 85-100	21%	19%	21%	0%	0%	0%
Physical Setting/Chemistry						
Number Tested	40	35	51	1	0	1
Number Scoring 55-100	39	32	50	#	0	#
Number Scoring 65-100	28	28	43	#	0	#
Number Scoring 85-100	10	2	12	#	0	#
Percentage of Tested Scoring 55-100	97%	91%	98%	#	0%	#
Percentage of Tested Scoring 65-100	70%	80%	84%	#	0%	#
Percentage of Tested Scoring 85-100	25%	6%	24%	#	0%	#
Physical Setting/Physics						
Number Tested		20	18		0	0
Number Scoring 55-100		20	15		0	0
Number Scoring 65-100		20	12		0	0
Number Scoring 85-100		4	5		0	0
Percentage of Tested Scoring 55-100		100%	83%		0%	0%
Percentage of Tested Scoring 65-100		100%	67%		0%	0%
Percentage of Tested Scoring 85-100		20%	28%		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
Comprehensive French						
Number Tested	23	15	6	0	0	0
Number Scoring 55-100	23	15	6	0	0	0
Number Scoring 65-100	23	15	6	0	0	0
Number Scoring 85-100	15	6	5	0	0	0
Percentage of Tested Scoring 55-100	100%	100%	100%	0%	0%	0%
Percentage of Tested Scoring 65-100	100%	100%	100%	0%	0%	0%
Percentage of Tested Scoring 85-100	65%	40%	83%	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	30	32	27	2	0	0
Number Scoring 55-100	30	32	27	#	0	0
Number Scoring 65-100	30	30	26	#	0	0
Number Scoring 85-100	24	20	10	#	0	0
Percentage of Tested Scoring 55-100	100%	100%	100%	#	0%	0%
Percentage of Tested Scoring 65-100	100%	94%	96%	#	0%	0%
Percentage of Tested Scoring 85-100	80%	62%	37%	#	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)

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	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	74	74	74	8	8	8	82	82	82
Number Scoring 55–64	6	2	2	3	0	0	9	2	2
Number Scoring 65–84	44	23	45	1	2	5	45	25	50
Number Scoring 85–100	22	42	25	0	1	0	22	43	25
Approved Alternatives	0	0	0	0	0	0	0	0	0

(Form – J)