

New York State District Report Card Comprehensive Information Report

BEDS Code: 26-09-01-06-0000

Name: Honeoye Falls-Lima Central School District

Superintendent: Dr. Diane E. Reed

Fall Enrollment

Grade	2000–2001	2001–2002	2002–2003
Pre-K	0	0	0
Kindergarten	166	140	151
First	187	182	155
Second	206	189	187
Third	205	224	192
Fourth	197	219	226
Fifth	203	198	228
Sixth	220	212	197
Ungraded Elementary	0	0	0
Seventh	191	222	215
Eighth	198	190	221
Ninth	229	206	193
Tenth	235	211	200
Eleventh	175	224	225
Twelfth	159	165	216
Ungraded Secondary	0	0	0
Total K-12 Enrollment	2571	2582	2606

Student Racial/Ethnic Origin

Race/Ethnicity	2000–2001		2001–2002		2002–2003	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
American Indian, Alaskan, Asian, or Pacific Islander	27	1.1%	30	1.2%	30	1.2%
Black (Not Hispanic)	15	0.6%	17	0.7%	22	0.8%
Hispanic	19	0.7%	15	0.6%	17	0.7%
White (Not Hispanic)	2510	97.6%	2520	97.6%	2537	97.4%

Average Class Size

Grade Level	2000–2001	2001–2002	2002–2003
Kindergarten	21	21	22
Common Branch	24	24	23
English Grade 8	22	21	22
Mathematics Grade 8	22	21	21
Science Grade 8	22	21	22
Social Studies Grade 8	22	21	22
English Grade 10	19	20	21
Mathematics Grade 10	14	22	20
Science Grade 10	25	21	21
Social Studies Grade 10	23	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

	2000–2001		2001–2002		2002–2003	
	Count	Percent	Count	Percent	Count	Percent
Limited English Proficient	3	0.1%	3	0.1%	2	0.1%
Eligible for Free Lunch	101	4.2%	116	4.8%	120	4.7%

Attendance and Suspension

	1999–2000		2000–2001		2001–2002	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
Annual Attendance Rate		96.2%		96.3%		95.1%
Student Suspensions	51	2.0%	35	1.4%	51	2.0%

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

	2000–2001	2001–2002	2002–2003
Reduced Lunch	3.0%	2.9%	2.7%
Public Assistance	NA	NA	NA
Student Stability	NA	NA	NA

Staff Counts

Staff	2002–2003
Total Teachers	199
Total Other Professional Staff	26
Total Paraprofessionals	50
Teaching Out of Certification*	3
Teachers with Temporary Licenses	2

*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*

	2000–2001			2001–2002			2002–2003		
	Total Grads	Regents Diplomas	% Regents Diplomas	Total Grads	Regents Diplomas	% Regents Diplomas	Total Grads	Regents Diplomas	% Regents Diplomas
General Education	143	125	87%	162	138	85%	188	173	92%
Students with Disabilities	12	3	25%	2	0	0%	25	9	36%
All Students	155	128	83%	164	138	84%	213	182	85%

*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 during the 2001–2002 school year, diploma counts and percentage of graduates earning Regents diplomas are not necessarily comparable between years. Data for the 2000-2001 school year include January, June and August 2001 graduates; data for the 2001-2002 school year include January and June 2002 graduates; data for the 2002–2003 school year include August 2002 and January and June 2003 graduates.

Distribution of 2002–2003 Graduates (All Students)

	To 4-year College	To 2-year College	To Other Post-Secondary	To the Military	To Employment	Other
Number	137	56	1	6	12	1
Percent	64%	26%	0%	3%	6%	0%

Number of High School Completers with Disabilities in 2002–2003

Graduates* (a)	Regents Diplomas (b)	IEP Diplomas or Certificates (c)	All 2002–2003 Completers (a+c)
25	9	5	30

*Local Diplomas (including local diplomas with Regents endorsements)

High School Noncompletion Rates

		2000–2001		2001–2002		2002–2003	
		No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
General-Education Students	Dropped Out			27		1	
	Entered GED Program*			0		3	
	Total Noncompleters			27		4	
Students with Disabilities	Dropped Out			5		2	
	Entered GED Program*			0		2	
	Total Noncompleters			5		4	
All Students	Dropped Out	6	0.8%	32	4.0%	3	0.4%
	Entered GED Program*	0	0.0%	0	0.0%	5	0.6%
	Total Noncompleters	6	0.8%	32	4.0%	8	1.0%

*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)

Career Development and Occupational Studies (CDOS)

Percentage of Students Documenting Self- and Career-Awareness Information and Career Exploration Activities, K–3

Grades	2000–01	2001–02	2002–03
K–1		0%	0%
2–3		0%	0%

Students Developing a Career Plan, 4–12

Grades		2000–01	2001–02	2002–03
4–5	Number of General-Education Students		0	0
	Number of Students with Disabilities		0	0
	Number of All Students		0	0
	Percent of Enrollment		0%	0%
6–8	Number of General-Education Students		194	198
	Number of Students with Disabilities		28	17
	Number of All Students		222	215
	Percent of Enrollment		36%	34%
9–12	Number of General-Education Students		502	609
	Number of Students with Disabilities		98	99
	Number of All Students		600	708
	Percent of Enrollment		74%	85%

Second Language Proficiency Examinations

General-Education Students

Test	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	65	100%	57	98%	63	100%
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	12	100%	22	95%	25	100%
Spanish	100	92%	100	96%	94	100%

Students with Disabilities

Test	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	0	0%	4	#	6	100%
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	1	#
Spanish	0	0%	7	71%	5	100%

(Form-D)

Regents Competency Tests

General-Education Students

Test	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	0	0%	0	0%	0	0%
Science	2	#	0	0%	1	#
Reading	0	0%	0	0%	0	0%
Writing	0	0%	0	0%	0	0%
Global Studies	1	#	0	0%	0	0%
U.S. Hist & Gov't	3	#	0	0%	0	0%

Students with Disabilities

Test	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	3	#	6	83%	21	90%
Science	2	#	5	100%	6	83%
Reading	1	#	12	100%	10	100%
Writing	1	#	11	100%	10	90%
Global Studies	1	#	1	#	13	69%
U.S. Hist & Gov't	1	#	2	#	6	83%

(Form – E)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Comprehensive English						
Number Tested	168	219	221	10	30	33
Number Scoring 55–100	166	213	213	10	25	26
Number Scoring 65–100	164	206	209	9	20	24
Number Scoring 85–100	73	129	109	2	1	1
Percentage of Tested Scoring 55–100	99%	97%	96%	100%	83%	79%
Percentage of Tested Scoring 65–100	98%	94%	95%	90%	67%	73%
Percentage of Tested Scoring 85–100	43%	59%	49%	20%	3%	3%
Mathematics A						
Number Tested	59	50	237	7	13	30
Number Scoring 55–100	53	45	226	6	10	21
Number Scoring 65–100	50	36	216	6	5	17
Number Scoring 85–100	29	17	128	1	0	5
Percentage of Tested Scoring 55–100	90%	90%	95%	86%	77%	70%
Percentage of Tested Scoring 65–100	85%	72%	91%	86%	38%	57%
Percentage of Tested Scoring 85–100	49%	34%	54%	14%	0%	17%
Mathematics B (first administered June 2001)						
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%
Global History and Geography						
Number Tested	220	209	210	26	29	34
Number Scoring 55–100	219	206	205	26	27	29
Number Scoring 65–100	216	196	199	23	21	24
Number Scoring 85–100	139	115	131	8	4	8
Percentage of Tested Scoring 55–100	100%	99%	98%	100%	93%	85%
Percentage of Tested Scoring 65–100	98%	94%	95%	88%	72%	71%
Percentage of Tested Scoring 85–100	63%	55%	62%	31%	14%	24%
U.S. History and Government (first administered June 2001)						
Number Tested	174	218	217	11	30	30
Number Scoring 55–100	171	215	214	10	27	27
Number Scoring 65–100	160	202	213	7	20	26
Number Scoring 85–100	92	102	153	4	1	7
Percentage of Tested Scoring 55–100	98%	99%	99%	91%	90%	90%
Percentage of Tested Scoring 65–100	92%	93%	98%	64%	67%	87%
Percentage of Tested Scoring 85–100	53%	47%	71%	36%	3%	23%

(Form – F)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Living Environment (first administered June 2001)						
Number Tested	235	206	199	21	27	31
Number Scoring 55–100	233	203	197	20	27	30
Number Scoring 65–100	230	203	193	19	27	27
Number Scoring 85–100	121	100	95	3	2	2
Percentage of Tested Scoring 55–100	99%	99%	99%	95%	100%	97%
Percentage of Tested Scoring 65–100	98%	99%	97%	90%	100%	87%
Percentage of Tested Scoring 85–100	51%	49%	48%	14%	7%	6%
Physical Setting/Earth Science (first administered June 2001)						
Number Tested	191	174	162	15	18	8
Number Scoring 55–100	191	174	161	15	18	8
Number Scoring 65–100	188	171	160	14	15	8
Number Scoring 85–100	122	102	104	3	5	1
Percentage of Tested Scoring 55–100	100%	100%	99%	100%	100%	100%
Percentage of Tested Scoring 65–100	98%	98%	99%	93%	83%	100%
Percentage of Tested Scoring 85–100	64%	59%	64%	20%	28%	12%
Physical Setting/Chemistry (first administered June 2002)						
Number Tested		178	145		4	7
Number Scoring 55–100		174	139		#	4
Number Scoring 65–100		163	114		#	2
Number Scoring 85–100		25	19		#	0
Percentage of Tested Scoring 55–100		98%	96%		#	57%
Percentage of Tested Scoring 65–100		92%	79%		#	29%
Percentage of Tested Scoring 85–100		14%	13%		#	0%
Physical Setting/Physics (first administered June 2002)*						
Number Tested						
Number Scoring 55–100						
Number Scoring 65–100						
Number Scoring 85–100						
Percentage of Tested Scoring 55–100						
Percentage of Tested Scoring 65–100						
Percentage of Tested Scoring 85–100						

* Physical Setting/Physics results are not included in the report card because the Department is issuing a new conversion chart for this assessment. Data currently available to the Department are based on the original conversion chart for the assessment.
(Form – G)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Comprehensive French						
Number Tested	41	39	47	0	0	2
Number Scoring 55–100	41	39	47	0	0	#
Number Scoring 65–100	41	38	47	0	0	#
Number Scoring 85–100	26	15	32	0	0	#
Percentage of Tested Scoring 55–100	100%	100%	100%	0%	0%	#
Percentage of Tested Scoring 65–100	100%	97%	100%	0%	0%	#
Percentage of Tested Scoring 85–100	63%	38%	68%	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	109	74	73	5	1	1
Number Scoring 55–100	108	74	72	4	#	#
Number Scoring 65–100	105	74	72	4	#	#
Number Scoring 85–100	62	44	46	1	#	#
Percentage of Tested Scoring 55–100	99%	100%	99%	80%	#	#
Percentage of Tested Scoring 65–100	96%	100%	99%	80%	#	#
Percentage of Tested Scoring 85–100	57%	59%	63%	20%	#	#
Comprehensive Latin						
Number Tested	19	20	10	0	0	0
Number Scoring 55–100	19	20	10	0	0	0
Number Scoring 65–100	19	20	10	0	0	0
Number Scoring 85–100	8	15	7	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	42%	75%	70%	0%	0%	0%

(Form – H)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Sequential Mathematics, Course II (last administered January 2003)						
Number Tested	161	153	0	14	13	0
Number Scoring 55–100	159	145	0	13	11	0
Number Scoring 65–100	153	138	0	10	10	0
Number Scoring 85–100	101	75	0	6	3	0
Percentage of Tested Scoring 55–100	99%	95%	0%	93%	85%	0%
Percentage of Tested Scoring 65–100	95%	90%	0%	71%	77%	0%
Percentage of Tested Scoring 85–100	63%	49%	0%	43%	23%	0%
Sequential Mathematics, Course III						
Number Tested	142	152	142	5	0	9
Number Scoring 55–100	138	144	139	5	0	8
Number Scoring 65–100	134	143	134	5	0	8
Number Scoring 85–100	99	111	84	2	0	1
Percentage of Tested Scoring 55–100	97%	95%	98%	100%	0%	89%
Percentage of Tested Scoring 65–100	94%	94%	94%	100%	0%	89%
Percentage of Tested Scoring 85–100	70%	73%	59%	40%	0%	11%

(Form – I)

Introduction to Occupations Examination

	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
General-Education Students	101	100%	101	99%	84	95%
Students with Disabilities	8	100%	18	100%	11	91%

On school reports, 2000–2001 and 2001–2002 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 2000–2001, 2001–2002, and 2002–2003 school years.

Elementary-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
Nov 2002	General-Education Students	207	0%	1%	49%	49%
	Students with Disabilities	17	0%	6%	82%	12%
	All Students	224	0%	2%	52%	46%

Middle-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
June 2003	General-Education Students	196	0%	12%	67%	21%
	Students with Disabilities	29	7%	45%	48%	0%
	All Students	225	1%	16%	64%	19%

(Form – J)

New York State Alternate Assessments (NYSAA) 2002–2003

Test	Count of Students					
	Tested	Not Tested	Level 1	Level 2	Level 3	Level 4
Elementary Level						
Social Studies	0	1	#	#	#	#
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

1999 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	179	179	179	34	34	34	213	213	213
Number Scoring 55–64	0	4	0	5	6	1	5	10	1
Number Scoring 65–84	55	75	64	19	20	20	74	95	84
Number Scoring 85–100	124	99	115	6	1	5	130	100	120
Approved Alternatives	0	0	0	0	0	0	0	0	0

(Form – K)