

New York State District Report Card Comprehensive Information Report

BEDS Code : 15-03-01-04-0000

Grade Range :

Name : Elizabethtown-Lewis Central School District

Superintendent: Mr. J. Kirk Walter

Fall Enrollment

Grade	1999–2000	2000–2001	2001–2002
Pre-K	0	0	0
Kindergarten	44	29	34
First	23	43	38
Second	39	25	35
Third	31	31	27
Fourth	27	31	35
Fifth	31	34	33
Sixth	33	33	26
Ungraded Elementary	0	0	5
Seventh	35	33	44
Eighth	38	37	32
Ninth	45	43	38
Tenth	27	38	32
Eleventh	24	27	35
Twelfth	21	22	21
Ungraded Secondary	0	0	0
Total K-12 Enrollment	418	426	435

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	2	0.5%	4	0.9%	4	0.9%
Black (Not Hispanic)	2	0.5%	2	0.5%	1	0.2%
Hispanic	6	1.4%	5	1.2%	4	0.9%
White (Not Hispanic)	408	97.6%	415	97.4%	426	97.9%

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.
0	0.0%	0	0.0%	0	0.0%

Average Class Size

Grade Level	1999–2000	2000–2001	2001–2002
Kindergarten	14	15	17
Common Branch	16	15	16
English Grade 8	17	19	17
Mathematics Grade 8	11	12	10
Science Grade 8	19	19	16
Social Studies Grade 8	38	19	16
English Grade 10	29	0	15
Mathematics Grade 10	12	10	19
Science Grade 10	34	17	0
Social Studies Grade 10	14	19	31

(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).

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		95.5%		95.8%		94.5%
Student Suspensions	4	1.0%	0	0.0%	6	1.4%

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

	1999–2000	2000–2001	2001–2002
Free Lunch	27.5%	19.7%	19.8%
Reduced Lunch	7.2%	11.3%	13.1%
Public Assistance	NA	NA	NA
Student Stability	NA	NA	NA

Staff Counts

Staff	2001–2002
Total Teachers	37
Total Other Professional Staff	2
Total Paraprofessionals	13
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	20	20	100%	23	11	48%	19	12	63%
Students with Disabilities	1	0	0%	2	0	0%	3	0	0%
All Students	21	20	95%	25	11	44%	22	12	55%

*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	11	7	0	2	2	0
Percent	50%	32%	0%	9%	9%	0%

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)
3	0	0	3

*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					6	4.8%
	Entered GED Program*					3	2.4%
	Total Noncompleters					9	7.1%
Students with Disabilities	Dropped Out					1	0.8%
	Entered GED Program*					0	0.0%
	Total Noncompleters					1	0.8%
All Students	Dropped Out	3	2.6%	3	2.3%	7	5.6%
	Entered GED Program*	0	0.0%	1	0.8%	3	2.4%
	Total Noncompleters	3	2.6%	4	3.1%	10	7.9%

*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)

Regents Competency Tests

General-Education Students

Test	1999–2000		2000–2001		2001–2002	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	6	100%	19	63%	0	0%
Science	5	100%	0	0%	0	0%
Reading	4	#	0	0%	1	#
Writing	3	#	0	0%	0	0%
Global Studies	1	#	1	#	1	#
U.S. Hist & Gov't	8	62%	3	#	1	#

Students with Disabilities

Test	1999–2000		2000–2001		2001–2002	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	3	#	7	100%	0	0%
Science	0	0%	4	#	1	#
Reading	0	0%	0	0%	2	#
Writing	0	0%	2	#	2	#
Global Studies	2	#	1	#	2	#
U.S. Hist & Gov't	2	#	3	#	1	#

(Form – E)

Regents Examinations

	All Students			Students with Disabilities		
	2000	2001	2002	2000	2001	2002
Comprehensive English						
Number Tested	28	29	36	7	5	4
Number Scoring 55–100	21	28	32	2	5	#
Number Scoring 65–100	13	21	28	1	2	#
Number Scoring 85–100	3	7	11	0	0	#
Percentage of Tested Scoring 55–100	75%	97%	89%	29%	100%	#
Percentage of Tested Scoring 65–100	46%	72%	78%	14%	40%	#
Percentage of Tested Scoring 85–100	11%	24%	31%	0%	0%	#
Sequential Mathematics, Course I (last administered January 2002)						
Number Tested	36	27	5	6	4	0
Number Scoring 55–100	29	22	2	1	#	0
Number Scoring 65–100	25	20	1	0	#	0
Number Scoring 85–100	16	4	1	0	#	0
Percentage of Tested Scoring 55–100	81%	81%	40%	17%	#	0%
Percentage of Tested Scoring 65–100	69%	74%	20%	0%	#	0%
Percentage of Tested Scoring 85–100	44%	15%	20%	0%	#	0%
Mathematics A						
Number Tested	31	34	21	5	2	0
Number Scoring 55–100	25	31	17	3	#	0
Number Scoring 65–100	20	25	12	0	#	0
Number Scoring 85–100	11	5	3	0	#	0
Percentage of Tested Scoring 55–100	81%	91%	81%	60%	#	0%
Percentage of Tested Scoring 65–100	65%	74%	57%	0%	#	0%
Percentage of Tested Scoring 85–100	35%	15%	14%	0%	#	0%
Global Studies (last administered January 2000)						
Number Tested	28			5		
Number Scoring 55–100	24			4		
Number Scoring 65–100	21			3		
Number Scoring 85–100	11			0		
Percentage of Tested Scoring 55–100	86%			80%		
Percentage of Tested Scoring 65–100	75%			60%		
Percentage of Tested Scoring 85–100	39%			0%		
Global History and Geography (first administered June 2000)						
Number Tested	0	33	31	0	2	3
Number Scoring 55–100	0	33	27	0	#	#
Number Scoring 65–100	0	30	23	0	#	#
Number Scoring 85–100	0	14	4	0	#	#
Percentage of Tested Scoring 55–100	0%	100%	87%	0%	#	#
Percentage of Tested Scoring 65–100	0%	91%	74%	0%	#	#
Percentage of Tested Scoring 85–100	0%	42%	13%	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	2		6	0	
Number Scoring 55–100	21	#		4	0	
Number Scoring 65–100	19	#		4	0	
Number Scoring 85–100	1	#		0	0	
Percentage of Tested Scoring 55–100	72%	#		67%	0%	
Percentage of Tested Scoring 65–100	66%	#		67%	0%	
Percentage of Tested Scoring 85–100	3%	#		0%	0%	
U.S. History and Government (first administered June 2001)						
Number Tested		25	38		5	2
Number Scoring 55–100		20	32		4	#
Number Scoring 65–100		16	29		3	#
Number Scoring 85–100		8	9		0	#
Percentage of Tested Scoring 55–100		80%	84%		80%	#
Percentage of Tested Scoring 65–100		64%	76%		60%	#
Percentage of Tested Scoring 85–100		32%	24%		0%	#
Living Environment (first administered June 2001)						
Number Tested		28	32		1	3
Number Scoring 55–100		28	32		#	#
Number Scoring 65–100		28	31		#	#
Number Scoring 85–100		6	7		#	#
Percentage of Tested Scoring 55–100		100%	100%		#	#
Percentage of Tested Scoring 65–100		100%	97%		#	#
Percentage of Tested Scoring 85–100		21%	22%		#	#
Physical Setting/Earth Science (first administered June 2001)						
Number Tested		38	37		6	3
Number Scoring 55–100		35	35		5	#
Number Scoring 65–100		31	30		3	#
Number Scoring 85–100		8	12		0	#
Percentage of Tested Scoring 55–100		92%	95%		83%	#
Percentage of Tested Scoring 65–100		82%	81%		50%	#
Percentage of Tested Scoring 85–100		21%	32%		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	39	28	26	22	29
2001	50	39	30	31	38
2002	33	32	35	22	31

*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	5	10	8	2	6
2001	8	5	7	5	6
2002	4	4	5	3	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)	29	38	31	6	6	4
Comprehensive French						
Number Tested	16	11	11	1	3	0
Number Scoring 55–100	16	9	10	#	#	0
Number Scoring 65–100	15	9	8	#	#	0
Number Scoring 85–100	5	3	2	#	#	0
Percentage of AGE Tested	55%	29%	35%	#	#	0%
Percentage of AGE Scoring 55–100	55%	24%	32%	#	#	0%
Percentage of AGE Scoring 65–100	52%	24%	26%	#	#	0%
Percentage of AGE Scoring 85–100	17%	8%	6%	#	#	0%
Percentage of Tested Scoring 65–100	94%	82%	73%	#	#	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 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%
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 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%
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 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 – I)

Regents Examinations

	All Students			Students with Disabilities		
	2000	2001	2002	2000	2001	2002
Average Grade Enrollment (AGE)	29	38	31	6	6	4
Comprehensive Spanish						
Number Tested	6	9	17	1	1	0
Number Scoring 55–100	6	9	17	#	#	0
Number Scoring 65–100	6	8	16	#	#	0
Number Scoring 85–100	2	5	11	#	#	0
Percentage of AGE Tested	21%	24%	55%	#	#	0%
Percentage of AGE Scoring 55–100	21%	24%	55%	#	#	0%
Percentage of AGE Scoring 65–100	21%	21%	52%	#	#	0%
Percentage of AGE Scoring 85–100	7%	13%	35%	#	#	0%
Percentage of Tested Scoring 65–100	100%	89%	94%	#	#	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)	29	38	31	6	6	4
Sequential Mathematics, Course II						
Number Tested	32	30	2	4	2	1
Number Scoring 55–100	20	21	#	#	#	#
Number Scoring 65–100	20	15	#	#	#	#
Number Scoring 85–100	13	9	#	#	#	#
Percentage of AGE Tested	110%	79%	#	#	#	#
Percentage of AGE Scoring 55–100	69%	55%	#	#	#	#
Percentage of AGE Scoring 65–100	69%	39%	#	#	#	#
Percentage of AGE Scoring 85–100	45%	24%	#	#	#	#
Percentage of Tested Scoring 65–100	62%	50%	#	#	#	#
Sequential Mathematics, Course III						
Number Tested	21	25	17	2	0	0
Number Scoring 55–100	16	25	13	#	0	0
Number Scoring 65–100	11	21	13	#	0	0
Number Scoring 85–100	2	7	4	#	0	0
Percentage of AGE Tested	72%	66%	55%	#	0%	0%
Percentage of AGE Scoring 55–100	55%	66%	42%	#	0%	0%
Percentage of AGE Scoring 65–100	38%	55%	42%	#	0%	0%
Percentage of AGE Scoring 85–100	7%	18%	13%	#	0%	0%
Percentage of Tested Scoring 65–100	52%	84%	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)	29	38	31	6	6	4
Earth Science (last administered January 2001)						
Number Tested	40	2		6	0	
Number Scoring 55–100	36	#		5	0	
Number Scoring 65–100	27	#		1	0	
Number Scoring 85–100	7	#		0	0	
Percentage of AGE Tested	138%	#		100%	0%	
Percentage of AGE Scoring 55–100	124%	#		83%	0%	
Percentage of AGE Scoring 65–100	93%	#		17%	0%	
Percentage of AGE Scoring 85–100	24%	#		0%	0%	
Percentage of Tested Scoring 65–100	68%	#		17%	0%	
Biology (last administered January 2001)						
Number Tested	0	1		0	0	
Number Scoring 55–100	0	#		0	0	
Number Scoring 65–100	0	#		0	0	
Number Scoring 85–100	0	#		0	0	
Percentage of AGE Tested	0%	#		0%	0%	
Percentage of AGE Scoring 55–100	0%	#		0%	0%	
Percentage of AGE Scoring 65–100	0%	#		0%	0%	
Percentage of AGE Scoring 85–100	0%	#		0%	0%	
Percentage of Tested Scoring 65–100	0%	#		0%	0%	
Chemistry (last administered January 2002)						
Number Tested	17	15	4	3	3	2
Number Scoring 55–100	12	11	#	#	#	#
Number Scoring 65–100	7	8	#	#	#	#
Number Scoring 85–100	0	2	#	#	#	#
Percentage of AGE Tested	59%	39%	#	#	#	#
Percentage of AGE Scoring 55–100	41%	29%	#	#	#	#
Percentage of AGE Scoring 65–100	24%	21%	#	#	#	#
Percentage of AGE Scoring 85–100	0%	5%	#	#	#	#
Percentage of Tested Scoring 65–100	41%	53%	#	#	#	#

(Form – L)

Regents Examinations

	All Students			Students with Disabilities		
	2000	2001	2002	2000	2001	2002
Average Grade Enrollment (AGE)	29	38	31	6	6	4
Physics (last administered January 2002)						
Number Tested	5	10	0	0	2	0
Number Scoring 55–100	5	9	0	0	#	0
Number Scoring 65–100	5	6	0	0	#	0
Number Scoring 85–100	1	0	0	0	#	0
Percentage of AGE Tested	17%	26%	0%	0%	#	0%
Percentage of AGE Scoring 55–100	17%	24%	0%	0%	#	0%
Percentage of AGE Scoring 65–100	17%	16%	0%	0%	#	0%
Percentage of AGE Scoring 85–100	3%	0%	0%	0%	#	0%
Percentage of Tested Scoring 65–100	100%	60%	0%	0%	#	0%
Physical Setting/Chemistry (first administered June 2002)						
Number Tested			21			0
Number Scoring 55–100			18			0
Number Scoring 65–100			11			0
Number Scoring 85–100			1			0
Percentage of AGE Tested			68%			0%
Percentage of AGE Scoring 55–100			58%			0%
Percentage of AGE Scoring 65–100			35%			0%
Percentage of AGE Scoring 85–100			3%			0%
Percentage of Tested Scoring 65–100			52%			0%
Physical Setting/Physics (first administered June 2002)						
Number Tested			6			0
Number Scoring 55–100			5			0
Number Scoring 65–100			3			0
Number Scoring 85–100			0			0
Percentage of AGE Tested			19%			0%
Percentage of AGE Scoring 55–100			16%			0%
Percentage of AGE Scoring 65–100			10%			0%
Percentage of AGE Scoring 85–100			0%			0%
Percentage of Tested Scoring 65–100			50%			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	10	100%	9	100%	5	100%
Students with Disabilities	2	#	0	0%	0	0%

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	29	#	#	#	#
	Students with Disabilities	4	#	#	#	#
	All Students	33	0%	3%	67%	30%

Middle-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
June 2002	General-Education Students	0	0%	0%	0%	0%
	Students with Disabilities	0	0%	0%	0%	0%
	All Students	0	0%	0%	0%	0%

(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	23	23	2	2	25	25
Number Scoring 55–64	#	#	#	#	2	4
Number Scoring 65–84	#	#	#	#	11	11
Number Scoring 85–100	#	#	#	#	10	8
Approved Alternatives	#	#	#	#	0	0

1999 Cohort Performance on Regents Examinations in Science after Three Years

	General-Education Students	Students with Disabilities	All Students
Cohort Enrollment	28	4	32
Number Scoring 55–64	#	#	0
Number Scoring 65–84	#	#	21
Number Scoring 85–100	#	#	8
Approved Alternatives	#	#	0

(Form – O)