

New York State District Report Card Comprehensive Information Report

BEDS Code: 65-05-01-04-0000
 Name: Lyons Central School District
 Superintendent: Rick Amundson

Fall Enrollment

Grade	2002-03	2003-04	2004-05
Pre-K	0	20	18
Kindergarten	72	57	79
First	74	74	73
Second	91	77	77
Third	66	84	76
Fourth	96	65	83
Fifth	80	96	74
Sixth	93	80	92
Ungraded Elementary	0	0	0
Seventh	95	93	93
Eighth	95	95	85
Ninth	108	101	93
Tenth	83	83	83
Eleventh	68	74	74
Twelfth	79	70	73
Ungraded Secondary	0	0	0
Total K-12 Enrollment	1100	1049	1055

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	2	0.2%	5	0.5%	6	0.6%
Black (Not Hispanic)	190	17.3%	179	17.1%	187	17.7%
Hispanic	55	5.0%	50	4.8%	43	4.1%
White (Not Hispanic)	853	77.5%	815	77.7%	819	77.6%

Average Class Size

Grade Level	2002-03	2003-04	2004-05
Kindergarten	18	19	20
Common Branch	20	21	22
English Grade 8	19	18	16
Mathematics Grade 8	0	16	16
Science Grade 8	18	18	16
Social Studies Grade 8	0	17	16
English Grade 10	15	21	19
Mathematics Grade 10	0	14	0
Science Grade 10	15	14	20
Social Studies Grade 10	15	14	14

(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
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

	2002-03		2003-04		2004-05	
	Count	Percent	Count	Percent	Count	Percent
Limited English Proficient	11	1.0%	13	1.2%	13	1.2%
Eligible for Free Lunch	309	28.1%	359	34.2%	329	31.2%

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		95.3%		95.1%		95.7%
Student Suspensions	59	5.2%	79	7.2%	98	9.3%

Student Socioeconomic and Stability Indicators (Percent of Enrollment)

	2002-03	2003-04	2004-05
Reduced Lunch	8.2%	12.0%	10.1%
Public Assistance	NA	NA	NA
Student Stability	NA	NA	NA

Staff Counts

Staff	2004-05
Total Teachers	96
Total Other Professional Staff	15
Total Paraprofessionals	25
Teaching Out of Certification*	2

*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*	55	52	49
	Regents Diplomas	33	39	41
	% Regents Diplomas	60%	75%	84%
	Regents Diplomas with Advanced Designation**			23
	% Regents Diplomas with Advanced Designation			47%
	IEP Diplomas or Local Certificates			
Students with Disabilities	Total Graduates*	11	11	12
	Regents Diplomas	2	1	5
	% Regents Diplomas	18%	9%	42%
	Regents Diplomas with Advanced Designation**			2
	% Regents Diplomas with Advanced Designation			17%
	IEP Diplomas or Local Certificates	6	2	12
All Students	Total Graduates*	66	63	61
	Regents Diplomas	35	40	46
	% Regents Diplomas	53%	63%	75%
	Regents Diplomas with Advanced Designation**			25
	% Regents Diplomas with Advanced Designation			41%
	IEP Diplomas or Local Certificates	6	2	12

* 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	17	18	0	1	7	0	0	6
	Percent	35%	37%	0%	2%	14%	0%	0%	12%
Students with Disabilities	Number	2	4	2	0	3	0	0	1
	Percent	17%	33%	17%	0%	25%	0%	0%	8%
All Students	Number	19	22	2	1	10	0	0	7
	Percent	31%	36%	3%	2%	16%	0%	0%	11%

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	4		6	2.1%	2	0.8%
	Entered GED Program*	8		6	2.1%	8	3.1%
	Total Noncompleters	12		12	4.2%	10	3.9%
Students with Disabilities	Dropped Out	4		2	2.2%	3	3.6%
	Entered GED Program*	4		6	6.6%	4	4.8%
	Total Noncompleters	8		8	8.8%	7	8.4%
All Students	Dropped Out	8	2.4%	8	2.1%	5	1.5%
	Entered GED Program*	12	3.6%	12	3.2%	12	3.5%
	Total Noncompleters	20	5.9%	20	5.3%	17	5.0%

*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	84	0	74
	Number of Students with Disabilities	13	0	13
	Number of All Students	97	0	87
	Percent of Enrollment	34%	0%	32%
9-12	Number of General-Education Students	85	128	77
	Number of Students with Disabilities	15	20	16
	Number of All Students	100	148	93
	Percent of Enrollment	30%	45%	29%

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 2004-2005 school year; completer data are as of June 2004.

Blank cells indicate that either the district did not have a CTE program or did not report data. These data are reported only at the district level.

(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	17	76%	0	0%	10	90%
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	43	95%	0	0%	50	82%

Students with Disabilities

Test	2002-03		2003-04		2004-05	
	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	2	#	0	0%	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%	3	#	0	0%
Science	0	0%	0	0%	0	0%
Reading	0	0%	0	0%	73	100%
Writing	0	0%	0	0%	71	93%
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	0	0%	9	67%	6	100%
Science	1	#	0	0%	2	#
Reading	6	100%	0	0%	17	100%
Writing	8	75%	0	0%	17	94%
Global Studies	0	0%	0	0%	3	#
U.S. Hist & Gov't	3	#	0	0%	0	0%

(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	68	70	52	11	15	10
Number Scoring 55-100	65	68	51	9	14	9
Number Scoring 65-100	57	61	41	6	9	5
Number Scoring 85-100	30	35	13	0	2	1
Percentage of Tested Scoring 55-100	96%	97%	98%	82%	93%	90%
Percentage of Tested Scoring 65-100	84%	87%	79%	55%	60%	50%
Percentage of Tested Scoring 85-100	44%	50%	25%	0%	13%	10%
Mathematics A						
Number Tested	46	91	71	4	21	6
Number Scoring 55-100	46	85	71	#	17	6
Number Scoring 65-100	44	76	68	#	14	5
Number Scoring 85-100	22	13	17	#	0	0
Percentage of Tested Scoring 55-100	100%	93%	100%	#	81%	100%
Percentage of Tested Scoring 65-100	96%	84%	96%	#	67%	83%
Percentage of Tested Scoring 85-100	48%	14%	24%	#	0%	0%
Mathematics B						
Number Tested	0	35	50	0	3	4
Number Scoring 55-100	0	35	45	0	#	#
Number Scoring 65-100	0	31	35	0	#	#
Number Scoring 85-100	0	13	8	0	#	#
Percentage of Tested Scoring 55-100	0%	100%	90%	0%	#	#
Percentage of Tested Scoring 65-100	0%	89%	70%	0%	#	#
Percentage of Tested Scoring 85-100	0%	37%	16%	0%	#	#
Global History and Geography						
Number Tested	64	70	76	14	12	9
Number Scoring 55-100	61	65	73	12	9	7
Number Scoring 65-100	58	65	67	12	9	5
Number Scoring 85-100	23	27	24	2	0	0
Percentage of Tested Scoring 55-100	95%	93%	96%	86%	75%	78%
Percentage of Tested Scoring 65-100	91%	93%	88%	86%	75%	56%
Percentage of Tested Scoring 85-100	36%	39%	32%	14%	0%	0%
U.S. History and Government						
Number Tested	65	63	61	11	14	7
Number Scoring 55-100	63	61	57	10	13	6
Number Scoring 65-100	59	57	56	9	11	6
Number Scoring 85-100	33	31	30	1	2	1
Percentage of Tested Scoring 55-100	97%	97%	93%	91%	93%	86%
Percentage of Tested Scoring 65-100	91%	90%	92%	82%	79%	86%
Percentage of Tested Scoring 85-100	51%	49%	49%	9%	14%	14%

(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	61	75	84	12	5	8
Number Scoring 55-100	59	75	83	10	5	7
Number Scoring 65-100	57	74	82	10	5	6
Number Scoring 85-100	17	19	27	0	0	0
Percentage of Tested Scoring 55-100	97%	100%	99%	83%	100%	88%
Percentage of Tested Scoring 65-100	93%	99%	98%	83%	100%	75%
Percentage of Tested Scoring 85-100	28%	25%	32%	0%	0%	0%
Physical Setting/Earth Science						
Number Tested	39	45	58	3	3	4
Number Scoring 55-100	39	43	56	#	#	#
Number Scoring 65-100	39	43	56	#	#	#
Number Scoring 85-100	25	28	31	#	#	#
Percentage of Tested Scoring 55-100	100%	96%	97%	#	#	#
Percentage of Tested Scoring 65-100	100%	96%	97%	#	#	#
Percentage of Tested Scoring 85-100	64%	62%	53%	#	#	#
Physical Setting/Chemistry						
Number Tested	31	28	24	0	2	2
Number Scoring 55-100	31	27	23	0	#	#
Number Scoring 65-100	28	23	20	0	#	#
Number Scoring 85-100	6	6	9	0	#	#
Percentage of Tested Scoring 55-100	100%	96%	96%	0%	#	#
Percentage of Tested Scoring 65-100	90%	82%	83%	0%	#	#
Percentage of Tested Scoring 85-100	19%	21%	38%	0%	#	#
Physical Setting/Physics						
Number Tested		21	26		0	2
Number Scoring 55-100		21	26		0	#
Number Scoring 65-100		20	25		0	#
Number Scoring 85-100		11	7		0	#
Percentage of Tested Scoring 55-100		100%	100%		0%	#
Percentage of Tested Scoring 65-100		95%	96%		0%	#
Percentage of Tested Scoring 85-100		52%	27%		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	9	8	9	0	0	0
Number Scoring 55-100	9	8	9	0	0	0
Number Scoring 65-100	9	8	9	0	0	0
Number Scoring 85-100	3	3	2	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	33%	38%	22%	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	26	29	30	0	0	1
Number Scoring 55-100	26	29	30	0	0	#
Number Scoring 65-100	26	27	30	0	0	#
Number Scoring 85-100	16	17	10	0	0	#
Percentage of Tested Scoring 55-100	100%	100%	100%	0%	0%	#
Percentage of Tested Scoring 65-100	100%	93%	100%	0%	0%	#
Percentage of Tested Scoring 85-100	62%	59%	33%	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)

Elementary-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
Nov 2004	General-Education Students	66	0%	2%	53%	45%
	Students with Disabilities	9	11%	22%	56%	11%
	All Students	75	1%	4%	53%	41%

Middle-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
June 2005	General-Education Students	74	3%	23%	55%	19%
	Students with Disabilities	17	24%	47%	29%	0%
	All Students	91	7%	27%	51%	15%

(Form – I)

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	4	0	#	#	#	#
Middle Level						
Social Studies	1	1	#	#	#	#
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	46	46	46	23	23	23	69	69	69
Number Scoring 55–64	1	1	2	0	1	0	1	2	2
Number Scoring 65–84	23	17	18	9	9	10	32	26	28
Number Scoring 85–100	18	27	22	2	2	1	20	29	23
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		
	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05
Listening and Speaking (Grade K-1)						
Number Tested		2	3		0	2
Beginning		#	#		0	#
Intermediate		#	#		0	#
Advanced		#	#		0	#
Proficient		#	#		0	#
Reading and Writing (Grade K-1)						
Number Tested		2	3		0	2
Beginning		#	#		0	#
Intermediate		#	#		0	#
Advanced		#	#		0	#
Proficient		#	#		0	#
Listening and Speaking (Grade 2-4)						
Number Tested		5	3		0	0
Beginning		0	#		0	0
Intermediate		0	#		0	0
Advanced		4	#		0	0
Proficient		1	#		0	0
Reading and Writing (Grade 2-4)						
Number Tested		5	3		0	0
Beginning		2	#		0	0
Intermediate		3	#		0	0
Advanced		0	#		0	0
Proficient		0	#		0	0
Listening and Speaking (Grade 5-6)						
Number Tested		2	0		0	0
Beginning		#	0		0	0
Intermediate		#	0		0	0
Advanced		#	0		0	0
Proficient		#	0		0	0
Reading and Writing (Grade 5-6)						
Number Tested		2	0		0	0
Beginning		#	0		0	0
Intermediate		#	0		0	0
Advanced		#	0		0	0
Proficient		#	0		0	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		
	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05
Listening and Speaking (Grade 7-8)						
Number Tested		1	3		0	0
Beginning		#	#		0	0
Intermediate		#	#		0	0
Advanced		#	#		0	0
Proficient		#	#		0	0
Reading and Writing (Grade 7-8)						
Number Tested		1	3		0	0
Beginning		#	#		0	0
Intermediate		#	#		0	0
Advanced		#	#		0	0
Proficient		#	#		0	0
Listening and Speaking (Grade 9-12)						
Number Tested		3	1		1	0
Beginning		#	#		#	0
Intermediate		#	#		#	0
Advanced		#	#		#	0
Proficient		#	#		#	0
Reading and Writing (Grade 9-12)						
Number Tested		3	1		1	0
Beginning		#	#		#	0
Intermediate		#	#		#	0
Advanced		#	#		#	0
Proficient		#	#		#	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)