

New York State School Report Card Comprehensive Information Report

BEDS Code: 15-03-01-04-0001

Grade Range : K-12

Name: Elizabethtown-Lewis Central School

Principal: Richard F. Toner

Fall Enrollment

Grade	2000-2001	2001-2002	2002-2003
Pre-K	0	0	0
Kindergarten	29	34	29
First	43	38	27
Second	25	35	37
Third	31	27	31
Fourth	31	35	28
Fifth	34	33	32
Sixth	33	26	23
Ungraded Elementary	0	5	9
Seventh	33	44	31
Eighth	37	32	39
Ninth	43	38	28
Tenth	38	32	28
Eleventh	27	35	30
Twelfth	22	21	30
Ungraded Secondary	0	0	0
Total K-12 Enrollment	426	435	402

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	4	0.9%	4	0.9%	2	0.5%
Black (Not Hispanic)	2	0.5%	1	0.2%	1	0.2%
Hispanic	5	1.2%	4	0.9%	5	1.2%
White (Not Hispanic)	415	97.4%	426	97.9%	394	98.0%

Average Class Size

Grade Level	2000-2001	2001-2002	2002-2003
Kindergarten	15	17	15
Common Branch	15	16	15
English Grade 8	19	17	19
Mathematics Grade 8	12	10	14
Science Grade 8	19	16	19
Social Studies Grade 8	19	16	39
English Grade 10	0	15	10
Mathematics Grade 10	10	19	0
Science Grade 10	17	0	28
Social Studies Grade 10	19	31	13

(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
64	All schools in this group serve students from Kindergarten through Grade 12. Assessment results and accountability measures for schools in this group are compared with similar schools from comparable districts; elementary level schools for grades K-4, middle level schools for grades 5-8, and secondary schools for grades 9-12.

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	0	0.0%	0	0.0%	0	0.0%
Eligible for Free Lunch	84	19.7%	86	19.8%	82	20.4%

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		95.7%		94.5%		95.9%
Student Suspensions	0	0.0%	6	1.4%	1	0.2%

Student Socioeconomic and Stability Indicators

(Percent of Enrollment)

	2000–2001	2001–2002	2002–2003
Reduced Lunch	11.3%	13.1%	11.9%
Public Assistance	21-30%	21-30%	21-30%
Student Stability	95%	90%	100%

Staff Counts

Staff	2002–2003
Total Teachers	37
Total Other Professional Staff	7
Total Paraprofessionals	NA
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*

	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	23	11	48%	19	12	63%	26	16	62%
Students with Disabilities	2	0	0%	3	0	0%	1	0	0%
All Students	25	11	44%	22	12	55%	27	16	59%

*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	14	8	0	1	4	0
Percent	52%	30%	0%	4%	15%	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)
1	0	2	3

*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			6		2	
	Entered GED Program*			3		0	
	Total Noncompleters			9		2	
Students with Disabilities	Dropped Out			1		2	
	Entered GED Program*			0		2	
	Total Noncompleters			1		4	
All Students	Dropped Out	3	2.3%	7	5.6%	4	3.4%
	Entered GED Program*	1	0.8%	3	2.4%	2	1.7%
	Total Noncompleters	4	3.1%	10	7.9%	6	5.2%

*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		0	0
	Number of Students with Disabilities		0	0
	Number of All Students		0	0
	Percent of Enrollment		0%	0%
9-12	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%

Second Language Proficiency Examinations

General-Education Students

Test	2000-2001		2001-2002		2002-2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	0	0%	0	0%	18	83%
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	0	0%	0	0%	18	89%

Students with Disabilities

Test	2000-2001		2001-2002		2002-2003	
	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	0	0%	0	0%	2	#

(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	19	63%	0	0%	0	0%
Science	0	0%	0	0%	1	#
Reading	0	0%	1	#	0	0%
Writing	0	0%	0	0%	0	0%
Global Studies	1	#	1	#	0	0%
U.S. Hist & Gov't	3	#	1	#	1	#

Students with Disabilities

Test	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	7	100%	0	0%	0	0%
Science	4	#	1	#	0	0%
Reading	0	0%	2	#	1	#
Writing	2	#	2	#	1	#
Global Studies	1	#	2	#	0	0%
U.S. Hist & Gov't	3	#	1	#	2	#

(Form – E)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Comprehensive English						
Number Tested	29	36	34	5	4	1
Number Scoring 55–100	28	32	31	5	#	#
Number Scoring 65–100	21	28	30	2	#	#
Number Scoring 85–100	7	11	5	0	#	#
Percentage of Tested Scoring 55–100	97%	89%	91%	100%	#	#
Percentage of Tested Scoring 65–100	72%	78%	88%	40%	#	#
Percentage of Tested Scoring 85–100	24%	31%	15%	0%	#	#
Mathematics A						
Number Tested	34	21	32	2	0	1
Number Scoring 55–100	31	17	29	#	0	#
Number Scoring 65–100	25	12	25	#	0	#
Number Scoring 85–100	5	3	8	#	0	#
Percentage of Tested Scoring 55–100	91%	81%	91%	#	0%	#
Percentage of Tested Scoring 65–100	74%	57%	78%	#	0%	#
Percentage of Tested Scoring 85–100	15%	14%	25%	#	0%	#
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	33	31	29	2	3	2
Number Scoring 55–100	33	27	27	#	#	#
Number Scoring 65–100	30	23	23	#	#	#
Number Scoring 85–100	14	4	10	#	#	#
Percentage of Tested Scoring 55–100	100%	87%	93%	#	#	#
Percentage of Tested Scoring 65–100	91%	74%	79%	#	#	#
Percentage of Tested Scoring 85–100	42%	13%	34%	#	#	#
U.S. History and Government (first administered June 2001)						
Number Tested	25	38	35	5	2	3
Number Scoring 55–100	20	32	33	4	#	#
Number Scoring 65–100	16	29	28	3	#	#
Number Scoring 85–100	8	9	11	0	#	#
Percentage of Tested Scoring 55–100	80%	84%	94%	80%	#	#
Percentage of Tested Scoring 65–100	64%	76%	80%	60%	#	#
Percentage of Tested Scoring 85–100	32%	24%	31%	0%	#	#

(Form – F)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Living Environment (first administered June 2001)						
Number Tested	28	32	32	1	3	2
Number Scoring 55–100	28	32	31	#	#	#
Number Scoring 65–100	28	31	29	#	#	#
Number Scoring 85–100	6	7	6	#	#	#
Percentage of Tested Scoring 55–100	100%	100%	97%	#	#	#
Percentage of Tested Scoring 65–100	100%	97%	91%	#	#	#
Percentage of Tested Scoring 85–100	21%	22%	19%	#	#	#
Physical Setting/Earth Science (first administered June 2001)						
Number Tested	38	37	29	6	3	2
Number Scoring 55–100	35	35	28	5	#	#
Number Scoring 65–100	31	30	25	3	#	#
Number Scoring 85–100	8	12	8	0	#	#
Percentage of Tested Scoring 55–100	92%	95%	97%	83%	#	#
Percentage of Tested Scoring 65–100	82%	81%	86%	50%	#	#
Percentage of Tested Scoring 85–100	21%	32%	28%	0%	#	#
Physical Setting/Chemistry (first administered June 2002)						
Number Tested		21	25		0	0
Number Scoring 55–100		18	15		0	0
Number Scoring 65–100		11	7		0	0
Number Scoring 85–100		1	2		0	0
Percentage of Tested Scoring 55–100		86%	60%		0%	0%
Percentage of Tested Scoring 65–100		52%	28%		0%	0%
Percentage of Tested Scoring 85–100		5%	8%		0%	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	11	11	14	3	0	0
Number Scoring 55–100	9	10	12	#	0	0
Number Scoring 65–100	9	8	12	#	0	0
Number Scoring 85–100	3	2	4	#	0	0
Percentage of Tested Scoring 55–100	82%	91%	86%	#	0%	0%
Percentage of Tested Scoring 65–100	82%	73%	86%	#	0%	0%
Percentage of Tested Scoring 85–100	27%	18%	29%	#	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	9	17	10	1	0	0
Number Scoring 55–100	9	17	9	#	0	0
Number Scoring 65–100	8	16	9	#	0	0
Number Scoring 85–100	5	11	2	#	0	0
Percentage of Tested Scoring 55–100	100%	100%	90%	#	0%	0%
Percentage of Tested Scoring 65–100	89%	94%	90%	#	0%	0%
Percentage of Tested Scoring 85–100	56%	65%	20%	#	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)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Sequential Mathematics, Course II (last administered January 2003)						
Number Tested	30	2	0	2	1	0
Number Scoring 55–100	21	#	0	#	#	0
Number Scoring 65–100	15	#	0	#	#	0
Number Scoring 85–100	9	#	0	#	#	0
Percentage of Tested Scoring 55–100	70%	#	0%	#	#	0%
Percentage of Tested Scoring 65–100	50%	#	0%	#	#	0%
Percentage of Tested Scoring 85–100	30%	#	0%	#	#	0%
Sequential Mathematics, Course III						
Number Tested	25	17	12	0	0	0
Number Scoring 55–100	25	13	7	0	0	0
Number Scoring 65–100	21	13	5	0	0	0
Number Scoring 85–100	7	4	0	0	0	0
Percentage of Tested Scoring 55–100	100%	76%	58%	0%	0%	0%
Percentage of Tested Scoring 65–100	84%	76%	42%	0%	0%	0%
Percentage of Tested Scoring 85–100	28%	24%	0%	0%	0%	0%

(Form – I)

Introduction to Occupations Examination

	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
General-Education Students	9	100%	5	100%	14	93%
Students with Disabilities	0	0%	0	0%	5	80%

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	29	#	#	#	#
	Students with Disabilities	3	#	#	#	#
	All Students	32	3%	0%	78%	19%

Middle-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
June 2003	General-Education Students	37	#	#	#	#
	Students with Disabilities	4	#	#	#	#
	All Students	41	2%	46%	49%	2%

(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	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

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	26	26	26	5	5	5	31	31	31
Number Scoring 55–64	1	0	0	0	0	0	1	0	0
Number Scoring 65–84	12	17	18	2	1	2	14	18	20
Number Scoring 85–100	13	8	8	0	0	0	13	8	8
Approved Alternatives	0	0	0	0	0	0	0	0	0

(Form – K)