

New York State District Report Card Comprehensive Information Report

BEDS Code: 23-11-01-04-0000

Name: South Lewis Central School District

Superintendent: Frank C. House

Fall Enrollment

Grade	2000–2001	2001–2002	2002–2003
Pre-K	0	0	0
Kindergarten	97	95	78
First	101	86	92
Second	88	97	87
Third	89	74	99
Fourth	96	86	81
Fifth	97	95	84
Sixth	117	103	99
Ungraded Elementary	1	0	0
Seventh	127	110	95
Eighth	99	121	108
Ninth	145	139	144
Tenth	99	97	102
Eleventh	94	99	97
Twelfth	91	99	94
Ungraded Secondary	2	0	0
Total K-12 Enrollment	1343	1301	1260

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	0	0.0%	0	0.0%	0	0.0%
Black (Not Hispanic)	5	0.4%	7	0.5%	10	0.8%
Hispanic	0	0.0%	1	0.1%	0	0.0%
White (Not Hispanic)	1338	99.6%	1293	99.4%	1250	99.2%

Average Class Size

Grade Level	2000–2001	2001–2002	2002–2003
Kindergarten	14	12	13
Common Branch	17	16	16
English Grade 8	20	24	17
Mathematics Grade 8	18	19	16
Science Grade 8	20	24	17
Social Studies Grade 8	20	24	16
English Grade 10	20	23	16
Mathematics Grade 10	19	23	20
Science Grade 10	25	0	23
Social Studies Grade 10	22	23	19

(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

	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	436	32.5%	435	33.4%	378	30.0%

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		96.0%		95.5%		95.4%
Student Suspensions	66	4.9%	19	1.4%	26	2.0%

Student Socioeconomic and Stability Indicators (Percent of Enrollment)

	2000–2001	2001–2002	2002–2003
Reduced Lunch	13.6%	13.4%	16.0%
Public Assistance	NA	NA	NA
Student Stability	NA	NA	NA

Staff Counts

Staff	2002–2003
Total Teachers	102
Total Other Professional Staff	19
Total Paraprofessionals	32
Teaching Out of Certification*	4
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	80	49	61%	81	49	60%	81	48	59%
Students with Disabilities	2	0	0%	2	0	0%	6	0	0%
All Students	82	49	60%	83	49	59%	87	48	55%

*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	24	34	6	0	23	0
Percent	28%	39%	7%	0%	26%	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)
6	0	5	11

*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			11		21	
	Entered GED Program*			1		0	
	Total Noncompleters			12		21	
Students with Disabilities	Dropped Out			5		4	
	Entered GED Program*			0		0	
	Total Noncompleters			5		4	
All Students	Dropped Out	23	5.4%	16	3.7%	25	5.7%
	Entered GED Program*	2	0.5%	1	0.2%	0	0.0%
	Total Noncompleters	25	5.8%	17	3.9%	25	5.7%

*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		18%	0%

Students Developing a Career Plan, 4-12

Grades		2000-01	2001-02	2002-03
4-5	Number of General-Education Students		31	0
	Number of Students with Disabilities		1	0
	Number of All Students		32	0
	Percent of Enrollment		18%	0%
6-8	Number of General-Education Students		0	113
	Number of Students with Disabilities		0	11
	Number of All Students		0	124
	Percent of Enrollment		0%	41%
9-12	Number of General-Education Students		376	381
	Number of Students with Disabilities		56	0
	Number of All Students		432	381
	Percent of Enrollment		100%	87%

Second Language Proficiency Examinations

General-Education Students

Test	2000-2001		2001-2002		2002-2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	5	100%	6	100%	0	0%
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	7	100%	17	100%	0	0%

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%	0	0%

(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	0	0%	1	#	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	2	#	0	0%	0	0%

Students with Disabilities

Test	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	6	100%	12	92%	14	93%
Science	2	#	2	#	3	#
Reading	0	0%	1	#	8	38%
Writing	0	0%	1	#	7	71%
Global Studies	0	0%	0	0%	11	36%
U.S. Hist & Gov't	0	0%	1	#	5	60%

(Form – E)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Comprehensive English						
Number Tested	92	91	98	5	5	16
Number Scoring 55–100	90	84	82	5	3	6
Number Scoring 65–100	79	65	70	2	0	4
Number Scoring 85–100	23	15	23	1	0	1
Percentage of Tested Scoring 55–100	98%	92%	84%	100%	60%	38%
Percentage of Tested Scoring 65–100	86%	71%	71%	40%	0%	25%
Percentage of Tested Scoring 85–100	25%	16%	23%	20%	0%	6%
Mathematics A						
Number Tested	47	62	104	11	17	11
Number Scoring 55–100	8	36	96	1	3	8
Number Scoring 65–100	2	13	83	0	1	6
Number Scoring 85–100	0	2	25	0	0	0
Percentage of Tested Scoring 55–100	17%	58%	92%	9%	18%	73%
Percentage of Tested Scoring 65–100	4%	21%	80%	0%	6%	55%
Percentage of Tested Scoring 85–100	0%	3%	24%	0%	0%	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	115	109	105	5	14	11
Number Scoring 55–100	114	98	92	5	10	5
Number Scoring 65–100	102	75	77	3	6	3
Number Scoring 85–100	24	17	22	0	1	0
Percentage of Tested Scoring 55–100	99%	90%	88%	100%	71%	45%
Percentage of Tested Scoring 65–100	89%	69%	73%	60%	43%	27%
Percentage of Tested Scoring 85–100	21%	16%	21%	0%	7%	0%
U.S. History and Government (first administered June 2001)						
Number Tested	80	100	114	4	8	19
Number Scoring 55–100	76	88	107	#	4	14
Number Scoring 65–100	72	67	95	#	1	12
Number Scoring 85–100	41	17	44	#	0	2
Percentage of Tested Scoring 55–100	95%	88%	94%	#	50%	74%
Percentage of Tested Scoring 65–100	90%	67%	83%	#	12%	63%
Percentage of Tested Scoring 85–100	51%	17%	39%	#	0%	11%

(Form – F)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Living Environment (first administered June 2001)						
Number Tested	86	85	77	3	6	9
Number Scoring 55–100	84	85	69	#	6	6
Number Scoring 65–100	78	79	66	#	4	4
Number Scoring 85–100	10	27	18	#	1	0
Percentage of Tested Scoring 55–100	98%	100%	90%	#	100%	67%
Percentage of Tested Scoring 65–100	91%	93%	86%	#	67%	44%
Percentage of Tested Scoring 85–100	12%	32%	23%	#	17%	0%
Physical Setting/Earth Science (first administered June 2001)						
Number Tested	78	98	130	6	13	12
Number Scoring 55–100	74	84	103	5	11	4
Number Scoring 65–100	60	77	90	2	9	4
Number Scoring 85–100	22	21	27	0	0	0
Percentage of Tested Scoring 55–100	95%	86%	79%	83%	85%	33%
Percentage of Tested Scoring 65–100	77%	79%	69%	33%	69%	33%
Percentage of Tested Scoring 85–100	28%	21%	21%	0%	0%	0%
Physical Setting/Chemistry (first administered June 2002)						
Number Tested		29	40		0	1
Number Scoring 55–100		27	39		0	#
Number Scoring 65–100		20	28		0	#
Number Scoring 85–100		3	10		0	#
Percentage of Tested Scoring 55–100		93%	97%		0%	#
Percentage of Tested Scoring 65–100		69%	70%		0%	#
Percentage of Tested Scoring 85–100		10%	25%		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	19	12	23	0	0	0
Number Scoring 55–100	19	12	23	0	0	0
Number Scoring 65–100	19	11	23	0	0	0
Number Scoring 85–100	8	2	15	0	0	0
Percentage of Tested Scoring 55–100	100%	100%	100%	0%	0%	0%
Percentage of Tested Scoring 65–100	100%	92%	100%	0%	0%	0%
Percentage of Tested Scoring 85–100	42%	17%	65%	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	24	27	30	0	0	2
Number Scoring 55–100	24	26	30	0	0	#
Number Scoring 65–100	23	25	30	0	0	#
Number Scoring 85–100	17	9	24	0	0	#
Percentage of Tested Scoring 55–100	100%	96%	100%	0%	0%	#
Percentage of Tested Scoring 65–100	96%	93%	100%	0%	0%	#
Percentage of Tested Scoring 85–100	71%	33%	80%	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	78	75	3	2	3	1
Number Scoring 55–100	64	61	#	#	#	#
Number Scoring 65–100	60	56	#	#	#	#
Number Scoring 85–100	28	24	#	#	#	#
Percentage of Tested Scoring 55–100	82%	81%	#	#	#	#
Percentage of Tested Scoring 65–100	77%	75%	#	#	#	#
Percentage of Tested Scoring 85–100	36%	32%	#	#	#	#
Sequential Mathematics, Course III						
Number Tested	59	65	68	0	0	2
Number Scoring 55–100	45	58	61	0	0	#
Number Scoring 65–100	43	47	55	0	0	#
Number Scoring 85–100	23	19	20	0	0	#
Percentage of Tested Scoring 55–100	76%	89%	90%	0%	0%	#
Percentage of Tested Scoring 65–100	73%	72%	81%	0%	0%	#
Percentage of Tested Scoring 85–100	39%	29%	29%	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	40	98%	51	100%	53	81%
Students with Disabilities	25	64%	7	71%	22	68%

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	78	4%	4%	68%	24%
	Students with Disabilities	16	31%	25%	44%	0%
	All Students	94	9%	7%	64%	20%

Middle-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
June 2003	General-Education Students	96	1%	28%	67%	4%
	Students with Disabilities	14	36%	57%	7%	0%
	All Students	110	5%	32%	59%	4%

(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	96	96	96	12	12	12	108	108	108
Number Scoring 55–64	8	11	6	2	2	0	10	13	6
Number Scoring 65–84	58	53	63	6	5	7	64	58	70
Number Scoring 85–100	21	18	21	0	0	0	21	18	21
Approved Alternatives	0	0	0	0	0	0	0	0	0

(Form – K)