

## LYME CENTRAL SCHOOL - NEW YORK STATE REPORT CARD [2021 - 22]

The New York State Report Card is an important part of the Board of Regents' effort to create educational equity and raise learning outcomes for all students. Knowledge gained from the report card about a school or district can be used to improve instruction and inform services to students. The report card provides information to the public on school/district staff, students, and measures of school and district performance as required by the Every Student Succeeds Act (ESSA). Fundamentally, New York State's ESSA plan is about creating a set of interlocking strategies to promote educational equity by providing support to districts and schools as they work to ensure that every student succeeds. New York State is committed to ensuring that all students succeed and thrive in school no matter who they are, where they live, where they go to school, or where they come from.

### 2022-23 ACCOUNTABILITY STATUS AND SUPPORT MODEL BASED ON 2021-22 DATA

Due to COVID-19 and changes to New York State accountability and federal reporting requirements, 2022-23 accountability statuses and support models were determined using a modified methodology. For more information, see Understanding the New York State Accountability System under the Every Student Succeeds Act (ESSA) for 2022-23 Accountability Statuses Based on 2021-22 Results.

## LOCAL SUPPORT AND IMPROVEMENT

### MADE PROGRESS

NA

### SECTION 1003 SCHOOL IMPROVEMENT FUNDS (2021-22)

The link below provides a list of all Local Education Agencies and public schools that received section 1003 school improvement funds, including the amount of funds each school received and the types of strategies implemented in each school with such funds.

Section 1003 School Improvement Funds Data (71.63 kilobytes)

For information on the use of Title I School Improvement funds, see:

- 2021-22 Title I SIG 1003 Basic Planning
- 2021-22 Title I School Improvement Grant 1003 Targeted Support Grant
- 2021-22 Title I School Improvement Grant 1003 High School Redesign
- 2021-22 Title I School Improvement Grant 1003 ENHANCED
- 2020-23 NYSIP-PLC Phase III

### ELEMENTARY/MIDDLE STATUSES AND SUPPORT MODELS BY SUBGROUP

Subgroup	Status And Support Model	Made Progress
All Students	Local Support and Improvement	NA
White	Local Support and Improvement	NA
Students with Disabilities	Local Support and Improvement	NA
Economically Disadvantaged	Local Support and Improvement	NA

**ELEMENTARY/MIDDLE INDICATOR LEVELS**

Subgroup	Core Subject Performance	Weighted Average Performance	English Language Proficiency (ELP)	Chronic Absenteeism
All Students	3	3	–	2
American Indian or Alaska Native	–	–	–	–
Asian or Native Hawaiian/Other Pacific Islander	–	–	–	–
Black or African American	–	–	–	–
Hispanic or Latino	–	–	–	–
Multiracial	–	–	–	–
White	3	3	–	2
English Language Learner	–	–	–	–
Students with Disabilities	3	3	–	2
Economically Disadvantaged	4	4	–	2

## ELEMENTARY/MIDDLE CORE SUBJECT PERFORMANCE

Subgroup	Subject	Cohort	Index	Level
All Students	ELA	135	148	3
	Math	135	130	
	Science	45	199	
	Combined	315	148	
Asian or Native Hawaiian/Other Pacific Islander	ELA	1	–	–
	Math	1	–	
	Science	1	–	
	Combined	3	–	
Black or African American	ELA	4	–	–
	Math	3	–	
	Science	–	–	
	Combined	7	–	
Hispanic or Latino	ELA	3	–	–
	Math	3	–	
	Science	1	–	
	Combined	7	–	
Multiracial	ELA	2	–	–
	Math	2	–	
	Science	–	–	
	Combined	4	–	
White	ELA	125	152	3
	Math	126	135	
	Science	43	204	
	Combined	294	152	
Students with Disabilities	ELA	32	94	3
	Math	32	59	
	Science	12	150	
	Combined	76	88	

Subgroup	Subject	Cohort	Index	Level
Economically Disadvantaged	ELA	68	140	4
	Math	68	113	
	Science	23	187	
	Combined	159	135	

### ELEMENTARY/MIDDLE WEIGHTED AVERAGE PERFORMANCE

Subgroup	Subject	Cohort	Index	Level
All Students	ELA	142	141	3
	Math	142	124	
	Science	45	199	
	Combined	329	141	
Asian or Native Hawaiian/Other Pacific Islander	ELA	1	—	—
	Math	1	—	
	Science	1	—	
	Combined	3	—	
Black or African American	ELA	4	—	—
	Math	4	—	
	Science	—	—	
	Combined	8	—	
Hispanic or Latino	ELA	4	—	—
	Math	4	—	
	Science	1	—	
	Combined	9	—	
Multiracial	ELA	2	—	—
	Math	2	—	
	Science	—	—	
	Combined	4	—	
White	ELA	131	145	3
	Math	131	129	
	Science	43	204	
	Combined	305	146	
Students with Disabilities	ELA	39	77	3
	Math	39	49	
	Science	12	150	
	Combined	90	74	

Subgroup	Subject	Cohort	Index	Level
Economically Disadvantaged	ELA	76	125	4
	Math	76	101	
	Science	23	187	
	Combined	175	123	

### ELEMENTARY/MIDDLE CHRONIC ABSENTEEISM

Subgroup	Students Enrolled	Students Chronically Absent	Chronic Absenteeism Rate	Level
All Students	201	84	41.8%	2
American Indian or Alaska Native	–	–	–	–
Asian or Native Hawaiian/Other Pacific Islander	1	–	–	–
Black or African American	5	–	–	–
Hispanic or Latino	7	–	–	–
Multiracial	4	–	–	–
White	184	81	44%	2
English Language Learners	–	–	–	–
Students with Disabilities	51	26	51%	2
Economically Disadvantaged	102	48	47.1%	2

### ELEMENTARY/MIDDLE ELA PARTICIPATION RATE

Subgroup	Tested 95% In Current Year	Current Year Enrollment	Current Year Participation Rate
All Students	X	153	90.8%
American Indian or Alaska Native	–	0	–
Asian or Native Hawaiian/Other Pacific Islander	–	1	–
Black or African American	–	4	–
Hispanic or Latino	–	4	–
Multiracial	–	3	–
White	X	141	90.8%
English Language Learner	–	0	–
Students with Disabilities	X	40	77.5%
Economically Disadvantaged	X	81	85.2%

**ELEMENTARY/MIDDLE MATHEMATICS PARTICIPATION RATE**

Subgroup	Tested 95% In Current Year	Current Year Enrollment	Current Year Participation Rate
All Students	X	154	90.9%
American Indian or Alaska Native	–	0	–
Asian or Native Hawaiian/Other Pacific Islander	–	1	–
Black or African American	–	4	–
Hispanic or Latino	–	4	–
Multiracial	–	3	–
White	X	142	91.5%
English Language Learner	–	0	–
Students with Disabilities	X	40	77.5%
Economically Disadvantaged	X	81	85.2%

**SECONDARY STATUSES AND SUPPORT MODELS BY SUBGROUP**

Subgroup	Status And Support Model	Made Progress
All Students	Local Support and Improvement	NA
White	Local Support and Improvement	NA

**SECONDARY INDICATOR LEVELS**

Subgroup	Core Subject Performance	Weighted Average Performance	Graduation Rate	English Language Proficiency (ELP)	Chronic Absenteeism
All Students	4	3	3	–	2
American Indian or Alaska Native	–	–	–	–	–
Asian or Native Hawaiian/Other Pacific Islander	–	–	–	–	–
Black or African American	–	–	–	–	–
Hispanic or Latino	–	–	–	–	–
Multiracial	–	–	–	–	–
White	4	3	3	–	3
English Language Learner	–	–	–	–	–
Students with Disabilities	–	–	–	–	–
Economically Disadvantaged	–	–	–	–	2

## SECONDARY CORE SUBJECT PERFORMANCE

Subgroup	Subject	Cohort	Index	Combined Index	Level
All Students	ELA	8	181	193	4
	Math	18	197		
	Science	25	206		
	Social Studies	—	—		
Asian or Native Hawaiian/Other Pacific Islander	ELA	1	—	—	—
	Math	1	—		
	Science	1	—		
	Social Studies	—	—		
White	ELA	7	171	188	4
	Math	17	194		
	Science	24	204		
	Social Studies	—	—		
Students with Disabilities	ELA	—	—	—	—
	Math	—	—		
	Science	1	—		
	Social Studies	—	—		
Economically Disadvantaged	ELA	3	—	—	—
	Math	3	—		
	Science	5	210		
	Social Studies	—	—		



## SECONDARY WEIGHTED AVERAGE PERFORMANCE

Subgroup	Subject	Cohort	Index	Combined Index	Level
All Students	ELA	25	58	124	3
	Math	20	178		
	Science	25	206		
	Social Studies	25	0		
Asian or Native Hawaiian/Other Pacific Islander	ELA	1	–	–	–
	Math	1	–		
	Science	1	–		
	Social Studies	1	–		
White	ELA	24	50	120	3
	Math	19	174		
	Science	24	204		
	Social Studies	24	0		
Students with Disabilities	ELA	1	–	–	–
	Math	–	–		
	Science	1	–		
	Social Studies	1	–		
Economically Disadvantaged	ELA	5	120	–	–
	Math	3	–		
	Science	5	210		
	Social Studies	5	0		

**SECONDARY GRADUATION RATE**

Subgroup	Cohort	Number In Cohort	Number Graduated	Grad Rate	Average Grad Rate	Level
All Students	4-year	25	24	96%	94.6%	3
	5-year	20	19	95%		
	6-year	28	26	92.9%		
American Indian or Alaska Native	4-year	0	–	–	–	–
	5-year	0	–	–		
	6-year	0	–	–		
Asian or Native Hawaiian/Other Pacific Islander	4-year	0	–	–	–	–
	5-year	0	–	–		
	6-year	0	–	–		
Black or African American	4-year	2	–	–	–	–
	5-year	0	–	–		
	6-year	0	–	–		
Hispanic or Latino	4-year	2	–	–	–	–
	5-year	1	–	–		
	6-year	1	–	–		
Multiracial	4-year	1	–	–	–	–
	5-year	1	–	–		
	6-year	1	–	–		
White	4-year	20	19	95%	97.1%	3
	5-year	18	18	100%		
	6-year	26	25	96.2%		
English Language Learner	4-year	0	–	–	–	–
	5-year	0	–	–		
	6-year	0	–	–		
Students with Disabilities	4-year	10	–	–	–	–
	5-year	2	–	–		
	6-year	4	–	–		
Economically Disadvantaged	4-year	13	–	–	–	–
	5-year	8	–	–		
	6-year	13	–	–		

**SECONDARY CHRONIC ABSENTEEISM**

Subgroup	Students Enrolled	Students Chronically Absent	Chronic Absenteeism Rate	Level
All Students	107	40	37.4%	2
American Indian or Alaska Native	–	–	–	–
Asian or Native Hawaiian/Other Pacific Islander	1	–	–	–
Black or African American	–	–	–	–
Hispanic or Latino	5	–	–	–
Multiracial	3	–	–	–
White	98	37	37.8%	3
English Language Learners	–	–	–	–
Students with Disabilities	15	–	–	–
Economically Disadvantaged	42	22	52.4%	2

**SECONDARY ELA PARTICIPATION RATE**

Subgroup	Tested 95% In Current Year	Current Year 12th Grade Enrollment	Current Year Participation Rate
All Students	–	27	–
American Indian or Alaska Native	–	0	–
Asian or Native Hawaiian/Other Pacific Islander	–	1	–
Black or African American	–	0	–
Hispanic or Latino	–	1	–
Multiracial	–	0	–
White	–	25	–
English Language Learner	–	0	–
Students with Disabilities	–	2	–
Economically Disadvantaged	–	7	–

**SECONDARY MATHEMATICS PARTICIPATION RATE**

Subgroup	Tested 95% In Current Year	Current Year 12th Grade Enrollment	Current Year Participation Rate
All Students	–	22	–
American Indian or Alaska Native	–	0	–
Asian or Native Hawaiian/Other Pacific Islander	–	1	–
Black or African American	–	0	–
Hispanic or Latino	–	1	–
Multiracial	–	0	–
White	–	20	–
English Language Learner	–	0	–
Students with Disabilities	–	1	–
Economically Disadvantaged	–	5	–

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