

New York State District Report Card Comprehensive Information Report

BEDS Code: 23-09-01-04-0000
 Name: Lowville Academy & Central School District
 Superintendent: Kenneth J. Mc Auliffe

Fall Enrollment

Grade	2002-03	2003-04	2004-05
Pre-K	0	0	0
Kindergarten	109	96	102
First	106	123	104
Second	88	97	111
Third	105	94	93
Fourth	107	109	93
Fifth	98	110	107
Sixth	109	98	123
Ungraded Elementary	21	0	0
Seventh	101	116	99
Eighth	112	104	118
Ninth	124	112	99
Tenth	101	126	114
Eleventh	109	101	116
Twelfth	122	110	97
Ungraded Secondary	24	0	0
Total K-12 Enrollment	1436	1396	1376

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	26	1.8%	17	1.2%	20	1.5%
Black (Not Hispanic)	19	1.3%	24	1.7%	30	2.2%
Hispanic	14	1.0%	18	1.3%	14	1.0%
White (Not Hispanic)	1377	95.9%	1337	95.8%	1312	95.3%

Average Class Size

Grade Level	2002-03	2003-04	2004-05
Kindergarten	22	19	20
Common Branch	19	20	21
English Grade 8	23	16	24
Mathematics Grade 8	23	24	19
Science Grade 8	24	21	22
Social Studies Grade 8	23	20	23
English Grade 10	17	16	19
Mathematics Grade 10	19	15	17
Science Grade 10	17	21	24
Social Studies Grade 10	21	21	22

(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	5	0.4%	4	0.3%	4	0.3%
Eligible for Free Lunch	352	24.5%	354	25.4%	382	27.8%

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		96.2%		96.4%		96.1%
Student Suspensions	13	0.9%	55	3.8%	54	3.9%

Student Socioeconomic and Stability Indicators (Percent of Enrollment)

	2002-03	2003-04	2004-05
Reduced Lunch	10.9%	10.5%	8.2%
Public Assistance	NA	NA	NA
Student Stability	NA	NA	NA

Staff Counts

Staff	2004-05
Total Teachers	107
Total Other Professional Staff	13
Total Paraprofessionals	19
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*	105	93	78
	Regents Diplomas	85	74	77
	% Regents Diplomas	81%	80%	99%
	Regents Diplomas with Advanced Designation**			51
	% Regents Diplomas with Advanced Designation			65%
	IEP Diplomas or Local Certificates			
Students with Disabilities	Total Graduates*	10	9	5
	Regents Diplomas	3	3	3
	% Regents Diplomas	30%	33%	60%
	Regents Diplomas with Advanced Designation**			1
	% Regents Diplomas with Advanced Designation			20%
	IEP Diplomas or Local Certificates	1	7	4
All Students	Total Graduates*	115	102	83
	Regents Diplomas	88	77	80
	% Regents Diplomas	77%	75%	96%
	Regents Diplomas with Advanced Designation**			52
	% Regents Diplomas with Advanced Designation			63%
	IEP Diplomas or Local Certificates	1	7	4

* 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	40	33	0	1	4	0	0	0
	Percent	51%	42%	0%	1%	5%	0%	0%	0%
Students with Disabilities	Number	0	2	0	1	2	0	0	0
	Percent	0%	40%	0%	20%	40%	0%	0%	0%
All Students	Number	40	35	0	2	6	0	0	0
	Percent	48%	42%	0%	2%	7%	0%	0%	0%

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	6		2	0.5%	8	2.1%
	Entered GED Program*	4		0	0.0%	2	0.5%
	Total Noncompleters	10		2	0.5%	10	2.6%
Students with Disabilities	Dropped Out	2		2	2.9%	1	1.9%
	Entered GED Program*	0		0	0.0%	1	1.9%
	Total Noncompleters	2		2	2.9%	2	3.8%
All Students	Dropped Out	8	1.7%	4	0.9%	9	2.1%
	Entered GED Program*	4	0.9%	0	0.0%	3	0.7%
	Total Noncompleters	12	2.6%	4	0.9%	12	2.8%

*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	95	94	101
	Number of Students with Disabilities	19	5	17
	Number of All Students	114	99	118
	Percent of Enrollment	34%	31%	35%
9-12	Number of General-Education Students	117	101	107
	Number of Students with Disabilities	10	9	8
	Number of All Students	127	110	115
	Percent of Enrollment	27%	24%	27%

Career and Technical Education (CTE) Programs

CTE Program	This District		Statewide Average
	Count	Percentage	
All CTE Programs			
Completed the CTE Program	2		
Completed and Passed Regents Exams	2	100%	80%
Completed and had Course Average of 75% or More	2	100%	82%
Completed and Attained a HS Diploma or Equivalent	2	100%	96%
Completed and Whose Status is Known	2		
Completed and Were Successfully Placed	2	100%	96%
Nontraditional Programs			
Underrepresented Gender Members Enrolled	3	30%	25%
Underrepresented Gender Members Who Completed	2	100%	19%

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	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%

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	0	0%	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%	0	0%	0	0%
Science	0	0%	0	0%	0	0%
Reading	0	0%	1	#	0	0%
Writing	0	0%	1	#	0	0%
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	10	90%	4	#	0	0%
Science	4	#	7	43%	2	#
Reading	4	#	2	#	0	0%
Writing	2	#	2	#	4	#
Global Studies	5	40%	6	17%	9	11%
U.S. Hist & Gov't	2	#	1	#	3	#

(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	104	94	109	9	7	6
Number Scoring 55-100	103	90	106	8	5	6
Number Scoring 65-100	98	90	102	6	5	5
Number Scoring 85-100	63	62	70	3	1	2
Percentage of Tested Scoring 55-100	99%	96%	97%	89%	71%	100%
Percentage of Tested Scoring 65-100	94%	96%	94%	67%	71%	83%
Percentage of Tested Scoring 85-100	61%	66%	64%	33%	14%	33%
Mathematics A						
Number Tested	114	124	117	13	7	16
Number Scoring 55-100	105	122	117	7	7	16
Number Scoring 65-100	91	115	111	6	5	14
Number Scoring 85-100	21	46	41	0	1	0
Percentage of Tested Scoring 55-100	92%	98%	100%	54%	100%	100%
Percentage of Tested Scoring 65-100	80%	93%	95%	46%	71%	88%
Percentage of Tested Scoring 85-100	18%	37%	35%	0%	14%	0%
Mathematics B						
Number Tested	0	62	74	0	1	1
Number Scoring 55-100	0	56	66	0	#	#
Number Scoring 65-100	0	46	57	0	#	#
Number Scoring 85-100	0	7	8	0	#	#
Percentage of Tested Scoring 55-100	0%	90%	89%	0%	#	#
Percentage of Tested Scoring 65-100	0%	74%	77%	0%	#	#
Percentage of Tested Scoring 85-100	0%	11%	11%	0%	#	#
Global History and Geography						
Number Tested	104	121	121	8	8	18
Number Scoring 55-100	98	112	109	5	5	12
Number Scoring 65-100	95	108	96	5	4	7
Number Scoring 85-100	44	32	45	0	0	0
Percentage of Tested Scoring 55-100	94%	93%	90%	62%	62%	67%
Percentage of Tested Scoring 65-100	91%	89%	79%	62%	50%	39%
Percentage of Tested Scoring 85-100	42%	26%	37%	0%	0%	0%
U.S. History and Government						
Number Tested	108	94	116	9	6	7
Number Scoring 55-100	105	91	106	8	5	4
Number Scoring 65-100	102	86	101	7	4	4
Number Scoring 85-100	66	50	57	5	1	2
Percentage of Tested Scoring 55-100	97%	97%	91%	89%	83%	57%
Percentage of Tested Scoring 65-100	94%	91%	87%	78%	67%	57%
Percentage of Tested Scoring 85-100	61%	53%	49%	56%	17%	29%

(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	80	110	105	7	8	16
Number Scoring 55-100	78	107	102	5	6	14
Number Scoring 65-100	75	103	96	4	5	10
Number Scoring 85-100	25	41	35	1	1	0
Percentage of Tested Scoring 55-100	97%	97%	97%	71%	75%	88%
Percentage of Tested Scoring 65-100	94%	94%	91%	57%	62%	62%
Percentage of Tested Scoring 85-100	31%	37%	33%	14%	12%	0%
Physical Setting/Earth Science						
Number Tested	125	116	109	9	16	13
Number Scoring 55-100	116	111	100	8	15	8
Number Scoring 65-100	110	104	92	7	11	6
Number Scoring 85-100	56	35	45	1	0	0
Percentage of Tested Scoring 55-100	93%	96%	92%	89%	94%	62%
Percentage of Tested Scoring 65-100	88%	90%	84%	78%	69%	46%
Percentage of Tested Scoring 85-100	45%	30%	41%	11%	0%	0%
Physical Setting/Chemistry						
Number Tested	79	73	69	1	1	0
Number Scoring 55-100	76	72	65	#	#	0
Number Scoring 65-100	54	62	49	#	#	0
Number Scoring 85-100	10	11	9	#	#	0
Percentage of Tested Scoring 55-100	96%	99%	94%	#	#	0%
Percentage of Tested Scoring 65-100	68%	85%	71%	#	#	0%
Percentage of Tested Scoring 85-100	13%	15%	13%	#	#	0%
Physical Setting/Physics						
Number Tested		29	40		0	0
Number Scoring 55-100		29	40		0	0
Number Scoring 65-100		27	39		0	0
Number Scoring 85-100		9	19		0	0
Percentage of Tested Scoring 55-100		100%	100%		0%	0%
Percentage of Tested Scoring 65-100		93%	97%		0%	0%
Percentage of Tested Scoring 85-100		31%	47%		0%	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	25	27	30	0	0	2
Number Scoring 55-100	25	27	30	0	0	#
Number Scoring 65-100	25	27	30	0	0	#
Number Scoring 85-100	19	20	24	0	0	#
Percentage of Tested Scoring 55-100	100%	100%	100%	0%	0%	#
Percentage of Tested Scoring 65-100	100%	100%	100%	0%	0%	#
Percentage of Tested Scoring 85-100	76%	74%	80%	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	54	51	51	1	0	3
Number Scoring 55-100	54	51	51	#	0	#
Number Scoring 65-100	54	51	51	#	0	#
Number Scoring 85-100	41	37	31	#	0	#
Percentage of Tested Scoring 55-100	100%	100%	100%	#	0%	#
Percentage of Tested Scoring 65-100	100%	100%	100%	#	0%	#
Percentage of Tested Scoring 85-100	76%	73%	61%	#	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	95	3%	2%	52%	43%
	Students with Disabilities	12	17%	17%	50%	17%
	All Students	107	5%	4%	51%	40%

Middle-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
June 2005	General-Education Students	105	0%	13%	63%	24%
	Students with Disabilities	17	29%	24%	41%	6%
	All Students	122	4%	15%	60%	21%

(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	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

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	82	82	82	9	9	9	91	91	91
Number Scoring 55–64	0	2	1	2	1	1	2	3	2
Number Scoring 65–84	39	28	34	4	3	3	43	31	37
Number Scoring 85–100	42	49	47	0	1	1	42	50	48
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		0	0		0	0
Beginning		0	0		0	0
Intermediate		0	0		0	0
Advanced		0	0		0	0
Proficient		0	0		0	0
Reading and Writing (Grade K-1)						
Number Tested		0	0		0	0
Beginning		0	0		0	0
Intermediate		0	0		0	0
Advanced		0	0		0	0
Proficient		0	0		0	0
Listening and Speaking (Grade 2-4)						
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 2-4)						
Number Tested		2	0		0	0
Beginning		#	0		0	0
Intermediate		#	0		0	0
Advanced		#	0		0	0
Proficient		#	0		0	0
Listening and Speaking (Grade 5-6)						
Number Tested		1	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		1	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)