

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	2001-02	2002-03	2003-04
Pre-K	0	0	0
Kindergarten	95	109	96
First	105	106	123
Second	95	88	97
Third	111	105	94
Fourth	99	107	109
Fifth	108	98	110
Sixth	98	109	98
Ungraded Elementary	31	21	0
Seventh	112	101	116
Eighth	113	112	104
Ninth	103	124	112
Tenth	115	101	126
Eleventh	125	109	101
Twelfth	108	122	110
Ungraded Secondary	25	24	0
Total K-12 Enrollment	1443	1436	1396

Student Racial/Ethnic Origin

Race/Ethnicity	2001-02		2002-03		2003-04	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
American Indian, Alaskan, Asian, or Pacific Islander	27	1.9%	26	1.8%	17	1.2%
Black (Not Hispanic)	17	1.2%	19	1.3%	24	1.7%
Hispanic	16	1.1%	14	1.0%	18	1.3%
White (Not Hispanic)	1383	95.8%	1377	95.9%	1337	95.8%

Average Class Size

Grade Level	2001-02	2002-03	2003-04
Kindergarten	19	22	19
Common Branch	19	19	20
English Grade 8	25	23	16
Mathematics Grade 8	25	23	24
Science Grade 8	25	24	21
Social Studies Grade 8	24	23	20
English Grade 10	18	17	16
Mathematics Grade 10	18	19	15
Science Grade 10	18	17	21
Social Studies Grade 10	19	21	21

(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

	2001-02		2002-03		2003-04	
	Count	Percent	Count	Percent	Count	Percent
Limited English Proficient	9	0.6%	5	0.4%	4	0.3%
Eligible for Free Lunch	316	21.9%	352	24.5%	354	25.4%

Attendance and Suspension

	2000-01		2001-02		2002-03	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
Annual Attendance Rate		96.5%		96.2%		96.4%
Student Suspensions	42	2.8%	13	0.9%	55	3.8%

**Student Socioeconomic and Stability Indicators
(Percent of Enrollment)**

	2001-02	2002-03	2003-04
Reduced Lunch	10.6%	10.9%	10.5%
Public Assistance	NA	NA	NA
Student Stability	NA	NA	NA

Staff Counts

Staff	2003-04
Total Teachers	109
Total Other Professional Staff	13
Total Paraprofessionals	20
Teaching Out of Certification*	5

*Teaching out of certification more than on an incidental basis.

(Form – B)

High School Graduates and Noncompleters

High School Graduates Earning Regents Diplomas*

	2001-02			2002-03			2003-04		
	Total Grads	Regents Diplomas	% Regents Diplomas	Total Grads	Regents Diplomas	% Regents Diplomas	Total Grads	Regents Diplomas	% Regents Diplomas
General Education	94	69	73%	105	85	81%	93	74	80%
Students with Disabilities	8	2	25%	10	3	30%	9	3	33%
All Students	102	71	70%	115	88	77%	102	77	75%

*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 for the 2001-02 school year, diploma counts for that year do not include counts from August 2001. Data for the 2002-03 school year include August 2002 and January and June 2003 graduates; data for the 2003-04 school year include August 2003 and January and June 2004 graduates.

Distribution of 2003-04 Graduates (All Students)

	To 4-year College	To 2-year College	To Other Post-Secondary	To the Military	To Employment	Other
Number	30	51	4	3	14	0
Percent	29%	50%	4%	3%	14%	0%

Number of High School Completers with Disabilities in 2003-04

Graduates* (a)	Regents Diplomas (b)	IEP Diplomas or Certificates (c)	All 2003-04 Completers (a+c)
9	3	7	16

*Local Diplomas (including local diplomas with Regents endorsements)

High School Noncompletion Rates

		2001-02		2002-03		2003-04	
		No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
General-Education Students	Dropped Out	8		6		2	0.5%
	Entered GED Program*	3		4		0	0.0%
	Total Noncompleters	11		10		2	0.5%
Students with Disabilities	Dropped Out	0		2		2	2.9%
	Entered GED Program*	0		0		0	0.0%
	Total Noncompleters	0		2		2	2.9%
All Students	Dropped Out	8	1.7%	8	1.7%	4	0.9%
	Entered GED Program*	3	0.6%	4	0.9%	0	0.0%
	Total Noncompleters	11	2.4%	12	2.6%	4	0.9%

*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	2001-02	2002-03	2003-04
K-1	0%	0%	0%
2-3	0%	0%	0%

Students Developing a Career Plan, 4-12

Grades		2001-02	2002-03	2003-04
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	98	95	94
	Number of Students with Disabilities	10	19	5
	Number of All Students	108	114	99
	Percent of Enrollment	32%	34%	31%
9-12	Number of General-Education Students	0	117	101
	Number of Students with Disabilities	0	10	9
	Number of All Students	0	127	110
	Percent of Enrollment	0%	27%	24%

Career and Technical Education (CTE) Programs

CTE Program	This District		Statewide Average
	Count	Percentage	
All CTE Programs			
Completed the CTE Program	11		
Completed and Passed Regents Exams	11	100%	77%
Completed and had Course Average of 75% or More	11	100%	81%
Completed and Attained a HS Diploma or Equivalent	11	100%	96%
Completed and Whose Status is Known	11		
Completed and Were Successfully Placed	10	91%	96%
Nontraditional Programs			
Underrepresented Gender Members Enrolled	4	31%	30%
Underrepresented Gender Members Who Completed	5	45%	19%

Enrollment data are for the 2003-2004 school year; completer data are as of June 2003.

Note: Blank cells indicate that either the district did not have a CTE program or did not report data.

This data is reported only at the district level.

(Form - D)

Second Language Proficiency Examinations

General-Education Students

Test	2001-02		2002-03		2003-04	
	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	2001-02		2002-03		2003-04	
	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	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	1	#	0	0%	0	0%
Science	1	#	0	0%	0	0%
Reading	0	0%	0	0%	1	#
Writing	0	0%	0	0%	1	#
Global Studies	0	0%	0	0%	0	0%
U.S. Hist & Gov't	1	#	0	0%	0	0%

Students with Disabilities

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	4	#	10	90%	4	#
Science	4	#	4	#	7	43%
Reading	0	0%	4	#	2	#
Writing	0	0%	2	#	2	#
Global Studies	2	#	5	40%	6	17%
U.S. Hist & Gov't	0	0%	2	#	1	#

(Form – E)

Regents Examinations

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
Comprehensive English						
Number Tested	121	104	94	9	9	7
Number Scoring 55-100	120	103	90	8	8	5
Number Scoring 65-100	118	98	90	6	6	5
Number Scoring 85-100	73	63	62	0	3	1
Percentage of Tested Scoring 55-100	99%	99%	96%	89%	89%	71%
Percentage of Tested Scoring 65-100	98%	94%	96%	67%	67%	71%
Percentage of Tested Scoring 85-100	60%	61%	66%	0%	33%	14%
Mathematics A						
Number Tested	25	114	124	3	13	7
Number Scoring 55-100	11	105	122	#	7	7
Number Scoring 65-100	4	91	115	#	6	5
Number Scoring 85-100	0	21	46	#	0	1
Percentage of Tested Scoring 55-100	44%	92%	98%	#	54%	100%
Percentage of Tested Scoring 65-100	16%	80%	93%	#	46%	71%
Percentage of Tested Scoring 85-100	0%	18%	37%	#	0%	14%
Mathematics B						
Number Tested	0	0	62	0	0	1
Number Scoring 55-100	0	0	56	0	0	#
Number Scoring 65-100	0	0	46	0	0	#
Number Scoring 85-100	0	0	7	0	0	#
Percentage of Tested Scoring 55-100	0%	0%	90%	0%	0%	#
Percentage of Tested Scoring 65-100	0%	0%	74%	0%	0%	#
Percentage of Tested Scoring 85-100	0%	0%	11%	0%	0%	#
Global History and Geography						
Number Tested	113	104	121	9	8	8
Number Scoring 55-100	110	98	112	7	5	5
Number Scoring 65-100	101	95	108	6	5	4
Number Scoring 85-100	35	44	32	0	0	0
Percentage of Tested Scoring 55-100	97%	94%	93%	78%	62%	62%
Percentage of Tested Scoring 65-100	89%	91%	89%	67%	62%	50%
Percentage of Tested Scoring 85-100	31%	42%	26%	0%	0%	0%
U.S. History and Government						
Number Tested	122	108	94	9	9	6
Number Scoring 55-100	121	105	91	9	8	5
Number Scoring 65-100	111	102	86	8	7	4
Number Scoring 85-100	48	66	50	1	5	1
Percentage of Tested Scoring 55-100	99%	97%	97%	100%	89%	83%
Percentage of Tested Scoring 65-100	91%	94%	91%	89%	78%	67%
Percentage of Tested Scoring 85-100	39%	61%	53%	11%	56%	17%

(Form – F)

Regents Examinations

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
Living Environment						
Number Tested	112	80	110	9	7	8
Number Scoring 55-100	111	78	107	8	5	6
Number Scoring 65-100	110	75	103	8	4	5
Number Scoring 85-100	43	25	41	1	1	1
Percentage of Tested Scoring 55-100	99%	97%	97%	89%	71%	75%
Percentage of Tested Scoring 65-100	98%	94%	94%	89%	57%	62%
Percentage of Tested Scoring 85-100	38%	31%	37%	11%	14%	12%
Physical Setting/Earth Science						
Number Tested	102	125	116	8	9	16
Number Scoring 55-100	97	116	111	6	8	15
Number Scoring 65-100	92	110	104	3	7	11
Number Scoring 85-100	41	56	35	0	1	0
Percentage of Tested Scoring 55-100	95%	93%	96%	75%	89%	94%
Percentage of Tested Scoring 65-100	90%	88%	90%	38%	78%	69%
Percentage of Tested Scoring 85-100	40%	45%	30%	0%	11%	0%
Physical Setting/Chemistry						
Number Tested	88	79	73	1	1	1
Number Scoring 55-100	84	76	72	#	#	#
Number Scoring 65-100	62	54	62	#	#	#
Number Scoring 85-100	7	10	11	#	#	#
Percentage of Tested Scoring 55-100	95%	96%	99%	#	#	#
Percentage of Tested Scoring 65-100	70%	68%	85%	#	#	#
Percentage of Tested Scoring 85-100	8%	13%	15%	#	#	#
Physical Setting/Physics						
Number Tested			29			0
Number Scoring 55-100			29			0
Number Scoring 65-100			27			0
Number Scoring 85-100			9			0
Percentage of Tested Scoring 55-100			100%			0%
Percentage of Tested Scoring 65-100			93%			0%
Percentage of Tested Scoring 85-100			31%			0%

* Physical Setting/Physics results for 2001-02 and 2002-03 are not included in the report card because the Department issued new conversion charts for assessments administered in those years.

(Form – G)

Regents Examinations

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
Comprehensive French						
Number Tested	26	25	27	0	0	0
Number Scoring 55-100	26	25	27	0	0	0
Number Scoring 65-100	26	25	27	0	0	0
Number Scoring 85-100	11	19	20	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	42%	76%	74%	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	73	54	51	5	1	0
Number Scoring 55-100	73	54	51	5	#	0
Number Scoring 65-100	72	54	51	5	#	0
Number Scoring 85-100	39	41	37	0	#	0
Percentage of Tested Scoring 55-100	100%	100%	100%	100%	#	0%
Percentage of Tested Scoring 65-100	99%	100%	100%	100%	#	0%
Percentage of Tested Scoring 85-100	53%	76%	73%	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		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
Sequential Mathematics, Course III (last administered January 2004)						
Number Tested	80	61	5	2	0	0
Number Scoring 55-100	74	53	4	#	0	0
Number Scoring 65-100	72	49	3	#	0	0
Number Scoring 85-100	41	26	1	#	0	0
Percentage of Tested Scoring 55-100	93%	87%	80%	#	0%	0%
Percentage of Tested Scoring 65-100	90%	80%	60%	#	0%	0%
Percentage of Tested Scoring 85-100	51%	43%	20%	#	0%	0%

Introduction to Occupations Examination

	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
General-Education Students	0	0%	46	98%	28	96%
Students with Disabilities	0	0%	11	82%	6	67%

District reports contain data for all students with disabilities enrolled in the district for the 2001-02 school year.

Elementary-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
Nov 2003	General-Education Students	104	5%	10%	57%	29%
	Students with Disabilities	8	38%	13%	50%	0%
	All Students	112	7%	10%	56%	27%

Middle-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
June 2004	General-Education Students	85	0%	20%	59%	21%
	Students with Disabilities	19	21%	47%	32%	0%
	All Students	104	4%	25%	54%	17%

(Form - I)

New York State Alternate Assessments (NYSAA) 2003–04

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	1	0	#	#	#	#
Social Studies	1	0	#	#	#	#
Mathematics	1	0	#	#	#	#
Science	1	0	#	#	#	#

2000 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	93	93	93	12	12	12	105	105	105
Number Scoring 55–64	1	0	0	1	1	0	2	1	0
Number Scoring 65–84	54	30	43	8	4	8	62	34	51
Number Scoring 85–100	36	60	49	0	5	2	36	65	51
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		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
Listening and Speaking (Grade K-1)						
Number Tested			0			0
Beginning (0-18)			0			0
Intermediate (19-31)			0			0
Advanced (32-36)			0			0
Proficient (37-39)			0			0
Reading and Writing (Grade K-1)						
Number Tested			0			0
Beginning (0-14)			0			0
Intermediate (15-24)			0			0
Advanced (25-32)			0			0
Proficient (33-35)			0			0
Listening and Speaking (Grade 2-4)						
Number Tested			2			0
Beginning (0-18)			#			0
Intermediate (19-31)			#			0
Advanced (32-36)			#			0
Proficient (37-39)			#			0
Reading and Writing (Grade 2-4)						
Number Tested			2			0
Beginning (0-14)			#			0
Intermediate (15-24)			#			0
Advanced (25-32)			#			0
Proficient (33-35)			#			0
Listening and Speaking (Grade 5-6)						
Number Tested			1			0
Beginning (0-18)			#			0
Intermediate (19-31)			#			0
Advanced (32-36)			#			0
Proficient (37-39)			#			0
Reading and Writing (Grade 5-6)						
Number Tested			1			0
Beginning (0-14)			#			0
Intermediate (15-24)			#			0
Advanced (25-32)			#			0
Proficient (33-35)			#			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)