

New York State School Report Card Comprehensive Information Report

BEDS Code: 12-03-01-04-0001
 Name: Downsville Central School
 Principal: Philip R. Fusco

Grade Range : PK-12

Fall Enrollment

Grade	2002-03	2003-04	2004-05
Pre-K	18	11	32
Kindergarten	32	32	19
First	14	33	34
Second	27	17	29
Third	33	25	18
Fourth	21	32	26
Fifth	27	19	31
Sixth	29	27	23
Ungraded Elementary	0	0	0
Seventh	31	30	29
Eighth	37	32	37
Ninth	25	37	35
Tenth	26	26	37
Eleventh	28	27	26
Twelfth	24	25	28
Ungraded Secondary	0	0	0
Total K-12 Enrollment	354	362	372

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	3	0.8%	0	0.0%	0	0.0%
Black (Not Hispanic)	2	0.6%	12	3.3%	7	1.9%
Hispanic	7	2.0%	2	0.6%	1	0.3%
White (Not Hispanic)	342	96.6%	348	96.1%	364	97.8%

Average Class Size

Grade Level	2002-03	2003-04	2004-05
Kindergarten	16	16	19
Common Branch	16	14	15
English Grade 8	36	16	15
Mathematics Grade 8	18	32	15
Science Grade 8	0	0	0
Social Studies Grade 8	0	0	0
English Grade 10	16	13	17
Mathematics Grade 10	11	18	15
Science Grade 10	0	13	11
Social Studies Grade 10	10	6	24

(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. Schoolwide measures like Attendance Rate are compared with all other schools in this group. Test results for schools in this group are compared with 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

	2002-03		2003-04		2004-05	
	Count	Percent	Count	Percent	Count	Percent
Limited English Proficient	1	0.3%	0	0.0%	0	0.0%
Eligible for Free Lunch	84	23.7%	86	23.8%	90	24.2%

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		96.3%		96.0%		98.0%
Student Suspensions	3	0.9%	10	2.8%	6	1.7%

Student Socioeconomic and Stability Indicators (Percent of Enrollment)

	2002-03	2003-04	2004-05
Reduced Lunch	13.8%	16.9%	15.3%
Public Assistance	1-10%	1-10%	1-10%
Student Stability	96%	100%	100%

Staff Counts

Staff	2004-05
Total Teachers	47
Total Other Professional Staff	5
Total Paraprofessionals	NA
Teaching Out of Certification*	3

*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*	23	21	22
	Regents Diplomas	17	13	21
	% Regents Diplomas	74%	62%	95%
	Regents Diplomas with Advanced Designation**			9
	% Regents Diplomas with Advanced Designation			41%
	IEP Diplomas or Local Certificates			
Students with Disabilities	Total Graduates*	2	6	4
	Regents Diplomas	0	0	4
	% Regents Diplomas	0%	0%	100%
	Regents Diplomas with Advanced Designation**			1
	% Regents Diplomas with Advanced Designation			25%
	IEP Diplomas or Local Certificates	0	0	1
All Students	Total Graduates*	25	27	26
	Regents Diplomas	17	13	25
	% Regents Diplomas	68%	48%	96%
	Regents Diplomas with Advanced Designation**			10
	% Regents Diplomas with Advanced Designation			38%
	IEP Diplomas or Local Certificates	0	0	1

* 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	13	8	0	0	1	0	0	0
	Percent	59%	36%	0%	0%	5%	0%	0%	0%
Students with Disabilities	Number	0	2	0	0	2	0	0	0
	Percent	0%	50%	0%	0%	50%	0%	0%	0%
All Students	Number	13	10	0	0	3	0	0	0
	Percent	50%	38%	0%	0%	12%	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	1		0	0.0%	0	0.0%
	Entered GED Program*	1		0	0.0%	0	0.0%
	Total Noncompleters	2		0	0.0%	0	0.0%
Students with Disabilities	Dropped Out	0		0	0.0%	0	0.0%
	Entered GED Program*	0		0	0.0%	0	0.0%
	Total Noncompleters	0		0	0.0%	0	0.0%
All Students	Dropped Out	1	1.0%	0	0.0%	0	0.0%
	Entered GED Program*	1	1.0%	0	0.0%	0	0.0%
	Total Noncompleters	2	1.9%	0	0.0%	0	0.0%

*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)

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	32	81%	30	47%	29	59%

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	3	#	4	#	1	#

Regents Competency Tests

General-Education Students

Test	2002-03		2003-04		2004-05	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	3	#	0	0%	0	0%
Science	0	0%	0	0%	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	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	5	100%	0	0%	0	0%
Science	0	0%	0	0%	0	0%
Reading	1	#	0	0%	0	0%
Writing	2	#	0	0%	0	0%
Global Studies	1	#	0	0%	0	0%
U.S. Hist & Gov't	0	0%	0	0%	0	0%

(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	31	29	24	8	6	2
Number Scoring 55-100	30	28	24	7	5	#
Number Scoring 65-100	29	28	24	6	5	#
Number Scoring 85-100	5	8	8	0	0	#
Percentage of Tested Scoring 55-100	97%	97%	100%	88%	83%	#
Percentage of Tested Scoring 65-100	94%	97%	100%	75%	83%	#
Percentage of Tested Scoring 85-100	16%	28%	33%	0%	0%	#
Mathematics A						
Number Tested	55	63	37	5	6	7
Number Scoring 55-100	40	61	37	2	5	7
Number Scoring 65-100	34	58	35	2	4	7
Number Scoring 85-100	4	14	14	0	1	0
Percentage of Tested Scoring 55-100	73%	97%	100%	40%	83%	100%
Percentage of Tested Scoring 65-100	62%	92%	95%	40%	67%	100%
Percentage of Tested Scoring 85-100	7%	22%	38%	0%	17%	0%
Mathematics B						
Number Tested	0	19	27	0	1	1
Number Scoring 55-100	0	16	18	0	#	#
Number Scoring 65-100	0	12	11	0	#	#
Number Scoring 85-100	0	3	0	0	#	#
Percentage of Tested Scoring 55-100	0%	84%	67%	0%	#	#
Percentage of Tested Scoring 65-100	0%	63%	41%	0%	#	#
Percentage of Tested Scoring 85-100	0%	16%	0%	0%	#	#
Global History and Geography						
Number Tested	46	21	40	5	3	5
Number Scoring 55-100	40	19	35	4	#	4
Number Scoring 65-100	37	19	26	4	#	3
Number Scoring 85-100	11	0	1	1	#	0
Percentage of Tested Scoring 55-100	87%	90%	88%	80%	#	80%
Percentage of Tested Scoring 65-100	80%	90%	65%	80%	#	60%
Percentage of Tested Scoring 85-100	24%	0%	3%	20%	#	0%
U.S. History and Government						
Number Tested	26	30	27	7	4	2
Number Scoring 55-100	25	30	27	6	#	#
Number Scoring 65-100	25	29	24	6	#	#
Number Scoring 85-100	9	16	9	0	#	#
Percentage of Tested Scoring 55-100	96%	100%	100%	86%	#	#
Percentage of Tested Scoring 65-100	96%	97%	89%	86%	#	#
Percentage of Tested Scoring 85-100	35%	53%	33%	0%	#	#

(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	20	19	23	2	1	1
Number Scoring 55-100	20	19	23	#	#	#
Number Scoring 65-100	20	19	23	#	#	#
Number Scoring 85-100	6	5	7	#	#	#
Percentage of Tested Scoring 55-100	100%	100%	100%	#	#	#
Percentage of Tested Scoring 65-100	100%	100%	100%	#	#	#
Percentage of Tested Scoring 85-100	30%	26%	30%	#	#	#
Physical Setting/Earth Science						
Number Tested	27	37	35	4	3	7
Number Scoring 55-100	26	37	34	#	#	7
Number Scoring 65-100	26	36	29	#	#	6
Number Scoring 85-100	10	10	8	#	#	0
Percentage of Tested Scoring 55-100	96%	100%	97%	#	#	100%
Percentage of Tested Scoring 65-100	96%	97%	83%	#	#	86%
Percentage of Tested Scoring 85-100	37%	27%	23%	#	#	0%
Physical Setting/Chemistry						
Number Tested	7	0	15	0	0	0
Number Scoring 55-100	7	0	15	0	0	0
Number Scoring 65-100	4	0	13	0	0	0
Number Scoring 85-100	0	0	2	0	0	0
Percentage of Tested Scoring 55-100	100%	0%	100%	0%	0%	0%
Percentage of Tested Scoring 65-100	57%	0%	87%	0%	0%	0%
Percentage of Tested Scoring 85-100	0%	0%	13%	0%	0%	0%
Physical Setting/Physics						
Number Tested		10	0		0	0
Number Scoring 55-100		9	0		0	0
Number Scoring 65-100		9	0		0	0
Number Scoring 85-100		2	0		0	0
Percentage of Tested Scoring 55-100		90%	0%		0%	0%
Percentage of Tested Scoring 65-100		90%	0%		0%	0%
Percentage of Tested Scoring 85-100		20%	0%		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	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 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	18	18	20	1	0	0
Number Scoring 55-100	18	18	19	#	0	0
Number Scoring 65-100	17	16	19	#	0	0
Number Scoring 85-100	7	3	8	#	0	0
Percentage of Tested Scoring 55-100	100%	100%	95%	#	0%	0%
Percentage of Tested Scoring 65-100	94%	89%	95%	#	0%	0%
Percentage of Tested Scoring 85-100	39%	17%	40%	#	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)

Elementary-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
Nov 2004	General-Education Students	26	12%	12%	50%	27%
	Students with Disabilities	5	0%	20%	80%	0%
	All Students	31	10%	13%	55%	23%

Middle-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
June 2005	General-Education Students	30	0%	47%	53%	0%
	Students with Disabilities	6	33%	50%	17%	0%
	All Students	36	6%	47%	47%	0%

(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	21	21	21	4	4	4	25	25	25
Number Scoring 55–64	#	#	#	#	#	#	1	1	0
Number Scoring 65–84	#	#	#	#	#	#	16	9	14
Number Scoring 85–100	#	#	#	#	#	#	6	14	9
Approved Alternatives	#	#	#	#	#	#	0	0	0

(Form – J)