

New York State District Report Card Comprehensive Information Report

BEDS Code: 23-09-01-04-0000

Name: Lowville Academy & Central School District

Superintendent: Mr. Kenneth J. Mc Auliffe

Fall Enrollment

Grade	2000–2001	2001–2002	2002–2003
Pre-K	0	0	0
Kindergarten	93	95	109
First	113	105	106
Second	104	95	88
Third	101	111	105
Fourth	111	99	107
Fifth	101	108	98
Sixth	100	98	109
Ungraded Elementary	21	31	21
Seventh	122	112	101
Eighth	107	113	112
Ninth	124	103	124
Tenth	132	115	101
Eleventh	114	125	109
Twelfth	116	108	122
Ungraded Secondary	31	25	24
Total K-12 Enrollment	1490	1443	1436

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	30	2.0%	27	1.9%	26	1.8%
Black (Not Hispanic)	18	1.2%	17	1.2%	19	1.3%
Hispanic	22	1.5%	16	1.1%	14	1.0%
White (Not Hispanic)	1420	95.3%	1383	95.8%	1377	95.9%

Average Class Size

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

	2000–2001		2001–2002		2002–2003	
	Count	Percent	Count	Percent	Count	Percent
Limited English Proficient	2	0.1%	9	0.6%	5	0.4%
Eligible for Free Lunch	305	20.5%	316	21.9%	352	24.5%

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		96.7%		96.5%		96.2%
Student Suspensions	18	1.2%	42	2.8%	13	0.9%

Student Socioeconomic and Stability Indicators (Percent of Enrollment)

	2000–2001	2001–2002	2002–2003
Reduced Lunch	9.1%	10.6%	10.9%
Public Assistance	NA	NA	NA
Student Stability	NA	NA	NA

Staff Counts

Staff	2002–2003
Total Teachers	113
Total Other Professional Staff	13
Total Paraprofessionals	21
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	94	76	81%	94	69	73%	105	85	81%
Students with Disabilities	13	2	15%	8	2	25%	10	3	30%
All Students	107	78	73%	102	71	70%	115	88	77%

*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	51	44	3	2	15	0
Percent	44%	38%	3%	2%	13%	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)
10	3	1	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			8		6	
	Entered GED Program*			3		4	
	Total Noncompleters			11		10	
Students with Disabilities	Dropped Out			0		2	
	Entered GED Program*			0		0	
	Total Noncompleters			0		2	
All Students	Dropped Out	1	0.2%	8	1.7%	8	1.7%
	Entered GED Program*	7	1.4%	3	0.6%	4	0.9%
	Total Noncompleters	8	1.6%	11	2.4%	12	2.6%

*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		0%	0%

Students Developing a Career Plan, 4-12

Grades		2000-01	2001-02	2002-03
4-5	Number of General-Education Students		0	0
	Number of Students with Disabilities		0	0
	Number of All Students		0	0
	Percent of Enrollment		0%	0%
6-8	Number of General-Education Students		98	95
	Number of Students with Disabilities		10	19
	Number of All Students		108	114
	Percent of Enrollment		32%	34%
9-12	Number of General-Education Students		0	117
	Number of Students with Disabilities		0	10
	Number of All Students		0	127
	Percent of Enrollment		0%	27%

Second Language Proficiency Examinations

General-Education Students

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%

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%	1	#	0	0%
Science	3	#	1	#	0	0%
Reading	0	0%	0	0%	0	0%
Writing	0	0%	0	0%	0	0%
Global Studies	6	100%	0	0%	0	0%
U.S. Hist & Gov't	10	70%	1	#	0	0%

Students with Disabilities

Test	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	1	#	4	#	10	90%
Science	0	0%	4	#	4	#
Reading	0	0%	0	0%	4	#
Writing	0	0%	0	0%	2	#
Global Studies	3	#	2	#	5	40%
U.S. Hist & Gov't	5	60%	0	0%	2	#

(Form – E)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Comprehensive English						
Number Tested	106	121	104	11	9	9
Number Scoring 55–100	106	120	103	11	8	8
Number Scoring 65–100	105	118	98	11	6	6
Number Scoring 85–100	50	73	63	1	0	3
Percentage of Tested Scoring 55–100	100%	99%	99%	100%	89%	89%
Percentage of Tested Scoring 65–100	99%	98%	94%	100%	67%	67%
Percentage of Tested Scoring 85–100	47%	60%	61%	9%	0%	33%
Mathematics A						
Number Tested	0	25	114	0	3	13
Number Scoring 55–100	0	11	105	0	#	7
Number Scoring 65–100	0	4	91	0	#	6
Number Scoring 85–100	0	0	21	0	#	0
Percentage of Tested Scoring 55–100	0%	44%	92%	0%	#	54%
Percentage of Tested Scoring 65–100	0%	16%	80%	0%	#	46%
Percentage of Tested Scoring 85–100	0%	0%	18%	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	142	113	104	16	9	8
Number Scoring 55–100	133	110	98	13	7	5
Number Scoring 65–100	117	101	95	10	6	5
Number Scoring 85–100	36	35	44	8	0	0
Percentage of Tested Scoring 55–100	94%	97%	94%	81%	78%	62%
Percentage of Tested Scoring 65–100	82%	89%	91%	62%	67%	62%
Percentage of Tested Scoring 85–100	25%	31%	42%	50%	0%	0%
U.S. History and Government (first administered June 2001)						
Number Tested	107	122	108	12	9	9
Number Scoring 55–100	99	121	105	11	9	8
Number Scoring 65–100	91	111	102	8	8	7
Number Scoring 85–100	67	48	66	1	1	5
Percentage of Tested Scoring 55–100	93%	99%	97%	92%	100%	89%
Percentage of Tested Scoring 65–100	85%	91%	94%	67%	89%	78%
Percentage of Tested Scoring 85–100	63%	39%	61%	8%	11%	56%

(Form – F)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Living Environment (first administered June 2001)						
Number Tested	134	112	80	14	9	7
Number Scoring 55–100	134	111	78	14	8	5
Number Scoring 65–100	132	110	75	12	8	4
Number Scoring 85–100	49	43	25	1	1	1
Percentage of Tested Scoring 55–100	100%	99%	97%	100%	89%	71%
Percentage of Tested Scoring 65–100	99%	98%	94%	86%	89%	57%
Percentage of Tested Scoring 85–100	37%	38%	31%	7%	11%	14%
Physical Setting/Earth Science (first administered June 2001)						
Number Tested	118	102	125	10	8	9
Number Scoring 55–100	111	97	116	8	6	8
Number Scoring 65–100	106	92	110	6	3	7
Number Scoring 85–100	47	41	56	1	0	1
Percentage of Tested Scoring 55–100	94%	95%	93%	80%	75%	89%
Percentage of Tested Scoring 65–100	90%	90%	88%	60%	38%	78%
Percentage of Tested Scoring 85–100	40%	40%	45%	10%	0%	11%
Physical Setting/Chemistry (first administered June 2002)						
Number Tested		88	79		1	1
Number Scoring 55–100		84	76		#	#
Number Scoring 65–100		62	54		#	#
Number Scoring 85–100		7	10		#	#
Percentage of Tested Scoring 55–100		95%	96%		#	#
Percentage of Tested Scoring 65–100		70%	68%		#	#
Percentage of Tested Scoring 85–100		8%	13%		#	#
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	30	26	25	2	0	0
Number Scoring 55–100	30	26	25	#	0	0
Number Scoring 65–100	30	26	25	#	0	0
Number Scoring 85–100	15	11	19	#	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	50%	42%	76%	#	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	72	73	54	4	5	1
Number Scoring 55–100	72	73	54	#	5	#
Number Scoring 65–100	72	72	54	#	5	#
Number Scoring 85–100	47	39	41	#	0	#
Percentage of Tested Scoring 55–100	100%	100%	100%	#	100%	#
Percentage of Tested Scoring 65–100	100%	99%	100%	#	100%	#
Percentage of Tested Scoring 85–100	65%	53%	76%	#	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	124	89	15	9	4	2
Number Scoring 55–100	111	82	14	7	#	#
Number Scoring 65–100	94	77	13	6	#	#
Number Scoring 85–100	41	33	2	1	#	#
Percentage of Tested Scoring 55–100	90%	92%	93%	78%	#	#
Percentage of Tested Scoring 65–100	76%	87%	87%	67%	#	#
Percentage of Tested Scoring 85–100	33%	37%	13%	11%	#	#
Sequential Mathematics, Course III						
Number Tested	63	80	61	4	2	0
Number Scoring 55–100	54	74	53	#	#	0
Number Scoring 65–100	52	72	49	#	#	0
Number Scoring 85–100	34	41	26	#	#	0
Percentage of Tested Scoring 55–100	86%	93%	87%	#	#	0%
Percentage of Tested Scoring 65–100	83%	90%	80%	#	#	0%
Percentage of Tested Scoring 85–100	54%	51%	43%	#	#	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	45	96%	0	0%	46	98%
Students with Disabilities	7	86%	0	0%	11	82%

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	84	1%	5%	74%	20%
	Students with Disabilities	15	27%	20%	53%	0%
	All Students	99	5%	7%	71%	17%

Middle-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
June 2003	General-Education Students	94	0%	20%	54%	26%
	Students with Disabilities	16	6%	31%	63%	0%
	All Students	110	1%	22%	55%	22%

(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	108	108	108	10	10	10	118	118	118
Number Scoring 55–64	6	4	1	1	1	1	7	5	2
Number Scoring 65–84	67	55	59	7	7	7	74	62	66
Number Scoring 85–100	35	48	48	0	1	1	35	49	49
Approved Alternatives	0	0	0	0	0	0	0	0	0

(Form – K)