

# New York State School Report Card Comprehensive Information Report

BEDS Code: 04-23-02-04-0003

Grade Range : 9-12

Name: Cattaraugus-Little Valley High School

Principal: Paul Stetz

## Fall Enrollment

Grade	2000-2001	2001-2002	2002-2003
Pre-K	0	0	0
Kindergarten	0	0	0
First	0	0	0
Second	0	0	0
Third	0	0	0
Fourth	0	0	0
Fifth	0	0	0
Sixth	0	0	0
Ungraded Elementary	0	0	0
Seventh	102	0	0
Eighth	105	0	0
Ninth	115	110	98
Tenth	112	112	104
Eleventh	86	110	109
Twelfth	105	93	115
Ungraded Secondary	0	0	0
Total K-12 Enrollment	625	425	426

## 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	4	0.6%	5	1.2%	1	0.2%
Black (Not Hispanic)	2	0.3%	0	0.0%	0	0.0%
Hispanic	1	0.2%	1	0.2%	5	1.2%
White (Not Hispanic)	618	98.9%	419	98.6%	420	98.6%

## Average Class Size

Grade Level	2000-2001	2001-2002	2002-2003
Kindergarten	14	15	16
Common Branch	0	0	0
English Grade 8	21	0	0
Mathematics Grade 8	20	21	0
Science Grade 8	22	18	0
Social Studies Grade 8	21	0	20
English Grade 10	0	19	16
Mathematics Grade 10	20	25	13
Science Grade 10	20	19	20
Social Studies Grade 10	21	19	24

(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
46	All schools in this group are secondary level schools in rural school districts with high student needs in relation to district resources. The schools in this group are in the lower range of student needs for secondary level schools in these districts.

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	0	0.0%	0	0.0%	0	0.0%
Eligible for Free Lunch	126	20.2%	59	13.9%	54	12.7%

### 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		96.6%		95.5%		94.6%
Student Suspensions	16	0.0%	19	3.0%	18	4.2%

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

	2000–2001	2001–2002	2002–2003
Reduced Lunch	7.5%	11.8%	9.9%
Public Assistance	31-40%	21-30%	31-40%
Student Stability	94%	2%	96%

### Staff Counts

Staff	2002–2003
Total Teachers	28
Total Other Professional Staff	5
Total Paraprofessionals	NA
Teaching Out of Certification*	0
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	83	26	31%	75	37	49%	94	42	45%
Students with Disabilities	5	0	0%	4	0	0%	3	0	0%
All Students	88	26	30%	79	37	47%	97	42	43%

\*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	27	51	3	5	9	2
Percent	28%	53%	3%	5%	9%	2%

## 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)
3	0	4	7

\*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		11	
	Entered GED Program*			3		13	
	Total Noncompleters			11		24	
Students with Disabilities	Dropped Out			4		2	
	Entered GED Program*			0		4	
	Total Noncompleters			4		6	
All Students	Dropped Out	12	2.9%	12	2.8%	13	3.1%
	Entered GED Program*	2	0.5%	3	0.7%	17	4.0%
	Total Noncompleters	14	3.3%	15	3.5%	30	7.0%

\*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		0	0
	Number of Students with Disabilities		0	0
	Number of All Students		0	0
	Percent of Enrollment		0%	0%
9-12	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%

## 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	107	78%	0	0%	3	#

### 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	2	#	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%	2	#	1	#
Science	2	#	1	#	1	#
Reading	0	0%	0	0%	1	#
Writing	0	0%	0	0%	1	#
Global Studies	1	#	2	#	1	#
U.S. Hist & Gov't	2	#	0	0%	2	#

## Students with Disabilities

Test	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	12	33%	5	20%	7	86%
Science	5	60%	5	60%	9	56%
Reading	6	50%	4	#	4	#
Writing	6	67%	6	83%	3	#
Global Studies	1	#	4	#	7	29%
U.S. Hist & Gov't	1	#	0	0%	3	#

(Form – E)

# Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
<b>Comprehensive English</b>						
Number Tested	75	103	90	2	4	4
Number Scoring 55–100	75	100	86	#	#	#
Number Scoring 65–100	63	94	83	#	#	#
Number Scoring 85–100	14	50	33	#	#	#
Percentage of Tested Scoring 55–100	100%	97%	96%	#	#	#
Percentage of Tested Scoring 65–100	84%	91%	92%	#	#	#
Percentage of Tested Scoring 85–100	19%	49%	37%	#	#	#
<b>Mathematics A</b>						
Number Tested	0	96	102	0	6	3
Number Scoring 55–100	0	52	84	0	2	#
Number Scoring 65–100	0	37	67	0	0	#
Number Scoring 85–100	0	14	13	0	0	#
Percentage of Tested Scoring 55–100	0%	54%	82%	0%	33%	#
Percentage of Tested Scoring 65–100	0%	39%	66%	0%	0%	#
Percentage of Tested Scoring 85–100	0%	15%	13%	0%	0%	#
<b>Mathematics B (first administered June 2001)</b>						
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%
<b>Global History and Geography</b>						
Number Tested	108	106	134	3	5	11
Number Scoring 55–100	105	89	111	#	4	6
Number Scoring 65–100	95	61	84	#	0	4
Number Scoring 85–100	39	16	20	#	0	1
Percentage of Tested Scoring 55–100	97%	84%	83%	#	80%	55%
Percentage of Tested Scoring 65–100	88%	58%	63%	#	0%	36%
Percentage of Tested Scoring 85–100	36%	15%	15%	#	0%	9%
<b>U.S. History and Government (first administered June 2001)</b>						
Number Tested	79	110	99	5	3	4
Number Scoring 55–100	70	98	90	4	#	#
Number Scoring 65–100	59	83	69	2	#	#
Number Scoring 85–100	18	20	25	0	#	#
Percentage of Tested Scoring 55–100	89%	89%	91%	80%	#	#
Percentage of Tested Scoring 65–100	75%	75%	70%	40%	#	#
Percentage of Tested Scoring 85–100	23%	18%	25%	0%	#	#

(Form – F)

# Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
<b>Living Environment (first administered June 2001)</b>						
Number Tested	101	91	94	3	5	7
Number Scoring 55–100	101	91	86	#	5	5
Number Scoring 65–100	95	84	80	#	2	3
Number Scoring 85–100	18	31	25	#	0	0
Percentage of Tested Scoring 55–100	100%	100%	91%	#	100%	71%
Percentage of Tested Scoring 65–100	94%	92%	85%	#	40%	43%
Percentage of Tested Scoring 85–100	18%	34%	27%	#	0%	0%
<b>Physical Setting/Earth Science (first administered June 2001)</b>						
Number Tested	96	156	110	5	11	7
Number Scoring 55–100	78	139	88	1	7	6
Number Scoring 65–100	60	108	65	1	3	2
Number Scoring 85–100	9	19	14	0	0	0
Percentage of Tested Scoring 55–100	81%	89%	80%	20%	64%	86%
Percentage of Tested Scoring 65–100	62%	69%	59%	20%	27%	29%
Percentage of Tested Scoring 85–100	9%	12%	13%	0%	0%	0%
<b>Physical Setting/Chemistry (first administered June 2002)</b>						
Number Tested		44	36		0	0
Number Scoring 55–100		38	31		0	0
Number Scoring 65–100		30	25		0	0
Number Scoring 85–100		4	7		0	0
Percentage of Tested Scoring 55–100		86%	86%		0%	0%
Percentage of Tested Scoring 65–100		68%	69%		0%	0%
Percentage of Tested Scoring 85–100		9%	19%		0%	0%
<b>Physical Setting/Physics (first administered June 2002)*</b>						
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
<b>Comprehensive French</b>						
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%
<b>Comprehensive Italian</b>						
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%
<b>Comprehensive German</b>						
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%
<b>Comprehensive Hebrew</b>						
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%
<b>Comprehensive Spanish</b>						
Number Tested	63	47	46	1	0	0
Number Scoring 55–100	62	47	45	#	0	0
Number Scoring 65–100	61	45	44	#	0	0
Number Scoring 85–100	34	16	15	#	0	0
Percentage of Tested Scoring 55–100	98%	100%	98%	#	0%	0%
Percentage of Tested Scoring 65–100	97%	96%	96%	#	0%	0%
Percentage of Tested Scoring 85–100	54%	34%	33%	#	0%	0%
<b>Comprehensive Latin</b>						
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
<b>Sequential Mathematics, Course II (last administered January 2003)</b>						
Number Tested	83	99	16	1	3	1
Number Scoring 55–100	56	73	11	#	#	#
Number Scoring 65–100	37	60	9	#	#	#
Number Scoring 85–100	13	19	1	#	#	#
Percentage of Tested Scoring 55–100	67%	74%	69%	#	#	#
Percentage of Tested Scoring 65–100	45%	61%	56%	#	#	#
Percentage of Tested Scoring 85–100	16%	19%	6%	#	#	#
<b>Sequential Mathematics, Course III</b>						
Number Tested	39	65	43	1	1	0
Number Scoring 55–100	29	46	28	#	#	0
Number Scoring 65–100	22	44	23	#	#	0
Number Scoring 85–100	8	15	17	#	#	0
Percentage of Tested Scoring 55–100	74%	71%	65%	#	#	0%
Percentage of Tested Scoring 65–100	56%	68%	53%	#	#	0%
Percentage of Tested Scoring 85–100	21%	23%	40%	#	#	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	47	96%	107	100%	32	84%
Students with Disabilities	0	0%	12	100%	5	80%

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
<b>Nov 2002</b>	General-Education Students	0	0%	0%	0%	0%
	Students with Disabilities	0	0%	0%	0%	0%
	All Students	0	0%	0%	0%	0%

## Middle-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
<b>June 2003</b>	General-Education Students	0	0%	0%	0%	0%
	Students with Disabilities	0	0%	0%	0%	0%
	All Students	0	0%	0%	0%	0%

(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
<b>Elementary Level</b>						
Social Studies	0	0	0	0	0	0
<b>Middle Level</b>						
Social Studies	0	0	0	0	0	0
<b>Secondary Level</b>						
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	98	98	98	9	9	9	107	107	107
Number Scoring 55–64	5	16	3	1	1	1	6	17	4
Number Scoring 65–84	55	60	70	2	2	3	57	62	73
Number Scoring 85–100	36	19	24	1	0	0	37	19	24
Approved Alternatives	0	0	0	0	0	0	0	0	0

(Form – K)