

New York State School Report Card Comprehensive Information Report

BEDS Code: 04-24-00-01-0013
 Name: Olean Senior High School
 Principal: Barbara Lias

Grade Range : 9-12

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	0	0	0
Eighth	0	0	0
Ninth	239	247	241
Tenth	207	189	233
Eleventh	173	172	174
Twelfth	189	162	179
Ungraded Secondary	0	0	0
Total K-12 Enrollment	808	770	827

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	14	1.7%	17	2.2%	19	2.3%
Black (Not Hispanic)	40	5.0%	32	4.2%	34	4.1%
Hispanic	6	0.7%	9	1.2%	9	1.1%
White (Not Hispanic)	748	92.6%	712	92.5%	765	92.5%

Average Class Size

Grade Level	2000–2001	2001–2002	2002–2003
Kindergarten	0	0	0
Common Branch	0	0	0
English Grade 8	0	0	0
Mathematics Grade 8	0	0	0
Science Grade 8	0	0	0
Social Studies Grade 8	0	0	0
English Grade 10	20	21	21
Mathematics Grade 10	22	22	22
Science Grade 10	24	22	24
Social Studies Grade 10	20	19	23

(Form – A)

District Need to Resource Capacity Category

N/RC Category	Description
3	This is an urban or suburban school district with high student needs in relation to district resource capacity.

Similar School Group and Description

Similar School Group	Description
43	All schools in this group are secondary level schools in urban or suburban 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%	1	0.1%
Eligible for Free Lunch	164	20.3%	117	15.2%	144	17.4%

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		93.5%		93.2%		94.2%
Student Suspensions	28	3.7%	59	7.3%	63	8.2%

Student Socioeconomic and Stability Indicators (Percent of Enrollment)

	2000–2001	2001–2002	2002–2003
Reduced Lunch	6.4%	6.5%	6.8%
Public Assistance	31-40%	11-20%	31-40%
Student Stability	99%	94%	100%

Staff Counts

Staff	2002–2003
Total Teachers	47
Total Other Professional Staff	6
Total Paraprofessionals	NA
Teaching Out of Certification*	3
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	165	91	55%	137	72	53%	146	90	62%
Students with Disabilities	10	0	0%	4	0	0%	7	0	0%
All Students	175	91	52%	141	72	51%	153	90	59%

*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	87	49	0	5	12	0
Percent	57%	32%	0%	3%	8%	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)
7	0	9	16

*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			29		26	
	Entered GED Program*			2		31	
	Total Noncompleters			31		57	
Students with Disabilities	Dropped Out			16		9	
	Entered GED Program*			2		4	
	Total Noncompleters			18		13	
All Students	Dropped Out	23	2.8%	45	5.8%	35	4.2%
	Entered GED Program*	9	1.1%	4	0.5%	35	4.2%
	Total Noncompleters	32	4.0%	49	6.4%	70	8.5%

*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		770	716
	Number of Students with Disabilities		0	108
	Number of All Students		770	824
	Percent of Enrollment		100%	100%

Second Language Proficiency Examinations

General-Education Students

Test	2000-2001		2001-2002		2002-2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	30	100%	41	83%	0	0%
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	37	95%	23	100%	11	100%
Spanish	72	90%	83	80%	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%	4	#	0	0%
Science	0	0%	8	75%	0	0%
Reading	0	0%	2	#	0	0%
Writing	0	0%	2	#	0	0%
Global Studies	0	0%	5	60%	0	0%
U.S. Hist & Gov't	1	#	0	0%	1	#

Students with Disabilities

Test	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	21	95%	1	#	4	#
Science	5	60%	0	0%	4	#
Reading	0	0%	1	#	5	100%
Writing	1	#	1	#	9	67%
Global Studies	3	#	0	0%	8	100%
U.S. Hist & Gov't	4	#	0	0%	9	56%

(Form – E)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Comprehensive English						
Number Tested	158	184	196	6	1	21
Number Scoring 55–100	153	169	179	4	#	17
Number Scoring 65–100	137	135	159	3	#	9
Number Scoring 85–100	42	61	58	0	#	0
Percentage of Tested Scoring 55–100	97%	92%	91%	67%	#	81%
Percentage of Tested Scoring 65–100	87%	73%	81%	50%	#	43%
Percentage of Tested Scoring 85–100	27%	33%	30%	0%	#	0%
Mathematics A						
Number Tested	0	131	262	0	0	19
Number Scoring 55–100	0	96	197	0	0	10
Number Scoring 65–100	0	75	158	0	0	6
Number Scoring 85–100	0	22	50	0	0	2
Percentage of Tested Scoring 55–100	0%	73%	75%	0%	0%	53%
Percentage of Tested Scoring 65–100	0%	57%	60%	0%	0%	32%
Percentage of Tested Scoring 85–100	0%	17%	19%	0%	0%	11%
Mathematics B (first administered June 2001)						
Number Tested	0	0	68	0	0	1
Number Scoring 55–100	0	0	47	0	0	#
Number Scoring 65–100	0	0	29	0	0	#
Number Scoring 85–100	0	0	2	0	0	#
Percentage of Tested Scoring 55–100	0%	0%	69%	0%	0%	#
Percentage of Tested Scoring 65–100	0%	0%	43%	0%	0%	#
Percentage of Tested Scoring 85–100	0%	0%	3%	0%	0%	#
Global History and Geography						
Number Tested	187	183	215	13	0	22
Number Scoring 55–100	180	169	189	11	0	16
Number Scoring 65–100	166	150	170	9	0	12
Number Scoring 85–100	77	60	66	1	0	4
Percentage of Tested Scoring 55–100	96%	92%	88%	85%	0%	73%
Percentage of Tested Scoring 65–100	89%	82%	79%	69%	0%	55%
Percentage of Tested Scoring 85–100	41%	33%	31%	8%	0%	18%
U.S. History and Government (first administered June 2001)						
Number Tested	156	191	180	5	0	17
Number Scoring 55–100	142	178	171	3	0	13
Number Scoring 65–100	128	150	153	2	0	9
Number Scoring 85–100	65	51	84	0	0	2
Percentage of Tested Scoring 55–100	91%	93%	95%	60%	0%	76%
Percentage of Tested Scoring 65–100	82%	79%	85%	40%	0%	53%
Percentage of Tested Scoring 85–100	42%	27%	47%	0%	0%	12%

(Form – F)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Living Environment (first administered June 2001)						
Number Tested	168	156	178	10	0	13
Number Scoring 55–100	167	154	168	10	0	10
Number Scoring 65–100	158	139	156	7	0	6
Number Scoring 85–100	54	41	43	0	0	0
Percentage of Tested Scoring 55–100	99%	99%	94%	100%	0%	77%
Percentage of Tested Scoring 65–100	94%	89%	88%	70%	0%	46%
Percentage of Tested Scoring 85–100	32%	26%	24%	0%	0%	0%
Physical Setting/Earth Science (first administered June 2001)						
Number Tested	154	178	222	7	1	22
Number Scoring 55–100	131	164	201	2	#	17
Number Scoring 65–100	111	141	175	2	#	14
Number Scoring 85–100	44	54	59	1	#	1
Percentage of Tested Scoring 55–100	85%	92%	91%	29%	#	77%
Percentage of Tested Scoring 65–100	72%	79%	79%	29%	#	64%
Percentage of Tested Scoring 85–100	29%	30%	27%	14%	#	5%
Physical Setting/Chemistry (first administered June 2002)						
Number Tested		107	119		0	3
Number Scoring 55–100		105	112		0	#
Number Scoring 65–100		94	86		0	#
Number Scoring 85–100		15	16		0	#
Percentage of Tested Scoring 55–100		98%	94%		0%	#
Percentage of Tested Scoring 65–100		88%	72%		0%	#
Percentage of Tested Scoring 85–100		14%	13%		0%	#
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	21	34	38	0	0	0
Number Scoring 55–100	21	34	38	0	0	0
Number Scoring 65–100	19	34	36	0	0	0
Number Scoring 85–100	14	18	29	0	0	0
Percentage of Tested Scoring 55–100	100%	100%	100%	0%	0%	0%
Percentage of Tested Scoring 65–100	90%	100%	95%	0%	0%	0%
Percentage of Tested Scoring 85–100	67%	53%	76%	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	60	58	68	0	0	0
Number Scoring 55–100	60	58	68	0	0	0
Number Scoring 65–100	60	58	68	0	0	0
Number Scoring 85–100	51	40	52	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	85%	69%	76%	0%	0%	0%
Comprehensive Latin						
Number Tested	2	15	1	0	0	0
Number Scoring 55–100	#	15	#	0	0	0
Number Scoring 65–100	#	15	#	0	0	0
Number Scoring 85–100	#	7	#	0	0	0
Percentage of Tested Scoring 55–100	#	100%	#	0%	0%	0%
Percentage of Tested Scoring 65–100	#	100%	#	0%	0%	0%
Percentage of Tested Scoring 85–100	#	47%	#	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	173	108	14	4	0	0
Number Scoring 55–100	108	85	8	#	0	0
Number Scoring 65–100	80	74	5	#	0	0
Number Scoring 85–100	30	26	0	#	0	0
Percentage of Tested Scoring 55–100	62%	79%	57%	#	0%	0%
Percentage of Tested Scoring 65–100	46%	69%	36%	#	0%	0%
Percentage of Tested Scoring 85–100	17%	24%	0%	#	0%	0%
Sequential Mathematics, Course III						
Number Tested	103	102	48	0	0	0
Number Scoring 55–100	96	91	44	0	0	0
Number Scoring 65–100	87	85	41	0	0	0
Number Scoring 85–100	45	43	23	0	0	0
Percentage of Tested Scoring 55–100	93%	89%	92%	0%	0%	0%
Percentage of Tested Scoring 65–100	84%	83%	85%	0%	0%	0%
Percentage of Tested Scoring 85–100	44%	42%	48%	0%	0%	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	43	98%	76	96%	39	95%
Students with Disabilities	3	#	2	#	16	100%

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	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
June 2003	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
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	154	154	154	18	18	18	172	172	172
Number Scoring 55–64	4	16	4	1	2	1	5	18	5
Number Scoring 65–84	76	83	84	7	5	9	83	88	93
Number Scoring 85–100	71	44	63	1	0	0	72	44	63
Approved Alternatives	2	0	0	0	0	0	2	0	0

(Form – K)