

# New York State School Report Card Comprehensive Information Report

BEDS Code: 21-08-00-05-0005

Grade Range : 9-12

Name: Little Falls High School

Principal: Craig R. Fox

## 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	110	113	103
Tenth	111	93	87
Eleventh	84	100	81
Twelfth	98	79	97
Ungraded Secondary	0	0	0
Total K-12 Enrollment	403	385	368

## 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	1	0.2%	1	0.3%	2	0.5%
Black (Not Hispanic)	1	0.2%	0	0.0%	0	0.0%
Hispanic	0	0.0%	1	0.3%	2	0.5%
White (Not Hispanic)	401	99.5%	383	99.5%	364	98.9%

## 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	15	14
Mathematics Grade 10	20	0	15
Science Grade 10	24	22	24
Social Studies Grade 10	20	15	17

(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
47	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 middle 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	106	26.3%	126	32.7%	82	22.3%

### 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		93.3%		90.5%		90.0%
Student Suspensions	15	3.9%	50	12.4%	58	15.1%

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

	2000–2001	2001–2002	2002–2003
Reduced Lunch	7.9%	8.6%	6.5%
Public Assistance	31-40%	31-40%	31-40%
Student Stability	97%	94%	81%

### Staff Counts

Staff	2002–2003
Total Teachers	30
Total Other Professional Staff	3
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	75	41	55%	64	41	64%	73	37	51%
Students with Disabilities	6	1	17%	2	0	0%	4	2	50%
All Students	81	42	52%	66	41	62%	77	39	51%

\*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	25	36	1	0	15	0
Percent	32%	47%	1%	0%	19%	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)
4	2	2	6

\*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			19		25	
	Entered GED Program*			5		3	
	Total Noncompleters			24		28	
Students with Disabilities	Dropped Out			3		3	
	Entered GED Program*			1		0	
	Total Noncompleters			4		3	
All Students	Dropped Out	25	6.2%	22	5.7%	28	7.6%
	Entered GED Program*	3	0.7%	6	1.6%	3	0.8%
	Total Noncompleters	28	6.9%	28	7.3%	31	8.4%

\*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		283	323
	Number of Students with Disabilities		51	45
	Number of All Students		334	368
	Percent of Enrollment		87%	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	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%	0	0%	5	100%
Science	0	0%	1	#	4	#
Reading	0	0%	1	#	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	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	0	0%	0	0%	0	0%
Science	0	0%	3	#	0	0%
Reading	0	0%	2	#	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%

(Form – E)

# Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
<b>Comprehensive English</b>						
Number Tested	69	86	66	2	4	0
Number Scoring 55–100	69	85	64	#	#	0
Number Scoring 65–100	69	76	63	#	#	0
Number Scoring 85–100	31	49	39	#	#	0
Percentage of Tested Scoring 55–100	100%	99%	97%	#	#	0%
Percentage of Tested Scoring 65–100	100%	88%	95%	#	#	0%
Percentage of Tested Scoring 85–100	45%	57%	59%	#	#	0%
<b>Mathematics A</b>						
Number Tested	77	64	63	4	2	0
Number Scoring 55–100	62	42	47	#	#	0
Number Scoring 65–100	44	32	43	#	#	0
Number Scoring 85–100	4	15	17	#	#	0
Percentage of Tested Scoring 55–100	81%	66%	75%	#	#	0%
Percentage of Tested Scoring 65–100	57%	50%	68%	#	#	0%
Percentage of Tested Scoring 85–100	5%	23%	27%	#	#	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	82	74	86	6	0	5
Number Scoring 55–100	82	71	74	6	0	4
Number Scoring 65–100	78	65	64	6	0	3
Number Scoring 85–100	24	19	20	0	0	1
Percentage of Tested Scoring 55–100	100%	96%	86%	100%	0%	80%
Percentage of Tested Scoring 65–100	95%	88%	74%	100%	0%	60%
Percentage of Tested Scoring 85–100	29%	26%	23%	0%	0%	20%
<b>U.S. History and Government (first administered June 2001)</b>						
Number Tested	72	94	72	2	5	0
Number Scoring 55–100	68	91	69	#	5	0
Number Scoring 65–100	59	69	63	#	1	0
Number Scoring 85–100	26	20	26	#	0	0
Percentage of Tested Scoring 55–100	94%	97%	96%	#	100%	0%
Percentage of Tested Scoring 65–100	82%	73%	88%	#	20%	0%
Percentage of Tested Scoring 85–100	36%	21%	36%	#	0%	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	58	78	87	4	1	4
Number Scoring 55–100	56	78	86	#	#	#
Number Scoring 65–100	53	75	75	#	#	#
Number Scoring 85–100	15	19	21	#	#	#
Percentage of Tested Scoring 55–100	97%	100%	99%	#	#	#
Percentage of Tested Scoring 65–100	91%	96%	86%	#	#	#
Percentage of Tested Scoring 85–100	26%	24%	24%	#	#	#
<b>Physical Setting/Earth Science (first administered June 2001)</b>						
Number Tested	77	96	83	6	6	2
Number Scoring 55–100	74	93	75	5	5	#
Number Scoring 65–100	65	77	66	3	3	#
Number Scoring 85–100	22	21	27	0	0	#
Percentage of Tested Scoring 55–100	96%	97%	90%	83%	83%	#
Percentage of Tested Scoring 65–100	84%	80%	80%	50%	50%	#
Percentage of Tested Scoring 85–100	29%	22%	33%	0%	0%	#
<b>Physical Setting/Chemistry (first administered June 2002)</b>						
Number Tested		25	26		0	0
Number Scoring 55–100		25	26		0	0
Number Scoring 65–100		23	24		0	0
Number Scoring 85–100		3	4		0	0
Percentage of Tested Scoring 55–100		100%	100%		0%	0%
Percentage of Tested Scoring 65–100		92%	92%		0%	0%
Percentage of Tested Scoring 85–100		12%	15%		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	16	21	0	0	0
Number Scoring 55–100	0	14	19	0	0	0
Number Scoring 65–100	0	11	18	0	0	0
Number Scoring 85–100	0	4	7	0	0	0
Percentage of Tested Scoring 55–100	0%	88%	90%	0%	0%	0%
Percentage of Tested Scoring 65–100	0%	69%	86%	0%	0%	0%
Percentage of Tested Scoring 85–100	0%	25%	33%	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	23	33	24	0	0	0
Number Scoring 55–100	23	33	23	0	0	0
Number Scoring 65–100	22	33	23	0	0	0
Number Scoring 85–100	12	14	17	0	0	0
Percentage of Tested Scoring 55–100	100%	100%	96%	0%	0%	0%
Percentage of Tested Scoring 65–100	96%	100%	96%	0%	0%	0%
Percentage of Tested Scoring 85–100	52%	42%	71%	0%	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	60	78	19	2	0	0
Number Scoring 55–100	31	56	15	#	0	0
Number Scoring 65–100	25	43	10	#	0	0
Number Scoring 85–100	7	12	2	#	0	0
Percentage of Tested Scoring 55–100	52%	72%	79%	#	0%	0%
Percentage of Tested Scoring 65–100	42%	55%	53%	#	0%	0%
Percentage of Tested Scoring 85–100	12%	15%	11%	#	0%	0%
<b>Sequential Mathematics, Course III</b>						
Number Tested	50	45	47	1	0	0
Number Scoring 55–100	41	39	38	#	0	0
Number Scoring 65–100	39	35	35	#	0	0
Number Scoring 85–100	16	16	13	#	0	0
Percentage of Tested Scoring 55–100	82%	87%	81%	#	0%	0%
Percentage of Tested Scoring 65–100	78%	78%	74%	#	0%	0%
Percentage of Tested Scoring 85–100	32%	36%	28%	#	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	18	100%	37	100%	22	86%
Students with Disabilities	4	#	1	#	3	#

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	81	81	81	8	8	8	89	89	89
Number Scoring 55–64	4	13	2	0	3	1	4	16	3
Number Scoring 65–84	47	40	56	3	0	2	50	40	58
Number Scoring 85–100	24	19	18	0	0	0	24	19	18
Approved Alternatives	0	0	0	0	0	0	0	0	0

(Form – K)