

New York State School Report Card Comprehensive Information Report

BEDS Code: 04-23-02-04-0003
 Name: Cattaraugus-Little Valley High School
 Principal: Paul Stetz

Grade Range : 9-12

Fall Enrollment

Grade	2001-02	2002-03	2003-04
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	98	96
Tenth	112	104	91
Eleventh	110	109	91
Twelfth	93	115	91
Ungraded Secondary	0	0	0
Total K-12 Enrollment	425	426	369

Student Racial/Ethnic Origin

Race/Ethnicity	2001-02		2002-03		2003-04	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
American Indian, Alaskan, Asian, or Pacific Islander	5	1.2%	1	0.2%	3	0.8%
Black (Not Hispanic)	0	0.0%	0	0.0%	3	0.8%
Hispanic	1	0.2%	5	1.2%	2	0.5%
White (Not Hispanic)	419	98.6%	420	98.6%	361	97.8%

Average Class Size

Grade Level	2001-02	2002-03	2003-04
Kindergarten	15	16	17
Common Branch	0	0	0
English Grade 8	0	0	0
Mathematics Grade 8	21	0	0
Science Grade 8	18	0	0
Social Studies Grade 8	0	20	0
English Grade 10	19	16	18
Mathematics Grade 10	25	13	18
Science Grade 10	19	20	18
Social Studies Grade 10	19	24	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
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

	2001-02		2002-03		2003-04	
	Count	Percent	Count	Percent	Count	Percent
Limited English Proficient	0	0.0%	0	0.0%	0	0.0%
Eligible for Free Lunch	59	13.9%	54	12.7%	49	13.3%

Attendance and Suspension

	2000-01		2001-02		2002-03	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
Annual Attendance Rate		95.5%		94.6%		94.7%
Student Suspensions	19	3.0%	18	4.2%	25	5.9%

Student Socioeconomic and Stability Indicators (Percent of Enrollment)

	2001-02	2002-03	2003-04
Reduced Lunch	11.8%	9.9%	10.0%
Public Assistance	21-30%	31-40%	21-30%
Student Stability	2%	96%	98%

Staff Counts

Staff	2003-04
Total Teachers	25
Total Other Professional Staff	5
Total Paraprofessionals	NA
Teaching Out of Certification*	1

*Teaching out of certification more than on an incidental basis.

(Form – B)

High School Graduates and Noncompleters

High School Graduates Earning Regents Diplomas*

	2001-02			2002-03			2003-04		
	Total Grads	Regents Diplomas	% Regents Diplomas	Total Grads	Regents Diplomas	% Regents Diplomas	Total Grads	Regents Diplomas	% Regents Diplomas
General Education	75	37	49%	94	42	45%	74	32	43%
Students with Disabilities	4	0	0%	3	0	0%	4	0	0%
All Students	79	37	47%	97	42	43%	78	32	41%

*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 for the 2001-02 school year, diploma counts for that year do not include counts from August 2001. Data for the 2002-03 school year include August 2002 and January and June 2003 graduates; data for the 2003-04 school year include August 2003 and January and June 2004 graduates.

Distribution of 2003-04 Graduates (All Students)

	To 4-year College	To 2-year College	To Other Post-Secondary	To the Military	To Employment	Other
Number	20	42	1	5	3	7
Percent	26%	54%	1%	6%	4%	9%

Number of High School Completers with Disabilities in 2003-04

Graduates* (a)	Regents Diplomas (b)	IEP Diplomas or Certificates (c)	All 2003-04 Completers (a+c)
4	0	4	8

*Local Diplomas (including local diplomas with Regents endorsements)

High School Noncompletion Rates

		2001-02		2002-03		2003-04	
		No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
General-Education Students	Dropped Out	8		11		2	0.6%
	Entered GED Program*	3		13		11	3.4%
	Total Noncompleters	11		24		13	4.0%
Students with Disabilities	Dropped Out	4		2		0	0.0%
	Entered GED Program*	0		4		6	13.3%
	Total Noncompleters	4		6		6	13.3%
All Students	Dropped Out	12	2.8%	13	3.1%	2	0.5%
	Entered GED Program*	3	0.7%	17	4.0%	17	4.6%
	Total Noncompleters	15	3.5%	30	7.0%	19	5.2%

*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)

Career Development and Occupational Studies (CDOS)

Percentage of Students Documenting Self- and Career-Awareness Information and Career Exploration Activities, K-3

Grades	2001-02	2002-03	2003-04
K-1	0%	0%	0%
2-3	0%	0%	0%

Students Developing a Career Plan, 4-12

Grades		2001-02	2002-03	2003-04
4-5	Number of General-Education Students	0	0	0
	Number of Students with Disabilities	0	0	0
	Number of All Students	0	0	0
	Percent of Enrollment	0%	0%	0%
6-8	Number of General-Education Students	0	0	0
	Number of Students with Disabilities	0	0	0
	Number of All Students	0	0	0
	Percent of Enrollment	0%	0%	0%
9-12	Number of General-Education Students	0	0	185
	Number of Students with Disabilities	0	0	40
	Number of All Students	0	0	225
	Percent of Enrollment	0%	0%	61%

Career and Technical Education (CTE) Programs

CTE Program	This District		Statewide Average
	Count	Percentage	
All CTE Programs			
Completed the CTE Program			
Completed and Passed Regents Exams			
Completed and had Course Average of 75% or More			
Completed and Attained a HS Diploma or Equivalent			
Completed and Whose Status is Known			
Completed and Were Successfully Placed			
Nontraditional Programs			
Underrepresented Gender Members Enrolled			
Underrepresented Gender Members Who Completed			

Enrollment data are for the 2003-2004 school year; completer data are as of June 2003.

Note: Blank cells indicate that either the district did not have a CTE program or did not report data.

This data is reported only at the district level.

(Form - D)

Second Language Proficiency Examinations

General-Education Students

Test	2001-02		2002-03		2003-04	
	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%	3	#	1	#

Students with Disabilities

Test	2001-02		2002-03		2003-04	
	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%

Regents Competency Tests

General-Education Students

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	2	#	1	#	0	0%
Science	1	#	1	#	0	0%
Reading	0	0%	1	#	0	0%
Writing	0	0%	1	#	0	0%
Global Studies	2	#	1	#	0	0%
U.S. Hist & Gov't	0	0%	2	#	1	#

Students with Disabilities

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	5	20%	7	86%	1	#
Science	5	60%	9	56%	5	60%
Reading	4	#	4	#	2	#
Writing	6	83%	3	#	4	#
Global Studies	4	#	7	29%	5	40%
U.S. Hist & Gov't	0	0%	3	#	2	#

(Form – E)

Regents Examinations

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
Comprehensive English						
Number Tested	103	90	91	4	4	7
Number Scoring 55-100	100	86	86	#	#	4
Number Scoring 65-100	94	83	80	#	#	3
Number Scoring 85-100	50	33	34	#	#	0
Percentage of Tested Scoring 55-100	97%	96%	95%	#	#	57%
Percentage of Tested Scoring 65-100	91%	92%	88%	#	#	43%
Percentage of Tested Scoring 85-100	49%	37%	37%	#	#	0%
Mathematics A						
Number Tested	96	102	98	6	3	7
Number Scoring 55-100	52	84	97	2	#	6
Number Scoring 65-100	37	67	93	0	#	5
Number Scoring 85-100	14	13	23	0	#	0
Percentage of Tested Scoring 55-100	54%	82%	99%	33%	#	86%
Percentage of Tested Scoring 65-100	39%	66%	95%	0%	#	71%
Percentage of Tested Scoring 85-100	15%	13%	23%	0%	#	0%
Mathematics B						
Number Tested	0	0	46	0	0	0
Number Scoring 55-100	0	0	35	0	0	0
Number Scoring 65-100	0	0	29	0	0	0
Number Scoring 85-100	0	0	9	0	0	0
Percentage of Tested Scoring 55-100	0%	0%	76%	0%	0%	0%
Percentage of Tested Scoring 65-100	0%	0%	63%	0%	0%	0%
Percentage of Tested Scoring 85-100	0%	0%	20%	0%	0%	0%
Global History and Geography						
Number Tested	106	134	110	5	11	7
Number Scoring 55-100	89	111	91	4	6	4
Number Scoring 65-100	61	84	71	0	4	1
Number Scoring 85-100	16	20	21	0	1	0
Percentage of Tested Scoring 55-100	84%	83%	83%	80%	55%	57%
Percentage of Tested Scoring 65-100	58%	63%	65%	0%	36%	14%
Percentage of Tested Scoring 85-100	15%	15%	19%	0%	9%	0%
U.S. History and Government						
Number Tested	110	99	101	3	4	7
Number Scoring 55-100	98	90	91	#	#	5
Number Scoring 65-100	83	69	81	#	#	3
Number Scoring 85-100	20	25	39	#	#	1
Percentage of Tested Scoring 55-100	89%	91%	90%	#	#	71%
Percentage of Tested Scoring 65-100	75%	70%	80%	#	#	43%
Percentage of Tested Scoring 85-100	18%	25%	39%	#	#	14%

(Form – F)

Regents Examinations

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
Living Environment						
Number Tested	91	94	79	5	7	4
Number Scoring 55-100	91	86	77	5	5	#
Number Scoring 65-100	84	80	71	2	3	#
Number Scoring 85-100	31	25	15	0	0	#
Percentage of Tested Scoring 55-100	100%	91%	97%	100%	71%	#
Percentage of Tested Scoring 65-100	92%	85%	90%	40%	43%	#
Percentage of Tested Scoring 85-100	34%	27%	19%	0%	0%	#
Physical Setting/Earth Science						
Number Tested	156	110	105	11	7	8
Number Scoring 55-100	139	88	80	7	6	4
Number Scoring 65-100	108	65	51	3	2	3
Number Scoring 85-100	19	14	14	0	0	0
Percentage of Tested Scoring 55-100	89%	80%	76%	64%	86%	50%
Percentage of Tested Scoring 65-100	69%	59%	49%	27%	29%	38%
Percentage of Tested Scoring 85-100	12%	13%	13%	0%	0%	0%
Physical Setting/Chemistry						
Number Tested	44	36	44	0	0	0
Number Scoring 55-100	38	31	43	0	0	0
Number Scoring 65-100	30	25	38	0	0	0
Number Scoring 85-100	4	7	6	0	0	0
Percentage of Tested Scoring 55-100	86%	86%	98%	0%	0%	0%
Percentage of Tested Scoring 65-100	68%	69%	86%	0%	0%	0%
Percentage of Tested Scoring 85-100	9%	19%	14%	0%	0%	0%
Physical Setting/Physics						
Number Tested			28			0
Number Scoring 55-100			26			0
Number Scoring 65-100			18			0
Number Scoring 85-100			6			0
Percentage of Tested Scoring 55-100			93%			0%
Percentage of Tested Scoring 65-100			64%			0%
Percentage of Tested Scoring 85-100			21%			0%

* Physical Setting/Physics results for 2001-02 and 2002-03 are not included in the report card because the Department issued new conversion charts for assessments administered in those years.

(Form - G)

Regents Examinations

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
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	47	46	40	0	0	1
Number Scoring 55-100	47	45	39	0	0	#
Number Scoring 65-100	45	44	38	0	0	#
Number Scoring 85-100	16	15	19	0	0	#
Percentage of Tested Scoring 55-100	100%	98%	97%	0%	0%	#
Percentage of Tested Scoring 65-100	96%	96%	95%	0%	0%	#
Percentage of Tested Scoring 85-100	34%	33%	47%	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)

Regents Examinations

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
Sequential Mathematics, Course III (last administered January 2004)						
Number Tested	65	43	2	1	0	0
Number Scoring 55-100	46	28	#	#	0	0
Number Scoring 65-100	44	23	#	#	0	0
Number Scoring 85-100	15	17	#	#	0	0
Percentage of Tested Scoring 55-100	71%	65%	#	#	0%	0%
Percentage of Tested Scoring 65-100	68%	53%	#	#	0%	0%
Percentage of Tested Scoring 85-100	23%	40%	#	#	0%	0%

Introduction to Occupations Examination

	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
General-Education Students	107	100%	32	84%	47	89%
Students with Disabilities	12	100%	5	80%	13	54%

District reports contain data for all students with disabilities enrolled in the district for the 2001-02 school year.

Elementary-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
Nov 2003	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 2004	General-Education Students	0	0%	0%	0%	0%
	Students with Disabilities	0	0%	0%	0%	0%
	All Students	0	0%	0%	0%	0%

(Form - I)

New York State Alternate Assessments (NYSAA) 2003–04

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

2000 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	82	82	82	6	6	6	88	88	88
Number Scoring 55–64	9	13	4	3	1	3	12	14	7
Number Scoring 65–84	57	39	49	0	1	1	57	40	50
Number Scoring 85–100	15	27	29	0	0	0	15	27	29
Approved Alternatives	0	0	0	0	0	0	0	0	0

(Form – J)