

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	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	247	241	213
Tenth	189	233	211
Eleventh	172	174	190
Twelfth	162	179	178
Ungraded Secondary	0	0	0
Total K-12 Enrollment	770	827	792

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	17	2.2%	19	2.3%	16	2.0%
Black (Not Hispanic)	32	4.2%	34	4.1%	41	5.2%
Hispanic	9	1.2%	9	1.1%	12	1.5%
White (Not Hispanic)	712	92.5%	765	92.5%	723	91.3%

Average Class Size

Grade Level	2001-02	2002-03	2003-04
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	21	21	23
Mathematics Grade 10	22	22	25
Science Grade 10	22	24	24
Social Studies Grade 10	19	23	22

(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

	2001-02		2002-03		2003-04	
	Count	Percent	Count	Percent	Count	Percent
Limited English Proficient	0	0.0%	1	0.1%	2	0.3%
Eligible for Free Lunch	117	15.2%	144	17.4%	139	17.6%

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		93.2%		94.2%		93.2%
Student Suspensions	59	7.3%	63	8.2%	93	11.3%

Student Socioeconomic and Stability Indicators (Percent of Enrollment)

	2001-02	2002-03	2003-04
Reduced Lunch	6.5%	6.8%	6.9%
Public Assistance	11-20%	31-40%	21-30%
Student Stability	94%	100%	92%

Staff Counts

Staff	2003-04
Total Teachers	47
Total Other Professional Staff	6
Total Paraprofessionals	NA
Teaching Out of Certification*	0

*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	137	72	53%	146	90	62%	144	65	45%
Students with Disabilities	4	0	0%	7	0	0%	16	0	0%
All Students	141	72	51%	153	90	59%	160	65	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	79	58	0	5	18	0
Percent	49%	36%	0%	3%	11%	0%

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)
16	0	0	16

*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	29		26		24	3.5%
	Entered GED Program*	2		31		18	2.6%
	Total Noncompleters	31		57		42	6.1%
Students with Disabilities	Dropped Out	16		9		6	7.5%
	Entered GED Program*	2		4		5	6.3%
	Total Noncompleters	18		13		11	13.8%
All Students	Dropped Out	45	5.8%	35	4.2%	30	3.9%
	Entered GED Program*	4	0.5%	35	4.2%	23	3.0%
	Total Noncompleters	49	6.4%	70	8.5%	53	6.9%

*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	770	716	752
	Number of Students with Disabilities	0	108	40
	Number of All Students	770	824	792
	Percent of Enrollment	100%	100%	100%

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	41	83%	0	0%	0	0%
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	23	100%	11	100%	0	0%
Spanish	83	80%	0	0%	0	0%

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	4	#	0	0%	1	#
Science	8	75%	0	0%	0	0%
Reading	2	#	0	0%	1	#
Writing	2	#	0	0%	1	#
Global Studies	5	60%	0	0%	1	#
U.S. Hist & Gov't	0	0%	1	#	1	#

Students with Disabilities

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	1	#	4	#	5	100%
Science	0	0%	4	#	6	67%
Reading	1	#	5	100%	7	86%
Writing	1	#	9	67%	7	100%
Global Studies	0	0%	8	100%	2	#
U.S. Hist & Gov't	0	0%	9	56%	4	#

(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	184	196	186	1	21	14
Number Scoring 55-100	169	179	174	#	17	7
Number Scoring 65-100	135	159	158	#	9	4
Number Scoring 85-100	61	58	76	#	0	1
Percentage of Tested Scoring 55-100	92%	91%	94%	#	81%	50%
Percentage of Tested Scoring 65-100	73%	81%	85%	#	43%	29%
Percentage of Tested Scoring 85-100	33%	30%	41%	#	0%	7%
Mathematics A						
Number Tested	131	262	223	0	19	18
Number Scoring 55-100	96	197	213	0	10	13
Number Scoring 65-100	75	158	192	0	6	9
Number Scoring 85-100	22	50	59	0	2	0
Percentage of Tested Scoring 55-100	73%	75%	96%	0%	53%	72%
Percentage of Tested Scoring 65-100	57%	60%	86%	0%	32%	50%
Percentage of Tested Scoring 85-100	17%	19%	26%	0%	11%	0%
Mathematics B						
Number Tested	0	68	109	0	1	1
Number Scoring 55-100	0	47	82	0	#	#
Number Scoring 65-100	0	29	70	0	#	#
Number Scoring 85-100	0	2	21	0	#	#
Percentage of Tested Scoring 55-100	0%	69%	75%	0%	#	#
Percentage of Tested Scoring 65-100	0%	43%	64%	0%	#	#
Percentage of Tested Scoring 85-100	0%	3%	19%	0%	#	#
Global History and Geography						
Number Tested	183	215	212	0	22	18
Number Scoring 55-100	169	189	192	0	16	15
Number Scoring 65-100	150	170	165	0	12	13
Number Scoring 85-100	60	66	58	0	4	2
Percentage of Tested Scoring 55-100	92%	88%	91%	0%	73%	83%
Percentage of Tested Scoring 65-100	82%	79%	78%	0%	55%	72%
Percentage of Tested Scoring 85-100	33%	31%	27%	0%	18%	11%
U.S. History and Government						
Number Tested	191	180	181	0	17	15
Number Scoring 55-100	178	171	172	0	13	14
Number Scoring 65-100	150	153	151	0	9	11
Number Scoring 85-100	51	84	78	0	2	4
Percentage of Tested Scoring 55-100	93%	95%	95%	0%	76%	93%
Percentage of Tested Scoring 65-100	79%	85%	83%	0%	53%	73%
Percentage of Tested Scoring 85-100	27%	47%	43%	0%	12%	27%

(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	156	178	195	0	13	23
Number Scoring 55-100	154	168	188	0	10	19
Number Scoring 65-100	139	156	170	0	6	12
Number Scoring 85-100	41	43	38	0	0	0
Percentage of Tested Scoring 55-100	99%	94%	96%	0%	77%	83%
Percentage of Tested Scoring 65-100	89%	88%	87%	0%	46%	52%
Percentage of Tested Scoring 85-100	26%	24%	19%	0%	0%	0%
Physical Setting/Earth Science						
Number Tested	178	222	171	1	22	17
Number Scoring 55-100	164	201	148	#	17	12
Number Scoring 65-100	141	175	124	#	14	9
Number Scoring 85-100	54	59	39	#	1	1
Percentage of Tested Scoring 55-100	92%	91%	87%	#	77%	71%
Percentage of Tested Scoring 65-100	79%	79%	73%	#	64%	53%
Percentage of Tested Scoring 85-100	30%	27%	23%	#	5%	6%
Physical Setting/Chemistry						
Number Tested	107	119	91	0	3	0
Number Scoring 55-100	105	112	87	0	#	0
Number Scoring 65-100	94	86	80	0	#	0
Number Scoring 85-100	15	16	18	0	#	0
Percentage of Tested Scoring 55-100	98%	94%	96%	0%	#	0%
Percentage of Tested Scoring 65-100	88%	72%	88%	0%	#	0%
Percentage of Tested Scoring 85-100	14%	13%	20%	0%	#	0%
Physical Setting/Physics						
Number Tested			38			0
Number Scoring 55-100			33			0
Number Scoring 65-100			23			0
Number Scoring 85-100			7			0
Percentage of Tested Scoring 55-100			87%			0%
Percentage of Tested Scoring 65-100			61%			0%
Percentage of Tested Scoring 85-100			18%			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	34	38	39	0	0	0
Number Scoring 55-100	34	38	39	0	0	0
Number Scoring 65-100	34	36	39	0	0	0
Number Scoring 85-100	18	29	21	0	0	0
Percentage of Tested Scoring 55-100	100%	100%	100%	0%	0%	0%
Percentage of Tested Scoring 65-100	100%	95%	100%	0%	0%	0%
Percentage of Tested Scoring 85-100	53%	76%	54%	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	58	68	53	0	0	1
Number Scoring 55-100	58	68	53	0	0	#
Number Scoring 65-100	58	68	53	0	0	#
Number Scoring 85-100	40	52	38	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	69%	76%	72%	0%	0%	#
Comprehensive Latin						
Number Tested	15	1	0	0	0	0
Number Scoring 55-100	15	#	0	0	0	0
Number Scoring 65-100	15	#	0	0	0	0
Number Scoring 85-100	7	#	0	0	0	0
Percentage of Tested Scoring 55-100	100%	#	0%	0%	0%	0%
Percentage of Tested Scoring 65-100	100%	#	0%	0%	0%	0%
Percentage of Tested Scoring 85-100	47%	#	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	102	48	3	0	0	0
Number Scoring 55-100	91	44	#	0	0	0
Number Scoring 65-100	85	41	#	0	0	0
Number Scoring 85-100	43	23	#	0	0	0
Percentage of Tested Scoring 55-100	89%	92%	#	0%	0%	0%
Percentage of Tested Scoring 65-100	83%	85%	#	0%	0%	0%
Percentage of Tested Scoring 85-100	42%	48%	#	0%	0%	0%

Introduction to Occupations Examination

	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
General-Education Students	76	96%	39	95%	12	100%
Students with Disabilities	2	#	16	100%	8	100%

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	153	153	153	21	21	21	174	174	174
Number Scoring 55–64	6	6	8	2	2	4	8	8	12
Number Scoring 65–84	84	51	80	10	7	8	94	58	88
Number Scoring 85–100	58	82	61	1	3	3	59	85	64
Approved Alternatives	0	0	0	0	0	0	0	0	0

(Form – J)

New York State English as a Second Language Achievement Tests (NYSESLAT)*

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
Listening and Speaking (Grade 7-8)						
Number Tested			0			0
Beginning (0-18)			0			0
Intermediate (19-31)			0			0
Advanced (32-36)			0			0
Proficient (37-39)			0			0
Reading and Writing (Grade 7-8)						
Number Tested			0			0
Beginning (0-14)			0			0
Intermediate (15-24)			0			0
Advanced (25-32)			0			0
Proficient (33-35)			0			0
Listening and Speaking (Grade 9-12)						
Number Tested			1			0
Beginning (0-18)			#			0
Intermediate (19-31)			#			0
Advanced (32-36)			#			0
Proficient (37-39)			#			0
Reading and Writing (Grade 9-12)						
Number Tested			1			0
Beginning (0-14)			#			0
Intermediate (15-24)			#			0
Advanced (25-32)			#			0
Proficient (33-35)			#			0

*The NYSESLAT was first administered in the 2002-03 school year, but complete data for all school districts were not available until 2003-04.

(Form - L)