

# 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	2002-03	2003-04	2004-05
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	98	96	101
Tenth	104	91	82
Eleventh	109	91	79
Twelfth	115	91	98
Ungraded Secondary	0	0	0
Total K-12 Enrollment	426	369	360

## Student Racial/Ethnic Origin

Race/Ethnicity	2002-03		2003-04		2004-05	
	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%	3	0.8%	1	0.3%
Black (Not Hispanic)	0	0.0%	3	0.8%	3	0.8%
Hispanic	5	1.2%	2	0.5%	1	0.3%
White (Not Hispanic)	420	98.6%	361	97.8%	355	98.6%

## Average Class Size

Grade Level	2002-03	2003-04	2004-05
Kindergarten	16	17	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	20	0	0
English Grade 10	16	18	17
Mathematics Grade 10	13	18	0
Science Grade 10	20	18	0
Social Studies Grade 10	24	21	0

(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

	2002-03		2003-04		2004-05	
	Count	Percent	Count	Percent	Count	Percent
Limited English Proficient	0	0.0%	0	0.0%	0	0.0%
Eligible for Free Lunch	54	12.7%	49	13.3%	61	16.9%

### Attendance and Suspension

	2001-02		2002-03		2003-04	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
Annual Attendance Rate		94.6%		94.7%		94.4%
Student Suspensions	18	4.2%	25	5.9%	20	5.4%

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

	2002-03	2003-04	2004-05
Reduced Lunch	9.9%	10.0%	13.1%
Public Assistance	31-40%	21-30%	21-30%
Student Stability	96%	98%	99%

### Staff Counts

Staff	2004-05
Total Teachers	26
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 and Completers		2002-03	2003-04	2004-05
<b>General-Education Students</b>	Total Graduates*	94	74	76
	Regents Diplomas	42	32	63
	% Regents Diplomas	45%	43%	83%
	Regents Diplomas with Advanced Designation**			17
	% Regents Diplomas with Advanced Designation			22%
	IEP Diplomas or Local Certificates			
<b>Students with Disabilities</b>	Total Graduates*	3	4	7
	Regents Diplomas	0	0	1
	% Regents Diplomas	0%	0%	14%
	Regents Diplomas with Advanced Designation**			0
	% Regents Diplomas with Advanced Designation			0%
	IEP Diplomas or Local Certificates	4	4	2
<b>All Students</b>	Total Graduates*	97	78	83
	Regents Diplomas	42	32	64
	% Regents Diplomas	43%	41%	77%
	Regents Diplomas with Advanced Designation**			17
	% Regents Diplomas with Advanced Designation			20%
	IEP Diplomas or Local Certificates	4	4	2

\* Only students awarded local diplomas or Regents endorsed diplomas are included in the count of high school graduates in this table. Data include graduates in August, January and June of the school year being reported.

\*\*Beginning with students who first entered grade 9 in 2001-02, students may earn a Regents diploma by passing (scoring 65-100) Regents exams in five areas and meeting course requirements. To earn a Regents diploma with advanced designation, the student must pass eight Regents exams. For more information, see <http://www.emsc.nysed.gov/parents/gradreqtsfs.shtml>.

## Post-Secondary Plans of 2004-05 Graduates

		4-year College	2-year College	Other Post-Secondary	Military	Employment	Adult Services	Plan Unknown	Other Known Plan
<b>General-Education Students</b>	<b>Number</b>	27	34	2	2	11	0	0	0
	<b>Percent</b>	36%	45%	3%	3%	14%	0%	0%	0%
<b>Students with Disabilities</b>	<b>Number</b>	0	2	0	1	4	0	0	0
	<b>Percent</b>	0%	29%	0%	14%	57%	0%	0%	0%
<b>All Students</b>	<b>Number</b>	27	36	2	3	15	0	0	0
	<b>Percent</b>	33%	43%	2%	4%	18%	0%	0%	0%

## High School Noncompletion Rates

		2002-03		2003-04		2004-05	
		No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
<b>General-Education Students</b>	Dropped Out	11		2	0.6%	7	2.2%
	Entered GED Program*	13		11	3.4%	9	2.8%
	Total Noncompleters	24		13	4.0%	16	5.0%
<b>Students with Disabilities</b>	Dropped Out	2		0	0.0%	5	13.2%
	Entered GED Program*	4		6	13.3%	3	7.9%
	Total Noncompleters	6		6	13.3%	8	21.1%
<b>All Students</b>	Dropped Out	13	3.1%	2	0.5%	12	3.4%
	Entered GED Program*	17	4.0%	17	4.6%	12	3.4%
	Total Noncompleters	30	7.0%	19	5.2%	24	6.7%

\*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	2002-03	2003-04	2004-05
K-1	0%	0%	0%
2-3	0%	0%	0%

## Students Developing a Career Plan, 4-12

Grades		2002-03	2003-04	2004-05
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	185	244
	Number of Students with Disabilities	0	40	22
	Number of All Students	0	225	266
	Percent of Enrollment	0%	61%	74%

(Form - D)

# Second Language Proficiency Examinations

## General-Education Students

Test	2002-03		2003-04		2004-05	
	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	3	#	1	#	0	0%

## Students with Disabilities

Test	2002-03		2003-04		2004-05	
	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	2002-03		2003-04		2004-05	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	1	#	0	0%	1	#
Science	1	#	0	0%	1	#
Reading	1	#	0	0%	0	0%
Writing	1	#	0	0%	0	0%
Global Studies	1	#	0	0%	0	0%
U.S. Hist & Gov't	2	#	1	#	0	0%

## Students with Disabilities

Test	2002-03		2003-04		2004-05	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	7	86%	1	#	3	#
Science	9	56%	5	60%	5	80%
Reading	4	#	2	#	2	#
Writing	3	#	4	#	1	#
Global Studies	7	29%	5	40%	1	#
U.S. Hist & Gov't	3	#	2	#	1	#

(Form – E)

# Regents Examinations

	All Students			Students with Disabilities		
	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05
<b>Comprehensive English</b>						
Number Tested	90	91	74	4	7	3
Number Scoring 55-100	86	86	73	#	4	#
Number Scoring 65-100	83	80	67	#	3	#
Number Scoring 85-100	33	34	24	#	0	#
Percentage of Tested Scoring 55-100	96%	95%	99%	#	57%	#
Percentage of Tested Scoring 65-100	92%	88%	91%	#	43%	#
Percentage of Tested Scoring 85-100	37%	37%	32%	#	0%	#
<b>Mathematics A</b>						
Number Tested	102	98	83	3	7	6
Number Scoring 55-100	84	97	82	#	6	6
Number Scoring 65-100	67	93	77	#	5	4
Number Scoring 85-100	13	23	21	#	0	0
Percentage of Tested Scoring 55-100	82%	99%	99%	#	86%	100%
Percentage of Tested Scoring 65-100	66%	95%	93%	#	71%	67%
Percentage of Tested Scoring 85-100	13%	23%	25%	#	0%	0%
<b>Mathematics B</b>						
Number Tested	0	46	46	0	0	1
Number Scoring 55-100	0	35	33	0	0	#
Number Scoring 65-100	0	29	27	0	0	#
Number Scoring 85-100	0	9	4	0	0	#
Percentage of Tested Scoring 55-100	0%	76%	72%	0%	0%	#
Percentage of Tested Scoring 65-100	0%	63%	59%	0%	0%	#
Percentage of Tested Scoring 85-100	0%	20%	9%	0%	0%	#
<b>Global History and Geography</b>						
Number Tested	134	110	87	11	7	11
Number Scoring 55-100	111	91	70	6	4	9
Number Scoring 65-100	84	71	54	4	1	7
Number Scoring 85-100	20	21	10	1	0	0
Percentage of Tested Scoring 55-100	83%	83%	80%	55%	57%	82%
Percentage of Tested Scoring 65-100	63%	65%	62%	36%	14%	64%
Percentage of Tested Scoring 85-100	15%	19%	11%	9%	0%	0%
<b>U.S. History and Government</b>						
Number Tested	99	101	74	4	7	4
Number Scoring 55-100	90	91	70	#	5	#
Number Scoring 65-100	69	81	58	#	3	#
Number Scoring 85-100	25	39	21	#	1	#
Percentage of Tested Scoring 55-100	91%	90%	95%	#	71%	#
Percentage of Tested Scoring 65-100	70%	80%	78%	#	43%	#
Percentage of Tested Scoring 85-100	25%	39%	28%	#	14%	#

(Form – F)

# Regents Examinations

	All Students			Students with Disabilities		
	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05
<b>Living Environment</b>						
Number Tested	94	79	70	7	4	5
Number Scoring 55-100	86	77	66	5	#	4
Number Scoring 65-100	80	71	60	3	#	3
Number Scoring 85-100	25	15	15	0	#	1
Percentage of Tested Scoring 55-100	91%	97%	94%	71%	#	80%
Percentage of Tested Scoring 65-100	85%	90%	86%	43%	#	60%
Percentage of Tested Scoring 85-100	27%	19%	21%	0%	#	20%
<b>Physical Setting/Earth Science</b>						
Number Tested	110	105	115	7	8	6
Number Scoring 55-100	88	80	96	6	4	1
Number Scoring 65-100	65	51	79	2	3	1
Number Scoring 85-100	14	14	26	0	0	0
Percentage of Tested Scoring 55-100	80%	76%	83%	86%	50%	17%
Percentage of Tested Scoring 65-100	59%	49%	69%	29%	38%	17%
Percentage of Tested Scoring 85-100	13%	13%	23%	0%	0%	0%
<b>Physical Setting/Chemistry</b>						
Number Tested	36	44	37	0	0	0
Number Scoring 55-100	31	43	36	0	0	0
Number Scoring 65-100	25	38	30	0	0	0
Number Scoring 85-100	7	6	3	0	0	0
Percentage of Tested Scoring 55-100	86%	98%	97%	0%	0%	0%
Percentage of Tested Scoring 65-100	69%	86%	81%	0%	0%	0%
Percentage of Tested Scoring 85-100	19%	14%	8%	0%	0%	0%
<b>Physical Setting/Physics</b>						
Number Tested		28	21		0	0
Number Scoring 55-100		26	17		0	0
Number Scoring 65-100		18	14		0	0
Number Scoring 85-100		6	5		0	0
Percentage of Tested Scoring 55-100		93%	81%		0%	0%
Percentage of Tested Scoring 65-100		64%	67%		0%	0%
Percentage of Tested Scoring 85-100		21%	24%		0%	0%

\* Physical Setting/Physics results for 2002-03 are not included in the report card because the Department issued new conversion charts for assessments administered in that year.

(Form – G)

# Regents Examinations

	All Students			Students with Disabilities		
	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05
<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	46	40	31	0	1	1
Number Scoring 55-100	45	39	31	0	#	#
Number Scoring 65-100	44	38	31	0	#	#
Number Scoring 85-100	15	19	16	0	#	#
Percentage of Tested Scoring 55-100	98%	97%	100%	0%	#	#
Percentage of Tested Scoring 65-100	96%	95%	100%	0%	#	#
Percentage of Tested Scoring 85-100	33%	47%	52%	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)

## New York State Alternate Assessments (NYSAA) 2004–05

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

### 2001 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	78	78	78	8	8	8	86	86	86
Number Scoring 55–64	9	5	3	3	2	3	12	7	6
Number Scoring 65–84	50	34	49	3	2	3	53	36	52
Number Scoring 85–100	18	37	26	1	1	0	19	38	26
Approved Alternatives	0	0	0	0	0	0	0	0	0

(Form – J)