

New York State District Report Card Comprehensive Information Report

BEDS Code: 06-04-01-04-0000
 Name: Cassadaga Valley Central School District
 Superintendent: John Brown

Fall Enrollment

Grade	2001-02	2002-03	2003-04
Pre-K	72	68	61
Kindergarten	93	86	86
First	96	80	93
Second	99	88	83
Third	103	89	95
Fourth	120	99	89
Fifth	130	110	102
Sixth	105	131	119
Ungraded Elementary	0	27	0
Seventh	105	101	126
Eighth	114	96	102
Ninth	110	127	93
Tenth	116	107	119
Eleventh	113	98	103
Twelfth	92	110	102
Ungraded Secondary	0	0	0
Total K-12 Enrollment	1396	1349	1312

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	2	0.1%	3	0.2%	6	0.5%
Black (Not Hispanic)	13	0.9%	12	0.9%	11	0.8%
Hispanic	5	0.4%	9	0.7%	8	0.6%
White (Not Hispanic)	1376	98.6%	1325	98.2%	1287	98.1%

Average Class Size

Grade Level	2001-02	2002-03	2003-04
Kindergarten	15	14	13
Common Branch	18	18	19
English Grade 8	20	17	0
Mathematics Grade 8	19	14	0
Science Grade 8	21	17	24
Social Studies Grade 8	21	17	24
English Grade 10	21	21	23
Mathematics Grade 10	0	23	22
Science Grade 10	26	0	24
Social Studies Grade 10	22	23	23

(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
NA	NA

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	1	0.1%	1	0.1%	1	0.1%
Eligible for Free Lunch	357	25.6%	341	25.3%	364	27.7%

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		95.3%		95.3%		95.4%
Student Suspensions	112	8.2%	60	4.3%	63	4.7%

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

	2001-02	2002-03	2003-04
Reduced Lunch	13.8%	12.5%	7.6%
Public Assistance	NA	NA	NA
Student Stability	NA	NA	NA

Staff Counts

Staff	2003-04
Total Teachers	107
Total Other Professional Staff	17
Total Paraprofessionals	32
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	85	50	59%	93	52	56%	83	53	64%
Students with Disabilities	0	0	0%	0	0	0%	1	0	0%
All Students	85	50	59%	93	52	56%	84	53	63%

*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	23	39	0	2	19	1
Percent	27%	46%	0%	2%	23%	1%

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)
1	0	9	10

*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	5		7		11	2.8%
	Entered GED Program*	3		5		1	0.3%
	Total Noncompleters	8		12		12	3.1%
Students with Disabilities	Dropped Out	1		6		1	3.0%
	Entered GED Program*	0		0		0	0.0%
	Total Noncompleters	1		6		1	3.0%
All Students	Dropped Out	6	1.4%	13	2.9%	12	2.9%
	Entered GED Program*	3	0.7%	5	1.1%	1	0.2%
	Total Noncompleters	9	2.1%	18	4.1%	13	3.1%

*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	42%	96%	100%
2-3	44%	96%	96%

Students Developing a Career Plan, 4-12

Grades		2001-02	2002-03	2003-04
4-5	Number of General-Education Students	216	192	162
	Number of Students with Disabilities	27	17	23
	Number of All Students	243	209	185
	Percent of Enrollment	97%	96%	97%
6-8	Number of General-Education Students	0	0	315
	Number of Students with Disabilities	0	0	32
	Number of All Students	0	0	347
	Percent of Enrollment	0%	0%	100%
9-12	Number of General-Education Students	120	117	391
	Number of Students with Disabilities	20	12	26
	Number of All Students	140	129	417
	Percent of Enrollment	32%	29%	100%

Career and Technical Education (CTE) Programs

CTE Program	This District		Statewide Average
	Count	Percentage	
All CTE Programs			
Completed the CTE Program	0		
Completed and Passed Regents Exams	0		77%
Completed and had Course Average of 75% or More	0		81%
Completed and Attained a HS Diploma or Equivalent	0		96%
Completed and Whose Status is Known	0		
Completed and Were Successfully Placed	0		96%
Nontraditional Programs			
Underrepresented Gender Members Enrolled			30%
Underrepresented Gender Members Who Completed	0		19%

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%	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	0	0%	4	#	3	#
Science	1	#	2	#	3	#
Reading	0	0%	2	#	3	#
Writing	3	#	1	#	3	#
Global Studies	3	#	2	#	4	#
U.S. Hist & Gov't	0	0%	1	#	0	0%

Students with Disabilities

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	1	#	5	80%	0	0%
Science	1	#	1	#	0	0%
Reading	1	#	1	#	1	#
Writing	1	#	0	0%	0	0%
Global Studies	2	#	3	#	1	#
U.S. Hist & Gov't	0	0%	0	0%	0	0%

(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	98	105	108	2	12	5
Number Scoring 55-100	96	87	94	#	2	2
Number Scoring 65-100	81	86	84	#	1	2
Number Scoring 85-100	28	39	32	#	0	0
Percentage of Tested Scoring 55-100	98%	83%	87%	#	17%	40%
Percentage of Tested Scoring 65-100	83%	82%	78%	#	8%	40%
Percentage of Tested Scoring 85-100	29%	37%	30%	#	0%	0%
Mathematics A						
Number Tested	3	110	127	1	11	1
Number Scoring 55-100	#	83	122	#	1	#
Number Scoring 65-100	#	75	104	#	0	#
Number Scoring 85-100	#	15	17	#	0	#
Percentage of Tested Scoring 55-100	#	75%	96%	#	9%	#
Percentage of Tested Scoring 65-100	#	68%	82%	#	0%	#
Percentage of Tested Scoring 85-100	#	14%	13%	#	0%	#
Mathematics B						
Number Tested	0	0	41	0	0	0
Number Scoring 55-100	0	0	39	0	0	0
Number Scoring 65-100	0	0	28	0	0	0
Number Scoring 85-100	0	0	4	0	0	0
Percentage of Tested Scoring 55-100	0%	0%	95%	0%	0%	0%
Percentage of Tested Scoring 65-100	0%	0%	68%	0%	0%	0%
Percentage of Tested Scoring 85-100	0%	0%	10%	0%	0%	0%
Global History and Geography						
Number Tested	106	124	121	3	6	1
Number Scoring 55-100	88	116	109	#	6	#
Number Scoring 65-100	72	107	98	#	5	#
Number Scoring 85-100	15	32	43	#	0	#
Percentage of Tested Scoring 55-100	83%	94%	90%	#	100%	#
Percentage of Tested Scoring 65-100	68%	86%	81%	#	83%	#
Percentage of Tested Scoring 85-100	14%	26%	36%	#	0%	#
U.S. History and Government						
Number Tested	104	96	95	2	3	3
Number Scoring 55-100	102	95	95	#	#	#
Number Scoring 65-100	84	89	85	#	#	#
Number Scoring 85-100	29	41	44	#	#	#
Percentage of Tested Scoring 55-100	98%	99%	100%	#	#	#
Percentage of Tested Scoring 65-100	81%	93%	89%	#	#	#
Percentage of Tested Scoring 85-100	28%	43%	46%	#	#	#

(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	77	98	94	4	3	1
Number Scoring 55-100	76	97	92	#	#	#
Number Scoring 65-100	76	94	85	#	#	#
Number Scoring 85-100	15	24	17	#	#	#
Percentage of Tested Scoring 55-100	99%	99%	98%	#	#	#
Percentage of Tested Scoring 65-100	99%	96%	90%	#	#	#
Percentage of Tested Scoring 85-100	19%	24%	18%	#	#	#
Physical Setting/Earth Science						
Number Tested	94	90	87	2	2	0
Number Scoring 55-100	89	82	79	#	#	0
Number Scoring 65-100	77	67	69	#	#	0
Number Scoring 85-100	22	26	14	#	#	0
Percentage of Tested Scoring 55-100	95%	91%	91%	#	#	0%
Percentage of Tested Scoring 65-100	82%	74%	79%	#	#	0%
Percentage of Tested Scoring 85-100	23%	29%	16%	#	#	0%
Physical Setting/Chemistry						
Number Tested	60	64	56	0	0	0
Number Scoring 55-100	58	62	53	0	0	0
Number Scoring 65-100	44	48	49	0	0	0
Number Scoring 85-100	6	10	9	0	0	0
Percentage of Tested Scoring 55-100	97%	97%	95%	0%	0%	0%
Percentage of Tested Scoring 65-100	73%	75%	88%	0%	0%	0%
Percentage of Tested Scoring 85-100	10%	16%	16%	0%	0%	0%
Physical Setting/Physics						
Number Tested			19			0
Number Scoring 55-100			19			0
Number Scoring 65-100			19			0
Number Scoring 85-100			7			0
Percentage of Tested Scoring 55-100			100%			0%
Percentage of Tested Scoring 65-100			100%			0%
Percentage of Tested Scoring 85-100			37%			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	15	25	29	0	0	0
Number Scoring 55-100	13	23	29	0	0	0
Number Scoring 65-100	9	22	29	0	0	0
Number Scoring 85-100	3	10	9	0	0	0
Percentage of Tested Scoring 55-100	87%	92%	100%	0%	0%	0%
Percentage of Tested Scoring 65-100	60%	88%	100%	0%	0%	0%
Percentage of Tested Scoring 85-100	20%	40%	31%	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	1	0	0	0	0	0
Number Scoring 55-100	#	0	0	0	0	0
Number Scoring 65-100	#	0	0	0	0	0
Number Scoring 85-100	#	0	0	0	0	0
Percentage of Tested Scoring 55-100	#	0%	0%	0%	0%	0%
Percentage of Tested Scoring 65-100	#	0%	0%	0%	0%	0%
Percentage of Tested Scoring 85-100	#	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	40	61	58	0	0	0
Number Scoring 55-100	40	61	56	0	0	0
Number Scoring 65-100	40	61	51	0	0	0
Number Scoring 85-100	10	17	15	0	0	0
Percentage of Tested Scoring 55-100	100%	100%	97%	0%	0%	0%
Percentage of Tested Scoring 65-100	100%	100%	88%	0%	0%	0%
Percentage of Tested Scoring 85-100	25%	28%	26%	0%	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	54	40	2	0	0	0
Number Scoring 55-100	51	34	#	0	0	0
Number Scoring 65-100	51	31	#	0	0	0
Number Scoring 85-100	27	8	#	0	0	0
Percentage of Tested Scoring 55-100	94%	85%	#	0%	0%	0%
Percentage of Tested Scoring 65-100	94%	78%	#	0%	0%	0%
Percentage of Tested Scoring 85-100	50%	20%	#	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	42	98%	34	94%	7	86%
Students with Disabilities	1	#	3	#	0	0%

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	91	3%	8%	57%	32%
	Students with Disabilities	10	60%	20%	20%	0%
	All Students	101	9%	9%	53%	29%

Middle-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
June 2004	General-Education Students	90	1%	46%	44%	9%
	Students with Disabilities	9	44%	56%	0%	0%
	All Students	99	5%	46%	40%	8%

(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	1	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	98	98	98	5	5	5	103	103	103
Number Scoring 55–64	3	1	7	0	0	0	3	1	7
Number Scoring 65–84	70	47	57	0	0	0	70	47	57
Number Scoring 85–100	15	38	25	0	0	0	15	38	25
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 K-1)						
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 K-1)						
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 2-4)						
Number Tested			1			0
Beginning (0-18)			#			0
Intermediate (19-31)			#			0
Advanced (32-36)			#			0
Proficient (37-39)			#			0
Reading and Writing (Grade 2-4)						
Number Tested			1			0
Beginning (0-14)			#			0
Intermediate (15-24)			#			0
Advanced (25-32)			#			0
Proficient (33-35)			#			0
Listening and Speaking (Grade 5-6)						
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 5-6)						
Number Tested			0			0
Beginning (0-14)			0			0
Intermediate (15-24)			0			0
Advanced (25-32)			0			0
Proficient (33-35)			0			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 - K)