

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	2002-03	2003-04	2004-05
Pre-K	68	61	70
Kindergarten	86	86	76
First	80	93	88
Second	88	83	90
Third	89	95	89
Fourth	99	89	91
Fifth	110	102	95
Sixth	131	119	105
Ungraded Elementary	27	0	0
Seventh	101	126	117
Eighth	96	102	115
Ninth	127	93	111
Tenth	107	119	85
Eleventh	98	103	106
Twelfth	110	102	98
Ungraded Secondary	0	0	0
Total K-12 Enrollment	1349	1312	1266

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	3	0.2%	6	0.5%	3	0.2%
Black (Not Hispanic)	12	0.9%	11	0.8%	11	0.9%
Hispanic	9	0.7%	8	0.6%	11	0.9%
White (Not Hispanic)	1325	98.2%	1287	98.1%	1241	98.0%

Average Class Size

Grade Level	2002-03	2003-04	2004-05
Kindergarten	14	13	14
Common Branch	18	19	18
English Grade 8	17	0	21
Mathematics Grade 8	14	0	19
Science Grade 8	17	24	21
Social Studies Grade 8	17	24	21
English Grade 10	21	23	22
Mathematics Grade 10	23	22	0
Science Grade 10	0	24	0
Social Studies Grade 10	23	23	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
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

	2002-03		2003-04		2004-05	
	Count	Percent	Count	Percent	Count	Percent
Limited English Proficient	1	0.1%	1	0.1%	3	0.2%
Eligible for Free Lunch	341	25.3%	364	27.7%	328	25.9%

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		95.3%		95.4%		95.1%
Student Suspensions	60	4.3%	63	4.7%	82	6.3%

Student Socioeconomic and Stability Indicators (Percent of Enrollment)

	2002-03	2003-04	2004-05
Reduced Lunch	12.5%	7.6%	13.2%
Public Assistance	NA	NA	NA
Student Stability	NA	NA	NA

Staff Counts

Staff	2004-05
Total Teachers	106
Total Other Professional Staff	17
Total Paraprofessionals	32
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
General-Education Students	Total Graduates*	93	83	90
	Regents Diplomas	52	53	76
	% Regents Diplomas	56%	64%	84%
	Regents Diplomas with Advanced Designation**			34
	% Regents Diplomas with Advanced Designation			38%
	IEP Diplomas or Local Certificates			
Students with Disabilities	Total Graduates*	0	1	3
	Regents Diplomas	0	0	2
	% Regents Diplomas	0%	0%	67%
	Regents Diplomas with Advanced Designation**			0
	% Regents Diplomas with Advanced Designation			0%
	IEP Diplomas or Local Certificates	10	9	3
All Students	Total Graduates*	93	84	93
	Regents Diplomas	52	53	78
	% Regents Diplomas	56%	63%	84%
	Regents Diplomas with Advanced Designation**			34
	% Regents Diplomas with Advanced Designation			37%
	IEP Diplomas or Local Certificates	10	9	3

* 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
General-Education Students	Number	16	42	0	9	22	0	0	1
	Percent	18%	47%	0%	10%	24%	0%	0%	1%
Students with Disabilities	Number	0	1	0	0	2	0	0	0
	Percent	0%	33%	0%	0%	67%	0%	0%	0%
All Students	Number	16	43	0	9	24	0	0	1
	Percent	17%	46%	0%	10%	26%	0%	0%	1%

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.
General-Education Students	Dropped Out	7		11	2.8%	6	1.6%
	Entered GED Program*	5		1	0.3%	0	0.0%
	Total Noncompleters	12		12	3.1%	6	1.6%
Students with Disabilities	Dropped Out	6		1	3.0%	2	5.9%
	Entered GED Program*	0		0	0.0%	0	0.0%
	Total Noncompleters	6		1	3.0%	2	5.9%
All Students	Dropped Out	13	2.9%	12	2.9%	8	2.0%
	Entered GED Program*	5	1.1%	1	0.2%	0	0.0%
	Total Noncompleters	18	4.1%	13	3.1%	8	2.0%

*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	96%	100%	98%
2-3	96%	96%	102%

Students Developing a Career Plan, 4-12

Grades		2002-03	2003-04	2004-05
4-5	Number of General-Education Students	192	162	165
	Number of Students with Disabilities	17	23	7
	Number of All Students	209	185	172
	Percent of Enrollment	96%	97%	92%
6-8	Number of General-Education Students	0	315	312
	Number of Students with Disabilities	0	32	25
	Number of All Students	0	347	337
	Percent of Enrollment	0%	100%	100%
9-12	Number of General-Education Students	117	391	380
	Number of Students with Disabilities	12	26	20
	Number of All Students	129	417	400
	Percent of Enrollment	29%	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 2004-2005 school year; completer data are as of June 2004.

Blank cells indicate that either the district did not have a CTE program or did not report data. These data are reported only at the district level.

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

Students with Disabilities

Test	2002-03		2003-04		2004-05	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	5	80%	0	0%	0	0%
Science	1	#	0	0%	1	#
Reading	1	#	1	#	1	#
Writing	0	0%	0	0%	2	#
Global Studies	3	#	1	#	0	0%
U.S. Hist & Gov't	0	0%	0	0%	1	#

(Form - E)

Regents Examinations

	All Students			Students with Disabilities		
	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05
Comprehensive English						
Number Tested	105	108	106	12	5	3
Number Scoring 55-100	87	94	102	2	2	#
Number Scoring 65-100	86	84	93	1	2	#
Number Scoring 85-100	39	32	25	0	0	#
Percentage of Tested Scoring 55-100	83%	87%	96%	17%	40%	#
Percentage of Tested Scoring 65-100	82%	78%	88%	8%	40%	#
Percentage of Tested Scoring 85-100	37%	30%	24%	0%	0%	#
Mathematics A						
Number Tested	110	127	93	11	1	2
Number Scoring 55-100	83	122	91	1	#	#
Number Scoring 65-100	75	104	85	0	#	#
Number Scoring 85-100	15	17	22	0	#	#
Percentage of Tested Scoring 55-100	75%	96%	98%	9%	#	#
Percentage of Tested Scoring 65-100	68%	82%	91%	0%	#	#
Percentage of Tested Scoring 85-100	14%	13%	24%	0%	#	#
Mathematics B						
Number Tested	0	41	65	0	0	0
Number Scoring 55-100	0	39	43	0	0	0
Number Scoring 65-100	0	28	36	0	0	0
Number Scoring 85-100	0	4	2	0	0	0
Percentage of Tested Scoring 55-100	0%	95%	66%	0%	0%	0%
Percentage of Tested Scoring 65-100	0%	68%	55%	0%	0%	0%
Percentage of Tested Scoring 85-100	0%	10%	3%	0%	0%	0%
Global History and Geography						
Number Tested	124	121	89	6	1	2
Number Scoring 55-100	116	109	79	6	#	#
Number Scoring 65-100	107	98	73	5	#	#
Number Scoring 85-100	32	43	27	0	#	#
Percentage of Tested Scoring 55-100	94%	90%	89%	100%	#	#
Percentage of Tested Scoring 65-100	86%	81%	82%	83%	#	#
Percentage of Tested Scoring 85-100	26%	36%	30%	0%	#	#
U.S. History and Government						
Number Tested	96	95	101	3	3	1
Number Scoring 55-100	95	95	101	#	#	#
Number Scoring 65-100	89	85	97	#	#	#
Number Scoring 85-100	41	44	65	#	#	#
Percentage of Tested Scoring 55-100	99%	100%	100%	#	#	#
Percentage of Tested Scoring 65-100	93%	89%	96%	#	#	#
Percentage of Tested Scoring 85-100	43%	46%	64%	#	#	#

(Form – F)

Regents Examinations

	All Students			Students with Disabilities		
	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05
Living Environment						
Number Tested	98	94	67	3	1	1
Number Scoring 55-100	97	92	63	#	#	#
Number Scoring 65-100	94	85	56	#	#	#
Number Scoring 85-100	24	17	11	#	#	#
Percentage of Tested Scoring 55-100	99%	98%	94%	#	#	#
Percentage of Tested Scoring 65-100	96%	90%	84%	#	#	#
Percentage of Tested Scoring 85-100	24%	18%	16%	#	#	#
Physical Setting/Earth Science						
Number Tested	90	87	77	2	0	2
Number Scoring 55-100	82	79	68	#	0	#
Number Scoring 65-100	67	69	65	#	0	#
Number Scoring 85-100	26	14	18	#	0	#
Percentage of Tested Scoring 55-100	91%	91%	88%	#	0%	#
Percentage of Tested Scoring 65-100	74%	79%	84%	#	0%	#
Percentage of Tested Scoring 85-100	29%	16%	23%	#	0%	#
Physical Setting/Chemistry						
Number Tested	64	56	67	0	0	0
Number Scoring 55-100	62	53	64	0	0	0
Number Scoring 65-100	48	49	54	0	0	0
Number Scoring 85-100	10	9	11	0	0	0
Percentage of Tested Scoring 55-100	97%	95%	96%	0%	0%	0%
Percentage of Tested Scoring 65-100	75%	88%	81%	0%	0%	0%
Percentage of Tested Scoring 85-100	16%	16%	16%	0%	0%	0%
Physical Setting/Physics						
Number Tested		19	25		0	0
Number Scoring 55-100		19	22		0	0
Number Scoring 65-100		19	19		0	0
Number Scoring 85-100		7	5		0	0
Percentage of Tested Scoring 55-100		100%	88%		0%	0%
Percentage of Tested Scoring 65-100		100%	76%		0%	0%
Percentage of Tested Scoring 85-100		37%	20%		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
Comprehensive French						
Number Tested	25	29	19	0	0	0
Number Scoring 55-100	23	29	19	0	0	0
Number Scoring 65-100	22	29	19	0	0	0
Number Scoring 85-100	10	9	14	0	0	0
Percentage of Tested Scoring 55-100	92%	100%	100%	0%	0%	0%
Percentage of Tested Scoring 65-100	88%	100%	100%	0%	0%	0%
Percentage of Tested Scoring 85-100	40%	31%	74%	0%	0%	0%
Comprehensive Italian						
Number Tested	0	0	1	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 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	61	58	33	0	0	0
Number Scoring 55-100	61	56	31	0	0	0
Number Scoring 65-100	61	51	30	0	0	0
Number Scoring 85-100	17	15	11	0	0	0
Percentage of Tested Scoring 55-100	100%	97%	94%	0%	0%	0%
Percentage of Tested Scoring 65-100	100%	88%	91%	0%	0%	0%
Percentage of Tested Scoring 85-100	28%	26%	33%	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)

Elementary-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
Nov 2004	General-Education Students	78	3%	5%	69%	23%
	Students with Disabilities	12	33%	17%	50%	0%
	All Students	90	7%	7%	67%	20%

Middle-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
June 2005	General-Education Students	106	1%	38%	53%	8%
	Students with Disabilities	15	60%	40%	0%	0%
	All Students	121	8%	38%	46%	7%

(Form – I)

New York State Alternate Assessments (NYSAA) 2004–05

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	1	0	#	#	#	#
Secondary Level						
English Language Arts	1	0	#	#	#	#
Social Studies	1	0	#	#	#	#
Mathematics	1	0	#	#	#	#
Science	1	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	90	90	90	7	7	7	97	97	97
Number Scoring 55–64	2	5	5	1	1	0	3	6	5
Number Scoring 65–84	54	39	52	3	2	3	57	41	55
Number Scoring 85–100	31	43	29	0	0	0	31	43	29
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		
	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05
Listening and Speaking (Grade K-1)						
Number Tested		0	0		0	0
Beginning		0	0		0	0
Intermediate		0	0		0	0
Advanced		0	0		0	0
Proficient		0	0		0	0
Reading and Writing (Grade K-1)						
Number Tested		0	0		0	0
Beginning		0	0		0	0
Intermediate		0	0		0	0
Advanced		0	0		0	0
Proficient		0	0		0	0
Listening and Speaking (Grade 2-4)						
Number Tested		1	1		0	0
Beginning		#	#		0	0
Intermediate		#	#		0	0
Advanced		#	#		0	0
Proficient		#	#		0	0
Reading and Writing (Grade 2-4)						
Number Tested		1	1		0	0
Beginning		#	#		0	0
Intermediate		#	#		0	0
Advanced		#	#		0	0
Proficient		#	#		0	0
Listening and Speaking (Grade 5-6)						
Number Tested		0	0		0	0
Beginning		0	0		0	0
Intermediate		0	0		0	0
Advanced		0	0		0	0
Proficient		0	0		0	0
Reading and Writing (Grade 5-6)						
Number Tested		0	0		0	0
Beginning		0	0		0	0
Intermediate		0	0		0	0
Advanced		0	0		0	0
Proficient		0	0		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)