

# New York State School Report Card Comprehensive Information Report

BEDS Code: 06-04-01-04-0006  
 Name: Cassadaga Valley High School  
 Principal: Jud Foy

Grade Range : 6-12

## Fall Enrollment

Grade	2000-2001	2001-2002	2002-2003
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	100	105	131
Ungraded Elementary	0	0	0
Seventh	120	105	101
Eighth	116	114	96
Ninth	133	110	127
Tenth	109	116	107
Eleventh	92	113	98
Twelfth	70	92	110
Ungraded Secondary	0	0	0
Total K-12 Enrollment	740	755	770

## Student Racial/Ethnic Origin

Race/Ethnicity	2000-2001		2001-2002		2002-2003	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
American Indian, Alaskan, Asian, or Pacific Islander	3	0.4%	1	0.1%	1	0.1%
Black (Not Hispanic)	5	0.7%	4	0.5%	6	0.8%
Hispanic	4	0.5%	1	0.1%	2	0.3%
White (Not Hispanic)	728	98.4%	749	99.2%	761	98.8%

## Average Class Size

Grade Level	2000-2001	2001-2002	2002-2003
Kindergarten	0	0	0
Common Branch	22	23	22
English Grade 8	22	20	17
Mathematics Grade 8	21	19	14
Science Grade 8	23	21	17
Social Studies Grade 8	22	21	17
English Grade 10	22	21	21
Mathematics Grade 10	0	0	23
Science Grade 10	0	26	0
Social Studies Grade 10	23	22	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
47	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 middle 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

	2000–2001		2001–2002		2002–2003	
	Count	Percent	Count	Percent	Count	Percent
Limited English Proficient	0	0.0%	0	0.0%	0	0.0%
Eligible for Free Lunch	144	19.5%	163	21.6%	173	22.5%

### Attendance and Suspension

	1999–2000		2000–2001		2001–2002	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
Annual Attendance Rate		94.5%		94.5%		94.7%
Student Suspensions	62	8.2%	103	13.9%	55	7.3%

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

	2000–2001	2001–2002	2002–2003
Reduced Lunch	14.2%	12.6%	11.6%
Public Assistance	31-40%	31-40%	11-20%
Student Stability	96%	95%	97%

### Staff Counts

Staff	2002–2003
Total Teachers	53
Total Other Professional Staff	7
Total Paraprofessionals	NA
Teaching Out of Certification*	0
Teachers with Temporary Licenses	0

\*Teaching out of certification more than on an incidental basis. Teachers with temporary licenses are also counted as teaching out of certification.

(Form – B)

# High School Graduates and Noncompleters

## High School Graduates Earning Regents Diplomas\*

	2000–2001			2001–2002			2002–2003		
	Total Grads	Regents Diplomas	% Regents Diplomas	Total Grads	Regents Diplomas	% Regents Diplomas	Total Grads	Regents Diplomas	% Regents Diplomas
General Education	53	28	53%	85	50	59%	93	52	56%
Students with Disabilities	2	0	0%	0	0	0%	0	0	0%
All Students	55	28	51%	85	50	59%	93	52	56%

\*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 during the 2001–2002 school year, diploma counts and percentage of graduates earning Regents diplomas are not necessarily comparable between years. Data for the 2000-2001 school year include January, June and August 2001 graduates; data for the 2001-2002 school year include January and June 2002 graduates; data for the 2002–2003 school year include August 2002 and January and June 2003 graduates.

## Distribution of 2002–2003 Graduates (All Students)

	To 4-year College	To 2-year College	To Other Post-Secondary	To the Military	To Employment	Other
Number	23	40	3	7	17	3
Percent	25%	43%	3%	8%	18%	3%

## Number of High School Completers with Disabilities in 2002–2003

Graduates* (a)	Regents Diplomas (b)	IEP Diplomas or Certificates (c)	All 2002–2003 Completers (a+c)
0	0	8	8

\*Local Diplomas (including local diplomas with Regents endorsements)

## High School Noncompletion Rates

		2000–2001		2001–2002		2002–2003	
		No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
General-Education Students	Dropped Out			5		7	
	Entered GED Program*			3		5	
	Total Noncompleters			8		12	
Students with Disabilities	Dropped Out			1		6	
	Entered GED Program*			0		0	
	Total Noncompleters			1		6	
All Students	Dropped Out	16	4.0%	6	1.4%	13	2.9%
	Entered GED Program*	1	0.2%	3	0.7%	5	1.1%
	Total Noncompleters	17	4.2%	9	2.1%	18	4.1%

\*The number and percentage of students who left K-12, diploma-bound systems and entered an alternative 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	2000-01	2001-02	2002-03
K-1		0%	0%
2-3		0%	0%

## Students Developing a Career Plan, 4-12

Grades		2000-01	2001-02	2002-03
4-5	Number of General-Education Students		0	0
	Number of Students with Disabilities		0	0
	Number of All Students		0	0
	Percent of Enrollment		0%	0%
6-8	Number of General-Education Students		0	0
	Number of Students with Disabilities		0	0
	Number of All Students		0	0
	Percent of Enrollment		0%	0%
9-12	Number of General-Education Students		120	117
	Number of Students with Disabilities		20	12
	Number of All Students		140	129
	Percent of Enrollment		32%	29%

## Second Language Proficiency Examinations

### General-Education Students

Test	2000-2001		2001-2002		2002-2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	92	88%	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	93	96%	0	0%	0	0%

### Students with Disabilities

Test	2000-2001		2001-2002		2002-2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	1	#	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	2	#	0	0%	0	0%

(Form-D)

# Regents Competency Tests

## General-Education Students

Test	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	5	100%	0	0%	4	#
Science	4	#	1	#	2	#
Reading	2	#	0	0%	2	#
Writing	0	0%	3	#	1	#
Global Studies	3	#	3	#	2	#
U.S. Hist & Gov't	5	80%	0	0%	1	#

## Students with Disabilities

Test	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	2	#	1	#	5	80%
Science	1	#	1	#	1	#
Reading	1	#	1	#	1	#
Writing	0	0%	1	#	0	0%
Global Studies	0	0%	2	#	3	#
U.S. Hist & Gov't	0	0%	0	0%	0	0%

(Form – E)

# Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
<b>Comprehensive English</b>						
Number Tested	89	98	105	1	2	12
Number Scoring 55–100	85	96	87	#	#	2
Number Scoring 65–100	82	81	86	#	#	1
Number Scoring 85–100	28	28	39	#	#	0
Percentage of Tested Scoring 55–100	96%	98%	83%	#	#	17%
Percentage of Tested Scoring 65–100	92%	83%	82%	#	#	8%
Percentage of Tested Scoring 85–100	31%	29%	37%	#	#	0%
<b>Mathematics A</b>						
Number Tested	0	3	110	0	1	11
Number Scoring 55–100	0	#	83	0	#	1
Number Scoring 65–100	0	#	75	0	#	0
Number Scoring 85–100	0	#	15	0	#	0
Percentage of Tested Scoring 55–100	0%	#	75%	0%	#	9%
Percentage of Tested Scoring 65–100	0%	#	68%	0%	#	0%
Percentage of Tested Scoring 85–100	0%	#	14%	0%	#	0%
<b>Mathematics B (first administered June 2001)</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>Global History and Geography</b>						
Number Tested	113	106	124	3	3	6
Number Scoring 55–100	112	88	116	#	#	6
Number Scoring 65–100	99	72	107	#	#	5
Number Scoring 85–100	32	15	32	#	#	0
Percentage of Tested Scoring 55–100	99%	83%	94%	#	#	100%
Percentage of Tested Scoring 65–100	88%	68%	86%	#	#	83%
Percentage of Tested Scoring 85–100	28%	14%	26%	#	#	0%
<b>U.S. History and Government (first administered June 2001)</b>						
Number Tested	89	104	96	1	2	3
Number Scoring 55–100	83	102	95	#	#	#
Number Scoring 65–100	71	84	89	#	#	#
Number Scoring 85–100	33	29	41	#	#	#
Percentage of Tested Scoring 55–100	93%	98%	99%	#	#	#
Percentage of Tested Scoring 65–100	80%	81%	93%	#	#	#
Percentage of Tested Scoring 85–100	37%	28%	43%	#	#	#

(Form – F)

# Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
<b>Living Environment (first administered June 2001)</b>						
Number Tested	87	77	98	1	4	3
Number Scoring 55–100	87	76	97	#	#	#
Number Scoring 65–100	84	76	94	#	#	#
Number Scoring 85–100	16	15	24	#	#	#
Percentage of Tested Scoring 55–100	100%	99%	99%	#	#	#
Percentage of Tested Scoring 65–100	97%	99%	96%	#	#	#
Percentage of Tested Scoring 85–100	18%	19%	24%	#	#	#
<b>Physical Setting/Earth Science (first administered June 2001)</b>						
Number Tested	84	94	90	3	2	2
Number Scoring 55–100	80	89	82	#	#	#
Number Scoring 65–100	75	77	67	#	#	#
Number Scoring 85–100	21	22	26	#	#	#
Percentage of Tested Scoring 55–100	95%	95%	91%	#	#	#
Percentage of Tested Scoring 65–100	89%	82%	74%	#	#	#
Percentage of Tested Scoring 85–100	25%	23%	29%	#	#	#
<b>Physical Setting/Chemistry (first administered June 2002)</b>						
Number Tested		60	64		0	0
Number Scoring 55–100		58	62		0	0
Number Scoring 65–100		44	48		0	0
Number Scoring 85–100		6	10		0	0
Percentage of Tested Scoring 55–100		97%	97%		0%	0%
Percentage of Tested Scoring 65–100		73%	75%		0%	0%
Percentage of Tested Scoring 85–100		10%	16%		0%	0%
<b>Physical Setting/Physics (first administered June 2002)*</b>						
Number Tested						
Number Scoring 55–100						
Number Scoring 65–100						
Number Scoring 85–100						
Percentage of Tested Scoring 55–100						
Percentage of Tested Scoring 65–100						
Percentage of Tested Scoring 85–100						

\* Physical Setting/Physics results are not included in the report card because the Department is issuing a new conversion chart for this assessment. Data currently available to the Department are based on the original conversion chart for the assessment.  
(Form – G)

# Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
<b>Comprehensive French</b>						
Number Tested	16	15	25	0	0	0
Number Scoring 55–100	16	13	23	0	0	0
Number Scoring 65–100	16	9	22	0	0	0
Number Scoring 85–100	5	3	10	0	0	0
Percentage of Tested Scoring 55–100	100%	87%	92%	0%	0%	0%
Percentage of Tested Scoring 65–100	100%	60%	88%	0%	0%	0%
Percentage of Tested Scoring 85–100	31%	20%	40%	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	1	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%
<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	39	40	61	0	0	0
Number Scoring 55–100	39	40	61	0	0	0
Number Scoring 65–100	39	40	61	0	0	0
Number Scoring 85–100	22	10	17	0	0	0
Percentage of Tested Scoring 55–100	100%	100%	100%	0%	0%	0%
Percentage of Tested Scoring 65–100	100%	100%	100%	0%	0%	0%
Percentage of Tested Scoring 85–100	56%	25%	28%	0%	0%	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)



# Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
<b>Sequential Mathematics, Course II (last administered January 2003)</b>						
Number Tested	76	85	23	0	0	0
Number Scoring 55–100	61	52	15	0	0	0
Number Scoring 65–100	50	33	11	0	0	0
Number Scoring 85–100	21	7	3	0	0	0
Percentage of Tested Scoring 55–100	80%	61%	65%	0%	0%	0%
Percentage of Tested Scoring 65–100	66%	39%	48%	0%	0%	0%
Percentage of Tested Scoring 85–100	28%	8%	13%	0%	0%	0%
<b>Sequential Mathematics, Course III</b>						
Number Tested	54	54	40	0	0	0
Number Scoring 55–100	49	51	34	0	0	0
Number Scoring 65–100	45	51	31	0	0	0
Number Scoring 85–100	18	27	8	0	0	0
Percentage of Tested Scoring 55–100	91%	94%	85%	0%	0%	0%
Percentage of Tested Scoring 65–100	83%	94%	78%	0%	0%	0%
Percentage of Tested Scoring 85–100	33%	50%	20%	0%	0%	0%

(Form – I)

## Introduction to Occupations Examination

	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
General-Education Students	43	91%	42	98%	34	94%
Students with Disabilities	5	60%	1	#	3	#

On school reports, 2000–2001 and 2001–2002 data are for all students with disabilities enrolled in the school. District reports contain data for all students with disabilities enrolled in the district for the 2000–2001, 2001–2002, and 2002–2003 school years.

### Elementary-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
<b>Nov 2002</b>	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
<b>June 2003</b>	General-Education Students	84	0%	50%	48%	2%
	Students with Disabilities	12	17%	75%	8%	0%
	All Students	96	2%	53%	43%	2%

(Form – J)

# New York State Alternate Assessments (NYSAA) 2002–2003

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

## 1999 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	95	95	95	8	8	8	103	103	103
Number Scoring 55–64	9	18	5	0	0	0	9	18	5
Number Scoring 65–84	53	45	66	1	1	0	54	46	66
Number Scoring 85–100	29	28	21	0	0	1	29	28	22
Approved Alternatives	0	0	0	0	0	0	0	0	0

(Form – K)