

# New York State School Report Card Comprehensive Information Report

BEDS Code: 59-12-01-04-0003

Grade Range : 7-12

Name: Tri-Valley Secondary School

Principal: Kenneth Sherman

## 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	0	0	0
Ungraded Elementary	0	0	0
Seventh	104	103	110
Eighth	99	102	103
Ninth	94	107	107
Tenth	80	79	108
Eleventh	92	75	77
Twelfth	66	94	74
Ungraded Secondary	0	0	0
Total K-12 Enrollment	535	560	579

## 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	6	1.1%	6	1.1%	7	1.2%
Black (Not Hispanic)	16	3.0%	23	4.1%	27	4.7%
Hispanic	10	1.9%	20	3.6%	31	5.4%
White (Not Hispanic)	503	94.0%	511	91.2%	514	88.8%

## Average Class Size

Grade Level	2000–2001	2001–2002	2002–2003
Kindergarten	0	0	0
Common Branch	0	0	0
English Grade 8	18	18	19
Mathematics Grade 8	19	17	19
Science Grade 8	0	20	20
Social Studies Grade 8	18	19	18
English Grade 10	12	19	18
Mathematics Grade 10	0	0	21
Science Grade 10	22	19	20
Social Studies Grade 10	16	16	18

(Form – A)

**District Need to Resource Capacity Category**

<b>N/RC Category</b>	<b>Description</b>
5	This is a school district with average student needs in relation to district resource capacity.

**Similar School Group and Description**

<b>Similar School Group</b>	<b>Description</b>
50	All schools in this group are secondary level schools in school districts with average student needs in relation to district resource capacity. 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**

	<b>2000–2001</b>		<b>2001–2002</b>		<b>2002–2003</b>	
	Count	Percent	Count	Percent	Count	Percent
<b>Limited English Proficient</b>	2	0.4%	2	0.4%	0	0.0%
<b>Eligible for Free Lunch</b>	85	15.9%	88	15.7%	66	11.4%

**Attendance and Suspension**

	<b>1999–2000</b>		<b>2000–2001</b>		<b>2001–2002</b>	
	<b>No. of Students</b>	<b>% of Enroll.</b>	<b>No. of Students</b>	<b>% of Enroll.</b>	<b>No. of Students</b>	<b>% of Enroll.</b>
<b>Annual Attendance Rate</b>		93.8%		93.5%		96.1%
<b>Student Suspensions</b>	67	12.4%	51	9.5%	62	11.1%

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

	<b>2000–2001</b>	<b>2001–2002</b>	<b>2002–2003</b>
<b>Reduced Lunch</b>	9.4%	8.4%	6.9%
<b>Public Assistance</b>	21-30%	1-10%	21-30%
<b>Student Stability</b>	97%	99%	99%

**Staff Counts**

<b>Staff</b>	<b>2002–2003</b>
Total Teachers	46
Total Other Professional Staff	6
Total Paraprofessionals	NA
Teaching Out of Certification*	3
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	50	32	64%	75	59	79%	59	41	69%
Students with Disabilities	1	0	0%	0	0	0%	1	0	0%
All Students	51	32	63%	75	59	79%	60	41	68%

\*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	29	25	0	3	2	1
Percent	48%	42%	0%	5%	3%	2%

## 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)
1	0	4	5

\*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			4		7	
	Entered GED Program*			4		7	
	Total Noncompleters			8		14	
Students with Disabilities	Dropped Out			0		1	
	Entered GED Program*			0		0	
	Total Noncompleters			0		1	
All Students	Dropped Out	7	2.1%	4	1.1%	8	2.2%
	Entered GED Program*	7	2.1%	4	1.1%	7	1.9%
	Total Noncompleters	14	4.2%	8	2.3%	15	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		100	216
	Number of Students with Disabilities		0	59
	Number of All Students		100	275
	Percent of Enrollment		28%	75%

## Second Language Proficiency Examinations

### General-Education Students

Test	2000-2001		2001-2002		2002-2003	
	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	70	99%	72	86%	91	100%

### Students with Disabilities

Test	2000-2001		2001-2002		2002-2003	
	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	2	#	0	0%	1	#

(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	0	0%	1	#	3	#
Science	1	#	6	83%	0	0%
Reading	0	0%	7	100%	2	#
Writing	0	0%	7	86%	2	#
Global Studies	1	#	3	#	0	0%
U.S. Hist & Gov't	5	60%	1	#	1	#

## Students with Disabilities

Test	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	3	#	0	0%	29	86%
Science	0	0%	0	0%	9	33%
Reading	3	#	0	0%	2	#
Writing	3	#	0	0%	3	#
Global Studies	3	#	0	0%	12	17%
U.S. Hist & Gov't	2	#	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	82	75	71	7	0	1
Number Scoring 55–100	80	68	64	5	0	#
Number Scoring 65–100	77	63	54	4	0	#
Number Scoring 85–100	27	29	29	0	0	#
Percentage of Tested Scoring 55–100	98%	91%	90%	71%	0%	#
Percentage of Tested Scoring 65–100	94%	84%	76%	57%	0%	#
Percentage of Tested Scoring 85–100	33%	39%	41%	0%	0%	#
<b>Mathematics A</b>						
Number Tested	29	114	88	5	0	7
Number Scoring 55–100	20	86	73	4	0	2
Number Scoring 65–100	14	75	65	3	0	0
Number Scoring 85–100	1	27	24	0	0	0
Percentage of Tested Scoring 55–100	69%	75%	83%	80%	0%	29%
Percentage of Tested Scoring 65–100	48%	66%	74%	60%	0%	0%
Percentage of Tested Scoring 85–100	3%	24%	27%	0%	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	63	74	95	6	0	7
Number Scoring 55–100	63	71	94	6	0	7
Number Scoring 65–100	63	61	92	6	0	7
Number Scoring 85–100	19	15	28	0	0	0
Percentage of Tested Scoring 55–100	100%	96%	99%	100%	0%	100%
Percentage of Tested Scoring 65–100	100%	82%	97%	100%	0%	100%
Percentage of Tested Scoring 85–100	30%	20%	29%	0%	0%	0%
<b>U.S. History and Government (first administered June 2001)</b>						
Number Tested	79	67	67	10	0	1
Number Scoring 55–100	78	67	66	10	0	#
Number Scoring 65–100	77	66	64	10	0	#
Number Scoring 85–100	41	30	37	3	0	#
Percentage of Tested Scoring 55–100	99%	100%	99%	100%	0%	#
Percentage of Tested Scoring 65–100	97%	99%	96%	100%	0%	#
Percentage of Tested Scoring 85–100	52%	45%	55%	30%	0%	#

(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	76	87	98	6	0	10
Number Scoring 55–100	75	87	97	6	0	9
Number Scoring 65–100	73	84	89	4	0	6
Number Scoring 85–100	13	27	25	0	0	0
Percentage of Tested Scoring 55–100	99%	100%	99%	100%	0%	90%
Percentage of Tested Scoring 65–100	96%	97%	91%	67%	0%	60%
Percentage of Tested Scoring 85–100	17%	31%	26%	0%	0%	0%
<b>Physical Setting/Earth Science (first administered June 2001)</b>						
Number Tested	51	58	64	2	0	0
Number Scoring 55–100	51	53	63	#	0	0
Number Scoring 65–100	50	52	63	#	0	0
Number Scoring 85–100	31	24	36	#	0	0
Percentage of Tested Scoring 55–100	100%	91%	98%	#	0%	0%
Percentage of Tested Scoring 65–100	98%	90%	98%	#	0%	0%
Percentage of Tested Scoring 85–100	61%	41%	56%	#	0%	0%
<b>Physical Setting/Chemistry (first administered June 2002)</b>						
Number Tested		47	31		0	0
Number Scoring 55–100		44	29		0	0
Number Scoring 65–100		38	29		0	0
Number Scoring 85–100		5	3		0	0
Percentage of Tested Scoring 55–100		94%	94%		0%	0%
Percentage of Tested Scoring 65–100		81%	94%		0%	0%
Percentage of Tested Scoring 85–100		11%	10%		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	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	43	40	52	0	0	0
Number Scoring 55–100	43	40	52	0	0	0
Number Scoring 65–100	43	40	52	0	0	0
Number Scoring 85–100	30	34	38	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	70%	85%	73%	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	74	75	7	8	0	0
Number Scoring 55–100	72	70	6	8	0	0
Number Scoring 65–100	70	66	3	6	0	0
Number Scoring 85–100	33	30	0	1	0	0
Percentage of Tested Scoring 55–100	97%	93%	86%	100%	0%	0%
Percentage of Tested Scoring 65–100	95%	88%	43%	75%	0%	0%
Percentage of Tested Scoring 85–100	45%	40%	0%	12%	0%	0%
<b>Sequential Mathematics, Course III</b>						
Number Tested	40	47	56	0	0	0
Number Scoring 55–100	39	45	53	0	0	0
Number Scoring 65–100	36	42	51	0	0	0
Number Scoring 85–100	18	19	21	0	0	0
Percentage of Tested Scoring 55–100	97%	96%	95%	0%	0%	0%
Percentage of Tested Scoring 65–100	90%	89%	91%	0%	0%	0%
Percentage of Tested Scoring 85–100	45%	40%	38%	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	70	100%	76	99%	13	100%
Students with Disabilities	13	77%	0	0%	0	0%

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	76	0%	20%	63%	17%
	Students with Disabilities	17	0%	88%	12%	0%
	All Students	93	0%	32%	54%	14%

(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	65	65	65	7	7	7	72	72	72
Number Scoring 55–64	3	1	2	0	0	1	3	1	3
Number Scoring 65–84	42	31	30	1	1	0	43	32	30
Number Scoring 85–100	18	29	32	0	0	0	18	29	32
Approved Alternatives	0	0	0	0	0	0	0	0	0

(Form – K)