

New York State District Report Card Comprehensive Information Report

BEDS Code: 59-12-01-04-0000
 Name: Tri-Valley Central School District
 Superintendent: Nancy S. George

Fall Enrollment

Grade	2001-02	2002-03	2003-04
Pre-K	55	53	50
Kindergarten	101	88	96
First	81	89	87
Second	92	88	92
Third	91	96	86
Fourth	87	91	98
Fifth	115	93	90
Sixth	111	116	88
Ungraded Elementary	0	0	0
Seventh	103	110	121
Eighth	102	103	109
Ninth	107	107	103
Tenth	79	108	95
Eleventh	75	77	106
Twelfth	94	74	68
Ungraded Secondary	0	0	0
Total K-12 Enrollment	1238	1240	1239

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	6	0.5%	13	1.0%	16	1.3%
Black (Not Hispanic)	40	3.2%	48	3.9%	49	4.0%
Hispanic	42	3.4%	62	5.0%	68	5.5%
White (Not Hispanic)	1150	92.9%	1117	90.1%	1106	89.3%

Average Class Size

Grade Level	2001-02	2002-03	2003-04
Kindergarten	20	17	19
Common Branch	19	20	19
English Grade 8	18	19	22
Mathematics Grade 8	17	19	20
Science Grade 8	20	20	21
Social Studies Grade 8	19	18	21
English Grade 10	19	18	16
Mathematics Grade 10	0	21	0
Science Grade 10	19	20	23
Social Studies Grade 10	16	18	22

(Form - A)

District Need to Resource Capacity Category

N/RC Category	Description
5	This is a school district with average 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	2	0.2%	0	0.0%	9	0.7%
Eligible for Free Lunch	225	18.2%	153	12.3%	151	12.2%

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		93.8%		94.4%		93.7%
Student Suspensions	68	5.7%	80	6.5%	88	7.1%

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

	2001-02	2002-03	2003-04
Reduced Lunch	10.5%	6.9%	6.9%
Public Assistance	NA	NA	NA
Student Stability	NA	NA	NA

Staff Counts

Staff	2003-04
Total Teachers	116
Total Other Professional Staff	20
Total Paraprofessionals	45
Teaching Out of Certification*	5

*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	75	59	79%	59	41	69%	68	47	69%
Students with Disabilities	0	0	0%	1	0	0%	1	0	0%
All Students	75	59	79%	60	41	68%	69	47	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 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	30	24	3	3	9	0
Percent	43%	35%	4%	4%	13%	0%

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	6	7

*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	4		7		5	1.5%
	Entered GED Program*	4		7		6	1.8%
	Total Noncompleters	8		14		11	3.2%
Students with Disabilities	Dropped Out	0		2		6	7.1%
	Entered GED Program*	0		1		0	0.0%
	Total Noncompleters	0		3		6	7.1%
All Students	Dropped Out	4	1.1%	9	2.5%	11	2.6%
	Entered GED Program*	4	1.1%	8	2.2%	6	1.4%
	Total Noncompleters	8	2.3%	17	4.6%	17	4.0%

*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	2001-02	2002-03	2003-04
K-1	0%	0%	0%
2-3	0%	0%	0%

Students Developing a Career Plan, 4-12

Grades		2001-02	2002-03	2003-04
4-5	Number of General-Education Students	94	79	0
	Number of Students with Disabilities	21	15	0
	Number of All Students	115	94	0
	Percent of Enrollment	57%	51%	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	100	216	66
	Number of Students with Disabilities	0	59	11
	Number of All Students	100	275	77
	Percent of Enrollment	28%	75%	21%

Career and Technical Education (CTE) Programs

CTE Program	This District		Statewide Average
	Count	Percentage	
All CTE Programs			
Completed the CTE Program	8		
Completed and Passed Regents Exams	8	100%	77%
Completed and had Course Average of 75% or More	8	100%	81%
Completed and Attained a HS Diploma or Equivalent	8	100%	96%
Completed and Whose Status is Known	8		
Completed and Were Successfully Placed	8	100%	96%
Nontraditional Programs			
Underrepresented Gender Members Enrolled			30%
Underrepresented Gender Members Who Completed			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	72	86%	91	100%	83	95%

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%	1	#	6	67%

Regents Competency Tests

General-Education Students

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	1	#	3	#	1	#
Science	6	83%	0	0%	3	#
Reading	7	100%	2	#	4	#
Writing	7	86%	2	#	8	100%
Global Studies	3	#	0	0%	4	#
U.S. Hist & Gov't	1	#	1	#	4	#

Students with Disabilities

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	0	0%	29	86%	12	50%
Science	0	0%	9	33%	13	46%
Reading	0	0%	2	#	9	89%
Writing	0	0%	3	#	10	90%
Global Studies	0	0%	13	23%	17	29%
U.S. Hist & Gov't	0	0%	0	0%	8	25%

(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	75	71	96	0	1	3
Number Scoring 55-100	68	64	96	0	#	#
Number Scoring 65-100	63	54	87	0	#	#
Number Scoring 85-100	29	29	46	0	#	#
Percentage of Tested Scoring 55-100	91%	90%	100%	0%	#	#
Percentage of Tested Scoring 65-100	84%	76%	91%	0%	#	#
Percentage of Tested Scoring 85-100	39%	41%	48%	0%	#	#
Mathematics A						
Number Tested	114	88	147	0	7	14
Number Scoring 55-100	86	73	140	0	2	9
Number Scoring 65-100	75	65	136	0	0	8
Number Scoring 85-100	27	24	48	0	0	0
Percentage of Tested Scoring 55-100	75%	83%	95%	0%	29%	64%
Percentage of Tested Scoring 65-100	66%	74%	93%	0%	0%	57%
Percentage of Tested Scoring 85-100	24%	27%	33%	0%	0%	0%
Mathematics B						
Number Tested	0	0	30	0	0	0
Number Scoring 55-100	0	0	29	0	0	0
Number Scoring 65-100	0	0	29	0	0	0
Number Scoring 85-100	0	0	14	0	0	0
Percentage of Tested Scoring 55-100	0%	0%	97%	0%	0%	0%
Percentage of Tested Scoring 65-100	0%	0%	97%	0%	0%	0%
Percentage of Tested Scoring 85-100	0%	0%	47%	0%	0%	0%
Global History and Geography						
Number Tested	74	96	86	0	8	13
Number Scoring 55-100	71	94	78	0	7	5
Number Scoring 65-100	61	92	73	0	7	4
Number Scoring 85-100	15	28	14	0	0	0
Percentage of Tested Scoring 55-100	96%	98%	91%	0%	88%	38%
Percentage of Tested Scoring 65-100	82%	96%	85%	0%	88%	31%
Percentage of Tested Scoring 85-100	20%	29%	16%	0%	0%	0%
U.S. History and Government						
Number Tested	67	67	89	0	1	3
Number Scoring 55-100	67	66	84	0	#	#
Number Scoring 65-100	66	64	82	0	#	#
Number Scoring 85-100	30	37	62	0	#	#
Percentage of Tested Scoring 55-100	100%	99%	94%	0%	#	#
Percentage of Tested Scoring 65-100	99%	96%	92%	0%	#	#
Percentage of Tested Scoring 85-100	45%	55%	70%	0%	#	#

(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	87	98	102	0	10	20
Number Scoring 55-100	87	97	91	0	9	13
Number Scoring 65-100	84	89	74	0	6	7
Number Scoring 85-100	27	25	12	0	0	0
Percentage of Tested Scoring 55-100	100%	99%	89%	0%	90%	65%
Percentage of Tested Scoring 65-100	97%	91%	73%	0%	60%	35%
Percentage of Tested Scoring 85-100	31%	26%	12%	0%	0%	0%
Physical Setting/Earth Science						
Number Tested	58	64	64	0	0	0
Number Scoring 55-100	53	63	63	0	0	0
Number Scoring 65-100	52	63	62	0	0	0
Number Scoring 85-100	24	36	34	0	0	0
Percentage of Tested Scoring 55-100	91%	98%	98%	0%	0%	0%
Percentage of Tested Scoring 65-100	90%	98%	97%	0%	0%	0%
Percentage of Tested Scoring 85-100	41%	56%	53%	0%	0%	0%
Physical Setting/Chemistry						
Number Tested	47	31	44	0	0	0
Number Scoring 55-100	44	29	44	0	0	0
Number Scoring 65-100	38	29	43	0	0	0
Number Scoring 85-100	5	3	4	0	0	0
Percentage of Tested Scoring 55-100	94%	94%	100%	0%	0%	0%
Percentage of Tested Scoring 65-100	81%	94%	98%	0%	0%	0%
Percentage of Tested Scoring 85-100	11%	10%	9%	0%	0%	0%
Physical Setting/Physics						
Number Tested			16			0
Number Scoring 55-100			15			0
Number Scoring 65-100			13			0
Number Scoring 85-100			1			0
Percentage of Tested Scoring 55-100			94%			0%
Percentage of Tested Scoring 65-100			81%			0%
Percentage of Tested Scoring 85-100			6%			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	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 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	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	40	52	48	0	0	0
Number Scoring 55-100	40	52	48	0	0	0
Number Scoring 65-100	40	52	48	0	0	0
Number Scoring 85-100	34	38	34	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	85%	73%	71%	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	47	56	9	0	0	0
Number Scoring 55-100	45	53	8	0	0	0
Number Scoring 65-100	42	51	8	0	0	0
Number Scoring 85-100	19	21	0	0	0	0
Percentage of Tested Scoring 55-100	96%	95%	89%	0%	0%	0%
Percentage of Tested Scoring 65-100	89%	91%	89%	0%	0%	0%
Percentage of Tested Scoring 85-100	40%	38%	0%	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	76	99%	13	100%	79	100%
Students with Disabilities	0	0%	0	0%	3	#

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	74	5%	12%	61%	22%
	Students with Disabilities	15	47%	0%	53%	0%
	All Students	89	12%	10%	60%	18%

Middle-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
June 2004	General-Education Students	89	0%	19%	63%	18%
	Students with Disabilities	17	12%	65%	24%	0%
	All Students	106	2%	26%	57%	15%

(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	0	0	0	0	0	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	72	72	72	12	12	12	84	84	84
Number Scoring 55–64	3	1	3	0	0	1	3	1	4
Number Scoring 65–84	42	20	36	1	1	2	43	21	38
Number Scoring 85–100	15	38	26	0	0	0	15	38	26
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			1			0
Beginning (0-18)			#			0
Intermediate (19-31)			#			0
Advanced (32-36)			#			0
Proficient (37-39)			#			0
Reading and Writing (Grade K-1)						
Number Tested			1			0
Beginning (0-14)			#			0
Intermediate (15-24)			#			0
Advanced (25-32)			#			0
Proficient (33-35)			#			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)

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 7-8)						
Number Tested			2			0
Beginning (0-18)			#			0
Intermediate (19-31)			#			0
Advanced (32-36)			#			0
Proficient (37-39)			#			0
Reading and Writing (Grade 7-8)						
Number Tested			2			0
Beginning (0-14)			#			0
Intermediate (15-24)			#			0
Advanced (25-32)			#			0
Proficient (33-35)			#			0
Listening and Speaking (Grade 9-12)						
Number Tested			2			0
Beginning (0-18)			#			0
Intermediate (19-31)			#			0
Advanced (32-36)			#			0
Proficient (37-39)			#			0
Reading and Writing (Grade 9-12)						
Number Tested			2			0
Beginning (0-14)			#			0
Intermediate (15-24)			#			0
Advanced (25-32)			#			0
Proficient (33-35)			#			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 - L)