

New York State District Report Card Comprehensive Information Report

BEDS Code: 61-10-01-04-0000
 Name: Trumansburg Central School District
 Superintendent: Cosimo Tangorra Jr

Fall Enrollment

Grade	2001-02	2002-03	2003-04
Pre-K	0	0	0
Kindergarten	74	70	74
First	96	82	77
Second	112	104	82
Third	102	118	107
Fourth	100	104	117
Fifth	118	108	110
Sixth	117	123	111
Ungraded Elementary	0	0	0
Seventh	130	122	129
Eighth	132	131	126
Ninth	140	139	127
Tenth	129	126	124
Eleventh	122	119	115
Twelfth	107	116	118
Ungraded Secondary	0	0	0
Total K-12 Enrollment	1479	1462	1417

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	12	0.8%	15	1.0%	14	1.0%
Black (Not Hispanic)	32	2.2%	33	2.3%	37	2.6%
Hispanic	15	1.0%	21	1.4%	15	1.1%
White (Not Hispanic)	1420	96.0%	1393	95.3%	1351	95.3%

Average Class Size

Grade Level	2001-02	2002-03	2003-04
Kindergarten	17	17	19
Common Branch	19	20	20
English Grade 8	22	24	20
Mathematics Grade 8	21	24	20
Science Grade 8	21	25	21
Social Studies Grade 8	21	23	21
English Grade 10	18	20	16
Mathematics Grade 10	20	20	18
Science Grade 10	21	31	28
Social Studies Grade 10	18	19	23

(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	1	0.1%	2	0.1%	2	0.1%
Eligible for Free Lunch	207	14.7%	190	13.7%	211	14.9%

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		95.8%		95.5%		95.5%
Student Suspensions	42	2.9%	91	6.2%	77	5.3%

Student Socioeconomic and Stability Indicators (Percent of Enrollment)

	2001-02	2002-03	2003-04
Reduced Lunch	8.2%	8.3%	7.2%
Public Assistance	NA	NA	NA
Student Stability	NA	NA	NA

Staff Counts

Staff	2003-04
Total Teachers	115
Total Other Professional Staff	22
Total Paraprofessionals	35
Teaching Out of Certification*	4

*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	95	64	67%	103	71	69%	104	71	68%
Students with Disabilities	3	2	67%	7	1	14%	6	1	17%
All Students	98	66	67%	110	72	65%	110	72	65%

*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	58	36	0	4	9	3
Percent	53%	33%	0%	4%	8%	3%

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)
6	1	2	8

*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		10		1	0.2%
	Entered GED Program*	0		0		2	0.4%
	Total Noncompleters	5		10		3	0.7%
Students with Disabilities	Dropped Out	2		1		0	0.0%
	Entered GED Program*	0		0		0	0.0%
	Total Noncompleters	2		1		0	0.0%
All Students	Dropped Out	7	1.4%	11	2.2%	1	0.2%
	Entered GED Program*	0	0.0%	0	0.0%	2	0.4%
	Total Noncompleters	7	1.4%	11	2.2%	3	0.6%

*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	0	0	0
	Number of Students with Disabilities	0	0	0
	Number of All Students	0	0	0
	Percent of Enrollment	0%	0%	0%
6-8	Number of General-Education Students	178	105	100
	Number of Students with Disabilities	86	30	25
	Number of All Students	264	135	125
	Percent of Enrollment	70%	36%	34%
9-12	Number of General-Education Students	452	458	440
	Number of Students with Disabilities	46	42	44
	Number of All Students	498	500	484
	Percent of Enrollment	100%	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 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	41	93%	46	96%	0	0%
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	63	89%	57	89%	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%	0	0%	0	0%
Science	0	0%	0	0%	9	67%
Reading	0	0%	0	0%	0	0%
Writing	0	0%	0	0%	0	0%
Global Studies	1	#	0	0%	0	0%
U.S. Hist & Gov't	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
Mathematics	0	0%	0	0%	2	#
Science	4	#	0	0%	1	#
Reading	2	#	0	0%	2	#
Writing	1	#	0	0%	2	#
Global Studies	4	#	2	#	8	0%
U.S. Hist & Gov't	0	0%	0	0%	2	#

(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	121	122	59	4	10	3
Number Scoring 55-100	114	111	58	#	3	#
Number Scoring 65-100	101	103	57	#	3	#
Number Scoring 85-100	63	43	45	#	0	#
Percentage of Tested Scoring 55-100	94%	91%	98%	#	30%	#
Percentage of Tested Scoring 65-100	83%	84%	97%	#	30%	#
Percentage of Tested Scoring 85-100	52%	35%	76%	#	0%	#
Mathematics A						
Number Tested	124	155	141	3	14	12
Number Scoring 55-100	99	137	139	#	9	11
Number Scoring 65-100	87	127	122	#	5	8
Number Scoring 85-100	23	60	42	#	0	1
Percentage of Tested Scoring 55-100	80%	88%	99%	#	64%	92%
Percentage of Tested Scoring 65-100	70%	82%	87%	#	36%	67%
Percentage of Tested Scoring 85-100	19%	39%	30%	#	0%	8%
Mathematics B						
Number Tested	10	102	150	0	3	5
Number Scoring 55-100	9	56	123	0	#	3
Number Scoring 65-100	5	47	101	0	#	2
Number Scoring 85-100	1	4	39	0	#	0
Percentage of Tested Scoring 55-100	90%	55%	82%	0%	#	60%
Percentage of Tested Scoring 65-100	50%	46%	67%	0%	#	40%
Percentage of Tested Scoring 85-100	10%	4%	26%	0%	#	0%
Global History and Geography						
Number Tested	124	130	137	10	8	18
Number Scoring 55-100	118	113	116	6	1	9
Number Scoring 65-100	110	107	99	4	0	5
Number Scoring 85-100	46	57	51	0	0	0
Percentage of Tested Scoring 55-100	95%	87%	85%	60%	12%	50%
Percentage of Tested Scoring 65-100	89%	82%	72%	40%	0%	28%
Percentage of Tested Scoring 85-100	37%	44%	37%	0%	0%	0%
U.S. History and Government						
Number Tested	126	125	114	6	9	6
Number Scoring 55-100	124	121	107	6	6	6
Number Scoring 65-100	110	121	100	5	6	4
Number Scoring 85-100	54	66	61	0	0	0
Percentage of Tested Scoring 55-100	98%	97%	94%	100%	67%	100%
Percentage of Tested Scoring 65-100	87%	97%	88%	83%	67%	67%
Percentage of Tested Scoring 85-100	43%	53%	54%	0%	0%	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	118	119	116	8	10	12
Number Scoring 55-100	118	118	112	8	10	10
Number Scoring 65-100	115	112	105	6	8	7
Number Scoring 85-100	48	38	34	0	0	0
Percentage of Tested Scoring 55-100	100%	99%	97%	100%	100%	83%
Percentage of Tested Scoring 65-100	97%	94%	91%	75%	80%	58%
Percentage of Tested Scoring 85-100	41%	32%	29%	0%	0%	0%
Physical Setting/Earth Science						
Number Tested	132	128	96	10	12	1
Number Scoring 55-100	123	102	74	8	6	#
Number Scoring 65-100	112	89	57	5	4	#
Number Scoring 85-100	58	36	15	0	0	#
Percentage of Tested Scoring 55-100	93%	80%	77%	80%	50%	#
Percentage of Tested Scoring 65-100	85%	70%	59%	50%	33%	#
Percentage of Tested Scoring 85-100	44%	28%	16%	0%	0%	#
Physical Setting/Chemistry						
Number Tested	83	76	68	2	0	1
Number Scoring 55-100	75	61	61	#	0	#
Number Scoring 65-100	49	48	46	#	0	#
Number Scoring 85-100	9	14	22	#	0	#
Percentage of Tested Scoring 55-100	90%	80%	90%	#	0%	#
Percentage of Tested Scoring 65-100	59%	63%	68%	#	0%	#
Percentage of Tested Scoring 85-100	11%	18%	32%	#	0%	#
Physical Setting/Physics						
Number Tested			65			0
Number Scoring 55-100			59			0
Number Scoring 65-100			54			0
Number Scoring 85-100			26			0
Percentage of Tested Scoring 55-100			91%			0%
Percentage of Tested Scoring 65-100			83%			0%
Percentage of Tested Scoring 85-100			40%			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	33	30	28	0	0	1
Number Scoring 55-100	33	30	28	0	0	#
Number Scoring 65-100	33	30	28	0	0	#
Number Scoring 85-100	21	23	20	0	0	#
Percentage of Tested Scoring 55-100	100%	100%	100%	0%	0%	#
Percentage of Tested Scoring 65-100	100%	100%	100%	0%	0%	#
Percentage of Tested Scoring 85-100	64%	77%	71%	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	68	49	47	1	0	0
Number Scoring 55-100	64	48	47	#	0	0
Number Scoring 65-100	59	46	46	#	0	0
Number Scoring 85-100	23	27	27	#	0	0
Percentage of Tested Scoring 55-100	94%	98%	100%	#	0%	0%
Percentage of Tested Scoring 65-100	87%	94%	98%	#	0%	0%
Percentage of Tested Scoring 85-100	34%	55%	57%	#	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	111	1	0	3	0	0
Number Scoring 55-100	73	#	0	#	0	0
Number Scoring 65-100	62	#	0	#	0	0
Number Scoring 85-100	28	#	0	#	0	0
Percentage of Tested Scoring 55-100	66%	#	0%	#	0%	0%
Percentage of Tested Scoring 65-100	56%	#	0%	#	0%	0%
Percentage of Tested Scoring 85-100	25%	#	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	30	100%	0	0%	0	0%
Students with Disabilities	5	100%	0	0%	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	85	1%	6%	59%	34%
	Students with Disabilities	26	42%	19%	31%	8%
	All Students	111	11%	9%	52%	28%

Middle-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
June 2004	General-Education Students	104	0%	37%	52%	12%
	Students with Disabilities	19	53%	47%	0%	0%
	All Students	123	8%	38%	44%	10%

(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	1	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	96	96	96	8	8	8	104	104	104
Number Scoring 55–64	0	0	1	3	1	2	3	1	3
Number Scoring 65–84	51	37	48	3	5	6	54	42	54
Number Scoring 85–100	43	59	47	0	0	0	43	59	47
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)