

New York State School Report Card Comprehensive Information Report

BEDS Code: 14-25-00-01-0009

Grade Range : 9-12

Name: Tonawanda Senior High School

Principal: Susan Frey

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	0	0	0
Eighth	0	0	0
Ninth	191	173	194
Tenth	202	192	172
Eleventh	208	199	176
Twelfth	179	215	181
Ungraded Secondary	0	0	34
Total K-12 Enrollment	780	779	757

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	5	0.6%	1	0.1%	3	0.4%
Black (Not Hispanic)	4	0.5%	3	0.4%	3	0.4%
Hispanic	17	2.2%	9	1.2%	10	1.3%
White (Not Hispanic)	754	96.7%	766	98.3%	741	97.9%

Average Class Size

Grade Level	2000-2001	2001-2002	2002-2003
Kindergarten	0	0	0
Common Branch	0	0	0
English Grade 8	0	0	0
Mathematics Grade 8	0	0	0
Science Grade 8	0	0	0
Social Studies Grade 8	0	0	0
English Grade 10	21	24	23
Mathematics Grade 10	22	21	19
Science Grade 10	22	19	19
Social Studies Grade 10	21	24	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
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

	2000–2001		2001–2002		2002–2003	
	Count	Percent	Count	Percent	Count	Percent
Limited English Proficient	1	0.1%	0	0.0%	1	0.1%
Eligible for Free Lunch	130	16.7%	114	14.6%	70	9.2%

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		92.4%		92.4%		93.3%
Student Suspensions	83	10.3%	67	8.6%	65	8.3%

Student Socioeconomic and Stability Indicators (Percent of Enrollment)

	2000–2001	2001–2002	2002–2003
Reduced Lunch	9.2%	9.9%	4.2%
Public Assistance	21-30%	21-30%	21-30%
Student Stability	90%	78%	96%

Staff Counts

Staff	2002–2003
Total Teachers	53
Total Other Professional Staff	6
Total Paraprofessionals	NA
Teaching Out of Certification*	1
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	125	74	59%	160	118	74%	141	92	65%
Students with Disabilities	8	2	25%	12	4	33%	12	3	25%
All Students	133	76	57%	172	122	71%	153	95	62%

*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	52	82	0	1	0	18
Percent	34%	54%	0%	1%	0%	12%

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)
12	3	5	17

*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			37		1	
	Entered GED Program*			0		33	
	Total Noncompleters			37		34	
Students with Disabilities	Dropped Out			5		0	
	Entered GED Program*			0		7	
	Total Noncompleters			5		7	
All Students	Dropped Out	6	0.8%	42	5.4%	1	0.1%
	Entered GED Program*	13	1.7%	0	0.0%	40	5.3%
	Total Noncompleters	19	2.4%	42	5.4%	41	5.4%

*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		150	125
	Number of Students with Disabilities		0	35
	Number of All Students		150	160
	Percent of Enrollment		19%	21%

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	0	0%	2	#	14	79%

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	0	0%	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	1	#	1	#	0	0%
Science	2	#	5	100%	0	0%
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	14	79%	0	0%	0	0%

Students with Disabilities

Test	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	15	87%	12	100%	20	75%
Science	15	53%	9	67%	10	90%
Reading	12	83%	11	91%	27	78%
Writing	12	83%	9	100%	29	72%
Global Studies	6	33%	5	60%	10	60%
U.S. Hist & Gov't	0	0%	7	57%	1	#

(Form – E)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Comprehensive English						
Number Tested	184	184	195	11	13	14
Number Scoring 55–100	178	165	178	9	5	9
Number Scoring 65–100	160	125	161	5	2	6
Number Scoring 85–100	29	33	33	0	0	0
Percentage of Tested Scoring 55–100	97%	90%	91%	82%	38%	64%
Percentage of Tested Scoring 65–100	87%	68%	83%	45%	15%	43%
Percentage of Tested Scoring 85–100	16%	18%	17%	0%	0%	0%
Mathematics A						
Number Tested	0	6	165	0	0	2
Number Scoring 55–100	0	6	145	0	0	#
Number Scoring 65–100	0	5	122	0	0	#
Number Scoring 85–100	0	2	19	0	0	#
Percentage of Tested Scoring 55–100	0%	100%	88%	0%	0%	#
Percentage of Tested Scoring 65–100	0%	83%	74%	0%	0%	#
Percentage of Tested Scoring 85–100	0%	33%	12%	0%	0%	#
Mathematics B (first administered June 2001)						
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%
Global History and Geography						
Number Tested	177	177	189	13	14	16
Number Scoring 55–100	168	167	174	10	13	12
Number Scoring 65–100	145	151	159	3	9	5
Number Scoring 85–100	39	29	55	0	0	0
Percentage of Tested Scoring 55–100	95%	94%	92%	77%	93%	75%
Percentage of Tested Scoring 65–100	82%	85%	84%	23%	64%	31%
Percentage of Tested Scoring 85–100	22%	16%	29%	0%	0%	0%
U.S. History and Government (first administered June 2001)						
Number Tested	187	196	203	9	11	16
Number Scoring 55–100	173	169	194	7	8	14
Number Scoring 65–100	153	136	182	6	4	12
Number Scoring 85–100	50	22	66	2	0	0
Percentage of Tested Scoring 55–100	93%	86%	96%	78%	73%	88%
Percentage of Tested Scoring 65–100	82%	69%	90%	67%	36%	75%
Percentage of Tested Scoring 85–100	27%	11%	33%	22%	0%	0%

(Form – F)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Living Environment (first administered June 2001)						
Number Tested	156	153	172	11	10	11
Number Scoring 55–100	152	148	159	11	10	10
Number Scoring 65–100	142	139	150	10	10	10
Number Scoring 85–100	15	24	34	0	0	1
Percentage of Tested Scoring 55–100	97%	97%	92%	100%	100%	91%
Percentage of Tested Scoring 65–100	91%	91%	87%	91%	100%	91%
Percentage of Tested Scoring 85–100	10%	16%	20%	0%	0%	9%
Physical Setting/Earth Science (first administered June 2001)						
Number Tested	118	133	189	2	1	12
Number Scoring 55–100	111	117	162	#	#	8
Number Scoring 65–100	90	104	137	#	#	4
Number Scoring 85–100	17	31	42	#	#	0
Percentage of Tested Scoring 55–100	94%	88%	86%	#	#	67%
Percentage of Tested Scoring 65–100	76%	78%	72%	#	#	33%
Percentage of Tested Scoring 85–100	14%	23%	22%	#	#	0%
Physical Setting/Chemistry (first administered June 2002)						
Number Tested		86	86		1	2
Number Scoring 55–100		80	70		#	#
Number Scoring 65–100		56	49		#	#
Number Scoring 85–100		5	3		#	#
Percentage of Tested Scoring 55–100		93%	81%		#	#
Percentage of Tested Scoring 65–100		65%	57%		#	#
Percentage of Tested Scoring 85–100		6%	3%		#	#
Physical Setting/Physics (first administered June 2002)*						
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
Comprehensive French						
Number Tested	19	36	30	0	0	0
Number Scoring 55–100	17	32	26	0	0	0
Number Scoring 65–100	17	29	26	0	0	0
Number Scoring 85–100	8	5	10	0	0	0
Percentage of Tested Scoring 55–100	89%	89%	87%	0%	0%	0%
Percentage of Tested Scoring 65–100	89%	81%	87%	0%	0%	0%
Percentage of Tested Scoring 85–100	42%	14%	33%	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	71	70	63	0	1	0
Number Scoring 55–100	70	66	59	0	#	0
Number Scoring 65–100	61	61	51	0	#	0
Number Scoring 85–100	27	21	19	0	#	0
Percentage of Tested Scoring 55–100	99%	94%	94%	0%	#	0%
Percentage of Tested Scoring 65–100	86%	87%	81%	0%	#	0%
Percentage of Tested Scoring 85–100	38%	30%	30%	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	2002	2003	2001	2002	2003
Sequential Mathematics, Course II (last administered January 2003)						
Number Tested	140	200	76	2	6	6
Number Scoring 55–100	119	142	43	#	4	4
Number Scoring 65–100	107	116	33	#	2	2
Number Scoring 85–100	30	37	2	#	0	0
Percentage of Tested Scoring 55–100	85%	71%	57%	#	67%	67%
Percentage of Tested Scoring 65–100	76%	58%	43%	#	33%	33%
Percentage of Tested Scoring 85–100	21%	18%	3%	#	0%	0%
Sequential Mathematics, Course III						
Number Tested	91	96	89	0	2	2
Number Scoring 55–100	65	79	70	0	#	#
Number Scoring 65–100	57	66	61	0	#	#
Number Scoring 85–100	20	21	19	0	#	#
Percentage of Tested Scoring 55–100	71%	82%	79%	0%	#	#
Percentage of Tested Scoring 65–100	63%	69%	69%	0%	#	#
Percentage of Tested Scoring 85–100	22%	22%	21%	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	68	100%	98	98%	74	95%
Students with Disabilities	2	#	17	100%	10	90%

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
Nov 2002	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
June 2003	General-Education Students	0	0%	0%	0%	0%
	Students with Disabilities	0	0%	0%	0%	0%
	All Students	0	0%	0%	0%	0%

(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
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

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	146	146	146	15	15	15	161	161	161
Number Scoring 55–64	4	18	8	6	2	7	10	20	15
Number Scoring 65–84	101	100	99	3	8	2	104	108	101
Number Scoring 85–100	38	25	38	2	0	1	40	25	39
Approved Alternatives	1	0	0	0	0	0	1	0	0

(Form – K)