

# New York State School Report Card Comprehensive Information Report

BEDS Code: 26-19-01-06-0015

Grade Range : 9-11

Name: Thomas High School

Principal: John Walker

## 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	0	333	375
Tenth	0	329	320
Eleventh	0	0	327
Twelfth	0	0	0
Ungraded Secondary	0	11	0
Total K-12 Enrollment	0	673	1022

## 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	0	0.0%	16	2.4%	16	1.6%
Black (Not Hispanic)	0	0.0%	14	2.1%	14	1.4%
Hispanic	0	0.0%	5	0.7%	7	0.7%
White (Not Hispanic)	0	0.0%	638	94.8%	985	96.4%

## 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	0	24	24
Mathematics Grade 10	0	23	25
Science Grade 10	0	22	18
Social Studies Grade 10	0	24	24

(Form – A)

### District Need to Resource Capacity Category

N/RC Category	Description
6	This is a school district with low student needs in relation to district resource capacity.

### Similar School Group and Description

Similar School Group	Description
53	All schools in this group are secondary level schools in school districts with low 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	0	0.0%	0	0.0%	0	0.0%
Eligible for Free Lunch	0	0.0%	35	5.2%	27	2.6%

### 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		0.0%		0.0%		93.4%
Student Suspensions	0	0.0%	0	0.0%	14	2.1%

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

	2000–2001	2001–2002	2002–2003
Reduced Lunch	0.0%	4.2%	1.7%
Public Assistance	0%	1-10%	1-10%
Student Stability	0%	0%	100%

### Staff Counts

Staff	2002–2003
Total Teachers	105
Total Other Professional Staff	16
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)

# 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		593	909
	Number of Students with Disabilities		69	113
	Number of All Students		662	1022
	Percent of Enrollment		98%	100%

## 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%	0	0%	1	#

### 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	0	0%	0	0%	1	#
Science	0	0%	0	0%	0	0%
Reading	0	0%	0	0%	1	#
Writing	0	0%	0	0%	0	0%
Global Studies	0	0%	0	0%	3	#
U.S. Hist & Gov't	0	0%	0	0%	0	0%

## Students with Disabilities

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

(Form – E)

# Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
<b>Comprehensive English</b>						
Number Tested	0	0	291	0	0	4
Number Scoring 55–100	0	0	281	0	0	#
Number Scoring 65–100	0	0	270	0	0	#
Number Scoring 85–100	0	0	155	0	0	#
Percentage of Tested Scoring 55–100	0%	0%	97%	0%	0%	#
Percentage of Tested Scoring 65–100	0%	0%	93%	0%	0%	#
Percentage of Tested Scoring 85–100	0%	0%	53%	0%	0%	#
<b>Mathematics A</b>						
Number Tested	0	435	360	0	5	9
Number Scoring 55–100	0	371	340	0	4	8
Number Scoring 65–100	0	305	313	0	4	8
Number Scoring 85–100	0	120	81	0	2	2
Percentage of Tested Scoring 55–100	0%	85%	94%	0%	80%	89%
Percentage of Tested Scoring 65–100	0%	70%	87%	0%	80%	89%
Percentage of Tested Scoring 85–100	0%	28%	23%	0%	40%	22%
<b>Mathematics B (first administered June 2001)</b>						
Number Tested	0	0	179	0	0	1
Number Scoring 55–100	0	0	178	0	0	#
Number Scoring 65–100	0	0	172	0	0	#
Number Scoring 85–100	0	0	38	0	0	#
Percentage of Tested Scoring 55–100	0%	0%	99%	0%	0%	#
Percentage of Tested Scoring 65–100	0%	0%	96%	0%	0%	#
Percentage of Tested Scoring 85–100	0%	0%	21%	0%	0%	#
<b>Global History and Geography</b>						
Number Tested	0	300	320	0	3	7
Number Scoring 55–100	0	294	305	0	#	7
Number Scoring 65–100	0	282	285	0	#	7
Number Scoring 85–100	0	113	130	0	#	2
Percentage of Tested Scoring 55–100	0%	98%	95%	0%	#	100%
Percentage of Tested Scoring 65–100	0%	94%	89%	0%	#	100%
Percentage of Tested Scoring 85–100	0%	38%	41%	0%	#	29%
<b>U.S. History and Government (first administered June 2001)</b>						
Number Tested	0	2	301	0	0	5
Number Scoring 55–100	0	#	297	0	0	5
Number Scoring 65–100	0	#	297	0	0	5
Number Scoring 85–100	0	#	178	0	0	3
Percentage of Tested Scoring 55–100	0%	#	99%	0%	0%	100%
Percentage of Tested Scoring 65–100	0%	#	99%	0%	0%	100%
Percentage of Tested Scoring 85–100	0%	#	59%	0%	0%	60%

(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	0	595	268	0	7	7
Number Scoring 55–100	0	581	264	0	6	6
Number Scoring 65–100	0	571	256	0	6	6
Number Scoring 85–100	0	284	95	0	3	1
Percentage of Tested Scoring 55–100	0%	98%	99%	0%	86%	86%
Percentage of Tested Scoring 65–100	0%	96%	96%	0%	86%	86%
Percentage of Tested Scoring 85–100	0%	48%	35%	0%	43%	14%
<b>Physical Setting/Earth Science (first administered June 2001)</b>						
Number Tested	0	3	364	0	0	9
Number Scoring 55–100	0	#	346	0	0	8
Number Scoring 65–100	0	#	325	0	0	8
Number Scoring 85–100	0	#	191	0	0	4
Percentage of Tested Scoring 55–100	0%	#	95%	0%	0%	89%
Percentage of Tested Scoring 65–100	0%	#	89%	0%	0%	89%
Percentage of Tested Scoring 85–100	0%	#	52%	0%	0%	44%
<b>Physical Setting/Chemistry (first administered June 2002)</b>						
Number Tested		42	237		1	2
Number Scoring 55–100		42	220		#	#
Number Scoring 65–100		39	181		#	#
Number Scoring 85–100		14	50		#	#
Percentage of Tested Scoring 55–100		100%	93%		#	#
Percentage of Tested Scoring 65–100		93%	76%		#	#
Percentage of Tested Scoring 85–100		33%	21%		#	#
<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	30	40	0	1	1
Number Scoring 55–100	0	30	40	0	#	#
Number Scoring 65–100	0	30	39	0	#	#
Number Scoring 85–100	0	15	26	0	#	#
Percentage of Tested Scoring 55–100	0%	100%	100%	0%	#	#
Percentage of Tested Scoring 65–100	0%	100%	97%	0%	#	#
Percentage of Tested Scoring 85–100	0%	50%	65%	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	11	38	0	0	1
Number Scoring 55–100	0	11	37	0	0	#
Number Scoring 65–100	0	11	36	0	0	#
Number Scoring 85–100	0	6	13	0	0	#
Percentage of Tested Scoring 55–100	0%	100%	97%	0%	0%	#
Percentage of Tested Scoring 65–100	0%	100%	95%	0%	0%	#
Percentage of Tested Scoring 85–100	0%	55%	34%	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	0	54	133	0	0	2
Number Scoring 55–100	0	54	133	0	0	#
Number Scoring 65–100	0	54	133	0	0	#
Number Scoring 85–100	0	43	67	0	0	#
Percentage of Tested Scoring 55–100	0%	100%	100%	0%	0%	#
Percentage of Tested Scoring 65–100	0%	100%	100%	0%	0%	#
Percentage of Tested Scoring 85–100	0%	80%	50%	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	0	5	4	0	0	0
Number Scoring 55–100	0	5	#	0	0	0
Number Scoring 65–100	0	4	#	0	0	0
Number Scoring 85–100	0	1	#	0	0	0
Percentage of Tested Scoring 55–100	0%	100%	#	0%	0%	0%
Percentage of Tested Scoring 65–100	0%	80%	#	0%	0%	0%
Percentage of Tested Scoring 85–100	0%	20%	#	0%	0%	0%
<b>Sequential Mathematics, Course III</b>						
Number Tested	0	72	1	0	1	0
Number Scoring 55–100	0	70	#	0	#	0
Number Scoring 65–100	0	69	#	0	#	0
Number Scoring 85–100	0	53	#	0	#	0
Percentage of Tested Scoring 55–100	0%	97%	#	0%	#	0%
Percentage of Tested Scoring 65–100	0%	96%	#	0%	#	0%
Percentage of Tested Scoring 85–100	0%	74%	#	0%	#	0%

(Form – I)