

# New York State District Report Card Comprehensive Information Report

BEDS Code: 14-25-00-01-0000  
 Name: Tonawanda City School District  
 Superintendent: George W. Batterson

## Fall Enrollment

Grade	2001-02	2002-03	2003-04
Pre-K	40	58	56
Kindergarten	131	150	124
First	154	147	157
Second	163	135	156
Third	204	155	144
Fourth	166	195	160
Fifth	176	161	202
Sixth	216	162	166
Ungraded Elementary	0	54	17
Seventh	217	219	175
Eighth	208	217	229
Ninth	173	194	202
Tenth	192	172	186
Eleventh	199	176	165
Twelfth	215	181	178
Ungraded Secondary	0	61	26
Total K-12 Enrollment	2414	2379	2287

## 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	7	0.3%	10	0.4%	30	1.3%
Black (Not Hispanic)	17	0.7%	16	0.7%	26	1.1%
Hispanic	27	1.1%	34	1.4%	30	1.3%
White (Not Hispanic)	2363	97.9%	2319	97.5%	2201	96.2%

## Average Class Size

Grade Level	2001-02	2002-03	2003-04
Kindergarten	14	20	15
Common Branch	20	19	18
English Grade 8	19	20	21
Mathematics Grade 8	20	21	21
Science Grade 8	20	21	22
Social Studies Grade 8	20	21	21
English Grade 10	24	23	22
Mathematics Grade 10	21	19	19
Science Grade 10	19	19	19
Social Studies Grade 10	24	23	21

(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>
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**

	<b>2001-02</b>		<b>2002-03</b>		<b>2003-04</b>	
	Count	Percent	Count	Percent	Count	Percent
<b>Limited English Proficient</b>	0	0.0%	6	0.3%	12	0.5%
<b>Eligible for Free Lunch</b>	425	18.6%	420	17.7%	456	19.9%

**Attendance and Suspension**

	<b>2000-01</b>		<b>2001-02</b>		<b>2002-03</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>		94.5%		94.9%		94.6%
<b>Student Suspensions</b>	106	4.4%	98	4.1%	124	5.2%

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

	<b>2001-02</b>	<b>2002-03</b>	<b>2003-04</b>
<b>Reduced Lunch</b>	9.8%	7.6%	9.4%
<b>Public Assistance</b>	NA	NA	NA
<b>Student Stability</b>	NA	NA	NA

**Staff Counts**

<b>Staff</b>	<b>2003-04</b>
Total Teachers	190
Total Other Professional Staff	20
Total Paraprofessionals	51
Teaching Out of Certification*	2

\*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	161	118	73%	142	92	65%	148	101	68%
Students with Disabilities	13	4	31%	13	3	23%	9	2	22%
All Students	174	122	70%	155	95	61%	157	103	66%

\*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	69	63	0	13	11	1
Percent	44%	40%	0%	8%	7%	1%

## 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)
9	2	4	13

\*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	37		1		2	0.3%
	Entered GED Program*	0		35		37	5.3%
	Total Noncompleters	37		36		39	5.6%
Students with Disabilities	Dropped Out	6		0		0	0.0%
	Entered GED Program*	0		7		2	3.1%
	Total Noncompleters	6		7		2	3.1%
All Students	Dropped Out	43	5.5%	1	0.1%	2	0.3%
	Entered GED Program*	0	0.0%	42	5.5%	39	5.1%
	Total Noncompleters	43	5.5%	43	5.7%	41	5.4%

\*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	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	150	125	684
	Number of Students with Disabilities	0	35	73
	Number of All Students	150	160	757
	Percent of Enrollment	19%	21%	100%

## Career and Technical Education (CTE) Programs

CTE Program	This District		Statewide Average
	Count	Percentage	
All CTE Programs			
Completed the CTE Program	25		
Completed and Passed Regents Exams	25	100%	77%
Completed and had Course Average of 75% or More	24	96%	81%
Completed and Attained a HS Diploma or Equivalent	25	100%	96%
Completed and Whose Status is Known	25		
Completed and Were Successfully Placed	25	100%	96%
Nontraditional Programs			
Underrepresented Gender Members Enrolled			30%
Underrepresented Gender Members Who Completed	2	11%	19%

Enrollment data are for the 2003-2004 school year; completion 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%	56	93%	49	88%
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	3	#	147	98%	149	91%

## Students with Disabilities

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	0	0%	1	#	2	#
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	#	10	90%

# Regents Competency Tests

## General-Education Students

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	1	#	0	0%	2	#
Science	5	100%	0	0%	3	#
Reading	0	0%	0	0%	1	#
Writing	0	0%	0	0%	0	0%
Global Studies	0	0%	0	0%	1	#
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	12	100%	20	75%	23	70%
Science	9	67%	10	90%	27	78%
Reading	11	91%	27	78%	19	89%
Writing	9	100%	29	72%	6	100%
Global Studies	5	60%	10	60%	7	100%
U.S. Hist & Gov't	7	57%	1	#	2	#

(Form – E)

# Regents Examinations

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
<b>Comprehensive English</b>						
Number Tested	186	201	185	13	14	13
Number Scoring 55-100	167	183	179	5	9	10
Number Scoring 65-100	126	166	170	2	6	8
Number Scoring 85-100	33	33	65	0	0	0
Percentage of Tested Scoring 55-100	90%	91%	97%	38%	64%	77%
Percentage of Tested Scoring 65-100	68%	83%	92%	15%	43%	62%
Percentage of Tested Scoring 85-100	18%	16%	35%	0%	0%	0%
<b>Mathematics A</b>						
Number Tested	8	171	239	0	2	18
Number Scoring 55-100	8	149	231	0	#	16
Number Scoring 65-100	5	126	209	0	#	12
Number Scoring 85-100	2	19	49	0	#	1
Percentage of Tested Scoring 55-100	100%	87%	97%	0%	#	89%
Percentage of Tested Scoring 65-100	62%	74%	87%	0%	#	67%
Percentage of Tested Scoring 85-100	25%	11%	21%	0%	#	6%
<b>Mathematics B</b>						
Number Tested	1	0	77	0	0	0
Number Scoring 55-100	#	0	61	0	0	0
Number Scoring 65-100	#	0	46	0	0	0
Number Scoring 85-100	#	0	5	0	0	0
Percentage of Tested Scoring 55-100	#	0%	79%	0%	0%	0%
Percentage of Tested Scoring 65-100	#	0%	60%	0%	0%	0%
Percentage of Tested Scoring 85-100	#	0%	6%	0%	0%	0%
<b>Global History and Geography</b>						
Number Tested	178	191	205	14	16	15
Number Scoring 55-100	168	176	184	13	12	11
Number Scoring 65-100	151	161	159	9	5	6
Number Scoring 85-100	29	55	46	0	0	0
Percentage of Tested Scoring 55-100	94%	92%	90%	93%	75%	73%
Percentage of Tested Scoring 65-100	85%	84%	78%	64%	31%	40%
Percentage of Tested Scoring 85-100	16%	29%	22%	0%	0%	0%
<b>U.S. History and Government</b>						
Number Tested	198	209	160	11	16	12
Number Scoring 55-100	170	200	155	8	14	11
Number Scoring 65-100	137	187	148	4	12	10
Number Scoring 85-100	22	66	78	0	0	0
Percentage of Tested Scoring 55-100	86%	96%	97%	73%	88%	92%
Percentage of Tested Scoring 65-100	69%	89%	93%	36%	75%	83%
Percentage of Tested Scoring 85-100	11%	32%	49%	0%	0%	0%

(Form – F)

# Regents Examinations

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
<b>Living Environment</b>						
Number Tested	154	219	219	10	11	19
Number Scoring 55-100	149	206	209	10	10	16
Number Scoring 65-100	140	197	196	10	10	14
Number Scoring 85-100	24	47	41	0	1	0
Percentage of Tested Scoring 55-100	97%	94%	95%	100%	91%	84%
Percentage of Tested Scoring 65-100	91%	90%	89%	100%	91%	74%
Percentage of Tested Scoring 85-100	16%	21%	19%	0%	9%	0%
<b>Physical Setting/Earth Science</b>						
Number Tested	133	192	186	1	12	11
Number Scoring 55-100	117	165	162	#	8	8
Number Scoring 65-100	104	140	138	#	4	6
Number Scoring 85-100	31	42	33	#	0	0
Percentage of Tested Scoring 55-100	88%	86%	87%	#	67%	73%
Percentage of Tested Scoring 65-100	78%	73%	74%	#	33%	55%
Percentage of Tested Scoring 85-100	23%	22%	18%	#	0%	0%
<b>Physical Setting/Chemistry</b>						
Number Tested	86	86	103	1	2	1
Number Scoring 55-100	80	70	101	#	#	#
Number Scoring 65-100	56	49	88	#	#	#
Number Scoring 85-100	5	3	25	#	#	#
Percentage of Tested Scoring 55-100	93%	81%	98%	#	#	#
Percentage of Tested Scoring 65-100	65%	57%	85%	#	#	#
Percentage of Tested Scoring 85-100	6%	3%	24%	#	#	#
<b>Physical Setting/Physics</b>						
Number Tested			18			0
Number Scoring 55-100			18			0
Number Scoring 65-100			18			0
Number Scoring 85-100			3			0
Percentage of Tested Scoring 55-100			100%			0%
Percentage of Tested Scoring 65-100			100%			0%
Percentage of Tested Scoring 85-100			17%			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
<b>Comprehensive French</b>						
Number Tested	36	30	21	0	0	0
Number Scoring 55-100	32	26	21	0	0	0
Number Scoring 65-100	29	26	20	0	0	0
Number Scoring 85-100	5	10	10	0	0	0
Percentage of Tested Scoring 55-100	89%	87%	100%	0%	0%	0%
Percentage of Tested Scoring 65-100	81%	87%	95%	0%	0%	0%
Percentage of Tested Scoring 85-100	14%	33%	48%	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	70	63	63	1	0	0
Number Scoring 55-100	66	59	61	#	0	0
Number Scoring 65-100	61	51	61	#	0	0
Number Scoring 85-100	21	19	40	#	0	0
Percentage of Tested Scoring 55-100	94%	94%	97%	#	0%	0%
Percentage of Tested Scoring 65-100	87%	81%	97%	#	0%	0%
Percentage of Tested Scoring 85-100	30%	30%	63%	#	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		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
<b>Sequential Mathematics, Course III (last administered January 2004)</b>						
Number Tested	96	89	9	2	2	1
Number Scoring 55-100	79	70	2	#	#	#
Number Scoring 65-100	66	61	2	#	#	#
Number Scoring 85-100	21	19	0	#	#	#
Percentage of Tested Scoring 55-100	82%	79%	22%	#	#	#
Percentage of Tested Scoring 65-100	69%	69%	22%	#	#	#
Percentage of Tested Scoring 85-100	22%	21%	0%	#	#	#

## Introduction to Occupations Examination

	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
General-Education Students	98	98%	74	95%	72	86%
Students with Disabilities	17	100%	10	90%	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
<b>Nov 2003</b>	General-Education Students	179	1%	4%	71%	24%
	Students with Disabilities	28	18%	21%	54%	7%
	All Students	207	3%	7%	69%	22%

## Middle-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
<b>June 2004</b>	General-Education Students	206	2%	35%	53%	10%
	Students with Disabilities	29	10%	59%	28%	3%
	All Students	235	3%	38%	50%	9%

(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
<b>Elementary Level</b>						
Social Studies	0	0	0	0	0	0
<b>Middle Level</b>						
Social Studies	1	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

## 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	151	151	151	9	9	9	160	160	160
Number Scoring 55–64	3	2	3	2	1	1	5	3	4
Number Scoring 65–84	115	86	114	7	7	8	122	93	122
Number Scoring 85–100	31	62	33	0	0	0	31	62	33
Approved Alternatives	1	0	0	0	0	0	1	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
<b>Listening and Speaking (Grade K-1)</b>						
Number Tested			1			0
Beginning (0-18)			#			0
Intermediate (19-31)			#			0
Advanced (32-36)			#			0
Proficient (37-39)			#			0
<b>Reading and Writing (Grade K-1)</b>						
Number Tested			1			0
Beginning (0-14)			#			0
Intermediate (15-24)			#			0
Advanced (25-32)			#			0
Proficient (33-35)			#			0
<b>Listening and Speaking (Grade 2-4)</b>						
Number Tested			1			0
Beginning (0-18)			#			0
Intermediate (19-31)			#			0
Advanced (32-36)			#			0
Proficient (37-39)			#			0
<b>Reading and Writing (Grade 2-4)</b>						
Number Tested			1			0
Beginning (0-14)			#			0
Intermediate (15-24)			#			0
Advanced (25-32)			#			0
Proficient (33-35)			#			0
<b>Listening and Speaking (Grade 5-6)</b>						
Number Tested			2			0
Beginning (0-18)			#			0
Intermediate (19-31)			#			0
Advanced (32-36)			#			0
Proficient (37-39)			#			0
<b>Reading and Writing (Grade 5-6)</b>						
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 – 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
<b>Listening and Speaking (Grade 7-8)</b>						
Number Tested			1			0
Beginning (0-18)			#			0
Intermediate (19-31)			#			0
Advanced (32-36)			#			0
Proficient (37-39)			#			0
<b>Reading and Writing (Grade 7-8)</b>						
Number Tested			1			0
Beginning (0-14)			#			0
Intermediate (15-24)			#			0
Advanced (25-32)			#			0
Proficient (33-35)			#			0
<b>Listening and Speaking (Grade 9-12)</b>						
Number Tested			4			0
Beginning (0-18)			#			0
Intermediate (19-31)			#			0
Advanced (32-36)			#			0
Proficient (37-39)			#			0
<b>Reading and Writing (Grade 9-12)</b>						
Number Tested			4			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)