

# New York State School Report Card Comprehensive Information Report

BEDS Code: 14-25-00-01-0009  
 Name: Tonawanda Senior High School  
 Principal: Susan Frey

Grade Range : 9-12

## Fall Enrollment

Grade	2001-02	2002-03	2003-04
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	173	194	202
Tenth	192	172	186
Eleventh	199	176	165
Twelfth	215	181	178
Ungraded Secondary	0	34	26
Total K-12 Enrollment	779	757	757

## 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	1	0.1%	3	0.4%	14	1.8%
Black (Not Hispanic)	3	0.4%	3	0.4%	7	0.9%
Hispanic	9	1.2%	10	1.3%	9	1.2%
White (Not Hispanic)	766	98.3%	741	97.9%	727	96.0%

## Average Class Size

Grade Level	2001-02	2002-03	2003-04
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	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>
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**

	<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%	1	0.1%	6	0.8%
<b>Eligible for Free Lunch</b>	114	14.6%	70	9.3%	84	11.1%

**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>		92.4%		93.3%		92.7%
<b>Student Suspensions</b>	67	8.6%	65	8.3%	71	9.4%

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

	<b>2001-02</b>	<b>2002-03</b>	<b>2003-04</b>
<b>Reduced Lunch</b>	9.9%	4.2%	6.2%
<b>Public Assistance</b>	21-30%	21-30%	21-30%
<b>Student Stability</b>	78%	96%	97%

**Staff Counts**

<b>Staff</b>	<b>2003-04</b>
Total Teachers	58
Total Other Professional Staff	8
Total Paraprofessionals	NA
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	160	118	74%	141	92	65%	144	100	69%
Students with Disabilities	12	4	33%	12	3	25%	8	2	25%
All Students	172	122	71%	153	95	62%	152	102	67%

\*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	61	0	11	10	1
Percent	45%	40%	0%	7%	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)
8	2	4	12

\*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		1	0.1%
	Entered GED Program*	0		33		33	4.8%
	Total Noncompleters	37		34		34	5.0%
Students with Disabilities	Dropped Out	5		0		0	0.0%
	Entered GED Program*	0		7		2	3.3%
	Total Noncompleters	5		7		2	3.3%
All Students	Dropped Out	42	5.4%	1	0.1%	1	0.1%
	Entered GED Program*	0	0.0%	40	5.3%	35	4.7%
	Total Noncompleters	42	5.4%	41	5.4%	36	4.8%

\*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			
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	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	2	#	14	79%	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	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	184	195	181	13	14	13
Number Scoring 55-100	165	178	177	5	9	10
Number Scoring 65-100	125	161	168	2	6	8
Number Scoring 85-100	33	33	65	0	0	0
Percentage of Tested Scoring 55-100	90%	91%	98%	38%	64%	77%
Percentage of Tested Scoring 65-100	68%	83%	93%	15%	43%	62%
Percentage of Tested Scoring 85-100	18%	17%	36%	0%	0%	0%
<b>Mathematics A</b>						
Number Tested	6	165	237	0	2	18
Number Scoring 55-100	6	145	230	0	#	16
Number Scoring 65-100	5	122	208	0	#	12
Number Scoring 85-100	2	19	49	0	#	1
Percentage of Tested Scoring 55-100	100%	88%	97%	0%	#	89%
Percentage of Tested Scoring 65-100	83%	74%	88%	0%	#	67%
Percentage of Tested Scoring 85-100	33%	12%	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	177	189	204	14	16	15
Number Scoring 55-100	167	174	184	13	12	11
Number Scoring 65-100	151	159	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%	23%	0%	0%	0%
<b>U.S. History and Government</b>						
Number Tested	196	203	156	11	16	12
Number Scoring 55-100	169	194	152	8	14	11
Number Scoring 65-100	136	182	146	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%	90%	94%	36%	75%	83%
Percentage of Tested Scoring 85-100	11%	33%	50%	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	153	172	182	10	11	19
Number Scoring 55-100	148	159	173	10	10	16
Number Scoring 65-100	139	150	160	10	10	14
Number Scoring 85-100	24	34	30	0	1	0
Percentage of Tested Scoring 55-100	97%	92%	95%	100%	91%	84%
Percentage of Tested Scoring 65-100	91%	87%	88%	100%	91%	74%
Percentage of Tested Scoring 85-100	16%	20%	16%	0%	9%	0%
<b>Physical Setting/Earth Science</b>						
Number Tested	133	189	186	1	12	11
Number Scoring 55-100	117	162	162	#	8	8
Number Scoring 65-100	104	137	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%	72%	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	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
<b>June 2004</b>	General-Education Students	0	0%	0%	0%	0%
	Students with Disabilities	0	0%	0%	0%	0%
	All Students	0	0%	0%	0%	0%

(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	0	0	0	0	0	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	148	148	148	9	9	9	157	157	157
Number Scoring 55–64	2	1	1	2	1	1	4	2	2
Number Scoring 65–84	114	85	113	7	7	8	121	92	121
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 7-8)</b>						
Number Tested			0			0
Beginning (0-18)			0			0
Intermediate (19-31)			0			0
Advanced (32-36)			0			0
Proficient (37-39)			0			0
<b>Reading and Writing (Grade 7-8)</b>						
Number Tested			0			0
Beginning (0-14)			0			0
Intermediate (15-24)			0			0
Advanced (25-32)			0			0
Proficient (33-35)			0			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)