

# New York State School Report Card

## Comprehensive Information Report

BEDS Code: 60-09-03-04-0001  
 Name: Tioga Senior High School  
 Principal: Scot Taylor

Grade Range : 9-12

### Fall Enrollment

Grade	2002-03	2003-04	2004-05
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	100	105	105
Tenth	85	92	85
Eleventh	72	84	85
Twelfth	72	75	83
Ungraded Secondary	28	2	5
Total K-12 Enrollment	357	358	363

### Student Racial/Ethnic Origin

Race/Ethnicity	2002-03		2003-04		2004-05	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
American Indian, Alaskan, Asian, or Pacific Islander	2	0.6%	1	0.3%	0	0.0%
Black (Not Hispanic)	3	0.8%	5	1.4%	3	0.8%
Hispanic	0	0.0%	2	0.6%	0	0.0%
White (Not Hispanic)	352	98.6%	350	97.8%	360	99.2%

### Average Class Size

Grade Level	2002-03	2003-04	2004-05
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	16	19	22
Mathematics Grade 10	23	0	0
Science Grade 10	18	27	27
Social Studies Grade 10	21	19	18

(Form – A)

**District Need to Resource Capacity Category**

<b>N/RC Category</b>	<b>Description</b>
4	This is a rural school district with high student needs in relation to district resource capacity.

**Similar School Group and Description**

<b>Similar School Group</b>	<b>Description</b>
46	All schools in this group are secondary level schools in rural school districts with high student needs in relation to district resources. The schools in this group are in the lower 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>2002-03</b>		<b>2003-04</b>		<b>2004-05</b>	
	Count	Percent	Count	Percent	Count	Percent
<b>Limited English Proficient</b>	0	0.0%	0	0.0%	0	0.0%
<b>Eligible for Free Lunch</b>	50	14.0%	60	16.8%	62	17.1%

**Attendance and Suspension**

	<b>2001-02</b>		<b>2002-03</b>		<b>2003-04</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>		94.2%		94.8%		94.0%
<b>Student Suspensions</b>	12	3.0%	4	1.1%	11	3.1%

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

	<b>2002-03</b>	<b>2003-04</b>	<b>2004-05</b>
<b>Reduced Lunch</b>	14.6%	15.1%	15.7%
<b>Public Assistance</b>	21-30%	21-30%	31-40%
<b>Student Stability</b>	99%	100%	94%

**Staff Counts**

<b>Staff</b>	<b>2004-05</b>
Total Teachers	25
Total Other Professional Staff	1
Total Paraprofessionals	NA
Teaching Out of Certification*	0

\*Teaching out of certification more than on an incidental basis.

(Form – B)

# High School Graduates and Noncompleters

High School Graduates and Completers		2002–03	2003–04	2004–05
General-Education Students	Total Graduates*	75	71	70
	Regents Diplomas	42	47	58
	% Regents Diplomas	56%	66%	83%
	Regents Diplomas with Advanced Designation**			9
	% Regents Diplomas with Advanced Designation			13%
	IEP Diplomas or Local Certificates			
Students with Disabilities	Total Graduates*	3	2	4
	Regents Diplomas	0	0	2
	% Regents Diplomas	0%	0%	50%
	Regents Diplomas with Advanced Designation**			0
	% Regents Diplomas with Advanced Designation			0%
	IEP Diplomas or Local Certificates	2	4	5
All Students	Total Graduates*	78	73	74
	Regents Diplomas	42	47	60
	% Regents Diplomas	54%	64%	81%
	Regents Diplomas with Advanced Designation**			9
	% Regents Diplomas with Advanced Designation			12%
	IEP Diplomas or Local Certificates	2	4	5

\* Only students awarded local diplomas or Regents endorsed diplomas are included in the count of high school graduates in this table. Data include graduates in August, January and June of the school year being reported.

\*\*Beginning with students who first entered grade 9 in 2001–02, students may earn a Regents diploma by passing (scoring 65–100) Regents exams in five areas and meeting course requirements. To earn a Regents diploma with advanced designation, the student must pass eight Regents exams. For more information, see <http://www.emsc.nysed.gov/parents/gradreqtsfs.shtml>.

## Post-Secondary Plans of 2004–05 Graduates

		4-year College	2-year College	Other Post-Secondary	Military	Employment	Adult Services	Plan Unknown	Other Known Plan
General-Education Students	Number	28	25	6	1	5	4	1	0
	Percent	40%	36%	9%	1%	7%	6%	1%	0%
Students with Disabilities	Number	0	1	1	1	0	0	0	1
	Percent	0%	25%	25%	25%	0%	0%	0%	25%
All Students	Number	28	26	7	2	5	4	1	1
	Percent	38%	35%	9%	3%	7%	5%	1%	1%

## High School Noncompletion Rates

		2002–03		2003–04		2004–05	
		No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
General-Education Students	Dropped Out	5		6	1.8%	7	2.0%
	Entered GED Program*	0		4	1.2%	8	2.2%
	Total Noncompleters	5		10	3.0%	15	4.2%
Students with Disabilities	Dropped Out	0		2	5.4%	2	5.6%
	Entered GED Program*	0		0	0.0%	1	2.8%
	Total Noncompleters	0		2	5.4%	3	8.3%
All Students	Dropped Out	5	1.4%	8	2.1%	9	2.3%
	Entered GED Program*	0	0.0%	4	1.1%	9	2.3%
	Total Noncompleters	5	1.4%	12	3.2%	18	4.6%

\*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	2002-03	2003-04	2004-05
K-1	0%	0%	0%
2-3	0%	0%	0%

## Students Developing a Career Plan, 4-12

Grades		2002-03	2003-04	2004-05
<b>4-5</b>	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%
<b>6-8</b>	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%
<b>9-12</b>	Number of General-Education Students	312	336	337
	Number of Students with Disabilities	17	22	26
	Number of All Students	329	358	363
	Percent of Enrollment	92%	100%	100%

(Form – D)

# Second Language Proficiency Examinations

## General-Education Students

Test	2002-03		2003-04		2004-05	
	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%

## Students with Disabilities

Test	2002-03		2003-04		2004-05	
	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	2002-03		2003-04		2004-05	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	0	0%	0	0%	0	0%
Science	0	0%	0	0%	0	0%
Reading	0	0%	0	0%	0	0%
Writing	0	0%	0	0%	0	0%
Global Studies	0	0%	0	0%	0	0%
U.S. Hist & Gov't	0	0%	0	0%	0	0%

## Students with Disabilities

Test	2002-03		2003-04		2004-05	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	3	#	0	0%	0	0%
Science	0	0%	0	0%	0	0%
Reading	2	#	1	#	0	0%
Writing	2	#	1	#	0	0%
Global Studies	0	0%	0	0%	0	0%
U.S. Hist & Gov't	2	#	0	0%	0	0%

(Form – E)

# Regents Examinations

	All Students			Students with Disabilities		
	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05
<b>Comprehensive English</b>						
Number Tested	80	83	89	3	3	1
Number Scoring 55-100	74	81	85	#	#	#
Number Scoring 65-100	70	68	73	#	#	#
Number Scoring 85-100	36	30	22	#	#	#
Percentage of Tested Scoring 55-100	93%	98%	96%	#	#	#
Percentage of Tested Scoring 65-100	88%	82%	82%	#	#	#
Percentage of Tested Scoring 85-100	45%	36%	25%	#	#	#
<b>Mathematics A</b>						
Number Tested	93	81	90	5	2	0
Number Scoring 55-100	85	81	86	3	#	0
Number Scoring 65-100	74	76	78	1	#	0
Number Scoring 85-100	18	30	25	0	#	0
Percentage of Tested Scoring 55-100	91%	100%	96%	60%	#	0%
Percentage of Tested Scoring 65-100	80%	94%	87%	20%	#	0%
Percentage of Tested Scoring 85-100	19%	37%	28%	0%	#	0%
<b>Mathematics B</b>						
Number Tested	39	46	39	0	1	0
Number Scoring 55-100	38	44	35	0	#	0
Number Scoring 65-100	36	42	30	0	#	0
Number Scoring 85-100	14	13	14	0	#	0
Percentage of Tested Scoring 55-100	97%	96%	90%	0%	#	0%
Percentage of Tested Scoring 65-100	92%	91%	77%	0%	#	0%
Percentage of Tested Scoring 85-100	36%	28%	36%	0%	#	0%
<b>Global History and Geography</b>						
Number Tested	105	98	92	4	2	4
Number Scoring 55-100	92	83	83	#	#	#
Number Scoring 65-100	73	74	61	#	#	#
Number Scoring 85-100	26	23	23	#	#	#
Percentage of Tested Scoring 55-100	88%	85%	90%	#	#	#
Percentage of Tested Scoring 65-100	70%	76%	66%	#	#	#
Percentage of Tested Scoring 85-100	25%	23%	25%	#	#	#
<b>U.S. History and Government</b>						
Number Tested	79	90	90	3	4	2
Number Scoring 55-100	74	80	79	#	#	#
Number Scoring 65-100	60	66	67	#	#	#
Number Scoring 85-100	28	22	20	#	#	#
Percentage of Tested Scoring 55-100	94%	89%	88%	#	#	#
Percentage of Tested Scoring 65-100	76%	73%	74%	#	#	#
Percentage of Tested Scoring 85-100	35%	24%	22%	#	#	#

(Form – F)

# Regents Examinations

	All Students			Students with Disabilities		
	2002–03	2003–04	2004–05	2002–03	2003–04	2004–05
<b>Living Environment</b>						
Number Tested	75	92	70	3	2	0
Number Scoring 55–100	71	90	67	#	#	0
Number Scoring 65–100	64	77	58	#	#	0
Number Scoring 85–100	19	12	18	#	#	0
Percentage of Tested Scoring 55–100	95%	98%	96%	#	#	0%
Percentage of Tested Scoring 65–100	85%	84%	83%	#	#	0%
Percentage of Tested Scoring 85–100	25%	13%	26%	#	#	0%
<b>Physical Setting/Earth Science</b>						
Number Tested	73	75	99	2	0	4
Number Scoring 55–100	68	70	92	#	0	#
Number Scoring 65–100	61	57	70	#	0	#
Number Scoring 85–100	20	23	19	#	0	#
Percentage of Tested Scoring 55–100	93%	93%	93%	#	0%	#
Percentage of Tested Scoring 65–100	84%	76%	71%	#	0%	#
Percentage of Tested Scoring 85–100	27%	31%	19%	#	0%	#
<b>Physical Setting/Chemistry</b>						
Number Tested	46	43	48	0	1	0
Number Scoring 55–100	43	41	47	0	#	0
Number Scoring 65–100	41	33	40	0	#	0
Number Scoring 85–100	15	3	9	0	#	0
Percentage of Tested Scoring 55–100	93%	95%	98%	0%	#	0%
Percentage of Tested Scoring 65–100	89%	77%	83%	0%	#	0%
Percentage of Tested Scoring 85–100	33%	7%	19%	0%	#	0%
<b>Physical Setting/Physics</b>						
Number Tested		17	13		0	0
Number Scoring 55–100		17	12		0	0
Number Scoring 65–100		16	12		0	0
Number Scoring 85–100		10	2		0	0
Percentage of Tested Scoring 55–100		100%	92%		0%	0%
Percentage of Tested Scoring 65–100		94%	92%		0%	0%
Percentage of Tested Scoring 85–100		59%	15%		0%	0%

\* Physical Setting/Physics results for 2002–03 are not included in the report card because the Department issued new conversion charts for assessments administered in that year.

(Form – G)

# Regents Examinations

	All Students			Students with Disabilities		
	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05
<b>Comprehensive French</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 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	33	34	38	0	0	0
Number Scoring 55-100	33	34	38	0	0	0
Number Scoring 65-100	33	34	38	0	0	0
Number Scoring 85-100	24	24	25	0	0	0
Percentage of Tested Scoring 55-100	100%	100%	100%	0%	0%	0%
Percentage of Tested Scoring 65-100	100%	100%	100%	0%	0%	0%
Percentage of Tested Scoring 85-100	73%	71%	66%	0%	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)



# New York State Alternate Assessments (NYSAA) 2004–05

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	1	0	#	#	#	#
Social Studies	1	0	#	#	#	#
Mathematics	1	0	#	#	#	#
Science	1	0	#	#	#	#

## 2001 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	83	83	83	6	6	6	89	89	89
Number Scoring 55–64	9	10	5	1	0	1	10	10	6
Number Scoring 65–84	45	40	52	2	3	2	47	43	54
Number Scoring 85–100	23	20	22	0	0	0	23	20	22
Approved Alternatives	0	0	0	0	0	0	0	0	0

(Form – J)