

# New York State School Report Card

## Comprehensive Information Report

BEDS Code: 40-09-00-01-0011  
 Name: North Tonawanda High School  
 Principal: James Fisher

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	406	418	435
Tenth	414	385	396
Eleventh	444	368	367
Twelfth	429	398	363
Ungraded Secondary	0	0	0
Total K-12 Enrollment	1693	1569	1561

### 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	25	1.5%	19	1.2%	17	1.1%
Black (Not Hispanic)	7	0.4%	6	0.4%	11	0.7%
Hispanic	10	0.6%	13	0.8%	11	0.7%
White (Not Hispanic)	1651	97.5%	1531	97.6%	1522	97.5%

### 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	19	22	19
Mathematics Grade 10	23	23	22
Science Grade 10	25	22	26
Social Studies Grade 10	21	20	20

(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>2002-03</b>		<b>2003-04</b>		<b>2004-05</b>	
	Count	Percent	Count	Percent	Count	Percent
<b>Limited English Proficient</b>	26	1.5%	35	2.2%	90	5.8%
<b>Eligible for Free Lunch</b>	138	8.2%	142	9.1%	165	10.6%

**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>		93.8%		93.0%		90.9%
<b>Student Suspensions</b>	210	12.5%	141	8.3%	119	7.6%

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

	<b>2002-03</b>	<b>2003-04</b>	<b>2004-05</b>
<b>Reduced Lunch</b>	5.0%	5.4%	5.5%
<b>Public Assistance</b>	11-20%	11-20%	11-20%
<b>Student Stability</b>	97%	100%	95%

**Staff Counts**

<b>Staff</b>	<b>2004-05</b>
Total Teachers	109
Total Other Professional Staff	17
Total Paraprofessionals	NA
Teaching Out of Certification*	5

\*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*	370	341	344
	Regents Diplomas	279	265	313
	% Regents Diplomas	75%	78%	91%
	Regents Diplomas with Advanced Designation**			161
	% Regents Diplomas with Advanced Designation			47%
	IEP Diplomas or Local Certificates			
Students with Disabilities	Total Graduates*	35	33	3
	Regents Diplomas	6	10	1
	% Regents Diplomas	17%	30%	33%
	Regents Diplomas with Advanced Designation**			0
	% Regents Diplomas with Advanced Designation			0%
	IEP Diplomas or Local Certificates	7	8	6
All Students	Total Graduates*	405	374	347
	Regents Diplomas	285	275	314
	% Regents Diplomas	70%	74%	90%
	Regents Diplomas with Advanced Designation**			161
	% Regents Diplomas with Advanced Designation			46%
	IEP Diplomas or Local Certificates	7	8	6

\* 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	158	149	5	6	21	1	2	2
	Percent	46%	43%	1%	2%	6%	0%	1%	1%
Students with Disabilities	Number	0	2	0	0	0	0	0	1
	Percent	0%	67%	0%	0%	0%	0%	0%	33%
All Students	Number	158	151	5	6	21	1	2	3
	Percent	46%	44%	1%	2%	6%	0%	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	8		26	1.9%	15	1.1%
	Entered GED Program*	36		16	1.1%	17	1.2%
	Total Noncompleters	44		42	3.0%	32	2.3%
Students with Disabilities	Dropped Out	3		4	2.1%	10	6.3%
	Entered GED Program*	10		9	4.8%	5	3.1%
	Total Noncompleters	13		13	7.0%	15	9.4%
All Students	Dropped Out	11	0.7%	30	1.9%	25	1.6%
	Entered GED Program*	46	2.7%	25	1.6%	22	1.4%
	Total Noncompleters	57	3.4%	55	3.5%	47	3.0%

\*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
<b>K-1</b>	0%	0%	0%
<b>2-3</b>	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	1468	1404	1561
	Number of Students with Disabilities	206	175	0
	Number of All Students	1674	1579	1561
	Percent of Enrollment	99%	101%	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	3	#	1	#	3	#
Science	4	#	1	#	4	#
Reading	3	#	2	#	4	#
Writing	4	#	3	#	7	100%
Global Studies	1	#	2	#	5	80%
U.S. Hist & Gov't	3	#	2	#	5	80%

## Students with Disabilities

Test	2002-03		2003-04		2004-05	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	21	71%	30	83%	7	57%
Science	22	23%	11	55%	18	61%
Reading	15	80%	25	96%	9	67%
Writing	16	69%	28	75%	9	78%
Global Studies	16	50%	9	89%	12	25%
U.S. Hist & Gov't	9	78%	8	88%	13	69%

(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	482	403	375	46	42	24
Number Scoring 55-100	447	392	362	30	36	20
Number Scoring 65-100	406	370	326	21	24	10
Number Scoring 85-100	123	124	115	3	1	0
Percentage of Tested Scoring 55-100	93%	97%	97%	65%	86%	83%
Percentage of Tested Scoring 65-100	84%	92%	87%	46%	57%	42%
Percentage of Tested Scoring 85-100	26%	31%	31%	7%	2%	0%
<b>Mathematics A</b>						
Number Tested	502	449	374	52	44	29
Number Scoring 55-100	418	437	362	16	37	24
Number Scoring 65-100	348	418	348	10	27	18
Number Scoring 85-100	49	107	61	0	3	2
Percentage of Tested Scoring 55-100	83%	97%	97%	31%	84%	83%
Percentage of Tested Scoring 65-100	69%	93%	93%	19%	61%	62%
Percentage of Tested Scoring 85-100	10%	24%	16%	0%	7%	7%
<b>Mathematics B</b>						
Number Tested	186	273	241	2	5	1
Number Scoring 55-100	160	236	187	#	4	#
Number Scoring 65-100	126	199	160	#	3	#
Number Scoring 85-100	10	49	22	#	0	#
Percentage of Tested Scoring 55-100	86%	86%	78%	#	80%	#
Percentage of Tested Scoring 65-100	68%	73%	66%	#	60%	#
Percentage of Tested Scoring 85-100	5%	18%	9%	#	0%	#
<b>Global History and Geography</b>						
Number Tested	457	391	398	52	35	35
Number Scoring 55-100	415	365	367	36	25	25
Number Scoring 65-100	401	355	334	31	24	22
Number Scoring 85-100	177	171	107	2	2	0
Percentage of Tested Scoring 55-100	91%	93%	92%	69%	71%	71%
Percentage of Tested Scoring 65-100	88%	91%	84%	60%	69%	63%
Percentage of Tested Scoring 85-100	39%	44%	27%	4%	6%	0%
<b>U.S. History and Government</b>						
Number Tested	428	379	364	41	32	26
Number Scoring 55-100	415	364	353	37	25	20
Number Scoring 65-100	399	354	331	35	22	17
Number Scoring 85-100	238	177	198	7	1	3
Percentage of Tested Scoring 55-100	97%	96%	97%	90%	78%	77%
Percentage of Tested Scoring 65-100	93%	93%	91%	85%	69%	65%
Percentage of Tested Scoring 85-100	56%	47%	54%	17%	3%	12%

(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	491	456	373	52	49	42
Number Scoring 55-100	443	432	333	43	38	28
Number Scoring 65-100	417	398	297	30	24	18
Number Scoring 85-100	78	101	45	1	1	2
Percentage of Tested Scoring 55-100	90%	95%	89%	83%	78%	67%
Percentage of Tested Scoring 65-100	85%	87%	80%	58%	49%	43%
Percentage of Tested Scoring 85-100	16%	22%	12%	2%	2%	5%
<b>Physical Setting/Earth Science</b>						
Number Tested	291	283	330	31	31	24
Number Scoring 55-100	258	271	307	22	26	16
Number Scoring 65-100	223	242	279	8	18	13
Number Scoring 85-100	81	81	109	1	1	3
Percentage of Tested Scoring 55-100	89%	96%	93%	71%	84%	67%
Percentage of Tested Scoring 65-100	77%	86%	85%	26%	58%	54%
Percentage of Tested Scoring 85-100	28%	29%	33%	3%	3%	12%
<b>Physical Setting/Chemistry</b>						
Number Tested	248	239	245	6	2	2
Number Scoring 55-100	217	226	227	4	#	#
Number Scoring 65-100	166	169	177	4	#	#
Number Scoring 85-100	12	21	28	0	#	#
Percentage of Tested Scoring 55-100	88%	95%	93%	67%	#	#
Percentage of Tested Scoring 65-100	67%	71%	72%	67%	#	#
Percentage of Tested Scoring 85-100	5%	9%	11%	0%	#	#
<b>Physical Setting/Physics</b>						
Number Tested		64	80		1	0
Number Scoring 55-100		63	79		#	0
Number Scoring 65-100		60	78		#	0
Number Scoring 85-100		17	34		#	0
Percentage of Tested Scoring 55-100		98%	99%		#	0%
Percentage of Tested Scoring 65-100		94%	97%		#	0%
Percentage of Tested Scoring 85-100		27%	42%		#	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	64	46	75	1	0	0
Number Scoring 55-100	64	46	73	#	0	0
Number Scoring 65-100	64	46	67	#	0	0
Number Scoring 85-100	30	24	27	#	0	0
Percentage of Tested Scoring 55-100	100%	100%	97%	#	0%	0%
Percentage of Tested Scoring 65-100	100%	100%	89%	#	0%	0%
Percentage of Tested Scoring 85-100	47%	52%	36%	#	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	22	22	38	1	1	1
Number Scoring 55-100	22	22	38	#	#	#
Number Scoring 65-100	22	20	36	#	#	#
Number Scoring 85-100	10	9	25	#	#	#
Percentage of Tested Scoring 55-100	100%	100%	100%	#	#	#
Percentage of Tested Scoring 65-100	100%	91%	95%	#	#	#
Percentage of Tested Scoring 85-100	45%	41%	66%	#	#	#
<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	182	151	144	3	2	1
Number Scoring 55-100	180	149	143	#	#	#
Number Scoring 65-100	178	143	141	#	#	#
Number Scoring 85-100	94	71	83	#	#	#
Percentage of Tested Scoring 55-100	99%	99%	99%	#	#	#
Percentage of Tested Scoring 65-100	98%	95%	98%	#	#	#
Percentage of Tested Scoring 85-100	52%	47%	58%	#	#	#
<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	3	0	#	#	#	#
Social Studies	3	0	#	#	#	#
Mathematics	3	0	#	#	#	#
Science	3	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	331	331	331	15	15	15	346	346	346
Number Scoring 55–64	2	6	1	1	1	1	3	7	2
Number Scoring 65–84	161	149	204	2	2	4	163	151	208
Number Scoring 85–100	159	167	121	1	1	0	160	168	121
Approved Alternatives	0	0	0	0	0	0	0	0	0

(Form – J)

# New York State English as a Second Language Achievement Tests (NYSESLAT)\*

	All Students			Students with Disabilities		
	2002–03	2003–04	2004–05	2002–03	2003–04	2004–05
<b>Listening and Speaking (Grade 7–8)</b>						
Number Tested		0	0		0	0
Beginning		0	0		0	0
Intermediate		0	0		0	0
Advanced		0	0		0	0
Proficient		0	0		0	0
<b>Reading and Writing (Grade 7–8)</b>						
Number Tested		0	0		0	0
Beginning		0	0		0	0
Intermediate		0	0		0	0
Advanced		0	0		0	0
Proficient		0	0		0	0
<b>Listening and Speaking (Grade 9–12)</b>						
Number Tested		23	17		3	2
Beginning		5	0		#	#
Intermediate		4	4		#	#
Advanced		5	7		#	#
Proficient		9	6		#	#
<b>Reading and Writing (Grade 9–12)</b>						
Number Tested		23	17		3	2
Beginning		6	0		#	#
Intermediate		7	11		#	#
Advanced		9	2		#	#
Proficient		1	4		#	#

\*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)