

New York State School Report Card Comprehensive Information Report

BEDS Code: 40-09-00-01-0011

Grade Range : 9-12

Name: North Tonawanda High School

Principal: Albert Almansberger

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	465	422	406
Tenth	471	448	414
Eleventh	410	442	444
Twelfth	428	368	429
Ungraded Secondary	0	0	0
Total K-12 Enrollment	1774	1680	1693

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	9	0.5%	16	1.0%	25	1.5%
Black (Not Hispanic)	1	0.1%	4	0.2%	7	0.4%
Hispanic	9	0.5%	6	0.4%	10	0.6%
White (Not Hispanic)	1755	98.9%	1654	98.5%	1651	97.5%

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	24	21	19
Mathematics Grade 10	24	22	23
Science Grade 10	27	25	25
Social Studies Grade 10	23	20	21

(Form – A)

District Need to Resource Capacity Category

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

Similar School Group and Description

Similar School Group	Description
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

	2000–2001		2001–2002		2002–2003	
	Count	Percent	Count	Percent	Count	Percent
Limited English Proficient	30	1.7%	26	1.6%	26	1.5%
Eligible for Free Lunch	97	5.5%	15	0.9%	138	8.2%

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		92.0%		93.9%		93.8%
Student Suspensions	268	14.4%	199	11.2%	210	12.5%

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

	2000–2001	2001–2002	2002–2003
Reduced Lunch	3.8%	5.7%	5.0%
Public Assistance	1-10%	1-10%	11-20%
Student Stability	99%	100%	97%

Staff Counts

Staff	2002–2003
Total Teachers	117
Total Other Professional Staff	18
Total Paraprofessionals	NA
Teaching Out of Certification*	2
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)

High School Graduates and Noncompleters

High School Graduates Earning Regents Diplomas*

	2000–2001			2001–2002			2002–2003		
	Total Grads	Regents Diplomas	% Regents Diplomas	Total Grads	Regents Diplomas	% Regents Diplomas	Total Grads	Regents Diplomas	% Regents Diplomas
General Education	394	258	65%	301	229	76%	370	279	75%
Students with Disabilities	40	1	3%	28	3	11%	35	6	17%
All Students	434	259	60%	329	232	71%	405	285	70%

*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 during the 2001–2002 school year, diploma counts and percentage of graduates earning Regents diplomas are not necessarily comparable between years. Data for the 2000-2001 school year include January, June and August 2001 graduates; data for the 2001-2002 school year include January and June 2002 graduates; data for the 2002–2003 school year include August 2002 and January and June 2003 graduates.

Distribution of 2002–2003 Graduates (All Students)

	To 4-year College	To 2-year College	To Other Post-Secondary	To the Military	To Employment	Other
Number	172	166	2	20	40	5
Percent	42%	41%	0%	5%	10%	1%

Number of High School Completers with Disabilities in 2002–2003

Graduates* (a)	Regents Diplomas (b)	IEP Diplomas or Certificates (c)	All 2002–2003 Completers (a+c)
35	6	7	42

*Local Diplomas (including local diplomas with Regents endorsements)

High School Noncompletion Rates

		2000–2001		2001–2002		2002–2003	
		No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
General-Education Students	Dropped Out			9		8	
	Entered GED Program*			37		36	
	Total Noncompleters			46		44	
Students with Disabilities	Dropped Out			8		3	
	Entered GED Program*			4		10	
	Total Noncompleters			12		13	
All Students	Dropped Out	35	2.0%	17	1.0%	11	0.6%
	Entered GED Program*	51	2.9%	41	2.4%	46	2.7%
	Total Noncompleters	86	4.8%	58	3.5%	57	3.4%

*The number and percentage of students who left K-12, diploma-bound systems and entered an alternative 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	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		0	1468
	Number of Students with Disabilities		0	206
	Number of All Students		0	1674
	Percent of Enrollment		0%	99%

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%	5	80%	0	0%

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%	33	79%	3	#
Science	18	61%	25	48%	4	#
Reading	0	0%	4	#	3	#
Writing	0	0%	4	#	4	#
Global Studies	11	100%	23	78%	1	#
U.S. Hist & Gov't	11	73%	12	33%	3	#

Students with Disabilities

Test	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	21	62%	3	#	21	71%
Science	37	49%	2	#	22	23%
Reading	4	#	7	86%	15	80%
Writing	4	#	6	100%	16	69%
Global Studies	29	14%	3	#	16	50%
U.S. Hist & Gov't	27	26%	9	56%	9	78%

(Form – E)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Comprehensive English						
Number Tested	390	439	482	36	9	46
Number Scoring 55–100	374	403	447	25	6	30
Number Scoring 65–100	335	310	406	13	2	21
Number Scoring 85–100	96	71	123	0	0	3
Percentage of Tested Scoring 55–100	96%	92%	93%	69%	67%	65%
Percentage of Tested Scoring 65–100	86%	71%	84%	36%	22%	46%
Percentage of Tested Scoring 85–100	25%	16%	26%	0%	0%	7%
Mathematics A						
Number Tested	0	382	502	0	1	52
Number Scoring 55–100	0	289	418	0	#	16
Number Scoring 65–100	0	240	348	0	#	10
Number Scoring 85–100	0	78	49	0	#	0
Percentage of Tested Scoring 55–100	0%	76%	83%	0%	#	31%
Percentage of Tested Scoring 65–100	0%	63%	69%	0%	#	19%
Percentage of Tested Scoring 85–100	0%	20%	10%	0%	#	0%
Mathematics B (first administered June 2001)						
Number Tested	0	0	186	0	0	2
Number Scoring 55–100	0	0	160	0	0	#
Number Scoring 65–100	0	0	126	0	0	#
Number Scoring 85–100	0	0	10	0	0	#
Percentage of Tested Scoring 55–100	0%	0%	86%	0%	0%	#
Percentage of Tested Scoring 65–100	0%	0%	68%	0%	0%	#
Percentage of Tested Scoring 85–100	0%	0%	5%	0%	0%	#
Global History and Geography						
Number Tested	464	435	457	49	5	52
Number Scoring 55–100	440	416	415	41	4	36
Number Scoring 65–100	406	368	401	28	1	31
Number Scoring 85–100	125	119	177	3	0	2
Percentage of Tested Scoring 55–100	95%	96%	91%	84%	80%	69%
Percentage of Tested Scoring 65–100	88%	85%	88%	57%	20%	60%
Percentage of Tested Scoring 85–100	27%	27%	39%	6%	0%	4%
U.S. History and Government (first administered June 2001)						
Number Tested	388	453	428	46	7	41
Number Scoring 55–100	334	425	415	24	6	37
Number Scoring 65–100	304	383	399	15	4	35
Number Scoring 85–100	120	106	238	2	0	7
Percentage of Tested Scoring 55–100	86%	94%	97%	52%	86%	90%
Percentage of Tested Scoring 65–100	78%	85%	93%	33%	57%	85%
Percentage of Tested Scoring 85–100	31%	23%	56%	4%	0%	17%

(Form – F)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Living Environment (first administered June 2001)						
Number Tested	483	445	491	46	2	52
Number Scoring 55–100	464	441	443	38	#	43
Number Scoring 65–100	432	429	417	27	#	30
Number Scoring 85–100	108	103	78	0	#	1
Percentage of Tested Scoring 55–100	96%	99%	90%	83%	#	83%
Percentage of Tested Scoring 65–100	89%	96%	85%	59%	#	58%
Percentage of Tested Scoring 85–100	22%	23%	16%	0%	#	2%
Physical Setting/Earth Science (first administered June 2001)						
Number Tested	404	298	291	57	0	31
Number Scoring 55–100	330	272	258	35	0	22
Number Scoring 65–100	274	250	223	24	0	8
Number Scoring 85–100	78	72	81	3	0	1
Percentage of Tested Scoring 55–100	82%	91%	89%	61%	0%	71%
Percentage of Tested Scoring 65–100	68%	84%	77%	42%	0%	26%
Percentage of Tested Scoring 85–100	19%	24%	28%	5%	0%	3%
Physical Setting/Chemistry (first administered June 2002)						
Number Tested		239	248		1	6
Number Scoring 55–100		227	217		#	4
Number Scoring 65–100		161	166		#	4
Number Scoring 85–100		21	12		#	0
Percentage of Tested Scoring 55–100		95%	88%		#	67%
Percentage of Tested Scoring 65–100		67%	67%		#	67%
Percentage of Tested Scoring 85–100		9%	5%		#	0%
Physical Setting/Physics (first administered June 2002)*						
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
Comprehensive French						
Number Tested	81	77	64	0	0	1
Number Scoring 55–100	78	76	64	0	0	#
Number Scoring 65–100	77	72	64	0	0	#
Number Scoring 85–100	33	17	30	0	0	#
Percentage of Tested Scoring 55–100	96%	99%	100%	0%	0%	#
Percentage of Tested Scoring 65–100	95%	94%	100%	0%	0%	#
Percentage of Tested Scoring 85–100	41%	22%	47%	0%	0%	#
Comprehensive Italian						
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%
Comprehensive German						
Number Tested	21	33	22	0	0	1
Number Scoring 55–100	21	33	22	0	0	#
Number Scoring 65–100	21	33	22	0	0	#
Number Scoring 85–100	6	14	10	0	0	#
Percentage of Tested Scoring 55–100	100%	100%	100%	0%	0%	#
Percentage of Tested Scoring 65–100	100%	100%	100%	0%	0%	#
Percentage of Tested Scoring 85–100	29%	42%	45%	0%	0%	#
Comprehensive Hebrew						
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%
Comprehensive Spanish						
Number Tested	176	181	182	5	0	3
Number Scoring 55–100	175	181	180	5	0	#
Number Scoring 65–100	174	181	178	5	0	#
Number Scoring 85–100	109	118	94	1	0	#
Percentage of Tested Scoring 55–100	99%	100%	99%	100%	0%	#
Percentage of Tested Scoring 65–100	99%	100%	98%	100%	0%	#
Percentage of Tested Scoring 85–100	62%	65%	52%	20%	0%	#
Comprehensive Latin						
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
Sequential Mathematics, Course II (last administered January 2003)						
Number Tested	395	125	53	11	3	3
Number Scoring 55–100	350	109	47	10	#	#
Number Scoring 65–100	314	89	38	9	#	#
Number Scoring 85–100	159	13	1	3	#	#
Percentage of Tested Scoring 55–100	89%	87%	89%	91%	#	#
Percentage of Tested Scoring 65–100	79%	71%	72%	82%	#	#
Percentage of Tested Scoring 85–100	40%	10%	2%	27%	#	#
Sequential Mathematics, Course III						
Number Tested	195	244	52	3	0	1
Number Scoring 55–100	181	223	35	#	0	#
Number Scoring 65–100	166	214	28	#	0	#
Number Scoring 85–100	94	121	8	#	0	#
Percentage of Tested Scoring 55–100	93%	91%	67%	#	0%	#
Percentage of Tested Scoring 65–100	85%	88%	54%	#	0%	#
Percentage of Tested Scoring 85–100	48%	50%	15%	#	0%	#

(Form – I)

Introduction to Occupations Examination

	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
General-Education Students	117	98%	119	92%	113	81%
Students with Disabilities	25	60%	3	#	39	46%

On school reports, 2000–2001 and 2001–2002 data are for all students with disabilities enrolled in the school. District reports contain data for all students with disabilities enrolled in the district for the 2000–2001, 2001–2002, and 2002–2003 school years.

Elementary-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
Nov 2002	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
June 2003	General-Education Students	0	0%	0%	0%	0%
	Students with Disabilities	0	0%	0%	0%	0%
	All Students	0	0%	0%	0%	0%

(Form – J)

New York State Alternate Assessments (NYSAA) 2002–2003

Test	Count of Students					
	Tested	Not Tested	Level 1	Level 2	Level 3	Level 4
Elementary Level						
Social Studies	0	0	0	0	0	0
Middle Level						
Social Studies	0	0	0	0	0	0
Secondary Level						
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

1999 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	349	349	349	40	40	40	389	389	389
Number Scoring 55–64	8	14	5	8	9	6	16	23	11
Number Scoring 65–84	223	228	219	23	19	27	246	247	246
Number Scoring 85–100	113	101	121	2	4	2	115	105	123
Approved Alternatives	0	0	0	0	0	0	0	0	0

(Form – K)