

New York State School Report Card Comprehensive Information Report

BEDS Code: 60-09-03-04-0001
 Name: Tioga Senior High School
 Principal: Robert James

Grade Range : 9-12

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	116	119	100
Tenth	91	77	85
Eleventh	93	80	72
Twelfth	69	99	72
Ungraded Secondary	19	25	28
Total K-12 Enrollment	388	400	357

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	4	1.0%	2	0.5%	2	0.6%
Black (Not Hispanic)	0	0.0%	2	0.5%	3	0.8%
Hispanic	0	0.0%	0	0.0%	0	0.0%
White (Not Hispanic)	384	99.0%	396	99.0%	352	98.6%

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	19	17	16
Mathematics Grade 10	22	19	23
Science Grade 10	22	17	18
Social Studies Grade 10	16	18	21

(Form – A)

District Need to Resource Capacity Category

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

Similar School Group and Description

Similar School Group	Description
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

	2000–2001		2001–2002		2002–2003	
	Count	Percent	Count	Percent	Count	Percent
Limited English Proficient	1	0.3%	0	0.0%	0	0.0%
Eligible for Free Lunch	63	16.2%	63	15.8%	50	14.0%

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		94.6%		94.5%		94.2%
Student Suspensions	12	3.1%	11	2.8%	12	3.0%

Student Socioeconomic and Stability Indicators (Percent of Enrollment)

	2000–2001	2001–2002	2002–2003
Reduced Lunch	8.8%	8.5%	14.6%
Public Assistance	21-30%	21-30%	21-30%
Student Stability	91%	98%	99%

Staff Counts

Staff	2002–2003
Total Teachers	25
Total Other Professional Staff	1
Total Paraprofessionals	NA
Teaching Out of Certification*	1
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	68	42	62%	90	51	57%	75	42	56%
Students with Disabilities	2	0	0%	0	0	0%	3	0	0%
All Students	70	42	60%	90	51	57%	78	42	54%

*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	23	31	6	5	8	5
Percent	29%	40%	8%	6%	10%	6%

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)
3	0	2	5

*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			0		5	
	Entered GED Program*			0		0	
	Total Noncompleters			0		5	
Students with Disabilities	Dropped Out			0		0	
	Entered GED Program*			0		0	
	Total Noncompleters			0		0	
All Students	Dropped Out	11	2.8%	0	0.0%	5	1.4%
	Entered GED Program*	10	2.6%	0	0.0%	0	0.0%
	Total Noncompleters	21	5.4%	0	0.0%	5	1.4%

*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		347	312
	Number of Students with Disabilities		28	17
	Number of All Students		375	329
	Percent of Enrollment		94%	92%

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%	0	0%	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%	0	0%	0	0%
Science	2	#	1	#	0	0%
Reading	0	0%	3	#	0	0%
Writing	0	0%	0	0%	0	0%
Global Studies	2	#	2	#	0	0%
U.S. Hist & Gov't	3	#	0	0%	0	0%

Students with Disabilities

Test	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	0	0%	0	0%	3	#
Science	0	0%	0	0%	0	0%
Reading	1	#	0	0%	2	#
Writing	1	#	0	0%	2	#
Global Studies	0	0%	1	#	0	0%
U.S. Hist & Gov't	0	0%	0	0%	2	#

(Form – E)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Comprehensive English						
Number Tested	85	93	80	0	0	3
Number Scoring 55–100	80	83	74	0	0	#
Number Scoring 65–100	74	65	70	0	0	#
Number Scoring 85–100	21	26	36	0	0	#
Percentage of Tested Scoring 55–100	94%	89%	93%	0%	0%	#
Percentage of Tested Scoring 65–100	87%	70%	88%	0%	0%	#
Percentage of Tested Scoring 85–100	25%	28%	45%	0%	0%	#
Mathematics A						
Number Tested	85	28	93	0	0	5
Number Scoring 55–100	82	25	85	0	0	3
Number Scoring 65–100	76	17	74	0	0	1
Number Scoring 85–100	17	2	18	0	0	0
Percentage of Tested Scoring 55–100	96%	89%	91%	0%	0%	60%
Percentage of Tested Scoring 65–100	89%	61%	80%	0%	0%	20%
Percentage of Tested Scoring 85–100	20%	7%	19%	0%	0%	0%
Mathematics B (first administered June 2001)						
Number Tested	0	40	39	0	0	0
Number Scoring 55–100	0	40	38	0	0	0
Number Scoring 65–100	0	40	36	0	0	0
Number Scoring 85–100	0	14	14	0	0	0
Percentage of Tested Scoring 55–100	0%	100%	97%	0%	0%	0%
Percentage of Tested Scoring 65–100	0%	100%	92%	0%	0%	0%
Percentage of Tested Scoring 85–100	0%	35%	36%	0%	0%	0%
Global History and Geography						
Number Tested	94	88	105	4	1	4
Number Scoring 55–100	93	77	92	#	#	#
Number Scoring 65–100	86	70	73	#	#	#
Number Scoring 85–100	26	27	26	#	#	#
Percentage of Tested Scoring 55–100	99%	88%	88%	#	#	#
Percentage of Tested Scoring 65–100	91%	80%	70%	#	#	#
Percentage of Tested Scoring 85–100	28%	31%	25%	#	#	#
U.S. History and Government (first administered June 2001)						
Number Tested	91	85	79	0	0	3
Number Scoring 55–100	86	80	74	0	0	#
Number Scoring 65–100	78	61	60	0	0	#
Number Scoring 85–100	29	12	28	0	0	#
Percentage of Tested Scoring 55–100	95%	94%	94%	0%	0%	#
Percentage of Tested Scoring 65–100	86%	72%	76%	0%	0%	#
Percentage of Tested Scoring 85–100	32%	14%	35%	0%	0%	#

(Form – F)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Living Environment (first administered June 2001)						
Number Tested	75	64	75	2	1	3
Number Scoring 55–100	75	64	71	#	#	#
Number Scoring 65–100	75	62	64	#	#	#
Number Scoring 85–100	11	29	19	#	#	#
Percentage of Tested Scoring 55–100	100%	100%	95%	#	#	#
Percentage of Tested Scoring 65–100	100%	97%	85%	#	#	#
Percentage of Tested Scoring 85–100	15%	45%	25%	#	#	#
Physical Setting/Earth Science (first administered June 2001)						
Number Tested	75	79	73	0	0	2
Number Scoring 55–100	67	74	68	0	0	#
Number Scoring 65–100	62	64	61	0	0	#
Number Scoring 85–100	28	12	20	0	0	#
Percentage of Tested Scoring 55–100	89%	94%	93%	0%	0%	#
Percentage of Tested Scoring 65–100	83%	81%	84%	0%	0%	#
Percentage of Tested Scoring 85–100	37%	15%	27%	0%	0%	#
Physical Setting/Chemistry (first administered June 2002)						
Number Tested		31	46		0	0
Number Scoring 55–100		31	43		0	0
Number Scoring 65–100		27	41		0	0
Number Scoring 85–100		5	15		0	0
Percentage of Tested Scoring 55–100		100%	93%		0%	0%
Percentage of Tested Scoring 65–100		87%	89%		0%	0%
Percentage of Tested Scoring 85–100		16%	33%		0%	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	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 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	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 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	43	32	33	0	0	0
Number Scoring 55–100	42	32	33	0	0	0
Number Scoring 65–100	42	32	33	0	0	0
Number Scoring 85–100	26	22	24	0	0	0
Percentage of Tested Scoring 55–100	98%	100%	100%	0%	0%	0%
Percentage of Tested Scoring 65–100	98%	100%	100%	0%	0%	0%
Percentage of Tested Scoring 85–100	60%	69%	73%	0%	0%	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	6	1	0	0	0	0
Number Scoring 55–100	6	#	0	0	0	0
Number Scoring 65–100	6	#	0	0	0	0
Number Scoring 85–100	1	#	0	0	0	0
Percentage of Tested Scoring 55–100	100%	#	0%	0%	0%	0%
Percentage of Tested Scoring 65–100	100%	#	0%	0%	0%	0%
Percentage of Tested Scoring 85–100	17%	#	0%	0%	0%	0%
Sequential Mathematics, Course III						
Number Tested	45	1	0	0	0	0
Number Scoring 55–100	43	#	0	0	0	0
Number Scoring 65–100	43	#	0	0	0	0
Number Scoring 85–100	25	#	0	0	0	0
Percentage of Tested Scoring 55–100	96%	#	0%	0%	0%	0%
Percentage of Tested Scoring 65–100	96%	#	0%	0%	0%	0%
Percentage of Tested Scoring 85–100	56%	#	0%	0%	0%	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	46	100%	16	100%	11	100%
Students with Disabilities	0	0%	0	0%	1	#

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	77	77	77	3	3	3	80	80	80
Number Scoring 55–64	#	#	#	#	#	#	8	16	2
Number Scoring 65–84	#	#	#	#	#	#	41	47	52
Number Scoring 85–100	#	#	#	#	#	#	25	11	17
Approved Alternatives	#	#	#	#	#	#	0	0	0

(Form – K)