

New York State District Report Card Comprehensive Information Report

BEDS Code: 40-09-00-01-0000
 Name: North Tonawanda City School District
 Superintendent: John George

Fall Enrollment

Grade	2001-02	2002-03	2003-04
Pre-K	82	99	95
Kindergarten	261	238	277
First	277	274	265
Second	309	283	284
Third	301	316	293
Fourth	354	321	323
Fifth	378	366	322
Sixth	402	393	376
Ungraded Elementary	133	96	34
Seventh	389	416	395
Eighth	380	369	401
Ninth	422	406	418
Tenth	448	414	385
Eleventh	442	444	368
Twelfth	368	429	398
Ungraded Secondary	0	0	9
Total K-12 Enrollment	4864	4765	4548

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	52	1.1%	76	1.6%	59	1.3%
Black (Not Hispanic)	35	0.7%	24	0.5%	36	0.8%
Hispanic	34	0.7%	46	1.0%	49	1.1%
White (Not Hispanic)	4743	97.5%	4619	96.9%	4404	96.8%

Average Class Size

Grade Level	2001-02	2002-03	2003-04
Kindergarten	17	17	17
Common Branch	20	20	19
English Grade 8	18	18	25
Mathematics Grade 8	19	18	24
Science Grade 8	18	17	25
Social Studies Grade 8	19	18	25
English Grade 10	21	19	22
Mathematics Grade 10	22	23	23
Science Grade 10	25	25	22
Social Studies Grade 10	20	21	20

(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
NA	NA

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

	2001-02		2002-03		2003-04	
	Count	Percent	Count	Percent	Count	Percent
Limited English Proficient	63	1.3%	70	1.4%	93	2.0%
Eligible for Free Lunch	692	14.9%	722	15.8%	788	18.2%

Attendance and Suspension

	2000-01		2001-02		2002-03	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
Annual Attendance Rate		94.6%		94.8%		94.7%
Student Suspensions	334	6.6%	300	6.2%	232	4.9%

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

	2001-02	2002-03	2003-04
Reduced Lunch	8.0%	7.7%	8.1%
Public Assistance	NA	NA	NA
Student Stability	NA	NA	NA

Staff Counts

Staff	2003-04
Total Teachers	348
Total Other Professional Staff	53
Total Paraprofessionals	99
Teaching Out of Certification*	4

*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	305	229	75%	370	279	75%	341	265	78%
Students with Disabilities	30	3	10%	39	7	18%	37	10	27%
All Students	335	232	69%	409	286	70%	378	275	73%

*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	198	138	2	13	26	1
Percent	52%	37%	1%	3%	7%	0%

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)
37	10	13	50

*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	10		9		26	1.8%
	Entered GED Program*	37		36		16	1.1%
	Total Noncompleters	47		45		42	3.0%
Students with Disabilities	Dropped Out	10		7		6	2.8%
	Entered GED Program*	4		11		12	5.7%
	Total Noncompleters	14		18		18	8.5%
All Students	Dropped Out	20	1.2%	16	0.9%	32	2.0%
	Entered GED Program*	41	2.4%	47	2.8%	28	1.7%
	Total Noncompleters	61	3.6%	63	3.7%	60	3.7%

*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	663	144	168
	Number of Students with Disabilities	114	25	40
	Number of All Students	777	169	208
	Percent of Enrollment	65%	14%	18%
9-12	Number of General-Education Students	0	1468	1404
	Number of Students with Disabilities	0	206	175
	Number of All Students	0	1674	1579
	Percent of Enrollment	0%	99%	100%

Career and Technical Education (CTE) Programs

CTE Program	This District		Statewide Average
	Count	Percentage	
All CTE Programs			
Completed the CTE Program	40		
Completed and Passed Regents Exams	40	100%	77%
Completed and had Course Average of 75% or More	37	93%	81%
Completed and Attained a HS Diploma or Equivalent	36	90%	96%
Completed and Whose Status is Known	40		
Completed and Were Successfully Placed	40	100%	96%
Nontraditional Programs			
Underrepresented Gender Members Enrolled	6	67%	30%
Underrepresented Gender Members Who Completed	1	4%	19%

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	101	85%	110	95%	108	90%
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	214	83%	209	94%	228	83%

Students with Disabilities

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	1	#	2	#	2	#
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	11	45%	8	75%	10	30%

Regents Competency Tests

General-Education Students

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	34	79%	3	#	1	#
Science	25	48%	4	#	1	#
Reading	5	80%	3	#	2	#
Writing	5	40%	4	#	3	#
Global Studies	23	78%	1	#	2	#
U.S. Hist & Gov't	13	31%	3	#	2	#

Students with Disabilities

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	3	#	21	71%	30	83%
Science	2	#	22	23%	11	55%
Reading	7	86%	15	80%	26	96%
Writing	6	100%	16	69%	28	75%
Global Studies	3	#	16	50%	9	89%
U.S. Hist & Gov't	9	56%	9	78%	8	88%

(Form – E)

Regents Examinations

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
Comprehensive English						
Number Tested	440	482	404	9	46	43
Number Scoring 55-100	404	447	392	6	30	36
Number Scoring 65-100	311	406	370	2	21	24
Number Scoring 85-100	71	123	124	0	3	1
Percentage of Tested Scoring 55-100	92%	93%	97%	67%	65%	84%
Percentage of Tested Scoring 65-100	71%	84%	92%	22%	46%	56%
Percentage of Tested Scoring 85-100	16%	26%	31%	0%	7%	2%
Mathematics A						
Number Tested	382	502	451	1	52	44
Number Scoring 55-100	289	418	439	#	16	37
Number Scoring 65-100	240	348	420	#	10	27
Number Scoring 85-100	78	49	109	#	0	3
Percentage of Tested Scoring 55-100	76%	83%	97%	#	31%	84%
Percentage of Tested Scoring 65-100	63%	69%	93%	#	19%	61%
Percentage of Tested Scoring 85-100	20%	10%	24%	#	0%	7%
Mathematics B						
Number Tested	0	186	273	0	2	5
Number Scoring 55-100	0	160	236	0	#	4
Number Scoring 65-100	0	126	199	0	#	3
Number Scoring 85-100	0	10	49	0	#	0
Percentage of Tested Scoring 55-100	0%	86%	86%	0%	#	80%
Percentage of Tested Scoring 65-100	0%	68%	73%	0%	#	60%
Percentage of Tested Scoring 85-100	0%	5%	18%	0%	#	0%
Global History and Geography						
Number Tested	436	457	392	5	52	35
Number Scoring 55-100	417	415	366	4	36	25
Number Scoring 65-100	369	401	356	1	31	24
Number Scoring 85-100	119	177	171	0	2	2
Percentage of Tested Scoring 55-100	96%	91%	93%	80%	69%	71%
Percentage of Tested Scoring 65-100	85%	88%	91%	20%	60%	69%
Percentage of Tested Scoring 85-100	27%	39%	44%	0%	4%	6%
U.S. History and Government						
Number Tested	455	429	379	7	42	32
Number Scoring 55-100	425	416	364	6	38	25
Number Scoring 65-100	383	400	354	4	36	22
Number Scoring 85-100	106	238	177	0	7	1
Percentage of Tested Scoring 55-100	93%	97%	96%	86%	90%	78%
Percentage of Tested Scoring 65-100	84%	93%	93%	57%	86%	69%
Percentage of Tested Scoring 85-100	23%	55%	47%	0%	17%	3%

(Form – F)

Regents Examinations

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
Living Environment						
Number Tested	446	531	501	2	52	49
Number Scoring 55-100	441	483	477	#	43	38
Number Scoring 65-100	429	457	443	#	30	24
Number Scoring 85-100	103	103	125	#	1	1
Percentage of Tested Scoring 55-100	99%	91%	95%	#	83%	78%
Percentage of Tested Scoring 65-100	96%	86%	88%	#	58%	49%
Percentage of Tested Scoring 85-100	23%	19%	25%	#	2%	2%
Physical Setting/Earth Science						
Number Tested	298	291	283	0	31	31
Number Scoring 55-100	272	258	271	0	22	26
Number Scoring 65-100	250	223	242	0	8	18
Number Scoring 85-100	72	81	81	0	1	1
Percentage of Tested Scoring 55-100	91%	89%	96%	0%	71%	84%
Percentage of Tested Scoring 65-100	84%	77%	86%	0%	26%	58%
Percentage of Tested Scoring 85-100	24%	28%	29%	0%	3%	3%
Physical Setting/Chemistry						
Number Tested	239	248	240	1	6	2
Number Scoring 55-100	227	217	227	#	4	#
Number Scoring 65-100	161	166	170	#	4	#
Number Scoring 85-100	21	12	21	#	0	#
Percentage of Tested Scoring 55-100	95%	88%	95%	#	67%	#
Percentage of Tested Scoring 65-100	67%	67%	71%	#	67%	#
Percentage of Tested Scoring 85-100	9%	5%	9%	#	0%	#
Physical Setting/Physics						
Number Tested			64			1
Number Scoring 55-100			63			#
Number Scoring 65-100			60			#
Number Scoring 85-100			17			#
Percentage of Tested Scoring 55-100			98%			#
Percentage of Tested Scoring 65-100			94%			#
Percentage of Tested Scoring 85-100			27%			#

* 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
Comprehensive French						
Number Tested	77	64	46	0	1	0
Number Scoring 55-100	76	64	46	0	#	0
Number Scoring 65-100	72	64	46	0	#	0
Number Scoring 85-100	17	30	24	0	#	0
Percentage of Tested Scoring 55-100	99%	100%	100%	0%	#	0%
Percentage of Tested Scoring 65-100	94%	100%	100%	0%	#	0%
Percentage of Tested Scoring 85-100	22%	47%	52%	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	33	22	22	0	1	1
Number Scoring 55-100	33	22	22	0	#	#
Number Scoring 65-100	33	22	20	0	#	#
Number Scoring 85-100	14	10	9	0	#	#
Percentage of Tested Scoring 55-100	100%	100%	100%	0%	#	#
Percentage of Tested Scoring 65-100	100%	100%	91%	0%	#	#
Percentage of Tested Scoring 85-100	42%	45%	41%	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	181	182	152	0	3	2
Number Scoring 55-100	181	180	150	0	#	#
Number Scoring 65-100	181	178	144	0	#	#
Number Scoring 85-100	118	94	71	0	#	#
Percentage of Tested Scoring 55-100	100%	99%	99%	0%	#	#
Percentage of Tested Scoring 65-100	100%	98%	95%	0%	#	#
Percentage of Tested Scoring 85-100	65%	52%	47%	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		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
Sequential Mathematics, Course III (last administered January 2004)						
Number Tested	244	52	0	0	1	0
Number Scoring 55-100	223	35	0	0	#	0
Number Scoring 65-100	214	28	0	0	#	0
Number Scoring 85-100	121	8	0	0	#	0
Percentage of Tested Scoring 55-100	91%	67%	0%	0%	#	0%
Percentage of Tested Scoring 65-100	88%	54%	0%	0%	#	0%
Percentage of Tested Scoring 85-100	50%	15%	0%	0%	#	0%

Introduction to Occupations Examination

	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
General-Education Students	119	92%	113	81%	103	93%
Students with Disabilities	3	#	39	46%	33	76%

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
Nov 2003	General-Education Students	273	1%	4%	53%	41%
	Students with Disabilities	55	18%	15%	60%	7%
	All Students	328	4%	5%	55%	36%

Middle-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
June 2004	General-Education Students	355	0%	29%	61%	10%
	Students with Disabilities	47	6%	74%	19%	0%
	All Students	402	1%	34%	56%	9%

(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
Elementary Level						
Social Studies	6	0	0	1	0	5
Middle Level						
Social Studies	2	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

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	356	356	356	42	42	42	398	398	398
Number Scoring 55–64	0	2	5	7	1	1	7	3	6
Number Scoring 65–84	223	110	194	22	20	29	245	130	223
Number Scoring 85–100	121	228	149	1	7	0	122	235	149
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		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
Listening and Speaking (Grade K-1)						
Number Tested			17			1
Beginning (0-18)			8			#
Intermediate (19-31)			5			#
Advanced (32-36)			4			#
Proficient (37-39)			0			#
Reading and Writing (Grade K-1)						
Number Tested			17			1
Beginning (0-14)			8			#
Intermediate (15-24)			4			#
Advanced (25-32)			4			#
Proficient (33-35)			1			#
Listening and Speaking (Grade 2-4)						
Number Tested			29			3
Beginning (0-18)			7			#
Intermediate (19-31)			5			#
Advanced (32-36)			9			#
Proficient (37-39)			8			#
Reading and Writing (Grade 2-4)						
Number Tested			29			3
Beginning (0-14)			10			#
Intermediate (15-24)			7			#
Advanced (25-32)			9			#
Proficient (33-35)			3			#
Listening and Speaking (Grade 5-6)						
Number Tested			8			1
Beginning (0-18)			0			#
Intermediate (19-31)			0			#
Advanced (32-36)			3			#
Proficient (37-39)			5			#
Reading and Writing (Grade 5-6)						
Number Tested			8			1
Beginning (0-14)			0			#
Intermediate (15-24)			1			#
Advanced (25-32)			7			#
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 – K)

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
Listening and Speaking (Grade 7-8)						
Number Tested			18			0
Beginning (0-18)			4			0
Intermediate (19-31)			4			0
Advanced (32-36)			2			0
Proficient (37-39)			8			0
Reading and Writing (Grade 7-8)						
Number Tested			19			0
Beginning (0-14)			3			0
Intermediate (15-24)			7			0
Advanced (25-32)			1			0
Proficient (33-35)			8			0
Listening and Speaking (Grade 9-12)						
Number Tested			24			3
Beginning (0-18)			5			#
Intermediate (19-31)			4			#
Advanced (32-36)			5			#
Proficient (37-39)			10			#
Reading and Writing (Grade 9-12)						
Number Tested			24			3
Beginning (0-14)			6			#
Intermediate (15-24)			7			#
Advanced (25-32)			10			#
Proficient (33-35)			1			#

*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)