

New York State School Report Card Comprehensive Information Report

BEDS Code: 40-09-00-01-0011
 Name: North Tonawanda High School
 Principal: Albert Almansberger

Grade Range : 9-12

Fall Enrollment

Grade	2001-02	2002-03	2003-04
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	422	406	418
Tenth	448	414	385
Eleventh	442	444	368
Twelfth	368	429	398
Ungraded Secondary	0	0	0
Total K-12 Enrollment	1680	1693	1569

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	16	1.0%	25	1.5%	19	1.2%
Black (Not Hispanic)	4	0.2%	7	0.4%	6	0.4%
Hispanic	6	0.4%	10	0.6%	13	0.8%
White (Not Hispanic)	1654	98.5%	1651	97.5%	1531	97.6%

Average Class Size

Grade Level	2001-02	2002-03	2003-04
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	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
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

	2001-02		2002-03		2003-04	
	Count	Percent	Count	Percent	Count	Percent
Limited English Proficient	26	1.6%	26	1.5%	35	2.2%
Eligible for Free Lunch	15	0.9%	138	8.2%	142	9.1%

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		93.9%		93.8%		93.0%
Student Suspensions	199	11.2%	210	12.5%	141	8.3%

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

	2001-02	2002-03	2003-04
Reduced Lunch	5.7%	5.0%	5.4%
Public Assistance	1-10%	11-20%	11-20%
Student Stability	100%	97%	100%

Staff Counts

Staff	2003-04
Total Teachers	110
Total Other Professional Staff	22
Total Paraprofessionals	NA
Teaching Out of Certification*	2

*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	301	229	76%	370	279	75%	341	265	78%
Students with Disabilities	28	3	11%	35	6	17%	33	10	30%
All Students	329	232	71%	405	285	70%	374	275	74%

*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	12	23	1
Percent	53%	37%	1%	3%	6%	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)
33	10	8	41

*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	9		8		26	1.9%
	Entered GED Program*	37		36		16	1.1%
	Total Noncompleters	46		44		42	3.0%
Students with Disabilities	Dropped Out	8		3		4	2.1%
	Entered GED Program*	4		10		9	4.8%
	Total Noncompleters	12		13		13	7.0%
All Students	Dropped Out	17	1.0%	11	0.7%	30	1.9%
	Entered GED Program*	41	2.4%	46	2.7%	25	1.6%
	Total Noncompleters	58	3.5%	57	3.4%	55	3.5%

*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	0	0	0
	Number of Students with Disabilities	0	0	0
	Number of All Students	0	0	0
	Percent of Enrollment	0%	0%	0%
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%	101%

Career and Technical Education (CTE) Programs

CTE Program	This District		Statewide Average
	Count	Percentage	
All CTE Programs			
Completed the CTE Program			
Completed and Passed Regents Exams			
Completed and had Course Average of 75% or More			
Completed and Attained a HS Diploma or Equivalent			
Completed and Whose Status is Known			
Completed and Were Successfully Placed			
Nontraditional Programs			
Underrepresented Gender Members Enrolled			
Underrepresented Gender Members Who Completed			

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	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	5	80%	0	0%	0	0%

Students with Disabilities

Test	2001-02		2002-03		2003-04	
	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	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	33	79%	3	#	1	#
Science	25	48%	4	#	1	#
Reading	4	#	3	#	2	#
Writing	4	#	4	#	3	#
Global Studies	23	78%	1	#	2	#
U.S. Hist & Gov't	12	33%	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%	25	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	439	482	403	9	46	42
Number Scoring 55-100	403	447	392	6	30	36
Number Scoring 65-100	310	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%	86%
Percentage of Tested Scoring 65-100	71%	84%	92%	22%	46%	57%
Percentage of Tested Scoring 85-100	16%	26%	31%	0%	7%	2%
Mathematics A						
Number Tested	382	502	449	1	52	44
Number Scoring 55-100	289	418	437	#	16	37
Number Scoring 65-100	240	348	418	#	10	27
Number Scoring 85-100	78	49	107	#	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	435	457	391	5	52	35
Number Scoring 55-100	416	415	365	4	36	25
Number Scoring 65-100	368	401	355	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	453	428	379	7	41	32
Number Scoring 55-100	425	415	364	6	37	25
Number Scoring 65-100	383	399	354	4	35	22
Number Scoring 85-100	106	238	177	0	7	1
Percentage of Tested Scoring 55-100	94%	97%	96%	86%	90%	78%
Percentage of Tested Scoring 65-100	85%	93%	93%	57%	85%	69%
Percentage of Tested Scoring 85-100	23%	56%	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	445	491	456	2	52	49
Number Scoring 55-100	441	443	432	#	43	38
Number Scoring 65-100	429	417	398	#	30	24
Number Scoring 85-100	103	78	101	#	1	1
Percentage of Tested Scoring 55-100	99%	90%	95%	#	83%	78%
Percentage of Tested Scoring 65-100	96%	85%	87%	#	58%	49%
Percentage of Tested Scoring 85-100	23%	16%	22%	#	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	239	1	6	2
Number Scoring 55-100	227	217	226	#	4	#
Number Scoring 65-100	161	166	169	#	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	151	0	3	2
Number Scoring 55-100	181	180	149	0	#	#
Number Scoring 65-100	181	178	143	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	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 2004	General-Education Students	0	0%	0%	0%	0%
	Students with Disabilities	0	0%	0%	0%	0%
	All Students	0	0%	0%	0%	0%

(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	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

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	348	348	348	38	38	38	386	386	386
Number Scoring 55–64	0	2	5	6	1	0	6	3	5
Number Scoring 65–84	216	106	187	21	18	27	237	124	214
Number Scoring 85–100	121	225	148	1	7	0	122	232	148
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 7-8)						
Number Tested			0			0
Beginning (0-18)			0			0
Intermediate (19-31)			0			0
Advanced (32-36)			0			0
Proficient (37-39)			0			0
Reading and Writing (Grade 7-8)						
Number Tested			0			0
Beginning (0-14)			0			0
Intermediate (15-24)			0			0
Advanced (25-32)			0			0
Proficient (33-35)			0			0
Listening and Speaking (Grade 9-12)						
Number Tested			23			3
Beginning (0-18)			5			#
Intermediate (19-31)			4			#
Advanced (32-36)			5			#
Proficient (37-39)			9			#
Reading and Writing (Grade 9-12)						
Number Tested			23			3
Beginning (0-14)			6			#
Intermediate (15-24)			7			#
Advanced (25-32)			9			#
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)