

New York State School Report Card Comprehensive Information Report

BEDS Code : 40-08-00-01-0034
 Name : Niagara Falls High School
 Principal: Mr. Phil Mohr

Grade Range : 9-12

Fall Enrollment

Grade	1999–2000	2000–2001	2001–2002
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	0	663	673
Tenth	0	632	639
Eleventh	0	544	561
Twelfth	0	465	495
Ungraded Secondary	0	146	161
Total K-12 Enrollment	0	2450	2529

Student Racial/Ethnic Origin

Race/Ethnicity	1999–2000		2000–2001		2001–2002	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
American Indian, Alaskan, Asian, or Pacific Islander	0	0.0%	107	4.4%	139	5.5%
Black (Not Hispanic)	0	0.0%	690	28.2%	663	26.2%
Hispanic	0	0.0%	41	1.7%	46	1.8%
White (Not Hispanic)	0	0.0%	1612	65.8%	1681	66.5%

Limited English Proficient Students (also known as English language learners)

1999–2000		2000–2001		2001–2002	
No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
0	0.0%	18	0.7%	16	0.6%

Average Class Size

Grade Level	1999–2000	2000–2001	2001–2002
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	0	20	20
Mathematics Grade 10	0	18	12
Science Grade 10	0	20	17
Social Studies Grade 10	0	21	20

(Form – A)

District Need to Resource Capacity Category

N/RC Category	Description
3	This is an urban or suburban school district with high student needs in relation to district resource capacity.

Similar School Group and Description

Similar School Group	Description
44	All schools in this group are secondary level schools in urban or suburban school districts with high student needs in relation to district resources. 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).

Attendance and Suspension

	1998–1999		1999–2000		2000–2001	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
Annual Attendance Rate		0.0%		87.2%		87.2%
Student Suspensions	0	0.0%	597	0.0%	457	18.7%

Student Socioeconomic and Stability Indicators (Percent of Enrollment)

	1999–2000	2000–2001	2001–2002
Free Lunch	0.0%	25.1%	28.1%
Reduced Lunch	0.0%	16.4%	9.0%
Public Assistance	0%	51-60%	51-60%
Student Stability	0%	0%	99%

Staff Counts

Staff	2001–2002
Total Teachers	166
Total Other Professional Staff	15
Total Paraprofessionals	NA
Teaching out of Certification*	10
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*

	1999–2000			2000–2001			2001–2002		
	Total Grads	Regents Diplomas	% Regents Diplomas	Total Grads	Regents Diplomas	% Regents Diplomas	Total Grads	Regents Diplomas	% Regents Diplomas
General Education	0	0	0%	345	135	39%	342	133	39%
Students with Disabilities	0	0	0%	19	0	0%	19	0	0%
All Students	0	0	0%	364	135	37%	361	133	37%

*Only students awarded local diplomas (including local diplomas with Regents endorsements) are counted as high school graduates. Data reported for the 1999–2000 and 2000–2001 school years include August, January, and June graduates. Data reported for the 2001–2002 school year include only January and June graduates.

Distribution of 2001–2002 Graduates (All Students)

	To 4-year College	To 2-year College	To Other Post-Secondary	To the Military	To Employment	Other
Number	131	146	4	18	46	16
Percent	36%	40%	1%	5%	13%	4%

Number of High School Completers with Disabilities in 2001–2002

Graduates* (a)	Regents Diplomas (b)	IEP Diplomas or Certificates (c)	All 2001–2002 Completers (a+c)
19	0	18	37

*Local Diplomas (including local diplomas with Regents endorsements)

High School Noncompletion Rates

		1999–2000		2000–2001		2001–2002	
		No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
General-Education Students	Dropped Out					73	2.9%
	Entered GED Program*					143	5.7%
	Total Noncompleters					216	8.5%
Students with Disabilities	Dropped Out					3	0.1%
	Entered GED Program*					16	0.6%
	Total Noncompleters					19	0.8%
All Students	Dropped Out	58	0.0%	0	0.0%	76	3.0%
	Entered GED Program*	136	0.0%	63	2.6%	159	6.3%
	Total Noncompleters	194	0.0%	63	2.6%	235	9.3%

*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)

Second Language Proficiency Examinations

General-Education Students

Test	1999–2000		2000–2001		2001–2002	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	0	0%	221	74%	185	78%
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	0	0%	358	80%	436	83%

Students with Disabilities

Test	1999–2000		2000–2001		2001–2002	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	0	0%	6	0%	2	#
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	0	0%	11	36%	23	78%

(Form – D)

Regents Competency Tests

General-Education Students

Test	1999–2000		2000–2001		2001–2002	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	0	0%	11	82%	10	90%
Science	0	0%	58	59%	25	52%
Reading	0	0%	1	#	4	#
Writing	0	0%	0	0%	6	17%
Global Studies	0	0%	33	42%	4	#
U.S. Hist & Gov't	0	0%	42	55%	5	80%

Students with Disabilities

Test	1999–2000		2000–2001		2001–2002	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	0	0%	33	67%	83	69%
Science	0	0%	49	22%	53	32%
Reading	0	0%	31	77%	32	62%
Writing	0	0%	32	81%	32	50%
Global Studies	0	0%	34	29%	15	27%
U.S. Hist & Gov't	0	0%	21	48%	8	12%

(Form – E)

Regents Examinations

	All Students			Students with Disabilities		
	2000	2001	2002	2000	2001	2002
Comprehensive English						
Number Tested	0	470	449	0	38	25
Number Scoring 55–100	0	426	412	0	22	12
Number Scoring 65–100	0	351	321	0	12	5
Number Scoring 85–100	0	60	85	0	0	3
Percentage of Tested Scoring 55–100	0%	91%	92%	0%	58%	48%
Percentage of Tested Scoring 65–100	0%	75%	71%	0%	32%	20%
Percentage of Tested Scoring 85–100	0%	13%	19%	0%	0%	12%
Sequential Mathematics, Course I (last administered January 2002)						
Number Tested	0	821	335	0	100	22
Number Scoring 55–100	0	428	213	0	20	5
Number Scoring 65–100	0	297	130	0	11	5
Number Scoring 85–100	0	62	27	0	2	0
Percentage of Tested Scoring 55–100	0%	52%	64%	0%	20%	23%
Percentage of Tested Scoring 65–100	0%	36%	39%	0%	11%	23%
Percentage of Tested Scoring 85–100	0%	8%	8%	0%	2%	0%
Mathematics A						
Number Tested	0	0	38	0	0	2
Number Scoring 55–100	0	0	6	0	0	#
Number Scoring 65–100	0	0	1	0	0	#
Number Scoring 85–100	0	0	0	0	0	#
Percentage of Tested Scoring 55–100	0%	0%	16%	0%	0%	#
Percentage of Tested Scoring 65–100	0%	0%	3%	0%	0%	#
Percentage of Tested Scoring 85–100	0%	0%	0%	0%	0%	#
Global Studies (last administered January 2000)						
Number Tested	0			0		
Number Scoring 55–100	0			0		
Number Scoring 65–100	0			0		
Number Scoring 85–100	0			0		
Percentage of Tested Scoring 55–100	0%			0%		
Percentage of Tested Scoring 65–100	0%			0%		
Percentage of Tested Scoring 85–100	0%			0%		
Global History and Geography (first administered June 2000)						
Number Tested	0	639	506	0	54	45
Number Scoring 55–100	0	566	444	0	35	21
Number Scoring 65–100	0	392	366	0	20	9
Number Scoring 85–100	0	78	44	0	1	1
Percentage of Tested Scoring 55–100	0%	89%	88%	0%	65%	47%
Percentage of Tested Scoring 65–100	0%	61%	72%	0%	37%	20%
Percentage of Tested Scoring 85–100	0%	12%	9%	0%	2%	2%

(Form – F)

Regents Examinations

	All Students			Students with Disabilities		
	2000	2001	2002	2000	2001	2002
U.S. History and Government (last administered January 2001)						
Number Tested	0	39		0	0	
Number Scoring 55–100	0	27		0	0	
Number Scoring 65–100	0	23		0	0	
Number Scoring 85–100	0	3		0	0	
Percentage of Tested Scoring 55–100	0%	69%		0%	0%	
Percentage of Tested Scoring 65–100	0%	59%		0%	0%	
Percentage of Tested Scoring 85–100	0%	8%		0%	0%	
U.S. History and Government (first administered June 2001)						
Number Tested		455	497		32	37
Number Scoring 55–100		365	466		14	23
Number Scoring 65–100		286	367		6	13
Number Scoring 85–100		81	71		0	0
Percentage of Tested Scoring 55–100		80%	94%		44%	62%
Percentage of Tested Scoring 65–100		63%	74%		19%	35%
Percentage of Tested Scoring 85–100		18%	14%		0%	0%
Living Environment (first administered June 2001)						
Number Tested		553	544		52	77
Number Scoring 55–100		487	501		27	56
Number Scoring 65–100		417	443		16	42
Number Scoring 85–100		33	44		1	1
Percentage of Tested Scoring 55–100		88%	92%		52%	73%
Percentage of Tested Scoring 65–100		75%	81%		31%	55%
Percentage of Tested Scoring 85–100		6%	8%		2%	1%
Physical Setting/Earth Science (first administered June 2001)						
Number Tested		398	421		33	30
Number Scoring 55–100		344	359		19	18
Number Scoring 65–100		307	296		17	13
Number Scoring 85–100		50	60		3	1
Percentage of Tested Scoring 55–100		86%	85%		58%	60%
Percentage of Tested Scoring 65–100		77%	70%		52%	43%
Percentage of Tested Scoring 85–100		13%	14%		9%	3%

(Form – G)

Average Grade Enrollment

All Students

Year	Grade 9 Enrollment (June)	Grade 10 Enrollment (June)	Grade 11 Enrollment (June)	Grade 12 Enrollment (June)	AGE*
2000	0	0	0	0	0
2001	604	524	470	365	491
2002	704	609	535	421	567

*In schools with no grade 9–12 enrollment, AGE is the grade 8 enrollment as reported through LEAP.

Students with Disabilities

Year	Grade 9 Enrollment (June)	Grade 10 Enrollment (June)	Grade 11 Enrollment (June)	Grade 12 Enrollment (June)	AGE*
2000	0	0	0	0	0
2001	113	91	54	39	74
2002	132	87	61	42	81

*In schools with no grade 9–12 enrollment, AGE is the grade 8 enrollment as reported through LEAP.

(Form – H)

Regents Examinations

	All Students			Students with Disabilities		
	2000	2001	2002	2000	2001	2002
Average Grade Enrollment (AGE)	0	491	567	0	74	81
Comprehensive French						
Number Tested	0	155	118	0	1	0
Number Scoring 55–100	0	144	111	0	#	0
Number Scoring 65–100	0	133	107	0	#	0
Number Scoring 85–100	0	26	13	0	#	0
Percentage of AGE Tested	0%	32%	21%	0%	#	0%
Percentage of AGE Scoring 55–100	0%	29%	20%	0%	#	0%
Percentage of AGE Scoring 65–100	0%	27%	19%	0%	#	0%
Percentage of AGE Scoring 85–100	0%	5%	2%	0%	#	0%
Percentage of Tested Scoring 65–100	0%	86%	91%	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 AGE Tested	0%	0%	0%	0%	0%	0%
Percentage of AGE Scoring 55–100	0%	0%	0%	0%	0%	0%
Percentage of AGE Scoring 65–100	0%	0%	0%	0%	0%	0%
Percentage of AGE Scoring 85–100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 65–100	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 AGE Tested	0%	0%	0%	0%	0%	0%
Percentage of AGE Scoring 55–100	0%	0%	0%	0%	0%	0%
Percentage of AGE Scoring 65–100	0%	0%	0%	0%	0%	0%
Percentage of AGE Scoring 85–100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 65–100	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 AGE Tested	0%	0%	0%	0%	0%	0%
Percentage of AGE Scoring 55–100	0%	0%	0%	0%	0%	0%
Percentage of AGE Scoring 65–100	0%	0%	0%	0%	0%	0%
Percentage of AGE Scoring 85–100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 65–100	0%	0%	0%	0%	0%	0%

(Form – I)

Regents Examinations

	All Students			Students with Disabilities		
	2000	2001	2002	2000	2001	2002
Average Grade Enrollment (AGE)	0	491	567	0	74	81
Comprehensive Spanish						
Number Tested	0	243	218	0	3	3
Number Scoring 55–100	0	231	197	0	#	#
Number Scoring 65–100	0	222	177	0	#	#
Number Scoring 85–100	0	83	47	0	#	#
Percentage of AGE Tested	0%	49%	38%	0%	#	#
Percentage of AGE Scoring 55–100	0%	47%	35%	0%	#	#
Percentage of AGE Scoring 65–100	0%	45%	31%	0%	#	#
Percentage of AGE Scoring 85–100	0%	17%	8%	0%	#	#
Percentage of Tested Scoring 65–100	0%	91%	81%	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 AGE Tested	0%	0%	0%	0%	0%	0%
Percentage of AGE Scoring 55–100	0%	0%	0%	0%	0%	0%
Percentage of AGE Scoring 65–100	0%	0%	0%	0%	0%	0%
Percentage of AGE Scoring 85–100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 65–100	0%	0%	0%	0%	0%	0%

(Form – J)

Regents Examinations

	All Students			Students with Disabilities		
	2000	2001	2002	2000	2001	2002
Average Grade Enrollment (AGE)	0	491	567	0	74	81
Sequential Mathematics, Course II						
Number Tested	0	418	367	0	8	6
Number Scoring 55–100	0	225	308	0	0	5
Number Scoring 65–100	0	189	275	0	0	4
Number Scoring 85–100	0	66	59	0	0	0
Percentage of AGE Tested	0%	85%	65%	0%	11%	7%
Percentage of AGE Scoring 55–100	0%	46%	54%	0%	0%	6%
Percentage of AGE Scoring 65–100	0%	38%	49%	0%	0%	5%
Percentage of AGE Scoring 85–100	0%	13%	10%	0%	0%	0%
Percentage of Tested Scoring 65–100	0%	45%	75%	0%	0%	67%
Sequential Mathematics, Course III						
Number Tested	0	190	207	0	1	1
Number Scoring 55–100	0	126	181	0	#	#
Number Scoring 65–100	0	105	166	0	#	#
Number Scoring 85–100	0	37	84	0	#	#
Percentage of AGE Tested	0%	39%	37%	0%	#	#
Percentage of AGE Scoring 55–100	0%	26%	32%	0%	#	#
Percentage of AGE Scoring 65–100	0%	21%	29%	0%	#	#
Percentage of AGE Scoring 85–100	0%	8%	15%	0%	#	#
Percentage of Tested Scoring 65–100	0%	55%	80%	0%	#	#
Mathematics B (first administered June 2001)						
Number Tested		0	0		0	0
Number Scoring 55–100		0	0		0	0
Number Scoring 65–100		0	0		0	0
Number Scoring 85–100		0	0		0	0
Percentage of AGE Tested		0%	0%		0%	0%
Percentage of AGE Scoring 55–100		0%	0%		0%	0%
Percentage of AGE Scoring 65–100		0%	0%		0%	0%
Percentage of AGE Scoring 85–100		0%	0%		0%	0%
Percentage of Tested Scoring 65–100		0%	0%		0%	0%

(Form – K)

Regents Examinations

	All Students			Students with Disabilities		
	2000	2001	2002	2000	2001	2002
Average Grade Enrollment (AGE)	0	491	567	0	74	81
Physics (last administered January 2002)						
Number Tested	0	156	0	0	0	0
Number Scoring 55–100	0	121	0	0	0	0
Number Scoring 65–100	0	99	0	0	0	0
Number Scoring 85–100	0	7	0	0	0	0
Percentage of AGE Tested	0%	32%	0%	0%	0%	0%
Percentage of AGE Scoring 55–100	0%	25%	0%	0%	0%	0%
Percentage of AGE Scoring 65–100	0%	20%	0%	0%	0%	0%
Percentage of AGE Scoring 85–100	0%	1%	0%	0%	0%	0%
Percentage of Tested Scoring 65–100	0%	63%	0%	0%	0%	0%
Physical Setting/Chemistry (first administered June 2002)						
Number Tested			200			2
Number Scoring 55–100			171			#
Number Scoring 65–100			112			#
Number Scoring 85–100			7			#
Percentage of AGE Tested			35%			#
Percentage of AGE Scoring 55–100			30%			#
Percentage of AGE Scoring 65–100			20%			#
Percentage of AGE Scoring 85–100			1%			#
Percentage of Tested Scoring 65–100			56%			#
Physical Setting/Physics (first administered June 2002)						
Number Tested			189			15
Number Scoring 55–100			100			12
Number Scoring 65–100			54			12
Number Scoring 85–100			7			1
Percentage of AGE Tested			33%			19%
Percentage of AGE Scoring 55–100			18%			15%
Percentage of AGE Scoring 65–100			10%			15%
Percentage of AGE Scoring 85–100			1%			1%
Percentage of Tested Scoring 65–100			29%			80%

(Form – M)

Introduction to Occupations Examination

	1999–2000		2000–2001		2001–2002	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
General-Education Students	0	0%	29	72%	11	27%
Students with Disabilities	0	0%	4	#	1	#

On school reports, 1999–2000 and 2000–2001 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 1999–2000, 2000–2001, and 2001–2002 school years.

Elementary-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
Nov 2001	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 2002	General-Education Students	0	0%	0%	0%	0%
	Students with Disabilities	0	0%	0%	0%	0%
	All Students	0	0%	0%	0%	0%

(Form – N)

New York State Alternate Assessments (NYSAA) 2001–2002

Test	Count of Students					
	Tested	Not Tested	Level 1	Level 2	Level 3	Level 4
Elementary Level						
English Language Arts	0	0	0	0	0	0
Mathematics, Science, & Technology	0	0	0	0	0	0
Health, Phys. Ed., & Fam. & Cons. Sci.	0	0	0	0	0	0
Social Studies	0	0	0	0	0	0
Career Dev. & Occ. Studies (optional)	0	0	0	0	0	0
The Arts (optional)	0	0	0	0	0	0
Middle Level						
English Language Arts	0	0	0	0	0	0
Mathematics, Science, & Technology	0	0	0	0	0	0
Health, Phys. Ed., & Fam. & Cons. Sci.	0	0	0	0	0	0
Social Studies	0	0	0	0	0	0
Career Dev. & Occ. Studies (optional)	0	0	0	0	0	0
The Arts (optional)	0	0	0	0	0	0
Secondary Level						
English Language Arts	5	0	0	2	3	0
Mathematics, Science, & Technology	5	0	0	3	2	0
Health, Phys. Ed., & Fam. & Cons. Sci.	5	0	0	2	3	0
Social Studies	5	0	0	3	2	0
Career Dev. & Occ. Studies (optional)	3	0	#	#	#	#
The Arts (optional)	0	0	0	0	0	0

1998 Cohort Performance on Regents Examinations after Four Years

	General-Education Students		Students with Disabilities		All Students	
	Global History & Geography	U.S. History & Gov't	Global History & Geography	U.S. History & Gov't	Global History & Geography	U.S. History & Gov't
Cohort Enrollment	490	490	42	42	532	532
Number Scoring 55–64	97	70	11	7	108	77
Number Scoring 65–84	239	225	7	12	246	237
Number Scoring 85–100	59	79	0	0	59	79
Approved Alternatives	0	0	0	0	0	0

1999 Cohort Performance on Regents Examinations in Science after Three Years

	General-Education Students	Students with Disabilities	All Students
Cohort Enrollment	472	62	534
Number Scoring 55–64	37	2	39
Number Scoring 65–84	299	17	316
Number Scoring 85–100	100	3	103
Approved Alternatives	0	0	0

(Form – O)