

New York State School Report Card Comprehensive Information Report

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

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	663	673	710
Tenth	632	639	593
Eleventh	544	561	550
Twelfth	465	495	507
Ungraded Secondary	146	161	189
Total K-12 Enrollment	2450	2529	2549

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	107	4.4%	139	5.5%	112	4.4%
Black (Not Hispanic)	690	28.2%	663	26.2%	700	27.5%
Hispanic	41	1.7%	46	1.8%	52	2.0%
White (Not Hispanic)	1612	65.8%	1681	66.5%	1685	66.1%

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	20	20	21
Mathematics Grade 10	18	12	23
Science Grade 10	20	17	24
Social Studies Grade 10	21	20	22

(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
43	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 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	18	0.7%	16	0.6%	12	0.5%
Eligible for Free Lunch	616	25.1%	712	28.1%	505	19.8%

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		87.2%		87.2%		89.2%
Student Suspensions	597	0.0%	457	18.7%	487	19.3%

Student Socioeconomic and Stability Indicators (Percent of Enrollment)

	2000–2001	2001–2002	2002–2003
Reduced Lunch	16.4%	9.0%	5.8%
Public Assistance	51-60%	51-60%	41-50%
Student Stability	0%	99%	96%

Staff Counts

Staff	2002–2003
Total Teachers	173
Total Other Professional Staff	23
Total Paraprofessionals	NA
Teaching Out of Certification*	9
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	345	135	39%	342	133	39%	369	176	48%
Students with Disabilities	19	0	0%	19	0	0%	17	0	0%
All Students	364	135	37%	361	133	37%	386	176	46%

*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	137	121	26	0	80	22
Percent	35%	31%	7%	0%	21%	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)
17	0	26	43

*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			73		12	
	Entered GED Program*			143		118	
	Total Noncompleters			216		130	
Students with Disabilities	Dropped Out			3		0	
	Entered GED Program*			16		21	
	Total Noncompleters			19		21	
All Students	Dropped Out	0	0.0%	76	3.0%	12	0.5%
	Entered GED Program*	63	2.6%	159	6.3%	139	5.5%
	Total Noncompleters	63	2.6%	235	9.3%	151	5.9%

*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	234
	Number of Students with Disabilities		0	141
	Number of All Students		0	375
	Percent of Enrollment		0%	15%

Second Language Proficiency Examinations

General-Education Students

Test	2000-2001		2001-2002		2002-2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	221	74%	185	78%	146	94%
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	358	80%	436	83%	458	87%

Students with Disabilities

Test	2000-2001		2001-2002		2002-2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	6	0%	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	36%	23	78%	21	81%

(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	11	82%	10	90%	7	86%
Science	58	59%	25	52%	5	40%
Reading	1	#	4	#	3	#
Writing	0	0%	6	17%	2	#
Global Studies	33	42%	4	#	4	#
U.S. Hist & Gov't	42	55%	5	80%	6	83%

Students with Disabilities

Test	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	33	67%	83	69%	115	57%
Science	49	22%	53	32%	82	28%
Reading	31	77%	32	62%	34	56%
Writing	32	81%	32	50%	25	60%
Global Studies	34	29%	15	27%	52	17%
U.S. Hist & Gov't	21	48%	8	12%	21	43%

(Form – E)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Comprehensive English						
Number Tested	470	449	509	38	25	34
Number Scoring 55–100	426	412	460	22	12	24
Number Scoring 65–100	351	321	408	12	5	18
Number Scoring 85–100	60	85	82	0	3	0
Percentage of Tested Scoring 55–100	91%	92%	90%	58%	48%	71%
Percentage of Tested Scoring 65–100	75%	71%	80%	32%	20%	53%
Percentage of Tested Scoring 85–100	13%	19%	16%	0%	12%	0%
Mathematics A						
Number Tested	0	38	492	0	2	22
Number Scoring 55–100	0	6	383	0	#	8
Number Scoring 65–100	0	1	305	0	#	6
Number Scoring 85–100	0	0	27	0	#	0
Percentage of Tested Scoring 55–100	0%	16%	78%	0%	#	36%
Percentage of Tested Scoring 65–100	0%	3%	62%	0%	#	27%
Percentage of Tested Scoring 85–100	0%	0%	5%	0%	#	0%
Mathematics B (first administered June 2001)						
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%
Global History and Geography						
Number Tested	639	506	675	54	45	79
Number Scoring 55–100	566	444	526	35	21	37
Number Scoring 65–100	392	366	400	20	9	23
Number Scoring 85–100	78	44	73	1	1	2
Percentage of Tested Scoring 55–100	89%	88%	78%	65%	47%	47%
Percentage of Tested Scoring 65–100	61%	72%	59%	37%	20%	29%
Percentage of Tested Scoring 85–100	12%	9%	11%	2%	2%	3%
U.S. History and Government (first administered June 2001)						
Number Tested	455	497	501	32	37	34
Number Scoring 55–100	365	466	458	14	23	28
Number Scoring 65–100	286	367	388	6	13	19
Number Scoring 85–100	81	71	130	0	0	4
Percentage of Tested Scoring 55–100	80%	94%	91%	44%	62%	82%
Percentage of Tested Scoring 65–100	63%	74%	77%	19%	35%	56%
Percentage of Tested Scoring 85–100	18%	14%	26%	0%	0%	12%

(Form – F)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Living Environment (first administered June 2001)						
Number Tested	553	544	648	52	77	77
Number Scoring 55–100	487	501	538	27	56	38
Number Scoring 65–100	417	443	435	16	42	25
Number Scoring 85–100	33	44	43	1	1	1
Percentage of Tested Scoring 55–100	88%	92%	83%	52%	73%	49%
Percentage of Tested Scoring 65–100	75%	81%	67%	31%	55%	32%
Percentage of Tested Scoring 85–100	6%	8%	7%	2%	1%	1%
Physical Setting/Earth Science (first administered June 2001)						
Number Tested	398	421	419	33	30	43
Number Scoring 55–100	344	359	344	19	18	34
Number Scoring 65–100	307	296	270	17	13	27
Number Scoring 85–100	50	60	35	3	1	1
Percentage of Tested Scoring 55–100	86%	85%	82%	58%	60%	79%
Percentage of Tested Scoring 65–100	77%	70%	64%	52%	43%	63%
Percentage of Tested Scoring 85–100	13%	14%	8%	9%	3%	2%
Physical Setting/Chemistry (first administered June 2002)						
Number Tested		200	320		2	2
Number Scoring 55–100		171	230		#	#
Number Scoring 65–100		112	126		#	#
Number Scoring 85–100		7	17		#	#
Percentage of Tested Scoring 55–100		85%	72%		#	#
Percentage of Tested Scoring 65–100		56%	39%		#	#
Percentage of Tested Scoring 85–100		4%	5%		#	#
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	155	118	68	1	0	1
Number Scoring 55–100	144	111	57	#	0	#
Number Scoring 65–100	133	107	47	#	0	#
Number Scoring 85–100	26	13	17	#	0	#
Percentage of Tested Scoring 55–100	93%	94%	84%	#	0%	#
Percentage of Tested Scoring 65–100	86%	91%	69%	#	0%	#
Percentage of Tested Scoring 85–100	17%	11%	25%	#	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	243	218	210	3	3	1
Number Scoring 55–100	231	197	200	#	#	#
Number Scoring 65–100	222	177	180	#	#	#
Number Scoring 85–100	83	47	51	#	#	#
Percentage of Tested Scoring 55–100	95%	90%	95%	#	#	#
Percentage of Tested Scoring 65–100	91%	81%	86%	#	#	#
Percentage of Tested Scoring 85–100	34%	22%	24%	#	#	#
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	418	367	82	8	6	1
Number Scoring 55–100	225	308	64	0	5	#
Number Scoring 65–100	189	275	55	0	4	#
Number Scoring 85–100	66	59	8	0	0	#
Percentage of Tested Scoring 55–100	54%	84%	78%	0%	83%	#
Percentage of Tested Scoring 65–100	45%	75%	67%	0%	67%	#
Percentage of Tested Scoring 85–100	16%	16%	10%	0%	0%	#
Sequential Mathematics, Course III						
Number Tested	190	207	240	1	1	2
Number Scoring 55–100	126	181	179	#	#	#
Number Scoring 65–100	105	166	156	#	#	#
Number Scoring 85–100	37	84	53	#	#	#
Percentage of Tested Scoring 55–100	66%	87%	75%	#	#	#
Percentage of Tested Scoring 65–100	55%	80%	65%	#	#	#
Percentage of Tested Scoring 85–100	19%	41%	22%	#	#	#

(Form – I)

Introduction to Occupations Examination

	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
General-Education Students	29	72%	11	27%	11	64%
Students with Disabilities	4	#	1	#	0	0%

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	423	423	423	55	55	55	478	478	478
Number Scoring 55–64	54	80	31	12	5	2	66	85	33
Number Scoring 65–84	272	239	275	12	11	17	284	250	292
Number Scoring 85–100	75	72	98	3	3	3	78	75	101
Approved Alternatives	0	0	0	0	0	0	0	0	0

(Form – K)