

# 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 : 7-12

## 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	1
Eighth	0	0	0
Ninth	673	710	716
Tenth	639	593	668
Eleventh	561	550	566
Twelfth	495	507	524
Ungraded Secondary	161	189	12
Total K-12 Enrollment	2529	2549	2487

## 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	139	5.5%	112	4.4%	118	4.7%
Black (Not Hispanic)	663	26.2%	700	27.5%	742	29.8%
Hispanic	46	1.8%	52	2.0%	49	2.0%
White (Not Hispanic)	1681	66.5%	1685	66.1%	1578	63.4%

## 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	20	21	21
Mathematics Grade 10	12	23	21
Science Grade 10	17	24	19
Social Studies Grade 10	20	22	23

(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).

### Student Demographics Used To Determine Similar Schools Group

	2001-02		2002-03		2003-04	
	Count	Percent	Count	Percent	Count	Percent
Limited English Proficient	16	0.6%	12	0.5%	15	0.6%
Eligible for Free Lunch	712	28.2%	505	19.8%	795	32.0%

### 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		87.2%		89.2%		88.3%
Student Suspensions	457	18.7%	487	19.3%	197	7.7%

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

	2001-02	2002-03	2003-04
Reduced Lunch	9.1%	5.8%	8.6%
Public Assistance	51-60%	41-50%	51-60%
Student Stability	99%	96%	85%

### Staff Counts

Staff	2003-04
Total Teachers	154
Total Other Professional Staff	29
Total Paraprofessionals	NA
Teaching Out of Certification*	9

\*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	342	133	39%	369	176	48%	400	189	47%
Students with Disabilities	19	0	0%	17	0	0%	30	1	3%
All Students	361	133	37%	386	176	46%	430	190	44%

\*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	160	156	12	22	52	28
Percent	37%	36%	3%	5%	12%	7%

## 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)
30	1	26	56

\*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	73		12		21	1.0%
	Entered GED Program*	143		118		129	6.2%
	Total Noncompleters	216		130		150	7.2%
Students with Disabilities	Dropped Out	3		0		11	2.4%
	Entered GED Program*	16		21		26	5.6%
	Total Noncompleters	19		21		37	7.9%
All Students	Dropped Out	76	3.0%	12	0.5%	32	1.3%
	Entered GED Program*	159	6.3%	139	5.5%	155	6.1%
	Total Noncompleters	235	9.3%	151	5.9%	187	7.3%

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

## 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	185	78%	146	94%	113	94%
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	436	83%	458	87%	448	82%

## Students with Disabilities

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	2	#	2	#	0	0%
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	23	78%	21	81%	26	65%

# Regents Competency Tests

## General-Education Students

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	10	90%	7	86%	7	100%
Science	25	52%	5	40%	9	78%
Reading	4	#	3	#	6	83%
Writing	6	17%	2	#	6	100%
Global Studies	4	#	4	#	10	50%
U.S. Hist & Gov't	5	80%	6	83%	9	56%

## Students with Disabilities

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	83	69%	115	57%	172	61%
Science	53	32%	82	28%	91	48%
Reading	32	63%	34	56%	118	53%
Writing	32	50%	25	60%	125	45%
Global Studies	15	27%	52	17%	84	33%
U.S. Hist & Gov't	8	13%	21	43%	34	44%

(Form – E)

# Regents Examinations

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
<b>Comprehensive English</b>						
Number Tested	449	509	572	25	34	52
Number Scoring 55-100	412	460	538	12	24	45
Number Scoring 65-100	321	408	473	5	18	33
Number Scoring 85-100	85	82	194	3	0	1
Percentage of Tested Scoring 55-100	92%	90%	94%	48%	71%	87%
Percentage of Tested Scoring 65-100	71%	80%	83%	20%	53%	63%
Percentage of Tested Scoring 85-100	19%	16%	34%	12%	0%	2%
<b>Mathematics A</b>						
Number Tested	38	492	533	2	22	28
Number Scoring 55-100	6	383	520	#	8	24
Number Scoring 65-100	1	305	468	#	6	17
Number Scoring 85-100	0	27	54	#	0	1
Percentage of Tested Scoring 55-100	16%	78%	98%	#	36%	86%
Percentage of Tested Scoring 65-100	3%	62%	88%	#	27%	61%
Percentage of Tested Scoring 85-100	0%	5%	10%	#	0%	4%
<b>Mathematics B</b>						
Number Tested	0	0	177	0	0	1
Number Scoring 55-100	0	0	108	0	0	#
Number Scoring 65-100	0	0	80	0	0	#
Number Scoring 85-100	0	0	9	0	0	#
Percentage of Tested Scoring 55-100	0%	0%	61%	0%	0%	#
Percentage of Tested Scoring 65-100	0%	0%	45%	0%	0%	#
Percentage of Tested Scoring 85-100	0%	0%	5%	0%	0%	#
<b>Global History and Geography</b>						
Number Tested	506	675	701	45	79	81
Number Scoring 55-100	444	526	529	21	37	32
Number Scoring 65-100	366	400	363	9	23	15
Number Scoring 85-100	44	73	83	1	2	0
Percentage of Tested Scoring 55-100	88%	78%	75%	47%	47%	40%
Percentage of Tested Scoring 65-100	72%	59%	52%	20%	29%	19%
Percentage of Tested Scoring 85-100	9%	11%	12%	2%	3%	0%
<b>U.S. History and Government</b>						
Number Tested	497	501	493	37	34	49
Number Scoring 55-100	466	458	398	23	28	32
Number Scoring 65-100	367	388	306	13	19	21
Number Scoring 85-100	71	130	79	0	4	1
Percentage of Tested Scoring 55-100	94%	91%	81%	62%	82%	65%
Percentage of Tested Scoring 65-100	74%	77%	62%	35%	56%	43%
Percentage of Tested Scoring 85-100	14%	26%	16%	0%	12%	2%

(Form – F)

# Regents Examinations

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
<b>Living Environment</b>						
Number Tested	544	648	583	77	77	95
Number Scoring 55-100	501	538	511	56	38	76
Number Scoring 65-100	443	435	383	42	25	48
Number Scoring 85-100	44	43	29	1	1	2
Percentage of Tested Scoring 55-100	92%	83%	88%	73%	49%	80%
Percentage of Tested Scoring 65-100	81%	67%	66%	55%	32%	51%
Percentage of Tested Scoring 85-100	8%	7%	5%	1%	1%	2%
<b>Physical Setting/Earth Science</b>						
Number Tested	421	419	533	30	43	45
Number Scoring 55-100	359	344	437	18	34	22
Number Scoring 65-100	296	270	325	13	27	12
Number Scoring 85-100	60	35	56	1	1	1
Percentage of Tested Scoring 55-100	85%	82%	82%	60%	79%	49%
Percentage of Tested Scoring 65-100	70%	64%	61%	43%	63%	27%
Percentage of Tested Scoring 85-100	14%	8%	11%	3%	2%	2%
<b>Physical Setting/Chemistry</b>						
Number Tested	200	320	288	2	2	4
Number Scoring 55-100	171	230	232	#	#	#
Number Scoring 65-100	112	126	126	#	#	#
Number Scoring 85-100	7	17	9	#	#	#
Percentage of Tested Scoring 55-100	85%	72%	81%	#	#	#
Percentage of Tested Scoring 65-100	56%	39%	44%	#	#	#
Percentage of Tested Scoring 85-100	4%	5%	3%	#	#	#
<b>Physical Setting/Physics</b>						
Number Tested			138			0
Number Scoring 55-100			86			0
Number Scoring 65-100			69			0
Number Scoring 85-100			6			0
Percentage of Tested Scoring 55-100			62%			0%
Percentage of Tested Scoring 65-100			50%			0%
Percentage of Tested Scoring 85-100			4%			0%

\* 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
<b>Comprehensive French</b>						
Number Tested	118	68	65	0	1	0
Number Scoring 55-100	111	57	65	0	#	0
Number Scoring 65-100	107	47	65	0	#	0
Number Scoring 85-100	13	17	23	0	#	0
Percentage of Tested Scoring 55-100	94%	84%	100%	0%	#	0%
Percentage of Tested Scoring 65-100	91%	69%	100%	0%	#	0%
Percentage of Tested Scoring 85-100	11%	25%	35%	0%	#	0%
<b>Comprehensive Italian</b>						
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%
<b>Comprehensive German</b>						
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%
<b>Comprehensive Hebrew</b>						
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%
<b>Comprehensive Spanish</b>						
Number Tested	218	210	210	3	1	3
Number Scoring 55-100	197	200	202	#	#	#
Number Scoring 65-100	177	180	185	#	#	#
Number Scoring 85-100	47	51	46	#	#	#
Percentage of Tested Scoring 55-100	90%	95%	96%	#	#	#
Percentage of Tested Scoring 65-100	81%	86%	88%	#	#	#
Percentage of Tested Scoring 85-100	22%	24%	22%	#	#	#
<b>Comprehensive Latin</b>						
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
<b>Sequential Mathematics, Course III (last administered January 2004)</b>						
Number Tested	207	240	33	1	2	0
Number Scoring 55-100	181	179	21	#	#	0
Number Scoring 65-100	166	156	16	#	#	0
Number Scoring 85-100	84	53	4	#	#	0
Percentage of Tested Scoring 55-100	87%	75%	64%	#	#	0%
Percentage of Tested Scoring 65-100	80%	65%	48%	#	#	0%
Percentage of Tested Scoring 85-100	41%	22%	12%	#	#	0%

## Introduction to Occupations Examination

	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
General-Education Students	11	27%	11	64%	11	55%
Students with Disabilities	1	#	0	0%	4	#

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
<b>Nov 2003</b>	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
<b>June 2004</b>	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
<b>Elementary Level</b>						
Social Studies	0	0	0	0	0	0
<b>Middle Level</b>						
Social Studies	0	0	0	0	0	0
<b>Secondary Level</b>						
English Language Arts	7	1	0	1	0	6
Social Studies	6	2	0	0	0	6
Mathematics	5	3	0	0	1	4
Science	6	2	0	0	0	6

## 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	404	404	404	52	52	52	456	456	456
Number Scoring 55–64	53	44	33	6	6	4	59	50	37
Number Scoring 65–84	296	221	282	6	11	17	302	232	299
Number Scoring 85–100	42	121	81	1	3	0	43	124	81
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
<b>Listening and Speaking (Grade 7-8)</b>						
Number Tested			0			0
Beginning (0-18)			0			0
Intermediate (19-31)			0			0
Advanced (32-36)			0			0
Proficient (37-39)			0			0
<b>Reading and Writing (Grade 7-8)</b>						
Number Tested			0			0
Beginning (0-14)			0			0
Intermediate (15-24)			0			0
Advanced (25-32)			0			0
Proficient (33-35)			0			0
<b>Listening and Speaking (Grade 9-12)</b>						
Number Tested			13			0
Beginning (0-18)			0			0
Intermediate (19-31)			2			0
Advanced (32-36)			5			0
Proficient (37-39)			6			0
<b>Reading and Writing (Grade 9-12)</b>						
Number Tested			13			0
Beginning (0-14)			0			0
Intermediate (15-24)			7			0
Advanced (25-32)			4			0
Proficient (33-35)			2			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 - L)