

# New York State School Report Card Comprehensive Information Report

BEDS Code: 40-07-01-06-0010  
 Name: Niagara-Wheatfield Senior High School  
 Principal: Michelle Spasiano

Grade Range : 9-12

## Fall Enrollment

Grade	2002-03	2003-04	2004-05
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	328	383	360
Tenth	324	329	361
Eleventh	318	333	321
Twelfth	301	338	301
Ungraded Secondary	0	0	0
Total K-12 Enrollment	1271	1383	1343

## Student Racial/Ethnic Origin

Race/Ethnicity	2002-03		2003-04		2004-05	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
American Indian, Alaskan, Asian, or Pacific Islander	87	6.8%	99	7.2%	114	8.5%
Black (Not Hispanic)	37	2.9%	43	3.1%	44	3.3%
Hispanic	16	1.3%	13	0.9%	12	0.9%
White (Not Hispanic)	1131	89.0%	1228	88.8%	1173	87.3%

## Average Class Size

Grade Level	2002-03	2003-04	2004-05
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	19	24	23
Mathematics Grade 10	20	23	24
Science Grade 10	13	10	21
Social Studies Grade 10	18	23	23

(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

	2002-03		2003-04		2004-05	
	Count	Percent	Count	Percent	Count	Percent
Limited English Proficient	0	0.0%	2	0.1%	3	0.2%
Eligible for Free Lunch	124	9.8%	147	10.6%	187	13.9%

### Attendance and Suspension

	2001-02		2002-03		2003-04	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
Annual Attendance Rate		91.0%		92.6%		90.4%
Student Suspensions	175	13.7%	135	10.6%	96	6.9%

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

	2002-03	2003-04	2004-05
Reduced Lunch	6.9%	5.9%	7.1%
Public Assistance	1-10%	1-10%	1-10%
Student Stability	90%	100%	95%

### Staff Counts

Staff	2004-05
Total Teachers	89
Total Other Professional Staff	10
Total Paraprofessionals	NA
Teaching Out of Certification*	1

\*Teaching out of certification more than on an incidental basis.

(Form – B)

# High School Graduates and Noncompleters

High School Graduates and Completers		2002-03	2003-04	2004-05
<b>General-Education Students</b>	Total Graduates*	241	265	246
	Regents Diplomas	180	214	233
	% Regents Diplomas	75%	81%	95%
	Regents Diplomas with Advanced Designation**			142
	% Regents Diplomas with Advanced Designation			58%
	IEP Diplomas or Local Certificates			
<b>Students with Disabilities</b>	Total Graduates*	19	13	16
	Regents Diplomas	2	1	11
	% Regents Diplomas	11%	8%	69%
	Regents Diplomas with Advanced Designation**			2
	% Regents Diplomas with Advanced Designation			12%
	IEP Diplomas or Local Certificates	0	0	1
<b>All Students</b>	Total Graduates*	260	278	262
	Regents Diplomas	182	215	244
	% Regents Diplomas	70%	77%	93%
	Regents Diplomas with Advanced Designation**			144
	% Regents Diplomas with Advanced Designation			55%
	IEP Diplomas or Local Certificates	0	0	1

\* Only students awarded local diplomas or Regents endorsed diplomas are included in the count of high school graduates in this table. Data include graduates in August, January and June of the school year being reported.

\*\*Beginning with students who first entered grade 9 in 2001-02, students may earn a Regents diploma by passing (scoring 65-100) Regents exams in five areas and meeting course requirements. To earn a Regents diploma with advanced designation, the student must pass eight Regents exams. For more information, see <http://www.emsc.nysed.gov/parents/gradreqtsfs.shtml>.

## Post-Secondary Plans of 2004-05 Graduates

		4-year College	2-year College	Other Post-Secondary	Military	Employment	Adult Services	Plan Unknown	Other Known Plan
<b>General-Education Students</b>	<b>Number</b>	108	106	1	2	24	0	4	1
	<b>Percent</b>	44%	43%	0%	1%	10%	0%	2%	0%
<b>Students with Disabilities</b>	<b>Number</b>	1	7	1	1	3	0	2	1
	<b>Percent</b>	6%	44%	6%	6%	19%	0%	12%	6%
<b>All Students</b>	<b>Number</b>	109	113	2	3	27	0	6	2
	<b>Percent</b>	42%	43%	1%	1%	10%	0%	2%	1%

## High School Noncompletion Rates

		2002-03		2003-04		2004-05	
		No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
<b>General-Education Students</b>	Dropped Out	25		40	3.4%	21	1.8%
	Entered GED Program*	9		17	1.4%	7	0.6%
	Total Noncompleters	34		57	4.8%	28	2.4%
<b>Students with Disabilities</b>	Dropped Out	11		8	6.7%	11	8.1%
	Entered GED Program*	1		0	0.0%	2	1.5%
	Total Noncompleters	12		8	6.7%	13	9.6%
<b>All Students</b>	Dropped Out	36	2.8%	48	3.7%	32	2.4%
	Entered GED Program*	10	0.8%	17	1.3%	9	0.7%
	Total Noncompleters	46	3.6%	65	5.0%	41	3.1%

\*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	2002-03	2003-04	2004-05
K-1	0%	0%	0%
2-3	0%	0%	0%

## Students Developing a Career Plan, 4-12

Grades		2002-03	2003-04	2004-05
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	0	272
	Number of Students with Disabilities	0	0	29
	Number of All Students	0	0	301
	Percent of Enrollment	0%	0%	22%

(Form - D)

# Second Language Proficiency Examinations

## General-Education Students

Test	2002-03		2003-04		2004-05	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	0	0%	2	#	5	100%
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	1	#	0	0%	0	0%
Spanish	0	0%	0	0%	1	#

## Students with Disabilities

Test	2002-03		2003-04		2004-05	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	0	0%	0	0%	1	#
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	2002-03		2003-04		2004-05	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	1	#	1	#	0	0%
Science	0	0%	0	0%	1	#
Reading	0	0%	1	#	0	0%
Writing	0	0%	0	0%	1	#
Global Studies	0	0%	0	0%	1	#
U.S. Hist & Gov't	1	#	1	#	0	0%

## Students with Disabilities

Test	2002-03		2003-04		2004-05	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	44	70%	18	61%	16	75%
Science	23	43%	24	54%	10	20%
Reading	5	80%	9	89%	3	#
Writing	5	80%	9	100%	5	100%
Global Studies	17	35%	14	29%	13	15%
U.S. Hist & Gov't	9	33%	14	57%	2	#

(Form – E)

# Regents Examinations

	All Students			Students with Disabilities		
	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05
<b>Comprehensive English</b>						
Number Tested	319	314	297	18	23	27
Number Scoring 55-100	302	300	293	10	19	26
Number Scoring 65-100	279	291	283	8	16	20
Number Scoring 85-100	122	136	112	0	0	0
Percentage of Tested Scoring 55-100	95%	96%	99%	56%	83%	96%
Percentage of Tested Scoring 65-100	87%	93%	95%	44%	70%	74%
Percentage of Tested Scoring 85-100	38%	43%	38%	0%	0%	0%
<b>Mathematics A</b>						
Number Tested	392	382	385	28	42	35
Number Scoring 55-100	326	369	372	8	34	29
Number Scoring 65-100	285	354	354	6	28	19
Number Scoring 85-100	65	105	95	0	0	0
Percentage of Tested Scoring 55-100	83%	97%	97%	29%	81%	83%
Percentage of Tested Scoring 65-100	73%	93%	92%	21%	67%	54%
Percentage of Tested Scoring 85-100	17%	27%	25%	0%	0%	0%
<b>Mathematics B</b>						
Number Tested	161	260	250	1	3	5
Number Scoring 55-100	119	222	193	#	#	1
Number Scoring 65-100	98	179	161	#	#	1
Number Scoring 85-100	20	39	29	#	#	0
Percentage of Tested Scoring 55-100	74%	85%	77%	#	#	20%
Percentage of Tested Scoring 65-100	61%	69%	64%	#	#	20%
Percentage of Tested Scoring 85-100	12%	15%	12%	#	#	0%
<b>Global History and Geography</b>						
Number Tested	356	326	369	26	37	36
Number Scoring 55-100	333	312	345	17	33	29
Number Scoring 65-100	318	300	324	11	26	23
Number Scoring 85-100	129	125	141	1	1	3
Percentage of Tested Scoring 55-100	94%	96%	93%	65%	89%	81%
Percentage of Tested Scoring 65-100	89%	92%	88%	42%	70%	64%
Percentage of Tested Scoring 85-100	36%	38%	38%	4%	3%	8%
<b>U.S. History and Government</b>						
Number Tested	332	310	303	18	23	34
Number Scoring 55-100	319	293	292	12	14	30
Number Scoring 65-100	292	280	284	10	12	27
Number Scoring 85-100	145	158	181	1	2	5
Percentage of Tested Scoring 55-100	96%	95%	96%	67%	61%	88%
Percentage of Tested Scoring 65-100	88%	90%	94%	56%	52%	79%
Percentage of Tested Scoring 85-100	44%	51%	60%	6%	9%	15%

(Form – F)

# Regents Examinations

	All Students			Students with Disabilities		
	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05
<b>Living Environment</b>						
Number Tested	323	383	511	36	41	43
Number Scoring 55-100	309	362	486	25	30	28
Number Scoring 65-100	284	326	445	21	25	19
Number Scoring 85-100	69	84	118	0	1	2
Percentage of Tested Scoring 55-100	96%	95%	95%	69%	73%	65%
Percentage of Tested Scoring 65-100	88%	85%	87%	58%	61%	44%
Percentage of Tested Scoring 85-100	21%	22%	23%	0%	2%	5%
<b>Physical Setting/Earth Science</b>						
Number Tested	249	268	199	19	32	31
Number Scoring 55-100	218	247	173	11	21	21
Number Scoring 65-100	187	197	148	4	15	13
Number Scoring 85-100	41	38	27	0	1	2
Percentage of Tested Scoring 55-100	88%	92%	87%	58%	66%	68%
Percentage of Tested Scoring 65-100	75%	74%	74%	21%	47%	42%
Percentage of Tested Scoring 85-100	16%	14%	14%	0%	3%	6%
<b>Physical Setting/Chemistry</b>						
Number Tested	339	279	275	3	3	8
Number Scoring 55-100	316	254	242	#	#	5
Number Scoring 65-100	232	187	180	#	#	2
Number Scoring 85-100	31	33	30	#	#	0
Percentage of Tested Scoring 55-100	93%	91%	88%	#	#	62%
Percentage of Tested Scoring 65-100	68%	67%	65%	#	#	25%
Percentage of Tested Scoring 85-100	9%	12%	11%	#	#	0%
<b>Physical Setting/Physics</b>						
Number Tested		74	71		0	0
Number Scoring 55-100		69	68		0	0
Number Scoring 65-100		66	65		0	0
Number Scoring 85-100		20	29		0	0
Percentage of Tested Scoring 55-100		93%	96%		0%	0%
Percentage of Tested Scoring 65-100		89%	92%		0%	0%
Percentage of Tested Scoring 85-100		27%	41%		0%	0%

\* Physical Setting/Physics results for 2002-03 are not included in the report card because the Department issued new conversion charts for assessments administered in that year.

(Form – G)

# Regents Examinations

	All Students			Students with Disabilities		
	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05
<b>Comprehensive French</b>						
Number Tested	77	66	102	1	1	3
Number Scoring 55-100	71	66	102	#	#	#
Number Scoring 65-100	71	65	102	#	#	#
Number Scoring 85-100	21	29	47	#	#	#
Percentage of Tested Scoring 55-100	92%	100%	100%	#	#	#
Percentage of Tested Scoring 65-100	92%	98%	100%	#	#	#
Percentage of Tested Scoring 85-100	27%	44%	46%	#	#	#
<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	165	117	113	1	2	0
Number Scoring 55-100	162	113	112	#	#	0
Number Scoring 65-100	148	101	107	#	#	0
Number Scoring 85-100	66	37	56	#	#	0
Percentage of Tested Scoring 55-100	98%	97%	99%	#	#	0%
Percentage of Tested Scoring 65-100	90%	86%	95%	#	#	0%
Percentage of Tested Scoring 85-100	40%	32%	50%	#	#	0%
<b>Comprehensive Latin</b>						
Number Tested	42	32	36	0	1	2
Number Scoring 55-100	42	32	36	0	#	#
Number Scoring 65-100	42	31	36	0	#	#
Number Scoring 85-100	13	13	12	0	#	#
Percentage of Tested Scoring 55-100	100%	100%	100%	0%	#	#
Percentage of Tested Scoring 65-100	100%	97%	100%	0%	#	#
Percentage of Tested Scoring 85-100	31%	41%	33%	0%	#	#

(Form – H)

## New York State Alternate Assessments (NYSAA) 2004–05

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	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

### 2001 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	257	257	257	23	23	23	280	280	280
Number Scoring 55–64	3	0	1	3	0	3	6	0	4
Number Scoring 65–84	136	96	162	13	12	14	149	108	176
Number Scoring 85–100	116	152	94	1	2	0	117	154	94
Approved Alternatives	1	0	0	0	0	0	1	0	0

(Form – J)

# New York State English as a Second Language Achievement Tests (NYSESLAT)\*

	All Students			Students with Disabilities		
	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05
<b>Listening and Speaking (Grade 7-8)</b>						
Number Tested		0	0		0	0
Beginning		0	0		0	0
Intermediate		0	0		0	0
Advanced		0	0		0	0
Proficient		0	0		0	0
<b>Reading and Writing (Grade 7-8)</b>						
Number Tested		0	0		0	0
Beginning		0	0		0	0
Intermediate		0	0		0	0
Advanced		0	0		0	0
Proficient		0	0		0	0
<b>Listening and Speaking (Grade 9-12)</b>						
Number Tested		1	3		0	1
Beginning		#	#		0	#
Intermediate		#	#		0	#
Advanced		#	#		0	#
Proficient		#	#		0	#
<b>Reading and Writing (Grade 9-12)</b>						
Number Tested		1	3		0	1
Beginning		#	#		0	#
Intermediate		#	#		0	#
Advanced		#	#		0	#
Proficient		#	#		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)