

New York State School Report Card

Comprehensive Information Report

BEDS Code: 40-08-00-01-0034
 Name: Niagara Falls High School
 Principal: Mark Laurie

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	1	0
Eighth	0	0	0
Ninth	710	716	706
Tenth	593	668	575
Eleventh	550	566	596
Twelfth	507	524	503
Ungraded Secondary	189	12	12
Total K-12 Enrollment	2549	2487	2392

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	112	4.4%	118	4.7%	111	4.6%
Black (Not Hispanic)	700	27.5%	742	29.8%	753	31.5%
Hispanic	52	2.0%	49	2.0%	58	2.4%
White (Not Hispanic)	1685	66.1%	1578	63.4%	1470	61.5%

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	21	21	22
Mathematics Grade 10	23	21	18
Science Grade 10	24	19	20
Social Studies Grade 10	22	23	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
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

	2002-03		2003-04		2004-05	
	Count	Percent	Count	Percent	Count	Percent
Limited English Proficient	12	0.5%	15	0.6%	17	0.7%
Eligible for Free Lunch	505	19.8%	795	32.0%	649	27.1%

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		89.2%		88.3%		92.5%
Student Suspensions	487	19.3%	197	7.7%	466	18.7%

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

	2002-03	2003-04	2004-05
Reduced Lunch	5.8%	8.6%	9.4%
Public Assistance	41-50%	51-60%	41-50%
Student Stability	96%	85%	95%

Staff Counts

Staff	2004-05
Total Teachers	151
Total Other Professional Staff	30
Total Paraprofessionals	NA
Teaching Out of Certification*	10

*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
General-Education Students	Total Graduates*	369	400	371
	Regents Diplomas	176	189	245
	% Regents Diplomas	48%	47%	66%
	Regents Diplomas with Advanced Designation**			89
	% Regents Diplomas with Advanced Designation			24%
	IEP Diplomas or Local Certificates			
Students with Disabilities	Total Graduates*	17	30	41
	Regents Diplomas	0	1	19
	% Regents Diplomas	0%	3%	46%
	Regents Diplomas with Advanced Designation**			0
	% Regents Diplomas with Advanced Designation			0%
	IEP Diplomas or Local Certificates	26	26	23
All Students	Total Graduates*	386	430	412
	Regents Diplomas	176	190	264
	% Regents Diplomas	46%	44%	64%
	Regents Diplomas with Advanced Designation**			89
	% Regents Diplomas with Advanced Designation			22%
	IEP Diplomas or Local Certificates	26	26	23

* 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
General-Education Students	Number	114	182	4	15	41	0	10	5
	Percent	31%	49%	1%	4%	11%	0%	3%	1%
Students with Disabilities	Number	4	22	0	2	8	0	2	3
	Percent	10%	54%	0%	5%	20%	0%	5%	7%
All Students	Number	118	204	4	17	49	0	12	8
	Percent	29%	50%	1%	4%	12%	0%	3%	2%

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.
General-Education Students	Dropped Out	12		21	1.0%	14	0.7%
	Entered GED Program*	118		129	6.2%	167	8.2%
	Total Noncompleters	130		150	7.2%	181	8.9%
Students with Disabilities	Dropped Out	0		11	2.4%	9	2.0%
	Entered GED Program*	21		26	5.6%	42	9.4%
	Total Noncompleters	21		37	7.9%	51	11.4%
All Students	Dropped Out	12	0.5%	32	1.3%	23	0.9%
	Entered GED Program*	139	5.5%	155	6.1%	209	8.4%
	Total Noncompleters	151	5.9%	187	7.3%	232	9.3%

*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	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	234	0	1049
	Number of Students with Disabilities	141	0	130
	Number of All Students	375	0	1179
	Percent of Enrollment	15%	0%	49%

(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	146	94%	113	94%	58	74%
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	458	87%	448	82%	451	86%

Students with Disabilities

Test	2002-03		2003-04		2004-05	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	2	#	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	21	81%	26	65%	19	68%

Regents Competency Tests

General-Education Students

Test	2002-03		2003-04		2004-05	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	7	86%	7	100%	6	50%
Science	5	40%	9	78%	5	60%
Reading	3	#	6	83%	4	#
Writing	2	#	6	100%	6	67%
Global Studies	4	#	10	50%	7	57%
U.S. Hist & Gov't	6	83%	9	56%	4	#

Students with Disabilities

Test	2002-03		2003-04		2004-05	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	115	57%	172	61%	170	63%
Science	82	28%	91	48%	116	43%
Reading	34	56%	118	53%	98	67%
Writing	25	60%	125	45%	131	82%
Global Studies	52	17%	84	33%	70	24%
U.S. Hist & Gov't	21	43%	34	44%	50	60%

(Form – E)

Regents Examinations

	All Students			Students with Disabilities		
	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05
Comprehensive English						
Number Tested	509	572	489	34	52	45
Number Scoring 55-100	460	538	466	24	45	33
Number Scoring 65-100	408	473	408	18	33	21
Number Scoring 85-100	82	194	125	0	1	0
Percentage of Tested Scoring 55-100	90%	94%	95%	71%	87%	73%
Percentage of Tested Scoring 65-100	80%	83%	83%	53%	63%	47%
Percentage of Tested Scoring 85-100	16%	34%	26%	0%	2%	0%
Mathematics A						
Number Tested	492	533	658	22	28	95
Number Scoring 55-100	383	520	634	8	24	81
Number Scoring 65-100	305	468	542	6	17	59
Number Scoring 85-100	27	54	128	0	1	8
Percentage of Tested Scoring 55-100	78%	98%	96%	36%	86%	85%
Percentage of Tested Scoring 65-100	62%	88%	82%	27%	61%	62%
Percentage of Tested Scoring 85-100	5%	10%	19%	0%	4%	8%
Mathematics B						
Number Tested	0	177	220	0	1	0
Number Scoring 55-100	0	108	113	0	#	0
Number Scoring 65-100	0	80	88	0	#	0
Number Scoring 85-100	0	9	11	0	#	0
Percentage of Tested Scoring 55-100	0%	61%	51%	0%	#	0%
Percentage of Tested Scoring 65-100	0%	45%	40%	0%	#	0%
Percentage of Tested Scoring 85-100	0%	5%	5%	0%	#	0%
Global History and Geography						
Number Tested	675	701	621	79	81	96
Number Scoring 55-100	526	529	486	37	32	45
Number Scoring 65-100	400	363	347	23	15	23
Number Scoring 85-100	73	83	60	2	0	0
Percentage of Tested Scoring 55-100	78%	75%	78%	47%	40%	47%
Percentage of Tested Scoring 65-100	59%	52%	56%	29%	19%	24%
Percentage of Tested Scoring 85-100	11%	12%	10%	3%	0%	0%
U.S. History and Government						
Number Tested	501	493	574	34	49	65
Number Scoring 55-100	458	398	455	28	32	35
Number Scoring 65-100	388	306	373	19	21	27
Number Scoring 85-100	130	79	116	4	1	4
Percentage of Tested Scoring 55-100	91%	81%	79%	82%	65%	54%
Percentage of Tested Scoring 65-100	77%	62%	65%	56%	43%	42%
Percentage of Tested Scoring 85-100	26%	16%	20%	12%	2%	6%

(Form – F)

Regents Examinations

	All Students			Students with Disabilities		
	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05
Living Environment						
Number Tested	648	583	549	77	95	92
Number Scoring 55-100	538	511	487	38	76	66
Number Scoring 65-100	435	383	400	25	48	38
Number Scoring 85-100	43	29	42	1	2	3
Percentage of Tested Scoring 55-100	83%	88%	89%	49%	80%	72%
Percentage of Tested Scoring 65-100	67%	66%	73%	32%	51%	41%
Percentage of Tested Scoring 85-100	7%	5%	8%	1%	2%	3%
Physical Setting/Earth Science						
Number Tested	419	533	478	43	45	52
Number Scoring 55-100	344	437	408	34	22	33
Number Scoring 65-100	270	325	321	27	12	18
Number Scoring 85-100	35	56	88	1	1	0
Percentage of Tested Scoring 55-100	82%	82%	85%	79%	49%	63%
Percentage of Tested Scoring 65-100	64%	61%	67%	63%	27%	35%
Percentage of Tested Scoring 85-100	8%	11%	18%	2%	2%	0%
Physical Setting/Chemistry						
Number Tested	320	288	240	2	4	4
Number Scoring 55-100	230	232	209	#	#	#
Number Scoring 65-100	126	126	120	#	#	#
Number Scoring 85-100	17	9	17	#	#	#
Percentage of Tested Scoring 55-100	72%	81%	87%	#	#	#
Percentage of Tested Scoring 65-100	39%	44%	50%	#	#	#
Percentage of Tested Scoring 85-100	5%	3%	7%	#	#	#
Physical Setting/Physics						
Number Tested		138	111		0	1
Number Scoring 55-100		86	53		0	#
Number Scoring 65-100		69	38		0	#
Number Scoring 85-100		6	4		0	#
Percentage of Tested Scoring 55-100		62%	48%		0%	#
Percentage of Tested Scoring 65-100		50%	34%		0%	#
Percentage of Tested Scoring 85-100		4%	4%		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
Comprehensive French						
Number Tested	68	65	40	1	0	0
Number Scoring 55-100	57	65	39	#	0	0
Number Scoring 65-100	47	65	37	#	0	0
Number Scoring 85-100	17	23	6	#	0	0
Percentage of Tested Scoring 55-100	84%	100%	97%	#	0%	0%
Percentage of Tested Scoring 65-100	69%	100%	93%	#	0%	0%
Percentage of Tested Scoring 85-100	25%	35%	15%	#	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	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	210	210	235	1	3	11
Number Scoring 55-100	200	202	224	#	#	9
Number Scoring 65-100	180	185	210	#	#	8
Number Scoring 85-100	51	46	75	#	#	0
Percentage of Tested Scoring 55-100	95%	96%	95%	#	#	82%
Percentage of Tested Scoring 65-100	86%	88%	89%	#	#	73%
Percentage of Tested Scoring 85-100	24%	22%	32%	#	#	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)

New York State Alternate Assessments (NYSAA) 2004–05

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	8	0	0	0	1	7
Secondary Level						
English Language Arts	2	0	#	#	#	#
Social Studies	2	0	#	#	#	#
Mathematics	2	0	#	#	#	#
Science	2	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	394	394	394	68	68	68	462	462	462
Number Scoring 55–64	61	70	27	15	6	12	76	76	39
Number Scoring 65–84	258	229	281	16	20	32	274	249	313
Number Scoring 85–100	60	76	77	0	0	0	60	76	77
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		
	2002–03	2003–04	2004–05	2002–03	2003–04	2004–05
Listening and Speaking (Grade 7–8)						
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
Reading and Writing (Grade 7–8)						
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
Listening and Speaking (Grade 9–12)						
Number Tested		13	12		0	0
Beginning		0	0		0	0
Intermediate		2	1		0	0
Advanced		5	6		0	0
Proficient		6	5		0	0
Reading and Writing (Grade 9–12)						
Number Tested		13	12		0	0
Beginning		0	0		0	0
Intermediate		7	6		0	0
Advanced		4	5		0	0
Proficient		2	1		0	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)