

# New York State District Report Card Comprehensive Information Report

BEDS Code: 40-07-01-06-0000

Name: Niagara-Wheatfield Central School District

Superintendent: Judith H. Howard

## Fall Enrollment

Grade	2000–2001	2001–2002	2002–2003
Pre-K	14	14	22
Kindergarten	236	267	257
First	269	245	279
Second	273	296	254
Third	298	271	295
Fourth	309	311	289
Fifth	308	313	319
Sixth	335	335	333
Ungraded Elementary	0	8	0
Seventh	322	357	338
Eighth	310	312	347
Ninth	338	335	328
Tenth	310	318	324
Eleventh	313	306	318
Twelfth	305	319	301
Ungraded Secondary	0	0	0
Total K-12 Enrollment	3926	3993	3982

## 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	298	7.6%	287	7.2%	309	7.8%
Black (Not Hispanic)	92	2.3%	86	2.2%	102	2.6%
Hispanic	21	0.5%	26	0.7%	33	0.8%
White (Not Hispanic)	3515	89.5%	3594	90.0%	3538	88.8%

## Average Class Size

Grade Level	2000–2001	2001–2002	2002–2003
Kindergarten	16	17	17
Common Branch	20	19	19
English Grade 8	23	24	23
Mathematics Grade 8	24	23	23
Science Grade 8	24	24	22
Social Studies Grade 8	24	25	23
English Grade 10	22	19	19
Mathematics Grade 10	24	22	20
Science Grade 10	18	0	13
Social Studies Grade 10	22	23	18

(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
NA	NA

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	7	0.2%	11	0.3%	8	0.2%
Eligible for Free Lunch	465	11.8%	487	12.2%	607	15.2%

### 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		94.2%		94.2%		94.1%
Student Suspensions	146	3.7%	174	4.4%	190	4.8%

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

	2000–2001	2001–2002	2002–2003
Reduced Lunch	6.6%	7.2%	7.1%
Public Assistance	NA	NA	NA
Student Stability	NA	NA	NA

### Staff Counts

Staff	2002–2003
Total Teachers	315
Total Other Professional Staff	35
Total Paraprofessionals	52
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	243	144	59%	247	170	69%	242	180	74%
Students with Disabilities	19	1	5%	25	3	12%	19	2	11%
All Students	262	145	55%	272	173	64%	261	182	70%

\*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	105	110	3	10	30	3
Percent	40%	42%	1%	4%	11%	1%

## 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)
19	2	0	19

\*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			46		25	
	Entered GED Program*			4		9	
	Total Noncompleters			50		34	
Students with Disabilities	Dropped Out			15		14	
	Entered GED Program*			1		1	
	Total Noncompleters			16		15	
All Students	Dropped Out	23	1.8%	61	4.8%	39	3.1%
	Entered GED Program*	29	2.3%	5	0.4%	10	0.8%
	Total Noncompleters	52	4.1%	66	5.2%	49	3.9%

\*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		8	10
	Number of Students with Disabilities		2	2
	Number of All Students		10	12
	Percent of Enrollment		2%	2%
6-8	Number of General-Education Students		18	13
	Number of Students with Disabilities		2	1
	Number of All Students		20	14
	Percent of Enrollment		2%	1%
9-12	Number of General-Education Students		1278	0
	Number of Students with Disabilities		0	0
	Number of All Students		1278	0
	Percent of Enrollment		100%	0%

## Second Language Proficiency Examinations

### General-Education Students

Test	2000-2001		2001-2002		2002-2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	104	99%	0	0%	123	100%
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	27	96%	1	#	30	100%
Spanish	134	86%	0	0%	148	96%

### Students with Disabilities

Test	2000-2001		2001-2002		2002-2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	9	78%	0	0%	9	100%
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	2	#
Spanish	15	27%	0	0%	6	100%

(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	6	67%	27	78%	1	#
Science	7	86%	17	53%	0	0%
Reading	2	#	2	#	0	0%
Writing	2	#	3	#	0	0%
Global Studies	11	82%	16	62%	0	0%
U.S. Hist & Gov't	9	33%	11	18%	1	#

## Students with Disabilities

Test	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	49	80%	6	83%	44	70%
Science	12	58%	2	#	23	43%
Reading	25	64%	5	100%	5	80%
Writing	24	79%	3	#	5	80%
Global Studies	22	41%	4	#	17	35%
U.S. Hist & Gov't	20	45%	8	62%	9	33%

(Form – E)

# Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
<b>Comprehensive English</b>						
Number Tested	305	288	320	31	2	18
Number Scoring 55–100	290	275	303	19	#	10
Number Scoring 65–100	257	247	280	7	#	8
Number Scoring 85–100	109	116	122	1	#	0
Percentage of Tested Scoring 55–100	95%	95%	95%	61%	#	56%
Percentage of Tested Scoring 65–100	84%	86%	88%	23%	#	44%
Percentage of Tested Scoring 85–100	36%	40%	38%	3%	#	0%
<b>Mathematics A</b>						
Number Tested	23	410	397	1	2	29
Number Scoring 55–100	16	328	329	#	#	8
Number Scoring 65–100	10	273	287	#	#	6
Number Scoring 85–100	1	62	67	#	#	0
Percentage of Tested Scoring 55–100	70%	80%	83%	#	#	28%
Percentage of Tested Scoring 65–100	43%	67%	72%	#	#	21%
Percentage of Tested Scoring 85–100	4%	15%	17%	#	#	0%
<b>Mathematics B (first administered June 2001)</b>						
Number Tested	0	0	161	0	0	1
Number Scoring 55–100	0	0	119	0	0	#
Number Scoring 65–100	0	0	98	0	0	#
Number Scoring 85–100	0	0	20	0	0	#
Percentage of Tested Scoring 55–100	0%	0%	74%	0%	0%	#
Percentage of Tested Scoring 65–100	0%	0%	61%	0%	0%	#
Percentage of Tested Scoring 85–100	0%	0%	12%	0%	0%	#
<b>Global History and Geography</b>						
Number Tested	316	314	357	26	2	27
Number Scoring 55–100	299	294	333	18	#	17
Number Scoring 65–100	264	255	318	14	#	11
Number Scoring 85–100	92	72	129	0	#	1
Percentage of Tested Scoring 55–100	95%	94%	93%	69%	#	63%
Percentage of Tested Scoring 65–100	84%	81%	89%	54%	#	41%
Percentage of Tested Scoring 85–100	29%	23%	36%	0%	#	4%
<b>U.S. History and Government (first administered June 2001)</b>						
Number Tested	288	314	333	32	5	18
Number Scoring 55–100	251	295	320	14	4	12
Number Scoring 65–100	223	260	293	9	1	10
Number Scoring 85–100	115	82	145	1	0	1
Percentage of Tested Scoring 55–100	87%	94%	96%	44%	80%	67%
Percentage of Tested Scoring 65–100	77%	83%	88%	28%	20%	56%
Percentage of Tested Scoring 85–100	40%	26%	44%	3%	0%	6%

(Form – F)

# Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
<b>Living Environment (first administered June 2001)</b>						
Number Tested	321	345	325	42	1	37
Number Scoring 55–100	312	339	311	37	#	26
Number Scoring 65–100	287	322	286	21	#	22
Number Scoring 85–100	41	90	69	0	#	0
Percentage of Tested Scoring 55–100	97%	98%	96%	88%	#	70%
Percentage of Tested Scoring 65–100	89%	93%	88%	50%	#	59%
Percentage of Tested Scoring 85–100	13%	26%	21%	0%	#	0%
<b>Physical Setting/Earth Science (first administered June 2001)</b>						
Number Tested	344	349	307	9	2	20
Number Scoring 55–100	316	324	275	7	#	12
Number Scoring 65–100	284	284	243	6	#	5
Number Scoring 85–100	96	90	81	1	#	0
Percentage of Tested Scoring 55–100	92%	93%	90%	78%	#	60%
Percentage of Tested Scoring 65–100	83%	81%	79%	67%	#	25%
Percentage of Tested Scoring 85–100	28%	26%	26%	11%	#	0%
<b>Physical Setting/Chemistry (first administered June 2002)</b>						
Number Tested		164	339		1	3
Number Scoring 55–100		154	316		#	#
Number Scoring 65–100		89	232		#	#
Number Scoring 85–100		8	31		#	#
Percentage of Tested Scoring 55–100		94%	93%		#	#
Percentage of Tested Scoring 65–100		54%	68%		#	#
Percentage of Tested Scoring 85–100		5%	9%		#	#
<b>Physical Setting/Physics (first administered June 2002)*</b>						
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
<b>Comprehensive French</b>						
Number Tested	61	77	77	2	0	1
Number Scoring 55–100	60	76	71	#	0	#
Number Scoring 65–100	60	76	71	#	0	#
Number Scoring 85–100	27	27	21	#	0	#
Percentage of Tested Scoring 55–100	98%	99%	92%	#	0%	#
Percentage of Tested Scoring 65–100	98%	99%	92%	#	0%	#
Percentage of Tested Scoring 85–100	44%	35%	27%	#	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	80	107	165	2	0	1
Number Scoring 55–100	79	105	162	#	0	#
Number Scoring 65–100	79	104	148	#	0	#
Number Scoring 85–100	45	52	66	#	0	#
Percentage of Tested Scoring 55–100	99%	98%	98%	#	0%	#
Percentage of Tested Scoring 65–100	99%	97%	90%	#	0%	#
Percentage of Tested Scoring 85–100	56%	49%	40%	#	0%	#
<b>Comprehensive Latin</b>						
Number Tested	38	24	49	1	0	0
Number Scoring 55–100	37	24	49	#	0	0
Number Scoring 65–100	37	24	49	#	0	0
Number Scoring 85–100	19	8	15	#	0	0
Percentage of Tested Scoring 55–100	97%	100%	100%	#	0%	0%
Percentage of Tested Scoring 65–100	97%	100%	100%	#	0%	0%
Percentage of Tested Scoring 85–100	50%	33%	31%	#	0%	0%

(Form – H)

# Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
<b>Sequential Mathematics, Course II (last administered January 2003)</b>						
Number Tested	322	36	3	7	1	0
Number Scoring 55–100	269	26	#	6	#	0
Number Scoring 65–100	236	20	#	4	#	0
Number Scoring 85–100	98	5	#	2	#	0
Percentage of Tested Scoring 55–100	84%	72%	#	86%	#	0%
Percentage of Tested Scoring 65–100	73%	56%	#	57%	#	0%
Percentage of Tested Scoring 85–100	30%	14%	#	29%	#	0%
<b>Sequential Mathematics, Course III</b>						
Number Tested	205	242	58	2	5	1
Number Scoring 55–100	178	187	40	#	3	#
Number Scoring 65–100	158	162	31	#	2	#
Number Scoring 85–100	59	65	3	#	1	#
Percentage of Tested Scoring 55–100	87%	77%	69%	#	60%	#
Percentage of Tested Scoring 65–100	77%	67%	53%	#	40%	#
Percentage of Tested Scoring 85–100	29%	27%	5%	#	20%	#

(Form – I)

## Introduction to Occupations Examination

	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
General-Education Students	115	99%	99	100%	23	100%
Students with Disabilities	15	100%	2	#	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
<b>Nov 2002</b>	General-Education Students	292	0%	3%	73%	24%
	Students with Disabilities	24	17%	13%	67%	4%
	All Students	316	2%	3%	72%	23%

### Middle-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
<b>June 2003</b>	General-Education Students	306	0%	24%	69%	7%
	Students with Disabilities	35	11%	66%	23%	0%
	All Students	341	1%	28%	64%	6%

(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
<b>Elementary Level</b>						
Social Studies	1	0	#	#	#	#
<b>Middle Level</b>						
Social Studies	1	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

## 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	259	259	259	27	27	27	286	286	286
Number Scoring 55–64	15	17	4	5	8	3	20	25	7
Number Scoring 65–84	148	145	166	14	10	18	162	155	184
Number Scoring 85–100	89	83	82	0	0	1	89	83	83
Approved Alternatives	0	0	0	0	0	0	0	0	0

(Form – K)