

# New York State School Report Card Comprehensive Information Report

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

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	338	335	328
Tenth	310	318	324
Eleventh	313	306	318
Twelfth	305	319	301
Ungraded Secondary	0	0	0
Total K-12 Enrollment	1266	1278	1271

## 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	86	6.8%	84	6.6%	87	6.8%
Black (Not Hispanic)	25	2.0%	29	2.3%	37	2.9%
Hispanic	7	0.6%	12	0.9%	16	1.3%
White (Not Hispanic)	1148	90.7%	1153	90.2%	1131	89.0%

## 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	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
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

	2000–2001		2001–2002		2002–2003	
	Count	Percent	Count	Percent	Count	Percent
Limited English Proficient	0	0.0%	0	0.0%	0	0.0%
Eligible for Free Lunch	90	7.1%	117	9.1%	124	9.8%

### 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		91.0%		91.9%		91.0%
Student Suspensions	78	6.2%	145	11.5%	175	13.7%

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

	2000–2001	2001–2002	2002–2003
Reduced Lunch	5.3%	5.5%	6.9%
Public Assistance	1-10%	1-10%	1-10%
Student Stability	96%	92%	90%

### Staff Counts

Staff	2002–2003
Total Teachers	86
Total Other Professional Staff	12
Total Paraprofessionals	NA
Teaching Out of Certification*	4
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%	241	180	75%
Students with Disabilities	19	1	5%	24	3	12%	19	2	11%
All Students	262	145	55%	271	173	64%	260	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	109	3	10	30	3
Percent	40%	42%	1%	4%	12%	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			13		11	
	Entered GED Program*			1		1	
	Total Noncompleters			14		12	
All Students	Dropped Out	22	1.7%	59	4.6%	36	2.8%
	Entered GED Program*	27	2.1%	5	0.4%	10	0.8%
	Total Noncompleters	49	3.9%	64	5.0%	46	3.6%

\*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		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	0	0%	0	0%	0	0%
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	1	#
Spanish	0	0%	0	0%	0	0%

### Students with Disabilities

Test	2000-2001		2001-2002		2002-2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	0	0%	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	0	0%	0	0%	0	0%

(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	44	77%	6	83%	44	70%
Science	10	50%	2	#	23	43%
Reading	25	64%	5	100%	5	80%
Writing	23	78%	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	303	288	319	29	2	18
Number Scoring 55–100	288	275	302	17	#	10
Number Scoring 65–100	256	247	279	6	#	8
Number Scoring 85–100	109	116	122	1	#	0
Percentage of Tested Scoring 55–100	95%	95%	95%	59%	#	56%
Percentage of Tested Scoring 65–100	84%	86%	87%	21%	#	44%
Percentage of Tested Scoring 85–100	36%	40%	38%	3%	#	0%
<b>Mathematics A</b>						
Number Tested	23	409	392	1	2	28
Number Scoring 55–100	16	327	326	#	#	8
Number Scoring 65–100	10	272	285	#	#	6
Number Scoring 85–100	1	62	65	#	#	0
Percentage of Tested Scoring 55–100	70%	80%	83%	#	#	29%
Percentage of Tested Scoring 65–100	43%	67%	73%	#	#	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	312	314	356	22	2	26
Number Scoring 55–100	296	294	333	15	#	17
Number Scoring 65–100	261	255	318	11	#	11
Number Scoring 85–100	92	72	129	0	#	1
Percentage of Tested Scoring 55–100	95%	94%	94%	68%	#	65%
Percentage of Tested Scoring 65–100	84%	81%	89%	50%	#	42%
Percentage of Tested Scoring 85–100	29%	23%	36%	0%	#	4%
<b>U.S. History and Government (first administered June 2001)</b>						
Number Tested	287	314	332	31	5	18
Number Scoring 55–100	250	295	319	13	4	12
Number Scoring 65–100	222	260	292	8	1	10
Number Scoring 85–100	115	82	145	1	0	1
Percentage of Tested Scoring 55–100	87%	94%	96%	42%	80%	67%
Percentage of Tested Scoring 65–100	77%	83%	88%	26%	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	320	345	323	41	1	36
Number Scoring 55–100	311	339	309	36	#	25
Number Scoring 65–100	286	322	284	20	#	21
Number Scoring 85–100	41	90	69	0	#	0
Percentage of Tested Scoring 55–100	97%	98%	96%	88%	#	69%
Percentage of Tested Scoring 65–100	89%	93%	88%	49%	#	58%
Percentage of Tested Scoring 85–100	13%	26%	21%	0%	#	0%
<b>Physical Setting/Earth Science (first administered June 2001)</b>						
Number Tested	261	283	249	9	2	19
Number Scoring 55–100	233	258	218	7	#	11
Number Scoring 65–100	201	218	187	6	#	4
Number Scoring 85–100	47	36	41	1	#	0
Percentage of Tested Scoring 55–100	89%	91%	88%	78%	#	58%
Percentage of Tested Scoring 65–100	77%	77%	75%	67%	#	21%
Percentage of Tested Scoring 85–100	18%	13%	16%	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	78	107	165	0	0	1
Number Scoring 55–100	77	105	162	0	0	#
Number Scoring 65–100	77	104	148	0	0	#
Number Scoring 85–100	45	52	66	0	0	#
Percentage of Tested Scoring 55–100	99%	98%	98%	0%	0%	#
Percentage of Tested Scoring 65–100	99%	97%	90%	0%	0%	#
Percentage of Tested Scoring 85–100	58%	49%	40%	0%	0%	#
<b>Comprehensive Latin</b>						
Number Tested	38	23	42	1	0	0
Number Scoring 55–100	37	23	42	#	0	0
Number Scoring 65–100	37	23	42	#	0	0
Number Scoring 85–100	19	8	13	#	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%	35%	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	204	242	58	1	5	1
Number Scoring 55–100	177	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	13	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	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 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%

(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	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

## 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	257	257	257	27	27	27	284	284	284
Number Scoring 55–64	15	17	4	5	8	3	20	25	7
Number Scoring 65–84	147	145	165	14	10	18	161	155	183
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)