

The University of the State of New York  
The State Education Department



**OVERVIEW OF SCHOOL PERFORMANCE IN ENGLISH LANGUAGE  
ARTS, MATHEMATICS, AND SCIENCE**

**AND**

**ANALYSIS OF STUDENT SUBGROUP PERFORMANCE**

**for**

**Niagara Falls High School**

**in**

**Niagara Falls City School District**

**March 2003**

# THE UNIVERSITY OF THE STATE OF NEW YORK

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The *New York State School Report Card* is an important part of the Board of Regents effort to raise learning standards for all students. It provides information to the public on student performance and other measures of school and district performance. Knowledge gained from the school report card on a school's strengths and weaknesses can be used to improve instruction and services to students.

The *New York State School Report Card* consists of three parts: the *Overview of School Performance in English Language Arts, Mathematics, and Science and Analysis of Student Subgroup Performance*, the *Comprehensive Information Report*, and the *School Accountability Report*. The *Overview and Analysis* presents performance data on measures required by the federal No Child Left Behind Act: English, mathematics, science, and graduation rate. Performance data on other State assessments can be found in the *Comprehensive Information Report*. The *School Accountability Report* provides information as to whether a school is making adequate progress toward enabling all students to achieve proficiency in English and mathematics.

State assessments are designed to help ensure that all students reach high learning standards. They show whether students are getting the foundation knowledge they need to succeed at the elementary, middle, and commencement levels and beyond. The State requires that students who are not making appropriate progress toward the standards receive academic intervention services.

In the *Overview*, performance on the elementary- and middle-level assessments in English language arts and mathematics and on the middle-level science test is reported in terms of mean scores and the percentage of students scoring at each of the four levels. These levels indicate performance on the standards from seriously deficient to advanced proficiency. Performance on the elementary-level science test is reported in terms of mean scores and the percentage of students making appropriate progress. Regents examination scores are reported in four score ranges. Scores of 65 to 100 are passing; scores of 55 to 64 earn credit toward a local diploma (with the approval of the local board of education). Though each elementary- and middle-level assessment is administered to students in a specific grade, secondary-level assessments are taken by students when they complete the coursework for the core curriculum. Therefore, the performance of students at the secondary level is measured for a student cohort rather than a group of students at a particular grade level. Students are grouped in cohorts according to the year in which they first entered grade 9.

The assessment data in the *Overview and Analysis* are for all tested students in the school, including general-education students and students with disabilities. In the *Overview*, each school's performance is compared with that of schools similar in grade level, district resources, and student needs as indicated by income and limited English proficiency (LEP) status. Each district's performance is compared with that of all public schools statewide. In the *Analysis*, performance is disaggregated by race/ethnicity, disability status, gender, LEP status, income level, and migrant status.

Explanations of terms referred to or symbols used in this part of the school report card may be found in the glossary on the last page. Further information on the school report card may be found in the guide, *Understanding Your School Report Card 2003*, available at your school or on the Information and Reporting Services Web site at [www.emsc.nysed.gov/irts](http://www.emsc.nysed.gov/irts).

# Overview of School Performance in English Language Arts, Mathematics, and Science

## School Profile

Principal: Mr. Phil Mohr		Phone: (716)278-5800	
<b>Organization</b> <b>2001-02</b>		School Staff <sup>1</sup> (both full- and part-time)	
Grade Range	Student Enrollment	Count of Teachers	Count of Other Professionals
9-12	2529	166	15

<b>2000-01 School District-wide Total Expenditure per Pupil</b>	\$13,273
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<b>Student Demographics Used To Determine Similar Schools Group</b>	1999-2000		2000-2001		2001-2002	
	Count	Percent	Count	Percent	Count	Percent
Limited English Proficient		0.0%	18	0.7%	16	0.6%
Eligible for Free Lunch		0.0%	616	25.1%	712	28.1%

<b>Similar Schools Group</b>	This school is in Similar Schools Group 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.
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### 2001-02 Percentage of Core Classes Taught by Highly Qualified Teachers\*

Number of Core Classes	Percent Taught by Highly Qualified Teachers
531	92%

\*For the 2001-02 school year only, teachers of core classes are considered to be highly qualified if they are certified to teach that subject.

### 2001-02 Percentage of Teachers with No Valid Teaching Certificate\*

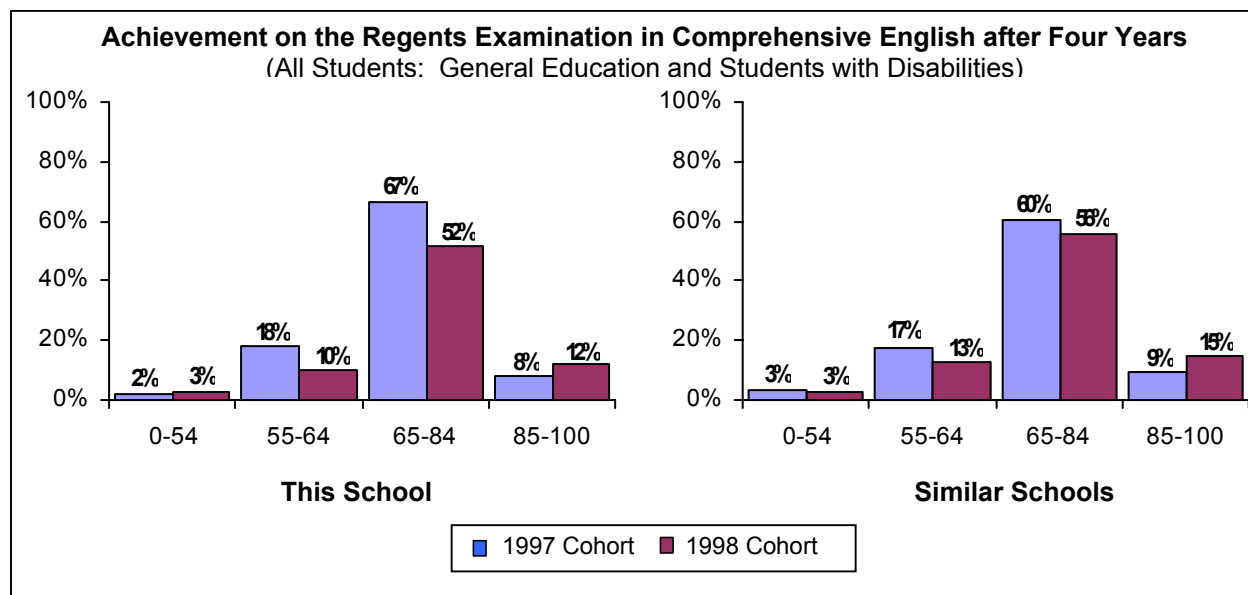
Number of Teachers	Percent No Valid Teaching Certificate
150	3%

\*This count includes teachers with temporary licenses who do not have a valid permanent or provisional teaching certificate.

<sup>1</sup> District-employed staff who serve in more than one school are not included in these counts.

## High School English Achievement after Four Years of Instruction

The graph and table below present performance of the 1997 and 1998 cohort members on the Regents English examination four years after entering grade 9. A score of 65 or above on this examination is considered passing. Only the highest score of each student is counted, regardless of how many times the student took the examination. In the graph, students passing approved alternatives to this examination are counted as scoring in the 65 to 84 range. In the table, the numbers of students who met the graduation requirement by passing an approved alternative or the Regents competency tests (RCTs) in reading and writing are listed separately. (RCT results are not included in the graph.) Students who score 55 to 64 on the Regents examination in comprehensive English may be given credit towards a local high school diploma if allowed by the district board of education.

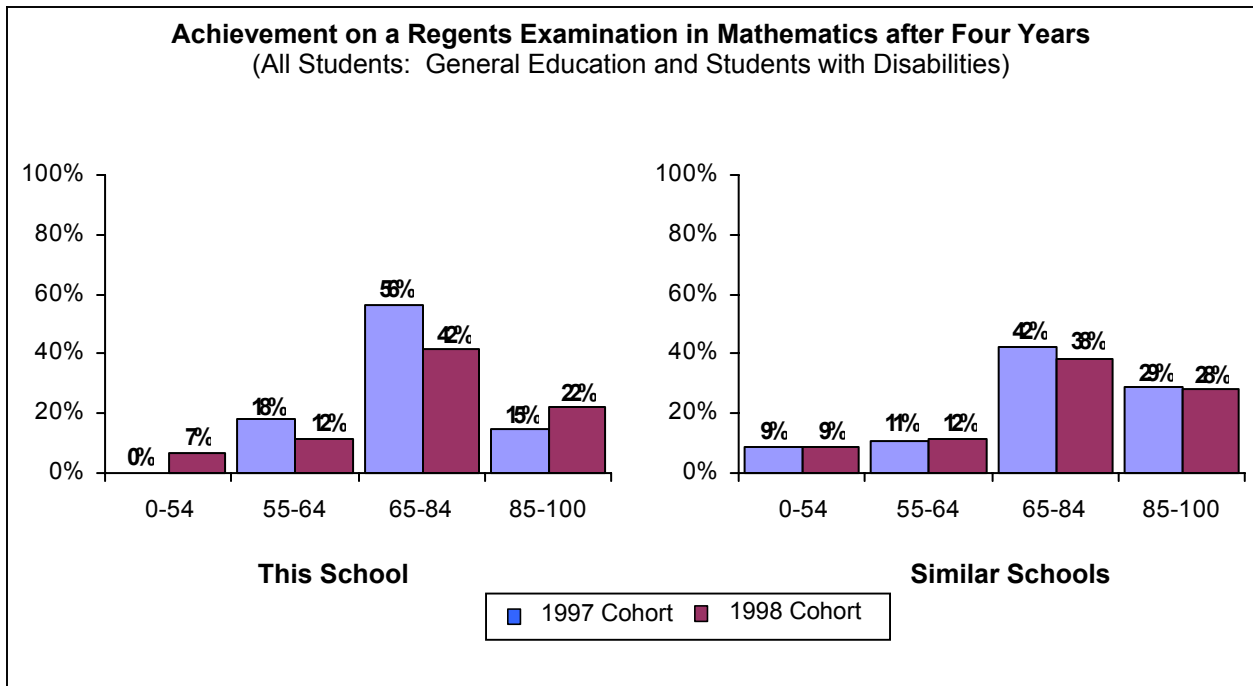


English Graduation Requirement Achievement after Four Years of High School*							
	Student Category	Cohort Members	Highest Score Between 55 and 64	Highest Score Between 65 and 84	Highest Score Between 85 and 100	Approved Alternative Credit	Passed RCT
1997 Cohort	General Education	339	57	241	28	0	0
	Students w/ Disabilities	26	8	2	1	0	7
	<b>All Students</b>	<b>365</b>	<b>65</b>	<b>243</b>	<b>29</b>	<b>0</b>	<b>7</b>
1998 Cohort	General Education	490	46	262	63	0	0
	Students w/ Disabilities	42	6	12	0	0	2
	<b>All Students</b>	<b>532</b>	<b>52</b>	<b>274</b>	<b>63</b>	<b>0</b>	<b>2</b>

\*Assessments used to determine counts in this table include the Regents examination in comprehensive English, the component retest in English, the Regents competency tests in reading and writing, and approved alternatives.

## High School Mathematics Achievement after Four Years of Instruction

The graph and table below present performance of the 1997 and 1998 cohort members, four years after entering grade 9, in meeting the graduation assessment requirement in mathematics. A score of 65 or above on a Regents examination in mathematics is considered passing. Only the highest score of each student is counted, regardless of how many times the student took the examination. In the graph, students passing approved alternatives to these examinations are counted as scoring in the 65 to 84 range. In the table, the numbers of students who met the graduation requirement by passing an approved alternative or the Regents competency test (RCT) in mathematics are listed separately. (RCT results are not included in the graph.) Students who score 55 to 64 on a Regents examination in mathematics may be given credit towards a local high school diploma if allowed by the district board of education.

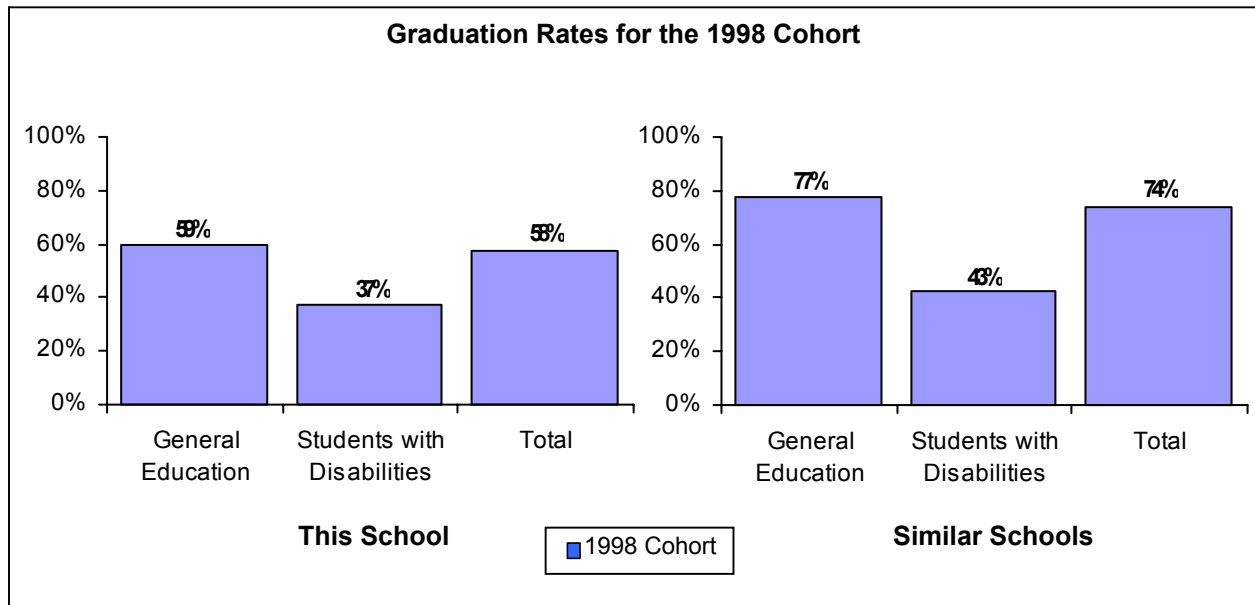


Mathematics Graduation Requirement Achievement after Four Years of High School*							
	Student Category	Cohort Members	Highest Score Between 55 and 64	Highest Score Between 65 and 84	Highest Score Between 85 and 100	Approved Alternative Credit	Passed RCT
1997 Cohort	General Education	339	64	202	53	0	1
	Students w/ Disabilities	26	1	4	0	0	7
	<b>All Students</b>	<b>365</b>	<b>65</b>	<b>206</b>	<b>53</b>	<b>0</b>	<b>8</b>
1998 Cohort	General Education	490	60	213	115	0	5
	Students w/ Disabilities	42	2	10	3	0	8
	<b>All Students</b>	<b>532</b>	<b>62</b>	<b>223</b>	<b>118</b>	<b>0</b>	<b>13</b>

\*Assessments used to determine counts in this table include Regents mathematics examinations, the component retest in mathematics, the Regents competency test in mathematics, and approved alternatives.

## Graduation Rates for the 1998 Cohort

Students were counted as graduates if they earned a local diploma with or without a Regents endorsement no later than June 2002. Additional students may have earned diplomas in August 2002. For the purpose of calculating graduation rate, students who transferred to GED programs were included in the count of students in the cohort. These students were not counted as cohort members for other purposes. Therefore, the count in the table below may be higher than the count of cohort members shown on previous pages.



Graduation Rates for the 1998 Cohort		
Student Category	Graduation Rate Cohort	Number of Graduates
General-education students	553	329
Students with disabilities	51	19
Total	604	348

## **Analysis of Student Subgroup Performance**

Historically, on State assessments the average performance of Black, Hispanic, and Native American students has been lower than that of White and Asian students. Similarly, students from low-income families have not performed as well as those from higher income families. A high priority of the Board of Regents is to eliminate these gaps in student performance. In addition, Title I of the federal Elementary and Secondary Education Act includes explicit requirements “to ensure that students served by Title I are given the same opportunity to achieve to high standards and are held to the same high expectations as all students in each State.”

This section of the school report card provides performance data by racial/ethnic group, disability status, gender, English proficiency status, income level, and migrant status. The purpose of the student subgroup analyses is to determine if students who perform below the standards in any school tend to fall into particular groups, such as minority students, limited English proficient students, or economically disadvantaged students. If these analyses provide evidence that students in one of the groups achieve at a lower level than other students, the school and community should examine the reasons for this lower performance and make necessary changes in curriculum, instruction, and student support services to remedy these performance gaps.



## 1997 and 1998 High School Cohorts

General-education students who first entered ninth grade in 1997 or 1998 must score 55 or higher on Regents English and mathematics examinations to graduate. During the phase-in of the Regents examination graduation requirements, all students (with district board of education approval) may qualify for a local diploma by earning a score of 55–64 on the required Regents examinations; a score of 65 or higher is required for a Regents diploma. Students with disabilities and certain students with a Section 504 Accommodation Plan may qualify for a local diploma by passing Regents competency tests. The Department did not collect data for the 1997 cohort aggregated by race/ethnicity, gender, income level, or migrant status. It did not collect mathematics data aggregated by English proficiency status.

### Performance on the English Assessment Requirement for Graduation after Four Years of High School

Student Subgroup	1997 Cohort					1998 Cohort				
	Students in Cohort	Count of Students by Score			Percent Meeting Graduation Requirement	Students in Cohort	Count of Students by Score			Percent Meeting Graduation Requirement
		Regents		Passed RCTs			Regents		Passed RCTs	
		55–64	65–100				55–64	65–100		
<b>Results by Race/Ethnicity</b>										
American Indian/Alaskan Native						22	2	9	0	50%
Black						123	17	52	0	56%
Hispanic						8	1	2	0	38%
Asian or Pacific Islander						12	3	5	0	67%
White						367	29	269	2	82%
Total						532	52	337	2	73%
Small Group Totals (s)						0	0	0	0	0%
<b>Results by Disability Status</b>										
General-education students	339	57	269	0	96%	490	46	325	0	76%
Students with disabilities	26	8	3	7	69%	42	6	12	2	48%
Total	365	65	272	7	94%	532	52	337	2	73%
<b>Results by Gender</b>										
Female						255	24	168	0	75%
Male						277	28	169	2	72%
Total						532	52	337	2	73%
<b>Results by English Proficiency Status</b>										
English proficient	362	s	s	s	s	530	s	s	s	s
Limited English proficient	3	s	s	s	s	2	s	s	s	s
Total	365	65	272	7	94%	532	52	337	2	73%
<b>Results by Income Level</b>										
Economically disadvantaged						139	21	90	0	80%
Not disadvantaged						393	31	247	2	71%
Total						532	52	337	2	73%
<b>Results by Migrant Status</b>										
Migrant family						0	0	0	0	0%
Not migrant family						532	52	337	2	73%
Total						532	52	337	2	73%

**Performance on the Mathematics Assessment Requirement  
for Graduation after Four Years of High School**

Student Subgroup	1997 Cohort					1998 Cohort				
	Students in Cohort	Count of Students by Score			Percent Meeting Graduation Requirement	Students in Cohort	Count of Students by Score			Percent Meeting Graduation Requirement
		Regents		Pass-ed RCTs			Regents		Pass-ed RCTs	
		55-64	65-100				55-64	65-100		
<b>Results by Race/Ethnicity</b>										
American Indian/Alaskan Native						22	1	11	0	55%
Black						123	18	51	3	59%
Hispanic						8	1	4	0	62%
Asian or Pacific Islander						12	2	6	1	75%
White						367	40	269	9	87%
Total						532	62	341	13	78%
Small Group Totals (s)						0	0	0	0	0%
<b>Results by Disability Status</b>										
General-education students	339	64	255	1	94%	490	60	328	5	80%
Students with disabilities	26	1	4	7	46%	42	2	13	8	55%
Total	365	65	259	8	91%	532	62	341	13	78%
<b>Results by Gender</b>										
Female						255	28	167	6	79%
Male						277	34	174	7	78%
Total						532	62	341	13	78%
<b>Results by English Proficiency Status</b>										
English proficient						530	s	s	s	s
Limited English proficient						2	s	s	s	s
Total						532	62	341	13	78%
<b>Results by Income Level</b>										
Economically disadvantaged						139	23	90	3	83%
Not disadvantaged						393	39	251	10	76%
Total						532	62	341	13	78%
<b>Results by Migrant Status</b>										
Migrant family						0	0	0	0	0%
Not migrant family						532	62	341	13	78%
Total						532	62	341	13	78%

## Graduation Rates for the 1998 Cohort

Students were counted as graduates if they earned a local diploma with or without a Regents endorsement no later than June 2002. Additional students may have earned diplomas in August 2002. For the purpose of calculating graduation rate, students who transferred to GED programs were included in the count of students in the cohort. These students were not counted as cohort members for other purposes. Therefore, the count in the table below may be higher than the count of cohort members shown on previous pages.

Student Subgroup	Graduation Rate Cohort	Graduation Rate
<b>Results by Race/Ethnicity</b>		
American Indian/Alaskan Native	23	30%
Black	154	37%
Hispanic	8	38%
Asian or Pacific Islander	12	75%
White	407	67%
Total	604	58%
Small Group Totals (s)	0	0%
<b>Results by Disability Status</b>		
General-education students	553	59%
Students with disabilities	51	37%
Total	604	58%
<b>Results by Gender</b>		
Female	284	63%
Male	320	53%
Total	604	58%
<b>Results by English Proficiency Status</b>		
English proficient	602	s
Limited English proficient	2	s
Total	604	58%
<b>Results by Income Level</b>		
Economically disadvantaged	139	71%
Not disadvantaged	465	54%
Total	604	58%
<b>Results by Migrant Status</b>		
Migrant family	0	0%
Not migrant family	604	58%
Total	604	58%

## Glossary

**Cohort Data:** A student cohort is all students, regardless of grade status, who were enrolled in school on BEDS day two years after the year in which they entered grade 9, or, in the case of ungraded students with disabilities, the year in which they reached their seventeenth birthday. (For example, the 1998 cohort consists of all students who first entered grade 9 in the fall of 1998 who were enrolled on October 4, 2000). Certain severely disabled students, new immigrants, and students who transfer to programs leading to a high school diploma or high school equivalency diploma are not included in the school cohort. Cohort is defined in Section 100.2 (p) (8) (iii) of the Commissioner's Regulations. Data for the 1997 cohort are based on the Special Regents Examination Report for the 1997 Cohort. Data for the 1998 cohort are based on the 2002 STEP file submitted by each district.

**Component Retests:** Component retests were offered in Regents English and Mathematics A to graduating seniors who were at risk of not meeting the State learning Standards. Component retesting is the process by which a student who has failed a Regents examination in English or Mathematics A twice is retested only on the areas of the learning standards in which the student has been proven deficient. Component retesting eliminates the need for the student to retake the full Regents examination multiple times. Students who earn credit through component retesting are counted as if they scored in the 55–64 range or in the 65–84 range, as determined by the results of the component retest.

**Counts of Students Tested:** "Counts of Students Tested" includes only students who completed sufficient test questions to receive a score.

**Limited English Proficient (LEP) Students:** Schools teach English to students for whom English is a second language so they can participate effectively in the academic program. Students are considered LEP if, by reason of foreign birth or ancestry, they speak a language other than English and (1) either understand and speak little or no English or (2) score at or below the 40<sup>th</sup> percentile on an English language assessment instrument. LEP students without sufficient proficiency in English were not required to take the grade 4 or grade 8 English language arts test. Their reported progress in learning English was measured using standardized tests.

**New York State Alternate Assessment (NYSAA):** The district Committee on Special Education designates severely disabled students who meet criteria established in Commissioner's Regulations to take the New York State Alternate Assessment (NYSAA).

**Similar Schools:** Similar schools are schools that are grouped by common district and student demographic characteristics, including grade range of students served by the school, school district financial resources, and needs of the school student population. More information about similar school groups may be found on the Web at <http://www.emsc.nysed.gov/repcrd2002/similar.html>.

**Student Confidentiality/Suppressed Data (# and s):** To ensure student confidentiality, the Department does *not* publish data for groups with fewer than five students or data that would allow readers to easily determine the performance of a group with fewer than five students. In the *Overview*, the pound character (#) appears when fewer than five students in a group were tested. In the *Analysis*, when fewer than five students in a group (e.g., Hispanic) were tested, percentages of tested students scoring at various levels were suppressed for that group and the next smallest group. Suppressed data are indicated with an (s). However, the performance of tested students in these groups is aggregated and shown in the Small Group Total row.

**Validity and Reliability of Small Group Data:** It is important that programmatic decisions are based on valid and reliable data. Data for fewer than 40 students in a group are neither valid nor reliable. If a school does not have 40 students in a grade or a subgroup in a given year, the school should evaluate results for students in this group over a period of years to make programmatic decisions.