

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	2001-02	2002-03	2003-04
Pre-K	14	22	14
Kindergarten	267	257	268
First	245	279	259
Second	296	254	269
Third	271	295	259
Fourth	311	289	303
Fifth	313	319	288
Sixth	335	333	337
Ungraded Elementary	8	0	9
Seventh	357	338	336
Eighth	312	347	335
Ninth	335	328	383
Tenth	318	324	329
Eleventh	306	318	333
Twelfth	319	301	338
Ungraded Secondary	0	0	0
Total K-12 Enrollment	3993	3982	4046

Student Racial/Ethnic Origin

Race/Ethnicity	2001-02		2002-03		2003-04	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
American Indian, Alaskan, Asian, or Pacific Islander	287	7.2%	309	7.8%	327	8.1%
Black (Not Hispanic)	86	2.2%	102	2.6%	109	2.7%
Hispanic	26	0.7%	33	0.8%	34	0.8%
White (Not Hispanic)	3594	90.0%	3538	88.8%	3576	88.4%

Average Class Size

Grade Level	2001-02	2002-03	2003-04
Kindergarten	17	17	17
Common Branch	19	19	19
English Grade 8	24	23	27
Mathematics Grade 8	23	23	27
Science Grade 8	24	22	28
Social Studies Grade 8	25	23	26
English Grade 10	19	19	24
Mathematics Grade 10	22	20	23
Science Grade 10	0	13	10
Social Studies Grade 10	23	18	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
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

	2001-02		2002-03		2003-04	
	Count	Percent	Count	Percent	Count	Percent
Limited English Proficient	11	0.3%	8	0.2%	24	0.6%
Eligible for Free Lunch	487	12.2%	607	15.2%	655	16.2%

Attendance and Suspension

	2000-01		2001-02		2002-03	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
Annual Attendance Rate		94.2%		94.1%		94.5%
Student Suspensions	174	4.4%	190	4.8%	207	5.2%

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

	2001-02	2002-03	2003-04
Reduced Lunch	7.2%	7.1%	6.8%
Public Assistance	NA	NA	NA
Student Stability	NA	NA	NA

Staff Counts

Staff	2003-04
Total Teachers	313
Total Other Professional Staff	47
Total Paraprofessionals	53
Teaching Out of Certification*	8

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

(Form – B)

High School Graduates and Noncompleters

High School Graduates Earning Regents Diplomas*

	2001-02			2002-03			2003-04		
	Total Grads	Regents Diplomas	% Regents Diplomas	Total Grads	Regents Diplomas	% Regents Diplomas	Total Grads	Regents Diplomas	% Regents Diplomas
General Education	247	170	69%	242	180	74%	269	214	80%
Students with Disabilities	25	3	12%	19	2	11%	18	4	22%
All Students	272	173	64%	261	182	70%	287	218	76%

*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 for the 2001-02 school year, diploma counts for that year do not include counts from August 2001. Data for the 2002-03 school year include August 2002 and January and June 2003 graduates; data for the 2003-04 school year include August 2003 and January and June 2004 graduates.

Distribution of 2003-04 Graduates (All Students)

	To 4-year College	To 2-year College	To Other Post-Secondary	To the Military	To Employment	Other
Number	98	139	7	8	24	11
Percent	34%	48%	2%	3%	8%	4%

Number of High School Completers with Disabilities in 2003-04

Graduates* (a)	Regents Diplomas (b)	IEP Diplomas or Certificates (c)	All 2003-04 Completers (a+c)
18	4	1	19

*Local Diplomas (including local diplomas with Regents endorsements)

High School Noncompletion Rates

		2001-02		2002-03		2003-04	
		No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
General-Education Students	Dropped Out	46		25		41	3.4%
	Entered GED Program*	4		9		18	1.5%
	Total Noncompleters	50		34		59	4.8%
Students with Disabilities	Dropped Out	15		14		14	8.2%
	Entered GED Program*	1		1		1	0.6%
	Total Noncompleters	16		15		15	8.8%
All Students	Dropped Out	61	4.8%	39	3.1%	55	3.9%
	Entered GED Program*	5	0.4%	10	0.8%	19	1.4%
	Total Noncompleters	66	5.2%	49	3.9%	74	5.3%

*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	2001-02	2002-03	2003-04
K-1	0%	0%	0%
2-3	0%	0%	0%

Students Developing a Career Plan, 4-12

Grades		2001-02	2002-03	2003-04
4-5	Number of General-Education Students	8	10	14
	Number of Students with Disabilities	2	2	1
	Number of All Students	10	12	15
	Percent of Enrollment	2%	2%	3%
6-8	Number of General-Education Students	18	13	4
	Number of Students with Disabilities	2	1	1
	Number of All Students	20	14	5
	Percent of Enrollment	2%	1%	0%
9-12	Number of General-Education Students	1278	0	0
	Number of Students with Disabilities	0	0	0
	Number of All Students	1278	0	0
	Percent of Enrollment	100%	0%	0%

Career and Technical Education (CTE) Programs

CTE Program	This District		Statewide Average
	Count	Percentage	
All CTE Programs			
Completed the CTE Program			
Completed and Passed Regents Exams			
Completed and had Course Average of 75% or More			
Completed and Attained a HS Diploma or Equivalent			
Completed and Whose Status is Known			
Completed and Were Successfully Placed			
Nontraditional Programs			
Underrepresented Gender Members Enrolled			
Underrepresented Gender Members Who Completed			

Enrollment data are for the 2003-2004 school year; completion data are as of June 2003.

Note: Blank cells indicate that either the district did not have a CTE program or did not report data.

This data is reported only at the district level.

(Form - D)

Second Language Proficiency Examinations

General-Education Students

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	0	0%	123	100%	2	#
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	1	#	30	100%	0	0%
Spanish	0	0%	148	96%	1	#

Students with Disabilities

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	0	0%	9	100%	0	0%
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	2	#	0	0%
Spanish	0	0%	6	100%	0	0%

Regents Competency Tests

General-Education Students

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	27	78%	1	#	1	#
Science	17	53%	0	0%	0	0%
Reading	2	#	0	0%	1	#
Writing	3	#	0	0%	0	0%
Global Studies	16	63%	0	0%	1	#
U.S. Hist & Gov't	11	18%	1	#	1	#

Students with Disabilities

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	6	83%	44	70%	18	61%
Science	2	#	23	43%	24	54%
Reading	5	100%	5	80%	9	89%
Writing	3	#	5	80%	9	100%
Global Studies	4	#	17	35%	15	33%
U.S. Hist & Gov't	8	63%	9	33%	14	57%

(Form – E)

Regents Examinations

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
Comprehensive English						
Number Tested	288	320	315	2	18	23
Number Scoring 55-100	275	303	301	#	10	19
Number Scoring 65-100	247	280	292	#	8	16
Number Scoring 85-100	116	122	137	#	0	0
Percentage of Tested Scoring 55-100	95%	95%	96%	#	56%	83%
Percentage of Tested Scoring 65-100	86%	88%	93%	#	44%	70%
Percentage of Tested Scoring 85-100	40%	38%	43%	#	0%	0%
Mathematics A						
Number Tested	410	397	394	2	29	46
Number Scoring 55-100	328	329	373	#	8	35
Number Scoring 65-100	273	287	356	#	6	28
Number Scoring 85-100	62	67	105	#	0	0
Percentage of Tested Scoring 55-100	80%	83%	95%	#	28%	76%
Percentage of Tested Scoring 65-100	67%	72%	90%	#	21%	61%
Percentage of Tested Scoring 85-100	15%	17%	27%	#	0%	0%
Mathematics B						
Number Tested	0	161	260	0	1	3
Number Scoring 55-100	0	119	222	0	#	#
Number Scoring 65-100	0	98	179	0	#	#
Number Scoring 85-100	0	20	39	0	#	#
Percentage of Tested Scoring 55-100	0%	74%	85%	0%	#	#
Percentage of Tested Scoring 65-100	0%	61%	69%	0%	#	#
Percentage of Tested Scoring 85-100	0%	12%	15%	0%	#	#
Global History and Geography						
Number Tested	314	357	335	2	27	43
Number Scoring 55-100	294	333	316	#	17	35
Number Scoring 65-100	255	318	302	#	11	27
Number Scoring 85-100	72	129	125	#	1	1
Percentage of Tested Scoring 55-100	94%	93%	94%	#	63%	81%
Percentage of Tested Scoring 65-100	81%	89%	90%	#	41%	63%
Percentage of Tested Scoring 85-100	23%	36%	37%	#	4%	2%
U.S. History and Government						
Number Tested	314	333	313	5	18	24
Number Scoring 55-100	295	320	296	4	12	15
Number Scoring 65-100	260	293	282	1	10	12
Number Scoring 85-100	82	145	158	0	1	2
Percentage of Tested Scoring 55-100	94%	96%	95%	80%	67%	62%
Percentage of Tested Scoring 65-100	83%	88%	90%	20%	56%	50%
Percentage of Tested Scoring 85-100	26%	44%	50%	0%	6%	8%

(Form – F)

Regents Examinations

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
Living Environment						
Number Tested	345	325	389	1	37	41
Number Scoring 55-100	339	311	367	#	26	30
Number Scoring 65-100	322	286	328	#	22	25
Number Scoring 85-100	90	69	84	#	0	1
Percentage of Tested Scoring 55-100	98%	96%	94%	#	70%	73%
Percentage of Tested Scoring 65-100	93%	88%	84%	#	59%	61%
Percentage of Tested Scoring 85-100	26%	21%	22%	#	0%	2%
Physical Setting/Earth Science						
Number Tested	349	307	271	2	20	32
Number Scoring 55-100	324	275	247	#	12	21
Number Scoring 65-100	284	243	197	#	5	15
Number Scoring 85-100	90	81	38	#	0	1
Percentage of Tested Scoring 55-100	93%	90%	91%	#	60%	66%
Percentage of Tested Scoring 65-100	81%	79%	73%	#	25%	47%
Percentage of Tested Scoring 85-100	26%	26%	14%	#	0%	3%
Physical Setting/Chemistry						
Number Tested	164	339	279	1	3	3
Number Scoring 55-100	154	316	254	#	#	#
Number Scoring 65-100	89	232	187	#	#	#
Number Scoring 85-100	8	31	33	#	#	#
Percentage of Tested Scoring 55-100	94%	93%	91%	#	#	#
Percentage of Tested Scoring 65-100	54%	68%	67%	#	#	#
Percentage of Tested Scoring 85-100	5%	9%	12%	#	#	#
Physical Setting/Physics						
Number Tested			75			1
Number Scoring 55-100			70			#
Number Scoring 65-100			67			#
Number Scoring 85-100			20			#
Percentage of Tested Scoring 55-100			93%			#
Percentage of Tested Scoring 65-100			89%			#
Percentage of Tested Scoring 85-100			27%			#

* Physical Setting/Physics results for 2001-02 and 2002-03 are not included in the report card because the Department issued new conversion charts for assessments administered in those years.

(Form – G)

Regents Examinations

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
Comprehensive French						
Number Tested	77	77	66	0	1	1
Number Scoring 55-100	76	71	66	0	#	#
Number Scoring 65-100	76	71	65	0	#	#
Number Scoring 85-100	27	21	29	0	#	#
Percentage of Tested Scoring 55-100	99%	92%	100%	0%	#	#
Percentage of Tested Scoring 65-100	99%	92%	98%	0%	#	#
Percentage of Tested Scoring 85-100	35%	27%	44%	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	107	165	117	0	1	2
Number Scoring 55-100	105	162	113	0	#	#
Number Scoring 65-100	104	148	101	0	#	#
Number Scoring 85-100	52	66	37	0	#	#
Percentage of Tested Scoring 55-100	98%	98%	97%	0%	#	#
Percentage of Tested Scoring 65-100	97%	90%	86%	0%	#	#
Percentage of Tested Scoring 85-100	49%	40%	32%	0%	#	#
Comprehensive Latin						
Number Tested	24	49	32	0	0	1
Number Scoring 55-100	24	49	32	0	0	#
Number Scoring 65-100	24	49	31	0	0	#
Number Scoring 85-100	8	15	13	0	0	#
Percentage of Tested Scoring 55-100	100%	100%	100%	0%	0%	#
Percentage of Tested Scoring 65-100	100%	100%	97%	0%	0%	#
Percentage of Tested Scoring 85-100	33%	31%	41%	0%	0%	#

(Form – H)

Regents Examinations

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
Sequential Mathematics, Course III (last administered January 2004)						
Number Tested	242	58	20	5	1	0
Number Scoring 55-100	187	40	18	3	#	0
Number Scoring 65-100	162	31	15	2	#	0
Number Scoring 85-100	65	3	1	1	#	0
Percentage of Tested Scoring 55-100	77%	69%	90%	60%	#	0%
Percentage of Tested Scoring 65-100	67%	53%	75%	40%	#	0%
Percentage of Tested Scoring 85-100	27%	5%	5%	20%	#	0%

Introduction to Occupations Examination

	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
General-Education Students	99	100%	23	100%	13	100%
Students with Disabilities	2	#	0	0%	3	#

District reports contain data for all students with disabilities enrolled in the district for the 2001-02 school year.

Elementary-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
Nov 2003	General-Education Students	259	1%	2%	42%	55%
	Students with Disabilities	26	19%	4%	58%	19%
	All Students	285	2%	2%	44%	52%

Middle-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
June 2004	General-Education Students	296	1%	36%	51%	11%
	Students with Disabilities	33	12%	79%	9%	0%
	All Students	329	2%	41%	47%	10%

(Form - I)

New York State Alternate Assessments (NYSAA) 2003–04

Test	Count of Students					
	Tested	Not Tested	Level 1	Level 2	Level 3	Level 4
Elementary Level						
Social Studies	2	0	#	#	#	#
Middle Level						
Social Studies	1	0	#	#	#	#
Secondary Level						
English Language Arts	2	0	#	#	#	#
Social Studies	2	0	#	#	#	#
Mathematics	2	0	#	#	#	#
Science	2	0	#	#	#	#

2000 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	272	272	272	25	25	25	297	297	297
Number Scoring 55–64	2	1	3	3	1	9	5	2	12
Number Scoring 65–84	193	125	173	7	8	10	200	133	183
Number Scoring 85–100	71	137	93	0	1	0	71	138	93
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		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
Listening and Speaking (Grade K-1)						
Number Tested			5			1
Beginning (0-18)			0			#
Intermediate (19-31)			0			#
Advanced (32-36)			1			#
Proficient (37-39)			4			#
Reading and Writing (Grade K-1)						
Number Tested			5			1
Beginning (0-14)			1			#
Intermediate (15-24)			0			#
Advanced (25-32)			3			#
Proficient (33-35)			1			#
Listening and Speaking (Grade 2-4)						
Number Tested			2			0
Beginning (0-18)			#			0
Intermediate (19-31)			#			0
Advanced (32-36)			#			0
Proficient (37-39)			#			0
Reading and Writing (Grade 2-4)						
Number Tested			2			0
Beginning (0-14)			#			0
Intermediate (15-24)			#			0
Advanced (25-32)			#			0
Proficient (33-35)			#			0
Listening and Speaking (Grade 5-6)						
Number Tested			3			0
Beginning (0-18)			#			0
Intermediate (19-31)			#			0
Advanced (32-36)			#			0
Proficient (37-39)			#			0
Reading and Writing (Grade 5-6)						
Number Tested			3			0
Beginning (0-14)			#			0
Intermediate (15-24)			#			0
Advanced (25-32)			#			0
Proficient (33-35)			#			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 – K)

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

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
Listening and Speaking (Grade 7-8)						
Number Tested			2			1
Beginning (0-18)			#			#
Intermediate (19-31)			#			#
Advanced (32-36)			#			#
Proficient (37-39)			#			#
Reading and Writing (Grade 7-8)						
Number Tested			2			1
Beginning (0-14)			#			#
Intermediate (15-24)			#			#
Advanced (25-32)			#			#
Proficient (33-35)			#			#
Listening and Speaking (Grade 9-12)						
Number Tested			2			0
Beginning (0-18)			#			0
Intermediate (19-31)			#			0
Advanced (32-36)			#			0
Proficient (37-39)			#			0
Reading and Writing (Grade 9-12)						
Number Tested			2			0
Beginning (0-14)			#			0
Intermediate (15-24)			#			0
Advanced (25-32)			#			0
Proficient (33-35)			#			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)