



The New York State District Report Card

**Accountability
and Overview Report
2005 – 06**

District **NIAGARA FALLS CITY SCHOOL
DISTRICT**

District ID **400800010000**

Superintendent **CARMEN GRANTO**

Telephone **(716) 286-4205**

Grades **PK-12, UE, US**

This District's Report Card

The New York State District 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 the district's status and the status of schools within the district under the State and federal accountability systems, on student performance, and on other measures of school and district performance. Knowledge gained from the report card on a school district's strengths and weaknesses can be used to improve instruction and services to students.

State assessments are designed to help ensure that all students reach high learning standards. They show whether students are getting the knowledge and skills 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.

For more information:

Office of Information and Reporting Services
New York State Education Department
Room 863 EBA
Albany, NY 12234
Email: RPTCARD@mail.nysed.gov

Use this report to:

1 Get District Profile information.

This section shows comprehensive data relevant to this district's learning environment.

2 Review District Accountability Status.

This section indicates whether a district made adequate yearly progress (AYP) and identifies districts in need of improvement and subject to interventions under the federal No Child Left Behind Act as well as districts requiring academic progress and subject to interventions under Commissioner's Regulations.

3 View School Accountability Status.

This section lists all schools in your district by 2006–07 accountability status.

4 Review an Overview of District Performance.

This section has information about the district's performance on state assessments in English, mathematics, and science, and on high school graduation rate.

District **NIAGARA FALLS CITY SCHOOL DISTRICT**

District Profile

This section shows comprehensive data relevant to this school district's learning environment, including information about enrollment, average class size, and teacher qualifications.

Enrollment

	2003-04	2004-05	2005-06
Pre-K	279	290	277
Kindergarten	595	658	613
Grade 1	649	631	624
Grade 2	648	544	575
Grade 3	660	644	547
Grade 4	605	651	610
Grade 5	649	570	600
Grade 6	748	655	601
Ungraded Elementary	0	19	21
Grade 7	734	738	681
Grade 8	682	676	671
Grade 9	716	706	717
Grade 10	668	575	624
Grade 11	566	596	543
Grade 12	524	503	541
Ungraded Secondary	13	35	18
Total K-12	8457	8201	7986

Average Class Size

	2003-04	2004-05	2005-06
Common Branch	21	21	20
Grade 8			
English	21	21	21
Mathematics	21	21	21
Science	21	21	20
Social Studies	21	21	21
Grade 10			
English	21	22	20
Mathematics	21	18	18
Science	19	20	20
Social Studies	23	22	21

Enrollment Information

Enrollment counts are as of Basic Educational Data System (BEDS) day, which is typically the first Wednesday of October of the school year. Students who attend BOCES programs on a part-time basis are included in a district's enrollment. Students who attend BOCES on a full-time basis or who are placed full time by the district in an out-of-district placement are not included in a district's enrollment. Students classified by districts as "pre-first" are included in first grade counts.

Average Class Size Information

Average Class Size is the total registration in specified classes divided by the number of those classes with registration. *Common Branch* refers to self-contained classes in Grades 1-6.

District **NIAGARA FALLS CITY SCHOOL DISTRICT**

Demographic Factors

	2003-04		2004-05		2005-06	
	#	%	#	%	#	%
Eligible for Free Lunch	3974	47%	3724	45%	3735	47%
Reduced-Price Lunch	898	11%	956	12%	863	11%
Student Stability*		N/A		N/A		N/A
Limited English Proficient	103	1%	107	1%	96	1%
Racial/Ethnic Origin						
American Indian or Alaska Native	292	3%	281	3%	280	4%
Black or African American	3014	36%	2998	37%	2998	38%
Hispanic or Latino	181	2%	200	2%	189	2%
Asian or Native Hawaiian/Other Pacific Islander	104	1%	111	1%	104	1%
White	4866	58%	4611	56%	4415	55%

* Not available at the district level.

Attendance and Suspensions

	2002-03		2003-04		2004-05	
	#	%	#	%	#	%
Annual Attendance Rate		92%		91%		92%
Student Suspensions	758	N/A	1117	13%	1105	13%

Demographic Factors Information

Eligible for Free Lunch and Reduced-Price Lunch percentages are determined by dividing the number of approved lunch applicants by the Basic Educational Data System (BEDS) enrollment in full-day kindergarten through Grade 12. *Eligible for Free Lunch and Limited English Proficient* counts are used to determine *Similar Schools* groupings within a *Need/Resource Capacity* category.

Attendance and Suspensions Information

Annual Attendance Rate is determined by dividing the school district's total actual attendance by the total possible attendance for a school year. A district's actual attendance is the sum of the number of students in attendance on each day the district's schools were open during the school year. Possible attendance is the sum of the number of enrolled students who should have been in attendance on each day schools were open during the school year. *Student Suspension* rate is determined by dividing the number of students who were suspended from school (not including in-school suspensions) for one full day or longer anytime during the school year by the Basic Educational Data System (BEDS) day enrollments for that school year. A student is counted only once, regardless of whether the student was suspended one or more times during the school year.

District **NIAGARA FALLS CITY SCHOOL DISTRICT**

Teacher Qualifications

	2003-04	2004-05	2005-06
Core Classes Not Taught by Highly Qualified Teachers			
Total Number of Core Classes	1279	1234	1880
Percent Not Taught by Highly Qualified Teachers	5%	5%	3%
Teachers with No Valid Teaching Certificate			
Total Number of Teachers	16	12	8
Percent with No Valid Teaching Certificate	3%	2%	1%
Individuals Teaching Out of Certification			
Number of Teachers	27	22	12
Percentage of Total	5%	4%	2%
Percent of Teachers with Master's Degree Plus 30 Hours or Doctorate	78%	80%	83%

Staff Counts

	2003-04	2004-05	2005-06
Total Teachers	619	579	568
Total Other Professional Staff	102	119	115
Total Paraprofessionals*	249	273	234
Assistant Principals	7	9	11
Principals	17	15	15

* Not available at the school level.

Teacher Qualifications Information

To be *Highly Qualified*, a teacher must have at least a Bachelor's degree, be certified to teach in the subject area, and show subject matter competency. The number of *Individuals Teaching Out of Certification* is the number doing so more than on an incidental basis; that is, teaching for five or fewer periods per week outside certification.

Staff Counts Information

Other Professionals includes administrators, guidance counselors, school nurses, psychologists, and other professionals who devote more than half of their time to non-teaching duties. Teachers who are shared between buildings within a district are reported on the district report only.

Understanding How Accountability Works in New York State

The federal No Child Left Behind (NCLB) Act requires that states develop and report on measures of student proficiency in 1) English language arts (ELA), in 2) mathematics, and on 3) a third indicator. In New York State in 2005–06, the third indicator is science at the elementary/middle level and graduation rate at the secondary level. Schools or districts that prove student proficiency on these measures are making Adequate Yearly Progress (AYP).

For more information about accountability in New York State, visit: www.emsc.nysed.gov/irts/accountability/home.shtml.



1 English Language Arts (ELA)

To make AYP in ELA, every accountability group must make AYP. For a group to make AYP, it must meet the participation *and* the performance criteria.

A Participation Criterion

At the elementary/middle level, 95 percent of Grades 3–8 students enrolled during the test administration period in each group with 40 or more students must be tested on the New York State Testing Program (NYSTP) in ELA or, if appropriate, the New York State English as a Second Language Achievement Test (NYSESLAT), or the New York State Alternate Assessment (NYSAA) in ELA. At the secondary level, 95 percent of seniors in 2005–06 in each accountability group with 40 or more students must have taken an English examination that meets the students' graduation requirement.

B Performance Criterion

At the elementary/middle level, the Performance Index (PI) of each group with 30 or more continuously enrolled tested students must equal or exceed its Effective Annual Measurable Objective (AMO) or the group must make Safe Harbor. At the secondary level, the PI of each group in the 2002 cohort with 30 or more members must equal or exceed its Effective AMO or the group must make Safe Harbor. To make Safe Harbor, the PI of the group must equal or exceed its Safe Harbor Target and the group must meet the qualification for Safe Harbor.

2 Mathematics

The same criteria for making AYP in ELA apply to mathematics. At the elementary/middle level, the measures used to determine AYP are the NYSTP and the NYSAA in mathematics. At the secondary level, the measures are mathematics examinations that meet the students' graduation requirement.

3 Third Indicator

In addition to English language arts and mathematics, the school must also make AYP in a third area of achievement. This means meeting the criteria in science at the elementary/middle level and the criteria in graduation rate at the secondary level.

Elementary/Middle-Level Science: To make AYP, the All Students group must meet the participation criterion *and* the performance criterion.

A Participation Criterion

Eighty percent of students in Grades 4 and/or 8 enrolled during the test administration period in the All Students group, if it has 40 or more students, must be tested on an accountability measure. In Grade 4, the measures are the Grade 4 elementary-level science test and the Grade 4 NYSAA in science. In Grade 8 science, the measures are the Grade 8 middle-level science test, Regents science examinations, and the Grade 8 NYSAA in science.

B Performance Criterion

The PI of the All Students group must equal or exceed the State Science Standard (100) or the Science Progress Target.

Qualifying for Safe Harbor in Elementary/Middle-Level ELA and Math: To qualify, the PI must equal or exceed the State Science Standard or the Science Progress Target in elementary/middle-level science for that group.

Secondary-Level Graduation Rate: For a school to make AYP in graduation rate, the percent of students in the 2001 graduation-rate cohort in the All Students group earning a high school diploma by August 31, 2005 must equal or exceed the Graduation-Rate Standard (55%) or the Graduation-Rate Progress Target.

Qualifying for Safe Harbor in Secondary-Level ELA and Math: To qualify, the percent of the 2001 graduation-rate cohort earning a local diploma by August 31, 2005 must equal or exceed the Graduation-Rate Standard (55%) or the Graduation-Rate Progress Target for that group.

Useful Terms for Understanding Accountability

Accountability Cohort

The 2002 school accountability cohort consists of all students who first entered Grade 9 anywhere in the 2002–03 school year, and all ungraded students with disabilities who reached their seventeenth birthday in the 2002–03 school year, who were enrolled on October 6, 2005 and did not transfer to a diploma granting program. Students who earned a high school equivalency diploma or enrolled in an approved high school equivalency preparation program by June 30, 2006, are not included in the 2002 school accountability cohort. The 2002 district accountability cohort consists of all students in each school accountability cohort plus students who transferred within the district after BEDS day plus students who were placed outside the district by the Committee on Special Education or district administrators and who met the other requirements for cohort membership. Cohort is defined in Section 100.2 (p) (16) of the Commissioner's Regulations.

Adequate Yearly Progress (AYP)

Adequate Yearly Progress (AYP) indicates satisfactory progress by a district or a school toward the goal of proficiency for all students.

Annual Measurable Objective (AMO)

The Annual Measurable Objective (AMO) is the Performance Index (PI) value that signifies that an accountability group is making satisfactory progress toward the goal that 100 percent of students will be proficient in the State's learning standards for English language arts and mathematics by 2013–14. The secondary-level AMO will be increased as specified in CR100.2(p)(14) and will reach 200 in 2013–14. (See Effective AMO for further information.)

Continuously Enrolled Students

At the elementary/middle level, continuously enrolled students are those enrolled in the school or district on BEDS day (usually the first Wednesday in October) of the school year until the test administration period. At the secondary level, all students who meet the criteria for inclusion in the accountability cohort are considered to be continuously enrolled.

Effective Annual Measurable Objective (Effective AMO)

The Effective Annual Measurable Objective (Effective AMO) is the Performance Index (PI) value that each accountability group within a school or district is expected to achieve to make Adequate Yearly Progress (AYP). The Effective AMO is the lowest PI that an accountability group of a given size can achieve in a subject for the group's PI not to be considered significantly different from the AMO for that subject. If an accountability group's PI equals or exceeds the Effective AMO, it is considered to have made AYP. A more complete definition of Effective AMO and a table showing the PI values that each group size must equal or exceed to make AYP are available at www.emsc.nysed.gov/irts.

Performance Index (PI)

Performance Index is a value from 0 to 200 that is assigned to an accountability group, indicating how that group performed on a required State test (or approved alternative) in English language arts, mathematics, or science. Student scores on the tests are converted to four performance levels, from Level 1 (indicating no proficiency) to Level 4 (indicating advanced proficiency). At the elementary/middle level, the PI is calculated using the following equation:

$$100 \times \left[\frac{\text{Count of Continuously Enrolled Tested Students Performing at Levels 2, 3, and 4} + \text{the Count at Levels 3 and 4}}{\text{Count of All Continuously Enrolled Tested Students}} \right]$$

At the secondary level, the PI is calculated using the following equation:

$$100 \times \left[\frac{\text{Count of Cohort Members Performing at Levels 2, 3, and 4} + \text{the Count at Levels 3 and 4}}{\text{Count of All Cohort Members}} \right]$$

A list of tests used to measure student performance for accountability is available at www.emsc.nysed.gov/irts.

Progress Target

For accountability groups below the State Standard in science or graduation rate, the Progress Target is an alternate method for making Adequate Yearly Progress (AYP) or qualifying for Safe Harbor in English language arts and mathematics based on improvement over the previous year's performance.

Safe Harbor

Safe Harbor provides an alternate means to demonstrate Adequate Yearly Progress (AYP) for accountability groups that do not achieve their Effective Annual Measurable Objectives (AMOs) in English or mathematics.

Safe Harbor Targets

The original 2005–06 safe harbor targets were calculated using the following equation:

$$2005-06 \text{ PI} + (200 - \text{the } 2005-06 \text{ PI}) \times 0.10$$

The resulting targets were adjusted so that their proportion of the 2005–06 AMO was the same as the original target's proportion of the 2004–05 AMO.

Science Progress Target

The elementary/middle-level 2005–06 Science Progress Target is calculated by adding one point to the 2004–05 PI. The 2006–07 Science Progress Target is calculated by adding one point to the 2005–06 PI. The 2006–07 target is provided for groups whose PI was below the State Science Standard in 2005–06.

Science Standard

The criterion value that represents a minimally satisfactory performance in science. In 2005–06, the State Science Standard at the elementary/middle level is a Performance Index (PI) of 100. The Commissioner may raise the State Science Standard at his discretion in future years.

Understanding Your District Accountability Status

The list below defines the district status categories applied to each accountability measure under New York State's district accountability system, which is divided into a Federal Title I component and a State component. Accountability measures for districts are English language arts (ELA), mathematics, elementary/middle-level science, and graduation rate. A district may be assigned a different status for different accountability measures. The overall status of a district is the status assigned to the district for the accountability measure with the most advanced designation in the hierarchy. If the district receives Title I funds, it is the most advanced designation in the Title I hierarchy, unless the district is in good standing under Title I but identified as DRAP under the State hierarchy. A district that does not receive Title I funding in a school year does not have a federal status in that year; however, all districts receive a state status even if they do not receive Title I funding. Consequences for districts not in good standing can be found at: www.emsc.nysed.gov/irts/school-accountability/about.shtml.

Federal Title I Status

(Applies to all New York State districts receiving Title I funds)

▲ District in Good Standing

A district is considered to be in good standing if it has not been identified as a District in Need of Improvement or a District Requiring Academic Progress.

▲ District in Need of Improvement (Year 1)

A district that has not made AYP for two consecutive years on the same accountability measure is considered a District in Need of Improvement (Year 1) for the following year, if it continues to receive Title I funds.

▲ District in Need of Improvement (Year 2)

A District in Need of Improvement (Year 1) that does not make AYP on the accountability measure for which it was identified is considered a District in Need of Improvement (Year 2) for the following year, if it continues to receive Title I funds.

▲ District in Need of Improvement (Year 3)

A District in Need of Improvement (Year 2) that does not make AYP on the accountability measure for which it was identified is considered a District in Need of Improvement (Year 3) for the following year, if it continues to receive Title I funds.

▲ District in Need of Improvement (Year 4)

A District in Need of Improvement (Year 3) that does not make AYP on the accountability measure for which it was identified is considered a District in Need of Improvement (Year 4) for the following year, if it continues to receive Title I funds.

▲ District in Need of Improvement (Year 5 and above)

A District in Need of Improvement (Year 4 and above) that does not make AYP on the accountability measure for which it was identified is considered a District in Need of Improvement (Year 5 and above) for the following year, if it continues to receive Title I funds.

New York State Status

(Applies to New York State districts)

■ District Requiring Academic Progress (Year 1)

A district that has not made AYP on the same accountability measure for two consecutive years is considered a District Requiring Academic Progress (Year 1) for the following year.

■ District Requiring Academic Progress (Year 2)

A District Requiring Academic Progress (Year 1) that does not make AYP on the accountability measure for which it was identified is considered a District Requiring Academic Progress (Year 2) for the following year.

■ District Requiring Academic Progress (Year 3)

A District Requiring Academic Progress (Year 2) that does not make AYP on the accountability measure for which it was identified is considered a District Requiring Academic Progress (Year 3) for the following year.

■ District Requiring Academic Progress (Year 4)

A District Requiring Academic Progress (Year 3) that does not make AYP on the accountability measure for which it was identified is considered a District Requiring Academic Progress (Year 4) for the following year.

■ District Requiring Academic Progress (Year 5 and above)

A District Requiring Academic Progress (Year 4 and above) that does not make AYP on the accountability measure for which it was identified is considered a District Requiring Academic Progress (Year 5 and above) for the following year.

District **NIAGARA FALLS CITY SCHOOL DISTRICT**

Summary

Overall Accountability Status (2006–07)

▲ Good Standing

Elementary/Middle Level

ELA ▲ Good Standing

Math ▲ Good Standing

Science ▲ Good Standing

Secondary Level

ELA ▲ Good Standing

Math ▲ Good Standing

Graduation Rate ▲ Good Standing

Title I Part A Funding

Years the District Received Title I Part A Funding

2004–05

2005–06

2006–07

YES

YES

YES

On which accountability measures did this district make Adequate Yearly Progress (AYP) and which groups made AYP on each measure?

Student Groups	Elementary/Middle Level			Secondary Level		
	English Language Arts	Mathematics	Science	English Language Arts	Mathematics	Graduation Rate
All Students	✓	✓	✓	✓	✓	✓
Ethnicity						
American Indian or Alaska Native	✓	✓		–	–	
Black or African American	✓	✓		✓	✓	
Hispanic or Latino	✓	✓		–	–	
Asian or Native Hawaiian/Other Pacific Islander	✓	✓		–	–	
White	✓	✓		✓	✓	
Other Groups						
Students with Disabilities	✗	✓		✓ ^{SH}	✓ ^{SH}	
Limited English Proficient	✗	✓				
Economically Disadvantaged	✓	✓		✓	✓	
Student groups making AYP in each subject	✗ 7 of 9	✓ 9 of 9	✓ 1 of 1	✓ 5 of 5	✓ 5 of 5	✓ 1 of 1

AYP Status

- ✓ Made AYP
- ✓^{SH} Made AYP Using Safe Harbor Target
- ✗ Did Not Make AYP
- Insufficient Number of Students to Determine AYP Status


Accountability Status Levels

- | Federal | State |
|--------------------------------|--|
| Good Standing ▲ | Good Standing ■ |
| Improvement (Year 1) ▲ | Requiring Academic Progress (Year 1) ■ |
| Improvement (Year 2) ▲ | Requiring Academic Progress (Year 2) ■ |
| Improvement (Year 3) ▲ | Requiring Academic Progress (Year 3) ■ |
| Improvement (Year 4) ▲ | Requiring Academic Progress (Year 4) ■ |
| Improvement (Year 5 & Above) ▲ | Requiring Academic Progress (Year 5 & Above) ■ |

District **NIAGARA FALLS CITY SCHOOL DISTRICT**

Elementary/Middle-Level English Language Arts





























Accountability Status  Good Standing
for This Subject
(2006–07)

Accountability Measures 7 of 9 Student groups making AYP in English Language Arts
 Did not make AYP

Prospective Status

A district that fails to make AYP in English Language Arts at the elementary/middle and secondary levels for two consecutive years is placed in improvement status. If this district fails to make AYP at both the elementary/middle and secondary levels in 2006-07, the district will be District In Need of Improvement (Year 1) in 2007-08. If this district makes AYP at either the elementary/middle or secondary level in 2006-07, the district will be in good standing in 2007-08. [202]

How did students in each accountability group perform on elementary/middle-level English Language Arts accountability measures?

Student Group (Total: Continuous Enrollment) ¹	AYP	Participation ²		Test Performance ³		Performance Objectives	
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2005–06 2006–07
All Students (3728:3604)			99%		144	120	
Ethnicity							
American Indian or Alaska Native (136:129)			98%		133	113	
Black or African American (1436:1380)			99%		125	119	
Hispanic or Latino (91:87)			97%		136	111	
Asian or Native Hawaiian/Other Pacific Islander (57:49)			98%		163	108	
White (2008:1959)			99%		159	120	
Other Groups							
Students with Disabilities ⁴ (686:654)			98%		84	118	109 96
Limited English Proficient (61:35)			90%		117	106	
Economically Disadvantaged (2427:2341)			99%		132	120	
Final AYP Determination	 7 of 9						

NOTES

¹ These data show the count of students enrolled during the test administration period (used for Participation) followed by the count of continuously enrolled tested students (used for Performance). For accountability calculations, students who were excused from testing for medical reasons are not included in the enrollment count.

² Groups with fewer than 40 students enrolled during the test administration period are not required to meet the participation criterion. If the participation rate of a group fell below 95 percent in 2005–06, the enrollment shown is the sum of 2004–05 and 2005–06 enrollments and the percent tested is the weighted average of the participation rates over those two years.

³ For districts with fewer than 30 continuously enrolled tested students in the All Students group in 2005–06, data for 2004–05 and 2005–06 were combined to determine counts and PIs. For districts with 30 or more continuously enrolled students in the All Students group in 2005–06, student groups with fewer than 30 continuously enrolled tested students are not required to meet the performance criterion.

⁴ If the district failed to make AYP solely because of the performance of students with disabilities, met the 95% participation requirement for this group, and would meet or exceed the AMO for this subject if 34 points were added to the PI, then the district is considered to have made AYP for students with disabilities.

‡ This student group did not make AYP in science; therefore, it did not qualify for Safe Harbor.



AYP Status

-  Made AYP
-  Made AYP Using Safe Harbor Target
-  Did Not Make AYP
- Insufficient Number of Students to Determine AYP Status

District **NIAGARA FALLS CITY SCHOOL DISTRICT**





























Elementary/Middle-Level Mathematics

Accountability Status for This Subject (2006–07)  Good Standing

Accountability Measures 9 of 9  Student groups making AYP in Mathematics
 Made AYP

Prospective Status This district will be in good standing in 2007-08. [201]

How did students in each accountability group perform on elementary/middle-level Mathematics accountability measures?

Student Group (Total: Continuous Enrollment) ¹	AYP	Participation ²		Test Performance ³		Performance Objectives	
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2005–06 2006–07
All Students (3726:3581)			99%		158	84	
Ethnicity							
American Indian or Alaska Native (133:127)			99%		157	77	
Black or African American (1434:1367)			99%		141	83	
Hispanic or Latino (92:89)			99%		144	75	
Asian or Native Hawaiian/Other Pacific Islander (59:51)			100%		192	73	
White (2008:1947)			99%		170	84	
Other Groups							
Students with Disabilities ⁴ (680:645)			98%		114	82	
Limited English Proficient (46:41)			100%		149	71	
Economically Disadvantaged (2425:2323)			99%		150	84	
Final AYP Determination	 9 of 9						

NOTES

¹ These data show the count of students enrolled during the test administration period (used for Participation) followed by the count of continuously enrolled tested students (used for Performance). For accountability calculations, students who were excused from testing for medical reasons are not included in the enrollment count.

² Groups with fewer than 40 students enrolled during the test administration period are not required to meet the participation criterion. If the participation rate of a group fell below 95 percent in 2005–06, the enrollment shown is the sum of 2004–05 and 2005–06 enrollments and the percent tested is the weighted average of the participation rates over those two years.

³ For districts with fewer than 30 continuously enrolled tested students in the All Students group in 2005–06, data for 2004–05 and 2005–06 were combined to determine counts and PIs. For districts with 30 or more continuously enrolled students in the All Students group in 2005–06, student groups with fewer than 30 continuously enrolled tested students are not required to meet the performance criterion.

⁴ If the district failed to make AYP solely because of the performance of students with disabilities, met the 95% participation requirement for this group, and would meet or exceed the AMO for this subject if 34 points were added to the PI, then the district is considered to have made AYP for students with disabilities.

‡ This student group did not make AYP in science; therefore, it did not qualify for Safe Harbor.

AYP Status

-  Made AYP
-  Made AYP Using Safe Harbor Target
-  Did Not Make AYP
- Insufficient Number of Students to Determine AYP Status

District **NIAGARA FALLS CITY SCHOOL DISTRICT**
















Elementary/Middle-Level Science

Accountability Status  Good Standing
for This Subject
(2006–07)

Accountability Measures 1 of 1 Student groups making AYP in Science
 Made AYP

Prospective Status This district will be in good standing in 2007-08. [201]

How did students in each accountability group perform on elementary/middle-level science accountability measures?

Student Group (Total: Continuous Enrollment) ¹	AYP		Participation ²		Test Performance ³		Performance Objectives	
	Status	Safe Harbor Qualification	Met Criterion	Percentage Tested	Met Criterion	Performance Index	State Standard	Progress Target 2005–06 2006–07
All Students (1246:1177)		Qualified		98%		188	100	
Ethnicity								
American Indian or Alaska Native (43:41)		Qualified		98%		188	100	
Black or African American (486:450)		Qualified		97%		182	100	
Hispanic or Latino (30:30)		–	–	–		190	100	
Asian or Native Hawaiian/Other Pacific Islander (20:17)		–	–	–	–	–	–	–
White (667:639)		Qualified		99%		192	100	
Other Groups								
Students with Disabilities (209:190)		Qualified		96%		178	100	
Limited English Proficient (15:12)		–	–	–	–	–	–	–
Economically Disadvantaged (767:720)		Qualified		98%		185	100	
Final AYP Determination		1 of 1						

NOTES

- ¹ These data show the count of students enrolled during the test administration period (used for Participation) followed by the count of continuously enrolled tested students (used for Performance). For Accountability calculations, students who were excused from testing for medical reasons are not included in the enrollment count.
- ² Groups with fewer than 40 students enrolled during the test administration period are not required to meet the participation criterion. If the participation rate of a group fell below 80 percent in 2005–06, the enrollment shown is the sum of 2004–05 and 2005–06 enrollments and the percent tested is the weighted average of the participation rates over those two years.
- ³ Groups with fewer than 30 continuously enrolled tested students are not required to meet the performance criterion. For schools with fewer than 30 continuously enrolled tested students in 2005–06, data for 2004–05 and 2005–06 were combined to determine counts and performance indices.


AYP Status

-  Made AYP
-  Made AYP Using Safe Harbor Target
-  Did Not Make AYP
- Insufficient Number of Students to Determine AYP Status

District **NIAGARA FALLS CITY SCHOOL DISTRICT**

















Secondary-Level English Language Arts

Accountability Status for This Subject (2006–07)  Good Standing

Accountability Measures 5 of 5 Student groups making AYP in English Language Arts
 Made AYP

Prospective Status This district will be in good standing in 2007-08. [201]

How did students in each accountability group perform on secondary-level English Language Arts accountability measures?

Student Group (12th Graders: 2002 Cohort) ¹	AYP	Participation ²		Test Performance ³		Performance Objectives	
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2005–06 2006–07
All Students (491:505)			100%		177	149	
Ethnicity							
American Indian or Alaska Native (19:18)	–	–	–	–	–	–	–
Black or African American (140:137)			100%		168	145	
Hispanic or Latino (6:9)	–	–	–	–	–	–	–
Asian or Native Hawaiian/Other Pacific Islander (6:3)	–	–	–	–	–	–	–
White (320:338)			100%		183	148	
Other Groups							
Students with Disabilities (77:83)			99%		130	143	130 137
Limited English Proficient (0:0)							
Economically Disadvantaged (199:200)			100%		171	146	
Final AYP Determination	 5 of 5						

NOTES

- ¹ These data show the count of 12th graders in 2005–06 (used for Participation) followed by the count of students in the 2002 cohort (used for Performance).
 - ² Groups with fewer than 40 students in the 12th grade are not required to meet the participation criterion. If the participation rate of a group fell below 95 percent in 2005–06, the enrollment shown is the sum of the 2004–05 and 2005–06 Grade 12 enrollments and the percent tested is the weighted average of the participation rates over those two years.
 - ³ For districts with fewer than 30 students in the 2002 cohort, data for 2001 and 2002 cohort members were combined to determine counts and PIs. For districts with 30 or more students in the 2002 cohort in the All Students group, groups with fewer than 30 students in the 2002 cohort are not required to meet the performance criterion.
- ‡ This student group did not make AYP in graduation rate; therefore, it did not qualify for Safe Harbor.


AYP Status

-  Made AYP
-  Made AYP Using Safe Harbor Target
-  Did Not Make AYP
- Insufficient Number of Students to Determine AYP Status

District **NIAGARA FALLS CITY SCHOOL DISTRICT**

















Secondary-Level Mathematics

Accountability Status  Good Standing
for This Subject
(2006–07)

Accountability Measures 5 of 5 Student groups making AYP in Mathematics
 Made AYP

Prospective Status This district will be in good standing in 2007-08. [201]

How did students in each accountability group perform on secondary-level Mathematics accountability measures?

Student Group	AYP	Participation ²		Test Performance ³		Performance Objectives	
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2005–06 2006–07
(12th Graders: 2002 Cohort) ¹							
All Students (491:505)			100%		178	141	
Ethnicity							
American Indian or Alaska Native (19:18)	–	–	–	–	–	–	–
Black or African American (140:137)			100%		164	137	
Hispanic or Latino (6:9)	–	–	–	–	–	–	–
Asian or Native Hawaiian/Other Pacific Islander (6:3)	–	–	–	–	–	–	–
White (320:338)			100%		186	140	
Other Groups							
Students with Disabilities (77:83)			99%		125	135	120 133
Limited English Proficient (0:0)							
Economically Disadvantaged (199:200)			100%		168	138	
Final AYP Determination	 5 of 5						

NOTES

- ¹ These data show the count of 12th graders in 2005–06 (used for Participation) followed by the count of students in the 2002 cohort (used for Performance).
 - ² Groups with fewer than 40 students in the 12th grade are not required to meet the participation criterion. If the participation rate of a group fell below 95 percent in 2005–06, the enrollment shown is the sum of the 2004–05 and 2005–06 Grade 12 enrollments and the percent tested is the weighted average of the participation rates over those two years.
 - ³ For districts with fewer than 30 students in the 2002 cohort, data for 2001 and 2002 cohort members were combined to determine counts and PIs. For districts with 30 or more students in the 2002 cohort in the All Students group, groups with fewer than 30 students in the 2002 cohort are not required to meet the performance criterion.
- ‡ This student group did not make AYP in graduation rate; therefore, it did not qualify for Safe Harbor.


AYP Status

-  Made AYP
-  Made AYP Using Safe Harbor Target
-  Did Not Make AYP
- Insufficient Number of Students to Determine AYP Status

District **NIAGARA FALLS CITY SCHOOL DISTRICT**








Graduation Rate

Accountability Status  Good Standing
for This Indicator
(2006–07)

Accountability Measures 1 of 1 Student groups making AYP in Graduation Rate
 Made AYP

Prospective Status This district will be in good standing in 2007-08. [201]

How did students in each accountability group perform on graduation rate accountability measures?

Student Group (Cohort Count) ¹	Graduation		Graduation Rate ²	Objectives		
	AYP	Met Criterion		State Standard	Progress Target 2005–06 2006–07	
All Students (542)			76%	55%		
Ethnicity						
American Indian or Alaska Native (22)		–	–	–	–	–
Black or African American (148)			66%	55%		
Hispanic or Latino (12)		–	–	–	–	–
Asian or Native Hawaiian/Other Pacific Islander (7)		–	–	–	–	–
White (353)			82%	55%		
Other Groups						
Students with Disabilities (82)			52%	55%	40%	53%
Limited English Proficient (1)		–	–	–	–	–
Economically Disadvantaged (154)			82%	55%		
Final AYP Determination		1 of 1				

NOTES

¹ Graduation-rate cohort for each year includes all students in the accountability cohort in the previous year plus all students excluded from that accountability cohort solely because they transferred to a high school equivalency preparation program, approved under Commissioner's Regulations 100.7.

² Percentage of the 2001 cohort that earned a local or Regents diploma by August 31, 2005.

Graduation Rate Information

For a school or a district to make AYP in graduation rate, the percentage of 2001 graduation-rate cohort members earning a local or Regents diploma by August 31, 2005 for the "All Students" group must equal or exceed the Graduation-Rate Standard or the Graduation-Rate Progress Target for 2005–06.

The Graduation Rate Standard is the criterion value that represents a minimally satisfactory percentage of cohort members earning a local diploma. The State Graduation-Rate Standard for the 2001 cohort is 55 percent. The Commissioner may raise the Graduation-Rate Standard at his discretion in future years.

The 2005–06 Graduation-Rate Progress Target is calculated by adding one point to the percentage of the 2000 cohort earning a local or Regents diploma by August 31, 2004. The 2006–07 Graduation-Rate Progress Target is calculated by adding one point to the percentage of the 2001 cohort earning a local or Regents diploma by August 31, 2005. This target is provided for each group whose percentage earning a local or Regents diploma by August 31, 2005 is below the Graduation-Rate Standard in 2005–06 (55%). Groups with fewer than 30 cohort members are not subject to this criterion.

3 School Accountability Status

District **NIAGARA FALLS CITY SCHOOL DISTRICT**

2006–07 Accountability Status of Schools in Your District

This section lists all schools in your district by 2006–07 accountability status.

Federal Title I Status

New York State Status

Good Standing

12 schools identified 92% of total

CHARLES B. GASKILL MIDDLE SCHOOL
GERALDINE J. MANN SCHOOL
HARRY F. ABATE ELEMENTARY SCHOOL
HENRY J. KALFAS MAGNET SCHOOL
HYDE PARK SCHOOL
MAPLE AVENUE SCHOOL
NIAGARA FALLS HIGH SCHOOL
NIAGARA MIDDLE SCHOOL
NIAGARA STREET SCHOOL
SEVENTY NINTH STREET SCHOOL
SIXTIETH STREET SCHOOL
SIXTY SIXTH STREET SCHOOL

Planning for Restructuring







1 school identified 8% of total







LASALLE MIDDLE SCHOOL



District **NIAGARA FALLS CITY SCHOOL DISTRICT**



Summary of 2005–06 District Performance


Performance on the State assessments in English language arts, mathematics, and science at the elementary and middle levels is reported in terms of mean scores and the percentage of tested students scoring at or above Level 2, Level 3, and Level 4. Performance on the State assessments in ELA and mathematics at the secondary level is reported in terms of the percentage of students in a cohort scoring at these levels.

English Language Arts	Percentage of students that scored at or above Level 3			Total Tested
	0%	50%	100%	
Grade 3	65%			537
Grade 4	60%			603
Grade 5	58%			615
Grade 6	50%			628
Grade 7	41%			647
Grade 8	43%			600

Mathematics	Percentage of students that scored at or above Level 3			Total Tested
	0%	50%	100%	
Grade 3	83%			544
Grade 4	77%			613
Grade 5	76%			620
Grade 6	58%			626
Grade 7	45%			651
Grade 8	56%			597

Science	Percentage of students that scored at or above Level 3			Total Tested
	0%	50%	100%	
Grade 4	95%			607
Grade 8	78%			505

Secondary Level	Percentage of students that scored at or above Level 3			2002 Cohort
	0%	50%	100%	
English	56%			767
Mathematics	58%			767

Graduation Rate	Percentage of students who graduated			2002 Cohort
	0%	50%	100%	
2002 Cohort	56%			767

About the Performance Level Descriptors

Level 1: Not Meeting Learning Standards.

Student performance does not demonstrate an understanding of the content expected in the subject and grade level.

Level 2: Partially Meeting Learning Standards.

Student performance demonstrates a partial understanding of the content expected in the subject and grade level.

Level 3: Meeting Learning Standards.

Student performance demonstrates an understanding of the content expected in the subject and grade level.

Level 4: Meeting Learning Standards with Distinction.

Student performance demonstrates a thorough understanding of the content expected in the subject and grade level.

How are Need/Resource Capacity (N/RC) categories determined?

Districts are divided into high, average, and low need categories based on their ability to meet the special needs of their students with local resources. Districts in the high need category are subdivided into four categories based on enrollment size and, in some cases, number of students per square mile. More information about the categories can be found in the *Report to the Governor and the Legislature on the Educational Status of the State's Schools* at www.emsc.nysed.gov/irts.

In this section, this district's performance is compared with that of public schools statewide.

This District's N/RC Category:

High Need/Resource Urban-Suburban Districts

This is an urban or suburban school district with high student needs in relation to district resource capacity.

District **NIAGARA FALLS CITY SCHOOL DISTRICT**

This District's Results in Grade 3 English Language Arts

	This District			NY State Public					
	Percentage scoring at level(s):			Percentage scoring at level(s):					
	2-4	3-4	4	2-4	3-4	4			
Mean Score: 664	Range: 616-780			650-780			730-780		
Number of Students:	490			351			26		

Results by Student Group

	2005-06 School Year				2004-05 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	537	91%	65%	5%				
Female	252	91%	71%	4%				
Male	285	92%	60%	5%				
American Indian or Alaska Native	16	81%	56%	0%				
Black or African American	228	87%	51%	0%				
Hispanic or Latino	12	-	-	-				
Asian or Native Hawaiian/Other Pacific Islander	4	-	-	-				
White	277	95%	77%	9%	This test was not given in 2004-05.			
Small Group Totals	16	100%	81%	6%				
General-Education Students	456	96%	72%	6%				
Students with Disabilities	81	62%	28%	0%				
English Proficient	536	-	-	-				
Limited English Proficient	1	-	-	-				
Economically Disadvantaged	355	88%	59%	1%				
Not Disadvantaged	182	98%	78%	12%				
Migrant								
Not Migrant	537	91%	65%	5%				

NOTES

The - symbol indicates that data for a group of students has been suppressed. If a group has fewer than five students, data for that group and the next smallest group(s) are suppressed to protect the privacy of individual students.

Other Assessments

	2005-06 School Year				2004-05 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 3 Equivalent	3	-	-	-	This test was not given in 2004-05.			
New York State English as a Second Language Achievement Test (NYSESLAT): Grade 3	6	4	2	N/A	N/A	N/A	N/A	N/A

† Results in this report are shown for students who took the NYSESLAT in lieu of the New York State Testing Program assessment for accountability purposes.

District **NIAGARA FALLS CITY SCHOOL DISTRICT**

This District's Results in Grade 3 Mathematics

	This District			NY State Public		
	Percentage scoring at level(s):			Percentage scoring at level(s):		
	2-4	3-4	4	2-4	3-4	4
Mean Score: 676	624-770	650-770	703-770			
Range:	624-770	650-770	703-770			
	96%	83%	17%	94%	81%	25%
Number of Students:	524	453	95			

Results by Student Group

	2005-06 School Year				2004-05 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	544	96%	83%	17%				
Female	259	96%	83%	16%				
Male	285	96%	84%	19%				
American Indian or Alaska Native	16	94%	81%	6%				
Black or African American	226	95%	77%	9%				
Hispanic or Latino	13	92%	85%	15%				
Asian or Native Hawaiian/Other Pacific Islander	8	100%	88%	25%				
White	281	98%	88%	25%	This test was not given in 2004-05.			
Small Group Totals								
General-Education Students	462	98%	87%	19%				
Students with Disabilities	82	85%	60%	11%				
English Proficient	536	96%	83%	18%				
Limited English Proficient	8	100%	75%	13%				
Economically Disadvantaged	361	95%	79%	11%				
Not Disadvantaged	183	99%	92%	30%				
Migrant								
Not Migrant	544	96%	83%	17%				

NOTES

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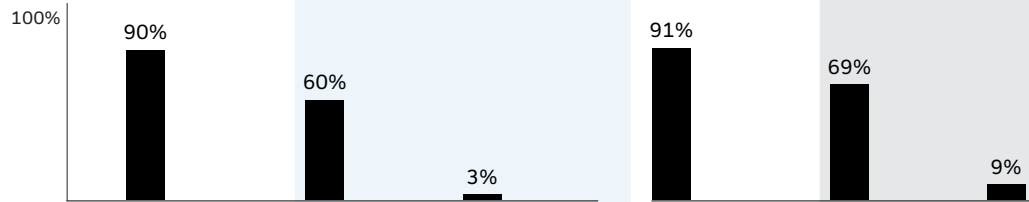
Other Assessments

	2005-06 School Year				2004-05 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 3 Equivalent	3	–	–	–	This test was not given in 2004-05.			

District **NIAGARA FALLS CITY SCHOOL DISTRICT**

This District's Results in Grade 4 English Language Arts

	This District			NY State Public		
	Percentage scoring at level(s):			Percentage scoring at level(s):		
	2-4	3-4	4	2-4	3-4	4
Mean Score: 655	612-775	650-775	716-775			
Range:	612-775	650-775	716-775			
Number of Students:	544	360	20	91%	69%	9%



Results by Student Group

	2005-06 School Year				2004-05 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	603	90%	60%	3%				
Female	327	91%	62%	4%				
Male	276	89%	57%	3%				
American Indian or Alaska Native	25	84%	72%	4%				
Black or African American	259	85%	48%	1%				
Hispanic or Latino	16	88%	63%	0%				
Asian or Native Hawaiian/Other Pacific Islander	6	100%	67%	17%				
White	297	95%	69%	5%				
Small Group Totals								
General-Education Students	499	96%	68%	4%				
Students with Disabilities	104	63%	20%	0%				
English Proficient	599	-	-	-				
Limited English Proficient	4	-	-	-				
Economically Disadvantaged	398	87%	51%	1%				
Not Disadvantaged	205	97%	77%	7%				
Migrant								
Not Migrant	603	90%	60%	3%				

New assessments for elementary- and middle-level English language arts and mathematics were administered in 2006. Results from these assessments cannot be directly compared to results from previously administered assessments.

NOTES

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Other Assessments

	2005-06 School Year				2004-05 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 4 Equivalent	15	15	15	15	4	-	-	-
New York State English as a Second Language Achievement Test (NYSESLAT): Grade 4	3	-	-	N/A	9	7	4	N/A

† Results in this report are shown for students who took the NYSESLAT in lieu of the New York State Testing Program assessment for accountability purposes.

District **NIAGARA FALLS CITY SCHOOL DISTRICT**

This District's Results in Grade 4 Mathematics

	This District			NY State Public					
	Percentage scoring at level(s):			Percentage scoring at level(s):					
	2-4	3-4	4	2-4	3-4	4			
Mean Score: 672	Range: 622-800			650-800			702-800		
Number of Students:	573			470			95		

Results by Student Group

	2005-06 School Year				2004-05 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	613	93%	77%	15%				
Female	330	93%	75%	12%				
Male	283	94%	79%	19%				
American Indian or Alaska Native	25	96%	76%	4%				
Black or African American	261	87%	64%	8%				
Hispanic or Latino	17	100%	76%	12%				
Asian or Native Hawaiian/Other Pacific Islander	8	100%	100%	63%				
White	302	98%	87%	22%				
Small Group Totals								
General-Education Students	508	97%	81%	18%				
Students with Disabilities	105	76%	55%	6%				
English Proficient	604	93%	77%	16%				
Limited English Proficient	9	100%	67%	11%				
Economically Disadvantaged	405	91%	70%	10%				
Not Disadvantaged	208	98%	90%	26%				
Migrant								
Not Migrant	613	93%	77%	15%				

New assessments for elementary- and middle-level English language arts and mathematics were administered in 2006. Results from these assessments cannot be directly compared to results from previously administered assessments.

NOTES

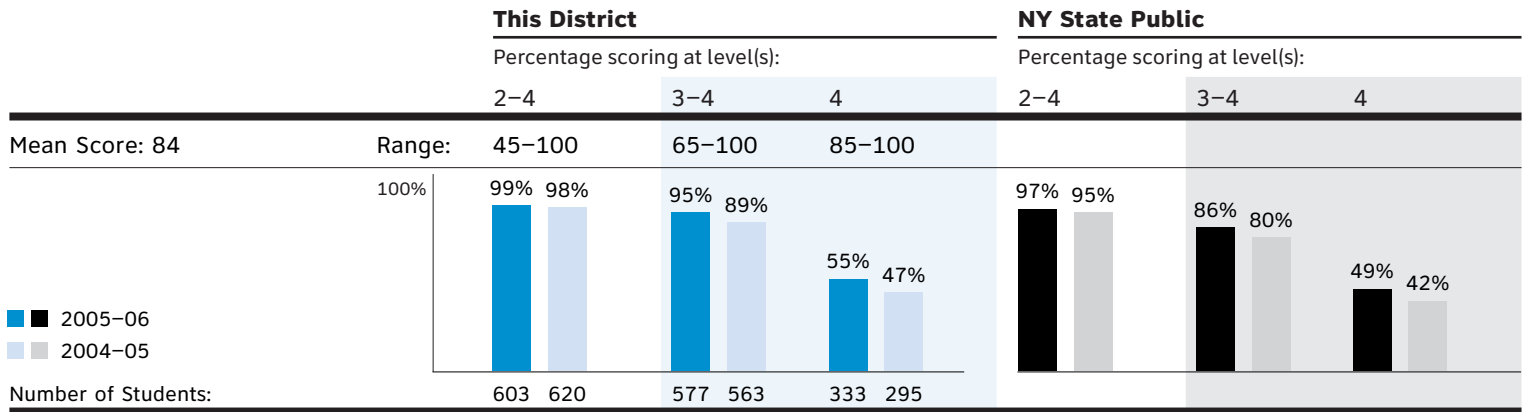
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Other Assessments

	2005-06 School Year				2004-05 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 4 Equivalent	15	14	14	14	4	–	–	–

District **NIAGARA FALLS CITY SCHOOL DISTRICT**

This District's Results in Grade 4 Science



Results by Student Group

	2005-06 School Year				2004-05 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	607	99%	95%	55%	633	98%	89%	47%
Female	328	100%	94%	51%	333	98%	88%	41%
Male	279	99%	96%	59%	300	98%	90%	52%
American Indian or Alaska Native	25	100%	96%	68%	23	100%	83%	39%
Black or African American	259	99%	92%	45%	232	97%	84%	31%
Hispanic or Latino	17	100%	88%	59%	16	94%	81%	31%
Asian or Native Hawaiian/Other Pacific Islander	8	100%	100%	63%	11	100%	91%	73%
White	298	100%	98%	62%	351	99%	93%	57%
Small Group Totals								
General-Education Students	506	100%	96%	57%	559	99%	92%	49%
Students with Disabilities	101	98%	91%	43%	74	88%	69%	28%
English Proficient	597	99%	95%	56%	622	98%	89%	47%
Limited English Proficient	10	100%	80%	0%	11	100%	82%	27%
Economically Disadvantaged	402	100%	94%	47%	414	98%	86%	37%
Not Disadvantaged	205	99%	98%	71%	219	98%	94%	64%
Migrant								
Not Migrant	607	99%	95%	55%	633	98%	89%	47%

NOTES

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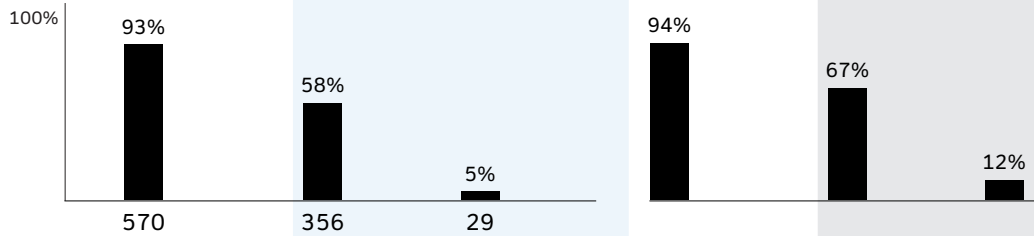
Other Assessments

	2005-06 School Year				2004-05 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 4 Equivalent	14	14	14	12	4	–	–	–

District **NIAGARA FALLS CITY SCHOOL DISTRICT**

This District's Results in Grade 5 English Language Arts

	This District			NY State Public		
	Percentage scoring at level(s):			Percentage scoring at level(s):		
	2-4	3-4	4	2-4	3-4	4
Mean Score: 653	608-795	650-795	711-795			
Range:	608-795	650-795	711-795			
Number of Students:	570	356	29	94%	67%	12%



Results by Student Group

	2005-06 School Year				2004-05 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	615	93%	58%	5%				
Female	320	95%	61%	6%				
Male	295	91%	55%	3%				
American Indian or Alaska Native	19	95%	58%	5%				
Black or African American	230	87%	41%	1%				
Hispanic or Latino	18	89%	22%	6%				
Asian or Native Hawaiian/Other Pacific Islander	10	100%	80%	30%				
White	338	96%	71%	6%	This test was not given in 2004-05.			
Small Group Totals								
General-Education Students	513	97%	65%	6%				
Students with Disabilities	102	70%	22%	0%				
English Proficient	605	93%	58%	5%				
Limited English Proficient	10	100%	50%	10%				
Economically Disadvantaged	417	91%	49%	2%				
Not Disadvantaged	198	97%	77%	11%				
Migrant								
Not Migrant	615	93%	58%	5%				

NOTES

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Other Assessments

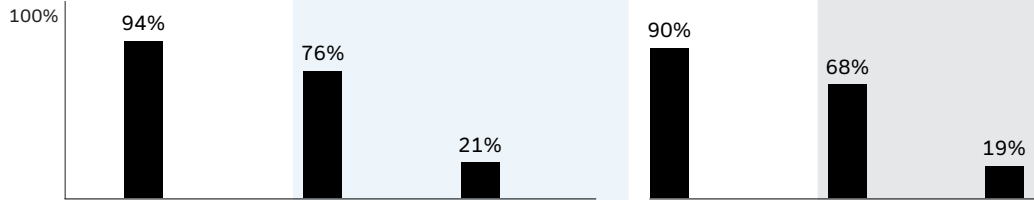
	2005-06 School Year				2004-05 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 5 Equivalent	6	6	6	6	This test was not given in 2004-05.			
New York State English as a Second Language Achievement Test (NYSESLAT): Grade 5	2	–	–	N/A	N/A	N/A	N/A	N/A

† Results in this report are shown for students who took the NYSESLAT in lieu of the New York State Testing Program assessment for accountability purposes.

District **NIAGARA FALLS CITY SCHOOL DISTRICT**

This District's Results in Grade 5 Mathematics

	This District			NY State Public		
	Percentage scoring at level(s):			Percentage scoring at level(s):		
	2-4	3-4	4	2-4	3-4	4
Mean Score: 671	619-780	650-780	699-780			
Range:	619-780	650-780	699-780			
Number of Students:	581	470	130	90%	68%	19%



Results by Student Group

	2005-06 School Year				2004-05 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	620	94%	76%	21%				
Female	323	95%	75%	18%				
Male	297	92%	76%	25%				
American Indian or Alaska Native	18	100%	83%	11%				
Black or African American	230	90%	63%	7%				
Hispanic or Latino	17	82%	47%	6%				
Asian or Native Hawaiian/Other Pacific Islander	12	100%	100%	50%				
White	343	96%	84%	31%	This test was not given in 2004-05.			
Small Group Totals								
General-Education Students	520	98%	82%	24%				
Students with Disabilities	100	72%	44%	3%				
English Proficient	608	94%	76%	21%				
Limited English Proficient	12	100%	75%	33%				
Economically Disadvantaged	420	93%	71%	14%				
Not Disadvantaged	200	95%	85%	37%				
Migrant								
Not Migrant	620	94%	76%	21%				

NOTES

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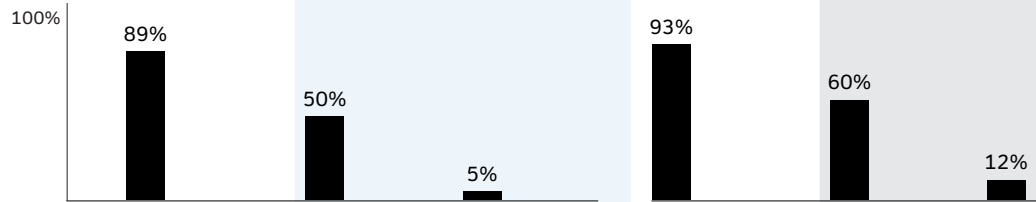
Other Assessments

	2005-06 School Year				2004-05 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 5 Equivalent	6	5	5	5	This test was not given in 2004-05.			

District **NIAGARA FALLS CITY SCHOOL DISTRICT**

This District's Results in Grade 6 English Language Arts

	This District			NY State Public		
	Percentage scoring at level(s):			Percentage scoring at level(s):		
	2-4	3-4	4	2-4	3-4	4
Mean Score: 645	598-785	650-785	705-785			
Range:	598-785	650-785	705-785			
Number of Students:	561	316	32	93%	60%	12%



Results by Student Group

	2005-06 School Year				2004-05 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	628	89%	50%	5%				
Female	302	93%	54%	7%				
Male	326	86%	47%	3%				
American Indian or Alaska Native	28	79%	36%	0%				
Black or African American	250	84%	35%	1%				
Hispanic or Latino	11	91%	45%	0%				
Asian or Native Hawaiian/Other Pacific Islander	8	100%	75%	25%				
White	331	94%	63%	8%	This test was not given in 2004-05.			
Small Group Totals								
General-Education Students	492	98%	61%	7%				
Students with Disabilities	136	58%	13%	0%				
English Proficient	623	90%	51%	5%				
Limited English Proficient	5	60%	20%	0%				
Economically Disadvantaged	429	86%	41%	2%				
Not Disadvantaged	199	96%	71%	13%				
Migrant								
Not Migrant	628	89%	50%	5%				

NOTES

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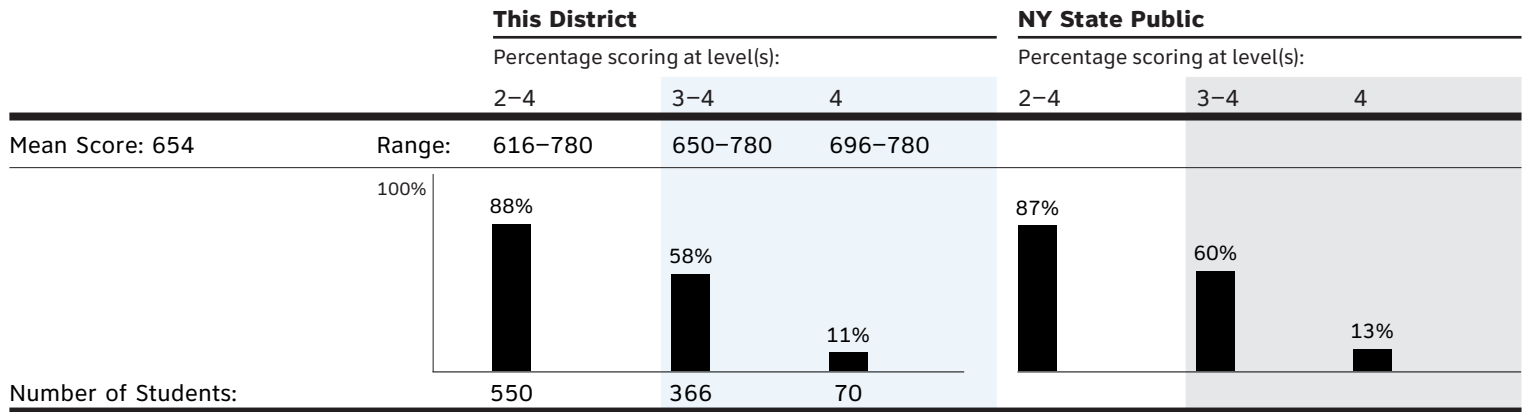
Other Assessments

	2005-06 School Year				2004-05 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 6 Equivalent	4	–	–	–	This test was not given in 2004-05.			
New York State English as a Second Language Achievement Test (NYSESLAT): Grade 6	3	–	–	N/A	N/A	N/A	N/A	N/A

† Results in this report are shown for students who took the NYSESLAT in lieu of the New York State Testing Program assessment for accountability purposes.

District **NIAGARA FALLS CITY SCHOOL DISTRICT**

This District's Results in Grade 6 Mathematics



Results by Student Group

	2005-06 School Year				2004-05 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	626	88%	58%	11%				
Female	302	90%	59%	13%				
Male	324	85%	58%	10%				
American Indian or Alaska Native	28	79%	43%	0%				
Black or African American	246	81%	43%	5%				
Hispanic or Latino	11	91%	27%	0%				
Asian or Native Hawaiian/Other Pacific Islander	11	100%	100%	45%				
White	330	93%	71%	16%	This test was not given in 2004-05.			
Small Group Totals								
General-Education Students	492	94%	67%	14%				
Students with Disabilities	134	65%	27%	1%				
English Proficient	619	88%	58%	11%				
Limited English Proficient	7	71%	57%	14%				
Economically Disadvantaged	428	84%	49%	4%				
Not Disadvantaged	198	96%	80%	26%				
Migrant								
Not Migrant	626	88%	58%	11%				

NOTES

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Other Assessments

	2005-06 School Year				2004-05 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 6 Equivalent	4	-	-	-	This test was not given in 2004-05.			

District **NIAGARA FALLS CITY SCHOOL DISTRICT**

This District's Results in Grade 7 English Language Arts

	This District			NY State Public		
	Percentage scoring at level(s):			Percentage scoring at level(s):		
	2-4	3-4	4	2-4	3-4	4
Mean Score: 639						
Range:	600-790	650-790	712-790			
Number of Students:	565	267	16			

Results by Student Group

	2005-06 School Year				2004-05 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	647	87%	41%	2%				
Female	286	92%	46%	2%				
Male	361	83%	38%	3%				
American Indian or Alaska Native	25	84%	20%	4%				
Black or African American	232	80%	25%	0%				
Hispanic or Latino	16	81%	38%	0%				
Asian or Native Hawaiian/Other Pacific Islander	8	88%	63%	0%				
White	366	93%	52%	4%	This test was not given in 2004-05.			
Small Group Totals								
General-Education Students	519	96%	50%	3%				
Students with Disabilities	128	53%	8%	0%				
English Proficient	643	-	-	-				
Limited English Proficient	4	-	-	-				
Economically Disadvantaged	426	84%	31%	1%				
Not Disadvantaged	221	94%	62%	5%				
Migrant								
Not Migrant	647	87%	41%	2%				

NOTES

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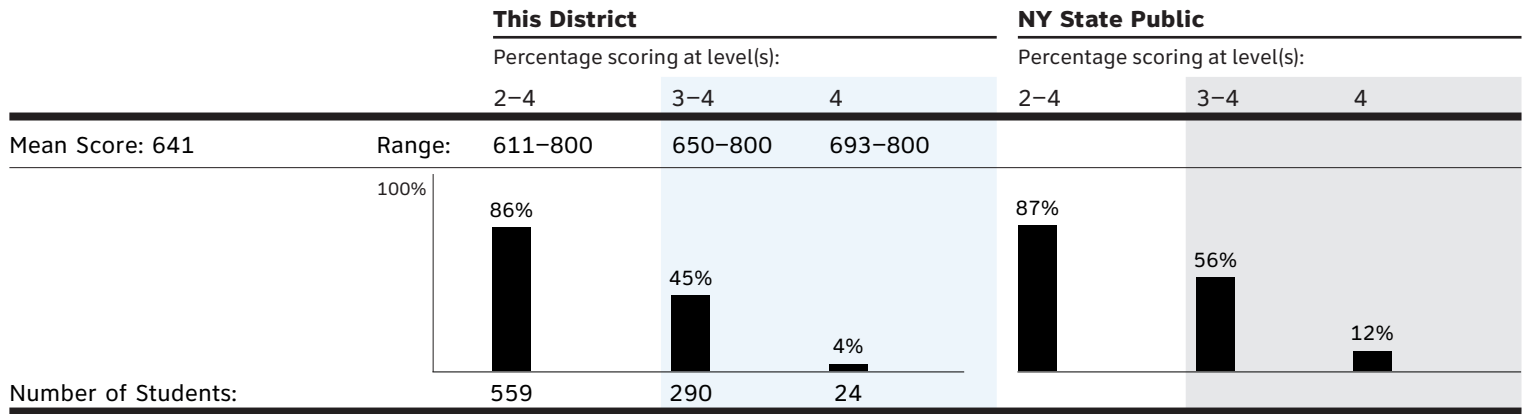
Other Assessments

	2005-06 School Year				2004-05 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 7 Equivalent	2	-	-	-	This test was not given in 2004-05.			
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 7	0				N/A	N/A	N/A	N/A

† Results in this report are shown for students who took the NYSESLAT in lieu of the New York State Testing Program assessment for accountability purposes.

District **NIAGARA FALLS CITY SCHOOL DISTRICT**

This District's Results in Grade 7 Mathematics



Results by Student Group

	2005-06 School Year				2004-05 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	651	86%	45%	4%				
Female	288	88%	45%	4%				
Male	363	85%	44%	4%				
American Indian or Alaska Native	26	96%	50%	4%				
Black or African American	233	78%	32%	2%				
Hispanic or Latino	19	74%	42%	0%				
Asian or Native Hawaiian/Other Pacific Islander	8	100%	75%	13%				
White	365	91%	52%	5%	This test was not given in 2004-05.			
Small Group Totals								
General-Education Students	526	91%	52%	5%				
Students with Disabilities	125	62%	14%	0%				
English Proficient	645	86%	45%	4%				
Limited English Proficient	6	67%	33%	0%				
Economically Disadvantaged	428	83%	37%	2%				
Not Disadvantaged	223	91%	59%	7%				
Migrant								
Not Migrant	651	86%	45%	4%				

NOTES

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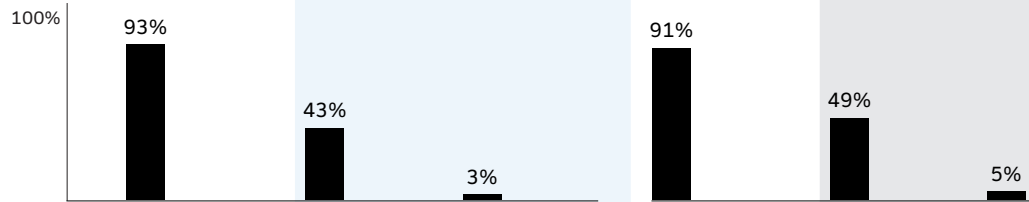
Other Assessments

	2005-06 School Year				2004-05 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 7 Equivalent	2	–	–	–	This test was not given in 2004-05.			

District **NIAGARA FALLS CITY SCHOOL DISTRICT**

This District's Results in Grade 8 English Language Arts

	This District			NY State Public		
	Percentage scoring at level(s):			Percentage scoring at level(s):		
	2-4	3-4	4	2-4	3-4	4
Mean Score: 645	602-790	650-790	715-790			
Range:	602-790	650-790	715-790			
Number of Students:	557	258	15			



Results by Student Group

	2005-06 School Year				2004-05 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	600	93%	43%	3%				
Female	293	94%	48%	4%				
Male	307	92%	38%	1%				
American Indian or Alaska Native	19	84%	37%	0%				
Black or African American	208	89%	31%	0%				
Hispanic or Latino	13	92%	46%	0%				
Asian or Native Hawaiian/Other Pacific Islander	11	91%	55%	0%				
White	349	96%	50%	4%				
Small Group Totals								
General-Education Students	520	98%	48%	3%				
Students with Disabilities	80	60%	9%	0%				
English Proficient	597	-	-	-				
Limited English Proficient	3	-	-	-				
Economically Disadvantaged	347	91%	34%	0%				
Not Disadvantaged	253	95%	55%	6%				
Migrant								
Not Migrant	600	93%	43%	3%				

New assessments for elementary- and middle-level English language arts and mathematics were administered in 2006. Results from these assessments cannot be directly compared to results from previously administered assessments.

NOTES

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Other Assessments

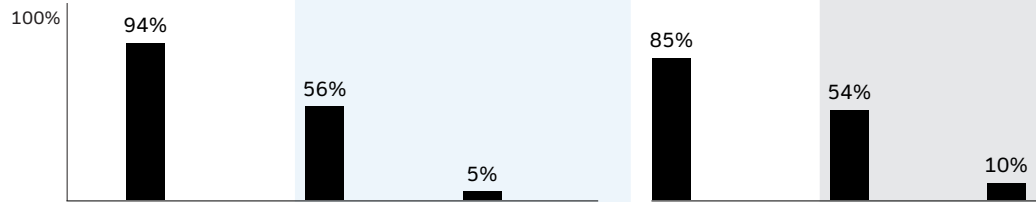
	2005-06 School Year				2004-05 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 8 Equivalent	10	10	9	9	17	17	16	14
New York State English as a Second Language Achievement Test (NYSESLAT): Grade 8	2	-	-	N/A	2	-	-	N/A

† Results in this report are shown for students who took the NYSESLAT in lieu of the New York State Testing Program assessment for accountability purposes.

District **NIAGARA FALLS CITY SCHOOL DISTRICT**

This District's Results in Grade 8 Mathematics

	This District			NY State Public		
	Percentage scoring at level(s):			Percentage scoring at level(s):		
	2-4	3-4	4	2-4	3-4	4
Mean Score: 653	616-775	650-775	701-775			
Range:	616-775	650-775	701-775			
Number of Students:	560	335	32			



Results by Student Group

	2005-06 School Year				2004-05 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	597	94%	56%	5%				
Female	293	94%	57%	6%				
Male	304	94%	56%	5%				
American Indian or Alaska Native	18	94%	50%	0%				
Black or African American	208	91%	39%	1%				
Hispanic or Latino	13	92%	46%	0%				
Asian or Native Hawaiian/Other Pacific Islander	12	100%	92%	25%				
White	346	95%	66%	8%				
Small Group Totals								
General-Education Students	519	96%	61%	6%				
Students with Disabilities	78	82%	26%	1%				
English Proficient	593	-	-	-				
Limited English Proficient	4	-	-	-				
Economically Disadvantaged	348	93%	49%	3%				
Not Disadvantaged	249	95%	65%	9%				
Migrant								
Not Migrant	597	94%	56%	5%				

New assessments for elementary- and middle-level English language arts and mathematics were administered in 2006. Results from these assessments cannot be directly compared to results from previously administered assessments.

NOTES

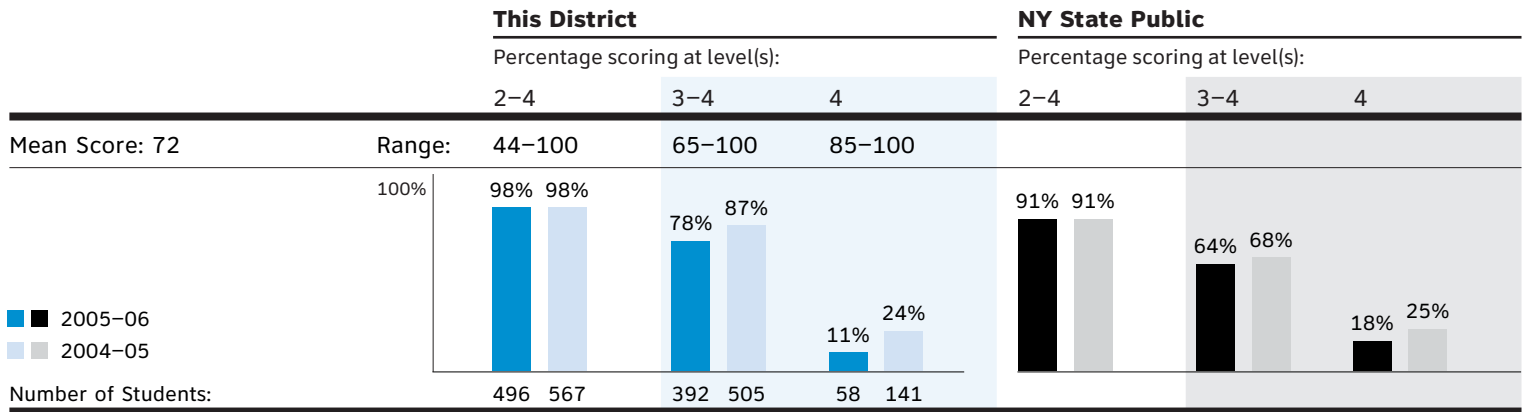
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Other Assessments

	2005-06 School Year				2004-05 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 8 Equivalent	10	10	8	8	17	17	16	13

District **NIAGARA FALLS CITY SCHOOL DISTRICT**

This District's Results in Grade 8 Science



Results by Student Group

	2005-06 School Year				2004-05 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	505	98%	78%	11%	580	98%	87%	24%
Female	238	99%	72%	8%	286	99%	87%	20%
Male	267	97%	82%	14%	294	97%	87%	28%
American Indian or Alaska Native	15	100%	73%	20%	18	94%	94%	22%
Black or African American	197	97%	70%	5%	226	96%	79%	10%
Hispanic or Latino	13	100%	92%	8%	12	100%	83%	17%
Asian or Native Hawaiian/Other Pacific Islander	6	83%	50%	33%	13	100%	85%	23%
White	274	99%	83%	15%	311	99%	93%	35%
Small Group Totals								
General-Education Students	430	99%	81%	12%	479	100%	92%	28%
Students with Disabilities	75	96%	60%	9%	101	89%	64%	8%
English Proficient	500	98%	78%	12%	578	-	-	-
Limited English Proficient	5	80%	40%	0%	2	-	-	-
Economically Disadvantaged	313	98%	73%	9%	353	98%	85%	18%
Not Disadvantaged	192	99%	84%	15%	227	98%	90%	33%
Migrant								
Not Migrant	505	98%	78%	11%	580	98%	87%	24%

NOTES

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Other Assessments

	2005-06 School Year				2004-05 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 8 Equivalent	10	10	10	8	17	16	16	15
Regents Science	83	83	81	37	0			

District **NIAGARA FALLS CITY SCHOOL DISTRICT**

Previous Years' Results for English Language Arts

Standards for elementary- and middle-level English language arts and mathematics assessments administered in 1999 through 2005 are different from those for the 2006 assessments. As such, valid comparisons between 2006 data and data from previous years cannot be made.

Grade 4

This District

Percentage scoring at level(s):

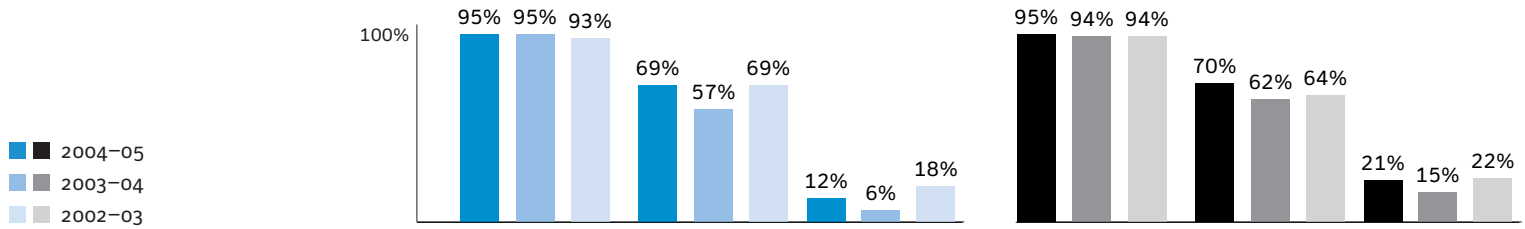
2-4 3-4 4

Range: 603-800 645-800 692-800

NY State Public

Percentage scoring at level(s):

2-4 3-4 4



Number of students scoring at each performance level:

Test Date	Level 1	Level 2	Level 3	Level 4	Total Tested	Mean Score
Feb 2005	30	154	340	70	594	657
Feb 2004	32	226	307	34	599	648
Feb 2003	43	160	338	117	658	659

Grade 8

This School

Percentage scoring at level(s):

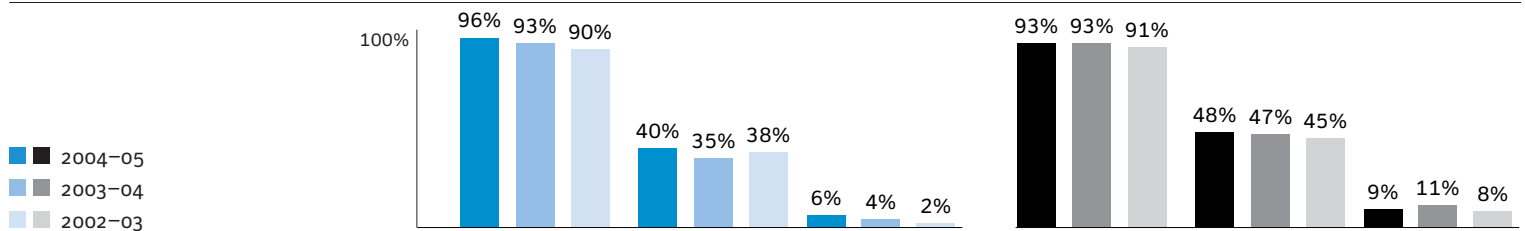
2-4 3-4 4

Range: 658-830 697-830 737-830

NY State Public

Percentage scoring at level(s):

2-4 3-4 4



Number of students scoring at each performance level:

Test Date	Level 1	Level 2	Level 3	Level 4	Total Tested	Mean Score
Jan 2005	24	360	222	36	642	693
Jan 2004	42	372	199	27	640	693
Jan 2003	59	302	210	13	584	689

District **NIAGARA FALLS CITY SCHOOL DISTRICT**

Previous Years' Results for Mathematics

Standards for elementary- and middle-level English language arts and mathematics assessments administered in 1999 through 2005 are different from those for the 2006 assessments. As such, valid comparisons between 2006 data and data from previous years cannot be made.

Grade 4

This District

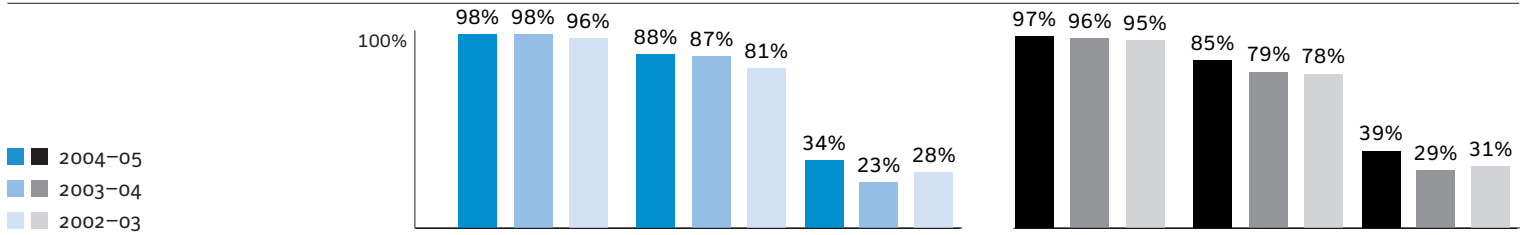
Percentage scoring at level(s):

2-4 3-4 4
Range: 602-810 637-810 678-810

NY State Public

Percentage scoring at level(s):

2-4 3-4 4



Number of students scoring at each performance level:

Test Date	Level 1	Level 2	Level 3	Level 4	Total Tested	Mean Score
May 2005	10	69	338	218	635	667
May 2004	15	64	385	141	605	662
May 2003	24	97	347	186	654	660

Grade 8

This School

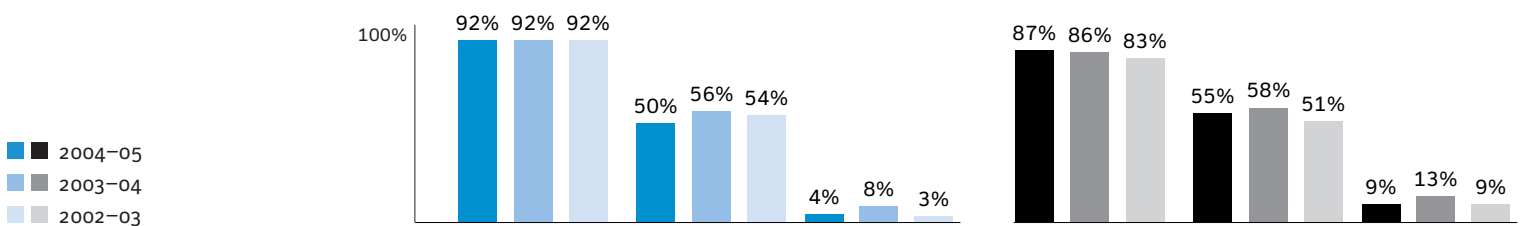
Percentage scoring at level(s):

2-4 3-4 4
Range: 681-882 716-882 760-882

NY State Public

Percentage scoring at level(s):

2-4 3-4 4



Number of students scoring at each performance level:

Test Date	Level 1	Level 2	Level 3	Level 4	Total Tested	Mean Score
May 2005	50	266	293	27	636	716
May 2004	53	232	308	49	642	718
May 2003	50	224	305	19	598	716

District **NIAGARA FALLS CITY SCHOOL DISTRICT**

This District's Total Cohort Results in Secondary-Level English after Four Years of Instruction

This District

Percentage scoring at level(s):

2-4

3-4

4

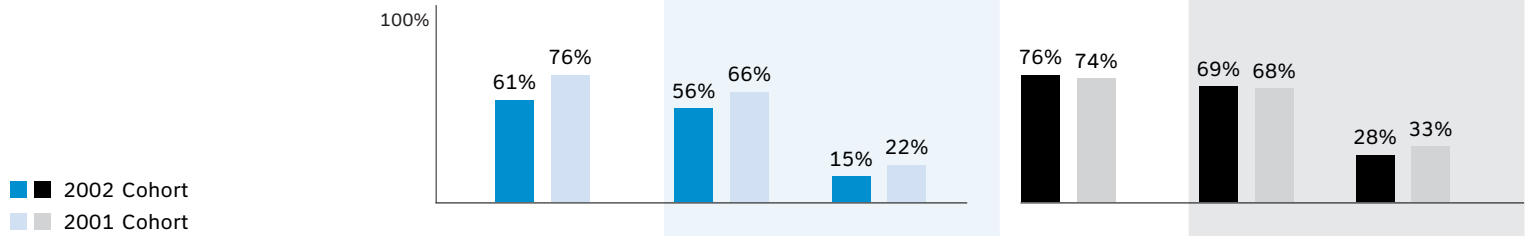
NY State Public

Percentage scoring at level(s):

2-4

3-4

4



Results by Student Group

2002 Cohort*

Number of Students

Percentage scoring at level(s):

2-4 3-4 4

2001 Cohort*

Number of Students

Percentage scoring at level(s):

2-4 3-4 4

	2002 Cohort*			2001 Cohort*				
	Number of Students	2-4	3-4	4	Number of Students	2-4	3-4	4
All Students	767	61%	56%	15%	655	76%	66%	22%
Female	372	65%	60%	19%	329	81%	71%	29%
Male	395	58%	52%	12%	326	71%	61%	16%
American Indian or Alaska Native	33	39%	33%	9%	26	58%	42%	12%
Black or African American	219	53%	45%	7%	185	64%	51%	8%
Hispanic or Latino	19	-	-	-	17	71%	65%	18%
Asian or Native Hawaiian/Other Pacific Islander	4	-	-	-	10	90%	80%	30%
White	492	67%	63%	19%	417	82%	74%	29%
Small Group Totals	23	39%	30%	13%				
General-Education Students	623	69%	63%	18%	549	83%	73%	26%
Students with Disabilities	144	28%	25%	3%	106	41%	29%	1%
English Proficient	766	-	-	-	654	-	-	-
Limited English Proficient	1	-	-	-	1	-	-	-
Economically Disadvantaged	210	81%	72%	13%				
Not Disadvantaged	557	54%	49%	16%				
Migrant								
Not Migrant	767	61%	56%	15%				

NOTES

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Other Assessments

2002 Cohort*

Number of Students

Number scoring at level(s):

2-4 3-4 4

2001 Cohort*

Number of Students

Number scoring at level(s):

2-4 3-4 4

	2002 Cohort*	2001 Cohort*
New York State Alternate Assessment (NYSAA): High School Equivalent	7	8

* A total cohort consists of all students who first entered Grade 9 in a particular year, and all ungraded students with disabilities who reached their seventeenth birthday in that year, and were enrolled in the school/district for five months. Students are excluded from the cohort if they transferred to another school district, nonpublic school, or criminal justice facility, or left the U.S. and its territories or died before the report date. Statewide total cohort also includes students who were enrolled for fewer than five months.

District **NIAGARA FALLS CITY SCHOOL DISTRICT**

This District's Total Cohort Results in Secondary-Level Mathematics after Four Years of Instruction

This District

Percentage scoring at level(s):

2-4

3-4

4

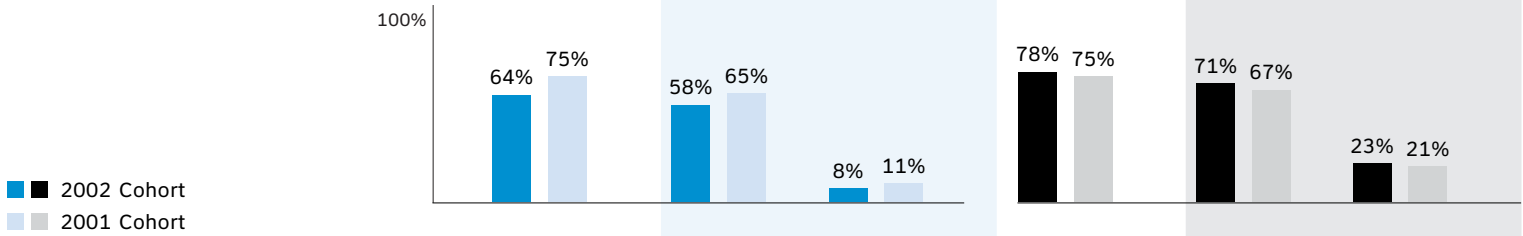
NY State Public

Percentage scoring at level(s):

2-4

3-4

4



Results by Student Group

2002 Cohort*

Number of Students

Percentage scoring at level(s):

2-4 3-4 4

2001 Cohort*

Number of Students

Percentage scoring at level(s):

2-4 3-4 4

	2002 Cohort*			2001 Cohort*				
	Number of Students	2-4	3-4	4	Number of Students	2-4	3-4	4
All Students	767	64%	58%	8%	655	75%	65%	11%
Female	372	68%	63%	8%	329	78%	67%	12%
Male	395	61%	53%	9%	326	72%	63%	9%
American Indian or Alaska Native	33	42%	36%	3%	26	54%	50%	4%
Black or African American	219	55%	45%	2%	185	60%	48%	3%
Hispanic or Latino	19	-	-	-	17	71%	59%	6%
Asian or Native Hawaiian/Other Pacific Islander	4	-	-	-	10	100%	80%	30%
White	492	71%	65%	12%	417	82%	74%	14%
Small Group Totals	23	48%	48%	0%				
General-Education Students	623	73%	66%	10%	549	83%	73%	13%
Students with Disabilities	144	28%	19%	1%	106	34%	23%	0%
English Proficient	766	-	-	-	654	-	-	-
Limited English Proficient	1	-	-	-	1	-	-	-
Economically Disadvantaged	210	80%	70%	7%				
Not Disadvantaged	557	58%	53%	9%				
Migrant								
Not Migrant	767	64%	58%	8%				

NOTES

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Other Assessments

2002 Cohort*

Number of Students

Number scoring at level(s):

2-4 3-4 4

2001 Cohort*

Number of Students

Number scoring at level(s):

2-4 3-4 4

	2002 Cohort*	2001 Cohort*
New York State Alternate Assessment (NYSAA): High School Equivalent	6	8
	6	8
	5	7
	5	7

* A total cohort consists of all students who first entered Grade 9 in a particular year, and all ungraded students with disabilities who reached their seventeenth birthday in that year, and were enrolled in the school/district for five months. Students are excluded from the cohort if they transferred to another school district, nonpublic school, or criminal justice facility, or left the U.S. and its territories or died before the report date. Statewide total cohort also includes students who were enrolled for fewer than five months.

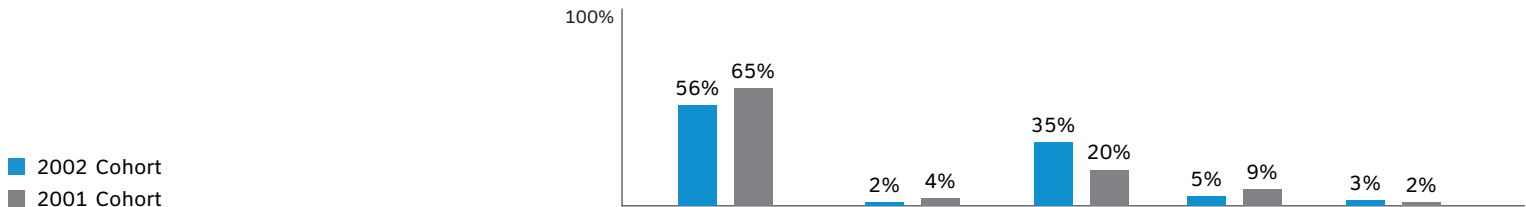
District **NIAGARA FALLS CITY SCHOOL DISTRICT**

Graduation Rate and Other Outcomes for Total Cohort

Students are included in the State total cohort based on the year they entered Grade 9 or, if ungraded, the school year in which they reached their seventeenth birthday. Students are included in the cohort of the school where they were last enrolled if they were enrolled for a minimum of five months. Students were counted as graduates if they earned a local or a Regents diploma.

Total Cohort Outcomes after Four Years of School

Percentage of students who:



	Cohort	Number of Students	Graduated	Earned an IEP Diploma	Transferred to GED	Were Still Enrolled	Dropped Out
All Students	2002	767	56%	2%	35%	5%	3%
	2001	655	65%	4%	20%	9%	2%
Female	2002	372	60%	2%	33%	2%	3%
	2001	329	69%	3%	21%	5%	2%
Male	2002	395	51%	1%	37%	7%	4%
	2001	326	60%	5%	20%	13%	2%
American Indian or Alaska Native	2002	33	39%	3%	42%	9%	6%
	2001	26	42%	4%	42%	4%	8%
Black or African American	2002	219	52%	4%	36%	4%	5%
	2001	185	51%	6%	23%	18%	1%
Hispanic or Latino	2002	19	–	–	–	–	–
	2001	17	65%	6%	12%	18%	0%
Asian or Native Hawaiian/Other Pacific Islander	2002	4	–	–	–	–	–
White	2002	492	60%	1%	33%	5%	2%
	2001	417	72%	3%	18%	5%	2%
Small Group Totals	2002	23	35%	0%	52%	9%	4%
General-Education Students	2002	623	61%	0%	34%	3%	3%
	2001	549	69%	0%	21%	8%	2%
Students with Disabilities	2002	144	34%	8%	38%	13%	7%
	2001	106	41%	24%	16%	18%	2%
English Proficient	2002	766	–	–	–	–	–
	2001	654	–	–	–	–	–
Limited English Proficient	2002	1	–	–	–	–	–
	2001	1	–	–	–	–	–
Economically Disadvantaged	2002	210	79%	5%	2%	13%	1%
	2001	197	72%	3%	18%	5%	2%
Not Disadvantaged	2002	557	47%	0%	47%	2%	4%
	2001	460	65%	4%	23%	10%	2%
Migrant	2002	0	N/A	N/A	N/A	N/A	N/A
	2001	0	N/A	N/A	N/A	N/A	N/A
Not Migrant	2002	767	56%	2%	35%	5%	3%
	2001	655	65%	4%	20%	9%	2%

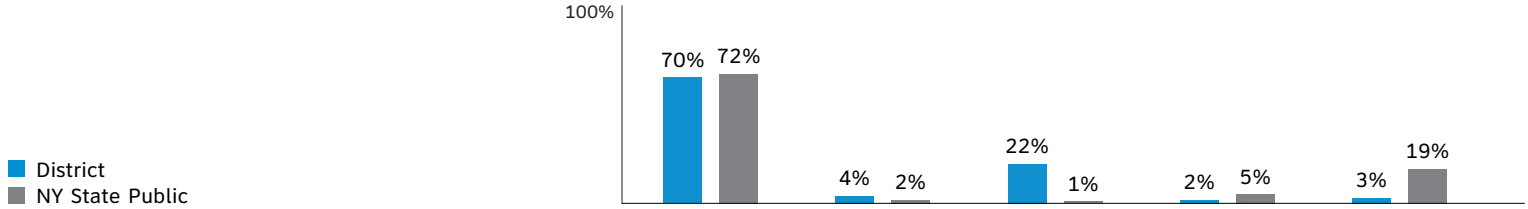
NOTES

The – symbol indicates that data for a group of students has been suppressed. If a group has fewer than five students, data for that group and the next smallest group(s) are suppressed to protect the privacy of individual students.

District **NIAGARA FALLS CITY SCHOOL DISTRICT**

Total 2001 Cohort Outcomes after Five Years of School

Percentage of students who:



	Number of Students	Graduated	Earned an IEP Diploma	Transferred to GED	Were Still Enrolled	Dropped Out
All Students	651	70%	4%	22%	2%	3%
Female	330	71%	3%	21%	1%	3%
Male	321	68%	5%	22%	2%	3%
American Indian or Alaska Native	28	43%	4%	39%	7%	7%
Black or African American	178	62%	7%	26%	1%	3%
Hispanic or Latino	15	73%	7%	13%	7%	0%
Asian or Native Hawaiian/Other Pacific Islander	11	82%	0%	0%	9%	9%
White	419	74%	3%	19%	1%	3%
Small Group Totals						
General-Education Students	547	74%	0%	22%	1%	3%
Students with Disabilities	104	48%	26%	18%	5%	3%
English Proficient	650	–	–	–	–	–
Limited English Proficient	1	–	–	–	–	–
Economically Disadvantaged	171	84%	10%	1%	2%	3%
Not Disadvantaged	480	65%	2%	29%	1%	3%
Migrant	0	N/A	N/A	N/A	N/A	N/A
Not Migrant	651	70%	4%	22%	2%	3%

NOTES

The – symbol indicates that data for a group of students has been suppressed. If a group has fewer than five students, data for that group and the next smallest group(s) are suppressed to protect the privacy of individual students.