



The New York State District Report Card

**Accountability
and Overview Report
2006 – 07**

District **NIAGARA FALLS CITY SCHOOL
DISTRICT**

District ID **40-08-00-01-0000**

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 2007–08 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 ID 40-08-00-01-0000

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

	2004-05	2005-06	2006-07
Pre-K	290	277	324
Kindergarten	658	613	583
Grade 1	631	624	557
Grade 2	544	575	537
Grade 3	644	547	529
Grade 4	651	610	486
Grade 5	570	600	603
Grade 6	655	601	637
Ungraded Elementary	19	21	5
Grade 7	738	681	619
Grade 8	676	671	644
Grade 9	706	717	709
Grade 10	575	624	589
Grade 11	596	543	548
Grade 12	503	541	472
Ungraded Secondary	35	18	0
Total K-12	8201	7986	7518

Average Class Size

	2004-05	2005-06	2006-07
Common Branch	21	20	21
Grade 8			
English	21	21	20
Mathematics	21	21	20
Science	21	20	19
Social Studies	21	21	20
Grade 10			
English	22	20	19
Mathematics	18	18	20
Science	20	20	19
Social Studies	22	21	22

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

District ID 40-08-00-01-0000

Demographic Factors

	2004-05		2005-06		2006-07	
	#	%	#	%	#	%
Eligible for Free Lunch	3724	45%	3735	47%	3621	48%
Reduced-Price Lunch	956	12%	863	11%	883	12%
Student Stability*		N/A		N/A		N/A
Limited English Proficient	107	1%	96	1%	78	1%
Racial/Ethnic Origin						
American Indian or Alaska Native	281	3%	280	4%	281	4%
Black or African American	2998	37%	2998	38%	2780	37%
Hispanic or Latino	200	2%	189	2%	183	2%
Asian or Native Hawaiian/Other Pacific Islander	111	1%	104	1%	95	1%
White	4611	56%	4415	55%	4179	56%
Multiracial**	N/A	N/A	N/A	N/A	0	0%

* Not available at the district level.

** Multiracial enrollment data were not collected statewide in the 2004-05 and 2005-06 school years.

Attendance and Suspensions

	2003-04		2004-05		2005-06	
	#	%	#	%	#	%
Annual Attendance Rate		91%		92%		93%
Student Suspensions	1117	13%	1105	13%	1123	14%

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

District ID 40-08-00-01-0000

Teacher Qualifications

	2004-05	2005-06	2006-07
Total Number of Teachers	579	567	506
Percent with No Valid Teaching Certificate	2%	1%	2%
Percent Teaching Out of Certification	4%	2%	2%
Percent with Fewer Than Three Years of Experience	6%	4%	1%
Percentage with Master's Degree Plus 30 Hours or Doctorate	80%	83%	89%
Total Number of Core Classes*	N/A	1880	1159
Percent Not Taught by Highly Qualified Teachers	N/A	3%	2%
Total Number of Classes	1416	1416	1421
Percent Taught by Teachers Without Appropriate Certification	4%	3%	3%

* Data for 2004-05 were not weighted, so are not shown.

Teacher Turnover Rate

	2003-04	2004-05	2005-06
Turnover Rate of Teachers with Fewer than Five Years of Experience	24%	29%	41%
Turnover Rate of All Teachers	15%	12%	15%

Staff Counts

	2004-05	2005-06	2006-07
Total Other Professional Staff	119	115	104
Total Paraprofessionals*	273	234	310
Assistant Principals	9	11	12
Principals	15	15	14

* Not available at the school level.

Teacher Qualifications Information

The *Percent Teaching Out of Certification* is the percent doing so more than on an incidental basis; that is, the percent teaching for more than five periods per week outside certification.

Core Classes are primarily K-6 common branch, English, mathematics, science, social studies, art, music, and foreign languages. The number of K-6 common branch core classes is multiplied by five so that these core class counts are weighted the same as counts for middle- and secondary-level teachers who report five classes per day. 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.

Teacher Turnover Rate Information

Teacher Turnover Rate for a specified school year is the number of teachers in that school year that were not teaching in the following school year divided by the number of teachers in the specified school year, expressed as a percentage.

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 2006–07, the third indicator is science at the elementary/middle level and graduation rate at the secondary level. Schools or districts that meet predefined goals 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 2006–07 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. (NYSESLAT is used only for participation.) At the secondary level, the PI of each group in the 2003 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 qualify for Safe Harbor using the third indicator, science or graduation rate.

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 2002 graduation-rate cohort in the All Students group earning a high school diploma by August 31, 2006 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 2002 graduation-rate cohort earning a local diploma by August 31, 2006 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 for English and Mathematics

The 2003 school accountability cohort consists of all students who first entered Grade 9 anywhere in the 2003–04 school year, and all ungraded students with disabilities who reached their seventeenth birthday in the 2003–04 school year, who were enrolled on October 4, 2006 and did not transfer to a diploma granting program. Students who earned a high school equivalency diploma or were enrolled in an approved high school equivalency preparation program on June 30, 2007, are not included in the 2003 school accountability cohort. The 2003 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 AMO's for each grade level 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.

Graduation-Rate Cohort

This term is defined on the graduation-rate accountability page.

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 to Level 4. (See performance level definitions on the Overview Summary page.) At the elementary/middle level, the PI is calculated using the following equation:

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

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

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

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 2006–07 safe harbor targets were calculated using the following equation:

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

Science Progress Target

The elementary/middle-level 2006–07 Science Progress Target is calculated by adding one point to the 2005–06 PI. The 2007–08 Science Progress Target is calculated by adding one point to the 2006–07 PI. The 2006–07 target is provided for groups whose PI was below the State Science Standard in 2006–07.

Science Standard

The criterion value that represents a minimally satisfactory performance in science. In 2006–07, 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.

Pending – A district's status is "Pending" if the district requires special evaluation procedures and they have not yet been completed.

Summary

Overall Accountability Status (2007-08)

Good Standing

ELA Good Standing

Science Good Standing

Math Good Standing

Graduation Rate Good Standing

Title I Part A Funding

Years the District Received Title I Part A Funding

2005-06

2006-07

2007-08

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			English		
	Language Arts	Mathematics	Science	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						
Multiracial						
Other Groups						
Students with Disabilities	SH				SH	
Limited English Proficient				-	-	
Economically Disadvantaged						
Student groups making AYP in each subject	8 of 9	9 of 9	1 of 1	4 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) |
| Pending - Requires Special Evaluation | |

Elementary/Middle-Level English Language Arts





























Accountability Status  Good Standing
for This Subject
(2007-08)

Accountability Measures 8 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 2007-08, the district will be District In Need of Improvement (Year 1) in 2008-09. If this district makes AYP at either the elementary/middle or secondary level in 2007-08, the district will be in good standing in 2008-09. [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 2006-07 2007-08	
All Students (3548:3470)			99%		152	120		
Ethnicity								
American Indian or Alaska Native (134:133)			100%		141	113		
Black or African American (1331:1298)			99%		134	119		
Hispanic or Latino (90:82)			96%		129	111		
Asian or Native Hawaiian/Other Pacific Islander (48:48)			100%		173	108		
White (1945:1909)			99%		165	120		
Multiracial (0:0)								
Other Groups								
Students with Disabilities ⁴ (716:696)			99%		104	118	96 114	
Limited English Proficient ⁵ (89:33)			89%		97	105	105 107	
Economically Disadvantaged (2342:2292)			99%		142	120		
Final AYP Determination		8 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 2006-07, the enrollment shown is the sum of 2005-06 and 2006-07 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 2006-07, data for 2005-06 and 2006-07 were combined to determine counts and PIs. For districts with 30 or more continuously enrolled students in the All Students group in 2006-07, 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.

⁵ If the count of LEP students is equal to or greater than 30, former LEP students are also included in the performance calculations.


‡ 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




























Elementary/Middle-Level Mathematics

Accountability Status  Good Standing
for This Subject
(2007-08)

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

Prospective Status This district will be in good standing in 2008-09. [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 2006-07 2007-08
All Students (3535:3450)			99%		167	84	
Ethnicity							
American Indian or Alaska Native (136:133)			100%		168	77	
Black or African American (1325:1288)			99%		150	83	
Hispanic or Latino (90:85)			100%		155	75	
Asian or Native Hawaiian/Other Pacific Islander (47:47)			100%		198	72	
White (1937:1897)			99%		178	83	
Multiracial (0:0)							
Other Groups							
Students with Disabilities ⁴ (711:688)			99%		129	82	
Limited English Proficient ⁵ (38:35)		—	—		146	70	
Economically Disadvantaged (2330:2275)			100%		162	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 2006-07, the enrollment shown is the sum of 2005-06 and 2006-07 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 2006-07, data for 2005-06 and 2006-07 were combined to determine counts and PIs. For districts with 30 or more continuously enrolled students in the All Students group in 2006-07, 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.

⁵ If the count of LEP students is equal to or greater than 30, former LEP students are also included in the performance calculations.

‡ 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














Elementary/Middle-Level Science

Accountability Status  Good Standing
for This Subject
(2007-08)

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

Prospective Status This district will be in good standing in 2008-09. [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 2006-07 2007-08
All Students (1140:1065)		Qualified		96%		180	100	
Ethnicity								
American Indian or Alaska Native (36:34)		—	—	—		179	100	
Black or African American (415:387)		Qualified		96%		166	100	
Hispanic or Latino (29:22)		—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander (17:17)		—	—	—	—	—	—	—
White (643:605)		Qualified		96%		189	100	
Multiracial (0:0)		—	—	—	—	—	—	—
Other Groups								
Students with Disabilities (216:194)		Qualified		94%		150	100	
Limited English Proficient ⁴ (11:7)		—	—	—	—	—	—	—
Economically Disadvantaged (701:658)		Qualified		97%		177	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 2006-07, the enrollment shown is the sum of 2005-06 and 2006-07 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 districts with fewer than 30 continuously enrolled tested students in 2006-07, data for 2005-06 and 2006-07 were combined to determine counts and performance indices.


⁴ If the count of LEP students is equal to or greater than 30, former LEP students are also included in the performance calculations.

AYP Status

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

Secondary-Level English Language Arts

















Accountability Status  Good Standing
for This Subject
(2007–08)

Accountability Measures 4 of 5 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 2007-08, the district will be District In Need of Improvement (Year 1) in 2008-09. If this district makes AYP at either the elementary/middle or secondary level in 2007-08, the district will be in good standing in 2008-09. [202]

How did students in each accountability group perform on secondary-level English Language Arts 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 2006–07 2007–08
(12th Graders: 2003 Cohort) ¹							
All Students (434:457)			98%		180	154	
Ethnicity							
American Indian or Alaska Native (9:11)	—	—	—	—	—	—	—
Black or African American (123:137)			98%		169	150	
Hispanic or Latino (11:10)	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander (6:7)	—	—	—	—	—	—	—
White (285:292)			98%		186	153	
Multiracial (0:0)							
Other Groups							
Students with Disabilities (61:74)			97%		135	148	137 142
Limited English Proficient ⁴ (1:1)	—	—	—	—	—	—	—
Economically Disadvantaged (155:170)			100%		174	151	
Final AYP Determination	 4 of 5						

NOTES

¹ These data show the count of 12th graders in 2006–07 (used for Participation) followed by the count of students in the 2003 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 2006–07, the enrollment shown is the sum of 2005–06 and 2006–07 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 2003 cohort, data for 2002 and 2003 cohort members were combined to determine counts and PIs. For districts with 30 or more students in the 2003 cohort in the All Students group, groups with fewer than 30 students in the 2003 cohort are not required to meet the performance criterion.

⁴ If the count of LEP students is equal to or greater than 30, former LEP students are also included in the performance calculations.


‡ 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

















Secondary-Level Mathematics

Accountability Status  Good Standing
for This Subject
(2007–08)

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

Prospective Status This district will be in good standing in 2008-09. [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 2006–07 2007–08
(12th Graders: 2003 Cohort) ¹							
All Students (434:457)			98%		184	147	
Ethnicity							
American Indian or Alaska Native (9:11)	–	–	–	–	–	–	–
Black or African American (123:137)			98%		176	143	
Hispanic or Latino (11:10)	–	–	–	–	–	–	–
Asian or Native Hawaiian/Other Pacific Islander (6:7)	–	–	–	–	–	–	–
White (285:292)			98%		188	146	
Multiracial (0:0)							
Other Groups							
Students with Disabilities (61:74)			98%		139	141	133 145
Limited English Proficient ⁴ (1:1)	–	–	–	–	–	–	–
Economically Disadvantaged (155:170)			100%		182	144	
Final AYP Determination	 5 of 5						

NOTES

¹ These data show the count of 12th graders in 2006–07 (used for Participation) followed by the count of students in the 2003 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 2006–07, the enrollment shown is the sum of 2005–06 and 2006–07 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 2003 cohort, data for 2002 and 2003 cohort members were combined to determine counts and PIs. For districts with 30 or more students in the 2003 cohort in the All Students group, groups with fewer than 30 students in the 2003 cohort are not required to meet the performance criterion.

⁴ If the count of LEP students is equal to or greater than 30, former LEP students are also included in the performance calculations.


‡ 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








Graduation Rate

Accountability Status  Good Standing
for This Indicator
(2007–08)

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

Prospective Status This district will be in good standing in 2008-09. [201]

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

Student Group (Cohort Count) ¹	Graduation		Objectives		Progress Target	
	AYP	Met Criterion	Graduation Rate ²	State Standard	2006–07	2007–08
All Students (507)			83%	55%		
Ethnicity						
American Indian or Alaska Native (18)		–	–	–		
Black or African American (138)			81%	55%		
Hispanic or Latino (10)		–	–	–		
Asian or Native Hawaiian/Other Pacific Islander (3)		–	–	–		
White (338)			85%	55%		
Multiracial (0)						
Other Groups						
Students with Disabilities (80)			56%	55%		
Limited English Proficient ³ (2)		–	–	–		
Economically Disadvantaged (213)			77%	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 2002 cohort that earned a local or Regents diploma by August 31, 2006.

³ If the count of LEP students is equal to or greater than 30, former LEP students are also included in the performance calculations.

Graduation Rate Information

For a school or a district to make AYP in graduation rate, the percentage of 2002 graduation-rate cohort members earning a local or Regents diploma by August 31, 2006 for the "All Students" group must equal or exceed the Graduation-Rate Standard or the Graduation-Rate Progress Target for 2006–07.

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 2002 cohort is 55 percent. The Commissioner may raise the Graduation-Rate Standard at his discretion in future years.

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. The 2007–08 Graduation-Rate Progress Target is calculated by adding one point to the percentage of the 2002 cohort earning a local or Regents diploma by August 31, 2006. This target is provided for each group whose percentage earning a local or Regents diploma by August 31, 2006 is below the Graduation-Rate Standard in 2006–07 (55%). Groups with fewer than 30 cohort members are not subject to this criterion.

3 School Accountability Status

District **NIAGARA FALLS CITY SCHOOL DISTRICT**

District ID **40-08-00-01-0000**

2007–08 Accountability Status of Schools in Your District

This section lists all schools in your district by 2007–08 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














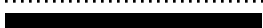
LASALLE MIDDLE SCHOOL


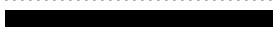
District NIAGARA FALLS CITY SCHOOL DISTRICT

District ID 40-08-00-01-0000

Summary of 2006–07 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.

	Percentage of students that scored at or above Level 3			Total Tested
	0%	50%	100%	
English Language Arts				
Grade 3	63%			518
Grade 4	71%			488
Grade 5	64%			588
Grade 6	52%			628
Grade 7	47%			622
Grade 8	44%			623
Mathematics				
Grade 3	91%			518
Grade 4	85%			487
Grade 5	79%			588
Grade 6	70%			628
Grade 7	59%			622
Grade 8	52%			617
Science				
Grade 4	95%			487
Grade 8	68%			512

	Percentage of students that scored at or above Level 3			2003 Total Cohort
	0%	50%	100%	
Secondary Level				
English	68%			585
Mathematics	72%			585

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.

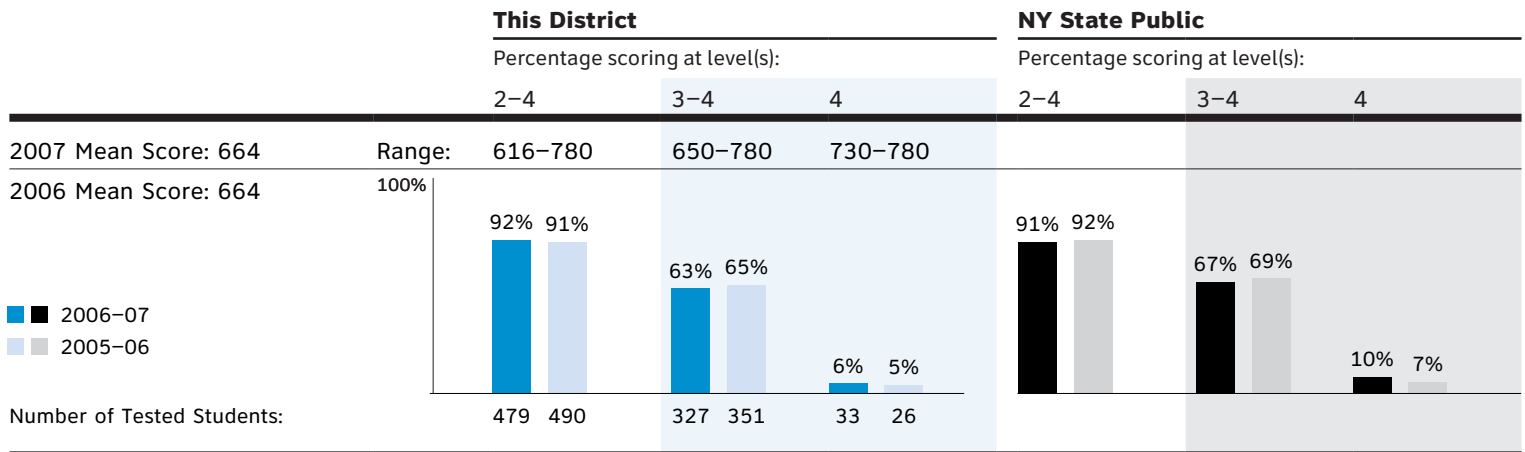
In this section, this district's performance is compared with that of public schools statewide.

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.

This District's Results in Grade 3 English Language Arts



Results by Student Group

	2006-07 School Year				2005-06 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	518	92%	63%	6%	537	91%	65%	5%
Female	252	93%	65%	9%	252	91%	71%	4%
Male	266	92%	61%	4%	285	92%	60%	5%
American Indian or Alaska Native	23	87%	61%	0%	16	81%	56%	0%
Black or African American	174	88%	47%	1%	228	87%	51%	0%
Hispanic or Latino	15	-	-	-	12	-	-	-
Asian or Native Hawaiian/Other Pacific Islander	2	-	-	-	4	-	-	-
White	304	96%	73%	10%	277	95%	77%	9%
Multiracial	17	88%	59%	6%	16	100%	81%	6%
Small Group Totals	427	97%	70%	7%	456	96%	72%	6%
General-Education Students	91	71%	30%	1%	81	62%	28%	0%
Students with Disabilities	509	93%	64%	6%	536	-	-	-
English Proficient	9	89%	33%	0%	1	-	-	-
Limited English Proficient	362	90%	56%	4%	355	88%	59%	1%
Economically Disadvantaged	156	97%	81%	12%	182	98%	78%	12%
Not Disadvantaged								
Migrant								
Not Migrant	518	92%	63%	6%	537	91%	65%	5%

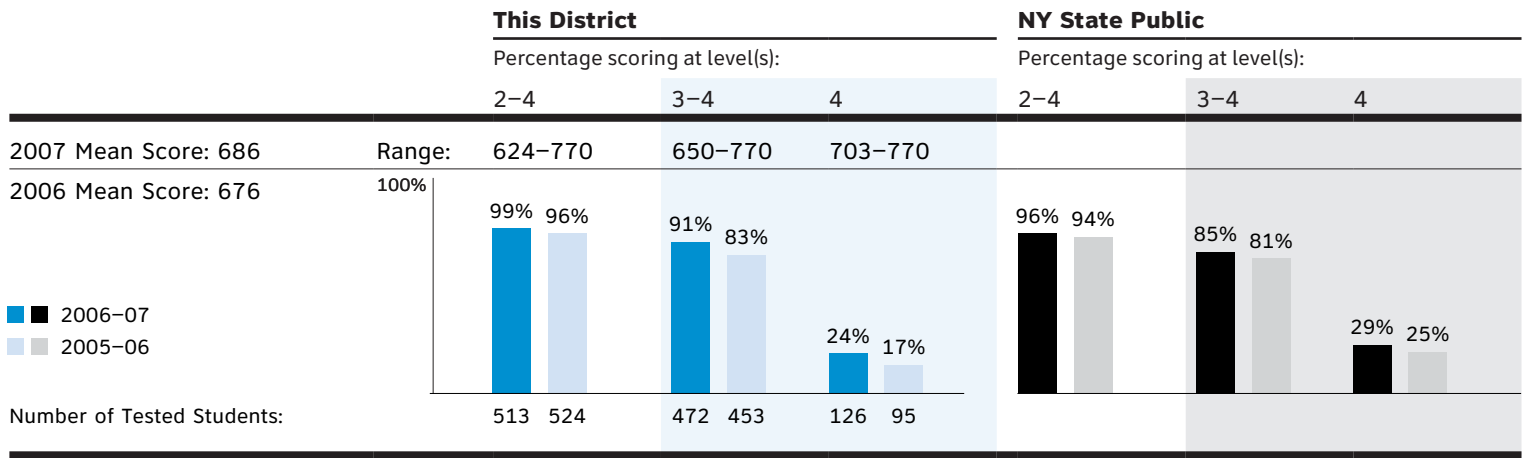
NOTES
The - symbol indicates that data for a group of students have been suppressed. If a group has fewer than five students, data for that group and the next smallest group(s) are suppressed to protect the privacy of individual students.

Other Assessments

	2006-07 School Year				2005-06 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	10	10	10	10	New NYSAA were developed in 2007, so 2006 and 2007 results cannot be compared.			
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 3	0	N/A	N/A	N/A	N/A	N/A	N/A	N/A

† These counts represent recently arrived LEP students who used the NYSESLAT to fulfill the English language arts participation requirement.

This District's Results in Grade 3 Mathematics



Results by Student Group

	2006-07 School Year				2005-06 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	518	99%	91%	24%	544	96%	83%	17%
Female	250	99%	92%	25%	259	96%	83%	16%
Male	268	99%	90%	24%	285	96%	84%	19%
American Indian or Alaska Native	24	100%	83%	17%	16	94%	81%	6%
Black or African American	174	98%	87%	13%	226	95%	77%	9%
Hispanic or Latino	14	-	-	-	13	92%	85%	15%
Asian or Native Hawaiian/Other Pacific Islander	2	-	-	-	8	100%	88%	25%
White	304	99%	94%	32%	281	98%	88%	25%
Multiracial								
Small Group Totals	16	100%	81%	13%				
General-Education Students	427	100%	95%	26%	462	98%	87%	19%
Students with Disabilities	91	95%	74%	19%	82	85%	60%	11%
English Proficient	510	99%	92%	25%	536	96%	83%	18%
Limited English Proficient	8	100%	63%	0%	8	100%	75%	13%
Economically Disadvantaged	364	99%	89%	18%	361	95%	79%	11%
Not Disadvantaged	154	99%	95%	40%	183	99%	92%	30%
Migrant								
Not Migrant	518	99%	91%	24%	544	96%	83%	17%

NOTES

The - symbol indicates that data for a group of students have 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

	2006-07 School Year				2005-06 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	10	10	10	9	New NYSAA were developed in 2007, so 2006 and 2007 results cannot be compared.			

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
2007 Mean Score: 664	612-775	650-775	716-775			
2006 Mean Score: 655						
Number of Tested Students:	465	544	346	360	23	20

Results by Student Group

	2006-07 School Year				2005-06 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	488	95%	71%	5%	603	90%	60%	3%
Female	230	96%	71%	7%	327	91%	62%	4%
Male	258	95%	71%	3%	276	89%	57%	3%
American Indian or Alaska Native	15	93%	60%	0%	25	84%	72%	4%
Black or African American	181	93%	57%	2%	259	85%	48%	1%
Hispanic or Latino	11	91%	73%	0%	16	88%	63%	0%
Asian or Native Hawaiian/Other Pacific Islander	6	83%	67%	0%	6	100%	67%	17%
White	275	97%	80%	7%	297	95%	69%	5%
Multiracial								
Small Group Totals								
General-Education Students	404	99%	78%	5%	499	96%	68%	4%
Students with Disabilities	84	79%	37%	1%	104	63%	20%	0%
English Proficient	483	96%	72%	5%	599	-	-	-
Limited English Proficient	5	40%	0%	0%	4	-	-	-
Economically Disadvantaged	310	94%	64%	4%	398	87%	51%	1%
Not Disadvantaged	178	98%	83%	6%	205	97%	77%	7%
Migrant								
Not Migrant	488	95%	71%	5%	603	90%	60%	3%

NOTES

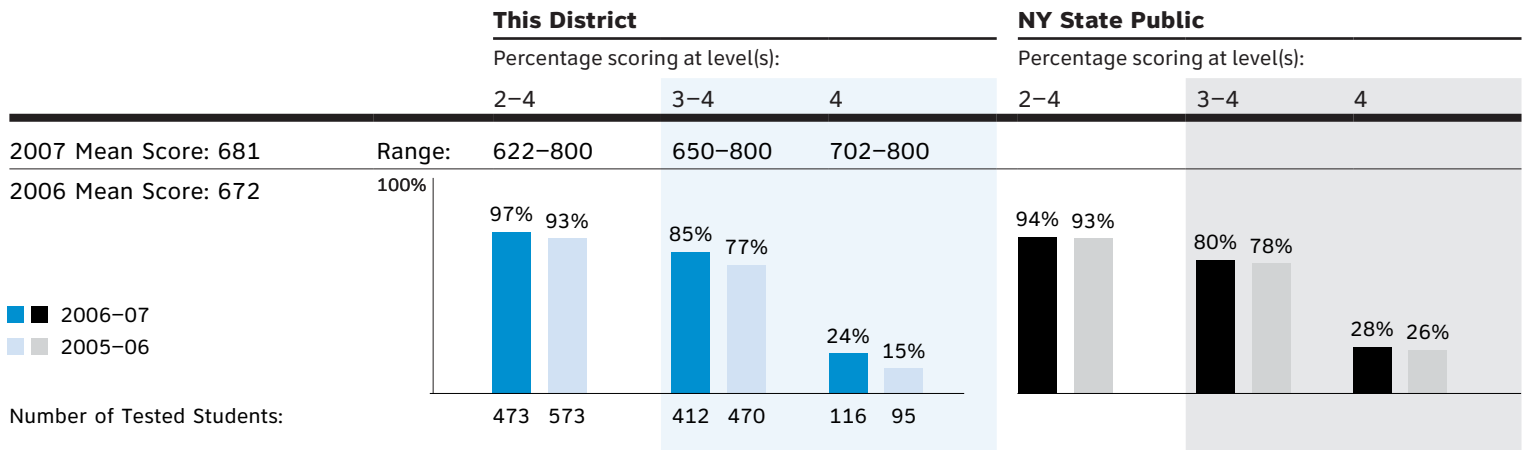
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Other Assessments

	2006-07 School Year				2005-06 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	9	9	6	6	New NYSAA were developed in 2007, so 2006 and 2007 results cannot be compared.			
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 4	0	N/A	N/A	N/A	N/A	N/A	N/A	N/A

† These counts represent recently arrived LEP students who used the NYSESLAT to fulfill the English language arts participation requirement.

This District's Results in Grade 4 Mathematics



Results by Student Group

	2006-07 School Year				2005-06 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	487	97%	85%	24%	613	93%	77%	15%
Female	229	97%	82%	22%	330	93%	75%	12%
Male	258	98%	87%	26%	283	94%	79%	19%
American Indian or Alaska Native	15	93%	87%	13%	25	96%	76%	4%
Black or African American	182	96%	76%	14%	261	87%	64%	8%
Hispanic or Latino	12	100%	83%	25%	17	100%	76%	12%
Asian or Native Hawaiian/Other Pacific Islander	5	100%	100%	20%	8	100%	100%	63%
White	273	98%	90%	31%	302	98%	87%	22%
Multiracial								
Small Group Totals								
General-Education Students	401	99%	90%	27%	508	97%	81%	18%
Students with Disabilities	86	88%	62%	9%	105	76%	55%	6%
English Proficient	483	-	-	-	604	93%	77%	16%
Limited English Proficient	4	-	-	-	9	100%	67%	11%
Economically Disadvantaged	308	96%	82%	19%	405	91%	70%	10%
Not Disadvantaged	179	98%	89%	33%	208	98%	90%	26%
Migrant								
Not Migrant	487	97%	85%	24%	613	93%	77%	15%

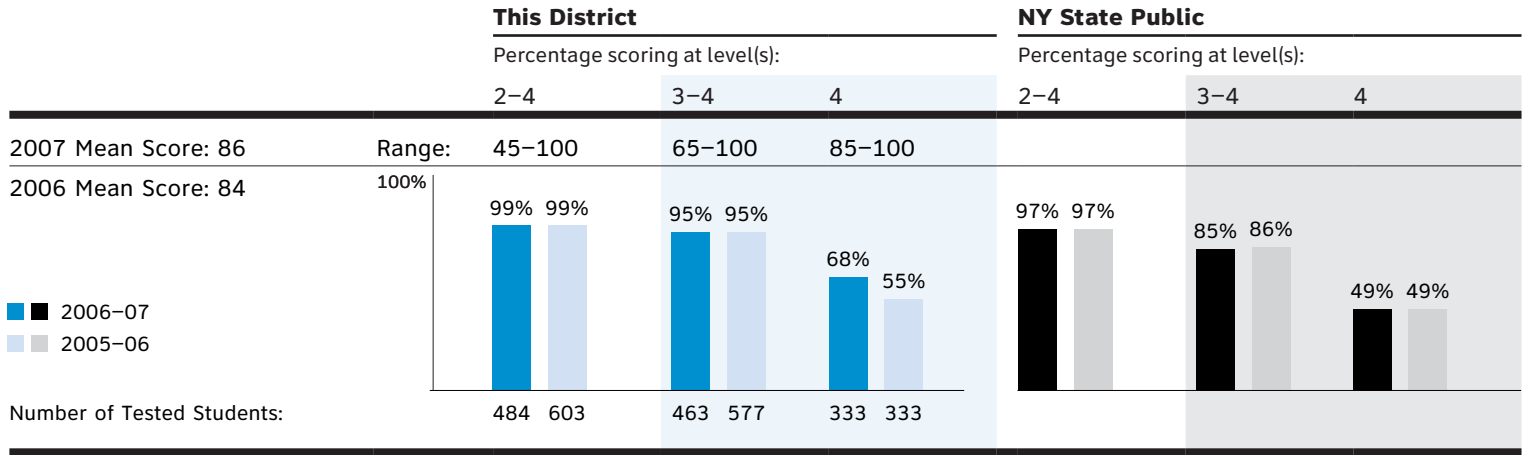
NOTES

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Other Assessments

	2006-07 School Year				2005-06 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	9	9	8	7	New NYSAA were developed in 2007, so 2006 and 2007 results cannot be compared.			

This District's Results in Grade 4 Science



Results by Student Group

	2006-07 School Year				2005-06 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	487	99%	95%	68%	607	99%	95%	55%
Female	231	100%	94%	67%	328	100%	94%	51%
Male	256	99%	96%	70%	279	99%	96%	59%
American Indian or Alaska Native	15	100%	93%	73%	25	100%	96%	68%
Black or African American	179	99%	93%	59%	259	99%	92%	45%
Hispanic or Latino	13	100%	100%	62%	17	100%	88%	59%
Asian or Native Hawaiian/Other Pacific Islander	5	100%	100%	60%	8	100%	100%	63%
White	275	100%	96%	75%	298	100%	98%	62%
Multiracial								
Small Group Totals								
General-Education Students	400	100%	98%	73%	506	100%	96%	57%
Students with Disabilities	87	97%	83%	47%	101	98%	91%	43%
English Proficient	482	99%	95%	69%	597	99%	95%	56%
Limited English Proficient	5	100%	80%	0%	10	100%	80%	0%
Economically Disadvantaged	309	100%	95%	63%	402	100%	94%	47%
Not Disadvantaged	178	98%	96%	77%	205	99%	98%	71%
Migrant								
Not Migrant	487	99%	95%	68%	607	99%	95%	55%

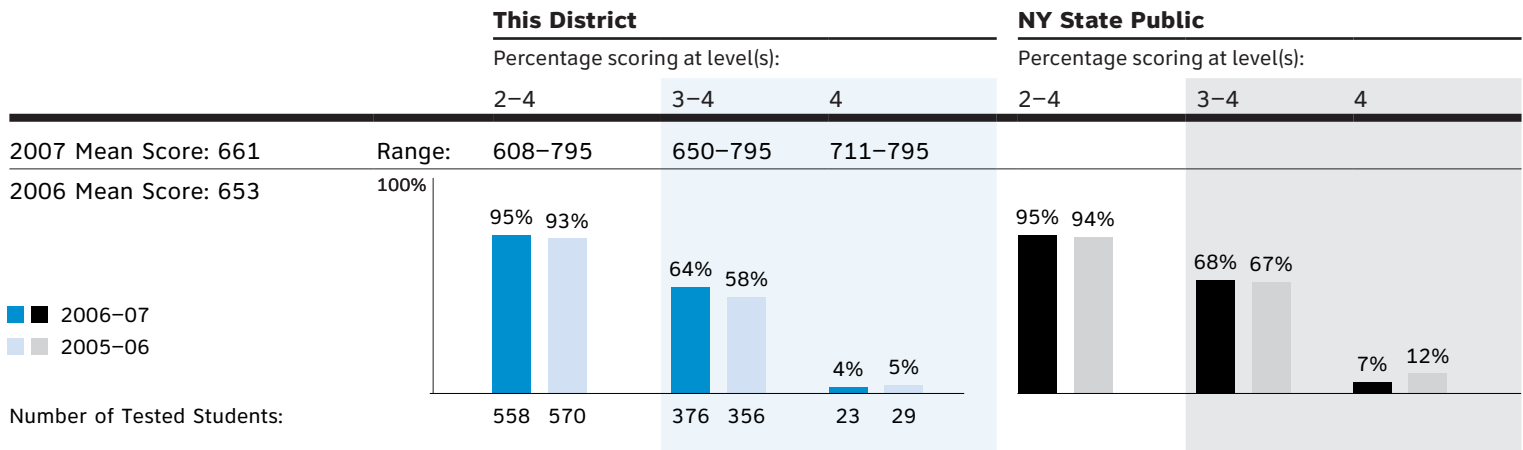
NOTES

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Other Assessments

	2006-07 School Year				2005-06 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	9	9	7	7	New NYSAA were developed in 2007, so 2006 and 2007 results cannot be compared.			

This District's Results in Grade 5 English Language Arts



Results by Student Group

	2006-07 School Year				2005-06 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	588	95%	64%	4%	615	93%	58%	5%
Female	319	96%	66%	4%	320	95%	61%	6%
Male	269	94%	62%	4%	295	91%	55%	3%
American Indian or Alaska Native	26	100%	58%	4%	19	95%	58%	5%
Black or African American	247	92%	49%	1%	230	87%	41%	1%
Hispanic or Latino	18	89%	56%	6%	18	89%	22%	6%
Asian or Native Hawaiian/Other Pacific Islander	8	100%	100%	0%	10	100%	80%	30%
White	289	97%	76%	6%	338	96%	71%	6%
Multiracial								
Small Group Totals								
General-Education Students	464	100%	75%	5%	513	97%	65%	6%
Students with Disabilities	124	77%	21%	0%	102	70%	22%	0%
English Proficient	578	95%	64%	4%	605	93%	58%	5%
Limited English Proficient	10	90%	40%	0%	10	100%	50%	10%
Economically Disadvantaged	403	93%	56%	3%	417	91%	49%	2%
Not Disadvantaged	185	98%	81%	5%	198	97%	77%	11%
Migrant								
Not Migrant	588	95%	64%	4%	615	93%	58%	5%

NOTES

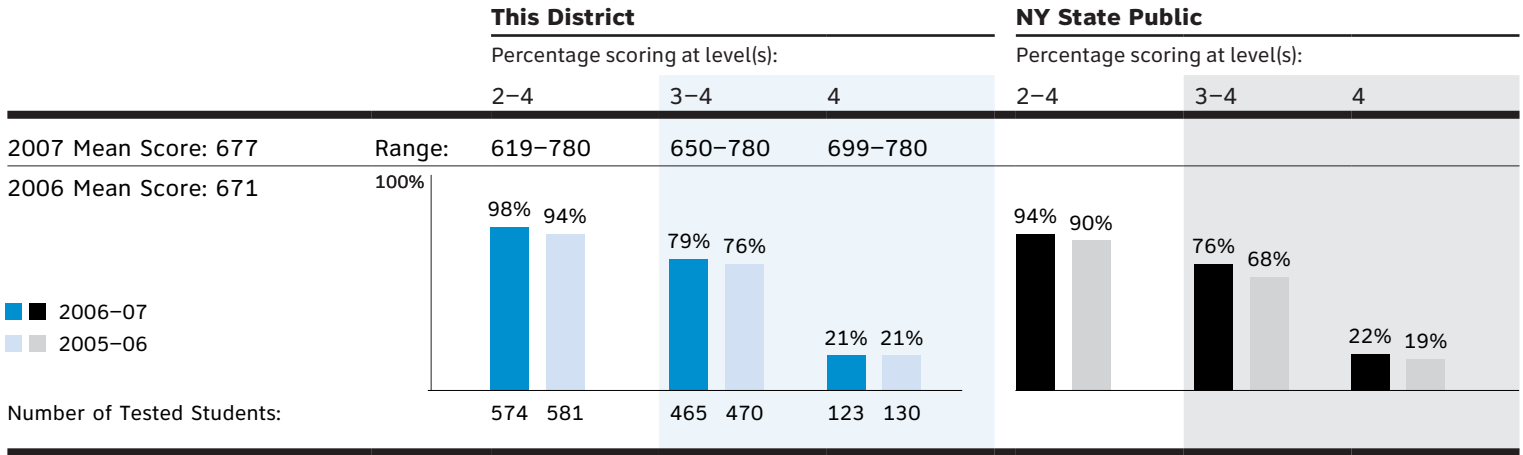
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Other Assessments

	2006-07 School Year				2005-06 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	5	5	5	3	New NYSAA were developed in 2007, so 2006 and 2007 results cannot be compared.			
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 5	0	N/A	N/A	N/A	N/A	N/A	N/A	N/A

† These counts represent recently arrived LEP students who used the NYSESLAT to fulfill the English language arts participation requirement.

This District's Results in Grade 5 Mathematics



Results by Student Group

	2006-07 School Year				2005-06 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	588	98%	79%	21%	620	94%	76%	21%
Female	317	97%	78%	20%	323	95%	75%	18%
Male	271	98%	80%	22%	297	92%	76%	25%
American Indian or Alaska Native	26	100%	88%	23%	18	100%	83%	11%
Black or African American	247	96%	66%	10%	230	90%	63%	7%
Hispanic or Latino	18	100%	72%	11%	17	82%	47%	6%
Asian or Native Hawaiian/Other Pacific Islander	8	100%	100%	50%	12	100%	100%	50%
White	289	99%	89%	30%	343	96%	84%	31%
Multiracial								
Small Group Totals								
General-Education Students	465	100%	86%	25%	520	98%	82%	24%
Students with Disabilities	123	90%	54%	4%	100	72%	44%	3%
English Proficient	578	98%	79%	21%	608	94%	76%	21%
Limited English Proficient	10	100%	70%	20%	12	100%	75%	33%
Economically Disadvantaged	403	97%	73%	14%	420	93%	71%	14%
Not Disadvantaged	185	99%	92%	37%	200	95%	85%	37%
Migrant								
Not Migrant	588	98%	79%	21%	620	94%	76%	21%

NOTES
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Other Assessments

	2006-07 School Year				2005-06 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	5	5	4	2	New NYSAA were developed in 2007, so 2006 and 2007 results cannot be compared.			

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
2007 Mean Score: 652	598-785	650-785	705-785			
2006 Mean Score: 645						
Number of Tested Students:	612	561	328	316	15	32

Results by Student Group

	2006-07 School Year				2005-06 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	97%	52%	2%	628	89%	50%	5%
Female	319	98%	55%	3%	302	93%	54%	7%
Male	309	97%	50%	2%	326	86%	47%	3%
American Indian or Alaska Native	19	100%	58%	5%	28	79%	36%	0%
Black or African American	243	95%	35%	1%	250	84%	35%	1%
Hispanic or Latino	14	100%	7%	0%	11	91%	45%	0%
Asian or Native Hawaiian/Other Pacific Islander	10	100%	80%	10%	8	100%	75%	25%
White	342	99%	65%	3%	331	94%	63%	8%
Multiracial								
Small Group Totals								
General-Education Students	511	99%	60%	3%	492	98%	61%	7%
Students with Disabilities	117	89%	16%	0%	136	58%	13%	0%
English Proficient	624	-	-	-	623	90%	51%	5%
Limited English Proficient	4	-	-	-	5	60%	20%	0%
Economically Disadvantaged	448	97%	43%	1%	429	86%	41%	2%
Not Disadvantaged	180	99%	75%	6%	199	96%	71%	13%
Migrant								
Not Migrant	628	97%	52%	2%	628	89%	50%	5%

NOTES

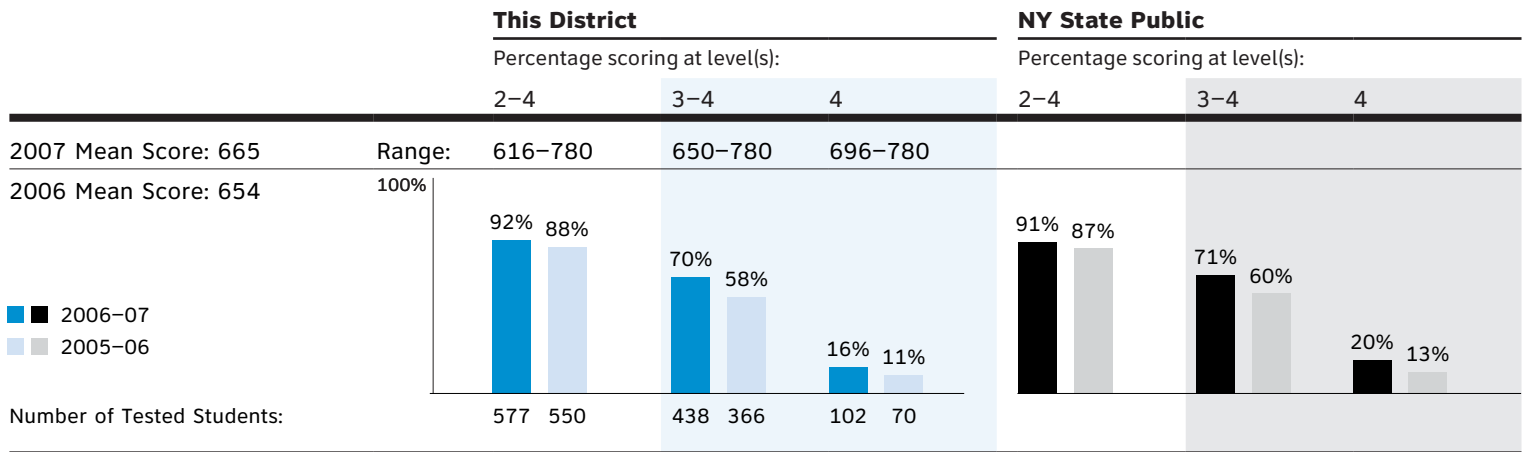
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Other Assessments

	2006-07 School Year				2005-06 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	13	13	13	12	New NYSAA were developed in 2007, so 2006 and 2007 results cannot be compared.			
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 6	0	N/A	N/A	N/A	N/A	N/A	N/A	N/A

† These counts represent recently arrived LEP students who used the NYSESLAT to fulfill the English language arts participation requirement.

This District's Results in Grade 6 Mathematics



Results by Student Group

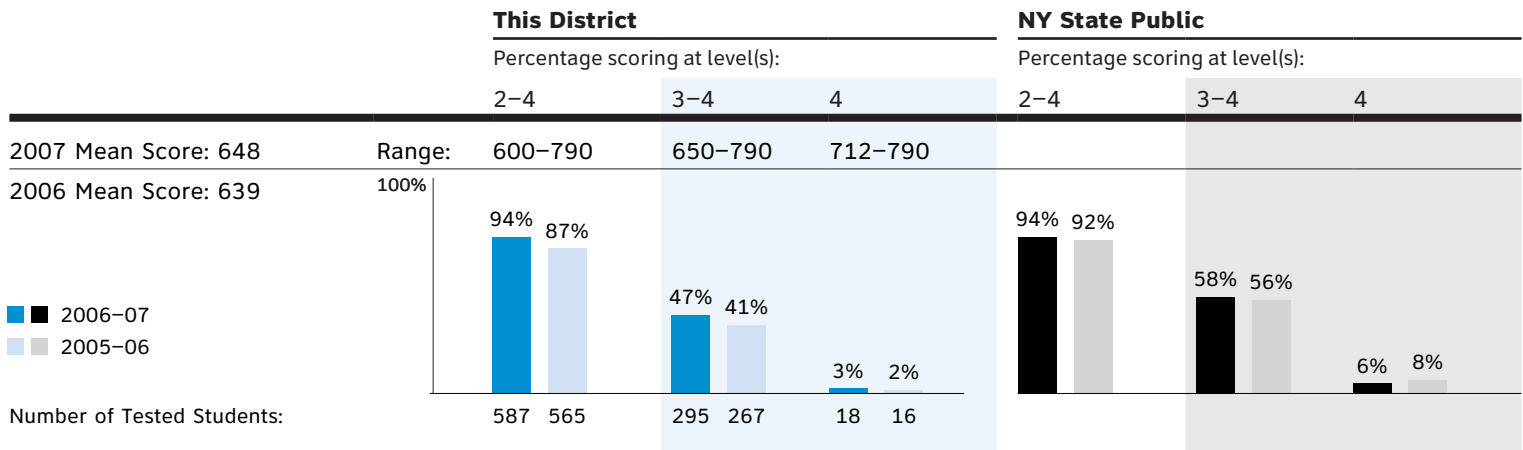
	2006-07 School Year				2005-06 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	628	92%	70%	16%	626	88%	58%	11%
Female	318	93%	70%	16%	302	90%	59%	13%
Male	310	91%	69%	16%	324	85%	58%	10%
American Indian or Alaska Native	20	90%	65%	15%	28	79%	43%	0%
Black or African American	239	87%	56%	5%	246	81%	43%	5%
Hispanic or Latino	16	75%	56%	0%	11	91%	27%	0%
Asian or Native Hawaiian/Other Pacific Islander	10	100%	100%	50%	11	100%	100%	45%
White	343	96%	80%	24%	330	93%	71%	16%
Multiracial								
Small Group Totals								
General-Education Students	511	97%	77%	19%	492	94%	67%	14%
Students with Disabilities	117	69%	38%	4%	134	65%	27%	1%
English Proficient	621	92%	70%	16%	619	88%	58%	11%
Limited English Proficient	7	71%	43%	0%	7	71%	57%	14%
Economically Disadvantaged	448	91%	64%	11%	428	84%	49%	4%
Not Disadvantaged	180	95%	84%	30%	198	96%	80%	26%
Migrant								
Not Migrant	628	92%	70%	16%	626	88%	58%	11%

NOTES
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Other Assessments

	2006-07 School Year				2005-06 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	13	13	12	11	New NYSAA were developed in 2007, so 2006 and 2007 results cannot be compared.			

This District's Results in Grade 7 English Language Arts



Results by Student Group

	2006-07 School Year				2005-06 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	622	94%	47%	3%	647	87%	41%	2%
Female	301	97%	54%	4%	286	92%	46%	2%
Male	321	92%	41%	2%	361	83%	38%	3%
American Indian or Alaska Native	29	83%	38%	0%	25	84%	20%	4%
Black or African American	230	93%	35%	0%	232	80%	25%	0%
Hispanic or Latino	11	100%	9%	0%	16	81%	38%	0%
Asian or Native Hawaiian/Other Pacific Islander	10	100%	60%	10%	8	88%	63%	0%
White	342	96%	58%	5%	366	93%	52%	4%
Multiracial								
Small Group Totals								
General-Education Students	496	98%	56%	3%	519	96%	50%	3%
Students with Disabilities	126	79%	12%	1%	128	53%	8%	0%
English Proficient	620	-	-	-	643	-	-	-
Limited English Proficient	2	-	-	-	4	-	-	-
Economically Disadvantaged	405	94%	39%	1%	426	84%	31%	1%
Not Disadvantaged	217	95%	64%	6%	221	94%	62%	5%
Migrant								
Not Migrant	622	94%	47%	3%	647	87%	41%	2%

NOTES

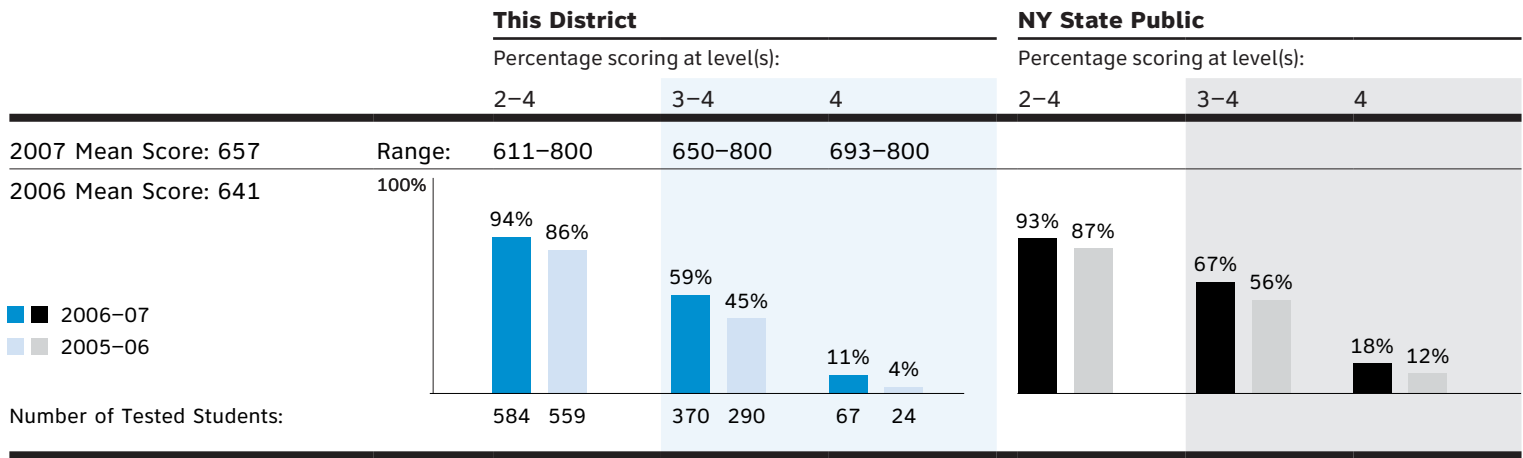
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Other Assessments

	2006-07 School Year				2005-06 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	11	11	11	10	New NYSAA were developed in 2007, so 2006 and 2007 results cannot be compared.			
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 7	0	N/A	N/A	N/A	N/A	N/A	N/A	N/A

† These counts represent recently arrived LEP students who used the NYSESLAT to fulfill the English language arts participation requirement.

This District's Results in Grade 7 Mathematics



Results by Student Group

	2006-07 School Year				2005-06 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	622	94%	59%	11%	651	86%	45%	4%
Female	302	96%	65%	12%	288	88%	45%	4%
Male	320	92%	55%	9%	363	85%	44%	4%
American Indian or Alaska Native	29	93%	55%	0%	26	96%	50%	4%
Black or African American	230	90%	40%	3%	233	78%	32%	2%
Hispanic or Latino	13	92%	31%	0%	19	74%	42%	0%
Asian or Native Hawaiian/Other Pacific Islander	10	100%	100%	60%	8	100%	75%	13%
White	340	96%	73%	16%	365	91%	52%	5%
Multiracial								
Small Group Totals								
General-Education Students	499	98%	69%	13%	526	91%	52%	5%
Students with Disabilities	123	79%	23%	0%	125	62%	14%	0%
English Proficient	619	-	-	-	645	86%	45%	4%
Limited English Proficient	3	-	-	-	6	67%	33%	0%
Economically Disadvantaged	404	93%	52%	4%	428	83%	37%	2%
Not Disadvantaged	218	95%	73%	23%	223	91%	59%	7%
Migrant								
Not Migrant	622	94%	59%	11%	651	86%	45%	4%

NOTES

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Other Assessments

	2006-07 School Year				2005-06 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	11	11	10	10	New NYSAA were developed in 2007, so 2006 and 2007 results cannot be compared.			

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
2007 Mean Score: 644	602-790	650-790	715-790			
2006 Mean Score: 645						
Number of Tested Students:	577	577	274	258	10	15

Results by Student Group

	2006-07 School Year				2005-06 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	623	93%	44%	2%	600	93%	43%	3%
Female	276	97%	51%	2%	293	94%	48%	4%
Male	347	89%	38%	1%	307	92%	38%	1%
American Indian or Alaska Native	22	91%	27%	5%	19	84%	37%	0%
Black or African American	230	89%	29%	1%	208	89%	31%	0%
Hispanic or Latino	16	69%	25%	6%	13	92%	46%	0%
Asian or Native Hawaiian/Other Pacific Islander	11	100%	73%	9%	11	91%	55%	0%
White	344	96%	55%	1%	349	96%	50%	4%
Multiracial								
Small Group Totals								
General-Education Students	508	98%	52%	2%	520	98%	48%	3%
Students with Disabilities	115	68%	9%	0%	80	60%	9%	0%
English Proficient	617	93%	44%	2%	597	-	-	-
Limited English Proficient	6	50%	0%	0%	3	-	-	-
Economically Disadvantaged	384	91%	35%	1%	347	91%	34%	0%
Not Disadvantaged	239	96%	58%	3%	253	95%	55%	6%
Migrant								
Not Migrant	623	93%	44%	2%	600	93%	43%	3%

NOTES

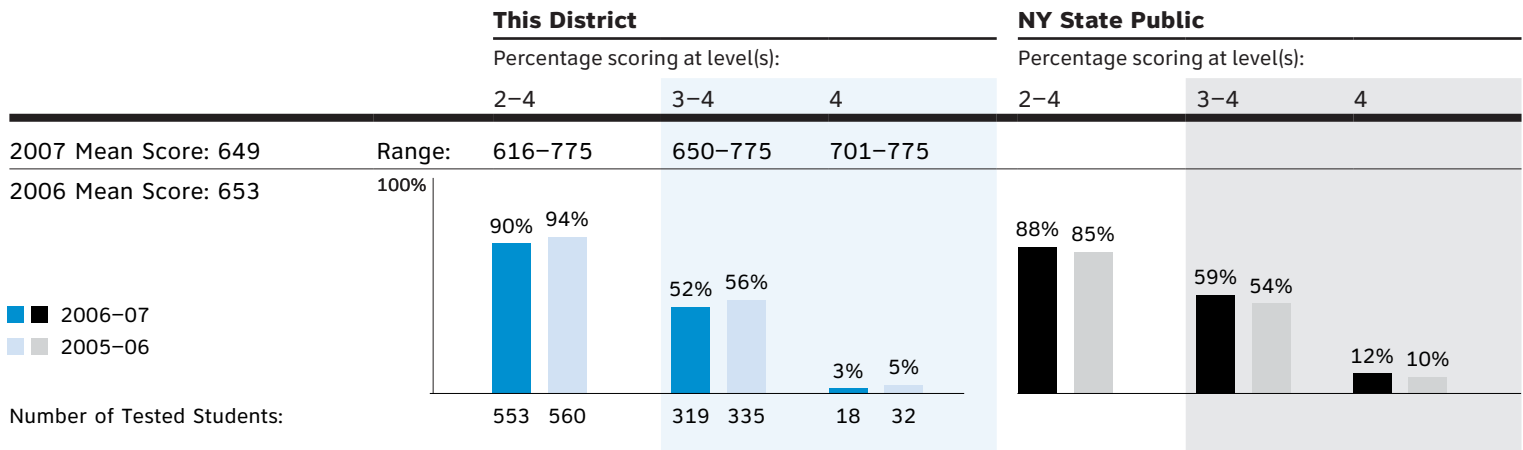
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Other Assessments

	2006-07 School Year				2005-06 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	3	-	-	-	New NYSAA were developed in 2007, so 2006 and 2007 results cannot be compared.			
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 8	0	N/A	N/A	N/A	N/A	N/A	N/A	N/A

† These counts represent recently arrived LEP students who used the NYSESLAT to fulfill the English language arts participation requirement.

This District's Results in Grade 8 Mathematics



Results by Student Group

	2006-07 School Year				2005-06 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	617	90%	52%	3%	597	94%	56%	5%
Female	274	92%	57%	2%	293	94%	57%	6%
Male	343	87%	48%	3%	304	94%	56%	5%
American Indian or Alaska Native	22	95%	55%	0%	18	94%	50%	0%
Black or African American	229	81%	35%	1%	208	91%	39%	1%
Hispanic or Latino	16	75%	44%	0%	13	92%	46%	0%
Asian or Native Hawaiian/Other Pacific Islander	11	100%	91%	0%	12	100%	92%	25%
White	339	96%	62%	5%	346	95%	66%	8%
Multiracial								
Small Group Totals								
General-Education Students	506	94%	59%	4%	519	96%	61%	6%
Students with Disabilities	111	70%	19%	0%	78	82%	26%	1%
English Proficient	611	90%	52%	3%	593	-	-	-
Limited English Proficient	6	67%	17%	0%	4	-	-	-
Economically Disadvantaged	376	88%	49%	1%	348	93%	49%	3%
Not Disadvantaged	241	92%	56%	5%	249	95%	65%	9%
Migrant								
Not Migrant	617	90%	52%	3%	597	94%	56%	5%

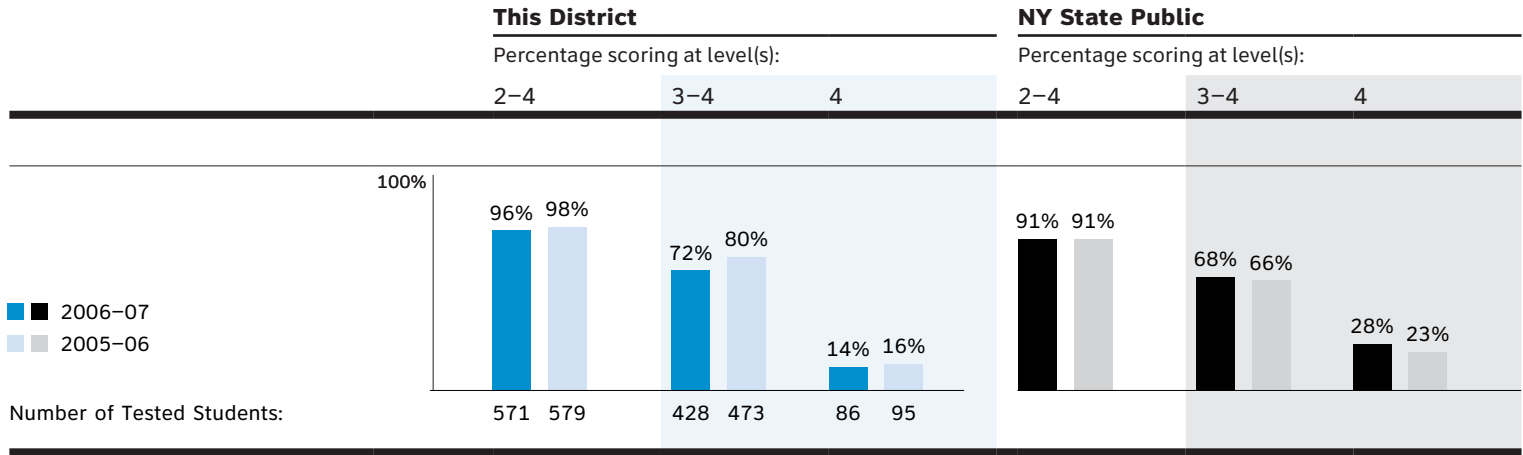
NOTES

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Other Assessments

	2006-07 School Year			2005-06 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	3	-	-	-	New NYSAA were developed in 2007, so 2006 and 2007 results cannot be compared.			

This District's Results in Grade 8 Science



Results by Student Group

	2006-07 School Year				2005-06 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	512	95%	68%	12%	505	98%	78%	11%
Female	223	97%	63%	9%	238	99%	72%	8%
Male	289	94%	71%	14%	267	97%	82%	14%
American Indian or Alaska Native	18	100%	67%	6%	15	100%	73%	20%
Black or African American	208	92%	52%	5%	197	97%	70%	5%
Hispanic or Latino	11	82%	55%	18%	13	100%	92%	8%
Asian or Native Hawaiian/Other Pacific Islander	7	100%	86%	14%	6	83%	50%	33%
White	268	98%	79%	18%	274	99%	83%	15%
Multiracial								
Small Group Totals								
General-Education Students	409	98%	75%	14%	430	99%	81%	12%
Students with Disabilities	103	84%	39%	2%	75	96%	60%	9%
English Proficient	509	-	-	-	500	98%	78%	12%
Limited English Proficient	3	-	-	-	5	80%	40%	0%
Economically Disadvantaged	343	94%	64%	10%	313	98%	73%	9%
Not Disadvantaged	169	97%	75%	15%	192	99%	84%	15%
Migrant								
Not Migrant	512	95%	68%	12%	505	98%	78%	11%

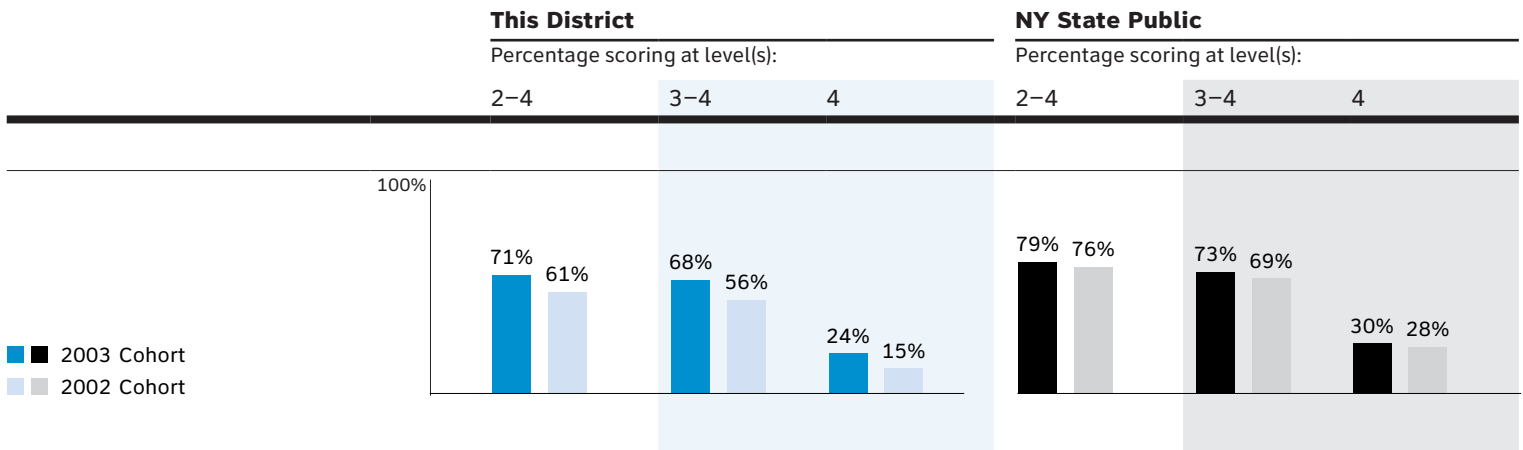
NOTES

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Other Assessments

	2006-07 School Year				2005-06 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	3	-	-	-	New NYSAA were developed in 2007, so 2006 and 2007 results cannot be compared.			
Regents Science	83	83	82	25	83	83	81	37

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



Results by Student Group

	2003 Cohort				2002 Cohort**			
	Number of Students	Percentage scoring at level(s):			Number of Students	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	585	71%	68%	24%	767	61%	56%	15%
Female	295	77%	74%	28%	372	65%	60%	19%
Male	290	65%	61%	21%	395	58%	52%	12%
American Indian or Alaska Native	18	56%	50%	17%	33	39%	33%	9%
Black or African American	193	61%	56%	9%	219	53%	45%	7%
Hispanic or Latino	15	47%	47%	13%	19	-	-	-
Asian or Native Hawaiian/Other Pacific Islander	11	64%	55%	0%	4	-	-	-
White	348	79%	76%	34%	492	67%	63%	19%
Multiracial								
Small Group Totals					23	39%	30%	13%
General-Education Students	478	79%	75%	29%	623	69%	63%	18%
Students with Disabilities	107	36%	36%	2%	144	28%	25%	3%
English Proficient	583	-	-	-	766	-	-	-
Limited English Proficient	2	-	-	-	1	-	-	-
Economically Disadvantaged	217	70%	64%	18%	210	81%	72%	13%
Not Disadvantaged	368	72%	70%	28%	557	54%	49%	16%
Migrant								
Not Migrant					767	61%	56%	15%

NOTES

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Other Assessments

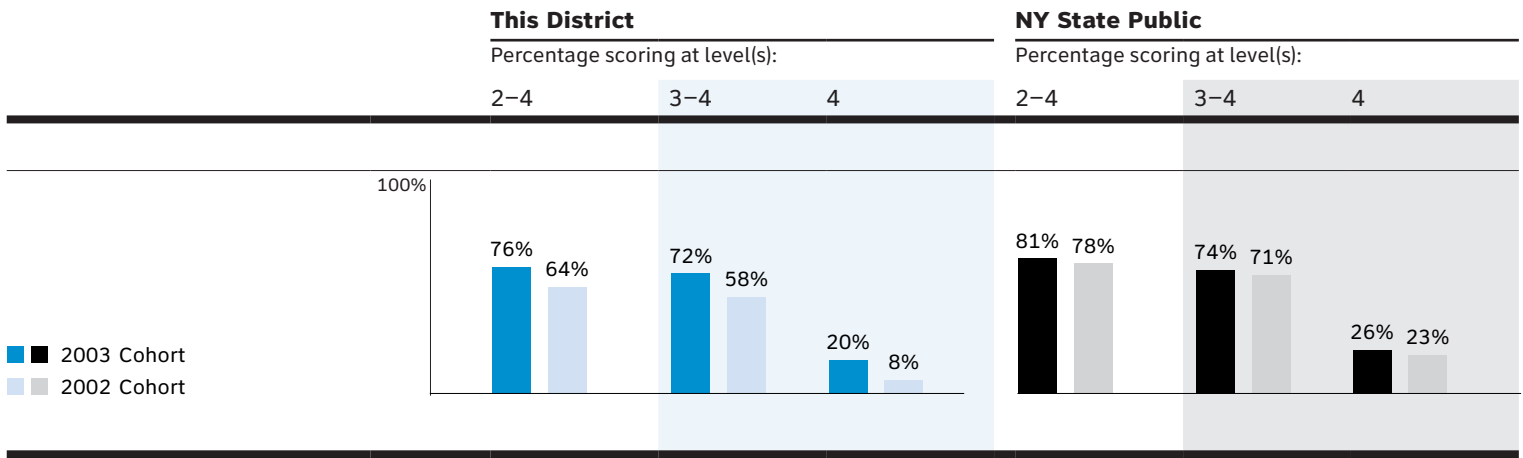
	2003 Cohort				2002 Cohort			
	Number of Students	Number scoring at level(s):			Number of Students	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): High School Equivalent ***	0				7	7	5	4

* 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.

** 2002 cohort data are those reported in the 2005-06 *Accountability and Overview Report*.

*** The majority of cohort members took an older version of the NYSAA, developed before 2007.

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



Results by Student Group

	2003 Cohort			2002 Cohort**				
	Number of Students	Percentage scoring at level(s):			Number of Students	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	585	76%	72%	20%	767	64%	58%	8%
Female	295	81%	79%	21%	372	68%	63%	8%
Male	290	70%	66%	19%	395	61%	53%	9%
American Indian or Alaska Native	18	61%	61%	17%	33	42%	36%	3%
Black or African American	193	66%	61%	13%	219	55%	45%	2%
Hispanic or Latino	15	53%	53%	20%	19	-	-	-
Asian or Native Hawaiian/Other Pacific Islander	11	73%	73%	18%	4	-	-	-
White	348	82%	80%	24%	492	71%	65%	12%
Multiracial								
Small Group Totals					23	48%	48%	0%
General-Education Students	478	84%	80%	23%	623	73%	66%	10%
Students with Disabilities	107	39%	36%	6%	144	28%	19%	1%
English Proficient	583	-	-	-	766	-	-	-
Limited English Proficient	2	-	-	-	1	-	-	-
Economically Disadvantaged	217	76%	70%	17%	210	80%	70%	7%
Not Disadvantaged	368	75%	73%	22%	557	58%	53%	9%
Migrant								
Not Migrant					767	64%	58%	8%

NOTES

The - symbol indicates that data for a group of students have 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

	2003 Cohort			2002 Cohort				
	Number of Students	Number scoring at level(s):			Number of Students	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): High School Equivalent ***	0				6	6	5	5

* 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.

** 2002 cohort data are those reported in the 2005-06 *Accountability and Overview Report*.

*** The majority of cohort members took an older version of the NYSAA, developed before 2007.