



The New York State District Report Card

**Accountability
and Overview Report
2007 – 08**

District **NIAGARA FALLS CITY SCHOOL
DISTRICT**

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

Superintendent **CYNTHIA BIANCO**

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 2008–09 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

	2005-06	2006-07	2007-08
Pre-K	277	324	333
Kindergarten	613	583	544
Grade 1	624	557	600
Grade 2	575	537	483
Grade 3	547	529	535
Grade 4	610	486	493
Grade 5	600	603	479
Grade 6	601	637	563
Ungraded Elementary	21	5	23
Grade 7	681	619	636
Grade 8	671	644	606
Grade 9	717	709	637
Grade 10	624	589	600
Grade 11	543	548	524
Grade 12	541	472	487
Ungraded Secondary	18	0	16
Total K-12	7986	7518	7226

Average Class Size

	2005-06	2006-07	2007-08
Common Branch	20	21	21
Grade 8			
English	21	20	22
Mathematics	21	20	21
Science	20	19	22
Social Studies	21	20	22
Grade 10			
English	20	19	24
Mathematics	18	20	25
Science	20	19	25
Social Studies	21	22	24

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

	2005-06		2006-07		2007-08	
	#	%	#	%	#	%
Eligible for Free Lunch	3735	47%	3621	48%	3539	49%
Reduced-Price Lunch	863	11%	883	12%	879	12%
Student Stability*	N/A		N/A		N/A	
Limited English Proficient	96	1%	78	1%	69	1%
Racial/Ethnic Origin						
American Indian or Alaska Native	280	4%	281	4%	276	4%
Black or African American	2998	38%	2780	37%	2643	37%
Hispanic or Latino	189	2%	183	2%	207	3%
Asian or Native Hawaiian/Other Pacific Islander	104	1%	95	1%	111	2%
White	4415	55%	4179	56%	3989	55%
Multiracial**	N/A	N/A	0	0%	0	0%

* Available only at the school level.

** Multiracial enrollment data were not collected statewide in the 2005-06 school year.

Attendance and Suspensions

	2004-05		2005-06		2006-07	
	#	%	#	%	#	%
Annual Attendance Rate	92%		93%		92%	
Student Suspensions	1105	13%	1123	14%	686	9%

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

	2005-06	2006-07	2007-08
Total Number of Teachers	567	506	504
Percent with No Valid Teaching Certificate	1%	2%	1%
Percent Teaching Out of Certification	2%	2%	2%
Percent with Fewer Than Three Years of Experience	4%	1%	1%
Percentage with Master's Degree Plus 30 Hours or Doctorate	83%	89%	90%
Total Number of Core Classes	1880	1159	1076
Percent Not Taught by Highly Qualified Teachers	3%	2%	3%
Total Number of Classes	1416	1421	1249
Percent Taught by Teachers Without Appropriate Certification	3%	3%	3%

Teacher Turnover Rate

	2004-05	2005-06	2006-07
Turnover Rate of Teachers with Fewer than Five Years of Experience	29%	41%	41%
Turnover Rate of All Teachers	12%	15%	16%

Staff Counts

	2005-06	2006-07	2007-08
Total Other Professional Staff	115	104	109
Total Paraprofessionals*	234	310	293
Assistant Principals	11	12	12
Principals	15	14	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 who 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 2007–08, 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 2007–08 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 2004 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 2003 graduation-rate total cohort in the All Students group earning a high school diploma by August 31, 2007 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 2003 graduation-rate total cohort earning a local diploma by August 31, 2007 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 2004 school accountability cohort consists of all students who first entered Grade 9 anywhere in the 2004–05 school year, and all ungraded students with disabilities who reached their seventeenth birthday in the 2004–05 school year, who were enrolled on October 3, 2007 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, 2008, are not included in the 2004 school accountability cohort. The 2004 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 Total 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 2007–08 safe harbor targets were calculated using the following equation:

$$2006-07 \text{ PI} + (200 - \text{the } 2006-07 \text{ PI}) \times 0.10$$

Science Progress Target

The elementary/middle-level 2007–08 Science Progress Target is calculated by adding one point to the 2006–07 PI. The 2008–09 Science Progress Target is calculated by adding one point to the 2007–08 PI. The 2007–08 target is provided for groups whose PI was below the State Science Standard in 2007–08.

Science Standard

The criterion value that represents a minimally satisfactory performance in science. In 2007–08, 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 (2008–09)

Improvement (Year 1)

ELA	Improvement (Year 1)	Science	Good Standing
Math	Good Standing	Graduation Rate	Good Standing

Title I Part A Funding

Years the District Received Title I Part A Funding

2006–07	2007–08	2008–09
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}	✓		✗	✗	
Limited English Proficient	✗	✓		–	–	
Economically Disadvantaged	✓	✓		✓	✓	
Student groups making AYP in each subject	✗ 8 of 9	✓ 9 of 9	✓ 1 of 1	✗ 4 of 5	✗ 4 of 5	✓ 1 of 1

Accountability Status Levels

AYP Status

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

Federal


- Good Standing ✓
- Improvement (Year 1) ▲
- Improvement (Year 2) ▲
- Improvement (Year 3) ▲
- Improvement (Year 4) ▲
- Improvement (Year 5 & Above) ▲
- Pending – Requires Special Evaluation

State

- Good Standing ■
- Requiring Academic Progress (Year 1) ■
- Requiring Academic Progress (Year 2) ■
- Requiring Academic Progress (Year 3) ■
- Requiring Academic Progress (Year 4) ■
- Requiring Academic Progress (Year 5 & Above) ■

Elementary/Middle-Level English Language Arts





























Accountability Status for This Subject (2008–09)  Improvement (Year 1)

Accountability Measures 8 of 9 Student groups making AYP in English language arts
 Did not make AYP

Prospective Status

To be removed from improvement status in English language arts, this district must make AYP in this measure at the elementary/middle or secondary level for two consecutive years. If this district fails to make AYP at both the elementary/middle and secondary levels in 2008-09, the district will be In Need of Improvement (Year 2) in 2009-10. If this district makes AYP at either the elementary/middle or secondary level in 2008-09, the district will remain In Need of Improvement (Year 1) in 2009-10. [206]

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 2007–08 2008–09
All Students (3368:3277)			99%		160	131	
Ethnicity							
American Indian or Alaska Native (128:122)			97%		153	124	
Black or African American (1282:1237)			99%		145	130	
Hispanic or Latino (92:87)			98%		143	122	
Asian or Native Hawaiian/Other Pacific Islander (45:44)			100%		189	118	
White (1821:1787)			99%		171	130	
Multiracial (0:0)	—	—	—	—	—	—	—
Other Groups							
Students with Disabilities ⁴ (636:619)			99%		116	129	114 124
Limited English Proficient ⁵ (83:48)			90%		123	119	
Economically Disadvantaged (2333:2269)			99%		153	131	
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 2007–08, the enrollment shown is the sum of 2006–07 and 2007–08 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 2007–08, data for 2006–07 and 2007–08 were combined to determine counts and PIs. For districts with 30 or more continuously enrolled students in the All Students group in 2007–08, 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
(2008–09)

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

Prospective Status This district will be in good standing in 2009-10. [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 2007–08 2008–09
All Students (3345:3235)			99%		178	100	
Ethnicity							
American Indian or Alaska Native (124:119)			98%		178	92	
Black or African American (1268:1214)			99%		168	99	
Hispanic or Latino (92:89)			100%		174	91	
Asian or Native Hawaiian/Other Pacific Islander (45:44)			100%		195	87	
White (1815:1769)			99%		185	99	
Multiracial (1:0)	—	—	—	—	—	—	—
Other Groups							
Students with Disabilities ⁴ (634:611)			99%		146	98	
Limited English Proficient ⁵ (43:50)			100%		172	89	
Economically Disadvantaged (2314:2234)			99%		176	100	
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 2007–08, the enrollment shown is the sum of 2006–07 and 2007–08 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 2007–08, data for 2006–07 and 2007–08 were combined to determine counts and PIs. For districts with 30 or more continuously enrolled students in the All Students group in 2007–08, 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
(2008-09)

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

Prospective Status This district will be in good standing in 2009-10. [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 2007-08 2008-09
All Students (1115:1043)		Qualified		96%		183	100	
Ethnicity								
American Indian or Alaska Native (44:41)		Qualified		95%		168	100	
Black or African American (383:356)		Qualified		97%		172	100	
Hispanic or Latino (29:28)		—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander (13:12)		—	—	—	—	—	—	—
White (646:606)		Qualified		96%		191	100	
Multiracial (0:0)		—	—	—	—	—	—	—
Other Groups								
Students with Disabilities (221:200)		Qualified		95%		157	100	
Limited English Proficient ⁴ (15:13)		—	—	—	—	—	—	—
Economically Disadvantaged (743:702)		Qualified		98%		180	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 2007-08, the enrollment shown is the sum of 2006-07 and 2007-08 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 2007-08, data for 2006-07 and 2007-08 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 for This Subject (2008–09)  Improvement (Year 1)

Accountability Measures 4 of 5 Student groups making AYP in English language arts
 Did not make AYP

Prospective Status

To be removed from improvement status in English language arts, this district must make AYP in this measure at the elementary/middle or secondary level for two consecutive years. If this district fails to make AYP at both the elementary/middle and secondary levels in 2008-09, the district will be In Need of Improvement (Year 2) in 2009-10. If this district makes AYP at either the elementary/middle or secondary level in 2008-09, the district will remain In Need of Improvement (Year 1) in 2009-10. [206]

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 2007–08 2008–09
(12th Graders: 2004 Cohort) ¹							
All Students (531:515)			100%		184	160	
Ethnicity							
American Indian or Alaska Native (15:15)	—	—	—	—	—	—	—
Black or African American (169:168)			100%		170	157	
Hispanic or Latino (14:14)	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander (10:6)	—	—	—	—	—	—	—
White (323:312)			100%		192	159	
Multiracial (0:0)	—	—	—	—	—	—	—
Other Groups							
Students with Disabilities (70:86)			100%		142	154	142 [‡] 148
Limited English Proficient ⁴ (2:2)	—	—	—	—	—	—	—
Economically Disadvantaged (232:232)			100%		178	158	
Final AYP Determination		4 of 5					

NOTES

¹ These data show the count of 12th graders in 2007–08 (used for Participation) followed by the count of students in the 2004 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 2007–08, the enrollment shown is the sum of 2006–07 and 2007–08 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 2004 cohort, data for 2003 and 2004 cohort members were combined to determine counts and PIs. For districts with 30 or more students in the 2004 cohort in the All Students group, groups with fewer than 30 students in the 2004 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
(2008–09)

Accountability Measures 4 of 5 Student groups making AYP in mathematics
 Did not make AYP

Prospective Status This district will be in good standing in 2009-10. [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 2007–08 2008–09	
(12th Graders: 2004 Cohort) ¹								
All Students (531:515)			100%		182	154		
Ethnicity								
American Indian or Alaska Native (15:15)	—	—	—	—	—	—	—	
Black or African American (169:168)			99%		167	151		
Hispanic or Latino (14:14)	—	—	—	—	—	—	—	
Asian or Native Hawaiian/Other Pacific Islander (10:6)	—	—	—	—	—	—	—	
White (323:312)			100%		190	153		
Multiracial (0:0)	—	—	—	—	—	—	—	
Other Groups								
Students with Disabilities (70:86)			100%		137	148	145 [‡] 143	
Limited English Proficient ⁴ (2:2)	—	—	—	—	—	—	—	
Economically Disadvantaged (232:232)			100%		175	152		
Final AYP Determination		4 of 5						

NOTES

¹ These data show the count of 12th graders in 2007–08 (used for Participation) followed by the count of students in the 2004 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 2007–08, the enrollment shown is the sum of 2006–07 and 2007–08 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 2004 cohort, data for 2003 and 2004 cohort members were combined to determine counts and PIs. For districts with 30 or more students in the 2004 cohort in the All Students group, groups with fewer than 30 students in the 2004 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
(2008–09)

Accountability Measures 1 of 1 Student groups making AYP in graduation rate
 Made AYP

Prospective Status This district will be in good standing in 2009-10. [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	2007–08	2008–09
All Students (580)			69%	55%		
Ethnicity						
American Indian or Alaska Native (17)		–	–	–		
Black or African American (190)			59%	55%		
Hispanic or Latino (15)		–	–	–		
Asian or Native Hawaiian/Other Pacific Islander (11)		–	–	–		
White (347)			77%	55%		
Multiracial (0)						
Other Groups						
Students with Disabilities (107)			52%	55%	55%	53%
Limited English Proficient ³ (2)		–	–	–		
Economically Disadvantaged (215)			68%	55%		
Final AYP Determination		1 of 1				

NOTES

¹ Graduation-rate total cohort differs from the accountability cohort in that the graduation-rate total cohort includes students who left school prior to BEDS day of the fourth year after first entering grade 9 and students who enrolled after BEDS day of the fourth year after first entering grade 9.

² Percentage of the 2003 cohort that earned a local or Regents diploma by August 31, 2007.

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 2003 graduation-rate total cohort members earning a local or Regents diploma by August 31, 2007 for the “All Students” group must equal or exceed the Graduation-Rate Standard or the Graduation-Rate Progress Target for 2007–08.

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 2003 cohort is 55 percent. The Commissioner may raise the Graduation-Rate Standard at his discretion in future years.

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. The 2008–09 Graduation-Rate Progress Target is calculated by adding one point to the percentage of the 2003 cohort earning a local or Regents diploma by August 31, 2007. This target is provided for each group whose percentage earning a local or Regents diploma by August 31, 2007 is below the Graduation-Rate Standard in 2007–08 (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**

2008–09 Accountability Status of Schools in Your District

This section lists all schools in your district by 2008–09 accountability status.

Federal Title I Status

New York State Status

Good Standing

11 schools identified 100% of total

CATARACT ELEMENTARY SCHOOL

GASKILL PREPARATORY SCHOOL

GERALDINE J MANN SCHOOL

HARRY F ABATE ELEMENTARY SCHOOL

HENRY J KALFAS MAGNET SCHOOL

HYDE PARK SCHOOL

LASALLE PREPARATORY SCHOOL

MAPLE AVENUE SCHOOL

NIAGARA FALLS HIGH SCHOOL

NIAGARA STREET SCHOOL

SEVENTY NINTH STREET SCHOOL

District NIAGARA FALLS CITY SCHOOL DISTRICT

District ID 40-08-00-01-0000

Summary of 2007–08 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	70%			531
Grade 4	66%			498
Grade 5	78%			480
Grade 6	64%			563
Grade 7	59%			625
Grade 8	42%			577
Mathematics				
Grade 3	92%			527
Grade 4	85%			500
Grade 5	85%			480
Grade 6	86%			560
Grade 7	78%			617
Grade 8	64%			569
Science				
Grade 4	92%			498
Grade 8	73%			463

	Percentage of students that scored at or above Level 3			2004 Total Cohort
	0%	50%	100%	
Secondary Level				
English	70%			643
Mathematics	71%			643

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.

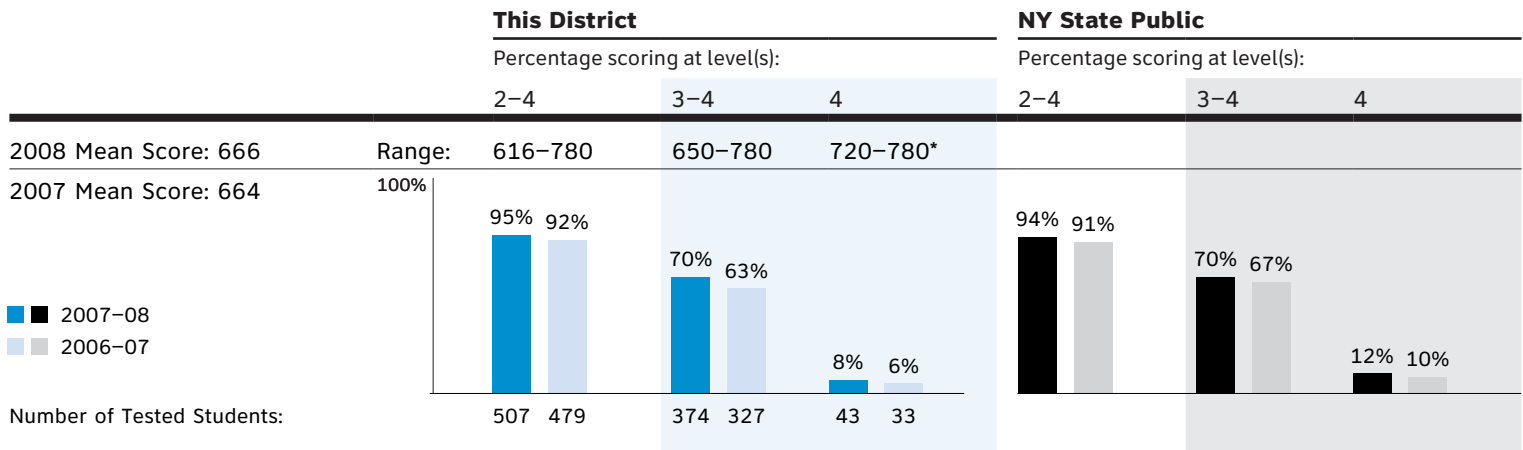
In this section, this district's performance is compared with that of public schools statewide.

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

	2007-08 School Year				2006-07 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	531	95%	70%	8%	518	92%	63%	6%
Female	264	97%	73%	8%	252	93%	65%	9%
Male	267	94%	67%	8%	266	92%	61%	4%
American Indian or Alaska Native	19	84%	74%	5%	23	87%	61%	0%
Black or African American	206	95%	61%	6%	174	88%	47%	1%
Hispanic or Latino	12	92%	58%	0%	15	-	-	-
Asian or Native Hawaiian/Other Pacific Islander	6	100%	100%	0%	2	-	-	-
White	288	97%	77%	10%	304	96%	73%	10%
Multiracial								
Small Group Totals					17	88%	59%	6%
General-Education Students	457	99%	77%	9%	427	97%	70%	7%
Students with Disabilities	74	76%	27%	1%	91	71%	30%	1%
English Proficient	524	95%	71%	8%	509	93%	64%	6%
Limited English Proficient	7	100%	43%	0%	9	89%	33%	0%
Economically Disadvantaged	386	95%	66%	5%	362	90%	56%	4%
Not Disadvantaged	145	97%	81%	16%	156	97%	81%	12%
Migrant								
Not Migrant	531	95%	70%	8%	518	92%	63%	6%

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.

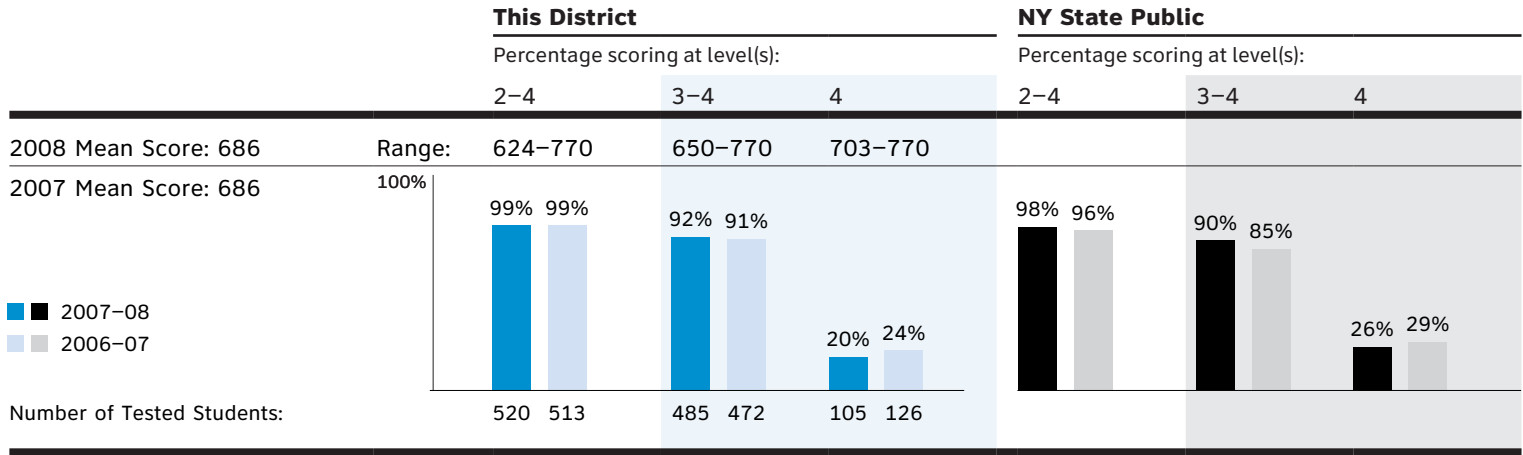
* Level 4 range is for 2007-08 only. The 2006-07 range is 730-780.

Other Assessments

	2007-08 School Year				2006-07 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	5	5	5	4	10	10	10	10
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 3	0	N/A	N/A	N/A	0	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

	2007-08 School Year				2006-07 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	527	99%	92%	20%	518	99%	91%	24%
Female	261	99%	92%	18%	250	99%	92%	25%
Male	266	98%	92%	22%	268	99%	90%	24%
American Indian or Alaska Native	18	100%	89%	33%	24	100%	83%	17%
Black or African American	204	99%	86%	12%	174	98%	87%	13%
Hispanic or Latino	12	100%	100%	17%	14	-	-	-
Asian or Native Hawaiian/Other Pacific Islander	6	100%	100%	50%	2	-	-	-
White	287	99%	96%	24%	304	99%	94%	32%
Multiracial								
Small Group Totals					16	100%	81%	13%
General-Education Students	453	100%	95%	21%	427	100%	95%	26%
Students with Disabilities	74	92%	76%	15%	91	95%	74%	19%
English Proficient	520	99%	92%	20%	510	99%	92%	25%
Limited English Proficient	7	100%	86%	14%	8	100%	63%	0%
Economically Disadvantaged	382	99%	91%	16%	364	99%	89%	18%
Not Disadvantaged	145	98%	94%	31%	154	99%	95%	40%
Migrant								
Not Migrant	527	99%	92%	20%	518	99%	91%	24%

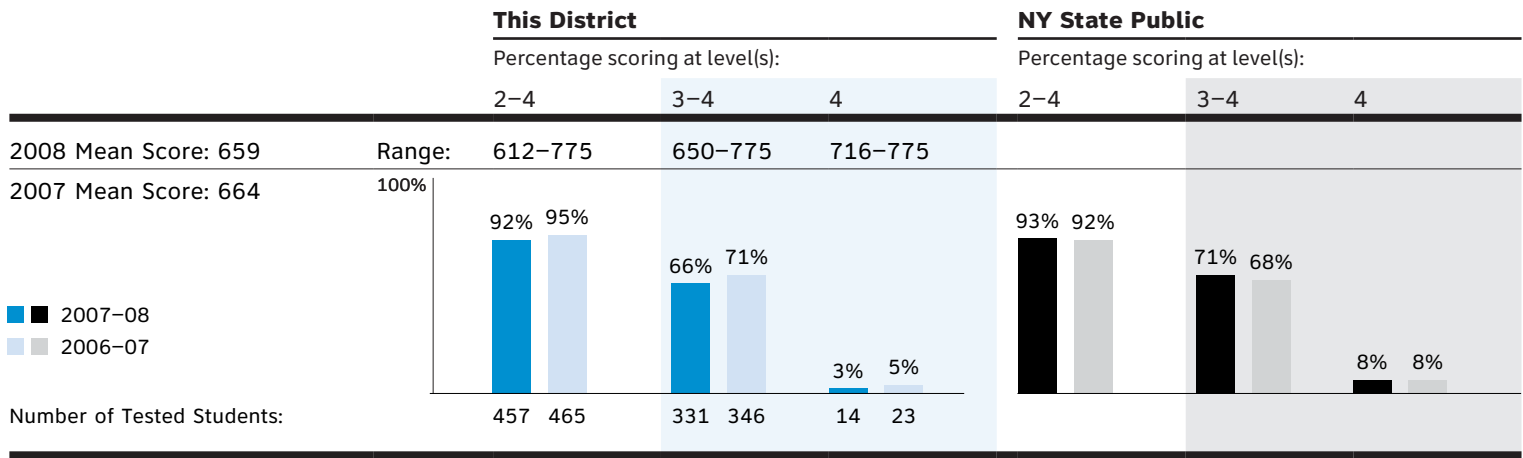
NOTES

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Other Assessments

	2007-08 School Year				2006-07 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	5	5	5	3	10	10	10	9

This District's Results in Grade 4 English Language Arts



Results by Student Group

	2007-08 School Year				2006-07 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	498	92%	66%	3%	488	95%	71%	5%
Female	241	94%	73%	4%	230	96%	71%	7%
Male	257	89%	60%	2%	258	95%	71%	3%
American Indian or Alaska Native	22	86%	59%	0%	15	93%	60%	0%
Black or African American	165	87%	50%	1%	181	93%	57%	2%
Hispanic or Latino	14	-	-	-	11	91%	73%	0%
Asian or Native Hawaiian/Other Pacific Islander	2	-	-	-	6	83%	67%	0%
White	295	95%	78%	4%	275	97%	80%	7%
Multiracial								
Small Group Totals	16	88%	44%	0%				
General-Education Students	416	97%	75%	3%	404	99%	78%	5%
Students with Disabilities	82	67%	26%	1%	84	79%	37%	1%
English Proficient	489	92%	67%	3%	483	96%	72%	5%
Limited English Proficient	9	67%	22%	0%	5	40%	0%	0%
Economically Disadvantaged	351	89%	60%	1%	310	94%	64%	4%
Not Disadvantaged	147	98%	82%	7%	178	98%	83%	6%
Migrant								
Not Migrant	498	92%	66%	3%	488	95%	71%	5%

NOTES

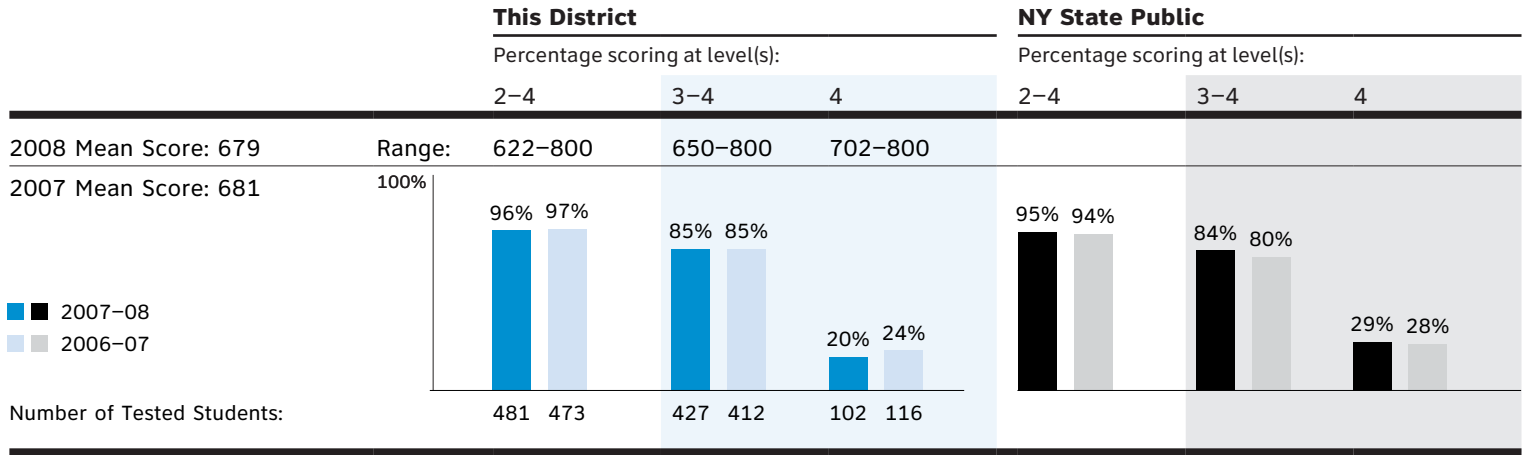
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Other Assessments

	2007-08 School Year				2006-07 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	11	11	10	10	9	9	6	6
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 4	0	N/A	N/A	N/A	0	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

	2007-08 School Year				2006-07 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	500	96%	85%	20%	487	97%	85%	24%
Female	240	95%	86%	22%	229	97%	82%	22%
Male	260	98%	85%	19%	258	98%	87%	26%
American Indian or Alaska Native	22	95%	77%	18%	15	93%	87%	13%
Black or African American	164	93%	76%	13%	182	96%	76%	14%
Hispanic or Latino	15	-	-	-	12	100%	83%	25%
Asian or Native Hawaiian/Other Pacific Islander	2	-	-	-	5	100%	100%	20%
White	297	98%	91%	25%	273	98%	90%	31%
Multiracial								
Small Group Totals	17	94%	88%	18%				
General-Education Students	418	99%	92%	22%	401	99%	90%	27%
Students with Disabilities	82	84%	54%	11%	86	88%	62%	9%
English Proficient	489	96%	86%	20%	483	-	-	-
Limited English Proficient	11	91%	73%	18%	4	-	-	-
Economically Disadvantaged	353	95%	82%	14%	308	96%	82%	19%
Not Disadvantaged	147	98%	93%	35%	179	98%	89%	33%
Migrant								
Not Migrant	500	96%	85%	20%	487	97%	85%	24%

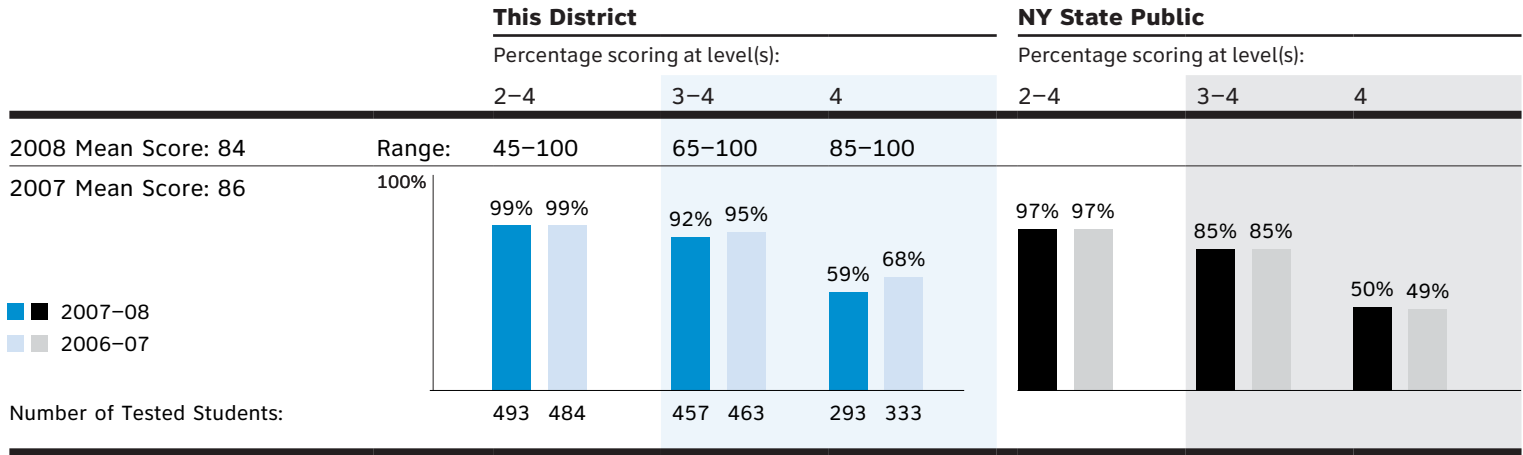
NOTES

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Other Assessments

	2007-08 School Year				2006-07 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	11	11	11	9	9	9	8	7

This District's Results in Grade 4 Science



Results by Student Group

	2007-08 School Year				2006-07 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	498	99%	92%	59%	487	99%	95%	68%
Female	237	98%	91%	60%	231	100%	94%	67%
Male	261	100%	92%	57%	256	99%	96%	70%
American Indian or Alaska Native	20	100%	85%	55%	15	100%	93%	73%
Black or African American	165	98%	85%	41%	179	99%	93%	59%
Hispanic or Latino	15	-	-	-	13	100%	100%	62%
Asian or Native Hawaiian/Other Pacific Islander	2	-	-	-	5	100%	100%	60%
White	296	99%	96%	70%	275	100%	96%	75%
Multiracial								
Small Group Totals	17	100%	88%	53%				
General-Education Students	417	100%	95%	62%	400	100%	98%	73%
Students with Disabilities	81	96%	75%	44%	87	97%	83%	47%
English Proficient	487	99%	92%	60%	482	99%	95%	69%
Limited English Proficient	11	100%	64%	18%	5	100%	80%	0%
Economically Disadvantaged	351	99%	91%	53%	309	100%	95%	63%
Not Disadvantaged	147	100%	95%	73%	178	98%	96%	77%
Migrant								
Not Migrant	498	99%	92%	59%	487	99%	95%	68%

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

	2007-08 School Year				2006-07 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	11	11	11	10	9	9	7	7

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
2008 Mean Score: 664	608-795	650-795	711-795			
2007 Mean Score: 661						
Number of Tested Students:	474	558	374	376	11	23

Results by Student Group

	2007-08 School Year				2006-07 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	480	99%	78%	2%	588	95%	64%	4%
Female	231	99%	78%	3%	319	96%	66%	4%
Male	249	98%	78%	2%	269	94%	62%	4%
American Indian or Alaska Native	13	-	-	-	26	100%	58%	4%
Black or African American	189	98%	63%	0%	247	92%	49%	1%
Hispanic or Latino	16	100%	75%	0%	18	89%	56%	6%
Asian or Native Hawaiian/Other Pacific Islander	4	-	-	-	8	100%	100%	0%
White	258	99%	88%	4%	289	97%	76%	6%
Multiracial								
Small Group Totals	17	100%	82%	0%				
General-Education Students	402	100%	84%	2%	464	100%	75%	5%
Students with Disabilities	78	92%	47%	1%	124	77%	21%	0%
English Proficient	474	99%	79%	2%	578	95%	64%	4%
Limited English Proficient	6	100%	17%	0%	10	90%	40%	0%
Economically Disadvantaged	339	99%	73%	1%	403	93%	56%	3%
Not Disadvantaged	141	99%	91%	6%	185	98%	81%	5%
Migrant								
Not Migrant	480	99%	78%	2%	588	95%	64%	4%

NOTES

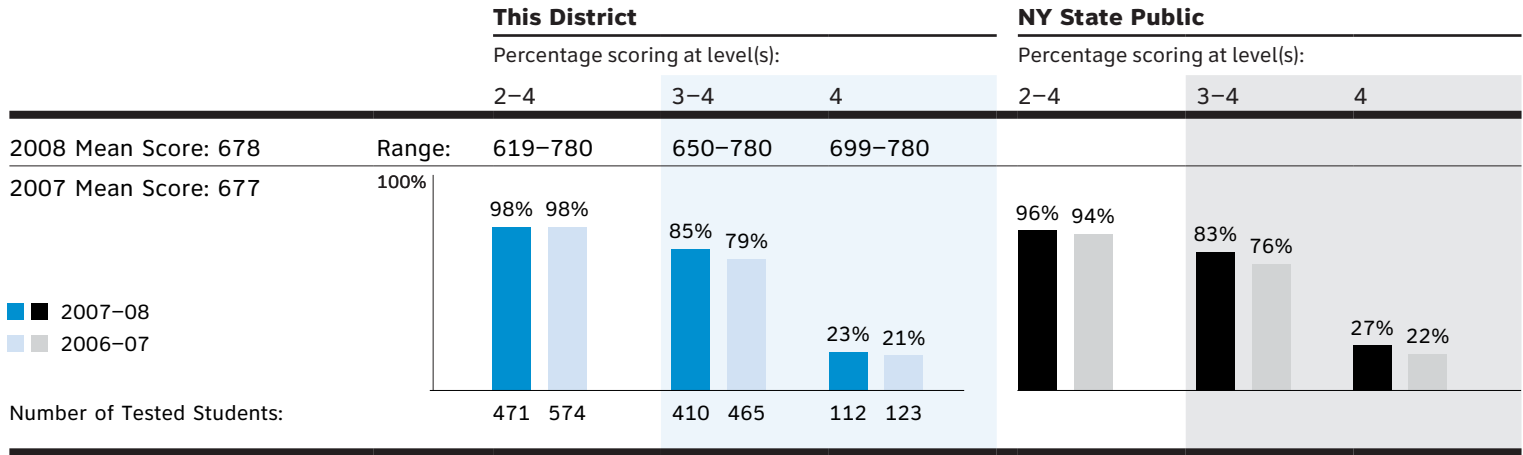
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Other Assessments

	2007-08 School Year				2006-07 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	12	12	11	8	5	5	5	3
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 5	0	N/A	N/A	N/A	0	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

	2007-08 School Year				2006-07 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	480	98%	85%	23%	588	98%	79%	21%
Female	232	98%	85%	22%	317	97%	78%	20%
Male	248	98%	85%	25%	271	98%	80%	22%
American Indian or Alaska Native	12	-	-	-	26	100%	88%	23%
Black or African American	188	97%	77%	12%	247	96%	66%	10%
Hispanic or Latino	17	100%	71%	18%	18	100%	72%	11%
Asian or Native Hawaiian/Other Pacific Islander	4	-	-	-	8	100%	100%	50%
White	259	99%	92%	32%	289	99%	89%	30%
Multiracial								
Small Group Totals	16	100%	94%	13%				
General-Education Students	401	99%	92%	27%	465	100%	86%	25%
Students with Disabilities	79	94%	54%	4%	123	90%	54%	4%
English Proficient	473	98%	86%	23%	578	98%	79%	21%
Limited English Proficient	7	100%	57%	14%	10	100%	70%	20%
Economically Disadvantaged	339	98%	82%	17%	403	97%	73%	14%
Not Disadvantaged	141	99%	93%	40%	185	99%	92%	37%
Migrant								
Not Migrant	480	98%	85%	23%	588	98%	79%	21%

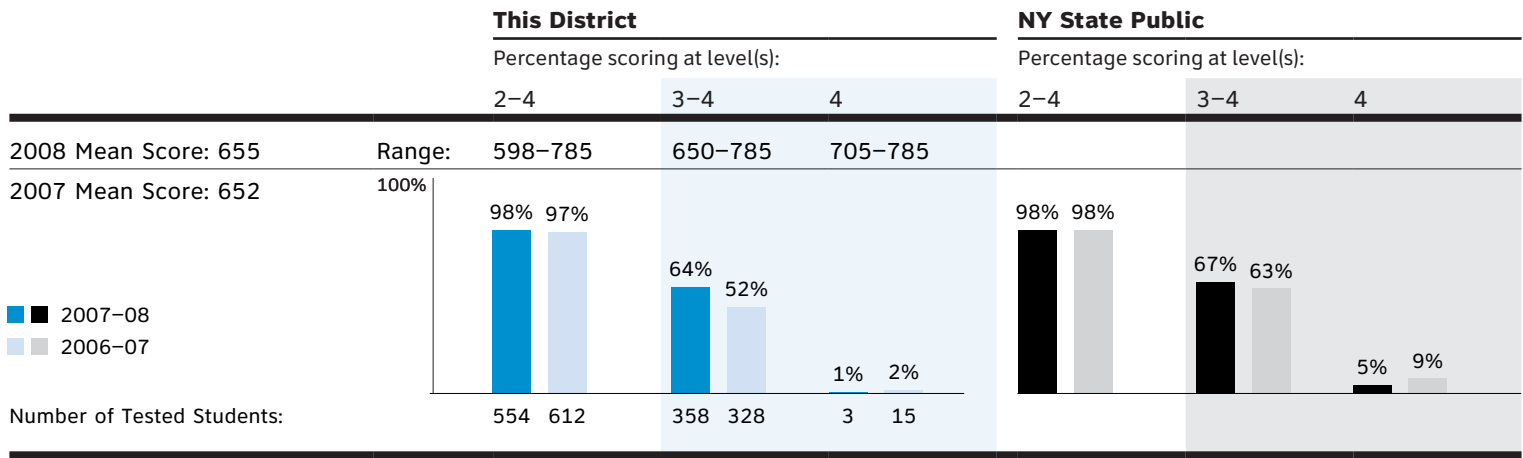
NOTES

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Other Assessments

	2007-08 School Year				2006-07 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	12	11	11	8	5	5	4	2

This District's Results in Grade 6 English Language Arts



Results by Student Group

	2007-08 School Year				2006-07 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	563	98%	64%	1%	628	97%	52%	2%
Female	308	99%	66%	1%	319	98%	55%	3%
Male	255	98%	61%	0%	309	97%	50%	2%
American Indian or Alaska Native	26	100%	65%	4%	19	100%	58%	5%
Black or African American	238	97%	48%	0%	243	95%	35%	1%
Hispanic or Latino	14	100%	57%	0%	14	100%	7%	0%
Asian or Native Hawaiian/Other Pacific Islander	10	100%	90%	0%	10	100%	80%	10%
White	275	100%	76%	1%	342	99%	65%	3%
Multiracial								
Small Group Totals								
General-Education Students	448	100%	75%	1%	511	99%	60%	3%
Students with Disabilities	115	92%	21%	0%	117	89%	16%	0%
English Proficient	557	98%	64%	1%	624	-	-	-
Limited English Proficient	6	100%	0%	0%	4	-	-	-
Economically Disadvantaged	397	98%	56%	0%	448	97%	43%	1%
Not Disadvantaged	166	100%	82%	2%	180	99%	75%	6%
Migrant								
Not Migrant	563	98%	64%	1%	628	97%	52%	2%

NOTES

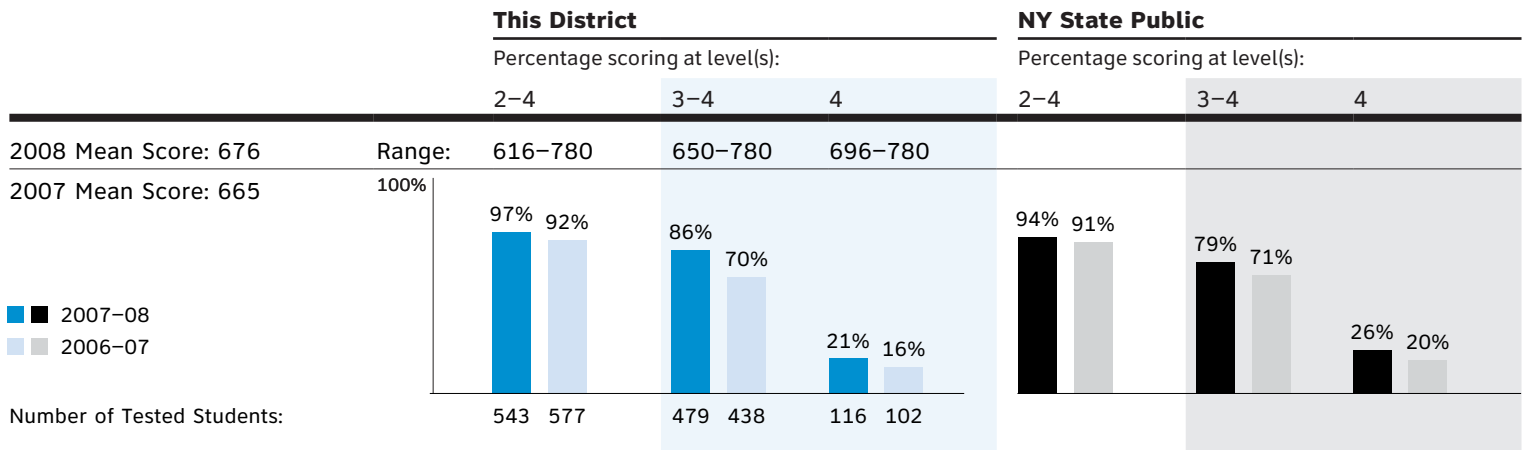
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Other Assessments

	2007-08 School Year				2006-07 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	5	5	3	2	13	13	13	12
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 6	0	N/A	N/A	N/A	0	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

	2007-08 School Year				2006-07 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	560	97%	86%	21%	628	92%	70%	16%
Female	305	96%	84%	19%	318	93%	70%	16%
Male	255	98%	88%	22%	310	91%	69%	16%
American Indian or Alaska Native	26	100%	88%	23%	20	90%	65%	15%
Black or African American	236	94%	77%	12%	239	87%	56%	5%
Hispanic or Latino	14	93%	86%	36%	16	75%	56%	0%
Asian or Native Hawaiian/Other Pacific Islander	10	100%	100%	40%	10	100%	100%	50%
White	274	99%	92%	27%	343	96%	80%	24%
Multiracial								
Small Group Totals								
General-Education Students	444	99%	91%	24%	511	97%	77%	19%
Students with Disabilities	116	88%	64%	7%	117	69%	38%	4%
English Proficient	554	97%	86%	21%	621	92%	70%	16%
Limited English Proficient	6	83%	67%	0%	7	71%	43%	0%
Economically Disadvantaged	395	96%	82%	16%	448	91%	64%	11%
Not Disadvantaged	165	99%	94%	32%	180	95%	84%	30%
Migrant								
Not Migrant	560	97%	86%	21%	628	92%	70%	16%

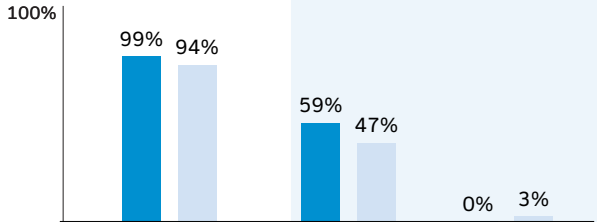
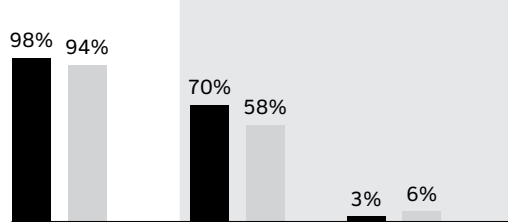
NOTES

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Other Assessments

	2007-08 School Year				2006-07 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	5	5	4	1	13	13	12	11

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
2008 Mean Score: 653	600-790	650-790	712-790			
2007 Mean Score: 648						
						
Number of Tested Students:	621	587	367	295	3	18

Results by Student Group

	2007-08 School Year				2006-07 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	625	99%	59%	0%	622	94%	47%	3%
Female	310	100%	62%	1%	301	97%	54%	4%
Male	315	99%	56%	0%	321	92%	41%	2%
American Indian or Alaska Native	21	100%	52%	0%	29	83%	38%	0%
Black or African American	244	99%	44%	0%	230	93%	35%	0%
Hispanic or Latino	19	100%	42%	0%	11	100%	9%	0%
Asian or Native Hawaiian/Other Pacific Islander	11	100%	91%	0%	10	100%	60%	10%
White	330	100%	70%	1%	342	96%	58%	5%
Multiracial								
Small Group Totals								
General-Education Students	515	100%	66%	0%	496	98%	56%	3%
Students with Disabilities	110	97%	24%	1%	126	79%	12%	1%
English Proficient	618	99%	59%	0%	620	-	-	-
Limited English Proficient	7	100%	29%	0%	2	-	-	-
Economically Disadvantaged	444	99%	51%	0%	405	94%	39%	1%
Not Disadvantaged	181	99%	77%	1%	217	95%	64%	6%
Migrant								
Not Migrant	625	99%	59%	0%	622	94%	47%	3%

NOTES

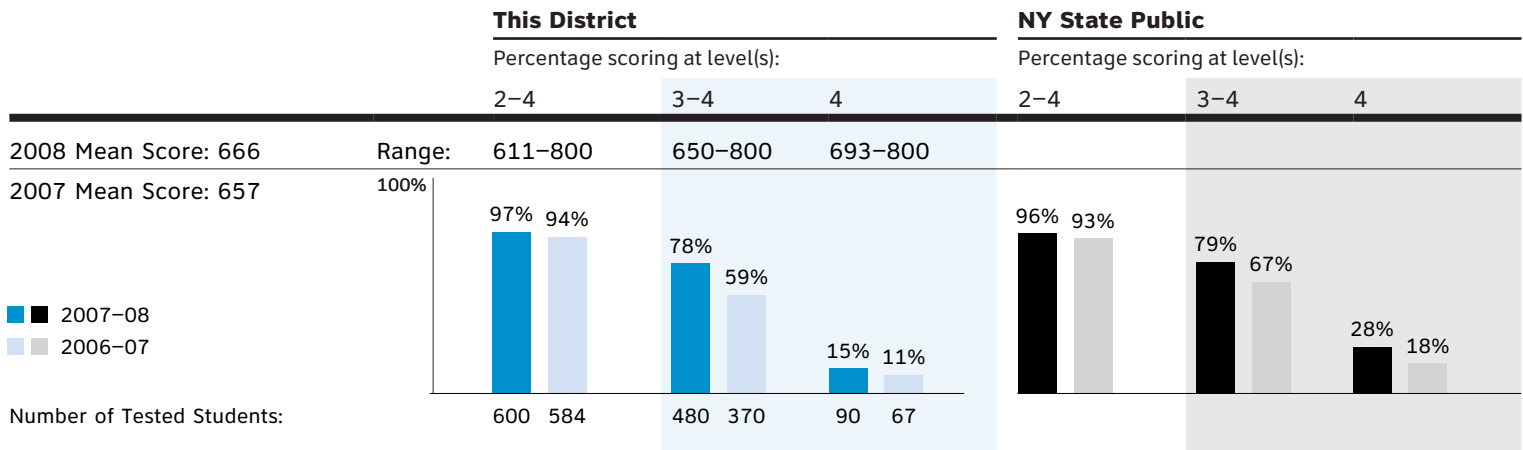
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Other Assessments

	2007-08 School Year				2006-07 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	12	12	11	11	11	11	11	10
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 7	0	N/A	N/A	N/A	0	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

	2007-08 School Year				2006-07 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	97%	78%	15%	622	94%	59%	11%
Female	307	99%	78%	14%	302	96%	65%	12%
Male	310	96%	77%	15%	320	92%	55%	9%
American Indian or Alaska Native	19	95%	79%	16%	29	93%	55%	0%
Black or African American	239	97%	65%	7%	230	90%	40%	3%
Hispanic or Latino	19	95%	68%	0%	13	92%	31%	0%
Asian or Native Hawaiian/Other Pacific Islander	11	-	-	-	10	100%	100%	60%
White	328	98%	87%	20%	340	96%	73%	16%
Multiracial	1	-	-	-				
Small Group Totals	12	92%	92%	33%				
General-Education Students	509	99%	84%	17%	499	98%	69%	13%
Students with Disabilities	108	91%	48%	4%	123	79%	23%	0%
English Proficient	609	97%	78%	15%	619	-	-	-
Limited English Proficient	8	88%	63%	0%	3	-	-	-
Economically Disadvantaged	436	97%	75%	10%	404	93%	52%	4%
Not Disadvantaged	181	98%	85%	25%	218	95%	73%	23%
Migrant								
Not Migrant	617	97%	78%	15%	622	94%	59%	11%

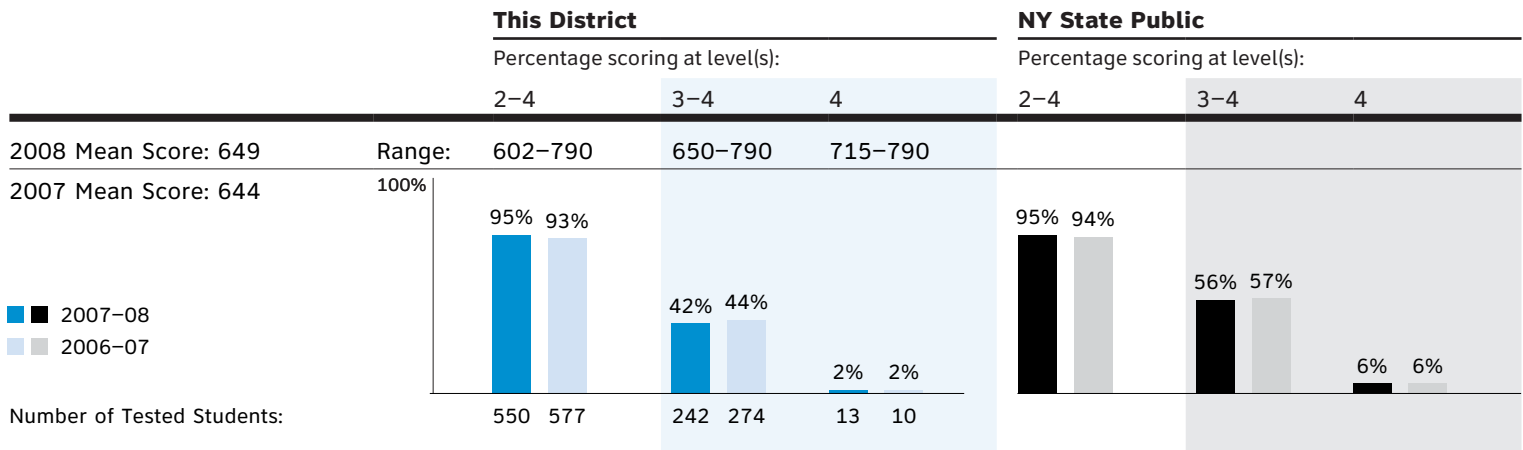
NOTES

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Other Assessments

	2007-08 School Year				2006-07 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	12	10	10	9	11	11	10	10

This District's Results in Grade 8 English Language Arts



Results by Student Group

	2007-08 School Year				2006-07 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	577	95%	42%	2%	623	93%	44%	2%
Female	282	98%	50%	3%	276	97%	51%	2%
Male	295	93%	34%	2%	347	89%	38%	1%
American Indian or Alaska Native	22	91%	36%	0%	22	91%	27%	5%
Black or African American	206	93%	31%	0%	230	89%	29%	1%
Hispanic or Latino	13	92%	0%	0%	16	69%	25%	6%
Asian or Native Hawaiian/Other Pacific Islander	11	91%	64%	0%	11	100%	73%	9%
White	325	97%	50%	4%	344	96%	55%	1%
Multiracial								
Small Group Totals								
General-Education Students	463	99%	50%	3%	508	98%	52%	2%
Students with Disabilities	114	79%	8%	0%	115	68%	9%	0%
English Proficient	573	-	-	-	617	93%	44%	2%
Limited English Proficient	4	-	-	-	6	50%	0%	0%
Economically Disadvantaged	377	94%	33%	0%	384	91%	35%	1%
Not Disadvantaged	200	98%	59%	6%	239	96%	58%	3%
Migrant								
Not Migrant	577	95%	42%	2%	623	93%	44%	2%

NOTES

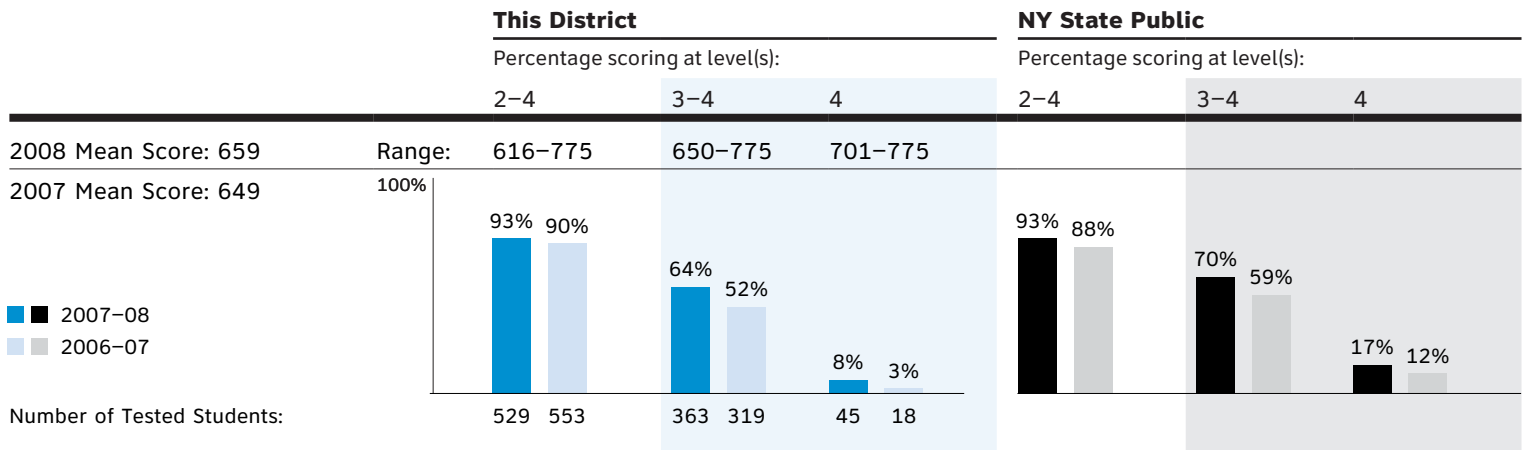
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Other Assessments

	2007-08 School Year				2006-07 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	7	6	3	-	-	-
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 8	0	N/A	N/A	N/A	0	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

	2007-08 School Year				2006-07 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	569	93%	64%	8%	617	90%	52%	3%
Female	274	95%	68%	9%	274	92%	57%	2%
Male	295	91%	60%	7%	343	87%	48%	3%
American Indian or Alaska Native	23	96%	65%	0%	22	95%	55%	0%
Black or African American	204	91%	52%	1%	229	81%	35%	1%
Hispanic or Latino	13	92%	54%	0%	16	75%	44%	0%
Asian or Native Hawaiian/Other Pacific Islander	11	91%	82%	36%	11	100%	91%	0%
White	318	94%	71%	12%	339	96%	62%	5%
Multiracial								
Small Group Totals								
General-Education Students	458	97%	69%	9%	506	94%	59%	4%
Students with Disabilities	111	77%	41%	2%	111	70%	19%	0%
English Proficient	565	-	-	-	611	90%	52%	3%
Limited English Proficient	4	-	-	-	6	67%	17%	0%
Economically Disadvantaged	371	93%	60%	5%	376	88%	49%	1%
Not Disadvantaged	198	93%	72%	14%	241	92%	56%	5%
Migrant								
Not Migrant	569	93%	64%	8%	617	90%	52%	3%

NOTES

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Other Assessments

	2007-08 School Year				2006-07 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	8	6	5	3	-	-	-

This District's Results in Grade 8 Science

This District

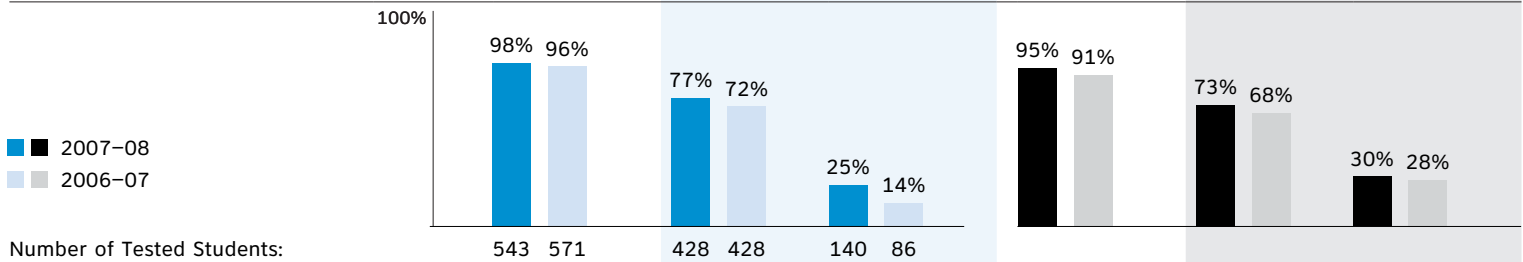
Percentage scoring at level(s):

2-4 3-4 4

NY State Public

Percentage scoring at level(s):

2-4 3-4 4



Number of Tested Students:

543 571 428 428 140 86

Results by Student Group

2007-08 School Year

Total Tested Percentage scoring at level(s):
2-4 3-4 4

2006-07 School Year

Total Tested Percentage scoring at level(s):
2-4 3-4 4

	2007-08 School Year			2006-07 School Year				
	Total Tested	2-4	3-4	4	Total Tested	2-4	3-4	4
All Students	463	97%	73%	17%	512	95%	68%	12%
Female	220	98%	73%	15%	223	97%	63%	9%
Male	243	96%	72%	20%	289	94%	71%	14%
American Indian or Alaska Native	21	90%	62%	5%	18	100%	67%	6%
Black or African American	192	96%	62%	10%	208	92%	52%	5%
Hispanic or Latino	12	-	-	-	11	82%	55%	18%
Asian or Native Hawaiian/Other Pacific Islander	4	-	-	-	7	100%	86%	14%
White	234	99%	83%	26%	268	98%	79%	18%
Multiracial	16	100%	63%	0%				
Small Group Totals	16	100%	63%	0%				
General-Education Students	356	98%	82%	20%	409	98%	75%	14%
Students with Disabilities	107	93%	42%	10%	103	84%	39%	2%
English Proficient	459	-	-	-	509	-	-	-
Limited English Proficient	4	-	-	-	3	-	-	-
Economically Disadvantaged	341	97%	69%	13%	343	94%	64%	10%
Not Disadvantaged	122	98%	82%	30%	169	97%	75%	15%
Migrant								
Not Migrant	463	97%	73%	17%	512	95%	68%	12%

NOTES

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Other Assessments

2007-08 School Year

Total Tested Number scoring at level(s):
2-4 3-4 4

2006-07 School Year

Total Tested Number scoring at level(s):
2-4 3-4 4

	2007-08 School Year	2006-07 School Year
	Total Tested	Total Tested
New York State Alternate Assessment (NYSAA): Grade 8 Equivalent	10	3
Regents Science	93	83

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

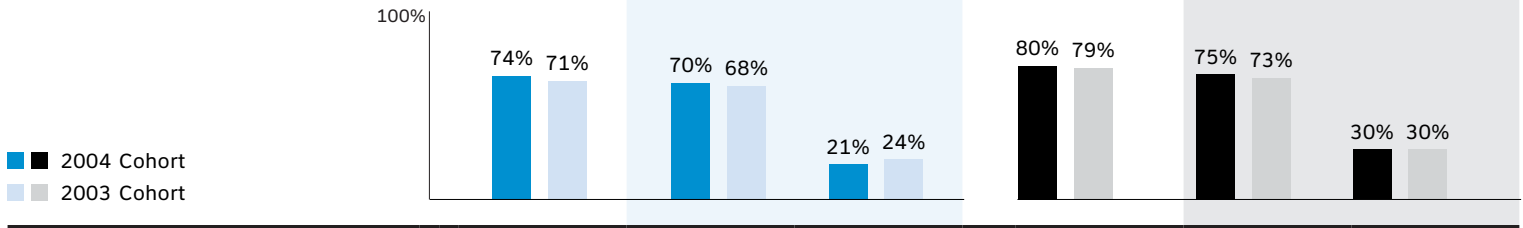
NY State Public

Percentage scoring at level(s):

2-4

3-4

4



Results by Student Group

	2004 Cohort				2003 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	643	74%	70%	21%	585	71%	68%	24%
Female	335	76%	73%	25%	295	77%	74%	28%
Male	308	71%	67%	16%	290	65%	61%	21%
American Indian or Alaska Native	20	80%	80%	20%	18	56%	50%	17%
Black or African American	219	63%	58%	9%	193	61%	56%	9%
Hispanic or Latino	18	72%	56%	28%	15	47%	47%	13%
Asian or Native Hawaiian/Other Pacific Islander	9	78%	67%	0%	11	64%	55%	0%
White	377	80%	78%	28%	348	79%	76%	34%
Multiracial								
Small Group Totals								
General-Education Students	535	80%	77%	25%	478	79%	75%	29%
Students with Disabilities	108	43%	37%	0%	107	36%	36%	2%
English Proficient	641	-	-	-	583	-	-	-
Limited English Proficient	2	-	-	-	2	-	-	-
Economically Disadvantaged	271	77%	72%	15%	217	70%	64%	18%
Not Disadvantaged	372	72%	70%	25%	368	72%	70%	28%
Migrant								
Not Migrant	643	74%	70%	21%				

NOTES

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Other Assessments

	2004 Cohort			2003 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				0			

* 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.

** 2003 cohort data are those reported in the 2006-07 *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

This District

Percentage scoring at level(s):

2-4

3-4

4

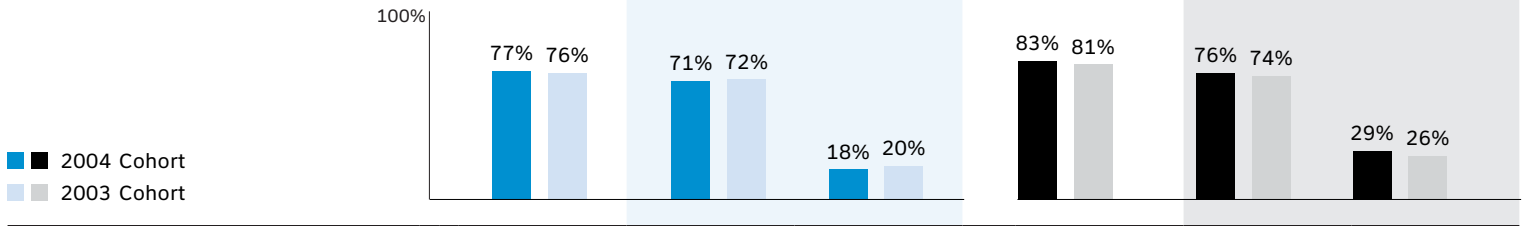
NY State Public

Percentage scoring at level(s):

2-4

3-4

4



Results by Student Group

	2004 Cohort				2003 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	643	77%	71%	18%	585	76%	72%	20%
Female	335	81%	74%	19%	295	81%	79%	21%
Male	308	72%	68%	16%	290	70%	66%	19%
American Indian or Alaska Native	20	85%	80%	25%	18	61%	61%	17%
Black or African American	219	64%	56%	7%	193	66%	61%	13%
Hispanic or Latino	18	78%	67%	28%	15	53%	53%	20%
Asian or Native Hawaiian/Other Pacific Islander	9	89%	78%	22%	11	73%	73%	18%
White	377	83%	79%	23%	348	82%	80%	24%
Multiracial								
Small Group Totals								
General-Education Students	535	84%	79%	21%	478	84%	80%	23%
Students with Disabilities	108	42%	32%	3%	107	39%	36%	6%
English Proficient	641	-	-	-	583	-	-	-
Limited English Proficient	2	-	-	-	2	-	-	-
Economically Disadvantaged	271	80%	70%	13%	217	76%	70%	17%
Not Disadvantaged	372	74%	72%	22%	368	75%	73%	22%
Migrant								
Not Migrant	643	77%	71%	18%				

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

	2004 Cohort			2003 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				0			

* 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.

** 2003 cohort data are those reported in the 2006-07 Accountability and Overview Report.

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