



The New York State District Report Card

**Accountability
and Overview Report
2008 – 09**

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.

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 the district's accountability status.

3 Review an Overview of District Performance.

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

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

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

	2006-07	2007-08	2008-09
Pre-K	324	333	414
Kindergarten	583	544	582
Grade 1	557	600	558
Grade 2	537	483	533
Grade 3	529	535	483
Grade 4	486	493	508
Grade 5	603	479	480
Grade 6	637	563	475
Ungraded Elementary	5	23	26
Grade 7	619	636	560
Grade 8	644	606	619
Grade 9	709	637	580
Grade 10	589	600	559
Grade 11	548	524	557
Grade 12	472	487	496
Ungraded Secondary	0	16	20
Total K-12	7518	7226	7036

Average Class Size

	2006-07	2007-08	2008-09
Common Branch	21	21	20
Grade 8			
English	20	22	21
Mathematics	20	21	21
Science	19	22	21
Social Studies	20	22	21
Grade 10			
English	19	24	25
Mathematics	20	25	20
Science	19	25	22
Social Studies	22	24	23

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

	2006-07		2007-08		2008-09	
	#	%	#	%	#	%
Eligible for Free Lunch	3621	48%	3539	49%	3912	56%
Reduced-Price Lunch	883	12%	879	12%	868	12%
Student Stability*		N/A		N/A		N/A
Limited English Proficient	78	1%	69	1%	87	1%
Racial/Ethnic Origin						
American Indian or Alaska Native	281	4%	276	4%	266	4%
Black or African American	2780	37%	2643	37%	2559	36%
Hispanic or Latino	183	2%	207	3%	195	3%
Asian or Native Hawaiian/Other Pacific Islander	95	1%	111	2%	109	2%
White	4179	56%	3989	55%	3888	55%
Multiracial	0	0%	0	0%	19	0%

* Available only at the school level.

Attendance and Suspensions

	2005-06		2006-07		2007-08	
	#	%	#	%	#	%
Annual Attendance Rate		93%		92%		92%
Student Suspensions	1123	14%	686	9%	1188	16%

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

	2006-07	2007-08	2008-09
Total Number of Teachers	506	504	489
Percent with No Valid Teaching Certificate	2%	1%	0%
Percent Teaching Out of Certification	2%	2%	0%
Percent with Fewer Than Three Years of Experience	1%	1%	1%
Percentage with Master's Degree Plus 30 Hours or Doctorate	89%	90%	93%
Total Number of Core Classes	1159	1076	1076
Percent Not Taught by Highly Qualified Teachers	2%	3%	1%
Total Number of Classes	1421	1249	1282
Percent Taught by Teachers Without Appropriate Certification	3%	3%	1%

Teacher Turnover Rate

	2005-06	2006-07	2007-08
Turnover Rate of Teachers with Fewer than Five Years of Experience	41%	41%	25%
Turnover Rate of All Teachers	15%	16%	11%

Staff Counts

	2006-07	2007-08	2008-09
Total Other Professional Staff	104	109	112
Total Paraprofessionals*	310	293	293
Assistant Principals	12	12	12
Principals	14	14	15

* 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. 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.

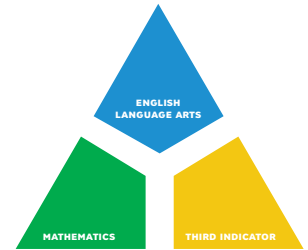
Staff Counts Information

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 2008–09, 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: <http://www.emsc.nysed.gov/irts/accountability/>.



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 2008–09 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 2005 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, if it has 30 or more students, 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 group must meet both the participation criterion and the performance criterion in science.

Secondary-Level Graduation Rate: For a school to make AYP in graduation rate, the percent of students in the 2004 graduation-rate total cohort in the All Students group earning a local or Regents diploma by August 31, 2008 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 2004 graduation-rate total cohort earning a local or Regents diploma by August 31, 2008 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 2005 school accountability cohort consists of all students who first entered Grade 9 anywhere in the 2005–06 school year, and all ungraded students with disabilities who reached their seventeenth birthday in the 2005–06 school year, who were enrolled on October 1, 2008 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, 2009, are not included in the 2005 school accountability cohort. The 2005 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 AMOs 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 2008–09 safe harbor targets were calculated using the following equation:

$$2007\text{--}08 \text{ PI} + (200 - \text{the } 2007\text{--}08 \text{ PI}) \times 0.10$$

Science Progress Target

The elementary/middle-level 2008–09 Science Progress Target is calculated by adding one point to the 2007–08 PI. The 2009–10 Science Progress Target is calculated by adding one point to the 2008–09 PI. The 2008–09 target is provided for groups whose PI was below the State Science Standard in 2008–09.

Science Standard

The criterion value that represents a minimally satisfactory performance in science. In 2008–09, 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: <http://www.emsc.nysed.gov/irts/accountability/>.

For the 2009–10 accountability status of component schools in your district, see <http://www.emsc.nysed.gov/irts/accountability/designations/>.

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 (2009–10)

▲ 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

2007–08	2008–09	2009–10
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	✓ 9 of 9	✓ 9 of 9	✓ 1 of 1	✓ 5 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  Improvement (Year 1)
for This Subject
(2009–10)

Accountability Measures 9 of 9 Student groups making AYP in English language arts
 Made 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 2009-10, the district will be In Need of Improvement (Year 2) in 2010-11. If this district makes AYP at either the elementary/middle or secondary level in this measure in 2009-10, the district will be in good standing in 2010-11. [216]

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 2008–09 2009–10
All Students (3179:3067)			99%		174	142	
Ethnicity							
American Indian or Alaska Native (126:119)			95%		167	134	
Black or African American (1208:1159)			99%		163	141	
Hispanic or Latino (82:78)			100%		159	133	
Asian or Native Hawaiian/Other Pacific Islander (41:39)			100%		190	128	
White (1716:1667)			99%		182	141	
Multiracial (6:5)	—	—	—	—	—	—	—
Other Groups							
Students with Disabilities ⁴ (604:575)			99%		135	139	124 142
Limited English Proficient ⁵ (48:53)			100%		147	131	
Economically Disadvantaged (2172:2107)			100%		169	142	
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 2008–09, the enrollment shown is the sum of 2007–08 and 2008–09 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 2008–09, data for 2007–08 and 2008–09 were combined to determine counts and PIs. For districts with 30 or more continuously enrolled students in the All Students group in 2008–09, 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
(2009–10)

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

Prospective Status This district will be in good standing in 2010-11. [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 2008–09 2009–10
All Students (3195:3052)			99%		186	117	
Ethnicity							
American Indian or Alaska Native (125:119)			97%		188	109	
Black or African American (1212:1155)			99%		179	116	
Hispanic or Latino (82:77)			100%		182	108	
Asian or Native Hawaiian/Other Pacific Islander (42:40)			100%		195	104	
White (1728:1655)			99%		191	116	
Multiracial (6:6)	—	—	—	—	—	—	—
Other Groups							
Students with Disabilities ⁴ (610:573)			99%		160	114	
Limited English Proficient ⁵ (47:54)			98%		169	106	
Economically Disadvantaged (2182:2101)			100%		184	117	
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 2008–09, the enrollment shown is the sum of 2007–08 and 2008–09 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 2008–09, data for 2007–08 and 2008–09 were combined to determine counts and PIs. For districts with 30 or more continuously enrolled students in the All Students group in 2008–09, 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
(2009–10)

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

Prospective Status This district will be in good standing in 2010-11. [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 2008–09 2009–10
All Students (1150:1080)		Qualified		96%		179	100	
Ethnicity								
American Indian or Alaska Native (37:30)		Qualified	–	–		173	100	
Black or African American (443:409)		Qualified		95%		166	100	
Hispanic or Latino (24:23)		–	–	–	–	–	–	–
Asian or Native Hawaiian/Other Pacific Islander (16:15)		–	–	–	–	–	–	–
White (627:600)		Qualified		97%		188	100	
Multiracial (3:3)		–	–	–	–	–	–	–
Other Groups								
Students with Disabilities (209:197)		Qualified		96%		149	100	
Limited English Proficient ⁴ (15:14)		–	–	–	–	–	–	–
Economically Disadvantaged (765:735)		Qualified		99%		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 2008–09, the enrollment shown is the sum of 2007–08 and 2008–09 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 2008–09, data for 2007–08 and 2008–09 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 (2009–10)  Improvement (Year 1)

Accountability Measures 5 of 5 Student groups making AYP in English language arts
 Made 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 2009-10, the district will be In Need of Improvement (Year 2) in 2010-11. If this district makes AYP at either the elementary/middle or secondary level in this measure in 2009-10, the district will be in good standing in 2010-11. [216]

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 2008–09 2009–10
(12th Graders: 2005 Cohort) ¹							
All Students (503:487)			99%		188	166	
Ethnicity							
American Indian or Alaska Native (11:11)	—	—	—	—	—	—	—
Black or African American (162:151)			99%		184	163	
Hispanic or Latino (13:12)	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander (14:14)	—	—	—	—	—	—	—
White (303:299)			99%		190	165	
Multiracial (0:0)	—	—	—	—	—	—	—
Other Groups							
Students with Disabilities ⁴ (68:71)			96%		138	160	148 144
Limited English Proficient ⁵ (2:2)	—	—	—	—	—	—	—
Economically Disadvantaged (217:218)			99%		182	163	
Final AYP Determination	 5 of 5						

NOTES

¹ These data show the count of 12th graders in 2008–09 (used for Participation) followed by the count of students in the 2005 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 2008–09, the enrollment shown is the sum of 2007–08 and 2008–09 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 2005 cohort, data for 2004 and 2005 cohort members were combined to determine counts and PIs. For districts with 30 or more students in the 2005 cohort in the All Students group, groups with fewer than 30 students in the 2005 cohort 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 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
(2009–10)

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 2010-11. [201]

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

Student Group (12th Graders: 2005 Cohort) ¹	AYP	Participation ²		Test Performance ³		Performance Objectives	
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2008–09 2009–10
All Students (503:487)			99%		185	161	
Ethnicity							
American Indian or Alaska Native (11:11)	–	–	–	–	–	–	–
Black or African American (162:151)			99%		179	158	
Hispanic or Latino (13:12)	–	–	–	–	–	–	–
Asian or Native Hawaiian/Other Pacific Islander (14:14)	–	–	–	–	–	–	–
White (303:299)			99%		188	160	
Multiracial (0:0)	–	–	–	–	–	–	–
Other Groups							
Students with Disabilities ⁴ (68:71)			97%		130	155	143 137
Limited English Proficient ⁵ (2:2)	–	–	–	–	–	–	–
Economically Disadvantaged (217:218)			100%		181	158	
Final AYP Determination	 4 of 5						

NOTES

¹ These data show the count of 12th graders in 2008–09 (used for Participation) followed by the count of students in the 2005 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 2008–09, the enrollment shown is the sum of 2007–08 and 2008–09 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 2005 cohort, data for 2004 and 2005 cohort members were combined to determine counts and PIs. For districts with 30 or more students in the 2005 cohort in the All Students group, groups with fewer than 30 students in the 2005 cohort 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 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
(2009–10)

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

Prospective Status This district will be in good standing in 2010-11. [201]

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

Student Group (Cohort Count)	Graduation		Graduation Rate ¹	Objectives	
	AYP	Met Criterion		State Standard	Progress Target 2008–09 2009–10
All Students (627)			73%	55%	
Ethnicity					
American Indian or Alaska Native (18)		–	–	–	
Black or African American (216)			64%	55%	
Hispanic or Latino (18)		–	–	–	
Asian or Native Hawaiian/Other Pacific Islander (9)		–	–	–	
White (366)			79%	55%	
Multiracial (0)					
Other Groups					
Students with Disabilities (105)			55%	55%	
Limited English Proficient ² (2)		–	–	–	
Economically Disadvantaged (265)			74%	55%	
Final AYP Determination		1 of 1			

NOTES

¹ Percentage of the 2004 cohort that earned a local or Regents diploma by August 31, 2008.

² 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 2004 graduation-rate total cohort members earning a local or Regents diploma by August 31, 2008 for the “All Students” group must equal or exceed the Graduation-Rate Standard or the Graduation-Rate Progress Target for 2008–09.

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 2004 cohort is 55 percent. The Commissioner may raise the Graduation-Rate Standard at his discretion in future years.

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. The 2009–10 Graduation-Rate Progress Target is calculated by adding one point to the percentage of the 2004 cohort earning a local or Regents diploma by August 31, 2008. This target is provided for each group whose percentage earning a local or Regents diploma by August 31, 2008 is below the Graduation-Rate Standard in 2008–09 (55%). Groups with fewer than 30 cohort members are not subject to this criterion.

District **NIAGARA FALLS CITY SCHOOL DISTRICT**District ID **40-08-00-01-0000**

Summary of 2008–09 District Performance

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

English Language Arts	Percentage of students that scored at or above Level 3			Total Tested
	0%	50%	100%	
Grade 3	72%			461
Grade 4	81%			517
Grade 5	82%			488
Grade 6	86%			464
Grade 7	75%			560
Grade 8	55%			594

Mathematics

Grade 3	94%		470
Grade 4	91%		514
Grade 5	89%		491
Grade 6	90%		468
Grade 7	90%		566
Grade 8	72%		593

Science

Grade 4	95%		511
Grade 8	64%		495

Secondary Level	Percentage of students that scored at or above Level 3			2005 Total Cohort
	0%	50%	100%	
English	73%			622
Mathematics	74%			622

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.

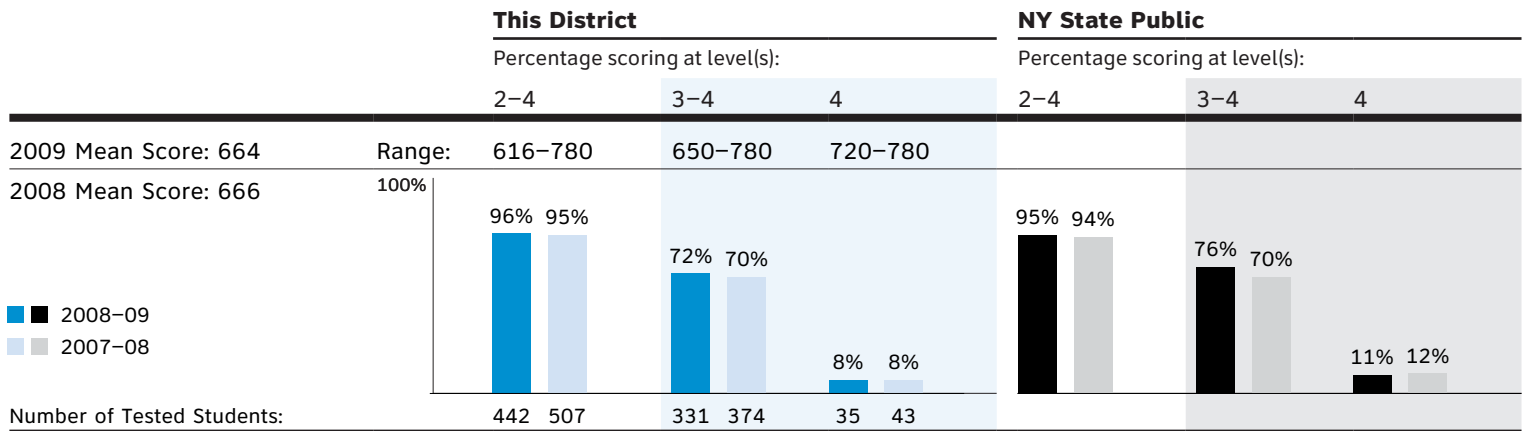
In this section, this district's performance is compared with that of public schools statewide.

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

	2008-09 School Year				2007-08 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	461	96%	72%	8%	531	95%	70%	8%
Female	242	98%	75%	10%	264	97%	73%	8%
Male	219	93%	68%	5%	267	94%	67%	8%
American Indian or Alaska Native	25	96%	48%	0%	19	84%	74%	5%
Black or African American	173	95%	60%	5%	206	95%	61%	6%
Hispanic or Latino	12	92%	50%	0%	12	92%	58%	0%
Asian or Native Hawaiian/Other Pacific Islander	8	100%	88%	0%	6	100%	100%	0%
White	243	97%	83%	11%	288	97%	77%	10%
Multiracial								
Small Group Totals								
General-Education Students	383	99%	79%	9%	457	99%	77%	9%
Students with Disabilities	78	82%	37%	1%	74	76%	27%	1%
English Proficient	455	96%	72%	8%	524	95%	71%	8%
Limited English Proficient	6	83%	50%	0%	7	100%	43%	0%
Economically Disadvantaged	327	95%	64%	4%	386	95%	66%	5%
Not Disadvantaged	134	97%	92%	16%	145	97%	81%	16%
Migrant								
Not Migrant	461	96%	72%	8%	531	95%	70%	8%

NOTES

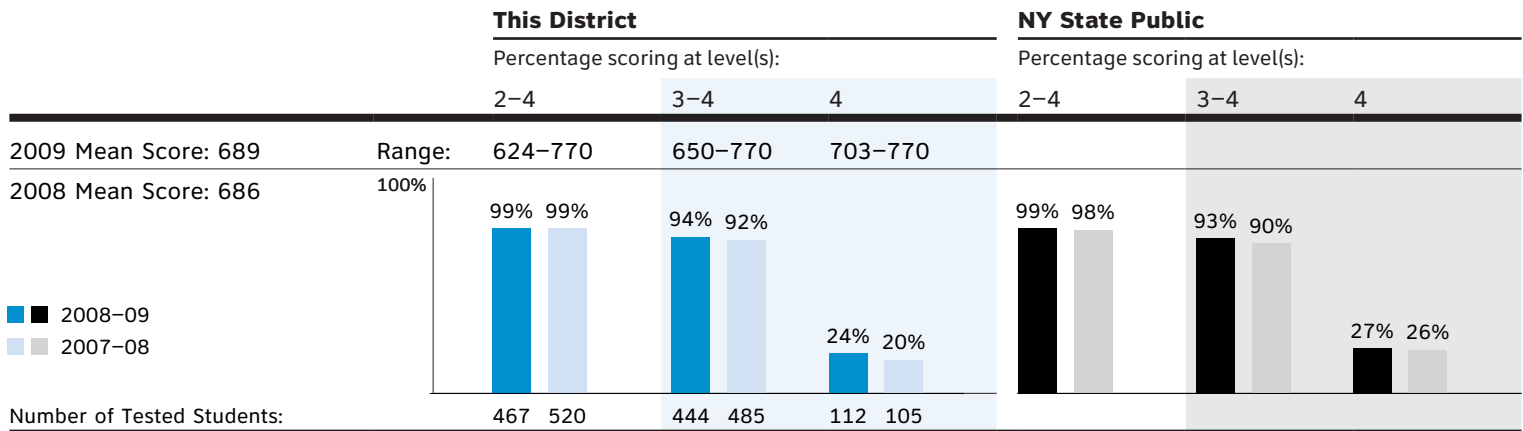
The - symbol indicates that data for a group of students have been suppressed. If a group has fewer than five students, data for that group and the next smallest group(s) are suppressed to protect the privacy of individual students.

Other Assessments

	2008-09 School Year				2007-08 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	7	7	7	7	5	5	5	4
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 3	1	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

	2008-09 School Year				2007-08 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	470	99%	94%	24%	527	99%	92%	20%
Female	246	100%	96%	22%	261	99%	92%	18%
Male	224	99%	93%	26%	266	98%	92%	22%
American Indian or Alaska Native	26	100%	92%	15%	18	100%	89%	33%
Black or African American	175	99%	94%	14%	204	99%	86%	12%
Hispanic or Latino	14	100%	86%	7%	12	100%	100%	17%
Asian or Native Hawaiian/Other Pacific Islander	8	100%	88%	38%	6	100%	100%	50%
White	247	100%	96%	32%	287	99%	96%	24%
Multiracial								
Small Group Totals								
General-Education Students	391	100%	98%	24%	453	100%	95%	21%
Students with Disabilities	79	96%	78%	22%	74	92%	76%	15%
English Proficient	462	99%	95%	24%	520	99%	92%	20%
Limited English Proficient	8	100%	63%	0%	7	100%	86%	14%
Economically Disadvantaged	332	99%	93%	20%	382	99%	91%	16%
Not Disadvantaged	138	99%	98%	34%	145	98%	94%	31%
Migrant								
Not Migrant	470	99%	94%	24%	527	99%	92%	20%

NOTES

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Other Assessments

	2008-09 School Year				2007-08 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	7	7	7	5	5	5	5	3

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
2009 Mean Score: 667	Range: 612-775			650-775 716-775		
2008 Mean Score: 659						
Number of Tested Students:	498	457	420	331	18	14

Results by Student Group

	2008-09 School Year				2007-08 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	517	96%	81%	3%	498	92%	66%	3%
Female	251	99%	87%	4%	241	94%	73%	4%
Male	266	94%	76%	3%	257	89%	60%	2%
American Indian or Alaska Native	16	88%	81%	0%	22	86%	59%	0%
Black or African American	197	95%	76%	1%	165	87%	50%	1%
Hispanic or Latino	10	100%	90%	0%	14	-	-	-
Asian or Native Hawaiian/Other Pacific Islander	6	-	-	-	2	-	-	-
White	287	97%	84%	5%	295	95%	78%	4%
Multiracial	1	-	-	-				
Small Group Totals	7	100%	86%	29%	16	88%	44%	0%
General-Education Students	434	99%	89%	4%	416	97%	75%	3%
Students with Disabilities	83	81%	40%	0%	82	67%	26%	1%
English Proficient	509	96%	81%	4%	489	92%	67%	3%
Limited English Proficient	8	100%	88%	0%	9	67%	22%	0%
Economically Disadvantaged	372	96%	77%	2%	351	89%	60%	1%
Not Disadvantaged	145	97%	92%	6%	147	98%	82%	7%
Migrant								
Not Migrant	517	96%	81%	3%	498	92%	66%	3%

NOTES

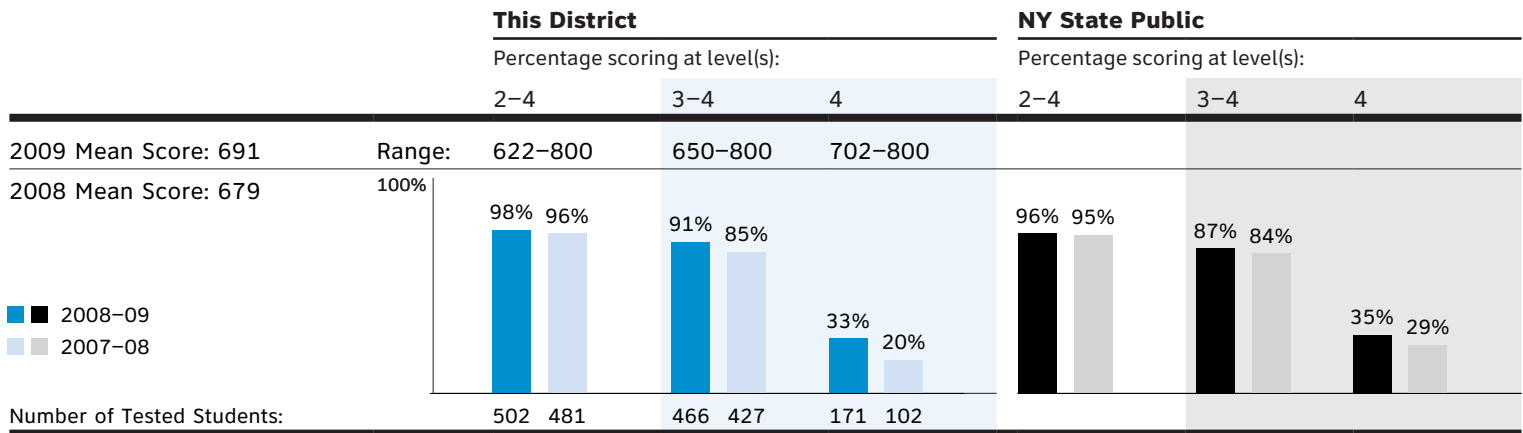
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Other Assessments

	2008-09 School Year				2007-08 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	6	6	6	6	11	11	10	10
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

	2008-09 School Year				2007-08 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	514	98%	91%	33%	500	96%	85%	20%
Female	247	99%	91%	30%	240	95%	86%	22%
Male	267	97%	90%	36%	260	98%	85%	19%
American Indian or Alaska Native	16	94%	94%	38%	22	95%	77%	18%
Black or African American	196	97%	84%	21%	164	93%	76%	13%
Hispanic or Latino	10	100%	100%	30%	15	-	-	-
Asian or Native Hawaiian/Other Pacific Islander	6	-	-	-	2	-	-	-
White	285	98%	95%	40%	297	98%	91%	25%
Multiracial	1	-	-	-				
Small Group Totals	7	100%	100%	71%	17	94%	88%	18%
General-Education Students	432	100%	95%	36%	418	99%	92%	22%
Students with Disabilities	82	88%	67%	20%	82	84%	54%	11%
English Proficient	506	98%	91%	33%	489	96%	86%	20%
Limited English Proficient	8	100%	100%	25%	11	91%	73%	18%
Economically Disadvantaged	370	98%	89%	28%	353	95%	82%	14%
Not Disadvantaged	144	98%	94%	47%	147	98%	93%	35%
Migrant								
Not Migrant	514	98%	91%	33%	500	96%	85%	20%

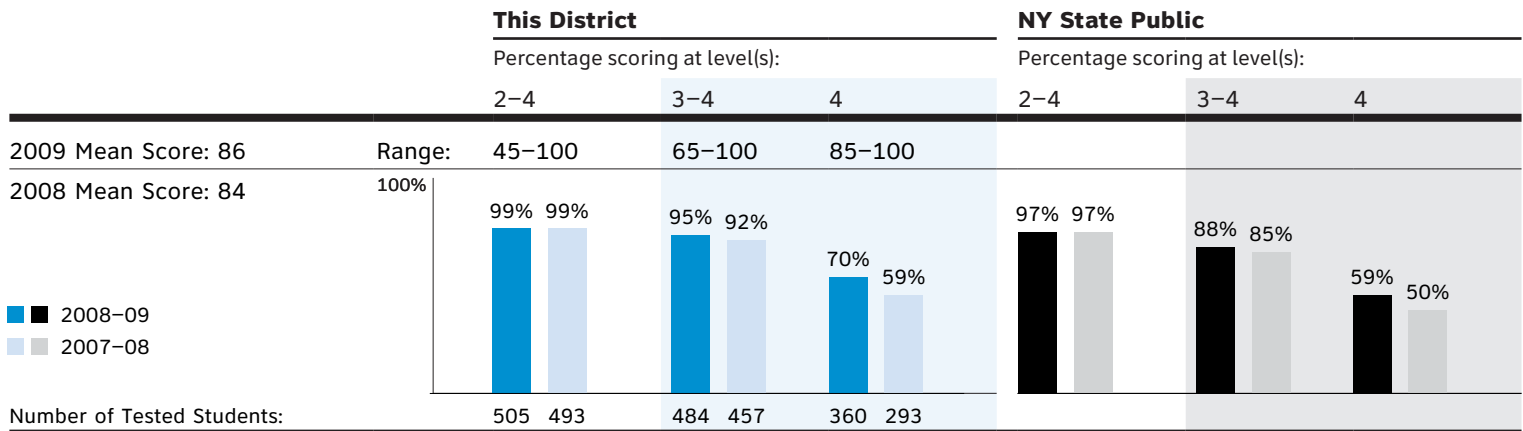
NOTES

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Other Assessments

	2008-09 School Year				2007-08 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	6	6	6	6	11	11	11	9

This District's Results in Grade 4 Science



Results by Student Group

	2008-09 School Year				2007-08 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	511	99%	95%	70%	498	99%	92%	59%
Female	246	98%	94%	67%	237	98%	91%	60%
Male	265	99%	95%	73%	261	100%	92%	57%
American Indian or Alaska Native	16	94%	94%	75%	20	100%	85%	55%
Black or African American	195	98%	92%	55%	165	98%	85%	41%
Hispanic or Latino	10	100%	90%	60%	15	-	-	-
Asian or Native Hawaiian/Other Pacific Islander	6	-	-	-	2	-	-	-
White	283	99%	96%	81%	296	99%	96%	70%
Multiracial	1	-	-	-				
Small Group Totals	7	100%	100%	71%	17	100%	88%	53%
General-Education Students	427	100%	97%	74%	417	100%	95%	62%
Students with Disabilities	84	95%	83%	51%	81	96%	75%	44%
English Proficient	503	99%	95%	71%	487	99%	92%	60%
Limited English Proficient	8	100%	88%	63%	11	100%	64%	18%
Economically Disadvantaged	367	99%	94%	64%	351	99%	91%	53%
Not Disadvantaged	144	98%	96%	87%	147	100%	95%	73%
Migrant								
Not Migrant	511	99%	95%	70%	498	99%	92%	59%

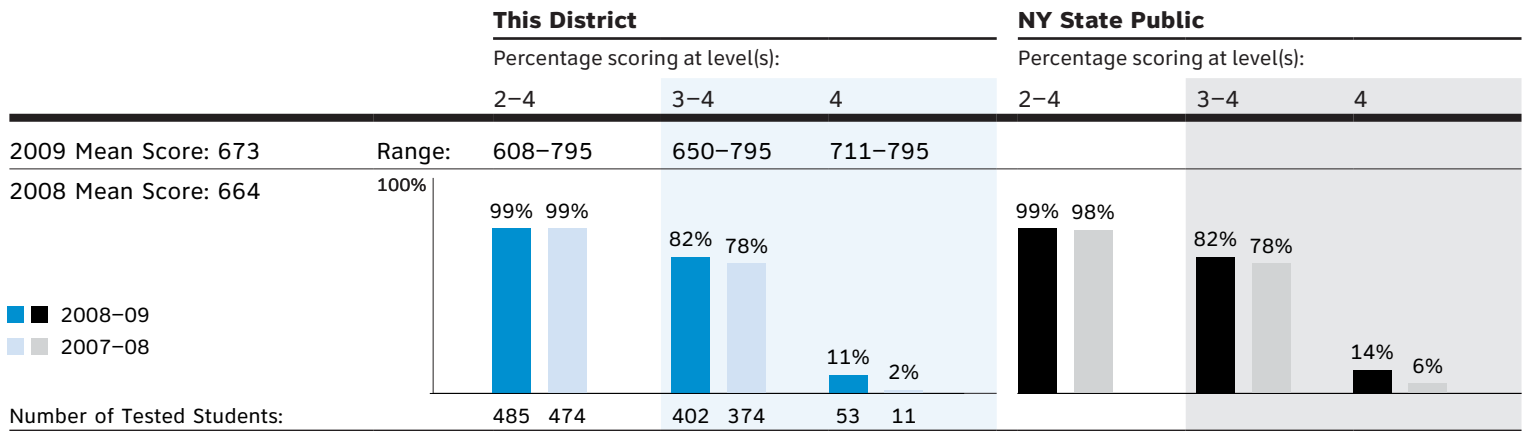
NOTES

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Other Assessments

	2008-09 School Year				2007-08 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	6	6	6	6	11	11	11	10

This District's Results in Grade 5 English Language Arts



Results by Student Group

	2008-09 School Year				2007-08 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	99%	82%	11%	480	99%	78%	2%
Female	236	99%	85%	14%	231	99%	78%	3%
Male	252	100%	80%	8%	249	98%	78%	2%
American Indian or Alaska Native	22	100%	82%	5%	13	-	-	-
Black or African American	159	99%	73%	1%	189	98%	63%	0%
Hispanic or Latino	15	-	-	-	16	100%	75%	0%
Asian or Native Hawaiian/Other Pacific Islander	2	-	-	-	4	-	-	-
White	289	99%	88%	17%	258	99%	88%	4%
Multiracial	1	-	-	-				
Small Group Totals	18	100%	72%	6%	17	100%	82%	0%
General-Education Students	395	100%	91%	13%	402	100%	84%	2%
Students with Disabilities	93	97%	45%	2%	78	92%	47%	1%
English Proficient	480	99%	83%	11%	474	99%	79%	2%
Limited English Proficient	8	100%	25%	0%	6	100%	17%	0%
Economically Disadvantaged	341	100%	78%	10%	339	99%	73%	1%
Not Disadvantaged	147	99%	92%	14%	141	99%	91%	6%
Migrant								
Not Migrant	488	99%	82%	11%	480	99%	78%	2%

NOTES

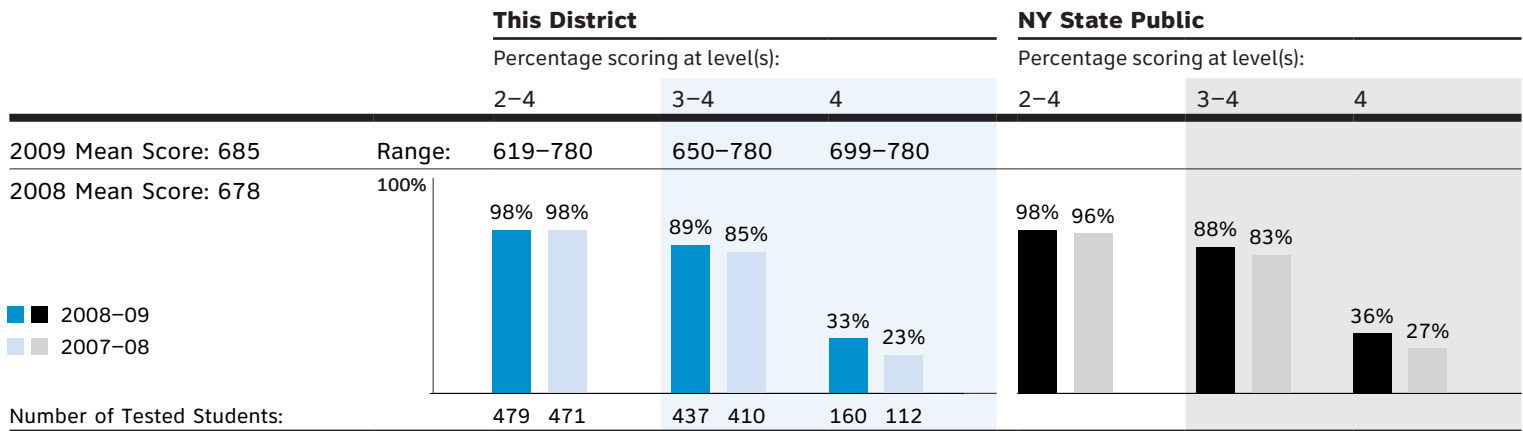
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Other Assessments

	2008-09 School Year				2007-08 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	10	10	10	8	12	12	11	8
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 5	1	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

	2008-09 School Year				2007-08 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	491	98%	89%	33%	480	98%	85%	23%
Female	238	95%	88%	34%	232	98%	85%	22%
Male	253	100%	90%	32%	248	98%	85%	25%
American Indian or Alaska Native	22	95%	91%	27%	12	-	-	-
Black or African American	161	96%	83%	17%	188	97%	77%	12%
Hispanic or Latino	15	-	-	-	17	100%	71%	18%
Asian or Native Hawaiian/Other Pacific Islander	2	-	-	-	4	-	-	-
White	290	99%	92%	42%	259	99%	92%	32%
Multiracial	1	-	-	-				
Small Group Totals	18	89%	89%	22%	16	100%	94%	13%
General-Education Students	399	99%	94%	38%	401	99%	92%	27%
Students with Disabilities	92	91%	65%	9%	79	94%	54%	4%
English Proficient	483	98%	89%	33%	473	98%	86%	23%
Limited English Proficient	8	75%	75%	0%	7	100%	57%	14%
Economically Disadvantaged	344	97%	87%	26%	339	98%	82%	17%
Not Disadvantaged	147	99%	94%	47%	141	99%	93%	40%
Migrant								
Not Migrant	491	98%	89%	33%	480	98%	85%	23%

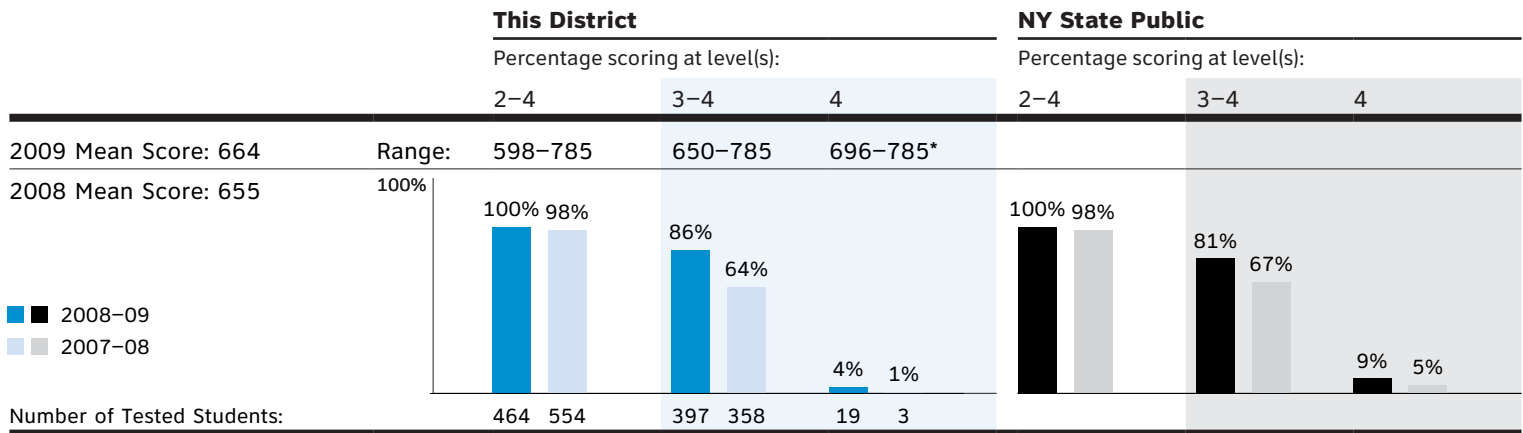
NOTES

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Other Assessments

	2008-09 School Year				2007-08 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	10	10	10	8	12	11	11	8

This District's Results in Grade 6 English Language Arts



Results by Student Group

	2008-09 School Year				2007-08 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	464	100%	86%	4%	563	98%	64%	1%
Female	228	100%	85%	6%	308	99%	66%	1%
Male	236	100%	86%	3%	255	98%	61%	0%
American Indian or Alaska Native	13	-	-	-	26	100%	65%	4%
Black or African American	180	100%	77%	2%	238	97%	48%	0%
Hispanic or Latino	14	100%	79%	0%	14	100%	57%	0%
Asian or Native Hawaiian/Other Pacific Islander	4	-	-	-	10	100%	90%	0%
White	253	100%	92%	6%	275	100%	76%	1%
Multiracial								
Small Group Totals	17	100%	88%	0%				
General-Education Students	392	100%	91%	5%	448	100%	75%	1%
Students with Disabilities	72	100%	58%	1%	115	92%	21%	0%
English Proficient	458	100%	86%	4%	557	98%	64%	1%
Limited English Proficient	6	100%	17%	0%	6	100%	0%	0%
Economically Disadvantaged	317	100%	82%	2%	397	98%	56%	0%
Not Disadvantaged	147	100%	94%	10%	166	100%	82%	2%
Migrant								
Not Migrant	464	100%	86%	4%	563	98%	64%	1%

NOTES

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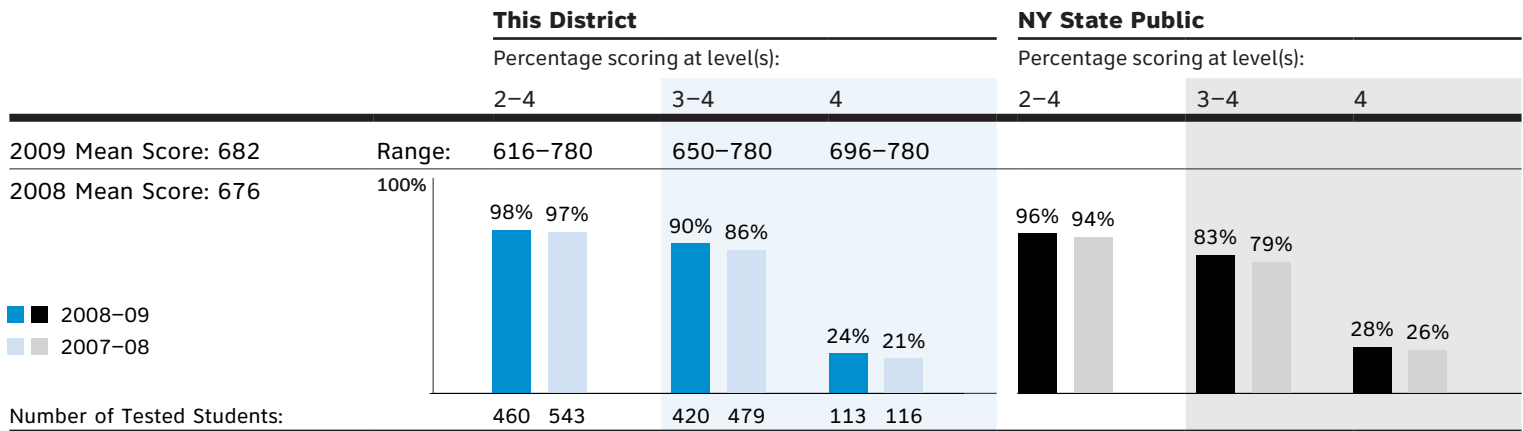
* Level 4 range is for 2008-09 only. The 2007-08 range is 705-785.

Other Assessments

	2008-09 School Year				2007-08 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	14	14	11	8	5	5	3	2
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 6	1	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

	2008-09 School Year				2007-08 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	468	98%	90%	24%	560	97%	86%	21%
Female	230	98%	89%	21%	305	96%	84%	19%
Male	238	98%	91%	27%	255	98%	88%	22%
American Indian or Alaska Native	12	-	-	-	26	100%	88%	23%
Black or African American	180	96%	86%	15%	236	94%	77%	12%
Hispanic or Latino	15	100%	87%	27%	14	93%	86%	36%
Asian or Native Hawaiian/Other Pacific Islander	4	-	-	-	10	100%	100%	40%
White	257	100%	93%	30%	274	99%	92%	27%
Multiracial								
Small Group Totals	16	100%	88%	31%				
General-Education Students	394	99%	93%	27%	444	99%	91%	24%
Students with Disabilities	74	93%	70%	11%	116	88%	64%	7%
English Proficient	461	98%	90%	24%	554	97%	86%	21%
Limited English Proficient	7	86%	57%	14%	6	83%	67%	0%
Economically Disadvantaged	317	97%	87%	20%	395	96%	82%	16%
Not Disadvantaged	151	100%	95%	32%	165	99%	94%	32%
Migrant								
Not Migrant	468	98%	90%	24%	560	97%	86%	21%

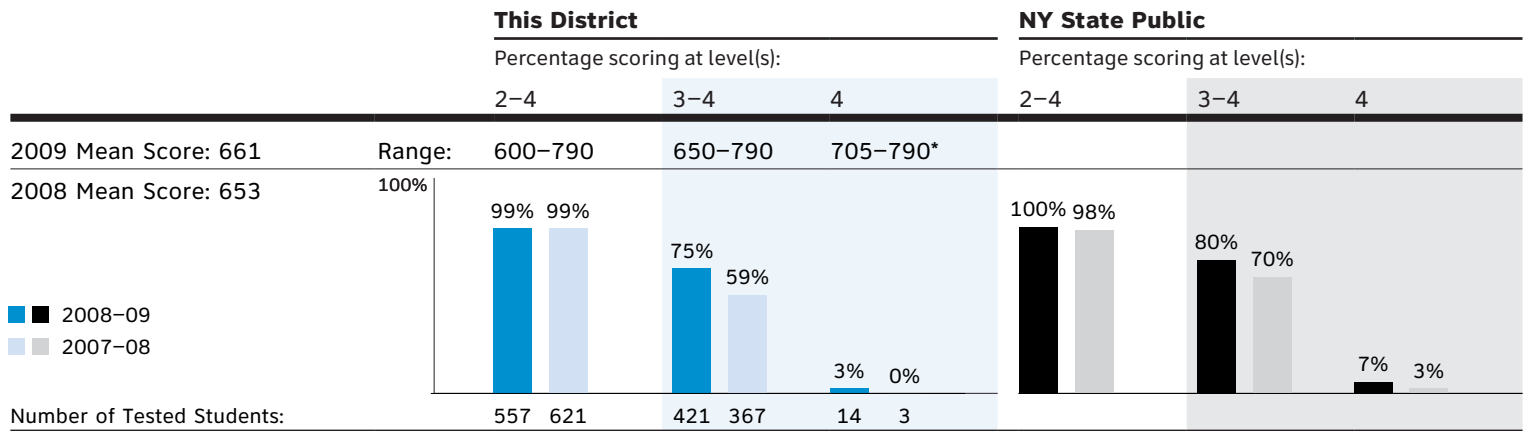
NOTES

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Other Assessments

	2008-09 School Year				2007-08 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	14	14	12	9	5	5	4	1

This District's Results in Grade 7 English Language Arts



Results by Student Group

	2008-09 School Year				2007-08 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	99%	75%	3%	625	99%	59%	0%
Female	301	100%	76%	3%	310	100%	62%	1%
Male	259	99%	74%	2%	315	99%	56%	0%
American Indian or Alaska Native	25	100%	76%	0%	21	100%	52%	0%
Black or African American	238	99%	65%	0%	244	99%	44%	0%
Hispanic or Latino	13	100%	62%	0%	19	100%	42%	0%
Asian or Native Hawaiian/Other Pacific Islander	9	-	-	-	11	100%	91%	0%
White	274	100%	84%	5%	330	100%	70%	1%
Multiracial	1	-	-	-				
Small Group Totals	10	100%	100%	10%				
General-Education Students	448	100%	86%	3%	515	100%	66%	0%
Students with Disabilities	112	97%	32%	0%	110	97%	24%	1%
English Proficient	553	99%	76%	3%	618	99%	59%	0%
Limited English Proficient	7	100%	29%	0%	7	100%	29%	0%
Economically Disadvantaged	387	99%	70%	1%	444	99%	51%	0%
Not Disadvantaged	173	99%	87%	6%	181	99%	77%	1%
Migrant								
Not Migrant	560	99%	75%	3%	625	99%	59%	0%

NOTES

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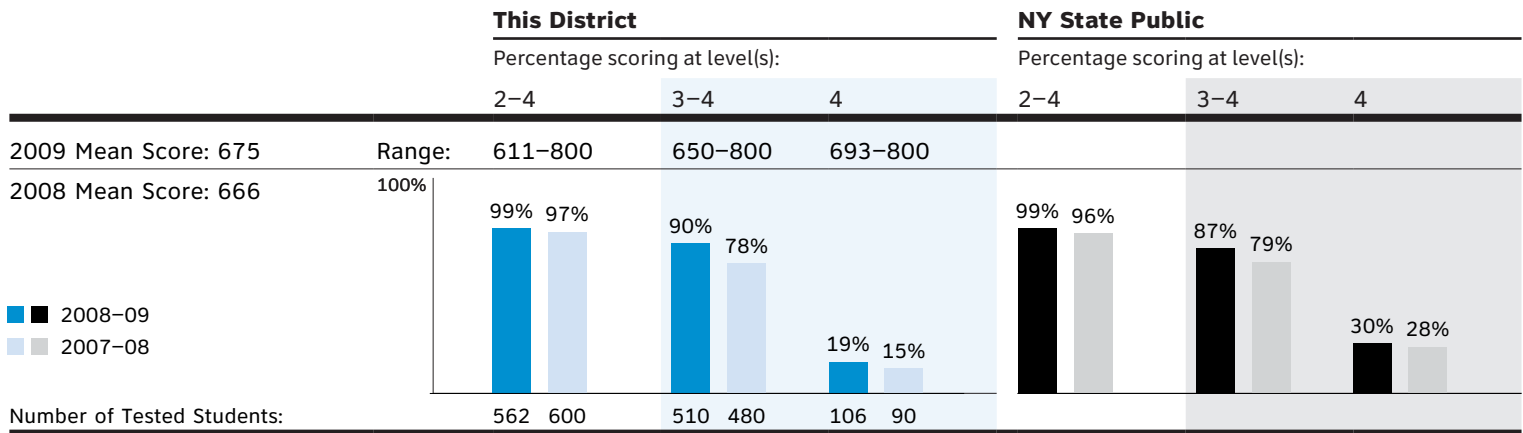
* Level 4 range is for 2008-09 only. The 2007-08 range is 712-790.

Other Assessments

	2008-09 School Year				2007-08 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	6	6	5	5	12	12	11	11
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 7	1	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

	2008-09 School Year				2007-08 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	566	99%	90%	19%	617	97%	78%	15%
Female	302	99%	91%	18%	307	99%	78%	14%
Male	264	99%	89%	19%	310	96%	77%	15%
American Indian or Alaska Native	26	100%	100%	27%	19	95%	79%	16%
Black or African American	240	99%	84%	8%	239	97%	65%	7%
Hispanic or Latino	12	100%	92%	33%	19	95%	68%	0%
Asian or Native Hawaiian/Other Pacific Islander	11	-	-	-	11	-	-	-
White	276	99%	95%	26%	328	98%	87%	20%
Multiracial	1	-	-	-	1	-	-	-
Small Group Totals	12	100%	92%	42%	12	92%	92%	33%
General-Education Students	451	100%	96%	22%	509	99%	84%	17%
Students with Disabilities	115	97%	69%	4%	108	91%	48%	4%
English Proficient	559	99%	90%	19%	609	97%	78%	15%
Limited English Proficient	7	100%	71%	14%	8	88%	63%	0%
Economically Disadvantaged	391	99%	88%	11%	436	97%	75%	10%
Not Disadvantaged	175	99%	95%	35%	181	98%	85%	25%
Migrant								
Not Migrant	566	99%	90%	19%	617	97%	78%	15%

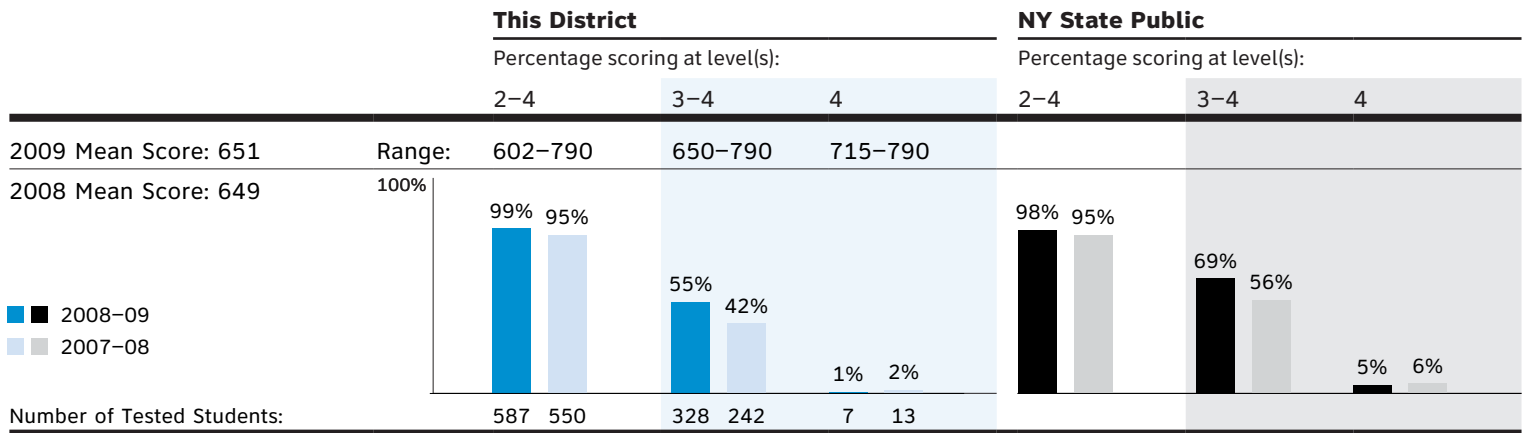
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Other Assessments

	2008-09 School Year				2007-08 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	6	6	6	6	12	10	10	9

This District's Results in Grade 8 English Language Arts



Results by Student Group

	2008-09 School Year				2007-08 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	594	99%	55%	1%	577	95%	42%	2%
Female	300	99%	61%	1%	282	98%	50%	3%
Male	294	99%	49%	1%	295	93%	34%	2%
American Indian or Alaska Native	17	100%	53%	0%	22	91%	36%	0%
Black or African American	228	98%	40%	2%	206	93%	31%	0%
Hispanic or Latino	15	93%	13%	0%	13	92%	0%	0%
Asian or Native Hawaiian/Other Pacific Islander	9	-	-	-	11	91%	64%	0%
White	324	99%	67%	1%	325	97%	50%	4%
Multiracial	1	-	-	-				
Small Group Totals	10	100%	90%	0%				
General-Education Students	490	99%	64%	1%	463	99%	50%	3%
Students with Disabilities	104	96%	13%	0%	114	79%	8%	0%
English Proficient	588	99%	56%	1%	573	-	-	-
Limited English Proficient	6	83%	0%	0%	4	-	-	-
Economically Disadvantaged	383	99%	49%	1%	377	94%	33%	0%
Not Disadvantaged	211	98%	67%	2%	200	98%	59%	6%
Migrant								
Not Migrant	594	99%	55%	1%	577	95%	42%	2%

NOTES

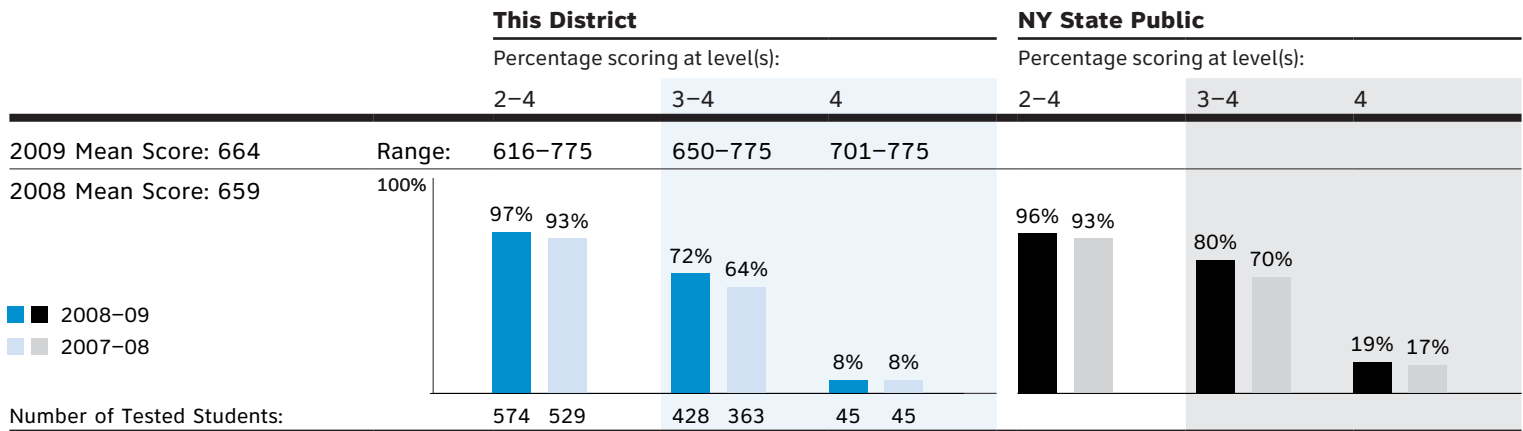
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Other Assessments

	2008-09 School Year				2007-08 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 8 Equivalent	10	10	10	9	10	10	7	6
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 8	2	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

	2008-09 School Year				2007-08 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	593	97%	72%	8%	569	93%	64%	8%
Female	300	98%	75%	10%	274	95%	68%	9%
Male	293	95%	69%	5%	295	91%	60%	7%
American Indian or Alaska Native	17	100%	71%	6%	23	96%	65%	0%
Black or African American	227	95%	59%	4%	204	91%	52%	1%
Hispanic or Latino	14	93%	57%	0%	13	92%	54%	0%
Asian or Native Hawaiian/Other Pacific Islander	10	-	-	-	11	91%	82%	36%
White	323	98%	81%	10%	318	94%	71%	12%
Multiracial	2	-	-	-				
Small Group Totals	12	92%	92%	17%				
General-Education Students	487	99%	80%	9%	458	97%	69%	9%
Students with Disabilities	106	85%	37%	1%	111	77%	41%	2%
English Proficient	586	97%	72%	8%	565	-	-	-
Limited English Proficient	7	86%	57%	0%	4	-	-	-
Economically Disadvantaged	389	97%	70%	4%	371	93%	60%	5%
Not Disadvantaged	204	97%	76%	14%	198	93%	72%	14%
Migrant								
Not Migrant	593	97%	72%	8%	569	93%	64%	8%

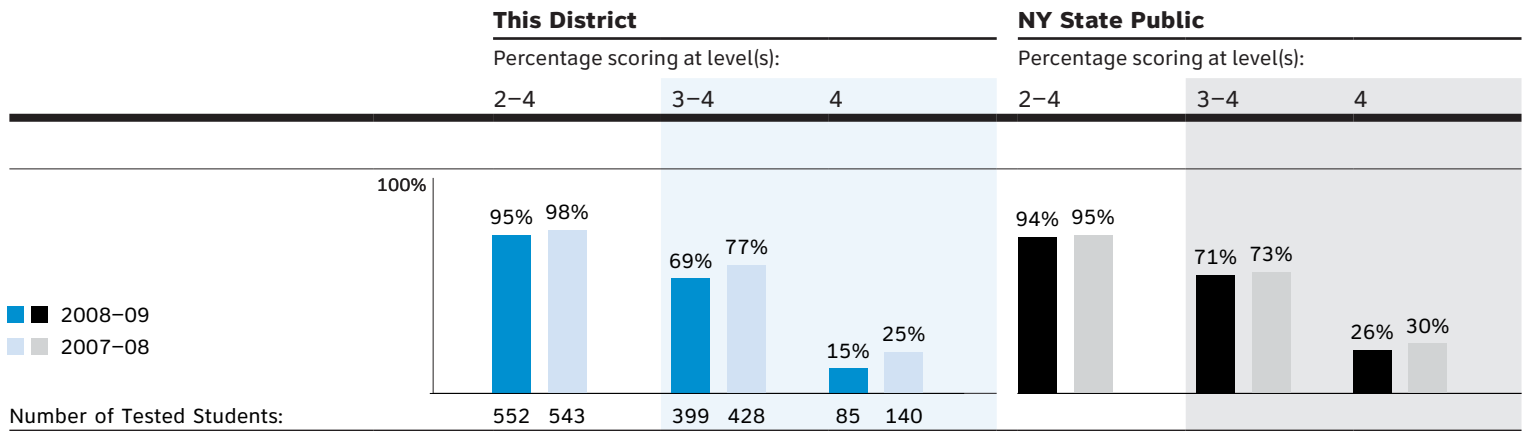
NOTES

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Other Assessments

	2008-09 School Year				2007-08 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 8 Equivalent	10	10	9	8	10	8	6	5

This District's Results in Grade 8 Science



Results by Student Group

	2008-09 School Year				2007-08 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	495	95%	64%	6%	463	97%	73%	17%
Female	242	95%	60%	4%	220	98%	73%	15%
Male	253	94%	67%	9%	243	96%	72%	20%
American Indian or Alaska Native	14	86%	71%	21%	21	90%	62%	5%
Black or African American	207	92%	46%	2%	192	96%	62%	10%
Hispanic or Latino	13	100%	62%	0%	12	-	-	-
Asian or Native Hawaiian/Other Pacific Islander	6	-	-	-	4	-	-	-
White	253	98%	77%	9%	234	99%	83%	26%
Multiracial	2	-	-	-				
Small Group Totals	8	75%	75%	0%	16	100%	63%	0%
General-Education Students	394	97%	72%	8%	356	98%	82%	20%
Students with Disabilities	101	85%	32%	1%	107	93%	42%	10%
English Proficient	489	95%	64%	7%	459	-	-	-
Limited English Proficient	6	83%	67%	0%	4	-	-	-
Economically Disadvantaged	351	95%	60%	6%	341	97%	69%	13%
Not Disadvantaged	144	93%	73%	8%	122	98%	82%	30%
Migrant								
Not Migrant	495	95%	64%	6%	463	97%	73%	17%

NOTES

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Other Assessments

	2008-09 School Year				2007-08 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 8 Equivalent	10	10	10	9	10	10	7	5
Regents Science	84	84	84	53	93	93	92	59

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

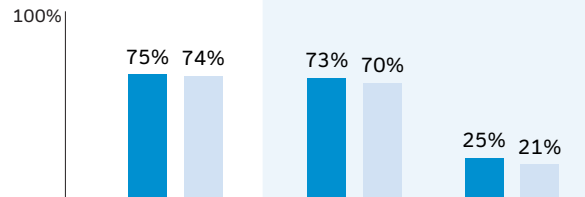
This District

Percentage scoring at level(s):

2-4

3-4

4



■ 2005 Cohort
■ 2004 Cohort

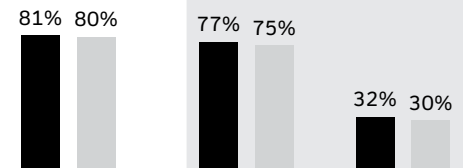
NY State Public

Percentage scoring at level(s):

2-4

3-4

4



Results by Student Group

2005 Cohort

Number of Students Percentage scoring at level(s):
2-4 3-4 4

2004 Cohort**

Number of Students Percentage scoring at level(s):
2-4 3-4 4

	2005 Cohort	2005 Cohort			2004 Cohort**	2004 Cohort**		
	Number of Students	2-4	3-4	4	Number of Students	2-4	3-4	4
All Students	622	75%	73%	25%	643	74%	70%	21%
Female	323	82%	80%	30%	335	76%	73%	25%
Male	299	68%	67%	20%	308	71%	67%	16%
American Indian or Alaska Native	15	67%	67%	13%	20	80%	80%	20%
Black or African American	210	68%	68%	10%	219	63%	58%	9%
Hispanic or Latino	16	94%	81%	38%	18	72%	56%	28%
Asian or Native Hawaiian/Other Pacific Islander	16	81%	81%	25%	9	78%	67%	0%
White	365	78%	76%	34%	377	80%	78%	28%
Multiracial								
Small Group Totals								
General-Education Students	524	81%	80%	30%	535	80%	77%	25%
Students with Disabilities	98	41%	38%	1%	108	43%	37%	0%
English Proficient	620	-	-	-	641	-	-	-
Limited English Proficient	2	-	-	-	2	-	-	-
Economically Disadvantaged	274	74%	72%	19%	271	77%	72%	15%
Not Disadvantaged	348	76%	74%	30%	372	72%	70%	25%
Migrant								
Not Migrant	622	75%	73%	25%	643	74%	70%	21%

NOTES

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Other Assessments

2005 Cohort

Number of Students Number scoring at level(s):
2-4 3-4 4

2004 Cohort

Number of Students Number scoring at level(s):
2-4 3-4 4

New York State Alternate Assessment (NYSAA): High School Equivalent ***

* 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.

** 2004 cohort data are those reported in the 2007-08 *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

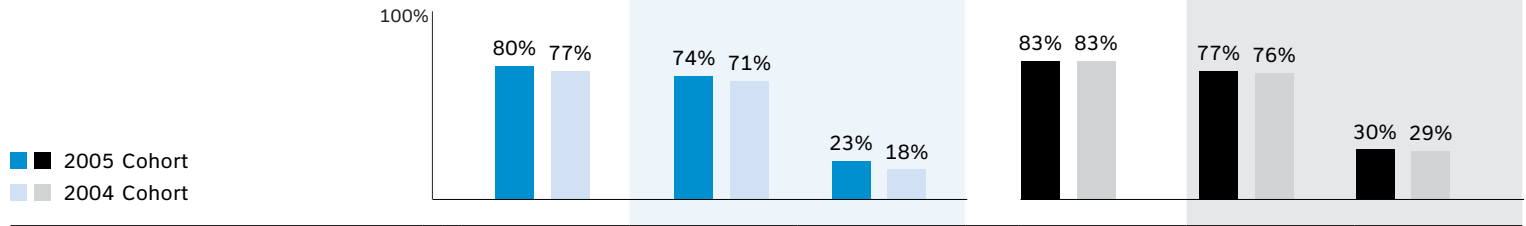
NY State Public

Percentage scoring at level(s):

2-4

3-4

4



Results by Student Group

2005 Cohort

Number of Students

Percentage scoring at level(s):

2-4

3-4

4

2004 Cohort**

Number of Students

Percentage scoring at level(s):

2-4

3-4

4

	2005 Cohort			2004 Cohort**				
	Number of Students	2-4	3-4	4	Number of Students	2-4	3-4	4
All Students	622	80%	74%	23%	643	77%	71%	18%
Female	323	85%	80%	24%	335	81%	74%	19%
Male	299	74%	67%	22%	308	72%	68%	16%
American Indian or Alaska Native	15	67%	67%	13%	20	85%	80%	25%
Black or African American	210	74%	66%	11%	219	64%	56%	7%
Hispanic or Latino	16	88%	75%	25%	18	78%	67%	28%
Asian or Native Hawaiian/Other Pacific Islander	16	94%	88%	44%	9	89%	78%	22%
White	365	83%	78%	29%	377	83%	79%	23%
Multiracial								
Small Group Totals								
General-Education Students	524	86%	82%	27%	535	84%	79%	21%
Students with Disabilities	98	44%	32%	1%	108	42%	32%	3%
English Proficient	620	-	-	-	641	-	-	-
Limited English Proficient	2	-	-	-	2	-	-	-
Economically Disadvantaged	274	80%	73%	20%	271	80%	70%	13%
Not Disadvantaged	348	79%	75%	26%	372	74%	72%	22%
Migrant								
Not Migrant	622	80%	74%	23%	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

2005 Cohort

Number of Students

Number scoring at level(s):

2-4

3-4

4

2004 Cohort

Number of Students

Number scoring at level(s):

2-4

3-4

4

New York State Alternate Assessment (NYSAA): High School Equivalent ***

* 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.

** 2004 cohort data are those reported in the 2007-08 *Accountability and Overview Report*.

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