

New York State District Report Card Comprehensive Information Report

BEDS Code: 40-08-00-01-0000
 Name: Niagara Falls City School District
 Superintendent: Carmen A. Grant

Fall Enrollment

Grade	2001-02	2002-03	2003-04
Pre-K	278	289	279
Kindergarten	601	595	595
First	688	651	649
Second	664	644	648
Third	687	639	660
Fourth	729	642	605
Fifth	681	715	649
Sixth	669	685	748
Ungraded Elementary	114	147	0
Seventh	612	681	734
Eighth	688	587	682
Ninth	673	710	716
Tenth	639	593	668
Eleventh	561	550	566
Twelfth	495	507	524
Ungraded Secondary	300	294	13
Total K-12 Enrollment	8801	8640	8457

Student Racial/Ethnic Origin

Race/Ethnicity	2001-02		2002-03		2003-04	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
American Indian, Alaskan, Asian, or Pacific Islander	414	4.7%	395	4.6%	396	4.7%
Black (Not Hispanic)	2983	33.9%	3005	34.8%	3014	35.6%
Hispanic	182	2.1%	178	2.1%	181	2.1%
White (Not Hispanic)	5222	59.3%	5062	58.6%	4866	57.5%

Average Class Size

Grade Level	2001-02	2002-03	2003-04
Kindergarten	19	19	19
Common Branch	20	20	21
English Grade 8	23	20	21
Mathematics Grade 8	23	20	21
Science Grade 8	22	20	21
Social Studies Grade 8	24	20	21
English Grade 10	20	21	21
Mathematics Grade 10	12	23	21
Science Grade 10	17	24	19
Social Studies Grade 10	20	22	23

(Form - A)

District Need to Resource Capacity Category

N/RC Category	Description
3	This is an urban or suburban school district with high student needs in relation to district resource capacity.

Similar School Group and Description

Similar School Group	Description
NA	NA

All schools within the same N/RC category are divided into three similar school groups defined by the percentage of students in the school who are eligible for the free-lunch program and/or who are limited English proficient (also known as English language learners).

Student Demographics Used To Determine Similar Schools Group

	2001-02		2002-03		2003-04	
	Count	Percent	Count	Percent	Count	Percent
Limited English Proficient	123	1.4%	100	1.1%	103	1.2%
Eligible for Free Lunch	3837	43.6%	3578	41.4%	3974	47.0%

Attendance and Suspension

	2000-01		2001-02		2002-03	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
Annual Attendance Rate		92.2%		92.5%		92.1%
Student Suspensions	1046	11.9%	1176	13.4%	758	8.8%

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

	2001-02	2002-03	2003-04
Reduced Lunch	10.1%	9.9%	10.6%
Public Assistance	NA	NA	NA
Student Stability	NA	NA	NA

Staff Counts

Staff	2003-04
Total Teachers	619
Total Other Professional Staff	126
Total Paraprofessionals	249
Teaching Out of Certification*	27

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

(Form – B)

High School Graduates and Noncompleters

High School Graduates Earning Regents Diplomas*

	2001-02			2002-03			2003-04		
	Total Grads	Regents Diplomas	% Regents Diplomas	Total Grads	Regents Diplomas	% Regents Diplomas	Total Grads	Regents Diplomas	% Regents Diplomas
General Education	343	133	39%	369	176	48%	410	192	47%
Students with Disabilities	19	0	0%	17	0	0%	30	1	3%
All Students	362	133	37%	386	176	46%	440	193	44%

*Only students awarded local diplomas (including local diplomas with Regents endorsements) are counted as high school graduates. Because of a change in data collection procedures for the 2001-02 school year, diploma counts for that year do not include counts from August 2001. Data for the 2002-03 school year include August 2002 and January and June 2003 graduates; data for the 2003-04 school year include August 2003 and January and June 2004 graduates.

Distribution of 2003-04 Graduates (All Students)

	To 4-year College	To 2-year College	To Other Post-Secondary	To the Military	To Employment	Other
Number	161	158	12	22	59	28
Percent	37%	36%	3%	5%	13%	6%

Number of High School Completers with Disabilities in 2003-04

Graduates* (a)	Regents Diplomas (b)	IEP Diplomas or Certificates (c)	All 2003-04 Completers (a+c)
30	1	30	60

*Local Diplomas (including local diplomas with Regents endorsements)

High School Noncompletion Rates

		2001-02		2002-03		2003-04	
		No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
General-Education Students	Dropped Out	73		12		24	1.1%
	Entered GED Program*	143		118		129	6.0%
	Total Noncompleters	216		130		153	7.1%
Students with Disabilities	Dropped Out	6		16		11	2.2%
	Entered GED Program*	16		21		26	5.1%
	Total Noncompleters	22		37		37	7.3%
All Students	Dropped Out	79	3.1%	28	1.1%	35	1.3%
	Entered GED Program*	159	6.3%	139	5.5%	155	5.8%
	Total Noncompleters	238	9.4%	167	6.6%	190	7.1%

*The number and percentage of students who left a program leading to a high school diploma and entered a program leading to a high school equivalency diploma.

(Form - C)

Career Development and Occupational Studies (CDOS)

Percentage of Students Documenting Self- and Career-Awareness Information and Career Exploration Activities, K-3

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

Students Developing a Career Plan, 4-12

Grades		2001-02	2002-03	2003-04
4-5	Number of General-Education Students	0	0	0
	Number of Students with Disabilities	0	0	0
	Number of All Students	0	0	0
	Percent of Enrollment	0%	0%	0%
6-8	Number of General-Education Students	0	191	0
	Number of Students with Disabilities	0	50	0
	Number of All Students	0	241	0
	Percent of Enrollment	0%	12%	0%
9-12	Number of General-Education Students	0	234	0
	Number of Students with Disabilities	0	141	0
	Number of All Students	0	375	0
	Percent of Enrollment	0%	15%	0%

Career and Technical Education (CTE) Programs

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

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

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

This data is reported only at the district level.

(Form - D)

Second Language Proficiency Examinations

General-Education Students

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	186	78%	146	94%	113	94%
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	442	83%	466	87%	455	81%

Students with Disabilities

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	2	#	2	#	0	0%
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	23	78%	27	74%	26	65%

Regents Competency Tests

General-Education Students

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	11	91%	7	86%	7	100%
Science	26	54%	8	50%	9	78%
Reading	4	#	3	#	6	83%
Writing	6	17%	2	#	6	100%
Global Studies	4	#	4	#	10	50%
U.S. Hist & Gov't	5	80%	6	83%	9	56%

Students with Disabilities

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	85	69%	121	56%	180	62%
Science	55	31%	86	28%	95	48%
Reading	33	64%	36	56%	120	53%
Writing	32	50%	27	59%	128	45%
Global Studies	16	25%	55	20%	84	33%
U.S. Hist & Gov't	9	11%	22	41%	34	44%

(Form – E)

Regents Examinations

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
Comprehensive English						
Number Tested	455	517	584	26	36	52
Number Scoring 55-100	416	468	549	13	26	45
Number Scoring 65-100	323	415	483	6	20	33
Number Scoring 85-100	86	82	201	4	0	1
Percentage of Tested Scoring 55-100	91%	91%	94%	50%	72%	87%
Percentage of Tested Scoring 65-100	71%	80%	83%	23%	56%	63%
Percentage of Tested Scoring 85-100	19%	16%	34%	15%	0%	2%
Mathematics A						
Number Tested	38	502	559	2	24	32
Number Scoring 55-100	6	388	538	#	9	26
Number Scoring 65-100	1	310	480	#	7	18
Number Scoring 85-100	0	30	57	#	0	1
Percentage of Tested Scoring 55-100	16%	77%	96%	#	38%	81%
Percentage of Tested Scoring 65-100	3%	62%	86%	#	29%	56%
Percentage of Tested Scoring 85-100	0%	6%	10%	#	0%	3%
Mathematics B						
Number Tested	0	0	178	0	0	1
Number Scoring 55-100	0	0	109	0	0	#
Number Scoring 65-100	0	0	81	0	0	#
Number Scoring 85-100	0	0	10	0	0	#
Percentage of Tested Scoring 55-100	0%	0%	61%	0%	0%	#
Percentage of Tested Scoring 65-100	0%	0%	46%	0%	0%	#
Percentage of Tested Scoring 85-100	0%	0%	6%	0%	0%	#
Global History and Geography						
Number Tested	521	684	715	52	83	84
Number Scoring 55-100	453	534	540	24	41	33
Number Scoring 65-100	372	404	374	10	24	16
Number Scoring 85-100	45	73	85	2	2	0
Percentage of Tested Scoring 55-100	87%	78%	76%	46%	49%	39%
Percentage of Tested Scoring 65-100	71%	59%	52%	19%	29%	19%
Percentage of Tested Scoring 85-100	9%	11%	12%	4%	2%	0%
U.S. History and Government						
Number Tested	505	508	508	39	36	50
Number Scoring 55-100	470	465	409	24	30	33
Number Scoring 65-100	370	394	314	14	20	22
Number Scoring 85-100	72	131	81	1	4	1
Percentage of Tested Scoring 55-100	93%	92%	81%	62%	83%	66%
Percentage of Tested Scoring 65-100	73%	78%	62%	36%	56%	44%
Percentage of Tested Scoring 85-100	14%	26%	16%	3%	11%	2%

(Form – F)

Regents Examinations

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
Living Environment						
Number Tested	548	667	651	78	83	101
Number Scoring 55-100	504	550	573	56	41	79
Number Scoring 65-100	444	442	440	42	26	50
Number Scoring 85-100	44	44	63	1	1	2
Percentage of Tested Scoring 55-100	92%	82%	88%	72%	49%	78%
Percentage of Tested Scoring 65-100	81%	66%	68%	54%	31%	50%
Percentage of Tested Scoring 85-100	8%	7%	10%	1%	1%	2%
Physical Setting/Earth Science						
Number Tested	465	459	544	32	43	45
Number Scoring 55-100	401	382	443	19	34	22
Number Scoring 65-100	338	307	329	14	27	12
Number Scoring 85-100	84	55	56	1	1	1
Percentage of Tested Scoring 55-100	86%	83%	81%	59%	79%	49%
Percentage of Tested Scoring 65-100	73%	67%	60%	44%	63%	27%
Percentage of Tested Scoring 85-100	18%	12%	10%	3%	2%	2%
Physical Setting/Chemistry						
Number Tested	201	322	290	2	2	4
Number Scoring 55-100	172	231	233	#	#	#
Number Scoring 65-100	112	126	127	#	#	#
Number Scoring 85-100	7	17	9	#	#	#
Percentage of Tested Scoring 55-100	86%	72%	80%	#	#	#
Percentage of Tested Scoring 65-100	56%	39%	44%	#	#	#
Percentage of Tested Scoring 85-100	3%	5%	3%	#	#	#
Physical Setting/Physics						
Number Tested			139			0
Number Scoring 55-100			86			0
Number Scoring 65-100			69			0
Number Scoring 85-100			6			0
Percentage of Tested Scoring 55-100			62%			0%
Percentage of Tested Scoring 65-100			50%			0%
Percentage of Tested Scoring 85-100			4%			0%

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

(Form – G)

Regents Examinations

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
Comprehensive French						
Number Tested	118	69	65	0	1	0
Number Scoring 55-100	111	58	65	0	#	0
Number Scoring 65-100	107	48	65	0	#	0
Number Scoring 85-100	13	17	23	0	#	0
Percentage of Tested Scoring 55-100	94%	84%	100%	0%	#	0%
Percentage of Tested Scoring 65-100	91%	70%	100%	0%	#	0%
Percentage of Tested Scoring 85-100	11%	25%	35%	0%	#	0%
Comprehensive Italian						
Number Tested	0	0	0	0	0	0
Number Scoring 55-100	0	0	0	0	0	0
Number Scoring 65-100	0	0	0	0	0	0
Number Scoring 85-100	0	0	0	0	0	0
Percentage of Tested Scoring 55-100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 65-100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 85-100	0%	0%	0%	0%	0%	0%
Comprehensive German						
Number Tested	0	0	0	0	0	0
Number Scoring 55-100	0	0	0	0	0	0
Number Scoring 65-100	0	0	0	0	0	0
Number Scoring 85-100	0	0	0	0	0	0
Percentage of Tested Scoring 55-100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 65-100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 85-100	0%	0%	0%	0%	0%	0%
Comprehensive Hebrew						
Number Tested	0	0	0	0	0	0
Number Scoring 55-100	0	0	0	0	0	0
Number Scoring 65-100	0	0	0	0	0	0
Number Scoring 85-100	0	0	0	0	0	0
Percentage of Tested Scoring 55-100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 65-100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 85-100	0%	0%	0%	0%	0%	0%
Comprehensive Spanish						
Number Tested	218	211	211	3	1	3
Number Scoring 55-100	197	201	203	#	#	#
Number Scoring 65-100	177	181	186	#	#	#
Number Scoring 85-100	47	51	47	#	#	#
Percentage of Tested Scoring 55-100	90%	95%	96%	#	#	#
Percentage of Tested Scoring 65-100	81%	86%	88%	#	#	#
Percentage of Tested Scoring 85-100	22%	24%	22%	#	#	#
Comprehensive Latin						
Number Tested	0	0	0	0	0	0
Number Scoring 55-100	0	0	0	0	0	0
Number Scoring 65-100	0	0	0	0	0	0
Number Scoring 85-100	0	0	0	0	0	0
Percentage of Tested Scoring 55-100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 65-100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 85-100	0%	0%	0%	0%	0%	0%

(Form - H)

Regents Examinations

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
Sequential Mathematics, Course III (last administered January 2004)						
Number Tested	207	241	33	1	2	0
Number Scoring 55-100	181	180	21	#	#	0
Number Scoring 65-100	166	156	16	#	#	0
Number Scoring 85-100	84	53	4	#	#	0
Percentage of Tested Scoring 55-100	87%	75%	64%	#	#	0%
Percentage of Tested Scoring 65-100	80%	65%	48%	#	#	0%
Percentage of Tested Scoring 85-100	41%	22%	12%	#	#	0%

Introduction to Occupations Examination

	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
General-Education Students	11	27%	12	58%	17	53%
Students with Disabilities	1	#	0	0%	4	#

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

Elementary-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
Nov 2003	General-Education Students	522	3%	8%	63%	26%
	Students with Disabilities	122	32%	12%	45%	11%
	All Students	644	9%	9%	60%	23%

Middle-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
June 2004	General-Education Students	501	1%	53%	40%	7%
	Students with Disabilities	108	15%	64%	21%	0%
	All Students	609	3%	55%	36%	6%

(Form - I)

New York State Alternate Assessments (NYSAA) 2003–04

Test	Count of Students					
	Tested	Not Tested	Level 1	Level 2	Level 3	Level 4
Elementary Level						
Social Studies	3	0	#	#	#	#
Middle Level						
Social Studies	0	0	0	0	0	0
Secondary Level						
English Language Arts	8	2	0	1	0	7
Social Studies	7	3	0	1	0	6
Mathematics	6	4	0	0	1	5
Science	7	3	0	0	0	7

2000 Cohort Performance on Regents Examinations after Four Years

	General-Education Students			Students with Disabilities			All Students		
	Global History & Geo.	U.S. History & Gov't	Science	Global History & Geo.	U.S. History & Gov't	Science	Global History & Geo.	U.S. History & Gov't	Science
Cohort Enrollment	414	414	414	58	58	58	472	472	472
Number Scoring 55–64	55	46	34	7	7	4	62	53	38
Number Scoring 65–84	302	226	287	6	11	19	308	237	306
Number Scoring 85–100	42	122	82	2	3	0	44	125	82
Approved Alternatives	0	0	0	0	0	0	0	0	0

(Form – J)

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

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
Listening and Speaking (Grade K-1)						
Number Tested			17			0
Beginning (0-18)			1			0
Intermediate (19-31)			3			0
Advanced (32-36)			8			0
Proficient (37-39)			5			0
Reading and Writing (Grade K-1)						
Number Tested			17			0
Beginning (0-14)			3			0
Intermediate (15-24)			4			0
Advanced (25-32)			8			0
Proficient (33-35)			2			0
Listening and Speaking (Grade 2-4)						
Number Tested			27			2
Beginning (0-18)			0			#
Intermediate (19-31)			3			#
Advanced (32-36)			7			#
Proficient (37-39)			17			#
Reading and Writing (Grade 2-4)						
Number Tested			27			2
Beginning (0-14)			4			#
Intermediate (15-24)			10			#
Advanced (25-32)			8			#
Proficient (33-35)			5			#
Listening and Speaking (Grade 5-6)						
Number Tested			20			5
Beginning (0-18)			0			0
Intermediate (19-31)			0			0
Advanced (32-36)			8			3
Proficient (37-39)			12			2
Reading and Writing (Grade 5-6)						
Number Tested			20			5
Beginning (0-14)			0			0
Intermediate (15-24)			8			3
Advanced (25-32)			10			2
Proficient (33-35)			2			0

*The NYSESLAT was first administered in the 2002-03 school year, but complete data for all school districts were not available until 2003-04.

(Form - K)

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

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
Listening and Speaking (Grade 7-8)						
Number Tested			7			0
Beginning (0-18)			0			0
Intermediate (19-31)			0			0
Advanced (32-36)			5			0
Proficient (37-39)			2			0
Reading and Writing (Grade 7-8)						
Number Tested			7			0
Beginning (0-14)			0			0
Intermediate (15-24)			0			0
Advanced (25-32)			1			0
Proficient (33-35)			6			0
Listening and Speaking (Grade 9-12)						
Number Tested			14			0
Beginning (0-18)			0			0
Intermediate (19-31)			2			0
Advanced (32-36)			5			0
Proficient (37-39)			7			0
Reading and Writing (Grade 9-12)						
Number Tested			14			0
Beginning (0-14)			0			0
Intermediate (15-24)			7			0
Advanced (25-32)			5			0
Proficient (33-35)			2			0

*The NYSESLAT was first administered in the 2002-03 school year, but complete data for all school districts were not available until 2003-04.

(Form - L)