

The University of the State of New York  
**The State Education Department**



**ANALYSES BY STUDENT SUBGROUP OF SCHOOL  
PERFORMANCE IN ENGLISH LANGUAGE ARTS  
AND MATHEMATICS**  
for  
**Niagara Falls City School District**

Historically, on State assessments the average performance of Black, Hispanic, and Native American students has been lower than that of White and Asian students. Similarly, students from low-income families have not performed as well as those from higher income families. A high priority of the Board of Regents is to eliminate these gaps in student performance. In addition, Title 1 of the federal Elementary and Secondary Education Act includes explicit requirements “to ensure that students served by Title 1 are given the same opportunity to achieve to high standards and are held to the same high expectations as all students in each State.” Beginning with this report card, New York State will report performance data by gender, disability status, racial/ethnic group, English proficiency status, migrant status, and income level. District reports do not show high school performance data by gender, racial/ethnic group, migrant status, or income level because data were available only from high schools that received Title 1 funding.

The purpose of the analyses on the following pages is to determine if students who perform below the standards in this district tend to fall into particular groups, such as minority students, English language learners, or economically disadvantaged students. If these analyses provide evidence that students in one of the groups achieve at a lower level than other students, the district and community should examine the reasons for this lower performance and make necessary changes in curriculum, instruction and student support services to remedy these performance gaps.

It is important that programmatic changes be based on valid and reliable data. If a district does not have 20 students in a group in a given year, the district should evaluate results for students in this group over a period of years to make programmatic decisions. To protect the privacy of students, the Department’s policy is never to publish data for groups with fewer than five students, nor to publish data that would allow readers to easily determine the performance of a group smaller than five. If the number of students in small group racial/ethnic groups exceeds four, the aggregate performance of students in these groups is shown in the last row (Small Group Totals) of Results by Race/Ethnicity.

# Elementary English Language Arts

A description of the performance levels and summary results for all general-education students and all students with disabilities can be found in the *Overview* of the New York State Report Card.

Student Subgroup	Counts of Students								Percentages of Tested Students	
	Not Tested			Tested					Level 2-4	Level 3-4
	ALT	ELL	No Valid Score	Level 1	Level 2	Level 3	Level 4	Total		
<b>Results by Race/Ethnicity</b>										
American Indian/Alaskan Native	0	0	0	1	10	9	1	21	95%	48%
Black	3	0	3	18	121	109	5	253	93%	45%
Hispanic	1	1	0	1	4	7	2	14	93%	64%
Asian or Pacific Islander	0	3	0	0	3	5	0	8	100%	63%
White	5	1	4	8	116	223	60	407	98%	70%
Total	9	5	7	28	254	353	68	703	96%	60%
Small Group Totals (s)	0	0	0	0	0	0	0	0	0%	0%
<b>Results by Gender</b>										
Female	5	4	3	11	119	166	43	339	97%	62%
Male	4	1	4	17	135	187	25	364	95%	58%
Total	9	5	7	28	254	353	68	703	96%	60%
<b>Results by English Proficiency Status</b>										
English Proficient	8	0	7	28	252	350	68	698	96%	60%
Limited English Proficient	1	5	0	0	2	3	0	5	100%	60%
Total	9	5	7	28	254	353	68	703	96%	60%
<b>Results by Income Level</b>										
Economically Disadvantaged	5	5	7	24	196	210	25	455	95%	52%
Not Disadvantaged	4	0	0	4	58	143	43	248	98%	75%
Total	9	5	7	28	254	353	68	703	96%	60%
<b>Results by Migrant Status</b>										
Migrant Family	0	0	0	0	0	0	0	0	0%	0%
Not Migrant Family	9	5	7	28	254	353	68	703	96%	60%
Total	9	5	7	28	254	353	68	703	96%	60%

**Note.** ALT designates severely disabled students eligible for the New York State Alternate Assessment; ELL designates English language learners eligible for an alternative assessment of proficiency in reading English; and No Valid Score designates students who did not receive a valid test score because of absence from all or part of the test or because the test was administered under nonstandard conditions.

# Elementary Mathematics

A description of the performance levels and summary results for all general-education students and all students with disabilities can be found in the *Overview* of the New York State Report Card.

Student Subgroup	Counts of Students								Percentages of Tested Students	
	Not Tested			Tested					Level 2-4	Level 3-4
	ALT	ELL	No Valid Score	Level 1	Level 2	Level 3	Level 4	Total		
<b>Results by Race/Ethnicity</b>										
American Indian/Alaskan Native	0	0	0	2	4	11	5	22	91%	73%
Black	4	0	2	12	77	139	27	255	95%	65%
Hispanic	1	1	1	1	3	3	5	12	92%	67%
Asian or Pacific Islander	0	3	0	0	0	5	2	7	100%	100%
White	5	1	6	5	55	196	143	399	99%	85%
Total	10	5	9	20	139	354	182	695	97%	77%
Small Group Totals (s)	0	0	0	0	0	0	0	0	0%	0%
<b>Results by Gender</b>										
Female	6	4	6	8	73	162	89	332	98%	76%
Male	4	1	3	12	66	192	93	363	97%	79%
Total	10	5	9	20	139	354	182	695	97%	77%
<b>Results by English Proficiency Status</b>										
English Proficient	9	0	9	20	139	351	180	690	97%	77%
Limited English Proficient	1	5	0	0	0	3	2	5	100%	100%
Total	10	5	9	20	139	354	182	695	97%	77%
<b>Results by Income Level</b>										
Economically Disadvantaged	6	5	8	19	105	231	91	446	96%	72%
Not Disadvantaged	4	0	1	1	34	123	91	249	100%	86%
Total	10	5	9	20	139	354	182	695	97%	77%
<b>Results by Migrant Status</b>										
Migrant Family	0	0	0	0	0	0	0	0	0%	0%
Not Migrant Family	10	5	9	20	139	354	182	695	97%	77%
Total	10	5	9	20	139	354	182	695	97%	77%

**Note.** ALT designates severely disabled students eligible for the New York State Alternate Assessment; ELL designates English language learners eligible for an alternative assessment of proficiency in reading English; and No Valid Score designates students who did not receive a valid test score because of absence from all or part of the test or because the test was administered under nonstandard conditions.

# Middle-Level English Language Arts

A description of the performance levels and summary results for all general-education students and all students with disabilities can be found in the *Overview* of the New York State Report Card.

Student Subgroup	Counts of Students								Percentages of Tested Students	
	Not Tested			Tested					Level 2-4	Level 3-4
	ALT	ELL	No Valid Score	Level 1	Level 2	Level 3	Level 4	Total		
<b>Results by Race/Ethnicity</b>										
American Indian/Alaskan Native	0	0	6	7	16	2	0	25	72%	8%
Black	5	0	17	53	95	23	2	173	69%	14%
Hispanic	0	0	2	5	11	1	0	17	71%	6%
Asian or Pacific Islander	0	0	0	2	5	2	0	9	78%	22%
White	3	0	18	48	207	118	25	398	88%	36%
Total	8	0	43	115	334	146	27	622	82%	28%
Small Group Totals (s)	0	0	0	0	0	0	0	0	0%	0%
<b>Results by Gender</b>										
Female	2	0	22	37	158	88	21	304	88%	36%
Male	6	0	21	78	176	58	6	318	75%	20%
Total	8	0	43	115	334	146	27	622	82%	28%
<b>Results by English Proficiency Status</b>										
English Proficient	8	0	41	111	331	146	27	615	82%	28%
Limited English Proficient	0	0	2	4	3	0	0	7	43%	0%
Total	8	0	43	115	334	146	27	622	82%	28%
<b>Results by Income Level</b>										
Economically Disadvantaged	5	0	26	81	179	42	6	308	74%	16%
Not Disadvantaged	3	0	17	34	155	104	21	314	89%	40%
Total	8	0	43	115	334	146	27	622	82%	28%
<b>Results by Migrant Status</b>										
Migrant Family	0	0	0	0	0	0	0	0	0%	0%
Not Migrant Family	8	0	43	115	334	146	27	622	82%	28%
Total	8	0	43	115	334	146	27	622	82%	28%

**Note.** ALT designates severely disabled students eligible for the New York State Alternate Assessment; ELL designates English language learners eligible for an alternative assessment of proficiency in reading English; and No Valid Score designates students who did not receive a valid test score because of absence from all or part of the test or because the test was administered under nonstandard conditions.

# Middle-Level Mathematics

A description of the performance levels and summary results for all general-education students and all students with disabilities can be found in the *Overview* of the New York State Report Card.

Student Subgroup	Counts of Students								Percentages of Tested Students	
	Not Tested			Tested					Level 2-4	Level 3-4
	ALT	ELL	No Valid Score	Level 1	Level 2	Level 3	Level 4	Total		
<b>Results by Race/Ethnicity</b>										
American Indian/Alaskan Native	0	0	8	6	9	8	0	23	74%	35%
Black	5	0	13	82	69	25	0	176	53%	14%
Hispanic	0	0	3	7	6	3	0	16	56%	19%
Asian or Pacific Islander	0	0	0	3	3	3	0	9	67%	33%
White	7	0	13	85	188	119	7	399	79%	32%
Total	12	0	37	183	275	158	7	623	71%	26%
Small Group Totals (s)	0	0	0	0	0	0	0	0	0%	0%
<b>Results by Gender</b>										
Female	5	0	20	79	141	79	3	302	74%	27%
Male	7	0	17	104	134	79	4	321	68%	26%
Total	12	0	37	183	275	158	7	623	71%	26%
<b>Results by English Proficiency Status</b>										
English Proficient	12	0	35	179	272	158	7	616	71%	27%
Limited English Proficient	0	0	2	4	3	0	0	7	43%	0%
Total	12	0	37	183	275	158	7	623	71%	26%
<b>Results by Income Level</b>										
Economically Disadvantaged	8	0	23	120	136	50	2	308	61%	17%
Not Disadvantaged	4	0	14	63	139	108	5	315	80%	36%
Total	12	0	37	183	275	158	7	623	71%	26%
<b>Results by Migrant Status</b>										
Migrant Family	0	0	0	0	0	0	0	0	0%	0%
Not Migrant Family	12	0	37	183	275	158	7	623	71%	26%
Total	12	0	37	183	275	158	7	623	71%	26%

**Note.** ALT designates severely disabled students eligible for the New York State Alternate Assessment; ELL designates English language learners eligible for an alternative assessment of proficiency in reading English; and No Valid Score designates students who did not receive a valid test score because of absence from all or part of the test or because the test was administered under nonstandard conditions.

# 1997 High School Cohort

General-education students who first entered ninth grade in 1997 must score 55 or higher on Regents English and mathematics examinations to graduate. During the phase-in of the Regents examination graduation requirements, all students (with local Board approval) may qualify for a local diploma by earning a score of 55-64 on the required Regents examinations; a score of 65 or higher is required for a Regents diploma. Students with disabilities and certain Section 504 students may qualify for a local diploma by passing Regents competency tests. Data on this page are based on the *Special Regents Examination Report* for the 1997 Cohort.

## Performance on the English Graduation Assessment Requirement

Student Subgroup	Students in Cohort	Count of Students by Score			Percent Meeting Graduation Requirement
		Regents		Passed RCTs	
		55-64	65-100		
General Education	339	57	269	0	96%
Students with Disabilities	26	8	3	7	69%
<b>Total</b>	365	65	272	7	94%
Results by English Language Proficiency					
English Proficient	362	s	s	s	s
Limited English Proficient	3	s	s	s	s
<b>Total</b>	365	65	272	7	94%

## Performance on the Mathematics Graduation Assessment Requirement

Student Subgroup	Students in Cohort	Count of Students by Score			Percent Meeting Graduation Requirement
		Regents		Passed RCTs	
		55-64	65-100		
General Education	339	64	255	1	94%
Students with Disabilities	26	1	4	7	46%
<b>Total</b>	365	65	259	8	91%

## Students Not Counted in the Cohort

Student Group	First-Time Ninth-Graders in Fall 1997	Students in Cohort in June 2001	Students Eliminated after October 1999			
			Eligible for Alternate Assessment	ELL Students Entering US at 17 or over	Transferred to GED or Another High School	Died or Left the USA
<b>Total</b>		365				