

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	2000–2001	2001–2002	2002–2003
Pre-K	258	278	289
Kindergarten	642	601	595
First	692	688	651
Second	710	664	644
Third	764	687	639
Fourth	708	729	642
Fifth	639	681	715
Sixth	609	669	685
Ungraded Elementary	172	114	147
Seventh	688	612	681
Eighth	626	688	587
Ninth	663	673	710
Tenth	632	639	593
Eleventh	544	561	550
Twelfth	465	495	507
Ungraded Secondary	269	300	294
Total K-12 Enrollment	8823	8801	8640

Student Racial/Ethnic Origin

Race/Ethnicity	2000–2001		2001–2002		2002–2003	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
American Indian, Alaskan, Asian, or Pacific Islander	376	4.3%	414	4.7%	395	4.6%
Black (Not Hispanic)	2967	33.6%	2983	33.9%	3005	34.8%
Hispanic	180	2.0%	182	2.1%	178	2.1%
White (Not Hispanic)	5300	60.1%	5222	59.3%	5062	58.6%

Average Class Size

Grade Level	2000–2001	2001–2002	2002–2003
Kindergarten	18	19	19
Common Branch	20	20	20
English Grade 8	21	23	20
Mathematics Grade 8	22	23	20
Science Grade 8	22	22	20
Social Studies Grade 8	21	24	20
English Grade 10	20	20	21
Mathematics Grade 10	18	12	23
Science Grade 10	20	17	24
Social Studies Grade 10	20	20	22

(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

	2000–2001		2001–2002		2002–2003	
	Count	Percent	Count	Percent	Count	Percent
Limited English Proficient	119	1.3%	123	1.4%	100	1.1%
Eligible for Free Lunch	3726	42.2%	3837	43.6%	3578	41.4%

Attendance and Suspension

	1999–2000		2000–2001		2001–2002	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
Annual Attendance Rate		94.3%		92.2%		92.5%
Student Suspensions	1323	15.0%	1046	11.9%	1176	13.4%

Student Socioeconomic and Stability Indicators (Percent of Enrollment)

	2000–2001	2001–2002	2002–2003
Reduced Lunch	12.3%	10.1%	9.9%
Public Assistance	NA	NA	NA
Student Stability	NA	NA	NA

Staff Counts

Staff	2002–2003
Total Teachers	599
Total Other Professional Staff	78
Total Paraprofessionals	325
Teaching Out of Certification*	31
Teachers with Temporary Licenses	0

*Teaching out of certification more than on an incidental basis. Teachers with temporary licenses are also counted as teaching out of certification.

(Form – B)

High School Graduates and Noncompleters

High School Graduates Earning Regents Diplomas*

	2000–2001			2001–2002			2002–2003		
	Total Grads	Regents Diplomas	% Regents Diplomas	Total Grads	Regents Diplomas	% Regents Diplomas	Total Grads	Regents Diplomas	% Regents Diplomas
General Education	345	135	39%	343	133	39%	369	176	48%
Students with Disabilities	19	0	0%	19	0	0%	17	0	0%
All Students	364	135	37%	362	133	37%	386	176	46%

*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 during the 2001–2002 school year, diploma counts and percentage of graduates earning Regents diplomas are not necessarily comparable between years. Data for the 2000-2001 school year include January, June and August 2001 graduates; data for the 2001-2002 school year include January and June 2002 graduates; data for the 2002–2003 school year include August 2002 and January and June 2003 graduates.

Distribution of 2002–2003 Graduates (All Students)

	To 4-year College	To 2-year College	To Other Post-Secondary	To the Military	To Employment	Other
Number	137	121	26	0	80	22
Percent	35%	31%	7%	0%	21%	6%

Number of High School Completers with Disabilities in 2002–2003

Graduates* (a)	Regents Diplomas (b)	IEP Diplomas or Certificates (c)	All 2002–2003 Completers (a+c)
17	0	27	44

*Local Diplomas (including local diplomas with Regents endorsements)

High School Noncompletion Rates

		2000–2001		2001–2002		2002–2003	
		No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
General-Education Students	Dropped Out			73		12	
	Entered GED Program*			143		118	
	Total Noncompleters			216		130	
Students with Disabilities	Dropped Out			6		16	
	Entered GED Program*			16		21	
	Total Noncompleters			22		37	
All Students	Dropped Out	0	0.0%	79	3.1%	28	1.1%
	Entered GED Program*	65	2.7%	159	6.3%	139	5.5%
	Total Noncompleters	65	2.7%	238	9.4%	167	6.6%

*The number and percentage of students who left K-12, diploma-bound systems and entered an alternative 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	2000-01	2001-02	2002-03
K-1		0%	0%
2-3		0%	0%

Students Developing a Career Plan, 4-12

Grades		2000-01	2001-02	2002-03
4-5	Number of General-Education Students		0	0
	Number of Students with Disabilities		0	0
	Number of All Students		0	0
	Percent of Enrollment		0%	0%
6-8	Number of General-Education Students		0	191
	Number of Students with Disabilities		0	50
	Number of All Students		0	241
	Percent of Enrollment		0%	12%
9-12	Number of General-Education Students		0	234
	Number of Students with Disabilities		0	141
	Number of All Students		0	375
	Percent of Enrollment		0%	15%

Second Language Proficiency Examinations

General-Education Students

Test	2000-2001		2001-2002		2002-2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	337	78%	186	78%	146	94%
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	708	79%	442	83%	466	87%

Students with Disabilities

Test	2000-2001		2001-2002		2002-2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	11	36%	2	#	2	#
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	40	28%	23	78%	27	74%

(Form-D)

Regents Competency Tests

General-Education Students

Test	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	11	82%	11	91%	7	86%
Science	58	59%	26	54%	8	50%
Reading	1	#	4	#	3	#
Writing	0	0%	6	17%	2	#
Global Studies	33	42%	4	#	4	#
U.S. Hist & Gov't	42	55%	5	80%	6	83%

Students with Disabilities

Test	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	33	67%	85	69%	121	56%
Science	49	22%	55	31%	86	28%
Reading	31	77%	33	64%	36	56%
Writing	32	81%	32	50%	27	59%
Global Studies	34	29%	16	25%	55	20%
U.S. Hist & Gov't	21	48%	9	11%	22	41%

(Form – E)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Comprehensive English						
Number Tested	470	455	517	38	26	36
Number Scoring 55–100	426	416	468	22	13	26
Number Scoring 65–100	351	323	415	12	6	20
Number Scoring 85–100	60	86	82	0	4	0
Percentage of Tested Scoring 55–100	91%	91%	91%	58%	50%	72%
Percentage of Tested Scoring 65–100	75%	71%	80%	32%	23%	56%
Percentage of Tested Scoring 85–100	13%	19%	16%	0%	15%	0%
Mathematics A						
Number Tested	0	38	502	0	2	24
Number Scoring 55–100	0	6	388	0	#	9
Number Scoring 65–100	0	1	310	0	#	7
Number Scoring 85–100	0	0	30	0	#	0
Percentage of Tested Scoring 55–100	0%	16%	77%	0%	#	38%
Percentage of Tested Scoring 65–100	0%	3%	62%	0%	#	29%
Percentage of Tested Scoring 85–100	0%	0%	6%	0%	#	0%
Mathematics B (first administered June 2001)						
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%
Global History and Geography						
Number Tested	639	521	684	54	52	83
Number Scoring 55–100	566	453	534	35	24	41
Number Scoring 65–100	392	372	404	20	10	24
Number Scoring 85–100	78	45	73	1	2	2
Percentage of Tested Scoring 55–100	89%	87%	78%	65%	46%	49%
Percentage of Tested Scoring 65–100	61%	71%	59%	37%	19%	29%
Percentage of Tested Scoring 85–100	12%	9%	11%	2%	4%	2%
U.S. History and Government (first administered June 2001)						
Number Tested	455	505	508	32	39	36
Number Scoring 55–100	365	470	465	14	24	30
Number Scoring 65–100	286	370	394	6	14	20
Number Scoring 85–100	81	72	131	0	1	4
Percentage of Tested Scoring 55–100	80%	93%	92%	44%	62%	83%
Percentage of Tested Scoring 65–100	63%	73%	78%	19%	36%	56%
Percentage of Tested Scoring 85–100	18%	14%	26%	0%	3%	11%

(Form – F)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Living Environment (first administered June 2001)						
Number Tested	553	548	667	52	78	83
Number Scoring 55–100	487	504	550	27	56	41
Number Scoring 65–100	417	444	442	16	42	26
Number Scoring 85–100	33	44	44	1	1	1
Percentage of Tested Scoring 55–100	88%	92%	82%	52%	72%	49%
Percentage of Tested Scoring 65–100	75%	81%	66%	31%	54%	31%
Percentage of Tested Scoring 85–100	6%	8%	7%	2%	1%	1%
Physical Setting/Earth Science (first administered June 2001)						
Number Tested	432	465	459	33	32	43
Number Scoring 55–100	378	401	382	19	19	34
Number Scoring 65–100	341	338	307	17	14	27
Number Scoring 85–100	71	84	55	3	1	1
Percentage of Tested Scoring 55–100	88%	86%	83%	58%	59%	79%
Percentage of Tested Scoring 65–100	79%	73%	67%	52%	44%	63%
Percentage of Tested Scoring 85–100	16%	18%	12%	9%	3%	2%
Physical Setting/Chemistry (first administered June 2002)						
Number Tested		201	322		2	2
Number Scoring 55–100		172	231		#	#
Number Scoring 65–100		112	126		#	#
Number Scoring 85–100		7	17		#	#
Percentage of Tested Scoring 55–100		86%	72%		#	#
Percentage of Tested Scoring 65–100		56%	39%		#	#
Percentage of Tested Scoring 85–100		3%	5%		#	#
Physical Setting/Physics (first administered June 2002)*						
Number Tested						
Number Scoring 55–100						
Number Scoring 65–100						
Number Scoring 85–100						
Percentage of Tested Scoring 55–100						
Percentage of Tested Scoring 65–100						
Percentage of Tested Scoring 85–100						

* Physical Setting/Physics results are not included in the report card because the Department is issuing a new conversion chart for this assessment. Data currently available to the Department are based on the original conversion chart for the assessment.
(Form – G)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Comprehensive French						
Number Tested	155	118	69	1	0	1
Number Scoring 55–100	144	111	58	#	0	#
Number Scoring 65–100	133	107	48	#	0	#
Number Scoring 85–100	26	13	17	#	0	#
Percentage of Tested Scoring 55–100	93%	94%	84%	#	0%	#
Percentage of Tested Scoring 65–100	86%	91%	70%	#	0%	#
Percentage of Tested Scoring 85–100	17%	11%	25%	#	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	243	218	211	3	3	1
Number Scoring 55–100	231	197	201	#	#	#
Number Scoring 65–100	222	177	181	#	#	#
Number Scoring 85–100	83	47	51	#	#	#
Percentage of Tested Scoring 55–100	95%	90%	95%	#	#	#
Percentage of Tested Scoring 65–100	91%	81%	86%	#	#	#
Percentage of Tested Scoring 85–100	34%	22%	24%	#	#	#
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	2002	2003	2001	2002	2003
Sequential Mathematics, Course II (last administered January 2003)						
Number Tested	418	369	83	8	6	1
Number Scoring 55–100	225	308	65	0	5	#
Number Scoring 65–100	189	275	55	0	4	#
Number Scoring 85–100	66	59	8	0	0	#
Percentage of Tested Scoring 55–100	54%	83%	78%	0%	83%	#
Percentage of Tested Scoring 65–100	45%	75%	66%	0%	67%	#
Percentage of Tested Scoring 85–100	16%	16%	10%	0%	0%	#
Sequential Mathematics, Course III						
Number Tested	190	207	241	1	1	2
Number Scoring 55–100	126	181	180	#	#	#
Number Scoring 65–100	105	166	156	#	#	#
Number Scoring 85–100	37	84	53	#	#	#
Percentage of Tested Scoring 55–100	66%	87%	75%	#	#	#
Percentage of Tested Scoring 65–100	55%	80%	65%	#	#	#
Percentage of Tested Scoring 85–100	19%	41%	22%	#	#	#

(Form – I)

Introduction to Occupations Examination

	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
General-Education Students	29	72%	11	27%	12	58%
Students with Disabilities	4	#	1	#	0	0%

On school reports, 2000–2001 and 2001–2002 data are for all students with disabilities enrolled in the school. District reports contain data for all students with disabilities enrolled in the district for the 2000–2001, 2001–2002, and 2002–2003 school years.

Elementary-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
Nov 2002	General-Education Students	570	2%	12%	72%	14%
	Students with Disabilities	125	21%	19%	57%	3%
	All Students	695	6%	13%	69%	12%

Middle-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
June 2003	General-Education Students	458	2%	32%	57%	10%
	Students with Disabilities	122	13%	52%	34%	1%
	All Students	580	4%	36%	52%	8%

(Form – J)

New York State Alternate Assessments (NYSAA) 2002–2003

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

1999 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	427	427	427	67	67	67	494	494	494
Number Scoring 55–64	56	80	32	13	5	2	69	85	34
Number Scoring 65–84	273	242	277	12	11	17	285	253	294
Number Scoring 85–100	75	72	98	3	3	3	78	75	101
Approved Alternatives	0	0	0	0	0	0	0	0	0

(Form – K)