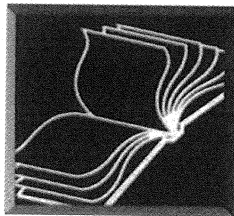


# **City School District of the City of Niagara Falls**

## **General Fund Budget 2024 – 2025**

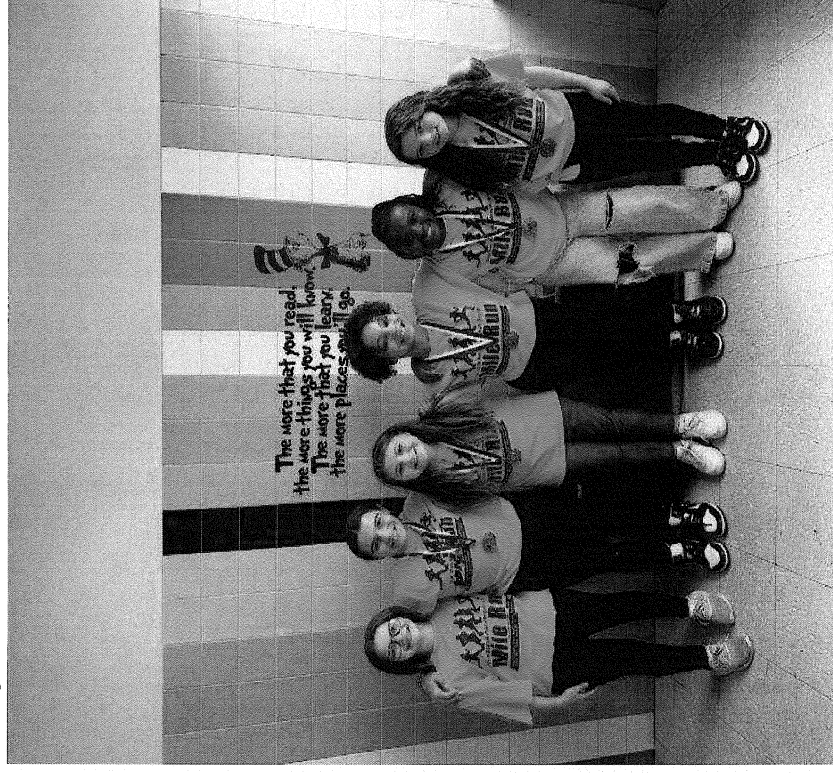
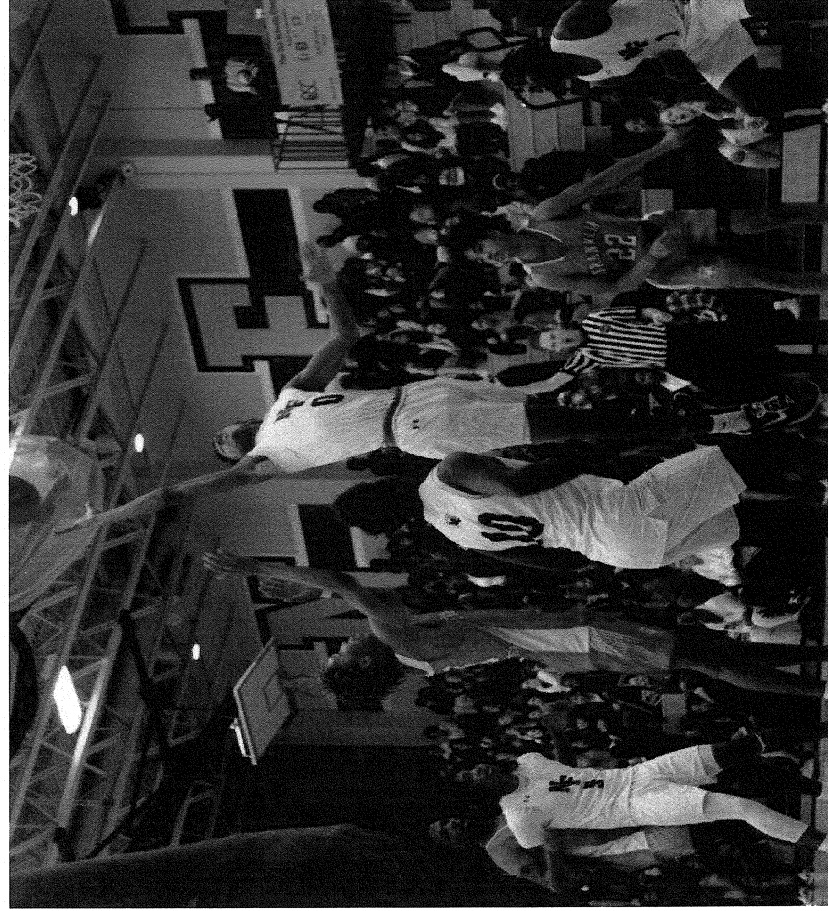


**Mark Laurrie  
Superintendent of Schools  
May 21, 2024**



# NIAGARA FALLS CITY SCHOOL DISTRICT 2024-2025 PROPOSED BUDGET

Tuesday, May 21, 2024





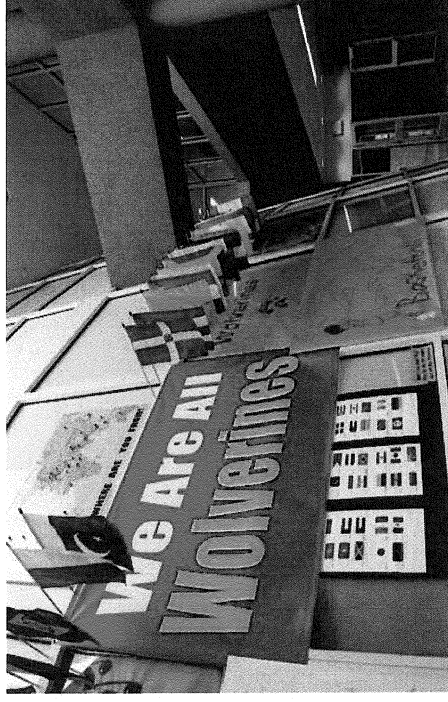
# Tax Levy History

<u>Tax Year</u>	<u>Tax Levy</u>
1994 - 2013	\$25,076,688
2014 - 2024	\$25,828,989
<u>2025 Proposed</u>	<u>\$25,828,989</u>

District Leadership is committed to expanding instructional programming for all students with

## No increase to the tax levy

through strategic use of human, financial and capital resources



# Budget History

**2022-2023 Budget      \$ 164,895,787**

**2023-2024 Budget      \$ 181,504,208**

**Proposed 2024-2025      \$ 190,992,049**

**Increase of:              \$    9,487,841**

Percent change:

5.23%

Consumer price index:

3.61%

The proposed budget does not eliminate any programs or staff. All staff members and programming that were previously funded through American Rescue Plan funds have been retained.

2024 – 2025

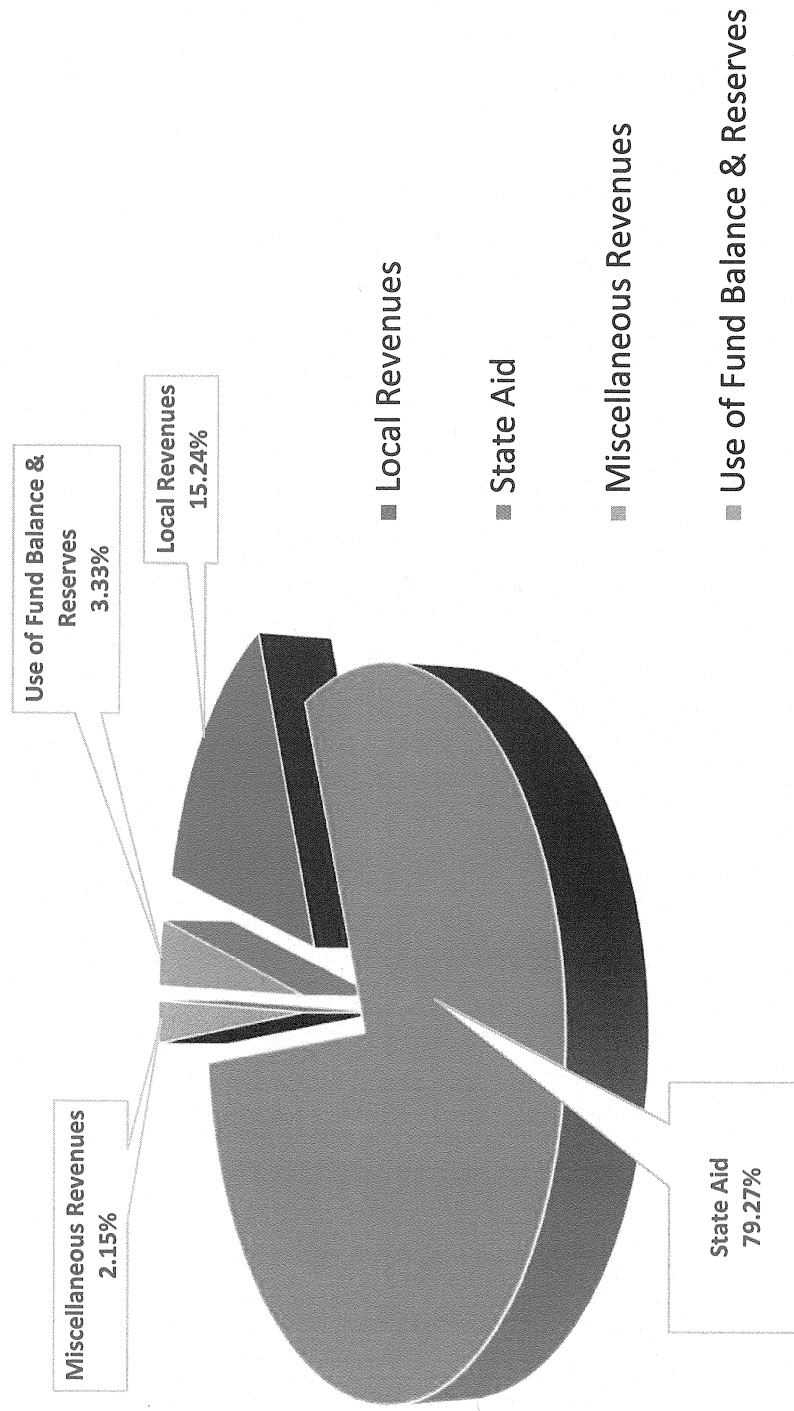
General Fund  
**Revenues**

## 2024 - 2025 Proposed General Fund Budget - Revenue Projections

			2023 - 2024	2024 - 2025	
	Revenue Type	Adopted Budget	Proposed Budget		Description
Local Revenues:					
	Real Property Taxes - Current and Prior Years	\$	24,669,621	\$	25,026,013
	Payments in Lieu of Taxes (PILOTs)		1,200,000		1,200,000
	Interest and Penalties		461,943		488,969
	Tax on Consumer Utility Bills		2,176,430		2,396,097
	Total Local Revenues	\$	28,507,994	\$	29,111,079
State Aid:					
	Foundation Aid		112,886,001		115,011,507
	BOCES Aid		6,902,512		5,458,724
	Transportation Aid		7,730,687		7,911,105
	Building Aid		14,566,737		14,781,230
	Public Excess Cost Aid		2,060,563		1,515,731
	Private Excess Cost Aid		4,143,828		5,470,935
	Charter School Transition Aid		373,424		228,438
	Supplemental Basic Tuition Aid (SBTA)		320,000		319,580
	Textbook, Software, and Library Material Aids		585,021		568,622
	Computer Hardware Aid		144,417		137,723
	Total State Aid	\$	149,713,190	\$	151,403,595
Miscellaneous Revenues:					
	Refund of Prior Year Expenses		868,326		918,326
	Interest, Medicaid, Rentals, Tuitions, Fees		989,698		1,676,639
	Greenway Commission Revenues		-		840,000
	Host Community Revenues		675,000		675,000
	Total Miscellaneous Revenues	\$	2,533,024	\$	4,109,965
Use of Fund Balance and Reserves:					
	Reserves		750,000		4,500,000
	Appropriated Fund Balance		-		1,867,410
	Total Use of Fund Balance and Reserves:	\$	750,000	\$	6,367,410
Total General Fund Revenues		\$	181,504,208	\$	190,992,049

# A Look At Revenue - All Sources

Revenues as a Percentage by Source





# 2024 – 2025 Revenue Highlights

**State Aid:** Increase in Foundation Aid of approximately \$2.1M. Decrease in BOCES aid of approximately \$1.5M as this is an expense based aid.

**Miscellaneous Revenues:** \$840k of Greenway funds will be used for debt service payments.

**Use of Reserves:** \$4,500,000 of reserves plan to be utilized as follows

- \$750,000 – Debt Service Reserve
- \$750,000 – Worker’s Compensation Reserve
- \$1,000,000 – Employee Retirement System Reserve
- \$1,000,000 – Teacher Retirement System Reserve
- \$1,000,000 – Employee Benefit Reserve

**Use of Fund Balance:** \$1,867,410 of fund balance will be appropriated for the 24-25 budget year to close the budget gap.

**Local Tax Revenues:** *No Change to the Tax Levy*

2024 – 2025

General Fund  
**Expenditures**

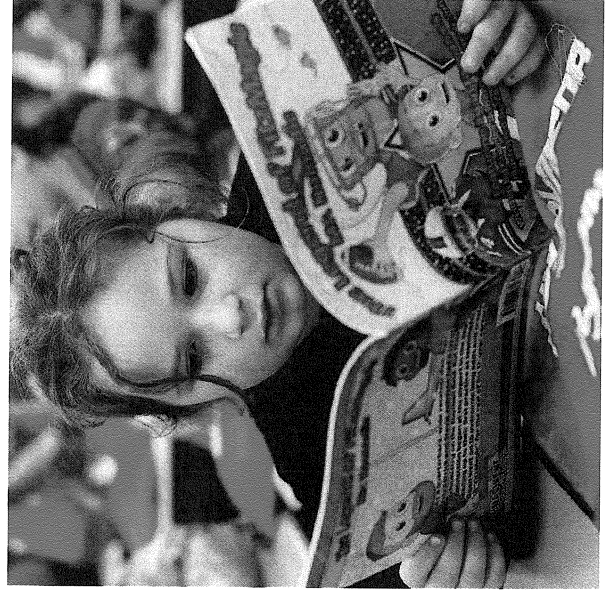
Three Part Budget Format

# 2024 - 2025 Expenditure Projections

## 3 - Part Format

### 2024 - 2025 Expenditure Projections

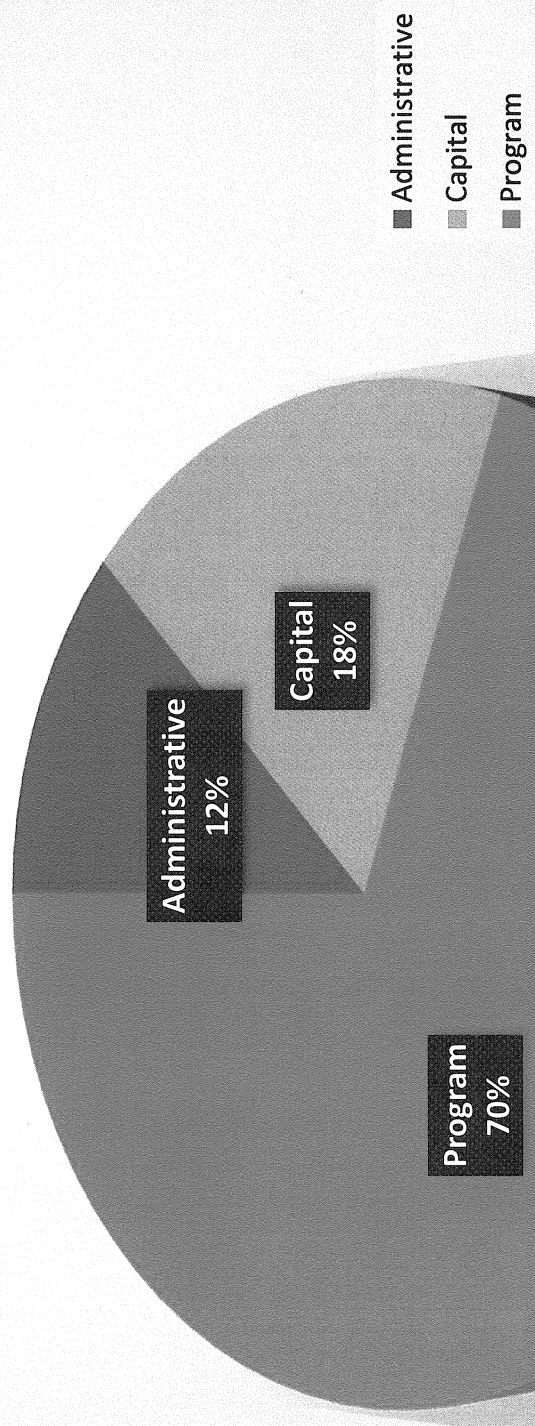
<u>Administrative</u>		<u>Capital</u>	<u>Program</u>
Salaries	1,594,297	Salaries	
Clerical	3,704,382	Utilities	
Insurance	989,423	Supplies / Contracts	Teaching Regular School
Principals / VPs / Admin Duties	6,255,852	Equipment	Special Apportionment
Supplies / Contracts	4,610,232	Debt Service	Supplies / Contracts / Tuitions
Fringe Benefits	5,989,718	Fringe Benefits	Transportation
	\$ 23,143,904		Fringe Benefits
	12.11%	\$ 35,211,199	
		18.44%	
			\$ 132,636,946
			69.45%



# A Look at 2024 – 2025 Expenditures

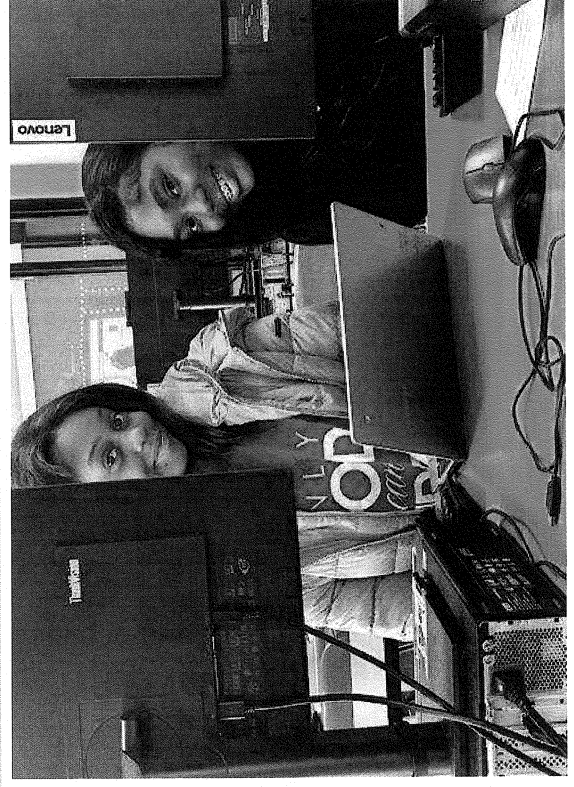
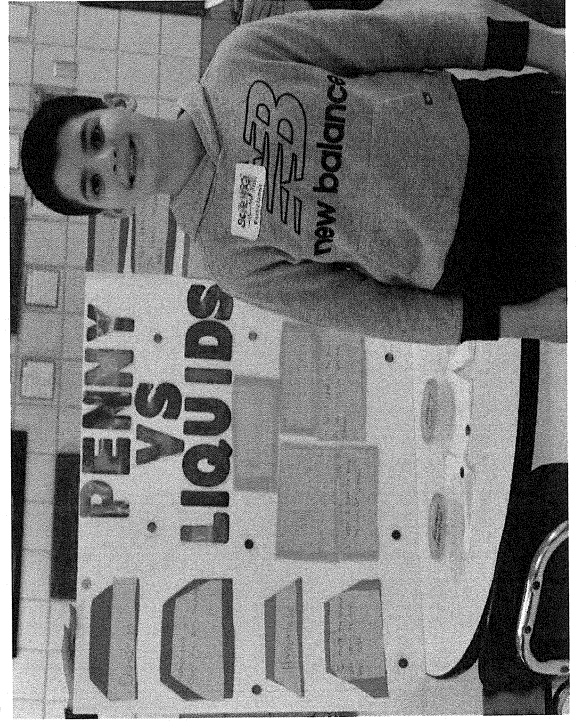
## 3 Part Budget Format

### Total Proposed Spending Plan



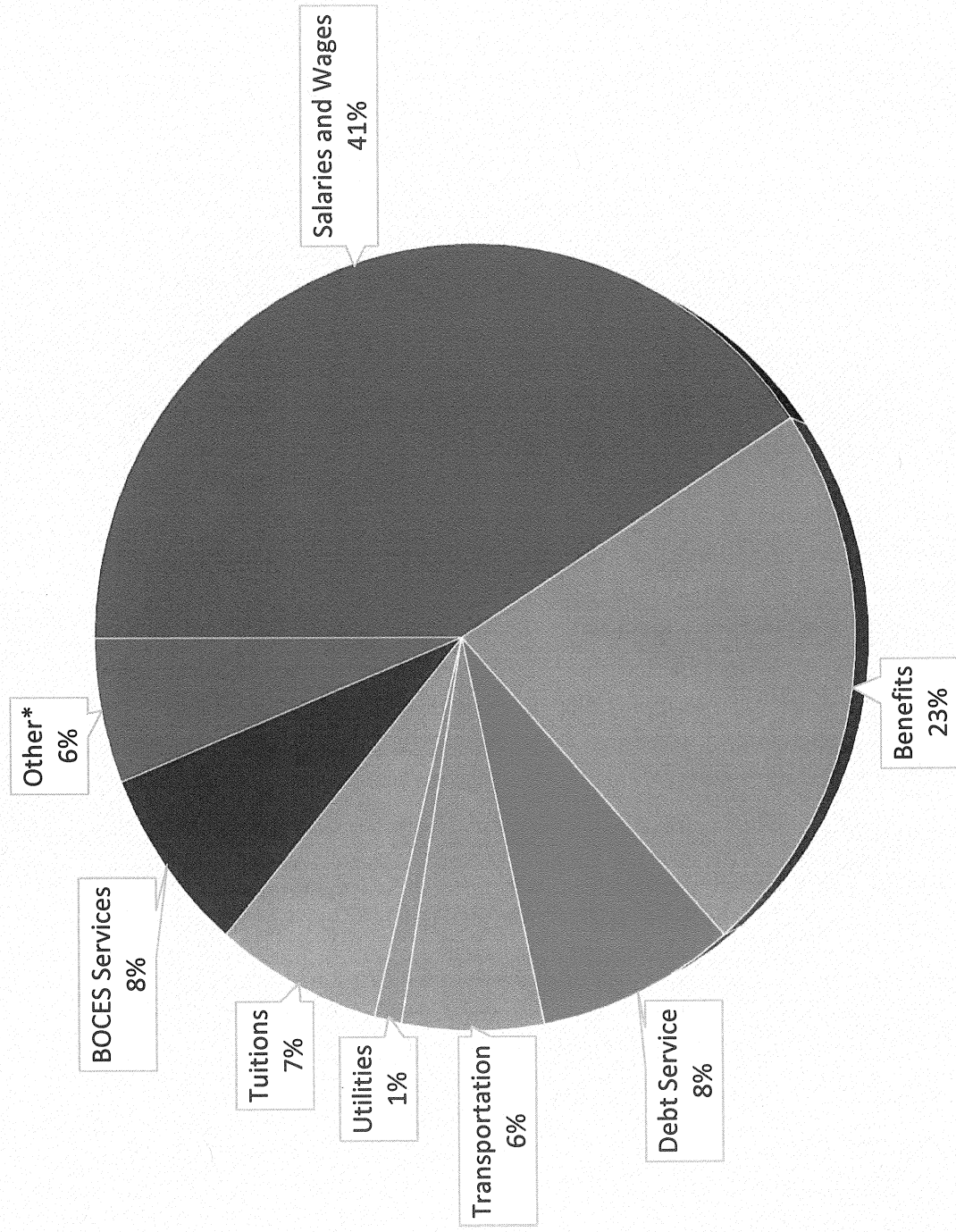
# 2024 - 2025 Projected Expenditures by Type

Salaries and Wages	\$	78,239,160	40.96%
Benefits		42,696,923	22.36%
Debt Service		15,869,163	8.31%
Transportation		11,505,541	6.02%
Utilities		2,226,813	1.17%
Tuitions		13,774,064	7.21%
BOCES Services		14,929,875	7.82%
Other*		11,750,510	6.15%
	\$	190,992,049	100.00%
Other includes contracts, insurance, supplies, and miscellaneous			





## Expenditures by Type



■ Salaries and Wages ■ Benefits ■ Debt Service ■ Transportation ■ Utilities ■ Tuitions ■ BOCES Services ■ Other\*

\*Other includes contracts, insurance, supplies, misc.

# 2024 – 2025 Expenditure Highlights

**Estimated Salary and Wages:** \$4.6M increase includes contractual raises and steps for all bargaining units.

**Health Care – Active & Retiree:** \$2.3M increase based upon rate increases

**Debt Service:** Includes estimated interest of \$750k for cost of bonding for ABOFA project

**Transportation Contracts:** Increase of \$800k to transportation costs based upon anticipated CPI of 3%

**Tuitions:** Increase of \$1.5M includes tuitions for charter schools and out of district special needs placements

**Contract Increases:** Increases to various contracts and service agreements ranging from 3% to 13%

# 2024 - 2025 Contingency Budget

The 2024-2025 Budget Proposal requires a Super Majority.

If a super majority vote is not achieved, the District may be required to operate under a Contingent Budget.

## **These items must be eliminated if the proposed budget is defeated:**

- Student supplies
- Transportation would be limited to State Limits
- Equipment purchases

A contingency budget would result in a reduction from the proposed budget of approximately **\$243,600** and would reduce the District's ability to help students acquire supplies and technology, place restrictions on transportation and the community use of school buildings, and eliminate new equipment.

Tax Levy would be unaffected and remain \$25,828,989

# 2024 - 2025 Contingency Budget Comparison

	2023-2024 Adopted Budget	2024 - 2025 Proposed Budget	2024 - 2025 Contingent Budget
<b><u>Administration</u></b>			
Salaries	1,427,630	1,594,297	1,594,297
Clerical	3,536,650	3,704,382	3,704,382
Insurance	828,048	989,423	989,423
Principals / VPs / Admin Duties	6,076,916	6,255,852	6,255,852
Supplies / Contracts	4,325,980	4,610,232	4,610,232
Fringe Benefits	5,286,220	5,989,718	5,989,718
<b>Total Administration</b>	\$ 21,481,444	\$ 23,143,904	\$ 23,143,904
	11.84%	12.11%	12.13%
<b><u>Program</u></b>			
Teaching Regular School	44,082,725	44,892,662	44,892,662
Special Apportionment	27,028,688	31,390,814	31,390,814
Supplies / Contracts / Tuitions	12,862,344	13,804,397	13,735,897
Transportation	10,732,867	11,532,403	11,532,403
Fringe Benefits	28,214,368	31,016,670	31,016,670
<b>Total Program</b>	\$ 122,920,992	\$ 132,636,946	\$ 132,568,446
	67.72%	69.45%	69.50%
<b><u>Capital</u></b>			
Salaries	7,403,442	7,726,469	7,726,469
Utilities	2,333,181	2,226,813	2,226,813
Supplies / Contracts / Equip	3,755,958	3,726,218	3,551,218
Capital Improvements	925,000	-	-
Debt Service	17,337,820	15,869,163	15,869,163
Fringe Benefits	5,346,371	5,662,536	5,662,536
<b>Total Capital</b>	\$ 37,101,772	\$ 35,211,199	\$ 35,036,199
	20.44%	18.44%	18.37%
<b>Total Budgeted Expenses</b>	\$ 181,504,208	\$ 190,992,049	\$ 190,748,549
	100.00%	100.00%	100.00%
<b>Difference Proposed Vs Contingent</b>			<b>-\$243,500</b>

**NOTE: Per New York State Education Department (NYSED):**

“The contingency budget shall not result in a tax levy greater than the tax levied for the prior school year.” 2024 - 2025 Tax Levy will remain the same amount under a Contingent Budget as presented in the Proposed Budget.

2024 – 2025 Proposed General Fund Budget: \$ 190,992,049

Non–contingent Items must be removed from the budget if district operates under a contingent budget. Those items include (but may not be limited to):

- *Student Supplies* (68,500)
- *Transportation \** (Cannot provide transportation for regular school students living within the 1.5 mile limit)  
- Reduction in service may not translate into reduction of costs (0)
- *Equipment and Vehicle Purchases* (175,000)
- *Use of School Facilities\*\** (Must bill and receive payment before use by community for any costs incurred by the District) (0)

***Estimated Contingent Reduction Total:***

***(\$243,500)***

2024 – 2025 General Fund Estimated Contingent Budget:

**\$ 190,748,549**



# Contingency Budget Detail

## **\*Pupil Transportation During a Contingency Budget**

Only the voters of a school district may change the eligibility distance by proposition.

Simply being in a contingency budget or having a bus purchase proposition voted down, does not change the voter adopted eligibility distance.

Education Law § 2023. Levy of tax for certain purposes without vote; contingency budget

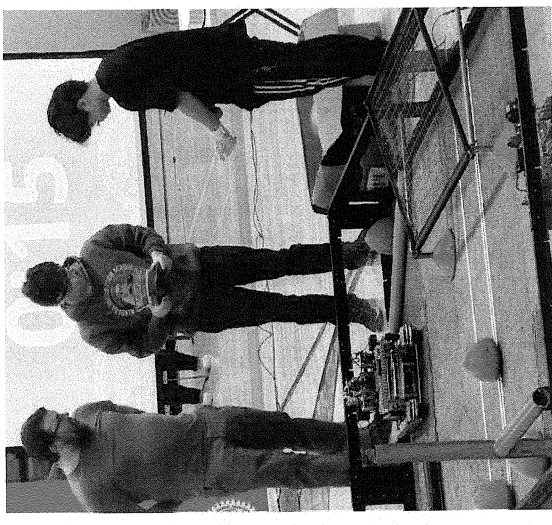
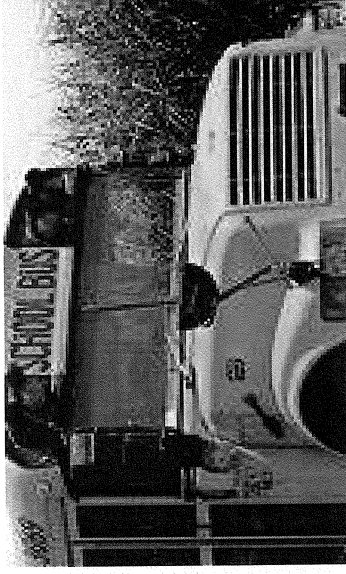
2. Notwithstanding the defeat of a school budget, school districts shall continue to transport students to and from the regular school program in accordance with the mileage limitations previously adopted by the qualified voters of the school district. Such mileage limits shall change only when amended by a special proposition passed by a majority of the qualified voters of the school district. In cases where the school budget is defeated by such qualified voters of the school district, appropriations for transportation costs for purposes other than for transportation to and from the regular school program, and transportation that would constitute an ordinary contingent expense pursuant to subdivision one of this section, shall be authorized in the budget only after approval by the qualified voters of the district.

## **\*\*Use of School Facilities**

If there is no identifiable expense to the taxpayers, or where such extra costs are paid in advance in full by donations, the Board of Education may grant the use by outside agencies of school buildings and grounds.

# 2024 - 2025 Transportation Contracts Budget Notice

Bus contracts are multiple year contracts, and costs for each year of the contracts are identified in the respective years. Bus contract costs included in the proposed 2024-2025 General Fund Budget reflect costs for 2024-2025 only (including summer school transportation).



2024 – 2025

General Fund  
**Expenditures**

Budget Detail by ST3 Account

# NIAGARA FALLS CITY SCHOOLS

Budgeting Appropriation Status Report For 24/25 A Fund (Detail) By ST3 Account



Account	Description	2024 - 25 Proposed Budget
A1010.4	Contractual And Other	57,180.00
A1010.45	Materials And Supplies	4,600.00
A1010.49	Boces Services	109,137.70
<b>1010</b>	<b>BOARD OF EDUCATION *</b>	<b>170,917.70</b>
A1040.16	Noninstructional Salaries	87,566.84
A1040.4	Contractual And Other	3,000.00
A1040.45	Materials And Supplies	1,400.00
<b>1040</b>	<b>DISTRICT CLERK *</b>	<b>91,966.84</b>
A1060.4	Contractual And Other	36,100.00
<b>1060</b>	<b>DISTRICT MEETING *</b>	<b>36,100.00</b>
A1240.15	Instructional Salaries	225,000.00
A1240.16	Noninstructional Salaries	78,060.50
A1240.4	Contractual and Other	2,000.00
A1240.45	Materials and Supplies	1,000.00
<b>1240</b>	<b>CHIEF SCHOOL ADMINISTRATOR *</b>	<b>306,060.50</b>
A1310.15	Instructional Salaries	173,485.40
A1310.16	Noninstructional Salaries	172,797.00
A1310.4	Contractual and Other	488,959.00
A1310.45	Materials and Supplies	25,491.00
A1310.49	BOCES Services	23,585.00
<b>1310</b>	<b>BUSINESS ADMINISTRATION *</b>	<b>884,317.40</b>
A1320.4	Contractual and Other	51,911.00
<b>1320</b>	<b>AUDITING *</b>	<b>51,911.00</b>
A1325.16	Noninstructional Salaries	582,791.00
A1325.4	Contractual and Other	92,950.00
A1325.45	Materials and Supplies	3,000.00

# NIAGARA FALLS CITY SCHOOLS

## Budgeting Appropriation Status Report For 24/25 A Fund (Detail) By ST3 Account



Account	Description	2024 - 25 Proposed Budget
1325	TREASURER *	678,741.00
A1330.4	Contractual and Other	88,086.00
1330	TAX COLLECTOR *	88,086.00
A1345.16	Noninstructional Salaries	147,730.00
A1345.4	Contractual and Other	4,250.00
A1345.45	Materials and Supplies	1,050.00
A1345.49	BOCES Services	3,070.00
1345	PURCHASING *	156,100.00
A1420.4	Contractual and Other	429,095.00
A1420.45	Materials and Supplies	1,030.00
1420	LEGAL *	430,125.00
A1430.15	Instructional Salaries	183,755.40
A1430.16	Noninstructional Salaries	860,999.20
A1430.4	Contractual and Other	51,100.00
A1430.45	Materials and Supplies	3,000.00
A1430.49	BOCES Services	40,460.00
1430	PERSONNEL *	1,139,314.60
A1460.16	Noninstructional Salaries	45,154.00
1460	RECORDS MANAGEMENT OFFICER *	45,154.00
A1480.16	Noninstructional Salaries	79,034.00
A1480.4	Contractual and Other	78,250.00
A1480.45	Materials and Supplies	6,000.00
1480	PUBLIC INFORMATION & * SERVICES	163,284.00
A1620.16	Noninstructional Salaries	126,617.00
A1620.2	Equipment	175,000.00
A1620.4	Contractual and Other	2,705,728.00



# NIAGARA FALLS CITY SCHOOLS

## Budgeting Appropriation Status Report For 24/25 A Fund (Detail) By ST3 Account



Account	Description	2024 - 25 Proposed Budget
A1620.45	Materials and Supplies	462,750.00
A1620.49	BOCES Services	30,620.00
<b>1620</b>	<b>OPERATION OF PLANT *</b>	<b>3,500,715.00</b>
A1621.16	Noninstructional Salaries	6,497,451.28
A1621.4	Contractual and Other	152,000.00
A1621.45	Materials and Supplies	819,819.00
<b>1621</b>	<b>MAINTENANCE OF PLANT *</b>	<b>7,469,270.28</b>
A1622.16	Noninstructional Salaries	1,102,401.00
A1622.4	Contractual and Other	1,341,114.00
A1622.45	Materials and Supplies	60,000.00
<b>1622</b>	<b>*</b>	<b>2,503,515.00</b>
A1660.16	Noninstructional Salaries	101,010.20
A1660.45	Materials and Supplies	500.00
<b>1660</b>	<b>CENTRAL STOREROOM *</b>	<b>101,510.20</b>
A1670.4	Contractual and Other	166,950.00
A1670.45	Materials and Supplies	66,780.00
<b>1670</b>	<b>CENTRAL PRINTING &amp; MAILING *</b>	<b>233,730.00</b>
A1680.16	Noninstructional Salaries	932,315.52
A1680.4	Contractual and Other	242,813.00
A1680.45	Materials and Supplies	85,000.00
A1680.49	BOCES Services	1,759,949.15
<b>1680</b>	<b>CENTRAL DATA PROCESSING *</b>	<b>3,020,077.67</b>
A1910.4	Unallocated Insurance	989,423.00
<b>1910</b>	<b>UNALLOCATED INSURANCE *</b>	<b>989,423.00</b>

# NIAGARA FALLS CITY SCHOOLS

## Budgeting Appropriation Status Report For 24/25 A Fund (Detail) By ST3 Account



Account	Description	2024 - 25 Proposed Budget
A1920.4	School Association Dues	25,750.00
1920	<b>SCHOOL ASSOCIATION * DUES</b>	<b>25,750.00</b>
A1930.4	Judgment and Claims (NOTE: Include Tax Certiorari)	206,000.00
1930	<b>JUDGMENTS &amp; CLAIMS *</b>	<b>206,000.00</b>
A1981.49	BOCES Administrative Costs	838,336.00
1981	<b>BOCES ADMINISTRATIVE * COSTS</b>	<b>838,336.00</b>
A2010.15	Instructional Salaries	547,178.51
A2010.4	Contractual and Other	20,000.00
A2010.45	Materials and Supplies	75,000.00
A2010.49	BOCES Services	3,400.00
2010	<b>CURRICULUM DEVEL &amp; * SUPERVISION</b>	<b>645,578.51</b>
A2020.15	Instructional Salaries	6,222,099.00
A2020.16	Noninstructional Salaries	1,366,303.50
A2020.4	Contractual and Other	125,400.00
A2020.45	Materials and Supplies	47,034.00
2020	<b>SUPERVISION-REGULAR * SCHOOL</b>	<b>7,760,836.50</b>
A2060.15	Instructional Salaries	281,351.00
A2060.16	Noninstructional Salaries	61,804.00
A2060.4	Contractual and Other	18,000.00
A2060.45	Materials and Supplies	57,600.00
2060	<b>RESEARCH, PLANNING &amp; * EVALUAT</b>	<b>418,755.00</b>
A2070.15	Instructional Salaries	302,500.00
A2070.4	Contractual and Other	50,000.00
A2070.45	Materials and Supplies	2,625.00

# NIAGARA FALLS CITY SCHOOLS

## Budgeting Appropriation Status Report For 24/25 A Fund (Detail) By ST3 Account



Account	Description	2024 - 25 Proposed Budget
A2070.49	BOCES Services	233,050.00
2070	INSERVICE TRAINING- INSTRUCTION *	588,175.00
A2110.12a	Teacher Salaries, Full Day Kindergarten - 3	13,889,367.00
A2110.12b	Teacher Salaries, 4 - 6	2,862,915.00
A2110.13	Teacher Salaries, 7 - 12	15,851,089.00
A2110.14	Substitute Teacher Salaries	3,420,542.03
A2110.16	Noninstructional Salaries	922,526.26
A2110.4	Contractual and Other	42,765.00
A2110.45	Materials and Supplies	267,584.00
A2110.473	Payments to Charter Schools	4,314,940.00
A2110.48	Textbooks	489,808.00
A2110.49b	Other BOCES Services - Not ELL	448,165.00
2110	TEACHING-REGULAR * SCHOOL	42,509,701.29
A2250.15	Instructional Salaries	11,165,649.60
A2250.16	Noninstructional Salaries	2,901,493.70
A2250.4	Contractual and Other	1,676,000.00
A2250.45	Materials and Supplies	40,600.00
A2250.471	Tuition Paid to Public Districts in NYS (excluding Special Act Districts)	400,000.00
A2250.472	Tuition - All Other (Specify)	8,387,874.00
A2250.473	Payments to Charter Schools	341,250.00
A2250.49	BOCES Services	6,526,956.00
2250	PROGRAMS-STUDENTS * W/ DISABIL	31,439,823.30
A2259.15	Instructional Salaries	549,561.00
A2259.45	Materials and Supplies	4,000.00
2259	*	553,561.00

# NIAGARA FALLS CITY SCHOOLS

## Budgeting Appropriation Status Report For 24/25 A Fund (Detail) By ST3 Account



Account	Description	2024 - 25 Proposed Budget
A2280.49	BOCES Services	2,253,060.00
<b>2280</b>	<b>OCCUPATIONAL EDUCATION</b>	<b>2,253,060.00</b>
A2330.15	Instructional Salaries	47,037.50
A2330.16	Noninstructional Salaries	78,053.51
A2330.4	Contractual and Other	865,750.00
A2330.45	Materials and Supplies	1,000.00
A2330.49a	BOCES Services (Including Equivalent Attendance Programs Claimed for BOCES Aid)	25,000.00
<b>2330</b>	<b>TEACHING-SPECIAL SCHOOLS</b>	<b>1,016,841.01</b>
A2610.15	Instructional Salaries	383,878.00
A2610.16	Noninstructional Salaries	315,001.86
A2610.4	Contractual and Other	34,094.00
A2610.45	Materials and Supplies	109,800.00
A2610.46	School Library A/V Loan Program (Note: Do not include Smart Schools Bond Act (SSBA))	53,721.00
A2610.49	BOCES Services	785,754.76
<b>2610</b>	<b>SCHOOL LIBRARY &amp; AUDIOVISUAL</b>	<b>1,682,249.62</b>
A2630.22	State-Aided Computer Hardware - Purchase (Note: Do not include Smart Schools Bond Act (SSBA))	208,329.00
A2630.46	State-Aided Computer Software	93,000.00
A2630.49	BOCES Services	1,740,912.17
A2630.4c	Contractual and Other (Not State Aided Lease or Repair)	6,300.00
<b>2630</b>	<b>COMPUTER ASSISTED INSTRUCTION</b>	<b>2,048,541.17</b>
A2810.15	Instructional Salaries	2,101,349.00

# NIAGARA FALLS CITY SCHOOLS

Budgeting Appropriation Status Report For 24/25 A Fund (Detail) By ST3 Account



Account	Description	2024 - 25 Proposed Budget
A2810.45	Materials and Supplies	900.00
<b>2810</b>	<b>GUIDANCE-REGULAR * SCHOOL</b>	<b>2,102,249.00</b>
A2815.16	Noninstructional Salaries	1,479,214.44
A2815.4	Contractual and Other	336,850.00
A2815.45	Materials and Supplies	22,680.00
A2815.49	BOCES Services	54,858.24
<b>2815</b>	<b>HEALTH SERVICES- REGULAR SCHOOL *</b>	<b>1,893,602.68</b>
A2820.15	Instructional Salaries	866,556.00
A2820.45	Materials and Supplies	8,480.00
<b>2820</b>	<b>PSYCHOLOGICAL SRVC- REG SCHOOL *</b>	<b>875,036.00</b>
A2825.15	Instructional Salaries	583,568.50
A2825.16	Noninstructional Salaries	104,953.00
<b>2825</b>	<b>SOCIAL WORK SRVC- REG SCHOOL *</b>	<b>688,521.50</b>
A2855.15	Instructional Salaries	489,000.00
A2855.16	Noninstructional Salaries	50,000.00
A2855.4	Contractual and Other	200,000.00
A2855.45	Materials and Supplies	185,000.00
A2855.49	BOCES Services	53,560.71
<b>2855</b>	<b>INTERSCHOLATHLETICS * -REG SCHL</b>	<b>977,560.71</b>
A5510.16b	Noninstructional Salaries (Trans Supervisor Office)	181,921.00
A5510.4	Contractual and Other	83,117.00
A5510.45	Materials and Supplies	2,060.00
<b>5510</b>	<b>DISTRICT TRANSPORT- MEDICAID *</b>	<b>267,098.00</b>
A5540.4	Contract Transportation	11,238,443.00

# NIAGARA FALLS CITY SCHOOLS

Budgeting Appropriation Status Report For 24/25 A Fund (Detail) By ST3 Account



Account	Description	2024 - 25 Proposed Budget
5540	CONTRACT TRANSPORT- * MEDICAID	11,238,443.00
A7310.4	Contractual and Other	2,500.00
A7310.45	Materials and Supplies	3,425.00
7310	YOUTH PROGRAM *	5,925.00
A9010.8	State Retirement	2,088,755.00
9010	STATE RETIREMENT *	2,088,755.00
A9020.8	Teachers' Retirement	6,981,941.00
9020	TEACHERS' RETIREMENT *	6,981,941.00
A9030.8	Social Security	6,332,627.00
9030	SOCIAL SECURITY *	6,332,627.00
A9040.8	Workers' Compensation	845,000.00
9040	WORKERS' COMPENSATION *	845,000.00
A9045.8	Life Insurance	110,000.00
9045	LIFE INSURANCE *	110,000.00
A9050.8	Unemployment Insurance	25,000.00
9050	UNEMPLOYMENT INSURANCE *	25,000.00
A9060.8	Hospital, Medical, and Dental Insurance	24,610,000.00
9060	HOSPITAL, MEDICAL & DENTAL INS *	24,610,000.00
A9070.8	Union Welfare Benefits	28,000.00
9070	UNION WELFARE BENEFITS *	28,000.00

# NIAGARA FALLS CITY SCHOOLS

## Budgeting Appropriation Status Report For 24/25 A Fund (Detail) By ST3 Account



Account	Description	2024 - 25 Proposed Budget
A9089.8	Other Employee Benefits	1,675,600.00
9089	*	1,675,600.00
A9711.6	Serial Bonds - School Construction	11,840,000.00
A9711.7	Serial Bonds - School Construction	3,279,162.52
9711	*	15,119,162.52
A9731.7	Bond Anticipation Notes - School Construction	750,000.00
9731	*	750,000.00
A9901.95	Transfer to Special Aid Fund	330,000.00
9901	TRANSFER TO SPECIAL AID	330,000.00
Grand Totals:		190,992,049.00

2024 – 2025

New York State  
**Property Tax Report Card**



**Property Tax Report Card  
Form Due - April 29, 2024**

	Budgeted 2023-24 (A)	Proposed Budget 2024-25 (B)	Percent Change (C)
Total Budgeted Amount, not including Separate Propositions	181,504,208	190,992,049	5.23%
A. Proposed Tax Levy to Support the Total Budgeted Amount <sup>1</sup>	25,828,989	25,828,989	
B. Tax Levy to Support Library Debt, if Applicable	-	-	
C. Tax Levy for Non-Excludable Propositions, if Applicable <sup>2</sup>	-	-	
D. Total Tax Cap Reserve Amount Used to Reduce Current Year Levy, if applicable	-	-	
E. Total Proposed School Year Tax Levy (A+B+C-D)	25,828,989	25,828,989	0.00%
F. Permissible Exclusions to the School Tax Levy Limit	2,020,085	(254,829)	
G. School Tax Levy Limit, <u>Excluding</u> Levy for Permissible Exclusions <sup>3</sup>	23,846,511	24,361,773	
H. Total Proposed Tax Levy for School Purposes, <u>Excluding</u> Permissible Exclusions and Levy for Library Debt, Plus Prior Year Tax Cap Reserve (E-B-F+D)	23,808,904	26,083,818	
I. Difference: (G-H); (negative value requires 60.0% voter approval) <sup>2</sup>	37,607	(1,722,045)	
Public School Enrollment	7,018	6,933	-1.21%
Consumer Price Index			4.12%

<sup>1</sup> Include any prior year reserve for excess tax levy, including interest.

<sup>2</sup> Tax levy associated with educational or transportation services propositions are not eligible for exclusion under the School Tax Levy Limit and may affect voter approval requirements.

<sup>3</sup> For 2024-25, includes any carryover from 2023-24 and excludes any tax levy for library debt or prior year reserve for excess tax levy, including interest.

	Actual 2023-24 (D)	Estimated 2024-25 (E)
Adjusted Restricted Fund Balance	36,519,751	35,769,751
Assigned Appropriated Fund Balance	-	1,867,410
Adjusted Unrestricted Fund Balance	7,260,168	7,639,682
Adjusted Unrestricted Fund Balance as a Percent of the Total Budget	4.00%	4.00%

## Schedule of Reserve Funds

Reserve Type	Reserve Name	Reserve Description *	3/31/24 Actual Balance	6/30/24 Estimated Ending Balance	Intended Use of the Reserve in the 2024-25 School Year (Limit 200 Characters)**
Capital		For the cost of any object or purpose for which bonds may be issued.			
Repair		For the cost of repairs to capital improvements or equipment.			
Workers Compensation	Reserve for Workers Compensation	For self-insured Workers Compensation and benefits.	6,670,000	6,670,000	\$750,000 of the reserve will be utilized in the 2024-25 school year.
Unemployment Insurance		For reimbursement to the State Unemployment Insurance Fund.			
Reserve for Tax Reduction		For the gradual use of the proceeds of the sale of school district real property.			
Mandatory Reserve for Debt Service	Reserve for Debt	For proceeds from the sale of district capital assets or improvement, restricted to debt service.	4,115,463	3,365,463	\$750,000 of the reserve will be utilized in the 2024-25 school year.
Insurance		For liability, casualty, and other types of uninsured losses.			
Property Loss		To cover property loss.			
Liability		To cover incurred liability claims.			
Tax Certiorari		For tax certiorari settlements.			
Reserve for Insurance Recoveries		For unexpended proceeds of insurance recoveries at fiscal year end.			
Employee Benefit Accrued Liability	Reserve for EBLARS	For accrued 'employee benefits' due to employees upon termination of service.	10,231,565	10,231,565	\$1,000,000 of the reserve will be utilized in the 2024-25 school year.
Retirement Contribution	Reserve for Retirement (ERS)	For employer retirement contributions to the State and Local Employees' Retirement System.	10,088,264	10,088,264	\$1,000,000 of the reserve will be utilized in the 2024-25 school year.
Reserve for Uncollected Taxes		For unpaid taxes due certain city school districts not reimbursed by their city/county until the following fiscal year.			
Single Other Reserve	Reserve for Retirement (TRS)	For employer retirement contributions to the Teachers' Retirement System.	5,414,459	5,414,459	\$1,000,000 of the reserve will be utilized in the 2024-25 school year.

2024 – 2025

# **Budget Notice**

# School District Budget Notice

Overall Budget Proposal	Budget Adopted for the 2023-24 School Year	Budget Proposed for the 2024-25 School Year	Contingency Budget for the 2024-25 School Year *	
Total Budgeted Amount, Not Including Separate Propositions	\$ 181,504,208	\$ 190,992,049	\$ 190,748,549	
Increase/Decrease for the 2024-25 School Year		\$ 9,487,841	\$ 9,244,341	
Percentage Increase/Decrease in Proposed Budget		5.23%	5.09%	
Change in the Consumer Price Index		4.1%		
A. Proposed Levy to Support the Total Budgeted Amount	\$ 25,828,989	\$ 25,828,989		
B. Levy to Support Library Debt, if Applicable	\$ 0	\$ 0		
C. Levy for Non-Excludable Propositions, if Applicable **	\$ 0	\$ 0		
D. Total Tax Cap Reserve Amount Used to Reduce Current Year Levy	\$ 0	\$ 0		
E. Total Proposed School Year Tax Levy (A + B + C - D)	\$ 25,828,989	\$ 25,828,989		\$ 25,828,989
F. Total Permissible Exclusions	\$ 2,020,085	\$ (254,829)		
G. School Tax Levy Limit, <u>Excluding</u> Levy for Permissible Exclusions	\$ 23,846,511	\$ 24,361,773		
H. Total Proposed School Year Tax Levy, <u>Excluding</u> Levy to Support Library Debt and/or Permissible Exclusions (E – B – F + D)	\$ 23,808,904	\$ 26,083,818		
I. Difference: G – H (Negative Value Requires 60.0% Voter Approval – See Note Below Regarding Separate Propositions) **	\$ 37,607	\$ (1,722,045)		
Administrative Component	\$ 21,481,444	\$ 23,143,904	\$ 23,143,904	
Program Component	\$ 122,920,992	\$ 132,636,946	\$ 132,568,446	
Capital Component	\$ 37,101,772	\$ 35,211,199	\$ 35,036,199	
<p>* Provide a statement of assumptions made in projecting a contingency budget for the 2024-25 school year, should the proposed budget be defeated pursuant to Section 2023 of the Education Law.</p> <p>Contingent budget is established pursuant to Section 2023 of Education Law. Board of Education will develop contingent budget based upon state law.</p>				
** List Separate Propositions that are not included in the Total Budgeted Amount: (Tax Levy associated with educational or transportation services propositions are not eligible for exclusion and may affect voter approval requirements)	Description		Amount	
			\$	
			\$	
			\$	
			\$	

\*NOTE TO SCHOOL DISTRICT BUSINESS OFFICIALS: Please submit an electronic version (Word or PDF) of this completed form to: [emscmgts@nysed.gov](mailto:emscmgts@nysed.gov)

Under the Budget Proposed  
for the 2024-25 School Year

Estimated Basic STAR Exemption Savings<sup>1</sup>

\$ 363.00

The annual budget vote for the fiscal year 2024-25 by the qualified voters of the City School District of the City of Niagara Falls, Niagara County, New York, will be held at general election polling sites in said district on Tuesday, May 21, 2024 between the hours of 11:00am and 8:00pm, prevailing time in the general election polling sites, at which time the polls will be opened to vote by voting ballot or machine.

1. The basic school tax relief (STAR) exemption is authorized by section 425 of the Real Property Tax Law.

2024 – 2025

# **Salary Disclosures**

2024 – 2025

# **School Tax Exemption Report**

# 2024 - 2025 Tax Exemption Impact Report

NYS - Real Property System  
County of Niagara  
City of Niagara Falls  
SWIS Code - 291100

Assessor's Report - 2024 - Current Year File  
Exemption Summary

RPS220/V04/L001

Exemption Code	Exemption Name	Exemption Count	Land Assessed Value	Total Assessed Value	County	City/Town	School	Village
12100	NYS	324	59,209,549	95,270,529	95,270,529	95,270,529	95,270,529	0
12350	NYS+PAUTH	8	6,063,700	180,372,500	190,372,500	190,372,500	190,372,500	0
13100	COUNTY LIM	11	762,500	5,632,200	5,632,200	5,632,200	5,632,200	0
13350	CITY	164	16,034,600	236,349,000	236,349,000	236,349,000	236,349,000	0
13380	CITY MKT	7	796,300	1,847,100	514,800	514,800	514,800	0
13510	CEMETERY-T	5	896,700	1,900,200	1,900,200	1,900,200	1,900,200	0
13800	C4 SCHOOL	29	1,901,700	74,403,132	74,403,132	74,403,132	74,403,132	0
14100	US	3	370,900	388,800	388,800	388,800	388,800	0
14110	US PROPERT	2	265,700	2,483,000	2,483,000	2,483,000	2,483,000	0
14300	INDIAN RES	45	24,962,400	160,102,500	160,102,500	160,102,500	160,102,500	0
18020	MUNICI	64	5,815,160	140,774,452	140,774,452	140,774,452	140,774,452	0
18060	URA	8	906,500	1,208,900	1,208,900	1,208,900	1,208,900	0
18180	UDC	3	144,400	144,400	144,400	144,400	144,400	0
25110	RELIG CORP	181	3,495,850	29,829,100	29,829,100	29,829,100	29,829,100	0
25120	EDUC CORP	4	350,600	1,993,300	1,993,300	1,993,300	1,993,300	0
25130	NONPROFIT	32	1,098,900	6,368,777	6,179,631	6,179,631	6,179,631	0
25210	HOSPITAL P	4	96,000	27,735,200	27,735,200	27,735,200	27,735,200	0
25230	MENTLMORA	14	341,100	2,791,000	2,791,000	2,791,000	2,791,000	0
25300	NONPROFIT	16	879,200	3,153,400	3,153,400	3,153,400	3,153,400	0
25600	HOSPITAL	3	42,400	2,838,000	2,838,000	2,838,000	2,838,000	0
26100	VETORG CTS	10	95,900	920,800	920,800	920,800	920,800	0
28100	STAFF Hous	5	1,157,600	6,691,900	6,691,900	6,691,900	6,691,900	0
28110	AGED Hous	4	13,400	165,400	165,400	165,400	165,400	0
28120	HOU DEV PR	28	248,400	6,669,100	6,669,100	6,669,100	6,669,100	0
28220	CDA	40	103,400	987,400	987,400	987,400	987,400	0
28520	NURSING H	1	383,300	3,894,400	3,894,400	3,894,400	3,894,400	0
38260	HOU DV PUB	37	1,385,900	21,091,600	21,091,600	21,091,600	21,091,600	0
41101	VETS-EF-CT	19	95,500	1,180,500	60,115	60,115	0	0
41111	VETS-PR-CT	55	269,000	3,803,400	1,361,808	1,361,808	0	0
41122	VET WAR C	709	3,897,030	47,097,900	6,018,403	0	0	0
41123	VET WAR T	709	3,897,030	47,097,900	0	4,399,408	0	0
41132	VET COM C	476	2,541,800	31,865,000	6,750,575	0	0	0
41133	VET COM T	475	2,537,500	31,790,000	0	4,941,100	0	0
41142	VET DIS C	243	1,446,000	16,137,300	4,983,780	0	0	0
41143	VET DIS T	243	1,446,000	16,137,300	0	4,055,570	0	0
41162	CW_15_VETIC	84	327,500	4,910,460	606,510	0	0	0
41172	CW_DISBLD_VETIC	26	95,800	1,450,300	402,446	0	0	0



# 2024 - 2025 Tax Exemption Impact Report

NYS - Real Property System  
County of Niagara  
City of Niagara Falls  
SWIS Code - 291100

Assessor's Report - 2024 - Current Year File  
Exemption Summary

RPS220104/L001

Exemption Code	Exemption Name	Exemption Count	Land Assessed Value	Total Assessed Value	County	City/Town	School	Village
41400	CLERGY	7	46,400	566,100	10,500	10,500	10,500	0
41800	AGED C/T/S	80	321,300	4,665,400	2,290,890	2,297,195	2,309,075	0
41801	AGED C/T	269	945,434	13,284,100	6,204,838	6,271,220	0	0
41802	AGED C	328	1,273,530	17,749,600	6,963,274	0	0	0
41803	AGED T	235	916,030	12,858,700	0	3,633,612	0	0
41804	AGED S	60	263,600	3,678,300	0	0	1,111,120	0
41834	ENH STAR	2585	12,674,954	160,522,400	0	0	109,325,593	0
41854	BAS STAR	3438	17,532,390	222,709,440	0	0	56,807,082	0
41903	DISABLED	2	9,700	158,900	0	9,990	0	0
41931	DISABILITY CT	62	199,700	2,684,700	1,333,813	1,336,553	0	0
41932	Disability C	34	120,834	1,639,300	762,509	0	0	0
41933	DISABILITY T	26	94,234	1,236,200	0	374,012	0	0
44210	421 f Phys Imprvm CTS	82	485,300	5,460,700	533,029	533,029	533,029	0
44323	Res New Build 485-j	5	36,600	566,100	0	114,060	0	0
47200	RR CEILING	1	0	11,055,000	372,213	372,213	372,213	0
47590	Mix-use Properties outside NYC	6	136,100	2,051,200	1,010,840	1,010,840	1,010,840	0
47610	Bus Im CTS	51	10,003,620	59,235,850	1,822,440	1,822,440	1,822,440	0
48650	HOUSING DV	11	264,500	10,492,000	10,342,000	10,342,000	10,342,000	0
<hr/>								
Total Exemptions Exclusive Of System Exemptions:			189,689,445	1,758,090,140	1,076,314,427	1,067,430,219	1,208,128,536	0
Total System Exemptions:			0	0	0	0	0	0
Totals:			189,689,445	1,758,090,140	1,076,314,427	1,067,430,219	1,208,128,536	0

2024 – 2025

**School District  
Economic Impact  
Report**

# 2024 – 2025 Salary Disclosure Requirements

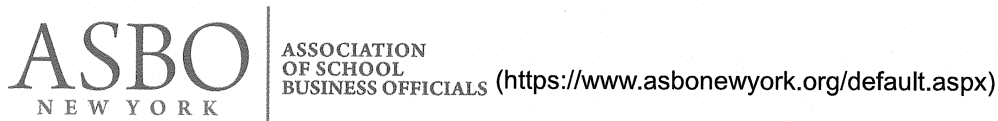
Report Estimated Salaries in the Budget for the 2024-2025 School Year

Sections 1608 and 1716 of the Education Law

2024 - 2025 Salary Disclosure Threshold - \$169,000

<b>Superintendent</b>					
Title	Salary	Employee Benefits	Other Remuneration		
Superintendent of Schools	\$ 225,000	\$ 72,508	\$ -		
<b>Associate, Assistant and Deputy Superintendents</b>					
Title	Salary	Employee Benefits	Other Remuneration		
Assistant Superintendent of Curriculum	\$ 179,631	\$ 44,783	\$ -		
Administrator for Human Resources	\$ 183,755	\$ 60,175	\$ -		
Administrator for School Business Services	\$ 173,485	\$ 59,322	\$ -		
<b>Other Supervisory and Administrative Employees Scheduled to Receive \$169,000 or More in Salary</b>					
Title	Salary				
Principal	\$ 175,851				
Principal	\$ 173,851				
Administrator for Assessment	\$ 171,851				
Principal	\$ 171,851				
Principal	\$ 169,851				
Administrator for Information Services	\$ 169,008				

# School District Economic Impact



## What are the economic benefits of funding your school district?

Traditionally, the benefits of funding public education have been measured over the long-term. As students graduate from high school and enter the workforce or attend college, they contribute back to society and their communities through both civic engagement (e.g. voting and volunteering) and financial support (e.g. paying taxes to fund social security or donations to charitable organizations). Beyond public education's long-term benefits, there are more immediate economic impacts that school districts have on their communities. Until now, no one has measured them systematically.

ASBO New York has developed a tool that measures the economic impact of funding your school district. This analysis uses a multiplier calculated by economists that measures both the direct and spillover impact of school district spending in terms of employment, income and taxes generated. Local and regional numbers are presented in millions while statewide numbers are presented in billions. A list of key terms and model methodology can be found at the bottom of this page.

*Please note that the data tool may not be compatible with Internet Explorer. Please try another browser such as Microsoft Edge, Google Chrome, or Mozilla Firefox. Thank you!*

**Please select your school district from the dropdown menu.**

Niagara Falls City SD ▼

The Niagara Falls City school district spends \$160M in order to educate students in the district. This spending also contributes to local, regional, and statewide economic well-being. The following tables estimate that contribution.

## Local Impact

ASBO NEW YORK	Direct	Spillover	Total
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	Direct	Spillover	Total
<b>Employment (FTE)</b>	934	885	1,819
<b>Income</b>	\$66.3M	\$46.5M	\$112.8M
<b>Income Tax</b>	\$3.5M	\$2.2M	\$5.7M
<b>Sales Tax</b>	\$1.9M	\$1.3M	\$3.2M

The Niagara Falls City school district directly employs about 934 people. The district's purchase of goods and services as well as employee personal spending is responsible for about 885 additional spillover jobs in the Western Region region. The school district is responsible for a total of about 1,819 jobs. These jobs generate \$112.8 million in income. \$66.3 million is directly connected to Niagara Falls City employees. Another \$46.5 million is generated by spillover spending that generate additional jobs. This income generates an estimated \$5.7 million in state income tax in total and \$3.2 million in sales tax.

## Regional Impact

	Direct	Spillover	Total
<b>Employment (FTE)</b>	29,895	23,816	53,711
<b>Income</b>	\$1,891.2M	\$1,228.6M	\$3,119.8M
<b>Income Tax</b>	\$97.3M	\$58.5M	\$155.8M
<b>Sales Tax</b>	\$54.3M	\$35.3M	\$89.7M

Schools in the Western Region region generate a total of 53,711 jobs. 29,895 are directly employed through the school districts and 23,816 others are employed by spillover effects of school spending. Schools produce \$3,119.8 million in income for the region. This generates \$155.8 million in income tax to New York State and \$89.7 million in sales tax to the state and counties in the region.

## Statewide Impact

	Direct	Spillover	Total
<b>Employment (FTE)</b>	376,665	295,645	672,310
<b>Income</b>	\$32.2B	\$17.9B	\$50.1B
<b>Income Tax</b>	\$1.8B	\$0.9B	\$2.7B
<b>Sales Tax</b>	\$0.8B	\$0.4B	\$1.2B

In New York State 672,310 jobs are generated by school districts. An estimated 376,665 work directly for the school districts earning \$32.2 billion in income. The spending of the school districts and their employees produces an additional \$17.9 billion in income from an estimated 295,645 spillover jobs in New York State. The combined income produces \$2.7 billion in income tax and \$1.2 billion in sales tax.

## Conclusion

This analysis shows the economic impact of public education goes far beyond the people directly employed by school districts. School district spending in 2020-21 resulted in nearly 700,000 jobs around the state, about 377,000 jobs directly funded by schools and just under 300,000 jobs that result from spending of school districts and school employees. As voters go to the polls to decide on school budgets, they should consider both the long-term benefits of funding public education and the immediate economic impact of school district spending.

Economic Impact Model Methodology and Key Terms

([https://www.asbonewyork.org/resource/resmgr/Economic\\_Impact\\_Method\\_2022.pdf](https://www.asbonewyork.org/resource/resmgr/Economic_Impact_Method_2022.pdf))

Please contact Brian Cechnicki, Executive Director, at [brian@asbonewyork.org](mailto:brian@asbonewyork.org) (<mailto:brian@asbonewyork.org>) if you have any questions about this tool.

2024 – 2025

New York State  
**School Report Card**



NIAGARA FALLS CITY SCHOOL DISTRICT - NEW YORK STATE REPORT CARD [2022 - 23]

The New York State Report Card is an important part of the Board of Regents' effort to create educational equity and raise learning standards for all students. Knowledge gained from the report card on a school's or district's strengths and weaknesses can be used to improve instruction and services to students. The report card provides information to the public on school/district staff, students, and measures of school and district performance as required by the Every Student Succeeds Act (ESSA). Fundamentally, ESSA is about creating a set of interlocking strategies to promote educational equity by providing support to districts and schools as they work to ensure that every student succeeds. New York State is committed to ensuring that all students succeed and thrive in school no matter who they are, where they live, where they go to school, or where they come from.

2023-24 ACCOUNTABILITY STATUS AND SUPPORT MODEL BASED ON 2022-23 DATA

Due to COVID-19 and changes to New York State accountability and federal reporting requirements, 2023-24 accountability statuses and support models were determined using a modified methodology. For more information, see Understanding the New York State Accountability System under the Every Student Succeeds Act (ESSA) for 2023-24 Accountability Statuses Based on 2022-23 Results.

TARGET DISTRICT

MADE PROGRESS

NO

SECTION 1003 SCHOOL IMPROVEMENT FUNDS (2022-23)

The link below provides a list of all Local Education Agencies and public schools that received section 1003 school improvement funds, including the amount of funds each school received and the types of strategies implemented in each school with such funds.

Section 1003 School Improvement Funds Data (72.97 kilobytes)

For information on the use of Title I School Improvement funds, see:

- 2022-23 Title I SIG 1003 (Basic)
- 2022-23 Title I School Improvement Grant 1003 Coaching for Excellence Grant
- 2022-23 Title I School Improvement Grant 1003 High School Redesign Grant
- 2020-23 NYSIP-PLC Phase III
- 2022-23 Title 1 School Improvement Grant 1003 — Targeted Support for Long-term Identified Schools Grant
- 2023 Title 1 School Improvement Grant 1003 (Planning)

ELEMENTARY/MIDDLE STATUSES AND SUPPORT MODELS BY SUBGROUP

Subgroup	Status And Support Model	Made Progress
All Students	Local Support and Improvement	NA
American Indian or Alaska Native	Local Support and Improvement	NA
Asian or Native Hawaiian/Other Pacific Islander	Local Support and Improvement	NA
Black or African American	Additional Targeted Support and Improvement	NA
Hispanic or Latino	Additional Targeted Support and Improvement	NA
Multiracial	Additional Targeted Support and Improvement	NA
White	Local Support and Improvement: Potential Target District	NA
English Language Learner	Local Support and Improvement	NA
Students with Disabilities	Targeted Support and Improvement	NA
Economically Disadvantaged	Local Support and Improvement: Potential Target District	NA

**ELEMENTARY/MIDDLE INDICATOR LEVELS**

Subgroup	Core Subject Performance	Weighted Average Performance	English Language Proficiency (ELP)	Chronic Absenteeism
All Students	1	2	4	1
American Indian or Alaska Native	1	2	—	1
Asian or Native Hawaiian/Other Pacific Islander	3	3	—	2
Black or African American	1	1	—	1
Hispanic or Latino	1	2	4	1
Multiracial	1	2	—	1
White	2	2	—	1
English Language Learner	3	3	4	1
Students with Disabilities	1	2	—	1
Economically Disadvantaged	1	2	4	1

## ELEMENTARY/MIDDLE CORE SUBJECT PERFORMANCE

Subgroup	Subject	Cohort	Index	Level
All Students	ELA	2,706	79.1	1
	Math	2,685	82.8	
	Combined	5,391	80.9	
American Indian or Alaska Native	ELA	40	87.5	1
	Math	40	78.8	
	Combined	80	83.1	
Asian or Native Hawaiian/Other Pacific Islander	ELA	86	126.2	3
	Math	91	141.8	
	Combined	177	134.2	
Black or African American	ELA	934	57.6	1
	Math	919	56.8	
	Combined	1,853	57.2	
Hispanic or Latino	ELA	239	64.9	1
	Math	239	73.4	
	Combined	478	69.1	
Multiracial	ELA	426	69.4	1
	Math	421	69.2	
	Combined	847	69.3	
White	ELA	981	102.9	2
	Math	975	110	
	Combined	1,956	106.4	
English Language Learner	ELA	87	78.2	3
	Math	86	98.8	
	Combined	173	88.4	
Students with Disabilities	ELA	707	32.5	1
	Math	698	40.1	
	Combined	1,405	36.3	
Economically Disadvantaged	ELA	2,021	66.5	1
	Math	2,002	69.2	
	Combined	4,023	67.8	

## ELEMENTARY/MIDDLE WEIGHTED AVERAGE PERFORMANCE

Subgroup	Subject	Cohort	Index	Level
All Students	ELA	2,708	79.1	2
	Math	2,685	82.8	
	Combined	5,393	80.9	
American Indian or Alaska Native	ELA	41	85.4	2
	Math	41	76.8	
	Combined	82	81.1	
Asian or Native Hawaiian/Other Pacific Islander	ELA	86	126.2	3
	Math	91	141.8	
	Combined	177	134.2	
Black or African American	ELA	934	57.6	1
	Math	919	56.8	
	Combined	1,853	57.2	
Hispanic or Latino	ELA	239	64.9	2
	Math	239	73.4	
	Combined	478	69.1	
Multiracial	ELA	430	68.7	2
	Math	422	69.1	
	Combined	852	68.9	
White	ELA	986	102.4	2
	Math	977	109.8	
	Combined	1,963	106.1	
English Language Learner	ELA	87	78.2	3
	Math	86	98.8	
	Combined	173	88.4	
Students with Disabilities	ELA	738	31.2	2
	Math	726	38.6	
	Combined	1,464	34.8	
Economically Disadvantaged	ELA	2,034	66.1	2
	Math	2,005	69.1	
	Combined	4,039	67.6	

**ELEMENTARY/MIDDLE ELP**

Subgroup	Number Of ELLs	Benchmark	Progress Rate	Success Ratio	Level
All Students	63	45%	66%	1.5	4
American Indian or Alaska Native	0	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	12	—	—	—	—
Black or African American	1	—	—	—	—
Hispanic or Latino	45	45%	65%	1.4	4
Multiracial	1	—	—	—	—
White	4	—	—	—	—
English Language Learner	63	45%	66%	1.5	4
Students with Disabilities	17	—	—	—	—
Economically Disadvantaged	53	44%	61%	1.4	4

**ELEMENTARY/MIDDLE CHRONIC ABSENTEEISM**

Subgroup	Students Enrolled	Students Chronically Absent	Chronic Absenteeism Rate	Level
All Students	3,956	1,994	50.4%	1
American Indian or Alaska Native	59	38	64.4%	1
Asian or Native Hawaiian/Other Pacific Islander	142	55	38.7%	2
Black or African American	1,377	742	53.9%	1
Hispanic or Latino	374	235	62.8%	1
Multiracial	619	350	56.5%	1
White	1,385	574	41.4%	1
English Language Learner	130	64	49.2%	1
Students with Disabilities	996	562	56.4%	1
Economically Disadvantaged	2,912	1,650	56.7%	1

**ELEMENTARY/MIDDLE ELA PARTICIPATION RATE**

Subgroup	Tested 95% In Current Year	Current Year Enrollment	Current Year Participation Rate
All Students	✓	2,955	94.7%
American Indian or Alaska Native	X	43	93%
Asian or Native Hawaiian/Other Pacific Islander	✓	98	94.9%
Black or African American	✓	1,003	95.5%
Hispanic or Latino	✓	272	95.2%
Multiracial	X	472	93.9%
White	X	1,067	94.2%
English Language Learner	✓	63	98.4%
Students with Disabilities	X	761	90.4%
Economically Disadvantaged	X	2,183	94.3%

**ELEMENTARY/MIDDLE MATHEMATICS PARTICIPATION RATE**

Subgroup	Tested 95% In Current Year	Current Year Enrollment	Current Year Participation Rate
All Students	✓	2,923	95.1%
American Indian or Alaska Native	X	43	93%
Asian or Native Hawaiian/Other Pacific Islander	✓	97	97.9%
Black or African American	✓	995	95.3%
Hispanic or Latino	✓	269	95.9%
Multiracial	✓	461	95%
White	✓	1,058	94.7%
English Language Learner	✓	63	95.2%
Students with Disabilities	X	747	90.8%
Economically Disadvantaged	✓	2,154	94.8%

**NYSESLAT USED FOR PARTICIPATION**

Grade	Number Taking NYSESLAT
Grade 3	—
Grade 4	—
Grade 5	—
Grade 6	—
Grade 7	—

**SECONDARY STATUSES AND SUPPORT MODELS BY SUBGROUP**

Subgroup	Status And Support Model	Made Progress
All Students	Comprehensive Support and Improvement	NA
American Indian or Alaska Native	Local Support and Improvement	NA
Asian or Native Hawaiian/Other Pacific Islander	Local Support and Improvement	NA
Black or African American	Targeted Support and Improvement	NA
Hispanic or Latino	Local Support and Improvement: Potential Target District	NA
Multiracial	Targeted Support and Improvement	NA
White	Local Support and Improvement	NA
Students with Disabilities	Local Support and Improvement	NA
Economically Disadvantaged	Local Support and Improvement	NA

### SECONDARY INDICATOR LEVELS

Subgroup	Core Subject Performance	Weighted Average Performance	Graduation Rate	English Language Proficiency (ELP)	Chronic Absenteeism
All Students	1	1	1	—	1
American Indian or Alaska Native	—	1	1	—	1
Asian or Native Hawaiian/Other Pacific Islander	2	2	—	—	2
Black or African American	1	1	1	—	1
Hispanic or Latino	1	1	1	—	1
Multiracial	1	1	1	—	1
White	2	1	1	—	1
English Language Learner	—	—	—	—	—
Students with Disabilities	3	2	2	—	1
Economically Disadvantaged	2	1	2	—	1



## SECONDARY CORE SUBJECT PERFORMANCE

Subgroup	Subject	Cohort	Index	Combined Index	Level
All Students	ELA	434	136.3	91.3	1
	Math	99	40.9		
	Science	81	99.4		
American Indian or Alaska Native	ELA	18	133.3	—	—
	Math	4	—		
	Science	3	—		
Asian or Native Hawaiian/Other Pacific Islander	ELA	11	168.2	112.8	2
	Math	8	12.5		
	Science	5	180		
Black or African American	ELA	157	119.1	74.4	1
	Math	29	29.3		
	Science	20	75		
Hispanic or Latino	ELA	36	134.7	94.3	1
	Math	12	16.7		
	Science	8	150		
Multiracial	ELA	49	144.9	87.1	1
	Math	10	35		
	Science	7	78.6		
White	ELA	163	148.8	105.7	2
	Math	36	68.1		
	Science	38	97.4		
English Language Learner	ELA	4	—	—	—
	Math	9	22.2		
	Science	1	—		
Students with Disabilities	ELA	88	99.4	95.9	3
	Math	19	86.8		
	Science	23	104.3		
Economically Disadvantaged	ELA	290	132.9	88.7	2
	Math	71	39.4		
	Science	54	96.3		

## SECONDARY WEIGHTED AVERAGE PERFORMANCE

Subgroup	Subject	Cohort	Index	Combined Index	Level
All Students	ELA	497	119	53.9	1
	Math	386	10.5		
	Science	374	21.5		
American Indian or Alaska Native	ELA	20	120	50.2	1
	Math	17	5.9		
	Science	17	11.8		
Asian or Native Hawaiian/Other Pacific Islander	ELA	11	168.2	87.3	2
	Math	10	10		
	Science	11	81.8		
Black or African American	ELA	177	105.6	44.7	1
	Math	137	6.2		
	Science	134	11.2		
Hispanic or Latino	ELA	39	124.4	58.4	1
	Math	28	7.1		
	Science	33	36.4		
Multiracial	ELA	54	131.5	56.5	1
	Math	39	9		
	Science	36	15.3		
White	ELA	196	123.7	58.8	1
	Math	155	15.8		
	Science	143	25.9		
English Language Learner	ELA	5	50	—	—
	Math	5	0		
	Science	5	20		
Students with Disabilities	ELA	112	78.1	41.6	2
	Math	93	17.7		
	Science	106	22.6		
Economically Disadvantaged	ELA	340	113.4	51.4	1
	Math	270	10.4		
	Science	261	19.9		

## SECONDARY GRADUATION RATE

Subgroup	Cohort	Number In Cohort	Number Graduated	Grad Rate	Average Grad Rate	Level
All Students	4-year	528	428	81.1%	76.5%	1
	5-year	544	435	80%		
	6-year	548	375	68.4%		
American Indian or Alaska Native	4-year	13	—	—	57.1%	1
	5-year	10	—	—		
	6-year	28	16	57.1%		
Asian or Native Hawaiian/Other Pacific Islander	4-year	13	—	—	—	—
	5-year	14	—	—		
	6-year	11	—	—		
Black or African American	4-year	195	158	81%	74.9%	1
	5-year	192	153	79.7%		
	6-year	209	134	64.1%		
Hispanic or Latino	4-year	42	33	78.6%	71.5%	1
	5-year	34	26	76.5%		
	6-year	32	19	59.4%		
Multiracial	4-year	44	33	75%	75.2%	1
	5-year	40	30	75%		
	6-year	37	28	75.7%		
White	4-year	221	182	82.4%	78.6%	1
	5-year	254	204	80.3%		
	6-year	231	169	73.2%		
English Language Learner	4-year	9	—	—	—	—
	5-year	11	—	—		
	6-year	11	—	—		
Students with Disabilities	4-year	114	78	68.4%	62.4%	2
	5-year	120	83	69.2%		
	6-year	111	55	49.5%		
Economically Disadvantaged	4-year	412	329	79.9%	76.8%	2
	5-year	387	312	80.6%		
	6-year	358	250	69.8%		

**SECONDARY ELP**

Subgroup	Number Of ELLs	Benchmark	Progress Rate	Success Ratio	Level
All Students	12	—	—	—	—
American Indian or Alaska Native	0	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	2	—	—	—	—
Black or African American	0	—	—	—	—
Hispanic or Latino	10	—	—	—	—
Multiracial	0	—	—	—	—
White	0	—	—	—	—
English Language Learner	12	—	—	—	—
Students with Disabilities	4	—	—	—	—
Economically Disadvantaged	8	—	—	—	—

**SECONDARY CHRONIC ABSENTEEISM**

Subgroup	Students Enrolled	Students Chronically Absent	Chronic Absenteeism Rate	Level
All Students	2,199	1,532	69.7%	1
American Indian or Alaska Native	57	48	84.2%	1
Asian or Native Hawaiian/Other Pacific Islander	63	29	46%	2
Black or African American	755	556	73.6%	1
Hispanic or Latino	204	148	72.5%	1
Multiracial	315	237	75.2%	1
White	805	514	63.9%	1
English Language Learner	25	—	—	—
Students with Disabilities	488	347	71.1%	1
Economically Disadvantaged	1,560	1,162	74.5%	1

**SECONDARY ELA PARTICIPATION RATE**

Subgroup	Tested 95% In Current Year	Current Year 12th Grade Enrollment	Current Year Participation Rate
All Students	X	496	91.3%
American Indian or Alaska Native	—	19	—
Asian or Native Hawaiian/Other Pacific Islander	—	13	—
Black or African American	X	179	92.7%
Hispanic or Latino	X	41	92.7%
Multiracial	X	54	90.7%
White	X	190	89%
English Language Learner	—	6	—
Students with Disabilities	X	99	88.9%
Economically Disadvantaged	X	334	90.7%

**SECONDARY MATHEMATICS PARTICIPATION RATE**

Subgroup	Tested 95% In Current Year	Current Year 12th Grade Enrollment	Current Year Participation Rate
All Students	X	386	26.7%
American Indian or Alaska Native	—	16	—
Asian or Native Hawaiian/Other Pacific Islander	—	12	—
Black or African American	X	139	25.2%
Hispanic or Latino	—	30	—
Multiracial	—	39	—
White	X	150	22.7%
English Language Learner	—	6	—
Students with Disabilities	X	82	19.5%
Economically Disadvantaged	X	264	26.9%

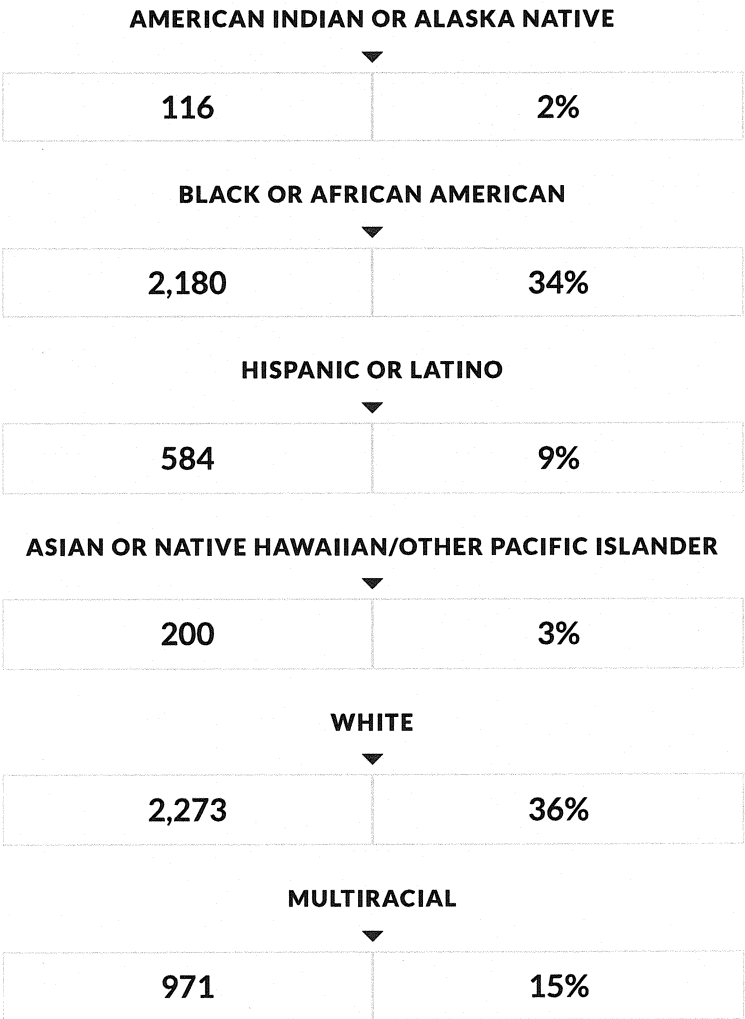
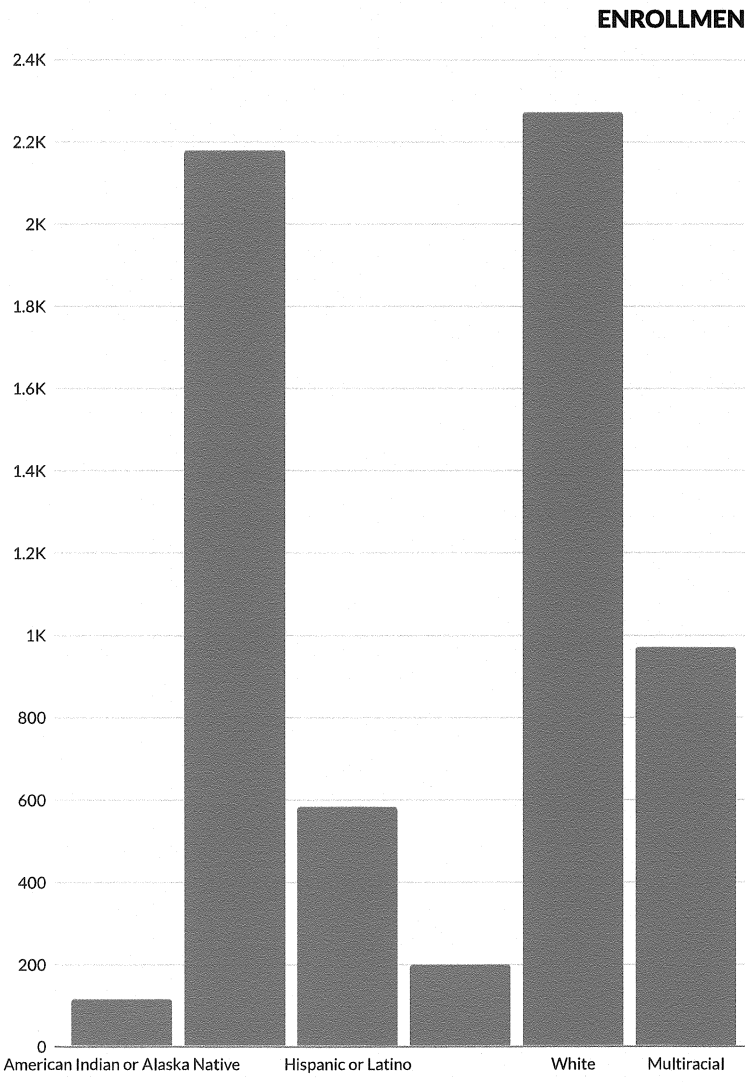
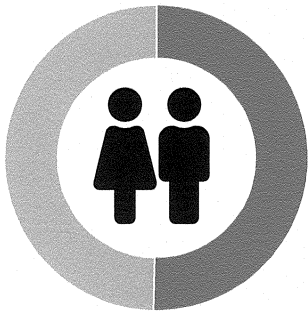
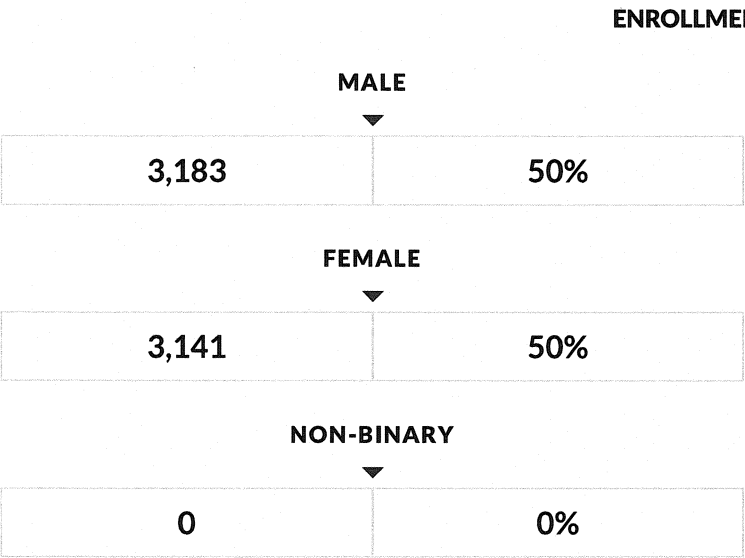
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This report provides enrollment counts for schools and districts by various demographic groups for the 2022 - 23 school year. These enrollment data are collected as part of NYSED's Student Information Repository System (SIRS). These counts are as of "BEDS Day" which is typically the first Wednesday in October. For nonpublic school enrollment data please see the Non-Public School Enrollment and Staff information on our Information and Reporting Services webpage.

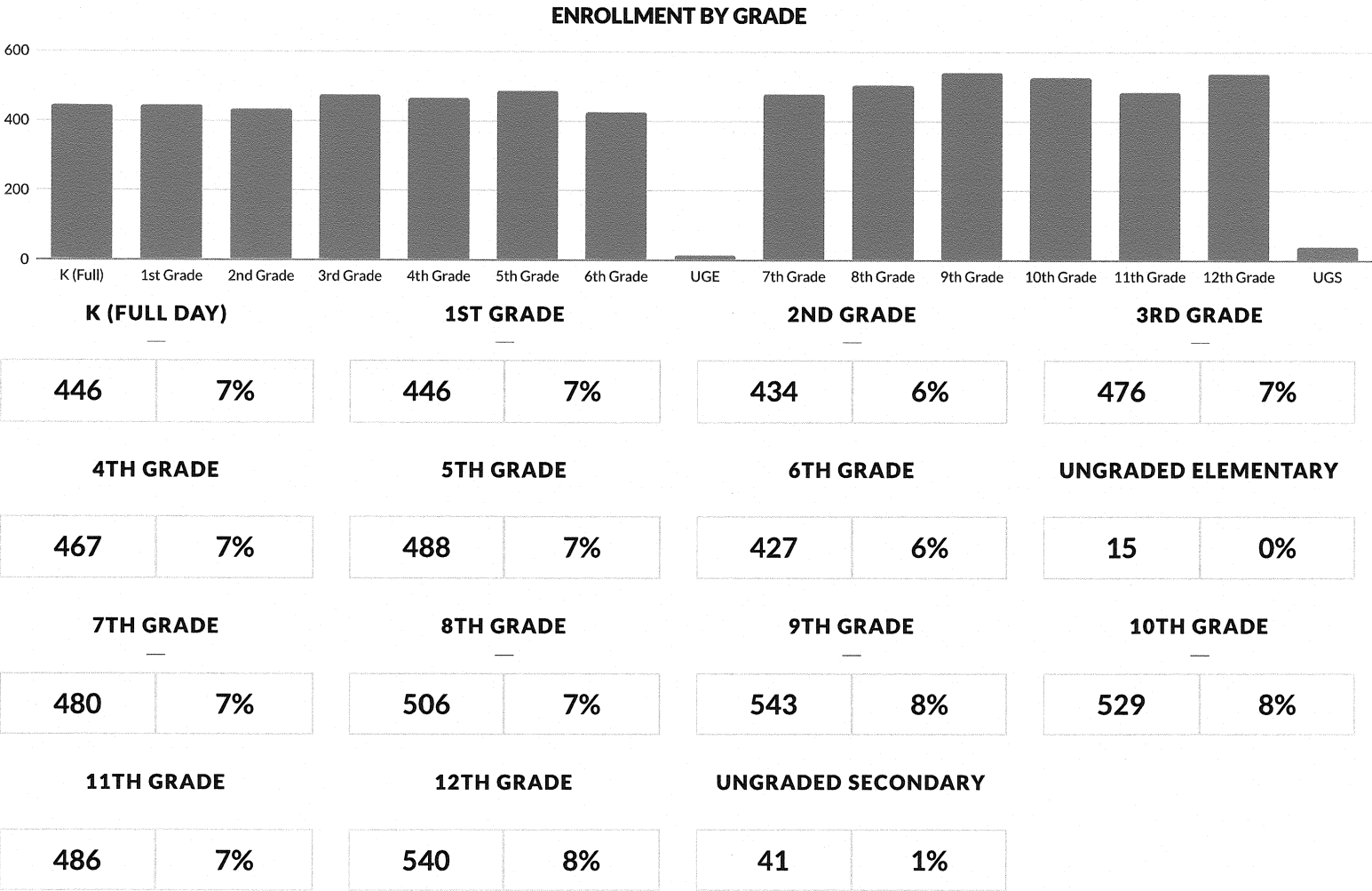
NIAGARA FALLS CITY SCHOOL DISTRICT ENROLLMENT (2022 - 23)

K-12 Enrollment: 6,324



OTHER GROUPS

ENGLISH LANGUAGE LEARNERS		STUDENTS WITH DISABILITIES		ECONOMICALLY DISADVANTAGED	
96	2%	1,423	23%	4,662	74%
MIGRANT		HOMELESS		FOSTER CARE	
—	—	262	4%	—	—
				PARENT IN ARMED FORCES	
				14	0%



# NIAGARA FALLS CITY SCHOOL DISTRICT ENGLISH LANGUAGE LEARNERS ENROLLMENT (2022 - 23)

**K-12 ELL Enrollment: 96**  
**K-12 Former ELL Enrollment: 71**

## ELL ENROLLMENT

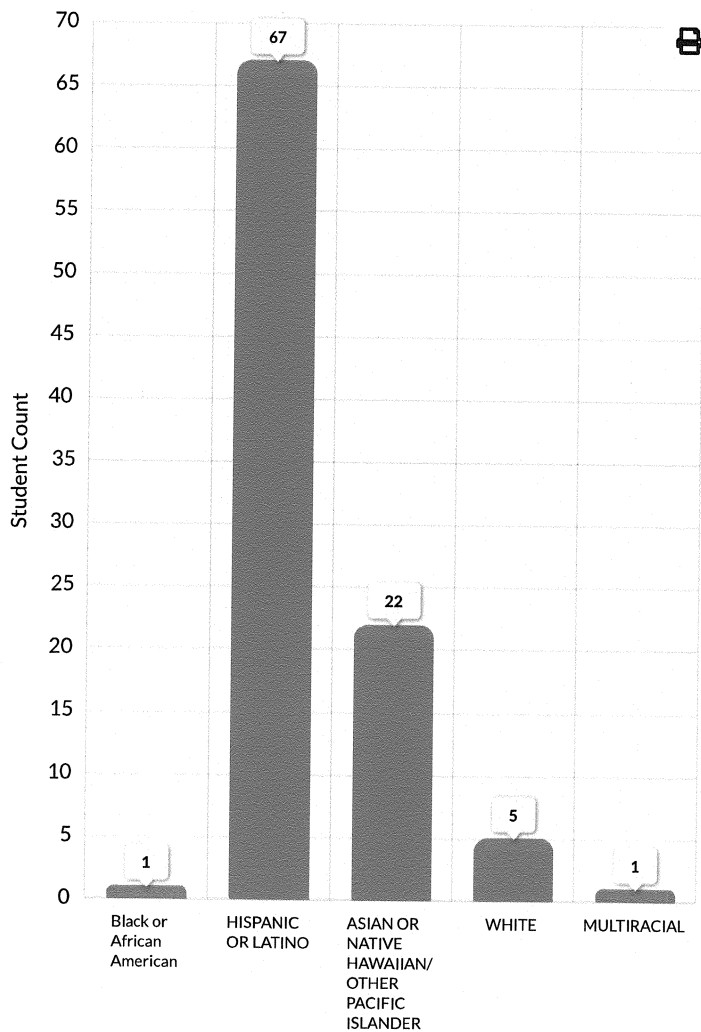
### MALE



### FEMALE



## ELL ENROLLMENT BY ETHNICITY



### BLACK OR AFRICAN AMERICAN



### HISPANIC OR LATINO



### ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC ISLANDER



### WHITE



### MULTIRACIAL





1	1%
---	----

OTHER GROUPS

STUDENTS WITH DISABILITIES



29	30%
----	-----

ECONOMICALLY DISADVANTAGED



75	78%
----	-----

ELL ENROLLMENT BY GRADE



K (FULL DAY)



8	8%
---	----

1ST GRADE



9	9%
---	----

2ND GRADE



9	9%
---	----

3RD GRADE



7	7%
---	----

4TH GRADE



9	9%
---	----

5TH GRADE



13	14%
----	-----

6TH GRADE



8	8%
---	----

UNGRADED  
ELEMENTARY



1	1%
---	----

7TH GRADE



5	5%
---	----

8TH GRADE



7	7%
---	----

9TH GRADE



5	5%
---	----

10TH GRADE



6	6%
---	----

11TH GRADE		12TH GRADE	
▼		▼	
3	3%	6	6%

Data used to generate the Home Languages, English Language Learners Breakdown, and the English Language Learners Programs tables differs from the rest of the report. Students included in the Home Languages, English Language Learners Breakdown, and the English Language Learners Programs were those students who were identified as ELL during the school year. The rest of the report includes students who were ELL as of BEDS day.

HOME LANGUAGES

1	Spanish
2	Urdu
3	Bengali
4	Arabic
5	Portuguese

ENGLISH LANGUAGE LEARNERS BREAKDOWN

NEWCOMERS	DEVELOPING	LONG TERM	SIFE
▼	▼	▼	▼
70	35	26	0

ENGLISH LANGUAGE LEARNERS PROGRAMS

ENGLISH AS A NEW LANGUAGE	ONE WAY/ TWO WAY DUAL LANGUAGE PROGRAM	TRANSITIONAL BILINGUAL EDUCATION PROGRAM
▼	▼	▼
131	0	0

NIAGARA FALLS CITY SCHOOL DISTRICT - NEW YORK STATE REPORT CARD [2022 - 23]

The New York State Report Card is an important part of the Board of Regents' effort to create educational equity and raise learning standards for all students. Knowledge gained from the report card on a school's or district's strengths and weaknesses can be used to improve instruction and services to students. The report card provides information to the public on school/district staff, students, and measures of school and district performance as required by the Every Student Succeeds Act (ESSA). Fundamentally, ESSA is about creating a set of interlocking strategies to promote educational equity by providing support to districts and schools as they work to ensure that every student succeeds. New York State is committed to ensuring that all students succeed and thrive in school no matter who they are, where they live, where they go to school, or where they come from.

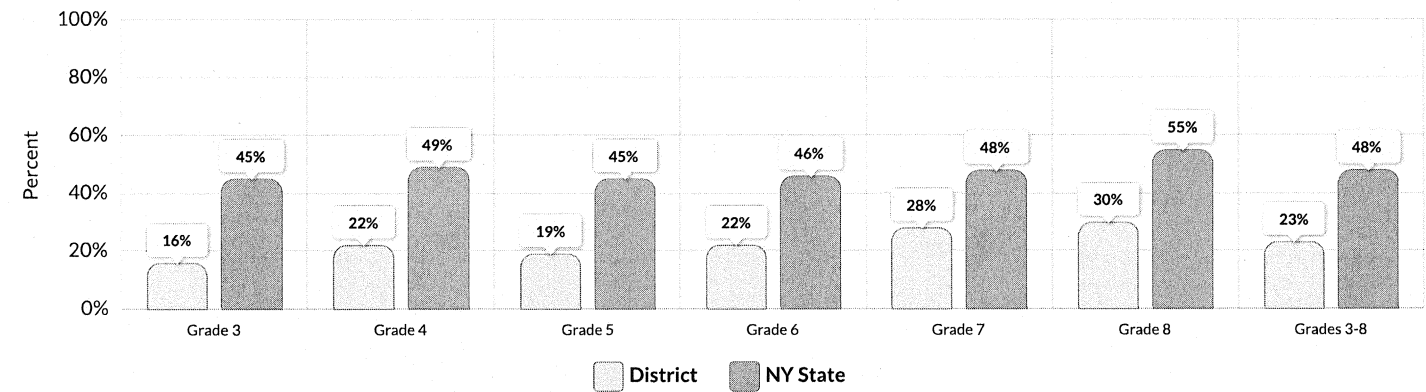
GRADES 3-8 ENGLISH LANGUAGE ARTS RESULTS (2022-23)

The results of the 2022-23 Grades 3-8 English Language Arts represent student achievement on the new Next Generation Learning Standards. Because the tests measure different learning standards, the results are not comparable to those from prior years.

SUMMARY RESULTS



Percent Scoring Proficient by Grade



Grade	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Grade 3	502	27	5%	475	95%	276	58%	124	26%	63	13%	12	3%	75	16%
Grade 4	492	39	8%	453	92%	220	49%	135	30%	73	16%	25	6%	98	22%
Grade 5	508	33	6%	475	94%	238	50%	145	31%	81	17%	11	2%	92	19%
Grade 6	444	26	6%	418	94%	193	46%	131	31%	70	17%	24	6%	94	22%
Grade 7	504	57	11%	447	89%	204	46%	118	26%	93	21%	32	7%	125	28%
Grade 8	544	70	13%	474	87%	175	37%	157	33%	121	26%	21	4%	142	30%
Grades 3-8	2,994	252	8%	2,742	92%	1,306	48%	810	30%	501	18%	125	5%	626	23%

### GRADE 3 ELA RESULTS

The results of the 2022-23 Grades 3-8 English Language Arts represent student achievement on the new Next Generation Learning Standards. Because the tests measure different learning standards, the results are not comparable to those from prior years.



Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	502	27	5%	475	95%	276	58%	124	26%	63	13%	12	3%	75	16%
Female	234	7	3%	227	97%	113	50%	70	31%	36	16%	8	4%	44	19%
Male	268	20	7%	248	93%	163	66%	54	22%	27	11%	4	2%	31	13%
General Education Students	361	7	2%	354	98%	174	49%	106	30%	62	18%	12	3%	74	21%
Students with Disabilities	141	20	14%	121	86%	102	84%	18	15%	1	1%	0	0%	1	1%
American Indian or Alaska Native	8	0	0%	8	100%	4	50%	2	25%	2	25%	0	0%	2	25%
Asian or Native Hawaiian/Other Pacific Islander	14	3	21%	11	79%	3	27%	3	27%	4	36%	1	9%	5	45%
Black or African American	175	9	5%	166	95%	123	74%	28	17%	15	9%	0	0%	15	9%
Hispanic or Latino	52	3	6%	49	94%	35	71%	10	20%	3	6%	1	2%	4	8%
White	184	8	4%	176	96%	74	42%	58	33%	34	19%	10	6%	44	25%
Multiracial	69	4	6%	65	94%	37	57%	23	35%	5	8%	0	0%	5	8%
Economically Disadvantaged	376	21	6%	355	94%	231	65%	90	25%	28	8%	6	2%	34	10%
Not Economically Disadvantaged	126	6	5%	120	95%	45	38%	34	28%	35	29%	6	5%	41	34%
English Language Learner	10	2	20%	8	80%	5	63%	1	13%	2	25%	0	0%	2	25%
Non-English Language Learner	492	25	5%	467	95%	271	58%	123	26%	61	13%	12	3%	73	16%
Not in Foster Care	502	27	5%	475	95%	276	58%	124	26%	63	13%	12	3%	75	16%
Homeless	24	1	4%	23	96%	16	70%	6	26%	1	4%	0	0%	1	4%
Not Homeless	478	26	5%	452	95%	260	58%	118	26%	62	14%	12	3%	74	16%
Not Migrant	502	27	5%	475	95%	276	58%	124	26%	63	13%	12	3%	75	16%
Parent in Armed Forces	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Parent Not in Armed Forces	501	27	5%	474	95%	—	—	—	—	—	—	—	—	—	—

## GRADE 4 ELA RESULTS

The results of the 2022-23 Grades 3-8 English Language Arts represent student achievement on the new Next Generation Learning Standards. Because the tests measure different learning standards, the results are not comparable to those from prior years.



Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	492	39	8%	453	92%	220	49%	135	30%	73	16%	25	6%	98	22%
Female	246	14	6%	232	94%	96	41%	75	32%	45	19%	16	7%	61	26%
Male	246	25	10%	221	90%	124	56%	60	27%	28	13%	9	4%	37	17%
General Education Students	350	14	4%	336	96%	119	35%	122	36%	70	21%	25	7%	95	28%
Students with Disabilities	142	25	18%	117	82%	101	86%	13	11%	3	3%	0	0%	3	3%
American Indian or Alaska Native	6	2	33%	4	67%	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	17	1	6%	16	94%	—	—	—	—	—	—	—	—	—	—
Black or African American	167	11	7%	156	93%	85	54%	50	32%	17	11%	4	3%	21	13%
Hispanic or Latino	41	3	7%	38	93%	20	53%	11	29%	5	13%	2	5%	7	18%
White	176	15	9%	161	91%	58	36%	53	33%	35	22%	15	9%	50	31%
Multiracial	85	7	8%	78	92%	49	63%	17	22%	10	13%	2	3%	12	15%
Small Group Total: Race & Ethnicity	23	3	13%	20	87%	8	40%	4	20%	6	30%	2	10%	8	40%
Economically Disadvantaged	375	31	8%	344	92%	184	53%	110	32%	40	12%	10	3%	50	15%
Not Economically Disadvantaged	117	8	7%	109	93%	36	33%	25	23%	33	30%	15	14%	48	44%
English Language Learner	11	3	27%	8	73%	6	75%	1	13%	1	13%	0	0%	1	13%
Non-English Language Learner	481	36	7%	445	93%	214	48%	134	30%	72	16%	25	6%	97	22%
Not in Foster Care	492	39	8%	453	92%	220	49%	135	30%	73	16%	25	6%	98	22%
Homeless	29	4	14%	25	86%	14	56%	9	36%	2	8%	0	0%	2	8%
Not Homeless	463	35	8%	428	92%	206	48%	126	29%	71	17%	25	6%	96	22%
Not Migrant	492	39	8%	453	92%	220	49%	135	30%	73	16%	25	6%	98	22%
Parent Not in Armed Forces	492	39	8%	453	92%	220	49%	135	30%	73	16%	25	6%	98	22%

## GRADE 5 ELA RESULTS

The results of the 2022-23 Grades 3-8 English Language Arts represent student achievement on the new Next Generation Learning Standards. Because the tests measure different learning standards, the results are not comparable to those from prior years.



Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	508	33	6%	475	94%	238	50%	145	31%	81	17%	11	2%	92	19%
Female	259	14	5%	245	95%	118	48%	80	33%	41	17%	6	2%	47	19%
Male	249	19	8%	230	92%	120	52%	65	28%	40	17%	5	2%	45	20%
General Education Students	369	8	2%	361	98%	137	38%	134	37%	79	22%	11	3%	90	25%
Students with Disabilities	139	25	18%	114	82%	101	89%	11	10%	2	2%	0	0%	2	2%
American Indian or Alaska Native	10	2	20%	8	80%	7	88%	1	13%	0	0%	0	0%	0	0%
Asian or Native Hawaiian/Other Pacific Islander	19	0	0%	19	100%	4	21%	10	53%	5	26%	0	0%	5	26%
Black or African American	166	10	6%	156	94%	97	62%	43	28%	14	9%	2	1%	16	10%
Hispanic or Latino	52	2	4%	50	96%	26	52%	17	34%	6	12%	1	2%	7	14%
White	183	15	8%	168	92%	68	40%	55	33%	42	25%	3	2%	45	27%
Multiracial	78	4	5%	74	95%	36	49%	19	26%	14	19%	5	7%	19	26%
Economically Disadvantaged	381	23	6%	358	94%	200	56%	101	28%	49	14%	8	2%	57	16%
Not Economically Disadvantaged	127	10	8%	117	92%	38	32%	44	38%	32	27%	3	3%	35	30%
English Language Learner	14	1	7%	13	93%	9	69%	4	31%	0	0%	0	0%	0	0%
Non-English Language Learner	494	32	6%	462	94%	229	50%	141	31%	81	18%	11	2%	92	20%
Not in Foster Care	508	33	6%	475	94%	238	50%	145	31%	81	17%	11	2%	92	19%
Homeless	21	1	5%	20	95%	15	75%	2	10%	2	10%	1	5%	3	15%
Not Homeless	487	32	7%	455	93%	223	49%	143	31%	79	17%	10	2%	89	20%
Not Migrant	508	33	6%	475	94%	238	50%	145	31%	81	17%	11	2%	92	19%
Parent Not in Armed Forces	508	33	6%	475	94%	238	50%	145	31%	81	17%	11	2%	92	19%

**GRADE 6 ELA RESULTS**

The results of the 2022-23 Grades 3-8 English Language Arts represent student achievement on the new Next Generation Learning Standards. Because the tests measure different learning standards, the results are not comparable to those from prior years.



Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	444	26	6%	418	94%	193	46%	131	31%	70	17%	24	6%	94	22%
Female	212	9	4%	203	96%	90	44%	66	33%	34	17%	13	6%	47	23%
Male	232	17	7%	215	93%	103	48%	65	30%	36	17%	11	5%	47	22%
General Education Students	326	11	3%	315	97%	109	35%	112	36%	70	22%	24	8%	94	30%
Students with Disabilities	118	15	13%	103	87%	84	82%	19	18%	0	0%	0	0%	0	0%
American Indian or Alaska Native	4	0	0%	4	100%	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	17	2	12%	15	88%	—	—	—	—	—	—	—	—	—	—
Black or African American	130	10	8%	120	92%	71	59%	36	30%	11	9%	2	2%	13	11%
Hispanic or Latino	45	2	4%	43	96%	19	44%	17	40%	4	9%	3	7%	7	16%
White	174	9	5%	165	95%	60	36%	57	35%	33	20%	15	9%	48	29%
Multiracial	74	3	4%	71	96%	39	55%	16	23%	15	21%	1	1%	16	23%
Small Group Total: Race & Ethnicity	21	2	10%	19	90%	4	21%	5	26%	7	37%	3	16%	10	53%
Economically Disadvantaged	329	18	5%	311	95%	164	53%	98	32%	35	11%	14	5%	49	16%
Not Economically Disadvantaged	115	8	7%	107	93%	29	27%	33	31%	35	33%	10	9%	45	42%
English Language Learner	12	4	33%	8	67%	4	50%	4	50%	0	0%	0	0%	0	0%
Non-English Language Learner	432	22	5%	410	95%	189	46%	127	31%	70	17%	24	6%	94	23%
Not in Foster Care	444	26	6%	418	94%	193	46%	131	31%	70	17%	24	6%	94	22%
Homeless	18	1	6%	17	94%	8	47%	7	41%	2	12%	0	0%	2	12%
Not Homeless	426	25	6%	401	94%	185	46%	124	31%	68	17%	24	6%	92	23%
Not Migrant	444	26	6%	418	94%	193	46%	131	31%	70	17%	24	6%	94	22%
Parent in Armed Forces	2	0	0%	2	100%	—	—	—	—	—	—	—	—	—	—
Parent Not in Armed Forces	442	26	6%	416	94%	—	—	—	—	—	—	—	—	—	—



## GRADE 7 ELA RESULTS

The results of the 2022-23 Grades 3-8 English Language Arts represent student achievement on the new Next Generation Learning Standards. Because the tests measure different learning standards, the results are not comparable to those from prior years.



Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	504	57	11%	447	89%	204	46%	118	26%	93	21%	32	7%	125	28%
Female	250	27	11%	223	89%	97	43%	58	26%	52	23%	16	7%	68	30%
Male	254	30	12%	224	88%	107	48%	60	27%	41	18%	16	7%	57	25%
General Education Students	391	33	8%	358	92%	134	37%	103	29%	90	25%	31	9%	121	34%
Students with Disabilities	113	24	21%	89	79%	70	79%	15	17%	3	3%	1	1%	4	4%
American Indian or Alaska Native	9	0	0%	9	100%	3	33%	2	22%	4	44%	0	0%	4	44%
Asian or Native Hawaiian/Other Pacific Islander	16	3	19%	13	81%	3	23%	5	38%	4	31%	1	8%	5	38%
Black or African American	169	13	8%	156	92%	98	63%	34	22%	18	12%	6	4%	24	15%
Hispanic or Latino	45	6	13%	39	87%	20	51%	7	18%	12	31%	0	0%	12	31%
White	184	26	14%	158	86%	43	27%	47	30%	45	28%	23	15%	68	43%
Multiracial	81	9	11%	72	89%	37	51%	23	32%	10	14%	2	3%	12	17%
Economically Disadvantaged	362	44	12%	318	88%	167	53%	81	25%	61	19%	9	3%	70	22%
Not Economically Disadvantaged	142	13	9%	129	91%	37	29%	37	29%	32	25%	23	18%	55	43%
English Language Learner	8	3	38%	5	63%	4	80%	1	20%	0	0%	0	0%	0	0%
Non-English Language Learner	496	54	11%	442	89%	200	45%	117	26%	93	21%	32	7%	125	28%
Not in Foster Care	504	57	11%	447	89%	204	46%	118	26%	93	21%	32	7%	125	28%
Homeless	18	2	11%	16	89%	11	69%	3	19%	2	13%	0	0%	2	13%
Not Homeless	486	55	11%	431	89%	193	45%	115	27%	91	21%	32	7%	123	29%
Not Migrant	504	57	11%	447	89%	204	46%	118	26%	93	21%	32	7%	125	28%
Parent in Armed Forces	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Parent Not in Armed Forces	503	57	11%	446	89%	—	—	—	—	—	—	—	—	—	—

## GRADE 8 ELA RESULTS

The results of the 2022-23 Grades 3-8 English Language Arts represent student achievement on the new Next Generation Learning Standards. Because the tests measure different learning standards, the results are not comparable to those from prior years.



Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	544	70	13%	474	87%	175	37%	157	33%	121	26%	21	4%	142	30%
Female	268	32	12%	236	88%	62	26%	87	37%	73	31%	14	6%	87	37%
Male	276	38	14%	238	86%	113	47%	70	29%	48	20%	7	3%	55	23%
General Education Students	414	36	9%	378	91%	94	25%	144	38%	119	31%	21	6%	140	37%
Students with Disabilities	130	34	26%	96	74%	81	84%	13	14%	2	2%	0	0%	2	2%
American Indian or Alaska Native	7	0	0%	7	100%	1	14%	2	29%	2	29%	2	29%	4	57%
Asian or Native Hawaiian/Other Pacific Islander	16	1	6%	15	94%	3	20%	2	13%	8	53%	2	13%	10	67%
Black or African American	209	23	11%	186	89%	79	42%	68	37%	36	19%	3	2%	39	21%
Hispanic or Latino	40	7	18%	33	83%	14	42%	10	30%	9	27%	0	0%	9	27%
White	180	27	15%	153	85%	43	28%	48	31%	51	33%	11	7%	62	41%
Multiracial	92	12	13%	80	87%	35	44%	27	34%	15	19%	3	4%	18	23%
Economically Disadvantaged	385	56	15%	329	85%	139	42%	112	34%	67	20%	11	3%	78	24%
Not Economically Disadvantaged	159	14	9%	145	91%	36	25%	45	31%	54	37%	10	7%	64	44%
English Language Learner	8	0	0%	8	100%	7	88%	1	13%	0	0%	0	0%	0	0%
Non-English Language Learner	536	70	13%	466	87%	168	36%	156	33%	121	26%	21	5%	142	30%
Not in Foster Care	544	70	13%	474	87%	175	37%	157	33%	121	26%	21	4%	142	30%
Homeless	30	8	27%	22	73%	11	50%	4	18%	6	27%	1	5%	7	32%
Not Homeless	514	62	12%	452	88%	164	36%	153	34%	115	25%	20	4%	135	30%
Not Migrant	544	70	13%	474	87%	175	37%	157	33%	121	26%	21	4%	142	30%
Parent in Armed Forces	3	0	0%	3	100%	—	—	—	—	—	—	—	—	—	—
Parent Not in Armed Forces	541	70	13%	471	87%	—	—	—	—	—	—	—	—	—	—

GRADES 3-8 MATHEMATICS RESULTS (2022-23)

The results of the 2022-23 Grades 3-8 Mathematics Tests represent student achievement on the new Next Generation Learning Standards. Because the tests measure different learning standards, the results are not comparable to those from prior years.

SUMMARY RESULTS



Grade	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4 & Above		Proficient (Levels 3 & Above)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Grade 3	504	24	5%	480	95%	165	34%	209	44%	97	20%	9	2%	106	22%
Grade 4	492	31	6%	461	94%	212	46%	119	26%	121	26%	9	2%	130	28%
Grade 5	510	32	6%	478	94%	272	57%	108	23%	91	19%	7	1%	98	21%
Grade 6	445	25	6%	420	94%	196	47%	110	26%	101	24%	13	3%	114	27%
Combined 6	445	25	6%	420	94%	196	47%	110	26%	101	24%	13	3%	114	27%
Grade 7	502	83	17%	419	83%	182	43%	121	29%	89	21%	27	6%	116	28%
Regents 7	—	—	—	21	4%	0	0%	0	0%	0	0%	21	100%	21	100%
Combined 7	502	62	12%	440	88%	182	41%	121	28%	89	20%	48	11%	137	31%
Grade 8	547	530	97%	17	3%	17	100%	0	0%	0	0%	0	0%	0	0%
Regents 8	—	—	—	439	80%	88	20%	110	25%	166	38%	75	17%	241	55%
Combined 8	547	91	17%	456	83%	105	23%	110	24%	166	36%	75	16%	241	53%
Grades 3-8	3,000	265	9%	2,735	91%	1,132	41%	777	28%	665	24%	161	6%	826	30%

See report card Glossary and Guide for criteria used to include students in this table.

### GRADE 3 MATH RESULTS

The results of the 2022-23 Grades 3-8 Mathematics Tests represent student achievement on the new Next Generation Learning Standards. Because the tests measure different learning standards, the results are not comparable to those from prior years.



Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	504	24	5%	480	95%	165	34%	209	44%	97	20%	9	2%	106	22%
Female	236	8	3%	228	97%	74	32%	101	44%	46	20%	7	3%	53	23%
Male	268	16	6%	252	94%	91	36%	108	43%	51	20%	2	1%	53	21%
General Education Students	362	6	2%	356	98%	82	23%	173	49%	92	26%	9	3%	101	28%
Students with Disabilities	142	18	13%	124	87%	83	67%	36	29%	5	4%	0	0%	5	4%
American Indian or Alaska Native	8	1	13%	7	88%	3	43%	2	29%	2	29%	0	0%	2	29%
Asian or Native Hawaiian/Other Pacific Islander	14	0	0%	14	100%	2	14%	7	50%	3	21%	2	14%	5	36%
Black or African American	176	10	6%	166	94%	74	45%	71	43%	20	12%	1	1%	21	13%
Hispanic or Latino	52	2	4%	50	96%	19	38%	24	48%	7	14%	0	0%	7	14%
White	185	8	4%	177	96%	36	20%	84	47%	51	29%	6	3%	57	32%
Multiracial	69	3	4%	66	96%	31	47%	21	32%	14	21%	0	0%	14	21%
Economically Disadvantaged	378	19	5%	359	95%	140	39%	167	47%	50	14%	2	1%	52	14%
Not Economically Disadvantaged	126	5	4%	121	96%	25	21%	42	35%	47	39%	7	6%	54	45%
English Language Learner	10	0	0%	10	100%	3	30%	4	40%	2	20%	1	10%	3	30%
Non-English Language Learner	494	24	5%	470	95%	162	34%	205	44%	95	20%	8	2%	103	22%
Not in Foster Care	504	24	5%	480	95%	165	34%	209	44%	97	20%	9	2%	106	22%
Homeless	25	2	8%	23	92%	13	57%	9	39%	1	4%	0	0%	1	4%
Not Homeless	479	22	5%	457	95%	152	33%	200	44%	96	21%	9	2%	105	23%
Not Migrant	504	24	5%	480	95%	165	34%	209	44%	97	20%	9	2%	106	22%
Parent in Armed Forces	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Parent Not in Armed Forces	503	24	5%	479	95%	—	—	—	—	—	—	—	—	—	—

## GRADE 4 MATH RESULTS

The results of the 2022-23 Grades 3-8 Mathematics Tests represent student achievement on the new Next Generation Learning Standards. Because the tests measure different learning standards, the results are not comparable to those from prior years.



Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	492	31	6%	461	94%	212	46%	119	26%	121	26%	9	2%	130	28%
Female	245	10	4%	235	96%	112	48%	60	26%	59	25%	4	2%	63	27%
Male	247	21	9%	226	91%	100	44%	59	26%	62	27%	5	2%	67	30%
General Education Students	349	7	2%	342	98%	118	35%	101	30%	114	33%	9	3%	123	36%
Students with Disabilities	143	24	17%	119	83%	94	79%	18	15%	7	6%	0	0%	7	6%
American Indian or Alaska Native	6	1	17%	5	83%	2	40%	1	20%	2	40%	0	0%	2	40%
Asian or Native Hawaiian/Other Pacific Islander	17	0	0%	17	100%	1	6%	4	24%	12	71%	0	0%	12	71%
Black or African American	166	7	4%	159	96%	95	60%	36	23%	27	17%	1	1%	28	18%
Hispanic or Latino	41	2	5%	39	95%	18	46%	11	28%	10	26%	0	0%	10	26%
White	177	15	8%	162	92%	56	35%	42	26%	58	36%	6	4%	64	40%
Multiracial	85	6	7%	79	93%	40	51%	25	32%	12	15%	2	3%	14	18%
Economically Disadvantaged	374	25	7%	349	93%	180	52%	96	28%	70	20%	3	1%	73	21%
Not Economically Disadvantaged	118	6	5%	112	95%	32	29%	23	21%	51	46%	6	5%	57	51%
English Language Learner	11	1	9%	10	91%	5	50%	4	40%	1	10%	0	0%	1	10%
Non-English Language Learner	481	30	6%	451	94%	207	46%	115	25%	120	27%	9	2%	129	29%
Not in Foster Care	492	31	6%	461	94%	212	46%	119	26%	121	26%	9	2%	130	28%
Homeless	28	3	11%	25	89%	18	72%	5	20%	2	8%	0	0%	2	8%
Not Homeless	464	28	6%	436	94%	194	44%	114	26%	119	27%	9	2%	128	29%
Not Migrant	492	31	6%	461	94%	212	46%	119	26%	121	26%	9	2%	130	28%
Parent Not in Armed Forces	492	31	6%	461	94%	212	46%	119	26%	121	26%	9	2%	130	28%

## GRADE 5 MATH RESULTS

The results of the 2022-23 Grades 3-8 Mathematics Tests represent student achievement on the new Next Generation Learning Standards. Because the tests measure different learning standards, the results are not comparable to those from prior years.



Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	510	32	6%	478	94%	272	57%	108	23%	91	19%	7	1%	98	21%
Female	259	15	6%	244	94%	143	59%	53	22%	45	18%	3	1%	48	20%
Male	251	17	7%	234	93%	129	55%	55	24%	46	20%	4	2%	50	21%
General Education Students	370	8	2%	362	98%	169	47%	98	27%	88	24%	7	2%	95	26%
Students with Disabilities	140	24	17%	116	83%	103	89%	10	9%	3	3%	0	0%	3	3%
American Indian or Alaska Native	10	2	20%	8	80%	7	88%	1	13%	0	0%	0	0%	0	0%
Asian or Native Hawaiian/Other Pacific Islander	19	0	0%	19	100%	5	26%	7	37%	6	32%	1	5%	7	37%
Black or African American	167	8	5%	159	95%	117	74%	29	18%	12	8%	1	1%	13	8%
Hispanic or Latino	52	3	6%	49	94%	27	55%	17	35%	5	10%	0	0%	5	10%
White	183	13	7%	170	93%	71	42%	41	24%	53	31%	5	3%	58	34%
Multiracial	79	6	8%	73	92%	45	62%	13	18%	15	21%	0	0%	15	21%
Economically Disadvantaged	382	22	6%	360	94%	227	63%	84	23%	46	13%	3	1%	49	14%
Not Economically Disadvantaged	128	10	8%	118	92%	45	38%	24	20%	45	38%	4	3%	49	42%
English Language Learner	14	0	0%	14	100%	8	57%	5	36%	1	7%	0	0%	1	7%
Non-English Language Learner	496	32	6%	464	94%	264	57%	103	22%	90	19%	7	2%	97	21%
Not in Foster Care	510	32	6%	478	94%	272	57%	108	23%	91	19%	7	1%	98	21%
Homeless	22	3	14%	19	86%	14	74%	2	11%	3	16%	0	0%	3	16%
Not Homeless	488	29	6%	459	94%	258	56%	106	23%	88	19%	7	2%	95	21%
Not Migrant	510	32	6%	478	94%	272	57%	108	23%	91	19%	7	1%	98	21%
Parent Not in Armed Forces	510	32	6%	478	94%	272	57%	108	23%	91	19%	7	1%	98	21%

**GRADE 6 MATH RESULTS**

The results of the 2022-23 Grades 3-8 Mathematics Tests represent student achievement on the new Next Generation Learning Standards. Because the tests measure different learning standards, the results are not comparable to those from prior years.



Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	445	25	6%	420	94%	196	47%	110	26%	101	24%	13	3%	114	27%
Female	213	7	3%	206	97%	100	49%	59	29%	43	21%	4	2%	47	23%
Male	232	18	8%	214	92%	96	45%	51	24%	58	27%	9	4%	67	31%
General Education Students	327	10	3%	317	97%	113	36%	93	29%	98	31%	13	4%	111	35%
Students with Disabilities	118	15	13%	103	87%	83	81%	17	17%	3	3%	0	0%	3	3%
American Indian or Alaska Native	4	0	0%	4	100%	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	17	0	0%	17	100%	—	—	—	—	—	—	—	—	—	—
Black or African American	131	11	8%	120	92%	73	61%	31	26%	15	13%	1	1%	16	13%
Hispanic or Latino	45	1	2%	44	98%	23	52%	13	30%	8	18%	0	0%	8	18%
White	174	9	5%	165	95%	55	33%	45	27%	56	34%	9	5%	65	39%
Multiracial	74	4	5%	70	95%	41	59%	16	23%	12	17%	1	1%	13	19%
Small Group Total: Race & Ethnicity	21	0	0%	21	100%	4	19%	5	24%	10	48%	2	10%	12	57%
Economically Disadvantaged	330	21	6%	309	94%	164	53%	92	30%	49	16%	4	1%	53	17%
Not Economically Disadvantaged	115	4	3%	111	97%	32	29%	18	16%	52	47%	9	8%	61	55%
English Language Learner	12	0	0%	12	100%	7	58%	2	17%	3	25%	0	0%	3	25%
Non-English Language Learner	433	25	6%	408	94%	189	46%	108	26%	98	24%	13	3%	111	27%
Not in Foster Care	445	25	6%	420	94%	196	47%	110	26%	101	24%	13	3%	114	27%
Homeless	18	2	11%	16	89%	9	56%	7	44%	0	0%	0	0%	0	0%
Not Homeless	427	23	5%	404	95%	187	46%	103	25%	101	25%	13	3%	114	28%
Not Migrant	445	25	6%	420	94%	196	47%	110	26%	101	24%	13	3%	114	27%
Parent in Armed Forces	2	0	0%	2	100%	—	—	—	—	—	—	—	—	—	—
Parent Not in Armed Forces	443	25	6%	418	94%	—	—	—	—	—	—	—	—	—	—



## GRADE 7 MATH RESULTS

The results of the 2022-23 Grades 3-8 Mathematics Tests represent student achievement on the new Next Generation Learning Standards. Because the tests measure different learning standards, the results are not comparable to those from prior years.



Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	502	83	17%	419	83%	182	43%	121	29%	89	21%	27	6%	116	28%
Female	250	32	13%	218	87%	101	46%	60	28%	46	21%	11	5%	57	26%
Male	252	51	20%	201	80%	81	40%	61	30%	43	21%	16	8%	59	29%
General Education Students	391	56	14%	335	86%	119	36%	106	32%	84	25%	26	8%	110	33%
Students with Disabilities	111	27	24%	84	76%	63	75%	15	18%	5	6%	1	1%	6	7%
American Indian or Alaska Native	9	0	0%	9	100%	4	44%	1	11%	3	33%	1	11%	4	44%
Asian or Native Hawaiian/Other Pacific Islander	16	5	31%	11	69%	2	18%	4	36%	4	36%	1	9%	5	45%
Black or African American	169	21	12%	148	88%	77	52%	48	32%	19	13%	4	3%	23	16%
Hispanic or Latino	45	5	11%	40	89%	19	48%	9	23%	9	23%	3	8%	12	30%
White	182	43	24%	139	76%	46	33%	36	26%	44	32%	13	9%	57	41%
Multiracial	81	9	11%	72	89%	34	47%	23	32%	10	14%	5	7%	15	21%
Economically Disadvantaged	361	55	15%	306	85%	149	49%	85	28%	58	19%	14	5%	72	24%
Not Economically Disadvantaged	141	28	20%	113	80%	33	29%	36	32%	31	27%	13	12%	44	39%
English Language Learner	8	2	25%	6	75%	5	83%	1	17%	0	0%	0	0%	0	0%
Non-English Language Learner	494	81	16%	413	84%	177	43%	120	29%	89	22%	27	7%	116	28%
Not in Foster Care	502	83	17%	419	83%	182	43%	121	29%	89	21%	27	6%	116	28%
Homeless	18	2	11%	16	89%	8	50%	3	19%	4	25%	1	6%	5	31%
Not Homeless	484	81	17%	403	83%	174	43%	118	29%	85	21%	26	6%	111	28%
Not Migrant	502	83	17%	419	83%	182	43%	121	29%	89	21%	27	6%	116	28%
Parent in Armed Forces	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Parent Not in Armed Forces	501	83	17%	418	83%	—	—	—	—	—	—	—	—	—	—

GRADE 8 MATH RESULTS

The results of the 2022-23 Grades 3-8 Mathematics Tests represent student achievement on the new Next Generation Learning Standards. Because the tests measure different learning standards, the results are not comparable to those from prior years.



Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	547	530	97%	17	3%	17	100%	0	0%	0	0%	0	0%	0	0%
Female	271	265	98%	6	2%	6	100%	0	0%	0	0%	0	0%	0	0%
Male	276	265	96%	11	4%	11	100%	0	0%	0	0%	0	0%	0	0%
General Education Students	417	417	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Students with Disabilities	130	113	87%	17	13%	17	100%	0	0%	0	0%	0	0%	0	0%
American Indian or Alaska Native	7	7	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Asian or Native Hawaiian/Other Pacific Islander	16	15	94%	1	6%	—	—	—	—	—	—	—	—	—	—
Black or African American	211	206	98%	5	2%	5	100%	0	0%	0	0%	0	0%	0	0%
Hispanic or Latino	40	39	98%	1	3%	—	—	—	—	—	—	—	—	—	—
White	181	174	96%	7	4%	7	100%	0	0%	0	0%	0	0%	0	0%
Multiracial	92	89	97%	3	3%	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	148	143	97%	5	3%	5	100%	0	0%	0	0%	0	0%	0	0%
Economically Disadvantaged	387	370	96%	17	4%	17	100%	0	0%	0	0%	0	0%	0	0%
Not Economically Disadvantaged	160	160	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
English Language Learner	8	8	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Non-English Language Learner	539	522	97%	17	3%	17	100%	0	0%	0	0%	0	0%	0	0%
Not in Foster Care	547	530	97%	17	3%	17	100%	0	0%	0	0%	0	0%	0	0%
Homeless	31	29	94%	2	6%	—	—	—	—	—	—	—	—	—	—
Not Homeless	516	501	97%	15	3%	—	—	—	—	—	—	—	—	—	—
Not Migrant	547	530	97%	17	3%	17	100%	0	0%	0	0%	0	0%	0	0%
Parent in Armed Forces	3	3	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Parent Not in Armed Forces	544	527	97%	17	3%	17	100%	0	0%	0	0%	0	0%	0	0%

GRADE 8 SCIENCE RESULTS (2022-23)

Grade 4 Science was not administered in 2022-23.

SUMMARY RESULTS



Grade	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Grade 8	545	533	98%	12	2%	10	83%	1	8%	1	8%	0	0%	1	8%
Regents 8	—	—	—	403	74%	150	37%	67	17%	139	34%	47	12%	186	46%
Combined 8	545	130	24%	415	76%	160	39%	68	16%	140	34%	47	11%	187	45%

See report card Glossary and Guide for criteria used to include students in this table.

## GRADE 8 SCIENCE RESULTS



Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	545	533	98%	12	2%	10	83%	1	8%	1	8%	0	0%	1	8%
Female	269	265	99%	4	1%	—	—	—	—	—	—	—	—	—	—
Male	276	268	97%	8	3%	—	—	—	—	—	—	—	—	—	—
Small Group Total: Gender	545	533	98%	12	2%	10	83%	1	8%	1	8%	0	0%	1	8%
General Education Students	416	416	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Students with Disabilities	129	117	91%	12	9%	10	83%	1	8%	1	8%	0	0%	1	8%
American Indian or Alaska Native	7	7	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Asian or Native Hawaiian/Other Pacific Islander	16	16	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Black or African American	211	208	99%	3	1%	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	40	39	98%	1	3%	—	—	—	—	—	—	—	—	—	—
White	180	175	97%	5	3%	3	60%	1	20%	1	20%	0	0%	1	20%
Multiracial	91	88	97%	3	3%	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	342	335	98%	7	2%	7	100%	0	0%	0	0%	0	0%	0	0%
Economically Disadvantaged	385	374	97%	11	3%	—	—	—	—	—	—	—	—	—	—
Not Economically Disadvantaged	160	159	99%	1	1%	—	—	—	—	—	—	—	—	—	—
English Language Learner	8	8	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Non-English Language Learner	537	525	98%	12	2%	10	83%	1	8%	1	8%	0	0%	1	8%
Not in Foster Care	545	533	98%	12	2%	10	83%	1	8%	1	8%	0	0%	1	8%
Homeless	31	29	94%	2	6%	—	—	—	—	—	—	—	—	—	—
Not Homeless	514	504	98%	10	2%	—	—	—	—	—	—	—	—	—	—
Not Migrant	545	533	98%	12	2%	10	83%	1	8%	1	8%	0	0%	1	8%
Parent in Armed Forces	3	3	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Parent Not in Armed Forces	542	530	98%	12	2%	10	83%	1	8%	1	8%	0	0%	1	8%

**ANNUAL REGENTS EXAMINATIONS (2022 - 23)**

Annual Regents examination results are those administered in August, January, and June of the reporting year. All Regents examinations were administered in 2022-23, except the August 2022 and January 2023 Regents examination in U.S. History and Government (Framework).

## ANNUAL REGENTS EXAMINATION IN ELA (2022-23)



Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%
All Students	632	89	14%	126	20%	209	33%	89	14%	119	19%	417	66%
Female	311	31	10%	62	20%	104	33%	46	15%	68	22%	218	70%
Male	321	58	18%	64	20%	105	33%	43	13%	51	16%	199	62%
General Education Students	497	44	9%	87	18%	168	34%	83	17%	115	23%	366	74%
Students with Disabilities	135	45	33%	39	29%	41	30%	6	4%	4	3%	51	38%
American Indian or Alaska Native	10	1	10%	1	10%	4	40%	0	0%	4	40%	8	80%
Asian or Native Hawaiian/Other Pacific Islander	20	4	20%	0	0%	6	30%	3	15%	7	35%	16	80%
Black or African American	244	43	18%	64	26%	87	36%	21	9%	29	12%	137	56%
Hispanic or Latino	64	6	9%	15	23%	20	31%	13	20%	10	16%	43	67%
White	193	24	12%	26	13%	56	29%	35	18%	52	27%	143	74%
Multiracial	101	11	11%	20	20%	36	36%	17	17%	17	17%	70	69%
Economically Disadvantaged	456	75	16%	99	22%	161	35%	52	11%	69	15%	282	62%
Not Economically Disadvantaged	176	14	8%	27	15%	48	27%	37	21%	50	28%	135	77%
English Language Learner	12	6	50%	5	42%	0	0%	0	0%	1	8%	1	8%
Non-English Language Learner	620	83	13%	121	20%	209	34%	89	14%	118	19%	416	67%
Not in Foster Care	632	89	14%	126	20%	209	33%	89	14%	119	19%	417	66%
Homeless	21	4	19%	4	19%	9	43%	2	10%	2	10%	13	62%
Not Homeless	611	85	14%	122	20%	200	33%	87	14%	117	19%	404	66%
Not Migrant	632	89	14%	126	20%	209	33%	89	14%	119	19%	417	66%
Parent in Armed Forces	1	—	—	—	—	—	—	—	—	—	—	—	—
Parent Not in Armed Forces	631	—	—	—	—	—	—	—	—	—	—	—	—

## ANNUAL REGENTS EXAMINATION IN ALGEBRA I (2022-23)



Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%
All Students	760	256	34%	201	26%	203	27%	66	9%	34	4%	303	40%
Female	395	129	33%	97	25%	114	29%	36	9%	19	5%	169	43%
Male	365	127	35%	104	28%	89	24%	30	8%	15	4%	134	37%
General Education Students	607	164	27%	158	26%	189	31%	62	10%	34	6%	285	47%
Students with Disabilities	153	92	60%	43	28%	14	9%	4	3%	0	0%	18	12%
American Indian or Alaska Native	16	6	38%	4	25%	4	25%	2	13%	0	0%	6	38%
Asian or Native Hawaiian/Other Pacific Islander	24	2	8%	4	17%	8	33%	4	17%	6	25%	18	75%
Black or African American	292	109	37%	100	34%	70	24%	11	4%	2	1%	83	28%
Hispanic or Latino	68	29	43%	13	19%	19	28%	5	7%	2	3%	26	38%
White	244	70	29%	45	18%	71	29%	35	14%	23	9%	129	53%
Multiracial	116	40	34%	35	30%	31	27%	9	8%	1	1%	41	35%
Economically Disadvantaged	531	200	38%	156	29%	130	24%	30	6%	15	3%	175	33%
Not Economically Disadvantaged	229	56	24%	45	20%	73	32%	36	16%	19	8%	128	56%
English Language Learner	19	7	37%	7	37%	5	26%	0	0%	0	0%	5	26%
Non-English Language Learner	741	249	34%	194	26%	198	27%	66	9%	34	5%	298	40%
Not in Foster Care	760	256	34%	201	26%	203	27%	66	9%	34	4%	303	40%
Homeless	31	15	48%	9	29%	5	16%	1	3%	1	3%	7	23%
Not Homeless	729	241	33%	192	26%	198	27%	65	9%	33	5%	296	41%
Not Migrant	760	256	34%	201	26%	203	27%	66	9%	34	4%	303	40%
Parent in Armed Forces	4	—	—	—	—	—	—	—	—	—	—	—	—
Parent Not in Armed Forces	756	—	—	—	—	—	—	—	—	—	—	—	—



## ANNUAL REGENTS EXAMINATION IN GEOMETRY (2022-23)



Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%
All Students	479	357	75%	73	15%	44	9%	3	1%	2	0%	49	10%
Female	264	196	74%	43	16%	24	9%	1	0%	0	0%	25	9%
Male	215	161	75%	30	14%	20	9%	2	1%	2	1%	24	11%
General Education Students	426	309	73%	69	16%	43	10%	3	1%	2	0%	48	11%
Students with Disabilities	53	48	91%	4	8%	1	2%	0	0%	0	0%	1	2%
American Indian or Alaska Native	8	6	75%	1	13%	1	13%	0	0%	0	0%	1	13%
Asian or Native Hawaiian/Other Pacific Islander	24	15	63%	5	21%	3	13%	1	4%	0	0%	4	17%
Black or African American	155	126	81%	23	15%	6	4%	0	0%	0	0%	6	4%
Hispanic or Latino	47	32	68%	6	13%	8	17%	1	2%	0	0%	9	19%
White	182	122	67%	32	18%	25	14%	1	1%	2	1%	28	15%
Multiracial	63	56	89%	6	10%	1	2%	0	0%	0	0%	1	2%
Economically Disadvantaged	317	252	79%	44	14%	20	6%	1	0%	0	0%	21	7%
Not Economically Disadvantaged	162	105	65%	29	18%	24	15%	2	1%	2	1%	28	17%
English Language Learner	4	—	—	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	475	—	—	—	—	—	—	—	—	—	—	—	—
In Foster Care	1	—	—	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	478	—	—	—	—	—	—	—	—	—	—	—	—
Homeless	14	10	71%	1	7%	3	21%	0	0%	0	0%	3	21%
Not Homeless	465	347	75%	72	15%	41	9%	3	1%	2	0%	46	10%
Not Migrant	479	357	75%	73	15%	44	9%	3	1%	2	0%	49	10%
Parent in Armed Forces	2	—	—	—	—	—	—	—	—	—	—	—	—
Parent Not in Armed Forces	477	—	—	—	—	—	—	—	—	—	—	—	—

## ANNUAL REGENTS EXAMINATION IN ALGEBRA II (2022-23)



Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%
All Students	209	113	54%	46	22%	42	20%	5	2%	3	1%	50	24%
Female	116	68	59%	24	21%	21	18%	2	2%	1	1%	24	21%
Male	93	45	48%	22	24%	21	23%	3	3%	2	2%	26	28%
General Education Students	199	103	52%	46	23%	42	21%	5	3%	3	2%	50	25%
Students with Disabilities	10	10	100%	0	0%	0	0%	0	0%	0	0%	0	0%
American Indian or Alaska Native	5	3	60%	1	20%	1	20%	0	0%	0	0%	1	20%
Asian or Native Hawaiian/Other Pacific Islander	14	8	57%	3	21%	3	21%	0	0%	0	0%	3	21%
Black or African American	57	40	70%	10	18%	6	11%	1	2%	0	0%	7	12%
Hispanic or Latino	15	7	47%	4	27%	4	27%	0	0%	0	0%	4	27%
White	83	34	41%	22	27%	20	24%	4	5%	3	4%	27	33%
Multiracial	35	21	60%	6	17%	8	23%	0	0%	0	0%	8	23%
Economically Disadvantaged	119	71	60%	23	19%	23	19%	2	2%	0	0%	25	21%
Not Economically Disadvantaged	90	42	47%	23	26%	19	21%	3	3%	3	3%	25	28%
Non-English Language Learner	209	113	54%	46	22%	42	20%	5	2%	3	1%	50	24%
Not in Foster Care	209	113	54%	46	22%	42	20%	5	2%	3	1%	50	24%
Homeless	1	—	—	—	—	—	—	—	—	—	—	—	—
Not Homeless	208	—	—	—	—	—	—	—	—	—	—	—	—
Not Migrant	209	113	54%	46	22%	42	20%	5	2%	3	1%	50	24%
Parent in Armed Forces	1	—	—	—	—	—	—	—	—	—	—	—	—
Parent Not in Armed Forces	208	—	—	—	—	—	—	—	—	—	—	—	—

## ANNUAL REGENTS EXAMINATION IN LIVING ENVIRONMENT (2022-23)



Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%
All Students	576	275	48%	92	16%	160	28%	49	9%	209	36%
Female	293	130	44%	55	19%	83	28%	25	9%	108	37%
Male	283	145	51%	37	13%	77	27%	24	8%	101	36%
General Education Students	456	181	40%	78	17%	148	32%	49	11%	197	43%
Students with Disabilities	120	94	78%	14	12%	12	10%	0	0%	12	10%
American Indian or Alaska Native	10	2	20%	1	10%	5	50%	2	20%	7	70%
Asian or Native Hawaiian/Other Pacific Islander	17	5	29%	0	0%	7	41%	5	29%	12	71%
Black or African American	240	147	61%	41	17%	45	19%	7	3%	52	22%
Hispanic or Latino	45	22	49%	9	20%	11	24%	3	7%	14	31%
White	180	65	36%	26	14%	63	35%	26	14%	89	49%
Multiracial	84	34	40%	15	18%	29	35%	6	7%	35	42%
Economically Disadvantaged	412	220	53%	65	16%	104	25%	23	6%	127	31%
Not Economically Disadvantaged	164	55	34%	27	16%	56	34%	26	16%	82	50%
English Language Learner	8	7	88%	1	13%	0	0%	0	0%	0	0%
Non-English Language Learner	568	268	47%	91	16%	160	28%	49	9%	209	37%
Not in Foster Care	576	275	48%	92	16%	160	28%	49	9%	209	36%
Homeless	23	8	35%	6	26%	7	30%	2	9%	9	39%
Not Homeless	553	267	48%	86	16%	153	28%	47	8%	200	36%
Not Migrant	576	275	48%	92	16%	160	28%	49	9%	209	36%
Parent in Armed Forces	3	—	—	—	—	—	—	—	—	—	—
Parent Not in Armed Forces	573	—	—	—	—	—	—	—	—	—	—

## ANNUAL REGENTS EXAMINATION IN PHYSICAL SETTING/EARTH SCIENCE (2022-23)



Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%
All Students	620	431	70%	79	13%	97	16%	13	2%	110	18%
Female	322	224	70%	44	14%	47	15%	7	2%	54	17%
Male	298	207	69%	35	12%	50	17%	6	2%	56	19%
General Education Students	509	333	65%	72	14%	91	18%	13	3%	104	20%
Students with Disabilities	111	98	88%	7	6%	6	5%	0	0%	6	5%
American Indian or Alaska Native	10	8	80%	1	10%	1	10%	0	0%	1	10%
Asian or Native Hawaiian/Other Pacific Islander	24	10	42%	2	8%	11	46%	1	4%	12	50%
Black or African American	217	188	87%	15	7%	13	6%	1	0%	14	6%
Hispanic or Latino	64	42	66%	9	14%	11	17%	2	3%	13	20%
White	223	119	53%	44	20%	51	23%	9	4%	60	27%
Multiracial	82	64	78%	8	10%	10	12%	0	0%	10	12%
Economically Disadvantaged	441	342	78%	43	10%	51	12%	5	1%	56	13%
Not Economically Disadvantaged	179	89	50%	36	20%	46	26%	8	4%	54	30%
English Language Learner	13	10	77%	3	23%	0	0%	0	0%	0	0%
Non-English Language Learner	607	421	69%	76	13%	97	16%	13	2%	110	18%
In Foster Care	1	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	619	—	—	—	—	—	—	—	—	—	—
Homeless	19	14	74%	1	5%	4	21%	0	0%	4	21%
Not Homeless	601	417	69%	78	13%	93	15%	13	2%	106	18%
Not Migrant	620	431	70%	79	13%	97	16%	13	2%	110	18%
Parent in Armed Forces	3	—	—	—	—	—	—	—	—	—	—
Parent Not in Armed Forces	617	—	—	—	—	—	—	—	—	—	—

## ANNUAL REGENTS EXAMINATION IN PHYSICAL SETTING/CHEMISTRY (2022-23)



Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%
All Students	97	23	24%	19	20%	48	49%	7	7%	55	57%
Female	54	9	17%	14	26%	28	52%	3	6%	31	57%
Male	43	14	33%	5	12%	20	47%	4	9%	24	56%
General Education Students	92	18	20%	19	21%	48	52%	7	8%	55	60%
Students with Disabilities	5	5	100%	0	0%	0	0%	0	0%	0	0%
American Indian or Alaska Native	1	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	5	—	—	—	—	—	—	—	—	—	—
Black or African American	21	8	38%	6	29%	7	33%	0	0%	7	33%
Hispanic or Latino	9	6	67%	1	11%	2	22%	0	0%	2	22%
White	48	6	13%	9	19%	26	54%	7	15%	33	69%
Multiracial	13	3	23%	2	15%	8	62%	0	0%	8	62%
Small Group Total: Race & Ethnicity	6	0	0%	1	17%	5	83%	0	0%	5	83%
Economically Disadvantaged	52	17	33%	9	17%	26	50%	0	0%	26	50%
Not Economically Disadvantaged	45	6	13%	10	22%	22	49%	7	16%	29	64%
Non-English Language Learner	97	23	24%	19	20%	48	49%	7	7%	55	57%
Not in Foster Care	97	23	24%	19	20%	48	49%	7	7%	55	57%
Not Homeless	97	23	24%	19	20%	48	49%	7	7%	55	57%
Not Migrant	97	23	24%	19	20%	48	49%	7	7%	55	57%
Parent in Armed Forces	1	—	—	—	—	—	—	—	—	—	—
Parent Not in Armed Forces	96	—	—	—	—	—	—	—	—	—	—

## ANNUAL REGENTS EXAMINATION IN PHYSICAL SETTING/PHYSICS (2022-23)



Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%
All Students	19	7	37%	7	37%	3	16%	2	11%	5	26%
Female	5	3	60%	1	20%	1	20%	0	0%	1	20%
Male	14	4	29%	6	43%	2	14%	2	14%	4	29%
General Education Students	19	7	37%	7	37%	3	16%	2	11%	5	26%
American Indian or Alaska Native	1	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	2	—	—	—	—	—	—	—	—	—	—
Black or African American	3	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	3	—	—	—	—	—	—	—	—	—	—
White	9	4	44%	1	11%	3	33%	1	11%	4	44%
Multiracial	1	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	10	3	30%	6	60%	0	0%	1	10%	1	10%
Economically Disadvantaged	13	4	31%	7	54%	2	15%	0	0%	2	15%
Not Economically Disadvantaged	6	3	50%	0	0%	1	17%	2	33%	3	50%
Non-English Language Learner	19	7	37%	7	37%	3	16%	2	11%	5	26%
Not in Foster Care	19	7	37%	7	37%	3	16%	2	11%	5	26%
Homeless	1	—	—	—	—	—	—	—	—	—	—
Not Homeless	18	—	—	—	—	—	—	—	—	—	—
Not Migrant	19	7	37%	7	37%	3	16%	2	11%	5	26%
Parent Not in Armed Forces	19	7	37%	7	37%	3	16%	2	11%	5	26%

## ANNUAL REGENTS EXAMINATION IN GLOBAL HISTORY &amp; GEOGRAPHY II (2022-23)



Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%
All Students	612	154	25%	147	24%	216	35%	59	10%	36	6%	311	51%
Female	307	71	23%	80	26%	106	35%	31	10%	19	6%	156	51%
Male	305	83	27%	67	22%	110	36%	28	9%	17	6%	155	51%
General Education Students	489	96	20%	111	23%	190	39%	57	12%	35	7%	282	58%
Students with Disabilities	123	58	47%	36	29%	26	21%	2	2%	1	1%	29	24%
American Indian or Alaska Native	11	6	55%	1	9%	4	36%	0	0%	0	0%	4	36%
Asian or Native Hawaiian/Other Pacific Islander	17	0	0%	4	24%	6	35%	4	24%	3	18%	13	76%
Black or African American	209	71	34%	64	31%	59	28%	11	5%	4	2%	74	35%
Hispanic or Latino	56	14	25%	8	14%	21	38%	10	18%	3	5%	34	61%
White	225	44	20%	44	20%	87	39%	28	12%	22	10%	137	61%
Multiracial	94	19	20%	26	28%	39	41%	6	6%	4	4%	49	52%
Economically Disadvantaged	430	125	29%	112	26%	142	33%	33	8%	18	4%	193	45%
Not Economically Disadvantaged	182	29	16%	35	19%	74	41%	26	14%	18	10%	118	65%
English Language Learner	6	2	33%	3	50%	1	17%	0	0%	0	0%	1	17%
Non-English Language Learner	606	152	25%	144	24%	215	35%	59	10%	36	6%	310	51%
Not in Foster Care	612	154	25%	147	24%	216	35%	59	10%	36	6%	311	51%
Homeless	17	4	24%	4	24%	5	29%	3	18%	1	6%	9	53%
Not Homeless	595	150	25%	143	24%	211	35%	56	9%	35	6%	302	51%
Not Migrant	612	154	25%	147	24%	216	35%	59	10%	36	6%	311	51%
Parent in Armed Forces	2	—	—	—	—	—	—	—	—	—	—	—	—
Parent Not in Armed Forces	610	—	—	—	—	—	—	—	—	—	—	—	—

## ANNUAL REGENTS EXAMINATION IN U.S. HISTORY &amp; GOVERNMENT (FRAMEWORK) (2022-23)



Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%
All Students	382	72	19%	90	24%	136	36%	67	18%	17	4%	220	58%
Female	194	34	18%	46	24%	72	37%	35	18%	7	4%	114	59%
Male	188	38	20%	44	23%	64	34%	32	17%	10	5%	106	56%
General Education Students	308	49	16%	67	22%	110	36%	65	21%	17	6%	192	62%
Students with Disabilities	74	23	31%	23	31%	26	35%	2	3%	0	0%	28	38%
American Indian or Alaska Native	9	0	0%	3	33%	5	56%	0	0%	1	11%	6	67%
Asian or Native Hawaiian/Other Pacific Islander	16	0	0%	2	13%	4	25%	8	50%	2	13%	14	88%
Black or African American	128	31	24%	40	31%	45	35%	10	8%	2	2%	57	45%
Hispanic or Latino	33	5	15%	8	24%	15	45%	5	15%	0	0%	20	61%
White	148	24	16%	28	19%	49	33%	35	24%	12	8%	96	65%
Multiracial	48	12	25%	9	19%	18	38%	9	19%	0	0%	27	56%
Economically Disadvantaged	262	53	20%	66	25%	93	35%	39	15%	11	4%	143	55%
Not Economically Disadvantaged	120	19	16%	24	20%	43	36%	28	23%	6	5%	77	64%
English Language Learner	2	—	—	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	380	—	—	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	382	72	19%	90	24%	136	36%	67	18%	17	4%	220	58%
Homeless	10	3	30%	3	30%	4	40%	0	0%	0	0%	4	40%
Not Homeless	372	69	19%	87	23%	132	35%	67	18%	17	5%	216	58%
Not Migrant	382	72	19%	90	24%	136	36%	67	18%	17	4%	220	58%
Parent Not in Armed Forces	382	72	19%	90	24%	136	36%	67	18%	17	4%	220	58%



**ANNUAL REGENTS EXEMPTIONS IN U.S. HISTORY & GOVERNMENT (FRAMEWORK) (2022-23)**

The Regents examination was not administered in August 2022 and January 2023. Students were exempt from taking those administrations of the Regents exam to fulfill graduation requirements if they passed the course leading to the exam.

Subgroup	Total Exempt	Exempt, Not Tested		Exempt, Tested	
		#	%	#	%
All Students	40	40	100	0	0
Female	18	18	100	0	0
Male	22	22	100	0	0
General Education Students	28	28	100	0	0
Students with Disabilities	12	12	100	0	0
American Indian or Alaska Native	1	1	100	0	0
Black or African American	17	17	100	0	0
Hispanic or Latino	11	11	100	0	0
White	9	9	100	0	0
Multiracial	2	2	100	0	0
Economically Disadvantaged	30	30	100	0	0
Not Economically Disadvantaged	10	10	100	0	0
English Language Learner	1	1	100	0	0
Non-English Language Learner	39	39	100	0	0
Not in Foster Care	40	40	100	0	0
Homeless	1	1	100	0	0
Not Homeless	39	39	100	0	0
Not Migrant	40	40	100	0	0
Parent Not in Armed Forces	40	40	100	0	0

See report card Glossary and Guide for criteria used to include students in this table.

## TOTAL COHORT REGENTS EXAMINATION RESULTS

A High School Cohort consists of all students who first enter grade 9 anywhere or, in the case of ungraded students with disabilities, reach their seventeenth birthday in a particular school year (July 1 - June 30). The "year" used to identify the cohort is the year in which the July 1 - December 31 dates fall. Results are reported four years after these students first enter grade 9.

Due to COVID-19 and changes to New York State testing requirements, Regents examinations in June 2020 through January 2022 were canceled, with the exception of the June 2021 Regents Examinations in ELA, Algebra I, Living Environment, and Physical Setting/Earth Science. The U.S. History & Government examination from June 2022 through January 2023 was also canceled.

## 2019 TOTAL COHORT REGENTS IN ELA



Subgroup	Cohort	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4 & Above		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	512	100	20%	412	80%	29	6%	47	9%	170	33%	166	32%	336	66%
Female	255	54	21%	201	79%	13	5%	21	8%	85	33%	82	32%	167	65%
Male	257	46	18%	211	82%	16	6%	26	10%	85	33%	84	33%	169	66%
General Education Students	400	74	19%	326	82%	13	3%	28	7%	138	35%	147	37%	285	71%
Students with Disabilities	112	26	23%	86	77%	16	14%	19	17%	32	29%	19	17%	51	46%
American Indian or Alaska Native	20	3	15%	17	85%	1	5%	2	10%	7	35%	7	35%	14	70%
Asian or Native Hawaiian/Other Pacific Islander	14	0	0%	14	100%	3	21%	0	0%	4	29%	7	50%	11	79%
Black or African American	180	26	14%	154	86%	11	6%	27	15%	65	36%	51	28%	116	64%
Hispanic or Latino	41	4	10%	37	90%	3	7%	5	12%	16	39%	13	32%	29	71%
White	202	60	30%	142	70%	9	4%	7	3%	59	29%	67	33%	126	62%
Multiracial	55	7	13%	48	87%	2	4%	6	11%	19	35%	21	38%	40	73%
Economically Disadvantaged	344	64	19%	280	81%	24	7%	36	10%	109	32%	111	32%	220	64%
Not Economically Disadvantaged	168	36	21%	132	79%	5	3%	11	7%	61	36%	55	33%	116	69%
English Language Learner	6	1	17%	5	83%	4	67%	0	0%	0	0%	1	17%	1	17%
Non-English Language Learner	506	99	20%	407	80%	25	5%	47	9%	170	34%	165	33%	335	66%
Not in Foster Care	512	100	20%	412	80%	29	6%	47	9%	170	33%	166	32%	336	66%
Homeless	17	3	18%	14	82%	2	12%	0	0%	4	24%	8	47%	12	71%
Not Homeless	495	97	20%	398	80%	27	5%	47	9%	166	34%	158	32%	324	65%
Not Migrant	512	100	20%	412	80%	29	6%	47	9%	170	33%	166	32%	336	66%
Parent in Armed Forces	2	0	—	2	—	—	—	—	—	—	—	—	—	—	—
Parent Not in Armed Forces	510	100	—	410	—	—	—	—	—	—	—	—	—	—	—

**2019 TOTAL COHORT EXEMPTIONS IN ELA**

The Regents examination was not administered in August 2022 and January 2023. Students were exempt from taking those administrations of the Regents exam to fulfill graduation requirements if they passed the course leading to the exam.

Subgroup	Total Exempt	Exempt, Not Tested		Exempt, Tested	
		#	%	#	%
All Students	84	32	38	52	62
Female	46	19	41	27	59
Male	38	13	34	25	66
General Education Students	84	32	38	52	62
American Indian or Alaska Native	2	1	50	1	50
Asian or Native Hawaiian/Other Pacific Islander	3	0	0	3	100
Black or African American	17	6	35	11	65
Hispanic or Latino	4	1	25	3	75
White	52	23	44	29	56
Multiracial	6	1	17	5	83
Economically Disadvantaged	34	13	38	21	62
Not Economically Disadvantaged	50	19	38	31	62
Non-English Language Learner	84	32	38	52	62
Not in Foster Care	84	32	38	52	62
Not Homeless	84	32	38	52	62
Not Migrant	84	32	38	52	62
Parent in Armed Forces	1	0	0	1	100
Parent Not in Armed Forces	83	32	39	51	61

See report card Glossary and Guide for criteria used to include students in this table.

## 2019 TOTAL COHORT REGENTS IN MATH



Subgroup	Cohort	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4 & Above		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	512	308	60%	204	40%	45	9%	29	6%	62	12%	68	13%	130	25%
Female	255	148	58%	107	42%	24	9%	16	6%	37	15%	30	12%	67	26%
Male	257	160	62%	97	38%	21	8%	13	5%	25	10%	38	15%	63	25%
General Education Students	400	212	53%	188	47%	34	9%	26	7%	61	15%	67	17%	128	32%
Students with Disabilities	112	96	86%	16	14%	11	10%	3	3%	1	1%	1	1%	2	2%
American Indian or Alaska Native	20	12	60%	8	40%	1	5%	2	10%	2	10%	3	15%	5	25%
Asian or Native Hawaiian/Other Pacific Islander	14	3	21%	11	79%	3	21%	4	29%	3	21%	1	7%	4	29%
Black or African American	180	124	69%	56	31%	15	8%	8	4%	19	11%	14	8%	33	18%
Hispanic or Latino	41	25	61%	16	39%	6	15%	4	10%	5	12%	1	2%	6	15%
White	202	110	54%	92	46%	15	7%	8	4%	27	13%	42	21%	69	34%
Multiracial	55	34	62%	21	38%	5	9%	3	5%	6	11%	7	13%	13	24%
Economically Disadvantaged	344	231	67%	113	33%	33	10%	19	6%	35	10%	26	8%	61	18%
Not Economically Disadvantaged	168	77	46%	91	54%	12	7%	10	6%	27	16%	42	25%	69	41%
English Language Learner	6	0	0%	6	100%	4	67%	2	33%	0	0%	0	0%	0	0%
Non-English Language Learner	506	308	61%	198	39%	41	8%	27	5%	62	12%	68	13%	130	26%
Not in Foster Care	512	308	60%	204	40%	45	9%	29	6%	62	12%	68	13%	130	25%
Homeless	17	12	71%	5	29%	2	12%	3	18%	0	0%	0	0%	0	0%
Not Homeless	495	296	60%	199	40%	43	9%	26	5%	62	13%	68	14%	130	26%
Not Migrant	512	308	60%	204	40%	45	9%	29	6%	62	12%	68	13%	130	25%
Parent in Armed Forces	2	0	—	2	—	—	—	—	—	—	—	—	—	—	—
Parent Not in Armed Forces	510	308	—	202	—	—	—	—	—	—	—	—	—	—	—

**2019 TOTAL COHORT EXEMPTIONS IN MATH**

The Regents examination was not administered in August 2022 and January 2023. Students were exempt from taking those administrations of the Regents exam to fulfill graduation requirements if they passed the course leading to the exam.

Subgroup	Total Exempt	Exempt, Not Tested		Exempt, Tested	
		#	%	#	%
All Students	324	161	50	163	50
Female	177	89	50	88	50
Male	147	72	49	75	51
General Education Students	271	111	41	160	59
Students with Disabilities	53	50	94	3	6
American Indian or Alaska Native	11	5	45	6	55
Asian or Native Hawaiian/Other Pacific Islander	7	1	14	6	86
Black or African American	109	67	61	42	39
Hispanic or Latino	28	19	68	9	32
White	131	51	39	80	61
Multiracial	38	18	47	20	53
Economically Disadvantaged	206	123	60	83	40
Not Economically Disadvantaged	118	38	32	80	68
Non-English Language Learner	324	161	50	163	50
Not in Foster Care	324	161	50	163	50
Homeless	11	7	64	4	36
Not Homeless	313	154	49	159	51
Not Migrant	324	161	50	163	50
Parent in Armed Forces	2	0	0	2	100
Parent Not in Armed Forces	322	161	50	161	50

See report card Glossary and Guide for criteria used to include students in this table.

## 2019 TOTAL COHORT REGENTS IN SCIENCE



Subgroup	Cohort	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	512	331	65%	181	35%	28	5%	12	2%	100	20%	41	8%	141	28%
Female	255	163	64%	92	36%	11	4%	8	3%	56	22%	17	7%	73	29%
Male	257	168	65%	89	35%	17	7%	4	2%	44	17%	24	9%	68	26%
General Education Students	400	238	60%	162	41%	17	4%	7	2%	98	25%	40	10%	138	35%
Students with Disabilities	112	93	83%	19	17%	11	10%	5	4%	2	2%	1	1%	3	3%
American Indian or Alaska Native	20	15	75%	5	25%	0	0%	1	5%	4	20%	0	0%	4	20%
Asian or Native Hawaiian/Other Pacific Islander	14	5	36%	9	64%	1	7%	1	7%	7	50%	0	0%	7	50%
Black or African American	180	132	73%	48	27%	10	6%	4	2%	26	14%	8	4%	34	19%
Hispanic or Latino	41	31	76%	10	24%	1	2%	2	5%	6	15%	1	2%	7	17%
White	202	111	55%	91	45%	13	6%	3	1%	49	24%	26	13%	75	37%
Multiracial	55	37	67%	18	33%	3	5%	1	2%	8	15%	6	11%	14	25%
Economically Disadvantaged	344	245	71%	99	29%	20	6%	10	3%	52	15%	17	5%	69	20%
Not Economically Disadvantaged	168	86	51%	82	49%	8	5%	2	1%	48	29%	24	14%	72	43%
English Language Learner	6	4	67%	2	33%	1	17%	1	17%	0	0%	0	0%	0	0%
Non-English Language Learner	506	327	65%	179	35%	27	5%	11	2%	100	20%	41	8%	141	28%
Not in Foster Care	512	331	65%	181	35%	28	5%	12	2%	100	20%	41	8%	141	28%
Homeless	17	13	76%	4	24%	2	12%	1	6%	1	6%	0	0%	1	6%
Not Homeless	495	318	64%	177	36%	26	5%	11	2%	99	20%	41	8%	140	28%
Not Migrant	512	331	65%	181	35%	28	5%	12	2%	100	20%	41	8%	141	28%
Parent in Armed Forces	2	1	—	1	—	—	—	—	—	—	—	—	—	—	—
Parent Not in Armed Forces	510	330	—	180	—	—	—	—	—	—	—	—	—	—	—

## 2019 TOTAL COHORT EXEMPTIONS IN SCIENCE

The Regents examination was not administered in August 2022 and January 2023. Students were exempt from taking those administrations of the Regents exam to fulfill graduation requirements if they passed the course leading to the exam.

Subgroup	Total Exempt	Exempt, Not Tested		Exempt, Tested	
		#	%	#	%
All Students	422	268	64	154	36
Female	216	134	62	82	38
Male	206	134	65	72	35
General Education Students	358	210	59	148	41
Students with Disabilities	64	58	91	6	9
American Indian or Alaska Native	19	14	74	5	26
Asian or Native Hawaiian/Other Pacific Islander	9	3	33	6	67
Black or African American	146	107	73	39	27
Hispanic or Latino	34	27	79	7	21
White	164	83	51	81	49
Multiracial	50	34	68	16	32
Economically Disadvantaged	275	195	71	80	29
Not Economically Disadvantaged	147	73	50	74	50
English Language Learner	1	1	100	0	0
Non-English Language Learner	421	267	63	154	37
Not in Foster Care	422	268	64	154	36
Homeless	12	9	75	3	25
Not Homeless	410	259	63	151	37
Not Migrant	422	268	64	154	36
Parent in Armed Forces	2	1	50	1	50
Parent Not in Armed Forces	420	267	64	153	36

See report card Glossary and Guide for criteria used to include students in this table.



## 2019 TOTAL COHORT REGENTS IN GLOBAL HISTORY &amp; GEOGRAPHY



Subgroup	Cohort	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4 & Above		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	512	457	89%	55	11%	13	3%	13	3%	25	5%	4	1%	29	6%
Female	255	227	89%	28	11%	6	2%	9	4%	11	4%	2	1%	13	5%
Male	257	230	89%	27	11%	7	3%	4	2%	14	5%	2	1%	16	6%
General Education Students	400	354	89%	46	12%	10	3%	10	3%	23	6%	3	1%	26	7%
Students with Disabilities	112	103	92%	9	8%	3	3%	3	3%	2	2%	1	1%	3	3%
American Indian or Alaska Native	20	17	85%	3	15%	1	5%	0	0%	1	5%	1	5%	2	10%
Asian or Native Hawaiian/Other Pacific Islander	14	14	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Black or African American	180	160	89%	20	11%	7	4%	5	3%	8	4%	0	0%	8	4%
Hispanic or Latino	41	37	90%	4	10%	0	0%	1	2%	2	5%	1	2%	3	7%
White	202	181	90%	21	10%	3	1%	5	2%	12	6%	1	0%	13	6%
Multiracial	55	48	87%	7	13%	2	4%	2	4%	2	4%	1	2%	3	5%
Economically Disadvantaged	344	306	89%	38	11%	9	3%	11	3%	15	4%	3	1%	18	5%
Not Economically Disadvantaged	168	151	90%	17	10%	4	2%	2	1%	10	6%	1	1%	11	7%
English Language Learner	6	5	83%	1	17%	0	0%	1	17%	0	0%	0	0%	0	0%
Non-English Language Learner	506	452	89%	54	11%	13	3%	12	2%	25	5%	4	1%	29	6%
Not in Foster Care	512	457	89%	55	11%	13	3%	13	3%	25	5%	4	1%	29	6%
Homeless	17	16	94%	1	6%	0	0%	1	6%	0	0%	0	0%	0	0%
Not Homeless	495	441	89%	54	11%	13	3%	12	2%	25	5%	4	1%	29	6%
Not Migrant	512	457	89%	55	11%	13	3%	13	3%	25	5%	4	1%	29	6%
Parent in Armed Forces	2	2	—	0	—	—	—	—	—	—	—	—	—	—	—
Parent Not in Armed Forces	510	455	—	55	—	—	—	—	—	—	—	—	—	—	—

## 2019 TOTAL COHORT EXEMPTIONS IN GLOBAL HISTORY & GEOGRAPHY

The Regents examination was not administered in August 2022 and January 2023. Students were exempt from taking those administrations of the Regents exam to fulfill graduation requirements if they passed the course leading to the exam.

Subgroup	Total Exempt	Exempt, Not Tested		Exempt, Tested	
		#	%	#	%
All Students	215	208	97	7	3
Female	102	100	98	2	2
Male	113	108	96	5	4
General Education Students	170	163	96	7	4
Students with Disabilities	45	45	100	0	0
American Indian or Alaska Native	7	7	100	0	0
Asian or Native Hawaiian/Other Pacific Islander	5	5	100	0	0
Black or African American	69	68	99	1	1
Hispanic or Latino	18	18	100	0	0
White	92	87	95	5	5
Multiracial	24	23	96	1	4
Economically Disadvantaged	124	122	98	2	2
Not Economically Disadvantaged	91	86	95	5	5
Non-English Language Learner	215	208	97	7	3
Not in Foster Care	215	208	97	7	3
Homeless	5	5	100	0	0
Not Homeless	210	203	97	7	3
Not Migrant	215	208	97	7	3
Parent Not in Armed Forces	215	208	97	7	3

See report card Glossary and Guide for criteria used to include students in this table.

## 2019 TOTAL COHORT REGENTS IN U.S. HISTORY &amp; GOVERNMENT



Subgroup	Cohort	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4 & Above		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	512	494	96%	18	4%	3	1%	2	0%	11	2%	2	0%	13	3%
Female	255	245	96%	10	4%	1	0%	0	0%	7	3%	2	1%	9	4%
Male	257	249	97%	8	3%	2	1%	2	1%	4	2%	0	0%	4	2%
General Education Students	400	386	97%	14	4%	0	0%	1	0%	11	3%	2	1%	13	3%
Students with Disabilities	112	108	96%	4	4%	3	3%	1	1%	0	0%	0	0%	0	0%
American Indian or Alaska Native	20	19	95%	1	5%	0	0%	1	5%	0	0%	0	0%	0	0%
Asian or Native Hawaiian/Other Pacific Islander	14	13	93%	1	7%	0	0%	0	0%	1	7%	0	0%	1	7%
Black or African American	180	178	99%	2	1%	0	0%	1	1%	1	1%	0	0%	1	1%
Hispanic or Latino	41	38	93%	3	7%	0	0%	0	0%	3	7%	0	0%	3	7%
White	202	194	96%	8	4%	3	1%	0	0%	5	2%	0	0%	5	2%
Multiracial	55	52	95%	3	5%	0	0%	0	0%	1	2%	2	4%	3	5%
Economically Disadvantaged	344	333	97%	11	3%	3	1%	2	1%	4	1%	2	1%	6	2%
Not Economically Disadvantaged	168	161	96%	7	4%	0	0%	0	0%	7	4%	0	0%	7	4%
English Language Learner	6	6	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Non-English Language Learner	506	488	96%	18	4%	3	1%	2	0%	11	2%	2	0%	13	3%
Not in Foster Care	512	494	96%	18	4%	3	1%	2	0%	11	2%	2	0%	13	3%
Homeless	17	16	94%	1	6%	1	6%	0	0%	0	0%	0	0%	0	0%
Not Homeless	495	478	97%	17	3%	2	0%	2	0%	11	2%	2	0%	13	3%
Not Migrant	512	494	96%	18	4%	3	1%	2	0%	11	2%	2	0%	13	3%
Parent in Armed Forces	2	2	—	0	—	—	—	—	—	—	—	—	—	—	—
Parent Not in Armed Forces	510	492	—	18	—	—	—	—	—	—	—	—	—	—	—

## 2019 TOTAL COHORT EXEMPTIONS IN U.S. HISTORY & GOVERNMENT

The Regents examination was not administered in August 2022 and January 2023. Students were exempt from taking those administrations of the Regents exam to fulfill graduation requirements if they passed the course leading to the exam.

Subgroup	Total Exempt	Exempt, Not Tested		Exempt, Tested	
		#	%	#	%
All Students	101	100	99	1	1
Female	51	50	98	1	2
Male	50	50	100	0	0
General Education Students	77	76	99	1	1
Students with Disabilities	24	24	100	0	0
American Indian or Alaska Native	3	3	100	0	0
Black or African American	39	39	100	0	0
Hispanic or Latino	13	12	92	1	8
White	36	36	100	0	0
Multiracial	10	10	100	0	0
Economically Disadvantaged	67	66	99	1	1
Not Economically Disadvantaged	34	34	100	0	0
English Language Learner	1	1	100	0	0
Non-English Language Learner	100	99	99	1	1
Not in Foster Care	101	100	99	1	1
Homeless	3	3	100	0	0
Not Homeless	98	97	99	1	1
Not Migrant	101	100	99	1	1
Parent Not in Armed Forces	101	100	99	1	1

See report card Glossary and Guide for criteria used to include students in this table.

## NEW YORK STATE ENGLISH AS A SECOND LANGUAGE ACHIEVEMENT TEST (2022-23)

New York State English as a Second Language Achievement Tests (NYSESLAT) are administered in grades K through 12 to all English Language Learners (ELLs). ELLs are students who, by reason of foreign birth or ancestry, speak or understand a language other than English and speak or understand little or no English, and require support to become proficient in English and are identified pursuant to Section 154.3 of Commissioner's Regulations.

Grade	Total	Not Tested		Tested		Entering		Emerging		Transitioning		Expanding		Commanding (Proficient)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Kindergarten	13	1	8%	12	92%	0	0%	4	33%	3	25%	3	25%	2	17%
Grade 1	11	0	0%	11	100%	0	0%	0	0%	6	55%	4	36%	1	9%
Grade 2	12	1	8%	11	92%	1	9%	2	18%	4	36%	2	18%	2	18%
Grade 3	10	0	0%	10	100%	0	0%	2	20%	3	30%	3	30%	2	20%
Grade 4	11	0	0%	11	100%	1	9%	2	18%	1	9%	7	64%	0	0%
Grade 5	14	0	0%	14	100%	0	0%	1	7%	1	7%	4	29%	8	57%
Grade 6	12	0	0%	12	100%	1	8%	1	8%	2	17%	3	25%	5	42%
Grade 7	8	2	25%	6	75%	2	33%	0	0%	2	33%	2	33%	0	0%
Grade 8	8	0	0%	8	100%	0	0%	0	0%	2	25%	4	50%	2	25%
Grade 9	6	1	17%	5	83%	0	0%	0	0%	0	0%	3	60%	2	40%
Grade 10	8	3	38%	5	63%	0	0%	0	0%	0	0%	3	60%	2	40%
Grade 11	3	1	33%	2	67%	—	—	—	—	—	—	—	—	—	—
Grade 12	6	1	17%	5	83%	0	0%	3	60%	0	0%	1	20%	1	20%

## NEW YORK STATE ALTERNATE ASSESSMENT (2022-23)

New York State Alternate Assessments (NYSAA) are administered to ungraded students with severe cognitive disabilities whose ages are equivalent to graded students in grades 3 through 8 and high school level.

Grade/Subject	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Grade 3 ELA	7	3	43%	4	57%	—	—	—	—	—	—	—	—	—	—
Grade 3 Math	7	3	43%	4	57%	—	—	—	—	—	—	—	—	—	—
Grade 4 ELA	11	3	27%	8	73%	0	0%	2	25%	6	75%	0	0%	6	75%
Grade 4 Math	11	3	27%	8	73%	1	13%	0	0%	6	75%	1	13%	7	88%
Grade 5 ELA	10	1	10%	9	90%	1	11%	1	11%	7	78%	0	0%	7	78%
Grade 5 Math	10	1	10%	9	90%	1	11%	2	22%	5	56%	1	11%	6	67%
Grade 6 ELA	9	1	11%	8	89%	0	0%	2	25%	6	75%	0	0%	6	75%
Grade 6 Math	9	1	11%	8	89%	2	25%	1	13%	4	50%	1	13%	5	63%
Grade 7 ELA	12	3	25%	9	75%	0	0%	3	33%	5	56%	1	11%	6	67%
Grade 7 Math	12	3	25%	9	75%	0	0%	1	11%	7	78%	1	11%	8	89%
Grade 8 ELA	10	0	0%	10	100%	0	0%	1	10%	9	90%	0	0%	9	90%
Grade 8 Math	10	0	0%	10	100%	2	20%	0	0%	8	80%	0	0%	8	80%
Grade 8 Science	10	0	0%	10	100%	1	10%	1	10%	8	80%	0	0%	8	80%
Secondary-Level ELA	63	61	97%	2	3%	—	—	—	—	—	—	—	—	—	—
Secondary-Level Math	63	61	97%	2	3%	—	—	—	—	—	—	—	—	—	—
Secondary-Level Science	63	61	97%	2	3%	—	—	—	—	—	—	—	—	—	—

See report card Glossary and Guide for criteria used to include students in this table.

## NATIONAL ASSESSMENT OF EDUCATION PROGRESS (NAEP) RESULTS (2022)

National Assessment of Education Progress (NAEP) are reported for statewide (New York State) and national results only. District- and school-level results are not reported for NAEP.

### NEW YORK STATE NAEP GRADE 4

	READING				MATH			
SUBGROUP	BELOW BASIC	BASIC	PROFICIENT	ADVANCED	BELOW BASIC	BASIC	PROFICIENT	ADVANCED
All Students	42%	29%	21%	8%	34%	38%	23%	5%
Students with Disabilities	75%	19%	6%	1%	66%	24%	9%	1%
American Indian/Alaska Native	*	*	*	*	*	*	*	*
Asian/Pacific Islander	25%	28%	28%	20%	11%	35%	39%	16%
Black	59%	26%	13%	2%	50%	36%	13%	1%
Hispanic	51%	29%	17%	4%	47%	38%	13%	2%
White	32%	30%	26%	11%	23%	39%	32%	7%
Two or more races	*	*	*	*	41%	35%	20%	3%
English Language Learners	69%	22%	8%	1%	63%	29%	7%	1%
Economically Disadvantaged	53%	27%	16%	4%	44%	38%	15%	3%

### NEW YORK STATE NAEP GRADE 8

	READING				MATH			
SUBGROUP	BELOW BASIC	BASIC	PROFICIENT	ADVANCED	BELOW BASIC	BASIC	PROFICIENT	ADVANCED
All Students	30%	38%	28%	5%	40%	32%	19%	9%
Students with Disabilities	61%	28%	9%	1%	71%	21%	7%	1%
American Indian/Alaska Native	*	*	*	*	*	*	*	*
Asian/Pacific Islander	16%	34%	41%	8%	18%	23%	35%	24%
Black	44%	40%	15%	1%	64%	26%	8%	1%
Hispanic	42%	39%	17%	2%	53%	33%	12%	3%
White	19%	37%	36%	8%	27%	36%	25%	12%
Two or more races	*	*	*	*	*	*	*	*
English Language Learners	83%	17%	0%	0%	85%	13%	1%	0%
Economically Disadvantaged	40%	39%	19%	2%	52%	30%	13%	5%

\*There are not sufficient data for this subgroup.

## NEW YORK STATE NAEP PARTICIPATION RATES

	Grade 4 Participation Rate		Grade 8 Participation Rate	
	READING	MATH	READING	MATH
All Students	87%	86%	82%	81%
Students with Disabilities	92%	96%	91%	93%
English Language Learners	92%	95%	92%	94%

### NATIONAL NAEP GRADE 4

	READING				MATH			
SUBGROUP	BELOW BASIC	BASIC	PROFICIENT	ADVANCED	BELOW BASIC	BASIC	PROFICIENT	ADVANCED
All Students	39%	29%	24%	8%	26%	39%	28%	7%
Students with Disabilities	71%	19%	9%	2%	54%	31%	13%	2%
American Indian/Alaska Native	57%	25%	15%	3%	42%	40%	16%	3%
Asian/Pacific Islander	20%	25%	33%	23%	11%	28%	38%	24%
Black	57%	27%	14%	2%	46%	39%	13%	1%
Hispanic	51%	28%	17%	4%	37%	42%	19%	2%
White	28%	31%	30%	11%	15%	38%	37%	10%
Two or more races	33%	31%	27%	9%	23%	39%	29%	9%
English Language Learners	67%	23%	9%	1%	48%	38%	12%	1%
Economically Disadvantaged	52%	28%	16%	3%	38%	41%	18%	2%

### NATIONAL NAEP GRADE 8

	READING				MATH			
SUBGROUP	BELOW BASIC	BASIC	PROFICIENT	ADVANCED	BELOW BASIC	BASIC	PROFICIENT	ADVANCED
All Students	32%	39%	26%	3%	40%	35%	19%	7%
Students with Disabilities	65%	26%	8%	1%	73%	20%	6%	1%
American Indian/Alaska Native	45%	37%	17%	1%	56%	33%	10%	1%
Asian/Pacific Islander	15%	30%	43%	12%	16%	28%	30%	26%
Black	48%	37%	14%	1%	62%	29%	8%	1%
Hispanic	40%	40%	19%	1%	52%	34%	12%	2%
White	23%	40%	32%	4%	28%	38%	26%	9%
Two or more races	29%	38%	28%	5%	37%	36%	21%	6%
English Language Learners	69%	26%	5%	0%	76%	20%	4%	0%
Economically Disadvantaged	42%	39%	17%	1%	54%	33%	11%	2%

\*There are not sufficient data for this subgroup.



**NATIONAL NAEP PARTICIPATION RATES**

	Grade 4 Participation Rate		Grade 8 Participation Rate	
	READING	MATH	READING	MATH
All Students	92%	92%	89%	89%
Students with Disabilities	91%	91%	91%	92%
English Language Learners	95%	95%	93%	94%

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THIS DOCUMENT WAS CREATED ON: APRIL 26, 2024, 3:43 PM EST

2024 – 2025

**ESSA Financial  
Transparency  
Report**

## NOTICE:

- 1) As of 3:00pm on Friday April 26, 2024 the 2022-2023 ESSA Transparency Report for the Niagara Falls City School District (NFCSD) was unavailable. To comply with the New York State Education Department (NYSED) requirement to present this information in the 2024-2025 budget document, NFCSD has included the ESSA Transparency Report for the fiscal year 2021-2022 which is the most recent available at the time of printing. You may visit <https://data.nysed.gov/> at a future date to view the 2022-2023 data. It will also be made available on the District website <https://www.nfschools.net> when released by NYSED.

# NIAGARA FALLS CITY SD

## 2021-22 School Year Financial Transparency Report

The tables below display per pupil expenditures for charter schools, traditional public schools, as well as district averages that may be higher or lower than an individual school.

All amounts shown on this report (except exclusions) are per pupil of the entire school or district, unless otherwise noted.

| Business Rules

## Economic and Student Characteristics

### DISTRICT P-12 ENROLLMENT



6,937

### NEEDS RESOURCE CATEGORY



High Need  
Urban/Suburban

### DISTRICT ABILITY TO RAISE LOCAL FUNDS IS



significantly  
less than the  
average district  
in the state

### DISTRICT STUDENT NEEDS ARE



moderately  
more than the  
state average

## Student Demographics

Enrollment	NIAGARA FALLS CITY SD
All Students	6,436
Economically Disadvantaged	80%
Students with Disabilities	21%
English Language Learners	2%
» Race/Ethnicity	

Staffing Profile	NIAGARA FALLS CITY SD
Student-to-Teacher Ratio	19
Teachers with Fewer than 4 years of Experience %	10%
Teachers with 4-20 Years of Experience %	38%
Teachers with 21+ Years of Experience %	52%

## Comparison: How do per pupil expenditures compare?

THIS SCHOOL ▼	DISTRICT OR DISTRICT OF LOCATION ▼	COUNTY AVERAGE ▼	STATEWIDE AVERAGE ▼
N/A	\$19,285.00	\$20,001.33	\$25,870.33

### Report View One: How Much is Being Spent on Instruction and Administration?


For traditional school districts, school level data (entries A through D) represent the average per pupil school level expenditures for all schools in the district. For charter schools, these entries reflect school level expenditures for the particular charter school only. Entries E through H reflect central expenditures.

Total spending (entry I) represents all non-excluded per pupil expenditures. For traditional school districts, this represents the average per pupil expenditures of all schools in the district. For charter schools, this represents per pupil school level expenditures.

School Cost(A-D)

Central Cost(E-H)

Combined Cost(I)

Report View One Per Pupil Expenditure Categories	NIAGARA FALLS CITY SD
 A. Instruction (A1 + A2 + A3 + A4)	

Report View One Per Pupil Expenditure Categories	NIAGARA FALLS CITY SD
A1. Classroom Salaries	\$7,020.60
A2. Other Instructional Salaries	\$945.10
A3. Instructional Benefits	\$3,173.89
A4. Professional Development	\$29.69
<b>GROUP A TOTAL</b>	<b>\$11,169.28</b>
✕ <b>B. Administration (B1 + B2 + B3)</b>	
B1. School Administrative Salaries	\$574.67
B2. School Administrative Benefits	\$228.97
B3. Other School Administrative Expenditures	\$24.24
<b>GROUP B TOTAL</b>	<b>\$827.88</b>
✕ <b>C. All Other Spending (C1 + C2 + C3)</b>	
C1. All Other Salaries	\$429.28
C2. All Other Benefits	\$171.04
C3. All Other Non-personnel Expenditures	\$1,857.07
<b>GROUP C TOTAL</b>	<b>\$2,457.39</b>
<b>D. Total School Level (A + B + C)</b>	<b>\$14,454.54</b>
✕ <b>E. Central Instruction (E1 + E2 + E3 + E4)</b>	
E1. Classroom Salaries	\$138.33
E2. Other Instructional Salaries	\$101.27
E3. Instructional Benefits	\$95.47
E4. Professional Development	\$54.22
<b>GROUP E TOTAL</b>	<b>\$389.28</b>
✕ <b>F. Central Administration (F1 + F2 + F3)</b>	
F1. Central Administrative Salaries	\$1,298.28
F2. Central Administrative Benefits	\$517.29

Report View One Per Pupil Expenditure Categories	NIAGARA FALLS CITY SD
F3. Other Central Administrative Costs	\$5.12
<b>GROUP F TOTAL</b>	<b>\$1,820.69</b>
✕ <b>G. All Other Central Spending (G1 + G2 + G3)</b>	
G1. All Other Salaries	\$35.73
G2. All Other Benefits	\$1,039.09
G3. All Other Non-personnel Costs	\$1,545.34
<b>GROUP G TOTAL</b>	<b>\$2,620.15</b>
<b>H. Total Central Costs</b>	<b>\$4,830.13</b>
<b>I. Total Spending (D + H)</b>	<b>\$19,284.67</b>

## Report View Two: How are the Local/State and Federal Funds Spent?

Report View Two presents the same expenditures reported in View One, but disaggregates that spending by local/state/federal/other revenue source.

For traditional school districts, school level data (entries J and K) represent the average per pupil school level expenditures for all schools in the district. For charter schools, these entries reflect school level expenditures for the charter school. Entries L and M reflect central expenditures.

Total spending (entry N) represents all non-excluded per pupil expenditures. For traditional school districts, this represents the average per pupil expenditures of all schools in the district. For charter schools, this represents per pupil school level expenditures.

School Cost(Pre-J—K)

Central Cost(Pre-L—M)

Combined Cost(N)

Report View Two Per Pupil Expenditure Categories	NIAGARA FALLS CITY SD
<b>J. Total School Level Local/State Spending</b>	<b>\$11,376.08</b>
✕ <b>K. Total School Level Federal Spending</b>	
K1. Federal Title I Part A	\$543.87
K2. Federal Title II Part A	\$63.69

Report View Two Per Pupil Expenditure Categories	NIAGARA FALLS CITY SD
K3. Federal Title III Part A	\$1.85
K4. Federal Title IV Part A	\$41.23
K5. IDEA	\$195.82
K6. All Other Federal	\$209.70
K7. Federal CARES/CCRRSA/ARP	\$2,022.30
<b>GROUP K TOTAL</b>	<b>\$3,078.47</b>
<b>L. Total Central Level Local/State Spending</b>	<b>\$4,354.51</b>
<b>M. Total Central Level Federal Spending</b>	<b>\$475.62</b>
<b>N. Total Spending (J + K + L + M)</b>	<b>\$19,284.67</b>

## Detailed Spending: How Much is Spent Per Pupil in Selected Program Areas?


Program Area Details in entries O through Z represent subsets of spending in Report View One and Report View Two. Five program areas are broken out. To calculate per pupil expenditures P-12 enrollment is used for pupil services, community schools programs, and BOCES services. Enrollments for the program areas are used for special education, ELL services, and prekindergarten.

Entries O through T represent school level expenditures. For charter schools, data represents per pupil expenditures in each of category in the selected school. For traditional school districts, data under the district column represent the district average of all schools in each of these categories.

Entries U through Z represent central expenditures.

School Cost(O-T)

Central Cost(U-Z)

	Program Detail Areas
	Program areas are included within the above School Level Expenditures (Row D) and Central Costs (Row H)
School Level	NIAGARA FALLS CITY SD
O. Special Education	\$10,586.96



▼	Program Detail Areas
	Program areas are included within the above School Level Expenditures (Row D) and Central Costs (Row H)
P. ELL/MLL Services	\$1,139.05
Q. Pupil Services	\$2,065.18
R. Community Schools Programs	\$142.98
S. BOCES Services	\$1,201.52
T. Prekindergarten	\$9,476.33
Central Level	
U. Special Education	\$665.80
V. ELL/MLL Services	\$392.86
W. Pupil Services	\$229.02
X. Community Schools Programs	\$7.65
Y. BOCES Services	\$555.27
Z. Prekindergarten	\$221.84

## Exclusions: What Other Spending is not Included in the Per Pupil Amounts Shown Above?

The final section represents total expenditures, with the following exclusions that were not included in the per pupil expenditure calculations above: transportation, tuition, debt service, and other.

“Other Exclusions” include expenditures such as tuition for students attending BOCES full-time, services provided to nonpublic or charter schools, prekindergarten payments to community-based organizations, and community services.

Central Cost(1-5 & Percent Excluded from Total)

Combined Cost(Total Expenditures)

Excluded Expenditures	NIAGARA FALLS CITY SD
1. Transportation	\$8,873,296.00

Excluded Expenditures	NIAGARA FALLS CITY SD
2. Charter School Tuition	\$4,447,284.00
3. Other Tuition	\$5,378,904.00
4. Debt Service	\$18,443,772.00
5. Other	\$17,430,353.00
Percent Excluded from Total	29%
<b>Total Expenditures</b>	<b>\$188,351,374.00</b>

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THIS DOCUMENT WAS CREATED ON: APRIL 25, 2024, 8:08 PM EST

**2024 - 2025**

# **Proposition 1**

# Proposition 1:

Shall the following resolution be adopted to-wit:

Shall the Board of Education of the City School District of the City of Niagara Falls be authorized to expend the sums set forth in the proposed 2024-2025 budget in the total amount of **\$190,992,049** and to levy the necessary tax?



## Mark Your Calendar

Voting will be available at all City of Niagara Falls General  
Election polling sites.

**May 21, 2024**

**11:00am to 8:00pm**

**Please VOTE!**

*Questions?* Please call the District Clerk

**Judie Glaser at 716-286-4204**

# Thank You for Your Interest



Please  
VOTE!

