

2021 – 2022

New York State
School Report Card

NOTICE:

- 1) As of 12:00 Noon on Tuesday, April 27, 2021 the 2019-2020 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 2021-2022 budget document, NFCSD has included the ESSA Transparency Report for the fiscal year 2018-2019 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 2019-2020 data. It will also be made available on the District website <https://www.nfschools.net> when released by NYSED.
- 2) The <https://data.nysed.gov/> public database contains state, district, public school, and charter school accountability, secondary graduation rate, and staff qualifications data for all school districts. Also included are accountability and secondary graduation rate data by county and Need to Resource Capacity group. No new assessment data will be released for 2019-20 Report Card. Included herein is all School Report Card data available for 2019-2020 for the Niagara Falls City School District. Assessment data included is from the most recent year available 2018-2019.

NIAGARA FALLS CITY SCHOOL DISTRICT - NEW YORK STATE REPORT CARD [2019 - 20]

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.

Due to COVID - 19 and resulting changes to New York State testing, accountability, and federal reporting requirements, 2020-21 district and school accountability statuses are the same as those assigned for the 2019-20 school year. For informational purposes, graduation rates for the Secondary Graduation Rate indicator using lagged 2018-19 data are reported. Spring 2020 standardized state assessments, including the June 2020 Regents examinations, were canceled and are, thus, not reported. For detailed information on requirement changes, please see the U.S. Department of Education-approved waiver and the memorandum from the Office of Accountability entitled " 2019-20 Accountability Implications to Address the COVID-19 Crisis ."

2020-21 ACCOUNTABILITY STATUS BASED ON 2018-19 DATA

Per the U.S. Department of Education-approved waiver, districts and schools, including subgroups, will maintain in the 2020-21 school year the same accountability status assigned for the 2019-20 school year with no progress determinations. For more information, please see the memorandum from the Office of Accountability entitled, "2019-20 Accountability Implications to Address the COVID-19 Crisis." The 2020-21 Accountability status may differ from the 2019-20 status as a result of a school reconfiguration. Schools that newly opened for the 2020-21 school year will not be displayed.

TARGET DISTRICT

SECTION 1003 SCHOOL IMPROVEMENT FUNDS (2019-20)

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 (61.38 kilobytes)

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

- 2018-19 Title I SIG 1003 Basic Application and Addendum for 2019-20 Extension
- 2019-20 Title I SIG 1003 Basic Planning
- 2019-20 Title I School Improvement Grant 1003 Targeted Support Grant
- 2019-20 Title I School Improvement Grant 1003 ENHANCED Comprehensive Support and Improvement (CSI) Support Grant
- 2019 NYSIP-PLC Phase II
- SIG Cohort 6 and 7 Schools Funded with SIGA in 2019-20

ELEMENTARY/MIDDLE STATUSES BY SUBGROUP

Per the U.S. Department of Education-approved waiver, districts and schools, including subgroups, will maintain in the 2020-21 school year the same accountability status assigned for the 2019-20 school year with no progress determinations.

Subgroup	Status
All Students	Good Standing
American Indian or Alaska Native	Targeted Support and Improvement
Asian or Native Hawaiian/Other Pacific Islander	Good Standing
Black or African American	Targeted Support and Improvement
Hispanic or Latino	Targeted Support and Improvement
Multiracial	Targeted Support and Improvement
White	Good Standing
English Language Learners	Good Standing
Students with Disabilities	Good Standing
Economically Disadvantaged	Targeted Support and Improvement

SECONDARY STATUSES BY SUBGROUP

Per the U.S. Department of Education-approved waiver, districts and schools, including subgroups, will maintain in the 2020-21 school year the same accountability status assigned for the 2019-20 school year with no progress determinations.

Subgroup	Status
All Students	Good Standing: Potential Target District
American Indian or Alaska Native	Targeted Support and Improvement
Asian or Native Hawaiian/Other Pacific Islander	Good Standing
Black or African American	Targeted Support and Improvement
Hispanic or Latino	Targeted Support and Improvement
Multiracial	Good Standing
White	Good Standing
Students with Disabilities	Good Standing: Potential Target District
Economically Disadvantaged	Good Standing: Potential Target District

SECONDARY GRADUATION RATE

Accountability graduation rate data are provided for informational purposes only in 2019-20 and are not used to make district or school accountability status determinations for the 2020-21 school year. For more information, please see the memorandum from the Office of Accountability entitled, "2019-20 Accountability Implications to Address the COVID-19 Crisis."

Subgroup	Cohort	Number In Cohort	Grad Rate
All Students	4-Year	564	62.1%
	5-Year	517	66.5%
	6-Year	536	72%
American Indian or Alaska Native	4-Year	35	37.1%
	5-Year	38	44.7%
	6-Year	37	54.1%
Asian or Native Hawaiian/Other Pacific Islander	4-Year	22	–
	5-Year	21	–
	6-Year	16	–
Black or African American	4-Year	207	58%
	5-Year	197	62.9%
	6-Year	213	71.4%
Hispanic or Latino	4-Year	34	50%
	5-Year	37	51.4%
	6-Year	33	60.6%
Multiracial	4-Year	46	65.2%
	5-Year	47	48.9%
	6-Year	35	62.9%
White	4-Year	255	67.5%
	5-Year	235	75.7%
	6-Year	265	75.5%
English Language Learners	4-Year	9	–
	5-Year	4	–
	6-Year	2	–
Students with Disabilities	4-Year	111	33.3%
	5-Year	89	37.1%
	6-Year	81	46.9%
Economically Disadvantaged	4-Year	375	68.5%
	5-Year	279	74.6%
	6-Year	286	78%

NATIONAL ASSESSMENT OF EDUCATION PROGRESS (NAEP) RESULTS (2018-19)

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

SUBGROUP	READING				MATH			
	BELOW BASIC	BASIC	PROFICIENT	ADVANCED	BELOW BASIC	BASIC	PROFICIENT	ADVANCED
All Students	34	31	26	8	24	40	29	8
Students with Disabilities	73	18	7	1	61	30	7	2
American Indian or Alaska Native	*	*	*	*	*	*	*	*
Asian	21	27	34	17	8	23	43	26
Native Hawaiian/Other Pacific Islander	*	*	*	*	*	*	*	*
Black or African American	53	31	14	2	43	40	16	1
Hispanic or Latino	45	32	19	4	33	45	19	2
White	24	32	33	11	14	39	38	9
Multiracial	24	23	35	18	15	42	31	12
Limited English Proficient	78	17	4	*	51	40	8	1
Economically Disadvantaged	49	31	17	3	33	43	21	3

NEW YORK STATE NAEP GRADE 8

SUBGROUP	READING				MATH			
	BELOW BASIC	BASIC	PROFICIENT	ADVANCED	BELOW BASIC	BASIC	PROFICIENT	ADVANCED
All Students	30	38	28	4	34	32	22	11
Students with Disabilities	58	31	10	1	72	22	5	2
American Indian or Alaska Native	*	*	*	*	*	*	*	*
Asian	21	33	36	10	15	25	29	31
Native Hawaiian/Other Pacific Islander	*	*	*	*	*	*	*	*
Black or African American	43	38	17	1	55	30	12	3
Hispanic or Latino	41	38	19	2	49	35	14	3
White	20	39	35	6	23	33	29	15
Multiracial	*	*	*	*	*	*	*	*
Limited English Proficient	83	16	1	*	88	10	2	*
Economically Disadvantaged	40	38	20	2	47	32	16	5

NATIONAL NAEP GRADE 4

SUBGROUP	READING				MATH			
	BELOW BASIC	BASIC	PROFICIENT	ADVANCED	BELOW BASIC	BASIC	PROFICIENT	ADVANCED
All Students	35	31	26	9	20	40	32	9
Students with Disabilities	70	18	9	2	51	33	14	3
American Indian or Alaska Native	50	30	17	3	32	43	22	4
Asian	18	25	35	22	7	23	41	29
Native Hawaiian/Other Pacific Islander	45	31	20	4	30	40	24	5
Black or African American	53	30	15	3	35	45	18	2
Hispanic or Latino	46	31	19	4	27	45	24	3
White	24	31	32	12	12	36	40	12
Multiracial	28	32	29	11	17	40	34	10
Limited English Proficient	65	25	8	1	41	43	15	1
Economically Disadvantaged	48	31	18	3	29	45	23	3

NATIONAL NAEP GRADE 8

SUBGROUP	READING				MATH			
	BELOW BASIC	BASIC	PROFICIENT	ADVANCED	BELOW BASIC	BASIC	PROFICIENT	ADVANCED
All Students	28	39	29	4	32	35	23	10
Students with Disabilities	64	27	8	1	68	23	7	2
American Indian or Alaska Native	40	41	19	1	48	37	13	3
Asian	13	30	43	13	12	24	31	33
Native Hawaiian/Other Pacific Islander	38	38	23	2	47	34	15	4
Black or African American	47	39	14	1	54	33	11	2
Hispanic or Latino	38	40	20	1	43	37	16	3
White	19	39	36	5	21	36	30	13
Multiracial	24	40	31	5	28	36	25	11
Limited English Proficient	73	24	3	*	73	22	4	1
Economically Disadvantaged	40	40	18	1	46	36	15	3

*There are not sufficient data for this subgroup.

EXPENDITURES PER PUPIL (2019-20)

For detailed information, please see Financial Transparency Report.

	Pupil Count	Federal		State & Local		Total	
		Expenditures	Expenditures Per Pupil	Expenditures	Expenditures Per Pupil	Expenditures	Expenditures Per Pupil
This District	7,030	\$10,241,138	\$1,457	\$106,792,202	\$15,191	\$117,033,340	\$16,648
Statewide	2,638,949	\$2,632,354,668	\$998	\$57,627,620,079	\$21,837	\$60,259,974,747	\$22,835

STAFF QUALIFICATIONS (2019-20)
INEXPERIENCED TEACHERS AND PRINCIPALS

	TEACHERS			PRINCIPALS		
	Total	# Inexperienced	% Inexperienced	Total	# Inexperienced	% Inexperienced
THIS DISTRICT	356	14	4%	11	3	27%
STATEWIDE	205,520	35,059	17%	4,784	1,237	26%
STATEWIDE HIGH-POVERTY SCHOOLS	46,266	13,190	29%	1,168	320	27%
STATEWIDE LOW-POVERTY SCHOOLS	61,131	5,677	9%	1,193	260	22%

Teacher and principal counts are as reported by schools and districts in the Student Information Repository System (SIRS).

TEACHERS TEACHING OUT OF THEIR SUBJECT OR FIELD OF CERTIFICATION

	Total	TEACHERS TEACHING OUT OF THEIR SUBJECT/FIELD OF CERTIFICATION	
		#	%
THIS DISTRICT	448	1	0%
STATEWIDE	216,218	20,182	9%
STATEWIDE HIGH-POVERTY SCHOOLS	46,676	9,564	20%
STATEWIDE LOW-POVERTY SCHOOLS	54,886	1,004	2%

Teacher counts are as reported in Teacher Access and Authorization (TAA).

GRADUATION RATE (2019-20)

Graduation Rate data are for students who first entered grade 9, four years prior to this reporting year. Graduates are as of August following the close of the reporting year. Click on High School Graduation Rate Data report to see district and state comparisons and to filter on gender and ethnicity student subgroups.

Subgroup	Total	GRAD RATE		REGENTS WITH ADVANCED DESIGNATION		REGENTS DIPLOMA		LOCAL DIPLOMA		NON DIPLOMA CRED		STILL ENROLLED		GED TRANSFER		DROPOUT	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	550	352	64%	97	18%	202	37%	53	10%	2	0%	62	11%	0	0%	134	24%
Female	290	196	68%	66	23%	104	36%	26	9%	1	0%	25	9%	0	0%	68	23%
Male	260	156	60%	31	12%	98	38%	27	10%	1	0%	37	14%	0	0%	66	25%
Multiracial	38	26	68%	6	16%	16	42%	4	11%	0	0%	5	13%	0	0%	7	18%
American Indian or Alaska Native	27	14	52%	1	4%	11	41%	2	7%	0	0%	3	11%	0	0%	10	37%
Asian or Native Hawaiian/Other Pacific Islander	11	9	82%	4	36%	5	45%	0	0%	0	0%	1	9%	0	0%	1	9%
White	232	161	69%	59	25%	86	37%	16	7%	0	0%	22	9%	0	0%	49	21%
Black or African American	209	123	59%	25	12%	70	33%	28	13%	1	0%	26	12%	0	0%	59	28%
Hispanic or Latino	33	19	58%	2	6%	14	42%	3	9%	1	3%	5	15%	0	0%	8	24%
General-Education Students	440	303	69%	96	22%	184	42%	23	5%	1	0%	28	6%	0	0%	108	25%
Students with Disabilities	110	49	45%	1	1%	18	16%	30	27%	1	1%	34	31%	0	0%	26	24%
Non-English Language Learners	542	348	64%	97	18%	198	37%	53	10%	1	0%	61	11%	0	0%	132	24%
English Language Learners	8	4	50%	0	0%	4	50%	0	0%	1	13%	1	13%	0	0%	2	25%
Not Economically Disadvantaged	203	123	61%	48	24%	65	32%	10	5%	1	0%	25	12%	0	0%	54	27%
Economically Disadvantaged	347	229	66%	49	14%	137	39%	43	12%	1	0%	37	11%	0	0%	80	23%
Not Migrant	550	352	64%	97	18%	202	37%	53	10%	2	0%	62	11%	0	0%	134	24%
Migrant	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Parents not in Armed Forces	549	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—

Subgroup	Total	GRAD RATE		REGENTS WITH ADVANCED DESIGNATION		REGENTS DIPLOMA		LOCAL DIPLOMA		NON DIPLOMA CRED		STILL ENROLLED		GED TRANSFER		DROPOUT	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Parents in Armed Forces	1	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Not Homeless	537	345	64%	97	18%	196	36%	52	10%	2	0%	62	12%	0	0%	128	24%
Homeless	13	7	54%	0	0%	6	46%	1	8%	0	0%	0	0%	0	0%	6	46%
Not in Foster Care	550	352	64%	97	18%	202	37%	53	10%	2	0%	62	11%	0	0%	134	24%
Foster Care	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%

CIVIL RIGHTS DATA COLLECTION (CRDC) (2017-18)

Civil Right Data Collection (CRDC) data are reported to the United States Department of Education by districts and include data on measures of school quality, climate, and safety as well as enrollment in preschool programs and accelerated coursework to earn postsecondary credit. For more information, visit the CRDC homepage.

CRDC Data (21.01 megabytes)
 CRDC Glossary and Guide

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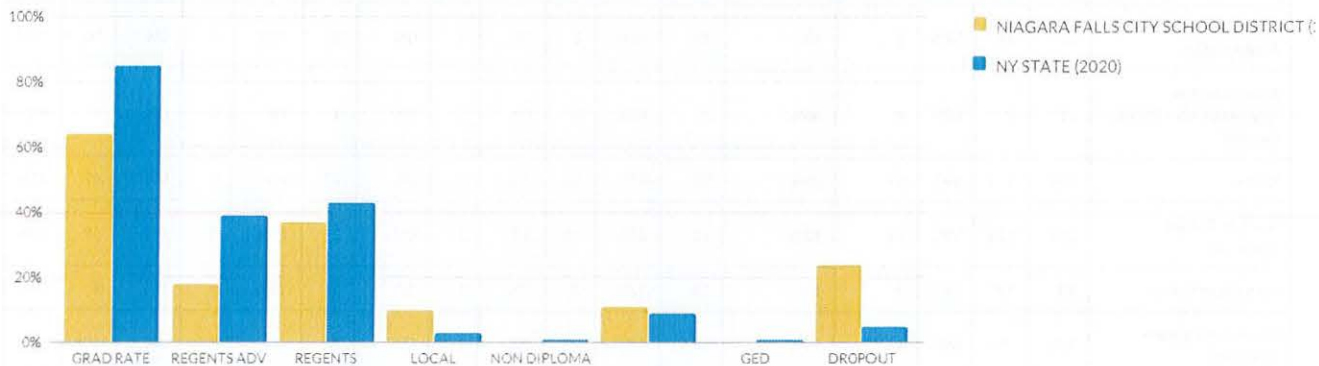
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**NIAGARA FALLS CITY SCHOOL DISTRICT GRADUATION RATE DATA
4 YEAR OUTCOME AS OF AUGUST 2020**

Graduation Rate Data are reported for a 9th grade cohort, as of the 4th year of high school - August. The "Filter this data" function, below, provides the ability to display Graduation Rate Data of high school as of the 4th year - June, the 5th year - June and August, and the 6th year - June and August. For school years prior to 2018-19, 5th year - August and 6th year - August are not available.

Data is reported by educational institutions to the State Education Department throughout the school year and available for verification by districts until the close of the state data warehouse in August. District superintendents certify data is accurate in September. For the most updated information, please contact the school district.

Complete information on the types of diploma credentials, which can be earned and the criteria for each, see: Diploma Requirements.



GRADUATION RATE

Subgroup	Total	GRAD RATE		REGENTS WITH ADVANCED DESIGNATION		REGENTS DIPLOMA		LOCAL DIPLOMA		NON DIPLOMA CRED		STILL ENROLLED		GED TRANSFER		DROPOUT	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	550	352	64%	97	18%	202	37%	53	10%	2	0%	62	11%	0	0%	134	24%
Female	290	196	68%	66	23%	104	36%	26	9%	1	0%	25	9%	0	0%	68	23%
Male	260	156	60%	31	12%	98	38%	27	10%	1	0%	37	14%	0	0%	66	25%
Multiracial	38	26	68%	6	16%	16	42%	4	11%	0	0%	5	13%	0	0%	7	18%
American Indian or Alaska Native	27	14	52%	1	4%	11	41%	2	7%	0	0%	3	11%	0	0%	10	37%
Asian or Native Hawaiian/Other Pacific Islander	11	9	82%	4	36%	5	45%	0	0%	0	0%	1	9%	0	0%	1	9%
White	232	161	69%	59	25%	86	37%	16	7%	0	0%	22	9%	0	0%	49	21%
Black or African American	209	123	59%	25	12%	70	33%	28	13%	1	0%	26	12%	0	0%	59	28%
Hispanic or Latino	33	19	58%	2	6%	14	42%	3	9%	1	3%	5	15%	0	0%	8	24%
General-Education Students	440	303	69%	96	22%	184	42%	23	5%	1	0%	28	6%	0	0%	108	25%
Students with Disabilities	110	49	45%	1	1%	18	16%	30	27%	1	1%	34	31%	0	0%	26	24%
Non-English Language Learners	542	348	64%	97	18%	198	37%	53	10%	1	0%	61	11%	0	0%	132	24%
English Language Learners	8	4	50%	0	0%	4	50%	0	0%	1	13%	1	13%	0	0%	2	25%
Not Economically Disadvantaged	203	123	61%	48	24%	65	32%	10	5%	1	0%	25	12%	0	0%	54	27%
Economically Disadvantaged	347	229	66%	49	14%	137	39%	43	12%	1	0%	37	11%	0	0%	80	23%
Not Migrant	550	352	64%	97	18%	202	37%	53	10%	2	0%	62	11%	0	0%	134	24%
Migrant	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Parents not in Armed Forces	549	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Parents in Armed Forces	1	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Not Homeless	537	345	64%	97	18%	196	36%	52	10%	2	0%	62	12%	0	0%	128	24%
Homeless	13	7	54%	0	0%	6	46%	1	8%	0	0%	0	0%	0	0%	6	46%
Not in Foster Care	550	352	64%	97	18%	202	37%	53	10%	2	0%	62	11%	0	0%	134	24%
Foster Care	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%

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NIAGARA FALLS CITY SCHOOL DISTRICT GRADUATION PATHWAYS DATA 2020

The Board of Regents approved regulations establishing multiple, comparably rigorous assessment pathways to graduation for all students. The recently approved regulations recognize the importance of engaging students' interests in rigorous and relevant academic programs in the Arts; Languages other than English (LOTE)/Biliteracy; Career and Technical Education (CTE); Humanities; Science, Technology, Engineering and Mathematics (STEM); and Career Developmental Occupational Studies (CDOS). The revised regulation allows students to use a passing score on an approved pathway assessment or successful completion of program requirements for the CDOS credential toward meeting the assessment requirements for graduation.

Complete information on the types of diploma credentials which can be earned and the criteria for each.

Additional information on Graduation Pathways can be found on the Curriculum and Instruction site.

Subgroup	Total	Humanities		Humanities Alternative		Arts		Career and Technical Education		Math		Science		Career Development and Occupational Studies		Languages Other Than English	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	352	303	86%	0	0%	0	0%	15	4%	6	2%	24	7%	4	1%	0	0%
Female	196	167	85%	0	0%	0	0%	11	6%	4	2%	14	7%	0	0%	0	0%
Male	156	136	87%	0	0%	0	0%	4	3%	2	1%	10	6%	4	3%	0	0%
Multiracial	26	22	85%	0	0%	0	0%	1	4%	0	0%	3	12%	0	0%	0	0%
American Indian or Alaska Native	14	12	86%	0	0%	0	0%	2	14%	0	0%	0	0%	0	0%	0	0%
Asian or Native Hawaiian/Other Pacific Islander	9	9	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
White	161	144	89%	0	0%	0	0%	7	4%	3	2%	6	4%	1	1%	0	0%
Black or African American	123	100	81%	0	0%	0	0%	4	3%	3	2%	13	11%	3	2%	0	0%
Hispanic or Latino	19	16	84%	0	0%	0	0%	1	5%	0	0%	2	11%	0	0%	0	0%
General-Education Students	303	263	87%	0	0%	0	0%	12	4%	5	2%	23	8%	0	0%	0	0%
Students with Disabilities	49	40	82%	0	0%	0	0%	3	6%	1	2%	1	2%	4	8%	0	0%
Non-English Language Learners	348	299	86%	0	0%	0	0%	15	4%	6	2%	24	7%	4	1%	0	0%
English Language Learners	4	4	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%

Subgroup	Total	Humanities		Humanities Alternative		Arts		Career and Technical Education		Math		Science		Career Development and Occupational Studies		Languages Other Than English	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Not Economically Disadvantaged	123	114	93%	0	0%	0	0%	3	2%	2	2%	4	3%	0	0%	0	0%
Economically Disadvantaged	229	189	83%	0	0%	0	0%	12	5%	4	2%	20	9%	4	2%	0	0%
Not Migrant	352	303	86%	0	0%	0	0%	15	4%	6	2%	24	7%	4	1%	0	0%
Migrant	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not Homeless	345	298	86%	0	0%	0	0%	14	4%	6	2%	23	7%	4	1%	0	0%
Homeless	7	5	71%	0	0%	0	0%	1	14%	0	0%	1	14%	0	0%	0	0%
Parents not in Armed Forces	351	303	86%	0	0%	0	0%	15	4%	6	2%	23	7%	4	1%	0	0%
Parents in Armed Forces	1	0	0%	0	0%	0	0%	0	0%	0	0%	1	100%	0	0%	0	0%
Not in Foster Care	352	303	86%	0	0%	0	0%	15	4%	6	2%	24	7%	4	1%	0	0%
Foster Care	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%

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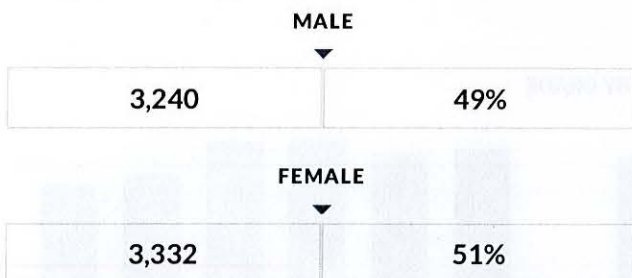
 Help

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. Available are enrollment counts for public and charter school students by various demographics for the 2019 - 20 school year. For nonpublic school enrollment data please see the Non-Public School Enrollment and Staff information on our Information and Reporting Services webpage.

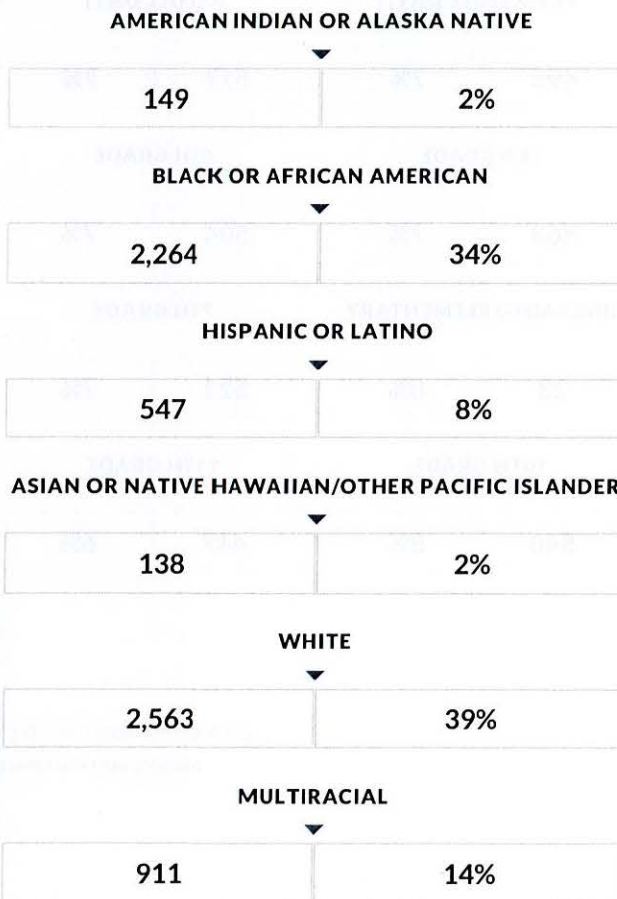
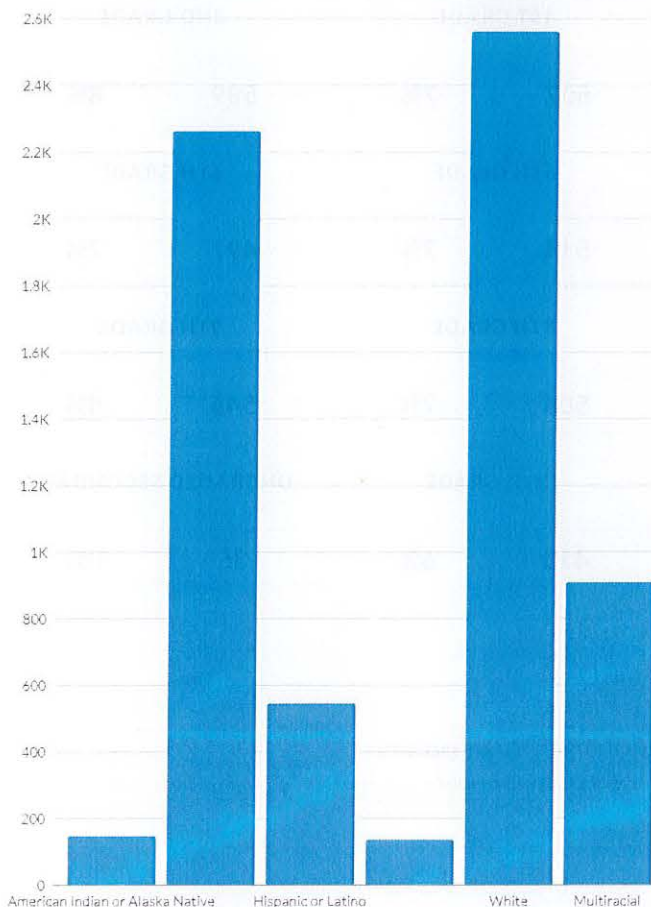
NIAGARA FALLS CITY SCHOOL DISTRICT ENROLLMENT (2019 - 20)

K-12 Enrollment: 6,572

ENROLLMENT BY GENDER



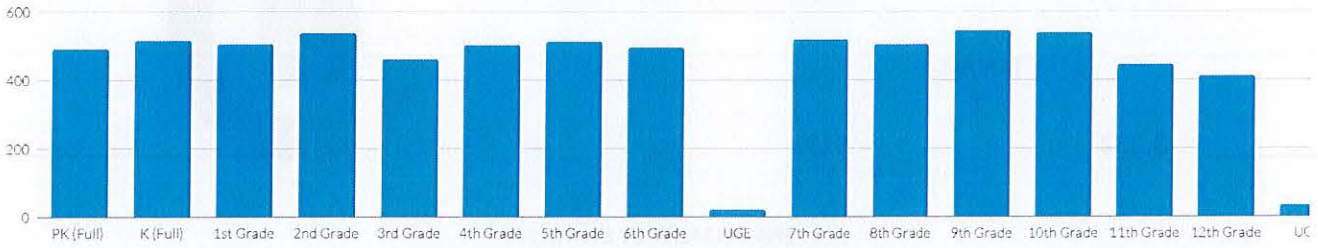
ENROLLMENT BY ETHNICITY



OTHER GROUPS

ENGLISH LANGUAGE LEARNERS		STUDENTS WITH DISABILITIES		ECONOMICALLY DISADVANTAGED	
129	2%	1,319	20%	5,003	76%
MIGRANT		HOMELESS		FOSTER CARE	
—	—	72	1%	—	—
				PARENT IN ARMED FORCES	
				17	0%

ENROLLMENT BY GRADE



PRE-K (FULL DAY)		K (FULL DAY)		1ST GRADE		2ND GRADE	
493	7%	517	7%	507	7%	539	8%
3RD GRADE		4TH GRADE		5TH GRADE		6TH GRADE	
463	7%	504	7%	514	7%	497	7%
UNGRADED ELEMENTARY		7TH GRADE		8TH GRADE		9TH GRADE	
23	0%	521	7%	506	7%	546	8%
10TH GRADE		11TH GRADE		12TH GRADE		UNGRADED SECONDARY	
540	8%	447	6%	413	6%	35	0%

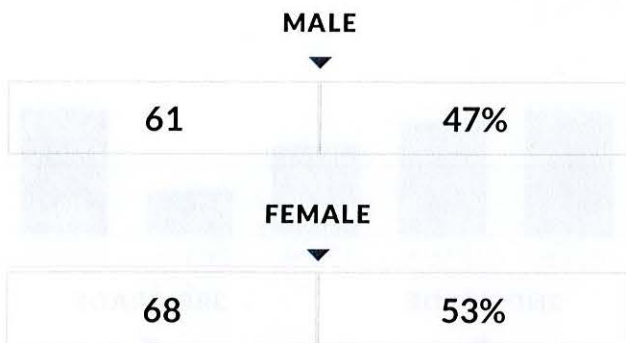
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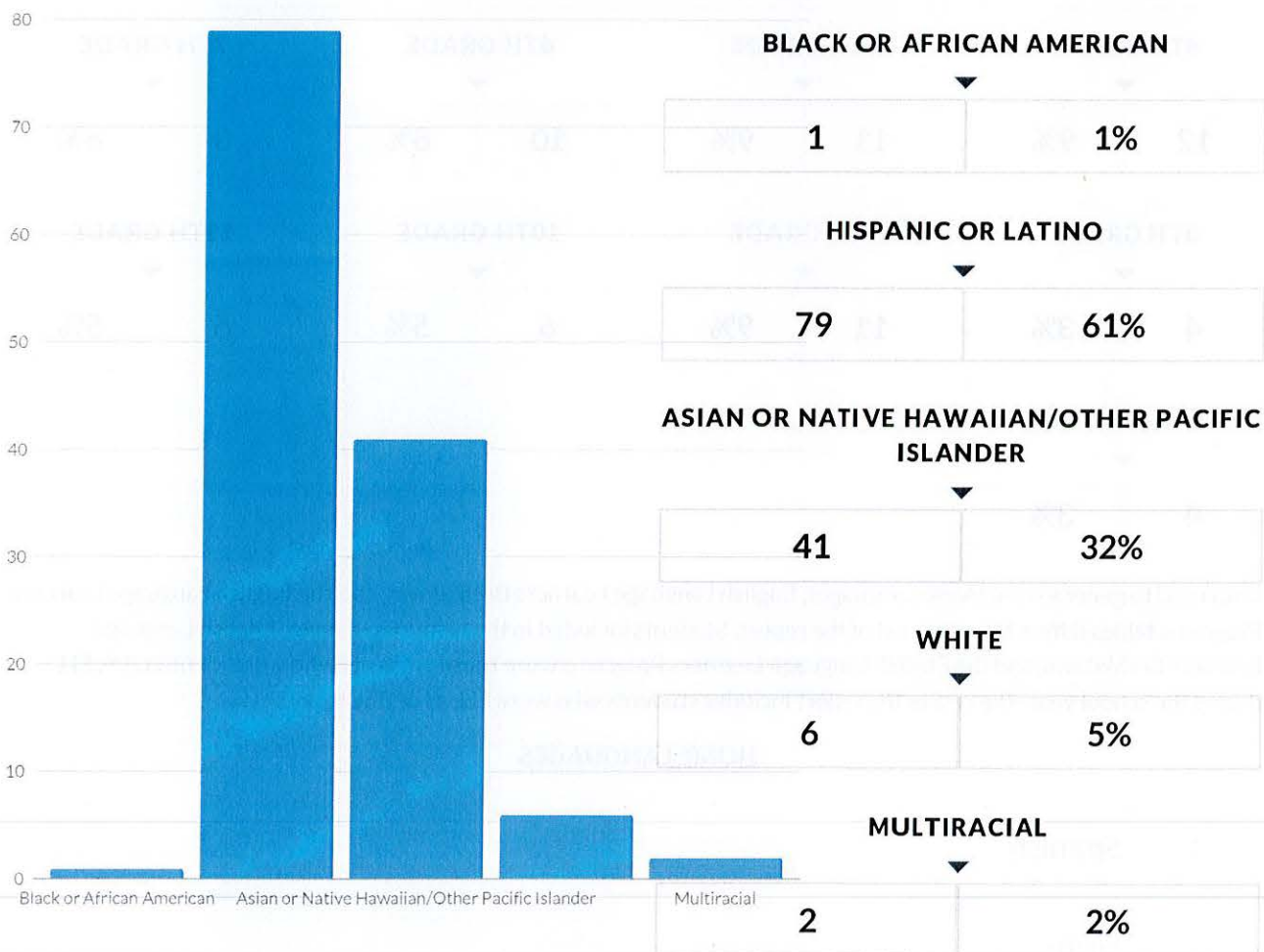
NIAGARA FALLS CITY SCHOOL DISTRICT ENGLISH LANGUAGE LEARNERS ENROLLMENT (2019 - 20)

K-12 ELL Enrollment: 129
K-12 Former ELL Enrollment: 47

ELL ENROLLMENT BY GENDER



ELL ENROLLMENT BY ETHNICITY



OTHER GROUPS

STUDENTS WITH DISABILITIES

24	19%
----	-----

ECONOMICALLY DISADVANTAGED

105	81%
-----	-----

ELL ENROLLMENT BY GRADE



K (FULL DAY)

7	5%
---	----

1ST GRADE

12	9%
----	----

2ND GRADE

23	18%
----	-----

3RD GRADE

15	12%
----	-----

4TH GRADE

12	9%
----	----

5TH GRADE

11	9%
----	----

6TH GRADE

10	8%
----	----

7TH GRADE

8	6%
---	----

8TH GRADE

4	3%
---	----

9TH GRADE

11	9%
----	----

10TH GRADE

6	5%
---	----

11TH GRADE

6	5%
---	----

12TH GRADE

4	3%
---	----

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 Arabic
- 4 English
- 5 Chinese

ENGLISH LANGUAGE LEARNERS BREAKDOWN

NEWCOMERS	DEVELOPING	LONG TERM	SIFE
▼	▼	▼	▼
94	43	14	0

ENGLISH LANGUAGE LEARNERS PROGRAMS

ENGLISH AS A NEW LANGUAGE	ONE WAY/ TWO WAY DUAL LANGUAGE PROGRAM	TRANSITIONAL BILINGUAL EDUCATION PROGRAM
▼	▼	▼
147	0	0

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 Help

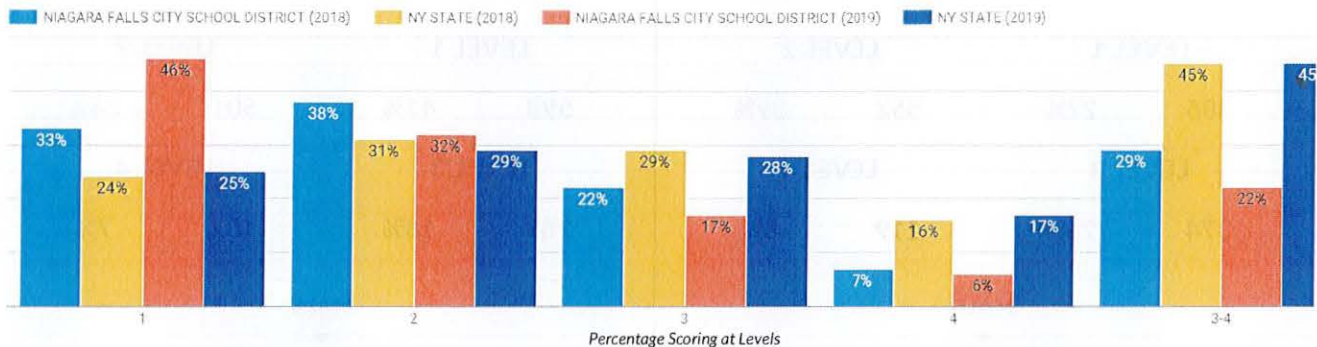
NIAGARA FALLS CITY SCHOOL DISTRICT GRADES 3-8 ELA ASSESSMENT DATA

The grades 3-8 English Language Arts (ELA) and mathematics assessments measure the higher learning standards that were adopted by the State Board of Regents in 2010, which more accurately reflect students' progress toward college and career readiness. Data are available statewide and at the county, district, and school level.

Data available on this site are based on those reported by schools and districts to the State as of July 25, 2019 via the Student Information Repository System (SIRS). The New York State School Report Card 3-8 English Language Arts (ELA) and mathematics assessment data will be based on those data reported as of the final school year reporting deadline.

For more information and additional files, please view the NYSED press release

Assessment Data - Glossary of Terms | Assessment Data - Business Rules



2018
ALL STUDENTS
▼
PROFICIENT

TOTAL TESTED: 2,903

LEVEL 1		LEVEL 2	
964	33%	1,093	38%
LEVEL 3		LEVEL 4	
638	22%	208	7%

2019
ALL STUDENTS
▼
PROFICIENT

TOTAL TESTED: 2,965

LEVEL 1		LEVEL 2	
1,360	46%	945	32%
LEVEL 3		LEVEL 4	
492	17%	168	6%

BY GENDER

FEMALE
▼
PROFICIENT

TOTAL TESTED: 1,431

LEVEL 1		LEVEL 2	
386	27%	552	39%
LEVEL 3		LEVEL 4	
374	26%	119	8%

MALE
▼
PROFICIENT

TOTAL TESTED: 1,472

LEVEL 1		LEVEL 2	
578	39%	541	37%
LEVEL 3		LEVEL 4	
264	18%	89	6%

FEMALE
▼
PROFICIENT

TOTAL TESTED: 1,470

LEVEL 1		LEVEL 2	
598	41%	501	34%
LEVEL 3		LEVEL 4	
269	18%	102	7%

MALE
▼
PROFICIENT

TOTAL TESTED: 1,495

LEVEL 1		LEVEL 2	
762	51%	444	30%
LEVEL 3		LEVEL 4	
223	15%	66	4%

BY ETHNICITY

MULTIRACIAL
 ▼
PROFICIENT

TOTAL TESTED: 417

LEVEL 1		LEVEL 2	
142	34%	161	39%
LEVEL 3		LEVEL 4	
86	21%	28	7%

AMERICAN INDIAN OR ALASKA NATIVE

▼
PROFICIENT

TOTAL TESTED: 78

LEVEL 1		LEVEL 2	
30	38%	30	38%
LEVEL 3		LEVEL 4	
17	22%	1	1%

MULTIRACIAL
 ▼
PROFICIENT

TOTAL TESTED: 471

LEVEL 1		LEVEL 2	
229	49%	146	31%
LEVEL 3		LEVEL 4	
72	15%	24	5%

AMERICAN INDIAN OR ALASKA NATIVE

▼
PROFICIENT

TOTAL TESTED: 65

LEVEL 1		LEVEL 2	
30	46%	19	29%
LEVEL 3		LEVEL 4	
14	22%	2	3%

ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC ISLANDER

▼
PROFICIENT

TOTAL TESTED: 53

LEVEL 1		LEVEL 2	
8	15%	19	36%
LEVEL 3		LEVEL 4	
12	23%	14	26%

WHITE

▼
PROFICIENT

TOTAL TESTED: 1,123

LEVEL 1		LEVEL 2	
279	25%	400	36%
LEVEL 3		LEVEL 4	
323	29%	121	11%

ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC ISLANDER

▼
PROFICIENT

TOTAL TESTED: 55

LEVEL 1		LEVEL 2	
10	18%	22	40%
LEVEL 3		LEVEL 4	
16	29%	7	13%

WHITE

▼
PROFICIENT

TOTAL TESTED: 1,111

LEVEL 1		LEVEL 2	
373	34%	387	35%
LEVEL 3		LEVEL 4	
251	23%	100	9%

BLACK OR AFRICAN AMERICAN

PROFICIENT

TOTAL TESTED: 1,012

LEVEL 1		LEVEL 2	
434	43%	395	39%
LEVEL 3		LEVEL 4	
147	15%	36	4%

HISPANIC OR LATINO

PROFICIENT

TOTAL TESTED: 220

LEVEL 1		LEVEL 2	
71	32%	88	40%
LEVEL 3		LEVEL 4	
53	24%	8	4%

BLACK OR AFRICAN AMERICAN

PROFICIENT

TOTAL TESTED: 1,023

LEVEL 1		LEVEL 2	
591	58%	306	30%
LEVEL 3		LEVEL 4	
99	10%	27	3%

HISPANIC OR LATINO

PROFICIENT

TOTAL TESTED: 240

LEVEL 1		LEVEL 2	
127	53%	65	27%
LEVEL 3		LEVEL 4	
40	17%	8	3%

OTHER GROUPS

GENERAL-EDUCATION STUDENTS

PROFICIENT

TOTAL TESTED: 2,342

LEVEL 1		LEVEL 2	
605	26%	930	40%
LEVEL 3		LEVEL 4	
601	26%	206	9%

STUDENTS WITH DISABILITIES

PROFICIENT

TOTAL TESTED: 561

LEVEL 1		LEVEL 2	
359	64%	163	29%
LEVEL 3		LEVEL 4	
37	7%	2	0%

GENERAL-EDUCATION STUDENTS

PROFICIENT

TOTAL TESTED: 2,374

LEVEL 1		LEVEL 2	
882	37%	845	36%
LEVEL 3		LEVEL 4	
481	20%	166	7%

STUDENTS WITH DISABILITIES

PROFICIENT

TOTAL TESTED: 591

LEVEL 1		LEVEL 2	
478	81%	100	17%
LEVEL 3		LEVEL 4	
11	2%	2	0%

NON-ENGLISH LANGUAGE LEARNERS

PROFICIENT

TOTAL TESTED: 2,864

LEVEL 1		LEVEL 2	
941	33%	1,078	38%
LEVEL 3		LEVEL 4	
637	22%	208	7%

ENGLISH LANGUAGE LEARNERS

PROFICIENT

TOTAL TESTED: 39

LEVEL 1		LEVEL 2	
23	59%	15	38%
LEVEL 3		LEVEL 4	
1	3%	0	0%

NON-ENGLISH LANGUAGE LEARNERS

PROFICIENT

TOTAL TESTED: 2,909

LEVEL 1		LEVEL 2	
1,320	45%	935	32%
LEVEL 3		LEVEL 4	
487	17%	167	6%

ENGLISH LANGUAGE LEARNERS

PROFICIENT

TOTAL TESTED: 56

LEVEL 1		LEVEL 2	
40	71%	10	18%
LEVEL 3		LEVEL 4	
5	9%	1	2%

NOT ECONOMICALLY DISADVANTAGED

▼
PROFICIENT

TOTAL TESTED: 562

LEVEL 1		LEVEL 2	
102	18%	182	32%
LEVEL 3		LEVEL 4	
188	33%	90	16%

ECONOMICALLY DISADVANTAGED

▼
PROFICIENT

TOTAL TESTED: 2,341

LEVEL 1		LEVEL 2	
862	37%	911	39%
LEVEL 3		LEVEL 4	
450	19%	118	5%

NOT ECONOMICALLY DISADVANTAGED

▼
PROFICIENT

TOTAL TESTED: 517

LEVEL 1		LEVEL 2	
139	27%	172	33%
LEVEL 3		LEVEL 4	
143	28%	63	12%

ECONOMICALLY DISADVANTAGED

▼
PROFICIENT

TOTAL TESTED: 2,448

LEVEL 1		LEVEL 2	
1,221	50%	773	32%
LEVEL 3		LEVEL 4	
349	14%	105	4%

NOT MIGRANT
 ▼
PROFICIENT

TOTAL TESTED: -

LEVEL 1		LEVEL 2	
-	-	-	-
LEVEL 3		LEVEL 4	
-	-	-	-

MIGRANT
 ▼
PROFICIENT

TOTAL TESTED: -

LEVEL 1		LEVEL 2	
-	-	-	-
LEVEL 3		LEVEL 4	
-	-	-	-

NOT IN FOSTER CARE
 ▼
PROFICIENT

TOTAL TESTED: -

LEVEL 1		LEVEL 2	

NOT MIGRANT
 ▼
PROFICIENT

TOTAL TESTED: -

LEVEL 1		LEVEL 2	
-	-	-	-
LEVEL 3		LEVEL 4	
-	-	-	-

MIGRANT
 ▼
PROFICIENT

TOTAL TESTED: -

LEVEL 1		LEVEL 2	
-	-	-	-
LEVEL 3		LEVEL 4	
-	-	-	-

NOT IN FOSTER CARE
 ▼
PROFICIENT

TOTAL TESTED: -

LEVEL 1		LEVEL 2	

-	-	-	-
LEVEL 3		LEVEL 4	
-	-	-	-

FOSTER CARE
 ▼
PROFICIENT

TOTAL TESTED: -

-	-	-	-
LEVEL 3		LEVEL 4	
-	-	-	-

FOSTER CARE
 ▼
PROFICIENT

TOTAL TESTED: -

LEVEL 1		LEVEL 2	
-	-	-	-
LEVEL 3		LEVEL 4	
-	-	-	-

PARENTS NOT IN ARMED FORCES
 ▼
PROFICIENT

TOTAL TESTED: 2,893

LEVEL 1		LEVEL 2	
-	-	-	-
LEVEL 3		LEVEL 4	
-	-	-	-

PARENTS NOT IN ARMED FORCES
 ▼
PROFICIENT

TOTAL TESTED: 2,955

LEVEL 1		LEVEL 2	
963	33%	1,089	38%
LEVEL 3		LEVEL 4	
633	22%	208	7%

PARENTS IN ARMED FORCES
 ▼
PROFICIENT

LEVEL 1		LEVEL 2	
1,357	46%	943	32%
LEVEL 3		LEVEL 4	
487	16%	168	6%

PARENTS IN ARMED FORCES
 ▼
PROFICIENT

TOTAL TESTED: 10

LEVEL 1		LEVEL 2	
1	10%	4	40%
LEVEL 3		LEVEL 4	
5	50%	0	0%

NOT HOMELESS
▼
PROFICIENT

TOTAL TESTED: 10

LEVEL 1		LEVEL 2	
3	30%	2	20%
LEVEL 3		LEVEL 4	
5	50%	0	0%

NOT HOMELESS
▼
PROFICIENT

TOTAL TESTED: 2,838

LEVEL 1		LEVEL 2	
941	33%	1,072	38%
LEVEL 3		LEVEL 4	
621	22%	204	7%

HOMELESS
▼
PROFICIENT

TOTAL TESTED: 2,885

LEVEL 1		LEVEL 2	
1,322	46%	919	32%
LEVEL 3		LEVEL 4	
480	17%	164	6%

HOMELESS
▼
PROFICIENT

TOTAL TESTED: 65

LEVEL 1		LEVEL 2	
23	35%	21	32%
LEVEL 3		LEVEL 4	
17	26%	4	6%

TOTAL TESTED: 80

LEVEL 1		LEVEL 2	
38	48%	26	33%
LEVEL 3		LEVEL 4	
12	15%	4	5%

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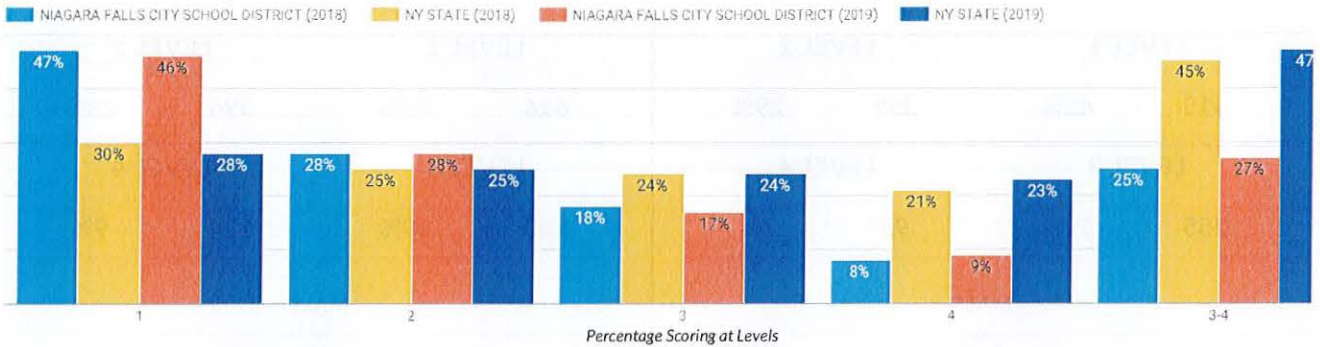
NIAGARA FALLS CITY SCHOOL DISTRICT GRADES 3-8 MATHEMATICS ASSESSMENT DATA

The grades 3-8 English Language Arts (ELA) and mathematics assessments measure the higher learning standards that were adopted by the State Board of Regents in 2010, which more accurately reflect students' progress toward college and career readiness. Data are available statewide and at the county, district, and school level.

Data available on this site are based on those reported by schools and districts to the State as of July 25, 2019 via the Student Information Repository System (SIRS). The New York State School Report Card 3-8 English Language Arts (ELA) and mathematics assessment data will be based on those data reported as of the final school year reporting deadline.

For more information and additional files, please view the NYSED press release

Assessment Data - Glossary of Terms | Assessment Data - Business Rules



2018
ALL STUDENTS
▼
PROFICIENT

TOTAL TESTED: 2,783

LEVEL 1		LEVEL 2	
1,303	47%	778	28%
LEVEL 3		LEVEL 4	
491	18%	211	8%

2019
ALL STUDENTS
▼
PROFICIENT

TOTAL TESTED: 2,815

LEVEL 1		LEVEL 2	
1,281	46%	787	28%
LEVEL 3		LEVEL 4	
490	17%	257	9%

BY GENDER

FEMALE
 ▼
PROFICIENT

TOTAL TESTED: 1,364

LEVEL 1		LEVEL 2	
615	45%	399	29%
LEVEL 3		LEVEL 4	
255	19%	95	7%

MALE
 ▼
PROFICIENT

TOTAL TESTED: 1,419

LEVEL 1		LEVEL 2	
688	48%	379	27%
LEVEL 3		LEVEL 4	
236	17%	116	8%

FEMALE
 ▼
PROFICIENT

TOTAL TESTED: 1,394

LEVEL 1		LEVEL 2	
616	44%	394	28%
LEVEL 3		LEVEL 4	
260	19%	124	9%

MALE
 ▼
PROFICIENT

TOTAL TESTED: 1,421

LEVEL 1		LEVEL 2	
665	47%	393	28%
LEVEL 3		LEVEL 4	
230	16%	133	9%

BY ETHNICITY

MULTIRACIAL
 ▼
PROFICIENT

TOTAL TESTED: 409

LEVEL 1		LEVEL 2	
200	49%	117	29%
LEVEL 3		LEVEL 4	
65	16%	27	7%

AMERICAN INDIAN OR ALASKA NATIVE

▼
PROFICIENT

TOTAL TESTED: 79

LEVEL 1		LEVEL 2	
40	51%	23	29%
LEVEL 3		LEVEL 4	
13	16%	3	4%

MULTIRACIAL
 ▼
PROFICIENT

TOTAL TESTED: 458

LEVEL 1		LEVEL 2	
214	47%	140	31%
LEVEL 3		LEVEL 4	
76	17%	28	6%

AMERICAN INDIAN OR ALASKA NATIVE

▼
PROFICIENT

TOTAL TESTED: 63

LEVEL 1		LEVEL 2	
28	44%	22	35%
LEVEL 3		LEVEL 4	
6	10%	7	11%

ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC ISLANDER

▼
PROFICIENT

TOTAL TESTED: 54

LEVEL 1		LEVEL 2	
9	17%	15	28%
LEVEL 3		LEVEL 4	
18	33%	12	22%

WHITE

▼
PROFICIENT

TOTAL TESTED: 1,046

LEVEL 1		LEVEL 2	
375	36%	298	28%
LEVEL 3		LEVEL 4	
251	24%	122	12%

ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC ISLANDER

▼
PROFICIENT

TOTAL TESTED: 56

LEVEL 1		LEVEL 2	
9	16%	12	21%
LEVEL 3		LEVEL 4	
18	32%	17	30%

WHITE

▼
PROFICIENT

TOTAL TESTED: 1,027

LEVEL 1		LEVEL 2	
351	34%	294	29%
LEVEL 3		LEVEL 4	
221	22%	161	16%

BLACK OR AFRICAN AMERICAN

PROFICIENT

TOTAL TESTED: 978

LEVEL 1		LEVEL 2	
569	58%	262	27%
LEVEL 3		LEVEL 4	
112	11%	35	4%

HISPANIC OR LATINO

PROFICIENT

TOTAL TESTED: 217

LEVEL 1		LEVEL 2	
110	51%	63	29%
LEVEL 3		LEVEL 4	
32	15%	12	6%

BLACK OR AFRICAN AMERICAN

PROFICIENT

TOTAL TESTED: 979

LEVEL 1		LEVEL 2	
574	59%	250	26%
LEVEL 3		LEVEL 4	
121	12%	34	3%

HISPANIC OR LATINO

PROFICIENT

TOTAL TESTED: 232

LEVEL 1		LEVEL 2	
105	45%	69	30%
LEVEL 3		LEVEL 4	
48	21%	10	4%

OTHER GROUPS

GENERAL-EDUCATION STUDENTS

PROFICIENT

TOTAL TESTED: 2,237

LEVEL 1		LEVEL 2	
873	39%	686	31%
LEVEL 3		LEVEL 4	
471	21%	207	9%

STUDENTS WITH DISABILITIES

PROFICIENT

TOTAL TESTED: 546

LEVEL 1		LEVEL 2	
430	79%	92	17%
LEVEL 3		LEVEL 4	
20	4%	4	1%

GENERAL-EDUCATION STUDENTS

PROFICIENT

TOTAL TESTED: 2,235

LEVEL 1		LEVEL 2	
834	37%	689	31%
LEVEL 3		LEVEL 4	
462	21%	250	11%

STUDENTS WITH DISABILITIES

PROFICIENT

TOTAL TESTED: 580

LEVEL 1		LEVEL 2	
447	77%	98	17%
LEVEL 3		LEVEL 4	
28	5%	7	1%

NON-ENGLISH LANGUAGE LEARNERS

PROFICIENT

TOTAL TESTED: 2,735

LEVEL 1		LEVEL 2	
1,273	47%	769	28%
LEVEL 3		LEVEL 4	
486	18%	207	8%

ENGLISH LANGUAGE LEARNERS

PROFICIENT

TOTAL TESTED: 48

LEVEL 1		LEVEL 2	
30	63%	9	19%
LEVEL 3		LEVEL 4	
5	10%	4	8%

NON-ENGLISH LANGUAGE LEARNERS

PROFICIENT

TOTAL TESTED: 2,753

LEVEL 1		LEVEL 2	
1,245	45%	772	28%
LEVEL 3		LEVEL 4	
485	18%	251	9%

ENGLISH LANGUAGE LEARNERS

PROFICIENT

TOTAL TESTED: 62

LEVEL 1		LEVEL 2	
36	58%	15	24%
LEVEL 3		LEVEL 4	
5	8%	6	10%

NOT ECONOMICALLY DISADVANTAGED

▼
PROFICIENT

TOTAL TESTED: 505

LEVEL 1		LEVEL 2	
154	30%	137	27%
LEVEL 3		LEVEL 4	
124	25%	90	18%

ECONOMICALLY DISADVANTAGED

▼
PROFICIENT

TOTAL TESTED: 2,278

LEVEL 1		LEVEL 2	
1,149	50%	641	28%
LEVEL 3		LEVEL 4	
367	16%	121	5%

NOT ECONOMICALLY DISADVANTAGED

▼
PROFICIENT

TOTAL TESTED: 463

LEVEL 1		LEVEL 2	
125	27%	125	27%
LEVEL 3		LEVEL 4	
117	25%	96	21%

ECONOMICALLY DISADVANTAGED

▼
PROFICIENT

TOTAL TESTED: 2,352

LEVEL 1		LEVEL 2	
1,156	49%	662	28%
LEVEL 3		LEVEL 4	
373	16%	161	7%

NOT MIGRANT
 ▼
PROFICIENT

TOTAL TESTED: -

LEVEL 1		LEVEL 2	
-	-	-	-
LEVEL 3		LEVEL 4	
-	-	-	-

MIGRANT
 ▼
PROFICIENT

TOTAL TESTED: -

LEVEL 1		LEVEL 2	
-	-	-	-
LEVEL 3		LEVEL 4	
-	-	-	-

NOT IN FOSTER CARE
 ▼
PROFICIENT

TOTAL TESTED: -

LEVEL 1		LEVEL 2	

NOT MIGRANT
 ▼
PROFICIENT

TOTAL TESTED: -

LEVEL 1		LEVEL 2	
-	-	-	-
LEVEL 3		LEVEL 4	
-	-	-	-

MIGRANT
 ▼
PROFICIENT

TOTAL TESTED: -

LEVEL 1		LEVEL 2	
-	-	-	-
LEVEL 3		LEVEL 4	
-	-	-	-

NOT IN FOSTER CARE
 ▼
PROFICIENT

TOTAL TESTED: -

LEVEL 1		LEVEL 2	

-	-	-	-
LEVEL 3		LEVEL 4	
-	-	-	-

FOSTER CARE
 ▼
PROFICIENT

TOTAL TESTED: -

-	-	-	-
LEVEL 3		LEVEL 4	
-	-	-	-

FOSTER CARE
 ▼
PROFICIENT

TOTAL TESTED: -

LEVEL 1		LEVEL 2	
-	-	-	-
LEVEL 3		LEVEL 4	
-	-	-	-

PARENTS NOT IN ARMED FORCES
 ▼
PROFICIENT

TOTAL TESTED: 2,774

LEVEL 1		LEVEL 2	
-	-	-	-
LEVEL 3		LEVEL 4	
-	-	-	-

PARENTS NOT IN ARMED FORCES
 ▼
PROFICIENT

TOTAL TESTED: 2,806

LEVEL 1		LEVEL 2	
1,301	47%	775	28%
LEVEL 3		LEVEL 4	
489	18%	209	8%

PARENTS IN ARMED FORCES
 ▼
PROFICIENT

LEVEL 1		LEVEL 2	
1,279	46%	785	28%
LEVEL 3		LEVEL 4	
488	17%	254	9%

PARENTS IN ARMED FORCES
 ▼
PROFICIENT

TOTAL TESTED: 9

LEVEL 1		LEVEL 2	
2	22%	3	33%
LEVEL 3		LEVEL 4	
2	22%	2	22%

NOT HOMELESS
▼
PROFICIENT

TOTAL TESTED: 9

LEVEL 1		LEVEL 2	
2	22%	2	22%
LEVEL 3		LEVEL 4	
2	22%	3	33%

NOT HOMELESS
▼
PROFICIENT

TOTAL TESTED: 2,710

LEVEL 1		LEVEL 2	
1,262	47%	763	28%
LEVEL 3		LEVEL 4	
479	18%	206	8%

HOMELESS
▼
PROFICIENT

TOTAL TESTED: 2,737

LEVEL 1		LEVEL 2	
1,241	45%	767	28%
LEVEL 3		LEVEL 4	
479	18%	250	9%

HOMELESS
▼
PROFICIENT

TOTAL TESTED: 73

LEVEL 1		LEVEL 2	
41	56%	15	21%
LEVEL 3		LEVEL 4	
12	16%	5	7%

TOTAL TESTED: 78

LEVEL 1		LEVEL 2	
40	51%	20	26%
LEVEL 3		LEVEL 4	
11	14%	7	9%

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NIAGARA FALLS CITY SCHOOL DISTRICT

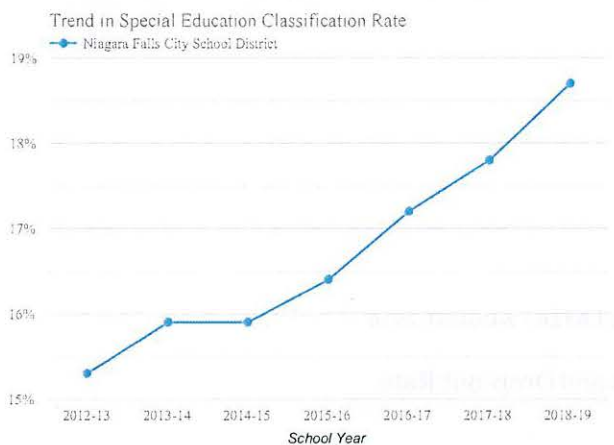
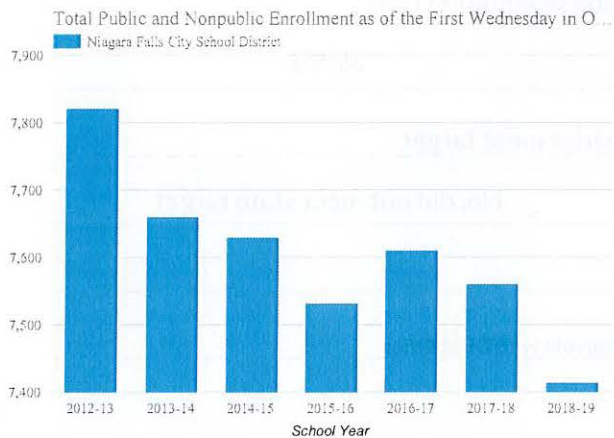
Special Education School District Data Profile 2018-19

- Enrollment & Classification Rate
- Indicator 1: Graduation Rate
- Indicator 2: Drop-Out Rate
- Indicator 3: State Assessments
- Indicator 4A: Suspension Rate
- Indicator 4B: Significant Discrepancy by Race/Ethnicity in Suspension Rate
- Indicator 5: School-Age Least Restrictive Environment (LRE)
- Indicator 6: Preschool Least Restrictive Environment (LRE)
- Indicator 7: Preschool Outcomes

- Indicator 8: Parental Involvement
- Indicator 9: Disproportionality - Identification for Special Education
- Indicator 10A: Disproportionality in Specific Disability Categories
- Indicator 11: Timely Evaluations (Child Find)
- Indicator 12: Early Childhood Transition
- Indicator 13: Secondary Transition
- Indicator 14: Post-School Outcomes

Niagara Falls City School District 2018-19

Enrollment And Classification Rate



District Enrollment: 7,414

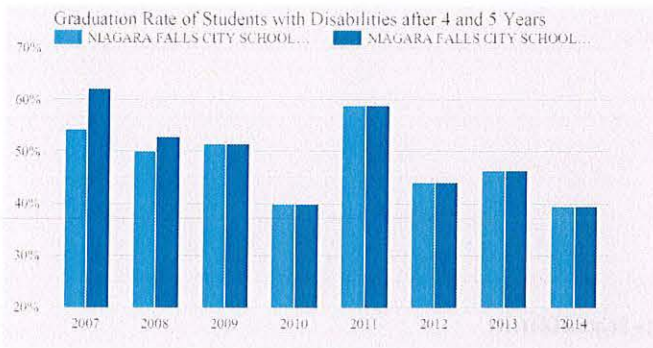
SCHOOL-AGE STUDENTS WITH DISABILITIES AND CLASSIFICATION RATE

1,386	18.7%
--------------	--------------

PRESCHOOL STUDENTS WITH DISABILITIES

163

Indicator 1: Graduation Rate of Students with Disabilities



2014 TOTAL COHORT - AUGUST 2018

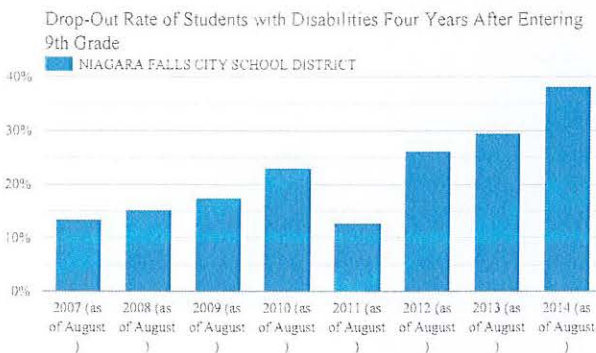
Students with Disabilities and Graduation rate

76	39.5%
-----------	--------------

State target and does district meet target

57.82% or higher	No, did not meet state target
-------------------------	--------------------------------------

Indicator 2: Drop-Out Rate of Students with Disabilities



2014 TOTAL COHORT 4 YEARS LATER - AUGUST 2018

Students with Disabilities and Drop-out Rate

76	38.2%
-----------	--------------

State target and does district meet target

57.82% or higher	No, did not meet state target
-------------------------	--------------------------------------

13% or lower

No, did not meet state target

Indicator 3: State Assessments

Participation in and Performance on State Assessments

GRADE 3-8 ELA

Students with disabilities and participation rate

689

93%

State target and does district meet target

95%

No, did not meet state target

GRADE 3-8 MATH

Students with disabilities and participation rate

683

93%

State target and does district meet target

95%

No, did not meet state target

HIGH SCHOOL ELA

Students with disabilities and participation rate

70

86%

State target and does district meet target

95%

No, did not meet state target

HIGH SCHOOL MATH

Students with disabilities and participation rate

68

99%

State target and does district meet target

95%

Yes, met state target

Performance on State Assessments

GRADE 3-8 ELA

Percent at or above level 3

689		8.5%
State target and does district meet target		
23%		No, did not meet state target

GRADE 3-8 MATH
▼

Percent at or above level 3

683		12%
State target and does district meet target		
23%		No, did not meet state target

HIGH SCHOOL ELA
▼

Percent at or above level 3

70		58.3%
State target and does district meet target		
66%		No, did not meet state target

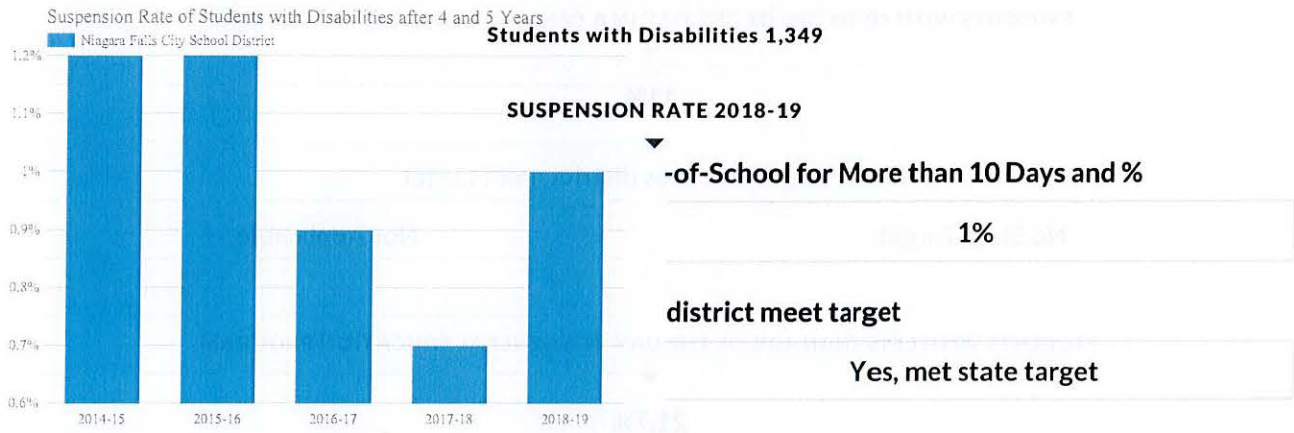
HIGH SCHOOL MATH
▼

Percent at or above level 3

68		44.8%
State target and does district meet target		
66%		No, did not meet state target

Participation in and performance on rate is suppressed if less than 40 students with disabilities are reported as enrolled for participation rate.

Indicator 4A: Suspension Rate



Indicator 4B: Significant Discrepancy by Race/Ethnicity in Suspension Rate

SUSPENSION RATE 2018-19

Did the school district have significant discrepancy?

NO

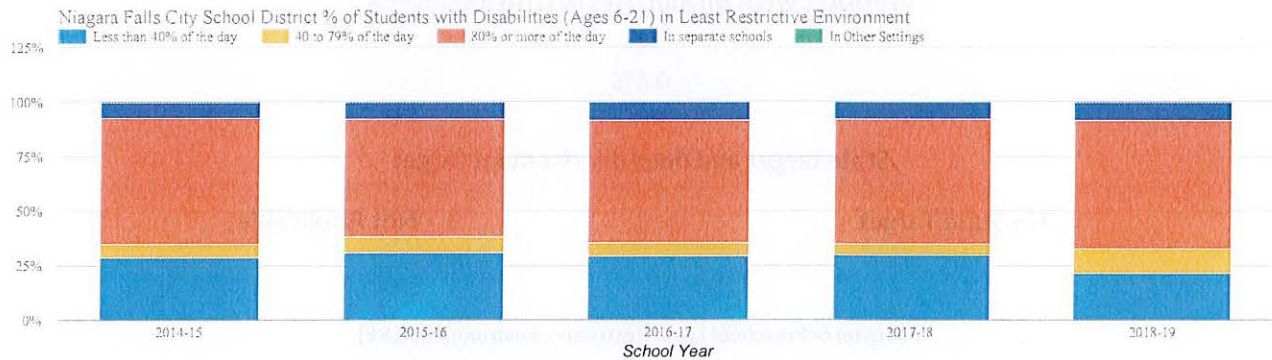
State target for 2018-19

State target and does district meet target

No school districts will have disproportionality that is the result of inappropriate policies, practices and procedures.

Yes, met state target

Indicator 5: School-age Least Restrictive Environment (LRE)



Total Students with Disabilities ages 6-21: 1,288

STUDENTS WITH 80% OR MORE OF THE DAY IN A GENERAL EDUCATION PROGRAM

58.9%

State target and does district meet target

Greater than or equal to 60%

No, did not meet state target

STUDENTS WITH 40 TO 79% OF THE DAY IN A GENERAL EDUCATION PROGRAM

▼
11%

State target and does district meet target

No State Target

Not Applicable

STUDENTS WITH LESS THAN 40% OF THE DAY IN A GENERAL EDUCATION PROGRAM

▼
21.7%

State target and does district meet target

Less than or equal to 18%

No, did not meet state target

STUDENTS WITH DISABILITIES IN SEPARATE SETTINGS

▼
8.1%

State target and does district meet target

Less than or equal to 5%

No, did not meet state target

STUDENTS WITH DISABILITIES IN OTHER SETTINGS

▼
0.4%

State target and does district meet target

No State Target

Not Applicable

Indicator 6: Preschool Least Restrictive Environment (LRE)

Total Students with Disabilites: 261

STUDENTS WITH DISABILITIES WITH MEASUREMENT A

▼
11.5%

State target and does district meet target

50.0% or higher

No, did not meet state target

STUDENTS WITH DISABILITIES WITH MEASUREMENT B

▼
31.4%

State target and does district meet target

18.0% or lower

No, did not meet state target

Indicator 7: Preschool Outcomes

This district is not required to report for Indicator 7 for 2018-19 please see <http://www.p12.nysed.gov/sedcar/data.htm#subschedul> for the school year in which this school district will report data for this indicator.

Indicator 8: Parental Involvement

This district is not required to report for indicator 8 for 2018-19 please see <http://www.p12.nysed.gov/sedcar/data.htm#subschedul> for the school year in which this school district will report data for this indicator.

Indicator 9: Disproportionality - Identification for Special Education

DISPROPORTIONATE REPRESENTATION IN SPECIAL EDUCATION?

▼
No

State target and does district meet target

No school districts will have disproportionality that is the result of inappropriate policies, practices and procedures.

Yes, met state target

Indicator 10A: Disproportionality in Specific Disability Categories

DISPROPORTIONATE REPRESENTATION IN SPECIFIC DISABILITY CATEGORIES?

▼
No

State target and does district meet target

No school districts will have disproportionality that is the result of inappropriate policies, practices and procedures.

Yes, met state target

Indicator 11: Timely Evaluations (Child Find)

NUMBER OF PRESCHOOL STUDENTS FOR WHOM PARENTAL CONSENT TO EVALUATE WAS RECEIVED (JULY 1, 2018 TO JUNE 30, 2019)

▼
149

NUMBER OF PRESCHOOL STUDENTS WHOSE EVALUATIONS WERE COMPLETED WITHIN THE STATE ESTABLISHED TIMELINE

▼
145

NUMBER OF PRESCHOOL STUDENTS WHOSE EVALUATIONS WERE NOT COMPLETED WITHIN STATE ESTABLISHED TIME LINES, BUT FOR REASONS THAT ARE CONSIDERED TO BE IN COMPLIANCE WITH STATE REQUIREMENTS



4

COMPLIANCE RATE - [LINE 2 DIVIDED BY (LINE 1 MINUS LINE 3)*100]



100%

State target and does district meet target

100%

Yes, met state target

NUMBER OF SCHOOL-AGE STUDENTS FOR WHOM PARENTAL CONSENT TO EVALUATE WAS RECEIVED (JULY 1, 2018 TO JUNE 30, 2019)



199

NUMBER OF SCHOOL-AGE STUDENTS WHOSE EVALUATIONS WERE COMPLETED WITHIN THE STATE ESTABLISHED TIMELINE



186

NUMBER OF SCHOOL-AGE STUDENTS WHOSE EVALUATIONS WERE NOT COMPLETED WITHIN STATE ESTABLISHED TIME LINES, BUT FOR REASONS THAT ARE CONSIDERED TO BE IN COMPLIANCE WITH STATE REQUIREMENTS



13

COMPLIANCE RATE - [LINE 2 DIVIDED BY (LINE 1 MINUS LINE 3)*100]



100%

State target and does district meet target

100%

Yes, met state target

NUMBER OF COMBINED STUDENTS FOR WHOM PARENTAL CONSENT TO EVALUATE WAS RECEIVED (JULY 1, 2018 TO JUNE 30, 2019)



348

NUMBER OF COMBINED STUDENTS WHOSE EVALUATIONS WERE COMPLETED WITHIN THE STATE ESTABLISHED TIMELINE



331

NUMBER OF COMBINED STUDENTS WHOSE EVALUATIONS WERE NOT COMPLETED WITHIN STATE ESTABLISHED TIME LINES, BUT FOR REASONS THAT ARE CONSIDERED TO BE IN COMPLIANCE WITH STATE REQUIREMENTS



17

COMPLIANCE RATE - [LINE 2 DIVIDED BY (LINE 1 MINUS LINE 3)*100]



100%

State target and does district meet target

100%

Yes, met state target

Indicator 12: Early Childhood Transition

Percent of children with IEPs who transitioned from early intervention services (Part C) to preschool special education services (Part B) and received their preschool special education services by their third birthdays consistent with State law.

This district is not required to report for Indicator 12 for 2018-19 please see <http://www.p12.nysed.gov/sedcar/data.htm#subschedule> for the school year in which this school district will report data for this indicator.

Indicator 13: Secondary Transition

This district is not required to report for Indicator 13 for 2018-19 please see <http://www.p12.nysed.gov/sedcar/data.htm#subschedule> for the school year in which this school district will report data for this indicator.

Indicator 14: Post-School Outcomes

This district is not required to report for Indicator 14 for 2018-19 please see <http://www.p12.nysed.gov/sedcar/data.htm#subschedule> for the school year in which this school district will report data for this indicator.

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NIAGARA FALLS CITY SCHOOL DISTRICT - STUDENT AND EDUCATOR REPORT [2018 - 19]

The Student and Educator Report provides information to the public on students eligible for free or reduced-price lunch; student attendance and suspensions; and school/district average class size, staff counts, and teacher attendance and turnover. Knowledge gained from this report can be used to improve instruction and services to students.

STUDENT DATA

FREE AND REDUCED-PRICE LUNCH (2018-19)

Eligible for Free Lunch		Eligible for Reduced-Price Lunch	
Number	Percent	Number	Percent
4,729	71%	287	4%

AVERAGE CLASS SIZE (2018-19)

Class Description	Average Class Size
Grade 3 ELA	18
Grade 4 ELA	20
Grade 5 ELA	19
Grade 6 ELA	21
Grade 7 ELA	18
Grade 8 ELA	18
Grade 3 Math	18
Grade 4 Math	20
Grade 5 Math	19
Grade 6 Math	21
Grade 7 Math	20
Grade 8 Math	17
Grade 4 Science	20
Grade 8 Science	14
ELA	20
Algebra I	18
Geometry	18
Algebra II	18
Earth Science	21
Biology	20
Chemistry	20
Physics	19

Class Description	Average Class Size
World History & Geography	19
U.S. History-Comprehensive	19

STUDENT ATTENDANCE RATE (2018-19)

86%

STUDENT SUSPENSION RATE (2018-19)

13%

EDUCATOR DATA

STAFF COUNTS (2018-19)

School Counselors	Teachers	Social Workers	Principals
24	388	0	11

This school/district did not report data.

TEACHER ATTENDANCE RATE (2018-19)

92%

TEACHER TURNOVER (2017-18) TO (2018-19)

Turnover Rate Of Teachers With Fewer Than Five Years Of Experience	Turnover Rate Of All Teachers
11%	6%

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NIAGARA FALLS CITY SCHOOL DISTRICT

2018-19 AP/IB REPORT

This report provides information to the public of Advanced Placement (AP) and International Baccalaureate (IB) course participation and assessment data reported to the New York State Education Department by school districts and charter schools. This data are an important part of the Board of Regents' effort to create and transparently report on the educational equity for all students. The data are used as part of the calculation of an institution's College, Career, and Civic Readiness. The data are aggregated by grade level and can be filtered by student subgroups.

Data is reported by education institutions to the State Education Department throughout the school year and are available for verification by districts via the Level 2 Reporting environment (L2RPT) until the close of the state data warehouse in August. Although the report does not need to be certified, the Department strongly encourages the data to be reviewed by the district for accuracy as the underlying data used to create this report are included in other L2RPTs that are required to be certified. For the most updated information, please contact the school district.

AP Course Participation

Course	Subject Area	12th Grade		11th Grade		10th Grade		9th Grade		Not HS	
		#	%	#	%	#	%	#	%	#	%
AP English Literature and Composition	ELA	77	18%	102	21%	0		0		0	
AP Studio Art-Drawing Portfolio	Fine and Performing Arts	7	1%	2	0%	0		0		0	
AP Calculus AB	Mathematics	8	1%	0		0		0		0	
AP Calculus BC	Mathematics	10	2%	0		0		0		0	
AP Biology	Science	15	3%	5	1%	0		0		0	
AP Chemistry	Science	1	0%	11	2%	0		0		0	

Course	Subject Area	12th Grade		11th Grade		10th Grade		9th Grade		Not HS	
		#	%	#	%	#	%	#	%	#	%
AP U.S. Government and Politics	Social Studies	85	20%	1	0%	0		0		0	

AP Assessments Proficient (3 & Higher)

Assessment	Subject Area	12th Grade		11th Grade		10th Grade		9th Grade		Not HS #	
		#	% with a Score of 3 or Higher	#	% with a Score of 3 or Higher	#	% with a Score of 3 or Higher	#	% with a Score of 3 or Higher	#	% with a Score of 3 or Higher
AP Language and Comp	ELA	67	26%	0		0		0		0	
AP Studio Art Drawing	Fine and Performing Arts	7	71%	0		0		0		0	
AP Calculus AB	Mathematics	9	88%	0		0		0		0	
AP Biology	Science	13	61%	0		0		0		0	
AP Chemistry	Science	1	—	0		0		0		0	
AP US History	Social Studies	67	25%	0		0		0		0	

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FISCAL ACCOUNTABILITY SUMMARY (2018 - 19)

INFORMATION ABOUT EXPENDITURE RATIOS (2017 - 18)

(Data are lagged a year.)

Commissioner's Regulations require that certain expenditure ratios for general-education and special-education students be reported and compared with ratios for similar districts and all public schools. The required ratios for this district are reported below.

The numbers used to compute the statistics on this page were collected on the State Aid Form A, the State Aid Form F, the School District Annual Financial Report (ST-3), and from the Student Information Repository System (SIRS).

THIS SCHOOL DISTRICT

GENERAL EDUCATION	SPECIAL EDUCATION
INSTRUCTIONAL EXPENDITURES	INSTRUCTIONAL EXPENDITURES
▼	▼
\$73,767,006	\$28,235,748
PUPILS	PUPILS
▼	▼
6,874	1,352
EXPENDITURES PER PUPIL	EXPENDITURES PER PUPIL
▼	▼
\$10,731	\$20,884

SIMILAR DISTRICT GROUP

HIGH NEED/RESOURCE CAPACITY URBAN OR SUBURBAN

GENERAL EDUCATION

SPECIAL EDUCATION

INSTRUCTIONAL EXPENDITURES

INSTRUCTIONAL EXPENDITURES



\$2,607,418,443

\$1,144,010,444

PUPILS

PUPILS



215,052

35,167

EXPENDITURES PER PUPIL

EXPENDITURES PER PUPIL



\$12,125

\$32,531

ALL SCHOOL DISTRICTS**GENERAL EDUCATION****SPECIAL EDUCATION****INSTRUCTIONAL EXPENDITURES****INSTRUCTIONAL EXPENDITURES**▼
\$35,536,250,285▼
\$15,830,085,081**PUPILS****PUPILS**▼
2,658,466▼
489,198**EXPENDITURES PER PUPIL****EXPENDITURES PER PUPIL**▼
\$13,367▼
\$32,359

Instructional Expenditures for General Education are K-12 expenditures for classroom instruction (excluding Special Education) plus a proration of building level administrative and instructional support expenditures. These expenditures include amounts for instruction of students with disabilities in a general-education setting. District expenditures, such as transportation, debt service and district-wide administration are not included.

The pupil count for General Education is K-12 average daily membership plus K-12 pupils for whom the district pays tuition to another school district. This number represents all pupils, including those classified as having disabilities and those not classified, excluding only students with disabilities placed out of district. Pupils resident in the district but attending a charter school are included. For districts in which a county jail is located, this number includes incarcerated youth to whom the district must provide an education program.

Instructional Expenditures for Special Education are K-12 expenditures for students with disabilities (including summer special education expenditures) plus a proration of building-level administrative and instructional support expenditures. District expenditures, such as transportation, debt service and district-wide administration are not included.

The pupil count for Special Education is a count of K-12 students with disabilities for the school year plus students for whom the district receives tuition from another district plus students for whom the district pays tuition to another district. Students attending the State schools at Rome and Batavia, private placements and out-of-state placements are included.

Instructional Expenditures Per Pupil is the simple arithmetic ratio of Instructional Expenditures to Pupils. The total cost of instruction for students with disabilities may include both general- and special-education expenditures. Special-education services provided in the general-education classroom may benefit students not classified as having disabilities.

TOTAL EXPENDITURES PER PUPIL

THIS SCHOOL DISTRICT	SIMILAR DISTRICT GROUP	NY STATE
▼	▼	▼
\$20,304	\$22,630	\$25,853

Total Expenditures Per Pupil is the simple arithmetic ratio of Total Expenditures to Pupils. Total Expenditures include district expenditures for classroom instruction, as well as expenditures for transportation, debt service, community service and district-wide administration that are not included in the Instructional Expenditure values for General Education and Special Education. As such, the sum of General Education and Special Education Instructional Expenditures does not equal the Total Expenditures.

INFORMATION ABOUT STUDENTS WITH DISABILITIES (2018 - 19)

Commissioner's Regulations require reporting students with disabilities by the percent of time they are in general education classrooms and the classification rate of students with disabilities. These data are to be compared with percentages for similar districts and all public schools. The required percentages for this district are reported below.

STUDENT PLACEMENT (PERCENT OF TIME INSIDE REGULAR CLASSROOM)

THIS SCHOOL DISTRICT	SIMILAR DISTRICT GROUP	NY STATE
80% OR MORE ▼	HIGH NEED/RESOURCE CAPACITY URBAN OR SUBURBAN	80% OR MORE
758 58.9%	80% OR MORE ▼	58.7%
40% - 79% ▼	47.7%	40% - 79%
142 11.0%	40% - 79% ▼	11.5%
LESS THAN 40% ▼	18.1%	LESS THAN 40%
279 21.7%	LESS THAN 40% ▼	19.0%
SEPARATE SETTINGS ▼	23.4%	SEPARATE SETTINGS
104 8.1%	SEPARATE SETTINGS ▼	5.3%
OTHER SETTINGS ▼	7.8%	OTHER SETTINGS ▼

5 **0.4%** **OTHER SETTINGS** **5.6%**
 ▼
3.0%

The source data for the statistics in this table were reported through the Student Information Repository System (SIRS) and verified in Verification Report 5. The counts are numbers of students reported in the least restrictive environment categories for school-age programs (ages 6-21) on BEDS Day, which is the first Wednesday of the reporting year. The percentages represent the amount of time students with disabilities are in general-education classrooms, regardless of the amount and cost of special-education services they receive. Rounding of percentage values may cause them to sum to a number slightly different from 100%.

SCHOOL-AGE STUDENTS WITH DISABILITIES CLASSIFICATION RATE

THIS SCHOOL DISTRICT	SIMILAR DISTRICT GROUP	NY STATE
▼	▼	▼
18.7%	12.9%	15.6%

This rate is a ratio of the count of school-age students with disabilities (ages 4-21) to the total enrollment of all school-age students in the school district, including students who are parentally placed in nonpublic schools located in the school district. The numerator includes all school-age students for whom a district has Committee on Special Education (CSE) responsibility to ensure the provision of special-education services. The denominator includes all school-age students who reside in the district. In the case of parentally placed students in nonpublic schools, it includes the number of students who attend the nonpublic schools located in the school district. Source data are drawn from the SIRS and from the Basic Education Data System (BEDS).

Similar District Groups are identified according to the Need-to-Resource-Capacity Index. More information is available on our NRC capacity categories page.

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NIAGARA FALLS CITY SD

2018-19 School Year Financial Transparency Report

The tables below display per pupil expenditures for individual 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

What are the economic and student characteristics of this school district?

**P-12
ENROLLMENT**



7,015

**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**



**significantly
more than
the average
district in the
state**

Student Demographics

Enrollment	NIAGARA FALLS CITY SD
All Students	7,015

Enrollment	NIAGARA FALLS CITY SD
Economically Disadvantaged	79%
Students with Disabilities	19%
English Language Learner	2%
» Race/Ethnicity	

Report View One: How Much is Being Spent on Instruction and Administration in this School and School District?

Data under the school column represent per pupil expenditures in each category for the individual school selected. School level data (entries A through D) under the district column represent the average per pupil school level expenditures for all schools in the district. Per pupil central district expenditures (entries E through H) are not attributed to any particular school within the district and are applied equally to all schools.

Total spending (entry I) represents all non-excluded per pupil expenditures. Data under the district column represent the average per pupil expenditures of all schools in the district. Data under the school column represent the sum of entry D for the school plus entry H for the district.

Report View One Per Pupil Expenditure Categories	NIAGARA FALLS CITY SD
» A. Instruction (A1 + A2 + A3 + A4)	\$9,851.39
» B. Administration (B1 + B2 + B3)	\$882.49
» C. All Other Spending (C1 + C2 + C3)	\$1,426.85
D. Total School Level (A + B + C)	\$12,160.74
» E. Central District Instruction (E1 + E2 + E3 + E4)	\$516.71
» F. Central District Administration (F1 + F2 + F3)	\$1,541.38
» G. All Other Central District Spending (G1 + G2 + G3)	\$2,293.49

Report View One Per Pupil Expenditure Categories	NIAGARA FALLS CITY SD
H. Total Central District Costs	\$4,351.58
I. Total Spending (D + H)	\$16,512.32

Report View Two: How are the Local/State and Federal Funds Spent in this School and School District?

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

Data under the school column represent per pupil expenditures in each category for the individual school selected. School level data (entries J and K) under the district column represent the average per pupil school level expenditures for all schools in the district. Per pupil central district expenditures (entries L and M) are not attributed to any particular school within the district and are applied equally to all schools.

Total spending (entry N) represents all non-excluded per pupil expenditures. Data under the district column represent the average per pupil expenditures of all schools in the district. Data under the school column represent the sum of entries J and K for the school plus entries L and M for the district.

Report View Two Per Pupil Expenditure Categories	NIAGARA FALLS CITY SD
J. Total School Level Local/State Spending	\$11,045.10
» K. Total School Level Federal Spending	\$1,115.64
L. Total Central District Level Local/State Spending	\$4,152.42
M. Total Central District Level Federal Spending	\$199.16
N. Total District and School Spending (J + K + L + M)	\$16,512.32

Detailed Spending: How Much is Spent Per Pupil in Selected Program Areas in This School and School District?

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 enrollment of the entire district or school are used for pupil services, community schools programs, and BOCES services. Enrollments for the particular program areas are used for special education, ELL/MLL services, and prekindergarten.

Entries O through T represent school level expenditures. Data under the school column represent per pupil expenditures in each of category in the selected school. Data under the district column represent the district average of all schools in each of these categories.

Entries U through Z represent central district expenditures that are not attributable to a particular school. No data are reported under the school column.

»	Program Detail Areas
	Program areas are included within the above School Level Expenditures (Row D) and Central District Costs (Row H)

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.

School districts reported expenditures for this report separately from the ST-3 report and may not match the ST-3 report.

District Expenditures Excluded	NIAGARA FALLS CITY SD
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District Expenditures Excluded	NIAGARA FALLS CITY SD
1. Transportation	\$8,681,827.00
2. Charter School Tuition	\$4,340,767.00
3. Other Tuition	\$5,871,771.00
4. Debt Service	\$14,965,115.00
5. Other	\$20,951,062.00
Percent Excluded from Total	32%
Total Expenditures	\$170,644,460.00

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