

LEWISTON-PORTER CENTRAL SCHOOL DISTRICT

Board of Education

School Budget

Fiscal Year 2022-2023



Aiming Higher

Public Hearing

Lewiston-Porter Central School District

May 9, 2022

School Budget Vote

May 17, 2022

Lewiston-Porter Community Resource Center

4061 Creek Road, Youngstown NY 14174

Between 7:00 am and 8 pm

Lewiston-Porter Central School District

Board of Education School Budget – Fiscal Year 2022-2023

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Lewiston-Porter Central School District

2022-2023 Board of Education

Danielle Mullen, President
Julie Donnelley, Vice President
Anika Fetzner
Charlotte Huebschmann
Jennifer Klemick
April Saks
Betty VanDenBosch-Warrick

Central Administration

Paul Casseri, Superintendent of Schools
Dr. C. Douglas Whelan, Interim Assistant Superintendent of Administrative Services
Dr. Heather Lyon, Assistant Superintendent for Instruction and Technology
Dr. Michael Lewis, Director of Special Education
Nicholas Hill, Director of Technology and Data

District Officers

Marisa Barile, School District Clerk
Lynn Braunbach, District Treasurer

Building Principals

Tamara Larson – Primary Education Center
Tina Rodriguez – Intermediate Education Center
Andrew Auer – Middle School
Bradley Rowles – High School

Lewiston-Porter Central School District School Mission Statement

Our Mission

We are committed to **Our Mission: One Purpose, Your Pathway, Our Promise**. In order to achieve our **VISION**, our **PURPOSE** is to ensure that when students leave Lewiston-Porter, they will be ready to face the world with confidence in themselves and what they can contribute. While students are here, they will be challenged to grow along their **PATHWAY** and discover their personal best because we **PROMISE** to give them our best.

School District Budget Notice

Overall Budget Proposal	Budget Adopted for the 2021-22 School Year	Budget Proposed for the 2022-23 School Year	Contingency Budget for the 2022-23 School Year *										
Total Budgeted Amount, Not Including Separate Propositions	\$ 51,195,913	\$53,117,598	\$52,359,286										
Increase/Decrease for the 2022-23 School Year		\$1,921,685	\$1,163,373										
Percentage Increase/Decrease in Proposed Budget		3.75 %	2.3%										
Change in the Consumer Price Index		4.7%											
A. Proposed Levy to Support the Total Budgeted Amount	\$28,085,639	\$28,843,951											
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)	\$28,085,639	\$28,843,951	\$28,085,639										
F. Total Permissible Exclusions	\$1,268,890	\$1,279,963											
G. School Tax Levy Limit, <u>Excluding</u> Levy for Permissible Exclusions	\$27,196,765	\$27,568,487											
H. Total Proposed School Year Tax Levy, <u>Excluding</u> Levy to Support Library Debt and/or Permissible Exclusions (E – B – F + D)	\$26,816,749	\$27,563,988											
I. Difference: G – H (Negative Value Requires 60.0% Voter Approval – See Note Below Regarding Separate Propositions) **	\$380,016	\$4,499											
Administrative Component	\$5,029,889	\$4,797,500	\$4,493,558										
Program Component	\$36,754,719	\$34,948,395	\$34,549,208										
Capital Component	\$9,411,305	\$13,371,703	\$13,316,520										
<p>* Provide a statement of assumptions made in projecting a contingency budget for the 2022-23 school year, should the proposed budget be defeated pursuant to Section 2023 of the Education Law.</p> <p>The district would eliminate all equipment purchases, all travel and conferences, Modified sports would be eliminated, Three teaching positions, two administrative positions, one clerical position and two teacher aides would be eliminated. Community education would be eliminated. Field trips would be eliminated.</p> <p>Supplies and material would be decreased.</p> <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)</p> <table><tr><th>Description</th><th>Amount</th></tr><tr><td></td><td>\$</td></tr><tr><td></td><td>\$</td></tr><tr><td></td><td>\$</td></tr><tr><td></td><td>\$</td></tr></table>				Description	Amount		\$		\$		\$		\$
Description	Amount												
	\$												
	\$												
	\$												
	\$												

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

Under the Budget Proposed
for the 2022-23 School Year

Estimated Basic STAR Exemption Savings¹

\$ 546.61

The annual budget vote for the fiscal year 2022-23 by the qualified voters of the Lewiston-Porter Central School District, Niagara County, New York, will be held at the Community Resource Center in said district on Tuesday, May 17, 2022 between the hours of 7:00am and 8:00pm, prevailing time in the Community resource center, at which time the polls will be opened to vote by voting ballot or machine.

Proposition #1 – Annual Budget

RESOLVED, that the Board of Education (the “Board”) of the Lewiston-Porter Central School District, Niagara County, New York (the “District”), is hereby authorized to adopt the annual budget of the District for the 2022-2023 fiscal year in the amount of \$ \$53,117,598.00 and to authorize the requisite portion thereof to be raised by taxation on the taxable property of the District.

YES

NO

Board of Education Elections

To vote to fill three (3) at-large Board of Education vacancies. The two candidates who receive the most votes will serve immediately after the election (upon filing the oath of office, if required) until June 30, 2025. The candidate who receives the third-highest number of votes will serve a three-year term from July 1, 2022 until June 30, 2025.

Savana Bevacqua

Chuck Barber

April Saks

Anika Fetzner

**Lewiston-Porter
Central School District**

4061 Creek Road
Youngstown, New York 14174
Administrative Compensation Disclosure for 2022-2023

Disclosure of the salary, employee benefits and any other form of remuneration for the Superintendent of Schools:

Superintendent of Schools

Annual Salary		\$189,075
Annual cost of benefits:		
Mandatory Teachers' Retirement System and		
Mandatory Social Security	\$ 44,313	
Health Insurance	\$ 5,000	
Total cost of benefits		\$ 49,313

Disclosure of the salary of any other certified school administrators or supervisors who are budgeted to be paid at or above a certain level (\$150,000): NONE

****Please use Chrome or Firefox browsers when entering the Business Portal to complete the PTRC. Internet Explorer is NOT recommended.****

Note: Some data elements of the Property Tax Report Card have been revised or renamed to more closely follow the Property Tax Cap calculations districts complete on the Office of the State Comptroller website. Please see the Help text above for definitions. Additional guidance on the Property Tax Levy Limit is available on the Office of Educational Management Services website:
<http://www.p12.nysed.gov/mgt/serv/propertytax/taxcap/>.

Please also submit an electronic version (PDF or Word) of your school district's 2022-23 Budget Notice to: emscmgts@nysed.gov. This will enable us to help correct any formula or data entry discrepancy quickly.

Notice: The Enacted Budget allows school districts to establish a reserve fund for NYS Teachers' Retirement System Contributions, effective immediately. This reserve, if applicable, should be reported in the Schedule of Reserves under 'Other Reserve' and with a description that says: "To fund employer retirement contributions to the New York State Teachers' Retirement System (TRS.)"

Form Due - April 25, 2022

Form Preparer Name:

PATRICIA GRUPKA

Preparer's Telephone Number:

716-286-7240

<u>Shaded Fields Will Calculate</u>	Budgeted 2021-22 (A)	Proposed Budget 2022-23 (B)	Percent Change (C)
Total Budgeted Amount, not including Separate Propositions	51,195,913	53,117,598	3.75 %
A. Proposed Tax Levy to Support the Total Budgeted Amount ¹	28,085,639	28,843,951	
B. Tax Levy to Support Library Debt, if Applicable	0	0	
C. Tax Levy for Non-Excludable Propositions, if Applicable ²	0	0	
D. Total Tax Cap Reserve Amount Used to Reduce Current Year Levy, if Applicable	0	0	
E. Total Proposed School Year Tax Levy (A+B+C-D)	28,085,639	28,843,951	2.70 %
F. Permissible Exclusions to the School Tax Levy Limit	1,268,890	1,279,963	
G. School Tax Levy Limit, <u>Excluding</u> Levy for Permissible Exclusions ³	27,196,765	27,568,487	
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)	26,816,749	27,563,988	
I. Difference: (G-H); (negative value requires 60.0% voter approval) ²	380,016	4,499	
Public School Enrollment	1,854	1,939	4.58 %
Consumer Price Index			4.7 %

¹ Include any prior year reserve for excess tax levy, including interest.

² 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.

³ For 2022-23, includes any carryover from 2021-22 and excludes any tax levy for library debt or prior year reserve for excess tax levy, including interest.

Adjusted Restricted Fund Balance	1,855,473	365,000
Assigned Appropriated Fund Balance	2,250,000	2,500,000
Adjusted Unrestricted Fund Balance	2,155,099	1,948,714
Adjusted Unrestricted Fund Balance as a Percent of the Total Budget	4.21 %	3.67 %

Schedule of Reserve Funds

Reserve Type	Reserve Name	Reserve Description *	3/31/22 Actual Balance	6/30/22 Estimated Ending Balance	Intended Use of the Reserve in the 2022-23 School Year (Limit 200 Characters)**
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Note: Be sure to click on the Save button at the bottom after each additional Reserve you add under Capital, Property Loss, Liability, or Other Reserve.

Capital	CAPITAL RESERVE	For the cost of any object or purpose for which bonds may be issued.	263,711	13,711	For future project
Repair	CAPITAL REPAIR	For the cost of repairs to capital improvements or equipment.	582,541	413,007	to pay for emergency repairs
Workers Compensation		For self-insured Workers Compensation and benefits.			
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 BONDED DEBT	For proceeds from the sale of district capital assets or improvement, restricted to debt service.	81,268	81,268	To pay for outstanding debt
Insurance		For liability, casualty, and other types of uninsured losses.			
Property Loss + (add)		To cover property loss.			
Liability		To cover incurred liability claims.			
Tax Certiorari	TAX CERTIORARI	For tax certiorari settlements.	1,293,650	1,293,650	For CWM tax dispute
Reserve for Insurance		For unexpended proceeds of			

Recoveries

insurance
recoveries at fiscal
year end.

Employee
Benefit Accrued
Liability

RESERVE FOR
EMPLOYEE
BENEFITS

For accrued
'employee benefits'
due to employees
upon termination of
service.

60,584	60,584
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To pay for retiree
benefits

Retirement
Contribution

RESERVE FOR
RETIREMENT
CONTRIBUTIONS

For employer
retirement
contributions to the
State and Local
Employees'
Retirement System.

500,000	500,000
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To pay for increases
to ERS and TRS in
the future

Reserve for
Uncollected
Taxes

For unpaid taxes
due certain city
school districts not
reimbursed by their
city/county until the
following fiscal year.

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Single Other
Reserve
+ (add)

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* **NYSED Reserve Guidance:**

http://www.p12.nysed.gov/mgtserg/accounting/docs/reserve_funds.pdf

OSC Reserve Guidance: <http://osc.state.ny.us/localgov/pubs/listacctg.htm#reservefunds>

****Provide a brief, but specific, statement of the planned use and appropriation for the reserve in SY 2022-23.
Mention any capital expenditures that will need to be voted upon in the upcoming Budget Vote.**

Save

Reset

Save & Ready

APPENDIX A

Tri-Part Budget and Proposed Appropriations

Low-Port Central School District Tri-Part Budget 2022-2023				
		ADMIN.	PROGRAM	CAPITAL
1010	BOARD OF EDUCATION	\$106,997		
1040	DISTRICT CLERK	\$15,950		
1060	DISTRICT MEETING	\$35,500		
1240	CENTRAL ADMINISTRATION	\$281,596		
1310	BUSINESS ADMINISTRATION	\$437,679		
1320	AUDITING	\$40,746		
1325	TREASURER	\$5,100		
1330	TAX COLLECTOR	\$20,436		
1345	PURCHASING	\$2,570		
1380	FISCAL AGENT FEE	\$22,000		
1420	LEGAL	\$90,000	\$74,040	\$25,000
1430	PERSONNEL	\$81,450		
1480	PUBLIC INFORMATION & SERVICES	\$42,914		
1620	OPERATION OF PLANT			\$1,905,607
1621	MAINTENANCE OF PLANT			\$817,543
1660	CENTRAL STOREROOM	\$35,000	\$61,504	
1670	CENTRAL PRINTING AND MAILING	\$32,886		
1680	CENTRAL DATA PROCESSING	\$112,000	\$685,597	
1910	UNALLOCATED INSURANCE			\$218,328
1920	SCHOOL ASSOCIATION DUES	\$6,000		
1950	ASSESSMENT ON SCHOOL PROPERTY			\$63,648
1964	REFUND ON REAL PROPERTY TAX			\$17,000
1981	BOCES ADMINISTRATIVE COSTS	\$244,399		
2010	CURRICULUM DEVEL. & SUPERVISION	\$207,930		
2020	SUPERVISION-REGULAR SCHOOL	\$1,589,568		
2070	INSERVICE TRAINING-INSTRUCTION		\$436,410	
2110	TEACHING-REGULAR SCHOOL		\$13,718,807	
2250	PROGRAM-STUDENTS W/DISABILITIES	\$110,108	\$6,813,231	
2280	OCCUPATIONAL EDUCATION		\$865,000	
2330	TEACHING-SPECIAL SCHOOLS		\$113,123	
2610	SCHOOL LIBRARY & AUDIO VISUAL		\$539,949	
2630	COMPUTER ASSISTED INSTRUCTION		\$416,391	
2810	GUIDANCE SERVICES		\$621,074	
2815	HEALTH SERVICES		\$370,657	
2820	PSYCHOLOGICAL SERVICES		\$246,482	
2825	SOCIAL WORK SERVICES		\$226,198	
2850	CO-CURRICULAR ACTIVITIES		\$1,010,464	
5510	DISTRICT TRANSPORTATION			\$128,765
5540	CONTRACT TRANSPORTATION			\$3,373,765
9010	ERS-EMPLOYEE RETIREMENT	\$143,365	\$223,364	\$183,365
9020	TRS-TEACHERS' RETIREMENT	\$173,394	\$1,674,431	
9030	SOCIAL SECURITY	\$129,285	\$1,601,985	\$112,131

9040	WORKERS COMPENSATION	\$20,000	\$254,899	\$20,000
9045	LIFE INSURANCE	\$1,000	\$8,790	\$1,000
9050	UNEMPLOYMENT INSURANCE	\$5,000	\$35,000	\$5,000
9060	MEDICAL & DENTAL INSURANCE	\$747,627	\$4,418,975	\$704,553
9089	RETIREMENT INCENTIVE	\$57,000	\$532,024	\$50,000
9710	DEBT SERVICE-SERIAL BONDS			\$4,940,998
9731	BOND ANTICIPATION NOTES			\$750,000
9901	TRANSFER TO SPECIAL AID			\$55,000
9900	INTERFUND TRANSFERS TOTAL	\$4,797,500	\$34,948,395	\$13,371,703
	GRAND TOTAL			\$53,117,598

APPENDIX B

Exemption Reports for Taxing Jurisdictions

Equalized Total Assessed Value 4,709,609,616

Exemption Code	Exemption Name	Statutory Authority	Number of Exemptions	Total Equalized Value of Exemptions	Percent of Value Exempted
12100	NYS - GENERALLY	RPTL 404(1)	4	42,907,500	0.91
12350	PUBLIC AUTHORITY - STATE	RPTL 412	10	2,565,304,643	54.47
13100	CO - GENERALLY	RPTL 406(1)	2	2,303,571	0.05
13500	TOWN - GENERALLY	RPTL 406(1)	22	22,592,857	0.48
13510	TOWN - CEMETERY LAND	RPTL 446	2	100,179	0.00
13650	VG - GENERALLY	RPTL 406(1)	11	7,672,500	0.16
13800	SCHOOL DISTRICT	RPTL 408	10	268,401,071	5.70
14100	USA - GENERALLY	RPTL 400(1)	4	40,375,000	0.86
14110	USA - SPECIFIED USES	STATE L 54	1	1,125,000	0.02
14300	INDIAN RESERVATION	RPTL 454	1	16,964,286	0.36
18020	MUNICIPAL INDUSTRIAL DEV AGENC	RPTL 412-a	1	803,571	0.02
21600	RES OF CLERGY - RELIG CORP OWN	RPTL 462	4	887,321	0.02
25110	NONPROF CORP - RELIG(CONST PR	RPTL 420-a	22	20,087,500	0.43
25120	NONPROF CORP - EDUCL(CONST PR	RPTL 420-a	1	11,410,714	0.24
25130	NONPROF CORP - CHAR (CONST PR	RPTL 420-a	6	2,285,714	0.05
25210	NONPROF CORP - HOSPITAL	RPTL 420-a	4	32,328,137	0.69
25300	NONPROF CORP - SPECIFIED USES	RPTL 420-b	3	3,225,893	0.07
25600	NONPROFIT HEALTH MAINTENANCE	RPTL 486-a	1	184,112	0.00
26250	HISTORICAL SOCIETY	RPTL 444	2	1,156,250	0.02
26400	INC VOLUNTEER FIRE CO OR DEPT	RPTL 464(2)	5	6,765,536	0.14
27350	PRIVATELY OWNED CEMETERY LAND	RPTL 446	9	5,283,036	0.11
28120	NOT-FOR-PROFIT HOUSING CO	RPTL 422	3	5,669,643	0.12
28520	NOT-FOR-PROFIT NURSING HOME C	RPTL 422	1	43,796,429	0.93
30300	SOLAR OR WIND ENERGY SYSTEM	RPTL 487	2	3,276,786	0.07
41101	VETS EX BASED ON ELIGIBLE FUND	RPTL 458(1)	5	15,723	0.00
41111	VET PRO RATA: FULL VALUE ASSMT	RPTL 458(5)	18	765,787	0.02
41120	ALT VET EX-WAR PERIOD-NON-COMI	RPTL 458-a	97	1,157,988	0.02

Equalized Total Assessed Value 4,709,609,616

Exemption Code	Exemption Name	Statutory Authority	Number of Exemptions	Total Equalized Value of Exemptions	Percent of Value Exempted
41121	ALT VET EX-WAR PERIOD-NON-COMI	RPTL 458-a	53	636,000	0.01
41123	ALT VET EX-WAR PERIOD-NON-COMI	RPTL 458-a	299	3,587,116	0.08
41130	ALT VET EX-WAR PERIOD-COMBAT	RPTL 458-a	66	1,320,000	0.03
41131	ALT VET EX-WAR PERIOD-COMBAT	RPTL 458-a	61	1,220,000	0.03
41133	ALT VET EX-WAR PERIOD-COMBAT	RPTL 458-a	199	3,971,161	0.08
41140	ALT VET EX-WAR PERIOD-DISABILI	RPTL 458-a	45	1,530,036	0.03
41141	ALT VET EX-WAR PERIOD-DISABILI	RPTL 458-a	60	2,070,857	0.04
41143	ALT VET EX-WAR PERIOD-DISABILI	RPTL 458-a	67	2,266,027	0.05
41400	CLERGY	RPTL 460	2	5,357	0.00
41700	AGRICULTURAL BUILDING	RPTL 483	3	160,714	0.00
41720	AGRICULTURAL DISTRICT	AG-MKTS L 305	90	3,208,496	0.07
41730	AGRIC LAND-INDIV NOT IN AG DIS	AG MKTS L 306	1	28,993	0.00
41800	PERSONS AGE 65 OR OVER	RPTL 467	7	337,754	0.01

Total Exemptions Exclusive of System Exemptions:

Total System Exemptions:

Totals:

1,204	3,127,189,259	66.40
0	0	0.00
1,204	3,127,189,259	66.40

Values have been equalized using the Uniform Percentage of Value. The Exempt amounts do not take into consideration, payments in lieu of taxes or other payments for municipal services.

Amount, if any, attributable to payments in lieu of taxes: _____

Equalized Total Assessed Value 4,709,609,616

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12100	NYS - GENERALLY	RPTL 404(1)	4	42,907,500	0.91
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13650	VG - GENERALLY	RPTL 406(1)	11	7,672,500	0.16
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14110	USA - SPECIFIED USES	STATE L 54	1	1,125,000	0.02
14300	INDIAN RESERVATION	RPTL 454	1	16,964,286	0.36
18020	MUNICIPAL INDUSTRIAL DEV AGENC	RPTL 412-a	1	803,571	0.02
21600	RES OF CLERGY - RELIG CORP OWN	RPTL 462	4	887,321	0.02
25110	NONPROF CORP - RELIG(CONST PR	RPTL 420-a	22	20,087,500	0.43
25120	NONPROF CORP - EDUC(CONST PR	RPTL 420-a	1	11,410,714	0.24
25130	NONPROF CORP - CHAR (CONST PR	RPTL 420-a	6	2,285,714	0.05
25210	NONPROF CORP - HOSPITAL	RPTL 420-a	4	32,328,137	0.69
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27350	PRIVATELY OWNED CEMETERY LAND	RPTL 446	9	5,283,036	0.11
28120	NOT-FOR-PROFIT HOUSING CO	RPTL 422	3	5,669,643	0.12
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Equalized Total Assessed Value 4,709,609,616

Exemption Code	Exemption Name	Statutory Authority	Number of Exemptions	Total Equalized Value of Exemptions	Percent of Value Exempted
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41123	ALT VET EX-WAR PERIOD-NON-COMI	RPTL 458-a	299	3,587,116	0.08
41130	ALT VET EX-WAR PERIOD-COMBAT	RPTL 458-a	66	1,320,000	0.03
41131	ALT VET EX-WAR PERIOD-COMBAT	RPTL 458-a	61	1,220,000	0.03
41133	ALT VET EX-WAR PERIOD-COMBAT	RPTL 458-a	199	3,971,161	0.08
41140	ALT VET EX-WAR PERIOD-DISABILI	RPTL 458-a	45	1,530,036	0.03
41141	ALT VET EX-WAR PERIOD-DISABILI	RPTL 458-a	60	2,070,857	0.04
41143	ALT VET EX-WAR PERIOD-DISABILI	RPTL 458-a	67	2,266,027	0.05
41400	CLERGY	RPTL 460	2	5,357	0.00
41700	AGRICULTURAL BUILDING	RPTL 483	3	160,714	0.00
41720	AGRICULTURAL DISTRICT	AG-MKTS L 305	90	3,208,496	0.07
41730	AGRIC LAND-INDIV NOT IN AG DIS	AG MKTS L 306	1	28,993	0.00
41800	PERSONS AGE 65 OR OVER	RPTL 467	7	337,754	0.01
Total Exemptions Exclusive of System Exemptions:					
			1,204	3,127,189,259	66.40
Total System Exemptions:					
			0	0	0.00
Totals:					
			1,204	3,127,189,259	66.40

Values have been equalized using the Uniform Percentage of Value. The Exempt amounts do not take into consideration, payments in lieu of taxes or other payments for municipal services.

Amount, if any, attributable to payments in lieu of taxes: _____

APPENDIX C

New York State Report Card

LEWISTON-PORTER CSD - NEW YORK STATE REPORT CARD [2020 - 21]

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 changes to New York State testing, accountability, and federal reporting requirements, 2021-22 district and school accountability statuses are the same as those assigned for the 2020-21 school year. For informational purposes, accountability graduation rates and chronic absenteeism data are reported. August 2020, January 2021, and some June 2021 Regents examinations were canceled. For more information, please see the NYSED Waiver Memorandum and NYS Board of Regents Announcement.

2021-22 ACCOUNTABILITY STATUS

Due to COVID-19 and changes to New York State accountability and federal reporting requirements, 2021-22 district and school accountability statuses are the same as those assigned for the 2020-21 school year.

GOOD STANDING

SECTION 1003 SCHOOL IMPROVEMENT FUNDS (2020-21)

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 (58.87 kilobytes)

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

- 2020-21 Title I SIG 1003 Basic Planning
- 2020-21 Title I School Improvement Grant 1003 Targeted Support Grant
- 2020-21 Title I School Improvement Grant 1003 ENHANCED Comprehensive Support and Improvement (CSI) Support Grant
- 2020-23 NYSIP-PLC Phase III
- SIG Cohort 6 and 7 Schools Funded with SIGA in 2020-21

ELEMENTARY/MIDDLE STATUSES BY SUBGROUP

Due to COVID-19 and changes to New York State accountability and federal reporting requirements, 2021-22 district and school accountability statuses are the same as those assigned for the 2020-21 school year.

Subgroup	Status
All Students	Good Standing
Asian or Native Hawaiian/Other Pacific Islander	Good Standing
Black or African American	Good Standing
Hispanic or Latino	Good Standing
Multiracial	Good Standing
White	Good Standing
Students with Disabilities	Good Standing
Economically Disadvantaged	Good Standing

ELEMENTARY/MIDDLE CHRONIC ABSENTEEISM

Accountability chronic absenteeism data are provided for informational purposes only in 2020-21 and are not used to make district or school accountability status determinations for the 2021-22 school year.

Subgroup	Students Enrolled	Students Chronically Absent	Chronic Absenteeism Rate
All Students	1,105	76	6.9%
American Indian or Alaska Native	5	—	—
Asian or Native Hawaiian/Other Pacific Islander	20	—	—
Black or African American	7	—	—
Hispanic or Latino	35	11	31.4%
Multiracial	39	6	15.4%
White	999	57	5.7%
English Language Learners	18	—	—
Students with Disabilities	221	28	12.7%
Economically Disadvantaged	176	28	15.9%

SECONDARY STATUSES BY SUBGROUP

Due to COVID-19 and changes to New York State accountability and federal reporting requirements, 2021-22 district and school accountability statuses are the same as those assigned for the 2020-21 school year.

Subgroup	Status
All Students	Good Standing
Asian or Native Hawaiian/Other Pacific Islander	Good Standing
Hispanic or Latino	Good Standing
White	Good Standing
Students with Disabilities	Good Standing
Economically Disadvantaged	Good Standing

SECONDARY GRADUATION RATE

Accountability graduation rate data are provided for informational purposes only in 2020-21 and are not used to make district or school accountability status determinations for the 2021-22 school year.

Subgroup	Cohort	Number In Cohort	Number Graduated	Grad Rate
All Students	4-Year	180	165	91.7%
	5-Year	181	171	94.5%
	6-Year	190	178	93.7%
American Indian or Alaska Native	4-Year	4	—	—
	5-Year	3	—	—
	6-Year	0	—	—
Asian or Native Hawaiian/Other Pacific Islander	4-Year	17	—	—
	5-Year	20	—	—
	6-Year	20	—	—
Black or African American	4-Year	4	—	—
	5-Year	8	—	—
	6-Year	6	—	—
Hispanic or Latino	4-Year	10	—	—
	5-Year	9	—	—
	6-Year	10	—	—
Multiracial	4-Year	3	—	—
	5-Year	0	—	—
	6-Year	3	—	—
White	4-Year	164	150	91.5%
	5-Year	159	150	94.3%
	6-Year	170	158	92.9%
English Language Learners	4-Year	0	—	—
	5-Year	0	—	—
	6-Year	1	—	—
Students with Disabilities	4-Year	49*	36	73.5%
	5-Year	50*	40	80%
	6-Year	69*	53	76.8%
Economically Disadvantaged	4-Year	38	30	78.9%
	5-Year	38	33	86.8%
	6-Year	36	29	80.6%

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

	READING				MATH			
SUBGROUP	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%
English Language Learners	78%	17%	4%	*	51%	40%	8%	1%
Economically Disadvantaged	49%	31%	17%	3%	33%	43%	21%	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%	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	*	*	*	*	*	*	*	*
English Language Learners	83%	16%	1%	*	88%	10%	2%	*
Economically Disadvantaged	40%	38%	20%	2%	47%	32%	16%	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	89%	89%	84%	85%
Students with Disabilities	87%	87%	92%	95%
English Language Learners	89%	90%	88%	90%

NATIONAL NAEP GRADE 4

	READING				MATH			
SUBGROUP	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%
English Language Learners	65%	25%	8%	1%	41%	43%	15%	1%
Economically Disadvantaged	48%	31%	18%	3%	29%	45%	23%	3%

NATIONAL NAEP GRADE 8

	READING				MATH			
SUBGROUP	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%
English Language Learners	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.

NATIONAL NAEP PARTICIPATION RATES

	Grade 4 Participation Rate		Grade 8 Participation Rate	
	READING	MATH	READING	MATH
All Students	93%	93%	91%	92%
Students with Disabilities	89%	90%	90%	92%
English Language Learners	94%	95%	92%	93%

TOTAL COHORT GRADUATION RATE (2020-21)

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, ethnicity, and other student subgroups or by 5- and 6-year graduation rates.

Subgroup	Total	GRAD RATE		REGENTS WITH ADVANCED DESIGNATION		REGENTS DIPLOMA		LOCAL DIPLOMA		NON DIPLOMA CRED		STILL ENROLLED		GED TRANSFER		DROPOUT	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	185	172	93%	96	52%	75	41%	1	1%	1	1%	4	2%	0	0%	8	4%
Female	94	87	93%	53	56%	33	35%	1	1%	0	0%	2	2%	0	0%	5	5%
Male	91	85	93%	43	47%	42	46%	0	0%	1	1%	2	2%	0	0%	3	3%
American Indian or Alaska Native	1	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	6	6	100%	4	67%	2	33%	0	0%	0	0%	0	0%	0	0%	0	0%
Black or African American	4	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	1	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
White	168	157	93%	88	52%	68	40%	1	1%	1	1%	3	2%	0	0%	7	4%
Multiracial	5	3	60%	2	40%	1	20%	0	0%	0	0%	1	20%	0	0%	1	20%
General Education Students	152	145	95%	96	63%	49	32%	0	0%	0	0%	0	0%	0	0%	7	5%
Students with Disabilities	33	27	82%	0	0%	26	79%	1	3%	1	3%	4	12%	0	0%	1	3%
English Language Learner	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Non-English Language Learner	185	172	93%	96	52%	75	41%	1	1%	1	1%	4	2%	0	0%	8	4%
Economically Disadvantaged	40	36	90%	13	33%	23	58%	0	0%	0	0%	3	8%	0	0%	1	3%
Not Economically Disadvantaged	145	136	94%	83	57%	52	36%	1	1%	1	1%	1	1%	0	0%	7	5%
Migrant	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not Migrant	185	172	93%	96	52%	75	41%	1	1%	1	1%	4	2%	0	0%	8	4%

Subgroup	Total	GRAD RATE		REGENTS WITH ADVANCED DESIGNATION		REGENTS DIPLOMA		LOCAL DIPLOMA		NON DIPLOMA CRED		STILL ENROLLED		GED TRANSFER		DROPOUT	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Parent in Armed Forces	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Parent Not in Armed Forces	185	172	93%	96	52%	75	41%	1	1%	1	1%	4	2%	0	0%	8	4%
Homeless	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not Homeless	185	172	93%	96	52%	75	41%	1	1%	1	1%	4	2%	0	0%	8	4%
In Foster Care	1	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	184	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—

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 (22.42 megabytes)

CRDC Glossary and Guide

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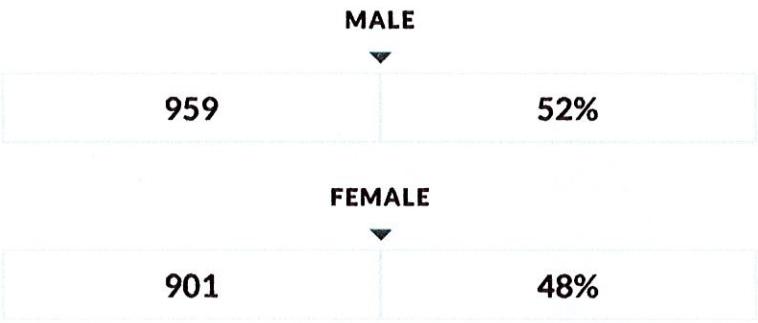
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These enrollment data are collected as part of NYSED's Student Information Repository System (SIRS). These counts are as of "BEDS Day" which is typically the first Wednesday in October. Available are enrollment counts for public and charter school students by various demographics for the 2020 - 21 school year. For nonpublic school enrollment data please see the Non-Public School Enrollment and Staff information on our Information and Reporting Services webpage.

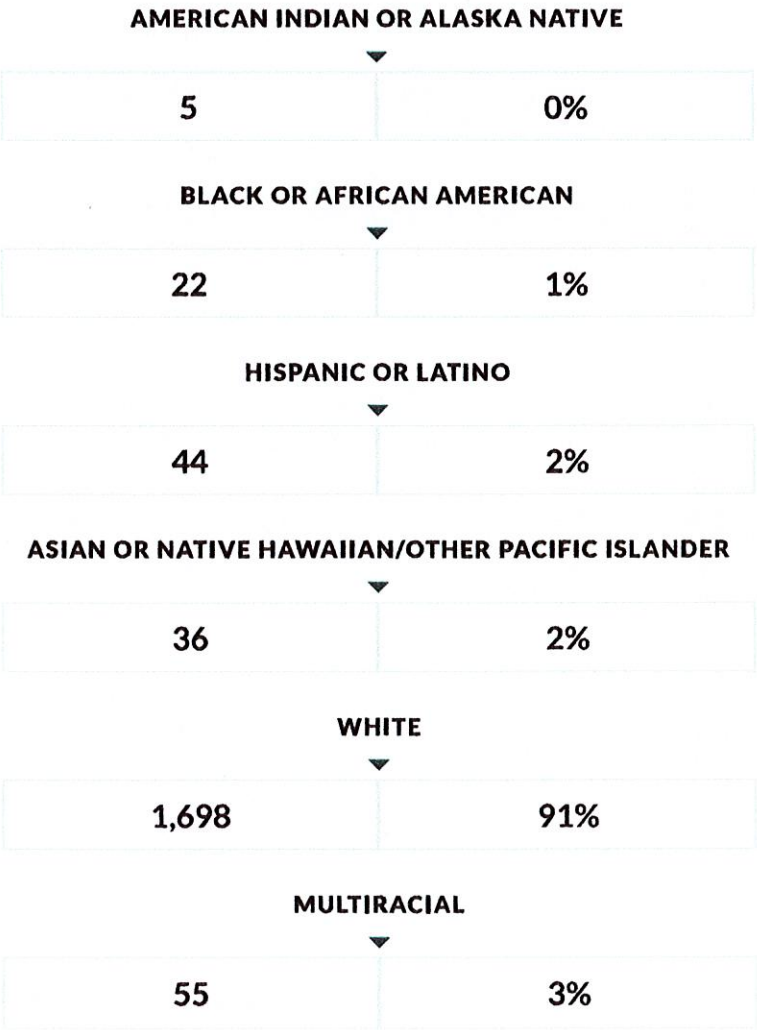
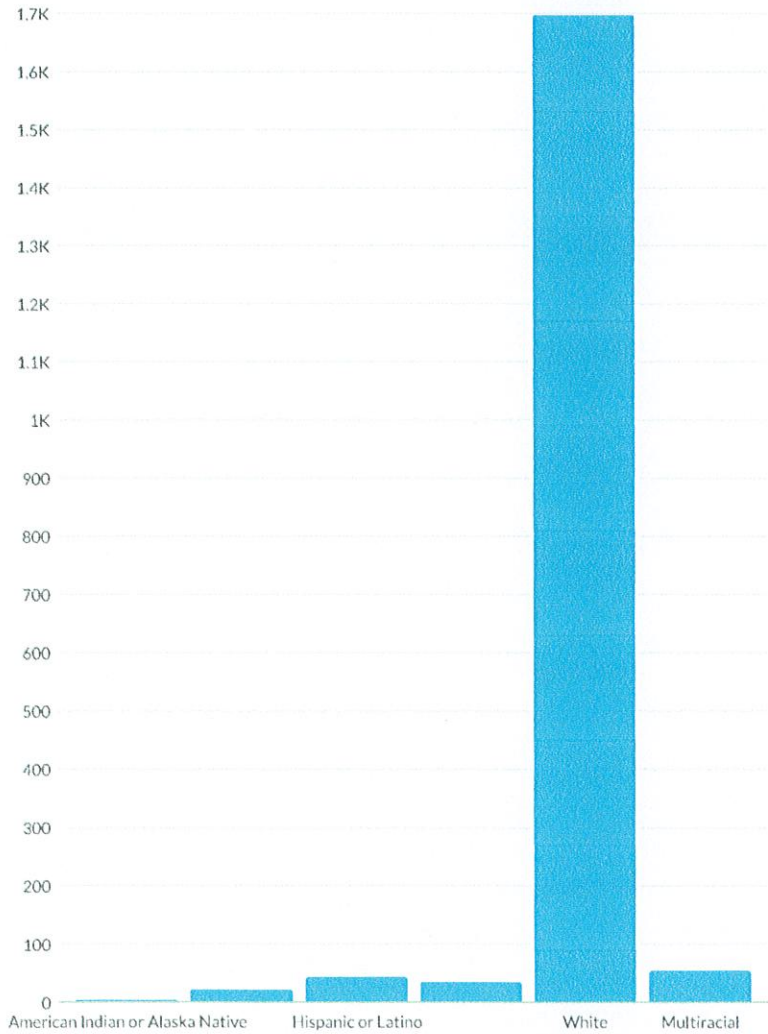
LEWISTON-PORTER CSD ENROLLMENT (2020 - 21)

K-12 Enrollment: 1,860

ENROLLMENT BY GENDER



ENROLLMENT BY ETHNICITY



OTHER GROUPS

ENGLISH LANGUAGE LEARNERS

15

1%

STUDENTS WITH DISABILITIES

329

18%

ECONOMICALLY DISADVANTAGED

360

19%

MIGRANT

—

—

HOMELESS

—

—

FOSTER CARE

—

—

PARENT IN ARMED FORCES

—

—

ENROLLMENT BY GRADE

200

150

100

50

0

PK (Half) K (Full) 1st Grade 2nd Grade 3rd Grade 4th Grade 5th Grade 6th Grade UGE 7th Grade 8th Grade 9th Grade 10th Grade 11th Grade 12th Grade UGS

PRE-K (HALF DAY)

62

3%

K (FULL DAY)

110

6%

1ST GRADE

101

5%

2ND GRADE

111

6%

3RD GRADE

128

7%

4TH GRADE

135

7%

5TH GRADE

147

8%

6TH GRADE

150

8%

UNGRADED ELEMENTARY

9

0%

7TH GRADE

155

8%

8TH GRADE

136

7%

9TH GRADE

165

9%

10TH GRADE

156

8%

11TH GRADE

170

9%

12TH GRADE

174

9%

UNGRADED SECONDARY

13

1%

LEWISTON-PORTER CSD GRADUATION PATHWAYS DATA 2021

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	172	166	97%	5	3%	0	0%	1	1%	0	0%	0	0%	0	0%	0	0%
Female	87	84	97%	3	3%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Male	85	82	96%	2	2%	0	0%	1	1%	0	0%	0	0%	0	0%	0	0%
General Education Students	145	140	97%	4	3%	0	0%	1	1%	0	0%	0	0%	0	0%	0	0%
Students with Disabilities	27	26	96%	1	4%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
American Indian or Alaska Native	1	1	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Asian or Native Hawaiian/Other Pacific Islander	6	6	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Black or African American	4	3	75%	1	25%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Hispanic or Latino	1	1	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
White	157	153	97%	3	2%	0	0%	1	1%	0	0%	0	0%	0	0%	0	0%
Multiracial	3	2	67%	1	33%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Economically Disadvantaged	36	34	94%	1	3%	0	0%	1	3%	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	136	132	97%	4	3%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
English Language Learner	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Non-English Language Learner	172	166	97%	5	3%	0	0%	1	1%	0	0%	0	0%	0	0%	0	0%
In Foster Care	1	1	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not in Foster Care	171	165	96%	5	3%	0	0%	1	1%	0	0%	0	0%	0	0%	0	0%
Homeless	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not Homeless	172	166	97%	5	3%	0	0%	1	1%	0	0%	0	0%	0	0%	0	0%
Migrant	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not Migrant	172	166	97%	5	3%	0	0%	1	1%	0	0%	0	0%	0	0%	0	0%
Parent in Armed Forces	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Parent Not in Armed Forces	172	166	97%	5	3%	0	0%	1	1%	0	0%	0	0%	0	0%	0	0%

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LEWISTON-PORTER CSD 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 available on this site are based on those reported by schools and districts to the State as of August 13, 2021 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.

Due to the extraordinary circumstances related to the pandemic, approximately 4 out of 10 enrolled students participated in state assessments in 2020-21. Because only 40% of students' results are available, state assessments **are not representative** of the state's student population and the results **should not be compared** statewide or by statewide subgroup, or with prior year's results and are not reflected below.

District and school level performance data, as well as the number and percentage of students who tested and did not test, are available for 2020-21. **However**, depending on the percentage of students that took the tests in a given school or district, the school and district's results **may not be representative** of that school or district's student population.

[Assessment Data - Glossary of Terms](#) | [Assessment Data - Business Rules](#)

2021 English Language Arts Grade 3 Participation Data

Subgroup	Subgroup Enrollment		Subgroup Tested		Subgroup Not Tested	
	Count	%	Count	%	Count	%
All Students	133	100%	18	14%	115	86%
Female	58	44%	9	16%	49	84%
Male	75	56%	9	12%	66	88%
General Education Students	102	77%	14	14%	88	86%
Students with Disabilities	31	23%	4	13%	27	87%
American Indian or Alaska Native	1	1%	0	0%	1	100%
Asian or Native Hawaiian/Other Pacific Islander	2	2%	1	50%	1	50%
Black or African American	2	2%	0	0%	2	100%
Hispanic or Latino	3	2%	1	33%	2	67%

Subgroup	Subgroup Enrollment		Subgroup Tested		Subgroup Not Tested	
	Count	%	Count	%	Count	%
White	120	90%	16	13%	104	87%
Multiracial	5	4%	0	0%	5	100%
Economically Disadvantaged	2	2%	0	0%	2	100%
Not Economically Disadvantaged	131	98%	18	14%	113	86%
English Language Learner	2	2%	1	50%	1	50%
Non-English Language Learner	131	98%	17	13%	114	87%
Not in Foster Care	133	100%	18	14%	115	86%
Not Homeless	133	100%	18	14%	115	86%
Not Migrant	133	100%	18	14%	115	86%
Parent Not in Armed Forces	133	100%	18	14%	115	86%

2021 English Language Arts Grade 4 Participation Data

Subgroup	Subgroup Enrollment		Subgroup Tested		Subgroup Not Tested	
	Count	%	Count	%	Count	%
All Students	144	100%	18	13%	126	88%
Female	62	43%	11	18%	51	82%
Male	82	57%	7	9%	75	91%
General Education Students	111	77%	16	14%	95	86%
Students with Disabilities	33	23%	2	6%	31	94%
Asian or Native Hawaiian/Other Pacific Islander	1	1%	0	0%	1	100%
Hispanic or Latino	1	1%	1	100%	0	0%
White	140	97%	16	11%	124	89%
Multiracial	2	1%	1	50%	1	50%
Economically Disadvantaged	1	1%	0	0%	1	100%
Not Economically Disadvantaged	143	99%	18	13%	125	87%

Subgroup	Subgroup Enrollment		Subgroup Tested		Subgroup Not Tested	
	Count	%	Count	%	Count	%
English Language Learner	1	1%	0	0%	1	100%
Non-English Language Learner	143	99%	18	13%	125	87%
Not in Foster Care	144	100%	18	13%	126	88%
Not Homeless	144	100%	18	13%	126	88%
Not Migrant	144	100%	18	13%	126	88%
Parent Not in Armed Forces	144	100%	18	13%	126	88%

2021 English Language Arts Grade 5 Participation Data

Subgroup	Subgroup Enrollment		Subgroup Tested		Subgroup Not Tested	
	Count	%	Count	%	Count	%
All Students	150	100%	16	11%	134	89%
Female	69	46%	7	10%	62	90%
Male	81	54%	9	11%	72	89%
General Education Students	124	83%	15	12%	109	88%
Students with Disabilities	26	17%	1	4%	25	96%
Asian or Native Hawaiian/Other Pacific Islander	2	1%	1	50%	1	50%
Black or African American	2	1%	1	50%	1	50%
Hispanic or Latino	4	3%	0	0%	4	100%
White	137	91%	14	10%	123	90%
Multiracial	5	3%	0	0%	5	100%
Not Economically Disadvantaged	150	100%	16	11%	134	89%
English Language Learner	1	1%	0	0%	1	100%
Non-English Language Learner	149	99%	16	11%	133	89%
Not in Foster Care	150	100%	16	11%	134	89%
Not Homeless	150	100%	16	11%	134	89%

Subgroup	Subgroup Enrollment		Subgroup Tested		Subgroup Not Tested	
	Count	%	Count	%	Count	%
Not Migrant	150	100%	16	11%	134	89%
Parent Not in Armed Forces	150	100%	16	11%	134	89%

2021 English Language Arts Grade 6 Participation Data

Subgroup	Subgroup Enrollment		Subgroup Tested		Subgroup Not Tested	
	Count	%	Count	%	Count	%
All Students	152	100%	19	13%	133	88%
Female	75	49%	14	19%	61	81%
Male	77	51%	5	6%	72	94%
General Education Students	114	75%	17	15%	97	85%
Students with Disabilities	38	25%	2	5%	36	95%
Asian or Native Hawaiian/Other Pacific Islander	3	2%	1	33%	2	67%
Black or African American	1	1%	0	0%	1	100%
Hispanic or Latino	5	3%	3	60%	2	40%
White	139	91%	15	11%	124	89%
Multiracial	4	3%	0	0%	4	100%
Economically Disadvantaged	33	22%	2	6%	31	94%
Not Economically Disadvantaged	119	78%	17	14%	102	86%
Non-English Language Learner	152	100%	19	13%	133	88%
Not in Foster Care	152	100%	19	13%	133	88%
Not Homeless	152	100%	19	13%	133	88%
Not Migrant	152	100%	19	13%	133	88%
Parent Not in Armed Forces	152	100%	19	13%	133	88%

2021 English Language Arts Grade 7 Participation Data

Subgroup	Subgroup Enrollment		Subgroup Tested		Subgroup Not Tested	
	Count	%	Count	%	Count	%
All Students	163	100%	18	11%	145	89%
Female	76	47%	9	12%	67	88%
Male	87	53%	9	10%	78	90%
General Education Students	131	80%	16	12%	115	88%
Students with Disabilities	32	20%	2	6%	30	94%
Asian or Native Hawaiian/Other Pacific Islander	5	3%	1	20%	4	80%
Hispanic or Latino	4	2%	1	25%	3	75%
White	148	91%	16	11%	132	89%
Multiracial	6	4%	0	0%	6	100%
Economically Disadvantaged	43	26%	3	7%	40	93%
Not Economically Disadvantaged	120	74%	15	13%	105	88%
English Language Learner	1	1%	1	100%	0	0%
Non-English Language Learner	162	99%	17	10%	145	90%
Not in Foster Care	163	100%	18	11%	145	89%
Not Homeless	163	100%	18	11%	145	89%
Migrant	1	1%	1	100%	0	0%
Not Migrant	162	99%	17	10%	145	90%
Parent Not in Armed Forces	163	100%	18	11%	145	89%

2021 English Language Arts Grade 8 Participation Data

Subgroup	Subgroup Enrollment		Subgroup Tested		Subgroup Not Tested	
	Count	%	Count	%	Count	%
All Students	137	100%	16	12%	121	88%
Female	67	49%	6	9%	61	91%
Male	70	51%	10	14%	60	86%

Subgroup	Total Tested	Level 1 Tested		Level 2 Tested		Level 3 Tested		Level 4 Tested		L3-4 Tested (Proficient)	
		Count	%	Count	%	Count	%	Count	%	Count	%
American Indian or Alaska Native	0	0	0%	0	0%	0	0%	0	0%	0	0%
Asian or Native Hawaiian/Other Pacific Islander	1	—	—	—	—	—	—	—	—	—	—
Black or African American	0	0	0%	0	0%	0	0%	0	0%	0	0%
Hispanic or Latino	1	—	—	—	—	—	—	—	—	—	—
White	16	—	—	—	—	—	—	—	—	—	—
Multiracial	0	0	0%	0	0%	0	0%	0	0%	0	0%
Economically Disadvantaged	0	0	0%	0	0%	0	0%	0	0%	0	0%
Not Economically Disadvantaged	18	3	17%	3	17%	7	39%	5	28%	12	67%
English Language Learner	1	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	17	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	18	3	17%	3	17%	7	39%	5	28%	12	67%
Not Homeless	18	3	17%	3	17%	7	39%	5	28%	12	67%
Not Migrant	18	3	17%	3	17%	7	39%	5	28%	12	67%
Parent Not in Armed Forces	18	3	17%	3	17%	7	39%	5	28%	12	67%

2021 English Language Arts Grade 4 Performance Data

Subgroup	Total Tested	Level 1 Tested		Level 2 Tested		Level 3 Tested		Level 4 Tested		L3-4 Tested (Proficient)	
		Count	%	Count	%	Count	%	Count	%	Count	%
All Students	18	0	0%	1	6%	4	22%	13	72%	17	94%
Female	11	0	0%	0	0%	2	18%	9	82%	11	100%

Subgroup	Total Tested	Level 1 Tested		Level 2 Tested		Level 3 Tested		Level 4 Tested		L3-4 Tested (Proficient)	
		Count	%	Count	%	Count	%	Count	%	Count	%
Male	7	0	0%	1	14%	2	29%	4	57%	6	86%
General Education Students	16	—	—	—	—	—	—	—	—	—	—
Students with Disabilities	2	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	0	0	0%	0	0%	0	0%	0	0%	0	0%
Hispanic or Latino	1	—	—	—	—	—	—	—	—	—	—
White	16	—	—	—	—	—	—	—	—	—	—
Multiracial	1	—	—	—	—	—	—	—	—	—	—
Economically Disadvantaged	0	0	0%	0	0%	0	0%	0	0%	0	0%
Not Economically Disadvantaged	18	0	0%	1	6%	4	22%	13	72%	17	94%
English Language Learner	0	0	0%	0	0%	0	0%	0	0%	0	0%
Non-English Language Learner	18	0	0%	1	6%	4	22%	13	72%	17	94%
Not in Foster Care	18	0	0%	1	6%	4	22%	13	72%	17	94%
Not Homeless	18	0	0%	1	6%	4	22%	13	72%	17	94%
Not Migrant	18	0	0%	1	6%	4	22%	13	72%	17	94%
Parent Not in Armed Forces	18	0	0%	1	6%	4	22%	13	72%	17	94%

2021 English Language Arts Grade 5 Performance Data

Subgroup	Total Tested	Level 1 Tested		Level 2 Tested		Level 3 Tested		Level 4 Tested		L3-4 Tested (Proficient)	
		Count	%	Count	%	Count	%	Count	%	Count	%
All Students	16	2	13%	2	13%	4	25%	8	50%	12	75%
Female	7	0	0%	2	29%	3	43%	2	29%	5	71%

Subgroup	Total Tested	Level 1 Tested		Level 2 Tested		Level 3 Tested		Level 4 Tested		L3-4 Tested (Proficient)	
		Count	%	Count	%	Count	%	Count	%	Count	%
Male	9	2	22%	0	0%	1	11%	6	67%	7	78%
General Education Students	15	—	—	—	—	—	—	—	—	—	—
Students with Disabilities	1	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	1	—	—	—	—	—	—	—	—	—	—
Black or African American	1	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	0	0	0%	0	0%	0	0%	0	0%	0	0%
White	14	—	—	—	—	—	—	—	—	—	—
Multiracial	0	0	0%	0	0%	0	0%	0	0%	0	0%
Not Economically Disadvantaged	16	2	13%	2	13%	4	25%	8	50%	12	75%
English Language Learner	0	0	0%	0	0%	0	0%	0	0%	0	0%
Non-English Language Learner	16	2	13%	2	13%	4	25%	8	50%	12	75%
Not in Foster Care	16	2	13%	2	13%	4	25%	8	50%	12	75%
Not Homeless	16	2	13%	2	13%	4	25%	8	50%	12	75%
Not Migrant	16	2	13%	2	13%	4	25%	8	50%	12	75%
Parent Not in Armed Forces	16	2	13%	2	13%	4	25%	8	50%	12	75%

2021 English Language Arts Grade 6 Performance Data

Subgroup	Total Tested	Level 1 Tested		Level 2 Tested		Level 3 Tested		Level 4 Tested		L3-4 Tested (Proficient)	
		Count	%	Count	%	Count	%	Count	%	Count	%
All Students	19	3	16%	1	5%	6	32%	9	47%	15	79%
Female	14	1	7%	1	7%	5	36%	7	50%	12	86%

Subgroup	Total Tested	Level 1 Tested		Level 2 Tested		Level 3 Tested		Level 4 Tested		L3-4 Tested (Proficient)	
		Count	%	Count	%	Count	%	Count	%	Count	%
Male	5	2	40%	0	0%	1	20%	2	40%	3	60%
General Education Students	17	—	—	—	—	—	—	—	—	—	—
Students with Disabilities	2	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	1	—	—	—	—	—	—	—	—	—	—
Black or African American	0	0	0%	0	0%	0	0%	0	0%	0	0%
Hispanic or Latino	3	—	—	—	—	—	—	—	—	—	—
White	15	2	13%	1	7%	4	27%	8	53%	12	80%
Multiracial	0	0	0%	0	0%	0	0%	0	0%	0	0%
Economically Disadvantaged	2	—	—	—	—	—	—	—	—	—	—
Not Economically Disadvantaged	17	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	19	3	16%	1	5%	6	32%	9	47%	15	79%
Not in Foster Care	19	3	16%	1	5%	6	32%	9	47%	15	79%
Not Homeless	19	3	16%	1	5%	6	32%	9	47%	15	79%
Not Migrant	19	3	16%	1	5%	6	32%	9	47%	15	79%
Parent Not in Armed Forces	19	3	16%	1	5%	6	32%	9	47%	15	79%

2021 English Language Arts Grade 7 Performance Data

Subgroup	Total Tested	Level 1 Tested		Level 2 Tested		Level 3 Tested		Level 4 Tested		L3-4 Tested (Proficient)	
		Count	%	Count	%	Count	%	Count	%	Count	%
All Students	18	4	22%	5	28%	5	28%	4	22%	9	50%
Female	9	0	0%	2	22%	3	33%	4	44%	7	78%

Subgroup	Total Tested	Level 1 Tested		Level 2 Tested		Level 3 Tested		Level 4 Tested		L3-4 Tested (Proficient)	
		Count	%	Count	%	Count	%	Count	%	Count	%
Male	9	4	44%	3	33%	2	22%	0	0%	2	22%
General Education Students	16	—	—	—	—	—	—	—	—	—	—
Students with Disabilities	2	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	1	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	1	—	—	—	—	—	—	—	—	—	—
White	16	—	—	—	—	—	—	—	—	—	—
Multiracial	0	0	0%	0	0%	0	0%	0	0%	0	0%
Economically Disadvantaged	3	—	—	—	—	—	—	—	—	—	—
Not Economically Disadvantaged	15	—	—	—	—	—	—	—	—	—	—
English Language Learner	1	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	17	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	18	4	22%	5	28%	5	28%	4	22%	9	50%
Not Homeless	18	4	22%	5	28%	5	28%	4	22%	9	50%
Migrant	1	—	—	—	—	—	—	—	—	—	—
Not Migrant	17	—	—	—	—	—	—	—	—	—	—
Parent Not in Armed Forces	18	4	22%	5	28%	5	28%	4	22%	9	50%

2021 English Language Arts Grade 8 Performance Data

Subgroup	Total Tested	Level 1 Tested		Level 2 Tested		Level 3 Tested		Level 4 Tested		L3-4 Tested (Proficient)	
		Count	%	Count	%	Count	%	Count	%	Count	%
All Students	16	1	6%	6	38%	5	31%	4	25%	9	56%

Subgroup	Total Tested	Level 1 Tested		Level 2 Tested		Level 3 Tested		Level 4 Tested		L3-4 Tested (Proficient)	
		Count	%	Count	%	Count	%	Count	%	Count	%
Female	6	0	0%	3	50%	2	33%	1	17%	3	50%
Male	10	1	10%	3	30%	3	30%	3	30%	6	60%
General Education Students	13	—	—	—	—	—	—	—	—	—	—
Students with Disabilities	3	—	—	—	—	—	—	—	—	—	—
American Indian or Alaska Native	0	0	0%	0	0%	0	0%	0	0%	0	0%
Asian or Native Hawaiian/Other Pacific Islander	3	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	1	—	—	—	—	—	—	—	—	—	—
White	11	1	9%	3	27%	4	36%	3	27%	7	64%
Multiracial	1	—	—	—	—	—	—	—	—	—	—
Economically Disadvantaged	1	—	—	—	—	—	—	—	—	—	—
Not Economically Disadvantaged	15	—	—	—	—	—	—	—	—	—	—
English Language Learner	1	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	15	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	16	1	6%	6	38%	5	31%	4	25%	9	56%
Not Homeless	16	1	6%	6	38%	5	31%	4	25%	9	56%
Not Migrant	16	1	6%	6	38%	5	31%	4	25%	9	56%
Parent Not in Armed Forces	16	1	6%	6	38%	5	31%	4	25%	9	56%

LEWISTON-PORTER CSD 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 available on this site are based on those reported by schools and districts to the State as of August 13, 2021 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.

Due to the extraordinary circumstances related to the pandemic, approximately 4 out of 10 enrolled students participated in state assessments in 2020-21. Because only 40% of students' results are available, state assessments are **not representative** of the state's student population and the results **should not be compared** statewide or by statewide subgroup, or with prior year's results and are not reflected below.

District and school level performance data, as well as the number and percentage of students who tested and did not test, are available for 2020-21. **However**, depending on the percentage of students that took the tests in a given school or district, the school and district's results **may not be representative** of that school or district's student population.

[Assessment Data - Glossary of Terms](#) | [Assessment Data - Business Rules](#)

2021 Mathematics Grade 3 Participation Data

Subgroup	Subgroup Enrollment		Subgroup Tested		Subgroup Not Tested	
	Count	%	Count	%	Count	%
All Students	133	100%	17	13%	116	87%
Female	58	44%	8	14%	50	86%
Male	75	56%	9	12%	66	88%
General Education Students	102	77%	13	13%	89	87%
Students with Disabilities	31	23%	4	13%	27	87%
American Indian or Alaska Native	1	1%	0	0%	1	100%
Asian or Native Hawaiian/Other Pacific Islander	2	2%	1	50%	1	50%
Black or African American	2	2%	0	0%	2	100%
Hispanic or Latino	3	2%	1	33%	2	67%

Subgroup	Subgroup Enrollment		Subgroup Tested		Subgroup Not Tested	
	Count	%	Count	%	Count	%
White	120	90%	15	13%	105	88%
Multiracial	5	4%	0	0%	5	100%
Economically Disadvantaged	2	2%	0	0%	2	100%
Not Economically Disadvantaged	131	98%	17	13%	114	87%
English Language Learner	2	2%	1	50%	1	50%
Non-English Language Learner	131	98%	16	12%	115	88%
Not in Foster Care	133	100%	17	13%	116	87%
Not Homeless	133	100%	17	13%	116	87%
Not Migrant	133	100%	17	13%	116	87%
Parent Not in Armed Forces	133	100%	17	13%	116	87%

2021 Mathematics Grade 4 Participation Data

Subgroup	Subgroup Enrollment		Subgroup Tested		Subgroup Not Tested	
	Count	%	Count	%	Count	%
All Students	143	100%	17	12%	126	88%
Female	61	43%	11	18%	50	82%
Male	82	57%	6	7%	76	93%
General Education Students	110	77%	16	15%	94	85%
Students with Disabilities	33	23%	1	3%	32	97%
Asian or Native Hawaiian/Other Pacific Islander	1	1%	0	0%	1	100%
Hispanic or Latino	1	1%	1	100%	0	0%
White	139	97%	16	12%	123	88%
Multiracial	2	1%	0	0%	2	100%
Not Economically Disadvantaged	143	100%	17	12%	126	88%
English Language Learner	1	1%	0	0%	1	100%

Subgroup	Subgroup Enrollment		Subgroup Tested		Subgroup Not Tested	
	Count	%	Count	%	Count	%
Non-English Language Learner	142	99%	17	12%	125	88%
Not in Foster Care	143	100%	17	12%	126	88%
Not Homeless	143	100%	17	12%	126	88%
Not Migrant	143	100%	17	12%	126	88%
Parent Not in Armed Forces	143	100%	17	12%	126	88%

2021 Mathematics Grade 5 Participation Data

Subgroup	Subgroup Enrollment		Subgroup Tested		Subgroup Not Tested	
	Count	%	Count	%	Count	%
All Students	150	100%	16	11%	134	89%
Female	69	46%	7	10%	62	90%
Male	81	54%	9	11%	72	89%
General Education Students	124	83%	15	12%	109	88%
Students with Disabilities	26	17%	1	4%	25	96%
Asian or Native Hawaiian/Other Pacific Islander	2	1%	1	50%	1	50%
Black or African American	2	1%	1	50%	1	50%
Hispanic or Latino	4	3%	0	0%	4	100%
White	137	91%	14	10%	123	90%
Multiracial	5	3%	0	0%	5	100%
Not Economically Disadvantaged	150	100%	16	11%	134	89%
English Language Learner	1	1%	0	0%	1	100%
Non-English Language Learner	149	99%	16	11%	133	89%
Not in Foster Care	150	100%	16	11%	134	89%
Not Homeless	150	100%	16	11%	134	89%
Not Migrant	150	100%	16	11%	134	89%

Subgroup	Subgroup Enrollment		Subgroup Tested		Subgroup Not Tested	
	Count	%	Count	%	Count	%
Parent Not in Armed Forces	150	100%	16	11%	134	89%

2021 Mathematics Grade 6 Participation Data

Subgroup	Subgroup Enrollment		Subgroup Tested		Subgroup Not Tested	
	Count	%	Count	%	Count	%
All Students	152	100%	19	13%	133	88%
Female	75	49%	12	16%	63	84%
Male	77	51%	7	9%	70	91%
General Education Students	114	75%	15	13%	99	87%
Students with Disabilities	38	25%	4	11%	34	89%
Asian or Native Hawaiian/Other Pacific Islander	3	2%	1	33%	2	67%
Black or African American	1	1%	0	0%	1	100%
Hispanic or Latino	5	3%	3	60%	2	40%
White	139	91%	15	11%	124	89%
Multiracial	4	3%	0	0%	4	100%
Economically Disadvantaged	33	22%	2	6%	31	94%
Not Economically Disadvantaged	119	78%	17	14%	102	86%
Non-English Language Learner	152	100%	19	13%	133	88%
Not in Foster Care	152	100%	19	13%	133	88%
Not Homeless	152	100%	19	13%	133	88%
Not Migrant	152	100%	19	13%	133	88%
Parent Not in Armed Forces	152	100%	19	13%	133	88%

2021 Mathematics Grade 7 Participation Data

Subgroup	Subgroup Enrollment		Subgroup Tested		Subgroup Not Tested	
	Count	%	Count	%	Count	%

Subgroup	Subgroup Enrollment	Subgroup Tested	Subgroup Not Tested			
	Count	%	Count	%	Count	%
All Students	163	100%	19	12%	144	88%
Female	76	47%	9	12%	67	88%
Male	87	53%	10	11%	77	89%
General Education Students	131	80%	16	12%	115	88%
Students with Disabilities	32	20%	3	9%	29	91%
Asian or Native Hawaiian/Other Pacific Islander	5	3%	1	20%	4	80%
Hispanic or Latino	4	2%	1	25%	3	75%
White	148	91%	17	11%	131	89%
Multiracial	6	4%	0	0%	6	100%
Economically Disadvantaged	43	26%	4	9%	39	91%
Not Economically Disadvantaged	120	74%	15	13%	105	88%
English Language Learner	1	1%	1	100%	0	0%
Non-English Language Learner	162	99%	18	11%	144	89%
Not in Foster Care	163	100%	19	12%	144	88%
Not Homeless	163	100%	19	12%	144	88%
Migrant	1	1%	1	100%	0	0%
Not Migrant	162	99%	18	11%	144	89%
Parent Not in Armed Forces	163	100%	19	12%	144	88%

2021 Mathematics Grade 8 Participation Data

Subgroup	Subgroup Enrollment		Subgroup Tested		Subgroup Not Tested	
	Count	%	Count	%	Count	%
All Students	137	100%	7	5%	130	95%
Female	67	49%	3	4%	64	96%
Male	70	51%	4	6%	66	94%

Subgroup	Total Tested	Level 1 Tested		Level 2 Tested		Level 3 Tested		Level 4 Tested		L3-4 Tested (Proficient)	
		Count	%	Count	%	Count	%	Count	%	Count	%
American Indian or Alaska Native	0	0	0%	0	0%	0	0%	0	0%	0	0%
Asian or Native Hawaiian/Other Pacific Islander	1	—	—	—	—	—	—	—	—	—	—
Black or African American	0	0	0%	0	0%	0	0%	0	0%	0	0%
Hispanic or Latino	1	—	—	—	—	—	—	—	—	—	—
White	15	—	—	—	—	—	—	—	—	—	—
Multiracial	0	0	0%	0	0%	0	0%	0	0%	0	0%
Economically Disadvantaged	0	0	0%	0	0%	0	0%	0	0%	0	0%
Not Economically Disadvantaged	17	6	35%	2	12%	5	29%	4	24%	9	53%
English Language Learner	1	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	16	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	17	6	35%	2	12%	5	29%	4	24%	9	53%
Not Homeless	17	6	35%	2	12%	5	29%	4	24%	9	53%
Not Migrant	17	6	35%	2	12%	5	29%	4	24%	9	53%
Parent Not in Armed Forces	17	6	35%	2	12%	5	29%	4	24%	9	53%

2021 Mathematics Grade 4 Performance Data

Subgroup	Total Tested	Level 1 Tested		Level 2 Tested		Level 3 Tested		Level 4 Tested		L3-4 Tested (Proficient)	
		Count	%	Count	%	Count	%	Count	%	Count	%
All Students	17	1	6%	3	18%	9	53%	4	24%	13	76%
Female	11	0	0%	2	18%	7	64%	2	18%	9	82%

Subgroup	Total Tested	Level 1 Tested		Level 2 Tested		Level 3 Tested		Level 4 Tested		L3-4 Tested (Proficient)	
		Count	%	Count	%	Count	%	Count	%	Count	%
Male	6	1	17%	1	17%	2	33%	2	33%	4	67%
General Education Students	16	—	—	—	—	—	—	—	—	—	—
Students with Disabilities	1	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	0	0	0%	0	0%	0	0%	0	0%	0	0%
Hispanic or Latino	1	—	—	—	—	—	—	—	—	—	—
White	16	—	—	—	—	—	—	—	—	—	—
Multiracial	0	0	0%	0	0%	0	0%	0	0%	0	0%
Not Economically Disadvantaged	17	1	6%	3	18%	9	53%	4	24%	13	76%
English Language Learner	0	0	0%	0	0%	0	0%	0	0%	0	0%
Non-English Language Learner	17	1	6%	3	18%	9	53%	4	24%	13	76%
Not in Foster Care	17	1	6%	3	18%	9	53%	4	24%	13	76%
Not Homeless	17	1	6%	3	18%	9	53%	4	24%	13	76%
Not Migrant	17	1	6%	3	18%	9	53%	4	24%	13	76%
Parent Not in Armed Forces	17	1	6%	3	18%	9	53%	4	24%	13	76%

2021 Mathematics Grade 5 Performance Data

Subgroup	Total Tested	Level 1 Tested		Level 2 Tested		Level 3 Tested		Level 4 Tested		L3-4 Tested (Proficient)	
		Count	%	Count	%	Count	%	Count	%	Count	%
All Students	16	1	6%	2	13%	6	38%	7	44%	13	81%
Female	7	1	14%	1	14%	3	43%	2	29%	5	71%
Male	9	0	0%	1	11%	3	33%	5	56%	8	89%

Subgroup	Total Tested	Level 1 Tested		Level 2 Tested		Level 3 Tested		Level 4 Tested		L3-4 Tested (Proficient)	
		Count	%	Count	%	Count	%	Count	%	Count	%
General Education Students	15	—	—	—	—	—	—	—	—	—	—
Students with Disabilities	1	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	1	—	—	—	—	—	—	—	—	—	—
Black or African American	1	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	0	0	0%	0	0%	0	0%	0	0%	0	0%
White	14	—	—	—	—	—	—	—	—	—	—
Multiracial	0	0	0%	0	0%	0	0%	0	0%	0	0%
Not Economically Disadvantaged	16	1	6%	2	13%	6	38%	7	44%	13	81%
English Language Learner	0	0	0%	0	0%	0	0%	0	0%	0	0%
Non-English Language Learner	16	1	6%	2	13%	6	38%	7	44%	13	81%
Not in Foster Care	16	1	6%	2	13%	6	38%	7	44%	13	81%
Not Homeless	16	1	6%	2	13%	6	38%	7	44%	13	81%
Not Migrant	16	1	6%	2	13%	6	38%	7	44%	13	81%
Parent Not in Armed Forces	16	1	6%	2	13%	6	38%	7	44%	13	81%

2021 Mathematics Grade 6 Performance Data

Subgroup	Total Tested	Level 1 Tested		Level 2 Tested		Level 3 Tested		Level 4 Tested		L3-4 Tested (Proficient)	
		Count	%	Count	%	Count	%	Count	%	Count	%
All Students	19	2	11%	4	21%	8	42%	5	26%	13	68%
Female	12	1	8%	2	17%	7	58%	2	17%	9	75%
Male	7	1	14%	2	29%	1	14%	3	43%	4	57%

Subgroup	Total Tested	Level 1 Tested		Level 2 Tested		Level 3 Tested		Level 4 Tested		L3-4 Tested (Proficient)	
		Count	%	Count	%	Count	%	Count	%	Count	%
General Education Students	15	—	—	—	—	—	—	—	—	—	—
Students with Disabilities	4	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	1	—	—	—	—	—	—	—	—	—	—
Black or African American	0	0	0%	0	0%	0	0%	0	0%	0	0%
Hispanic or Latino	3	—	—	—	—	—	—	—	—	—	—
White	15	1	7%	4	27%	5	33%	5	33%	10	67%
Multiracial	0	0	0%	0	0%	0	0%	0	0%	0	0%
Economically Disadvantaged	2	—	—	—	—	—	—	—	—	—	—
Not Economically Disadvantaged	17	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	19	2	11%	4	21%	8	42%	5	26%	13	68%
Not in Foster Care	19	2	11%	4	21%	8	42%	5	26%	13	68%
Not Homeless	19	2	11%	4	21%	8	42%	5	26%	13	68%
Not Migrant	19	2	11%	4	21%	8	42%	5	26%	13	68%
Parent Not in Armed Forces	19	2	11%	4	21%	8	42%	5	26%	13	68%

2021 Mathematics Grade 7 Performance Data

Subgroup	Total Tested	Level 1 Tested		Level 2 Tested		Level 3 Tested		Level 4 Tested		L3-4 Tested (Proficient)	
		Count	%	Count	%	Count	%	Count	%	Count	%
All Students	19	8	42%	9	47%	2	11%	0	0%	2	11%
Female	9	2	22%	6	67%	1	11%	0	0%	1	11%

Subgroup	Total Tested	Level 1 Tested		Level 2 Tested		Level 3 Tested		Level 4 Tested		L3-4 Tested (Proficient)	
		Count	%	Count	%	Count	%	Count	%	Count	%
Male	10	6	60%	3	30%	1	10%	0	0%	1	10%
General Education Students	16	—	—	—	—	—	—	—	—	—	—
Students with Disabilities	3	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	1	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	1	—	—	—	—	—	—	—	—	—	—
White	17	—	—	—	—	—	—	—	—	—	—
Multiracial	0	0	0%	0	0%	0	0%	0	0%	0	0%
Economically Disadvantaged	4	—	—	—	—	—	—	—	—	—	—
Not Economically Disadvantaged	15	—	—	—	—	—	—	—	—	—	—
English Language Learner	1	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	18	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	19	8	42%	9	47%	2	11%	0	0%	2	11%
Not Homeless	19	8	42%	9	47%	2	11%	0	0%	2	11%
Migrant	1	—	—	—	—	—	—	—	—	—	—
Not Migrant	18	—	—	—	—	—	—	—	—	—	—
Parent Not in Armed Forces	19	8	42%	9	47%	2	11%	0	0%	2	11%

2021 Mathematics Grade 8 Performance Data

Subgroup	Total Tested	Level 1 Tested		Level 2 Tested		Level 3 Tested		Level 4 Tested		L3-4 Tested (Proficient)	
		Count	%	Count	%	Count	%	Count	%	Count	%
All Students	7	6	86%	1	14%	0	0%	0	0%	0	0%

Subgroup	Total Tested	Level 1 Tested		Level 2 Tested		Level 3 Tested		Level 4 Tested		L3-4 Tested (Proficient)	
		Count	%	Count	%	Count	%	Count	%	Count	%
Female	3	—	—	—	—	—	—	—	—	—	—
Male	4	—	—	—	—	—	—	—	—	—	—
General Education Students	4	—	—	—	—	—	—	—	—	—	—
Students with Disabilities	3	—	—	—	—	—	—	—	—	—	—
American Indian or Alaska Native	0	0	0%	0	0%	0	0%	0	0%	0	0%
Asian or Native Hawaiian/Other Pacific Islander	1	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	1	—	—	—	—	—	—	—	—	—	—
White	4	—	—	—	—	—	—	—	—	—	—
Multiracial	1	—	—	—	—	—	—	—	—	—	—
Economically Disadvantaged	1	—	—	—	—	—	—	—	—	—	—
Not Economically Disadvantaged	6	—	—	—	—	—	—	—	—	—	—
English Language Learner	1	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	6	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	7	6	86%	1	14%	0	0%	0	0%	0	0%
Not Homeless	7	6	86%	1	14%	0	0%	0	0%	0	0%
Not Migrant	7	6	86%	1	14%	0	0%	0	0%	0	0%
Parent Not in Armed Forces	7	6	86%	1	14%	0	0%	0	0%	0	0%

APPENDIX D

ESSA Financial Transparency Report

LEWISTON-PORTER CSD

2019-20 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

**P-12
ENROLLMENT**



1,920

**NEEDS
RESOURCE
CATEGORY**



Average Need

**DISTRICT
ABILITY TO
RAISE LOCAL
FUNDS IS**



slightly more
than the
average district
in the state

**STUDENT NEEDS
ARE**



significantly
less than the
state average

Student Demographics

Enrollment	LEWISTON-PORTER CSD
All Students	1,920
Economically Disadvantaged	24%
Students with Disabilities	18%
English Language Learners	1%
» Race/Ethnicity	

Staffing Profile	LEWISTON-PORTER CSD
Student-to-Teacher Ratio	12
Teachers with Fewer than 4 years of Experience %	3%
Teachers with 4-20 Years of Experience %	54%
Teachers with 21+ Years of Experience %	43%

Comparison: How do per pupil expenditures compare?

THIS SCHOOL ▼	DISTRICT OR DISTRICT OF LOCATION ▼	COUNTY AVERAGE ▼	STATEWIDE AVERAGE ▼
N/A	\$18,690.08	\$17,362.03	\$22,834.84

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.

Report View One Per Pupil Expenditure Categories	LEWISTON-PORTER CSD
» A. Instruction (A1 + A2 + A3 + A4)	\$12,208.58
» B. Administration (B1 + B2 + B3)	\$912.27
» C. All Other Spending (C1 + C2 + C3)	\$1,920.88

Report View One Per Pupil Expenditure Categories	LEWISTON-PORTER CSD
D. Total School Level (A + B + C)	\$15,041.73
» E. Central Instruction (E1 + E2 + E3 + E4)	\$263.94
» F. Central Administration (F1 + F2 + F3)	\$1,561.13
» G. All Other Central Spending (G1 + G2 + G3)	\$1,823.27
H. Total Central Costs	\$3,648.34
I. Total Spending (D + H)	\$18,690.08

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.

Report View Two Per Pupil Expenditure Categories	LEWISTON-PORTER CSD
J. Total School Level Local/State Spending	\$14,614.58
» K. Total School Level Federal Spending	\$427.15
L. Total Central Level Local/State Spending	\$3,648.34
M. Total Central Level Federal Spending	\$0.00
N. Total Spending (J + K + L + M)	\$18,690.08

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.

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

Excluded Expenditures	LEWISTON-PORTER CSD
1. Transportation	\$2,105,796.30
2. Charter School Tuition	\$13,106.00
3. Other Tuition	\$1,348,677.29
4. Debt Service	\$5,246,397.23
5. Other	\$8,175,980.29
Percent Excluded from Total	32%
Total Expenditures	\$52,774,905.41