

2022-23

The WNY Reading

REPORT CARD



Executive Summary

The WNY Education Alliance is pleased to publish its second annual WNY Reading Report Card for the 2022-23 school year.

The report uses English Language Arts (ELA) assessment data from the New York State Education Department (NYSED) to:

- Evaluate and Rank School Districts
- Analyze Differences in Achievement Across Student Groups
- Provide a Snapshot of Early Literacy in Western New York

The data shows that while differences in income levels drive a significant portion of the variance in reading and writing proficiency scores across school districts, there is a meaningful divergence between districts even after normalizing for the impact of income.

In this report, we highlight the districts in Western New York that are outperforming other districts in upstate New York with the objective of learning from those districts that are “bending the curve” by pushing out the normal relationship between income levels and ELA proficiency. **We list the school districts that receive our Gold Medal and Silver Medal ELA Awards in this report.** In addition, we feature 5 case studies which show what is possible in terms of reading and writing instruction and ELA proficiency.

The data also shows that there are significant differences in achievement across student groups. In this report, we attempt to quantify the achievement gap, the dyslexia gap, and the English learner gap in Western New York.

Lastly, the NYSED data, when used alongside data from the National Assessment of Education Progress (NAEP) and other commonly used reading assessments, helps to form a snapshot of early literacy in Western New York. In short, roughly 1 of every 2 students is not reading on grade level, with much lower proficiency rates among economically disadvantaged students, including Black, Hispanic, and rural White students, children with dyslexia, and English learners.

The data highlights the desperate need to improve both Tier 1 reading instruction and interventions for struggling readers using evidence-based practices and curricula, as recently proposed by New York Governor Kathy Hochul.

It also highlights the need for stakeholders to work with education non-profits and philanthropic organizations to create innovative partnerships to help address any remaining gaps, including birth to kindergarten oral language development, pre-K early reading instruction, decodable library resources in schools and public libraries, high-impact tutoring for struggling K-5 readers, and after-school support, to name a few.

Highlights from the 2022-23 WNY Reading Report Card

95%

of children are capable of learning to read with the proper reading instruction



75%

of children who struggle to read by the end of 3rd grade will continue to have reading difficulties in high school, according to researchers at Yale University

4x

Students who are unable to read proficiently by the end of 3rd grade are 4x more likely to drop out of high school, according to the Casey Foundation

40%

of students in grades 3-5 in Western New York (WNY) were proficient on the 2022-23 English Language Arts (ELA) assessment, according to the New York State Education Department (NYSED)

30%

of economically disadvantaged students in 3rd through 5th grade in WNY were proficient in ELA

11%

of students with disabilities in grades 3-5 in WNY were proficient on the state ELA assessment

9%

of English learners in grades 3 through 5 in WNY were proficient in ELA

2 years is the amount of growth in reading that students showed in a 5th grade class in WNY using structured literacy instruction



5 school districts in WNY won our Gold Medal ELA Award by outperforming the average district by more than 2 standard deviations



HOW STAKEHOLDERS SHOULD USE THIS REPORT

PARENTS

Research shows that most parents underestimate the extent to which their children are falling behind academically when they do have challenges in school. This is particularly important when it comes to reading, given the fact that students who are not able to read proficiently by the end of 3rd grade are far more likely to experience negative academic and life outcomes. **It is critically important, therefore, for parents to understand when their children are struggling to learn to read in elementary school.** Like any health issue, early diagnosis and evidence-based interventions are key when it comes to struggling readers.

Parents need to be aware that many schools are currently using instructional methods and curricula that are not evidence-based. This, in part, explains why reading and writing proficiency rates are so low among certain student groups, including economically disadvantaged students, children with dyslexia, and English learners.

Not only should parents closely monitor the progress that their children are making with respect to learning to read and write in elementary school, but they also need to know how to advocate for their children when they are not receiving the instructional support required to learn how to read and write properly.

This report, which shows ELA proficiency data for different student groups by school district and compares ELA proficiency rates across districts, is useful for those parents who wish to better understand the effectiveness of the reading instruction in their districts. It is also useful for those parents who would like to advocate for improved literacy instruction in their schools.

SCHOOL BOARDS

According to the National School Board Association, “the most important” responsibility of a local school board “is to work with their communities to improve student achievement in their local public schools.”

GreatSchools describes an effective school board as one that “plays an important watchdog role in keeping your local school on track, and setting policies that affect your child and your school.” It adds that “the school board sets the vision and goals for the district, and holds the district accountable for results.”

Some of the responsibilities of a school board include setting priorities and goals, hiring and evaluating the superintendent, developing curricula, and assessing academic achievement. Evaluating school leadership and academic achievement requires an understanding of the NYSED assessment data, which is the only data that can be used to compare achievement in different school districts in New York State. This report aims to provide school board members in Western New York with benchmarking data that is useful when comparing ELA proficiency scores across districts with similar demographics, as well as evaluating the effectiveness of early literacy instruction for all student groups.

There may be no more important duty for a school district, other than keeping children safe, than teaching students how to read and write. Yet, only a few school districts in Western New York have made early literacy a priority by publishing a detailed Early Literacy Plan and engaging with the community to focus efforts on improving literacy rates. Even worse, many districts continue to use instructional practices and curricula that are not evidence-

based, leading to low proficiency rates for disadvantaged students.

Fortunately, there is an ongoing effort at the state level to train teachers in the science of reading and require schools to use evidence-based practices by the 2025-26 school year. Given the importance of early literacy, as well as the expected state-mandated changes to reading instruction, school board members should have some knowledge about the science of reading. While school board members do not need to become experts in reading research, they will need to ensure that their leadership teams and teachers are trained in the science of reading and that their instructional practices and curricula are evidence-backed. As Natalie Wexler, author of the *Knowledge Gap: The Hidden Cause of America's Broken Education System and How to Fix It*, says, teachers “need the why, the what, and the how” for changes in literacy instruction to be effective. School boards will play an important role in overseeing this critical shift.

We recommend that all school board members in Western New York [read the letter](#) from fellow school board member Brenda Warren, which describes what school boards need to do to effectively implement evidence-based early literacy programs.

SCHOOL LEADERS

Effective change requires effective leadership. Moving from balanced literacy instruction to structured literacy instruction will be a complicated and time-intensive undertaking. Adding a phonics patch will not be sufficient. Effective change will require a nuanced understanding about the science of reading, instructional practices, and curricula. In addition, teachers will need the proper training and support, and they need to understand why these time-intensive changes are so important. School leaders will play a critical role throughout this process, ensuring that teachers have “the why, the what, and the how.”

This report provides school leaders with useful data to help them understand what is achievable in terms of early literacy instruction and proficiency rates. In addition, the data and the case studies highlighted in this report should be helpful for those school leaders who are interested in learning from those districts and teachers that have improved early literacy instruction and proficiency scores by shifting toward evidence-backed practices and curricula.

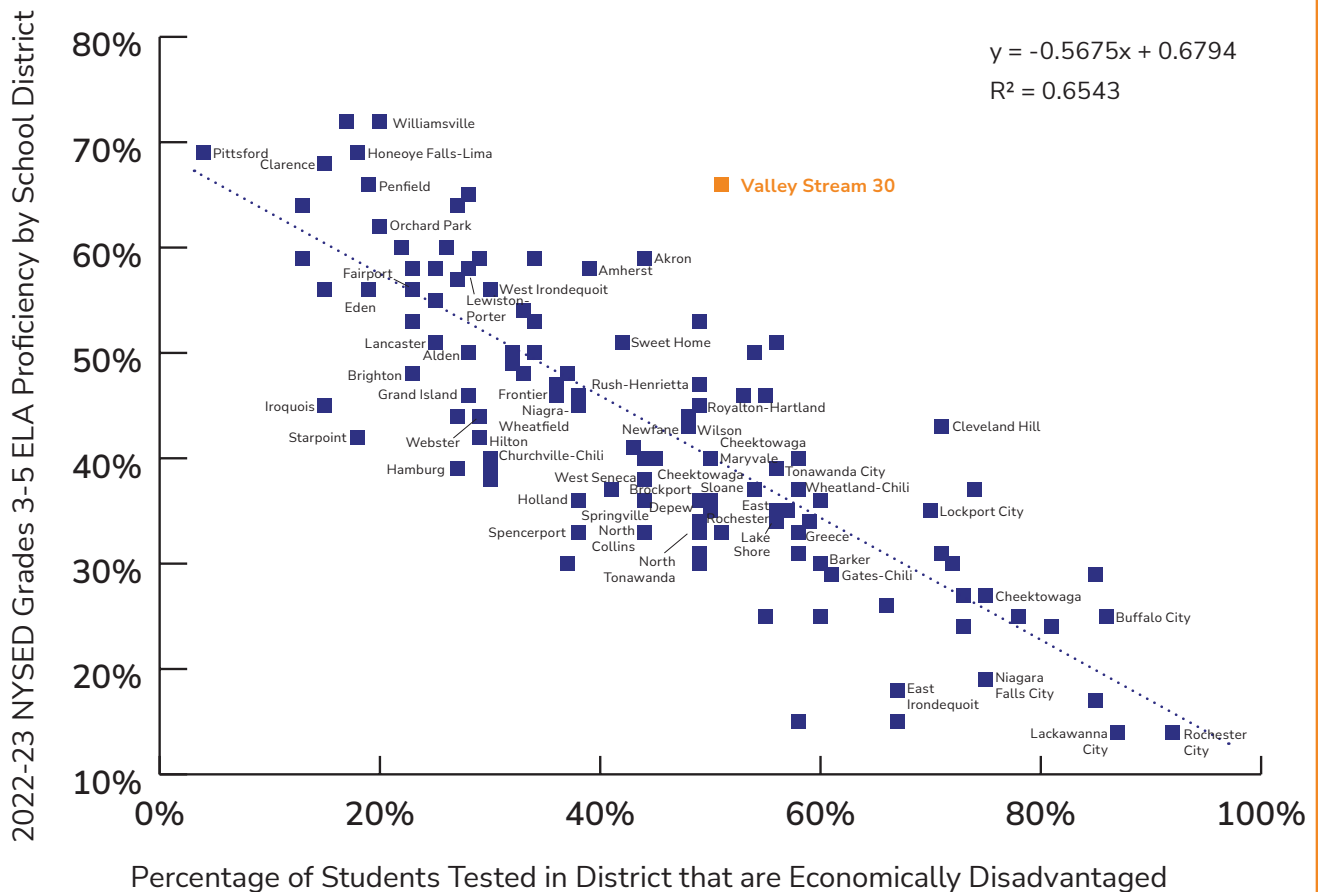
EVALUATING SCHOOL DISTRICTS

The NYSED ELA assessment data is the only data that allows education stakeholders to compare proficiency scores across school districts in New York State. While the NYSED data is not useful in tracking changes in reading and writing proficiency over time, since the standards and proficiency cut scores change, it is quite useful when comparing proficiency rates among school districts and student groups.

When comparing districts' ELA proficiency scores, it is important to normalize for the

significant differences in income levels that exist across school districts. Research shows that at least 60-70% of the divergence in proficiency scores between school districts is, on average, driven by differences in income levels. The chart below shows the relationship between the percentage of students that are economically disadvantaged and ELA proficiency scores by school district in urban and suburban upstate New York.

**Figure 1: Urban & Suburban School Districts in Upstate NY:
Grades 3-5 ELA Proficiency Scores vs. Percentage of Economically Disadvantaged Students**

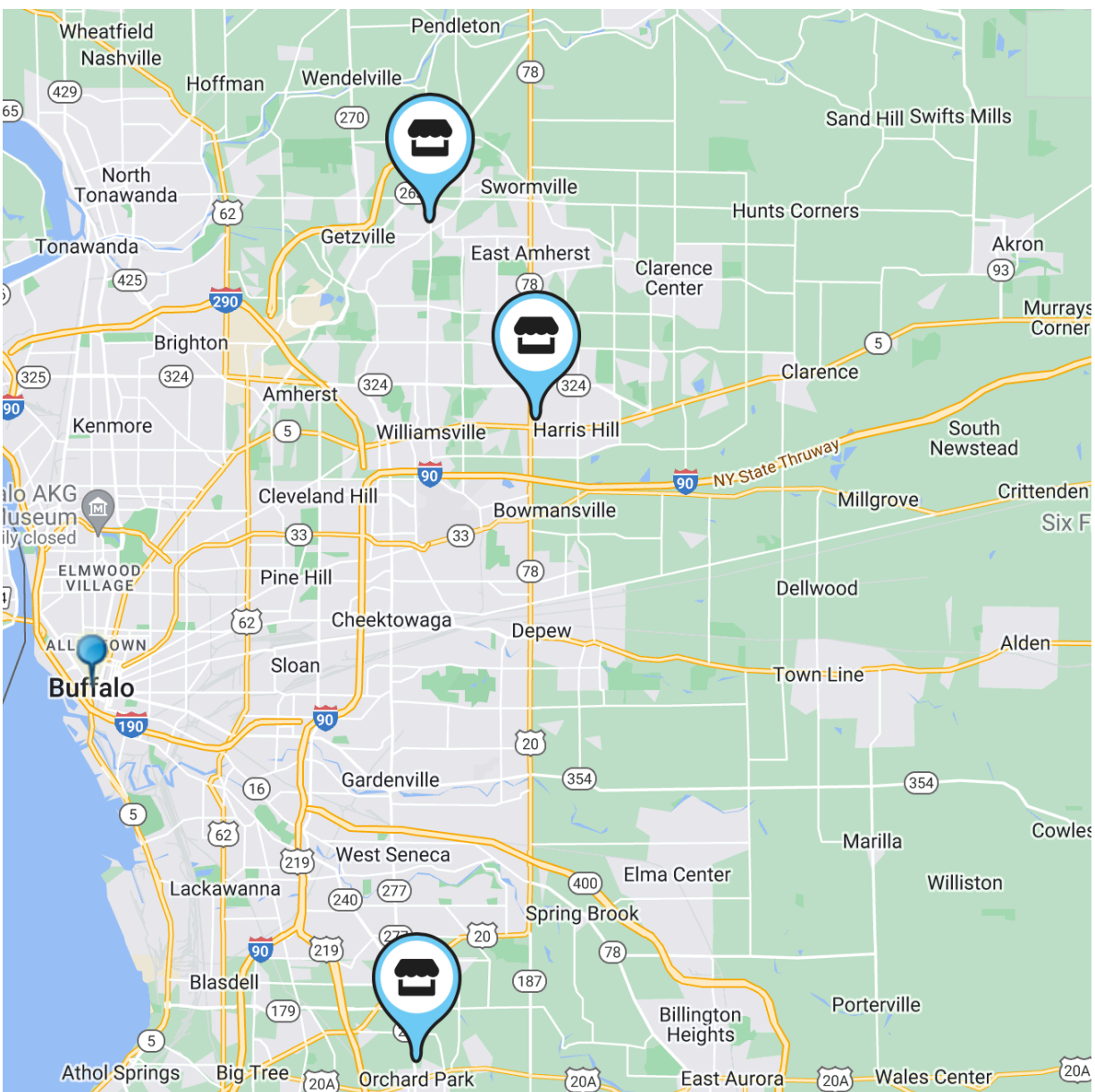


Source: WNY Education Alliance, NYSED

Why do income levels matter so much? Children that come from backgrounds that are not economically disadvantaged typically arrive at elementary school with greater oral language and foundational reading skills, having had more exposure to both at home and at pre-school. In addition, when wealthier students struggle to learn to read in elementary school, they typically have greater access to remedial resources outside of school, including private tutors.

Students from economically disadvantaged backgrounds, on the other hand, frequently do not have access to the same supports outside of school, resulting in lower proficiency scores for the same in-school instruction. The map below, which shows that the locations of the Kumon Learning Centers in the Buffalo area are concentrated in wealthier suburbs, highlights this important dynamic.

Figure 2: Kumon Learning Centers in the Buffalo Area



Source: Kumon, WNY Education Alliance

METHODOLOGY

In order to evaluate the effectiveness of a school district's early literacy instruction and compare one district with another, we normalize for differences in income levels by calculating the average proficiency rate for all upstate school districts at a given level of income (as approximated by the percentage of students that are economically disadvantaged). Then we compare the actual proficiency rate of each school district with the income-adjusted average to show how districts are performing versus their peers when adjusting for differences in income levels. We rank school districts based on their level of outperformance or underperformance versus the income-adjusted group average.

By stripping out the effects of income and the resulting access to supports outside of school, we can better isolate the effectiveness of each district's early literacy instruction. This provides education stakeholders with a much more meaningful way to compare proficiency scores across districts than the standard reporting, which does not adjust for differences in income. In fact, the methodology used in this report (i.e. adjusting for differences in income levels) is effectively the same statistical approach used to analyze proficiency data in most studies, including the work of Sean Reardon, Professor of Poverty and Inequality in Education at Stanford University.

Without making this necessary adjustment, we would be overestimating the effectiveness of literacy instruction in wealthier districts and, at the same time, underestimating the effectiveness of reading and writing instruction in school districts with lower per capita income levels. *Even with this adjustment, we believe that we are still underestimating the impact of income in our analysis since we assume that the relationship between income levels and proficiency scores is linear, when it is probably*

non-linear. We will explore this in more detail in next year's report.

In addition, we focus this analysis on ELA proficiency scores in grades 3 through 5 for two reasons. First, at least 85-90% of students in these grades take the NYSED assessments, making the data set reasonably representative of the student base. Participation rates tend to drop as students get older, making the assessment data somewhat less useful in later grades.

Second, and perhaps most importantly, research highlights the importance of being able to read proficiently by 4th grade. Reading is the building block of all learning. According to researchers at Yale University, 75% of children who struggle to read by the end of 3rd grade will continue to have reading difficulties in high school. In addition, studies show that students who are unable to read proficiently by the end of 3rd grade are 4x more likely to drop out of high school than their peers. *Early literacy is critically important to academic and life outcomes.*

In order to benchmark school districts in Western New York in terms of their early literacy instruction, we created two different groups of school districts in upstate New York based on demographics. In the first group, we compared school districts in urban and suburban counties in upstate New York, including Erie, Monroe, and Niagara Counties in Western New York and Albany, Oneida, Onondaga, Rensselaer, and Schenectady Counties outside Western New York.

In the second group, we compared school districts in rural counties in upstate New York, including Allegany, Cattaraugus, Chautauqua, Genesee, Orleans, and Wyoming Counties in Western New York and Broome, Cayuga, Chemung, Chenango, Cortland, Delaware, Fulton, Herkimer, Livingston, Madison, Montgomery, Ontario, Oswego, Otsego,

Saratoga, Schoharie, Schuyler, Seneca, Steuben, Tioga, Tomkins, Wayne, and Yates Counties outside of Western New York.

For each group, we quantified the relationship between the percentage of economically disadvantaged students and proficiency scores by district and ranked each district according to the rate at which they either outperformed or underperformed the income-adjusted average.

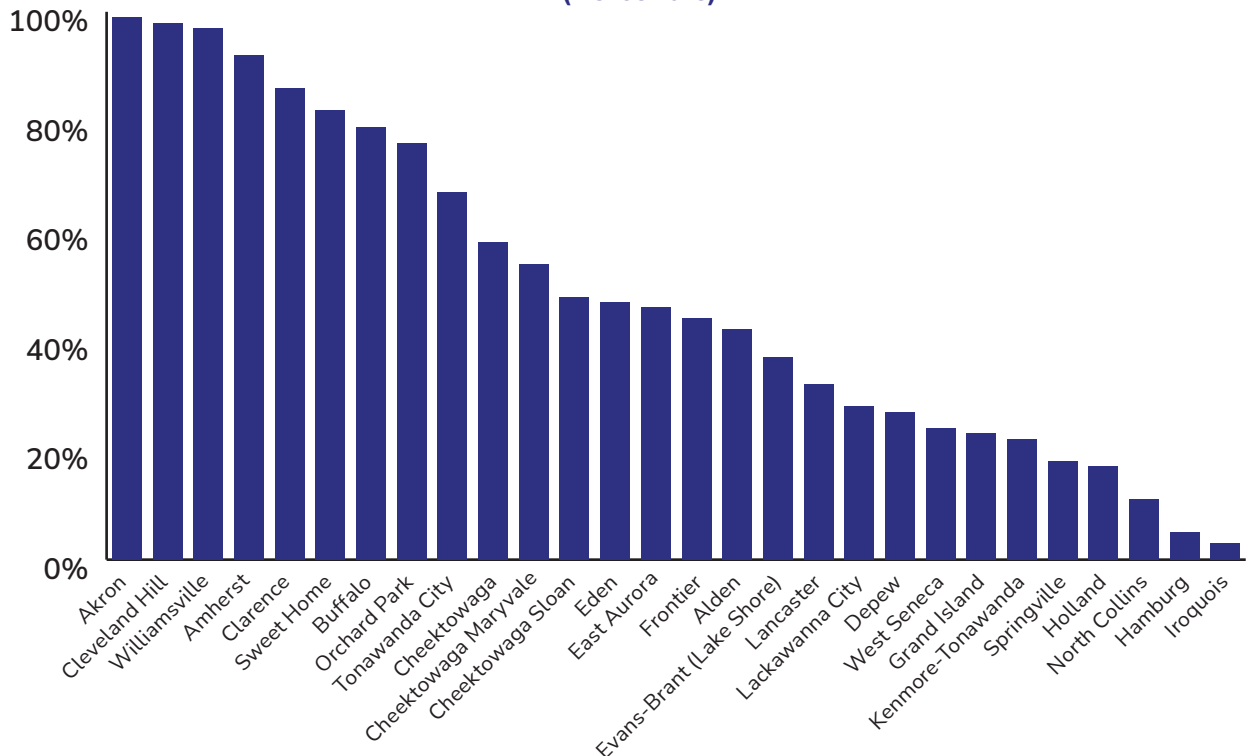
Lastly, it is important to note that we did NOT compare school districts in Western New York with districts in downstate New York, including the Hudson Valley, New York City, and Long Island, due to the differences in socioeconomic conditions. Nonetheless, if we had included districts from these areas in the analysis, the relative ranking of districts in Western New York would have been much lower since districts downstate tend to have much higher ELA proficiency scores. Instead,

we highlight the performance of downstate districts, for comparative purposes, later in this report, and we show the New York State average throughout our data tables as a point of reference. We believe that the proficiency scores in some downstate districts serve as a proof point of what is possible with improved reading instruction.

RESULTS

The tables in the Appendix show the rankings, by percentile, for every school district in Western New York by county, including Monroe County. We highlighted the districts that outperformed their peers in upstate New York by 1-2 standard deviations (Silver Medal ELA Award winners) and more than 2 standard deviations (Gold Medal ELA Award winners). Below is a summary of where school districts in Erie County rank, by percentile, versus their peers in upstate New York.

Figure 3: Income-Adjusted ELA Proficiency Rankings By School District in Erie County (Percentile)



Source: WNY Education Alliance, NYSED

Also in the appendix, we show the ELA proficiency data and rankings for all of the school districts in upstate New York grouped by income level, as opposed to county. These tables are useful in showing how much proficiency scores vary at the same income level and how districts compare with their peers at a given income level.

We believe that all stakeholders should evaluate the effectiveness of each district’s early literacy instruction by using: 1) the NYSED-based benchmarking data shown in this report which normalizes for differences in income levels, 2) changes in NYSED ELA proficiency scores from grade-to-grade relative to other districts, as highlighted in our teacher case study below, 3) NYSED ELA proficiency scores for disadvantaged students, as discussed in the next section of this report, and 4) changes in reading proficiency scores by student group over different time periods using *effective* third-party assessments (though this data is typically not made public). We believe that these should be some of the metrics that school boards use to evaluate school leadership as well.

AWARD WINNERS

The top performing school district in urban and suburban counties in Western New York was **Akron Central School District** (99th percentile). They receive our Gold Medal ELA Award for 2022-23. Importantly, the team in Akron has spent the last several years shifting from balanced literacy to structured literacy instruction. We discuss the work in Akron in more detail in our case studies.

In the rural counties of Western New York, there were 4 school districts that outperformed the average district in upstate New York by more than 2 standard deviations, including **Canaseraga Central School District** (99th percentile), **Cuba-Rushford Central School District** (98th percentile), **Portville Central School District** (98th percentile), and

Scio Central District (99th percentile). Each district receives our Gold Medal ELA Award for 2022-23.

Figure 4: WNY Education Alliance — 2022-23 ELA Gold Medal Winners	
Urban & Suburban Counties	Rural Counties
Akron Central School District	Canaseraga Central School District
	Cuba-Rushford Central School District
	Portville Central School District
	Scio Central School District

Source: WNY Education Alliance

In the urban and suburban counties, there were 6 school districts in Western New York that outperformed the average upstate district by more than 1 standard deviation, including **Amherst Central School District** (92nd percentile), **Clarence Central School District** (86th percentile), **Cleveland Hill Union Free School District** (98th percentile), **Honeoye Falls-Lima Central School District** (92nd percentile), **Penfield Central School District** (87th percentile), and **Williamsville Central School District** (97th percentile). They receive our Silver Medal ELA Award for 2022-23. It is worth noting, however, that while these school districts outperformed their peers, less than 50% of economically disadvantaged students in these districts, on average, were proficient. This highlights how much room there is for improvement.

In the rural counties, there were 14 school districts in Western New York that outperformed the average district in upstate New York by more than 1 standard deviation, including **Batavia City School District** (85th percentile), **Belfast Central School District** (97th percentile), **Chautauqua Lake Central School District** (87th percentile), **Ellicottville Central School District** (87th percentile), **Fillmore Central School District** (95th percentile), **Forestville Central School District** (97th percentile), **Franklinville Central**

School District (91st percentile), **Friendship Central School District** (96th percentile), **Genesee Valley Central School District** (89th percentile), **Holley Central School District** (95th percentile), **Kendall Central School District** (92nd percentile), **Lyndonville Central School District** (86th percentile), **Panama Central School District** (87th percentile), and **Pembroke Central School District** (89th percentile). They receive our Silver Medal ELA Award for 2022-23.

Congratulations to these districts. While there is significant room for potential improvement, particularly when compared with other districts in downstate New York and the 95%+ proficiency rate that is possible, it is important to highlight the districts that are generating above-average results, especially when that outperformance is driven by higher proficiency rates among disadvantaged student groups.

We hope that the increased focus on early literacy and the shift toward evidence-based reading instruction will improve proficiency scores and reduce the achievement gap across all student groups, pushing the curve higher and flattening it in the process.

CASE STUDIES

In addition to learning from the districts in Western New York that are outperforming in terms of ELA proficiency scores, we believe that it is important to learn from teachers in the area that are successfully implementing structured literacy instruction as well as those districts outside of Western New York that have even higher ELA proficiency rates. In this section, we highlight 5 case studies to help stakeholders understand what is possible in terms of ELA instruction and proficiency.

Figure 5: WNY Education Alliance — 2022-23 ELA Silver Medal Winners	
Urban & Suburban Counties	Rural Counties
Amherst Central School District	Batavia City School District
Clarence Central School District	Belfast Central School District
Cleveland Hill Union Free School District	Chautauqua Lake Central School District
Penfield Central School District	Ellicottville Central School District
Williamsville Central School District	Fillmore Central School District
	Forestville Central School District
	Franklinville Central School District
	Friendship Central School District
	Genesee Valley Central School District
	Holley Central School District
	Kendall Central School District
	Lyndonville Central School District
	Panama Central School District
	Pembroke Central School District

Source: WNY Education Alliance

WNY Teacher Improves Proficiency Through Structured Literacy

Much has been made of the early successes that states like Tennessee and Mississippi have had in terms of increasing proficiency rates by improving literacy instruction. Less known are the success stories in elementary schools around the country, such as Clay County, Kentucky and Seaford, Delaware to name just a few, as well as the success stories in classrooms in Western New York.

In this case study, we highlight the work of Sean Morrissey, a 5th grade teacher in Frontier Central School District, who has significantly increased ELA proficiency scores in his class by using evidence-based literacy instruction. In the 2022-23 school year, there was a 14% increase in the number of students in his class that are proficient by the end of 5th grade when compared with where those same students were in 4th grade the previous year. The only district in Erie County that saw a greater year-over-year increase in proficiency from 4th grade to 5th grade was Akron Central School District, which is also implementing

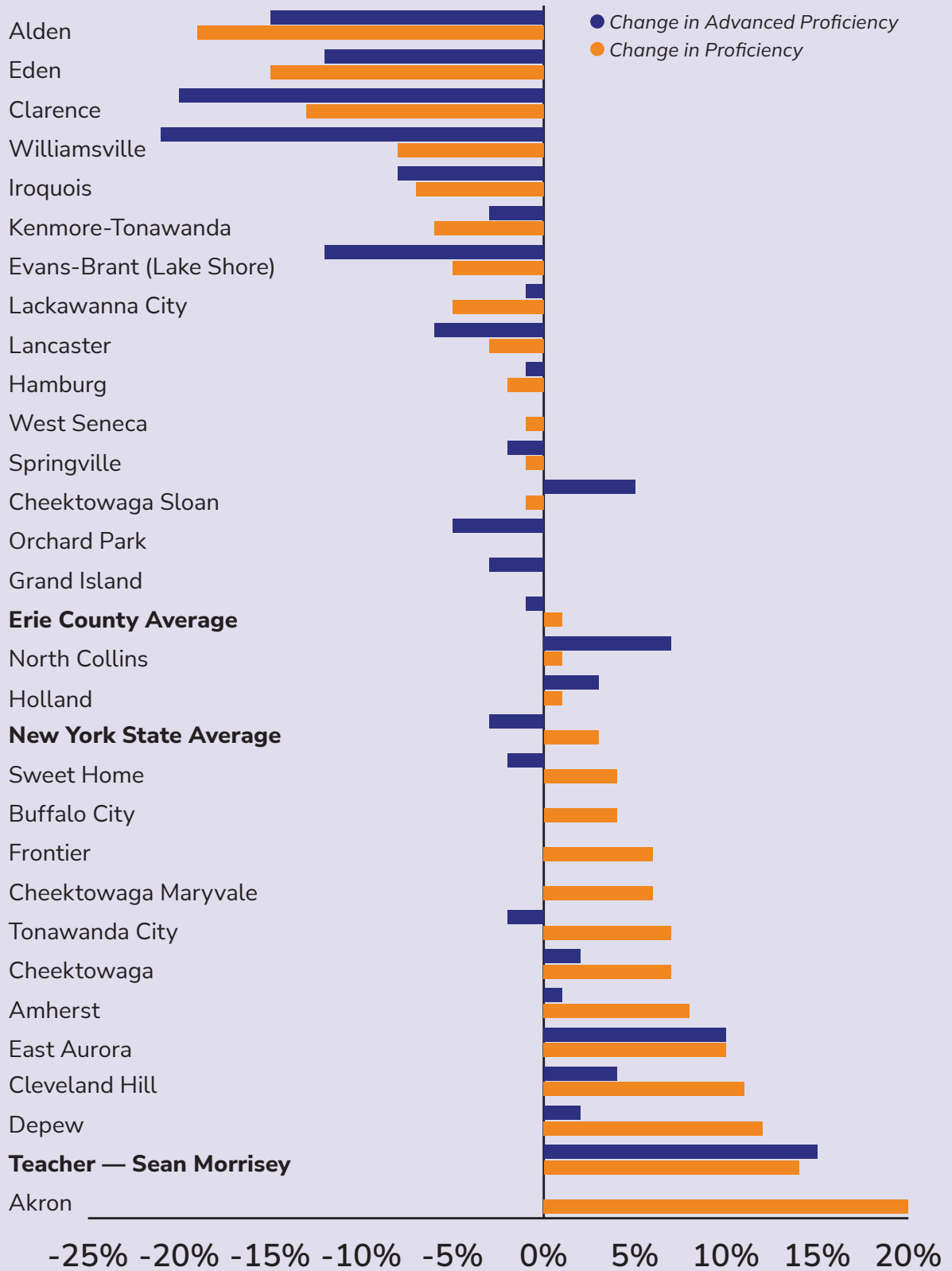
a structured literacy program. The average district in Erie County saw a 1% increase, with many of the wealthier districts seeing a decline in proficiency rates from 4th grade to 5th grade in 2022-23. The 14% increase in proficiency rates in Mr. Morrissey's classroom represents outperformance over the average district in Erie County of nearly 2 standard deviations.

In addition, there was a 15% increase in the number of students in Mr. Morrissey's class that tested at the highest level of proficiency (Level 4) from 4th grade in 2021-22 to 5th grade in 2022-23, at least 5 percentage points higher than any other district in Erie County. The average school district in Erie County saw a 3% decline in Level 4 proficiency with some of the wealthier districts reporting a >20% decline in the highest level of proficiency from 4th grade to 5th grade. The increase in the number of students testing at the highest level of proficiency in his class resulted in outperformance versus the average district in Erie County of more than 2 standard deviations.



Students in Mr. Morrissey's class have seen their reading skills grow by an average of nearly 2 years each year over the last 3 school years.

Figure 6: Year-Over-Year Change in ELA Proficiency From 4th Grade in 2021-22 to 5th Grade in 2022-23



Source: WNY Education Alliance, NYSED, Sean Morrisey

Importantly, the above-average increase in student proficiency on the NYSED ELA assessment in Mr. Morrisey’s class is consistent with the growth of his students as measured by third-party reading assessments. Figures 7 and 8 show that the students in Mr. Morrisey’s class saw their reading skills increase by an average of roughly 2 years in 5th grade (200%), versus an average of 1 year (or 100%).

The growth has been consistent, too. The increase in ELA proficiency scores in the 2022-23 school year wasn’t an isolated event. Students in Mr. Morrisey’s class have seen their reading skills grow by an average of nearly 2 years each year over the last 3 school years. We believe that the data demonstrates what is possible when teachers use evidence-based practices to teach children how to read and write.

Figure 7: Teacher Case Study — Student Growth Under Structured Literacy Instruction

Assessment	Mr. Morrisey’s Class Average Growth Rate	Mr. Morrisey’s Class Median Growth Rate	Average Growth Rate
iReady	215%	175%	100%
Acadience	166%	161%	100%
iReady Vocabulary	242%	206%	100%

Source: WNY Education Alliance, iReady, Acadience, Sean Morrisey

Figure 8: Teacher Case Study — Student Growth (iReady Score)

School Year	Mr. Morrisey’s Fall-to-Winter Growth Rate	Mr. Morrisey’s Fall-to-Spring Growth Rate
2021-22	114%	192%
2022-23	108%	175%
2023-24	106%	
Average	109%	184%

Source: WNY Education Alliance, iReady, Sean Morrisey



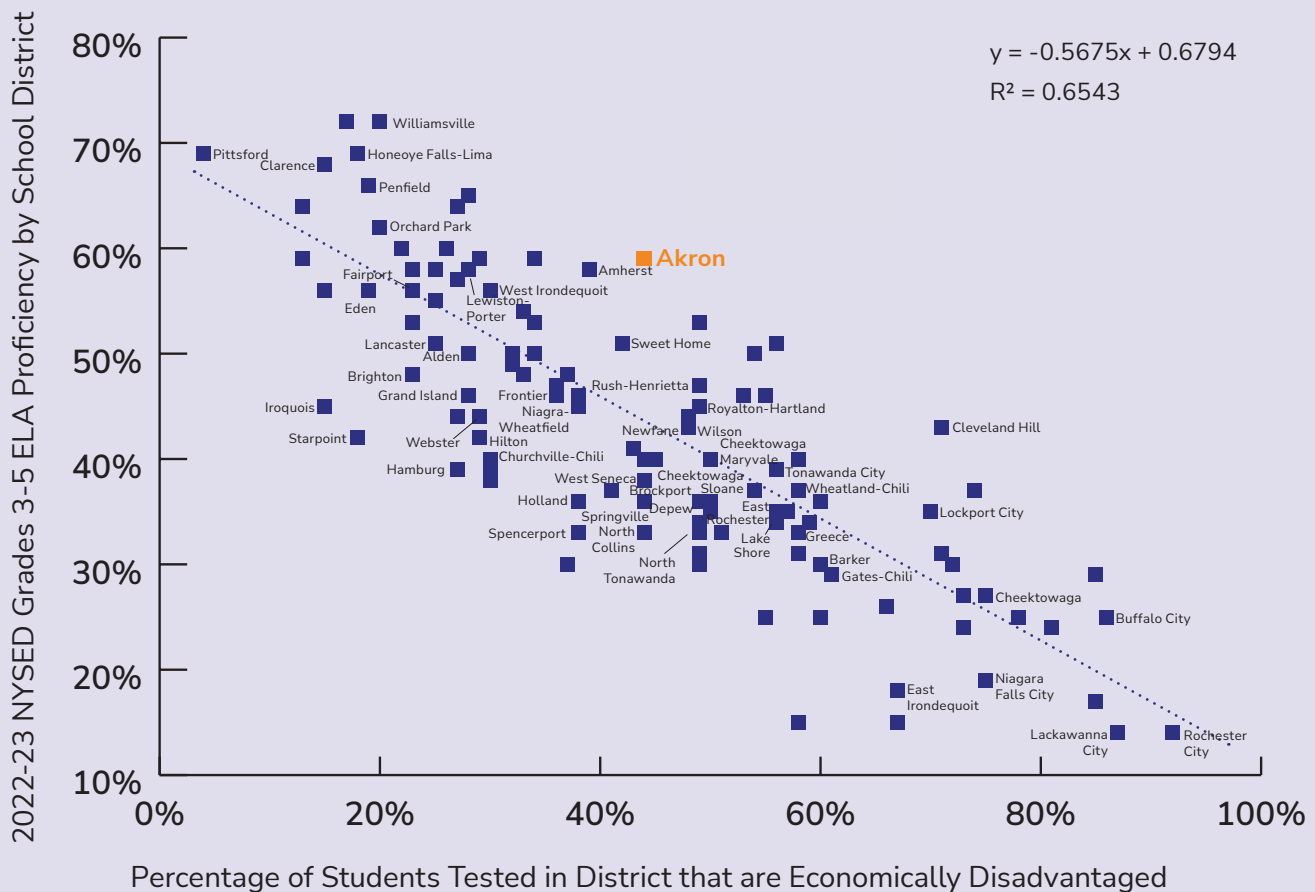
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WNY District Serves as a Proof Point for Evidence-Based Practices

The Akron Central School District is the top performing urban/suburban school district in all of upstate New York, as measured by the

extent to which their students in grades 3-5 outperformed the income-adjusted average in terms of ELA proficiency.

Figure 9: Urban & Suburban School Districts in Upstate NY: Grades 3-5 ELA Proficiency Scores vs. Percentage of Economically Disadvantaged Students



Source: WNY Education Alliance, NYSED

We used the chart above to help identify the school districts in upstate New York that are breaking the normal relationship between poverty and achievement, inspired by the fantastic work done by Karin Chenoweth in her book, *Districts that Succeed: Breaking the Correlation Between Race, Poverty, and Achievement*.

when compared with the income-adjusted average, Akron Central School District also stands out as having, by far, the highest growth in student ELA proficiency in the region over the last several years. In fact, Akron has had the most consistent growth in achievement over all time periods, outperforming the average district in Erie County by a massive 2.5 standard deviations.

In addition to being the top performing district in upstate New York in terms of ELA proficiency

Figure 10: Comparison of Student Growth by District in Erie County

School District	1-Year Average Growth in Proficiency Grades 4-8	2-Year Average Growth in Proficiency Grades 5-8	4-Year Average Growth in Proficiency Grades 7-8	5-Year Growth in Proficiency Grade 8	Average
Akron	9%	22%	23%	27%	20%
North Collins	-3%	1%	15%	38%	13%
Buffalo City	3%	28%	2%	4%	9%
Cheektowaga	6%	1%	10%	13%	7%
Amherst	5%	7%	10%	7%	7%
Holland	-1%	6%	12%	10%	7%
Sweet Home	5%	-2%	2%	16%	5%
Grand Island	2%	1%	7%	9%	5%
Cheektowaga Sloan	6%	3%	-4%	10%	4%
Tonawanda City	4%	4%	-2%	6%	3%
Orchard Park	0%	-3%	6%	7%	2%
Cleveland Hill	6%	6%	1%	-6%	2%
Lackawanna City	2%	-5%	2%	8%	2%
Eden	3%	3%	2%	-4%	1%
Iroquois	-1%	-3%	8%	0%	1%
Williamsville	-2%	1%	3%	2%	1%
East Aurora	-2%	3%	2%	-2%	0%
Depew	3%	1%	-4%	-3%	-1%
Cheektowaga Maryvale	1%	-11%	-5%	-7%	-6%
Clarence	-5%	-6%	-3%	-8%	-6%
Frontier	3%	1%	-10%	-18%	-6%
Springville	-7%	-9%	1%	-9%	-6%
Kenmore-Tonawanda	-5%	-8%	-3%	-10%	-7%
Lancaster	-6%	-5%	-6%	-15%	-8%
Lake Shore (Evans-Brant)	-7%	-11%	-10%	-11%	-10%
Hamburg	-3%	-3%	-17%	-20%	-11%
Alden	-8%	-13%	-16%	-12%	-12%
West Seneca	-8%	-12%	-18%	-25%	-16%

While some wealthier school districts in upstate New York have higher-than-average ELA proficiency scores in grades 3 through 5, very few also show above-average growth in achievement. This confirms an important point in Sean Reardon’s research; while income levels and factors outside of school have a significant impact on student achievement levels, as highlighted by the fact that differences in income levels explain more than 65% of the variance in district ELA proficiency rates, they do NOT impact student growth. This is an important point for all of those educators who are working with disadvantaged students.

We believe that differential student growth rates represent one of the best indicators of the effectiveness of literacy instruction in schools, if the not the best. The growth of Akron’s students in ELA proficiency is highly anomalous and deserves much more attention from anyone who cares about literacy instruction.

So how did Akron do it? In short, Akron has shifted to a structured literacy program over the last several years and has invested heavily in ensuring that its teachers have “the why, the what, and the how” to be successful. This effort has clearly been highly effective so far. It is an important proof point for those interested in understanding why shifting to evidence-based instructional practices is so important.

Interestingly, Buffalo Public Schools is the 2nd best performing large school district in Erie County as measured by student growth in ELA proficiency scores. This is the other large district in the area that has shifted from balanced literacy to structured literacy over the last few years. Taken together, the student growth rates in Sean Morrissey’s classroom, Akron Central Schools, and Buffalo Public Schools highlight some of the great things that are happening in Western New York in terms of literacy instruction, and they show what is possible when teachers and schools shift toward implementing evidence-based practices.

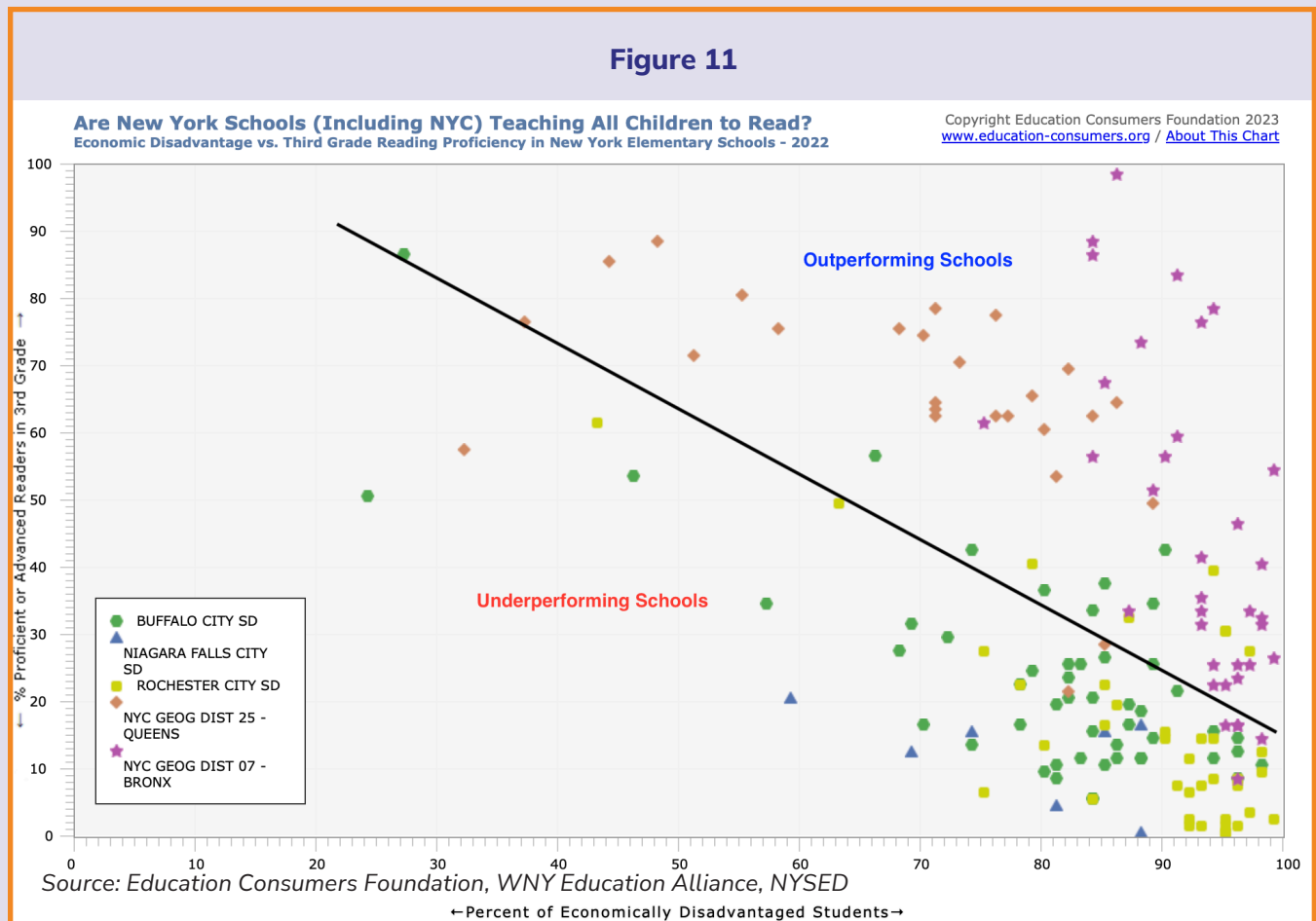


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Comparing ELA Proficiency Rates in NYC With Cities in WNY

School districts in urban areas of upstate New York, including Buffalo, Niagara Falls, and Rochester in Western New York, have much lower ELA proficiency rates, on average, than urban schools in New York City with similar levels of poverty.

The chart below, courtesy of the Education Consumers Foundation, shows that schools in Buffalo (in green), Niagara Falls (in blue), and Rochester (in yellow) have meaningfully lower ELA proficiency scores, on average, than many schools in Queens and the Bronx in New York City despite having a similar percentage of economically disadvantaged students.



Interestingly, the New York City Department of Education has already transitioned away from balanced literacy due to the low proficiency rates among economically disadvantaged students, children with dyslexia, and English learners. With lower

proficiency rates in urban areas of Western New York, the need to improve literacy instruction is even greater and there is even more room for potential improvement. We hope that the transition to evidence-based instruction will help close this gap.

Wealthy Downstate District Defines What All Students Can Achieve

Scarsdale Public Schools in Westchester County is unique in that there are no economically disadvantaged students in the entire district. The median household income in Scarsdale is roughly \$250k, more than 4x the New York State average, and the average household income is more than \$500k. The poverty rate in Scarsdale is less than 3% and the racial/ethnic composition is 68% White, 17% Asian, 7% Hispanic, 2% Black, and 6% other.

In Scarsdale, nearly 90% of the students in grades 3-5 are proficient in reading and writing, with an average proficiency rate of 93% for general education students and 55% for students with disabilities. Interestingly, the proficiency rate for students with disabilities in Scarsdale is higher than the proficiency rate for students without disabilities in Western New York that are not economically disadvantaged and is nearly 2x greater than the average proficiency rate for general education students in Western New York that are economically disadvantaged. The proficiency data from Scarsdale shows that the target proficiency rate of 95% is achievable with the proper instruction. The

data also shows that there is significant room for improvement for students with disabilities in Western New York, with an average proficiency rate of just over 10% — more than 5x below what is being achieved in Scarsdale.

The Scarsdale case study is not about classroom instruction. Like many wealthy school districts in New York, Scarsdale has employed a balanced literacy approach to literacy instruction using a “reader’s workshop” model that allocates significant time for independent reading. As the data shows, this approach has not worked particularly well for disadvantaged students. In fact, it is hard to tell how effective this instruction actually is in Scarsdale given the access that most students have to resources outside of school. Most students in Scarsdale that struggle to learn to read, including those with dyslexia, get help from private tutors. And that is point; the ELA proficiency scores in Scarsdale reflect what is theoretically possible from an instructional standpoint if all students in public schools had access to the necessary supports in school that Scarsdale students have outside of school.

“ Interestingly, the proficiency rate for students with disabilities in Scarsdale is higher than the proficiency rate for students without disabilities in Western New York.

Suburban Downstate District Reaches Economically Disadvantaged Students

Unlike Scarsdale Public Schools, Valley Stream Union Free School District 30 in Nassau County in Long Island has a much higher percentage of economically disadvantaged students at just over 50%. We show how Valley Stream 30 compares with urban and suburban districts in upstate New York in terms of both income levels and ELA proficiency scores in Figure 1 and in our benchmarking tables.

Despite the fact that more than half of the students in Valley Stream 30 are economically disadvantaged, over 65% of the students in grades 3 through 5 are proficient in reading and writing. This places Valley Stream 30 nearly 30% above the average for districts in Western New York at that income level. While students in Valley Stream 30 that are not economically disadvantaged performed in line with non-economically disadvantaged students in the wealthiest districts in Western New York, at a proficiency rate of nearly 75%, the

big difference was the proficiency rate among economically disadvantaged students in Valley Stream 30. In Valley Stream 30, more than 60% of economically disadvantaged students were proficient, nearly 2x the average district in Western New York and almost 10 percentage points higher than the top performing districts in the region.

Downstate districts like Valley Stream 30 are “bending the curve” by reaching all student groups and changing the traditional relationship between income levels and ELA proficiency scores. For those interested in learning more about the ELA work at Valley Stream 30, and other schools with unusually strong levels of achievement, we recommend listening to the podcast, [Extraordinary Districts: Ordinary School Districts That Get Extraordinary Results](#), produced by The Education Trust. In addition, the literacy work of Valley Stream 30 was highlighted in NYSED’s recent [literacy update](#).



In Valley Stream 30, more than 60% of economically disadvantaged students are proficient, nearly 2x the average district in Western New York and almost 10 percentage points higher than the top performing districts in the region.

COMPARING STUDENT GROUPS

The NYSED data is also very useful in comparing achievement across different student groups to see where literacy instruction can be improved. This is the other primary benefit of the NYSED assessment data.

ECONOMICALLY DISADVANTAGED STUDENTS

The NYSED data clearly shows that there is a significant gap in outcomes between students that are not economically disadvantaged and those students that are economically disadvantaged. This is referred to as the achievement gap. In Western New York, 30% of economically disadvantaged students in grades 3 through 5 are proficient, compared with 50% of students that are not economically disadvantaged. This results in an achievement gap of roughly 1.7x, meaning that the proficiency rate for students who are not economically advantaged is 70% higher than the proficiency rate for economically disadvantaged students. Importantly, 50% of students in Western New York are economically disadvantaged, compared with 59% of students in New York State. While the achievement gap in Western New York is similar to the average in New York State, the absolute proficiency rates are much lower for both student groups in Western New York.

CHILDREN WITH DYSLEXIA

Another student group that has much lower ELA proficiency rates in Western New York is children with dyslexia. It is estimated that at least 10-15% of students have dyslexia, however, the lack of screening in New York State means that many of these children go undiagnosed. Of the students receiving special educational services, the National Association of School Psychologists estimates that 37% have specific learning

disabilities, with 80% of those students having a reading disability such as dyslexia. This would imply that roughly 25-30% of the students with disabilities are those with dyslexia. If we assume that 10-15% of all students have dyslexia, and only 25-30% of students with disabilities have been identified as dyslexic, that means more than half of all students with dyslexia are NOT receiving special education services.

The lack of data in New York State with respect to dyslexia makes it challenging to estimate the proficiency rate for those students that have dyslexia. In Western New York, students with disabilities have a proficiency rate of 11%, meaningfully lower than the New York State average of 18% and the 55% proficiency rate in Scarsdale, as previously discussed. However, there is a big gap between districts, with some districts in Western New York reporting proficiency rates of over 30% and others in the low single-digit-percentages. We believe that the differences between districts reflect differences in income levels. In wealthier districts, more students are able to receive the dyslexia diagnosis and the reading support that they need. This increases the percentage of students with disabilities that are dyslexic as well as the proficiency rate for this student group. Conversely, economically disadvantaged students with dyslexia are unlikely to receive the support that they need in New York State given the lack of screening in schools. While it is difficult to estimate the proficiency rate for students with dyslexia, given the lack of data, we estimate that it is less than half the proficiency rate for general education students at around just 20%. We estimate that the dyslexia gap in Western New York is at least 2.1x, above the state average of 1.5x and in-line with the relative gap in proficiency rates for students with disabilities.

ENGLISH LEARNERS

Lastly, English learners in Western New York, a growing student group in some districts, have a proficiency rate of just 9%. This is below the state average of 13%. We estimate that the English learner gap is roughly 4.6x, meaningfully higher than the state average of 3.8x. Nonetheless, it is important to point out that there is a significant variance at the district level, with some districts reporting a proficiency rate of over 20% for English learners and others reporting proficiency rates of less than 10%.

In the Appendix, we show the ELA proficiency rate for economically disadvantaged students, children with disabilities, and English learners in grades 3 through 5 for every school district in Western New York. Taken together, these

students groups represent nearly 70-75% of all students in the region. The table below summarizes the achievement gap, estimated dyslexia gap, and English learner gap in Western New York counties.

We believe that the proficiency rates among economically disadvantaged students, children with dyslexia, and English learners are some of the best measures of the effectiveness of a district's literacy instruction. Indeed, the proficiency rates for wealthy students are not particularly insightful given the support that these students receive outside of school. Therefore, we believe that stakeholders, including school boards, should track proficiency rates among these student groups when evaluating the instructional practices and curricula in their districts.

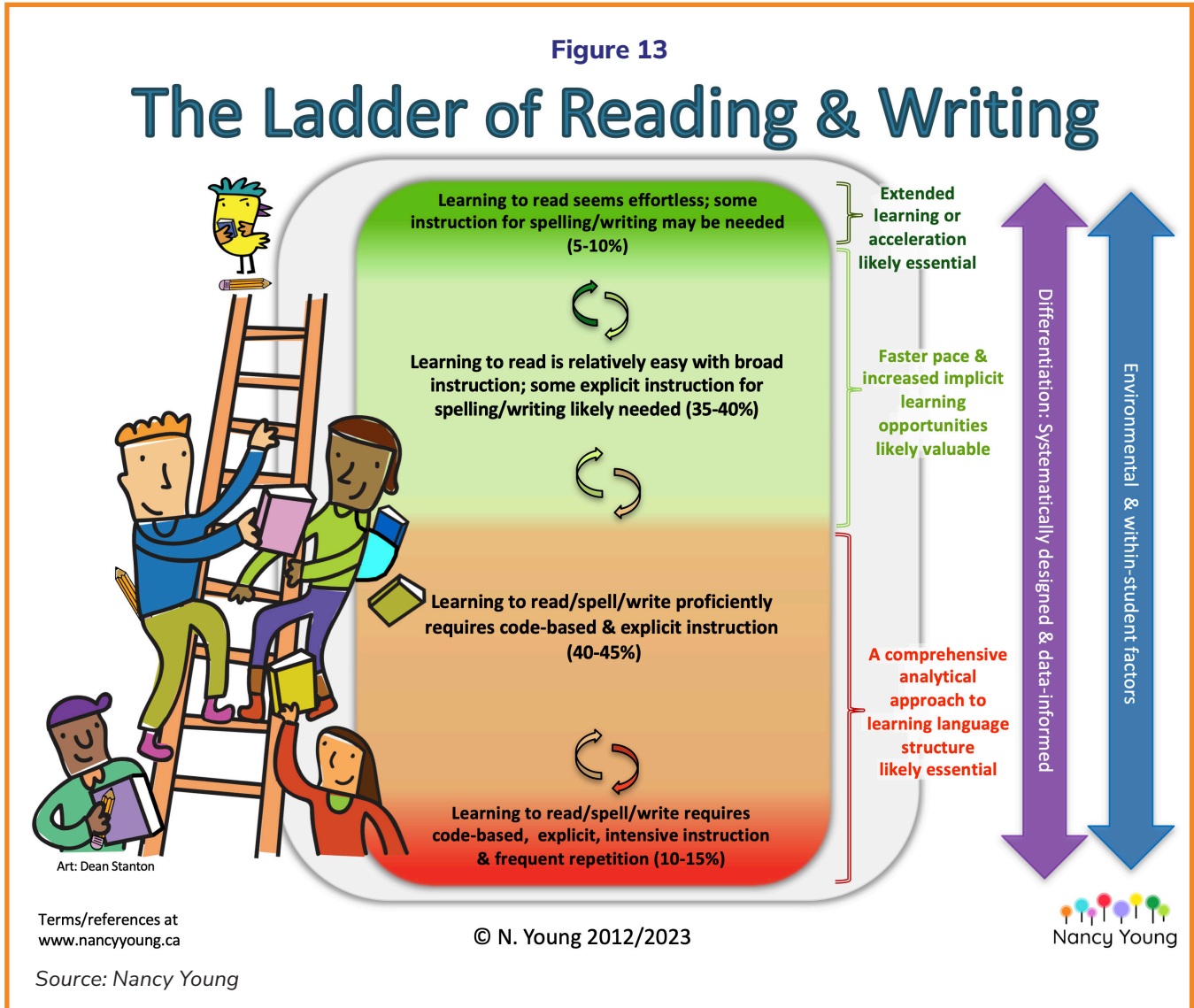
Figure 12: Comparison of Grades 3-5 ELA Proficiency Rates By Student Group — Quantifying the Achievement Gap, Dyslexia Gap & English Learner Gap

Student Group	Allegany County	Cattaraugus County	Chautauqua County	Erie County	Genesee County	Orleans County	Monroe County	Niagara County	Wyoming County	WNY Average	NYS Average
Not Economically Disadvantaged	51%	52%	47%	53%	45%	49%	52%	47%	42%	50%	61%
Economically Disadvantaged	35%	30%	27%	32%	27%	32%	28%	32%	23%	30%	36%
Achievement Gap	1.5	1.7	1.8	1.7	1.7	1.6	1.8	1.5	1.9	1.7	1.7
General Education	50%	47%	41%	49%	43%	45%	47%	46%	38%	46%	52%
Students With Disabilities	16%	10%	8%	13%	5%	11%	11%	10%	15%	11%	18%
Estimated Dyslexia Gap	1.6	2.5	2.4	1.9	4.6	2.1	2.1	2.3	1.3	2.1	1.5
Non-English Learners	NM	NM	31%	43%	NM	NM	42%	31%	NM	40%	50%
English Learners	NM	NM	3%	11%	NM	NM	9%	10%	NM	9%	13%
English Learner Gap	NM	NM	9.3	3.9	NM	NM	4.9	3.2	NM	4.6	3.8

Source: WNY Education Alliance, NYSED

Research shows that roughly 40% of students will learn to read relatively easily, regardless of instruction; the other 60% require direct, explicit instruction. With reading and writing proficiency rates of 40%, on average, in

Western New York, the data seems to suggest that literacy instruction is not effectively reaching a significant portion of those students that need direct, explicit instruction.



Specifically, the current approach to literacy instruction is not working well for economically disadvantaged students, including Black, Hispanic, and rural White students, children with dyslexia, and English learners. Any effort

to improve reading and writing instruction must, therefore, begin with implementing evidence-based practices that effectively reduce the achievement gap, the dyslexia gap, and the English learner gap.

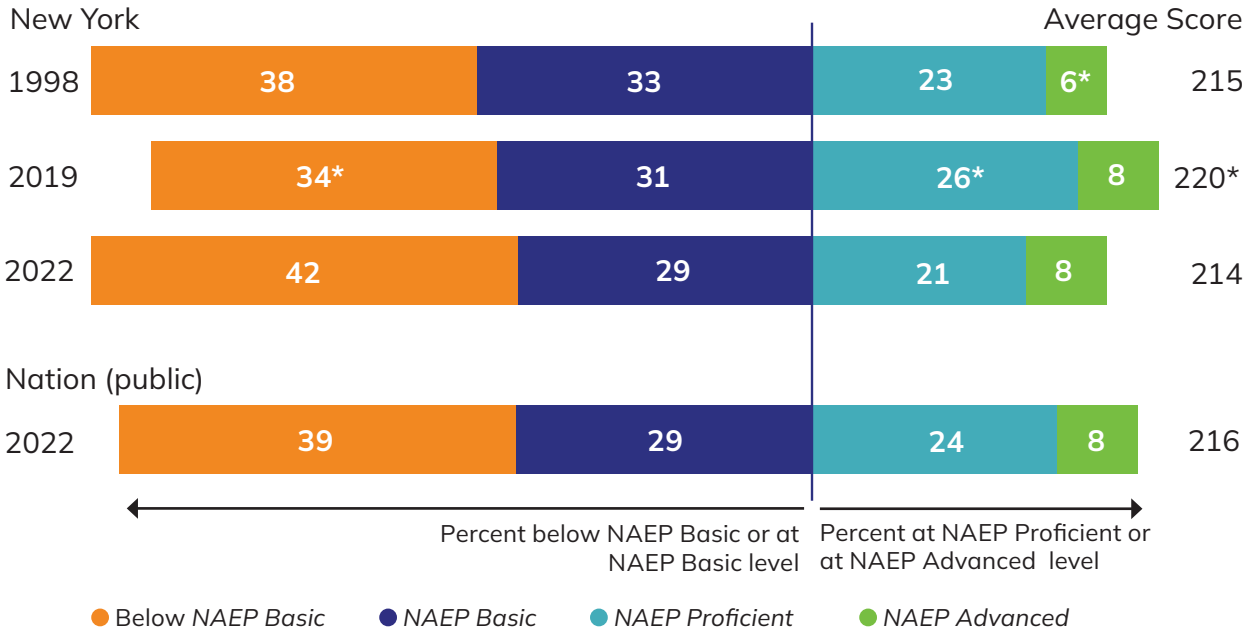
Snapshot of Early Literacy in Western New York

While the NYSED data is not useful in tracking changes in reading and writing proficiency over time, due to changes in both standards and cut scores, the data does help to provide a snapshot of early literacy in Western New York when used alongside data from third-party assessments as well as the National Assessment of Educational Progress (NAEP).

According to NAEP, 58% of 4th grade students in New York State were able to read at a basic level of proficiency in 2022, compared with just 29% that tested at the NAEP Proficient level. Importantly, the NAEP Basic Proficiency

level is below what both NAEP and NYSED believe to be proficient in terms of reading and writing. With NYSED ELA proficiency scores in Western New York school districts averaging 6 percentage points below the state average, the data would suggest that just over 50% of students in Western New York are reading at the NAEP Basic Proficient level. Given that the NAEP Basic Proficient level is below the NYSED ELA proficient level, this would suggest that less than 50% of 4th grade students in Western New York are reading on grade level according to NYSED’s new Next Generation Learning Standards.

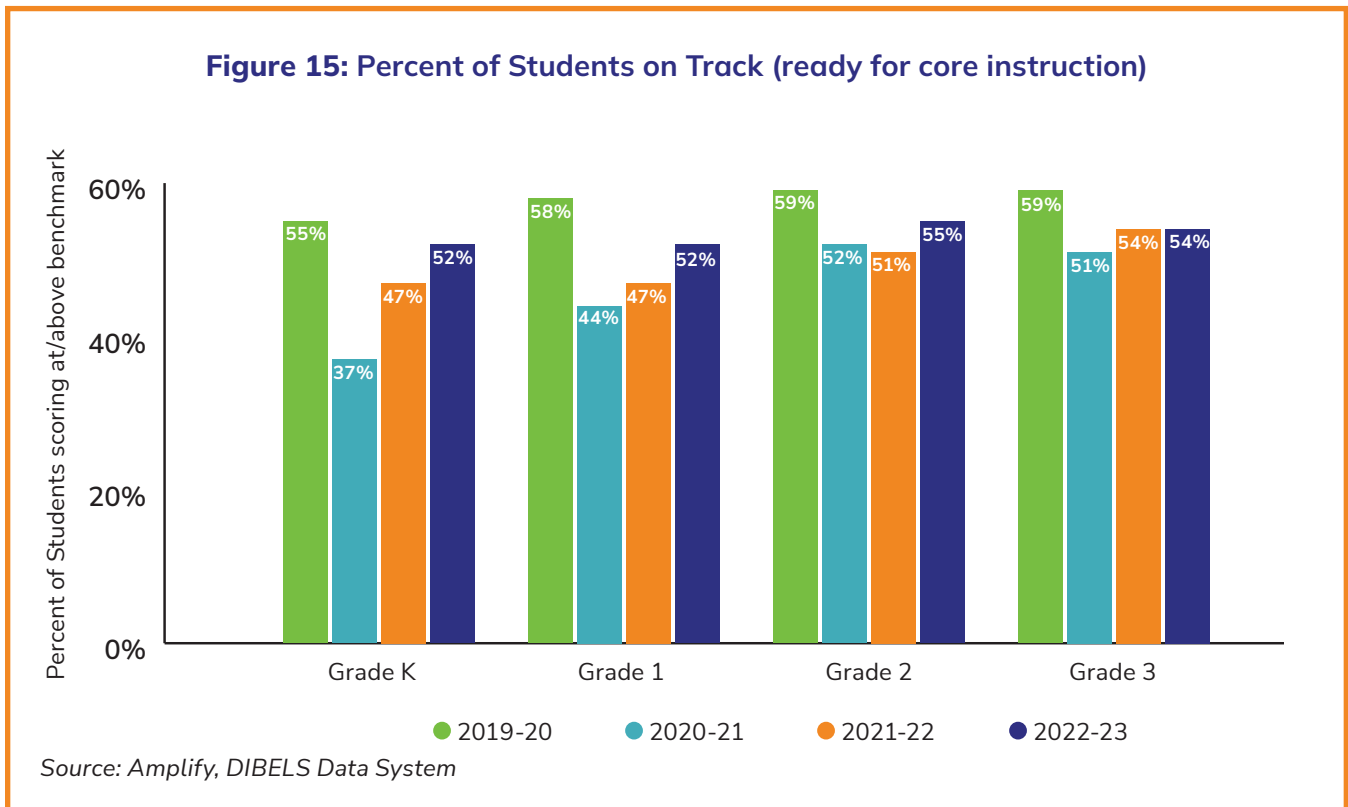
Figure 14: NAEP Achievement-Level Percentages and Average Score Results



Source: NAEP

In addition to the NAEP and NYSED assessments, school districts use third-party reading assessments to track student progress more frequently than the state and nation-wide assessments. One of the more widely used and accurate assessments, DIBELS, recently released data that showed that 54% of 3rd grade students in the U.S. that were tested using their assessment were at or above

their benchmark in 2022-23. With students in New York State testing a few percentage points below the national average, according to NAEP, and with students in Western New York testing 6 percentage points below the state average, according to NYSED, this would suggest that roughly less than 50% of 3rd grade students in Western New York are reading on grade level.

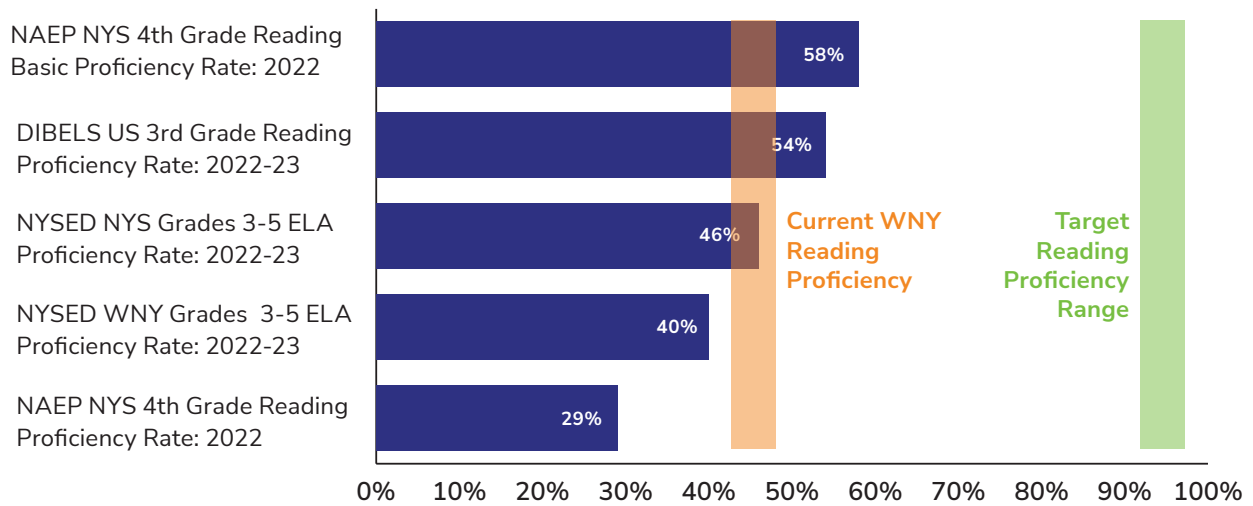


Lastly, the NYSED ELA assessments include both multiple choice questions and written responses to reading comprehension questions. In grades 3 through 5, the written portion represents roughly one third of the total assessment. If we assume that students perform 10-15 percentage points lower on the written portion of the assessment (ignoring how integral writing is to learning to read), this would imply that roughly 45% of students in the region are *reading* on grade level (given that the average ELA proficiency rate in WNY was 40%). By stripping out the effect of writing on the state ELA assessment, we are able

to estimate the reading proficiency rate for students in New York State.

Taken together, the three data points suggest that less than 50% of 3rd and 4th grade students in Western New York, are reading on grade level, with meaningfully lower proficiency rates for certain student groups. While it is impossible to be much more precise, the conclusions are the same. Roughly 1 of every 2 students in grades 3 through 5 is reading on grade level, with 3 of every 10 economically disadvantaged, 1 of every 5 dyslexic students, and 1 of every 10 English learners reading on grade level.

Figure 16: WNY Early Literacy Snapshot — Reading and Writing Proficiency Scores



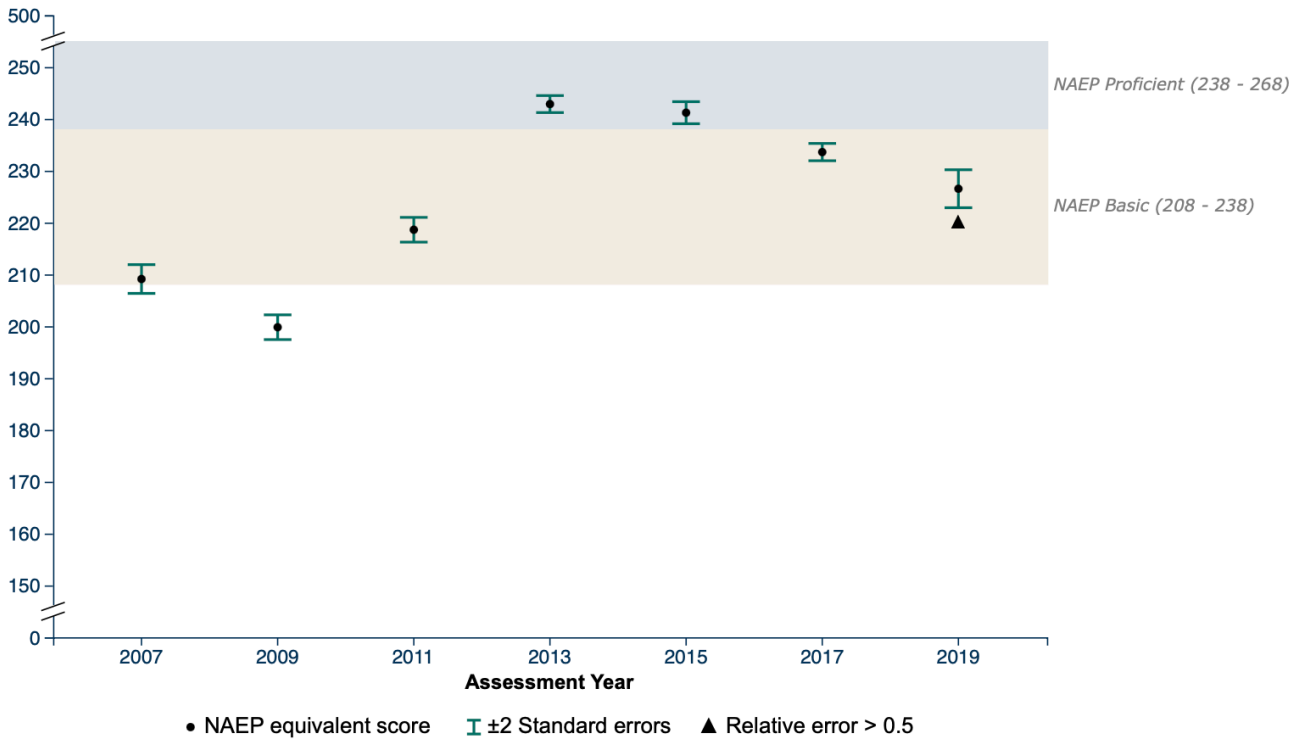
Source: WNY Education Alliance, NAEP, NYSED, DIBELS

In addition, the data shows that reading proficiency scores in the region have declined significantly over the last 5-10 years. According to DIBELS, 59% of 3rd grade students in the U.S. were reading at or above benchmark in 2019-20. That has fallen to 54% in 2022-23, likely with greater declines in New York. DIBELS estimates that 33% of 3rd grade students were well below benchmark in 2022-23 and require intensive intervention, up from 28% in 2019-20. According to NAEP, the percentage of 4th grade students in New York State that are reading at the Basic Proficient level has declined

10 percentage points over the last 5 years, from 68% in 2017 to just 58% in 2022. New York ranked 36th in the U.S. in terms of 4th grade reading proficiency in 2022, down from 25th in 2017. Unlike the NYSED assessment data, these reading assessments are a useful way to track changes in reading proficiency over time and they point to a meaningful decline in reading proficiency in our region. The chart below shows that the level deemed to be proficient on the NYSED ELA assessment has fallen relative to the constant NAEP proficient levels as student proficiency rates in New York have declined.

Figure 17

New York, Grade 4 Reading
NAEP Equivalent Score



Source: NAEP

Given how important it is to be able to read by the end of 3rd grade, most stakeholders, particularly the parents of struggling readers, would consider the significant decline in reading proficiency scores in New York and the low proficiency rates for certain student groups to indicate that we have a “reading crisis” in our region. This is most certainly the case for our Black, Hispanic, and rural

White students, children with dyslexia, and English learners — which, in aggregate, represent 70-75% of all students. Either way, all stakeholders should be able to agree that there is significant room for improvement when it comes to reading instruction, and that this should be a primary area of focus for all districts in Western New York.

APPENDIX

The tables below show: 1) ELA proficiency scores and income-adjusted rankings for all school districts in Western New York grouped by county, in Appendix A, 2) ELA proficiency scores and income-adjusted rankings for all school districts in upstate New York grouped by income level, in Appendix B, and 3) ELA proficiency scores for economically disadvantaged students, children with disabilities, and English learners for every school district in Western New York by county, in Appendix C. We highlighted Gold Medal ELA winners in orange and Silver Medal ELA winners in blue.

APPENDIX A — Grades 3-5 Income-Adjusted ELA Proficiency Score Rankings For WNY School Districts by County

Allegany County School Districts — Grades 3-5 ELA Proficiency Score Rankings 2022-23					
School District	Percentage Economically Disadvantaged	Income-Adjusted Average Grades 3-5 ELA Proficiency	Actual Grades 3-5 ELA Proficiency	Outperformance/ (Underperformance)	Percentile
Alfred-Almond	46%	39%	45%	6.4%	73%
Andover	45%	40%	13%	-27.4%	0%
Belfast	65%	30%	50%	20.1%	97%
Bolivar-Richburg	66%	29%	32%	2.5%	60%
Canaseraga	42%	41%	70%	28.5%	99%
Cuba-Rushford	62%	31%	57%	26.0%	98%
Fillmore	59%	33%	50%	17.0%	95%
Friendship	70%	27%	44%	17.1%	96%
Genesee Valley	61%	32%	45%	13.4%	89%
Scio	75%	25%	52%	26.8%	99%
Wellsville	54%	35%	28%	-7.7%	22%
Whitesville	51%	37%	22%	-14.9%	8%
Allegany County Average	58%	33%	42%	9.0%	70%
New York State Average	59%	33%	46%	13.4%	89%

Cattaraugus County School Districts — Grades 3-5 ELA Proficiency Score Rankings 2022-23

School District	Percentage Economically Disadvantaged	Income-Adjusted Average Grades 3-5 ELA Proficiency	Actual Grades 3-5 ELA Proficiency	Outperformance/ (Underperformance)	Percentile
Allegany-Limestone	47%	39%	45%	6.2%	72%
Cattaraugus-Little Valley	64%	30%	39%	8.4%	80%
Ellicottville	51%	37%	53%	15.7%	93%
Franklinville	59%	33%	47%	14.4%	91%
Gowanda	69%	28%	35%	7.0%	75%
Hinsdale	53%	36%	41%	4.8%	69%
Olean City	62%	31%	23%	-8.3%	20%
Portville	55%	35%	59%	24.4%	98%
Randolph	46%	39%	38%	-0.9%	47%
Salamanca City	74%	25%	24%	-0.9%	46%
West Valley	66%	29%	23%	-6.7%	26%
Yorkshire-Pioneer	51%	37%	32%	-4.4%	33%
Cattaraugus County Average	58%	33%	38%	5.0%	63%
New York State Average	59%	33%	46%	13.4%	89%

Chautauqua County School Districts — Grades 3-5 ELA Proficiency Score Rankings 2022-23

School District	Percentage Economically Disadvantaged	Income-Adjusted Average Grades 3-5 ELA Proficiency	Actual Grades 3-5 ELA Proficiency	Outperformance/ (Underperformance)	Percentile
Bemus Point	40%	42%	37%	-5.6%	29%
Brocton	75%	25%	25%	-0.6%	48%
Cassadaga Valley	66%	30%	30%	0.5%	52%
Chautauqua Lake	50%	37%	49%	11.3%	87%
Clymer	30%	47%	32%	-14.9%	9%
Dunkirk City	79%	23%	23%	-0.3%	49%
Falconer	60%	32%	20%	-11.6%	12%
Forestville	47%	39%	58%	19.5%	97%
Fredonia	48%	38%	39%	0.8%	53%
Frewsburg	52%	36%	37%	1.1%	55%
Jamestown City	84%	20%	28%	7.6%	77%
Panama	43%	41%	53%	12.6%	87%
Pine Valley	55%	35%	13%	-22.1%	2%
Ripley	68%	28%	36%	7.6%	78%
Sherman	58%	33%	44%	10.1%	83%
Silver Creek	63%	31%	28%	-2.4%	39%
Southwestern	47%	39%	41%	2.6%	62%
Westfield	61%	32%	36%	4.2%	67%
Chautauqua County Average	57%	34%	35%	1.1%	55%
New York State Average	59%	33%	46%	13.4%	89%

Erie County School Districts - Grades 3-5 ELA Proficiency Score Rankings 2022-23

School District	Percentage Economically Disadvantaged	Income-Adjusted Average Grades 3-5 ELA Proficiency	Actual Grades 3-5 ELA Proficiency	Outperformance/ (Underperformance)	Percentile
Akron	44%	43%	59%	15.7%	99%
Alden	28%	52%	50%	-1.7%	42%
Amherst	39%	46%	58%	12.1%	92%
Buffalo	86%	19%	25%	6.1%	79%
Cheektowaga	75%	25%	27%	1.2%	58%
Cheektowaga Maryvale	50%	39%	40%	0.2%	54%
Cheektowaga Sloan	54%	37%	37%	-0.6%	48%
Clarence	15%	59%	68%	8.5%	86%
Cleveland Hill	71%	27%	43%	15.1%	98%
Depew	50%	40%	35%	-4.3%	27%
East Aurora	13%	61%	59%	-1.3%	46%
Eden	19%	57%	56%	-1.0%	47%
Evans-Brant (Lake Shore)	56%	36%	34%	-2.0%	37%
Frontier	36%	48%	46%	-1.5%	44%
Grand Island	28%	52%	46%	-6.0%	23%
Hamburg	27%	53%	39%	-13.1%	5%
Holland	41%	45%	37%	-7.3%	17%
Iroquois	15%	60%	45%	-14.6%	3%
Kenmore-Tonawanda	51%	39%	33%	-6.3%	22%
Lackawanna City	87%	18%	14%	-4.0%	28%
Lancaster	25%	54%	51%	-2.7%	32%
North Collins	44%	43%	33%	-10.1%	11%
Orchard Park	20%	57%	62%	5.1%	76%
Springville	44%	43%	36%	-7.1%	18%
Sweet Home	42%	44%	51%	6.8%	82%
Tonawanda City	56%	36%	39%	3.1%	67%
West Seneca	44%	43%	38%	-4.9%	24%
Williamsville	20%	57%	72%	15.1%	97%
Erie County Average	42%	44%	44%	0.0%	49%
New York State Average	59%	35%	46%	11.7%	92%

Genesee County School Districts - Grades 3-5 ELA Proficiency Score Rankings 2022-23

School District	Percentage Economically Disadvantaged	Income-Adjusted Average Grades 3-5 ELA Proficiency	Actual Grades 3-5 ELA Proficiency	Outperformance/ (Underperformance)	Percentile
Alexander	51%	37%	32%	-5.3%	31%
Batavia City	64%	31%	41%	10.7%	85%
Byron-Bergen	60%	32%	25%	-7.4%	23%
Elba	54%	35%	28%	-7.0%	24%
Le Roy	47%	39%	41%	2.8%	63%
Oakfield-Alabama	57%	34%	38%	4.2%	66%
Pavilion	46%	39%	28%	-11.5%	14%
Pembroke	48%	38%	52%	13.5%	89%
Genesee County Average	53%	36%	36%	0.0%	49%
New York State Average	59%	33%	46%	13.4%	89%

Monroe County School Districts - Grades 3-5 ELA Proficiency Score Rankings 2022-23

School District	Percentage Economically Disadvantaged	Income-Adjusted Average Grades 3-5 ELA Proficiency	Actual Grades 3-5 ELA Proficiency	Outperformance/ (Underperformance)	Percentile
Brighton	23%	55%	48%	-6.5%	19%
Brockport	49%	40%	36%	-4.5%	25%
Churchville-Chili	30%	51%	40%	-10.8%	9%
East Irondequoit	67%	30%	18%	-11.8%	8%
East Rochester	57%	36%	35%	-0.5%	51%
Fairport	23%	55%	56%	0.8%	55%
Gates-Chili	61%	33%	29%	-3.9%	29%
Greece	58%	35%	33%	-1.9%	38%
Hilton	29%	51%	42%	-9.4%	13%
Honeoye Falls-Lima	18%	58%	69%	11.6%	92%
Penfield	19%	57%	66%	9.2%	87%
Pittsford	4%	66%	69%	3.1%	68%
Rochester City	92%	16%	14%	-1.8%	40%
Rush-Henrietta	49%	40%	47%	6.3%	81%
Spencerport	38%	47%	36%	-10.6%	10%
Webster	29%	51%	44%	-7.5%	16%
West Irondequoit	33%	49%	54%	4.6%	73%
Wheatland-Chili	58%	35%	37%	1.9%	60%
Monroe County Average	41%	45%	43%	-1.8%	43%
New York State Average	59%	35%	46%	11.7%	92%

Niagara County School Districts — Grades 3-5 ELA Proficiency Score Rankings 2022-23

School District	Percentage Economically Disadvantaged	Income-Adjusted Average Grades 3-5 ELA Proficiency	Actual Grades 3-5 ELA Proficiency	Outperformance/ (Underperformance)	Percentile
Barker	60%	34%	30%	-3.4%	30%
Lewiston Porter	28%	52%	58%	6.2%	80%
Lockport City	70%	28%	35%	6.9%	83%
Newfane	48%	41%	43%	2.1%	62%
Niagara Falls City	75%	25%	19%	-6.3%	21%
Niagara Wheatfield	38%	46%	45%	-1.5%	43%
North Tonawanda	49%	40%	33%	-6.6%	19%
Royalton-Hartland	49%	40%	45%	4.7%	75%
Starpoint	18%	58%	42%	-15.5%	2%
Wilson	48%	41%	44%	3.5%	69%
Niagara County Average	48%	40%	40%	-1.0%	48%
New York State Average	59%	35%	46%	11.7%	92%

Orleans County School Districts - Grades 3-5 ELA Proficiency Score Rankings 2022-23

School District	Percentage Economically Disadvantaged	Income-Adjusted Average Grades 3-5 ELA Proficiency	Actual Grades 3-5 ELA Proficiency	Outperformance/ (Underperformance)	Percentile
Albion	68%	29%	26%	-2.2%	41%
Holley	72%	27%	43%	16.9%	95%
Kendall	56%	34%	50%	15.5%	92%
Lyndonville	55%	35%	46%	11.1%	86%
Medina	58%	33%	30%	-3.7%	35%
Orleans County Average	62%	31%	39%	7.5%	70%
New York State Average	59%	33%	46%	13.4%	89%

Wyoming County School Districts - Grades 3-5 ELA Proficiency Score Rankings 2022-23

School District	Percentage Economically Disadvantaged	Income-Adjusted Average Grades 3-5 ELA Proficiency	Actual Grades 3-5 ELA Proficiency	Outperformance/ (Underperformance)	Percentile
Attica	48%	38%	36%	-1.9%	43%
Letchworth	50%	37%	36%	-1.3%	44%
Perry	49%	38%	25%	-12.9%	11%
Warsaw	59%	33%	35%	2.6%	61%
Wyoming	50%	37%	24%	-13.4%	10%
Wyoming County Average	51%	37%	31%	-5.4%	34%
New York State Average	59%	33%	46%	13.4%	89%

APPENDIX B — Appendix B - Grades 3-5 Income-Adjusted ELA Proficiency Score Rankings for School Districts in Upstate NY by Income Level

Urban & Suburban School Districts in Upstate NY — Grades 3-5 ELA Proficiency Score Rankings 2022-23

School Districts With 0-20% Economically Disadvantaged Students					
School District	Percentage Economically Disadvantaged	Income-Adjusted Average Grades 3-5 ELA Proficiency	Actual Grades 3-5 ELA Proficiency	Outperformance/ (Underperformance)	Percentile
Williamsville	20%	57%	72%	15.1%	97%
Fayetteville-Manlius	17%	58%	72%	14.2%	96%
Honeoye Falls-Lima	18%	58%	69%	11.6%	92%
Penfield	19%	57%	66%	9.2%	87%
Clarence	15%	59%	68%	8.5%	86%
Orchard Park	20%	57%	62%	5.1%	76%
Bethlehem	13%	61%	64%	3.5%	70%
Pittsford	4%	66%	69%	3.1%	68%
Eden	19%	57%	56%	-1.0%	47%
East Aurora	13%	61%	59%	-1.3%	46%
Voorheesville	13%	61%	59%	-1.5%	45%
Skaneateles	15%	59%	56%	-3.2%	31%
Iroquois	15%	60%	45%	-14.6%	3%
Starpoint	18%	58%	42%	-15.5%	2%

School Districts With 20-30% Economically Disadvantaged Students

School District	Percentage Economically Disadvantaged	Income-Adjusted Average Grades 3-5 ELA Proficiency	Actual Grades 3-5 ELA Proficiency	Outperformance/ (Underperformance)	Percentile
East Greenbush	28%	52%	65%	13.4%	95%
Schodack	27%	53%	64%	11.1%	90%
Jamesville-Dewitt	29%	51%	59%	7.7%	85%
New Hartford	26%	53%	60%	6.6%	81%
Lewiston-Porter	28%	52%	58%	6.2%	80%
Wynantskill Union Free	22%	55%	60%	4.8%	75%
Clinton	27%	53%	57%	4.7%	74%
Niskayuna	25%	54%	58%	4.2%	72%
North Colonie	23%	55%	58%	2.9%	65%
Marcellus	25%	53%	55%	1.1%	57%
Fairport	23%	55%	56%	0.8%	55%
Alden	28%	52%	50%	-1.7%	42%
Guilderland	23%	55%	53%	-1.8%	41%
Lancaster	25%	54%	51%	-2.7%	32%
Grand Island	28%	52%	46%	-6.0%	23%
Brighton	23%	55%	48%	-6.5%	19%
Webster	29%	51%	44%	-7.5%	16%
Averill Park	27%	53%	44%	-9.2%	14%
Hilton	29%	51%	42%	-9.4%	13%
Churchville-Chili	30%	51%	40%	-10.8%	9%
Schalmont	30%	51%	39%	-12.5%	7%
Westhill	30%	51%	38%	-12.6%	6%
Hamburg	27%	53%	39%	-13.1%	5%

School Districts With 30-40% Economically Disadvantaged Students

School District	Percentage Economically Disadvantaged	Income-Adjusted Average Grades 3-5 ELA Proficiency	Actual Grades 3-5 ELA Proficiency	Outperformance/ (Underperformance)	Percentile
Amherst	39%	46%	58%	12.1%	92%
Berne-Knox-Westerlo	34%	49%	59%	10.0%	89%
Westmoreland	30%	51%	56%	5.5%	78%
West Irondequoit	33%	49%	54%	4.6%	73%
Saquoit Valley	34%	49%	53%	3.9%	71%
Brunswick	34%	48%	50%	1.9%	61%
Whitesboro	37%	47%	48%	1.3%	58%
Duanesburg	32%	50%	50%	-0.1%	53%
Tully	38%	46%	46%	-0.1%	53%
West Genesee	32%	50%	49%	-0.5%	50%
Baldwinsville	33%	49%	48%	-0.6%	49%
Scotia-Glenville	36%	48%	47%	-0.7%	47%
Frontier	36%	48%	46%	-1.5%	44%
Niagara-Wheatfield	38%	46%	45%	-1.5%	43%
Oriskany	38%	47%	45%	-2.1%	36%
Spencerport	38%	47%	36%	-10.6%	10%
Fabius-Pompey	38%	46%	33%	-13.5%	4%
Hoosic Valley	37%	47%	30%	-16.2%	1%

School Districts With 40-50% Economically Disadvantaged Students

School District	Percentage Economically Disadvantaged	Income-Adjusted Average Grades 3-5 ELA Proficiency	Actual Grades 3-5 ELA Proficiency	Outperformance/ (Underperformance)	Percentile
Akron	44%	43%	59%	15.7%	99%
Menands	49%	40%	53%	12.8%	94%
Sweet Home	42%	44%	51%	6.8%	82%
Rush-Henrietta	49%	40%	47%	6.3%	81%
Royalton-Hartland	49%	40%	45%	4.7%	75%
Wilson	48%	41%	44%	3.5%	69%
Rotterdam-Mohonasen	48%	40%	44%	3.4%	69%
Newfane	48%	41%	43%	2.1%	62%
Holland Patent	45%	42%	40%	-1.8%	39%
Sherrill City	43%	44%	41%	-2.6%	34%
South Colonie	44%	43%	40%	-2.6%	33%
Depew	50%	40%	35%	-4.3%	27%
Brockport	49%	40%	36%	-4.5%	25%
West Seneca	44%	43%	38%	-4.9%	24%
Liverpool	49%	40%	34%	-6.4%	20%
North Tonawanda	49%	40%	33%	-6.6%	19%
Springville	44%	43%	36%	-7.1%	18%
Holland	41%	45%	37%	-7.3%	17%
Ravena-Coeymans-Selkirk	49%	40%	31%	-9.0%	14%
North Syracuse	49%	40%	30%	-10.0%	12%
North Collins	44%	43%	33%	-10.1%	11%

School Districts With 50-60% Economically Disadvantaged Students

School District	Percentage Economically Disadvantaged	Income-Adjusted Average Grades 3-5 ELA Proficiency	Actual Grades 3-5 ELA Proficiency	Outperformance/ (Underperformance)	Percentile
Valley Stream 30	51%	39%	66%	26.8%	100%
NY Mills Union Free	56%	36%	51%	14.6%	97%
Onondaga	54%	37%	50%	12.4%	93%
Waterville	55%	37%	46%	9.4%	88%
Berlin	53%	38%	46%	7.7%	84%
East Syracuse	58%	35%	40%	5.2%	77%
Tonawanda City	56%	36%	39%	3.1%	67%
Wheatland-Chili	58%	35%	37%	1.9%	60%
Cheektowaga-Maryvale	50%	39%	40%	0.2%	54%
Hoosic Falls	59%	34%	34%	-0.5%	52%
East Rochester	57%	36%	35%	-0.5%	51%
Cheektowaga-Sloan	54%	37%	37%	-0.6%	48%
Lafayette	56%	36%	35%	-1.5%	42%
Greece	58%	35%	33%	-1.9%	38%
Lakeshore	56%	36%	34%	-2.0%	37%
Jordan Elbridge	50%	39%	36%	-3.1%	31%
Remsen	58%	35%	31%	-4.4%	25%
Kenmore-Tonawanda	51%	39%	33%	-6.3%	22%
Rome City	60%	34%	25%	-8.7%	15%
Camden	55%	37%	25%	-12.0%	8%
Lyncourt Union Free	58%	35%	15%	-19.5%	0%

School Districts With 60-80% Economically Disadvantaged Students

School District	Percentage Economically Disadvantaged	Income-Adjusted Average Grades 3-5 ELA Proficiency	Actual Grades 3-5 ELA Proficiency	Outperformance/ (Underperformance)	Percentile
Cleveland Hill	71%	27%	43%	15.1%	98%
Troy City	74%	26%	37%	11.3%	91%
Lockport City	70%	28%	35%	6.9%	83%
Cohoes City	71%	28%	31%	3.0%	66%
Rensselaer City	72%	27%	30%	2.8%	64%
Adirondack	60%	34%	36%	2.5%	63%
Lansingburgh	78%	24%	25%	1.4%	59%
Cheektowaga	75%	25%	27%	1.2%	58%
Albany City	73%	27%	27%	0.8%	56%
Watervliet	73%	26%	24%	-2.3%	36%
Barker	60%	34%	30%	-3.4%	30%
Gates-Chili	61%	33%	29%	-3.9%	29%
Solvay Union Free	66%	30%	26%	-4.3%	26%
Niagara Falls City	75%	25%	19%	-6.3%	21%
East Irondequoit	67%	30%	18%	-11.8%	8%
Green Island	67%	30%	15%	-15.3%	3%

School Districts With 80-100% Economically Disadvantaged Students

School District	Percentage Economically Disadvantaged	Income-Adjusted Average Grades 3-5 ELA Proficiency	Actual Grades 3-5 ELA Proficiency	Outperformance/ (Underperformance)	Percentile
Utica City	85%	20%	29%	9.1%	86%
Buffalo City	86%	19%	25%	6.1%	79%
Schenectady City	81%	22%	24%	2.6%	64%
Rochester City	92%	16%	14%	-1.8%	40%
Syracuse City	85%	20%	17%	-2.6%	35%
Lackawanna City	87%	18%	14%	-4.0%	28%

Rural School Districts in Upstate NY — Grades 3-5 ELA Proficiency Score Rankings 2022-23

School Districts With 0-40% Economically Disadvantaged Students					
School District	Percentage Economically Disadvantaged	Income-Adjusted Average Grades 3-5 ELA Proficiency	Actual Grades 3-5 ELA Proficiency	Outperformance/ (Underperformance)	Percentile
Lansing	27%	48%	62%	13.3%	89%
Hamilton	29%	47%	58%	10.6%	85%
Saratoga Springs City	27%	49%	59%	10.4%	84%
Maine-Endwell	37%	44%	54%	10.2%	83%
Burnt Hills-Ballston Lake	16%	54%	64%	9.4%	82%
Vestal	35%	44%	54%	9.1%	81%
Caledonia-Mumford	38%	43%	52%	8.2%	80%
Cooperstown	25%	50%	58%	7.8%	79%
Schuylerville	34%	45%	53%	7.6%	78%
Shenendehowa	22%	51%	59%	7.3%	76%
Ithaca City	39%	43%	49%	6.2%	71%
Stillwater	31%	46%	48%	1.1%	55%
Galway	28%	48%	49%	1.0%	54%
Prattsburgh	38%	43%	43%	-0.2%	50%
Ballston Spa	35%	44%	44%	-0.7%	47%
Downsville	35%	45%	43%	-1.2%	45%
Cazenovia	33%	45%	44%	-1.8%	43%
Bemus Point	40%	42%	37%	-5.6%	29%
Victor	25%	49%	42%	-7.0%	24%
Gananda	34%	45%	37%	-7.9%	21%
Avon	38%	43%	32%	-11.6%	12%
Clymer	30%	47%	32%	-14.9%	9%
Broadalbin-Perth	37%	43%	28%	-15.7%	6%

School Districts With 40-45% Economically Disadvantaged Students

School District	Percentage Economically Disadvantaged	Income-Adjusted Average Grades 3-5 ELA Proficiency	Actual Grades 3-5 ELA Proficiency	Outperformance/ (Underperformance)	Percentile
Edinburg Common	41%	42%	71%	29.0%	100%
Canaseraga	42%	41%	70%	28.5%	99%
Livonia	45%	40%	56%	16.3%	94%
Panama	43%	41%	53%	12.6%	87%
Fonda-Fultonville	44%	40%	50%	9.8%	82%
Edmeston	43%	41%	48%	6.7%	74%
Groton	44%	40%	46%	5.9%	71%
Wayne	42%	41%	47%	5.8%	70%
Union Springs	41%	42%	46%	4.3%	67%
Chittenango	42%	41%	45%	3.9%	66%
Canandaigua City	43%	41%	44%	3.4%	65%
Trumansburg	41%	42%	45%	3.2%	64%
Roxbury	40%	42%	40%	-1.4%	44%
Homer	45%	40%	37%	-2.3%	40%
Milford	44%	40%	37%	-3.3%	37%
Horseheads	42%	41%	38%	-3.4%	37%
Chenango Valley	42%	41%	38%	-3.4%	36%
Geneseo	44%	40%	34%	-6.7%	25%
DeRuyter	45%	40%	28%	-11.5%	13%
South Glens Falls	42%	41%	27%	-13.9%	9%
Gilbertsville-Mount Upton	43%	41%	18%	-23.0%	1%
Cherry Valley-Springfield	45%	40%	16%	-23.9%	0%
Andover	45%	40%	13%	-27.4%	0%

School Districts With 45-50% Economically Disadvantaged Students

School District	Percentage Economically Disadvantaged	Income-Adjusted Average Grades 3-5 ELA Proficiency	Actual Grades 3-5 ELA Proficiency	Outperformance/ (Underperformance)	Percentile
Forestville	47%	39%	58%	19.5%	97%
East Bloomfield	46%	39%	55%	16.1%	94%
Delaware Academy	48%	38%	53%	15.4%	91%
Pembroke	48%	38%	52%	13.5%	89%
Owego-Appalachin	47%	39%	51%	12.6%	88%
Chautauqua Lake	50%	37%	49%	11.3%	87%
Arkport	49%	38%	48%	10.8%	86%
West Canada Valley	49%	38%	48%	10.2%	83%
Susquehanna Valley	50%	37%	46%	8.6%	81%
Corning City	49%	37%	44%	6.5%	74%
Alfred-Almond	46%	39%	45%	6.4%	73%
Allegany-Limestone	47%	39%	45%	6.2%	72%
Chenango Forks	47%	39%	43%	4.5%	68%
Le Roy	47%	39%	41%	2.8%	63%
Southwestern	47%	39%	41%	2.6%	62%
Honeoye	48%	38%	39%	1.2%	56%
Fredonia	48%	38%	39%	0.8%	53%
Weedsport	46%	39%	39%	-0.5%	48%
Randolph	46%	39%	38%	-0.9%	47%
Letchworth	50%	37%	36%	-1.3%	44%
Oneonta City	46%	39%	38%	-1.8%	43%
Attica	48%	38%	36%	-1.9%	43%
Sherburne-Earlville	47%	39%	32%	-6.2%	28%
Cato-Meridian	50%	37%	31%	-6.2%	28%
Madison	48%	38%	30%	-8.2%	20%
Manchester-Shortsville	48%	38%	30%	-8.6%	19%
Schenevus	49%	38%	27%	-11.0%	15%
Pavilion	46%	39%	28%	-11.5%	14%
Perry	49%	38%	25%	-12.9%	11%
Wyoming	50%	37%	24%	-13.4%	10%
Walton	48%	38%	23%	-15.5%	7%
Palmyra-Macedon	50%	37%	21%	-15.8%	6%
Harpursville	50%	37%	21%	-16.0%	5%
Watkins Glen	50%	37%	20%	-17.7%	4%
Wheelerville Union Free	47%	39%	19%	-20.0%	3%

School Districts With 50-55% Economically Disadvantaged Students

School District	Percentage Economically Disadvantaged	Income-Adjusted Average Grades 3-5 ELA Proficiency	Actual Grades 3-5 ELA Proficiency	Outperformance/ (Underperformance)	Percentile
Portville	55%	35%	59%	24.4%	98%
Hammondsport	52%	36%	57%	20.5%	97%
Marion	54%	35%	51%	15.9%	93%
Ellicottville	51%	37%	53%	15.7%	93%
Tioga	53%	36%	51%	15.6%	92%
Canajoharie	51%	37%	51%	13.7%	90%
Northville	54%	35%	43%	8.0%	79%
Morris	51%	37%	44%	6.9%	75%
Windsor	53%	36%	41%	5.8%	71%
Hinsdale	53%	36%	41%	4.8%	69%
Campbell-Savona	54%	35%	40%	4.8%	68%
Mechanicville City	55%	35%	38%	3.3%	64%
Dryden	52%	36%	39%	2.6%	62%
Jefferson	52%	36%	38%	1.5%	57%
Central Square	53%	36%	37%	1.4%	56%
Frewsburg	52%	36%	37%	1.1%	55%
Otego-Unadilla	51%	37%	38%	0.8%	54%
Worcester	55%	35%	35%	0.6%	53%
Greene	53%	36%	36%	0.1%	51%
Margaretville	51%	37%	37%	0.1%	51%
Cobleskill-Richmondville	51%	37%	33%	-3.3%	37%
Yorkshire-Pioneer	51%	37%	32%	-4.4%	33%
Sandy Creek	51%	37%	32%	-4.8%	33%
Alexander	51%	37%	32%	-5.3%	31%
Bainbridge-Guilford	52%	36%	30%	-5.8%	29%
Moravia	52%	36%	30%	-6.3%	27%
Canastota	51%	37%	30%	-6.5%	26%
Elba	54%	35%	28%	-7.0%	24%
Whitney Point	53%	36%	29%	-7.1%	23%
Frankfort-Schuyler	52%	36%	29%	-7.2%	23%
Wellsville	54%	35%	28%	-7.7%	22%
Odessa-Montour	52%	36%	29%	-7.7%	22%
Dalton-Nunda	54%	35%	25%	-10.2%	17%
Red Creek	51%	37%	26%	-11.4%	14%
Romulus	54%	35%	22%	-12.9%	11%
Otselic Valley	52%	36%	23%	-13.0%	11%
Whitesville	51%	37%	22%	-14.9%	8%
South Kotright	53%	36%	19%	-17.3%	4%
Phelps-Clifton Springs	51%	37%	19%	-18.2%	3%
Unadilla Valley	51%	37%	15%	-22.2%	1%

School Districts With 55-60% Economically Disadvantaged Students

School District	Percentage Economically Disadvantaged	Income-Adjusted Average Grades 3-5 ELA Proficiency	Actual Grades 3-5 ELA Proficiency	Outperformance/ (Underperformance)	Percentile
Fillmore	59%	33%	50%	17.0%	95%
Kendall	56%	34%	50%	15.5%	92%
Franklinville	59%	33%	47%	14.4%	91%
Jasper-Troupsburg	60%	32%	47%	14.4%	91%
Poland	58%	33%	47%	13.5%	90%
Lyndonville	55%	35%	46%	11.1%	86%
Southern Cayuga	57%	34%	45%	10.7%	86%
Sherman	58%	33%	44%	10.1%	83%
Gilboa-Conesville	57%	34%	41%	7.5%	77%
Hancock	57%	34%	42%	7.5%	77%
York	56%	35%	41%	6.2%	72%
Johnstown City	56%	34%	40%	5.7%	70%
Corinth	58%	33%	37%	4.2%	66%
Oakfield-Alabama	57%	34%	38%	4.2%	66%
Little Falls City	59%	33%	35%	2.8%	63%
Warsaw	59%	33%	35%	2.6%	61%
Waterford-Halfmoon	57%	34%	36%	2.5%	61%
Fort Plain	60%	32%	34%	1.8%	59%
Hornell City	60%	32%	34%	1.1%	54%
Stockbridge Valley	58%	33%	34%	0.2%	51%
Sidney	57%	34%	33%	-0.5%	49%
Charlotte Valley	57%	34%	32%	-1.9%	42%
Schoharie	58%	33%	31%	-2.0%	42%
Candor	60%	32%	30%	-2.4%	39%
Williamson	58%	33%	30%	-3.3%	38%
Oswego City	57%	34%	30%	-3.5%	36%
Medina	58%	33%	30%	-3.7%	35%
Afton	60%	32%	29%	-3.8%	35%
Pulaski	57%	34%	30%	-4.2%	34%
Elmira Heights	58%	33%	29%	-4.3%	34%
Seneca Falls	59%	33%	28%	-4.9%	31%
Mexico	60%	32%	27%	-5.3%	31%
Byron-Bergen	60%	32%	25%	-7.4%	23%
Stamford	55%	35%	26%	-9.1%	17%
Town of Webb Union Free	57%	34%	24%	-10.1%	17%
Mt. Morris	55%	35%	24%	-10.6%	16%
Newark Valley	56%	34%	23%	-11.3%	14%
Mayfield	55%	35%	20%	-14.5%	9%
Addison	56%	34%	19%	-15.5%	7%
Dundee	57%	34%	18%	-16.2%	5%
Pine Valley	55%	35%	13%	-22.1%	2%

School Districts With 60-65% Economically Disadvantaged Students

School District	Percentage Economically Disadvantaged	Income-Adjusted Average Grades 3-5 ELA Proficiency	Actual Grades 3-5 ELA Proficiency	Outperformance/ (Underperformance)	Percentile
Cuba-Rushford	62%	31%	57%	26.0%	98%
Sharon Springs	62%	31%	50%	18.7%	96%
Genesee Valley	61%	32%	45%	13.4%	89%
Penn Yan	60%	32%	45%	12.7%	88%
Batavia City	64%	31%	41%	10.7%	85%
Naples	61%	32%	42%	10.3%	84%
Cattaraugus-Little Valley	64%	30%	39%	8.4%	80%
McGraw	63%	31%	38%	7.3%	76%
Marathon	61%	32%	37%	4.9%	69%
Westfield	61%	32%	36%	4.2%	67%
Union-Endicott	64%	30%	33%	2.9%	63%
Gorham-Middlesex	61%	32%	34%	2.2%	60%
Newark	64%	30%	32%	1.8%	59%
Oneida City	64%	30%	31%	0.4%	52%
Cincinnatus	65%	30%	30%	-0.1%	50%
Waverly	62%	31%	31%	-0.5%	49%
Waterloo	64%	30%	30%	-0.9%	46%
Newfield	62%	31%	29%	-2.3%	40%
Silver Creek	63%	31%	28%	-2.4%	39%
Oxford Academy	61%	32%	26%	-5.6%	30%
Oppenheim-Ephratah	63%	31%	24%	-6.4%	27%
Auburn City	61%	32%	24%	-8.1%	20%
Olean City	62%	31%	23%	-8.3%	20%
Dansville	64%	30%	22%	-8.8%	18%
Fulton City	63%	31%	19%	-11.6%	13%
Falconer	60%	32%	20%	-11.6%	12%
Phoenix	61%	32%	18%	-13.9%	10%
Franklin	61%	32%	16%	-15.6%	6%
Clyde-Savannah	63%	31%	9%	-21.5%	3%
South Seneca	64%	30%	9%	-21.8%	2%

School Districts With 65-70% Economically Disadvantaged Students

School District	Percentage Economically Disadvantaged	Income-Adjusted Average Grades 3-5 ELA Proficiency	Actual Grades 3-5 ELA Proficiency	Outperformance/ (Underperformance)	Percentile
Belfast	65%	30%	50%	20.1%	97%
Canisteo-Greenwood	68%	28%	37%	8.3%	80%
Ripley	68%	28%	36%	7.6%	78%
Gowanda	69%	28%	35%	7.0%	75%
Deposit	68%	28%	34%	5.6%	69%
Middleburgh	67%	29%	33%	3.5%	65%
Bolivar-Richburg	66%	29%	32%	2.5%	60%
Spencer-Van Etten	65%	30%	31%	1.5%	57%
Cassadaga Valley	66%	30%	30%	0.5%	52%
Wayland-Cohocton	65%	30%	29%	-1.0%	46%
Albion	68%	29%	26%	-2.2%	41%
Johnson City	66%	29%	27%	-2.2%	41%
Bath	65%	30%	27%	-2.5%	38%
Morrisville-Eaton	65%	30%	25%	-4.8%	32%
Norwich City	68%	28%	23%	-4.9%	32%
Avoca	69%	28%	22%	-5.5%	30%
Lyons	69%	28%	21%	-6.6%	26%
West Valley	66%	29%	23%	-6.7%	26%
Cortland City	68%	28%	22%	-6.7%	25%
Altmar-Parish-Williamstown	66%	30%	22%	-7.8%	22%
Bradford	69%	28%	19%	-8.5%	19%
North Rose-Wolcott	69%	28%	19%	-8.6%	18%
Van Hornesville-Owen D. Young	70%	28%	16%	-11.2%	15%

School Districts With 70-100% Economically Disadvantaged Students

School District	Percentage Economically Disadvantaged	Income-Adjusted Average Grades 3-5 ELA Proficiency	Actual Grades 3-5 ELA Proficiency	Outperformance/ (Underperformance)	Percentile
Scio	75%	25%	52%	26.8%	99%
Friendship	70%	27%	44%	17.1%	96%
Holley	72%	27%	43%	16.9%	95%
Port Byron	96%	15%	31%	16.2%	94%
Jamestown City	84%	20%	28%	7.6%	77%
Richfield Springs	73%	26%	33%	6.8%	74%
Sodus	73%	26%	32%	6.2%	73%
Herkimer	76%	25%	27%	2.4%	60%
Binghamton	76%	25%	26%	1.8%	58%
Laurens	72%	27%	28%	1.8%	58%
Amsterdam City	75%	25%	27%	1.5%	57%
Dunkirk City	79%	23%	23%	-0.3%	49%
Brocton	75%	25%	25%	-0.6%	48%
Salamanca City	74%	25%	24%	-0.9%	46%
Hannibal	79%	23%	22%	-1.1%	45%
Elmira City	77%	24%	22%	-2.3%	40%
Geneva City	77%	24%	20%	-4.3%	34%
Gloversville City	73%	26%	20%	-6.1%	29%
Brookfield	77%	24%	14%	-10.2%	16%
Dolgeville	71%	27%	12%	-15.2%	8%

APPENDIX C — Grades 3-5 ELA Proficiency Scores for Economically Disadvantaged Students, Children With Disabilities, and English Learners in WNY School Districts by County

Economically Disadvantaged ELA Proficiency Scores in Allegany County School Districts				
School District	3rd Grade	4th Grade	5th Grade	Average
Alfred-Almond	12%	59%	23%	31%
Andover	0%	11%	22%	11%
Belfast	55%	35%	27%	39%
Bolivar-Richburg	42%	30%	18%	30%
Canaseraga	100%	40%	50%	63%
Cuba-Rushford	59%	43%	52%	51%
Fillmore	21%	48%	38%	36%
Friendship	55%	NM	NM	55%
Genesee Valley	24%	58%	45%	42%
Scio	30%	50%	NM	40%
Wellsville	18%	22%	24%	21%
Whitesville	25%	0%	NM	13%
Allegany County Average	37%	36%	33%	35%
New York State Average	34%	38%	35%	36%

Economically Disadvantaged ELA Proficiency Scores in Cattaraugus County School Districts				
School District	3rd Grade	4th Grade	5th Grade	Average
Allegany-Limestone	34%	32%	34%	33%
Cattaraugus-Little Valley	43%	23%	17%	28%
Ellicottville	38%	39%	45%	41%
Franklinville	37%	55%	23%	38%
Gowanda	28%	28%	32%	29%
Hinsdale	24%	45%	33%	34%
Olean City	21%	11%	12%	15%
Portville	51%	56%	48%	52%
Randolph Academy	NA	NA	NA	NA
Randolph	37%	29%	18%	28%
Salamanca City	28%	13%	14%	18%
West Valley	NM	0%	NM	0%
Yorkshire-Pioneer	23%	22%	22%	22%
Cattaraugus County Average	33%	29%	27%	30%
New York State Average	34%	38%	35%	36%

Economically Disadvantaged ELA Proficiency Scores in Chautauqua County School Districts

School District	3rd Grade	4th Grade	5th Grade	Average
Bemus Point	21%	29%	23%	24%
Brocton	30%	31%	20%	27%
Cassadaga Valley	26%	22%	25%	24%
Chautauqua Lake	25%	68%	32%	42%
Clymer	NM	43%	20%	32%
Dunkirk City	17%	21%	18%	19%
Falconer	17%	13%	9%	13%
Forestville	33%	54%	62%	50%
Fredonia	29%	35%	12%	25%
Frewsburg	32%	19%	15%	22%
Jamestown City	22%	23%	19%	21%
Panama	47%	40%	21%	36%
Pine Valley	12%	0%	11%	8%
Ripley	27%	33%	NM	30%
Sherman	41%	50%	13%	35%
Silver Creek	32%	32%	11%	25%
Southwestern	26%	16%	24%	22%
Westfield	31%	36%	24%	30%
Chautauqua County Average	28%	31%	21%	27%
New York State Average	34%	38%	35%	36%

Economically Disadvantaged ELA Proficiency Scores in Erie County School Districts

School District	3rd Grade	4th Grade	5th Grade	Average
Akron	44%	38%	51%	44%
Alden	61%	46%	23%	43%
Amherst	33%	41%	31%	35%
Buffalo City	21%	20%	20%	20%
Cheektowaga	20%	20%	20%	20%
Cheektowaga Maryvale	33%	32%	35%	33%
Cheektowaga Sloan	16%	48%	36%	33%
Clarence	61%	55%	43%	53%
Cleveland Hill	33%	39%	36%	36%
Depew	21%	25%	32%	26%
East Aurora	31%	55%	38%	41%
Eden	21%	64%	18%	34%
Evans-Brant (Lake Shore)	25%	21%	30%	25%
Frontier	37%	39%	26%	34%
Grand Island	27%	33%	35%	32%
Hamburg	19%	27%	29%	25%
Holland	11%	19%	32%	21%
Iroquois	41%	8%	27%	25%
Kenmore-Tonawanda	24%	25%	19%	23%
Lackawanna City	16%	15%	2%	11%
Lancaster	42%	38%	26%	35%
North Collins	25%	13%	18%	19%
Orchard Park	53%	59%	40%	51%
Springville	38%	27%	33%	33%
Sweet Home	34%	39%	43%	39%
Tonawanda City	22%	23%	36%	27%
West Seneca	26%	35%	21%	27%
Williamsville	57%	62%	47%	55%
Erie County Average	32%	35%	30%	32%
New York State Average	34%	38%	35%	36%

Economically Disadvantaged ELA Proficiency Scores in Genesee County School Districts

School District	3rd Grade	4th Grade	5th Grade	Average
Alexander	14%	26%	31%	24%
Batavia City	30%	36%	22%	29%
Byron-Bergen	14%	6%	32%	17%
Elba	19%	17%	17%	18%
Le Roy	29%	36%	30%	32%
Oakfield-Alabama	25%	36%	38%	33%
Pavilion	23%	20%	20%	21%
Pembroke	44%	32%	42%	39%
Genesee County Average	25%	26%	29%	27%
New York State Average	34%	38%	35%	36%

Economically Disadvantaged ELA Proficiency Scores in Monroe County School Districts

School District	3rd Grade	4th Grade	5th Grade	Average
Brighton	18%	21%	30%	23%
Brockport	30%	31%	22%	28%
Churchville-Chili	14%	39%	17%	23%
East Irondequoit	14%	13%	14%	14%
East Rochester	23%	28%	22%	24%
Fairport	32%	40%	36%	36%
Gates-Chili	11%	22%	22%	18%
Greece	26%	24%	22%	24%
Hilton	30%	23%	33%	29%
Honeoye Falls-Lima	41%	58%	29%	43%
Penfield	30%	52%	45%	42%
Pittsford	67%	13%	25%	35%
Rochester City	13%	12%	11%	12%
Rush-Henrietta	36%	42%	27%	35%
Spencerport	23%	30%	26%	26%
Webster	23%	33%	30%	29%
West Irondequoit	46%	40%	31%	39%
Wheatland-Chili	14%	40%	33%	29%
Monroe County Average	27%	31%	26%	28%
New York State Average	34%	38%	35%	36%

Economically Disadvantaged ELA Proficiency Scores in Niagara County School Districts

School District	3rd Grade	4th Grade	5th Grade	Average
Barker	26%	38%	23%	29%
Lewiston Porter	53%	48%	52%	51%
Lockport City	22%	41%	19%	27%
Newfane	57%	45%	33%	45%
Niagara Falls	10%	15%	16%	14%
Niagara Wheatfield	16%	31%	34%	27%
North Tonawanda	24%	23%	27%	25%
Royalton-Hartland	54%	32%	25%	37%
Starpoint	29%	36%	27%	31%
Wilson	26%	56%	28%	37%
Niagara County Average	32%	37%	28%	32%
New York State Average	34%	38%	35%	36%

Economically Disadvantaged ELA Proficiency Scores in Orleans County School Districts

School District	3rd Grade	4th Grade	5th Grade	Average
Albion	22%	16%	22%	20%
Holley	55%	25%	38%	39%
Kendall	42%	54%	55%	50%
Lyndonville	30%	25%	32%	29%
Medina	8%	20%	31%	20%
Orleans County Average	31%	28%	36%	32%
New York State Average	34%	38%	35%	36%

Economically Disadvantaged ELA Proficiency Scores in Wyoming County School Districts

School District	3rd Grade	4th Grade	5th Grade	Average
Attica	18%	25%	21%	21%
Letchworth	18%	19%	33%	23%
Perry	17%	25%	13%	18%
Warsaw	28%	27%	25%	27%
Wyoming	20%	50%	0%	23%
Wyoming County Average	20%	29%	18%	23%
New York State Average	34%	38%	35%	36%

Students With Disabilities ELA Proficiency Scores in Allegany County School Districts

School District	3rd Grade	4th Grade	5th Grade	Average
Alfred-Almond	NM	0%	NM	0%
Andover	NM	0%	NM	0%
Belfast	NM	0%	NM	0%
Bolivar-Richburg	13%	11%	9%	11%
Canaseraga	NM	NM	NM	NM
Cuba-Rushford	40%	0%	43%	28%
Fillmore	17%	17%	0%	11%
Friendship	14%	NM	NM	14%
Genesee Valley	NM	20%	40%	30%
Scio	NM	17%	NM	17%
Wellsville	10%	15%	12%	12%
Whitesville	NM	NM	NM	NM
Allegany County Average	19%	9%	21%	16%
New York State Average	17%	20%	16%	18%

Students With Disabilities ELA Proficiency Scores in Cattaraugus County School Districts

School District	3rd Grade	4th Grade	5th Grade	Average
Allegany-Limestone	0%	20%	40%	20%
Cattaraugus-Little Valley	0%	7%	11%	6%
Ellicottville	25%	25%	10%	20%
Franklinville	0%	14%	NM	7%
Gowanda	10%	5%	0%	5%
Hinsdale	NM	0%	NM	0%
Olean City	9%	5%	0%	5%
Portville	0%	20%	29%	16%
Randolph Academy	NA	NA	NA	NA
Randolph	0%	0%	23%	8%
Salamanca City	0%	6%	0%	2%
West Valley	NM	NM	NM	NM
Yorkshire-Pioneer	12%	12%	0%	8%
Cattaraugus County Average	6%	10%	13%	10%
New York State Average	17%	20%	16%	18%

Students With Disabilities ELA Proficiency Scores in Chautauqua County School Districts

School District	3rd Grade	4th Grade	5th Grade	Average
Bemus Point	18%	0%	29%	16%
Brocton	0%	14%	0%	5%
Cassadaga Valley	0%	0%	0%	0%
Chautauqua Lake	14%	33%	NM	24%
Clymer	0%	NM	17%	9%
Dunkirk City	4%	5%	0%	3%
Falconer	0%	7%	0%	2%
Forestville	NM	0%	40%	20%
Fredonia	0%	14%	0%	5%
Frewsburg	0%	0%	0%	0%
Jamestown City	10%	4%	4%	6%
Panama	NM	17%	27%	22%
Pine Valley	0%	NM	0%	0%
Ripley	NM	NM	20%	20%
Sherman	0%	NM	12%	6%
Silver Creek	0%	14%	10%	8%
Southwestern	13%	13%	8%	11%
Westfield	20%	18%	7%	15%
Chautauqua County Average	5%	10%	10%	8%
New York State Average	17%	20%	16%	18%

Students With Disabilities ELA Proficiency Scores in Erie County School Districts

School District	3rd Grade	4th Grade	5th Grade	Average
Akron	19%	9%	44%	24%
Alden	11%	29%	20%	20%
Amherst	23%	9%	6%	13%
Buffalo City	14%	12%	9%	12%
Cheektowaga	0%	4%	4%	3%
Cheektowaga Maryvale	16%	4%	8%	9%
Cheektowaga Sloan	14%	24%	0%	13%
Clarence	33%	30%	12%	25%
Cleveland Hill	13%	10%	25%	16%
Depew	4%	15%	0%	6%
East Aurora	12%	27%	25%	21%
Eden	13%	NM	11%	12%
Evans-Brant (Lake Shore)	15%	7%	19%	14%
Frontier	17%	17%	7%	14%
Grand Island	0%	13%	20%	11%
Hamburg	11%	21%	0%	11%
Holland	0%	0%	10%	3%
Iroquois	16%	21%	17%	18%
Kenmore-Tonawanda	12%	11%	6%	10%
Lackawanna City	0%	3%	0%	1%
Lancaster	18%	32%	5%	18%
North Collins	NM	0%	NM	NM
Orchard Park	20%	34%	14%	23%
Springville	6%	0%	5%	4%
Sweet Home	5%	16%	18%	13%
Tonawanda City	11%	6%	0%	6%
West Seneca	13%	11%	7%	10%
Williamsville	31%	39%	31%	34%
Erie County Average	13%	15%	12%	13%
New York State Average	17%	20%	16%	18%

Students With Disabilities ELA Proficiency Scores in Genesee County School Districts

School District	3rd Grade	4th Grade	5th Grade	Average
Alexander	0%	0%	NM	0%
Batavia City	0%	8%	6%	5%
Byron-Bergen	0%	NM	0%	0%
Elba	NM	NM	NM	NM
Le Roy	0%	25%	0%	8%
Oakfield-Alabama	0%	NM	7%	4%
Pavilion	NM	0%	0%	0%
Pembroke	0%	9%	21%	10%
Genesee County Average	0%	8%	6%	5%
New York State Average	17%	20%	16%	18%

Students With Disabilities ELA Proficiency Scores in Monroe County School Districts

School District	3rd Grade	4th Grade	5th Grade	Average
Brighton	8%	6%	0%	5%
Brockport	0%	14%	0%	5%
Churchville-Chili	3%	10%	4%	6%
East Irondequoit	4%	0%	4%	3%
East Rochester	14%	13%	0%	9%
Fairport	17%	20%	20%	19%
Gates-Chili	0%	3%	5%	3%
Greece	5%	5%	7%	6%
Hilton	15%	12%	14%	14%
Honeoye Falls-Lima	13%	41%	30%	28%
Penfield	30%	20%	33%	28%
Pittsford	31%	25%	34%	30%
Rochester City	4%	6%	4%	5%
Rush-Henrietta	9%	4%	9%	7%
Spencerport	4%	20%	0%	8%
Webster	2%	5%	8%	5%
West Irondequoit	5%	13%	22%	13%
Wheatland-Chili	NM	0%	17%	9%
Monroe County Average	10%	12%	12%	11%
New York State Average	17%	20%	16%	18%

Students With Disabilities ELA Proficiency Scores in Niagara County School Districts

School District	3rd Grade	4th Grade	5th Grade	Average
Barker	0%	0%	11%	4%
Lewiston Porter	20%	24%	0%	15%
Lockport City	5%	13%	3%	7%
Newfane	7%	15%	7%	10%
Niagara Falls	1%	3%	2%	2%
Niagara Wheatfield	3%	13%	5%	7%
North Tonawanda	0%	14%	19%	11%
Royalton-Hartland	17%	14%	25%	19%
Starpoint	25%	8%	4%	12%
Wilson	8%	25%	8%	14%
Niagara County Average	9%	13%	8%	10%
New York State Average	17%	20%	16%	18%

Students With Disabilities ELA Proficiency Scores in Orleans County School Districts

School District	3rd Grade	4th Grade	5th Grade	Average
Albion	0%	0%	0%	0%
Holley	0%	13%	NM	7%
Kendall	40%	8%	20%	23%
Lyndonville	22%	13%	11%	15%
Medina	0%	10%	14%	8%
Orleans County Average	12%	9%	11%	11%
New York State Average	17%	20%	16%	18%

Students With Disabilities ELA Proficiency Scores in Wyoming County School Districts

School District	3rd Grade	4th Grade	5th Grade	Average
Attica	15%	0%	17%	11%
Letchworth	NM	25%	17%	21%
Perry	20%	NM	NM	20%
Warsaw	25%	NM	0%	13%
Wyoming	NM	NM	NM	NM
Wyoming County Average	20%	13%	11%	15%
New York State Average	17%	20%	16%	18%

English Learners ELA Proficiency Scores in Allegany County School Districts

School District	3rd Grade	4th Grade	5th Grade	Average
Alfred-Almond	NM	NM	NM	NM
Andover	NM	NM	NM	NM
Belfast	NM	NM	NM	NM
Bolivar-Richburg	NM	NM	NM	NM
Canaseraga	NM	NM	NM	NM
Cuba-Rushford	NM	NM	NM	NM
Fillmore	NM	0%	NM	0%
Friendship	NM	NM	NM	NM
Genesee Valley	NM	NM	NM	NM
Scio	NM	NM	NM	NM
Wellsville	NM	NM	NM	NM
Allegany County Average	NM	0%	NM	0%
New York State	16%	13%	11%	13%

English Learners ELA Proficiency Scores in Cattaraugus County School Districts

School District	3rd Grade	4th Grade	5th Grade	Average
Allegany-Limestone	NM	NM	NM	NM
Cattaraugus-Little Valley	NM	NM	NM	NM
Ellicottville	NM	NM	NM	NM
Franklinville	NM	NM	NM	NM
Gowanda	NM	NM	NM	NM
Hinsdale	NM	NM	NM	NM
Olean City	NM	NM	0%	0%
Portville	NM	NM	NM	NM
Randolph Academy	NA	NA	NA	NA
Randolph	NM	NM	NM	NM
Salamanca City	NM	NM	NM	NM
West Valley	NM	NM	NM	NM
Cattaraugus County Average	NM	NM	0%	0%
New York State	16%	13%	11%	13%

English Learners ELA Proficiency Scores in Chautauqua County School Districts

<u>School District</u>	<u>3rd Grade</u>	<u>4th Grade</u>	<u>5th Grade</u>	<u>Average</u>
Bemus Point	NM	NM	NM	NM
Brocton	0%	NM	11%	6%
Cassadaga Valley	NM	NM	NM	NM
Chautauqua Lake	NM	NM	NM	NM
Clymer	NM	NM	NM	NM
Dunkirk City	3%	11%	0%	5%
Falconer	NM	NM	NM	NM
Forestville	NM	NM	NM	NM
Fredonia	NM	NM	NM	NM
Frewsburg	NM	NM	NM	NM
Jamestown City	0%	0%	0%	0%
Panama	NM	NM	NM	NM
Pine Valley	NM	NM	NM	NM
Ripley	NM	NM	NM	NM
Sherman	0%	NM	NM	0%
Silver Creek	NM	NM	NM	NM
Southwestern	NM	NM	NM	NM
Chautauqua County Average	1%	6%	4%	3%
New York State	16%	13%	11%	13%

English Learners ELA Proficiency Scores in Erie County School Districts

<u>School District</u>	<u>3rd Grade</u>	<u>4th Grade</u>	<u>5th Grade</u>	<u>Average</u>
Akron	NM	NM	NM	NM
Alden	NM	NM	NM	NM
Amherst	21%	0%	18%	13%
Buffalo City	11%	6%	8%	8%
Cheektowaga	15%	5%	7%	9%
Cheektowaga Maryvale	33%	0%	0%	11%
Cheektowaga Sloan	NM	NM	NM	NM
Clarence	NM	NM	17%	17%
Cleveland Hill	29%	27%	NM	28%
Depew	NM	NM	NM	NM
East Aurora	NM	NM	NM	NM
Eden	NM	NM	NM	NM
Evans-Brant (Lake Shore)	NM	NM	NM	NM
Frontier	NM	NM	NM	NM
Grand Island	0%	NM	NM	0%
Hamburg	NM	NM	NM	NM
Holland	NM	NM	NM	NM
Iroquois	NM	NM	NM	NM
Kenmore-Tonawanda	11%	8%	0%	6%
Lackawanna City	0%	0%	0%	0%
Lancaster	NM	0%	0%	0%
North Collins	NM	NM	NM	NM
Orchard Park	20%	NM	NM	20%
Springville	NM	NM	NM	NM
Sweet Home	8%	14%	7%	10%
Tonawanda City	NM	13%	NM	13%
West Seneca	33%	NM	0%	17%
Erie County Average	18%	10%	6%	11%
New York State	16%	13%	11%	13%

English Learners ELA Proficiency Scores in Genesee County School Districts

School District	3rd Grade	4th Grade	5th Grade	Average
Alexander	NM	NM	NM	NM
Batavia City	NM	NM	14%	14%
Byron-Bergen	NM	NM	NM	NM
Elba	NM	NM	NM	NM
Le Roy	NM	NM	NM	NM
Oakfield-Alabama	NM	NM	NM	NM
Pavilion	NM	NM	NM	NM
Genesee County Average	NM	NM	14%	14%
New York State	16%	13%	11%	13%

English Learners ELA Proficiency Scores in Monroe County School Districts

School District	3rd Grade	4th Grade	5th Grade	Average
Brighton	13%	25%	0%	13%
Brockport	0%	NM	11%	6%
Churchville-Chili	17%	20%	0%	12%
East Irondequoit	0%	8%	0%	3%
East Rochester	NM	NM	NM	NM
Fairport	0%	14%	NM	7%
Gates-Chili	5%	0%	6%	4%
Greece	8%	4%	15%	9%
Hilton	0%	0%	NM	0%
Honeoye Falls-Lima	NM	NM	NM	NM
Penfield	40%	0%	14%	18%
Pittsford	NM	0%	NM	0%
Rochester City	6%	4%	5%	5%
Rush-Henrietta	21%	22%	3%	15%
Spencerport	0%	0%	NM	0%
Webster	18%	17%	11%	15%
West Irondequoit	7%	NM	14%	11%
Monroe County Average	10%	9%	7%	9%
New York State	16%	13%	11%	13%

English Learners ELA Proficiency Scores in Niagara County School Districts

School District	3rd Grade	4th Grade	5th Grade	Average
Barker	NM	NM	NM	NM
Lewiston Porter	NM	NM	NM	NM
Lockport City	20%	NM	NM	20%
Newfane	NM	NM	NM	NM
Niagara Falls	25%	13%	0%	13%
Niagara Wheatfield	NM	NM	NM	NM
North Tonawanda	NM	NM	0%	0%
Royalton-Hartland	NM	NM	NM	NM
Starpoint	NM	NM	NM	NM
Wilson	NM	0%	NM	0%
Niagara County Average	23%	7%	0%	10%
New York State	16%	13%	11%	13%

English Learners ELA Proficiency Scores in Orleans County School Districts

School District	3rd Grade	4th Grade	5th Grade	Average
Albion	0%	NM	NM	0%
Holley	NM	NM	NM	NM
Kendall	NM	NM	NM	NM
Lyndonville	NM	NM	NM	NM
Medina	0%	NM	NM	0%
Orleans County Average	0%	NM	NM	0%
New York State	16%	13%	11%	13%

English Learners ELA Proficiency Scores in Wyoming County School Districts

School District	3rd Grade	4th Grade	5th Grade	Average
Attica	NM	NM	NM	NM
Letchworth	NM	NM	NM	NM
Perry	NM	NM	NM	NM
Warsaw	NM	NM	NM	NM
Wyoming County Average	NM	NM	NM	NM
New York State	16%	13%	11%	13%