

NORTH TONAWANDA CITY SCHOOL DISTRICT

"N.T. Schools - Creating the Future Today"

THE PROPOSED 2018 - 2019 SCHOOL BUDGET

BUDGET HEARING

Tuesday, May 8, 2018

7:00 p.m.

*Spruce School Auditorium
195 Spruce Street
North Tonawanda, NY 14120*

ANNUAL ELECTION and BUDGET VOTE

Tuesday, May 15, 2018

12:00 Noon - 9:00 P.M.

*Alumni Student Activity Center
405 Meadow Drive
North Tonawanda, NY 14120*

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	NT SPIRIT - Budget Edition

**2018-19 GENERAL FUND
SUMMARY of EXPENDITURES**

	BUDGET 2017-18	TENTATIVE BUDGET 2018-19	17-18 BUDGET COMPARED TO TENTATIVE 18-19 BUDGET
ADMINISTRATION	\$6,931,557	\$7,082,130	\$150,573
CAPITAL	\$10,903,833	\$13,943,125	\$3,039,292
PROGRAM	\$55,656,223	\$56,862,194	\$1,205,971

TOTALS	\$73,491,613	\$77,887,449	\$4,395,836
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The New York State Uniform System of Accounts prescribes that a school district general fund budget be divided into three categories. The total of those three categories is the Budget presented by the Board of Education to the voters for approval.

EXPENDITURES - ADMINISTRATIVE BUDGET

SUMMARY OF EXPENDITURES Detailed Breakdown attached	BUDGET 2017-18	TENTATIVE BUDGET 2018-19	17-18 BUDGET COMPARED TO TENTATIVE 18-19 BUDGET
Board of Education: Salary for District Clerk, Clerk and Board Supplies; Board Election and Budget Vote Costs; Memberships in various Associations.	\$72,815	\$75,880	\$3,065
Chief School Administrator: Salaries for Superintendent and Secretary; Supplies; Travel and Conference Expenses; Consultant Services and Equipment.	\$248,045	\$242,890	(\$5,155)
Finance Administration: Salaries for Assistant Superintendent for Administrative Services and Central Business Office staff. Tax, Audit Expenses, Business Office Supplies, and District Equipment is also included here.	\$415,628	\$480,385	\$64,757
Personnel Administration: Salaries for Personnel Administrator; Personnel Office Staff; Public Information Officer; Legal Services; Supplies; Equipment and Contractual Expenses for Personnel Office and Records Management.	\$431,677	\$554,247	\$122,570
Central Services: BOCES Print Shop and Data Processing Services; Supplies; Equipment and Contractual Expenses for Printing.	\$818,555	\$693,695	(\$124,860)
Special Items: District Insurance; certain BOCES Administration; School Assoc. dues; Judgments/Claims and Property tax refunds.	\$840,230	\$822,775	(\$17,455)
Instructional Administration: Administrative Salaries for Districtwide Administration; Curriculum Development, including Related Support Staff and Records Management; Professional Development Staff; Related Office Supplies; BOCES and Contractual Expenses; Attendance; Pupil Personnel Services and Learning Technology.	\$2,031,702	\$2,050,612	\$18,910
Benefits: Retirement; Social Security; Medical Insurance; Dental Insurance; Life Insurance; Workers' Compensation and Unemployment Insurance for Administrative Staff.	\$2,072,905	\$2,161,646	\$88,741
TOTAL ADMINISTRATIVE	\$6,931,557	\$7,082,130	\$150,573

ADMINISTRATIVE BUDGET

Component Detail	Budget 17-18	Proposed Budget 18-19
Board of Education	56,930	60,130
District Clerk	5,976	5,841
District Meeting	9,909	9,909
Board of Education Total	72,815	75,880

Office of the Superintendent	248,045	242,890
Chief School Administrator Total	248,045	242,890

Business Administration	176,560	237,620
Auditing Services	165,082	171,399
District Treasurer	5,700	1,515
Tax Collection	5,930	5,676
Purchasing	42,608	44,428
Fiscal Agent Fees	19,747	19,747
Finance Administration Total	415,628	480,385

Personnel	225,118	225,089
Legal Services	178,189	273,729
Public Information & Services	28,370	55,429
Personnel Administration Total	431,677	554,247

Central Printing & Mailing	29,584	29,584
Data Processing	788,971	664,111
Central Services Total	818,555	693,695

Unallocated Insurance	375,919	375,919
School Association Dues	9,404	9,404
BOCES Administrative Costs	382,079	364,624
Judgments / Claims	31,212	31,212
Refund Real Property Tax	41,616	41,616
Special Items Total	840,230	822,775

Curriculum Development & Supervision	221,453	189,225
Supervision - Regular School	1,377,434	1,419,728
Attendance Services	224,038	226,974
Program for Students with Disabilities	208,777	214,685
Instructional Administration Total	2,031,702	2,050,612

Benefits	2,072,905	2,161,646
Employee Benefits Total	2,072,905	2,161,646

ADMINISTRATIVE TOTAL	6,931,557	7,082,130
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EXPENDITURES - CAPITAL BUDGET

SUMMARY OF EXPENDITURES Detailed Breakdown attached	BUDGET 2017-18	TENTATIVE BUDGET 2018-19	17-18 BUDGET COMPARED TO TENTATIVE 18-19 BUDGET
<u>Buildings & Grounds:</u> Salaries for Custodians and Maintenance Staff; Supplies; Environmental Testing; Equipment and Contractual Costs for Buildings & Grounds.	\$5,509,141	\$5,448,220	(\$60,921)
<u>District Transportation:</u> Purchases of District vehicles including buses and other District vehicles.	\$0	\$110,000	\$110,000
<u>Principal and Interest:</u> Annual Bond Redemption; Interest Costs and Interfund Transfers to Other Funds authorized by voters or Comptroller's Regulations.	\$3,897,561	\$6,864,809	\$2,967,248
<u>Benefits:</u> Retirement; Social Security; Medical Insurance; Dental Insurance; Life Insurance; Workers' Compensation and Unemployment Insurance for Custodial, Maintenance and Central Storeroom Staffs.	\$1,497,131	\$1,520,096	\$22,965
TOTAL CAPITAL	\$10,903,833	\$13,943,125	\$3,039,292

CAPITAL BUDGET

Component Detail	Budget 17-18	Proposed Budget 18-19
Custodial / Cleaning	3,950,449	3,962,053
Maintenance / Grounds	1,558,692	1,486,167
Buildings & Grounds Total	5,509,141	5,448,220

District Transportation	0	110,000
District Transportation Total	0	110,000

Principal Serial Bonds-School Construction/Other	2,790,293	4,092,879
Interest Serial Bonds-School Construction/Other	1,107,268	1,001,233
Principal School Construction BANS	0	1,257,374
Interest School Construction BANS	0	413,323
Interfund Transfers-Capital	0	100,000
Principal and Interest Payments Total	3,897,561	6,864,809

Benefits	1,497,131	1,520,096
Employee Benefits Total	1,497,131	1,520,096

CAPITAL TOTAL	10,903,833	13,943,125
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EXPENDITURES - PROGRAM BUDGET

SUMMARY OF EXPENDITURES Detailed Breakdown attached	BUDGET 2017-18	TENTATIVE BUDGET 2018-19	17-18 BUDGET COMPARED TO TENTATIVE 18-19 BUDGET
<u>Teaching - Regular School:</u> Salaries for all regular Classroom Teachers, Assistants, Aides, Substitutes and Textbooks; Supplies; Equipment; In-service Training; Contractual Expenses; Legal Services; BOCES; Drug Testing and Fingerprinting.	\$19,473,105	\$19,588,145	\$115,040
<u>Special Education:</u> Salaries for Teachers, Assistants and Aides for Pupils with Special Educational needs; Supplies; Equipment; BOCES; Contractual expenses for those programs.	\$13,119,206	\$13,861,524	\$742,318
<u>Occupational Education:</u> Salaries; Supplies; Textbooks; Equipment and Contractual Costs for Occupational Education and Summer School Instruction.	\$1,622,378	\$1,539,710	(\$82,668)
<u>Instructional Media:</u> Salaries for School Librarians and Assistants; Supplies; Equipment and Contractual Costs for Libraries, including Instructional Television and Computer Assisted Instruction; State Computer Software and Hardware, both locally funded and State Aided; and BOCES.	\$1,148,995	\$1,516,450	\$367,455
<u>Pupil Services:</u> Salaries for School Counselors and their Clerical Staff; Health Office Staff; School Psychologists; Social and Family Workers; Attendance Office and Related Support Staff; Youth Programs; Community School; Co-Curricular and Interscholastic Athletics; Supplies; Equipment and Contractual Costs (e.g. School Resource Officers).	\$2,688,292	\$2,715,399	\$27,107
<u>Transportation:</u> Salaries for Bus Drivers, Monitors and other Bus Garage Personnel; Contract Transportation and Public Carriers; Transportation Supplies; Other Miscellaneous Equipment and Contractual Expenses.	\$2,594,560	\$2,613,643	\$19,083
<u>Benefits:</u> Retirement; Social Security; Medical Insurance; Dental Insurance; Life Insurance; Workers' Compensation and Unemployment Insurance for all Instructional Employees and Bus Drivers.	\$14,884,686	\$14,902,323	\$17,637
<u>Transfers:</u> Interfund Transfers to Special Aid Fund, including District's Share of Summer School Programs for Students with Special Needs.	\$125,000	\$125,000	\$0
TOTAL PROGRAM	\$55,656,223	\$56,862,194	\$1,205,971
TOTAL BUDGET	\$73,491,613	\$77,887,449	\$4,395,836

PROGRAM BUDGET

Component Detail	Budget 17-18	Proposed Budget 18-19
In Service Training	249,539	191,747
Teaching	19,223,566	19,396,398
Teaching-Regular School Total	19,473,105	19,588,145

Program for Students with Disabilities	13,119,206	13,861,524
Special Education Total	13,119,206	13,861,524

Occupational Education	1,558,495	1,501,566
Special Schools	63,883	38,144
Occupational Education	1,622,378	1,539,710

School Library & Audio Visual	304,125	309,058
Computer Assisted Instruction (CAI)	844,870	1,207,392
Instructional Media Total	1,148,995	1,516,450

Guidance Services	698,900	699,404
Health Services	472,199	486,619
Psychological Services	295,380	253,425
Social Work Services	513,888	557,549
Co-Curricular Activities	136,696	139,121
Interscholastic Sports	571,230	579,281
Pupil Services Total	2,688,292	2,715,399

District Transportation	1,572,428	1,989,639
Bus Garage	187,055	188,926
Contract Transportation	835,078	435,078
Transportation Total	2,594,560	2,613,643

Benefits	14,884,686	14,902,323
Employee Benefits Total	14,884,686	14,902,323

Interfund Transfers-Special Aid	125,000	125,000
Transfers Total	125,000	125,000

PROGRAM TOTAL	55,656,223	56,862,194
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TOTAL BUDGET	73,491,613	77,887,449
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SUMMARY of REVENUES

	REVENUES 2017-18	ESTIMATED REVENUES 2018-19	17-18 REVENUES COMPARED TO ESTIMATED 18-19 REVENUES
STATE / FEDERAL AID: Represents the largest portion of revenue for the District. In the 2018-19 school year, it is projected to be 52.44% of all revenue. Last year, it was 52.47%. This year, the aid increased by \$3,773,843.	\$38,558,709	\$42,332,552	\$3,773,843
OTHER INCOME: Any income received by the School District other than State and Federal Aid, Fund Balance or Tax Levy is included under this heading. Examples of other income would be; rentals, interest earnings, payments in lieu of taxes, refunds of prior year's expenses, gifts, fees, tax penalties, commissions and athletic event gate receipts. The decrease represents the District opting out of the Retirement Deferment Program which was more costly to the District for the long term.	\$1,778,842	\$1,903,842	\$125,000
RESERVES / FUND BALANCE Reserves: The District maintains Reserve Funds in accordance with guidelines established by the State of New York and adopted and accepted by the Board of Education. With the significant financial issues currently affecting districts across the state, the Board of Education has adopted a fiscally responsible process to use those reserve funds that are available. They have adopted a process which attempts to maintain quality programs while keeping the tax levy reasonable and within the Tax Cap threshold.	\$5,107,385	\$5,050,000	(\$57,385)
Fund Balance: Funds which are budgeted but unexpended at the end of the budget year, and revenues which are realized in excess of those budgeted for the year, are available at the end of the fiscal year to be carried forward as fund balance.			
TAX LEVY: This is the amount to be raised through local property taxes. The Board of Education desires to keep any increases in the levy as low as possible. For the 2018-19 school year, it is anticipated that there will be a tax levy increase of \$554,378 which amounts to a 1.98% increase.	\$28,046,677	\$28,601,055	\$554,378

TOTAL ESTIMATED REVENUES

\$73,491,613 \$77,887,449 \$4,395,836

REQUIRED COMPENSATION INFORMATION

CHAPTER 474, LAWS OF 1996

Compensation

Compensation is reported in 3 parts: salary, benefits and other compensation. The salary, benefits and other compensation for the Superintendent and Assistant Superintendent for Administrative Services and are as follows:

Superintendent of Schools:

\$189,146 **Annual Salary** – This annual salary is consistent with amounts expected to be reported as wages in accordance with applicable provisions of the Internal Revenue Code. (includes ten days of paid vacation if not used)

\$ 60,015 **Annualized Cost of Benefits:**
All district employees – The Superintendent enjoys the same ancillary benefits provided to all employees. Many of these benefits, such as employer contributions to Social Security and Medicare are required by law. Other benefits include health insurance, retirement contribution, unemployment insurance, worker's compensation insurance and professional memberships.

\$ 20,806 Mandatory TRS Contribution @ 11% of salary

\$ 27,350 Family Health/Dental/105 Plan

\$ 11,859 Required Social Security and Medicare Contribution, Worker's Compensation, Unemployment Insurance, Life Insurance, Memberships

Assistant Superintendent for Administrative Services

\$ 81,000 **Annual Salary** – This annual salary is consistent with amounts expected to be reported as wages in accordance with applicable provisions of the Internal Revenue Code.

\$ 38,635 **Annualized Cost of Benefits:**
All district employees – The Assistant Superintendent for Administration enjoys the same ancillary benefits provided to all employees. Many of these benefits, such as employer

contributions to Social Security and Medicare are required by law. Other benefits include health insurance, unemployment insurance, worker's compensation insurance and professional memberships

\$ 32,440	Family Health/105 Plan
\$ 6,197	Required Social Security and Medicare Contribution, Worker's Compensation, Unemployment Insurance, Memberships

Executive Director – Educational Services

\$140,560 **Annual Salary** – This annual salary is consistent with amounts expected to be reported as wages in accordance with applicable provisions of the Internal Revenue Code. (includes ten days of paid vacation if not used)

\$ 36,606 **Annualized Cost of Benefits:**
All district employees – The Executive Director of Educational Services enjoys the same ancillary benefits provided to all employees. Many of these benefits, such as employer contributions to Social Security and Medicare are required by law. Other benefits include health insurance, retirement contribution, life insurance, unemployment insurance, worker's compensation insurance and professional memberships.

\$ 15,462	Mandatory TRS Contribution @ 11% of salary
\$ 9,990	Single Health/Dental/105 Plan
\$ 11,154	Required Social Security and Medicare Contribution, Worker's Compensation, Life Insurance and Unemployment Insurance

In addition, Chapter 474, the Laws of 1996 requires disclosure of salaries of other supervisory and administrative personnel scheduled to receive \$130,000 or more in salary during the 2016-17 fiscal year.

There are no positions in the District that meet this disclosure requirement.

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 2018-19 Budget Notice to: emscmgt@nysed.gov. This will enable us to help correct any formula or data entry discrepancy quickly.

Form Due - April 23, 2018

Form Preparer Name:
Preparer's Telephone Number:

JENNIFER HEILER
(716) 807-3511

Shaded Fields Will Calculate	Budgeted 2017-18 (A)	Proposed Budget 2018-19 (B)	Percent Change (C)
Total Budgeted Amount, not including Separate Propositions	73,491,613	77,887,449	5.98 %
A. Proposed Tax Levy to Support the Total Budgeted Amount ¹	28,046,677	28,601,055	
B. Tax Levy to Support Library Debt, if Applicable			
C. Tax Levy for Non-Excludable Propositions, if Applicable ²			
D. Total Tax Cap Reserve Amount Used to Reduce Current Year Levy, if Applicable			
E. Total Proposed School Year Tax Levy (A+B+C-D)	28,046,677	28,601,055	1.98 %
F. Permissible Exclusions to the School Tax Levy Limit	155,443	524,992	
G. School Tax Levy Limit, Excluding Levy for Permissible Exclusions ³	27,955,601	28,504,071	
H. Total Proposed Tax Levy for School Purposes, Excluding Permissible Exclusions and Levy for Library Debt, Plus Prior Year Tax Cap Reserve (E-B-F+D)	27,891,234	28,076,063	
I. Difference: (G-H); (negative value requires 60.0% voter approval) ²	84,367	428,008	
Public School Enrollment	3,364	3,379	0.45 %
Consumer Price Index			2.13 %

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 2018-19, includes any carryover from 2017-18 and excludes any tax levy for library debt or prior year reserve for excess tax levy, including interest.

	Actual 2017-18 (D)	Estimated 2018-19 (E)
Adjusted Restricted Fund Balance	5,370,947	8,214,428
Assigned Appropriated Fund Balance	5,107,385	5,050,000
Adjusted Unrestricted Fund Balance	4,003,460	3,076,554
Adjusted Unrestricted Fund Balance as a Percent of the Total Budget	5.45 %	3.95 %

Schedule of Reserve Funds

Reserve Type	Reserve Name	Reserve Description *	3/31/18 Actual Balance	6/30/18 Estimated Ending Balance	Intended Use of the Reserve in the 2018-19 School Year*(Limit 200 Characters)
Capital ±		For the cost of any object or purpose for which bonds may be issued.			
Repair		For the cost of repairs to capital improvements or equipment.			
Workers Compensation	WORKERS COMPENSATION	For self-insured Workers Compensation and benefits.	212155	212324	0
Unemployment Insurance	UNEMPLOYMENT INSURANCE	For reimbursement to the State Unemployment Insurance Fund.	156386	156510	0
Reserve for Tax Reduction		For the gradual use of the proceeds of the sale of school district real property.			

Mandatory
Reserve for
Debt Service

RESERVE FOR DEBT-SERVICE

For proceeds from the sale of district
capital assets or improvement,
restricted to debt service.

3330525 3331747 0

Insurance

RESERVE FOR LIABILITY AND

For liability, casualty, and other types of
uninsured losses.

1163887 1164811 0

Property Loss
±

To cover property loss.

Liability ±

To cover incurred liability claims.

Tax Certiorari

For tax certiorari settlements.

Reserve for
Insurance
Recoveries

For unexpended proceeds of insurance
recoveries at fiscal year end.

Employee
Benefit
Accrued
Liability

EMPLOYEE BENEFIT ACCRU

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

104336 104416 0

Retirement
Contribution

RESERVE FOR RETIREMENT

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

421160 421494 0

Reserve for
Uncollected
Taxes

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

Single Other
Reserve ±

*Provide a brief, but specific, statement of the planned use and appropriation for the reserve in SY 2018-19. Mention any capital expenditures that will need to be voted upon in the upcoming Budget Vote.

Save

Reset

Save & Ready

Equalized Total Assessed Value 1,731,220,660

School District - 291200 N Ton City School

Exemption Code	Exemption Name	Statutory Authority	Number of Exemptions	Total Equalized Value of Exemptions	Percent of Value Exempted
12100	NYS - GENERALLY	RPTL 404(1)	21	2,394,819	0.14
12350	PUBLIC AUTHORITY - STATE	RPTL 412	7	144,577	0.01
13100	CO - GENERALLY	RPTL 406(1)	12	199,998	0.01
13350	CITY - GENERALLY	RPTL 406(1)	158	51,221,135	2.96
13500	TOWN - GENERALLY	RPTL 406(1)	2	3,132	0.00
13800	SCHOOL DISTRICT	RPTL 408	14	44,125,542	2.55
14100	USA - GENERALLY	RPTL 400(1)	2	536,145	0.03
18020	MUNICIPAL INDUSTRIAL DEV AGENC	RPTL 412-a	17	10,888,555	0.63
21600	RES OF CLERGY - RELIG CORP OWN	RPTL 462	5	696,868	0.04
25110	NONPROF CORP - RELIG(CONST PRO	RPTL 420-a	50	28,283,978	1.63
25130	NONPROF CORP - CHAR (CONST PRO	RPTL 420-a	4	1,557,711	0.09
25210	NONPROF CORP - HOSPITAL	RPTL 420-a	4	27,114,458	1.57
25230	NONPROF CORP - MORAL/MENTAL IM	RPTL 420-a	12	3,407,591	0.20
25300	NONPROF CORP - SPECIFIED USES	RPTL 420-b	24	3,776,625	0.22
26100	VETERANS ORGANIZATION	RPTL 452	1	437,349	0.03
26250	HISTORICAL SOCIETY	RPTL 444	5	292,410	0.02
26400	INC VOLUNTEER FIRE CO OR DEPT	RPTL 464(2)	9	1,847,590	0.11
8110	NOT-FOR-PROFIT HOUSING COMPANY	RPTL 422	1	4,015,863	0.23
8260	MUN HSNG AUTH -NYS AIDED	PUB HSNG L 52(4)&(5)	1	8,018,072	0.46
1120	ALT VET EX-WAR PERIOD-NON-COMB	RPTL 458-a	879	5,524,074	0.32
1130	ALT VET EX-WAR PERIOD-COMBAT	RPTL 458-a	740	7,748,276	0.45
1140	ALT VET EX-WAR PERIOD-DISABILI	RPTL 458-a	279	4,882,641	0.28
1300	PARAPLEGIC VETS	RPTL 458(3)	6	1,367,349	0.08
1400	CLERGY	RPTL 460	14	25,298	0.00
1800	PERSONS AGE 65 OR OVER	RPTL 467	45	2,261,388	0.13
1806	PERSONS AGE 65 OR OVER	RPTL 467	147	4,239,977	0.24
1834	ENHANCED STAR	RPTL 425	2,427	163,243,614	9.43
1854	BASIC STAR 1999-2000	RPTL 425	5,520	173,497,908	10.02
1900	PHYSICALLY DISABLED	RPTL 459	13	261,950	0.02
2610	BUSINESS INVESTMENT PROPERTY P	RPTL 486-b	53	2,864,615	0.17
2670	REDEVELOPMENT HOUSING CO	P H F I L 125 & 127	1	953,012	0.06

Assessor's Report - 2017 - Prior Year File
S496 Exemption Impact Report
School District Summary

RPS221/V04/L001
Date/Time - 3/29/2018 09:16:17
Total Assessed Value 1,436,913,148

Equalized Total Assessed Value 1,731,220,660

School District - 291200 N Ton City School

Exemption Code	Exemption Name	Statutory Authority	Number of Exemptions	Total Equalized Value of Exemptions	Percent of Value Exempted
49530	INDUSTRIAL WASTE TREATMENT FAC	RPTL 477	1	459,036	0.03
Total Exemptions Exclusive of System Exemptions:			10,474	556,291,366	32.13
Total System Exemptions:			0	0	0.00
Totals:			10,474	556,291,366	32.13

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: _____



(for local use only -- not to be filed with NYS Department of Taxation & Finance - Office of Real Property Tax Services)

Total equalized value in taxing jurisdiction: \$ 1,731,220,660

[illegible]

**BOARD OF EDUCATION OF THE
CITY SCHOOL DISTRICT OF THE
CITY OF NORTH TONAWANDA, NEW YORK**

BOARD MEMBER CANDIDATES

2018-2019

**Krista Vince Garland
238 Tremont Street
North Tonawanda, NY 14120
KristaVinceGarland@gmail.com**

**Mario Gregori
1287 Tanglewood Drive
North Tonawanda, NY 14120
gregmj293@gmail.com**

**Erik Herbert
1049 Thomas Fox Drive E.
North Tonawanda, NY 14120
erikherbert@yahoo.com**

**Cheryl McMahon
57 Christiana Street
North Tonawanda, NY 14120
bbgrande14120@yahoo.com**

**Erica Robinson
515 Meadowbrook Drive
North Tonawanda, NY 14120
ericajs917@gmail.com**

FISCAL ACCOUNTABILITY SUMMARY (2016 - 17)

INFORMATION ABOUT EXPENDITURE RATIOS (2015 - 16)

(Data are lagged a year.)

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

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

THIS SCHOOL DISTRICT

GENERAL EDUCATION		SPECIAL EDUCATION	
INSTRUCTIONAL EXPENDITURES		INSTRUCTIONAL EXPENDITURES	
▼		▼	
\$33,255,186		\$18,881,914	
PUPILS		PUPILS	
▼		▼	
3,478		768	
EXPENDITURES PER PUPIL		EXPENDITURES PER PUPIL	
▼		▼	
\$9,562		\$24,586	

SIMILAR DISTRICT GROUP

AVERAGE NEED/RESOURCE CAPACITY

GENERAL EDUCATION

SPECIAL EDUCATION

INSTRUCTIONAL EXPENDITURES

INSTRUCTIONAL EXPENDITURES



\$8,395,886,432

\$3,487,990,842

PUPILS

PUPILS



747,643

110,460

EXPENDITURES PER PUPIL

EXPENDITURES PER PUPIL



\$11,230

\$31,577

ALL SCHOOL DISTRICTS

GENERAL EDUCATION

SPECIAL EDUCATION

INSTRUCTIONAL EXPENDITURES

INSTRUCTIONAL EXPENDITURES

▼
\$33,423,609,457

▼
\$14,485,942,729

PUPILS

PUPILS

▼
2,649,519

▼
460,996

EXPENDITURES PER PUPIL

EXPENDITURES PER PUPIL

▼
\$12,615

▼
\$31,423

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

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

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

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

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

TOTAL EXPENDITURES PER PUPIL

THIS SCHOOL DISTRICT	SIMILAR DISTRICT GROUP	NY STATE
▼	▼	▼
\$20,714	\$21,790	\$23,361

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

INFORMATION ABOUT STUDENTS WITH DISABILITIES (2016 - 17)

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

STUDENT PLACEMENT (PERCENT OF TIME INSIDE REGULAR CLASSROOM)

THIS SCHOOL DISTRICT	SIMILAR DISTRICT GROUP	NY STATE
80% OR MORE	AVERAGE NEED/RESOURCE CAPACITY	80% OR MORE
216 28.1%	80% OR MORE	58.4%
40% - 79%	56.8%	40% - 79%
287 37.3%	40% - 79%	11.9%
LESS THAN 40%	19.1%	LESS THAN 40%
206 26.8%	LESS THAN 40%	19.6%
SEPARATE SETTINGS	16.9%	SEPARATE SETTINGS
51 6.6%	SEPARATE SETTINGS	5.9%
OTHER SETTINGS	4.5%	OTHER SETTINGS

9	1.2%	OTHER SETTINGS	4.5%
▼			
2.7%			

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

SCHOOL-AGE STUDENTS WITH DISABILITIES CLASSIFICATION RATE

THIS SCHOOL DISTRICT	SIMILAR DISTRICT GROUP	NY STATE
▼	▼	▼
21.3%	13.4%	14.9%

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

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

NORTH TONAWANDA CITY SCHOOL DISTRICT - SCHOOL REPORT CARD DATA [2016 - 17]**NORTH TONAWANDA CITY SCHOOL DISTRICT ENROLLMENT (2016 - 17)**

K-12 ENROLLMENT

3,445

ENROLLMENT BY GENDER

MALE	FEMALE
1,745	1,700
51%	49%

ENROLLMENT BY ETHNICITY

GROUP	TOTAL	PERCENT
AMERICAN INDIAN OR ALASKA NATIVE	50	1%
BLACK OR AFRICAN AMERICAN	62	2%
HISPANIC OR LATINO	112	3%
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC ISLANDER	39	1%
WHITE	3,142	91%
MULTIRACIAL	40	1%

OTHER GROUPS

ENGLISH LANGUAGE LEARNERS	STUDENTS WITH DISABILITIES	ECONOMICALLY DISADVANTAGED
32	725	1,620
1%	21%	47%

ENROLLMENT BY GRADE

GROUP	TOTAL	PERCENT
PRE-K (HALF DAY)	85	2%
PRE-K (FULL DAY)	36	1%
K (FULL DAY)	251	7%
1ST GRADE	251	7%
2ND GRADE	225	6%
3RD GRADE	260	7%
4TH GRADE	248	7%
5TH GRADE	284	8%
6TH GRADE	265	7%
UNGRADED ELEMENTARY	11	0%
7TH GRADE	241	7%
8TH GRADE	250	7%
9TH GRADE	283	8%
10TH GRADE	277	8%
11TH GRADE	274	8%
12TH GRADE	301	8%
UNGRADED SECONDARY	24	1%

FREE AND REDUCED-PRICE LUNCH (2016 - 17)

ELIGIBLE FOR FREE LUNCH	ELIGIBLE FOR REDUCED-PRICE LUNCH
1,306	209
38%	6%

ATTENDANCE (2015 - 16)

ANNUAL ATTENDANCE RATE
94%

STUDENT SUSPENSIONS (2015 - 16)

134	4%
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STAFF COUNTS (2016 - 17)

GROUP	STAFF
PRINCIPALS	6
ASSISTANT PRINCIPALS	4
OTHER PROFESSIONAL STAFF	48
PARAPROFESSIONALS	67

HIGH SCHOOL COMPLETERS (2016 - 17)

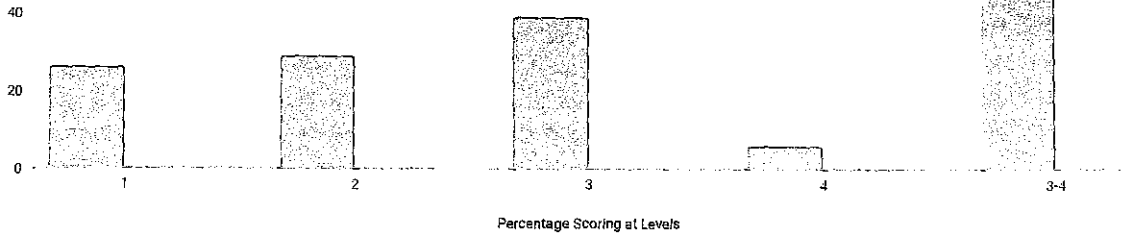
GROUP	COMPLETERS (GRADUATES + COMMENCEMENT CREDENTIALS)	GRADUATES (REGENTS + LOCAL DIPLOMAS)	REGENTS DIPLOMA
ALL STUDENTS	292	284	247
GENERAL EDUCATION	249	247	235
STUDENTS WITH DISABILITIES	43	37	12
			87%
			95%
			32%

GROUP	REGENTS WITH ADVANCED DESIGNATION		REGENTS WITH CTE ENDORSEMENT		LOCAL DIPLOMAS		COMMENCEMENT CREDENTIALS	
ALL STUDENTS	114	40%	0	0%	37	13%	8	3%
GENERAL EDUCATION	113	46%	0	0%	12	5%	2	1%
STUDENTS WITH DISABILITIES	1	3%	0	0%	25	68%	6	14%

HIGH SCHOOL NON-COMPLETERS (2016 - 17)

GROUP	DROPPED OUT		ENTERED APPROVED HIGH SCHOOL EQUIVALENCY PREPARATION PROGRAM		TOTAL NONCOMPLETERS	
ALL STUDENTS	34	3%	8	1%	42	4%
GENERAL EDUCATION	19	2%	3	0%	22	2%
STUDENTS WITH DISABILITIES	15	7%	5	2%	20	9%

GRADE 3 ENGLISH LANGUAGE ARTS

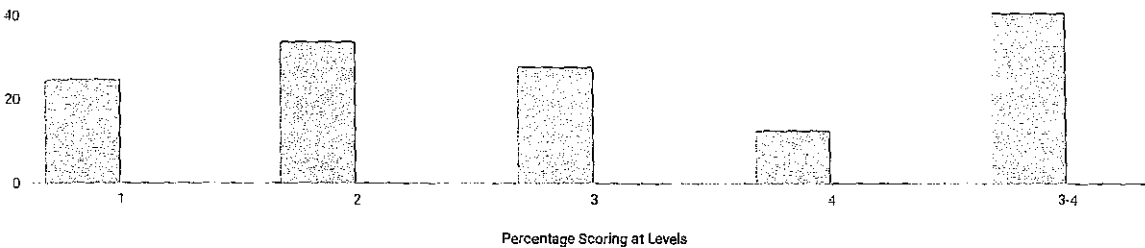


District: 20
Statewide:

MEAN SCORE: 308

GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1		LEVEL 2		LEVEL 3		LEVEL 4	
ALL STUDENTS	163	45%	43	26%	47	29%	64	39%	9	6%
GENERAL EDUCATION	141	50%	29	21%	41	29%	62	44%	9	6%
STUDENTS WITH DISABILITIES	22	9%	14	64%	6	27%	2	9%	0	0%
AMERICAN INDIAN OR ALASKA NATIVE	1	_%	-	-	-	-	-	-	-	-
ASIAN OR NATIVE HAWAIIAN/OTHER PACIF...	1	_%	-	-	-	-	-	-	-	-
BLACK OR AFRICAN AMERICAN	5	0%	5	100%	0	0%	0	0%	0	0%
HISPANIC OR LATINO	5	40%	2	40%	1	20%	2	40%	0	0%
WHITE	147	47%	34	23%	44	30%	60	41%	9	6%
MULTIRACIAL	4	_%	-	-	-	-	-	-	-	-
SMALL GROUP TOTAL	6	33%	2	33%	2	33%	2	33%	0	0%
FEMALE	81	49%	19	23%	22	27%	34	42%	6	7%
MALE	82	40%	24	29%	25	30%	30	37%	3	4%
NON-ENGLISH LANGUAGE LEARNERS	163	45%	43	26%	47	29%	64	39%	9	6%
ECONOMICALLY DISADVANTAGED	64	28%	24	38%	22	34%	17	27%	1	2%
NOT ECONOMICALLY DISADVANTAGED	99	56%	19	19%	25	25%	47	47%	8	8%
NOT MIGRANT	163	45%	43	26%	47	29%	64	39%	9	6%

GRADE 4 ENGLISH LANGUAGE ARTS



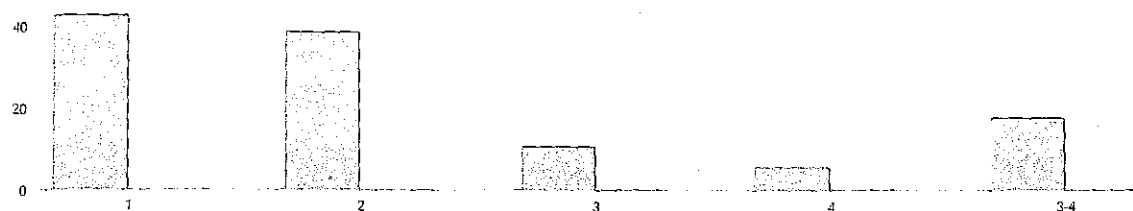
District: 20
Statewide:

MEAN SCORE: 302

GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1		LEVEL 2		LEVEL 3		LEVEL 4	
ALL STUDENTS	118	41%	30	25%	40	34%	33	28%	15	13%
GENERAL EDUCATION	96	48%	15	16%	35	36%	31	32%	15	16%
STUDENTS WITH DISABILITIES	22	9%	15	68%	5	23%	2	9%	0	0%
AMERICAN INDIAN OR ALASKA NATIVE	2	_%	-	-	-	-	-	-	-	-
ASIAN OR NATIVE HAWAIIAN/OTHER PACIF...	3	_%	-	-	-	-	-	-	-	-
BLACK OR AFRICAN AMERICAN	2	_%	-	-	-	-	-	-	-	-
HISPANIC OR LATINO	3	_%	-	-	-	-	-	-	-	-
WHITE	107	40%	27	25%	37	35%	31	29%	12	11%

MULTIRACIAL	1	.%	-	-	-	-	-	-	-	-
SMALL GROUP TOTAL	11	45%	3	27%	3	27%	2	18%	3	27%
FEMALE	68	47%	9	13%	27	40%	19	28%	13	19%
MALE	50	32%	21	42%	13	26%	14	28%	2	4%
NON-ENGLISH LANGUAGE LEARNERS	116	.%	-	-	-	-	-	-	-	-
ENGLISH LANGUAGE LEARNERS	2	.%	-	-	-	-	-	-	-	-
ECONOMICALLY DISADVANTAGED	65	26%	21	32%	27	42%	12	18%	5	8%
NOT ECONOMICALLY DISADVANTAGED	53	58%	9	17%	13	25%	21	40%	10	19%
NOT MIGRANT	118	41%	30	25%	40	34%	33	28%	15	13%

GRADE 5 ENGLISH LANGUAGE ARTS



District: 20

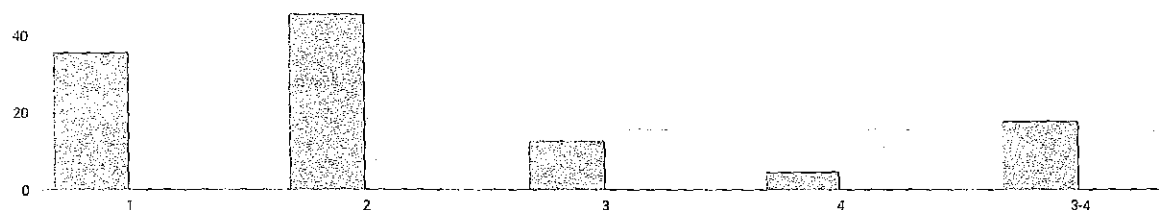
Statewide:

Percentage Scoring at Levels

MEAN SCORE: 289

GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1		LEVEL 2		LEVEL 3		LEVEL 4	
ALL STUDENTS	114	18%	49	43%	45	39%	13	11%	7	6%
GENERAL EDUCATION	96	21%	33	34%	43	45%	13	14%	7	7%
STUDENTS WITH DISABILITIES	18	0%	16	89%	2	11%	0	0%	0	0%
AMERICAN INDIAN OR ALASKA NATIVE	2	_%	-	-	-	-	-	-	-	-
ASIAN OR NATIVE HAWAIIAN/OTHER PACIF...	2	_%	-	-	-	-	-	-	-	-
BLACK OR AFRICAN AMERICAN	1	_%	-	-	-	-	-	-	-	-
HISPANIC OR LATINO	4	_%	-	-	-	-	-	-	-	-
WHITE	101	18%	44	44%	39	39%	12	12%	6	6%
MULTIRACIAL	4	_%	-	-	-	-	-	-	-	-
SMALL GROUP TOTAL	13	15%	5	38%	6	46%	1	8%	1	8%
FEMALE	56	23%	26	46%	17	30%	8	14%	5	9%
MALE	58	12%	23	40%	28	48%	5	9%	2	3%
NON-ENGLISH LANGUAGE LEARNERS	114	18%	49	43%	45	39%	13	11%	7	6%
ECONOMICALLY DISADVANTAGED	54	11%	29	54%	19	35%	5	9%	1	2%
NOT ECONOMICALLY DISADVANTAGED	60	23%	20	33%	26	43%	8	13%	6	10%
NOT MIGRANT	114	18%	49	43%	45	39%	13	11%	7	6%

GRADE 6 ENGLISH LANGUAGE ARTS



District: 20

Statewide:

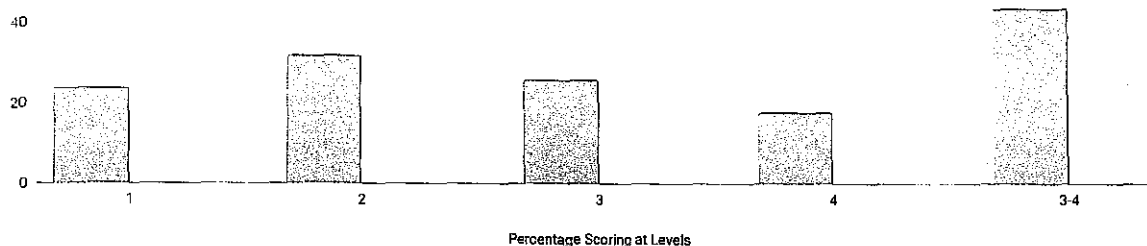
Percentage Scoring at Levels

MEAN SCORE: 287

GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
ALL STUDENTS	107	18%	3936%	4946%	1413%	55%

GENERAL EDUCATION	85	20%	23	27%	45	53%	12	14%	5	6%
STUDENTS WITH DISABILITIES	22	9%	16	73%	4	18%	2	9%	0	0%
AMERICAN INDIAN OR ALASKA NATIVE	1	_%	-	-	-	-	-	-	-	-
ASIAN OR NATIVE HAWAIIAN/OTHER PACIF...	1	_%	-	-	-	-	-	-	-	-
BLACK OR AFRICAN AMERICAN	4	_%	-	-	-	-	-	-	-	-
HISPANIC OR LATINO	3	_%	-	-	-	-	-	-	-	-
WHITE	98	17%	33	34%	48	49%	12	12%	5	5%
SMALL GROUP TOTAL	9	22%	6	67%	1	11%	2	22%	0	0%
FEMALE	47	15%	13	28%	27	57%	6	13%	1	2%
MALE	60	20%	26	43%	22	37%	8	13%	4	7%
NON-ENGLISH LANGUAGE LEARNERS	106	_%	-	-	-	-	-	-	-	-
ENGLISH LANGUAGE LEARNERS	1	_%	-	-	-	-	-	-	-	-
ECONOMICALLY DISADVANTAGED	48	17%	24	50%	16	33%	5	10%	3	6%
NOT ECONOMICALLY DISADVANTAGED	59	19%	15	25%	33	56%	9	15%	2	3%
NOT MIGRANT	107	18%	39	36%	49	46%	14	13%	5	5%

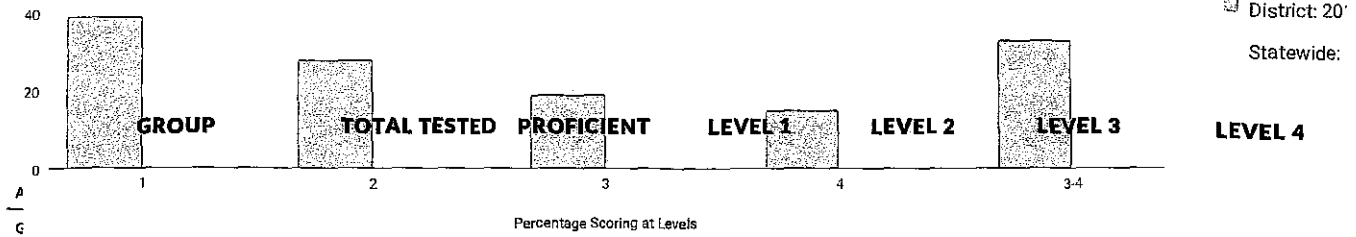
GRADE 7 ENGLISH LANGUAGE ARTS



MEAN SCORE: 308

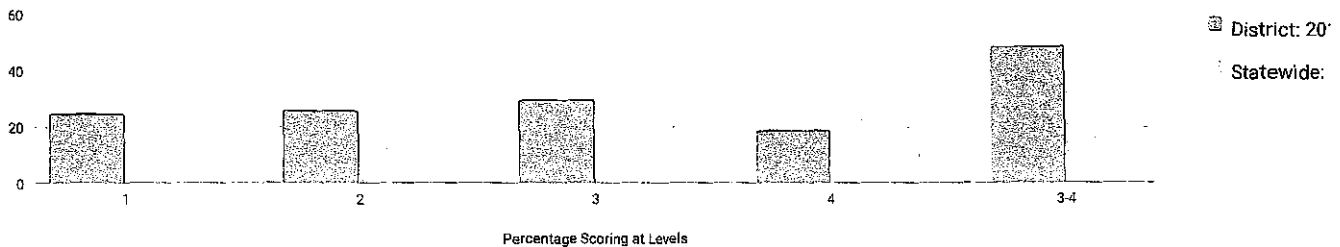
GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1		LEVEL 2		LEVEL 3		LEVEL 4	
ALL STUDENTS	66	44%	16	24%	21	32%	17	26%	12	18%
GENERAL EDUCATION	57	47%	11	19%	19	33%	15	26%	12	21%
STUDENTS WITH DISABILITIES	9	22%	5	56%	2	22%	2	22%	0	0%
AMERICAN INDIAN OR ALASKA NATIVE	1	_%	-	-	-	-	-	-	-	-
ASIAN OR NATIVE HAWAIIAN/OTHER PACIF...	3	_%	-	-	-	-	-	-	-	-
BLACK OR AFRICAN AMERICAN	3	_%	-	-	-	-	-	-	-	-
HISPANIC OR LATINO	3	_%	-	-	-	-	-	-	-	-
WHITE	55	45%	11	20%	19	35%	15	27%	10	18%
MULTIRACIAL	1	_%	-	-	-	-	-	-	-	-
SMALL GROUP TOTAL	11	36%	5	45%	2	18%	2	18%	2	18%
FEMALE	34	53%	5	15%	11	32%	10	29%	8	24%
MALE	32	34%	11	34%	10	31%	7	22%	4	13%
NON-ENGLISH LANGUAGE LEARNERS	66	44%	16	24%	21	32%	17	26%	12	18%
ECONOMICALLY DISADVANTAGED	27	41%	7	26%	9	33%	9	33%	2	7%
NOT ECONOMICALLY DISADVANTAGED	39	46%	9	23%	12	31%	8	21%	10	26%
NOT MIGRANT	66	44%	16	24%	21	32%	17	26%	12	18%

GRADE 8 ENGLISH LANGUAGE ARTS



Percentage Scoring at Levels										
GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4				
STUDENTS WITH DISABILITIES	19	11%	14	74%	3	16%	1	5%	1	5%
AMERICAN INDIAN OR ALASKA NATIVE	2	_%	-	-	-	-	-	-	-	-
BLACK OR AFRICAN AMERICAN	1	_%	-	-	-	-	-	-	-	-
HISPANIC OR LATINO	3	_%	-	-	-	-	-	-	-	-
WHITE	48	31%	19	40%	14	29%	9	19%	6	13%
SMALL GROUP TOTAL	6	50%	2	33%	1	17%	1	17%	2	33%
FEMALE	23	39%	7	30%	7	30%	5	22%	4	17%
MALE	31	29%	14	45%	8	26%	5	16%	4	13%
NON-ENGLISH LANGUAGE LEARNERS	54	33%	21	39%	15	28%	10	19%	8	15%
ECONOMICALLY DISADVANTAGED	24	21%	15	63%	4	17%	4	17%	1	4%
NOT ECONOMICALLY DISADVANTAGED	30	43%	6	20%	11	37%	6	20%	7	23%
NOT MIGRANT	54	33%	21	39%	15	28%	10	19%	8	15%

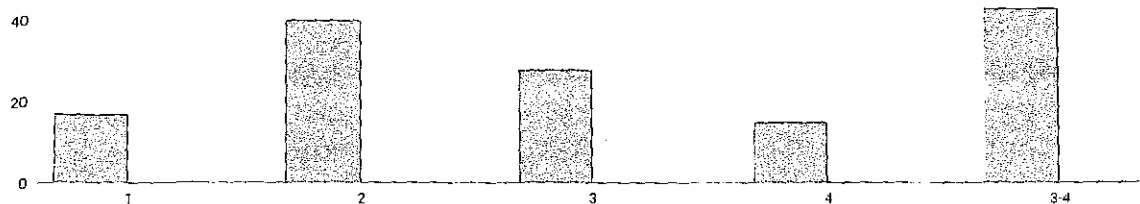
GRADE 3 MATHEMATICS



MEAN SCORE: 307

GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4				
ALL STUDENTS	151	49%	37	25%	40	26%	46	30%	28	19%
GENERAL EDUCATION	131	56%	21	16%	36	27%	46	35%	28	21%
STUDENTS WITH DISABILITIES	20	0%	16	80%	4	20%	0	0%	0	0%
AMERICAN INDIAN OR ALASKA NATIVE	1	_%	-	-	-	-	-	-	-	-
ASIAN OR NATIVE HAWAIIAN/OTHER PACIF...	1	_%	-	-	-	-	-	-	-	-
BLACK OR AFRICAN AMERICAN	5	0%	4	80%	1	20%	0	0%	0	0%
HISPANIC OR LATINO	5	40%	1	20%	2	40%	1	20%	1	20%
WHITE	135	53%	31	23%	32	24%	45	33%	27	20%
MULTIRACIAL	4	_%	-	-	-	-	-	-	-	-
SMALL GROUP TOTAL	6	0%	1	17%	5	83%	0	0%	0	0%
FEMALE	76	54%	17	22%	18	24%	28	37%	13	17%
MALE	75	44%	20	27%	22	29%	18	24%	15	20%
NON-ENGLISH LANGUAGE LEARNERS	150	_%	-	-	-	-	-	-	-	-
ENGLISH LANGUAGE LEARNERS	1	_%	-	-	-	-	-	-	-	-
ECONOMICALLY DISADVANTAGED	56	30%	22	39%	17	30%	9	16%	8	14%
NOT ECONOMICALLY DISADVANTAGED	95	60%	15	16%	23	24%	37	39%	20	21%
NOT MIGRANT	151	49%	37	25%	40	26%	46	30%	28	19%

GRADE 4 MATHEMATICS



District: 20

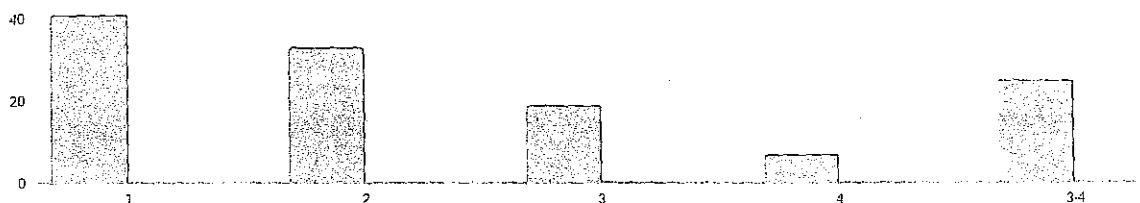
Statewide:

Percentage Scoring at Levels

MEAN SCORE: 307

GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1		LEVEL 2		LEVEL 3		LEVEL 4	
ALL STUDENTS	118	43%	20	17%	47	40%	33	28%	18	15%
GENERAL EDUCATION	97	47%	7	7%	44	45%	28	29%	18	19%
STUDENTS WITH DISABILITIES	21	24%	13	62%	3	14%	5	24%	0	0%
ASIAN OR NATIVE HAWAIIAN/OTHER PACIF...	3	_%	-	-	-	-	-	-	-	-
BLACK OR AFRICAN AMERICAN	2	_%	-	-	-	-	-	-	-	-
HISPANIC OR LATINO	3	_%	-	-	-	-	-	-	-	-
WHITE	109	43%	19	17%	43	39%	31	28%	16	15%
MULTIRACIAL	1	_%	-	-	-	-	-	-	-	-
SMALL GROUP TOTAL	9	44%	1	11%	4	44%	2	22%	2	22%
FEMALE	67	45%	9	13%	28	42%	17	25%	13	19%
MALE	51	41%	11	22%	19	37%	16	31%	5	10%
NON-ENGLISH LANGUAGE LEARNERS	115	_%	-	-	-	-	-	-	-	-
ENGLISH LANGUAGE LEARNERS	3	_%	-	-	-	-	-	-	-	-
ECONOMICALLY DISADVANTAGED	63	41%	13	21%	24	38%	18	29%	8	13%
NOT ECONOMICALLY DISADVANTAGED	55	45%	7	13%	23	42%	15	27%	10	18%
NOT MIGRANT	118	43%	20	17%	47	40%	33	28%	18	15%

GRADE 5 MATHEMATICS



District: 20

Statewide:

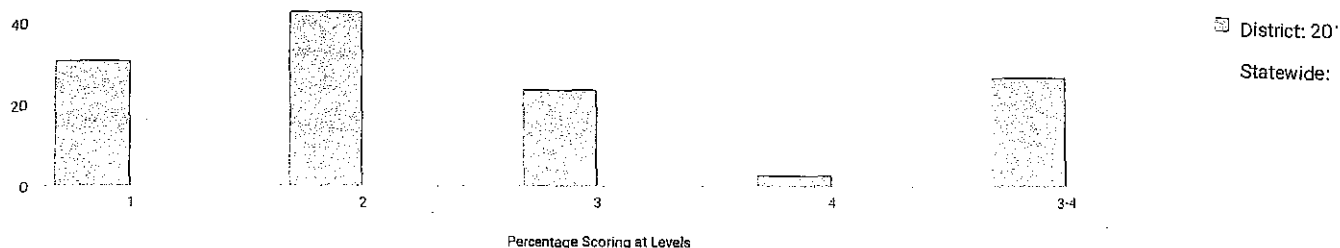
Percentage Scoring at Levels

MEAN SCORE: 295

GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1		LEVEL 2		LEVEL 3		LEVEL 4	
ALL STUDENTS	102	25%	42	41%	34	33%	19	19%	7	7%
GENERAL EDUCATION	84	30%	26	31%	33	39%	18	21%	7	8%
STUDENTS WITH DISABILITIES	18	6%	16	89%	1	6%	1	6%	0	0%
AMERICAN INDIAN OR ALASKA NATIVE	2	_%	-	-	-	-	-	-	-	-
ASIAN OR NATIVE HAWAIIAN/OTHER PACIF...	1	_%	-	-	-	-	-	-	-	-
HISPANIC OR LATINO	4	_%	-	-	-	-	-	-	-	-
WHITE	91	25%	37	41%	31	34%	16	18%	7	8%
MULTIRACIAL	4	_%	-	-	-	-	-	-	-	-
SMALL GROUP TOTAL	11	27%	5	45%	3	27%	3	27%	0	0%
FEMALE	51	22%	26	51%	14	27%	7	14%	4	8%
MALE	51	29%	16	31%	20	39%	12	24%	3	6%
NON-ENGLISH LANGUAGE LEARNERS	102	25%	42	41%	34	33%	19	19%	7	7%

ECONOMICALLY DISADVANTAGED	49	22%	24	49%	14	29%	7	14%	4	8%
NOT ECONOMICALLY DISADVANTAGED	53	28%	18	34%	20	38%	12	23%	3	6%
NOT MIGRANT	102	25%	42	41%	34	33%	19	19%	7	7%

GRADE 6 MATHEMATICS

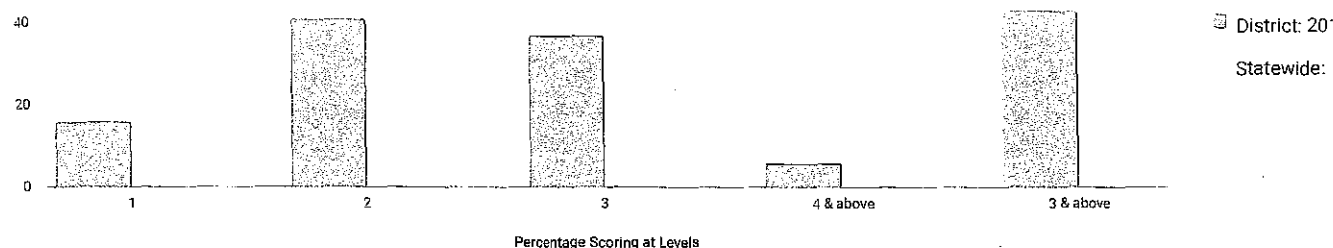


MEAN SCORE: 295

GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1		LEVEL 2		LEVEL 3		LEVEL 4	
ALL STUDENTS	108	27%	33	31%	46	43%	26	24%	3	3%
GENERAL EDUCATION	86	33%	17	20%	41	48%	25	29%	3	3%
STUDENTS WITH DISABILITIES	22	5%	16	73%	5	23%	1	5%	0	0%
AMERICAN INDIAN OR ALASKA NATIVE	1	_%	-	-	-	-	-	-	-	-
ASIAN OR NATIVE HAWAIIAN/OTHER PACIF...	2	_%	-	-	-	-	-	-	-	-
BLACK OR AFRICAN AMERICAN	5	20%	3	60%	1	20%	1	20%	0	0%
HISPANIC OR LATINO	2	_%	-	-	-	-	-	-	-	-
WHITE	98	27%	29	30%	43	44%	23	23%	3	3%
SMALL GROUP TOTAL	5	40%	1	20%	2	40%	2	40%	0	0%
FEMALE	43	16%	14	33%	22	51%	6	14%	1	2%
MALE	65	34%	19	29%	24	37%	20	31%	2	3%
NON-ENGLISH LANGUAGE LEARNERS	108	27%	33	31%	46	43%	26	24%	3	3%
ECONOMICALLY DISADVANTAGED	48	21%	18	38%	20	42%	8	17%	2	4%
NOT ECONOMICALLY DISADVANTAGED	60	32%	15	25%	26	43%	18	30%	1	2%
NOT MIGRANT	108	27%	33	31%	46	43%	26	24%	3	3%

GRADE 7 MATHEMATICS

Mean scores and data in the table for grade 7 math include only those for grade 7 students who took the Grade 7 New York State Testing Program Assessment (NYSTP) in Mathematics. For 2015 and forward, data in the bar charts include those for grade 7 students who took the Grade 7 NYSTP in Mathematics and grade 7 students who took a Regents math test in lieu of the NYSTP. For 2014 and earlier, data in the bar charts include only those for grade 7 students who took the Grade 7 NYSTP.



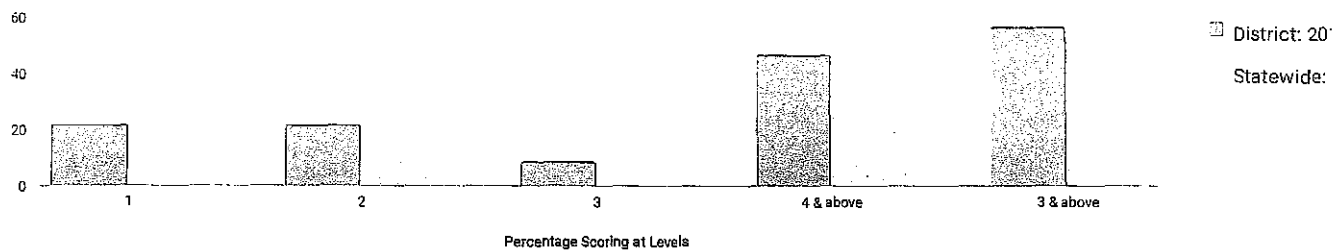
MEAN SCORE: 312

GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1		LEVEL 2		LEVEL 3		LEVEL 4	
ALL STUDENTS	63	43%	10	16%	26	41%	23	37%	4	6%
GENERAL EDUCATION	56	46%	6	11%	24	43%	22	39%	4	7%
STUDENTS WITH DISABILITIES	7	14%	4	57%	2	29%	1	14%	0	0%
AMERICAN INDIAN OR ALASKA NATIVE	1	_%	-	-	-	-	-	-	-	-

ASIAN OR NATIVE HAWAIIAN/OTHER PACIF...	3	_%	-	-	-	-	-	-	-	-
BLACK OR AFRICAN AMERICAN	2	_%	-	-	-	-	-	-	-	-
HISPANIC OR LATINO	3	_%	-	-	-	-	-	-	-	-
WHITE	53	45%	8	15%	21	40%	20	38%	4	8%
MULTIRACIAL	1	_%	-	-	-	-	-	-	-	-
SMALL GROUP TOTAL	10	30%	2	20%	5	50%	3	30%	0	0%
FEMALE	32	53%	4	13%	11	34%	16	50%	1	3%
MALE	31	32%	6	19%	15	48%	7	23%	3	10%
NON-ENGLISH LANGUAGE LEARNERS	63	43%	10	16%	26	41%	23	37%	4	6%
ECONOMICALLY DISADVANTAGED	26	31%	8	31%	10	38%	7	27%	1	4%
NOT ECONOMICALLY DISADVANTAGED	37	51%	2	5%	16	43%	16	43%	3	8%
NOT MIGRANT	63	43%	10	16%	26	41%	23	37%	4	6%

GRADE 8 MATHEMATICS

Mean scores and data in the table for grade 8 math include only those for grade 8 students who took the Grade 8 New York State Testing Program Assessment (NYSTP) in Mathematics. For 2015 and forward, data in the bar charts include those for grade 8 students who took the Grade 8 NYSTP in Mathematics and grade 8 students who took a Regents math test in lieu of the NYSTP. For 2014 and earlier, data in the bar charts include only those for grade 8 students who took the Grade 8 NYSTP.



MEAN SCORE: 285

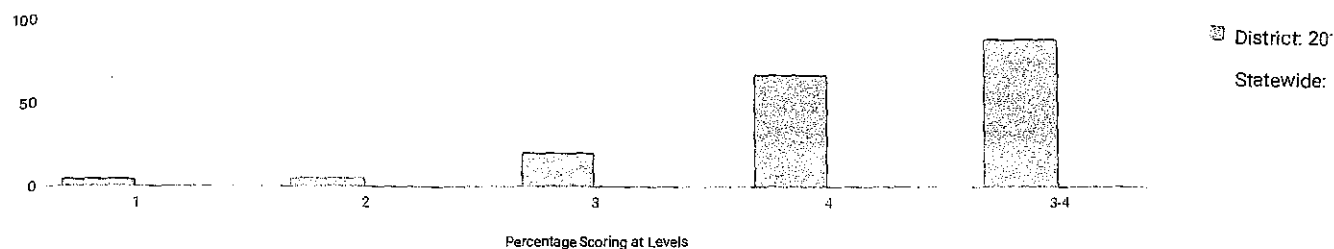
GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1		LEVEL 2		LEVEL 3		LEVEL 4	
ALL STUDENTS	34	6%	16	47%	16	47%	2	6%	0	0%
GENERAL EDUCATION	21	10%	8	38%	11	52%	2	10%	0	0%
STUDENTS WITH DISABILITIES	13	0%	8	62%	5	38%	0	0%	0	0%
AMERICAN INDIAN OR ALASKA NATIVE	1	_%	-	-	-	-	-	-	-	-
BLACK OR AFRICAN AMERICAN	1	_%	-	-	-	-	-	-	-	-
HISPANIC OR LATINO	1	_%	-	-	-	-	-	-	-	-
WHITE	31	_%	-	-	-	-	-	-	-	-
SMALL GROUP TOTAL	34	6%	16	47%	16	47%	2	6%	0	0%
FEMALE	14	14%	7	50%	5	36%	2	14%	0	0%
MALE	20	0%	9	45%	11	55%	0	0%	0	0%
NON-ENGLISH LANGUAGE LEARNERS	34	6%	16	47%	16	47%	2	6%	0	0%
ECONOMICALLY DISADVANTAGED	21	5%	13	62%	7	33%	1	5%	0	0%
NOT ECONOMICALLY DISADVANTAGED	13	8%	3	23%	9	69%	1	8%	0	0%
NOT MIGRANT	34	6%	16	47%	16	47%	2	6%	0	0%

GRADE 8 STUDENTS TAKING A REGENTS MATH TEST

Accelerated grade 8 students who took a Regents math test in lieu of the Grade 8 NYSTP in Mathematics.

GROUP	TOTAL TESTED	LEVEL 1	LEVEL 2	LEVEL 3	4 & ABOVE	3 & ABOVE
ALL STUDENTS	40	00%	00%	513%	3588%	40100%

GRADE 4 SCIENCE

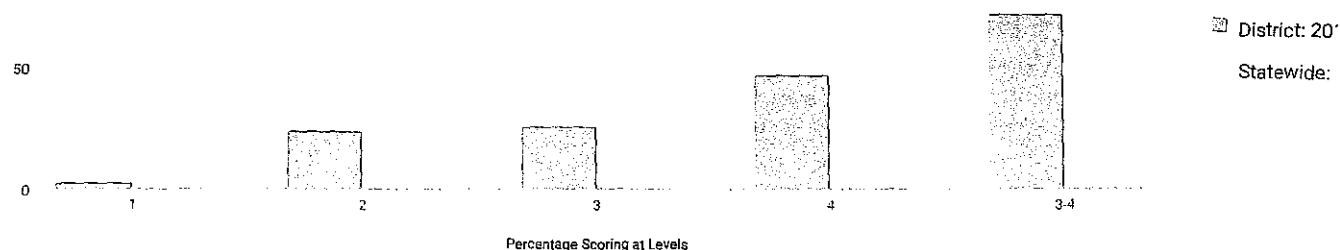


MEAN SCORE: 83

GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1		LEVEL 2		LEVEL 3		LEVEL 4	
ALL STUDENTS	153	89%	8	5%	9	6%	32	21%	104	68%
GENERAL EDUCATION	124	94%	3	2%	4	3%	21	17%	96	77%
STUDENTS WITH DISABILITIES	29	66%	5	17%	5	17%	11	38%	8	28%
AMERICAN INDIAN OR ALASKA NATIVE	1	_%	-	-	-	-	-	-	-	-
ASIAN OR NATIVE HAWAIIAN/OTHER PACIF...	3	_%	-	-	-	-	-	-	-	-
BLACK OR AFRICAN AMERICAN	3	_%	-	-	-	-	-	-	-	-
HISPANIC OR LATINO	4	_%	-	-	-	-	-	-	-	-
WHITE	140	90%	7	5%	7	5%	31	22%	95	68%
MULTIRACIAL	2	_%	-	-	-	-	-	-	-	-
SMALL GROUP TOTAL	13	77%	1	8%	2	15%	1	8%	9	69%
FEMALE	84	93%	3	4%	3	4%	17	20%	61	73%
MALE	69	84%	5	7%	6	9%	15	22%	43	62%
NON-ENGLISH LANGUAGE LEARNERS	150	_%	-	-	-	-	-	-	-	-
ENGLISH LANGUAGE LEARNERS	3	_%	-	-	-	-	-	-	-	-
ECONOMICALLY DISADVANTAGED	83	87%	6	7%	5	6%	21	25%	51	61%
NOT ECONOMICALLY DISADVANTAGED	70	91%	2	3%	4	6%	11	16%	53	76%
NOT MIGRANT	153	89%	8	5%	9	6%	32	21%	104	68%

GRADE 8 SCIENCE

Data in the bar charts include those for grade 8 students who took the New York State Grade 8 Science Test and grade 8 students who took a Regents science test in lieu of this test. Mean scores and data in the table for grade 8 science include only those for grade 8 students who took the New York State Grade 8 Science Test.

**MEAN SCORE: 62**

GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1		LEVEL 2		LEVEL 3		LEVEL 4	
ALL STUDENTS	38	37%	3	8%	21	55%	12	32%	2	5%
GENERAL EDUCATION	23	43%	1	4%	12	52%	8	35%	2	9%
STUDENTS WITH DISABILITIES	15	27%	2	13%	9	60%	4	27%	0	0%
AMERICAN INDIAN OR ALASKA NATIVE	1	0%	-	-	-	-	-	-	-	-
BLACK OR AFRICAN AMERICAN	1	0%	-	-	-	-	-	-	-	-
HISPANIC OR LATINO	1	0%	-	-	-	-	-	-	-	-
WHITE	35	0%	-	-	-	-	-	-	-	-
SMALL GROUP TOTAL	38	37%	3	8%	21	55%	12	32%	2	5%
FEMALE	15	27%	2	13%	9	60%	3	20%	1	7%
MALE	23	43%	1	4%	12	52%	9	39%	1	4%
NON-ENGLISH LANGUAGE LEARNERS	38	37%	3	8%	21	55%	12	32%	2	5%
ECONOMICALLY DISADVANTAGED	23	35%	3	13%	12	52%	7	30%	1	4%
NOT ECONOMICALLY DISADVANTAGED	15	40%	0	0%	9	60%	5	33%	1	7%
NOT MIGRANT	38	37%	3	8%	21	55%	12	32%	2	5%

GRADE 8 STUDENTS TAKING A REGENTS SCIENCE TEST

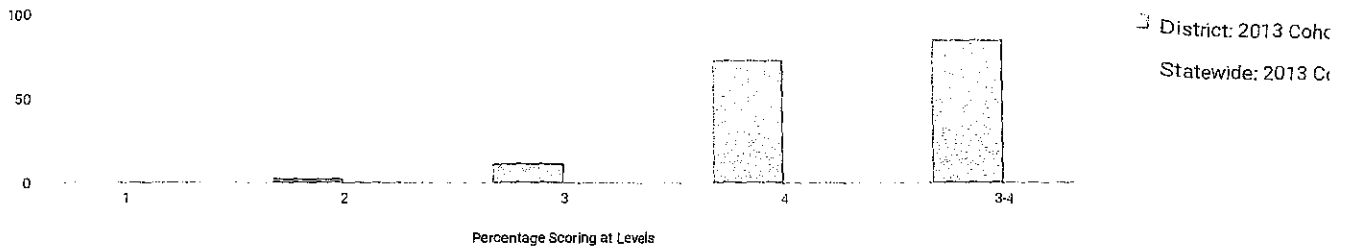
Accelerated grade 8 students who take a Regents science test in lieu of the New York State Grade 8 Science Test.

GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1		LEVEL 2		LEVEL 3		LEVEL 4	
ALL STUDENTS	48	100%	0	0%	0	0%	10	21%	38	79%

RECENTLY ARRIVED ELL STUDENTS (2016 - 17)

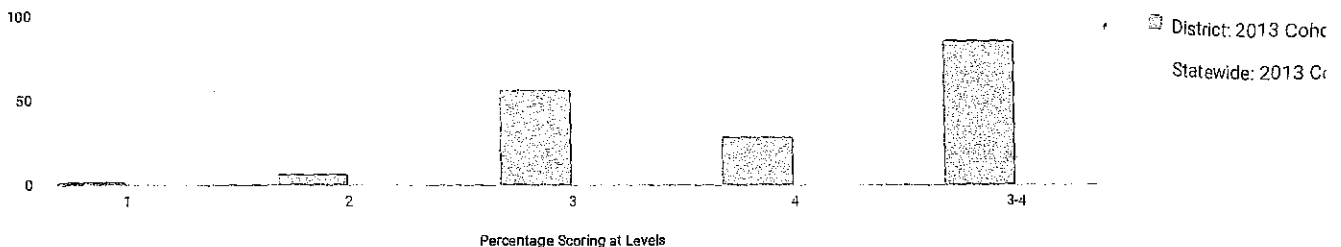
GRADE	RECENTLY ARRIVED ELL STUDENTS TAKING NYSESLAT IN LIEU OF NYSTP
GRADE 3	1
GRADE 4	1
GRADE	RECENTLY ARRIVED ELL STUDENTS NOT TAKING NYSESLAT IN LIEU OF NYSTP
GRADE 3	1
GRADE 4	1

TOTAL COHORT RESULTS IN SECONDARY-LEVEL ENGLISH LANGUAGE ARTS AFTER FOUR YEARS OF INSTRUCTION



GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1		LEVEL 2		LEVEL 3		LEVEL 4	
ALL STUDENTS	321	86%	1	0%	9	3%	39	12%	236	74%
GENERAL EDUCATION	257	93%	0	0%	1	0%	27	11%	213	83%
STUDENTS WITH DISABILITIES	64	55%	1	2%	8	13%	12	19%	23	36%
AMERICAN INDIAN OR ALASKA NATIVE	4	0%	-	-	-	-	-	-	-	-
ASIAN OR NATIVE HAWAIIAN/OTHER PACIF...	5	100%	0	0%	0	0%	0	0%	5	100%
BLACK OR AFRICAN AMERICAN	6	33%	0	0%	2	33%	0	0%	2	33%
HISPANIC OR LATINO	8	88%	0	0%	0	0%	2	25%	5	63%
WHITE	297	86%	1	0%	7	2%	36	12%	220	74%
MULTIRACIAL	1	0%	-	-	-	-	-	-	-	-
SMALL GROUP TOTAL	5	100%	0	0%	0	0%	1	20%	4	80%
FEMALE	153	93%	0	0%	0	0%	18	12%	124	81%
MALE	168	79%	1	1%	9	5%	21	13%	112	67%
NON-ENGLISH LANGUAGE LEARNERS	319	86%	-	-	-	-	-	-	-	-
ENGLISH LANGUAGE LEARNERS	2	0%	-	-	-	-	-	-	-	-
ECONOMICALLY DISADVANTAGED	116	78%	0	0%	5	4%	19	16%	72	62%
NOT ECONOMICALLY DISADVANTAGED	205	90%	1	0%	4	2%	20	10%	164	80%
NOT MIGRANT	321	86%	1	0%	9	3%	39	12%	236	74%

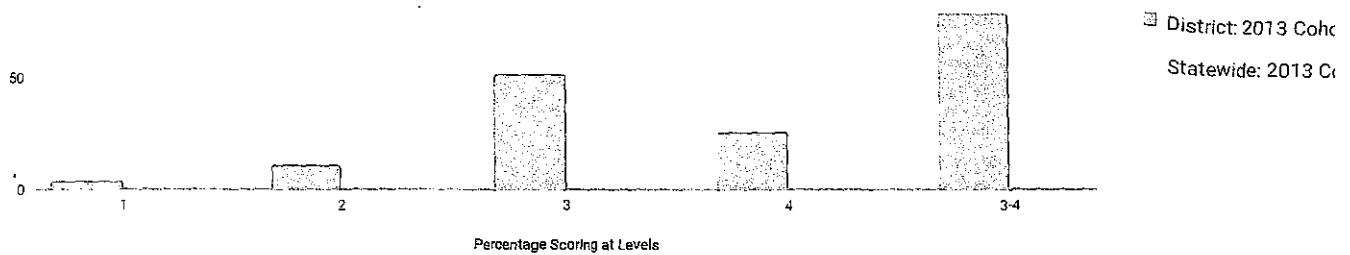
TOTAL COHORT RESULTS IN SECONDARY-LEVEL MATHEMATICS AFTER FOUR YEARS OF INSTRUCTION



GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1		LEVEL 2		LEVEL 3		LEVEL 4	
ALL STUDENTS	321	86%	6	2%	22	7%	182	57%	94	29%
GENERAL EDUCATION	257	96%	1	0%	5	2%	154	60%	92	36%
STUDENTS WITH DISABILITIES	64	47%	5	8%	17	27%	28	44%	2	3%

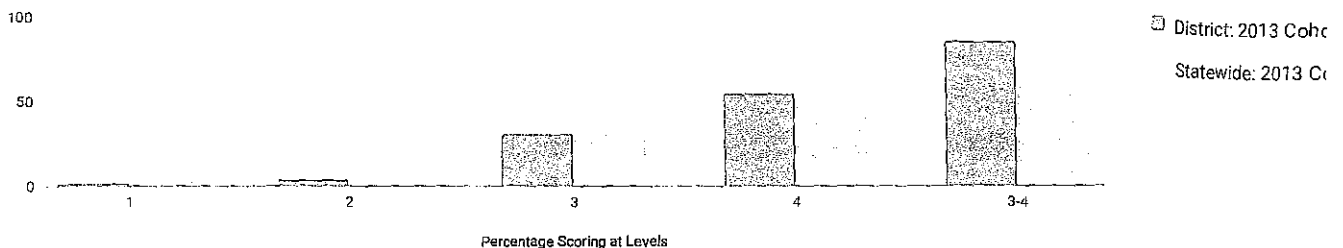
AMERICAN INDIAN OR ALASKA NATIVE	4	%	-	-	-	-	-	-	-	-
ASIAN OR NATIVE HAWAIIAN/OTHER PACIF...	5	100%	0	0%	0	0%	1	20%	4	80%
BLACK OR AFRICAN AMERICAN	6	50%	1	17%	1	17%	3	50%	0	0%
HISPANIC OR LATINO	8	88%	0	0%	0	0%	5	63%	2	25%
WHITE	297	87%	5	2%	20	7%	169	57%	88	30%
MULTIRACIAL	1	%	-	-	-	-	-	-	-	-
SMALL GROUP TOTAL	5	80%	0	0%	1	20%	4	80%	0	0%
FEMALE	153	89%	1	1%	12	8%	90	59%	46	30%
MALE	168	83%	5	3%	10	6%	92	55%	48	29%
NON-ENGLISH LANGUAGE LEARNERS	319	%	-	-	-	-	-	-	-	-
ENGLISH LANGUAGE LEARNERS	2	%	-	-	-	-	-	-	-	-
ECONOMICALLY DISADVANTAGED	116	80%	4	3%	10	9%	70	60%	23	20%
NOT ECONOMICALLY DISADVANTAGED	205	89%	2	1%	12	6%	112	55%	71	35%
NOT MIGRANT	321	86%	6	2%	22	7%	182	57%	94	29%

TOTAL COHORT RESULTS IN SECONDARY-LEVEL GLOBAL HISTORY AND GEOGRAPHY AFTER FOUR YEARS OF INSTRUCTION



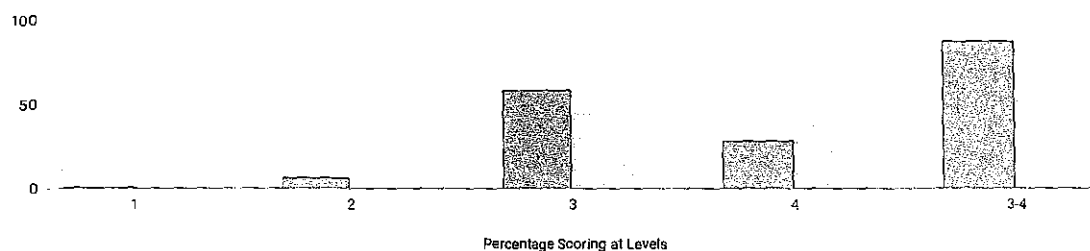
GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1		LEVEL 2		LEVEL 3		LEVEL 4	
ALL STUDENTS	321	79%	12	4%	34	11%	168	52%	85	26%
GENERAL EDUCATION	257	92%	3	1%	10	4%	153	60%	84	33%
STUDENTS WITH DISABILITIES	64	25%	9	14%	24	38%	15	23%	1	2%
AMERICAN INDIAN OR ALASKA NATIVE	4	%	-	-	-	-	-	-	-	-
ASIAN OR NATIVE HAWAIIAN/OTHER PACIF...	5	100%	0	0%	0	0%	3	60%	2	40%
BLACK OR AFRICAN AMERICAN	6	17%	0	0%	3	50%	1	17%	0	0%
HISPANIC OR LATINO	8	75%	1	13%	0	0%	4	50%	2	25%
WHITE	297	80%	10	3%	30	10%	158	53%	80	27%
MULTIRACIAL	1	%	-	-	-	-	-	-	-	-
SMALL GROUP TOTAL	5	60%	1	20%	1	20%	2	40%	1	20%
FEMALE	153	84%	4	3%	15	10%	92	60%	36	24%
MALE	168	74%	8	5%	19	11%	76	45%	49	29%
NON-ENGLISH LANGUAGE LEARNERS	319	%	-	-	-	-	-	-	-	-
ENGLISH LANGUAGE LEARNERS	2	%	-	-	-	-	-	-	-	-
ECONOMICALLY DISADVANTAGED	116	68%	7	6%	19	16%	59	51%	20	17%
NOT ECONOMICALLY DISADVANTAGED	205	85%	5	2%	15	7%	109	53%	65	32%
NOT MIGRANT	321	79%	12	4%	34	11%	168	52%	85	26%

TOTAL COHORT RESULTS IN SECONDARY-LEVEL U.S. HISTORY AND GOVERNMENT AFTER FOUR YEARS OF INSTRUCTION



GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1		LEVEL 2		LEVEL 3		LEVEL 4	
ALL STUDENTS	321	86%	5	2%	12	4%	101	31%	175	55%
GENERAL EDUCATION	257	93%	1	0%	4	2%	76	30%	164	64%
STUDENTS WITH DISABILITIES	64	56%	4	6%	8	13%	25	39%	11	17%
AMERICAN INDIAN OR ALASKA NATIVE	4	_%	-	-	-	-	-	-	-	-
ASIAN OR NATIVE HAWAIIAN/OTHER PACIF...	5	100%	0	0%	0	0%	1	20%	4	80%
BLACK OR AFRICAN AMERICAN	6	33%	1	17%	1	17%	2	33%	0	0%
HISPANIC OR LATINO	8	88%	0	0%	0	0%	4	50%	3	38%
WHITE	297	87%	4	1%	11	4%	91	31%	166	56%
MULTIRACIAL	1	_%	-	-	-	-	-	-	-	-
SMALL GROUP TOTAL	5	100%	0	0%	0	0%	3	60%	2	40%
FEMALE	153	91%	0	0%	5	3%	55	36%	84	55%
MALE	168	82%	5	3%	7	4%	46	27%	91	54%
NON-ENGLISH LANGUAGE LEARNERS	319	_%	-	-	-	-	-	-	-	-
ENGLISH LANGUAGE LEARNERS	2	_%	-	-	-	-	-	-	-	-
ECONOMICALLY DISADVANTAGED	116	78%	1	1%	7	6%	44	38%	47	41%
NOT ECONOMICALLY DISADVANTAGED	205	90%	4	2%	5	2%	57	28%	128	62%
NOT MIGRANT	321	86%	5	2%	12	4%	101	31%	175	55%

TOTAL COHORT RESULTS IN SECONDARY-LEVEL SCIENCE AFTER FOUR YEARS OF INSTRUCTION



GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1		LEVEL 2		LEVEL 3		LEVEL 4	
ALL STUDENTS	321	88%	2	1%	21	7%	188	59%	94	29%
GENERAL EDUCATION	257	96%	1	0%	8	3%	153	60%	93	36%
STUDENTS WITH DISABILITIES	64	56%	1	2%	13	20%	35	55%	1	2%
AMERICAN INDIAN OR ALASKA NATIVE	4	_%	-	-	-	-	-	-	-	-
ASIAN OR NATIVE HAWAIIAN/OTHER PACIF...	5	100%	0	0%	0	0%	0	0%	5	100%
BLACK OR AFRICAN AMERICAN	6	17%	0	0%	4	67%	1	17%	0	0%
HISPANIC OR LATINO	8	88%	0	0%	0	0%	5	63%	2	25%
WHITE	297	89%	2	1%	16	5%	178	60%	87	29%
MULTIRACIAL	1	_%	-	-	-	-	-	-	-	-
SMALL GROUP TOTAL	5	80%	0	0%	1	20%	4	80%	0	0%
FEMALE	153	92%	1	1%	9	6%	99	65%	41	27%
MALE	168	85%	1	1%	12	7%	89	53%	53	32%
NON-ENGLISH LANGUAGE LEARNERS	319	_%	-	-	-	-	-	-	-	-
ENGLISH LANGUAGE LEARNERS	2	_%	-	-	-	-	-	-	-	-
ECONOMICALLY DISADVANTAGED	116	83%	2	2%	11	9%	70	60%	26	22%
NOT ECONOMICALLY DISADVANTAGED	205	91%	0	0%	10	5%	118	58%	68	33%
NOT MIGRANT	321	88%	2	1%	21	7%	188	59%	94	29%

Regents Examination Results (2016 - 17)

ENGLISH LANGUAGE ARTS (COMMON CORE)

ENGLISH LANGUAGE ARTS (COMMON CORE)

GROUP	TOTAL TESTED	LEVEL 1		LEVEL 2		LEVEL 3		LEVEL 4		LEVEL 5	
ALL STUDENTS	277	22	8%	13	5%	48	17%	48	17%	146	53%
GENERAL EDUCATION	221	6	3%	4	2%	36	16%	36	16%	139	63%
STUDENTS WITH DISABILITIES	56	16	29%	9	16%	12	21%	12	21%	7	13%
AMERICAN INDIAN OR ALASKA NATIVE	7	0	0%	0	0%	2	29%	1	14%	4	57%
ASIAN OR NATIVE HAWAIIAN/OTHER PACIF...	4	-	-	-	-	-	-	-	-	-	-
BLACK OR AFRICAN AMERICAN	6	0	0%	1	17%	2	33%	0	0%	3	50%
HISPANIC OR LATINO	4	-	-	-	-	-	-	-	-	-	-
WHITE	254	21	8%	11	4%	43	17%	45	18%	134	53%
MULTIRACIAL	2	-	-	-	-	-	-	-	-	-	-
SMALL GROUP TOTAL	10	1	10%	1	10%	1	10%	2	20%	5	50%
FEMALE	139	7	5%	3	2%	24	17%	23	17%	82	59%
MALE	138	15	11%	10	7%	24	17%	25	18%	64	46%
NON-ENGLISH LANGUAGE LEARNERS	274	-	-	-	-	-	-	-	-	-	-
ENGLISH LANGUAGE LEARNERS	3	-	-	-	-	-	-	-	-	-	-
ECONOMICALLY DISADVANTAGED	114	13	11%	6	5%	22	19%	26	23%	47	41%
NOT ECONOMICALLY DISADVANTAGED	163	9	6%	7	4%	26	16%	22	13%	99	61%
NOT MIGRANT	277	22	8%	13	5%	48	17%	48	17%	146	53%

ALGEBRA 2/TRIGONOMETRY

REGENTS ALGEBRA 2/TRIGONOMETRY

GROUP	TOTAL TESTED	55		65		85	
ALL STUDENTS	4	-	-	-	-	-	-
GENERAL EDUCATION	3	-	-	-	-	-	-
STUDENTS WITH DISABILITIES	1	-	-	-	-	-	-
AMERICAN INDIAN OR ALASKA NATIVE	1	-	-	-	-	-	-
WHITE	3	-	-	-	-	-	-
SMALL GROUP TOTAL	4	-	-	-	-	-	-
FEMALE	3	-	-	-	-	-	-
MALE	1	-	-	-	-	-	-
NON-ENGLISH LANGUAGE LEARNERS	4	-	-	-	-	-	-
ECONOMICALLY DISADVANTAGED	2	-	-	-	-	-	-
NOT ECONOMICALLY DISADVANTAGED	2	-	-	-	-	-	-
NOT MIGRANT	4	-	-	-	-	-	-

ALGEBRA I (COMMON CORE)

ALGEBRA I (COMMON CORE)

GROUP	TOTAL TESTED	LEVEL 1		LEVEL 2		LEVEL 3		LEVEL 4		LEVEL 5	
ALL STUDENTS	328	13	4%	30	9%	148	45%	93	28%	44	13%
GENERAL EDUCATION	256	5	2%	13	5%	107	42%	87	34%	44	17%
STUDENTS WITH DISABILITIES	72	8	11%	17	24%	41	57%	6	8%	0	0%
AMERICAN INDIAN OR ALASKA NATIVE	9	-	-	-	-	-	-	-	-	-	-
ASIAN OR NATIVE HAWAIIAN/OTHER PACIF...	1	-	-	-	-	-	-	-	-	-	-
BLACK OR AFRICAN AMERICAN	10	0	0%	2	20%	5	50%	2	20%	1	10%
HISPANIC OR LATINO	15	1	7%	1	7%	6	40%	5	33%	2	13%
WHITE	290	12	4%	25	9%	133	46%	80	28%	40	14%
MULTIRACIAL	3	-	-	-	-	-	-	-	-	-	-
SMALL GROUP TOTAL	13	0	0%	2	15%	4	31%	6	46%	1	8%
FEMALE	154	3	2%	17	11%	70	45%	44	29%	20	13%
MALE	174	10	6%	13	7%	78	45%	49	28%	24	14%
NON-ENGLISH LANGUAGE LEARNERS	325	-	-	-	-	-	-	-	-	-	-
ENGLISH LANGUAGE LEARNERS	3	-	-	-	-	-	-	-	-	-	-
ECONOMICALLY DISADVANTAGED	129	6	5%	21	16%	63	49%	32	25%	7	5%
NOT ECONOMICALLY DISADVANTAGED	199	7	4%	9	5%	85	43%	61	31%	37	19%
NOT MIGRANT	328	13	4%	30	9%	148	45%	93	28%	44	13%

COMMON CORE GEOMETRY

REGENTS COMMON CORE GEOMETRY

GROUP	TOTAL TESTED	LEVEL 1		LEVEL 2		LEVEL 3		LEVEL 4		LEVEL 5	
ALL STUDENTS	169	7	4%	26	15%	88	52%	23	14%	25	15%
GENERAL EDUCATION	167	-	-	-	-	-	-	-	-	-	-
STUDENTS WITH DISABILITIES	2	-	-	-	-	-	-	-	-	-	-
AMERICAN INDIAN OR ALASKA NATIVE	5	0	0%	1	20%	4	80%	0	0%	0	0%
ASIAN OR NATIVE HAWAIIAN/OTHER PACIF...	3	-	-	-	-	-	-	-	-	-	-
BLACK OR AFRICAN AMERICAN	3	-	-	-	-	-	-	-	-	-	-
HISPANIC OR LATINO	2	-	-	-	-	-	-	-	-	-	-
WHITE	156	7	4%	24	15%	78	50%	22	14%	25	16%
SMALL GROUP TOTAL	8	0	0%	1	13%	6	75%	1	13%	0	0%
FEMALE	85	4	5%	16	19%	43	51%	10	12%	12	14%
MALE	84	3	4%	10	12%	45	54%	13	15%	13	15%
NON-ENGLISH LANGUAGE LEARNERS	166	-	-	-	-	-	-	-	-	-	-
ENGLISH LANGUAGE LEARNERS	3	-	-	-	-	-	-	-	-	-	-
ECONOMICALLY DISADVANTAGED	54	3	6%	11	20%	25	46%	12	22%	3	6%
NOT ECONOMICALLY DISADVANTAGED	115	4	3%	15	13%	63	55%	11	10%	22	19%
NOT MIGRANT	169	7	4%	26	15%	88	52%	23	14%	25	15%

ALGEBRA II (COMMON CORE)**ALGEBRA II (COMMON CORE)**

GROUP	TOTAL TESTED	LEVEL 1		LEVEL 2		LEVEL 3		LEVEL 4		LEVEL 5	
ALL STUDENTS	118	7	6%	9	8%	56	47%	31	* 26%	15	13%
GENERAL EDUCATION	116	-	-	-	-	-	-	-	-	-	-
STUDENTS WITH DISABILITIES	2	-	-	-	-	-	-	-	-	-	-
AMERICAN INDIAN OR ALASKA NATIVE	2	-	-	-	-	-	-	-	-	-	-
WHITE	116	-	-	-	-	-	-	-	-	-	-
SMALL GROUP TOTAL	118	7	6%	9	8%	56	47%	31	26%	15	13%
FEMALE	76	4	5%	5	7%	36	47%	22	29%	9	12%
MALE	42	3	7%	4	10%	20	48%	9	21%	6	14%
NON-ENGLISH LANGUAGE LEARNERS	118	7	6%	9	8%	56	47%	31	26%	15	13%
ECONOMICALLY DISADVANTAGED	36	2	6%	3	8%	18	50%	11	31%	2	6%
NOT ECONOMICALLY DISADVANTAGED	82	5	6%	6	7%	38	46%	20	24%	13	16%
NOT MIGRANT	118	7	6%	9	8%	56	47%	31	26%	15	13%

GLOBAL HISTORY AND GEOGRAPHY**REGENTS GLOBAL HISTORY AND GEOGRAPHY**

GROUP	TOTAL TESTED	55	65	85			
ALL STUDENTS	314	275	88%	246	78%	99	32%
GENERAL EDUCATION	237	222	94%	209	88%	92	39%
STUDENTS WITH DISABILITIES	77	53	69%	37	48%	7	9%
AMERICAN INDIAN OR ALASKA NATIVE	8	-	-	-	-	-	-
ASIAN OR NATIVE HAWAIIAN/OTHER PACIF...	1	-	-	-	-	-	-
BLACK OR AFRICAN AMERICAN	9	9	100%	8	89%	3	33%
HISPANIC OR LATINO	11	9	82%	8	73%	0	0%
WHITE	283	247	87%	220	78%	92	33%
MULTIRACIAL	2	-	-	-	-	-	-
SMALL GROUP TOTAL	11	10	91%	10	91%	4	36%
FEMALE	144	129	90%	115	80%	34	24%
MALE	170	146	86%	131	77%	65	38%
NON-ENGLISH LANGUAGE LEARNERS	310	-	-	-	-	-	-
ENGLISH LANGUAGE LEARNERS	4	-	-	-	-	-	-
ECONOMICALLY DISADVANTAGED	131	108	82%	94	72%	29	22%
NOT ECONOMICALLY DISADVANTAGED	183	167	91%	152	83%	70	38%
NOT MIGRANT	314	275	88%	246	78%	99	32%

U.S. HISTORY & GOVERNMENT

REGENTS U.S. HISTORY & GOVERNMENT

GROUP	TOTAL TESTED	55	65	85
ALL STUDENTS	268	256 96%	245 91%	164 61%
GENERAL EDUCATION	229	224 98%	219 96%	156 68%
STUDENTS WITH DISABILITIES	39	32 82%	26 67%	8 21%
AMERICAN INDIAN OR ALASKA NATIVE	8	7 88%	7 88%	5 63%
ASIAN OR NATIVE HAWAIIAN/OTHER PACIF...	5	5 100%	5 100%	3 60%
BLACK OR AFRICAN AMERICAN	5	4 80%	3 60%	1 20%
HISPANIC OR LATINO	4	- -	- -	- -
WHITE	243	233 96%	223 92%	152 63%
MULTIRACIAL	3	- -	- -	- -
SMALL GROUP TOTAL	7	7 100%	7 100%	3 43%
FEMALE	135	133 99%	127 94%	86 64%
MALE	133	123 92%	118 89%	78 59%
NON-ENGLISH LANGUAGE LEARNERS	266	- -	- -	- -
ENGLISH LANGUAGE LEARNERS	2	- -	- -	- -
ECONOMICALLY DISADVANTAGED	114	106 93%	100 88%	62 54%
NOT ECONOMICALLY DISADVANTAGED	154	150 97%	145 94%	102 66%
NOT MIGRANT	268	256 96%	245 91%	164 61%

LIVING ENVIRONMENT

REGENTS LIVING ENVIRONMENT

GROUP	TOTAL TESTED	55	65	85
ALL STUDENTS	323	299 93%	274 85%	75 23%
GENERAL EDUCATION	248	234 94%	223 90%	70 28%
STUDENTS WITH DISABILITIES	75	65 87%	51 68%	5 7%
AMERICAN INDIAN OR ALASKA NATIVE	11	9 82%	8 73%	3 27%
ASIAN OR NATIVE HAWAIIAN/OTHER PACIF...	2	- -	- -	- -
BLACK OR AFRICAN AMERICAN	10	- -	- -	- -
HISPANIC OR LATINO	11	10 91%	8 73%	3 27%
WHITE	287	268 93%	248 86%	68 24%
MULTIRACIAL	2	- -	- -	- -
SMALL GROUP TOTAL	14	12 86%	10 71%	1 7%
FEMALE	161	148 92%	134 83%	27 17%
MALE	162	151 93%	140 86%	48 30%
NON-ENGLISH LANGUAGE LEARNERS	319	- -	- -	- -
ENGLISH LANGUAGE LEARNERS	4	- -	- -	- -
ECONOMICALLY DISADVANTAGED	137	122 89%	108 79%	19 14%
NOT ECONOMICALLY DISADVANTAGED	186	177 95%	166 89%	56 30%
NOT MIGRANT	323	299 93%	274 85%	75 23%

PHYSICAL SETTING/EARTH SCIENCE

REGENTS PHYSICAL SETTING/EARTH SCIENCE

GROUP	TOTAL TESTED	55	65	85			
ALL STUDENTS	175	144	82%	125	71%	37	21%
GENERAL EDUCATION	154	130	84%	113	73%	35	23%
STUDENTS WITH DISABILITIES	21	14	67%	12	57%	2	10%
AMERICAN INDIAN OR ALASKA NATIVE	7	6	86%	5	71%	2	29%
ASIAN OR NATIVE HAWAIIAN/OTHER PACIF...	2	-	-	-	-	-	-
BLACK OR AFRICAN AMERICAN	3	-	-	-	-	-	-
HISPANIC OR LATINO	4	-	-	-	-	-	-
WHITE	157	129	82%	111	71%	34	22%
MULTIRACIAL	2	-	-	-	-	-	-
SMALL GROUP TOTAL	11	9	82%	9	82%	1	9%
FEMALE	78	61	78%	51	65%	13	17%
MALE	97	83	86%	74	76%	24	25%
NON-ENGLISH LANGUAGE LEARNERS	173	-	-	-	-	-	-
ENGLISH LANGUAGE LEARNERS	2	-	-	-	-	-	-
ECONOMICALLY DISADVANTAGED	65	51	78%	42	65%	11	17%
NOT ECONOMICALLY DISADVANTAGED	110	93	85%	83	75%	26	24%
NOT MIGRANT	175	144	82%	125	71%	37	21%

PHYSICAL SETTING/CHEMISTRY

REGENTS PHYSICAL SETTING/CHEMISTRY

GROUP	TOTAL TESTED	55	65	85			
ALL STUDENTS	147	133	90%	85	58%	7	5%
GENERAL EDUCATION	146	-	-	-	-	-	-
STUDENTS WITH DISABILITIES	1	-	-	-	-	-	-
AMERICAN INDIAN OR ALASKA NATIVE	2	-	-	-	-	-	-
ASIAN OR NATIVE HAWAIIAN/OTHER PACIF...	3	-	-	-	-	-	-
BLACK OR AFRICAN AMERICAN	2	-	-	-	-	-	-
WHITE	139	126	91%	78	56%	6	4%
MULTIRACIAL	1	-	-	-	-	-	-
SMALL GROUP TOTAL	8	7	88%	7	88%	1	13%
FEMALE	79	69	87%	39	49%	4	5%
MALE	68	64	94%	46	68%	3	4%
NON-ENGLISH LANGUAGE LEARNERS	146	-	-	-	-	-	-
ENGLISH LANGUAGE LEARNERS	1	-	-	-	-	-	-
ECONOMICALLY DISADVANTAGED	36	31	86%	19	53%	1	3%
NOT ECONOMICALLY DISADVANTAGED	111	102	92%	66	59%	6	5%
NOT MIGRANT	147	133	90%	85	58%	7	5%

PHYSICAL SETTING/PHYSICS

REGENTS PHYSICAL SETTING/PHYSICS

GROUP	TOTAL TESTED	55	65	85			
ALL STUDENTS	41	31	76%	26	63%	9	22%
GENERAL EDUCATION	41	31	76%	26	63%	9	22%
AMERICAN INDIAN OR ALASKA NATIVE	1	-	-	-	-	-	-
ASIAN OR NATIVE HAWAIIAN/OTHER PACIF...	2	-	-	-	-	-	-
BLACK OR AFRICAN AMERICAN	2	-	-	-	-	-	-
HISPANIC OR LATINO	1	-	-	-	-	-	-
WHITE	35	28	80%	24	69%	7	20%
SMALL GROUP TOTAL	6	3	50%	2	33%	2	33%
FEMALE	16	12	75%	11	69%	3	19%
MALE	25	19	76%	15	60%	6	24%
NON-ENGLISH LANGUAGE LEARNERS	40	-	-	-	-	-	-
ENGLISH LANGUAGE LEARNERS	1	-	-	-	-	-	-
ECONOMICALLY DISADVANTAGED	13	9	69%	6	46%	1	8%
NOT ECONOMICALLY DISADVANTAGED	28	22	79%	20	71%	8	29%
NOT MIGRANT	41	31	76%	26	63%	9	22%

NEW YORK STATE ALTERNATE ASSESSMENT (NYSAA) RESULTS (2016 - 17)

GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
GRADE 3 ELA	4	_%	-	-	-	-
GRADE 3 MATH	4	_%	-	-	-	-
GRADE 4 ELA	2	_%	-	-	-	-
GRADE 4 MATH	2	_%	-	-	-	-
GRADE 4 SCIENCE	3	_%	-	-	-	-
GRADE 5 ELA	7	86%	0	1	2	4
GRADE 5 MATH	7	86%	0	1	2	4
GRADE 6 ELA	10	100%	0	0	9	1
GRADE 6 MATH	10	90%	0	1	8	1
GRADE 7 ELA	5	80%	1	0	3	1
GRADE 7 MATH	5	80%	1	0	3	1
GRADE 8 ELA	4	_%	-	-	-	-
GRADE 8 MATH	4	_%	-	-	-	-
GRADE 8 SCIENCE	4	_%	-	-	-	-
SECONDARY-LEVEL ELA	5	80%	0	1	4	0
SECONDARY-LEVEL MATH	5	80%	1	0	3	1
SECONDARY-LEVEL SCIENCE	5	100%	0	0	5	0
SECONDARY-LEVEL SOCIAL STUDIES	5	100%	0	0	5	0

NEW YORK STATE ENGLISH AS A SECOND LANGUAGE ACHIEVEMENT TEST (NYSESLAT) RESULTS (2016 - 17)

KINDERGARTEN

GROUP	TOTAL TESTED	ENTERING	EMERGING	TRANSITIONI...	EXPANDING	COMMANDING
ALL STUDENTS	12	17%	8%	17%	42%	17%

GENERAL EDUCATION	12	17%	8%	17%	42%	17%
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GRADE 1

GROUP	TOTAL TESTED	ENTERING	EMERGING	TRANSITIONI...	EXPANDING	COMMANDING
ALL STUDENTS	3	-	-	-	-	-
GENERAL EDUCATION	2	-	-	-	-	-
STUDENTS WITH DISABILITIES	1	-	-	-	-	-

GRADE 2

GROUP	TOTAL TESTED	ENTERING	EMERGING	TRANSITIONI...	EXPANDING	COMMANDING
ALL STUDENTS	3	-	-	-	-	-
GENERAL EDUCATION	2	-	-	-	-	-
STUDENTS WITH DISABILITIES	1	-	-	-	-	-

GRADE 3

GROUP	TOTAL TESTED	ENTERING	EMERGING	TRANSITIONI...	EXPANDING	COMMANDING
ALL STUDENTS	1	-	-	-	-	-
GENERAL EDUCATION	1	-	-	-	-	-

GRADE 4

GROUP	TOTAL TESTED	ENTERING	EMERGING	TRANSITIONI...	EXPANDING	COMMANDING
ALL STUDENTS	4	-	-	-	-	-
GENERAL EDUCATION	2	-	-	-	-	-
STUDENTS WITH DISABILITIES	2	-	-	-	-	-

GRADE 5

GROUP	TOTAL TESTED	ENTERING	EMERGING	TRANSITIONI...	EXPANDING	COMMANDING
ALL STUDENTS	3	-	-	-	-	-
GENERAL EDUCATION	2	-	-	-	-	-
STUDENTS WITH DISABILITIES	1	-	-	-	-	-

GRADE 6

GROUP	TOTAL TESTED	ENTERING	EMERGING	TRANSITIONI...	EXPANDING	COMMANDING
ALL STUDENTS	1	-	-	-	-	-
GENERAL EDUCATION	1	-	-	-	-	-

GRADE 7

GROUP	TOTAL TESTED	ENTERING	EMERGING	TRANSITIONI...	EXPANDING	COMMANDING
ALL STUDENTS	3	-	-	-	-	-
GENERAL EDUCATION	3	-	-	-	-	-

GRADE 9

GROUP	TOTAL TESTED	ENTERING	EMERGING	TRANSITIONI...	EXPANDING	COMMANDING
ALL STUDENTS	1	-	-	-	-	-
GENERAL EDUCATION	1	-	-	-	-	-

GRADE 10

GROUP	TOTAL TESTED	ENTERING	EMERGING	TRANSITIONI...	EXPANDING	COMMANDING
ALL STUDENTS	3	-	-	-	-	-
GENERAL EDUCATION	1	-	-	-	-	-
STUDENTS WITH DISABILITIES	2	-	-	-	-	-

GRADE 11

GROUP	TOTAL TESTED	ENTERING	EMERGING	TRANSITIONI...	EXPANDING	COMMANDING
ALL STUDENTS	2	-	-	-	-	-
GENERAL EDUCATION	2	-	-	-	-	-

ELEMENTARY/MIDDLE-LEVEL ENGLISH LANGUAGE ARTS RESULTS FOR ACCOUNTABILITY

ALL ACCOUNTABILITY GROUPS MADE AYP: NO

GROUP	MADE AYP	TESTED 95%	STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD	PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES	PI >= EAMO OR SAFE HARBOR TARGET	TESTED STUDENTS ENROLLED ON BEDS DAY	PI	EAMO	SAFE HARBOR TARGET
ALL STUDENTS	NO	NO	3,247*	40%*	NO	641	103	107	107
AMERICAN INDIAN OR ALASKA NATIVE	—	—	19	—	—	9	—	—	—
BLACK OR AFRICAN AMERICAN	—	—	29	—	—	14	—	—	—
HISPANIC OR LATINO	NO	NO	96*	43%*	NO	36*	67	86	79
ASIAN OR NATIVE HAWAIIAN/OTHER PACIF...	—	—	20	—	—	10	—	—	—
WHITE	NO	NO	2,976*	39%*	NO	578	104	119	112
MULTIRACIAL	—	—	18	—	—	10	—	—	—
STUDENTS WITH DISABILITIES	NO	NO	759*	37%*	NO	143 †	56 †	76	70
LIMITED ENGLISH PROFICIENT	—	—	12	—	—	3	—	—	—
ECONOMICALLY DISADVANTAGED	NO	NO	1,553*	38%*	NO	283	84	96	96

RESULTS FOR THE FOLLOWING GROUPS ARE NOT USED TO DETERMINE AYP.

GROUP	STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD	PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES	TESTED STUDENTS ENROLLED ON BEDS DAY	PI
NOT AMERICAN INDIAN OR ALASKA NATIVE	3,201*	40%*	632	102
NOT BLACK OR AFRICAN AMERICAN	3,188*	40%*	627	105
NOT HISPANIC OR LATINO	3,151*	40%*	621	103
NOT ASIAN OR NATIVE HAWAIIAN/OTHER P...	3,207*	40%*	631	102
NOT WHITE	271*	50%*	63	87
NOT MULTIRACIAL	3,217*	40%*	631	103
GENERAL EDUCATION	2,488*	41%*	501	116
ENGLISH PROFICIENT	3,222*	40%*	638	103
NOT ECONOMICALLY DISADVANTAGED	1,694*	42%*	358	117
MALE	1,649*	41%*	321	91

FEMALE	1,598*	40%*	320	114
MIGRANT	0	—	0	—
NOT MIGRANT	3,247*	40%*	641	103

— There were fewer than 40 students enrolled during the test administration period, so the Percent of Enrolled Students with Valid Test Scores data are suppressed OR there were fewer than 30 tested students enrolled on BEDS day and during the test administration period, so the PI, EAMO, and Safe Harbor Target data are suppressed.
 * The percentage of students tested in the current year fell below 95 percent, so the numbers of enrolled and tested students in the current year and previous year were combined to provide the school/district with another opportunity to meet the participation rate criterion.
 † Includes former students with disabilities because the number of students with disabilities in the current year is equal to or greater than 30.
 ‡ This group failed to meet the participation criterion and had fewer than 30 tested students enrolled on BEDS day and during the test administration period, so data for the current and previous year were combined to determine a Performance Index.

ELEMENTARY/MIDDLE-LEVEL MATHEMATICS RESULTS FOR ACCOUNTABILITY

ALL ACCOUNTABILITY GROUPS MADE AYP: NO

GROUP	MADE AYP	TESTED 95%	STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD	PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES	PI ≥ EAMO OR SAFE HARBOR TARGET	TESTED STUDENTS ENROLLED ON BEDS DAY	PI	EAMO	SAFE HARBOR TARGET
ALL STUDENTS	NO	NO	3,251*	39%*	YES	632	116	105	105
AMERICAN INDIAN OR ALASKA NATIVE	—	—	19	—	—	8	—	—	—
BLACK OR AFRICAN AMERICAN	—	—	29	—	—	13	—	—	—
HISPANIC OR LATINO	NO	NO	97*	40%*	YES	34 [‡]	97	83	83
ASIAN OR NATIVE HAWAIIAN/OTHER PACIF...	—	—	20	—	—	10	—	—	—
WHITE	NO	NO	2,979*	39%*	YES	572	117	116	116
MULTIRACIAL	—	—	18	—	—	10	—	—	—
STUDENTS WITH DISABILITIES	NO	NO	763*	35%*	NO	132 †	58 †	77	76
LIMITED ENGLISH PROFICIENT	—	—	12	—	—	2	—	—	—
ECONOMICALLY DISADVANTAGED	NO	NO	1,552*	36%*	YES	268	96	93	93

RESULTS FOR THE FOLLOWING GROUPS ARE NOT USED TO DETERMINE AYP.

GROUP	STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD	PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES	TESTED STUDENTS ENROLLED ON BEDS DAY	PI
NOT AMERICAN INDIAN OR ALASKA NATIVE	3,205*	40%*	624	116
NOT BLACK OR AFRICAN AMERICAN	3,192*	39%*	619	117
NOT HISPANIC OR LATINO	3,154*	39%*	613	116
NOT ASIAN OR NATIVE HAWAIIAN/OTHER P...	3,211*	39%*	622	115
NOT WHITE	272*	47%*	60	102
NOT MULTIRACIAL	3,221*	39%*	622	116
GENERAL EDUCATION	2,488*	41%*	503	131
ENGLISH PROFICIENT	3,226*	39%*	630	116
NOT ECONOMICALLY DISADVANTAGED	1,699*	43%*	364	130
MALE	1,652*	40%*	325	116
FEMALE	1,599*	39%*	307	116
MIGRANT	0	—	0	—
NOT MIGRANT	3,251*	39%*	632	116

— There were fewer than 40 students enrolled during the test administration period, so the Percent of Enrolled Students with Valid Test Scores data are suppressed OR there were fewer than 30 tested students enrolled on BEDS day and during the test administration period, so the PI, EAMO, and Safe Harbor Target data are suppressed.
 * The percentage of students tested in the current year fell below 95 percent, so the numbers of enrolled and tested students in the current year and previous year were combined to provide the school/district with another opportunity to meet the participation rate criterion.
 † Includes former students with disabilities because the number of students with disabilities in the current year is equal to or greater than 30.
 ‡ This group failed to meet the participation criterion and had fewer than 30 tested students enrolled on BEDS day and during the test administration period, so data for the current and previous year were combined to determine a Performance Index.

ELEMENTARY/MIDDLE-LEVEL SCIENCE RESULTS FOR ACCOUNTABILITY

ALL ACCOUNTABILITY GROUPS MADE AYP: NO

GROUP	MADE AYP	TESTED 80%	STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD	PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES	PI >= EAMO OR PROGRESS TARGET	TESTED STUDENTS ENROLLED ON BEDS DAY	PI	EAMO	PROGRESS TARGET
ALL STUDENTS	NO	NO	1,109*	47%*	NO	240	177	182	182
AMERICAN INDIAN OR ALASKA NATIVE	—	—	9	—	—	3	—	—	—
BLACK OR AFRICAN AMERICAN	—	—	7	—	—	4	—	—	—
HISPANIC OR LATINO	—	—	16	—	—	6	—	—	—
ASIAN OR NATIVE HAWAIIAN/OTHER PACIF...	—	—	4	—	—	3	—	—	—
WHITE	NO	NO	1,016*	47%*	NO	221	178	188	188
MULTIRACIAL	—	—	6	—	—	3	—	—	—
STUDENTS WITH DISABILITIES	NO	NO	254*	37%*	NO	52 †	138 †	162	162
LIMITED ENGLISH PROFICIENT	—	—	4	—	—	2	—	—	—
ECONOMICALLY DISADVANTAGED	NO	NO	537*	41%*	NO	106	168	173	173

RESULTS FOR THE FOLLOWING GROUPS ARE NOT USED TO DETERMINE AYP.

GROUP	STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD	PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES	TESTED STUDENTS ENROLLED ON BEDS DAY	PI
NOT AMERICAN INDIAN OR ALASKA NATIVE	1,087*	48%*	237	176
NOT BLACK OR AFRICAN AMERICAN	1,091*	47%*	236	178
NOT HISPANIC OR LATINO	1,076*	47%*	234	177
NOT ASIAN OR NATIVE HAWAIIAN/OTHER P...	1,098*	47%*	237	176
NOT WHITE	93*	44%*	36	167
NOT MULTIRACIAL	1,100*	47%*	237	176
GENERAL EDUCATION	855*	50%*	191	187
ENGLISH PROFICIENT	1,100*	47%*	238	176
NOT ECONOMICALLY DISADVANTAGED	572*	53%*	134	184
MALE	569*	46%*	121	173
FEMALE	540*	48%*	119	181
MIGRANT	0	—	0	—
NOT MIGRANT	1,109*	47%*	240	177

— There were fewer than 40 students enrolled during the test administration period, so the Percent of Enrolled Students with Valid Test Scores data are suppressed OR there were fewer than 30 tested students enrolled on BEDS day and during the test administration period, so the PI, EAMO, and Progress Target data are suppressed.

*The percentage of students tested in the current year fell below 80 percent, so the numbers of enrolled and tested students in the current year and previous year were combined to provide the school/district with another opportunity to meet the participation rate criterion.

† Includes former students with disabilities because the number of students with disabilities in the current year is equal to or greater than 30.

SECONDARY-LEVEL ENGLISH LANGUAGE ARTS RESULTS FOR ACCOUNTABILITY

ALL ACCOUNTABILITY GROUPS MADE AYP: NO

GROUP	MADE AYP	TESTED 95%	12TH GRADERS	PERCENT OF 12TH GRADERS WITH VALID TEST SCORES	PI >= EAMO OR SAFE HARBOR TARGET	2013 ACCOUNTABILITY COHORT MEMBERS	PI	EAMO	SAFE HARBOR TARGET
ALL STUDENTS	YES	YES	315	98%	YES	300	172	172	163
AMERICAN INDIAN OR ALASKA NATIVE	—	—	4	—	—	4	—	—	—
BLACK OR AFRICAN AMERICAN	—	—	5	—	—	4	—	—	—
HISPANIC OR LATINO	—	—	9	—	—	7	—	—	—

ASIAN OR NATIVE HAWAIIAN/OTHER PACIF...	—	—	5	—	—	5	—	—	—
WHITE	YES	YES	291	98%	YES	279	172	179	163
MULTIRACIAL	—	—	1	—	—	1	—	—	—
STUDENTS WITH DISABILITIES	NO	NO	94*	94%*	YES	58 †	117 †	131	97
LIMITED ENGLISH PROFICIENT	—	—	1	—	—	2	—	—	—
ECONOMICALLY DISADVANTAGED	YES	YES	107	97%	YES	102	160	158	158

RESULTS FOR THE FOLLOWING GROUPS ARE NOT USED TO DETERMINE AYP.

GROUP	12TH GRADERS	PERCENT OF 12TH GRADERS WITH VALID TEST SCORES	2013 ACCOUNTABILITY COHORT MEMBERS	PI
NOT AMERICAN INDIAN OR ALASKA NATIVE	311	98%	296	172
NOT BLACK OR AFRICAN AMERICAN	310	98%	296	173
NOT HISPANIC OR LATINO	306	98%	293	172
NOT ASIAN OR NATIVE HAWAIIAN/OTHER P...	310	98%	295	171
NOT WHITE	24	—	21	—
NOT MULTIRACIAL	314	98%	299	172
GENERAL EDUCATION	264	99%	245	183
ENGLISH PROFICIENT	314	98%	298	172
NOT ECONOMICALLY DISADVANTAGED	208	98%	198	178
MALE	163	96%	154	162
FEMALE	152	99%	146	182
MIGRANT	0	—	0	—
NOT MIGRANT	315	98%	300	172

--- There were fewer than 40 12th graders, so the Percent of 12th Graders with Valid Test Scores data are suppressed OR there were fewer than 30 students in the 2013 accountability cohort, so PI, EAMO, and Safe Harbor Target data are suppressed.

* The percentage of 12th graders tested in the current year fell below 95 percent, so the numbers of 12th graders in the current year and previous year were combined to provide the school/district with another opportunity to meet the participation rate criterion.

† Includes former students with disabilities because the number of students with disabilities in the current year is equal to or greater than 30.

SECONDARY-LEVEL MATHEMATICS RESULTS FOR ACCOUNTABILITY**ALL ACCOUNTABILITY GROUPS MADE AYP: NO**

GROUP	MADE AYP	TESTED 95%	12TH GRADERS	PERCENT OF 12TH GRADERS WITH VALID TEST SCORES	PI >= EAMO OR SAFE HARBOR TARGET	2013 ACCOUNTABILITY COHORT MEMBERS	PI	EAMO	SAFE HARBOR TARGET
ALL STUDENTS	NO	YES	315	100%	NO	300	134	159	144
AMERICAN INDIAN OR ALASKA NATIVE	—	—	4	—	—	4	—	—	—
BLACK OR AFRICAN AMERICAN	—	—	5	—	—	4	—	—	—
HISPANIC OR LATINO	—	—	9	—	—	7	—	—	—
ASIAN OR NATIVE HAWAIIAN/OTHER PACIF...	—	—	5	—	—	5	—	—	—
WHITE	NO	YES	291	100%	NO	279	134	168	146
MULTIRACIAL	—	—	1	—	—	1	—	—	—
STUDENTS WITH DISABILITIES	NO	YES	51	100%	NO	58 †	72 †	123	83
LIMITED ENGLISH PROFICIENT	—	—	1	—	—	2	—	—	—
ECONOMICALLY DISADVANTAGED	NO	YES	107	100%	NO	102	122	144	132

RESULTS FOR THE FOLLOWING GROUPS ARE NOT USED TO DETERMINE AYP.

GROUP	12TH GRADERS	PERCENT OF 12TH GRADERS WITH VALID TEST SCORES	2013 ACCOUNTABILITY COHORT MEMBERS	PI
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NOT AMERICAN INDIAN OR ALASKA NATIVE	311	100%	296	134
NOT BLACK OR AFRICAN AMERICAN	310	100%	296	135
NOT HISPANIC OR LATINO	306	100%	293	134
NOT ASIAN OR NATIVE HAWAIIAN/OTHER P...	310	100%	295	133
NOT WHITE	24	—	21	—
NOT MULTIRACIAL	314	100%	299	134
GENERAL EDUCATION	264	100%	245	147
ENGLISH PROFICIENT	314	100%	298	135
NOT ECONOMICALLY DISADVANTAGED	208	100%	198	140
MALE	163	100%	154	131
FEMALE	152	100%	146	138
MIGRANT	0	—	0	—
NOT MIGRANT	315	100%	300	134

— There were fewer than 40 12th graders, so the Percent of 12th Graders with Valid Test Scores data are suppressed OR there were fewer than 30 students in the 2013 accountability cohort, so PI, EAMO, and Safe Harbor Target data are suppressed.

† Includes former students with disabilities because the number of students with disabilities in the current year is equal to or greater than 30.

UNWEIGHTED COMBINED ELA AND MATH PIS

GROUP	ELEMENTARY/ MIDDLE-LEVEL ELA PI	ELEMENTARY/ MIDDLE-LEVEL MATH PI	SECONDARY-LEVEL ELA PI	SECONDARY-LEVEL MATH UNWEIGHTED COMBINED PI	
ALL STUDENTS	103	116	172	134	131
AMERICAN INDIAN OR ALASKA NATIVE	—	—	—	—	0
BLACK OR AFRICAN AMERICAN	—	—	—	—	0
HISPANIC OR LATINO	—	—	—	—	0
ASIAN OR NATIVE HAWAIIAN/OTHER PACIF...	—	—	—	—	0
WHITE	104	117	172	134	132
MULTIRACIAL	—	—	—	—	0
STUDENTS WITH DISABILITIES	56	58	117	72	76
LIMITED ENGLISH PROFICIENT	—	—	—	—	0
ECONOMICALLY DISADVANTAGED	84	96	160	122	116

— There were not enough students to determine a Performance Index.

OVERALL GRADUATION RATE FOR ACCOUNTABILITY

ALL ACCOUNTABILITY GROUPS MADE AYP: YES

GROUP	MADE AYP
ALL STUDENTS	YES
AMERICAN INDIAN OR ALASKA NATIVE	—
BLACK OR AFRICAN AMERICAN	—
HISPANIC OR LATINO	—
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC ISLANDER	—
WHITE	YES
MULTIRACIAL	—
STUDENTS WITH DISABILITIES	YES
LIMITED ENGLISH PROFICIENT	—

ECONOMICALLY DISADVANTAGED

YES

— There were not enough students to make an AYP determination.

FOUR-YEAR GRADUATION-RATE TOTAL COHORT FOR ACCOUNTABILITY

GROUP	MET GRADUATION-RATE CRITERION:	2012 FOUR-YEAR GRADUATION-RATE TOTAL COHORT	GRADUATION RATE	STATE STANDARD	PROGRESS TARGET
ALL STUDENTS	YES	275	81%	80%	80%
AMERICAN INDIAN OR ALASKA NATIVE	—	7	—	—	—
BLACK OR AFRICAN AMERICAN	—	7	—	—	—
HISPANIC OR LATINO	—	7	—	—	—
ASIAN OR NATIVE HAWAIIAN/OTHER PACIF...	—	0	—	—	—
WHITE	YES	253	81%	80%	80%
MULTIRACIAL	—	1	—	—	—
STUDENTS WITH DISABILITIES	NO	63 †	54% †	80%	60%
LIMITED ENGLISH PROFICIENT	—	2	—	—	—
ECONOMICALLY DISADVANTAGED	NO	99	71%	80%	80%

YES Graduation rate is equal to or greater than the State Standard or the group's Progress Target.

NO Graduation rate is less than the State Standard and the group's Progress Target.

— There were fewer than 30 students in the cohort.

† Includes former students with disabilities because the number of students with disabilities in the current year is equal to or greater than 30.

FIVE-YEAR GRADUATION-RATE TOTAL COHORT FOR ACCOUNTABILITY

GROUP	MET GRADUATION-RATE CRITERION:	2011 FIVE-YEAR GRADUATION-RATE TOTAL COHORT	GRADUATION RATE	STATE STANDARD	PROGRESS TARGET
ALL STUDENTS	YES	313	87%	80%	80%
AMERICAN INDIAN OR ALASKA NATIVE	—	4	—	—	—
BLACK OR AFRICAN AMERICAN	—	5	—	—	—
HISPANIC OR LATINO	—	4	—	—	—
ASIAN OR NATIVE HAWAIIAN/OTHER PACIF...	—	1	—	—	—
WHITE	YES	297	87%	80%	80%
MULTIRACIAL	—	2	—	—	—
STUDENTS WITH DISABILITIES	YES	62 †	66% †	80%	65%
LIMITED ENGLISH PROFICIENT	—	1	—	—	—
ECONOMICALLY DISADVANTAGED	YES	88	88%	80%	80%

YES Graduation rate is equal to or greater than the State Standard or the group's Progress Target.

NO Graduation rate is less than the State Standard and the group's Progress Target.

— There were fewer than 30 students in the cohort.

† Includes former students with disabilities because the number of students with disabilities in the current year is equal to or greater than 30.

GRADUATION RATES FOR NON-AYP GROUPS FOR ACCOUNTABILITY

GROUP	FOUR-YEAR GRADUATION-RATE TOTAL COH...		FIVE-YEAR GRADUATION-RATE TOTAL COH...	
	2012 FOUR-YEAR GRADUATION- RATE TOTAL COHORT	GRADUATION RATE	2011 FOUR-YEAR GRADUATION- RATE TOTAL COHORT	GRADUATION RATE
NOT AMERICAN INDIAN OR ALASKA NATIVE	268	81%	309	87%
NOT BLACK OR AFRICAN AMERICAN	268	81%	308	87%
NOT HISPANIC OR LATINO	268	81%	309	87%
NOT ASIAN OR NATIVE HAWAIIAN/OTHER P...	275	81%	312	87%
NOT WHITE	22	—	16	—
NOT MULTIRACIAL	274	81%	311	87%
GENERAL EDUCATION	218	89%	253	92%
ENGLISH PROFICIENT	273	81%	312	88%
NOT ECONOMICALLY DISADVANTAGED	176	87%	225	87%
MALE	140	72%	182	85%
FEMALE	135	90%	131	91%
MIGRANT	0	—	0	—
NOT MIGRANT	275	81%	313	87%

— There were fewer than 30 students in the cohort.

Graduation Rates for Regents with Advanced Designation and CTE Endorsement for Accountability

Percentage of 2012 Graduation-Rate Total Cohort members who graduated as of August 31, 2016 with:

REGENTS DIPLOMA WITH AN ADVANCED DESIGNATION (THIS DISTRICT)	30%
REGENTS DIPLOMA WITH AN ADVANCED DESIGNATION (STATEWIDE)	31%
PERCENTAGE IN THIS DISTRICT EXCEEDED STATEWIDE	NO
REGENTS DIPLOMA WITH CTE ENDORSEMENT (THIS DISTRICT)	0%
REGENTS DIPLOMA WITH CTE ENDORSEMENT (STATEWIDE)	5%
PERCENTAGE IN THIS DISTRICT EXCEEDED STATEWIDE	NO

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North Tonawanda City Schools



Mission

To provide an excellent education to all that encompasses developing confident, creative, competitive and caring students.

Vision

To develop a nationally recognized school system focused on:
A collaborative environment that fosters the academic, emotional and social growth of each student through quality and purposeful educational experiences. Students becoming independent, productive and globally competitive citizens. Instilling the belief that each student is invaluable.

Core Beliefs

North Tonawanda Lumberjacks are:

- Lifelong learners
- Understanding
- Motivated
- Brave
- Empowered
- Respectful
- Just
- Academically sound
- Caring
- Knowledgeable
- Strong



Superintendent's Message

It is hard to believe there are only two months of school left. May and June will go by very fast and there is still so much to do. As students prepare for state, local and regent exams, the district is also packing up to get ready for the new building configuration. Next year will find us in some new homes for grades K-3, 4-6 and 7-8.

Spruce, Drake and Ohio are excited to change from elementary buildings to primary buildings. While it will be sad to say good-bye to 4th, 5th and 6th graders, the staff has been excitedly planning to welcome the expanded K-3 students in September. The amount of growth that these grade level students experience is extraordinary. Having staff being able to focus on building strong reading and math foundations, in addition to strong social emotional skills is an opportunity we are eager to get started on.

North Tonawanda Intermediate (NTI) will be home to the 4th, 5th and 6th graders. The staff are excited to build on the strong foundation that the primary buildings have provided to their students. This is where the shift from learning to read to reading to learn really starts to take hold. The new structure will allow our intermediate students to make new friends at an earlier age and start to put to work positive social emotional skills at an earlier age. With a strong focus on science, technology, engineering, art and math, we are excited to help these intermediate learners explore future options that will be made to them as they enter grades 7-12.

Our Middle School will move to the Meadow campus and our 7th and 8th graders will enjoy a completely remodeled Meadow site with new FACS, technology, and science spaces. The music department will have a new home as well, right next to the auditorium. The library media area will be a place where quiet

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School Board President's Message

It is spring again, and for school districts across our region it means it is budget season. On May 8th, we will have a hearing to present to North Tonawanda residents the budget adopted by the NT Board of Education; and on May 15th the voters of NT will vote on that budget. The budget hearing is an opportunity for voters to ask questions about the budget and to learn more about what items are affecting the budget. This year, as in previous years, the Board of Education worked with the superintendent, administration and faculty to develop a budget focused on striking a balance between providing a quality education to our students and being financially responsible to the taxpayers of North Tonawanda.

Discussions and deliberations on the budget began in October, 2017. The current Board and I decided it was a priority to start the budget process early. It was imperative that we listen to feedback from all interested parties, including members of the public. For the past six months we have heard presentations at each public board meeting from the administration, members of the faculty and employees in many departments to understand the needs and priorities of our district.

We are very proud of the stellar efforts from our faculty, administration and employees of the district in evaluating the strengths and deficiencies of the district and the help this has provided in developing this year's budget. This was truly a team approach, and the result is a budget that is sensible and helps to continue to move the district in a positive direction.

This year the NTCSD budget will again stay under the New York State imposed property tax cap, making it 6 years in a row. Responsible decisions like: strategic use of the fund balance, selling or renting underused buildings, and restructuring the district to have three

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Budget Vote and Board Election • Tuesday, May 15, Noon - 9 p.m.
Alumni Student Activity Center, 405 Meadow Drive

What a Show!

The high school students showed off their talent at an art show at the Carnegie Art Center in March.



Ohio Students Enjoy Day in the Snow

Students enjoyed a "snow day" at Ohio School. They worked together to build snow castles and snowmen. Principal, Mike Hiller, says, "We could see that teamwork is beneficial in both learning and playing!"



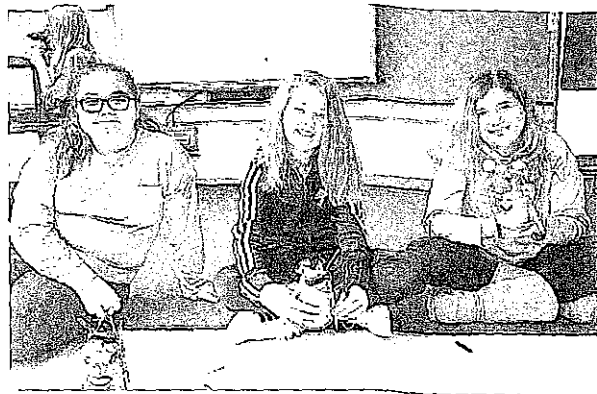
Attack of the Artbots

Art teacher Melinda Wright has been exposing her students at Spruce, Meadow and Drake Elementary to a high-tech art form. It is called artbots and it is kinetic sculptures that were created by Marcel Duchamp, using a simple 9V motor, AA battery, and propeller for motion. The projects involved design, engineering, physics and production.

Mrs. Wright had this to say about the project, "The sixth graders created an art robot that has a simple motor and a AA battery. We talked a little bit about electricity and some physics because of the propeller and the legs. So they kind of had to mess around with it because they had to get it to balance and move. The students came up with an illustration first, so the artbot design is based on their drawing. Then they moved into the robot design."

Drake student Samantha Ott says, "I liked this project a lot because I got to show off my creativity." Isabelle Insana said she loved being able to design her robot. "It was super creative." Classmate Mitchell Berg agreed. "It was really fun because we got to make our own robot. I think they turned out pretty cool."

Mrs. Wright says that all her students love the artbots because they are works of art that create works of art!



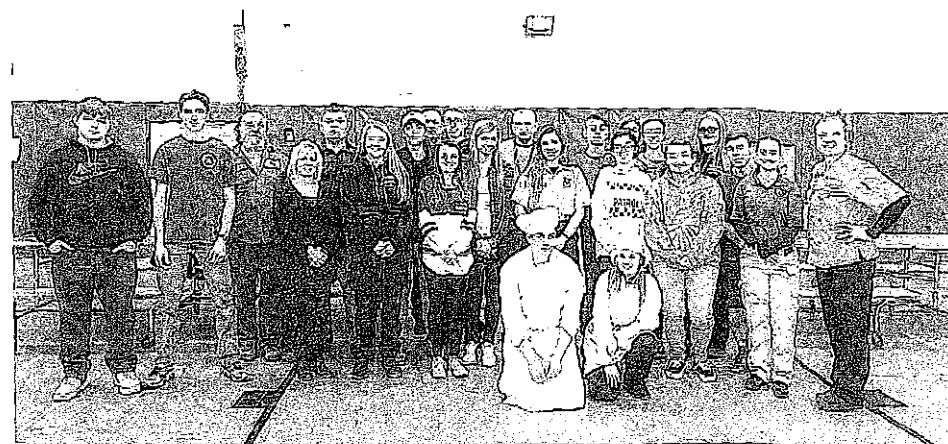
(LtoR): Mia Bond, Samantha Ott and Isabelle Insana.



Mitchell Berg

CTE Students Talk BOCES Programs with North Tonawanda Middle School

Some of the North Tonawanda students at the Niagara Career and Technical Education Center spent a morning at the North Tonawanda Middle School talking about their programs with students for the school's annual career fair.



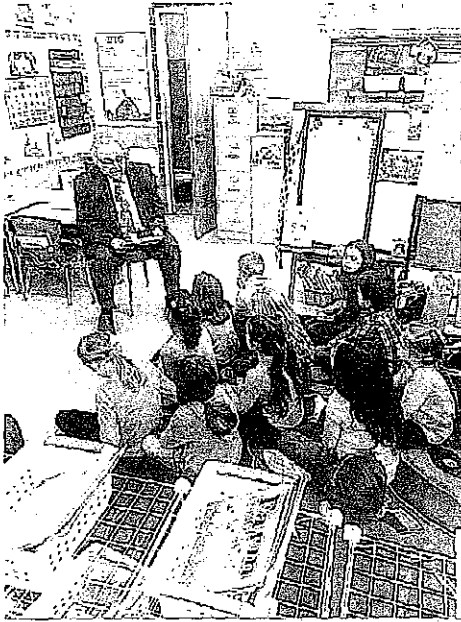
Ashley Rogers (Health Occupations Technician), Sam Taylor (Conservation), Jake Perkins, Alyssa Kissel, Natalie Prims and Olivia Waterson (Security and Law Enforcement), Kaitlynn Miller and Tiffany Cracknell (Cosmetology), Michael Bogdan and Lexi Brosius (Culinary), Jason Bronschidle and Logan Carozzolo (Certified Personal Trainer), Peter Marchenko (Auto Mechanics), Robert Meyer (Welding), Mike Finn (Building Trades), Kayleigh Kneltinger and Laure Kyle (Early Childhood Education), Christian Riley (EMS) and Jared Martin (Cyber Security) volunteered with teachers Amber Croff (Security and Law Enforcement), Pauline Carney (Cosmetology), Lisa Cook (Culinary) and John Jeckovitch (Auto Mechanics).

Local Celebrities Celebrate Read Across America Day with Ohio Street Students

This year, to celebrate Ohio Street students and their growth as readers and writers, each primary class wrote a letter to the prominent heroes in North Tonawanda and the broader community inviting them to join in their celebration for "Read Across America" Day.

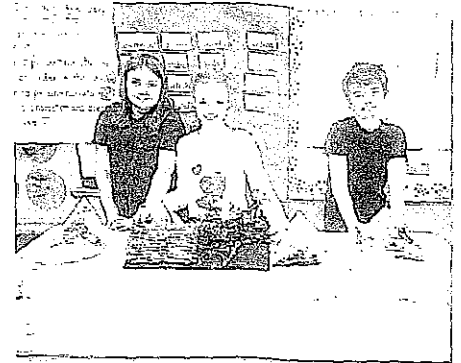
Among the many esteemed guest were: Mayor Pappas, from the City of North Tonawanda, and Buffalo Sabre Alumni, Morris Titanic. The guests were welcomed into classrooms and read one of their favorite childhood books to the students.

"Read Across America Day" is a nationwide reading celebration that takes place annually on March 2 which is Dr. Seuss's birthday. Across the country, thousands of schools, libraries, and community centers participate by bringing together kids and books.

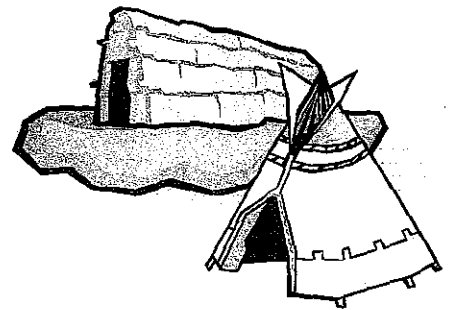


Fourth Grade Iroquois Project

As a culminating activity to demonstrate the learning of the Iroquois culture, the 4th grade children from Spruce Elementary created triaramas, posters, acrostic poems or replicas of an Iroquois village.



(LtoR) Abigail Buehler, Meredith Roberts and Carter Henneberger.



Kindergartners Show They Have Head for Business

Students in Mrs. Dexheimer's kindergarten class at Spruce Elementary were busy buying and selling goods, along with reinforcing the recognition and value of the penny, nickel and dime.

The students needed to make sure that they were giving and receiving the correct coin, handing out receipts for their customers and doing their paperwork when business was slow. Each student invited their father or a special guest to be their business partner and to spend the afternoon with them.

There was a wide variety of items being sold such as pencils, erasers, balloons, candy, apples and baked goods! Following the shopping, the children and fathers sang, "You'll Be In My Heart" and enjoyed some treats. It was a fun day of learning!



(LtoR): Gavin Steves, Gavin Bugyi and Mrs. Deborah Dexheimer, who was selling used books and balloons!

High School Students Learn About Health Careers

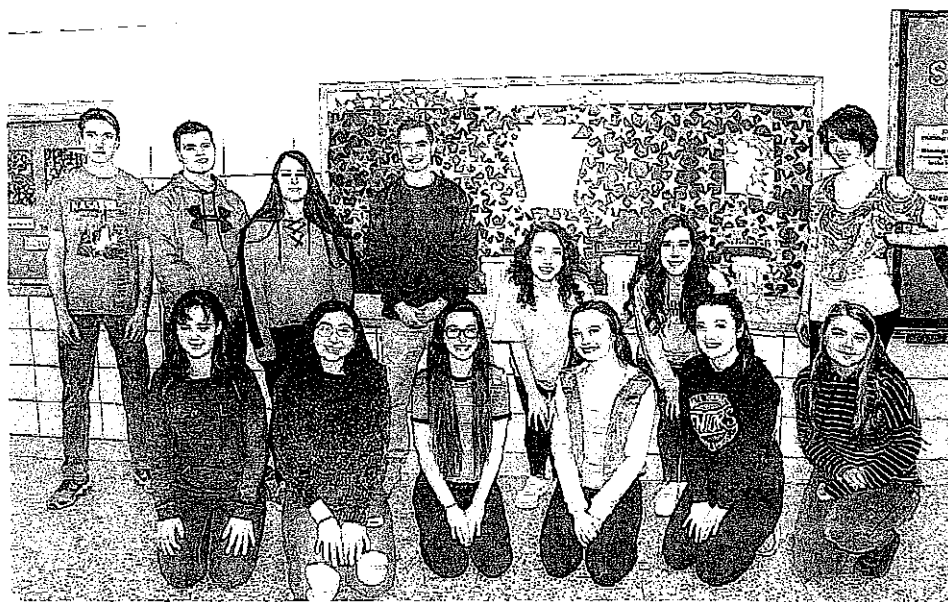
In an effort to promote Health Sciences, the NTHS Career Center held a "Health Professions Day" on Thursday, March 22, in the Library Media Center. Multiple Health Professionals were on hand to talk about their careers. They gave demonstrations and handed out information about their Health Field. The students were able to explore, learn and ask questions about the many different Health/Science fields available for them to study. It was a very beneficial day for many of them!



NT National Honor Society Helps to Make Wishes Come True

The National Honor Society Chapter of North Tonawanda High School decided with some much gloom and doom happening in the world they wanted to do something positive. The students decided they wanted to give back to someone in the community.

Using the Make-A-Wish Foundation as inspiration, they started a school wide awareness fundraiser where they sold stars for one dollar and encouraged their classmates and staff to write their wish on the star and then posted them on a wall at the high school so everyone could see. National Honor Society secretary, Nina Marranca, wrote in the letter that they enclosed with their \$269 check to the charity, "In a world sometimes dominated by negativity, it was beautiful to see so many selfless wishes. We called it the Wishing Wall and proudly displayed it in the cafeteria hallway. Many students and teachers participated; we noticed that many wishes pertained to others, rather than themselves, and many donated more than the dollar necessary to buy a star. We were pleased and encouraged."



Standing in back from left to right: Michael Finn, Brandon Lynch, Carly McBride, Mike Krawczyk, Alex Marchioli, Allison Kujawa and Hannah Craig. 2nd row in front: Nina Marranca, Jazlyn Ludlow, Erin Sammarco, Emily O'Bryan, Alexis Riestler, Samantha Michlin. Missing were Amanda Davis, Jenna Flach, Grace Vater, Laney Weclaw, Casey Trombley, Alexis Grawe, Carson Essenburg, and Alexis Cannizzaro.

Drake Students Experience Milk Magic

The students at North Tonawanda's Drake Elementary School were dazzled with magic and illusions performed by magicians, Rob and Carol Allen.

The Allens presented the Very Dairy Magic Show for grades kindergarten through 3rd grade. The show was sponsored by the Dairy Farmers of WNY and featured live animals, comedy, music and of course some healthy eating choices!



Carol and Rob Allen with student Connor Shiesley.

The Allens were very excited about being at Drake, since both attended school there!



Two North Tonawanda Students Named Top Youth Volunteers in NYS

North Tonawanda sisters, Bailey and Shelby Walter, were recently recognized by the New York State Prudential Spirit of Community Awards. The awards are a nationwide program honoring young people for outstanding acts of volunteerism. The awards are in their 23rd year and are conducted by Prudential Financial in partnership with the National Association of Secondary School Principals (NASSP). Honorees were judged on criteria including personal initiative, effort, impact and personal growth.

Bailey is a junior at the High School and has been volunteering since the fourth grade to raise awareness of Spinal Muscular Atrophy (SMA) and money for the cure. She was inspired by a friend, who has the disease. "In second grade I knew a boy who had it. It renders kids where they can't walk or can't move sometimes. You get diagnosed at about 18 months of age. It is very deadly, but not a lot of people know about it."

She decided she wanted to help him and others who have SMA. "I asked my mother if I could start a charity and she said no, I was too young. I came back to her two years later and asked again and she told me to do my research and give her a presentation and she would decide. After my presentation she told me if I could sell 100 bracelets to start my charity, she would let me do it."

Bailey, with the help of her teachers at Drake Elementary, sold her bracelets in a couple of days for two dollars each. She started her charity called "Let Them Dance" and its mission was to raise money and awareness for SMA. "We are trying to light the world purple to get people to know about it. We are trying to take monuments all across the country and the world and light them purple on August 16th, which is SMA Day. We need to help kids with this."

With the help of Senator Robert Ortt, who was Mayor of North Tonawanda at the time, they were able to light the Peace Bridge purple on that day. "Senator Ortt was the first person to take me seriously. He is such an amazing man and I can't thank him enough for his support." She also thanks her parents, family and Senator Chris Collins, who is also a big supporter of her cause. "I was really happy to receive the Prudential Award. I had also received the Nickelodeon HALO Award a few years ago, which goes to teens who are helping or leading others. That really helped to bring attention to my charity because they gave me a commercial on their website and flew me to New York for the show. It will be great if this brings attention to SMA as well."

Shelby is a sixth grader at Drake Elementary School and has collected enough school supplies to fill hundreds of backpacks for kids in need over the past two years. "It started a few years ago when I saw a girl who didn't have a backpack. Apparently her family didn't have enough money to get her one and I felt very bad about that."

With her sister Bailey and a teacher as her inspiration, she created a website telling people her mission was to make sure that every child had a backpack and school supplies. Encouraged by the response, she started asking local businesses for donations. The support was overwhelming. Shelby says she starts looking at her inventory in the middle of summer and then starts looking for donations for whatever she is lacking. "I start packing the backpacks at the end of the summer and asking family and friends if they know of anyone who needs one."

Not only has she helped students in the North Tonawanda City School District, but children in

other countries. "We had a mission trip to our church, so the youth group helped me pack up over 250 backpacks and we sent them all overseas."

Shelby is very modest about winning the award. "I am sure there are other people more deserving than me, but I feel lucky to have received it." Drake Elementary Principal, Katie Smith, says Shelby has helped a lot of students at the school and that she is very proud of her. "Shelby is certainly the type of person that we would see as a leader in the future because she has already taken on so much of that in what she does now. She serves others and that is the best thing we could have happen for any of our kids, is provide service to the community and for the greater good. She is certainly an exemplary example of that. We are fortunate to have her here at Drake and for the service she has done for Drake and NT and the community and beyond."

"Prudential is proud to recognize these remarkable young people for using their energy, creativity and compassion to bring meaningful change to their communities," said Prudential Chairman and CEO John Strangfeld. NASSP Executive Director, JoAnn Bartoletti, added, "These students have not only improved the lives of the people and the communities they've served, they also set an important example for their peers. They prove that you're never too young to make a difference."

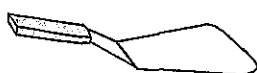


Shelby Walter



Bailey Walter

McWonderful!



The staff at Drake Elementary School took over the registers and drive thru at McDonalds on Meadow Drive for McTeacher night. It was all part of a fundraising opportunity where the restaurant chain invites school districts to work in the restaurant to help with school needs. Part of the sales from the evening goes back to the school for the school to use at their discretion.

Thanks to the support of school families and friends, \$877.23 was made!



Kindergarten Students Celebrate Valentine's Day



(LtoR) Keithan Pimer and Ariana Sanford.

Mrs. Debbie Dexheimer's kindergarten class at Spruce Elementary School was busy getting ready for the day of sharing.... Valentine's Day!

The children made beautiful and creative mailboxes to receive cards from their classmates. "It is very exciting for the children to write their own cards and to share them with their friends. The students have also worked hard at making cards to share with our community DeGraff Hospital," says Mrs. Dexheimer.



Spruce Focuses on Attendance During Career Week

Spruce Elementary counselor Alyssa Gierke says during Career Week attendance was one of the focuses. "We had a themed week to promote career awareness and increase attendance. Each grade level created career stars that are posted throughout the school and classes had a parent career day on Friday of that week."

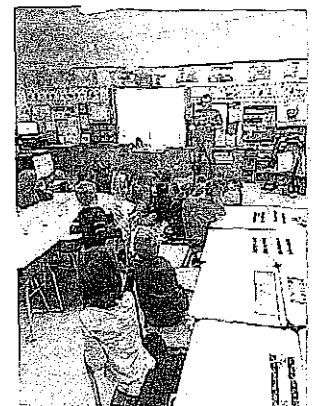
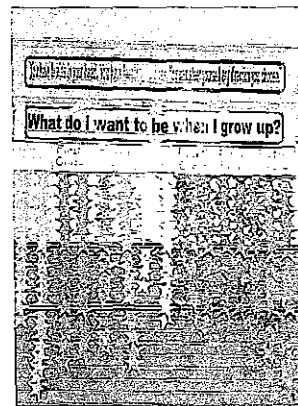
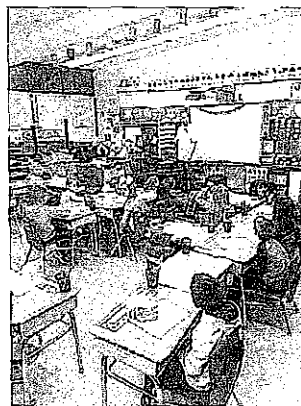
Spruce also created the "Attendance Challenge 2018" where each class's attendance rates are recorded every day. At the end of the month, the class with the highest attendance rate receives a pizza party! Spruce will be continuing this challenge until the end of the school year; each month the attendance resets to 100%. Students who are sick are encouraged to stay home and rest before returning to school!



Ohio and Drake Students Explore Careers

From February 5th through the 9th, Drake Elementary and Ohio Elementary School students experienced a Reach for the Stars Career Awareness Week. During this week, students participated in activities and discussions which included displaying their dream jobs, scavenger hunts, inspirational quotes, and wearing themed clothing to promote good school attendance, out of this world futures, and higher education. These activities helped get students excited about their promising and amazing futures.

Culminating this exciting week, on the mornings of February 9th and February 16th, Drake Elementary and Ohio Elementary Schools each hosted Career Speakers in Kindergarten through 6th grade classrooms. A total of 35 parents and community members graciously volunteered their time to speak to Drake and Ohio Elementary students about their career education, training and responsibilities, and answer questions. Students, volunteers, and teachers enjoyed the opportunity to listen, share, and host on these enlightening and fun mornings. Nathan Schelble, the school counselor, would like to thank the generous contributions of the speakers, administration, faculty, and staff who all contributed to making Reach For the Stars Career Awareness Week a success!



North Tonawanda Celebrates Students' College Choices on National College Signing Day

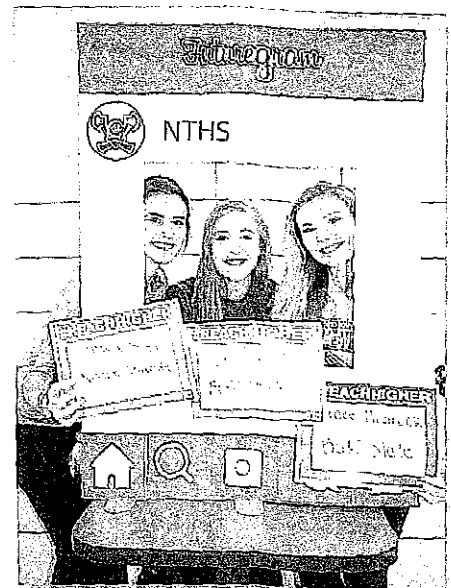
College-bound seniors were celebrated by their counselors, administrators, teachers and their peers at National College Signing Day at the North Tonawanda High School recently. This is the third year the high school has recognized this day.

The students visited during their lunch period at a table set up by the school's counselors in the hallway across from the lunchroom. For the school counselors it was perfect timing because it was School Counselor Week as well. School Counselor Jennifer Kupiec says, "We basically have the seniors write down on a sign where they are going to college or where they want to go to college. Some know already and some are in that process of where they are waiting to hear back from schools and then they can make those decisions. It's good because it starts that conversation and gets them thinking about it. They are going to have to make a huge decision in a few months. This is a perfect time to talk to us and their peers and think about what they want to do."

The signs are then hung up, so the whole school can see them. The students also are able to partake in some raffles for food, spa treatments and prom tickets. "It's really a fun day to celebrate seniors and bring attention to college awareness. We are actually doing this with all the students, K-12, throughout the district," explains Mrs. Kupiec. "The schools are doing all sorts of activities like having career speakers and talking about college and career choices. "It is a great day for all of us because the students are very excited about their future."



Counselors (On the Left) Mrs. John, Mrs. Kupiec, Mrs. Graves and Mr. Hammond. (On the Right) Right side: Mr. Derrett, Mrs. Wright, Mrs. Schultz and Ms. Kelley.



Students: Ylka Sopi, Sara Dolan and Grace Proefrock with their signs.

Opportunities Fair

Recently, NTMS 8th graders took part in an "Opportunities Fair" set up by its Guidance Department during school hours to learn about their futures at the high school.

Academy representatives and academy students were on hand to discuss programs and answer questions. In addition, local college representatives were also present.



(LtoR) Alaina Roberts, Allison Chaplin, and Sarah Polek, speaking with Canisius representative Matt Kwiakowski MBA.

Sports Broadcaster Visits North Tonawanda High School

There was a special career speaker at the High School on February 12th.

Sal Capaccio, from WGR Sports Radio 550, spoke to students in the Library Media Center about his career on the radio station as a talk show host and being the Buffalo Bills beat and sideline reporter. "It was a great opportunity for our students interested in sports and broadcasting to be able to talk to a professional," says Career Center Mentor Lori Graves.

Mrs. Graves with Sal Capaccio.



PROPOSITION #1 VOTE ON BUDGET

Shall the proposed budget of Expenditures of the North Tonawanda City School District for the 2018-2019 school year in the amount of \$77,887,449 and for the purposes shown in the statement of estimated expenditures adopted by the Board of Education, be and the same hereby is approved and the amount thereof shall be raised by a levy of a tax upon the taxable property of the school district, after first deducting the monies available from State Aid and other sources provided by law.

☐ Yes ☐ No

Transportation Capital Expenditure

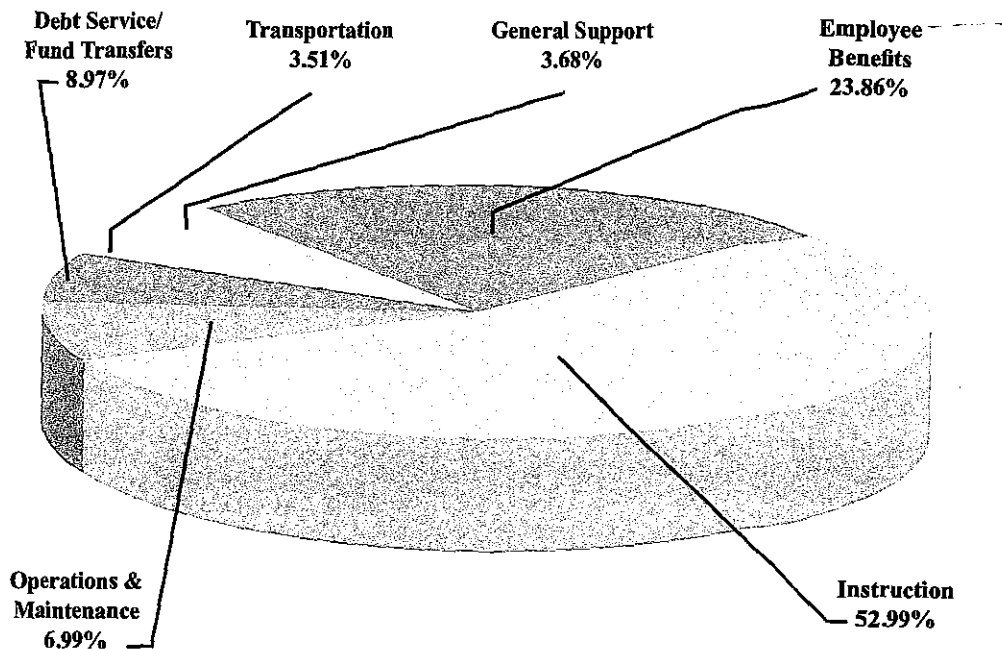
In the 2018-2019 budget year, the district is proposing to purchase a 22-passenger wheelchair bus and a 6-passenger vehicle for the purpose of transporting students as part of home to school services. These vehicles will be replacing vehicles that will need to be retired from the current district fleet.

\$100,000 Capital Outlay Project

What is the capital outlay project that is included in the 2018-2019 school budget this year?

Capital outlay projects were established by NYSED Department of Facilities Planning as a method for districts to maintain facilities, make modest upgrades, and improvements of up to \$100,000 between larger capital projects. The most important aspect of these projects is that they will generate state aid for the school district. In the past these necessary repairs and improvements would all be paid for through local funds as building repairs in the budget, or the district would have to delay repairs until the district could put together a large capital project. Now, using capital outlay projects the district will only pay for approximately 16% of the costs with local funds because the state will provide aid for approximately 84% providing a funding source for the district to reduce the local cost to taxpayers. In the 2018-2019 budget year the district is proposing to use these funds for a construction/reconstruction project to address security measures in school buildings.

EXPENDITURE



	2017-2018	2018-2019	Percent Change from 2017-18
Instruction	\$40,083,679	\$41,271,840	2.96%
Includes: K-12 Instructional program, supervision, curriculum development, BOCES, special education programs, occupational education, interscholastic athletics, co-curricular programs, health services, library media, computer instruction, pupil personnel services.			
Employee Benefits	\$18,454,722	\$18,584,065	.70%
Includes: Employee retirement systems, health insurance, unemployment insurance, social security and worker's compensation.			
General Support	\$2,826,950	\$2,869,872	1.52%
Includes: Legal services, personnel, insurance, school board, refund on property tax, BOCES administrative charges, administrative and financial services, public information, central data processing and auditing.			
Transportation	\$2,594,560	\$2,723,643	4.98%
Includes: Transportation to public and non-public schools, vocational schools, educational field and athletic trips and transportation of special education children.			
Debt Service/Fund Transfers	\$4,022,561	\$6,989,809	73.77%
Includes: Principal and interest payments on debt for district building reconstruction projects and energy conservation projects. Also, includes District's share of special education summer programs.			
Operations & Maintenance	\$5,509,141	\$5,448,220	-1.11%
Includes: Maintenance of district facilities, custodial services and utility costs.			
TOTAL BUDGET	\$73,491,613	\$77,887,449	5.98%

School Board President's Message

continued from page 1

K-3 schools, one 4-6 intermediate school and one 7-12 middle school/high school complex will make it possible for NT to stay considerably under the tax cap limit again for the 2018-2019 school year. Specifically, we will have a tax rate increase of 1.98%, which is 1.35% **below** the tax cap limit for 2018.

Despite being 1.35% **below** the tax cap limit, we still will be adding back programs and resources cut in previous years when state funding was slashed. The programs and resources that are tentatively slated to be added back in this year's budget are:

- Art classes for grades K-1
- 4th grade band
- Elementary counselors (previously funded through a grant that ended in 2017)
- Special education teachers for grades K-3 and 4-6
- 21st Century skills librarian for grades 4-6 – assist in STEAM (Science Technology Engineering Art and Math) curriculum

These Important programs are being added back in the most economical way possible. All of these items were identified as priorities by our faculty, administration and the board to achieve the district goals.

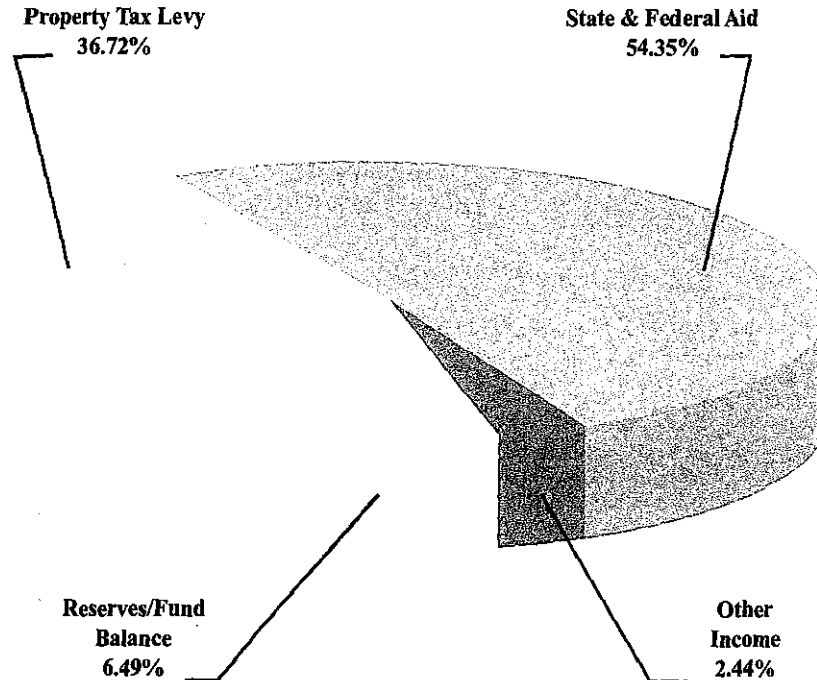
Art for grades K-1 was cut in previous difficult budget years, as was 4th grade band, but both of these items are a critical part of a young child's development. Our counselors are addressing social and emotional issues early on in our grade schools in an effort to identify and address problems before they lead to disruptions in the classroom. Having a dedicated counselor in each K-3 building is critical for the success of all children in our district.

We think this budget responsibly addresses the needs of our students and provides the faculty and administration the resources it needs to improve our district's performance. We invite you to attend the budget hearing on May 8 at 7pm in the auditorium at Spruce Elementary to learn more about the budget and the direction the district is moving.

Our district has a bright future. We have many dedicated parents and families in our district that desire and strive for the success of their children. This budget, our current capital project, and the reconfiguration of our schools will transform the district and allow our students to flourish.

Please help us to continue to move this district in the right direction and vote yes on this year's budget.

Thad McMurray
President, Board of Education



	2017-2018	2018-2019	Change from 2017-18
State/Federal Aid	\$38,558,709	\$42,332,552	\$3,773,843
State/Federal Aid represents the largest portion of revenue for the District. In the 2018-19 school year, it is projected to be 54.35% of all revenue. Last year it was 52.47%. This year, the aid increased by \$3,773,843.			
Other Income	\$1,778,842	\$1,903,842	\$125,000
Any income received by the School District other than State and Federal Aid, Fund Balance or Tax Levy is included under this heading. Examples of other income would be: rentals, interest earnings, payments in lieu of taxes, refunds of prior year's expenses, gifts, fees, tax penalties, commissions and athletic event gate receipts.			
Reserves/Fund Balance	\$5,107,385	\$5,050,000	(\$57,385)
Reserves: The District maintains Reserve Funds in accordance with guidelines established by the State of New York and adopted and accepted by the Board of Education. With the significant financial issues currently affecting districts across the State, the Board of Education has adopted a fiscally responsible process to use those reserve funds that are available. They have adopted a process which attempts to maintain quality programs while keeping the tax levy reasonable and within the Tax Cap threshold.			
Fund Balance: Funds which are budgeted but unexpended at the end of the budget year, and revenues which are realized in excess of those budgeted for the year, are available at the end of the fiscal year to be carried forward as fund balance.			
Tax Levy (Includes Prorated Taxes)	\$28,046,677	\$28,601,055	\$554,378
This is the amount to be raised through local property taxes. The Board of Education desires to keep any increases in the levy as low as possible. For the 2018-19 school year, it is anticipated that there will be a tax levy increase of \$554,378 which amounts to a 1.98% increase.			
TOTAL ESTIMATED REVENUES	\$73,491,613	\$77,887,449	\$4,395,836

OVERALL BUDGET PROPOSAL

North Tonawanda City Schools Budget Notice

OVERALL BUDGET PROPOSAL

	Budget Adopted for the 2017-18 School Year	Budget Proposed for the 2018-19 School Year	Contingency Budget for the 2018-19 School Year *
Total Budgeted Amount, Not Including Separate Propositions	\$73,491,613	\$77,887,449	\$77,333,071
Increase/Decrease for the 2018-19 School Year		\$4,395,836	\$3,841,458
Percentage Increase/Decrease in Proposed Budget		5.98%	5.23%
Change in the Consumer Price Index		2.13%	
A. Proposed Levy to Support the Total Budgeted Amount	\$28,046,677	\$28,601,055	
B. Levy to Support Library Debt, if Applicable	\$		
C. Levy for Non-Excludable Propositions, if Applicable **	\$		
D. Total Tax Cap Reserve Amount Used to Reduce Current Year Levy	\$		
E. Total Proposed School Year Tax Levy (A + B + C - D)	\$28,046,677	\$28,601,055	\$28,046,677
F. Total Permissible Exclusions	\$155,443	\$524,992	
G. School Tax Levy Limit, Excluding Levy for Permissible Exclusions	\$27,955,601	\$28,504,071	
H. Total Proposed School Year Tax Levy, Excluding Levy to Support Library Debt and/or Permissible Exclusions (E - B - F + D)	\$27,891,234	\$28,076,063	
I. Difference: G - H (Negative Value Requires 60.0% Voter Approval - See Note Below Regarding Separate Propositions) **	\$64,367	\$428,008	
Administrative Component	\$6,931,557	\$7,082,130	\$7,052,630
Program Component	\$55,656,223	\$56,862,194	\$56,627,318
Capital Component	\$10,903,833	\$13,943,125	13,653,125

The District would adopt a contingency budget with \$554,378 reduced from student supplies and materials, equipment, nonessential maintenance, and non-instructional non-unionized salaries. Also, due to the contingency budget regulations, school facilities would not be available for public use at no cost.

	Under the Budget Proposed for the 2018-19 School Year
Estimated Basic STAR Exemption Savings ¹	\$595

The annual budget vote for the fiscal year 2018-2019 by the qualified voters of the North Tonawanda City Schools, Niagara County New York, will be held at 405 Meadow Drive in said district on Tuesday, May 15, 2018 between the hours of 12:00pm (Noon) and 9:00pm, prevailing time in the North Tonawanda City Schools.

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

Budget Vote and Board Election • Tuesday, May 15, Noon - 9 p.m.
Alumni Student Activity Center, 405 Meadow Drive

Board of Education Adopts New Boundary Lines for K-3 Buildings

At the November 1 Board of Education meeting members adopted the new boundary lines for the K-3 buildings.

Next school year, the District's capital project will be completed and the district will now be home to three K-3 buildings, one 4-6 building and a new 7-12 campus in the Middle School and High School that will be connected by the alumni center.

With the change in grade level configuration, the boundary lines needed to be adjusted to reflect Meadow Elementary coming off line and becoming the new Middle School.

The District has tried to maintain as much as possible the current neighborhoods around Ohio, Drake and Spruce while absorbing the students in K-3 that would have been attending Meadow.



Superintendent's Message *continued from page 1*

studying and technology lessons will be provided. This building will also feature its own brand new gymnasium and weight room.

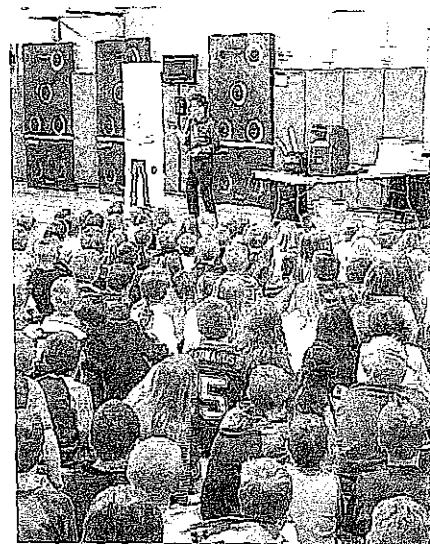
As you can see we have a lot to do in a small amount of time, but we are to get moved and set for an exciting start to the 2018-2019 school year. The community's help and support is what makes NT a great place to live. Thank you for always supporting your school district, as we appreciate it. We look forward to showing off our new look in September.

Sincerely,

Gregory J. Woytila
Superintendent of Schools

Ohio Street Students Get Show On Building Character

Last month, Ohio Street School hosted "The NED Show", a character education program designed to help kids become champions at school and in life. The presenter, Soupy, demonstrated through narration, and his skilled YoYo-ing, how to accomplish amazing things. Soupy's message was that students can achieve great success if they're given positive motivation and specific directions that lead them down that path.



The NED Show taught the Ohio students three foundational stepping-stones: Never Give Up, Encourage Others, Do Your Best. Our entire mission is based on a fundamental belief in children.

Vote Qualifications

- You must be a citizen of the United States.
- You must be 18 years of age.
- You must be a resident of the school district for a period of 30 days immediately prior to the vote.

Board of Education Candidates

Information on Board of Education candidates can be found on the district website: www.ntschoools.org.

The election of members of the Board of Education shall be held to fill three (3) at-large vacancies on the Board. All seats are for three (3) year terms.

Candidates listed below are in alphabetical order:

1. Krista Vince Garland
2. Mario Gregori
3. Erik Herbert
4. Cheryl McMahon
5. Erica Robinson

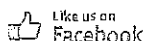


**NORTH TONAWANDA
CITY SCHOOLS**
176 Walck Road
North Tonawanda, NY 14120

Board of Education

Thad McMurray, President
Cheryl McMahon, Vice President
Colleen Angelhow
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Zachary Niemiec
John Zloty
Madison Heiss, Student Member

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Tentative Building Schedules Announced for 2018-19 School Year

The North Tonawanda City School District has announced its summary of building schedules for the 2018-19 school year.

The Tentative building schedules FOR STUDENTS are as follows:

- High School
 - School start - 7:50 a.m.
 - School dismissal - 2:35 p.m.
- Middle School
 - School start - 7:30 a.m.
 - School dismissal - 2:30 p.m.
- Intermediate School
 - School start - 8:50 a.m.
 - School dismissal - 3:05 p.m.
- Primary Schools
(Spruce, Ohio & Drake)
 - School start - 9:25 a.m.
 - School dismissal - 3:50 p.m.

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Outstanding Athletes Fall/Winter

Congratulations to our Sports Teams for another outstanding season! We would like to give a special shout out of our athletes that really shined this season.

Criteria for the Section VI ADPRO All-WNY Scholar Athlete Individual Award is: The student must have an overall GPA of 90 or above for six semesters and must be a starter or important reserve. Only seniors are eligible.

The criteria for Team Awards is: A required number of team members must have a combined team average of 90% or higher.



Fall:

Scholar Individual Athletic Awards went to: Jessica Bonafede, Hannah Craig, Hallie Daigler, Sara Dolan, Sean Ferry, Brianna Gochala, Jordan Holmes, Allison House, Alyssa Kissel, Michael Krawczyk, Alexandra Marchioli, Jasmine Moran, Dylan Normandin, Lindsay Piotrowski, Erin Sammarco, Austin Spatorico, Brandon Stychalska, Brandon Thompson and Tyler Yim.

The Athletic Department would like to also congratulate Hannah Craig for being selected as the winner of the Section VI Scholar Athlete award for the season.

The season's Scholar Athlete Varsity Team awards go to: Football, Girls Volleyball, Boys Volleyball, Golf, Girls Swimming/Diving, Boys and Girls Cross Country, Cheerleading, Girls Tennis, Boys Soccer and Girls Soccer.

Winter:

Scholar Individual Athletic Awards went to: Sean Ferry, Amy Carson, Hallie Daigler, Amada Davis, Matthew Grigg, Madison Heiss, Jordan Holmes, Alyssa Kissel, Brandon Lynch, Leah Manth, Amelia Milioto, Jarod Powers, Angela Stevick, and Brandon Stychalska.

The season's Scholar Athlete Varsity Team awards go to: Boys Hockey, Girls Bowling, Girls Indoor Track, Boys Indoor Track, Girls Basketball, Boys Basketball and Boys Swimming.

"Research continues to provide evidence that student-athletes perform better in the classroom when compared to their non-participating classmates. The NYSPHSAA Scholar-Athlete program brings attention to the benefit and impact interscholastic sports participation has upon students," said Robert Zayas, NYSPHSAA Executive Director.