

# **NORTH TONAWANDA CITY SCHOOL DISTRICT**



**N.T. Schools - Achieving Excellence**



## **THE PROPOSED 2019 - 2020 SCHOOL BUDGET**

### **BUDGET HEARING**

**Tuesday May 14, 2019**

**7:00 p.m.**

*Fine Arts Center  
405 Meadow Avenue  
North Tonawanda, NY 14120*

### **ANNUAL ELECTION and BUDGET VOTE**

**Tuesday, May 21, 2019**

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

*Fine Arts Center  
405 Meadow Drive  
North Tonawanda, NY 14120*

### **Contents**

Page 2 - Summary of Expenditures  
Page 3 - Expenditures - Administrative Summary  
Page 4 - Expenditures - Administrative Detail  
Page 5 - Expenditures - Capital Summary  
Page 6 - Expenditures - Capital Detail  
Page 7 - Expenditures - Program Summary  
Page 8 - Expenditures - Program Detail  
Page 9 - Summary of Revenues  
Page 10 - Compensation Information  
Page 11 - Property Tax Report Card

Page 12 - Property Tax Report Card (**con't**)  
Page 13 - Property Tax Report Card (**con't**)  
Page 14 - Exemption Impact Report  
Page 15 - Exemption Impact Report (**con't**)  
Page 16 - Exemption Impact Report - PILOTS  
Page 17 - Board Candidates

#### **Addenda Items**

- \* Fiscal Accountability Supplement
- \* Information about Students with Disabilities
- \* School District Report Card Data
- \* NT SPIRIT - Budget Edition

**2019-20 GENERAL FUND  
SUMMARY of EXPENDITURES**

	<b>BUDGET 2018-19</b>	<b>TENTATIVE BUDGET 2019-20</b>	<b>18-19 BUDGET COMPARED TO TENTATIVE 19-20 BUDGET</b>
<b>ADMINISTRATION</b>	<b>\$7,082,130</b>	<b>\$7,267,798</b>	<b>\$185,668</b>
<b>CAPITAL</b>	<b>\$13,943,125</b>	<b>\$13,807,075</b>	<b>(\$136,050)</b>
<b>PROGRAM</b>	<b>\$56,862,194</b>	<b>\$58,356,427</b>	<b>\$1,494,233</b>
<hr/>			
<b>TOTALS</b>	<b>\$77,887,449</b>	<b>\$79,431,300</b>	<b>\$1,543,851</b>

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 2018-19	TENTATIVE BUDGET 2019-20	18-19 BUDGET COMPARED TO TENTATIVE 19-20 BUDGET
<u>Board of Education</u> : Salary for District Clerk, Clerk and Board Supplies; Board Election and Budget Vote Costs; Memberships in various Associations.	\$75,880	\$48,051	(\$27,829)
<u>Chief School Administrator</u> : Salaries for Superintendent and Secretary; Supplies; Travel and Conference Expenses; Consultant Services and Equipment.	\$242,890	\$245,491	\$2,601
<u>Finance Administration</u> : 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.	\$480,385	\$452,691	(\$27,694)
<u>Personnel Administration</u> : Salaries for Personnel Administrator; Personnel Office Staff; Public Information Officer; Legal Services; Supplies; Equipment and Contractual Expenses for Personnel Office and Records Management.	\$554,247	\$518,901	(\$35,346)
<u>Central Services</u> : BOCES Print Shop and Data Processing Services; Supplies; Equipment and Contractual Expenses for Printing.	\$693,695	\$679,189	(\$14,506)
<u>Special Items</u> : District Insurance; certain BOCES Administration; School Assoc. dues; Judgments/Claims and Property tax refunds.	\$822,775	\$820,992	(\$1,783)
<u>Instructional Administration</u> : 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.	\$2,050,612	\$2,118,480	\$67,868
<u>Benefits</u> : Retirement; Social Security; Medical Insurance; Dental Insurance; Life Insurance; Workers' Compensation and Unemployment Insurance for Administrative Staff.	\$2,161,646	\$2,384,003	\$222,357
<b>TOTAL ADMINISTRATIVE</b>	<b>\$7,082,130</b>	<b>\$7,267,798</b>	<b>\$185,668</b>

## ADMINISTRATIVE BUDGET

Component Detail	Budget 18-19	Proposed Budget 19-20
Board of Education	60,130	32,211
District Clerk	5,841	5,931
District Meeting	9,909	9,909
<b>Board of Education Total</b>	<b>75,880</b>	<b>48,051</b>

Office of the Superintendent	242,890	245,491
<b>Chief School Administrator Total</b>	<b>242,890</b>	<b>245,491</b>

Business Administration	237,620	203,693
Auditing Services	171,399	218,342
District Treasurer	1,515	1,515
Tax Collection	5,676	5,676
Purchasing	44,428	3,718
Fiscal Agent Fees	19,747	19,747
<b>Finance Administration Total</b>	<b>480,385</b>	<b>452,691</b>

Legal Services	273,729	230,901
Personnel	225,089	228,594
Public Information & Services	55,429	59,406
<b>Personnel Administration Total</b>	<b>554,247</b>	<b>518,901</b>

Central Printing & Mailing	29,584	23,409
Data Processing	664,111	655,780
<b>Central Services Total</b>	<b>693,695</b>	<b>679,189</b>

Unallocated Insurance	375,919	375,919
School Association Dues	9,404	9,404
Judgments / Claims	31,212	31,212
Refund Real Property Tax	41,616	41,616
BOCES Administrative Costs	364,624	362,841
<b>Special Items Total</b>	<b>822,775</b>	<b>820,992</b>

Curriculum Development & Supervision	189,225	200,120
Supervision - Regular School	1,419,728	1,498,154
Program for Students with Disabilities	214,685	179,772
Attendance Services	226,974	240,434
<b>Instructional Administration Total</b>	<b>2,050,612</b>	<b>2,118,480</b>

Benefits	2,161,646	2,384,003
<b>Employee Benefits Total</b>	<b>2,161,646</b>	<b>2,384,003</b>

<b>ADMINISTRATIVE TOTAL</b>	<b>7,082,130</b>	<b>7,267,798</b>
-----------------------------	------------------	------------------

## EXPENDITURES - CAPITAL BUDGET

SUMMARY OF EXPENDITURES Detailed Breakdown attached	BUDGET 2018-19	TENTATIVE BUDGET 2019-20	18-19 BUDGET COMPARED TO TENTATIVE 19-20 BUDGET
<u>Buildings &amp; Grounds:</u> Salaries for Custodians and Maintenance Staff; Supplies; Environmental Testing; Equipment and Contractual Costs for Buildings & Grounds.	\$5,448,220	\$5,144,109	(\$304,111)
<u>District Transportation:</u> Purchases of District vehicles including buses and other District vehicles.	\$110,000	\$110,000	\$0
<u>Principal and Interest:</u> Annual Bond Redemption; Interest Costs and Interfund Transfers to Other Funds authorized by voters or Comptroller's Regulations.	\$6,864,809	\$7,040,736	\$175,927
<u>Benefits:</u> Retirement; Social Security; Medical Insurance; Dental Insurance; Life Insurance; Workers' Compensation and Unemployment Insurance for Custodial, Maintenance and Central Storeroom Staffs.	\$1,520,096	\$1,512,230	(\$7,866)
<hr/>			
<b>TOTAL CAPITAL</b>	<b>\$13,943,125</b>	<b>\$13,807,075</b>	<b>(\$136,050)</b>

## CAPITAL BUDGET

Component Detail	Budget 18-19	Proposed Budget 19-20
Custodial / Cleaning	3,962,053	3,779,343
Maintenance / Grounds	1,486,167	1,364,766
<b>Buildings &amp; Grounds Total</b>	<b>5,448,220</b>	<b>5,144,109</b>

District Transportation	110,000	110,000
<b>District Transportation Total</b>	<b>110,000</b>	<b>110,000</b>

Principal Serial Bonds-School Construction/Other	4,092,879	4,194,253
Interest Serial Bonds-School Construction/Other	1,001,233	886,758
Principal School Construction BANS	1,257,374	1,290,000
Interest School Construction BANS	413,323	569,725
Interfund Transfers-Capital	100,000	100,000
<b>Principal and Interest Payments Total</b>	<b>6,864,809</b>	<b>7,040,736</b>

Benefits	1,520,096	1,512,230
<b>Employee Benefits Total</b>	<b>1,520,096</b>	<b>1,512,230</b>

<b>CAPITAL TOTAL</b>	<b>13,943,125</b>	<b>13,807,075</b>
----------------------	-------------------	-------------------

## EXPENDITURES - PROGRAM BUDGET

SUMMARY OF EXPENDITURES Detailed Breakdown attached	BUDGET 2018-19	TENTATIVE BUDGET 2019-20	18-19 BUDGET COMPARED TO TENTATIVE 19-20 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.	\$19,588,145	\$20,096,291	\$508,146
<u>Special Education:</u> Salaries for Teachers, Assistants and Aides for Pupils with Special Educational needs; Supplies; Equipment; BOCES; Contractual expenses for those programs.	\$13,861,524	\$14,453,531	\$592,007
<u>Occupational Education:</u> Salaries; Supplies; Textbooks; Equipment and Contractual Costs for Occupational Education and Summer School Instruction.	\$1,539,710	\$1,422,473	(\$117,237)
<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.	\$1,516,450	\$1,572,017	\$55,567
<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).	\$2,715,399	\$2,897,420	\$182,021
<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.	\$2,613,643	\$2,980,662	\$367,019
<u>Benefits:</u> Retirement; Social Security; Medical Insurance; Dental Insurance; Life Insurance; Workers' Compensation and Unemployment Insurance for all Instructional Employees and Bus Drivers.	\$14,902,323	\$14,809,033	(\$93,290)
<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
<b>TOTAL PROGRAM</b>	<b>\$56,862,194</b>	<b>\$58,356,427</b>	<b>\$1,494,233</b>
<b>TOTAL BUDGET</b>	<b>\$77,887,449</b>	<b>\$79,431,300</b>	<b>\$1,543,851</b>

## PROGRAM BUDGET

Component Detail	Budget 18-19	Proposed Budget 19-20
In Service Training	191,747	91,377
Teaching	19,396,398	20,004,914
<b>Teaching-Regular School Total</b>	<b>19,588,145</b>	<b>20,096,291</b>

Program for Students with Disabilities	13,861,524	14,453,531
<b>Special Education Total</b>	<b>13,861,524</b>	<b>14,453,531</b>

Occupational Education	1,501,566	1,405,380
Special Schools	38,144	17,093
<b>Occupational Education</b>	<b>1,539,710</b>	<b>1,422,473</b>

School Library & Audio Visual	309,058	354,115
Computer Assisted Instruction (CAI)	1,207,392	1,217,902
<b>Instructional Media Total</b>	<b>1,516,450</b>	<b>1,572,017</b>

Guidance Services	699,404	826,816
Health Services	486,619	512,421
Psychological Services	253,425	293,397
Social Work Services	557,549	541,136
Co-Curricular Activities	139,121	139,121
Interscholastic Sports	579,281	584,529
<b>Pupil Services Total</b>	<b>2,715,399</b>	<b>2,897,420</b>

District Transportation	1,989,639	1,988,695
Bus Garage	188,926	188,217
Contract Transportation	435,078	803,750
<b>Transportation Total</b>	<b>2,613,643</b>	<b>2,980,662</b>

Benefits	14,902,323	14,809,033
<b>Employee Benefits Total</b>	<b>14,902,323</b>	<b>14,809,033</b>

Interfund Transfers-Special Aid	125,000	125,000
<b>Transfers Total</b>	<b>125,000</b>	<b>125,000</b>

<b>PROGRAM TOTAL</b>	<b>56,862,194</b>	<b>58,356,427</b>
----------------------	-------------------	-------------------

<b>TOTAL BUDGET</b>	<b>77,887,449</b>	<b>79,431,300</b>
---------------------	-------------------	-------------------



## SUMMARY of REVENUES

	REVENUES 2018-19	ESTIMATED REVENUES 2019-20	18-19 BUDGET COMPARED TO ESTIMATED 19-20 BUDGET
<u>STATE / FEDERAL AID</u> : Represents the largest portion of revenue for the District. In the 2019-20 school year, it is projected to be 54.70% of all revenue. Last year, it was 52.44%. This year, the aid increased by \$1,118,441.	\$42,332,552	\$43,450,993	\$1,118,441
<u>OTHER INCOME</u> : 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.	\$1,903,842	\$2,104,682	\$200,840
<u>RESERVES / FUND BALANCE</u> 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.	\$5,050,000	\$5,000,000	(\$50,000)
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.			
<u>TAX LEVY</u> : 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 2019-20 school year, it is anticipated that there will be a tax levy increase of \$274,570 which amounts to a .96% increase.	\$28,601,055	\$28,875,625	\$274,570

**TOTAL ESTIMATED REVENUES**

**\$77,887,449    \$79,431,300    \$1,543,851**

# 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 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)

**\$ 66,701**      **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.

\$ 20,087      Mandatory TRS Contribution @ 10.62% of salary

\$ 26,716      Family Health/Dental/105 Plan

\$ 19,898      Required Social Security and Medicare Contribution,  
Worker's Compensation, and Unemployment Insurance

#### Executive Director – Educational Services

**\$142,559**      **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)

**\$ 38,056**      **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.

\$ 15,151      Mandatory TRS Contribution @ 10.62% of salary

\$ 7,896      Single Health/Dental/105 Plan

\$ 15,009      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 \$138,000 or more in salary during the 2019-20 fiscal year.

Property Tax Report Card  
400900 - NORTH TONAWANDA CITY

2018-2019 - Page 1  
Official - as of 05/06/2019 01:23 PM

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

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

Please also submit an electronic version (PDF or Word) of your school district's 2019-20 Budget Notice to: emscmgts@nysed.gov. This will enable us to help correct any formula or data entry discrepancy quickly.

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

Form Due - April 29, 2019

Form Preparer Name: ANTHONY MONTORO  
Preparer's Telephone Number: (716) 807-3536

<u>Shaded Fields Will Calculate</u>	Budgeted 2018-19 (A)	Proposed Budget 2019-20 (B)	Percent Change (C)
Total Budgeted Amount, not including Separate Propositions	77,887,449	79,431,300	1.98 %
A. Proposed Tax Levy to Support the Total Budgeted Amount <sup>1</sup>	28,601,055	28,875,625	
B. Tax Levy to Support Library Debt, if Applicable			
C. Tax Levy for Non-Excludable Propositions, if Applicable <sup>2</sup>			
D. Total Tax Cap Reserve Amount Used to Reduce Current Year Levy, if Applicable			
E. Total Proposed School Year Tax Levy (A+B+C-D)	28,601,055	28,875,625	0.96 %
F. Permissible Exclusions to the School Tax Levy Limit	753,408	678,285	
G. School Tax Levy Limit, <u>Excluding</u> Levy for Permissible Exclusions <sup>3</sup>	28,504,071	28,432,061	
H. Total Proposed Tax Levy for School Purposes, <u>Excluding</u> Permissible Exclusions and Levy for Library Debt, Plus Prior Year Tax Cap Reserve (E-B-F+D)	27,847,647	28,197,340	
I. Difference: (G-H); (negative value requires 60.0% voter approval) <sup>2</sup>	656,424	234,721	
Public School Enrollment	3,379	3,424	1.33 %
Consumer Price Index			2.44 %

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

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

<sup>3</sup> For 2019-20, includes any carryover from 2018-19 and excludes any tax levy for library debt or prior year reserve for excess tax levy, including interest.

	Actual 2018-19 (D)	Estimated 2019-20 (E)
Adjusted Restricted Fund Balance	6,400,445	7,498,163

Assigned Appropriated Fund Balance	5,050,000	5,000,000
Adjusted Unrestricted Fund Balance	5,549,442	3,177,252
Adjusted Unrestricted Fund Balance as a Percent of the Total Budget	7.12 %	4.00 %

### Schedule of Reserve Funds

Reserve Type	Reserve Name	Reserve Description *	3/31/19 Actual Balance	6/30/19 Estimated Ending Balance	Intended Use of the Reserve in the 2019-20 School Year (Limit 200 Characters)**
--------------	--------------	-----------------------	---------------------------	--	---

Note: Be sure to click on the Save button at the bottom after each additional Reserve you add under Capital, Property Loss, Liability, or Other Reserve.

Capital	CAPITAL RESERVE - 2019 *	For the cost of any object or purpose for which bonds may be issued.	0	850,000	Proposition #2 on May 2019 Ballot. Funded with excess fund balance used for acquisition of School Buses.
Repair		For the cost of repairs to capital improvements or equipment.			
Workers Compensation	WORKERS COMP	For self-insured Workers Compensation and benefits.	1,113,484	1,113,884	None
Unemployment Insurance	UNEMPLOYMENT INSURANCE	For reimbursement to the State Unemployment Insurance Fund.	156,700	156,800	None
Reserve for Tax Reduction		For the gradual use of the proceeds of the sale of school district real property.			
Mandatory Reserve for Debt Service	RES DEBT- GENERAL	For proceeds from the sale of district capital assets or improvement, restricted to debt service.	3,584,397	3,584,997	None
Insurance	RESERVE FOR LIABILITY AND CASUALTY	For liability, casualty, and other types of uninsured losses.	1,166,221	1,166,621	None
Property Loss + (add)		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	For accrued 'employee benefits' due to employees upon termination of service.	104,544	104,644	None

Retirement Contribution	RESERVE FOR RETIREMENT CONTRIBUTIONS	For employer retirement contributions to the State and Local Employees' Retirement System.	422,005	422,205	None
----------------------------	--	---	---------	---------	------

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 + (add)		
------------------------------------	--	--

\* NYSED Reserve Guidance: [http://www.p12.nysed.gov/mgtserv/accounting/docs/reserve\\_funds.pdf](http://www.p12.nysed.gov/mgtserv/accounting/docs/reserve_funds.pdf)

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

**\*\*Provide a brief, but specific, statement of the planned use and appropriation for the reserve in SY 2019-20. Mention any capital expenditures that will need to be voted upon in the upcoming Budget Vote.**

Save	Reset	Save & Ready
------	-------	--------------

Equalized Total Assessed Value 1,802,202,819

Exemption Code	Exemption Name	Statutory Authority	Number of Exemptions	Total Equalized Value of Exemptions	Percent of Value Exempted
12100	NYS - GENERALLY	RPTL 404(1)	20	2,434,625	0.14
12350	PUBLIC AUTHORITY - STATE	RPTL 412	7	150,000	0.01
13100	CO - GENERALLY	RPTL 406(1)	12	207,500	0.01
13350	CITY - GENERALLY	RPTL 406(1)	158	53,148,305	2.95
13500	TOWN - GENERALLY	RPTL 406(1)	2	3,250	0.00
13800	SCHOOL DISTRICT	RPTL 408	14	45,780,250	2.54
14100	USA - GENERALLY	RPTL 400(1)	2	556,250	0.03
18020	MUNICIPAL INDUSTRIAL DEV AGENC	RPTL 412-a	24	11,315,625	0.63
21600	RES OF CLERGY - RELIG CORP OWN	RPTL 462	6	798,000	0.04
25110	NONPROF CORP - RELIG(CONST PRO	RPTL 420-a	50	29,344,625	1.63
25130	NONPROF CORP - CHAR (CONST PRO	RPTL 420-a	4	1,616,125	0.09
25210	NONPROF CORP - HOSPITAL	RPTL 420-a	4	28,131,250	1.56
25230	NONPROF CORP - MORAL/MENTAL IM	RPTL 420-a	13	3,760,375	0.21
25300	NONPROF CORP - SPECIFIED USES	RPTL 420-b	23	3,878,750	0.22
26100	VETERANS ORGANIZATION	RPTL 452	1	453,750	0.03
26250	HISTORICAL SOCIETY	RPTL 444	5	303,375	0.02
26400	INC VOLUNTEER FIRE CO OR DEPT	RPTL 464(2)	9	1,916,875	0.11
28110	NOT-FOR-PROFIT HOUSING COMPANY	RPTL 422	1	4,186,250	0.23
38260	MUN HSNG AUTH -NYS AIDED	PUB HSNG L 52(4)&(5)	1	8,318,750	0.46
41120	ALT VET EX-WAR PERIOD-NON-COMB	RPTL 458-a	841	5,226,357	0.29
41130	ALT VET EX-WAR PERIOD-COMBAT	RPTL 458-a	718	7,442,032	0.41
41140	ALT VET EX-WAR PERIOD-DISABILI	RPTL 458-a	283	5,064,324	0.28
41300	PARAPLEGIC VETS	RPTL 458(3)	5	1,248,750	0.07
41400	CLERGY	RPTL 460	14	26,250	0.00
41800	PERSONS AGE 65 OR OVER	RPTL 467	54	2,716,238	0.15
41806	PERSONS AGE 65 OR OVER	RPTL 467	147	4,354,264	0.24
41834	ENHANCED STAR	RPTL 425	2,414	164,061,227	9.10
41854	BASIC STAR 1999-2000	RPTL 425	5,143	160,014,032	8.88
41900	PHYSICALLY DISABLED	RPTL 459	12	260,275	0.01
47610	BUSINESS INVESTMENT PROPERTY P	RPTL 485-b	56	2,530,142	0.14
48670	REDEVELOPMENT HOUSING CO	P H F I L 125 & 127	1	988,750	0.05

NYS - Real Property System  
County of Niagara

Assessor's Report - 2018 - Prior Year File  
S495 Exemption Impact Report  
County Wide School District Summary

RPS221/V04/L001  
Date/Time - 7/10/2018 16:10:29  
Total Assessed Value 1,441,762,255

Equalized Total Assessed Value 1,802,202,819

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	476,250	0.03
Total Exemptions Exclusive of System Exemptions:			10,045	550,692,821	30.56
Total System Exemptions:			0	0	0.00
Totals:			10,045	550,692,821	30.56

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: \_\_\_\_\_

## LOCAL GOVERNMENT EXEMPTION IMPACT REPORT

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

Date: April 29, 2019

**Taxing Jurisdiction:** North Tonawanda City School District

Fiscal Year Beginning: 2019

**Total equalized value in taxing jurisdiction: \$ 1,802,202,819**

[illegible]



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

**BOARD MEMBER CANDIDATES**

**2019-2020**

**Stephanie Barmann  
52 Washington Street  
North Tonawanda, NY 14120  
716-513-4154  
BarmannStephanie@gmail.com**

**Colleen Angelhow  
775 Castlebar Drive  
North Tonawanda, NY 14120  
716-868-3852  
Ange960@aol.com**

**Joseph Marranca  
439 Deerfield Drive  
North Tonawanda, NY 14120  
jmiii1998@gmail.com**

**Gabrielle Richards  
316 ½ Bryant Street  
North Tonawanda, NY 14120  
gabriellemrichards@gmail.com**

**Collin Holycross  
696 Wurlitzer Drive  
North Tonawanda, NY 14120  
ficohe@gmail.com**

# **NORTH TONAWANDA CITY SCHOOL DISTRICT**



***N.T. Schools - Achieving Excellence***



## **BUDGET STATEMENT Addenda**

*Fiscal Accountability Supplement*

*Information about Students with Disabilities*

*School District Report Card Data*

*NT SPIRIT - Budget Edition*

# 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

### INSTRUCTIONAL EXPENDITURES

\$33,423,609,457

### PUPILS

2,649,519

### EXPENDITURES PER PUPIL

\$12,615

## SPECIAL EDUCATION

### INSTRUCTIONAL EXPENDITURES

\$14,485,942,729

### PUPILS

460,996

### EXPENDITURES PER PUPIL

\$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

\$20,714

### SIMILAR DISTRICT GROUP

\$21,790

### NY STATE

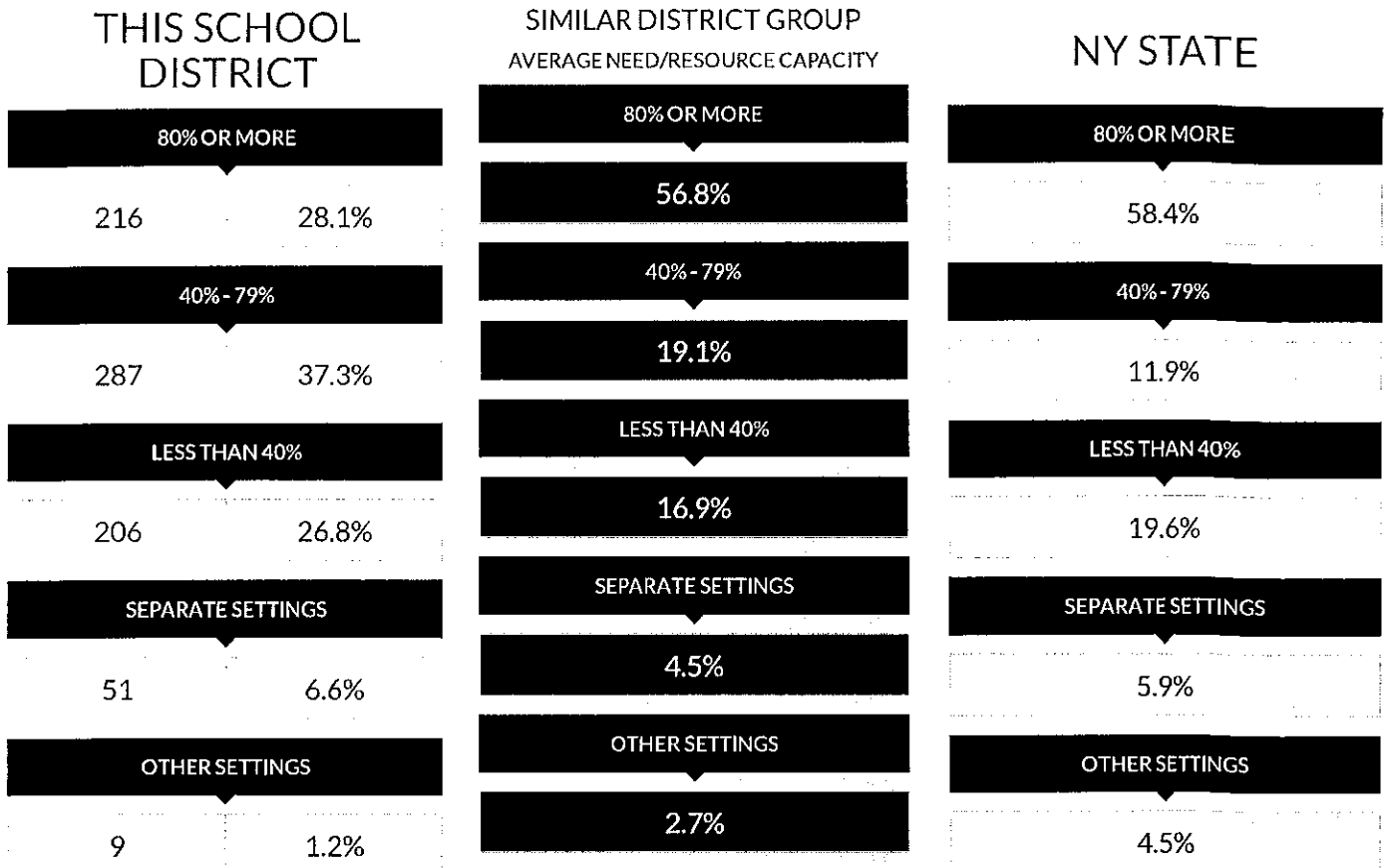
\$23,361

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)

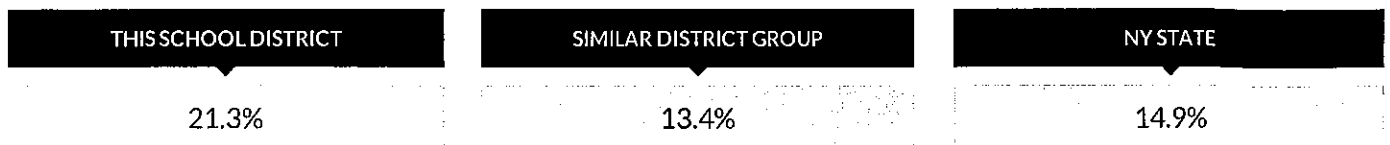
Commissioner's Regulations require reporting students with disabilities by the percent of time they are in general education classrooms and the classification rate of students with disabilities. These data are to be compared with percentages for similar districts and all public schools. The required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

### STUDENT PLACEMENT (PERCENT OF TIME INSIDE REGULAR CLASSROOM)



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 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 - NEW YORK STATE REPORT CARD [2017 - 18]

The New York State Report Card is an important part of the Board of Regents' effort to raise learning standards for all students. It provides information to the public on school/district staff, students, and measures of school and district performance as required by the Every Student Succeeds Act (ESSA). Knowledge gained from the report card on a school's or district's strengths and weaknesses can be used to improve instruction and services to students.

### 2018-19 ACCOUNTABILITY STATUS BASED ON 2017-18 DATA

## GOOD STANDING

### EM INDICATOR LEVELS

Subgroup	Composite Performance	Growth	Composite Performance & Growth Combined	English Language Proficiency (ELP)	Progress	Chronic Absenteeism
All Students	2	2	2	3	2	4
American Indian or Alaska Native	3	—	3	—	1	—
Asian or Native Hawaiian/Other Pacific Islander	2	2	2	—	1	—
Black or African American	1	2	2	—	1	3
Hispanic or Latino	2	1	1	—	2	3
Multiracial	2	—	2	—	—	—
White	2	2	2	3	2	2
English Language Learners	1	—	1	3	—	—
Students with Disabilities	2	2	2	—	2	3
Economically Disadvantaged	2	1	2	3	2	3

### EM COMPOSITE PERFORMANCE

Subgroup	Level
All Students	2
American Indian or Alaska Native	3
Asian or Native Hawaiian/Other Pacific Islander	2
Black or African American	1
Hispanic or Latino	2
Multiracial	2
White	2
English Language Learners	1
Students with Disabilities	2
Economically Disadvantaged	2

^

## EM CORE SUBJECT PERFORMANCE

Subgroup	Subject	Cohort	Index	Level
All Students	ELA	676	126.6	3
	Math	711	129.5	3
	Science	290	221.4	3
	Combined	1,677	144.2	3
American Indian or Alaska Native	ELA	12	154.2	3
	Math	14	135.7	3
	Science	6	233.3	3
	Combined	32	160.9	3
Asian or Native Hawaiian/Other Pacific Islander	ELA	21	121.4	3
	Math	24	133.3	3
	Science	8	231.3	3
	Combined	53	143.4	3
Black or African American	ELA	29	37.9	1
	Math	29	56.9	1
	Science	11	122.7	1
	Combined	69	59.4	1
Hispanic or Latino	ELA	43	104.7	2
	Math	44	114.8	2
	Science	14	175	2
	Combined	101	118.8	2
Multiracial	ELA	25	90	2
	Math	23	113	2
	Science	8	218.8	2
	Combined	56	117.9	2
White	ELA	609	130	3
	Math	637	131.7	3
	Science	262	225.4	3
	Combined	1,508	147.3	3
English Language Learners	ELA	14	35.7	2
	Math	15	50	2
	Science	3	—	2
	Combined	32	57.8	2
Students with Disabilities	ELA	163	81.3	3
	Math	162	76.5	3
	Science	54	184.3	3
	Combined	379	93.9	3
Economically Disadvantaged	ELA	315	102.5	3

Subgroup	Subject	Cohort	Index	Level
	Math	320	105.6	3
	Science	111	209	3
	Combined	746	119.7	3



## EM WEIGHTED AVERAGE PERFORMANCE

Subgroup	Subject	Cohort	Index	Level
All Students	ELA	1,470	58.2	1
	Math	1,467	62.8	1
	Science	495	129.7	1
	Combined	1,467	70.5	1
American Indian or Alaska Native	ELA	30	61.7	2
	Math	30	63.3	2
	Science	14	100	2
	Combined	30	69.6	2
Asian or Native Hawaiian/Other Pacific Islander	ELA	40	63.8	2
	Math	40	80	2
	Science	10	185	2
	Combined	40	84.4	2
Black or African American	ELA	49	22.4	1
	Math	49	33.7	1
	Science	15	90	1
	Combined	49	36.3	1
Hispanic or Latino	ELA	100	45	1
	Math	100	50.5	1
	Science	33	74.2	1
	Combined	100	51.5	1
Multiracial	ELA	39	57.7	2
	Math	39	66.7	2
	Science	11	159.1	2
	Combined	39	74.2	2
White	ELA	1,341	59	2
	Math	1,340	62.6	2
	Science	450	131.2	2
	Combined	1,340	70.9	2
English Language Learners	ELA	32	15.6	1
	Math	33	22.7	1
	Science	8	75	1
	Combined	33	25.3	1
Students with Disabilities	ELA	371	35.7	2
	Math	368	33.7	2
	Science	117	85	2
	Combined	368	41.6	2
Economically Disadvantaged	ELA	711	45.4	1

Subgroup	Subject	Cohort	Index	Level
	Math	708	47.7	1
	Science	219	105.9	1
	Combined	708	54.5	1

**EM GROWTH (2015-16, 2016-17, AND 2017-18)**

Subgroup	Sum Of SGPs	Number Of SGPs	Index	Level
All Students	101,830	2,191	46.5	2
American Indian or Alaska Native	—	25	—	—
Asian or Native Hawaiian/Other Pacific Islander	2,121	46	46.1	2
Black or African American	2,614	54	48.4	2
Hispanic or Latino	2,952	66	44.7	1
Multiracial	—	24	—	—
White	91,659	1,976	46.4	2
English Language Learners	—	12	—	—
Students with Disabilities	14,521	312	46.5	2
Economically Disadvantaged	43,960	986	44.6	1

**EM COMPOSITE PERFORMANCE AND GROWTH COMBINED**

Subgroup	Level
All Students	2
American Indian or Alaska Native	3
Asian or Native Hawaiian/Other Pacific Islander	2
Black or African American	2
Hispanic or Latino	1
Multiracial	2
White	2
English Language Learners	1
Students with Disabilities	2
Economically Disadvantaged	2

**EM ELP**

Subgroup	Number Of ELLs	Benchmark	Progress Rate	Success Ratio	Level
All Students	32	51%	52%	1.0	3
American Indian or Alaska Native	0	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	3	—	—	—	—
Black or African American	1	—	—	—	—
Hispanic or Latino	5	—	—	—	—
Multiracial	0	—	—	—	—
White	32	51%	51%	1	3
English Language Learners	32	51%	52%	1.0	3
Students with Disabilities	8	—	—	—	—
Economically Disadvantaged	38	48%	49%	1.0	3

**EM PROGRESS**

Subgroup	Subject	Baseline	Cohort	Index	District MIP	State MIP	Long-Term Goal	Exceed Long-Term Goal	End Goal	Level	Average Of Levels
All Students	ELA	44.9	1,470	58.2	51.1%	100.7%	117.3	158.7	200	2	2
	Math	49.7	1,467	62.8	55.7%	103.3%	119.4	159.7	200	2	2
American Indian or Alaska Native	ELA	64.8	30	61.7	70.2%	97.2%	114.3	157.2	200	1	1
	Math	44.3	30	63.3	50.5%	94.8%	112.3	156.2	200	2	1
Asian or Native Hawaiian/Other Pacific Islander	ELA	89.5	40	63.8	93.9%	155.1%	162.6	181.3	200	1	1
	Math	92.1	40	80	96.4%	173%	177.5	188.8	200	1	1
Black or African American	ELA	18.8	49	22.4	26%	93.9%	111.6	155.8	200	1	1
	Math	31.3	49	33.7	38%	83.1%	102.6	151.3	200	1	1
Hispanic or Latino	ELA	28	100	45	34.9%	90.8%	109	154.5	200	2	2
	Math	37	100	50.5	43.5%	87%	105.8	152.9	200	2	2
Multiracial	ELA	—	39	—	—	—	—	—	—	—	—
	Math	—	39	—	—	—	—	—	—	—	—
White	ELA	44.8	1,341	59	51%	98%	115	157.5	200	2	2
	Math	49.9	1,340	62.6	55.9%	106.3%	121.9	161	200	2	2
English Language Learners	ELA	—	32	—	—	—	—	—	—	—	—
	Math	—	33	—	—	—	—	—	—	—	—
Students with Disabilities	ELA	22.8	371	35.7	29.9%	54.4%	78.6	139.3	200	2	2
	Math	21.7	368	33.7	28.8%	54.4%	78.6	139.3	200	2	2
Economically Disadvantaged	ELA	34.1	711	45.4	40.7%	90.7%	108.9	154.5	200	2	2
	Math	37.5	708	47.7	44%	89.4%	107.8	153.9	200	2	2

**EM CHRONIC ABSENTEEISM**

Subgroup	Baseline	Expected Attendance Days	Students Chronically Absent	Chronic Absenteeism Rate	District MIP	State MIP	Long-Term Goal	Exceed Long-Term Goal	End Goal	Level
All Students	14.4	2,077	274	13.2%	14%	15%	13.3%	9.2%	5%	4
American Indian or Alaska Native	—	36	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	—	52	—	—	—	—	—	—	—	—
Black or African American	37.8	41	8	19.5%	36.5%	20.8%	18.2%	11.6%	5%	3
Hispanic or Latino	23.7	78	15	19.2%	23%	20.4%	17.8%	11.4%	5%	3
Multiracial	—	39	—	—	—	—	—	—	—	—
White	13.3	1,876	232	12.4%	13%	10.7%	9.7%	7.4%	5%	2
English Language Learners	—	47	—	—	—	—	—	—	—	—
Students with Disabilities	16.3	449	74	16.5%	15.8%	22.2%	19.3%	12.2%	5%	3
Economically Disadvantaged	20.9	1,065	209	19.6%	20.3%	20.5%	17.9%	11.5%	5%	3

**EM ELA PARTICIPATION RATE**

Subgroup	Tested 95%	Enrollment	Participation Rate
All Students	X	3,199	42.2%
American Indian or Alaska Native	—	13	—
Asian or Native Hawaiian/Other Pacific Islander	—	23	—
Black or African American	—	27	—
Hispanic or Latino	X	108	41.7%
Multiracial	—	25	—
White	X	2,917	41.4%
English Language Learners	—	25	—
Students with Disabilities	X	762	39.5%
Economically Disadvantaged	X	1,532	40.3%

^

**EM MATHEMATICS PARTICIPATION RATE**

Subgroup	Tested 95%	Enrollment	Participation Rate
All Students	X	3,201	43%
American Indian or Alaska Native	—	13	—
Asian or Native Hawaiian/Other Pacific Islander	—	23	—
Black or African American	—	27	—
Hispanic or Latino	X	108	42.6%
Multiracial	—	25	—
White	X	2,919	42.2%
English Language Learners	—	25	—
Students with Disabilities	X	763	38.1%
Economically Disadvantaged	X	1,528	39.8%

**RECENTLY ARRIVED ELLS TAKING NYSESLAT IN LIEU OF NYSTP ELA**

Grade	Number Taking NYSESLAT
Grade 3	1
Grade 4	1
Grade 6	1

**HS INDICATOR LEVELS**

Subgroup	Composite Performance	Graduation Rate	Composite Performance & Graduation Rate	English Language Proficiency (ELP)	Progress	Chronic Absenteeism	College, Career, & Civic Readiness (CCCR)
All Students	2	2	2	—	1	4	1
American Indian or Alaska Native	2	—	2	—	—	1	—
Asian or Native Hawaiian/Other Pacific Islander	4	—	4	—	—	—	—
Black or African American	2	—	2	—	—	—	—
Hispanic or Latino	2	3	3	—	—	4	—
Multiracial	—	—	—	—	—	—	—
White	2	2	2	—	1	2	1
English Language Learners	—	—	—	—	—	—	—
Students with Disabilities	2	2	2	—	1	4	1
Economically Disadvantaged	3	2	2	—	2	3	2

^

## HS COMPOSITE PERFORMANCE

Subgroup	Subject	Cohort	Index	Combined Index	Level
All Students	ELA	262	184.9	176.5	2
	Math	262	133.6	176.5	2
	Science	262	207.3	176.5	2
	Social Studies	262	218.3	176.5	2
American Indian or Alaska Native	ELA	11	181.8	179.3	2
	Math	11	140.9	179.3	2
	Science	11	209.1	179.3	2
	Social Studies	11	227.3	179.3	2
Asian or Native Hawaiian/Other Pacific Islander	ELA	10	220	215	4
	Math	10	190	215	4
	Science	10	235	215	4
	Social Studies	10	235	215	4
Black or African American	ELA	9	166.7	148.2	2
	Math	9	105.6	148.2	2
	Science	9	166.7	148.2	2
	Social Studies	9	183.3	148.2	2
Hispanic or Latino	ELA	12	166.7	164.4	2
	Math	12	125	164.4	2
	Science	12	200	164.4	2
	Social Studies	12	204.2	164.4	2
Multiracial	ELA	3	—	—	—
	Math	3	—	—	—
	Science	3	—	—	—
	Social Studies	3	—	—	—
White	ELA	238	185.7	176.5	2
	Math	238	132.8	176.5	2
	Science	238	207.1	176.5	2
	Social Studies	238	218.7	176.5	2
English Language Learners	ELA	6	125	—	—
	Math	6	125	—	—
	Science	6	133.3	—	—
	Social Studies	6	183.3	—	—
Students with Disabilities	ELA	46	85.9	105.5	2
	Math	46	77.2	105.5	2
	Science	46	153.3	105.5	2
	Social Studies	46	153.3	105.5	2
Economically Disadvantaged	ELA	95	173.7	171	3 ^

Subgroup	Subject	Cohort	Index	Combined Index	Level
	Math	95	132.1	171	3
	Science	95	206.8	171	3
	Social Studies	95	208.4	171	3

## HS GRADUATION RATE

Subgroup	Cohort	Baseline	Number In Cohort	Grad Rate	District MIP	State MIP	Long-Term Goal	Exceed Long-Term Goal	End Goal	Level By Cohort	Level By Subgroup
All Students	4-Year	81.1%	321	84.7%	81.7%	82.3%	84.4%	89.7%	95%	4	3
	5-Year	87.2%	274	84.7%	87.6%	84.5%	86.4%	91.2%	96%	2	3
	6-Year	83.6%	314	87.9%	84.1%	84.6%	86.7%	91.9%	97%	4	3
American Indian or Alaska Native	4-Year	—	11	—	—	—	—	—	—	—	—
	5-Year	—	12	—	—	—	—	—	—	—	—
	6-Year	—	10	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	4-Year	—	5	—	—	—	—	—	—	—	—
	5-Year	—	0	—	—	—	—	—	—	—	—
	6-Year	—	4	—	—	—	—	—	—	—	—
Black or African American	4-Year	—	13	—	—	—	—	—	—	—	—
	5-Year	—	12	—	—	—	—	—	—	—	—
	6-Year	—	9	—	—	—	—	—	—	—	—
Hispanic or Latino	4-Year	—	—	—	—	—	—	—	—	—	4
	5-Year	—	—	—	—	—	—	—	—	—	4
	6-Year	72.2%	17	82.4%	73.2%	75.2%	78.8%	87.9%	97%	4	4
Multiracial	4-Year	—	2	—	—	—	—	—	—	—	—
	5-Year	—	3	—	—	—	—	—	—	—	—
	6-Year	—	2	—	—	—	—	—	—	—	—
White	4-Year	81%	297	85.5%	81.6%	90%	90.8%	92.9%	95%	2	2
	5-Year	86.9%	251	84.5%	87.3%	91.3%	92.1%	94.1%	96%	1	2
	6-Year	83.2%	298	87.6%	83.8%	91%	92%	94.5%	97%	2	2
English Language Learners	4-Year	—	4	—	—	—	—	—	—	—	—
	5-Year	—	3	—	—	—	—	—	—	—	—
	6-Year	—	2	—	—	—	—	—	—	—	—
Students with Disabilities	4-Year	54%	68	57.4%	55.6%	58.2%	64.4%	79.7%	95%	2	2
	5-Year	66.1%	57	59.6%	67.3%	61.6%	67.4%	81.7%	96%	1	2
	6-Year	54.1%	58	65.5%	55.8%	59.9%	66.1%	81.6%	97%	3	2
Economically Disadvantaged	4-Year	70.7%	116	74.1%	71.7%	76.1%	79.2%	87.1%	95%	2	2
	5-Year	87.5%	98	75.5%	87.8%	79.7%	82.4%	89.2%	96%	1	2
	6-Year	83.3%	89	87.6%	83.8%	80%	82.8%	89.9%	97%	4	2

**HS COMPOSITE PERFORMANCE & GRADUATION RATE COMBINED**

Subgroup	Level
All Students	2
American Indian or Alaska Native	2
Asian or Native Hawaiian/Other Pacific Islander	4
Black or African American	2
Hispanic or Latino	3
White	2
Students with Disabilities	2
Economically Disadvantaged	2

**HS ELP**

Subgroup	Number Of ELLs	Benchmark	Progress Rate	Success Ratio	Level
All Students	11	—	—	—	—
American Indian or Alaska Native	0	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	4	—	—	—	—
Black or African American	0	—	—	—	—
Hispanic or Latino	1	—	—	—	—
Multiracial	0	—	—	—	—
White	6	—	—	—	—
English Language Learners	11	—	—	—	—
Students with Disabilities	2	—	—	—	—
Economically Disadvantaged	9	—	—	—	—

^



## HS PROGRESS

Subgroup	Subject	Baseline	Cohort	Index	District MIP	State MIP	Long-Term Goal	Exceed Long-Term Goal	End Goal	Level	Average Of Levels
All Students	ELA	202.8	262	184.9	203.3%	189.4%	193.6	204.3	215	1	1
	Math	139.7	262	133.6	142.1%	149.1%	157.6	178.8	200	2*	1
American Indian or Alaska Native	ELA	--	11	--	--	--	--	--	--	--	--
	Math	--	11	--	--	--	--	--	--	--	--
Asian or Native Hawaiian/Other Pacific Islander	ELA	--	10	--	--	--	--	--	--	--	--
	Math	--	10	--	--	--	--	--	--	--	--
Black or African American	ELA	--	9	--	--	--	--	--	--	--	--
	Math	--	9	--	--	--	--	--	--	--	--
Hispanic or Latino	ELA	--	12	--	--	--	--	--	--	--	--
	Math	--	12	--	--	--	--	--	--	--	--
Multiracial	ELA	--	3	--	--	--	--	--	--	--	--
	Math	--	3	--	--	--	--	--	--	--	--
White	ELA	203.6	238	185.7	204.1%	207.8%	209	212	215	1	1
	Math	139.8	238	132.8	142.2%	166.4%	172	186	200	2*	1
English Language Learners	ELA	--	6	--	--	--	--	--	--	--	--
	Math	--	6	--	--	--	--	--	--	--	--
Students with Disabilities	ELA	125.9	46	85.9	129.5%	116.3%	132.8	173.9	215	1	1
	Math	73.3	46	77.2	78.4%	86%	105	152.5	200	2*	1
Economically Disadvantaged	ELA	182.8	95	173.7	184.1%	168.8%	176.5	195.8	215	2	2
	Math	124.5	95	132.1	127.5%	127.9%	139.9	170	200	3	2

\*Although this subgroup did not meet a MIP in Math, it has been assigned a Level 2 for math because the subgroup met or exceeded a minimum Index established by the Commissioner.

**HS CHRONIC ABSENTEEISM**

Subgroup	Baseline	Expected Attendance Days	Students Chronically Absent	Chronic Absenteeism Rate	District MIP	State MIP	Long-Term Goal	Exceed Long-Term Goal	End Goal	Level
All Students	27.6	1,106	201	18.2%	26.7%	23.4%	20.4%	12.7%	5%	4
American Indian or Alaska Native	38.7	32	12	37.5%	37.4%	36.1%	30.9%	18%	5%	1
Asian or Native Hawaiian/Other Pacific Islander	—	26	—	—	—	—	—	—	—	—
Black or African American	—	57	—	—	—	—	—	—	—	—
Hispanic or Latino	35.1	33	8	24.2%	33.9%	32.8%	28.2%	16.6%	5%	4
Multiracial	—	25	—	—	—	—	—	—	—	—
White	27.1	988	174	17.6%	26.2%	16.1%	14.3%	9.7%	5%	2
English Language Learners	—	22	—	—	—	—	—	—	—	—
Students with Disabilities	42.2	214	50	23.4%	40.7%	34%	29.2%	17.1%	5%	4
Economically Disadvantaged	38.6	463	125	27%	37.3%	31.3%	26.9%	16%	5%	3

**CCCR LEVELS**

Subgroup	Baseline	Index	District MIP	State MIP	Long-Term Goal	Exceed Long-Term Goal	End Goal	Level
All Students	117.1	111.3	119.4	128.2	136	155.5	175	1
American Indian or Alaska Native	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	—	—	—	—	—	—	—	—
Black or African American	—	—	—	—	—	—	—	—
Hispanic or Latino	—	—	—	—	—	—	—	—
Multiracial	—	—	—	—	—	—	—	—
White	119	112.1	121.2	148.6	153	164	175	1
English Language Learners	—	—	—	—	—	—	—	—
Students with Disabilities	53.1	46.6	58	72.2	89.3	132.2	175	1
Economically Disadvantaged	92.2	99.1	95.5	110.2	121	148	175	2

^

**CCCR COUNTS**

Subgroup	Cohort Count	Annual Biliteracy	2.0 Weight	1.5 Weight	1.0 Weight	0.5 Weight
All Students	300	0	102	10	114	2
American Indian or Alaska Native	12	0	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	11	0	—	—	—	—
Black or African American	11	0	—	—	—	—
Hispanic or Latino	14	0	—	—	—	—
Multiracial	4	0	—	—	—	—
White	272	0	94	10	101	2
English Language Learners	7	0	—	—	—	—
Students with Disabilities	58	0	3	0	20	2
Economically Disadvantaged	112	0	30	2	48	0

**HS ELA PARTICIPATION RATE**

Subgroup	Tested 95%	12th Grade Enrollment	Participation Rate
All Students	✓	268	97.4%
American Indian or Alaska Native	—	8	—
Asian or Native Hawaiian/Other Pacific Islander	—	5	—
Black or African American	—	6	—
Hispanic or Latino	—	6	—
Multiracial	—	2	—
White	✓	241	97.1%
English Language Learners	—	5	—
Students with Disabilities	—	38	—
Economically Disadvantaged	✓	103	98.1%

**HS MATHEMATICS PARTICIPATION RATE**

Subgroup	Tested 95%	12th Grade Enrollment	Participation Rate
All Students	✓	268	99.6%
American Indian or Alaska Native	—	8	—
Asian or Native Hawaiian/Other Pacific Islander	—	5	—
Black or African American	—	6	—
Hispanic or Latino	—	6	—
Multiracial	—	2	—
White	✓	241	99.6%
English Language Learners	—	5	—
Students with Disabilities	—	38	—
Economically Disadvantaged	✓	103	99%

^

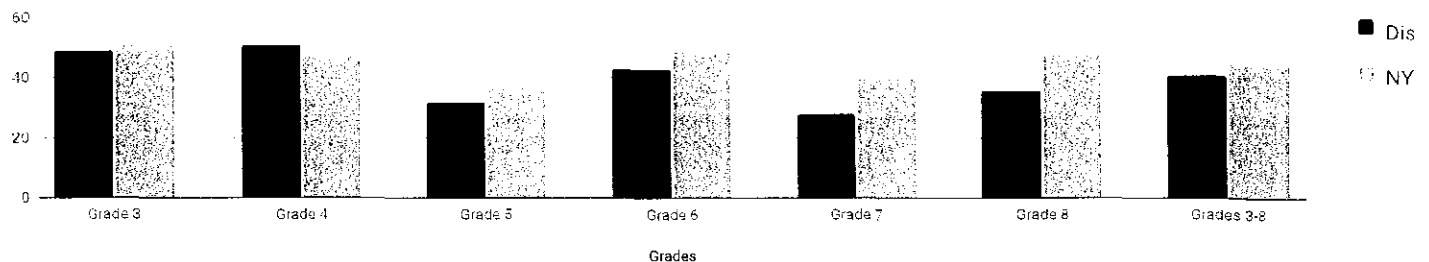
**STAFF QUALIFICATIONS (2017-18)**

	INEXPERIENCED TEACHERS		INEXPERIENCED PRINCIPALS		TEACHERS TEACHING OUT OF THEIR SUBJECT/FIELD OF CERTIFICATION	
	#	%	#	%	#	%
THIS DISTRICT	21	8%	3	50%	1	0%
STATEWIDE	31,189	16%	1,840	37%	17,189	8%
STATEWIDE HIGH-POVERTY SCHOOLS	11,145	26%	480	43%	8,126	18%
STATEWIDE LOW-POVERTY SCHOOLS	5,839	9%	281	23%	729	1%

2017-18 Grades 3-8 ELA and Math results cannot be compared to those from previous years, as these tests were redesigned in 2017-18.

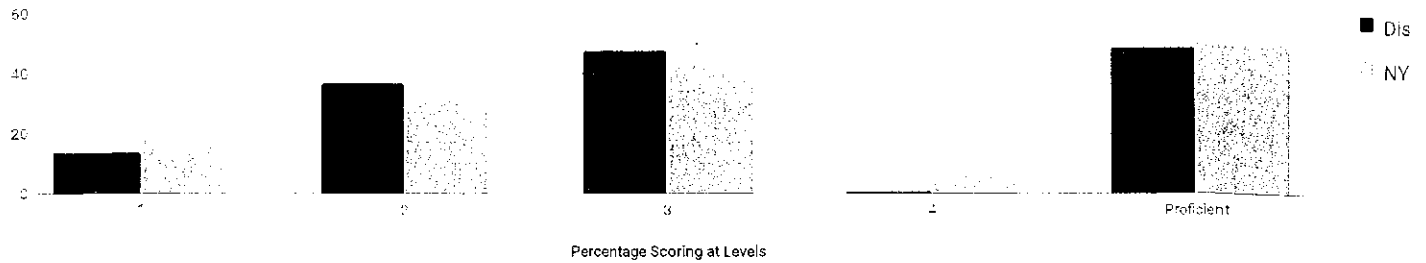
**GRADES 3-8 ENGLISH LANGUAGE ARTS SUMMARY RESULTS (2017-18)**

Percent Proficient



Grade	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
			#	%	#	%	#	%	#	%	#	%
Grade 3	92	148	21	14%	55	37%	71	48%	1	1%	72	49%
Grade 4	130	140	20	14%	49	35%	32	23%	39	28%	71	51%
Grade 5	134	118	43	36%	37	31%	27	23%	11	9%	38	32%
Grade 6	183	98	26	27%	30	31%	26	27%	16	16%	42	43%
Grade 7	187	90	42	47%	23	26%	22	24%	3	3%	25	28%
Grade 8	204	64	18	28%	23	36%	10	16%	13	20%	23	36%
Grades 3-8	930	658	170	26%	217	33%	188	29%	83	13%	271	41%

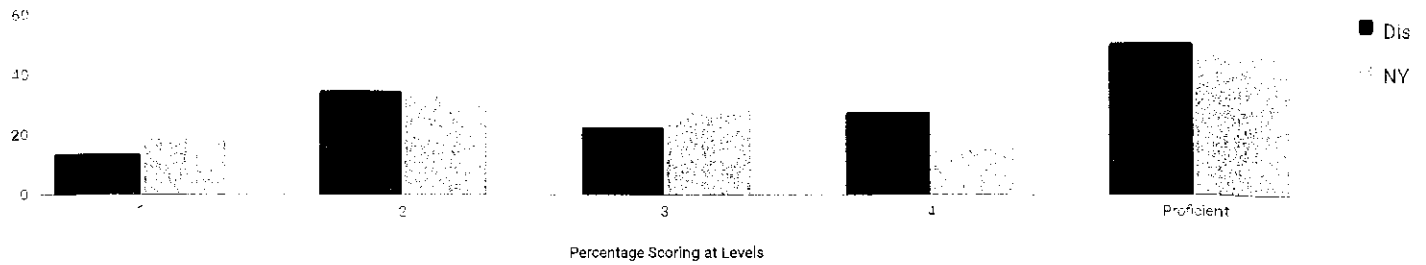
## GRADE 3 ELA RESULTS



## MEAN SCORE: 598

Subgroup	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
			#	%	#	%	#	%	#	%	#	%
All Students	92	148	21	14%	55	37%	71	48%	1	1%	72	49%
General Education	53	116	9	8%	38	33%	68	59%	1	1%	69	59%
Students with Disabilities	39	32	12	38%	17	53%	3	9%	0	0%	3	9%
Asian or Native Hawaiian/Other Pacific Islander	—	3	—	—	—	—	—	—	—	—	—	—
Black or African American	—	2	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	—	4	—	—	—	—	—	—	—	—	—	—
White	84	133	17	13%	51	38%	64	48%	1	1%	65	49%
Multiracial	2	6	1	17%	2	33%	3	50%	0	0%	3	50%
Small Group Total	6	9	3	33%	2	22%	4	44%	0	0%	4	44%
Female	36	76	10	13%	20	26%	46	61%	0	0%	46	61%
Male	56	72	11	15%	35	49%	25	35%	1	1%	26	36%
English Language Learners	—	4	—	—	—	—	—	—	—	—	—	—
Non-English Language Learners	—	144	—	—	—	—	—	—	—	—	—	—
Economically Disadvantaged	50	75	15	20%	31	41%	29	39%	0	0%	29	39%
Not Economically Disadvantaged	42	73	6	8%	24	33%	42	58%	1	1%	43	59%
Not Migrant	92	148	21	14%	55	37%	71	48%	1	1%	72	49%
Homeless	—	1	—	—	—	—	—	—	—	—	—	—
Not Homeless	—	147	—	—	—	—	—	—	—	—	—	—
In Foster Care	—	1	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	—	147	—	—	—	—	—	—	—	—	—	—
Parent Not in Armed Forces	92	148	21	14%	55	37%	71	48%	1	1%	72	49%

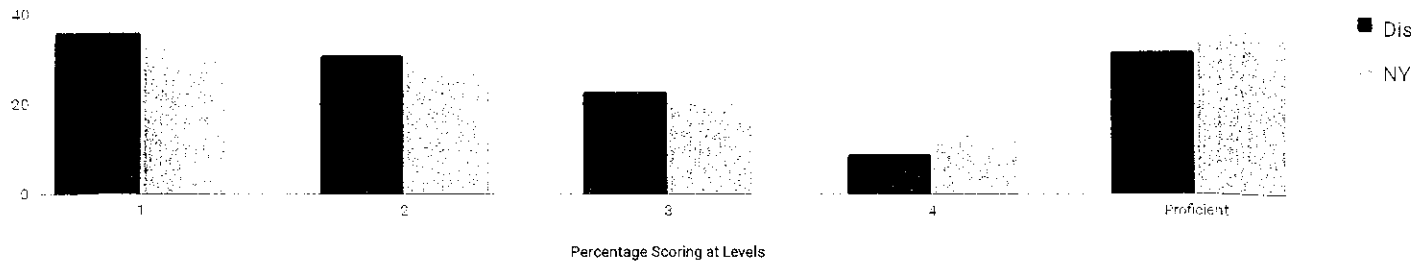
## GRADE 4 ELA RESULTS



## MEAN SCORE: 604

Subgroup	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
			#	%	#	%	#	%	#	%	#	%
All Students	130	140	20	14%	49	35%	32	23%	39	28%	71	51%
General Education	94	122	12	10%	39	32%	32	26%	39	32%	71	58%
Students with Disabilities	36	18	8	44%	10	56%	0	0%	0	0%	0	0%
Black or African American	—	2	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	4	5	2	40%	2	40%	0	0%	1	20%	1	20%
White	120	129	17	13%	42	33%	32	25%	38	29%	70	54%
Multiracial	—	4	—	—	—	—	—	—	—	—	—	—
Small Group Total	3	6	1	17%	5	83%	0	0%	0	0%	0	0%
Female	72	68	9	13%	23	34%	12	18%	24	35%	36	53%
Male	58	72	11	15%	26	36%	20	28%	15	21%	35	49%
Non-English Language Learners	129	140	20	14%	49	35%	32	23%	39	28%	71	51%
Economically Disadvantaged	65	48	9	19%	19	40%	13	27%	7	15%	20	42%
Not Economically Disadvantaged	65	92	11	12%	30	33%	19	21%	32	35%	51	55%
Not Migrant	130	140	20	14%	49	35%	32	23%	39	28%	71	51%
Not Homeless	128	140	20	14%	49	35%	32	23%	39	28%	71	51%
Not in Foster Care	130	140	20	14%	49	35%	32	23%	39	28%	71	51%
Parent Not in Armed Forces	130	140	20	14%	49	35%	32	23%	39	28%	71	51%

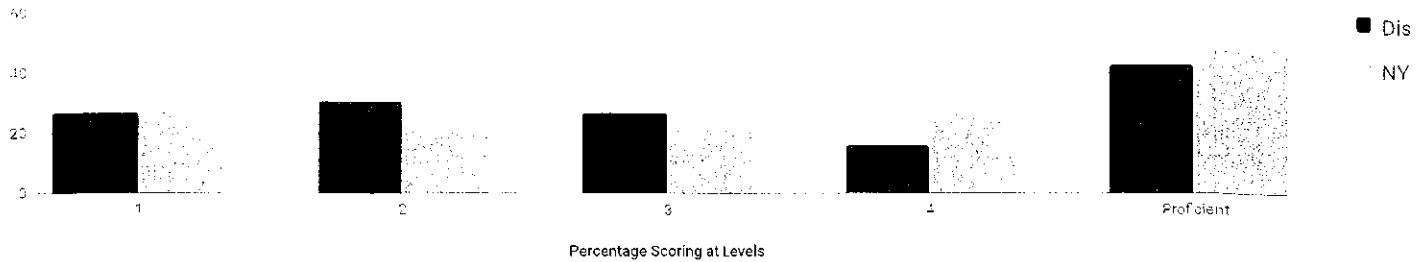
## GRADE 5 ELA RESULTS



## MEAN SCORE: 597

Subgroup	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
			#	%	#	%	#	%	#	%	#	%
All Students	134	118	43	36%	37	31%	27	23%	11	9%	38	32%
General Education	97	95	24	25%	33	35%	27	28%	11	12%	38	40%
Students with Disabilities	37	23	19	83%	4	17%	0	0%	0	0%	0	0%
Asian or Native Hawaiian/Other Pacific Islander	—	4	—	—	—	—	—	—	—	—	—	—
Black or African American	—	2	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	—	4	—	—	—	—	—	—	—	—	—	—
White	123	107	38	36%	34	32%	26	24%	9	8%	35	33%
Multiracial	—	1	—	—	—	—	—	—	—	—	—	—
Small Group Total	8	11	5	45%	3	27%	1	9%	2	18%	3	27%
Female	70	66	17	26%	23	35%	19	29%	7	11%	26	39%
Male	64	52	26	50%	14	27%	8	15%	4	8%	12	23%
English Language Learners	—	4	—	—	—	—	—	—	—	—	—	—
Non-English Language Learners	—	114	—	—	—	—	—	—	—	—	—	—
Economically Disadvantaged	74	72	32	44%	26	36%	11	15%	3	4%	14	19%
Not Economically Disadvantaged	60	46	11	24%	11	24%	16	35%	8	17%	24	52%
Not Migrant	134	118	43	36%	37	31%	27	23%	11	9%	38	32%
Homeless	—	1	—	—	—	—	—	—	—	—	—	—
Not Homeless	—	117	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	134	118	43	36%	37	31%	27	23%	11	9%	38	32%
Parent Not in Armed Forces	134	118	43	36%	37	31%	27	23%	11	9%	38	32%

## GRADE 6 ELA RESULTS

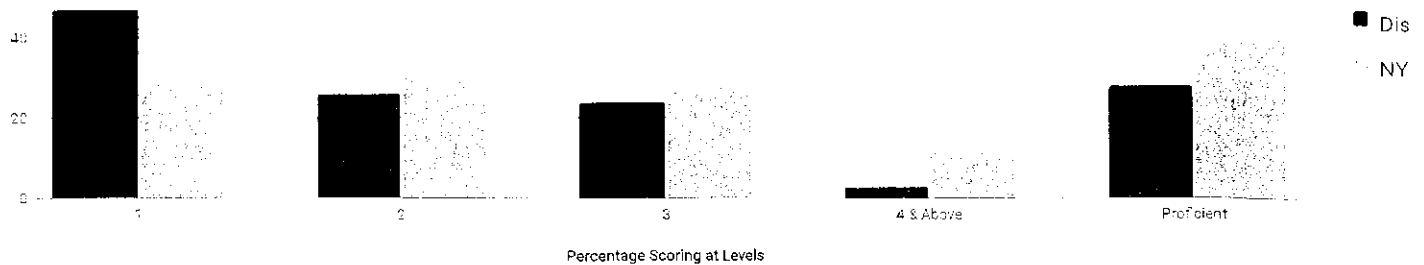


MEAN SCORE: 597

Subgroup	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
			#	%	#	%	#	%	#	%	#	%
All Students	183	98	26	27%	30	31%	26	27%	16	16%	42	43%
General Education	135	83	19	23%	24	29%	24	29%	16	19%	40	48%
Students with Disabilities	48	15	7	47%	6	40%	2	13%	0	0%	2	13%
American Indian or Alaska Native	—	2	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	—	1	—	—	—	—	—	—	—	—	—	—
Black or African American	—	4	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	—	3	—	—	—	—	—	—	—	—	—	—
White	174	85	20	24%	26	31%	26	31%	13	15%	39	46%
Multiracial	—	3	—	—	—	—	—	—	—	—	—	—
Small Group Total	9	13	6	46%	4	31%	0	0%	3	23%	3	23%
Female	87	49	14	29%	17	35%	9	18%	9	18%	18	37%
Male	96	49	12	24%	13	27%	17	35%	7	14%	24	49%
English Language Learners	—	1	—	—	—	—	—	—	—	—	—	—
Non-English Language Learners	—	97	—	—	—	—	—	—	—	—	—	—
Economically Disadvantaged	89	44	18	41%	14	32%	7	16%	5	11%	12	27%
Not Economically Disadvantaged	94	54	8	15%	16	30%	19	35%	11	20%	30	56%
Not Migrant	183	98	26	27%	30	31%	26	27%	16	16%	42	43%
Not Homeless	182	98	26	27%	30	31%	26	27%	16	16%	42	43%
Not in Foster Care	183	98	26	27%	30	31%	26	27%	16	16%	42	43%
Parent Not in Armed Forces	183	98	26	27%	30	31%	26	27%	16	16%	42	43%



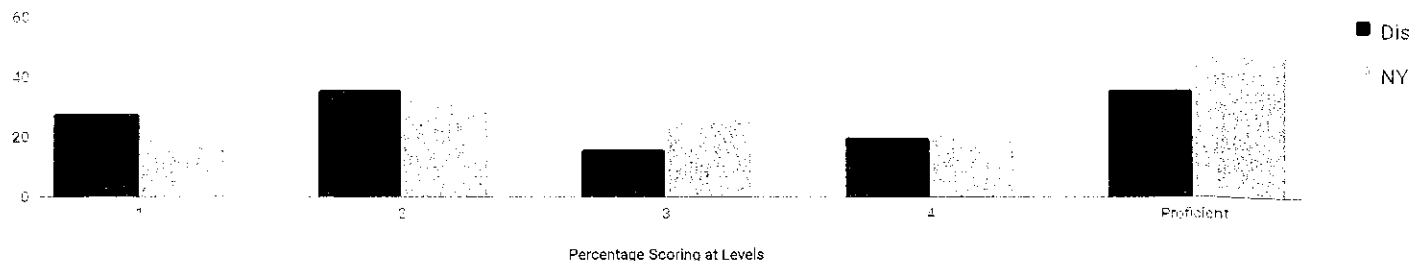
## GRADE 7 ELA RESULTS



## MEAN SCORE: 593

Subgroup	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
			#	%	#	%	#	%	#	%	#	%
All Students	187	90	42	47%	23	26%	22	24%	3	3%	25	28%
General Education	138	68	24	35%	20	29%	21	31%	3	4%	24	35%
Students with Disabilities	49	22	18	82%	3	14%	1	5%	0	0%	1	5%
American Indian or Alaska Native	—	1	—	—	—	—	—	—	—	—	—	—
Black or African American	4	5	5	100%	0	0%	0	0%	0	0%	0	0%
Hispanic or Latino	—	4	—	—	—	—	—	—	—	—	—	—
White	172	78	32	41%	22	28%	21	27%	3	4%	24	31%
Multiracial	—	2	—	—	—	—	—	—	—	—	—	—
Small Group Total	8	7	5	71%	1	14%	1	14%	0	0%	1	14%
Female	92	35	16	46%	10	29%	8	23%	1	3%	9	26%
Male	95	55	26	47%	13	24%	14	25%	2	4%	16	29%
English Language Learners	—	1	—	—	—	—	—	—	—	—	—	—
Non-English Language Learners	—	89	—	—	—	—	—	—	—	—	—	—
Economically Disadvantaged	84	44	25	57%	11	25%	6	14%	2	5%	8	18%
Not Economically Disadvantaged	103	46	17	37%	12	26%	16	35%	1	2%	17	37%
Not Migrant	187	90	42	47%	23	26%	22	24%	3	3%	25	28%
Not Homeless	186	90	42	47%	23	26%	22	24%	3	3%	25	28%
Not in Foster Care	186	90	42	47%	23	26%	22	24%	3	3%	25	28%
Parent Not in Armed Forces	187	90	42	47%	23	26%	22	24%	3	3%	25	28%

## GRADE 8 ELA RESULTS

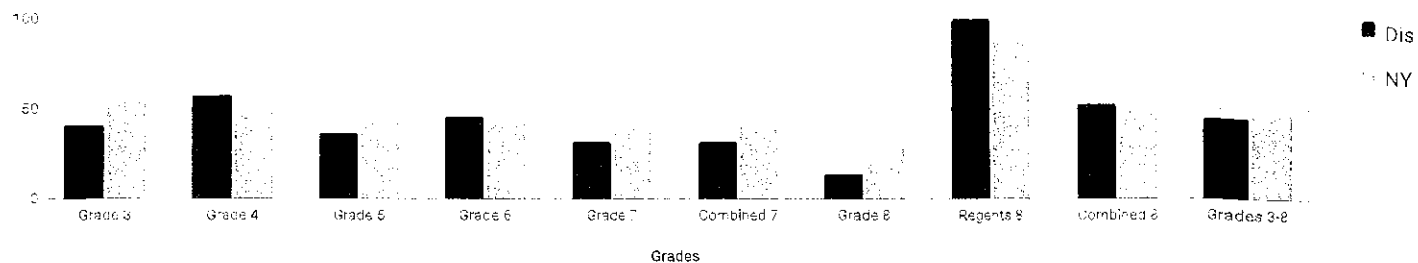


## MEAN SCORE: 595

Subgroup	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
			#	%	#	%	#	%	#	%	#	%
All Students	204	64	18	28%	23	36%	10	16%	13	20%	23	36%
General Education	152	49	10	20%	17	35%	10	20%	12	24%	22	45%
Students with Disabilities	52	15	8	53%	6	40%	0	0%	1	7%	1	7%
Asian or Native Hawaiian/Other Pacific Islander	—	3	—	—	—	—	—	—	—	—	—	—
Black or African American	—	4	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	—	3	—	—	—	—	—	—	—	—	—	—
White	184	54	15	28%	18	33%	8	15%	13	24%	21	39%
Small Group Total	14	10	3	30%	5	50%	2	20%	0	0%	2	20%
Female	108	31	4	13%	9	29%	9	29%	9	29%	18	58%
Male	96	33	14	42%	14	42%	1	3%	4	12%	5	15%
English Language Learners	—	1	—	—	—	—	—	—	—	—	—	—
Non-English Language Learners	—	63	—	—	—	—	—	—	—	—	—	—
Economically Disadvantaged	95	33	11	33%	13	39%	6	18%	3	9%	9	27%
Not Economically Disadvantaged	109	31	7	23%	10	32%	4	13%	10	32%	14	45%
Not Migrant	204	64	18	28%	23	36%	10	16%	13	20%	23	36%
Not Homeless	203	64	18	28%	23	36%	10	16%	13	20%	23	36%
Not in Foster Care	204	64	18	28%	23	36%	10	16%	13	20%	23	36%
Parent Not in Armed Forces	204	64	18	28%	23	36%	10	16%	13	20%	23	36%

## GRADES 3-8 MATHEMATICS SUMMARY RESULTS (2017-18)

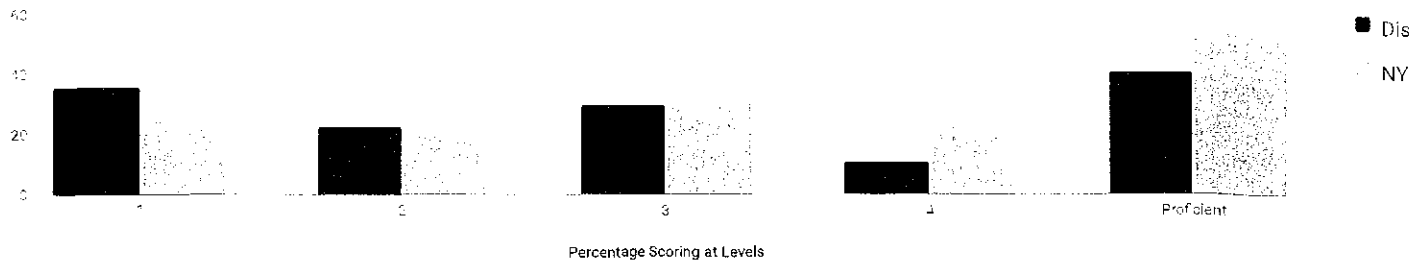
Percent Proficient



Grade	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4 & Above		Proficient (Levels 3 & Above)	
			#	%	#	%	#	%	#	%	#	%
Grade 3	88	152	54	36%	35	23%	46	30%	17	11%	63	41%
Grade 4	124	146	24	16%	37	25%	41	28%	44	30%	85	58%
Grade 5	142	110	35	32%	34	31%	33	30%	8	7%	41	37%
Grade 6	174	107	28	26%	30	28%	27	25%	22	21%	49	46%
Grade 7	186	91	29	32%	33	36%	21	23%	8	9%	29	32%
Combined 7	186	91	29	32%	33	36%	21	23%	8	9%	29	32%
Grade 8	219	49	22	45%	20	41%	7	14%	0	0%	7	14%
Regents 8	—	40	0	0%	0	0%	4	10%	36	90%	40	100%
Combined 8	219	89	22	25%	20	22%	11	12%	36	40%	47	53%
Grades 3-8	933	695	192	28%	189	27%	179	26%	135	19%	314	45%

Advanced grade 7 and 8 students who take a Regents math test in lieu of the grade 7 and/or 8 math test are reported in the Regents 7 and Regents 8 rows. Combined 7 and Combined 8 are students who took either the grade 7 or 8 math test or a Regents math test in lieu of the grade 7 or 8 math test.

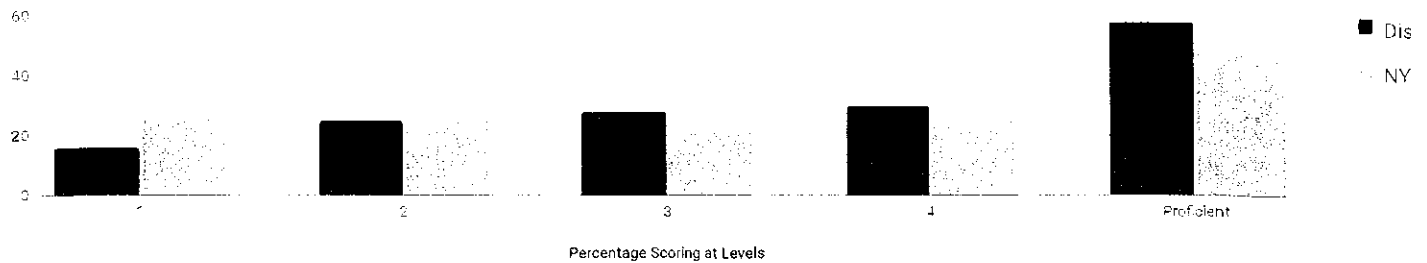
## GRADE 3 MATH RESULTS



MEAN SCORE: 594

Subgroup	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
			#	%	#	%	#	%	#	%	#	%
All Students	88	152	54	36%	35	23%	46	30%	17	11%	63	41%
General Education	52	117	31	26%	30	26%	40	34%	16	14%	56	48%
Students with Disabilities	36	35	23	66%	5	14%	6	17%	1	3%	7	20%
Asian or Native Hawaiian/Other Pacific Islander	—	3	—	—	—	—	—	—	—	—	—	—
Black or African American	—	2	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	4	6	2	33%	1	17%	1	17%	2	33%	3	50%
White	82	135	46	34%	34	25%	41	30%	14	10%	55	41%
Multiracial	2	6	3	50%	0	0%	2	33%	1	17%	3	50%
Small Group Total	0	5	3	60%	0	0%	2	40%	0	0%	2	40%
Female	36	76	26	34%	20	26%	23	30%	7	9%	30	39%
Male	52	76	28	37%	15	20%	23	30%	10	13%	33	43%
English Language Learners	2	5	4	80%	0	0%	1	20%	0	0%	1	20%
Non-English Language Learners	86	147	50	34%	35	24%	45	31%	17	12%	62	42%
Economically Disadvantaged	48	77	35	45%	17	22%	18	23%	7	9%	25	32%
Not Economically Disadvantaged	40	75	19	25%	18	24%	28	37%	10	13%	38	51%
Not Migrant	88	152	54	36%	35	23%	46	30%	17	11%	63	41%
Homeless	—	1	—	—	—	—	—	—	—	—	—	—
Not Homeless	—	151	—	—	—	—	—	—	—	—	—	—
In Foster Care	—	1	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	—	151	—	—	—	—	—	—	—	—	—	—
Parent Not in Armed Forces	88	152	54	36%	35	23%	46	30%	17	11%	63	41%

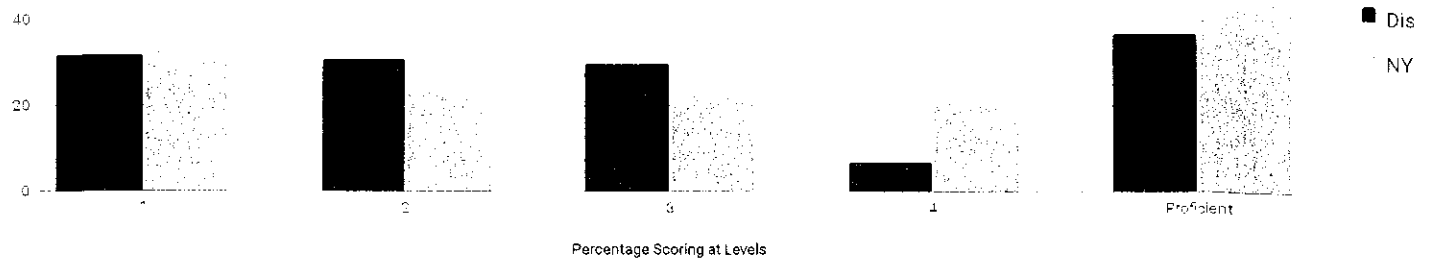
## GRADE 4 MATH RESULTS



## MEAN SCORE: 604

Subgroup	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
			#	%	#	%	#	%	#	%	#	%
All Students	124	146	24	16%	37	25%	41	28%	44	30%	85	58%
General Education	90	126	13	10%	30	24%	39	31%	44	35%	83	66%
Students with Disabilities	34	20	11	55%	7	35%	2	10%	0	0%	2	10%
Black or African American	—	4	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	4	5	1	20%	3	60%	1	20%	0	0%	1	20%
White	114	135	21	16%	32	24%	39	29%	43	32%	82	61%
Multiracial	—	2	—	—	—	—	—	—	—	—	—	—
Small Group Total	3	6	2	33%	2	33%	1	17%	1	17%	2	33%
Female	69	71	15	21%	16	23%	15	21%	25	35%	40	56%
Male	55	75	9	12%	21	28%	26	35%	19	25%	45	60%
English Language Learners	—	1	—	—	—	—	—	—	—	—	—	—
Non-English Language Learners	—	145	—	—	—	—	—	—	—	—	—	—
Economically Disadvantaged	59	54	12	22%	17	31%	18	33%	7	13%	25	46%
Not Economically Disadvantaged	65	92	12	13%	20	22%	23	25%	37	40%	60	65%
Not Migrant	124	146	24	16%	37	25%	41	28%	44	30%	85	58%
Not Homeless	122	146	24	16%	37	25%	41	28%	44	30%	85	58%
Not in Foster Care	124	146	24	16%	37	25%	41	28%	44	30%	85	58%
Parent Not in Armed Forces	124	146	24	16%	37	25%	41	28%	44	30%	85	58%

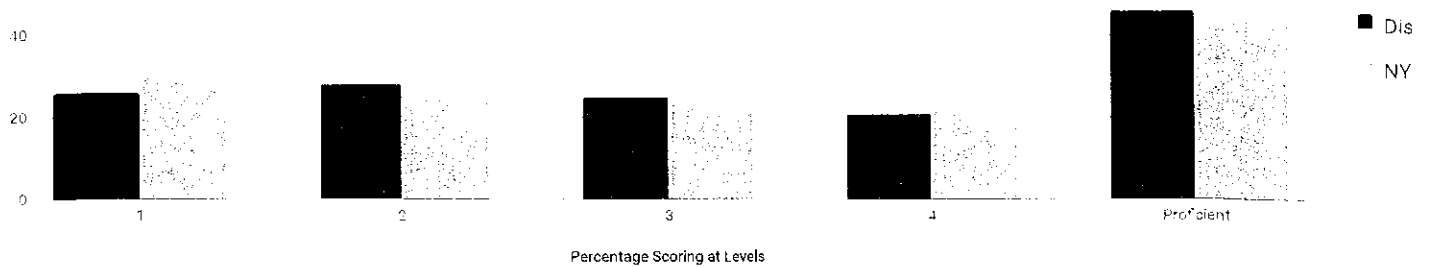
## GRADE 5 MATH RESULTS



## MEAN SCORE: 596

Subgroup	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
			#	%	#	%	#	%	#	%	#	%
All Students	142	110	35	32%	34	31%	33	30%	8	7%	41	37%
General Education	101	90	18	20%	31	34%	33	37%	8	9%	41	46%
Students with Disabilities	41	20	17	85%	3	15%	0	0%	0	0%	0	0%
Asian or Native Hawaiian/Other Pacific Islander	—	4	—	—	—	—	—	—	—	—	—	—
Black or African American	—	2	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	—	3	—	—	—	—	—	—	—	—	—	—
White	130	100	31	31%	32	32%	29	29%	8	8%	37	37%
Multiracial	—	1	—	—	—	—	—	—	—	—	—	—
Small Group Total	9	10	4	40%	2	20%	4	40%	0	0%	4	40%
Female	75	61	16	26%	22	36%	19	31%	4	7%	23	38%
Male	67	49	19	39%	12	24%	14	29%	4	8%	18	37%
English Language Learners	—	4	—	—	—	—	—	—	—	—	—	—
Non-English Language Learners	—	106	—	—	—	—	—	—	—	—	—	—
Economically Disadvantaged	82	63	25	40%	22	35%	13	21%	3	5%	16	25%
Not Economically Disadvantaged	60	47	10	21%	12	26%	20	43%	5	11%	25	53%
Not Migrant	142	110	35	32%	34	31%	33	30%	8	7%	41	37%
Homeless	—	1	—	—	—	—	—	—	—	—	—	—
Not Homeless	—	109	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	142	110	35	32%	34	31%	33	30%	8	7%	41	37%
Parent Not in Armed Forces	142	110	35	32%	34	31%	33	30%	8	7%	41	37%

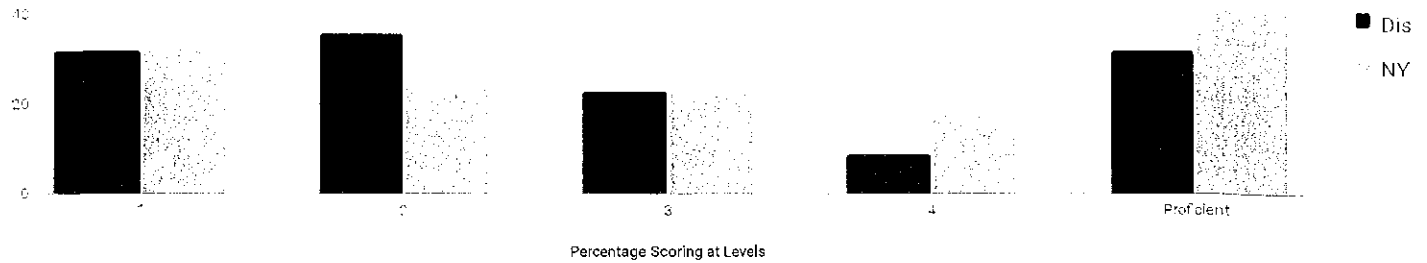
## GRADE 6 MATH RESULTS



## MEAN SCORE: 600

Subgroup	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
			#	%	#	%	#	%	#	%	#	%
All Students	174	107	28	26%	30	28%	27	25%	22	21%	49	46%
General Education	126	92	19	21%	27	29%	25	27%	21	23%	46	50%
Students with Disabilities	48	15	9	60%	3	20%	2	13%	1	7%	3	20%
American Indian or Alaska Native	—	2	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	—	3	—	—	—	—	—	—	—	—	—	—
Black or African American	—	3	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	—	4	—	—	—	—	—	—	—	—	—	—
White	166	93	23	25%	28	30%	26	28%	16	17%	42	45%
Multiracial	—	2	—	—	—	—	—	—	—	—	—	—
Small Group Total	8	14	5	36%	2	14%	1	7%	6	43%	7	50%
Female	84	52	16	31%	13	25%	12	23%	11	21%	23	44%
Male	90	55	12	22%	17	31%	15	27%	11	20%	26	47%
English Language Learners	—	3	—	—	—	—	—	—	—	—	—	—
Non-English Language Learners	—	104	—	—	—	—	—	—	—	—	—	—
Economically Disadvantaged	86	47	19	40%	13	28%	10	21%	5	11%	15	32%
Not Economically Disadvantaged	88	60	9	15%	17	28%	17	28%	17	28%	34	57%
Not Migrant	174	107	28	26%	30	28%	27	25%	22	21%	49	46%
Homeless	—	1	—	—	—	—	—	—	—	—	—	—
Not Homeless	—	106	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	174	107	28	26%	30	28%	27	25%	22	21%	49	46%
Parent Not in Armed Forces	174	107	28	26%	30	28%	27	25%	22	21%	49	46%

## GRADE 7 MATH RESULTS

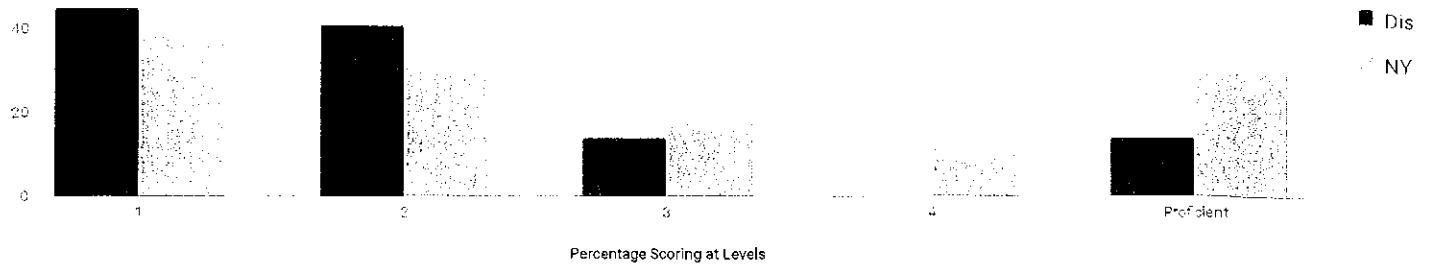


MEAN SCORE: 598

Subgroup	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
			#	%	#	%	#	%	#	%	#	%
All Students	186	91	29	32%	33	36%	21	23%	8	9%	29	32%
General Education	137	69	12	17%	30	43%	19	28%	8	12%	27	39%
Students with Disabilities	49	22	17	77%	3	14%	2	9%	0	0%	2	9%
American Indian or Alaska Native	—	1	—	—	—	—	—	—	—	—	—	—
Black or African American	4	5	4	80%	1	20%	0	0%	0	0%	0	0%
Hispanic or Latino	—	4	—	—	—	—	—	—	—	—	—	—
White	171	79	24	30%	28	35%	19	24%	8	10%	27	34%
Multiracial	—	2	—	—	—	—	—	—	—	—	—	—
Small Group Total	8	7	1	14%	4	57%	2	29%	0	0%	2	29%
Female	93	34	11	32%	15	44%	5	15%	3	9%	8	24%
Male	93	57	18	32%	18	32%	16	28%	5	9%	21	37%
English Language Learners	—	1	—	—	—	—	—	—	—	—	—	—
Non-English Language Learners	—	90	—	—	—	—	—	—	—	—	—	—
Economically Disadvantaged	85	42	17	40%	13	31%	8	19%	4	10%	12	29%
Not Economically Disadvantaged	101	49	12	24%	20	41%	13	27%	4	8%	17	35%
Not Migrant	186	91	29	32%	33	36%	21	23%	8	9%	29	32%
Not Homeless	185	91	29	32%	33	36%	21	23%	8	9%	29	32%
Not in Foster Care	185	91	29	32%	33	36%	21	23%	8	9%	29	32%
Parent Not in Armed Forces	186	91	29	32%	33	36%	21	23%	8	9%	29	32%



## GRADE 8 MATH RESULTS

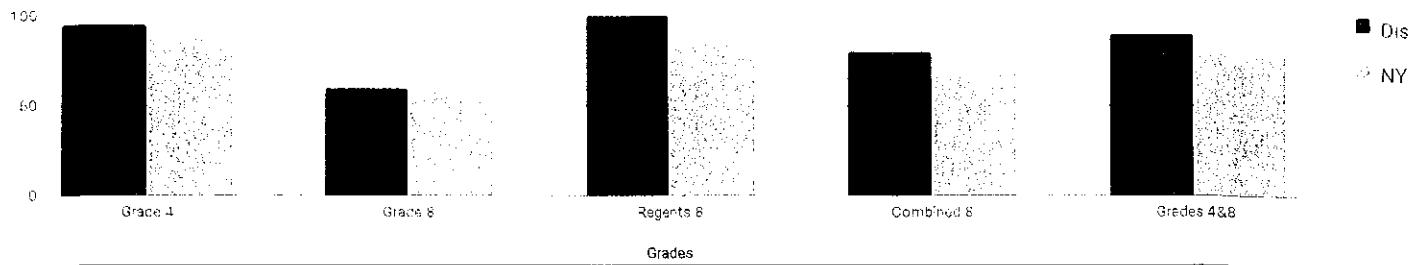


## MEAN SCORE: 593

Subgroup	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
			#	%	#	%	#	%	#	%	#	%
All Students	219	49	22	45%	20	41%	7	14%	0	0%	7	14%
General Education	164	37	11	30%	19	51%	7	19%	0	0%	7	19%
Students with Disabilities	55	12	11	92%	1	8%	0	0%	0	0%	0	0%
Asian or Native Hawaiian/Other Pacific Islander	—	2	—	—	—	—	—	—	—	—	—	—
Black or African American	—	3	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	—	3	—	—	—	—	—	—	—	—	—	—
White	197	41	17	41%	17	41%	7	17%	0	0%	7	17%
Small Group Total	16	8	5	63%	3	38%	0	0%	0	0%	0	0%
Female	117	22	9	41%	9	41%	4	18%	0	0%	4	18%
Male	102	27	13	48%	11	41%	3	11%	0	0%	3	11%
English Language Learners	—	1	—	—	—	—	—	—	—	—	—	—
Non-English Language Learners	—	48	—	—	—	—	—	—	—	—	—	—
Economically Disadvantaged	101	27	14	52%	11	41%	2	7%	0	0%	2	7%
Not Economically Disadvantaged	118	22	8	36%	9	41%	5	23%	0	0%	5	23%
Not Migrant	219	49	22	45%	20	41%	7	14%	0	0%	7	14%
Not Homeless	218	49	22	45%	20	41%	7	14%	0	0%	7	14%
Not in Foster Care	219	49	22	45%	20	41%	7	14%	0	0%	7	14%
Parent Not in Armed Forces	219	49	22	45%	20	41%	7	14%	0	0%	7	14%

**GRADES 4 & 8 SCIENCE SUMMARY RESULTS (2017-18)**

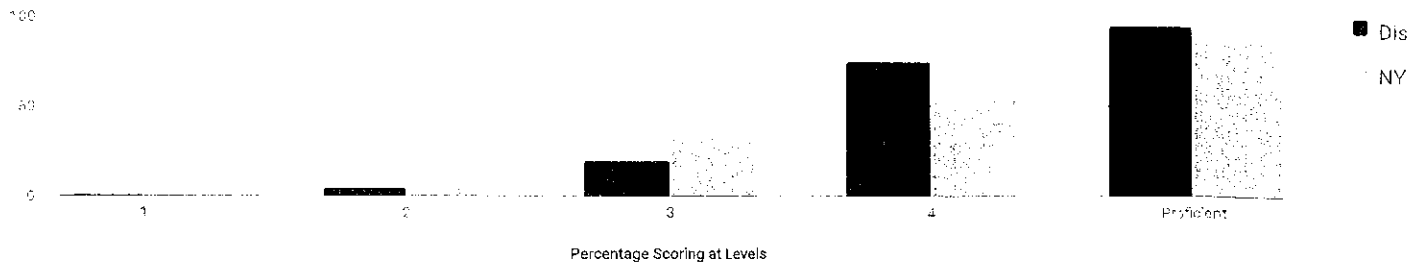
Percent Proficient



Grade	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
			#	%	#	%	#	%	#	%	#	%
Grade 4	81	189	1	1%	9	5%	38	20%	141	75%	179	95%
Grade 8	219	48	4	8%	15	31%	25	52%	4	8%	29	60%
Regents 8	0	48	0	0%	0	0%	1	2%	47	98%	48	100%
Combined 8	219	96	4	4%	15	16%	26	27%	51	53%	77	80%
Grades 4&8	300	285	5	2%	24	8%	64	22%	192	67%	256	90%

Advanced grade 8 students who take a Regents science test in lieu of the grade 8 science test are reported in the Regents 8 row.

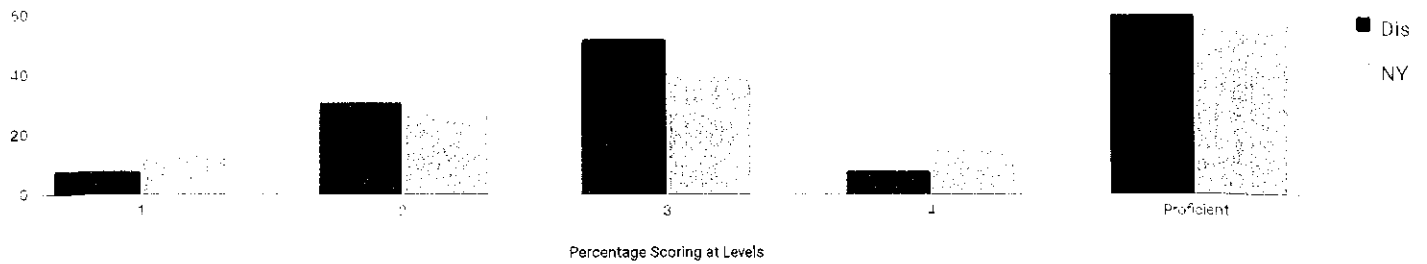
## GRADE 4 SCIENCE RESULTS



MEAN SCORE: 88

Subgroup	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
			#	%	#	%	#	%	#	%	#	%
All Students	81	189	1	1%	9	5%	38	20%	141	75%	179	95%
General Education	53	163	0	0%	6	4%	25	15%	132	81%	157	96%
Students with Disabilities	28	26	1	4%	3	12%	13	50%	9	35%	22	85%
American Indian or Alaska Native	—	1	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	—	1	—	—	—	—	—	—	—	—	—	—
Black or African American	—	4	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	4	5	0	0%	0	0%	2	40%	3	60%	5	100%
White	75	174	1	1%	6	3%	32	18%	135	78%	167	96%
Multiracial	—	4	—	—	—	—	—	—	—	—	—	—
Small Group Total	2	10	0	0%	3	30%	4	40%	3	30%	7	70%
Female	49	91	0	0%	4	4%	20	22%	67	74%	87	96%
Male	32	98	1	1%	5	5%	18	18%	74	76%	92	94%
English Language Learners	—	1	—	—	—	—	—	—	—	—	—	—
Non-English Language Learners	—	188	—	—	—	—	—	—	—	—	—	—
Economically Disadvantaged	40	73	1	1%	7	10%	22	30%	43	59%	65	89%
Not Economically Disadvantaged	41	116	0	0%	2	2%	16	14%	98	84%	114	98%
Not Migrant	81	189	1	1%	9	5%	38	20%	141	75%	179	95%
Not Homeless	79	189	1	1%	9	5%	38	20%	141	75%	179	95%
Not in Foster Care	81	189	1	1%	9	5%	38	20%	141	75%	179	95%
Parent Not in Armed Forces	81	189	1	1%	9	5%	38	20%	141	75%	179	95%

## GRADE 8 SCIENCE RESULTS

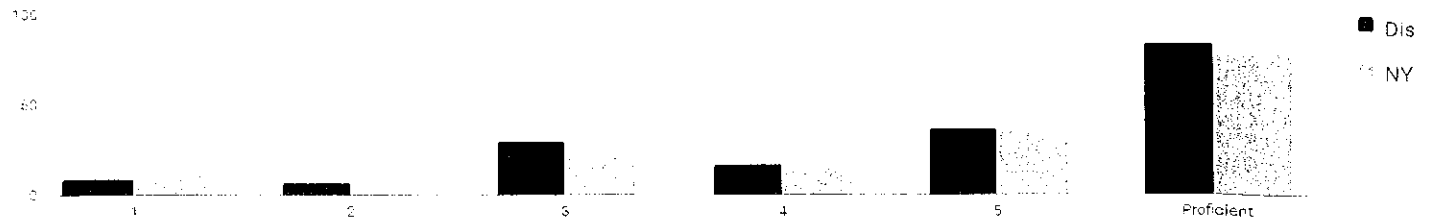


## MEAN SCORE: 66

Subgroup	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
			#	%	#	%	#	%	#	%	#	%
All Students	219	48	4	8%	15	31%	25	52%	4	8%	29	60%
General Education	168	33	1	3%	9	27%	21	64%	2	6%	23	70%
Students with Disabilities	51	15	3	20%	6	40%	4	27%	2	13%	6	40%
Asian or Native Hawaiian/Other Pacific Islander	—	2	—	—	—	—	—	—	—	—	—	—
Black or African American	—	4	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	—	3	—	—	—	—	—	—	—	—	—	—
White	199	39	2	5%	11	28%	22	56%	4	10%	26	67%
Small Group Total	14	9	2	22%	4	44%	3	33%	0	0%	3	33%
Female	119	19	1	5%	8	42%	10	53%	0	0%	10	53%
Male	100	29	3	10%	7	24%	15	52%	4	14%	19	66%
English Language Learners	—	1	—	—	—	—	—	—	—	—	—	—
Non-English Language Learners	—	47	—	—	—	—	—	—	—	—	—	—
Economically Disadvantaged	103	24	2	8%	7	29%	13	54%	2	8%	15	63%
Not Economically Disadvantaged	116	24	2	8%	8	33%	12	50%	2	8%	14	58%
Not Migrant	219	48	4	8%	15	31%	25	52%	4	8%	29	60%
Not Homeless	218	48	4	8%	15	31%	25	52%	4	8%	29	60%
Not in Foster Care	219	48	4	8%	15	31%	25	52%	4	8%	29	60%
Parent Not in Armed Forces	219	48	4	8%	15	31%	25	52%	4	8%	29	60%

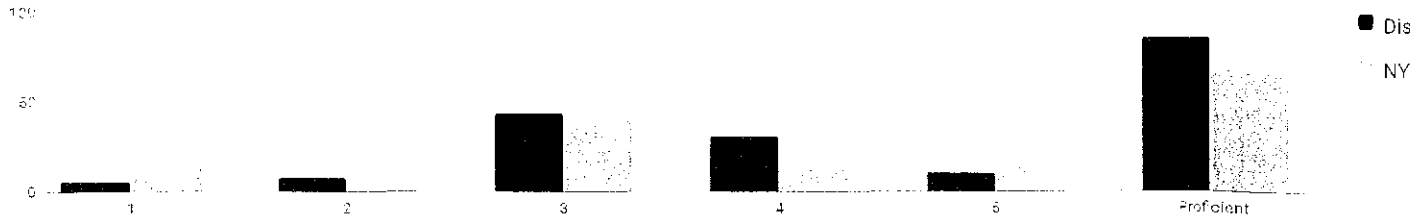
Annual Regents examination results include those from August, January, and June of the reporting year. If a student takes the same Regents examination multiple times during the reporting year, only the highest score is included in these results.

### ANNUAL REGENTS ENGLISH (2017-18)



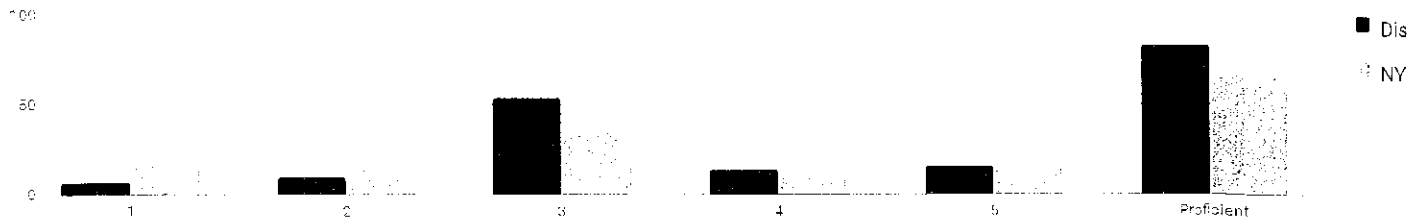
Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%
All Students	279	26	9%	19	7%	83	30%	48	17%	103	37%	234	84%
General Education	224	9	4%	9	4%	64	29%	44	20%	98	44%	206	92%
Students with Disabilities	55	17	31%	10	18%	19	35%	4	7%	5	9%	28	51%
American Indian or Alaska Native	7	1	14%	0	0%	2	29%	1	14%	3	43%	6	86%
Asian or Native Hawaiian/Other Pacific Islander	2	—	—	—	—	—	—	—	—	—	—	—	—
Black or African American	8	1	13%	1	13%	3	38%	1	13%	2	25%	6	75%
Hispanic or Latino	9	2	22%	1	11%	4	44%	2	22%	0	0%	6	67%
White	248	21	8%	17	7%	71	29%	42	17%	97	39%	210	85%
Multiracial	5	—	—	—	—	—	—	—	—	—	—	—	—
Small Group Total	7	1	14%	0	0%	3	43%	2	29%	1	14%	6	86%
Female	123	10	8%	10	8%	36	29%	21	17%	46	37%	103	84%
Male	156	16	10%	9	6%	47	30%	27	17%	57	37%	131	84%
English Language Learners	8	2	25%	0	0%	4	50%	0	0%	2	25%	6	75%
Non-English Language Learners	271	24	9%	19	7%	79	29%	48	18%	101	37%	228	84%
Economically Disadvantaged	107	14	13%	12	11%	36	34%	15	14%	30	28%	81	76%
Not Economically Disadvantaged	172	12	7%	7	4%	47	27%	33	19%	73	42%	153	89%
Not Migrant	279	26	9%	19	7%	83	30%	48	17%	103	37%	234	84%
Not Homeless	279	26	9%	19	7%	83	30%	48	17%	103	37%	234	84%
In Foster Care	1	—	—	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	278	—	—	—	—	—	—	—	—	—	—	—	—
Parent Not in Armed Forces	279	26	9%	19	7%	83	30%	48	17%	103	37%	234	84%

## ANNUAL REGENTS ALGEBRA I (2017-18)



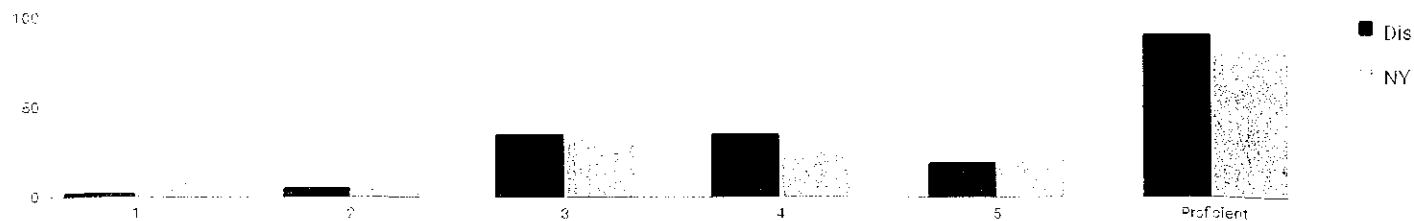
Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%
All Students	307	18	6%	25	8%	136	44%	95	31%	33	11%	264	86%
General Education	230	5	2%	7	3%	104	45%	84	37%	30	13%	218	95%
Students with Disabilities	77	13	17%	18	23%	32	42%	11	14%	3	4%	46	60%
American Indian or Alaska Native	12	3	25%	0	0%	4	33%	4	33%	1	8%	9	75%
Asian or Native Hawaiian/Other Pacific Islander	4	—	—	—	—	—	—	—	—	—	—	—	—
Black or African American	5	—	—	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	10	1	10%	2	20%	5	50%	1	10%	1	10%	7	70%
White	269	11	4%	23	9%	117	43%	88	33%	30	11%	235	87%
Multiracial	7	2	29%	0	0%	3	43%	1	14%	1	14%	5	71%
Small Group Total	9	1	11%	0	0%	7	78%	1	11%	0	0%	8	89%
Female	143	6	4%	9	6%	69	48%	46	32%	13	9%	128	90%
Male	164	12	7%	16	10%	67	41%	49	30%	20	12%	136	83%
English Language Learners	5	1	20%	0	0%	3	60%	1	20%	0	0%	4	80%
Non-English Language Learners	302	17	6%	25	8%	133	44%	94	31%	33	11%	260	86%
Economically Disadvantaged	120	10	8%	7	6%	63	53%	32	27%	8	7%	103	86%
Not Economically Disadvantaged	187	8	4%	18	10%	73	39%	63	34%	25	13%	161	86%
Not Migrant	307	18	6%	25	8%	136	44%	95	31%	33	11%	264	86%
Homeless	2	—	—	—	—	—	—	—	—	—	—	—	—
Not Homeless	305	—	—	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	307	18	6%	25	8%	136	44%	95	31%	33	11%	264	86%
Parent Not in Armed Forces	307	18	6%	25	8%	136	44%	95	31%	33	11%	264	86%

## ANNUAL REGENTS GEOMETRY (2017-18)



Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%
All Students	205	14	7%	20	10%	111	54%	28	14%	32	16%	171	83%
General Education	195	13	7%	16	8%	106	54%	28	14%	32	16%	166	85%
Students with Disabilities	10	1	10%	4	40%	5	50%	0	0%	0	0%	5	50%
American Indian or Alaska Native	5	—	—	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	2	—	—	—	—	—	—	—	—	—	—	—	—
Black or African American	8	1	13%	1	13%	5	63%	0	0%	1	13%	6	75%
Hispanic or Latino	9	0	0%	1	11%	6	67%	1	11%	1	11%	8	89%
White	179	10	6%	18	10%	97	54%	25	14%	29	16%	151	84%
Multiracial	2	—	—	—	—	—	—	—	—	—	—	—	—
Small Group Total	9	3	33%	0	0%	3	33%	2	22%	1	11%	6	67%
Female	104	7	7%	9	9%	57	55%	16	15%	15	14%	88	85%
Male	101	7	7%	11	11%	54	53%	12	12%	17	17%	83	82%
English Language Learners	2	—	—	—	—	—	—	—	—	—	—	—	—
Non-English Language Learners	203	—	—	—	—	—	—	—	—	—	—	—	—
Economically Disadvantaged	58	8	14%	6	10%	33	57%	5	9%	6	10%	44	76%
Not Economically Disadvantaged	147	6	4%	14	10%	78	53%	23	16%	26	18%	127	86%
Not Migrant	205	14	7%	20	10%	111	54%	28	14%	32	16%	171	83%
Homeless	1	—	—	—	—	—	—	—	—	—	—	—	—
Not Homeless	204	—	—	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	205	14	7%	20	10%	111	54%	28	14%	32	16%	171	83%
Parent Not in Armed Forces	205	14	7%	20	10%	111	54%	28	14%	32	16%	171	83%

## ANNUAL REGENTS ALGEBRA II (2017-18)

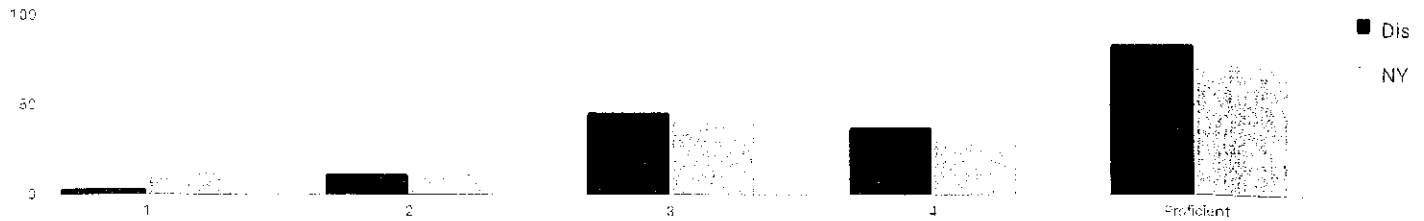


Percentage Scoring at Levels

Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%
All Students	112	3	3%	7	6%	40	36%	40	36%	22	20%	102	91%
General Education	112	3	3%	7	6%	40	36%	40	36%	22	20%	102	91%
American Indian or Alaska Native	4	—	—	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	4	—	—	—	—	—	—	—	—	—	—	—	—
Black or African American	1	—	—	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	2	—	—	—	—	—	—	—	—	—	—	—	—
White	100	3	3%	7	7%	36	36%	34	34%	20	20%	90	90%
Multiracial	1	—	—	—	—	—	—	—	—	—	—	—	—
Small Group Total	12	0	0%	0	0%	4	33%	6	50%	2	17%	12	100%
Female	51	1	2%	4	8%	22	43%	14	27%	10	20%	46	90%
Male	61	2	3%	3	5%	18	30%	26	43%	12	20%	56	92%
English Language Learners	3	—	—	—	—	—	—	—	—	—	—	—	—
Non-English Language Learners	109	—	—	—	—	—	—	—	—	—	—	—	—
Economically Disadvantaged	27	1	4%	1	4%	11	41%	9	33%	5	19%	25	93%
Not Economically Disadvantaged	85	2	2%	6	7%	29	34%	31	36%	17	20%	77	91%
Not Migrant	112	3	3%	7	6%	40	36%	40	36%	22	20%	102	91%
Not Homeless	112	3	3%	7	6%	40	36%	40	36%	22	20%	102	91%
Not in Foster Care	112	3	3%	7	6%	40	36%	40	36%	22	20%	102	91%
Parent Not in Armed Forces	112	3	3%	7	6%	40	36%	40	36%	22	20%	102	91%

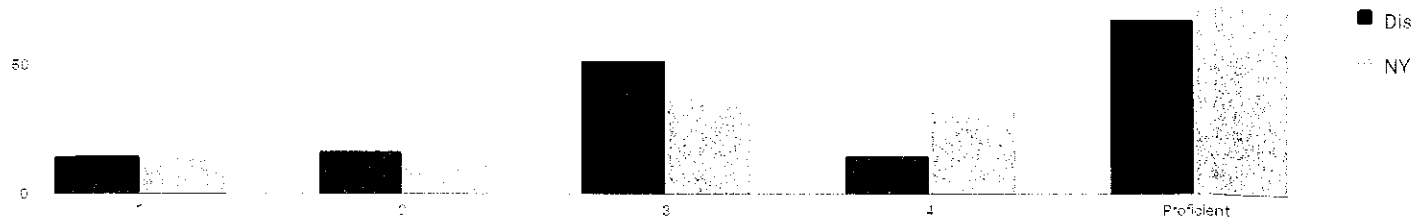


## ANNUAL REGENTS LIVING ENVIRONMENT (2017-18)



Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%
All Students	251	10	4%	30	12%	115	46%	96	38%	211	84%
General Education	193	3	2%	14	7%	88	46%	88	46%	176	91%
Students with Disabilities	58	7	12%	16	28%	27	47%	8	14%	35	60%
American Indian or Alaska Native	6	1	17%	0	0%	2	33%	3	50%	5	83%
Asian or Native Hawaiian/Other Pacific Islander	3	—	—	—	—	—	—	—	—	—	—
Black or African American	4	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	8	0	0%	3	38%	2	25%	3	38%	5	63%
White	225	9	4%	25	11%	105	47%	86	38%	191	85%
Multiracial	5	0	0%	0	0%	3	60%	2	40%	5	100%
Small Group Total	7	0	0%	2	29%	3	43%	2	29%	5	71%
Female	134	7	5%	22	16%	58	43%	47	35%	105	78%
Male	117	3	3%	8	7%	57	49%	49	42%	106	91%
English Language Learners	6	0	0%	1	17%	5	83%	0	0%	5	83%
Non-English Language Learners	245	10	4%	29	12%	110	45%	96	39%	206	84%
Economically Disadvantaged	104	6	6%	11	11%	57	55%	30	29%	87	84%
Not Economically Disadvantaged	147	4	3%	19	13%	58	39%	66	45%	124	84%
Not Migrant	251	10	4%	30	12%	115	46%	96	38%	211	84%
Homeless	3	—	—	—	—	—	—	—	—	—	—
Not Homeless	248	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	251	10	4%	30	12%	115	46%	96	38%	211	84%
Parent Not in Armed Forces	251	10	4%	30	12%	115	46%	96	38%	211	84%

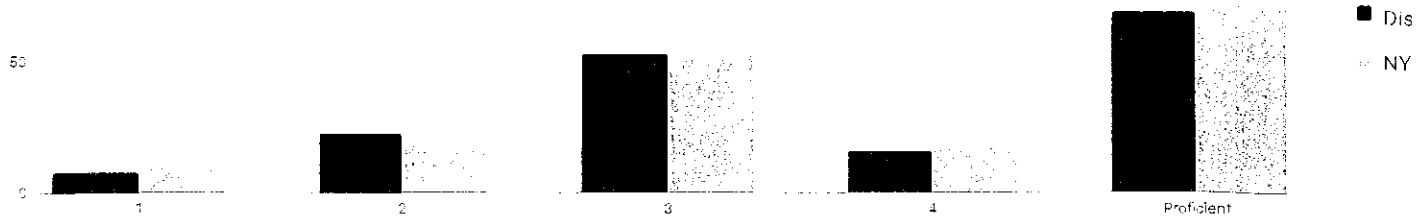
## ANNUAL REGENTS PHYSICAL SETTING/EARTH SCIENCE (2017-18)



Percentage Scoring at Levels

Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%
All Students	207	32	15%	35	17%	108	52%	32	15%	140	68%
General Education	165	18	11%	23	14%	94	57%	30	18%	124	75%
Students with Disabilities	42	14	33%	12	29%	14	33%	2	5%	16	38%
American Indian or Alaska Native	10	3	30%	3	30%	3	30%	1	10%	4	40%
Asian or Native Hawaiian/Other Pacific Islander	2	—	—	—	—	—	—	—	—	—	—
Black or African American	9	1	11%	2	22%	5	56%	1	11%	6	67%
Hispanic or Latino	6	2	33%	0	0%	4	67%	0	0%	4	67%
White	177	23	13%	30	17%	95	54%	29	16%	124	70%
Multiracial	3	—	—	—	—	—	—	—	—	—	—
Small Group Total	5	3	60%	0	0%	1	20%	1	20%	2	40%
Female	108	16	15%	21	19%	58	54%	13	12%	71	66%
Male	99	16	16%	14	14%	50	51%	19	19%	69	70%
English Language Learners	2	—	—	—	—	—	—	—	—	—	—
Non-English Language Learners	205	—	—	—	—	—	—	—	—	—	—
Economically Disadvantaged	80	13	16%	14	18%	41	51%	12	15%	53	66%
Not Economically Disadvantaged	127	19	15%	21	17%	67	53%	20	16%	87	69%
Not Migrant	207	32	15%	35	17%	108	52%	32	15%	140	68%
Not Homeless	207	32	15%	35	17%	108	52%	32	15%	140	68%
Not in Foster Care	207	32	15%	35	17%	108	52%	32	15%	140	68%
Parent Not in Armed Forces	207	32	15%	35	17%	108	52%	32	15%	140	68%

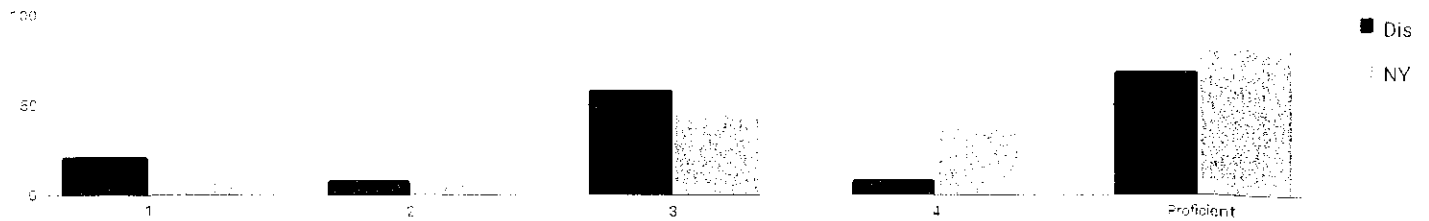
## ANNUAL REGENTS PHYSICAL SETTING/CHEMISTRY (2017-18)



Percentage Scoring at Levels

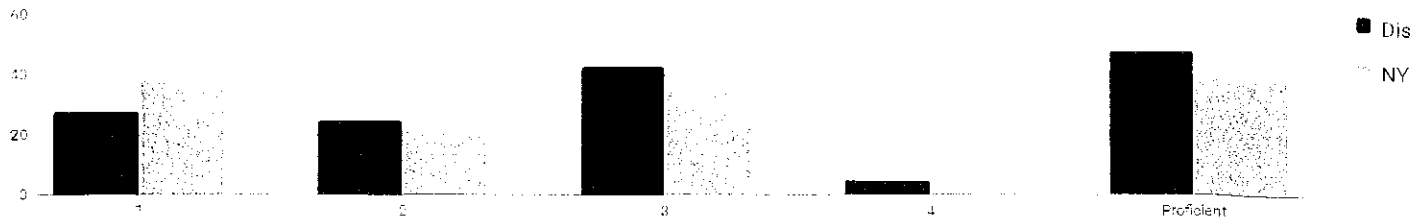
Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%
All Students	108	9	8%	25	23%	57	53%	17	16%	74	69%
General Education	108	9	8%	25	23%	57	53%	17	16%	74	69%
American Indian or Alaska Native	2	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	2	—	—	—	—	—	—	—	—	—	—
Black or African American	1	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	3	—	—	—	—	—	—	—	—	—	—
White	99	8	8%	23	23%	53	54%	15	15%	68	69%
Multiracial	1	—	—	—	—	—	—	—	—	—	—
Small Group Total	9	1	11%	2	22%	4	44%	2	22%	6	67%
Female	54	6	11%	10	19%	31	57%	7	13%	38	70%
Male	54	3	6%	15	28%	26	48%	10	19%	36	67%
English Language Learners	2	—	—	—	—	—	—	—	—	—	—
Non-English Language Learners	106	—	—	—	—	—	—	—	—	—	—
Economically Disadvantaged	21	5	24%	3	14%	8	38%	5	24%	13	62%
Not Economically Disadvantaged	87	4	5%	22	25%	49	56%	12	14%	61	70%
Not Migrant	108	9	8%	25	23%	57	53%	17	16%	74	69%
Not Homeless	108	9	8%	25	23%	57	53%	17	16%	74	69%
Not in Foster Care	108	9	8%	25	23%	57	53%	17	16%	74	69%
Parent Not in Armed Forces	108	9	8%	25	23%	57	53%	17	16%	74	69%

## ANNUAL REGENTS PHYSICAL SETTING/PHYSICS (2017-18)



Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%
All Students	64	14	22%	6	9%	38	59%	6	9%	44	69%
General Education	63	—	—	—	—	—	—	—	—	—	—
Students with Disabilities	1	—	—	—	—	—	—	—	—	—	—
American Indian or Alaska Native	3	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	1	—	—	—	—	—	—	—	—	—	—
Black or African American	1	—	—	—	—	—	—	—	—	—	—
White	59	13	22%	6	10%	34	58%	6	10%	40	68%
Small Group Total	5	1	20%	0	0%	4	80%	0	0%	4	80%
Female	24	5	21%	3	13%	14	58%	2	8%	16	67%
Male	40	9	23%	3	8%	24	60%	4	10%	28	70%
Non-English Language Learners	64	14	22%	6	9%	38	59%	6	9%	44	69%
Economically Disadvantaged	11	2	18%	1	9%	6	55%	2	18%	8	73%
Not Economically Disadvantaged	53	12	23%	5	9%	32	60%	4	8%	36	68%
Not Migrant	64	14	22%	6	9%	38	59%	6	9%	44	69%
Not Homeless	64	14	22%	6	9%	38	59%	6	9%	44	69%
Not in Foster Care	64	14	22%	6	9%	38	59%	6	9%	44	69%
Parent Not in Armed Forces	64	14	22%	6	9%	38	59%	6	9%	44	69%

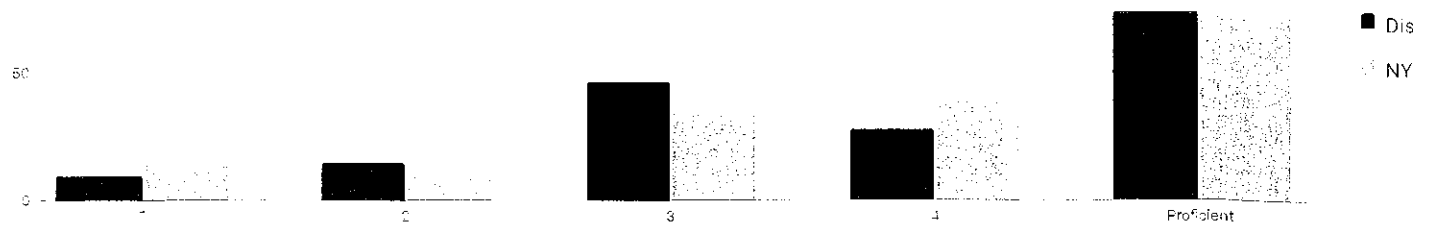
## ANNUAL REGENTS GLOBAL HISTORY AND GEOGRAPHY (2017-18)



Percentage Scoring at Levels

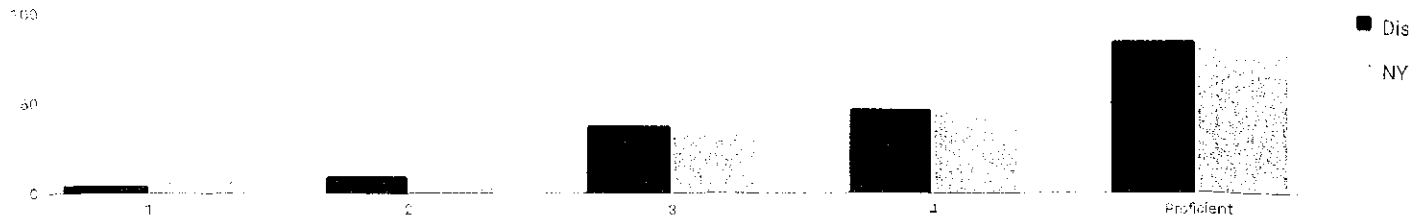
Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%
All Students	40	11	28%	10	25%	17	43%	2	5%	19	48%
General Education	24	4	17%	7	29%	12	50%	1	4%	13	54%
Students with Disabilities	16	7	44%	3	19%	5	31%	1	6%	6	38%
American Indian or Alaska Native	1	—	—	—	—	—	—	—	—	—	—
Black or African American	1	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	2	—	—	—	—	—	—	—	—	—	—
White	36	—	—	—	—	—	—	—	—	—	—
Small Group Total	40	11	28%	10	25%	17	43%	2	5%	19	48%
Female	19	5	26%	4	21%	10	53%	0	0%	10	53%
Male	21	6	29%	6	29%	7	33%	2	10%	9	43%
Non-English Language Learners	40	11	28%	10	25%	17	43%	2	5%	19	48%
Economically Disadvantaged	18	5	28%	4	22%	8	44%	1	6%	9	50%
Not Economically Disadvantaged	22	6	27%	6	27%	9	41%	1	5%	10	45%
Not Migrant	40	11	28%	10	25%	17	43%	2	5%	19	48%
Not Homeless	40	11	28%	10	25%	17	43%	2	5%	19	48%
Not in Foster Care	40	11	28%	10	25%	17	43%	2	5%	19	48%
Parent Not in Armed Forces	40	11	28%	10	25%	17	43%	2	5%	19	48%

## ANNUAL REGENTS TRANSITION EXAM IN GLOBAL HISTORY &amp; GEOGRAPHY (2017-18)



Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%
All Students	294	30	10%	45	15%	138	47%	81	28%	219	74%
General Education	234	11	5%	30	13%	115	49%	78	33%	193	82%
Students with Disabilities	60	19	32%	15	25%	23	38%	3	5%	26	43%
American Indian or Alaska Native	9	2	22%	2	22%	5	56%	0	0%	5	56%
Asian or Native Hawaiian/Other Pacific Islander	4	—	—	—	—	—	—	—	—	—	—
Black or African American	11	0	0%	4	36%	4	36%	3	27%	7	64%
Hispanic or Latino	6	0	0%	2	33%	2	33%	2	33%	4	67%
White	260	27	10%	37	14%	121	47%	75	29%	196	75%
Multiracial	4	—	—	—	—	—	—	—	—	—	—
Small Group Total	8	1	13%	0	0%	6	75%	1	13%	7	88%
Female	155	17	11%	28	18%	73	47%	37	24%	110	71%
Male	139	13	9%	17	12%	65	47%	44	32%	109	78%
English Language Learners	4	—	—	—	—	—	—	—	—	—	—
Non-English Language Learners	290	—	—	—	—	—	—	—	—	—	—
Economically Disadvantaged	112	15	13%	22	20%	51	46%	24	21%	75	67%
Not Economically Disadvantaged	182	15	8%	23	13%	87	48%	57	31%	144	79%
Not Migrant	294	30	10%	45	15%	138	47%	81	28%	219	74%
Homeless	1	—	—	—	—	—	—	—	—	—	—
Not Homeless	293	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	294	30	10%	45	15%	138	47%	81	28%	219	74%
Parent Not in Armed Forces	294	30	10%	45	15%	138	47%	81	28%	219	74%

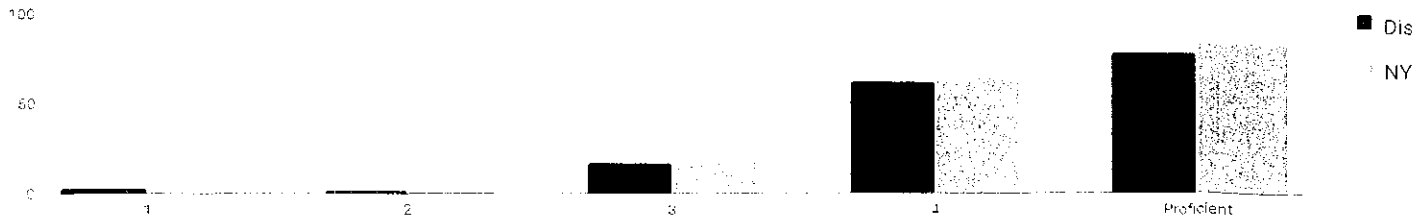
## ANNUAL REGENTS U.S. HISTORY &amp; GOVERNMENT (2017-18)



Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%
All Students	264	12	5%	27	10%	101	38%	124	47%	225	85%
General Education	211	1	0%	17	8%	78	37%	115	55%	193	91%
Students with Disabilities	53	11	21%	10	19%	23	43%	9	17%	32	60%
American Indian or Alaska Native	8	—	—	—	—	—	—	—	—	—	—
Black or African American	9	1	11%	2	22%	2	22%	4	44%	6	67%
Hispanic or Latino	9	0	0%	3	33%	4	44%	2	22%	6	67%
White	235	11	5%	19	8%	93	40%	112	48%	205	87%
Multiracial	3	—	—	—	—	—	—	—	—	—	—
Small Group Total	11	0	0%	3	27%	2	18%	6	55%	8	73%
Female	118	6	5%	17	14%	47	40%	48	41%	95	81%
Male	146	6	4%	10	7%	54	37%	76	52%	130	89%
English Language Learners	6	0	0%	2	33%	4	67%	0	0%	4	67%
Non-English Language Learners	258	12	5%	25	10%	97	38%	124	48%	221	86%
Economically Disadvantaged	101	10	10%	15	15%	38	38%	38	38%	76	75%
Not Economically Disadvantaged	163	2	1%	12	7%	63	39%	86	53%	149	91%
Not Migrant	264	12	5%	27	10%	101	38%	124	47%	225	85%
Not Homeless	264	12	5%	27	10%	101	38%	124	47%	225	85%
In Foster Care	1	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	263	—	—	—	—	—	—	—	—	—	—
Parent Not in Armed Forces	264	12	5%	27	10%	101	38%	124	47%	225	85%

### 2014 TOTAL COHORT RESULTS IN REGENTS ENGLISH LANGUAGE ARTS

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

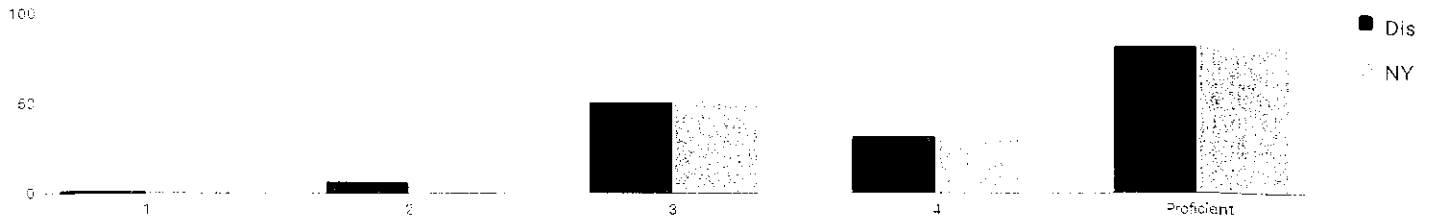


Subgroup	Cohort	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4 & Above		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	300	50	17%	250	83%	10	3%	5	2%	50	17%	185	62%	235	78%
General Education	242	21	9%	221	91%	1	0%	1	0%	41	17%	178	74%	219	90%
Students with Disabilities	58	29	50%	29	50%	9	16%	4	7%	9	16%	7	12%	16	28%
American Indian or Alaska Native	8	2	25%	6	75%	0	0%	0	0%	2	25%	4	50%	6	75%
Asian or Native Hawaiian/Other Pacific Islander	6	1	17%	5	83%	0	0%	0	0%	1	17%	4	67%	5	83%
Black or African American	5	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	6	1	17%	5	83%	1	17%	0	0%	2	33%	2	33%	4	67%
White	272	44	16%	228	84%	9	3%	5	2%	43	16%	171	63%	214	79%
Multiracial	3	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Small Group Total	8	2	25%	6	75%	0	0%	0	0%	2	25%	4	50%	6	75%
Female	143	14	10%	129	90%	5	3%	2	1%	22	15%	100	70%	122	85%
Male	157	36	23%	121	77%	5	3%	3	2%	28	18%	85	54%	113	72%
English Language Learners	5	1	20%	4	80%	0	0%	0	0%	3	60%	1	20%	4	80%
Non-English Language Learners	295	49	17%	246	83%	10	3%	5	2%	47	16%	184	62%	231	78%
Economically Disadvantaged	112	20	18%	92	82%	5	4%	2	2%	21	19%	64	57%	85	76%
Not Economically Disadvantaged	188	30	16%	158	84%	5	3%	3	2%	29	15%	121	64%	150	80%
Not Migrant	300	50	17%	250	83%	10	3%	5	2%	50	17%	185	62%	235	78%
Homeless	1	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Not Homeless	299	—	—	—	—	—	—	—	—	—	—	—	—	—	—
In Foster Care	1	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	299	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Parent Not in Armed Forces	300	50	17%	250	83%	10	3%	5	2%	50	17%	185	62%	235	78%



## 2014 TOTAL COHORT RESULTS IN REGENTS MATHEMATICS

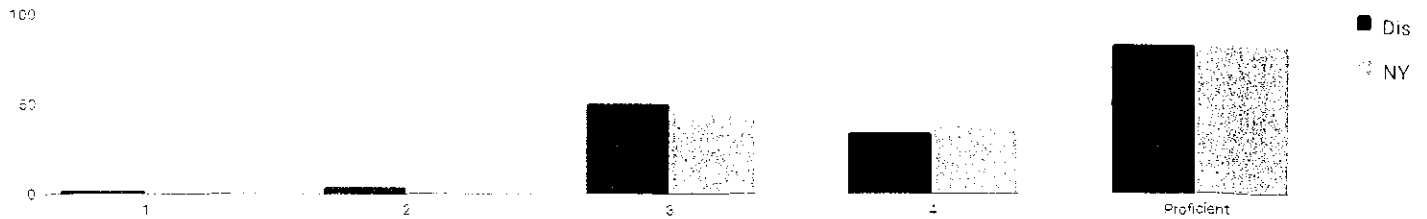
A High School Cohort consists of all students who first enter grade 9 anywhere or, in the case of ungraded students with disabilities, reach their seventeenth birthday in a particular school year (July 1 - June 30). The "year" used to identify the cohort is the year in which the July 1 - December 31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



Subgroup	Cohort	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4 & Above		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	300	27	9%	273	91%	6	2%	20	7%	152	51%	95	32%	247	82%
General Education	242	7	3%	235	97%	3	1%	5	2%	134	55%	93	38%	227	94%
Students with Disabilities	58	20	34%	38	66%	3	5%	15	26%	18	31%	2	3%	20	34%
American Indian or Alaska Native	8	1	13%	7	88%	0	0%	0	0%	3	38%	4	50%	7	88%
Asian or Native Hawaiian/Other Pacific Islander	6	1	17%	5	83%	0	0%	0	0%	2	33%	3	50%	5	83%
Black or African American	5	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	6	1	17%	5	83%	0	0%	1	17%	3	50%	1	17%	4	67%
White	272	22	8%	250	92%	6	2%	19	7%	138	51%	87	32%	225	83%
Multiracial	3	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Small Group Total	8	2	25%	6	75%	0	0%	0	0%	6	75%	0	0%	6	75%
Female	143	8	6%	135	94%	3	2%	9	6%	75	52%	48	34%	123	86%
Male	157	19	12%	138	88%	3	2%	11	7%	77	49%	47	30%	124	79%
English Language Learners	5	1	20%	4	80%	0	0%	0	0%	2	40%	2	40%	4	80%
Non-English Language Learners	295	26	9%	269	91%	6	2%	20	7%	150	51%	93	32%	243	82%
Economically Disadvantaged	112	11	10%	101	90%	3	3%	9	8%	53	47%	36	32%	89	79%
Not Economically Disadvantaged	188	16	9%	172	91%	3	2%	11	6%	99	53%	59	31%	158	84%
Not Migrant	300	27	9%	273	91%	6	2%	20	7%	152	51%	95	32%	247	82%
Homeless	1	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Not Homeless	299	—	—	—	—	—	—	—	—	—	—	—	—	—	—
In Foster Care	1	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	299	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Parent Not in Armed Forces	300	27	9%	273	91%	6	2%	20	7%	152	51%	95	32%	247	82%

## 2014 TOTAL COHORT RESULTS IN REGENTS SCIENCE

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

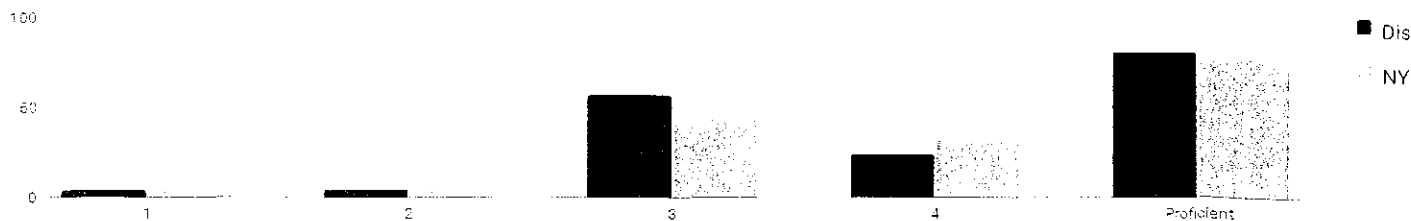


Percentage Scoring at Levels

Subgroup	Cohort	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	300	33	11%	267	89%	6	2%	11	4%	149	50%	101	34%	250	83%
General Education	242	10	4%	232	96%	1	0%	3	1%	129	53%	99	41%	228	94%
Students with Disabilities	58	23	40%	35	60%	5	9%	8	14%	20	34%	2	3%	22	38%
American Indian or Alaska Native	8	1	13%	7	88%	0	0%	0	0%	3	38%	4	50%	7	88%
Asian or Native Hawaiian/Other Pacific Islander	6	1	17%	5	83%	0	0%	0	0%	3	50%	2	33%	5	83%
Black or African American	5	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Hispanic or Latino	6	1	17%	5	83%	0	0%	1	17%	4	67%	0	0%	4	67%
White	272	28	10%	244	90%	6	2%	10	4%	133	49%	95	35%	228	84%
Multiracial	3	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Small Group Total	8	2	25%	6	75%	0	0%	0	0%	6	75%	0	0%	6	75%
Female	143	11	8%	132	92%	1	1%	2	1%	80	56%	49	34%	129	90%
Male	157	22	14%	135	86%	5	3%	9	6%	69	44%	52	33%	121	77%
English Language Learners	5	2	40%	3	60%	0	0%	0	0%	3	60%	0	0%	3	60%
Non-English Language Learners	295	31	11%	264	89%	6	2%	11	4%	146	49%	101	34%	247	84%
Economically Disadvantaged	112	13	12%	99	88%	2	2%	5	4%	53	47%	39	35%	92	82%
Not Economically Disadvantaged	188	20	11%	168	89%	4	2%	6	3%	96	51%	62	33%	158	84%
Not Migrant	300	33	11%	267	89%	6	2%	11	4%	149	50%	101	34%	250	83%
Homeless	1	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Not Homeless	299	-	-	-	-	-	-	-	-	-	-	-	-	-	-
In Foster Care	1	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Not in Foster Care	299	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Parent Not in Armed Forces	300	33	11%	267	89%	6	2%	11	4%	149	50%	101	34%	250	83%

## 2014 TOTAL COHORT RESULTS IN REGENTS GLOBAL HISTORY AND GEOGRAPHY

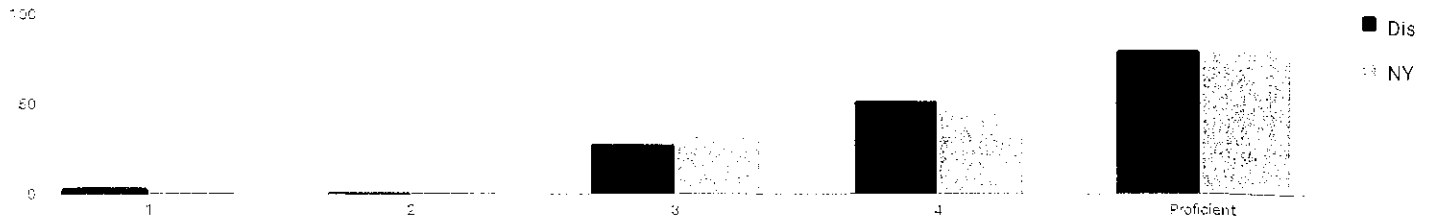
A High School Cohort consists of all students who first enter grade 9 anywhere or, in the case of ungraded students with disabilities, reach their seventeenth birthday in a particular school year (July 1 - June 30). The "year" used to identify the cohort is the year in which the July 1 - December 31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



Subgroup	Cohort	Percentage Scoring at Levels															
		Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)			
		#	%	#	%	#	%	#	%	#	%	#	%	#	%		
All Students	300	33	11%	267	89%	11	4%	14	5%	170	57%	72	24%	242	81%		
General Education	242	11	5%	231	95%	2	1%	4	2%	156	64%	69	29%	225	93%		
Students with Disabilities	58	22	38%	36	62%	9	16%	10	17%	14	24%	3	5%	17	29%		
American Indian or Alaska Native	8	1	13%	7	88%	0	0%	0	0%	5	63%	2	25%	7	88%		
Asian or Native Hawaiian/Other Pacific Islander	6	1	17%	5	83%	0	0%	0	0%	3	50%	2	33%	5	83%		
Black or African American	5	—	—	—	—	—	—	—	—	—	—	—	—	—	—		
Hispanic or Latino	6	1	17%	5	83%	1	17%	0	0%	4	67%	0	0%	4	67%		
White	272	28	10%	244	90%	10	4%	14	5%	153	56%	67	25%	220	81%		
Multiracial	3	—	—	—	—	—	—	—	—	—	—	—	—	—	—		
Small Group Total	8	2	25%	6	75%	0	0%	0	0%	5	63%	1	13%	6	75%		
Female	143	12	8%	131	92%	3	2%	7	5%	85	59%	36	25%	121	85%		
Male	157	21	13%	136	87%	8	5%	7	4%	85	54%	36	23%	121	77%		
English Language Learners	5	2	40%	3	60%	0	0%	0	0%	3	60%	0	0%	3	60%		
Non-English Language Learners	295	31	11%	264	89%	11	4%	14	5%	167	57%	72	24%	239	81%		
Economically Disadvantaged	112	12	11%	100	89%	7	6%	6	5%	64	57%	23	21%	87	78%		
Not Economically Disadvantaged	188	21	11%	167	89%	4	2%	8	4%	106	56%	49	26%	155	82%		
Not Migrant	300	33	11%	267	89%	11	4%	14	5%	170	57%	72	24%	242	81%		
Homeless	1	—	—	—	—	—	—	—	—	—	—	—	—	—	—		
Not Homeless	299	—	—	—	—	—	—	—	—	—	—	—	—	—	—		
In Foster Care	1	—	—	—	—	—	—	—	—	—	—	—	—	—	—		
Not in Foster Care	299	—	—	—	—	—	—	—	—	—	—	—	—	—	—		
Parent Not in Armed Forces	300	33	11%	267	89%	11	4%	14	5%	170	57%	72	24%	242	81%		

### 2014 TOTAL COHORT RESULTS IN REGENTS U.S. HISTORY AND GOVERNMENT

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



Subgroup	Cohort	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	300	45	15%	255	85%	11	4%	4	1%	84	28%	156	52%	240	80%
General Education	242	18	7%	224	93%	2	1%	2	1%	69	29%	151	62%	220	91%
Students with Disabilities	58	27	47%	31	53%	9	16%	2	3%	15	26%	5	9%	20	34%
American Indian or Alaska Native	8	1	13%	7	88%	1	13%	0	0%	1	13%	5	63%	6	75%
Asian or Native Hawaiian/Other Pacific Islander	6	1	17%	5	83%	0	0%	0	0%	2	33%	3	50%	5	83%
Black or African American	5	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	6	2	33%	4	67%	0	0%	0	0%	3	50%	1	17%	4	67%
White	272	39	14%	233	86%	10	4%	4	1%	74	27%	145	53%	219	81%
Multiracial	3	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Small Group Total	8	2	25%	6	75%	0	0%	0	0%	4	50%	2	25%	6	75%
Female	143	14	10%	129	90%	5	3%	3	2%	39	27%	82	57%	121	85%
Male	157	31	20%	126	80%	6	4%	1	1%	45	29%	74	47%	119	76%
English Language Learners	5	1	20%	4	80%	0	0%	0	0%	3	60%	1	20%	4	80%
Non-English Language Learners	295	44	15%	251	85%	11	4%	4	1%	81	27%	155	53%	236	80%
Economically Disadvantaged	112	17	15%	95	85%	7	6%	3	3%	36	32%	49	44%	85	76%
Not Economically Disadvantaged	188	28	15%	160	85%	4	2%	1	1%	48	26%	107	57%	155	82%
Not Migrant	300	45	15%	255	85%	11	4%	4	1%	84	28%	156	52%	240	80%
Homeless	1	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Not Homeless	299	—	—	—	—	—	—	—	—	—	—	—	—	—	—
In Foster Care	1	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	299	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Parent Not in Armed Forces	300	45	15%	255	85%	11	4%	4	1%	84	28%	156	52%	240	80%

**NEW YORK STATE ENGLISH AS A SECOND LANGUAGE ACHIEVEMENT TEST (2017-18)**

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

Grade	Not Tested	Tested	Entering	Emerging	Transitioning	Expanding	Commanding
Kindergarten	0	6	17%	0%	0%	33%	50%
Grade 1	2	12	0%	17%	33%	33%	17%
Grade 2	—	4	—	—	—	—	—
Grade 3	2	5	20%	20%	40%	20%	0%
Grade 4	—	1	—	—	—	—	—
Grade 5	—	4	—	—	—	—	—
Grade 6	—	3	—	—	—	—	—
Grade 7	—	2	—	—	—	—	—
Grade 8	—	4	—	—	—	—	—
Grade 10	—	3	—	—	—	—	—
Grade 11	—	4	—	—	—	—	—
Grade 12	—	4	—	—	—	—	—

**NEW YORK STATE ALTERNATE ASSESSMENT (2017-18)**

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

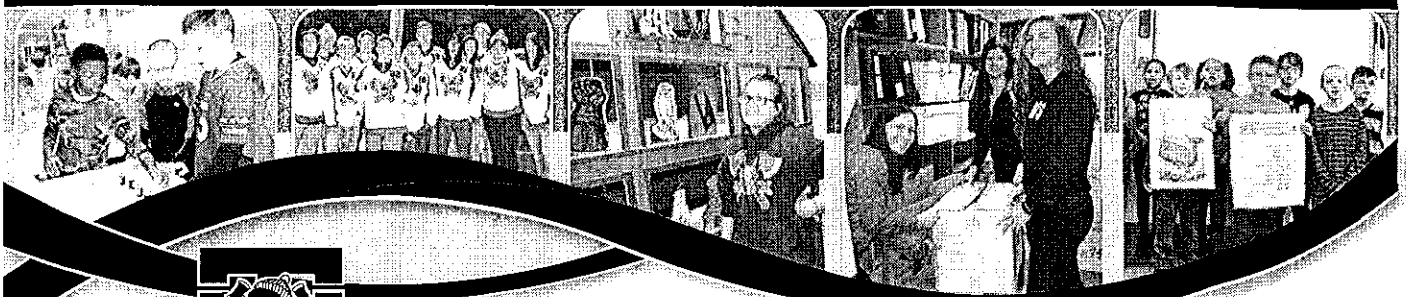
Grade/Subject	Not Tested	Tested	Level 1	Level 2	Level 3	Level 4
Grade 3 ELA	—	4	—	—	—	—
Grade 3 Math	—	4	—	—	—	—
Grade 4 ELA	0	5	0	0	3	2
Grade 4 Math	0	5	0	0	3	2
Grade 4 Science	—	4	—	—	—	—
Grade 5 ELA	—	4	—	—	—	—
Grade 5 Math	—	4	—	—	—	—
Grade 6 ELA	2	7	0	1	5	1
Grade 6 Math	2	7	1	0	5	1
Grade 7 ELA	3	7	0	1	2	4
Grade 7 Math	3	7	0	2	2	3
Grade 8 ELA	1	5	1	0	3	1
Grade 8 Math	0	6	1	0	4	1
Grade 8 Science	0	6	0	1	4	1
Secondary-Level ELA	31	10	0	0	5	5
Secondary-Level Math	31	10	0	0	6	4
Secondary-Level Science	31	10	0	0	5	5

© COPYRIGHT NEW YORK STATE EDUCATION DEPARTMENT, ALL RIGHTS RESERVED.

THIS DOCUMENT WAS CREATED ON: MAY 6, 2019, 2:28 PM EST



# North Tonawanda



## 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

## 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.

## Superintendent's Message

Happy springtime! It was a long and cold winter, but there are signs of warmer and sunnier weather in our future. The Board of Education has been busy working on budget related items for the upcoming May vote. Over the past decade, North Tonawanda has been able to stay at or below the tax cap that Albany has put in place. This means that not only have we had low or zero tax increases, but the residents of North Tonawanda also qualify for the tax rebate check that is part of this program. This year we are well below the tax cap formula and came in at .96%, just under 1%. We will be adding an elementary teacher to help with K-3 class sizes. We will also be adding a writing program at the Middle School, as well as a district-wide family support center.

The family support center will be at alternative hours and locations to access families at a more convenient time and place. Resources for Niagara County are on the rise and this center will work to connect families and students with the help they are seeking.

This current school year has seen several changes from grade configurations, redistricting, and new community and sports facilities. We are completing our first year with a School Resource Officer and the Board of Education is focused on expanding and improving security for all at North Tonawanda schools. Our first Thought Exchange question focused on security and the data obtained has helped the Board focus on what the students and families are looking for. We are excited for a new year that will start in 2019 and take us into 2020. We truly are "Building the Future Today" in North Tonawanda!

Sincerely,

Gregory J. Woytila  
Superintendent of Schools



## School Board President's Message

Many new and exciting programs are being implemented in our district, one of which is the Credit Recovery Program. This program helps struggling students achieve their graduation goal by giving them the guidance and individual instruction they need to earn the credits they need.

Some other exciting things to watch for is our Facebook live series where school Board Members and the Superintendent will discuss issues and take questions in real time. It's perfect for those who are unable to make our monthly meetings!

Our Fine Arts Center has opened with great success! Not only does it give our students a state of the art venue to show case their amazing talents, it also offers a beautiful place to host community events that benefit our city as a whole.

Our budget vote is rapidly approaching and the importance of your vote can not be stressed enough. Please consider that being informed of what the budget addresses is an integral part of the direction our district will take. In the same respect, being informed of those who are running for the two open seats on our board will directly affect policies and programs that will speak to our future growth. Your vote is imperative for this process to work effectively! Our children are our greatest resources, so please vote!

Sincerely,

Cheryl McMahon  
Board President

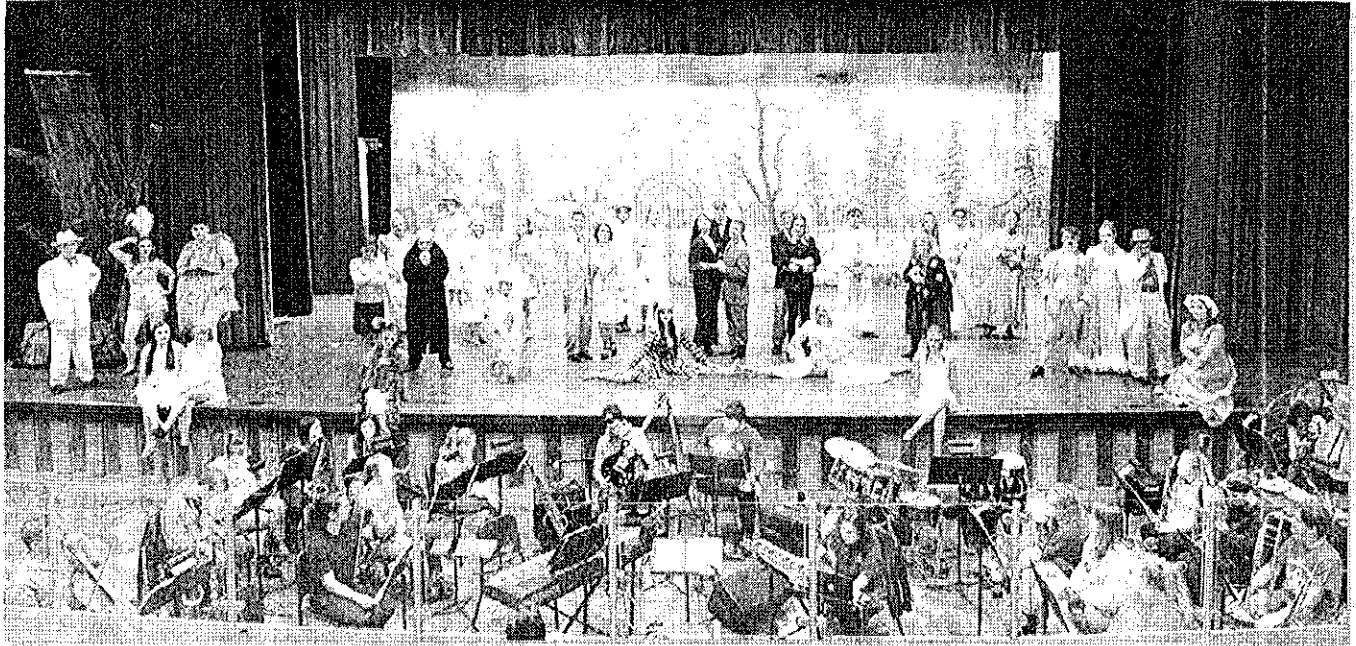


**Budget Vote and Board Election • Tuesday, May 21, Noon - 9 p.m.**  
**Alumni Student Activity Center, 405 Meadow Drive**

# The Addams Family Shows Off Talented Cast and New Fine Arts Center

The talented cast and crew at the North Tonawanda High School gave an outstanding performance for this year's musical "The Addams Family". The show might have been creepy and kooky, mysterious and spooky, but the new Fine Arts Center is inviting, exciting and utterly amazing!

Thanks to the district's capital project, the Fine Arts Center had a total renovation. The center now has enhanced acoustics, new flooring, a dedicated spot for the pit orchestra, comfortable seating and better equipment in general.



## Student Spotlight Exhibit and Family Night is Huge Success

There was a huge turnout on February 28th for the NT Schools Student Spotlight opening reception.

The event was held at the Carnegie Art Center and showcased the works of many students who have been working with our art teachers Chris Cook, Christina Davis, Jackie Fernandez, Alexandra Gerbec, Melinda Wright and Sue Zobrist.

The teachers were very pleased with the response they received on the exhibit. "I was amazed at the great turnout we had for all ages! It was wonderful to see all of the families, teachers, friends, and administration come out to support our NT artists. So many of my students (and their parents) are beyond excited to see their artwork in a real art gallery on display for everyone to see, and they made sure to tell everyone where exactly their artwork was! I'm extremely proud to be a part of a fantastic time in the district to include Kindergarten and first grade again in a beautiful venue for recognizing the hard work and dedication put in by students and faculty alike," says Ms. Gerbec. Mr. Cook added, "It's amazing seeing all the smiles on the students and their families' faces as they view their artwork. I also love seeing so much great artwork collectively in an amazing building." Ms. Davis says she is pleased with the success of the evening. "It's always a thrill to see families from our district gather in celebration of their children's artistic talent. What really pushes the experience over the top is that it all takes place in North Tonawanda's beautiful and historic Carnegie Arts Center. We are grateful to the city and all the volunteers at the Carnegie for allowing the Student Spotlight to continue to thrive over the years." Ms. Zobrist said, "I am always so proud and amazed when I see all of the creative talents of our North Tonawanda students come together in the annual Student Spotlight Art Show at the historic Carnegie Art Center."

The teachers want to extend their thanks to the Remember Ryan Foundation for their grant that helped to make the evening a success!



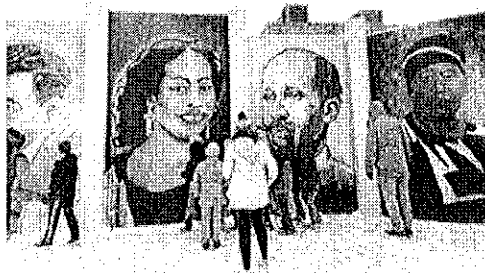
Chris Cook, Christina Davis, Sue Zobrist, Melinda Wright, Jackie Fernandez, Alexandra Gerbec and Director of Fine Arts Dean Vallas.



# BLACK HISTORY MONTH

## Celebrating Black History Month with Art

The NT fourth graders celebrated Black History Month in a very cool and artistic way. They spent some time at the Albright-Knox Museum in downtown Buffalo.



The museum had a great display outdoors with "The Freedom Wall". The piece is by John Baker, Julia Bottoms, Chuck Tingley and Edreys Wajed and is on the corner of Michigan Avenue and East Ferry Street. It was commissioned by the Albright-Knox Gallery Public Art Initiative in partnership with the Niagara Frontier Transportation Authority in 2017. The wall has 28 portraits of notable civil rights leaders.

East Ferry Street is the northern entrance into the Michigan Street African American Heritage Corridor: a nexus of the city's deeply rooted African American history. "The project is intended to encourage conversations about the long journey toward equality and freedom, the work still yet to do, and the actions all of us can take to bring about a most just and equitable world," according to the Albright-Knox.

"We were very fortunate to have received a grant from Blue Cross and Blue Shield of Western New York," says Art teacher Melinda Wright. "It is called Art's Cool and allowed us a free guided tour that was designed to support the development of the critical and creative thinkers of tomorrow. It included a transportation subsidy, an Albright-Knox trained docent and was aligned with the New York State Learning Standards and Common Core Standards. We are very grateful."

## Guest Speaker Shares Black History with High School Students

On Wednesday, March 27th, Mr. Roger Blackwell was at the High School to speak about Harlem Renaissance in Mr. Richard Andres' US History class.

Mr. Blackwell was born in Harlem New York and grew up in Boston, Massachusetts. He lived near Malcom X, attended Boston University with Martin Luther King Jr. and he played semi pro basketball. He became involved in politics, and was a Buffalo Legislator, a member of the NAACP, County and State politician, and was involved with the Erie County elections. He currently resides in North Tonawanda.



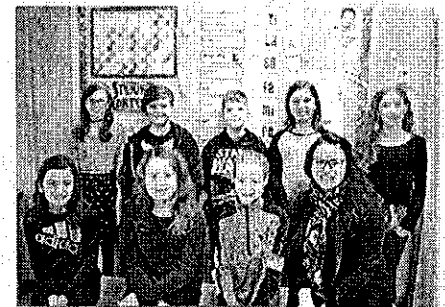
NTHS students in picture with Mr. Blackwell are: Brianna Peiffer and Garrett McDonald.

## All-County Band

All County is a wonderful musical experience for students. They have had the experience of practicing, auditioning and demonstrating musical skills for teacher and judges. Along this way they have used their talents and collectively put forth a final piece of music.



These students from North Tonawanda Intermediate School participated in the 5th and 6th grade Band Festival on February 9th. Back Row (LtoR): Cameron Trenchard, Abigail DeMari, Matthew Grinnell, Brooke Price and Mrs. April Carere (Music Teacher). Front Row (LtoR): Meredith Roberts, Joel Fesmire and Sophia Scott. Absent from picture: Simon McCarthy.



The 5th Grade Chorus from the North Tonawanda Intermediate School. Back Row (LtoR): Autumn Deschamps, Jason Ruisi, Johnathan Kozjol, Hannah Bozek and Macy Gabel. Front Row (LtoR): Alexis Gampp, Madison Swartz, Meredith Roberts and Director/Teacher-Marissa Greenwald. Absent: Evee Cicali.



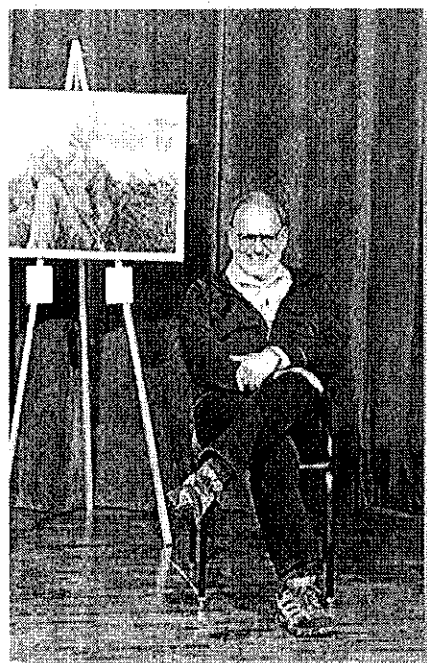
North Tonawanda Intermediate 6th Grade Chorus. Back Row (LtoR): Teacher/Director-Mrs. Ginny Hendra, Alena Zemrae, Chloe Ketterer-Beras, Eleanor Stevens, Sophia Haley and Caelyn Kelly. Front Row (LtoR): Savannah Shaffer, Tavery Cater, Emelia Graff, Joel Fesmire and Abigail Marella.

## NT High School Students Experience Vietnam Through Art

Juniors and seniors at the North Tonawanda High School recently had the honor of meeting and hearing the story of Frank Romeo.

Mr. Romeo is one of the longest living veterans diagnosed with 100% Post-Traumatic Stress Disorder (PTSD) and other related disabilities. From 1969 to 1970 he was a Combat Artist for the First Infantry Division in Vietnam. His visit on March 5th touched many students as he talked about his life's work to educate returning veterans, as well as young people in general, about PTSD and its debilitating impact on individuals as well as society as a whole.

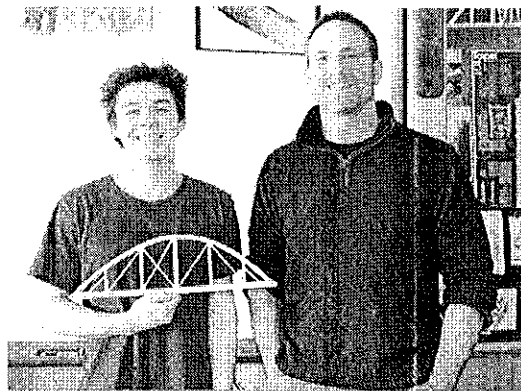
His program "The Art of War" has traveled around the country in a spirit of truth, healing, and understanding post trauma. The job of a Combat Artist was not to paint the war, but to interpret its content and meaning. The collection is an account of a critically important and still misunderstood period in our history. In the last thirty years he has traveled many miles and reached tens of thousands of people touched by this phenomenon.



## Architecture Student Takes Top Spot at Bridge Construction Competition

North Tonawanda's Wyatt Kuebler, who is a senior in Mr. Chris Cook's Architecture and Engineering Academy, received first place at the Association for Bridge Construction and Design (ABCD) 27th Annual Kenneth T. Rybarczyk Memorial Bridge Contest. The mission of the ABCD is to further educate bridge designers, constructors, federal, state, local officials and the general public in the vital role of bridges in our society.

Five school districts competed this year with almost 100 balsa wood model bridges presented, judged and tested until failure. Bridges were checked to ensure all requirements were met on the bridges' weight, length and height. The judging consisted of review and assignment of scoring for: Complexity, Engineering, Workmanship and Efficiency. The best possible score was 40 points. The competition is open to all Western New York middle school and high school students.



Mr. Cook and Wyatt Kuebler.

This is not the first time Wyatt has competed at the contest. "Last year I took third place. It was good to come back and beat my old bridge." This is the fifth year in a row that Mr. Cook has had a first place winner at the competition. "We have become the New England Patriots. We feel like the Tom Brady of bridge building," he laughs.

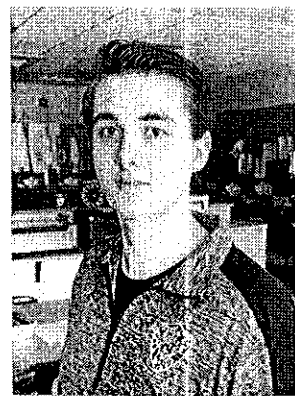
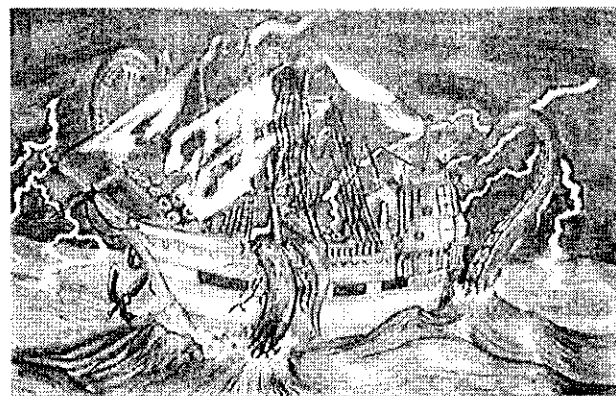
Mr. Cook says he has enjoyed watching Wyatt's growth over the years. "I have had Wyatt four years in my class watching him building and building on his skills. No pun intended! He has great building and architectural skills and he received a lot of points for aesthetics, craftsmanship and complexity and that really helped him. He and the second place bridge were only two points apart." Wyatt says he enjoyed the competition and really enjoys Mr. Cook's class. "We are allowed to be artistic and express it any way we want. It has been great."

Wyatt's future plans include going to college to study architecture. "I always knew I wanted to be an architect. Both my parents are architects and I grew up around it."

## Sam Fesmire Receives Art Scholarship

We are proud to announce that NTHS senior, Samuel Fesmire, has been recognized for his outstanding work of art on display in Daemen College's 50th annual All High Exhibition.

This juried competition was open to all high school juniors and seniors, enrolled in secondary art programs, throughout the region. Sam was presented with the Best Illustration Scholarship of \$2,000 renewed annually! Congratulations are in order for this great accomplishment.





# Weather Machine Comes to North Tonawanda

Thanks to the fantastic North Tonawanda community for voting for the Weather Machine for North Tonawanda Intermediate School! Andy Parker came to deliver the news of the win in October and the students have been patiently waiting ever since.

"We waited until the newly renovated Fine Arts Center was complete before having the Weather Machine visit," says Principal Katie Smith. "We had the opportunity to travel to the Fine Arts Center to experience the beautiful venue. Our entire student body enjoyed an informative and entertaining visit from Andy Parker and the Weather Machine. Mr. Parker engaged the entire audience and some of our students were able to interact with the machine, as well as other weather related items on stage. Thank you to the NT community for avidly participating in the contest and bringing it to NTI!"

## Science Olympiad Students Excel at Competition

North Tonawanda High School students put their science and engineering skills to the test at this year's Science Olympiad competition, held at Buffalo State.

Giovanna Fortunato and Lauren Fisher took 1st place in the Boomilever Competition. They built a boomilever (wood and glue structure) designed to hold weight with maximum efficiency. The incredibly lightweight design and strength of their structure was impossible for any other model to beat.

Many other high school students had excellent results in their events. Mitch Sulkowski placed 5th in the Circuit Lab Competition, which tested his knowledge of electricity and magnetism. Jenna Flach and Bryan Toth took 8th place in the Write It, Do It Competition. This demonstrated their ability to engineer a structure based on their teammate's description. The duo also placed 5th in the Boomilever Competition. Several of the Olympians are also taking courses in the Academy of Engineering and Architecture at the High School.



## NTI Commissions Musical Piece to Remember Ryan

Through the generosity of the Remember Ryan Foundation, North Tonawanda Intermediate School (NTI) Grade 6 Band, has commissioned a new piece of music for band.

The work "Remember Ryan" was composed by Mr. Jeff Trenchard, a local mega talented composer, musician and educator. He is also the father of two of the district's students; 6th grader Cameron and 10th grader Josh.

Music teacher April Carere says, "I am over the top excited, as are the students, to be involved in this creative endeavor; a commission project- as part of my collaboration with the Remember Ryan Foundation. The students are thrilled to have this piece be part of their legacy here at NTI and are looking forward to performing it."

Be sure to mark your calendars for June 11th to see the world premiere of "Remember Ryan". It will be performed in North Tonawanda's new Fine Arts Center at the High School as part of the Spring Concert.



(LtoR) Giovanni Ayala, Nabua Iskandar Husin, Derek Moltrup, Julianna Insana and Andy Parker.

## College Fair

NT High School juniors had an informative field trip to the Buffalo National College Fair on Thursday, March 21st.

Representatives from more than 200 two-year and four-year colleges, nursing schools, business schools and trade schools participated.

Officers and enlisted personnel from various branches of the military services were also on hand to discuss the military's enlistment and education programs such as R.O.T.C., the military academies and the GI Bill. Students were able to ask questions, set up college interviews, pick up literature and learn about the various financial aid programs available.



Brooke Price and Fawn Ott.

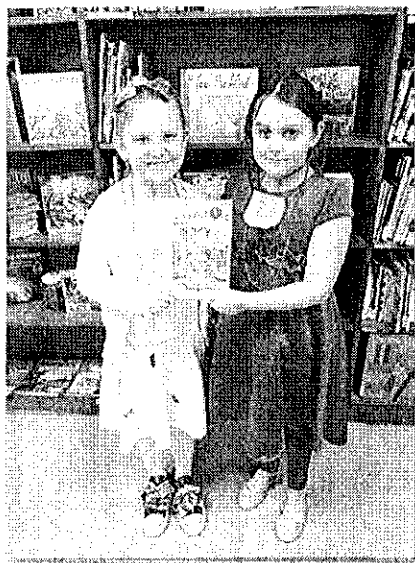


Ryan Plumer, Kirsten Ferree, Natalie Woodward, Laykin Brennan, Megan Uplinger and Emma Corbett.



## Drake Students Get Into Character

Drake School recently had a book character day, where students and staff were encouraged to dress as their favorite characters from beloved books. Fancy Nancy was a big hit!



## Kindness Calendar

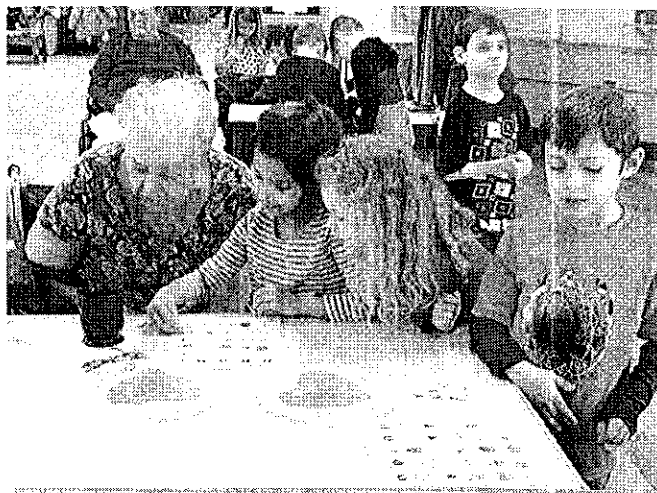
In Drake School's ongoing kindness initiative for the 2018-19 school year, students were given a challenge. Each student received a calendar with a different random act of kindness per day. The students were encouraged to do as many of the activities as they could with their families. If a student was able to complete a daily kindness, the day could be colored in on the calendar. At the end of the month, students that participated returned their kindness calendars to school so they could be displayed. Drake is working hard to spread kindness in the community!



Ryan Boyle, Sophia Echevarria, Alexis Doak-Wilkins

## Drake Spreads Kindness to DeGraff Skilled Nursing Facility

In following the theme of kindness at Drake Elementary this year, each class is hoping to fulfill a community kindness project. Mrs. Mahoney, Mrs. Stone and Mrs. Clancy took their classes to DeGraff Skilled Nursing Facility to spread some kindness and have some Valentine's Day fun. In addition to singing and handing out valentines, the students also played bingo with the residents. A good time was had by all!

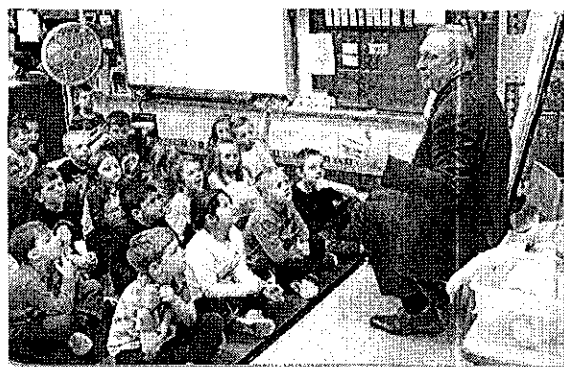


Takari Baker and Ryan Webb play bingo with a resident.

## Celebrity Readers

The students at Drake Elementary had some celebrity readers to help them celebrate Reading is Fun Week in the month of March.

It was a real treat to hear stories from Mayor Pappas and Superintendent Greg Woytila!



## Character On Parade at Ohio Street

Every month at Ohio Street Elementary, teachers are given an opportunity to nominate one of their students who best exemplifies the character trait we are focusing on that month.

Every two months they shift their focus from one character trait to another one and, as a result, each class has two students who can be nominated for each character trait. The character traits they are focusing on this school year include: kindness, respect, perseverance, and honesty.

The morning of the parade, nominated students are surprised when their name is announced and participate in a short parade throughout the halls of the school. All other students and their nominated students' parents, line the halls and sing the school character song.



After the short parade, the nominated students and their parents sit for a short recognition ceremony in the cafeteria. Students are announced, given a certificate, invited to sit on stage as a group, and photos are taken. "This has proven to be a wonderful and efficient way to engage parents, recognize positive choices, and emphasize the value of positive character development at Ohio Elementary," says School Counselor Nathan Schelble.

# BMX Champion Visits Ohio Street Elementary

The students at Ohio Street Elementary were in for a real treat – they had a visit from BMX National Champion, Guinness World Record Holder and America's Got Talent star, Matt Wilhelm.

Mr. Wilhelm gave a great talk about bullying prevention and showed the students some tricks on his bike. School Counselor, Nathan Schelble, says his presentation was powerful. "Matt mirrored all of the character traits we have focused on and taught so far this year. He talked about kindness, respect, never giving up, encouraging others and doing one's best."

"When I was a kid I was picked on and I was fortunate enough that someone spoke up for me and included me in their circle and it turned my whole life around," says Matt. "I want the kids to know they can be everyday heroes by doing something simple and standing up for others." He says another lesson he likes to share is the first year he competed at the X Games. I came in last place. It really taught me perseverance and that if you stick with something and keep trying you will be successful.



Jace Mecozzi, Brooke Daves, Matt Wilhelm and George Colletta.

# Thanks to Remember Ryan Grant, Spruce Has New Sensory Room

Spruce Elementary's Social Worker, Amy Gorman, and School Counselor, Alyssa Gierke and Christopher Zon, worked to create a Calming Room designed to help students regulate their emotions. "Our goal was to create a sensory room to help students stay in control of their emotions in a safe and controlled environment so they are able to transition back to class". The sensory room is a therapeutic and recreational room designed to provide stimulation through auditory and visual relaxation.

The theme of the room is Space and they've nick-named the room the "Calming Space". The sensory room includes a variety of activities to help regulate emotions such as soothing music, colored lighting, sensory objects and a hammock swing. The calming atmosphere was provided by putting a fresh coat of paint on the walls, adding string lights, and decorating the room with planets and stars.

The sensory room was funded by the Remember Ryan Foundation in memory of Ohio Elementary's student, Ryan Bertini, who passed away at

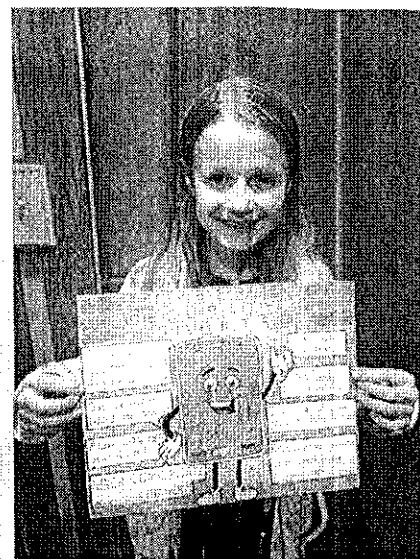
the age of eight. He is strongly remembered by the continual grants his foundation provides to many schools across Western New York. The foundation aims to provide education to students in elementary schools through visual and performing arts. Ryan will be fondly remembered as students walk into the Calming Space as his name stands on a plaque next to the entrance. Thank you to the Bertini Family for providing the Calming Space for our students at Spruce Elementary!



Students Adele Carrion (3rd Grade) and Riley Stauffer (1st Grade) check out the new Calming Room with Social Worker Amy Gorman, School Counselors Alyssa Gierke and Chris Zon.

# Meredith Roberts Takes Prize in Kids Safe Online Poster Contest

Meredith Roberts, a student at the North Tonawanda Intermediate School, recently received word that she was one of the winners of the New York State Information Security Office's "Kids Safe Online" poster contest.



With cybersecurity awareness being a hot topic with educators, the annual contest focuses on how K-12 students talk about cybersecurity issues. There were over 500 entries in the competition that challenged students to think about online safety and creatively illustrate cybersecurity issues in ways that would resonate with their peers and spread the word about dangers online. "With technology so easily accessible for today's children, we must increase our efforts to educate young people about the importance of cyber safety," said state Chief Information Officer Robert H. Samson. "The New York State Safe Online Poster Contest is one way to help raise awareness about the many risks associated with being online."

Meredith was one of 12 students who won the contest. She was in the Grades 3-5 category. Her poster "Cybersecurity Smarts" is displayed on the poster contest webpage at (<http://its.ny.gov/2018-2019-kids-safe-online-nys-poster-contest>) and will be featured in the 2020 New York State Kids Safe Online Calendar.

## PROPOSITION #1 VOTE ON BUDGET

Shall the proposed budget of Expenditures of the North Tonawanda City School District for the 2019-2020 school year in the amount of \$79,431,300 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

## PROPOSITION #2 VOTE ON BUDGET

### ESTABLISHMENT OF A CAPITAL IMPROVEMENTS RESERVE FUND

Shall the Board of Education (the "Board") of the North Tonawanda City School District, Niagara County, New York (the "District") be authorized to establish a new capital reserve fund pursuant to Section 3651 of the Education Law of the State of New York (the "Fund") to be known as the "Capital Reserve Fund-2019", for the purpose of financing, in whole or in part, the acquisition of school buses by the District, in an ultimate amount of \$1,500,000 (plus interest earned thereon), having a probable term of three (3) years and be authorized to raise \$1,500,000 to fund such capital reserve fund in the current or future years with annual appropriations to be determined by the Board of Education from surplus funds remaining in the District's unassigned fund balance?

☐ Yes ☐ No

See Page 9 for further explanation.

## Board of Education Candidates

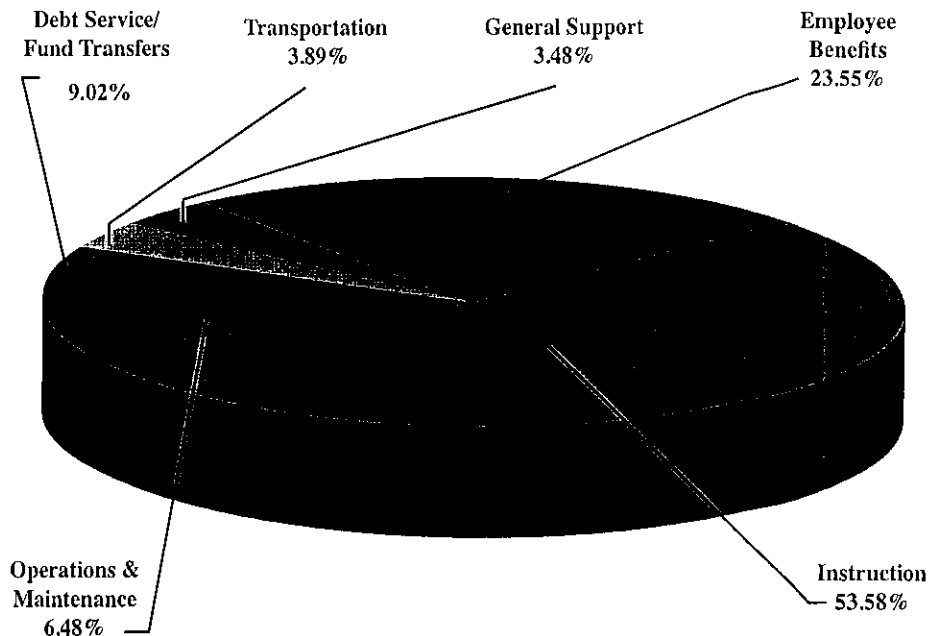
Information on Board of Education candidates can be found on the district website: [www.ntschoools.org](http://www.ntschoools.org).

The election of members of the Board of Education shall be held to fill two (2) at-large vacancies on the Board. All seats are for three (e) year terms.

Candidates listed below are in alphabetical order:

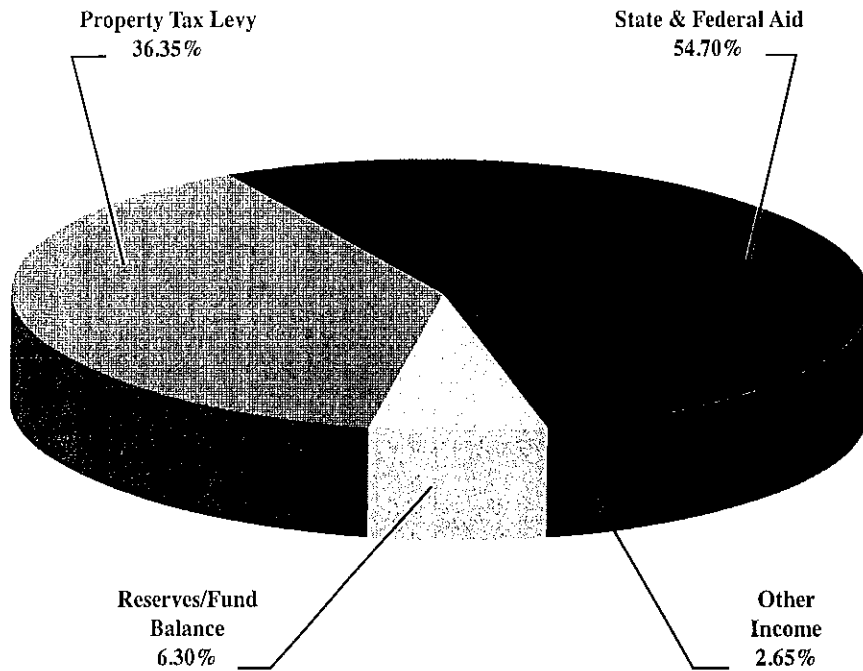
- |         |         |
|---------|---------|
| 1. Name | 4. Name |
| 2. Name | 5. Name |
| 3. Name |         |

## EXPENDITURES



	2018-2019	2019-2020	Percent Change from 2018-19
<b>Instruction</b>	\$41,271,840	\$42,560,212	3.12%
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.			
<b>Employee Benefits</b>	\$18,584,065	\$18,705,266	.65%
Includes: Employee retirement systems, health insurance, unemployment insurance, social security and worker's compensation.			
<b>General Support</b>	\$2,869,872	\$2,765,315	(3.64%)
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.			
<b>Transportation</b>	\$2,723,643	\$3,090,662	13.48%
Includes: Transportation to public and non-public schools, vocational schools, educational field and athletic trips and transportation of special education children.			
<b>Debt Service/Fund Transfers</b>	\$6,989,809	\$7,165,736	2.52%
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.			
<b>Operations &amp; Maintenance</b>	\$5,448,220	\$5,144,109	(5.58%)
Includes: Maintenance of district facilities, custodial services and utility costs.			
<b>TOTAL BUDGET</b>	\$79,431,300	\$79,431,300	0.00%

## PROJECTED REVENUE



## Transportation Capital Expenditure

In the 2019-2020 budget year, the district is proposing to purchase a 66-passenger big bus for the purpose of transporting students as part of home to school services. This vehicle will be replacing vehicles that will be retired from the current district fleet.

## Proposition #2

**Why are we creating a capital improvement reserve to acquire school buses?**

The District has developed a replacement plan to maintain and sustain a District owned fleet. Just like for a large personal purchase of a vehicle in your home budget, this reserve account is essentially the savings account to help fund future purchases of buses. The funds for this reserve will come out of District fund balance to the extent we have available funds up to the limit of \$1,500,000. In the end, the District may only have \$800,000 in extra fund balance over the next few years to move to this savings account but any funds that can be put away will help in future budgets. The funds used from the reserve to acquire buses will help the District keep future tax levies low because we will be using savings, to the extent we can move fund balance to the reserve, to purchase a portion of the buses in the replacement plan.

## \$100,000 Capital Outlay Project

**What is the capital outlay project that is included in the 2019-2020 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 2019-2020 budget year the district is proposing to use these funds for a construction/reconstruction project to address heating and ventilation systems in school buildings.

	2018-2019	2019-2020	Change from 2018-2019
State/Federal Aid	\$42,332,552	\$43,450,993	\$1,118,441

State/Federal Aid represents the largest portion of revenue for the District. In the 2019-20 school year, it is projected to be 54.70% of all revenue. Last year it was 54.35%. This year, the aid increased by \$1,118,441.

Other Income	\$1,903,842	\$2,104,682	\$200,840
--------------	-------------	-------------	-----------

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	\$5,050,000	\$5,000,000	(\$50,000)
-----------------------	-------------	-------------	------------

**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)	\$28,601,055	\$28,875,625	\$274,570
------------------------------------	--------------	--------------	-----------

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 2019-20 school year, it is anticipated that there will be a tax levy increase of \$274,570 which amounts to a 0.96% increase.

TOTAL DISTRICTED REVENUES	\$77,886,409	\$79,481,300	\$1,594,891
---------------------------	--------------	--------------	-------------

# OVERALL BUDGET PROPOSAL

## North Tonawanda City Schools Budget Notice

### OVERALL BUDGET PROPOSAL

	Budget Adopted for the 2018-19 School Year	Budget Proposed for the 2019-20 School Year	Contingency Budget for the 2019-20 School Year *
Total Budgeted Amount, Not Including Separate Propositions	\$77,887,449	\$79,431,300	\$78,952,800
Increase/Decrease for the 2019-20 School Year		\$1,543,851	\$1,065,351
Percentage Increase/Decrease in Proposed Budget		1.98%	1.37%
Change in the Consumer Price Index		2.44%	
A. Proposed Levy to Support the Total Budgeted Amount	\$28,601,055	\$28,875,625	
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)	\$28,601,055	\$28,875,625	
F. Total Permissible Exclusions	\$753,408	\$678,285	
G. School Tax Levy Limit, Excluding Levy for Permissible Exclusions	\$28,504,071	\$28,432,061	
H. Total Proposed School Year Tax Levy, Excluding Levy to Support Library Debt and/or Permissible Exclusions (E - B - F + D)	\$27,847,647	\$28,197,340	
I. Difference: G - H (Negative Value Requires 60.0% Voter Approval - See Note Below Regarding Separate Propositions) **	\$656,424	\$234,721	
Administrative Component	\$7,082,130	\$7,267,798	\$7,247,298
Program Component	\$56,862,194	\$58,356,427	\$58,188,427
Capital Component	\$13,943,125	\$13,807,075	\$13,517,075

The District would adopt a contingency budget with \$478,500 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 2019-20 School Year
Estimated Basic STAR Exemption Savings <sup>1</sup>	\$565

The annual budget vote for the fiscal year 2019-2020 by the qualified voters of the North Tonawanda City Schools, Niagara County New York, will be held at the Fine Arts Center in said district on Tuesday, May 21, 2019 between the hours of 12:00pm (Noon) and 9:00pm, prevailing time in the North Tonawanda City Schools.

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

**Budget Vote and Board Election • Tuesday, May 21, Noon - 9 p.m.**  
**Alumni Student Activity Center, 405 Meadow Drive**



# Spruce Elementary Students Show Kindness Towards Animals

Every two months Spruce Elementary School, of North Tonawanda City Schools, partakes in a character education trait that educates students on what is right socially and emotionally.

The months of February and March, the students learned about and represented Kindness. The past two months Officer Bob, from the SPCA, came to talk to the students about how to be kind to animals and some teachers created Kindness Trees in their classrooms!



(LtoR) 3rd grader Malaki Matthews, Kindergartner Liam Cave, Kindergartner Jameson Warning, 2nd Grader Isabella Wittkop, 2nd Grader Addalynn Berry and 2nd Grader Dominic DePonceau.

The School Counselor and Social Worker did lessons in each classroom on what it means to be kind, which resulted in the hundreds of hearts that hang in the lobby displaying something each student chose to do that was kind. Finally, as a schoolwide "Act of Kindness," Spruce School and its surrounding community made a donation of needed supplies to the local SPCA.

# Spruce Students Celebrate Reading on Dr. Seuss' Birthday!

First grade teachers at Spruce Elementary collaborated as a team to make learning stations using Dr. Seuss books for an afternoon of celebratory activity.

Thing One's room had Seuss stations that dazzled students to explore word families and rhyming from "Green Eggs and Ham". The Cat in the Hat, dressed in his finest bow tie, circulated to the "Mulberry Street" station to write sentences about imaginative street creations and draw works of art. He then tiptoed to the STEAM science station to read facts and stack objects from the story "Cat in the Hat". The "Ten Apples Up on Top" station engaged students to calculate math facts being very careful not to let any of those apples drop. Using the "Foot Book" as a model, Thing 2 helped students actively measure students' feet with non-standard units of measurement.

After each class rotated to each station, the event finished off the celebration by graphing colored goldfish crackers with the book, "One Fish, Two Fish, Red Fish, Blue Fish", as hungry students then munched down a crunchy snack.



# Spruce Class Accepts 100 Squat Challenge for 30 Days

Spruce teacher Judy Hagan has always lived a healthy lifestyle. Not only is she a physical fitness enthusiast, she is a competitive runner. She recently accepted a challenge to do 100 squats a day for 30 days and decided it would be a fun goal to share with her class. "Studies show that students between the ages of six and seventeen should be getting an hour of physical activity a day. In school they maybe get 30 minutes for three days out of the week. I try to promote what I do. You never have to stop doing physical fitness and that will help to keep you healthy."



Adults (LtoR) Mr. Von (social worker), Mrs. Licht (speech therapist), Mrs. Hagan, Miss Gierke (social worker), Ms. Snyder (classroom assistant) and Mrs. Gorman (school counselor). Students (LtoR) Jordan Stoffe, Justin Numanali, Sophia Kruk, Alayah Rodriguez, Angelo Miller and Destiny Baughman.

Every morning she and her class do their hundred squats. "We do them in intervals and anyone who walks into the class has to join us," she laughs. "The kids for the most part are enjoying this challenge. Some of them do complain, but I ask them, "Do you feel better or worse when we are done?" They always say better."

She says her hope is that once their thirty days are over they will continue to do this on their own and with their families. "I think they are very proud of the fact that they are doing them and I am happy to be promoting a healthy lifestyle that will benefit them."

Mrs. Hagan says she is going to allow each of her students to pick out one of her medals to have as their own once they complete the challenge.



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

### Board of Education

Cheryl McMahon, President  
Matthew Kennedy, Vice President  
Colleen Angelow  
Erik Herbert  
Zachary Niemiec  
Erica Robinson  
Krista Vince Garland  
Jacob Thompson, Student Member

Gregory J. Woytila  
Superintendent of Schools

[www.ntschoools.org](http://www.ntschoools.org)



[Facebook.com/NTCitySchools](https://www.facebook.com/NTCitySchools)

Follow us on Twitter:  
[@NTCitySchools](https://twitter.com/NTCitySchools)

Non-Profit Org.  
U.S. POSTAGE  
PAID  
Permit No. 66  
North Tonawanda,  
NY

ECRWSS

RESIDENTIAL CUSTOMER  
NORTH TONAWANDA, NY 14120

## Spruce Students Learn Skills To Regulate Their Emotions

Amy Gorman is a social worker at Spruce Elementary. This year she started a program at Spruce Elementary that is called "Mindfulness". "It helps the kids learn how to self-regulate and it also helps them with attention and focus. I am planning on getting into all the classes this year, kindergarten through third grade for at least eight weeks to teach them the skills they will need to be more successful in school and in life."



*Mrs. Gorman working with students using a Tibetan Singing Bowl which helps with meditation and relaxation.*

## Nora Klipfel Honored With the Girl Scout Gold Award

Nora Klipfel, a North Tonawanda student, was recently awarded the Girl Scout Gold Award.



The award is recognized as one of the world's most prestigious youth achievements. Nora, who is an Ambassador Girl Scout in Troop 30782 of North Tonawanda, earned her award for her project "Happy Caps for Children" which helps children who need surgery. "I decided to do the project because I hope to work in a field that helps children," explains Nora.

Nora not only takes the Early Childhood Education program at Orleans/Niagara BOCES' Niagara Career and Technical Education Center, but volunteered with a special education K-1 class at Meadow Elementary in the North Tonawanda School District. "I am inspired to help young children," she says. "I had surgery to have my tonsils and adenoids out as a child, so I have first-hand experience of being in a hospital as a patient. I plan to make the general public aware that children do need surgeries, they need positive enforcements to make them more comfortable in a hospital/surgical setting. My thought is that little things, like picking out a fun surgical cap can make a positive impact on a child."

Nora's Early Childhood Education teacher, Laura Koepfel, says, "Nora is a very dedicated and hardworking student. Our preschoolers love her!" Niagara Career and Technical Student Academic Support teacher, Donna Quinn, has this to add, "Nora is a delight to work with! She has great energy, plus enthusiasm and sees importance in the course she has selected. She is a hard worker and therefore she has been successful."