

# NORTH TONAWANDA CITY SCHOOL DISTRICT



*N.T. Schools - Achieving Excellence*



## THE PROPOSED 2020 - 2021 SCHOOL BUDGET

### BUDGET HEARING

Tuesday June 2, 2020

6:00 p.m.

*Conducted online  
check District website  
for link to the meeting*

### ANNUAL ELECTION and BUDGET VOTE

Tuesday, June 9, 2020

**by Absentee Ballot only**

*Due in the office of the District Clerk by 5 PM  
176 Walck Road  
North Tonawanda, NY 14120*

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#### Addenda Items

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

**2020-21 GENERAL FUND  
SUMMARY of EXPENDITURES**

	<b>BUDGET 2019-20</b>	<b>TENTATIVE BUDGET 2020-21</b>	<b>19-20 BUDGET COMPARED TO TENTATIVE 20-21 BUDGET</b>
<b>ADMINISTRATION</b>	<b>\$6,774,764</b>	<b>\$7,459,026</b>	<b>\$684,261</b>
<b>CAPITAL</b>	<b>\$13,879,903</b>	<b>\$13,666,579</b>	<b>(\$213,324)</b>
<b>PROGRAM</b>	<b>\$58,776,633</b>	<b>\$59,891,336</b>	<b>\$1,114,703</b>

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<b>TOTALS</b>	<b>\$79,431,300</b>	<b>\$81,016,940</b>	<b>\$1,585,640</b>
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The New York State Uniform System of Accounts prescribes that a school district general fund budget be divided into three categories. The total of those three categories is the Budget presented by the Board of Education to the voters for approval.

## EXPENDITURES - ADMINISTRATIVE BUDGET

SUMMARY OF EXPENDITURES Detailed Breakdown attached	BUDGET 2019-20	TENTATIVE BUDGET 2020-21	19-20 BUDGET COMPARED TO TENTATIVE 20-21 BUDGET
<u>Board of Education</u> : Salary for District Clerk, Clerk and Board Supplies; Board Election and Budget Vote Costs; Memberships in various Associations.	\$48,051	\$51,474	\$3,423
<u>Chief School Administrator</u> : Salaries for Superintendent and Secretary; Supplies; Travel and Conference Expenses; Consultant Services and Equipment.	\$245,491	\$254,117	\$8,626
<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.	\$452,691	\$483,858	\$31,167
<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.	\$518,901	\$488,645	(\$30,256)
<u>Central Services</u> : BOCES Print Shop and Data Processing Services; Supplies; Equipment and Contractual Expenses for Printing.	\$679,189	\$772,112	\$92,923
<u>Special Items</u> : District Insurance; certain BOCES Administration; School Assoc. dues; Judgments/Claims and Property tax refunds.	\$748,164	\$788,011	\$39,847
<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.	\$1,698,274	\$1,967,907	\$269,633
<u>Benefits</u> : Retirement; Social Security; Medical Insurance; Dental Insurance; Life Insurance; Workers' Compensation and Unemployment Insurance for Administrative Staff.	\$2,384,003	\$2,652,902	\$268,898
<b>TOTAL ADMINISTRATIVE</b>	<b>\$6,774,764</b>	<b>\$7,459,026</b>	<b>\$684,261</b>

## ADMINISTRATIVE BUDGET

Component Detail	Budget 2019-20	Proposed Budget 2020-21
Board of Education	32,211	35,542
District Clerk	5,931	6,023
District Meeting	9,909	9,909
<b>Board of Education Total</b>	<b>48,051</b>	<b>51,474</b>

Office of the Superintendent	245,491	254,117
<b>Chief School Administrator Total</b>	<b>245,491</b>	<b>254,117</b>

Business Administration	203,693	230,162
Auditing Services	218,342	222,940
District Treasurer	1,515	1,515
Tax Collection	5,676	5,676
Purchasing	3,718	3,818
Fiscal Agent Fees	19,747	19,747
<b>Finance Administration Total</b>	<b>452,691</b>	<b>483,858</b>

Legal Services	230,901	179,999
Personnel	228,594	248,350
Public Information & Services	59,406	60,296
<b>Personnel Administration Total</b>	<b>518,901</b>	<b>488,645</b>

Central Printing & Mailing	23,409	23,409
Data Processing	655,780	748,703
<b>Central Services Total</b>	<b>679,189</b>	<b>772,112</b>

Unallocated Insurance	375,919	375,919
School Association Dues	9,404	9,404
BOCES Administrative Costs	362,841	402,688
<b>Special Items Total</b>	<b>748,164</b>	<b>788,011</b>

Curriculum Development & Supervision	200,120	206,633
Supervision - Regular School	1,498,154	1,761,274
<b>Instructional Administration Total</b>	<b>1,698,274</b>	<b>1,967,907</b>

Benefits	2,384,003	2,652,902
<b>Employee Benefits Total</b>	<b>2,384,003</b>	<b>2,652,902</b>

<b>ADMINISTRATIVE TOTAL</b>	<b>6,774,764</b>	<b>7,459,026</b>
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## EXPENDITURES - CAPITAL BUDGET

SUMMARY OF EXPENDITURES Detailed Breakdown attached	BUDGET 2019-20	TENTATIVE BUDGET 2020-21	19-20 BUDGET COMPARED TO TENTATIVE 20-21 BUDGET
<u>Special Items</u> : Judgments/Claims and Property tax refunds.	\$72,828	\$72,828	\$0
<u>Buildings &amp; Grounds</u> : Salaries for Custodians and Maintenance Staff; Supplies; Environmental Testing; Equipment and Contractual Costs for Buildings & Grounds.	\$5,144,109	\$4,153,702	(\$990,407)
<u>District Transportation</u> : Purchases of District vehicles including buses and other District vehicles.	\$110,000	\$1,330,500	\$1,220,500
<u>Principal and Interest</u> : Annual Bond Redemption; Interest Costs and Interfund Transfers to Other Funds authorized by voters or Comptroller's Regulations.	\$7,040,736	\$7,029,523	(\$11,213)
<u>Benefits</u> : Retirement; Social Security; Medical Insurance; Dental Insurance; Life Insurance; Workers' Compensation and Unemployment Insurance for Custodial, Maintenance and Central Storeroom Staffs.	\$1,512,230	\$1,080,026	(\$432,204)
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<b>TOTAL CAPITAL</b>	<b>\$13,879,903</b>	<b>\$13,666,579</b>	<b>(\$213,324)</b>

## CAPITAL BUDGET

Component Detail	Budget 2019-20	Proposed Budget 2020-21
Custodial / Cleaning	3,779,343	3,038,895
Maintenance / Grounds	1,364,766	1,114,807
<b>Buildings &amp; Grounds Total</b>	<b>5,144,109</b>	<b>4,153,702</b>

Judgments / Claims	31,212	31,212
Refund Real Property Tax	41,616	41,616
<b>Special Items Total</b>	<b>72,828</b>	<b>72,828</b>

District Transportation	110,000	1,330,500
<b>District Transportation Total</b>	<b>110,000</b>	<b>1,330,500</b>

Benefits	1,512,230	1,080,026
<b>Employee Benefits Total</b>	<b>1,512,230</b>	<b>1,080,026</b>

Principal Serial Bonds-School Construction/Other	4,194,253	4,135,000
Interest Serial Bonds-School Construction/Other	886,758	751,600
Principal School Construction BANS	1,290,000	1,300,000
Interest School Construction BANS	569,725	242,923
Interfund Transfers-Capital	100,000	600,000
<b>Principal and Interest Payments Total</b>	<b>7,040,736</b>	<b>7,029,523</b>

<b>CAPITAL TOTAL</b>	<b>13,879,903</b>	<b>13,666,579</b>
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## EXPENDITURES - PROGRAM BUDGET

SUMMARY OF EXPENDITURES Detailed Breakdown attached	BUDGET 2019-20	TENTATIVE BUDGET 2020-21	19-20 BUDGET COMPARED TO TENTATIVE 20-21 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.	\$20,096,291	\$20,247,840	\$151,549
<u>Special Education:</u> Salaries for Teachers, Assistants and Aides for Pupils with Special Educational needs; Supplies; Equipment; BOCES; Contractual expenses for those programs.	\$14,633,303	\$14,840,317	\$207,014
<u>Occupational Education:</u> Salaries; Supplies; Textbooks; Equipment and Contractual Costs for Occupational Education and Summer School Instruction.	\$1,422,473	\$1,422,565	\$92
<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.	\$1,572,017	\$2,032,325	\$460,308
<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).	\$3,137,854	\$3,386,066	\$248,212
<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.	\$2,980,662	\$3,220,150	\$239,488
<u>Benefits:</u> Retirement; Social Security; Medical Insurance; Dental Insurance; Life Insurance; Workers' Compensation and Unemployment Insurance for all Instructional Employees and Bus Drivers.	\$14,809,033	\$14,617,073	(\$191,960)
<u>Transfers:</u> Interfund Transfers to Special Aid Fund, Including District's Share of Summer School Programs for Students with Special Needs.	\$125,000	\$125,000	\$0

**TOTAL PROGRAM**

**\$58,776,633**

**\$59,891,336**

**\$1,114,703**

**TOTAL BUDGET**

**\$79,431,300**

**\$81,016,940**

**\$1,585,640**

## PROGRAM BUDGET

Component Detail	Budget 2019-20	Proposed Budget 2020-21
In Service Training	91,377	122,288
Teaching	20,004,914	20,125,552
<b>Teaching-Regular School Total</b>	<b>20,096,291</b>	<b>20,247,840</b>

Supervision	179,772	179,657
Program for Students with Disabilities	14,453,531	14,660,660
<b>Special Education Total</b>	<b>14,633,303</b>	<b>14,840,317</b>

Occupational Education	1,405,380	1,405,462
Special Schools	17,093	17,103
<b>Occupational Education</b>	<b>1,422,473</b>	<b>1,422,565</b>

School Library & Audio Visual	354,115	400,970
Computer Assisted Instruction (CAI)	1,217,902	1,631,355
<b>Instructional Media Total</b>	<b>1,572,017</b>	<b>2,032,325</b>

Attendance Services	240,434	240,586
Guidance Services	826,816	800,227
Health Services	512,421	569,703
Psychological Services	293,397	294,697
Social Work Services	541,136	734,898
Co-Curricular Activities	139,121	154,869
Interscholastic Sports	584,529	591,086
<b>Pupil Services Total</b>	<b>3,137,854</b>	<b>3,386,066</b>

District Transportation	1,988,695	2,219,260
Bus Garage	188,217	197,140
Contract Transportation	803,750	803,750
<b>Transportation Total</b>	<b>2,980,662</b>	<b>3,220,150</b>

Benefits	14,809,033	14,617,073
<b>Employee Benefits Total</b>	<b>14,809,033</b>	<b>14,617,073</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>58,776,633</b>	<b>59,891,336</b>
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<b>TOTAL BUDGET</b>	<b>79,431,300</b>	<b>81,016,940</b>
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## SUMMARY of REVENUES

	REVENUES 2019-20	ESTIMATED REVENUES 2020-21	19-20 BUDGET COMPARED TO ESTIMATED 20-21 BUDGET
<b>STATE / FEDERAL AID:</b> Represents the largest portion of revenue for the District. In the 2020-21 school year, it is projected to be 53.63% of all revenue. Last year it was 54.70%. This year, the aid was expected to be flat and increase by only \$1,277 prior to the COVID-19 pandemic. This is an area that must be monitored closely as the year progresses due to potential mid-year cuts.	\$43,450,993	\$43,452,270	\$1,277
<b>OTHER INCOME:</b> 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 Deferral Program which was more costly to the District for the long term.	\$2,104,682	\$2,139,045	\$34,363
<b>RESERVES / FUND BALANCE</b> <b>Reserves:</b> 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.	\$5,000,000	\$6,550,000	\$1,550,000
<b>Fund Balance:</b> 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.			
<b>TAX LEVY:</b> 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 2020-21 school year, it is anticipated that there will be a zero percent tax levy increase in recognition of the difficult economic times due to the COVID-19 pandemic. The District will be using reserves to offset the loss of tax revenue to support the budget as a temporary measure to provide relief to taxpayers.	\$28,875,625	\$28,875,625	\$0

## TOTAL ESTIMATED REVENUES

\$79,431,300      \$81,016,940      \$1,585,640

# REQUIRED COMPENSATION INFORMATION

## CHAPTER 474, LAWS OF 1996

### Compensation

Report Estimated Salaries in the Budget for the 2020-2021 School Year. 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:

\$ 196,589      **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)

\$ 63,962      **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.

\$ 18,759	Mandatory TRS Contribution @ 10.25% of 19-20 salary
\$ 25,565	Family Health/Dental/105 Plan
\$ 19,638	Required Social Security and Medicare Contribution, Worker's Compensation, and Unemployment Insurance

#### Executive Director – Educational Services

\$ 148,282      **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)

\$ 38,372      **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.

\$ 14,150	Mandatory TRS Contribution @ 10.25% of 19-20 salary
\$ 9,409	Single Health/Dental/105 Plan
\$ 14,813	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 \$141,000 or more in salary during the 2020-21 fiscal year.

# REQUIRED COMPENSATION INFORMATION

## CHAPTER 474, LAWS OF 1996

(continued)

### High School Principal:

\$ 144,356

**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.

\$ 56,354

#### **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.

\$ 14,443	Mandatory TRS Contribution @ 10.25% of 19-20 salary
\$ 26,725	Family Health/Dental/105 Plan
\$ 15,186	Required Social Security and Medicare Contribution, Worker's Compensation, and Unemployment Insurance

In addition, Chapter 474, the Laws of 1996 requires disclosure of salaries of other supervisory and administrative personnel scheduled to receive \$141,000 or more in salary during the 2020-21 fiscal year.

## Property Tax Report Card

400900 - NORTH TONAWANDA CITY

2019-2020 - Page 1  
Official - as of 05/21/2020 03:01 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/mgtserv/propertytax/taxcap/>.

Please also submit an electronic version (PDF or Word) of your school district's 2020-21 Budget Notice to: [emscmgts@nysed.gov](mailto: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 27, 2020

Form Preparer Name:

ANTHONY MONTORO

Preparer's Telephone Number:

716-807-3536

<b>Shaded Fields Will Calculate</b>	<b>Budgeted 2019-20 (A)</b>	<b>Proposed Budget 2020-21 (B)</b>	<b>Percent Change (C)</b>
Total Budgeted Amount, not including Separate Propositions	79,431,300	81,016,940	2.00 %
A. Proposed Tax Levy to Support the Total Budgeted Amount <sup>1</sup>	28,875,625	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)	28,875,625	28,875,625	0.00 %
F. Permissible Exclusions to the School Tax Levy Limit	678,285	225,112	
G. School Tax Levy Limit, <u>Excluding</u> Levy for Permissible Exclusions <sup>3</sup>	28,432,061	28,789,101	
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)	28,197,340	28,650,513	
I. Difference: (G-H); (negative value requires 60.0% voter approval) <sup>2</sup>	234,721	138,588	
Public School Enrollment	3,424	3,462	1.11 %
Consumer Price Index			1.81 %

<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 2020-21, includes any carryover from 2019-20 and excludes any tax levy for library debt or prior year reserve for excess tax levy, including interest.

	Actual 2019-20 (D)	Estimated 2020-21 (E)
Adjusted Restricted Fund Balance	8,253,786	8,350,000
Assigned Appropriated Fund Balance	5,083,465	5,000,000
Adjusted Unrestricted Fund Balance	4,367,121	4,400,000
Adjusted Unrestricted Fund Balance as a Percent of the Total Budget	5.50 %	5.43 %

### Schedule of Reserve Funds

Reserve Type	Reserve Name	Reserve Description *	3/31/20 Actual Balance	6/30/20 Estimated Ending Balance	Intended Use of the Reserve in the 2020-21 School Year (Limit 200 Characters)**
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**Note: Be sure to click on the Save button at the bottom after each additional Reserve you add under Capital, Property Loss, Liability, or Other Reserve.**

Capital	CAPITAL RESERVE	For the cost of any object or purpose for which bonds may be issued.	1,500,000	1,525,000	Purchase of school buses as detailed on budget proposition up to \$1,200,000.
Repair		For the cost of repairs to capital improvements or equipment.			
Workers Compensation	WORKERS COMP RE	For self-insured Workers Compensation and benefits.	1,132,079	1,157,079	none
Unemployment Insurance	WORKERS COMP RE	For reimbursement to the State Unemployment Insurance Fund.	159,316	161,316	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- GENERA	For proceeds from the sale of district capital assets or improvement, restricted to debt service.	3,681,275	3,748,564	Use of reserve to expend on debt from prior projects in lieu of tax levy increase.
Insurance	RESERVE FOR LIABILITY AND CASUALTY	For liability, casualty, and other types of uninsured losses.	1,185,697	1,210,697	none
Property Loss + (add)		To cover property loss.			
Liability		To cover incurred liability claims.			

Tax Certiorari		For tax certiorari settlements.	<input type="text"/>	<input type="text"/>	
Reserve for Insurance Recoveries		For unexpended proceeds of insurance recoveries at fiscal year end.	<input type="text"/>	<input type="text"/>	
Employee Benefit Accrued Liability	EMPLOYEE BENEFIT	For accrued 'employee benefits' due to employees upon termination of service.	<input type="text" value="106,291"/>	<input type="text" value="108,291"/>	none
Retirement Contribution	RESERVE FOR RETIREMENT CONTRIBUTIONS	For employer retirement contributions to the State and Local Employees' Retirement System.	<input type="text" value="429,053"/>	<input type="text" value="439,053"/>	none
Reserve for Uncollected Taxes		For unpaid taxes due certain city school districts not reimbursed by their city/county until the following fiscal year.	<input type="text"/>	<input type="text"/>	
Single Other Reserve <a href="#">+ (add)</a>			<input type="text"/>	<input type="text"/>	

\* **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 2020-21. Mention any capital expenditures that will need to be voted upon in the upcoming Budget Vote.**

Save

Reset

Save &amp; Ready

Equalized Total Assessed Value 1,932,064,843

School District - 291200 N Ton City School

Exemption Code	Exemption Name	Statutory Authority	Number of Exemptions	Total Equalized Value of Exemptions	Percent of Value Exempted
12100	NYS - GENERALLY	RPTL 404(1)	19	2,507,599	0.13
12350	PUBLIC AUTHORITY - STATE	RPTL 412	7	160,001	0.01
13100	CO - GENERALLY	RPTL 406(1)	13	228,000	0.01
13350	CITY - GENERALLY	RPTL 406(1)	158	56,585,657	2.93
13500	TOWN - GENERALLY	RPTL 406(1)	2	3,467	0.00
13800	SCHOOL DISTRICT	RPTL 408	13	47,932,266	2.48
14100	USA - GENERALLY	RPTL 400(1)	2	593,333	0.03
18020	MUNICIPAL INDUSTRIAL DEV AGENC	RPTL 412-a	23	15,487,334	0.80
21600	RES OF CLERGY - RELIG CORP OWN	RPTL 462	5	684,667	0.04
25110	NONPROF CORP - RELIG(CONST PRO	RPTL 420-a	50	31,300,933	1.62
25130	NONPROF CORP - CHAR (CONST PRO	RPTL 420-a	4	1,723,867	0.09
25210	NONPROF CORP - HOSPITAL	RPTL 420-a	4	30,006,667	1.55
25230	NONPROF CORP - MORAL/MENTAL IM	RPTL 420-a	13	4,011,066	0.21
25300	NONPROF CORP - SPECIFIED USES	RPTL 420-b	23	4,030,667	0.21
25900	SYSTEM CODE	STATUTORY AUTH NOT DEFINED	1	100,000	0.01
26100	VETERANS ORGANIZATION	RPTL 452	1	484,000	0.03
26250	HISTORICAL SOCIETY	RPTL 444	5	323,600	0.02
26400	INC VOLUNTEER FIRE CO OR DEPT	RPTL 464(2)	9	2,044,666	0.11
28110	NOT-FOR-PROFIT HOUSING COMPANY	RPTL 422	1	4,444,000	0.23
38260	MUN HSNB AUTH -NYS AIDED	PUB HSNB L 52(4)&(5)	1	8,873,333	0.46
41120	ALT VET EX-WAR PERIOD-NON-COMB	RPTL 458-a	819	5,233,100	0.27
41130	ALT VET EX-WAR PERIOD-COMBAT	RPTL 458-a	693	7,391,397	0.38
41140	ALT VET EX-WAR PERIOD-DISABILI	RPTL 458-a	298	5,574,765	0.29
41300	PARAPLEGIC VETS	RPTL 458(3)	5	1,332,001	0.07
41400	CLERGY	RPTL 460	15	30,000	0.00
41800	PERSONS AGE 65 OR OVER	RPTL 467	51	2,844,089	0.15
41806	PERSONS AGE 65 OR OVER	RPTL 467	128	4,296,129	0.22
41834	ENHANCED STAR	RPTL 425	2,352	169,239,594	8.76
41854	BASIC STAR 1999-2000	RPTL 425	4,791	153,280,999	7.93
41900	PHYSICALLY DISABLED	RPTL 459	12	277,626	0.01
47610	BUSINESS INVESTMENT PROPERTY P	RPTL 485-b	61	2,688,232	0.14
48670	REDEVELOPMENT HOUSING CO	P H FI L 125 & 127	1	1,054,667	0.05

Equalized Total Assessed Value 1,932,064,843

School District - 291200 N Ton City School

Exemption Code	Exemption Name	Statutory Authority	Number of Exemptions	Total Equalized Value of Exemptions	Percent of Value Exempted
49530	INDUSTRIAL WASTE TREATMENT FAC	RPTL 477	1	508,000	0.03
Total Exemptions Exclusive of System Exemptions:					
Total System Exemptions:			9,581	565,275,722	29.26
Totals:			0	0	0.00
			9,581	565,275,722	29.26

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

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





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

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

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

**BOARD MEMBER CANDIDATES**

**2020-2021**

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# ***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 (2018 - 19)

## INFORMATION ABOUT EXPENDITURE RATIOS (2017 - 18)

(Data are lagged a year.)

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

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

### THIS SCHOOL DISTRICT

#### GENERAL EDUCATION

##### INSTRUCTIONAL EXPENDITURES



**\$32,522,696**

##### PUPILS



**3,348**

##### EXPENDITURES PER PUPIL



**\$9,714**

#### SPECIAL EDUCATION

##### INSTRUCTIONAL EXPENDITURES



**\$20,068,056**

##### PUPILS



**793**

##### EXPENDITURES PER PUPIL



**\$25,307**

**SIMILAR DISTRICT GROUP  
AVERAGE NEED/RESOURCE CAPACITY****GENERAL EDUCATION****SPECIAL EDUCATION****INSTRUCTIONAL EXPENDITURES****INSTRUCTIONAL EXPENDITURES****\$8,760,789,980****\$3,724,876,702****PUPILS****PUPILS****735,579****113,376****EXPENDITURES PER PUPIL****EXPENDITURES PER PUPIL****\$11,910****\$32,854**

**ALL SCHOOL DISTRICTS****GENERAL EDUCATION****SPECIAL EDUCATION****INSTRUCTIONAL EXPENDITURES****INSTRUCTIONAL EXPENDITURES**▼  
**\$35,199,223,413**▼  
**\$15,660,696,162****PUPILS****PUPILS**▼  
**2,632,781**▼  
**485,151****EXPENDITURES PER PUPIL****EXPENDITURES PER PUPIL**▼  
**\$13,370**▼  
**\$32,280**

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

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

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

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

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

TOTAL EXPENDITURES PER PUPIL

THIS SCHOOL DISTRICT	SIMILAR DISTRICT GROUP	NY STATE
▼	▼	▼
\$19,821	\$23,507	\$25,845

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

## INFORMATION ABOUT STUDENTS WITH DISABILITIES (2018 - 19)

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

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

THIS SCHOOL DISTRICT	SIMILAR DISTRICT GROUP	NY STATE
80% OR MORE ▼	AVERAGE NEED/RESOURCE CAPACITY	80% OR MORE ▼
329   43.4%	80% OR MORE ▼	58.7%
40% - 79% ▼	57.7%	40% - 79% ▼
167   22.0%	40% - 79% ▼	11.5%
LESS THAN 40% ▼	18.7%	LESS THAN 40% ▼
215   28.4%	LESS THAN 40% ▼	19.0%
SEPARATE SETTINGS ▼	16.1%	SEPARATE SETTINGS ▼
36   4.8%	SEPARATE SETTINGS ▼	5.3%
OTHER SETTINGS ▼	4.7%	OTHER SETTINGS ▼
11   1.5%		



**OTHER SETTINGS****2.8%****5.6%**

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

**SCHOOL-AGE STUDENTS WITH DISABILITIES CLASSIFICATION RATE****THIS SCHOOL DISTRICT****22.7%****SIMILAR DISTRICT  
GROUP****13.4%****NY STATE****14.7%**

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

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

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## NORTH TONAWANDA CITY SCHOOL DISTRICT - NEW YORK STATE REPORT CARD [2018 - 19]

The New York State Report Card is an important part of the Board of Regents' effort to create educational equity and raise learning standards for all students. Knowledge gained from the report card on a school's or district's strengths and weaknesses can be used to improve instruction and services to students. The report card provides information to the public on school/district staff, students, and measures of school and district performance as required by the Every Student Succeeds Act (ESSA). Fundamentally, ESSA is about creating a set of interlocking strategies to promote educational equity by providing support to districts and schools as they work to ensure that every student succeeds. New York State is committed to ensuring that all students succeed and thrive in school no matter who they are, where they live, where they go to school, or where they come from.

### 2019-20 ACCOUNTABILITY STATUS BASED ON 2018-19 DATA

## GOOD STANDING

### MADE PROGRESS

NA

### SECTION 1003 SCHOOL IMPROVEMENT FUNDS (2018-19)

The link below provides a list of all Local Education Agencies and public schools that received section 1003 school improvement funds, including the amount of funds each school received and the types of strategies implemented in each school with such funds.

Section 1003 School Improvement Funds Data (54.71 kilobytes)

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

- 2017-18 Title I SIG 1003 Basic Application and Addendum for 2018-19 Extension
- 2018-19 Title I SIG 1003 Basic Planning
- 2019 NYSIP-PLC Phase II
- SIG Cohort 5, 6 and 7 Schools Funded with SIGA in 2018-19

### ELEMENTARY/MIDDLE STATUSES BY SUBGROUP

Subgroup	Status	Made Progress
All Students	Good Standing	NA
American Indian or Alaska Native	Good Standing	NA
Asian or Native Hawaiian/Other Pacific Islander	Good Standing	NA
Black or African American	Good Standing	NA
Hispanic or Latino	Good Standing: Potential Target District for 2020-21.	NA
Multiracial	Good Standing	NA
White	Good Standing	NA
English Language Learners	Good Standing	NA
Students with Disabilities	Good Standing	NA
Economically Disadvantaged	Good Standing: Potential Target District for 2020-21.	NA

**ELEMENTARY/MIDDLE INDICATOR LEVELS**

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

**ELEMENTARY/MIDDLE COMPOSITE PERFORMANCE**

Subgroup	Level
All Students	2
American Indian or Alaska Native	1
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	3
Economically Disadvantaged	2

## ELEMENTARY/MIDDLE CORE SUBJECT PERFORMANCE

Subgroup	Subject	Cohort	Index	Level
All Students	ELA	781	121	2
	Math	779	131	
	Science	293	206	
	Combined	1,853	139	
American Indian or Alaska Native	ELA	5	200	—
	Math	7	179	
	Science	4	—	
	Combined	16	—	
Asian or Native Hawaiian/Other Pacific Islander	ELA	18	117	3
	Math	23	130	
	Science	8	231	
	Combined	49	142	
Black or African American	ELA	28	59	1
	Math	27	57	
	Science	13	146	
	Combined	68	75	
Hispanic or Latino	ELA	33	108	2
	Math	53	111	
	Science	22	175	
	Combined	108	123	
Multiracial	ELA	37	103	2
	Math	33	123	
	Science	11	218	
	Combined	81	127	
White	ELA	704	123	2
	Math	710	133	
	Science	263	207	
	Combined	1,677	140	
English Language Learners	ELA	22	55	2
	Math	23	50	
	Science	4	—	
	Combined	49	61	
Students with Disabilities	ELA	187	78	3
	Math	186	77	
	Science	78	157	
	Combined	451	91	
Economically Disadvantaged	ELA	365	104	2

Subgroup	Subject	Cohort	Index	Level
	Math	355	105	
	Science	128	191	
	Combined	848	118	

## ELEMENTARY/MIDDLE WEIGHTED AVERAGE PERFORMANCE

Subgroup	Subject	Cohort	Index	Level
All Students	ELA	1,446	65	1
	Math	1,443	71	
	Science	472	128	
	Combined	3,361	76	
American Indian or Alaska Native	ELA	21	48	1
	Math	21	60	
	Science	7	136	
	Combined	49	65	
Asian or Native Hawaiian/Other Pacific Islander	ELA	39	54	2
	Math	39	77	
	Science	11	168	
	Combined	89	78	
Black or African American	ELA	41	40	1
	Math	41	38	
	Science	17	112	
	Combined	99	52	
Hispanic or Latino	ELA	59	60	1
	Math	109	54	
	Science	38	101	
	Combined	206	65	
Multiracial	ELA	49	78	2
	Math	49	83	
	Science	14	171	
	Combined	112	92	
White	ELA	1,314	66	2
	Math	1,311	72	
	Science	429	127	
	Combined	3,054	77	
English Language Learners	ELA	46	26	1
	Math	47	25	
	Science	11	59	
	Combined	104	29	
Students with Disabilities	ELA	370	39	2
	Math	370	39	
	Science	138	89	
	Combined	878	47	
Economically Disadvantaged	ELA	684	55	1

Subgroup	Subject	Cohort	Index	Level
	Math	683	55	
	Science	215	114	
	Combined	1,582	63	

**ELEMENTARY/MIDDLE GROWTH (2016-17, 2017-18, AND 2018-19)**

Subgroup	Sum Of SGPs	Number Of SGPs	Index	Level
All Students	115,963	2,391	48.5	2
American Indian or Alaska Native	—	15	—	—
Asian or Native Hawaiian/Other Pacific Islander	2,068	40	51.7	3
Black or African American	2,712	54	50.2	3
Hispanic or Latino	3,749	81	46.3	2
Multiracial	2,437	44	55.4	4
White	104,203	2,157	48.3	2
English Language Learners	—	19	—	—
Students with Disabilities	18,864	375	50.3	3
Economically Disadvantaged	52,102	1,095	47.6	2

**ELEMENTARY/MIDDLE COMPOSITE PERFORMANCE AND GROWTH COMBINED**

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



**ELEMENTARY/MIDDLE ELP**

Subgroup	Number Of ELLs	Benchmark	Progress Rate	Success Ratio	Level
All Students	36	44%	63%	1.4	4
American Indian or Alaska Native	0	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	4	—	—	—	—
Black or African American	1	—	—	—	—
Hispanic or Latino	5	—	—	—	—
Multiracial	0	—	—	—	—
White	49	45%	56%	1.2	3
English Language Learners	36	44%	63%	1.4	4
Students with Disabilities	8	—	—	—	—
Economically Disadvantaged	34	44%	60%	1.4	4

**ELEMENTARY/MIDDLE PROGRESS**

Subgroup	Subject	Baseline	Cohort	Index	District MIP	State MIP	Long-Term Goal	Exceed Long-Term Goal	Met SH Target	Met AG Target	End Goal	Level	Average Of Levels
All Students	ELA	45	1,446	65	57	105	122	161	—	N	200	2	2
	Math	50	1,443	71	62	107	124	162	—	N	200	2	
American Indian or Alaska Native	ELA	—	21	—	—	—	—	—	—	—	—	—	—
	Math	—	21	—	—	—	—	—	—	—	—	—	
Asian or Native Hawaiian/Other Pacific Islander	ELA	90	39	54	98	157	164	182	N	—	200	1	1
	Math	92	39	77	101	174	179	189	N	—	200	1	
Black or African American	ELA	19	41	40	33	98	116	158	—	Y	200	3	2
	Math	31	41	38	45	88	107	154	N	—	200	1	
Hispanic or Latino	ELA	28	59	60	42	95	113	157	—	Y	200	3	2
	Math	37	109	54	50	92	111	155	—	N	200	2	
Multiracial	ELA	58	49	78	63	102	119	159	—	Y	200	3	3
	Math	67	49	83	72	104	120	160	—	Y	200	3	
White	ELA	45	1,314	66	57	102	119	160	—	N	200	2	2
	Math	50	1,311	72	62	110	126	163	—	N	200	2	
English Language Learners	ELA	16	46	26	23	67	90	145	—	N	200	2	1
	Math	23	47	25	30	83	103	152	N	—	200	1	
Students with Disabilities	ELA	23	370	39	37	61	85	142	—	N	200	2	2
	Math	22	370	39	36	61	85	142	—	N	200	2	
Economically Disadvantaged	ELA	34	684	55	47	95	113	157	—	N	200	2	2
	Math	38	683	55	51	94	112	156	—	N	200	2	

**ELEMENTARY/MIDDLE CHRONIC ABSENTEEISM**

Subgroup	Baseline	Students Enrolled	Students Chronically Absent	Chronic Absenteeism Rate	District MIP	State MIP	Long-Term Goal	Exceed Long-Term Goal	Met SH Target	Met AG Target	End Goal	Level
All Students	14.4	2,062	303	14.7%	13.6%	14.6%	12.8%	8.9%	N	—	5%	1
American Indian or Alaska Native	—	25	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	9.6	50	6	12%	9.4%	8.2%	7.4%	6.2%	N	—	5%	1
Black or African American	37.8	32	13	40.6%	35.2%	20.1%	17.7%	11.4%	N	—	5%	1
Hispanic or Latino	23.7	84	20	23.8%	22.3%	19.8%	17%	11%	N	—	5%	1
Multiracial	25.6	52	10	19.2%	24.8%	16.5%	14.5%	9.8%	—	Y	5%	3
White	13.3	1,862	253	13.6%	12.7%	10.5%	9.3%	7.2%	N	—	5%	1
English Language Learners	2.1	47	6	12.8%	2.1%	17.6%	15.2%	10.1%	—	—	5%	3
Students with Disabilities	16.3	474	94	19.8%	15.3%	21.5%	18.5%	11.8%	—	N	5%	2
Economically Disadvantaged	20.9	1,031	218	21.1%	19.7%	19.9%	17.1%	11.1%	N	—	5%	1

**ELEMENTARY/MIDDLE ELA PARTICIPATION RATE**

Subgroup	Tested 95% In Current Year Or 2 Years Combined	Current Year Enrollment	Current Year Participation Rate	Current Year + Previous Year Enrollment	Current Year + Previous Year Participation Rate
All Students	X	1,558	51.5%	3,142	47.6%
American Indian or Alaska Native	—	9	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	—	19	—	—	—
Black or African American	—	23	—	—	—
Hispanic or Latino	X	65	53.9%	122	48.4%
Multiracial	—	31	—	—	—
White	X	1,411	51.2%	2,850	47.1%
English Language Learners	—	24	—	—	—
Students with Disabilities	X	382	47.9%	766	44.4%
Economically Disadvantaged	X	750	51.1%	1,520	46.6%

**ELEMENTARY/MIDDLE MATHEMATICS PARTICIPATION RATE**

Subgroup	Tested 95% In Current Year Or 2 Years Combined	Current Year Enrollment	Current Year Participation Rate	Current Year + Previous Year Enrollment	Current Year + Previous Year Participation Rate
All Students	X	1,555	51.4%	3,138	48.7%
American Indian or Alaska Native	—	9	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	—	19	—	—	—
Black or African American	—	23	—	—	—
Hispanic or Latino	X	65	46.2%	121	46.3%
Multiracial	—	31	—	—	—
White	X	1,408	51.6%	2,847	48.3%
English Language Learners	—	24	—	—	—
Students with Disabilities	X	382	47.4%	765	44.3%
Economically Disadvantaged	X	749	49.5%	1,516	46.4%

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

Grade	Number Taking NYSESLAT
Grade 6	—

**SECONDARY STATUSES BY SUBGROUP**

Subgroup	Status	Made Progress
All Students	Good Standing	NA
American Indian or Alaska Native	Good Standing	NA
Black or African American	Good Standing	NA
Hispanic or Latino	Good Standing: Potential Target District for 2020-21.	NA
White	Good Standing	NA
English Language Learners	Good Standing	NA
Students with Disabilities	Good Standing	NA
Economically Disadvantaged	Good Standing	NA

## SECONDARY INDICATOR LEVELS

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

## SECONDARY COMPOSITE PERFORMANCE

Subgroup	Subject	Cohort	Index	Combined Index	Level
All Students	ELA	251	166	172	2
	Math	251	141		
	Science	251	204		
	Social Studies	251	216		
American Indian or Alaska Native	ELA	16	163	174	2
	Math	16	147		
	Science	16	206		
	Social Studies	16	222		
Black or African American	ELA	11	186	174	2
	Math	11	127		
	Science	11	205		
	Social Studies	11	218		
Hispanic or Latino	ELA	12	113	141	1
	Math	12	125		
	Science	12	179		
	Social Studies	12	196		
Multiracial	ELA	6	133	—	—
	Math	6	117		
	Science	6	175		
	Social Studies	6	183		
White	ELA	225	170	174	2
	Math	225	142		
	Science	225	206		
	Social Studies	225	217		
English Language Learners	ELA	8	131	142	4
	Math	8	131		
	Science	8	150		
	Social Studies	8	194		
Students with Disabilities	ELA	54	92	120	3
	Math	54	91		
	Science	54	176		
	Social Studies	54	182		
Economically Disadvantaged	ELA	87	140	153	2
	Math	87	129		
	Science	87	186		
	Social Studies	87	202		

## SECONDARY GRADUATION RATE

Subgroup	Cohort	Baseline	Number In Cohort	Grad Rate	District MIP	State MIP	Long-Term Goal	Exceed Long-Term Goal	Met SH Target	Met AG Target	End Goal	Level By Cohort	Level By Subgroup
All Students	4-Year	81.1%	300	77%	82.3%	82.8%	85%	90%	N	—	95%	1	2
	5-Year	87.2%	320	87.2%	88%	85%	86.8%	91.4%	—	—	96%	3	
	6-Year	83.6%	274	85.8%	84.6%	85.1%	87.3%	92.2%	—	—	97%	3	
American Indian or Alaska Native	4-Year	—	12	—	—	—	—	—	—	—	—	—	—
	5-Year	—	12	—	—	—	—	—	—	—	—	—	
	6-Year	—	12	—	—	—	—	—	—	—	—	—	
Asian or Native Hawaiian/Other Pacific Islander	4-Year	—	11	—	—	—	—	—	—	—	—	—	—
	5-Year	—	5	—	—	—	—	—	—	—	—	—	
	6-Year	—	0	—	—	—	—	—	—	—	—	—	
Black or African American	4-Year	—	11	—	—	—	—	—	—	—	—	—	—
	5-Year	—	13	—	—	—	—	—	—	—	—	—	
	6-Year	—	12	—	—	—	—	—	—	—	—	—	
Hispanic or Latino	4-Year	—	—	—	—	—	—	—	—	—	—	—	1
	5-Year	82.4%	16	75%	83.4%	75.7%	79.1%	87.6%	—	—	96%	1	
	6-Year	—	—	—	—	—	—	—	—	—	—	—	
Multiracial	4-Year	—	4	—	—	—	—	—	—	—	—	—	—
	5-Year	—	2	—	—	—	—	—	—	—	—	—	
	6-Year	—	3	—	—	—	—	—	—	—	—	—	
White	4-Year	81%	272	77.2%	82.2%	90.2%	91%	93%	N	—	95%	1	2
	5-Year	86.9%	295	88.1%	87.7%	91.5%	92.3%	94.2%	—	Y	96%	3	
	6-Year	83.2%	251	85.7%	84.4%	91.2%	92.4%	94.7%	—	N	97%	2	
English Language Learners	4-Year	—	7	—	—	—	—	—	—	—	—	—	—
	5-Year	—	4	—	—	—	—	—	—	—	—	—	
	6-Year	—	3	—	—	—	—	—	—	—	—	—	
Students with Disabilities	4-Year	54%	63	39.7%	57.2%	59.7%	66.1%	80.6%	N	—	95%	1	2
	5-Year	66.1%	69	62.3%	68.5%	63%	69%	82.5%	Y	—	96%	2	
	6-Year	54.1%	57	59.6%	57.5%	61.4%	67.8%	82.4%	—	N	97%	2	
Economically Disadvantaged	4-Year	70.7%	112	74.1%	72.7%	76.9%	79.9%	87.5%	—	N	95%	2	2
	5-Year	87.5%	113	80.5%	88.1%	80.4%	83%	89.5%	—	Y	96%	3	
	6-Year	83.3%	97	77.3%	84.3%	80.7%	83.5%	90.3%	N	—	97%	1	

**SECONDARY COMPOSITE PERFORMANCE & GRADUATION RATE COMBINED**

Subgroup	Level
All Students	2
American Indian or Alaska Native	2
Black or African American	2
Hispanic or Latino	1
White	2
English Language Learners	4
Students with Disabilities	2
Economically Disadvantaged	2

**SECONDARY ELP**

Subgroup	Number Of ELLs	Benchmark	Progress Rate	Success Ratio	Level
All Students	7	—	—	—	—
American Indian or Alaska Native	0	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	1	—	—	—	—
Black or African American	0	—	—	—	—
Hispanic or Latino	1	—	—	—	—
Multiracial	0	—	—	—	—
White	5	—	—	—	—
English Language Learners	7	—	—	—	—
Students with Disabilities	3	—	—	—	—
Economically Disadvantaged	7	—	—	—	—

**SECONDARY PROGRESS**

Subgroup	Subject	Baseline	Cohort	Index	District MIP	State MIP	Long-Term Goal	Exceed Long-Term Goal	Met SH Target	Met AG Target	End Goal	Level	Average Of Levels
All Students	ELA	203	251	166	204	191	194	204	N	—	215	1	1
	Math	140	251	141	145	151	158	179	Y	—	200	2	
American Indian or Alaska Native	ELA	—	16	—	—	—	—	—	—	—	—	—	—
	Math	—	16	—	—	—	—	—	—	—	—	—	
Black or African American	ELA	—	11	—	—	—	—	—	—	—	—	—	—
	Math	—	11	—	—	—	—	—	—	—	—	—	
Hispanic or Latino	ELA	—	12	—	—	—	—	—	—	—	—	—	—
	Math	—	12	—	—	—	—	—	—	—	—	—	
Multiracial	ELA	—	6	—	—	—	—	—	—	—	—	—	—
	Math	—	6	—	—	—	—	—	—	—	—	—	
White	ELA	204	225	170	205	208	209	212	N	—	215	1	1
	Math	140	225	142	145	168	172	186	Y	—	200	2	
English Language Learners	ELA	—	8	—	—	—	—	—	—	—	—	—	—
	Math	—	8	—	—	—	—	—	—	—	—	—	
Students with Disabilities	ELA	126	54	92	133	120	133	174	Y	—	215	2	2
	Math	73	54	91	84	91	105	153	—	N	200	2	
Economically Disadvantaged	ELA	183	87	140	185	171	177	196	N	—	215	1	1
	Math	125	87	129	131	131	140	170	N	—	200	1	

**SECONDARY CHRONIC ABSENTEEISM**

Subgroup	Baseline	Students Enrolled	Students Chronically Absent	Chronic Absenteeism Rate	District MIP	State MIP	Long-Term Goal	Exceed Long-Term Goal	Met SH Target	Met AG Target	End Goal	Level
All Students	27.6	1,058	263	24.9%	25.8%	22.6%	19.8%	12.4%	—	N	5%	2
American Indian or Alaska Native	38.7	58	25	43.1%	36.1%	34.8%	29.6%	17.3%	N	—	5%	1
Asian or Native Hawaiian/Other Pacific Islander	—	21	—	—	—	—	—	—	—	—	—	—
Black or African American	15.8	53	8	15.1%	15.4%	31.5%	27.1%	16.1%	—	—	5%	4
Hispanic or Latino	35.1	38	17	44.7%	32.7%	31.6%	27.2%	16.1%	N	—	5%	1
Multiracial	—	25	—	—	—	—	—	—	—	—	—	—
White	27.1	948	224	23.6%	25.3%	15.6%	14%	9.5%	—	N	5%	2
English Language Learners	—	25	—	—	—	—	—	—	—	—	—	—
Students with Disabilities	42.2	241	87	36.1%	39.2%	32.8%	28%	16.5%	—	N	5%	2
Economically Disadvantaged	38.6	436	163	37.4%	36%	30.2%	25.8%	15.4%	N	—	5%	1



**SECONDARY CCCR LEVELS**

Subgroup	Baseline	Index	District MIP	State MIP	Long-Term Goal	Exceed Long-Term Goal	Met SH Target	Met AG Target	End Goal	Level
All Students	117.1	122.8	121.7	130.2	137.8	156.4	—	Y	175	3
American Indian or Alaska Native	—	—	—	—	—	—	—	—	—	—
Black or African American	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	—	—	—	—	—	—	—	—	—	—
Multiracial	—	—	—	—	—	—	—	—	—	—
White	119	125.5	123.4	149.7	154.1	164.6	—	Y	175	3
English Language Learners	—	—	—	—	—	—	—	—	—	—
Students with Disabilities	53.1	71.3	62.9	76.5	93.5	134.3	—	Y	175	3
Economically Disadvantaged	92.2	90.7	98.8	112.9	123.7	149.4	N	—	175	1

**SECONDARY CCCR COUNTS**

Subgroup	Cohort Count	Annual Biliteracy	2.0 Weight	1.5 Weight	1.0 Weight	0.5 Weight	0.0 Weight
All Students	276	0	114	8	98	2	54
American Indian or Alaska Native	17	0	—	—	—	—	—
Black or African American	11	0	—	—	—	—	—
Hispanic or Latino	14	0	—	—	—	—	—
Multiracial	7	0	—	—	—	—	—
White	249	0	108	8	84	1	48
English Language Learners	9	0	—	—	—	—	—
Students with Disabilities	61	0	6	1	29	2	23
Economically Disadvantaged	107	0	25	2	43	2	35

**SECONDARY ELA PARTICIPATION RATE**

Subgroup	Tested 95% In Current Year Or 2 Years Combined	Current Year 12th Grade Enrollment	Current Year Participation Rate	Current Year + Previous Year 12th Grade Enrollment	Current Year + Previous Year Participation Rate
All Students	✓	249	99.6%	517	98.5%
American Indian or Alaska Native	—	8	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	—	0	—	—	—
Black or African American	—	6	—	—	—
Hispanic or Latino	—	8	—	—	—
Multiracial	—	2	—	—	—
White	✓	225	99.6%	466	98.3%
English Language Learners	—	4	—	—	—
Students with Disabilities	✓	44	97.7%	82	91.5%
Economically Disadvantaged	✓	84	98.8%	187	98.4%

**SECONDARY MATHEMATICS PARTICIPATION RATE**

Subgroup	Tested 95% In Current Year Or 2 Years Combined	Current Year 12th Grade Enrollment	Current Year Participation Rate	Current Year + Previous Year 12th Grade Enrollment	Current Year + Previous Year Participation Rate
All Students	✓	249	99.6%	517	99.6%
American Indian or Alaska Native	—	8	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	—	0	—	—	—
Black or African American	—	6	—	—	—
Hispanic or Latino	—	8	—	—	—
Multiracial	—	2	—	—	—
White	✓	225	99.6%	466	99.6%
English Language Learners	—	4	—	—	—
Students with Disabilities	✓	44	97.7%	82	97.6%
Economically Disadvantaged	✓	84	98.8%	187	98.9%

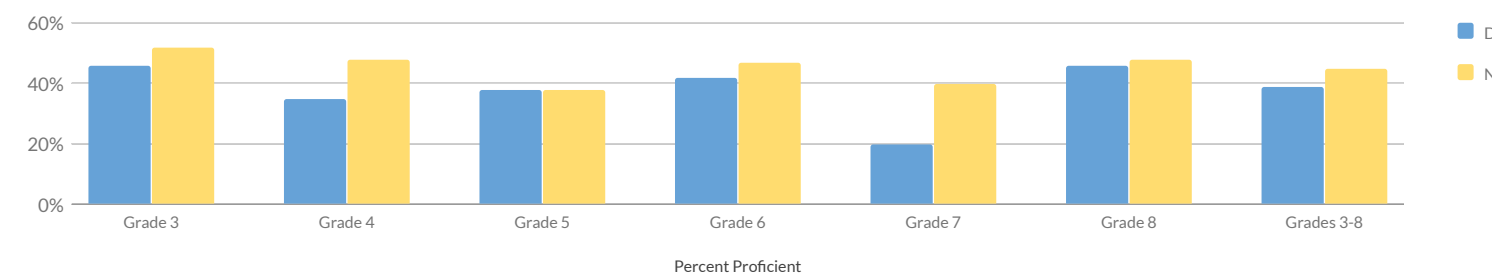
**STAFF QUALIFICATIONS (2018-19)**

	INEXPERIENCED TEACHERS		INEXPERIENCED PRINCIPALS		TEACHERS TEACHING OUT OF THEIR SUBJECT/FIELD OF CERTIFICATION	
	#	%	#	%	#	%
THIS DISTRICT	36	14%	2	33%	9	4%
STATEWIDE	32,551	16%	1,378	28%	23,318	11%
STATEWIDE HIGH-POVERTY SCHOOLS	11,966	25%	392	32%	10,750	23%
STATEWIDE LOW-POVERTY SCHOOLS	5,751	9%	262	21%	1,180	2%

## GRADUATION RATE

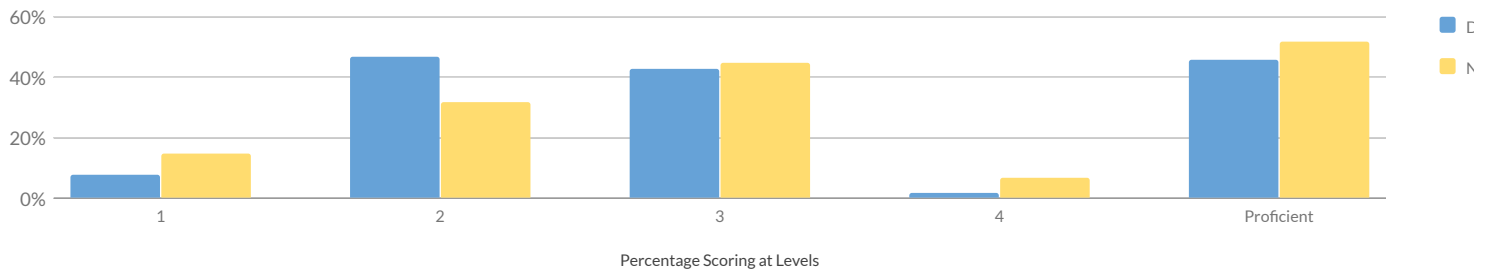
Subgroup	Total	GRAD RATE		REGENTS WITH ADVANCED DESIGNATION		REGENTS DIPLOMA		LOCAL DIPLOMA		NON DIPLOMA CRED		STILL ENROLLED		GED TRANSFER		DROPOUT	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	276	224	81%	82	30%	120	43%	22	8%	2	1%	20	7%	3	1%	24	9%
Female	128	107	84%	41	32%	53	41%	13	10%	2	2%	3	2%	2	2%	12	9%
Male	148	117	79%	41	28%	67	45%	9	6%	0	0%	17	11%	1	1%	12	8%
Multiracial	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
American Indian or Alaska Native	9	8	89%	2	22%	5	56%	1	11%	0	0%	0	0%	0	0%	1	11%
Asian or Native Hawaiian/Other Pacific Islander	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
White	249	202	81%	78	31%	105	42%	19	8%	1	0%	18	7%	3	1%	22	9%
Black or African American	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	8	7	88%	0	0%	5	63%	2	25%	0	0%	0	0%	0	0%	1	13%
General-Education Students	217	189	87%	82	38%	104	48%	3	1%	0	0%	8	4%	3	1%	16	7%
Students with Disabilities	59	35	59%	0	0%	16	27%	19	32%	2	3%	12	20%	0	0%	8	14%
Non-English Language Learners	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
English Language Learners	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Not Economically Disadvantaged	169	151	89%	68	40%	75	44%	8	5%	0	0%	10	6%	0	0%	6	4%
Economically Disadvantaged	107	73	68%	14	13%	45	42%	14	13%	2	2%	10	9%	3	3%	18	17%
Not Migrant	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Migrant	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Parents not in Armed Forces	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Parents in Armed Forces	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Not Homeless	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Homeless	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Foster Care	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—

GRADES 3-8 ENGLISH LANGUAGE ARTS SUMMARY RESULTS (2018-19)



Grade	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
			#	%	#	%	#	%	#	%	#	%
Grade 3	77	167	13	8%	78	47%	72	43%	4	2%	76	46%
Grade 4	87	154	33	21%	67	44%	44	29%	10	6%	54	35%
Grade 5	108	162	58	36%	42	26%	37	23%	25	15%	62	38%
Grade 6	129	121	35	29%	35	29%	24	20%	27	22%	51	42%
Grade 7	196	88	44	50%	26	30%	15	17%	3	3%	18	20%
Grade 8	191	79	21	27%	22	28%	21	27%	15	19%	36	46%
Grades 3-8	788	771	204	26%	270	35%	213	28%	84	11%	297	39%

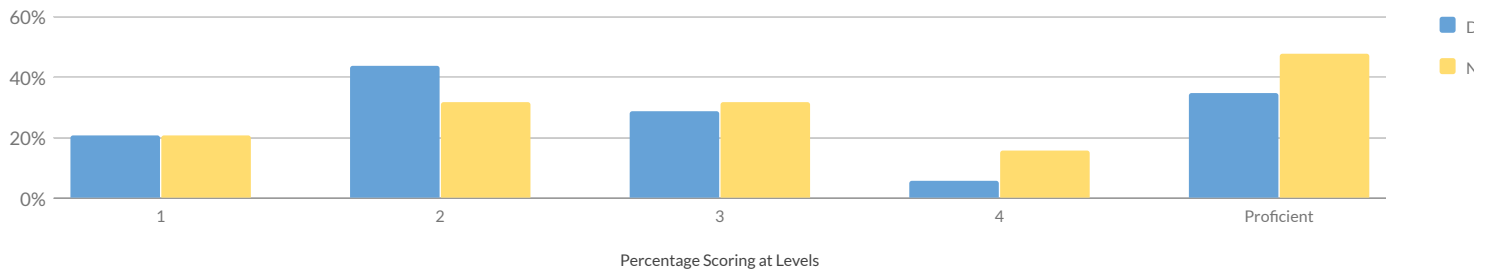
## GRADE 3 ELA RESULTS



## MEAN SCORE: 598

Subgroup	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
			#	%	#	%	#	%	#	%	#	%
All Students	77	167	13	8%	78	47%	72	43%	4	2%	76	46%
General Education	39	139	7	5%	63	45%	65	47%	4	3%	69	50%
Students with Disabilities	38	28	6	21%	15	54%	7	25%	0	0%	7	25%
Asian or Native Hawaiian/Other Pacific Islander	1	1	—	—	—	—	—	—	—	—	—	—
Black or African American	1	3	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	5	10	1	10%	7	70%	2	20%	0	0%	2	20%
White	68	149	10	7%	67	45%	68	46%	4	3%	72	48%
Multiracial	1	4	—	—	—	—	—	—	—	—	—	—
Small Group Total	3	8	2	25%	4	50%	2	25%	0	0%	2	25%
Female	27	81	4	5%	37	46%	38	47%	2	2%	40	49%
Male	50	86	9	10%	41	48%	34	40%	2	2%	36	42%
English Language Learners	2	1	—	—	—	—	—	—	—	—	—	—
Non-English Language Learners	75	166	—	—	—	—	—	—	—	—	—	—
Economically Disadvantaged	46	85	8	9%	42	49%	33	39%	2	2%	35	41%
Not Economically Disadvantaged	31	82	5	6%	36	44%	39	48%	2	2%	41	50%
Not Migrant	77	167	13	8%	78	47%	72	43%	4	2%	76	46%
Homeless	0	1	—	—	—	—	—	—	—	—	—	—
Not Homeless	77	166	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	77	167	13	8%	78	47%	72	43%	4	2%	76	46%
Parent Not in Armed Forces	77	167	13	8%	78	47%	72	43%	4	2%	76	46%

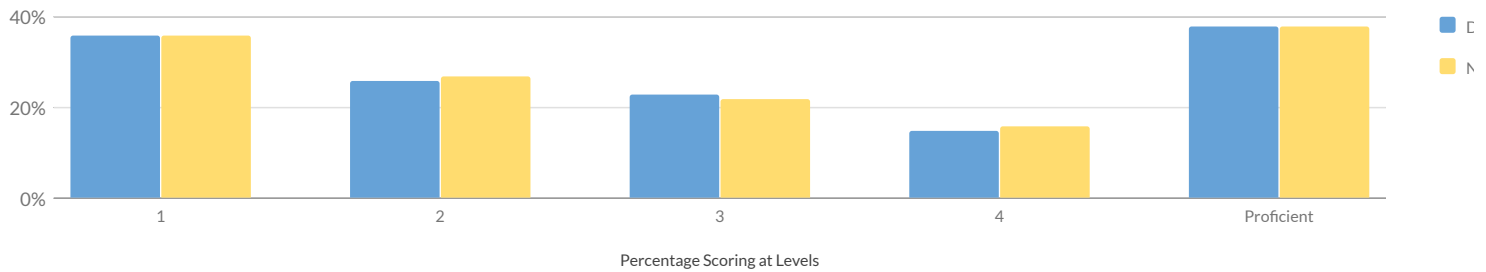
## GRADE 4 ELA RESULTS



## MEAN SCORE: 594

Subgroup	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
			#	%	#	%	#	%	#	%	#	%
All Students	87	154	33	21%	67	44%	44	29%	10	6%	54	35%
General Education	55	117	13	11%	53	45%	41	35%	10	9%	51	44%
Students with Disabilities	32	37	20	54%	14	38%	3	8%	0	0%	3	8%
Asian or Native Hawaiian/Other Pacific Islander	0	2	—	—	—	—	—	—	—	—	—	—
Black or African American	0	2	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	4	9	4	44%	4	44%	1	11%	0	0%	1	11%
White	82	134	27	20%	60	45%	40	30%	7	5%	47	35%
Multiracial	1	7	—	—	—	—	—	—	—	—	—	—
Small Group Total	1	11	2	18%	3	27%	3	27%	3	27%	6	55%
Female	39	78	13	17%	31	40%	28	36%	6	8%	34	44%
Male	48	76	20	26%	36	47%	16	21%	4	5%	20	26%
English Language Learners	2	2	—	—	—	—	—	—	—	—	—	—
Non-English Language Learners	85	152	—	—	—	—	—	—	—	—	—	—
Economically Disadvantaged	44	71	20	28%	36	51%	12	17%	3	4%	15	21%
Not Economically Disadvantaged	43	83	13	16%	31	37%	32	39%	7	8%	39	47%
Not Migrant	87	154	33	21%	67	44%	44	29%	10	6%	54	35%
Not Homeless	86	154	33	21%	67	44%	44	29%	10	6%	54	35%
Not in Foster Care	87	154	33	21%	67	44%	44	29%	10	6%	54	35%
Parent Not in Armed Forces	87	154	33	21%	67	44%	44	29%	10	6%	54	35%

## GRADE 5 ELA RESULTS

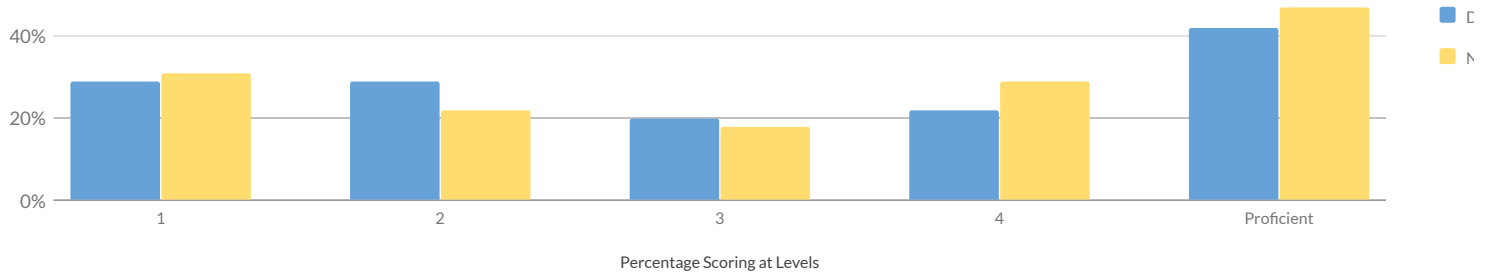


## MEAN SCORE: 600

Subgroup	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
			#	%	#	%	#	%	#	%	#	%
All Students	108	162	58	36%	42	26%	37	23%	25	15%	62	38%
General Education	80	139	40	29%	38	27%	36	26%	25	18%	61	44%
Students with Disabilities	28	23	18	78%	4	17%	1	4%	0	0%	1	4%
Asian or Native Hawaiian/Other Pacific Islander	1	1	—	—	—	—	—	—	—	—	—	—
Black or African American	0	2	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	4	5	2	40%	2	40%	0	0%	1	20%	1	20%
White	101	149	52	35%	39	26%	35	23%	23	15%	58	39%
Multiracial	1	5	—	—	—	—	—	—	—	—	—	—
Small Group Total	2	8	4	50%	1	13%	2	25%	1	13%	3	38%
Female	58	75	24	32%	19	25%	15	20%	17	23%	32	43%
Male	50	87	34	39%	23	26%	22	25%	8	9%	30	34%
English Language Learners	1	1	—	—	—	—	—	—	—	—	—	—
Non-English Language Learners	107	161	—	—	—	—	—	—	—	—	—	—
Economically Disadvantaged	45	68	32	47%	21	31%	10	15%	5	7%	15	22%
Not Economically Disadvantaged	63	94	26	28%	21	22%	27	29%	20	21%	47	50%
Not Migrant	108	162	58	36%	42	26%	37	23%	25	15%	62	38%
Not Homeless	108	162	58	36%	42	26%	37	23%	25	15%	62	38%
Not in Foster Care	108	162	58	36%	42	26%	37	23%	25	15%	62	38%
Parent Not in Armed Forces	108	162	58	36%	42	26%	37	23%	25	15%	62	38%



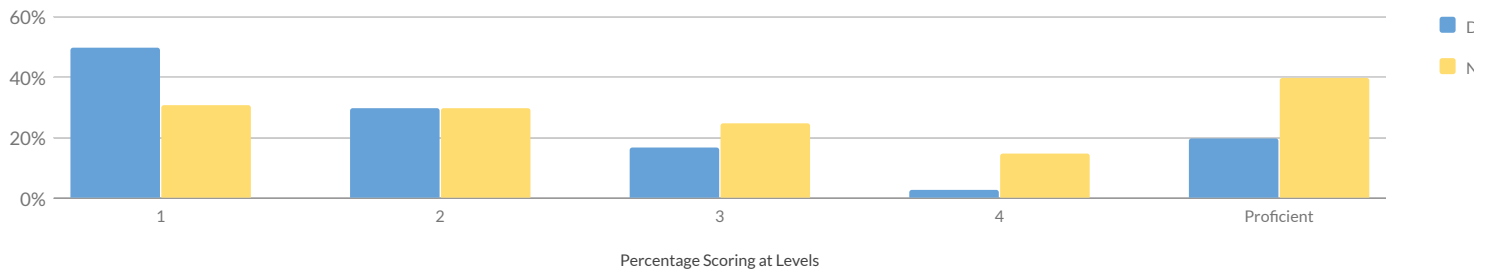
## GRADE 6 ELA RESULTS



## MEAN SCORE: 596

Subgroup	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
			#	%	#	%	#	%	#	%	#	%
All Students	129	121	35	29%	35	29%	24	20%	27	22%	51	42%
General Education	96	96	19	20%	28	29%	23	24%	26	27%	49	51%
Students with Disabilities	33	25	16	64%	7	28%	1	4%	1	4%	2	8%
American Indian or Alaska Native	2	1	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	2	3	—	—	—	—	—	—	—	—	—	—
Black or African American	0	3	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	7	4	—	—	—	—	—	—	—	—	—	—
White	114	109	31	28%	34	31%	23	21%	21	19%	44	40%
Multiracial	4	1	—	—	—	—	—	—	—	—	—	—
Small Group Total	15	12	4	33%	1	8%	1	8%	6	50%	7	58%
Female	74	66	14	21%	20	30%	16	24%	16	24%	32	48%
Male	55	55	21	38%	15	27%	8	15%	11	20%	19	35%
English Language Learners	3	4	—	—	—	—	—	—	—	—	—	—
Non-English Language Learners	126	117	—	—	—	—	—	—	—	—	—	—
Economically Disadvantaged	66	70	23	33%	22	31%	13	19%	12	17%	25	36%
Not Economically Disadvantaged	63	51	12	24%	13	25%	11	22%	15	29%	26	51%
Not Migrant	129	121	35	29%	35	29%	24	20%	27	22%	51	42%
Homeless	0	1	—	—	—	—	—	—	—	—	—	—
Not Homeless	129	120	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	129	121	35	29%	35	29%	24	20%	27	22%	51	42%
Parent Not in Armed Forces	129	121	35	29%	35	29%	24	20%	27	22%	51	42%

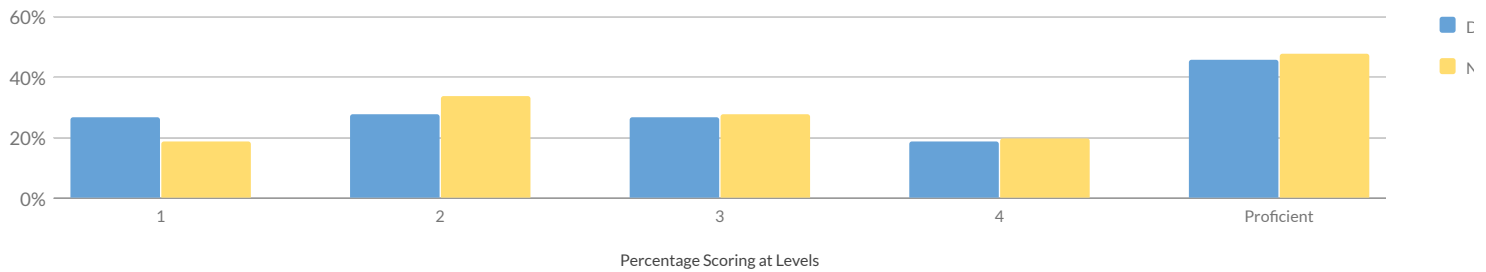
## GRADE 7 ELA RESULTS



## MEAN SCORE: 590

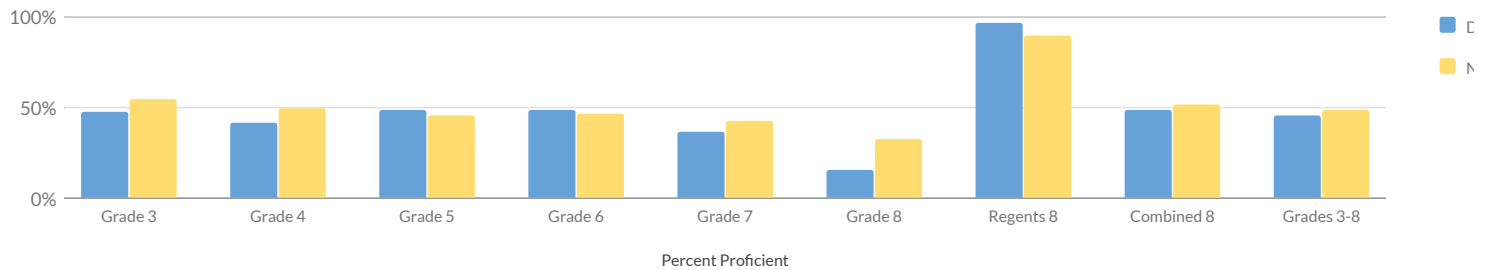
Subgroup	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
			#	%	#	%	#	%	#	%	#	%
All Students	196	88	44	50%	26	30%	15	17%	3	3%	18	20%
General Education	151	68	26	38%	24	35%	15	22%	3	4%	18	26%
Students with Disabilities	45	20	18	90%	2	10%	0	0%	0	0%	0	0%
Black or African American	1	1	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	5	3	—	—	—	—	—	—	—	—	—	—
White	181	80	41	51%	23	29%	13	16%	3	4%	16	20%
Multiracial	1	4	—	—	—	—	—	—	—	—	—	—
Small Group Total	7	8	3	38%	3	38%	2	25%	0	0%	2	25%
Female	99	38	19	50%	11	29%	7	18%	1	3%	8	21%
Male	97	50	25	50%	15	30%	8	16%	2	4%	10	20%
English Language Learners	3	2	—	—	—	—	—	—	—	—	—	—
Non-English Language Learners	193	86	—	—	—	—	—	—	—	—	—	—
Economically Disadvantaged	96	39	24	62%	10	26%	3	8%	2	5%	5	13%
Not Economically Disadvantaged	100	49	20	41%	16	33%	12	24%	1	2%	13	27%
Not Migrant	196	88	44	50%	26	30%	15	17%	3	3%	18	20%
Homeless	0	1	—	—	—	—	—	—	—	—	—	—
Not Homeless	196	87	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	196	88	44	50%	26	30%	15	17%	3	3%	18	20%
Parent Not in Armed Forces	196	88	44	50%	26	30%	15	17%	3	3%	18	20%

## GRADE 8 ELA RESULTS



## MEAN SCORE: 596

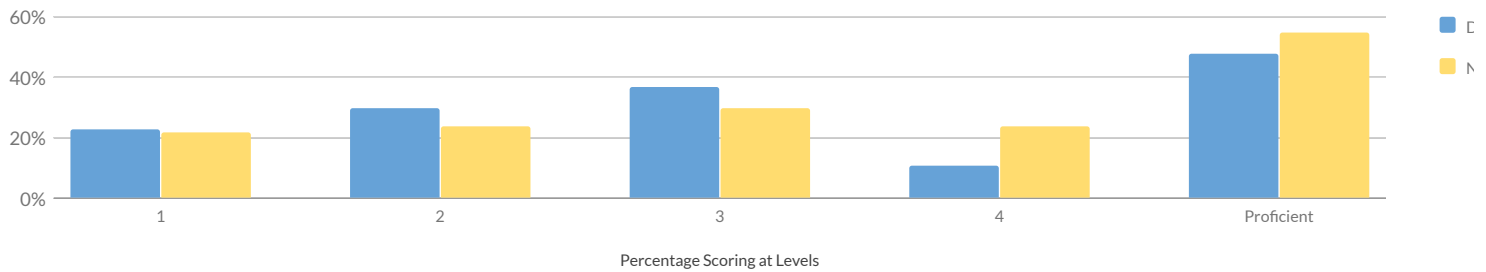
Subgroup	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
			#	%	#	%	#	%	#	%	#	%
All Students	191	79	21	27%	22	28%	21	27%	15	19%	36	46%
General Education	137	60	9	15%	17	28%	19	32%	15	25%	34	57%
Students with Disabilities	54	19	12	63%	5	26%	2	11%	0	0%	2	11%
American Indian or Alaska Native	0	1	—	—	—	—	—	—	—	—	—	—
Black or African American	7	3	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	6	3	—	—	—	—	—	—	—	—	—	—
White	174	71	18	25%	19	27%	19	27%	15	21%	34	48%
Multiracial	1	1	—	—	—	—	—	—	—	—	—	—
Small Group Total	14	8	3	38%	3	38%	2	25%	0	0%	2	25%
Female	99	28	7	25%	8	29%	9	32%	4	14%	13	46%
Male	92	51	14	27%	14	27%	12	24%	11	22%	23	45%
English Language Learners	1	2	—	—	—	—	—	—	—	—	—	—
Non-English Language Learners	190	77	—	—	—	—	—	—	—	—	—	—
Economically Disadvantaged	82	39	15	38%	10	26%	9	23%	5	13%	14	36%
Not Economically Disadvantaged	109	40	6	15%	12	30%	12	30%	10	25%	22	55%
Not Migrant	191	79	21	27%	22	28%	21	27%	15	19%	36	46%
Not Homeless	189	79	21	27%	22	28%	21	27%	15	19%	36	46%
Not in Foster Care	190	79	21	27%	22	28%	21	27%	15	19%	36	46%
Parent Not in Armed Forces	191	79	21	27%	22	28%	21	27%	15	19%	36	46%

**GRADES 3-8 MATHEMATICS SUMMARY RESULTS (2018-19)**

Grade	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4 & Above		Proficient (Levels 3 & Above)	
			#	%	#	%	#	%	#	%	#	%
Grade 3	83	159	36	23%	47	30%	59	37%	17	11%	76	48%
Grade 4	86	154	38	25%	51	33%	28	18%	37	24%	65	42%
Grade 5	117	152	41	27%	36	24%	46	30%	29	19%	75	49%
Grade 6	125	126	29	23%	35	28%	45	36%	17	13%	62	49%
Grade 7	202	81	31	38%	20	25%	23	28%	7	9%	30	37%
Grade 8	213	57	24	42%	24	42%	9	16%	0	0%	9	16%
Regents 8	—	39	0	0%	1	3%	7	18%	31	79%	38	97%
Combined 8	213	96	24	25%	25	26%	16	17%	31	32%	47	49%
Grades 3-8	826	768	199	26%	214	28%	217	28%	138	18%	355	46%

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.

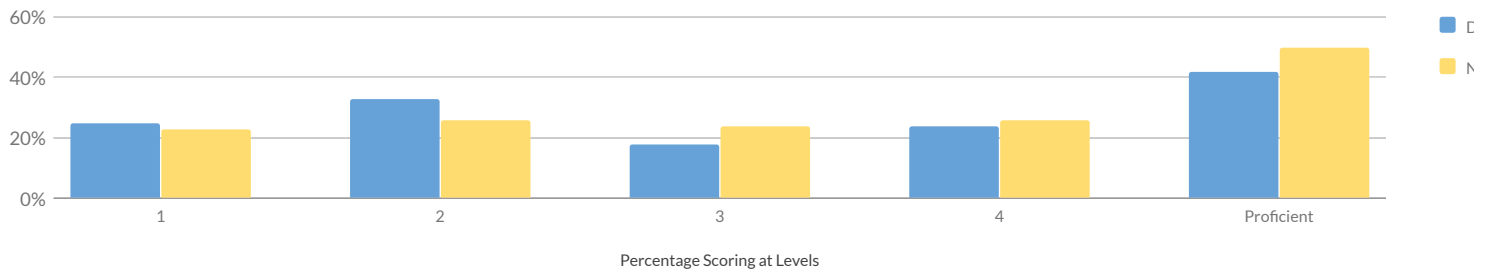
## GRADE 3 MATH RESULTS



## MEAN SCORE: 596

Subgroup	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
			#	%	#	%	#	%	#	%	#	%
All Students	83	159	36	23%	47	30%	59	37%	17	11%	76	48%
General Education	45	131	18	14%	43	33%	53	40%	17	13%	70	53%
Students with Disabilities	38	28	18	64%	4	14%	6	21%	0	0%	6	21%
Asian or Native Hawaiian/Other Pacific Islander	1	1	—	—	—	—	—	—	—	—	—	—
Black or African American	1	3	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	8	7	3	43%	3	43%	1	14%	0	0%	1	14%
White	71	144	30	21%	42	29%	56	39%	16	11%	72	50%
Multiracial	1	4	—	—	—	—	—	—	—	—	—	—
Small Group Total	3	8	3	38%	2	25%	2	25%	1	13%	3	38%
Female	29	77	21	27%	26	34%	24	31%	6	8%	30	39%
Male	54	82	15	18%	21	26%	35	43%	11	13%	46	56%
English Language Learners	2	1	—	—	—	—	—	—	—	—	—	—
Non-English Language Learners	81	158	—	—	—	—	—	—	—	—	—	—
Economically Disadvantaged	49	81	25	31%	27	33%	24	30%	5	6%	29	36%
Not Economically Disadvantaged	34	78	11	14%	20	26%	35	45%	12	15%	47	60%
Not Migrant	83	159	36	23%	47	30%	59	37%	17	11%	76	48%
Homeless	0	1	—	—	—	—	—	—	—	—	—	—
Not Homeless	83	158	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	83	159	36	23%	47	30%	59	37%	17	11%	76	48%
Parent Not in Armed Forces	83	159	36	23%	47	30%	59	37%	17	11%	76	48%

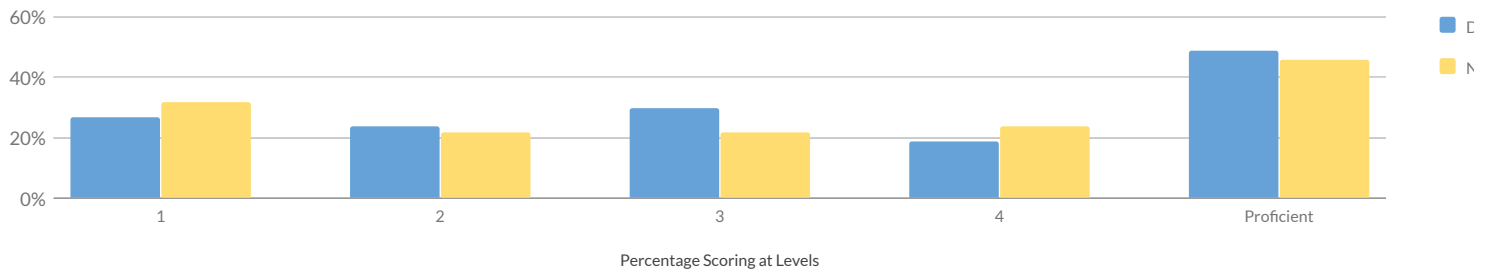
## GRADE 4 MATH RESULTS



## MEAN SCORE: 599

Subgroup	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
			#	%	#	%	#	%	#	%	#	%
All Students	86	154	38	25%	51	33%	28	18%	37	24%	65	42%
General Education	55	116	15	13%	42	36%	24	21%	35	30%	59	51%
Students with Disabilities	31	38	23	61%	9	24%	4	11%	2	5%	6	16%
Asian or Native Hawaiian/Other Pacific Islander	0	2	—	—	—	—	—	—	—	—	—	—
Black or African American	0	2	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	4	9	5	56%	1	11%	1	11%	2	22%	3	33%
White	80	135	32	24%	46	34%	25	19%	32	24%	57	42%
Multiracial	2	6	—	—	—	—	—	—	—	—	—	—
Small Group Total	2	10	1	10%	4	40%	2	20%	3	30%	5	50%
Female	38	78	17	22%	31	40%	14	18%	16	21%	30	38%
Male	48	76	21	28%	20	26%	14	18%	21	28%	35	46%
English Language Learners	2	2	—	—	—	—	—	—	—	—	—	—
Non-English Language Learners	84	152	—	—	—	—	—	—	—	—	—	—
Economically Disadvantaged	43	72	28	39%	23	32%	14	19%	7	10%	21	29%
Not Economically Disadvantaged	43	82	10	12%	28	34%	14	17%	30	37%	44	54%
Not Migrant	86	154	38	25%	51	33%	28	18%	37	24%	65	42%
Not Homeless	85	154	38	25%	51	33%	28	18%	37	24%	65	42%
Not in Foster Care	86	154	38	25%	51	33%	28	18%	37	24%	65	42%
Parent Not in Armed Forces	86	154	38	25%	51	33%	28	18%	37	24%	65	42%

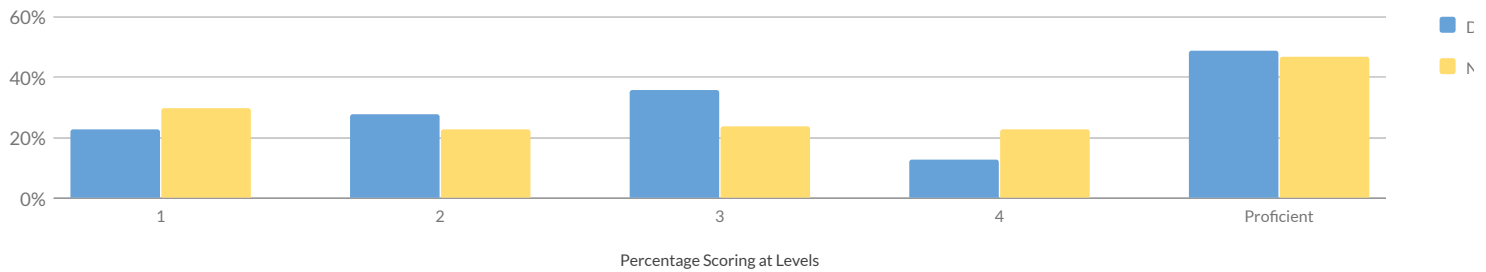
## GRADE 5 MATH RESULTS



## MEAN SCORE: 600

Subgroup	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
			#	%	#	%	#	%	#	%	#	%
All Students	117	152	41	27%	36	24%	46	30%	29	19%	75	49%
General Education	89	129	24	19%	33	26%	43	33%	29	22%	72	56%
Students with Disabilities	28	23	17	74%	3	13%	3	13%	0	0%	3	13%
Asian or Native Hawaiian/Other Pacific Islander	1	1	—	—	—	—	—	—	—	—	—	—
Black or African American	0	2	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	4	5	1	20%	2	40%	1	20%	1	20%	2	40%
White	109	140	36	26%	32	23%	45	32%	27	19%	72	51%
Multiracial	2	4	—	—	—	—	—	—	—	—	—	—
Small Group Total	3	7	4	57%	2	29%	0	0%	1	14%	1	14%
Female	62	71	19	27%	15	21%	24	34%	13	18%	37	52%
Male	55	81	22	27%	21	26%	22	27%	16	20%	38	47%
English Language Learners	1	1	—	—	—	—	—	—	—	—	—	—
Non-English Language Learners	116	151	—	—	—	—	—	—	—	—	—	—
Economically Disadvantaged	53	59	23	39%	16	27%	14	24%	6	10%	20	34%
Not Economically Disadvantaged	64	93	18	19%	20	22%	32	34%	23	25%	55	59%
Not Migrant	117	152	41	27%	36	24%	46	30%	29	19%	75	49%
Not Homeless	117	152	41	27%	36	24%	46	30%	29	19%	75	49%
Not in Foster Care	117	152	41	27%	36	24%	46	30%	29	19%	75	49%
Parent Not in Armed Forces	117	152	41	27%	36	24%	46	30%	29	19%	75	49%

## GRADE 6 MATH RESULTS

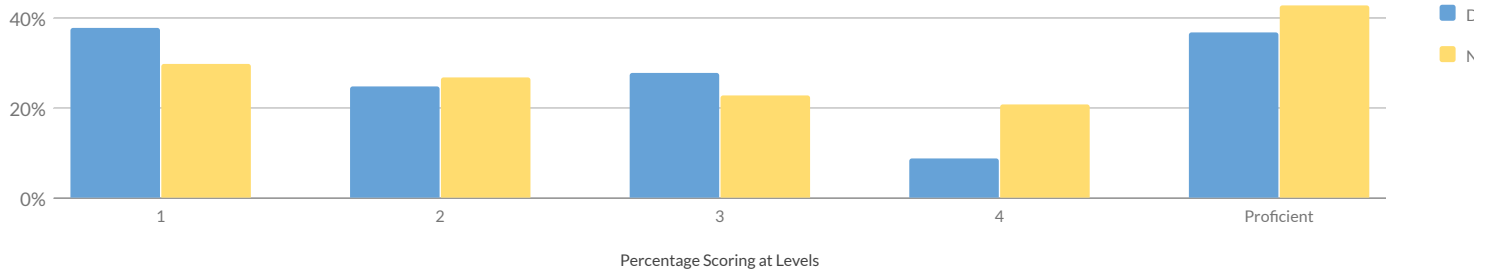


## MEAN SCORE: 600

Subgroup	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
			#	%	#	%	#	%	#	%	#	%
All Students	125	126	29	23%	35	28%	45	36%	17	13%	62	49%
General Education	92	101	18	18%	25	25%	43	43%	15	15%	58	57%
Students with Disabilities	33	25	11	44%	10	40%	2	8%	2	8%	4	16%
Asian or Native Hawaiian/Other Pacific Islander	0	5	1	20%	1	20%	2	40%	1	20%	3	60%
Black or African American	0	3	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	8	3	—	—	—	—	—	—	—	—	—	—
White	110	114	25	22%	33	29%	40	35%	16	14%	56	49%
Multiracial	4	1	—	—	—	—	—	—	—	—	—	—
Small Group Total	12	7	3	43%	1	14%	3	43%	0	0%	3	43%
Female	72	68	16	24%	17	25%	25	37%	10	15%	35	51%
Male	53	58	13	22%	18	31%	20	34%	7	12%	27	47%
English Language Learners	1	6	4	67%	2	33%	0	0%	0	0%	0	0%
Non-English Language Learners	124	120	25	21%	33	28%	45	38%	17	14%	62	52%
Economically Disadvantaged	63	74	22	30%	22	30%	20	27%	10	14%	30	41%
Not Economically Disadvantaged	62	52	7	13%	13	25%	25	48%	7	13%	32	62%
Not Migrant	125	126	29	23%	35	28%	45	36%	17	13%	62	49%
Homeless	0	1	—	—	—	—	—	—	—	—	—	—
Not Homeless	125	125	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	125	126	29	23%	35	28%	45	36%	17	13%	62	49%
Parent Not in Armed Forces	125	126	29	23%	35	28%	45	36%	17	13%	62	49%



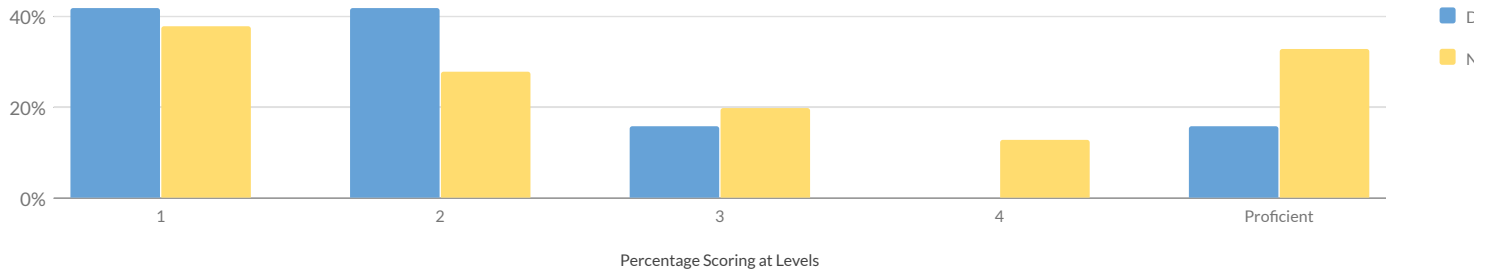
## GRADE 7 MATH RESULTS



## MEAN SCORE: 598

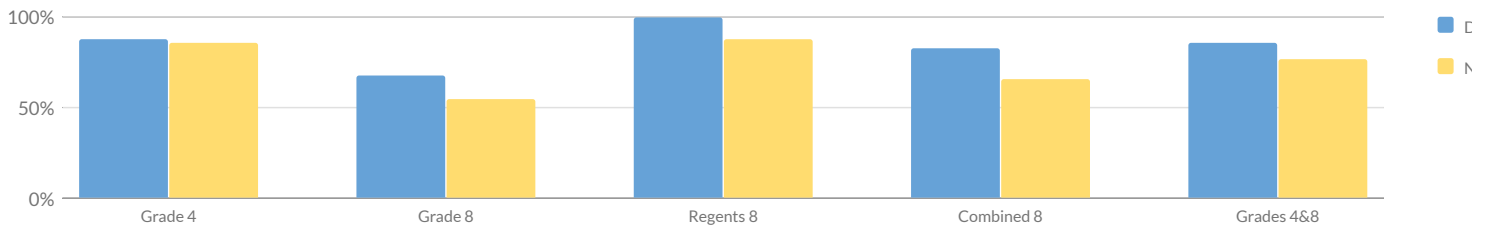
Subgroup	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
			#	%	#	%	#	%	#	%	#	%
All Students	202	81	31	38%	20	25%	23	28%	7	9%	30	37%
General Education	155	63	16	25%	19	30%	21	33%	7	11%	28	44%
Students with Disabilities	47	18	15	83%	1	6%	2	11%	0	0%	2	11%
Black or African American	1	1	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	6	2	—	—	—	—	—	—	—	—	—	—
White	186	74	28	38%	18	24%	21	28%	7	9%	28	38%
Multiracial	1	4	—	—	—	—	—	—	—	—	—	—
Small Group Total	8	7	3	43%	2	29%	2	29%	0	0%	2	29%
Female	103	34	14	41%	8	24%	8	24%	4	12%	12	35%
Male	99	47	17	36%	12	26%	15	32%	3	6%	18	38%
English Language Learners	3	2	—	—	—	—	—	—	—	—	—	—
Non-English Language Learners	199	79	—	—	—	—	—	—	—	—	—	—
Economically Disadvantaged	97	37	18	49%	9	24%	8	22%	2	5%	10	27%
Not Economically Disadvantaged	105	44	13	30%	11	25%	15	34%	5	11%	20	45%
Not Migrant	202	81	31	38%	20	25%	23	28%	7	9%	30	37%
Homeless	0	1	—	—	—	—	—	—	—	—	—	—
Not Homeless	202	80	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	202	81	31	38%	20	25%	23	28%	7	9%	30	37%
Parent Not in Armed Forces	202	81	31	38%	20	25%	23	28%	7	9%	30	37%

## GRADE 8 MATH RESULTS



## MEAN SCORE: 595

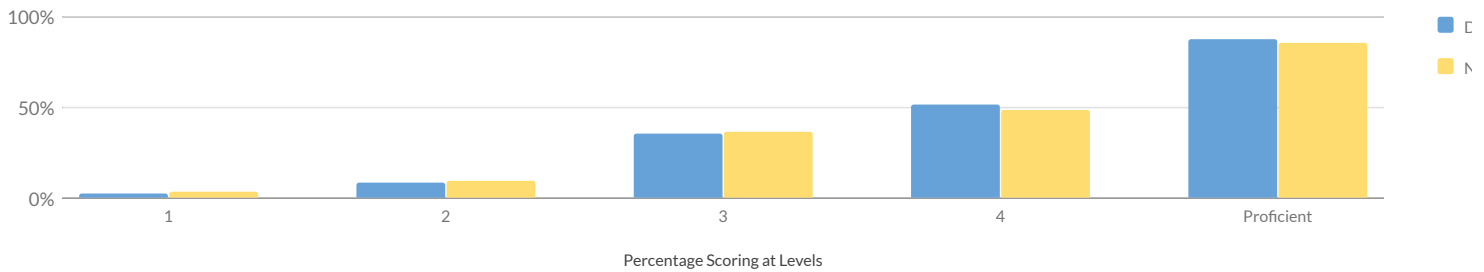
Subgroup	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
			#	%	#	%	#	%	#	%	#	%
All Students	213	57	24	42%	24	42%	9	16%	0	0%	9	16%
General Education	158	39	10	26%	22	56%	7	18%	0	0%	7	18%
Students with Disabilities	55	18	14	78%	2	11%	2	11%	0	0%	2	11%
Hispanic or Latino	6	3	—	—	—	—	—	—	—	—	—	—
White	192	53	—	—	—	—	—	—	—	—	—	—
Multiracial	1	1	—	—	—	—	—	—	—	—	—	—
Small Group Total	199	57	24	42%	24	42%	9	16%	0	0%	9	16%
Female	108	19	9	47%	9	47%	1	5%	0	0%	1	5%
Male	105	38	15	39%	15	39%	8	21%	0	0%	8	21%
English Language Learners	2	1	—	—	—	—	—	—	—	—	—	—
Non-English Language Learners	211	56	—	—	—	—	—	—	—	—	—	—
Economically Disadvantaged	90	31	14	45%	13	42%	4	13%	0	0%	4	13%
Not Economically Disadvantaged	123	26	10	38%	11	42%	5	19%	0	0%	5	19%
Not Migrant	213	57	24	42%	24	42%	9	16%	0	0%	9	16%
Not Homeless	211	57	24	42%	24	42%	9	16%	0	0%	9	16%
Not in Foster Care	212	57	24	42%	24	42%	9	16%	0	0%	9	16%
Parent Not in Armed Forces	213	57	24	42%	24	42%	9	16%	0	0%	9	16%

**GRADES 4 & 8 SCIENCE SUMMARY RESULTS (2018-19)**

Grade	Not Tested	Tested	Percent Proficient									
			Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
			#	%	#	%	#	%	#	%	#	%
Grade 4	63	177	5	3%	16	9%	64	36%	92	52%	156	88%
Grade 8	212	57	4	7%	14	25%	32	56%	7	12%	39	68%
Regents 8	—	49	0	0%	0	0%	14	29%	35	71%	49	100%
Combined 8	212	106	4	4%	14	13%	46	43%	42	40%	88	83%
Grades 4&8	275	283	9	3%	30	11%	110	39%	134	47%	244	86%

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.

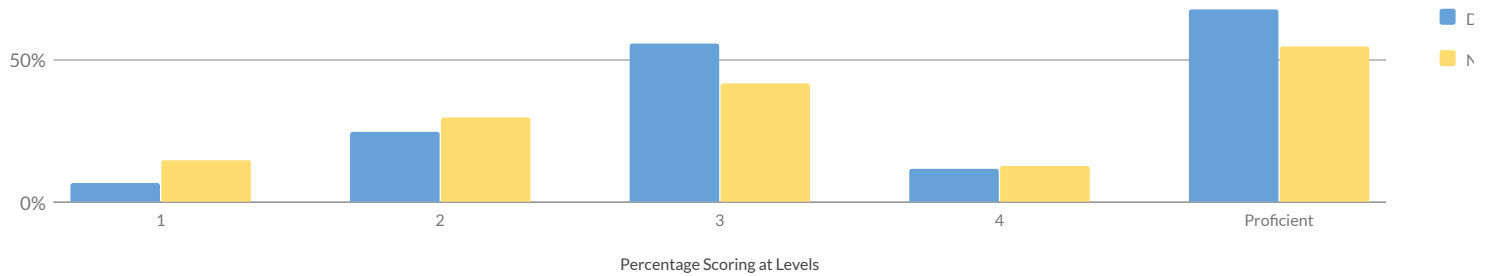
## GRADE 4 SCIENCE RESULTS



## MEAN SCORE: 81

Subgroup	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
			#	%	#	%	#	%	#	%	#	%
All Students	63	177	5	3%	16	9%	64	36%	92	52%	156	88%
General Education	37	134	1	1%	4	3%	46	34%	83	62%	129	96%
Students with Disabilities	26	43	4	9%	12	28%	18	42%	9	21%	27	63%
Asian or Native Hawaiian/Other Pacific Islander	0	2	—	—	—	—	—	—	—	—	—	—
Black or African American	0	2	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	2	11	1	9%	3	27%	4	36%	3	27%	7	64%
White	59	156	4	3%	12	8%	58	37%	82	53%	140	90%
Multiracial	2	6	—	—	—	—	—	—	—	—	—	—
Small Group Total	2	10	0	0%	1	10%	2	20%	7	70%	9	90%
Female	29	87	2	2%	12	14%	27	31%	46	53%	73	84%
Male	34	90	3	3%	4	4%	37	41%	46	51%	83	92%
English Language Learners	2	2	—	—	—	—	—	—	—	—	—	—
Non-English Language Learners	61	175	—	—	—	—	—	—	—	—	—	—
Economically Disadvantaged	31	84	4	5%	10	12%	39	46%	31	37%	70	83%
Not Economically Disadvantaged	32	93	1	1%	6	6%	25	27%	61	66%	86	92%
Not Migrant	63	177	5	3%	16	9%	64	36%	92	52%	156	88%
Not Homeless	62	177	5	3%	16	9%	64	36%	92	52%	156	88%
Not in Foster Care	63	177	5	3%	16	9%	64	36%	92	52%	156	88%
Parent Not in Armed Forces	63	177	5	3%	16	9%	64	36%	92	52%	156	88%

## GRADE 8 SCIENCE RESULTS

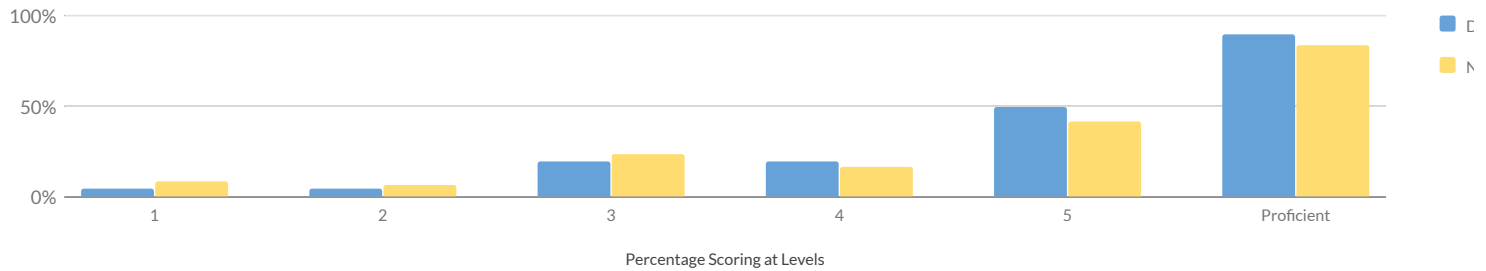


## MEAN SCORE: 70

Subgroup	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
			#	%	#	%	#	%	#	%	#	%
All Students	212	57	4	7%	14	25%	32	56%	7	12%	39	68%
General Education	157	39	0	0%	6	15%	26	67%	7	18%	33	85%
Students with Disabilities	55	18	4	22%	8	44%	6	33%	0	0%	6	33%
Asian or Native Hawaiian/Other Pacific Islander	2	1	—	—	—	—	—	—	—	—	—	—
Black or African American	7	3	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	6	3	—	—	—	—	—	—	—	—	—	—
White	195	49	4	8%	12	24%	27	55%	6	12%	33	67%
Multiracial	1	1	—	—	—	—	—	—	—	—	—	—
Small Group Total	16	8	0	0%	2	25%	5	63%	1	13%	6	75%
Female	109	17	1	6%	4	24%	11	65%	1	6%	12	71%
Male	103	40	3	8%	10	25%	21	53%	6	15%	27	68%
English Language Learners	2	1	—	—	—	—	—	—	—	—	—	—
Non-English Language Learners	210	56	—	—	—	—	—	—	—	—	—	—
Economically Disadvantaged	90	31	3	10%	8	26%	19	61%	1	3%	20	65%
Not Economically Disadvantaged	122	26	1	4%	6	23%	13	50%	6	23%	19	73%
Not Migrant	212	57	4	7%	14	25%	32	56%	7	12%	39	68%
Homeless	1	1	—	—	—	—	—	—	—	—	—	—
Not Homeless	211	56	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	211	57	4	7%	14	25%	32	56%	7	12%	39	68%
Parent Not in Armed Forces	212	57	4	7%	14	25%	32	56%	7	12%	39	68%

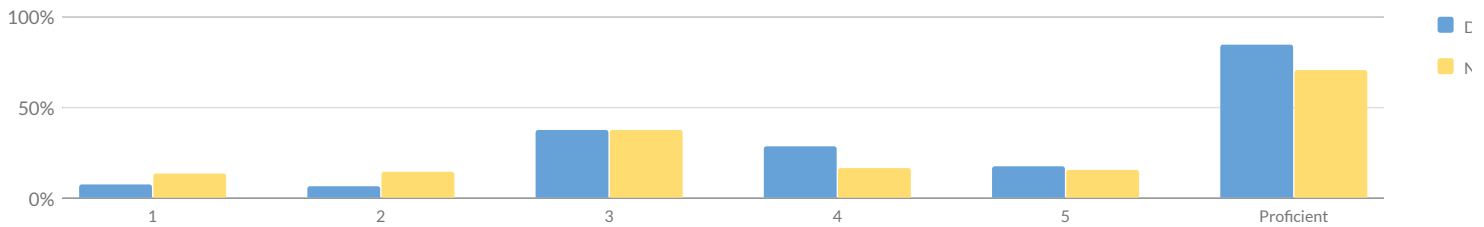
Annual Regents examination results include those from August, January, and June of the reporting year. If a student takes the same Regents examination multiple times during the reporting year, only the highest score is included in these results.

### ANNUAL REGENTS EXAMINATION IN ELA (2018-19)



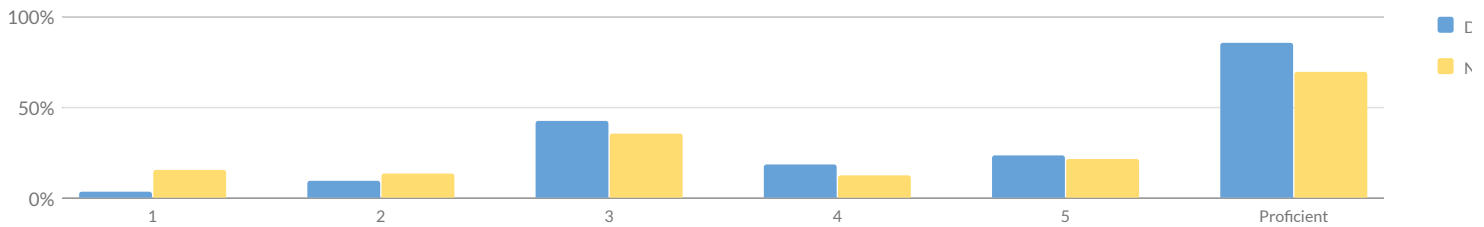
Subgroup	Tested	Percentage Scoring at Levels											
		Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%
All Students	311	14	5%	16	5%	63	20%	61	20%	157	50%	281	90%
General Education	241	4	2%	3	1%	37	15%	51	21%	146	61%	234	97%
Students with Disabilities	70	10	14%	13	19%	26	37%	10	14%	11	16%	47	67%
American Indian or Alaska Native	8	1	13%	2	25%	2	25%	1	13%	2	25%	5	63%
Asian or Native Hawaiian/Other Pacific Islander	4	—	—	—	—	—	—	—	—	—	—	—	—
Black or African American	11	0	0%	1	9%	4	36%	3	27%	3	27%	10	91%
Hispanic or Latino	10	1	10%	1	10%	3	30%	1	10%	4	40%	8	80%
White	275	11	4%	12	4%	53	19%	54	20%	145	53%	252	92%
Multiracial	3	—	—	—	—	—	—	—	—	—	—	—	—
Small Group Total	7	1	14%	0	0%	1	14%	2	29%	3	43%	6	86%
Female	159	6	4%	10	6%	28	18%	30	19%	85	53%	143	90%
Male	152	8	5%	6	4%	35	23%	31	20%	72	47%	138	91%
English Language Learners	4	—	—	—	—	—	—	—	—	—	—	—	—
Non-English Language Learners	307	—	—	—	—	—	—	—	—	—	—	—	—
Economically Disadvantaged	117	6	5%	9	8%	31	26%	21	18%	50	43%	102	87%
Not Economically Disadvantaged	194	8	4%	7	4%	32	16%	40	21%	107	55%	179	92%
Not Migrant	311	14	5%	16	5%	63	20%	61	20%	157	50%	281	90%
Homeless	1	—	—	—	—	—	—	—	—	—	—	—	—
Not Homeless	310	—	—	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	311	14	5%	16	5%	63	20%	61	20%	157	50%	281	90%
Parent Not in Armed Forces	311	14	5%	16	5%	63	20%	61	20%	157	50%	281	90%

## ANNUAL REGENTS EXAMINATION ALGEBRA I (2018-19)



Subgroup	Tested	Percentage Scoring at Levels											
		Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%
All Students	251	20	8%	18	7%	95	38%	72	29%	46	18%	213	85%
General Education	180	2	1%	4	2%	66	37%	64	36%	44	24%	174	97%
Students with Disabilities	71	18	25%	14	20%	29	41%	8	11%	2	3%	39	55%
American Indian or Alaska Native	4	—	—	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	3	—	—	—	—	—	—	—	—	—	—	—	—
Black or African American	4	—	—	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	7	0	0%	3	43%	2	29%	2	29%	0	0%	4	57%
White	229	15	7%	14	6%	88	38%	68	30%	44	19%	200	87%
Multiracial	4	—	—	—	—	—	—	—	—	—	—	—	—
Small Group Total	15	5	33%	1	7%	5	33%	2	13%	2	13%	9	60%
Female	122	12	10%	6	5%	39	32%	37	30%	28	23%	104	85%
Male	129	8	6%	12	9%	56	43%	35	27%	18	14%	109	84%
English Language Learners	1	—	—	—	—	—	—	—	—	—	—	—	—
Non-English Language Learners	250	—	—	—	—	—	—	—	—	—	—	—	—
Economically Disadvantaged	101	9	9%	11	11%	46	46%	22	22%	13	13%	81	80%
Not Economically Disadvantaged	150	11	7%	7	5%	49	33%	50	33%	33	22%	132	88%
Not Migrant	251	20	8%	18	7%	95	38%	72	29%	46	18%	213	85%
Homeless	1	—	—	—	—	—	—	—	—	—	—	—	—
Not Homeless	250	—	—	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	251	20	8%	18	7%	95	38%	72	29%	46	18%	213	85%
Parent Not in Armed Forces	251	20	8%	18	7%	95	38%	72	29%	46	18%	213	85%

## ANNUAL REGENTS EXAMINATION GEOMETRY (2018-19)

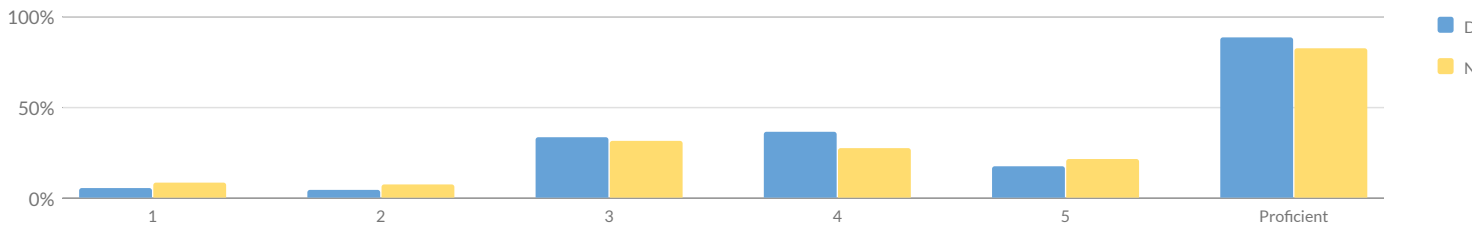


Percentage Scoring at Levels

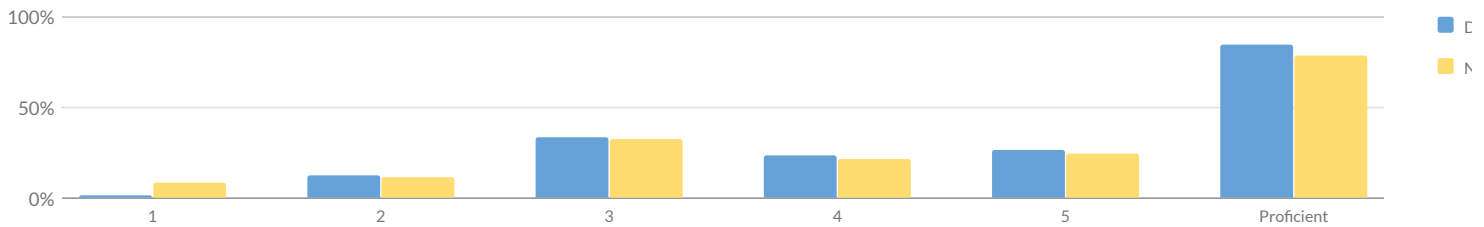
Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%
All Students	182	7	4%	19	10%	78	43%	35	19%	43	24%	156	86%
General Education	163	7	4%	12	7%	72	44%	32	20%	40	25%	144	88%
Students with Disabilities	19	0	0%	7	37%	6	32%	3	16%	3	16%	12	63%
American Indian or Alaska Native	4	—	—	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	3	—	—	—	—	—	—	—	—	—	—	—	—
Black or African American	2	—	—	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	7	1	14%	2	29%	2	29%	1	14%	1	14%	4	57%
White	162	4	2%	16	10%	69	43%	33	20%	40	25%	142	88%
Multiracial	4	—	—	—	—	—	—	—	—	—	—	—	—
Small Group Total	13	2	15%	1	8%	7	54%	1	8%	2	15%	10	77%
Female	86	3	3%	8	9%	37	43%	16	19%	22	26%	75	87%
Male	96	4	4%	11	11%	41	43%	19	20%	21	22%	81	84%
English Language Learners	1	—	—	—	—	—	—	—	—	—	—	—	—
Non-English Language Learners	181	—	—	—	—	—	—	—	—	—	—	—	—
Economically Disadvantaged	62	4	6%	9	15%	26	42%	11	18%	12	19%	49	79%
Not Economically Disadvantaged	120	3	3%	10	8%	52	43%	24	20%	31	26%	107	89%
Not Migrant	182	7	4%	19	10%	78	43%	35	19%	43	24%	156	86%
Not Homeless	182	7	4%	19	10%	78	43%	35	19%	43	24%	156	86%
Not in Foster Care	182	7	4%	19	10%	78	43%	35	19%	43	24%	156	86%
Parent Not in Armed Forces	182	7	4%	19	10%	78	43%	35	19%	43	24%	156	86%



## ANNUAL REGENTS EXAMINATION ALGEBRA II (2018-19)

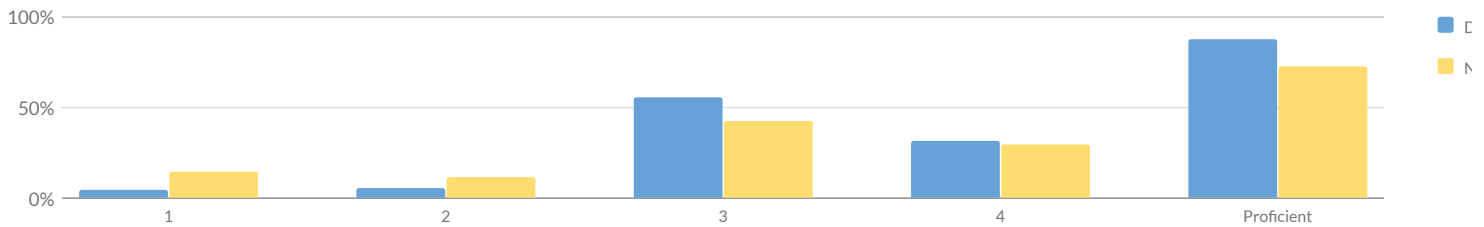


Percentage Scoring at Levels														
Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)		
		#	%	#	%	#	%	#	%	#	%	#	%	
All Students	127	8	6%	6	5%	43	34%	47	37%	23	18%	113	89%	
General Education	123	—	—	—	—	—	—	—	—	—	—	—	—	
Students with Disabilities	4	—	—	—	—	—	—	—	—	—	—	—	—	
American Indian or Alaska Native	2	—	—	—	—	—	—	—	—	—	—	—	—	
Asian or Native Hawaiian/Other Pacific Islander	2	—	—	—	—	—	—	—	—	—	—	—	—	
Black or African American	3	—	—	—	—	—	—	—	—	—	—	—	—	
Hispanic or Latino	5	2	40%	0	0%	0	0%	1	20%	2	40%	3	60%	
White	115	6	5%	6	5%	42	37%	41	36%	20	17%	103	90%	
Small Group Total	7	0	0%	0	0%	1	14%	5	71%	1	14%	7	100%	
Female	68	6	9%	6	9%	23	34%	22	32%	11	16%	56	82%	
Male	59	2	3%	0	0%	20	34%	25	42%	12	20%	57	97%	
Non-English Language Learners	127	8	6%	6	5%	43	34%	47	37%	23	18%	113	89%	
Economically Disadvantaged	31	6	19%	3	10%	9	29%	10	32%	3	10%	22	71%	
Not Economically Disadvantaged	96	2	2%	3	3%	34	35%	37	39%	20	21%	91	95%	
Not Migrant	127	8	6%	6	5%	43	34%	47	37%	23	18%	113	89%	
Not Homeless	127	8	6%	6	5%	43	34%	47	37%	23	18%	113	89%	
Not in Foster Care	127	8	6%	6	5%	43	34%	47	37%	23	18%	113	89%	
Parent Not in Armed Forces	127	8	6%	6	5%	43	34%	47	37%	23	18%	113	89%	

**ANNUAL REGENTS EXAMINATION NEW FRAMEWORK GLOBAL HISTORY & GEOGRAPHY II (2018-19)**

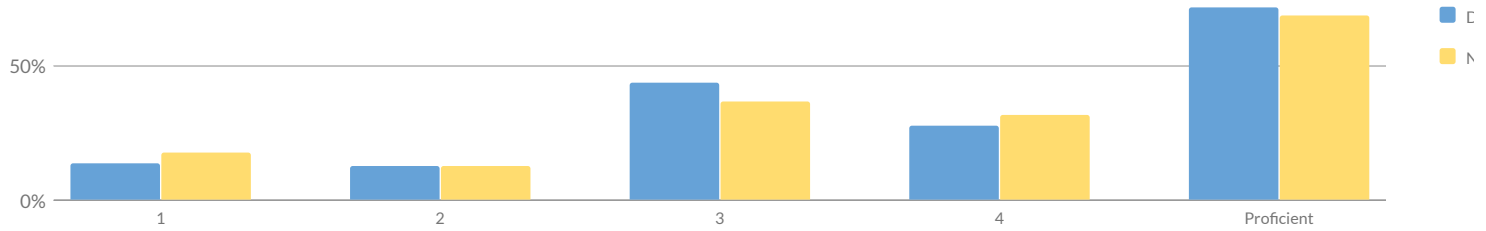
Subgroup	Tested	Percentage Scoring at Levels											
		Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%
All Students	240	5	2%	30	13%	82	34%	58	24%	65	27%	205	85%
General Education	187	2	1%	16	9%	65	35%	44	24%	60	32%	169	90%
Students with Disabilities	53	3	6%	14	26%	17	32%	14	26%	5	9%	36	68%
American Indian or Alaska Native	6	0	0%	2	33%	1	17%	1	17%	2	33%	4	67%
Asian or Native Hawaiian/Other Pacific Islander	1	—	—	—	—	—	—	—	—	—	—	—	—
Black or African American	3	—	—	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	9	0	0%	3	33%	3	33%	1	11%	2	22%	6	67%
White	216	5	2%	22	10%	75	35%	54	25%	60	28%	189	88%
Multiracial	5	—	—	—	—	—	—	—	—	—	—	—	—
Small Group Total	9	0	0%	3	33%	3	33%	2	22%	1	11%	6	67%
Female	104	4	4%	18	17%	36	35%	23	22%	23	22%	82	79%
Male	136	1	1%	12	9%	46	34%	35	26%	42	31%	123	90%
Non-English Language Learners	240	5	2%	30	13%	82	34%	58	24%	65	27%	205	85%
Economically Disadvantaged	93	3	3%	19	20%	41	44%	20	22%	10	11%	71	76%
Not Economically Disadvantaged	147	2	1%	11	7%	41	28%	38	26%	55	37%	134	91%
Not Migrant	240	5	2%	30	13%	82	34%	58	24%	65	27%	205	85%
Not Homeless	240	5	2%	30	13%	82	34%	58	24%	65	27%	205	85%
Not in Foster Care	240	5	2%	30	13%	82	34%	58	24%	65	27%	205	85%
Parent Not in Armed Forces	240	5	2%	30	13%	82	34%	58	24%	65	27%	205	85%

## ANNUAL REGENTS EXAMINATION LIVING ENVIRONMENT (2018-19)



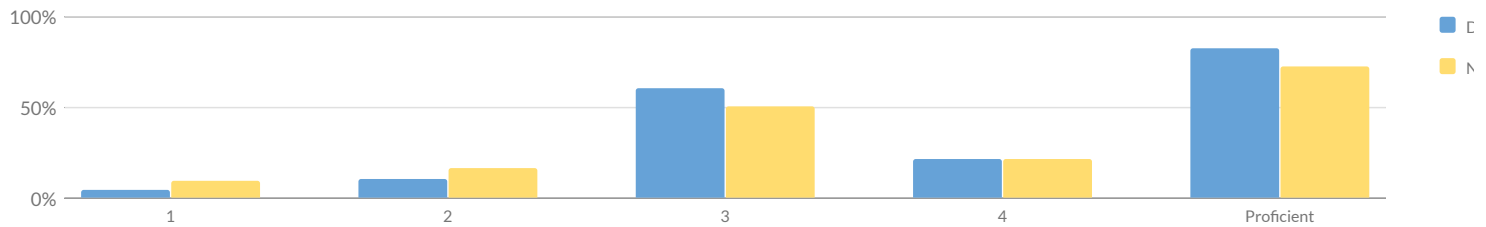
Subgroup	Tested	Percentage Scoring at Levels									
		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%
All Students	293	16	5%	18	6%	165	56%	94	32%	259	88%
General Education	227	6	3%	6	3%	129	57%	86	38%	215	95%
Students with Disabilities	66	10	15%	12	18%	36	55%	8	12%	44	67%
American Indian or Alaska Native	6	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	3	—	—	—	—	—	—	—	—	—	—
Black or African American	7	1	14%	0	0%	5	71%	1	14%	6	86%
Hispanic or Latino	12	2	17%	2	17%	6	50%	2	17%	8	67%
White	265	12	5%	16	6%	149	56%	88	33%	237	89%
Small Group Total	9	1	11%	0	0%	5	56%	3	33%	8	89%
Female	138	4	3%	10	7%	84	61%	40	29%	124	90%
Male	155	12	8%	8	5%	81	52%	54	35%	135	87%
English Language Learners	2	—	—	—	—	—	—	—	—	—	—
Non-English Language Learners	291	—	—	—	—	—	—	—	—	—	—
Economically Disadvantaged	131	8	6%	12	9%	78	60%	33	25%	111	85%
Not Economically Disadvantaged	162	8	5%	6	4%	87	54%	61	38%	148	91%
Not Migrant	293	16	5%	18	6%	165	56%	94	32%	259	88%
Homeless	2	—	—	—	—	—	—	—	—	—	—
Not Homeless	291	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	293	16	5%	18	6%	165	56%	94	32%	259	88%
Parent Not in Armed Forces	293	16	5%	18	6%	165	56%	94	32%	259	88%

## ANNUAL REGENTS EXAMINATION PHYSICAL SETTING/EARTH SCIENCE (2018-19)



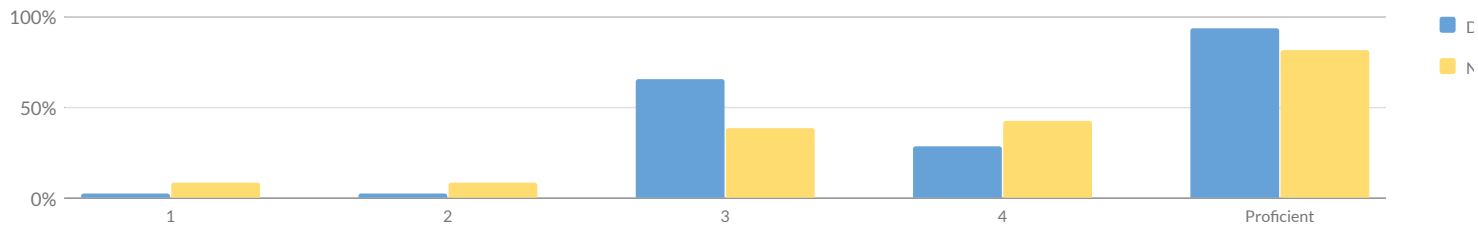
Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%
All Students	178	25	14%	24	13%	79	44%	50	28%	129	72%
General Education	144	12	8%	14	10%	72	50%	46	32%	118	82%
Students with Disabilities	34	13	38%	10	29%	7	21%	4	12%	11	32%
American Indian or Alaska Native	3	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	1	—	—	—	—	—	—	—	—	—	—
Black or African American	4	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	4	—	—	—	—	—	—	—	—	—	—
White	162	21	13%	20	12%	73	45%	48	30%	121	75%
Multiracial	4	—	—	—	—	—	—	—	—	—	—
Small Group Total	16	4	25%	4	25%	6	38%	2	13%	8	50%
Female	80	15	19%	12	15%	35	44%	18	23%	53	66%
Male	98	10	10%	12	12%	44	45%	32	33%	76	78%
Non-English Language Learners	178	25	14%	24	13%	79	44%	50	28%	129	72%
Economically Disadvantaged	68	8	12%	13	19%	30	44%	17	25%	47	69%
Not Economically Disadvantaged	110	17	15%	11	10%	49	45%	33	30%	82	75%
Not Migrant	178	25	14%	24	13%	79	44%	50	28%	129	72%
Not Homeless	178	25	14%	24	13%	79	44%	50	28%	129	72%
Not in Foster Care	178	25	14%	24	13%	79	44%	50	28%	129	72%
Parent Not in Armed Forces	178	25	14%	24	13%	79	44%	50	28%	129	72%

## ANNUAL REGENTS EXAMINATION PHYSICAL SETTING/CHEMISTRY (2018-19)



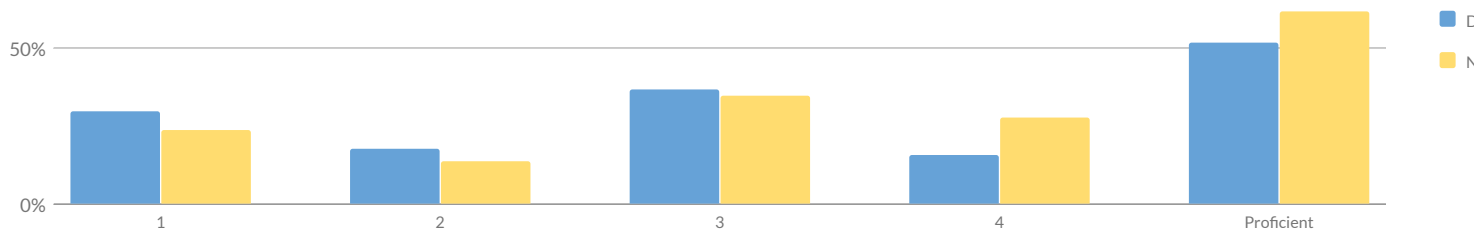
Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%
All Students	96	5	5%	11	11%	59	61%	21	22%	80	83%
General Education	89	3	3%	11	12%	56	63%	19	21%	75	84%
Students with Disabilities	7	2	29%	0	0%	3	43%	2	29%	5	71%
American Indian or Alaska Native	2	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	3	—	—	—	—	—	—	—	—	—	—
Black or African American	1	—	—	—	—	—	—	—	—	—	—
White	88	5	6%	11	13%	54	61%	18	20%	72	82%
Multiracial	2	—	—	—	—	—	—	—	—	—	—
Small Group Total	8	0	0%	0	0%	5	63%	3	38%	8	100%
Female	57	3	5%	6	11%	40	70%	8	14%	48	84%
Male	39	2	5%	5	13%	19	49%	13	33%	32	82%
Non-English Language Learners	96	5	5%	11	11%	59	61%	21	22%	80	83%
Economically Disadvantaged	22	0	0%	1	5%	16	73%	5	23%	21	95%
Not Economically Disadvantaged	74	5	7%	10	14%	43	58%	16	22%	59	80%
Not Migrant	96	5	5%	11	11%	59	61%	21	22%	80	83%
Not Homeless	96	5	5%	11	11%	59	61%	21	22%	80	83%
Not in Foster Care	96	5	5%	11	11%	59	61%	21	22%	80	83%
Parent Not in Armed Forces	96	5	5%	11	11%	59	61%	21	22%	80	83%

## ANNUAL REGENTS EXAMINATION PHYSICAL SETTING/PHYSICS (2018-19)



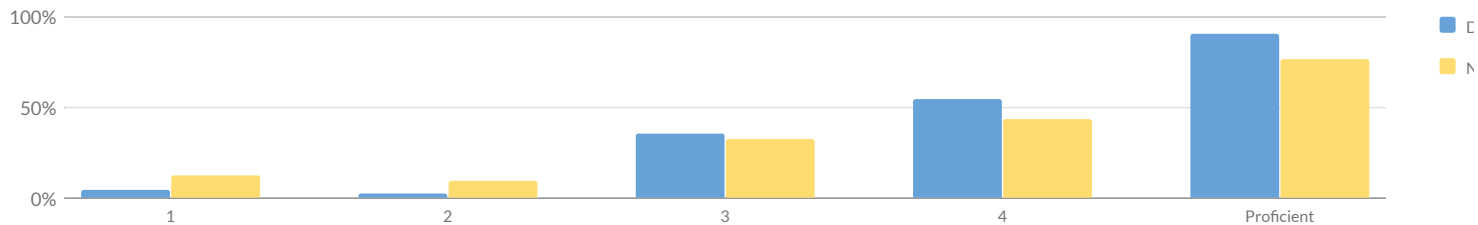
Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%
All Students	35	1	3%	1	3%	23	66%	10	29%	33	94%
General Education	34	—	—	—	—	—	—	—	—	—	—
Students with Disabilities	1	—	—	—	—	—	—	—	—	—	—
American Indian or Alaska Native	3	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	2	—	—	—	—	—	—	—	—	—	—
White	30	1	3%	1	3%	20	67%	8	27%	28	93%
Small Group Total	5	0	0%	0	0%	3	60%	2	40%	5	100%
Female	7	0	0%	1	14%	4	57%	2	29%	6	86%
Male	28	1	4%	0	0%	19	68%	8	29%	27	96%
Non-English Language Learners	35	1	3%	1	3%	23	66%	10	29%	33	94%
Economically Disadvantaged	4	—	—	—	—	—	—	—	—	—	—
Not Economically Disadvantaged	31	—	—	—	—	—	—	—	—	—	—
Not Migrant	35	1	3%	1	3%	23	66%	10	29%	33	94%
Not Homeless	35	1	3%	1	3%	23	66%	10	29%	33	94%
Not in Foster Care	35	1	3%	1	3%	23	66%	10	29%	33	94%
Parent Not in Armed Forces	35	1	3%	1	3%	23	66%	10	29%	33	94%

## ANNUAL REGENTS TRANSITIONAL EXAM IN GLOBAL HISTORY &amp; GEOGRAPHY (2018-19)



Percentage Scoring at Levels

Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%
All Students	90	27	30%	16	18%	33	37%	14	16%	47	52%
General Education	57	6	11%	12	21%	28	49%	11	19%	39	68%
Students with Disabilities	33	21	64%	4	12%	5	15%	3	9%	8	24%
American Indian or Alaska Native	3	—	—	—	—	—	—	—	—	—	—
Black or African American	4	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	2	—	—	—	—	—	—	—	—	—	—
White	79	23	29%	13	16%	29	37%	14	18%	43	54%
Multiracial	2	—	—	—	—	—	—	—	—	—	—
Small Group Total	11	4	36%	3	27%	4	36%	0	0%	4	36%
Female	52	11	21%	14	27%	20	38%	7	13%	27	52%
Male	38	16	42%	2	5%	13	34%	7	18%	20	53%
English Language Learners	1	—	—	—	—	—	—	—	—	—	—
Non-English Language Learners	89	—	—	—	—	—	—	—	—	—	—
Economically Disadvantaged	35	16	46%	8	23%	7	20%	4	11%	11	31%
Not Economically Disadvantaged	55	11	20%	8	15%	26	47%	10	18%	36	65%
Not Migrant	90	27	30%	16	18%	33	37%	14	16%	47	52%
Not Homeless	90	27	30%	16	18%	33	37%	14	16%	47	52%
Not in Foster Care	90	27	30%	16	18%	33	37%	14	16%	47	52%
Parent Not in Armed Forces	90	27	30%	16	18%	33	37%	14	16%	47	52%

**ANNUAL REGENTS EXAMINATION U.S. HISTORY & GOVERNMENT (2018-19)**

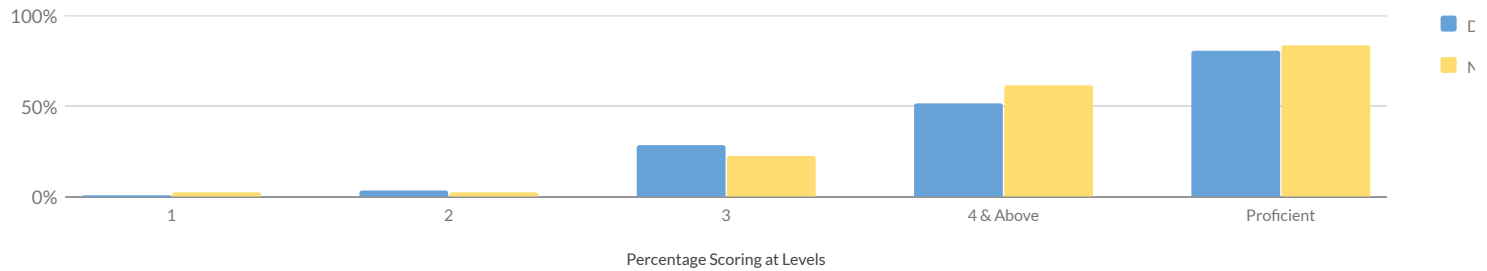
Percentage Scoring at Levels

Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%
All Students	292	16	5%	9	3%	106	36%	161	55%	267	91%
General Education	236	4	2%	4	2%	80	34%	148	63%	228	97%
Students with Disabilities	56	12	21%	5	9%	26	46%	13	23%	39	70%
American Indian or Alaska Native	7	0	0%	0	0%	5	71%	2	29%	7	100%
Asian or Native Hawaiian/Other Pacific Islander	4	—	—	—	—	—	—	—	—	—	—
Black or African American	10	1	10%	0	0%	4	40%	5	50%	9	90%
Hispanic or Latino	8	1	13%	1	13%	3	38%	3	38%	6	75%
White	259	14	5%	7	3%	90	35%	148	57%	238	92%
Multiracial	4	—	—	—	—	—	—	—	—	—	—
Small Group Total	8	0	0%	1	13%	4	50%	3	38%	7	88%
Female	161	9	6%	8	5%	66	41%	78	48%	144	89%
Male	131	7	5%	1	1%	40	31%	83	63%	123	94%
English Language Learners	2	—	—	—	—	—	—	—	—	—	—
Non-English Language Learners	290	—	—	—	—	—	—	—	—	—	—
Economically Disadvantaged	111	7	6%	7	6%	49	44%	48	43%	97	87%
Not Economically Disadvantaged	181	9	5%	2	1%	57	31%	113	62%	170	94%
Not Migrant	292	16	5%	9	3%	106	36%	161	55%	267	91%
Homeless	2	—	—	—	—	—	—	—	—	—	—
Not Homeless	290	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	292	16	5%	9	3%	106	36%	161	55%	267	91%
Parent Not in Armed Forces	292	16	5%	9	3%	106	36%	161	55%	267	91%



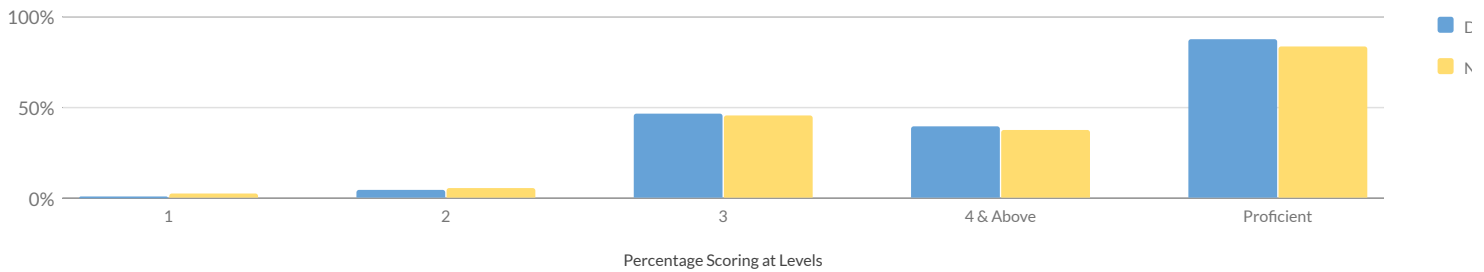
A High School Cohort consists of all students who first enter grade 9 anywhere or, in the case of ungraded students with disabilities, reach their seventeenth birthday in a particular school year (July 1 - June 30). The "year" used to identify the cohort is the year in which the July 1 - December 31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

### 2015 TOTAL COHORT REGENTS EXAMINATION IN ELA



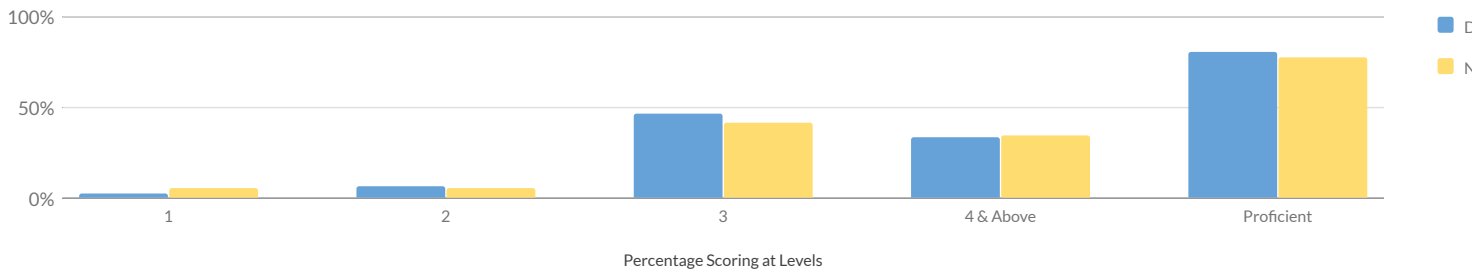
Subgroup	Cohort	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4 & Above		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	276	39	14%	237	86%	2	1%	12	4%	79	29%	144	52%	223	81%
General Education	217	23	11%	194	89%	1	0%	0	0%	59	27%	134	62%	193	89%
Students with Disabilities	59	16	27%	43	73%	1	2%	12	20%	20	34%	10	17%	30	51%
American Indian or Alaska Native	9	1	11%	8	89%	0	0%	1	11%	2	22%	5	56%	7	78%
Black or African American	6	0	—	6	—	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	8	1	13%	7	88%	0	0%	1	13%	5	63%	1	13%	6	75%
White	249	37	15%	212	85%	1	0%	10	4%	67	27%	134	54%	201	81%
Multiracial	4	0	—	4	—	—	—	—	—	—	—	—	—	—	—
Small Group Total	10	0	0%	10	100%	1	10%	0	0%	5	50%	4	40%	9	90%
Female	128	18	14%	110	86%	1	1%	8	6%	34	27%	67	52%	101	79%
Male	148	21	14%	127	86%	1	1%	4	3%	45	30%	77	52%	122	82%
Non-English Language Learners	272	39	—	233	—	—	—	—	—	—	—	—	—	—	—
English Language Learners	4	0	—	4	—	—	—	—	—	—	—	—	—	—	—
Economically Disadvantaged	107	27	25%	80	75%	2	2%	8	7%	29	27%	41	38%	70	65%
Not Economically Disadvantaged	169	12	7%	157	93%	0	0%	4	2%	50	30%	103	61%	153	91%
Not Migrant	276	39	14%	237	86%	2	1%	12	4%	79	29%	144	52%	223	81%
Homeless	1	0	—	1	—	—	—	—	—	—	—	—	—	—	—
Not Homeless	275	39	—	236	—	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	276	39	14%	237	86%	2	1%	12	4%	79	29%	144	52%	223	81%
Parent Not in Armed Forces	276	39	14%	237	86%	2	1%	12	4%	79	29%	144	52%	223	81%

## 2015 TOTAL COHORT REGENTS EXAMINATIONS IN MATH



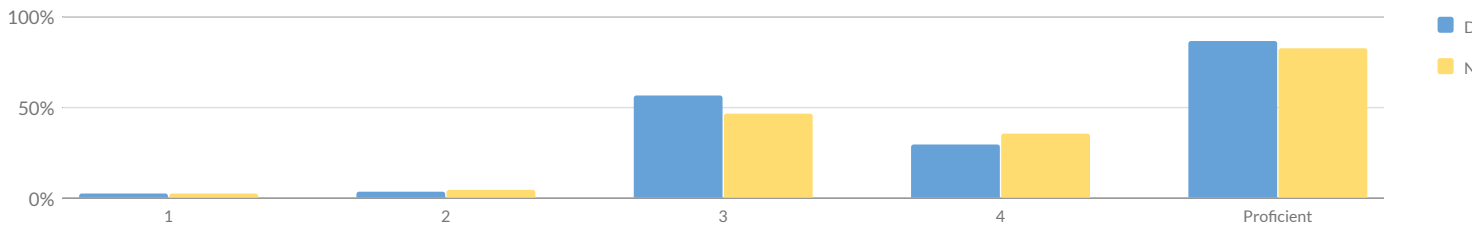
Subgroup	Cohort	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4 & Above		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	276	18	7%	258	93%	3	1%	13	5%	131	47%	111	40%	242	88%
General Education	217	9	4%	208	96%	1	0%	2	1%	100	46%	105	48%	205	94%
Students with Disabilities	59	9	15%	50	85%	2	3%	11	19%	31	53%	6	10%	37	63%
American Indian or Alaska Native	9	0	0%	9	100%	0	0%	1	11%	4	44%	4	44%	8	89%
Black or African American	6	0	—	6	—	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	8	1	13%	7	88%	0	0%	0	0%	4	50%	3	38%	7	88%
White	249	17	7%	232	93%	3	1%	10	4%	119	48%	100	40%	219	88%
Multiracial	4	0	—	4	—	—	—	—	—	—	—	—	—	—	—
Small Group Total	10	0	0%	10	100%	0	0%	2	20%	4	40%	4	40%	8	80%
Female	128	7	5%	121	95%	2	2%	7	5%	65	51%	47	37%	112	88%
Male	148	11	7%	137	93%	1	1%	6	4%	66	45%	64	43%	130	88%
Non-English Language Learners	272	18	—	254	—	—	—	—	—	—	—	—	—	—	—
English Language Learners	4	0	—	4	—	—	—	—	—	—	—	—	—	—	—
Economically Disadvantaged	107	13	12%	94	88%	1	1%	9	8%	46	43%	38	36%	84	79%
Not Economically Disadvantaged	169	5	3%	164	97%	2	1%	4	2%	85	50%	73	43%	158	93%
Not Migrant	276	18	7%	258	93%	3	1%	13	5%	131	47%	111	40%	242	88%
Homeless	1	0	—	1	—	—	—	—	—	—	—	—	—	—	—
Not Homeless	275	18	—	257	—	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	276	18	7%	258	93%	3	1%	13	5%	131	47%	111	40%	242	88%
Parent Not in Armed Forces	276	18	7%	258	93%	3	1%	13	5%	131	47%	111	40%	242	88%

## 2015 TOTAL COHORT REGENTS EXAMINATIONS IN GLOBAL HISTORY &amp; GEOGRAPHY



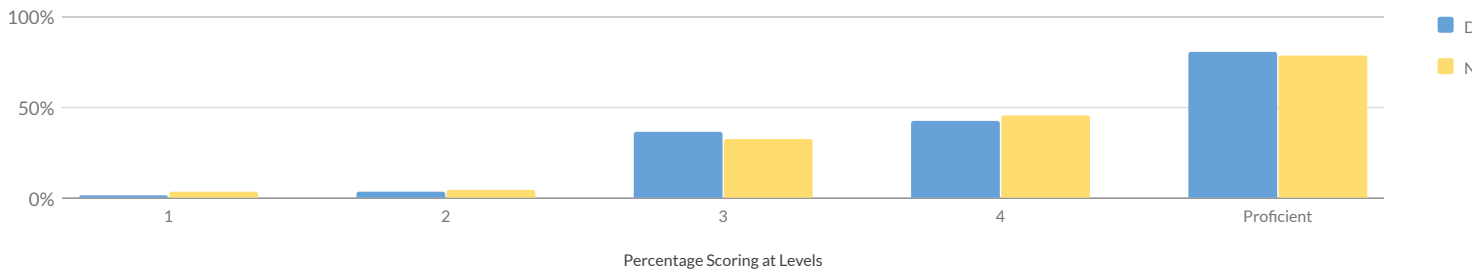
Subgroup	Cohort	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4 & Above		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	276	24	9%	252	91%	9	3%	20	7%	129	47%	94	34%	223	81%
General Education	217	14	6%	203	94%	2	1%	10	5%	103	47%	88	41%	191	88%
Students with Disabilities	59	10	17%	49	83%	7	12%	10	17%	26	44%	6	10%	32	54%
American Indian or Alaska Native	9	0	0%	9	100%	1	11%	0	0%	5	56%	3	33%	8	89%
Black or African American	6	0	—	6	—	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	8	1	13%	7	88%	0	0%	0	0%	7	88%	0	0%	7	88%
White	249	23	9%	226	91%	8	3%	19	8%	111	45%	88	35%	199	80%
Multiracial	4	0	—	4	—	—	—	—	—	—	—	—	—	—	—
Small Group Total	10	0	0%	10	100%	0	0%	1	10%	6	60%	3	30%	9	90%
Female	128	11	9%	117	91%	4	3%	10	8%	71	55%	32	25%	103	80%
Male	148	13	9%	135	91%	5	3%	10	7%	58	39%	62	42%	120	81%
Non-English Language Learners	272	23	—	249	—	—	—	—	—	—	—	—	—	—	—
English Language Learners	4	1	—	3	—	—	—	—	—	—	—	—	—	—	—
Economically Disadvantaged	107	16	15%	91	85%	5	5%	11	10%	50	47%	25	23%	75	70%
Not Economically Disadvantaged	169	8	5%	161	95%	4	2%	9	5%	79	47%	69	41%	148	88%
Not Migrant	276	24	9%	252	91%	9	3%	20	7%	129	47%	94	34%	223	81%
Homeless	1	0	—	1	—	—	—	—	—	—	—	—	—	—	—
Not Homeless	275	24	—	251	—	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	276	24	9%	252	91%	9	3%	20	7%	129	47%	94	34%	223	81%
Parent Not in Armed Forces	276	24	9%	252	91%	9	3%	20	7%	129	47%	94	34%	223	81%

## 2015 TOTAL COHORT REGENTS EXAMINATIONS IN SCIENCE



Subgroup	Cohort	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	276	18	7%	258	93%	7	3%	11	4%	156	57%	84	30%	240	87%
General Education	217	8	4%	209	96%	5	2%	4	2%	118	54%	82	38%	200	92%
Students with Disabilities	59	10	17%	49	83%	2	3%	7	12%	38	64%	2	3%	40	68%
American Indian or Alaska Native	9	0	0%	9	100%	1	11%	0	0%	6	67%	2	22%	8	89%
Black or African American	6	0	—	6	—	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	8	1	13%	7	88%	0	0%	2	25%	4	50%	1	13%	5	63%
White	249	17	7%	232	93%	5	2%	9	4%	139	56%	79	32%	218	88%
Multiracial	4	0	—	4	—	—	—	—	—	—	—	—	—	—	—
Small Group Total	10	0	0%	10	100%	1	10%	0	0%	7	70%	2	20%	9	90%
Female	128	7	5%	121	95%	5	4%	6	5%	74	58%	36	28%	110	86%
Male	148	11	7%	137	93%	2	1%	5	3%	82	55%	48	32%	130	88%
Non-English Language Learners	272	18	—	254	—	—	—	—	—	—	—	—	—	—	—
English Language Learners	4	0	—	4	—	—	—	—	—	—	—	—	—	—	—
Economically Disadvantaged	107	11	10%	96	90%	6	6%	8	7%	61	57%	21	20%	82	77%
Not Economically Disadvantaged	169	7	4%	162	96%	1	1%	3	2%	95	56%	63	37%	158	93%
Not Migrant	276	18	7%	258	93%	7	3%	11	4%	156	57%	84	30%	240	87%
Homeless	1	0	—	1	—	—	—	—	—	—	—	—	—	—	—
Not Homeless	275	18	—	257	—	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	276	18	7%	258	93%	7	3%	11	4%	156	57%	84	30%	240	87%
Parent Not in Armed Forces	276	18	7%	258	93%	7	3%	11	4%	156	57%	84	30%	240	87%

## 2015 TOTAL COHORT REGENTS EXAMINATION IN U.S. HISTORY &amp; GOVERNMENT



Subgroup	Cohort	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	276	37	13%	239	87%	5	2%	11	4%	103	37%	120	43%	223	81%
General Education	217	23	11%	194	89%	0	0%	2	1%	79	36%	113	52%	192	88%
Students with Disabilities	59	14	24%	45	76%	5	8%	9	15%	24	41%	7	12%	31	53%
American Indian or Alaska Native	9	1	11%	8	89%	0	0%	1	11%	3	33%	4	44%	7	78%
Black or African American	6	0	—	6	—	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	8	1	13%	7	88%	0	0%	3	38%	2	25%	2	25%	4	50%
White	249	34	14%	215	86%	5	2%	6	2%	94	38%	110	44%	204	82%
Multiracial	4	1	—	3	—	—	—	—	—	—	—	—	—	—	—
Small Group Total	10	1	10%	9	90%	0	0%	1	10%	4	40%	4	40%	8	80%
Female	128	16	13%	112	88%	2	2%	8	6%	57	45%	45	35%	102	80%
Male	148	21	14%	127	86%	3	2%	3	2%	46	31%	75	51%	121	82%
Non-English Language Learners	272	37	—	235	—	—	—	—	—	—	—	—	—	—	—
English Language Learners	4	0	—	4	—	—	—	—	—	—	—	—	—	—	—
Economically Disadvantaged	107	25	23%	82	77%	3	3%	8	7%	41	38%	30	28%	71	66%
Not Economically Disadvantaged	169	12	7%	157	93%	2	1%	3	2%	62	37%	90	53%	152	90%
Not Migrant	276	37	13%	239	87%	5	2%	11	4%	103	37%	120	43%	223	81%
Homeless	1	0	—	1	—	—	—	—	—	—	—	—	—	—	—
Not Homeless	275	37	—	238	—	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	276	37	13%	239	87%	5	2%	11	4%	103	37%	120	43%	223	81%
Parent Not in Armed Forces	276	37	13%	239	87%	5	2%	11	4%	103	37%	120	43%	223	81%

**NEW YORK STATE ENGLISH AS A SECOND LANGUAGE ACHIEVEMENT TEST (2018-19)**

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%	67%	17%
Grade 1	0	3	—	—	—	—	—
Grade 2	0	10	0%	0%	10%	60%	30%
Grade 3	0	3	—	—	—	—	—
Grade 4	0	4	—	—	—	—	—
Grade 5	0	2	—	—	—	—	—
Grade 6	0	7	14%	0%	14%	57%	14%
Grade 7	0	5	0%	20%	40%	40%	0%
Grade 8	0	3	—	—	—	—	—
Grade 9	0	4	—	—	—	—	—
Grade 11	0	2	—	—	—	—	—
Grade 12	3	1	—	—	—	—	—

**NEW YORK STATE ALTERNATE ASSESSMENT (2018-19)**

New York State Alternate Assessments (NYSAA) 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	0	3	—	—	—	—	—	—	—	—
Grade 3 Math	0	3	—	—	—	—	—	—	—	—
Grade 4 ELA	1	4	—	—	—	—	—	—	—	—
Grade 4 Math	1	4	—	—	—	—	—	—	—	—
Grade 4 Science	1	4	—	—	—	—	—	—	—	—
Grade 5 ELA	1	4	—	—	—	—	—	—	—	—
Grade 5 Math	1	4	—	—	—	—	—	—	—	—
Grade 6 ELA	0	4	—	—	—	—	—	—	—	—
Grade 6 Math	0	4	—	—	—	—	—	—	—	—
Grade 7 ELA	2	7	0	0%	0	0%	5	71%	2	29%
Grade 7 Math	2	7	0	0%	0	0%	5	71%	2	29%
Grade 8 ELA	1	9	0	0%	1	11%	4	44%	4	44%
Grade 8 Math	1	9	0	0%	1	11%	7	78%	1	11%
Grade 8 Science	1	9	0	0%	2	22%	4	44%	3	33%
Secondary-Level ELA	33	5	0	0%	1	20%	4	80%	0	0%
Secondary-Level Math	33	5	0	0%	1	20%	3	60%	1	20%
Secondary-Level Science	33	5	0	0%	0	0%	4	80%	1	20%

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

National Assessment of Education Progress (NAEP) are reported for statewide (New York State) and national results only. District- and school-level results are not reported for NAEP.

**NEW YORK STATE NAEP GRADE 4**

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

**NEW YORK STATE NAEP GRADE 8**

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



**NATIONAL NAEP GRADE 4**

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

**NATIONAL NAEP GRADE 8**

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

\*There are not sufficient data for this subgroup.

**CIVIL RIGHTS DATA COLLECTION (CRDC) (2015-16)**

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

CRDC Data (13.06 megabytes)

Glossary of Terms

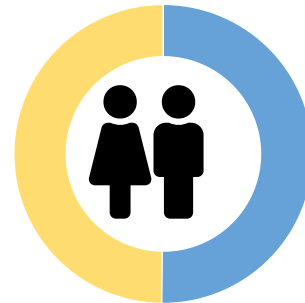
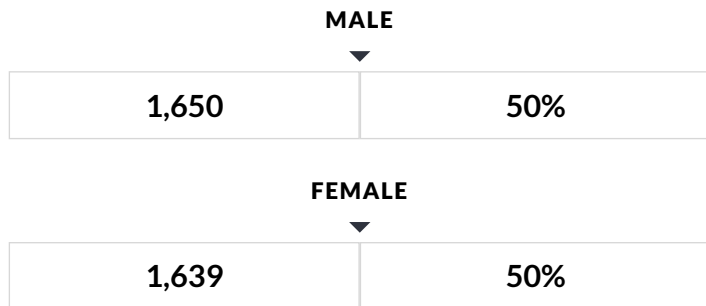
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These enrollment data are collected as part of NYSED's Student Information Repository System (SIRS). These counts are as of "BEDS Day" which is typically the first Wednesday in October. Available are enrollment counts for public and charter school students by various demographics for the 2018 - 19 school year. For nonpublic school enrollment data please see the Non-Public School Enrollment and Staff information on our Information and Reporting Services webpage.

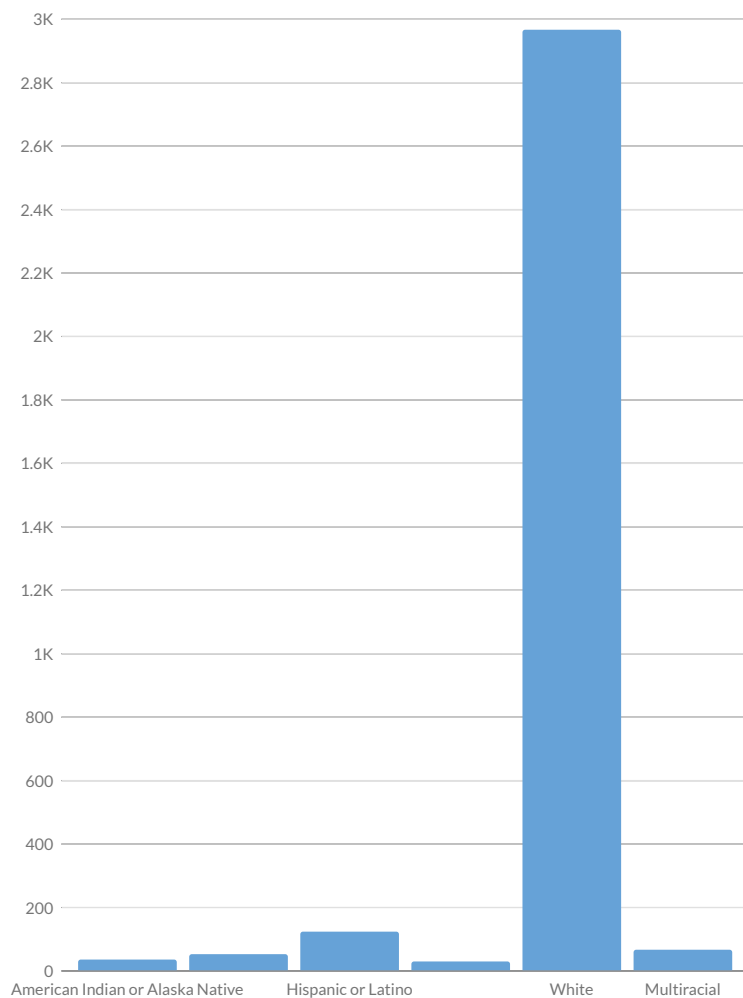
## NORTH TONAWANDA CITY SCHOOL DISTRICT ENROLLMENT (2018 - 19)

**K-12 Enrollment: 3,289**

### ENROLLMENT BY GENDER



### ENROLLMENT BY ETHNICITY



#### AMERICAN INDIAN OR ALASKA NATIVE

38	1%
----	----

#### BLACK OR AFRICAN AMERICAN

55	2%
----	----

#### HISPANIC OR LATINO

126	4%
-----	----

#### ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC ISLANDER

32	1%
----	----

#### WHITE

2,969	90%
-------	-----

#### MULTIRACIAL

69	2%
----	----

## OTHER GROUPS

## ENGLISH LANGUAGE LEARNERS

48	1%
----	----

## STUDENTS WITH DISABILITIES

714	22%
-----	-----

## ECONOMICALLY DISADVANTAGED

1,517	46%
-------	-----

## MIGRANT

—	—
---	---

## HOMELESS

—	—
---	---

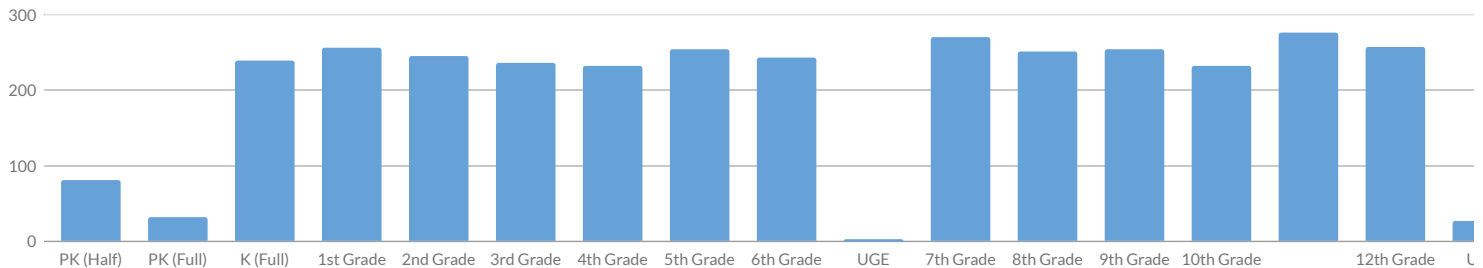
## FOSTER CARE

—	—
---	---

## PARENT IN ARMED FORCES

—	—
---	---

## ENROLLMENT BY GRADE



## PRE-K (HALF DAY)

82	2%
----	----

## PRE-K (FULL DAY)

33	1%
----	----

## K (FULL DAY)

240	7%
-----	----

## 1ST GRADE

257	8%
-----	----

## 2ND GRADE

246	7%
-----	----

## 3RD GRADE

237	7%
-----	----

## 4TH GRADE

233	7%
-----	----

## 5TH GRADE

255	7%
-----	----

## 6TH GRADE

244	7%
-----	----

## UNGRADED ELEMENTARY

3	0%
---	----

## 7TH GRADE

271	8%
-----	----

## 8TH GRADE

252	7%
-----	----

## 9TH GRADE

255	7%
-----	----

## 10TH GRADE

233	7%
-----	----

## 11TH GRADE

277	8%
-----	----

## 12TH GRADE

258	8%
-----	----

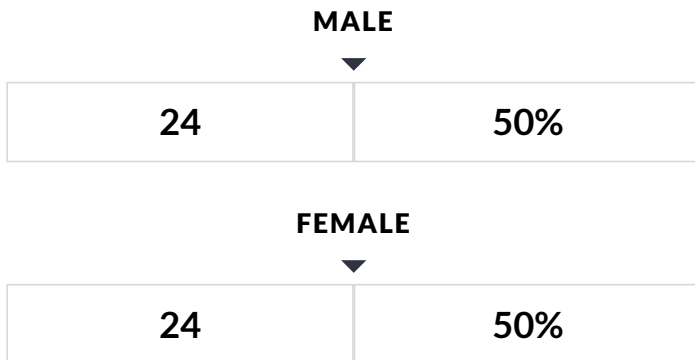
## UNGRADED SECONDARY

28	1%
----	----

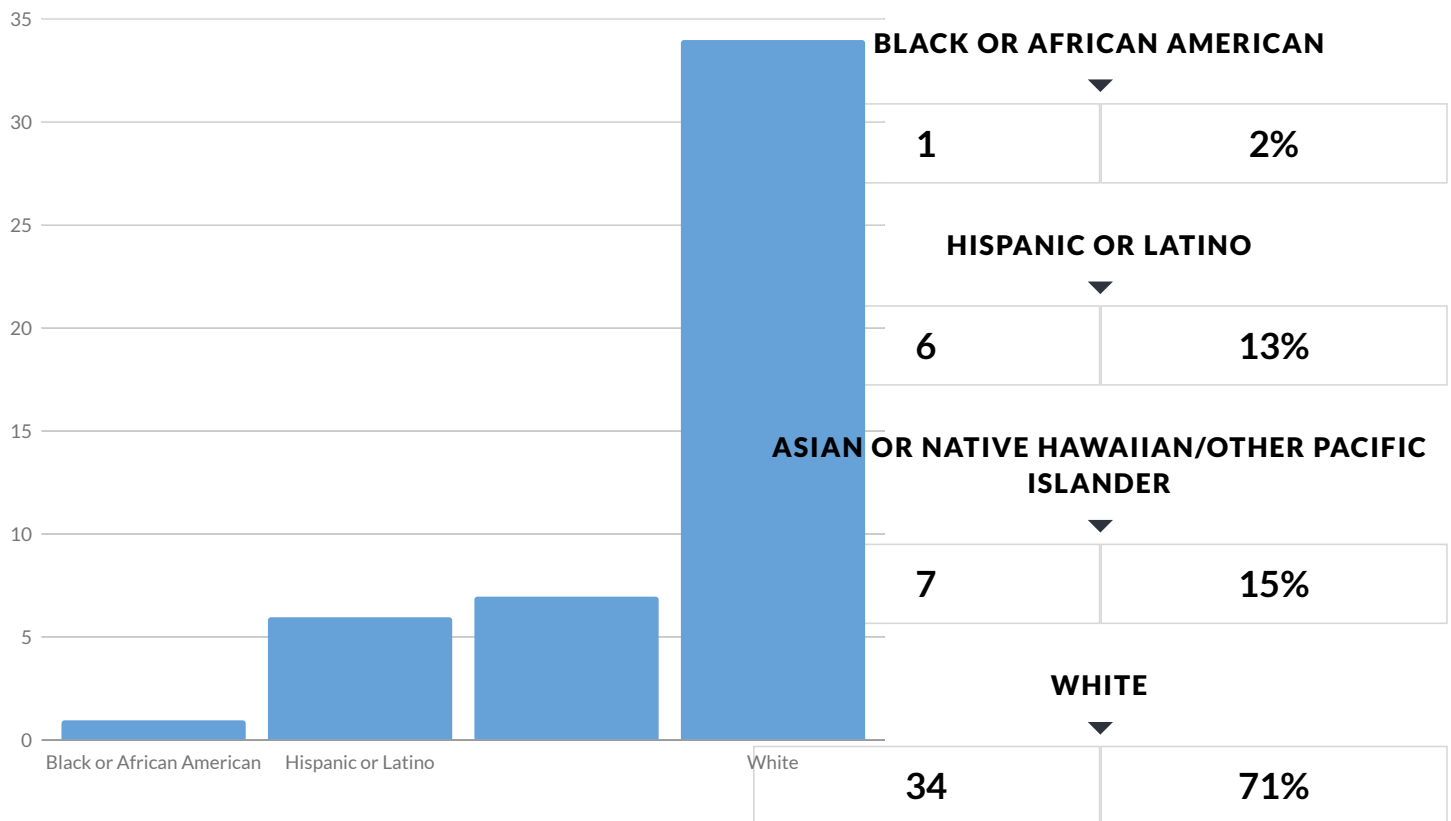
# **NORTH TONAWANDA CITY SCHOOL DISTRICT ENGLISH LANGUAGE LEARNERS ENROLLMENT (2018 - 19)**

**K-12 ELL Enrollment: 48**

## **ELL ENROLLMENT BY GENDER**



## **ELL ENROLLMENT BY ETHNICITY**



## **OTHER GROUPS**

### **STUDENTS WITH DISABILITIES**



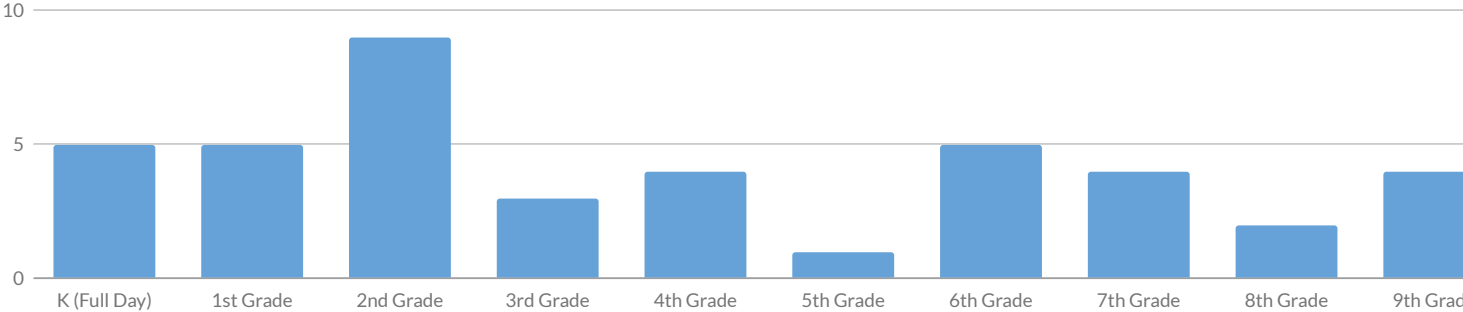
### **ECONOMICALLY DISADVANTAGED**



FORMER ENGLISH LANGUAGE LEARNERS

11	23%
----	-----

ELL ENROLLMENT BY GRADE

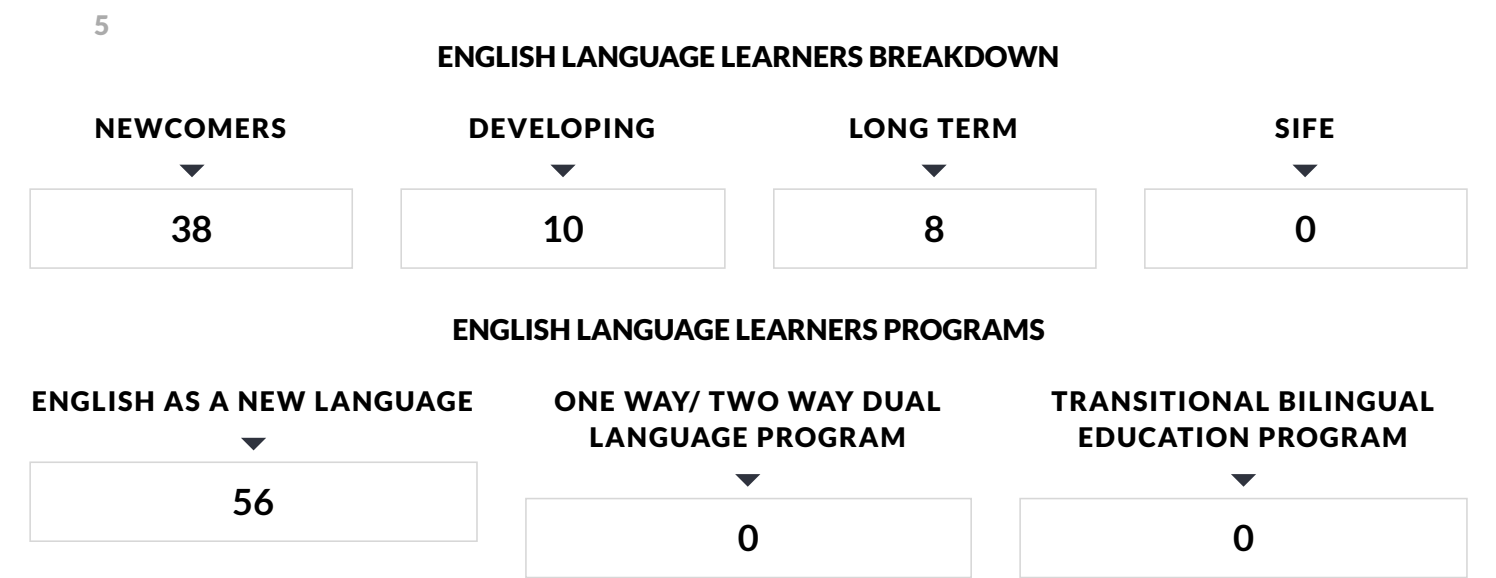


<div>K (FULL DAY)</div> <div>▼</div> <table><tr><td>5</td><td>10%</td></tr></table>	5	10%	<div>1ST GRADE</div> <div>▼</div> <table><tr><td>5</td><td>10%</td></tr></table>	5	10%	<div>2ND GRADE</div> <div>▼</div> <table><tr><td>9</td><td>19%</td></tr></table>	9	19%	<div>3RD GRADE</div> <div>▼</div> <table><tr><td>3</td><td>6%</td></tr></table>	3	6%
5	10%										
5	10%										
9	19%										
3	6%										
<div>4TH GRADE</div> <div>▼</div> <table><tr><td>4</td><td>8%</td></tr></table>	4	8%	<div>5TH GRADE</div> <div>▼</div> <table><tr><td>1</td><td>2%</td></tr></table>	1	2%	<div>6TH GRADE</div> <div>▼</div> <table><tr><td>5</td><td>10%</td></tr></table>	5	10%	<div>7TH GRADE</div> <div>▼</div> <table><tr><td>4</td><td>8%</td></tr></table>	4	8%
4	8%										
1	2%										
5	10%										
4	8%										
<div>8TH GRADE</div> <div>▼</div> <table><tr><td>2</td><td>4%</td></tr></table>	2	4%	<div>9TH GRADE</div> <div>▼</div> <table><tr><td>4</td><td>8%</td></tr></table>	4	8%	<div>11TH GRADE</div> <div>▼</div> <table><tr><td>2</td><td>4%</td></tr></table>	2	4%	<div>12TH GRADE</div> <div>▼</div> <table><tr><td>4</td><td>8%</td></tr></table>	4	8%
2	4%										
4	8%										
2	4%										
4	8%										

Data used to generate the Home Languages, English Language Learners Breakdown, and the English Language Learners Programs tables differs from the rest of the report. Students included in the Home Languages, English Language Learners Breakdown, and the English Language Learners Programs were those students who were identified as ELL during the school year. The rest of the report includes students who were ELL as of BEDS day.

HOME LANGUAGES

- 1Russian
- 2Arabic
- 3Spanish
- 4French
- Japanese



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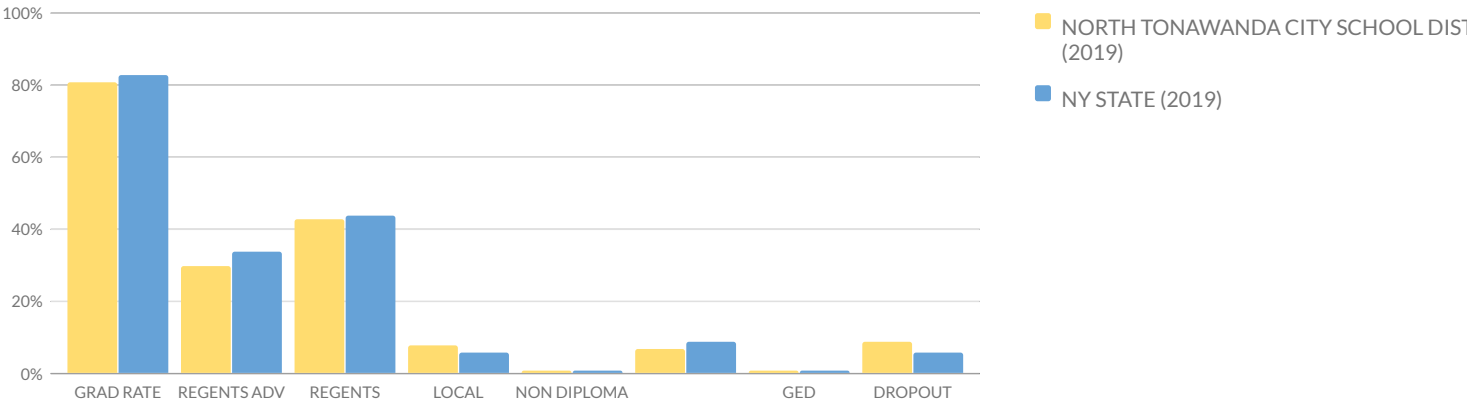
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**NORTH TONAWANDA CITY SCHOOL DISTRICT GRADUATION RATE DATA**  
**4 YEAR OUTCOME AS OF AUGUST 2019**

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

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

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





## GRADUATION RATE

Subgroup	Total	GRAD RATE		REGENTS WITH ADVANCED DESIGNATION		REGENTS DIPLOMA		LOCAL DIPLOMA		NON DIPLOMA CRED		STILL ENROLLED		GED TRANSFER		DROPOUT	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	276	224	81%	82	30%	120	43%	22	8%	2	1%	20	7%	3	1%	24	9%
Female	128	107	84%	41	32%	53	41%	13	10%	2	2%	3	2%	2	2%	12	9%
Male	148	117	79%	41	28%	67	45%	9	6%	0	0%	17	11%	1	1%	12	8%
Multiracial	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
American Indian or Alaska Native	9	8	89%	2	22%	5	56%	1	11%	0	0%	0	0%	0	0%	1	11%
Asian or Native Hawaiian/Other Pacific Islander	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
White	249	202	81%	78	31%	105	42%	19	8%	1	0%	18	7%	3	1%	22	9%
Black or African American	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	8	7	88%	0	0%	5	63%	2	25%	0	0%	0	0%	0	0%	1	13%
General-Education Students	217	189	87%	82	38%	104	48%	3	1%	0	0%	8	4%	3	1%	16	7%
Students with Disabilities	59	35	59%	0	0%	16	27%	19	32%	2	3%	12	20%	0	0%	8	14%
Non-English Language Learners	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
English Language Learners	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Not Economically Disadvantaged	169	151	89%	68	40%	75	44%	8	5%	0	0%	10	6%	0	0%	6	4%
Economically Disadvantaged	107	73	68%	14	13%	45	42%	14	13%	2	2%	10	9%	3	3%	18	17%
Not Migrant	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Migrant	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Parents not in Armed Forces	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Parents in Armed Forces	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Not Homeless	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Homeless	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Foster Care	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—

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## NORTH TONAWANDA CITY SCHOOL DISTRICT GRADUATION PATHWAYS DATA 2019

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

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

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

Subgroup	Total	Humanities		Humanities Alternative		Arts		Career and Technical Education		Math		Science		Career Development and Occupational Studies		Languages Other Than English	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	224	119	53%	0	0%	9	4%	79	35%	9	4%	8	4%	0	0%	0	0%
Female	107	61	57%	0	0%	5	5%	30	28%	6	6%	5	5%	0	0%	0	0%
Male	117	58	50%	0	0%	4	3%	49	42%	3	3%	3	3%	0	0%	0	0%
Multiracial	2	1	50%	0	0%	0	0%	1	50%	0	0%	0	0%	0	0%	0	0%
American Indian or Alaska Native	8	6	75%	0	0%	0	0%	2	25%	0	0%	0	0%	0	0%	0	0%
Asian or Native Hawaiian/Other Pacific Islander	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
White	202	107	53%	0	0%	9	4%	70	35%	9	4%	7	3%	0	0%	0	0%
Black or African American	5	1	20%	0	0%	0	0%	3	60%	0	0%	1	20%	0	0%	0	0%
Hispanic or Latino	7	4	57%	0	0%	0	0%	3	43%	0	0%	0	0%	0	0%	0	0%
General-Education Students	189	101	53%	0	0%	8	4%	63	33%	9	5%	8	4%	0	0%	0	0%
Students with Disabilities	35	18	51%	0	0%	1	3%	16	46%	0	0%	0	0%	0	0%	0	0%
Non-English Language Learners	220	118	54%	0	0%	9	4%	76	35%	9	4%	8	4%	0	0%	0	0%

Subgroup	Total	Humanities		Humanities Alternative		Arts		Career and Technical Education		Math		Science		Career Development and Occupational Studies		Languages Other Than English	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
English Language Learners	4	1	25%	0	0%	0	0%	3	75%	0	0%	0	0%	0	0%	0	0%
Not Economically Disadvantaged	151	81	54%	0	0%	8	5%	48	32%	7	5%	7	5%	0	0%	0	0%
Economically Disadvantaged	73	38	52%	0	0%	1	1%	31	42%	2	3%	1	1%	0	0%	0	0%
Not Migrant	224	119	53%	0	0%	9	4%	79	35%	9	4%	8	4%	0	0%	0	0%
Migrant	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not Homeless	223	118	53%	0	0%	9	4%	79	35%	9	4%	8	4%	0	0%	0	0%
Homeless	1	1	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Parents not in Armed Forces	224	119	53%	0	0%	9	4%	79	35%	9	4%	8	4%	0	0%	0	0%
Parents in Armed Forces	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not in Foster Care	224	119	53%	0	0%	9	4%	79	35%	9	4%	8	4%	0	0%	0	0%
Foster Care	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%

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# North Tonawanda City Schools



## Mission



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

## Vision

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

## Core Beliefs

North Tonawanda Lumberjacks are:

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

## Voter 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

This spring was full of unexpected changes. While we always start the budget process in December for the next school year, it was March that came in full of surprises. Considering the financial difficulties that COVID-19 has caused for many families and local businesses, the Board of Education quickly moved to a zero-increase budget. This meant that a few new initiatives would have to be put on the shelf for future consideration. We developed a budget with a zero-tax increase in late March. Then in April we got word that cuts to school funding from the state level would go even deeper than expected. The Board, with district administrators, worked to still maintain the zero-tax increase to the community. We were able to maintain the current level of programming but cut further back on some new initiatives. We have no way of knowing how deep the mid-year cuts may be in the 20-21 school year, but feel we are positioned well to weather the storm. We have two money saving propositions for future saving as well. The energy product will convert the district to LED lighting which will save thousands in energy bills for future budgets. We are also prepared to purchase our buses that are coming off a lease. We have put the needed funds in savings and just need approval from the voters to use it. This is also a purchase that generates aid back from the state, so it is a win-win.

I realize that the last months of the 2019-2020 school year were not what any of us anticipated. In the future we will look back on this time in our lives as a milestone. It will be remembered by all as the first time in our lives that the country was put into quarantine. We all hope that the 20-21 school year and the future graduates of the incoming kindergarten class will have a great graduation in 2033. To the graduating class of 2020, we know this was not what you envisioned but we know that history has taught us that great things occur out of the darkest of events. We wish you all the best and look forward to hearing of the great things this graduating class will accomplish in the future. Congratulations on your accomplishments and stay Lumberjack strong!

Sincerely, Gregory J. Woytila, Superintendent of Schools



## School Board President's Message



There is an old saying "It takes a village to raise a child". It could not be truer than the times we find ourselves in. I want to say thank you to all the parents who have helped facilitate at home learning; to our teachers and staff working around the clock to give lessons, distributing lunches, and more things than I have room to mention here. We hope to see all the students back in the classroom in the fall.

The Board of Education has been hard at work on the 2020-2021 budget since January, while North Tonawanda and all districts across New York State grapple with the funding cuts due to COVID-19. The district is very aware of the financial struggles our community is and will go on to face because of this global pandemic. Therefore, we have proposed a zero-tax increase from the 2019-2020 budget while continuing to provide education that focuses on the whole child.

The budget will also include two propositions for your vote. The first proposition includes voter approval to spend capital reserves created last year and approval toward the purchase of a school bus fleet. This purchase will have zero tax implications. The second proposition is approval of an energy savings project which is saving the district on utilities and becoming greener. If approved, the district will receive an added 10% in aid toward this project. This savings will be used to fund important educational programs and also features zero tax implications.

Lastly to the class of 2020; I know this isn't how you expected to end your high school career. Our community could not be prouder of your accomplishments. We can't wait to see the amazing things you will all do to change the world.

Sincerely,  
Matthew Kennedy, Board President



**Budget Vote and Board Election • Tuesday, June 9, 2020**  
**Qualified voters will vote only by absentee ballot.**



# Spruce Student Receives Praise for His Book on Tops

Spruce student Robert Miller recently wrote about a book on the grocery store chain Tops. It was for his Writing Workshop with his second grade teacher Michelle Logan. Ms. Logan was so impressed with Robert's story that she forwarded it to her brother who is a food broker for Tops Markets. "I sent him a photo of the nonfiction (expert) book that Robert worked so hard on. He then sent it to some Tops administrators who absolutely loved it. They actually featured it on their website and social media pages."

She says she, his classmates and his parents were very excited about this great opportunity. "This has really boosted Robert's confidence and self-esteem, especially as a writer! When I mentioned it to him, his entire face lit up with a huge smile. He is so proud and so am I!"



# Mama Mia! What a Hit!

The Fine Arts Center turned into a magical place filled with ABBA music as the talented musical department performed the musical "Mama Mia!" The crowd was on its feet singing along as the beloved oldies were played. The cast, musicians and crew were outstanding!



# Buffalo Bandits Pay A Visit

Drake School third graders were recently treated to a visit from several members of the Buffalo Bandits.

The players pushed into the third grade physical education classrooms and taught the students a little bit about lacrosse. They also stressed the importance of physical fitness and lifelong activity. The students got to practice some basic lacrosse skills and interact with the players. Our students enjoyed this excellent opportunity!



*Bandits player Matt Gilray with some Drake third graders.*



# NTI Students Step in the Virtual World

When most people hear about exploring the virtual world, they think about gaming. At the North Tonawanda Intermediate School it has become a state-of-the-art teaching tool. The school is the only one in Western New York to have the Oculus Quest virtual reality headsets. Teacher Steve Sabo says that his class is using them to explore countries around the world. “We have been using them primarily for virtual field trips. We recently went to Egypt and the students got to walk through many of the landmarks and experience as they would as if they are there. It has been a real benefit to our social studies curriculum.”



Mr. Sabo says the students love it and he loves hearing their reaction to seeing how tall the pyramids are or how small the sphinx is in relation to them. “That was a big surprise to them. They also got to go up and down the Tigris and Euphrates Rivers and were fascinated how green the land surrounding it is in a desert. It gives them a frame of reference. It is where civilization began.” The students have begun to explore Greece.

The devices are also being used to learn science. “We use something called engaged virtual reality and integrate that with our science curriculum,” explains Mr. Sabo. “If we are exploring the human body, we don’t have to deal with the blood and guts, we can just pull out the organs. They can manipulate it and then pass it on to the next student. We are so grateful to our school purchasing these for the students. It is really cool, it allows them to be more immersive in their learning.”



# Students Learn Valuable Lesson in Mindfulness

This year at Spruce Elementary, two new social and emotional learning components have been added to their curriculum. First off, social worker Amy Gorman has been instructing students on what it means to be mindful and in the present moment. Mindfulness has been seen to assist in positive cognitive outcomes such as better attention and focus in school which can improve grades, decrease stress and lower test anxiety. Mindfulness also enhances social emotional skills of regulating emotions and understand empathy.

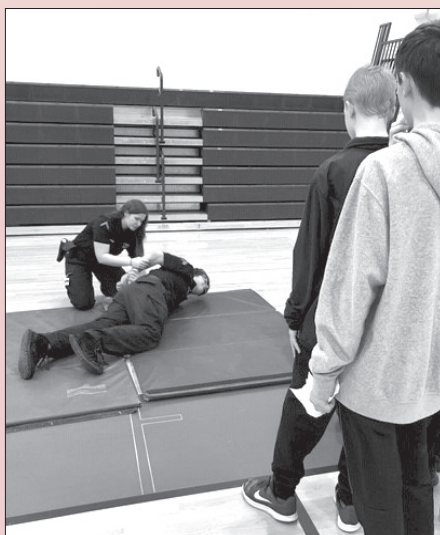
Furthermore, school counselor Christopher Zon has incorporated lessons that focus on the “Seven Habits of a Healthy Student.” Each habit allows students to explore what it means to be a leader and how to represent essential leadership skills (Being Proactive, Listening Before you Speak, Cooperating, Putting First things First, etc.) “These seven habits/lessons allow students to recognize all the amazing things about themselves and can help them grow into the leaders we hope to see here at Spruce! These lessons which have been implemented have displayed success socially and emotionally for many students!” says Mr. Zon.





# Learning About Career and Technical Education

The North Tonawanda Middle School recently welcomed students from the Niagara Career and Technical Education Center. The Orleans/Niagara BOCES students talked about their programs, gave demos and had some interactive activities for the students to try.



# Spruce Elementary Students Plant Seeds of Kindness

The Spruce Elementary students in Mrs. Story and Ms. LeMar's third grade class have been working on a persuasive writing project for class. They chose the topic of bullying and how they can prevent it and how to make their school a kinder one.

They wrote how they felt it was important to acknowledge acts of kindness and encourage students to continue to being kind to others. They were particularly inspired by musician Jared Campbell. "He showed us that kindness travels like a wave, from one person to another. It reflects student to student, which spreads to the adults and makes our school happy!"



Principal Patti Adler with Mrs. Story and Ms. LeMar's class.

The students came up with a proposal to their principal, Mrs. Adler, that they make cut out spruce trees, since they go to Spruce, and every time someone exhibited an act of kindness they add a tree to the hall display. "We feel that more students will have an opportunity to be recognized," the class wrote. "At our character assemblies, only one student from each classroom gets acknowledged. We believe it is important because it tells kids to "keep it up" since someone might notice. We will be able to see and hear about many students' good deeds."

Mrs. Adler was duly impressed with the hard work and persuasive writing that the students put into the proposal. "I thought it was a wonderful idea and now we are having the spruce tree cutouts in each classroom. When someone is seen doing a good deed or being kind, their name and act gets written down and placed in the office. I read it out loud to the school on the announcements and then the tree gets hung in the hallway."

The students were thrilled that she agreed to their idea. "Being kind to others makes everyone feel special and spectacular. It gives you a feeling of warmth in your heart."

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## Who's Got Game?

The Unplugged Gaming Club at the North Tonawanda Intermediate School has been having a blast this year. Thanks to teacher Steve Sabo who runs the program.





# First Responder Day

The NT high school students were given an opportunity to interact with first responders in the community. It was all part of a career day organized by the school's Guidance Office.

Students had the opportunity to interact with members of the Armed Forces, law enforcement, Mercy Flight and the Red Cross. It was a great way for them to explore careers.



# All County Band

The NCMEA All County elementary band students, from the North Tonawanda Intermediate School, recently performed under the direction of Mrs. April Carere. Their concert was held on February 1, 2020 at Niagara Wheatfield High School.



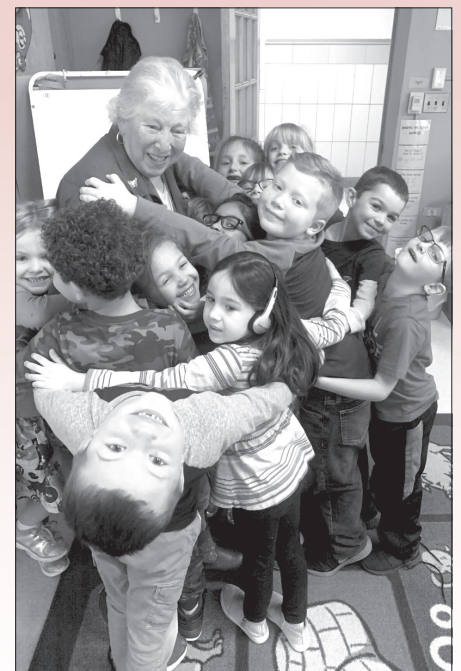
(Front Row from left to right): Nora Davidson, Emma Stahl, Mason Goraj, Meredith Roberts. Back Row: Luke Caskie, Jason Ruisi, Marissa Fiorentino, Amber Gambino, Joselyn Bird. Behind all of them: Mrs. April Carere.

# Spruce's Grandma Olga Immortalized in Book

Mrs. Kiedrowski's students have been very fortunate to work with HANCI (Health Association of Niagara County Inc.) volunteer, Olga Ciovacco, for over fifteen years at Spruce Elementary.

In fact, Olga has worked with Spruce School students years before that. Those who have worked with her says she is humble, kind, generous, and talented. Olga emigrated from Italy and settled in North Tonawanda where she loves to socialize and give back to the community. "She is such an asset within the first grade classroom," says Mrs. Kiedrowski. "The children enjoy reading to her and talking to her."

The first graders just began writing "All About" books during Writing Workshop." The students were asked to write on subjects they are experts in. Janda Sanchez wrote a book entitled "All About Grandma Olga." I stated, "Grandma Olga is our helper. She works so hard. She is the best, really she is!"





# Budget Vote and Board Election

**Tuesday,  
June 9**

**Qualified voters  
will vote only by  
absentee ballot.**



## All County Chorus

Under the direction of Music teacher Virginia Hendra, the All County students from the North Tonawanda Intermediate School performed at the Lewiston-Porter High School on February 29, 2020.



*Top Row: Audrey Stringfellow, Macy Gabel, Madison Swartz, Autumn Deschamps, Avery Janowsky and Hannah Bozek. Bottom Row: Amelia Bell, Jason Ruisi, Eeve Cicali, Emma Stahl and Meredith Roberts.*

## 5th Grade All County Chorus

We are so proud of our 5th grade chorus! What a talented bunch of students and congrats to their teacher Marissa Greenwald!



*(LtoR) Aiden Raymond, Savannah Ashby, Graeme Ashby, Reyna Borowiec, Amelia Cicali, Joselyn Bird, Jessica Lyndhurst, Emma Bush, Madelyn Samsel, Addison Hart. Not pictured is Paige Raymond, Music Teacher: Marissa Greenwald on the top left.*

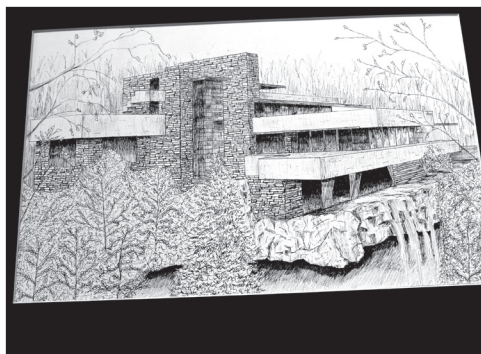


# Art Reception Huge Success!



There were over 300 in attendance at the Carnegie Art Center March 11th. People were in awe of the amazing artwork that our students produced that were on display.

Fantastic job to students and staff for the great show!



## Welcome to Vowel Town!



The Spruce first graders in Mrs. Kiedrowski's class worked together to make a "Vowel Town" during Phonics Workshop. They used blueprints and all that they know about vowel teams to design a community with all of the components labeled with their newly learned vowel skills. A perfect celebration for the end of a unit!

## Joseph Pray Named New High School Assistant Principal

Joseph Pray says he is excited and proud to be joining the North Tonawanda family as the new Assistant Principal at the high school.



"I consider it a great privilege to add to North Tonawanda's rich education. At the moment, I am in an interesting situation because of schools being closed. So I've really only worked one day in school. The teachers, staff and administrators I have met were extremely welcoming and open to answering any questions I had. The continued communication through emails and phone calls shows the strength and dedication of the NT family. I look forward to meeting the rest of the faculty, staff and students when we return to school."

Mr. Pray is originally from the Rochester area where he graduated from Williamsville Senior High School in 2002. He attended SUNY at Buffalo (UB) for all undergrad, graduate and doctoral coursework and received a B.S. in Biomedical Science, Master's (Ed.M) in Biology Education, Master's (Ed.M) in Educational Administration and is currently enrolled in a doctoral program (Ed.D) at UB, which he will complete by May 2022. He taught Biology, Chemistry and Forensics for eleven years at Williamsville South High School.

He says sports and music are a big passion of his. "I coached Boys' Varsity and JV Lacrosse and Boys' Varsity Ice Hockey at Williamsville South. I pole vaulted in high school and college and I still play soccer, tennis and golf. I have found a passion for archery and have traveled to many competitions where I have won some medals. I also enjoy playing the piano, guitar, ukulele and trumpet."

Welcome Mr. Pray! We know you will be a great addition to our district!

## PROPOSITION #1 VOTE ON BUDGET

Shall the proposed budget of Expenditures of the North Tonawanda City School District for the 2020-2021 school year in the amount of \$81,016,940 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.

## PROPOSITION #2 VOTE ON BUDGET

### TRANSFER OF CAPITAL RESERVE FUNDS (ACQUISITION OF SCHOOL BUSES)

Shall the Board of Education of the City School District of the City of North Tonawanda, Niagara County, New York (the "District") be authorized to appropriate funds from the District's "Capital Reserve Fund-2019" in the maximum amount of \$1,200,000 and to expend these funds for the following purposes: (1) twenty-one large 66 passenger Type C school buses; (2) two Type A school buses; and (3) one small Type A wheel chair school bus.

This will allow the District to keep the tax levy at a 0% increase and purchase buses using reserves. This is part of the long-term financial plan put in place last year to use savings to finance the purchase of the fleet.

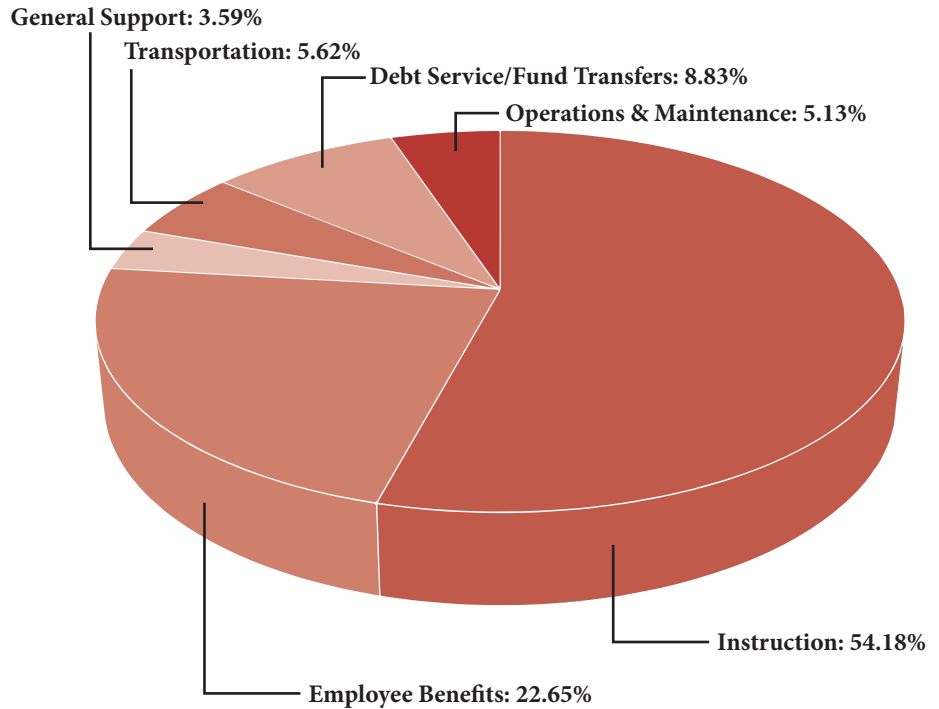
## PROPOSITION #3 VOTE ON BUDGET

### ENERGY PERFORMANCE IMPROVEMENTS PROJECT, 2020 (OBTAINING ADDITIONAL STATE BUILDING AID)

Shall the Board of Education (the "Board") of the City School District of the City of North Tonawanda, Niagara County, New York (the "District"), be authorized by the voters of the District to undertake a particular energy performance improvements project (the "Proposition No. 3 Project") pursuant to Article 9 of the Energy Law (such voter authorization not being necessary to allow the project to go forward, since such a project can be undertaken by the Board of Education acting on its own, but rather to allow the District to receive an extra 10% increment of building aid from the State of New York for such project), the cost of which is to be paid for from long-term energy cost savings that will be generated through certain conservation measures.

This is only a portion of the entire proposition, but it captures the main idea. Voter approval of the energy project will allow the District to get an additional 10% state aid on the cost of the project. This extra aid along with the energy and maintenance savings from the new LED lights and boilers at NTI and Ohio will help the District keep taxes low in future budgets. This is also part of the long-term financial plan to continue to cut operational costs.

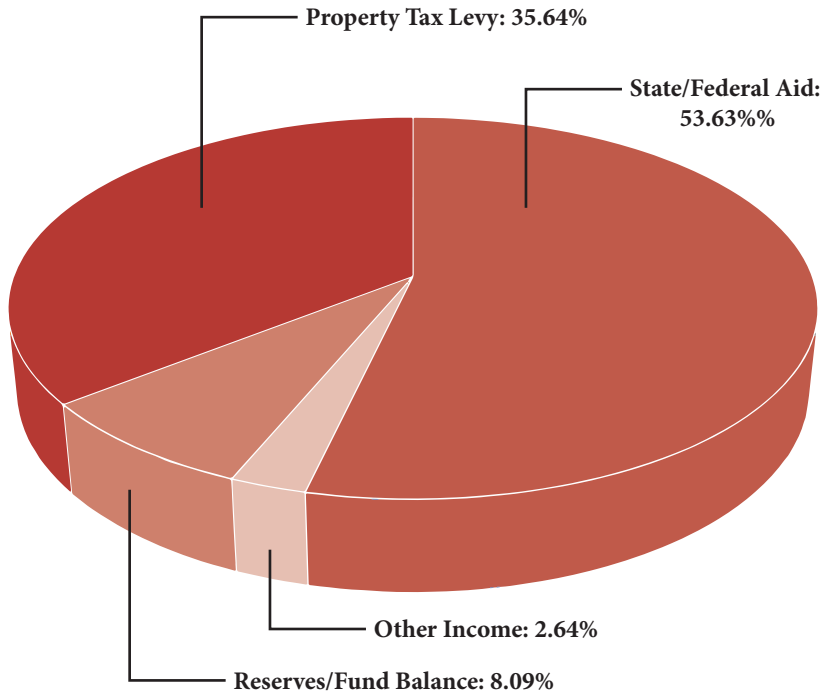
## EXPENDITURES



	2019-2020	2020-2021	Percent Change from 2019-20
<b>Instruction</b>	\$42,560,212	\$43,897,021	3.14%
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>	\$18,705,266	\$18,350,000	(1.90%)
Includes: Employee retirement systems, health insurance, unemployment insurance, social security and worker's compensation.			
<b>General Support</b>	\$2,765,315	\$2,911,044	5.27%
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>	\$3,090,662	\$4,550,650	47.24%
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>	\$7,165,736	\$7,154,523	(0.16%)
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>	\$5,144,109	\$4,153,702	(19.25%)
Includes: Maintenance of district facilities, custodial services and utility costs.			
<b>TOTAL BUDGET</b>	\$79,431,300	\$81,016,940	2.00%



# PROJECTED REVENUES



	2019-2020	2020-2021	Change from 2019-20
State/Federal Aid	\$43,450,993	\$43,452,270	\$1,277

State/Federal Aid represents the largest portion of revenue for the District. In the 2020-21 school year, it is projected to be 53.63% of all revenue. Last year it was 54.70%. This year, the aid was expected to be flat and increase by only \$1,277 prior to the COVID-19 pandemic. This is an area that must be monitored closely as the year progresses due to potential mid-year cuts.

Other Income	\$2,104,682	\$2,139,045	\$34,363
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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	\$5,000,000	\$6,550,000	\$1,550,000
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**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)	\$28,875,625	\$28,875,625	\$0
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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 2020-21 school year, it is anticipated that there will be a zero percent tax levy increase in recognition of the difficult economic times due to the COVID-19 pandemic. The District will be using reserves to offset the loss of tax revenue to support the budget as a temporary measure to provide relief to taxpayers.

TOTAL ESTIMATED REVENUES	\$79,431,300	\$81,016,940	\$1,585,640
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## \$100,000 Capital Outlay and Capital Improvement Projects

What is the capital outlay project that is included in the 2020-2021 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 to cover a portion of the cost of construction. 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 20-21 budget year the district is proposing to use these funds for a construction/reconstruction project to address technology control rooms which would include but not limited to wiring, heating and ventilation systems in school buildings. In addition to work within the buildings, it is anticipated some site work will be done to address the needs of the grounds around the associated buildings.

As part of North Tonawanda City School District's annual budget, the District will also be transferring \$500,000 to be used for the 2020 Capital Improvement Project at the Meadow Complex and Spruce Elementary. The funds allow the district to perform maintenance on facilities throughout the district which are eligible for state building aid. The 2020 Capital Improvement Project will assist asset preservation at Spruce Elementary and Meadow Complex. Work at Meadow Complex includes parking lot upgrades, exterior lighting, signage replacement, floor refinishing, reconfiguration of space and equipment replacement. Work at Spruce Elementary will include playground replacement and construction of a secure entry at the main office. The 2020 Capital Improvement Project will have no marginal increase to the tax levy.

## Board of Education Candidates

Information on Board of Education anticipated 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 (3) year terms.

Anticipated candidates listed below are in alphabetical order:

1. Matthew Kennedy
2. Zachary Niemiec
3. Jeremy Geartz
4. Jacob Quinn

# OVERALL BUDGET PROPOSAL

## North Tonawanda City Schools Budget Notice

### OVERALL BUDGET PROPOSAL

	Budget Adopted for the 2019-20 School Year	Budget Proposed for the 2020-21 School Year	Contingency Budget for the 2020-21 School Year
Total Budgeted Amount, Not Including Separate Propositions	\$79,431,300	\$81,016,940	\$79,289,876
Increase/Decrease for the 2020-21 School Year		\$1,585,640	(\$141,424)
Percentage Increase/Decrease in Proposed Budget		2.00%	-0.18%
Change in the Consumer Price Index		1.81%	
A. Proposed Levy to Support the Total Budgeted Amount	\$28,875,625	\$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	\$		
<b>E. Total Proposed School Year Tax Levy (A + B + C - D)</b>	<b>\$28,875,625</b>	<b>\$28,875,625</b>	<b>\$28,875,625</b>
F. Total Permissible Exclusions	\$678,285	\$225,112	
G. School Tax Levy Limit, Excluding Levy for Permissible Exclusions	\$28,432,061	\$28,789,101	
H. Total Proposed Tax Levy, Excluding Levy to Support Library Debt and/or Permissible Exclusions (E - B - F + D)	\$28,197,340	\$28,650,513	
I. Difference: G - H (Negative Value Requires 60.0% Voter Approval - See Note Below Regarding Separate Propositions) **	\$234,721	\$138,588	
Administrative Component	\$7,267,798	\$7,459,026	\$7,436,026
Program Component	\$58,356,427	\$59,891,336	\$59,707,772
Capital Component	\$13,807,075	\$13,666,579	\$12,146,079

The District would adopt a contingency budget with \$1,727,064 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 2020-21 School Year
Estimated Basic STAR Exemption Savings <sup>1</sup>	\$547

The annual budget vote for the fiscal year 2020-2021 by the qualified voters of the North Tonawanda City Schools, Niagara County New York, will be held pursuant to Executive Order 202.26, issued by Governor Andrew Cuomo on May 1, 2020 ordering the budget vote to be held by absentee ballot with ballots being due back to the District Clerk by 5 PM on June 9, 2020. Further details are posted on the District website at <https://www.ntschoools.org>.

<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, June 9, 2020**  
**Qualified voters will vote only by absentee ballot.**

# Student-Athletes College Signing Day

Congratulations to four North Tonawanda High School student-athletes who signed their commitments to attend college and play their particular sport.

Isabella Finley (Soccer/Medialle College), McCartney Geartz (Volleyball/Buffalo State), Camerin Holmes (Baseball/Niagara County Community College) and Kaia O'Rourke (Soccer/Medialle College) signed on February 12th in front of their families, coaches and administration.



*Kaia O'Rourke, Isabella Finley, Camerin Holmes and McCartney Geartz with their families.*

Isabella will be studying Applied Mathematics and hopes to become a high school math teacher. Kaia will be studying Criminal Justice with the goal of becoming a detective. Camerin will study Sports Medicine and Education. "I would like to become a gym teacher and help out the community," he says. McCartney will be studying Education and become an elementary school teacher. "It is great for all these athletes," says Athletics Director Matt Cook. "We love celebrating their accomplishments and them representing NT in their college athletic career."

## From the Family of Michael Marra

**Michael was a senior at North Tonawanda High School who tragically lost his life at the beginning of the year**

Saturday March 14, 2020

We would like to thank the North Tonawanda community, NTCSD, and the North Tonawanda High School family for the overwhelming response in the sudden death of Michael Marra. Many parents, students, lifetime friends, NTHS faculty and administration, shared stories with us that lifted our spirits, comforted us, and aided our family in our time of need.



Our gratitude also goes to the NT Police, Niagara County Sheriff's Department, local businesses, local volunteer fire department, and neighbors that gave their time and support and expressed such compassion and love. There were many hugs, cards, prayers and thoughtful words that we are so grateful to have received.

We would also like to thank St. Jude Parish, Father Jim, and the Knights of Columbus for their spiritual support and luncheon after mass for Michael.

Our family's gratitude goes to all. We are so humbled that we are a part of this special community, which is North Tonawanda. The outpouring of love and support has and continues to be a comfort to us!

Peace and love to all,  
Rocky, Mary, Kate and Megan Marra



*A fundraiser at Senior Game Night which was held for the Michael Marra Memorial Scholarship Fund on March 13th. The event raised \$400.*

## Jaxon Hummel Signs With Hofstra

Congratulations to senior Jaxon Hummel who signed with Hofstra University to play golf. "I am very excited," says Jaxon. "I felt right at home when I toured there. My decision was made for me when I went there."

Jaxon says he has been playing golf since he can remember. "I loved playing on the golf team here at NT. It was awesome. All the coaches I have had have been great to me. Every team I had I loved and it has been a great experience."

Jaxon has not decided on a major yet. "I am thinking of education or business. I am just kicking ideas around right now. I will see where it takes me."



*Jordan Hummel (Sister), Cathy Hummel (Mother), Jaxon Hummel and Todd Hummel (Father). Back Row: Matt Cook (North Tonawanda Athletic Director) and Golf Coach Al Zbytek.*







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

#### Board of Education

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Colleen Angelhow, Vice President  
Erik Herbert  
Zachary Niemiec  
Gabrielle Richards  
Erica Robinson  
Krista Vince Garland  
Lila Wieclaw, Student Member

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## NT Takes Top Ranking at Bridge Competition

North Tonawanda seniors Kirsten Ferree, Ryan Glennon and Ethan Busse took second place at the Association for Bridge Construction and Design's (ABCD) annual Kenneth T. Rybarczyk Memorial Bridge Contest. The competition is open to all Western New York middle school and high school students. 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.

Architecture and Engineering Academy teacher Chris Cook says his class submitted 78 bridges made from balsa wood. "They all had to be checked and judged to ensure that all the requirements were met on the bridges' weight, length and height. They were also judged on complexity, engineering, workmanship and efficiency.

The students have a little over a month to make their bridges before the competition. Mr. Cook goes over a PowerPoint before they start about bridges and the stresses on the bridges and the size of the beams, which beams are under tension, which ones are being pulled, which ones are being compressed and pushed together. "Once you know that, you can design the arch to deal with the compression," he explained. His students have taken first place for the past five years, but he says he is very proud of everyone who competed.

