

North Tonawanda City School District Proposed Budget 2021-22



**Budget Vote and
Annual Board of Education Election
May 18, 2021**

BUDGET STATEMENT 21-22
ANTHONY MONTORO



Gregory Woytila, Superintendent of Schools

Board of Education

Matthew Kennedy, President
Colleen Angelhow, Vice President
Erik Herbert
Zachary Niemiec
Gabrielle Richards
Erica Robinson
Krista Vince Garland

North Tonawanda City School District

Proposed Budget 2021-22



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NT Spirit: Budget Edition	attached

North Tonawanda City School District

Annual Budget Vote and Board of Education Election

Voting Location:
Fine Arts/Alumni Center
405 Meadow Drive



Hours:
Tuesday, May 18, 2021
12:00 PM (noon) - 9:00 PM



Budget Hearing

Tuesday, May 11, 2021
7:00 PM
NT Administration Building
Board of Education Room
176 Walck Road

PROPOSITION NO. 1:
2021-22 BUDGET

Shall the following resolution be adopted ?

RESOLVED, that the budget of the City School District of the City of North Tonawanda, Niagara County, New York (the "District") for the fiscal year commencing July 1, 2021, and ending June 30, 2022, in the amount of \$81,854,500, is hereby approved and adopted and the required funds therefor are hereby appropriated and the necessary real property taxes required shall be raised by a tax on the taxable property in the District to be levied and collected as required by law.

PROPOSITION NO. 2:

**ESTABLISHMENT OF A NEW 2021 CAPITAL IMPROVEMENTS AND
TRANSPORTATION RESERVE FUND**

Shall the following resolution be adopted ?

RESOLVED, that the Board of Education (the "Board") of the City School District of the City of North Tonawanda, Niagara County, New York (the "District") is hereby authorized to establish a capital reserve fund pursuant to Section 3651 of the Education Law of the State of New York (the "Fund"); that the Fund shall be known as the "2021 Capital Improvements and Transportation Reserve Fund" of the District; that the Fund shall be established for the purposes of financing, in whole or in part, (a) the acquisition, construction, reconstruction, expansion, renovation, alteration and improvement of buildings, facilities, sites and real property by the District, or the District's share of the cost of any capital improvements project undertaken by a Board of Cooperative Educational Services ("BOCES") of which the District is (or may become) a component district, including, in all cases, the acquisition of necessary furnishing, equipment, machinery and apparatus and (b) the acquisition of various school buses, school bus-type vans/minivans/suburbans, and similar vehicles (and related equipment) for use in the transportation program of the District; that the ultimate amount of such Fund shall not be greater than \$ 15,000,000 (plus interest earned thereon); that the probable term of such Fund shall be not longer than ten (10) years; and that the permissible sources from which the Board is authorized to appropriate monies to such Fund from time to time shall be (a) amounts applied thereto from budgetary appropriations of the District; (b) unappropriated fund balance of the District; (c) State aid received as reimbursement for expenditures by the District in connection with District capital improvements or transportation-related purchases (whether or not such improvements or purchases were financed in whole or in part from the Fund); (d) the proceeds from the sale of unneeded real or personal property owned by the District, if permitted by law and if so directed by the Board; (e) such other sources as the Board of the voters of the District may direct from time to time, all as may be permitted by law.

Candidates for the Board of Education

Vote for three (listed by position on ballot)

STEPHANIE EMILIANI • CHERYL MCMAHON • KRISTA VINCE GARLAND

There are three position(s) to be filled on the Board. The candidate(s) receiving the largest number of votes shall be elected for a term that shall begin July 1, 2021 and end June 30, 2024. A brief biography of each candidate appears on the District website

COMMUNITY



LEADERSHIP

Voter Qualifications

- **U.S. citizen**
- **18 years of age or older**
- **Resident of the district for 30 days prior to vote**
- **Proof of citizenship, age and residency required**

**If you have any questions, please contact the District Clerk at
(716) 807-3500.**

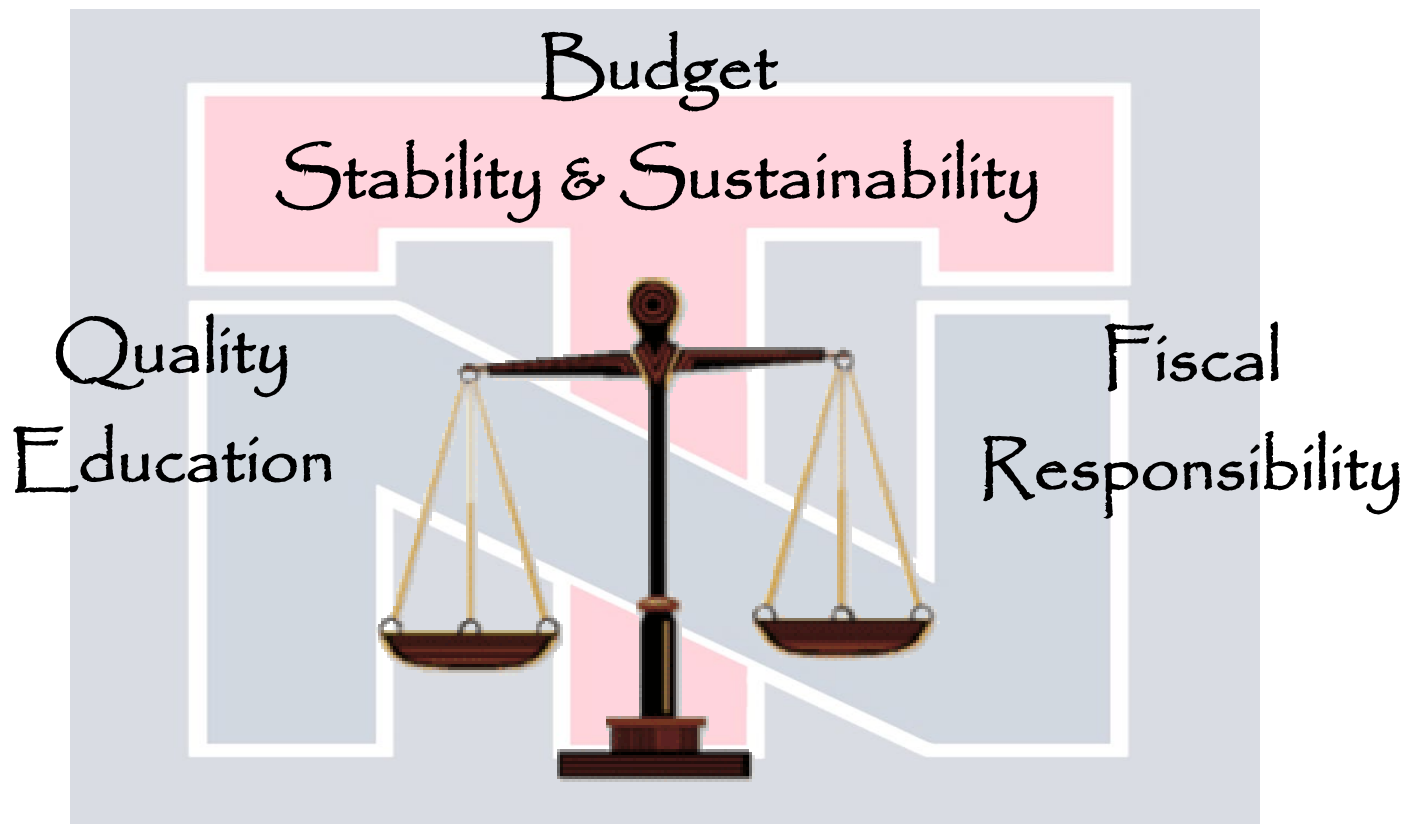
**All absentee ballots must be received in the office of the
District Clerk by 5:00 p.m. on May 18, 2021.**



Note: You do not have to register if you are already registered with the Niagara County Board of Elections or have voted in the past four years.

The 2021-22 Budget: A Snapshot

The Board of Education adopted an expenditure plan of **\$81,854,500** for the **2021-22** school year at its **April 14th, 2021** meeting. This represents a budget to budget increase of **1.03%** with a projected tax levy and tax rate increase of **1.4%**. The Board believes that this budget carries forward quality programs for students in a fiscally responsible manner.



The 2021-22 Budget:

- Increases spending by \$ 837,560 (1.03%) compared to the 2020-21 budget.
- Uses \$ 5,450,000 million of fund balance and reserves to preserve program and offset taxes.
- Has a tax levy **BELOW** the limit allowed by the tax cap legislation.
- Keeps class sizes similar to 2020-21.
- Adds staffing for school safety and security with addition of another SRO.
- Preserves all existing programs for students.
- Prepares the District for a 5-year strategic plan, focusing on social/emotional practices in trauma informed model, Response to Intervention (RTI) and 21st century learning opportunities.
- Continues the implementation of multiple pathways to graduation with career academies and the Alternative School program.

Proposed Budget Summary



SUMMARY

2021-22 **FINAL**
Proposed Budget
Expenditures

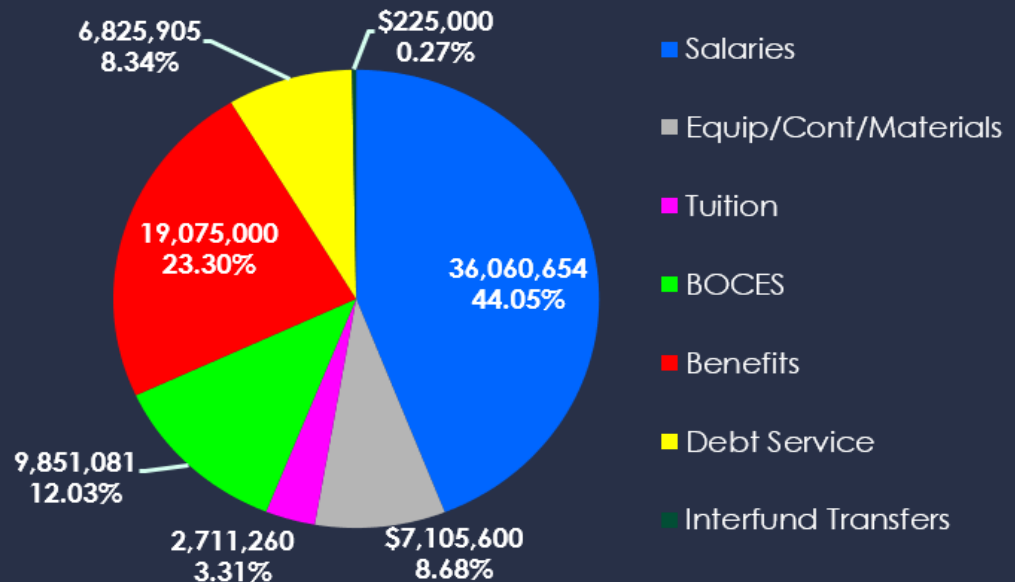
	2020-21	2021-22	Change
Salaries	\$34,461,500	\$36,060,654	\$1,599,154
Equipment	\$1,662,000	\$1,321,500	(\$340,500)
Contractual	\$4,537,100	\$4,742,800	\$205,700
Materials	\$1,068,719	\$1,041,300	(\$27,419)
Tuition	\$2,425,625	\$2,711,260	\$285,635
BOCES	\$11,357,473	\$9,851,081	(\$1,506,392)
Benefits	\$18,350,000	\$19,075,000	\$725,000
Debt Service	\$6,429,523	\$6,825,905	\$396,382
Transfers	\$725,000	\$225,000	(\$500,000)
Totals	\$81,016,940	\$81,854,500	\$837,560

STABILITY

SUSTAINABILITY

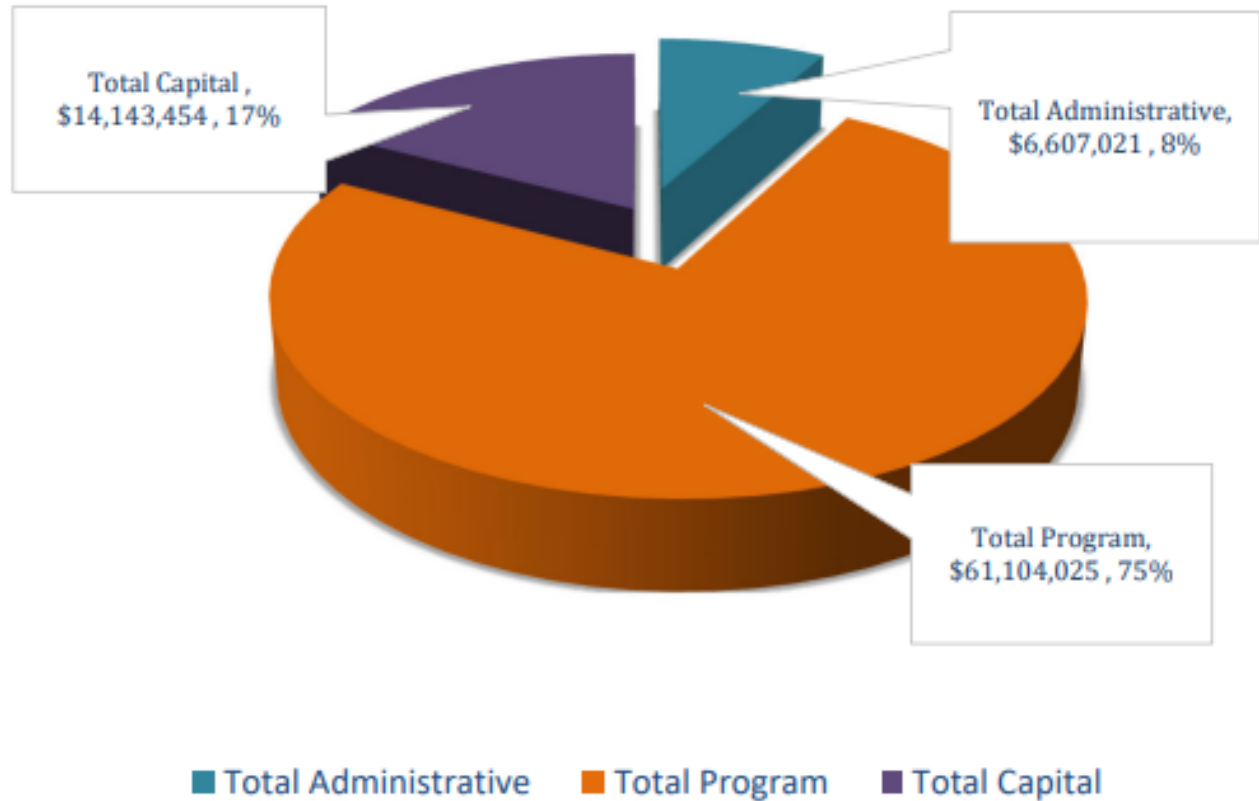
Expenditures

2021 - 22 Proposed FINAL Draft Budget \$81,854,500



Three-Part Budget

Total Budget: \$ 81,854,500



New York State Law requires that the budget be presented in a three-part format detailing the administrative, program and capital components of the budget. These categories include the following items:

Administrative	Program	Capital
<ul style="list-style-type: none"> • Central Administration • Business Office • Curriculum Development • Instructional Administrators 	<ul style="list-style-type: none"> • Regular School Instruction • Special Education • Student Services • Instructional Media • Extracurricular Activities • Student Transportation • Community Services 	<ul style="list-style-type: none"> • Maintenance and Operations • Judgements and Claims • Refunds of Taxes • Debt Service
<p>Total Administrative</p> <p>\$ 6,607,021</p>	<p>Total Program</p> <p>\$ 61,104,025</p>	<p>Total Capital</p> <p>\$ 14,143,454</p>

Three-Part Budget: 2021-22

Summary of Expenditures		2020-21 Budget	2021-22 Proposed
Administrative			
Account			
Function			
1010	BOARD OF EDUCATION	\$ 35,542	\$ 33,246
1040	DISTRICT CLERK	\$ 6,023	\$ 6,023
1060	DISTRICT MEETING	\$ 9,909	\$ 9,909
1240	CHIEF SCHOOL ADMINISTRATOR	\$ 254,117	\$ 262,779
1310	BUSINESS ADMINISTRATION	\$ 230,162	\$ 405,763
1320	AUDITING	\$ 222,940	\$ 42,091
1325	TREASURER	\$ 1,515	\$ 1,515
1330	TAX COLLECTOR	\$ 5,676	\$ 15,676
1345	PURCHASING	\$ 3,818	\$ 18,868
1380	FISCAL AGENT FEE	\$ 19,747	\$ 14,747
1420	LEGAL	\$ 179,999	\$ 107,055
1430	PERSONNEL	\$ 248,350	\$ 229,524
1480	PUBLIC INFORMATION & SERVICES	\$ 60,296	\$ 52,733
1670	CENTRAL PRINTING & MAILING	\$ 23,409	\$ 41,409
1680	CENTRAL DATA PROCESSING	\$ 748,703	\$ 770,968
1910	UNALLOCATED INSURANCE	\$ 375,919	\$ 325,919
1920	SCHOOL ASSOCIATION DUES	\$ 9,404	\$ 15,404
1981	BOCES ADMINISTRATIVE COSTS	\$ 402,688	\$ 399,105
2010	CURRICULUM DEVEL & SUPERVISION	\$ 206,633	\$ 408,951
2020	SUPERVISION-REGULAR SCHOOL	\$ 1,761,274	\$ 1,782,598
2070	INSERVICE TRAINING-INSTRUCTION	\$ 122,288	\$ 209,713
9000s	BENEFITS	\$ 2,652,902	\$ 1,453,025
Total Administrative		\$ 7,581,314	\$ 6,607,021

ADMINISTRATION



Board of Education

- District Clerk
- Election
- Legal Notices
- Training



Special Items

- Insurance
- Legal
- BOCES Admin



Administrative Staff

- Superintendent
- Finance
- Human Resources
- Special Education
- Instructional Admin



Administration of Benefits

Central Services

- Printing
- Equipment
- Supplies and Materials



Administrative Function Definitions

1010 Board of Education

Expenses related to the Board of Education, including membership in the New York State School Board Associations and the costs incurred by board member attendance at local, state, and national conferences. The supply category covers the supplies necessary to carry out the Board of Education's business, such as district meeting supplies, minute book binders, board mail-out costs, and associated office expenses.



Please note: Your school board members are not paid for their time or services.

1040 District Clerk

This portion of the budget covers expenses for the functions of the District Clerk's office including legal notices and advertising.

1060 District Meeting

This portion of the budget covers advertising and election staff as well as the supplies needed for the annual meeting.



1240 Chief School Administrator

The Chief School Administrator includes salaries for the Superintendent and support staff as well as supplies, materials, and contractual expenses associated with the operation of this office. Other expenses include dues, workshops, conferences, equipment repair, law books and subscriptions.

1310 Business Administration

The business office conducts the financial affairs of the district including budgeting, banking, and investing. Included are the salaries of the Assistant Superintendent of Administrative Operations, accounting, purchasing, and payroll staff. Contractual expenses cover administrative legal services, legal notices, workshops, conferences, related purchasing expenditures, and maintenance agreements for office equipment. Supplies include computer supplies, purchasing systems, accounting systems, forms, operations software, and other miscellaneous costs. The District subscribes to the State Aid Planning Service through BOCES.

1320 Auditing

The District is required to obtain annual independent audits for its financial statements as well as for its control procedures. The expenses for these audits as well as the independent claims auditor are budgeted in this functional area.

1320 Treasurer

Includes costs related to supplies and materials related to forms used for banking services.

1330 Tax Collection

Annual school taxes are collected by the City of North Tonawanda on behalf of the District. The contracted expense for this service is budgeted in this area.

1345 Treasurer

Includes costs related to supplies and materials related to bidding, procurement, and systems for the procurement of goods on cooperative or state bids contracts.

1380 Fiscal Agent Fee

Contractual costs for professional services and legal assistance on issuances of debt and the filing of reports with the state and federal governments.

1420 Legal Services

This budget function covers expenses associated with legal expenses relating to the management of the District.

1430 Human Resources

This section covers salaries and related expenses for the Director of Human Resources and the support staff. This budget also includes management and scheduling for substitute staff. Contract negotiations and administration of all personnel matters reside in this department. It also includes the administration of the Flexible Benefit Plan.

1480 Public Information and Services

This budget line has been for various public relations expenses including but not limited to various mailings to the community including periodic newsletters and website management services.

1670 Central Printing & Mailing

This section includes the costs of paper, postage, in-house printing services, and the central copier contracts. In addition to providing staff, teachers, and students with copy and laminating services, considerable savings are realized through producing in-house forms, stationery, report cards, handbooks, and directories. The salary of the district inter-building messenger is also included in this code.

1680 Central Data Processing

Costs of maintaining central computer equipment, programs, and services are budgeted here. Included are the programs for district-wide systems, grade reporting, employee attendance, student attendance, and student scheduling. The Wide Area Network management is covered in this portion of the budget. Network maintenance and support is also included in this budget line.

1900 Special Items (1910, 1920, 1981)

This category groups individual items which are not allocated elsewhere in the general support section. Property and liability insurance, BOCES administration and BOCES capital project costs are included here. Each school district in BOCES pays a proportionate share of all of the costs of operation: salaries, rents, building construction, maintenance, supplies, etc.

2010 Curriculum Development & Supervision

Curriculum development provides services for developing, creating, and updating the curriculum programs that are the backbone of the educational process. Salaries and expenses associated with the position(s) of Executive Director and Director of Pupil Services and related support staff.



2020 Supervision – Regular Schools

The costs identified here include the salaries and related expenses of the school principals, assistant principals, program supervisors, and school office personnel. Also included are costs associated with office equipment and maintenance, contractual expenses, and supplies.

2070 Inservice Training

Opportunities for both instructional and non- instructional personnel are provided through Staff Development Specialists, In-District personnel and BOCES. Included are the salaries of teacher substitutes for in-service training, workshop pay, and other costs associated with this function. Because BOCES programs are provided on a shared basis, the district receives a partial State Aid Reimbursement on these expenditures.

9000 Employee Benefits

The second largest area of expenditure for the district is employee benefits. This area includes mandated retirement, social security, unemployment insurance, as well as various life, medical and dental insurance programs as negotiated with the various bargaining units in the district.



Three-Part Budget: 2021-22

Summary of Expenditures		2020-21 Budget	2021-22 Proposed
Program			
Account			
Function			
1420	LEGAL	\$ -	\$ 38,424
2110	TEACHING-REGULAR SCHOOL	\$ 20,125,552	\$ 19,972,627
2250	PROGRAMS-STUDENTS W/ DISABIL	\$ 14,840,317	\$ 13,927,627
2259	PROGRAM FOR ENGLISH LANGUAGE LEARNERS	\$ -	\$ 301,686
2280	OCCUPATIONAL EDUCATION	\$ 1,405,462	\$ 1,356,860
2330	TEACHING-SPECIAL SCHOOLS	\$ 17,103	\$ 15,893
2610	SCHOOL LIBRARY & AUDIOVISUAL	\$ 400,970	\$ 368,267
2630	COMPUTER ASSISTED INSTRUCTION	\$ 1,631,355	\$ 1,798,923
2805	ATTENDANCE-REGULAR SCHOOL	\$ 240,586	\$ 99,144
2810	GUIDANCE-REGULAR SCHOOL	\$ 800,227	\$ 926,136
2815	HEALTH SERVICES-REGULAR SCHOOL	\$ 569,703	\$ 636,604
2820	PSYCHOLOGICAL SRVC-REG SCHOOL	\$ 294,697	\$ 383,829
2825	SOCIAL WORK SRVC-REG SCHOOL	\$ 734,898	\$ 884,355
2850	CO-CURRICULAR ACTIV-REG SCHL	\$ 154,869	\$ 179,869
2855	INTERSCHOL ATHLETICS-REG SCHL	\$ 591,086	\$ 678,586
5510	DISTRICT TRANSPORTATION	\$ 2,219,260	\$ 2,525,825
5530	GARAGE	\$ 197,140	\$ 197,701
5540	CONTRACT TRANSPORTATION	\$ 800,000	\$ 500,000
5550	PUBLIC TRANSPORTATION	\$ 3,750	\$ 3,750
9901	TRANSFER OTHER FUNDS	\$ 125,000	\$ 125,000
9900s	BENEFITS	\$ 14,617,073	\$ 16,182,919
Total Program		\$ 59,769,048	\$ 61,104,025



**TRADITION
STARTS HERE**




Student Program Needs

- Supplies and Materials
- Technology
- Equipment
- Teachers Training



PROGRAM



Special Items

- SWD summer
- Transportation



Instructional Staff

- Classroom
- SWD
- Occupational
- Library
- Guidance
- Health
- Psychological
- Social Work
- Athletics
- Co-Curricular

Program Function Definitions

2110 Teaching – Regular Schools

The costs in this category include the salaries of regular K-12 teachers, teacher substitutes, classroom aides, and monitors as well as all supplies, textbooks, and equipment associated with the operations of the instructional program in all buildings. Also included are field trip expenses, contracts for maintenance of equipment, and BOCES shared services.

Salary codes reflect negotiated salary increases along with funding for remediation efforts, academic intervention services, and additional classroom technology improvements. The projected cost for charter school students is also in this section.



Other expense items are repair of equipment, graduation costs, travel costs, office supplies, paper supplies, and other office-related expenses. The appropriation for textbooks is fully reimbursed through the state in the following fiscal year.

2250 Programs for Students with Disabilities

The programs in this category provide for students with special learning needs. Costs include the salaries for the special education administration, teachers, and aides. Also included are funds for BOCES services, supplies, and contractual expenses. The services provided through BOCES include special education classroom instruction.

2259 Programs for English Language Learners

The programs in this category provide for students with ELL needs. Costs include the salaries for the teachers and aides. Also included are funds for BOCES services, supplies, and contractual expenses.

2280 Occupational Education

This area of teaching provides students with an opportunity to receive in-house education in business, home and careers, and technology. Students may also attend BOCES classes where a wide variety of job-training opportunities are provided. Salaries and classroom expenses are included.

2330 Teaching – Special Schools

Salaries for community education instructors and summer school programs are budgeted in this area, as well as amounts for advertising and supplies. Many program costs are offset by tuition fees. Also included in this area are classroom expenses for all summer school programs.

2610 School Library and Audiovisual

Included in this area are the salaries for library media specialists, clerks, and technicians. Equipment repair, library software, and travel expenses are also included. A portion of the expenses for library books is reimbursed by the state as library material aid.

2630 Computer Aided Instruction

The proposed expenditures in this area provide equipment, hardware, software, and supplies related to instructional computer usage. The State provides financial assistance toward the purchase of hardware and software. This category of expenses also reflects the costs associated with computer hardware purchased through BOCES.

2805 Attendance

Expenses related to the attendance office are budgeted in this line.

2810 Guidance

Guidance salaries and related operating expenses are budgeted in this category. Services provided through BOCES also are included.

2815 Health Services

Salaries for health service employees as well as contracts for health services for students are included in this category. Equipment and supplies are also included in this budget area. The school district is legally obligated to provide health services for children residing in the district while attending schools outside the district.

2820 Psychological Services

Included in this area are the salaries of the district psychologists as well as supplies and various expenses.

2825 Social Work Services

Salaries for district social workers are budgeted here.

2850 Co-Curricular Activities

In this area, salaries are provided for school club programs, athletic supervision and intramural athletics. Also included are costs for equipment, officials, and supplies.

2855 Interscholastic Athletics

Our athletic program includes a variety of sports for boys and girls in grades 6-12. The school district is a member of the Niagara Frontier League and Section 6 of the New York State Public High School Athletic Association. The budget also reflects officials' fees, supervision, supply costs, coaches' salaries, and equipment costs. Proposed program costs provide for sports activities both at home and while visiting other districts. Included are salaries of coaches, assistant coaches and trainers that are paid by contract



5510 Transportation Services

This category provides funding to transport students under district policy and mandated State Education Department regulations. The District provides transportation for students in grades K-6 who live more than 0.75 miles from their school. In middle school, grades 7-8, the District will provide transportation for students who live more than 2.0 miles from their school.

Transportation will be provided for all high school students living more than 2.0 miles from their school. This category also provides transportation services for students with disabilities and students attending a non-public school within a 15-mile limit. The district transports to over eighty school buildings in Erie and Niagara Counties.

Salaries and wages of drivers, bus attendants, mechanics and administrative staff are included in this category. Insurance for buses, as well as parts, tires, repairs, and fuel are also included as part of this budget. The operating costs associated with the transportation facility are located in this category. The costs associated with athletic trips and field trips are included in this budget line.



5530 Garage Building

Expenses for the bus garage building are budgeted in this area.

5540 Contract Transportation

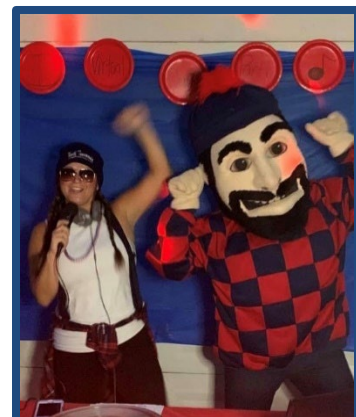
This budget area covers expenses associated with transporting some students to sites through a private transportation company.

5550 Public Transportation

This budget area covers expenses associated with transporting some non-public students to their schools on NFTA buses.

9000 Employee Benefits

The second largest area of expenditure for the district is employee benefits. This area includes mandated retirement, social security, unemployment insurance, as well as various life, medical and dental insurance programs as negotiated with the various bargaining units in the district.



Three-Part Budget: 2021-22

Summary of Expenditures		2020-21 Budget	2021-22 Proposed
Capital			
Account			
Function			
1620	OPERATION OF PLANT	\$ 3,077,895	\$ 3,298,878
1621	MAINTENANCE OF PLANT	\$ 1,075,807	\$ 1,632,817
1930	JUDGMENTS & CLAIMS	\$ 31,212	\$ 20,682
1964	REFUND ON REAL PROPERTY TAXES	\$ 41,616	\$ 26,116
5510	DISTRICT TRANSPORTATION	\$ 1,330,500	\$ 800,000
9711	DEBT SERVICE - SERIAL BONDS	\$ 4,886,600	\$ 4,890,875
9731	DEBT SERVICE - BANS	\$ 1,542,923	\$ 1,491,750
9789	DEBT SERVICE - OTHER	\$ -	\$ 443,280
9950	TRANSFER TO CAPITAL	\$ 600,000	\$ 100,000
9900s	BENEFITS	\$ 1,080,026	\$ 1,439,056
Total Capital		\$ 13,666,579	\$ 14,143,454



CAPITAL

Operations of Plant

- Utilities
- Equipment
- Supplies and Materials
- Training

Special Items

- 100k Project
- Transportation

Facilities Staff

- Director's Office
- Maintenance
- Custodial
- Grounds



Capital Function Definitions

1620 Operation of Plant

The budget in this section is associated with the operations of the District's school buildings. Salaries for building custodians and cleaners are included. Within this category are the costs for utilities, water and sewer, telephone, and refuse removal. The district participates in a BOCES consortium that cooperatively bids the purchase of natural gas. Substantial fuel cost savings are realized through this cooperative effort. Materials and supplies include items such as paper products, trash can liners, equipment parts, and cleaning supplies. Many of these items are competitively bid to ensure the best possible price.

1621 Maintenance of Plant

Maintenance expenses include salaries for maintenance personnel, tradesmen, maintenance agreements, asbestos management, chemicals for the swimming pools, electrical repairs, and plumbing repairs.

1900 Special Items (1930, 1964)

Judgements and claims including tax refund costs are budgeted in this line.

9700 Debt Service (9711, 9731, 9789)

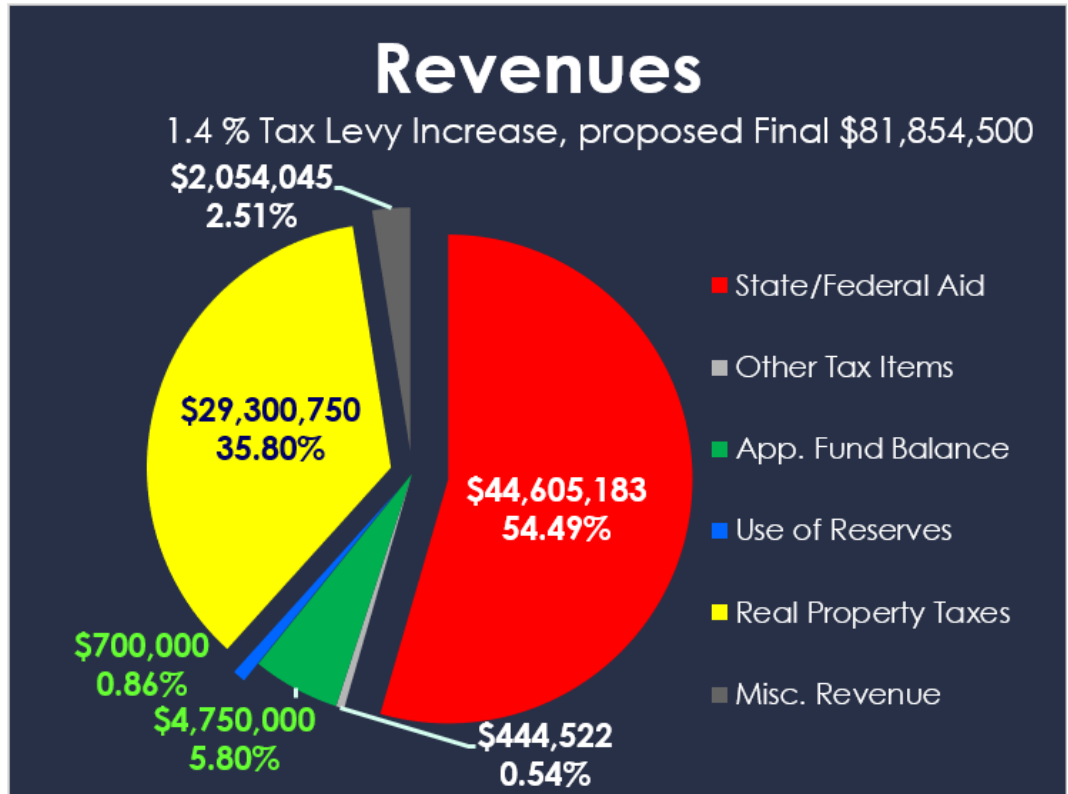
This item currently represents the total principal and interest payments which will be paid during the next fiscal year for projects that were previously approved by the voters of the district.

9950 Interfund Transfers and Other

Transfers to Capital Fund reflects funds that can be used for small capital projects which will generate increased state aid for eligible items. The transfer to the Special Aid Fund represents the District's share of various costs for our students at State supported schools as well as for summer programs for students with disabilities. Each year, the District also plans a small \$100,000 Capital Outlay Exception Project.



2021-22 Revenue Budget



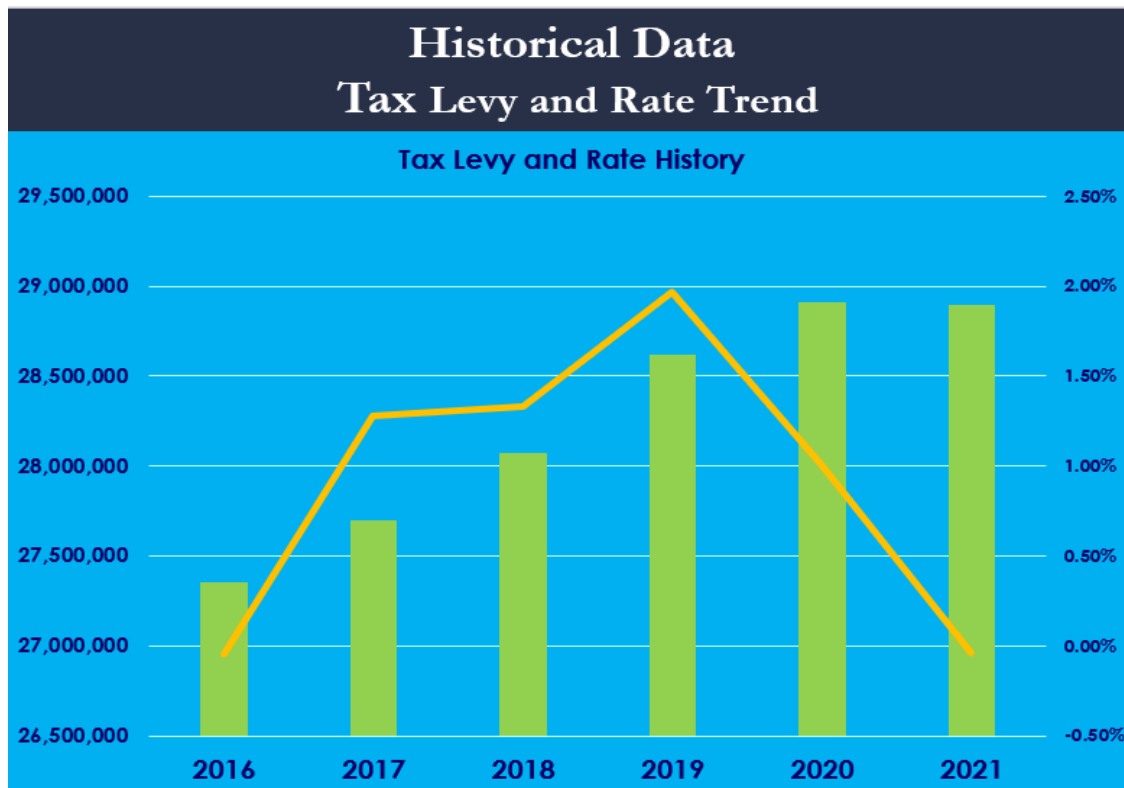
Three-Part Budget: 2021-22

Summary of Revenues	2020-21 Budget	2021-22 Proposed
Revenues		
State/Federal Aid	\$ 43,452,270	\$ 44,605,183
Other Tax Items	\$ 335,000	\$ 444,522
App. Fund Balance	\$ 5,000,000	\$ 4,750,000
Use of Reserves	\$ 1,550,000	\$ 700,000
Real Property Taxes	\$ 28,875,625	\$ 29,300,750
Misc. Revenue	\$ 1,804,045	\$ 2,054,045
Total Revenue	\$ 81,016,940	\$ 81,854,500

Tax Levy and Tax Rate

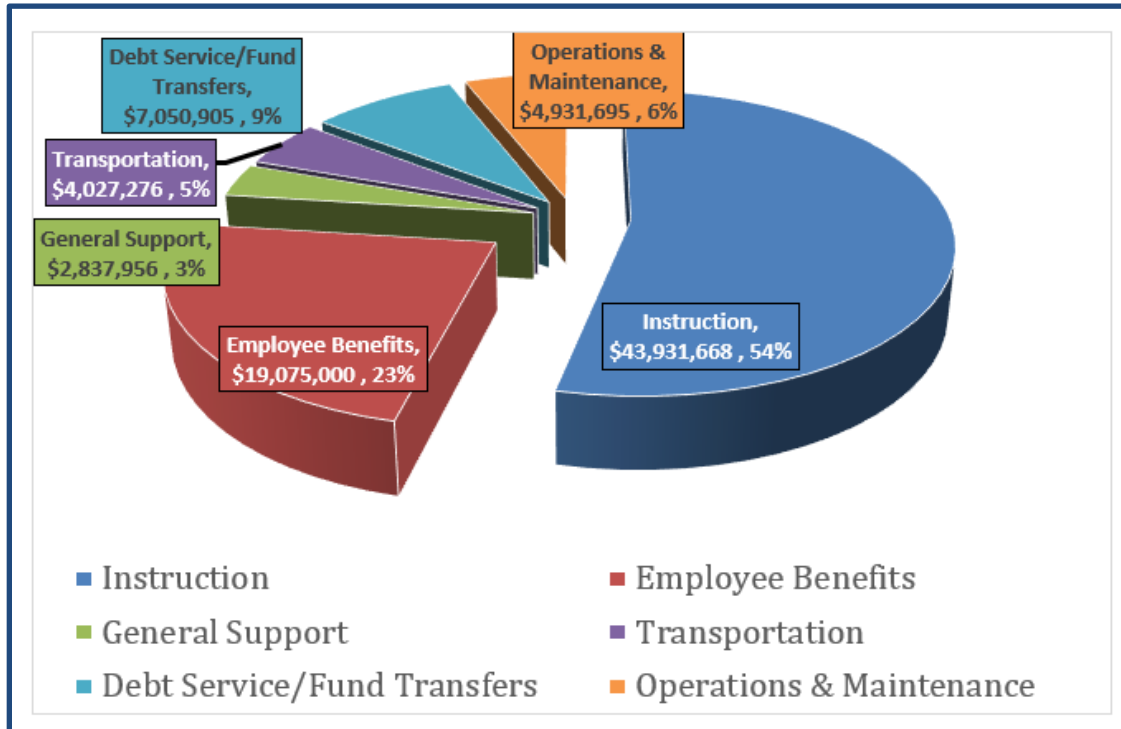
The tax levy is projected to increase by **1.4%** for **2021-22**. This is **BELOW** the calculated State Tax Levy Limit (Tax Cap). The total district assessed value has not been finalized as of yet. Therefore, a final tax rate cannot be calculated. The tax rate projections on this page reflect a small change in the assessed value for the District from **2020-21** based on PILOT agreements that are expiring. The tax rate for **2021-22** is projected to be **\$22.93** per thousand, a **\$.30** increase over **2020-21**. A house that has a market value of \$100,000 is projected to pay about **\$30.27** more in **2021-22**.

COMMUNITY	Tax Levy And Rates			
		20-21	21-22	Change
	Tax Levy	\$28,896,343	\$29,300,750	\$ 404,407
		<small>Includes prorated taxes</small>		
	Tax Levy Rate	\$ 22.63	\$ 22.93	\$.30
	Estimated Impact on Taxes			
	Increase on 75,000 household		\$ 22.70/YEAR	Estimated
Achieving Excellence	Increase on 100,000 household		\$ 30.27/YEAR	Estimated
	Increase on 150,000 household		\$ 45.40/YEAR	Estimated
	Proposed Tax Levy Rate Increase 1.4 % Star exemptions and credits will impact individual properties based on the information provided the property owners. Actual rate may vary.			



SUPPORT

2021-22 Proposed Expenditure Budget by Function: \$81,854,500



Proposed Expenditure 2021-22		
Summary by Function of Expense	2020-21 Budget	2021-22 Proposed
Expenditures		
Instruction	\$ 43,897,021	\$ 43,931,668
Employee Benefits	\$ 18,350,000	\$ 19,075,000
General Support	\$ 2,911,044	\$ 2,837,956
Transportation	\$ 4,550,650	\$ 4,027,276
Debt Service/Fund Transfers	\$ 7,154,523	\$ 7,050,905
Operations & Maintenance	\$ 4,153,702	\$ 4,931,695
Total Expenditure	\$ 81,016,940	\$ 81,854,500

REQUIRED COMPENSATION INFORMATION

CHAPTER 474, LAWS OF 1996

Compensation

Report Estimated Salaries in the Budget for the 2021-2022 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:

\$ 200,323 **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)

\$ 62,970 **Annualized Cost of Benefits:**
All district employees – The Superintendent is offered 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.

\$ 16,539 Mandatory TRS Contribution @ 8.86 % of 20-21 salary

\$ 26,400 Family Health/Dental/105 Plan

\$ 20,031 Required Social Security and Medicare Contribution,
Worker's Compensation, and Unemployment Insurance

Executive Director – Educational Services

\$ 151,098 **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)

\$37,270 **Annualized Cost of Benefits:**
All district employees – The Executive Director of Educational Services is offered 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.

\$ 12,475 Mandatory TRS Contribution @ 8.86 % of 20-21 salary

\$ 9,687 Single Health/Dental/105 Plan

\$ 15,108 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 \$143,000 or more in salary during the 2021-22 fiscal year.

REQUIRED COMPENSATION INFORMATION

CHAPTER 474, LAWS OF 1996

(continued)

High School Principal:

\$ 147,887

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.

\$ 34,491

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.

\$12,790

Mandatory TRS Contribution @ 8.86 % of 20-21 salary

\$ 6,143

Family Health/Dental/105 Plan

\$ 15,557

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 \$143,000 or more in salary during the 2021-22 fiscal year.

North Tonawanda City School District

Tax Levy Calculation - OSC



Tax Cap Calculation

A	20-21 Tax Levy	\$ 28,896,343
D	Tax Base Growth Factor	1.0024
E	Adjusted Levy (A * D)	\$ 28,965,694
F	Base Year PILOTs	\$ 251,004
G	Base Year + PILOTs (E + F)	\$ 29,216,698
I	20-21 Capital Exclusion	\$ 225,112
K	Levy less Capital (G – I)	\$ 28,991,586
L	Growth Factor (CPI)	1.0123
M	Levy including GF (K * L)	\$ 29,348,183
N	20-21 PILOTs	\$ 344,954
O	Levy Before Exclusions (M– N)	\$ 29,003,229
P	Eligible Carry Over	\$ 0
Q	Levy before Exclusions (O + P)	\$ 29,003,229
R	21-22 Capital Exclusion	\$ 361,226
S	2020-21 Tax Levy Limit (Q + R)	\$ 29,364,455
	MAXIMUM Real Property Tax Levy Change (S – A)	\$ 468,112
	Potential % increase to the cap	1.62 %

North Tonawanda City School District

Property Tax Report Card - SED

4/6/2021

New York State Education Department State Aid Management System (SAMS)

Property Tax Report Card
400900 - NORTH TONAWANDA CITY

2020-2021 - Page 1
Official - as of 04/06/2021 01:11 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.n12.nysed.gov/mgt/serv/propertytax/taxcap/>.

Please also submit an electronic version (PDF or Word) of your school district's 2021-22 Budget Notice to: emsomgts@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 26, 2021

Form Preparer Name:
Preparer's Telephone Number:

ANTHONY MONTORO
716-807-3536

Shaded Fields Will Calculate	Budgeted 2020-21 (A)	Proposed Budget 2021-22 (B)	Percent Change (C)
Total Budgeted Amount, not including Separate Propositions	81,018,940	81,854,500	1.03 %
A. Proposed Tax Levy to Support the Total Budgeted Amount ¹	28,875,825	29,300,750	
B. Tax Levy to Support Library Debt, if Applicable			
C. Tax Levy for Non-Excludable Propositions, if Applicable ²			
D. Total Tax Cap Reserve Amount Used to Reduce Current Year Levy, if Applicable			
E. Total Proposed School Year Tax Levy (A+B+C-D)	28,875,825	29,300,750	1.47 %
F. Permissible Exclusions to the School Tax Levy Limit	225,112	381,226	
G. School Tax Levy Limit, <u>Excluding</u> Levy for Permissible Exclusions ³	28,789,102	29,003,229	
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)	28,650,513	28,939,524	
I. Difference: (G-H) (negative value requires 60.0% voter approval) ²	138,589	63,705	
Public School Enrollment	3,462	3,372	-2.60 %
Consumer Price Index			1.23 %

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

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

³ For 2021-22, includes any carryover from 2020-21 and excludes any tax levy for library debt or prior year reserve for excess tax levy, including interest.

	Actual 2020-21 (D)	Estimated 2021-22 (E)
Adjusted Restricted Fund Balance	8,370,358	7,500,000
Assigned Appropriated Fund Balance	5,282,395	4,750,000
Adjusted Unrestricted Fund Balance	4,842,045	4,250,000

<https://eservices.nysed.gov/sams/printForm.do?method=printForm&fslid=830&segmentKey=1617727171301>

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North Tonawanda City School District

Property Tax Report Card - SED

4/6/2021

New York State Education Department State Aid Management System (SAMS)

Adjusted Unrestricted Fund Balance as a
Percent of the Total Budget

5.98 % 5.19 %

Schedule of Reserve Funds

Reserve Type	Reserve Name	Reserve Description *	3/31/21 Actual Balance	6/30/21 Estimated Ending Balance	Intended Use of the Reserve in the 2021-22 School Year (Limit 200 Characters)**
--------------	--------------	-----------------------	------------------------	----------------------------------	---

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

Capital	BUS RESERVE BUS RESERVE	For the cost of any object or purpose for which bonds may be issued.	319,833	319,933	None
Repair		For the cost of repairs to capital improvements or equipment.			
Workers Compensation	WORKERS' COMPENSATION	For self-insured Workers Compensation and benefits.	1,142,827	1,143,250	Projecting a use of reserves on eligible workers compensation claims
Unemployment Insurance	UNEMPLOYMENT INSURANCE	For reimbursement to the State Unemployment Insurance Fund.	180,829	180,950	None planned
Reserve for Tax Reduction		For the gradual use of the proceeds of the sale of school district real property.			
Mandatory Reserve for Debt Service	DEBT SERVICE	For proceeds from the sale of district capital assets or improvement, restricted to debt service.	3,848,065	3,598,941	Use of reserve to expend on debt from prior projects in lieu of tax levy increase up to \$700,000 as detailed in the 21-22 budget.
Insurance	INSURANCE INSURANCE	For liability, casualty, and other types of uninsured losses.	1,198,954	1,197,500	None planned
Property Loss + (add)		To cover property loss.			
Liability		To cover incurred liability claims.			
Tax Certiorari		For tax certiorari settlements.			
Reserve for Insurance Recoveries		For unexpended proceeds of insurance recoveries at fiscal year end.			
Employee Benefit Accrued Liability	EMPLOYEE BENEFITS	For accrued 'employee benefits' due to employees upon termination of service.	107,300	307,300	Projecting a use of reserves on eligible retirement benefits.
Retirement Contribution	RETIREMENT CONTRIBUTION	For employer retirement contributions to the State and Local Employees' Retirement System.	433,126	772,126	None Planned

<https://eservices.nysed.gov/sams/printForm.do?method=printForm&fslid=830&segmentKey=1617727171301>

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North Tonawanda City School District

Property Tax Report Card - SED

4/6/2021

New York State Education Department State Aid Management System (SAMS)

Reserve for
Uncollected
Taxes

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

Single Other
Reserve
[+ \(add\)](#)

* **NYSED Reserve Guidance:**

http://www.p12.nysed.gov/mgtserve/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 2021-22.
Mention any capital expenditures that will need to be voted upon in the upcoming Budget Vote.

North Tonawanda City School District

Exemption Impact Report – NYS RPT

NYS - Real Property System County of Niagara		Assessor's Report - 2021 - Current Year File S495 Exemption Impact Report School District Summary			RP5221/004/L001 Date/Time - 5/4/2021 07:56:14 Total Assessed Value 1,480,735,320	
School District - 291200 N Ton City School		Equalized Total Assessed Value 2,278,054,338				
Exemption Code	Exemption Name	Statutory Authority	Number of Exemptions	Total Equalized Value of Exemptions	Percent of Value Exempted	
12100	NYS - GENERALLY	RP TL 404(1)	19	2,985,692	0.13	
12350	PUBLIC AUTHORITY - STATE	RP TL 412	7	184,615	0.01	
13100	CO - GENERALLY	RP TL 406(1)	13	263,078	0.01	
13350	CITY - GENERALLY	RP TL 406(1)	158	65,291,135	2.87	
13500	TOWN - GENERALLY	RP TL 406(1)	2	4,000	0.00	
13800	SCHOOL DISTRICT	RP TL 408	13	60,221,847	2.64	
14100	USA - GENERALLY	RP TL 400(1)	2	684,616	0.03	
18020	MUNICIPAL INDUSTRIAL DEVELOPMENT	RP TL 412-a	20	38,375,848	1.68	
21600	RES OF CLERGY - RELIGIOUS OWN	RP TL 462	4	620,924	0.03	
25110	NONPROF CORP - RELIGIOUS PRO	RP TL 420-a	50	36,116,460	1.59	
25130	NONPROF CORP - CHAR (CONST PRO	RP TL 420-a	4	1,989,077	0.09	
25210	NONPROF CORP - HOSPITAL	RP TL 420-a	4	34,623,076	1.52	
25230	NONPROF CORP - MORAL/MENTAL IM	RP TL 420-a	13	4,628,154	0.20	
25300	NONPROF CORP - SPECIFIED USES	RP TL 420-b	23	4,650,768	0.20	
26100	VETERANS ORGANIZATION	RP TL 452	1	558,462	0.02	
26250	HISTORICAL SOCIETY	RP TL 444	3	374,616	0.02	
26400	INC VOLUNTEER FIRE CO OR DEPT	RP TL 464(2)	9	2,359,231	0.10	
28110	NOT-FOR-PROFIT HOUSING COMPANY	RP TL 422	1	5,127,692	0.23	
38260	MUN HSG AUTH - NYS AIDED	PUB HSG L 52(4)&(5)	1	10,238,462	0.45	
41120	ALT VET EX-WAR PERIOD-NON-COMB	RP TL 458-a	761	4,840,509	0.21	
41130	ALT VET EX-WAR PERIOD-COMBAT	RP TL 458-a	635	6,740,525	0.30	
41140	ALT VET EX-WAR PERIOD-DISABILI	RP TL 458-a	302	5,880,961	0.26	
41300	PARAPLEGIC VETS	RP TL 458(3)	5	1,536,923	0.07	
41400	CLERGY	RP TL 460	16	36,928	0.00	
41800	PERSONS AGE 65 OR OVER	RP TL 467	36	2,185,691	0.10	
41806	PERSONS AGE 65 OR OVER	RP TL 467	96	3,575,012	0.16	
41834	ENHANCED STAR	RP TL 425	2,368	176,178,609	7.73	
41854	BASIC STAR 1999-2000	RP TL 425	4,054	129,087,684	5.67	
41900	PHYSICALLY DISABLED	RP TL 459	12	328,803	0.01	
47610	BUSINESS INVESTMENT PROPERTY P	RP TL 485-b	63	2,610,231	0.11	
48670	REDEVELOPMENT HOUSING CO	P H F IL 125 & 127	1	1,216,923	0.05	

North Tonawanda City School District

Exemption Impact Report – NYS RPT

NYS - Real Property System
County of Niagara

Assessor's Report - 2021 - Current Year File
S495 Exemption Impact Report
School District Summary

RPS221/04/L001
Date/Time - 5/4/2021 07:56:14
Total Assessed Value 1,480,735,320

Equalized Total Assessed Value 2,278,054,338

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	RPTL477	1	586,154	0.03
Total Exemptions Exclusive of System Exemptions:					
			8,697	604,102,696	26.52
Total System Exemptions:					
			0	0	0.00
Totals:					
			8,697	604,102,696	26.52

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:

North Tonawanda City School District

Exemption Impact Report- PILOTS – NYS RPT



RP-495 PILOT (9/08)

LOCAL GOVERNMENT EXEMPTION IMPACT REPORT

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

Date: May 1, 2021

Taxing Jurisdiction: North Tonawanda City School District

Fiscal Year Beginning: 2021

Total equalized value in taxing jurisdiction: \$ 2,278,054,338

Exemption Code (Column A)	Exemption Description (Column B)	Statutory Authority (Column C)	Number of Exemptions (Column D)	Payments in Lieu of Taxes (PILOTS) (Column E)
18020	MUNICIPAL INDUSTRIAL DEV AGENC	RPTL 412-a	20	\$240,304.27
28110	NOT-FOR-PROFIT HOUSING COMPANY	RPTL 422	1	\$67,669.00
38260	MUN HSNG AUTH -NYS AIDED	PUB HSNG L 52(4)&(5)	1	\$26,750.00
48670	REDEVELOPMENT HOUSING CO	PHFIL 125 & 127	1	\$1,467.50
Totals			23	\$336,190.77

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

BOARD MEMBER CANDIDATES

2021-2022

Stephanie Emiliani
81 Eggert Terrace
North Tonawanda, NY 14120
716-346-5872
Emiliani.Stephanie@gmail.com

Cheryl McMahon
57 Christiana Street
North Tonawanda, NY 14120
716-909-3823
bbgrande14120@yahoo.com

Krista Vince Garland
238 Tremont Street
North Tonawanda, NY 14120
407-923-4765
KristaVinceGarland@gmail.com

NORTH TONAWANDA CITY SCHOOL DISTRICT



N.T. Schools - Achieving Excellence



BUDGET STATEMENT Addenda

Fiscal Accountability Supplement

Information about Students with Disabilities

School District Report Card Data

NT SPIRIT - Budget Edition

FISCAL ACCOUNTABILITY SUMMARY (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

INSTRUCTIONAL EXPENDITURES

\$8,763,826,142

PUPILS

735,789

EXPENDITURES PER PUPIL

\$11,911

SPECIAL EDUCATION

INSTRUCTIONAL EXPENDITURES

\$3,726,036,250

PUPILS

113,407

EXPENDITURES PER PUPIL

\$32,855

ALL SCHOOL DISTRICTS**GENERAL EDUCATION****INSTRUCTIONAL EXPENDITURES****\$35,536,250,285****PUPILS****2,658,466****EXPENDITURES PER PUPIL****\$13,367****SPECIAL EDUCATION****INSTRUCTIONAL EXPENDITURES****\$15,830,085,081****PUPILS****489,198****EXPENDITURES PER PUPIL****\$32,359**

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****\$19,821****SIMILAR DISTRICT GROUP****\$23,508****NY STATE****\$25,853**

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	80% OR MORE
40% - 79%	57.7%	58.7%
167 22.0%	40% - 79%	40% - 79%
LESS THAN 40%	18.7%	11.5%
215 28.4%	LESS THAN 40%	LESS THAN 40%
SEPARATE SETTINGS	16.1%	19.0%
36 4.8%	SEPARATE SETTINGS	SEPARATE SETTINGS
OTHER SETTINGS	4.7%	5.3%
11 1.5%	OTHER SETTINGS	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	SIMILAR DISTRICT GROUP	NY STATE
22.9%	13.9%	15.6%

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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THIS DOCUMENT WAS CREATED ON: MAY 4, 2021, 3:37 PM EST

NORTH TONAWANDA CITY SCHOOL DISTRICT - NEW YORK STATE REPORT CARD [2019 - 20]

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

Due to COVID - 19 and resulting changes to New York State testing, accountability, and federal reporting requirements, 2020-21 district and school accountability statuses are the same as those assigned for the 2019-20 school year. For informational purposes, graduation rates for the Secondary Graduation Rate indicator using lagged 2018-19 data are reported. Spring 2020 standardized state assessments, including the June 2020 Regents examinations, were canceled and are, thus, not reported. For detailed information on requirement changes, please see the U.S. Department of Education-approved waiver and the memorandum from the Office of Accountability entitled " 2019-20 Accountability Implications to Address the COVID-19 Crisis ."

2020-21 ACCOUNTABILITY STATUS BASED ON 2018-19 DATA

Per the U.S. Department of Education-approved waiver, districts and schools, including subgroups, will maintain in the 2020-21 school year the same accountability status assigned for the 2019-20 school year with no progress determinations. For more information, please see the memorandum from the Office of Accountability entitled, "2019-20 Accountability Implications to Address the COVID-19 Crisis." The 2020-21 Accountability status may differ from the 2019-20 status as a result of a school reconfiguration. Schools that newly opened for the 2020-21 school year will not be displayed.

GOOD STANDING

SECTION 1003 SCHOOL IMPROVEMENT FUNDS (2019-20)

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 (61.38 kilobytes)

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

- 2018-19 Title I SIG 1003 Basic Application and Addendum for 2019-20 Extension
- 2019-20 Title I SIG 1003 Basic Planning
- 2019-20 Title I School Improvement Grant 1003 Targeted Support Grant
- 2019-20 Title I School Improvement Grant 1003 ENHANCED Comprehensive Support and Improvement (CSI) Support Grant
- 2019 NYSIP-PLC Phase II
- SIG Cohort 6 and 7 Schools Funded with SIGA in 2019-20

ELEMENTARY/MIDDLE STATUSES BY SUBGROUP



Help

Per the U.S. Department of Education-approved waiver, districts and schools, including subgroups, will maintain in the 2020-21 school year the same accountability status assigned for the 2019-20 school year with no progress determinations.

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

SECONDARY STATUSES BY SUBGROUP

Per the U.S. Department of Education-approved waiver, districts and schools, including subgroups, will maintain in the 2020-21 school year the same accountability status assigned for the 2019-20 school year with no progress determinations.

Subgroup	Status
All Students	Good Standing
American Indian or Alaska Native	Good Standing
Black or African American	Good Standing
Hispanic or Latino	Good Standing: Potential Target District
White	Good Standing
English Language Learners	Good Standing
Students with Disabilities	Good Standing
Economically Disadvantaged	Good Standing

SECONDARY GRADUATION RATE

Accountability graduation rate data are provided for informational purposes only in 2019-20 and are not used to make district or school accountability status determinations for the 2020-21 school year. For more information, please see the memorandum from the Office of Accountability entitled, "2019-20 Accountability Implications to Address the COVID-19 Crisis."

Subgroup	Cohort	Number In Cohort	Grad Rate
All Students	4-Year	275	81.5%
	5-Year	299	78.9%
	6-Year	319	88.7%
American Indian or Alaska Native	4-Year	17	—
	5-Year	12	—
	6-Year	12	—
Asian or Native Hawaiian/Other Pacific Islander	4-Year	0	—
	5-Year	11	—
	6-Year	5	—
Black or African American	4-Year	11	—
	5-Year	11	—
	6-Year	13	—
Hispanic or Latino	4-Year	14	—
	5-Year	15	—
	6-Year	16	—
Multiracial	4-Year	7	—
	5-Year	4	—
	6-Year	2	—
White	4-Year	248	81.5%
	5-Year	271	79.3%
	6-Year	294	89.1%
English Language Learners	4-Year	9	—
	5-Year	7	—
	6-Year	4	—
Students with Disabilities	4-Year	61	60.7%
	5-Year	63	41.3%
	6-Year	67	67.2%
Economically Disadvantaged	4-Year	107	68.2%
	5-Year	109	76.1%
	6-Year	113	83.2%

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

SUBGROUP	READING				MATH			
	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

SUBGROUP	READING				MATH			
	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.

EXPENDITURES PER PUPIL (2019-20)

For detailed information, please see Financial Transparency Report.

	Pupil Count	Federal		State & Local		Total	
		Expenditures	Expenditures Per Pupil	Expenditures	Expenditures Per Pupil	Expenditures	Expenditures Per Pupil
This District	3,184	\$1,994,765	\$626	\$53,435,824	\$16,783	\$55,430,589	\$17,409
Statewide	2,638,949	\$2,632,354,668	\$998	\$57,627,620,079	\$21,837	\$60,259,974,747	\$22,835

STAFF QUALIFICATIONS (2019-20)
INEXPERIENCED TEACHERS AND PRINCIPALS

	TEACHERS			PRINCIPALS		
	Total	# Inexperienced	% Inexperienced	Total	# Inexperienced	% Inexperienced
THIS DISTRICT	267	38	14%	6	1	17%
STATEWIDE	205,520	35,059	17%	4,784	1,237	26%
STATEWIDE HIGH-POVERTY SCHOOLS	46,266	13,190	29%	1,168	320	27%
STATEWIDE LOW-POVERTY SCHOOLS	61,131	5,677	9%	1,193	260	22%

Teacher and principal counts are as reported by schools and districts in the Student Information Repository System (SIRS).

TEACHERS TEACHING OUT OF THEIR SUBJECT OR FIELD OF CERTIFICATION

	Total	TEACHERS TEACHING OUT OF THEIR SUBJECT/FIELD OF CERTIFICATION	
		#	%
THIS DISTRICT	255	3	1%
STATEWIDE	216,218	20,182	9%
STATEWIDE HIGH-POVERTY SCHOOLS	46,676	9,564	20%
STATEWIDE LOW-POVERTY SCHOOLS	54,886	1,004	2%

Teacher counts are as reported in Teacher Access and Authorization (TAA).

GRADUATION RATE (2019-20)

Graduation Rate data are for students who first entered grade 9, four years prior to this reporting year. Graduates are as of August following the close of the reporting year. Click on High School Graduation Rate Data report to see district and state comparisons and to filter on gender and ethnicity student subgroups.

Subgroup	Total	GRAD RATE		REGENTS WITH ADVANCED DESIGNATION		REGENTS DIPLOMA		LOCAL DIPLOMA		NON DIPLOMA CRED		STILL ENROLLED		GED TRANSFER		DROPOUT	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	298	256	86%	100	34%	136	46%	20	7%	6	2%	14	5%	0	0%	22	7%
Female	154	139	90%	60	39%	70	45%	9	6%	0	0%	4	3%	0	0%	11	7%
Male	144	117	81%	40	28%	66	46%	11	8%	6	4%	10	7%	0	0%	11	8%
Multiracial	3	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
American Indian or Alaska Native	8	6	75%	0	0%	5	63%	1	13%	1	13%	0	0%	0	0%	1	13%
Asian or Native Hawaiian/Other Pacific Islander	2	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
White	265	230	87%	92	35%	119	45%	19	7%	5	2%	11	4%	0	0%	19	7%
Black or African American	8	8	100%	4	50%	4	50%	0	0%	0	0%	0	0%	0	0%	0	0%
Hispanic or Latino	12	8	67%	2	17%	6	50%	0	0%	0	0%	2	17%	0	0%	2	17%
General-Education Students	232	214	92%	100	43%	111	48%	3	1%	0	0%	5	2%	0	0%	13	6%
Students with Disabilities	66	42	64%	0	0%	25	38%	17	26%	6	9%	9	14%	0	0%	9	14%
Non-English Language Learners	298	256	86%	100	34%	136	46%	20	7%	6	2%	14	5%	0	0%	22	7%
English Language Learners	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not Economically Disadvantaged	183	163	89%	72	39%	80	44%	11	6%	3	2%	5	3%	0	0%	12	7%
Economically Disadvantaged	115	93	81%	28	24%	56	49%	9	8%	3	3%	9	8%	0	0%	10	9%
Not Migrant	298	256	86%	100	34%	136	46%	20	7%	6	2%	14	5%	0	0%	22	7%
Migrant	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Parents not in Armed Forces	298	256	86%	100	34%	136	46%	20	7%	6	2%	14	5%	0	0%	22	7%

Subgroup	Total	GRAD RATE		REGENTS WITH ADVANCED DESIGNATION		REGENTS DIPLOMA		LOCAL DIPLOMA		NON DIPLOMA CRED		STILL ENROLLED		GED TRANSFER		DROPOUT	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Parents in Armed Forces	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not Homeless	298	256	86%	100	34%	136	46%	20	7%	6	2%	14	5%	0	0%	22	7%
Homeless	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not in Foster Care	298	256	86%	100	34%	136	46%	20	7%	6	2%	14	5%	0	0%	22	7%
Foster Care	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%

CIVIL RIGHTS DATA COLLECTION (CRDC) (2017-18)

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

CRDC Data (21.01 megabytes)

CRDC Glossary and Guide

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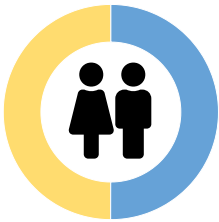
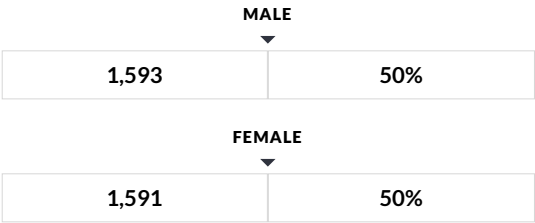
THIS DOCUMENT WAS CREATED ON: MAY 4, 2021, 3:31 PM EST

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 2019 - 20 school year. For nonpublic school enrollment data please see the Non-Public School Enrollment and Staff information on our Information and Reporting Services webpage.

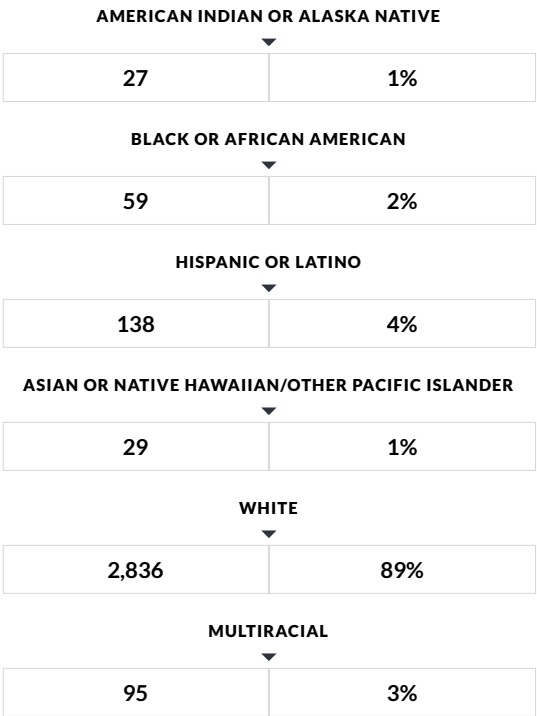
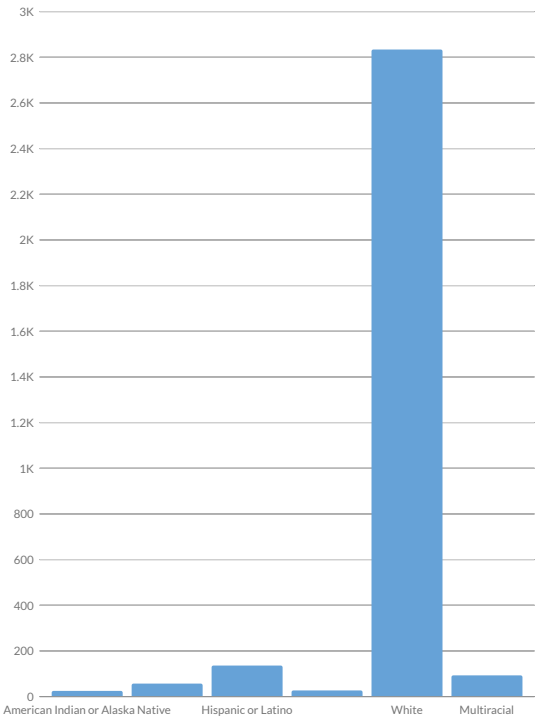
NORTH TONAWANDA CITY SCHOOL DISTRICT ENROLLMENT (2019 - 20)

K-12 Enrollment: 3,184

ENROLLMENT BY GENDER



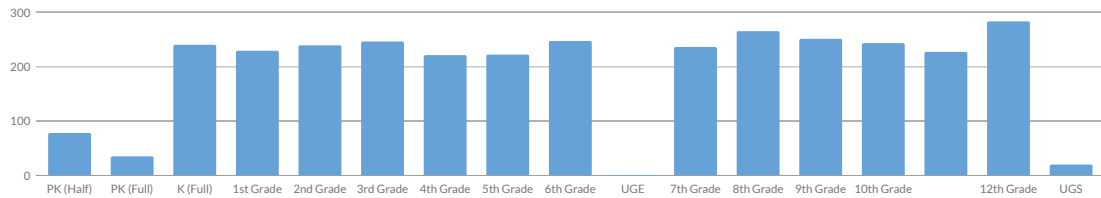
ENROLLMENT BY ETHNICITY



OTHER GROUPS

ENGLISH LANGUAGE LEARNERS		STUDENTS WITH DISABILITIES		ECONOMICALLY DISADVANTAGED	
40	1%	666	21%	1,536	48%
MIGRANT		HOMELESS		FOSTER CARE	
—	—	—	—	—	—
PARENT IN ARMED FORCES					
—	—				

ENROLLMENT BY GRADE

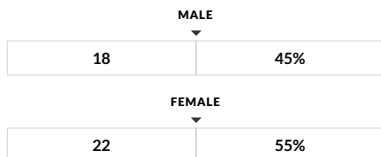


PRE-K (HALF DAY)		PRE-K (FULL DAY)		K (FULL DAY)		1ST GRADE	
79	2%	36	1%	241	7%	230	7%
2ND GRADE		3RD GRADE		4TH GRADE		5TH GRADE	
240	7%	247	7%	222	7%	223	7%
6TH GRADE		UNGRADED ELEMENTARY		7TH GRADE		8TH GRADE	
248	8%	1	0%	237	7%	266	8%
9TH GRADE		10TH GRADE		11TH GRADE		12TH GRADE	
252	8%	244	7%	228	7%	284	9%
UNGRADED SECONDARY							
21	1%						

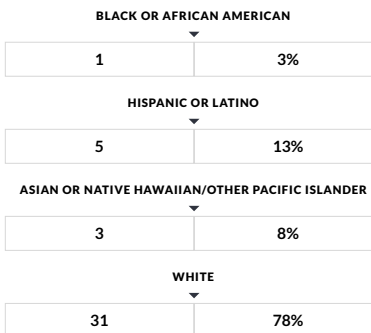
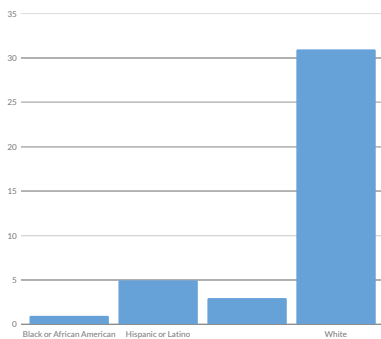
NORTH TONAWANDA CITY SCHOOL DISTRICT ENGLISH LANGUAGE LEARNERS ENROLLMENT (2019 - 20)

K-12 ELL Enrollment: 40
K-12 Former ELL Enrollment: 16

ELL ENROLLMENT BY GENDER



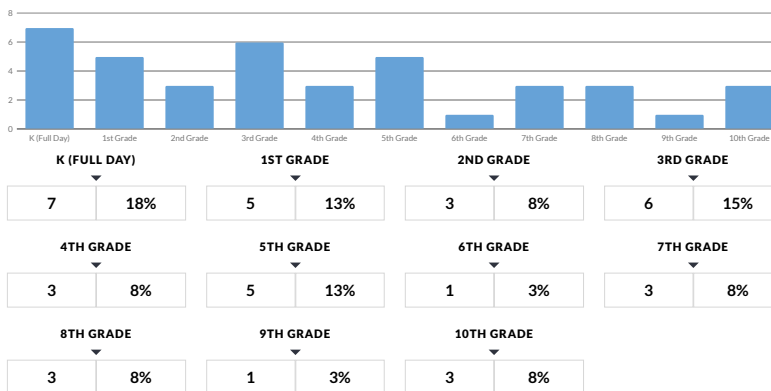
ELL ENROLLMENT BY ETHNICITY



OTHER GROUPS



ELL ENROLLMENT BY GRADE



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

- 1 Russian
- 2 Arabic
- 3 Spanish
- 4 Farsi
- 5 French

ENGLISH LANGUAGE LEARNERS BREAKDOWN



ENGLISH LANGUAGE LEARNERS PROGRAMS



NORTH TONAWANDA HIGH SCHOOL - NEW YORK STATE REPORT CARD [2019 - 20]

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

Due to COVID - 19 and resulting changes to New York State testing, accountability, and federal reporting requirements, 2020-21 district and school accountability statuses are the same as those assigned for the 2019-20 school year. For informational purposes, graduation rates for the Secondary Graduation Rate indicator using lagged 2018-19 data are reported. Spring 2020 standardized state assessments, including the June 2020 Regents examinations, were canceled and are, thus, not reported. For detailed information on requirement changes, please see the U.S. Department of Education-approved waiver and the memorandum from the Office of Accountability entitled " 2019-20 Accountability Implications to Address the COVID-19 Crisis ."

2020-21 ACCOUNTABILITY STATUS BASED ON 2018-19 DATA

Per the U.S. Department of Education-approved waiver, districts and schools, including subgroups, will maintain in the 2020-21 school year the same accountability status assigned for the 2019-20 school year with no progress determinations. For more information, please see the memorandum from the Office of Accountability entitled, "2019-20 Accountability Implications to Address the COVID-19 Crisis." The 2020-21 Accountability status may differ from the 2019-20 status as a result of a school reconfiguration. Schools that newly opened for the 2020-21 school year will not be displayed.

GOOD STANDING

SECTION 1003 SCHOOL IMPROVEMENT FUNDS (2019-20)

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 (61.38 kilobytes)

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

- 2018-19 Title I SIG 1003 Basic Application and Addendum for 2019-20 Extension
- 2019-20 Title I SIG 1003 Basic Planning
- 2019-20 Title I School Improvement Grant 1003 Targeted Support Grant
- 2019-20 Title I School Improvement Grant 1003 ENHANCED Comprehensive Support and Improvement (CSI) Support Grant
- 2019 NYSIP-PLC Phase II
- SIG Cohort 6 and 7 Schools Funded with SIGA in 2019-20

SECONDARY STATUSES BY SUBGROUP

Per the U.S. Department of Education-approved waiver, districts and schools, including subgroups, will maintain in the 2020-21 school year the same accountability status assigned for the 2019-20 school year with no progress determinations.

Subgroup	Status
All Students	Good Standing
American Indian or Alaska Native	Good Standing
Black or African American	Good Standing
Hispanic or Latino	Good Standing
White	Good Standing
English Language Learners	Good Standing
Students with Disabilities	Good Standing
Economically Disadvantaged	Good Standing

SECONDARY GRADUATION RATE

Accountability graduation rate data are provided for informational purposes only in 2019-20 and are not used to make district or school accountability status determinations for the 2020-21 school year. For more information, please see the memorandum from the Office of Accountability entitled, "2019-20 Accountability Implications to Address the COVID-19 Crisis."

Subgroup	Cohort	Number In Cohort	Grad Rate
All Students	4-Year	262	85.1%
	5-Year	282	81.9%
	6-Year	307	90.6%
American Indian or Alaska Native	4-Year	17	—
	5-Year	12	—
	6-Year	11	—
Asian or Native Hawaiian/Other Pacific Islander	4-Year	0	—
	5-Year	11	—
	6-Year	5	—
Black or African American	4-Year	10	—
	5-Year	9	—
	6-Year	12	—
Hispanic or Latino	4-Year	13	—
	5-Year	12	—
	6-Year	12	—
Multiracial	4-Year	7	—
	5-Year	4	—
	6-Year	2	—
White	4-Year	235	85.5%
	5-Year	256	82%
	6-Year	285	90.9%
English Language Learners	4-Year	9	—
	5-Year	7	—
	6-Year	4	—
Students with Disabilities	4-Year	50	72%
	5-Year	48	45.8%
	6-Year	56	73.2%
Economically Disadvantaged	4-Year	103	70.9%
	5-Year	108	75.9%
	6-Year	113	83.2%

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

SUBGROUP	READING				MATH			
	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

SUBGROUP	READING				MATH			
	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

SUBGROUP	READING				MATH			
	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

SUBGROUP	READING				MATH			
	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.

EXPENDITURES PER PUPIL (2019-20)

For detailed information, please see Financial Transparency Report.

	Pupil Count	Federal		State & Local		Total	
		Expenditures	Expenditures Per Pupil	Expenditures	Expenditures Per Pupil	Expenditures	Expenditures Per Pupil
This School	1,028	\$210,222	\$204	\$15,401,057	\$14,982	\$15,611,279	\$15,186
This District	3,184	\$1,994,765	\$626	\$53,435,824	\$16,783	\$55,430,589	\$17,409
Statewide	2,638,949	\$2,632,354,668	\$998	\$57,627,620,079	\$21,837	\$60,259,974,747	\$22,835

STAFF QUALIFICATIONS (2019-20)
INEXPERIENCED TEACHERS AND PRINCIPALS

	TEACHERS			PRINCIPALS		
	Total	# Inexperienced	% Inexperienced	Total	# Inexperienced	% Inexperienced
THIS SCHOOL	92	11	12%	1	0	0%
THIS DISTRICT	267	38	14%	6	1	17%
STATEWIDE	205,520	35,059	17%	4,784	1,237	26%
STATEWIDE HIGH-POVERTY SCHOOLS	46,266	13,190	29%	1,168	320	27%
STATEWIDE LOW-POVERTY SCHOOLS	61,131	5,677	9%	1,193	260	22%

Teacher and principal counts are as reported by schools and districts in the Student Information Repository System (SIRS).

TEACHERS TEACHING OUT OF THEIR SUBJECT OR FIELD OF CERTIFICATION

	Total	TEACHERS TEACHING OUT OF THEIR SUBJECT/FIELD OF CERTIFICATION	
		#	%
THIS SCHOOL	80	2	3%
THIS DISTRICT	255	3	1%
STATEWIDE	216,218	20,182	9%
STATEWIDE HIGH-POVERTY SCHOOLS	46,676	9,564	20%
STATEWIDE LOW-POVERTY SCHOOLS	54,886	1,004	2%

Teacher counts are as reported in Teacher Access and Authorization (TAA).

GRADUATION RATE (2019-20)

Graduation Rate data are for students who first entered grade 9, four years prior to this reporting year. Graduates are as of August following the close of the reporting year. Click on High School Graduation Rate Data report to see district and state comparisons and to filter on gender and ethnicity student subgroups.

Subgroup	Total	GRAD RATE		REGENTS WITH ADVANCED DESIGNATION		REGENTS DIPLOMA		LOCAL DIPLOMA		NON DIPLOMA CRED		STILL ENROLLED		GED TRANSFER		DROPOUT	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	279	251	90%	100	36%	133	48%	18	6%	3	1%	8	3%	0	0%	17	6%
Female	151	138	91%	60	40%	70	46%	8	5%	0	0%	3	2%	0	0%	10	7%
Male	128	113	88%	40	31%	63	49%	10	8%	3	2%	5	4%	0	0%	7	5%
Multiracial	2	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
American Indian or Alaska Native	8	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	2	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
White	247	225	91%	92	37%	116	47%	17	7%	2	1%	6	2%	0	0%	14	6%
Black or African American	8	8	100%	4	50%	4	50%	0	0%	0	0%	0	0%	0	0%	0	0%
Hispanic or Latino	12	8	67%	2	17%	6	50%	0	0%	0	0%	2	17%	0	0%	2	17%
General-Education Students	229	214	93%	100	44%	111	48%	3	1%	0	0%	4	2%	0	0%	11	5%
Students with Disabilities	50	37	74%	0	0%	22	44%	15	30%	3	6%	4	8%	0	0%	6	12%
Non-English Language Learners	279	251	90%	100	36%	133	48%	18	6%	3	1%	8	3%	0	0%	17	6%
English Language Learners	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not Economically Disadvantaged	167	158	95%	72	43%	77	46%	9	5%	0	0%	1	1%	0	0%	8	5%
Economically Disadvantaged	112	93	83%	28	25%	56	50%	9	8%	3	3%	7	6%	0	0%	9	8%
Not Migrant	279	251	90%	100	36%	133	48%	18	6%	3	1%	8	3%	0	0%	17	6%
Migrant	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Parents not in Armed Forces	279	251	90%	100	36%	133	48%	18	6%	3	1%	8	3%	0	0%	17	6%
Parents in Armed Forces	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not Homeless	279	251	90%	100	36%	133	48%	18	6%	3	1%	8	3%	0	0%	17	6%
Homeless	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not in Foster Care	279	251	90%	100	36%	133	48%	18	6%	3	1%	8	3%	0	0%	17	6%
Foster Care	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%

CIVIL RIGHTS DATA COLLECTION (CRDC) (2017-18)

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

CRDC Data (21.01 megabytes)

CRDC Glossary and Guide

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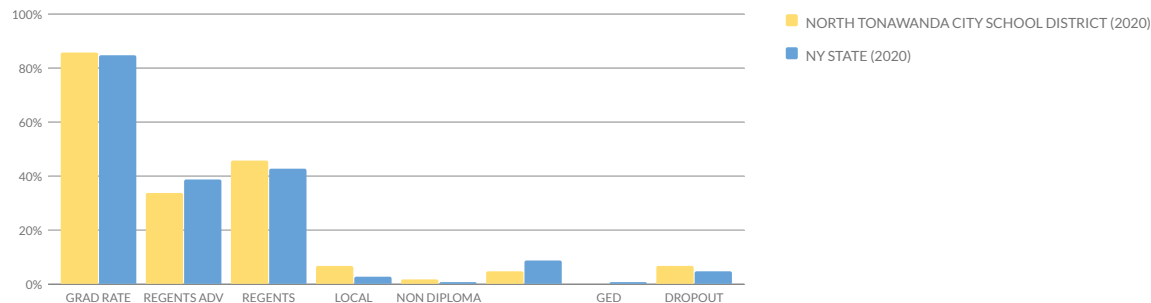
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NORTH TONAWANDA CITY SCHOOL DISTRICT GRADUATION RATE DATA 4 YEAR OUTCOME AS OF AUGUST 2020

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	298	256	86%	100	34%	136	46%	20	7%	6	2%	14	5%	0	0%	22	7%
Female	154	139	90%	60	39%	70	45%	9	6%	0	0%	4	3%	0	0%	11	7%
Male	144	117	81%	40	28%	66	46%	11	8%	6	4%	10	7%	0	0%	11	8%
Multiracial	3	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
American Indian or Alaska Native	8	6	75%	0	0%	5	63%	1	13%	1	13%	0	0%	0	0%	1	13%
Asian or Native Hawaiian/Other Pacific Islander	2	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
White	265	230	87%	92	35%	119	45%	19	7%	5	2%	11	4%	0	0%	19	7%
Black or African American	8	8	100%	4	50%	4	50%	0	0%	0	0%	0	0%	0	0%	0	0%
Hispanic or Latino	12	8	67%	2	17%	6	50%	0	0%	0	0%	2	17%	0	0%	2	17%
General-Education Students	232	214	92%	100	43%	111	48%	3	1%	0	0%	5	2%	0	0%	13	6%
Students with Disabilities	66	42	64%	0	0%	25	38%	17	26%	6	9%	9	14%	0	0%	9	14%
Non-English Language Learners	298	256	86%	100	34%	136	46%	20	7%	6	2%	14	5%	0	0%	22	7%
English Language Learners	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not Economically Disadvantaged	183	163	89%	72	39%	80	44%	11	6%	3	2%	5	3%	0	0%	12	7%
Economically Disadvantaged	115	93	81%	28	24%	56	49%	9	8%	3	3%	9	8%	0	0%	10	9%
Not Migrant	298	256	86%	100	34%	136	46%	20	7%	6	2%	14	5%	0	0%	22	7%
Migrant	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Parents not in Armed Forces	298	256	86%	100	34%	136	46%	20	7%	6	2%	14	5%	0	0%	22	7%
Parents in Armed Forces	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not Homeless	298	256	86%	100	34%	136	46%	20	7%	6	2%	14	5%	0	0%	22	7%
Homeless	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not in Foster Care	298	256	86%	100	34%	136	46%	20	7%	6	2%	14	5%	0	0%	22	7%
Foster Care	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%

NORTH TONAWANDA CITY SCHOOL DISTRICT GRADUATION PATHWAYS DATA 2020

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	256	240	94%	0	0%	0	0%	2	1%	7	3%	2	1%	5	2%	0	0%
Female	139	128	92%	0	0%	0	0%	2	1%	6	4%	1	1%	2	1%	0	0%
Male	117	112	96%	0	0%	0	0%	0	0%	1	1%	1	1%	3	3%	0	0%
Multiracial	2	2	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
American Indian or Alaska Native	6	5	83%	0	0%	0	0%	0	0%	0	0%	0	0%	1	17%	0	0%
Asian or Native Hawaiian/Other Pacific Islander	2	2	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
White	230	217	94%	0	0%	0	0%	2	1%	5	2%	2	1%	4	2%	0	0%
Black or African American	8	8	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Hispanic or Latino	8	6	75%	0	0%	0	0%	0	0%	2	25%	0	0%	0	0%	0	0%
General-Education Students	214	203	95%	0	0%	0	0%	2	1%	6	3%	1	0%	2	1%	0	0%
Students with Disabilities	42	37	88%	0	0%	0	0%	0	0%	1	2%	1	2%	3	7%	0	0%
Non-English Language Learners	256	240	94%	0	0%	0	0%	2	1%	7	3%	2	1%	5	2%	0	0%
English Language Learners	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not Economically Disadvantaged	163	156	96%	0	0%	0	0%	0	0%	2	1%	1	1%	4	2%	0	0%
Economically Disadvantaged	93	84	90%	0	0%	0	0%	2	2%	5	5%	1	1%	1	1%	0	0%
Not Migrant	256	240	94%	0	0%	0	0%	2	1%	7	3%	2	1%	5	2%	0	0%
Migrant	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not Homeless	256	240	94%	0	0%	0	0%	2	1%	7	3%	2	1%	5	2%	0	0%
Homeless	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Parents not in Armed Forces	256	240	94%	0	0%	0	0%	2	1%	7	3%	2	1%	5	2%	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	256	240	94%	0	0%	0	0%	2	1%	7	3%	2	1%	5	2%	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 MIDDLE SCHOOL - NEW YORK STATE REPORT CARD [2019 - 20]

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

Due to COVID - 19 and resulting changes to New York State testing, accountability, and federal reporting requirements, 2020-21 district and school accountability statuses are the same as those assigned for the 2019-20 school year. For informational purposes, graduation rates for the Secondary Graduation Rate indicator using lagged 2018-19 data are reported. Spring 2020 standardized state assessments, including the June 2020 Regents examinations, were canceled and are, thus, not reported. For detailed information on requirement changes, please see the U.S. Department of Education-approved waiver and the memorandum from the Office of Accountability entitled "2019-20 Accountability Implications to Address the COVID-19 Crisis."

2020-21 ACCOUNTABILITY STATUS BASED ON 2018-19 DATA

Per the U.S. Department of Education-approved waiver, districts and schools, including subgroups, will maintain in the 2020-21 school year the same accountability status assigned for the 2019-20 school year with no progress determinations. For more information, please see the memorandum from the Office of Accountability entitled, "2019-20 Accountability Implications to Address the COVID-19 Crisis." The 2020-21 Accountability status may differ from the 2019-20 status as a result of a school reconfiguration. Schools that newly opened for the 2020-21 school year will not be displayed.

GOOD STANDING**SECTION 1003 SCHOOL IMPROVEMENT FUNDS (2019-20)**

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 (61.38 kilobytes)

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

- 2018-19 Title I SIG 1003 Basic Application and Addendum for 2019-20 Extension
- 2019-20 Title I SIG 1003 Basic Planning
- 2019-20 Title I School Improvement Grant 1003 Targeted Support Grant
- 2019-20 Title I School Improvement Grant 1003 ENHANCED Comprehensive Support and Improvement (CSI) Support Grant
- 2019 NYSIP-PLC Phase II
- SIG Cohort 6 and 7 Schools Funded with SIGA in 2019-20

ELEMENTARY/MIDDLE STATUSES BY SUBGROUP

Per the U.S. Department of Education-approved waiver, districts and schools, including subgroups, will maintain in the 2020-21 school year the same accountability status assigned for the 2019-20 school year with no progress determinations.

Subgroup	Status
All Students	Good Standing
Black or African American	Good Standing
Hispanic or Latino	Good Standing
White	Good Standing
Students with Disabilities	Good Standing
Economically Disadvantaged	Good Standing: Potential TSI School

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

SUBGROUP	READING				MATH			
	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.

EXPENDITURES PER PUPIL (2019-20)

For detailed information, please see Financial Transparency Report.

	Pupil Count	Federal		State & Local		Total	
		Expenditures	Expenditures Per Pupil	Expenditures	Expenditures Per Pupil	Expenditures	Expenditures Per Pupil
This School	504	\$500,682	\$993	\$7,221,816	\$14,329	\$7,722,497	\$15,322
This District	3,184	\$1,994,765	\$626	\$53,435,824	\$16,783	\$55,430,589	\$17,409
Statewide	2,638,949	\$2,632,354,668	\$998	\$57,627,620,079	\$21,837	\$60,259,974,747	\$22,835

STAFF QUALIFICATIONS (2019-20)
INEXPERIENCED TEACHERS AND PRINCIPALS

	TEACHERS			PRINCIPALS		
	Total	# Inexperienced	% Inexperienced	Total	# Inexperienced	% Inexperienced
THIS SCHOOL	52	11	21%	1	0	0%
THIS DISTRICT	267	38	14%	6	1	17%
STATEWIDE	205,520	35,059	17%	4,784	1,237	26%
STATEWIDE HIGH-POVERTY SCHOOLS	46,266	13,190	29%	1,168	320	27%
STATEWIDE LOW-POVERTY SCHOOLS	61,131	5,677	9%	1,193	260	22%

Teacher and principal counts are as reported by schools and districts in the Student Information Repository System (SIRS).

TEACHERS TEACHING OUT OF THEIR SUBJECT OR FIELD OF CERTIFICATION

	Total	TEACHERS TEACHING OUT OF THEIR SUBJECT/FIELD OF CERTIFICATION	
		#	%
THIS SCHOOL	38	0	0%
THIS DISTRICT	255	3	1%
STATEWIDE	216,218	20,182	9%
STATEWIDE HIGH-POVERTY SCHOOLS	46,676	9,564	20%
STATEWIDE LOW-POVERTY SCHOOLS	54,886	1,004	2%

Teacher counts are as reported in Teacher Access and Authorization (TAA).

CIVIL RIGHTS DATA COLLECTION (CRDC) (2017-18)

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

CRDC Data (21.01 megabytes)

CRDC Glossary and Guide

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NORTH TONAWANDA INTERMEDIATE - NEW YORK STATE REPORT CARD [2019 - 20]

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

Due to COVID - 19 and resulting changes to New York State testing, accountability, and federal reporting requirements, 2020-21 district and school accountability statuses are the same as those assigned for the 2019-20 school year. For informational purposes, graduation rates for the Secondary Graduation Rate indicator using lagged 2018-19 data are reported. Spring 2020 standardized state assessments, including the June 2020 Regents examinations, were canceled and are, thus, not reported. For detailed information on requirement changes, please see the U.S. Department of Education-approved waiver and the memorandum from the Office of Accountability entitled " 2019-20 Accountability Implications to Address the COVID-19 Crisis ."

2020-21 ACCOUNTABILITY STATUS BASED ON 2018-19 DATA

Per the U.S. Department of Education-approved waiver, districts and schools, including subgroups, will maintain in the 2020-21 school year the same accountability status assigned for the 2019-20 school year with no progress determinations. For more information, please see the memorandum from the Office of Accountability entitled, "2019-20 Accountability Implications to Address the COVID-19 Crisis." The 2020-21 Accountability status may differ from the 2019-20 status as a result of a school reconfiguration. Schools that newly opened for the 2020-21 school year will not be displayed.

GOOD STANDING

SECTION 1003 SCHOOL IMPROVEMENT FUNDS (2019-20)

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- 2019-20 Title I SIG 1003 Basic Planning
- 2019-20 Title I School Improvement Grant 1003 Targeted Support Grant
- 2019-20 Title I School Improvement Grant 1003 ENHANCED Comprehensive Support and Improvement (CSI) Support Grant
- 2019 NYSIP-PLC Phase II
- SIG Cohort 6 and 7 Schools Funded with SIGA in 2019-20

ELEMENTARY/MIDDLE STATUSES BY SUBGROUP

Per the U.S. Department of Education-approved waiver, districts and schools, including subgroups, will maintain in the 2020-21 school year the same accountability status assigned for the 2019-20 school year with no progress determinations.

Subgroup	Status
All Students	Good Standing
Hispanic or Latino	Good Standing
Multiracial	Good Standing
White	Good Standing
English Language Learners	Good Standing
Students with Disabilities	Good Standing
Economically Disadvantaged	Good Standing

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

SUBGROUP	READING				MATH			
	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.

EXPENDITURES PER PUPIL (2019-20)

For detailed information, please see Financial Transparency Report.

	Pupil Count	Federal		State & Local		Total	
		Expenditures	Expenditures Per Pupil	Expenditures	Expenditures Per Pupil	Expenditures	Expenditures Per Pupil
This School	694	\$489,795	\$706	\$8,184,883	\$11,794	\$8,674,679	\$12,500
This District	3,184	\$1,994,765	\$626	\$53,435,824	\$16,783	\$55,430,589	\$17,409
Statewide	2,638,949	\$2,632,354,668	\$998	\$57,627,620,079	\$21,837	\$60,259,974,747	\$22,835

STAFF QUALIFICATIONS (2019-20)**INEXPERIENCED TEACHERS AND PRINCIPALS**

	TEACHERS			PRINCIPALS		
	Total	# Inexperienced	% Inexperienced	Total	# Inexperienced	% Inexperienced
THIS SCHOOL	56	10	18%	1	0	0%
THIS DISTRICT	267	38	14%	6	1	17%
STATEWIDE	205,520	35,059	17%	4,784	1,237	26%
STATEWIDE HIGH-POVERTY SCHOOLS	46,266	13,190	29%	1,168	320	27%
STATEWIDE LOW-POVERTY SCHOOLS	61,131	5,677	9%	1,193	260	22%

Teacher and principal counts are as reported by schools and districts in the Student Information Repository System (SIRS).

TEACHERS TEACHING OUT OF THEIR SUBJECT OR FIELD OF CERTIFICATION

	Total	TEACHERS TEACHING OUT OF THEIR SUBJECT/FIELD OF CERTIFICATION	
		#	%
THIS SCHOOL	50	1	2%
THIS DISTRICT	255	3	1%
STATEWIDE	216,218	20,182	9%
STATEWIDE HIGH-POVERTY SCHOOLS	46,676	9,564	20%
STATEWIDE LOW-POVERTY SCHOOLS	54,886	1,004	2%

Teacher counts are as reported in Teacher Access and Authorization (TAA).

CIVIL RIGHTS DATA COLLECTION (CRDC) (2017-18)

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

CRDC Data (21.01 megabytes)

CRDC Glossary and Guide

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DRAKE SCHOOL - NEW YORK STATE REPORT CARD [2019 - 20]

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

Due to COVID - 19 and resulting changes to New York State testing, accountability, and federal reporting requirements, 2020-21 district and school accountability statuses are the same as those assigned for the 2019-20 school year. For informational purposes, graduation rates for the Secondary Graduation Rate indicator using lagged 2018-19 data are reported. Spring 2020 standardized state assessments, including the June 2020 Regents examinations, were canceled and are, thus, not reported. For detailed information on requirement changes, please see the U.S. Department of Education-approved waiver and the memorandum from the Office of Accountability entitled " 2019-20 Accountability Implications to Address the COVID-19 Crisis ."

2020-21 ACCOUNTABILITY STATUS BASED ON 2018-19 DATA

Per the U.S. Department of Education-approved waiver, districts and schools, including subgroups, will maintain in the 2020-21 school year the same accountability status assigned for the 2019-20 school year with no progress determinations. For more information, please see the memorandum from the Office of Accountability entitled, "2019-20 Accountability Implications to Address the COVID-19 Crisis." The 2020-21 Accountability status may differ from the 2019-20 status as a result of a school reconfiguration. Schools that newly opened for the 2020-21 school year will not be displayed.

GOOD STANDING

SECTION 1003 SCHOOL IMPROVEMENT FUNDS (2019-20)

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 (61.38 kilobytes)

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

- 2018-19 Title I SIG 1003 Basic Application and Addendum for 2019-20 Extension
- 2019-20 Title I SIG 1003 Basic Planning
- 2019-20 Title I School Improvement Grant 1003 Targeted Support Grant
- 2019-20 Title I School Improvement Grant 1003 ENHANCED Comprehensive Support and Improvement (CSI) Support Grant
- 2019 NYSIP-PLC Phase II
- SIG Cohort 6 and 7 Schools Funded with SIGA in 2019-20

ELEMENTARY/MIDDLE STATUSES BY SUBGROUP

Per the U.S. Department of Education-approved waiver, districts and schools, including subgroups, will maintain in the 2020-21 school year the same accountability status assigned for the 2019-20 school year with no progress determinations.

Subgroup	Status
All Students	Good Standing
White	Good Standing
Students with Disabilities	Good Standing
Economically Disadvantaged	Good Standing

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

SUBGROUP	READING				MATH			
	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.

EXPENDITURES PER PUPIL (2019-20)

For detailed information, please see Financial Transparency Report.

	Pupil Count	Federal		State & Local		Total	
		Expenditures	Expenditures Per Pupil	Expenditures	Expenditures Per Pupil	Expenditures	Expenditures Per Pupil
This School	261	\$280,949	\$1,076	\$3,085,397	\$11,821	\$3,366,346	\$12,898
This District	3,184	\$1,994,765	\$626	\$53,435,824	\$16,783	\$55,430,589	\$17,409
Statewide	2,638,949	\$2,632,354,668	\$998	\$57,627,620,079	\$21,837	\$60,259,974,747	\$22,835

STAFF QUALIFICATIONS (2019-20)
INEXPERIENCED TEACHERS AND PRINCIPALS

	TEACHERS			PRINCIPALS		
	Total	# Inexperienced	% Inexperienced	Total	# Inexperienced	% Inexperienced
THIS SCHOOL	19	4	21%	1	0	0%
THIS DISTRICT	267	38	14%	6	1	17%
STATEWIDE	205,520	35,059	17%	4,784	1,237	26%
STATEWIDE HIGH-POVERTY SCHOOLS	46,266	13,190	29%	1,168	320	27%
STATEWIDE LOW-POVERTY SCHOOLS	61,131	5,677	9%	1,193	260	22%

Teacher and principal counts are as reported by schools and districts in the Student Information Repository System (SIRS).

TEACHERS TEACHING OUT OF THEIR SUBJECT OR FIELD OF CERTIFICATION

	Total	TEACHERS TEACHING OUT OF THEIR SUBJECT/FIELD OF CERTIFICATION	
		#	%
THIS SCHOOL	16	0	0%
THIS DISTRICT	255	3	1%
STATEWIDE	216,218	20,182	9%
STATEWIDE HIGH-POVERTY SCHOOLS	46,676	9,564	20%
STATEWIDE LOW-POVERTY SCHOOLS	54,886	1,004	2%

Teacher counts are as reported in Teacher Access and Authorization (TAA).

CIVIL RIGHTS DATA COLLECTION (CRDC) (2017-18)

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

CRDC Data (21.01 megabytes)
CRDC Glossary and Guide

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OHIO ELEMENTARY SCHOOL - NEW YORK STATE REPORT CARD [2019 - 20]

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

Due to COVID - 19 and resulting changes to New York State testing, accountability, and federal reporting requirements, 2020-21 district and school accountability statuses are the same as those assigned for the 2019-20 school year. For informational purposes, graduation rates for the Secondary Graduation Rate indicator using lagged 2018-19 data are reported. Spring 2020 standardized state assessments, including the June 2020 Regents examinations, were canceled and are, thus, not reported. For detailed information on requirement changes, please see the U.S. Department of Education-approved waiver and the memorandum from the Office of Accountability entitled " 2019-20 Accountability Implications to Address the COVID-19 Crisis ."

2020-21 ACCOUNTABILITY STATUS BASED ON 2018-19 DATA

Per the U.S. Department of Education-approved waiver, districts and schools, including subgroups, will maintain in the 2020-21 school year the same accountability status assigned for the 2019-20 school year with no progress determinations. For more information, please see the memorandum from the Office of Accountability entitled, "2019-20 Accountability Implications to Address the COVID-19 Crisis." The 2020-21 Accountability status may differ from the 2019-20 status as a result of a school reconfiguration. Schools that newly opened for the 2020-21 school year will not be displayed.

GOOD STANDING

SECTION 1003 SCHOOL IMPROVEMENT FUNDS (2019-20)

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 (61.38 kilobytes)

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

- 2018-19 Title I SIG 1003 Basic Application and Addendum for 2019-20 Extension
- 2019-20 Title I SIG 1003 Basic Planning
- 2019-20 Title I School Improvement Grant 1003 Targeted Support Grant
- 2019-20 Title I School Improvement Grant 1003 ENHANCED Comprehensive Support and Improvement (CSI) Support Grant
- 2019 NYSIP-PLC Phase II
- SIG Cohort 6 and 7 Schools Funded with SIGA in 2019-20

ELEMENTARY/MIDDLE STATUSES BY SUBGROUP

Per the U.S. Department of Education-approved waiver, districts and schools, including subgroups, will maintain in the 2020-21 school year the same accountability status assigned for the 2019-20 school year with no progress determinations.

Subgroup	Status
All Students	Good Standing
White	Good Standing
English Language Learners	Good Standing
Students with Disabilities	Good Standing
Economically Disadvantaged	Good Standing

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

SUBGROUP	READING				MATH			
	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.

EXPENDITURES PER PUPIL (2019-20)

For detailed information, please see Financial Transparency Report.

	Pupil Count	Federal		State & Local		Total	
		Expenditures	Expenditures Per Pupil	Expenditures	Expenditures Per Pupil	Expenditures	Expenditures Per Pupil
This School	359	\$150,489	\$419	\$3,920,134	\$10,920	\$4,070,623	\$11,339
This District	3,184	\$1,994,765	\$626	\$53,435,824	\$16,783	\$55,430,589	\$17,409
Statewide	2,638,949	\$2,632,354,668	\$998	\$57,627,620,079	\$21,837	\$60,259,974,747	\$22,835

STAFF QUALIFICATIONS (2019-20)

INEXPERIENCED TEACHERS AND PRINCIPALS

	TEACHERS			PRINCIPALS		
	Total	# Inexperienced	% Inexperienced	Total	# Inexperienced	% Inexperienced
THIS SCHOOL	29	2	7%	1	1	100%
THIS DISTRICT	267	38	14%	6	1	17%
STATEWIDE	205,520	35,059	17%	4,784	1,237	26%
STATEWIDE HIGH-POVERTY SCHOOLS	46,266	13,190	29%	1,168	320	27%
STATEWIDE LOW-POVERTY SCHOOLS	61,131	5,677	9%	1,193	260	22%

Teacher and principal counts are as reported by schools and districts in the Student Information Repository System (SIRS).

TEACHERS TEACHING OUT OF THEIR SUBJECT OR FIELD OF CERTIFICATION

	Total	TEACHERS TEACHING OUT OF THEIR SUBJECT/FIELD OF CERTIFICATION	
		#	%
THIS SCHOOL	24	0	0%
THIS DISTRICT	255	3	1%
STATEWIDE	216,218	20,182	9%
STATEWIDE HIGH-POVERTY SCHOOLS	46,676	9,564	20%
STATEWIDE LOW-POVERTY SCHOOLS	54,886	1,004	2%

Teacher counts are as reported in Teacher Access and Authorization (TAA).

CIVIL RIGHTS DATA COLLECTION (CRDC) (2017-18)

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

CRDC Data (21.01 megabytes)
CRDC Glossary and Guide

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SPRUCE SCHOOL - NEW YORK STATE REPORT CARD [2019 - 20]

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Due to COVID - 19 and resulting changes to New York State testing, accountability, and federal reporting requirements, 2020-21 district and school accountability statuses are the same as those assigned for the 2019-20 school year. For informational purposes, graduation rates for the Secondary Graduation Rate indicator using lagged 2018-19 data are reported. Spring 2020 standardized state assessments, including the June 2020 Regents examinations, were canceled and are, thus, not reported. For detailed information on requirement changes, please see the U.S. Department of Education-approved waiver and the memorandum from the Office of Accountability entitled " 2019-20 Accountability Implications to Address the COVID-19 Crisis ."

2020-21 ACCOUNTABILITY STATUS BASED ON 2018-19 DATA

Per the U.S. Department of Education-approved waiver, districts and schools, including subgroups, will maintain in the 2020-21 school year the same accountability status assigned for the 2019-20 school year with no progress determinations. For more information, please see the memorandum from the Office of Accountability entitled, "2019-20 Accountability Implications to Address the COVID-19 Crisis." The 2020-21 Accountability status may differ from the 2019-20 status as a result of a school reconfiguration. Schools that newly opened for the 2020-21 school year will not be displayed.

GOOD STANDING

SECTION 1003 SCHOOL IMPROVEMENT FUNDS (2019-20)

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 (61.38 kilobytes)

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

- 2018-19 Title I SIG 1003 Basic Application and Addendum for 2019-20 Extension
- 2019-20 Title I SIG 1003 Basic Planning
- 2019-20 Title I School Improvement Grant 1003 Targeted Support Grant
- 2019-20 Title I School Improvement Grant 1003 ENHANCED Comprehensive Support and Improvement (CSI) Support Grant
- 2019 NYSIP-PLC Phase II
- SIG Cohort 6 and 7 Schools Funded with SIGA in 2019-20

ELEMENTARY/MIDDLE STATUSES BY SUBGROUP

Per the U.S. Department of Education-approved waiver, districts and schools, including subgroups, will maintain in the 2020-21 school year the same accountability status assigned for the 2019-20 school year with no progress determinations.

Subgroup	Status
All Students	Good Standing
Hispanic or Latino	Good Standing: Potential TSI School
White	Good Standing
Students with Disabilities	Good Standing
Economically Disadvantaged	Good Standing

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

SUBGROUP	READING				MATH			
	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.

EXPENDITURES PER PUPIL (2019-20)

For detailed information, please see Financial Transparency Report.

	Pupil Count	Federal		State & Local		Total	
		Expenditures	Expenditures Per Pupil	Expenditures	Expenditures Per Pupil	Expenditures	Expenditures Per Pupil
This School	338	\$362,627	\$1,073	\$4,507,739	\$13,337	\$4,870,366	\$14,409
This District	3,184	\$1,994,765	\$626	\$53,435,824	\$16,783	\$55,430,589	\$17,409
Statewide	2,638,949	\$2,632,354,668	\$998	\$57,627,620,079	\$21,837	\$60,259,974,747	\$22,835

STAFF QUALIFICATIONS (2019-20)

INEXPERIENCED TEACHERS AND PRINCIPALS

	TEACHERS			PRINCIPALS		
	Total	# Inexperienced	% Inexperienced	Total	# Inexperienced	% Inexperienced
THIS SCHOOL	29	5	17%	1	0	0%
THIS DISTRICT	267	38	14%	6	1	17%
STATEWIDE	205,520	35,059	17%	4,784	1,237	26%
STATEWIDE HIGH-POVERTY SCHOOLS	46,266	13,190	29%	1,168	320	27%
STATEWIDE LOW-POVERTY SCHOOLS	61,131	5,677	9%	1,193	260	22%

Teacher and principal counts are as reported by schools and districts in the Student Information Repository System (SIRS).

TEACHERS TEACHING OUT OF THEIR SUBJECT OR FIELD OF CERTIFICATION

	Total	TEACHERS TEACHING OUT OF THEIR SUBJECT/FIELD OF CERTIFICATION	
		#	%
THIS SCHOOL	26	0	0%
THIS DISTRICT	255	3	1%
STATEWIDE	216,218	20,182	9%
STATEWIDE HIGH-POVERTY SCHOOLS	46,676	9,564	20%
STATEWIDE LOW-POVERTY SCHOOLS	54,886	1,004	2%

Teacher counts are as reported in Teacher Access and Authorization (TAA).

CIVIL RIGHTS DATA COLLECTION (CRDC) (2017-18)

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

CRDC Data (21.01 megabytes)
CRDC Glossary and Guide

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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

As we get set to welcome spring and warmer temperatures, the schools are also getting excited to bring more students back to in-person classes and what we hope is a sign of more to come for September. There is no doubt that schools across the state and the country all struggled to make sense of COVID- safe practices while educating the youth of tomorrow. North Tonawanda is focused on a full return to school as soon as possible. In the meantime, we are working on ways to fill in for learning gaps children could have developed while in a hybrid or remote learning model.

The state officials have allotted some monies to each district earmarked for this specific use. We will be developing summer enrichment classes for our K-6 students to help them maintain current levels while moving them forward. Stay tuned to the web page, Facebook, and your child's learning management system for more details soon.

COVID-19 came in like a lion in March of 2020 and we are hoping that it goes out like a lamb in May 2021. Please continue to wear your masks when needed and to keep hands washed as much as possible to keep the spread of the virus down. We are encouraged that more vaccines are available to more people who will opt to take them. We each need to do our part to help keep this under control so we can return to normal as soon as possible.

Please take a few minutes to see the exciting stories we have for you as well as the budget information in this edition of the NT Spirit. We have been working hard to keep all children engaged this past year. The proposed budget allows us to keep moving forward and addressing the needs of all of our students.

Thank you,
Gregory J. Woytila
Superintendent of Schools



School Board President's Message



One year ago, I wrote that "It takes a village to raise a child" and our "village" really stepped up to the plate. I want to thank our community for coming together to make the best out of another unprecedented school year. We look forward to better days and a normal school year very soon.

The Board of Education has been hard at work on the 2021-2022 budget since January. We faced uncertainty on state and federal funding throughout this process. I am happy to report that the district will receive an increase in state and federal funding. Federal funding can be used over the next few school years to address learning gaps due to the pandemic. The board has proposed a fair budget that included the addition of a second school resource officer. We look forward to presenting it on May 11th and answering your questions.

Lastly to the class of 2021; 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, May 18, 2021

Celebrating Dr. Seuss

Mrs. Armstrong's class, at Drake Elementary, celebrated Dr. Seuss' birthday with some fun activities. Here is her class with their Dr. Seuss week crafts.



NT Grad Becomes One of the Few and the Proud

2020 graduate Private First-Class Johnathan Wittcop, of the Marine Corp, recently visited Mr. Gauld's Psychology and Economics classes. He spoke about his experience as a Marine and answered questions.



We are so proud of Johnathan and thank him for his service!

HS National Honor Society Shows Love to Nursing Home Residents

It has been a challenge for National Honor Society (NHS) adviser Tammy Stawisuck to help NHS students complete their community service hours this year. "With the pandemic, it limits the things we usually do as far as our worthy endeavors," she says. "We have tried to be creative as we can with doing things online and from home. So far this year we have raised money for breast cancer awareness with the Go Pink campaign, sent letters to our hometown heroes who are working as nurses on COVID hospital floors and committed random acts of kindness like leaving decorated pumpkins on people's porches. We have been striving to do something that is meaningful for the students and would lift their spirits as well. It has been a hard school year."



The students' recent endeavor has been to show residents of Bishop Gibbons a little love on Valentine's Day. Drake Elementary School Principal Janet Matyevich suggested the idea when her school's foster grandmother, Peggy, mentioned how the residents aren't allowed any visitors and how hard the holidays have been on them. Mrs. Stawisuck said her students were enthusiastic about adopting 40 residents and making them goody bags. "Each student got a name and made the resident a card and filled a bag with little gifts. It was such a nice project because not only did the students get service hours, they really brightened somebody's day and felt inspired by the project."

Mrs. Matyevich picked up the beautifully decorated bags and delivered them to the senior housing. "The bags were lovely and I was so proud of the High School kids and the effort they put in to make it special," she says. "I actually got quite emotional of the residents' reactions. They are really locked down and can't even be allowed to congregated or play cards and they were so appreciative of receiving these gifts. I wish the students could have been there to see how tickled they were and the smiles they brought to their faces."



Literacy Celebrated at NTI

NTI students had a blast participating in Literacy Week right before Spring Recess. Students, in the hybrid and remote model, celebrated their love of literacy by dressing up for theme days. Each day was tied to a part of literacy, and the teachers and students did not disappoint with their creativity. From Wild About Reading, to Dress Like a Character and funniest of all, Dress like an Idiom day. “Our halls and screens were filled with smiles as we saw our fellow Junior Jacks supporting the weeks’ themes,” explains Lauren Miranto, Literacy Specialist.

In extension to Literacy Week, students and families participated in a Light Up the Night-Virtual Family Literacy evening of activities. Students joined from the comfort of their homes on teams, while NTI teachers led fun and engaging literacy activities. Some of the sessions were a Character Trait Escape Room, Character BINGO, Scattagories, Parts of Speech Among Us and more! “It was so great to be able to connect and engage our love of literacy,” says Miranto.

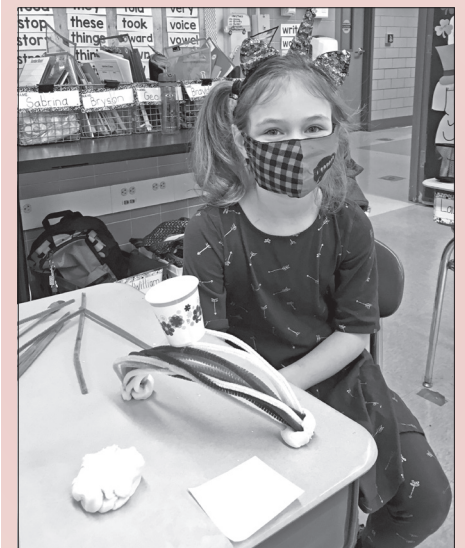


A Bridge to Knowledge

Ohio School second graders recently did a STEM activity where they learned all about bridges and the best design to support the most weight.

The children had a blast using pipe cleaners and play dough to create the strongest bridge to hold up a leprechaun’s gold, just in time for St. Patrick’s Day. They then balanced a small cup on top of their bridge and added the gold (pennies) one by one to see how much weight their bridge could hold before collapsing.

The luck of the Irish was with the students because they had so much fun with this activity!



Remembering a Bright Light – Stella Usiak

The North Tonawanda community suffered a devastating loss when Stella Usiak passed away in January.

Not only did she have a huge impact on the students and staff at NT, she made an impact on Western New York with her tireless efforts to raise money and awareness for leukemia, which she valiantly fought until her tragic passing.

Stella excelled at North Tonawanda High School, earning her New York State High Regents Diploma and winning awards for her creative writing talents. She was a true inspiration and bright light to many and she will be missed.



Albright Knox Honors NT Student

The Albright Knox Art Gallery has selected Eleanor Collins to show in the Future Curators 2021 Exhibition.

Her painting “New Year” was selected from student work submitted from across Western New York to hang at the gallery’s alternate locations as well as virtually. Eleanor is a sophomore at North Tonawanda High School where she is a Visual Art student in the studio of Christina Davis. Mrs. Davis is extremely proud of her student. “Eleanor is so advanced and driven,” says Mrs. Davis. “She pushes herself to learn and perfect the next skill. I am always adapting lessons to challenge her.”

District Director of Fine Arts, Dean Vallas, is also thrilled over the honor. “It is an incredible piece and I am so proud of Eleanor and the Visual Art Faculty who have helped her get to this level. March was Arts in Our Schools Month and this is a special addition to the celebration.”

Eleanor is hoping to pursue a career in the Arts and also enjoys writing.



Middle School Students Show Off Creative Skills in New Apparel

Seventh grade students on Team Orion recently participated in a team building activity by designing, printing, and tie-dyeing Lumberjack logo t-shirts. Math teacher Todd Bush says the students were part of the entire process from start to finish, culminating in each student creating their own tie dye t-shirt. “Kim Sinon also graciously donated white fabric masks for each student and they were also tie-dyed. One of the days during Middle School Week was “Twin Day”, Team Orion though took it one step further and celebrated “Team Day” by wearing their tie dye shirts on the same day.”

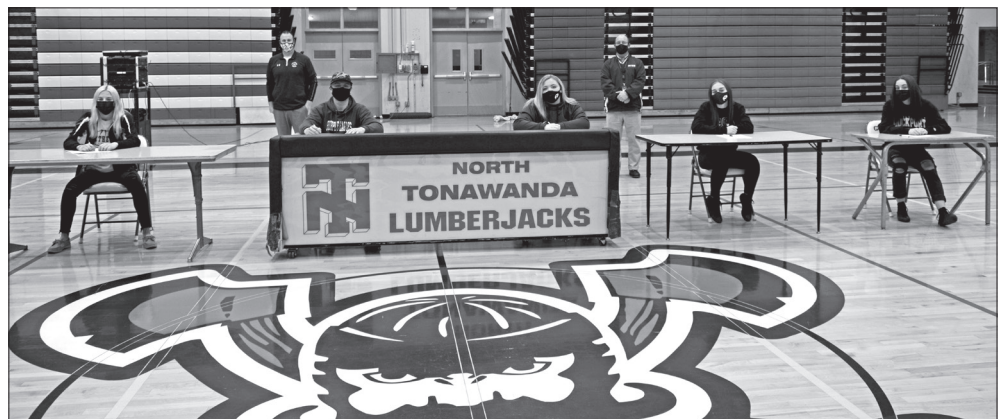


Five NT Student-Athletes Celebrated at Signing Day Event

Congratulations to five North Tonawanda High School student-athletes who signed their letters of intent to their chosen colleges.

March 17th, Olivia Annunziato, Jessiaca Hanes, Jessica Tyrell, Casey O’Bryan and Alex Buckley committed to their colleges in front of family and friends on a live streamed event at the High School gym.

Olivia will be on the Cross Country and Track and Field teams for SUNY Brockport, Jessiaca will be a member of the Track and Field team for Niagara University, Jessica will be playing soccer for Medaille College, Casey O’Bryan will be playing baseball for Niagara University and Alex will be playing basketball for Bethesda University.



Alex Buckley, Casey O’Bryan, Jessica Tyrell, Jessiaca Hanes and Olivia Annunziato. Back Row: Athletic Director Matthew Cook and High School Principal James Fisher.

NTI Student Donation Drive Benefits SPCA

Sixth grade NTI student, Jessica Lindhurst, has spent the last seven months trying to get a donation drive up and running for the Niagara County SPCA. Jessica first approached Literacy Specialist Lauren Miranto via email in June during remote learning. “While most kids were thinking about summer break, Jessica was thinking about helping animals,” says Miranto. “She had a PowerPoint prepared as to why we should support the SPCA with a school-wide collection drive. Knowing that the school year was coming to an end and so many safety precautions were in place, I knew this project had to be placed on the back burner. Fast forward to January of this year when our Friends of NTI created a Junior FONTI Jr. Council Board. Once Jessica got word of this new student-led initiative, she once again reached out to me. This time I knew we could see her vision through. Jessica presented her presentation to the board of her peers who loved and supported the idea.”



The collection ran through the entire month of February. Jessica took charge by creating posters to advertise around the building, looked up and contacted the SPCA to see what donations were acceptable and added the campaign to the recorded morning announcements. Jessica knew that she wanted this to be more hands-on for all the students of NTI than just bringing in donations, she wanted everyone to feel included. “Together, we came up with the idea of grab and go cat and dog toy kits,” explains Miranto. “Bags of materials were placed in our cafeteria to give all our Junior Jacks the opportunity to make a toy for a shelter animal. Each bag contained the directions and materials needed for the toy. Jessica led and organized this idea with fellow FONTI Jr. Council members.”

Jessica was able to drop off the donations of dog and cat treats, toys, and handmade fleece blankets to the Niagara County SPCA after the collection period ended. There she was greeted by the staff with gratitude and given the VIP treatment. She was able to visit with some of the shelter cats and bunnies. Miranto could not be prouder of Jessica and her schoolmates. “Here at NTI we want all our students to demonstrate PRIDE, Jessica is a great example of what it means to be a Junior Jack,” says Miranto.

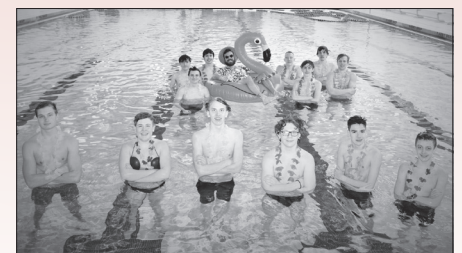
A Huge Thank You from Spruce

Spruce Elementary students put their creative talents to use to thank their community heroes. As part of a lesson students learned the role of essential workers.

Library Aide Dolly Cairns asked the students to write notes and color pictures to celebrate the heroes. “We delivered them to DeGraff Memorial Hospital, Department of Public Works, post office, police department, fire stations and Walmart,” explains Ms. Cairns. “It put a smile on the workers’ faces for sure.”



Swim Team Goes Hawaiian



To celebrate making it to the semifinals – the Swim Team celebrated with a Hawaiian theme photo shoot. A great time was had by all!

Guidelines for School Visitors During Budget Vote

Please be aware we will follow the guidelines listed below to provide a safe voting environment:

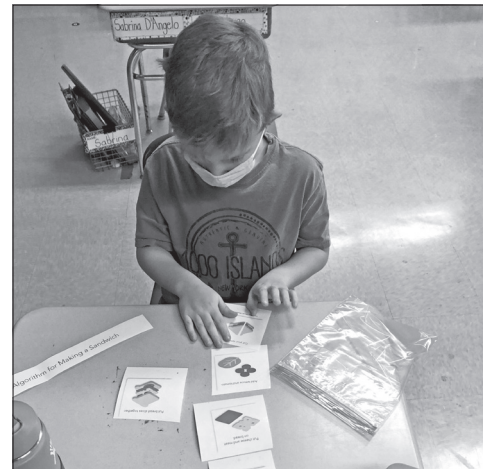
- All visitors to the school must wear a mask.
- All visitors should use the hand sanitizer provided when they enter the voting area.
- Everyone must practice social distancing allowing at least six feet from another person or person(s).
- All visitors should complete a self-check before entering a school building.
- Visitors with fever greater than 100.4, congestion, dry cough, breathing difficulties, sore throat and/or chills should NOT enter our school buildings or offices. It is extremely important that you do NOT come to our schools if you are sick. Please do not place our students and employees at risk.



Ohio Elementary Students Become Coders

Recently Ohio School second grade students had the opportunity to try out programming and became coders! They started out learning about terms such as algorithm, program, and conditional through organizing cards and creating Lego mazes. They then continued on using Coding Awbie on Osmos and the app Scratch Jr to learn all about looping, events, and so much more!

Teacher Kelly Castronova says, "The children gained a great deal of knowledge about the tech world and enjoyed every second! These students' futures are bright!"



SNOW Much Fun at Ohio Elementary

A collaboration between Mrs. Castronova's and Mrs. Hromowyk's second grade classes at Ohio Elementary provided a week's worth of cross curricular literacy and STEAM learning.

The students participated in various indoor and outdoor STEAM challenges. Throughout this unit, creativity and determination played a major role in helping students expand their skills in engineering design, art, and measurement.



Four North Tonawanda Students Inducted into National Technical Honor Society

Congratulations to four of our North Tonawanda High School students who attend the Niagara Career and Technical Education Center. They were recently inducted into the National Technical Honor Society.

Out of all the high school students in the United States, the National Technical Honor Society students who receive this honor comprise 1.6 percent of that population. For staff at the Orleans/Niagara BOCES center, they represent the four pillars of the National Technical Honor Society: scholarship, leadership, service and character.

The students were honored at the Orleans/Niagara BOCES' technical education center with their certificates in front of classmates. The students had to maintain an 89.5 grade average in their career and technical education programs and an 84.5 average at their high schools, have superior attendance, exemplary behavior, be a member in good standing with SkillsUSA and have a recommendation from a faculty member.

Congratulations go to: Daniel Zea who attends the Web and Game Development program, Braeden Dempsey who attends the Automotive Technology program, Aden Spina who attends the Electricity/Electronics program and Kelsey Zalewski who attends the Security and Law Enforcement program.



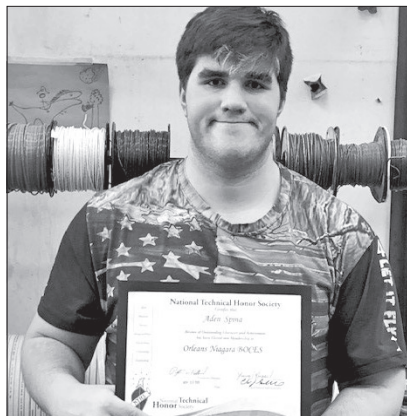
Braeden Dempsey with Auto Technology teacher assistant Brian Strickland and teacher Joe Croff.



Daniel Zea with his Web and Game Development teacher Michelle LeFauve.



Kelsey Zalewski with her Security and Law Enforcement teacher Jess Traver.



Aden Spina

Drama Club Gets Ready to Unveil Superhero Play

North Tonawanda Drama Club was fortunate to produce the hilarious play "The People Vs. Hero & Sidekick", written by our own Fine Arts teacher John Szablewski.

Mr. Szablewski teaches Visual Art at the Middle School and Drake Elementary. He is also a theatre buff and dreamt up a comedy where a superhero needed a double hip replacement, but had no healthcare because his policy was cancelled due to there being no crime.

What is a successful crime fighter to do except devise a plan to create crime to fight? The community will be able to watch the calamity on District resources later this spring. Watch for this world premier announcement on the District's Fine Arts webpage and social media.



PROPOSITION #1 VOTE ON BUDGET

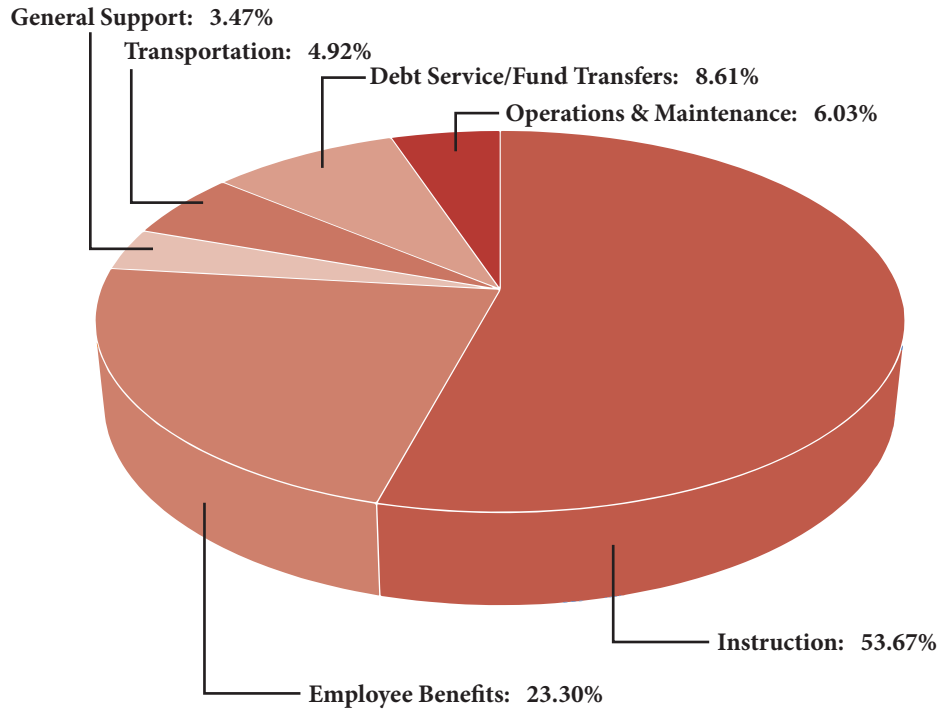
Shall the proposed budget of Expenditures of the North Tonawanda City School District for the 2021-2022 school year in the amount of \$81,854,500 and for the purposes shown in the statement of estimated expenditures adopted by the Board of Education, be and the same hereby is approved and the amount 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 ESTABLISHMENT OF A NEW 2021 CAPITAL IMPROVEMENTS AND TRANSPORTATION RESERVE FUND

RESOLVED, that the Board of Education (the "Board") of the City School District of the City of North Tonawanda, Niagara County, New York (the "District") is hereby authorized to establish a capital reserve fund pursuant to Section 3651 of the Education Law of the State of New York (the "Fund"); that the Fund shall be known as the "2021 Capital Improvements and Transportation Reserve Fund" of the District; that the Fund shall be established for the purposes of financing, in whole or in part, (a) the acquisition, construction, reconstruction, expansion, renovation, alteration and improvement of buildings, facilities, sites and real property by the District, or the District's share of the cost of any capital improvements project undertaken by a Board of Cooperative Educational Services ("BOCES") of which the District is (or may become) a component district, including, in all cases, the acquisition of necessary furnishings, equipment, machinery and apparatus and (b) the acquisition of various school buses, school bus-type vans/minivans/suburbans, and similar vehicles (and related equipment) for use in the transportation program of the District; that the ultimate amount of such Fund shall be not greater than \$15,000,000 (plus interest earned thereon); that the probable term of such Fund shall be not longer than ten (10) years; and that the permissible sources from which the Board is authorized to appropriate monies to such Fund from time to time shall be (a) amounts applied thereto from budgetary appropriations of the District; (b) unappropriated fund balance of the District; (c) State aid received as reimbursement for expenditures by the District in connection with District capital improvements or transportation-related purchases (whether or not such improvements or purchases were financed in whole or in part from the Fund); (d) the proceeds from the sale of unneeded real or personal property owned by the District, if permitted by law and if so directed by the Board; (e) such other sources as the Board or the voters of the District may direct from time to time, all as may be permitted by law.

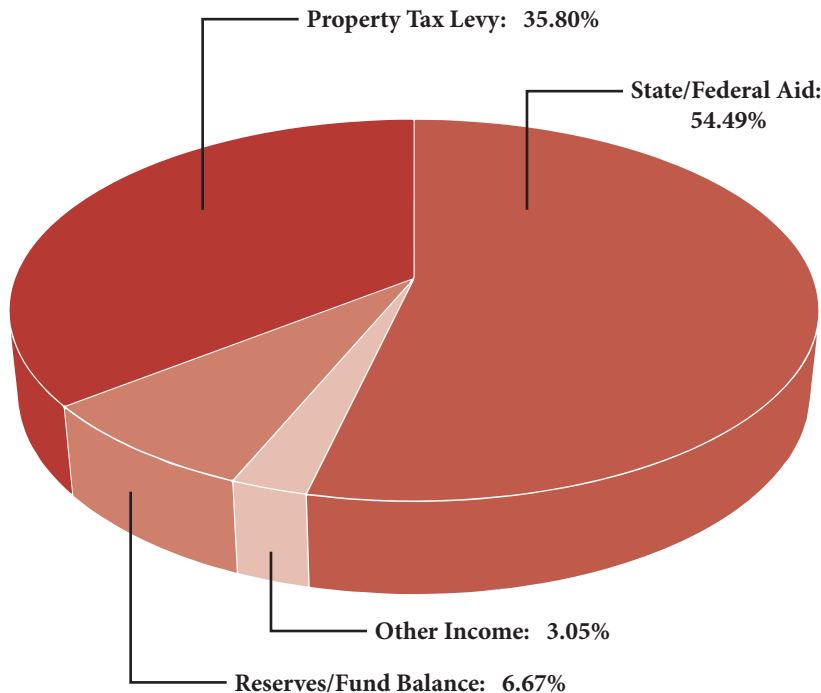
This will allow the District to keep the tax levy low and use reserve fund savings to pay for future capital project expenses and future purchase of buses using reserves. This is part of the long-term financial plan put in place last year to use savings to finance project costs and the purchase of the vehicles for the District fleet to reduce the tax cap increase on local residents.

EXPENDITURES



	2020-2021	2021-2022	Percent Change from 2020-21
Instruction	\$43,897,021	\$43,931,668	0.08%
Includes: K-12 Instructional program, supervision, curriculum development, BOCES, special education programs, occupational education, interscholastic athletics, co-curricular programs, health services, library media, computer instruction, pupil personnel services.			
Employee Benefits	\$18,350,000	\$19,075,000	3.95%
Includes: Employee retirement systems, health insurance, unemployment insurance, social security and worker's compensation.			
General Support	\$2,911,044	\$2,837,956	-2.51%
Includes: Legal services, personnel, insurance, school board, refund on property tax, BOCES administrative charges, administrative and financial services, public information, central data processing and auditing.			
Transportation	\$4,550,650	\$4,027,276	-11.50%
Includes: Transportation to public and non-public schools, vocational schools, educational field and athletic trips and transportation of special education children.			
Debt Service/Fund Transfers	\$7,154,523	\$7,050,905	-1.45%
Includes: Principal and interest payments on debt for district building reconstruction projects and energy conservation projects. Also, includes District's share of special education summer programs.			
Operations & Maintenance	\$4,153,702	\$4,931,695	18.73%
Includes: Maintenance of district facilities, custodial services and utility costs.			
TOTAL BUDGET	\$81,016,940	\$81,854,500	1.03%

PROJECTED REVENUES



	2020-2021	2021-2022	Change from 2020-21
State/Federal Aid	\$43,452,270	\$44,605,183	\$1,152,913

State/Federal Aid represents the largest portion of revenue for the District. In the 2021-22 school year, it is projected to be 54.49% of all revenue. This represents an aid increase of \$1,152,913.

Other Income	\$2,139,045	\$2,498,567	\$359,522
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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	\$6,550,000	\$5,450,000	(\$ 1,100,000)
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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	\$28,875,625	\$29,300,750	\$425,125
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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 2021-22 school year, it is anticipated that there will be a tax levy increase of \$404,407 which represents a 1.4 % over the previous year. The District will be using \$700,000 in reserves to offset the loss of tax revenue to support the budget as a temporary measure to provide relief to taxpayers.

TOTAL ESTIMATED REVENUES	\$81,016,940	\$81,854,500	\$837,560
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Transportation

Capital Expenditure

In the 2021-2022 budget year, the district is proposing to purchase five type "C", 66-passenger big buses, three type "A", small buses, and additional school bus-type vans/minivans/suburbans, or similar vehicles for the purpose of transporting students as part of home to school and extra-curricular services. These vehicles will be replacing vehicles that will be retired from the current district fleet that are aging out.

\$100,000 Capital Outlay and Capital Improvement Projects

What is the capital outlay project that is included in the 2021-2022 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 21-22 budget year the district is proposing to use these funds for a construction/reconstruction project to address improvements to the Meadow Campus which would include but not limited to flooring, finishes, ceilings, wiring, heating and ventilation systems in school buildings.

Board of Education Candidates

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

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

OVERALL BUDGET PROPOSAL

North Tonawanda City Schools Budget Notice

OVERALL BUDGET PROPOSAL

	Budget Adopted for the 2020-21 School Year	Budget Proposed for the 2021-22 School Year	Contingency Budget for the 2021-22 School Year
Total Budgeted Amount, Not Including Separate Propositions	\$81,016,940	\$81,854,500	\$80,401,500
Increase/Decrease for the 2021-22 School Year		\$837,560	(\$615,440)
Percentage Increase/Decrease in Proposed Budget		1.03%	-0.76%
Change in the Consumer Price Index		1.23%	
A. Proposed Levy to Support the Total Budgeted Amount	\$28,875,625	\$29,300,750	
B. Levy to Support Library Debt, if Applicable	\$	\$	
C. Levy for Non-Excludable Propositions, if Applicable	\$	\$	
D. Total Tax Cap Reserve Amount Used to Reduce Current Year Levy	\$	\$	
E. Total Proposed School Year Tax Levy (A + B + C - D)	\$28,875,625	\$29,300,750	\$ 28,896,343
F. Total Permissible Exclusions	\$225,112	\$361,226	
G. School Tax Levy Limit, Excluding Levy for Permissible Exclusions	\$28,789,101	\$29,003,229	
H. Total Proposed Tax Levy, Excluding Levy to Support Library Debt and/or Permissible Exclusions (E - B - F + D)	\$28,650,513	\$28,939,524	
I. Difference: G - H (Negative Value Requires 60.0% Voter Approval - See Note Below Regarding Separate Propositions) **	\$138,588	\$63,705	
Administrative Component	\$7,459,026	\$6,607,021	\$6,571,021
Program Component	\$59,891,336	\$61,104,025	\$60,767,025
Capital Component	\$13,666,579	\$14,143,454	\$13,063,454

The District would adopt a contingency budget with \$1,453,000 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 2021-22 School Year
Estimated Basic STAR Exemption Savings ¹	\$509

The annual budget vote for the fiscal year 2021-2022 by the qualified voters of the North Tonawanda City School District, Niagara County, NY will be held at the Fine Arts Center in said district on Tuesday, May 18, 2021 between the hours of 12:00 pm (noon) and 9:00 pm at which polls will be open to vote by voting ballot or machine. Absentee ballots are due back to the district clerk by 5:00 p.m. on May 18, 2021.

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

Budget Vote and Board Election • Tuesday, May 18, 2021

Mardi Gras Dance Party

North Tonawanda Intermediate (NTI) School once again danced the night away to the music and moves of DJ Keidel.

This time, the theme was ‘Dancing in Disguise’ to celebrate Mardi Gras. Students had the opportunity to grab a mask template in school and get creative with their mask decorating skills. Students then wore the masks the night of the virtual dance party. Literacy Specialist Lauren Miranto says, “Our Junior Jacks did not disappoint. Our TEAMS screen was loaded with beautiful, colorful, and artistic masks. Mr. Burgess, our band teacher, was the special guest and entering mid-party to play “When the Saints Go Marching In” on his clarinet. The night was a blast and proves that even though we must be distant, we can still all come together and have fun in new ways!”



First Graders Learn How to Catch a Leprechaun

First graders in Mrs. Zintek's and Mrs. Davignon's class, at Ohio Elementary, made leprechaun traps at home with their families in time for St. Patrick's Day. The students spent a few weeks learning in the classroom about force and simple machines. Then, they applied their STEAM knowledge to incorporate at least one simple machine to trap a leprechaun. Students loved explaining and testing their traps out with their classmates.





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

Board of Education

Matthew Kennedy, President
Colleen Angelhow, Vice President
Erik Herbert
Zachary Niemiec
Gabrielle Richards
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Megan Orrange, Student Member

Gregory J. Woytila
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Student Spotlight Art Show Huge Success

Congratulations to all our students who had their artwork on display at the 2021 Student Spotlight Show at the Carnegie Art Center from March 3rd to the 24th.

Attendees were invited to see the amazing display of our talented students either virtually or in person. On the Virtual Family Night on March 18th, students and their families were able to access free art lessons and activities designed by the art educators of North Tonawanda City Schools. Art teacher John Szablewski said, "It was a wonderful opportunity for these young artists to see their work on display in public. It was a great opportunity to share our love, support, and excitement about art. Students need art now more than ever before."

