

# North Tonawanda City School District Proposed Budget 2022-23



**Budget Vote and  
Annual Board of Education Election  
May 17, 2022**

**BUDGET STATEMENT 22-23**  
**ANTHONY MONTORO**



*Gregory Woytila, Superintendent of Schools*

***Board of Education***

*Matthew Kennedy, President*  
*Colleen Angelhow, Vice President*  
*Stephanie Emiliani*  
*Krista Vince Garland*  
*Cheryl McMahon*  
*Gabrielle Richards*

# North Tonawanda City School District

## Proposed Budget 2022-23



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#### ADDENDA ITEMS

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Fiscal Accountability Supplement .....	attached
Information: Students with Disabilities .....	attached
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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 17, 2022  
11:00 AM - 8:00 PM



### Budget Hearing

Tuesday, May 10, 2022  
7:00 PM  
Fine Arts/Alumni Center  
405 Meadow Drive



## **PROPOSITION NO. 1: 2022-23 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, 2022, and ending June 30, 2023, in the amount of \$83,555,000, 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.

### **Transportation Capital Expenditure**

In the 2022-2023 budget year, the district is proposing to purchase one type "C", 66-passenger big buses, six type "A", small buses, and additional school bus-type vans/ minivans/suburban, 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. These purchases will be made on the basis of state contract and current market prices which may limit the number of vehicles that are actually able to be purchased via this budget line.

## Candidates for the Board of Education

Vote for three (listed by position on ballot)

Gabrielle Richards • Michael Getz • Joshua Cress  
Peter Chenier Jr. • Ryan Howze • Jacob Quinn  
Chloe Mulvaugh

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, 2022 and end June 30, 2025. 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.**

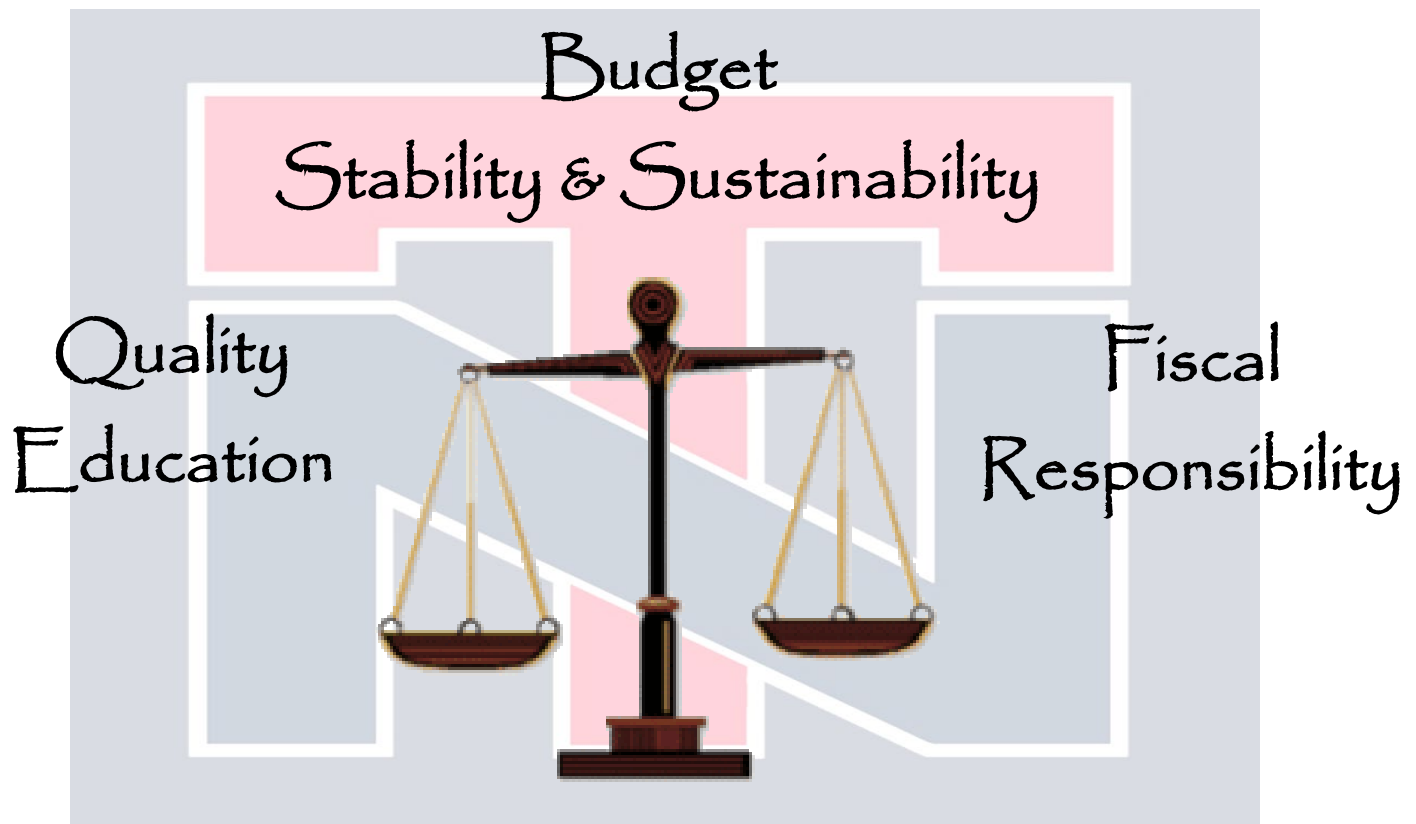
**All absentee ballots must be received in the office of the District Clerk by 5:00 p.m. on May 17, 2022.**



**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 2022-23 Budget: A Snapshot


The Board of Education adopted an expenditure plan of **\$83,555,000** for the **2022-23** school year at its **April 6<sup>th</sup>, 2022** meeting. This represents a budget to budget increase of **2.08%** 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 2022-23 Budget:

- Increases spending by \$ 1,700,500 (2.08%) compared to the 2021-22 budget.
- Uses \$ 5,625,000 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 2021-22.
- Adds staffing to address learning loss and social emotional learning.
- 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



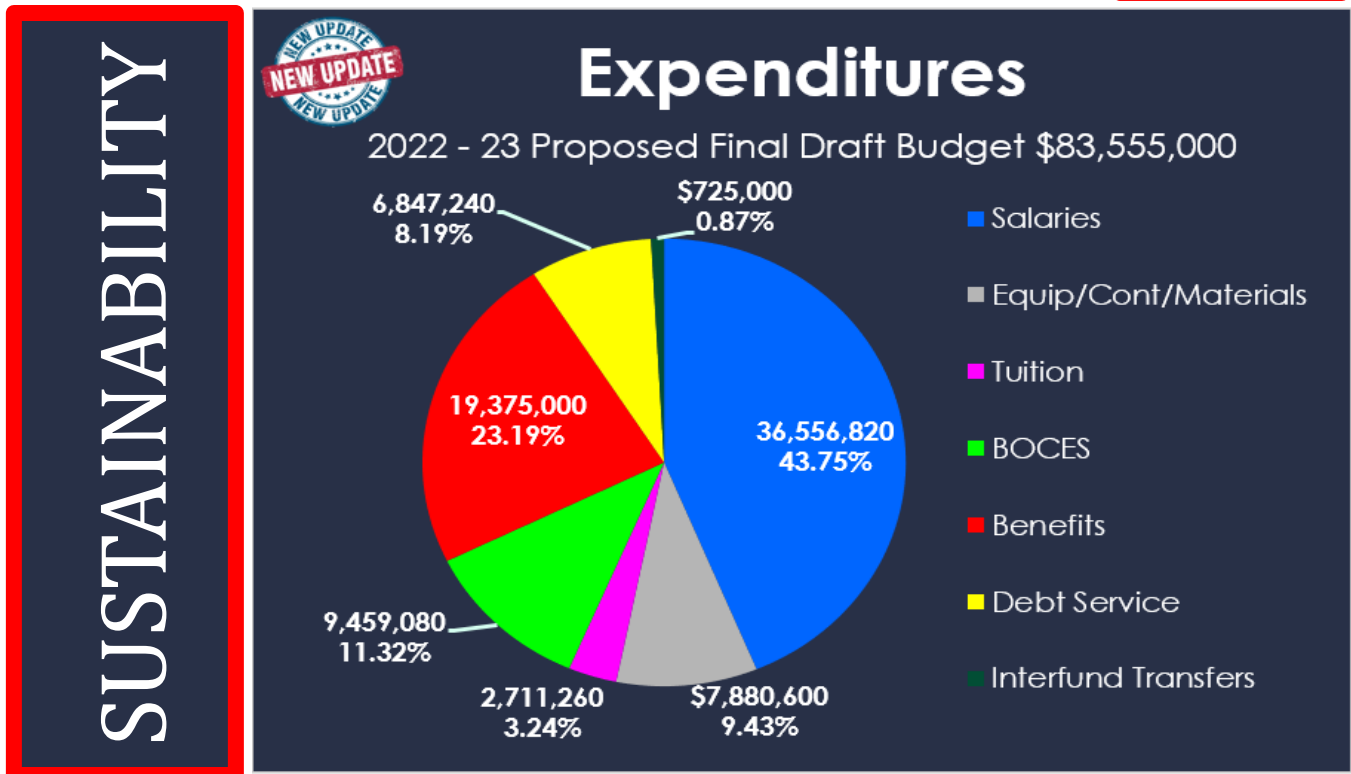
**Final Draft**  
 2022-23 Proposed  
 Budget **Expenditures**



	2022-23	2021-22	Change
Salaries	\$36,556,820	\$36,060,654	\$496,166
Equipment	\$1,421,500	\$1,321,500	\$100,000
Contractual	\$5,292,800	\$4,742,800	\$550,000
Materials	\$1,166,300	\$1,041,300	\$125,000
Tuition	\$2,711,260	\$2,711,260	0
BOCES	\$9,459,080	\$9,851,081	(\$392,001)
Benefits	\$19,375,000	\$19,075,000	\$300,000
Debt Service	6,847,240	\$6,825,905	\$21,335
Transfers	\$725,000	\$225,000	\$500,000
<b>Totals</b>	<b>\$83,555,000</b>	<b>\$81,854,500</b>	<b>\$1,700,500</b>

STABILITY

STABILITY



SUSTAINABILITY

## Three-Part Budget

Total Budget: \$ 83,555,000



■ Total Administrative ■ Total Program ■ Total Capital

**New York State Law requires that the budget be presented in a three-part format detailing the**

Administrative	Program	Capital
<ul style="list-style-type: none"> <li>• Central Administration</li> <li>• Business Office</li> <li>• Curriculum Development</li> <li>• Instructional Administrators</li> </ul>	<ul style="list-style-type: none"> <li>• Regular School Instruction</li> <li>• Special Education</li> <li>• Student Services</li> <li>• Instructional Media</li> <li>• Extracurricular Activities</li> <li>• Student Transportation</li> <li>• Community Services</li> </ul>	<ul style="list-style-type: none"> <li>• Maintenance and Operations</li> <li>• Judgements and Claims</li> <li>• Refunds of Taxes</li> <li>• Debt Service</li> </ul>
<p>Total Administrative</p> <p>\$ 6,828,416</p>	<p>Total Program</p> <p>\$ 61,468,153</p>	<p>Total Capital</p> <p>\$ 15,258,431</p>



## Three-Part Budget: 2022-23

Summary of Expenditures		2021-22 Budget	2022-23 Proposed
<b>Administrative</b>			
Account			
Function			
1010	BOARD OF EDUCATION	\$ 33,246	\$ 64,490
1040	DISTRICT CLERK	\$ 6,023	\$ 6,023
1060	DISTRICT MEETING	\$ 9,909	\$ 9,909
1240	CHIEF SCHOOL ADMINISTRATOR	\$ 262,779	\$ 269,227
1310	BUSINESS ADMINISTRATION	\$ 405,763	\$ 380,267
1320	AUDITING	\$ 42,091	\$ 42,091
1325	TREASURER	\$ 1,515	\$ 1,515
1330	TAX COLLECTOR	\$ 15,676	\$ 15,676
1345	PURCHASING	\$ 18,868	\$ 21,558
1380	FISCAL AGENT FEE	\$ 14,747	\$ 14,747
1420	LEGAL	\$ 107,055	\$ 166,849
1430	PERSONNEL	\$ 229,524	\$ 277,691
1480	PUBLIC INFORMATION & SERVICES	\$ 52,733	\$ 56,010
1670	CENTRAL PRINTING & MAILING	\$ 41,409	\$ 88,909
1680	CENTRAL DATA PROCESSING	\$ 770,968	\$ 800,000
1910	UNALLOCATED INSURANCE	\$ 325,919	\$ 325,919
1920	SCHOOL ASSOCIATION DUES	\$ 15,404	\$ 15,404
1981	BOCES ADMINISTRATIVE COSTS	\$ 399,105	\$ 425,000
2010	CURRICULUM DEVEL & SUPERVISION	\$ 408,951	\$ 455,845
2020	SUPERVISION-REGULAR SCHOOL	\$ 1,782,598	\$ 1,877,601
2070	INSERVICE TRAINING-INSTRUCTION	\$ 209,713	\$ -
9000s	BENEFITS	\$ 1,453,025	\$ 1,513,685
<b>Total Administrative</b>		<b>\$ 6,607,021</b>	<b>\$ 6,828,416</b>

### ADMINISTRATION



#### Board of Education

- District Clerk
- Election
- Legal Notices
- Training



#### Administration of Benefits



#### Special Items

- Insurance
- Legal
- BOCES Admin



#### Administrative Staff

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

#### 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: 2022-23

### Summary of Expenditures

**2021-22  
Budget**

**2022-23  
Proposed**

### Program

Account  
Function

1420	LEGAL	\$	38,424	\$	-
2070	INSERVICE TRAINING-INSTRUCTION	\$	-	\$	340,500
2110	TEACHING-REGULAR SCHOOL	\$	19,972,627	\$	20,756,068
2250	PROGRAMS-STUDENTS W/ DISABIL	\$	13,927,627	\$	11,961,634
2259	PROGRAM FOR ENGLISH LANGUAGE LEARNERS	\$	301,686	\$	310,007
2280	OCCUPATIONAL EDUCATION	\$	1,356,860	\$	1,500,000
2330	TEACHING-SPECIAL SCHOOLS	\$	15,893	\$	100,000
2610	SCHOOL LIBRARY & AUDIOVISUAL	\$	368,267	\$	378,277
2630	COMPUTER ASSISTED INSTRUCTION	\$	1,798,923	\$	2,033,874
2805	ATTENDANCE-REGULAR SCHOOL	\$	99,144	\$	39,960
2810	GUIDANCE-REGULAR SCHOOL	\$	926,136	\$	977,926
2815	HEALTH SERVICES-REGULAR SCHOOL	\$	636,604	\$	754,220
2820	PSYCHOLOGICAL SRVC-REG SCHOOL	\$	383,829	\$	352,316
2825	SOCIAL WORK SRVC-REG SCHOOL	\$	884,355	\$	845,219
2850	CO-CURRICULAR ACTIV-REG SCHL	\$	179,869	\$	211,500
2855	INTERSCHOL ATHLETICS-REG SCHL	\$	678,586	\$	819,261
5510	DISTRICT TRANSPORTATION	\$	2,525,825	\$	2,673,028
5530	GARAGE	\$	197,701	\$	214,410
5540	CONTRACT TRANSPORTATION	\$	500,000	\$	750,000
5550	PUBLIC TRANSPORTATION	\$	3,750	\$	3,750
9901	TRANSFER OTHER FUNDS	\$	125,000	\$	125,000
9900s	BENEFITS	\$	16,182,919	\$	16,321,203
<b>Total Program</b>		\$	<b>61,104,025</b>	\$	<b>61,468,153</b>



#### 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: 2022-23

### Summary of Expenditures

2021-22  
Budget

2022-23  
Proposed

### Capital

Account  
Function

1620	OPERATION OF PLANT	\$ 3,298,878	\$ 4,254,464
1621	MAINTENANCE OF PLANT	\$ 1,632,817	\$ 1,391,317
1930	JUDGMENTS & CLAIMS	\$ 20,682	\$ 20,682
1964	REFUND ON REAL PROPERTY TAXES	\$ 26,116	\$ 26,116
5510	DISTRICT TRANSPORTATION	\$ 800,000	\$ 578,500
9711	DEBT SERVICE - SERIAL BONDS	\$ 4,890,875	\$ 6,403,960
9731	DEBT SERVICE - BANS	\$ 1,491,750	\$ -
9789	DEBT SERVICE - OTHER	\$ 443,280	\$ 443,280
9950	TRANSFER TO CAPITAL	\$ 100,000	\$ 600,000
9900s	BENEFITS	\$ 1,439,056	\$ 1,540,112
<b>Total Capital</b>		<b>\$ 14,143,454</b>	<b>\$ 15,258,431</b>



## 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)**

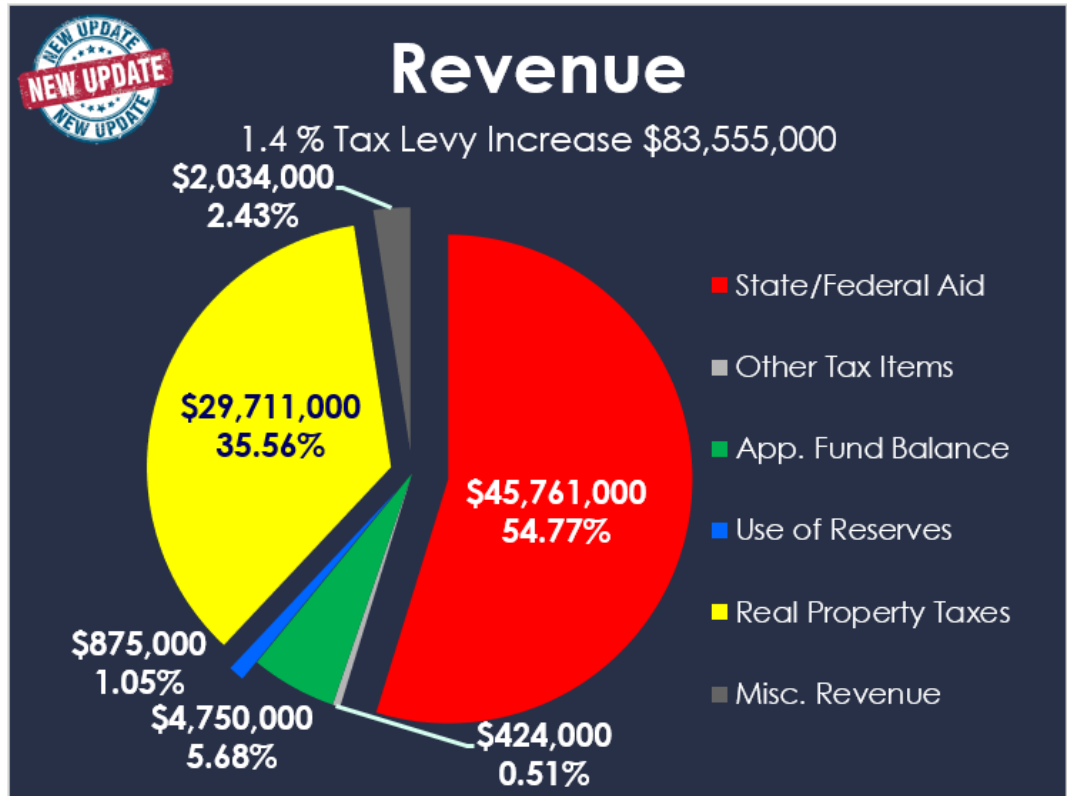
This item currently represents the total principal and interest payments which will be paid during the next fiscal year for projects that were previously approved by the voters of the district.

## **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.



# 2022-23 Revenue Budget



## Three-Part Budget: 2022-23

Summary of Revenues	2021-22 Budget	2022-23 Proposed
<b>Revenues</b>		
State/Federal Aid	\$ 44,605,183	\$ 45,761,000
Other Tax Items	\$ 444,522	\$ 424,000
App. Fund Balance	\$ 4,750,000	\$ 4,750,000
Use of Reserves	\$ 700,000	\$ 875,000
Real Property Taxes	\$ 29,300,750	\$ 29,711,000
Misc. Revenue	\$ 2,054,045	\$ 2,034,000
<b>Total Revenue</b>	<b>\$ 81,854,500</b>	<b>\$ 83,555,000</b>



# Tax Levy and Tax Rate

The tax levy is projected to increase by **1.4%** for **2022-23**. 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 for **2022-23** is projected to be **\$23.10** per thousand, a **\$ .32** increase over **2021-22**. A house that has a market value of \$100,000 is projected to pay about **\$31.91** more in **2022-23**.

# COMMUNITY

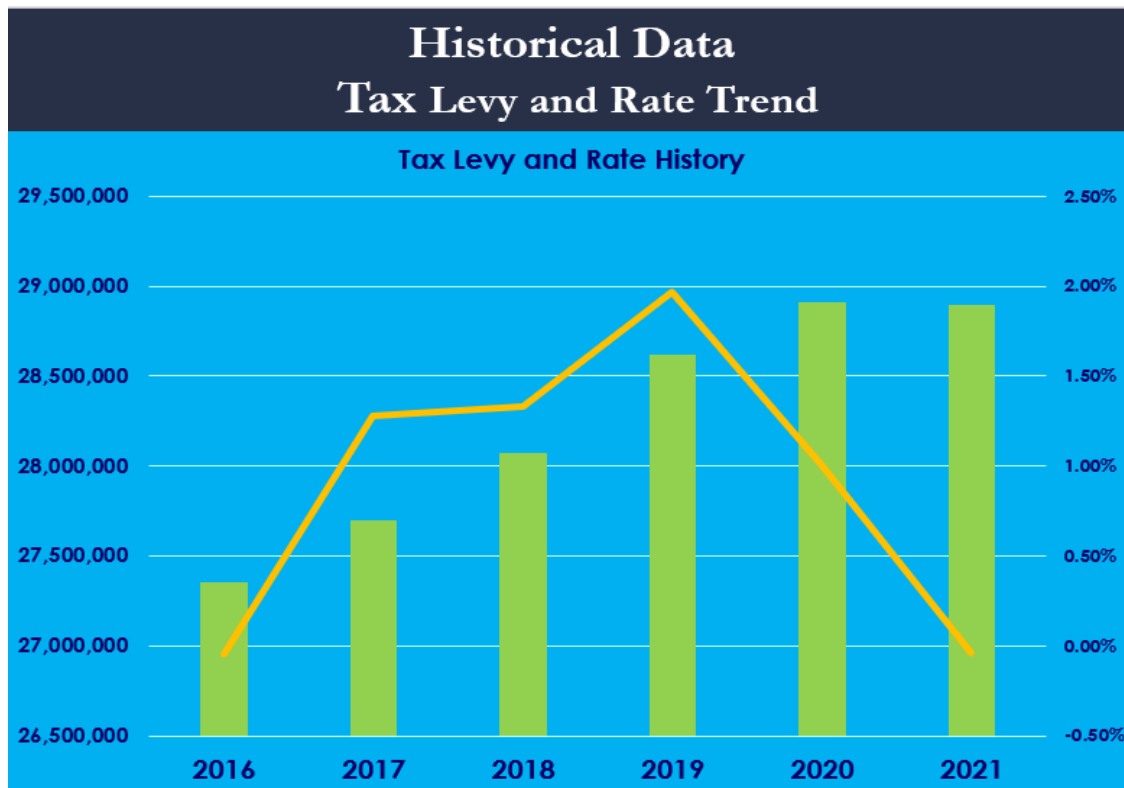
## Tax Levy And Rates

**Achieving  
Excellence**

	21-22	22-23	Change
Tax Levy	\$29,300,750	\$29,711,000	\$ 410,250
Tax Levy Rate	\$ 22.78	\$ 23.10	\$ .32
<b>Estimated Impact on Taxes</b>			
Increase on 100,000 household		\$ 31.91 /YEAR	Estimated
Increase on 150,000 household		\$ 47.86 /YEAR	Estimated
Increase on 200,000 household		\$ 63.81 /YEAR	Estimated

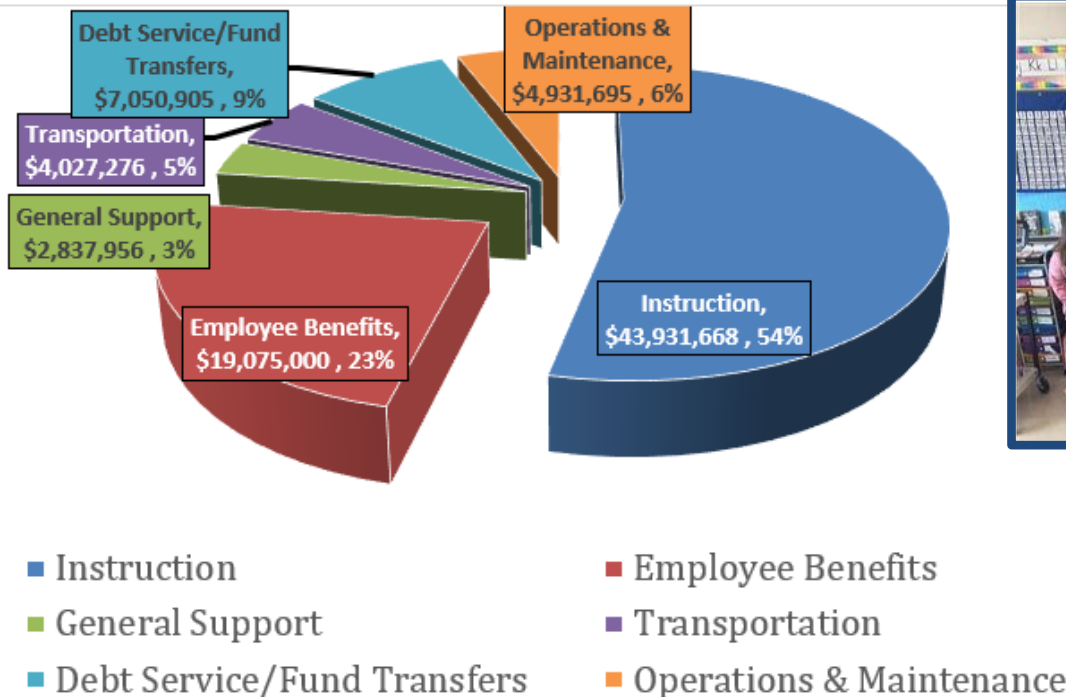
## Proposed Tax Levy Rate Increase 1.4 %

Star exemptions and credits will impact individual properties based on the information provided the property owners. Actual rate may vary.



SUPPORT

# 2022-23 Proposed Expenditure Budget by Function: \$83,555,000



**NORTH TONAWANDA  
STRONG**

Proposed Expenditure 2022-23		
Summary by Function of Expense	2021-22 Budget	2022-23 Proposed
Expenditures		
Instruction	\$ 43,931,668	\$ 43,714,208
Employee Benefits	\$ 19,075,000	\$ 19,375,000
General Support	\$ 2,837,956	\$ 3,028,083
Transportation	\$ 4,027,276	\$ 4,219,688
Debt Service/Fund Transfers	\$ 7,050,905	\$ 7,572,240
Operations & Maintenance	\$ 4,931,695	\$ 5,645,781
<b>Total Expenditure</b>	<b>\$ 81,854,500</b>	<b>\$ 83,555,000</b>

# REQUIRED COMPENSATION INFORMATION

## CHAPTER 474, LAWS OF 1996

### Compensation

Report Estimated Salaries in the Budget for the 2022-2023 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:

\$ 206,745      **Annual Salary** – This annual salary is consistent with amounts expected to be reported as wages in accordance with applicable provisions of the Internal Revenue Code. (includes ten days of paid vacation if not used)

\$ 66,708      **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.

\$ 18,660      Mandatory TRS Contribution @ 9.80 % of 21-22 salary

\$ 27,416      Family Health/Dental/105 Plan

\$ 20,632      Required Social Security and Medicare Contribution,  
Worker's Compensation, and Unemployment Insurance

### Executive Director – Educational Services

\$ 155,942      **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)

\$39,664      **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.

\$ 14,075      Mandatory TRS Contribution @ 9.80 % of 21-22 salary

\$ 10,027      Single Health/Dental/105 Plan

\$ 15,562      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 \$150,000 or more in salary during the 2022-23 fiscal year.

# REQUIRED COMPENSATION INFORMATION

## CHAPTER 474, LAWS OF 1996

(continued)

### High School Principal:

\$ 152,854

**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.

\$ 57,864

#### **Annualized Cost of Benefits:**

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

\$14,210

Mandatory TRS Contribution @ 9.80 % of 21-22 salary

\$ 28,400

Family Health/Dental/105 Plan

\$ 15,254

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 \$150,000 or more in salary during the 2022-23 fiscal year.



# North Tonawanda City School District

## Tax Levy Calculation - OSC



### Tax Cap Calculation

<b>A</b>	<b>Prior FYE Tax Levy</b>	<b>\$ 29,300,750</b>
D	Tax Base Growth Factor	1.0037
<b>E</b>	<b>Adjusted Levy (A * D)</b>	<b>\$ 29,409,163</b>
F	PILOTs Receivable from Prior FYE	\$ 344,954
<b>G</b>	<b>Base Year + PILOTS (E + F)</b>	<b>\$ 29,754,117</b>
I	Capital Levy for Prior FYE	\$ 361,226
<b>K</b>	<b>Levy less Capital (G – I)</b>	<b>\$ 29,392,891</b>
L	Growth Factor (CPI)	1.02
<b>M</b>	<b>Levy including GF (K * L)</b>	<b>\$ 29,980,749</b>
N	PILOTS Receivable Current FYE	\$ 312,202
<b>O</b>	<b>Levy Before Exclusions (M– N)</b>	<b>\$ 29,668,547</b>
P	Eligible Carry Over	\$ 0
<b>Q</b>	<b>Levy before Exclusions (O + P)</b>	<b>\$ 29,668,547</b>
R	Capital Levy for Current FYE	\$ 534,714
	<b>Tax Levy Limit (Q + R)</b>	<b>\$ 30,203,261</b>
	<b>MAXIMUM Real Property Tax Levy Change</b>	<b>\$ 902,511</b>
	<b>Potential % increase to the cap</b>	<b>3.08 %</b>

# North Tonawanda City School District

## Property Tax Report Card - SED

Property Tax Report Card  
400900 - NORTH TONAWANDA CITY

2021-2022 - Page 1  
Official - as of 05/02/2022 04:52 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.o12.nysed.gov/mgtserve/propertytaxcap/>

Please also submit an electronic version (PDF or Word) of your school district's 2022-23 Budget Notice to: [emscmgts@nysed.gov](mailto:emscmgts@nysed.gov). This will enable us to help correct any formula or data entry discrepancy quickly.

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

Form Due - April 25, 2022

Form Preparer Name: FRANCES MAY  
Preparer's Telephone Number: 716-807-3511

Shaded Fields Will Calculate	Budgeted 2021-22 (A)	Proposed Budget 2022-23 (B)	Percent Change (C)
Total Budgeted Amount, not including Separate Propositions	\$1,854,500	\$3,555,000	2.08 %
A. Proposed Tax Levy to Support the Total Budgeted Amount <sup>1</sup>	29,300,750	29,711,000	
B. Tax Levy to Support Library Debt, if Applicable			
C. Tax Levy for Non-Excludable Propositions, if Applicable <sup>2</sup>			
D. Total Tax Cap Reserve Amount Used to Reduce Current Year Levy, if Applicable			
E. Total Proposed School Year Tax Levy (A+B+C-D)	29,300,750	29,711,000	1.40 %
F. Permissible Exclusions to the School Tax Levy Limit	361,226	534,714	
G. School Tax Levy Limit, <u>Excluding</u> Levy for Permissible Exclusions <sup>3</sup>	29,003,229	29,688,547	
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)	28,939,524	29,176,286	
I. Difference: (G-H); (negative value requires 60.0% voter approval) <sup>2</sup>	63,705	492,261	
Public School Enrollment	3,372	3,271	-3.00 %
Consumer Price Index			4.7 %

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

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

<sup>3</sup> For 2022-23, includes any carryover from 2021-22 and excludes any tax levy for library debt or prior year reserve for excess tax levy, including interest.

	Actual 2021-22 (D)	Estimated 2022-23 (E)
Adjusted Restricted Fund Balance	10,082,853	9,300,000
Assigned Appropriated Fund Balance	5,035,969	4,750,000
Adjusted Unrestricted Fund Balance	3,241,072	3,250,000
Adjusted Unrestricted Fund Balance as a Percent of the Total Budget	3.96 %	3.89 %

<https://eservices.nysed.gov/sams/printForm.do?method=printForm&fslid=830&segmentKey=1651524717804>

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# North Tonawanda City School District

## Property Tax Report Card - SED

Schedule of Reserve Funds					
Reserve Type	Reserve Name	Reserve Description *	3/31/22 Actual Balance	6/30/22 Estimated Ending Balance	Intended Use of the Reserve in the 2022-23 School Year (Limit 200 Characters)**
Capital	CAPITAL RESERVE	For the cost of any object or purpose for which bonds may be issued.	320,016	320,016	No planned use for 22-2023
Repair		For the cost of repairs to capital improvements or equipment.			
Workers Compensation	WORKERS COMP RESERVE	For self-insured Workers Compensation and benefits.	1,143,055	1,143,055	No planned use for 22-2023
Unemployment Insurance	UNEMPLOYMENT INSURANCE RESERVE	For reimbursement to the State Unemployment Insurance Fund.	160,861	160,861	No planned use for 22-2023
Reserve for Tax Reduction		For the gradual use of the proceeds of the sale of school district real property.			
Mandatory Reserve for Debt Service		For proceeds from the sale of district capital assets or improvement, restricted to debt service.			
Insurance	RESERVE FOR PREPAID LIFE INSURANCE	For liability, casualty, and other types of uninsured losses.	101,610	101,610	No planned use for 22-2023
Property Loss + (add)		To cover property loss.			
Liability + (add)	RESERVE FOR LIABILITY AND CASUALTY	To cover incurred liability claims.	1,197,194	1,197,194	No planned use for 22-2023
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 RESERVE	For accrued "employee benefits" due to employees upon termination of service.	607,321	607,321	\$175,000 planned use in 22-2023
Retirement Contribution	RESERVE FOR RETIREMENT CONTRIBUTIONS	For employer retirement contributions to the State and Local Employees' Retirement System.	2,683,212	2,683,212	No planned use for 22-2023

<https://eservices.nysed.gov/sams/printForm.do?method=printForm&fsid=830&segmentKey=1651524717804>

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# North Tonawanda City School District

## Property Tax Report Card - SED

Reserve for Uncollected Taxes	For unpaid taxes due certain city school districts not reimbursed by their city/county until the following fiscal year.	<input type="text"/>	<input type="text"/>	
Single Other Reserve	RESERVE FOR DEBT	Reserve for Debt	<input type="text" value="3,849,003"/> <input type="text" value="3,149,003"/>	\$700,000 planned use in 22-2023

\* NYSED Reserve Guidance:  
[http://www.p12.nysed.gov/mgt/serv/accounting/docs/reserve\\_funds.pdf](http://www.p12.nysed.gov/mgt/serv/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 2022-23.  
Mention any capital expenditures that will need to be voted upon in the upcoming Budget Vote.

<input type="button" value="Save"/>	<input type="button" value="Reset"/>	<input type="button" value="Save &amp; Ready"/>
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# North Tonawanda City School District

## Exemption Impact Report – NYS RPT

NYS - Real Property System County of Niagara		Assessor's Report - 2022 - Current Year File \$495 Exemption Impact Report School District Summary			RPS221V04L001 Date/Time - 5/3/2022 14:06:21 Total Assessed Value 1,480,436,575	
School District - 281200 N Ton City School		Equalized Total Assessed Value 2,591,702,954				
Exemption Code	Exemption Name	Statutory Authority	Number of Exemptions	Total Equalized Value of Exemptions	Percent of Value Exempted	
12100	NYS - GENERALLY	RPTL 404(1)	19	3,528,545	0.13	
12350	PUBLIC AUTHORITY - STATE	RPTL 412	7	218,183	0.01	
13100	CO - GENERALLY	RPTL 406(1)	13	310,909	0.01	
13360	CITY - GENERALLY	RPTL 406(1)	158	77,162,261	2.87	
13500	TOWN - GENERALLY	RPTL 406(1)	2	4,727	0.00	
13800	SCHOOL DISTRICT	RPTL 408	13	71,171,271	2.64	
14100	USA - GENERALLY	RPTL 400(1)	2	808,090	0.03	
18020	MUNICIPAL INDUSTRIAL DEV AGENC	RPTL 412-b	21	36,433,453	1.35	
21600	RES OF CLERGY - RELIG CORP OWN	RPTL 462	2	427,273	0.02	
25110	NONPROF CORP - RELIG/CONST PRO	RPTL 420-a	50	42,719,454	1.59	
25130	NONPROF CORP - CHAR (CONST PRO	RPTL 420-a	5	3,205,273	0.12	
25210	NONPROF CORP - HOSPITAL	RPTL 420-a	3	40,605,454	1.51	
25230	NONPROF CORP - MORAL/MENTAL IM	RPTL 420-a	14	5,862,362	0.22	
25300	NONPROF CORP - SPECIFIED USES	RPTL 420-b	22	4,968,091	0.18	
26100	VETERANS ORGANIZATION	RPTL 452	1	660,000	0.02	
26260	HISTORICAL SOCIETY	RPTL 444	3	442,728	0.02	
26400	INC VOLUNTEER FIRE CO OR DEPT	RPTL 454(2)	9	2,788,182	0.10	
28110	NOT-FOR-PROFIT HOUSING COMPANY	RPTL 422	1	6,060,000	0.23	
38260	MUN HSNGLY - NYS AIDED	PUB HSNGL L 52(4)&(5)	1	12,100,000	0.45	
41120	ALT VET EX-WAR PERIOD-NON-COMB	RPTL 458-a	778	5,510,252	0.20	
41130	ALT VET EX-WAR PERIOD-COMBAT	RPTL 458-a	604	7,138,072	0.27	
41140	ALT VET EX-WAR PERIOD-DISABILI	RPTL 458-a	304	6,663,105	0.25	
41300	PARAPLEGIC VETS	RPTL 458(3)	5	1,816,365	0.07	
41400	CLERGY	RPTL 460	14	38,178	0.00	
41800	PERSONS AGE 65 OR OVER	RPTL 467	48	3,521,726	0.13	
41806	PERSONS AGE 65 OR OVER	RPTL 467	91	4,269,414	0.16	
41834	ENHANCED STAR	RPTL 425	2,364	207,406,600	7.71	
41864	BASIC STAR 1999-2000	RPTL 425	3,738	132,522,608	4.92	
41900	PHYSICALLY DISABLED	RPTL 459	12	388,584	0.01	
47610	BUSINESS INVESTMENT PROPERTY P	RPTL 485-b	51	2,297,279	0.09	
48670	REDEVELOPMENT HOUSING CO	P H F I L 125 & 127	1	1,438,182	0.05	

# North Tonawanda City School District

## Exemption Impact Report – NYS RPT

NYS - Real Property System  
County of Niagara

Assessor's Report - 2022 - Current Year File  
8405 Exemption Impact Report  
School District Summary

RPS21/04/L001  
Date/Time - 5/3/2022 14:09:21  
Total Assessed Value 1,480,436,575

Equalized Total Assessed Value 2,591,702,864

School District - 291200 N Ton City School

Exemption Code	Exemption Name	Statutory Authority	Number of Exemptions	Total Equalized Value of Exemptions	Percent of Value Exempted
49530	INDUSTRIAL WASTE TREATMENT FAC	RPTL 477	1	692,727	0.03
Total Exemptions Exclusive of System Exemptions:					
Total System Exemptions:			8,357	683,181,348	25.38
Totals:			0	0	0.00
			8,357	683,181,348	25.38

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, 2022

Taxing Jurisdiction: North Tonawanda City School District

Fiscal Year Beginning: 2022

Total equalized value in taxing jurisdiction: \$ 2,691,702,864

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 HSNL AUTH -NYS AIDED	PUB HSNL 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  
2022-2023**

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**Ryan Howze**  
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**Gabrielle Richards**  
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716-512-5004  
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# **NORTH TONAWANDA CITY SCHOOL DISTRICT**



*N.T. Schools - Achieving Excellence*



## **BUDGET STATEMENT Addenda**

*Fiscal Accountability Supplement*

*Information about Students with Disabilities*

*School District Report Card Data*

*NT SPIRIT - Budget Edition*

# NORTH TONAWANDA CITY SD

## 2020-21 School Year Financial Transparency Report

The tables below display per pupil expenditures for charter schools, traditional public schools, as well as district averages that may be higher or lower than an individual school.

All amounts shown on this report (except exclusions) are per pupil of the entire school or district, unless otherwise noted.

| Business Rules

## Economic and Student Characteristics

### P-12 ENROLLMENT



3,101

### NEEDS RESOURCE CATEGORY



Average Need

### DISTRICT ABILITY TO RAISE LOCAL FUNDS IS



slightly less than the average district in the state

### STUDENT NEEDS ARE



slightly less than the state average

## Student Demographics

Enrollment	NORTH TONAWANDA CITY SD
All Students	3,101
Economically Disadvantaged	48%
Students with Disabilities	20%
English Language Learners	2%
» Race/Ethnicity	

Staffing Profile	NORTH TONAWANDA CITY SD
Student-to-Teacher Ratio	12
Teachers with Fewer than 4 years of Experience %	17%
Teachers with 4-20 Years of Experience %	26%
Teachers with 21+ Years of Experience %	56%

# Comparison: How do per pupil expenditures compare?

THIS SCHOOL ▼	DISTRICT OR DISTRICT OF LOCATION ▼	COUNTY AVERAGE ▼	STATEWIDE AVERAGE ▼
N/A	\$18,411.58	\$18,283.50	\$23,470.91

## Report View One: How Much is Being Spent on Instruction and Administration?

For traditional school districts, school level data (entries A through D) represent the average per pupil school level expenditures for all schools in the district. For charter schools, these entries reflect school level expenditures for the particular charter school only. Entries E through H reflect central expenditures.

Total spending (entry I) represents all non-excluded per pupil expenditures. For traditional school districts, this represents the average per pupil expenditures of all schools in the district. For charter schools, this represents per pupil school level expenditures.

Report View One Per Pupil Expenditure Categories	NORTH TONAWANDA CITY SD
» A. Instruction (A1 + A2 + A3 + A4)	\$11,942.06
» B. Administration (B1 + B2 + B3)	\$804.11
» C. All Other Spending (C1 + C2 + C3)	\$1,750.30
D. Total School Level (A + B + C)	\$14,496.47
» E. Central Instruction (E1 + E2 + E3 + E4)	\$310.81
» F. Central Administration (F1 + F2 + F3)	\$1,612.69
» G. All Other Central Spending (G1 + G2 + G3)	\$1,991.62
H. Total Central Costs	\$3,915.12
I. Total Spending (D + H)	\$18,411.58

## Report View Two: How are the Local/State and Federal Funds Spent?

Report View Two presents the same expenditures reported in View One, but disaggregates that spending by local/state/federal/other revenue source.

For traditional school districts, school level data (entries J and K) represent the average per pupil school level expenditures for all schools in the district. For charter schools, these entries reflect school level expenditures for the charter school. Entries L and M reflect central expenditures.

Total spending (entry N) represents all non-excluded per pupil expenditures. For traditional school districts, this represents the average per pupil expenditures of all schools in the district. For charter schools, this represents per pupil school level expenditures.

Report View Two Per Pupil Expenditure Categories	NORTH TONAWANDA CITY SD
J. Total School Level Local/State Spending	\$13,635.35
» K. Total School Level Federal Spending	\$861.11
L. Total Central Level Local/State Spending	\$3,915.12
M. Total Central Level Federal Spending	\$0.00
N. Total Spending (J + K + L + M)	\$18,411.58

## Detailed Spending: How Much is Spent Per Pupil in Selected Program Areas?

Program Area Details in entries O through Z represent subsets of spending in Report View One and Report View Two. Five program areas are broken out. To calculate per pupil expenditures P-12 enrollment is used for pupil services, community schools programs, and BOCES services. Enrollments for the program areas are used for special education, ELL services, and prekindergarten.

Entries O through T represent school level expenditures. For charter schools, data represents per pupil expenditures in each of category in the selected school. For traditional school districts, data under the district column represent the district average of all schools in each of these categories.

Entries U through Z represent central expenditures.

»	Program Detail Areas
	Program areas are included within the above School Level Expenditures (Row D) and Central Costs (Row H)

## Exclusions: What Other Spending is not Included in the Per Pupil Amounts Shown Above?

The final section represents total expenditures, with the following exclusions that were not included in the per pupil expenditure calculations above: transportation, tuition, debt service, and other.

“Other Exclusions” include expenditures such as tuition for students attending BOCES full-time, services provided to nonpublic or charter schools, prekindergarten payments to community-based organizations, and community services.

Excluded Expenditures	NORTH TONAWANDA CITY SD
1. Transportation	\$4,209,801.05
2. Charter School Tuition	\$308,481.72
3. Other Tuition	\$2,271,170.93
4. Debt Service	\$6,429,523.33
5. Other	\$12,527,515.90
Percent Excluded from Total	31%
<b>Total Expenditures</b>	<b>\$82,840,803.98</b>

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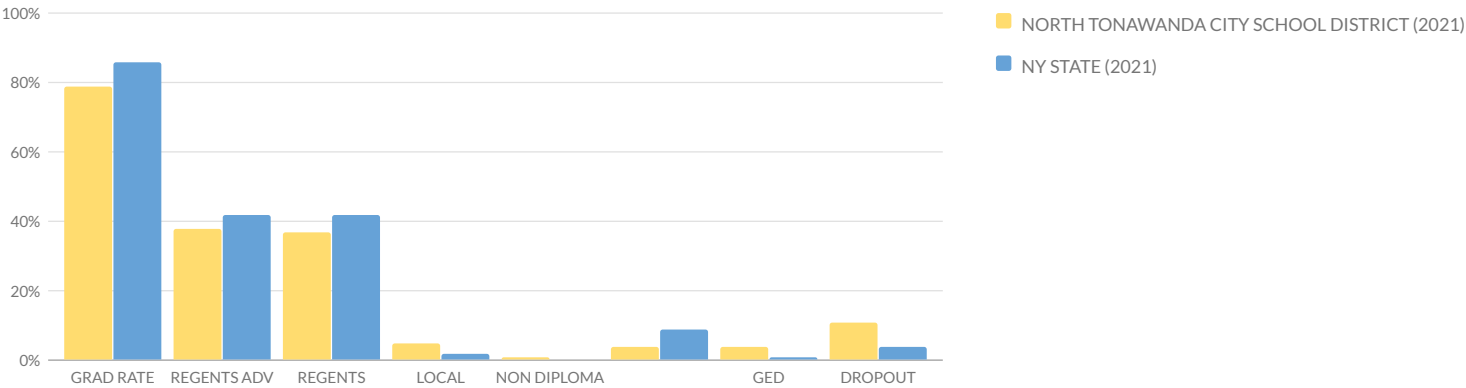


**NORTH TONAWANDA CITY SCHOOL DISTRICT GRADUATION RATE DATA  
4 YEAR OUTCOME AS OF AUGUST 2021**

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	263	209	79%	99	38%	97	37%	13	5%	3	1%	10	4%	11	4%	30	11%
Female	105	80	76%	42	40%	34	32%	4	4%	2	2%	6	6%	4	4%	13	12%
Male	158	129	82%	57	36%	63	40%	9	6%	1	1%	4	3%	7	4%	17	11%
General Education Students	199	170	85%	97	49%	72	36%	1	1%	0	0%	3	2%	10	5%	16	8%
Students with Disabilities	64	39	61%	2	3%	25	39%	12	19%	3	5%	7	11%	1	2%	14	22%
American Indian or Alaska Native	4	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	1	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Black or African American	3	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	9	5	56%	4	44%	1	11%	0	0%	0	0%	1	11%	0	0%	3	33%
White	243	198	81%	93	38%	92	38%	13	5%	3	1%	9	4%	9	4%	24	10%
Multiracial	3	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Economically Disadvantaged	99	69	70%	20	20%	41	41%	8	8%	2	2%	7	7%	7	7%	14	14%
Not Economically Disadvantaged	164	140	85%	79	48%	56	34%	5	3%	1	1%	3	2%	4	2%	16	10%
English Language Learner	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Non-English Language Learner	263	209	79%	99	38%	97	37%	13	5%	3	1%	10	4%	11	4%	30	11%
In Foster Care	1	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	262	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Homeless	2	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Not Homeless	261	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Migrant	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not Migrant	263	209	79%	99	38%	97	37%	13	5%	3	1%	10	4%	11	4%	30	11%
Parent in Armed Forces	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Parent Not in Armed Forces	263	209	79%	99	38%	97	37%	13	5%	3	1%	10	4%	11	4%	30	11%

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## NORTH TONAWANDA CITY SCHOOL DISTRICT - NEW YORK STATE REPORT CARD [2020 - 21]

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 changes to New York State testing, accountability, and federal reporting requirements, 2021-22 district and school accountability statuses are the same as those assigned for the 2020-21 school year. For informational purposes, accountability graduation rates and chronic absenteeism data are reported. August 2020, January 2021, and some June 2021 Regents examinations were canceled. For more information, please see the NYSED Waiver Memorandum and NYS Board of Regents Announcement.

### 2021-22 ACCOUNTABILITY STATUS

Due to COVID-19 and changes to New York State accountability and federal reporting requirements, 2021-22 district and school accountability statuses are the same as those assigned for the 2020-21 school year.

## GOOD STANDING

### SECTION 1003 SCHOOL IMPROVEMENT FUNDS (2020-21)

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 (58.87 kilobytes)

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

- 2020-21 Title I SIG 1003 Basic Planning
- 2020-21 Title I School Improvement Grant 1003 Targeted Support Grant
- 2020-21 Title I School Improvement Grant 1003 ENHANCED Comprehensive Support and Improvement (CSI) Support Grant
- 2020-23 NYSIP-PLC Phase III
- SIG Cohort 6 and 7 Schools Funded with SIGA in 2020-21

### ELEMENTARY/MIDDLE STATUSES BY SUBGROUP

Due to COVID-19 and changes to New York State accountability and federal reporting requirements, 2021-22 district and school accountability statuses are the same as those assigned for the 2020-21 school year.

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

### ELEMENTARY/MIDDLE CHRONIC ABSENTEEISM

Accountability chronic absenteeism data are provided for informational purposes only in 2020-21 and are not used to make district or school accountability status determinations for the 2021-22 school year.

Subgroup	Students Enrolled	Students Chronically Absent	Chronic Absenteeism Rate
All Students	1,923	886	46.1%
American Indian or Alaska Native	12	—	—
Asian or Native Hawaiian/Other Pacific Islander	18	—	—
Black or African American	33	24	72.7%
Hispanic or Latino	99	54	54.5%
Multiracial	87	50	57.5%
White	1,674	742	44.3%
English Language Learners	51	29	56.9%
Students with Disabilities	423	210	49.6%
Economically Disadvantaged	965	537	55.6%

### SECONDARY STATUSES BY SUBGROUP

Due to COVID-19 and changes to New York State accountability and federal reporting requirements, 2021-22 district and school accountability statuses are the same as those assigned for the 2020-21 school year.

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 2020-21 and are not used to make district or school accountability status determinations for the 2021-22 school year.

Subgroup	Cohort	Number In Cohort	Number Graduated	Grad Rate
All Students	4-Year	298	256	85.9%
	5-Year	276	233	84.4%
	6-Year	298	238	79.9%
American Indian or Alaska Native	4-Year	17	—	—
	5-Year	17	—	—
	6-Year	12	—	—
Asian or Native Hawaiian/Other Pacific Islander	4-Year	2	—	—
	5-Year	0	—	—
	6-Year	11	—	—
Black or African American	4-Year	14	—	—
	5-Year	11	—	—
	6-Year	11	—	—
Hispanic or Latino	4-Year	20	—	—
	5-Year	14	—	—
	6-Year	15	—	—
Multiracial	4-Year	7	—	—
	5-Year	7	—	—
	6-Year	4	—	—
White	4-Year	265	230	86.8%
	5-Year	249	209	83.9%
	6-Year	270	216	80%
English Language Learners	4-Year	0	—	—
	5-Year	9	—	—
	6-Year	7	—	—
Students with Disabilities	4-Year	69	44	63.8%
	5-Year	58	39	67.2%
	6-Year	62	28	45.2%
Economically Disadvantaged	4-Year	115	93	80.9%
	5-Year	107	75	70.1%
	6-Year	108	83	76.9%

### SECONDARY CHRONIC ABSENTEEISM

Accountability chronic absenteeism data are provided for informational purposes only in 2020-21 and are not used to make district or school accountability status determinations for the 2021-22 school year.

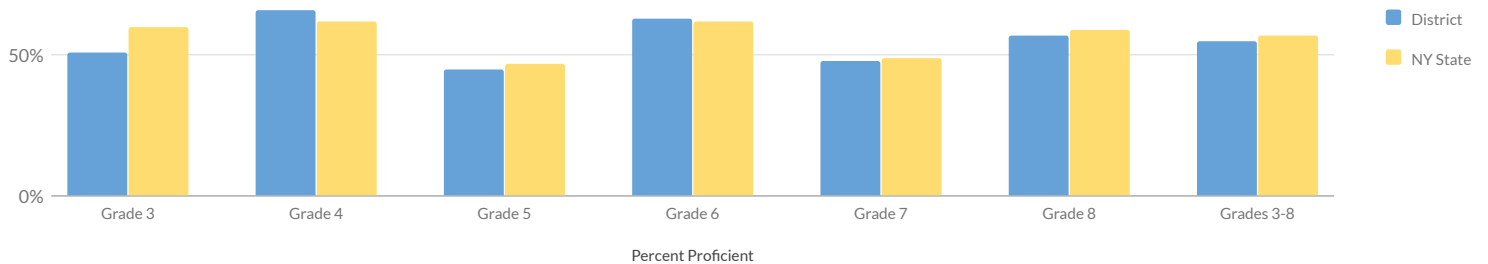


Subgroup	Students Enrolled	Students Chronically Absent	Chronic Absenteeism Rate
All Students	1,030	806	78.3%
American Indian or Alaska Native	7	—	—
Asian or Native Hawaiian/Other Pacific Islander	13	—	—
Black or African American	21	—	—
Hispanic or Latino	40	35	87.5%
Multiracial	17	—	—
White	932	721	77.4%
English Language Learners	15	—	—
Students with Disabilities	238	176	73.9%
Economically Disadvantaged	446	374	83.9%

### GRADES 3-8 ENGLISH LANGUAGE ARTS RESULTS (2020-21)

Due to the extraordinary circumstances related to the pandemic, approximately 4 out of 10 enrolled students participated in state assessments in 2020-21. Because only 40% of students' results are available, state assessments **are not representative** of the state's student population and the results **should not be compared** statewide or by statewide subgroup or with prior year's results. District and school level performance data, as well as the number and percentage of students who tested and did not test, are available for 2020-21. **However**, depending on the percentage of students that took the tests in a given school or district, the school and district's results **may not be representative** of that school or district's student population.

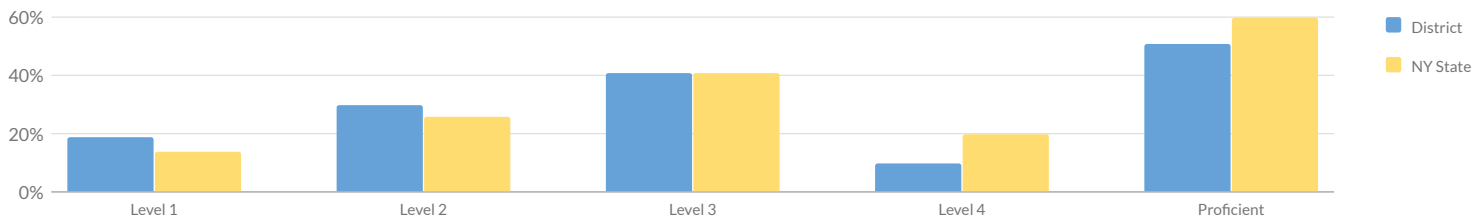
### SUMMARY RESULTS



Grade	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Grade 3	248	99	40%	149	60%	29	19%	44	30%	61	41%	15	10%	76	51%
Grade 4	232	107	46%	125	54%	16	13%	27	22%	38	30%	44	35%	82	66%
Grade 5	232	133	57%	99	43%	27	27%	27	27%	28	28%	17	17%	45	45%
Grade 6	225	118	52%	107	48%	25	23%	15	14%	42	39%	25	23%	67	63%
Grade 7	255	182	71%	73	29%	13	18%	25	34%	26	36%	9	12%	35	48%
Grade 8	248	183	74%	65	26%	8	12%	20	31%	20	31%	17	26%	37	57%
Grades 3-8	1,440	822	57%	618	43%	118	19%	158	26%	215	35%	127	21%	342	55%

### GRADE 3 ELA RESULTS

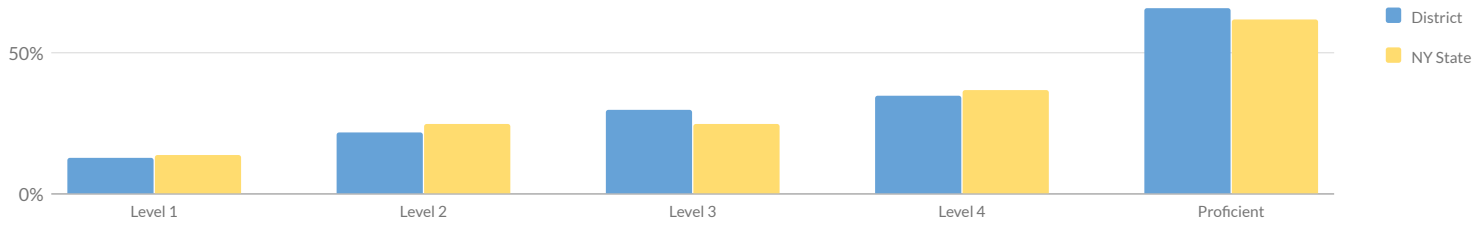
Due to the extraordinary circumstances related to the pandemic, approximately 4 out of 10 enrolled students participated in state assessments in 2020-21. Because only 40% of students' results are available, state assessments **are not representative** of the state's student population and the results **should not be compared** statewide or by statewide subgroup or with prior year's results. District and school level performance data, as well as the number and percentage of students who tested and did not test, are available for 2020-21. **However**, depending on the percentage of students that took the tests in a given school or district, the school and district's results **may not be representative** of that school or district's student population.



Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	248	99	40%	149	60%	29	19%	44	30%	61	41%	15	10%	76	51%
General Education	182	63	35%	119	65%	19	16%	32	27%	53	45%	15	13%	68	57%
Students with Disabilities	66	36	55%	30	45%	10	33%	12	40%	8	27%	0	0%	8	27%
American Indian or Alaska Native	3	1	33%	2	67%	—	—	—	—	—	—	—	—	—	—
Black or African American	4	1	25%	3	75%	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	13	8	62%	5	38%	2	40%	0	0%	3	60%	0	0%	3	60%
White	218	84	39%	134	61%	22	16%	43	32%	55	41%	14	10%	69	51%
Multiracial	10	5	50%	5	50%	4	80%	0	0%	0	0%	1	20%	1	20%
Small Group Total	7	2	29%	5	71%	1	20%	1	20%	3	60%	0	0%	3	60%
Female	124	48	39%	76	61%	15	20%	18	24%	34	45%	9	12%	43	57%
Male	124	51	41%	73	59%	14	19%	26	36%	27	37%	6	8%	33	45%
English Language Learners	3	1	33%	2	67%	—	—	—	—	—	—	—	—	—	—
Non-English Language Learners	245	98	40%	147	60%	—	—	—	—	—	—	—	—	—	—
Economically Disadvantaged	136	69	51%	67	49%	18	27%	24	36%	21	31%	4	6%	25	37%
Not Economically Disadvantaged	112	30	27%	82	73%	11	13%	20	24%	40	49%	11	13%	51	62%
Not Migrant	248	99	40%	149	60%	29	19%	44	30%	61	41%	15	10%	76	51%
Not Homeless	248	99	40%	149	60%	29	19%	44	30%	61	41%	15	10%	76	51%
Not in Foster Care	248	99	40%	149	60%	29	19%	44	30%	61	41%	15	10%	76	51%
Parent Not in Armed Forces	248	99	40%	149	60%	29	19%	44	30%	61	41%	15	10%	76	51%

### GRADE 4 ELA RESULTS

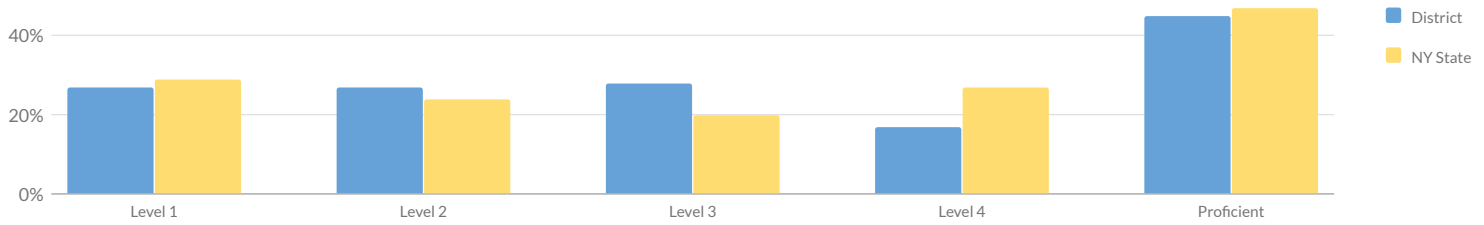
Due to the extraordinary circumstances related to the pandemic, approximately 4 out of 10 enrolled students participated in state assessments in 2020-21. Because only 40% of students' results are available, state assessments **are not representative** of the state's student population and the results **should not be compared** statewide or by statewide subgroup or with prior year's results. District and school level performance data, as well as the number and percentage of students who tested and did not test, are available for 2020-21. **However**, depending on the percentage of students that took the tests in a given school or district, the school and district's results **may not be representative** of that school or district's student population.



Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	232	107	46%	125	54%	16	13%	27	22%	38	30%	44	35%	82	66%
General Education	192	80	42%	112	58%	13	12%	21	19%	35	31%	43	38%	78	70%
Students with Disabilities	40	27	68%	13	33%	3	23%	6	46%	3	23%	1	8%	4	31%
American Indian or Alaska Native	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Black or African American	7	3	43%	4	57%	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	6	4	67%	2	33%	—	—	—	—	—	—	—	—	—	—
White	206	95	46%	111	54%	11	10%	25	23%	35	32%	40	36%	75	68%
Multiracial	11	5	45%	6	55%	3	50%	1	17%	1	17%	1	17%	2	33%
Small Group Total	15	7	47%	8	53%	2	25%	1	13%	2	25%	3	38%	5	63%
Female	135	57	42%	78	58%	8	10%	15	19%	23	29%	32	41%	55	71%
Male	97	50	52%	47	48%	8	17%	12	26%	15	32%	12	26%	27	57%
English Language Learners	5	3	60%	2	40%	—	—	—	—	—	—	—	—	—	—
Non-English Language Learners	227	104	46%	123	54%	—	—	—	—	—	—	—	—	—	—
Economically Disadvantaged	117	55	47%	62	53%	13	21%	16	26%	16	26%	17	27%	33	53%
Not Economically Disadvantaged	115	52	45%	63	55%	3	5%	11	17%	22	35%	27	43%	49	78%
Not Migrant	232	107	46%	125	54%	16	13%	27	22%	38	30%	44	35%	82	66%
Not Homeless	232	107	46%	125	54%	16	13%	27	22%	38	30%	44	35%	82	66%
Not in Foster Care	232	107	46%	125	54%	16	13%	27	22%	38	30%	44	35%	82	66%
Parent Not in Armed Forces	232	107	46%	125	54%	16	13%	27	22%	38	30%	44	35%	82	66%

### GRADE 5 ELA RESULTS

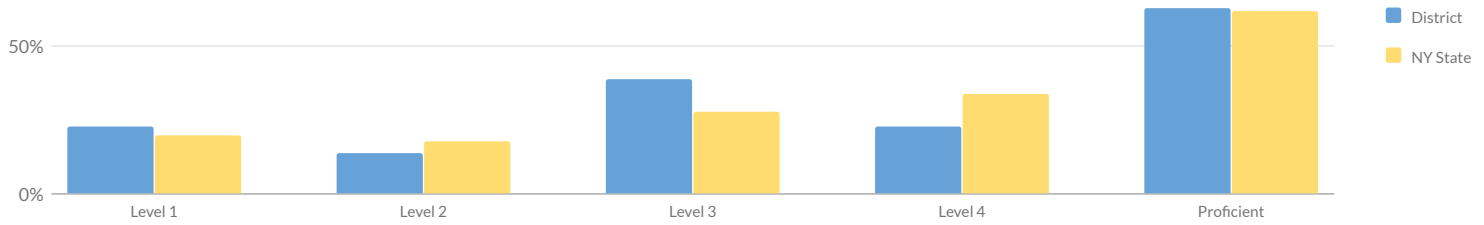
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Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	232	133	57%	99	43%	27	27%	27	27%	28	28%	17	17%	45	45%
General Education	176	92	52%	84	48%	21	25%	23	27%	24	29%	16	19%	40	48%
Students with Disabilities	56	41	73%	15	27%	6	40%	4	27%	4	27%	1	7%	5	33%
American Indian or Alaska Native	1	1	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Black or African American	6	4	67%	2	33%	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	14	11	79%	3	21%	—	—	—	—	—	—	—	—	—	—
White	200	112	56%	88	44%	21	24%	26	30%	25	28%	16	18%	41	47%
Multiracial	11	5	45%	6	55%	4	67%	0	0%	2	33%	0	0%	2	33%
Small Group Total	20	15	75%	5	25%	2	40%	1	20%	1	20%	1	20%	2	40%
Female	111	58	52%	53	48%	13	25%	15	28%	14	26%	11	21%	25	47%
Male	121	75	62%	46	38%	14	30%	12	26%	14	30%	6	13%	20	43%
English Language Learners	2	2	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Non-English Language Learners	230	131	57%	99	43%	27	27%	27	27%	28	28%	17	17%	45	45%
Economically Disadvantaged	124	85	69%	39	31%	19	49%	9	23%	5	13%	6	15%	11	28%
Not Economically Disadvantaged	108	48	44%	60	56%	8	13%	18	30%	23	38%	11	18%	34	57%
Not Migrant	232	133	57%	99	43%	27	27%	27	27%	28	28%	17	17%	45	45%
Not Homeless	232	133	57%	99	43%	27	27%	27	27%	28	28%	17	17%	45	45%
Not in Foster Care	232	133	57%	99	43%	27	27%	27	27%	28	28%	17	17%	45	45%
Parent Not in Armed Forces	232	133	57%	99	43%	27	27%	27	27%	28	28%	17	17%	45	45%

### GRADE 6 ELA RESULTS

Due to the extraordinary circumstances related to the pandemic, approximately 4 out of 10 enrolled students participated in state assessments in 2020-21. Because only 40% of students' results are available, state assessments **are not representative** of the state's student population and the results **should not be compared** statewide or by statewide subgroup or with prior year's results. District and school level performance data, as well as the number and percentage of students who tested and did not test, are available for 2020-21. **However**, depending on the percentage of students that took the tests in a given school or district, the school and district's results **may not be representative** of that school or district's student population.

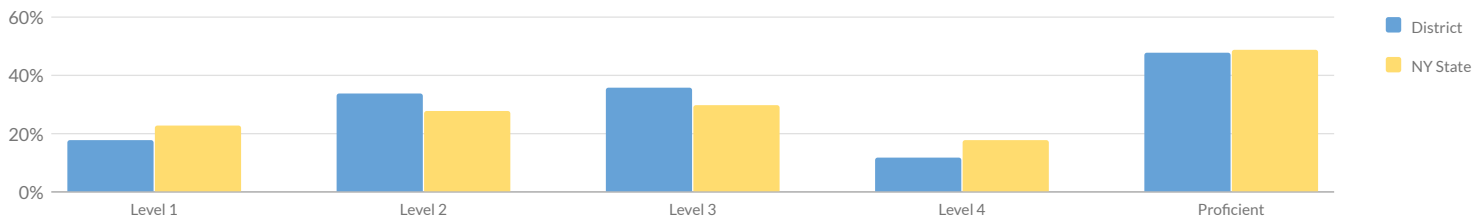


Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	225	118	52%	107	48%	25	23%	15	14%	42	39%	25	23%	67	63%
General Education	170	81	48%	89	52%	16	18%	13	15%	35	39%	25	28%	60	67%
Students with Disabilities	55	37	67%	18	33%	9	50%	2	11%	7	39%	0	0%	7	39%
Asian or Native Hawaiian/Other Pacific Islander	2	1	50%	1	50%	—	—	—	—	—	—	—	—	—	—
Black or African American	2	2	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Hispanic or Latino	10	6	60%	4	40%	—	—	—	—	—	—	—	—	—	—
White	202	104	51%	98	49%	23	23%	12	12%	39	40%	24	24%	63	64%
Multiracial	9	5	56%	4	44%	—	—	—	—	—	—	—	—	—	—
Small Group Total	21	12	57%	9	43%	2	22%	3	33%	3	33%	1	11%	4	44%
Female	107	54	50%	53	50%	11	21%	6	11%	19	36%	17	32%	36	68%
Male	118	64	54%	54	46%	14	26%	9	17%	23	43%	8	15%	31	57%
English Language Learners	5	2	40%	3	60%	—	—	—	—	—	—	—	—	—	—
Non-English Language Learners	220	116	53%	104	47%	—	—	—	—	—	—	—	—	—	—
Economically Disadvantaged	97	55	57%	42	43%	13	31%	6	14%	19	45%	4	10%	23	55%
Not Economically Disadvantaged	128	63	49%	65	51%	12	18%	9	14%	23	35%	21	32%	44	68%
Not Migrant	225	118	52%	107	48%	25	23%	15	14%	42	39%	25	23%	67	63%
Homeless	2	0	0%	2	100%	—	—	—	—	—	—	—	—	—	—
Not Homeless	223	118	53%	105	47%	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	225	118	52%	107	48%	25	23%	15	14%	42	39%	25	23%	67	63%
Parent Not in Armed Forces	225	118	52%	107	48%	25	23%	15	14%	42	39%	25	23%	67	63%



### GRADE 7 ELA RESULTS

Due to the extraordinary circumstances related to the pandemic, approximately 4 out of 10 enrolled students participated in state assessments in 2020-21. Because only 40% of students' results are available, state assessments **are not representative** of the state's student population and the results **should not be compared** statewide or by statewide subgroup or with prior year's results. District and school level performance data, as well as the number and percentage of students who tested and did not test, are available for 2020-21. **However**, depending on the percentage of students that took the tests in a given school or district, the school and district's results **may not be representative** of that school or district's student population.

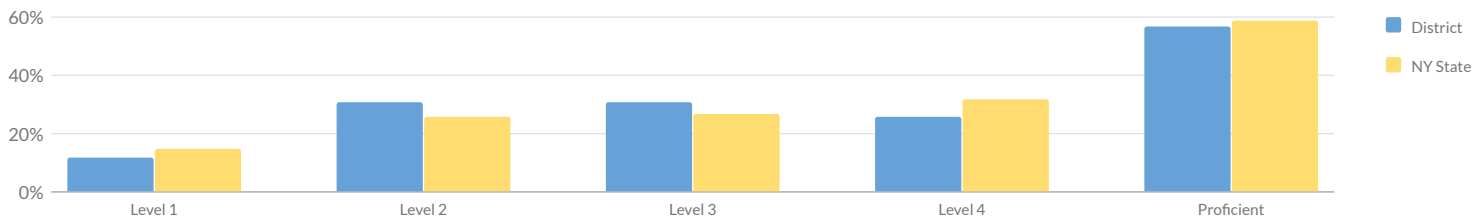


Percentage Scoring at Levels

Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	255	182	71%	73	29%	13	18%	25	34%	26	36%	9	12%	35	48%
General Education	211	149	71%	62	29%	10	16%	17	27%	26	42%	9	15%	35	56%
Students with Disabilities	44	33	75%	11	25%	3	27%	8	73%	0	0%	0	0%	0	0%
American Indian or Alaska Native	1	1	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Asian or Native Hawaiian/Other Pacific Islander	2	1	50%	1	50%	—	—	—	—	—	—	—	—	—	—
Black or African American	3	2	67%	1	33%	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	11	8	73%	3	27%	—	—	—	—	—	—	—	—	—	—
White	225	160	71%	65	29%	11	17%	23	35%	23	35%	8	12%	31	48%
Multiracial	13	10	77%	3	23%	—	—	—	—	—	—	—	—	—	—
Small Group Total	29	21	72%	8	28%	2	25%	2	25%	3	38%	1	13%	4	50%
Female	122	90	74%	32	26%	4	13%	9	28%	14	44%	5	16%	19	59%
Male	133	92	69%	41	31%	9	22%	16	39%	12	29%	4	10%	16	39%
English Language Learners	2	2	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Non-English Language Learners	253	180	71%	73	29%	13	18%	25	34%	26	36%	9	12%	35	48%
Economically Disadvantaged	108	79	73%	29	27%	7	24%	12	41%	9	31%	1	3%	10	34%
Not Economically Disadvantaged	147	103	70%	44	30%	6	14%	13	30%	17	39%	8	18%	25	57%
Not Migrant	255	182	71%	73	29%	13	18%	25	34%	26	36%	9	12%	35	48%
Not Homeless	255	182	71%	73	29%	13	18%	25	34%	26	36%	9	12%	35	48%
Not in Foster Care	255	182	71%	73	29%	13	18%	25	34%	26	36%	9	12%	35	48%
Parent Not in Armed Forces	255	182	71%	73	29%	13	18%	25	34%	26	36%	9	12%	35	48%

### GRADE 8 ELA RESULTS

Due to the extraordinary circumstances related to the pandemic, approximately 4 out of 10 enrolled students participated in state assessments in 2020-21. Because only 40% of students' results are available, state assessments **are not representative** of the state's student population and the results **should not be compared** statewide or by statewide subgroup or with prior year's results. District and school level performance data, as well as the number and percentage of students who tested and did not test, are available for 2020-21. **However**, depending on the percentage of students that took the tests in a given school or district, the school and district's results **may not be representative** of that school or district's student population.

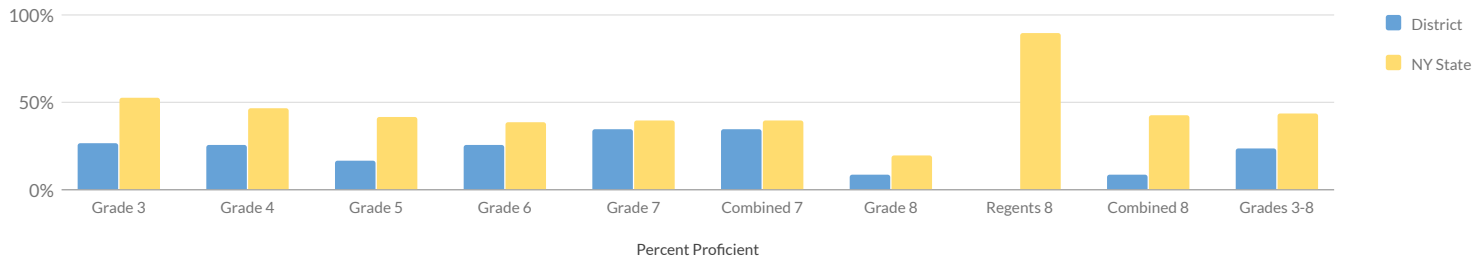


Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	248	183	74%	65	26%	8	12%	20	31%	20	31%	17	26%	37	57%
General Education	190	140	74%	50	26%	4	8%	11	22%	20	40%	15	30%	35	70%
Students with Disabilities	58	43	74%	15	26%	4	27%	9	60%	0	0%	2	13%	2	13%
American Indian or Alaska Native	4	3	75%	1	25%	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	5	4	80%	1	20%	—	—	—	—	—	—	—	—	—	—
Black or African American	5	1	20%	4	80%	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	13	9	69%	4	31%	—	—	—	—	—	—	—	—	—	—
White	213	159	75%	54	25%	6	11%	17	31%	18	33%	13	24%	31	57%
Multiracial	8	7	88%	1	13%	—	—	—	—	—	—	—	—	—	—
Small Group Total	35	24	69%	11	31%	2	18%	3	27%	2	18%	4	36%	6	55%
Female	137	106	77%	31	23%	1	3%	7	23%	13	42%	10	32%	23	74%
Male	111	77	69%	34	31%	7	21%	13	38%	7	21%	7	21%	14	41%
English Language Learners	4	4	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Non-English Language Learners	244	179	73%	65	27%	8	12%	20	31%	20	31%	17	26%	37	57%
Economically Disadvantaged	126	91	72%	35	28%	6	17%	13	37%	10	29%	6	17%	16	46%
Not Economically Disadvantaged	122	92	75%	30	25%	2	7%	7	23%	10	33%	11	37%	21	70%
Not Migrant	248	183	74%	65	26%	8	12%	20	31%	20	31%	17	26%	37	57%
Not Homeless	248	183	74%	65	26%	8	12%	20	31%	20	31%	17	26%	37	57%
Not in Foster Care	248	183	74%	65	26%	8	12%	20	31%	20	31%	17	26%	37	57%
Parent Not in Armed Forces	248	183	74%	65	26%	8	12%	20	31%	20	31%	17	26%	37	57%

### GRADES 3-8 MATHEMATICS RESULTS (2020-21)

Due to the extraordinary circumstances related to the pandemic, approximately 4 out of 10 enrolled students participated in state assessments in 2020-21. Because only 40% of students' results are available, state assessments **are not representative** of the state's student population and the results **should not be compared** statewide or by statewide subgroup or with prior year's results. District and school level performance data, as well as the number and percentage of students who tested and did not test, are available for 2020-21. **However**, depending on the percentage of students that took the tests in a given school or district, the school and district's results **may not be representative** of that school or district's student population.

#### SUMMARY RESULTS



Grade	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4 & Above		Proficient (Levels 3 & Above)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Grade 3	247	91	37%	156	63%	79	51%	35	22%	30	19%	12	8%	42	27%
Grade 4	232	109	47%	123	53%	45	37%	46	37%	17	14%	15	12%	32	26%
Grade 5	232	128	55%	104	45%	49	47%	37	36%	14	13%	4	4%	18	17%
Grade 6	225	114	51%	111	49%	49	44%	33	30%	26	23%	3	3%	29	26%
Grade 7	254	180	71%	74	29%	22	30%	26	35%	20	27%	6	8%	26	35%
Combined 7	254	180	71%	74	29%	22	30%	26	35%	20	27%	6	8%	26	35%
Grade 8	249	192	77%	57	23%	29	51%	23	40%	4	7%	1	2%	5	9%
Regents 8	—	31	12%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Combined 8	249	192	77%	57	23%	29	51%	23	40%	4	7%	1	2%	5	9%
Grades 3-8	1,439	814	57%	625	43%	273	44%	200	32%	111	18%	41	7%	152	24%

See report card Glossary and Guide for criteria used to include students in this table.

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

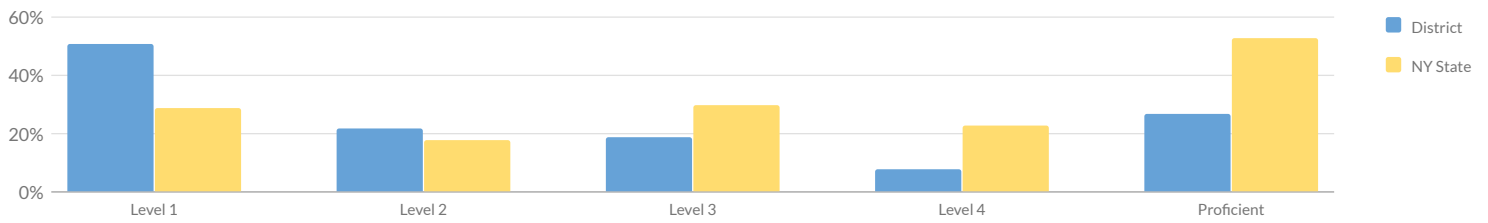
#### REGENTS MATHEMATICS EXEMPTIONS, GRADE 7 AND 8 STUDENTS

Grade	Total Exempt	Exempt, Not Tested		Exempt, Tested	
		#	%	#	%
Regents 8	31	31	100	0	0

See report card Glossary and Guide for criteria used to include students in this table.

### GRADE 3 MATH RESULTS

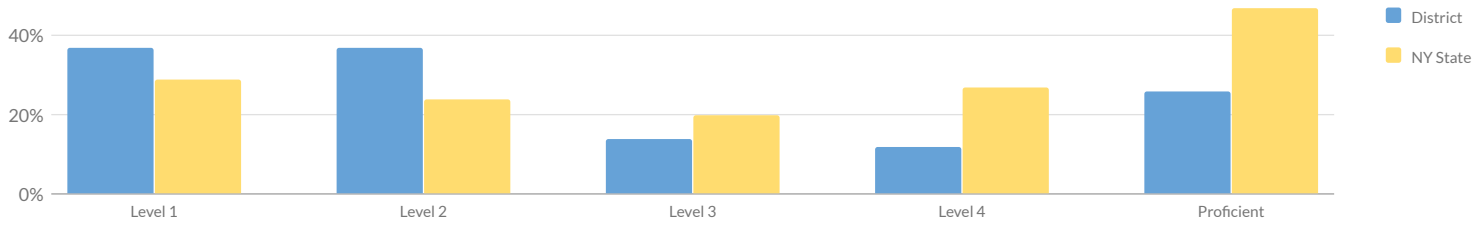
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Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	247	91	37%	156	63%	79	51%	35	22%	30	19%	12	8%	42	27%
General Education	181	56	31%	125	69%	56	45%	31	25%	27	22%	11	9%	38	30%
Students with Disabilities	66	35	53%	31	47%	23	74%	4	13%	3	10%	1	3%	4	13%
American Indian or Alaska Native	3	1	33%	2	67%	—	—	—	—	—	—	—	—	—	—
Black or African American	4	0	0%	4	100%	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	13	7	54%	6	46%	1	17%	2	33%	3	50%	0	0%	3	50%
White	217	79	36%	138	64%	69	50%	31	22%	26	19%	12	9%	38	28%
Multiracial	10	4	40%	6	60%	4	67%	1	17%	1	17%	0	0%	1	17%
Small Group Total	7	1	14%	6	86%	5	83%	1	17%	0	0%	0	0%	0	0%
Female	124	46	37%	78	63%	42	54%	14	18%	13	17%	9	12%	22	28%
Male	123	45	37%	78	63%	37	47%	21	27%	17	22%	3	4%	20	26%
English Language Learners	3	1	33%	2	67%	—	—	—	—	—	—	—	—	—	—
Non-English Language Learners	244	90	37%	154	63%	—	—	—	—	—	—	—	—	—	—
Economically Disadvantaged	135	60	44%	75	56%	45	60%	15	20%	13	17%	2	3%	15	20%
Not Economically Disadvantaged	112	31	28%	81	72%	34	42%	20	25%	17	21%	10	12%	27	33%
Not Migrant	247	91	37%	156	63%	79	51%	35	22%	30	19%	12	8%	42	27%
Not Homeless	247	91	37%	156	63%	79	51%	35	22%	30	19%	12	8%	42	27%
Not in Foster Care	247	91	37%	156	63%	79	51%	35	22%	30	19%	12	8%	42	27%
Parent Not in Armed Forces	247	91	37%	156	63%	79	51%	35	22%	30	19%	12	8%	42	27%

### GRADE 4 MATH RESULTS

Due to the extraordinary circumstances related to the pandemic, approximately 4 out of 10 enrolled students participated in state assessments in 2020-21. Because only 40% of students' results are available, state assessments **are not representative** of the state's student population and the results **should not be compared** statewide or by statewide subgroup or with prior year's results. District and school level performance data, as well as the number and percentage of students who tested and did not test, are available for 2020-21. **However**, depending on the percentage of students that took the tests in a given school or district, the school and district's results **may not be representative** of that school or district's student population.

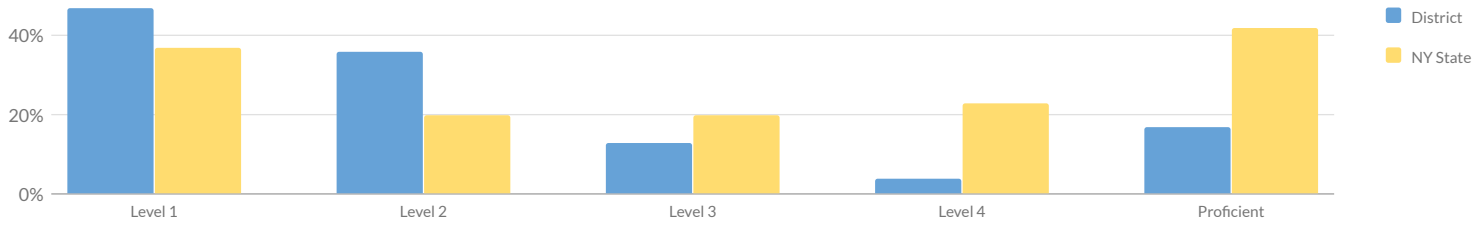


Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	232	109	47%	123	53%	45	37%	46	37%	17	14%	15	12%	32	26%
General Education	192	82	43%	110	57%	35	32%	43	39%	17	15%	15	14%	32	29%
Students with Disabilities	40	27	68%	13	33%	10	77%	3	23%	0	0%	0	0%	0	0%
American Indian or Alaska Native	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Black or African American	7	4	57%	3	43%	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	6	4	67%	2	33%	—	—	—	—	—	—	—	—	—	—
White	206	96	47%	110	53%	40	36%	41	37%	15	14%	14	13%	29	26%
Multiracial	11	5	45%	6	55%	3	50%	2	33%	0	0%	1	17%	1	17%
Small Group Total	15	8	53%	7	47%	2	29%	3	43%	2	29%	0	0%	2	29%
Female	135	62	46%	73	54%	23	32%	32	44%	8	11%	10	14%	18	25%
Male	97	47	48%	50	52%	22	44%	14	28%	9	18%	5	10%	14	28%
English Language Learners	5	3	60%	2	40%	—	—	—	—	—	—	—	—	—	—
Non-English Language Learners	227	106	47%	121	53%	—	—	—	—	—	—	—	—	—	—
Economically Disadvantaged	117	57	49%	60	51%	29	48%	22	37%	5	8%	4	7%	9	15%
Not Economically Disadvantaged	115	52	45%	63	55%	16	25%	24	38%	12	19%	11	17%	23	37%
Not Migrant	232	109	47%	123	53%	45	37%	46	37%	17	14%	15	12%	32	26%
Not Homeless	232	109	47%	123	53%	45	37%	46	37%	17	14%	15	12%	32	26%
Not in Foster Care	232	109	47%	123	53%	45	37%	46	37%	17	14%	15	12%	32	26%
Parent Not in Armed Forces	232	109	47%	123	53%	45	37%	46	37%	17	14%	15	12%	32	26%



### GRADE 5 MATH RESULTS

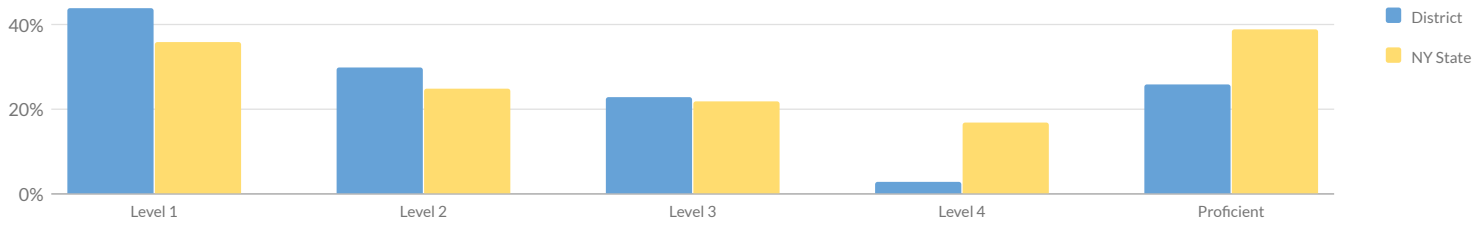
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Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	232	128	55%	104	45%	49	47%	37	36%	14	13%	4	4%	18	17%
General Education	176	86	49%	90	51%	39	43%	35	39%	12	13%	4	4%	16	18%
Students with Disabilities	56	42	75%	14	25%	10	71%	2	14%	2	14%	0	0%	2	14%
American Indian or Alaska Native	1	1	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Black or African American	6	4	67%	2	33%	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	14	11	79%	3	21%	—	—	—	—	—	—	—	—	—	—
White	200	108	54%	92	46%	43	47%	33	36%	12	13%	4	4%	16	17%
Multiracial	11	4	36%	7	64%	3	43%	3	43%	1	14%	0	0%	1	14%
Small Group Total	20	15	75%	5	25%	3	60%	1	20%	1	20%	0	0%	1	20%
Female	111	58	52%	53	48%	24	45%	19	36%	8	15%	2	4%	10	19%
Male	121	70	58%	51	42%	25	49%	18	35%	6	12%	2	4%	8	16%
English Language Learners	2	2	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Non-English Language Learners	230	126	55%	104	45%	49	47%	37	36%	14	13%	4	4%	18	17%
Economically Disadvantaged	124	78	63%	46	37%	31	67%	6	13%	7	15%	2	4%	9	20%
Not Economically Disadvantaged	108	50	46%	58	54%	18	31%	31	53%	7	12%	2	3%	9	16%
Not Migrant	232	128	55%	104	45%	49	47%	37	36%	14	13%	4	4%	18	17%
Not Homeless	232	128	55%	104	45%	49	47%	37	36%	14	13%	4	4%	18	17%
Not in Foster Care	232	128	55%	104	45%	49	47%	37	36%	14	13%	4	4%	18	17%
Parent Not in Armed Forces	232	128	55%	104	45%	49	47%	37	36%	14	13%	4	4%	18	17%

### GRADE 6 MATH RESULTS

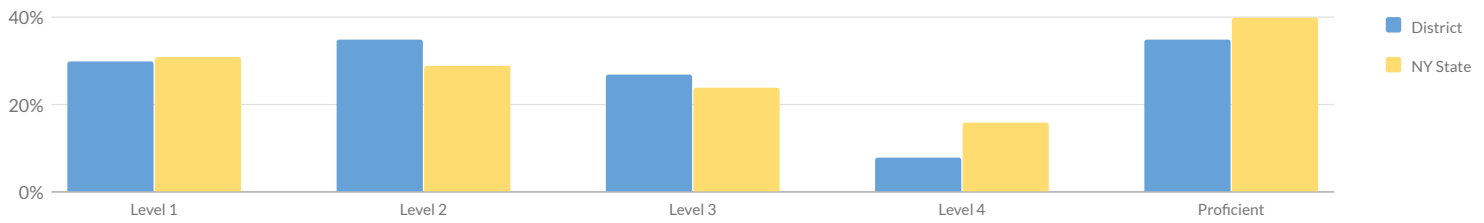
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Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	225	114	51%	111	49%	49	44%	33	30%	26	23%	3	3%	29	26%
General Education	170	80	47%	90	53%	31	34%	31	34%	25	28%	3	3%	28	31%
Students with Disabilities	55	34	62%	21	38%	18	86%	2	10%	1	5%	0	0%	1	5%
Asian or Native Hawaiian/Other Pacific Islander	2	1	50%	1	50%	—	—	—	—	—	—	—	—	—	—
Black or African American	2	2	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Hispanic or Latino	10	6	60%	4	40%	—	—	—	—	—	—	—	—	—	—
White	202	100	50%	102	50%	44	43%	32	31%	24	24%	2	2%	26	25%
Multiracial	9	5	56%	4	44%	—	—	—	—	—	—	—	—	—	—
Small Group Total	21	12	57%	9	43%	5	56%	1	11%	2	22%	1	11%	3	33%
Female	107	54	50%	53	50%	25	47%	18	34%	9	17%	1	2%	10	19%
Male	118	60	51%	58	49%	24	41%	15	26%	17	29%	2	3%	19	33%
English Language Learners	5	2	40%	3	60%	—	—	—	—	—	—	—	—	—	—
Non-English Language Learners	220	112	51%	108	49%	—	—	—	—	—	—	—	—	—	—
Economically Disadvantaged	97	51	53%	46	47%	25	54%	13	28%	7	15%	1	2%	8	17%
Not Economically Disadvantaged	128	63	49%	65	51%	24	37%	20	31%	19	29%	2	3%	21	32%
Not Migrant	225	114	51%	111	49%	49	44%	33	30%	26	23%	3	3%	29	26%
Homeless	2	0	0%	2	100%	—	—	—	—	—	—	—	—	—	—
Not Homeless	223	114	51%	109	49%	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	225	114	51%	111	49%	49	44%	33	30%	26	23%	3	3%	29	26%
Parent Not in Armed Forces	225	114	51%	111	49%	49	44%	33	30%	26	23%	3	3%	29	26%

### GRADE 7 MATH RESULTS

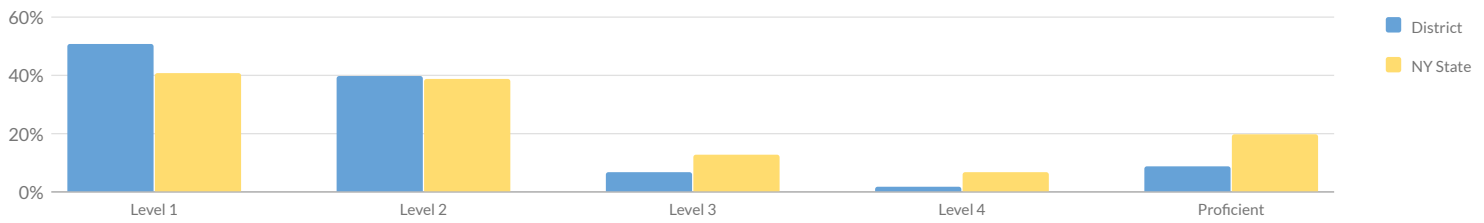
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Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	254	180	71%	74	29%	22	30%	26	35%	20	27%	6	8%	26	35%
General Education	210	150	71%	60	29%	14	23%	21	35%	19	32%	6	10%	25	42%
Students with Disabilities	44	30	68%	14	32%	8	57%	5	36%	1	7%	0	0%	1	7%
American Indian or Alaska Native	1	1	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Asian or Native Hawaiian/Other Pacific Islander	2	1	50%	1	50%	—	—	—	—	—	—	—	—	—	—
Black or African American	3	2	67%	1	33%	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	11	7	64%	4	36%	—	—	—	—	—	—	—	—	—	—
White	224	159	71%	65	29%	17	26%	24	37%	18	28%	6	9%	24	37%
Multiracial	13	10	77%	3	23%	—	—	—	—	—	—	—	—	—	—
Small Group Total	29	20	69%	9	31%	5	56%	2	22%	2	22%	0	0%	2	22%
Female	122	91	75%	31	25%	8	26%	13	42%	7	23%	3	10%	10	32%
Male	132	89	67%	43	33%	14	33%	13	30%	13	30%	3	7%	16	37%
English Language Learners	2	2	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Non-English Language Learners	252	178	71%	74	29%	22	30%	26	35%	20	27%	6	8%	26	35%
Economically Disadvantaged	107	81	76%	26	24%	12	46%	10	38%	4	15%	0	0%	4	15%
Not Economically Disadvantaged	147	99	67%	48	33%	10	21%	16	33%	16	33%	6	13%	22	46%
Not Migrant	254	180	71%	74	29%	22	30%	26	35%	20	27%	6	8%	26	35%
Not Homeless	254	180	71%	74	29%	22	30%	26	35%	20	27%	6	8%	26	35%
Not in Foster Care	254	180	71%	74	29%	22	30%	26	35%	20	27%	6	8%	26	35%
Parent Not in Armed Forces	254	180	71%	74	29%	22	30%	26	35%	20	27%	6	8%	26	35%

### GRADE 8 MATH RESULTS

Due to the extraordinary circumstances related to the pandemic, approximately 4 out of 10 enrolled students participated in state assessments in 2020-21. Because only 40% of students' results are available, state assessments **are not representative** of the state's student population and the results **should not be compared** statewide or by statewide subgroup or with prior year's results. District and school level performance data, as well as the number and percentage of students who tested and did not test, are available for 2020-21. **However**, depending on the percentage of students that took the tests in a given school or district, the school and district's results **may not be representative** of that school or district's student population.

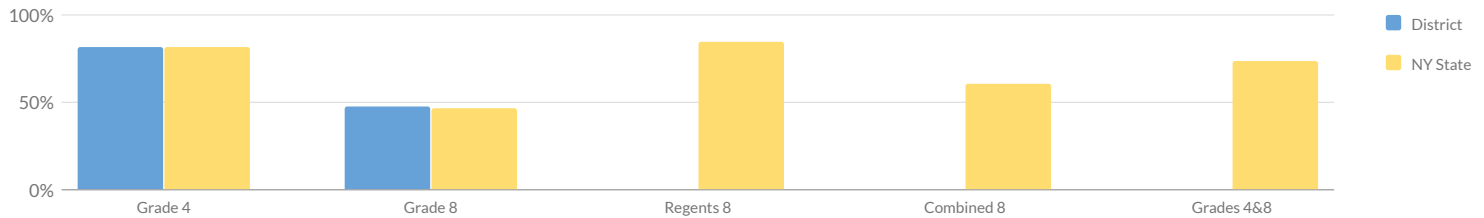


Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	249	192	77%	57	23%	29	51%	23	40%	4	7%	1	2%	5	9%
General Education	191	151	79%	40	21%	16	40%	20	50%	4	10%	0	0%	4	10%
Students with Disabilities	58	41	71%	17	29%	13	76%	3	18%	0	0%	1	6%	1	6%
American Indian or Alaska Native	4	3	75%	1	25%	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	5	5	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Black or African American	5	2	40%	3	60%	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	14	9	64%	5	36%	1	20%	3	60%	1	20%	0	0%	1	20%
White	213	166	78%	47	22%	24	51%	19	40%	3	6%	1	2%	4	9%
Multiracial	8	7	88%	1	13%	—	—	—	—	—	—	—	—	—	—
Small Group Total	17	12	71%	5	29%	4	80%	1	20%	0	0%	0	0%	0	0%
Female	138	112	81%	26	19%	13	50%	10	38%	3	12%	0	0%	3	12%
Male	111	80	72%	31	28%	16	52%	13	42%	1	3%	1	3%	2	6%
English Language Learners	4	4	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Non-English Language Learners	245	188	77%	57	23%	29	51%	23	40%	4	7%	1	2%	5	9%
Economically Disadvantaged	126	92	73%	34	27%	19	56%	13	38%	2	6%	0	0%	2	6%
Not Economically Disadvantaged	123	100	81%	23	19%	10	43%	10	43%	2	9%	1	4%	3	13%
Not Migrant	249	192	77%	57	23%	29	51%	23	40%	4	7%	1	2%	5	9%
Not Homeless	249	192	77%	57	23%	29	51%	23	40%	4	7%	1	2%	5	9%
Not in Foster Care	249	192	77%	57	23%	29	51%	23	40%	4	7%	1	2%	5	9%
Parent Not in Armed Forces	249	192	77%	57	23%	29	51%	23	40%	4	7%	1	2%	5	9%

### GRADES 4 & 8 SCIENCE RESULTS (2020-21)

Due to the extraordinary circumstances related to the pandemic, approximately 4 out of 10 enrolled students participated in state assessments in 2020-21. Because only 40% of students' results are available, state assessments **are not representative** of the state's student population and the results **should not be compared** statewide or by statewide subgroup or with prior year's results. District and school level performance data, as well as the number and percentage of students who tested and did not test, are available for 2020-21. **However**, depending on the percentage of students that took the tests in a given school or district, the school and district's results **may not be representative** of that school or district's student population.

#### SUMMARY RESULTS



Grade	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Grade 4	233	113	48%	120	52%	7	6%	15	13%	51	43%	47	39%	98	82%
Grade 8	249	195	78%	54	22%	7	13%	21	39%	22	41%	4	7%	26	48%
Regents 8	—	39	16%	1	0%	—	—	—	—	—	—	—	—	—	—
Combined 8	249	194	78%	55	22%	—	—	—	—	—	—	—	—	—	—
Grades 4&8	482	307	64%	175	36%	—	—	—	—	—	—	—	—	—	—

See report card Glossary and Guide for criteria used to include students in this table.

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

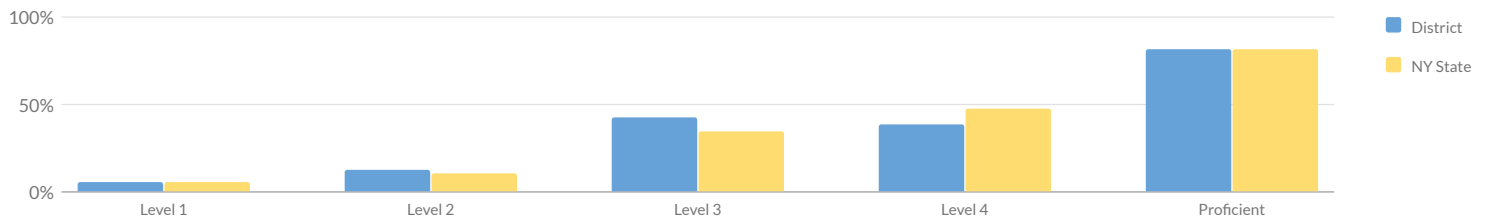
#### REGENTS SCIENCE EXEMPTIONS, GRADE 8 STUDENTS

Grade	Total Exempt	Exempt, Not Tested		Exempt, Tested	
		#	%	#	%
Regents 8	40	39	98	1	3

See report card Glossary and Guide for criteria used to include students in this table.

### GRADE 4 SCIENCE RESULTS

Due to the extraordinary circumstances related to the pandemic, approximately 4 out of 10 enrolled students participated in state assessments in 2020-21. Because only 40% of students' results are available, state assessments **are not representative** of the state's student population and the results **should not be compared** statewide or by statewide subgroup or with prior year's results. District and school level performance data, as well as the number and percentage of students who tested and did not test, are available for 2020-21. **However**, depending on the percentage of students that took the tests in a given school or district, the school and district's results **may not be representative** of that school or district's student population.

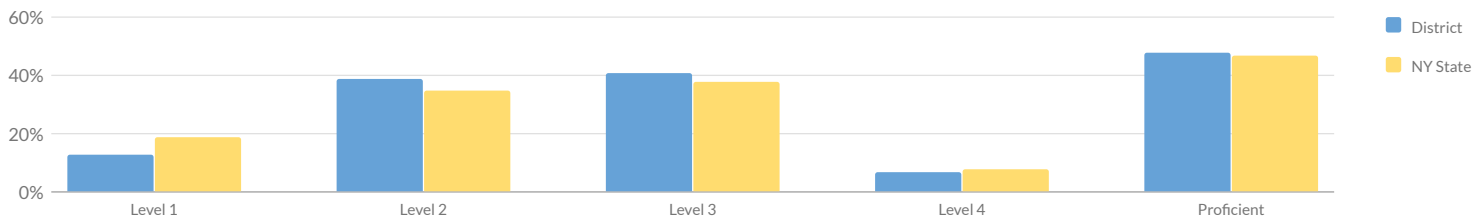


Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	233	113	48%	120	52%	7	6%	15	13%	51	43%	47	39%	98	82%
General Education	194	87	45%	107	55%	3	3%	11	10%	48	45%	45	42%	93	87%
Students with Disabilities	39	26	67%	13	33%	4	31%	4	31%	3	23%	2	15%	5	38%
American Indian or Alaska Native	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Black or African American	7	3	43%	4	57%	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	6	4	67%	2	33%	—	—	—	—	—	—	—	—	—	—
White	205	99	48%	106	52%	6	6%	11	10%	47	44%	42	40%	89	84%
Multiracial	13	7	54%	6	46%	1	17%	2	33%	1	17%	2	33%	3	50%
Small Group Total	15	7	47%	8	53%	0	0%	2	25%	3	38%	3	38%	6	75%
Female	135	60	44%	75	56%	2	3%	9	12%	33	44%	31	41%	64	85%
Male	98	53	54%	45	46%	5	11%	6	13%	18	40%	16	36%	34	76%
English Language Learners	5	3	60%	2	40%	—	—	—	—	—	—	—	—	—	—
Non-English Language Learners	228	110	48%	118	52%	—	—	—	—	—	—	—	—	—	—
Economically Disadvantaged	118	59	50%	59	50%	6	10%	12	20%	22	37%	19	32%	41	69%
Not Economically Disadvantaged	115	54	47%	61	53%	1	2%	3	5%	29	48%	28	46%	57	93%
Not Migrant	233	113	48%	120	52%	7	6%	15	13%	51	43%	47	39%	98	82%
Not Homeless	233	113	48%	120	52%	7	6%	15	13%	51	43%	47	39%	98	82%
Not in Foster Care	233	113	48%	120	52%	7	6%	15	13%	51	43%	47	39%	98	82%
Parent Not in Armed Forces	233	113	48%	120	52%	7	6%	15	13%	51	43%	47	39%	98	82%



### GRADE 8 SCIENCE RESULTS

Due to the extraordinary circumstances related to the pandemic, approximately 4 out of 10 enrolled students participated in state assessments in 2020-21. Because only 40% of students' results are available, state assessments **are not representative** of the state's student population and the results **should not be compared** statewide or by statewide subgroup or with prior year's results. District and school level performance data, as well as the number and percentage of students who tested and did not test, are available for 2020-21. **However**, depending on the percentage of students that took the tests in a given school or district, the school and district's results **may not be representative** of that school or district's student population.

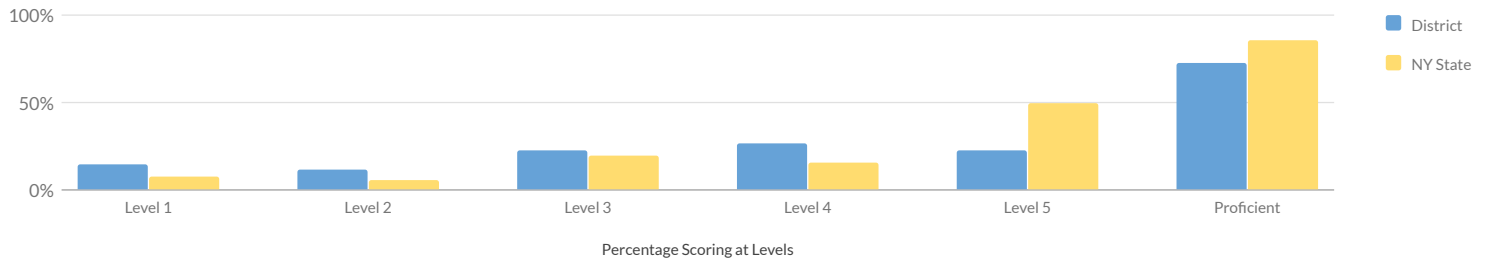


Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	249	195	78%	54	22%	7	13%	21	39%	22	41%	4	7%	26	48%
General Education	191	155	81%	36	19%	2	6%	12	33%	18	50%	4	11%	22	61%
Students with Disabilities	58	40	69%	18	31%	5	28%	9	50%	4	22%	0	0%	4	22%
American Indian or Alaska Native	4	3	75%	1	25%	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	5	5	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Black or African American	5	3	60%	2	40%	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	14	10	71%	4	29%	—	—	—	—	—	—	—	—	—	—
White	213	167	78%	46	22%	7	15%	16	35%	20	43%	3	7%	23	50%
Multiracial	8	7	88%	1	13%	—	—	—	—	—	—	—	—	—	—
Small Group Total	31	23	74%	8	26%	0	0%	5	63%	2	25%	1	13%	3	38%
Female	138	116	84%	22	16%	1	5%	8	36%	11	50%	2	9%	13	59%
Male	111	79	71%	32	29%	6	19%	13	41%	11	34%	2	6%	13	41%
English Language Learners	4	4	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Non-English Language Learners	245	191	78%	54	22%	7	13%	21	39%	22	41%	4	7%	26	48%
Economically Disadvantaged	126	96	76%	30	24%	6	20%	15	50%	7	23%	2	7%	9	30%
Not Economically Disadvantaged	123	99	80%	24	20%	1	4%	6	25%	15	63%	2	8%	17	71%
Not Migrant	249	195	78%	54	22%	7	13%	21	39%	22	41%	4	7%	26	48%
Not Homeless	249	195	78%	54	22%	7	13%	21	39%	22	41%	4	7%	26	48%
Not in Foster Care	249	195	78%	54	22%	7	13%	21	39%	22	41%	4	7%	26	48%
Parent Not in Armed Forces	249	195	78%	54	22%	7	13%	21	39%	22	41%	4	7%	26	48%

**ANNUAL REGENTS EXAMINATIONS (2020 - 21)**

**ANNUAL REGENTS EXAMINATION IN ELA (2020-21)**

Due to COVID-19 and changes to New York State testing requirements, only the June 2021 Regents examination was administered. Data may be incomplete and/or not representative of the State, district, or school population. Caution should be used when comparing 2020-21 Regents examination results with those from prior years.



Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%
All Students	52	8	15%	6	12%	12	23%	14	27%	12	23%	38	73%
General Education	40	2	5%	4	10%	10	25%	14	35%	10	25%	34	85%
Students with Disabilities	12	6	50%	2	17%	2	17%	0	0%	2	17%	4	33%
American Indian or Alaska Native	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Asian or Native Hawaiian/Other Pacific Islander	1	—	—	—	—	—	—	—	—	—	—	—	—
Black or African American	3	—	—	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
White	48	—	—	—	—	—	—	—	—	—	—	—	—
Multiracial	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Small Group Total	52	8	15%	6	12%	12	23%	14	27%	12	23%	38	73%
Female	17	1	6%	1	6%	5	29%	6	35%	4	24%	15	88%
Male	35	7	20%	5	14%	7	20%	8	23%	8	23%	23	66%
English Language Learners	1	—	—	—	—	—	—	—	—	—	—	—	—
Non-English Language Learners	51	—	—	—	—	—	—	—	—	—	—	—	—
Economically Disadvantaged	32	4	13%	3	9%	8	25%	11	34%	6	19%	25	78%
Not Economically Disadvantaged	20	4	20%	3	15%	4	20%	3	15%	6	30%	13	65%
Not Migrant	52	8	15%	6	12%	12	23%	14	27%	12	23%	38	73%
Not Homeless	52	8	15%	6	12%	12	23%	14	27%	12	23%	38	73%
Not in Foster Care	52	8	15%	6	12%	12	23%	14	27%	12	23%	38	73%
Parent Not in Armed Forces	52	8	15%	6	12%	12	23%	14	27%	12	23%	38	73%

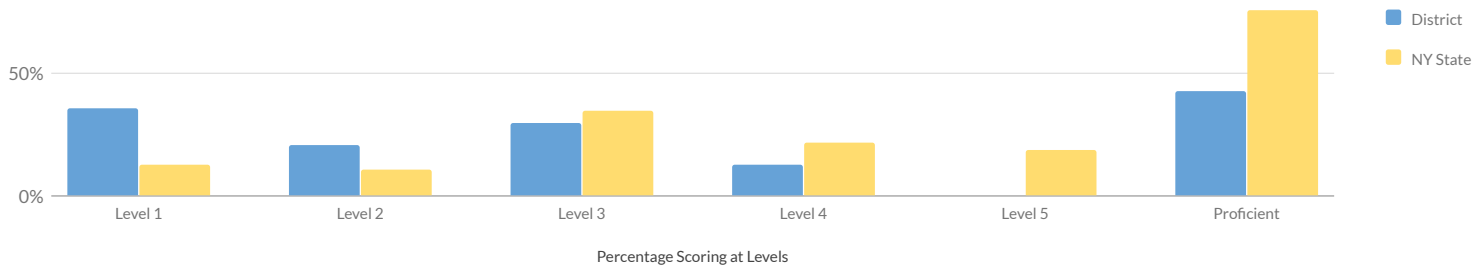
**ANNUAL REGENTS EXEMPTIONS IN ELA**

Subgroup	Total Exempt	Exempt, Not Tested		Exempt, Tested	
		#	%	#	%
All Students	243	202	83	41	17
General Education	188	154	82	34	18
Students with Disabilities	55	48	87	7	13
American Indian or Alaska Native	1	1	100	0	0
Asian or Native Hawaiian/Other Pacific Islander	3	3	100	0	0
Black or African American	6	4	67	2	33
Hispanic or Latino	9	9	100	0	0
White	221	182	82	39	18
Multiracial	3	3	100	0	0
Female	120	105	88	15	13
Male	123	97	79	26	21
English Language Learners	5	4	80	1	20
Non-English Language Learners	238	198	83	40	17
Economically Disadvantaged	101	76	75	25	25
Not Economically Disadvantaged	142	126	89	16	11
Not Migrant	243	202	83	41	17
Not Homeless	243	202	83	41	17
Not in Foster Care	243	202	83	41	17
Parent Not in Armed Forces	243	202	83	41	17

See report card Glossary and Guide for criteria used to include students in this table.

**ANNUAL REGENTS EXAMINATION IN ALGEBRA I (2020-21)**

Due to COVID-19 and changes to New York State testing requirements, only the June 2021 Regents examination was administered. Data may be incomplete and/or not representative of the State, district, or school population. Caution should be used when comparing 2020-21 Regents examination results with those from prior years.



Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%
All Students	56	20	36%	12	21%	17	30%	7	13%	0	0%	24	43%
General Education	41	12	29%	9	22%	13	32%	7	17%	0	0%	20	49%
Students with Disabilities	15	8	53%	3	20%	4	27%	0	0%	0	0%	4	27%
Asian or Native Hawaiian/Other Pacific Islander	1	—	—	—	—	—	—	—	—	—	—	—	—
Black or African American	2	—	—	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	1	—	—	—	—	—	—	—	—	—	—	—	—
White	52	—	—	—	—	—	—	—	—	—	—	—	—
Multiracial	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Small Group Total	56	20	36%	12	21%	17	30%	7	13%	0	0%	24	43%
Female	20	5	25%	2	10%	8	40%	5	25%	0	0%	13	65%
Male	36	15	42%	10	28%	9	25%	2	6%	0	0%	11	31%
English Language Learners	1	—	—	—	—	—	—	—	—	—	—	—	—
Non-English Language Learners	55	—	—	—	—	—	—	—	—	—	—	—	—
Economically Disadvantaged	32	13	41%	7	22%	7	22%	5	16%	0	0%	12	38%
Not Economically Disadvantaged	24	7	29%	5	21%	10	42%	2	8%	0	0%	12	50%
Not Migrant	56	20	36%	12	21%	17	30%	7	13%	0	0%	24	43%
Homeless	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not Homeless	56	20	36%	12	21%	17	30%	7	13%	0	0%	24	43%
Not in Foster Care	56	20	36%	12	21%	17	30%	7	13%	0	0%	24	43%
Parent Not in Armed Forces	56	20	36%	12	21%	17	30%	7	13%	0	0%	24	43%

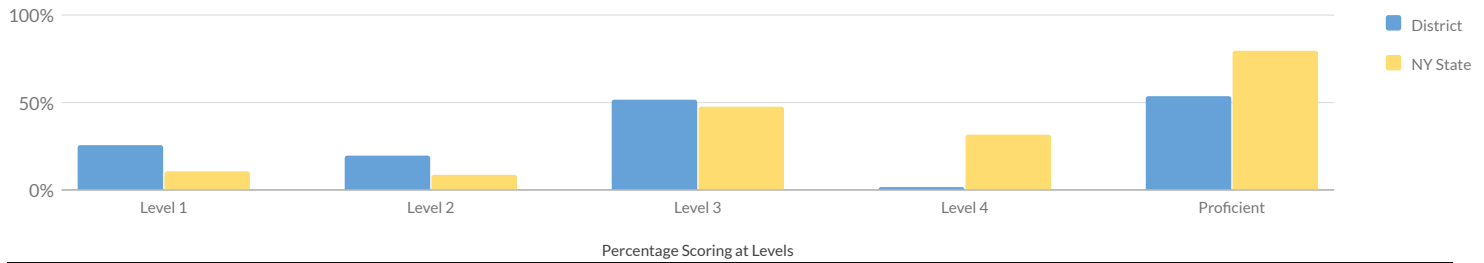
**ANNUAL REGENTS EXEMPTIONS IN ALGEBRA I**

Subgroup	Total Exempt	Exempt, Not Tested		Exempt, Tested	
		#	%	#	%
All Students	204	176	86	28	14
General Education	161	142	88	19	12
Students with Disabilities	43	34	79	9	21
Asian or Native Hawaiian/Other Pacific Islander	3	2	67	1	33
Black or African American	6	5	83	1	17
Hispanic or Latino	5	5	100	0	0
White	189	163	86	26	14
Multiracial	1	1	100	0	0
Female	102	88	86	14	14
Male	102	88	86	14	14
English Language Learners	3	3	100	0	0
Non-English Language Learners	201	173	86	28	14
Economically Disadvantaged	66	52	79	14	21
Not Economically Disadvantaged	138	124	90	14	10
Not Migrant	204	176	86	28	14
Homeless	1	1	100	0	0
Not Homeless	203	175	86	28	14
Not in Foster Care	204	176	86	28	14
Parent Not in Armed Forces	204	176	86	28	14

See report card Glossary and Guide for criteria used to include students in this table.

**ANNUAL REGENTS EXAMINATION IN LIVING ENVIRONMENT (2020-21)**

Due to COVID-19 and changes to New York State testing requirements, only the June 2021 Regents examination was administered. Data may be incomplete and/or not representative of the State, district, or school population. Caution should be used when comparing 2020-21 Regents examination results with those from prior years.



Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%
All Students	46	12	26%	9	20%	24	52%	1	2%	25	54%
General Education	35	7	20%	8	23%	19	54%	1	3%	20	57%
Students with Disabilities	11	5	45%	1	9%	5	45%	0	0%	5	45%
American Indian or Alaska Native	0	0	0%	0	0%	0	0%	0	0%	0	0%
Asian or Native Hawaiian/Other Pacific Islander	0	0	0%	0	0%	0	0%	0	0%	0	0%
Black or African American	0	0	0%	0	0%	0	0%	0	0%	0	0%
Hispanic or Latino	3	—	—	—	—	—	—	—	—	—	—
White	43	—	—	—	—	—	—	—	—	—	—
Multiracial	0	0	0%	0	0%	0	0%	0	0%	0	0%
Small Group Total	46	12	26%	9	20%	24	52%	1	2%	25	54%
Female	20	3	15%	4	20%	12	60%	1	5%	13	65%
Male	26	9	35%	5	19%	12	46%	0	0%	12	46%
English Language Learners	0	0	0%	0	0%	0	0%	0	0%	0	0%
Non-English Language Learners	46	12	26%	9	20%	24	52%	1	2%	25	54%
Economically Disadvantaged	25	7	28%	4	16%	14	56%	0	0%	14	56%
Not Economically Disadvantaged	21	5	24%	5	24%	10	48%	1	5%	11	52%
Not Migrant	46	12	26%	9	20%	24	52%	1	2%	25	54%
Not Homeless	46	12	26%	9	20%	24	52%	1	2%	25	54%
Not in Foster Care	46	12	26%	9	20%	24	52%	1	2%	25	54%
Parent Not in Armed Forces	46	12	26%	9	20%	24	52%	1	2%	25	54%

**ANNUAL REGENTS EXEMPTIONS IN LIVING ENVIRONMENT**

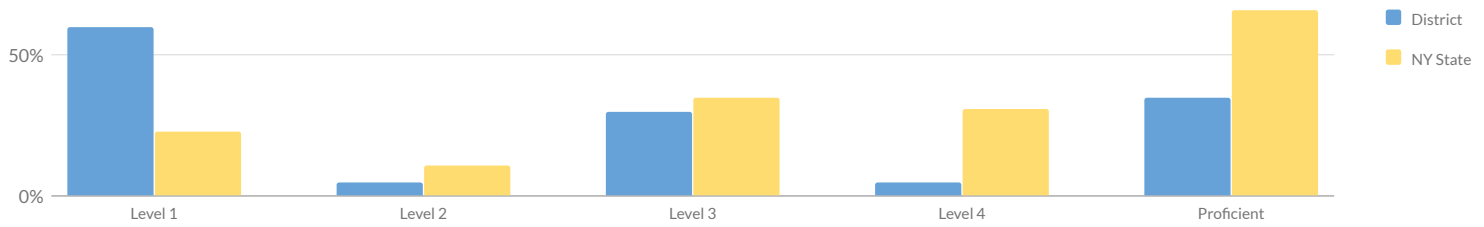


Subgroup	Total Exempt	Exempt, Not Tested		Exempt, Tested	
		#	%	#	%
All Students	230	202	88	28	12
General Education	190	169	89	21	11
Students with Disabilities	40	33	83	7	18
American Indian or Alaska Native	1	1	100	0	0
Asian or Native Hawaiian/Other Pacific Islander	2	2	100	0	0
Black or African American	4	4	100	0	0
Hispanic or Latino	11	8	73	3	27
White	206	181	88	25	12
Multiracial	6	6	100	0	0
Female	112	98	88	14	13
Male	118	104	88	14	12
English Language Learners	4	4	100	0	0
Non-English Language Learners	226	198	88	28	12
Economically Disadvantaged	98	82	84	16	16
Not Economically Disadvantaged	132	120	91	12	9
Not Migrant	230	202	88	28	12
Not Homeless	230	202	88	28	12
Not in Foster Care	230	202	88	28	12
Parent Not in Armed Forces	230	202	88	28	12

See report card Glossary and Guide for criteria used to include students in this table.

**ANNUAL REGENTS EXAMINATION IN PHYSICAL SETTING/EARTH SCIENCE (2020-21)**

Due to COVID-19 and changes to New York State testing requirements, only the June 2021 Regents examination was administered. Data may be incomplete and/or not representative of the State, district, or school population. Caution should be used when comparing 2020-21 Regents examination results with those from prior years.



Percentage Scoring at Levels

Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%
All Students	20	12	60%	1	5%	6	30%	1	5%	7	35%
General Education	16	—	—	—	—	—	—	—	—	—	—
Students with Disabilities	4	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	1	—	—	—	—	—	—	—	—	—	—
Black or African American	1	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	1	—	—	—	—	—	—	—	—	—	—
White	17	—	—	—	—	—	—	—	—	—	—
Multiracial	0	0	0%	0	0%	0	0%	0	0%	0	0%
Small Group Total	20	12	60%	1	5%	6	30%	1	5%	7	35%
Female	8	5	63%	1	13%	2	25%	0	0%	2	25%
Male	12	7	58%	0	0%	4	33%	1	8%	5	42%
English Language Learners	0	0	0%	0	0%	0	0%	0	0%	0	0%
Non-English Language Learners	20	12	60%	1	5%	6	30%	1	5%	7	35%
Economically Disadvantaged	12	7	58%	1	8%	4	33%	0	0%	4	33%
Not Economically Disadvantaged	8	5	63%	0	0%	2	25%	1	13%	3	38%
Not Migrant	20	12	60%	1	5%	6	30%	1	5%	7	35%
Homeless	0	0	0%	0	0%	0	0%	0	0%	0	0%
Not Homeless	20	12	60%	1	5%	6	30%	1	5%	7	35%
Not in Foster Care	20	12	60%	1	5%	6	30%	1	5%	7	35%
Parent Not in Armed Forces	20	12	60%	1	5%	6	30%	1	5%	7	35%

**ANNUAL REGENTS EXEMPTIONS IN PHYSICAL SETTING/EARTH SCIENCE**

Subgroup	Total Exempt	Exempt, Not Tested		Exempt, Tested	
		#	%	#	%
All Students	138	130	94	8	6
General Education	109	103	94	6	6
Students with Disabilities	29	27	93	2	7
Asian or Native Hawaiian/Other Pacific Islander	2	2	100	0	0
Black or African American	4	4	100	0	0
Hispanic or Latino	6	6	100	0	0
White	125	117	94	8	6
Multiracial	1	1	100	0	0
Female	69	67	97	2	3
Male	69	63	91	6	9
English Language Learners	1	1	100	0	0
Non-English Language Learners	137	129	94	8	6
Economically Disadvantaged	54	50	93	4	7
Not Economically Disadvantaged	84	80	95	4	5
Not Migrant	138	130	94	8	6
Homeless	1	1	100	0	0
Not Homeless	137	129	94	8	6
Not in Foster Care	138	130	94	8	6
Parent Not in Armed Forces	138	130	94	8	6

See report card Glossary and Guide for criteria used to include students in this table.

**ANNUAL REGENTS EXEMPTIONS IN GEOMETRY**

Due to COVID-19 and changes to New York State testing requirements, Regents examinations were not administered in this subject. Students were exempt from taking the Regents exam to fulfill graduation requirements if they passed the course leading to the exam.

Subgroup	Exempt, Not Tested
All Students	152
General Education	142
Students with Disabilities	10
Asian or Native Hawaiian/Other Pacific Islander	6
Black or African American	2
Hispanic or Latino	7
White	136
Multiracial	1
Female	89
Male	63
Non-English Language Learners	152
Economically Disadvantaged	48
Not Economically Disadvantaged	104
Not Migrant	152
Not Homeless	152
Not in Foster Care	152
Parent Not in Armed Forces	152

See report card Glossary and Guide for criteria used to include students in this table.

**ANNUAL REGENTS EXEMPTIONS IN ALGEBRA II**

Due to COVID-19 and changes to New York State testing requirements, Regents examinations were not administered in this subject. Students were exempt from taking the Regents exam to fulfill graduation requirements if they passed the course leading to the exam.

Subgroup	Exempt, Not Tested
All Students	81
General Education	79
Students with Disabilities	2
Asian or Native Hawaiian/Other Pacific Islander	1
Hispanic or Latino	2
White	78
Female	43
Male	38
Non-English Language Learners	81
Economically Disadvantaged	14
Not Economically Disadvantaged	67
Not Migrant	81
Not Homeless	81
Not in Foster Care	81
Parent Not in Armed Forces	81

See report card Glossary and Guide for criteria used to include students in this table.

**ANNUAL REGENTS EXEMPTIONS IN NEW FRAMEWORK GLOBAL HISTORY & GEOGRAPHY II**

Due to COVID-19 and changes to New York State testing requirements, Regents examinations were not administered in this subject. Students were exempt from taking the Regents exam to fulfill graduation requirements if they passed the course leading to the exam.

Subgroup	Exempt, Not Tested
All Students	210
General Education	169
Students with Disabilities	41
Asian or Native Hawaiian/Other Pacific Islander	3
Black or African American	6
Hispanic or Latino	10
White	191
Female	97
Male	113
English Language Learners	2
Non-English Language Learners	208
Economically Disadvantaged	74
Not Economically Disadvantaged	136
Not Migrant	210
Homeless	2
Not Homeless	208
Not in Foster Care	210
Parent Not in Armed Forces	210

See report card Glossary and Guide for criteria used to include students in this table.

**ANNUAL REGENTS EXEMPTIONS IN U.S. HISTORY & GOVERNMENT**

Due to COVID-19 and changes to New York State testing requirements, Regents examinations were not administered in this subject. Students were exempt from taking the Regents exam to fulfill graduation requirements if they passed the course leading to the exam.

Subgroup	Exempt, Not Tested
All Students	33
General Education	1
Students with Disabilities	32
Black or African American	3
Hispanic or Latino	3
White	27
Female	11
Male	22
English Language Learners	2
Non-English Language Learners	31
Economically Disadvantaged	17
Not Economically Disadvantaged	16
Not Migrant	33
Not Homeless	33
Not in Foster Care	33
Parent Not in Armed Forces	33

See report card Glossary and Guide for criteria used to include students in this table.



**ANNUAL REGENTS EXEMPTIONS IN U.S. HISTORY & GOVERNMENT (FRAMEWORK)**

Due to COVID-19 and changes to New York State testing requirements, Regents examinations were not administered in this subject. Students were exempt from taking the Regents exam to fulfill graduation requirements if they passed the course leading to the exam.

Subgroup	Exempt, Not Tested
All Students	225
General Education	179
Students with Disabilities	46
American Indian or Alaska Native	1
Asian or Native Hawaiian/Other Pacific Islander	3
Black or African American	6
Hispanic or Latino	9
White	203
Multiracial	3
Female	116
Male	109
English Language Learners	4
Non-English Language Learners	221
Economically Disadvantaged	92
Not Economically Disadvantaged	133
Not Migrant	225
Not Homeless	225
Not in Foster Care	225
Parent Not in Armed Forces	225

See report card Glossary and Guide for criteria used to include students in this table.

**ANNUAL REGENTS EXEMPTIONS IN PHYSICAL SETTING/CHEMISTRY**

Due to COVID-19 and changes to New York State testing requirements, Regents examinations were not administered in this subject. Students were exempt from taking the Regents exam to fulfill graduation requirements if they passed the course leading to the exam.

Subgroup	Exempt, Not Tested
All Students	85
General Education	81
Students with Disabilities	4
Asian or Native Hawaiian/Other Pacific Islander	3
Black or African American	1
Hispanic or Latino	1
White	79
Multiracial	1
Female	52
Male	33
English Language Learners	1
Non-English Language Learners	84
Economically Disadvantaged	23
Not Economically Disadvantaged	62
Not Migrant	85
Not Homeless	85
Not in Foster Care	85
Parent Not in Armed Forces	85

See report card Glossary and Guide for criteria used to include students in this table.

**ANNUAL REGENTS EXEMPTIONS IN PHYSICAL SETTING/PHYSICS**

Due to COVID-19 and changes to New York State testing requirements, Regents examinations were not administered in this subject. Students were exempt from taking the Regents exam to fulfill graduation requirements if they passed the course leading to the exam.

Subgroup	Exempt, Not Tested
All Students	23
General Education	23
Hispanic or Latino	1
White	22
Female	7
Male	16
Non-English Language Learners	23
Economically Disadvantaged	3
Not Economically Disadvantaged	20
Not Migrant	23
Not Homeless	23
Not in Foster Care	23
Parent Not in Armed Forces	23

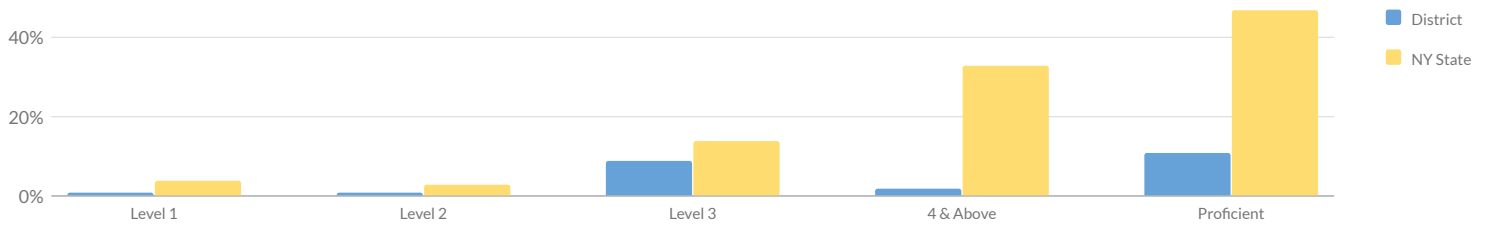
See report card Glossary and Guide for criteria used to include students in this table.

**TOTAL COHORT REGENTS EXAMINATION RESULTS**

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

Due to COVID-19 and changes to New York State testing requirements, June 2020, August 2020, January 2021, and some June 2021 Regents examinations were canceled. June 2021 Regents Examinations in ELA, Algebra I, Living Environment, and Physical Setting/Earth Science were offered. Caution should be used when comparing 2020-21 Regents examinations results with those from prior years.

## 2017 TOTAL COHORT REGENTS IN ELA



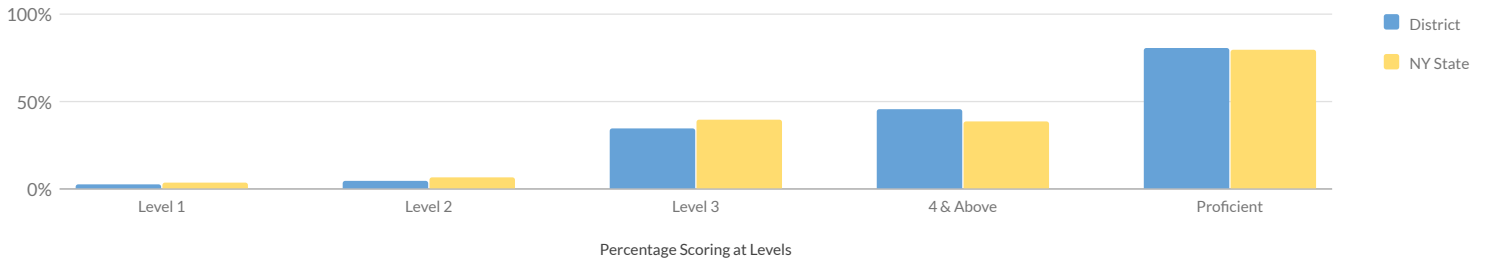
Subgroup	Cohort	Percentage Scoring at Levels													
		Not Tested		Tested		Level 1		Level 2		Level 3		Level 4 & Above		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	263	231	88%	32	12%	2	1%	2	1%	24	9%	4	2%	28	11%
General Education	199	175	88%	24	12%	0	0%	0	0%	22	11%	2	1%	24	12%
Students with Disabilities	64	56	88%	8	13%	2	3%	2	3%	2	3%	2	3%	4	6%
American Indian or Alaska Native	4	4	—	0	—	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	1	1	—	0	—	—	—	—	—	—	—	—	—	—	—
Black or African American	3	3	—	0	—	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	9	8	89%	1	11%	0	0%	0	0%	1	11%	0	0%	1	11%
White	243	212	87%	31	13%	2	1%	2	1%	23	9%	4	2%	27	11%
Multiracial	3	3	—	0	—	—	—	—	—	—	—	—	—	—	—
Small Group Total	11	11	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Female	105	92	88%	13	12%	0	0%	0	0%	12	11%	1	1%	13	12%
Male	158	139	88%	19	12%	2	1%	2	1%	12	8%	3	2%	15	9%
Non-English Language Learners	263	231	88%	32	12%	2	1%	2	1%	24	9%	4	2%	28	11%
Economically Disadvantaged	99	92	93%	7	7%	2	2%	2	2%	2	2%	1	1%	3	3%
Not Economically Disadvantaged	164	139	85%	25	15%	0	0%	0	0%	22	13%	3	2%	25	15%
Not Migrant	263	231	88%	32	12%	2	1%	2	1%	24	9%	4	2%	28	11%
Homeless	2	2	—	0	—	—	—	—	—	—	—	—	—	—	—
Not Homeless	261	229	—	32	—	—	—	—	—	—	—	—	—	—	—
In Foster Care	1	1	—	0	—	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	262	230	—	32	—	—	—	—	—	—	—	—	—	—	—
Parent Not in Armed Forces	263	231	88%	32	12%	2	1%	2	1%	24	9%	4	2%	28	11%

## 2017 TOTAL COHORT EXEMPTIONS IN ELA

Subgroup	Total Exempt	Exempt, Not Tested		Exempt, Tested	
		#	%	#	%
All Students	215	190	88	25	12
General Education	179	156	87	23	13
Students with Disabilities	36	34	94	2	6
Hispanic or Latino	7	6	86	1	14
White	201	177	88	24	12
Female	82	71	87	11	13
Male	133	119	89	14	11
Non-English Language Learners	215	190	88	25	12
Economically Disadvantaged	77	72	94	5	6
Not Economically Disadvantaged	138	118	86	20	14
Not Migrant	215	190	88	25	12
Parent Not in Armed Forces	215	190	88	25	12

See report card Glossary and Guide for criteria used to include students in this table.

## 2017 TOTAL COHORT REGENTS IN MATH



Subgroup	Cohort	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4 & Above		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	263	29	11%	234	89%	8	3%	14	5%	92	35%	120	46%	212	81%
General Education	199	12	6%	187	94%	1	1%	3	2%	74	37%	109	55%	183	92%
Students with Disabilities	64	17	27%	47	73%	7	11%	11	17%	18	28%	11	17%	29	45%
American Indian or Alaska Native	4	1	—	3	—	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	1	0	—	1	—	—	—	—	—	—	—	—	—	—	—
Black or African American	3	0	—	3	—	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	9	2	22%	7	78%	0	0%	1	11%	3	33%	3	33%	6	67%
White	243	26	11%	217	89%	4	2%	13	5%	86	35%	114	47%	200	82%
Multiracial	3	0	—	3	—	—	—	—	—	—	—	—	—	—	—
Small Group Total	11	1	9%	10	91%	4	36%	0	0%	3	27%	3	27%	6	55%
Female	105	16	15%	89	85%	4	4%	3	3%	41	39%	41	39%	82	78%
Male	158	13	8%	145	92%	4	3%	11	7%	51	32%	79	50%	130	82%
Non-English Language Learners	263	29	11%	234	89%	8	3%	14	5%	92	35%	120	46%	212	81%
Economically Disadvantaged	99	15	15%	84	85%	2	2%	8	8%	45	45%	29	29%	74	75%
Not Economically Disadvantaged	164	14	9%	150	91%	6	4%	6	4%	47	29%	91	55%	138	84%
Not Migrant	263	29	11%	234	89%	8	3%	14	5%	92	35%	120	46%	212	81%
Homeless	2	0	—	2	—	—	—	—	—	—	—	—	—	—	—
Not Homeless	261	29	—	232	—	—	—	—	—	—	—	—	—	—	—
In Foster Care	1	0	—	1	—	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	262	29	—	233	—	—	—	—	—	—	—	—	—	—	—
Parent Not in Armed Forces	263	29	11%	234	89%	8	3%	14	5%	92	35%	120	46%	212	81%

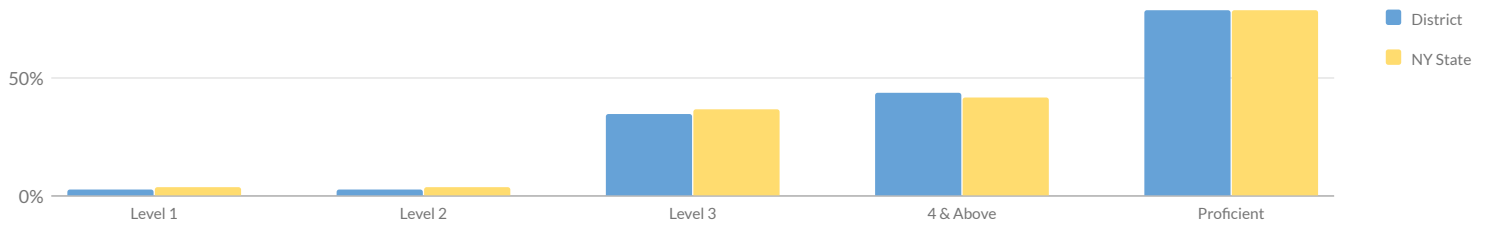
## 2017 TOTAL COHORT EXEMPTIONS IN MATH



Subgroup	Total Exempt	Exempt, Not Tested		Exempt, Tested	
		#	%	#	%
All Students	92	4	4	88	96
General Education	82	1	1	81	99
Students with Disabilities	10	3	30	7	70
Hispanic or Latino	5	0	0	5	100
White	84	4	5	80	95
Female	37	1	3	36	97
Male	55	3	5	52	95
Non-English Language Learners	92	4	4	88	96
Economically Disadvantaged	34	3	9	31	91
Not Economically Disadvantaged	58	1	2	57	98
Not Migrant	92	4	4	88	96
Parent Not in Armed Forces	92	4	4	88	96

See report card Glossary and Guide for criteria used to include students in this table.

## 2017 TOTAL COHORT REGENTS IN GLOBAL HISTORY &amp; GEOGRAPHY



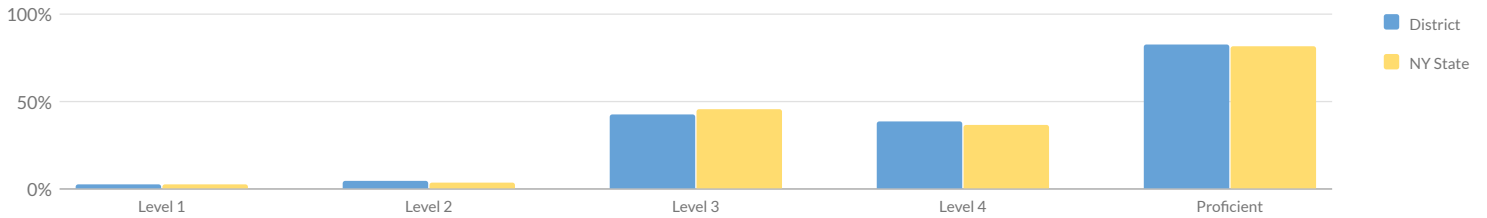
Subgroup	Cohort	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4 & Above		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	263	39	15%	224	85%	7	3%	9	3%	91	35%	117	44%	208	79%
General Education	199	17	9%	182	91%	1	1%	2	1%	75	38%	104	52%	179	90%
Students with Disabilities	64	22	34%	42	66%	6	9%	7	11%	16	25%	13	20%	29	45%
American Indian or Alaska Native	4	3	—	1	—	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	1	0	—	1	—	—	—	—	—	—	—	—	—	—	—
Black or African American	3	1	—	2	—	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	9	3	33%	6	67%	0	0%	0	0%	2	22%	4	44%	6	67%
White	243	32	13%	211	87%	6	2%	8	3%	87	36%	110	45%	197	81%
Multiracial	3	0	—	3	—	—	—	—	—	—	—	—	—	—	—
Small Group Total	11	4	36%	7	64%	1	9%	1	9%	2	18%	3	27%	5	45%
Female	105	19	18%	86	82%	1	1%	4	4%	41	39%	40	38%	81	77%
Male	158	20	13%	138	87%	6	4%	5	3%	50	32%	77	49%	127	80%
Non-English Language Learners	263	39	15%	224	85%	7	3%	9	3%	91	35%	117	44%	208	79%
Economically Disadvantaged	99	23	23%	76	77%	3	3%	4	4%	43	43%	26	26%	69	70%
Not Economically Disadvantaged	164	16	10%	148	90%	4	2%	5	3%	48	29%	91	55%	139	85%
Not Migrant	263	39	15%	224	85%	7	3%	9	3%	91	35%	117	44%	208	79%
Homeless	2	0	—	2	—	—	—	—	—	—	—	—	—	—	—
Not Homeless	261	39	—	222	—	—	—	—	—	—	—	—	—	—	—
In Foster Care	1	0	—	1	—	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	262	39	—	223	—	—	—	—	—	—	—	—	—	—	—
Parent Not in Armed Forces	263	39	15%	224	85%	7	3%	9	3%	91	35%	117	44%	208	79%

## 2017 TOTAL COHORT EXEMPTIONS IN GLOBAL HISTORY &amp; GEOGRAPHY

Subgroup	Total Exempt	Exempt, Not Tested		Exempt, Tested	
		#	%	#	%
All Students	11	8	73	3	27
General Education	7	5	71	2	29
Students with Disabilities	4	3	75	1	25
Hispanic or Latino	1	1	100	0	0
White	9	6	67	3	33
Female	4	2	50	2	50
Male	7	6	86	1	14
Non-English Language Learners	11	8	73	3	27
Economically Disadvantaged	6	6	100	0	0
Not Economically Disadvantaged	5	2	40	3	60
Not Migrant	11	8	73	3	27
Parent Not in Armed Forces	11	8	73	3	27

See report card Glossary and Guide for criteria used to include students in this table.

## 2017 TOTAL COHORT REGENTS IN SCIENCE



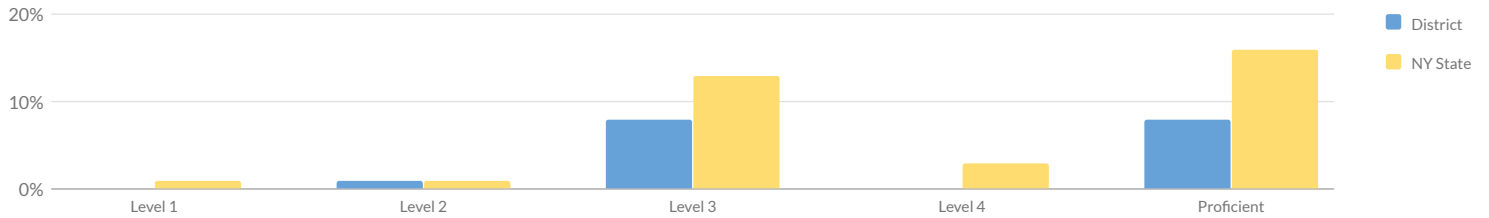
Subgroup	Cohort	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	263	26	10%	237	90%	7	3%	13	5%	114	43%	103	39%	217	83%
General Education	199	9	5%	190	95%	2	1%	4	2%	91	46%	93	47%	184	92%
Students with Disabilities	64	17	27%	47	73%	5	8%	9	14%	23	36%	10	16%	33	52%
American Indian or Alaska Native	4	3	—	1	—	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	1	0	—	1	—	—	—	—	—	—	—	—	—	—	—
Black or African American	3	1	—	2	—	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	9	2	22%	7	78%	0	0%	0	0%	4	44%	3	33%	7	78%
White	243	20	8%	223	92%	7	3%	12	5%	107	44%	97	40%	204	84%
Multiracial	3	0	—	3	—	—	—	—	—	—	—	—	—	—	—
Small Group Total	11	4	36%	7	64%	0	0%	1	9%	3	27%	3	27%	6	55%
Female	105	11	10%	94	90%	4	4%	6	6%	51	49%	33	31%	84	80%
Male	158	15	9%	143	91%	3	2%	7	4%	63	40%	70	44%	133	84%
Non-English Language Learners	263	26	10%	237	90%	7	3%	13	5%	114	43%	103	39%	217	83%
Economically Disadvantaged	99	12	12%	87	88%	3	3%	6	6%	53	54%	25	25%	78	79%
Not Economically Disadvantaged	164	14	9%	150	91%	4	2%	7	4%	61	37%	78	48%	139	85%
Not Migrant	263	26	10%	237	90%	7	3%	13	5%	114	43%	103	39%	217	83%
Homeless	2	0	—	2	—	—	—	—	—	—	—	—	—	—	—
Not Homeless	261	26	—	235	—	—	—	—	—	—	—	—	—	—	—
In Foster Care	1	0	—	1	—	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	262	26	—	236	—	—	—	—	—	—	—	—	—	—	—
Parent Not in Armed Forces	263	26	10%	237	90%	7	3%	13	5%	114	43%	103	39%	217	83%

## 2017 TOTAL COHORT EXEMPTIONS IN SCIENCE

Subgroup	Total Exempt	Exempt, Not Tested		Exempt, Tested	
		#	%	#	%
All Students	68	4	6	64	94
General Education	59	1	2	58	98
Students with Disabilities	9	3	33	6	67
Hispanic or Latino	3	0	0	3	100
White	63	4	6	59	94
Female	27	0	0	27	100
Male	41	4	10	37	90
Non-English Language Learners	68	4	6	64	94
Economically Disadvantaged	20	1	5	19	95
Not Economically Disadvantaged	48	3	6	45	94
Not Migrant	68	4	6	64	94
Parent Not in Armed Forces	68	4	6	64	94

See report card Glossary and Guide for criteria used to include students in this table.

## 2017 TOTAL COHORT REGENTS IN U.S. HISTORY &amp; GOVERNMENT



Percentage Scoring at Levels

Subgroup	Cohort	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	263	239	91%	24	9%	0	0%	2	1%	21	8%	1	0%	22	8%
General Education	199	176	88%	23	12%	0	0%	1	1%	21	11%	1	1%	22	11%
Students with Disabilities	64	63	98%	1	2%	0	0%	1	2%	0	0%	0	0%	0	0%
American Indian or Alaska Native	4	3	—	1	—	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	1	1	—	0	—	—	—	—	—	—	—	—	—	—	—
Black or African American	3	3	—	0	—	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	9	7	78%	2	22%	0	0%	1	11%	1	11%	0	0%	1	11%
White	243	222	91%	21	9%	0	0%	1	0%	19	8%	1	0%	20	8%
Multiracial	3	3	—	0	—	—	—	—	—	—	—	—	—	—	—
Small Group Total	11	10	91%	1	9%	0	0%	0	0%	1	9%	0	0%	1	9%
Female	105	100	95%	5	5%	0	0%	1	1%	3	3%	1	1%	4	4%
Male	158	139	88%	19	12%	0	0%	1	1%	18	11%	0	0%	18	11%
Non-English Language Learners	263	239	91%	24	9%	0	0%	2	1%	21	8%	1	0%	22	8%
Economically Disadvantaged	99	96	97%	3	3%	0	0%	0	0%	3	3%	0	0%	3	3%
Not Economically Disadvantaged	164	143	87%	21	13%	0	0%	2	1%	18	11%	1	1%	19	12%
Not Migrant	263	239	91%	24	9%	0	0%	2	1%	21	8%	1	0%	22	8%
Homeless	2	2	—	0	—	—	—	—	—	—	—	—	—	—	—
Not Homeless	261	237	—	24	—	—	—	—	—	—	—	—	—	—	—
In Foster Care	1	1	—	0	—	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	262	238	—	24	—	—	—	—	—	—	—	—	—	—	—
Parent Not in Armed Forces	263	239	91%	24	9%	0	0%	2	1%	21	8%	1	0%	22	8%

## 2017 TOTAL COHORT EXEMPTIONS IN U.S. HISTORY &amp; GOVERNMENT

Subgroup	Total Exempt	Exempt, Not Tested		Exempt, Tested	
		#	%	#	%
All Students	220	198	90	22	10
General Education	181	160	88	21	12
Students with Disabilities	39	38	97	1	3
Hispanic or Latino	7	5	71	2	29
White	206	187	91	19	9
Female	84	80	95	4	5
Male	136	118	87	18	13
Non-English Language Learners	220	198	90	22	10
Economically Disadvantaged	77	74	96	3	4
Not Economically Disadvantaged	143	124	87	19	13
Not Migrant	220	198	90	22	10
Parent Not in Armed Forces	220	198	90	22	10

See report card Glossary and Guide for criteria used to include students in this table.

### NEW YORK STATE ENGLISH AS A SECOND LANGUAGE ACHIEVEMENT TEST (2020-21)

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

Due to COVID-19 and resulting changes to New York State testing requirements, 2020-21 assessment data may be incomplete and/or not representative of the State, district, or school population. Caution should be used when comparing 2020-21 NYS standardized assessment results with those from prior years.

Grade	Total	Not Tested		Tested		Entering		Emerging		Transitioning		Expanding		Commanding (Proficient)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Kindergarten	5	1	20%	4	80%	—	—	—	—	—	—	—	—	—	—
Grade 1	8	0	0%	8	100%	0	0%	1	13%	4	50%	1	13%	2	25%
Grade 2	7	2	29%	5	71%	1	20%	0	0%	0	0%	3	60%	1	20%
Grade 3	3	0	0%	3	100%	—	—	—	—	—	—	—	—	—	—
Grade 4	5	0	0%	5	100%	0	0%	0	0%	1	20%	3	60%	1	20%
Grade 5	2	0	0%	2	100%	—	—	—	—	—	—	—	—	—	—
Grade 6	5	0	0%	5	100%	0	0%	0	0%	1	20%	2	40%	2	40%
Grade 7	2	1	50%	1	50%	—	—	—	—	—	—	—	—	—	—
Grade 8	4	1	25%	3	75%	—	—	—	—	—	—	—	—	—	—
Grade 9	3	1	33%	2	67%	—	—	—	—	—	—	—	—	—	—
Grade 10	2	1	50%	1	50%	—	—	—	—	—	—	—	—	—	—
Grade 11	6	2	33%	4	67%	—	—	—	—	—	—	—	—	—	—

**NEW YORK STATE ALTERNATE ASSESSMENT (2020-21)**

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

Due to COVID-19 and resulting changes to New York State testing requirements, 2020-21 assessment data may be incomplete and/or not representative of the State, district, or school population. Caution should be used when comparing 2020-21 NYS standardized assessment results with those from prior years.

Grade/Subject	Total	Not Tested, Not Exempt		Exempt		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Grade 3 ELA	3	1	33%	—	—	2	67%	—	—	—	—	—	—	—	—	—	—
Grade 3 Math	3	1	33%	—	—	2	67%	—	—	—	—	—	—	—	—	—	—
Grade 4 ELA	2	2	100%	—	—	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Grade 4 Math	2	2	100%	—	—	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Grade 4 Science	2	2	100%	—	—	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Grade 5 ELA	3	0	0%	—	—	3	100%	—	—	—	—	—	—	—	—	—	—
Grade 5 Math	3	0	0%	—	—	3	100%	—	—	—	—	—	—	—	—	—	—
Grade 6 ELA	3	1	33%	—	—	2	67%	—	—	—	—	—	—	—	—	—	—
Grade 6 Math	3	1	33%	—	—	2	67%	—	—	—	—	—	—	—	—	—	—
Grade 7 ELA	5	1	20%	—	—	4	80%	—	—	—	—	—	—	—	—	—	—
Grade 7 Math	5	1	20%	—	—	4	80%	—	—	—	—	—	—	—	—	—	—
Grade 8 ELA	2	0	0%	—	—	2	100%	—	—	—	—	—	—	—	—	—	—
Grade 8 Math	2	0	0%	—	—	2	100%	—	—	—	—	—	—	—	—	—	—
Grade 8 Science	2	0	0%	—	—	2	100%	—	—	—	—	—	—	—	—	—	—
Secondary-Level ELA	35	30	86%	2	6%	3	9%	—	—	—	—	—	—	—	—	—	—
Secondary-Level Math	35	30	86%	2	6%	3	9%	—	—	—	—	—	—	—	—	—	—
Secondary-Level Science	35	30	86%	2	6%	3	9%	—	—	—	—	—	—	—	—	—	—

See report card Glossary and Guide for criteria used to include students in this table.



**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%
English Language Learners	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	*	*	*	*	*	*	*	*
English Language Learners	83%	16%	1%	*	88%	10%	2%	*
Economically Disadvantaged	40%	38%	20%	2%	47%	32%	16%	5%

\*There are not sufficient data for this subgroup.

**NEW YORK STATE NAEP PARTICIPATION RATES**

	Grade 4 Participation Rate		Grade 8 Participation Rate	
	READING	MATH	READING	MATH
All Students	89%	89%	84%	85%
Students with Disabilities	87%	87%	92%	95%
English Language Learners	89%	90%	88%	90%

**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%
English Language Learners	65%	25%	8%	1%	41%	43%	15%	1%
Economically Disadvantaged	48%	31%	18%	3%	29%	45%	23%	3%

**NATIONAL NAEP GRADE 8**

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

**NATIONAL NAEP PARTICIPATION RATES**

	Grade 4 Participation Rate		Grade 8 Participation Rate	
	READING	MATH	READING	MATH
All Students	93%	93%	91%	92%
Students with Disabilities	89%	90%	90%	92%
English Language Learners	94%	95%	92%	93%

**EXPENDITURES PER PUPIL (2020-21)**

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	3,101	\$2,670,303	\$861	\$54,424,008	\$17,550	\$57,094,311	\$18,412
Statewide	2,531,787	\$4,030,706,303	\$1,592	\$55,385,642,661	\$21,876	\$59,416,348,964	\$23,468

**STAFF QUALIFICATIONS (2020-21)**  
**INEXPERIENCED TEACHERS AND PRINCIPALS**

	TEACHERS			PRINCIPALS		
	Total	# Inexperienced	% Inexperienced	Total	# Inexperienced	% Inexperienced
THIS DISTRICT	278	48	17%	6	1	17%
STATEWIDE	211,325	38,610	18%	4,638	1,076	23%
STATEWIDE HIGH-POVERTY SCHOOLS	47,841	14,204	30%	1,088	210	19%
STATEWIDE LOW-POVERTY SCHOOLS	66,967	7,848	12%	1,188	255	21%

**TEACHERS TEACHING OUT OF THEIR SUBJECT OR FIELD OF CERTIFICATION**

	Total	TEACHERS TEACHING OUT OF THEIR SUBJECT/FIELD OF CERTIFICATION	
		#	%
THIS DISTRICT	266	0	0%
STATEWIDE	200,953	17,511	9%
STATEWIDE HIGH-POVERTY SCHOOLS	43,817	7,705	18%
STATEWIDE LOW-POVERTY SCHOOLS	63,959	1,132	2%

**TOTAL COHORT GRADUATION RATE (2020-21)**

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, ethnicity, and other student subgroups or by 5- and 6-year graduation rates.

Subgroup	Total	GRAD RATE		REGENTS WITH ADVANCED DESIGNATION		REGENTS DIPLOMA		LOCAL DIPLOMA		NON DIPLOMA CRED		STILL ENROLLED		GED TRANSFER		DROPOUT	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	263	209	79%	99	38%	97	37%	13	5%	3	1%	10	4%	11	4%	30	11%
Female	105	80	76%	42	40%	34	32%	4	4%	2	2%	6	6%	4	4%	13	12%
Male	158	129	82%	57	36%	63	40%	9	6%	1	1%	4	3%	7	4%	17	11%
American Indian or Alaska Native	4	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	1	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Black or African American	3	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	9	5	56%	4	44%	1	11%	0	0%	0	0%	1	11%	0	0%	3	33%
White	243	198	81%	93	38%	92	38%	13	5%	3	1%	9	4%	9	4%	24	10%
Multiracial	3	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
General Education Students	199	170	85%	97	49%	72	36%	1	1%	0	0%	3	2%	10	5%	16	8%
Students with Disabilities	64	39	61%	2	3%	25	39%	12	19%	3	5%	7	11%	1	2%	14	22%
English Language Learner	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Non-English Language Learner	263	209	79%	99	38%	97	37%	13	5%	3	1%	10	4%	11	4%	30	11%
Economically Disadvantaged	99	69	70%	20	20%	41	41%	8	8%	2	2%	7	7%	7	7%	14	14%
Not Economically Disadvantaged	164	140	85%	79	48%	56	34%	5	3%	1	1%	3	2%	4	2%	16	10%
Migrant	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not Migrant	263	209	79%	99	38%	97	37%	13	5%	3	1%	10	4%	11	4%	30	11%
Parent in Armed Forces	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Parent Not in Armed Forces	263	209	79%	99	38%	97	37%	13	5%	3	1%	10	4%	11	4%	30	11%
Homeless	2	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Not Homeless	261	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
In Foster Care	1	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	262	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—

**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 (22.42 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 move into the spring months, we are planning for the 22-23 school year. This means that budgets for next year need to be set and programs for students are scheduled. The Board of Education worked hard to ensure taxes stayed below the tax cap to still offer and create programs that engage and challenge students.

Our summer enrichment classes will be back again this year, we plan to expand beyond reading and writing into math and science. We hope to have many more children take advantage of this opportunity. Outdoor improvement to the playground and surrounding area at North Tonawanda Intermediate will continue throughout the summer. Please stay tuned for more on this in the coming months.

We are looking forward to a return to normal as we head into the final months of school. With a prom at the Wurlitzer and graduation back at Artpark in Lewiston, we are hopeful that more traditions can return and stay as we get set for the next school year. We continue to take extra cleaning and sanitizing precautions and encourage all of you to continue to wash your hands regularly and maintain basic distancing practices when possible. Together we will beat this and build a brighter future for all.

Sincerely,

Gregory J. Woytila  
Superintendent of Schools



## School Board President's Message



I am excited to be writing to you as some normalcy returns to our schools. The district is moving forward with our strategic planning and our vision for the district in the coming years. Thank you to all the community members, parents, and staff who are assisting with this process. Workforce Preparedness, Investing in Innovation, and Engage Learners are among the pillars the district is looking to focus on in the coming years.

The Board of Education has been hard at work on the 2022-2023 budget since January. I would like to thank our legislative partners for their assistance in providing an increase in state funding for next year. The board has proposed a 1.4% increase that includes upgrades to NTI of security and a community park, air quality upgrades, and quality programming at all grade levels. We look forward to presenting it on May 10th and answering your questions.

I look forward to the spring sporting events, concerts, prom, and graduation as we get back to a normal end of school. Congratulations to the Class of 2022, we all look forward to seeing the amazing things you will do to change the world

Sincerely,

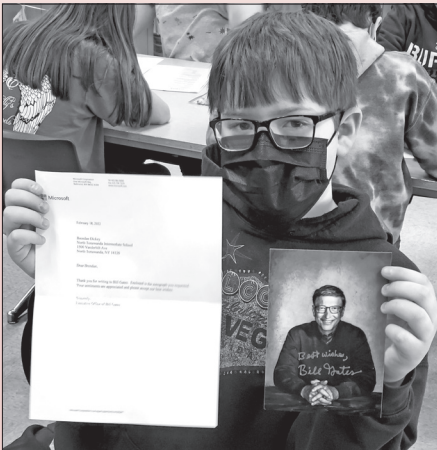
Matthew Kennedy  
Board President



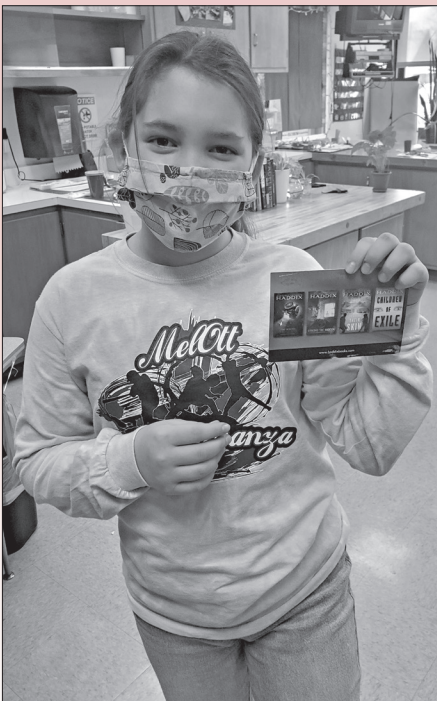
**Budget Vote and Board Election • Tuesday, May 17, 2022  
11:00 a.m. - 8:00 p.m.**

# Letter Writing Lesson

Students in Mrs. Emily Colletta's Gifted & Talented class at NTI practiced professional letter writing by writing letters to people who inspire them. Students wrote to authors, athletes, scientists, musicians, actors, and even local administrators. "Some students have already gotten responses and needless to say, they are thrilled!" says Mrs. Colletta.



Brendan Dickey got a letter and autographed photo from Bill Gates.



Sophia Benden received an autographed postcard from Margaret Peterson Haddix, the author of the Greystone Secrets series.

# Spruce Elementary Celebrates Third Grade Authors

Teachers Kim Story and Sandra LeMar came up with a fun and creative way for their third grade classes, at Spruce Elementary School, to express themselves. "We had talked about non-fiction writing for four weeks," explains Ms. LeMar. "We assigned a unit to them in class on the art of information writing and told the students to write about what they consider their field of expertise." Mrs. Story adds, "The students picked topics like taking care of a pet, sports, gardening and videogames and each was encouraged to create some artwork to go with their writings. The writings were very well done and entertaining."



Back row (LtoR) Mrs. Story, Ms. LeMar, Reilly Manzella, Max Hanson, Damian Johnson, Liam Hergert-Livingston, Katie Euscher, Aria Tasca and PJ Donoughe. Front row (LtoR) Liam Conti, Elway Driskel, Ethan Ramos, Kya Lalewicz, Christian Hannah-Albon and Layla Heddlesten.

Ms. LeMar felt that they were so good that they deserved to be put in a book that they could share with their loved ones. "I was online and saw a website called Student Treasures where you could have a book made and we thought that would be a great idea to have our students published. Their parents were very supportive and agreed to buy a copy if we had them printed."

The classes took their time writing, but wanted to get it published before the holiday break in December. "It was such a fun project," says Mrs. Story. "The students really learned to craft a non-fiction piece and we selected one chapter from their three chapter submissions and put that in the book with artwork they created about their topic. The students also got to add their autograph to the book."

The students had a lot of pride when their books came in. Reilly Manzella says she loved seeing her piece on taking care of a puppy. "I was really happy when I saw the book. I was excited to share about what I knew about puppies because a lot of people don't know." Classmate Kya Lalewicz says her topic was on taking care of plants. "We have a lot of plants in our house and they are really pretty. I was excited to know my advice would be in book." Damian Johnson says he was glad to share his knowledge on videogame playing. "I talked about the basic stuff so I could teach someone the proper way to play. It was so exciting to see my story in the book."

# Happy St. Patrick's Day!

Our Transportation Department got into the spirit of things on St. Patrick's Day! Here are Bus Driver Nick Howitt and Head Bus Driver Tammy Frye spreading the luck of the Irish.





# Top 25

The top 25 in the Class of 2022 were recently presented with their certificates. We are so proud of these outstanding students! Our top ten were also presented with medals to honor their achievement which they will be wearing during the graduation ceremony.

Congratulations to:

Rachel Keenan  
Megan Orłowski  
Sarah Polek  
Rebecca Geiger  
Victoria Moran  
Alaina Roberts  
Matthew Willard  
Arianna Bork  
Enzo Fortunato  
Alexandra Privitera  
Lexi Brennan  
Erza Sopi  
Brianna Starr  
Megan Harvey  
Liliana Billi  
Seenaa Aljibouri  
Peyton Wojtaszek  
Evan O'Connor  
Maren Kuebler  
Daniel Kelly  
Li Xin Pan  
Caleb Senick  
Allison Chaplin  
Danielle Wagner  
Olivia Markarian



*Our Top 25 for the 2021-2022 School Year. Not pictured: Seenaa Aljibouri, Daniel Kelly, Brianna Starr and Enzo Fortunato.*

## Senior Government Talks Immigration with Border Patrol

A special thank you to Agent James, Agent Spear and K-9 Agent Bock, from the US Customs and Border Protection, for their visit with the NT High School Senior Government Class. Teacher Pete Fezer says their presentation was amazing. "We discuss immigration in our class and the agents gave a real-life view of the issue of immigration into this country. The agents went over the history, purpose and mission of the US Customs and Border Protection agency and what they do to safeguard our borders and protect our country."



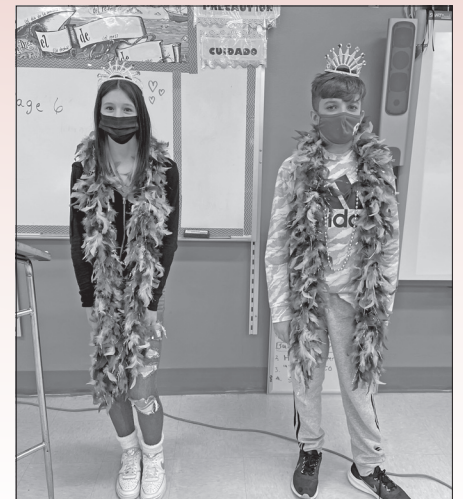
*Bella Mathewson, Megan Harvey, Wendy Pan, Lillian Russell, Avery Grosskopf with the US Customs and Border Protection Agents James, Spear and Bock.*

## Mardi Gras Celebration

Students on the Middle School's Team Orion enjoyed a Mardi Gras and Carnival celebration!

After learning about the culture and tradition, students in Mrs. Andrea Converso's French and Spanish classes celebrated the day with King Cakes. The tradition is to hide a plastic baby inside the cake. Whoever finds the baby in the cake will have luck and prosperity. The finders became "king" or "queen" for the day in class.

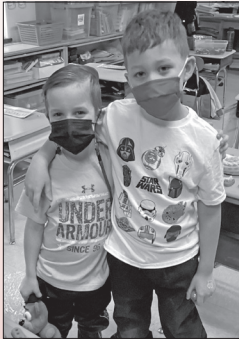
Students put much effort into baking the King Cakes which were decorated with purple, green, and gold. Purple represents justice, green represents faith and gold represents power. Students enjoyed this lively tradition and celebration.





# Spruce Takes Part in Global School Play Day

February 2nd was Global School Play Day, a grassroots effort created by educators in support of unstructured playtime for students around the world. Over one million students from 75 nations took part in the initiative, along with Spruce Elementary School.



First Grade teacher Dawn Cich spearheaded the day at the school. "This has been really a lot of fun for our students and staff," she says. "With the pandemic, many of the students really did not get a chance to play together like they normally would. They spent a lot more time on electronic devices and not really engaging in imaginative play with their peers."

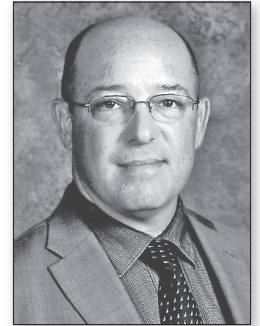
It was a beautiful winter day outside so many of the classes took advantage of the sunshine and headed outdoors engaging in snowman building, playing on the playground and having snowball fights. Other classes did fun activities in class as teams that didn't involve electronic devices at all. Third grade teacher Debra Tokarczyk says in her class she asked her students to bring in their favorite board games or toy. "The whole goal was to just play with their classmates and have fun."

"It was a great opportunity just to be children and have fun with each other," says Mrs. Cich. "For some of our students, it is the first year they have been in school in two years and it gives them a chance to form relationships with their peers. I was really excited to bring Global School Play Day here."



# Principal James Fisher Set to Retire

North Tonawanda High School Principal James Fisher will be retiring April 27th of this year after a long and illustrious career in education. "Having started my service to the District on April 27, 1998, and in keeping with my belief that the universe is a balanced place, I selected April 27 as my last day of employment at NTCSD," he says.



Mr. Fisher started his career in public education 34 years ago when he was a substitute teacher and wrestling coach at his alma mater Caledonia-Mumford High School near Rochester, New York. He started teaching Social Studies at L.A. Webber in Lyndonville in 1989 and left in 1998 when he accepted the NT High School's Assistant Principal position. "I am so very proud of the students here at North Tonawanda and all that we have accomplished as a school district," says Mr. Fisher. One of the hallmarks of his tenure at the high school was the development of the five career academies. "The first one was the Academy of Business and Finance. We invested so much into these smaller learning environments. We then went on to develop the Academy of Engineering and Architecture, the Academy of Informational Technology, the Academy of International Studies and the Academy of Health Science. As a Principal, I would say my biggest impact was helping to develop those and I had a real sense of satisfaction watching how they benefitted our students and helped to prepare them for future career success."

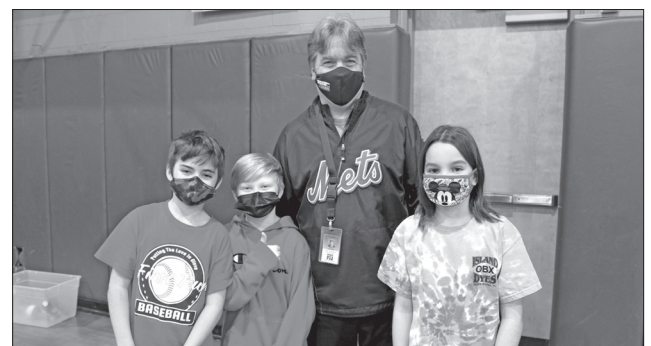
There is no doubt that Mr. Fisher will not be resting on his laurels once he leaves NT. "I have a lot of hobbies. I am very interested in archeology and I am looking forward to learning more skills in that study. I am competitive in the sport of Atlatl, which is a primitive tool that is like a stick that you throw arrow-like projectiles with for distance and accuracy. I am also an avid boater and fisherman." Mr. Fisher says once his wife retires they plan on navigating their boat down to Florida during the winter months. "That is our retirement goal to be snowbirds," he laughs.

"I will be ever grateful for the opportunity I was afforded to serve the families and students of the City of North Tonawanda over the past 24 years," he says. "It has been and continues to be, a privilege to serve as Principal of North Tonawanda High School. I owe a great debt of gratitude to the community, and its educational leaders, who supported my administrative career through three tenures and ultimately entrusted me with the great responsibility of leading North Tonawanda's flagship school. The City of North Tonawanda, the North Tonawanda City School District, and the numerous students and staff with whom I have spent much of my life will always live in me."

Although it will be hard to say goodbye to Mr. Fisher, we want to congratulate him on the next phase of his life and thank him for the lasting impact he has made on our students and staff. He will be sorely missed!

## Goodbye Coach K!

We would like to wish a happy retirement to Coach Rob Keohane! His Drake Elementary School family will miss him very much!



Coach Keohane with Marco Oshman, Leland Leo and Maddyn Knoell.

# Discover Den Opens at Ohio Elementary

Excitement is building at Ohio Elementary for the new S.T.E.A.M. room, The Discovery Den! This project began in early 2020 when the building received a brochure outlining a curriculum based on purposeful play. This concept promotes learning by allowing the student to develop cognitive, linguistic, social, and emotional skills, while playing and exploring. Numerous faculty members and staff came together with a single-minded goal, “Let’s create a space that not only encourages purposeful play, but also focuses on Science, Technology, Engineering, Art and Math”. The idea of a S.T.E.A.M. room was born. This wonderful learning space was made possible with the support from many, including the Ohio Home Interest Organization and community fund raising.



Committees brainstormed the look and feel of the room, along with a curriculum that would be incorporated within the computer special. The curriculum has blended traditional computer skills while incorporating coding, aeronautics, and robotics kits from Woz Ed. In addition, classes can sign-out the room to access brand-new teaching elements like Virtual Reality (VR) Goggles for virtual field trips, a 3D printer, iPads, countless STEM learning kits and a 12 foot Lego wall. The visual concept of the room focused on creating a space that is age appropriate, functional and fluid. With some ingenuity and a little bit of elbow grease, the classroom interior and classroom items were refurbished and repurposed. Equipped with flexible furniture, the Discovery Den is a dynamic learning environment that empowers students to explore, learn, excel, and grow.

## Virtual Reality at Ohio-Habitats Around the World

Students in Mrs. Castronova’s and Mrs. Hromowyk’s second grade classes at Ohio Elementary had the opportunity to virtually visit habitats around the world.

This activity was engaging and exciting for the students as they traveled through rainforests, oceans and deserts around the world. As a bonus extension activity, the students were taken for a ride on the DeLorean time machine from the *Back to the Future* movies! They loved whizzing through many different time periods and avoiding danger on the virtual adventure.



## Cans for a Cause

On Mismatch Day at Drake Elementary the students collected bottles and cans to support the Jacks that Care initiative at the High School. Drake’s motto for the month of March was “Little Kids Can Do Big Things”. Every Friday the school supports a different charity. What amazing students we have!



## Drake Celebrates 100 Days of School

When Drake Elementary School decided to celebrate 100 days of school, teacher Deb Swartz dressed up like a character she plays at the Ghostlight Theater. She plays an old Polish lady named Berniece Kapusta.



Her kids loved it! They did a polka for 100 seconds and listened to Bobby Vinton songs.



# High School Students Take Part in ACE Mentor Program

North Tonawanda High School students are reaping the benefits of a nationwide program designed to introduce them to a wide-range of career opportunities in architecture, construction, engineering and related areas of the building design and construction industry.

The ACE (Architecture, Construction and Engineering) Mentor Program pairs professionals from leading area firms with student teams. The professionals volunteer their time to mentor the teams as they design projects. This year's mentors are: Jennifer Van Dusen from Buffalo Construction Exchange, Teagan Stack and Courtney Leary from Gilbane Construction, Marie Patton from Active Workforce, Michael Macaluso from Build MAC Construction and members from CPL: Architecture – Engineering. Three North Tonawanda High School teachers are also acting as mentors to the students: Technology teacher Stephen Blask, Visual Arts teacher Chris Cook and Science teacher Joel May.



The student teams have been learning lessons in structural, trusses, architecture, drafting, form/function, civil engineering, site planning and material selection. Their main project has been designing and building a pergola. They have worked their way up to their main construction project with smaller hands-on activities. Each team members designed a pergola, gave a presentation and a committee chose one of the designs. Once the design was chosen the teams planned the final buildout. The students plan on unveiling their finished project on May 20th to their parents and teachers. "It is an amazing opportunity for high school students to work in direct contact with professional builders, engineers, architects and project managers," says Visual Arts teacher Chris Cook. "They are getting a true experience in what it is like to complete a construction project from the concept phase, through design process and finally the building phase."

## College Signing Day at NT High School

Congratulations to five seniors who signed their letters of intent for their chosen colleges.

Student-Athletes Kylie Miranto, Nikolas D'Andrea, Kaylee Valentic, Michael Colley and Bailey Glass committed to their colleges in front of their families and school district administration on February 2nd in the High School gym.

Kylie will be playing soccer and lacrosse at Daemen College and majoring in Naturalized Sciences with specialization in Forensics. Nikolas will be playing Volleyball and Lacrosse for Medaille College and majoring in Sports Management. Kaylee will be a member of Buffalo State's Soccer team and majoring in Criminal Justice. Michael will be playing Lacrosse for Medaille College and majoring in Business Administration. Bailey will be a member of the Daemen College Bowling team and majoring in Biochemistry.

We are so proud of these students and wish them the best of luck in their future endeavors!



Top row grandfather Tom Glass, boyfriend Nicholas Schrock, grandmother Nancy Glass, and then the bottom row is father Brian Glass, Bailey, mom Jenifer Glass.



Nik with his dad Frank D'Andrea, mom Kim Platt and sister Addison.



Kaylee and her mother.



Michael and his mother.



Back row: Grandma Sandra Miranto, cousin Alyssa Farrell, sister Kasey Miranto, aunt Jodi Hoffman, and aunt Maria Myers. In the front row is dad Brian Miranto, baby cousin Frankie, Kylie and mom Sandy Miranto.

# North Tonawanda Students Place at Annual SkillsUSA Conference at Alfred State

Congratulations to our students Sarah Baker and Savannah Shine, who attend programs at the Niagara Career and Technical Education Center at Orleans/Niagara BOCES. Sarah Baker took 2nd Place in the Cosmetology Senior Competition and Savannah took 3rd Place in the Advertising Design at the Region 1 Leadership Conference and Skills Olympics at Alfred State College. Sarah attends the Cosmetology program and Savannah attends the Graphic Communications Program.

In the Cosmetology Senior competition, students demonstrated their skills in haircolor, haircutting, hair styling and long hair design in four separate tests. All work is performed on mannequins, so everyone begins with the same model and the same type of hair. Contestants will perform one woman's cut, and one man's cut from a finished photo. They will also create one uniform layered haircut. A display of creativity is seen in the long hair segment of the competition where these future salon professionals demonstrate their own design skills.

In the Advertising Design competition, this contest tested technical skills and creative aptitude as though contestants worked for an ad agency. In addition to a written test, competitors will recreate a provided advertisement on the computer. Competitors are judged on their accuracy, proficiency with industry software and ability to meet a deadline. Contestants also compete in a creative portion of the competition. The creative portion involves the application of creative thinking and a design challenge. Layout, drawing and illustration skills are used, as well as the ability to create vibrant, effective designs using the computer.

SkillsUSA is a partnership of students, teachers and industry working together to ensure America has a skilled workforce. We help each student excel. A nonprofit national education association, SkillsUSA serves middle-school, high-school and college/postsecondary students preparing for careers in trade, technical and skilled service occupations.



## “Shrek Jr.” Makes A Believer Out of Audience

The Middle School's “Shrek Jr.” cast did an amazing job putting on the much loved musical. Director of Fine Arts Dean Vallas says, “I am so proud of the students and Fine Arts staff for making Shrek Jr. a reality for students. The Arts are making this pandemic bearable, especially for students attending school.”

Leads Anthony Pecoraro as Shrek, Macy Gabel as Fiona and Derek Kennan as Donkey did an outstanding job as well as the rest of the cast! A special thank you to Director John Szablewski who stepped in to play Lord Farquaad at the last minute!



# NTI Student's Artwork Wins NYS DEC Contest



Congratulations to NTI student Cecilia Fedeson! This talented 5th grader took first place in the New York State Department of Environmental Conservation's (DEC) poster contest.

Her poster will be featured on the DEC calendar next year. As a thank you the DEC will be planting a tree at the Intermediate school to celebrate her achievement. Her Art teacher Melinda Wright says she is very proud of Cecilia and all her students who participated since it was an optional project.

## Family Fun Night

There were a lot of free and fun art activities at the Carnegie Arts Center March 16th. Our amazing Art teachers hosted the event for the District's families as part of YAM (Youth Art Month) and participants were encouraged to take part in drawing, painting, printmaking and other great activities.





## PROPOSITION #1 VOTE ON BUDGET

Shall the proposed budget of Expenditures of the North Tonawanda City School District for the 2022-2023 school year in the amount of \$83,555,000.00 and for the purposes shown in the statement of estimated expenditures adopted by the Board of Education, be and the same hereby is approved and the amount thereof shall be raised by a levy of a tax upon the taxable property of the school district, after first deducting the monies available from State Aid and other sources provided by law.

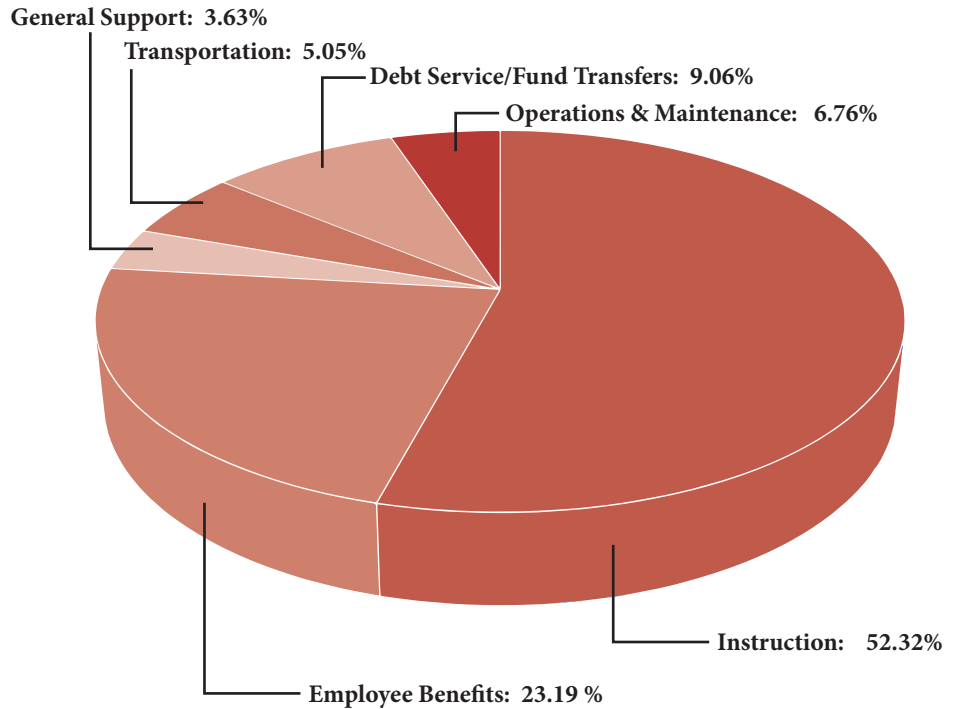
☐ Yes ☐ No

### Transportation Capital Expenditure

In the 2022-2023 budget year, the district is proposing to purchase one type "C", 66-passenger big buses, six type "A", small buses, and additional school bus-type vans/minivans/suburban, 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. These purchases will be made on the basis of state contract and current market prices which may limit the number of vehicles that are actually able to be purchased via this budget line.

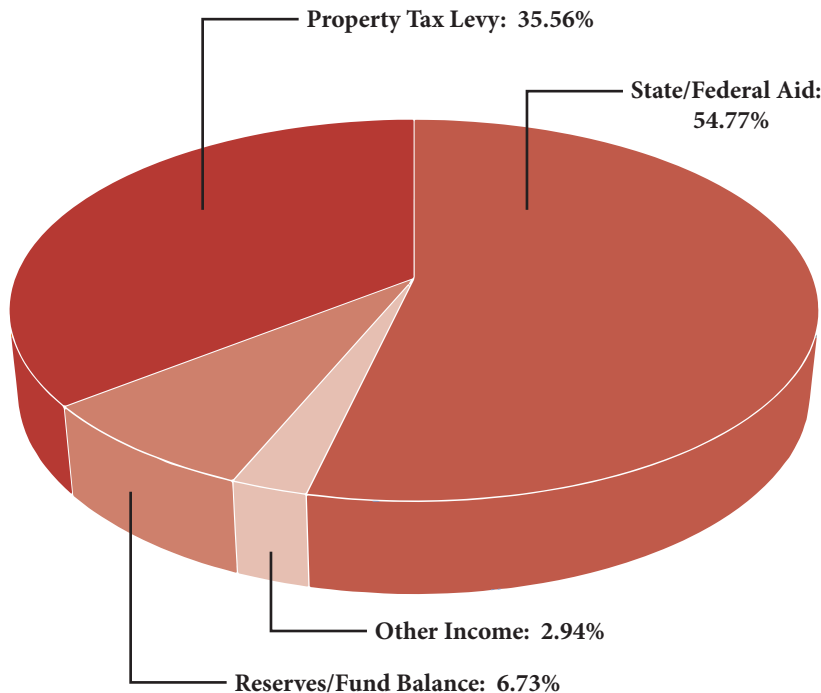


## EXPENDITURES



	2021-2022	2022-2023	Percent Change from 2021-22
<b>Instruction</b>	\$43,931,668	\$43,714,208	-0.49%
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, and pupil personnel services.			
<b>Employee Benefits</b>	\$19,075,000	\$19,375,000	1.57%
Includes: Employee retirement systems, health insurance, unemployment insurance, social security and worker's compensation.			
<b>General Support</b>	\$2,837,956	\$3,028,083	6.70%
Includes: Legal services, personnel, insurance, school board, refund on property tax, BOCES administrative charges, administrative and financial services, public information, central data processing and auditing.			
<b>Transportation</b>	\$4,027,276	\$4,219,688	4.78%
Includes: Transportation to public and non-public schools, vocational schools, educational field and athletic trips and transportation of special education children.			
<b>Debt Service/Fund Transfers</b>	\$7,050,905	\$7,572,240	7.39%
Includes: Principal and interest payments on debt for district building reconstruction projects and energy conservation projects. Also, includes District's share of special education summer programs.			
<b>Operations &amp; Maintenance</b>	\$4,931,695	\$5,645,781	14.48%
Includes: Maintenance of district facilities, custodial services and utility costs.			
<b>TOTAL BUDGET</b>	\$81,854,500	\$83,555,000	2.08%

# PROJECTED REVENUES



	2021-2022	2022-2023	Change from 2021-22
State/Federal Aid	\$44,605,183	\$45,761,000	\$1,155,817

State/Federal Aid represents the largest portion of revenue for the District. In the 2022-23 school year, it is projected to be 54.77 % of all revenue. Last year it was 54.49 %. Year over year and budget to budget this area of revenue has stayed consistent the past two fiscal cycles with an approximately \$1.1 million increase each year. This represents about a 2.5% increase each year.

Other Income	\$2,498,567	\$2,458,000	(\$40,567)
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Any income received by the School District other than State and Federal Aid, Fund Balance or Tax Levy is included under this heading. Examples of other income would be: rentals, interest earnings, payments in lieu of taxes, refunds of prior year's expenses, gifts, fees, tax penalties, commissions and athletic event gate receipts.

Reserves/Fund Balance	\$5,450,000	\$5,625,000	\$175,000
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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	\$29,300,750	\$29,711,000	\$410,250
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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 2022-23 school year, it is anticipated that there will be a tax levy increase of \$ 410,250 which represents a 1.4 % increase over the previous year. The District will be using \$ 875,000 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	\$81,854,500	\$83,555,000	\$1,700,500
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## \$100,000 Capital Outlay and Capital Improvement Projects

What is the capital outlay project that is included in the 2022-2023 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 22-23 budget year the district is proposing to use these funds for a construction/reconstruction project to address improvements to the North Tonawanda Intermediate School campus which would include but not limited to site work related to a sensory pathway and gardens, flooring, finishes, ceilings, wiring, heating and ventilation systems in school buildings for classroom improvements and STEM classrooms.

## Board of Education Candidates

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

The election of members of the Board of Education shall be held to fill three (3) at-large vacancies on the Board. 2 seats are for (3) year terms and 1 seat is for a (1) year term.



# OVERALL BUDGET PROPOSAL

## North Tonawanda City Schools Budget Notice

### OVERALL BUDGET PROPOSAL

	Budget Adopted for the 2021-22 School Year	Budget Proposed for the 2022-23 School Year	Contingency Budget for the 2022-23 School Year
Total Budgeted Amount, Not Including Separate Propositions	\$ 81,854,500	\$ 83,555,000	\$ 82,769,000
Increase/Decrease for the 2022-23 School Year		\$ 1,700,500	\$ 914,500
Percentage Increase/Decrease in Proposed Budget		2.08 %	1.12%
Change in the Consumer Price Index		4.70 %	
A. Proposed Levy to Support the Total Budgeted Amount	\$ 29,300,750	\$ 29,711,000	
B. Levy to Support Library Debt, if Applicable	\$0	\$0	
C. Levy for Non-Excludable Propositions, if Applicable	\$0	\$0	
D. Total Tax Cap Reserve Amount Used to Reduce Current Year Levy	\$0	\$0	
<b>E. Total Proposed School Year Tax Levy (A + B + C - D)</b>	<b>\$ 29,300,750</b>	<b>\$ 29,711,000</b>	<b>\$ 29,300,750</b>
F. Total Permissible Exclusions	\$ 361,226	\$ 534,714	
G. School Tax Levy Limit, <u>Excluding</u> Levy for Permissible Exclusions	\$ 29,003,229	\$ 29,668,547	
H. Total Proposed Tax Levy, <u>Excluding</u> Levy to Support Library Debt and/or Permissible Exclusions (E - B - F + D)	\$ 28,939,524	\$ 29,176,286	
I. Difference: G - H (Negative Value Requires 60.0% Voter Approval - See Note Below Regarding Separate Propositions) **	\$ 63,705	\$ 492,261	
Administrative Component	\$ 6,607,021	\$ 6,828,416	\$ 6,644,054
Program Component	\$ 61,104,025	\$ 61,468,153	\$ 61,446,515
Capital Component	\$ 14,143,454	\$ 15,258,431	\$ 14,678,431

The District would adopt a contingency budget with \$ 786,000 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 2022-23 School Year
Estimated Basic STAR Exemption Savings <sup>1</sup>	\$471

The annual budget vote for the fiscal year 2022-2023 by the qualified voters of the North Tonawanda City School District, Niagara County, NY, will be held at the Fine Arts Center (405-455 Meadow Drive) in said district on Tuesday, May 17, 2022 between the hours of 11:00 am and 8:00 pm at which time the polls will be opened to vote by voting ballot or machine. Absentee ballots are due back by 5:00 p.m. on May 17, 2022.

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

**Budget Vote and Board Election • Tuesday, May 17, 2022**  
**11:00 a.m. - 8:00 p.m.**



# NFL-ECIC Challenge Huge Success

Basketball fans were in for an amazing weekend at North Tonawanda High School as schools in the Niagara Frontier League (NFL) and Erie County Interscholastic Conference (ECIC) met up for The N.F.L. vs. E.C.I.C. Challenge. North Tonawanda Head Coach Ryan Mountain was thrilled with the turnout January 28-January 29th. "It was a very positive weekend for everyone," he says. "Our leagues started this event 2 years ago at Depew High School. After not playing the event last year, I offered to host and run the event here at our facility, which many feel is one of the nicest basketball arenas in the Section."



Friday's games included matchups between Frontier and CSAT, Williamsville South versus Lewiston-Porter and Orchard Park versus Niagara Wheatfield. Saturday's games were Depew versus Kenmore East, Amherst versus Lockport and last but not least Iroquois against North Tonawanda. "The crowds were electric and we received a tremendous amount of positive feedback," says Mountain. "There were great teams with some of the top players in Section 6, which made it fun for the players and the fans who many had never been to our gym." Those who were unable to attend the game could watch them being streamed on the N.T. Athletics YouTube channel. "The View from Center Court" who is the premier high school media outlet for Section 6 basketball, provided free media coverage and professional photography for all 6 games.

Each team was treated with a case of Gatorade and a sheet pizza courtesy of the NT Basketball program and sponsor BSN Sports graciously donated t-shirts. N.T.'s varsity players worked the snack stand. Another highlight was at the end of each game when the Toughness Awards were handed out and a very cool and unique trophy was presented to one member of each team.

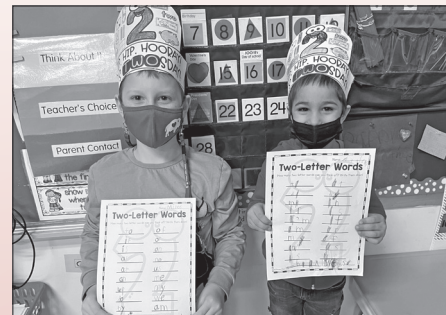
Although the N.F.L. swept the E.C.I.C. in 2020, The E.C.I.C. got the better of them this year going 5-1, with Lewiston Porter earning the N.F.L.'s victory. Mountain says he was very proud of all the student-athletes and the toughness they displayed. "Whether we won or loss was not really important. It was just nice to enjoy our comradery again and have fun without the pressure of having to play our own league for sectional points. To see teams appreciating our court and facility made us proud."



## Two's Day

Our students and staff had a blast celebrating 2/22/22 with a lot of fun activities on this once in a lifetime event.

Here are some cute photos from Drake and Spruce Elementary Schools.



## Student Spotlight Art Show

It was great seeing everyone at our Student Spotlight Art Show on March 3rd!

There were some amazing pieces on display and our teachers loved interacting with their students and their families at the Carnegie Arts Center.







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

### Board of Education

Matthew Kennedy, President  
Colleen Angelhow, Vice President  
Stephanie Emiliani  
Cheryl McMahon  
Gabrielle Richards  
Krista Vince Garland  
Rachel Keenan, Student Member

Gregory J. Woytila  
Superintendent of Schools  
[www.ntschoools.org](http://www.ntschoools.org)



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## Legally Blonde Cast Sparkles

Our talented high school students recently brought the house down with “Legally Blonde” the musical. The story is about Elle Woods, a sorority girl who enrolls in Harvard Law School to win back her ex-boyfriend and discovers her knowledge of the law can help others and she successfully defends exercise queen Brooke Wyndham in a murder trial.

