

NORTH TONAWANDA CITY SCHOOL DISTRICT

"Good Things are Happening in N.T. Schools"

THE PROPOSED 2009 - 2010 SCHOOL BUDGET

BUDGET HEARING
Tuesday, May 12, 2009
7:00 p.m.

ANNUAL ELECTION and BUDGET VOTE
Tuesday, May 19, 2009
12:00 Noon - 9:00 P.M.

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

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**SUMMARY OF EXPENDITURES
PROPOSED BUDGET
2009-2010**

ADMINISTRATIVE BUDGET	Budget 08-09	Proposed Budget 09-10	% of Total Budget
Policy & Management	449,824	467,519	0.73
Administrative Services	2,147,553	1,960,935	3.05
Educational Services	1,580,975	1,578,944	2.46
Pupil Personnel Services	98,230	97,798	0.15
Special Education	83,656	85,984	0.13
Personnel	204,036	207,928	0.32
Undistributed Expenditures-Benefits	360,713	368,961	0.57
ADMINISTRATIVE BUDGET TOTAL	4,924,987	4,768,069	7.42

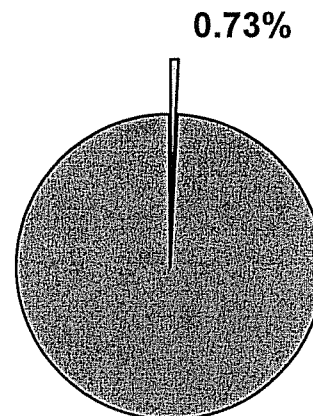
PROGRAM BUDGET	Budget 08-09	Proposed Budget 09-10	% of Total Budget
Educational Services	23,475,588	23,692,856	36.86
Pupil Personnel Services	1,331,502	1,400,156	2.18
Special Education	10,220,515	10,532,107	16.38
Co-Curricular/Interscholastic Athletics	603,265	567,798	0.88
Transportation	2,689,686	2,709,966	4.22
Undistributed Expenditures-Benefits	10,279,869	10,453,902	16.26
Interfund Transfers-Special Aid	120,000	125,000	0.19
PROGRAM BUDGET TOTAL	48,720,425	49,481,785	76.97

CAPITAL BUDGET	Budget 08-09	Proposed Budget 09-10	% of Total Budget
Administrative Services	127,000	127,000	0.20
Buildings & Grounds	5,415,207	5,656,781	8.80
Undistributed Expenditures-Benefits	1,442,853	1,475,845	2.30
Undistributed Expenditures-Debt Services	2,998,607	2,773,883	4.32
Interfund Transfers-Capital	42,000	0	0
CAPITAL BUDGET TOTAL	10,025,667	10,033,509	15.61

TOTAL GENERAL FUND EXPENDITURES	63,671,079	64,283,363	100.00
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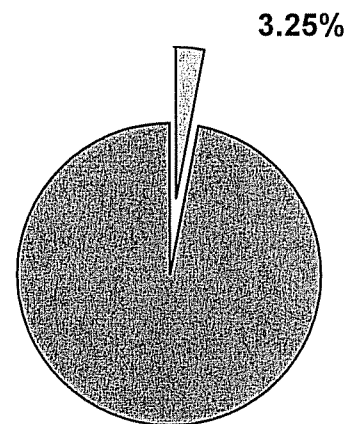
POLICY & MANAGEMENT

ADMINISTRATIVE BUDGET	Actual 06-07	Actual 07-08	Budget 08-09	Proposed Budget 09-10
Board of Education	24,625	12,105	12,900	10,450
Office of the Superintendent	230,417	218,419	231,496	235,292
District Clerk	4,000	4,578	5,952	5,803
District Meeting	4,536	7,274	8,660	9,758
Legal Services	129,789	212,352	162,616	178,216
Public Information & Services	20,039	20,749	28,200	28,000
BOARD OF EDUCATION TOTAL	413,406	475,477	449,824	467,519



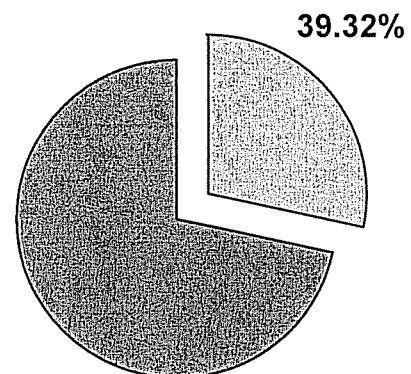
ADMINISTRATIVE SERVICES

ADMINISTRATIVE BUDGET	Actual 06-07	Actual 07-08	Budget 08-09	Proposed Budget 09-10
Business Administration	205,549	245,696	249,917	215,952
Auditing Services	188,546	147,396	171,034	148,626
District Treasurer	4,344	4,554	5,786	5,897
Tax Collection	29,000	15,000	16,000	5,500
Purchasing	40,763	43,053	48,018	47,417
Fiscal Agent Fees	1,250	1,000	5,000	5,000
Central Printing & Mailing	22,180	19,433	33,059	33,559
Data Processing	433,144	490,353	671,159	623,321
Unallocated Insurance	325,607	295,130	453,522	408,654
School Association Dues	4,787	12,804	9,337	13,940
Unclassified Account	48,295	135,000	135,000	100,000
BOCES Administrative Costs	324,741	329,116	349,721	353,069
CAPITAL BUDGET				
Judgements / Claims	1,250	0	52,000	52,000
Refund Real Property Tax	1,238	3,083	75,000	75,000
ADMINISTRATIVE SERVICES TOTAL	1,630,694	1,741,618	2,274,553	2,087,935



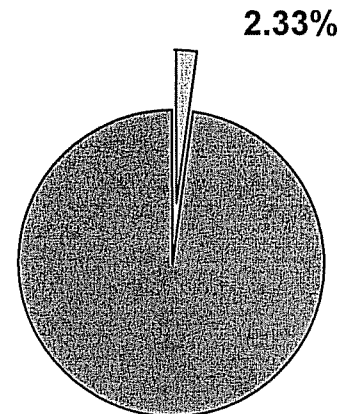
EDUCATIONAL SERVICES

ADMINISTRATIVE BUDGET	Actual 06-07	Actual 07-08	Budget 08-09	Proposed Budget 09-10
Curriculum Development & Supervision	190,273	154,318	180,289	165,382
Supervision - Regular School	1,262,903	1,418,961	1,396,436	1,413,562
Supervision - Special School	0	0	0	0
Research, Evaluation & Planning	5,625	4,000	4,250	0
PROGRAM BUDGET				
In Service Training	84,782	77,177	225,863	184,029
Teaching - Regular School	17,928,335	18,811,923	19,947,738	20,391,208
Special Schools	311,505	317,538	420,769	362,100
School Library & Audio Visual	568,154	591,462	636,777	649,040
Computer Assisted Instruction (CAI)	514,271	626,191	701,731	665,759
Occupational Education	1,480,546	1,506,360	1,542,710	1,440,720
EDUCATIONAL SERVICES TOTAL	22,346,394	23,507,930	25,056,563	25,271,800



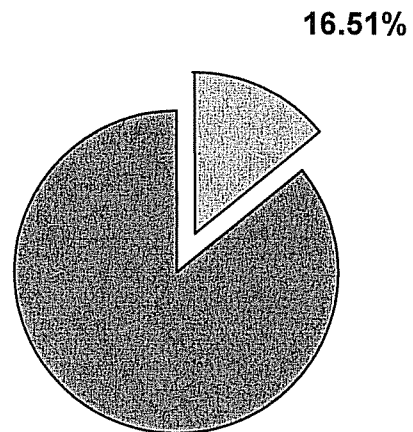
PUPIL PERSONNEL SERVICES

ADMINISTRATIVE BUDGET	Actual 06-07	Actual 07-08	Budget 08-09	Proposed Budget 09-10
Attendance Services	0	0	98,230	97,798
PROGRAM BUDGET				
Attendance Services	111,248	112,778	125,659	128,630
Guidance Services	684,002	713,686	768,648	803,069
Health Services	385,392	365,924	435,595	468,457
Community Services/Census	69	0	1,600	0
PROGRAM SERVICES TOTAL	1,180,711	1,192,388	1,429,732	1,497,954



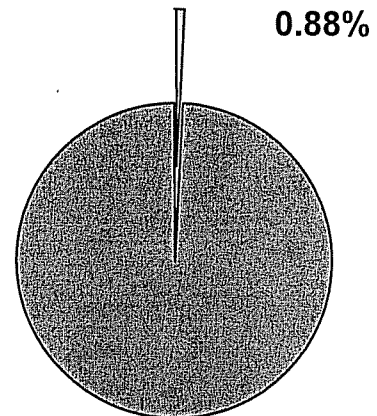
SPECIAL EDUCATION

ADMINISTRATIVE BUDGET	Actual 06-07	Actual 07-08	Budget 08-09	Proposed Budget 08-09
Program for Students with Disabilities	159,844	104,226	83,656	85,984
PROGRAM BUDGET				
Program for Students with Disabilities	7,738,530	8,535,371	9,461,036	9,752,845
Psychological Services	269,478	282,767	343,168	309,057
Social Work Services	516,655	459,747	416,311	470,205
SPECIAL EDUCATION TOTAL	8,684,507	9,382,111	10,304,171	10,618,091



INTERSCHOLASTIC SPORTS & CO-CURRICULAR ACTIVITIES

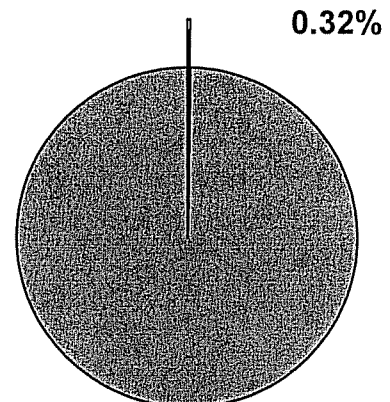
PROGRAM BUDGET	Actual 06-07	Actual 07-08	Budget 08-09	Proposed Budget 09-10
Co-Curricular Activities	105,881	113,338	137,420	127,258
Interscholastic Sports	325,186	377,014	465,845	440,540
CO-CURRICULAR ACTIVITIES & INTERSCHOLASTIC SPORTS	431,067	490,352	603,265	567,798



Gregory Witman, Director of Athletics, Physical Education & Program Services

PERSONNEL

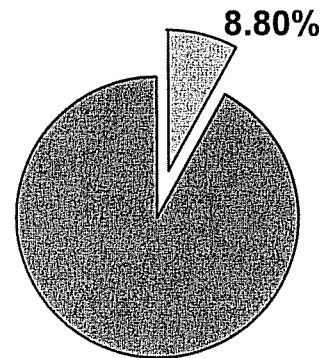
ADMINISTRATIVE BUDGET	Actual 06-07	Actual 07-08	Budget 08-09	Proposed Budget 09-10
PERSONNEL TOTAL	183,511	194,451	204,036	207,928



John Tylec, Director of Personnel

BUILDINGS & GROUNDS

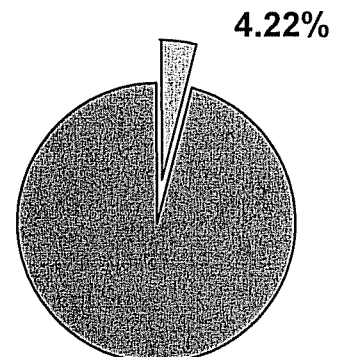
CAPITAL BUDGET	Actual 06-07	Actual 07-08	Budget 08-09	Proposed Budget 09-10
Custodial / Cleaning	3,404,959	3,329,491	4,034,550	4,174,195
Maintenance / Grounds	1,187,568	1,327,873	1,380,657	1,482,586
BUILDINGS & GROUNDS TOTAL	4,592,527	4,657,364	5,415,207	5,656,781



Stephen Scordato, Superintendent of Buildings/Grounds

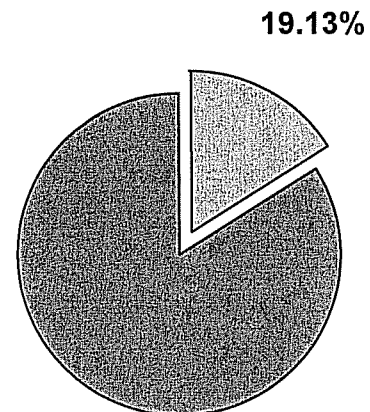
TRANSPORTATION

PROGRAM BUDGET	Actual 06-07	Actual 07-08	Budget 08-09	Proposed Budget 09-10
District Transportation	949,670	896,840	907,723	922,346
Bus Garage	71,754	73,598	109,131	111,144
Contract Transportation	1,361,652	1,350,393	1,672,832	1,676,476
TRANSPORTATION TOTAL	2,383,076	2,320,831	2,689,686	2,709,966



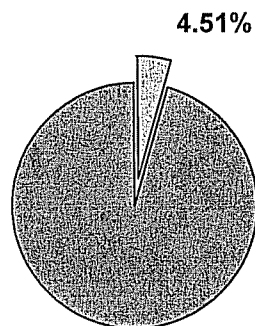
UNDISTRIBUTED EXPENDITURES: BENEFITS

ADMINISTRATIVE / PROGRAM / CAPITAL BUDGETS	Actual 06-07	Actual 07-08	Budget 08-09	Proposed Budget 09-10
State Retirement	550,557	399,868	544,432	460,302
Teacher Retirement	2,003,510	2,048,580	1,983,967	1,649,949
Social Security	2,207,884	2,232,625	2,482,647	2,534,942
Worker's Compensation	179,798	313,455	536,000	536,000
Unemployment Insurance	28,985	34,441	78,088	60,000
Hospital & Medical Insurance	5,103,542	5,785,925	6,458,301	7,057,515
TOTAL UNDISTRIBUTED EXPENSES: BENEFITS	10,074,276	10,814,894	12,083,435	12,298,708



UNDISTRIBUTED EXPENDITURES: DEBT SERVICE/INTERFUND TRANSFERS

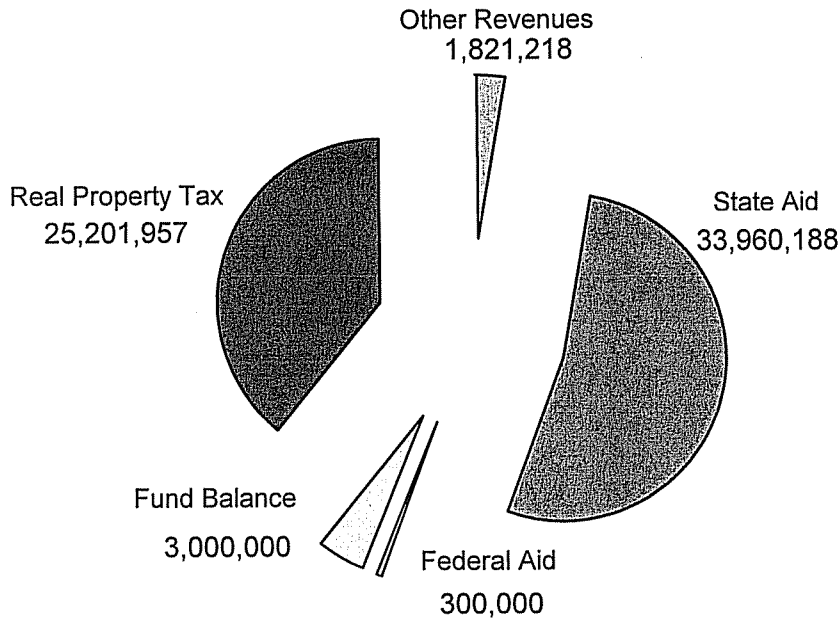
CAPITAL BUDGET	Actual 06-07	Actual 07-08	Budget 08-09	Proposed Budget 09-10
Principal				
Pension Bonds	480,000	500,000	525,000	545,000
Interest				
Pension Bonds	74,793	57,008	36,227	12,535
Principal				
Serial Bonds-School Construction/Other	1,508,890	1,565,534	1,768,580	1,615,552
Interest				
Serial Bonds-School Construction/Other	724,163	662,400	597,293	529,289
Principal				
School Construction BANS	0	0	0	0
Interest				
School Construction BANS	0	0	0	0
Principal				
Bond Anticipation Notes-Buses	25,660	25,660	0	0
Interest				
Bond Anticipation Notes-Buses	1,540	975	0	0
Tax Anticipation Notes - Interest	0	0	49,315	49,315
Revenue Anticipation Notes - Interest	0	0	22,192	22,192
Interfund Transfers-Capital	0	4,800,000	42,000	0
PROGRAM BUDGET				
Interfund Transfers-Special Aid	88,406	113,192	120,000	125,000
UNDISTRIBUTED EXPENDITURES:				
DEBT SERVICE / INTERFUND TRANSFERS	2,903,452	7,724,769	3,160,607	2,898,883



SUMMARY OF ESTIMATED REVENUES

Proposed Budget

2009 - 2010



% of Total Budget	
Other Revenues	2.83%
State Aid	52.83%
Federal Aid	0.47%
Fund Balance	4.67%
Real Property Tax	39.20%

	Budget 08-09	Proposed Budget 09-10	Difference
Other Revenues	1,899,685	1,821,218	(78,467)
State Aid	33,451,214	33,960,188	508,974
Federal Aid	300,000	300,000	0
Fund Balance	3,042,000	3,000,000	(42,000)
Real Property Tax Collection	24,978,180	25,201,957	223,777
TOTAL REVENUES	63,671,079	64,283,363	612,284

Form Due - April 25, 2009

School District Contact Person:

SUSAN L. VILLIERS

School District Telephone Number:

716-807-3504

	Budgeted 2008-09 (A)	Budgeted 2009-10 (B)	Percent Change (C)
Total Spending	63,671,079	64,283,363	0.96%
Total School Tax Levy	24,978,180	25,201,957	0.90%
Public School Enrollment	4,212	4,057	-3.68%
Consumer Price Index			3.80%

	Actual 2008-09 (D)	Estimated 2009-10 (E)
Reserved Fund Balance	6,300,978	6,000,000
Appropriated Fund Balance	3,042,000	3,000,000
Unreserved, Unappropriated Fund Balance	2,546,844	2,571,335
Unreserved, Unappropriated Fund Balance as a Percent of the Total Budget	4.00%	4.00%



The New York State District Report Card

**Accountability
and Overview Report
2007–08**

District **NORTH TONAWANDA CITY SCHOOL
DISTRICT**

District ID **40-09-00-01-0000**

Superintendent **VINCENT VECCHIARELLA**

Telephone **(716) 807-3500**

Grades **K-12, US**

This District's Report Card

The New York State District Report Card is an important part of the Board of Regents effort to raise learning standards for all students. It provides information to the public on the district's status and the status of schools within the district under the State and federal accountability systems, on student performance, and on other measures of school and district performance. Knowledge gained from the report card on a school district's strengths and weaknesses can be used to improve instruction and services to students.

State assessments are designed to help ensure that all students reach high learning standards. They show whether students are getting the knowledge and skills they need to succeed at the elementary, middle, and commencement levels and beyond. The State requires that students who are not making appropriate progress toward the standards receive academic intervention services.

For more information:

Office of Information and Reporting Services
New York State Education Department
Room 863 EBA
Albany, NY 12234
Email: RPTCARD@mail.nysed.gov

Use this report to:

1

Get District Profile information.

This section shows comprehensive data relevant to this district's learning environment.

2

Review District Accountability Status.

This section indicates whether a district made adequate yearly progress (AYP) and identifies districts in need of improvement and subject to interventions under the federal No Child Left Behind Act as well as districts requiring academic progress and subject to interventions under Commissioner's Regulations.

3

View School Accountability Status.

This section lists all schools in your district by 2008–09 accountability status.

4

Review an Overview of District Performance.

This section has information about the district's performance on state assessments in English, mathematics, and science, and on high school graduation rate.

District Profile

This section shows comprehensive data relevant to this school district's learning environment, including information about enrollment, average class size, and teacher qualifications.

Enrollment

	2005-06	2006-07	2007-08
Pre-K	74	0	0
Kindergarten	258	276	288
Grade 1	297	272	280
Grade 2	283	305	277
Grade 3	269	286	302
Grade 4	284	285	282
Grade 5	304	288	279
Grade 6	332	306	298
Ungraded Elementary	0	0	0
Grade 7	329	341	317
Grade 8	351	330	337
Grade 9	458	421	371
Grade 10	394	427	393
Grade 11	372	381	395
Grade 12	351	369	356
Ungraded Secondary	6	6	6
Total K-12	4288	4293	4181

Average Class Size

	2005-06	2006-07	2007-08
Common Branch	20	20	20
Grade 8			
English	23	21	25
Mathematics	22	21	22
Science	23	23	25
Social Studies	23	21	24
Grade 10			
English	18	22	22
Mathematics	23	23	23
Science	23	25	26
Social Studies	23	24	23

Enrollment Information

Enrollment counts are as of Basic Educational Data System (BEDS) day, which is typically the first Wednesday of October of the school year. Students who attend BOCES programs on a part-time basis are included in a district's enrollment. Students who attend BOCES on a full-time basis or who are placed full time by the district in an out-of-district placement are not included in a district's enrollment. Students classified by districts as "pre-first" are included in first grade counts.

Average Class Size Information

Average Class Size is the total registration in specified classes divided by the number of those classes with registration. *Common Branch* refers to self-contained classes in Grades 1-6.

Demographic Factors

	2005-06		2006-07		2007-08	
	#	%	#	%	#	%
Eligible for Free Lunch	823	19%	943	22%	835	20%
Reduced-Price Lunch	346	8%	280	7%	344	8%
Student Stability*	N/A		N/A		N/A	
Limited English Proficient	90	2%	65	2%	44	1%
Racial/Ethnic Origin						
American Indian or Alaska Native	59	1%	65	2%	91	2%
Black or African American	52	1%	51	1%	70	2%
Hispanic or Latino	57	1%	71	2%	79	2%
Asian or Native Hawaiian/Other Pacific Islander	22	1%	24	1%	30	1%
White	4098	96%	4060	95%	3911	94%
Multiracial**	N/A	N/A	22	1%	0	0%

* Available only at the school level.

** Multiracial enrollment data were not collected statewide in the 2005-06 school year.

Attendance and Suspensions

	2004-05		2005-06		2006-07	
	#	%	#	%	#	%
Annual Attendance Rate	94%		94%		94%	
Student Suspensions	250	6%	256	6%	211	5%

Demographic Factors Information

Eligible for Free Lunch and Reduced-Price Lunch percentages are determined by dividing the number of approved lunch applicants by the Basic Educational Data System (BEDS) enrollment in full-day Kindergarten through Grade 12. *Eligible for Free Lunch and Limited English Proficient* counts are used to determine *Similar Schools* groupings within a *Need/Resource Capacity* category.

Attendance and Suspensions Information

Annual Attendance Rate is determined by dividing the school district's total actual attendance by the total possible attendance for a school year. A district's actual attendance is the sum of the number of students in attendance on each day the district's schools were open during the school year. Possible attendance is the sum of the number of enrolled students who should have been in attendance on each day schools were open during the school year. *Student Suspension* rate is determined by dividing the number of students who were suspended from school (not including in-school suspensions) for one full day or longer anytime during the school year by the Basic Educational Data System (BEDS) day enrollments for that school year. A student is counted only once, regardless of whether the student was suspended one or more times during the school year.

Teacher Qualifications

	2005-06	2006-07	2007-08
Total Number of Teachers	332	330	332
Percent with No Valid Teaching Certificate	1%	1%	0%
Percent Teaching Out of Certification	2%	2%	1%
Percent with Fewer Than Three Years of Experience	2%	3%	4%
Percentage with Master's Degree Plus 30 Hours or Doctorate	19%	19%	18%
Total Number of Core Classes	1268	957	945
Percent Not Taught by Highly Qualified Teachers	3%	3%	1%
Total Number of Classes	1132	1150	1193
Percent Taught by Teachers Without Appropriate Certification	3%	2%	1%

Teacher Turnover Rate

	2004-05	2005-06	2006-07
Turnover Rate of Teachers with Fewer than Five Years of Experience	10%	10%	
Turnover Rate of All Teachers	7%	10%	

Staff Counts

	2005-06	2006-07	2007-08
Total Other Professional Staff	37	35	36
Total Paraprofessionals*	95	93	91
Assistant Principals	4	4	4
Principals	7	7	7

* Not available at the school level.

Teacher Qualifications Information

The *Percent Teaching Out of Certification* is the percent doing so more than on an incidental basis; that is, the percent teaching for more than five periods per week outside certification.

Core Classes are primarily K-6 common branch, English, mathematics, science, social studies, art, music, and foreign languages. The number of K-6 common branch core classes is multiplied by five so that these core class counts are weighted the same as counts for middle- and secondary-level teachers who report five classes per day. To be *Highly Qualified*, a teacher must have at least a Bachelor's degree, be certified to teach in the subject area, and show subject matter competency.

Teacher Turnover Rate Information

Teacher Turnover Rate for a specified school year is the number of teachers in that school year who were not teaching in the following school year divided by the number of teachers in the specified school year, expressed as a percentage.

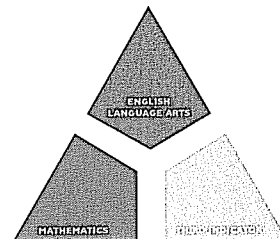
Staff Counts Information

Other Professionals includes administrators, guidance counselors, school nurses, psychologists, and other professionals who devote more than half of their time to non-teaching duties. Teachers who are shared between buildings within a district are reported on the district report only.

Understanding How Accountability Works in New York State

The federal No Child Left Behind (NCLB) Act requires that states develop and report on measures of student proficiency in 1) English language arts (ELA), in 2) mathematics, and on 3) a third indicator. In New York State in 2007–08, the third indicator is science at the elementary/middle level and graduation rate at the secondary level. Schools or districts that meet predefined goals on these measures are making Adequate Yearly Progress (AYP).

For more information about accountability in New York State, visit: www.emsc.nysed.gov/irts/accountability/home.shtml.



1 English Language Arts (ELA)

To make AYP in ELA, every accountability group must make AYP. For a group to make AYP, it must meet the participation and the performance criteria.

A Participation Criterion

At the elementary/middle level, 95 percent of Grades 3–8 students enrolled during the test administration period in each group with 40 or more students must be tested on the New York State Testing Program (NYSTP) in ELA or, if appropriate, the New York State English as a Second Language Achievement Test (NYSESLAT), or the New York State Alternate Assessment (NYSAA) in ELA. At the secondary level, 95 percent of seniors in 2007–08 in each accountability group with 40 or more students must have taken an English examination that meets the students' graduation requirement.

B Performance Criterion

At the elementary/middle level, the Performance Index (PI) of each group with 30 or more continuously enrolled tested students must equal or exceed its Effective Annual Measurable Objective (AMO) or the group must make Safe Harbor. (NYSESLAT is used only for participation.) At the secondary level, the PI of each group in the 2004 cohort with 30 or more members must equal or exceed its Effective AMO or the group must make Safe Harbor. To make Safe Harbor, the PI of the group must equal or exceed its Safe Harbor Target and the group must qualify for Safe Harbor using the third indicator, science or graduation rate.

2 Mathematics

The same criteria for making AYP in ELA apply to mathematics. At the elementary/middle level, the measures used to determine AYP are the NYSTP and the NYSAA in mathematics. At the secondary level, the measures are mathematics examinations that meet the students' graduation requirement.

3 Third Indicator

In addition to English language arts and mathematics, the school must also make AYP in a third area of achievement. This means meeting the criteria in science at the elementary/middle level and the criteria in graduation rate at the secondary level.

Elementary/Middle-Level Science: To make AYP, the All Students group must meet the participation criterion and the performance criterion.

A Participation Criterion

Eighty percent of students in Grades 4 and/or 8 enrolled during the test administration period in the All Students group, if it has 40 or more students, must be tested on an accountability measure. In Grade 4, the measures are the Grade 4 elementary-level science test and the Grade 4 NYSAA in science. In Grade 8 science, the measures are the Grade 8 middle-level science test, Regents science examinations, and the Grade 8 NYSAA in science.

B Performance Criterion

The PI of the All Students group must equal or exceed the State Science Standard (100) or the Science Progress Target.

Qualifying for Safe Harbor in Elementary/Middle-Level ELA and Math: To qualify, the PI must equal or exceed the State Science Standard or the Science Progress Target in elementary/middle-level science for that group.

Secondary-Level Graduation Rate: For a school to make AYP in graduation rate, the percent of students in the 2003 graduation-rate total cohort in the All Students group earning a high school diploma by August 31, 2007 must equal or exceed the Graduation-Rate Standard (55%) or the Graduation-Rate Progress Target.

Qualifying for Safe Harbor in Secondary-Level ELA and Math: To qualify, the percent of the 2003 graduation-rate total cohort earning a local diploma by August 31, 2007 must equal or exceed the Graduation-Rate Standard (55%) or the Graduation-Rate Progress Target for that group.

Useful Terms for Understanding Accountability

Accountability Cohort for English and Mathematics

The 2004 school accountability cohort consists of all students who first entered Grade 9 anywhere in the 2004–05 school year, and all ungraded students with disabilities who reached their seventeenth birthday in the 2004–05 school year, who were enrolled on October 3, 2007 and did not transfer to a diploma granting program. Students who earned a high school equivalency diploma or were enrolled in an approved high school equivalency preparation program on June 30, 2008, are not included in the 2004 school accountability cohort. The 2004 district accountability cohort consists of all students in each school accountability cohort plus students who transferred within the district after BEDS day plus students who were placed outside the district by the Committee on Special Education or district administrators and who met the other requirements for cohort membership. Cohort is defined in Section 100.2 (p) (16) of the Commissioner's Regulations.

Adequate Yearly Progress (AYP)

Adequate Yearly Progress (AYP) indicates satisfactory progress by a district or a school toward the goal of proficiency for all students.

Annual Measurable Objective (AMO)

The Annual Measurable Objective (AMO) is the Performance Index (PI) value that signifies that an accountability group is making satisfactory progress toward the goal that 100 percent of students will be proficient in the State's learning standards for English language arts and mathematics by 2013–14. The AMO's for each grade level will be increased as specified in CR100.2(p)(14) and will reach 200 in 2013–14. (See Effective AMO for further information.)

Continuously Enrolled Students

At the elementary/middle level, continuously enrolled students are those enrolled in the school or district on BEDS day (usually the first Wednesday in October) of the school year until the test administration period. At the secondary level, all students who meet the criteria for inclusion in the accountability cohort are considered to be continuously enrolled.

Effective Annual Measurable Objective (Effective AMO)

The Effective Annual Measurable Objective (Effective AMO) is the Performance Index (PI) value that each accountability group within a school or district is expected to achieve to make Adequate Yearly Progress (AYP). The Effective AMO is the lowest PI that an accountability group of a given size can achieve in a subject for the group's PI not to be considered significantly different from the AMO for that subject. If an accountability group's PI equals or exceeds the Effective AMO, it is considered to have made AYP. A more complete definition of Effective AMO and a table showing the PI values that each group size must equal or exceed to make AYP are available at www.emsc.nysed.gov/irts.

Graduation-Rate Total Cohort

This term is defined on the graduation-rate accountability page.

Performance Index (PI)

Performance Index is a value from 0 to 200 that is assigned to an accountability group, indicating how that group performed on a required State test (or approved alternative) in English language arts, mathematics, or science. Student scores on the tests are converted to four performance levels, from Level 1 to Level 4. (See performance level definitions on the Overview Summary page.) At the elementary/middle level, the PI is calculated using the following equation:

$$100 \times \left[\frac{\text{Count of Continuously Enrolled Tested Students Performing at Levels 2, 3, and 4} + \text{the Count at Levels 3 and 4}}{\text{Count of All Continuously Enrolled Tested Students}} \right]$$

At the secondary level, the PI is calculated using the following equation:

$$100 \times \left[\frac{\text{Count of Cohort Members Performing at Levels 2, 3, and 4} + \text{the Count at Levels 3 and 4}}{\text{Count of All Cohort Members}} \right]$$

A list of tests used to measure student performance for accountability is available at www.emsc.nysed.gov/irts.

Progress Target

For accountability groups below the State Standard in science or graduation rate, the Progress Target is an alternate method for making Adequate Yearly Progress (AYP) or qualifying for Safe Harbor in English language arts and mathematics based on improvement over the previous year's performance.

Safe Harbor

Safe Harbor provides an alternate means to demonstrate Adequate Yearly Progress (AYP) for accountability groups that do not achieve their Effective Annual Measurable Objectives (AMOs) in English or mathematics.

Safe Harbor Targets

The 2007–08 safe harbor targets were calculated using the following equation:

$$2006-07 \text{ PI} + (200 - \text{the } 2006-07 \text{ PI}) \times 0.10$$

Science Progress Target

The elementary/middle-level 2007–08 Science Progress Target is calculated by adding one point to the 2006–07 PI. The 2008–09 Science Progress Target is calculated by adding one point to the 2007–08 PI. The 2007–08 target is provided for groups whose PI was below the State Science Standard in 2007–08.

Science Standard

The criterion value that represents a minimally satisfactory performance in science. In 2007–08, the State Science Standard at the elementary/middle level is a Performance Index (PI) of 100. The Commissioner may raise the State Science Standard at his discretion in future years.

Understanding Your District Accountability Status

The list below defines the district status categories applied to each accountability measure under New York State's district accountability system, which is divided into a Federal Title I component and a State component. Accountability measures for districts are English language arts (ELA), mathematics, elementary/middle-level science, and graduation rate. A district may be assigned a different status for different accountability measures. The overall status of a district is the status assigned to the district for the accountability measure with the most advanced designation in the hierarchy. If the district receives Title I funds, it is the most advanced designation in the Title I hierarchy, unless the district is in good standing under Title I but identified as DRAP under the State hierarchy. A district that does not receive Title I funding in a school year does not have a federal status in that year; however, all districts receive a state status even if they do not receive Title I funding. Consequences for districts not in good standing can be found at: www.emsc.nysed.gov/irts/school-accountability/about.shtml.

Federal Title I Status

(Applies to all New York State districts receiving Title I funds)

▲ District in Good Standing

- A district is considered to be in good standing if it has not been identified as a District in Need of Improvement or a District Requiring Academic Progress.

▲ District in Need of Improvement (Year 1)

A district that has not made AYP for two consecutive years on the same accountability measure is considered a District in Need of Improvement (Year 1) for the following year, if it continues to receive Title I funds.

▲ District in Need of Improvement (Year 2)

A District in Need of Improvement (Year 1) that does not make AYP on the accountability measure for which it was identified is considered a District in Need of Improvement (Year 2) for the following year, if it continues to receive Title I funds.

▲ District in Need of Improvement (Year 3)

A District in Need of Improvement (Year 2) that does not make AYP on the accountability measure for which it was identified is considered a District in Need of Improvement (Year 3) for the following year, if it continues to receive Title I funds.

▲ District in Need of Improvement (Year 4)

A District in Need of Improvement (Year 3) that does not make AYP on the accountability measure for which it was identified is considered a District in Need of Improvement (Year 4) for the following year, if it continues to receive Title I funds.

▲ District in Need of Improvement (Year 5 and above)

A District in Need of Improvement (Year 4 and above) that does not make AYP on the accountability measure for which it was identified is considered a District in Need of Improvement (Year 5 and above) for the following year, if it continues to receive Title I funds.

New York State Status

(Applies to New York State districts)

■ District Requiring Academic Progress (Year 1)

A district that has not made AYP on the same accountability measure for two consecutive years is considered a District Requiring Academic Progress (Year 1) for the following year.

■ District Requiring Academic Progress (Year 2)

A District Requiring Academic Progress (Year 1) that does not make AYP on the accountability measure for which it was identified is considered a District Requiring Academic Progress (Year 2) for the following year.

■ District Requiring Academic Progress (Year 3)

A District Requiring Academic Progress (Year 2) that does not make AYP on the accountability measure for which it was identified is considered a District Requiring Academic Progress (Year 3) for the following year.

■ District Requiring Academic Progress (Year 4)

A District Requiring Academic Progress (Year 3) that does not make AYP on the accountability measure for which it was identified is considered a District Requiring Academic Progress (Year 4) for the following year.

■ District Requiring Academic Progress (Year 5 and above)

A District Requiring Academic Progress (Year 4 and above) that does not make AYP on the accountability measure for which it was identified is considered a District Requiring Academic Progress (Year 5 and above) for the following year.

Pending – A district's status is "Pending" if the district requires special evaluation procedures and they have not yet been completed.

Summary

Overall Accountability Status (2008-09)

Good Standing

ELA Good Standing

Science Good Standing

Math Good Standing

Graduation Rate Good Standing

Title I Part A Funding

Years the District Received Title I Part A Funding

2006-07

2007-08

2008-09

YES

YES

YES

On which accountability measures did this district make Adequate Yearly Progress (AYP) and which groups made AYP on each measure?

Student Groups	Elementary/Middle Level			Secondary Level		
	English Language Arts	Mathematics	Science	English Language Arts	Mathematics	Graduation Rate
All Students	✓	✓	✓	✓	✓	✓
Ethnicity						
American Indian or Alaska Native	✓	✓		-	-	
Black or African American	✓	✓		-	-	
Hispanic or Latino	✓	✓		-	-	
Asian or Native Hawaiian/Other Pacific Islander	-	-		-	-	
White	✓	✓		✓	✓	
Multiracial						
Other Groups						
Students with Disabilities	✓	✓		X	X	
Limited English Proficient	-	-		-	-	
Economically Disadvantaged	✓	✓		✓	✓	
Student groups making AYP in each subject	✓ 7 of 7	✓ 7 of 7	✓ 1 of 1	X 3 of 4	X 3 of 4	✓ 1 of 1

AYP Status

- ✓ Made AYP
- ✓^{SH} Made AYP Using Safe Harbor Target
- X Did Not Make AYP
- Insufficient Number of Students to Determine AYP Status

Accountability Status Levels

Federal

- Good Standing
- Improvement (Year 1)
- Improvement (Year 2)
- Improvement (Year 3)
- Improvement (Year 4)
- Improvement (Year 5 & Above)

State

- Good Standing
- Requiring Academic Progress (Year 1)
- Requiring Academic Progress (Year 2)
- Requiring Academic Progress (Year 3)
- Requiring Academic Progress (Year 4)
- Requiring Academic Progress (Year 5 & Above)

Pending - Requires Special Evaluation

Elementary/Middle-Level English Language Arts

Accountability Status for This Subject (2008-09)



Good Standing

Accountability Measures

7 of 7

Student groups making AYP in English language arts



Made AYP

Prospective Status

This district will be in good standing in 2009-10. [201]

How did students in each accountability group perform on elementary/middle-level English language arts accountability measures?

Student Group (Total: Continuous Enrollment) ¹	AYP	Participation ²		Test Performance ³		Performance Objectives	
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2007-08 2008-09
All Students (1855:1825)	✓	✓	100%	✓	167	130	
Ethnicity							
American Indian or Alaska Native (41:41)	✓	✓	100%	✓	171	118	
Black or African American (46:46)	✓	✓	100%	✓	141	119	
Hispanic or Latino (41:39)	✓	✓	100%	✓	156	117	
Asian or Native Hawaiian/Other Pacific Islander (12:12)	—	—	—	—	—	—	—
White (1715:1687)	✓	✓	100%	✓	168	130	
Multiracial (0:0)							
Other Groups							
Students with Disabilities ⁴ (341:335)	✓	✓	99%	✗	110	127	115 119
Limited English Proficient ⁵ (16:14)	—	—	—	—	—	—	—
Economically Disadvantaged (642:627)	✓	✓	100%	✓	157	129	
Final AYP Determination	✓ 7 of 7						

NOTES

¹ These data show the count of students enrolled during the test administration period (used for Participation) followed by the count of continuously enrolled tested students (used for Performance). For accountability calculations, students who were excused from testing for medical reasons are not included in the enrollment count.

² Groups with fewer than 40 students enrolled during the test administration period are not required to meet the participation criterion. If the participation rate of a group fell below 95 percent in 2007-08, the enrollment shown is the sum of 2006-07 and 2007-08 enrollments and the percent tested is the weighted average of the participation rates over those two years.

³ For districts with fewer than 30 continuously enrolled tested students in the All Students group in 2007-08, data for 2006-07 and 2007-08 were combined to determine counts and PIs. For districts with 30 or more continuously enrolled students in the All Students group in 2007-08, student groups with fewer than 30 continuously enrolled tested students are not required to meet the performance criterion.

⁴ If the district failed to make AYP solely because of the performance of students with disabilities, met the 95% participation requirement for this group, and would meet or exceed the AMO for this subject if 34 points were added to the PI, then the district is considered to have made AYP for students with disabilities.

⁵ If the count of LEP students is equal to or greater than 30, former LEP students are also included in the performance calculations.

‡ This student group did not make AYP in science; therefore, it did not qualify for Safe Harbor.

AYP Status

- ✓ Made AYP
- ✓^{SH} Made AYP Using Safe Harbor Target
- ✗ Did Not Make AYP
- Insufficient Number of Students to Determine AYP Status

Elementary/Middle-Level Mathematics

Accountability Status for This Subject (2008-09)



Good Standing

Accountability Measures

7 of 7

Student groups making AYP in mathematics



Made AYP

Prospective Status

This district will be in good standing in 2009-10. [201]

How did students in each accountability group perform on elementary/middle-level mathematics accountability measures?

Student Group (Total: Continuous Enrollment) ¹	AYP	Participation ²		Test Performance ³		Performance Objectives	
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2007-08 2008-09
All Students (1858:1817)	✓	✓	100%	✓	182	99	
Ethnicity							
American Indian or Alaska Native (42:40)	✓	✓	98%	✓	193	87	
Black or African American (47:44)	✓	✓	100%	✓	170	87	
Hispanic or Latino (41:39)	✓	✓	100%	✓	179	86	
Asian or Native Hawaiian/Other Pacific Islander (12:12)	—	—	—	—	—	—	—
White (1716:1682)	✓	✓	100%	✓	182	99	
Multiracial (0:0)							
Other Groups							
Students with Disabilities ⁴ (341:333)	✓	✓	99%	✓	133	96	
Limited English Proficient ⁵ (14:14)	—	—	—	—	—	—	—
Economically Disadvantaged (640:619)	✓	✓	100%	✓	174	98	
Final AYP Determination	✓ 7 of 7						

NOTES

¹ These data show the count of students enrolled during the test administration period (used for Participation) followed by the count of continuously enrolled tested students (used for Performance). For accountability calculations, students who were excused from testing for medical reasons are not included in the enrollment count.

² Groups with fewer than 40 students enrolled during the test administration period are not required to meet the participation criterion. If the participation rate of a group fell below 95 percent in 2007-08, the enrollment shown is the sum of 2006-07 and 2007-08 enrollments and the percent tested is the weighted average of the participation rates over those two years.

³ For districts with fewer than 30 continuously enrolled tested students in the All Students group in 2007-08, data for 2006-07 and 2007-08 were combined to determine counts and PIs. For districts with 30 or more continuously enrolled students in the All Students group in 2007-08, student groups with fewer than 30 continuously enrolled tested students are not required to meet the performance criterion.

⁴ If the district failed to make AYP solely because of the performance of students with disabilities, met the 95% participation requirement for this group, and would meet or exceed the AMO for this subject if 34 points were added to the PI, then the district is considered to have made AYP for students with disabilities.

⁵ If the count of LEP students is equal to or greater than 30, former LEP students are also included in the performance calculations.


‡ This student group did not make AYP in science; therefore, it did not qualify for Safe Harbor.

AYP Status

- ✓ Made AYP
- ✓^{SH} Made AYP Using Safe Harbor Target
- ✗ Did Not Make AYP
- Insufficient Number of Students to Determine AYP Status

Elementary/Middle-Level Science

Accountability Status  Good Standing
for This Subject
(2008-09)

Accountability Measures 1 of 1 Student groups making AYP in science
 Made AYP

Prospective Status This district will be in good standing in 2009-10. [201]

How did students in each accountability group perform on elementary/middle-level science accountability measures?

Student Group (Total: Continuous Enrollment) ¹	AYP	Participation ²		Test Performance ³		Performance Objectives		
	Status	Safe Harbor Qualification	Met Criterion	Percentage Tested	Met Criterion	Performance Index	State Standard	Progress Target 2007–08 2008–09
All Students (635:612)	✓	Qualified	✓	99%	✓	192	100	
Ethnicity								
American Indian or Alaska Native (8:8)		–	–	–	–	–	–	–
Black or African American (17:15)		–	–	–	–	–	–	–
Hispanic or Latino (17:15)		–	–	–	–	–	–	–
Asian or Native Hawaiian/Other Pacific Islander (1:1)		–	–	–	–	–	–	–
White (592:573)		Qualified	✓	99%	✓	192	100	
Multiracial (0:0)								
Other Groups								
Students with Disabilities (116:112)		Qualified	✓	98%	✓	172	100	
Limited English Proficient ⁴ (3:3)		–	–	–	–	–	–	–
Economically Disadvantaged (212:201)		Qualified	✓	99%	✓	189	100	
Final AYP Determination	✓ 1 of 1							

NOTES

¹ These data show the count of students enrolled during the test administration period (used for Participation) followed by the count of continuously enrolled tested students (used for Performance). For accountability calculations, students who were excused from testing for medical reasons are not included in the enrollment count.

² Groups with fewer than 40 students enrolled during the test administration period are not required to meet the participation criterion. If the participation rate of a group fell below 80 percent in 2007-08, the enrollment shown is the sum of 2006-07 and 2007-08 enrollments and the percent tested is the weighted average of the participation rates over those two years.

³ Groups with fewer than 30 continuously enrolled tested students are not required to meet the performance criterion. For districts with fewer than 30 continuously enrolled tested students in 2007-08, data for 2006-07 and 2007-08 were combined to determine counts and performance indices.

⁴ If the count of LEP students is equal to or greater than 30, former LEP students are also included in the performance calculations.

AYP Status

- ✓ Made AYP
- ✓^{SH} Made AYP Using Safe Harbor Target
- ✗ Did Not Make AYP
- Insufficient Number of Students to Determine AYP Status

Secondary-Level English Language Arts

Accountability Status for This Subject (2008-09)



Good Standing

Accountability Measures

3 of 4

Student groups making AYP in English language arts



Did not make AYP

Prospective Status

This district will be in good standing in 2009-10. [201]

How did students in each accountability group perform on secondary-level English language arts accountability measures?

Student Group	AYP	Participation ²		Test Performance ³		Performance Objectives	
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2007-08 2008-09
(12th Graders: 2004 Cohort) ¹							
All Students (732:372)	✓	✓	95%	✓	170	159	
Ethnicity							
American Indian or Alaska Native (3:4)	—	—	—	—	—	—	—
Black or African American (3:4)	—	—	—	—	—	—	—
Hispanic or Latino (4:4)	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander (2:2)	—	—	—	—	—	—	—
White (711:358)	✓	✓	96%	✓	172	159	
Multiracial (0:0)	—	—	—	—	—	—	—
Other Groups							
Students with Disabilities (31:38)	X	—	—	X	126	149	110* 133
Limited English Proficient ⁴ (2:3)	—	—	—	—	—	—	—
Economically Disadvantaged (48:63)	✓	✓	96%	✓	160	153	
Final AYP Determination	X 3 of 4						

NOTES

¹ These data show the count of 12th graders in 2007-08 (used for Participation) followed by the count of students in the 2004 cohort (used for Performance).

² Groups with fewer than 40 students in the 12th grade are not required to meet the participation criterion. If the participation rate of a group fell below 95 percent in 2007-08, the enrollment shown is the sum of 2006-07 and 2007-08 Grade 12 enrollments and the percent tested is the weighted average of the participation rates over those two years.

³ For districts with fewer than 30 students in the 2004 cohort, data for 2003 and 2004 cohort members were combined to determine counts and PIs. For districts with 30 or more students in the 2004 cohort in the All Students group, groups with fewer than 30 students in the 2004 cohort are not required to meet the performance criterion.

⁴ If the count of LEP students is equal to or greater than 30, former LEP students are also included in the performance calculations.

‡ This student group did not make AYP in graduation rate; therefore, it did not qualify for Safe Harbor.

AYP Status

- ✓ Made AYP
- ✓^{SH} Made AYP Using Safe Harbor Target
- X Did Not Make AYP
- Insufficient Number of Students to Determine AYP Status

Secondary-Level Mathematics

Accountability Status for This Subject (2008-09)



Good Standing

Accountability Measures

3 of 4

Student groups making AYP in mathematics



Did not make AYP

Prospective Status

This district will be in good standing in 2009-10. [201]

How did students in each accountability group perform on secondary-level mathematics accountability measures?

Student Group	AYP	Participation ²		Test Performance ³		Performance Objectives	
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2007-08 2008-09
(12th Graders: 2004 Cohort) ¹							
All Students (369:372)	✓	✓	98%	✓	185	153	
Ethnicity							
American Indian or Alaska Native (3:4)	—	—	—	—	—	—	—
Black or African American (3:4)	—	—	—	—	—	—	—
Hispanic or Latino (4:4)	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander (2:2)	—	—	—	—	—	—	—
White (357:358)	✓	✓	98%	✓	186	153	
Multiracial (0:0)	—	—	—	—	—	—	—
Other Groups							
Students with Disabilities (31:38)	X	—	—	X	129	143	131† 136
Limited English Proficient ⁴ (2:3)	—	—	—	—	—	—	—
Economically Disadvantaged (48:63)	✓	✓	98%	✓	178	147	
Final AYP Determination	X 3 of 4						

AYP Status


- ✓ Made AYP
- ✓^{SH} Made AYP Using Safe Harbor Target
- X Did Not Make AYP
- Insufficient Number of Students to Determine AYP Status

NOTES

- ¹ These data show the count of 12th graders in 2007-08 (used for Participation) followed by the count of students in the 2004 cohort (used for Performance).
 - ² Groups with fewer than 40 students in the 12th grade are not required to meet the participation criterion. If the participation rate of a group fell below 95 percent in 2007-08, the enrollment shown is the sum of 2006-07 and 2007-08 Grade 12 enrollments and the percent tested is the weighted average of the participation rates over those two years.
 - ³ For districts with fewer than 30 students in the 2004 cohort, data for 2003 and 2004 cohort members were combined to determine counts and PIs. For districts with 30 or more students in the 2004 cohort in the All Students group, groups with fewer than 30 students in the 2004 cohort are not required to meet the performance criterion.
 - ⁴ If the count of LEP students is equal to or greater than 30, former LEP students are also included in the performance calculations.
- † This student group did not make AYP in graduation rate; therefore, it did not qualify for Safe Harbor.

Graduation Rate

Accountability Status  Good Standing
for This Indicator
(2008-09)

Accountability Measures 1 of 1 Student groups making AYP in graduation rate
 Made AYP

Prospective Status This district will be in good standing in 2009-10. [201]

How did students in each accountability group perform on graduation rate accountability measures?

Student Group (Cohort Count) ¹	Graduation		Objectives		Progress Target	
	AYP	Met Criterion	Graduation Rate ²	State Standard	2007-08	2008-09
All Students (400)	✓	✓	80%	55%		
Ethnicity						
American Indian or Alaska Native (1)		—	—	—		
Black or African American (4)		—	—	—		
Hispanic or Latino (3)		—	—	—		
Asian or Native Hawaiian/Other Pacific Islander (2)		—	—	—		
White (390)		✓	80%	55%		
Multiracial (0)						
Other Groups						
Students with Disabilities (49)		✗	39%	55%	54%	40%
Limited English Proficient ³ (3)		—	—	—		
Economically Disadvantaged (41)		✓	68%	55%		
Final AYP Determination	✓ 1 of 1					

Graduation Rate Information

For a school or a district to make AYP in graduation rate, the percentage of 2003 graduation-rate total cohort members earning a local or Regents diploma by August 31, 2007 for the "All Students" group must equal or exceed the Graduation-Rate Standard or the Graduation-Rate Progress Target for 2007-08.

The Graduation Rate Standard is the criterion value that represents a minimally satisfactory percentage of cohort members earning a local diploma. The State Graduation-Rate Standard for the 2003 cohort is 55 percent. The Commissioner may raise the Graduation-Rate Standard at his discretion in future years.

The 2007-08 Graduation-Rate Progress Target is calculated by adding one point to the percentage of the 2002 cohort earning a local or Regents diploma by August 31, 2006. The 2008-09 Graduation-Rate Progress Target is calculated by adding one point to the percentage of the 2003 cohort earning a local or Regents diploma by August 31, 2007. This target is provided for each group whose percentage earning a local or Regents diploma by August 31, 2007 is below the Graduation-Rate Standard in 2007-08 (55%). Groups with fewer than 30 cohort members are not subject to this criterion.

NOTES

¹ Graduation-rate total cohort differs from the accountability cohort in that the graduation-rate total cohort includes students who left school prior to BEDS day of the fourth year after first entering grade 9 and students who enrolled after BEDS day of the fourth year after first entering grade 9.

² Percentage of the 2003 cohort that earned a local or Regents diploma by August 31, 2007.

³ If the count of LEP students is equal to or greater than 30, former LEP students are also included in the performance calculations.

The New York State School Report Card

Fiscal Accountability Supplement

for

North Tonawanda City School District

New York State Education Law and the Commissioner's Regulations require the attachment of the NYS School Report Card to the public school district budget proposal. The regulations require that certain expenditure ratios for general education and special education students be reported and compared with ratios for similar districts and all public schools. The required ratios for this district are reported below.

2006-2007 School Year		General Education	Special Education
This School District	Instructional Expenditures	\$31,353,003	\$12,658,836
	Pupils	4,327	680
	Expenditures Per Pupil	\$7,246	\$18,616
Similar District Group	Instructional Expenditures	\$7,343,898,196	\$2,631,098,828
	Pupils	851,975	115,956
	Expenditures Per Pupil	\$8,620	\$22,690
All Public Schools in NY State	Instructional Expenditures	\$26,085,780,736	\$9,685,884,288
	Pupils	2,750,202	405,309
	Expenditures Per Pupil	\$9,485	\$23,898
Similar District Group Description: Average Need/Resource Capacity			

Instructional Expenditures for General Education are K-12 expenditures for classroom instruction (excluding Special Education) plus a proration of building level administrative and instructional support expenditures. These expenditures include amounts for instruction of pupils with disabilities in a general education setting.

The pupil count for General Education is K-12 average daily membership plus K-12 pupils for whom the district pays tuition to another school district. This number represents all pupils, including both those classified as having disabilities and those not so classified. For districts in which a county jail is located, this number includes incarcerated youth to whom the district must provide an education program.

Instructional Expenditures for Special Education are K-12 expenditures for students with disabilities (including summer special education expenditures) plus a proration of building-level administrative and instructional support expenditures.

The pupil count for Special Education is a count of K-12 students with disabilities as of December 1, 2006 plus students for whom the district receives tuition from another district.

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

District expenditures such as transportation, debt service, and district-wide administration are not included in these values. The numbers used to compute the statistics on this page were collected on the State Aid Form A, the State Aid Form F, and the School District Annual Financial Report (ST-3).

Similar District Groups are identified according to the Need-to-Resource-Capacity Index defined and used in the Annual Report to the Governor and Legislature on the Educational Status of the State's Schools.

The New York State School Report Card

Information about Students with Disabilities

For

North Tonawanda City School District

New York State Education Law and the Commissioner's Regulations require the attachment of the NYS School Report Card to the public school district budget proposal. These regulations require that the percentage of students with disabilities receiving services outside of general classroom settings and the classification rate of students with disabilities for the district be reported and compared with percentages for similar districts and all public schools. The required percentages for this district are reported below.

Student counts as of December 3, 2007	This District		Total of All Public School Districts
Student Placement – Time Outside a Regular Classroom	Count of Students with Disabilities	Percentage of Students with Disabilities	Percentage of Students with Disabilities
20% or less	312	48.5%	56.7%
21% to 60%	161	25.0%	18.1%
More than 60%	136	21.2%	18.9%
Separate Settings	25	3.9%	4.4%
Other Settings	9	1.4%	1.8%

The source data for the statistics in this table were reported through the Student Information Repository System (SIRS) and verified in Verification Report 5. The counts are numbers of students reported in the least restrictive environment categories for school-age programs (ages 6-21) on December 3, 2007. The percentages represent the amount of time students with disabilities are outside general education classrooms, regardless of the amount and cost of special education services they receive. Rounding of percentage values may cause them to sum to a number slightly different from 100%.

School-age Students with Disabilities Classification Rate

2007-08	This District*	Total of All Public School Districts*
Special Education Classification Rate	14.54%	12.6%

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

Compensation Information*

2009-10	Superintendent	Assistant Superintendent
Salary	\$165,007	\$115,000
Common Benefits	\$28,861	\$32,931
Other Remuneration	\$6,500	\$0

*The law requires that information on the compensation of all administrators with annual salaries greater than \$118,000 be disclosed.

2008–09 Accountability Status of Schools in Your District

This section lists all schools in your district by 2008–09 accountability status.

Federal Title I Status



Good Standing

3 schools identified 43% of total

DRAKE SCHOOL

GILMORE SCHOOL

SPRUCE SCHOOL

New York State Status



Good Standing

4 schools identified 57% of total

MEADOW SCHOOL

NORTH TONAWANDA HIGH SCHOOL

NORTH TONAWANDA MIDDLE SCHOOL

OHIO SCHOOL

District NORTH TONAWANDA CITY SCHOOL DISTRICT

District ID 40-09-00-01-0000

Summary of 2007-08 District Performance

Performance on the State assessments in English language arts, mathematics, and science at the elementary and middle levels is reported in terms of mean scores and the percentage of tested students scoring at or above Level 2, Level 3, and Level 4. Performance on the State assessments in ELA and mathematics at the secondary level is reported in terms of the percentage of students in a cohort scoring at these levels.

	Percentage of students that scored at or above Level 3			Total Tested
	0%	50%	100%	
English Language Arts				
Grade 3	68%			308
Grade 4	72%			286
Grade 5	83%			281
Grade 6	68%			295
Grade 7	70%			321
Grade 8	63%			338
Mathematics				
Grade 3	91%			311
Grade 4	85%			286
Grade 5	85%			281
Grade 6	85%			298
Grade 7	88%			319
Grade 8	75%			338
Science				
Grade 4	95%			286
Grade 8	89%			289

	Percentage of students that scored at or above Level 3			2004 Total Cohort
	0%	50%	100%	
Secondary Level				
English	74%			419
Mathematics	81%			419

About the Performance Level Descriptors

Level 1: Not Meeting Learning Standards.

Student performance does not demonstrate an understanding of the content expected in the subject and grade level.

Level 2: Partially Meeting Learning Standards.

Student performance demonstrates a partial understanding of the content expected in the subject and grade level.

Level 3: Meeting Learning Standards.

Student performance demonstrates an understanding of the content expected in the subject and grade level.

Level 4: Meeting Learning Standards with Distinction.

Student performance demonstrates a thorough understanding of the content expected in the subject and grade level.

How are Need/Resource Capacity (N/RC) categories determined?

Districts are divided into high, average, and low need categories based on their ability to meet the special needs of their students with local resources. Districts in the high need category are subdivided into four categories based on enrollment size and, in some cases, number of students per square mile. More information about the categories can be found in the *Report to the Governor and the Legislature on the Educational Status of the State's Schools* at www.emsc.nysed.gov/irts.

In this section, this district's performance is compared with that of public schools statewide.

This District's N/RC Category:

Average Need Districts

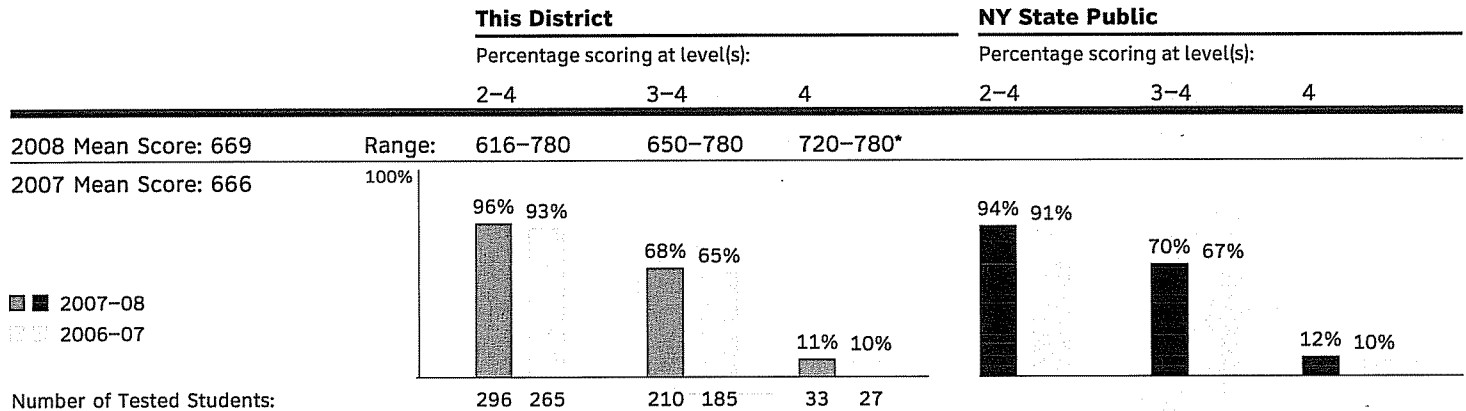
This is a school district with average student needs in relation to district resource capacity.

Overview of District Performance

District NORTH TONAWANDA CITY SCHOOL DISTRICT

District ID 40-09-00-01-0000

This District's Results in Grade 3 English Language Arts



Results by Student Group

	2007-08 School Year				2006-07 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	308	96%	68%	11%	284	93%	65%	10%
Female	156	96%	71%	11%	139	96%	74%	12%
Male	152	96%	66%	11%	145	90%	57%	7%
American Indian or Alaska Native	13	92%	62%	15%	8	100%	88%	13%
Black or African American	6	83%	17%	17%	10	80%	30%	0%
Hispanic or Latino	6	83%	67%	0%	8	88%	38%	13%
Asian or Native Hawaiian/Other Pacific Islander	6	100%	100%	17%				
White	277	97%	69%	10%	258	94%	67%	10%
Multiracial								
Small Group Totals								
General-Education Students	266	100%	76%	12%	232	99%	75%	12%
Students with Disabilities	42	74%	19%	2%	52	69%	23%	0%
English Proficient	301	96%	68%	10%	282	-	-	-
Limited English Proficient	7	100%	86%	29%	2	-	-	-
Economically Disadvantaged	110	95%	64%	9%	113	89%	50%	4%
Not Disadvantaged	198	97%	71%	12%	171	96%	75%	13%
Migrant								
Not Migrant	308	96%	68%	11%	284	93%	65%	10%

NOTES

The - symbol indicates that data for a group of students have been suppressed. If a group has fewer than five students, data for that group and the next smallest group(s) are suppressed to protect the privacy of individual students.

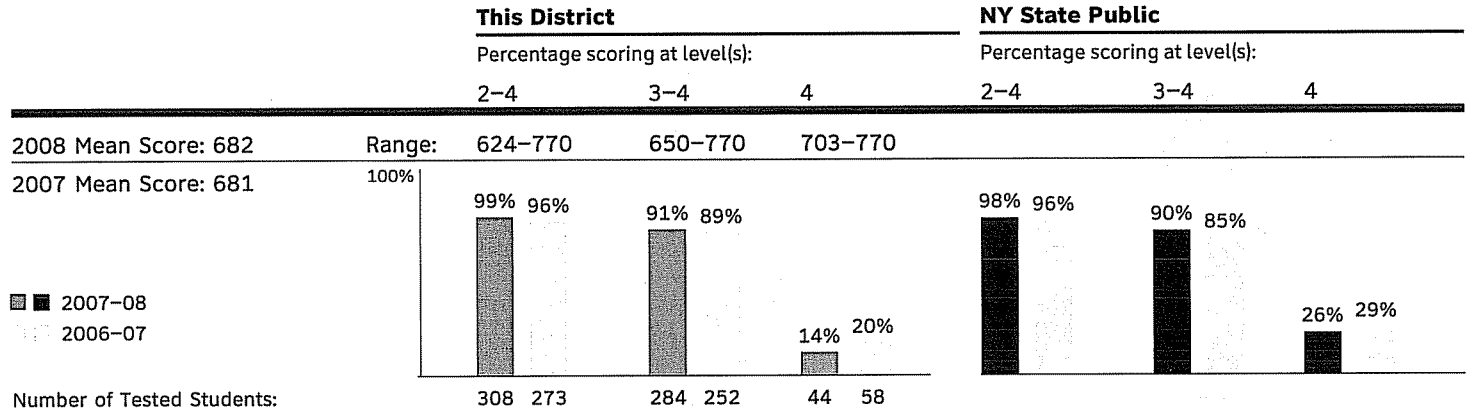
* Level 4 range is for 2007-08 only. The 2006-07 range is 730-780.

Other Assessments

	2007-08 School Year				2006-07 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 3 Equivalent	3	-	-	-	3	-	-	-
New York State English as a Second Language Achievement Test (NYSESLAT): Grade 3	1	N/A	N/A	N/A	0	N/A	N/A	N/A

† These counts represent recently arrived LEP students who used the NYSESLAT to fulfill the English language arts participation requirement.

This District's Results in Grade 3 Mathematics



Results by Student Group

	2007-08 School Year				2006-07 School Year			
	Total	Percentage scoring at level(s):			Total	Percentage scoring at level(s):		
	Tested	2-4	3-4	4	Tested	2-4	3-4	4
All Students	311	99%	91%	14%	284	96%	89%	20%
Female	160	99%	91%	17%	138	98%	93%	22%
Male	151	99%	92%	11%	146	95%	85%	19%
American Indian or Alaska Native	12	100%	83%	8%	8	88%	88%	0%
Black or African American	8	100%	88%	0%	10	90%	70%	10%
Hispanic or Latino	6	100%	67%	17%	8	100%	88%	0%
Asian or Native Hawaiian/Other Pacific Islander	6	100%	100%	0%				
White	279	99%	92%	15%	258	97%	90%	22%
Multiracial								
Small Group Totals								
General-Education Students	268	100%	97%	16%	231	100%	96%	24%
Students with Disabilities	43	93%	58%	2%	53	79%	58%	4%
English Proficient	304	99%	91%	13%	282	-	-	-
Limited English Proficient	7	100%	86%	43%	2	-	-	-
Economically Disadvantaged	111	98%	86%	9%	113	96%	83%	12%
Not Disadvantaged	200	100%	95%	17%	171	96%	92%	26%
Migrant								
Not Migrant	311	99%	91%	14%	284	96%	89%	20%

NOTES

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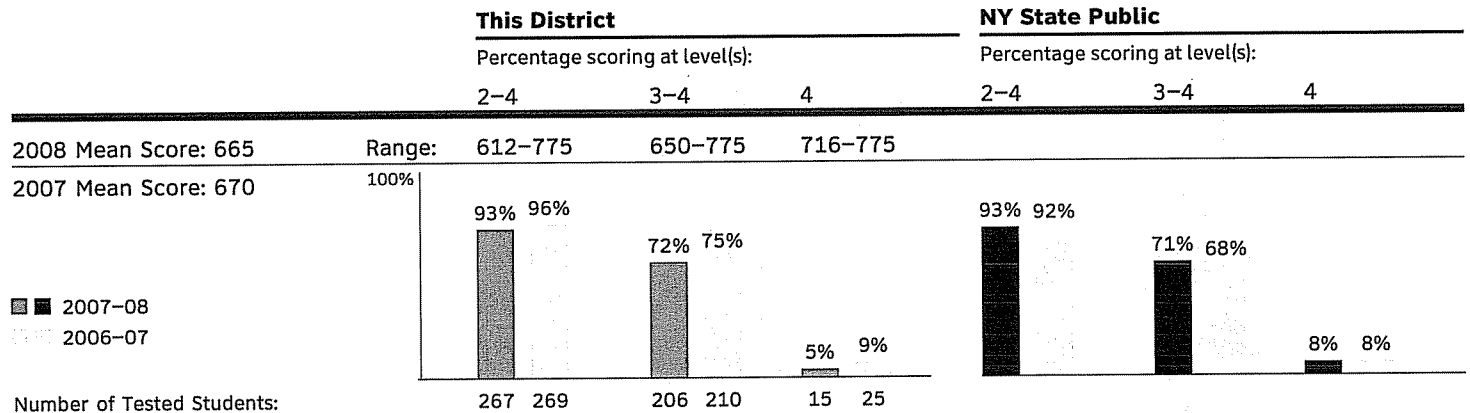
Other Assessments

	2007-08 School Year				2006-07 School Year			
	Total	Number scoring at level(s):			Total	Number scoring at level(s):		
	Tested	2-4	3-4	4	Tested	2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 3 Equivalent	3	-	-	-	3	-	-	-

District NORTH TONAWANDA CITY SCHOOL DISTRICT

District ID 40-09-00-01-0000

This District's Results in Grade 4 English Language Arts



Results by Student Group

	2007-08 School Year				2006-07 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	286	93%	72%	5%	279	96%	75%	9%
Female	142	98%	81%	6%	124	99%	77%	6%
Male	144	89%	63%	5%	155	94%	74%	11%
American Indian or Alaska Native	8	88%	88%	0%	7	100%	86%	14%
Black or African American	11	73%	45%	0%	9	89%	33%	0%
Hispanic or Latino	7	86%	71%	14%	6	-	-	-
Asian or Native Hawaiian/Other					2	-	-	-
Pacific Islander								
White	260	95%	73%	5%	255	96%	76%	9%
Multiracial					8	100%	75%	13%
Small Group Totals								
General-Education Students	234	99%	82%	6%	235	99%	82%	10%
Students with Disabilities	52	67%	25%	0%	44	82%	39%	2%
English Proficient	285	-	-	-	279	96%	75%	9%
Limited English Proficient	1	-	-	-				
Economically Disadvantaged	114	92%	65%	2%	101	95%	62%	3%
Not Disadvantaged	172	94%	77%	8%	178	97%	83%	12%
Migrant								
Not Migrant	286	93%	72%	5%	279	96%	75%	9%

NOTES

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Other Assessments

	2007-08 School Year				2006-07 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 4 Equivalent	2	-	-	-	3	-	-	-
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 4	0	N/A	N/A	N/A	0	N/A	N/A	N/A

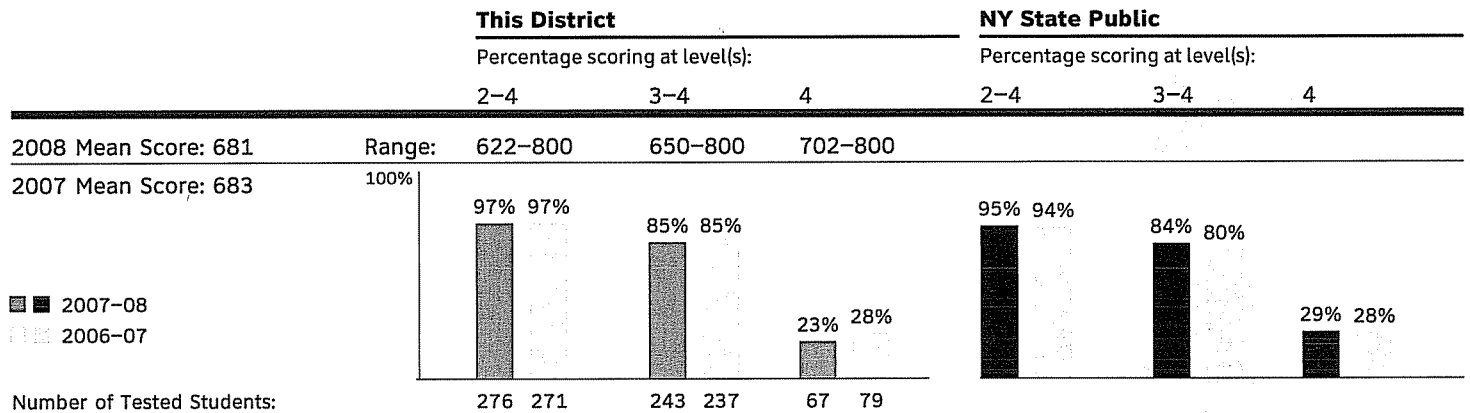
† These counts represent recently arrived LEP students who used the NYSESLAT to fulfill the English language arts participation requirement.

Overview of District Performance

District NORTH TONAWANDA CITY SCHOOL DISTRICT

District ID 40-09-00-01-0000

This District's Results in Grade 4 Mathematics



Results by Student Group

	2007-08 School Year				2006-07 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	286	97%	85%	23%	279	97%	85%	28%
Female	142	99%	92%	20%	124	98%	87%	23%
Male	144	94%	78%	26%	155	97%	83%	32%
American Indian or Alaska Native	8	100%	100%	38%	7	100%	100%	43%
Black or African American	12	92%	58%	0%	10	100%	90%	10%
Hispanic or Latino	7	86%	86%	0%	6	-	-	-
Asian or Native Hawaiian/Other Pacific Islander	2	-	-	-	2	-	-	-
White	259	97%	86%	25%	254	97%	84%	28%
Multiracial	8	100%	88%	38%	8	100%	88%	38%
Small Group Totals								
General-Education Students	234	99%	92%	28%	236	100%	93%	33%
Students with Disabilities	52	85%	54%	2%	43	81%	42%	5%
English Proficient	285	-	-	-	279	97%	85%	28%
Limited English Proficient	1	-	-	-				
Economically Disadvantaged	114	94%	81%	16%	103	94%	82%	17%
Not Disadvantaged	172	98%	88%	28%	176	99%	87%	35%
Migrant								
Not Migrant	286	97%	85%	23%	279	97%	85%	28%

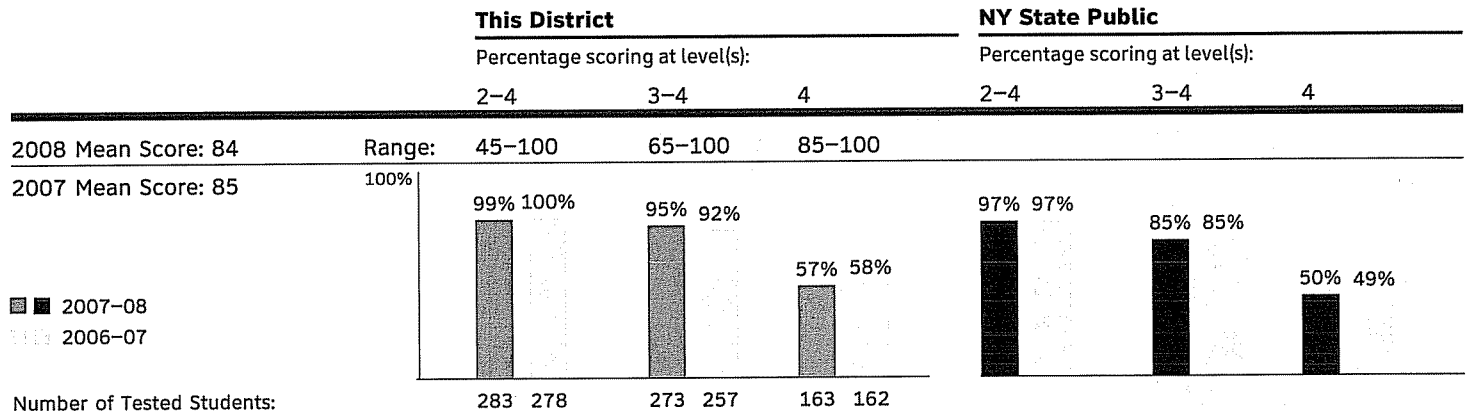
NOTES

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Other Assessments

	2007-08 School Year				2006-07 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 4 Equivalent	2	-	-	-	3	-	-	-

This District's Results in Grade 4 Science



Results by Student Group

	2007-08 School Year				2006-07 School Year			
	Total	Percentage scoring at level(s):			Total	Percentage scoring at level(s):		
	Tested	2-4	3-4	4	Tested	2-4	3-4	4
All Students	286	99%	95%	57%	278	100%	92%	58%
Female	140	99%	99%	61%	123	100%	93%	53%
Male	146	99%	92%	53%	155	100%	92%	63%
American Indian or Alaska Native	8	100%	100%	88%	7	100%	100%	57%
Black or African American	12	100%	83%	33%	9	100%	100%	33%
Hispanic or Latino	7	86%	86%	29%	6	-	-	-
Asian or Native Hawaiian/Other					2	-	-	-
Pacific Islander								
White	259	99%	96%	58%	254	100%	92%	59%
Multiracial								
Small Group Totals					8	100%	88%	50%
General-Education Students	234	100%	98%	65%	236	100%	97%	64%
Students with Disabilities	52	94%	85%	21%	42	100%	69%	24%
English Proficient	285	-	-	-	278	100%	92%	58%
Limited English Proficient	1	-	-	-				
Economically Disadvantaged	115	98%	92%	49%	102	100%	90%	42%
Not Disadvantaged	171	99%	98%	63%	176	100%	94%	68%
Migrant								
Not Migrant	286	99%	95%	57%	278	100%	92%	58%

NOTES

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Other Assessments

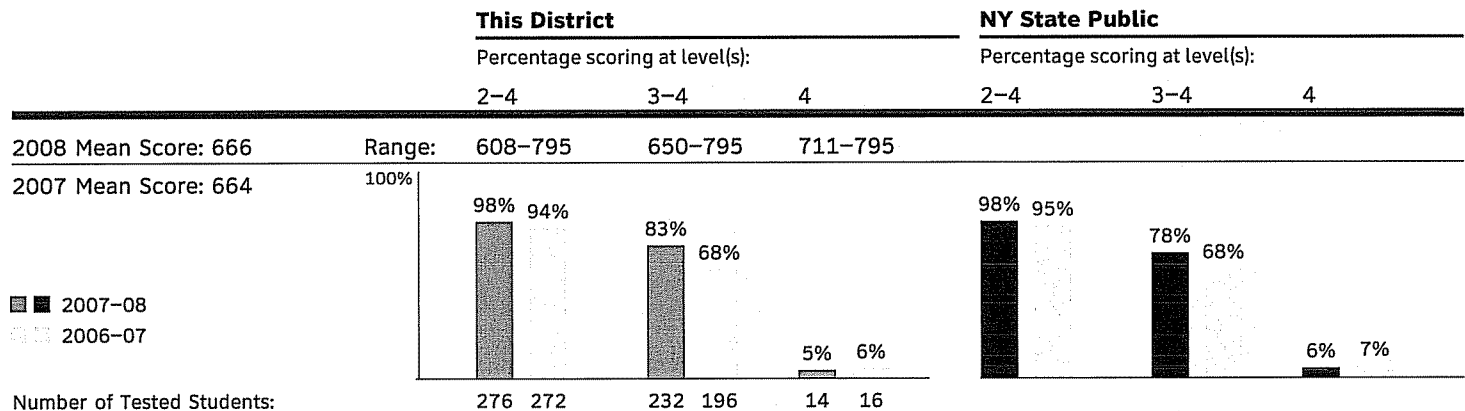
	2007-08 School Year				2006-07 School Year			
	Total	Number scoring at level(s):			Total	Number scoring at level(s):		
	Tested	2-4	3-4	4	Tested	2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 4 Equivalent	2	-	-	-	3	-	-	-

Overview of District Performance

District NORTH TONAWANDA CITY SCHOOL DISTRICT

District ID 40-09-00-01-0000

This District's Results in Grade 5 English Language Arts



Results by Student Group

	2007-08 School Year				2006-07 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	281	98%	83%	5%	288	94%	68%	6%
Female	123	100%	85%	4%	112	96%	73%	5%
Male	158	97%	81%	6%	176	94%	65%	6%
American Indian or Alaska Native	7	100%	100%	14%	6	100%	67%	0%
Black or African American	8	100%	63%	0%	5	-	-	-
Hispanic or Latino	7	-	-	-	9	100%	56%	0%
Asian or Native Hawaiian/Other Pacific Islander	1	-	-	-	2	-	-	-
White	258	98%	83%	5%	266	94%	68%	6%
Multiracial								
Small Group Totals	8	100%	100%	13%	7	100%	86%	0%
General-Education Students	236	100%	91%	6%	232	100%	80%	7%
Students with Disabilities	45	89%	40%	2%	56	73%	18%	0%
English Proficient	281	98%	83%	5%	286	-	-	-
Limited English Proficient					2	-	-	-
Economically Disadvantaged	101	99%	75%	0%	100	92%	56%	3%
Not Disadvantaged	180	98%	87%	8%	188	96%	74%	7%
Migrant								
Not Migrant	281	98%	83%	5%	288	94%	68%	6%

NOTES

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Other Assessments

	2007-08 School Year				2006-07 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 5 Equivalent	3	-	-	-	2	-	-	-
New York State English as a Second Language Achievement Test (NYSESLAT): Grade 5	0	N/A	N/A	N/A	0	N/A	N/A	N/A

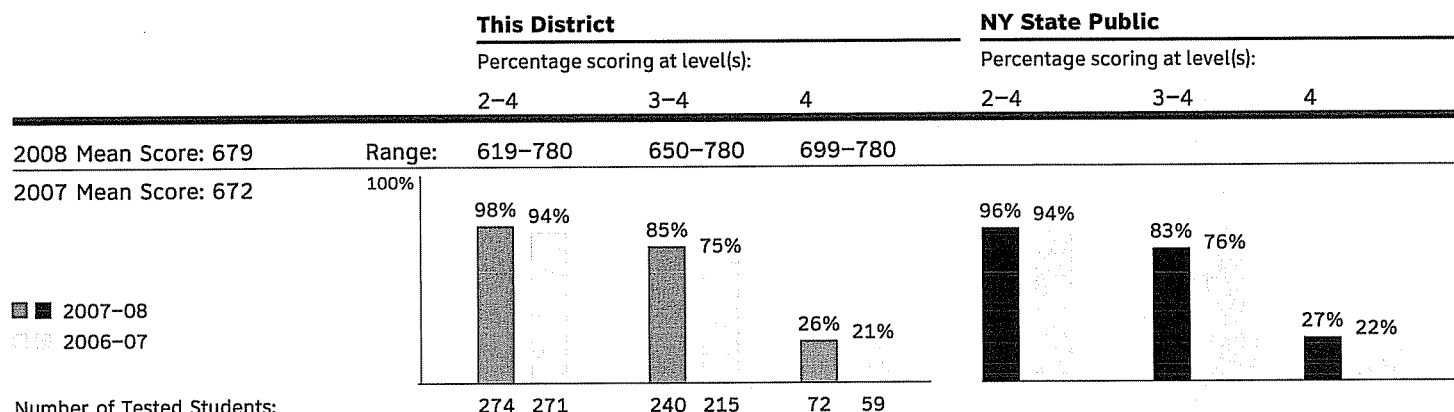
† These counts represent recently arrived LEP students who used the NYSESLAT to fulfill the English language arts participation requirement.

Overview of District Performance

District NORTH TONAWANDA CITY SCHOOL DISTRICT

District ID 40-09-00-01-0000

This District's Results in Grade 5 Mathematics



Results by Student Group

	2007-08 School Year				2006-07 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	281	98%	85%	26%	287	94%	75%	21%
Female	124	99%	85%	25%	114	95%	75%	20%
Male	157	96%	85%	26%	173	94%	75%	21%
American Indian or Alaska Native	7	-	-	-	6	100%	83%	0%
Black or African American	8	100%	100%	25%	4	-	-	-
Hispanic or Latino	7	100%	86%	14%	9	100%	56%	0%
Asian or Native Hawaiian/Other Pacific Islander	1	-	-	-	2	-	-	-
White	258	97%	84%	26%	266	95%	76%	22%
Multiracial								
Small Group Totals	8	100%	100%	25%	6	67%	67%	0%
General-Education Students	237	100%	93%	30%	230	100%	87%	24%
Students with Disabilities	44	84%	43%	5%	57	74%	25%	7%
English Proficient	281	98%	85%	26%	285	-	-	-
Limited English Proficient					2	-	-	-
Economically Disadvantaged	100	98%	83%	14%	98	90%	64%	12%
Not Disadvantaged	181	97%	87%	32%	189	97%	80%	25%
Migrant								
Not Migrant	281	98%	85%	26%	287	94%	75%	21%

NOTES

The - symbol indicates that data for a group of students have been suppressed. If a group has fewer than five students, data for that group and the next smallest group(s) are suppressed to protect the privacy of individual students.

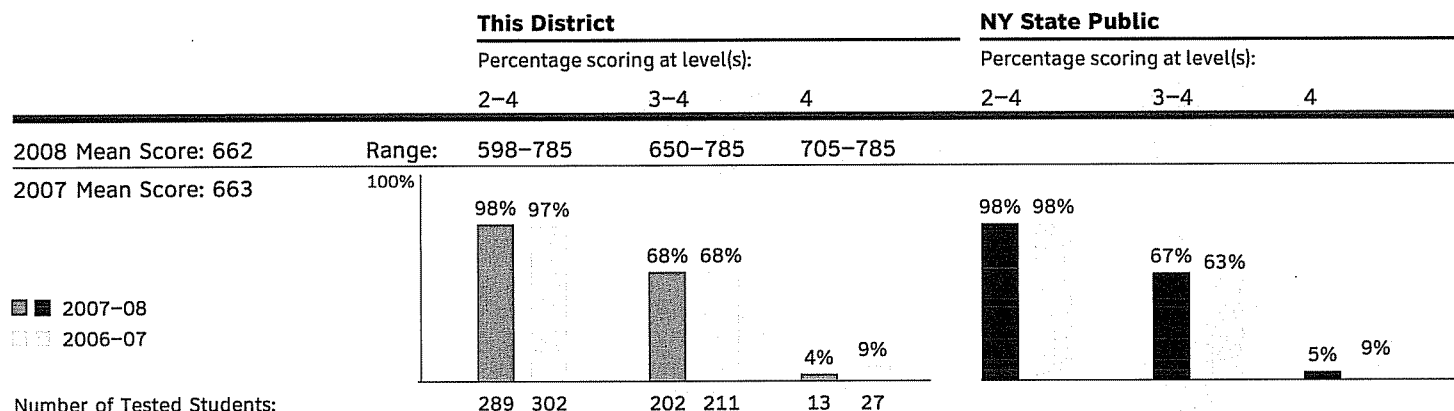
Other Assessments

	2007-08 School Year				2006-07 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 5 Equivalent	3	-	-	-	2	-	-	-

District NORTH TONAWANDA CITY SCHOOL DISTRICT

District ID 40-09-00-01-0000

This District's Results in Grade 6 English Language Arts



Results by Student Group

	2007-08 School Year				2006-07 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	295	98%	68%	4%	312	97%	68%	9%
Female	116	99%	74%	5%	143	98%	72%	10%
Male	179	97%	65%	4%	169	96%	64%	7%
American Indian or Alaska Native	6	-	-	-	7	-	-	-
Black or African American	7	100%	43%	0%	7	100%	43%	0%
Hispanic or Latino	9	100%	56%	0%	2	-	-	-
Asian or Native Hawaiian/Other Pacific Islander	2	-	-	-	2	-	-	-
White	271	98%	70%	5%	294	97%	69%	9%
Multiracial								
Small Group Totals	8	100%	63%	0%	11	100%	55%	9%
General-Education Students	235	100%	82%	6%	246	100%	81%	11%
Students with Disabilities	60	90%	15%	0%	66	85%	18%	2%
English Proficient	293	-	-	-	311	-	-	-
Limited English Proficient	2	-	-	-	1	-	-	-
Economically Disadvantaged	103	97%	55%	2%	114	97%	54%	5%
Not Disadvantaged	192	98%	76%	6%	198	96%	75%	11%
Migrant								
Not Migrant	295	98%	68%	4%	312	97%	68%	9%

NOTES

The - symbol indicates that data for a group of students have been suppressed. If a group has fewer than five students, data for that group and the next smallest group(s) are suppressed to protect the privacy of individual students.

Other Assessments

	2007-08 School Year				2006-07 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 6 Equivalent	2	-	-	-	2	-	-	-
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 6	1	N/A	N/A	N/A	0	N/A	N/A	N/A

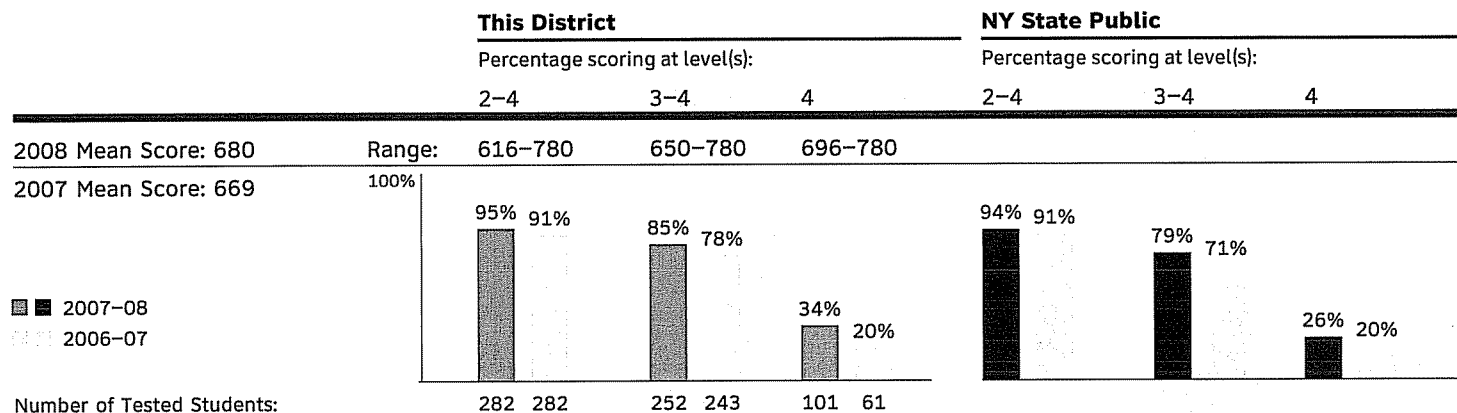
† These counts represent recently arrived LEP students who used the NYSESLAT to fulfill the English language arts participation requirement.

Overview of District Performance

District NORTH TONAWANDA CITY SCHOOL DISTRICT

District ID 40-09-00-01-0000

This District's Results in Grade 6 Mathematics



Results by Student Group

	2007-08 School Year				2006-07 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	298	95%	85%	34%	311	91%	78%	20%
Female	117	96%	88%	34%	142	93%	80%	21%
Male	181	94%	82%	34%	169	89%	77%	18%
American Indian or Alaska Native	7	-	-	-	7	-	-	-
Black or African American	7	86%	71%	14%	7	86%	57%	0%
Hispanic or Latino	9	100%	89%	22%	2	-	-	-
Asian or Native Hawaiian/Other Pacific Islander	2	-	-	-	2	-	-	-
White	273	95%	84%	34%	293	91%	79%	20%
Multiracial								
Small Group Totals	9	100%	100%	44%	11	91%	73%	18%
General-Education Students	237	100%	96%	41%	246	100%	91%	24%
Students with Disabilities	61	75%	41%	7%	65	55%	31%	2%
English Proficient	296	-	-	-	310	-	-	-
Limited English Proficient	2	-	-	-	1	-	-	-
Economically Disadvantaged	103	92%	71%	26%	114	84%	68%	14%
Not Disadvantaged	195	96%	92%	38%	197	94%	84%	23%
Migrant								
Not Migrant	298	95%	85%	34%	311	91%	78%	20%

NOTES

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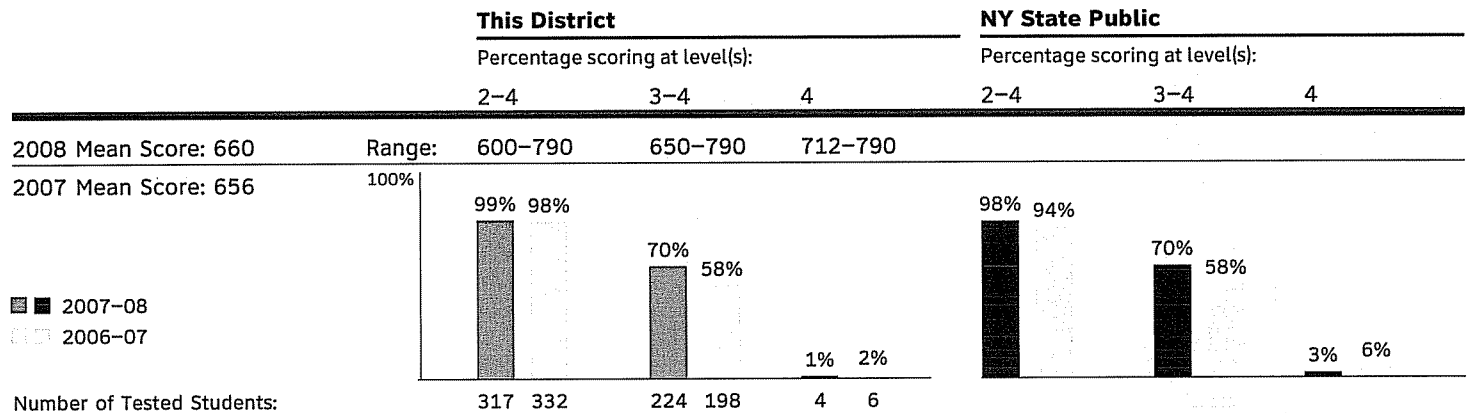
Other Assessments

	2007-08 School Year				2006-07 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 6 Equivalent	2	-	-	-	2	-	-	-

District NORTH TONAWANDA CITY SCHOOL DISTRICT

District ID 40-09-00-01-0000

This District's Results in Grade 7 English Language Arts



Results by Student Group

	2007-08 School Year				2006-07 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	321	99%	70%	1%	339	98%	58%	2%
Female	143	99%	76%	2%	157	99%	64%	2%
Male	178	99%	65%	1%	182	97%	53%	2%
American Indian or Alaska Native	7	-	-	-				
Black or African American	7	100%	71%	0%	7	-	-	-
Hispanic or Latino	2	-	-	-	10	100%	60%	10%
Asian or Native Hawaiian/Other								
Pacific Islander	2	-	-	-	1	-	-	-
White	303	99%	70%	1%	321	98%	58%	2%
Multiracial								
Small Group Totals	11	100%	73%	0%	8	100%	63%	0%
General-Education Students	255	100%	80%	2%	287	99%	67%	2%
Students with Disabilities	66	95%	30%	0%	52	90%	13%	0%
English Proficient	319	-	-	-	335	-	-	-
Limited English Proficient	2	-	-	-	4	-	-	-
Economically Disadvantaged	111	98%	59%	1%	94	98%	56%	1%
Not Disadvantaged	210	99%	76%	1%	245	98%	59%	2%
Migrant								
Not Migrant	321	99%	70%	1%	339	98%	58%	2%

NOTES

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Other Assessments

	2007-08 School Year				2006-07 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 7 Equivalent	2	-	-	-	5	5	5	5
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 7	0	N/A	N/A	N/A	0	N/A	N/A	N/A

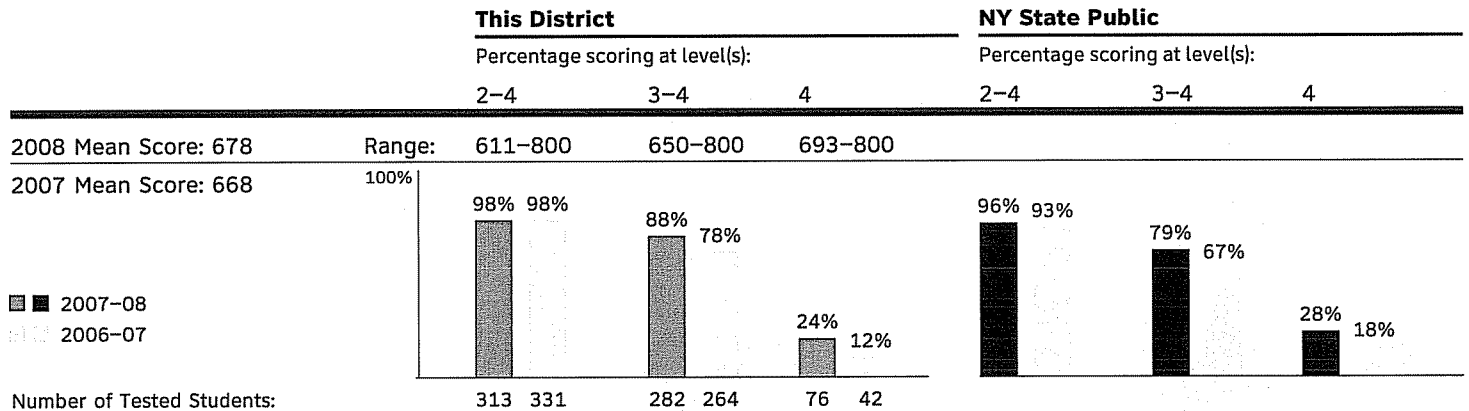
† These counts represent recently arrived LEP students who used the NYSESLAT to fulfill the English language arts participation requirement.

Overview of District Performance

District NORTH TONAWANDA CITY SCHOOL DISTRICT

District ID 40-09-00-01-0000

This District's Results in Grade 7 Mathematics



Results by Student Group

	2007-08 School Year				2006-07 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	319	98%	88%	24%	338	98%	78%	12%
Female	143	99%	92%	23%	155	98%	76%	10%
Male	176	97%	85%	24%	183	98%	80%	15%
American Indian or Alaska Native	7	100%	86%	29%				
Black or African American	6	-	-	-	7	-	-	-
Hispanic or Latino	2	-	-	-	10	100%	90%	10%
Asian or Native Hawaiian/Other Pacific Islander	2	-	-	-	1	-	-	-
White	302	98%	88%	24%	320	98%	79%	13%
Multiracial								
Small Group Totals	10	100%	90%	10%	8	88%	38%	13%
General-Education Students	256	100%	97%	29%	284	100%	86%	14%
Students with Disabilities	63	90%	54%	3%	54	89%	39%	2%
English Proficient	317	-	-	-	334	-	-	-
Limited English Proficient	2	-	-	-	4	-	-	-
Economically Disadvantaged	108	98%	78%	14%	93	98%	66%	9%
Not Disadvantaged	211	98%	94%	29%	245	98%	83%	14%
Migrant								
Not Migrant	319	98%	88%	24%	338	98%	78%	12%

NOTES

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Other Assessments

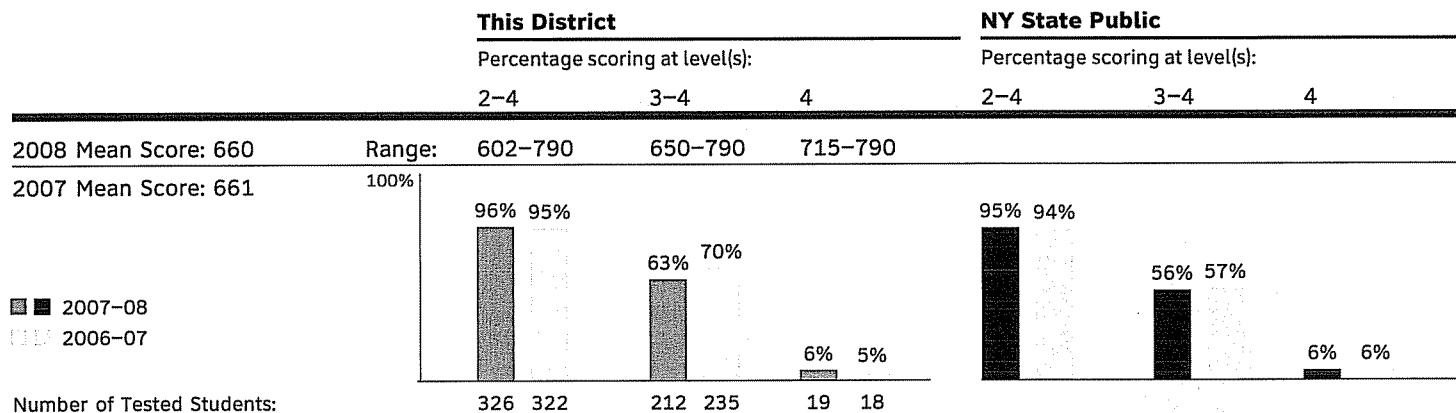
	2007-08 School Year				2006-07 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 7 Equivalent	2	-	-	-	5	5	5	5

Overview of District Performance

District NORTH TONAWANDA CITY SCHOOL DISTRICT

District ID 40-09-00-01-0000

This District's Results in Grade 8 English Language Arts



Results by Student Group

	2007-08 School Year				2006-07 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	338	96%	63%	6%	338	95%	70%	5%
Female	153	98%	69%	7%	166	98%	77%	9%
Male	185	95%	57%	4%	172	92%	62%	2%
American Indian or Alaska Native					6	100%	33%	17%
Black or African American	6	-	-	-	1	-	-	-
Hispanic or Latino	9	100%	56%	0%	5	-	-	-
Asian or Native Hawaiian/Other Pacific Islander	1	-	-	-				
White	322	96%	63%	6%	326	95%	70%	5%
Multiracial								
Small Group Totals	7	100%	43%	14%	6	83%	67%	0%
General-Education Students	282	99%	73%	6%	278	100%	81%	6%
Students with Disabilities	56	82%	11%	2%	60	73%	18%	0%
English Proficient	336	-	-	-	336	-	-	-
Limited English Proficient	2	-	-	-	2	-	-	-
Economically Disadvantaged	94	94%	49%	1%	97	90%	53%	5%
Not Disadvantaged	244	98%	68%	7%	241	98%	76%	5%
Migrant								
Not Migrant	338	96%	63%	6%	338	95%	70%	5%

NOTES

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Other Assessments

	2007-08 School Year				2006-07 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 8 Equivalent	5	4	3	3	6	6	6	6
New York State English as a Second Language Achievement Test (NYSESLAT): Grade 8	0	N/A	N/A	N/A	0	N/A	N/A	N/A

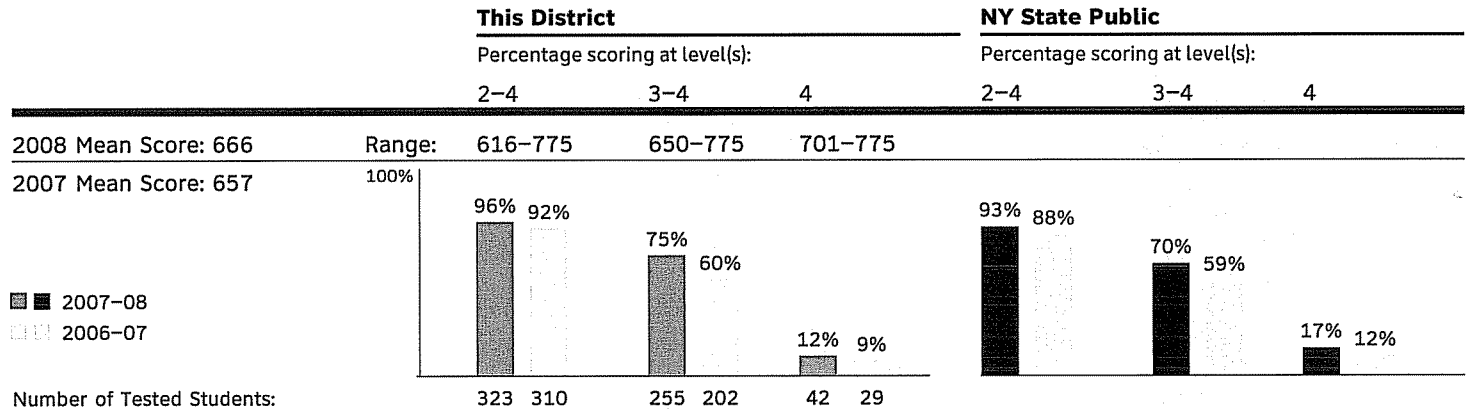
† These counts represent recently arrived LEP students who used the NYSESLAT to fulfill the English language arts participation requirement.

Overview of District Performance

District NORTH TONAWANDA CITY SCHOOL DISTRICT

District ID 40-09-00-01-0000

This District's Results in Grade 8 Mathematics



Results by Student Group

	2007-08 School Year				2006-07 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	338	96%	75%	12%	337	92%	60%	9%
Female	155	97%	75%	14%	166	95%	61%	9%
Male	183	95%	76%	11%	171	89%	58%	8%
American Indian or Alaska Native	6	-	-	-	6	-	-	-
Black or African American	5	-	-	-	1	-	-	-
Hispanic or Latino	9	100%	78%	11%	6	83%	50%	17%
Asian or Native Hawaiian/Other Pacific Islander	1	-	-	-				
White	323	95%	76%	12%	324	92%	60%	9%
Multiracial	6	100%	67%	17%	7	100%	71%	0%
Small Group Totals	6	100%	67%	17%	7	100%	71%	0%
General-Education Students	280	100%	84%	15%	279	99%	68%	10%
Students with Disabilities	58	76%	34%	0%	58	59%	21%	0%
English Proficient	336	-	-	-	334	-	-	-
Limited English Proficient	2	-	-	-	3	-	-	-
Economically Disadvantaged	94	94%	63%	7%	96	88%	46%	3%
Not Disadvantaged	244	96%	80%	14%	241	94%	66%	11%
Migrant								
Not Migrant	338	96%	75%	12%	337	92%	60%	9%

NOTES

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Other Assessments

	2007-08 School Year				2006-07 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 8 Equivalent	5	4	3	3	6	6	6	6

Overview of District Performance

District NORTH TONAWANDA CITY SCHOOL DISTRICT

District ID 40-09-00-01-0000

This District's Results in Grade 8 Science

This District

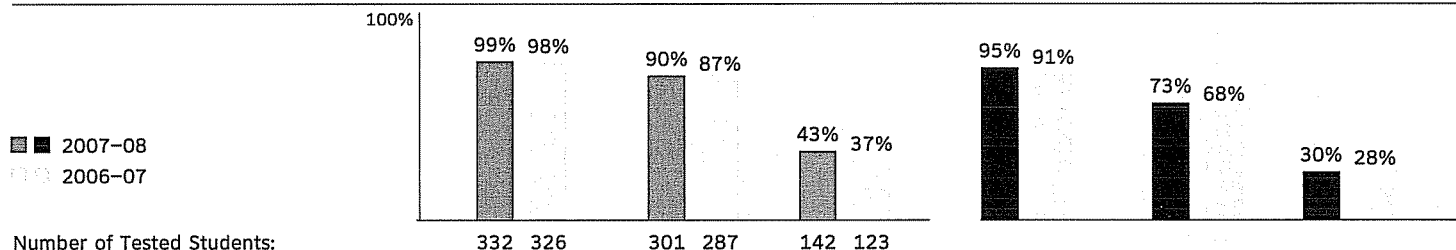
Percentage scoring at level(s):

2-4 3-4 4

NY State Public

Percentage scoring at level(s):

2-4 3-4 4



Results by Student Group

	2007-08 School Year				2006-07 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	289	99%	89%	37%	278	98%	84%	31%
Female	127	99%	86%	26%	131	98%	80%	27%
Male	162	99%	91%	45%	147	99%	88%	35%
American Indian or Alaska Native	6	-	-	-	6	-	-	-
Black or African American	5	-	-	-	1	-	-	-
Hispanic or Latino	9	100%	89%	33%	6	100%	67%	17%
Asian or Native Hawaiian/Other Pacific Islander	1	-	-	-	-	-	-	-
White	274	99%	88%	37%	265	98%	85%	31%
Multiracial	6	100%	100%	17%	7	100%	86%	43%
Small Group Totals	6	100%	100%	17%	7	100%	86%	43%
General-Education Students	234	100%	94%	43%	220	100%	91%	36%
Students with Disabilities	55	96%	65%	11%	58	91%	57%	14%
English Proficient	287	-	-	-	275	-	-	-
Limited English Proficient	2	-	-	-	3	-	-	-
Economically Disadvantaged	88	100%	82%	34%	85	96%	80%	28%
Not Disadvantaged	201	99%	92%	38%	193	99%	86%	33%
Migrant	-	-	-	-	-	-	-	-
Not Migrant	289	99%	89%	37%	278	98%	84%	31%

NOTES

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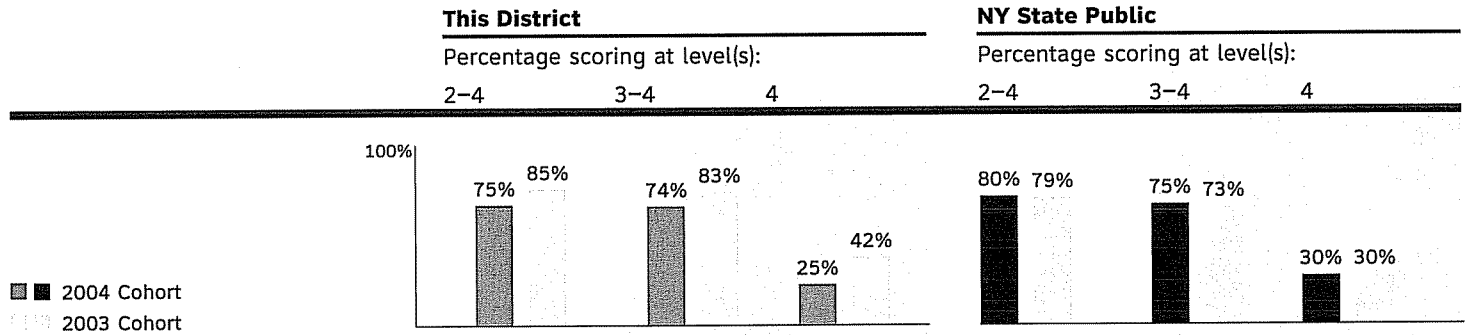
Other Assessments

	2007-08 School Year				2006-07 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 8 Equivalent	5	5	5	3	6	6	6	6
Regents Science	45	45	45	36	53	53	53	36

District NORTH TONAWANDA CITY SCHOOL DISTRICT

District ID 40-09-00-01-0000

This District's Total Cohort* Results in Secondary-Level English after Four Years of Instruction



Results by Student Group

	2004 Cohort				2003 Cohort**			
	Number of Students	Percentage scoring at level(s):			Number of Students	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	419	75%	74%	25%	401	85%	83%	42%
Female	206	77%	75%	31%	196	87%	85%	48%
Male	213	74%	73%	19%	205	83%	82%	36%
American Indian or Alaska Native	4	—	—	—	1	—	—	—
Black or African American	4	—	—	—	4	—	—	—
Hispanic or Latino	3	—	—	—	3	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	2	—	—	—	2	—	—	—
White	406	76%	74%	25%	391	86%	84%	42%
Multiracial	13	69%	69%	31%	10	60%	60%	30%
Small Group Totals	13	69%	69%	31%	10	60%	60%	30%
General-Education Students	364	81%	80%	28%	351	92%	91%	48%
Students with Disabilities	55	38%	33%	2%	50	40%	32%	0%
English Proficient	416	—	—	—	398	—	—	—
Limited English Proficient	3	—	—	—	3	—	—	—
Economically Disadvantaged	74	68%	66%	16%	43	79%	72%	23%
Not Disadvantaged	345	77%	76%	27%	358	86%	85%	44%
Migrant	—	—	—	—	—	—	—	—
Not Migrant	419	75%	74%	25%	—	—	—	—

NOTES

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Other Assessments

	2004 Cohort				2003 Cohort			
	Number of Students	Number scoring at level(s):			Number of Students	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): High School Equivalent ***	0				0			

* A total cohort consists of all students who first entered Grade 9 in a particular year, and all ungraded students with disabilities who reached their seventeenth birthday in that year, and were enrolled in the school/district for five months. Students are excluded from the cohort if they transferred to another school district, nonpublic school, or criminal justice facility, or left the U.S. and its territories or died before the report date. Statewide total cohort also includes students who were enrolled for fewer than five months.

** 2003 cohort data are those reported in the 2006-07 Accountability and Overview Report.

*** The majority of cohort members took an older version of the NYSAA, developed before 2007.

District NORTH TONAWANDA CITY SCHOOL DISTRICT

District ID 40-09-00-01-0000

This District's Total Cohort* Results in Secondary-Level Mathematics after Four Years of Instruction

This District

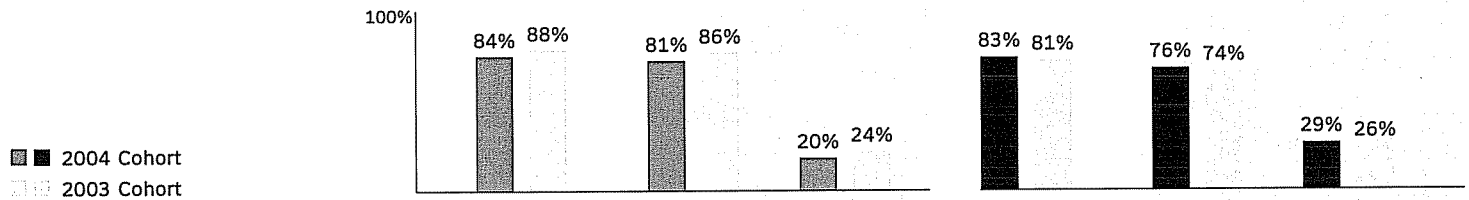
Percentage scoring at level(s):

2-4 3-4 4

NY State Public

Percentage scoring at level(s):

2-4 3-4 4



Results by Student Group

	2004 Cohort				2003 Cohort**			
	Number of Students	Percentage scoring at level(s):			Number of Students	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	419	84%	81%	20%	401	88%	86%	24%
Female	206	84%	81%	20%	196	90%	87%	23%
Male	213	84%	82%	19%	205	87%	85%	25%
American Indian or Alaska Native	4	—	—	—	1	—	—	—
Black or African American	4	—	—	—	4	—	—	—
Hispanic or Latino	3	—	—	—	3	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	2	—	—	—	2	—	—	—
White	406	84%	82%	19%	391	89%	86%	24%
Multiracial								
Small Group Totals	13	85%	77%	38%	10	70%	70%	20%
General-Education Students	364	90%	89%	23%	351	94%	92%	27%
Students with Disabilities	55	44%	29%	0%	50	50%	42%	4%
English Proficient	416	—	—	—	398	—	—	—
Limited English Proficient	3	—	—	—	3	—	—	—
Economically Disadvantaged	74	78%	74%	16%	43	81%	70%	19%
Not Disadvantaged	345	86%	83%	21%	358	89%	88%	25%
Migrant								
Not Migrant	419	84%	81%	20%				

NOTES

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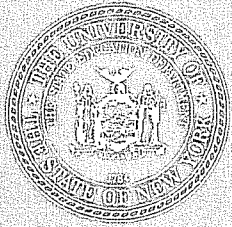
Other Assessments

	2004 Cohort				2003 Cohort			
	Number of Students	Number scoring at level(s):			Number of Students	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): High School Equivalent ***	0				0			

* A total cohort consists of all students who first entered Grade 9 in a particular year, and all ungraded students with disabilities who reached their seventeenth birthday in that year, and were enrolled in the school/district for five months. Students are excluded from the cohort if they transferred to another school district, nonpublic school, or criminal justice facility, or left the U.S. and its territories or died before the report date. Statewide total cohort also includes students who were enrolled for fewer than five months.

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The New York State District Report Card

Comprehensive
Information Report
2007-08

District **NORTH TONAWANDA CITY SCHOOL
DISTRICT**
District ID **40-09-00-01-0000**
Superintendent **VINCENT VECCHIARELLA**
Telephone **(716) 807-3500**
Grades **K-12, US**

Regents Exams

		All Students				General-Education Students				Students with Disabilities			
		Total	Percentage of students			Total	Percentage of students			Total	Percentage of students		
		Tested	scoring at or above:			Tested	scoring at or above:			Tested	scoring at or above:		
			55	65	85		55	65	85		55	65	85
Comprehensive English	2007-08	380	98%	96%	38%	344	99%	98%	42%	36	89%	83%	8%
	2006-07	342	95%	89%	30%	308	98%	94%	34%	34	71%	47%	0%
	2005-06	370	97%	93%	46%	345	98%	95%	49%	25	84%	60%	0%
Mathematics A	2007-08	308	99%	97%	44%	293	99%	98%	46%	15	87%	80%	7%
	2006-07	408	98%	90%	27%	366	99%	94%	30%	42	93%	57%	5%
	2005-06	388	96%	89%	30%	355	98%	92%	32%	33	76%	55%	3%
Mathematics B	2007-08	229	76%	64%	17%	228	—	—	—	1	—	—	—
	2006-07	234	85%	73%	25%	229	85%	72%	24%	5	100%	100%	40%
	2005-06	243	85%	73%	12%	242	—	—	—	1	—	—	—
Integrated Algebra	2007-08	313	91%	81%	10%	272	96%	89%	11%	41	59%	29%	0%
	2006-07	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	2005-06	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Global History and Geography	2007-08	451	89%	80%	27%	395	94%	86%	31%	56	55%	38%	4%
	2006-07	497	85%	75%	19%	429	89%	81%	21%	68	59%	37%	6%
	2005-06	409	80%	72%	26%	371	85%	77%	28%	38	37%	26%	0%
U.S. History and Government	2007-08	383	97%	94%	56%	345	99%	97%	61%	38	84%	68%	13%
	2006-07	351	96%	94%	57%	325	98%	97%	61%	26	73%	62%	8%
	2005-06	369	95%	92%	61%	346	96%	94%	63%	23	78%	65%	30%
Living Environment	2007-08	324	97%	91%	26%	283	99%	95%	30%	41	83%	63%	0%
	2006-07	396	96%	89%	18%	346	97%	91%	20%	50	86%	70%	6%
	2005-06	427	91%	83%	19%	382	94%	87%	20%	45	67%	47%	2%
Physical Setting/ Earth Science	2007-08	313	90%	77%	23%	282	91%	78%	24%	31	77%	68%	13%
	2006-07	315	90%	77%	19%	285	92%	80%	20%	30	67%	43%	7%
	2005-06	287	90%	82%	28%	259	92%	86%	30%	28	71%	46%	4%
Physical Setting/Chemistry	2007-08	242	93%	70%	6%	240	—	—	—	2	—	—	—
	2006-07	197	94%	69%	4%	195	—	—	—	2	—	—	—
	2005-06	265	95%	78%	14%	259	95%	78%	14%	6	100%	67%	0%
Physical Setting/Physics	2007-08	68	94%	82%	25%	68	94%	82%	25%	0	—	—	—
	2006-07	116	99%	97%	28%	115	—	—	—	1	—	—	—
	2005-06	65	98%	97%	12%	64	—	—	—	1	—	—	—

NOTE

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Regents Exams in Languages Other Than English

District **NORTH TONAWANDA CITY SCHOOL DISTRICT**
District ID **40-09-00-01-0000**

Regents Exams

		All Students				General-Education Students				Students with Disabilities			
		Total	Percentage of students			Total	Percentage of students			Total	Percentage of students		
		Tested	scoring at or above:			Tested	scoring at or above:			Tested	scoring at or above:		
			55	65	85		55	65	85		55	65	85
Comprehensive French	2007-08	53	98%	96%	53%	52	—	—	—	1	—	—	—
	2006-07	38	100%	100%	42%	38	100%	100%	42%	0			
	2005-06	58	93%	90%	45%	58	93%	90%	45%	0			
Comprehensive German	2007-08	26	100%	100%	81%	26	100%	100%	81%	0			
	2006-07	18	100%	100%	39%	18	100%	100%	39%	0			
	2005-06	13	100%	100%	62%	13	100%	100%	62%	0			
Comprehensive Hebrew	2007-08	0				0				0			
	2006-07	0				0				0			
	2005-06	0				0				0			
Comprehensive Italian	2007-08	0				0				0			
	2006-07	0				0				0			
	2005-06	0				0				0			
Comprehensive Latin	2007-08	0				0				0			
	2006-07	0				0				0			
	2005-06	0				0				0			
Comprehensive Spanish	2007-08	154	100%	99%	58%	151	—	—	—	3	—	—	—
	2006-07	175	99%	98%	67%	173	—	—	—	2	—	—	—
	2005-06	126	99%	98%	48%	125	—	—	—	1	—	—	—

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Regents Competency Tests

District **NORTH TONAWANDA CITY SCHOOL DISTRICT**
District ID **40-09-00-01-0000**

Regents Competency Tests

		All Students		General-Education Students		Students with Disabilities	
		Total Tested	Percent Passing:	Total Tested	Percent Passing:	Total Tested	Percent Passing:
Mathematics	2007-08	38	82%	3	—	35	—
	2006-07	58	71%	9	78%	49	69%
	2005-06	22	64%	2	—	20	—
Science	2007-08	36	61%	6	83%	30	57%
	2006-07	42	50%	5	80%	37	46%
	2005-06	35	80%	4	—	31	—
Reading	2007-08	34	76%	4	—	30	—
	2006-07	37	84%	7	100%	30	80%
	2005-06	11	55%	5	80%	6	33%
Writing	2007-08	31	100%	4	—	27	—
	2006-07	36	94%	6	100%	30	93%
	2005-06	11	45%	5	80%	6	17%
Global Studies	2007-08	44	45%	6	83%	38	39%
	2006-07	42	31%	5	60%	37	27%
	2005-06	27	30%	3	—	24	—
U.S. History and Government	2007-08	30	60%	5	60%	25	60%
	2006-07	15	53%	3	—	12	—
	2005-06	10	60%	4	—	6	—

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Second Language Proficiency Examinations

District **NORTH TONAWANDA CITY SCHOOL DISTRICT**
District ID **40-09-00-01-0000**

Second Language Proficiency Examinations

		All Students		General-Education Students		Students with Disabilities	
		Total Tested	Percent Passing:	Total Tested	Percent Passing:	Total Tested	Percent Passing:
French	2007-08	94	82%	87	82%	7	86%
	2006-07	101	94%	98	—	3	—
	2005-06	93	91%	93	91%	0	
German	2007-08	0		0		0	
	2006-07	0		0		0	
	2005-06	0		0		0	
Italian	2007-08	0		0		0	
	2006-07	0		0		0	
	2005-06	0		0		0	
Latin	2007-08	0		0		0	
	2006-07	0		0		0	
	2005-06	0		0		0	
Spanish	2007-08	187	97%	184	—	3	—
	2006-07	174	98%	171	—	3	—
	2005-06	222	97%	222	97%	0	

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English as a Second Language Achievement Test

District **NORTH TONAWANDA CITY SCHOOL DISTRICT**
District ID **40-09-00-01-0000**

New York State English as a Second Language Achievement Test (NYSESLAT)

		All Students					General-Education Students					Students with Disabilities				
		Total	Percent of students scoring				Total	Percent of students scoring				Total	Percent of students scoring			
		Tested	in each performance level:				Tested	in each performance level:				Tested	in each performance level:			
			Begin.	Interm.	Adv.	Prof.		Begin.	Interm.	Adv.	Prof.		Begin.	Interm.	Adv.	Prof.
Listening and Speaking (Grades K-1)	2007-08	8	0%	25%	50%	25%	8	0%	25%	50%	25%	0				
	2006-07	15	7%	20%	33%	40%	15	7%	20%	33%	40%	0				
	2005-06	21	5%	10%	52%	33%	20	-	-	-	-	1	-	-	-	-
Reading and Writing (Grades K-1)	2007-08	8	0%	63%	38%	0%	8	0%	63%	38%	0%	0				
	2006-07	15	20%	13%	33%	33%	15	20%	13%	33%	33%	0				
	2005-06	20	30%	20%	25%	25%	19	-	-	-	-	1	-	-	-	-
Listening and Speaking (Grades 2-4)	2007-08	15	0%	7%	7%	87%	14	-	-	-	-	1	-	-	-	-
	2006-07	9	0%	0%	22%	78%	8	-	-	-	-	1	-	-	-	-
	2005-06	8	0%	0%	38%	63%	8	0%	0%	38%	63%	0				
Reading and Writing (Grades 2-4)	2007-08	15	7%	13%	13%	67%	14	-	-	-	-	1	-	-	-	-
	2006-07	9	11%	0%	67%	22%	8	-	-	-	-	1	-	-	-	-
	2005-06	8	0%	13%	50%	38%	8	0%	13%	50%	38%	0				
Listening and Speaking (Grades 5-6)	2007-08	2	-	-	-	-	2	-	-	-	-	0				
	2006-07	3	-	-	-	-	2	-	-	-	-	1	-	-	-	-
	2005-06	8	13%	13%	38%	38%	7	-	-	-	-	1	-	-	-	-
Reading and Writing (Grades 5-6)	2007-08	2	-	-	-	-	2	-	-	-	-	0				
	2006-07	3	-	-	-	-	2	-	-	-	-	1	-	-	-	-
	2005-06	8	13%	25%	25%	38%	7	-	-	-	-	1	-	-	-	-
Listening and Speaking (Grades 7-8)	2007-08	4	-	-	-	-	3	-	-	-	-	1	-	-	-	-
	2006-07	7	0%	14%	43%	43%	5	-	-	-	-	2	-	-	-	-
	2005-06	5	0%	20%	40%	40%	4	-	-	-	-	1	-	-	-	-
Reading and Writing (Grades 7-8)	2007-08	4	-	-	-	-	3	-	-	-	-	1	-	-	-	-
	2006-07	7	14%	29%	43%	14%	5	-	-	-	-	2	-	-	-	-
	2005-06	5	20%	20%	60%	0%	4	-	-	-	-	1	-	-	-	-
Listening and Speaking (Grades 9-12)	2007-08	13	0%	15%	23%	62%	11	-	-	-	-	2	-	-	-	-
	2006-07	13	8%	46%	31%	15%	13	8%	46%	31%	15%	0				
	2005-06	13	8%	8%	38%	46%	12	-	-	-	-	1	-	-	-	-
Reading and Writing (Grades 9-12)	2007-08	13	0%	31%	23%	46%	11	-	-	-	-	2	-	-	-	-
	2006-07	13	23%	23%	31%	23%	13	23%	23%	31%	23%	0				
	2005-06	13	0%	38%	31%	31%	12	-	-	-	-	1	-	-	-	-

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Other Assessments

District **NORTH TONAWANDA CITY SCHOOL DISTRICT**
District ID **40-09-00-01-0000**

Elementary/Middle-Level Social Studies 2007–08

	All Students					General-Education Students					Students with Disabilities				
	Total	Percentage of students				Total	Percentage of students				Total	Percentage of students			
	Tested	scoring at level:				Tested	scoring at level:				Tested	scoring at level:			
		1	2	3	4		1	2	3	4		1	2	3	4
Elementary Level	278	2%	2%	53%	43%	233	0%	0%	51%	48%	45	11%	11%	62%	16%
Middle Level	335	1%	23%	55%	21%	279	0%	17%	59%	24%	56	7%	54%	36%	4%

2004 Total Cohort Performance on Regents Exams After Four Years

	All Students				General-Education Students				Students with Disabilities			
	Cohort Enrollment	Percentage of students scoring:			Cohort Enrollment	Percentage of students scoring:			Cohort Enrollment	Percentage of students scoring:		
		55–64	65–84	85–100		55–64	65–84	85–100		55–64	65–84	85–100
Global History and Geography	419	5%	54%	24%	364	3%	59%	27%	55	16%	27%	4%
U.S. History and Government	419	2%	32%	48%	364	1%	32%	54%	55	9%	29%	5%
Science	419	3%	53%	31%	364	1%	56%	36%	55	18%	36%	2%

New York State Alternate Assessments (NYSAA) 2007–08

	All Students				
	Total	Number of students scoring			
	Tested	at Level:			
		1	2	3	4
Elementary Level					
Social Studies		3	—	—	—
Middle Level					
Social Studies		5	1	1	0
Secondary Level					
English Language Arts		3	—	—	—
Mathematics		3	—	—	—
Social Studies		3	—	—	—
Science		3	—	—	—

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The New York State Alternate Assessment (NYSAA) is for students with severe cognitive disabilities. Results for students taking the NYSAA in English language arts, mathematics, and science at the elementary and middle levels are available in the *Accountability and Overview Report* part of *The New York State Report Card*.

High School Information

District **NORTH TONAWANDA CITY SCHOOL DISTRICT**
District ID **40-09-00-01-0000**

High School Completers

		All Students		General-Education Students		Students with Disabilities	
		Number of Students	Percentage of Graduates	Number of Students	Percentage of Graduates	Number of Students	Percentage of Graduates
Total Graduates	2007-08	347		324		23	
	2006-07	331		307		24	
	2005-06	315		312		3	
Receiving a Regents Diploma	2007-08	321	93%	313	97%	8	35%
	2006-07	322	97%	305	99%	17	71%
	2005-06	305	97%	302	97%	3	100%
Receiving a Regents Diploma with Advanced Designation	2007-08	156	45%	155	48%	1	4%
	2006-07	169	51%	166	54%	3	13%
	2005-06	157	50%	156	50%	1	33%
Receiving an Individualized Education Program (IEP) Diploma	2007-08	3	N/A	0		3	N/A
	2006-07	11	N/A	0		11	N/A
	2005-06	11	N/A	2	N/A	9	N/A

NOTE Students receiving Regents diplomas and Regents diplomas with advanced designation are considered graduates; recipients of IEP diplomas are not.

High School Noncompleters

		All Students		General-Education Students		Students with Disabilities	
		Number of Students	Percentage of Students	Number of Students	Percentage of Students	Number of Students	Percentage of Students
Dropped Out	2007-08	53	3%	42	3%	11	4%
	2006-07	61	3%	50	3%	11	4%
	2005-06	38	2%	26	2%	12	6%
Entered Approved High School Equivalency Preparation Program	2007-08	17	1%	10	1%	7	2%
	2006-07	3	0%	2	0%	1	0%
	2005-06	23	1%	18	1%	5	2%
Total Noncompleters	2007-08	70	4%	52	3%	18	6%
	2006-07	64	3%	52	3%	12	4%
	2005-06	61	4%	44	3%	17	8%

Post-secondary Plans of 2007-08 Graduates

	All Students		General-Education Students		Students with Disabilities	
	Number of Students	Percentage of Students	Number of Students	Percentage of Students	Number of Students	Percentage of Students
To 4-year College	128	37%	128	40%	0	
To 2-year College	160	46%	148	46%	12	46%
To Other Post-secondary	3	1%	2	1%	1	4%
To the Military	12	3%	11	3%	1	4%
To Employment	22	6%	14	4%	8	31%
To Adult Services	0		0		0	
To Other Known Plans	4	1%	2	1%	2	8%
Plan Unknown	21	6%	19	6%	2	8%

More Information about the District

District **NORTH TONAWANDA CITY SCHOOL DISTRICT**
District ID **40-09-00-01-0000**

Financial Information

2006-07 District-wide Total Expenditures per Pupil	\$13,093
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2006-07 NYS Public School Total Expenditures per Pupil	\$17,330
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2007-08 Estimated Percentage of Students from Families Receiving Public Assistance

NOTE

Expenditure data are available only at the district level.
Public Assistance information is available only at the school level.

Career and Technical Education Programs (CTE Programs)

	This District		Statewide Average
	Number of Students	Percentage of Students	
All CTE Programs			
Completed the CTE Program	0		
Completed and Passed Regents Exams	0		
Completed and had Course Average of 75% or more	0		
Completed and Attained a HS Diploma or Equivalent	0		
Completed and Whose Status is Known	0		
Completed and Were Successfully Placed	0		
Nontraditional Programs			
Enrolled Members, Regardless of Gender, in 2007–08	0		
Enrolled Members of Historically Underrepresented Gender in 2007–08	0		
Completers, Regardless of Gender, as of June 2007	0		
Completers of Historically Underrepresented Gender as of June 2007	0		

Enrollment data are for the 2007-08 school year; completer data are as of June 2007.



The New York State District Report Card

**Accountability
and Overview Report
2007–08**

District **NORTH TONAWANDA CITY SCHOOL
DISTRICT**

District ID **40-09-00-01-0000**

Superintendent **VINCENT VECCHIARELLA**

Telephone **(716) 807-3500**

Grades **K-12, US**

This District's Report Card

The New York State District Report Card is an important part of the Board of Regents effort to raise learning standards for all students. It provides information to the public on the district's status and the status of schools within the district under the State and federal accountability systems, on student performance, and on other measures of school and district performance. Knowledge gained from the report card on a school district's strengths and weaknesses can be used to improve instruction and services to students.

State assessments are designed to help ensure that all students reach high learning standards. They show whether students are getting the knowledge and skills they need to succeed at the elementary, middle, and commencement levels and beyond. The State requires that students who are not making appropriate progress toward the standards receive academic intervention services.

For more information:

Office of Information and Reporting Services
New York State Education Department
Room 863 EBA
Albany, NY 12234
Email: RPTCARD@mail.nysed.gov

Use this report to:

1

Get District Profile information.

This section shows comprehensive data relevant to this district's learning environment.

2

Review District Accountability Status.

This section indicates whether a district made adequate yearly progress (AYP) and identifies districts in need of improvement and subject to interventions under the federal No Child Left Behind Act as well as districts requiring academic progress and subject to interventions under Commissioner's Regulations.

3

View School Accountability Status.

This section lists all schools in your district by 2008–09 accountability status.

4

Review an Overview of District Performance.

This section has information about the district's performance on state assessments in English, mathematics, and science, and on high school graduation rate.

District Profile

This section shows comprehensive data relevant to this school district's learning environment, including information about enrollment, average class size, and teacher qualifications.

Enrollment

	2005-06	2006-07	2007-08
Pre-K	74	0	0
Kindergarten	258	276	288
Grade 1	297	272	280
Grade 2	283	305	277
Grade 3	269	286	302
Grade 4	284	285	282
Grade 5	304	288	279
Grade 6	332	306	298
Ungraded Elementary	0	0	0
Grade 7	329	341	317
Grade 8	351	330	337
Grade 9	458	421	371
Grade 10	394	427	393
Grade 11	372	381	395
Grade 12	351	369	356
Ungraded Secondary	6	6	6
Total K-12	4288	4293	4181

Average Class Size

	2005-06	2006-07	2007-08
Common Branch	20	20	20
Grade 8			
English	23	21	25
Mathematics	22	21	22
Science	23	23	25
Social Studies	23	21	24
Grade 10			
English	18	22	22
Mathematics	23	23	23
Science	23	25	26
Social Studies	23	24	23

Enrollment Information

Enrollment counts are as of Basic Educational Data System (BEDS) day, which is typically the first Wednesday of October of the school year. Students who attend BOCES programs on a part-time basis are included in a district's enrollment. Students who attend BOCES on a full-time basis or who are placed full time by the district in an out-of-district placement are not included in a district's enrollment. Students classified by districts as "pre-first" are included in first grade counts.

Average Class Size Information

Average Class Size is the total registration in specified classes divided by the number of those classes with registration. *Common Branch* refers to self-contained classes in Grades 1-6.

Demographic Factors

	2005-06		2006-07		2007-08	
	#	%	#	%	#	%
Eligible for Free Lunch	823	19%	943	22%	835	20%
Reduced-Price Lunch	346	8%	280	7%	344	8%
Student Stability*	N/A		N/A		N/A	
Limited English Proficient	90	2%	65	2%	44	1%
Racial/Ethnic Origin						
American Indian or Alaska Native	59	1%	65	2%	91	2%
Black or African American	52	1%	51	1%	70	2%
Hispanic or Latino	57	1%	71	2%	79	2%
Asian or Native Hawaiian/Other Pacific Islander	22	1%	24	1%	30	1%
White	4098	96%	4060	95%	3911	94%
Multiracial**	N/A	N/A	22	1%	0	0%

* Available only at the school level.

** Multiracial enrollment data were not collected statewide in the 2005-06 school year.

Attendance and Suspensions

	2004-05		2005-06		2006-07	
	#	%	#	%	#	%
Annual Attendance Rate	94%		94%		94%	
Student Suspensions	250	6%	256	6%	211	5%

Demographic Factors Information

Eligible for Free Lunch and Reduced-Price Lunch percentages are determined by dividing the number of approved lunch applicants by the Basic Educational Data System (BEDS) enrollment in full-day Kindergarten through Grade 12. *Eligible for Free Lunch and Limited English Proficient* counts are used to determine *Similar Schools* groupings within a *Need/Resource Capacity* category.

Attendance and Suspensions Information

Annual Attendance Rate is determined by dividing the school district's total actual attendance by the total possible attendance for a school year. A district's actual attendance is the sum of the number of students in attendance on each day the district's schools were open during the school year. Possible attendance is the sum of the number of enrolled students who should have been in attendance on each day schools were open during the school year. *Student Suspension* rate is determined by dividing the number of students who were suspended from school (not including in-school suspensions) for one full day or longer anytime during the school year by the Basic Educational Data System (BEDS) day enrollments for that school year. A student is counted only once, regardless of whether the student was suspended one or more times during the school year.

Teacher Qualifications

	2005-06	2006-07	2007-08
Total Number of Teachers	332	330	332
Percent with No Valid Teaching Certificate	1%	1%	0%
Percent Teaching Out of Certification	2%	2%	1%
Percent with Fewer Than Three Years of Experience	2%	3%	4%
Percentage with Master's Degree Plus 30 Hours or Doctorate	19%	19%	18%
Total Number of Core Classes	1268	957	945
Percent Not Taught by Highly Qualified Teachers	3%	3%	1%
Total Number of Classes	1132	1150	1193
Percent Taught by Teachers Without Appropriate Certification	3%	2%	1%

Teacher Turnover Rate

	2004-05	2005-06	2006-07
Turnover Rate of Teachers with Fewer than Five Years of Experience	10%	10%	
Turnover Rate of All Teachers	7%	10%	

Staff Counts

	2005-06	2006-07	2007-08
Total Other Professional Staff	37	35	36
Total Paraprofessionals*	95	93	91
Assistant Principals	4	4	4
Principals	7	7	7

* Not available at the school level.

Teacher Qualifications Information

The *Percent Teaching Out of Certification* is the percent doing so more than on an incidental basis; that is, the percent teaching for more than five periods per week outside certification.

Core Classes are primarily K-6 common branch, English, mathematics, science, social studies, art, music, and foreign languages. The number of K-6 common branch core classes is multiplied by five so that these core class counts are weighted the same as counts for middle- and secondary-level teachers who report five classes per day. To be *Highly Qualified*, a teacher must have at least a Bachelor's degree, be certified to teach in the subject area, and show subject matter competency.

Teacher Turnover Rate Information

Teacher Turnover Rate for a specified school year is the number of teachers in that school year who were not teaching in the following school year divided by the number of teachers in the specified school year, expressed as a percentage.

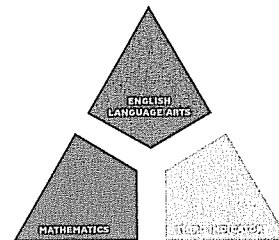
Staff Counts Information

Other Professionals includes administrators, guidance counselors, school nurses, psychologists, and other professionals who devote more than half of their time to non-teaching duties. Teachers who are shared between buildings within a district are reported on the district report only.

Understanding How Accountability Works in New York State

The federal No Child Left Behind (NCLB) Act requires that states develop and report on measures of student proficiency in 1) English language arts (ELA), in 2) mathematics, and on 3) a third indicator. In New York State in 2007–08, the third indicator is science at the elementary/middle level and graduation rate at the secondary level. Schools or districts that meet predefined goals on these measures are making Adequate Yearly Progress (AYP).

For more information about accountability in New York State, visit: www.emsc.nysed.gov/irts/accountability/home.shtml.



1 English Language Arts (ELA)

To make AYP in ELA, every accountability group must make AYP. For a group to make AYP, it must meet the participation *and* the performance criteria.

A Participation Criterion

At the elementary/middle level, 95 percent of Grades 3–8 students enrolled during the test administration period in each group with 40 or more students must be tested on the New York State Testing Program (NYSTP) in ELA or, if appropriate, the New York State English as a Second Language Achievement Test (NYSESLAT), or the New York State Alternate Assessment (NYSAA) in ELA. At the secondary level, 95 percent of seniors in 2007–08 in each accountability group with 40 or more students must have taken an English examination that meets the students' graduation requirement.

B Performance Criterion

At the elementary/middle level, the Performance Index (PI) of each group with 30 or more continuously enrolled tested students must equal or exceed its Effective Annual Measurable Objective (AMO) or the group must make Safe Harbor. (NYSESLAT is used only for participation.) At the secondary level, the PI of each group in the 2004 cohort with 30 or more members must equal or exceed its Effective AMO or the group must make Safe Harbor. To make Safe Harbor, the PI of the group must equal or exceed its Safe Harbor Target and the group must qualify for Safe Harbor using the third indicator, science or graduation rate.

2 Mathematics

The same criteria for making AYP in ELA apply to mathematics. At the elementary/middle level, the measures used to determine AYP are the NYSTP and the NYSAA in mathematics. At the secondary level, the measures are mathematics examinations that meet the students' graduation requirement.

3 Third Indicator

In addition to English language arts and mathematics, the school must also make AYP in a third area of achievement. This means meeting the criteria in science at the elementary/middle level and the criteria in graduation rate at the secondary level.

Elementary/Middle-Level Science: To make AYP, the All Students group must meet the participation criterion *and* the performance criterion.

A Participation Criterion

Eighty percent of students in Grades 4 and/or 8 enrolled during the test administration period in the All Students group, if it has 40 or more students, must be tested on an accountability measure. In Grade 4, the measures are the Grade 4 elementary-level science test and the Grade 4 NYSAA in science. In Grade 8 science, the measures are the Grade 8 middle-level science test, Regents science examinations, and the Grade 8 NYSAA in science.

B Performance Criterion

The PI of the All Students group must equal or exceed the State Science Standard (1.00) or the Science Progress Target.

Qualifying for Safe Harbor in Elementary/Middle-Level ELA and Math: To qualify, the PI must equal or exceed the State Science Standard or the Science Progress Target in elementary/middle-level science for that group.

Secondary-Level Graduation Rate: For a school to make AYP in graduation rate, the percent of students in the 2003 graduation-rate total cohort in the All Students group earning a high school diploma by August 31, 2007 must equal or exceed the Graduation-Rate Standard (55%) or the Graduation-Rate Progress Target.

Qualifying for Safe Harbor in Secondary-Level ELA and Math: To qualify, the percent of the 2003 graduation-rate total cohort earning a local diploma by August 31, 2007 must equal or exceed the Graduation-Rate Standard (55%) or the Graduation-Rate Progress Target for that group.

Useful Terms for Understanding Accountability

Accountability Cohort for English and Mathematics

The 2004 school accountability cohort consists of all students who first entered Grade 9 anywhere in the 2004–05 school year, and all ungraded students with disabilities who reached their seventeenth birthday in the 2004–05 school year, who were enrolled on October 3, 2007 and did not transfer to a diploma granting program. Students who earned a high school equivalency diploma or were enrolled in an approved high school equivalency preparation program on June 30, 2008, are not included in the 2004 school accountability cohort. The 2004 district accountability cohort consists of all students in each school accountability cohort plus students who transferred within the district after BEDS day plus students who were placed outside the district by the Committee on Special Education or district administrators and who met the other requirements for cohort membership. Cohort is defined in Section 100.2 (p) (16) of the Commissioner's Regulations.

Adequate Yearly Progress (AYP)

Adequate Yearly Progress (AYP) indicates satisfactory progress by a district or a school toward the goal of proficiency for all students.

Annual Measurable Objective (AMO)

The Annual Measurable Objective (AMO) is the Performance Index (PI) value that signifies that an accountability group is making satisfactory progress toward the goal that 100 percent of students will be proficient in the State's learning standards for English language arts and mathematics by 2013–14. The AMO's for each grade level will be increased as specified in CR100.2(p)(14) and will reach 200 in 2013–14. (See Effective AMO for further information.)

Continuously Enrolled Students

At the elementary/middle level, continuously enrolled students are those enrolled in the school or district on BEDS day (usually the first Wednesday in October) of the school year until the test administration period. At the secondary level, all students who meet the criteria for inclusion in the accountability cohort are considered to be continuously enrolled.

Effective Annual Measurable Objective (Effective AMO)

The Effective Annual Measurable Objective (Effective AMO) is the Performance Index (PI) value that each accountability group within a school or district is expected to achieve to make Adequate Yearly Progress (AYP). The Effective AMO is the lowest PI that an accountability group of a given size can achieve in a subject for the group's PI not to be considered significantly different from the AMO for that subject. If an accountability group's PI equals or exceeds the Effective AMO, it is considered to have made AYP. A more complete definition of Effective AMO and a table showing the PI values that each group size must equal or exceed to make AYP are available at www.emsc.nysed.gov/irts.

Graduation-Rate Total Cohort

This term is defined on the graduation-rate accountability page.

Performance Index (PI)

Performance Index is a value from 0 to 200 that is assigned to an accountability group, indicating how that group performed on a required State test (or approved alternative) in English language arts, mathematics, or science. Student scores on the tests are converted to four performance levels, from Level 1 to Level 4. (See performance level definitions on the Overview Summary page.) At the elementary/middle level, the PI is calculated using the following equation:

$$100 \times \left[\frac{\text{Count of Continuously Enrolled Tested Students Performing at Levels 2, 3, and 4} + \text{the Count at Levels 3 and 4}}{\text{Count of All Continuously Enrolled Tested Students}} \right]$$

At the secondary level, the PI is calculated using the following equation:

$$100 \times \left[\frac{\text{Count of Cohort Members Performing at Levels 2, 3, and 4} + \text{the Count at Levels 3 and 4}}{\text{Count of All Cohort Members}} \right]$$

A list of tests used to measure student performance for accountability is available at www.emsc.nysed.gov/irts.

Progress Target

For accountability groups below the State Standard in science or graduation rate, the Progress Target is an alternate method for making Adequate Yearly Progress (AYP) or qualifying for Safe Harbor in English language arts and mathematics based on improvement over the previous year's performance.

Safe Harbor

Safe Harbor provides an alternate means to demonstrate Adequate Yearly Progress (AYP) for accountability groups that do not achieve their Effective Annual Measurable Objectives (AMOs) in English or mathematics.

Safe Harbor Targets

The 2007–08 safe harbor targets were calculated using the following equation:

$$2006-07 \text{ PI} + (200 - \text{the } 2006-07 \text{ PI}) \times 0.10$$

Science Progress Target

The elementary/middle-level 2007–08 Science Progress Target is calculated by adding one point to the 2006–07 PI. The 2008–09 Science Progress Target is calculated by adding one point to the 2007–08 PI. The 2007–08 target is provided for groups whose PI was below the State Science Standard in 2007–08.

Science Standard

The criterion value that represents a minimally satisfactory performance in science. In 2007–08, the State Science Standard at the elementary/middle level is a Performance Index (PI) of 100. The Commissioner may raise the State Science Standard at his discretion in future years.


Understanding Your District Accountability Status

The list below defines the district status categories applied to each accountability measure under New York State's district accountability system, which is divided into a Federal Title I component and a State component. Accountability measures for districts are English language arts (ELA), mathematics, elementary/middle-level science, and graduation rate. A district may be assigned a different status for different accountability measures. The overall status of a district is the status assigned to the district for the accountability measure with the most advanced designation in the hierarchy. If the district receives Title I funds, it is the most advanced designation in the Title I hierarchy, unless the district is in good standing under Title I but identified as DRAP under the State hierarchy. A district that does not receive Title I funding in a school year does not have a federal status in that year; however, all districts receive a state status even if they do not receive Title I funding. Consequences for districts not in good standing can be found at: www.emsc.nysed.gov/irts/school-accountability/about.shtml.

Federal Title I Status

(Applies to all New York State districts receiving Title I funds)

District in Good Standing

-  A district is considered to be in good standing if it has not been identified as a District in Need of Improvement or a District Requiring Academic Progress.

District in Need of Improvement (Year 1)

A district that has not made AYP for two consecutive years on the same accountability measure is considered a District in Need of Improvement (Year 1) for the following year, if it continues to receive Title I funds.

District in Need of Improvement (Year 2)

A District in Need of Improvement (Year 1) that does not make AYP on the accountability measure for which it was identified is considered a District in Need of Improvement (Year 2) for the following year, if it continues to receive Title I funds.

District in Need of Improvement (Year 3)

A District in Need of Improvement (Year 2) that does not make AYP on the accountability measure for which it was identified is considered a District in Need of Improvement (Year 3) for the following year, if it continues to receive Title I funds.

District in Need of Improvement (Year 4)

A District in Need of Improvement (Year 3) that does not make AYP on the accountability measure for which it was identified is considered a District in Need of Improvement (Year 4) for the following year, if it continues to receive Title I funds.

District in Need of Improvement (Year 5 and above)

A District in Need of Improvement (Year 4 and above) that does not make AYP on the accountability measure for which it was identified is considered a District in Need of Improvement (Year 5 and above) for the following year, if it continues to receive Title I funds.

New York State Status

(Applies to New York State districts)

District Requiring Academic Progress (Year 1)

A district that has not made AYP on the same accountability measure for two consecutive years is considered a District Requiring Academic Progress (Year 1) for the following year.

District Requiring Academic Progress (Year 2)

A District Requiring Academic Progress (Year 1) that does not make AYP on the accountability measure for which it was identified is considered a District Requiring Academic Progress (Year 2) for the following year.

District Requiring Academic Progress (Year 3)

A District Requiring Academic Progress (Year 2) that does not make AYP on the accountability measure for which it was identified is considered a District Requiring Academic Progress (Year 3) for the following year.

District Requiring Academic Progress (Year 4)

A District Requiring Academic Progress (Year 3) that does not make AYP on the accountability measure for which it was identified is considered a District Requiring Academic Progress (Year 4) for the following year.

District Requiring Academic Progress (Year 5 and above)

A District Requiring Academic Progress (Year 4 and above) that does not make AYP on the accountability measure for which it was identified is considered a District Requiring Academic Progress (Year 5 and above) for the following year.

Pending – A district's status is "Pending" if the district requires special evaluation procedures and they have not yet been completed.

Summary

Overall Accountability Status (2008-09)

Good Standing

ELA	Good Standing	Science	Good Standing
Math	Good Standing	Graduation Rate	Good Standing

Title I Part A Funding

Years the District Received Title I Part A Funding

2006-07	2007-08	2008-09
YES	YES	YES

On which accountability measures did this district make Adequate Yearly Progress (AYP) and which groups made AYP on each measure?

Student Groups	Elementary/Middle Level			Secondary Level		
	English Language Arts	Mathematics	Science	English Language Arts	Mathematics	Graduation Rate
All Students	✓	✓	✓	✓	✓	✓
Ethnicity						
American Indian or Alaska Native	✓	✓		-	-	
Black or African American	✓	✓		-	-	
Hispanic or Latino	✓	✓		-	-	
Asian or Native Hawaiian/Other Pacific Islander	-	-		-	-	
White	✓	✓		✓	✓	
Multiracial						
Other Groups						
Students with Disabilities	✓	✓		X	X	
Limited English Proficient	-	-		-	-	
Economically Disadvantaged	✓	✓		✓	✓	
Student groups making AYP in each subject	✓ 7 of 7	✓ 7 of 7	✓ 1 of 1	X 3 of 4	X 3 of 4	✓ 1 of 1

AYP Status

- ✓ Made AYP
- ✓^{SH} Made AYP Using Safe Harbor Target
- X Did Not Make AYP
- Insufficient Number of Students to Determine AYP Status

Accountability Status Levels

Federal

- Good Standing
- Improvement (Year 1)
- Improvement (Year 2)
- Improvement (Year 3)
- Improvement (Year 4)
- Improvement (Year 5 & Above)

State

- Good Standing
- Requiring Academic Progress (Year 1)
- Requiring Academic Progress (Year 2)
- Requiring Academic Progress (Year 3)
- Requiring Academic Progress (Year 4)
- Requiring Academic Progress (Year 5 & Above)

Pending - Requires Special Evaluation

Elementary/Middle-Level English Language Arts

Accountability Status for This Subject (2008-09)



Good Standing

Accountability Measures

7 of 7

Student groups making AYP in English language arts



Made AYP

Prospective Status

This district will be in good standing in 2009-10. [201]

How did students in each accountability group perform on elementary/middle-level English language arts accountability measures?

Student Group (Total: Continuous Enrollment) ¹	AYP	Participation ²		Test Performance ³		Performance Objectives	
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2007-08 2008-09
All Students (1855:1825)	✓	✓	100%	✓	167	130	
Ethnicity							
American Indian or Alaska Native (41:41)	✓	✓	100%	✓	171	118	
Black or African American (46:46)	✓	✓	100%	✓	141	119	
Hispanic or Latino (41:39)	✓	✓	100%	✓	156	117	
Asian or Native Hawaiian/Other Pacific Islander (12:12)	—	—	—	—	—	—	—
White (1715:1687)	✓	✓	100%	✓	168	130	
Multiracial (0:0)	—	—	—	—	—	—	—
Other Groups							
Students with Disabilities ⁴ (341:335)	✓	✓	99%	X	110	127	115 119
Limited English Proficient ⁵ (16:14)	—	—	—	—	—	—	—
Economically Disadvantaged (642:627)	✓	✓	100%	✓	157	129	
Final AYP Determination	✓ 7 of 7						

NOTES

¹ These data show the count of students enrolled during the test administration period (used for Participation) followed by the count of continuously enrolled tested students (used for Performance). For accountability calculations, students who were excused from testing for medical reasons are not included in the enrollment count.

² Groups with fewer than 40 students enrolled during the test administration period are not required to meet the participation criterion. If the participation rate of a group fell below 95 percent in 2007-08, the enrollment shown is the sum of 2006-07 and 2007-08 enrollments and the percent tested is the weighted average of the participation rates over those two years.

³ For districts with fewer than 30 continuously enrolled tested students in the All Students group in 2007-08, data for 2006-07 and 2007-08 were combined to determine counts and PIs. For districts with 30 or more continuously enrolled students in the All Students group in 2007-08, student groups with fewer than 30 continuously enrolled tested students are not required to meet the performance criterion.

⁴ If the district failed to make AYP solely because of the performance of students with disabilities, met the 95% participation requirement for this group, and would meet or exceed the AMO for this subject if 34 points were added to the PI, then the district is considered to have made AYP for students with disabilities.

⁵ If the count of LEP students is equal to or greater than 30, former LEP students are also included in the performance calculations.

‡ This student group did not make AYP in science; therefore, it did not qualify for Safe Harbor.

AYP Status

- ✓ Made AYP
- ✓^{SH} Made AYP Using Safe Harbor Target
- X Did Not Make AYP
- Insufficient Number of Students to Determine AYP Status

Elementary/Middle-Level Mathematics

Accountability Status for This Subject (2008-09)



Good Standing

Accountability Measures

7 of 7

Student groups making AYP in mathematics



Made AYP

Prospective Status

This district will be in good standing in 2009-10. [201]

How did students in each accountability group perform on elementary/middle-level mathematics accountability measures?

Student Group (Total: Continuous Enrollment) ¹	AYP	Participation ²		Test Performance ³		Performance Objectives	
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2007-08 2008-09
All Students (1858:1817)	✓	✓	100%	✓	182	99	
Ethnicity							
American Indian or Alaska Native (42:40)	✓	✓	98%	✓	193	87	
Black or African American (47:44)	✓	✓	100%	✓	170	87	
Hispanic or Latino (41:39)	✓	✓	100%	✓	179	86	
Asian or Native Hawaiian/Other Pacific Islander (12:12)	—	—	—	—	—	—	—
White (1716:1682)	✓	✓	100%	✓	182	99	
Multiracial (0:0)	—	—	—	—	—	—	—
Other Groups							
Students with Disabilities ⁴ (341:333)	✓	✓	99%	✓	133	96	
Limited English Proficient ⁵ (14:14)	—	—	—	—	—	—	—
Economically Disadvantaged (640:619)	✓	✓	100%	✓	174	98	
Final AYP Determination	✓ 7 of 7						

NOTES

¹ These data show the count of students enrolled during the test administration period (used for Participation) followed by the count of continuously enrolled tested students (used for Performance). For accountability calculations, students who were excused from testing for medical reasons are not included in the enrollment count.

² Groups with fewer than 40 students enrolled during the test administration period are not required to meet the participation criterion. If the participation rate of a group fell below 95 percent in 2007-08, the enrollment shown is the sum of 2006-07 and 2007-08 enrollments and the percent tested is the weighted average of the participation rates over those two years.

³ For districts with fewer than 30 continuously enrolled tested students in the All Students group in 2007-08, data for 2006-07 and 2007-08 were combined to determine counts and PIs. For districts with 30 or more continuously enrolled students in the All Students group in 2007-08, student groups with fewer than 30 continuously enrolled tested students are not required to meet the performance criterion.

⁴ If the district failed to make AYP solely because of the performance of students with disabilities, met the 95% participation requirement for this group, and would meet or exceed the AMO for this subject if 34 points were added to the PI, then the district is considered to have made AYP for students with disabilities.

⁵ If the count of LEP students is equal to or greater than 30, former LEP students are also included in the performance calculations.

‡ This student group did not make AYP in science; therefore, it did not qualify for Safe Harbor.

AYP Status

- ✓ Made AYP
- ✓^{SH} Made AYP Using Safe Harbor Target
- ✗ Did Not Make AYP
- Insufficient Number of Students to Determine AYP Status

Elementary/Middle-Level Science

**Accountability Status
for This Subject
(2008-09)**


Good Standing

Accountability Measures

1 of 1

Student groups making AYP in science



Made AYP

Prospective Status

This district will be in good standing in 2009-10. [201]

**How did students in each accountability group perform on
elementary/middle-level science accountability measures?**

Student Group (Total: Continuous Enrollment) ¹	AYP	Participation ²		Test Performance ³		Performance Objectives			
	Status	Safe Harbor Qualification	Met Criterion	Percentage Tested	Met Criterion	Performance Index	State Standard	Progress Target 2007–08 2008–09	
All Students (635:612)	✓	Qualified	✓	99%	✓	192	100		
Ethnicity									
American Indian or Alaska Native (8:8)		–	–	–	–	–	–		–
Black or African American (17:15)		–	–	–	–	–	–		–
Hispanic or Latino (17:15)		–	–	–	–	–	–		–
Asian or Native Hawaiian/Other Pacific Islander (1:1)		–	–	–	–	–	–		–
White (592:573)		Qualified	✓	99%	✓	192	100		
Multiracial (0:0)									
Other Groups									
Students with Disabilities (116:112)		Qualified	✓	98%	✓	172	100		
Limited English Proficient ⁴ (3:3)		–	–	–	–	–	–		–
Economically Disadvantaged (212:201)		Qualified	✓	99%	✓	189	100		
Final AYP Determination	✓ 1 of 1								

NOTES

¹ These data show the count of students enrolled during the test administration period (used for Participation) followed by the count of continuously enrolled tested students (used for Performance). For accountability calculations, students who were excused from testing for medical reasons are not included in the enrollment count.

² Groups with fewer than 40 students enrolled during the test administration period are not required to meet the participation criterion. If the participation rate of a group fell below 80 percent in 2007-08, the enrollment shown is the sum of 2006-07 and 2007-08 enrollments and the percent tested is the weighted average of the participation rates over those two years.

³ Groups with fewer than 30 continuously enrolled tested students are not required to meet the performance criterion. For districts with fewer than 30 continuously enrolled tested students in 2007-08, data for 2006-07 and 2007-08 were combined to determine counts and performance indices.

⁴ If the count of LEP students is equal to or greater than 30, former LEP students are also included in the performance calculations.

AYP Status

- ✓ Made AYP
- ✓^{SH} Made AYP Using Safe Harbor Target
- ✗ Did Not Make AYP
- Insufficient Number of Students to Determine AYP Status

Secondary-Level English Language Arts

Accountability Status for This Subject (2008-09)



Good Standing

Accountability Measures

3 of 4

Student groups making AYP in English language arts



Did not make AYP

Prospective Status

This district will be in good standing in 2009-10. [201]

How did students in each accountability group perform on secondary-level English language arts accountability measures?

Student Group (12th Graders: 2004 Cohort) ¹	AYP	Participation ²		Test Performance ³		Performance Objectives		
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target	
							2007-08	2008-09
All Students (732:372)	✓	✓	95%	✓	170	159		
Ethnicity								
American Indian or Alaska Native (3:4)	-	-	-	-	-	-	-	-
Black or African American (3:4)	-	-	-	-	-	-	-	-
Hispanic or Latino (4:4)	-	-	-	-	-	-	-	-
Asian or Native Hawaiian/Other Pacific Islander (2:2)	-	-	-	-	-	-	-	-
White (711:358)	✓	✓	96%	✓	172	159		
Multiracial (0:0)								
Other Groups								
Students with Disabilities (31:38)	X	-	-	X	126	149	110*	133
Limited English Proficient ⁴ (2:3)	-	-	-	-	-	-	-	-
Economically Disadvantaged (48:63)	✓	✓	96%	✓	160	153		
Final AYP Determination	X 3 of 4							

NOTES

¹ These data show the count of 12th graders in 2007-08 (used for Participation) followed by the count of students in the 2004 cohort (used for Performance).

² Groups with fewer than 40 students in the 12th grade are not required to meet the participation criterion. If the participation rate of a group fell below 95 percent in 2007-08, the enrollment shown is the sum of 2006-07 and 2007-08 Grade 12 enrollments and the percent tested is the weighted average of the participation rates over those two years.

³ For districts with fewer than 30 students in the 2004 cohort, data for 2003 and 2004 cohort members were combined to determine counts and PIs. For districts with 30 or more students in the 2004 cohort in the All Students group, groups with fewer than 30 students in the 2004 cohort are not required to meet the performance criterion.

⁴ If the count of LEP students is equal to or greater than 30, former LEP students are also included in the performance calculations.

‡ This student group did not make AYP in graduation rate; therefore, it did not qualify for Safe Harbor.

AYP Status

- ✓ Made AYP
- ✓^{SH} Made AYP Using Safe Harbor Target
- X Did Not Make AYP
- Insufficient Number of Students to Determine AYP Status

Secondary-Level Mathematics

Accountability Status for This Subject (2008-09)



Good Standing

Accountability Measures

3 of 4

Student groups making AYP in mathematics



Did not make AYP

Prospective Status

This district will be in good standing in 2009-10. [201]

How did students in each accountability group perform on secondary-level mathematics accountability measures?

Student Group (12th Graders: 2004 Cohort) ¹	AYP	Participation ²		Test Performance ³		Performance Objectives	
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2007-08 2008-09
All Students (369:372)	✓	✓	98%	✓	185	153	
Ethnicity							
American Indian or Alaska Native (3:4)	—	—	—	—	—	—	—
Black or African American (3:4)	—	—	—	—	—	—	—
Hispanic or Latino (4:4)	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander (2:2)	—	—	—	—	—	—	—
White (357:358)	✓	✓	98%	✓	186	153	
Multiracial (0:0)	—	—	—	—	—	—	—
Other Groups							
Students with Disabilities (31:38)	✗	—	—	✗	129	143	131† 136
Limited English Proficient ⁴ (2:3)	—	—	—	—	—	—	—
Economically Disadvantaged (48:63)	✓	✓	98%	✓	178	147	
Final AYP Determination	✗ 3 of 4						

AYP Status

- ✓ Made AYP
- ✓^{SH} Made AYP Using Safe Harbor Target
- ✗ Did Not Make AYP
- Insufficient Number of Students to Determine AYP Status

NOTES

- ¹ These data show the count of 12th graders in 2007-08 (used for Participation) followed by the count of students in the 2004 cohort (used for Performance).
 - ² Groups with fewer than 40 students in the 12th grade are not required to meet the participation criterion. If the participation rate of a group fell below 95 percent in 2007-08, the enrollment shown is the sum of 2006-07 and 2007-08 Grade 12 enrollments and the percent tested is the weighted average of the participation rates over those two years.
 - ³ For districts with fewer than 30 students in the 2004 cohort, data for 2003 and 2004 cohort members were combined to determine counts and PIs. For districts with 30 or more students in the 2004 cohort in the All Students group, groups with fewer than 30 students in the 2004 cohort are not required to meet the performance criterion.
 - ⁴ If the count of LEP students is equal to or greater than 30, former LEP students are also included in the performance calculations.
- † This student group did not make AYP in graduation rate; therefore, it did not qualify for Safe Harbor.

Graduation Rate

Accountability Status for This Indicator (2008-09)



Good Standing

Accountability Measures

1 of 1

Student groups making AYP in graduation rate



Made AYP

Prospective Status

This district will be in good standing in 2009-10. [201]

How did students in each accountability group perform on graduation rate accountability measures?

Student Group (Cohort Count) ¹	Graduation		Objectives		
	AYP	Met Criterion	Graduation Rate ²	State Standard	Progress Target 2007-08 2008-09
All Students (400)	✓	✓	80%	55%	
Ethnicity					
American Indian or Alaska Native (1)		—	—	—	
Black or African American (4)		—	—	—	
Hispanic or Latino (3)		—	—	—	
Asian or Native Hawaiian/Other Pacific Islander (2)		—	—	—	
White (390)		✓	80%	55%	
Multiracial (0)					
Other Groups					
Students with Disabilities (49)		✗	39%	55%	54% 40%
Limited English Proficient ³ (3)		—	—	—	
Economically Disadvantaged (41)		✓	68%	55%	
Final AYP Determination ✓ 1 of 1					

NOTES

¹ Graduation-rate total cohort differs from the accountability cohort in that the graduation-rate total cohort includes students who left school prior to BEDS day of the fourth year after first entering grade 9 and students who enrolled after BEDS day of the fourth year after first entering grade 9.

² Percentage of the 2003 cohort that earned a local or Regents diploma by August 31, 2007.

³ If the count of LEP students is equal to or greater than 30, former LEP students are also included in the performance calculations.

Graduation Rate Information

For a school or a district to make AYP in graduation rate, the percentage of 2003 graduation-rate total cohort members earning a local or Regents diploma by August 31, 2007 for the "All Students" group must equal or exceed the Graduation-Rate Standard or the Graduation-Rate Progress Target for 2007-08.


The Graduation Rate Standard is the criterion value that represents a minimally satisfactory percentage of cohort members earning a local diploma. The State Graduation-Rate Standard for the 2003 cohort is 55 percent. The Commissioner may raise the Graduation-Rate Standard at his discretion in future years.

The 2007-08 Graduation-Rate Progress Target is calculated by adding one point to the percentage of the 2002 cohort earning a local or Regents diploma by August 31, 2006. The 2008-09 Graduation-Rate Progress Target is calculated by adding one point to the percentage of the 2003 cohort earning a local or Regents diploma by August 31, 2007. This target is provided for each group whose percentage earning a local or Regents diploma by August 31, 2007 is below the Graduation-Rate Standard in 2007-08 (55%). Groups with fewer than 30 cohort members are not subject to this criterion.

2008–09 Accountability Status of Schools in Your District


This section lists all schools in your district by 2008–09 accountability status.

Federal Title I Status

 **Good Standing**
.....
3 schools identified 43% of total

DRAKE SCHOOL
GILMORE SCHOOL
SPRUCE SCHOOL

New York State Status

 **Good Standing**
.....
4 schools identified 57% of total



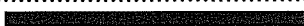











MEADOW SCHOOL
NORTH TONAWANDA HIGH SCHOOL
NORTH TONAWANDA MIDDLE SCHOOL
OHIO SCHOOL



District NORTH TONAWANDA CITY SCHOOL DISTRICT

District ID 40-09-00-01-0000

Summary of 2007-08 District Performance

Performance on the State assessments in English language arts, mathematics, and science at the elementary and middle levels is reported in terms of mean scores and the percentage of tested students scoring at or above Level 2, Level 3, and Level 4. Performance on the State assessments in ELA and mathematics at the secondary level is reported in terms of the percentage of students in a cohort scoring at these levels.

	Percentage of students that scored at or above Level 3			Total Tested
	0%	50%	100%	
English Language Arts				
Grade 3	68%			308
Grade 4	72%			286
Grade 5	83%			281
Grade 6	68%			295
Grade 7	70%			321
Grade 8	63%			338
Mathematics				
Grade 3	91%			311
Grade 4	85%			286
Grade 5	85%			281
Grade 6	85%			298
Grade 7	88%			319
Grade 8	75%			338
Science				
Grade 4	95%			286
Grade 8	89%			289

	Percentage of students that scored at or above Level 3			2004 Total Cohort
	0%	50%	100%	
Secondary Level				
English	74%			419
Mathematics	81%			419

About the Performance Level Descriptors

Level 1: Not Meeting Learning Standards.

Student performance does not demonstrate an understanding of the content expected in the subject and grade level.

Level 2: Partially Meeting Learning Standards.

Student performance demonstrates a partial understanding of the content expected in the subject and grade level.

Level 3: Meeting Learning Standards.

Student performance demonstrates an understanding of the content expected in the subject and grade level.

Level 4: Meeting Learning Standards with Distinction.

Student performance demonstrates a thorough understanding of the content expected in the subject and grade level.

How are Need/Resource Capacity (N/RC) categories determined?

Districts are divided into high, average, and low need categories based on their ability to meet the special needs of their students with local resources. Districts in the high need category are subdivided into four categories based on enrollment size and, in some cases, number of students per square mile. More information about the categories can be found in the *Report to the Governor and the Legislature on the Educational Status of the State's Schools* at www.emsc.nysed.gov/irts.

In this section, this district's performance is compared with that of public schools statewide.

This District's N/RC Category:

Average Need Districts

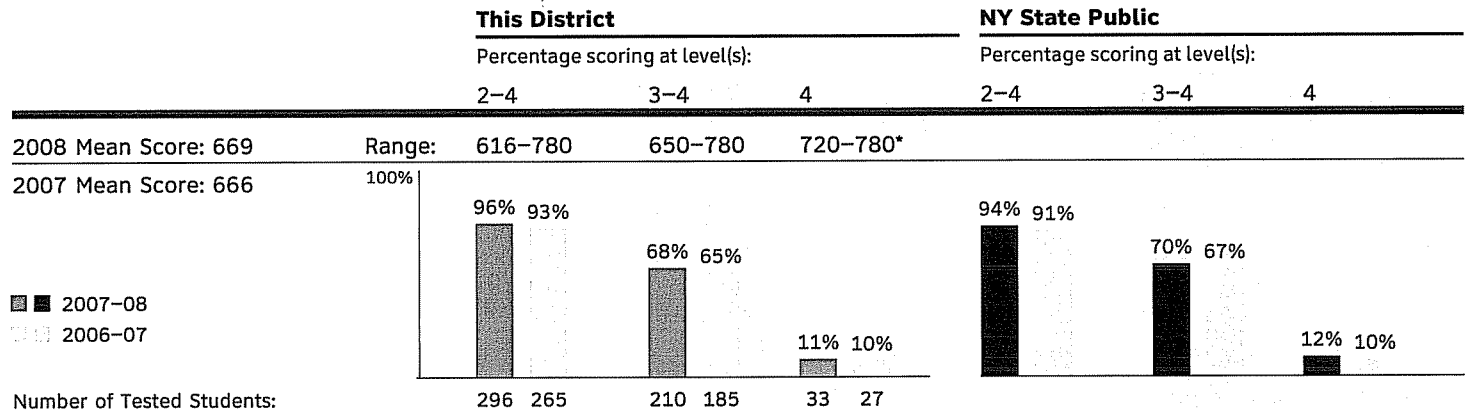
This is a school district with average student needs in relation to district resource capacity.

Overview of District Performance

District NORTH TONAWANDA CITY SCHOOL DISTRICT

District ID 40-09-00-01-0000

This District's Results in Grade 3 English Language Arts



Results by Student Group

	2007-08 School Year				2006-07 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	308	96%	68%	11%	284	93%	65%	10%
Female	156	96%	71%	11%	139	96%	74%	12%
Male	152	96%	66%	11%	145	90%	57%	7%
American Indian or Alaska Native	13	92%	62%	15%	8	100%	88%	13%
Black or African American	6	83%	17%	17%	10	80%	30%	0%
Hispanic or Latino	6	83%	67%	0%	8	88%	38%	13%
Asian or Native Hawaiian/Other Pacific Islander	6	100%	100%	17%				
White	277	97%	69%	10%	258	94%	67%	10%
Multiracial								
Small Group Totals								
General-Education Students	266	100%	76%	12%	232	99%	75%	12%
Students with Disabilities	42	74%	19%	2%	52	69%	23%	0%
English Proficient	301	96%	68%	10%	282	-	-	-
Limited English Proficient	7	100%	86%	29%	2	-	-	-
Economically Disadvantaged	110	95%	64%	9%	113	89%	50%	4%
Not Disadvantaged	198	97%	71%	12%	171	96%	75%	13%
Migrant								
Not Migrant	308	96%	68%	11%	284	93%	65%	10%

NOTES

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* Level 4 range is for 2007-08 only. The 2006-07 range is 730-780.

Other Assessments

	2007-08 School Year				2006-07 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 3 Equivalent	3	-	-	-	3	-	-	-
New York State English as a Second Language Achievement Test (NYSESLAT): Grade 3	1	N/A	N/A	N/A	0	N/A	N/A	N/A

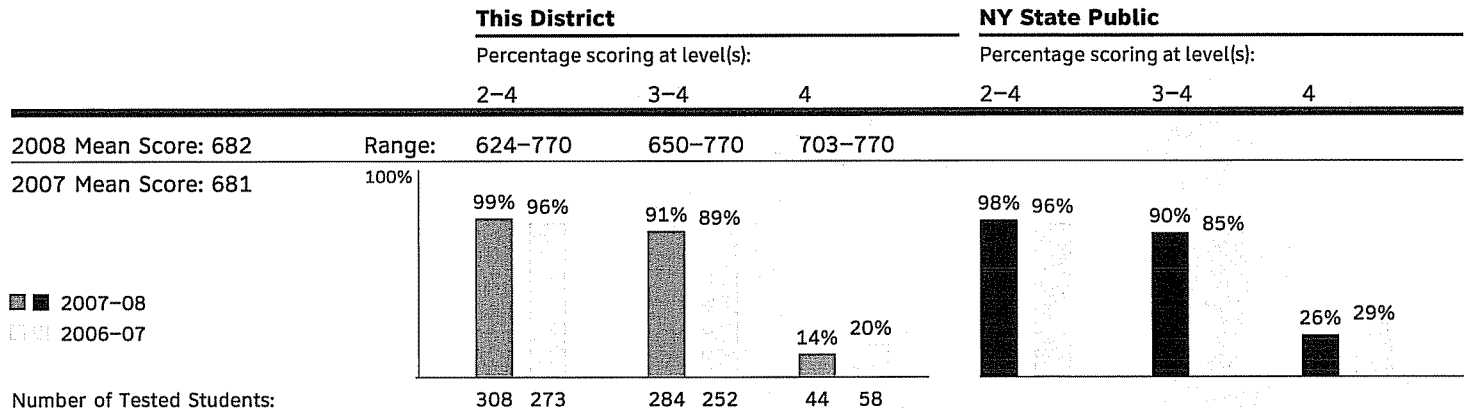
† These counts represent recently arrived LEP students who used the NYSESLAT to fulfill the English language arts participation requirement.

Overview of District Performance

District NORTH TONAWANDA CITY SCHOOL DISTRICT

District ID 40-09-00-01-0000

This District's Results in Grade 3 Mathematics



Results by Student Group

	2007-08 School Year				2006-07 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	311	99%	91%	14%	284	96%	89%	20%
Female	160	99%	91%	17%	138	98%	93%	22%
Male	151	99%	92%	11%	146	95%	85%	19%
American Indian or Alaska Native	12	100%	83%	8%	8	88%	88%	0%
Black or African American	8	100%	88%	0%	10	90%	70%	10%
Hispanic or Latino	6	100%	67%	17%	8	100%	88%	0%
Asian or Native Hawaiian/Other Pacific Islander	6	100%	100%	0%				
White	279	99%	92%	15%	258	97%	90%	22%
Multiracial								
Small Group Totals								
General-Education Students	268	100%	97%	16%	231	100%	96%	24%
Students with Disabilities	43	93%	58%	2%	53	79%	58%	4%
English Proficient	304	99%	91%	13%	282	-	-	-
Limited English Proficient	7	100%	86%	43%	2	-	-	-
Economically Disadvantaged	111	98%	86%	9%	113	96%	83%	12%
Not Disadvantaged	200	100%	95%	17%	171	96%	92%	26%
Migrant								
Not Migrant	311	99%	91%	14%	284	96%	89%	20%

NOTES

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Other Assessments

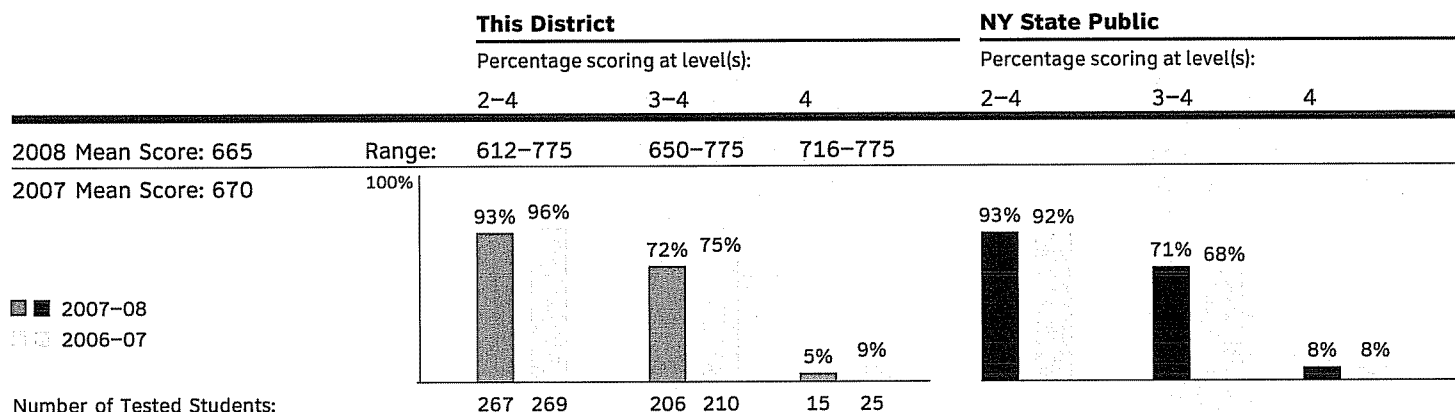
	2007-08 School Year				2006-07 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 3 Equivalent	3	-	-	-	3	-	-	-

Overview of District Performance

District NORTH TONAWANDA CITY SCHOOL DISTRICT

District ID 40-09-00-01-0000

This District's Results in Grade 4 English Language Arts



Results by Student Group

	2007-08 School Year				2006-07 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	286	93%	72%	5%	279	96%	75%	9%
Female	142	98%	81%	6%	124	99%	77%	6%
Male	144	89%	63%	5%	155	94%	74%	11%
American Indian or Alaska Native	8	88%	88%	0%	7	100%	86%	14%
Black or African American	11	73%	45%	0%	9	89%	33%	0%
Hispanic or Latino	7	86%	71%	14%	6	-	-	-
Asian or Native Hawaiian/Other Pacific Islander	2	-	-	-	2	-	-	-
White	260	95%	73%	5%	255	96%	76%	9%
Multiracial	8	100%	75%	13%	8	100%	75%	13%
Small Group Totals								
General-Education Students	234	99%	82%	6%	235	99%	82%	10%
Students with Disabilities	52	67%	25%	0%	44	82%	39%	2%
English Proficient	285	-	-	-	279	96%	75%	9%
Limited English Proficient	1	-	-	-				
Economically Disadvantaged	114	92%	65%	2%	101	95%	62%	3%
Not Disadvantaged	172	94%	77%	8%	178	97%	83%	12%
Migrant								
Not Migrant	286	93%	72%	5%	279	96%	75%	9%

NOTES

The - symbol indicates that data for a group of students have been suppressed. If a group has fewer than five students, data for that group and the next smallest group(s) are suppressed to protect the privacy of individual students.

Other Assessments

	2007-08 School Year				2006-07 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 4 Equivalent	2	-	-	-	3	-	-	-
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 4	0	N/A	N/A	N/A	0	N/A	N/A	N/A

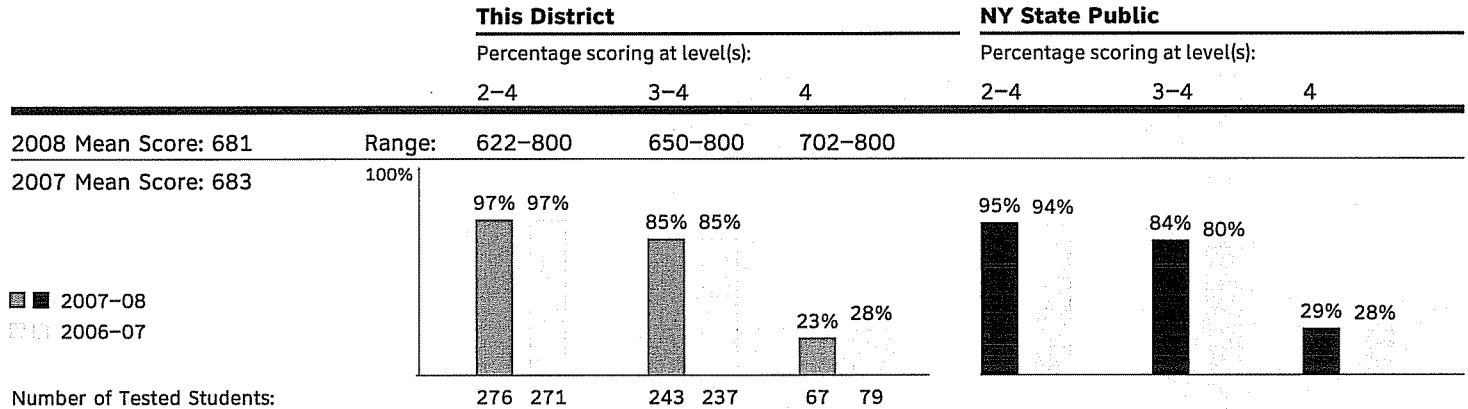
† These counts represent recently arrived LEP students who used the NYSESLAT to fulfill the English language arts participation requirement.

Overview of District Performance

District NORTH TONAWANDA CITY SCHOOL DISTRICT

District ID 40-09-00-01-0000

This District's Results in Grade 4 Mathematics



Results by Student Group

	2007-08 School Year				2006-07 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	286	97%	85%	23%	279	97%	85%	28%
Female	142	99%	92%	20%	124	98%	87%	23%
Male	144	94%	78%	26%	155	97%	83%	32%
American Indian or Alaska Native	8	100%	100%	38%	7	100%	100%	43%
Black or African American	12	92%	58%	0%	10	100%	90%	10%
Hispanic or Latino	7	86%	86%	0%	6	-	-	-
Asian or Native Hawaiian/Other Pacific Islander	2	-	-	-	2	-	-	-
White	259	97%	86%	25%	254	97%	84%	28%
Multiracial	8	100%	88%	38%	8	100%	88%	38%
Small Group Totals								
General-Education Students	234	99%	92%	28%	236	100%	93%	33%
Students with Disabilities	52	85%	54%	2%	43	81%	42%	5%
English Proficient	285	-	-	-	279	97%	85%	28%
Limited English Proficient	1	-	-	-				
Economically Disadvantaged	114	94%	81%	16%	103	94%	82%	17%
Not Disadvantaged	172	98%	88%	28%	176	99%	87%	35%
Migrant								
Not Migrant	286	97%	85%	23%	279	97%	85%	28%

NOTES

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Other Assessments

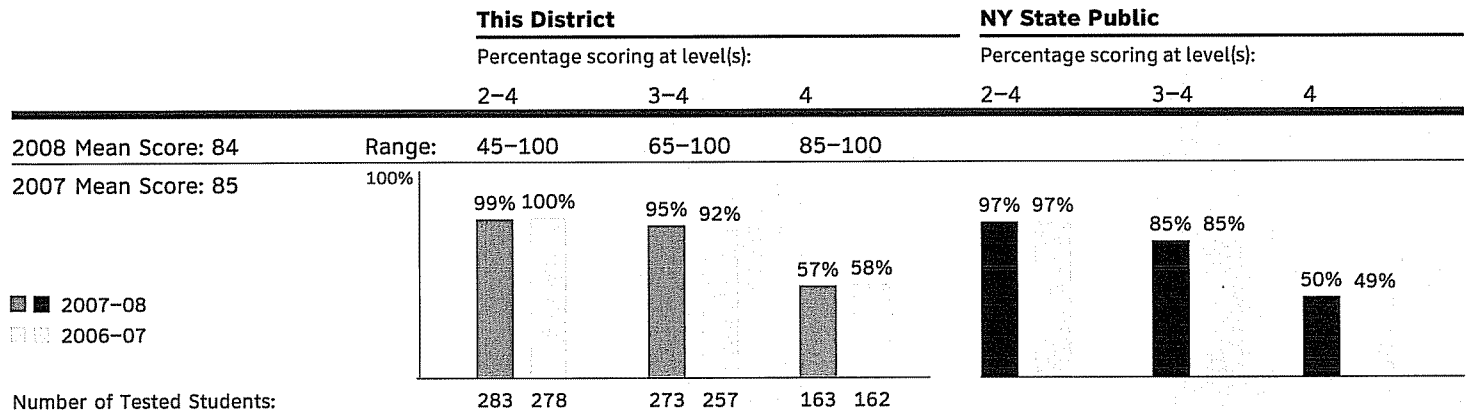
	2007-08 School Year				2006-07 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 4 Equivalent	2	-	-	-	3	-	-	-

Overview of District Performance

District NORTH TONAWANDA CITY SCHOOL DISTRICT

District ID 40-09-00-01-0000

This District's Results in Grade 4 Science



Results by Student Group

	2007-08 School Year				2006-07 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	286	99%	95%	57%	278	100%	92%	58%
Female	140	99%	99%	61%	123	100%	93%	53%
Male	146	99%	92%	53%	155	100%	92%	63%
American Indian or Alaska Native	8	100%	100%	88%	7	100%	100%	57%
Black or African American	12	100%	83%	33%	9	100%	100%	33%
Hispanic or Latino	7	86%	86%	29%	6	-	-	-
Asian or Native Hawaiian/Other Pacific Islander	2	-	-	-	2	-	-	-
White	259	99%	96%	58%	254	100%	92%	59%
Multiracial	8	100%	88%	50%	8	100%	88%	50%
Small Group Totals								
General-Education Students	234	100%	98%	65%	236	100%	97%	64%
Students with Disabilities	52	94%	85%	21%	42	100%	69%	24%
English Proficient	285	-	-	-	278	100%	92%	58%
Limited English Proficient	1	-	-	-				
Economically Disadvantaged	115	98%	92%	49%	102	100%	90%	42%
Not Disadvantaged	171	99%	98%	63%	176	100%	94%	68%
Migrant								
Not Migrant	286	99%	95%	57%	278	100%	92%	58%

NOTES

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Other Assessments

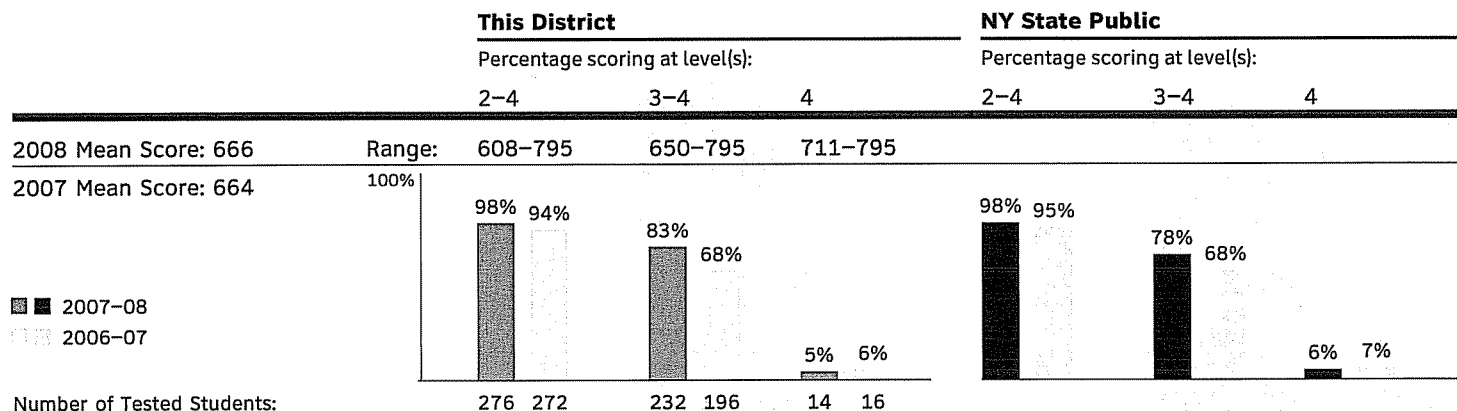
	2007-08 School Year				2006-07 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 4 Equivalent	2	-	-	-	3	-	-	-

Overview of District Performance

District NORTH TONAWANDA CITY SCHOOL DISTRICT

District ID 40-09-00-01-0000

This District's Results in Grade 5 English Language Arts



Results by Student Group

	2007-08 School Year				2006-07 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	281	98%	83%	5%	288	94%	68%	6%
Female	123	100%	85%	4%	112	96%	73%	5%
Male	158	97%	81%	6%	176	94%	65%	6%
American Indian or Alaska Native	7	100%	100%	14%	6	100%	67%	0%
Black or African American	8	100%	63%	0%	5	-	-	-
Hispanic or Latino	7	-	-	-	9	100%	56%	0%
Asian or Native Hawaiian/Other Pacific Islander	1	-	-	-	2	-	-	-
White	258	98%	83%	5%	266	94%	68%	6%
Multiracial								
Small Group Totals	8	100%	100%	13%	7	100%	86%	0%
General-Education Students	236	100%	91%	6%	232	100%	80%	7%
Students with Disabilities	45	89%	40%	2%	56	73%	18%	0%
English Proficient	281	98%	83%	5%	286	-	-	-
Limited English Proficient					2	-	-	-
Economically Disadvantaged	101	99%	75%	0%	100	92%	56%	3%
Not Disadvantaged	180	98%	87%	8%	188	96%	74%	7%
Migrant								
Not Migrant	281	98%	83%	5%	288	94%	68%	6%

NOTES

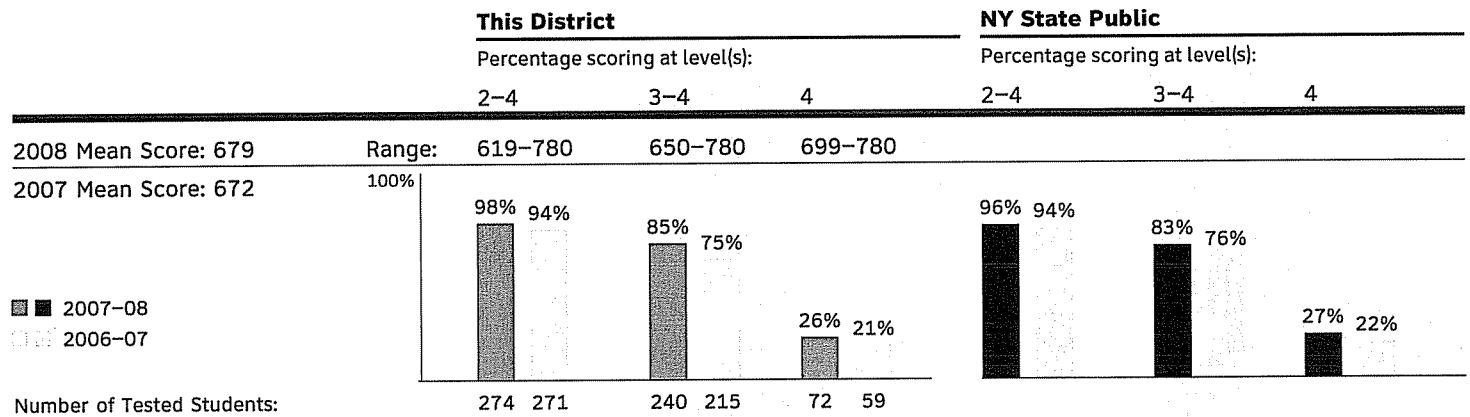
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Other Assessments

	2007-08 School Year				2006-07 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 5 Equivalent	3	-	-	-	2	-	-	-
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 5	0	N/A	N/A	N/A	0	N/A	N/A	N/A

† These counts represent recently arrived LEP students who used the NYSESLAT to fulfill the English language arts participation requirement.

This District's Results in Grade 5 Mathematics



Results by Student Group

	2007-08 School Year				2006-07 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	281	98%	85%	26%	287	94%	75%	21%
Female	124	99%	85%	25%	114	95%	75%	20%
Male	157	96%	85%	26%	173	94%	75%	21%
American Indian or Alaska Native	7	-	-	-	6	100%	83%	0%
Black or African American	8	100%	100%	25%	4	-	-	-
Hispanic or Latino	7	100%	86%	14%	9	100%	56%	0%
Asian or Native Hawaiian/Other Pacific Islander	1	-	-	-	2	-	-	-
White	258	97%	84%	26%	266	95%	76%	22%
Multiracial								
Small Group Totals	8	100%	100%	25%	6	67%	67%	0%
General-Education Students	237	100%	93%	30%	230	100%	87%	24%
Students with Disabilities	44	84%	43%	5%	57	74%	25%	7%
English Proficient	281	98%	85%	26%	285	-	-	-
Limited English Proficient					2	-	-	-
Economically Disadvantaged	100	98%	83%	14%	98	90%	64%	12%
Not Disadvantaged	181	97%	87%	32%	189	97%	80%	25%
Migrant								
Not Migrant	281	98%	85%	26%	287	94%	75%	21%

NOTES

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Other Assessments

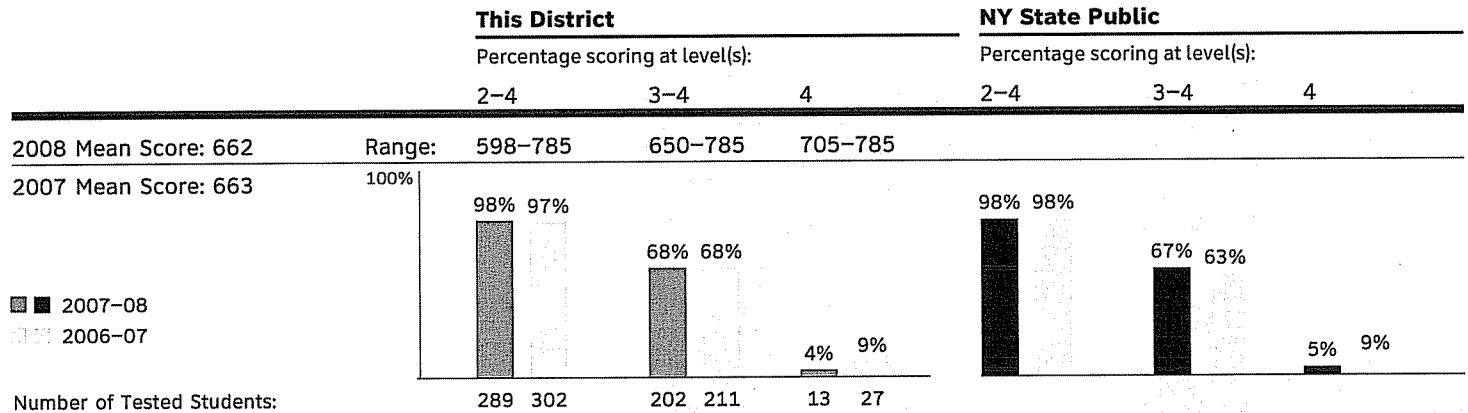
	2007-08 School Year				2006-07 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 5 Equivalent	3	-	-	-	2	-	-	-

Overview of District Performance

District NORTH TONAWANDA CITY SCHOOL DISTRICT

District ID 40-09-00-01-0000

This District's Results in Grade 6 English Language Arts



Results by Student Group

	2007-08 School Year				2006-07 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	295	98%	68%	4%	312	97%	68%	9%
Female	116	99%	74%	5%	143	98%	72%	10%
Male	179	97%	65%	4%	169	96%	64%	7%
American Indian or Alaska Native	6	-	-	-	7	-	-	-
Black or African American	7	100%	43%	0%	7	100%	43%	0%
Hispanic or Latino	9	100%	56%	0%	2	-	-	-
Asian or Native Hawaiian/Other	2	-	-	-	2	-	-	-
Pacific Islander	2	-	-	-	2	-	-	-
White	271	98%	70%	5%	294	97%	69%	9%
Multiracial	8	100%	63%	0%	11	100%	55%	9%
Small Group Totals	8	100%	63%	0%	11	100%	55%	9%
General-Education Students	235	100%	82%	6%	246	100%	81%	11%
Students with Disabilities	60	90%	15%	0%	66	85%	18%	2%
English Proficient	293	-	-	-	311	-	-	-
Limited English Proficient	2	-	-	-	1	-	-	-
Economically Disadvantaged	103	97%	55%	2%	114	97%	54%	5%
Not Disadvantaged	192	98%	76%	6%	198	96%	75%	11%
Migrant								
Not Migrant	295	98%	68%	4%	312	97%	68%	9%

NOTES

The - symbol indicates that data for a group of students have been suppressed. If a group has fewer than five students, data for that group and the next smallest group(s) are suppressed to protect the privacy of individual students.

Other Assessments

	2007-08 School Year				2006-07 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 6 Equivalent	2	-	-	-	2	-	-	-
New York State English as a Second Language Achievement Test (NYSESLAT): Grade 6	1	N/A	N/A	N/A	0	N/A	N/A	N/A

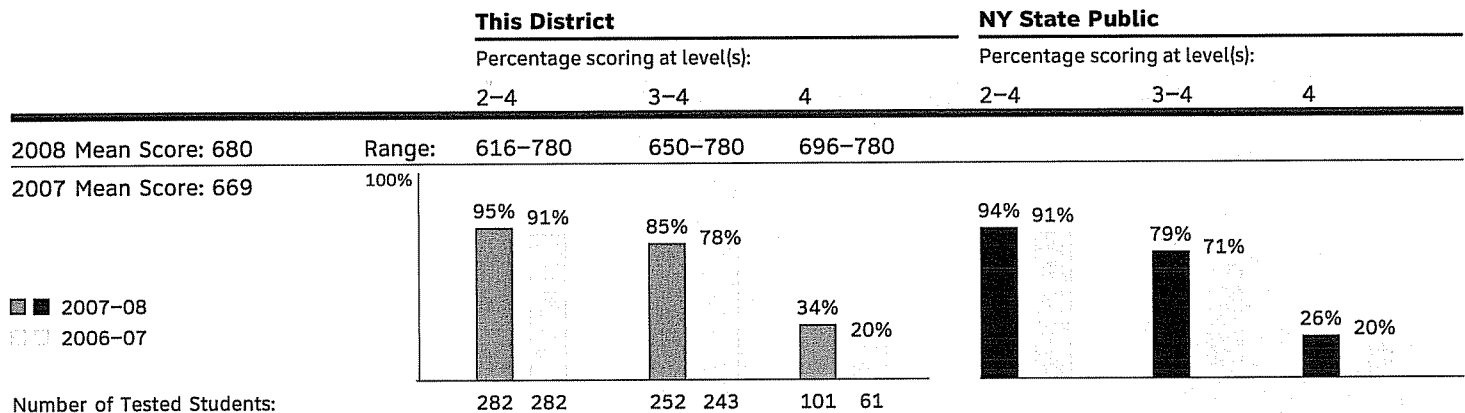
† These counts represent recently arrived LEP students who used the NYSESLAT to fulfill the English language arts participation requirement.

Overview of District Performance

District NORTH TONAWANDA CITY SCHOOL DISTRICT

District ID 40-09-00-01-0000

This District's Results in Grade 6 Mathematics



Results by Student Group

	2007-08 School Year				2006-07 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	298	95%	85%	34%	311	91%	78%	20%
Female	117	96%	88%	34%	142	93%	80%	21%
Male	181	94%	82%	34%	169	89%	77%	18%
American Indian or Alaska Native	7	-	-	-	7	-	-	-
Black or African American	7	86%	71%	14%	7	86%	57%	0%
Hispanic or Latino	9	100%	89%	22%	2	-	-	-
Asian or Native Hawaiian/Other Pacific Islander	2	-	-	-	2	-	-	-
White	273	95%	84%	34%	293	91%	79%	20%
Multiracial								
Small Group Totals	9	100%	100%	44%	11	91%	73%	18%
General-Education Students	237	100%	96%	41%	246	100%	91%	24%
Students with Disabilities	61	75%	41%	7%	65	55%	31%	2%
English Proficient	296	-	-	-	310	-	-	-
Limited English Proficient	2	-	-	-	1	-	-	-
Economically Disadvantaged	103	92%	71%	26%	114	84%	68%	14%
Not Disadvantaged	195	96%	92%	38%	197	94%	84%	23%
Migrant								
Not Migrant	298	95%	85%	34%	311	91%	78%	20%

NOTES

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Other Assessments

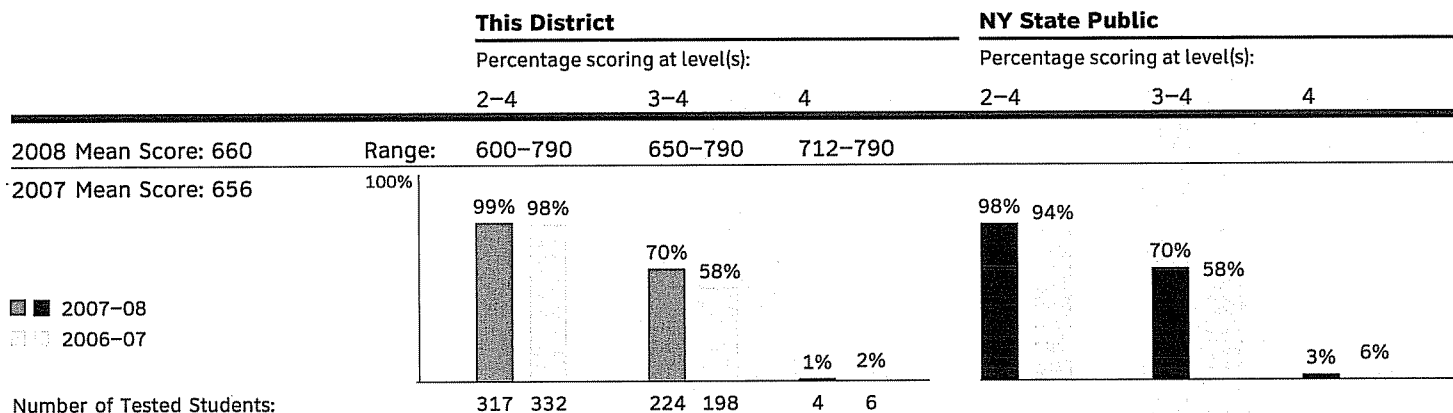
	2007-08 School Year				2006-07 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 6 Equivalent	2	-	-	-	2	-	-	-

Overview of District Performance

District NORTH TONAWANDA CITY SCHOOL DISTRICT

District ID 40-09-00-01-0000

This District's Results in Grade 7 English Language Arts



Results by Student Group

	2007-08 School Year				2006-07 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	321	99%	70%	1%	339	98%	58%	2%
Female	143	99%	76%	2%	157	99%	64%	2%
Male	178	99%	65%	1%	182	97%	53%	2%
American Indian or Alaska Native	7	-	-	-	7	-	-	-
Black or African American	7	100%	71%	0%	10	100%	60%	10%
Hispanic or Latino	2	-	-	-	1	-	-	-
Asian or Native Hawaiian/Other Pacific Islander	2	-	-	-	1	-	-	-
White	303	99%	70%	1%	321	98%	58%	2%
Multiracial								
Small Group Totals	11	100%	73%	0%	8	100%	63%	0%
General-Education Students	255	100%	80%	2%	287	99%	67%	2%
Students with Disabilities	66	95%	30%	0%	52	90%	13%	0%
English Proficient	319	-	-	-	335	-	-	-
Limited English Proficient	2	-	-	-	4	-	-	-
Economically Disadvantaged	111	98%	59%	1%	94	98%	56%	1%
Not Disadvantaged	210	99%	76%	1%	245	98%	59%	2%
Migrant								
Not Migrant	321	99%	70%	1%	339	98%	58%	2%

NOTES

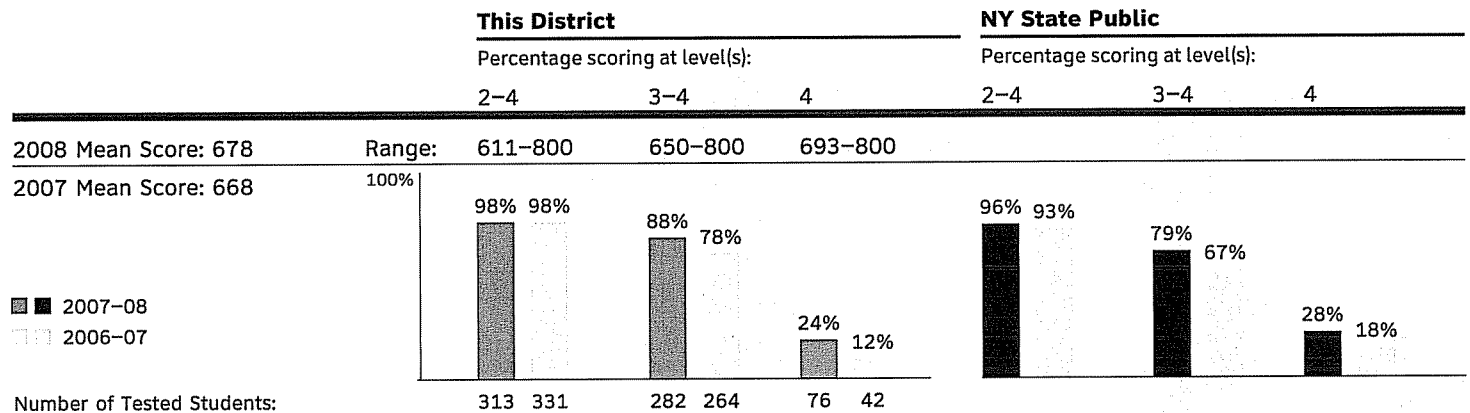
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Other Assessments

	2007-08 School Year				2006-07 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 7 Equivalent	2	-	-	-	5	5	5	5
New York State English as a Second Language Achievement Test (NYSESLAT): Grade 7	0	N/A	N/A	N/A	0	N/A	N/A	N/A

† These counts represent recently arrived LEP students who used the NYSESLAT to fulfill the English language arts participation requirement.

This District's Results in Grade 7 Mathematics



Results by Student Group

	2007-08 School Year				2006-07 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	319	98%	88%	24%	338	98%	78%	12%
Female	143	99%	92%	23%	155	98%	76%	10%
Male	176	97%	85%	24%	183	98%	80%	15%
American Indian or Alaska Native	7	100%	86%	29%				
Black or African American	6	-	-	-	7	-	-	-
Hispanic or Latino	2	-	-	-	10	100%	90%	10%
Asian or Native Hawaiian/Other Pacific Islander	2	-	-	-	1	-	-	-
White	302	98%	88%	24%	320	98%	79%	13%
Multiracial								
Small Group Totals	10	100%	90%	10%	8	88%	38%	13%
General-Education Students	256	100%	97%	29%	284	100%	86%	14%
Students with Disabilities	63	90%	54%	3%	54	89%	39%	2%
English Proficient	317	-	-	-	334	-	-	-
Limited English Proficient	2	-	-	-	4	-	-	-
Economically Disadvantaged	108	98%	78%	14%	93	98%	66%	9%
Not Disadvantaged	211	98%	94%	29%	245	98%	83%	14%
Migrant								
Not Migrant	319	98%	88%	24%	338	98%	78%	12%

NOTES

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Other Assessments

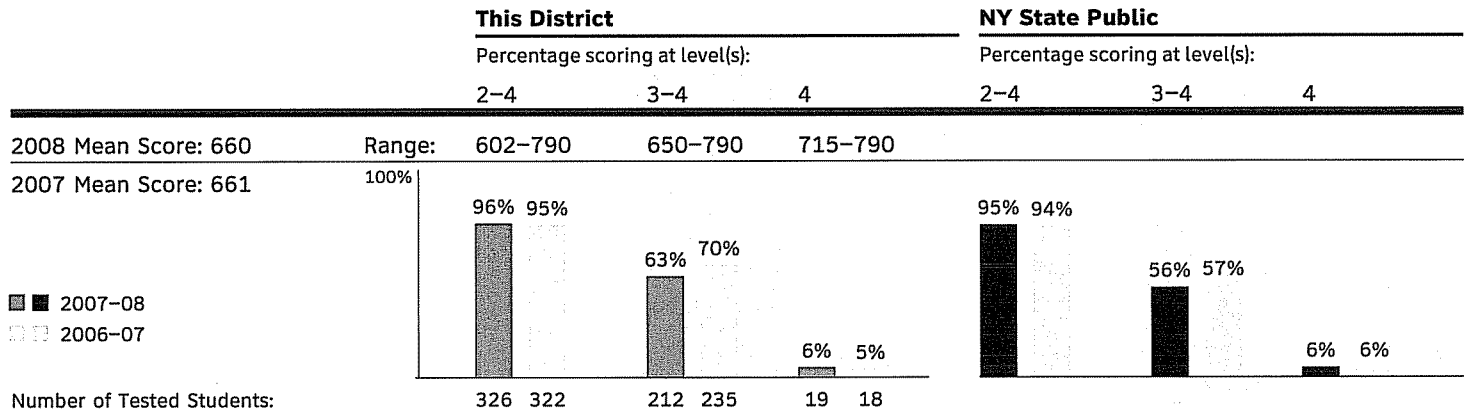
	2007-08 School Year				2006-07 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 7 Equivalent	2	-	-	-	5	5	5	5

Overview of District Performance

District NORTH TONAWANDA CITY SCHOOL DISTRICT

District ID 40-09-00-01-0000

This District's Results in Grade 8 English Language Arts



Results by Student Group

	2007-08 School Year				2006-07 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	338	96%	63%	6%	338	95%	70%	5%
Female	153	98%	69%	7%	166	98%	77%	9%
Male	185	95%	57%	4%	172	92%	62%	2%
American Indian or Alaska Native	6	-	-	-	6	100%	33%	17%
Black or African American	6	-	-	-	1	-	-	-
Hispanic or Latino	9	100%	56%	0%	5	-	-	-
Asian or Native Hawaiian/Other	1	-	-	-				
Pacific Islander	1	-	-	-				
White	322	96%	63%	6%	326	95%	70%	5%
Multiracial	7	100%	43%	14%	6	83%	67%	0%
Small Group Totals	7	100%	43%	14%	6	83%	67%	0%
General-Education Students	282	99%	73%	6%	278	100%	81%	6%
Students with Disabilities	56	82%	11%	2%	60	73%	18%	0%
English Proficient	336	-	-	-	336	-	-	-
Limited English Proficient	2	-	-	-	2	-	-	-
Economically Disadvantaged	94	94%	49%	1%	97	90%	53%	5%
Not Disadvantaged	244	98%	68%	7%	241	98%	76%	5%
Migrant								
Not Migrant	338	96%	63%	6%	338	95%	70%	5%

NOTES

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Other Assessments

	2007-08 School Year				2006-07 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 8 Equivalent	5	4	3	3	6	6	6	6
New York State English as a Second Language Achievement Test (NYSESLAT): Grade 8	0	N/A	N/A	N/A	0	N/A	N/A	N/A

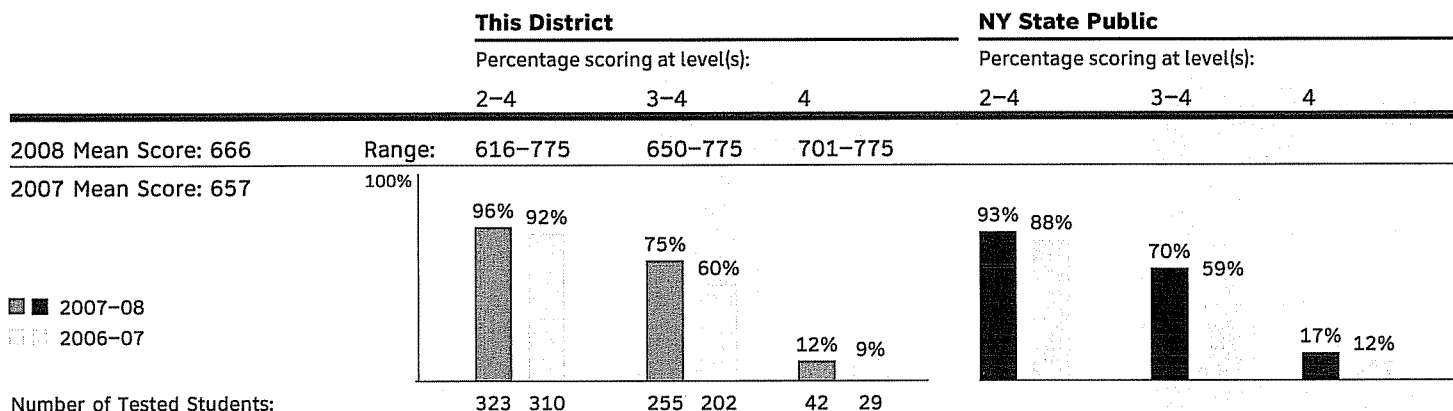
† These counts represent recently arrived LEP students who used the NYSESLAT to fulfill the English language arts participation requirement.

Overview of District Performance

District NORTH TONAWANDA CITY SCHOOL DISTRICT

District ID 40-09-00-01-0000

This District's Results in Grade 8 Mathematics



Results by Student Group

	2007-08 School Year				2006-07 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	338	96%	75%	12%	337	92%	60%	9%
Female	155	97%	75%	14%	166	95%	61%	9%
Male	183	95%	76%	11%	171	89%	58%	8%
American Indian or Alaska Native					6	-	-	-
Black or African American	5	-	-	-	1	-	-	-
Hispanic or Latino	9	100%	78%	11%	6	83%	50%	17%
Asian or Native Hawaiian/Other								
Pacific Islander	1	-	-	-				
White	323	95%	76%	12%	324	92%	60%	9%
Multiracial								
Small Group Totals	6	100%	67%	17%	7	100%	71%	0%
General-Education Students	280	100%	84%	15%	279	99%	68%	10%
Students with Disabilities	58	76%	34%	0%	58	59%	21%	0%
English Proficient	336	-	-	-	334	-	-	-
Limited English Proficient	2	-	-	-	3	-	-	-
Economically Disadvantaged	94	94%	63%	7%	96	88%	46%	3%
Not Disadvantaged	244	96%	80%	14%	241	94%	66%	11%
Migrant								
Not Migrant	338	96%	75%	12%	337	92%	60%	9%

NOTES

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Other Assessments

	2007-08 School Year				2006-07 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 8 Equivalent	5	4	3	3	6	6	6	6

Overview of District Performance

District NORTH TONAWANDA CITY SCHOOL DISTRICT

District ID 40-09-00-01-0000

This District's Results in Grade 8 Science

This District

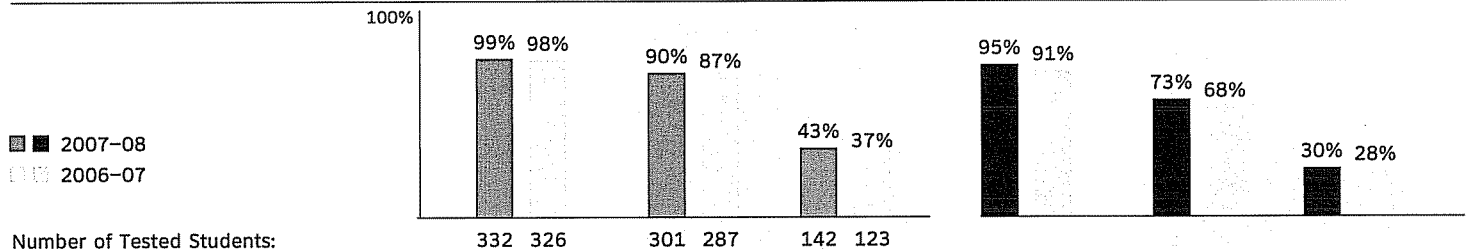
Percentage scoring at level(s):

2-4 3-4 4

NY State Public

Percentage scoring at level(s):

2-4 3-4 4



Number of Tested Students:

Results by Student Group

	2007-08 School Year				2006-07 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	289	99%	89%	37%	278	98%	84%	31%
Female	127	99%	86%	26%	131	98%	80%	27%
Male	162	99%	91%	45%	147	99%	88%	35%
American Indian or Alaska Native	6	-	-	-	6	-	-	-
Black or African American	5	-	-	-	1	-	-	-
Hispanic or Latino	9	100%	89%	33%	6	100%	67%	17%
Asian or Native Hawaiian/Other Pacific Islander	1	-	-	-	-	-	-	-
White	274	99%	88%	37%	265	98%	85%	31%
Multiracial	6	100%	100%	17%	7	100%	86%	43%
Small Group Totals	6	100%	100%	17%	7	100%	86%	43%
General-Education Students	234	100%	94%	43%	220	100%	91%	36%
Students with Disabilities	55	96%	65%	11%	58	91%	57%	14%
English Proficient	287	-	-	-	275	-	-	-
Limited English Proficient	2	-	-	-	3	-	-	-
Economically Disadvantaged	88	100%	82%	34%	85	96%	80%	28%
Not Disadvantaged	201	99%	92%	38%	193	99%	86%	33%
Migrant	-	-	-	-	-	-	-	-
Not Migrant	289	99%	89%	37%	278	98%	84%	31%

NOTES

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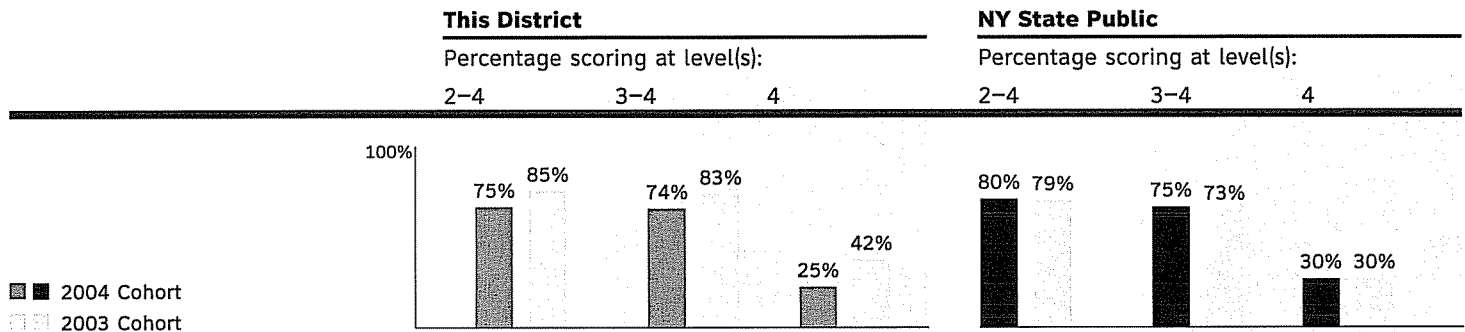
Other Assessments

	2007-08 School Year				2006-07 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 8 Equivalent	5	5	5	3	6	6	6	6
Regents Science	45	45	45	36	53	53	53	36

District NORTH TONAWANDA CITY SCHOOL DISTRICT

District ID 40-09-00-01-0000

This District's Total Cohort* Results in Secondary-Level English after Four Years of Instruction



Results by Student Group

	2004 Cohort				2003 Cohort**			
	Number of Students	Percentage scoring at level(s):			Number of Students	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	419	75%	74%	25%	401	85%	83%	42%
Female	206	77%	75%	31%	196	87%	85%	48%
Male	213	74%	73%	19%	205	83%	82%	36%
American Indian or Alaska Native	4	-	-	-	1	-	-	-
Black or African American	4	-	-	-	4	-	-	-
Hispanic or Latino	3	-	-	-	3	-	-	-
Asian or Native Hawaiian/Other Pacific Islander	2	-	-	-	2	-	-	-
White	406	76%	74%	25%	391	86%	84%	42%
Multiracial								
Small Group Totals	13	69%	69%	31%	10	60%	60%	30%
General-Education Students	364	81%	80%	28%	351	92%	91%	48%
Students with Disabilities	55	38%	33%	2%	50	40%	32%	0%
English Proficient	416	-	-	-	398	-	-	-
Limited English Proficient	3	-	-	-	3	-	-	-
Economically Disadvantaged	74	68%	66%	16%	43	79%	72%	23%
Not Disadvantaged	345	77%	76%	27%	358	86%	85%	44%
Migrant								
Not Migrant	419	75%	74%	25%				

NOTES

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Other Assessments

	2004 Cohort				2003 Cohort			
	Number of Students	Number scoring at level(s):			Number of Students	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): High School Equivalent ***	0				0			

* A total cohort consists of all students who first entered Grade 9 in a particular year, and all ungraded students with disabilities who reached their seventeenth birthday in that year, and were enrolled in the school/district for five months. Students are excluded from the cohort if they transferred to another school district, nonpublic school, or criminal justice facility, or left the U.S. and its territories or died before the report date. Statewide total cohort also includes students who were enrolled for fewer than five months.

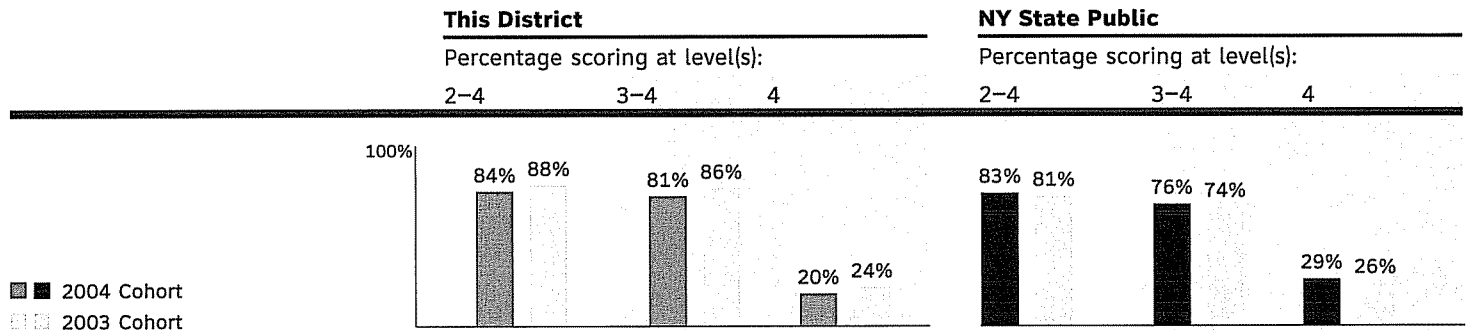
** 2003 cohort data are those reported in the 2006-07 Accountability and Overview Report.

*** The majority of cohort members took an older version of the NYSAA, developed before 2007.

District NORTH TONAWANDA CITY SCHOOL DISTRICT

District ID 40-09-00-01-0000

This District's Total Cohort* Results in Secondary-Level Mathematics after Four Years of Instruction



Results by Student Group

	2004 Cohort				2003 Cohort**			
	Number of Students	Percentage scoring at level(s):			Number of Students	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	419	84%	81%	20%	401	88%	86%	24%
Female	206	84%	81%	20%	196	90%	87%	23%
Male	213	84%	82%	19%	205	87%	85%	25%
American Indian or Alaska Native	4	—	—	—	1	—	—	—
Black or African American	4	—	—	—	4	—	—	—
Hispanic or Latino	3	—	—	—	3	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	2	—	—	—	2	—	—	—
White	406	84%	82%	19%	391	89%	86%	24%
Multiracial								
Small Group Totals	13	85%	77%	38%	10	70%	70%	20%
General-Education Students	364	90%	89%	23%	351	94%	92%	27%
Students with Disabilities	55	44%	29%	0%	50	50%	42%	4%
English Proficient	416	—	—	—	398	—	—	—
Limited English Proficient	3	—	—	—	3	—	—	—
Economically Disadvantaged	74	78%	74%	16%	43	81%	70%	19%
Not Disadvantaged	345	86%	83%	21%	358	89%	88%	25%
Migrant								
Not Migrant	419	84%	81%	20%				

NOTES

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Other Assessments

	2004 Cohort				2003 Cohort			
	Number of Students	Number scoring at level(s):			Number of Students	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): High School Equivalent ***	0				0			

* A total cohort consists of all students who first entered Grade 9 in a particular year, and all ungraded students with disabilities who reached their seventeenth birthday in that year, and were enrolled in the school/district for five months. Students are excluded from the cohort if they transferred to another school district, nonpublic school, or criminal justice facility, or left the U.S. and its territories or died before the report date. Statewide total cohort also includes students who were enrolled for fewer than five months.

** 2003 cohort data are those reported in the 2006-07 Accountability and Overview Report.

*** The majority of cohort members took an older version of the NYSAA, developed before 2007.

Equalized Total Assessed Value 1,424,199,503

Exemption Code	Exemption Name	Statutory Authority	Number of Exemptions	Total Equalized Value of Exemptions	Percent of Value Exempted
12100	NYS - GENERALLY	RPTL 404(1)	21	1,938,111	0.14
12350	PUBLIC AUTHORITY - STATE	RPTL 412	7	120,000	0.01
13100	CO - GENERALLY	RPTL 406(1)	14	405,333	0.03
13350	CITY - GENERALLY	RPTL 406(1)	86	40,719,444	2.86
13500	TOWN - GENERALLY	RPTL 406(1)	1	2,556	0.00
13800	SCHOOL DISTRICT	RPTL 408	17	40,501,444	2.84
14100	USA - GENERALLY	RPTL 400(1)	2	444,444	0.03
18020	MUNICIPAL INDUSTRIAL DEV AGENC	RPTL 412-a	16	31,921,094	2.24
21600	RES OF CLERGY - RELIG CORP OWN	RPTL 462	10	1,051,556	0.07
25110	NONPROF CORP - RELIG(CONST PRO	RPTL 420-a	53	29,025,667	2.04
25130	NONPROF CORP - CHAR (CONST PRO	RPTL 420-a	5	1,340,667	0.09
25210	NONPROF CORP - HOSPITAL	RPTL 420-a	4	22,504,444	1.58
25230	NONPROF CORP - MORAL/MENTAL IM	RPTL 420-a	8	1,514,889	0.11
25300	NONPROF CORP - SPECIFIED USES	RPTL 420-b	22	1,814,556	0.13
26100	VETERANS ORGANIZATION	RPTL 452	3	998,889	0.07
26250	HISTORICAL SOCIETY	RPTL 444	5	274,667	0.02
26400	INC VOLUNTEER FIRE CO OR DEPT	RPTL 464(2)	6	1,334,000	0.09
28110	NOT-FOR-PROFIT HOUSING COMPANY	RPTL 422	1	3,333,333	0.23
33401	TAX SALE - CITY OWNED	RPTL 406(5)	3	139,000	0.01
38260	MUN HSNL AUTH -NYS AIDED	PUB HSNL L 52(4)&(5)	1	6,654,667	0.47
41101	VETS EX BASED ON ELIGIBLE FUND	RPTL 458(1)	57	93,723	0.01
41103	VETS EX BASED ON ELIGIBLE FUND	RPTL 458(1)	1	11,111	0.00
41111	VET PRO RATA: FULL VALUE ASSMT	RPTL 458(5)	356	15,529,354	1.09
41113	VET PRO RATA: FULL VALUE ASSMT	RPTL 458(5)	1	3,333	0.00
41123	ALT VET EX-WAR PERIOD-NON-COMB	RPTL 458-a	947	11,300,812	0.79
41133	ALT VET EX-WAR PERIOD-COMBAT	RPTL 458-a	955	18,996,474	1.33
41143	ALT VET EX-WAR PERIOD-DISABILI	RPTL 458-a	155	3,053,272	0.21

Equalized Total Assessed Value 1,424,199,503

Exemption Code	Exemption Name	Statutory Authority	Number of Exemptions	Total Equalized Value of Exemptions	Percent of Value Exempted
41300	PARAPLEGIC VETS	RPTL 458(3)	6	1,081,889	0.08
41400	CLERGY	RPTL 460	19	31,667	0.00
41800	PERSONS AGE 65 OR OVER	RPTL 467	84	2,998,430	0.21
41801	PERSONS AGE 65 OR OVER	RPTL 467	1	22,360	0.00
41803	PERSONS AGE 65 OR OVER	RPTL 467	4	81,379	0.01
41806	PERSONS AGE 65 OR OVER	RPTL 467	286	6,619,692	0.46
41900	PHYSICALLY DISABLED	RPTL 459	11	183,378	0.01
41931	DISABILITIES AND LIMITED INCOM	RPTL 459-c	32	1,061,190	0.07
41933	DISABILITIES AND LIMITED INCOM	RPTL 459-c	30	846,513	0.06
44213	HOME IMPROVEMENTS	RPTL 421-f	168	1,822,898	0.13
47610	BUSINESS INVESTMENT PROPERTY P	RPTL 485-b	39	1,775,450	0.12
48660	HOUSING DEVELOPMENT FUND CO	P H FIL 577,654-a	1	255,000	0.02
48670	REDEVELOPMENT HOUSING CO	P H FIL 125 & 127	1	790,556	0.06
49530	INDUSTRIAL WASTE TREATMENT FAC	RPTL 477	1	423,333	0.03

Total Exemptions Exclusive of System Exemptions:

Total System Exemptions:

Totals:

3,440	253,020,577	17.77
0	0	0.00
3,440	253,020,577	17.77

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: