

North Tonawanda City School District Proposed Budget 2024-2025



**Budget Vote and
Annual Board of Education Election
May 21, 2024**

BUDGET STATEMENT 2024-2025
FRANCES MAY



Gregory Woytila, Superintendent of Schools

Board of Education

Matthew Kennedy, President

Stephanie Emiliani, Vice President

Peter Chenier, Jr.

Dr. Krista Vince Garland

Cheryl McMahon

Chloe Mulvaugh

Gabrielle Richards

North Tonawanda City School District

Proposed Budget 2024-2025



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ADDENDA ITEMS

Fiscal Accountability Supplement.....	attached
District Graduation Rate.....	attached
School District Report Card.....	attached
NT Spirit: Budget Edition	attached

North Tonawanda City School District

Annual Budget Vote and Board of Education Election

Voting Location:
Fine Arts/Alumni Center
405 Meadow Drive



Hours:
Tuesday, May 21, 2024
11:00 AM - 8:00 PM



Budget Hearing

Tuesday, May 14, 2024
7:00 PM
Fine Arts/Alumni Center
405 Meadow Drive

PROPOSITION NO. 1:
2024-2025 BUDGET

Shall the proposed budget of Expenditures of the North Tonawanda City School District for the 2024-2025 school year in the amount of \$83,510,000 and for the purposes shown in the statement of estimated expenditures adopted by the Board of Education, be and the same hereby is approved and the amount thereof shall be raised by a levy of a tax upon the taxable property of the school district, after first deducting the monies available from State Aid and other sources provided by law.

PROPOSITION NO. 2:
2024 CAPITAL IMPROVEMENT PROJECT

Shall the following resolution be adopted, to wit: RESOLVED, that the Board of Education (the "Board") of the North Tonawanda City School District, Niagara County, New York (the "District") is hereby authorized (1) to undertake (subject to the approval of the voters of the District) a Capital Improvements Project consisting of the reconstruction and renovation, in part, and the construction of improvements and upgrades to various district buildings and facilities and the sites thereof (collectively the "Project") at an estimated maximum cost of \$39,900,000; (2) to expend or apply toward the project \$6,000,000 from the District's Capital Improvements Reserve Fund, 2021; and (3) to issue serial bonds of the district in an aggregate principal amount not to exceed \$33,900,000 to finance the balance of the cost of the project, and delegating the power to issue bond anticipation notes in anticipation of the sale of such obligations to the President of the Board of Education of the District.

Transportation Capital Expenditure

In the 2024-2025 budget year, the district is proposing to purchase four type "C", 65-passenger big buses for the purpose of transporting students as part of home to school and extra-curricular services. These vehicles will be replacing vehicles that will be retired from the current district fleet that are aging out. These purchases will be made on the basis of state contract and current market prices which may limit the number of vehicles that are actually able to be purchased via this budget line.

Candidates for the Board of Education

Vote for three (listed by position on ballot)

Stephanie Emiliani ● Dr. Krista Vince Garland ● Kaitlyn Baker

There are three position(s) to be filled on the Board. The candidate(s) receiving the largest number of votes shall be elected for a term that shall begin July 1, 2024 and end June 30, 2027.

COMMUNITY



LEADERSHIP

Voter Qualifications

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

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

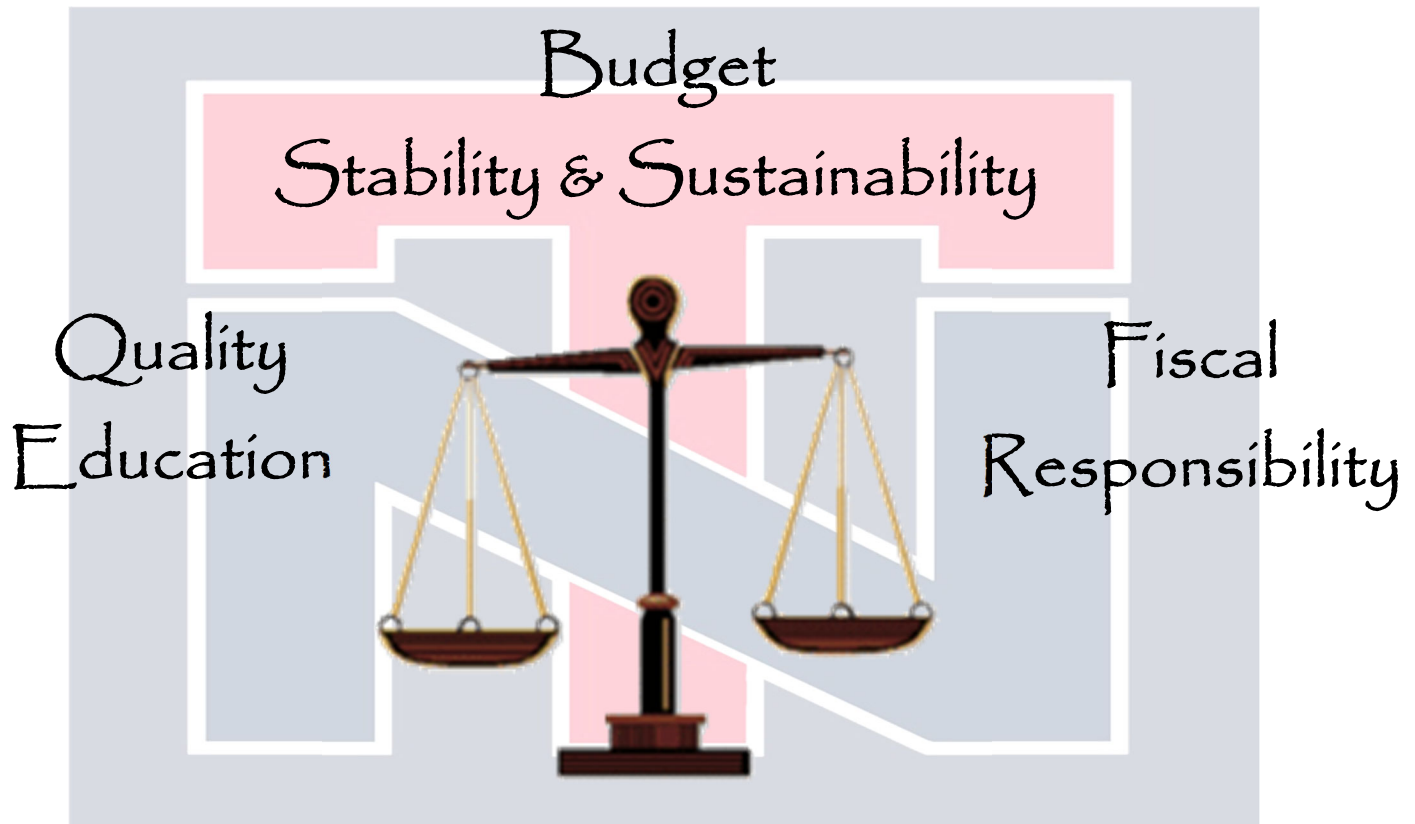
All absentee ballots must be received in the office of the
District Clerk by 5:00 p.m. on May 21, 2024.



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

The 2024-25 Budget: A Snapshot

The Board of Education adopted an expenditure plan of **\$83,510,000** for the **2024-2025** school year at its **April 10th, 2024** meeting. This represents a budget-to-budget **decrease of 1.89%** with a projected tax levy and tax rate increase of **2.00%**. The Board believes that this budget carries forward quality programs for students in a fiscally responsible manner.



The 2024-2025 Budget:

- Decreases spending by \$1,610,000 (1.89%) compared to the 2023-2024 budget.
- Uses \$5,934,275 of fund balance and reserves to preserve program and offset taxes.
- Has a tax levy increase (2.00%) **BELOW** the limit (2.74%) allowed by the tax cap legislation.
- Keeps class sizes similar to 2023-2024.
- Reduces staff through attrition to combat the reduction in state funding.
- Prepares the District for a 5-year strategic plan, focusing on social/emotional practices in trauma informed model, Response to Intervention (RTI) and 21st century learning opportunities.
- Continues the implementation of multiple pathways to graduation with career academies and the Alternative School program.

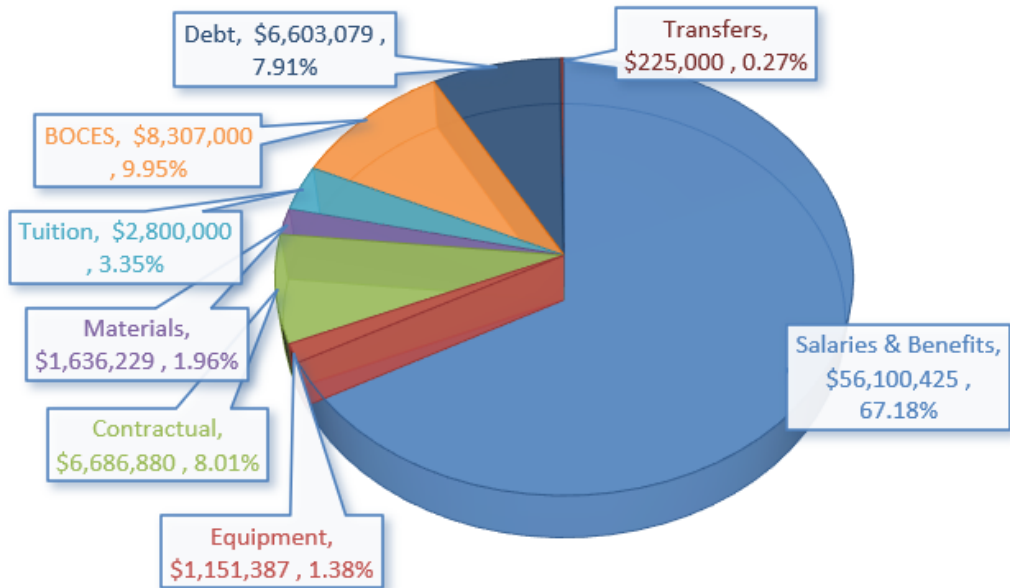
Proposed Budget Summary

	REDUCTION		
	2023-2024 Adopted Budget	2024-2025 Proposed Budget	Increase/ Decrease
Salaries & Benefits	\$ 57,090,000	\$ 56,100,425	\$ (989,575)
Equipment	\$ 1,684,000	\$ 1,151,387	\$ (532,613)
Contractual	\$ 6,175,000	\$ 6,686,880	\$ 511,880
Materials	\$ 1,720,000	\$ 1,636,229	\$ (83,771)
Tuition	\$ 2,800,000	\$ 2,800,000	\$ -
BOCES	\$ 8,822,000	\$ 8,307,000	\$ (515,000)
Debt	\$ 6,604,000	\$ 6,603,079	\$ (921)
Transfers	\$ 225,000	\$ 225,000	\$ -
TOTAL BUDGET	\$ 85,120,000	\$ 83,510,000	\$ (1,610,000)

STABILITY

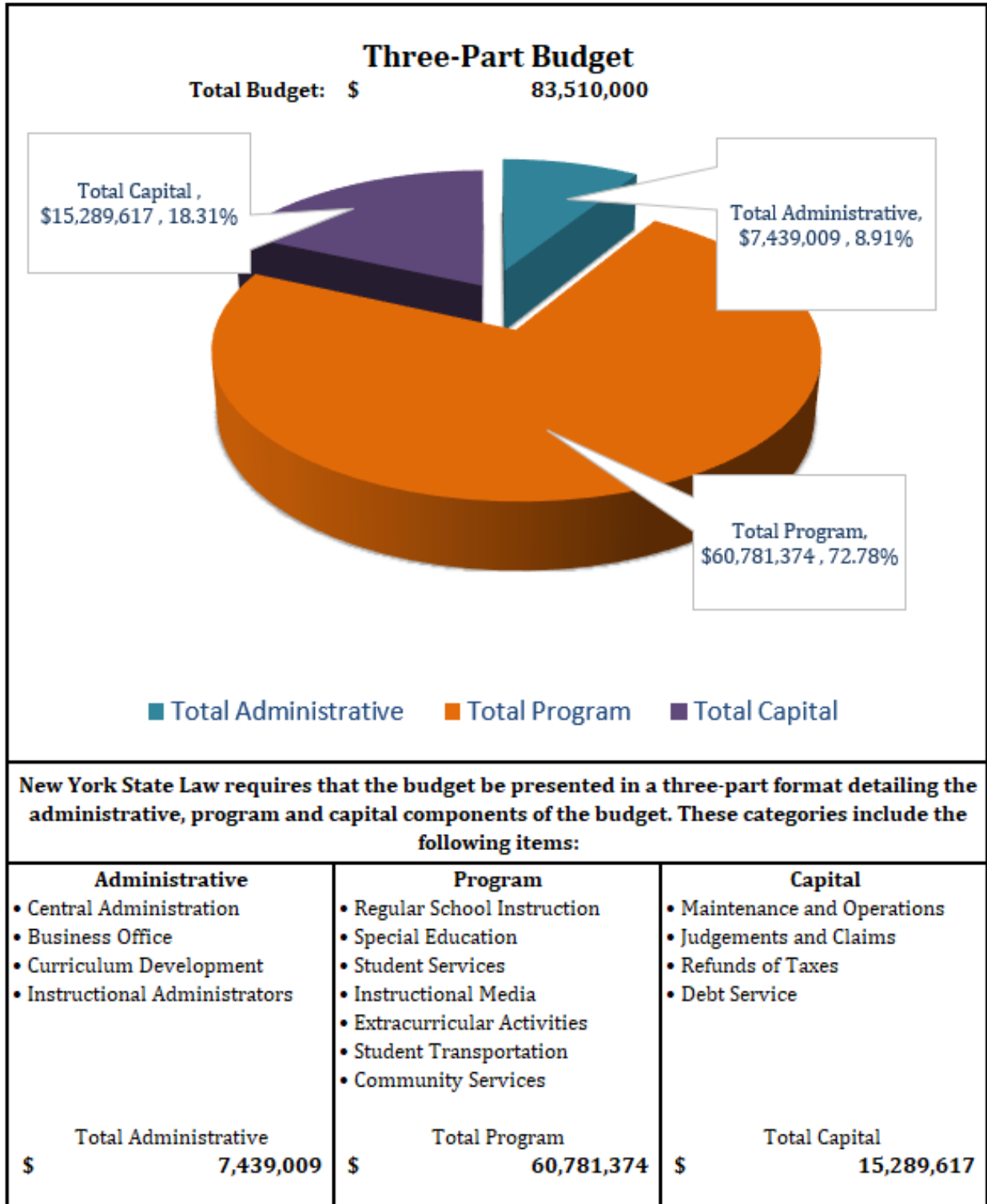
SUSTAINABILITY

2024-2025 PROPOSED FINAL DRAFT BUDGET \$83,510,000



Three-Part Budget

Total Budget: \$83,510,000



Three-Part Budget: 2024-25

Summary of Expenditures		2023-24 Budget	2024-25 Proposed
Administrative			
Account Function			
1010	BOARD OF EDUCATION	\$ 72,100	\$ 141,000
1040	DISTRICT CLERK	\$ 5,167	\$ 5,650
1060	DISTRICT MEETING	\$ 11,500	\$ 30,500
1240	CHIEF SCHOOL ADMINISTRATOR	\$ 275,867	\$ 282,485
1310	BUSINESS ADMINISTRATION	\$ 253,026	\$ 276,811
1320	AUDITING	\$ 50,500	\$ 52,000
1325	TREASURER	\$ 91,517	\$ 73,950
1330	TAX COLLECTOR	\$ 16,000	\$ 15,000
1345	PURCHASING	\$ 76,432	\$ 76,418
1380	FISCAL AGENT FEE	\$ 10,000	\$ 10,000
1420	LEGAL	\$ 88,500	\$ 71,000
1430	PERSONNEL	\$ 394,337	\$ 403,944
1480	PUBLIC INFORMATION & SERVICES	\$ 56,000	\$ 71,000
1622	SECURITY	\$ 135,000	\$ 138,280
1670	CENTRAL PRINTING & MAILING	\$ 95,000	\$ 91,500
1680	CENTRAL DATA PROCESSING	\$ 900,000	\$ 900,000
1910	UNALLOCATED INSURANCE	\$ 300,000	\$ 300,000
1920	SCHOOL ASSOCIATION DUES	\$ 16,000	\$ 20,000
1981	BOCES ADMINISTRATIVE COSTS	\$ 425,000	\$ 430,000
2010	CURRICULUM DEVEL & SUPERVISION	\$ 338,346	\$ 360,409
2020	SUPERVISION-REGULAR SCHOOL	\$ 2,405,132	\$ 2,118,257
9000s	BENEFITS	\$ 1,596,388	\$ 1,570,805
Total Administrative		\$ 7,611,812	\$ 7,439,009

ADMINISTRATION



Board of Education

- District Clerk
- Election
- Legal Notices
- Training



Special Items

- Insurance
- Legal
- BOCES Admin



Administrative Staff

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



Administration of Benefits

Central Services

- Printing
- Equipment
- Supplies and Materials



Administrative Function Definitions

1010 Board of Education

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



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

1040 District Clerk

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

1060 District Meeting

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



1240 Chief School Administrator

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

1310 Business Administration

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

1320 Auditing

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

1320 Treasurer

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

1330 Tax Collection

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

1345 Treasurer

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

1380 Fiscal Agent Fee

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

1420 Legal Services

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

1430 Human Resources

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

1480 Public Information and Services

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

1670 Central Printing & Mailing

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

1680 Central Data Processing

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

1900 Special Items (1910, 1920, 1981)

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

2010 Curriculum Development & Supervision

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



2020 Supervision – Regular Schools

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

2070 Inservice Training

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

9000 Employee Benefits

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



Three-Part Budget: 2024-25

Summary of Expenditures		2023-24 Budget	2024-25 Proposed
Program			
Account Function			
1420	LEGAL	\$ 88,500	\$ 71,000
2070	INSERVICE TRAINING-INSTRUCTION	\$ 499,800	\$ 482,000
2110	TEACHING-REGULAR SCHOOL	\$ 21,581,263	\$ 19,774,995
2250	PROGRAMS-STUDENTS W/ DISABIL	\$ 12,123,293	\$ 11,631,549
2259	PROGRAM FOR ENGLISH LANGUAGE LEARNERS	\$ 338,627	\$ 299,381
2280	OCCUPATIONAL EDUCATION	\$ 2,015,000	\$ 1,505,000
2330	TEACHING-SPECIAL SCHOOLS	\$ 169,050	\$ 160,000
2610	SCHOOL LIBRARY & AUDIOVISUAL	\$ 466,129	\$ 408,056
2630	COMPUTER ASSISTED INSTRUCTION	\$ 1,143,769	\$ 1,406,755
2805	ATTENDANCE-REGULAR SCHOOL	\$ 4,900	\$ 78,023
2810	GUIDANCE-REGULAR SCHOOL	\$ 588,226	\$ 948,546
2815	HEALTH SERVICES-REGULAR SCHOOL	\$ 837,548	\$ 617,959
2820	PSYCHOLOGICAL SRVC-REG SCHOOL	\$ 389,979	\$ 291,262
2825	SOCIAL WORK SRVC-REG SCHOOL	\$ 461,061	\$ 955,108
2850	CO-CURRICULAR ACTIV-REG SCHL	\$ 211,500	\$ 211,500
2855	INTERSCHOL ATHLETICS-REG SCHL	\$ 921,500	\$ 870,550
5510	DISTRICT TRANSPORTATION	\$ 2,672,597	\$ 2,746,200
5530	GARAGE	\$ 238,000	\$ 232,391
5540	CONTRACT TRANSPORTATION	\$ 750,000	\$ 1,600,000
5550	PUBLIC TRANSPORTATION	\$ 4,000	\$ 4,000
9901	TRANSFER OTHER FUNDS	\$ 125,000	\$ 125,000
9900s	BENEFITS	\$ 15,884,505	\$ 16,362,099
Total Program		\$ 61,514,247	\$ 60,781,374



**TRADITION
STARTS HERE**




Student Program Needs

- Supplies and Materials
- Technology
- Equipment
- Teachers Training



PROGRAM



Special Items

- SWD summer
- Transportation



Instructional Staff

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

Program Function Definitions

2110 Teaching – Regular Schools

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

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



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

2250 Programs for Students with Disabilities

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

2259 Programs for English Language Learners

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

2280 Occupational Education

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

2330 Teaching – Special Schools

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

2610 School Library and Audiovisual

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

2630 Computer Aided Instruction

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

2805 Attendance

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

2810 Guidance

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

2815 Health Services

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

2820 Psychological Services

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

2825 Social Work Services

Salaries for district social workers are budgeted here.

2850 Co-Curricular Activities

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

2855 Interscholastic Athletics

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



5510 Transportation Services

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

Transportation will be provided for all high school students living more than 2.0 miles from their school.

This category also provides transportation services for students with disabilities and students attending a non-public school within a 15-mile limit. The district transports to over eighty school buildings in Erie and Niagara Counties.

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



5530 Garage Building

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

5540 Contract Transportation

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

5550 Public Transportation

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

9000 Employee Benefits

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



Three-Part Budget: 2024-25

Summary of Expenditures		2023-24 Budget	2024-25 Proposed
Capital			
Account			
Function			
1620	OPERATION OF PLANT	\$ 5,226,834	\$ 4,408,132
1621	MAINTENANCE OF PLANT	\$ 1,805,000	\$ 1,824,944
1930	JUDGMENTS & CLAIMS	\$ 10,000	\$ 8,000
1964	REFUND ON REAL PROPERTY TAXES	\$ 10,000	\$ 8,000
5510	DISTRICT TRANSPORTATION	\$ 569,000	\$ 605,887
9711	DEBT SERVICE - SERIAL BONDS	\$ 6,160,600	\$ 6,159,800
9731	DEBT SERVICE - BANS	\$ -	\$ -
9789	DEBT SERVICE - OTHER	\$ 443,400	\$ 443,279
9950	TRANSFER TO CAPITAL	\$ 100,000	\$ 100,000
9900s	BENEFITS	\$ 1,669,108	\$ 1,731,575
Total Capital		\$ 15,993,942	\$ 15,289,617



CAPITAL

Operations of Plant

- Utilities
- Equipment
- Supplies and Materials
- Training

FACILITY MANAGEMENT

Special Items

- 100k Project
- Transportation

Facilities Staff

- Director's Office
- Maintenance
- Custodial
- Grounds



Capital Function Definitions

1620 Operation of Plant

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

1621 Maintenance of Plant

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

1900 Special Items (1930, 1964)

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

9700 Debt Service (9711, 9731, 9789)

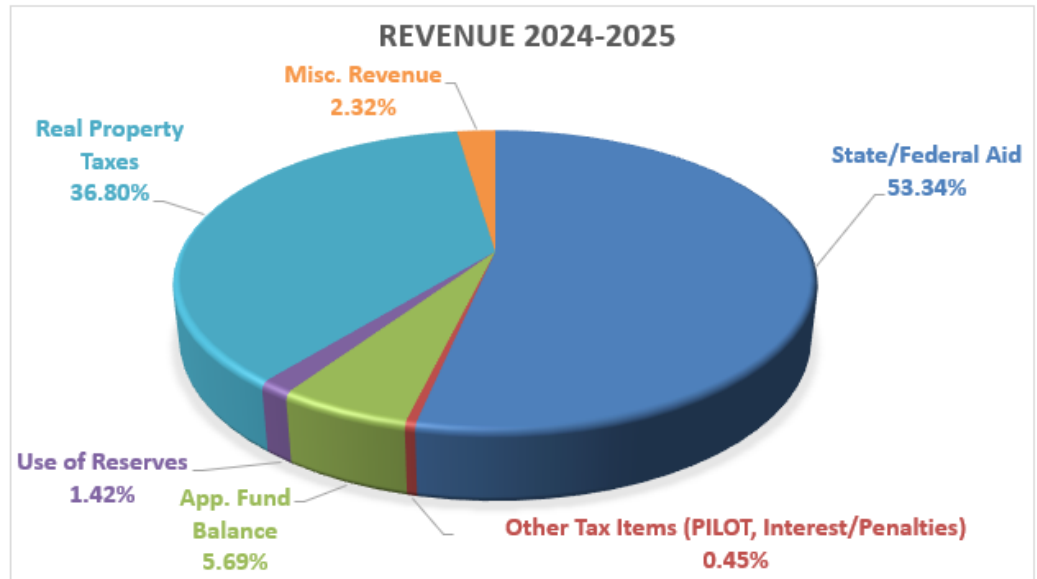
This item currently represents the total principal and interest payments which will be paid during the next fiscal year for projects that were previously approved by the voters of the district.

9950 Interfund Transfers and Other

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



2024-2025 Revenue Budget



Three-Part Budget: 2024-25


Summary of Revenues	2023-24 Budget	2024-25 Proposed
Revenues		
State/Federal Aid	\$ 46,291,000	\$ 44,540,294
Other Tax Items (PILOT, Interest/Penalties)	\$ 459,000	\$ 371,931
App. Fund Balance	\$ 4,750,000	\$ 4,750,000
Use of Reserves	\$ 800,000	\$ 1,184,275
Real Property Taxes	\$ 30,127,000	\$ 30,730,000
Misc. Revenue	\$ 2,693,000	\$ 1,933,500
Total Revenue	\$ 85,120,000	\$ 83,510,000

Tax Levy and Tax Rate

The tax levy is projected to increase by **2.00%** for **2024-2025**. This is **BELOW** the district's calculated State Tax Levy Limit (Tax Cap). The actual tax rate for each individual household is calculated using the district's total assessed property values which have not been finalized as of yet. The tax rate is projected to be **\$23.58 per thousand**, a **\$0.46 increase** over 2023-2024. A house that has an assessed value of \$100,000 is projected to pay approximately **\$46** more in 2024-2025.

COMMUNITY

Tax Levy And Rates



Achieving Excellence

	23-24	24-25	Change
Tax Levy	\$30,127,000	\$30,730,000	\$ 603,000
Tax Levy Rate	\$ 23.12	\$ 23.58*	\$ 0.46

Estimated Impact on Taxes

Increase on 100,000 household**	\$ 46.27/Year	Estimated**
Increase on 150,000 household**	\$ 69.41/Year	Estimated**
Increase on 200,000 household**	\$ 92.55/Year	Estimated**

* Tax Rate is based on total assessed property values district-wide, which have not yet been finalized.
** Assessed Property Values

Proposed Tax Levy Rate Increase 2.00 %

STAR exemptions and credits will impact individual properties. Actual tax rate may vary.

Lost Tax Revenue Stream

Tax Levy Going to Tax Cap from 2018-19 through 2024-25

	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25
2025 Lost Revenue Stream							\$ 277,264
2024 Lost Revenue Stream						\$ 391,985	\$ 391,985
2023 Lost Revenue Stream					\$ 525,564	\$ 525,564	\$ 525,564
2022 Lost Revenue Stream				\$ 59,207	\$ 59,207	\$ 59,207	\$ 59,207
2021 Lost Revenue Stream			\$ 139,862	\$ 139,862	\$ 139,862	\$ 139,862	\$ 139,862
2020 Lost Revenue Stream		\$ 225,733	\$ 225,733	\$ 225,733	\$ 225,733	\$ 225,733	\$ 225,733
2019 Lost Revenue Stream	\$ 656,424	\$ 656,424	\$ 656,424	\$ 656,424	\$ 656,424	\$ 656,424	\$ 656,424
Total Lost Revenue Stream							
Not Going to Tax Cap from 2018-19 through 2024-25:	\$ 656,424	\$ 882,157	\$ 1,022,018	\$ 1,081,226	\$ 1,606,790	\$ 1,998,775	\$ 2,276,039

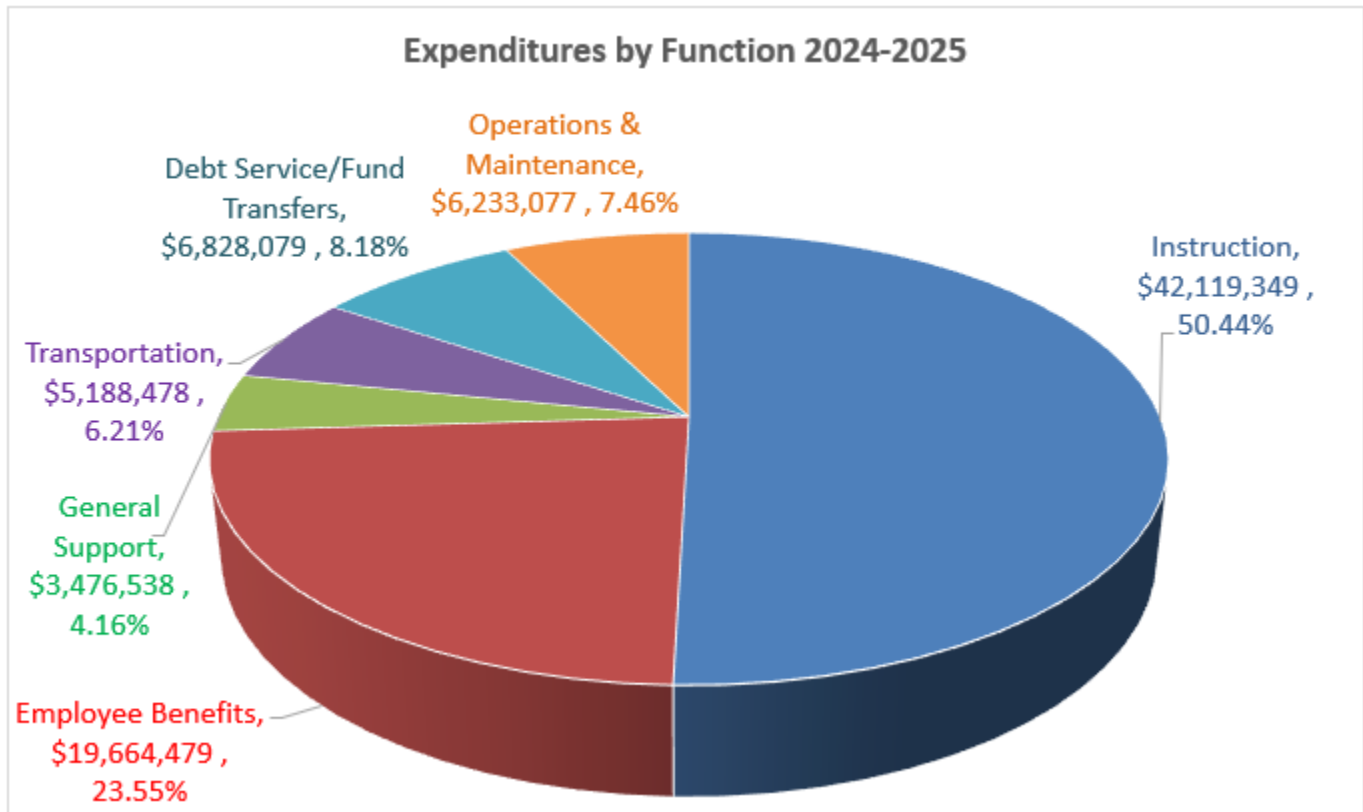
\$2,279,039

Cumulative Amount of Lost Revenue

*Based on tax levy and tax cap estimates based on current information.

SUPPORT

2024-25 Proposed Expenditure Budget by Function: \$83,510,000



Proposed Expenditure 2024-25		
Summary by Function of Expense	2023-24 Budget	2024-25 Proposed
Expenditures		
Instruction	\$ 44,495,123	\$ 42,119,349
Employee Benefits	\$ 19,150,000	\$ 19,664,479
General Support	\$ 3,380,446	\$ 3,476,538
Transportation	\$ 4,233,597	\$ 5,188,478
Debt Service/Fund Transfers	\$ 6,829,000	\$ 6,828,079
Operations & Maintenance	\$ 7,031,834	\$ 6,233,077
Total Expenditure	\$ 85,120,000	\$ 83,510,000

REQUIRED COMPENSATION INFORMATION

CHAPTER 474, LAWS OF 1996

District Name: NORTH TONAWANDA CITY SD
Contact Person: FRANCES MAY

District Code: 400900
Telephone: (716) 807-3536
Tel Extension:

School Administrator Salary Disclosure Form

Form Due May 13, 2024

2024-2025 Salary Threshold = \$169,000

In response to legislative efforts to encourage greater cost sharing in service provision and local government administration, we now provide a section for districts that share administrative staff to highlight these efforts for the upcoming school year. Each sharing district should identify in the form the other district(s) with which they will be sharing administrative staff for school year 2024-2025.

If you will be sharing a Superintendent, list the other district (or districts) in the text box. If you will be sharing other administrative staff required to be reported, please send an email to EMSCMGTS@nysed.gov indicating the title of the staff persons(s) as well as the other district(s) involved in the cost-sharing.

The salaries, benefits and other compensation reported in the form should reflect only the financial support or commitment that your district will be making. They should **not** reflect the total amounts budgeted to be paid by all participating districts over the school year.

Report Estimated Salaries in the Budget for the 2024-2025 School Year

Sections 1608 and 1716 of the Education Law
(Please read the instructions and definitions before completing this form.)

	Title	Salary	Employee Benefits	Other Remuneration
1.	Superintendent of Schools	218,522	49,583	
	Please list the district or districts with which you will be sharing a superintendent (if applicable):			
	Associate, Assistant and Deputy Superintendents (Example Titles: Associate Superintendent for Instruction, Deputy Superintendent, Assistant Superintendent for Business, etc.)			
2.	EXECUTIVE DIRECTOR - EDUCATIONAL SERVICES	165,472	39,089	
3.	ASSISTANT SUPERINTENDENT OF ADMINISTRATIVE SE	132,904	52,056	

North Tonawanda City School District

Tax Levy Calculation - OSC

Tax Cap Calculator Results Report	
	BUDGET 2024-25
Tax Levy Limit Before Adjustments and Exclusions	
Prior FYE Tax Levy With Prorata Included	\$30,127,000
Tax Cap Reserve Plus Interest from Two Years Ago Used to Reduce Previous Year	\$0
Total Tax Cap Reserve Amount (including interest earned from Prior FYE)	\$0
Tax Base Growth Factor	1.0039
PILOTs Receivable from Prior FYE	\$344,133
Tort Exclusion Amount Claimed in Prior FYE	\$0
Capital Levy for Prior FYE	\$607,172
Allowable Growth Factor	1.0200
PILOTS Receivable for Current FYE	\$246,931
Available Carryover from Prior FYE	\$0
Total Levy Limit Before Adjustments and Exclusions	\$30,334,154
Exclusions	
Tax Levy Necessary for Expenditures Resulting from Tort Judgements Over 5%	\$0
Capital Levy for Current FYE	\$611,158
ERS contribution increase greater than 2%	\$7,184
TRS contribution increase greater than 2%	\$0
Total Exclusions	\$618,342
Tax Levy Limit, Adjusted For Transfers, Plus Exclusions	\$30,952,496
Total Tax Cap Reserve Amount Used to Reduce Current FYE Levy	\$0
Current FYE Proposed Levy, Net of Reserve	\$30,730,000
OR Current FYE Proposed Levy, Net of Reserve %	0.00%
	2024-25
CURRENT FYE PROPOSED LEVY, \$ entry	\$30,730,000
CURRENT FYE PROPOSED LEVY, % entry	\$0
FYE PROPOSED LEVY INCREASE %	2.00%
TAX LEVY LIMIT %	2.74%
DIFFERENCE BETWEEN TAX LEVY LIMIT AND PROPOSED LEVY	\$222,496
YEAR OVER YEAR CHANGE IN CURRENT FYE PROPOSED LEVY	\$603,000

North Tonawanda City School District

Property Tax Report Card – SED

Property Tax Report Card
400900 - NORTH TONAWANDA CITY

2023-2024 - Page 1
Official - as of 04/12/2024 08:14 AM

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

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

Please also submit an electronic version (PDF or Word) of your school district's 2024-25 Budget Notice to: emscmgts@nysed.gov. This will enable us to help correct any formula or data entry discrepancy quickly.

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

Form Due - April 29, 2024

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

<u>Shaded Fields Will Calculate</u>	Budgeted 2023-24 (A)	Proposed Budget 2024-25 (B)	Percent Change (C)
Total Budgeted Amount, not including Separate Propositions	85,120,000	83,510,000	-1.89 %
A. Proposed Tax Levy to Support the Total Budgeted Amount ¹	30,127,000	30,730,000	
B. Tax Levy to Support Library Debt, if Applicable			
C. Tax Levy for Non-Excludable Propositions, if Applicable ²			
D. Total Tax Cap Reserve Amount Used to Reduce Current Year Levy, if Applicable			
E. Total Proposed School Year Tax Levy (A+B+C-D)	30,127,000	30,730,000	2.00 %
F. Permissible Exclusions to the School Tax Levy Limit	607,172	618,342	
G. School Tax Levy Limit, <u>Excluding</u> Levy for Permissible Exclusions ³	29,870,359	30,334,154	
H. Total Proposed Tax Levy for School Purposes, <u>Excluding</u> Permissible Exclusions and Levy for Library Debt, Plus Prior Year Tax Cap Reserve (E-B-F+D)	29,519,828	30,111,658	
I. Difference: (G-H); (negative value requires 60.0% voter approval) ²	350,531	222,496	
Public School Enrollment	3,125	3,150	0.80 %
Consumer Price Index			4.12 %

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

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

³ For 2024-25, includes any carryover from 2023-24 and excludes any tax levy for library debt or prior year reserve for excess tax levy, including interest.

North Tonawanda City School District

Property Tax Report Card - SED

	Actual 2023-24 (D)	Estimated 2024-25 (E)
Adjusted Restricted Fund Balance	24,278,825	23,478,825
Assigned Appropriated Fund Balance	4,750,000	4,750,000
Adjusted Unrestricted Fund Balance	3,404,800	3,340,400
Adjusted Unrestricted Fund Balance as a Percent of the Total Budget	4.00 %	4.00 %

Schedule of Reserve Funds

Reserve Type	Reserve Name	Reserve Description *	3/31/24 Actual Balance	6/30/24 Estimated Ending Balance	Intended Use of the Reserve in the 2024-25 School Year (Limit 200 Characters)**
--------------	--------------	--------------------------	---------------------------	-------------------------------------	--

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

Capital	CAPITAL RESERVE	For the cost of any object or purpose for which bonds may be issued.	325,496	325,496	No planned use.
Capital	2021 CAPITAL RESERVE - BUILDING IMPROVEMENTS	For the cost of any object or purpose for which bonds may be issued.	14,050,124	14,050,124	No planned use.
Repair		For the cost of repairs to capital improvements or equipment.			
Workers Compensation	WORKERS COMPENSATION RESERVE	For self-insured Workers Compensation and benefits.	1,263,045	863,045	\$400,000 planned usage for 24-25.
Unemployment Insurance	UNEMPLOYMENT RESERVE	For reimbursement to the State Unemployment Insurance Fund.	163,674	163,674	No planned use.
Reserve for Tax Reduction		For the gradual use of the proceeds of the sale of school district real property.			
Mandatory Reserve for Debt Service		For proceeds from the sale of district capital assets or improvement, restricted to debt service.			
Insurance	RESERVE FOR PREPAIDS - LIFE INSURANCE	For liability, casualty, and other types of uninsured losses.	106,029	106,029	No planned use.
Property Loss + (add)		To cover property loss.			
Liability + (add)	RESERVE FOR LIABILITY AND CASUALTY	To cover incurred liability claims.	1,218,130	1,218,130	No planned use.

North Tonawanda City School District

Property Tax Report Card - SED

Tax Certiorari		For tax certiorari settlements.			
Reserve for Insurance Recoveries		For unexpended proceeds of insurance recoveries at fiscal year end.			
Employee Benefit Accrued Liability	EMPLOYEE BENEFITS RESERVE	For accrued 'employee benefits' due to employees upon termination of service.	717,942	717,942	\$200,000 planned usage for 24-25.
Retirement Contribution	RESERVE FOR RETIREMENT CONTRIBUTIONS	For employer retirement contributions to the State and Local Employees' Retirement System.	2,730,136	2,530,136	\$260,000 planned usage for 24-25.
Reserve for Uncollected Taxes		For unpaid taxes due certain city school districts not reimbursed by their city/county until the following fiscal year.			
Single Other Reserve	TRS RESERVE	For employer retirement contributions to the Teacher's Retirement System.	500,000	500,000	No planned use.
Single Other Reserve	DEBT RESERVE		3,204,249	3,004,249	\$400,000 planned usage for 24-25.

* NYSED Reserve Guidance:

http://www.p12.nysed.gov/mgt/serv/accounting/docs/reserve_funds.pdf

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

**Provide a brief, but specific, statement of the planned use and appropriation for the reserve in SY 2024-25. Mention any capital expenditures that will need to be voted upon in the upcoming Budget Vote.

North Tonawanda City School District

Exemption Impact Report – NYS RPT

NYS - Real Property System
County of Niagara

Assessor's Report - 2024 - Current Year File
\$495 Exemption Impact Report
School District Summary

RPS221/V04/L001
Date/Time - 4/22/2024 10:04:22
Total Assessed Value 1,510,521,827

Equalized Total Assessed Value 3,213,876,228

School District - 291200 N Ton City School

Exemption Code	Exemption Name	Statutory Authority	Number of Exemptions	Total Equalized Value of Exemptions	Percent of Value Exempted
12100	NYS - GENERALLY	RPTL 404(1)	19	4,129,150	0.13
12350	PUBLIC AUTHORITY - STATE	RPTL 412	7	255,318	0.01
13100	CO - GENERALLY	RPTL 406(1)	13	363,828	0.01
13350	CITY - GENERALLY	RPTL 406(1)	159	90,536,477	2.82
13500	TOWN - GENERALLY	RPTL 406(1)	2	5,532	0.00
13800	SCHOOL DISTRICT	RPTL 408	13	83,285,532	2.59
14100	USA - GENERALLY	RPTL 400(1)	2	946,809	0.03
18020	MUNICIPAL INDUSTRIAL DEV AGENC	RPTL 412-a	21	63,446,013	1.97
21600	RES OF CLERGY - RELIG CORP OWN	RPTL 462	2	500,000	0.02
25110	NONPROF CORP - RELIG(CONST PRO	RPTL 420-a	50	49,990,853	1.56
25130	NONPROF CORP - CHAR (CONST PRO	RPTL 420-a	5	3,750,851	0.12
25210	NONPROF CORP - HOSPITAL	RPTL 420-a	3	47,517,022	1.48
25230	NONPROF CORP - MORAL/MENTAL IM	RPTL 420-a	14	7,928,296	0.25
25300	NONPROF CORP - SPECIFIED USES	RPTL 420-b	22	5,814,892	0.18
26100	VETERANS ORGANIZATION	RPTL 452	1	772,340	0.02
26250	HISTORICAL SOCIETY	RPTL 444	3	518,085	0.02
26400	INC VOLUNTEER FIRE CO OR DEPT	RPTL 464(2)	9	3,262,765	0.10
28110	NOT-FOR-PROFIT HOUSING COMPANY	RPTL 422	1	7,091,489	0.22
38260	MUN HSNG AUTH -NYS AIDED	PUB HSNG L 52(4)&(5)	1	14,159,574	0.44
41120	ALT VET EX-WAR PERIOD-NON-COMB	RPTL 458-a	728	4,826,783	0.15
41130	ALT VET EX-WAR PERIOD-COMBAT	RPTL 458-a	559	6,184,776	0.19
41140	ALT VET EX-WAR PERIOD-DISABILI	RPTL 458-a	322	6,774,207	0.21
41300	PARAPLEGIC VETS	RPTL 458(3)	4	1,563,404	0.05
41400	CLERGY	RPTL 460	13	41,483	0.00
41800	PERSONS AGE 65 OR OVER	RPTL 467	58	5,279,126	0.16
41804	PERSONS AGE 65 OR OVER	RPTL 467	63	3,667,729	0.11
41834	ENHANCED STAR	RPTL 425	2,438	225,348,068	7.01
41854	BASIC STAR 1999-2000	RPTL 425	3,158	104,815,902	3.26
41900	PHYSICALLY DISABLED	RPTL 459	13	486,639	0.02
47610	BUSINESS INVESTMENT PROPERTY P	RPTL 485-b	44	3,443,385	0.11
48670	REDEVELOPMENT HOUSING CO	P H F I L 125 & 127	1	1,682,979	0.05

North Tonawanda City School District

Exemption Impact Report – NYS RPT

NYS - Real Property System
County of Niagara

Assessor's Report - 2024 - Current Year File
S495 Exemption Impact Report
School District Summary

RPS221/V04/L001
Date/Time - 4/22/2024 10:04:22
Total Assessed Value 1,510,521,827

Equalized Total Assessed Value 3,213,876,228

School District - 291200 N Ton City School

Exemption Code	Exemption Name	Statutory Authority	Number of Exemptions	Total Equalized Value of Exemptions	Percent of Value Exempted
49530	INDUSTRIAL WASTE TREATMENT FAC	RPTL 477	1	810,638	0.03
Total Exemptions Exclusive of System Exemptions:			7,749	749,199,945	23.31
Total System Exemptions:			0	0	0.00
Totals:			7,749	749,199,945	23.31

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: _____

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

BOARD MEMBER CANDIDATES

2024-2025

Stephanie Emiliani
81 Eggert Terrace
North Tonawanda, NY 14120
semiliani@ntschoools.org

Dr. Krista Vince Garland
238 Tremont Street
North Tonawanda, NY 14120
kvincegarland@ntschoools.org

Kaitlyn Baker
308 Falconer Street
North Tonawanda, NY 14120
katybaker1994@gmail.com

NORTH TONAWANDA CITY SCHOOL DISTRICT



N.T. Schools - Achieving Excellence



BUDGET STATEMENT Addenda

Fiscal Transparency Report (2021-22)

District Graduation Rate (As of August 2023)

School District Report Card (2022-23)

NT Spirit – Budget Newsletter

NORTH TONAWANDA CITY SD

2021-22 School Year Financial Transparency Report

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

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

| Business Rules

Economic and Student Characteristics

DISTRICT P-12 ENROLLMENT

3,103

NEEDS RESOURCE CATEGORY

Average Need

DISTRICT ABILITY TO RAISE LOCAL FUNDS IS

moderately less than
the average district in
the state

DISTRICT STUDENT NEEDS ARE

moderately less than
the state average

Student Demographics

Enrollment	NORTH TONAWANDA CITY SD
All Students	3,103
Economically Disadvantaged	47%
Students with Disabilities	19%
English Language Learners	1%
» Race/Ethnicity	

Staffing Profile	NORTH TONAWANDA CITY SD
Student-to-Teacher Ratio	12
Teachers with Fewer than 4 years of Experience %	21%
Teachers with 4-20 Years of Experience %	28%
Teachers with 21+ Years of Experience %	51%

Comparison: How do per pupil expenditures compare?

THIS SCHOOL

N/A

**DISTRICT OR
DISTRICT OF
LOCATION**

\$18,697.00

COUNTY AVERAGE

\$20,001.33

**STATEWIDE
AVERAGE**

\$25,870.33

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

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

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

School Cost(A-D)

Central Cost(E-H)

Combined Cost(I)

Report View One Per Pupil Expenditure Categories	NORTH TONAWANDA CITY SD
» A. Instruction (A1 + A2 + A3 + A4)	\$11,527.66
» B. Administration (B1 + B2 + B3)	\$860.38
» C. All Other Spending (C1 + C2 + C3)	\$2,003.06
D. Total School Level (A + B + C)	\$14,391.10
» E. Central Instruction (E1 + E2 + E3 + E4)	\$345.80
» F. Central Administration (F1 + F2 + F3)	\$1,645.56
» G. All Other Central Spending (G1 + G2 + G3)	\$2,314.68
H. Total Central Costs	\$4,306.05
I. Total Spending (D + H)	\$18,697.15

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

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

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

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

School Cost(Pre-J—K)

Central Cost(Pre-L—M)

Combined Cost(N)

Report View Two Per Pupil Expenditure Categories	NORTH TONAWANDA CITY SD
J. Total School Level Local/State Spending	\$12,585.21
» K. Total School Level Federal Spending	\$1,805.89
L. Total Central Level Local/State Spending	\$4,306.05
M. Total Central Level Federal Spending	\$0.00
N. Total Spending (J + K + L + M)	\$18,697.15

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

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

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

Entries U through Z represent central expenditures.

School Cost(O-T)

Central Cost(U-Z)

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

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

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

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

Central Cost(1-5 & Percent Excluded from Total)

Combined Cost(Total Expenditures)

Excluded Expenditures	NORTH TONAWANDA CITY SD
1. Transportation	\$3,750,583.50
2. Charter School Tuition	\$415,216.90
3. Other Tuition	\$1,971,287.93
4. Debt Service	\$6,825,903.82

Excluded Expenditures	NORTH TONAWANDA CITY SD
5. Other	\$9,164,720.70
Percent Excluded from Total	28%
Total Expenditures	\$80,144,963.00

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NORTH TONAWANDA CITY SCHOOL DISTRICT GRADUATION RATE DATA 4 YEAR OUTCOME AS OF AUGUST 2023

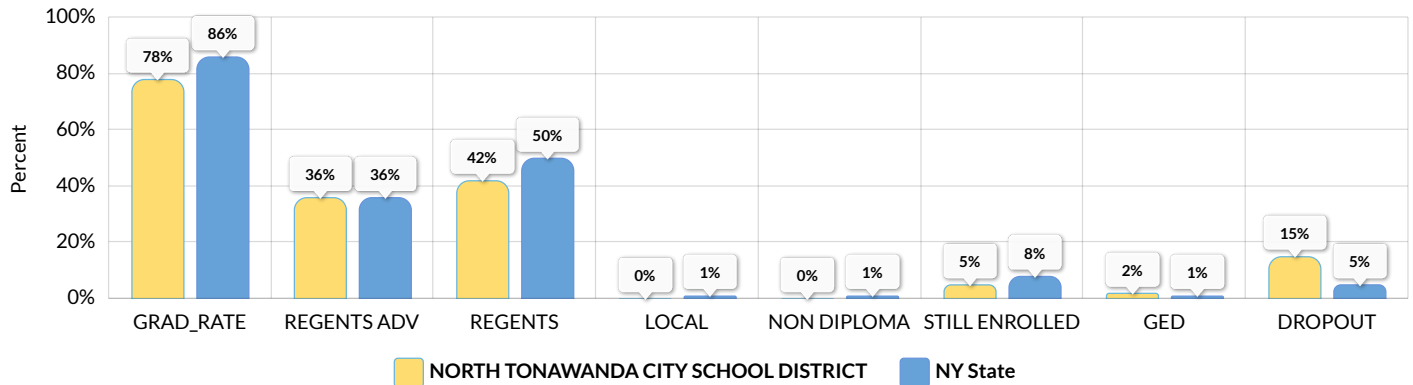
Graduation Rate Data are reported for a 9th grade cohort, as of the 4th year of high school - August. The "Filter this data" function, below, provides the ability to display Graduation Rate Data of high school as of the 4th year - June, the 5th year - June and August, and the 6th year - June and August.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

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

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



Outcomes for All Students



GRADUATION RATE

Subgroup	Total Enrolled	GRAD RATE		REGENTS WITH ADVANCED DESIGNATION		REGENTS DIPLOMA		LOCAL DIPLOMA		NON DIPLOMA CRED		STILL ENROLLED		GED TRANSFER		DROPOUT	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	260	203	78%	93	36%	109	42%	1	0%	1	0%	13	5%	4	2%	39	15%
Female	123	96	78%	54	44%	42	34%	0	0%	0	0%	7	6%	2	2%	18	15%
Male	137	107	78%	39	28%	67	49%	1	1%	1	1%	6	4%	2	1%	21	15%
Non-binary	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
General Education Students	202	168	83%	91	45%	77	38%	0	0%	0	0%	2	1%	3	1%	29	14%
Students with Disabilities	58	35	60%	2	3%	32	55%	1	2%	1	2%	11	19%	1	2%	10	17%
American Indian or Alaska Native	2	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	3	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Black or African American	6	4	67%	2	33%	2	33%	0	0%	0	0%	0	0%	0	0%	2	33%
Hispanic or Latino	11	7	64%	1	9%	6	55%	0	0%	0	0%	1	9%	0	0%	3	27%
White	236	188	80%	90	38%	97	41%	1	0%	1	0%	11	5%	4	2%	32	14%
Multiracial	2	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Economically Disadvantaged	106	66	62%	22	21%	43	41%	1	1%	1	1%	9	8%	2	2%	28	26%
Not Economically Disadvantaged	154	137	89%	71	46%	66	43%	0	0%	0	0%	4	3%	2	1%	11	7%
English Language Learner	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Non-English Language Learner	260	203	78%	93	36%	109	42%	1	0%	1	0%	13	5%	4	2%	39	15%
In Foster Care	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not in Foster Care	260	203	78%	93	36%	109	42%	1	0%	1	0%	13	5%	4	2%	39	15%
Homeless	4	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Not Homeless	256	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—

Subgroup	Total Enrolled	GRAD RATE		REGENTS WITH ADVANCED DESIGNATION		REGENTS DIPLOMA		LOCAL DIPLOMA		NON DIPLOMA CRED		STILL ENROLLED		GED TRANSFER		DROPOUT	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Migrant	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not Migrant	260	203	78%	93	36%	109	42%	1	0%	1	0%	13	5%	4	2%	39	15%
Parent in Armed Forces	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Parent Not in Armed Forces	260	203	78%	93	36%	109	42%	1	0%	1	0%	13	5%	4	2%	39	15%

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NORTH TONAWANDA CITY SCHOOL DISTRICT - NEW YORK STATE REPORT CARD [2022 - 23]

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

2023-24 ACCOUNTABILITY STATUS AND SUPPORT MODEL BASED ON 2022-23 DATA

Due to COVID-19 and changes to New York State accountability and federal reporting requirements, 2023-24 accountability statuses and support models were determined using a modified methodology. For more information, see Understanding the New York State Accountability System under the Every Student Succeeds Act (ESSA) for 2023-24 Accountability Statuses Based on 2022-23 Results.

TARGET DISTRICT

MADE PROGRESS

NA

SECTION 1003 SCHOOL IMPROVEMENT FUNDS (2022-23)

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

Section 1003 School Improvement Funds Data (72.97 kilobytes)

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

- 2022-23 Title I SIG 1003 (Basic)
- 2022-23 Title I School Improvement Grant 1003 Coaching for Excellence Grant
- 2022-23 Title I School Improvement Grant 1003 High School Redesign Grant
- 2020-23 NYSIP-PLC Phase III
- 2022-23 Title 1 School Improvement Grant 1003 — Targeted Support for Long-term Identified Schools Grant
- 2023 Title 1 School Improvement Grant 1003 (Planning)

ELEMENTARY/MIDDLE STATUSES AND SUPPORT MODELS BY SUBGROUP

Subgroup	Status And Support Model	Made Progress
All Students	Local Support and Improvement	NA
Black or African American	Targeted Support and Improvement	NA
Hispanic or Latino	Local Support and Improvement	NA
Multiracial	Local Support and Improvement	NA
White	Local Support and Improvement	NA
English Language Learner	Local Support and Improvement	NA
Students with Disabilities	Local Support and Improvement	NA
Economically Disadvantaged	Local Support and Improvement	NA

ELEMENTARY/MIDDLE INDICATOR LEVELS

Subgroup	Core Subject Performance	Weighted Average Performance	English Language Proficiency (ELP)	Chronic Absenteeism
All Students	2	1	—	2
American Indian or Alaska Native	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	—	—	—	—
Black or African American	1	1	—	2
Hispanic or Latino	2	1	—	1
Multiracial	2	1	—	1
White	2	2	—	2
English Language Learner	—	2	—	2
Students with Disabilities	3	1	—	2
Economically Disadvantaged	2	1	—	2

ELEMENTARY/MIDDLE CORE SUBJECT PERFORMANCE

Subgroup	Subject	Cohort	Index	Level
All Students	ELA	752	112.7	2
	Math	786	138.3	
	Combined	1,538	125.8	
American Indian or Alaska Native	ELA	5	60	—
	Math	5	80	
	Combined	10	—	
Asian or Native Hawaiian/Other Pacific Islander	ELA	8	131.3	—
	Math	9	161.1	
	Combined	17	—	
Black or African American	ELA	19	60.5	1
	Math	21	104.8	
	Combined	40	83.8	
Hispanic or Latino	ELA	41	95.1	2
	Math	41	119.5	
	Combined	82	107.3	
Multiracial	ELA	48	79.2	2
	Math	41	97.6	
	Combined	89	87.6	
White	ELA	631	118.1	2
	Math	669	143.1	
	Combined	1,300	131	
English Language Learner	ELA	15	76.7	—
	Math	7	71.4	
	Combined	22	—	
Students with Disabilities	ELA	132	60.2	3
	Math	135	85.2	
	Combined	267	72.8	
Economically Disadvantaged	ELA	359	88.6	2
	Math	364	114.7	
	Combined	723	101.7	

ELEMENTARY/MIDDLE WEIGHTED AVERAGE PERFORMANCE

Subgroup	Subject	Cohort	Index	Level
All Students	ELA	1,339	63.3	1
	Math	1,345	80.8	
	Combined	2,684	72.1	
American Indian or Alaska Native	ELA	9	33.3	—
	Math	9	44.4	
	Combined	18	—	
Asian or Native Hawaiian/Other Pacific Islander	ELA	13	80.8	—
	Math	13	111.5	
	Combined	26	—	
Black or African American	ELA	33	34.8	1
	Math	33	66.7	
	Combined	66	50.8	
Hispanic or Latino	ELA	73	53.4	1
	Math	73	67.1	
	Combined	146	60.3	
Multiracial	ELA	67	56.7	1
	Math	68	58.8	
	Combined	135	57.8	
White	ELA	1,143	65.2	2
	Math	1,149	83.3	
	Combined	2,292	74.3	
English Language Learner	ELA	27	42.6	2
	Math	34	44.1	
	Combined	61	43.4	
Students with Disabilities	ELA	306	26	1
	Math	306	37.6	
	Combined	612	31.8	
Economically Disadvantaged	ELA	693	45.9	1
	Math	699	59.7	
	Combined	1,392	52.8	

ELEMENTARY/MIDDLE ELP

Subgroup	Number Of ELLs	Benchmark	Progress Rate	Success Ratio	Level
All Students	27	—	—	—	—
American Indian or Alaska Native	0	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	5	—	—	—	—
Black or African American	0	—	—	—	—
Hispanic or Latino	2	—	—	—	—
Multiracial	0	—	—	—	—
White	20	—	—	—	—
English Language Learner	27	—	—	—	—
Students with Disabilities	3	—	—	—	—
Economically Disadvantaged	27	—	—	—	—

ELEMENTARY/MIDDLE CHRONIC ABSENTEEISM

Subgroup	Students Enrolled	Students Chronically Absent	Chronic Absenteeism Rate	Level
All Students	1,960	576	29.4%	2
American Indian or Alaska Native	14	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	26	—	—	—
Black or African American	61	25	41%	2
Hispanic or Latino	121	55	45.5%	1
Multiracial	99	41	41.4%	1
White	1,639	438	26.7%	2
English Language Learner	65	24	36.9%	2
Students with Disabilities	400	161	40.3%	2
Economically Disadvantaged	1,069	426	39.9%	2

ELEMENTARY/MIDDLE ELA PARTICIPATION RATE

Subgroup	Tested 95% In Current Year	Current Year Enrollment	Current Year Participation Rate
All Students	X	1,467	54.1%
American Indian or Alaska Native	—	9	—
Asian or Native Hawaiian/Other Pacific Islander	—	17	—
Black or African American	X	41	53.7%
Hispanic or Latino	X	83	55.4%
Multiracial	X	75	68%
White	X	1,242	53%
English Language Learner	—	36	—
Students with Disabilities	X	307	38.8%
Economically Disadvantaged	X	776	50.5%

ELEMENTARY/MIDDLE MATHEMATICS PARTICIPATION RATE

Subgroup	Tested 95% In Current Year	Current Year Enrollment	Current Year Participation Rate
All Students	X	1,469	55.4%
American Indian or Alaska Native	—	9	—
Asian or Native Hawaiian/Other Pacific Islander	—	17	—
Black or African American	X	41	58.5%
Hispanic or Latino	X	84	52.4%
Multiracial	X	76	56.6%
White	X	1,242	55.2%
English Language Learner	—	38	—
Students with Disabilities	X	307	39.4%
Economically Disadvantaged	X	775	49.4%

NYSESLAT USED FOR PARTICIPATION

Grade	Number Taking NYSESLAT
Grade 3	—
Grade 4	6
Grade 5	—
Grade 6	—
Grade 7	—
Grade 8	—

SECONDARY STATUSES AND SUPPORT MODELS BY SUBGROUP

Subgroup	Status And Support Model	Made Progress
All Students	Local Support and Improvement	NA
White	Local Support and Improvement	NA
Students with Disabilities	Local Support and Improvement	NA
Economically Disadvantaged	Local Support and Improvement	NA

SECONDARY INDICATOR LEVELS

Subgroup	Core Subject Performance	Weighted Average Performance	Graduation Rate	English Language Proficiency (ELP)	Chronic Absenteeism
All Students	3	2	2	—	2
American Indian or Alaska Native	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	—	—	—	—	—
Black or African American	—	—	—	—	—
Hispanic or Latino	—	—	—	—	2
Multiracial	—	—	—	—	2
White	3	3	2	—	2
English Language Learner	—	—	—	—	—
Students with Disabilities	2	2	2	—	2
Economically Disadvantaged	3	2	2	—	2

SECONDARY CORE SUBJECT PERFORMANCE

Subgroup	Subject	Cohort	Index	Combined Index	Level
All Students	ELA	208	188.2	148.9	3
	Math	126	126.6		
	Science	97	123.2		
American Indian or Alaska Native	ELA	1	—	—	—
	Math	1	—		
	Science	1	—		
Asian or Native Hawaiian/Other Pacific Islander	ELA	3	—	—	—
	Math	1	—		
	Science	1	—		
Black or African American	ELA	4	—	—	—
	Math	2	—		
	Science	2	—		
Hispanic or Latino	ELA	8	143.8	—	—
	Math	4	—		
	Science	3	—		
Multiracial	ELA	—	—	—	—
	Math	2	—		
	Science	—	—		
White	ELA	192	190.4	152.2	3
	Math	116	130.2		
	Science	90	127.8		
Students with Disabilities	ELA	40	103.8	85.1	2
	Math	17	41.2		
	Science	11	122.7		
Economically Disadvantaged	ELA	68	175.7	132.7	3
	Math	41	107.3		
	Science	32	106.3		

SECONDARY WEIGHTED AVERAGE PERFORMANCE

Subgroup	Subject	Cohort	Index	Combined Index	Level
All Students	ELA	231	169.5	105.3	2
	Math	218	73.2		
	Science	209	57.2		
American Indian or Alaska Native	ELA	1	—	—	—
	Math	1	—		
	Science	1	—		
Asian or Native Hawaiian/Other Pacific Islander	ELA	3	—	—	—
	Math	3	—		
	Science	3	—		
Black or African American	ELA	6	100	—	—
	Math	6	50		
	Science	5	0		
Hispanic or Latino	ELA	10	115	—	—
	Math	10	35		
	Science	9	38.9		
Multiracial	ELA	2	—	—	—
	Math	2	—		
	Science	2	—		
White	ELA	209	174.9	109.7	3
	Math	196	77		
	Science	189	60.8		
Students with Disabilities	ELA	51	81.4	47.5	2
	Math	50	20		
	Science	49	37.8		
Economically Disadvantaged	ELA	83	144	87	2
	Math	78	56.4		
	Science	72	47.2		

SECONDARY GRADUATION RATE

Subgroup	Cohort	Number In Cohort	Number Graduated	Grad Rate	Average Grad Rate	Level
All Students	4-year	269	240	89.2%	86.1%	2
	5-year	263	210	79.8%		
	6-year	297	265	89.2%		
American Indian or Alaska Native	4-year	2	—	—	—	—
	5-year	4	—	—		
	6-year	8	—	—		
Asian or Native Hawaiian/Other Pacific Islander	4-year	7	—	—	—	—
	5-year	1	—	—		
	6-year	2	—	—		
Black or African American	4-year	8	—	—	—	—
	5-year	3	—	—		
	6-year	8	—	—		
Hispanic or Latino	4-year	12	—	—	—	—
	5-year	9	—	—		
	6-year	12	—	—		
Multiracial	4-year	3	—	—	—	—
	5-year	3	—	—		
	6-year	3	—	—		
White	4-year	237	214	90.3%	87.2%	2
	5-year	243	198	81.5%		
	6-year	264	237	89.8%		
English Language Learner	4-year	7	—	—	—	—
	5-year	0	—	—		
	6-year	0	—	—		
Students with Disabilities	4-year	69	50	72.5%	69.8%	2
	5-year	72	46	63.9%		
	6-year	67	49	73.1%		
Economically Disadvantaged	4-year	105	87	82.9%	80%	2
	5-year	99	70	70.7%		
	6-year	110	95	86.4%		

SECONDARY ELP

Subgroup	Number Of ELLs	Benchmark	Progress Rate	Success Ratio	Level
All Students	8	—	—	—	—
American Indian or Alaska Native	0	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	1	—	—	—	—
Black or African American	0	—	—	—	—
Hispanic or Latino	1	—	—	—	—
Multiracial	0	—	—	—	—
White	6	—	—	—	—
English Language Learner	8	—	—	—	—
Students with Disabilities	1	—	—	—	—
Economically Disadvantaged	7	—	—	—	—

SECONDARY CHRONIC ABSENTEEISM

Subgroup	Students Enrolled	Students Chronically Absent	Chronic Absenteeism Rate	Level
All Students	997	368	36.9%	2
American Indian or Alaska Native	8	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	16	—	—	—
Black or African American	25	—	—	—
Hispanic or Latino	45	22	48.9%	2
Multiracial	32	14	43.8%	2
White	871	309	35.5%	2
English Language Learner	16	—	—	—
Students with Disabilities	185	86	46.5%	2
Economically Disadvantaged	479	239	49.9%	2

SECONDARY ELA PARTICIPATION RATE

Subgroup	Tested 95% In Current Year	Current Year 12th Grade Enrollment	Current Year Participation Rate
All Students	✓	221	96.4%
American Indian or Alaska Native	—	1	—
Asian or Native Hawaiian/Other Pacific Islander	—	3	—
Black or African American	—	4	—
Hispanic or Latino	—	9	—
Multiracial	—	1	—
White	✓	203	97%
English Language Learner	—	0	—
Students with Disabilities	✗	45	84.4%
Economically Disadvantaged	✗	79	91.1%

SECONDARY MATHEMATICS PARTICIPATION RATE

Subgroup	Tested 95% In Current Year	Current Year 12th Grade Enrollment	Current Year Participation Rate
All Students	✗	204	59.3%
American Indian or Alaska Native	—	1	—
Asian or Native Hawaiian/Other Pacific Islander	—	3	—
Black or African American	—	4	—
Hispanic or Latino	—	9	—
Multiracial	—	1	—
White	✗	186	60.8%
English Language Learner	—	0	—
Students with Disabilities	✗	44	36.4%
Economically Disadvantaged	✗	71	53.5%

GRADES 3-8 ENGLISH LANGUAGE ARTS RESULTS (2022-23)

The results of the 2022-23 Grades 3-8 English Language Arts represent student achievement on the new Next Generation Learning Standards. Because the tests measure different learning standards, the results are not comparable to those from prior years.

SUMMARY RESULTS



Grade	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Grade 3	248	46	19%	202	81%	54	27%	88	44%	51	25%	9	4%	60	30%
Grade 4	255	114	45%	141	55%	32	23%	58	41%	41	29%	10	7%	51	36%
Grade 5	251	117	47%	134	53%	54	40%	32	24%	43	32%	5	4%	48	36%
Grade 6	247	117	47%	130	53%	42	32%	38	29%	36	28%	14	11%	50	38%
Grade 7	236	155	66%	81	34%	19	23%	27	33%	24	30%	11	14%	35	43%
Grade 8	236	162	69%	74	31%	22	30%	19	26%	22	30%	11	15%	33	45%
Grades 3-8	1,473	711	48%	762	52%	223	29%	262	34%	217	28%	60	8%	277	36%

GRADE 3 ELA RESULTS

The results of the 2022-23 Grades 3-8 English Language Arts represent student achievement on the new Next Generation Learning Standards. Because the tests measure different learning standards, the results are not comparable to those from prior years.



Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	248	46	19%	202	81%	54	27%	88	44%	51	25%	9	4%	60	30%
Female	127	23	18%	104	82%	24	23%	45	43%	27	26%	8	8%	35	34%
Male	121	23	19%	98	81%	30	31%	43	44%	24	24%	1	1%	25	26%
General Education Students	196	20	10%	176	90%	41	23%	75	43%	51	29%	9	5%	60	34%
Students with Disabilities	52	26	50%	26	50%	13	50%	13	50%	0	0%	0	0%	0	0%
American Indian or Alaska Native	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	6	0	0%	6	100%	—	—	—	—	—	—	—	—	—	—
Black or African American	9	3	33%	6	67%	1	17%	4	67%	1	17%	0	0%	1	17%
Hispanic or Latino	16	6	38%	10	63%	2	20%	6	60%	2	20%	0	0%	2	20%
White	196	34	17%	162	83%	41	25%	70	43%	44	27%	7	4%	51	31%
Multiracial	20	3	15%	17	85%	7	41%	7	41%	2	12%	1	6%	3	18%
Small Group Total: Race & Ethnicity	7	0	0%	7	100%	3	43%	1	14%	2	29%	1	14%	3	43%
Economically Disadvantaged	137	31	23%	106	77%	33	31%	48	45%	22	21%	3	3%	25	24%
Not Economically Disadvantaged	111	15	14%	96	86%	21	22%	40	42%	29	30%	6	6%	35	36%
English Language Learner	4	1	25%	3	75%	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	244	45	18%	199	82%	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	248	46	19%	202	81%	54	27%	88	44%	51	25%	9	4%	60	30%
Homeless	2	1	50%	1	50%	—	—	—	—	—	—	—	—	—	—
Not Homeless	246	45	18%	201	82%	—	—	—	—	—	—	—	—	—	—
Not Migrant	248	46	19%	202	81%	54	27%	88	44%	51	25%	9	4%	60	30%
Parent Not in Armed Forces	248	46	19%	202	81%	54	27%	88	44%	51	25%	9	4%	60	30%

GRADE 4 ELA RESULTS

The results of the 2022-23 Grades 3-8 English Language Arts represent student achievement on the new Next Generation Learning Standards. Because the tests measure different learning standards, the results are not comparable to those from prior years.



Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	255	114	45%	141	55%	32	23%	58	41%	41	29%	10	7%	51	36%
Female	127	51	40%	76	60%	15	20%	26	34%	25	33%	10	13%	35	46%
Male	128	63	49%	65	51%	17	26%	32	49%	16	25%	0	0%	16	25%
General Education Students	200	73	37%	127	64%	21	17%	57	45%	39	31%	10	8%	49	39%
Students with Disabilities	55	41	75%	14	25%	11	79%	1	7%	2	14%	0	0%	2	14%
American Indian or Alaska Native	2	0	0%	2	100%	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	5	3	60%	2	40%	—	—	—	—	—	—	—	—	—	—
Black or African American	5	2	40%	3	60%	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	14	6	43%	8	57%	4	50%	2	25%	1	13%	1	13%	2	25%
White	219	98	45%	121	55%	21	17%	53	44%	39	32%	8	7%	47	39%
Multiracial	10	5	50%	5	50%	4	80%	1	20%	0	0%	0	0%	0	0%
Small Group Total: Race & Ethnicity	12	5	42%	7	58%	3	43%	2	29%	1	14%	1	14%	2	29%
Economically Disadvantaged	130	64	49%	66	51%	22	33%	29	44%	14	21%	1	2%	15	23%
Not Economically Disadvantaged	125	50	40%	75	60%	10	13%	29	39%	27	36%	9	12%	36	48%
English Language Learner	13	11	85%	2	15%	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	242	103	43%	139	57%	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	255	114	45%	141	55%	32	23%	58	41%	41	29%	10	7%	51	36%
Homeless	4	3	75%	1	25%	—	—	—	—	—	—	—	—	—	—
Not Homeless	251	111	44%	140	56%	—	—	—	—	—	—	—	—	—	—
Not Migrant	255	114	45%	141	55%	32	23%	58	41%	41	29%	10	7%	51	36%
Parent Not in Armed Forces	255	114	45%	141	55%	32	23%	58	41%	41	29%	10	7%	51	36%

GRADE 5 ELA RESULTS

The results of the 2022-23 Grades 3-8 English Language Arts represent student achievement on the new Next Generation Learning Standards. Because the tests measure different learning standards, the results are not comparable to those from prior years.



Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	251	117	47%	134	53%	54	40%	32	24%	43	32%	5	4%	48	36%
Female	125	58	46%	67	54%	25	37%	15	22%	24	36%	3	4%	27	40%
Male	126	59	47%	67	53%	29	43%	17	25%	19	28%	2	3%	21	31%
General Education Students	197	79	40%	118	60%	41	35%	32	27%	40	34%	5	4%	45	38%
Students with Disabilities	54	38	70%	16	30%	13	81%	0	0%	3	19%	0	0%	3	19%
American Indian or Alaska Native	2	1	50%	1	50%	—	—	—	—	—	—	—	—	—	—
Black or African American	7	2	29%	5	71%	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	14	7	50%	7	50%	2	29%	0	0%	5	71%	0	0%	5	71%
White	216	102	47%	114	53%	43	38%	30	26%	36	32%	5	4%	41	36%
Multiracial	12	5	42%	7	58%	4	57%	1	14%	2	29%	0	0%	2	29%
Small Group Total: Race & Ethnicity	9	3	33%	6	67%	5	83%	1	17%	0	0%	0	0%	0	0%
Economically Disadvantaged	143	80	56%	63	44%	29	46%	17	27%	17	27%	0	0%	17	27%
Not Economically Disadvantaged	108	37	34%	71	66%	25	35%	15	21%	26	37%	5	7%	31	44%
English Language Learner	4	4	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Non-English Language Learner	247	113	46%	134	54%	54	40%	32	24%	43	32%	5	4%	48	36%
Not in Foster Care	251	117	47%	134	53%	54	40%	32	24%	43	32%	5	4%	48	36%
Homeless	1	1	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not Homeless	250	116	46%	134	54%	54	40%	32	24%	43	32%	5	4%	48	36%
Not Migrant	251	117	47%	134	53%	54	40%	32	24%	43	32%	5	4%	48	36%
Parent Not in Armed Forces	251	117	47%	134	53%	54	40%	32	24%	43	32%	5	4%	48	36%

GRADE 6 ELA RESULTS

The results of the 2022-23 Grades 3-8 English Language Arts represent student achievement on the new Next Generation Learning Standards. Because the tests measure different learning standards, the results are not comparable to those from prior years.



Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	247	117	47%	130	53%	42	32%	38	29%	36	28%	14	11%	50	38%
Female	134	63	47%	71	53%	16	23%	21	30%	26	37%	8	11%	34	48%
Male	113	54	48%	59	52%	26	44%	17	29%	10	17%	6	10%	16	27%
General Education Students	203	91	45%	112	55%	30	27%	33	29%	35	31%	14	13%	49	44%
Students with Disabilities	44	26	59%	18	41%	12	67%	5	28%	1	6%	0	0%	1	6%
American Indian or Alaska Native	3	3	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Asian or Native Hawaiian/Other Pacific Islander	3	0	0%	3	100%	—	—	—	—	—	—	—	—	—	—
Black or African American	7	3	43%	4	57%	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	12	4	33%	8	67%	5	63%	1	13%	2	25%	0	0%	2	25%
White	207	103	50%	104	50%	27	26%	32	31%	31	30%	14	13%	45	43%
Multiracial	15	4	27%	11	73%	5	45%	4	36%	2	18%	0	0%	2	18%
Small Group Total: Race & Ethnicity	10	3	30%	7	70%	5	71%	1	14%	1	14%	0	0%	1	14%
Economically Disadvantaged	130	65	50%	65	50%	31	48%	19	29%	11	17%	4	6%	15	23%
Not Economically Disadvantaged	117	52	44%	65	56%	11	17%	19	29%	25	38%	10	15%	35	54%
English Language Learner	8	3	38%	5	63%	5	100%	0	0%	0	0%	0	0%	0	0%
Non-English Language Learner	239	114	48%	125	52%	37	30%	38	30%	36	29%	14	11%	50	40%
Not in Foster Care	247	117	47%	130	53%	42	32%	38	29%	36	28%	14	11%	50	38%
Homeless	4	2	50%	2	50%	—	—	—	—	—	—	—	—	—	—
Not Homeless	243	115	47%	128	53%	—	—	—	—	—	—	—	—	—	—
Not Migrant	247	117	47%	130	53%	42	32%	38	29%	36	28%	14	11%	50	38%
Parent Not in Armed Forces	247	117	47%	130	53%	42	32%	38	29%	36	28%	14	11%	50	38%

GRADE 7 ELA RESULTS

The results of the 2022-23 Grades 3-8 English Language Arts represent student achievement on the new Next Generation Learning Standards. Because the tests measure different learning standards, the results are not comparable to those from prior years.



Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	236	155	66%	81	34%	19	23%	27	33%	24	30%	11	14%	35	43%
Female	103	68	66%	35	34%	6	17%	11	31%	10	29%	8	23%	18	51%
Male	133	87	65%	46	35%	13	28%	16	35%	14	30%	3	7%	17	37%
General Education Students	188	120	64%	68	36%	9	13%	24	35%	24	35%	11	16%	35	51%
Students with Disabilities	48	35	73%	13	27%	10	77%	3	23%	0	0%	0	0%	0	0%
American Indian or Alaska Native	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	1	1	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Black or African American	5	4	80%	1	20%	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	17	10	59%	7	41%	3	43%	2	29%	1	14%	1	14%	2	29%
White	201	135	67%	66	33%	12	18%	24	36%	23	35%	7	11%	30	45%
Multiracial	11	5	45%	6	55%	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	17	9	53%	8	47%	4	50%	1	13%	0	0%	3	38%	3	38%
Economically Disadvantaged	129	90	70%	39	30%	15	38%	15	38%	7	18%	2	5%	9	23%
Not Economically Disadvantaged	107	65	61%	42	39%	4	10%	12	29%	17	40%	9	21%	26	62%
English Language Learner	4	4	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Non-English Language Learner	232	151	65%	81	35%	19	23%	27	33%	24	30%	11	14%	35	43%
Not in Foster Care	236	155	66%	81	34%	19	23%	27	33%	24	30%	11	14%	35	43%
Not Homeless	236	155	66%	81	34%	19	23%	27	33%	24	30%	11	14%	35	43%
Not Migrant	236	155	66%	81	34%	19	23%	27	33%	24	30%	11	14%	35	43%
Parent Not in Armed Forces	236	155	66%	81	34%	19	23%	27	33%	24	30%	11	14%	35	43%

GRADE 8 ELA RESULTS

The results of the 2022-23 Grades 3-8 English Language Arts represent student achievement on the new Next Generation Learning Standards. Because the tests measure different learning standards, the results are not comparable to those from prior years.



Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	236	162	69%	74	31%	22	30%	19	26%	22	30%	11	15%	33	45%
Female	111	77	69%	34	31%	8	24%	6	18%	13	38%	7	21%	20	59%
Male	125	85	68%	40	32%	14	35%	13	33%	9	23%	4	10%	13	33%
General Education Students	179	122	68%	57	32%	11	19%	13	23%	22	39%	11	19%	33	58%
Students with Disabilities	57	40	70%	17	30%	11	65%	6	35%	0	0%	0	0%	0	0%
Asian or Native Hawaiian/Other Pacific Islander	2	2	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Black or African American	8	6	75%	2	25%	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	11	7	64%	4	36%	—	—	—	—	—	—	—	—	—	—
White	207	144	70%	63	30%	16	25%	17	27%	21	33%	9	14%	30	48%
Multiracial	8	3	38%	5	63%	2	40%	1	20%	0	0%	2	40%	2	40%
Small Group Total: Race & Ethnicity	19	13	68%	6	32%	4	67%	1	17%	1	17%	0	0%	1	17%
Economically Disadvantaged	108	74	69%	34	31%	11	32%	11	32%	8	24%	4	12%	12	35%
Not Economically Disadvantaged	128	88	69%	40	31%	11	28%	8	20%	14	35%	7	18%	21	53%
English Language Learner	5	5	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Non-English Language Learner	231	157	68%	74	32%	22	30%	19	26%	22	30%	11	15%	33	45%
Not in Foster Care	236	162	69%	74	31%	22	30%	19	26%	22	30%	11	15%	33	45%
Homeless	2	2	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not Homeless	234	160	68%	74	32%	22	30%	19	26%	22	30%	11	15%	33	45%
Not Migrant	236	162	69%	74	31%	22	30%	19	26%	22	30%	11	15%	33	45%
Parent Not in Armed Forces	236	162	69%	74	31%	22	30%	19	26%	22	30%	11	15%	33	45%

GRADES 3-8 MATHEMATICS RESULTS (2022-23)

The results of the 2022-23 Grades 3-8 Mathematics Tests represent student achievement on the new Next Generation Learning Standards. Because the tests measure different learning standards, the results are not comparable to those from prior years.

SUMMARY RESULTS



Grade	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4 & Above		Proficient (Levels 3 & Above)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Grade 3	248	44	18%	204	82%	27	13%	91	45%	71	35%	15	7%	86	42%
Grade 4	255	105	41%	150	59%	25	17%	34	23%	71	47%	20	13%	91	61%
Grade 5	251	104	41%	147	59%	28	19%	47	32%	60	41%	12	8%	72	49%
Grade 6	247	124	50%	123	50%	23	19%	36	29%	45	37%	19	15%	64	52%
Combined 6	247	124	50%	123	50%	23	19%	36	29%	45	37%	19	15%	64	52%
Grade 7	236	155	66%	81	34%	15	19%	26	32%	33	41%	7	9%	40	49%
Combined 7	236	155	66%	81	34%	15	19%	26	32%	33	41%	7	9%	40	49%
Grade 8	237	178	75%	59	25%	29	49%	20	34%	10	17%	0	0%	10	17%
Regents 8	—	—	—	35	15%	0	0%	0	0%	3	9%	32	91%	35	100%
Combined 8	237	143	60%	94	40%	29	31%	20	21%	13	14%	32	34%	45	48%
Grades 3-8	1,474	675	46%	799	54%	147	18%	254	32%	293	37%	105	13%	398	50%

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

GRADE 3 MATH RESULTS

The results of the 2022-23 Grades 3-8 Mathematics Tests represent student achievement on the new Next Generation Learning Standards. Because the tests measure different learning standards, the results are not comparable to those from prior years.



Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	248	44	18%	204	82%	27	13%	91	45%	71	35%	15	7%	86	42%
Female	127	26	20%	101	80%	15	15%	47	47%	32	32%	7	7%	39	39%
Male	121	18	15%	103	85%	12	12%	44	43%	39	38%	8	8%	47	46%
General Education Students	196	19	10%	177	90%	21	12%	78	44%	63	36%	15	8%	78	44%
Students with Disabilities	52	25	48%	27	52%	6	22%	13	48%	8	30%	0	0%	8	30%
American Indian or Alaska Native	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	6	0	0%	6	100%	—	—	—	—	—	—	—	—	—	—
Black or African American	9	2	22%	7	78%	2	29%	3	43%	2	29%	0	0%	2	29%
Hispanic or Latino	16	7	44%	9	56%	1	11%	5	56%	3	33%	0	0%	3	33%
White	196	30	15%	166	85%	17	10%	73	44%	62	37%	14	8%	76	46%
Multiracial	20	5	25%	15	75%	7	47%	6	40%	1	7%	1	7%	2	13%
Small Group Total: Race & Ethnicity	7	0	0%	7	100%	0	0%	4	57%	3	43%	0	0%	3	43%
Economically Disadvantaged	137	31	23%	106	77%	17	16%	54	51%	31	29%	4	4%	35	33%
Not Economically Disadvantaged	111	13	12%	98	88%	10	10%	37	38%	40	41%	11	11%	51	52%
English Language Learner	4	0	0%	4	100%	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	244	44	18%	200	82%	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	248	44	18%	204	82%	27	13%	91	45%	71	35%	15	7%	86	42%
Homeless	2	1	50%	1	50%	—	—	—	—	—	—	—	—	—	—
Not Homeless	246	43	17%	203	83%	—	—	—	—	—	—	—	—	—	—
Not Migrant	248	44	18%	204	82%	27	13%	91	45%	71	35%	15	7%	86	42%
Parent Not in Armed Forces	248	44	18%	204	82%	27	13%	91	45%	71	35%	15	7%	86	42%

GRADE 4 MATH RESULTS

The results of the 2022-23 Grades 3-8 Mathematics Tests represent student achievement on the new Next Generation Learning Standards. Because the tests measure different learning standards, the results are not comparable to those from prior years.



Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	255	105	41%	150	59%	25	17%	34	23%	71	47%	20	13%	91	61%
Female	127	49	39%	78	61%	15	19%	19	24%	34	44%	10	13%	44	56%
Male	128	56	44%	72	56%	10	14%	15	21%	37	51%	10	14%	47	65%
General Education Students	200	64	32%	136	68%	16	12%	31	23%	69	51%	20	15%	89	65%
Students with Disabilities	55	41	75%	14	25%	9	64%	3	21%	2	14%	0	0%	2	14%
American Indian or Alaska Native	2	0	0%	2	100%	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	5	3	60%	2	40%	—	—	—	—	—	—	—	—	—	—
Black or African American	5	2	40%	3	60%	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	14	8	57%	6	43%	3	50%	1	17%	2	33%	0	0%	2	33%
White	219	85	39%	134	61%	18	13%	29	22%	67	50%	20	15%	87	65%
Multiracial	10	7	70%	3	30%	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	22	12	55%	10	45%	4	40%	4	40%	2	20%	0	0%	2	20%
Economically Disadvantaged	130	60	46%	70	54%	21	30%	16	23%	28	40%	5	7%	33	47%
Not Economically Disadvantaged	125	45	36%	80	64%	4	5%	18	23%	43	54%	15	19%	58	73%
English Language Learner	13	10	77%	3	23%	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	242	95	39%	147	61%	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	255	105	41%	150	59%	25	17%	34	23%	71	47%	20	13%	91	61%
Homeless	4	4	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not Homeless	251	101	40%	150	60%	25	17%	34	23%	71	47%	20	13%	91	61%
Not Migrant	255	105	41%	150	59%	25	17%	34	23%	71	47%	20	13%	91	61%
Parent Not in Armed Forces	255	105	41%	150	59%	25	17%	34	23%	71	47%	20	13%	91	61%

GRADE 5 MATH RESULTS

The results of the 2022-23 Grades 3-8 Mathematics Tests represent student achievement on the new Next Generation Learning Standards. Because the tests measure different learning standards, the results are not comparable to those from prior years.



Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	251	104	41%	147	59%	28	19%	47	32%	60	41%	12	8%	72	49%
Female	125	54	43%	71	57%	14	20%	23	32%	29	41%	5	7%	34	48%
Male	126	50	40%	76	60%	14	18%	24	32%	31	41%	7	9%	38	50%
General Education Students	197	68	35%	129	65%	18	14%	42	33%	57	44%	12	9%	69	53%
Students with Disabilities	54	36	67%	18	33%	10	56%	5	28%	3	17%	0	0%	3	17%
American Indian or Alaska Native	2	1	50%	1	50%	—	—	—	—	—	—	—	—	—	—
Black or African American	7	2	29%	5	71%	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	14	5	36%	9	64%	1	11%	2	22%	5	56%	1	11%	6	67%
White	216	90	42%	126	58%	23	18%	41	33%	52	41%	10	8%	62	49%
Multiracial	12	6	50%	6	50%	1	17%	2	33%	2	33%	1	17%	3	50%
Small Group Total: Race & Ethnicity	9	3	33%	6	67%	3	50%	2	33%	1	17%	0	0%	1	17%
Economically Disadvantaged	143	71	50%	72	50%	16	22%	30	42%	21	29%	5	7%	26	36%
Not Economically Disadvantaged	108	33	31%	75	69%	12	16%	17	23%	39	52%	7	9%	46	61%
English Language Learner	4	1	25%	3	75%	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	247	103	42%	144	58%	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	251	104	41%	147	59%	28	19%	47	32%	60	41%	12	8%	72	49%
Homeless	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Not Homeless	250	104	42%	146	58%	—	—	—	—	—	—	—	—	—	—
Not Migrant	251	104	41%	147	59%	28	19%	47	32%	60	41%	12	8%	72	49%
Parent Not in Armed Forces	251	104	41%	147	59%	28	19%	47	32%	60	41%	12	8%	72	49%

GRADE 6 MATH RESULTS

The results of the 2022-23 Grades 3-8 Mathematics Tests represent student achievement on the new Next Generation Learning Standards. Because the tests measure different learning standards, the results are not comparable to those from prior years.



Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	247	124	50%	123	50%	23	19%	36	29%	45	37%	19	15%	64	52%
Female	134	67	50%	67	50%	13	19%	17	25%	24	36%	13	19%	37	55%
Male	113	57	50%	56	50%	10	18%	19	34%	21	38%	6	11%	27	48%
General Education Students	203	100	49%	103	51%	15	15%	28	27%	42	41%	18	17%	60	58%
Students with Disabilities	44	24	55%	20	45%	8	40%	8	40%	3	15%	1	5%	4	20%
American Indian or Alaska Native	3	3	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Asian or Native Hawaiian/Other Pacific Islander	3	0	0%	3	100%	—	—	—	—	—	—	—	—	—	—
Black or African American	7	3	43%	4	57%	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	12	4	33%	8	67%	2	25%	3	38%	2	25%	1	13%	3	38%
White	207	107	52%	100	48%	16	16%	29	29%	39	39%	16	16%	55	55%
Multiracial	15	7	47%	8	53%	3	38%	2	25%	1	13%	2	25%	3	38%
Small Group Total: Race & Ethnicity	10	3	30%	7	70%	2	29%	2	29%	3	43%	0	0%	3	43%
Economically Disadvantaged	130	74	57%	56	43%	16	29%	17	30%	19	34%	4	7%	23	41%
Not Economically Disadvantaged	117	50	43%	67	57%	7	10%	19	28%	26	39%	15	22%	41	61%
English Language Learner	8	5	63%	3	38%	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	239	119	50%	120	50%	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	247	124	50%	123	50%	23	19%	36	29%	45	37%	19	15%	64	52%
Homeless	4	2	50%	2	50%	—	—	—	—	—	—	—	—	—	—
Not Homeless	243	122	50%	121	50%	—	—	—	—	—	—	—	—	—	—
Not Migrant	247	124	50%	123	50%	23	19%	36	29%	45	37%	19	15%	64	52%
Parent Not in Armed Forces	247	124	50%	123	50%	23	19%	36	29%	45	37%	19	15%	64	52%

GRADE 7 MATH RESULTS

The results of the 2022-23 Grades 3-8 Mathematics Tests represent student achievement on the new Next Generation Learning Standards. Because the tests measure different learning standards, the results are not comparable to those from prior years.



Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	236	155	66%	81	34%	15	19%	26	32%	33	41%	7	9%	40	49%
Female	103	68	66%	35	34%	8	23%	11	31%	15	43%	1	3%	16	46%
Male	133	87	65%	46	35%	7	15%	15	33%	18	39%	6	13%	24	52%
General Education Students	188	117	62%	71	38%	9	13%	22	31%	33	46%	7	10%	40	56%
Students with Disabilities	48	38	79%	10	21%	6	60%	4	40%	0	0%	0	0%	0	0%
American Indian or Alaska Native	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	1	1	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Black or African American	5	4	80%	1	20%	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	17	9	53%	8	47%	2	25%	3	38%	3	38%	0	0%	3	38%
White	201	136	68%	65	32%	9	14%	21	32%	29	45%	6	9%	35	54%
Multiracial	11	5	45%	6	55%	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	17	9	53%	8	47%	4	50%	2	25%	1	13%	1	13%	2	25%
Economically Disadvantaged	129	91	71%	38	29%	13	34%	14	37%	8	21%	3	8%	11	29%
Not Economically Disadvantaged	107	64	60%	43	40%	2	5%	12	28%	25	58%	4	9%	29	67%
English Language Learner	4	4	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Non-English Language Learner	232	151	65%	81	35%	15	19%	26	32%	33	41%	7	9%	40	49%
Not in Foster Care	236	155	66%	81	34%	15	19%	26	32%	33	41%	7	9%	40	49%
Not Homeless	236	155	66%	81	34%	15	19%	26	32%	33	41%	7	9%	40	49%
Not Migrant	236	155	66%	81	34%	15	19%	26	32%	33	41%	7	9%	40	49%
Parent Not in Armed Forces	236	155	66%	81	34%	15	19%	26	32%	33	41%	7	9%	40	49%

GRADE 8 MATH RESULTS

The results of the 2022-23 Grades 3-8 Mathematics Tests represent student achievement on the new Next Generation Learning Standards. Because the tests measure different learning standards, the results are not comparable to those from prior years.



Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	237	178	75%	59	25%	29	49%	20	34%	10	17%	0	0%	10	17%
Female	112	86	77%	26	23%	11	42%	12	46%	3	12%	0	0%	3	12%
Male	125	92	74%	33	26%	18	55%	8	24%	7	21%	0	0%	7	21%
General Education Students	179	137	77%	42	23%	17	40%	15	36%	10	24%	0	0%	10	24%
Students with Disabilities	58	41	71%	17	29%	12	71%	5	29%	0	0%	0	0%	0	0%
Asian or Native Hawaiian/Other Pacific Islander	2	2	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Black or African American	8	7	88%	1	13%	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	11	7	64%	4	36%	—	—	—	—	—	—	—	—	—	—
White	208	157	75%	51	25%	24	47%	18	35%	9	18%	0	0%	9	18%
Multiracial	8	5	63%	3	38%	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	27	19	70%	8	30%	5	63%	2	25%	1	13%	0	0%	1	13%
Economically Disadvantaged	108	78	72%	30	28%	14	47%	10	33%	6	20%	0	0%	6	20%
Not Economically Disadvantaged	129	100	78%	29	22%	15	52%	10	34%	4	14%	0	0%	4	14%
English Language Learner	5	4	80%	1	20%	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	232	174	75%	58	25%	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	237	178	75%	59	25%	29	49%	20	34%	10	17%	0	0%	10	17%
Homeless	2	2	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not Homeless	235	176	75%	59	25%	29	49%	20	34%	10	17%	0	0%	10	17%
Not Migrant	237	178	75%	59	25%	29	49%	20	34%	10	17%	0	0%	10	17%
Parent Not in Armed Forces	237	178	75%	59	25%	29	49%	20	34%	10	17%	0	0%	10	17%

GRADE 8 SCIENCE RESULTS (2022-23)

Grade 4 Science was not administered in 2022-23.

SUMMARY RESULTS



Grade	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Grade 8	237	180	76%	57	24%	10	18%	18	32%	24	42%	5	9%	29	51%
Regents 8	—	—	—	50	21%	1	2%	1	2%	19	38%	29	58%	48	96%
Combined 8	237	130	55%	107	45%	11	10%	19	18%	43	40%	34	32%	77	72%

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

GRADE 8 SCIENCE RESULTS



Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	237	180	76%	57	24%	10	18%	18	32%	24	42%	5	9%	29	51%
Female	112	89	79%	23	21%	2	9%	8	35%	12	52%	1	4%	13	57%
Male	125	91	73%	34	27%	8	24%	10	29%	12	35%	4	12%	16	47%
General Education Students	179	135	75%	44	25%	4	9%	14	32%	21	48%	5	11%	26	59%
Students with Disabilities	58	45	78%	13	22%	6	46%	4	31%	3	23%	0	0%	3	23%
Asian or Native Hawaiian/Other Pacific Islander	2	2	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Black or African American	8	7	88%	1	13%	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	11	7	64%	4	36%	—	—	—	—	—	—	—	—	—	—
White	208	160	77%	48	23%	8	17%	13	27%	23	48%	4	8%	27	56%
Multiracial	8	4	50%	4	50%	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	27	18	67%	9	33%	2	22%	5	56%	1	11%	1	11%	2	22%
Economically Disadvantaged	108	81	75%	27	25%	6	22%	9	33%	10	37%	2	7%	12	44%
Not Economically Disadvantaged	129	99	77%	30	23%	4	13%	9	30%	14	47%	3	10%	17	57%
English Language Learner	5	4	80%	1	20%	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	232	176	76%	56	24%	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	237	180	76%	57	24%	10	18%	18	32%	24	42%	5	9%	29	51%
Homeless	2	2	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not Homeless	235	178	76%	57	24%	10	18%	18	32%	24	42%	5	9%	29	51%
Not Migrant	237	180	76%	57	24%	10	18%	18	32%	24	42%	5	9%	29	51%
Parent Not in Armed Forces	237	180	76%	57	24%	10	18%	18	32%	24	42%	5	9%	29	51%

ANNUAL REGENTS EXAMINATIONS (2022 - 23)

Annual Regents examination results are those administered in August, January, and June of the reporting year. All Regents examinations were administered in 2022-23, except the August 2022 and January 2023 Regents examination in U.S. History and Government (Framework).

ANNUAL REGENTS EXAMINATION IN ELA (2022-23)



Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%
All Students	241	20	8%	26	11%	50	21%	43	18%	102	42%	195	81%
Female	113	10	9%	13	12%	24	21%	14	12%	52	46%	90	80%
Male	128	10	8%	13	10%	26	20%	29	23%	50	39%	105	82%
General Education Students	199	8	4%	9	5%	42	21%	38	19%	102	51%	182	91%
Students with Disabilities	42	12	29%	17	40%	8	19%	5	12%	0	0%	13	31%
Asian or Native Hawaiian/Other Pacific Islander	4	—	—	—	—	—	—	—	—	—	—	—	—
Black or African American	3	—	—	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	9	3	33%	1	11%	1	11%	1	11%	3	33%	5	56%
White	219	15	7%	25	11%	44	20%	39	18%	96	44%	179	82%
Multiracial	6	2	33%	0	0%	4	67%	0	0%	0	0%	4	67%
Small Group Total: Race & Ethnicity	7	0	0%	0	0%	1	14%	3	43%	3	43%	7	100%
Economically Disadvantaged	104	10	10%	18	17%	27	26%	16	15%	33	32%	76	73%
Not Economically Disadvantaged	137	10	7%	8	6%	23	17%	27	20%	69	50%	119	87%
English Language Learner	4	—	—	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	237	—	—	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	241	20	8%	26	11%	50	21%	43	18%	102	42%	195	81%
Homeless	5	0	0%	2	40%	2	40%	0	0%	1	20%	3	60%
Not Homeless	236	20	8%	24	10%	48	20%	43	18%	101	43%	192	81%
Not Migrant	241	20	8%	26	11%	50	21%	43	18%	102	42%	195	81%
Parent Not in Armed Forces	241	20	8%	26	11%	50	21%	43	18%	102	42%	195	81%

ANNUAL REGENTS EXAMINATION IN ALGEBRA I (2022-23)



Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%
All Students	303	41	14%	38	13%	90	30%	78	26%	56	18%	224	74%
Female	146	19	13%	20	14%	42	29%	36	25%	29	20%	107	73%
Male	157	22	14%	18	11%	48	31%	42	27%	27	17%	117	75%
General Education Students	251	21	8%	26	10%	74	29%	74	29%	56	22%	204	81%
Students with Disabilities	52	20	38%	12	23%	16	31%	4	8%	0	0%	20	38%
American Indian or Alaska Native	2	—	—	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	7	—	—	—	—	—	—	—	—	—	—	—	—
Black or African American	13	3	23%	1	8%	5	38%	2	15%	2	15%	9	69%
Hispanic or Latino	15	2	13%	4	27%	3	20%	3	20%	3	20%	9	60%
White	249	32	13%	28	11%	74	30%	68	27%	47	19%	189	76%
Multiracial	17	2	12%	5	29%	5	29%	4	24%	1	6%	10	59%
Small Group Total: Race & Ethnicity	9	2	22%	0	0%	3	33%	1	11%	3	33%	7	78%
Economically Disadvantaged	152	32	21%	22	14%	45	30%	34	22%	19	13%	98	64%
Not Economically Disadvantaged	151	9	6%	16	11%	45	30%	44	29%	37	25%	126	83%
English Language Learner	7	2	29%	2	29%	2	29%	0	0%	1	14%	3	43%
Non-English Language Learner	296	39	13%	36	12%	88	30%	78	26%	55	19%	221	75%
In Foster Care	1	—	—	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	302	—	—	—	—	—	—	—	—	—	—	—	—
Homeless	4	—	—	—	—	—	—	—	—	—	—	—	—
Not Homeless	299	—	—	—	—	—	—	—	—	—	—	—	—
Not Migrant	303	41	14%	38	13%	90	30%	78	26%	56	18%	224	74%
Parent Not in Armed Forces	303	41	14%	38	13%	90	30%	78	26%	56	18%	224	74%

ANNUAL REGENTS EXAMINATION IN GEOMETRY (2022-23)



Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%
All Students	113	7	6%	10	9%	43	38%	20	18%	33	29%	96	85%
Female	74	6	8%	5	7%	26	35%	15	20%	22	30%	63	85%
Male	39	1	3%	5	13%	17	44%	5	13%	11	28%	33	85%
General Education Students	109	—	—	—	—	—	—	—	—	—	—	—	—
Students with Disabilities	4	—	—	—	—	—	—	—	—	—	—	—	—
American Indian or Alaska Native	1	—	—	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	1	—	—	—	—	—	—	—	—	—	—	—	—
Black or African American	1	—	—	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	1	—	—	—	—	—	—	—	—	—	—	—	—
White	104	7	7%	8	8%	41	39%	19	18%	29	28%	89	86%
Multiracial	5	—	—	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	9	0	0%	2	22%	2	22%	1	11%	4	44%	7	78%
Economically Disadvantaged	38	5	13%	3	8%	16	42%	5	13%	9	24%	30	79%
Not Economically Disadvantaged	75	2	3%	7	9%	27	36%	15	20%	24	32%	66	88%
Non-English Language Learner	113	7	6%	10	9%	43	38%	20	18%	33	29%	96	85%
Not in Foster Care	113	7	6%	10	9%	43	38%	20	18%	33	29%	96	85%
Not Homeless	113	7	6%	10	9%	43	38%	20	18%	33	29%	96	85%
Not Migrant	113	7	6%	10	9%	43	38%	20	18%	33	29%	96	85%
Parent Not in Armed Forces	113	7	6%	10	9%	43	38%	20	18%	33	29%	96	85%

ANNUAL REGENTS EXAMINATION IN ALGEBRA II (2022-23)



Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%
All Students	99	7	7%	6	6%	25	25%	33	33%	28	28%	86	87%
Female	55	4	7%	6	11%	11	20%	18	33%	16	29%	45	82%
Male	44	3	7%	0	0%	14	32%	15	34%	12	27%	41	93%
General Education Students	96	—	—	—	—	—	—	—	—	—	—	—	—
Students with Disabilities	3	—	—	—	—	—	—	—	—	—	—	—	—
American Indian or Alaska Native	1	—	—	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	2	—	—	—	—	—	—	—	—	—	—	—	—
Black or African American	1	—	—	—	—	—	—	—	—	—	—	—	—
White	94	7	7%	6	6%	22	23%	32	34%	27	29%	81	86%
Multiracial	1	—	—	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	5	0	0%	0	0%	3	60%	1	20%	1	20%	5	100%
Economically Disadvantaged	34	2	6%	3	9%	7	21%	12	35%	10	29%	29	85%
Not Economically Disadvantaged	65	5	8%	3	5%	18	28%	21	32%	18	28%	57	88%
English Language Learner	1	—	—	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	98	—	—	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	99	7	7%	6	6%	25	25%	33	33%	28	28%	86	87%
Homeless	1	—	—	—	—	—	—	—	—	—	—	—	—
Not Homeless	98	—	—	—	—	—	—	—	—	—	—	—	—
Not Migrant	99	7	7%	6	6%	25	25%	33	33%	28	28%	86	87%
Parent Not in Armed Forces	99	7	7%	6	6%	25	25%	33	33%	28	28%	86	87%

ANNUAL REGENTS EXAMINATION IN LIVING ENVIRONMENT (2022-23)



Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%
All Students	274	41	15%	28	10%	134	49%	71	26%	205	75%
Female	136	20	15%	16	12%	67	49%	33	24%	100	74%
Male	138	21	15%	12	9%	67	49%	38	28%	105	76%
General Education Students	239	25	10%	22	9%	123	51%	69	29%	192	80%
Students with Disabilities	35	16	46%	6	17%	11	31%	2	6%	13	37%
American Indian or Alaska Native	2	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	5	—	—	—	—	—	—	—	—	—	—
Black or African American	10	1	10%	2	20%	4	40%	3	30%	7	70%
Hispanic or Latino	17	5	29%	2	12%	7	41%	3	18%	10	59%
White	231	33	14%	23	10%	114	49%	61	26%	175	76%
Multiracial	9	1	11%	0	0%	5	56%	3	33%	8	89%
Small Group Total: Race & Ethnicity	7	1	14%	1	14%	4	57%	1	14%	5	71%
Economically Disadvantaged	128	30	23%	14	11%	63	49%	21	16%	84	66%
Not Economically Disadvantaged	146	11	8%	14	10%	71	49%	50	34%	121	83%
English Language Learner	7	4	57%	0	0%	3	43%	0	0%	3	43%
Non-English Language Learner	267	37	14%	28	10%	131	49%	71	27%	202	76%
Not in Foster Care	274	41	15%	28	10%	134	49%	71	26%	205	75%
Homeless	2	—	—	—	—	—	—	—	—	—	—
Not Homeless	272	—	—	—	—	—	—	—	—	—	—
Not Migrant	274	41	15%	28	10%	134	49%	71	26%	205	75%
Parent Not in Armed Forces	274	41	15%	28	10%	134	49%	71	26%	205	75%

ANNUAL REGENTS EXAMINATION IN PHYSICAL SETTING/EARTH SCIENCE (2022-23)



Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%
All Students	149	23	15%	21	14%	79	53%	26	17%	105	70%
Female	79	12	15%	13	16%	43	54%	11	14%	54	68%
Male	70	11	16%	8	11%	36	51%	15	21%	51	73%
General Education Students	128	18	14%	17	13%	67	52%	26	20%	93	73%
Students with Disabilities	21	5	24%	4	19%	12	57%	0	0%	12	57%
American Indian or Alaska Native	3	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	3	—	—	—	—	—	—	—	—	—	—
Black or African American	4	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	7	1	14%	1	14%	4	57%	1	14%	5	71%
White	127	18	14%	18	14%	69	54%	22	17%	91	72%
Multiracial	5	0	0%	1	20%	3	60%	1	20%	4	80%
Small Group Total: Race & Ethnicity	10	4	40%	1	10%	3	30%	2	20%	5	50%
Economically Disadvantaged	69	12	17%	11	16%	36	52%	10	14%	46	67%
Not Economically Disadvantaged	80	11	14%	10	13%	43	54%	16	20%	59	74%
Non-English Language Learner	149	23	15%	21	14%	79	53%	26	17%	105	70%
Not in Foster Care	149	23	15%	21	14%	79	53%	26	17%	105	70%
Homeless	2	—	—	—	—	—	—	—	—	—	—
Not Homeless	147	—	—	—	—	—	—	—	—	—	—
Not Migrant	149	23	15%	21	14%	79	53%	26	17%	105	70%
Parent Not in Armed Forces	149	23	15%	21	14%	79	53%	26	17%	105	70%

ANNUAL REGENTS EXAMINATION IN PHYSICAL SETTING/CHEMISTRY (2022-23)



Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%
All Students	69	1	1%	10	14%	40	58%	18	26%	58	84%
Female	46	1	2%	6	13%	26	57%	13	28%	39	85%
Male	23	0	0%	4	17%	14	61%	5	22%	19	83%
General Education Students	67	—	—	—	—	—	—	—	—	—	—
Students with Disabilities	2	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	2	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	1	—	—	—	—	—	—	—	—	—	—
White	65	—	—	—	—	—	—	—	—	—	—
Multiracial	1	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	69	1	1%	10	14%	40	58%	18	26%	58	84%
Economically Disadvantaged	16	0	0%	4	25%	8	50%	4	25%	12	75%
Not Economically Disadvantaged	53	1	2%	6	11%	32	60%	14	26%	46	87%
Non-English Language Learner	69	1	1%	10	14%	40	58%	18	26%	58	84%
Not in Foster Care	69	1	1%	10	14%	40	58%	18	26%	58	84%
Not Homeless	69	1	1%	10	14%	40	58%	18	26%	58	84%
Not Migrant	69	1	1%	10	14%	40	58%	18	26%	58	84%
Parent Not in Armed Forces	69	1	1%	10	14%	40	58%	18	26%	58	84%

ANNUAL REGENTS EXAMINATION IN PHYSICAL SETTING/PHYSICS (2022-23)



Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%
All Students	22	10	45%	7	32%	4	18%	1	5%	5	23%
Female	4	—	—	—	—	—	—	—	—	—	—
Male	18	—	—	—	—	—	—	—	—	—	—
Small Group Total: Gender	22	10	45%	7	32%	4	18%	1	5%	5	23%
General Education Students	22	10	45%	7	32%	4	18%	1	5%	5	23%
White	21	—	—	—	—	—	—	—	—	—	—
Multiracial	1	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	22	10	45%	7	32%	4	18%	1	5%	5	23%
Economically Disadvantaged	7	3	43%	3	43%	1	14%	0	0%	1	14%
Not Economically Disadvantaged	15	7	47%	4	27%	3	20%	1	7%	4	27%
Non-English Language Learner	22	10	45%	7	32%	4	18%	1	5%	5	23%
Not in Foster Care	22	10	45%	7	32%	4	18%	1	5%	5	23%
Not Homeless	22	10	45%	7	32%	4	18%	1	5%	5	23%
Not Migrant	22	10	45%	7	32%	4	18%	1	5%	5	23%
Parent Not in Armed Forces	22	10	45%	7	32%	4	18%	1	5%	5	23%

ANNUAL REGENTS EXAMINATION IN GLOBAL HISTORY & GEOGRAPHY II (2022-23)



Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%
All Students	257	44	17%	34	13%	91	35%	40	16%	48	19%	179	70%
Female	138	26	19%	19	14%	44	32%	21	15%	28	20%	93	67%
Male	119	18	15%	15	13%	47	39%	19	16%	20	17%	86	72%
General Education Students	209	23	11%	22	11%	78	37%	39	19%	47	22%	164	78%
Students with Disabilities	48	21	44%	12	25%	13	27%	1	2%	1	2%	15	31%
American Indian or Alaska Native	3	—	—	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	8	—	—	—	—	—	—	—	—	—	—	—	—
Black or African American	8	4	50%	1	13%	2	25%	0	0%	1	13%	3	38%
Hispanic or Latino	10	1	10%	2	20%	3	30%	2	20%	2	20%	7	70%
White	218	38	17%	29	13%	79	36%	34	16%	38	17%	151	69%
Multiracial	10	1	10%	0	0%	5	50%	2	20%	2	20%	9	90%
Small Group Total: Race & Ethnicity	11	0	0%	2	18%	2	18%	2	18%	5	45%	9	82%
Economically Disadvantaged	141	34	24%	18	13%	53	38%	17	12%	19	13%	89	63%
Not Economically Disadvantaged	116	10	9%	16	14%	38	33%	23	20%	29	25%	90	78%
English Language Learner	5	1	20%	2	40%	1	20%	1	20%	0	0%	2	40%
Non-English Language Learner	252	43	17%	32	13%	90	36%	39	15%	48	19%	177	70%
In Foster Care	1	—	—	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	256	—	—	—	—	—	—	—	—	—	—	—	—
Homeless	4	—	—	—	—	—	—	—	—	—	—	—	—
Not Homeless	253	—	—	—	—	—	—	—	—	—	—	—	—
Not Migrant	257	44	17%	34	13%	91	35%	40	16%	48	19%	179	70%
Parent Not in Armed Forces	257	44	17%	34	13%	91	35%	40	16%	48	19%	179	70%

ANNUAL REGENTS EXAMINATION IN U.S. HISTORY & GOVERNMENT (FRAMEWORK) (2022-23)



Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%
All Students	220	6	3%	11	5%	66	30%	85	39%	52	24%	203	92%
Female	110	4	4%	7	6%	37	34%	36	33%	26	24%	99	90%
Male	110	2	2%	4	4%	29	26%	49	45%	26	24%	104	95%
General Education Students	182	3	2%	5	3%	44	24%	79	43%	51	28%	174	96%
Students with Disabilities	38	3	8%	6	16%	22	58%	6	16%	1	3%	29	76%
Asian or Native Hawaiian/Other Pacific Islander	4	—	—	—	—	—	—	—	—	—	—	—	—
Black or African American	1	—	—	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	7	1	14%	1	14%	2	29%	0	0%	3	43%	5	71%
White	203	5	2%	9	4%	60	30%	84	41%	45	22%	189	93%
Multiracial	5	0	0%	1	20%	3	60%	1	20%	0	0%	4	80%
Small Group Total: Race & Ethnicity	5	0	0%	0	0%	1	20%	0	0%	4	80%	5	100%
Economically Disadvantaged	91	4	4%	5	5%	38	42%	32	35%	12	13%	82	90%
Not Economically Disadvantaged	129	2	2%	6	5%	28	22%	53	41%	40	31%	121	94%
English Language Learner	4	—	—	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	216	—	—	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	220	6	3%	11	5%	66	30%	85	39%	52	24%	203	92%
Homeless	4	—	—	—	—	—	—	—	—	—	—	—	—
Not Homeless	216	—	—	—	—	—	—	—	—	—	—	—	—
Not Migrant	220	6	3%	11	5%	66	30%	85	39%	52	24%	203	92%
Parent Not in Armed Forces	220	6	3%	11	5%	66	30%	85	39%	52	24%	203	92%

ANNUAL REGENTS EXEMPTIONS IN U.S. HISTORY & GOVERNMENT (FRAMEWORK) (2022-23)

The Regents examination was not administered in August 2022 and January 2023. Students were exempt from taking those administrations of the Regents exam to fulfill graduation requirements if they passed the course leading to the exam.

Subgroup	Total Exempt	Exempt, Not Tested		Exempt, Tested	
		#	%	#	%
All Students	12	12	100	0	0
Female	4	4	100	0	0
Male	8	8	100	0	0
General Education Students	9	9	100	0	0
Students with Disabilities	3	3	100	0	0
Black or African American	1	1	100	0	0
Hispanic or Latino	1	1	100	0	0
White	10	10	100	0	0
Economically Disadvantaged	8	8	100	0	0
Not Economically Disadvantaged	4	4	100	0	0
Non-English Language Learner	12	12	100	0	0
Not in Foster Care	12	12	100	0	0
Homeless	1	1	100	0	0
Not Homeless	11	11	100	0	0
Not Migrant	12	12	100	0	0
Parent Not in Armed Forces	12	12	100	0	0

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

TOTAL COHORT REGENTS EXAMINATION RESULTS

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

Due to COVID-19 and changes to New York State testing requirements, Regents examinations in June 2020 through January 2022 were canceled, with the exception of the June 2021 Regents Examinations in ELA, Algebra I, Living Environment, and Physical Setting/Earth Science. The U.S. History & Government examination from June 2022 through January 2023 was also canceled.

2019 TOTAL COHORT REGENTS IN ELA



Subgroup	Cohort	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4 & Above		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	260	51	20%	209	80%	8	3%	10	4%	43	17%	148	57%	191	73%
Female	123	24	20%	99	80%	3	2%	3	2%	21	17%	72	59%	93	76%
Male	137	27	20%	110	80%	5	4%	7	5%	22	16%	76	55%	98	72%
General Education Students	202	30	15%	172	85%	2	1%	4	2%	26	13%	140	69%	166	82%
Students with Disabilities	58	21	36%	37	64%	6	10%	6	10%	17	29%	8	14%	25	43%
American Indian or Alaska Native	2	1	—	1	—	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	3	0	—	3	—	—	—	—	—	—	—	—	—	—	—
Black or African American	6	2	33%	4	67%	1	17%	0	0%	1	17%	2	33%	3	50%
Hispanic or Latino	11	3	27%	8	73%	2	18%	0	0%	1	9%	5	45%	6	55%
White	236	43	18%	193	82%	5	2%	10	4%	40	17%	138	58%	178	75%
Multiracial	2	2	—	0	—	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	7	3	43%	4	57%	0	0%	0	0%	1	14%	3	43%	4	57%
Economically Disadvantaged	106	36	34%	70	66%	4	4%	2	2%	20	19%	44	42%	64	60%
Not Economically Disadvantaged	154	15	10%	139	90%	4	3%	8	5%	23	15%	104	68%	127	82%
Non-English Language Learner	260	51	20%	209	80%	8	3%	10	4%	43	17%	148	57%	191	73%
Not in Foster Care	260	51	20%	209	80%	8	3%	10	4%	43	17%	148	57%	191	73%
Homeless	4	1	—	3	—	—	—	—	—	—	—	—	—	—	—
Not Homeless	256	50	—	206	—	—	—	—	—	—	—	—	—	—	—
Not Migrant	260	51	20%	209	80%	8	3%	10	4%	43	17%	148	57%	191	73%
Parent Not in Armed Forces	260	51	20%	209	80%	8	3%	10	4%	43	17%	148	57%	191	73%

2019 TOTAL COHORT EXEMPTIONS IN ELA

The Regents examination was not administered in August 2022 and January 2023. Students were exempt from taking those administrations of the Regents exam to fulfill graduation requirements if they passed the course leading to the exam.

Subgroup	Total Exempt	Exempt, Not Tested		Exempt, Tested	
		#	%	#	%
All Students	2	0	0	2	100
Male	2	0	0	2	100
General Education Students	1	0	0	1	100
Students with Disabilities	1	0	0	1	100
White	2	0	0	2	100
Economically Disadvantaged	1	0	0	1	100
Not Economically Disadvantaged	1	0	0	1	100
Non-English Language Learner	2	0	0	2	100
Not in Foster Care	2	0	0	2	100
Not Homeless	2	0	0	2	100
Not Migrant	2	0	0	2	100
Parent Not in Armed Forces	2	0	0	2	100

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

2019 TOTAL COHORT REGENTS IN MATH



Subgroup	Cohort	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4 & Above		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	260	105	40%	155	60%	19	7%	14	5%	53	20%	69	27%	122	47%
Female	123	43	35%	80	65%	7	6%	5	4%	34	28%	34	28%	68	55%
Male	137	62	45%	75	55%	12	9%	9	7%	19	14%	35	26%	54	39%
General Education Students	202	67	33%	135	67%	7	3%	12	6%	47	23%	69	34%	116	57%
Students with Disabilities	58	38	66%	20	34%	12	21%	2	3%	6	10%	0	0%	6	10%
American Indian or Alaska Native	2	1	—	1	—	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	3	2	—	1	—	—	—	—	—	—	—	—	—	—	—
Black or African American	6	3	50%	3	50%	0	0%	0	0%	1	17%	2	33%	3	50%
Hispanic or Latino	11	6	55%	5	45%	2	18%	1	9%	2	18%	0	0%	2	18%
White	236	93	39%	143	61%	16	7%	12	5%	48	20%	67	28%	115	49%
Multiracial	2	0	—	2	—	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	7	3	43%	4	57%	1	14%	1	14%	2	29%	0	0%	2	29%
Economically Disadvantaged	106	51	48%	55	52%	9	8%	7	7%	21	20%	18	17%	39	37%
Not Economically Disadvantaged	154	54	35%	100	65%	10	6%	7	5%	32	21%	51	33%	83	54%
Non-English Language Learner	260	105	40%	155	60%	19	7%	14	5%	53	20%	69	27%	122	47%
Not in Foster Care	260	105	40%	155	60%	19	7%	14	5%	53	20%	69	27%	122	47%
Homeless	4	1	—	3	—	—	—	—	—	—	—	—	—	—	—
Not Homeless	256	104	—	152	—	—	—	—	—	—	—	—	—	—	—
Not Migrant	260	105	40%	155	60%	19	7%	14	5%	53	20%	69	27%	122	47%
Parent Not in Armed Forces	260	105	40%	155	60%	19	7%	14	5%	53	20%	69	27%	122	47%

2019 TOTAL COHORT EXEMPTIONS IN MATH

The Regents examination was not administered in August 2022 and January 2023. Students were exempt from taking those administrations of the Regents exam to fulfill graduation requirements if they passed the course leading to the exam.

Subgroup	Total Exempt	Exempt, Not Tested		Exempt, Tested	
		#	%	#	%
All Students	213	79	37	134	63
Female	104	32	31	72	69
Male	109	47	43	62	57
General Education Students	175	53	30	122	70
Students with Disabilities	38	26	68	12	32
American Indian or Alaska Native	2	1	50	1	50
Asian or Native Hawaiian/Other Pacific Islander	3	2	67	1	33
Black or African American	5	3	60	2	40
Hispanic or Latino	8	5	63	3	38
White	195	68	35	127	65
Economically Disadvantaged	74	35	47	39	53
Not Economically Disadvantaged	139	44	32	95	68
Non-English Language Learner	213	79	37	134	63
Not in Foster Care	213	79	37	134	63
Homeless	4	1	25	3	75
Not Homeless	209	78	37	131	63
Not Migrant	213	79	37	134	63
Parent Not in Armed Forces	213	79	37	134	63

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

2019 TOTAL COHORT REGENTS IN SCIENCE



Subgroup	Cohort	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	260	141	54%	119	46%	24	9%	23	9%	37	14%	35	13%	72	28%
Female	123	64	52%	59	48%	11	9%	15	12%	19	15%	14	11%	33	27%
Male	137	77	56%	60	44%	13	9%	8	6%	18	13%	21	15%	39	28%
General Education Students	202	98	49%	104	51%	18	9%	17	8%	35	17%	34	17%	69	34%
Students with Disabilities	58	43	74%	15	26%	6	10%	6	10%	2	3%	1	2%	3	5%
American Indian or Alaska Native	2	0	—	2	—	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	3	2	—	1	—	—	—	—	—	—	—	—	—	—	—
Black or African American	6	4	67%	2	33%	1	17%	0	0%	1	17%	0	0%	1	17%
Hispanic or Latino	11	7	64%	4	36%	1	9%	1	9%	0	0%	2	18%	2	18%
White	236	126	53%	110	47%	20	8%	21	9%	36	15%	33	14%	69	29%
Multiracial	2	2	—	0	—	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	7	4	57%	3	43%	2	29%	1	14%	0	0%	0	0%	0	0%
Economically Disadvantaged	106	64	60%	42	40%	13	12%	8	8%	13	12%	8	8%	21	20%
Not Economically Disadvantaged	154	77	50%	77	50%	11	7%	15	10%	24	16%	27	18%	51	33%
Non-English Language Learner	260	141	54%	119	46%	24	9%	23	9%	37	14%	35	13%	72	28%
Not in Foster Care	260	141	54%	119	46%	24	9%	23	9%	37	14%	35	13%	72	28%
Homeless	4	2	—	2	—	—	—	—	—	—	—	—	—	—	—
Not Homeless	256	139	—	117	—	—	—	—	—	—	—	—	—	—	—
Not Migrant	260	141	54%	119	46%	24	9%	23	9%	37	14%	35	13%	72	28%
Parent Not in Armed Forces	260	141	54%	119	46%	24	9%	23	9%	37	14%	35	13%	72	28%

2019 TOTAL COHORT EXEMPTIONS IN SCIENCE

The Regents examination was not administered in August 2022 and January 2023. Students were exempt from taking those administrations of the Regents exam to fulfill graduation requirements if they passed the course leading to the exam.

Subgroup	Total Exempt	Exempt, Not Tested		Exempt, Tested	
		#	%	#	%
All Students	229	119	52	110	48
Female	111	56	50	55	50
Male	118	63	53	55	47
General Education Students	189	87	46	102	54
Students with Disabilities	40	32	80	8	20
American Indian or Alaska Native	1	0	0	1	100
Asian or Native Hawaiian/Other Pacific Islander	3	2	67	1	33
Black or African American	5	4	80	1	20
Hispanic or Latino	10	6	60	4	40
White	209	106	51	103	49
Multiracial	1	1	100	0	0
Economically Disadvantaged	85	51	60	34	40
Not Economically Disadvantaged	144	68	47	76	53
Non-English Language Learner	229	119	52	110	48
Not in Foster Care	229	119	52	110	48
Homeless	4	2	50	2	50
Not Homeless	225	117	52	108	48
Not Migrant	229	119	52	110	48
Parent Not in Armed Forces	229	119	52	110	48

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

2019 TOTAL COHORT REGENTS IN GLOBAL HISTORY & GEOGRAPHY



Subgroup	Cohort	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4 & Above		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	260	229	88%	31	12%	4	2%	3	1%	20	8%	4	2%	24	9%
Female	123	115	93%	8	7%	3	2%	0	0%	4	3%	1	1%	5	4%
Male	137	114	83%	23	17%	1	1%	3	2%	16	12%	3	2%	19	14%
General Education Students	202	177	88%	25	12%	2	1%	1	0%	18	9%	4	2%	22	11%
Students with Disabilities	58	52	90%	6	10%	2	3%	2	3%	2	3%	0	0%	2	3%
American Indian or Alaska Native	2	2	—	0	—	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	3	2	—	1	—	—	—	—	—	—	—	—	—	—	—
Black or African American	6	6	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Hispanic or Latino	11	10	91%	1	9%	0	0%	0	0%	1	9%	0	0%	1	9%
White	236	207	88%	29	12%	4	2%	3	1%	18	8%	4	2%	22	9%
Multiracial	2	2	—	0	—	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	7	6	86%	1	14%	0	0%	0	0%	1	14%	0	0%	1	14%
Economically Disadvantaged	106	95	90%	11	10%	3	3%	0	0%	6	6%	2	2%	8	8%
Not Economically Disadvantaged	154	134	87%	20	13%	1	1%	3	2%	14	9%	2	1%	16	10%
Non-English Language Learner	260	229	88%	31	12%	4	2%	3	1%	20	8%	4	2%	24	9%
Not in Foster Care	260	229	88%	31	12%	4	2%	3	1%	20	8%	4	2%	24	9%
Homeless	4	4	—	0	—	—	—	—	—	—	—	—	—	—	—
Not Homeless	256	225	—	31	—	—	—	—	—	—	—	—	—	—	—
Not Migrant	260	229	88%	31	12%	4	2%	3	1%	20	8%	4	2%	24	9%
Parent Not in Armed Forces	260	229	88%	31	12%	4	2%	3	1%	20	8%	4	2%	24	9%

2019 TOTAL COHORT EXEMPTIONS IN GLOBAL HISTORY & GEOGRAPHY

The Regents examination was not administered in August 2022 and January 2023. Students were exempt from taking those administrations of the Regents exam to fulfill graduation requirements if they passed the course leading to the exam.

Subgroup	Total Exempt	Exempt, Not Tested		Exempt, Tested	
		#	%	#	%
All Students	204	187	92	17	8
Female	97	94	97	3	3
Male	107	93	87	14	13
General Education Students	169	153	91	16	9
Students with Disabilities	35	34	97	1	3
American Indian or Alaska Native	1	1	100	0	0
Asian or Native Hawaiian/Other Pacific Islander	3	2	67	1	33
Black or African American	4	4	100	0	0
Hispanic or Latino	9	8	89	1	11
White	187	172	92	15	8
Economically Disadvantaged	72	68	94	4	6
Not Economically Disadvantaged	132	119	90	13	10
Non-English Language Learner	204	187	92	17	8
Not in Foster Care	204	187	92	17	8
Homeless	3	3	100	0	0
Not Homeless	201	184	92	17	8
Not Migrant	204	187	92	17	8
Parent Not in Armed Forces	204	187	92	17	8

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

2019 TOTAL COHORT REGENTS IN U.S. HISTORY & GOVERNMENT



Subgroup	Cohort	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4 & Above		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	260	238	92%	22	8%	2	1%	0	0%	17	7%	3	1%	20	8%
Female	123	118	96%	5	4%	2	2%	0	0%	1	1%	2	2%	3	2%
Male	137	120	88%	17	12%	0	0%	0	0%	16	12%	1	1%	17	12%
General Education Students	202	183	91%	19	9%	1	0%	0	0%	15	7%	3	1%	18	9%
Students with Disabilities	58	55	95%	3	5%	1	2%	0	0%	2	3%	0	0%	2	3%
American Indian or Alaska Native	2	2	—	0	—	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	3	2	—	1	—	—	—	—	—	—	—	—	—	—	—
Black or African American	6	6	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Hispanic or Latino	11	10	91%	1	9%	0	0%	0	0%	1	9%	0	0%	1	9%
White	236	216	92%	20	8%	2	1%	0	0%	15	6%	3	1%	18	8%
Multiracial	2	2	—	0	—	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	7	6	86%	1	14%	0	0%	0	0%	1	14%	0	0%	1	14%
Economically Disadvantaged	106	98	92%	8	8%	2	2%	0	0%	6	6%	0	0%	6	6%
Not Economically Disadvantaged	154	140	91%	14	9%	0	0%	0	0%	11	7%	3	2%	14	9%
Non-English Language Learner	260	238	92%	22	8%	2	1%	0	0%	17	7%	3	1%	20	8%
Not in Foster Care	260	238	92%	22	8%	2	1%	0	0%	17	7%	3	1%	20	8%
Homeless	4	4	—	0	—	—	—	—	—	—	—	—	—	—	—
Not Homeless	256	234	—	22	—	—	—	—	—	—	—	—	—	—	—
Not Migrant	260	238	92%	22	8%	2	1%	0	0%	17	7%	3	1%	20	8%
Parent Not in Armed Forces	260	238	92%	22	8%	2	1%	0	0%	17	7%	3	1%	20	8%

2019 TOTAL COHORT EXEMPTIONS IN U.S. HISTORY & GOVERNMENT

The Regents examination was not administered in August 2022 and January 2023. Students were exempt from taking those administrations of the Regents exam to fulfill graduation requirements if they passed the course leading to the exam.

Subgroup	Total Exempt	Exempt, Not Tested		Exempt, Tested	
		#	%	#	%
All Students	197	185	94	12	6
Female	95	94	99	1	1
Male	102	91	89	11	11
General Education Students	164	152	93	12	7
Students with Disabilities	33	33	100	0	0
American Indian or Alaska Native	1	1	100	0	0
Asian or Native Hawaiian/Other Pacific Islander	3	2	67	1	33
Black or African American	4	4	100	0	0
Hispanic or Latino	9	8	89	1	11
White	180	170	94	10	6
Economically Disadvantaged	66	63	95	3	5
Not Economically Disadvantaged	131	122	93	9	7
Non-English Language Learner	197	185	94	12	6
Not in Foster Care	197	185	94	12	6
Homeless	3	3	100	0	0
Not Homeless	194	182	94	12	6
Not Migrant	197	185	94	12	6
Parent Not in Armed Forces	197	185	94	12	6

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

NEW YORK STATE ENGLISH AS A SECOND LANGUAGE ACHIEVEMENT TEST (2022-23)

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

Grade	Total	Not Tested		Tested		Entering		Emerging		Transitioning		Expanding		Commanding (Proficient)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Kindergarten	10	1	10%	9	90%	2	22%	1	11%	1	11%	4	44%	1	11%
Grade 1	7	1	14%	6	86%	2	33%	2	33%	1	17%	0	0%	1	17%
Grade 2	8	0	0%	8	100%	1	13%	2	25%	0	0%	2	25%	3	38%
Grade 3	4	0	0%	4	100%	—	—	—	—	—	—	—	—	—	—
Grade 4	13	0	0%	13	100%	2	15%	5	38%	2	15%	4	31%	0	0%
Grade 5	4	0	0%	4	100%	—	—	—	—	—	—	—	—	—	—
Grade 6	8	1	13%	7	88%	2	29%	1	14%	0	0%	0	0%	4	57%
Grade 7	4	0	0%	4	100%	—	—	—	—	—	—	—	—	—	—
Grade 8	5	0	0%	5	100%	0	0%	0	0%	1	20%	3	60%	1	20%
Grade 9	3	0	0%	3	100%	—	—	—	—	—	—	—	—	—	—
Grade 10	4	0	0%	4	100%	—	—	—	—	—	—	—	—	—	—
Grade 11	4	0	0%	4	100%	—	—	—	—	—	—	—	—	—	—

NEW YORK STATE ALTERNATE ASSESSMENT (2022-23)

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

Grade/Subject	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Grade 3 ELA	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Grade 3 Math	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Grade 4 ELA	3	0	0%	3	100%	—	—	—	—	—	—	—	—	—	—
Grade 4 Math	3	0	0%	3	100%	—	—	—	—	—	—	—	—	—	—
Grade 5 ELA	3	2	67%	1	33%	—	—	—	—	—	—	—	—	—	—
Grade 5 Math	3	2	67%	1	33%	—	—	—	—	—	—	—	—	—	—
Grade 6 ELA	2	0	0%	2	100%	—	—	—	—	—	—	—	—	—	—
Grade 6 Math	2	0	0%	2	100%	—	—	—	—	—	—	—	—	—	—
Grade 7 ELA	3	0	0%	3	100%	—	—	—	—	—	—	—	—	—	—
Grade 7 Math	3	0	0%	3	100%	—	—	—	—	—	—	—	—	—	—
Grade 8 ELA	5	0	0%	5	100%	1	20%	1	20%	3	60%	0	0%	3	60%
Grade 8 Math	5	0	0%	5	100%	1	20%	3	60%	1	20%	0	0%	1	20%
Grade 8 Science	5	0	0%	5	100%	1	20%	3	60%	1	20%	0	0%	1	20%
Secondary-Level ELA	30	24	80%	6	20%	0	0%	1	17%	5	83%	0	0%	5	83%
Secondary-Level Math	30	24	80%	6	20%	1	17%	0	0%	4	67%	1	17%	5	83%
Secondary-Level Science	30	24	80%	6	20%	0	0%	0	0%	6	100%	0	0%	6	100%

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

NATIONAL ASSESSMENT OF EDUCATION PROGRESS (NAEP) RESULTS (2022)

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

NEW YORK STATE NAEP GRADE 4

	READING				MATH			
SUBGROUP	BELOW BASIC	BASIC	PROFICIENT	ADVANCED	BELOW BASIC	BASIC	PROFICIENT	ADVANCED
All Students	42%	29%	21%	8%	34%	38%	23%	5%
Students with Disabilities	75%	19%	6%	1%	66%	24%	9%	1%
American Indian/Alaska Native	*	*	*	*	*	*	*	*
Asian/Pacific Islander	25%	28%	28%	20%	11%	35%	39%	16%
Black	59%	26%	13%	2%	50%	36%	13%	1%
Hispanic	51%	29%	17%	4%	47%	38%	13%	2%
White	32%	30%	26%	11%	23%	39%	32%	7%
Two or more races	*	*	*	*	41%	35%	20%	3%
English Language Learners	69%	22%	8%	1%	63%	29%	7%	1%
Economically Disadvantaged	53%	27%	16%	4%	44%	38%	15%	3%

NEW YORK STATE NAEP GRADE 8

	READING				MATH			
SUBGROUP	BELOW BASIC	BASIC	PROFICIENT	ADVANCED	BELOW BASIC	BASIC	PROFICIENT	ADVANCED
All Students	30%	38%	28%	5%	40%	32%	19%	9%
Students with Disabilities	61%	28%	9%	1%	71%	21%	7%	1%
American Indian/Alaska Native	*	*	*	*	*	*	*	*
Asian/Pacific Islander	16%	34%	41%	8%	18%	23%	35%	24%
Black	44%	40%	15%	1%	64%	26%	8%	1%
Hispanic	42%	39%	17%	2%	53%	33%	12%	3%
White	19%	37%	36%	8%	27%	36%	25%	12%
Two or more races	*	*	*	*	*	*	*	*
English Language Learners	83%	17%	0%	0%	85%	13%	1%	0%
Economically Disadvantaged	40%	39%	19%	2%	52%	30%	13%	5%

*There are not sufficient data for this subgroup.

NEW YORK STATE NAEP PARTICIPATION RATES

	Grade 4 Participation Rate		Grade 8 Participation Rate	
	READING	MATH	READING	MATH
All Students	87%	86%	82%	81%
Students with Disabilities	92%	96%	91%	93%
English Language Learners	92%	95%	92%	94%

NATIONAL NAEP GRADE 4

	READING				MATH			
SUBGROUP	BELOW BASIC	BASIC	PROFICIENT	ADVANCED	BELOW BASIC	BASIC	PROFICIENT	ADVANCED
All Students	39%	29%	24%	8%	26%	39%	28%	7%
Students with Disabilities	71%	19%	9%	2%	54%	31%	13%	2%
American Indian/Alaska Native	57%	25%	15%	3%	42%	40%	16%	3%
Asian/Pacific Islander	20%	25%	33%	23%	11%	28%	38%	24%
Black	57%	27%	14%	2%	46%	39%	13%	1%
Hispanic	51%	28%	17%	4%	37%	42%	19%	2%
White	28%	31%	30%	11%	15%	38%	37%	10%
Two or more races	33%	31%	27%	9%	23%	39%	29%	9%
English Language Learners	67%	23%	9%	1%	48%	38%	12%	1%
Economically Disadvantaged	52%	28%	16%	3%	38%	41%	18%	2%

NATIONAL NAEP GRADE 8

	READING				MATH			
SUBGROUP	BELOW BASIC	BASIC	PROFICIENT	ADVANCED	BELOW BASIC	BASIC	PROFICIENT	ADVANCED
All Students	32%	39%	26%	3%	40%	35%	19%	7%
Students with Disabilities	65%	26%	8%	1%	73%	20%	6%	1%
American Indian/Alaska Native	45%	37%	17%	1%	56%	33%	10%	1%
Asian/Pacific Islander	15%	30%	43%	12%	16%	28%	30%	26%
Black	48%	37%	14%	1%	62%	29%	8%	1%
Hispanic	40%	40%	19%	1%	52%	34%	12%	2%
White	23%	40%	32%	4%	28%	38%	26%	9%
Two or more races	29%	38%	28%	5%	37%	36%	21%	6%
English Language Learners	69%	26%	5%	0%	76%	20%	4%	0%
Economically Disadvantaged	42%	39%	17%	1%	54%	33%	11%	2%

*There are not sufficient data for this subgroup.

NATIONAL NAEP PARTICIPATION RATES

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

STAFF QUALIFICATIONS (2022-23)**INEXPERIENCED TEACHERS AND PRINCIPALS**

	TEACHERS			PRINCIPALS		
	Total	# Inexperienced	% Inexperienced	Total	# Inexperienced	% Inexperienced
THIS DISTRICT	285	62	22%	7	2	29%
STATEWIDE	214,159	51,376	24%	4,438	1,059	24%
STATEWIDE HIGH-POVERTY SCHOOLS	48,028	18,375	38%	948	170	18%
STATEWIDE LOW-POVERTY SCHOOLS	62,734	8,756	14%	1,202	279	23%

TEACHERS TEACHING OUT OF THEIR SUBJECT OR FIELD OF CERTIFICATION

	Total	TEACHERS TEACHING OUT OF THEIR SUBJECT/FIELD OF CERTIFICATION	
		#	%
THIS DISTRICT	276	0	0%
STATEWIDE	203,958	18,302	9%
STATEWIDE HIGH-POVERTY SCHOOLS	43,397	8,936	21%
STATEWIDE LOW-POVERTY SCHOOLS	60,417	1,216	2%

TOTAL COHORT GRADUATION RATE (2022-23)

Graduation Rate data are for students who first entered grade 9, four years prior to this reporting year. Graduates are as of August following the close of the reporting year. Click on High School Graduation Rate Data report to see district and state comparisons and to filter on gender, ethnicity, and other student subgroups or by 5- and 6-year graduation rates.

Subgroup	Total Enrolled	GRAD RATE		REGENTS WITH ADVANCED DESIGNATION		REGENTS DIPLOMA		LOCAL DIPLOMA		NON DIPLOMA CRED		STILL ENROLLED		GED TRANSFER		DROPOUT	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	260	203	78%	93	36%	109	42%	1	0%	1	0%	13	5%	4	2%	39	15%
Female	123	96	78%	54	44%	42	34%	0	0%	0	0%	7	6%	2	2%	18	15%
Male	137	107	78%	39	28%	67	49%	1	1%	1	1%	6	4%	2	1%	21	15%
Non-binary	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
General Education Students	202	168	83%	91	45%	77	38%	0	0%	0	0%	2	1%	3	1%	29	14%
Students with Disabilities	58	35	60%	2	3%	32	55%	1	2%	1	2%	11	19%	1	2%	10	17%
American Indian or Alaska Native	2	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	3	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Black or African American	6	4	67%	2	33%	2	33%	0	0%	0	0%	0	0%	0	0%	2	33%
Hispanic or Latino	11	7	64%	1	9%	6	55%	0	0%	0	0%	1	9%	0	0%	3	27%
White	236	188	80%	90	38%	97	41%	1	0%	1	0%	11	5%	4	2%	32	14%
Multiracial	2	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Economically Disadvantaged	106	66	62%	22	21%	43	41%	1	1%	1	1%	9	8%	2	2%	28	26%
Not Economically Disadvantaged	154	137	89%	71	46%	66	43%	0	0%	0	0%	4	3%	2	1%	11	7%
English Language Learner	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Non-English Language Learner	260	203	78%	93	36%	109	42%	1	0%	1	0%	13	5%	4	2%	39	15%
In Foster Care	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not in Foster Care	260	203	78%	93	36%	109	42%	1	0%	1	0%	13	5%	4	2%	39	15%

Subgroup	Total Enrolled	GRAD RATE		REGENTS WITH ADVANCED DESIGNATION		REGENTS DIPLOMA		LOCAL DIPLOMA		NON DIPLOMA CRED		STILL ENROLLED		GED TRANSFER		DROPOUT	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Homeless	4	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Not Homeless	256	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Migrant	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not Migrant	260	203	78%	93	36%	109	42%	1	0%	1	0%	13	5%	4	2%	39	15%
Parent in Armed Forces	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Parent Not in Armed Forces	260	203	78%	93	36%	109	42%	1	0%	1	0%	13	5%	4	2%	39	15%

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North Tonawanda City Schools



Capital Project News

NT Spirit May 2024

This comprehensive capital improvement project will be completed in two phases over the course of the next four years and will involve all District buildings. Voting in May 2024, the public will vote to approve a \$39.9 million referendum. Listed on pages 2-3 are a highlight of the major project scope items at each building. The main focus of the capital project is on Building Condition Survey items from the recently completed 2021 Building Condition Survey.

No Cost to Taxpayers

The proposed Capital Project uses NYS Building Aid. These State revenue sources are specifically earmarked for capital projects. The local share comes from the District's Capital Reserve Fund, which is a fund designated for Capital Projects. The use of this fund keeps the **local tax impact at 0%**. More funding information on pages 2-4.

Message from your

Board of Education President - Matthew Kennedy

As we welcome back spring, the Board of Education has been hard at work on our budget for the 2024-2025 school year. This has been the most challenging budget season that I can recall as the district faces proposed drastic funding cuts from the Governor. In the face of budgetary cuts, I am proud to say that NT continues to offer innovative and creative programming while staying under the tax cap once again.



Additionally, we have been strategic in right-sizing our operations to keep taxes lower for our community members, understanding the importance of financial stability for all. The district also implemented a capital improvement project at no cost to taxpayers. This project will enhance our schools and generate revenue from the state without impacting your tax bill.

The district remains committed to creating a stable learning atmosphere for our students. Safety is a top priority, and we have made significant upgrades to our buildings and invested in School Resource Officers to ensure the well-being of everyone in our schools. As we look ahead, I urge you to come out on May 21st to support your schools and exercise your right to vote. Your participation is vital as we continue to strive for excellence in education and community engagement.

Matthew Kennedy, President
North Tonawanda City Schools
Board of Education



Capital Improvement Project, 2024

Public Forum

Residents are invited to learn more about the project and ask questions at the community forum.

Tuesday, May 14, 2024 at 7:00 p.m.,
Fine Arts Center
405 Meadow Drive, N. Tonawanda, NY

Vote

Tuesday, May 21, 2024
11:00 a.m. - 8:00 p.m.

Fine Arts Center
405 Meadow Drive, N. Tonawanda, NY
Voter identification is required

Stay Informed

For more information on the project,
Visit our website: www.ntschoools.org

Like us on facebook:

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

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

North Tonawanda City Schools

Scope of Work

District Requested | \$9,701,250

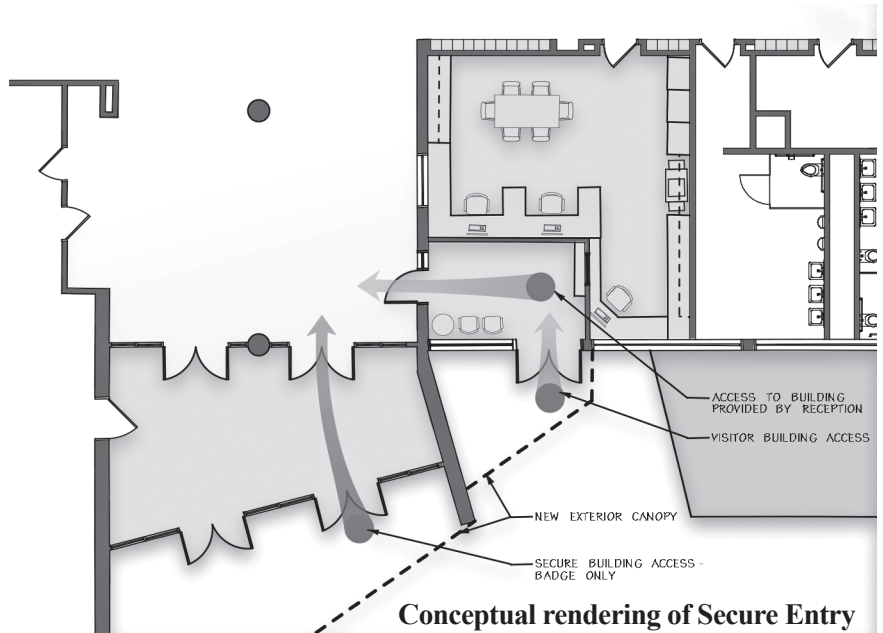
- HS Secure Entry renovation
- HS Main Entry renovations
- HS Nurse's Office renovation
- HS Art Room relocations / renovation
- HS FACS relocation / renovation
- HS Clean Tech Area renovations
- HS Wood Shop renovations
- HS Music Suite renovations
- HS Science Department relocation / renovation
- HS 3rd floor gang toilet rooms renovation
- NTI Pool upgrades
- NTI Front Office boiler piping

Middle/High School | \$3,539,613

- Provide grease exhaust fan/hood
- Provide exhaust fan for elevator room
- HS Cafeteria roof replacement
- Brick repointing/replacement
- Provide gas fired MAU unit - MS Café
- Replace split system ACCU on roof
- Replace dryer exhaust fan
- Replace upblast exhaust fan on roof
- Roof repairs and fall protection
- Replace aluminum windows/shades
- Flooring replacements - VCT
- Pool equipment replacements
- Provide new floor drains
- Replace domestic water service piping
- Replace translucent windows
- Replace roof duct insulation - Mammoth
- Replace storm drain pipes - Tremco
- Provide LED sign at road

Intermediate School | \$1,213,759

- Replace stage rigging/curtains
- Replace panelboards
- Replace stage lighting
- Replace theater sound system
- Brick repointing/replacement
- Replace shut off valves
- Add gas main connection to generator
- Folding gym partition replacement & bleachers
- Remove PTAC units in entirety
- Provide LED sign at road



North Tonawanda City Schools



Existing



Existing



Existing



Existing



Existing



Existing

Drake Elementary | \$2,999,632

- Exterior stair replacements
- Extend roof curb w/ roof
- Replace aluminum windows/shades
- Replace galvanized water piping
- Provide fiberglass insulation
- Roof replacement – fluid over EPDM
- Replace duplex sump pumps
- Sink replacements
- Sink and cabinet replacements
- Replace theater lights
- Replace panelboards
- Replace gas piping
- Concrete sidewalk replacements
- Locker Room Office renovations
- Provide LED sign at road

Ohio Elementary | \$278,750

- Sink and cabinet replacements
- Replace stage lighting
- Replace panelboards
- Provide LED sign at road

Spruce Elementary | \$4,207,500

- Brick repointing/replacement
- Auditorium renovations
- Replace aluminum windows/shades
- Gang toilet room renovations
- Theater lighting replacements
- Gym renovations
- Provide one new water heater
- Sink and cabinet replacements
- Sidewalk replacements
- Kitchen equipment renovation
- Replace panelboards
- Mop sink replacements
- Wall finish repairs from sweating brick at windows
- Cafeteria expansion into classroom
- Provide LED sign at road

Transportation Center | \$2,021,538

- Gutter replacement
- Office renovations
- Replace exterior metal insulated panels
- Roof replacement
- Door replacements
- Replace gravel with asphalt parking area
- Toilet room renovations
- Replace asphalt pavement
- Overhead door replacement
- Sink replacements
- Toilet replacements
- Urinal replacements

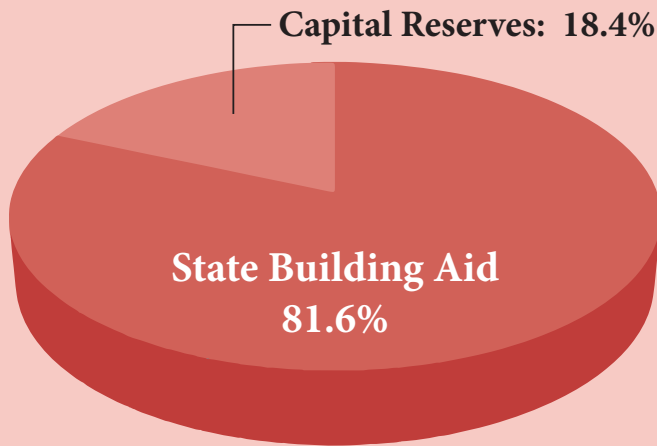
North Tonawanda City Schools

CAPITAL IMPROVEMENT PROJECT 2024

CAPITAL IMPROVEMENT PROJECT 2024 | \$39.9M BUDGET

North Tonawanda is eligible for 81.6% State Building Aid. This is a form of state aid a school district can receive specifically for Capital Improvement Projects. The District's Capital Reserve Fund will be used to cover the cost of the capital improvement project not funded by the State Building Aid.

FINANCIAL INFORMATION



LOCAL PROPERTY TAX IMPACT

NO TAX IMPACT
\$39.9M BUDGET



NTCSD Shows Bishop Gibbons Residents Some Love

Drake Elementary second graders along with NTHS National Honor Society visited Bishop Gibbons in February to spread Valentine's cheer.

The National Honor Society and their advisor, Mrs. Stawisuck, collected more than 40 gift bags full of treats and goodies to distribute to the residents. The residents were all so grateful and appreciative!



Assemblyman Conrad Visits STEAM Classroom at Ohio Elementary



With an upcoming budget cut looming over North Tonawanda City School District, there are going to be hard decisions to make for Superintendent Greg Woytila. If the budget holds, the economic strains may force cuts on some of the great programs that students have enjoyed and excelled at.

Recently, Assemblyman Bill Conrad, paid a visit to Ohio Elementary where he observed students enjoying the STEAM (Science, Technology, Engineering, Art and Mathematics) classroom. The space dubbed “The Discovery Den” engages students and helps to prepare them for the workforce of the future. “We believe programs like this are vital to the overall success and development of our students. It helps them become better-rounded while focusing on creativity and innovation,” says Mr. Woytila.

Assemblyman Conrad says he plans on keeping education a priority and will work with the district and his colleagues to petition Governor Hochul in finding solutions that will help schools keep these necessary programs.



Mission

Empower students to reach their fullest potential by cultivating a community of lifelong learners who think critically about the world around them.

Vision

Students reach their academic and social emotional goals through an inclusive learning environment.

Our Values

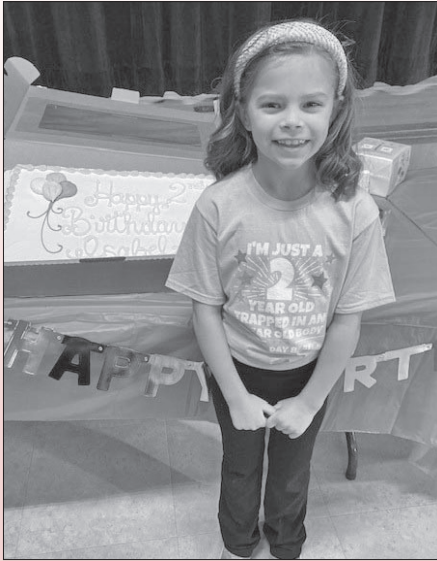
- Perseverance
- Confidence
- Community
- Empathy
- Knowledge
- Inclusion

Voter Qualifications

- You must be a citizen of the United States.
- You must be 18 years of age.
- You must be a resident of the school district for a period of 30 days immediately prior to the vote.



Drake Student Celebrates “2nd” Birthday



While being born during a leap year is a pretty cool and unique thing, it means your birthday only rolls around every four years.

Drake Elementary student, Isabel Witek, who was born February 29th had the honor of celebrating her “second” birthday with her classmates. The 8-year-old enjoyed studying about the leap year with her school friends and the entire building sang “Happy Birthday” to her over the announcements. The Friends of Drake parent group generously provided a sheet cake for the whole school to honor Isabel, which her parents served during the lunch period. Happy Birthday Isabel!



Middle School Students Explore Careers in Culinary

On Monday March 4th, teacher Madison Duchnik and the FACS for Life students (full year Family and Consumer Science class) went to the Middle School cafeteria kitchens to learn an array of skills as well as help prepare lunch for students the following day.

Through this experience students learned the importance of safety and sanitation, the use of certain heavy-duty equipment, the importance of correctly preserving food and most importantly the importance of teamwork/communication. This experience exposed our students to have a new appreciation for our food service workers. Thank you to our amazing kitchen staff for allowing this to happen.



Students Take in Show at Ghostlight Theatre

In March, the eighth-grade students visited the historic Ghostlight Theatre in North Tonawanda to see the show *I Never Saw Another Butterfly*. This show is part of their new Winter Discovery Series.

Originally written by Celeste Raspunti, the show tells the story of the children of the Terezin concentration camp in Prague. Over 15,000 Jewish children passed through Terezin, and only about 100 were still alive at the end of the war. The show is based on the poetry and artwork that was created by the Jewish children in the camp and follows the story of a young girl struggling to both survive and cope in the Holocaust.

English teacher, Marissa Bloomfield, says, “At NTMS, our eighth graders are embarking on the Holocaust unit in both English class with *The Diary of Anne Frank*, and in Social Studies as they examine World War II and the surrounding world events. This was an excellent interdisciplinary opportunity for our middle schoolers to visit a hidden gem in North Tonawanda and watch history come alive on stage.”



Tri-District Student Leadership Conference Shines Spotlight on Hate Crimes

Niagara Wheatfield resident and Town of Niagara councilman, Johnny Parks, recently stood in front of student representatives from Niagara Falls, Niagara Wheatfield and North Tonawanda and their district administrative leaders. Mr. Parks was there to share with students the racial hate crime that was perpetrated against his family and his experience growing up.

On May 14, 2022 a mass shooting occurred at a Tops Friendly Market location in Buffalo, New York. Ten people were murdered and three injured that day in a racial motivated attack. The incident shook the nation and particularly the Western New York Region to its core. Two days later, on his way home from the local Tim Horton's, before heading into work, Mr. Parks spotted the violently racist graffiti on his fence. "It was horrible," said Mr. Parks. "I felt like I let my family down and could not protect them."

Living in a tight-knit community, he and his family could not imagine who would have vandalized his property. His children posted their story on social media, with 12.6 thousand views the story made the national news. Once the Niagara County Sheriffs and the FBI did their investigation, they gave the Parks family permission to clean up the fence. What happened next was truly heartwarming, the community, family, friends and neighbors came together to help support them. Niagara Wheatfield Superintendent, Daniel Ljiljanich, was one of the first people on scene and asked if there was anything the district could do to help. "My kids went to Niagara Wheatfield schools and I will never forget Mr. Ljiljanich walking up my driveway with refreshments and offering assistance. I was at a loss for words." Mr. Parks also received a call from the local Home Depot who offered to replace his fence for free. "I love Home Depot. I have to say not all heroes wear capes. In my case, they wore tool belts. They even delivered food. It was incredible."

Thanks to a security camera, law enforcement arrested one of Parks' neighbors who was sentenced to seven years in jail. Mr. Parks used money donated through GoFundMe to hold a Unity Day in a local park where there was food, drinks and a DJ. "We were so heartbroken and disgusted by what had happened and to have all that support made us feel loved. We wanted to bring everyone together to thank them for the support."

When Mr. Ljiljanich invited Mr. Parks to speak to the students, he gladly accepted. Mr. Parks not only spoke of the recent racist incident, but also of his life growing up as a person of color and the adversaries he and his family faced. "My mother was a single parent raising three children. We were on welfare, but she did an outstanding job raising us and living within our means. We were living hand to mouth, but she made sure every Sunday we had a good meal. We were lucky to have free lunches at school and many times I would trade doing homework for part of other students' lunches. We all worked for anything extra we wanted or needed so my mother wouldn't have to dip into her pocketbook. She made it clear that we were to keep away from the local drug dealers who drove around in their flashy cars and waved money around. That was not the life she wanted for us. She ran a very tight ship."

Mr. Parks attended LaSalle High School where he went out for the football, baseball and basketball teams. It was made clear that the color of his skin would keep him from advancing on the sports teams. When he told his school advisor what he was experiencing, he was told "That is how life goes, be prepared." He counts himself fortunate that his advisor helped him throughout his high school years, as well as the basketball coach who was a mentor to him, teaching him how to coach and motivate the players. It is a skill that has helped him be successful in life. "I have been giving back for 25 years by coaching modified football at Niagara Wheatfield (NWAA), coaching Little League and refereeing at the Special Olympics."

You could see the impact that visibly moved the students as Mr. Parks shared the stories of the challenges he faced throughout his life. After the presentation, students from the various high schools met in small groups to discuss what they had learned and ways to avoid this sort of negative behavior. Mr. Ljiljanich says he and the rest of the administrators hope that the presentation will reverberate for the rest of the students' lives. "Hatred and violence in any form threatens the values of our community and our schools. It is our job as educators to look out for the physical safety and mental well-being of all our students and to let everyone in our district know that it will not be tolerated. Our hope with Mr. Parks sharing his story is that it will help connect our students and give them a forum to reflect on their own experiences and learn from others. Through collaborative problem solving they can make their communities a better place."



Budget Vote and Board Election

Tuesday,
May 21st

11:00 a.m. - 8:00 p.m.
405 Meadow Drive,
Fine Arts Center



Assistant Principal Guest Speaker at Restorative Circle

Ms. Johnston, an 8th grade RISE teacher, leads a weekly Restorative Circle at the Middle School. Recently, Middle School Vice Principal, Mr. Mueller, was a guest participant in this community circle discussion.

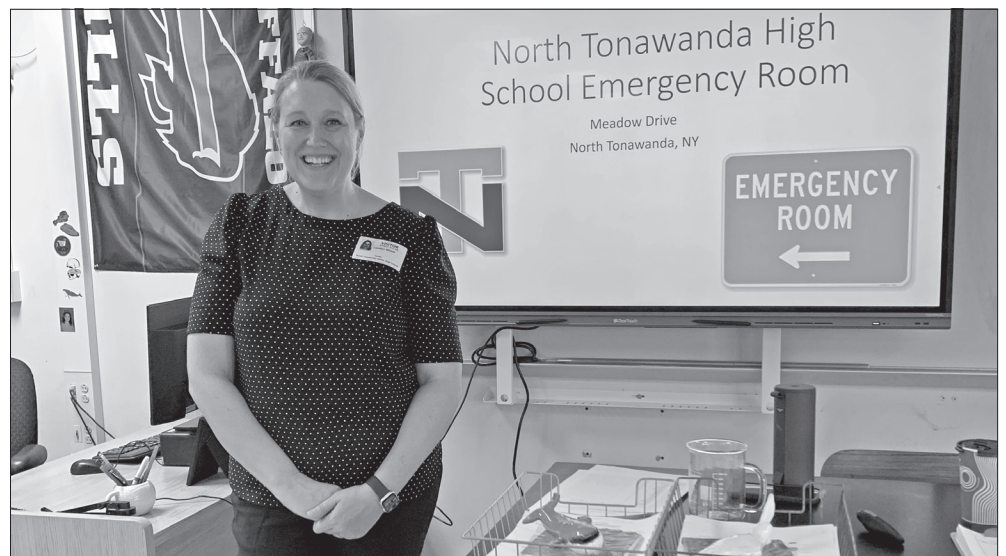
The topic was "Homework Help", where students had an opportunity to share their own tips, strategies, and distractions while doing school work from home. These restorative circles have helped build connections within the program and create an open forum for students to express their feelings and voice their opinions on a number of chosen topics.



ER Doctor Makes House Call

On behalf of the North Tonawanda High School Career Center, NT Alumni, Dr. Carolyn Wiech, gave an interactive presentation on what it is like to be an emergency room doctor.

Dr. Wiech graduated from North Tonawanda High School in 1999 and continued her education at the University of Buffalo and UB Medical School. She currently works at Buffalo General Hospital, Veteran's Hospital, and is an instructor at UB Medical School.



Affirmation Fridays at the Middle School

By: Emilie Pitts (7th Grade English Teacher/Team Aries)

Affirmations are positive statements that aim to boost self-esteem and spark positive change in oneself. As part of a secondary-level social-emotional learning practice, students use affirmations to uplift their self-confidence. These encouraging statements use I, me, or my, such as “I am capable of great things,” “My feelings and emotions matter,” and “There is no one better to be than myself.” With a self-esteem boost, our affirmations reflect the North Tonawanda School values: perseverance, confidence, community, and empathy. Students vocalize these statements together with the goal to overcome negative thoughts, embrace the good, and promote students to be the best they can be.

Every Friday at the beginning of ELA class, students spend 2-3 minutes sharing affirmations out loud. We do this in a variety of ways, including reading from the board, using “The Affirmations Song”, or making our own to share and repeat. With the “Affirmations Song,” students are able to get out of their seats and sing and dance along. After completing our practice, students are more focused, engaged, and ready to do their best on the next class activity or assignment. While it may seem like a minor practice, students look forward to these few minutes every Friday.

Some of these students have reflected and shared their thoughts on our affirmations practice. Destiny says “Affirmations help me get through the day because it starts my day off with positive statements—and positive is always better than being negative! I look forward to affirmations because I love to go home and share this with my family.” Carly says “Affirmations are interesting because Miss Pitts is the first teacher to do something like this on a weekly basis. It is a fun routine, and it gets us up and moving. By the end of the day I am tired and I appreciate the opportunity to be up and active while being positive!”



Would You Like Fries with That?

Spruce Elementary School staff and community members had an amazing time at MCTeacher Night at our local North Tonawanda McDonalds on Meadow Drive.

Teachers, support staff and administrators were working the registers, ice cream machines, grills, drive thru and selling cookies, all to benefit Spruce students and families. It was a fun-filled evening, for students and staff members to see each other outside of the school building.

A special thank you to those families who came to support our school, the SPTO and all the local McDonalds employees!



NT School District's Experiments Winners Ready for International Space Station Mission

A team of 11th grade students from the North Tonawanda City School District received some exciting news. On February 26th, North Tonawanda CSD alumni Aaron Mentkowski was on hand to announce and congratulate the winners and honorable mentions who made it to the final round.

Students Madeline DeVantier, Natalie Scheifla, Emma Clancy, Tavery Cater and Cailee Cinquino, along with their mentor and Biology teacher Melissa Elliott, were thrilled that their submission will be conducted on the International Space Station (ISS) as part of the Student Spaceflight Experiments Program (SSEP) Mission 18. They submitted a proposal titled "The Crystallization of the Spores of *Bacillus Thuringiensis* in a Microgravity Environment" and will be partnering with researchers at SUNY Buffalo for data analysis and lab use. The students will be working with Dr. Stephen Koury, and Dr. Sandra Small from the UB Jacobs School of Medicine and Biomedical Sciences through the National Institute of Health's Science Education Partnership Award Program (SEPA). Dr. Koury and Dr. Small will support the student group as they grow, pack and send their experiment to the ISS, and assist them in analyzing their results once the experiment returns to Earth.



11th Grade Team: (LtoR) Madeline DeVantier, Natalie Scheifla, Emma Clancy, Tavery Cater, Cailee Cinquino, Melissa Elliott, Dr. Sandra Small (UB Jacobs School of Medicine) and Aaron Mentkowski.

"We are so excited to be working with NASA," says Cailee Cinquino. "It is such a great opportunity for all of us and maybe we will be able to see a lift off into space." Ms. Elliott says the students are conducting trials right now on whether bacteria can make spores and crystals while in a microgravity environment. "This is important because on earth spores and crystals can grow. This is so exciting that the students are going to have this unique experience. We can't wait to see how our trial with the experiment goes."

Several teams from the district decided to participate in the (SSEP), which is a program of the National Center for Earth and Space Science Education in the United States and the Arthur C. Clarke Institute for Space Education Internationally. SSEP is a pre-college STEM (Science, Technology, Engineering and Math) education program that is both a U.S. national initiative and implemented as an on-orbit commercial space venture. SSEP is enabled through a strategic partnership with Nanoracks LLC, which is working with NASA under a Space Act Agreement as part of the utilization of the International Space Station as a National Laboratory. The program originated in 2010 to address national strategic needs in workforce development for the 21st century designed to inspire the next generation of U.S. scientists and engineers.

The student teams were asked to address experiment design, choice of fluids/solids to be flown, requested special handling during transport of the experiment, number of days needed for experiment and analysis protocols. Participation in the esteemed program is a great example of the STEM education initiatives the district is known for. "We have a vision to create a continuum in the district where students are immersed in STEM education here," says Michael Tambroni, Director of Student Services. "Ultimately our goal is for kids to leave high school better for the experience they got in K-12. This SSEP mission is really the gravy on top of our commitment to a very comprehensive and robust science curriculum that we have been able to strategically build to give our students the tools to bring it to life and make it relevant in the teaching and learning that happens in all our classrooms."

Honorable mentions were the Middle School team of 7th graders: Zoe Link, Emma Turk and Natalie Lisinski, under the mentorship of Ms. Kelsey Gedra and Mrs. Janet DeCicco. Their submission pondered the question "Does compost decompose in microgravity?" "The Effect of Microgravity on

continued on page 11

the Development of Artemia Ssalina” is the experiment title submitted by the North Tonawanda Intermediate School’s team of 6th graders: Andrew O’Sullivan, Everett Zachritz, James White, Xavier Deschamps. Their mentors were Mrs. Jennifer Kendt and Ms. Chelsea Moore. Steve Sabo, STEM Pathways Coordinator at the Middle School and Joel May, STEM teacher at the High School spearheaded the initiative. “The kids were super excited that they were able to participate in this real-world procedure,” says May.

At the beginning of the school year all student teams and their teachers, who were interested, were given a demo mini lab to demonstrate the design, assembly and operation so they could design their flight experiment for the ISS crew. Joel May says the opportunity was presented to all students in 6th to 12th grade. “There were a lot of constraints. The experiments were designed specifically to see what effect microgravity effect would have on it. They had to make sure that there were no mixing of ingredients allowed, and no reactions would happen while it was on its way to the Space Station. It’s essentially flash freezing something in time. It was a difficult thing for the kids, they really had to work hard to design something that was just going to be impacted by the environment of the Space Station.”



Intermediate School Team 6th Graders: (LtoR) James White, Everett Zachritz, Andrew O’Sullivan , and Xavier Deschamps.

The teams submitted a five-page proposal for consideration by the National Center for Earth and Science Education (NCESSE). NCESSE creates and oversees national initiatives addressing STEM education. The objectives of the center’s programs are to help ensure a scientifically literate public and the next generation of US scientists and engineers – both of which are of national importance in an age of high technology.

A huge congratulations to Ariana Rose (10th grade) for her patch design that will be going into space as well. Thank you to all our talented artists who submitted designs. The 29 finalists were voted on by the community, students and our Fine Arts teachers. A shout out to our top five: 2nd place Carrie Haran, 3rd place Alice Miller, 4th place Lily Lapp and 5th place Chloe KB.

It’s great to see the North Tonawanda CSD students shooting for the stars! The mission is scheduled to fly sometime this summer/fall.



Middle School 7th Graders: (LtoR) Zoe Link, Natalie Lisinski and Emma Turk with Middle School Principal Dr. Josh Janese.



Ariana Rose’s patch design.

PROPOSITION #1 VOTE ON BUDGET

Shall the proposed budget of Expenditures of the North Tonawanda City School District for the 2024-2025 school year in the amount of \$83,510,000 and for the purposes shown in the statement of estimated expenditures adopted by the Board of Education, be and the same hereby is approved and the amount thereof shall be raised by a levy of a tax upon the taxable property of the school district, after first deducting the monies available from State Aid and other sources provided by law.

☐ Yes ☐ No

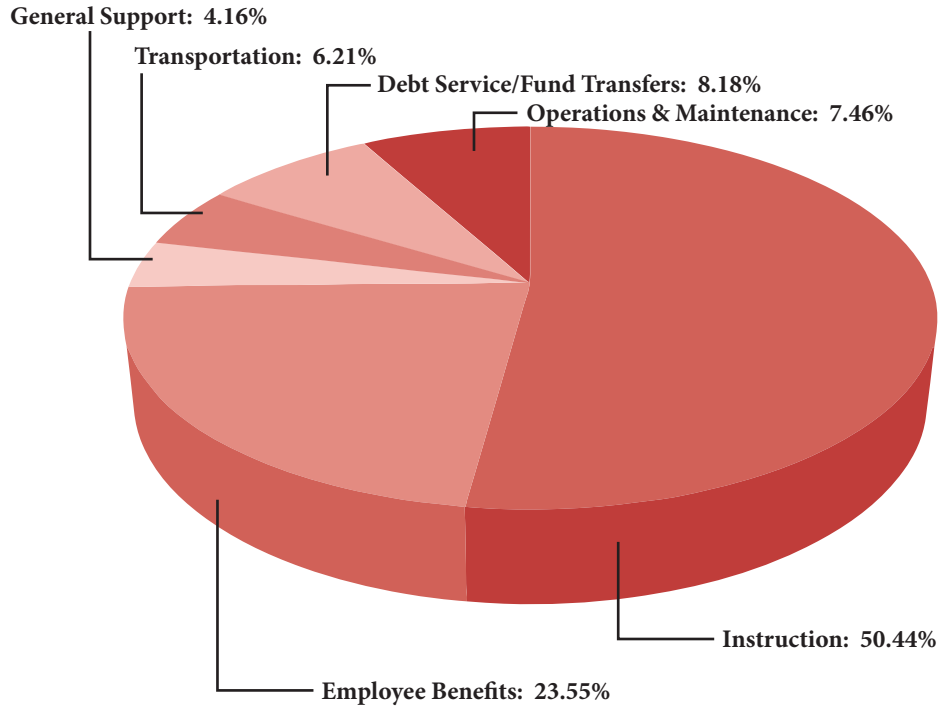
PROPOSITION #2 VOTE ON CAPITAL PROJECT

Shall the following resolution be adopted, to wit: RESOLVED, that the Board of Education (the "Board") of the North Tonawanda City School District, Niagara County, New York (the "District") is hereby authorized (1) to undertake (subject to the approval of the voters of the District) a Capital Improvements Project consisting of the reconstruction and renovation, in part, and the construction of improvements and upgrades to various district buildings and facilities and the sites thereof (collectively the "Project") at an estimated maximum cost of \$39,900,000; (2) to expend or apply toward the project \$6,000,000 from the District's Capital Improvements Reserve Fund, 2021; and (3) to issue serial bonds of the district in an aggregate principal amount not to exceed \$33,900,000 to finance the balance of the cost of the project, and delegating the power to issue bond anticipation notes in anticipation of the sale of such obligations to the President of the Board of Education of the District.

Transportation Capital Expenditure

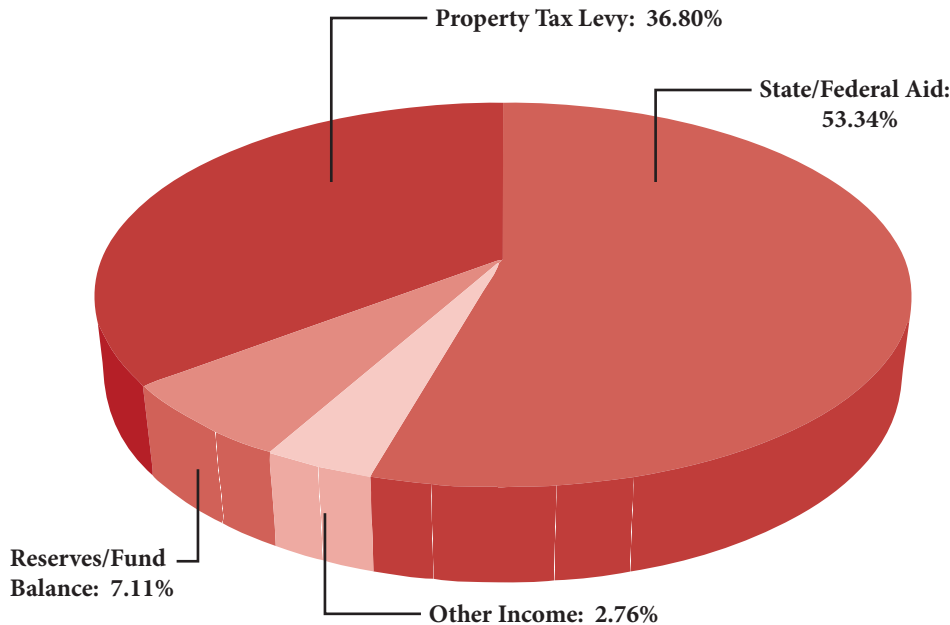
In the 2024-2025 budget year, the district is proposing to purchase four type "C", 65-passenger big buses for the purpose of transporting students as part of home to school and extra-curricular services. These vehicles will be replacing vehicles that will be retired from the current district fleet that are aging out. These purchases will be made on the basis of state contract and current market prices which may limit the number of vehicles that are actually able to be purchased via this budget line.

EXPENDITURES



	2023-2024	2024-2025	Percent Change from 2023-24
Instruction	\$44,495,123	\$42,119,349	-5.34%
Includes: K-12 Instructional program, supervision, curriculum development, BOCES, Special Education programs, Occupational Education, Interscholastic Athletics, co-curricular programs, health services, library media, computer instruction, pupil personnel services.			
Employee Benefits	\$19,150,000	\$19,664,479	2.69%
Includes: Employee retirement systems, health insurance, unemployment insurance, social security and worker's compensation.			
General Support	\$3,380,446	\$3,476,538	2.84%
Includes: Legal services, personnel, insurance, school board, refund on property tax, BOCES administrative charges, administrative and financial services, public information, central data processing and auditing.			
Transportation	\$4,233,597	\$5,188,478	22.55%
Includes: Transportation to public and non-public schools, vocational schools, educational field and athletic trips and transportation of special education children.			
Debt Service/Fund Transfers	\$6,829,000	\$6,828,079	-0.01%
Includes: Principal and interest payments on debt for district building reconstruction projects and energy conservation projects. Also, includes District's share of special education summer programs.			
Operations & Maintenance	\$7,031,834	\$6,233,077	-11.36%
Includes: Maintenance of district facilities, custodial services and utility costs.			
TOTAL BUDGET	\$85,120,000	\$83,510,000	-1.89%

PROJECTED REVENUES



	2023-2024	2024-2025	Change from 2023-24
State/Federal Aid	\$46,291,000	\$44,540,294	(\$1,750,706)

State/Federal Aid represents the largest portion of revenue for the District. In the 2024-2025 school year, it is projected to be 53.34 % of all revenue. Last year it was 54.38 %. Year over year and budget to budget this area of revenue has stayed relatively consistent. State and Federal Aid for 2024-2025 is anticipated to decrease due to a large cut in the District's Foundation Aid allocation which comes from New York State.

Other Income	\$3,152,000	\$2,305,431	(\$846,569)
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Any income received by the School District other than State and Federal Aid, Fund Balance or Tax Levy is included under this heading. Examples of other income would be: rentals, interest earnings, payments in lieu of taxes, refunds of prior year's expenses, gifts, fees, tax penalties, commissions and athletic event gate receipts.

Reserves/Fund Balance	\$5,550,000	\$5,934,275	\$384,275
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Reserves: The District maintains Reserve Funds in accordance with guidelines established by the State of New York and adopted and accepted by the Board of Education. With the significant financial issues currently affecting districts across the State, the Board of Education has adopted a fiscally responsible process to use those reserve funds that are available. They have adopted a process which attempts to maintain quality programs while keeping the tax levy reasonable and within the Tax Cap threshold.

Fund Balance: Funds which are budgeted but unexpended at the end of the budget year, and revenues which are realized in excess of those budgeted for the year, are available at the end of the fiscal year to be carried forward as fund balance.

Tax Levy	\$30,127,000	\$30,730,000	\$603,000
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This is the amount to be raised through local property taxes. The Board of Education desires to keep any increases in the levy as low as possible. For the 2024-2025 school year, it is anticipated that there will be a tax levy increase of \$603,000 which represents a 2.00% increase over the previous year. The District will be using \$1,184,275 in reserves to offset the loss of tax revenue to support the budget as a temporary measure to provide relief to taxpayers. The actual tax rate for each individual household is calculated using the district's total assessed property values which have not been finalized as of yet. The tax rate is projected to be \$23.58 per thousand dollars of assessed property value, a \$0.46 increase over 2023-2024. A house that has an assessed value of \$100,000 is projected to pay approximately \$46 more in 2024-2025.

TOTAL ESTIMATED REVENUES	\$85,120,000	\$83,510,000	(\$1,610,000)
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\$100,000 Capital Outlay and Capital Improvement Projects

What is the capital outlay project that is included in the 2024-2025 school budget this year?

Capital outlay projects were established by NYSED Department of Facilities Planning as a method for districts to maintain facilities, make modest upgrades, and improvements of up to \$100,000 between larger capital projects. The most important aspect of these projects is that they will generate state aid for the school district to cover a portion of the cost of construction.

In the past these necessary repairs and improvements would all be paid for through local funds as building repairs in the budget, or the district would have to delay repairs until the district could put together a large capital project. Using capital outlay projects, the district pays for approximately 18% of the costs; the state will provide aid for approximately 82% of the project costs. This allows the district to complete capital project work in our buildings with small local share impact to our taxpayers. In the 2024-2025 budget year the district is proposing to use these funds for a construction/reconstruction project to address improvements to the North Tonawanda Middle/High School campus which would include, but not limited to, door and hardware replacement.

Board of Education Candidates

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

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

OVERALL BUDGET PROPOSAL

North Tonawanda City Schools Budget Notice

OVERALL BUDGET PROPOSAL

	Budget Adopted for the 2023-24 School Year	Budget Proposed for the 2024-25 School Year	Contingency Budget for the 2024-25 School Year
Total Budgeted Amount, Not Including Separate Propositions	\$85,120,000.00	\$83,510,000.00	\$82,864,500.00
Increase/Decrease for the 2024-25 School Year		(1,610,000.00)	(2,255,500.00)
Percentage Increase/Decrease in Proposed Budget		-1.89%	-2.65%
Change in the Consumer Price Index		4.12%	
A. Proposed Levy to Support the Total Budgeted Amount	\$30,127,000.00	\$30,730,000.00	
B. Levy to Support Library Debt, if Applicable	\$ -	\$ -	
C. Levy for Non-Excludable Propositions, if Applicable	\$ -	\$ -	
D. Total Tax Cap Reserve Amount Used to Reduce Current Year Levy	\$ -	\$ -	
E. Total Proposed School Year Tax Levy (A + B + C - D)	\$30,127,000.00	\$30,730,000.00	\$30,127,000.00
F. Total Permissible Exclusions	\$607,172.00	\$618,342.00	
G. School Tax Levy Limit, Excluding Levy for Permissible Exclusions	\$29,870,359.00	\$30,334,154.00	
H. Total Proposed Tax Levy, Excluding Levy to Support Library Debt and/or Permissible Exclusions (E - B - F + D)	\$29,519,828.00	\$30,111,658.00	
I. Difference: G - H (Negative Value Requires 60.0% Voter Approval - See Note Below Regarding Separate Propositions) **	\$350,531.00	\$222,496.00	
Administrative Component	\$7,611,811.55	\$7,439,008.99	\$7,439,008.99
Program Component	\$61,514,246.84	\$60,781,373.57	\$60,585,873.57
Capital Component	\$15,993,941.61	\$15,289,617.44	\$14,839,617.44

The District would adopt a contingency budget with \$645,500.00 reduced from student supplies and materials, equipment, nonessential maintenance, and non-instructional non-unionized salaries. Also, due to the contingency budget regulations, school facilities would not be available for public use at no cost.

	Under the Budget Proposed for the 2024-25 School Year
Estimated Basic STAR Exemption Savings ¹	\$401

The annual budget vote for the fiscal year 2024-25 by the qualified voters of the North Tonawanda City School District, Niagara County, New York, will be held at the Fine Arts Center in said district on Tuesday, May 21, 2024 between the hours of 11:00am and 8:00pm, prevailing time in the North Tonawanda City School District, at which time the polls will be opened to vote by voting ballot or machine.

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

Budget Vote and Board Election • Tuesday, May 21, 2024
11:00 a.m. - 8:00 p.m. • 405 Meadow Drive - Fine Arts Center

Sensational Swimmers



(LtoR) Joel Fesmire, Brendon Clause, Lucas Thompson, Joshua Keenan, Zachary Hanna, Max Lesmeister, Artem Denisenko, Graeme Ashby and Harrison Roberts.

For the first time in many years, every single swimmer on the NT Boys Lumberjack Team competed in the Class B Preliminaries in Olean, New York on February 8, 2024.

Amazing swims and incredible sectional times were achieved! Congrats Jacks!

Unified Bowling Team Takes Third Place!

Congratulations to our Unified Bowling Team! They took 3rd Place under the coaching of Scott Gauld and Meghan Ingram. Great job Jacks!



Sports News

PAL Awards

Thomas Polek and Taylor Sciandra were recognized at the PAL Awards Banquet as Male and Female Athlete of the year nominees for North Tonawanda. So proud of these two scholar-athletes!



Congratulations to our bowlers this past weekend at the State Tournament!

Charles Cain competed on the Section VI boys' All-Star team where they came in 3rd place!

The NT Girls team also placed 3rd in the State Championship with the total pin count of 5492! Bridget Cake earned the Sportsmanship Award for Section VI, and she also placed 3rd high game of the day, bowling a 243.



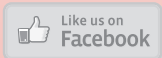


NORTH TONAWANDA
CITY SCHOOLS
176 Walck Road
North Tonawanda, NY 14120

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Disaster Drill

On Tuesday, February 13th, the North Tonawanda High School Career Center hosted Master Sergeant Winters from the US Air Force and Master Sergeant Gayle from the US Army National Guard from the NYS Citizen Preparedness Corps who presented on Natural Disasters and Relief. The Citizen Preparedness Corps gives residents the tools and resources to prepare for any type of disaster or emergency to be able to respond accordingly and recover as quickly as possible to pre-disaster conditions.

Thank you to Master Sergeant Winters and Master Sergeant Gayle.

