

North Tonawanda City School District Proposed Budget 2023-24



**Budget Vote and
Annual Board of Education Election
May 16, 2023**

BUDGET STATEMENT 2023-24
ANTHONY MONTORO



Gregory Woytila, Superintendent of Schools

Board of Education

Matthew Kennedy, President

Stephanie Emiliani, Vice President

Peter Chenier, Jr.

Cheryl McMahon

Chloe Mulvaugh

Gabrielle Richards

Krista Vince Garland

North Tonawanda City School District

Proposed Budget 2023-24



Table of Contents

Voting Information	3-6
Budget Snapshot & Summary.....	7-8
Three-Part Budget	9
Administrative.....	10-13
Program.....	14-17
Capital	18-19
Revenue Budget... ..	20
Tax Levy and Tax Rate... ..	21
Expenditure Budget by function... ..	22
Compensation Information	23-24
Property Tax Levy Calculation.....	25
Property Tax Report Card.....	26-28
Exemption Impact Report(s).....	29-31
Board Candidates	32

ADDENDA ITEMS

Required Reports.....	attached
Fiscal Accountability Supplement.....	attached
Information: Students with Disabilities.....	attached
School District Report Card Data.....	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 16, 2023
11:00 AM - 8:00 PM



Budget Hearing

Tuesday, May 9, 2023
7:00 PM
Fine Arts/Alumni Center
405 Meadow Drive

PROPOSITION NO. 1:
2023-24 BUDGET

Shall the proposed budget of Expenditures of the North Tonawanda City School District for the 2023-2024 school year in the amount of \$85,120,000 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.

Transportation Capital Expenditure

In the 2023-2024 budget year, the district is proposing to purchase three type "C", 66-passenger big buses, one type "A", small buses, and additional school bus-type vans/minivans/suburban, or similar vehicles for the purpose of transporting students as part of home to school and extra-curricular services. These vehicles will be replacing vehicles that will be retired from the current district fleet that are aging out. These purchases will be made on the basis of state contract and current market prices which may limit the number of vehicles that are actually able to be purchased via this budget line.

Candidates for the Board of Education

Vote for two (listed by position on ballot)

Matthew Kennedy ● Peter Chenier Jr.

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, 2023 and end June 30, 2026.

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.

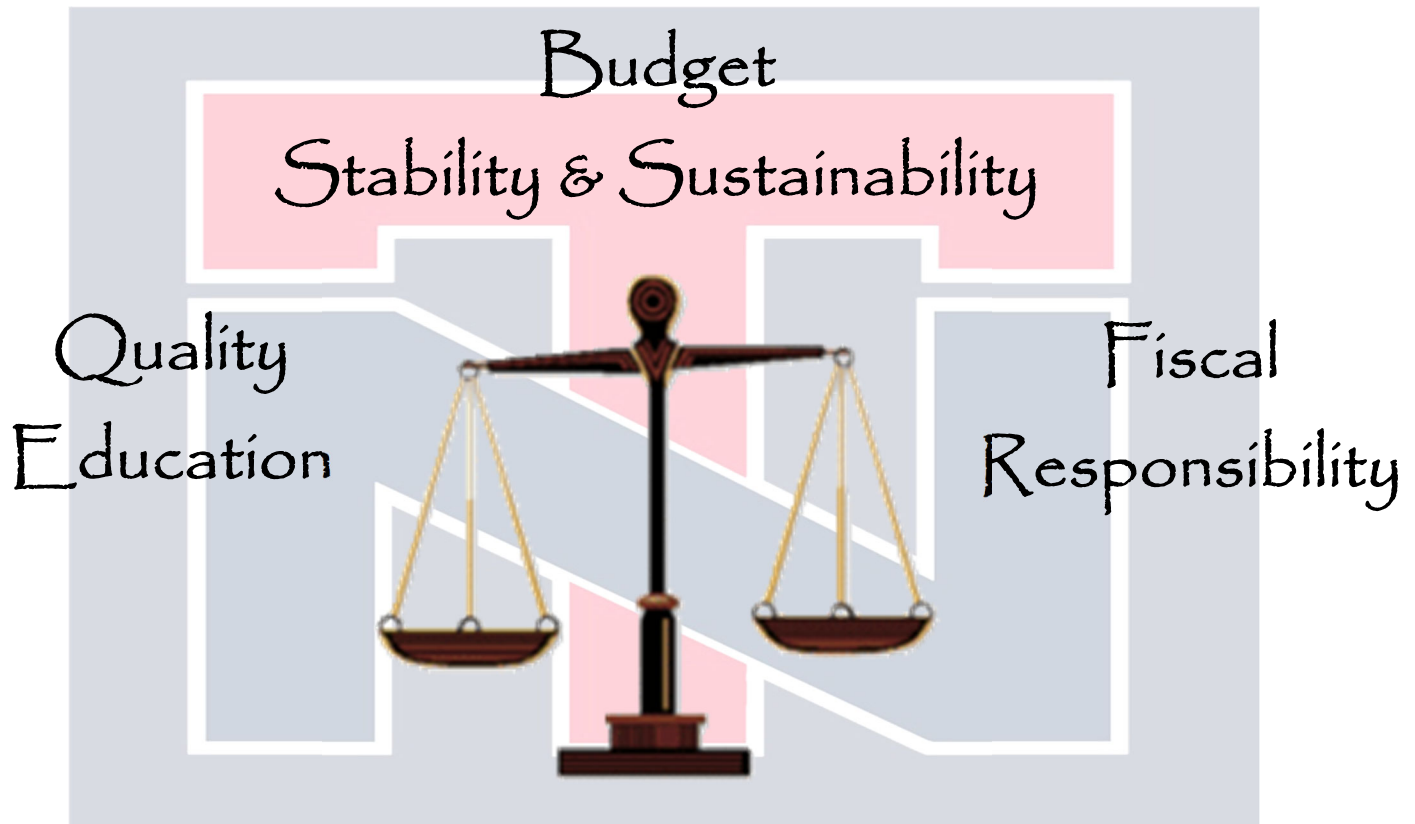
All absentee ballots must be received in the office of the District Clerk by 5:00 p.m. on May 16, 2023.



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 2023-24 Budget: A Snapshot

The Board of Education adopted an expenditure plan of **\$85,120,000** for the **2023-24** school year at its **March 29th, 2023** meeting. This represents a budget to budget increase of **1.87%** with a projected tax levy and tax rate increase of **1.4%**. The Board believes that this budget carries forward quality programs for students in a fiscally responsible manner.



The 2023-24 Budget:

- Increases spending by \$1,565,000 (1.87%) compared to the 2022-23 budget.
- Uses \$5,550,000 of fund balance and reserves to preserve program and offset taxes.
- Has a tax levy **BELOW** the limit allowed by the tax cap legislation.
- Keeps class sizes similar to 2022-23.
- Adds staffing to address learning loss and social emotional learning.
- Adds two School Resource Officers as well as security measures throughout the district.
- Creates the addition of an in-district summer program – Extended Summer School.
- Prepares the District for a 5-year strategic plan, focusing on social/emotional practices in trauma informed model, Response to Intervention (RTI) and 21st century learning opportunities.
- Continues the implementation of multiple pathways to graduation with career academies and the Alternative School program.

Proposed Budget Summary



Final Draft

2023-24 Proposed
Budget **Expenditures**



	2023-24	2022-23	Change
Salaries	\$37,940,000	\$36,556,820	\$1,383,180
Equipment	\$1,740,000	\$1,421,500	\$318,500
Contractual	\$6,175,000	\$5,292,800	\$882,200
Materials	\$1,664,000	\$1,166,300	\$497,700
Tuition	\$2,800,000	\$2,711,260	\$88,740
BOCES	\$8,822,000	\$9,459,080	(\$637,080)
Benefits	\$19,150,000	\$19,375,000	(\$225,000)
Debt Service	\$6,604,000	\$6,847,240	(\$243,240)
Transfers	\$225,000	\$725,000	(\$500,000)
Totals	\$85,120,000	\$83,555,000	\$1,565,000

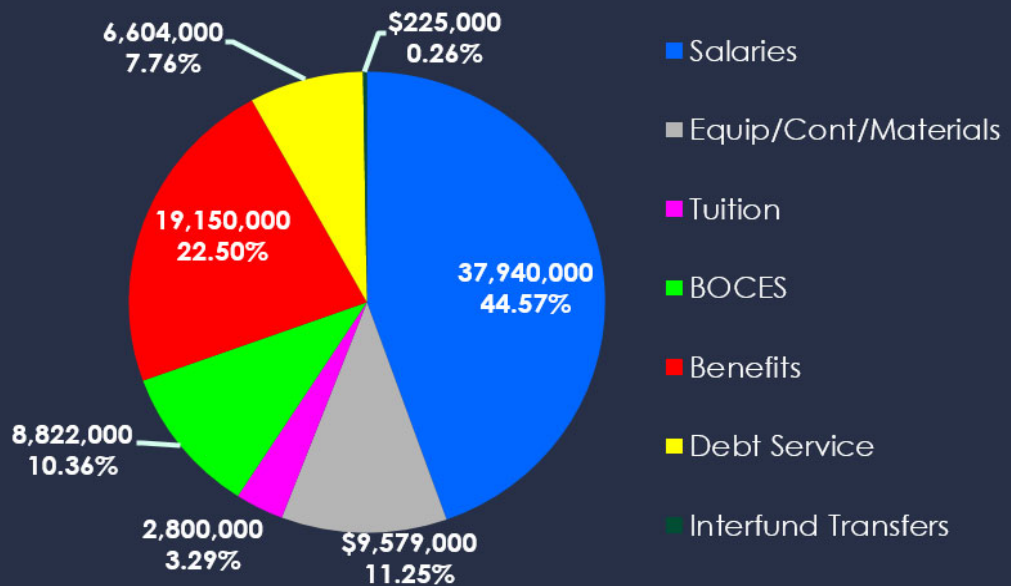
STABILITY

SUSTAINABILITY



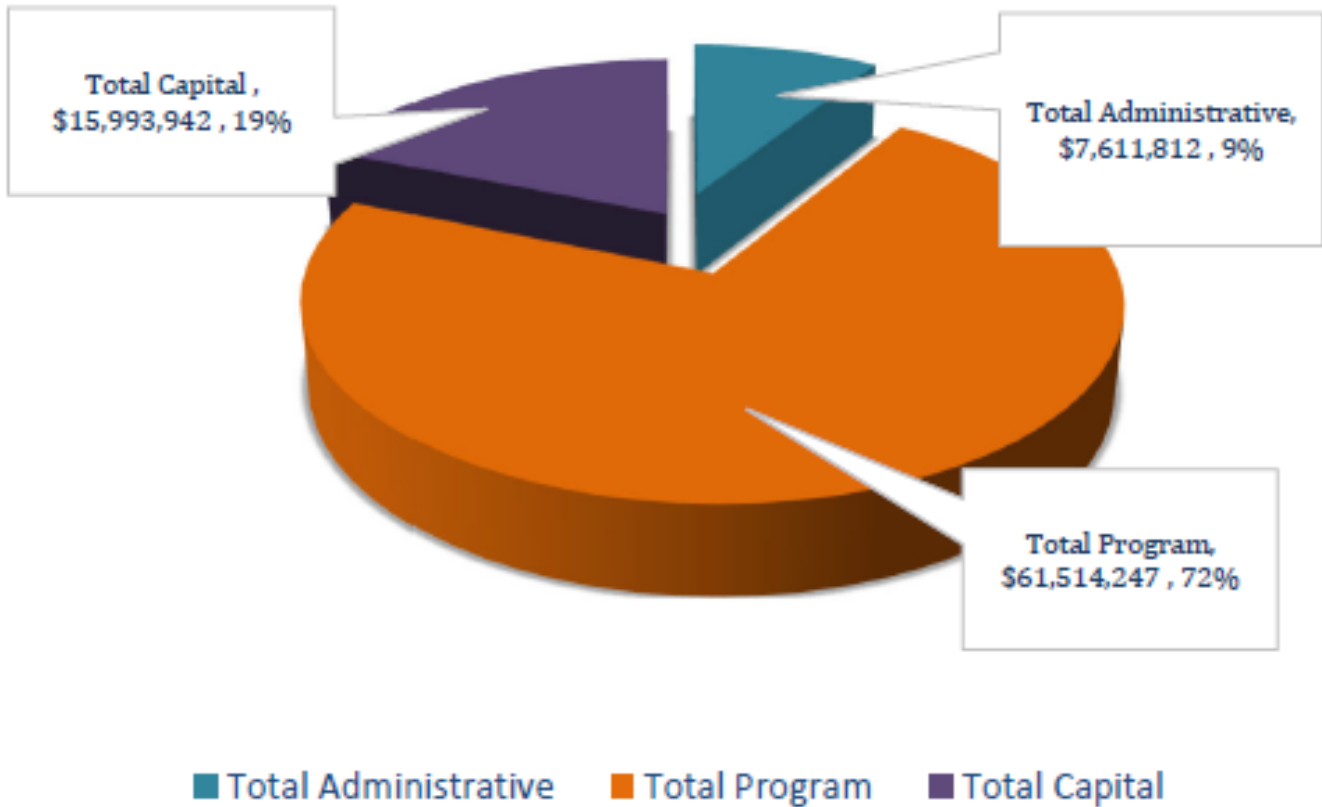
Expenditures

2023 - 24 Proposed Final Draft Budget \$85,120,000



Three-Part Budget

Total Budget: \$ 85,120,000



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

Administrative	Program	Capital
<ul style="list-style-type: none"> • Central Administration • Business Office • Curriculum Development • Instructional Administrators 	<ul style="list-style-type: none"> • Regular School Instruction • Special Education • Student Services • Instructional Media • Extracurricular Activities • Student Transportation • Community Services 	<ul style="list-style-type: none"> • Maintenance and Operations • Judgements and Claims • Refunds of Taxes • Debt Service
<p style="text-align: right;">Total Administrative</p> <p>\$ 7,611,812</p>	<p style="text-align: right;">Total Program</p> <p>\$ 61,514,247</p>	<p style="text-align: right;">Total Capital</p> <p>\$ 15,993,942</p>

Three-Part Budget: 2023-24

Summary of Expenditures		2022-23 Budget	2023-24 Proposed
Administrative			
Account			
Function			
1010	BOARD OF EDUCATION	\$ 64,490	\$ 72,100
1040	DISTRICT CLERK	\$ 6,023	\$ 5,167
1060	DISTRICT MEETING	\$ 9,909	\$ 11,500
1240	CHIEF SCHOOL ADMINISTRATOR	\$ 269,227	\$ 275,867
1310	BUSINESS ADMINISTRATION	\$ 380,267	\$ 253,026
1320	AUDITING	\$ 42,091	\$ 50,500
1325	TREASURER	\$ 1,515	\$ 91,517
1330	TAX COLLECTOR	\$ 15,676	\$ 16,000
1345	PURCHASING	\$ 21,558	\$ 76,432
1380	FISCAL AGENT FEE	\$ 14,747	\$ 10,000
1420	LEGAL	\$ 166,849	\$ 88,500
1430	PERSONNEL	\$ 277,691	\$ 394,337
1480	PUBLIC INFORMATION & SERVICES	\$ 56,010	\$ 56,000
1622	SECURITY	\$ -	\$ 135,000
1670	CENTRAL PRINTING & MAILING	\$ 88,909	\$ 95,000
1680	CENTRAL DATA PROCESSING	\$ 800,000	\$ 900,000
1910	UNALLOCATED INSURANCE	\$ 325,919	\$ 300,000
1920	SCHOOL ASSOCIATION DUES	\$ 15,404	\$ 16,000
1981	BOCES ADMINISTRATIVE COSTS	\$ 425,000	\$ 425,000
2010	CURRICULUM DEVEL & SUPERVISION	\$ 455,845	\$ 338,346
2020	SUPERVISION-REGULAR SCHOOL	\$ 1,877,601	\$ 2,405,132
9000s	BENEFITS	\$ 1,513,685	\$ 1,596,388
Total Administrative		\$ 6,828,416	\$ 7,611,812

ADMINISTRATION



Board of Education

- District Clerk
- Election
- Legal Notices
- Training



Administration of Benefits



Special Items

- Insurance
- Legal
- BOCES Admin



Administrative Staff

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

Central Services

- Printing
- Equipment
- Supplies and Materials



Administrative Function Definitions

1010 Board of Education

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



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

1040 District Clerk

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

1060 District Meeting

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



1240 Chief School Administrator

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

1310 Business Administration

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

1320 Auditing

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

1320 Treasurer

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

1330 Tax Collection

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

1345 Treasurer

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

1380 Fiscal Agent Fee

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

1420 Legal Services

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

1430 Human Resources

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

1480 Public Information and Services

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

1670 Central Printing & Mailing

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

1680 Central Data Processing

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

1900 Special Items (1910, 1920, 1981)

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

2010 Curriculum Development & Supervision

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



2020 Supervision – Regular Schools

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

2070 Inservice Training

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

9000 Employee Benefits

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



Three-Part Budget: 2023-24

Summary of Expenditures		2022-23 Budget	2023-24 Proposed
Program			
Account			
Function			
1420	LEGAL	\$ -	\$ 88,500
2070	INSERVICE TRAINING-INSTRUCTION	\$ 340,500	\$ 499,800
2110	TEACHING-REGULAR SCHOOL	\$ 20,756,068	\$ 21,581,263
2250	PROGRAMS-STUDENTS W/ DISABIL	\$ 11,961,634	\$ 12,123,293
2259	PROGRAM FOR ENGLISH LANGUAGE LEARNERS	\$ 310,007	\$ 338,627
2280	OCCUPATIONAL EDUCATION	\$ 1,500,000	\$ 2,015,000
2330	TEACHING-SPECIAL SCHOOLS	\$ 100,000	\$ 169,050
2610	SCHOOL LIBRARY & AUDIOVISUAL	\$ 378,277	\$ 466,129
2630	COMPUTER ASSISTED INSTRUCTION	\$ 2,033,874	\$ 1,143,769
2805	ATTENDANCE-REGULAR SCHOOL	\$ 39,960	\$ 4,900
2810	GUIDANCE-REGULAR SCHOOL	\$ 977,926	\$ 588,226
2815	HEALTH SERVICES-REGULAR SCHOOL	\$ 754,220	\$ 837,548
2820	PSYCHOLOGICAL SRVC-REG SCHOOL	\$ 352,316	\$ 389,979
2825	SOCIAL WORK SRVC-REG SCHOOL	\$ 845,219	\$ 461,061
2850	CO-CURRICULAR ACTIV-REG SCHL	\$ 211,500	\$ 211,500
2855	INTERSCHOL ATHLETICS-REG SCHL	\$ 819,261	\$ 921,500
5510	DISTRICT TRANSPORTATION	\$ 2,673,028	\$ 2,672,597
5530	GARAGE	\$ 214,410	\$ 238,000
5540	CONTRACT TRANSPORTATION	\$ 750,000	\$ 750,000
5550	PUBLIC TRANSPORTATION	\$ 3,750	\$ 4,000
9901	TRANSFER OTHER FUNDS	\$ 125,000	\$ 125,000
9900s	BENEFITS	\$ 16,321,203	\$ 15,884,505
Total Program		\$ 61,468,153	\$ 61,514,247



**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: 2023-24

Summary of Expenditures

2022-23
Budget

2023-24
Proposed

Capital

Account
Function

1620	OPERATION OF PLANT	\$ 4,254,464	\$ 5,226,834
1621	MAINTENANCE OF PLANT	\$ 1,391,317	\$ 1,805,000
1930	JUDGMENTS & CLAIMS	\$ 20,682	\$ 10,000
1964	REFUND ON REAL PROPERTY TAXES	\$ 26,116	\$ 10,000
5510	DISTRICT TRANSPORTATION	\$ 578,500	\$ 569,000
9711	DEBT SERVICE - SERIAL BONDS	\$ 6,403,960	\$ 6,160,600
9731	DEBT SERVICE - BANS	\$ -	\$ -
9789	DEBT SERVICE - OTHER	\$ 443,280	\$ 443,400
9950	TRANSFER TO CAPITAL	\$ 600,000	\$ 100,000
9900s	BENEFITS	\$ 1,540,112	\$ 1,669,108
Total Capital		\$ 15,258,431	\$ 15,993,942



CAPITAL

Operations of Plant

- Utilities
- Equipment
- Supplies and Materials
- Training

Special Items

- 100k Project
- Transportation

Facilities Staff

- Director's Office
- Maintenance
- Custodial
- Grounds



Capital Function Definitions

1620 Operation of Plant

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

1621 Maintenance of Plant

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

1900 Special Items (1930, 1964)

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

9700 Debt Service (9711, 9731, 9789)

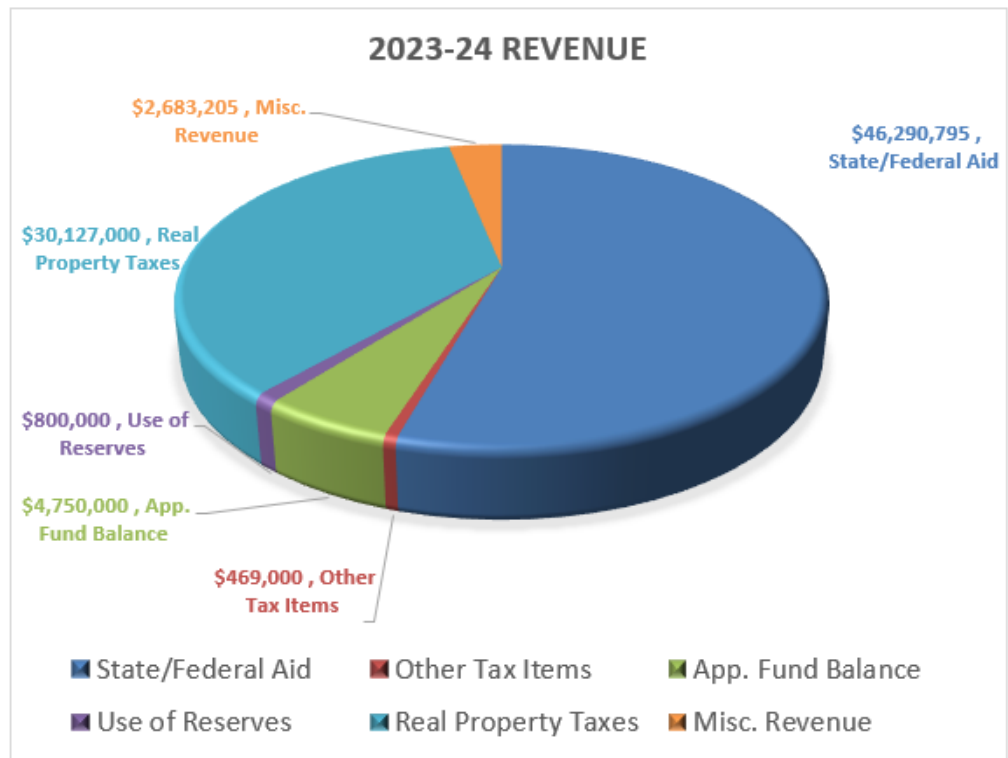
This item currently represents the total principal and interest payments which will be paid during the next fiscal year for projects that were previously approved by the voters of the district.

9950 Interfund Transfers and Other

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



2023-24 Revenue Budget



Three-Part Budget: 2023-24

Summary of Revenues

2022-23
Budget

2023-24
Proposed

Revenues


State/Federal Aid	\$ 45,761,000	\$ 46,290,795
Other Tax Items	\$ 424,000	\$ 469,000
App. Fund Balance	\$ 4,750,000	\$ 4,750,000
Use of Reserves	\$ 875,000	\$ 800,000
Real Property Taxes	\$ 29,711,000	\$ 30,127,000
Misc. Revenue	\$ 2,034,000	\$ 2,683,205
Total Revenue	\$ 83,555,000	\$ 85,120,000

Tax Levy and Tax Rate

The tax levy is projected to increase by **1.4%** for **2023-24**. This is **BELOW** the calculated State Tax Levy Limit (Tax Cap). The total district assessed value has not been finalized as of yet. Therefore, a final tax rate cannot be calculated. The tax rate for **2023-24** is projected to be **\$23.33** per thousand, a **\$.32** increase over **2022-23**. A house that has a market value of \$100,000 is projected to pay about **\$32.22** more in **2023-24**.

COMMUNITY

Tax Levy And Rates



Achieving Excellence

	22-23	23-24	Change
Tax Levy	\$29,711,000	\$30,127,000	\$ 416,000
Tax Levy Rate	\$ 23.00	\$ 23.33	\$.32
Estimated Impact on Taxes			
Increase on 100,000 household		\$ 32.22/YEAR	Estimated
Increase on 150,000 household		\$ 48.33/YEAR	Estimated
Increase on 200,000 household		\$ 64.43/YEAR	Estimated

Proposed Tax Levy Rate Increase 1.4 %

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

Tax Levy Projections

1.4 % Increase

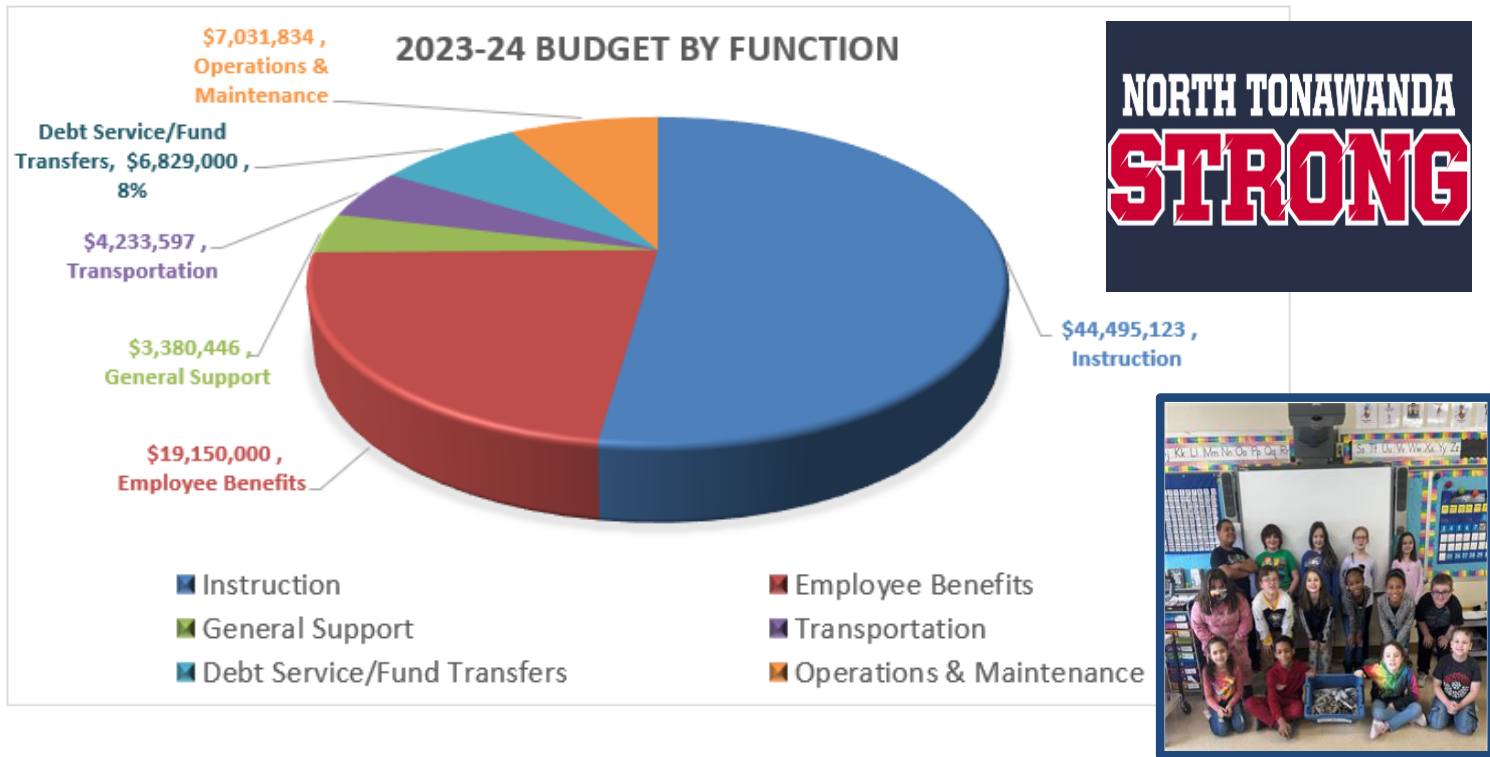
	2022	2023	2024	2025	2026	2027
2027 Revenue Stream						\$ 272,655
2026 Revenue Stream					\$ 268,537	\$ 268,537
2025 Revenue Stream				\$ 257,212	\$ 257,212	\$ 257,212
2024 Revenue Stream			\$ 350,577	\$ 350,577	\$ 350,577	\$ 350,577
2023 Revenue Stream		\$ 492,261	\$ 492,261	\$ 492,261	\$ 492,261	\$ 492,261
2022 Revenue Stream	\$ 63,705	\$ 63,705	\$ 63,705	\$ 63,705	\$ 63,705	\$ 63,705
Total Lost Revenue Stream each year	\$ 63,705	\$ 555,965	\$ 906,542	\$ 1,163,754	\$ 1,432,291	\$ 1,704,946
Estimated Tax Cap Limit Reduction 2022 - 2027						\$5,827,202

- Mixture of reductions and levy to close the gap from both ends.
- **Long term tax reduction estimate = \$5,827,202***

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

SUPPORT

2023-24 Proposed Expenditure Budget by Function: \$85,120,000



Proposed Expenditure 2023-24

Summary by Function of Expense

2022-23
Budget

2023-24
Proposed

Expenditures

Instruction	\$ 43,714,208	\$ 44,495,123
Employee Benefits	\$ 19,375,000	\$ 19,150,000
General Support	\$ 3,028,083	\$ 3,380,446
Transportation	\$ 4,219,688	\$ 4,233,597
Debt Service/Fund Transfers	\$ 7,572,240	\$ 6,829,000
Operations & Maintenance	\$ 5,645,781	\$ 7,031,834
Total Expenditure	\$ 83,555,000	\$ 85,120,000

REQUIRED COMPENSATION INFORMATION

CHAPTER 474, LAWS OF 1996

Compensation

Report Estimated Salaries in the Budget for the 2023-2024 School Year. Compensation is reported in 3 parts: salary, benefits, and other compensation. The salary, benefits and other compensation for the Superintendent are as follows:

Superintendent of Schools:

\$ 212,779 **Annual Salary** – This annual salary is consistent with amounts expected to be reported as wages in accordance with applicable provisions of the Internal Revenue Code (includes thirteen days of paid vacation if not used).

\$ 48,372 **Annualized Cost of Benefits:**
All district employees – The Superintendent is offered the same ancillary benefits provided to all employees. Many of these benefits, such as employer contributions to Social Security and Medicare are required by law. Other benefits include health insurance, retirement contribution, unemployment insurance, worker's compensation insurance and professional memberships.

\$ 19,717 Mandatory TRS Contribution @ 10.00 % of 22-23 salary

\$ 11,174 Single Health/Dental/105 Plan

\$ 17,481 Required Social Security and Medicare Contribution,
Worker's Compensation, and Unemployment Insurance

In addition, Chapter 474, the Laws of 1996 requires disclosure of Deputy, Assistant or Associate Superintendent salary, benefits, and other compensation for the 2023-24 School Year.

Executive Director – Educational Services

\$ 161,024 **Annual Salary** – This annual salary is consistent with amounts expected to be reported as wages in accordance with applicable provisions of the Internal Revenue Code (includes thirteen days of paid vacation if not used).

\$38,114 **Annualized Cost of Benefits:**
All district employees – The Executive Director of Educational Services is offered the same ancillary benefits provided to all employees. Many of these benefits, such as employer contributions to Social Security and Medicare are required by law. Other benefits include health insurance, retirement contribution, life insurance, unemployment insurance, worker's compensation insurance and professional memberships.

\$ 14,921 Mandatory TRS Contribution @ 10.00 % of 22-23 salary

\$ 9,964 Single Health/Dental/105 Plan

\$ 13,229 Required Social Security and Medicare Contribution,
Worker's Compensation, Life Insurance and
Unemployment Insurance

REQUIRED COMPENSATION INFORMATION

CHAPTER 474, LAWS OF 1996

(continued)

Assistant Superintendent for Administrative Services

\$ 138,686 **Annual Salary** – This annual salary is consistent with amounts expected to be reported as wages in accordance with applicable provisions of the Internal Revenue Code (includes nine days of paid vacation if not used).

\$27,601

Annualized Cost of Benefits:

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

\$ 13,053	Mandatory TRS Contribution @ 10.00 % of 22-23 salary
\$ 2,975	Dental/105 Plan
\$ 11,573	Required Social Security and Medicare Contribution, Worker's Compensation, Life Insurance and Unemployment Insurance

In addition, Chapter 474, the Laws of 1996 requires disclosure of salaries of other supervisory and administrative personnel scheduled to receive \$162,000 or more in salary during the 2023-24 fiscal year.

North Tonawanda City School District

Tax Levy Calculation - OSC

Tax Cap Calculator Results Report	
	BUDGET 2024
Tax Levy Limit Before Adjustments and Exclusions	
Prior FYE Tax Levy With Prorata Included	\$29,728,621
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	\$312,202
Tort Exclusion Amount Claimed in Prior FYE	\$0
Capital Levy for Prior FYE	\$534,714
Allowable Growth Factor	1.0200
PILOTS Receivable for Current FYE	\$344,133
Available Carryover from Prior FYE	\$0
Total Levy Limit Before Adjustments and Exclusions	\$29,870,359
Exclusions	
Tax Levy Necessary for Expenditures Resulting from Tort Judgements Over 5%	\$0
Capital Levy for Current FYE	\$607,172
ERS contribution increase greater than 2%	\$0
TRS contribution increase greater than 2%	\$0
Total Exclusions	\$607,172
Tax Levy Limit, Adjusted For Transfers, Plus Exclusions	\$30,477,531
Total Tax Cap Reserve Amount Used to Reduce Current FYE Levy	\$0
Current FYE Proposed Levy, Net of Reserve	\$30,127,000
OR Current FYE Proposed Levy, Net of Reserve %	0.00%
	2024
CURRENT FYE PROPOSED LEVY, \$ entry	\$30,127,000
CURRENT FYE PROPOSED LEVY, % entry	\$0
CURRENT FYE PROPOSED LEVY, NET OF RESERVE %	1.40%
TAX LEVY LIMIT %	2.52%
DIFFERENCE BETWEEN TAX LEVY LIMIT AND PROPOSED LEVY	\$350,531
YEAR OVER YEAR CHANGE IN CURRENT FYE PROPOSED LEVY	\$398,379

North Tonawanda City School District

Property Tax Report Card – SED

Property Tax Report Card
400900 - NORTH TONAWANDA CITY

2022-2023 - Page 1
Official - as of 04/18/2023 10:13 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/otsear/propertytax/cap/>

Please also submit an electronic version (PDF or Word) of your school district's 2023-24 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 24, 2023

Form Preparer Name:
Preparer's Telephone Number:

FRANCES MAY
716-807-3511

<u>Shaded Fields Will Calculate</u>	Budgeted 2022-23 (A)	Proposed Budget 2023-24 (B)	Percent Change (C)
Total Budgeted Amount, not including Separate Propositions	83,555,000	85,120,000	1.87 %
A. Proposed Tax Levy to Support the Total Budgeted Amount ¹	29,711,000	30,127,000	
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)	29,711,000	30,127,000	1.40 %
F. Permissible Exclusions to the School Tax Levy Limit	534,714	607,172	
G. School Tax Levy Limit, <u>Excluding</u> Levy for Permissible Exclusions ³	29,668,547	29,870,359	
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)	29,175,286	29,519,828	
I. Difference: (G-H); (negative value requires 60.0% voter approval) ²	492,261	350,531	
Public School Enrollment	3,103	3,125	0.71 %
Consumer Price Index			8.0 %

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 2023-24, includes any carryover from 2022-23 and excludes any tax levy for library debt or prior year reserve for

North Tonawanda City School District

Property Tax Report Card - SED

excess tax levy, including interest.

	Actual 2022-23 (D)	Estimated 2023-24 (E)
Adjusted Restricted Fund Balance	15,362,654	14,500,000
Assigned Appropriated Fund Balance	5,934,262	4,750,000
Adjusted Unrestricted Fund Balance	3,342,200	3,250,000
Adjusted Unrestricted Fund Balance as a Percent of the Total Budget	4.00 %	3.82 %

Schedule of Reserve Funds

Reserve Type	Reserve Name	Reserve Description *	3/31/23 Actual Balance	6/30/23 Estimated Ending Balance	Intended Use of the Reserve in the 2023-24 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.	320,016	320,016	No planned use for 23-2024.
Capital	2020 CAPITAL RESERVE - BUILDING IMPROVEMENTS	For the cost of any object or purpose for which bonds may be issued.	5,978,930	5,978,930	No planned use for 23-2024.
Repair		For the cost of repairs to capital improvements or equipment.			
Workers Compensation	WORKERS COMP RESERVE	For self-insured Workers Compensation and benefits.	1,143,464	1,143,464	\$200,000 to offset worker's compensation settlements in 23- 2024.
Unemployment Insurance	UNEMPLOYMENT INSURANCE RESERVE	For reimbursement to the State Unemployment Insurance Fund.	160,919	160,919	No planned use for 23-2024.
Reserve for Tax Reduction		For the gradual use of the proceeds of the sale of school district real property.			
Mandatory Reserve for Debt Service		For proceeds from the sale of district capital assets or improvement, restricted to debt service.			
Insurance	RESERVE FOR PREPAID-LIFE INSURANCE	For liability, casualty, and other types of uninsured losses.	104,244	104,244	No planned use for 23-2024.

<https://eservices.nysed.gov/sams/printForm.do?method=printForm&sid=830&segmentKey=1681827176842>

2/3

North Tonawanda City School District

Property Tax Report Card - SED

Property Loss + (add)		To cover property loss.	<input type="text"/>	<input type="text"/>	
Liability + (add)	RESERVE FOR LIABILITY AND CASUALTY	To cover incurred liability claims.	1,197,621	1,197,621	No planned use for 23-2024.
Tax Certiorari		For tax certiorari settlements.	<input type="text"/>	<input type="text"/>	
Reserve for Insurance Recoveries		For unexpended proceeds of insurance recoveries at fiscal year end.	<input type="text"/>	<input type="text"/>	
Employee Benefit Accrued Liability	EMPLOYEE BENEFITS RESERVE	For accrued 'employee benefits' due to employees upon termination of service.	607,538	607,538	\$250,000 towards employee retirement incentive awards.
Retirement Contribution	RESERVE FOR RETIREMENT CONTRIBUTIONS	For employer retirement contributions to the State and Local Employees' Retirement System.	2,684,171	2,684,171	No planned use for 23-2024.
Reserve for Uncollected Taxes		For unpaid taxes due certain city school districts not reimbursed by their city/county until the following fiscal year.	<input type="text"/>	<input type="text"/>	
Single Other Reserve	RESERVE FOR DEBT		3,150,272	2,450,272	\$350,000 planned use for 23-2024

* **NYSSED Reserve Guidance:**

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

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

****Provide a brief, but specific, statement of the planned use and appropriation for the reserve in SY 2023-24.
Mention any capital expenditures that will need to be voted upon in the upcoming Budget Vote.**

<input type="button" value="Save"/>	<input type="button" value="Reset"/>	<input type="button" value="Save & Ready"/>
-------------------------------------	--------------------------------------	---

North Tonawanda City School District

Exemption Impact Report – NYS RPT

NYS - Real Property System County of Niagara		Assessor's Report - 2023 - Current Year File S495 Exemption Impact Report School District Summary		RPS221V04/L001 Date/Time - 4/13/2023 14:38:43 Total Assessed Value 1,493,569,291	
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	3,732,117	0.13
12350	PUBLIC AUTHORITY - STATE	RPTL 412	7	230,770	0.01
13100	CO - GENERALLY	RPTL 408(1)	13	328,848	0.01
13350	CITY - GENERALLY	RPTL 408(1)	158	81,831,051	2.85
13500	TOWN - GENERALLY	RPTL 408(1)	2	5,000	0.00
13900	SCHOOL DISTRICT	RPTL 408	13	75,277,308	2.62
14100	USA - GENERALLY	RPTL 400(1)	2	855,769	0.03
18020	MUNICIPAL INDUSTRIAL DEV AGENC	RPTL 412-a	23	44,123,271	1.54
21600	RES OF CLERGY - RELIG CORP OWN	RPTL 402	2	451,923	0.02
25110	NONPROF CORP - RELIG/CONIST PRO	RPTL 420-a	50	45,184,035	1.57
25130	NONPROF CORP - CHAR (CONST PRO	RPTL 420-a	5	3,360,191	0.12
25210	NONPROF CORP - HOSPITAL	RPTL 420-a	3	42,948,077	1.50
25230	NONPROF CORP - MORAL/MENTAL IM	RPTL 420-a	14	7,162,118	0.25
25300	NONPROF CORP - SPECIFIED USES	RPTL 420-b	22	5,255,769	0.18
26100	VETERANS ORGANIZATION	RPTL 462	1	698,077	0.02
26250	HISTORICAL SOCIETY	RPTL 444	3	468,270	0.02
26400	INC VOLUNTEER FIRE CO OR DEPT	RPTL 464(2)	9	2,949,038	0.10
28110	NOT-FOR-PROFIT HOUSING COMPANY	RPTL 422	1	6,408,615	0.22
36280	MUN HSGNG AUTH -NYS AIDED	PUB HSGNG L 52(4)&(5)	1	12,798,077	0.45
41120	ALT VET EX-WAR PERIOD-NON-COMB	RPTL 468-a	763	4,838,517	0.17
41130	ALT VET EX-WAR PERIOD-COMBAT	RPTL 468-a	584	6,176,868	0.22
41140	ALT VET EX-WAR PERIOD-DISABILI	RPTL 468-a	307	6,149,237	0.21
41300	PARAPLEGIC VETS	RPTL 468(3)	5	1,921,153	0.07
41400	CLERGY	RPTL 460	13	37,505	0.00
41800	PERSONS AGE 65 OR OVER	RPTL 467	53	4,211,349	0.15
41804	PERSONS AGE 65 OR OVER	RPTL 467	80	3,794,397	0.13
41806	PERSONS AGE 65 OR OVER	RPTL 467	1	27,885	0.00
41834	ENHANCED STAR	RPTL 425	2,400	205,298,888	7.15
41854	BASIC STAR 1999-2000	RPTL 425	3,458	115,374,021	4.02
41900	PHYSICALLY DISABLED	RPTL 469	13	439,850	0.02
47610	BUSINESS INVESTMENT PROPERTY F	RPTL 485-b	44	2,168,634	0.08
48670	REDEVELOPMENT HOUSING CO	P H F I L 125 & 127	1	1,521,154	0.05

North Tonawanda City School District

Exemption Impact Report – NYS RPT

NYS - Real Property System County of Niagara			Assessor's Report - 2023 - Current Year File S495 Exemption Impact Report School District Summary			RPS221V04/L001 Date/Time - 4/13/2023 14:38:43 Total Assessed Value 1,493,569,291
School District - 291200 N Ton City School			Equalized Total Assessed Value 2,872,248,837			
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	732,692	0.03	
Total Exemptions Exclusive of System Exemptions:			8,069	686,787,670	23.91	
Total System Exemptions:			0	0	0.00	
Totals:			8,069	686,787,670	23.91	
Values have been equalized using the Uniform Percentage of Value. The Exempt amounts do not take into consideration, payments in lieu of taxes or other payments for municipal services.						

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

North Tonawanda City School District

Exemption Impact Report- PILOTS – NYS RPT



RP-495 PILOT (9/08)

LOCAL GOVERNMENT EXEMPTION IMPACT REPORT

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

Date: May 1, 2023

Taxing Jurisdiction: North Tonawanda City School District

Fiscal Year Beginning: 2023

Total equalized value in taxing jurisdiction: \$ 2,872,248,637

Exemption Code (Column A)	Exemption Description (Column B)	Statutory Authority (Column C)	Number of Exemptions (Column D)	Payments in Lieu of Taxes (PILOTS) (Column E)
18020	MUNICIPAL INDUSTRIAL DEV AGENC	RPTL 412-a	14	\$225,882.42
28110	NOT-FOR-PROFIT HOUSING COMPANY	RPTL 422	1	\$69,631.51
38260	MUN HSNG AUTH -NYS AIDED	PUB HSNG L 52(4)&(5)	1	\$27,825.00
48670	REDEVELOPMENT HOUSING CO	PHFIL 125 & 127	1	\$3,274.18
Totals			17	\$326,613.11

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

BOARD MEMBER CANDIDATES

2023-2024

Matthew Kennedy
130 Christiana Street
North Tonawanda, NY 14120
716-799-7774
mkennedy@ntschoools.org

Peter Chenier Jr
55 Ward Road
North Tonawanda, NY 14120
716-812-6467
pchenierjr@gmail.com

NORTH TONAWANDA CITY SCHOOL DISTRICT



N.T. Schools - Achieving Excellence



BUDGET STATEMENT Addenda

Fiscal Transparency Report

School District Report Card

NT Spirit – Budget Newsletter

NORTH TONAWANDA CITY SD

2020-21 School Year Financial Transparency Report

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

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

| Business Rules

Economic and Student Characteristics

P-12 ENROLLMENT



3,101

NEEDS RESOURCE CATEGORY



Average Need

DISTRICT ABILITY TO RAISE LOCAL FUNDS IS



slightly less than the
average district in
the state

STUDENT NEEDS ARE



slightly less than the
state average

Student Demographics

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

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

Comparison: How do per pupil expenditures compare?

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

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

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

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

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

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

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

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

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

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

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

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

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

Entries U through Z represent central expenditures.

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

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

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

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

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

© COPYRIGHT NEW YORK STATE EDUCATION DEPARTMENT, ALL RIGHTS RESERVED.

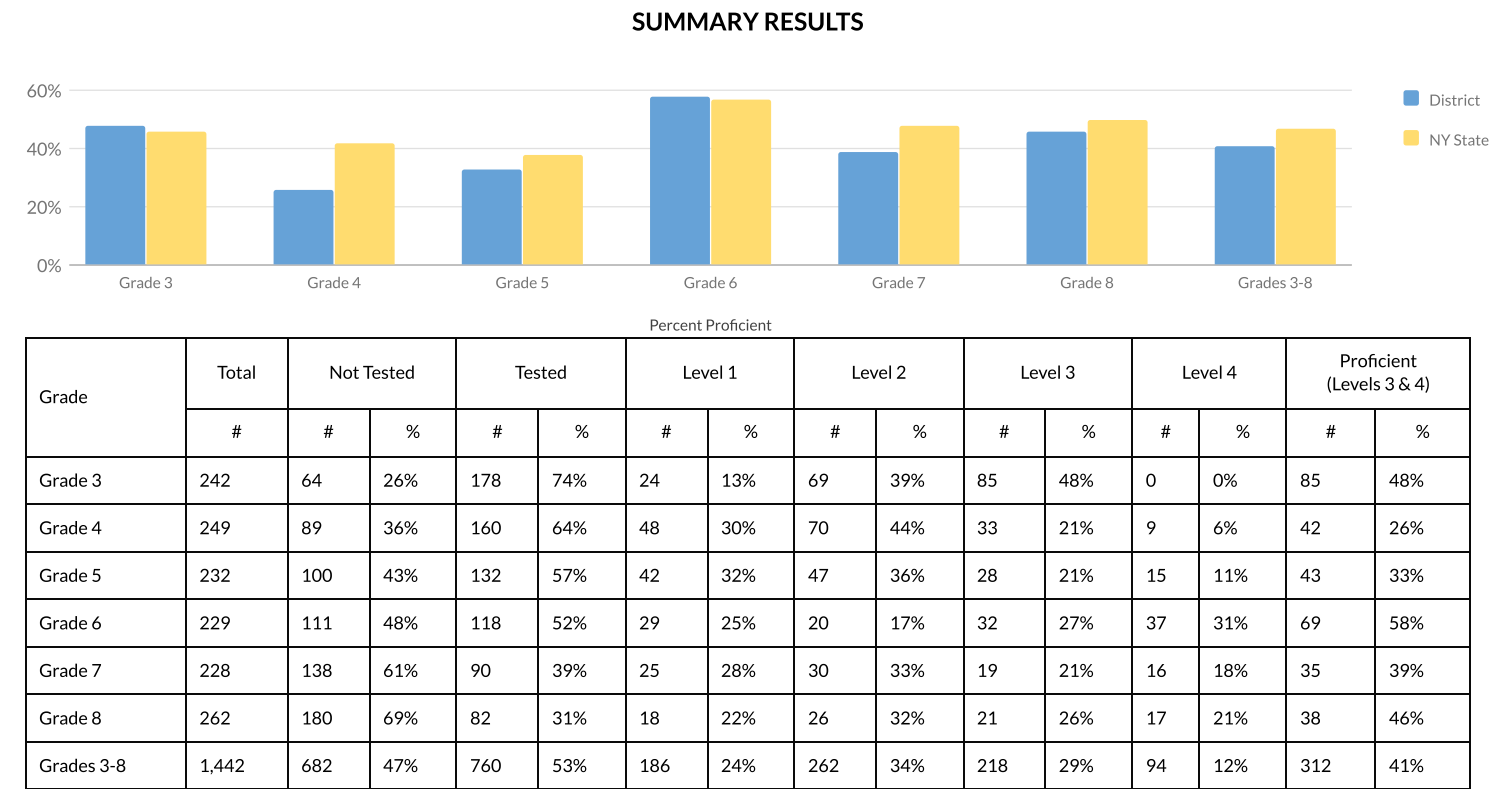
THIS DOCUMENT WAS CREATED ON: MAY 4, 2022, 2:00 PM EST

NORTH TONAWANDA CITY SCHOOL DISTRICT - NEW YORK STATE REPORT CARD [2021 - 22]

The New York State Report Card is an important part of the Board of Regents’ effort to create educational equity and raise learning outcomes for all students. Knowledge gained from the report card about a school or district can be used to improve instruction and inform 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, New York State’s ESSA plan 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.

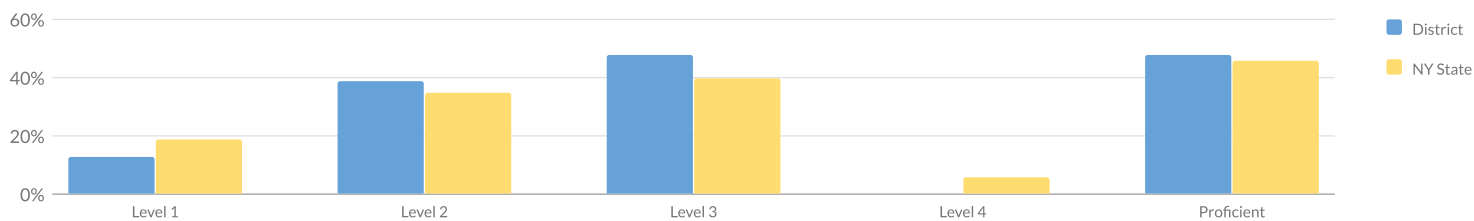
GRADES 3-8 ENGLISH LANGUAGE ARTS RESULTS (2021-22)

Due to the ongoing impacts of COVID-19, it may not be appropriate to compare 2021-22 NYS standardized assessment results with results from prior years.



GRADE 3 ELA RESULTS

Due to the ongoing impacts of COVID-19, it may not be appropriate to compare 2021-22 NYS standardized assessment results with results from prior years.

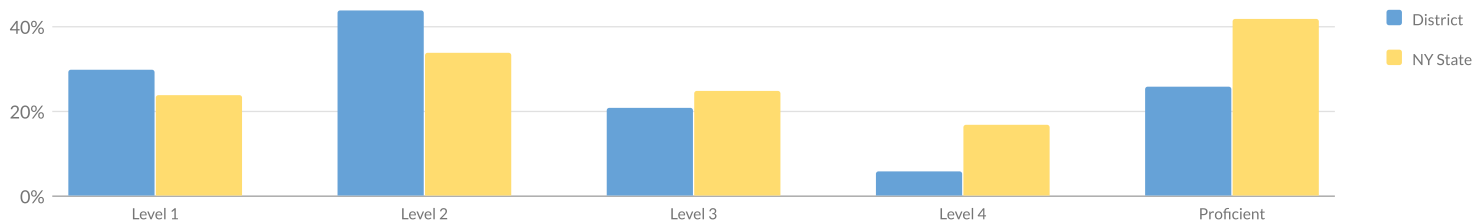


Percentage Scoring at Levels

Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	242	64	26%	178	74%	24	13%	69	39%	85	48%	0	0%	85	48%
Female	120	19	16%	101	84%	12	12%	31	31%	58	57%	0	0%	58	57%
Male	122	45	37%	77	63%	12	16%	38	49%	27	35%	0	0%	27	35%
General Education Students	181	29	16%	152	84%	11	7%	61	40%	80	53%	0	0%	80	53%
Students with Disabilities	61	35	57%	26	43%	13	50%	8	31%	5	19%	0	0%	5	19%
American Indian or Alaska Native	2	0	0%	2	100%	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	3	0	0%	3	100%	—	—	—	—	—	—	—	—	—	—
Black or African American	3	0	0%	3	100%	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	13	3	23%	10	77%	2	20%	4	40%	4	40%	0	0%	4	40%
White	211	59	28%	152	72%	17	11%	57	38%	78	51%	0	0%	78	51%
Multiracial	10	2	20%	8	80%	4	50%	4	50%	0	0%	0	0%	0	0%
Small Group Total	8	0	0%	8	100%	1	13%	4	50%	3	38%	0	0%	3	38%
Economically Disadvantaged	107	32	30%	75	70%	14	19%	35	47%	26	35%	0	0%	26	35%
Not Economically Disadvantaged	135	32	24%	103	76%	10	10%	34	33%	59	57%	0	0%	59	57%
English Language Learner	6	1	17%	5	83%	2	40%	3	60%	0	0%	0	0%	0	0%
Non-English Language Learner	236	63	27%	173	73%	22	13%	66	38%	85	49%	0	0%	85	49%
Not in Foster Care	242	64	26%	178	74%	24	13%	69	39%	85	48%	0	0%	85	48%
Homeless	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Not Homeless	241	64	27%	177	73%	—	—	—	—	—	—	—	—	—	—
Not Migrant	242	64	26%	178	74%	24	13%	69	39%	85	48%	0	0%	85	48%
Parent Not in Armed Forces	242	64	26%	178	74%	24	13%	69	39%	85	48%	0	0%	85	48%

GRADE 4 ELA RESULTS

Due to the ongoing impacts of COVID-19, it may not be appropriate to compare 2021-22 NYS standardized assessment results with results from prior years.

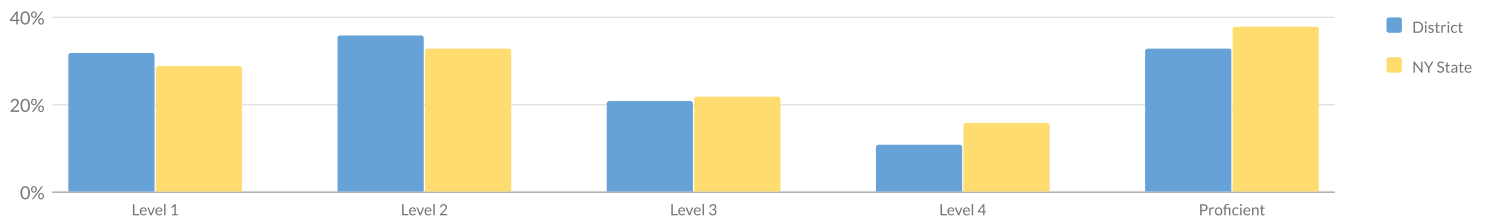


Percentage Scoring at Levels

Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	249	89	36%	160	64%	48	30%	70	44%	33	21%	9	6%	42	26%
Female	126	43	34%	83	66%	25	30%	34	41%	20	24%	4	5%	24	29%
Male	123	46	37%	77	63%	23	30%	36	47%	13	17%	5	6%	18	23%
General Education Students	190	61	32%	129	68%	19	15%	68	53%	33	26%	9	7%	42	33%
Students with Disabilities	59	28	47%	31	53%	29	94%	2	6%	0	0%	0	0%	0	0%
American Indian or Alaska Native	3	1	33%	2	67%	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Black or African American	6	0	0%	6	100%	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	13	6	46%	7	54%	1	14%	1	14%	4	57%	1	14%	5	71%
White	214	78	36%	136	64%	40	29%	60	44%	28	21%	8	6%	36	26%
Multiracial	12	4	33%	8	67%	3	38%	4	50%	1	13%	0	0%	1	13%
Small Group Total	10	1	10%	9	90%	4	44%	5	56%	0	0%	0	0%	0	0%
Economically Disadvantaged	133	55	41%	78	59%	33	42%	34	44%	8	10%	3	4%	11	14%
Not Economically Disadvantaged	116	34	29%	82	71%	15	18%	36	44%	25	30%	6	7%	31	38%
English Language Learner	1	1	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Non-English Language Learner	248	88	35%	160	65%	48	30%	70	44%	33	21%	9	6%	42	26%
Not in Foster Care	249	89	36%	160	64%	48	30%	70	44%	33	21%	9	6%	42	26%
Homeless	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Not Homeless	248	89	36%	159	64%	—	—	—	—	—	—	—	—	—	—
Not Migrant	249	89	36%	160	64%	48	30%	70	44%	33	21%	9	6%	42	26%
Parent Not in Armed Forces	249	89	36%	160	64%	48	30%	70	44%	33	21%	9	6%	42	26%

GRADE 5 ELA RESULTS

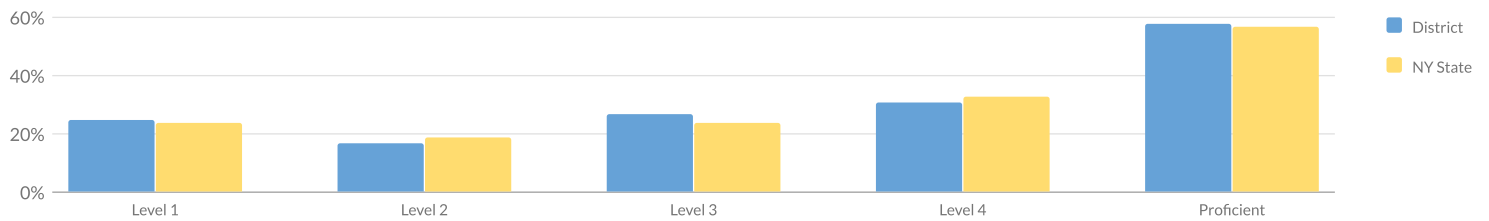
Due to the ongoing impacts of COVID-19, it may not be appropriate to compare 2021-22 NYS standardized assessment results with results from prior years.



Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	232	100	43%	132	57%	42	32%	47	36%	28	21%	15	11%	43	33%
Female	129	53	41%	76	59%	15	20%	29	38%	21	28%	11	14%	32	42%
Male	103	47	46%	56	54%	27	48%	18	32%	7	13%	4	7%	11	20%
General Education Students	191	78	41%	113	59%	27	24%	44	39%	27	24%	15	13%	42	37%
Students with Disabilities	41	22	54%	19	46%	15	79%	3	16%	1	5%	0	0%	1	5%
American Indian or Alaska Native	2	2	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Asian or Native Hawaiian/Other Pacific Islander	2	0	0%	2	100%	—	—	—	—	—	—	—	—	—	—
Black or African American	7	2	29%	5	71%	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	7	2	29%	5	71%	1	20%	3	60%	0	0%	1	20%	1	20%
White	202	91	45%	111	55%	31	28%	42	38%	25	23%	13	12%	38	34%
Multiracial	12	3	25%	9	75%	6	67%	1	11%	2	22%	0	0%	2	22%
Small Group Total	9	2	22%	7	78%	4	57%	1	14%	1	14%	1	14%	2	29%
Economically Disadvantaged	114	54	47%	60	53%	26	43%	16	27%	13	22%	5	8%	18	30%
Not Economically Disadvantaged	118	46	39%	72	61%	16	22%	31	43%	15	21%	10	14%	25	35%
English Language Learner	4	3	75%	1	25%	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	228	97	43%	131	57%	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	232	100	43%	132	57%	42	32%	47	36%	28	21%	15	11%	43	33%
Homeless	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Not Homeless	231	100	43%	131	57%	—	—	—	—	—	—	—	—	—	—
Not Migrant	232	100	43%	132	57%	42	32%	47	36%	28	21%	15	11%	43	33%
Parent Not in Armed Forces	232	100	43%	132	57%	42	32%	47	36%	28	21%	15	11%	43	33%

GRADE 6 ELA RESULTS

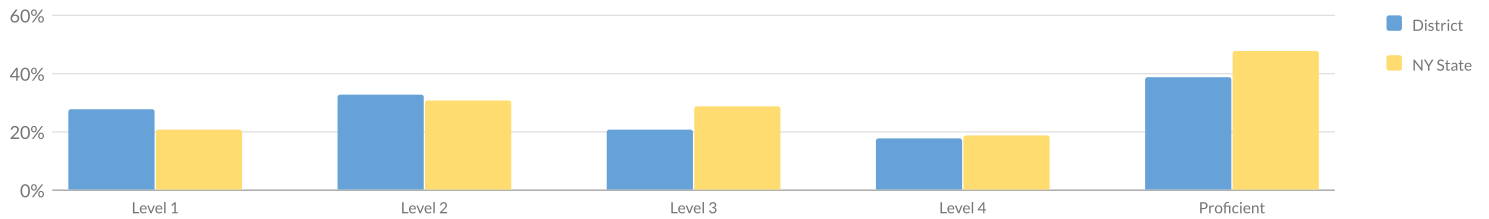
Due to the ongoing impacts of COVID-19, it may not be appropriate to compare 2021-22 NYS standardized assessment results with results from prior years.



Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	229	111	48%	118	52%	29	25%	20	17%	32	27%	37	31%	69	58%
Female	108	50	46%	58	54%	15	26%	9	16%	15	26%	19	33%	34	59%
Male	121	61	50%	60	50%	14	23%	11	18%	17	28%	18	30%	35	58%
General Education Students	177	80	45%	97	55%	19	20%	13	13%	29	30%	36	37%	65	67%
Students with Disabilities	52	31	60%	21	40%	10	48%	7	33%	3	14%	1	5%	4	19%
American Indian or Alaska Native	2	1	50%	1	50%	—	—	—	—	—	—	—	—	—	—
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	6	2	33%	4	67%	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	17	8	47%	9	53%	6	67%	1	11%	0	0%	2	22%	2	22%
White	192	94	49%	98	51%	23	23%	14	14%	29	30%	32	33%	61	62%
Multiracial	11	5	45%	6	55%	0	0%	1	17%	2	33%	3	50%	5	83%
Small Group Total	8	3	38%	5	63%	0	0%	4	80%	1	20%	0	0%	1	20%
Economically Disadvantaged	114	59	52%	55	48%	18	33%	16	29%	11	20%	10	18%	21	38%
Not Economically Disadvantaged	115	52	45%	63	55%	11	17%	4	6%	21	33%	27	43%	48	76%
English Language Learner	2	2	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Non-English Language Learner	227	109	48%	118	52%	29	25%	20	17%	32	27%	37	31%	69	58%
Not in Foster Care	229	111	48%	118	52%	29	25%	20	17%	32	27%	37	31%	69	58%
Not Homeless	229	111	48%	118	52%	29	25%	20	17%	32	27%	37	31%	69	58%
Not Migrant	229	111	48%	118	52%	29	25%	20	17%	32	27%	37	31%	69	58%
Parent Not in Armed Forces	229	111	48%	118	52%	29	25%	20	17%	32	27%	37	31%	69	58%

GRADE 7 ELA RESULTS

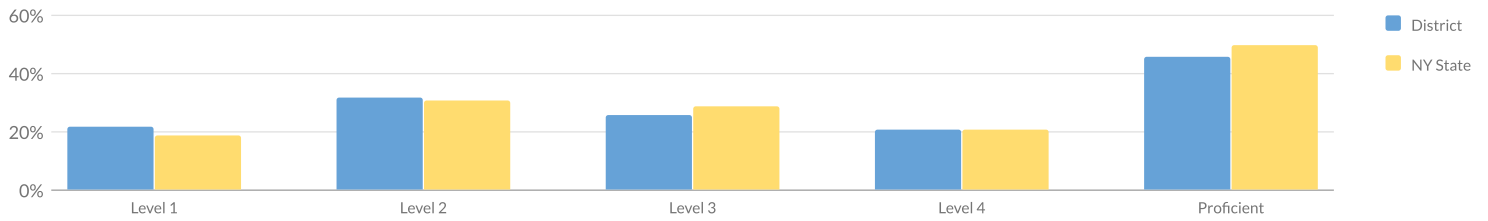
Due to the ongoing impacts of COVID-19, it may not be appropriate to compare 2021-22 NYS standardized assessment results with results from prior years.



Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	228	138	61%	90	39%	25	28%	30	33%	19	21%	16	18%	35	39%
Female	104	62	60%	42	40%	8	19%	14	33%	9	21%	11	26%	20	48%
Male	124	76	61%	48	39%	17	35%	16	33%	10	21%	5	10%	15	31%
General Education Students	171	100	58%	71	42%	11	15%	27	38%	18	25%	15	21%	33	46%
Students with Disabilities	57	38	67%	19	33%	14	74%	3	16%	1	5%	1	5%	2	11%
Asian or Native Hawaiian/Other Pacific Islander	2	0	0%	2	100%	—	—	—	—	—	—	—	—	—	—
Black or African American	5	4	80%	1	20%	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	11	7	64%	4	36%	—	—	—	—	—	—	—	—	—	—
White	203	125	62%	78	38%	19	24%	30	38%	17	22%	12	15%	29	37%
Multiracial	7	2	29%	5	71%	3	60%	0	0%	0	0%	2	40%	2	40%
Small Group Total	18	11	61%	7	39%	3	43%	0	0%	2	29%	2	29%	4	57%
Economically Disadvantaged	94	68	72%	26	28%	9	35%	9	35%	4	15%	4	15%	8	31%
Not Economically Disadvantaged	134	70	52%	64	48%	16	25%	21	33%	15	23%	12	19%	27	42%
English Language Learner	4	4	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Non-English Language Learner	224	134	60%	90	40%	25	28%	30	33%	19	21%	16	18%	35	39%
Not in Foster Care	228	138	61%	90	39%	25	28%	30	33%	19	21%	16	18%	35	39%
Homeless	3	2	67%	1	33%	—	—	—	—	—	—	—	—	—	—
Not Homeless	225	136	60%	89	40%	—	—	—	—	—	—	—	—	—	—
Not Migrant	228	138	61%	90	39%	25	28%	30	33%	19	21%	16	18%	35	39%
Parent Not in Armed Forces	228	138	61%	90	39%	25	28%	30	33%	19	21%	16	18%	35	39%

GRADE 8 ELA RESULTS

Due to the ongoing impacts of COVID-19, it may not be appropriate to compare 2021-22 NYS standardized assessment results with results from prior years.

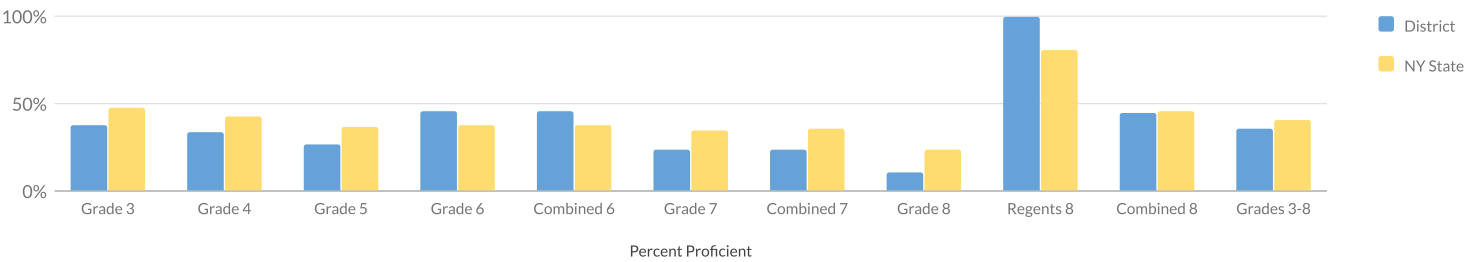


Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	262	180	69%	82	31%	18	22%	26	32%	21	26%	17	21%	38	46%
Female	126	97	77%	29	23%	3	10%	7	24%	10	34%	9	31%	19	66%
Male	136	83	61%	53	39%	15	28%	19	36%	11	21%	8	15%	19	36%
General Education Students	219	145	66%	74	34%	13	18%	23	31%	21	28%	17	23%	38	51%
Students with Disabilities	43	35	81%	8	19%	5	63%	3	38%	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	3	60%	2	40%	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	14	10	71%	4	29%	—	—	—	—	—	—	—	—	—	—
White	228	157	69%	71	31%	13	18%	23	32%	19	27%	16	23%	35	49%
Multiracial	13	9	69%	4	31%	—	—	—	—	—	—	—	—	—	—
Small Group Total	33	22	67%	11	33%	5	45%	3	27%	2	18%	1	9%	3	27%
Economically Disadvantaged	111	76	68%	35	32%	9	26%	13	37%	4	11%	9	26%	13	37%
Not Economically Disadvantaged	151	104	69%	47	31%	9	19%	13	28%	17	36%	8	17%	25	53%
English Language Learner	2	2	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Non-English Language Learner	260	178	68%	82	32%	18	22%	26	32%	21	26%	17	21%	38	46%
Not in Foster Care	262	180	69%	82	31%	18	22%	26	32%	21	26%	17	21%	38	46%
Homeless	3	2	67%	1	33%	—	—	—	—	—	—	—	—	—	—
Not Homeless	259	178	69%	81	31%	—	—	—	—	—	—	—	—	—	—
Not Migrant	262	180	69%	82	31%	18	22%	26	32%	21	26%	17	21%	38	46%
Parent Not in Armed Forces	262	180	69%	82	31%	18	22%	26	32%	21	26%	17	21%	38	46%

GRADES 3-8 MATHEMATICS RESULTS (2021-22)

Due to the ongoing impacts of COVID-19, it may not be appropriate to compare 2021-22 NYS standardized assessment results with results 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	241	69	29%	172	71%	55	32%	51	30%	50	29%	16	9%	66	38%
Grade 4	248	84	34%	164	66%	52	32%	57	35%	37	23%	18	11%	55	34%
Grade 5	233	99	42%	134	58%	53	40%	45	34%	26	19%	10	7%	36	27%
Grade 6	229	105	46%	124	54%	31	25%	36	29%	47	38%	10	8%	57	46%
Combined 6	229	105	46%	124	54%	31	25%	36	29%	47	38%	10	8%	57	46%
Grade 7	227	141	62%	86	38%	35	41%	30	35%	18	21%	3	3%	21	24%
Combined 7	227	141	62%	86	38%	35	41%	30	35%	18	21%	3	3%	21	24%
Grade 8	261	199	76%	62	24%	24	39%	31	50%	6	10%	1	2%	7	11%
Regents 8	—	0	0%	38	15%	0	0%	0	0%	6	16%	32	84%	38	100%
Combined 8	261	161	62%	100	38%	24	24%	31	31%	12	12%	33	33%	45	45%
Grades 3-8	1,439	659	46%	780	54%	250	32%	250	32%	190	24%	90	12%	280	36%

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

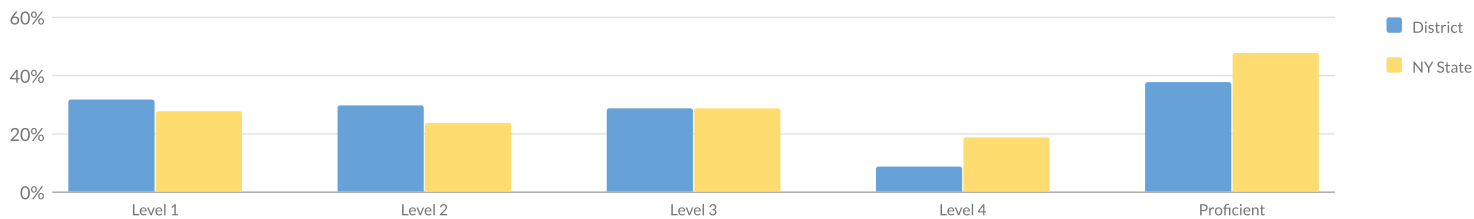
REGENTS MATHEMATICS EXEMPTIONS, GRADES 6-8 STUDENTS

Grade	Total Exempt	Exempt, Not Tested		Exempt, Tested	
		#	%	#	%
Regents 8	0	0	—	0	—

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

GRADE 3 MATH RESULTS

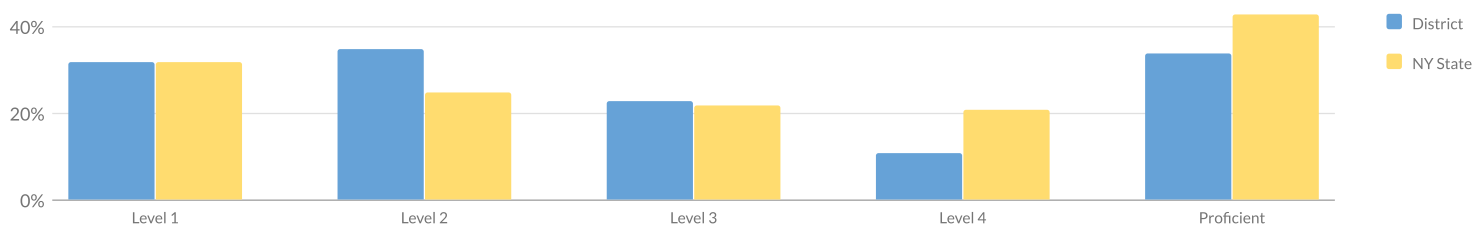
Due to the ongoing impacts of COVID-19, it may not be appropriate to compare 2021-22 NYS standardized assessment results with results from prior years.



Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	241	69	29%	172	71%	55	32%	51	30%	50	29%	16	9%	66	38%
Female	120	24	20%	96	80%	29	30%	29	30%	28	29%	10	10%	38	40%
Male	121	45	37%	76	63%	26	34%	22	29%	22	29%	6	8%	28	37%
General Education Students	180	32	18%	148	82%	39	26%	49	33%	44	30%	16	11%	60	41%
Students with Disabilities	61	37	61%	24	39%	16	67%	2	8%	6	25%	0	0%	6	25%
American Indian or Alaska Native	2	0	0%	2	100%	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	3	0	0%	3	100%	—	—	—	—	—	—	—	—	—	—
Black or African American	3	0	0%	3	100%	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	13	3	23%	10	77%	5	50%	4	40%	0	0%	1	10%	1	10%
White	210	63	30%	147	70%	41	28%	45	31%	46	31%	15	10%	61	41%
Multiracial	10	3	30%	7	70%	4	57%	1	14%	2	29%	0	0%	2	29%
Small Group Total	8	0	0%	8	100%	5	63%	1	13%	2	25%	0	0%	2	25%
Economically Disadvantaged	106	32	30%	74	70%	31	42%	23	31%	15	20%	5	7%	20	27%
Not Economically Disadvantaged	135	37	27%	98	73%	24	24%	28	29%	35	36%	11	11%	46	47%
English Language Learner	6	1	17%	5	83%	3	60%	2	40%	0	0%	0	0%	0	0%
Non-English Language Learner	235	68	29%	167	71%	52	31%	49	29%	50	30%	16	10%	66	40%
Not in Foster Care	241	69	29%	172	71%	55	32%	51	30%	50	29%	16	9%	66	38%
Homeless	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Not Homeless	240	69	29%	171	71%	—	—	—	—	—	—	—	—	—	—
Not Migrant	241	69	29%	172	71%	55	32%	51	30%	50	29%	16	9%	66	38%
Parent Not in Armed Forces	241	69	29%	172	71%	55	32%	51	30%	50	29%	16	9%	66	38%

GRADE 4 MATH RESULTS

Due to the ongoing impacts of COVID-19, it may not be appropriate to compare 2021-22 NYS standardized assessment results with results from prior years.

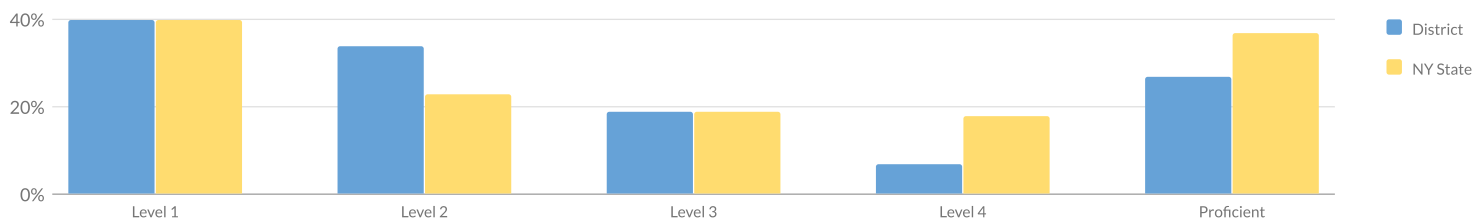


Percentage Scoring at Levels

Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	248	84	34%	164	66%	52	32%	57	35%	37	23%	18	11%	55	34%
Female	125	41	33%	84	67%	33	39%	20	24%	19	23%	12	14%	31	37%
Male	123	43	35%	80	65%	19	24%	37	46%	18	23%	6	8%	24	30%
General Education Students	190	55	29%	135	71%	30	22%	51	38%	36	27%	18	13%	54	40%
Students with Disabilities	58	29	50%	29	50%	22	76%	6	21%	1	3%	0	0%	1	3%
American Indian or Alaska Native	3	1	33%	2	67%	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Black or African American	6	0	0%	6	100%	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	13	6	46%	7	54%	1	14%	2	29%	3	43%	1	14%	4	57%
White	213	72	34%	141	66%	44	31%	48	34%	33	23%	16	11%	49	35%
Multiracial	12	5	42%	7	58%	3	43%	3	43%	0	0%	1	14%	1	14%
Small Group Total	10	1	10%	9	90%	4	44%	4	44%	1	11%	0	0%	1	11%
Economically Disadvantaged	131	53	40%	78	60%	31	40%	30	38%	13	17%	4	5%	17	22%
Not Economically Disadvantaged	117	31	26%	86	74%	21	24%	27	31%	24	28%	14	16%	38	44%
English Language Learner	2	2	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Non-English Language Learner	246	82	33%	164	67%	52	32%	57	35%	37	23%	18	11%	55	34%
Not in Foster Care	248	84	34%	164	66%	52	32%	57	35%	37	23%	18	11%	55	34%
Homeless	1	1	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not Homeless	247	83	34%	164	66%	52	32%	57	35%	37	23%	18	11%	55	34%
Not Migrant	248	84	34%	164	66%	52	32%	57	35%	37	23%	18	11%	55	34%
Parent Not in Armed Forces	248	84	34%	164	66%	52	32%	57	35%	37	23%	18	11%	55	34%

GRADE 5 MATH RESULTS

Due to the ongoing impacts of COVID-19, it may not be appropriate to compare 2021-22 NYS standardized assessment results with results from prior years.

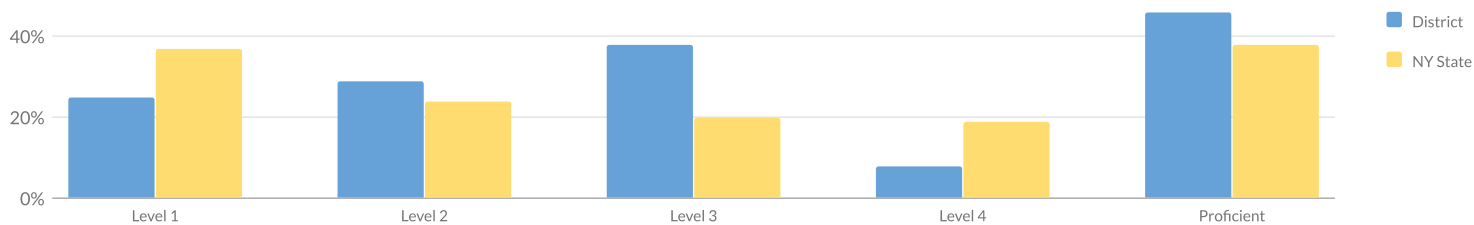


Percentage Scoring at Levels

Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	233	99	42%	134	58%	53	40%	45	34%	26	19%	10	7%	36	27%
Female	128	51	40%	77	60%	26	34%	29	38%	17	22%	5	6%	22	29%
Male	105	48	46%	57	54%	27	47%	16	28%	9	16%	5	9%	14	25%
General Education Students	191	76	40%	115	60%	39	34%	40	35%	26	23%	10	9%	36	31%
Students with Disabilities	42	23	55%	19	45%	14	74%	5	26%	0	0%	0	0%	0	0%
American Indian or Alaska Native	2	2	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Asian or Native Hawaiian/Other Pacific Islander	2	0	0%	2	100%	—	—	—	—	—	—	—	—	—	—
Black or African American	7	2	29%	5	71%	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	7	2	29%	5	71%	2	40%	2	40%	1	20%	0	0%	1	20%
White	202	89	44%	113	56%	40	35%	41	36%	24	21%	8	7%	32	28%
Multiracial	13	4	31%	9	69%	7	78%	0	0%	0	0%	2	22%	2	22%
Small Group Total	9	2	22%	7	78%	4	57%	2	29%	1	14%	0	0%	1	14%
Economically Disadvantaged	114	54	47%	60	53%	28	47%	23	38%	8	13%	1	2%	9	15%
Not Economically Disadvantaged	119	45	38%	74	62%	25	34%	22	30%	18	24%	9	12%	27	36%
English Language Learner	4	2	50%	2	50%	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	229	97	42%	132	58%	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	233	99	42%	134	58%	53	40%	45	34%	26	19%	10	7%	36	27%
Homeless	2	1	50%	1	50%	—	—	—	—	—	—	—	—	—	—
Not Homeless	231	98	42%	133	58%	—	—	—	—	—	—	—	—	—	—
Not Migrant	233	99	42%	134	58%	53	40%	45	34%	26	19%	10	7%	36	27%
Parent Not in Armed Forces	233	99	42%	134	58%	53	40%	45	34%	26	19%	10	7%	36	27%

GRADE 6 MATH RESULTS

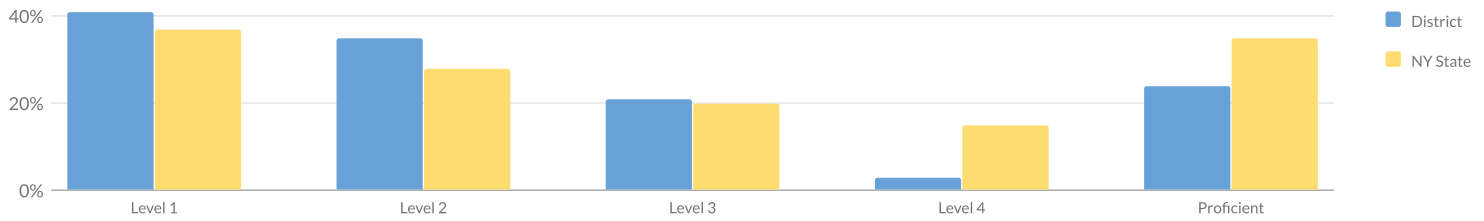
Due to the ongoing impacts of COVID-19, it may not be appropriate to compare 2021-22 NYS standardized assessment results with results from prior years.



Percentage Scoring at Levels															
Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	229	105	46%	124	54%	31	25%	36	29%	47	38%	10	8%	57	46%
Female	107	44	41%	63	59%	20	32%	19	30%	22	35%	2	3%	24	38%
Male	122	61	50%	61	50%	11	18%	17	28%	25	41%	8	13%	33	54%
General Education Students	177	73	41%	104	59%	19	18%	33	32%	43	41%	9	9%	52	50%
Students with Disabilities	52	32	62%	20	38%	12	60%	3	15%	4	20%	1	5%	5	25%
American Indian or Alaska Native	2	1	50%	1	50%	—	—	—	—	—	—	—	—	—	—
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	6	3	50%	3	50%	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	17	9	53%	8	47%	5	63%	0	0%	2	25%	1	13%	3	38%
White	192	87	45%	105	55%	21	20%	35	33%	41	39%	8	8%	49	47%
Multiracial	11	4	36%	7	64%	—	—	—	—	—	—	—	—	—	—
Small Group Total	19	8	42%	11	58%	5	45%	1	9%	4	36%	1	9%	5	45%
Economically Disadvantaged	115	63	55%	52	45%	24	46%	12	23%	13	25%	3	6%	16	31%
Not Economically Disadvantaged	114	42	37%	72	63%	7	10%	24	33%	34	47%	7	10%	41	57%
English Language Learner	2	2	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Non-English Language Learner	227	103	45%	124	55%	31	25%	36	29%	47	38%	10	8%	57	46%
Not in Foster Care	229	105	46%	124	54%	31	25%	36	29%	47	38%	10	8%	57	46%
Not Homeless	229	105	46%	124	54%	31	25%	36	29%	47	38%	10	8%	57	46%
Not Migrant	229	105	46%	124	54%	31	25%	36	29%	47	38%	10	8%	57	46%
Parent Not in Armed Forces	229	105	46%	124	54%	31	25%	36	29%	47	38%	10	8%	57	46%

GRADE 7 MATH RESULTS

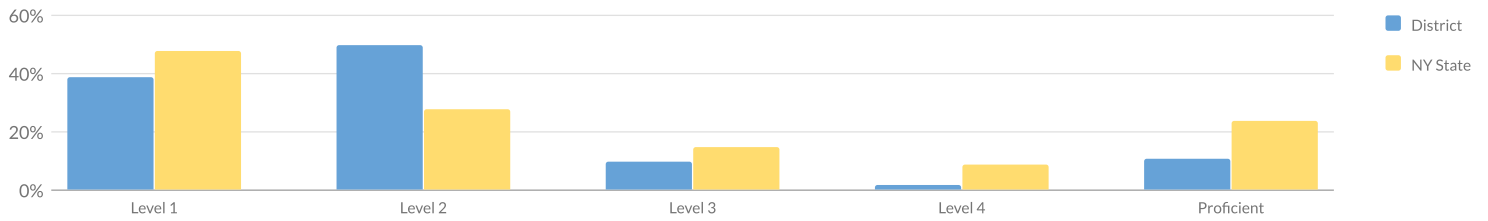
Due to the ongoing impacts of COVID-19, it may not be appropriate to compare 2021-22 NYS standardized assessment results with results from prior years.



Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	227	141	62%	86	38%	35	41%	30	35%	18	21%	3	3%	21	24%
Female	105	65	62%	40	38%	15	38%	17	43%	6	15%	2	5%	8	20%
Male	122	76	62%	46	38%	20	43%	13	28%	12	26%	1	2%	13	28%
General Education Students	171	100	58%	71	42%	21	30%	30	42%	17	24%	3	4%	20	28%
Students with Disabilities	56	41	73%	15	27%	14	93%	0	0%	1	7%	0	0%	1	7%
Asian or Native Hawaiian/Other Pacific Islander	2	0	0%	2	100%	—	—	—	—	—	—	—	—	—	—
Black or African American	5	5	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Hispanic or Latino	11	8	73%	3	27%	—	—	—	—	—	—	—	—	—	—
White	202	126	62%	76	38%	29	38%	29	38%	16	21%	2	3%	18	24%
Multiracial	7	2	29%	5	71%	3	60%	0	0%	1	20%	1	20%	2	40%
Small Group Total	13	8	62%	5	38%	3	60%	1	20%	1	20%	0	0%	1	20%
Economically Disadvantaged	92	67	73%	25	27%	12	48%	7	28%	5	20%	1	4%	6	24%
Not Economically Disadvantaged	135	74	55%	61	45%	23	38%	23	38%	13	21%	2	3%	15	25%
English Language Learner	5	5	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Non-English Language Learner	222	136	61%	86	39%	35	41%	30	35%	18	21%	3	3%	21	24%
Not in Foster Care	227	141	62%	86	38%	35	41%	30	35%	18	21%	3	3%	21	24%
Homeless	4	3	75%	1	25%	—	—	—	—	—	—	—	—	—	—
Not Homeless	223	138	62%	85	38%	—	—	—	—	—	—	—	—	—	—
Not Migrant	227	141	62%	86	38%	35	41%	30	35%	18	21%	3	3%	21	24%
Parent Not in Armed Forces	227	141	62%	86	38%	35	41%	30	35%	18	21%	3	3%	21	24%

GRADE 8 MATH RESULTS

Due to the ongoing impacts of COVID-19, it may not be appropriate to compare 2021-22 NYS standardized assessment results with results from prior years.

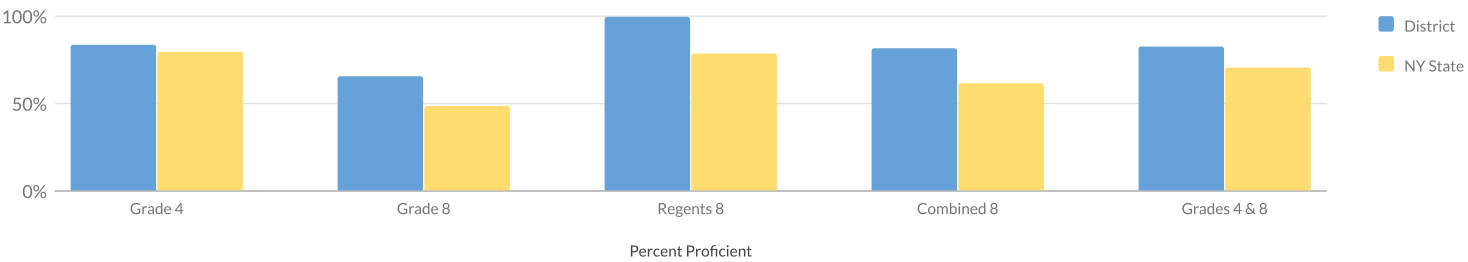


Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	261	199	76%	62	24%	24	39%	31	50%	6	10%	1	2%	7	11%
Female	125	106	85%	19	15%	7	37%	11	58%	1	5%	0	0%	1	5%
Male	136	93	68%	43	32%	17	40%	20	47%	5	12%	1	2%	6	14%
General Education Students	218	163	75%	55	25%	19	35%	29	53%	6	11%	1	2%	7	13%
Students with Disabilities	43	36	84%	7	16%	5	71%	2	29%	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	14	10	71%	4	29%	—	—	—	—	—	—	—	—	—	—
White	226	175	77%	51	23%	19	37%	26	51%	5	10%	1	2%	6	12%
Multiracial	14	9	64%	5	36%	2	40%	3	60%	0	0%	0	0%	0	0%
Small Group Total	20	14	70%	6	30%	3	50%	2	33%	1	17%	0	0%	1	17%
Economically Disadvantaged	109	82	75%	27	25%	12	44%	14	52%	1	4%	0	0%	1	4%
Not Economically Disadvantaged	152	117	77%	35	23%	12	34%	17	49%	5	14%	1	3%	6	17%
English Language Learner	2	2	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Non-English Language Learner	259	197	76%	62	24%	24	39%	31	50%	6	10%	1	2%	7	11%
Not in Foster Care	261	199	76%	62	24%	24	39%	31	50%	6	10%	1	2%	7	11%
Homeless	3	2	67%	1	33%	—	—	—	—	—	—	—	—	—	—
Not Homeless	258	197	76%	61	24%	—	—	—	—	—	—	—	—	—	—
Not Migrant	261	199	76%	62	24%	24	39%	31	50%	6	10%	1	2%	7	11%
Parent Not in Armed Forces	261	199	76%	62	24%	24	39%	31	50%	6	10%	1	2%	7	11%

GRADES 4 & 8 SCIENCE RESULTS (2021-22)

Due to the ongoing impacts of COVID-19, it may not be appropriate to compare 2021-22 NYS standardized assessment results with results from prior years.

SUMMARY RESULTS



Grade	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Grade 4	247	91	37%	156	63%	8	5%	17	11%	59	38%	72	46%	131	84%
Grade 8	261	208	80%	53	20%	5	9%	13	25%	29	55%	6	11%	35	66%
Regents 8	—	0	0%	48	18%	0	0%	0	0%	21	44%	27	56%	48	100%
Combined 8	261	160	61%	101	39%	5	5%	13	13%	50	50%	33	33%	83	82%
Grades 4 & 8	508	251	49%	257	51%	13	5%	30	12%	109	42%	105	41%	214	83%

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

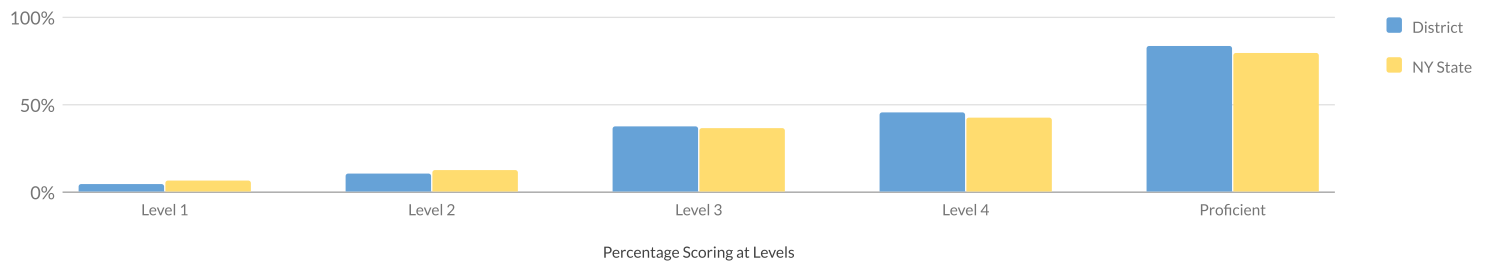
REGENTS SCIENCE EXEMPTIONS, GRADE 8 STUDENTS

Grade	Total Exempt	Exempt, Not Tested		Exempt, Tested	
		#	%	#	%
Regents 8	0	0	—	0	—

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

GRADE 4 SCIENCE RESULTS

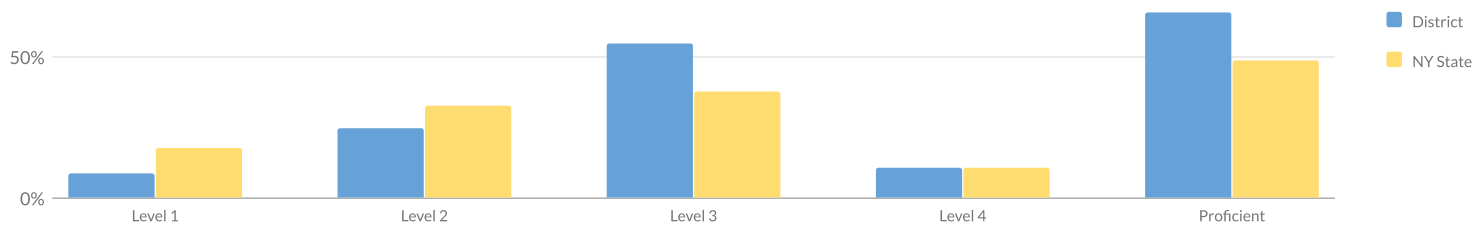
Due to the ongoing impacts of COVID-19, it may not be appropriate to compare 2021-22 NYS standardized assessment results with results from prior years.



Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	247	91	37%	156	63%	8	5%	17	11%	59	38%	72	46%	131	84%
Female	124	45	36%	79	64%	4	5%	12	15%	30	38%	33	42%	63	80%
Male	123	46	37%	77	63%	4	5%	5	6%	29	38%	39	51%	68	88%
General Education Students	189	60	32%	129	68%	1	1%	8	6%	50	39%	70	54%	120	93%
Students with Disabilities	58	31	53%	27	47%	7	26%	9	33%	9	33%	2	7%	11	41%
American Indian or Alaska Native	3	1	33%	2	67%	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Black or African American	6	1	17%	5	83%	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	13	6	46%	7	54%	0	0%	0	0%	2	29%	5	71%	7	100%
White	212	79	37%	133	63%	6	5%	13	10%	49	37%	65	49%	114	86%
Multiracial	12	4	33%	8	67%	1	13%	1	13%	5	63%	1	13%	6	75%
Small Group Total	10	2	20%	8	80%	1	13%	3	38%	3	38%	1	13%	4	50%
Economically Disadvantaged	130	53	41%	77	59%	5	6%	12	16%	32	42%	28	36%	60	78%
Not Economically Disadvantaged	117	38	32%	79	68%	3	4%	5	6%	27	34%	44	56%	71	90%
English Language Learner	2	2	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Non-English Language Learner	245	89	36%	156	64%	8	5%	17	11%	59	38%	72	46%	131	84%
Not in Foster Care	247	91	37%	156	63%	8	5%	17	11%	59	38%	72	46%	131	84%
Homeless	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Not Homeless	246	91	37%	155	63%	—	—	—	—	—	—	—	—	—	—
Not Migrant	247	91	37%	156	63%	8	5%	17	11%	59	38%	72	46%	131	84%
Parent Not in Armed Forces	247	91	37%	156	63%	8	5%	17	11%	59	38%	72	46%	131	84%

GRADE 8 SCIENCE RESULTS

Due to the ongoing impacts of COVID-19, it may not be appropriate to compare 2021-22 NYS standardized assessment results with results from prior years.



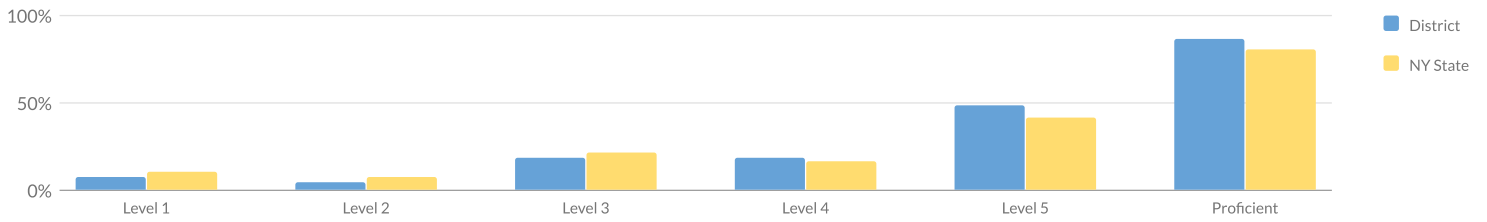
Percentage Scoring at Levels

Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	261	208	80%	53	20%	5	9%	13	25%	29	55%	6	11%	35	66%
Female	125	112	90%	13	10%	1	8%	3	23%	9	69%	0	0%	9	69%
Male	136	96	71%	40	29%	4	10%	10	25%	20	50%	6	15%	26	65%
General Education Students	219	172	79%	47	21%	5	11%	10	21%	26	55%	6	13%	32	68%
Students with Disabilities	42	36	86%	6	14%	0	0%	3	50%	3	50%	0	0%	3	50%
American Indian or Alaska Native	1	1	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Asian or Native Hawaiian/Other Pacific Islander	1	1	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Black or African American	6	4	67%	2	33%	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	14	10	71%	4	29%	—	—	—	—	—	—	—	—	—	—
White	226	183	81%	43	19%	2	5%	13	30%	23	53%	5	12%	28	65%
Multiracial	13	9	69%	4	31%	—	—	—	—	—	—	—	—	—	—
Small Group Total	33	23	70%	10	30%	3	30%	0	0%	6	60%	1	10%	7	70%
Economically Disadvantaged	109	84	77%	25	23%	4	16%	6	24%	15	60%	0	0%	15	60%
Not Economically Disadvantaged	152	124	82%	28	18%	1	4%	7	25%	14	50%	6	21%	20	71%
English Language Learner	2	2	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Non-English Language Learner	259	206	80%	53	20%	5	9%	13	25%	29	55%	6	11%	35	66%
Not in Foster Care	261	208	80%	53	20%	5	9%	13	25%	29	55%	6	11%	35	66%
Homeless	3	2	67%	1	33%	—	—	—	—	—	—	—	—	—	—
Not Homeless	258	206	80%	52	20%	—	—	—	—	—	—	—	—	—	—
Not Migrant	261	208	80%	53	20%	5	9%	13	25%	29	55%	6	11%	35	66%
Parent Not in Armed Forces	261	208	80%	53	20%	5	9%	13	25%	29	55%	6	11%	35	66%

ANNUAL REGENTS EXAMINATIONS (2021 - 22)

Annual Regents examination results are those administered in August, January, and June of the reporting year. All administrations of Regents examinations in August 2021 and January 2022 as well as the June 2022 administration of the Regents U.S. History and Government (Framework) exam were canceled. Due to the ongoing impacts of COVID-19, it may not be appropriate to compare 2021-22 NYS standardized assessment results with results from prior years.

ANNUAL REGENTS EXAMINATION IN ELA (2021-22)



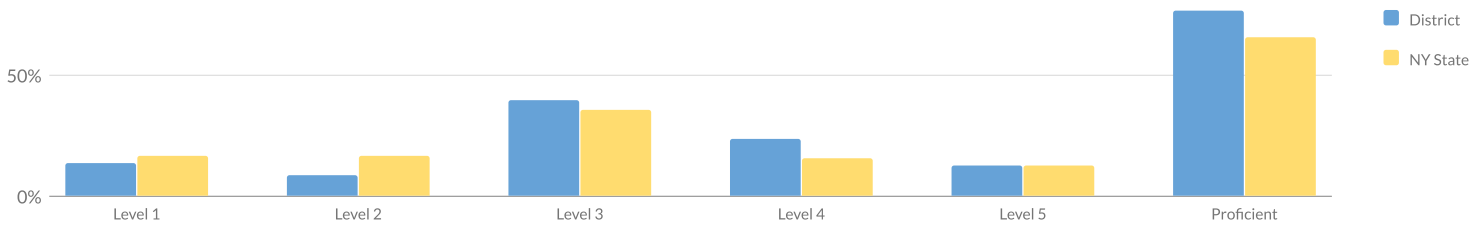
Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%
All Students	205	16	8%	10	5%	39	19%	39	19%	101	49%	179	87%
Female	102	5	5%	3	3%	22	22%	20	20%	52	51%	94	92%
Male	103	11	11%	7	7%	17	17%	19	18%	49	48%	85	83%
General Education Students	165	5	3%	6	4%	23	14%	34	21%	97	59%	154	93%
Students with Disabilities	40	11	28%	4	10%	16	40%	5	13%	4	10%	25	63%
American Indian or Alaska Native	1	—	—	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	4	—	—	—	—	—	—	—	—	—	—	—	—
Black or African American	6	1	17%	2	33%	1	17%	0	0%	2	33%	3	50%
Hispanic or Latino	8	1	13%	0	0%	2	25%	4	50%	1	13%	7	88%
White	186	14	8%	8	4%	35	19%	34	18%	95	51%	164	88%
Small Group Total	5	0	0%	0	0%	1	20%	1	20%	3	60%	5	100%
Economically Disadvantaged	68	8	12%	5	7%	19	28%	11	16%	25	37%	55	81%
Not Economically Disadvantaged	137	8	6%	5	4%	20	15%	28	20%	76	55%	124	91%
English Language Learner	2	—	—	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	203	—	—	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	205	16	8%	10	5%	39	19%	39	19%	101	49%	179	87%
Homeless	3	—	—	—	—	—	—	—	—	—	—	—	—
Not Homeless	202	—	—	—	—	—	—	—	—	—	—	—	—
Not Migrant	205	16	8%	10	5%	39	19%	39	19%	101	49%	179	87%
Parent Not in Armed Forces	205	16	8%	10	5%	39	19%	39	19%	101	49%	179	87%

ANNUAL REGENTS EXEMPTIONS IN ELA (2021-22)

Subgroup	Total Exempt	Exempt, Not Tested		Exempt, Tested	
		#	%	#	%
All Students	17	17	100	0	0
Female	8	8	100	0	0
Male	9	9	100	0	0
General Education Students	12	12	100	0	0
Students with Disabilities	5	5	100	0	0
Asian or Native Hawaiian/Other Pacific Islander	1	1	100	0	0
Black or African American	2	2	100	0	0
Hispanic or Latino	1	1	100	0	0
White	13	13	100	0	0
Economically Disadvantaged	9	9	100	0	0
Not Economically Disadvantaged	8	8	100	0	0
Non-English Language Learner	17	17	100	0	0
Not in Foster Care	17	17	100	0	0
Homeless	1	1	100	0	0
Not Homeless	16	16	100	0	0
Not Migrant	17	17	100	0	0
Parent Not in Armed Forces	17	17	100	0	0

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

ANNUAL REGENTS EXAMINATION IN ALGEBRA I (2021-22)



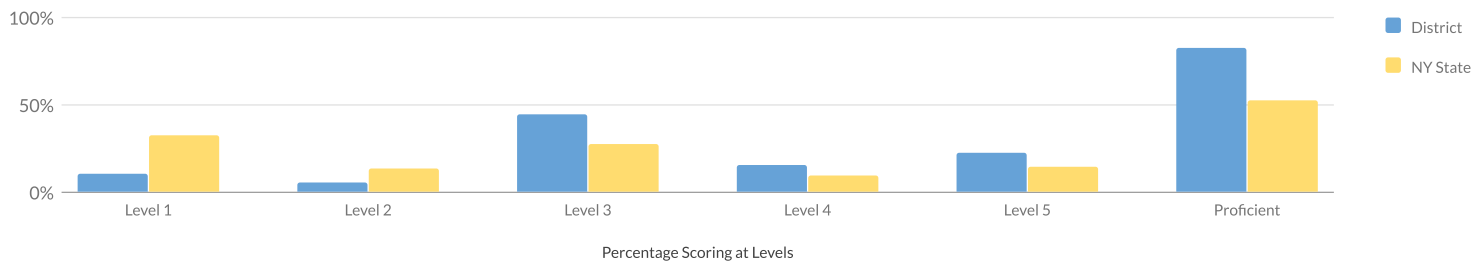
Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%
All Students	197	28	14%	18	9%	79	40%	47	24%	25	13%	151	77%
Female	112	13	12%	7	6%	45	40%	33	29%	14	13%	92	82%
Male	85	15	18%	11	13%	34	40%	14	16%	11	13%	59	69%
General Education Students	149	7	5%	7	5%	67	45%	45	30%	23	15%	135	91%
Students with Disabilities	48	21	44%	11	23%	12	25%	2	4%	2	4%	16	33%
American Indian or Alaska Native	1	—	—	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	1	—	—	—	—	—	—	—	—	—	—	—	—
Black or African American	3	—	—	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	8	2	25%	3	38%	2	25%	1	13%	0	0%	3	38%
White	175	23	13%	15	9%	71	41%	43	25%	23	13%	137	78%
Multiracial	9	3	33%	0	0%	4	44%	0	0%	2	22%	6	67%
Small Group Total	5	0	0%	0	0%	2	40%	3	60%	0	0%	5	100%
Economically Disadvantaged	87	15	17%	13	15%	39	45%	14	16%	6	7%	59	68%
Not Economically Disadvantaged	110	13	12%	5	5%	40	36%	33	30%	19	17%	92	84%
English Language Learner	1	—	—	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	196	—	—	—	—	—	—	—	—	—	—	—	—
In Foster Care	1	—	—	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	196	—	—	—	—	—	—	—	—	—	—	—	—
Homeless	4	—	—	—	—	—	—	—	—	—	—	—	—
Not Homeless	193	—	—	—	—	—	—	—	—	—	—	—	—
Not Migrant	197	28	14%	18	9%	79	40%	47	24%	25	13%	151	77%
Parent Not in Armed Forces	197	28	14%	18	9%	79	40%	47	24%	25	13%	151	77%

ANNUAL REGENTS EXEMPTIONS IN ALGEBRA I (2021-22)

Subgroup	Total Exempt	Exempt, Not Tested		Exempt, Tested	
		#	%	#	%
All Students	31	31	100	0	0
Female	10	10	100	0	0
Male	21	21	100	0	0
General Education Students	24	24	100	0	0
Students with Disabilities	7	7	100	0	0
Black or African American	3	3	100	0	0
Hispanic or Latino	1	1	100	0	0
White	27	27	100	0	0
Economically Disadvantaged	19	19	100	0	0
Not Economically Disadvantaged	12	12	100	0	0
English Language Learner	1	1	100	0	0
Non-English Language Learner	30	30	100	0	0
Not in Foster Care	31	31	100	0	0
Homeless	1	1	100	0	0
Not Homeless	30	30	100	0	0
Not Migrant	31	31	100	0	0
Parent Not in Armed Forces	31	31	100	0	0

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

ANNUAL REGENTS EXAMINATION IN GEOMETRY (2021-22)



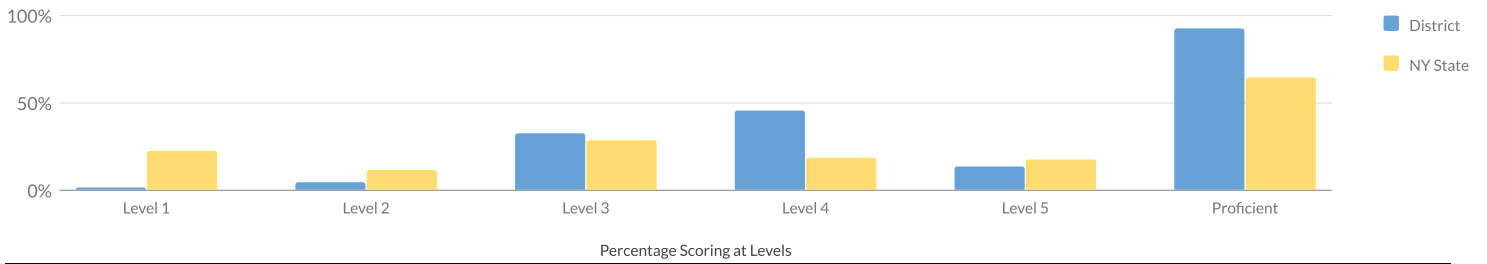
Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%
All Students	159	17	11%	10	6%	71	45%	25	16%	36	23%	132	83%
Female	87	12	14%	6	7%	32	37%	15	17%	22	25%	69	79%
Male	72	5	7%	4	6%	39	54%	10	14%	14	19%	63	88%
General Education Students	151	12	8%	10	7%	69	46%	25	17%	35	23%	129	85%
Students with Disabilities	8	5	63%	0	0%	2	25%	0	0%	1	13%	3	38%
Asian or Native Hawaiian/Other Pacific Islander	3	—	—	—	—	—	—	—	—	—	—	—	—
Black or African American	2	—	—	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	2	—	—	—	—	—	—	—	—	—	—	—	—
White	151	16	11%	9	6%	68	45%	24	16%	34	23%	126	83%
Multiracial	1	—	—	—	—	—	—	—	—	—	—	—	—
Small Group Total	8	1	13%	1	13%	3	38%	1	13%	2	25%	6	75%
Economically Disadvantaged	47	8	17%	5	11%	20	43%	2	4%	12	26%	34	72%
Not Economically Disadvantaged	112	9	8%	5	4%	51	46%	23	21%	24	21%	98	88%
English Language Learner	2	—	—	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	157	—	—	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	159	17	11%	10	6%	71	45%	25	16%	36	23%	132	83%
Homeless	2	—	—	—	—	—	—	—	—	—	—	—	—
Not Homeless	157	—	—	—	—	—	—	—	—	—	—	—	—
Not Migrant	159	17	11%	10	6%	71	45%	25	16%	36	23%	132	83%
Parent Not in Armed Forces	159	17	11%	10	6%	71	45%	25	16%	36	23%	132	83%

ANNUAL REGENTS EXEMPTIONS IN GEOMETRY (2021-22)

Subgroup	Total Exempt	Exempt, Not Tested		Exempt, Tested	
		#	%	#	%
All Students	7	7	100	0	0
Female	2	2	100	0	0
Male	5	5	100	0	0
General Education Students	7	7	100	0	0
White	7	7	100	0	0
Economically Disadvantaged	5	5	100	0	0
Not Economically Disadvantaged	2	2	100	0	0
Non-English Language Learner	7	7	100	0	0
Not in Foster Care	7	7	100	0	0
Not Homeless	7	7	100	0	0
Not Migrant	7	7	100	0	0
Parent Not in Armed Forces	7	7	100	0	0

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

ANNUAL REGENTS EXAMINATION IN ALGEBRA II (2021-22)



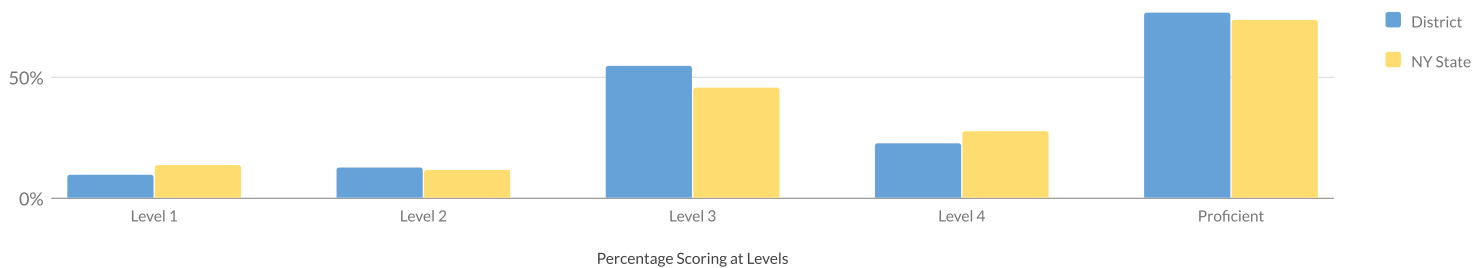
Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%
All Students	106	2	2%	5	5%	35	33%	49	46%	15	14%	99	93%
Female	70	1	1%	5	7%	24	34%	32	46%	8	11%	64	91%
Male	36	1	3%	0	0%	11	31%	17	47%	7	19%	35	97%
General Education Students	102	—	—	—	—	—	—	—	—	—	—	—	—
Students with Disabilities	4	—	—	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	4	—	—	—	—	—	—	—	—	—	—	—	—
Black or African American	2	—	—	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	3	—	—	—	—	—	—	—	—	—	—	—	—
White	96	2	2%	4	4%	33	34%	44	46%	13	14%	90	94%
Multiracial	1	—	—	—	—	—	—	—	—	—	—	—	—
Small Group Total	10	0	0%	1	10%	2	20%	5	50%	2	20%	9	90%
Economically Disadvantaged	26	0	0%	0	0%	12	46%	12	46%	2	8%	26	100%
Not Economically Disadvantaged	80	2	3%	5	6%	23	29%	37	46%	13	16%	73	91%
Non-English Language Learner	106	2	2%	5	5%	35	33%	49	46%	15	14%	99	93%
Not in Foster Care	106	2	2%	5	5%	35	33%	49	46%	15	14%	99	93%
Homeless	2	—	—	—	—	—	—	—	—	—	—	—	—
Not Homeless	104	—	—	—	—	—	—	—	—	—	—	—	—
Not Migrant	106	2	2%	5	5%	35	33%	49	46%	15	14%	99	93%
Parent Not in Armed Forces	106	2	2%	5	5%	35	33%	49	46%	15	14%	99	93%

ANNUAL REGENTS EXEMPTIONS IN ALGEBRA II (2021-22)

Subgroup	Total Exempt	Exempt, Not Tested		Exempt, Tested	
		#	%	#	%
All Students	4	3	75	1	25
Female	2	2	100	0	0
Male	2	1	50	1	50
General Education Students	3	2	67	1	33
Students with Disabilities	1	1	100	0	0
Hispanic or Latino	1	1	100	0	0
White	3	2	67	1	33
Economically Disadvantaged	2	2	100	0	0
Not Economically Disadvantaged	2	1	50	1	50
Non-English Language Learner	4	3	75	1	25
Not in Foster Care	4	3	75	1	25
Not Homeless	4	3	75	1	25
Not Migrant	4	3	75	1	25
Parent Not in Armed Forces	4	3	75	1	25

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

ANNUAL REGENTS EXAMINATION IN LIVING ENVIRONMENT (2021-22)



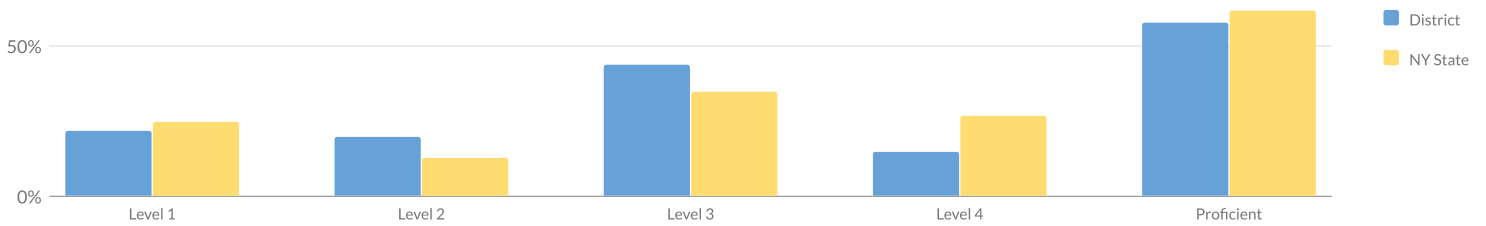
Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%
All Students	239	23	10%	31	13%	131	55%	54	23%	185	77%
Female	139	13	9%	19	14%	79	57%	28	20%	107	77%
Male	100	10	10%	12	12%	52	52%	26	26%	78	78%
General Education Students	177	9	5%	13	7%	104	59%	51	29%	155	88%
Students with Disabilities	62	14	23%	18	29%	27	44%	3	5%	30	48%
American Indian or Alaska Native	3	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	4	—	—	—	—	—	—	—	—	—	—
Black or African American	8	2	25%	2	25%	4	50%	0	0%	4	50%
Hispanic or Latino	9	1	11%	2	22%	5	56%	1	11%	6	67%
White	205	18	9%	25	12%	113	55%	49	24%	162	79%
Multiracial	10	2	20%	1	10%	6	60%	1	10%	7	70%
Small Group Total	7	0	0%	1	14%	3	43%	3	43%	6	86%
Economically Disadvantaged	102	16	16%	18	18%	52	51%	16	16%	68	67%
Not Economically Disadvantaged	137	7	5%	13	9%	79	58%	38	28%	117	85%
English Language Learner	2	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	237	—	—	—	—	—	—	—	—	—	—
In Foster Care	1	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	238	—	—	—	—	—	—	—	—	—	—
Homeless	2	—	—	—	—	—	—	—	—	—	—
Not Homeless	237	—	—	—	—	—	—	—	—	—	—
Not Migrant	239	23	10%	31	13%	131	55%	54	23%	185	77%
Parent Not in Armed Forces	239	23	10%	31	13%	131	55%	54	23%	185	77%

ANNUAL REGENTS EXEMPTIONS IN LIVING ENVIRONMENT (2021-22)

Subgroup	Total Exempt	Exempt, Not Tested		Exempt, Tested	
		#	%	#	%
All Students	31	31	100	0	0
Female	7	7	100	0	0
Male	24	24	100	0	0
General Education Students	25	25	100	0	0
Students with Disabilities	6	6	100	0	0
American Indian or Alaska Native	1	1	100	0	0
Black or African American	1	1	100	0	0
White	28	28	100	0	0
Multiracial	1	1	100	0	0
Economically Disadvantaged	14	14	100	0	0
Not Economically Disadvantaged	17	17	100	0	0
Non-English Language Learner	31	31	100	0	0
Not in Foster Care	31	31	100	0	0
Not Homeless	31	31	100	0	0
Not Migrant	31	31	100	0	0
Parent Not in Armed Forces	31	31	100	0	0

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

ANNUAL REGENTS EXAMINATION IN PHYSICAL SETTING/EARTH SCIENCE (2021-22)



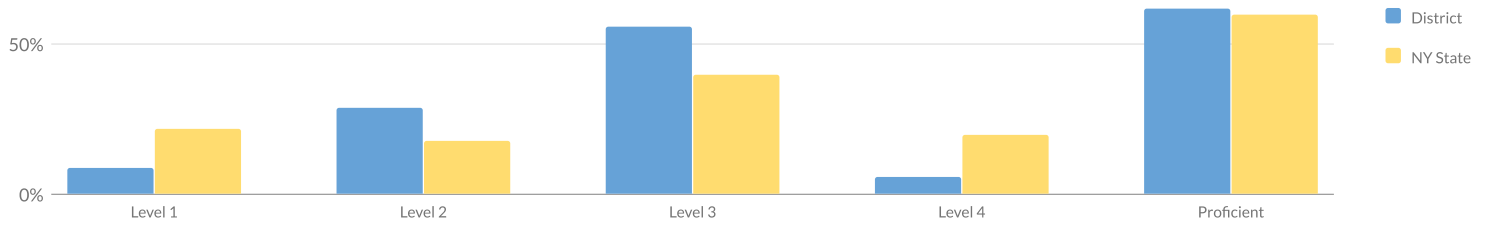
Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%
All Students	158	35	22%	31	20%	69	44%	23	15%	92	58%
Female	74	20	27%	10	14%	35	47%	9	12%	44	59%
Male	84	15	18%	21	25%	34	40%	14	17%	48	57%
General Education Students	140	28	20%	26	19%	63	45%	23	16%	86	61%
Students with Disabilities	18	7	39%	5	28%	6	33%	0	0%	6	33%
Asian or Native Hawaiian/Other Pacific Islander	1	—	—	—	—	—	—	—	—	—	—
Black or African American	1	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	5	—	—	—	—	—	—	—	—	—	—
White	145	32	22%	29	20%	62	43%	22	15%	84	58%
Multiracial	6	1	17%	1	17%	3	50%	1	17%	4	67%
Small Group Total	7	2	29%	1	14%	4	57%	0	0%	4	57%
Economically Disadvantaged	59	15	25%	15	25%	22	37%	7	12%	29	49%
Not Economically Disadvantaged	99	20	20%	16	16%	47	47%	16	16%	63	64%
English Language Learner	1	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	157	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	158	35	22%	31	20%	69	44%	23	15%	92	58%
Homeless	3	—	—	—	—	—	—	—	—	—	—
Not Homeless	155	—	—	—	—	—	—	—	—	—	—
Not Migrant	158	35	22%	31	20%	69	44%	23	15%	92	58%
Parent Not in Armed Forces	158	35	22%	31	20%	69	44%	23	15%	92	58%

ANNUAL REGENTS EXEMPTIONS IN PHYSICAL SETTING/EARTH SCIENCE (2021-22)

Subgroup	Total Exempt	Exempt, Not Tested		Exempt, Tested	
		#	%	#	%
All Students	7	7	100	0	0
Female	4	4	100	0	0
Male	3	3	100	0	0
General Education Students	6	6	100	0	0
Students with Disabilities	1	1	100	0	0
Asian or Native Hawaiian/Other Pacific Islander	1	1	100	0	0
White	6	6	100	0	0
Economically Disadvantaged	3	3	100	0	0
Not Economically Disadvantaged	4	4	100	0	0
Non-English Language Learner	7	7	100	0	0
Not in Foster Care	7	7	100	0	0
Not Homeless	7	7	100	0	0
Not Migrant	7	7	100	0	0
Parent Not in Armed Forces	7	7	100	0	0

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

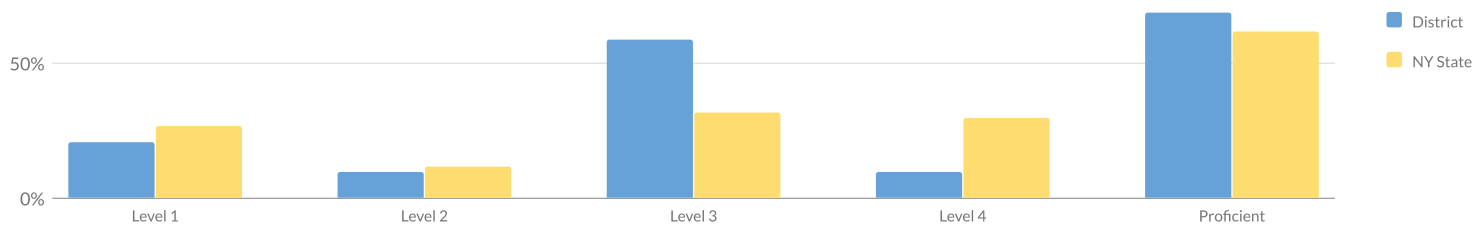
ANNUAL REGENTS EXAMINATION IN PHYSICAL SETTING/CHEMISTRY (2021-22)



Percentage Scoring at Levels

Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%
All Students	68	6	9%	20	29%	38	56%	4	6%	42	62%
Female	42	5	12%	14	33%	21	50%	2	5%	23	55%
Male	26	1	4%	6	23%	17	65%	2	8%	19	73%
General Education Students	65	—	—	—	—	—	—	—	—	—	—
Students with Disabilities	3	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	3	—	—	—	—	—	—	—	—	—	—
White	65	—	—	—	—	—	—	—	—	—	—
Small Group Total	68	6	9%	20	29%	38	56%	4	6%	42	62%
Economically Disadvantaged	18	1	6%	7	39%	9	50%	1	6%	10	56%
Not Economically Disadvantaged	50	5	10%	13	26%	29	58%	3	6%	32	64%
English Language Learner	1	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	67	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	68	6	9%	20	29%	38	56%	4	6%	42	62%
Not Homeless	68	6	9%	20	29%	38	56%	4	6%	42	62%
Not Migrant	68	6	9%	20	29%	38	56%	4	6%	42	62%
Parent Not in Armed Forces	68	6	9%	20	29%	38	56%	4	6%	42	62%

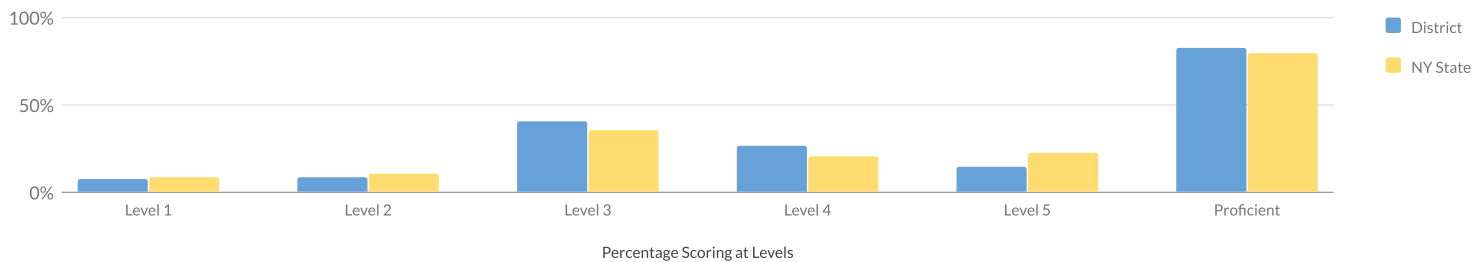
ANNUAL REGENTS EXAMINATION IN PHYSICAL SETTING/PHYSICS (2021-22)



Percentage Scoring at Levels

Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%
All Students	29	6	21%	3	10%	17	59%	3	10%	20	69%
Female	14	4	29%	2	14%	7	50%	1	7%	8	57%
Male	15	2	13%	1	7%	10	67%	2	13%	12	80%
General Education Students	29	6	21%	3	10%	17	59%	3	10%	20	69%
Asian or Native Hawaiian/Other Pacific Islander	1	—	—	—	—	—	—	—	—	—	—
White	28	—	—	—	—	—	—	—	—	—	—
Small Group Total	29	6	21%	3	10%	17	59%	3	10%	20	69%
Economically Disadvantaged	7	1	14%	2	29%	4	57%	0	0%	4	57%
Not Economically Disadvantaged	22	5	23%	1	5%	13	59%	3	14%	16	73%
Non-English Language Learner	29	6	21%	3	10%	17	59%	3	10%	20	69%
Not in Foster Care	29	6	21%	3	10%	17	59%	3	10%	20	69%
Not Homeless	29	6	21%	3	10%	17	59%	3	10%	20	69%
Not Migrant	29	6	21%	3	10%	17	59%	3	10%	20	69%
Parent Not in Armed Forces	29	6	21%	3	10%	17	59%	3	10%	20	69%

ANNUAL REGENTS EXAMINATION IN GLOBAL HISTORY & GEOGRAPHY II (2021-22)



Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%
All Students	230	19	8%	21	9%	94	41%	62	27%	34	15%	190	83%
Female	114	11	10%	8	7%	51	45%	27	24%	17	15%	95	83%
Male	116	8	7%	13	11%	43	37%	35	30%	17	15%	95	82%
General Education Students	184	4	2%	10	5%	79	43%	57	31%	34	18%	170	92%
Students with Disabilities	46	15	33%	11	24%	15	33%	5	11%	0	0%	20	43%
Asian or Native Hawaiian/Other Pacific Islander	3	—	—	—	—	—	—	—	—	—	—	—	—
Black or African American	2	—	—	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	9	1	11%	1	11%	4	44%	1	11%	2	22%	7	78%
White	211	18	9%	18	9%	84	40%	60	28%	31	15%	175	83%
Multiracial	5	0	0%	2	40%	3	60%	0	0%	0	0%	3	60%
Small Group Total	5	0	0%	0	0%	3	60%	1	20%	1	20%	5	100%
Economically Disadvantaged	89	10	11%	15	17%	36	40%	22	25%	6	7%	64	72%
Not Economically Disadvantaged	141	9	6%	6	4%	58	41%	40	28%	28	20%	126	89%
English Language Learner	3	—	—	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	227	—	—	—	—	—	—	—	—	—	—	—	—
In Foster Care	1	—	—	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	229	—	—	—	—	—	—	—	—	—	—	—	—
Homeless	5	2	40%	1	20%	1	20%	1	20%	0	0%	2	40%
Not Homeless	225	17	8%	20	9%	93	41%	61	27%	34	15%	188	84%
Not Migrant	230	19	8%	21	9%	94	41%	62	27%	34	15%	190	83%
Parent Not in Armed Forces	230	19	8%	21	9%	94	41%	62	27%	34	15%	190	83%

ANNUAL REGENTS EXEMPTIONS IN GLOBAL HISTORY & GEOGRAPHY II (2021-22)

Subgroup	Total Exempt	Exempt, Not Tested		Exempt, Tested	
		#	%	#	%
All Students	11	11	100	0	0
Female	4	4	100	0	0
Male	7	7	100	0	0
General Education Students	7	7	100	0	0
Students with Disabilities	4	4	100	0	0
Asian or Native Hawaiian/Other Pacific Islander	1	1	100	0	0
Black or African American	1	1	100	0	0
Hispanic or Latino	1	1	100	0	0
White	8	8	100	0	0
Economically Disadvantaged	5	5	100	0	0
Not Economically Disadvantaged	6	6	100	0	0
Non-English Language Learner	11	11	100	0	0
Not in Foster Care	11	11	100	0	0
Not Homeless	11	11	100	0	0
Not Migrant	11	11	100	0	0
Parent Not in Armed Forces	11	11	100	0	0

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

ANNUAL REGENTS EXEMPTIONS IN U.S. HISTORY & GOVERNMENT (FRAMEWORK) (2021-22)

The Regents examination was not administered in this subject. Students were exempt from taking the Regents exam to fulfill graduation requirements if they passed the course leading to the exam.

Subgroup	Exempt, Not Tested
All Students	218
Female	105
Male	113
General Education Students	178
Students with Disabilities	40
American Indian or Alaska Native	1
Asian or Native Hawaiian/Other Pacific Islander	5
Black or African American	6
Hispanic or Latino	9
White	197
Economically Disadvantaged	72
Not Economically Disadvantaged	146
English Language Learner	3
Non-English Language Learner	215
Not in Foster Care	218
Homeless	4
Not Homeless	214
Not Migrant	218
Parent Not in Armed Forces	218

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

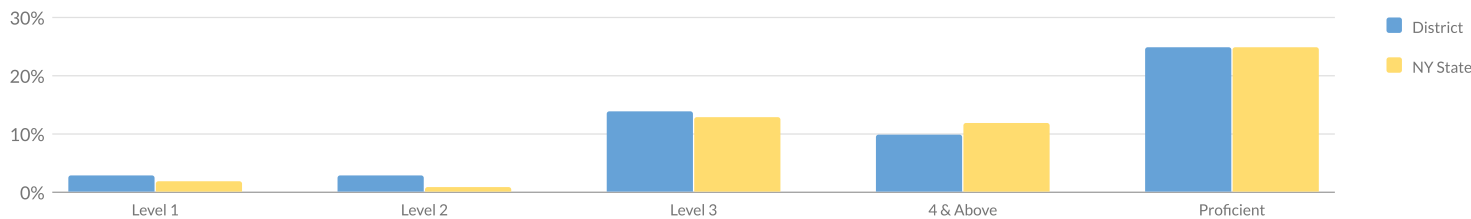
TOTAL COHORT REGENTS EXAMINATION RESULTS

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 (Framework) June 2022 examination was also canceled. Due to the ongoing impacts of COVID-19, it may not be appropriate to compare 2018 Total Cohort Regents Examinations results with results from prior years.

2018 TOTAL COHORT REGENTS IN ELA

**** Please note:** The 2018 TOTAL COHORT REGENTS EXAMINATION RESULTS do not reflect the recently refreshed list of NYSED-Approved Regents Examination Alternatives Acceptable for Meeting Requirements for a Local or Regents Diploma. As a result, Local Educational Agencies (LEAs) and individual schools that had students participate in any of the exams recently added to the list of approved alternatives may have participation and/or proficiency rates that are in the process of being updated by Department teams. For more information, please contact Datasupport, or click on the blue Help icon on the bottom left corner of the screen from the public data site report page or any Office of Information and Reporting webpages.



Subgroup	Cohort	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4 & Above		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	270	189	70%	81	30%	7	3%	7	3%	39	14%	28	10%	67	25%
Female	139	99	71%	40	29%	1	1%	1	1%	26	19%	12	9%	38	27%
Male	131	90	69%	41	31%	6	5%	6	5%	13	10%	16	12%	29	22%
General Education Students	216	147	68%	69	32%	2	1%	5	2%	36	17%	26	12%	62	29%
Students with Disabilities	54	42	78%	12	22%	5	9%	2	4%	3	6%	2	4%	5	9%
American Indian or Alaska Native	2	2	—	0	—	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	7	3	43%	4	57%	0	0%	1	14%	2	29%	1	14%	3	43%
Black or African American	8	4	50%	4	50%	2	25%	1	13%	0	0%	1	13%	1	13%
Hispanic or Latino	12	12	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
White	238	165	69%	73	31%	5	2%	5	2%	37	16%	26	11%	63	26%
Multiracial	3	3	—	0	—	—	—	—	—	—	—	—	—	—	—
Small Group Total	5	5	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Economically Disadvantaged	105	68	65%	37	35%	3	3%	4	4%	15	14%	15	14%	30	29%
Not Economically Disadvantaged	165	121	73%	44	27%	4	2%	3	2%	24	15%	13	8%	37	22%
English Language Learner	6	5	83%	1	17%	0	0%	0	0%	0	0%	1	17%	1	17%
Non-English Language Learner	264	184	70%	80	30%	7	3%	7	3%	39	15%	27	10%	66	25%
Not in Foster Care	270	189	70%	81	30%	7	3%	7	3%	39	14%	28	10%	67	25%
Homeless	2	1	—	1	—	—	—	—	—	—	—	—	—	—	—
Not Homeless	268	188	—	80	—	—	—	—	—	—	—	—	—	—	—
Not Migrant	270	189	70%	81	30%	7	3%	7	3%	39	14%	28	10%	67	25%
Parent Not in Armed Forces	270	189	70%	81	30%	7	3%	7	3%	39	14%	28	10%	67	25%

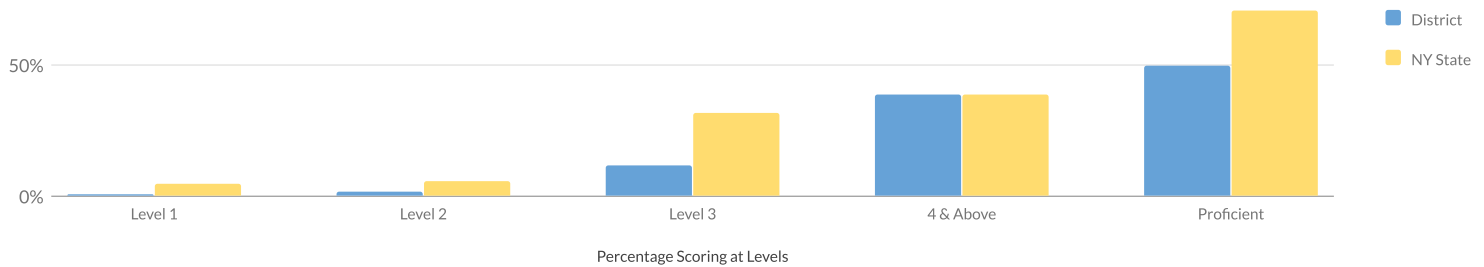
2018 TOTAL COHORT EXEMPTIONS IN ELA

Subgroup	Total Exempt	Exempt, Not Tested		Exempt, Tested	
		#	%	#	%
All Students	237	165	70	72	30
Female	124	87	70	37	30
Male	113	78	69	35	31
General Education Students	196	132	67	64	33
Students with Disabilities	41	33	80	8	20
Asian or Native Hawaiian/Other Pacific Islander	5	2	40	3	60
Black or African American	6	4	67	2	33
Hispanic or Latino	10	10	100	0	0
White	213	146	69	67	31
Economically Disadvantaged	88	56	64	32	36
Not Economically Disadvantaged	149	109	73	40	27
English Language Learner	4	4	100	0	0
Non-English Language Learner	233	161	69	72	31
Not in Foster Care	237	165	70	72	30
Not Migrant	237	165	70	72	30
Parent Not in Armed Forces	237	165	70	72	30

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

2018 TOTAL COHORT REGENTS IN MATH

** Please note: The 2018 TOTAL COHORT REGENTS EXAMINATION RESULTS do not reflect the recently refreshed list of NYSED-Approved Regents Examination Alternatives Acceptable for Meeting Requirements for a Local or Regents Diploma. As a result, Local Educational Agencies (LEAs) and individual schools that had students participate in any of the exams recently added to the list of approved alternatives may have participation and/or proficiency rates that are in the process of being updated by Department teams. For more information, please contact Datasupport, or click on the blue Help icon on the bottom left corner of the screen from the public data site report page or any Office of Information and Reporting webpages.



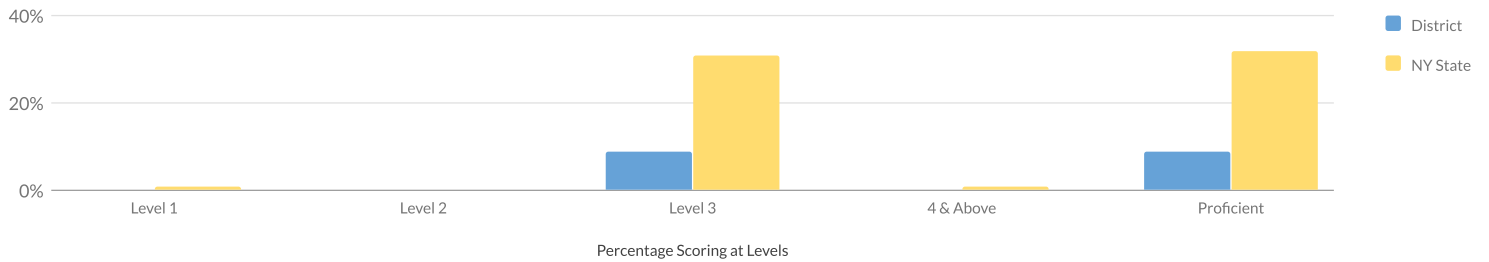
Subgroup	Cohort	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4 & Above		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	270	127	47%	143	53%	2	1%	5	2%	32	12%	104	39%	136	50%
Female	139	51	37%	88	63%	2	1%	4	3%	12	9%	70	50%	82	59%
Male	131	76	58%	55	42%	0	0%	1	1%	20	15%	34	26%	54	41%
General Education Students	216	81	38%	135	63%	1	0%	3	1%	28	13%	103	48%	131	61%
Students with Disabilities	54	46	85%	8	15%	1	2%	2	4%	4	7%	1	2%	5	9%
American Indian or Alaska Native	2	1	—	1	—	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	7	1	14%	6	86%	0	0%	0	0%	2	29%	4	57%	6	86%
Black or African American	8	8	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Hispanic or Latino	12	6	50%	6	50%	0	0%	2	17%	2	17%	2	17%	4	33%
White	238	111	47%	127	53%	2	1%	3	1%	26	11%	96	40%	122	51%
Multiracial	3	0	—	3	—	—	—	—	—	—	—	—	—	—	—
Small Group Total	5	1	20%	4	80%	0	0%	0	0%	2	40%	2	40%	4	80%
Economically Disadvantaged	105	64	61%	41	39%	0	0%	3	3%	13	12%	25	24%	38	36%
Not Economically Disadvantaged	165	63	38%	102	62%	2	1%	2	1%	19	12%	79	48%	98	59%
English Language Learner	6	4	67%	2	33%	0	0%	0	0%	1	17%	1	17%	2	33%
Non-English Language Learner	264	123	47%	141	53%	2	1%	5	2%	31	12%	103	39%	134	51%
Not in Foster Care	270	127	47%	143	53%	2	1%	5	2%	32	12%	104	39%	136	50%
Homeless	2	1	—	1	—	—	—	—	—	—	—	—	—	—	—
Not Homeless	268	126	—	142	—	—	—	—	—	—	—	—	—	—	—
Not Migrant	270	127	47%	143	53%	2	1%	5	2%	32	12%	104	39%	136	50%
Parent Not in Armed Forces	270	127	47%	143	53%	2	1%	5	2%	32	12%	104	39%	136	50%

2018 TOTAL COHORT EXEMPTIONS IN MATH

Subgroup	Total Exempt	Exempt, Not Tested		Exempt, Tested	
		#	%	#	%
All Students	245	107	44	138	56
Female	129	43	33	86	67
Male	116	64	55	52	45
General Education Students	204	72	35	132	65
Students with Disabilities	41	35	85	6	15
Asian or Native Hawaiian/Other Pacific Islander	7	1	14	6	86
Black or African American	6	6	100	0	0
Hispanic or Latino	10	5	50	5	50
White	217	94	43	123	57
Economically Disadvantaged	93	55	59	38	41
Not Economically Disadvantaged	152	52	34	100	66
English Language Learner	5	3	60	2	40
Non-English Language Learner	240	104	43	136	57
Not in Foster Care	245	107	44	138	56
Not Migrant	245	107	44	138	56
Parent Not in Armed Forces	245	107	44	138	56

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

2018 TOTAL COHORT REGENTS IN GLOBAL HISTORY & GEOGRAPHY



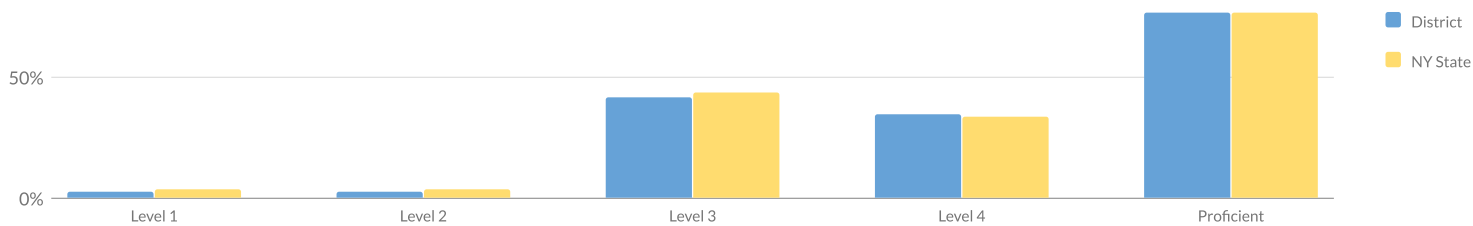
Subgroup	Cohort	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4 & Above		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	270	243	90%	27	10%	1	0%	1	0%	25	9%	0	0%	25	9%
Female	139	122	88%	17	12%	0	0%	0	0%	17	12%	0	0%	17	12%
Male	131	121	92%	10	8%	1	1%	1	1%	8	6%	0	0%	8	6%
General Education Students	216	191	88%	25	12%	0	0%	0	0%	25	12%	0	0%	25	12%
Students with Disabilities	54	52	96%	2	4%	1	2%	1	2%	0	0%	0	0%	0	0%
American Indian or Alaska Native	2	2	—	0	—	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	7	5	71%	2	29%	0	0%	0	0%	2	29%	0	0%	2	29%
Black or African American	8	8	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Hispanic or Latino	12	11	92%	1	8%	0	0%	1	8%	0	0%	0	0%	0	0%
White	238	214	90%	24	10%	1	0%	0	0%	23	10%	0	0%	23	10%
Multiracial	3	3	—	0	—	—	—	—	—	—	—	—	—	—	—
Small Group Total	5	5	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Economically Disadvantaged	105	99	94%	6	6%	0	0%	1	1%	5	5%	0	0%	5	5%
Not Economically Disadvantaged	165	144	87%	21	13%	1	1%	0	0%	20	12%	0	0%	20	12%
English Language Learner	6	5	83%	1	17%	0	0%	0	0%	1	17%	0	0%	1	17%
Non-English Language Learner	264	238	90%	26	10%	1	0%	1	0%	24	9%	0	0%	24	9%
Not in Foster Care	270	243	90%	27	10%	1	0%	1	0%	25	9%	0	0%	25	9%
Homeless	2	2	—	0	—	—	—	—	—	—	—	—	—	—	—
Not Homeless	268	241	—	27	—	—	—	—	—	—	—	—	—	—	—
Not Migrant	270	243	90%	27	10%	1	0%	1	0%	25	9%	0	0%	25	9%
Parent Not in Armed Forces	270	243	90%	27	10%	1	0%	1	0%	25	9%	0	0%	25	9%

2018 TOTAL COHORT EXEMPTIONS IN GLOBAL HISTORY & GEOGRAPHY

Subgroup	Total Exempt	Exempt, Not Tested		Exempt, Tested	
		#	%	#	%
All Students	248	224	90	24	10
Female	129	112	87	17	13
Male	119	112	94	7	6
General Education Students	208	184	88	24	12
Students with Disabilities	40	40	100	0	0
Asian or Native Hawaiian/Other Pacific Islander	7	5	71	2	29
Black or African American	6	6	100	0	0
Hispanic or Latino	10	10	100	0	0
White	220	198	90	22	10
Economically Disadvantaged	94	89	95	5	5
Not Economically Disadvantaged	154	135	88	19	12
English Language Learner	4	4	100	0	0
Non-English Language Learner	244	220	90	24	10
Not in Foster Care	248	224	90	24	10
Not Migrant	248	224	90	24	10
Parent Not in Armed Forces	248	224	90	24	10

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

2018 TOTAL COHORT REGENTS IN SCIENCE



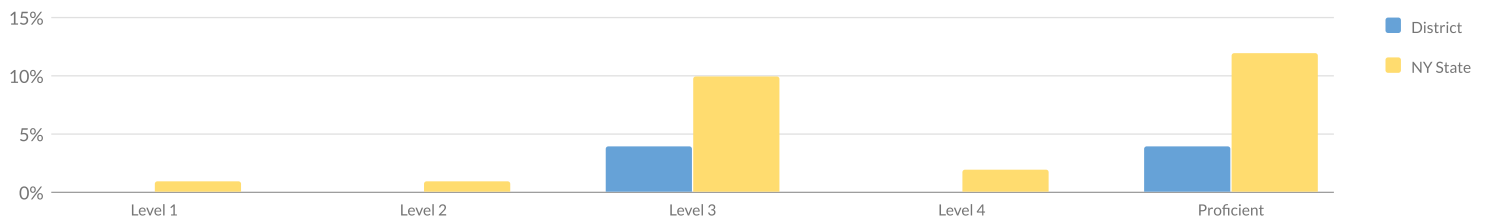
Subgroup	Cohort	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	270	47	17%	223	83%	9	3%	7	3%	113	42%	94	35%	207	77%
Female	139	22	16%	117	84%	3	2%	2	1%	60	43%	52	37%	112	81%
Male	131	25	19%	106	81%	6	5%	5	4%	53	40%	42	32%	95	73%
General Education Students	216	16	7%	200	93%	3	1%	5	2%	100	46%	92	43%	192	89%
Students with Disabilities	54	31	57%	23	43%	6	11%	2	4%	13	24%	2	4%	15	28%
American Indian or Alaska Native	2	0	—	2	—	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	7	0	0%	7	100%	0	0%	0	0%	3	43%	4	57%	7	100%
Black or African American	8	3	38%	5	63%	2	25%	0	0%	3	38%	0	0%	3	38%
Hispanic or Latino	12	4	33%	8	67%	1	8%	2	17%	4	33%	1	8%	5	42%
White	238	40	17%	198	83%	6	3%	5	2%	101	42%	86	36%	187	79%
Multiracial	3	0	—	3	—	—	—	—	—	—	—	—	—	—	—
Small Group Total	5	0	0%	5	100%	0	0%	0	0%	2	40%	3	60%	5	100%
Economically Disadvantaged	105	27	26%	78	74%	6	6%	2	2%	44	42%	26	25%	70	67%
Not Economically Disadvantaged	165	20	12%	145	88%	3	2%	5	3%	69	42%	68	41%	137	83%
English Language Learner	6	4	67%	2	33%	1	17%	0	0%	1	17%	0	0%	1	17%
Non-English Language Learner	264	43	16%	221	84%	8	3%	7	3%	112	42%	94	36%	206	78%
Not in Foster Care	270	47	17%	223	83%	9	3%	7	3%	113	42%	94	35%	207	77%
Homeless	2	1	—	1	—	—	—	—	—	—	—	—	—	—	—
Not Homeless	268	46	—	222	—	—	—	—	—	—	—	—	—	—	—
Not Migrant	270	47	17%	223	83%	9	3%	7	3%	113	42%	94	35%	207	77%
Parent Not in Armed Forces	270	47	17%	223	83%	9	3%	7	3%	113	42%	94	35%	207	77%

2018 TOTAL COHORT EXEMPTIONS IN SCIENCE

Subgroup	Total Exempt	Exempt, Not Tested		Exempt, Tested	
		#	%	#	%
All Students	222	33	15	189	85
Female	108	14	13	94	87
Male	114	19	17	95	83
General Education Students	182	10	5	172	95
Students with Disabilities	40	23	58	17	43
Asian or Native Hawaiian/Other Pacific Islander	5	0	0	5	100
Black or African American	5	2	40	3	60
Hispanic or Latino	10	3	30	7	70
White	198	28	14	170	86
Economically Disadvantaged	80	17	21	63	79
Not Economically Disadvantaged	142	16	11	126	89
English Language Learner	5	3	60	2	40
Non-English Language Learner	217	30	14	187	86
Not in Foster Care	222	33	15	189	85
Not Migrant	222	33	15	189	85
Parent Not in Armed Forces	222	33	15	189	85

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

2018 TOTAL COHORT REGENTS IN U.S. HISTORY & GOVERNMENT



Subgroup	Cohort	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	270	259	96%	11	4%	0	0%	0	0%	11	4%	0	0%	11	4%
Female	139	132	95%	7	5%	0	0%	0	0%	7	5%	0	0%	7	5%
Male	131	127	97%	4	3%	0	0%	0	0%	4	3%	0	0%	4	3%
General Education Students	216	205	95%	11	5%	0	0%	0	0%	11	5%	0	0%	11	5%
Students with Disabilities	54	54	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
American Indian or Alaska Native	2	2	—	0	—	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	7	6	86%	1	14%	0	0%	0	0%	1	14%	0	0%	1	14%
Black or African American	8	8	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Hispanic or Latino	12	12	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
White	238	228	96%	10	4%	0	0%	0	0%	10	4%	0	0%	10	4%
Multiracial	3	3	—	0	—	—	—	—	—	—	—	—	—	—	—
Small Group Total	5	5	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Economically Disadvantaged	105	101	96%	4	4%	0	0%	0	0%	4	4%	0	0%	4	4%
Not Economically Disadvantaged	165	158	96%	7	4%	0	0%	0	0%	7	4%	0	0%	7	4%
English Language Learner	6	6	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Non-English Language Learner	264	253	96%	11	4%	0	0%	0	0%	11	4%	0	0%	11	4%
Not in Foster Care	270	259	96%	11	4%	0	0%	0	0%	11	4%	0	0%	11	4%
Homeless	2	2	—	0	—	—	—	—	—	—	—	—	—	—	—
Not Homeless	268	257	—	11	—	—	—	—	—	—	—	—	—	—	—
Not Migrant	270	259	96%	11	4%	0	0%	0	0%	11	4%	0	0%	11	4%
Parent Not in Armed Forces	270	259	96%	11	4%	0	0%	0	0%	11	4%	0	0%	11	4%

2018 TOTAL COHORT EXEMPTIONS IN U.S. HISTORY & GOVERNMENT

Subgroup	Total Exempt	Exempt, Not Tested		Exempt, Tested	
		#	%	#	%
All Students	241	230	95	11	5
Female	125	118	94	7	6
Male	116	112	97	4	3
General Education Students	202	191	95	11	5
Students with Disabilities	39	39	100	0	0
Asian or Native Hawaiian/Other Pacific Islander	6	5	83	1	17
Black or African American	5	5	100	0	0
Hispanic or Latino	10	10	100	0	0
White	217	207	95	10	5
Economically Disadvantaged	88	84	95	4	5
Not Economically Disadvantaged	153	146	95	7	5
English Language Learner	5	5	100	0	0
Non-English Language Learner	236	225	95	11	5
Not in Foster Care	241	230	95	11	5
Not Migrant	241	230	95	11	5
Parent Not in Armed Forces	241	230	95	11	5

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 (2021-22)

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

Due to the ongoing impacts of COVID-19, it may not be appropriate to compare 2021-22 NYS standardized assessment results with results from prior years.

Grade	Total	Not Tested		Tested		Entering		Emerging		Transitioning		Expanding		Commanding (Proficient)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Kindergarten	3	0	0%	3	100%	—	—	—	—	—	—	—	—	—	—
Grade 1	6	0	0%	6	100%	0	0%	1	17%	1	17%	4	67%	0	0%
Grade 2	5	0	0%	5	100%	0	0%	0	0%	1	20%	1	20%	3	60%
Grade 3	6	1	17%	5	83%	0	0%	0	0%	1	20%	4	80%	0	0%
Grade 4	2	0	0%	2	100%	—	—	—	—	—	—	—	—	—	—
Grade 5	4	0	0%	4	100%	—	—	—	—	—	—	—	—	—	—
Grade 6	2	0	0%	2	100%	—	—	—	—	—	—	—	—	—	—
Grade 7	5	0	0%	5	100%	1	20%	1	20%	1	20%	2	40%	0	0%
Grade 8	2	0	0%	2	100%	—	—	—	—	—	—	—	—	—	—
Grade 9	3	1	33%	2	67%	—	—	—	—	—	—	—	—	—	—
Grade 10	3	0	0%	3	100%	—	—	—	—	—	—	—	—	—	—
Grade 11	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Grade 12	5	0	0%	5	100%	0	0%	0	0%	0	0%	4	80%	1	20%

NEW YORK STATE ALTERNATE ASSESSMENT (2021-22)

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

Due to ongoing impacts of COVID-19, it may not be appropriate to compare 2021-22 NYS standardized assessment results with results from prior years.

Grade/Subject	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Grade 3 ELA	3	1	33%	2	67%	—	—	—	—	—	—	—	—	—	—
Grade 3 Math	3	1	33%	2	67%	—	—	—	—	—	—	—	—	—	—
Grade 4 ELA	3	1	33%	2	67%	—	—	—	—	—	—	—	—	—	—
Grade 4 Math	3	1	33%	2	67%	—	—	—	—	—	—	—	—	—	—
Grade 4 Science	3	1	33%	2	67%	—	—	—	—	—	—	—	—	—	—
Grade 5 ELA	2	2	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Grade 5 Math	2	2	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Grade 6 ELA	3	0	0%	3	100%	—	—	—	—	—	—	—	—	—	—
Grade 6 Math	3	0	0%	3	100%	—	—	—	—	—	—	—	—	—	—
Grade 7 ELA	5	1	20%	4	80%	—	—	—	—	—	—	—	—	—	—
Grade 7 Math	5	1	20%	4	80%	—	—	—	—	—	—	—	—	—	—
Grade 8 ELA	8	1	13%	7	88%	0	0%	0	0%	6	86%	1	14%	7	100%
Grade 8 Math	8	1	13%	7	88%	0	0%	2	29%	4	57%	1	14%	5	71%
Grade 8 Science	8	1	13%	7	88%	0	0%	2	29%	3	43%	2	29%	5	71%
Secondary-Level ELA	29	26	90%	3	10%	—	—	—	—	—	—	—	—	—	—
Secondary-Level Math	29	26	90%	3	10%	—	—	—	—	—	—	—	—	—	—
Secondary-Level Science	29	26	90%	3	10%	—	—	—	—	—	—	—	—	—	—

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 (2021-22)
INEXPERIENCED TEACHERS AND PRINCIPALS

	TEACHERS			PRINCIPALS		
	Total	# Inexperienced	% Inexperienced	Total	# Inexperienced	% Inexperienced
THIS DISTRICT	275	57	21%	6	2	33%
STATEWIDE	213,853	46,628	22%	4,643	1,064	23%
STATEWIDE HIGH-POVERTY SCHOOLS	47,206	16,965	36%	1,071	191	18%
STATEWIDE LOW-POVERTY SCHOOLS	62,026	7,792	13%	1,192	267	22%

TEACHERS TEACHING OUT OF THEIR SUBJECT OR FIELD OF CERTIFICATION

	Total	TEACHERS TEACHING OUT OF THEIR SUBJECT/FIELD OF CERTIFICATION	
		#	%
THIS DISTRICT	264	0	0%
STATEWIDE	203,528	15,289	8%
STATEWIDE HIGH-POVERTY SCHOOLS	43,110	6,412	15%
STATEWIDE LOW-POVERTY SCHOOLS	59,797	1,101	2%

TOTAL COHORT GRADUATION RATE (2021-22)

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

Subgroup	Total	GRAD RATE		REGENTS WITH ADVANCED DESIGNATION		REGENTS DIPLOMA		LOCAL DIPLOMA		NON DIPLOMA CRED		STILL ENROLLED		GED TRANSFER		DROPOUT	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	270	240	89%	92	34%	148	55%	0	0%	0	0%	10	4%	5	2%	15	6%
Female	139	123	88%	61	44%	62	45%	0	0%	0	0%	6	4%	2	1%	8	6%
Male	131	117	89%	31	24%	86	66%	0	0%	0	0%	4	3%	3	2%	7	5%
Non-binary	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
General Education Students	216	200	93%	91	42%	109	50%	0	0%	0	0%	2	1%	4	2%	10	5%
Students with Disabilities	54	40	74%	1	2%	39	72%	0	0%	0	0%	8	15%	1	2%	5	9%
American Indian or Alaska Native	2	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	7	7	100%	5	71%	2	29%	0	0%	0	0%	0	0%	0	0%	0	0%
Black or African American	8	6	75%	0	0%	6	75%	0	0%	0	0%	0	0%	0	0%	2	25%
Hispanic or Latino	12	10	83%	2	17%	8	67%	0	0%	0	0%	1	8%	0	0%	1	8%
White	238	214	90%	82	34%	132	55%	0	0%	0	0%	9	4%	5	2%	10	4%
Multiracial	3	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Economically Disadvantaged	105	87	83%	27	26%	60	57%	0	0%	0	0%	5	5%	2	2%	11	10%
Not Economically Disadvantaged	165	153	93%	65	39%	88	53%	0	0%	0	0%	5	3%	3	2%	4	2%
English Language Learner	6	5	83%	0	0%	5	83%	0	0%	0	0%	1	17%	0	0%	0	0%
Non-English Language Learner	264	235	89%	92	35%	143	54%	0	0%	0	0%	9	3%	5	2%	15	6%
In Foster Care	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not in Foster Care	270	240	89%	92	34%	148	55%	0	0%	0	0%	10	4%	5	2%	15	6%
Homeless	2	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Not Homeless	268	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Migrant	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not Migrant	270	240	89%	92	34%	148	55%	0	0%	0	0%	10	4%	5	2%	15	6%
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	270	240	89%	92	34%	148	55%	0	0%	0	0%	10	4%	5	2%	15	6%

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

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

CRDC Data (22.42 megabytes)

CRDC Glossary and Guide

© COPYRIGHT NEW YORK STATE EDUCATION DEPARTMENT, ALL RIGHTS RESERVED.
THIS DOCUMENT WAS CREATED ON: APRIL 21, 2023, 9:49 AM EST

North Tonawanda City Schools



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

- Perserverance
- 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.

Superintendent's Message

As we get set for spring and warmer weather, we also get set for the 2023-24 school year. The Board has worked hard to increase security at all buildings. We are lucky to have the local North Tonawanda Police Department that has been a huge help with this process. We utilize SRO's, off-duty and retired police officers, and security firms to ensure we are addressing safety. Moving into next year, the Board crafted a budget that maintains programs, increases security measures, and put us in line to address STEM(a) and curriculum advances to ensure that the North Tonawanda City School District is preparing its students for the future today.

Maintaining a budget as you know, is challenging work with the cost of needed items increasing daily. The District is no different than your household. We have gas and electric charges, as well as maintenance issues to deal with as well. By working with energy saving experts, we are dedicated to keeping costs low so taxes can stay below the tax cap. We have been able to stay below the state-imposed cap requirements for the last 10 years. All this while we still grow programs and add where needed. In addition to rising costs, the minimum wage has increased and is forecasted to keep increasing in the years to come. We must meet these state changes and keep curriculum and programs advancing.

I encourage each of you to review the information in this budget edition of the Spirit, as well as the wonderful things NT is doing in its schools every day.

Sincerely,

Gregory J. Woytila,
Superintendent of Schools



School Board President's Message



I am writing to provide an update on the 2023-2024 budget process. The Board has been hard at work on the budget since January, I want to assure you that our Board remains committed to providing a high-quality education for all our students while also being mindful of the rising costs of inflation facing our families and community.

Our Board recognizes that safety and security is a top priority for our schools. That is why we have allocated funds in the upcoming budget to improve safety measures in our schools. We will be investing in two additional NTPD School Resource Officers (SRO), two Evolv security screening systems for NTHS, and protocols to ensure that our students and staff feel safe and secure while in our schools.

Despite the rising cost of inflation, our Board is committed to keeping the tax increase (1.4%) as low as possible. We understand that many members of our community are struggling financially, and we want to do everything we can to ease the burden on taxpayers while still providing an excellent education for our students.

I want to assure you that our Board will continue to make decisions that are in the best interests of our students, staff, and community. We value your input and encourage you to reach out to us with any questions or concerns you may have.

Congratulations to the Class of 2023, we all look forward to seeing the amazing things you will do to change the world.

Sincerely,

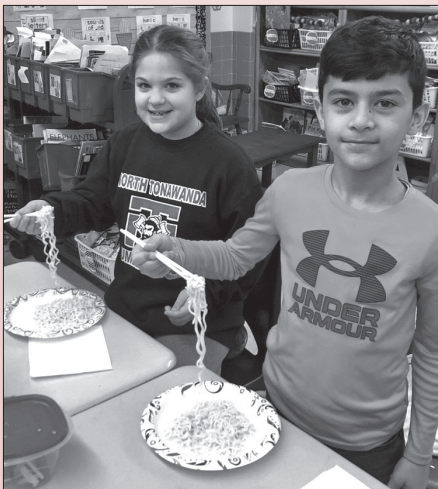
Matthew Kennedy, President,
North Tonawanda City Schools
Board of Education



Budget Vote and Board Election • Tuesday, May 16, 2023
11:00 a.m. - 8:00 p.m. • 405 Meadow Drive - Fine Arts Center

Celebrating the Lunar New Year

During the month of January, Mrs. Hromowyk's 2nd grade class at Ohio School participated in a multicultural unit focused on the Lunar New Year. Students read books and poetry, wrote reflections and viewed various media on cultural traditions across Asian countries that date back over 4,000 years.



Students Savannah Heaps and Rayan Burhan tried their luck with chopsticks as they enjoyed a tradition Ramen meal.

Reading Week at Drake



Drake School celebrated Reading Week during the week of 3/13/23. Each classroom and area in the school had a door that featured a favorite book or genre. We also had mystery readers, a book swap, and a Pot of Gold reading scavenger hunt!

Staff Development Day

On Friday, March 17th, North Tonawanda CSD Staff took part in a staff development day. "This was a terrific day that I believe our staff enjoyed," said Patrick Holesko, Executive Director of Educational Services.



Cast Charms in *Dirty Rotten Scoundrels*

Our amazing cast stole some laughs and hearts with their performance of *Dirty Rotten Scoundrels*. The fun musical is based on the 1988 movie comedy about two con men trying to trick wealthy women out of their money.



NT and Niagara Falls Students View Film “Till” and Talk Racial Differences

A team of representatives from NT and Niagara Falls have been meeting monthly to discuss hosting various programs that are designed to foster open, honest dialogue between students from the two schools about diversity.

Fifty students, including 15 North Tonawanda High School students, were selected to take part in the third phase of a series of programs between North Tonawanda High School and Niagara Falls High School on Friday, March 3rd at Abate Elementary School in Niagara Falls.

The students have had the opportunity to examine and discuss cultural differences, historical perspectives and interactions between the diverse communities. “This particular program focused on the viewing of the movie, “Till” (2022),” explains Social Studies teacher Scott Gauld. “Many students from both schools had a basic understanding of what happened to 14 year old Emmett Till in 1955, but were then able to interpret the events more deeply upon seeing this powerful film.”



Samika Sullivan facilitating discussion.

The students watched the first half of the movie and then community member Samika Sullivan led a collective discussion between all the students. Students from both schools filled out “Post-Its” with their reactions to the historical events witnessed in the movie and posted them on boards at the back of the auditorium before breaking for lunch. Lunch was provided from Simply Soul and featured some time-tested Southern favorite dishes! The students enjoyed the lunch together then gathered for a final reaction to the movie in the auditorium.

North Tonawanda HS is looking forward to hosting the next event where the students can conclude the movie, have a closing discussion then have a fun few rounds of NT’s favorite homegrown game, Kan Jam.



Niagara Falls and North Tonawanda representatives at monthly meeting.

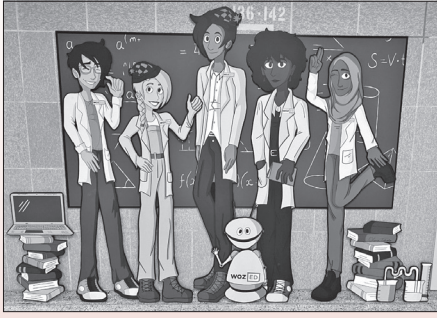
Field Trips Are Back



NTI Junior Jacks are excited to have field trip experiences back after a two-year pause. Field trips allow students to access the world around them and add to their school learning experience. Two of our fourth-grade teams visited Old Fort Niagara to walk in the footsteps of history. Being able to take a step back in time and see the fort and soldier actors is an amazing experience for our students and allowed them to see first-hand how early war forts were built, and what soldier life was like. Other fourth grade teams will be visiting in the spring as well as our 5th graders. We also had Mrs. Tollar, Mrs. Bakula and Mrs. Haynes’ team visit Platter’s Chocolate Factory to learn all about chocolate making. They ended their trip with a sweet treat of ice cream cones to enjoy! Other grade levels are looking forward to their time outside of school. Sixth grade will participate in an escape room as part of building teamwork skills and communication. Fifth grade classes will also be visiting Canalside.



Innovation Station



NTI unveiled its Innovation Station in February. The new STEAM lab is open for our Junior Jacks to create, explore and think collaboratively with their peers. The kids will have the opportunity to use the latest technology, including coding and VR goggles. Teachers can sign out the lab to use, or they can ask Mr. Sabo to lead a lesson. We are excited to see all the great things that come out of the lab. Thanks to our talented high schooler Olivia Tubiolo who created this mural and the one at Ohio School.

The Ohio Oreo Challenge

Ohio Elementary teachers Mrs. Trimboli and Mrs. Armstrong's class participated in a virtual Oreo Challenge Steam activity in the Discovery Den with first graders from Mullen Elementary in Tonawanda. They challenged the students to build a structure using Oreos, Popsicle sticks and paper. At the conclusion, students shared their results with each other through a webcam experience. A sweet time was had by all!



Helping to Brighten the Holidays and Lives



NTI teacher, Jen Kendt, and her students have been helping out the Knights of Columbus to brighten the lives of those in need in the community.

Three times a year, the Knights work with needy families in the District and have Ms. Kendt's students decorate the boxes. "Years ago, the social workers reached out to me to help coordinate the food donation," says Kendt. "Mary Hemple, who used to work at Gilmore, is involved with the Knights of Columbus, she became my contact person. So for Thanksgiving, Christmas, and Easter, the Knights bring in enough food for a holiday meal for 10 families, as well as other foods to fill their cupboards, like peanut butter, jelly, cereal, etc. My kids decorate the boxes in a festive way, then make some type of "gift", like a centerpiece of some sort. The kids feel like it is a privilege to do this because it is going to NT families, and sometimes families that they know."

This year one of the boxes actually went to a classmate who experienced a hardship because she lost her mother right before Thanksgiving, and the food allowed the family to still have some type of Thanksgiving during such a difficult time. It also allows some students who might not have the resources to "give" during the holidays, an opportunity to give. "I have had kids who come from families that are often on the receiving end of these things, now have the opportunity to give to others, and they feel a sense of pride," says Kendt. "Doing this really gives a sense of community to the kids."

Showing Some Love

The students from Drake School and from the North Tonawanda High School National Honor Society had some special valentines for the holiday. They visited Bishop Gibbons to take valentines and gift bags to the residents. Many hugs were exchanged. It was an awesome visit!



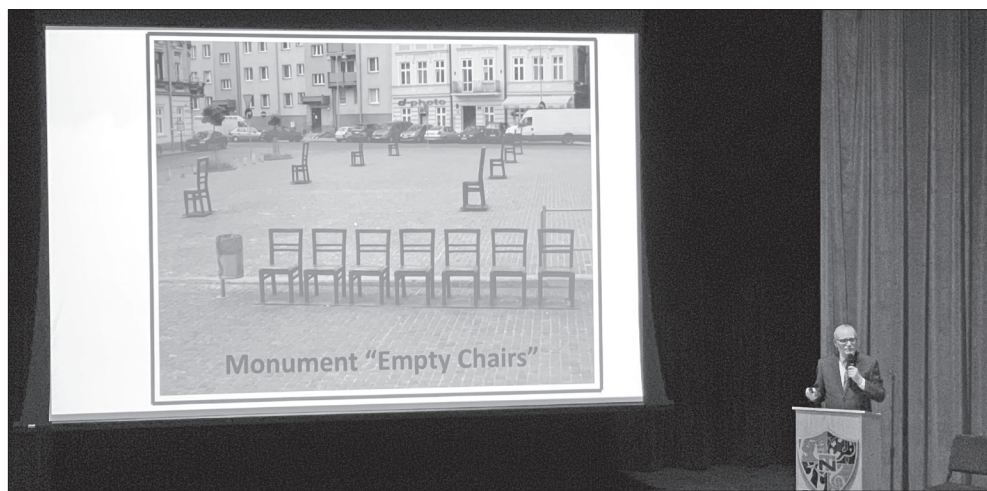
Holocaust Survivor Shares Life with HS Students

Tenth grade Global students had the incredible opportunity to listen to Grigory Shershnevsky, a Holocaust survivor, speak about his early life during the Nazi occupation in his home country of Lithuania. He and his wife Raisa, who also attended the presentation, were both Holocaust survivors who ultimately ended up moving to the Town of Tonawanda.

Teacher Chris Heyer said, “He shared excellent primary source messages of history, activism, and the importance of being an “outlander” rather than a “bystander”. I feel it was important for my refugee students to see heroes that sacrificed and are still here 75 years later to share their message.”

“One way to battle hate is to welcome others. Welcome immigrants and teach them how to be Americans.”

-Grigory Shershnevsky



Student Spotlight



The North Tonawanda Student Spotlight Exhibition Opening Night was a huge success on March 7th. Our students really shined! Congratulations to our amazing art teachers who inspired them!



All County Musicians

Great job to our 17 students and their Director Jason Ferguson (HS Instrumental Music Teacher), who performed in All-County Festival #1 at Royalton-Hartland High School:

Senior High Band: Brooke Price, Caelyn Kelly, Jack Orrange, Jack Carrasquillo, Isaac Fesmire, Dani Ulicny, Elyssa Pennell, Harrison Roberts, Aaryn Samsel, Samantha Holenstein, Astrid DeMart, Allan Briggs, Erika Kellar, Nigel Usiak and Delancy Garven.

Junior High Jazz Band: Meredith Roberts and Jackson Widener.



Budget Vote and Board Election

Tuesday,
May 16

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

Qualified voters
will vote only by
absentee ballot.



Students Learn About Recording Production

The Career Center and High School counselors hosted a career speaker from Niagara County Community College to speak about Audio Recording and Production.

Joe Schmitt, along with coworker Josh Wagner, talked to the students about the many unique careers in the field of Audio, Recording and Production. Students also had the opportunity of experiencing how to work and listen to all the equipment that is used in their line of work.



Alumni Talks Medical Career to Students

The Career Center hosted a 1999 graduate from NTHS, Dr. Carolyn Wiech. Dr. Wiech is an Emergency Room Doctor at Buffalo General Hospital and the VA Hospital. She spoke to our AP Biology and CAP Health students, on being an Emergency Room Doctor. We love hearing about graduate success stories!



Health Professionals Day Huge Success

Our high schoolers really enjoyed learning more about health careers from local college representatives and medical professionals.



Shatha Ali, Soghra Hossainy and Anel Acosta talk to a representative from SUNY Erie Community College.

ESOL Class Helping Students Assimilate into American Culture and Education

Alicia Vizzi has been an English to Speakers of Other Languages teacher for eight years in North Tonawanda. “I work with students who have come to our school from different countries or who speak different languages at home,” she explains. “We are working to help them learn English, share about their cultures as well as ours, to help them feel part of our community as well as to educate others.”

Mrs. Vizzi has students from Ukraine, Russia and Belarus. She also has students whose primary language is Spanish and Arabic. “Some students were born in the United States, but have a different first language, and other times students have recently moved to North Tonawanda and speak very little or no English,” she explains. “In the Middle School we also have students who are American but want to learn Russian, so they learn during their study hall. The students really enjoy working together.”



Alicia Vizzi and the Three Musketeers: (LtoR) Polina, Mrs. Vizzi, Anzhela and Vitalii.



Mrs. Vizzi and Mrs. Dube working with students.

they were starting at zero. We work with them on language, reading, writing, speaking and math and now they can converse in short sentences. I love watching them interact with the other students. It's a beautiful thing.”

ENL classes are also offered at Ohio, NTI and the High School through the District's English as a New Language Department. Each class is tailored to the individual schools and the students' needs. Vizzi says for many of the Middle School students it is their first time in a school in the US. “We are working with them on the four components for ELL's-Listening, Reading Writing and Speaking, a lot of vocabulary, phonics and learning the culture,” says Vizzi. “I find the work very rewarding. It is wonderful to see the students grow and become more independent and confident.” She points to three of her students who she and Mrs. Dube have dubbed “The Three Musketeers”. “They all started classes here at the same time and they hang out together and have really become the best of friends. It is neat to see them grow and I am so happy that our school and community makes them feel very welcome here.”

Middle School Students Explore Unique Writings for Black History Month

NT Middle School English teacher, Marissa Bloomfield, has been teaching a Civil Rights Movement Unit for 8th grade English for the past few years. “I used articles, speeches, and poetry that celebrated Black History. For example, students read “I Have a Dream” by Martin Luther King Jr., “The Hill We Climb” by Amanda Gorman, “Choice: A Tribute to Dr. Martin Luther King Jr.” by Alice Walker and an article from Newsela about Ruby Bridges.”

“Currently we are analyzing Amanda Gorman's poem “The Hill We Climb” and students are exploring the meaning behind it,” explains Bloomfield. She says she is very impressed with her students' response to the unit. “You can tell it really made them think about how it affected society and our world and they wrote some beautiful and amazing things.”

The unit concludes with the Dr. Seuss book “The Sneetches”. Bloomfield says this about that book, “The story of the Sneetches is used as an allegory for the Civil Rights Movement and the Holocaust. This piece is used as our bridge between both units. My hope for this unit is to offer students a new perspective, celebrate Black history, and encourage them to be a positive force in our country's quest toward equality for all. I hope to reinforce critical thinking skills and challenge them to be brave in a very reactive and judgmental society. The only way forward is together and hopefully our students can be critical thinkers, brave, and lead with empathy.”



(LtoR) English teacher Marissa Bloomfield, Peyton Moore, Maddie Caron and Lila Mirowski.

PROPOSITION #1 VOTE ON BUDGET

Shall the proposed budget of Expenditures of the North Tonawanda City School District for the 2023-2024 school year in the amount of \$85,120,000 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

Transportation Capital Expenditure

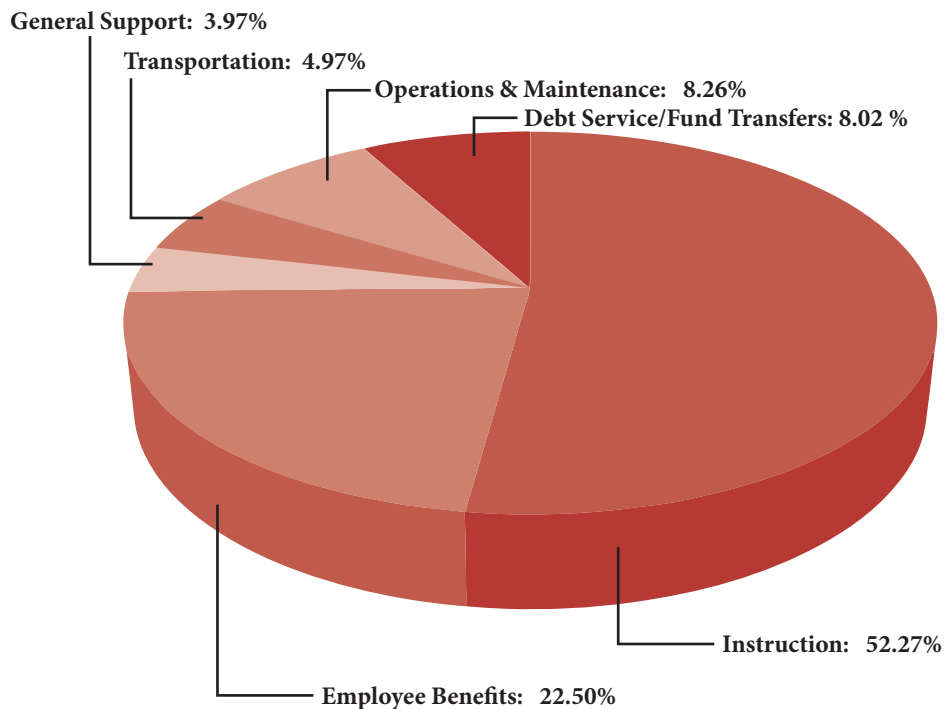
In the 2023-2024 budget year, the district is proposing to purchase three type "C", 66-passenger big buses, one type "A", small buses, and additional school bus-type vans/minivans/suburban, or similar vehicles for the purpose of transporting students as part of home to school and extra-curricular services. These vehicles will be replacing vehicles that will be retired from the current district fleet that are aging out. These purchases will be made on the basis of state contract and current market prices which may limit the number of vehicles that are actually able to be purchased via this budget line.

Board of Education Candidates

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

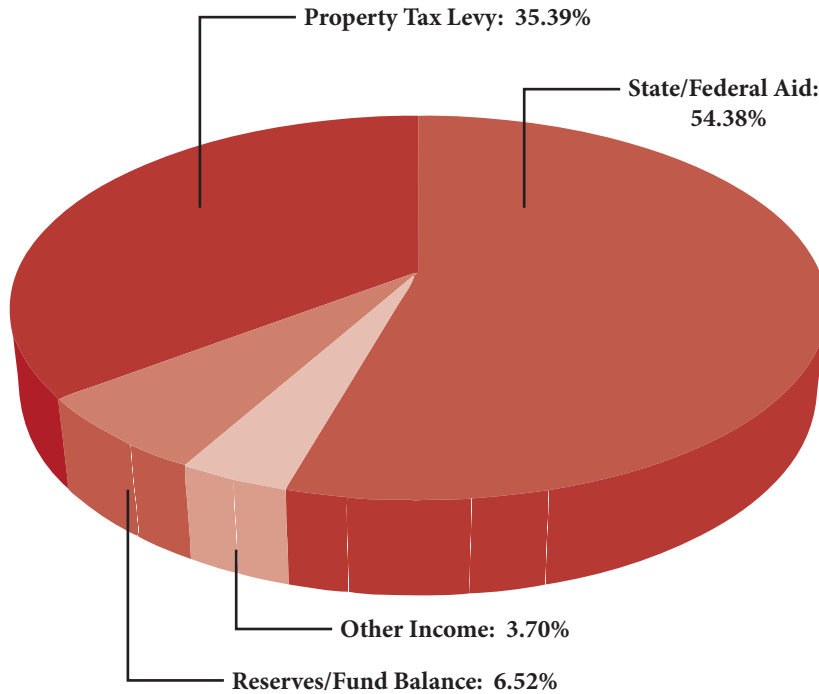
The election of members of the Board of Education shall be held to fill two (2) at-large vacancies on the Board. All seats are for three (3) year terms.

EXPENDITURES



	2022-2023	2023-2024	Percent Change from 2022-23
Instruction	\$ 43,714,208	\$ 44,495,123	1.79%
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	\$ 19,375,000	\$ 19,150,000	-1.16%
Includes: Employee retirement systems, health insurance, unemployment insurance, social security and worker's compensation.			
General Support	\$ 3,028,083	\$ 3,380,446	11.64%
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	\$ 4,219,688	\$ 4,233,597	0.33%
Includes: Transportation to public and non-public schools, vocational schools, educational field and athletic trips and transportation of special education children.			
Debt Service/Fund Transfers	\$ 7,572,240	\$ 6,829,000	-9.82%
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	\$ 5,645,781	\$ 7,031,834	24.55%
Includes: Maintenance of district facilities, custodial services and utility costs.			
TOTAL BUDGET	\$83,555,000	\$85,120,000	1.87%

PROJECTED REVENUES



	2022-2023	2023-2024	Change from 2022-23
State/Federal Aid	\$ 45,761,000	\$46,291,000	\$530,000

State/Federal Aid represents the largest portion of revenue for the District. In the 2023-24 school year, it is projected to be 54.77 % of all revenue. Last year it was 54.38 %. Year over year and budget to budget this area of revenue has stayed consistent the past two fiscal cycles with an approximately \$ 800,000 increase average over the last two years. This represents about a 2 % increase each year on average.

Other Income	\$ 2,458,000	\$3,152,000	\$694,000
--------------	--------------	-------------	-----------

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	\$ 5,625,000	\$5,550,000	(\$75,000)
-----------------------	--------------	-------------	------------

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

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

Tax Levy	\$ 29,711,000	\$30,127,000	\$416,000
----------	---------------	--------------	-----------

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 2023-24 school year, it is anticipated that there will be a tax levy increase of \$ 416,000 which represents a 1.4 % over the previous year. The District will be using \$ 800,000 in reserves to offset the loss of tax revenue to support the budget as a temporary measure to provide relief to taxpayers.

TOTAL ESTIMATED REVENUES	\$83,555,000	\$85,120,000	\$1,565,000
--------------------------	--------------	--------------	-------------

\$100,000 Capital Outlay and Capital Improvement Projects

What is the capital outlay project that is included in the 2023-2024 school budget this year?

Capital outlay projects were established by NYSED Department of Facilities Planning as a method for districts to maintain facilities, make modest upgrades, and improvements of up to \$100,000 between larger capital projects. The most important aspect of these projects is that they will generate state aid for the school district to cover a portion of the cost of construction. In the past these necessary repairs and improvements would all be paid for through local funds as building repairs in the budget, or the district would have to delay repairs until the district could put together a large capital project. Now, using capital outlay projects the district will only pay for approximately 16% of the costs with local funds because the state will provide aid for approximately 84% providing a funding source for the district to reduce the local cost to taxpayers. In the 23-24 budget year the district is proposing to use these funds for a construction/reconstruction project to address improvements to the North Tonawanda High School campus which would include but not limited to elevator and door reconstruction or replacement.



OVERALL BUDGET PROPOSAL

North Tonawanda City Schools Budget Notice

OVERALL BUDGET PROPOSAL

	Budget Adopted for the 2022-23 School Year	Budget Proposed for the 2023-24 School Year	Contingency Budget for the 2023-24 School Year
Total Budgeted Amount, Not Including Separate Propositions	\$ 83,555,000	\$ 85,120,000	\$ 83,905,000
Increase/Decrease for the 2022-23 School Year		\$ 1,565,000	\$ 350,000
Percentage Increase/Decrease in Proposed Budget		1.87%	0.42%
Change in the Consumer Price Index		4.70%	
A. Proposed Levy to Support the Total Budgeted Amount	\$ 29,711,000	\$ 30,127,000	
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)	\$ 29,711,000	\$ 30,127,000	\$ 29,711,000
F. Total Permissible Exclusions	\$ 534,714	\$ 607,172	
G. School Tax Levy Limit, Excluding Levy for Permissible Exclusions	\$ 29,668,547	\$ 29,870,359	
H. Total Proposed Tax Levy, Excluding Levy to Support Library Debt and/or Permissible Exclusions (E - B - F + D)	\$ 29,176,286	\$ 29,519,828	
I. Difference: G - H (Negative Value Requires 60.0% Voter Approval - See Note Below Regarding Separate Propositions) **	\$ 492,261	\$ 350,531	
Administrative Component	\$ 6,828,416	\$ 7,611,812	\$ 6,887,355
Program Component	\$ 61,468,153	\$ 61,514,247	\$ 61,998,704
Capital Component	\$ 15,258,431	\$ 15,993,942	\$ 15,018,942

The District would adopt a contingency budget with \$1,215,000 reduced from student supplies and materials, equipment, nonessential maintenance, and non-instructional non-unionized salaries. Also, due to the contingency budget regulations, school facilities would not be available for public use at no cost.

	Under the Budget Proposed for the 2023-24 School Year
Estimated Basic STAR Exemption Savings ¹	\$499

The annual budget vote for the fiscal year 2023-2024 by the qualified voters of the NORTH TONAWANDA CITY school district, NIAGARA County, New York, will be held at the Fine Arts Center school(s) in said district on Tuesday, May 16, 2023 between the hours of 11:00am and 8:00pm, prevailing time in the NORTH TONAWANDA CITY school(s), 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 16, 2023
11:00 a.m. - 8:00 p.m. • 405 Meadow Drive - Fine Arts Center

Meet Your Board of Education



Back Row (LtoR): Superintendent Greg Woytila, Dr. Krista Vince Garland, Chloe Mulvaugh, Matthew Kennedy and Peter Chenier, Jr. Front Row (LtoR): Gabrielle Richards, Cheryl McMahon and Stephanie Emiliani.

Matthew Kennedy (President)

Years on the Board of Education: Six years of Board service, four years as Board President
Occupation: Cybersecurity Manager at Ingram Micro

Stephanie Emiliani (Vice President)

Years on the Board of Education: Two years
Occupation: Claims Analyst
Why Did You Become a NT BOE Member: As a way to give back to my community. I think what makes NTCSD so special is the people! Everyone is so dedicated to making NT the best it can be, and that's infectious!

Peter Chenier, Jr.

Years on the Board of Education: This is my first year on the Board.

Occupation: I'm a Sr. Sales Manager at Ingram Micro managing our PC products.

Family: I've been married for nearly 16 years to my wife Jennifer and have two boys Chris and Nick who attend schools in the District.

Why Did You Want to Become a NT BOE

Member: Over the past 20 years I've dedicated my life to the residents and City of North Tonawanda and decided to continue that dedication by joining the board recently this past year. I wanted to help ensure the success of our students no matter the path they choose while being a voice for all, which includes our students, staff and taxpayers.

Cheryl McMahon

Years on the Board of Education: I have lived in NT for 30 years and have served on the school board for several years, twice as president and twice as vice president, and I am now a trustee.
Occupation: I am a supervisor for Child Protective Services in Niagara County, serving New York State.

Family: I am married with six adult children who went through NT schools.

Education: I have a Master's degree in School and Community Health.

Why Did You Want to Become a NT BOE

Member: I am very proud to serve my community on the school board in a district that served my children and family so well. I am dedicated to passing that forward to our amazing families and students in our district.

Chloe Mulvaugh

Years on the Board of Education: First year Board member and loving it!

Occupation: Nurse and my husband and I run/own a party rental company.

Family: I am a mom of three, one daughter in the district at NTI. Two step children out of the district.

Why Did You Want to Become a NT BOE

Member: I ran for the school board because I wanted to be an advocate for the children and parents of the district!

Gabrielle Richards

Years on Board of Education: Started in 2019
Occupation: I am a Small Business Owner – The Vegan Grocery Store

Family: Married to Jason Richards and one son, a three-year-old named Philip.

Education: University at Buffalo with two Bachelor's degrees: German and Linguistics and a Master's degree in Germanic Linguistics.

Dr. Krista Vince Garland

Years on the Board of Education: Started in 2018

Occupation: I'm an Associate Professor in the Exceptional Education Department at Buffalo State University and teach both undergraduate and graduate courses. My research focuses on improving educational experiences and positive therapeutic outcomes through human-animal interactions via animal-assisted interventions (i.e., therapy animals!).

Education: I'm originally from the Central Florida area, where I earned a Ph.D. in Education. I'm expanding my education into Clinical Mental Health Counseling and in my final year in the Master's program at Niagara University.

Garden Club Brings Home Award



The Garden Club recently went to Linde Inc. for an Environmental Ambassador Summit, where students from eight schools competed to win money for an environmental project they designed.

Six members of our club wrote a proposal for a \$1,000 grant that would fund a project in the NT community. The students came up with the idea of having a garbage scavenger hunt called the North Tonawanda Garbage Games. Their plan is to have regular garbage clean-ups at the school and in the community. The club will develop an app where students can track the garbage they pick up and win prizes based on how much garbage they picked up. This will also be an opportunity for students to get service hours as well.

Advisors, Melissa Elliott and Chris Hall, explained that the students had to write the proposal, present their idea, and create a poster that represents the project. "Out of the schools that attended, we won 2nd place and got an extra \$250 dollars to spend on our project, \$1,250 total!"

The students also rotated around to six different environmental organizations to learn more about what these organizations do, how they can get involved in volunteer opportunities, and to become aware of the potential careers in the environmental conservation field. Students received raffle tickets for asking questions and engaging with the presenters. Two of our students won a prize for their participation!"

The team was also featured on Channel 4 News. We are so proud of these students!



Non-Profit Org.
U.S.POSTAGE
PAID
Permit No. 66
North Tonawanda,
NY

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

Board of Education

Matthew Kennedy, President
Stephanie Emiliani, Vice President
Peter Chenier, Jr.
Cheryl McMahon
Chloe Mulvaugh
Gabrielle Richards
Dr. Krista Vince Garland
Jack Carrasquillo, Student Member

Gregory J. Woytila
Superintendent of Schools
www.ntschoools.org



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



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

ECRWSS
RESIDENTIAL CUSTOMER
NORTH TONAWANDA, NY 14120

North Tonawanda City Schools



Support for all students and families in the North Tonawanda City School District

SERVICES

- *Links with Community Resources*
- *Referrals*
- *Parenting Support*

North Tonawanda High School
Room #111
Kimberly Capriotti
(716) 807-3627