



City School District of
ALBANY

2024-2025 BUDGET



City School District of
ALBANY

2024-25 BUDGET

BOARD OF EDUCATION

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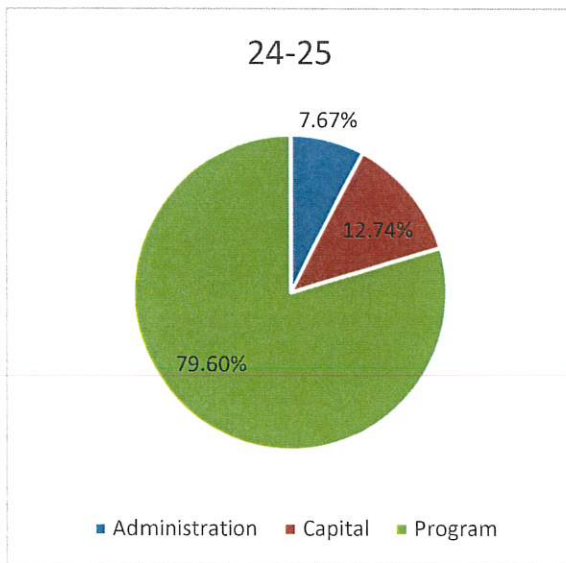
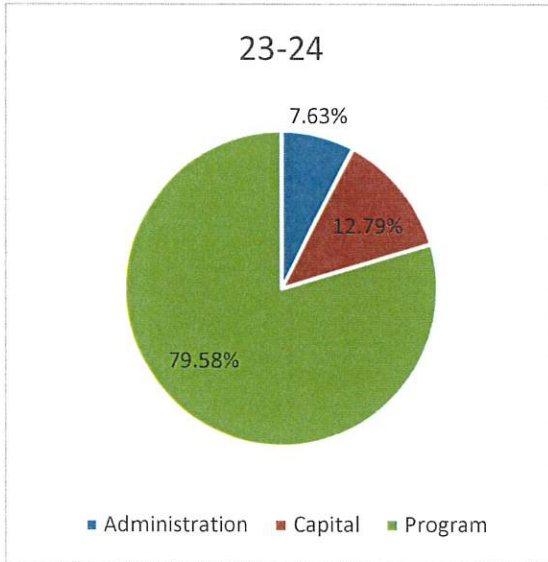
JOSEPH KARAS
ASSISTANT SUPERINTENDENT
OF BUSINESS AND FINANCE

State Function	Description	23-24 Budget	24-25 Budget	Dollar Change
Administration				
1010	Board of Education	\$ 66,101	\$ 66,553	\$ 452
1060	District Meeting	\$ 157,000	\$ 163,464	\$ 6,464
1240	Chief School Administrator	\$ 498,883	\$ 546,807	\$ 47,924
1310	Business Administration	\$ 900,077	\$ 952,468	\$ 52,391
1320	Auditing	\$ 72,975	\$ 76,076	\$ 3,101
1330	Tax Collector	\$ 173,285	\$ 180,650	\$ 7,365
1345	Purchasing	\$ 122,167	\$ 127,201	\$ 5,034
1380	Fiscal Agent Fee	\$ 26,062	\$ 27,170	\$ 1,108
1420	Legal	\$ 177,225	\$ 186,000	\$ 8,775
1430	Personnell	\$ 649,395	\$ 776,740	\$ 127,345
1460	Records Management Officer	\$ 31,674	\$ 33,020	\$ 1,346
1480	Public Information and Services	\$ 629,246	\$ 655,747	\$ 26,501
1670	Central Printing and Mailing	\$ 581,433	\$ 606,144	\$ 24,711
1680	Central Data Processing	\$ 467,968	\$ 487,645	\$ 19,677
1910	Unallocated Insurance	\$ 637,725	\$ 754,645	\$ 116,920
1920	School Association Dues	\$ 70,890	\$ 73,903	\$ 3,013
1989	Unclassified	\$ 93,825	\$ 97,813	\$ 3,988
2010	Curriculum Devel and Suprvsn	\$ 2,578,721	\$ 2,651,984	\$ 73,263
2020	Supervision-Regular School	\$ 8,224,433	\$ 8,510,981	\$ 286,548
9000	Employee Benefits	\$ 7,278,978	\$ 8,043,479	\$ 764,501
Total Administration		\$ 23,438,063	\$ 25,018,490	\$ 1,580,427
Capital				
1620	Operation of Plant	\$ 10,289,933	\$ 10,707,154	\$ 417,221
1621	Maintenance of Plant	\$ 4,848,686	\$ 5,159,006	\$ 310,320
1964	Refund on Real Property Taxes	\$ 581,433	\$ 750,000	\$ 168,567
9000	Employee Benefits	\$ 3,559,973	\$ 3,915,670	\$ 355,697
9711	Serial Bonds-School Construction	\$ 15,282,778	\$ 16,092,893	\$ 810,115
9731	Bond Antic Notes School Construction	\$ 4,528,968	\$ 4,698,227	\$ 169,259
9789	Other Debt	\$ 212,365	\$ 227,391	\$ 15,026
9950	transfer to Capital Fund			
Total Capital		\$ 39,304,136	\$ 41,550,341	\$ 2,246,205
Program				
2070	Inservice Training Instruction	\$ 59,473	\$ 61,852	\$ 2,379
2110	Teaching-Regular School	\$ 65,250,372	\$ 68,056,291	\$ 2,805,919
2250	Prg for Sdnts w/Disabil-Med Elgble	\$ 34,576,649	\$ 36,183,244	\$ 1,606,595
2280	Occupational Education	\$ 760,905	\$ 796,779	\$ 35,874
2330	Teaching-Special Schools	\$ 505,213	\$ 525,422	\$ 20,209
2610	School Library and AV	\$ 1,301,872	\$ 1,367,059	\$ 65,187
2630	Computer Assisted Instruction	\$ 3,482,821	\$ 3,639,548	\$ 156,727
2805	Attendance-Regular School	\$ 6,460,185	\$ 6,569,628	\$ 109,443
2810	Guidance-Regular School	\$ 1,915,282	\$ 2,101,470	\$ 186,188
2815	Health Services	\$ 2,900,363	\$ 3,022,178	\$ 121,815
2820	Psychological Services	\$ 2,898,674	\$ 3,014,621	\$ 115,947
2825	Social Work Services	\$ 2,801,976	\$ 2,922,461	\$ 120,485
2830	Pupil Personnel Services	\$ 4,649,065	\$ 4,872,220	\$ 223,155
2850	Co-Curricular Activity	\$ 83,641	\$ 86,986	\$ 3,345
2855	Interscholastic Athletics	\$ 1,111,557	\$ 1,157,131	\$ 45,574
5510	District Transport Services	\$ 259,247	\$ 271,035	\$ 11,788
5540	Contract Transportation	\$ 11,606,223	\$ 14,672,968	\$ 3,066,745
5550	Public Transportation		\$ 350,000	\$ 350,000
9000	Employee Benefits	\$ 62,111,317	\$ 68,494,834	\$ 6,383,517

9089 Other	\$	792,458	\$	655,127	\$	(137,331)
9901 transfer to Special Aid	\$	573,966	\$	518,000	\$	(55,966)
Total Program	\$	204,101,259	\$	219,338,854	\$	15,237,595
Charter School Tuition	\$	40,425,000	\$	40,336,604	\$	(88,396)
	\$	307,268,458	\$	326,244,289	\$	18,975,831

Three Part Budget Summary

	23-24		24-25	
Administration	\$	23,438,063	\$	25,018,490
Capital	\$	39,304,136	\$	41,550,341
Program	\$	244,526,259	\$	259,675,458
Total	\$	307,268,458	\$	326,244,289



Revenue Account	Description	Budgeted 22-23	Budgeted 23-24	Estimated 24-25	Dollar Change
1001-000	Real Property Taxes Tom	\$115,649,788	\$115,649,788	\$115,649,788	\$0
1081-000	Other Pmts in Lieu of Tax	\$6,767,843	\$7,467,843	\$7,667,850	\$200,007
1085-000	STAR Reimbursement	\$6,701,514	\$6,701,514	\$6,701,514	\$0
1090-000	Int. & Penal. on Real Pro	\$413,000	\$513,000	\$550,000	\$37,000
1111-000	Tax on Consumer Utility B	\$3,700,000	\$3,800,000	\$3,800,000	\$0
1310-000	Day Sch.Tuit-Res.Nonvet P	\$500,000	\$600,000	\$650,000	\$50,000
1315-000	Continuing Ed Tuition(Ind	\$32,500	\$32,500	\$32,500	\$0
2280-000	Health Services for Oth D	\$1,250,000	\$1,220,000	\$1,250,500	\$30,500
2401-000	Interest and Earnings	\$50,000	\$50,000	\$75,000	\$25,000
2410-000	Rental of Real Property,I	\$14,000	\$14,000	\$14,000	\$0
2412-000	Rental Real Property, Oth	\$1,100	\$1,100	\$1,100	\$0
2660-000	Sale of Real Property	\$ -	0	\$0	\$0
2680-000	Insurance Recoveries	\$ -	0	\$0	\$0
2700-000	Reimburs of Medicar Part	\$550,000	\$1,550,000	\$1,600,000	\$50,000
2701-000	Refund PY Exp-BOCES Aided	\$150,000	\$150,000	\$150,000	\$0
2703-000	Refund PY Exp-Other-Not T	\$250,000	\$250,000	\$250,000	\$0
2770-000	Other Unclassified Rev.(S	\$12,000	\$12,000	\$12,000	\$0
2770-300	CDPHP-PCS Rebates	\$1,100,000	\$1,100,000	\$1,200,000	\$100,000
2770-500	BC/BS Rebates	\$1,400,000	\$1,400,000	\$1,500,000	\$100,000
2770-600	Stop Loss Reimbursement	\$750,000	\$750,000	\$750,000	\$0
2770-700	WORKMANS COMP REFUNDS				
2801-000	Interfund Revenues	\$150,000	\$150,000	\$150,000	\$0
3101-000	Basic Formula Aid-Gen Aid	\$102,577,730	\$120,046,362	\$127,291,392	\$7,245,030
3101-100	Charter School Aid	\$1,158,417	\$2,134,915	\$1,338,788	-\$796,127
3101-101	Charter Sch Supp Basic Tu	\$2,196,000	\$2,209,300	\$2,310,000	\$100,700
3101-200	Academic Enhancement Aid	\$1,247,799	\$1,247,799	\$1,255,936	\$8,137
3101-300	Private Excess Cost Aid	\$3,984,616	\$3,681,312	\$3,838,699	\$157,387
3101-400	Public Excess Cost Aid	\$1,378,279	\$1,081,042	\$1,497,592	\$416,550
3101-500	Building Aid	\$12,615,861	\$11,592,397	\$15,414,999	\$3,822,602
3101-600	Transportation Aid	\$8,797,470	\$8,784,926	\$9,813,421	\$1,028,495
3101-700	Community Schools Setaside	\$4,449,735	\$4,449,735	\$4,449,735	\$0
3102-000	Lottery Aid	\$ -			\$0
3103-000	BOCES Aid (Sect 3609a Ed	\$4,303,284	\$3,877,208	\$3,961,088	\$83,880
3104-000	Tuit for Students w/Disabilit.	\$ -			\$0
3260-000	Textbook Aid (Incl Txtbk/	\$659,681	\$650,000	\$668,011	\$18,011
3262-000	Computer Sftwre, Hrdwre A	\$194,905	\$195,000	\$190,965	-\$4,035
3262-100	Hardware & Technology	\$235,520	\$232,849	\$225,206	-\$7,643
3263-000	Library A/V Loan Program	\$81,319	\$71,611	\$79,675	\$8,064
3289-000	Other State Aid	\$ -			\$0
4286-000	Federal Aid, CARES Act ES	\$ -			\$0
4289-000	E RATE	\$50,000	\$50,000	\$50,000	\$0
4601-000	Medic.Ass't-Sch Age-Sch Y	\$1,000,000	\$1,500,000	\$1,500,000	\$0
5997-000	Appropriated Reserves	\$600,000	\$600,000	\$3,150,000	\$2,550,000
599-000	Appropriated Fund Balance	\$2,675,000	\$3,452,257	\$7,204,530	\$3,752,273
Total GENERAL FUND		\$287,647,361	\$307,268,458	\$326,244,289	\$18,975,831

City School District of Albany Budget Notice

Overall Budget Proposal	Budget adopted for the 2023-24 school year	Budget proposed for the 2024-25 school year	Contingency budget for the 2023-24 school year
Total budgeted amount	\$307,268,458	\$326,244,289	\$326,117,831
Increase for the 2023-24 school year		\$18,975,831	\$18,849,373
Percentage increase in each proposed budget		6.18%	6.14%
Consumer Price Index		2.10%	
Total proposed tax levy	\$122,351,302	\$122,351,302	\$122,351,302
Total permissible exclusions	\$5,485,105	\$4,083,033	
A. School tax levy limit	\$118,691,328	\$118,268,269	
B. Proposed levy without permissible exclusions	\$116,866,197	\$118,268,269	
Proposed levy without permissible exclusions plus prior year tax cap reserve	\$118,691,328	\$118,691,328	
Difference (A-B) - negative value requires 60% voter approval	\$1,825,131	\$0	
1. Administrative component	\$23,438,063	\$25,018,490	\$24,913,055
2. Program component	\$244,526,259	\$259,675,458	\$259,675,458
3. Capital component	\$39,304,136	\$41,550,341	\$41,529,318
Estimated STAR exemption impact on the proposed 2023-24 school budget:			
Basic STAR savings		\$525	
*The Basic School Tax Relief (STAR) exemption is authorized by section 425 of the Real Property Tax Law.			

Property Tax Report Card
010100 - ALBANY CITY SD

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Official - as of 04/30/2024 05:04 PM

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

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

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

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

Form Due - April 29, 2024

Form Preparer Name: JOSEPH A KARAS
Preparer's Telephone Number: 518-475-6020

<u>Shaded Fields Will Calculate</u>	Budgeted 2023-24 (A)	Proposed Budget 2024-25 (B)	Percent Change (C)
Total Budgeted Amount, not including Separate Propositions	307,268,458	326,244,289	6.18 %
A. Proposed Tax Levy to Support the Total Budgeted Amount ¹	122,351,302	122,351,302	
B. Tax Levy to Support Library Debt, if Applicable	0	0	
C. Tax Levy for Non-Excludable Propositions, if Applicable ²	0	0	
D. Total Tax Cap Reserve Amount Used to Reduce Current Year Levy, if Applicable	0	0	
E. Total Proposed School Year Tax Levy (A+B+C-D)	122,351,302	122,351,302	0.00 %
F. Permissible Exclusions to the School Tax Levy Limit	5,485,105	4,083,033	
G. School Tax Levy Limit, <u>Excluding</u> Levy for Permissible Exclusions ³	118,691,328	118,268,269	
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)	116,866,197	118,268,269	
I. Difference: (G-H);(negative value requires 60.0% voter approval) ²	1,825,131	0	
Public School Enrollment	8,100	8,250	1.85 %
Consumer Price Index			4.12 %

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

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

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

excess tax levy, including interest.

	Actual 2023-24 (D)	Estimated 2024-25 (E)
Adjusted Restricted Fund Balance	387,000	387,000
Assigned Appropriated Fund Balance	4,052,257	10,354,530
Adjusted Unrestricted Fund Balance	12,250,740	13,049,772
Adjusted Unrestricted Fund Balance as a Percent of the Total Budget	3.99 %	4.00 %

Schedule of Reserve Funds

Reserve Type	Reserve Name	Reserve Description *	3/31/24 Actual Balance	6/30/24 Estimated Ending Balance	Intended Use of the Reserve in the 2024-25 School Year (Limit 200 Characters)**
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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	For the cost of any object or purpose for which bonds may be issued.	20,862,220	20,862,220	Building Renovations
Repair	REPAIR	For the cost of repairs to capital improvements or equipment.	15,709,820	15,709,820	Building Repairs
Workers Compensation	WORKERS COMP	For self-insured Workers Compensation and benefits.	3,162,000	3,162,000	Workers Comp claims
Unemployment Insurance	UNEMPLOY	For reimbursement to the State Unemployment Insurance Fund.	2,726,188	2,726,188	cover unemployment
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		For liability, casualty, and other types of uninsured losses.			
Property Loss + (add)		To cover property loss.			
Liability		To cover incurred liability claims.			

Tax Certiorari	TAX CERT	For tax certiorari settlements.	3,371,151	3,371,151	Tax Settlement Payments
Reserve for Insurance Recoveries		For unexpended proceeds of insurance recoveries at fiscal year end.			
Employee Benefit Accrued Liability	EBLAR	For accrued 'employee benefits' due to employees upon termination of service.	10,233,600	10,233,600	Retirees sick time buyouts
Retirement Contribution	ERS	For employer retirement contributions to the State and Local Employees' Retirement System.	5,772,000	5,772,000	Retirement contributions
Reserve for Uncollected Taxes		For unpaid taxes due certain city school districts not reimbursed by their city/county until the following fiscal year.			
Single Other Reserve	TRS	TRS Contributions	5,120,000	5,120,000	TRS Retirement Contributions

*** NYSED Reserve Guidance:**
http://www.p12.nysed.gov/mgt/serv/accounting/docs/reserve_funds.pdf

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

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

Save	Reset	Save & Ready
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Salary: Administrative Compensation Information
010100 - ALBANY CITY SD

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Official - as of 04/30/2024 05:07 PM

Form Due May 13, 2024

2024-2025 Salary Threshold =
\$169,000

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

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

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

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

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

Title	Salary	Employee Benefits	Other Remuneration
1. Superintendent of Schools	248,000	71,084	0

Please list the district or districts with which you will be sharing a superintendent (if applicable):

Associate, Assistant and Deputy Superintendents
(Example Titles: Associate Superintendent for Instruction, Deputy Superintendent, Assistant Superintendent for Business, etc.)

2.	ASSIST SUPERINTENDENT FOR INSTRUCTION - EL	152,000	26,858	0
3.	ASSIST SUPERINTENDENT FOR INSTRUCTION - SE	184,000	61,768	0
4.	ASSIST SUPERINTENDENT OF BUSINESS & FINANC	184,000	55,223	0
5.	ASSIST SUPERINTENDENT FOR CURRICULUM & INI	163,000	58,130	0
6.	ASST SUPERINTENDENT FOR ASSESSMENT/ACCO	152,000	50,523	0
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ALBANY CITY SCHOOL DISTRICT - NEW YORK STATE REPORT CARD [2022 - 23]

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

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

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

TARGET DISTRICT

MADE PROGRESS

NO

SECTION 1003 SCHOOL IMPROVEMENT FUNDS (2022-23)

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

Section 1003 School Improvement Funds Data (72.97 kilobytes)

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

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

ELEMENTARY/MIDDLE STATUSES AND SUPPORT MODELS BY SUBGROUP

Subgroup	Status And Support Model	Made Progress
All Students	Comprehensive Support and Improvement	NA
Asian or Native Hawaiian/Other Pacific Islander	Local Support and Improvement: Potential Target District	NA
Black or African American	Additional Targeted Support and Improvement	NA
Hispanic or Latino	Additional Targeted Support and Improvement	NA
Multiracial	Targeted Support and Improvement	NA
White	Additional Targeted Support and Improvement	NA
English Language Learner	Local Support and Improvement: Potential Target District	NA
Students with Disabilities	Additional Targeted Support and Improvement	NA
Economically Disadvantaged	Additional Targeted Support and Improvement	NA

ELEMENTARY/MIDDLE INDICATOR LEVELS

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

ELEMENTARY/MIDDLE CORE SUBJECT PERFORMANCE

Subgroup	Subject	Cohort	Index	Level
All Students	ELA	3,020	91.7	1
	Math	3,036	90.1	
	Combined	6,056	90.9	
American Indian or Alaska Native	ELA	11	100	—
	Math	11	109.1	
	Combined	22	—	
Asian or Native Hawaiian/Other Pacific Islander	ELA	342	115.6	2
	Math	349	118.2	
	Combined	691	116.9	
Black or African American	ELA	1,281	73.1	1
	Math	1,265	66.2	
	Combined	2,546	69.7	
Hispanic or Latino	ELA	631	78.4	1
	Math	645	77.4	
	Combined	1,276	77.9	
Multiracial	ELA	254	100.8	2
	Math	255	99.2	
	Combined	509	100	
White	ELA	501	134.9	3
	Math	511	141	
	Combined	1,012	138	
English Language Learner	ELA	494	59.2	2
	Math	520	66.1	
	Combined	1,014	62.7	
Students with Disabilities	ELA	581	48.7	2
	Math	569	49.8	
	Combined	1,150	49.3	
Economically Disadvantaged	ELA	2,225	72.9	1
	Math	2,226	70.2	
	Combined	4,451	71.5	

ELEMENTARY/MIDDLE WEIGHTED AVERAGE PERFORMANCE

Subgroup	Subject	Cohort	Index	Level
All Students	ELA	3,136	88.3	2
	Math	3,154	86.7	
	Combined	6,290	87.5	
American Indian or Alaska Native	ELA	11	100	—
	Math	11	109.1	
	Combined	22	—	
Asian or Native Hawaiian/Other Pacific Islander	ELA	342	115.6	3
	Math	349	118.2	
	Combined	691	116.9	
Black or African American	ELA	1,321	70.9	1
	Math	1,323	63.3	
	Combined	2,644	67.1	
Hispanic or Latino	ELA	664	74.5	2
	Math	673	74.2	
	Combined	1,337	74.4	
Multiracial	ELA	271	94.5	2
	Math	269	94.1	
	Combined	540	94.3	
White	ELA	538	125.7	3
	Math	539	133.7	
	Combined	1,077	129.7	
English Language Learner	ELA	494	59.2	2
	Math	520	66.1	
	Combined	1,014	62.7	
Students with Disabilities	ELA	618	45.8	2
	Math	616	46	
	Combined	1,234	45.9	
Economically Disadvantaged	ELA	2,291	70.8	2
	Math	2,308	67.7	
	Combined	4,599	69.2	

ELEMENTARY/MIDDLE ELP

Subgroup	Number Of ELLs	Benchmark	Progress Rate	Success Ratio	Level
All Students	550	41%	39%	1.0	2
American Indian or Alaska Native	2	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	207	44%	46%	1.1	3
Black or African American	48	44%	46%	1.1	3
Hispanic or Latino	184	38%	33%	0.9	2
Multiracial	6	—	—	—	—
White	103	42%	33%	0.8	2
English Language Learner	550	41%	39%	1.0	2
Students with Disabilities	41	35%	32%	0.9	2
Economically Disadvantaged	482	42%	38%	0.9	2

ELEMENTARY/MIDDLE CHRONIC ABSENTEEISM

Subgroup	Students Enrolled	Students Chronically Absent	Chronic Absenteeism Rate	Level
All Students	5,128	1,859	36.3%	1
American Indian or Alaska Native	14	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	629	151	24%	2
Black or African American	2,097	891	42.5%	1
Hispanic or Latino	1,094	454	41.5%	1
Multiracial	419	150	35.8%	2
White	875	210	24%	2
English Language Learner	922	265	28.7%	2
Students with Disabilities	892	423	47.4%	1
Economically Disadvantaged	3,678	1,563	42.5%	1

ELEMENTARY/MIDDLE ELA PARTICIPATION RATE

Subgroup	Tested 95% In Current Year	Current Year Enrollment	Current Year Participation Rate
All Students	✗	3,595	91.3%
American Indian or Alaska Native	—	12	—
Asian or Native Hawaiian/Other Pacific Islander	✓	406	97.8%
Black or African American	✗	1,498	91.4%
Hispanic or Latino	✗	785	90.3%
Multiracial	✗	299	89%
White	✗	595	88.9%
English Language Learner	✓	515	96.3%
Students with Disabilities	✗	693	88.5%
Economically Disadvantaged	✗	2,593	91.9%

ELEMENTARY/MIDDLE MATHEMATICS PARTICIPATION RATE

Subgroup	Tested 95% In Current Year	Current Year Enrollment	Current Year Participation Rate
All Students	✗	3,582	91.2%
American Indian or Alaska Native	—	12	—
Asian or Native Hawaiian/Other Pacific Islander	✓	397	97.7%
Black or African American	✗	1,498	90.3%
Hispanic or Latino	✗	785	90.5%
Multiracial	✗	297	90.2%
White	✗	593	90.4%
English Language Learner	✓	512	95.9%
Students with Disabilities	✗	692	87%
Economically Disadvantaged	✗	2,588	91.4%

NYSESLAT USED FOR PARTICIPATION

Grade	Number Taking NYSESLAT
Grade 3	11
Grade 4	12
Grade 5	17
Grade 6	14
Grade 7	9
Grade 8	23

SECONDARY STATUSES AND SUPPORT MODELS BY SUBGROUP

Subgroup	Status And Support Model	Made Progress
All Students	Local Support and Improvement: Potential Target District	NA
Asian or Native Hawaiian/Other Pacific Islander	Local Support and Improvement	NA
Black or African American	Local Support and Improvement	NA
Hispanic or Latino	Local Support and Improvement: Potential Target District	NA
Multiracial	Local Support and Improvement	NA
White	Local Support and Improvement	NA
English Language Learner	Local Support and Improvement	NA
Students with Disabilities	Local Support and Improvement	NA
Economically Disadvantaged	Local Support and Improvement	NA

SECONDARY INDICATOR LEVELS

Subgroup	Core Subject Performance	Weighted Average Performance	Graduation Rate	English Language Proficiency (ELP)	Chronic Absenteeism
All Students	1	1	1	2	1
American Indian or Alaska Native	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	2	2	2	2	2
Black or African American	1	1	2	—	1
Hispanic or Latino	1	1	1	2	1
Multiracial	—	2	2	—	1
White	2	2	2	2	2
English Language Learner	2	2	4	2	2
Students with Disabilities	2	2	1	—	1
Economically Disadvantaged	1	1	2	2	1

SECONDARY CORE SUBJECT PERFORMANCE

Subgroup	Subject	Cohort	Index	Combined Index	Level
All Students	ELA	584	136.3	102.1	1
	Math	251	66.5		
	Science	198	104		
American Indian or Alaska Native	ELA	2	--	--	--
	Math	1	--		
	Science	--	--		
Asian or Native Hawaiian/Other Pacific Islander	ELA	67	129.1	96.2	2
	Math	45	78.9		
	Science	48	72.9		
Black or African American	ELA	286	128.5	90.1	1
	Math	97	54.1		
	Science	66	86.4		
Hispanic or Latino	ELA	99	109.6	90.6	1
	Math	48	50		
	Science	37	123		
Multiracial	ELA	14	146.4	--	--
	Math	4	--		
	Science	2	--		
White	ELA	116	181.9	139.2	2
	Math	56	94.6		
	Science	45	142.2		
English Language Learner	ELA	90	56.1	54.1	2
	Math	58	42.2		
	Science	53	68.9		
Students with Disabilities	ELA	65	56.9	69	2
	Math	20	67.5		
	Science	19	89.5		
Economically Disadvantaged	ELA	354	110.6	81.2	1
	Math	143	49		
	Science	106	85.4		

SECONDARY WEIGHTED AVERAGE PERFORMANCE

Subgroup	Subject	Cohort	Index	Combined Index	Level
All Students	ELA	623	127.8	69.3	1
	Math	558	29.9		
	Science	507	40.6		
American Indian or Alaska Native	ELA	2	—	—	—
	Math	2	—		
	Science	1	—		
Asian or Native Hawaiian/Other Pacific Islander	ELA	71	121.8	78.9	2
	Math	68	52.2		
	Science	64	54.7		
Black or African American	ELA	301	122.1	59.3	1
	Math	266	19.7		
	Science	235	24.3		
Hispanic or Latino	ELA	112	96.9	57.3	1
	Math	97	24.7		
	Science	97	46.9		
Multiracial	ELA	16	128.1	63.6	2
	Math	14	14.3		
	Science	11	40.9		
White	ELA	121	174.4	99.4	2
	Math	111	47.7		
	Science	99	64.6		
English Language Learner	ELA	106	47.6	36.8	2
	Math	101	24.3		
	Science	93	39.2		
Students with Disabilities	ELA	74	50	32.5	2
	Math	71	19		
	Science	64	26.6		
Economically Disadvantaged	ELA	390	100.4	52.4	1
	Math	349	20.1		
	Science	312	29		

SECONDARY GRADUATION RATE

Subgroup	Cohort	Number In Cohort	Number Graduated	Grad Rate	Average Grad Rate	Level
All Students	4-year	672	548	81.5%	80.7%	1
	5-year	673	557	82.8%		
	6-year	713	554	77.7%		
American Indian or Alaska Native	4-year	1	—	—	—	—
	5-year	3	—	—		
	6-year	4	—	—		
Asian or Native Hawaiian/Other Pacific Islander	4-year	56	51	91.1%	87.7%	2
	5-year	48	42	87.5%		
	6-year	58	49	84.5%		
Black or African American	4-year	337	276	81.9%	79.9%	2
	5-year	338	278	82.2%		
	6-year	376	284	75.5%		
Hispanic or Latino	4-year	120	91	75.8%	75.4%	1
	5-year	106	83	78.3%		
	6-year	108	78	72.2%		
Multiracial	4-year	25	—	—	80%	2
	5-year	30	24	80%		
	6-year	16	—	—		
White	4-year	133	110	82.7%	84%	2
	5-year	148	127	85.8%		
	6-year	151	126	83.4%		
English Language Learner	4-year	94	68	72.3%	77.9%	4
	5-year	95	82	86.3%		
	6-year	104	78	75%		
Students with Disabilities	4-year	104	63	60.6%	55.6%	1
	5-year	98	56	57.1%		
	6-year	108	53	49.1%		
Economically Disadvantaged	4-year	435	341	78.4%	77.3%	2
	5-year	424	335	79%		
	6-year	426	318	74.6%		

SECONDARY ELP

Subgroup	Number Of ELLs	Benchmark	Progress Rate	Success Ratio	Level
All Students	230	39%	33%	0.9	2
American Indian or Alaska Native	2	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	88	41%	36%	0.9	2
Black or African American	23	—	—	—	—
Hispanic or Latino	87	40%	34%	0.9	2
Multiracial	0	—	—	—	—
White	30	33%	30%	0.9	2
English Language Learner	230	39%	33%	0.9	2
Students with Disabilities	18	—	—	—	—
Economically Disadvantaged	181	38%	31%	0.8	2

SECONDARY CHRONIC ABSENTEEISM

Subgroup	Students Enrolled	Students Chronically Absent	Chronic Absenteeism Rate	Level
All Students	2,922	1,630	55.8%	1
American Indian or Alaska Native	11	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	324	134	41.4%	2
Black or African American	1,314	832	63.3%	1
Hispanic or Latino	648	393	60.6%	1
Multiracial	137	88	64.2%	1
White	488	176	36.1%	2
English Language Learner	501	258	51.5%	2
Students with Disabilities	435	258	59.3%	1
Economically Disadvantaged	1,967	1,254	63.8%	1

SECONDARY ELA PARTICIPATION RATE

Subgroup	Tested 95% In Current Year	Current Year 12th Grade Enrollment	Current Year Participation Rate
All Students	✓	611	95.1%
American Indian or Alaska Native	—	4	—
Asian or Native Hawaiian/Other Pacific Islander	✗	70	91.4%
Black or African American	✓	299	95.3%
Hispanic or Latino	✓	105	95.2%
Multiracial	—	16	—
White	✓	117	98.3%
English Language Learner	✗	56	91.1%
Students with Disabilities	✓	60	95%
Economically Disadvantaged	✓	367	95.6%

SECONDARY MATHEMATICS PARTICIPATION RATE

Subgroup	Tested 95% In Current Year	Current Year 12th Grade Enrollment	Current Year Participation Rate
All Students	✗	531	47.8%
American Indian or Alaska Native	—	3	—
Asian or Native Hawaiian/Other Pacific Islander	✗	65	69.2%
Black or African American	✗	256	39.1%
Hispanic or Latino	✗	87	52.9%
Multiracial	—	14	—
White	✗	106	52.8%
English Language Learner	✗	53	69.8%
Students with Disabilities	✗	55	21.8%
Economically Disadvantaged	✗	321	44.9%

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

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

SUMMARY RESULTS



Grade	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Grade 3	605	50	8%	555	92%	264	48%	133	24%	108	19%	50	9%	158	28%
Grade 4	568	57	10%	511	90%	200	39%	170	33%	90	18%	51	10%	141	28%
Grade 5	639	74	12%	565	88%	227	40%	190	34%	117	21%	31	5%	148	26%
Grade 6	597	77	13%	520	87%	270	52%	118	23%	87	17%	45	9%	132	25%
Grade 7	586	109	19%	477	81%	233	49%	114	24%	92	19%	38	8%	130	27%
Grade 8	628	150	24%	478	76%	171	36%	155	32%	116	24%	36	8%	152	32%
Grades 3-8	3,623	517	14%	3,106	86%	1,365	44%	880	28%	610	20%	251	8%	861	28%

GRADE 3 ELA RESULTS

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



GRADE 4 ELA RESULTS

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



Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	568	57	10%	511	90%	200	39%	170	33%	90	18%	51	10%	141	28%
Female	257	27	11%	230	89%	81	35%	76	33%	44	19%	29	13%	73	32%
Male	311	30	10%	281	90%	119	42%	94	33%	46	16%	22	8%	68	24%
General Education Students	461	34	7%	427	93%	137	32%	153	36%	86	20%	51	12%	137	32%
Students with Disabilities	107	23	21%	84	79%	63	75%	17	20%	4	5%	0	0%	4	5%
American Indian or Alaska Native	3	1	33%	2	67%	-	-	-	-	-	-	-	-	-	-
Asian or Native Hawaiian/Other Pacific Islander	69	8	12%	61	88%	19	31%	18	30%	13	21%	11	18%	24	39%
Black or African American	228	20	9%	208	91%	103	50%	64	31%	29	14%	12	6%	41	20%
Hispanic or Latino	114	14	12%	100	88%	40	40%	48	48%	10	10%	2	2%	12	12%
White	101	7	7%	94	93%	22	23%	23	24%	27	29%	22	23%	49	52%
Multiracial	53	7	13%	46	87%	-	-	-	-	-	-	-	-	-	-
Small Group Total: Race & Ethnicity	56	8	14%	48	86%	16	33%	17	35%	11	23%	4	8%	15	31%
Economically Disadvantaged	412	39	9%	373	91%	179	48%	124	33%	55	15%	15	4%	70	19%
Not Economically Disadvantaged	156	18	12%	138	88%	21	15%	46	33%	35	25%	36	26%	71	51%
English Language Learner	87	17	20%	70	80%	41	59%	24	34%	5	7%	0	0%	5	7%
Non-English Language Learner	481	40	8%	441	92%	159	36%	146	33%	85	19%	51	12%	136	31%
In Foster Care	4	0	0%	4	100%	-	-	-	-	-	-	-	-	-	-
Not in Foster Care	564	57	10%	507	90%	-	-	-	-	-	-	-	-	-	-
Homeless	40	6	15%	34	85%	21	62%	11	32%	1	3%	1	3%	2	6%
Not Homeless	528	51	10%	477	90%	179	38%	159	33%	89	19%	50	10%	139	29%
Not Migrant	568	57	10%	511	90%	200	39%	170	33%	90	18%	51	10%	141	28%
Parent Not in Armed Forces	568	57	10%	511	90%	200	39%	170	33%	90	18%	51	10%	141	28%

GRADE 5 ELA RESULTS

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



Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	639	74	12%	565	88%	227	40%	190	34%	117	21%	31	5%	148	26%
Female	322	35	11%	287	89%	106	37%	99	34%	66	23%	16	6%	82	29%
Male	317	39	12%	278	88%	121	44%	91	33%	51	18%	15	5%	66	24%
General Education Students	509	35	7%	474	93%	160	34%	170	36%	113	24%	31	7%	144	30%
Students with Disabilities	130	39	30%	91	70%	67	74%	20	22%	4	4%	0	0%	4	4%
American Indian or Alaska Native	2	0	0%	2	100%	–	–	–	–	–	–	–	–	–	–
Asian or Native Hawaiian/Other Pacific Islander	71	11	15%	60	85%	25	42%	15	25%	17	28%	3	5%	20	33%
Black or African American	282	28	10%	254	90%	116	46%	96	38%	35	14%	7	3%	42	17%
Hispanic or Latino	134	18	13%	116	87%	49	42%	41	35%	20	17%	6	5%	26	22%
White	91	9	10%	82	90%	24	29%	17	21%	28	34%	13	16%	41	50%
Multiracial	59	8	14%	51	86%	–	–	–	–	–	–	–	–	–	–
Small Group Total: Race & Ethnicity	61	8	13%	53	87%	13	25%	21	40%	17	32%	2	4%	19	36%
Economically Disadvantaged	473	48	10%	425	90%	199	47%	147	35%	70	16%	9	2%	79	19%
Not Economically Disadvantaged	166	26	16%	140	84%	28	20%	43	31%	47	34%	22	16%	69	49%
English Language Learner	88	17	19%	71	81%	51	72%	19	27%	1	1%	0	0%	1	1%
Non-English Language Learner	551	57	10%	494	90%	176	36%	171	35%	116	23%	31	6%	147	30%
In Foster Care	1	0	0%	1	100%	–	–	–	–	–	–	–	–	–	–
Not in Foster Care	638	74	12%	564	88%	–	–	–	–	–	–	–	–	–	–
Homeless	43	5	12%	38	88%	27	71%	9	24%	2	5%	0	0%	2	5%
Not Homeless	596	69	12%	527	88%	200	38%	181	34%	115	22%	31	6%	146	28%
Not Migrant	639	74	12%	565	88%	227	40%	190	34%	117	21%	31	5%	148	26%
Parent Not in Armed Forces	639	74	12%	565	88%	227	40%	190	34%	117	21%	31	5%	148	26%

GRADE 6 ELA RESULTS

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



Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	597	77	13%	520	87%	270	52%	118	23%	87	17%	45	9%	132	25%
Female	266	36	14%	230	86%	102	44%	51	22%	46	20%	31	13%	77	33%
Male	331	41	12%	290	88%	168	58%	67	23%	41	14%	14	5%	55	19%
General Education Students	481	50	10%	431	90%	187	43%	114	26%	86	20%	44	10%	130	30%
Students with Disabilities	116	27	23%	89	77%	83	93%	4	4%	1	1%	1	1%	2	2%
Asian or Native Hawaiian/Other Pacific Islander	69	6	9%	63	91%	26	41%	14	22%	15	24%	8	13%	23	37%
Black or African American	249	35	14%	214	86%	128	60%	49	23%	28	13%	9	4%	37	17%
Hispanic or Latino	131	19	15%	112	85%	60	54%	36	32%	13	12%	3	3%	16	14%
White	104	7	7%	97	93%	35	36%	15	15%	27	28%	20	21%	47	48%
Multiracial	44	10	23%	34	77%	21	62%	4	12%	4	12%	5	15%	9	26%
Economically Disadvantaged	430	51	12%	379	88%	228	60%	93	25%	41	11%	17	4%	58	15%
Not Economically Disadvantaged	167	26	16%	141	84%	42	30%	25	18%	46	33%	28	20%	74	52%
English Language Learner	95	20	21%	75	79%	61	81%	10	13%	4	5%	0	0%	4	5%
Non-English Language Learner	502	57	11%	445	89%	209	47%	108	24%	83	19%	45	10%	128	29%
In Foster Care	2	0	0%	2	100%	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	595	77	13%	518	87%	—	—	—	—	—	—	—	—	—	—
Homeless	37	9	24%	28	76%	21	75%	5	18%	2	7%	0	0%	2	7%
Not Homeless	560	68	12%	492	88%	249	51%	113	23%	85	17%	45	9%	130	26%
Not Migrant	597	77	13%	520	87%	270	52%	118	23%	87	17%	45	9%	132	25%
Parent Not in Armed Forces	597	77	13%	520	87%	270	52%	118	23%	87	17%	45	9%	132	25%

GRADE 7 ELA RESULTS

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



GRADE 8 ELA RESULTS

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



GRADES 3-8 MATHEMATICS RESULTS (2022-23)

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

SUMMARY RESULTS



Grade	Total		Not Tested		Tested		Level 1		Level 2		Level 3		Level 4 & Above		Proficient (Levels 3 & Above)	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Grade 3	602		45	7%	557	93%	168	30%	194	35%	140	25%	55	10%	195	35%
Grade 4	572		43	8%	529	92%	226	43%	126	24%	138	26%	39	7%	177	33%
Grade 5	640		63	10%	577	90%	269	47%	136	24%	131	23%	41	7%	172	30%
Grade 6	599		65	11%	534	89%	261	49%	144	27%	102	19%	27	5%	129	24%
Combined 6	599		65	11%	534	89%	261	49%	144	27%	102	19%	27	5%	129	24%
Grade 7	586		130	22%	456	78%	222	49%	127	28%	74	16%	33	7%	107	23%
Regents 7	—		—	—	10	2%	0	0%	0	0%	0	0%	10	100%	10	100%
Combined 7	586		120	20%	466	80%	222	48%	127	27%	74	16%	43	9%	117	25%
Grade 8	629		266	42%	363	58%	290	80%	58	16%	14	4%	1	0%	15	4%
Regents 8	—		—	—	150	24%	10	7%	15	10%	63	42%	62	41%	125	83%
Combined 8	629		116	18%	513	82%	300	58%	73	14%	77	15%	63	12%	140	27%
Grades 3-8	3,628		452	12%	3,176	88%	1,446	46%	800	25%	662	21%	268	8%	930	29%

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

GRADE 3 MATH RESULTS

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



GRADE 4 MATH RESULTS

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



Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	572	43	8%	529	92%	226	43%	126	24%	138	26%	39	7%	177	33%
Female	259	20	8%	239	92%	110	46%	52	22%	61	26%	16	7%	77	32%
Male	313	23	7%	290	93%	116	40%	74	26%	77	27%	23	8%	100	34%
General Education Students	464	15	3%	449	97%	168	37%	111	25%	131	29%	39	9%	170	38%
Students with Disabilities	108	28	26%	80	74%	58	73%	15	19%	7	9%	0	0%	7	9%
American Indian or Alaska Native	3	1	33%	2	67%	-	-	-	-	-	-	-	-	-	-
Asian or Native Hawaiian/Other Pacific Islander	72	7	10%	65	90%	19	29%	13	20%	25	38%	8	12%	33	51%
Black or African American	228	12	5%	216	95%	120	56%	48	22%	36	17%	12	6%	48	22%
Hispanic or Latino	115	8	7%	107	93%	54	50%	34	32%	18	17%	1	1%	19	18%
White	101	9	9%	92	91%	18	20%	18	20%	42	46%	14	15%	56	61%
Multiracial	53	6	11%	47	89%	-	-	-	-	-	-	-	-	-	-
Small Group Total: Race & Ethnicity	56	7	13%	49	88%	15	31%	13	27%	17	35%	4	8%	21	43%
Economically Disadvantaged	413	28	7%	385	93%	201	52%	92	24%	77	20%	15	4%	92	24%
Not Economically Disadvantaged	159	15	9%	144	91%	25	17%	34	24%	61	42%	24	17%	85	59%
English Language Learner	89	5	6%	84	94%	47	56%	28	33%	9	11%	0	0%	9	11%
Non-English Language Learner	483	38	8%	445	92%	179	40%	98	22%	129	29%	39	9%	168	38%
In Foster Care	4	0	0%	4	100%	-	-	-	-	-	-	-	-	-	-
Not in Foster Care	568	43	8%	525	92%	-	-	-	-	-	-	-	-	-	-
Homeless	40	6	15%	34	85%	22	65%	9	26%	2	6%	1	3%	3	9%
Not Homeless	532	37	7%	495	93%	204	41%	117	24%	136	27%	38	8%	174	35%
Not Migrant	572	43	8%	529	92%	226	43%	126	24%	138	26%	39	7%	177	33%
Parent Not in Armed Forces	572	43	8%	529	92%	226	43%	126	24%	138	26%	39	7%	177	33%

GRADE 5 MATH RESULTS

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



Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	640	63	10%	577	90%	269	47%	136	24%	131	23%	41	7%	172	30%
Female	323	33	10%	290	90%	145	50%	67	23%	58	20%	20	7%	78	27%
Male	317	30	9%	287	91%	124	43%	69	24%	73	25%	21	7%	94	33%
General Education Students	510	25	5%	485	95%	194	40%	125	26%	125	26%	41	8%	166	34%
Students with Disabilities	130	38	29%	92	71%	75	82%	11	12%	6	7%	0	0%	6	7%
American Indian or Alaska Native	2	0	0%	2	100%	–	–	–	–	–	–	–	–	–	–
Asian or Native Hawaiian/Other Pacific Islander	73	7	10%	66	90%	24	36%	14	21%	22	33%	6	9%	28	42%
Black or African American	282	29	10%	253	90%	134	53%	70	28%	41	16%	8	3%	49	19%
Hispanic or Latino	134	11	8%	123	92%	68	55%	28	23%	20	16%	7	6%	27	22%
White	91	6	7%	85	93%	22	26%	15	18%	32	38%	16	19%	48	56%
Multiracial	58	10	17%	48	83%	–	–	–	–	–	–	–	–	–	–
Small Group Total: Race & Ethnicity	60	10	17%	50	83%	21	42%	9	18%	16	32%	4	8%	20	40%
Economically Disadvantaged	472	38	8%	434	92%	225	52%	115	26%	79	18%	15	3%	94	22%
Not Economically Disadvantaged	168	25	15%	143	85%	44	31%	21	15%	52	36%	26	18%	78	55%
English Language Learner	90	2	2%	88	98%	61	69%	19	22%	8	9%	0	0%	8	9%
Non-English Language Learner	550	61	11%	489	89%	208	43%	117	24%	123	25%	41	8%	164	34%
In Foster Care	1	0	0%	1	100%	–	–	–	–	–	–	–	–	–	–
Not in Foster Care	639	63	10%	576	90%	–	–	–	–	–	–	–	–	–	–
Homeless	43	4	9%	39	91%	29	74%	8	21%	2	5%	0	0%	2	5%
Not Homeless	597	59	10%	538	90%	240	45%	128	24%	129	24%	41	8%	170	32%
Not Migrant	640	63	10%	577	90%	269	47%	136	24%	131	23%	41	7%	172	30%
Parent Not in Armed Forces	640	63	10%	577	90%	269	47%	136	24%	131	23%	41	7%	172	30%

GRADE 6 MATH RESULTS

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



Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	599	65	11%	534	89%	261	49%	144	27%	102	19%	27	5%	129	24%
Female	266	29	11%	237	89%	105	44%	65	27%	54	23%	13	5%	67	28%
Male	333	36	11%	297	89%	156	53%	79	27%	48	16%	14	5%	62	21%
General Education Students	482	37	8%	445	92%	182	41%	134	30%	102	23%	27	6%	129	29%
Students with Disabilities	117	28	24%	89	76%	79	89%	10	11%	0	0%	0	0%	0	0%
Asian or Native Hawaiian/Other Pacific Islander	69	1	1%	68	99%	24	35%	21	31%	17	25%	6	9%	23	34%
Black or African American	251	33	13%	218	87%	136	62%	56	26%	24	11%	2	1%	26	12%
Hispanic or Latino	131	16	12%	115	88%	61	53%	33	29%	19	17%	2	2%	21	18%
White	103	6	6%	97	94%	24	25%	22	23%	35	36%	16	16%	51	53%
Multiracial	45	9	20%	36	80%	16	44%	12	33%	7	19%	1	3%	8	22%
Economically Disadvantaged	428	44	10%	384	90%	217	57%	109	28%	52	14%	6	2%	58	15%
Not Economically Disadvantaged	171	21	12%	150	88%	44	29%	35	23%	50	33%	21	14%	71	47%
English Language Learner	95	7	7%	88	93%	55	63%	29	33%	4	5%	0	0%	4	5%
Non-English Language Learner	504	58	12%	446	88%	206	46%	115	26%	98	22%	27	6%	125	28%
In Foster Care	2	0	0%	2	100%	--	--	--	--	--	--	--	--	--	--
Not in Foster Care	597	65	11%	532	89%	--	--	--	--	--	--	--	--	--	--
Homeless	37	5	14%	32	86%	24	75%	7	22%	1	3%	0	0%	1	3%
Not Homeless	562	60	11%	502	89%	237	47%	137	27%	101	20%	27	5%	128	25%
Not Migrant	599	65	11%	534	89%	261	49%	144	27%	102	19%	27	5%	129	24%
Parent Not in Armed Forces	599	65	11%	534	89%	261	49%	144	27%	102	19%	27	5%	129	24%

GRADE 7 MATH RESULTS

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



GRADE 8 MATH RESULTS

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



GRADE 8 SCIENCE RESULTS (2022-23)

Grade 4 Science was not administered in 2022-23.

SUMMARY RESULTS



Grade	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Grade 8	634	313	49%	321	51%	210	65%	85	26%	25	8%	1	0%	26	8%
Regents 8	—	—	—	155	24%	6	4%	8	5%	81	52%	60	39%	141	91%
Combined 8	634	158	25%	476	75%	216	45%	93	20%	106	22%	61	13%	167	35%

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

GRADE 8 SCIENCE RESULTS



ANNUAL REGENTS EXAMINATIONS (2022 - 23)

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

ANNUAL REGENTS EXAMINATION IN ELA (2022-23)

Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%
All Students	695	136	20%	128	18%	173	25%	97	14%	161	23%	431	62%
Female	352	59	17%	63	18%	80	23%	52	15%	98	28%	230	65%
Male	342	—	—	—	—	—	—	—	—	—	—	—	—
Non-Binary	1	—	—	—	—	—	—	—	—	—	—	—	—
Small Group Total: Gender	343	77	22%	65	19%	93	27%	45	13%	63	18%	201	59%
General Education Students	620	109	18%	104	17%	151	24%	96	15%	160	26%	407	66%
Students with Disabilities	75	27	36%	24	32%	22	29%	1	1%	1	1%	24	32%
American Indian or Alaska Native	3	—	—	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	83	23	28%	13	16%	20	24%	8	10%	19	23%	47	57%
Black or African American	315	55	17%	71	23%	96	30%	48	15%	45	14%	189	60%
Hispanic or Latino	154	36	23%	32	21%	37	24%	18	12%	31	20%	86	56%
White	117	18	15%	10	9%	17	15%	15	13%	57	49%	89	76%
Multiracial	23	—	—	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	26	4	15%	2	8%	3	12%	8	31%	9	35%	20	77%
Economically Disadvantaged	470	100	21%	105	22%	136	29%	61	13%	68	14%	265	56%
Not Economically Disadvantaged	225	36	16%	23	10%	37	16%	36	16%	93	41%	166	74%
English Language Learner	125	65	52%	35	28%	23	18%	1	1%	1	1%	25	20%
Non-English Language Learner	570	71	12%	93	16%	150	26%	96	17%	160	28%	406	71%
In Foster Care	2	—	—	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	693	—	—	—	—	—	—	—	—	—	—	—	—
Homeless	14	5	36%	3	21%	6	43%	0	0%	0	0%	6	43%
Not Homeless	681	131	19%	125	18%	167	25%	97	14%	161	24%	425	62%
Not Migrant	695	136	20%	128	18%	173	25%	97	14%	161	23%	431	62%
Parent Not in Armed Forces	695	136	20%	128	18%	173	25%	97	14%	161	23%	431	62%

ANNUAL REGENTS EXAMINATION IN ALGEBRA I (2022-23)



Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%
All Students	790	268	34%	193	24%	243	31%	56	7%	30	4%	329	42%
Female	383	--	--	--	--	--	--	--	--	--	--	--	--
Male	406	149	37%	95	23%	125	31%	27	7%	10	2%	162	40%
Non-Binary	1	--	--	--	--	--	--	--	--	--	--	--	--
Small Group Total: Gender	384	119	31%	98	26%	118	31%	29	8%	20	5%	167	43%
General Education Students	685	205	30%	167	24%	227	33%	56	8%	30	4%	313	46%
Students with Disabilities	105	63	60%	26	25%	16	15%	0	0%	0	0%	16	15%
American Indian or Alaska Native	4	--	--	--	--	--	--	--	--	--	--	--	--
Asian or Native Hawaiian/Other Pacific Islander	80	16	20%	17	21%	34	43%	9	11%	4	5%	47	59%
Black or African American	304	133	44%	83	27%	76	25%	9	3%	3	1%	88	29%
Hispanic or Latino	221	71	32%	58	26%	73	33%	12	5%	7	3%	92	42%
White	136	28	21%	23	17%	49	36%	21	15%	15	11%	85	63%
Multiracial	45	--	--	--	--	--	--	--	--	--	--	--	--
Small Group Total: Race & Ethnicity	49	20	41%	12	24%	11	22%	5	10%	1	2%	17	35%
Economically Disadvantaged	556	217	39%	143	26%	164	29%	25	4%	7	1%	196	35%
Not Economically Disadvantaged	234	51	22%	50	21%	79	34%	31	13%	23	10%	133	57%
English Language Learner	120	52	43%	26	22%	40	33%	2	2%	0	0%	42	35%
Non-English Language Learner	670	216	32%	167	25%	203	30%	54	8%	30	4%	287	43%
In Foster Care	2	--	--	--	--	--	--	--	--	--	--	--	--
Not in Foster Care	788	--	--	--	--	--	--	--	--	--	--	--	--
Homeless	34	13	38%	11	32%	9	26%	1	3%	0	0%	10	29%
Not Homeless	756	255	34%	182	24%	234	31%	55	7%	30	4%	319	42%
Not Migrant	790	268	34%	193	24%	243	31%	56	7%	30	4%	329	42%
Parent Not in Armed Forces	790	268	34%	193	24%	243	31%	56	7%	30	4%	329	42%

Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%
All Students	355	160	45%	73	21%	90	25%	18	5%	14	4%	122	34%
Female	181	83	46%	37	20%	44	24%	11	6%	6	3%	61	34%
Male	172	–	–	–	–	–	–	–	–	–	–	–	–
Non-Binary	2	–	–	–	–	–	–	–	–	–	–	–	–
Small Group Total: Gender	174	77	44%	36	21%	46	26%	7	4%	8	5%	61	35%
General Education Students	352	–	–	–	–	–	–	–	–	–	–	–	–
Students with Disabilities	3	–	–	–	–	–	–	–	–	–	–	–	–
American Indian or Alaska Native	2	–	–	–	–	–	–	–	–	–	–	–	–
Asian or Native Hawaiian/Other Pacific Islander	63	25	40%	13	21%	20	32%	2	3%	3	5%	25	40%
Black or African American	110	74	67%	19	17%	16	15%	0	0%	1	1%	17	15%
Hispanic or Latino	67	30	45%	15	22%	19	28%	3	4%	0	0%	22	33%
White	93	23	25%	19	20%	29	31%	12	13%	10	11%	51	55%
Multiracial	20	–	–	–	–	–	–	–	–	–	–	–	–
Small Group Total: Race & Ethnicity	22	8	36%	7	32%	6	27%	1	5%	0	0%	7	32%
Economically Disadvantaged	183	103	56%	32	17%	45	25%	1	1%	2	1%	48	26%
Not Economically Disadvantaged	172	57	33%	41	24%	45	26%	17	10%	12	7%	74	43%
English Language Learner	19	11	58%	1	5%	7	37%	0	0%	0	0%	7	37%
Non-English Language Learner	336	149	44%	72	21%	83	25%	18	5%	14	4%	115	34%
In Foster Care	1	–	–	–	–	–	–	–	–	–	–	–	–
Not in Foster Care	354	–	–	–	–	–	–	–	–	–	–	–	–
Homeless	4	–	–	–	–	–	–	–	–	–	–	–	–
Not Homeless	351	–	–	–	–	–	–	–	–	–	–	–	–
Not Migrant	355	160	45%	73	21%	90	25%	18	5%	14	4%	122	34%
Parent Not in Armed Forces	355	160	45%	73	21%	90	25%	18	5%	14	4%	122	34%

ANNUAL REGENTS EXAMINATION IN ALGEBRA II (2022-23)

Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%
All Students	181	22	12%	22	12%	73	40%	43	24%	21	12%	137	76%
Female	93	11	12%	14	15%	40	43%	21	23%	7	8%	68	73%
Male	85	—	—	—	—	—	—	—	—	—	—	—	—
Non-Binary	3	—	—	—	—	—	—	—	—	—	—	—	—
Small Group Total: Gender	88	11	13%	8	9%	33	38%	22	25%	14	16%	69	78%
General Education Students	179	—	—	—	—	—	—	—	—	—	—	—	—
Students with Disabilities	2	—	—	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	28	3	11%	3	11%	10	36%	8	29%	4	14%	22	79%
Black or African American	58	14	24%	9	16%	23	40%	8	14%	4	7%	35	60%
Hispanic or Latino	11	3	27%	2	18%	6	55%	0	0%	0	0%	6	55%
White	77	2	3%	7	9%	29	38%	26	34%	13	17%	68	88%
Multiracial	7	0	0%	1	14%	5	71%	1	14%	0	0%	6	86%
Economically Disadvantaged	67	14	21%	8	12%	27	40%	14	21%	4	6%	45	67%
Not Economically Disadvantaged	114	8	7%	14	12%	46	40%	29	25%	17	15%	92	81%
Non-English Language Learner	181	22	12%	22	12%	73	40%	43	24%	21	12%	137	76%
Not in Foster Care	181	22	12%	22	12%	73	40%	43	24%	21	12%	137	76%
Homeless	1	—	—	—	—	—	—	—	—	—	—	—	—
Not Homeless	180	—	—	—	—	—	—	—	—	—	—	—	—
Not Migrant	181	22	12%	22	12%	73	40%	43	24%	21	12%	137	76%
Parent Not in Armed Forces	181	22	12%	22	12%	73	40%	43	24%	21	12%	137	76%

ANNUAL REGENTS EXAMINATION IN LIVING ENVIRONMENT (2022-23)

Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%
All Students	735	246	33%	143	19%	260	35%	86	12%	346	47%
Female	351	106	30%	67	19%	138	39%	40	11%	178	51%
Male	384	140	36%	76	20%	122	32%	46	12%	168	44%
General Education Students	649	191	29%	126	19%	246	38%	86	13%	332	51%
Students with Disabilities	86	55	64%	17	20%	14	16%	0	0%	14	16%
American Indian or Alaska Native	2	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	100	38	38%	21	21%	26	26%	15	15%	41	41%
Black or African American	288	111	39%	69	24%	98	34%	10	3%	108	38%
Hispanic or Latino	181	65	36%	31	17%	65	36%	20	11%	85	47%
White	120	21	18%	14	12%	50	42%	35	29%	85	71%
Multiracial	44	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	46	11	24%	8	17%	21	46%	6	13%	27	59%
Economically Disadvantaged	521	199	38%	117	22%	177	34%	28	5%	205	39%
Not Economically Disadvantaged	214	47	22%	26	12%	83	39%	58	27%	141	66%
English Language Learner	133	78	59%	33	25%	20	15%	2	2%	22	17%
Non-English Language Learner	602	168	28%	110	18%	240	40%	84	14%	324	54%
In Foster Care	1	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	734	—	—	—	—	—	—	—	—	—	—
Homeless	26	16	62%	6	23%	4	15%	0	0%	4	15%
Not Homeless	709	230	32%	137	19%	256	36%	86	12%	342	48%
Not Migrant	735	246	33%	143	19%	260	35%	86	12%	346	47%
Parent Not in Armed Forces	735	246	33%	143	19%	260	35%	86	12%	346	47%

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



Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%
All Students	244	89	36%	41	17%	93	38%	21	9%	114	47%
Female	131	54	41%	24	18%	42	32%	11	8%	53	40%
Male	111	—	—	—	—	—	—	—	—	—	—
Non-Binary	2	—	—	—	—	—	—	—	—	—	—
Small Group Total: Gender	113	35	31%	17	15%	51	45%	10	9%	61	54%
General Education Students	225	78	35%	40	18%	86	38%	21	9%	107	48%
Students with Disabilities	19	11	58%	1	5%	7	37%	0	0%	7	37%
American Indian or Alaska Native	2	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	24	7	29%	4	17%	9	38%	4	17%	13	54%
Black or African American	94	53	56%	17	18%	21	22%	3	3%	24	26%
Hispanic or Latino	58	24	41%	10	17%	19	33%	5	9%	24	41%
White	54	3	6%	8	15%	35	65%	8	15%	43	80%
Multiracial	12	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	14	2	14%	2	14%	9	64%	1	7%	10	71%
Economically Disadvantaged	148	67	45%	30	20%	42	28%	9	6%	51	34%
Not Economically Disadvantaged	96	22	23%	11	11%	51	53%	12	13%	63	66%
English Language Learner	12	5	42%	2	17%	4	33%	1	8%	5	42%
Non-English Language Learner	232	84	36%	39	17%	89	38%	20	9%	109	47%
In Foster Care	1	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	243	—	—	—	—	—	—	—	—	—	—
Homeless	5	3	60%	1	20%	0	0%	1	20%	1	20%
Not Homeless	239	86	36%	40	17%	93	39%	20	8%	113	47%
Not Migrant	244	89	36%	41	17%	93	38%	21	9%	114	47%
Parent Not in Armed Forces	244	89	36%	41	17%	93	38%	21	9%	114	47%

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



Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%
All Students	216	45	21%	54	25%	91	42%	26	12%	117	54%
Female	112	28	25%	30	27%	43	38%	11	10%	54	48%
Male	103	—	—	—	—	—	—	—	—	—	—
Non-Binary	1	—	—	—	—	—	—	—	—	—	—
Small Group Total: Gender	104	17	16%	24	23%	48	46%	15	14%	63	61%
General Education Students	215	—	—	—	—	—	—	—	—	—	—
Students with Disabilities	1	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	43	15	35%	9	21%	16	37%	3	7%	19	44%
Black or African American	61	13	21%	21	34%	26	43%	1	2%	27	44%
Hispanic or Latino	27	9	33%	11	41%	6	22%	1	4%	7	26%
White	79	8	10%	10	13%	41	52%	20	25%	61	77%
Multiracial	6	0	0%	3	50%	2	33%	1	17%	3	50%
Economically Disadvantaged	97	31	32%	26	27%	36	37%	4	4%	40	41%
Not Economically Disadvantaged	119	14	12%	28	24%	55	46%	22	18%	77	65%
English Language Learner	8	5	63%	2	25%	1	13%	0	0%	1	13%
Non-English Language Learner	208	40	19%	52	25%	90	43%	26	13%	116	56%
In Foster Care	1	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	215	—	—	—	—	—	—	—	—	—	—
Homeless	1	—	—	—	—	—	—	—	—	—	—
Not Homeless	215	—	—	—	—	—	—	—	—	—	—
Not Migrant	216	45	21%	54	25%	91	42%	26	12%	117	54%
Parent Not in Armed Forces	216	45	21%	54	25%	91	42%	26	12%	117	54%

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

B

Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%
All Students	82	21	26%	18	22%	32	39%	11	13%	43	52%
Female	38	10	26%	9	24%	15	39%	4	11%	19	50%
Male	44	11	25%	9	20%	17	39%	7	16%	24	55%
General Education Students	82	21	26%	18	22%	32	39%	11	13%	43	52%
Asian or Native Hawaiian/Other Pacific Islander	21	5	24%	3	14%	10	48%	3	14%	13	62%
Black or African American	12	6	50%	2	17%	4	33%	0	0%	4	33%
Hispanic or Latino	6	—	—	—	—	—	—	—	—	—	—
White	41	6	15%	12	29%	17	41%	6	15%	23	56%
Multiracial	2	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	8	4	50%	1	13%	1	13%	2	25%	3	38%
Economically Disadvantaged	24	5	21%	8	33%	9	38%	2	8%	11	46%
Not Economically Disadvantaged	58	16	28%	10	17%	23	40%	9	16%	32	55%
Non-English Language Learner	82	21	26%	18	22%	32	39%	11	13%	43	52%
Not in Foster Care	82	21	26%	18	22%	32	39%	11	13%	43	52%
Not Homeless	82	21	26%	18	22%	32	39%	11	13%	43	52%
Not Migrant	82	21	26%	18	22%	32	39%	11	13%	43	52%
Parent Not in Armed Forces	82	21	26%	18	22%	32	39%	11	13%	43	52%

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



Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%
All Students	756	218	29%	157	21%	237	31%	71	9%	73	10%	381	50%
Female	388	106	27%	83	21%	123	32%	35	9%	41	11%	199	51%
Male	366	—	—	—	—	—	—	—	—	—	—	—	—
Non-Binary	2	—	—	—	—	—	—	—	—	—	—	—	—
Small Group Total: Gender	368	112	30%	74	20%	114	31%	36	10%	32	9%	182	49%
General Education Students	651	155	24%	136	21%	221	34%	69	11%	70	11%	360	55%
Students with Disabilities	105	63	60%	21	20%	16	15%	2	2%	3	3%	21	20%
American Indian or Alaska Native	3	—	—	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	76	22	29%	9	12%	22	29%	12	16%	11	14%	45	59%
Black or African American	332	116	35%	79	24%	108	33%	18	5%	11	3%	137	41%
Hispanic or Latino	177	59	33%	47	27%	54	31%	13	7%	4	2%	71	40%
White	126	9	7%	15	12%	36	29%	23	18%	43	34%	102	81%
Multiracial	42	—	—	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	45	12	27%	7	16%	17	38%	5	11%	4	9%	26	58%
Economically Disadvantaged	509	175	34%	126	25%	156	31%	29	6%	23	5%	208	41%
Not Economically Disadvantaged	247	43	17%	31	13%	81	33%	42	17%	50	20%	173	70%
English Language Learner	98	47	48%	27	28%	17	17%	5	5%	2	2%	24	24%
Non-English Language Learner	658	171	26%	130	20%	220	33%	66	10%	71	11%	357	54%
In Foster Care	3	—	—	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	753	—	—	—	—	—	—	—	—	—	—	—	—
Homeless	32	12	38%	9	28%	9	28%	1	3%	1	3%	11	34%
Not Homeless	724	206	28%	148	20%	228	31%	70	10%	72	10%	370	51%
Not Migrant	756	218	29%	157	21%	237	31%	71	9%	73	10%	381	50%
Parent Not in Armed Forces	756	218	29%	157	21%	237	31%	71	9%	73	10%	381	50%

Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%
All Students	567	116	20%	121	21%	152	27%	124	22%	54	10%	330	58%
Female	297	47	16%	67	23%	90	30%	69	23%	24	8%	183	62%
Male	269	—	—	—	—	—	—	—	—	—	—	—	—
Non-Binary	1	—	—	—	—	—	—	—	—	—	—	—	—
Small Group Total: Gender	270	69	26%	54	20%	62	23%	55	20%	30	11%	147	54%
General Education Students	525	97	18%	106	20%	146	28%	122	23%	54	10%	322	61%
Students with Disabilities	42	19	45%	15	36%	6	14%	2	5%	0	0%	8	19%
American Indian or Alaska Native	1	—	—	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	73	16	22%	12	16%	15	21%	18	25%	12	16%	45	62%
Black or African American	255	58	23%	66	26%	81	32%	43	17%	7	3%	131	51%
Hispanic or Latino	115	26	23%	31	27%	28	24%	19	17%	11	10%	58	50%
White	99	12	12%	7	7%	21	21%	38	38%	21	21%	80	81%
Multiracial	24	—	—	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	25	4	16%	5	20%	7	28%	6	24%	3	12%	16	64%
Economically Disadvantaged	368	91	25%	96	26%	106	29%	57	15%	18	5%	181	49%
Not Economically Disadvantaged	199	25	13%	25	13%	46	23%	67	34%	36	18%	149	75%
English Language Learner	77	35	45%	21	27%	16	21%	5	6%	0	0%	21	27%
Non-English Language Learner	490	81	17%	100	20%	136	28%	119	24%	54	11%	309	63%
In Foster Care	2	—	—	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	565	—	—	—	—	—	—	—	—	—	—	—	—
Homeless	9	5	56%	1	11%	3	33%	0	0%	0	0%	3	33%
Not Homeless	558	111	20%	120	22%	149	27%	124	22%	54	10%	327	59%
Not Migrant	567	116	20%	121	21%	152	27%	124	22%	54	10%	330	58%
Parent Not in Armed Forces	567	116	20%	121	21%	152	27%	124	22%	54	10%	330	58%

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

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

Subgroup	Total Exempt	Exempt, Not Tested		Exempt, Tested	
		#	%	#	%
All Students	14	14	100	0	0
Female	4	4	100	0	0
Male	10	10	100	0	0
General Education Students	11	11	100	0	0
Students with Disabilities	3	3	100	0	0
Asian or Native Hawaiian/Other Pacific Islander	2	2	100	0	0
Black or African American	6	6	100	0	0
Hispanic or Latino	5	5	100	0	0
White	1	1	100	0	0
Economically Disadvantaged	9	9	100	0	0
Not Economically Disadvantaged	5	5	100	0	0
English Language Learner	3	3	100	0	0
Non-English Language Learner	11	11	100	0	0
Not in Foster Care	14	14	100	0	0
Not Homeless	14	14	100	0	0
Not Migrant	14	14	100	0	0
Parent Not in Armed Forces	14	14	100	0	0

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

TOTAL COHORT REGENTS EXAMINATION RESULTS

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

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

2019 TOTAL COHORT REGENTS IN ELA



Subgroup	Cohort	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4 & Above		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	723	124	17%	599	83%	60	8%	87	12%	182	25%	270	37%	452	63%
Female	360	49	14%	311	86%	23	6%	41	11%	92	26%	155	43%	247	69%
Male	363	75	21%	288	79%	37	10%	46	13%	90	25%	115	32%	205	56%
General Education Students	617	81	13%	536	87%	45	7%	63	10%	163	26%	265	43%	428	69%
Students with Disabilities	106	43	41%	63	59%	15	14%	24	23%	19	18%	5	5%	24	23%
American Indian or Alaska Native	2	0	—	2	—	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	76	10	13%	66	87%	11	14%	9	12%	17	22%	29	38%	46	61%
Black or African American	365	67	18%	298	82%	25	7%	51	14%	101	28%	121	33%	222	61%
Hispanic or Latino	134	31	23%	103	77%	13	10%	19	14%	39	29%	32	24%	71	53%
White	126	10	8%	116	92%	9	7%	6	5%	21	17%	80	63%	101	80%
Multiracial	20	6	—	14	—	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	22	6	27%	16	73%	2	9%	2	9%	4	18%	8	36%	12	55%
Economically Disadvantaged	460	95	21%	365	79%	48	10%	70	15%	124	27%	123	27%	247	54%
Not Economically Disadvantaged	263	29	11%	234	89%	12	5%	17	6%	58	22%	147	56%	205	78%
English Language Learner	80	22	28%	58	73%	27	34%	23	29%	8	10%	0	0%	8	10%
Non-English Language Learner	643	102	16%	541	84%	33	5%	64	10%	174	27%	270	42%	444	69%
In Foster Care	1	0	—	1	—	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	722	124	—	598	—	—	—	—	—	—	—	—	—	—	—
Homeless	25	12	48%	13	52%	2	8%	3	12%	4	16%	4	16%	8	32%
Not Homeless	698	112	16%	586	84%	58	8%	84	12%	178	26%	266	38%	444	64%
Not Migrant	723	124	17%	599	83%	60	8%	87	12%	182	25%	270	37%	452	63%
Parent Not in Armed Forces	723	124	17%	599	83%	60	8%	87	12%	182	25%	270	37%	452	63%

2019 TOTAL COHORT EXEMPTIONS IN ELA

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

Subgroup	Total Exempt	Exempt, Not Tested		Exempt, Tested	
		#	%	#	%
All Students	15	11	73	4	27
Female	6	4	67	2	33
Male	9	7	78	2	22
General Education Students	11	8	73	3	27
Students with Disabilities	4	3	75	1	25
American Indian or Alaska Native	1	0	0	1	100
Asian or Native Hawaiian/Other Pacific Islander	2	2	100	0	0
Black or African American	9	7	78	2	22
Hispanic or Latino	2	2	100	0	0
Multiracial	1	0	0	1	100
Economically Disadvantaged	14	10	71	4	29
Not Economically Disadvantaged	1	1	100	0	0
English Language Learner	2	2	100	0	0
Non-English Language Learner	13	9	69	4	31
Not in Foster Care	15	11	73	4	27
Homeless	1	1	100	0	0
Not Homeless	14	10	71	4	29
Not Migrant	15	11	73	4	27
Parent Not in Armed Forces	15	11	73	4	27

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

2019 TOTAL COHORT REGENTS IN MATH



Subgroup	Cohort	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4 & Above		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	723	402	56%	321	44%	73	10%	54	7%	113	16%	81	11%	194	27%
Female	360	189	53%	171	48%	36	10%	28	8%	66	18%	41	11%	107	30%
Male	363	213	59%	150	41%	37	10%	26	7%	47	13%	40	11%	87	24%
General Education Students	617	311	50%	306	50%	61	10%	54	9%	111	18%	80	13%	191	31%
Students with Disabilities	106	91	86%	15	14%	12	11%	0	0%	2	2%	1	1%	3	3%
American Indian or Alaska Native	2	1	—	1	—	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	76	21	28%	55	72%	10	13%	10	13%	17	22%	18	24%	35	46%
Black or African American	365	244	67%	121	33%	38	10%	19	5%	47	13%	17	5%	64	18%
Hispanic or Latino	134	80	60%	54	40%	16	12%	15	11%	17	13%	6	4%	23	17%
White	126	40	32%	86	68%	7	6%	9	7%	32	25%	38	30%	70	56%
Multiracial	20	16	—	4	—	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	22	17	77%	5	23%	2	9%	1	5%	0	0%	2	9%	2	9%
Economically Disadvantaged	460	292	63%	168	37%	55	12%	31	7%	60	13%	22	5%	82	18%
Not Economically Disadvantaged	263	110	42%	153	58%	18	7%	23	9%	53	20%	59	22%	112	43%
English Language Learner	80	39	49%	41	51%	13	16%	14	18%	13	16%	1	1%	14	18%
Non-English Language Learner	643	363	56%	280	44%	60	9%	40	6%	100	16%	80	12%	180	28%
In Foster Care	1	0	—	1	—	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	722	402	—	320	—	—	—	—	—	—	—	—	—	—	—
Homeless	25	19	76%	6	24%	0	0%	1	4%	5	20%	0	0%	5	20%
Not Homeless	698	383	55%	315	45%	73	10%	53	8%	108	15%	81	12%	189	27%
Not Migrant	723	402	56%	321	44%	73	10%	54	7%	113	16%	81	11%	194	27%
Parent Not in Armed Forces	723	402	56%	321	44%	73	10%	54	7%	113	16%	81	11%	194	27%

2019 TOTAL COHORT EXEMPTIONS IN MATH

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

Subgroup	Total Exempt	Exempt, Not Tested		Exempt, Tested	
		#	%	#	%
All Students	546	307	56	239	44
Female	295	156	53	139	47
Male	251	151	60	100	40
General Education Students	491	258	53	233	47
Students with Disabilities	55	49	89	6	11
American Indian or Alaska Native	2	1	50	1	50
Asian or Native Hawaiian/Other Pacific Islander	46	11	24	35	76
Black or African American	290	201	69	89	31
Hispanic or Latino	85	54	64	31	36
White	108	28	26	80	74
Multiracial	15	12	80	3	20
Economically Disadvantaged	340	229	67	111	33
Not Economically Disadvantaged	206	78	38	128	62
English Language Learner	21	17	81	4	19
Non-English Language Learner	525	290	55	235	45
Not in Foster Care	546	307	56	239	44
Homeless	13	12	92	1	8
Not Homeless	533	295	55	238	45
Not Migrant	546	307	56	239	44
Parent Not in Armed Forces	546	307	56	239	44

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

2019 TOTAL COHORT REGENTS IN SCIENCE



Subgroup	Cohort	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	723	453	63%	270	37%	70	10%	37	5%	92	13%	71	10%	163	23%
Female	360	218	61%	142	39%	34	9%	18	5%	47	13%	43	12%	90	25%
Male	363	235	65%	128	35%	36	10%	19	5%	45	12%	28	8%	73	20%
General Education Students	617	361	59%	256	41%	61	10%	34	6%	90	15%	71	12%	161	26%
Students with Disabilities	106	92	87%	14	13%	9	8%	3	3%	2	2%	0	0%	2	2%
American Indian or Alaska Native	2	2	—	0	—	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	76	22	29%	54	71%	21	28%	10	13%	7	9%	16	21%	23	30%
Black or African American	365	271	74%	94	26%	33	9%	10	3%	39	11%	12	3%	51	14%
Hispanic or Latino	134	92	69%	42	31%	8	6%	12	9%	18	13%	4	3%	22	16%
White	126	48	38%	78	62%	8	6%	5	4%	28	22%	37	29%	65	52%
Multiracial	20	18	—	2	—	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	22	20	91%	2	9%	0	0%	0	0%	0	0%	2	9%	2	9%
Economically Disadvantaged	460	327	71%	133	29%	51	11%	25	5%	44	10%	13	3%	57	12%
Not Economically Disadvantaged	263	126	48%	137	52%	19	7%	12	5%	48	18%	58	22%	106	40%
English Language Learner	80	45	56%	35	44%	20	25%	9	11%	6	8%	0	0%	6	8%
Non-English Language Learner	643	408	63%	235	37%	50	8%	28	4%	86	13%	71	11%	157	24%
In Foster Care	1	0	—	1	—	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	722	453	—	269	—	—	—	—	—	—	—	—	—	—	—
Homeless	25	19	76%	6	24%	4	16%	1	4%	1	4%	0	0%	1	4%
Not Homeless	698	434	62%	264	38%	66	9%	36	5%	91	13%	71	10%	162	23%
Not Migrant	723	453	63%	270	37%	70	10%	37	5%	92	13%	71	10%	163	23%
Parent Not in Armed Forces	723	453	63%	270	37%	70	10%	37	5%	92	13%	71	10%	163	23%

2019 TOTAL COHORT EXEMPTIONS IN SCIENCE

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

Subgroup	Total Exempt	Exempt, Not Tested		Exempt, Tested	
		#	%	#	%
All Students	580	370	64	210	36
Female	308	194	63	114	37
Male	272	176	65	96	35
General Education Students	523	318	61	205	39
Students with Disabilities	57	52	91	5	9
American Indian or Alaska Native	2	2	100	0	0
Asian or Native Hawaiian/Other Pacific Islander	48	13	27	35	73
Black or African American	308	234	76	74	24
Hispanic or Latino	93	67	72	26	28
White	110	37	34	73	66
Multiracial	19	17	89	2	11
Economically Disadvantaged	364	272	75	92	25
Not Economically Disadvantaged	216	98	45	118	55
English Language Learner	26	22	85	4	15
Non-English Language Learner	554	348	63	206	37
Not in Foster Care	580	370	64	210	36
Homeless	13	11	85	2	15
Not Homeless	567	359	63	208	37
Not Migrant	580	370	64	210	36
Parent Not in Armed Forces	580	370	64	210	36

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

2019 TOTAL COHORT REGENTS IN GLOBAL HISTORY & GEOGRAPHY



Subgroup	Cohort	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4 & Above		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	723	612	85%	111	15%	16	2%	19	3%	70	10%	6	1%	76	11%
Female	360	299	83%	61	17%	9	3%	9	3%	40	11%	3	1%	43	12%
Male	363	313	86%	50	14%	7	2%	10	3%	30	8%	3	1%	33	9%
General Education Students	617	517	84%	100	16%	11	2%	17	3%	66	11%	6	1%	72	12%
Students with Disabilities	106	95	90%	11	10%	5	5%	2	2%	4	4%	0	0%	4	4%
American Indian or Alaska Native	2	2	—	0	—	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	76	66	87%	10	13%	0	0%	1	1%	9	12%	0	0%	9	12%
Black or African American	365	312	85%	53	15%	13	4%	15	4%	21	6%	4	1%	25	7%
Hispanic or Latino	134	116	87%	18	13%	3	2%	3	2%	10	7%	2	1%	12	9%
White	126	97	77%	29	23%	0	0%	0	0%	29	23%	0	0%	29	23%
Multiracial	20	19	—	1	—	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	22	21	95%	1	5%	0	0%	0	0%	1	5%	0	0%	1	5%
Economically Disadvantaged	460	402	87%	58	13%	13	3%	14	3%	25	5%	6	1%	31	7%
Not Economically Disadvantaged	263	210	80%	53	20%	3	1%	5	2%	45	17%	0	0%	45	17%
English Language Learner	80	75	94%	5	6%	0	0%	0	0%	5	6%	0	0%	5	6%
Non-English Language Learner	643	537	84%	106	16%	16	2%	19	3%	65	10%	6	1%	71	11%
In Foster Care	1	0	—	1	—	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	722	612	—	110	—	—	—	—	—	—	—	—	—	—	—
Homeless	25	25	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not Homeless	698	587	84%	111	16%	16	2%	19	3%	70	10%	6	1%	76	11%
Not Migrant	723	612	85%	111	15%	16	2%	19	3%	70	10%	6	1%	76	11%
Parent Not in Armed Forces	723	612	85%	111	15%	16	2%	19	3%	70	10%	6	1%	76	11%

2019 TOTAL COHORT EXEMPTIONS IN GLOBAL HISTORY & GEOGRAPHY

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

Subgroup	Total Exempt	Exempt, Not Tested		Exempt, Tested	
		#	%	#	%
All Students	484	441	91	43	9
Female	257	234	91	23	9
Male	227	207	91	20	9
General Education Students	435	392	90	43	10
Students with Disabilities	49	49	100	0	0
American Indian or Alaska Native	2	2	100	0	0
Asian or Native Hawaiian/Other Pacific Islander	45	38	84	7	16
Black or African American	244	237	97	7	3
Hispanic or Latino	75	72	96	3	4
White	104	79	76	25	24
Multiracial	14	13	93	1	7
Economically Disadvantaged	298	290	97	8	3
Not Economically Disadvantaged	186	151	81	35	19
English Language Learner	27	27	100	0	0
Non-English Language Learner	457	414	91	43	9
Not in Foster Care	484	441	91	43	9
Homeless	12	12	100	0	0
Not Homeless	472	429	91	43	9
Not Migrant	484	441	91	43	9
Parent Not in Armed Forces	484	441	91	43	9

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

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



Subgroup	Cohort	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4 & Above		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	723	675	93%	48	7%	12	2%	11	2%	24	3%	1	0%	25	3%
Female	360	339	94%	21	6%	7	2%	2	1%	11	3%	1	0%	12	3%
Male	363	336	93%	27	7%	5	1%	9	2%	13	4%	0	0%	13	4%
General Education Students	617	573	93%	44	7%	11	2%	8	1%	24	4%	1	0%	25	4%
Students with Disabilities	106	102	96%	4	4%	1	1%	3	3%	0	0%	0	0%	0	0%
American Indian or Alaska Native	2	2	—	0	—	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	76	62	82%	14	18%	3	4%	4	5%	7	9%	0	0%	7	9%
Black or African American	365	347	95%	18	5%	8	2%	4	1%	5	1%	1	0%	6	2%
Hispanic or Latino	134	128	96%	6	4%	0	0%	3	2%	3	2%	0	0%	3	2%
White	126	117	93%	9	7%	1	1%	0	0%	8	6%	0	0%	8	6%
Multiracial	20	19	—	1	—	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	22	21	95%	1	5%	0	0%	0	0%	1	5%	0	0%	1	5%
Economically Disadvantaged	460	431	94%	29	6%	11	2%	7	2%	10	2%	1	0%	11	2%
Not Economically Disadvantaged	263	244	93%	19	7%	1	0%	4	2%	14	5%	0	0%	14	5%
English Language Learner	80	71	89%	9	11%	3	4%	3	4%	3	4%	0	0%	3	4%
Non-English Language Learner	643	604	94%	39	6%	9	1%	8	1%	21	3%	1	0%	22	3%
In Foster Care	1	0	—	1	—	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	722	675	—	47	—	—	—	—	—	—	—	—	—	—	—
Homeless	25	25	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not Homeless	698	650	93%	48	7%	12	2%	11	2%	24	3%	1	0%	25	4%
Not Migrant	723	675	93%	48	7%	12	2%	11	2%	24	3%	1	0%	25	3%
Parent Not in Armed Forces	723	675	93%	48	7%	12	2%	11	2%	24	3%	1	0%	25	3%

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

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

Subgroup	Total Exempt	Exempt, Not Tested		Exempt, Tested	
		#	%	#	%
All Students	522	505	97	17	3
Female	270	263	97	7	3
Male	252	242	96	10	4
General Education Students	470	453	96	17	4
Students with Disabilities	52	52	100	0	0
American Indian or Alaska Native	1	1	100	0	0
Asian or Native Hawaiian/Other Pacific Islander	54	48	89	6	11
Black or African American	254	252	99	2	1
Hispanic or Latino	91	90	99	1	1
White	109	101	93	8	7
Multiracial	13	13	100	0	0
Economically Disadvantaged	315	311	99	4	1
Not Economically Disadvantaged	207	194	94	13	6
English Language Learner	48	48	100	0	0
Non-English Language Learner	474	457	96	17	4
Not in Foster Care	522	505	97	17	3
Homeless	11	11	100	0	0
Not Homeless	511	494	97	17	3
Not Migrant	522	505	97	17	3
Parent Not in Armed Forces	522	505	97	17	3

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

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

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

Grade	Total	Not Tested		Tested		Entering		Emerging		Transitioning		Expanding		Commanding (Proficient)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Kindergarten	110	1	1%	109	99%	22	20%	24	22%	27	25%	31	28%	5	5%
Grade 1	106	6	6%	100	94%	13	13%	35	35%	36	36%	14	14%	2	2%
Grade 2	100	5	5%	95	95%	8	8%	28	29%	30	32%	28	29%	1	1%
Grade 3	89	6	7%	83	93%	4	5%	26	31%	27	33%	21	25%	5	6%
Grade 4	90	3	3%	87	97%	3	3%	13	15%	19	22%	43	49%	9	10%
Grade 5	91	4	4%	87	96%	3	3%	20	23%	25	29%	33	38%	6	7%
Grade 6	96	5	5%	91	95%	7	8%	17	19%	24	26%	37	41%	6	7%
Grade 7	64	3	5%	61	95%	2	3%	13	21%	14	23%	26	43%	6	10%
Grade 8	105	8	8%	97	92%	4	4%	18	19%	23	24%	43	44%	9	9%
Grade 9	112	19	17%	93	83%	8	9%	16	17%	24	26%	43	46%	2	2%
Grade 10	97	14	14%	83	86%	4	5%	25	30%	21	25%	26	31%	7	8%
Grade 11	93	13	14%	80	86%	0	0%	13	16%	28	35%	36	45%	3	4%
Grade 12	57	12	21%	45	79%	0	0%	6	13%	20	44%	19	42%	0	0%

NEW YORK STATE ALTERNATE ASSESSMENT (2022-23)

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

Grade/Subject	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Grade 3 ELA	15	6	40%	9	60%	0	0%	1	11%	8	89%	0	0%	8	89%
Grade 3 Math	15	6	40%	9	60%	0	0%	0	0%	9	100%	0	0%	9	100%
Grade 4 ELA	15	2	13%	13	87%	0	0%	2	15%	9	69%	2	15%	11	85%
Grade 4 Math	15	2	13%	13	87%	0	0%	1	8%	11	85%	1	8%	12	92%
Grade 5 ELA	25	3	12%	22	88%	0	0%	2	9%	16	73%	4	18%	20	91%
Grade 5 Math	25	3	12%	22	88%	3	14%	1	5%	16	73%	2	9%	18	82%
Grade 6 ELA	18	2	11%	16	89%	1	6%	4	25%	10	63%	1	6%	11	69%
Grade 6 Math	18	2	11%	16	89%	3	19%	4	25%	6	38%	3	19%	9	56%
Grade 7 ELA	17	2	12%	15	88%	1	7%	2	13%	10	67%	2	13%	12	80%
Grade 7 Math	17	2	12%	15	88%	1	7%	3	20%	11	73%	0	0%	11	73%
Grade 8 ELA	19	4	21%	15	79%	0	0%	2	13%	13	87%	0	0%	13	87%
Grade 8 Math	19	4	21%	15	79%	2	13%	2	13%	11	73%	0	0%	11	73%
Grade 8 Science	19	4	21%	15	79%	1	7%	1	7%	12	80%	1	7%	13	87%
Secondary-Level ELA	102	88	86%	14	14%	1	7%	2	14%	10	71%	1	7%	11	79%
Secondary-Level Math	102	88	86%	14	14%	2	14%	0	0%	11	79%	1	7%	12	86%
Secondary-Level Science	102	89	87%	13	13%	1	8%	1	8%	7	54%	4	31%	11	85%

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

SUBGROUP	READING				MATH			
	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

SUBGROUP	READING				MATH			
	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

SUBGROUP	READING				MATH			
	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

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

*There are not sufficient data for this subgroup.

NATIONAL NAEP PARTICIPATION RATES

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

STAFF QUALIFICATIONS (2022-23) INEXPERIENCED TEACHERS AND PRINCIPALS

	TEACHERS			PRINCIPALS		
	Total	# Inexperienced	% Inexperienced	Total	# Inexperienced	% Inexperienced
THIS DISTRICT	683	142	21%	15	2	13%
STATEWIDE	214,159	51,376	24%	4,438	1,059	24%
STATEWIDE HIGH-POVERTY SCHOOLS	48,028	18,375	38%	948	170	18%
STATEWIDE LOW-POVERTY SCHOOLS	62,734	8,756	14%	1,202	279	23%

TEACHERS TEACHING OUT OF THEIR SUBJECT OR FIELD OF CERTIFICATION

	Total	TEACHERS TEACHING OUT OF THEIR SUBJECT/FIELD OF CERTIFICATION	
		#	%
THIS DISTRICT	649	22	3%
STATEWIDE	203,958	18,302	9%
STATEWIDE HIGH-POVERTY SCHOOLS	43,397	8,936	21%
STATEWIDE LOW-POVERTY SCHOOLS	60,417	1,216	2%

Subgroup	Total Enrolled	GRAD RATE		REGENTS WITH ADVANCED DESIGNATION		REGENTS DIPLOMA		LOCAL DIPLOMA		NON DIPLOMA CRED		STILL ENROLLED		GED TRANSFER		DROPOUT	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Homeless	25	10	40%	0	0%	10	40%	0	0%	0	0%	3	12%	0	0%	12	48%
Not Homeless	698	544	78%	131	19%	411	59%	2	0%	6	1%	80	11%	0	0%	68	10%
Migrant	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not Migrant	723	554	77%	131	18%	421	58%	2	0%	6	1%	83	11%	0	0%	80	11%
Parent in Armed Forces	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Parent Not in Armed Forces	723	554	77%	131	18%	421	58%	2	0%	6	1%	83	11%	0	0%	80	11%

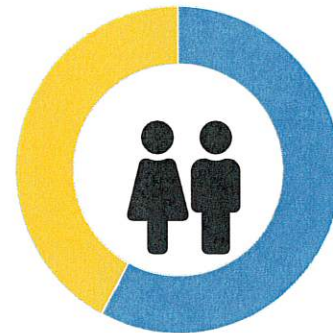
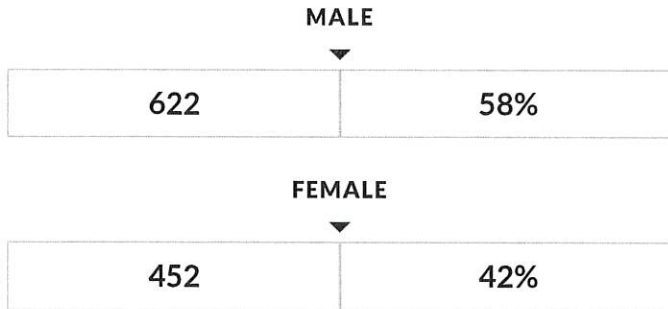
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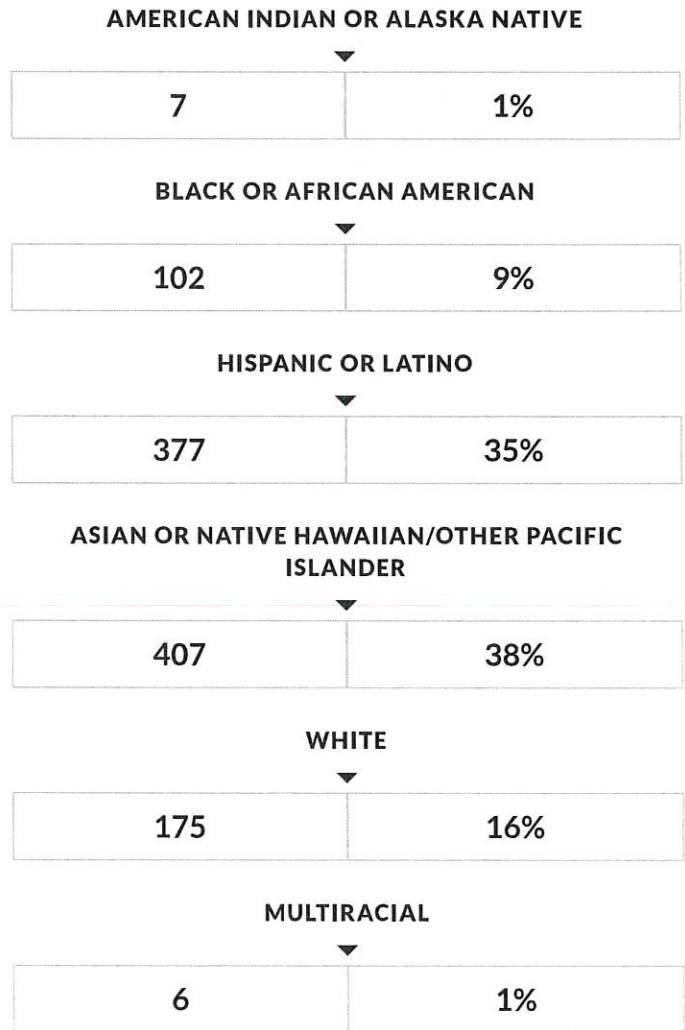
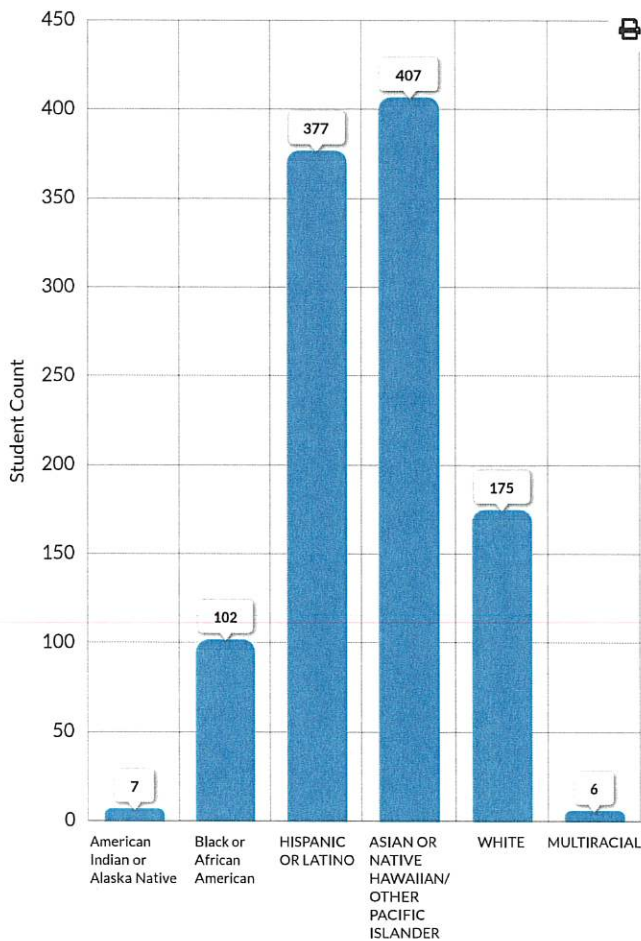
ALBANY CITY SCHOOL DISTRICT ENGLISH LANGUAGE LEARNERS ENROLLMENT (2022 - 23)

K-12 ELL Enrollment: 1,074
K-12 Former ELL Enrollment: 213

ELL ENROLLMENT



ELL ENROLLMENT BY ETHNICITY



OTHER GROUPS

STUDENTS WITH DISABILITIES

ECONOMICALLY DISADVANTAGED

81	8%
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888	83%
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ELL ENROLLMENT BY GRADE



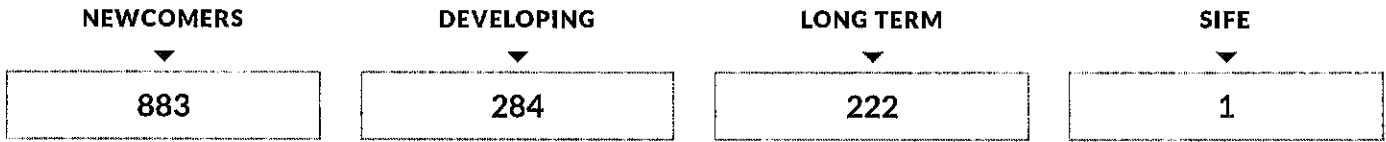
K (FULL DAY) ▼	1ST GRADE ▼	2ND GRADE ▼	3RD GRADE ▼
90 8%	85 8%	93 9%	80 7%
4TH GRADE ▼	5TH GRADE ▼	6TH GRADE ▼	UNGRADED ELEMENTARY ▼
77 7%	78 7%	94 9%	3 0%
7TH GRADE ▼	8TH GRADE ▼	9TH GRADE ▼	10TH GRADE ▼
57 5%	90 8%	88 8%	81 8%
11TH GRADE ▼	12TH GRADE ▼	UNGRADED SECONDARY ▼	
92 9%	58 5%	8 1%	

Data used to generate the Home Languages, English Language Learners Breakdown, and the English Language Learners Programs tables differs from the rest of the report. Students included in the Home Languages, English Language Learners Breakdown, and the English Language Learners Programs were those students who were identified as ELL during the school year. The rest of the report includes students who were ELL as of BEDS day.

HOME LANGUAGES

- 1 Spanish
- 2 Arabic
- 3 Pushto
- 4 Karen

ENGLISH LANGUAGE LEARNERS BREAKDOWN



ENGLISH LANGUAGE LEARNERS PROGRAMS

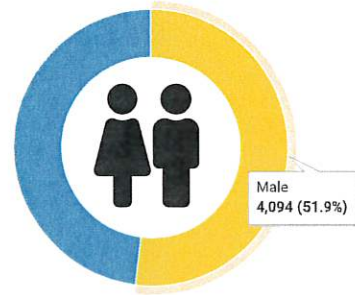
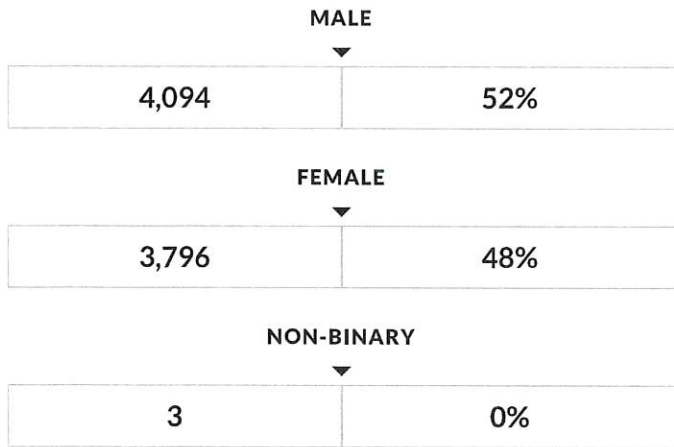


This report provides enrollment counts for schools and districts by various demographic groups for the 2022 - 23 school year. These enrollment data are collected as part of NYSED's Student Information Repository System (SIRS). These counts are as of "BEDS Day" which is typically the first Wednesday in October. For nonpublic school enrollment data please see the Non-Public School Enrollment and Staff information on our Information and Reporting Services webpage.

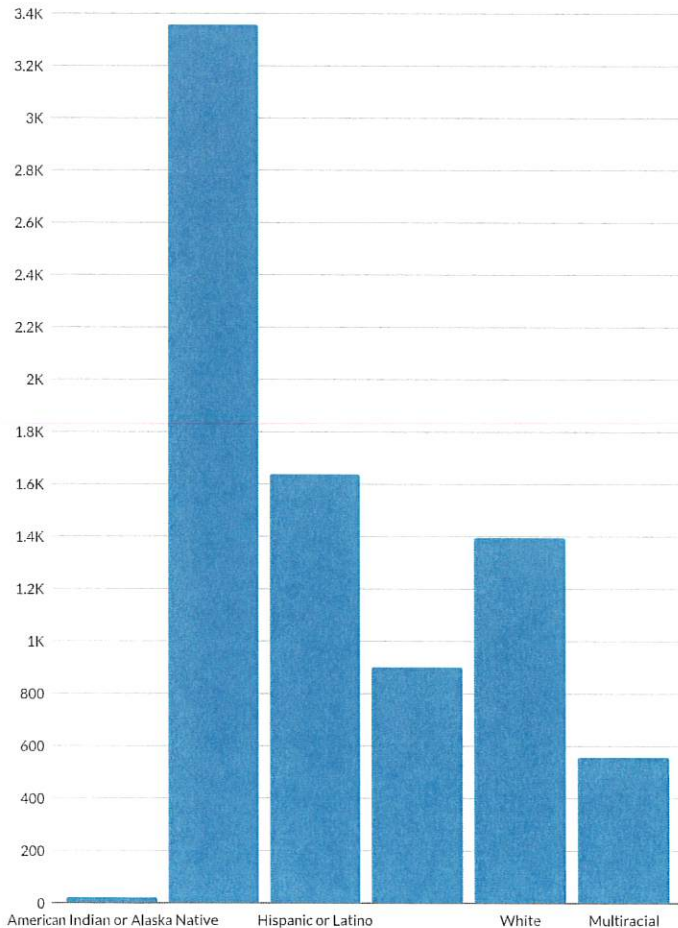
ALBANY CITY SCHOOL DISTRICT ENROLLMENT (2022 - 23)

K-12 Enrollment: 7,893

ENROLLMENT I



ENROLLMENT BY ETHNICITY



AMERICAN INDIAN OR ALASKA NATIVE



BLACK OR AFRICAN AMERICAN



HISPANIC OR LATINO



ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC ISLANDER



WHITE



MULTIRACIAL



OTHER GROUPS

ENGLISH LANGUAGE LEARNERS

1,074	14%
-------	-----

STUDENTS WITH DISABILITIES

1,245	16%
-------	-----

ECONOMICALLY DISADVANTAGED

5,609	71%
-------	-----

MIGRANT

—	—
---	---

HOMELESS

410	5%
-----	----

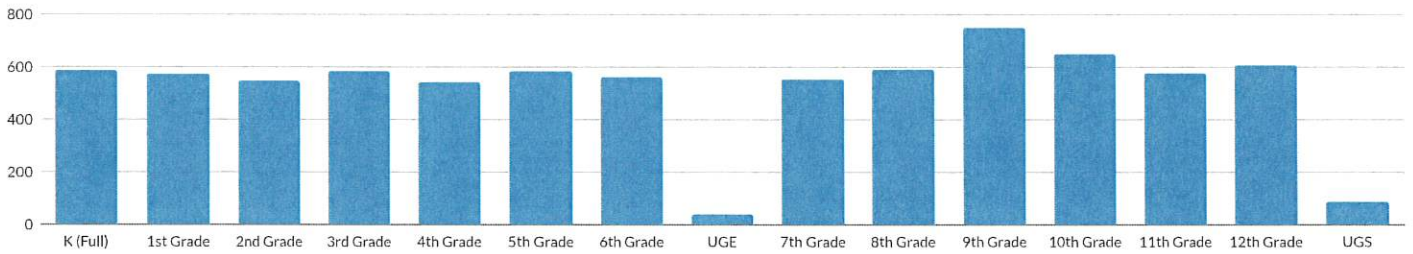
FOSTER CARE

20	0%
----	----

PARENT IN ARMED FORCES

—	—
---	---

ENROLLMENT BY GRADE



K (FULL DAY)

590	7%
-----	----

1ST GRADE

577	7%
-----	----

2ND GRADE

551	6%
-----	----

3RD GRADE

588	7%
-----	----

4TH GRADE

546	6%
-----	----

5TH GRADE

588	7%
-----	----

6TH GRADE

566	7%
-----	----

UNGRADED ELEMENTARY

44	1%
----	----

7TH GRADE

557	6%
-----	----

8TH GRADE

595	7%
-----	----

9TH GRADE

754	9%
-----	----

10TH GRADE

654	8%
-----	----

11TH GRADE

581	7%
-----	----

12TH GRADE

611	7%
-----	----

UNGRADED SECONDARY

91	1%
----	----

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

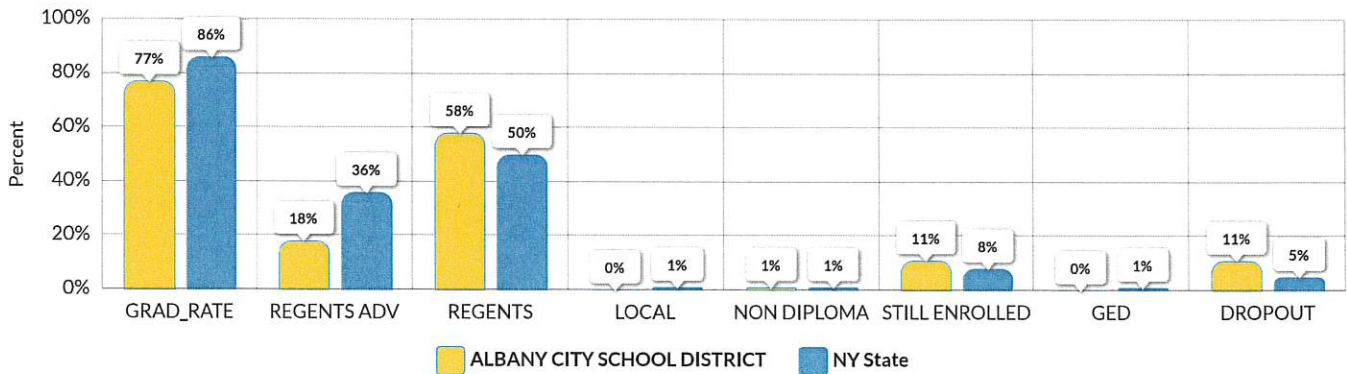
Graduation Rate Data are reported for a 9th grade cohort, as of the 4th year of high school - August. The “Filter this data” function, below, provides the ability to display Graduation Rate Data of high school as of the 4th year - June, the 5th year - June and August, and the 6th year - June and August.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

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

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



Outcomes for All Students



Subgroup	Total Enrolled	GRAD RATE		REGENTS WITH ADVANCED DESIGNATION		REGENTS DIPLOMA		LOCAL DIPLOMA		NON DIPLOMA CRED		STILL ENROLLED		GED TRANSFER		DROPOUT	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Not Migrant	723	554	77%	131	18%	421	58%	2	0%	6	1%	83	11%	0	0%	80	11%
Parent in Armed Forces	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Parent Not in Armed Forces	723	554	77%	131	18%	421	58%	2	0%	6	1%	83	11%	0	0%	80	11%

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Subgroup	Total	Humanities		Humanities Alternative		Arts		Career and Technical Education		Math		Science		Career Development and Occupational Studies		Languages Other Than English		Civic Readiness	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
English Language Learner	37	37	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Non-English Language Learner	517	517	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
In Foster Care	1	1	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not in Foster Care	553	553	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Homeless	10	10	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not Homeless	544	544	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Migrant	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not Migrant	554	554	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Parent in Armed Forces	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Parent Not in Armed Forces	554	554	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%

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