

# Ballston Spa

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Central School District

## 2024-2025

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Proposed Budget

## Board of Education

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## Introduction

This document presents the proposed school district budget for the 2024-2025 school year. Included is detailed information on budget expenditures, revenues, and fiscal comparisons to other school districts. Also provided is an overview of District academic performance supplied by the New York State Department of Education.

A school district budget is a financial plan created to support the operation of the school system and the delivery of the educational program. The Board of Education and school district administrators began the budget process in October 2023. Over the next several months, the preliminary budget was developed and refined in consultation with school principals, department supervisors, and staff. Then, public presentations were conducted at multiple Board meetings starting in February. After the review of the budget was complete, the Board adopted the budget on April 17<sup>th</sup>. The annual budget vote will be held Tuesday, May 21, 2024.

Additional information and further budget details are available on the district website.

## Expenditures

The Board of Education approved a budget of \$107,179,996 for the 2024-2025 school year, which represents a 2.8% increase in expenditures from the current year's budget. One major factor behind the budget expenditure plan was a lack of a revenue increase to State Aid and the loss of PILOT revenue. Issues that received careful consideration include economic conditions (namely inflation), pupil transportation, and controlling the budget increase in order to address the decrease in the Global Foundries PILOT and Foundation Aid. This required the elimination of certain staffing positions.

### Instruction

By far the largest portion of the budget is the functional area of Instruction. This comprises all the areas that are traditionally associated with student instruction and oversight, including teachers, principals, guidance counselors, nurses, librarians, psychologists, etc. Overall, the area of Instruction is increasing by 0.7%.

The budget for the Special Education program, which serves students with disabilities, is also a part of the Instruction budget and will increase approximately \$93,844 or 0.8%. This is a low increase compared with recent years.

In order to address the revenue shortfall, various retiree positions and resignations were absorbed without replacement and additional positions were also reduced.

Summer school programs are continuing to be run but for next year's budget the costs are being paid out of a remaining federal stimulus grant. Thus, although this budget section shows a large decrease of -53%, the associated programs are still running.

### Pupil Transportation

Inflation continues to impact fuel costs, parts, and other supplies, with the overall pupil transportation budget increasing by 6.1%. Finding sufficient bus drivers also continues to significantly affect the District's operations.

### General Support

General Support includes central administration, district-wide services such as legal expenses and insurance, and facilities maintenance and security. For the upcoming year, the largest increase in this area by far is for electricity and natural gas. General Support is increasing by \$742,217, of which \$432,200 is due to increases in these utilities. A previous multi-year contract with a large consortium of school districts ended, and the new bids reflected several years of inflationary increases.

### Employee Benefits

The largest portion of employee benefits is represented by medical insurance and this year medical insurance is increasing by \$1,112,291 or 6.4%. This constitutes 71% of the entire increase in Benefits of \$1,568,478 or 5.8%.

### Debt Service

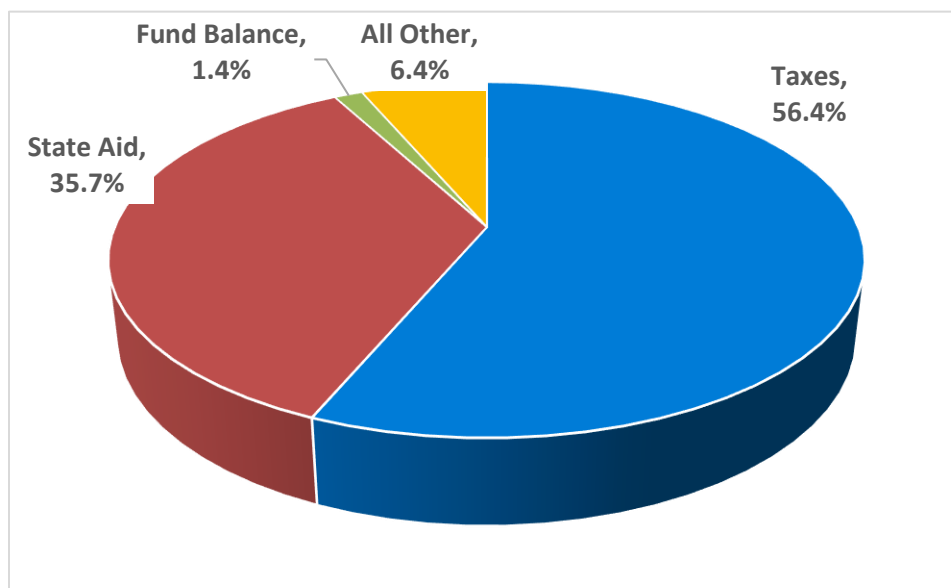
Debt service, representing both bond anticipation notes and bonds, is increasing \$52,181 due mainly to higher interest rate costs associated with capital projects and bus purchases.

A detailed listing of budgeted expenditures is presented starting on page 10 of this document.

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## Revenues

The two main sources of revenue for the District are state aid and property taxes. These two sources account for approximately 92% of all revenue. The remaining 8% is made up of PILOT payments, interest earnings, federal aid, facility usage fees, reserves, fund balance and other miscellaneous items.



### State Aid

Under the adopted NY State Budget, the District is estimated to receive a 0.4% increase in state aid compared to last year. This small increase has had a significant impact on available revenue for the upcoming year. State aid constitutes almost 36% of District revenues. When this proportion of revenue does not increase, pressure is put on the remaining revenue sources to make up the difference. When these are inadequate, expenditure cuts are needed, which is what occurred this year.

After three years of significant increases in Foundation Aid, this aid category is now expected to decrease slightly. Foundation Aid is by far the largest component of state aid. Going forward, the NYS Budget included a proposal to study the formula that is used to calculate Foundation Aid, and make recommendations for changes. The funding level for Foundation Aid for the upcoming year was very controversial, and it is unclear what impact future formula changes will have on the District.

In addition to Foundation Aid, the District receives a variety of aid from the state, including expense-based aids such as Transportation Aid, BOCES Aid, Building Aid, and High Cost Aid. Expense-based aids reimburse the District for a percentage of the expenses associated with certain operations.

Expense-based aids are expected to increase \$238,095, or 2.0% for the upcoming year. Most of that increase (\$303,570) is due to an increase in Transportation Aid.

Finally, the District also receives aid in the form of categorical aids, which are dedicated to expenses such as Textbook Aid, Library Materials Aid, Software Aid and Computer Hardware Aid. Categorical aids are meant to subsidize the purchase of certain items deemed to be essential to ensure all school districts are expending a specific minimum amount. These aids are projected to decrease slightly.

State Aid	FY2024	FY2025	\$ Chg	% Chg
Foundation	\$26,151,805	\$26,078,374	-\$73,431	-0.3%
BOCES	\$2,421,610	\$2,039,865	-\$381,745	-15.8%
Excess Cost	\$858,636	\$1,150,551	\$291,915	34.0%
Categorical	\$394,679	\$380,364	-\$14,315	-3.6%
Transportation	\$4,238,745	\$4,542,315	\$303,570	7.2%
Building	\$4,085,857	\$4,124,527	\$38,670	0.9%
<b>Total</b>	<b>\$38,151,332</b>	<b>\$38,315,996</b>	<b>\$164,664</b>	<b>0.4%</b>

### Other Revenues

#### *PILOT Payments:*

Another important area of revenue for the District is Payment In Lieu Of Taxes (PILOTs). The payment coming to the District from the Global Foundries facility in Malta is projected to decrease by approximately \$740,000. The exact amount of the payment will not be known until the tax rates are set in August.

The valuation of the plant's annual assessments, as per the PILOT agreement, are decreasing and will continue to decrease until fiscal year 2028. As the PILOT payments from the plant continue to decrease, this will have a significant negative impact on the District's revenues. Conversely, the recent approval of funding for a second plant will likely have a very positive impact on revenues and will likely more the offset the decreases to the existing plant PILOT.

#### *Reserves and Fund Balance:*

For fiscal year 2025, \$550,000 of General Fund reserves will be dedicated to the upcoming year, an increase of \$350,000. This action was taken to offset the small increase in State Aid. \$250,000 from the Debt Service fund will also be committed. For assigned fund balance, the Board has directed that \$1,000,000 of unassigned fund balance be used to offset the levy increase. That amount is the same as fiscal year 2024.

#### *Miscellaneous:*

Miscellaneous revenue items include fees for facility use, federal aid, tuition receipts and interest earnings. Tuitions paid by other districts is one of the larger components of these revenues and is decreasing for fiscal year 2025 due to lower enrollment of students from other districts at Ballston Spa. Federal aid in the form of Medicaid reimbursement payments is expected to stay at current levels. When combined, these two items are projected to produce \$780,000 in fiscal year 2025, compared to \$910,000 in fiscal year 2024.

### Property Taxes

The tax levy as proposed is set to increase by 4.1%. This is significantly less than the increase allowed by the property tax cap formula which is 5.5%.

The tax cap calculation takes into account multiple factors including general inflation (CPI capped at 2.00%), growth in a school district's tax base (2.04% this year for the District), changes in PILOT payments, and changes to debt service. The addition and compounding of these changes results in the 5.5% cap.

The District's proposed levy is \$771,186 less than what is allowed under that cap. As shown in the chart below, the District has levied significantly lower taxes than allowed by the Tax Cap calculation.



### Comparison of Tax Levy Percentage Increase Allowable under the Tax Cap Calculation to the Tax Levy Increase Actually Levied

Year	Allowable Levy	Actual Levy	Allowable but Unlevied
2017-18	5.6%	2.9%	\$1,275,294
2018-19	6.9%	2.7%	\$2,030,758
2019-20	4.9%	3.3%	\$825,962
2020-21	6.7%	3.5%	\$1,661,371
2021-22	4.3%	1.5%	\$1,259,420
2022-23	4.6%	2.9%	\$1,173,320
2023-24	7.0%	3.1%	\$2,180,271
2024-25	5.5%	4.1%	\$771,186

### Financial Planning

Going into the new school year, inflationary pressures on utility costs and health insurance are a major concern. If necessary, the District is prepared to scale back or freeze certain expenses during the year to offset the impact of inflation.

On a more positive note, the District continues to see growth in the tax base from new construction, and has one of the highest Tax Base Growth Factors (2.04%) in the region. This growth has not resulted in an increased student population but rather the District continues to see a decreasing student population.

The Board of Education sees state aid and payments in lieu of taxes (PILOT) as key issues affecting the District's financial condition. In regard to the Global Foundries PILOT, taxable value of the plant continues to decrease by approximately \$43,375,000 per year, which is causing PILOT payment decreases of approximately \$700,000 to \$800,000 in a typical year.

As mentioned above, the prospect of a second plant at the Global Foundries site is likely and any such construction would fall under the current PILOT and would be a great benefit to the District.

### **Other Expenditures: Propositions**

In addition to the District's general fund budget which is Proposition 1 in the amount of \$107,179,996, separate propositions will be presented for voter consideration as follows:

#### **Proposition 2:**

Proposition 2 is for the purchase of school buses and vehicles, enabling the District to spend up to \$1,075,000 to fund the 10-year bus replacement plan. The cost of the buses is offset by a reimbursement rate of approximately 65% from the State in the form of Transportation Aid.

None of the vehicles in the proposition are electric vehicles. If current NYS State requirements to transition to electric buses hold, then the District will need to start purchasing EV buses in fiscal year 2026.

This proposition will not have a tax impact in 2024-25 because the first debt service payment will be due in 2025-2026. This proposition includes the purchase of five school buses and three vehicles for the Maintenance Department.

The District has over 80 buses that travel approximately 900,000 miles per year. By replacing buses every year the fleet is turned over every 10 years. The advantages of steadily replacing buses are many and include lower maintenance costs and the need for fewer spare buses to be kept in the fleet. Also, newer buses have increased fuel efficiency and improved safety features.

The NYS Department of Transportation strictly inspects buses at least twice per year and buses failing inspection can be out of service for days or even several weeks until repairs are made and follow-up inspections can be completed. The older the average age of the fleet means more issues with maintenance and inspections.

#### **Proposition 3:**

Proposition 3 is for the replacement of two bus lifts at the Bus Garage. The current lifts are over 20 years old and are no longer reliable. In order to conduct maintenance on the buses, these lifts must be working at all times. Maintenance and repairs have been performed over the years, but now parts are no longer available. The proposal will replace two in-ground heavy duty lifts. These new lifts also have a rated capacity to handle the increased weight of electric buses in the future.

#### **Proposition 4:**

Proposition 4 represents a contribution on the part of District taxpayers of \$63,344 toward the expense of maintaining and operating the Ballston Spa Public Library. Under state law, the District acts as a conduit to collect the sum and remit the funds directly to the library.

The exact language of the propositions is shown on the following page.

## Propositions to be Voted

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### School District Budget

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**Proposition 1:** SHALL it be resolved, that the Board of Education of the Ballston Spa Central School District be authorized to expend the sum set forth in its estimate of expenditures for the 2024-2025 school year in the amount of \$107,179,996 and to levy the necessary taxes therefore?

### School District Buses and Vehicles

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**Proposition 2:** SHALL it be resolved, that the Board of Education of the Ballston Spa Central School District is hereby authorized and directed to: (a) purchase various school buses and vehicles, at a maximum cost of \$1,075,000 (b) expend such sum for such purpose, (c) levy the necessary tax therefore, to be levied and collected in annual installments in such years and in such amounts as may be determined by the Board of Education in accordance with Section 416 of the Education Law, and (d) in anticipation of the collection of such tax, issue bonds and notes of the District at one time or from time to time in the principal amount not to exceed \$1,075,000, and levy a tax to pay the interest and principal on said obligations when due?

### Bus Lift Replacement

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**Proposition 3:** SHALL it be resolved, that the Board of Education of the Ballston Spa Central School District is hereby authorized to replace two bus lifts; and to expend therefor, including preliminary costs and costs incidental thereto and to the financing thereof, an amount not to exceed the estimated total cost of \$595,000; (b) that a tax is hereby voted in the aggregate amount of not to exceed \$595,000 to pay such cost, said tax to be levied and collected in installments in such years and in such amounts as shall be determined by said Board of Education; and (c) that in anticipation of said tax, bonds of the District are hereby authorized to be issued in the principal amount of not to exceed \$595,000 and a tax is hereby voted to pay the interest on said bonds as the same shall become due and payable?

### Ballston Spa Public Library

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**Proposition 4:** SHALL an annual appropriation of \$63,344 separate and apart from the Ballston Spa Central School District annual school district budget, be approved to support and maintain the Ballston Spa Public Library, which sum shall be raised annually by a tax upon the taxable property of the school district, and which appropriation shall be the annual appropriation for the library until changed by further vote of the electors of the school district, and such tax shall be levied and collected yearly as are other general taxes and paid over to the Library Trustees?

## Summary of Proposed Budget by Selected Categories

	2023-24	2024-25	Change	
	Budget	Budget	Dollars	Percent
<b>Expenditures</b>				
Salaries, Wages & Benefits	\$80,590,908	\$82,662,884	\$2,071,976	2.6%
Supplies, Materials, Equipment	\$3,003,487	\$3,174,067	\$170,580	5.7%
Contracted Services	\$6,147,902	\$6,572,555	\$424,653	6.9%
BOCES	\$5,768,907	\$5,641,092	-\$127,815	-2.2%
Utilities	\$1,440,640	\$1,912,250	\$471,610	32.7%
Debt Service & Transfers	\$7,280,967	\$7,217,148	-\$63,819	-0.9%
<b>Total</b>	<b>\$104,232,811</b>	<b>\$107,179,996</b>	<b>\$2,947,185</b>	<b>2.8%</b>
<b>Revenues</b>				
State Aid	\$38,151,332	\$38,315,996	\$164,664	0.4%
PILOTS	\$4,291,000	\$3,580,380	-\$710,620	-16.6%
Other Sources	\$2,574,000	\$3,312,700	\$738,700	28.7%
Fund Balance/Reserves	\$1,200,000	\$1,550,000	\$350,000	29.2%
Real Property Tax	\$58,016,479	\$60,420,920	\$2,404,441	4.1%
<b>Total</b>	<b>\$104,232,811</b>	<b>\$107,179,996</b>	<b>\$2,947,185</b>	<b>2.8%</b>

## Summary of Proposed Budget by Functional Area

Functional Area	FY2024 Budget	FY2025 Budget	Change	
			Dollars	Percent
General Support	\$10,860,611	\$11,602,828	\$742,217	6.8%
Instruction	\$54,254,848	\$54,659,644	\$404,796	0.7%
Transportation	\$4,806,262	\$5,098,551	\$292,289	6.1%
Community/Rec Services	\$86,952	\$90,176	\$3,224	3.7%
Employee Benefits	\$26,943,171	\$28,511,649	\$1,568,478	5.8%
Debt Service & Transfers	\$7,280,967	\$7,217,148	-\$63,819	-0.9%
<b>Total</b>	<b>\$104,232,811</b>	<b>\$107,179,996</b>	<b>\$2,947,185</b>	<b>2.8%</b>

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## Proposed 2024-2025 General Fund Budget: Three-Part Format Detail

Starting on the next page is the entire budget presented in three-parts in accordance with section 170.8 of the regulations of the Commissioner of Education. It separates the budget into the following three categories, which include all the costs associated with that category, including employee benefits:

### Administrative

This category groups the expenses associated with central administrative services (i.e. Board of Education, Superintendent, Business Office, legal, etc.) with the expenses of school building administration, and supervisors who spend the majority of their time in administrative or supervisory roles.

### Program

This category includes teaching supplies, materials, and equipment and the expenses associated with teaching faculty and instructional support staff who spend the majority of their time teaching or working directly with students. Also included in this category are the costs associated with pupil transportation and programs for students with disabilities.

### Capital

This category consists of the costs associated with the operation of the District's facilities including cleaning, maintenance, and utilities. It also contains the District's costs for debt service, transfers to other funds, and tax certiorari proceedings.

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## 2024-2025 Proposed Budget Detail- Three Part Format

Budget Account	2022-2023 Actual Expense	2023-2024 Adopted Budget	2024-2025 Proposed Budget	Dollar Change	Percent Change
<b>Administration</b>					
<b>A1 Board Of Education</b>					
Expenses included here are those required to conduct basic Board of Education business such as attendance at NYS School Boards Association meetings and new Board member training.					
Contractual & Other	3,033	4,525	4,525	0	0.00%
Supplies & Materials	0	0	0	0	0.00%
<b>Subtotal</b>	<b>3,033</b>	<b>4,525</b>	<b>4,525</b>	<b>0</b>	<b>0.00%</b>
<b>A2 District Clerk</b>					
This category includes expenses for taking minutes at Board meetings.					
Salaries	2,300	2,860	2,860	0	0.00%
Supplies & Materials	0	450	450	0	0.00%
<b>Subtotal</b>	<b>2,300</b>	<b>3,310</b>	<b>3,310</b>	<b>0</b>	<b>0.00%</b>
<b>A3 District Meeting</b>					
This category includes expenses for conducting the annual budget vote and referendums.					
Contractual & Other	3,007	2,972	3,490	518	17.43%
Supplies & Materials	1,751	1,970	2,370	400	20.30%
<b>Subtotal</b>	<b>4,758</b>	<b>4,942</b>	<b>5,860</b>	<b>918</b>	<b>18.58%</b>
<b>A4 Superintendent of Schools</b>					
This category includes expenses for the Superintendent, the secretary to the Superintendent, equipment and office supplies and materials to operate the office of the superintendent. This office provides oversight for all functions of the Ballston Spa Central School District.					
Salaries	230,042	234,893	243,271	8,378	3.57%
Equipment	0	0	0	0	0.00%
Contractual & Other	5,955	7,530	7,530	0	0.00%
Supplies & Materials	1,572	3,190	3,190	0	0.00%
<b>Subtotal</b>	<b>237,569</b>	<b>245,613</b>	<b>253,991</b>	<b>8,378</b>	<b>3.41%</b>
<b>A5 Business Administration</b>					
Expenses included here are those associated with the business office staff which is responsible for all business records, payment of bills, budget oversight, preparation of state reports and all other financial matters for the district.					
Salaries	524,589	528,035	555,328	27,293	5.17%
Equipment	0	0	0	0	0.00%
Contractual & Other	25,675	27,285	27,285	0	0.00%
Supplies & Materials	6,993	8,400	8,700	300	3.57%
BOCES Services	4,558	4,650	4,730	80	1.72%
<b>Subtotal</b>	<b>561,815</b>	<b>568,370</b>	<b>596,043</b>	<b>27,673</b>	<b>4.87%</b>

## 2024-2025 Proposed Budget Detail- Three Part Format

Budget Account	2022-2023 Actual Expense	2023-2024 Adopted Budget	2024-2025 Proposed Budget	Dollar Change	Percent Change
<b>A6 Auditing</b>					
Expenses associated with the external auditor, internal auditor, and claims auditor are shown here.					
Salaries	4,967	4,140	4,440	300	7.25%
Contractual & Other	28,750	34,000	34,500	500	1.47%
BOCES Services	4,150	4,150	4,150	0	0.00%
<b>Subtotal</b>	<b>37,867</b>	<b>42,290</b>	<b>43,090</b>	<b>800</b>	<b>1.89%</b>
<b>A7 Tax Collector</b>					
Expenses associated with the operation of the tax collector's office are shown here.					
Salaries	61,084	61,818	41,900	-19,918	-32.22%
Contractual & Other	7,809	9,280	10,030	750	8.08%
Supplies & Materials	2,045	2,325	2,375	50	2.15%
<b>Subtotal</b>	<b>70,938</b>	<b>73,423</b>	<b>54,305</b>	<b>-19,118</b>	<b>-26.04%</b>
<b>A8 Purchasing</b>					
Costs associated specifically with the District's purchasing agent's office are shown here. The purchasing agent is responsible for implementation of district wide purchasing procedures, minimizing the costs associated with purchasing supplies, materials, and equipment, and coordinating large bids.					
Salaries	91,382	77,284	71,000	-6,284	-8.13%
Equipment	0	0	0	0	0.00%
Contractual & Other	409	600	600	0	0.00%
Supplies & Materials	335	525	475	-50	-9.52%
BOCES Services	0	900	4,175	3,275	363.89%
<b>Subtotal</b>	<b>92,126</b>	<b>79,309</b>	<b>76,250</b>	<b>-3,059</b>	<b>-3.86%</b>
<b>A9 Legal Services</b>					
Legal includes expenses for District legal consultants and legal services. The District contracts with a legal firm to provide legal consultation.					
Contractual & Other	145,143	105,500	108,500	3,000	2.84%
<b>Subtotal</b>	<b>145,143</b>	<b>105,500</b>	<b>108,500</b>	<b>3,000</b>	<b>2.84%</b>
<b>A10 Personnel</b>					
Personnel matters are the responsibility of the Human Resources department of the District. This department is responsible for the personnel management of over 700 employees including recruitment, contract administration, discipline, employee relations, and union relations.					
Salaries	361,893	380,677	406,011	25,334	6.65%
Equipment	0	0	0	0	0.00%
Contractual & Other	29,392	42,905	43,405	500	1.17%
Supplies & Materials	2,763	3,850	3,850	0	0.00%
BOCES Services	16,512	16,870	19,725	2,855	16.92%
<b>Subtotal</b>	<b>410,560</b>	<b>444,302</b>	<b>472,991</b>	<b>28,689</b>	<b>6.46%</b>

## 2024-2025 Proposed Budget Detail- Three Part Format

Budget Account	2022-2023 Actual Expense	2023-2024 Adopted Budget	2024-2025 Proposed Budget	Dollar Change	Percent Change
<b>A11 Public Information and Services</b>					
This category provides funding for the dissemination of information to district residents and manages requests for information from newspapers and other news outlets.					
Salaries	75,231	80,487	83,278	2,791	3.47%
Equipment	0	0	0	0	0.00%
Contractual & Other	14,161	14,120	14,120	0	0.00%
Supplies & Materials	582	750	750	0	0.00%
BOCES Services	11,828	22,600	19,000	-3,600	-15.93%
<b>Subtotal</b>	<b>101,802</b>	<b>117,957</b>	<b>117,148</b>	<b>-809</b>	<b>-0.69%</b>
<b>A12 Central Printing &amp; Mailing</b>					
This category of central services includes district wide expenses for printing, copying, and mailing for the district.					
Contractual & Other	22,639	35,000	35,000	0	0.00%
BOCES Services	16,740	32,900	32,720	-180	-0.55%
<b>Subtotal</b>	<b>39,379</b>	<b>67,900</b>	<b>67,720</b>	<b>-180</b>	<b>-0.27%</b>
<b>A13 Central Data Processing</b>					
Central data processing includes the staff and other expenses required to maintain the District's computer network, internet connections, servers, desktops, and laptop computers.					
Salaries	580,639	704,632	753,116	48,484	6.88%
Equipment	1,287	25,000	25,000	0	0.00%
Contractual & Other	32,656	44,950	44,950	0	0.00%
Supplies & Materials	76,289	112,570	123,395	10,825	9.62%
BOCES Services	377,501	541,690	569,185	27,495	5.08%
<b>Subtotal</b>	<b>1,068,372</b>	<b>1,428,842</b>	<b>1,515,646</b>	<b>86,804</b>	<b>6.08%</b>
<b>A14 Unallocated Insurance</b>					
Unallocated insurance refers to the District's various insurance requirements, in place to manage risk and potential liability, including property, umbrella, general liability, student accident, and auto.					
Contractual & Other	232,321	280,520	304,019	23,499	8.38%
<b>Subtotal</b>	<b>232,321</b>	<b>280,520</b>	<b>304,019</b>	<b>23,499</b>	<b>8.38%</b>
<b>A15 School Association Dues</b>					
This category provides for District membership in organizations at the local, county and state levels.					
Contractual & Other	11,252	12,160	12,160	0	0.00%
<b>Subtotal</b>	<b>11,252</b>	<b>12,160</b>	<b>12,160</b>	<b>0</b>	<b>0.00%</b>
<b>A16 Judgments and Claims</b>					
This category provides for costs associated with legal claims or judgments owed by the District.					
Contractual & Other	428,571	0	0	0	0.00%
<b>Subtotal</b>	<b>428,571</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0.00%</b>



## 2024-2025 Proposed Budget Detail- Three Part Format

Budget Account	2022-2023 Actual Expense	2023-2024 Adopted Budget	2024-2025 Proposed Budget	Dollar Change	Percent Change
<b>A17 BOCES Administrative Costs</b>					
This category provides for the District's share of BOCES administration costs.					
BOCES Services	715,991	755,100	774,287	19,187	2.54%
<b>Subtotal</b>	<b>715,991</b>	<b>755,100</b>	<b>774,287</b>	<b>19,187</b>	<b>2.54%</b>
<b>A18 Curriculum Development</b>					
Curriculum Development costs are those associated with developing and improving the instructional program for students of all grades and for both regular education and special education. This includes work to align the curriculum to meet state and federal standards.					
Salaries	753,052	611,954	577,323	-34,631	-5.66%
Equipment	0	0	0	0	0.00%
Contractual & Other	10,181	17,800	14,300	-3,500	-19.66%
Supplies & Materials	4,152	5,100	5,100	0	0.00%
BOCES Services	0	0	0	0	0.00%
<b>Subtotal</b>	<b>767,385</b>	<b>634,854</b>	<b>596,723</b>	<b>-38,131</b>	<b>-6.01%</b>
<b>A19 Supervision- Regular School</b>					
Supervision includes the costs for all school building administrators such as principals, assistant principals and their office teams. This includes student grading, attendance and discipline.					
Salaries	2,566,012	2,821,277	2,907,826	86,549	3.07%
Equipment	0	0	0	0	0.00%
Contractual & Other	30,305	36,940	40,640	3,700	10.02%
Supplies & Materials	25,774	28,950	30,300	1,350	4.66%
BOCES Services	215	400	0	-400	-100.00%
<b>Subtotal</b>	<b>2,622,306</b>	<b>2,887,567</b>	<b>2,978,766</b>	<b>91,199</b>	<b>3.16%</b>
<b>A20 Employee Benefits</b>					
This set of expenses are for employee benefits associated with retirement, medical insurance, and other insurances.					
State Retirement	187,756	233,966	302,729	68,763	29.39%
Teachers' Retirement	307,478	303,232	310,059	6,827	2.25%
Social Security	384,112	400,930	413,600	12,670	3.16%
Workers' Compensation Insurance	24,578	22,998	23,356	358	1.56%
Life Insurance	9,030	8,935	8,875	-60	-0.67%
Unemployment Insurance	1,138	2,567	1,564	-1,003	-39.07%
Disability Insurance	2,245	2,936	2,982	46	1.56%
Hospital, Medical, Dental Insurance	1,519,951	1,793,314	1,937,226	143,912	8.02%
Miscellaneous Benefits	8,608	14,500	14,500	0	0.00%
<b>Subtotal</b>	<b>2,444,895</b>	<b>2,783,377</b>	<b>3,014,891</b>	<b>231,514</b>	<b>8.32%</b>
<b>Administration Total</b>	<b>9,998,383</b>	<b>10,539,861</b>	<b>11,000,225</b>	<b>460,364</b>	<b>4.37%</b>

## 2024-2025 Proposed Budget Detail- Three Part Format

	2022-2023	2023-2024	2024-2025		
	Actual	Adopted	Proposed	Dollar	Percent
Budget Account	Expense	Budget	Budget	Change	Change

### Program Budget

#### P1 Inservice Training- Instruction

In-service training provides instructional staff with professional development activities to increase their knowledge of current educational trends, new instructional methods, and research on student learning.

Salaries	163,839	280,047	288,930	8,883	3.17%
Equipment	0	0	0	0	0.00%
Contractual & Other	31,785	115,100	114,800	-300	-0.26%
Supplies & Materials	6,673	2,450	2,450	0	0.00%
BOCES Services	136,603	190,500	171,805	-18,695	-9.81%
<b>Subtotal</b>	<b>338,900</b>	<b>588,097</b>	<b>577,985</b>	<b>-10,112</b>	<b>-1.72%</b>

#### P2 Teaching- Regular School

This category provides for all teachers, aides and classroom support staff. This category also includes funding for classroom equipment, supplies and textbooks, and other expenses necessary to maintain the regular education school program.

Salaries	25,991,413	27,125,852	27,309,363	183,511	0.68%
Equipment	47,345	55,600	55,830	230	0.41%
Contractual & Other	342,619	548,935	642,655	93,720	17.07%
Supplies & Materials	410,271	444,577	485,303	40,726	9.16%
Tuition Payments	118,854	126,000	126,000	0	0.00%
BOCES Services	206,003	297,200	324,775	27,575	9.28%
Textbooks	256,890	357,025	404,389	47,364	13.27%
<b>Subtotal</b>	<b>27,373,395</b>	<b>28,955,189</b>	<b>29,348,315</b>	<b>393,126</b>	<b>1.36%</b>

#### P3 Programs For Students with Disabilities

This category serves a significant portion of the District's student population with varying individual needs and mandated service requirements. These highly specialized programs and related services are generally mandated by the State or Federal government.

Salaries	8,332,404	8,561,021	8,638,500	77,479	0.91%
Equipment	5,530	10,000	10,000	0	0.00%
Contractual & Other	570,048	564,810	671,000	106,190	18.80%
Supplies & Materials	124,795	120,850	119,825	-1,025	-0.85%
Tuition Payments	1,332,134	1,700,000	1,800,000	100,000	5.88%
BOCES Services	1,368,284	1,290,000	1,100,000	-190,000	-14.73%
Textbooks	18,994	31,700	32,900	1,200	3.79%
<b>Subtotal</b>	<b>11,752,189</b>	<b>12,278,381</b>	<b>12,372,225</b>	<b>93,844</b>	<b>0.76%</b>

## 2024-2025 Proposed Budget Detail- Three Part Format

Budget Account	2022-2023 Actual Expense	2023-2024 Adopted Budget	2024-2025 Proposed Budget	Dollar Change	Percent Change
<b>P4 English Language Learners</b>					
Included here are the expenses associated with providing instruction to English Language Learners.					
Salaries	163,082	175,320	181,877	6,557	3.74%
Equipment	0	0	0	0	0.00%
Contractual & Other	0	0	0	0	0.00%
Supplies & Materials	257	1,500	2,250	750	50.00%
BOCES Services	0	0	500	500	100.00%
<b>Subtotal</b>	<b>163,339</b>	<b>176,820</b>	<b>184,627</b>	<b>7,807</b>	<b>4.42%</b>
<b>P5 Occupational Education</b>					
The costs of providing hands on educational opportunities for students to learn vocational or trade skills such are carpentry, computer repair, and auto repair.					
Salaries	0	0	0	0	0.00%
Equipment	0	0	0	0	0.00%
Contractual & Other	0	0	0	0	0.00%
Supplies & Materials	0	0	0	0	0.00%
BOCES Services	905,904	859,452	960,360	100,908	11.74%
<b>Subtotal</b>	<b>905,904</b>	<b>859,452</b>	<b>960,360</b>	<b>100,908</b>	<b>11.74%</b>
<b>P6 Teaching- Special Schools</b>					
This category provides for summer school and adult education programs. Summer school is aimed primarily at students at risk of delayed graduation or in need of remedial support.					
Salaries	228,957	300,337	132,950	-167,387	-55.73%
Equipment	0	0	0	0	0.00%
Contractual & Other	766	9,750	9,750	0	0.00%
Supplies & Materials	3,307	2,550	2,550	0	0.00%
BOCES Services	300	1,300	1,000	-300	-23.08%
Textbooks	1,019	1,500	1,500	0	0.00%
<b>Subtotal</b>	<b>234,349</b>	<b>315,437</b>	<b>147,750</b>	<b>-167,687</b>	<b>-53.16%</b>
<b>P7 School Library &amp; Audiovisual</b>					
Included here are the expenses associated with the operation of the school district libraries, including library staff, acquisition of library books, cataloging and circulation of books, and supplies and equipment.					
Salaries	574,620	591,015	544,428	-46,587	-7.88%
Equipment	0	0	0	0	0.00%
Contractual & Other	0	0	0	0	0.00%
Supplies & Materials	5,906	6,400	6,600	200	3.13%
BOCES Services	153,170	154,540	174,270	19,730	12.77%
Library Books	43,637	48,350	50,500	2,150	4.45%
<b>Subtotal</b>	<b>777,333</b>	<b>800,305</b>	<b>775,798</b>	<b>-24,507</b>	<b>-3.06%</b>

## 2024-2025 Proposed Budget Detail- Three Part Format

Budget Account	2022-2023 Actual Expense	2023-2024 Adopted Budget	2024-2025 Proposed Budget	Dollar Change	Percent Change
<b>P8 Computer Assisted Instruction</b>					
This budget category includes the expenses of operating the district's computer labs, classroom computer equipment, and related supplies.					
Salaries	176,920	173,676	187,436	13,760	7.92%
Equipment	14,742	65,000	65,000	0	0.00%
Contractual & Other	0	14,500	14,500	0	0.00%
Supplies & Materials	112,371	110,600	153,350	42,750	38.65%
BOCES Services	1,745,669	1,211,160	1,091,315	-119,845	-9.90%
<b>Subtotal</b>	<b>2,049,702</b>	<b>1,574,936</b>	<b>1,511,601</b>	<b>-63,335</b>	<b>-4.02%</b>
<b>P9 Guidance Services</b>					
This category includes funding for expenses necessary to provide career counseling, college application assistance, and student transitional support between grade levels.					
Salaries	1,418,964	1,503,985	1,577,541	73,556	4.89%
Equipment	0	0	0	0	0.00%
Contractual & Other	916	0	0	0	0.00%
Supplies & Materials	2,002	2,350	2,350	0	0.00%
BOCES Services	0	0	0	0	0.00%
<b>Subtotal</b>	<b>1,421,882</b>	<b>1,506,335</b>	<b>1,579,891</b>	<b>73,556</b>	<b>4.88%</b>
<b>P10 Health Services</b>					
This category includes funding for the school nurse offices. Nurses provide on-site emergency medical support, prescription drug management, and student health testing.					
Salaries	824,035	858,133	864,839	6,706	0.78%
Equipment	0	0	0	0	0.00%
Contractual & Other	43,920	48,800	46,400	-2,400	-4.92%
Supplies & Materials	14,609	14,200	15,620	1,420	10.00%
<b>Subtotal</b>	<b>882,564</b>	<b>921,133</b>	<b>926,859</b>	<b>5,726</b>	<b>0.62%</b>
<b>P11 Psychological Services</b>					
This category includes funding for expenses necessary to provide mandated psychological support to students, student psychological testing and referrals for special services.					
Salaries	460,259	550,097	576,329	26,232	4.77%
Equipment	0	0	0	0	0.00%
Contractual & Other	0	0	0	0	0.00%
Supplies & Materials	1,713	3,100	2,900	-200	-6.45%
BOCES Services	0	0	0	0	0.00%
<b>Subtotal</b>	<b>461,972</b>	<b>553,197</b>	<b>579,229</b>	<b>26,032</b>	<b>4.71%</b>

## 2024-2025 Proposed Budget Detail- Three Part Format

Budget Account	2022-2023 Actual Expense	2023-2024 Adopted Budget	2024-2025 Proposed Budget	Dollar Change	Percent Change
<b>P12 Social Work Services</b>					
This category includes funding for expenses necessary to provide mandated counseling as required by the student Individual Educational Plans.					
Salaries	706,739	853,729	726,347	-127,382	-14.92%
Equipment	0	0	0	0	0.00%
Contractual & Other	0	0	0	0	0.00%
Supplies & Materials	854	900	1,100	200	22.22%
BOCES Services	193,725	212,625	220,790	8,165	3.84%
<b>Subtotal</b>	<b>901,318</b>	<b>1,067,254</b>	<b>948,237</b>	<b>-119,017</b>	<b>-11.15%</b>
<b>P13 Co-Curricular Activities</b>					
Co-curricular activities are student activities offered as enrichment experiences including band, student plays, school newspapers and student groups such as the Honor Society and student government.					
Salaries	227,030	259,270	271,430	12,160	4.69%
Equipment	0	0	0	0	0.00%
Contractual & Other	25,007	17,900	18,300	400	2.23%
Supplies & Materials	455	500	500	0	0.00%
<b>Subtotal</b>	<b>252,492</b>	<b>277,670</b>	<b>290,230</b>	<b>12,560</b>	<b>4.52%</b>
<b>P14 Interscholastic Athletics</b>					
Interscholastic athletics provide students the opportunity to participate in a variety of competitive interscholastic sports programs.					
Salaries	569,512	570,821	593,628	22,807	4.00%
Equipment	0	5,000	5,000	0	0.00%
Contractual & Other	178,253	182,110	182,110	0	0.00%
Supplies & Materials	107,348	83,980	83,980	0	0.00%
BOCES Services	16,288	16,310	16,330	20	0.12%
<b>Subtotal</b>	<b>871,401</b>	<b>858,221</b>	<b>881,048</b>	<b>22,827</b>	<b>2.66%</b>
<b>P15 Transportation Services</b>					
This category provides funding for transportation of students within the district to Ballston Spa Central School District Schools and for district students who attend certain private or parochial schools. Also included here are the expenses for transportation for athletic teams, field trips, and building transfer shuttles.					
Salaries	3,411,413	3,435,656	3,616,185	180,529	5.25%
Equipment	25,992	15,000	15,000	0	0.00%
Contractual & Other	235,721	202,245	210,781	8,536	4.22%
Supplies & Materials	685,811	574,525	590,965	16,440	2.86%
BOCES Services	0	0	0	0	0.00%
<b>Subtotal</b>	<b>4,358,937</b>	<b>4,227,426</b>	<b>4,432,931</b>	<b>205,505</b>	<b>4.86%</b>

## 2024-2025 Proposed Budget Detail- Three Part Format

Budget Account	2022-2023 Actual Expense	2023-2024 Adopted Budget	2024-2025 Proposed Budget	Dollar Change	Percent Change
<b>P16 Bus Garage Building</b>					
This category provides funding for the operation of the bus garage, namely utilities and building repairs.					
Salaries	17,007	21,196	21,670	474	2.24%
Equipment	0	0	0	0	0.00%
Contractual & Other	154,475	123,900	137,750	13,850	11.18%
Supplies & Materials	4,693	6,200	6,200	0	0.00%
<b>Subtotal</b>	<b>176,175</b>	<b>151,296</b>	<b>165,620</b>	<b>14,324</b>	<b>9.47%</b>
<b>P17 Contract Transportation</b>					
Included in this category are expenses associated with the operation of contracted transportation for students with disabilities.					
Contractual & Other	634,236	425,000	500,000	75,000	17.65%
<b>Subtotal</b>	<b>634,236</b>	<b>425,000</b>	<b>500,000</b>	<b>75,000</b>	<b>17.65%</b>
<b>P18 Transportation from BOCES</b>					
Costs associated with BOCES provided transfer shuttles, if any, are shown here.					
BOCES Services	.	2,540	0	-2,540	-100.00%
<b>Subtotal</b>	<b>0</b>	<b>2,540</b>	<b>0</b>	<b>-2,540</b>	<b>-100.00%</b>
<b>P19 Recreation</b>					
Expensed here is a self-sustaining community recreation program conducted by the Ballston Area Recreation Commission that is included as part of the District's budget.					
Contractual & Other	50,000	52,000	54,000	2,000	3.85%
<b>Subtotal</b>	<b>50,000</b>	<b>52,000</b>	<b>54,000</b>	<b>2,000</b>	<b>3.85%</b>
<b>P20 Civic Activities</b>					
Included under the Civic Activities category is expense associated with the Facilities Use Supervisor and support for civic activities.					
Salaries	27,303	34,952	36,176	1,224	3.50%
Contractual & Other	0	0	0	0	0.00%
<b>Subtotal</b>	<b>27,303</b>	<b>34,952</b>	<b>36,176</b>	<b>1,224</b>	<b>3.50%</b>
<b>P21 Transfer to Other Funds</b>					
This category is used to record the district's appropriation and transfer of money to other funds as required by accounting procedures. The Special Aid Fund is used to account for programs with funding sources separate from general state aid. The School Lunch funds is used to account for the food service program.					
Transfer - Special Aid Fund	138,396	150,400	150,400	0	0.00%
Transfer - School Lunch Fund	27,263	18,000	2,000	-16,000	-88.89%
<b>Subtotal</b>	<b>165,659</b>	<b>168,400</b>	<b>152,400</b>	<b>-16,000</b>	<b>-9.50%</b>

## 2024-2025 Proposed Budget Detail- Three Part Format

Budget Account	2022-2023 Actual Expense	2023-2024 Adopted Budget	2024-2025 Proposed Budget	Dollar Change	Percent Change
<b>P22 Employee Benefits</b>					
This set of expenses are for employee benefits associated with retirement, medical insurance, and other insurances.					
State Retirement	620,506	734,168	964,252	230,084	31.34%
Teachers' Retirement	3,689,128	3,727,268	3,749,335	22,067	0.59%
Social Security	3,166,813	3,297,015	3,337,864	40,849	1.24%
Workers' Compensation Insurance	202,630	189,125	188,493	-632	-0.33%
Life Insurance	0	0	0	0	0.00%
Unemployment Insurance	9,382	21,108	12,622	-8,486	-40.20%
Disability Insurance	18,511	24,147	24,067	-80	-0.33%
Hospital, Medical, Dental Insurance	12,531,248	14,747,186	15,633,949	886,763	6.01%
Miscellaneous Benefits	0	0	0	0	0.00%
<b>Subtotal</b>	<b>20,238,218</b>	<b>22,740,017</b>	<b>23,910,582</b>	<b>1,170,565</b>	<b>5.15%</b>
<b>Program Total</b>	<b>74,037,268</b>	<b>78,534,058</b>	<b>80,335,864</b>	<b>1,801,806</b>	<b>2.29%</b>

## 2024-2025 Proposed Budget Detail- Three Part Format

Budget Account	2022-2023 Actual Expense	2023-2024 Adopted Budget	2024-2025 Proposed Budget	Dollar Change	Percent Change
<b>Capital</b>					
<b>C1 Operation of Plant</b>					
The category for plant operation consists of expenses necessary to clean and maintain all district buildings. Included here are the costs associated with cleaning supplies, electric, gas, water, and telephone utilities, and the salaries of the cleaning staff.					
Salaries	2,019,184	2,247,288	2,316,904	69,616	3.10%
Equipment	17,355	30,000	30,000	0	0.00%
Contractual & Other	1,751,106	1,728,435	2,187,395	458,960	26.55%
Supplies & Materials	412,329	331,400	336,400	5,000	1.51%
BOCES Services	98,749	126,020	124,475	-1,545	-1.23%
<b>Subtotal</b>	<b>4,298,723</b>	<b>4,463,143</b>	<b>4,995,174</b>	<b>532,031</b>	<b>11.92%</b>
<b>C2 Maintenance of Plant</b>					
The category for plant maintenance consists of expenses necessary to keep all district buildings in good repair and conducive to a healthy and inviting learning environment. The funds are used to maintain the buildings, grounds, and include the salaries of the maintenance and equipment technician staff.					
Salaries	574,784	597,285	620,349	23,064	3.86%
Equipment	0	75,000	75,000	0	0.00%
Contractual & Other	780,280	788,700	793,700	5,000	0.63%
Supplies & Materials	549,625	404,450	404,450	0	0.00%
BOCES Services	29,812	28,000	28,000	0	0.00%
<b>Subtotal</b>	<b>1,934,501</b>	<b>1,893,435</b>	<b>1,921,499</b>	<b>28,064</b>	<b>1.48%</b>
<b>C3 Security</b>					
Costs associated with building security, including School Resource Officers are shown here.					
Contractual & Other	223,170	229,270	235,610	6,340	2.77%
Supplies & Materials	15,830	5,700	5,700	0	0.00%
<b>Subtotal</b>	<b>239,000</b>	<b>234,970</b>	<b>241,310</b>	<b>6,340</b>	<b>2.70%</b>
<b>C4 Refund on Real Property Taxes</b>					
Expenses associated with real property tax refunds are charged here.					
Contractual & Other	0	35,000	35,000	0	0.00%
<b>Subtotal</b>	<b>0</b>	<b>35,000</b>	<b>35,000</b>	<b>0</b>	<b>0.00%</b>
<b>C5 Bond Anticipation Notes- Bus Purchases</b>					
Included here is the funding for the payment of principal and interest on the District's outstanding bond anticipation notes for school buses.					
Principal	953,000	945,000	945,000	0	0.00%
Interest	7,203	89,695	114,799	25,104	27.99%
<b>Subtotal</b>	<b>960,203</b>	<b>1,034,695</b>	<b>1,059,799</b>	<b>25,104</b>	<b>2.43%</b>



## 2024-2025 Proposed Budget Detail- Three Part Format

Budget Account	2022-2023 Actual Expense	2023-2024 Adopted Budget	2024-2025 Proposed Budget	Dollar Change	Percent Change
<b>C6 Installment Purchases</b>					
Included here is the funding for the payment of principal and interest on the District's installment purchase agreements.					
Principal	11,887	12,115	12,115	0	0.00%
Interest	695	470	470	0	0.00%
<b>Subtotal</b>	<b>12,582</b>	<b>12,585</b>	<b>12,585</b>	<b>0</b>	<b>0.00%</b>
<b>C7 Transfer to Other Funds</b>					
This category is used to record the district's appropriation and transfer of money to other funds as required by accounting procedures. The Debt Service Fund is used to account for principal and interest payments on the District's outstanding long-term debt.					
Transfer - Debt Service Fund	4,511,710	5,965,287	5,992,364	27,077	0.45%
<b>Subtotal</b>	<b>4,511,710</b>	<b>5,965,287</b>	<b>5,992,364</b>	<b>27,077</b>	<b>0.45%</b>
<b>C8 Transfer to Capital Fund</b>					
This account category is used to record the district's appropriation and transfer of money to other funds as required by accounting procedures. The Capital Fund is used to account for certain capital construction projects that require State Education Department approval.					
Transfer to Capital Funds	548,918	100,000	0	-100,000	-100.00%
<b>Subtotal</b>	<b>548,918</b>	<b>100,000</b>	<b>0</b>	<b>-100,000</b>	<b>-100.00%</b>
<b>C8 Employee Benefits</b>					
This set of expenses are for employee benefits associated with retirement, medical insurance, and other insurances.					
State Retirement	214,803	271,866	348,752	76,886	28.28%
Teachers' Retirement	0	0	0	0	0.00%
Social Security	189,742	207,055	215,156	8,101	3.91%
Workers' Compensation Insurance	12,141	11,877	12,150	273	2.30%
Life Insurance	0	0	0	0	0.00%
Unemployment Insurance	562	1,326	814	-512	-38.61%
Disability Insurance	1,109	1,516	1,551	35	2.31%
Hospital, Medical, Dental Insurance	750,821	926,137	1,007,753	81,616	8.81%
Miscellaneous Benefits	0	0	0	0	0.00%
<b>Subtotal</b>	<b>1,169,178</b>	<b>1,419,777</b>	<b>1,586,176</b>	<b>166,399</b>	<b>11.72%</b>
<b>Capital Total</b>	<b>13,674,815</b>	<b>15,158,892</b>	<b>15,843,907</b>	<b>685,015</b>	<b>4.52%</b>
<b>Budget Total</b>	<b>97,710,467</b>	<b>104,232,811</b>	<b>107,179,996</b>	<b>2,947,185</b>	<b>2.83%</b>



# Appendices



## Appendix A

### BALLSTON SPA CSD

#### 2021-22 School Year Financial Transparency Report

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

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

[ESSA Financial Transparency Data - Glossary of Terms](#) | [Business Rules](#)

### Economic and Student Characteristics

DISTRICT P-12 ENROLLMENT
4,001
NEEDS RESOURCE CATEGORY
Average Need
DISTRICT ABILITY TO RAISE LOCAL FUNDS IS
moderately more than the average district in the state
DISTRICT STUDENT NEEDS ARE
moderately less than the state average

### Student Demographics

Enrollment	BALLSTON SPA CSD
All Students	4,001
Economically Disadvantaged	35%
Students with Disabilities	17%
English Language Learners	1%
Race/Ethnicity	
American Indian or Alaska Native	0%
Black or African American	2%
Hispanic or Latino	6%
Asian or Native Hawaiian/Other Pacific Islander	2%
White	84%
Multiracial	5%

Staffing Profile	BALLSTON SPA CSD
Student-to-Teacher Ratio	11
Teachers with Fewer than 4 years of Experience %	6%
Teachers with 4-20 Years of Experience %	50%
Teachers with 21+ Years of Experience %	45%

## Appendix A

### Comparison: How do per pupil expenditures compare?

THIS SCHOOL
N/A
DISTRICT OR DISTRICT OF LOCATION
\$19,447.00
COUNTY AVERAGE
\$18,402.38
STATEWIDE AVERAGE
\$25,870.33

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

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

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

Report View One Per Pupil Expenditure Categories	BALLSTON SPA CSD
A. Instruction (A1 + A2 + A3 + A4)	\$12,390.30
B. Administration (B1 + B2 + B3)	\$754.69
C. All Other Spending (C1 + C2 + C3)	\$2,064.66
D. Total School Level (A + B + C)	\$15,209.66
E. Central Instruction (E1 + E2 + E3 + E4)	\$204.61
F. Central Administration (F1 + F2 + F3)	\$1,894.77
G. All Other Central Spending (G1 + G2 + G3)	\$2,138.46
H. Total Central Costs	\$4,237.84
I. Total Spending (D + H)	\$19,447.49

### 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.

## Appendix A

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	BALLSTON SPA CSD
J. Total School Level Local/State Spending	\$14,304.58
K. Total School Level Federal Spending	\$905.08
L. Total Central Level Local/State Spending	\$3,908.66
M. Total Central Level Federal Spending	\$329.18
N. Total Spending (J + K + L + M)	\$19,447.49

### 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)
School Level	BALLSTON SPA CSD
O. Special Education	\$17,511.50
P. ELL/MLL Services	\$7,715.86
Q. Pupil Services	\$1,198.16
R. Community Schools Programs	\$0.00
S. BOCES Services	\$138.11
T. Prekindergarten	\$0.00
Central Level	
U. Special Education	\$536.13
V. ELL/MLL Services	\$0.00
W. Pupil Services	\$250.73
X. Community Schools Programs	\$0.00
Y. BOCES Services	\$926.38
Z. Prekindergarten	\$0.00

## Appendix A

### 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	BALLSTON SPA CSD
1. Transportation	\$5,636,512.00
2. Charter School Tuition	\$25,156.00
3. Other Tuition	\$1,092,537.00
4. Debt Service	\$920,590.00
5. Other	\$21,163,481.00
Percent Excluded from Total	27%
Total Expenditures	\$106,647,701.00



Ballston Spa CSD

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.

[Enrollment Data - Glossary of Terms](#) | [Business Rules](#)

BALLSTON SPA CSD ENROLLMENT (2022 - 23)

K-12 Enrollment: 3,894

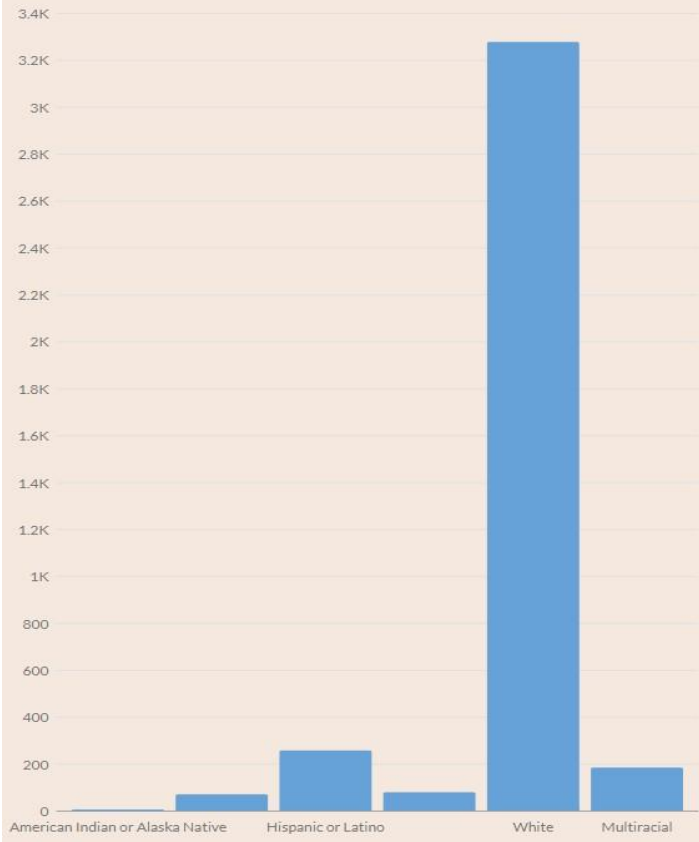
+ Filter this data

ENROLLMENT BY GENDER

MALE	
1,987	51%
FEMALE	
1,899	49%
NON-BINARY	
8	0%



ENROLLMENT BY ETHNICITY

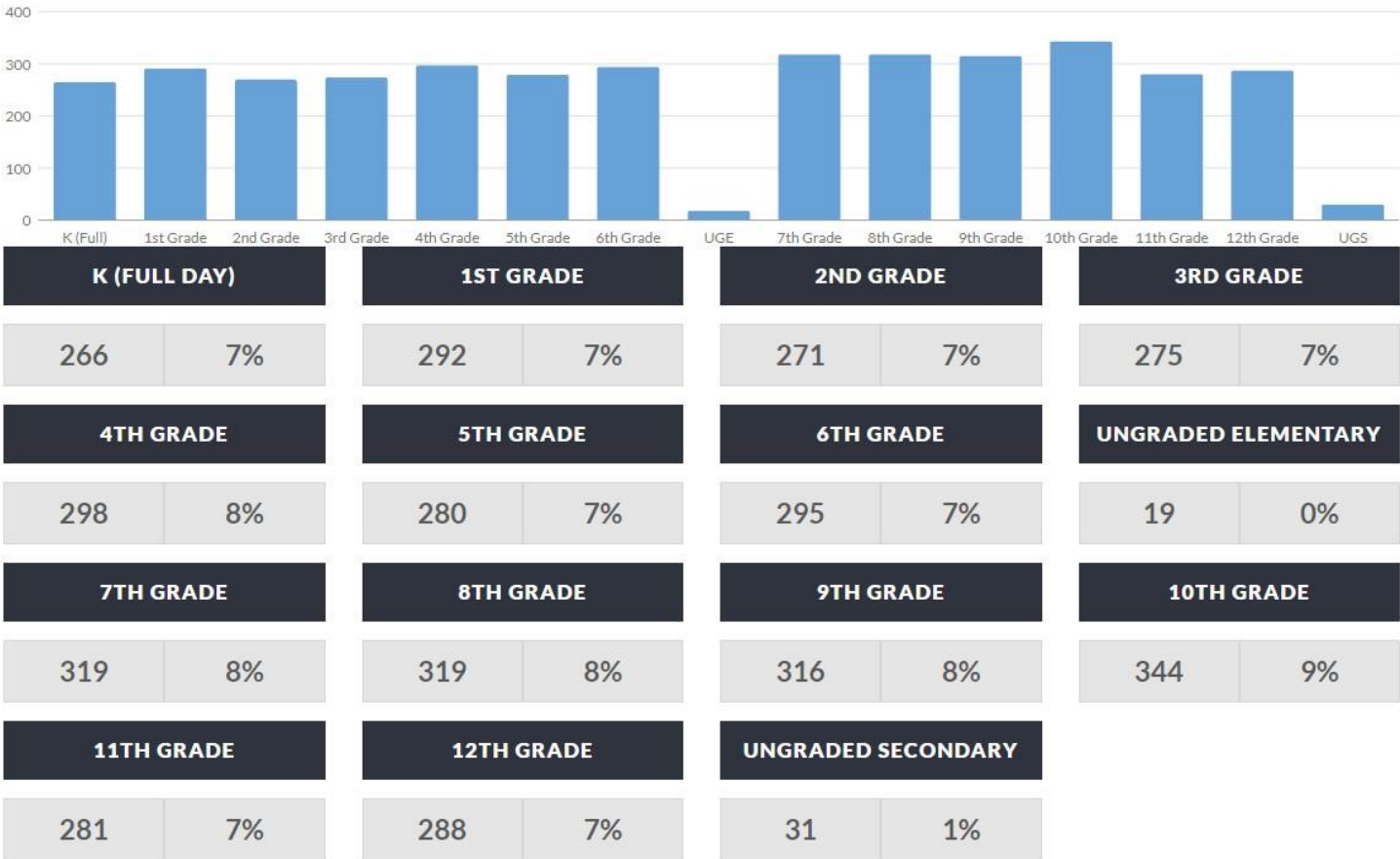


AMERICAN INDIAN OR ALASKA NATIVE	
7	0%
BLACK OR AFRICAN AMERICAN	
74	2%
HISPANIC OR LATINO	
261	7%
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC ISLANDER	
83	2%
WHITE	
3,281	84%
MULTIRACIAL	
188	5%

OTHER GROUPS

ENGLISH LANGUAGE LEARNERS		STUDENTS WITH DISABILITIES		ECONOMICALLY DISADVANTAGED	
19	0%	687	18%	1,389	36%
MIGRANT		HOMELESS		FOSTER CARE	
—	—	106	3%	9	0%
				PARENT IN ARMED FORCES	
				73	2%

ENROLLMENT BY GRADE



APPENDIX B

ELL Data - Glossary of Terms | Business Rules

BALLSTON SPA CSD ENGLISH LANGUAGE LEARNERS ENROLLMENT  
(2022 - 23)

K-12 ELL Enrollment: 19  
K-12 Former ELL Enrollment: 16

ELL ENROLLMENT BY GENDER

MALE	
9	47%
FEMALE	
10	53%



OTHER GROUPS

STUDENTS WITH DISABILITIES	
7	37%

ECONOMICALLY DISADVANTAGED	
17	89%

ELL ENROLLMENT BY GRADE



APPENDIX B

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	Chinese
3	Bengali
4	Japanese
5	Turkish

ENGLISH LANGUAGE LEARNERS BREAKDOWN

NEWCOMERS	DEVELOPING	LONG TERM	SIFE
13	5	5	0

ENGLISH LANGUAGE LEARNERS PROGRAMS

ENGLISH AS A NEW LANGUAGE	ONE WAY/ TWO WAY DUAL LANGUAGE PROGRAM	TRANSITIONAL BILINGUAL EDUCATION PROGRAM
23	0	0

## APPENDIX C

### Administrative Staff Compensation 2024-2025 School Year

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Chapter 474 of the Laws of 1996 includes a provision for the publication of the Superintendent and Administrator salaries as part of the annual school district budget process. Salaries, benefits and other in-kind compensation are required for all Superintendents. In addition, other administrators or supervisors whose annual salary is in excess of \$169,000 must have their salary and position title disclosed in the budget document. If some contracts associated with individual employees are not finalized, the salary amounts include estimated increases.

#### **Superintendent of Schools**

Annual Salary	\$205,748
Annualized Cost of Benefits	\$ 49,015

#### **Assistant Superintendent for Business & Support Services**

Annual Salary	\$193,240
Annualized Cost of Benefits	\$ 61,068

#### **Assistant Superintendent for Programs and Operations**

Annual Salary	\$176,964
Annualized Cost of Benefits	\$ 65,670

**Note:** The annualized cost of benefits includes required employer contributions to social security and Medicaid, and other benefits such as health insurance, dental insurance, life insurance and retirement contributions. The cost of benefits will vary depending which plans, if any, an employee enrolls in and on whether enrollment is for family, two-person, or individual coverage.

## APPENDIX D

### Property Tax Report Card 2024-2025 School Year

Budgeted 2023-24 (A)	Budgeted 2024-25 (B)
----------------------------	----------------------------

Total Budgeted Amount, not including Separate Propositions	\$104,232,811	\$107,179,996
A. Proposed Tax Levy to Support the Total Budgeted Amount	\$58,016,479	\$60,420,920
B. Tax Levy to Support Library Debt, if Applicable	\$0	\$0
C. Tax Levy to Non-Excludable Propositions, if Applicable	\$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)	\$58,016,479	\$60,420,920
F. Permissible Exclusions to the School Tax Levy Limit	\$2,275,277	\$2,332,433
G. School Tax Levy Limit, <u>Excluding</u> Levy for Permissible Exclusions	\$57,921,473	\$58,859,673
H. Total Proposed School Year Tax Levy, <u>Excluding</u> Levy to Support Library Debt and/or Permissible Exclusions (E-B-F+D)	\$55,741,202	\$58,088,487
I. Difference: (G-H); (negative value requires 60.0% voter approval)	\$2,180,271	\$771,186
Public School Enrollment	3,886	3,837
Consumer Price Index		4.12%

Actual 2023-24 (D)	Estimated 2024-25 (E)
--------------------------	-----------------------------

Adjusted Restricted Fund Balance	\$12,021,062	\$12,821,062
Assigned Appropriated Fund Balance	\$1,000,000	\$1,000,000
Adjusted Unrestricted Fund Balance	\$3,100,428	\$4,268,253
Adjusted Unrestricted Fund Balance as a Percent of the Total Budget	2.97%	3.98%

#### Schedule of Reserve Funds

Reserve Type	Reserve Name	Reserve Description	3/31/24 Actual Balance	6/30/24 Estimated Balance	Intended Use of the Reserve in the 2023-2024 School Year
Capital	Capital Reserve 2019	To pay the cost of any object or purpose for which bonds may be issued.	\$5,200,334	\$5,700,334	None at this time.
Workers' Compensation	Workers' Compensation Reserve	To pay for self-insured Workers Compensation and benefits.	\$1,500,000	\$1,500,000	Pay WC claims exceeding budgeted amount.
Unemployment Insurance	Unemployment Insurance Reserve	To pay the cost of reimbursement to the State Unemployment Insurance Fund.	\$255,361	\$255,361	Pay unemployment insurance costs exceeding budgeted amount.
Reserve for Debt Service	Debt Service Reserve	For proceeds from the sale of district capital assets or improvement, restricted to debt service	\$719,939	\$469,939	\$250,000 designated as inter-fund revenue.
Tax Certiorari	Tax Certiorari Reserve	To establish a reserve fund for tax certiorari settlements	\$617,815	\$617,815	Pay claims if settled by courts.
Employee Benefit Accrued Liability	Employee Benefit Accrued Liability	For accrued employee benefits due to employees upon termination of service.	\$102,145	\$102,145	None at this time.
Retirement Contribution	Retirement Contribution	For employer retirement contributions to the State and Local Employees' Retirement System	\$2,328,307	\$2,128,307	Pay part of employer retirement contributions
Retirement Contribution	TRS Subfund	For employer retirement contributions to the NYS Teachers' Retirement System	\$2,017,100	\$2,517,100	None at this time.

## **APPENDIX E**

# Exemption Impact Report





Equalized Total Assessed Value 5,489,605,110

School District - 414201 Ballston Central

Exemption Code	Exemption Name	Statutory Authority	Number of Exemptions	Total Equalized Value of Exemptions	Percent of Value Exempted
12100	NYS - GENERALLY	RPTL 404(1)	12	19,987,009	0.36
13100	CO - GENERALLY	RPTL 406(1)	31	89,910,131	1.64
13500	TOWN - GENERALLY	RPTL 406(1)	50	17,895,762	0.33
13510	TOWN - CEMETERY LAND	RPTL 446	2	14,592	0.00
13650	VG - GENERALLY	RPTL 406(1)	45	4,895,410	0.09
13800	SCHOOL DISTRICT	RPTL 408	12	130,200,296	2.37
14100	USA - GENERALLY	RPTL 400(1)	4	562,573,963	10.25
18020	MUNICIPAL INDUSTRIAL DEV AGENC	RPTL 412-a	8	377,095,712	6.87
21600	RES OF CLERGY - RELIG CORP OWN	RPTL 462	4	1,340,734	0.02
25110	NONPROF CORP - RELIG(CONST PRO	RPTL 420-a	30	24,573,527	0.45
25120	NONPROF CORP - EDUCL(CONST PRC	RPTL 420-a	4	8,581,223	0.16
25130	NONPROF CORP - CHAR (CONST PRO	RPTL 420-a	15	3,772,981	0.07
25200	SYSTEM CODE	STATUTORY AUTH NOT DEFINED	3	168,652	0.00
25210	NONPROF CORP - HOSPITAL	RPTL 420-a	2	8,450,000	0.15
25230	NONPROF CORP - MORAL/MENTAL IM	RPTL 420-a	19	12,427,703	0.23
25300	NONPROF CORP - SPECIFIED USES	RPTL 420-b	1	515,021	0.01
26050	AGRICULTURAL SOCIETY	RPTL 450	9	5,426,038	0.10
26100	VETERANS ORGANIZATION	RPTL 452	5	1,376,967	0.03
26250	HISTORICAL SOCIETY	RPTL 444	2	716,531	0.01
26400	INC VOLUNTEER FIRE CO OR DEPT	RPTL 464(2)	12	4,043,998	0.07
27350	PRIVATELY OWNED CEMETERY LAND	RPTL 446	15	1,435,890	0.03
29700	PROP WITHDRAWN FROM FORECLOS	RPTL 1138	3	2,924	0.00
33800	COUNTY WATER OR SEWER DIST	COUNTY L 272	1	62,000	0.00
41120	ALT VET EX-WAR PERIOD-NON-COMB	RPTL 458-a	79	489,801	0.01
41124	ALT VET EX-WAR PERIOD-NON-COMB	RPTL 458-a	376	2,404,568	0.04
41130	ALT VET EX-WAR PERIOD-COMBAT	RPTL 458-a	64	653,280	0.01
41134	ALT VET EX-WAR PERIOD-COMBAT	RPTL 458-a	386	4,042,619	0.07
41140	ALT VET EX-WAR PERIOD-DISABILI	RPTL 458-a	52	1,036,043	0.02
41144	ALT VET EX-WAR PERIOD-DISABILI	RPTL 458-a	154	3,101,977	0.06
41150	COLD WAR VETERANS (10%)	RPTL 458-b	1	0	0.00
41300	PARAPLEGIC VETS	RPTL 458(3)	2	958,764	0.02
41400	CLERGY	RPTL 460	4	7,274	0.00
41700	AGRICULTURAL BUILDING	RPTL 483	11	945,666	0.02

Equalized Total Assessed Value 5,489,605,110

School District - 414201 Ballston Central

Exemption Code	Exemption Name	Statutory Authority	Number of Exemptions	Total Equalized Value of Exemptions	Percent of Value Exempted
41720	AGRICULTURAL DISTRICT	AG-MKTS L 305	48	3,853,821	0.07
41730	AGRIC LAND-INDIV NOT IN AG DIS	AG MKTS L 306	35	1,285,882	0.02
41800	PERSONS AGE 65 OR OVER	RPTL 467	56	6,137,825	0.11
41804	PERSONS AGE 65 OR OVER	RPTL 467	104	6,126,739	0.11
41805	PERSONS AGE 65 OR OVER	RPTL 467	73	9,415,401	0.17
41806	PERSONS AGE 65 OR OVER	RPTL 467	1	66,381	0.00
41824	LIVING QUARTERS FOR PARENTS AN	RPTL 469	2	136,910	0.00
41826	LIVING QUARTERS FOR PARENTS AN	RPTL 469	1	16,000	0.00
41834	ENHANCED STAR	RPTL 425	1,099	109,862,350	2.00
41854	BASIC STAR 1999-2000	RPTL 425	2,857	110,321,605	2.01
41864	Basic STAR (land belongs to ot	RPTL 425	1	21,459	0.00
41900	PHYSICALLY DISABLED	RPTL 459	3	94,245	0.00
41930	DISABILITIES AND LIMITED INCOM	RPTL 459-c	2	80,043	0.00
41934	DISABILITIES AND LIMITED INCOM	RPTL 459-c	5	216,425	0.00
41936	DISABILITIES AND LIMITED INCOM	RPTL 459-c	13	597,605	0.01
42100	SILOS, MANURE STORAGE TANKS,	RPTL 483-a	2	15,000	0.00
47100	Mass Telecomm Ceiling	RPTL S499-qqqq	24	689,968	0.01
47450	FOREST/REF LAND - FISHER ACT	RPTL 480	29	2,057,304	0.04
47460	FOREST LAND CERTD AFTER 8/74	RPTL 480-a	1	184,893	0.00
48510	LTD PROF HOUSING CO	P H F I L 33(1)(a)	2	7,659,716	0.14
48670	REDEVELOPMENT HOUSING CO	P H F I L 125 & 127	3	6,408,583	0.12
49500	SOLAR OR WIND ENERGY SYSTEM	RPTL 487	1	178,827	0.00
50000	SYSTEM CODE	STATUTORY AUTH NOT DEFINED	1	50,072	0.00
Total Exemptions Exclusive of System Exemptions:			5,780	1,554,534,038	28.32
Total System Exemptions:			1	50,072	0.00
Totals:			5,781	1,554,584,110	28.32

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: \_\_\_\_\_

**APPENDIX F**

**NYS School Report Card**



## NY STATE - 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.

### NYS DISTRICT AND SCHOOL ACCOUNTABILITY STATUSES

The link below provides a list of all NYS district and school statuses and support models, as well as subgroup statuses and support models, for the 2023-24 school year.

NYS District and School Accountability Statuses and Support Models (Excel, 801.99 kilobytes)

### 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 I School Improvement Grant 1003 — Targeted Support for Long-term Identified Schools Grant
- 2023 Title I School Improvement Grant 1003 (Planning)

## ELEMENTARY/MIDDLE CORE SUBJECT PERFORMANCE

Subgroup	Subject	Cohort	Index
All Students	ELA	911,106	134
	Math	916,885	138.7
	Combined	1,827,991	136.3
American Indian or Alaska Native	ELA	6,975	125.7
	Math	6,918	124.8
	Combined	13,893	125.3
Asian or Native Hawaiian/Other Pacific Islander	ELA	102,983	178.4
	Math	104,820	190.5
	Combined	207,803	184.5
Black or African American	ELA	149,321	117.5
	Math	147,847	109.4
	Combined	297,168	113.4
Hispanic or Latino	ELA	266,907	114.4
	Math	269,428	112.8
	Combined	536,335	113.6
Multiracial	ELA	30,920	136.8
	Math	30,698	141.3
	Combined	61,618	139
White	ELA	354,000	142.7
	Math	357,174	155.2
	Combined	711,174	149
English Language Learner	ELA	130,964	93.1
	Math	137,819	105.3
	Combined	268,783	99.4
Students with Disabilities	ELA	174,194	76.7
	Math	171,460	82.2
	Combined	345,654	79.4
Economically Disadvantaged	ELA	541,883	115
	Math	541,393	116.1
	Combined	1,083,276	115.5

## ELEMENTARY/MIDDLE WEIGHTED AVERAGE PERFORMANCE

Subgroup	Subject	Cohort	Index
All Students	ELA	1,016,534	120.1
	Math	1,021,769	124.4
	Combined	2,038,303	122.3
American Indian or Alaska Native	ELA	7,376	118.9
	Math	7,374	117.1
	Combined	14,750	118
Asian or Native Hawaiian/Other Pacific Islander	ELA	103,229	177.9
	Math	104,820	190.5
	Combined	208,049	184.3
Black or African American	ELA	157,592	111.3
	Math	157,253	102.8
	Combined	314,845	107.1
Hispanic or Latino	ELA	294,801	103.6
	Math	298,722	101.7
	Combined	593,523	102.6
Multiracial	ELA	34,498	122.6
	Math	34,423	126
	Combined	68,921	124.3
White	ELA	419,038	120.5
	Math	419,851	132
	Combined	838,889	126.3
English Language Learner	ELA	137,843	88.5
	Math	145,514	99.7
	Combined	283,357	94.2
Students with Disabilities	ELA	210,692	63.4
	Math	209,755	67.2
	Combined	420,447	65.3
Economically Disadvantaged	ELA	586,892	106.2
	Math	591,166	106.3
	Combined	1,178,058	106.2

**ELEMENTARY/MIDDLE ELP**

Subgroup	Number Of ELLs	Benchmark	Progress Rate	Success Ratio
All Students	139,538	44%	46%	1.1
American Indian or Alaska Native	594	43%	44%	1.0
Asian or Native Hawaiian/Other Pacific Islander	24,664	47%	56%	1.2
Black or African American	6,061	43%	46%	1.1
Hispanic or Latino	95,590	44%	42%	1.0
Multiracial	446	47%	54%	1.2
White	12,183	46%	53%	1.2
English Language Learner	139,538	44%	46%	1.1
Students with Disabilities	35,467	40%	32%	0.8
Economically Disadvantaged	120,284	44%	45%	1.0

**ELEMENTARY/MIDDLE CHRONIC ABSENTEEISM**

Subgroup	Students Enrolled	Students Chronically Absent	Chronic Absenteeism Rate
All Students	1,504,257	397,779	26.4%
American Indian or Alaska Native	11,101	4,098	36.9%
Asian or Native Hawaiian/Other Pacific Islander	155,330	25,395	16.3%
Black or African American	231,217	82,340	35.6%
Hispanic or Latino	450,627	154,315	34.2%
Multiracial	52,387	14,680	28%
White	603,595	116,951	19.4%
English Language Learner	242,428	71,740	29.6%
Students with Disabilities	278,700	93,936	33.7%
Economically Disadvantaged	886,007	308,830	34.9%

Data were not reported for one or more schools within the state. Caution should be used when interpreting results.



**ELEMENTARY/MIDDLE ELA PARTICIPATION RATE**

Subgroup	Tested 95% In Current Year	Current Year Enrollment	Current Year Participation Rate
All Students	X	1,121,148	85.4%
American Indian or Alaska Native	X	8,150	89.7%
Asian or Native Hawaiian/Other Pacific Islander	✓	114,430	94.8%
Black or African American	X	175,164	90%
Hispanic or Latino	X	334,237	86.5%
Multiracial	X	37,481	85.1%
White	X	451,686	80.5%
English Language Learner	X	117,637	90.5%
Students with Disabilities	X	223,810	78.5%
Economically Disadvantaged	X	656,590	87.9%

**ELEMENTARY/MIDDLE MATHEMATICS PARTICIPATION RATE**

Subgroup	Tested 95% In Current Year	Current Year Enrollment	Current Year Participation Rate
All Students	X	1,120,205	85.2%
American Indian or Alaska Native	X	8,135	89%
Asian or Native Hawaiian/Other Pacific Islander	✓	114,491	95.4%
Black or African American	X	174,731	89.1%
Hispanic or Latino	X	334,127	85.6%
Multiracial	X	37,400	84.6%
White	X	451,321	80.9%
English Language Learner	X	118,375	88.5%
Students with Disabilities	X	222,881	77.5%
Economically Disadvantaged	X	655,653	86.9%

**NYSESLAT USED FOR PARTICIPATION**

Grade	Number Taking NYSESLAT
Grade 3	3,466
Grade 4	3,388
Grade 5	3,401
Grade 6	3,379
Grade 7	3,169
Grade 8	3,147

## SECONDARY CORE SUBJECT PERFORMANCE

Subgroup	Subject	Cohort	Index	Combined Index
All Students	ELA	145,873	164.8	141.2
	Math	99,373	97.6	
	Science	114,028	171.3	
American Indian or Alaska Native	ELA	914	138	120.6
	Math	718	73.4	
	Science	845	165.4	
Asian or Native Hawaiian/Other Pacific Islander	ELA	14,150	186.4	174.2
	Math	14,105	145.9	
	Science	15,823	198.5	
Black or African American	ELA	20,397	127.5	106.7
	Math	14,843	54.4	
	Science	17,129	154.1	
Hispanic or Latino	ELA	35,325	132.9	113
	Math	26,450	60.7	
	Science	30,435	161.4	
Multiracial	ELA	3,462	168.4	144.6
	Math	1,975	104.9	
	Science	2,285	168.3	
White	ELA	71,625	187	159.1
	Math	41,282	120.4	
	Science	47,511	175.1	
English Language Learner	ELA	10,371	65.1	77.5
	Math	8,659	48.1	
	Science	9,116	140	
Students with Disabilities	ELA	22,213	97.6	91.9
	Math	12,362	48.1	
	Science	14,327	149.1	
Economically Disadvantaged	ELA	70,521	135.7	120.3
	Math	51,567	75.2	
	Science	59,179	164.7	

## SECONDARY WEIGHTED AVERAGE PERFORMANCE

Subgroup	Subject	Cohort	Index	Combined index
All Students	ELA	182,565	131.6	100.4
	Math	164,345	59	
	Science	168,904	115.6	
American Indian or Alaska Native	ELA	1,296	97.3	81.8
	Math	1,200	43.9	
	Science	1,210	115.5	
Asian or Native Hawaiian/Other Pacific Islander	ELA	19,186	137.4	135.7
	Math	18,489	111.3	
	Science	18,510	169.6	
Black or African American	ELA	28,902	90	70
	Math	26,059	31	
	Science	26,829	98.4	
Hispanic or Latino	ELA	49,485	94.8	76.7
	Math	43,492	36.9	
	Science	44,876	109.4	
Multiracial	ELA	4,113	141.7	100.9
	Math	3,581	57.8	
	Science	3,681	104.5	
White	ELA	79,583	168.3	117.4
	Math	71,524	69.5	
	Science	73,798	112.7	
English Language Learner	ELA	15,769	42.8	50.3
	Math	13,918	29.9	
	Science	13,880	92	
Students with Disabilities	ELA	31,155	69.6	53.6
	Math	26,772	22.2	
	Science	27,870	76.7	
Economically Disadvantaged	ELA	97,104	98.5	81.2
	Math	86,215	45	
	Science	88,872	109.7	

## SECONDARY GRADUATION RATE

Subgroup	Cohort	Number In Cohort	Number Graduated	Grad Rate	Average Grad Rate
All Students	4-year	202,009	176,073	87.2%	88.3%
	5-year	205,563	183,131	89.1%	
	6-year	206,980	183,455	88.6%	
American Indian or Alaska Native	4-year	1,606	1,316	81.9%	82.7%
	5-year	1,475	1,257	85.2%	
	6-year	1,401	1,133	80.9%	
Asian or Native Hawaiian/Other Pacific Islander	4-year	20,338	18,976	93.3%	93.7%
	5-year	20,326	19,117	94.1%	
	6-year	20,089	18,811	93.6%	
Black or African American	4-year	33,499	27,490	82.1%	83.5%
	5-year	34,585	29,196	84.4%	
	6-year	36,059	30,331	84.1%	
Hispanic or Latino	4-year	53,886	43,633	81%	82.5%
	5-year	53,459	44,847	83.9%	
	6-year	53,618	44,316	82.7%	
Multiracial	4-year	4,398	3,796	86.3%	88.2%
	5-year	3,951	3,528	89.3%	
	6-year	3,502	3,115	88.9%	
White	4-year	88,282	80,862	91.6%	92.4%
	5-year	91,767	85,186	92.8%	
	6-year	92,311	85,749	92.9%	
English Language Learner	4-year	20,439	14,410	70.5%	72.4%
	5-year	19,580	14,734	75.3%	
	6-year	20,282	14,471	71.3%	
Students with Disabilities	4-year	35,698	24,778	69.4%	71.2%
	5-year	35,550	25,585	72%	
	6-year	34,940	25,191	72.1%	
Economically Disadvantaged	4-year	105,094	86,807	82.6%	84.1%
	5-year	106,797	90,960	85.2%	
	6-year	108,961	92,203	84.6%	

**SECONDARY ELP**

Subgroup	Number Of ELLs	Benchmark	Progress Rate	Success Ratio
All Students	42,775	37%	36%	1.0
American Indian or Alaska Native	157	39%	30%	0.8
Asian or Native Hawaiian/Other Pacific Islander	5,756	38%	40%	1.1
Black or African American	2,894	38%	40%	1.1
Hispanic or Latino	30,686	37%	34%	0.9
Multiracial	232	41%	35%	0.9
White	3,050	39%	42%	1.1
English Language Learner	42,775	37%	36%	1.0
Students with Disabilities	10,587	30%	22%	0.7
Economically Disadvantaged	36,110	37%	35%	1.0

**SECONDARY CHRONIC ABSENTEEISM**

Subgroup	Students Enrolled	Students Chronically Absent	Chronic Absenteeism Rate
All Students	805,669	274,522	34.1%
American Indian or Alaska Native	5,683	2,686	47.3%
Asian or Native Hawaiian/Other Pacific Islander	81,830	17,408	21.3%
Black or African American	133,302	61,877	46.4%
Hispanic or Latino	240,493	105,013	43.7%
Multiracial	22,265	8,086	36.3%
White	322,096	79,452	24.7%
English Language Learner	98,194	42,679	43.5%
Students with Disabilities	140,481	62,980	44.8%
Economically Disadvantaged	463,658	203,706	43.9%

**SECONDARY ELA PARTICIPATION RATE**

Subgroup	Tested 95% In Current Year	Current Year 12th Grade Enrollment	Current Year Participation Rate
All Students	X	186,753	80.3%
American Indian or Alaska Native	X	1,444	73.7%
Asian or Native Hawaiian/Other Pacific Islander	X	19,577	73.9%
Black or African American	X	30,203	71.2%
Hispanic or Latino	X	51,481	72.1%
Multiracial	X	4,162	84.8%
White	X	79,886	90.4%
English Language Learner	X	10,586	64.2%
Students with Disabilities	X	28,779	72.7%
Economically Disadvantaged	X	98,958	73.7%

**SECONDARY MATHEMATICS PARTICIPATION RATE**

Subgroup	Tested 95% In Current Year	Current Year 12th Grade Enrollment	Current Year Participation Rate
All Students	X	169,176	62.8%
American Indian or Alaska Native	X	1,346	66.3%
Asian or Native Hawaiian/Other Pacific Islander	X	18,949	77.4%
Black or African American	X	27,612	61%
Hispanic or Latino	X	45,767	64.3%
Multiracial	X	3,627	57.7%
White	X	71,875	58.9%
English Language Learner	X	9,474	63.6%
Students with Disabilities	X	24,696	49.7%
Economically Disadvantaged	X	88,724	63.1%

**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	183,472	25,059	14%	158,413	86%	46,622	29%	40,677	26%	47,107	30%	24,007	15%	71,114	45%
Grade 4	183,783	27,658	15%	156,125	85%	34,565	22%	45,392	29%	47,049	30%	29,119	19%	76,168	49%
Grade 5	187,792	30,231	16%	157,561	84%	41,134	26%	45,390	29%	48,811	31%	22,226	14%	71,037	45%
Grade 6	188,442	33,969	18%	154,473	82%	40,022	26%	43,668	28%	42,449	27%	28,334	18%	70,783	46%
Grade 7	191,473	40,074	21%	151,399	79%	40,005	26%	38,727	26%	45,058	30%	27,609	18%	72,667	48%
Grade 8	196,313	50,676	26%	145,637	74%	25,376	17%	39,869	27%	48,470	33%	31,922	22%	80,392	55%
Grades 3-8	1,131,275	207,667	18%	923,608	82%	227,724	25%	253,723	27%	278,944	30%	163,217	18%	442,161	48%

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.



Percent Scoring at Levels for All Students

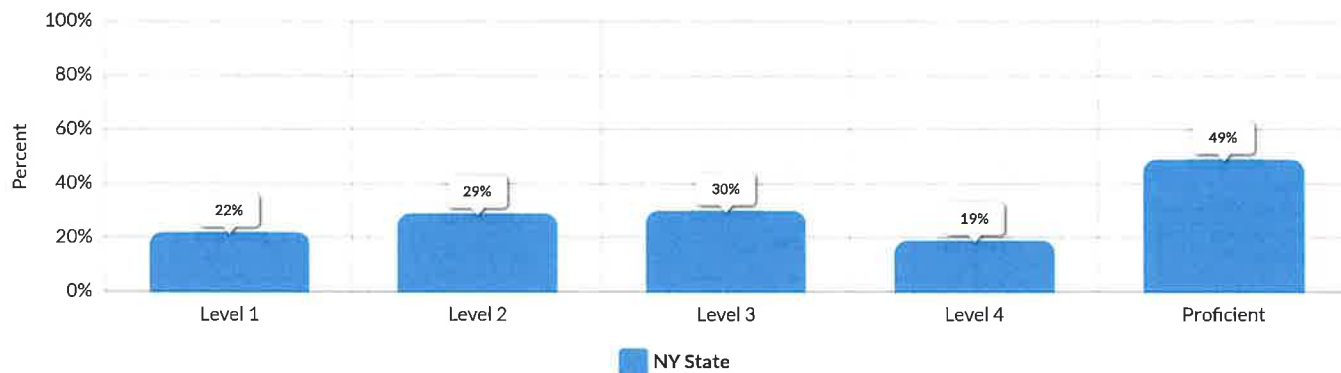




Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	183,472	25,059	14%	158,413	86%	46,622	29%	40,677	26%	47,107	30%	24,007	15%	71,114	45%
Female	89,624	11,064	12%	78,560	88%	20,445	26%	19,378	25%	24,596	31%	14,141	18%	38,737	49%
Male	93,841	13,994	15%	79,847	85%	26,177	33%	21,297	27%	22,507	28%	9,866	12%	32,373	41%
Non-Binary	7	1	14%	6	86%	0	0%	2	33%	4	67%	0	0%	4	67%
General Education Students	146,641	14,924	10%	131,717	90%	31,190	24%	34,014	26%	43,541	33%	22,972	17%	66,513	50%
Students with Disabilities	36,831	10,135	28%	26,696	72%	15,432	58%	6,663	25%	3,566	13%	1,035	4%	4,601	17%
American Indian or Alaska Native	1,348	155	11%	1,193	89%	392	33%	309	26%	338	28%	154	13%	492	41%
Asian or Native Hawaiian/Other Pacific Islander	19,344	1,647	9%	17,697	91%	2,773	16%	3,489	20%	6,400	36%	5,035	28%	11,435	65%
Black or African American	27,615	3,471	13%	24,144	87%	8,988	37%	6,092	25%	6,207	26%	2,857	12%	9,064	38%
Hispanic or Latino	54,645	9,199	17%	45,446	83%	17,729	39%	12,184	27%	11,062	24%	4,471	10%	15,533	34%
White	73,785	9,941	13%	63,844	87%	15,069	24%	17,125	27%	21,266	33%	10,384	16%	31,650	50%
Multiracial	6,735	646	10%	6,089	90%	1,671	27%	1,478	24%	1,834	30%	1,106	18%	2,940	48%
Economically Disadvantaged	106,755	14,621	14%	92,134	86%	35,742	39%	24,842	27%	22,419	24%	9,131	10%	31,550	34%
Not Economically Disadvantaged	76,717	10,438	14%	66,279	86%	10,880	16%	15,835	24%	24,688	37%	14,876	22%	39,564	60%
English Language Learner	24,833	6,259	25%	18,574	75%	10,821	58%	4,721	25%	2,507	13%	525	3%	3,032	16%
Non-English Language Learner	158,639	18,800	12%	139,839	88%	35,801	26%	35,956	26%	44,600	32%	23,482	17%	68,082	49%
In Foster Care	680	117	17%	563	83%	286	51%	149	26%	98	17%	30	5%	128	23%
Not in Foster Care	182,792	24,942	14%	157,850	86%	46,336	29%	40,528	26%	47,009	30%	23,977	15%	70,986	45%
Homeless	10,078	2,659	26%	7,419	74%	3,605	49%	1,803	24%	1,441	19%	570	8%	2,011	27%
Not Homeless	173,394	22,400	13%	150,994	87%	43,017	28%	38,874	26%	45,666	30%	23,437	16%	69,103	46%
Migrant	181	27	15%	154	85%	106	69%	27	18%	18	12%	3	2%	21	14%
Not Migrant	183,291	25,032	14%	158,259	86%	46,516	29%	40,650	26%	47,089	30%	24,004	15%	71,093	45%
Parent in Armed Forces	771	77	10%	694	90%	172	25%	200	29%	229	33%	93	13%	322	46%
Parent Not in Armed Forces	182,701	24,982	14%	157,719	86%	46,450	29%	40,477	26%	46,878	30%	23,914	15%	70,792	45%

**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.

**Percent Scoring at Levels for All Students**

Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	183,783	27,658	15%	156,125	85%	34,565	22%	45,392	29%	47,049	30%	29,119	19%	76,168	49%
Female	89,195	12,688	14%	76,507	86%	14,593	19%	21,698	28%	23,977	31%	16,239	21%	40,216	53%
Male	94,575	14,966	16%	79,609	84%	19,970	25%	23,692	30%	23,070	29%	12,877	16%	35,947	45%
Non-Binary	13	4	31%	9	69%	2	22%	2	22%	2	22%	3	33%	5	56%
General Education Students	145,776	17,263	12%	128,513	88%	20,771	16%	36,973	29%	42,869	33%	27,900	22%	70,769	55%
Students with Disabilities	38,007	10,395	27%	27,612	73%	13,794	50%	8,419	30%	4,180	15%	1,219	4%	5,399	20%
American Indian or Alaska Native	1,416	189	13%	1,227	87%	303	25%	369	30%	338	28%	217	18%	555	45%
Asian or Native Hawaiian/Other Pacific Islander	18,878	1,654	9%	17,224	91%	1,760	10%	3,331	19%	5,795	34%	6,338	37%	12,133	70%
Black or African American	28,119	3,312	12%	24,807	88%	7,190	29%	7,681	31%	6,697	27%	3,239	13%	9,936	40%
Hispanic or Latino	55,061	9,555	17%	45,506	83%	13,220	29%	14,727	32%	12,170	27%	5,389	12%	17,559	39%
White	73,793	12,176	17%	61,617	83%	10,836	18%	17,685	29%	20,470	33%	12,626	20%	33,096	54%
Multiracial	6,516	772	12%	5,744	88%	1,256	22%	1,599	28%	1,579	27%	1,310	23%	2,889	50%
Economically Disadvantaged	107,830	15,561	14%	92,269	86%	27,319	30%	29,682	32%	24,057	26%	11,211	12%	35,268	38%
Not Economically Disadvantaged	75,953	12,097	16%	63,856	84%	7,246	11%	15,710	25%	22,992	36%	17,908	28%	40,900	64%
English Language Learner	21,739	6,156	28%	15,583	72%	8,070	52%	5,503	35%	1,838	12%	172	1%	2,010	13%
Non-English Language Learner	162,044	21,502	13%	140,542	87%	26,495	19%	39,889	28%	45,211	32%	28,947	21%	74,158	53%
In Foster Care	688	108	16%	580	84%	263	45%	189	33%	108	19%	20	3%	128	22%
Not in Foster Care	183,095	27,550	15%	155,545	85%	34,302	22%	45,203	29%	46,941	30%	29,099	19%	76,040	49%
Homeless	10,121	2,565	25%	7,556	75%	2,905	38%	2,277	30%	1,674	22%	700	9%	2,374	31%
Not Homeless	173,662	25,093	14%	148,569	86%	31,660	21%	43,115	29%	45,375	31%	28,419	19%	73,794	50%
Migrant	182	38	21%	144	79%	69	48%	45	31%	25	17%	5	3%	30	21%
Not Migrant	183,601	27,620	15%	155,981	85%	34,496	22%	45,347	29%	47,024	30%	29,114	19%	76,138	49%
Parent in Armed Forces	730	75	10%	655	90%	103	16%	200	31%	235	36%	117	18%	352	54%
Parent Not in Armed Forces	183,053	27,583	15%	155,470	85%	34,462	22%	45,192	29%	46,814	30%	29,002	19%	75,816	49%

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.



Percent Scoring at Levels for All Students



Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	187,792	30,231	16%	157,561	84%	41,134	26%	45,390	29%	48,811	31%	22,226	14%	71,037	45%
Female	91,470	14,082	15%	77,388	85%	16,998	22%	22,275	29%	25,369	33%	12,746	16%	38,115	49%
Male	96,307	16,148	17%	80,159	83%	24,136	30%	23,110	29%	23,434	29%	9,479	12%	32,913	41%
Non-Binary	15	1	7%	14	93%	0	0%	5	36%	8	57%	1	7%	9	64%
General Education Students	149,216	19,677	13%	129,539	87%	25,182	19%	37,786	29%	45,067	35%	21,504	17%	66,571	51%
Students with Disabilities	38,576	10,554	27%	28,022	73%	15,952	57%	7,604	27%	3,744	13%	722	3%	4,466	16%
American Indian or Alaska Native	1,428	199	14%	1,229	86%	343	28%	381	31%	365	30%	140	11%	505	41%
Asian or Native Hawaiian/Other Pacific Islander	20,063	1,603	8%	18,460	92%	2,137	12%	3,710	20%	6,886	37%	5,727	31%	12,613	68%
Black or African American	29,303	3,571	12%	25,732	88%	8,754	34%	7,871	31%	6,966	27%	2,141	8%	9,107	35%
Hispanic or Latino	55,954	10,302	18%	45,652	82%	14,778	32%	14,405	32%	12,509	27%	3,960	9%	16,469	36%
White	74,717	13,710	18%	61,007	82%	13,639	22%	17,561	29%	20,488	34%	9,319	15%	29,807	49%
Multiracial	6,327	846	13%	5,481	87%	1,483	27%	1,462	27%	1,597	29%	939	17%	2,536	46%
Economically Disadvantaged	110,361	16,767	15%	93,594	85%	31,594	34%	28,804	31%	24,669	26%	8,527	9%	33,196	35%
Not Economically Disadvantaged	77,431	13,464	17%	63,967	83%	9,540	15%	16,586	26%	24,142	38%	13,699	21%	37,841	59%
English Language Learner	20,963	6,193	30%	14,770	70%	8,640	58%	4,524	31%	1,505	10%	101	1%	1,606	11%
Non-English Language Learner	166,829	24,038	14%	142,791	86%	32,494	23%	40,866	29%	47,306	33%	22,125	15%	69,431	49%
In Foster Care	612	103	17%	509	83%	241	47%	151	30%	97	19%	20	4%	117	23%
Not in Foster Care	187,180	30,128	16%	157,052	84%	40,893	26%	45,239	29%	48,714	31%	22,206	14%	70,920	45%
Homeless	10,691	2,678	25%	8,013	75%	3,234	40%	2,340	29%	1,873	23%	566	7%	2,439	30%
Not Homeless	177,101	27,553	16%	149,548	84%	37,900	25%	43,050	29%	46,938	31%	21,660	14%	68,598	46%
Migrant	156	23	15%	133	85%	70	53%	44	33%	17	13%	2	2%	19	14%
Not Migrant	187,636	30,208	16%	157,428	84%	41,064	26%	45,346	29%	48,794	31%	22,224	14%	71,018	45%
Parent in Armed Forces	768	76	10%	692	90%	177	26%	220	32%	205	30%	90	13%	295	43%
Parent Not in Armed Forces	187,024	30,155	16%	156,869	84%	40,957	26%	45,170	29%	48,606	31%	22,136	14%	70,742	45%

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	188,442	33,969	18%	154,473	82%	40,022	26%	43,668	28%	42,449	27%	28,334	18%	70,783	46%
Female	91,704	16,149	18%	75,555	82%	16,115	21%	20,996	28%	22,116	29%	16,328	22%	38,444	51%
Male	96,705	17,816	18%	78,889	82%	23,904	30%	22,664	29%	20,321	26%	12,000	15%	32,321	41%
Non-Binary	33	4	12%	29	88%	3	10%	8	28%	12	41%	6	21%	18	62%
General Education Students	150,588	23,189	15%	127,399	85%	23,682	19%	36,808	29%	39,487	31%	27,422	22%	66,909	53%
Students with Disabilities	37,854	10,780	28%	27,074	72%	16,340	60%	6,860	25%	2,962	11%	912	3%	3,874	14%
American Indian or Alaska Native	1,380	184	13%	1,196	87%	401	34%	338	28%	300	25%	157	13%	457	38%
Asian or Native Hawaiian/Other Pacific Islander	18,790	1,533	8%	17,257	92%	1,969	11%	3,269	19%	5,521	32%	6,498	38%	12,019	70%
Black or African American	29,876	3,779	13%	26,097	87%	8,640	33%	8,006	31%	6,342	24%	3,109	12%	9,451	36%
Hispanic or Latino	56,217	10,804	19%	45,413	81%	15,368	34%	14,211	31%	10,818	24%	5,016	11%	15,834	35%
White	75,851	16,585	22%	59,266	78%	12,261	21%	16,489	28%	18,088	31%	12,428	21%	30,516	51%
Multiracial	6,328	1,084	17%	5,244	83%	1,383	26%	1,355	26%	1,380	26%	1,126	21%	2,506	48%
Economically Disadvantaged	112,670	18,231	16%	94,439	84%	31,490	33%	28,794	30%	22,385	24%	11,770	12%	34,155	36%
Not Economically Disadvantaged	75,772	15,738	21%	60,034	79%	8,532	14%	14,874	25%	20,064	33%	16,564	28%	36,628	61%
English Language Learner	19,178	5,772	30%	13,406	70%	8,916	67%	3,567	27%	833	6%	90	1%	923	7%
Non-English Language Learner	169,264	28,197	17%	141,067	83%	31,106	22%	40,101	28%	41,616	30%	28,244	20%	69,860	50%
In Foster Care	604	118	20%	486	80%	252	52%	128	26%	86	18%	20	4%	106	22%
Not in Foster Care	187,838	33,851	18%	153,987	82%	39,770	26%	43,540	28%	42,363	28%	28,314	18%	70,677	46%
Homeless	10,316	2,432	24%	7,884	76%	3,316	42%	2,321	29%	1,550	20%	697	9%	2,247	29%
Not Homeless	178,126	31,537	18%	146,589	82%	36,706	25%	41,347	28%	40,899	28%	27,637	19%	68,536	47%
Migrant	129	29	22%	100	78%	59	59%	30	30%	9	9%	2	2%	11	11%
Not Migrant	188,313	33,940	18%	154,373	82%	39,963	26%	43,638	28%	42,440	27%	28,332	18%	70,772	46%
Parent in Armed Forces	749	85	11%	664	89%	141	21%	186	28%	215	32%	122	18%	337	51%
Parent Not in Armed Forces	187,693	33,884	18%	153,809	82%	39,881	26%	43,482	28%	42,234	27%	28,212	18%	70,446	46%

**GRADE 7 ELA RESULTS**

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

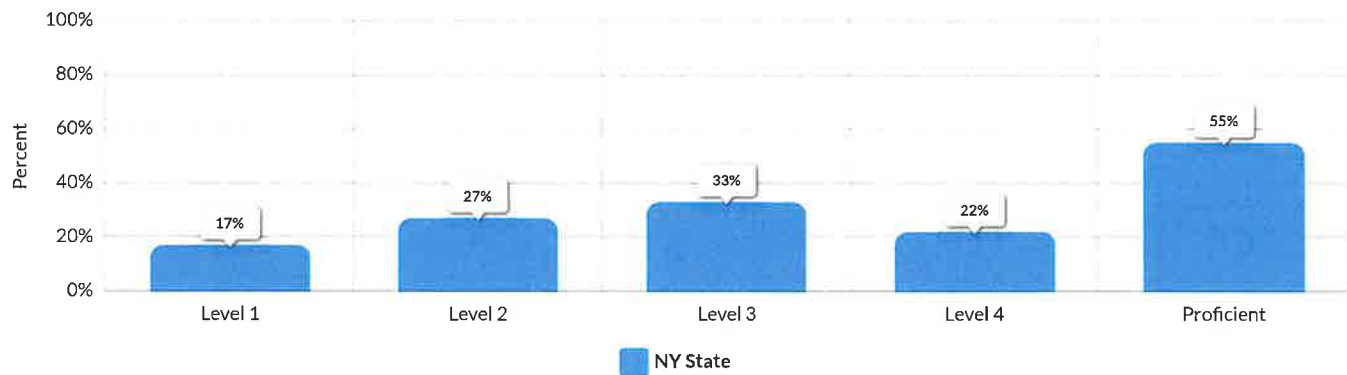




Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	191,473	40,074	21%	151,399	79%	40,005	26%	38,727	26%	45,058	30%	27,609	18%	72,667	48%
Female	92,630	19,487	21%	73,143	79%	15,195	21%	17,890	24%	23,594	32%	16,464	23%	40,058	55%
Male	98,782	20,576	21%	78,206	79%	24,805	32%	20,823	27%	21,453	27%	11,125	14%	32,578	42%
Non-Binary	61	11	18%	50	82%	5	10%	14	28%	11	22%	20	40%	31	62%
General Education Students	153,209	28,395	19%	124,814	81%	24,524	20%	31,988	26%	41,646	33%	26,656	21%	68,302	55%
Students with Disabilities	38,264	11,679	31%	26,585	69%	15,481	58%	6,739	25%	3,412	13%	953	4%	4,365	16%
American Indian or Alaska Native	1,339	201	15%	1,138	85%	360	32%	291	26%	307	27%	180	16%	487	43%
Asian or Native Hawaiian/Other Pacific Islander	18,636	1,773	10%	16,863	90%	1,890	11%	2,875	17%	5,774	34%	6,324	38%	12,098	72%
Black or African American	30,733	4,583	15%	26,150	85%	8,516	33%	7,131	27%	7,118	27%	3,385	13%	10,503	40%
Hispanic or Latino	57,899	12,227	21%	45,672	79%	15,493	34%	12,564	28%	12,237	27%	5,378	12%	17,615	39%
White	76,844	19,940	26%	56,904	74%	12,485	22%	14,778	26%	18,295	32%	11,346	20%	29,641	52%
Multiracial	6,022	1,350	22%	4,672	78%	1,261	27%	1,088	23%	1,327	28%	996	21%	2,323	50%
Economically Disadvantaged	111,719	20,883	19%	90,836	81%	30,490	34%	24,798	27%	23,981	26%	11,567	13%	35,548	39%
Not Economically Disadvantaged	79,754	19,191	24%	60,563	76%	9,515	16%	13,929	23%	21,077	35%	16,042	26%	37,119	61%
English Language Learner	17,019	5,538	33%	11,481	67%	8,704	76%	2,299	20%	446	4%	32	0%	478	4%
Non-English Language Learner	174,454	34,536	20%	139,918	80%	31,301	22%	36,428	26%	44,612	32%	27,577	20%	72,189	52%
In Foster Care	641	135	21%	506	79%	239	47%	134	26%	97	19%	36	7%	133	26%
Not in Foster Care	190,832	39,939	21%	150,893	79%	39,766	26%	38,593	26%	44,961	30%	27,573	18%	72,534	48%
Homeless	10,237	2,517	25%	7,720	75%	3,194	41%	2,022	26%	1,763	23%	741	10%	2,504	32%
Not Homeless	181,236	37,557	21%	143,679	79%	36,811	26%	36,705	26%	43,295	30%	26,868	19%	70,163	49%
Migrant	164	51	31%	113	69%	70	62%	18	16%	23	20%	2	2%	25	22%
Not Migrant	191,309	40,023	21%	151,286	79%	39,935	26%	38,709	26%	45,035	30%	27,607	18%	72,642	48%
Parent in Armed Forces	628	84	13%	544	87%	109	20%	152	28%	173	32%	110	20%	283	52%
Parent Not in Armed Forces	190,845	39,990	21%	150,855	79%	39,896	26%	38,575	26%	44,885	30%	27,499	18%	72,384	48%

**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.

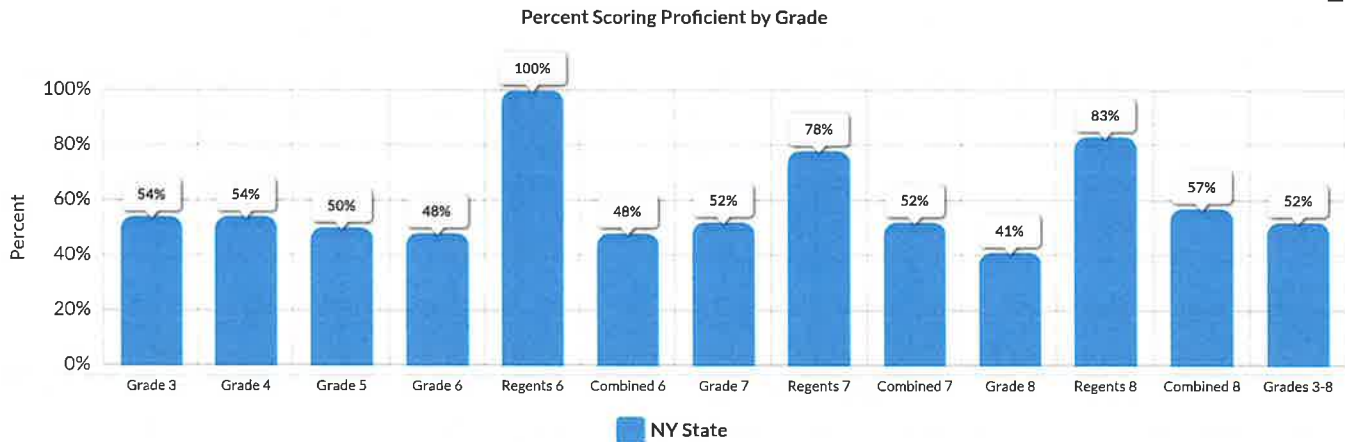
**Percent Scoring at Levels for All Students**

Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	196,313	50,676	26%	145,637	74%	25,376	17%	39,869	27%	48,470	33%	31,922	22%	80,392	55%
Female	94,872	25,244	27%	69,628	73%	9,033	13%	17,859	26%	24,917	36%	17,819	26%	42,736	61%
Male	101,342	25,394	25%	75,948	75%	16,338	22%	22,000	29%	23,532	31%	14,078	19%	37,610	50%
Non-Binary	99	38	38%	61	62%	5	8%	10	16%	21	34%	25	41%	46	75%
General Education Students	157,578	37,305	24%	120,273	76%	14,518	12%	30,850	26%	44,080	37%	30,825	26%	74,905	62%
Students with Disabilities	38,735	13,371	35%	25,364	65%	10,858	43%	9,019	36%	4,390	17%	1,097	4%	5,487	22%
American Indian or Alaska Native	1,330	248	19%	1,082	81%	198	18%	315	29%	371	34%	198	18%	569	53%
Asian or Native Hawaiian/Other Pacific Islander	19,355	2,471	13%	16,884	87%	1,123	7%	2,478	15%	5,726	34%	7,557	45%	13,283	79%
Black or African American	32,232	5,870	18%	26,362	82%	5,613	21%	8,206	31%	8,508	32%	4,035	15%	12,543	48%
Hispanic or Latino	58,557	14,736	25%	43,821	75%	9,575	22%	13,432	31%	13,902	32%	6,912	16%	20,814	47%
White	78,988	25,722	33%	53,266	67%	8,112	15%	14,358	27%	18,554	35%	12,242	23%	30,796	58%
Multiracial	5,851	1,629	28%	4,222	72%	755	18%	1,080	26%	1,409	33%	978	23%	2,387	57%
Economically Disadvantaged	114,216	25,871	23%	88,345	77%	19,243	22%	26,916	30%	27,451	31%	14,735	17%	42,186	48%
Not Economically Disadvantaged	82,097	24,805	30%	57,292	70%	6,133	11%	12,953	23%	21,019	37%	17,187	30%	38,206	67%
English Language Learner	16,222	5,775	36%	10,447	64%	6,352	61%	3,375	32%	691	7%	29	0%	720	7%
Non-English Language Learner	180,091	44,901	25%	135,190	75%	19,024	14%	36,494	27%	47,779	35%	31,893	24%	79,672	59%
In Foster Care	643	174	27%	469	73%	178	38%	157	33%	113	24%	21	4%	134	29%
Not in Foster Care	195,670	50,502	26%	145,168	74%	25,198	17%	39,712	27%	48,357	33%	31,901	22%	80,258	55%
Homeless	10,114	2,705	27%	7,409	73%	2,081	28%	2,208	30%	2,137	29%	983	13%	3,120	42%
Not Homeless	186,199	47,971	26%	138,228	74%	23,295	17%	37,661	27%	46,333	34%	30,939	22%	77,272	56%
Migrant	160	45	28%	115	72%	72	63%	24	21%	16	14%	3	3%	19	17%
Not Migrant	196,153	50,631	26%	145,522	74%	25,304	17%	39,845	27%	48,454	33%	31,919	22%	80,373	55%
Parent in Armed Forces	700	123	18%	577	82%	83	14%	156	27%	206	36%	132	23%	338	59%
Parent Not in Armed Forces	195,613	50,553	26%	145,060	74%	25,293	17%	39,713	27%	48,264	33%	31,790	22%	80,054	55%

## 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	183,555	21,993	12%	161,562	88%	25,395	16%	49,439	31%	58,581	36%	28,147	17%	86,728	54%
Grade 4	183,945	24,693	13%	159,252	87%	36,365	23%	37,124	23%	60,441	38%	25,322	16%	85,763	54%
Grade 5	187,920	28,708	15%	159,212	85%	42,836	27%	37,256	23%	52,938	33%	26,182	16%	79,120	50%
Grade 6	188,549	34,206	18%	154,343	82%	41,238	27%	38,910	25%	52,799	34%	21,396	14%	74,195	48%
Regents 6	—	—	—	15	0%	0	0%	0	0%	0	0%	15	100%	15	100%
Combined 6	188,549	34,191	18%	154,358	82%	41,238	27%	38,910	25%	52,799	34%	21,411	14%	74,210	48%
Grade 7	191,575	42,345	22%	149,230	78%	32,063	21%	39,654	27%	44,130	30%	33,383	22%	77,513	52%
Regents 7	—	—	—	1,093	1%	149	14%	89	8%	158	14%	697	64%	855	78%
Combined 7	191,575	41,252	22%	150,323	78%	32,212	21%	39,743	26%	44,288	29%	34,080	23%	78,368	52%
Grade 8	196,392	101,085	51%	95,307	49%	39,014	41%	17,463	18%	28,536	30%	10,294	11%	38,830	41%
Regents 8	—	—	—	60,694	31%	5,299	9%	4,854	8%	15,085	25%	35,456	58%	50,541	83%
Combined 8	196,392	40,391	21%	156,001	79%	44,313	28%	22,317	14%	43,621	28%	45,750	29%	89,371	57%
Grades 3-8	1,131,936	191,228	17%	940,708	83%	222,359	24%	224,789	24%	312,668	33%	180,892	19%	493,560	52%

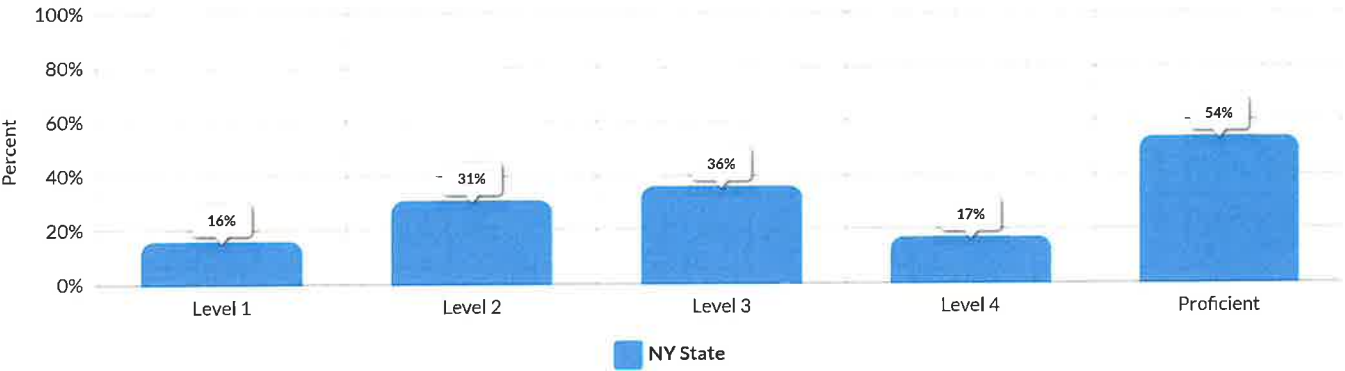
See report card Glossary and Guide for criteria used to include students in this table.

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.



Percent Scoring at Levels for All Students



Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	183,555	21,993	12%	161,562	88%	25,395	16%	49,439	31%	58,581	36%	28,147	17%	86,728	54%
Female	89,662	9,904	11%	79,758	89%	12,724	16%	25,642	32%	28,347	36%	13,045	16%	41,392	52%
Male	93,886	12,088	13%	81,798	87%	12,671	15%	23,796	29%	30,232	37%	15,099	18%	45,331	55%
Non-Binary	7	1	14%	6	86%	0	0%	1	17%	2	33%	3	50%	5	83%
General Education Students	146,743	11,958	8%	134,785	92%	15,336	11%	39,882	30%	53,025	39%	26,542	20%	79,567	59%
Students with Disabilities	36,812	10,035	27%	26,777	73%	10,059	38%	9,557	36%	5,556	21%	1,605	6%	7,161	27%
American Indian or Alaska Native	1,347	157	12%	1,190	88%	203	17%	389	33%	411	35%	187	16%	598	50%
Asian or Native Hawaiian/Other Pacific Islander	19,355	1,060	5%	18,295	95%	1,077	6%	3,244	18%	7,167	39%	6,807	37%	13,974	76%
Black or African American	27,618	3,354	12%	24,264	88%	5,587	23%	8,065	33%	7,404	31%	3,208	13%	10,612	44%
Hispanic or Latino	54,741	7,240	13%	47,501	87%	10,426	22%	17,321	36%	14,702	31%	5,052	11%	19,754	42%
White	73,765	9,521	13%	64,244	87%	7,109	11%	18,654	29%	26,821	42%	11,660	18%	38,481	60%
Multiracial	6,729	661	10%	6,068	90%	993	16%	1,766	29%	2,076	34%	1,233	20%	3,309	55%
Economically Disadvantaged	106,769	12,191	11%	94,578	89%	20,823	22%	33,644	36%	29,180	31%	10,931	12%	40,111	42%
Not Economically Disadvantaged	76,786	9,802	13%	66,984	87%	4,572	7%	15,795	24%	29,401	44%	17,216	26%	46,617	70%
English Language Learner	24,960	3,000	12%	21,960	88%	6,572	30%	8,868	40%	5,274	24%	1,246	6%	6,520	30%
Non-English Language Learner	158,595	18,993	12%	139,602	88%	18,823	13%	40,571	29%	53,307	38%	26,901	19%	80,208	57%
In Foster Care	676	109	16%	567	84%	190	34%	227	40%	124	22%	26	5%	150	26%
Not in Foster Care	182,879	21,884	12%	160,995	88%	25,205	16%	49,212	31%	58,457	36%	28,121	17%	86,578	54%
Homeless	10,151	1,457	14%	8,694	86%	2,810	32%	3,157	36%	2,065	24%	662	8%	2,727	31%
Not Homeless	173,404	20,536	12%	152,868	88%	22,585	15%	46,282	30%	56,516	37%	27,485	18%	84,001	55%
Migrant	180	17	9%	163	91%	60	37%	73	45%	27	17%	3	2%	30	18%
Not Migrant	183,375	21,976	12%	161,399	88%	25,335	16%	49,366	31%	58,554	36%	28,144	17%	86,698	54%
Parent in Armed Forces	771	62	8%	709	92%	90	13%	223	31%	297	42%	99	14%	396	56%
Parent Not in Armed Forces	182,784	21,931	12%	160,853	88%	25,305	16%	49,216	31%	58,284	36%	28,048	17%	86,332	54%

**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	183,945	24,693	13%	159,252	87%	36,365	23%	37,124	23%	60,441	38%	25,322	16%	85,763	54%
Female	89,252	11,493	13%	77,759	87%	18,581	24%	19,321	25%	28,909	37%	10,948	14%	39,857	51%
Male	94,680	13,198	14%	81,482	86%	17,780	22%	17,803	22%	31,526	39%	14,373	18%	45,899	56%
Non-Binary	13	2	15%	11	85%	4	36%	0	0%	6	55%	1	9%	7	64%
General Education Students	145,933	14,290	10%	131,643	90%	22,350	17%	30,462	23%	54,762	42%	24,069	18%	78,831	60%
Students with Disabilities	38,012	10,403	27%	27,609	73%	14,015	51%	6,662	24%	5,679	21%	1,253	5%	6,932	25%
American Indian or Alaska Native	1,417	178	13%	1,239	87%	349	28%	292	24%	429	35%	169	14%	598	48%
Asian or Native Hawaiian/Other Pacific Islander	18,918	1,118	6%	17,800	94%	1,563	9%	2,518	14%	7,163	40%	6,556	37%	13,719	77%
Black or African American	28,145	3,289	12%	24,856	88%	8,328	34%	6,180	25%	7,833	32%	2,515	10%	10,348	42%
Hispanic or Latino	55,138	7,692	14%	47,446	86%	15,491	33%	12,824	27%	14,969	32%	4,162	9%	19,131	40%
White	73,814	11,624	16%	62,190	84%	9,376	15%	14,026	23%	27,958	45%	10,830	17%	38,788	62%
Multiracial	6,513	792	12%	5,721	88%	1,258	22%	1,284	22%	2,089	37%	1,090	19%	3,179	56%
Economically Disadvantaged	107,885	13,471	12%	94,414	88%	29,665	31%	24,844	26%	30,307	32%	9,598	10%	39,905	42%
Not Economically Disadvantaged	76,060	11,222	15%	64,838	85%	6,700	10%	12,280	19%	30,134	46%	15,724	24%	45,858	71%
English Language Learner	21,877	3,026	14%	18,851	86%	9,238	49%	5,496	29%	3,641	19%	476	3%	4,117	22%
Non-English Language Learner	162,068	21,667	13%	140,401	87%	27,127	19%	31,628	23%	56,800	40%	24,846	18%	81,646	58%
In Foster Care	684	96	14%	588	86%	298	51%	148	25%	119	20%	23	4%	142	24%
Not in Foster Care	183,261	24,597	13%	158,664	87%	36,067	23%	36,976	23%	60,322	38%	25,299	16%	85,621	54%
Homeless	10,189	1,417	14%	8,772	86%	4,007	46%	2,126	24%	2,057	23%	582	7%	2,639	30%
Not Homeless	173,756	23,276	13%	150,480	87%	32,358	22%	34,998	23%	58,384	39%	24,740	16%	83,124	55%
Migrant	182	24	13%	158	87%	86	54%	41	26%	27	17%	4	3%	31	20%
Not Migrant	183,763	24,669	13%	159,094	87%	36,279	23%	37,083	23%	60,414	38%	25,318	16%	85,732	54%
Parent in Armed Forces	729	58	8%	671	92%	101	15%	165	25%	306	46%	99	15%	405	60%
Parent Not in Armed Forces	183,216	24,635	13%	158,581	87%	36,264	23%	36,959	23%	60,135	38%	25,223	16%	85,358	54%



**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	187,920	28,708	15%	159,212	85%	42,836	27%	37,256	23%	52,938	33%	26,182	16%	79,120	50%
Female	91,511	13,883	15%	77,628	85%	21,499	28%	19,093	25%	25,466	33%	11,570	15%	37,036	48%
Male	96,394	14,824	15%	81,570	85%	21,335	26%	18,160	22%	27,464	34%	14,611	18%	42,075	52%
Non-Binary	15	1	7%	14	93%	2	14%	3	21%	8	57%	1	7%	9	64%
General Education Students	149,363	17,697	12%	131,666	88%	27,222	21%	31,082	24%	48,342	37%	25,020	19%	73,362	56%
Students with Disabilities	38,557	11,011	29%	27,546	71%	15,614	57%	6,174	22%	4,596	17%	1,162	4%	5,758	21%
American Indian or Alaska Native	1,430	212	15%	1,218	85%	361	30%	311	26%	393	32%	153	13%	546	45%
Asian or Native Hawaiian/Other Pacific Islander	20,094	1,101	5%	18,993	95%	1,805	10%	2,709	14%	6,765	36%	7,714	41%	14,479	76%
Black or African American	29,313	3,854	13%	25,459	87%	10,072	40%	6,450	25%	6,811	27%	2,126	8%	8,937	35%
Hispanic or Latino	56,040	8,852	16%	47,188	84%	17,330	37%	12,634	27%	13,202	28%	4,022	9%	17,224	37%
White	74,718	13,764	18%	60,954	82%	11,809	19%	14,026	23%	24,038	39%	11,081	18%	35,119	58%
Multiracial	6,325	925	15%	5,400	85%	1,459	27%	1,126	21%	1,729	32%	1,086	20%	2,815	52%
Economically Disadvantaged	110,404	15,554	14%	94,850	86%	34,215	36%	24,473	26%	26,271	28%	9,891	10%	36,162	38%
Not Economically Disadvantaged	77,516	13,154	17%	64,362	83%	8,621	13%	12,783	20%	26,667	41%	16,291	25%	42,958	67%
English Language Learner	21,096	3,174	15%	17,922	85%	9,979	56%	4,653	26%	2,826	16%	464	3%	3,290	18%
Non-English Language Learner	166,824	25,534	15%	141,290	85%	32,857	23%	32,603	23%	50,112	35%	25,718	18%	75,830	54%
In Foster Care	612	105	17%	507	83%	264	52%	132	26%	97	19%	14	3%	111	22%
Not in Foster Care	187,308	28,603	15%	158,705	85%	42,572	27%	37,124	23%	52,841	33%	26,168	16%	79,009	50%
Homeless	10,754	1,545	14%	9,209	86%	4,395	48%	2,227	24%	1,986	22%	601	7%	2,587	28%
Not Homeless	177,166	27,163	15%	150,003	85%	38,441	26%	35,029	23%	50,952	34%	25,581	17%	76,533	51%
Migrant	156	16	10%	140	90%	84	60%	34	24%	20	14%	2	1%	22	16%
Not Migrant	187,764	28,692	15%	159,072	85%	42,752	27%	37,222	23%	52,918	33%	26,180	16%	79,098	50%
Parent in Armed Forces	769	73	9%	696	91%	168	24%	178	26%	233	33%	117	17%	350	50%
Parent Not in Armed Forces	187,151	28,635	15%	158,516	85%	42,668	27%	37,078	23%	52,705	33%	26,065	16%	78,770	50%

**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.



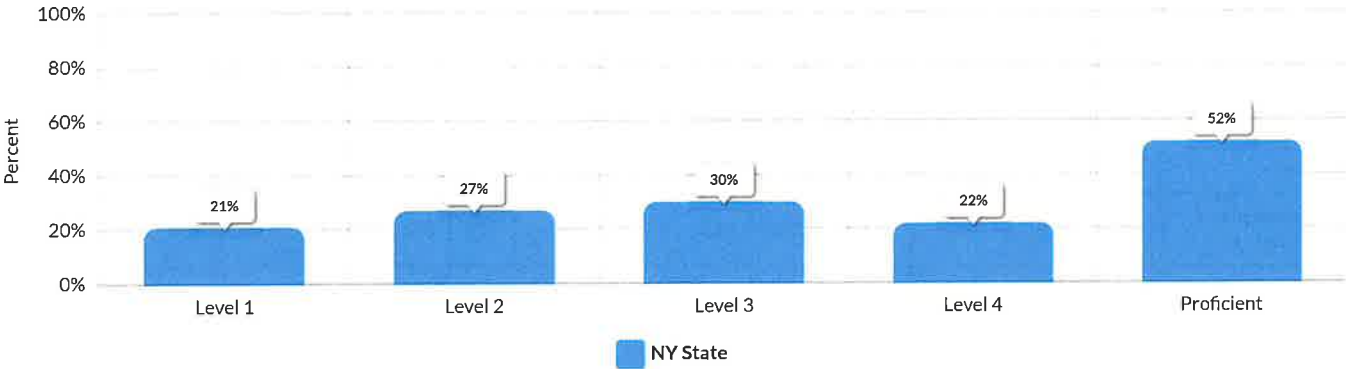
Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	188,549	34,206	18%	154,343	82%	41,238	27%	38,910	25%	52,799	34%	21,396	14%	74,195	48%
Female	91,763	16,866	18%	74,897	82%	19,871	27%	19,623	26%	25,304	34%	10,099	13%	35,403	47%
Male	96,753	17,335	18%	79,418	82%	21,364	27%	19,280	24%	27,480	35%	11,294	14%	38,774	49%
Non-Binary	33	5	15%	28	85%	3	11%	7	25%	15	54%	3	11%	18	64%
General Education Students	150,709	22,661	15%	128,048	85%	25,832	20%	32,631	25%	48,924	38%	20,661	16%	69,585	54%
Students with Disabilities	37,840	11,545	31%	26,295	69%	15,406	59%	6,279	24%	3,875	15%	735	3%	4,610	18%
American Indian or Alaska Native	1,383	196	14%	1,187	86%	439	37%	313	26%	326	27%	109	9%	435	37%
Asian or Native Hawaiian/Other Pacific Islander	18,817	1,199	6%	17,618	94%	1,714	10%	2,546	14%	6,720	38%	6,638	38%	13,358	76%
Black or African American	29,892	4,216	14%	25,676	86%	10,091	39%	6,932	27%	6,802	26%	1,851	7%	8,653	34%
Hispanic or Latino	56,290	9,806	17%	46,484	83%	17,349	37%	13,242	28%	12,753	27%	3,140	7%	15,893	34%
White	75,835	17,560	23%	58,275	77%	10,273	18%	14,629	25%	24,563	42%	8,810	15%	33,373	57%
Multiracial	6,332	1,229	19%	5,103	81%	1,372	27%	1,248	24%	1,635	32%	848	17%	2,483	49%
Economically Disadvantaged	112,686	18,112	16%	94,574	84%	33,470	35%	26,038	28%	26,434	28%	8,632	9%	35,066	37%
Not Economically Disadvantaged	75,863	16,094	21%	59,769	79%	7,768	13%	12,872	22%	26,365	44%	12,764	21%	39,129	65%
English Language Learner	19,307	2,873	15%	16,434	85%	9,647	59%	4,372	27%	2,115	13%	300	2%	2,415	15%
Non-English Language Learner	169,242	31,333	19%	137,909	81%	31,591	23%	34,538	25%	50,684	37%	21,096	15%	71,780	52%
In Foster Care	601	120	20%	481	80%	262	54%	130	27%	83	17%	6	1%	89	19%
Not in Foster Care	187,948	34,086	18%	153,862	82%	40,976	27%	38,780	25%	52,716	34%	21,390	14%	74,106	48%
Homeless	10,390	1,415	14%	8,975	86%	4,276	48%	2,363	26%	1,868	21%	468	5%	2,336	26%
Not Homeless	178,159	32,791	18%	145,368	82%	36,962	25%	36,547	25%	50,931	35%	20,928	14%	71,859	49%
Migrant	129	20	16%	109	84%	63	58%	27	25%	19	17%	0	0%	19	17%
Not Migrant	188,420	34,186	18%	154,234	82%	41,175	27%	38,883	25%	52,780	34%	21,396	14%	74,176	48%
Parent in Armed Forces	749	101	13%	648	87%	125	19%	192	30%	242	37%	89	14%	331	51%
Parent Not in Armed Forces	187,800	34,105	18%	153,695	82%	41,113	27%	38,718	25%	52,557	34%	21,307	14%	73,864	48%

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.



Percent Scoring at Levels for All Students



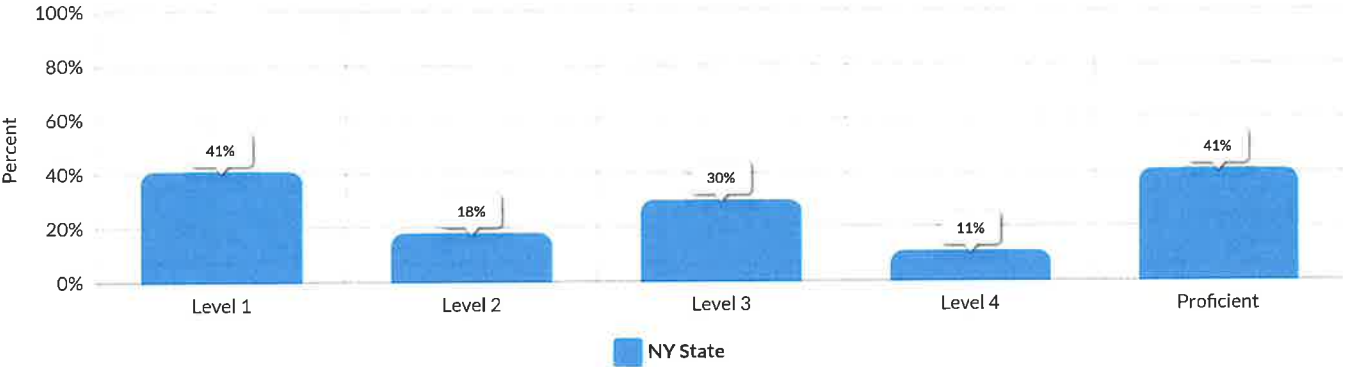
Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	191,575	42,345	22%	149,230	78%	32,063	21%	39,654	27%	44,130	30%	33,383	22%	77,513	52%
Female	92,677	21,217	23%	71,460	77%	14,859	21%	19,559	27%	21,147	30%	15,895	22%	37,042	52%
Male	98,837	21,113	21%	77,724	79%	17,194	22%	20,085	26%	22,966	30%	17,479	22%	40,445	52%
Non-Binary	61	15	25%	46	75%	10	22%	10	22%	17	37%	9	20%	26	57%
General Education Students	153,352	29,659	19%	123,693	81%	18,860	15%	32,321	26%	40,450	33%	32,062	26%	72,512	59%
Students with Disabilities	38,223	12,686	33%	25,537	67%	13,203	52%	7,333	29%	3,680	14%	1,321	5%	5,001	20%
American Indian or Alaska Native	1,341	219	16%	1,122	84%	302	27%	308	27%	318	28%	194	17%	512	46%
Asian or Native Hawaiian/Other Pacific Islander	18,652	1,702	9%	16,950	91%	1,191	7%	2,394	14%	4,695	28%	8,670	51%	13,365	79%
Black or African American	30,735	5,340	17%	25,395	83%	8,109	32%	7,796	31%	6,292	25%	3,198	13%	9,490	37%
Hispanic or Latino	57,994	12,115	21%	45,879	79%	13,501	29%	14,696	32%	11,987	26%	5,695	12%	17,682	39%
White	76,838	21,418	28%	55,420	72%	7,984	14%	13,390	24%	19,561	35%	14,485	26%	34,046	61%
Multiracial	6,015	1,551	26%	4,464	74%	976	22%	1,070	24%	1,277	29%	1,141	26%	2,418	54%
Economically Disadvantaged	111,717	21,910	20%	89,807	80%	25,670	29%	27,273	30%	23,260	26%	13,604	15%	36,864	41%
Not Economically Disadvantaged	79,858	20,435	26%	59,423	74%	6,393	11%	12,381	21%	20,870	35%	19,779	33%	40,649	68%
English Language Learner	17,167	3,088	18%	14,079	82%	7,652	54%	4,424	31%	1,585	11%	418	3%	2,003	14%
Non-English Language Learner	174,408	39,257	23%	135,151	77%	24,411	18%	35,230	26%	42,545	31%	32,965	24%	75,510	56%
In Foster Care	642	154	24%	488	76%	214	44%	151	31%	95	19%	28	6%	123	25%
Not in Foster Care	190,933	42,191	22%	148,742	78%	31,849	21%	39,503	27%	44,035	30%	33,355	22%	77,390	52%
Homeless	10,313	1,763	17%	8,550	83%	3,366	39%	2,635	31%	1,745	20%	804	9%	2,549	30%
Not Homeless	181,262	40,582	22%	140,680	78%	28,697	20%	37,019	26%	42,385	30%	32,579	23%	74,964	53%
Migrant	163	26	16%	137	84%	73	53%	41	30%	18	13%	5	4%	23	17%
Not Migrant	191,412	42,319	22%	149,093	78%	31,990	21%	39,613	27%	44,112	30%	33,378	22%	77,490	52%
Parent in Armed Forces	630	92	15%	538	85%	72	13%	157	29%	186	35%	123	23%	309	57%
Parent Not in Armed Forces	190,945	42,253	22%	148,692	78%	31,991	22%	39,497	27%	43,944	30%	33,260	22%	77,204	52%

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.



Percent Scoring at Levels for All Students



Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	196,392	101,085	51%	95,307	49%	39,014	41%	17,463	18%	28,536	30%	10,294	11%	38,830	41%
Female	94,898	50,460	53%	44,438	47%	16,611	37%	8,509	19%	14,207	32%	5,111	12%	19,318	43%
Male	101,395	50,576	50%	50,819	50%	22,391	44%	8,946	18%	14,305	28%	5,177	10%	19,482	38%
Non-Binary	99	49	49%	50	51%	12	24%	8	16%	24	48%	6	12%	30	60%
General Education Students	157,659	81,961	52%	75,698	48%	25,634	34%	14,501	19%	25,743	34%	9,820	13%	35,563	47%
Students with Disabilities	38,733	19,124	49%	19,609	51%	13,380	68%	2,962	15%	2,793	14%	474	2%	3,267	17%
American Indian or Alaska Native	1,334	654	49%	680	51%	321	47%	123	18%	179	26%	57	8%	236	35%
Asian or Native Hawaiian/Other Pacific Islander	19,380	11,189	58%	8,191	42%	1,582	19%	1,041	13%	2,931	36%	2,637	32%	5,568	68%
Black or African American	32,257	14,310	44%	17,947	56%	9,492	53%	2,930	16%	4,097	23%	1,428	8%	5,525	31%
Hispanic or Latino	58,605	28,069	48%	30,536	52%	15,230	50%	5,648	18%	7,320	24%	2,338	8%	9,658	32%
White	78,959	43,676	55%	35,283	45%	11,216	32%	7,203	20%	13,247	38%	3,617	10%	16,864	48%
Multiracial	5,857	3,187	54%	2,670	46%	1,173	44%	518	19%	762	29%	217	8%	979	37%
Economically Disadvantaged	114,221	51,551	45%	62,670	55%	29,962	48%	11,277	18%	15,701	25%	5,730	9%	21,431	34%
Not Economically Disadvantaged	82,171	49,534	60%	32,637	40%	9,052	28%	6,186	19%	12,835	39%	4,564	14%	17,399	53%
English Language Learner	16,328	5,954	36%	10,374	64%	7,417	71%	1,506	15%	1,213	12%	238	2%	1,451	14%
Non-English Language Learner	180,064	95,131	53%	84,933	47%	31,597	37%	15,957	19%	27,323	32%	10,056	12%	37,379	44%
In Foster Care	644	284	44%	360	56%	234	65%	65	18%	52	14%	9	3%	61	17%
Not in Foster Care	195,748	100,801	51%	94,947	49%	38,780	41%	17,398	18%	28,484	30%	10,285	11%	38,769	41%
Homeless	10,172	4,417	43%	5,755	57%	3,263	57%	951	17%	1,177	20%	364	6%	1,541	27%
Not Homeless	186,220	96,668	52%	89,552	48%	35,751	40%	16,512	18%	27,359	31%	9,930	11%	37,289	42%
Migrant	157	36	23%	121	77%	84	69%	22	18%	14	12%	1	1%	15	12%
Not Migrant	196,235	101,049	51%	95,186	49%	38,930	41%	17,441	18%	28,522	30%	10,293	11%	38,815	41%
Parent in Armed Forces	698	320	46%	378	54%	106	28%	87	23%	127	34%	58	15%	185	49%
Parent Not in Armed Forces	195,694	100,765	51%	94,929	49%	38,908	41%	17,376	18%	28,409	30%	10,236	11%	38,645	41%



**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	196,509	107,458	55%	89,051	45%	17,910	20%	28,921	32%	32,928	37%	9,292	10%	42,220	47%
Regents 8	—	—	—	66,776	34%	8,581	13%	5,992	9%	23,466	35%	28,737	43%	52,203	78%
Combined 8	196,509	40,682	21%	155,827	79%	26,491	17%	34,913	22%	56,394	36%	38,029	24%	94,423	61%

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

GRADE 8 SCIENCE RESULTS



Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	196,509	107,458	55%	89,051	45%	17,910	20%	28,921	32%	32,928	37%	9,292	10%	42,220	47%
Female	94,959	53,714	57%	41,245	43%	7,915	19%	14,106	34%	15,319	37%	3,905	9%	19,224	47%
Male	101,449	53,682	53%	47,767	47%	9,993	21%	14,807	31%	17,586	37%	5,381	11%	22,967	48%
Non-Binary	101	62	61%	39	39%	2	5%	8	21%	23	59%	6	15%	29	74%
General Education Students	157,892	87,017	55%	70,875	45%	11,113	16%	21,702	31%	29,223	41%	8,837	12%	38,060	54%
Students with Disabilities	38,617	20,441	53%	18,176	47%	6,797	37%	7,219	40%	3,705	20%	455	3%	4,160	23%
American Indian or Alaska Native	1,341	667	50%	674	50%	147	22%	258	38%	245	36%	24	4%	269	40%
Asian or Native Hawaiian/Other Pacific Islander	19,419	11,308	58%	8,111	42%	848	10%	1,806	22%	3,351	41%	2,106	26%	5,457	67%
Black or African American	32,255	16,877	52%	15,378	48%	5,174	34%	5,688	37%	3,937	26%	579	4%	4,516	29%
Hispanic or Latino	58,728	30,645	52%	28,083	48%	7,779	28%	11,049	39%	8,024	29%	1,231	4%	9,255	33%
White	78,918	44,647	57%	34,271	43%	3,511	10%	9,295	27%	16,400	48%	5,065	15%	21,465	63%
Multiracial	5,848	3,314	57%	2,534	43%	451	18%	825	33%	971	38%	287	11%	1,258	50%
Economically Disadvantaged	114,258	55,934	49%	58,324	51%	14,720	25%	21,048	36%	18,425	32%	4,131	7%	22,556	39%
Not Economically Disadvantaged	82,251	51,524	63%	30,727	37%	3,190	10%	7,873	26%	14,503	47%	5,161	17%	19,664	64%
English Language Learner	16,513	6,536	40%	9,977	60%	5,110	51%	3,721	37%	1,045	10%	101	1%	1,146	11%
Non-English Language Learner	179,996	100,922	56%	79,074	44%	12,800	16%	25,200	32%	31,883	40%	9,191	12%	41,074	52%
In Foster Care	649	329	51%	320	49%	114	36%	134	42%	66	21%	6	2%	72	23%
Not in Foster Care	195,860	107,129	55%	88,731	45%	17,796	20%	28,787	32%	32,862	37%	9,286	10%	42,148	48%
Homeless	10,294	4,911	48%	5,383	52%	1,867	35%	2,057	38%	1,250	23%	209	4%	1,459	27%
Not Homeless	186,215	102,547	55%	83,668	45%	16,043	19%	26,864	32%	31,678	38%	9,083	11%	40,761	49%
Migrant	158	45	28%	113	72%	50	44%	45	40%	16	14%	2	2%	18	16%
Not Migrant	196,351	107,413	55%	88,938	45%	17,860	20%	28,876	32%	32,912	37%	9,290	10%	42,202	47%
Parent in Armed Forces	699	319	46%	380	54%	37	10%	131	34%	162	43%	50	13%	212	56%
Parent Not in Armed Forces	195,810	107,139	55%	88,671	45%	17,873	20%	28,790	32%	32,766	37%	9,242	10%	42,008	47%

**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	222,203	26,974	12%	24,357	11%	51,540	23%	33,917	15%	85,415	38%	170,872	77%
Female	108,118	10,548	10%	10,603	10%	23,489	22%	16,275	15%	47,203	44%	86,967	80%
Male	113,930	16,418	14%	13,743	12%	28,029	25%	17,619	15%	38,121	33%	83,769	74%
Non-Binary	155	8	5%	11	7%	22	14%	23	15%	91	59%	136	88%
General Education Students	183,157	16,419	9%	15,853	9%	39,874	22%	29,683	16%	81,328	44%	150,885	82%
Students with Disabilities	39,046	10,555	27%	8,504	22%	11,666	30%	4,234	11%	4,087	10%	19,987	51%
American Indian or Alaska Native	1,616	247	15%	243	15%	443	27%	244	15%	439	27%	1,126	70%
Asian or Native Hawaiian/Other Pacific Islander	23,446	1,610	7%	1,542	7%	3,614	15%	3,228	14%	13,452	57%	20,294	87%
Black or African American	40,008	7,324	18%	6,559	16%	11,981	30%	5,964	15%	8,180	20%	26,125	65%
Hispanic or Latino	68,096	12,711	19%	9,671	14%	18,542	27%	10,365	15%	16,807	25%	45,714	67%
White	83,599	4,611	6%	5,811	7%	15,793	19%	13,263	16%	44,121	53%	73,177	88%
Multiracial	5,438	471	9%	531	10%	1,167	21%	853	16%	2,416	44%	4,436	82%
Economically Disadvantaged	128,898	21,362	17%	18,696	15%	35,597	28%	19,687	15%	33,556	26%	88,840	69%
Not Economically Disadvantaged	93,305	5,612	6%	5,661	6%	15,943	17%	14,230	15%	51,859	56%	82,032	88%
English Language Learner	20,852	10,482	50%	4,780	23%	4,326	21%	823	4%	441	2%	5,590	27%
Non-English Language Learner	201,351	16,492	8%	19,577	10%	47,214	23%	33,094	16%	84,974	42%	165,282	82%
In Foster Care	579	161	28%	107	18%	173	30%	68	12%	70	12%	311	54%
Not in Foster Care	221,624	26,813	12%	24,250	11%	51,367	23%	33,849	15%	85,345	39%	170,561	77%
Homeless	10,467	2,975	28%	1,731	17%	2,897	28%	1,258	12%	1,606	15%	5,761	55%
Not Homeless	211,736	23,999	11%	22,626	11%	48,643	23%	32,659	15%	83,809	40%	165,111	78%
Migrant	129	57	44%	24	19%	31	24%	5	4%	12	9%	48	37%
Not Migrant	222,074	26,917	12%	24,333	11%	51,509	23%	33,912	15%	85,403	38%	170,824	77%
Parent in Armed Forces	528	28	5%	36	7%	107	20%	88	17%	269	51%	464	88%
Parent Not in Armed Forces	221,675	26,946	12%	24,321	11%	51,433	23%	33,829	15%	85,146	38%	170,408	77%

# ANNUAL REGENTS EXAMINATION IN ALGEBRA I (2022-23)



Percent Scoring at Levels for All Students



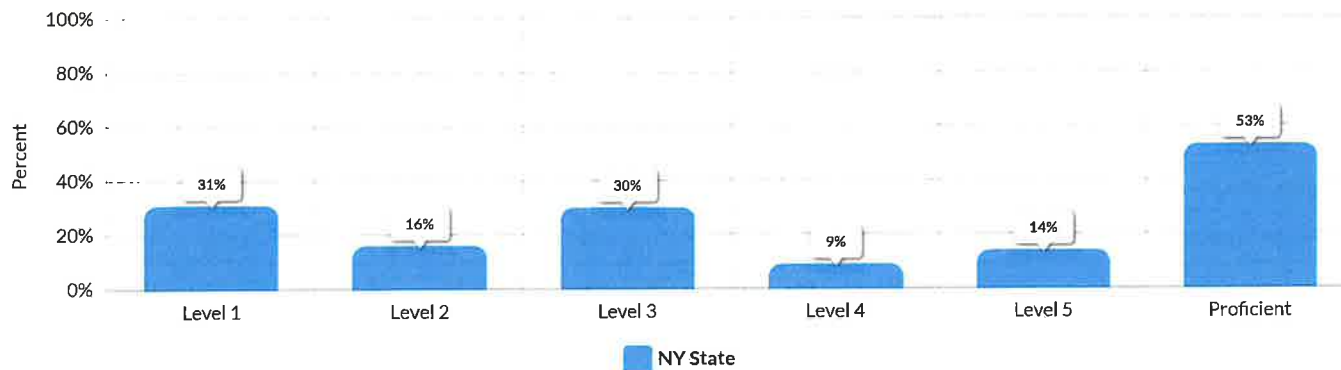
Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%
All Students	253,172	48,734	19%	40,846	16%	88,861	35%	37,509	15%	37,222	15%	163,592	65%
Female	120,734	21,114	17%	18,923	16%	42,854	35%	18,818	16%	19,025	16%	80,697	67%
Male	132,264	27,605	21%	21,900	17%	45,928	35%	18,662	14%	18,169	14%	82,759	63%
Non-Binary	174	15	9%	23	13%	79	45%	29	17%	28	16%	136	78%
General Education Students	205,765	29,653	14%	29,588	14%	75,169	37%	35,078	17%	36,277	18%	146,524	71%
Students with Disabilities	47,407	19,081	40%	11,258	24%	13,692	29%	2,431	5%	945	2%	17,068	36%
American Indian or Alaska Native	1,901	441	23%	363	19%	750	39%	226	12%	121	6%	1,097	58%
Asian or Native Hawaiian/Other Pacific Islander	24,477	1,885	8%	1,929	8%	6,504	27%	4,705	19%	9,454	39%	20,663	84%
Black or African American	46,021	13,946	30%	10,228	22%	16,556	36%	3,590	8%	1,701	4%	21,847	47%
Hispanic or Latino	84,822	22,832	27%	18,005	21%	31,274	37%	8,199	10%	4,512	5%	43,985	52%
White	88,329	8,306	9%	9,146	10%	31,145	35%	19,564	22%	20,168	23%	70,877	80%
Multiracial	7,622	1,324	17%	1,175	15%	2,632	35%	1,225	16%	1,266	17%	5,123	67%
Economically Disadvantaged	157,234	39,328	25%	31,595	20%	57,958	37%	16,752	11%	11,601	7%	86,311	55%
Not Economically Disadvantaged	95,938	9,406	10%	9,251	10%	30,903	32%	20,757	22%	25,621	27%	77,281	81%
English Language Learner	30,347	12,434	41%	7,498	25%	8,558	28%	1,297	4%	560	2%	10,415	34%
Non-English Language Learner	222,825	36,300	16%	33,348	15%	80,303	36%	36,212	16%	36,662	16%	153,177	69%
In Foster Care	788	337	43%	181	23%	230	29%	30	4%	10	1%	270	34%
Not in Foster Care	252,384	48,397	19%	40,665	16%	88,631	35%	37,479	15%	37,212	15%	163,322	65%
Homeless	15,250	5,384	35%	3,482	23%	4,905	32%	975	6%	504	3%	6,384	42%
Not Homeless	237,922	43,350	18%	37,364	16%	83,956	35%	36,534	15%	36,718	15%	157,208	66%
Migrant	208	57	27%	51	25%	83	40%	11	5%	6	3%	100	48%
Not Migrant	252,964	48,677	19%	40,795	16%	88,778	35%	37,498	15%	37,216	15%	163,492	65%
Parent in Armed Forces	777	101	13%	102	13%	321	41%	126	16%	127	16%	574	74%
Parent Not in Armed Forces	252,395	48,633	19%	40,744	16%	88,540	35%	37,383	15%	37,095	15%	163,018	65%



## ANNUAL REGENTS EXAMINATION IN GEOMETRY (2022-23)



Percent Scoring at Levels for All Students

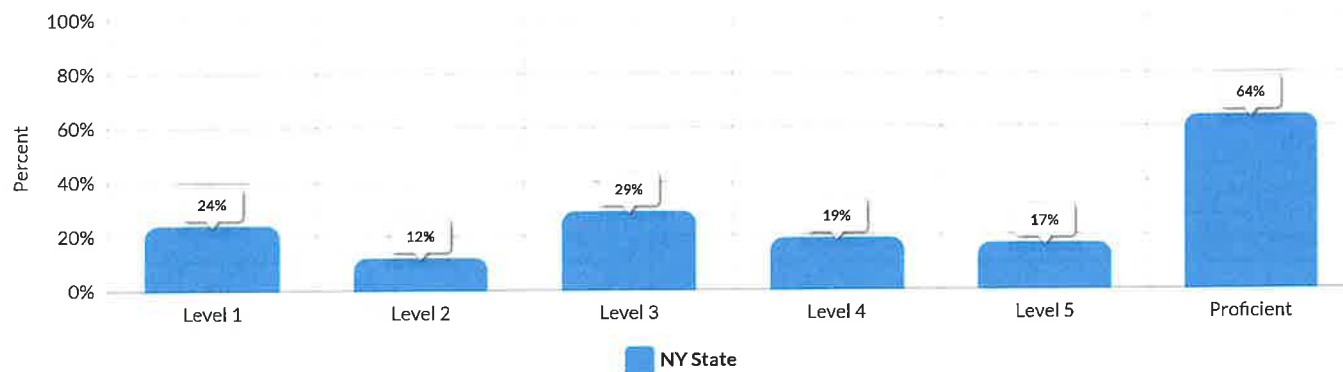


Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%
All Students	141,150	43,729	31%	22,404	16%	42,305	30%	12,890	9%	19,822	14%	75,017	53%
Female	71,860	22,296	31%	11,603	16%	21,538	30%	6,491	9%	9,932	14%	37,961	53%
Male	69,195	21,417	31%	10,790	16%	20,733	30%	6,380	9%	9,875	14%	36,988	53%
Non-Binary	95	16	17%	11	12%	34	36%	19	20%	15	16%	68	72%
General Education Students	126,959	35,069	28%	19,959	16%	39,922	31%	12,537	10%	19,472	15%	71,931	57%
Students with Disabilities	14,191	8,660	61%	2,445	17%	2,383	17%	353	2%	350	2%	3,086	22%
American Indian or Alaska Native	987	471	48%	180	18%	224	23%	53	5%	59	6%	336	34%
Asian or Native Hawaiian/Other Pacific Islander	19,116	3,178	17%	2,090	11%	5,378	28%	2,278	12%	6,192	32%	13,848	72%
Black or African American	20,731	11,635	56%	3,914	19%	4,090	20%	619	3%	473	2%	5,182	25%
Hispanic or Latino	38,073	18,200	48%	7,458	20%	9,057	24%	1,718	5%	1,640	4%	12,415	33%
White	58,521	9,324	16%	8,185	14%	22,400	38%	7,811	13%	10,801	18%	41,012	70%
Multiracial	3,722	921	25%	577	16%	1,156	31%	411	11%	657	18%	2,224	60%
Economically Disadvantaged	72,308	31,126	43%	13,147	18%	18,234	25%	4,161	6%	5,640	8%	28,035	39%
Not Economically Disadvantaged	68,842	12,603	18%	9,257	13%	24,071	35%	8,729	13%	14,182	21%	46,982	68%
English Language Learner	6,768	4,555	67%	1,048	15%	826	12%	135	2%	204	3%	1,165	17%
Non-English Language Learner	134,382	39,174	29%	21,356	16%	41,479	31%	12,755	9%	19,618	15%	73,852	55%
In Foster Care	193	130	67%	29	15%	26	13%	6	3%	2	1%	34	18%
Not in Foster Care	140,957	43,599	31%	22,375	16%	42,279	30%	12,884	9%	19,820	14%	74,983	53%
Homeless	4,511	2,617	58%	786	17%	799	18%	130	3%	179	4%	1,108	25%
Not Homeless	136,639	41,112	30%	21,618	16%	41,506	30%	12,760	9%	19,643	14%	73,909	54%
Migrant	44	21	48%	10	23%	11	25%	0	0%	2	5%	13	30%
Not Migrant	141,106	43,708	31%	22,394	16%	42,294	30%	12,890	9%	19,820	14%	75,004	53%
Parent in Armed Forces	432	95	22%	57	13%	153	35%	53	12%	74	17%	280	65%
Parent Not in Armed Forces	140,718	43,634	31%	22,347	16%	42,152	30%	12,837	9%	19,748	14%	74,737	53%

## ANNUAL REGENTS EXAMINATION IN ALGEBRA II (2022-23)



Percent Scoring at Levels for All Students



Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%
All Students	105,891	25,247	24%	12,737	12%	30,555	29%	19,802	19%	17,550	17%	67,907	64%
Female	55,228	13,115	24%	6,947	13%	16,269	29%	10,158	18%	8,739	16%	35,166	64%
Male	50,598	12,128	24%	5,786	11%	14,271	28%	9,613	19%	8,800	17%	32,684	65%
Non-Binary	65	4	6%	4	6%	15	23%	31	48%	11	17%	57	88%
General Education Students	98,152	20,867	21%	11,682	12%	29,093	30%	19,223	20%	17,287	18%	65,603	67%
Students with Disabilities	7,739	4,380	57%	1,055	14%	1,462	19%	579	7%	263	3%	2,304	30%
American Indian or Alaska Native	666	243	36%	116	17%	193	29%	72	11%	42	6%	307	46%
Asian or Native Hawaiian/Other Pacific Islander	16,705	2,183	13%	1,314	8%	3,960	24%	3,670	22%	5,578	33%	13,208	79%
Black or African American	14,249	6,764	47%	2,471	17%	3,506	25%	1,076	8%	432	3%	5,014	35%
Hispanic or Latino	26,016	11,213	43%	4,178	16%	6,681	26%	2,575	10%	1,369	5%	10,625	41%
White	45,574	4,373	10%	4,341	10%	15,424	34%	11,853	26%	9,583	21%	36,860	81%
Multiracial	2,681	471	18%	317	12%	791	30%	556	21%	546	20%	1,893	71%
Economically Disadvantaged	49,705	18,231	37%	7,427	15%	13,203	27%	6,227	13%	4,617	9%	24,047	48%
Not Economically Disadvantaged	56,186	7,016	12%	5,310	9%	17,352	31%	13,575	24%	12,933	23%	43,860	78%
English Language Learner	4,225	2,916	69%	476	11%	496	12%	212	5%	125	3%	833	20%
Non-English Language Learner	101,666	22,331	22%	12,261	12%	30,059	30%	19,590	19%	17,425	17%	67,074	66%
In Foster Care	96	57	59%	11	11%	21	22%	5	5%	2	2%	28	29%
Not in Foster Care	105,795	25,190	24%	12,726	12%	30,534	29%	19,797	19%	17,548	17%	67,879	64%
Homeless	3,077	1,667	54%	449	15%	585	19%	214	7%	162	5%	961	31%
Not Homeless	102,814	23,580	23%	12,288	12%	29,970	29%	19,588	19%	17,388	17%	66,946	65%
Migrant	16	5	31%	2	13%	5	31%	2	13%	2	13%	9	56%
Not Migrant	105,875	25,242	24%	12,735	12%	30,550	29%	19,800	19%	17,548	17%	67,898	64%
Parent in Armed Forces	329	56	17%	38	12%	117	36%	68	21%	50	15%	235	71%
Parent Not in Armed Forces	105,562	25,191	24%	12,699	12%	30,438	29%	19,734	19%	17,500	17%	67,672	64%

## ANNUAL REGENTS EXAMINATION IN LIVING ENVIRONMENT (2022-23)



Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%
All Students	216,197	43,693	20%	30,459	14%	88,830	41%	53,215	25%	142,045	66%
Female	105,423	20,541	19%	15,132	14%	43,940	42%	25,810	24%	69,750	66%
Male	110,612	23,140	21%	15,314	14%	44,830	41%	27,328	25%	72,158	65%
Non-Binary	162	12	7%	13	8%	60	37%	77	48%	137	85%
General Education Students	177,127	26,381	15%	22,587	13%	77,033	43%	51,126	29%	128,159	72%
Students with Disabilities	39,070	17,312	44%	7,872	20%	11,797	30%	2,089	5%	13,886	36%
American Indian or Alaska Native	1,538	398	26%	296	19%	649	42%	195	13%	844	55%
Asian or Native Hawaiian/Other Pacific Islander	22,084	2,127	10%	1,706	8%	7,940	36%	10,311	47%	18,251	83%
Black or African American	37,917	13,068	34%	7,345	19%	14,358	38%	3,146	8%	17,504	46%
Hispanic or Latino	67,697	19,910	29%	12,895	19%	27,186	40%	7,706	11%	34,892	52%
White	80,485	7,169	9%	7,379	9%	35,974	45%	29,963	37%	65,937	82%
Multiracial	6,476	1,021	16%	838	13%	2,723	42%	1,894	29%	4,617	71%
Economically Disadvantaged	129,467	35,731	28%	23,045	18%	52,617	41%	18,074	14%	70,691	55%
Not Economically Disadvantaged	86,730	7,962	9%	7,414	9%	36,213	42%	35,141	41%	71,354	82%
English Language Learner	22,143	11,803	53%	4,613	21%	5,099	23%	628	3%	5,727	26%
Non-English Language Learner	194,054	31,890	16%	25,846	13%	83,731	43%	52,587	27%	136,318	70%
In Foster Care	577	237	41%	104	18%	208	36%	28	5%	236	41%
Not in Foster Care	215,620	43,456	20%	30,355	14%	88,622	41%	53,187	25%	141,809	66%
Homeless	10,832	3,990	37%	2,188	20%	3,851	36%	803	7%	4,654	43%
Not Homeless	205,365	39,703	19%	28,271	14%	84,979	41%	52,412	26%	137,391	67%
Migrant	185	75	41%	45	24%	58	31%	7	4%	65	35%
Not Migrant	216,012	43,618	20%	30,414	14%	88,772	41%	53,208	25%	141,980	66%
Parent in Armed Forces	676	88	13%	87	13%	321	47%	180	27%	501	74%
Parent Not in Armed Forces	215,521	43,605	20%	30,372	14%	88,509	41%	53,035	25%	141,544	66%

## 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	138,322	29,867	22%	18,562	13%	49,632	36%	40,261	29%	89,893	65%
Female	68,114	14,882	22%	9,752	14%	24,803	36%	18,677	27%	43,480	64%
Male	70,099	14,975	21%	8,802	13%	24,789	35%	21,533	31%	46,322	66%
Non-Binary	109	10	9%	8	7%	40	37%	51	47%	91	83%
General Education Students	117,646	20,618	18%	14,702	12%	43,694	37%	38,632	33%	82,326	70%
Students with Disabilities	20,676	9,249	45%	3,860	19%	5,938	29%	1,629	8%	7,567	37%
American Indian or Alaska Native	849	249	29%	143	17%	327	39%	130	15%	457	54%
Asian or Native Hawaiian/Other Pacific Islander	12,147	1,460	12%	1,076	9%	3,774	31%	5,837	48%	9,611	79%
Black or African American	18,877	7,978	42%	3,515	19%	5,719	30%	1,665	9%	7,384	39%
Hispanic or Latino	38,356	12,668	33%	6,820	18%	13,416	35%	5,452	14%	18,868	49%
White	63,863	6,709	11%	6,458	10%	24,857	39%	25,839	40%	50,696	79%
Multiracial	4,230	803	19%	550	13%	1,539	36%	1,338	32%	2,877	68%
Economically Disadvantaged	70,899	22,325	31%	12,145	17%	25,212	36%	11,217	16%	36,429	51%
Not Economically Disadvantaged	67,423	7,542	11%	6,417	10%	24,420	36%	29,044	43%	53,464	79%
English Language Learner	8,421	5,200	62%	1,456	17%	1,484	18%	281	3%	1,765	21%
Non-English Language Learner	129,901	24,667	19%	17,106	13%	48,148	37%	39,980	31%	88,128	68%
In Foster Care	260	122	47%	48	18%	71	27%	19	7%	90	35%
Not in Foster Care	138,062	29,745	22%	18,514	13%	49,561	36%	40,242	29%	89,803	65%
Homeless	4,137	1,794	43%	773	19%	1,220	29%	350	8%	1,570	38%
Not Homeless	134,185	28,073	21%	17,789	13%	48,412	36%	39,911	30%	88,323	66%
Migrant	102	39	38%	21	21%	37	36%	5	5%	42	41%
Not Migrant	138,220	29,828	22%	18,541	13%	49,595	36%	40,256	29%	89,851	65%
Parent in Armed Forces	438	65	15%	47	11%	169	39%	157	36%	326	74%
Parent Not in Armed Forces	137,884	29,802	22%	18,515	13%	49,463	36%	40,104	29%	89,567	65%



## 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	93,640	16,604	18%	15,962	17%	42,529	45%	18,545	20%	61,074	65%
Female	49,450	8,932	18%	8,901	18%	22,244	45%	9,373	19%	31,617	64%
Male	44,128	7,667	17%	7,054	16%	20,249	46%	9,158	21%	29,407	67%
Non-Binary	62	5	8%	7	11%	36	58%	14	23%	50	81%
General Education Students	88,263	13,887	16%	14,969	17%	41,145	47%	18,262	21%	59,407	67%
Students with Disabilities	5,377	2,717	51%	993	18%	1,384	26%	283	5%	1,667	31%
American Indian or Alaska Native	543	197	36%	117	22%	181	33%	48	9%	229	42%
Asian or Native Hawaiian/Other Pacific Islander	15,725	1,658	11%	1,948	12%	6,844	44%	5,275	34%	12,119	77%
Black or African American	10,656	4,248	40%	2,520	24%	3,268	31%	620	6%	3,888	36%
Hispanic or Latino	20,178	7,017	35%	4,450	22%	7,127	35%	1,584	8%	8,711	43%
White	44,017	3,187	7%	6,526	15%	23,900	54%	10,404	24%	34,304	78%
Multiracial	2,521	297	12%	401	16%	1,209	48%	614	24%	1,823	72%
Economically Disadvantaged	40,233	11,701	29%	8,255	21%	15,319	38%	4,958	12%	20,277	50%
Not Economically Disadvantaged	53,407	4,903	9%	7,707	14%	27,210	51%	13,587	25%	40,797	76%
English Language Learner	2,096	1,440	69%	292	14%	309	15%	55	3%	364	17%
Non-English Language Learner	91,544	15,164	17%	15,670	17%	42,220	46%	18,490	20%	60,710	66%
In Foster Care	77	40	52%	15	19%	19	25%	3	4%	22	29%
Not in Foster Care	93,563	16,564	18%	15,947	17%	42,510	45%	18,542	20%	61,052	65%
Homeless	2,027	971	48%	415	20%	506	25%	135	7%	641	32%
Not Homeless	91,613	15,633	17%	15,547	17%	42,023	46%	18,410	20%	60,433	66%
Migrant	6	1	17%	4	67%	1	17%	0	0%	1	17%
Not Migrant	93,634	16,603	18%	15,958	17%	42,528	45%	18,545	20%	61,073	65%
Parent in Armed Forces	277	40	14%	49	18%	142	51%	46	17%	188	68%
Parent Not in Armed Forces	93,363	16,564	18%	15,913	17%	42,387	45%	18,499	20%	60,886	65%

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

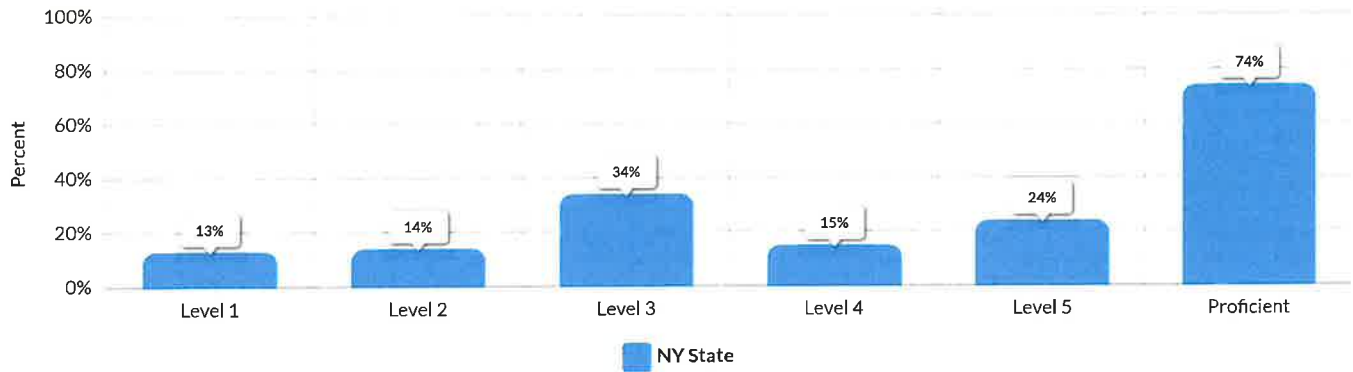


Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%
All Students	34,260	7,111	21%	3,808	11%	12,067	35%	11,274	33%	23,341	68%
Female	16,210	3,722	23%	1,935	12%	5,962	37%	4,591	28%	10,553	65%
Male	18,035	3,389	19%	1,872	10%	6,099	34%	6,675	37%	12,774	71%
Non-Binary	15	0	0%	1	7%	6	40%	8	53%	14	93%
General Education Students	33,159	6,585	20%	3,685	11%	11,805	36%	11,084	33%	22,889	69%
Students with Disabilities	1,101	526	48%	123	11%	262	24%	190	17%	452	41%
American Indian or Alaska Native	200	73	37%	24	12%	63	32%	40	20%	103	52%
Asian or Native Hawaiian/Other Pacific Islander	8,398	1,194	14%	809	10%	2,831	34%	3,564	42%	6,395	76%
Black or African American	2,851	1,426	50%	414	15%	713	25%	298	10%	1,011	35%
Hispanic or Latino	5,322	2,197	41%	714	13%	1,544	29%	867	16%	2,411	45%
White	16,708	2,117	13%	1,776	11%	6,637	40%	6,178	37%	12,815	77%
Multiracial	781	104	13%	71	9%	279	36%	327	42%	606	78%
Economically Disadvantaged	13,103	4,212	32%	1,692	13%	4,185	32%	3,014	23%	7,199	55%
Not Economically Disadvantaged	21,157	2,899	14%	2,116	10%	7,882	37%	8,260	39%	16,142	76%
English Language Learner	246	164	67%	21	9%	43	17%	18	7%	61	25%
Non-English Language Learner	34,014	6,947	20%	3,787	11%	12,024	35%	11,256	33%	23,280	68%
In Foster Care	18	14	78%	2	11%	2	11%	0	0%	2	11%
Not in Foster Care	34,242	7,097	21%	3,806	11%	12,065	35%	11,274	33%	23,339	68%
Homeless	492	216	44%	65	13%	129	26%	82	17%	211	43%
Not Homeless	33,768	6,895	20%	3,743	11%	11,938	35%	11,192	33%	23,130	68%
Migrant	5	1	20%	0	0%	1	20%	3	60%	4	80%
Not Migrant	34,255	7,110	21%	3,808	11%	12,066	35%	11,271	33%	23,337	68%
Parent in Armed Forces	130	28	22%	9	7%	46	35%	47	36%	93	72%
Parent Not in Armed Forces	34,130	7,083	21%	3,799	11%	12,021	35%	11,227	33%	23,248	68%

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



Percent Scoring at Levels for All Students



Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%
All Students	201,572	25,622	13%	27,604	14%	69,494	34%	30,693	15%	48,159	24%	148,346	74%
Female	97,909	10,557	11%	13,395	14%	34,874	36%	15,007	15%	24,076	25%	73,957	76%
Male	103,486	15,052	15%	14,198	14%	34,569	33%	15,650	15%	24,017	23%	74,236	72%
Non-Binary	177	13	7%	11	6%	51	29%	36	20%	66	37%	153	86%
General Education Students	165,442	13,862	8%	18,987	11%	58,072	35%	28,238	17%	46,283	28%	132,593	80%
Students with Disabilities	36,130	11,760	33%	8,617	24%	11,422	32%	2,455	7%	1,876	5%	15,753	44%
American Indian or Alaska Native	1,390	232	17%	244	18%	560	40%	183	13%	171	12%	914	66%
Asian or Native Hawaiian/Other Pacific Islander	20,832	1,008	5%	1,342	6%	5,312	25%	3,797	18%	9,373	45%	18,482	89%
Black or African American	34,081	7,802	23%	6,907	20%	12,561	37%	3,708	11%	3,103	9%	19,372	57%
Hispanic or Latino	59,291	10,303	17%	11,129	19%	22,930	39%	7,411	12%	7,518	13%	37,859	64%
White	80,476	5,706	7%	7,286	9%	26,249	33%	14,782	18%	26,453	33%	67,484	84%
Multiracial	5,502	571	10%	696	13%	1,882	34%	812	15%	1,541	28%	4,235	77%
Economically Disadvantaged	113,893	20,279	18%	20,437	18%	42,676	37%	14,338	13%	16,163	14%	73,177	64%
Not Economically Disadvantaged	87,679	5,343	6%	7,167	8%	26,818	31%	16,355	19%	31,996	36%	75,169	86%
English Language Learner	17,165	6,028	35%	4,652	27%	5,215	30%	768	4%	502	3%	6,485	38%
Non-English Language Learner	184,407	19,594	11%	22,952	12%	64,279	35%	29,925	16%	47,657	26%	141,861	77%
In Foster Care	537	169	31%	131	24%	170	32%	43	8%	24	4%	237	44%
Not in Foster Care	201,035	25,453	13%	27,473	14%	69,324	34%	30,650	15%	48,135	24%	148,109	74%
Homeless	8,589	2,223	26%	1,856	22%	3,095	36%	759	9%	656	8%	4,510	53%
Not Homeless	192,983	23,399	12%	25,748	13%	66,399	34%	29,934	16%	47,503	25%	143,836	75%
Migrant	148	32	22%	42	28%	53	36%	8	5%	13	9%	74	50%
Not Migrant	201,424	25,590	13%	27,562	14%	69,441	34%	30,685	15%	48,146	24%	148,272	74%
Parent in Armed Forces	553	39	7%	59	11%	185	33%	110	20%	160	29%	455	82%
Parent Not in Armed Forces	201,019	25,583	13%	27,545	14%	69,309	34%	30,583	15%	47,999	24%	147,891	74%

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



Percent Scoring at Levels for All Students



Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%
All Students	172,634	14,813	9%	20,234	12%	48,351	28%	53,352	31%	35,884	21%	137,587	80%
Female	84,925	6,307	7%	10,175	12%	24,657	29%	25,442	30%	18,344	22%	68,443	81%
Male	87,578	8,500	10%	10,048	11%	23,677	27%	27,851	32%	17,502	20%	69,030	79%
Non-Binary	131	6	5%	11	8%	17	13%	59	45%	38	29%	114	87%
General Education Students	146,208	8,897	6%	14,118	10%	39,576	27%	48,790	33%	34,827	24%	123,193	84%
Students with Disabilities	26,426	5,916	22%	6,116	23%	8,775	33%	4,562	17%	1,057	4%	14,394	54%
American Indian or Alaska Native	1,155	152	13%	202	17%	372	32%	322	28%	107	9%	801	69%
Asian or Native Hawaiian/Other Pacific Islander	19,090	736	4%	1,172	6%	3,820	20%	6,586	34%	6,776	35%	17,182	90%
Black or African American	25,780	4,718	18%	4,954	19%	8,510	33%	5,670	22%	1,928	7%	16,108	62%
Hispanic or Latino	47,484	6,121	13%	8,130	17%	16,300	34%	12,267	26%	4,666	10%	33,233	70%
White	74,766	2,806	4%	5,341	7%	18,203	24%	27,095	36%	21,321	29%	66,619	89%
Multiracial	4,359	280	6%	435	10%	1,146	26%	1,412	32%	1,086	25%	3,644	84%
Economically Disadvantaged	91,221	11,781	13%	14,793	16%	30,060	33%	24,291	27%	10,296	11%	64,647	71%
Not Economically Disadvantaged	81,413	3,032	4%	5,441	7%	18,291	22%	29,061	36%	25,588	31%	72,940	90%
English Language Learner	11,327	3,142	28%	3,033	27%	3,709	33%	1,279	11%	164	1%	5,152	45%
Non-English Language Learner	161,307	11,671	7%	17,201	11%	44,642	28%	52,073	32%	35,720	22%	132,435	82%
In Foster Care	380	105	28%	83	22%	131	34%	47	12%	14	4%	192	51%
Not in Foster Care	172,254	14,708	9%	20,151	12%	48,220	28%	53,305	31%	35,870	21%	137,395	80%
Homeless	6,155	1,369	22%	1,247	20%	2,060	33%	1,193	19%	286	5%	3,539	57%
Not Homeless	166,479	13,444	8%	18,987	11%	46,291	28%	52,159	31%	35,598	21%	134,048	81%
Migrant	103	17	17%	23	22%	36	35%	21	20%	6	6%	63	61%
Not Migrant	172,531	14,796	9%	20,211	12%	48,315	28%	53,331	31%	35,878	21%	137,524	80%
Parent in Armed Forces	468	19	4%	42	9%	135	29%	169	36%	103	22%	407	87%
Parent Not in Armed Forces	172,166	14,794	9%	20,192	12%	48,216	28%	53,183	31%	35,781	21%	137,180	80%

### 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	13,115	12,610	96	505	4
Female	5,929	5,697	96	232	4
Male	7,180	6,908	96	272	4
Non-Binary	6	5	83	1	17
General Education Students	10,330	9,930	96	400	4
Students with Disabilities	2,785	2,680	96	105	4
American Indian or Alaska Native	154	149	97	5	3
Asian or Native Hawaiian/Other Pacific Islander	892	876	98	16	2
Black or African American	4,188	4,055	97	133	3
Hispanic or Latino	5,078	4,773	94	305	6
White	2,542	2,502	98	40	2
Multiracial	261	255	98	6	2
Economically Disadvantaged	10,138	9,710	96	428	4
Not Economically Disadvantaged	2,977	2,900	97	77	3
English Language Learner	1,710	1,621	95	89	5
Non-English Language Learner	11,405	10,989	96	416	4
In Foster Care	76	73	96	3	4
Not in Foster Care	13,039	12,537	96	502	4
Homeless	1,017	973	96	44	4
Not Homeless	12,098	11,637	96	461	4
Migrant	5	3	60	2	40
Not Migrant	13,110	12,607	96	503	4
Parent in Armed Forces	21	21	100	0	0
Parent Not in Armed Forces	13,094	12,589	96	505	4

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	28,670	1,091	4%	27,579	96%	4,287	16%	4,901	18%	3,986	14%	10,523	38%	3,882	14%
Grade 1	28,272	1,127	4%	27,145	96%	3,073	11%	7,023	26%	8,587	32%	6,539	24%	1,923	7%
Grade 2	27,349	952	3%	26,397	97%	2,801	11%	4,821	18%	6,041	23%	8,441	32%	4,293	16%
Grade 3	25,290	911	4%	24,379	96%	2,048	8%	3,713	15%	6,598	27%	9,064	37%	2,956	12%
Grade 4	22,160	734	3%	21,426	97%	2,222	10%	3,275	15%	4,371	20%	8,191	38%	3,367	16%
Grade 5	21,359	779	4%	20,580	96%	1,768	9%	2,609	13%	4,349	21%	8,037	39%	3,817	19%
Grade 6	19,548	872	4%	18,676	96%	2,054	11%	2,363	13%	3,299	18%	6,796	36%	4,164	22%
Grade 7	17,414	952	5%	16,462	95%	1,356	8%	2,661	16%	2,789	17%	7,057	43%	2,599	16%
Grade 8	16,527	1,054	6%	15,473	94%	1,242	8%	2,499	16%	2,443	16%	6,829	44%	2,460	16%
Grade 9	22,485	3,552	16%	18,933	84%	2,485	13%	4,334	23%	4,034	21%	6,607	35%	1,473	8%
Grade 10	19,218	2,976	15%	16,242	85%	992	6%	3,055	19%	3,633	22%	6,329	39%	2,233	14%
Grade 11	14,231	2,364	17%	11,867	83%	558	5%	1,533	13%	2,654	22%	5,079	43%	2,043	17%
Grade 12	11,572	2,824	24%	8,748	76%	564	6%	1,177	13%	2,174	25%	3,773	43%	1,060	12%

### 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	2,379	363	15%	2,016	85%	121	6%	290	14%	1,389	69%	216	11%	1,605	80%
Grade 3 Math	2,379	368	15%	2,011	85%	100	5%	241	12%	1,435	71%	235	12%	1,670	83%
Grade 4 ELA	2,523	329	13%	2,194	87%	128	6%	129	6%	1,791	82%	146	7%	1,937	88%
Grade 4 Math	2,523	332	13%	2,191	87%	188	9%	194	9%	1,295	59%	514	23%	1,809	83%
Grade 5 ELA	2,675	349	13%	2,326	87%	95	4%	111	5%	1,796	77%	324	14%	2,120	91%
Grade 5 Math	2,675	345	13%	2,330	87%	189	8%	159	7%	1,592	68%	390	17%	1,982	85%
Grade 6 ELA	2,803	384	14%	2,419	86%	106	4%	201	8%	1,847	76%	265	11%	2,112	87%
Grade 6 Math	2,803	384	14%	2,419	86%	277	11%	323	13%	1,192	49%	627	26%	1,819	75%
Grade 7 ELA	2,914	413	14%	2,501	86%	208	8%	265	11%	1,534	61%	494	20%	2,028	81%
Grade 7 Math	2,914	415	14%	2,499	86%	265	11%	209	8%	1,408	56%	617	25%	2,025	81%
Grade 8 ELA	3,056	462	15%	2,594	85%	262	10%	239	9%	1,623	63%	470	18%	2,093	81%
Grade 8 Math	3,056	459	15%	2,597	85%	262	10%	463	18%	1,572	61%	300	12%	1,872	72%
Grade 8 Science	3,056	564	18%	2,492	82%	132	5%	564	23%	1,330	53%	466	19%	1,796	72%
Secondary-Level ELA	18,914	16,354	86%	2,560	14%	149	6%	535	21%	1,593	62%	283	11%	1,876	73%
Secondary-Level Math	18,914	16,356	86%	2,558	14%	257	10%	323	13%	1,398	55%	580	23%	1,978	77%
Secondary-Level Science	18,914	16,507	87%	2,407	13%	155	6%	409	17%	1,194	50%	649	27%	1,843	77%

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**

	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%

**EXPENDITURES PER PUPIL (2022-23)**

	Pupil Count	Federal		State & Local		Total	
		Expenditures	Expenditures Per Pupil	Expenditures	Expenditures Per Pupil	Expenditures	Expenditures Per Pupil
Statewide	2,459,753	\$6,118,470,652	\$2,487	\$59,943,289,717	\$24,370	\$66,061,760,369	\$26,857

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

	TEACHERS			PRINCIPALS		
	Total	# Inexperienced	% Inexperienced	Total	# Inexperienced	% Inexperienced
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	
		#	%
STATEWIDE	203,958	18,302	9%
STATEWIDE HIGH-POVERTY SCHOOLS	43,397	8,936	21%
STATEWIDE LOW-POVERTY SCHOOLS	60,417	1,216	2%

**TOTAL COHORT GRADUATION RATE (2022-23)**

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

Subgroup	Total Enrolled	GRAD RATE		REGENTS WITH ADVANCED DESIGNATION		REGENTS DIPLOMA		LOCAL DIPLOMA		NON DIPLOMA CRED		STILL ENROLLED		GED TRANSFER		DROPOUT	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	199,694	172,502	86%	72,322	36%	98,976	50%	1,204	1%	1,046	1%	15,170	8%	1,130	1%	9,751	5%
Female	96,350	86,140	89%	39,450	41%	46,245	48%	445	0%	353	0%	5,705	6%	468	0%	3,655	4%
Male	103,217	86,250	84%	32,831	32%	52,660	51%	759	1%	693	1%	9,455	9%	661	1%	6,092	6%
Non-binary	127	112	88%	41	32%	71	56%	0	0%	0	0%	10	8%	1	1%	4	3%
General Education Students	164,630	148,579	90%	70,357	43%	77,989	47%	233	0%	104	0%	8,001	5%	846	1%	7,039	4%
Students with Disabilities	35,064	23,923	68%	1,965	6%	20,987	60%	971	3%	942	3%	7,169	20%	284	1%	2,712	8%
American Indian or Alaska Native	1,470	1,197	81%	333	23%	854	58%	10	1%	12	1%	166	11%	16	1%	78	5%
Asian or Native Hawaiian/Other Pacific Islander	20,178	18,714	93%	11,602	57%	7,091	35%	21	0%	35	0%	940	5%	54	0%	434	2%
Black or African American	32,978	26,750	81%	5,085	15%	21,333	65%	332	1%	220	1%	3,923	12%	273	1%	1,783	5%
Hispanic or Latino	56,173	45,252	81%	12,670	23%	32,241	57%	341	1%	279	0%	6,106	11%	395	1%	4,110	7%
White	84,310	76,722	91%	41,087	49%	35,158	42%	477	1%	474	1%	3,666	4%	357	0%	3,058	4%
Multiracial	4,585	3,867	84%	1,545	34%	2,299	50%	23	1%	26	1%	369	8%	35	1%	288	6%
Economically Disadvantaged	108,923	89,297	82%	25,541	23%	62,909	58%	847	1%	816	1%	10,613	10%	852	1%	7,279	7%
Not Economically Disadvantaged	90,771	83,205	92%	46,781	52%	36,067	40%	357	0%	230	0%	4,557	5%	278	0%	2,472	3%
English Language Learner	13,705	7,828	57%	453	3%	7,221	53%	154	1%	122	1%	3,117	23%	123	1%	2,507	18%
Non-English Language Learner	185,989	164,674	89%	71,869	39%	91,755	49%	1,050	1%	924	0%	12,053	6%	1,007	1%	7,244	4%
In Foster Care	623	315	51%	34	5%	274	44%	7	1%	7	1%	159	26%	24	4%	113	18%
Not in Foster Care	199,071	172,187	86%	72,288	36%	98,702	50%	1,197	1%	1,039	1%	15,011	8%	1,106	1%	9,638	5%
Homeless	8,521	5,890	69%	890	10%	4,924	58%	76	1%	57	1%	1,276	15%	113	1%	1,176	14%
Not Homeless	191,173	166,612	87%	71,432	37%	94,052	49%	1,128	1%	989	1%	13,894	7%	1,017	1%	8,575	4%
Migrant	110	40	36%	11	10%	29	26%	0	0%	1	1%	26	24%	0	0%	43	39%
Not Migrant	199,584	172,462	86%	72,311	36%	98,947	50%	1,204	1%	1,045	1%	15,144	8%	1,130	1%	9,708	5%

Subgroup	Total Enrolled	GRAD RATE		REGENTS WITH ADVANCED DESIGNATION		REGENTS DIPLOMA		LOCAL DIPLOMA		NON DIPLOMA CRED		STILL ENROLLED		GED TRANSFER		DROPOUT	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Parent in Armed Forces	450	415	92%	185	41%	227	50%	3	1%	1	0%	21	5%	2	0%	11	2%
Parent Not in Armed Forces	199,244	172,087	86%	72,137	36%	98,749	50%	1,201	1%	1,045	1%	15,149	8%	1,128	1%	9,740	5%

CIVIL RIGHTS DATA COLLECTION (CRDC) (2020-21)

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 Civil Rights Data Collection, Office for Civil Rights.

CRDC Data (18.04 megabytes)  
CRDC Glossary and Guide



