

2024-25 Budget Statement

Enlarged City School District of Troy

Budget Statement

Fiscal Year: 2025

Fund: A General Fund

Budget Account	Description	2024-2025 Proposed Budget	2023-2024 Adopted Budget
1010 Board Of Education			
4 Contractual and Other		40,000.00	40,000.00
45 Materials & Supplies		1,100.00	1,100.00
Subtotal of 1010 Board Of Education		41,100.00	41,100.00
1040 District Clerk			
16 Noninstructional Salaries		39,000.00	33,000.00
4 Contractual and Other		5,500.00	5,500.00
45 Materials & Supplies		1,100.00	1,100.00
Subtotal of 1040 District Clerk		45,600.00	39,600.00
1060 District Meeting			
4 Contractual and Other		13,500.00	13,500.00
Subtotal of 1060 District Meeting		13,500.00	13,500.00
Board of Education		100,200.00	94,200.00
1240 Chief School Administrator			
15 Instructional Salaries		246,078.00	223,980.00
16 Noninstructional Salaries		82,840.00	71,960.00
4 Contractual and Other		33,000.00	33,000.00
45 Materials & Supplies		2,750.00	2,750.00
Subtotal of 1240 Chief School Administrator		364,668.00	331,690.00
Central Administration		364,668.00	331,690.00
1310 Business Administration			
15 Instructional Salaries		143,559.94	131,968.00
16 Noninstructional Salaries		354,841.24	330,931.00
2 Equipment		5,000.00	5,000.00
4 Contractual and Other		211,500.00	211,500.00
45 Materials & Supplies		12,500.00	12,500.00
49 BOCES Services		154,500.00	150,000.00
Subtotal of 1310 Business Administration		881,901.18	841,899.00
1320 Auditing			
4 Contractual and Other		140,000.00	140,000.00
Subtotal of 1320 Auditing		140,000.00	140,000.00
1325 Treasurer			
16 Noninstructional Salaries		95,000.00	90,000.00
45 Materials & Supplies		1,100.00	1,100.00
Subtotal of 1325 Treasurer		96,100.00	91,100.00
1330 Tax Collector			
16 Noninstructional Salaries		5,000.00	5,000.00
4 Contractual and Other		4,000.00	4,000.00
45 Materials & Supplies		2,750.00	2,750.00
Subtotal of 1330 Tax Collector		11,750.00	11,750.00

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Budget Account	Description	2024-2025 Proposed Budget	2023-2024 Adopted Budget
1345 Purchasing			
16 Noninstructional Salaries		73,465.60	70,640.00
49 BOCES Services		10,300.00	10,000.00
Subtotal of 1345 Purchasing		83,765.60	80,640.00
Finance		1,213,516.78	1,165,389.00
1420 Legal			
4 Contractual and Other		305,125.00	315,000.00
Subtotal of 1420 Legal		305,125.00	315,000.00
1430 Personnel			
15 Instructional Salaries		159,504.00	147,433.00
16 Noninstructional Salaries		222,236.36	202,056.00
2 Equipment		2,500.00	2,500.00
4 Contractual and Other		190,000.00	190,000.00
45 Materials & Supplies		5,000.00	5,000.00
49 BOCES Services		15,450.00	15,000.00
Subtotal of 1430 Personnel		594,690.36	561,989.00
1460 Records Management Officer			
49 BOCES Services		7,725.00	7,500.00
Subtotal of 1460 Records Management Officer		7,725.00	7,500.00
1480 Public Information and Services			
16 Noninstructional Salaries		80,214.16	74,520.00
2 Equipment		2,500.00	2,500.00
4 Contractual and Other		2,000.00	2,000.00
45 Materials & Supplies		2,750.00	2,750.00
49 BOCES Services		25,750.00	25,000.00
Subtotal of 1480 Public Information and Services		113,214.16	106,770.00
Staff		1,020,754.52	991,259.00
1620 Operation of Plant			
16 Noninstructional Salaries		2,518,368.00	2,505,725.00
2 Equipment		125,000.00	125,000.00
4 Contractual and Other		2,052,500.00	1,552,500.00
45 Materials & Supplies		127,000.00	127,000.00
49 BOCES Services		154,500.00	150,000.00
Subtotal of 1620 Operation of Plant		4,977,368.00	4,460,225.00
1621 Maintenance of Plant			
16 Noninstructional Salaries		1,121,881.88	965,462.00
2 Equipment		200,000.00	200,000.00
4 Contractual and Other		1,622,500.00	1,622,500.00
45 Materials & Supplies		392,500.00	392,500.00
49 BOCES Services		7,725.00	7,500.00
Subtotal of 1621 Maintenance of Plant		3,344,606.88	3,187,962.00

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Budget Account	Description	2024-2025 Proposed Budget	2023-2024 Adopted Budget
1622 Security of Plant			
16	Noninstructional Salaries	1,984,963.76	1,808,473.00
2	Equipment	50,000.00	50,000.00
4	Contractual and Other	100,000.00	100,000.00
45	Materials & Supplies	10,000.00	10,000.00
Subtotal of 1622 Security of Plant		2,144,963.76	1,968,473.00
1660 Central Storeroom			
16	Noninstructional Salaries	162,464.64	156,216.00
Subtotal of 1660 Central Storeroom		162,464.64	156,216.00
1670 Central Printing & Mailing			
16	Noninstructional Salaries	36,546.64	35,141.00
4	Contractual and Other	150,000.00	150,000.00
45	Materials & Supplies	5,000.00	5,000.00
Subtotal of 1670 Central Printing & Mailing		191,546.64	190,141.00
1680 Central Data Processing			
16	Noninstructional Salaries	411,424.40	398,592.00
2	Equipment	75,000.00	75,000.00
4	Contractual and Other	25,000.00	25,000.00
45	Materials & Supplies	11,000.00	11,000.00
49	BOCES Services	1,854,000.00	1,800,000.00
Subtotal of 1680 Central Data Processing		2,376,424.40	2,309,592.00
Central Services		13,197,374.32	12,272,609.00
1910 Unallocated Insurance			
4	Contractual and Other	550,000.00	500,000.00
Subtotal of 1910 Unallocated Insurance		550,000.00	500,000.00
1920 School Association Dues			
4	Contractual and Other	25,000.00	35,000.00
Subtotal of 1920 School Association Dues		25,000.00	35,000.00
1964 Refund on Real Property Taxes			
4	Contractual and Other	100,000.00	100,000.00
Subtotal of 1964 Refund on Real Property Taxes		100,000.00	100,000.00
1981 BOCES Administrative Costs			
49	BOCES Services	1,236,000.00	1,200,000.00
Subtotal of 1981 BOCES Administrative Costs		1,236,000.00	1,200,000.00
1989 Unclassified			
4	Contractual and Other	25,000.00	25,000.00
Subtotal of 1989 Unclassified		25,000.00	25,000.00
Special Items (Contractual Expense)		1,936,000.00	1,860,000.00
GENERAL SUPPORT		17,832,513.62	16,715,147.00

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Budget Account	Description	2024-2025 Proposed Budget	2023-2024 Adopted Budget
2010 Curriculum Devel and Suprvsn			
15	Instructional Salaries	504,529.00	481,251.00
16	Noninstructional Salaries	59,161.00	54,962.00
2	Equipment	40,000.00	40,000.00
4	Contractual and Other	87,500.00	87,500.00
45	Materials & Supplies	189,085.00	184,085.00
Subtotal of 2010 Curriculum Devel and Suprvsn		880,275.00	847,798.00
2020 Supervision-Regular School			
15	Instructional Salaries	2,564,383.70	2,804,305.80
16	Noninstructional Salaries	541,945.64	469,751.00
49	BOCES Services	61,800.00	60,000.00
Subtotal of 2020 Supervision-Regular School		3,168,129.34	3,334,056.80
2060 Research, Planning & Evaluation			
49	BOCES Services	20,600.00	20,000.00
Subtotal of 2060 Research, Planning & Evaluation		20,600.00	20,000.00
2070 Inservice Training-Instruction			
15	Instructional Salaries	120,010.00	133,740.00
4	Contractual and Other	255,000.00	255,000.00
45	Materials & Supplies	20,000.00	20,000.00
49	BOCES Services	360,500.00	350,000.00
Subtotal of 2070 Inservice Training-Instruction		755,510.00	758,740.00
Administration and Improvement		4,824,514.34	4,960,594.80
2110 Teaching-Regular School			
12	Teacher Salaries, K-6	10,137,739.04	9,825,741.60
13	Teacher Salaries, 7-12	9,065,970.50	8,353,247.00
14	Substitute Tchr Salaries	1,280,000.00	1,010,954.00
15	Instructional Salaries	214,164.00	196,021.00
16	Noninstructional Salaries	25,000.00	65,880.00
2	Equipment	323,000.00	323,000.00
4	Contractual and Other	372,800.00	370,300.00
45	Materials & Supplies	580,750.00	580,750.00
471	Tuition Pd To NYS Pub Sch	12,584,000.00	13,091,720.00
48	Textbooks	709,500.00	709,500.00
49	BOCES Services	206,000.00	200,000.00
Subtotal of 2110 Teaching-Regular School		35,498,923.54	34,727,113.60
2250 Prg For Sdnts w/Disabil-Med Elgble			
15	Instructional Salaries	7,551,311.89	7,515,274.44
16	Noninstructional Salaries	702,896.76	667,758.00
2	Equipment	8,000.00	8,000.00
4	Contractual and Other	808,000.00	808,000.00
45	Materials & Supplies	55,500.00	55,500.00
471	Tuition Pd To NYS Pub Sch	800,000.00	750,000.00
472	Tuition-All Other	3,750,000.00	3,750,000.00

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2250 Prg For Sdnts w/Disabil-Med Elgble			
49 BOCES Services		5,150,000.00	5,000,000.00
Subtotal of 2250 Prg For Sdnts w/Disabil-Med Elgble		18,825,708.65	18,554,532.44
2259 Prg for English Language Learners			
15 Instructional Salaries		738,811.00	377,781.00
48 Textbooks		5,000.00	5,000.00
Subtotal of 2259 Prg for English Language Learners		743,811.00	382,781.00
2280 Occupational Education(Grades 9-12)			
15 Instructional Salaries		273,577.00	214,939.00
4 Contractual and Other		4,250.00	4,250.00
45 Materials & Supplies		19,030.00	19,030.00
49 BOCES Services		695,250.00	675,000.00
Subtotal of 2280 Occupational Education(Grades 9-12)		992,107.00	913,219.00
2330 Teaching-Special Schools			
13 Teacher Salaries, 7-12		125,000.00	125,000.00
15 Instructional Salaries		462,298.00	455,982.00
16 Noninstructional Salaries		30,000.00	22,500.00
45 Materials & Supplies		3,850.00	3,850.00
49 BOCES Services		92,700.00	90,000.00
Subtotal of 2330 Teaching-Special Schools		713,848.00	697,332.00
2340 Employment Prep BOCES			
49 BOCES Services		92,700.00	90,000.00
Subtotal of 2340 Employment Prep BOCES		92,700.00	90,000.00
Teaching		56,867,098.19	55,364,978.04
2610 School Library & AV			
15 Instructional Salaries		226,838.00	203,442.00
4 Contractual and Other		10,000.00	10,000.00
45 Materials & Supplies		40,320.00	40,320.00
46 Sch. Library AV Loan Prog		28,000.00	28,000.00
49 BOCES Services		103,000.00	100,000.00
Subtotal of 2610 School Library & AV		408,158.00	381,762.00
2620 Educational Television			
49 BOCES Services		61,800.00	60,000.00
Subtotal of 2620 Educational Television		61,800.00	60,000.00
2630 Computer Assisted Instruction			
15 Instructional Salaries		30,000.00	34,347.00
16 Noninstructional Salaries		64,170.00	10,000.00
22 State Aided Comp Hardware		210,000.00	210,000.00
4 Contractual and Other		160,000.00	160,000.00
45 Materials & Supplies		100,000.00	100,000.00
46 Sch. Library AV Loan Prog		115,000.00	115,000.00
49 BOCES Services		618,000.00	600,000.00

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Budget Account	Description	2024-2025 Proposed Budget	2023-2024 Adopted Budget
Subtotal of 2630 Computer Assisted Instruction		1,297,170.00	1,229,347.00
	Instructional Media	1,767,128.00	1,671,109.00
2805 Attendance-Regular School			
	15 Instructional Salaries	360,000.00	170,000.00
	16 Noninstructional Salaries	220,325.04	206,135.00
	4 Contractual and Other	5,000.00	-
	45 Materials & Supplies	5,000.00	-
Subtotal of 2805 Attendance-Regular School		590,325.04	376,135.00
2810 Guidance-Regular School			
	15 Instructional Salaries	1,275,163.00	1,090,544.00
	16 Noninstructional Salaries	200,720.00	160,957.50
	4 Contractual and Other	2,500.00	-
	45 Materials & Supplies	9,500.00	6,650.00
	49 BOCES Services	16,995.00	16,500.00
Subtotal of 2810 Guidance-Regular School		1,504,878.00	1,274,651.50
2815 Health Svcs-Regular School			
	16 Noninstructional Salaries	877,294.14	867,524.94
	4 Contractual and Other	375,000.00	375,000.00
	45 Materials & Supplies	15,000.00	15,000.00
Subtotal of 2815 Health Svcs-Regular School		1,267,294.14	1,257,524.94
2820 Psychological Svcs-Reg Schl			
	15 Instructional Salaries	763,614.40	849,534.00
Subtotal of 2820 Psychological Svcs-Reg Schl		763,614.40	849,534.00
2825 Social Work Svcs-Regular School			
	15 Instructional Salaries	827,739.00	528,586.00
Subtotal of 2825 Social Work Svcs-Regular School		827,739.00	528,586.00
2850 Co-Curricular Activ-Reg Schl			
	15 Instructional Salaries	152,958.33	88,690.50
Subtotal of 2850 Co-Curricular Activ-Reg Schl		152,958.33	88,690.50
2855 Interscholastic Athletics-Reg Schl			
	15 Instructional Salaries	274,962.70	173,497.50
	16 Noninstructional Salaries	24,897.60	24,482.56
	2 Equipment	10,000.00	10,000.00
	4 Contractual and Other	260,000.00	260,000.00
	45 Materials & Supplies	50,000.00	50,000.00
Subtotal of 2855 Interscholastic Athletics-Reg Schl		619,860.30	517,980.06
	Pupil Services	5,726,669.21	4,893,102.00
	INSTRUCTION	69,185,409.74	66,889,783.84
5510 District Transportation Services			

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Budget Account	Description	2024-2025 Proposed Budget	2023-2024 Adopted Budget
5510 District Transportation Services			
15	Instructional Salaries	34,014.80	32,992.00
16	Noninstructional Salaries	180,515.20	107,938.00
4	Contractual and Other	70,000.00	70,000.00
45	Materials & Supplies	1,650.00	1,650.00
49	BOCES Services	515.00	500.00
Subtotal of 5510 District Transportation Services		286,695.00	213,080.00
5540 Contract Transportation-Med Elgble			
4	Contractual and Other	7,667,000.00	7,507,000.00
Subtotal of 5540 Contract Transportation-Med Elgble		7,667,000.00	7,507,000.00
5550 Public Transportation			
4	Contractual and Other	325,000.00	300,000.00
Subtotal of 5550 Public Transportation		325,000.00	300,000.00
5581 Transportation from Boces			
49	BOCES Services	360.50	350.00
Subtotal of 5581 Transportation from Boces		360.50	350.00
Pupil Transportation		8,279,055.50	8,020,430.00
PUPIL TRANSPORTATION		8,279,055.50	8,020,430.00
9010 State Retirement			
8	Employee Benefits	1,567,906.14	1,247,247.20
Subtotal of 9010 State Retirement		1,567,906.14	1,247,247.20
9020 Teachers' Retirement			
8	Employee Benefits	3,880,969.05	3,512,383.71
Subtotal of 9020 Teachers' Retirement		3,880,969.05	3,512,383.71
9030 Social Security			
8	Employee Benefits	3,752,125.95	3,493,610.25
Subtotal of 9030 Social Security		3,752,125.95	3,493,610.25
9040 Workers' Compensation			
8	Employee Benefits	625,000.00	1,000,000.00
Subtotal of 9040 Workers' Compensation		625,000.00	1,000,000.00
9050 Unemployment Insurance			
8	Employee Benefits	150,000.00	50,000.00
Subtotal of 9050 Unemployment Insurance		150,000.00	50,000.00
9060 Hospital, Medical, Dental Insurance			
15	Instructional Salaries	1,200,000.00	1,200,000.00
16	Noninstructional Salaries	200,000.00	200,000.00
8	Employee Benefits	15,275,000.00	15,015,000.00
Subtotal of 9060 Hospital, Medical, Dental Insurance		16,675,000.00	16,415,000.00

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Budget Account	Description	2024-2025 Proposed Budget	2023-2024 Adopted Budget
Employee Benefits		26,651,001.14	25,718,241.16
9711 Serial Bonds-School Construction			
6 Principal		6,240,000.00	5,990,000.00
7 Interest		1,565,146.00	1,819,510.00
Subtotal of 9711 Serial Bonds-School Construction		7,805,146.00	7,809,510.00
9731 Bond Antic Notes-School Constructio			
6 Principal		735,000.00	580,000.00
7 Interest		1,914,659.00	1,000,000.00
Subtotal of 9731 Bond Antic Notes-School Constructio		2,649,659.00	1,580,000.00
Debt Service		10,454,805.00	9,389,510.00
9901 Transfer to Other Funds			
95 Transfer-Special Aid Fund		165,000.00	165,000.00
Subtotal of 9901 Transfer to Other Funds		165,000.00	165,000.00
9950 Transfer to Capital Fund			
9 Transfer to Capital Funds		500,000.00	5,000,000.00
Subtotal of 9950 Transfer to Capital Fund		500,000.00	5,000,000.00
Interfund Transfers		665,000.00	5,165,000.00
UNDISTRIBUTED		37,770,806.14	40,272,751.16
Total General Fund		133,067,785.00	131,898,112.00

Selection Criteria

Enlarged City School District of Troy

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Fiscal Year: 2025

Budget Account	Description	2024-2025 Proposed Budget	2023-2024 Adopted Budget
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Criteria Name: Last Run
Fund: A
Budget code like: ???-??-??-??
Suppress Budget Accounts with Zero Amounts
Report Title: Budget Statement
Summary Only
Do Not Round Amounts
Column 1 Value: Proposed Amount
Column 2 Value: Current Year Initial
Column 3 Value: None
Column 4 Value: None
Column 5 Value: None
Column 6 Value: None
Column 7 Value: None
Column 8 Value: None
Column 9 Value: None
Column 10 Value: None
Column 11 Value: None
Column 12 Value: None
Column 13 Value: None
From Column Value: Current Year Initial
To Column Value: Proposed Amount
Sort by: Fund/State Labels/Function/State object
Subtotal Breaks: Function/State object
Show break headers: Function/State object
Printed by Adam Hotaling

Property Tax Report Card

491700 - TROY CITY SD

2023-2024 - Page 1
 Official - as of 04/30/2024 09:00 AM

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

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

<http://www.p12.nysed.gov/mgtserv/propertytax/taxcap/>.

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

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

Form Due - April 29, 2024

Form Preparer Name:

ADAM HOTALING

Preparer's Telephone Number:

518-328-5005

Shaded Fields Will Calculate	Budgeted 2023-24 (A)	Proposed Budget 2024-25 (B)	Percent Change (C)
Total Budgeted Amount, not including Separate Propositions	131,898,112	133,067,785	0.89 %
A. Proposed Tax Levy to Support the Total Budgeted Amount ¹	37,941,094	37,941,094	
B. Tax Levy to Support Library Debt, if Applicable	0	0	
C. Tax Levy for Non-Excludable Propositions, if Applicable ²	0	0	
D. Total Tax Cap Reserve Amount Used to Reduce Current Year Levy, if Applicable	0	0	
E. Total Proposed School Year Tax Levy (A+B+C-D)	37,941,094	37,941,094	0.00 %
F. Permissible Exclusions to the School Tax Levy Limit	845,791	1,224,397	
G. School Tax Levy Limit, <u>Excluding</u> Levy for Permissible Exclusions ³	38,029,573	37,733,248	
H. Total Proposed Tax Levy for School Purposes, <u>Excluding</u> Permissible Exclusions and Levy for Library Debt, Plus Prior Year Tax Cap Reserve (E-B-F+D)	37,095,303	36,716,697	
I. Difference: (G-H);(negative value requires 60.0% voter approval) ²	934,270	1,016,551	
Public School Enrollment	4,350	4,325	-0.57 %
Consumer Price Index			4.12 %

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

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

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

excess tax levy, including interest.

	Actual 2023-24 (D)	Estimated 2024-25 (E)
Adjusted Restricted Fund Balance	24,603,859	16,798,859
Assigned Appropriated Fund Balance	4,000,000	3,750,000
Adjusted Unrestricted Fund Balance	9,719,499	5,322,711
Adjusted Unrestricted Fund Balance as a Percent of the Total Budget	7.37 %	4.00 %

Schedule of Reserve Funds

Reserve Type	Reserve Name	Reserve Description *	3/31/24 Actual Balance	6/30/24 Estimated Ending Balance	Intended Use of the Reserve in the 2024-25 School Year (Limit 200 Characters)**
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Note: Be sure to click on the Save button at the bottom after each additional Reserve you add under Capital, Property Loss, Liability, or Other Reserve.

Capital	CAPITAL	For the cost of any object or purpose for which bonds may be issued.	7,029,934	29,934	May 2024 referendum to use this \$7M for Capital Project
Repair		For the cost of repairs to capital improvements or equipment.			
Workers Compensation	WORK COMP	For self-insured Workers Compensation and benefits.	874,618	824,618	Use \$50k in 24-25 budget
Unemployment Insurance	UNEMPLOY	For reimbursement to the State Unemployment Insurance Fund.	401,451	401,451	No planned use in 24-25
Reserve for Tax Reduction		For the gradual use of the proceeds of the sale of school district real property.			
Mandatory Reserve for Debt Service		For proceeds from the sale of district capital assets or improvement, restricted to debt service.			
Insurance		For liability, casualty, and other types of uninsured losses.			
Property Loss + (add)		To cover property loss.			
Liability + (add)	LIABILITY	To cover incurred liability claims.	1,955,000	1,900,000	Use for potential settlements

Tax Certiorari	TAX CERT	For tax certiorari settlements.	1,577,181	1,577,181	Use for potential settlements
Reserve for Insurance Recoveries		For unexpended proceeds of insurance recoveries at fiscal year end.			
Employee Benefit Accrued Liability	EBALR	For accrued 'employee benefits' due to employees upon termination of service.	1,157,187	1,157,187	Use for retiree separation, if needed
Retirement Contribution	ERS RESERVE	For employer retirement contributions to the State and Local Employees' Retirement System.	4,500,000	4,150,000	Use \$350k in 24-25 budget
Reserve for Uncollected Taxes		For unpaid taxes due certain city school districts not reimbursed by their city/county until the following fiscal year.			
Single Other Reserve	TRS RESERVE	For employer retirement contributions to the State and Local Teachers' Retirement System	2,200,000	1,850,000	Use \$350k in 24-25 budget

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

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

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

Salary: Administrative Compensation Information
491700 - TROY CITY SD

2023-2024 - Page 1
Official - as of 04/30/2024 08:59 AM

Form Due May 13, 2024

2024-2025 Salary Threshold =
\$169,000

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

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

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

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

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

Title	Salary	Employee Benefits	Other Remuneration
1. Superintendent of Schools	243,750	85,312	

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

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

2.	DEPUTY SUPERINTENDENT	192,876	67,506	
3.	ASSISTANT SUPERINTENDENT FOR BUSINESS	175,601	61,460	
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TROY CITY SD

2021-22 School Year Financial Transparency Report

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

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

| Business Rules

Economic and Student Characteristics

DISTRICT P-12 ENROLLMENT



3,482

NEEDS RESOURCE CATEGORY



High Need Urban/Suburban

DISTRICT ABILITY TO RAISE LOCAL FUNDS IS



significantly less than the average district in the state

DISTRICT STUDENT NEEDS ARE



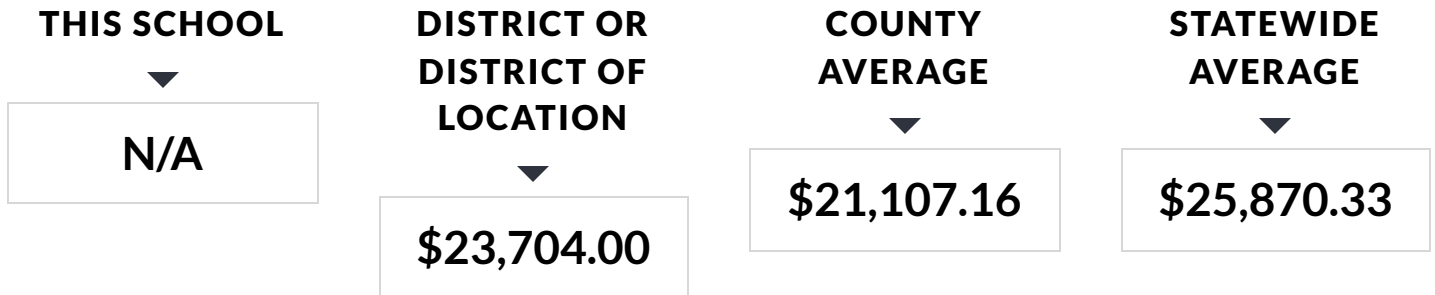
moderately more than the state average

Student Demographics

Enrollment	TROY CITY SD
All Students	3,436
Economically Disadvantaged	69%
Students with Disabilities	19%
English Language Learners	3%
» Race/Ethnicity	

Staffing Profile	TROY CITY SD
Student-to-Teacher Ratio	10
Teachers with Fewer than 4 years of Experience %	21%
Teachers with 4-20 Years of Experience %	58%
Teachers with 21+ Years of Experience %	22%

Comparison: How do per pupil expenditures compare?



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

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

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

School Cost(A-D) Central Cost(E-H) Combined Cost(I)

Report View One Per Pupil Expenditure Categories	TROY CITY SD
» A. Instruction (A1 + A2 + A3 + A4)	\$12,520.95

Report View One Per Pupil Expenditure Categories	TROY CITY SD
» B. Administration (B1 + B2 + B3)	\$1,032.51
» C. All Other Spending (C1 + C2 + C3)	\$1,833.08
D. Total School Level (A + B + C)	\$15,386.54
» E. Central Instruction (E1 + E2 + E3 + E4)	\$652.78
» F. Central Administration (F1 + F2 + F3)	\$3,057.74
» G. All Other Central Spending (G1 + G2 + G3)	\$4,607.27
H. Total Central Costs	\$8,317.79
I. Total Spending (D + H)	\$23,704.33

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

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

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

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

School Cost(Pre-J–K)

Central Cost(Pre-L–M)

Combined Cost(N)

Report View Two Per Pupil Expenditure Categories	TROY CITY SD
J. Total School Level Local/State Spending	\$12,592.31
» K. Total School Level Federal Spending	\$2,794.23
L. Total Central Level Local/State Spending	\$8,300.12
M. Total Central Level Federal Spending	\$17.67
N. Total Spending (J + K + L + M)	\$23,704.33

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

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

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

Entries U through Z represent central expenditures.

School Cost(O-T)

Central Cost(U-Z)

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

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

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

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

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

Combined Cost(Total Expenditures)

Excluded Expenditures	TROY CITY SD
1. Transportation	\$6,349,155.00
2. Charter School Tuition	\$12,513,367.00
3. Other Tuition	\$3,350,299.00

Excluded Expenditures	TROY CITY SD
4. Debt Service	\$8,921,510.00
5. Other	\$29,943,234.00
Percent Excluded from Total	43%
Total Expenditures	\$143,616,038.00

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

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

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

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

TARGET DISTRICT

MADE PROGRESS

NO

SECTION 1003 SCHOOL IMPROVEMENT FUNDS (2022-23)

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

Section 1003 School Improvement Funds Data (72.97 kilobytes)

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

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

ELEMENTARY/MIDDLE STATUSES AND SUPPORT MODELS BY SUBGROUP

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

ELEMENTARY/MIDDLE INDICATOR LEVELS

Subgroup	Core Subject Performance	Weighted Average Performance	English Language Proficiency (ELP)	Chronic Absenteeism
All Students	2	2	3	1
American Indian or Alaska Native	–	–	–	–
Asian or Native Hawaiian/Other Pacific Islander	4	4	–	2
Black or African American	1	2	–	1
Hispanic or Latino	1	2	3	1
Multiracial	2	2	–	2
White	3	4	–	2
English Language Learner	2	3	3	2
Students with Disabilities	2	3	–	1
Economically Disadvantaged	2	2	3	1

ELEMENTARY/MIDDLE CORE SUBJECT PERFORMANCE

Subgroup	Subject	Cohort	Index	Level
All Students	ELA	1,388	109.7	2
	Math	1,363	107.2	
	Combined	2,751	108.5	
Asian or Native Hawaiian/Other Pacific Islander	ELA	16	184.4	4
	Math	17	188.2	
	Combined	33	186.4	
Black or African American	ELA	412	88.5	1
	Math	404	75.6	
	Combined	816	82.1	
Hispanic or Latino	ELA	270	83.5	1
	Math	265	80	
	Combined	535	81.8	
Multiracial	ELA	187	107.5	2
	Math	186	105.4	
	Combined	373	106.4	
White	ELA	503	139.7	3
	Math	491	145.6	
	Combined	994	142.6	
English Language Learner	ELA	52	87.5	2
	Math	59	76.3	
	Combined	111	81.5	
Students with Disabilities	ELA	310	64.8	2
	Math	306	66.8	
	Combined	616	65.8	
Economically Disadvantaged	ELA	1,013	92.4	2
	Math	989	88.2	
	Combined	2,002	90.3	

ELEMENTARY/MIDDLE WEIGHTED AVERAGE PERFORMANCE

Subgroup	Subject	Cohort	Index	Level
All Students	ELA	1,388	109.7	2
	Math	1,378	106	
	Combined	2,766	107.9	
Asian or Native Hawaiian/Other Pacific Islander	ELA	17	173.5	4
	Math	17	188.2	
	Combined	34	180.9	
Black or African American	ELA	412	88.5	2
	Math	410	74.5	
	Combined	822	81.5	
Hispanic or Latino	ELA	270	83.5	2
	Math	265	80	
	Combined	535	81.8	
Multiracial	ELA	188	106.9	2
	Math	188	104.3	
	Combined	376	105.6	
White	ELA	503	139.7	4
	Math	498	143.6	
	Combined	1,001	141.6	
English Language Learner	ELA	52	87.5	3
	Math	59	76.3	
	Combined	111	81.5	
Students with Disabilities	ELA	316	63.6	3
	Math	315	64.9	
	Combined	631	64.3	
Economically Disadvantaged	ELA	1,013	92.4	2
	Math	1,008	86.5	
	Combined	2,021	89.5	

ELEMENTARY/MIDDLE ELP

Subgroup	Number Of ELLs	Benchmark	Progress Rate	Success Ratio	Level
All Students	55	47%	55%	1.2	3
American Indian or Alaska Native	0	–	–	–	–
Asian or Native Hawaiian/Other Pacific Islander	3	–	–	–	–
Black or African American	4	–	–	–	–
Hispanic or Latino	37	45%	49%	1.1	3
Multiracial	0	–	–	–	–
White	11	–	–	–	–
English Language Learner	55	47%	55%	1.2	3
Students with Disabilities	11	–	–	–	–
Economically Disadvantaged	48	48%	53%	1.1	3

ELEMENTARY/MIDDLE CHRONIC ABSENTEEISM

Subgroup	Students Enrolled	Students Chronically Absent	Chronic Absenteeism Rate	Level
All Students	2,286	898	39.3%	1
American Indian or Alaska Native	1	–	–	–
Asian or Native Hawaiian/Other Pacific Islander	32	9	28.1%	2
Black or African American	674	311	46.1%	1
Hispanic or Latino	456	215	47.1%	1
Multiracial	316	130	41.1%	2
White	807	232	28.7%	2
English Language Learner	119	45	37.8%	2
Students with Disabilities	466	194	41.6%	1
Economically Disadvantaged	1,721	805	46.8%	1

ELEMENTARY/MIDDLE ELA PARTICIPATION RATE

Subgroup	Tested 95% In Current Year	Current Year Enrollment	Current Year Participation Rate
All Students	✓	1,591	95.7%
American Indian or Alaska Native	—	0	—
Asian or Native Hawaiian/Other Pacific Islander	—	19	—
Black or African American	✓	489	95.5%
Hispanic or Latino	✓	301	97.7%
Multiracial	✗	221	93.2%
White	✓	561	95.9%
English Language Learner	✓	54	98.2%
Students with Disabilities	✗	342	92.7%
Economically Disadvantaged	✓	1,187	95.3%

ELEMENTARY/MIDDLE MATHEMATICS PARTICIPATION RATE

Subgroup	Tested 95% In Current Year	Current Year Enrollment	Current Year Participation Rate
All Students	✗	1,592	93.7%
American Indian or Alaska Native	—	0	—
Asian or Native Hawaiian/Other Pacific Islander	—	19	—
Black or African American	✗	489	93.3%
Hispanic or Latino	✗	303	94.4%
Multiracial	✗	223	92.8%
White	✗	558	94.1%
English Language Learner	✓	55	96.4%
Students with Disabilities	✗	341	92.1%
Economically Disadvantaged	✗	1,187	93%

NYSESLAT USED FOR PARTICIPATION

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

SECONDARY STATUSES AND SUPPORT MODELS BY SUBGROUP

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

SECONDARY INDICATOR LEVELS

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

SECONDARY CORE SUBJECT PERFORMANCE

Subgroup	Subject	Cohort	Index	Combined Index	Level
All Students	ELA	256	136.7	136.8	2
	Math	129	122.5		
	Science	126	158.3		
Asian or Native Hawaiian/Other Pacific Islander	ELA	5	220	-	-
	Math	4	-		
	Science	4	-		
Black or African American	ELA	80	108.8	100.8	2
	Math	26	71.2		
	Science	24	133.3		
Hispanic or Latino	ELA	31	106.5	103.5	2
	Math	17	91.2		
	Science	17	117.6		
Multiracial	ELA	13	119.2	128.5	2
	Math	10	110		
	Science	5	170		
White	ELA	127	160.2	157.4	3
	Math	72	145.1		
	Science	76	171.7		
English Language Learner	ELA	8	50	-	-
	Math	5	20		
	Science	5	20		
Students with Disabilities	ELA	48	64.6	100.5	3
	Math	15	93.3		
	Science	10	165		
Economically Disadvantaged	ELA	143	106.3	103.8	2
	Math	60	83.3		
	Science	55	130.9		

SECONDARY WEIGHTED AVERAGE PERFORMANCE

Subgroup	Subject	Cohort	Index	Combined Index	Level
All Students	ELA	266	131.6	91.6	2
	Math	257	61.5		
	Science	260	76.7		
Asian or Native Hawaiian/Other Pacific Islander	ELA	5	220	-	-
	Math	5	170		
	Science	5	170		
Black or African American	ELA	83	104.8	58	1
	Math	79	23.4		
	Science	81	39.5		
Hispanic or Latino	ELA	33	100	72.4	2
	Math	31	50		
	Science	31	64.5		
Multiracial	ELA	14	110.7	89.6	2
	Math	13	84.6		
	Science	13	65.4		
White	ELA	131	155.3	113.7	3
	Math	129	81		
	Science	130	100.4		
English Language Learner	ELA	9	44.4	-	-
	Math	9	11.1		
	Science	9	11.1		
Students with Disabilities	ELA	52	59.6	40.9	2
	Math	51	27.5		
	Science	50	33		
Economically Disadvantaged	ELA	151	100.7	63.2	2
	Math	144	34.7		
	Science	145	49.7		

SECONDARY GRADUATION RATE

Subgroup	Cohort	Number In Cohort	Number Graduated	Grad Rate	Average Grad Rate	Level
All Students	4-year	254	220	86.6%	88.3%	2
	5-year	337	299	88.7%		
	6-year	328	294	89.6%		
American Indian or Alaska Native	4-year	1	—	—	—	—
	5-year	1	—	—		
	6-year	0	—	—		
Asian or Native Hawaiian/Other Pacific Islander	4-year	2	—	—	—	—
	5-year	11	—	—		
	6-year	6	—	—		
Black or African American	4-year	79	67	84.8%	84.5%	2
	5-year	114	96	84.2%		
	6-year	97	82	84.5%		
Hispanic or Latino	4-year	29	—	—	86.1%	2
	5-year	42	35	83.3%		
	6-year	63	56	88.9%		
Multiracial	4-year	15	14	93.3%	93%	3
	5-year	21	20	95.2%		
	6-year	21	19	90.5%		
White	4-year	128	114	89.1%	91.3%	2
	5-year	148	136	91.9%		
	6-year	141	131	92.9%		
English Language Learner	4-year	10	—	—	—	—
	5-year	6	—	—		
	6-year	5	—	—		
Students with Disabilities	4-year	52	35	67.3%	67.9%	2
	5-year	65	45	69.2%		
	6-year	52	35	67.3%		
Economically Disadvantaged	4-year	139	116	83.5%	83.6%	2
	5-year	158	128	81%		
	6-year	191	165	86.4%		

SECONDARY ELP

Subgroup	Number Of ELLs	Benchmark	Progress Rate	Success Ratio	Level
All Students	26	–	–	–	–
American Indian or Alaska Native	0	–	–	–	–
Asian or Native Hawaiian/Other Pacific Islander	0	–	–	–	–
Black or African American	5	–	–	–	–
Hispanic or Latino	17	–	–	–	–
Multiracial	1	–	–	–	–
White	3	–	–	–	–
English Language Learner	26	–	–	–	–
Students with Disabilities	4	–	–	–	–
Economically Disadvantaged	22	–	–	–	–

SECONDARY CHRONIC ABSENTEEISM

Subgroup	Students Enrolled	Students Chronically Absent	Chronic Absenteeism Rate	Level
All Students	1,255	495	39.4%	2
American Indian or Alaska Native	2	–	–	–
Asian or Native Hawaiian/Other Pacific Islander	18	–	–	–
Black or African American	388	174	44.8%	2
Hispanic or Latino	234	94	40.2%	2
Multiracial	101	54	53.5%	1
White	512	163	31.8%	2
English Language Learner	64	28	43.8%	2
Students with Disabilities	244	114	46.7%	2
Economically Disadvantaged	819	402	49.1%	2

SECONDARY ELA PARTICIPATION RATE

Subgroup	Tested 95% In Current Year	Current Year 12th Grade Enrollment	Current Year Participation Rate
All Students	✓	272	95.6%
American Indian or Alaska Native	–	0	–
Asian or Native Hawaiian/Other Pacific Islander	–	5	–
Black or African American	✗	86	94.2%
Hispanic or Latino	–	32	–
Multiracial	–	17	–
White	✓	132	97%
English Language Learner	–	8	–
Students with Disabilities	✗	50	92%
Economically Disadvantaged	✓	153	95.4%

SECONDARY MATHEMATICS PARTICIPATION RATE

Subgroup	Tested 95% In Current Year	Current Year 12th Grade Enrollment	Current Year Participation Rate
All Students	✗	260	50.4%
American Indian or Alaska Native	–	0	–
Asian or Native Hawaiian/Other Pacific Islander	–	5	–
Black or African American	✗	80	31.3%
Hispanic or Latino	–	30	–
Multiracial	–	16	–
White	✗	129	57.4%
English Language Learner	–	8	–
Students with Disabilities	✗	48	22.9%
Economically Disadvantaged	✗	145	40.7%

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	272	13	5%	259	95%	119	46%	54	21%	63	24%	23	9%	86	33%
Grade 4	243	21	9%	222	91%	77	35%	62	28%	57	26%	26	12%	83	37%
Grade 5	250	12	5%	238	95%	79	33%	62	26%	72	30%	25	11%	97	41%
Grade 6	271	29	11%	242	89%	83	34%	71	29%	60	25%	28	12%	88	36%
Grade 7	262	21	8%	241	92%	117	49%	47	20%	50	21%	27	11%	77	32%
Grade 8	301	37	12%	264	88%	71	27%	83	31%	72	27%	38	14%	110	42%
Grades 3-8	1,599	133	8%	1,466	92%	546	37%	379	26%	374	26%	167	11%	541	37%

GRADE 3 ELA RESULTS

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



Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	272	13	5%	259	95%	119	46%	54	21%	63	24%	23	9%	86	33%
Female	124	6	5%	118	95%	51	43%	28	24%	31	26%	8	7%	39	33%
Male	148	7	5%	141	95%	68	48%	26	18%	32	23%	15	11%	47	33%
General Education Students	210	2	1%	208	99%	82	39%	45	22%	58	28%	23	11%	81	39%
Students with Disabilities	62	11	18%	51	82%	37	73%	9	18%	5	10%	0	0%	5	10%
Asian or Native Hawaiian/Other Pacific Islander	2	1	50%	1	50%	—	—	—	—	—	—	—	—	—	—
Black or African American	85	8	9%	77	91%	45	58%	16	21%	14	18%	2	3%	16	21%
Hispanic or Latino	49	1	2%	48	98%	32	67%	10	21%	5	10%	1	2%	6	13%
White	96	3	3%	93	97%	27	29%	20	22%	31	33%	15	16%	46	49%
Multiracial	40	0	0%	40	100%	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	42	1	2%	41	98%	15	37%	8	20%	13	32%	5	12%	18	44%
Economically Disadvantaged	205	9	4%	196	96%	107	55%	42	21%	39	20%	8	4%	47	24%
Not Economically Disadvantaged	67	4	6%	63	94%	12	19%	12	19%	24	38%	15	24%	39	62%
English Language Learner	9	1	11%	8	89%	4	50%	1	13%	3	38%	0	0%	3	38%
Non-English Language Learner	263	12	5%	251	95%	115	46%	53	21%	60	24%	23	9%	83	33%
In Foster Care	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	271	13	5%	258	95%	—	—	—	—	—	—	—	—	—	—
Homeless	19	0	0%	19	100%	12	63%	3	16%	3	16%	1	5%	4	21%
Not Homeless	253	13	5%	240	95%	107	45%	51	21%	60	25%	22	9%	82	34%
Not Migrant	272	13	5%	259	95%	119	46%	54	21%	63	24%	23	9%	86	33%
Parent Not in Armed Forces	272	13	5%	259	95%	119	46%	54	21%	63	24%	23	9%	86	33%

GRADE 4 ELA RESULTS

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



Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	243	21	9%	222	91%	77	35%	62	28%	57	26%	26	12%	83	37%
Female	130	10	8%	120	92%	36	30%	35	29%	32	27%	17	14%	49	41%
Male	113	11	10%	102	90%	41	40%	27	26%	25	25%	9	9%	34	33%
General Education Students	192	13	7%	179	93%	45	25%	54	30%	54	30%	26	15%	80	45%
Students with Disabilities	51	8	16%	43	84%	32	74%	8	19%	3	7%	0	0%	3	7%
Asian or Native Hawaiian/Other Pacific Islander	3	0	0%	3	100%	–	–	–	–	–	–	–	–	–	–
Black or African American	68	6	9%	62	91%	22	35%	21	34%	16	26%	3	5%	19	31%
Hispanic or Latino	51	2	4%	49	96%	20	41%	16	33%	10	20%	3	6%	13	27%
White	84	9	11%	75	89%	22	29%	16	21%	20	27%	17	23%	37	49%
Multiracial	37	4	11%	33	89%	–	–	–	–	–	–	–	–	–	–
Small Group Total: Race & Ethnicity	40	4	10%	36	90%	13	36%	9	25%	11	31%	3	8%	14	39%
Economically Disadvantaged	185	17	9%	168	91%	65	39%	53	32%	43	26%	7	4%	50	30%
Not Economically Disadvantaged	58	4	7%	54	93%	12	22%	9	17%	14	26%	19	35%	33	61%
English Language Learner	10	3	30%	7	70%	4	57%	3	43%	0	0%	0	0%	0	0%
Non-English Language Learner	233	18	8%	215	92%	73	34%	59	27%	57	27%	26	12%	83	39%
Not in Foster Care	243	21	9%	222	91%	77	35%	62	28%	57	26%	26	12%	83	37%
Homeless	14	2	14%	12	86%	7	58%	4	33%	1	8%	0	0%	1	8%
Not Homeless	229	19	8%	210	92%	70	33%	58	28%	56	27%	26	12%	82	39%
Not Migrant	243	21	9%	222	91%	77	35%	62	28%	57	26%	26	12%	83	37%
Parent Not in Armed Forces	243	21	9%	222	91%	77	35%	62	28%	57	26%	26	12%	83	37%

GRADE 5 ELA RESULTS

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



Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	250	12	5%	238	95%	79	33%	62	26%	72	30%	25	11%	97	41%
Female	133	5	4%	128	96%	33	26%	40	31%	39	30%	16	13%	55	43%
Male	117	7	6%	110	94%	46	42%	22	20%	33	30%	9	8%	42	38%
General Education Students	202	6	3%	196	97%	55	28%	52	27%	65	33%	24	12%	89	45%
Students with Disabilities	48	6	13%	42	88%	24	57%	10	24%	7	17%	1	2%	8	19%
Asian or Native Hawaiian/Other Pacific Islander	3	0	0%	3	100%	—	—	—	—	—	—	—	—	—	—
Black or African American	79	5	6%	74	94%	31	42%	22	30%	18	24%	3	4%	21	28%
Hispanic or Latino	42	3	7%	39	93%	18	46%	9	23%	9	23%	3	8%	12	31%
White	91	4	4%	87	96%	17	20%	22	25%	35	40%	13	15%	48	55%
Multiracial	35	0	0%	35	100%	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	38	0	0%	38	100%	13	34%	9	24%	10	26%	6	16%	16	42%
Economically Disadvantaged	180	9	5%	171	95%	66	39%	43	25%	47	27%	15	9%	62	36%
Not Economically Disadvantaged	70	3	4%	67	96%	13	19%	19	28%	25	37%	10	15%	35	52%
English Language Learner	6	2	33%	4	67%	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	244	10	4%	234	96%	—	—	—	—	—	—	—	—	—	—
In Foster Care	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	249	12	5%	237	95%	—	—	—	—	—	—	—	—	—	—
Homeless	13	1	8%	12	92%	4	33%	5	42%	2	17%	1	8%	3	25%
Not Homeless	237	11	5%	226	95%	75	33%	57	25%	70	31%	24	11%	94	42%
Not Migrant	250	12	5%	238	95%	79	33%	62	26%	72	30%	25	11%	97	41%
Parent Not in Armed Forces	250	12	5%	238	95%	79	33%	62	26%	72	30%	25	11%	97	41%

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	271	29	11%	242	89%	83	34%	71	29%	60	25%	28	12%	88	36%
Female	134	13	10%	121	90%	35	29%	40	33%	28	23%	18	15%	46	38%
Male	137	16	12%	121	88%	48	40%	31	26%	32	26%	10	8%	42	35%
General Education Students	205	7	3%	198	97%	48	24%	65	33%	58	29%	27	14%	85	43%
Students with Disabilities	66	22	33%	44	67%	35	80%	6	14%	2	5%	1	2%	3	7%
Asian or Native Hawaiian/Other Pacific Islander	4	1	25%	3	75%	-	-	-	-	-	-	-	-	-	-
Black or African American	86	12	14%	74	86%	34	46%	23	31%	14	19%	3	4%	17	23%
Hispanic or Latino	50	6	12%	44	88%	18	41%	12	27%	13	30%	1	2%	14	32%
White	90	8	9%	82	91%	17	21%	22	27%	26	32%	17	21%	43	52%
Multiracial	41	2	5%	39	95%	-	-	-	-	-	-	-	-	-	-
Small Group Total: Race & Ethnicity	45	3	7%	42	93%	14	33%	14	33%	7	17%	7	17%	14	33%
Economically Disadvantaged	198	21	11%	177	89%	73	41%	56	32%	37	21%	11	6%	48	27%
Not Economically Disadvantaged	73	8	11%	65	89%	10	15%	15	23%	23	35%	17	26%	40	62%
English Language Learner	8	6	75%	2	25%	-	-	-	-	-	-	-	-	-	-
Non-English Language Learner	263	23	9%	240	91%	-	-	-	-	-	-	-	-	-	-
In Foster Care	1	0	0%	1	100%	-	-	-	-	-	-	-	-	-	-
Not in Foster Care	270	29	11%	241	89%	-	-	-	-	-	-	-	-	-	-
Homeless	12	3	25%	9	75%	3	33%	1	11%	5	56%	0	0%	5	56%
Not Homeless	259	26	10%	233	90%	80	34%	70	30%	55	24%	28	12%	83	36%
Migrant	1	0	0%	1	100%	-	-	-	-	-	-	-	-	-	-
Not Migrant	270	29	11%	241	89%	-	-	-	-	-	-	-	-	-	-
Parent Not in Armed Forces	271	29	11%	242	89%	83	34%	71	29%	60	25%	28	12%	88	36%

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	262		21	8%	241	92%	117	49%	47	20%	50	21%	27	11%	77	32%
Female	119		10	8%	109	92%	41	38%	22	20%	27	25%	19	17%	46	42%
Male	143		11	8%	132	92%	76	58%	25	19%	23	17%	8	6%	31	23%
General Education Students	203		12	6%	191	94%	75	39%	41	21%	48	25%	27	14%	75	39%
Students with Disabilities	59		9	15%	50	85%	42	84%	6	12%	2	4%	0	0%	2	4%
Asian or Native Hawaiian/Other Pacific Islander	4		1	25%	3	75%	–	–	–	–	–	–	–	–	–	–
Black or African American	76		7	9%	69	91%	39	57%	12	17%	13	19%	5	7%	18	26%
Hispanic or Latino	54		2	4%	52	96%	32	62%	9	17%	10	19%	1	2%	11	21%
White	87		5	6%	82	94%	29	35%	18	22%	18	22%	17	21%	35	43%
Multiracial	41		6	15%	35	85%	–	–	–	–	–	–	–	–	–	–
Small Group Total: Race & Ethnicity	45		7	16%	38	84%	17	45%	8	21%	9	24%	4	11%	13	34%
Economically Disadvantaged	199		17	9%	182	91%	102	56%	39	21%	32	18%	9	5%	41	23%
Not Economically Disadvantaged	63		4	6%	59	94%	15	25%	8	14%	18	31%	18	31%	36	61%
English Language Learner	15		4	27%	11	73%	10	91%	1	9%	0	0%	0	0%	0	0%
Non-English Language Learner	247		17	7%	230	93%	107	47%	46	20%	50	22%	27	12%	77	33%
In Foster Care	1		1	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not in Foster Care	261		20	8%	241	92%	117	49%	47	20%	50	21%	27	11%	77	32%
Homeless	17		1	6%	16	94%	8	50%	5	31%	3	19%	0	0%	3	19%
Not Homeless	245		20	8%	225	92%	109	48%	42	19%	47	21%	27	12%	74	33%
Not Migrant	262		21	8%	241	92%	117	49%	47	20%	50	21%	27	11%	77	32%
Parent Not in Armed Forces	262		21	8%	241	92%	117	49%	47	20%	50	21%	27	11%	77	32%

GRADE 8 ELA RESULTS

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



Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	301	37	12%	264	88%	71	27%	83	31%	72	27%	38	14%	110	42%
Female	140	20	14%	120	86%	25	21%	33	28%	39	33%	23	19%	62	52%
Male	161	17	11%	144	89%	46	32%	50	35%	33	23%	15	10%	48	33%
General Education Students	240	21	9%	219	91%	42	19%	70	32%	71	32%	36	16%	107	49%
Students with Disabilities	61	16	26%	45	74%	29	64%	13	29%	1	2%	2	4%	3	7%
Asian or Native Hawaiian/Other Pacific Islander	3	1	33%	2	67%	–	–	–	–	–	–	–	–	–	–
Black or African American	99	10	10%	89	90%	36	40%	28	31%	18	20%	7	8%	25	28%
Hispanic or Latino	58	6	10%	52	90%	15	29%	20	38%	11	21%	6	12%	17	33%
White	113	13	12%	100	88%	16	16%	29	29%	37	37%	18	18%	55	55%
Multiracial	28	7	25%	21	75%	–	–	–	–	–	–	–	–	–	–
Small Group Total: Race & Ethnicity	31	8	26%	23	74%	4	17%	6	26%	6	26%	7	30%	13	57%
Economically Disadvantaged	225	32	14%	193	86%	64	33%	65	34%	46	24%	18	9%	64	33%
Not Economically Disadvantaged	76	5	7%	71	93%	7	10%	18	25%	26	37%	20	28%	46	65%
English Language Learner	7	2	29%	5	71%	5	100%	0	0%	0	0%	0	0%	0	0%
Non-English Language Learner	294	35	12%	259	88%	66	25%	83	32%	72	28%	38	15%	110	42%
In Foster Care	5	2	40%	3	60%	–	–	–	–	–	–	–	–	–	–
Not in Foster Care	296	35	12%	261	88%	–	–	–	–	–	–	–	–	–	–
Homeless	21	4	19%	17	81%	7	41%	2	12%	6	35%	2	12%	8	47%
Not Homeless	280	33	12%	247	88%	64	26%	81	33%	66	27%	36	15%	102	41%
Not Migrant	301	37	12%	264	88%	71	27%	83	31%	72	27%	38	14%	110	42%
Parent Not in Armed Forces	301	37	12%	264	88%	71	27%	83	31%	72	27%	38	14%	110	42%

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	274	14	5%	260	95%	82	32%	85	33%	66	25%	27	10%	93	36%
Grade 4	241	19	8%	222	92%	88	40%	56	25%	63	28%	15	7%	78	35%
Grade 5	252	15	6%	237	94%	94	40%	58	24%	51	22%	34	14%	85	36%
Grade 6	273	27	10%	246	90%	100	41%	63	26%	66	27%	17	7%	83	34%
Combined 6	273	27	10%	246	90%	100	41%	63	26%	66	27%	17	7%	83	34%
Grade 7	262	27	10%	235	90%	92	39%	72	31%	51	22%	20	9%	71	30%
Combined 7	262	27	10%	235	90%	92	39%	72	31%	51	22%	20	9%	71	30%
Grade 8	301	52	17%	249	83%	114	46%	39	16%	74	30%	22	9%	96	39%
Regents 8	—	—	—	2	1%	—	—	—	—	—	—	—	—	—	—
Combined 8	301	50	17%	251	83%	—	—	—	—	—	—	—	—	—	—
Grades 3-8	1,603	152	9%	1,451	91%	—	—	—	—	—	—	—	—	—	—

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

GRADE 3 MATH RESULTS

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



Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	274	14	5%	260	95%	82	32%	85	33%	66	25%	27	10%	93	36%
Female	126	7	6%	119	94%	47	39%	41	34%	22	18%	9	8%	31	26%
Male	148	7	5%	141	95%	35	25%	44	31%	44	31%	18	13%	62	44%
General Education Students	212	3	1%	209	99%	51	24%	70	33%	62	30%	26	12%	88	42%
Students with Disabilities	62	11	18%	51	82%	31	61%	15	29%	4	8%	1	2%	5	10%
Asian or Native Hawaiian/Other Pacific Islander	1	0	0%	1	100%	–	–	–	–	–	–	–	–	–	–
Black or African American	87	9	10%	78	90%	31	40%	30	38%	14	18%	3	4%	17	22%
Hispanic or Latino	51	2	4%	49	96%	26	53%	13	27%	7	14%	3	6%	10	20%
White	95	3	3%	92	97%	17	18%	27	29%	32	35%	16	17%	48	52%
Multiracial	40	0	0%	40	100%	–	–	–	–	–	–	–	–	–	–
Small Group Total: Race & Ethnicity	41	0	0%	41	100%	8	20%	15	37%	13	32%	5	12%	18	44%
Economically Disadvantaged	208	12	6%	196	94%	76	39%	69	35%	36	18%	15	8%	51	26%
Not Economically Disadvantaged	66	2	3%	64	97%	6	9%	16	25%	30	47%	12	19%	42	66%
English Language Learner	10	1	10%	9	90%	4	44%	0	0%	5	56%	0	0%	5	56%
Non-English Language Learner	264	13	5%	251	95%	78	31%	85	34%	61	24%	27	11%	88	35%
In Foster Care	1	0	0%	1	100%	–	–	–	–	–	–	–	–	–	–
Not in Foster Care	273	14	5%	259	95%	–	–	–	–	–	–	–	–	–	–
Homeless	19	1	5%	18	95%	9	50%	5	28%	2	11%	2	11%	4	22%
Not Homeless	255	13	5%	242	95%	73	30%	80	33%	64	26%	25	10%	89	37%
Not Migrant	274	14	5%	260	95%	82	32%	85	33%	66	25%	27	10%	93	36%
Parent Not in Armed Forces	274	14	5%	260	95%	82	32%	85	33%	66	25%	27	10%	93	36%

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	241	19	8%	222	92%	88	40%	56	25%	63	28%	15	7%	78	35%
Female	127	5	4%	122	96%	48	39%	32	26%	32	26%	10	8%	42	34%
Male	114	14	12%	100	88%	40	40%	24	24%	31	31%	5	5%	36	36%
General Education Students	191	10	5%	181	95%	58	32%	52	29%	56	31%	15	8%	71	39%
Students with Disabilities	50	9	18%	41	82%	30	73%	4	10%	7	17%	0	0%	7	17%
Asian or Native Hawaiian/Other Pacific Islander	3	0	0%	3	100%	–	–	–	–	–	–	–	–	–	–
Black or African American	68	6	9%	62	91%	36	58%	12	19%	13	21%	1	2%	14	23%
Hispanic or Latino	51	4	8%	47	92%	21	45%	10	21%	15	32%	1	2%	16	34%
White	82	6	7%	76	93%	19	25%	21	28%	24	32%	12	16%	36	47%
Multiracial	37	3	8%	34	92%	–	–	–	–	–	–	–	–	–	–
Small Group Total: Race & Ethnicity	40	3	8%	37	93%	12	32%	13	35%	11	30%	1	3%	12	32%
Economically Disadvantaged	182	15	8%	167	92%	77	46%	42	25%	44	26%	4	2%	48	29%
Not Economically Disadvantaged	59	4	7%	55	93%	11	20%	14	25%	19	35%	11	20%	30	55%
English Language Learner	10	0	0%	10	100%	6	60%	3	30%	1	10%	0	0%	1	10%
Non-English Language Learner	231	19	8%	212	92%	82	39%	53	25%	62	29%	15	7%	77	36%
Not in Foster Care	241	19	8%	222	92%	88	40%	56	25%	63	28%	15	7%	78	35%
Homeless	14	3	21%	11	79%	6	55%	1	9%	4	36%	0	0%	4	36%
Not Homeless	227	16	7%	211	93%	82	39%	55	26%	59	28%	15	7%	74	35%
Not Migrant	241	19	8%	222	92%	88	40%	56	25%	63	28%	15	7%	78	35%
Parent Not in Armed Forces	241	19	8%	222	92%	88	40%	56	25%	63	28%	15	7%	78	35%

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	252	15	6%	237	94%	94	40%	58	24%	51	22%	34	14%	85	36%
Female	134	6	4%	128	96%	49	38%	36	28%	26	20%	17	13%	43	34%
Male	118	9	8%	109	92%	45	41%	22	20%	25	23%	17	16%	42	39%
General Education Students	203	7	3%	196	97%	64	33%	52	27%	49	25%	31	16%	80	41%
Students with Disabilities	49	8	16%	41	84%	30	73%	6	15%	2	5%	3	7%	5	12%
Asian or Native Hawaiian/Other Pacific Islander	3	0	0%	3	100%	–	–	–	–	–	–	–	–	–	–
Black or African American	78	5	6%	73	94%	39	53%	19	26%	10	14%	5	7%	15	21%
Hispanic or Latino	44	4	9%	40	91%	24	60%	9	23%	4	10%	3	8%	7	18%
White	91	4	4%	87	96%	17	20%	17	20%	36	41%	17	20%	53	61%
Multiracial	36	2	6%	34	94%	–	–	–	–	–	–	–	–	–	–
Small Group Total: Race & Ethnicity	39	2	5%	37	95%	14	38%	13	35%	1	3%	9	24%	10	27%
Economically Disadvantaged	182	11	6%	171	94%	79	46%	50	29%	26	15%	16	9%	42	25%
Not Economically Disadvantaged	70	4	6%	66	94%	15	23%	8	12%	25	38%	18	27%	43	65%
English Language Learner	6	0	0%	6	100%	3	50%	2	33%	1	17%	0	0%	1	17%
Non-English Language Learner	246	15	6%	231	94%	91	39%	56	24%	50	22%	34	15%	84	36%
In Foster Care	1	0	0%	1	100%	–	–	–	–	–	–	–	–	–	–
Not in Foster Care	251	15	6%	236	94%	–	–	–	–	–	–	–	–	–	–
Homeless	14	2	14%	12	86%	8	67%	1	8%	2	17%	1	8%	3	25%
Not Homeless	238	13	5%	225	95%	86	38%	57	25%	49	22%	33	15%	82	36%
Not Migrant	252	15	6%	237	94%	94	40%	58	24%	51	22%	34	14%	85	36%
Parent Not in Armed Forces	252	15	6%	237	94%	94	40%	58	24%	51	22%	34	14%	85	36%

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	273	27	10%	246	90%	100	41%	63	26%	66	27%	17	7%	83	34%
Female	134	11	8%	123	92%	49	40%	32	26%	34	28%	8	7%	42	34%
Male	139	16	12%	123	88%	51	41%	31	25%	32	26%	9	7%	41	33%
General Education Students	207	5	2%	202	98%	67	33%	53	26%	65	32%	17	8%	82	41%
Students with Disabilities	66	22	33%	44	67%	33	75%	10	23%	1	2%	0	0%	1	2%
Asian or Native Hawaiian/Other Pacific Islander	4	0	0%	4	100%	–	–	–	–	–	–	–	–	–	–
Black or African American	86	11	13%	75	87%	35	47%	24	32%	16	21%	0	0%	16	21%
Hispanic or Latino	51	6	12%	45	88%	28	62%	7	16%	9	20%	1	2%	10	22%
White	91	9	10%	82	90%	21	26%	20	24%	29	35%	12	15%	41	50%
Multiracial	41	1	2%	40	98%	–	–	–	–	–	–	–	–	–	–
Small Group Total: Race & Ethnicity	45	1	2%	44	98%	16	36%	12	27%	12	27%	4	9%	16	36%
Economically Disadvantaged	199	19	10%	180	90%	88	49%	50	28%	38	21%	4	2%	42	23%
Not Economically Disadvantaged	74	8	11%	66	89%	12	18%	13	20%	28	42%	13	20%	41	62%
English Language Learner	9	3	33%	6	67%	5	83%	1	17%	0	0%	0	0%	0	0%
Non-English Language Learner	264	24	9%	240	91%	95	40%	62	26%	66	28%	17	7%	83	35%
In Foster Care	1	0	0%	1	100%	–	–	–	–	–	–	–	–	–	–
Not in Foster Care	272	27	10%	245	90%	–	–	–	–	–	–	–	–	–	–
Homeless	12	2	17%	10	83%	3	30%	4	40%	3	30%	0	0%	3	30%
Not Homeless	261	25	10%	236	90%	97	41%	59	25%	63	27%	17	7%	80	34%
Migrant	1	0	0%	1	100%	–	–	–	–	–	–	–	–	–	–
Not Migrant	272	27	10%	245	90%	–	–	–	–	–	–	–	–	–	–
Parent Not in Armed Forces	273	27	10%	246	90%	100	41%	63	26%	66	27%	17	7%	83	34%

GRADE 7 MATH RESULTS

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



Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	262	27	10%	235	90%	92	39%	72	31%	51	22%	20	9%	71	30%
Female	119	14	12%	105	88%	33	31%	37	35%	24	23%	11	10%	35	33%
Male	143	13	9%	130	91%	59	45%	35	27%	27	21%	9	7%	36	28%
General Education Students	203	19	9%	184	91%	54	29%	64	35%	46	25%	20	11%	66	36%
Students with Disabilities	59	8	14%	51	86%	38	75%	8	16%	5	10%	0	0%	5	10%
Asian or Native Hawaiian/Other Pacific Islander	4	0	0%	4	100%	–	–	–	–	–	–	–	–	–	–
Black or African American	76	11	14%	65	86%	38	58%	19	29%	5	8%	3	5%	8	12%
Hispanic or Latino	54	3	6%	51	94%	25	49%	15	29%	9	18%	2	4%	11	22%
White	87	7	8%	80	92%	17	21%	20	25%	31	39%	12	15%	43	54%
Multiracial	41	6	15%	35	85%	–	–	–	–	–	–	–	–	–	–
Small Group Total: Race & Ethnicity	45	6	13%	39	87%	12	31%	18	46%	6	15%	3	8%	9	23%
Economically Disadvantaged	199	24	12%	175	88%	80	46%	62	35%	23	13%	10	6%	33	19%
Not Economically Disadvantaged	63	3	5%	60	95%	12	20%	10	17%	28	47%	10	17%	38	63%
English Language Learner	15	1	7%	14	93%	9	64%	4	29%	1	7%	0	0%	1	7%
Non-English Language Learner	247	26	11%	221	89%	83	38%	68	31%	50	23%	20	9%	70	32%
In Foster Care	1	1	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not in Foster Care	261	26	10%	235	90%	92	39%	72	31%	51	22%	20	9%	71	30%
Homeless	17	1	6%	16	94%	7	44%	5	31%	3	19%	1	6%	4	25%
Not Homeless	245	26	11%	219	89%	85	39%	67	31%	48	22%	19	9%	67	31%
Not Migrant	262	27	10%	235	90%	92	39%	72	31%	51	22%	20	9%	71	30%
Parent Not in Armed Forces	262	27	10%	235	90%	92	39%	72	31%	51	22%	20	9%	71	30%

GRADE 8 MATH RESULTS

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



Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	301	52	17%	249	83%	114	46%	39	16%	74	30%	22	9%	96	39%
Female	140	29	21%	111	79%	44	40%	20	18%	36	32%	11	10%	47	42%
Male	161	23	14%	138	86%	70	51%	19	14%	38	28%	11	8%	49	36%
General Education Students	240	36	15%	204	85%	79	39%	35	17%	70	34%	20	10%	90	44%
Students with Disabilities	61	16	26%	45	74%	35	78%	4	9%	4	9%	2	4%	6	13%
Asian or Native Hawaiian/Other Pacific Islander	3	1	33%	2	67%	—	—	—	—	—	—	—	—	—	—
Black or African American	99	14	14%	85	86%	56	66%	16	19%	12	14%	1	1%	13	15%
Hispanic or Latino	58	10	17%	48	83%	24	50%	8	17%	14	29%	2	4%	16	33%
White	113	19	17%	94	83%	25	27%	11	12%	41	44%	17	18%	58	62%
Multiracial	28	8	29%	20	71%	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	31	9	29%	22	71%	9	41%	4	18%	7	32%	2	9%	9	41%
Economically Disadvantaged	225	44	20%	181	80%	104	57%	25	14%	43	24%	9	5%	52	29%
Not Economically Disadvantaged	76	8	11%	68	89%	10	15%	14	21%	31	46%	13	19%	44	65%
English Language Learner	7	0	0%	7	100%	7	100%	0	0%	0	0%	0	0%	0	0%
Non-English Language Learner	294	52	18%	242	82%	107	44%	39	16%	74	31%	22	9%	96	40%
In Foster Care	5	3	60%	2	40%	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	296	49	17%	247	83%	—	—	—	—	—	—	—	—	—	—
Homeless	21	4	19%	17	81%	9	53%	2	12%	5	29%	1	6%	6	35%
Not Homeless	280	48	17%	232	83%	105	45%	37	16%	69	30%	21	9%	90	39%
Not Migrant	301	52	17%	249	83%	114	46%	39	16%	74	30%	22	9%	96	39%
Parent Not in Armed Forces	301	52	17%	249	83%	114	46%	39	16%	74	30%	22	9%	96	39%

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	303	57	19%	246	81%	67	27%	75	30%	85	35%	19	8%	104	42%
Regents 8	—	—	—	2	1%	—	—	—	—	—	—	—	—	—	—
Combined 8	303	55	18%	248	82%	—	—	—	—	—	—	—	—	—	—

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	303	57	19%	246	81%	67	27%	75	30%	85	35%	19	8%	104	42%
Female	142	26	18%	116	82%	28	24%	40	34%	41	35%	7	6%	48	41%
Male	161	31	19%	130	81%	39	30%	35	27%	44	34%	12	9%	56	43%
General Education Students	241	34	14%	207	86%	46	22%	65	31%	77	37%	19	9%	96	46%
Students with Disabilities	62	23	37%	39	63%	21	54%	10	26%	8	21%	0	0%	8	21%
Asian or Native Hawaiian/Other Pacific Islander	3	0	0%	3	100%	-	-	-	-	-	-	-	-	-	-
Black or African American	100	17	17%	83	83%	36	43%	29	35%	18	22%	0	0%	18	22%
Hispanic or Latino	58	10	17%	48	83%	13	27%	17	35%	18	38%	0	0%	18	38%
White	114	21	18%	93	82%	12	13%	23	25%	40	43%	18	19%	58	62%
Multiracial	28	9	32%	19	68%	-	-	-	-	-	-	-	-	-	-
Small Group Total: Race & Ethnicity	31	9	29%	22	71%	6	27%	6	27%	9	41%	1	5%	10	45%
Economically Disadvantaged	227	50	22%	177	78%	60	34%	63	36%	51	29%	3	2%	54	31%
Not Economically Disadvantaged	76	7	9%	69	91%	7	10%	12	17%	34	49%	16	23%	50	72%
English Language Learner	7	0	0%	7	100%	4	57%	3	43%	0	0%	0	0%	0	0%
Non-English Language Learner	296	57	19%	239	81%	63	26%	72	30%	85	36%	19	8%	104	44%
In Foster Care	6	3	50%	3	50%	-	-	-	-	-	-	-	-	-	-
Not in Foster Care	297	54	18%	243	82%	-	-	-	-	-	-	-	-	-	-
Homeless	22	4	18%	18	82%	4	22%	7	39%	7	39%	0	0%	7	39%
Not Homeless	281	53	19%	228	81%	63	28%	68	30%	78	34%	19	8%	97	43%
Not Migrant	303	57	19%	246	81%	67	27%	75	30%	85	35%	19	8%	104	42%
Parent Not in Armed Forces	303	57	19%	246	81%	67	27%	75	30%	85	35%	19	8%	104	42%

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	287	43	15%	41	14%	89	31%	34	12%	80	28%	203	71%
Female	135	–	–	–	–	–	–	–	–	–	–	–	–
Male	151	25	17%	18	12%	52	34%	17	11%	39	26%	108	72%
Non-Binary	1	–	–	–	–	–	–	–	–	–	–	–	–
Small Group Total: Gender	136	18	13%	23	17%	37	27%	17	13%	41	30%	95	70%
General Education Students	236	29	12%	27	11%	69	29%	32	14%	79	33%	180	76%
Students with Disabilities	51	14	27%	14	27%	20	39%	2	4%	1	2%	23	45%
American Indian or Alaska Native	1	–	–	–	–	–	–	–	–	–	–	–	–
Asian or Native Hawaiian/Other Pacific Islander	4	–	–	–	–	–	–	–	–	–	–	–	–
Black or African American	93	16	17%	17	18%	38	41%	10	11%	12	13%	60	65%
Hispanic or Latino	58	11	19%	7	12%	15	26%	8	14%	17	29%	40	69%
White	110	11	10%	9	8%	31	28%	15	14%	44	40%	90	82%
Multiracial	21	3	14%	8	38%	5	24%	1	5%	4	19%	10	48%
Small Group Total: Race & Ethnicity	5	2	40%	0	0%	0	0%	0	0%	3	60%	3	60%
Economically Disadvantaged	181	33	18%	36	20%	57	31%	21	12%	34	19%	112	62%
Not Economically Disadvantaged	106	10	9%	5	5%	32	30%	13	12%	46	43%	91	86%
English Language Learner	17	6	35%	3	18%	7	41%	1	6%	0	0%	8	47%
Non-English Language Learner	270	37	14%	38	14%	82	30%	33	12%	80	30%	195	72%
In Foster Care	2	–	–	–	–	–	–	–	–	–	–	–	–
Not in Foster Care	285	–	–	–	–	–	–	–	–	–	–	–	–
Homeless	12	5	42%	3	25%	2	17%	0	0%	2	17%	4	33%
Not Homeless	275	38	14%	38	14%	87	32%	34	12%	78	28%	199	72%
Not Migrant	287	43	15%	41	14%	89	31%	34	12%	80	28%	203	71%
Parent Not in Armed Forces	287	43	15%	41	14%	89	31%	34	12%	80	28%	203	71%

ANNUAL REGENTS EXAMINATION IN ALGEBRA I (2022-23)



Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%
All Students	365	70	19%	69	19%	173	47%	26	7%	27	7%	226	62%
Female	184	37	20%	38	21%	81	44%	13	7%	15	8%	109	59%
Male	179	–	–	–	–	–	–	–	–	–	–	–	–
Non-Binary	2	–	–	–	–	–	–	–	–	–	–	–	–
Small Group Total: Gender	181	33	18%	31	17%	92	51%	13	7%	12	7%	117	65%
General Education Students	294	51	17%	50	17%	140	48%	26	9%	27	9%	193	66%
Students with Disabilities	71	19	27%	19	27%	33	46%	0	0%	0	0%	33	46%
Asian or Native Hawaiian/Other Pacific Islander	3	–	–	–	–	–	–	–	–	–	–	–	–
Black or African American	124	29	23%	28	23%	63	51%	2	2%	2	2%	67	54%
Hispanic or Latino	75	13	17%	17	23%	38	51%	4	5%	3	4%	45	60%
White	133	22	17%	17	13%	57	43%	19	14%	18	14%	94	71%
Multiracial	30	–	–	–	–	–	–	–	–	–	–	–	–
Small Group Total: Race & Ethnicity	33	6	18%	7	21%	15	45%	1	3%	4	12%	20	61%
Economically Disadvantaged	241	54	22%	53	22%	115	48%	14	6%	5	2%	134	56%
Not Economically Disadvantaged	124	16	13%	16	13%	58	47%	12	10%	22	18%	92	74%
English Language Learner	28	10	36%	5	18%	11	39%	2	7%	0	0%	13	46%
Non-English Language Learner	337	60	18%	64	19%	162	48%	24	7%	27	8%	213	63%
Not in Foster Care	365	70	19%	69	19%	173	47%	26	7%	27	7%	226	62%
Homeless	17	5	29%	4	24%	7	41%	1	6%	0	0%	8	47%
Not Homeless	348	65	19%	65	19%	166	48%	25	7%	27	8%	218	63%
Not Migrant	365	70	19%	69	19%	173	47%	26	7%	27	7%	226	62%
Parent Not in Armed Forces	365	70	19%	69	19%	173	47%	26	7%	27	7%	226	62%

ANNUAL REGENTS EXAMINATION IN GEOMETRY (2022-23)



Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%
All Students	159	53	33%	23	14%	53	33%	13	8%	17	11%	83	52%
Female	86	33	38%	15	17%	25	29%	6	7%	7	8%	38	44%
Male	73	20	27%	8	11%	28	38%	7	10%	10	14%	45	62%
General Education Students	155	–	–	–	–	–	–	–	–	–	–	–	–
Students with Disabilities	4	–	–	–	–	–	–	–	–	–	–	–	–
Asian or Native Hawaiian/Other Pacific Islander	3	–	–	–	–	–	–	–	–	–	–	–	–
Black or African American	36	19	53%	6	17%	9	25%	2	6%	0	0%	11	31%
Hispanic or Latino	32	15	47%	1	3%	11	34%	3	9%	2	6%	16	50%
White	75	15	20%	15	20%	26	35%	7	9%	12	16%	45	60%
Multiracial	13	–	–	–	–	–	–	–	–	–	–	–	–
Small Group Total: Race & Ethnicity	16	4	25%	1	6%	7	44%	1	6%	3	19%	11	69%
Economically Disadvantaged	76	35	46%	11	14%	24	32%	4	5%	2	3%	30	39%
Not Economically Disadvantaged	83	18	22%	12	14%	29	35%	9	11%	15	18%	53	64%
English Language Learner	1	–	–	–	–	–	–	–	–	–	–	–	–
Non-English Language Learner	158	–	–	–	–	–	–	–	–	–	–	–	–
Not in Foster Care	159	53	33%	23	14%	53	33%	13	8%	17	11%	83	52%
Homeless	3	–	–	–	–	–	–	–	–	–	–	–	–
Not Homeless	156	–	–	–	–	–	–	–	–	–	–	–	–
Not Migrant	159	53	33%	23	14%	53	33%	13	8%	17	11%	83	52%
Parent Not in Armed Forces	159	53	33%	23	14%	53	33%	13	8%	17	11%	83	52%

ANNUAL REGENTS EXAMINATION IN ALGEBRA II (2022-23)



Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%
All Students	116	13	11%	11	9%	51	44%	32	28%	9	8%	92	79%
Female	65	7	11%	5	8%	28	43%	20	31%	5	8%	53	82%
Male	51	6	12%	6	12%	23	45%	12	24%	4	8%	39	76%
General Education Students	114	–	–	–	–	–	–	–	–	–	–	–	–
Students with Disabilities	2	–	–	–	–	–	–	–	–	–	–	–	–
Asian or Native Hawaiian/Other Pacific Islander	5	1	20%	0	0%	2	40%	0	0%	2	40%	4	80%
Black or African American	20	2	10%	2	10%	8	40%	6	30%	2	10%	16	80%
Hispanic or Latino	18	1	6%	2	11%	8	44%	5	28%	2	11%	15	83%
White	67	8	12%	6	9%	30	45%	20	30%	3	4%	53	79%
Multiracial	6	1	17%	1	17%	3	50%	1	17%	0	0%	4	67%
Economically Disadvantaged	47	9	19%	5	11%	17	36%	12	26%	4	9%	33	70%
Not Economically Disadvantaged	69	4	6%	6	9%	34	49%	20	29%	5	7%	59	86%
English Language Learner	1	–	–	–	–	–	–	–	–	–	–	–	–
Non-English Language Learner	115	–	–	–	–	–	–	–	–	–	–	–	–
Not in Foster Care	116	13	11%	11	9%	51	44%	32	28%	9	8%	92	79%
Homeless	5	1	20%	1	20%	2	40%	1	20%	0	0%	3	60%
Not Homeless	111	12	11%	10	9%	49	44%	31	28%	9	8%	89	80%
Not Migrant	116	13	11%	11	9%	51	44%	32	28%	9	8%	92	79%
Parent Not in Armed Forces	116	13	11%	11	9%	51	44%	32	28%	9	8%	92	79%

ANNUAL REGENTS EXAMINATION IN LIVING ENVIRONMENT (2022-23)



Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%
All Students	385	102	26%	106	28%	141	37%	36	9%	177	46%
Female	201	56	28%	59	29%	70	35%	16	8%	86	43%
Male	182	–	–	–	–	–	–	–	–	–	–
Non-Binary	2	–	–	–	–	–	–	–	–	–	–
Small Group Total: Gender	184	46	25%	47	26%	71	39%	20	11%	91	49%
General Education Students	322	78	24%	83	26%	126	39%	35	11%	161	50%
Students with Disabilities	63	24	38%	23	37%	15	24%	1	2%	16	25%
Asian or Native Hawaiian/Other Pacific Islander	4	–	–	–	–	–	–	–	–	–	–
Black or African American	123	49	40%	37	30%	37	30%	0	0%	37	30%
Hispanic or Latino	80	29	36%	27	34%	20	25%	4	5%	24	30%
White	149	17	11%	34	23%	72	48%	26	17%	98	66%
Multiracial	29	–	–	–	–	–	–	–	–	–	–
Small Group Total: Race & Ethnicity	33	7	21%	8	24%	12	36%	6	18%	18	55%
Economically Disadvantaged	254	80	31%	84	33%	82	32%	8	3%	90	35%
Not Economically Disadvantaged	131	22	17%	22	17%	59	45%	28	21%	87	66%
English Language Learner	31	19	61%	8	26%	4	13%	0	0%	4	13%
Non-English Language Learner	354	83	23%	98	28%	137	39%	36	10%	173	49%
Not in Foster Care	385	102	26%	106	28%	141	37%	36	9%	177	46%
Homeless	18	4	22%	8	44%	5	28%	1	6%	6	33%
Not Homeless	367	98	27%	98	27%	136	37%	35	10%	171	47%
Not Migrant	385	102	26%	106	28%	141	37%	36	9%	177	46%
Parent Not in Armed Forces	385	102	26%	106	28%	141	37%	36	9%	177	46%

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



Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%
All Students	149	26	17%	22	15%	64	43%	37	25%	101	68%
Female	85	18	21%	12	14%	41	48%	14	16%	55	65%
Male	64	8	13%	10	16%	23	36%	23	36%	46	72%
General Education Students	144	23	16%	22	15%	62	43%	37	26%	99	69%
Students with Disabilities	5	3	60%	0	0%	2	40%	0	0%	2	40%
Asian or Native Hawaiian/Other Pacific Islander	4	–	–	–	–	–	–	–	–	–	–
Black or African American	32	9	28%	9	28%	9	28%	5	16%	14	44%
Hispanic or Latino	32	8	25%	2	6%	15	47%	7	22%	22	69%
White	68	8	12%	8	12%	32	47%	20	29%	52	76%
Multiracial	13	–	–	–	–	–	–	–	–	–	–
Small Group Total: Race & Ethnicity	17	1	6%	3	18%	8	47%	5	29%	13	76%
Economically Disadvantaged	68	16	24%	12	18%	28	41%	12	18%	40	59%
Not Economically Disadvantaged	81	10	12%	10	12%	36	44%	25	31%	61	75%
English Language Learner	1	–	–	–	–	–	–	–	–	–	–
Non-English Language Learner	148	–	–	–	–	–	–	–	–	–	–
Not in Foster Care	149	26	17%	22	15%	64	43%	37	25%	101	68%
Homeless	4	–	–	–	–	–	–	–	–	–	–
Not Homeless	145	–	–	–	–	–	–	–	–	–	–
Not Migrant	149	26	17%	22	15%	64	43%	37	25%	101	68%
Parent Not in Armed Forces	149	26	17%	22	15%	64	43%	37	25%	101	68%

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	83	10	12%	16	19%	43	52%	14	17%	57	69%
Female	43	7	16%	6	14%	18	42%	12	28%	30	70%
Male	40	3	8%	10	25%	25	63%	2	5%	27	68%
General Education Students	81	–	–	–	–	–	–	–	–	–	–
Students with Disabilities	2	–	–	–	–	–	–	–	–	–	–
Asian or Native Hawaiian/Other Pacific Islander	2	–	–	–	–	–	–	–	–	–	–
Black or African American	13	–	–	–	–	–	–	–	–	–	–
Hispanic or Latino	14	2	14%	2	14%	9	64%	1	7%	10	71%
White	53	8	15%	10	19%	27	51%	8	15%	35	66%
Multiracial	1	–	–	–	–	–	–	–	–	–	–
Small Group Total: Race & Ethnicity	16	0	0%	4	25%	7	44%	5	31%	12	75%
Economically Disadvantaged	30	4	13%	6	20%	15	50%	5	17%	20	67%
Not Economically Disadvantaged	53	6	11%	10	19%	28	53%	9	17%	37	70%
English Language Learner	1	–	–	–	–	–	–	–	–	–	–
Non-English Language Learner	82	–	–	–	–	–	–	–	–	–	–
Not in Foster Care	83	10	12%	16	19%	43	52%	14	17%	57	69%
Homeless	2	–	–	–	–	–	–	–	–	–	–
Not Homeless	81	–	–	–	–	–	–	–	–	–	–
Not Migrant	83	10	12%	16	19%	43	52%	14	17%	57	69%
Parent Not in Armed Forces	83	10	12%	16	19%	43	52%	14	17%	57	69%

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	32	5	16%	4	13%	15	47%	8	25%	23	72%
Female	10	3	30%	2	20%	4	40%	1	10%	5	50%
Male	22	2	9%	2	9%	11	50%	7	32%	18	82%
General Education Students	31	—	—	—	—	—	—	—	—	—	—
Students with Disabilities	1	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	2	—	—	—	—	—	—	—	—	—	—
Black or African American	6	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	6	0	0%	1	17%	2	33%	3	50%	5	83%
White	16	3	19%	3	19%	6	38%	4	25%	10	63%
Multiracial	2	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	10	2	20%	0	0%	7	70%	1	10%	8	80%
Economically Disadvantaged	9	2	22%	1	11%	4	44%	2	22%	6	67%
Not Economically Disadvantaged	23	3	13%	3	13%	11	48%	6	26%	17	74%
Non-English Language Learner	32	5	16%	4	13%	15	47%	8	25%	23	72%
Not in Foster Care	32	5	16%	4	13%	15	47%	8	25%	23	72%
Not Homeless	32	5	16%	4	13%	15	47%	8	25%	23	72%
Not Migrant	32	5	16%	4	13%	15	47%	8	25%	23	72%
Parent Not in Armed Forces	32	5	16%	4	13%	15	47%	8	25%	23	72%

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



Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%
All Students	317	43	14%	80	25%	103	32%	39	12%	52	16%	194	61%
Female	178	24	13%	41	23%	59	33%	23	13%	31	17%	113	63%
Male	139	19	14%	39	28%	44	32%	16	12%	21	15%	81	58%
General Education Students	261	28	11%	54	21%	90	34%	38	15%	51	20%	179	69%
Students with Disabilities	56	15	27%	26	46%	13	23%	1	2%	1	2%	15	27%
Asian or Native Hawaiian/Other Pacific Islander	5	0	0%	0	0%	1	20%	0	0%	4	80%	5	100%
Black or African American	114	18	16%	45	39%	33	29%	6	5%	12	11%	51	45%
Hispanic or Latino	58	10	17%	13	22%	21	36%	9	16%	5	9%	35	60%
White	114	10	9%	18	16%	38	33%	21	18%	27	24%	86	75%
Multiracial	26	5	19%	4	15%	10	38%	3	12%	4	15%	17	65%
Economically Disadvantaged	210	38	18%	59	28%	69	33%	21	10%	23	11%	113	54%
Not Economically Disadvantaged	107	5	5%	21	20%	34	32%	18	17%	29	27%	81	76%
English Language Learner	14	2	14%	4	29%	7	50%	1	7%	0	0%	8	57%
Non-English Language Learner	303	41	14%	76	25%	96	32%	38	13%	52	17%	186	61%
Not in Foster Care	317	43	14%	80	25%	103	32%	39	12%	52	16%	194	61%
Homeless	17	4	24%	4	24%	7	41%	1	6%	1	6%	9	53%
Not Homeless	300	39	13%	76	25%	96	32%	38	13%	51	17%	185	62%
Not Migrant	317	43	14%	80	25%	103	32%	39	12%	52	16%	194	61%
Parent Not in Armed Forces	317	43	14%	80	25%	103	32%	39	12%	52	16%	194	61%

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



Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%
All Students	250	11	4%	30	12%	78	31%	86	34%	45	18%	209	84%
Female	124	–	–	–	–	–	–	–	–	–	–	–	–
Male	125	4	3%	11	9%	38	30%	49	39%	23	18%	110	88%
Non-Binary	1	–	–	–	–	–	–	–	–	–	–	–	–
Small Group Total: Gender	125	7	6%	19	15%	40	32%	37	30%	22	18%	99	79%
General Education Students	213	6	3%	23	11%	66	31%	74	35%	44	21%	184	86%
Students with Disabilities	37	5	14%	7	19%	12	32%	12	32%	1	3%	25	68%
American Indian or Alaska Native	1	–	–	–	–	–	–	–	–	–	–	–	–
Asian or Native Hawaiian/Other Pacific Islander	4	–	–	–	–	–	–	–	–	–	–	–	–
Black or African American	75	2	3%	13	17%	31	41%	24	32%	5	7%	60	80%
Hispanic or Latino	48	3	6%	6	13%	15	31%	16	33%	8	17%	39	81%
White	104	3	3%	9	9%	28	27%	39	38%	25	24%	92	88%
Multiracial	18	2	11%	1	6%	4	22%	7	39%	4	22%	15	83%
Small Group Total: Race & Ethnicity	5	1	20%	1	20%	0	0%	0	0%	3	60%	3	60%
Economically Disadvantaged	155	10	6%	26	17%	50	32%	50	32%	19	12%	119	77%
Not Economically Disadvantaged	95	1	1%	4	4%	28	29%	36	38%	26	27%	90	95%
English Language Learner	11	3	27%	0	0%	5	45%	2	18%	1	9%	8	73%
Non-English Language Learner	239	8	3%	30	13%	73	31%	84	35%	44	18%	201	84%
In Foster Care	1	–	–	–	–	–	–	–	–	–	–	–	–
Not in Foster Care	249	–	–	–	–	–	–	–	–	–	–	–	–
Homeless	11	3	27%	1	9%	3	27%	4	36%	0	0%	7	64%
Not Homeless	239	8	3%	29	12%	75	31%	82	34%	45	19%	202	85%
Not Migrant	250	11	4%	30	12%	78	31%	86	34%	45	18%	209	84%
Parent Not in Armed Forces	250	11	4%	30	12%	78	31%	86	34%	45	18%	209	84%

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	20	19	95	1	5
Female	10	10	100	0	0
Male	10	9	90	1	10
General Education Students	17	16	94	1	6
Students with Disabilities	3	3	100	0	0
Black or African American	8	8	100	0	0
Hispanic or Latino	3	3	100	0	0
White	6	6	100	0	0
Multiracial	3	2	67	1	33
Economically Disadvantaged	15	14	93	1	7
Not Economically Disadvantaged	5	5	100	0	0
Non-English Language Learner	20	19	95	1	5
Not in Foster Care	20	19	95	1	5
Homeless	2	2	100	0	0
Not Homeless	18	17	94	1	6
Not Migrant	20	19	95	1	5
Parent Not in Armed Forces	20	19	95	1	5

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

TOTAL COHORT REGENTS EXAMINATION RESULTS

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

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

2019 TOTAL COHORT REGENTS IN ELA



Subgroup	Cohort	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4 & Above		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	313	38	12%	275	88%	32	10%	43	14%	83	27%	117	37%	200	64%
Female	156	16	10%	140	90%	16	10%	19	12%	39	25%	66	42%	105	67%
Male	157	22	14%	135	86%	16	10%	24	15%	44	28%	51	32%	95	61%
General Education Students	247	19	8%	228	92%	17	7%	29	12%	70	28%	112	45%	182	74%
Students with Disabilities	66	19	29%	47	71%	15	23%	14	21%	13	20%	5	8%	18	27%
Asian or Native Hawaiian/Other Pacific Islander	6	0	0%	6	100%	1	17%	0	0%	1	17%	4	67%	5	83%
Black or African American	95	10	11%	85	89%	8	8%	19	20%	35	37%	23	24%	58	61%
Hispanic or Latino	44	9	20%	35	80%	5	11%	5	11%	17	39%	8	18%	25	57%
White	148	16	11%	132	89%	14	9%	15	10%	26	18%	77	52%	103	70%
Multiracial	20	3	15%	17	85%	4	20%	4	20%	4	20%	5	25%	9	45%
Economically Disadvantaged	188	30	16%	158	84%	24	13%	36	19%	54	29%	44	23%	98	52%
Not Economically Disadvantaged	125	8	6%	117	94%	8	6%	7	6%	29	23%	73	58%	102	82%
English Language Learner	11	1	9%	10	91%	3	27%	2	18%	5	45%	0	0%	5	45%
Non-English Language Learner	302	37	12%	265	88%	29	10%	41	14%	78	26%	117	39%	195	65%
In Foster Care	3	0	—	3	—	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	310	38	—	272	—	—	—	—	—	—	—	—	—	—	—
Homeless	16	6	38%	10	63%	3	19%	3	19%	2	13%	2	13%	4	25%
Not Homeless	297	32	11%	265	89%	29	10%	40	13%	81	27%	115	39%	196	66%
Not Migrant	313	38	12%	275	88%	32	10%	43	14%	83	27%	117	37%	200	64%
Parent Not in Armed Forces	313	38	12%	275	88%	32	10%	43	14%	83	27%	117	37%	200	64%

2019 TOTAL COHORT EXEMPTIONS IN ELA

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

Subgroup	Total Exempt	Exempt, Not Tested		Exempt, Tested	
		#	%	#	%
All Students	9	3	33	6	67
Female	3	1	33	2	67
Male	6	2	33	4	67
General Education Students	5	3	60	2	40
Students with Disabilities	4	0	0	4	100
Black or African American	8	3	38	5	63
Hispanic or Latino	1	0	0	1	100
Economically Disadvantaged	6	1	17	5	83
Not Economically Disadvantaged	3	2	67	1	33
Non-English Language Learner	9	3	33	6	67
Not in Foster Care	9	3	33	6	67
Homeless	1	0	0	1	100
Not Homeless	8	3	38	5	63
Not Migrant	9	3	33	6	67
Parent Not in Armed Forces	9	3	33	6	67

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

2019 TOTAL COHORT REGENTS IN MATH



Subgroup	Cohort	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4 & Above		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	313	164	52%	149	48%	29	9%	19	6%	36	12%	65	21%	101	32%
Female	156	79	51%	77	49%	9	6%	12	8%	16	10%	40	26%	56	36%
Male	157	85	54%	72	46%	20	13%	7	4%	20	13%	25	16%	45	29%
General Education Students	247	111	45%	136	55%	24	10%	16	6%	32	13%	64	26%	96	39%
Students with Disabilities	66	53	80%	13	20%	5	8%	3	5%	4	6%	1	2%	5	8%
Asian or Native Hawaiian/Other Pacific Islander	6	0	0%	6	100%	1	17%	0	0%	1	17%	4	67%	5	83%
Black or African American	95	63	66%	32	34%	12	13%	3	3%	7	7%	10	11%	17	18%
Hispanic or Latino	44	25	57%	19	43%	4	9%	4	9%	8	18%	3	7%	11	25%
White	148	67	45%	81	55%	11	7%	8	5%	18	12%	44	30%	62	42%
Multiracial	20	9	45%	11	55%	1	5%	4	20%	2	10%	4	20%	6	30%
Economically Disadvantaged	188	119	63%	69	37%	19	10%	14	7%	19	10%	17	9%	36	19%
Not Economically Disadvantaged	125	45	36%	80	64%	10	8%	5	4%	17	14%	48	38%	65	52%
English Language Learner	11	5	45%	6	55%	2	18%	2	18%	2	18%	0	0%	2	18%
Non-English Language Learner	302	159	53%	143	47%	27	9%	17	6%	34	11%	65	22%	99	33%
In Foster Care	3	3	—	0	—	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	310	161	—	149	—	—	—	—	—	—	—	—	—	—	—
Homeless	16	12	75%	4	25%	2	13%	1	6%	1	6%	0	0%	1	6%
Not Homeless	297	152	51%	145	49%	27	9%	18	6%	35	12%	65	22%	100	34%
Not Migrant	313	164	52%	149	48%	29	9%	19	6%	36	12%	65	21%	101	32%
Parent Not in Armed Forces	313	164	52%	149	48%	29	9%	19	6%	36	12%	65	21%	101	32%

2019 TOTAL COHORT EXEMPTIONS IN MATH

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

Subgroup	Total Exempt	Exempt, Not Tested		Exempt, Tested	
		#	%	#	%
All Students	242	127	52	115	48
Female	127	66	52	61	48
Male	115	61	53	54	47
General Education Students	207	97	47	110	53
Students with Disabilities	35	30	86	5	14
Asian or Native Hawaiian/Other Pacific Islander	5	0	0	5	100
Black or African American	75	55	73	20	27
Hispanic or Latino	26	17	65	9	35
White	125	50	40	75	60
Multiracial	11	5	45	6	55
Economically Disadvantaged	131	89	68	42	32
Not Economically Disadvantaged	111	38	34	73	66
English Language Learner	3	3	100	0	0
Non-English Language Learner	239	124	52	115	48
In Foster Care	2	2	100	0	0
Not in Foster Care	240	125	52	115	48
Homeless	6	6	100	0	0
Not Homeless	236	121	51	115	49
Not Migrant	242	127	52	115	48
Parent Not in Armed Forces	242	127	52	115	48

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

2019 TOTAL COHORT REGENTS IN SCIENCE



Subgroup	Cohort	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	313	178	57%	135	43%	22	7%	24	8%	51	16%	38	12%	89	28%
Female	156	82	53%	74	47%	13	8%	8	5%	32	21%	21	13%	53	34%
Male	157	96	61%	61	39%	9	6%	16	10%	19	12%	17	11%	36	23%
General Education Students	247	120	49%	127	51%	21	9%	20	8%	49	20%	37	15%	86	35%
Students with Disabilities	66	58	88%	8	12%	1	2%	4	6%	2	3%	1	2%	3	5%
Asian or Native Hawaiian/Other Pacific Islander	6	1	17%	5	83%	0	0%	2	33%	0	0%	3	50%	3	50%
Black or African American	95	68	72%	27	28%	4	4%	5	5%	15	16%	3	3%	18	19%
Hispanic or Latino	44	28	64%	16	36%	6	14%	3	7%	4	9%	3	7%	7	16%
White	148	68	46%	80	54%	11	7%	12	8%	29	20%	28	19%	57	39%
Multiracial	20	13	65%	7	35%	1	5%	2	10%	3	15%	1	5%	4	20%
Economically Disadvantaged	188	127	68%	61	32%	13	7%	16	9%	23	12%	9	5%	32	17%
Not Economically Disadvantaged	125	51	41%	74	59%	9	7%	8	6%	28	22%	29	23%	57	46%
English Language Learner	11	5	45%	6	55%	4	36%	2	18%	0	0%	0	0%	0	0%
Non-English Language Learner	302	173	57%	129	43%	18	6%	22	7%	51	17%	38	13%	89	29%
In Foster Care	3	3	—	0	—	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	310	175	—	135	—	—	—	—	—	—	—	—	—	—	—
Homeless	16	11	69%	5	31%	1	6%	1	6%	3	19%	0	0%	3	19%
Not Homeless	297	167	56%	130	44%	21	7%	23	8%	48	16%	38	13%	86	29%
Not Migrant	313	178	57%	135	43%	22	7%	24	8%	51	16%	38	12%	89	28%
Parent Not in Armed Forces	313	178	57%	135	43%	22	7%	24	8%	51	16%	38	12%	89	28%

2019 TOTAL COHORT EXEMPTIONS IN SCIENCE

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

Subgroup	Total Exempt	Exempt, Not Tested		Exempt, Tested	
		#	%	#	%
All Students	270	152	56	118	44
Female	136	70	51	66	49
Male	134	82	61	52	39
General Education Students	221	109	49	112	51
Students with Disabilities	49	43	88	6	12
Asian or Native Hawaiian/Other Pacific Islander	5	1	20	4	80
Black or African American	86	64	74	22	26
Hispanic or Latino	32	22	69	10	31
White	130	54	42	76	58
Multiracial	17	11	65	6	35
Economically Disadvantaged	157	107	68	50	32
Not Economically Disadvantaged	113	45	40	68	60
English Language Learner	5	4	80	1	20
Non-English Language Learner	265	148	56	117	44
In Foster Care	3	3	100	0	0
Not in Foster Care	267	149	56	118	44
Homeless	8	7	88	1	13
Not Homeless	262	145	55	117	45
Not Migrant	270	152	56	118	44
Parent Not in Armed Forces	270	152	56	118	44

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

2019 TOTAL COHORT REGENTS IN GLOBAL HISTORY & GEOGRAPHY



Subgroup	Cohort	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4 & Above		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	313	280	89%	33	11%	6	2%	8	3%	17	5%	2	1%	19	6%
Female	156	133	85%	23	15%	5	3%	6	4%	11	7%	1	1%	12	8%
Male	157	147	94%	10	6%	1	1%	2	1%	6	4%	1	1%	7	4%
General Education Students	247	219	89%	28	11%	5	2%	7	3%	14	6%	2	1%	16	6%
Students with Disabilities	66	61	92%	5	8%	1	2%	1	2%	3	5%	0	0%	3	5%
Asian or Native Hawaiian/Other Pacific Islander	6	6	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Black or African American	95	82	86%	13	14%	2	2%	3	3%	8	8%	0	0%	8	8%
Hispanic or Latino	44	37	84%	7	16%	2	5%	3	7%	2	5%	0	0%	2	5%
White	148	139	94%	9	6%	0	0%	1	1%	6	4%	2	1%	8	5%
Multiracial	20	16	80%	4	20%	2	10%	1	5%	1	5%	0	0%	1	5%
Economically Disadvantaged	188	161	86%	27	14%	6	3%	8	4%	11	6%	2	1%	13	7%
Not Economically Disadvantaged	125	119	95%	6	5%	0	0%	0	0%	6	5%	0	0%	6	5%
English Language Learner	11	9	82%	2	18%	0	0%	2	18%	0	0%	0	0%	0	0%
Non-English Language Learner	302	271	90%	31	10%	6	2%	6	2%	17	6%	2	1%	19	6%
In Foster Care	3	3	—	0	—	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	310	277	—	33	—	—	—	—	—	—	—	—	—	—	—
Homeless	16	13	81%	3	19%	1	6%	0	0%	2	13%	0	0%	2	13%
Not Homeless	297	267	90%	30	10%	5	2%	8	3%	15	5%	2	1%	17	6%
Not Migrant	313	280	89%	33	11%	6	2%	8	3%	17	5%	2	1%	19	6%
Parent Not in Armed Forces	313	280	89%	33	11%	6	2%	8	3%	17	5%	2	1%	19	6%

2019 TOTAL COHORT EXEMPTIONS IN GLOBAL HISTORY & GEOGRAPHY

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

Subgroup	Total Exempt	Exempt, Not Tested		Exempt, Tested	
		#	%	#	%
All Students	246	243	99	3	1
Female	124	122	98	2	2
Male	122	121	99	1	1
General Education Students	204	203	100	1	0
Students with Disabilities	42	40	95	2	5
Asian or Native Hawaiian/Other Pacific Islander	5	5	100	0	0
Black or African American	77	76	99	1	1
Hispanic or Latino	27	27	100	0	0
White	121	121	100	0	0
Multiracial	16	14	88	2	13
Economically Disadvantaged	135	132	98	3	2
Not Economically Disadvantaged	111	111	100	0	0
English Language Learner	5	5	100	0	0
Non-English Language Learner	241	238	99	3	1
In Foster Care	2	2	100	0	0
Not in Foster Care	244	241	99	3	1
Homeless	6	6	100	0	0
Not Homeless	240	237	99	3	1
Not Migrant	246	243	99	3	1
Parent Not in Armed Forces	246	243	99	3	1

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

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



Subgroup	Cohort	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4 & Above		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	313	289	92%	24	8%	4	1%	5	2%	13	4%	2	1%	15	5%
Female	156	146	94%	10	6%	1	1%	3	2%	5	3%	1	1%	6	4%
Male	157	143	91%	14	9%	3	2%	2	1%	8	5%	1	1%	9	6%
General Education Students	247	224	91%	23	9%	4	2%	4	2%	13	5%	2	1%	15	6%
Students with Disabilities	66	65	98%	1	2%	0	0%	1	2%	0	0%	0	0%	0	0%
Asian or Native Hawaiian/Other Pacific Islander	6	5	83%	1	17%	1	17%	0	0%	0	0%	0	0%	0	0%
Black or African American	95	88	93%	7	7%	1	1%	4	4%	2	2%	0	0%	2	2%
Hispanic or Latino	44	41	93%	3	7%	1	2%	1	2%	1	2%	0	0%	1	2%
White	148	137	93%	11	7%	0	0%	0	0%	10	7%	1	1%	11	7%
Multiracial	20	18	90%	2	10%	1	5%	0	0%	0	0%	1	5%	1	5%
Economically Disadvantaged	188	176	94%	12	6%	3	2%	4	2%	3	2%	2	1%	5	3%
Not Economically Disadvantaged	125	113	90%	12	10%	1	1%	1	1%	10	8%	0	0%	10	8%
English Language Learner	11	9	82%	2	18%	1	9%	0	0%	1	9%	0	0%	1	9%
Non-English Language Learner	302	280	93%	22	7%	3	1%	5	2%	12	4%	2	1%	14	5%
In Foster Care	3	3	—	0	—	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	310	286	—	24	—	—	—	—	—	—	—	—	—	—	—
Homeless	16	14	88%	2	13%	2	13%	0	0%	0	0%	0	0%	0	0%
Not Homeless	297	275	93%	22	7%	2	1%	5	2%	13	4%	2	1%	15	5%
Not Migrant	313	289	92%	24	8%	4	1%	5	2%	13	4%	2	1%	15	5%
Parent Not in Armed Forces	313	289	92%	24	8%	4	1%	5	2%	13	4%	2	1%	15	5%

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

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

Subgroup	Total Exempt	Exempt, Not Tested		Exempt, Tested	
		#	%	#	%
All Students	255	243	95	12	5
Female	128	123	96	5	4
Male	127	120	94	7	6
General Education Students	211	199	94	12	6
Students with Disabilities	44	44	100	0	0
Asian or Native Hawaiian/Other Pacific Islander	5	5	100	0	0
Black or African American	79	78	99	1	1
Hispanic or Latino	30	30	100	0	0
White	126	116	92	10	8
Multiracial	15	14	93	1	7
Economically Disadvantaged	140	137	98	3	2
Not Economically Disadvantaged	115	106	92	9	8
English Language Learner	7	7	100	0	0
Non-English Language Learner	248	236	95	12	5
In Foster Care	3	3	100	0	0
Not in Foster Care	252	240	95	12	5
Homeless	9	9	100	0	0
Not Homeless	246	234	95	12	5
Not Migrant	255	243	95	12	5
Parent Not in Armed Forces	255	243	95	12	5

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

NEW YORK STATE ENGLISH AS A SECOND LANGUAGE ACHIEVEMENT TEST (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	12	1	8%	11	92%	0	0%	1	9%	1	9%	7	64%	2	18%
Grade 1	11	1	9%	10	91%	1	10%	1	10%	4	40%	3	30%	1	10%
Grade 2	18	0	0%	18	100%	2	11%	7	39%	2	11%	6	33%	1	6%
Grade 3	10	0	0%	10	100%	1	10%	1	10%	2	20%	4	40%	2	20%
Grade 4	10	0	0%	10	100%	0	0%	2	20%	5	50%	2	20%	1	10%
Grade 5	6	0	0%	6	100%	0	0%	2	33%	1	17%	3	50%	0	0%
Grade 6	9	1	11%	8	89%	2	25%	1	13%	2	25%	2	25%	1	13%
Grade 7	15	0	0%	15	100%	0	0%	2	13%	4	27%	6	40%	3	20%
Grade 8	7	0	0%	7	100%	0	0%	0	0%	1	14%	6	86%	0	0%
Grade 9	14	2	14%	12	86%	1	8%	0	0%	6	50%	4	33%	1	8%
Grade 10	13	0	0%	13	100%	0	0%	3	23%	5	38%	4	31%	1	8%
Grade 11	12	1	8%	11	92%	0	0%	5	45%	1	9%	3	27%	2	18%
Grade 12	8	1	13%	7	88%	0	0%	1	14%	4	57%	1	14%	1	14%

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	8	0	0%	8	100%	2	25%	0	0%	6	75%	0	0%	6	75%
Grade 3 Math	8	0	0%	8	100%	1	13%	1	13%	6	75%	0	0%	6	75%
Grade 4 ELA	6	2	33%	4	67%	–	–	–	–	–	–	–	–	–	–
Grade 4 Math	6	2	33%	4	67%	–	–	–	–	–	–	–	–	–	–
Grade 5 ELA	4	0	0%	4	100%	–	–	–	–	–	–	–	–	–	–
Grade 5 Math	4	0	0%	4	100%	–	–	–	–	–	–	–	–	–	–
Grade 6 ELA	16	2	13%	14	88%	0	0%	1	7%	8	57%	5	36%	13	93%
Grade 6 Math	16	2	13%	14	88%	2	14%	0	0%	7	50%	5	36%	12	86%
Grade 7 ELA	4	0	0%	4	100%	–	–	–	–	–	–	–	–	–	–
Grade 7 Math	4	0	0%	4	100%	–	–	–	–	–	–	–	–	–	–
Grade 8 ELA	8	1	13%	7	88%	0	0%	0	0%	5	71%	2	29%	7	100%
Grade 8 Math	8	1	13%	7	88%	0	0%	1	14%	4	57%	2	29%	6	86%
Grade 8 Science	8	1	13%	7	88%	0	0%	0	0%	4	57%	3	43%	7	100%
Secondary-Level ELA	61	50	82%	11	18%	1	9%	1	9%	8	73%	1	9%	9	82%
Secondary-Level Math	61	50	82%	11	18%	0	0%	0	0%	6	55%	5	45%	11	100%
Secondary-Level Science	61	50	82%	11	18%	0	0%	1	9%	5	45%	5	45%	10	91%

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

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

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

NEW YORK STATE NAEP GRADE 4

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

NEW YORK STATE NAEP GRADE 8

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

*There are not sufficient data for this subgroup.

NEW YORK STATE NAEP PARTICIPATION RATES

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

NATIONAL NAEP GRADE 4

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

NATIONAL NAEP GRADE 8

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

*There are not sufficient data for this subgroup.

NATIONAL NAEP PARTICIPATION RATES

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

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

Data are not available for this school/district.

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

	TEACHERS			PRINCIPALS		
	Total	# Inexperienced	% Inexperienced	Total	# Inexperienced	% Inexperienced
THIS DISTRICT	368	114	31%	7	2	29%
STATEWIDE	214,159	51,376	24%	4,438	1,059	24%
STATEWIDE HIGH-POVERTY SCHOOLS	48,028	18,375	38%	948	170	18%
STATEWIDE LOW-POVERTY SCHOOLS	62,734	8,756	14%	1,202	279	23%

TEACHERS TEACHING OUT OF THEIR SUBJECT OR FIELD OF CERTIFICATION

	Total	TEACHERS TEACHING OUT OF THEIR SUBJECT/FIELD OF CERTIFICATION	
		#	%
THIS DISTRICT	345	13	4%
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	313	260	83%	75	24%	185	59%	0	0%	4	1%	18	6%	0	0%	31	10%
Female	156	133	85%	47	30%	86	55%	0	0%	1	1%	9	6%	0	0%	13	8%
Male	157	127	81%	28	18%	99	63%	0	0%	3	2%	9	6%	0	0%	18	11%
Non-binary	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
General Education Students	247	217	88%	74	30%	143	58%	0	0%	0	0%	7	3%	0	0%	23	9%
Students with Disabilities	66	43	65%	1	2%	42	64%	0	0%	4	6%	11	17%	0	0%	8	12%
American Indian or Alaska Native	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Asian or Native Hawaiian/Other Pacific Islander	6	5	83%	5	83%	0	0%	0	0%	0	0%	1	17%	0	0%	0	0%
Black or African American	95	81	85%	7	7%	74	78%	0	0%	1	1%	2	2%	0	0%	11	12%
Hispanic or Latino	44	31	70%	5	11%	26	59%	0	0%	1	2%	4	9%	0	0%	8	18%
White	148	128	86%	54	36%	74	50%	0	0%	2	1%	9	6%	0	0%	9	6%
Multiracial	20	15	75%	4	20%	11	55%	0	0%	0	0%	2	10%	0	0%	3	15%
Economically Disadvantaged	188	144	77%	21	11%	123	65%	0	0%	4	2%	13	7%	0	0%	27	14%
Not Economically Disadvantaged	125	116	93%	54	43%	62	50%	0	0%	0	0%	5	4%	0	0%	4	3%
English Language Learner	11	8	73%	0	0%	8	73%	0	0%	0	0%	3	27%	0	0%	0	0%
Non-English Language Learner	302	252	83%	75	25%	177	59%	0	0%	4	1%	15	5%	0	0%	31	10%
In Foster Care	3	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Not in Foster Care	310	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-

Subgroup	Total Enrolled	GRAD RATE		REGENTS WITH ADVANCED DESIGNATION		REGENTS DIPLOMA		LOCAL DIPLOMA		NON DIPLOMA CRED		STILL ENROLLED		GED TRANSFER		DROPOUT	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Homeless	16	8	50%	0	0%	8	50%	0	0%	0	0%	3	19%	0	0%	5	31%
Not Homeless	297	252	85%	75	25%	177	60%	0	0%	4	1%	15	5%	0	0%	26	9%
Migrant	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not Migrant	313	260	83%	75	24%	185	59%	0	0%	4	1%	18	6%	0	0%	31	10%
Parent in Armed Forces	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Parent Not in Armed Forces	313	260	83%	75	24%	185	59%	0	0%	4	1%	18	6%	0	0%	31	10%

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

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**RENSSELAER COUNTY
BUREAU OF TAX SERVICES**

RECEIVED

MAR 08 2024

Business Office

Steven F. McLaughlin
County Executive

Deborah J. McGrath
Director

Memo

To: School Business Office

From: Jason Harris

CC: Debbie McGrath

Date: March 5, 2024

Re: Exemption Impact Report

The enclosed Exemption Impact Report is supplied for inclusion with your annual proposed budget as a requirement of Section 495. It shows how much of the Total Assessed Value on the Assessment Roll or Rolls used in the budgetary process is exempt from taxation. This report does not include payments in lieu of taxes or other payments for municipal services. If you have any questions, feel free to contact us at 270-2779.

Equalized Total Assessed Value 4,409,013,482

School District - 381700 Enlarged Troy CSD

Exemption Code	Exemption Name	Statutory Authority	Number of Exemptions	Total Equalized Value of Exemptions	Percent of Value Exempted
12100	NYS - GENERALLY	RPTL 404(1)	19	24,916,510	0.57
13100	CO - GENERALLY	RPTL 406(1)	21	213,091,572	4.83
13350	CITY - GENERALLY	RPTL 406(1)	124	72,344,138	1.64
13370	CITY - CEMETERY LAND	RPTL 446	14	927,143	0.02
13500	TOWN - GENERALLY	RPTL 406(1)	4	337,662	0.01
13650	VG - GENERALLY	RPTL 406(1)	1	685,714	0.02
13800	SCHOOL DISTRICT	RPTL 408	9	104,932,856	2.38
13850	BOCES	RPTL 408	2	5,185,715	0.12
13870	SPEC DIST USED FOR PURPOSE EST	RPTL 410	2	1,576,104	0.04
13890	PUBLIC AUTHORITY - LOCAL	RPTL 412	4	7,431,428	0.17
14100	USA - GENERALLY	RPTL 400(1)	16	57,647,482	1.31
14110	USA - SPECIFIED USES	STATE L 54	1	5,100,000	0.12
14120	USA - DEFENSE PURPOSES	STATE L 59-g	2	13,600,000	0.31
18020	MUNICIPAL INDUSTRIAL DEV AGENC	RPTL 412-a	117	298,131,690	6.76
21600	RES OF CLERGY - RELIG CORP OWN	RPTL 462	2	481,428	0.01
25110	NONPROF CORP - RELIG(CONST PRO	RPTL 420-a	44	40,701,315	0.92
25120	NONPROF CORP - EDUCL(CONST PRC	RPTL 420-a	75	761,251,281	17.27
25130	NONPROF CORP - CHAR (CONST PRO	RPTL 420-a	6	1,721,000	0.04
25210	NONPROF CORP - HOSPITAL	RPTL 420-a	18	224,465,572	5.09
25230	NONPROF CORP - MORAL/MENTAL IM	RPTL 420-a	39	28,906,818	0.66
25300	NONPROF CORP - SPECIFIED USES	RPTL 420-b	73	64,331,514	1.46
25900	SYSTEM CODE	STATUTORY AUTH NOT DEFINED	19	1,115,713	0.03
26100	VETERANS ORGANIZATION	RPTL 452	3	189,714	0.00
26250	HISTORICAL SOCIETY	RPTL 444	3	2,514,286	0.06
27350	PRIVATELY OWNED CEMETERY LAND	RPTL 446	13	6,657,208	0.15
29350	TRUSTEES - HOSP, LIB, PLAYGROU	RPTL 438	1	1,814,286	0.04
38260	MUN HSNG AUTH -NYS AIDED	PUB HSNG L 52(4)&(5)	1	8,678,571	0.20
41120	ALT VET EX-WAR PERIOD-NON-COMB	RPTL 458-a	222	1,993,946	0.05
41124	ALT VET EX-WAR PERIOD-NON-COMB	RPTL 458-a	65	585,195	0.01
41130	ALT VET EX-WAR PERIOD-COMBAT	RPTL 458-a	152	2,276,861	0.05
41134	ALT VET EX-WAR PERIOD-COMBAT	RPTL 458-a	51	765,147	0.02
41140	ALT VET EX-WAR PERIOD-DISABILI	RPTL 458-a	94	2,588,534	0.06
41144	ALT VET EX-WAR PERIOD-DISABILI	RPTL 458-a	27	675,896	0.02

Equalized Total Assessed Value 4,409,013,482

School District - 381700 Enlarged Troy CSD

Exemption Code	Exemption Name	Statutory Authority	Number of Exemptions	Total Equalized Value of Exemptions	Percent of Value Exempted
41400	CLERGY	RPTL 460	1	7,792	0.00
41720	AGRICULTURAL DISTRICT	AG-MKTS L 305	3	188,260	0.00
41800	PERSONS AGE 65 OR OVER	RPTL 467	240	17,071,674	0.39
41804	PERSONS AGE 65 OR OVER	RPTL 467	20	926,930	0.02
41834	ENHANCED STAR	RPTL 425	1,039	88,993,036	2.02
41854	BASIC STAR 1999-2000	RPTL 425	1,964	63,969,444	1.45
41930	DISABILITIES AND LIMITED INCOM	RPTL 459-c	18	1,393,524	0.03
41934	DISABILITIES AND LIMITED INCOM	RPTL 459-c	1	49,818	0.00
47610	BUSINESS INVESTMENT PROPERTY P	RPTL 485-b	12	5,741,848	0.13
49500	SOLAR OR WIND ENERGY SYSTEM	RPTL 487	1	3,428,571	0.08

Total Exemptions Exclusive of System Exemptions:

Total System Exemptions:	4,543	2,139,393,196	48.52
Totals:	0	0	0.00
	4,543	2,139,393,196	48.52

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: _____

Equalized Total Assessed Value 3,930,367,576

School District - 381700 Enlarged Troy CSD

Exemption Code	Exemption Name	Statutory Authority	Number of Exemptions	Total Equalized Value of Exemptions	Percent of Value Exempted
12100	NYS - GENERALLY	RPTL 404(1)	19	24,916,510	0.63
13100	CO - GENERALLY	RPTL 406(1)	21	213,091,572	5.42
13350	CITY - GENERALLY	RPTL 406(1)	124	72,344,138	1.84
13370	CITY - CEMETERY LAND	RPTL 446	14	927,143	0.02
13650	VG - GENERALLY	RPTL 406(1)	1	685,714	0.02
13800	SCHOOL DISTRICT	RPTL 408	9	104,932,856	2.67
13850	BOCES	RPTL 408	2	5,185,715	0.13
13890	PUBLIC AUTHORITY - LOCAL	RPTL 412	4	7,431,428	0.19
14100	USA - GENERALLY	RPTL 400(1)	15	56,545,144	1.44
14110	USA - SPECIFIED USES	STATE L 54	1	5,100,000	0.13
14120	USA - DEFENSE PURPOSES	STATE L 59-g	2	13,600,000	0.35
18020	MUNICIPAL INDUSTRIAL DEV AGENC	RPTL 412-a	117	298,131,690	7.59
21600	RES OF CLERGY - RELIG CORP OWN	RPTL 462	2	481,428	0.01
25110	NONPROF CORP - RELIG(CONST PRO	RPTL 420-a	43	39,915,860	1.02
25120	NONPROF CORP - EDUCL(CONST PRO	RPTL 420-a	75	761,251,281	19.37
25130	NONPROF CORP - CHAR (CONST PRO	RPTL 420-a	6	1,721,000	0.04
25210	NONPROF CORP - HOSPITAL	RPTL 420-a	18	224,465,572	5.71
25230	NONPROF CORP - MORAL/MENTAL IM	RPTL 420-a	38	28,610,714	0.73
25300	NONPROF CORP - SPECIFIED USES	RPTL 420-b	73	64,331,514	1.64
25900	SYSTEM CODE	STATUTORY AUTH NOT DEFINED	19	1,115,713	0.03
26100	VETERANS ORGANIZATION	RPTL 452	3	189,714	0.00
26250	HISTORICAL SOCIETY	RPTL 444	3	2,514,286	0.06
27350	PRIVATELY OWNED CEMETERY LAND	RPTL 446	11	6,156,429	0.16
29350	TRUSTEES - HOSP, LIB, PLAYGROU	RPTL 438	1	1,814,286	0.05
38260	MUN HSNL AUTH -NYS AIDED	PUB HSNL L 52(4)&(5)	1	8,678,571	0.22
41120	ALT VET EX-WAR PERIOD-NON-COMB	RPTL 458-a	216	1,939,928	0.05
41130	ALT VET EX-WAR PERIOD-COMBAT	RPTL 458-a	145	2,171,840	0.06
41134	ALT VET EX-WAR PERIOD-COMBAT	RPTL 458-a	2	30,000	0.00
41140	ALT VET EX-WAR PERIOD-DISABILI	RPTL 458-a	84	2,317,391	0.06
41800	PERSONS AGE 65 OR OVER	RPTL 467	207	13,770,258	0.35
41834	ENHANCED STAR	RPTL 425	852	72,721,175	1.85
41854	BASIC STAR 1999-2000	RPTL 425	1,485	48,367,935	1.23
41930	DISABILITIES AND LIMITED INCOM	RPTL 459-c	13	843,685	0.02

Equalized Total Assessed Value 3,930,367,576

School District - 381700 Enlarged Troy CSD

Exemption Code	Exemption Name	Statutory Authority	Number of Exemptions	Total Equalized Value of Exemptions	Percent of Value Exempted
47610	BUSINESS INVESTMENT PROPERTY P	RPTL 485-b	4	3,571,999	0.09
49500	SOLAR OR WIND ENERGY SYSTEM	RPTL 487	1	3,428,571	0.09
Total Exemptions Exclusive of System Exemptions:				2,093,301,060	53.26
Total System Exemptions:				0	0.00
Totals:				2,093,301,060	53.26

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: _____

Equalized Total Assessed Value 478,645,906

School District - 381700 Enlarged Troy CSD

Exemption Code	Exemption Name	Statutory Authority	Number of Exemptions	Total Equalized Value of Exemptions	Percent of Value Exempted
13500	TOWN - GENERALLY	RPTL 406(1)	4	337,662	0.07
13870	SPEC DIST USED FOR PURPOSE EST	RPTL 410	2	1,576,104	0.33
14100	USA - GENERALLY	RPTL 400(1)	1	1,102,338	0.23
25110	NONPROF CORP - RELIG(CONST PRO	RPTL 420-a	1	785,455	0.16
25230	NONPROF CORP - MORAL/MENTAL IM	RPTL 420-a	1	296,104	0.06
27350	PRIVATELY OWNED CEMETERY LAND	RPTL 446	2	500,779	0.10
41120	ALT VET EX-WAR PERIOD-NON-COMB	RPTL 458-a	6	54,018	0.01
41124	ALT VET EX-WAR PERIOD-NON-COMB	RPTL 458-a	65	585,195	0.12
41130	ALT VET EX-WAR PERIOD-COMBAT	RPTL 458-a	7	105,021	0.02
41134	ALT VET EX-WAR PERIOD-COMBAT	RPTL 458-a	49	735,147	0.15
41140	ALT VET EX-WAR PERIOD-DISABILI	RPTL 458-a	10	271,143	0.06
41144	ALT VET EX-WAR PERIOD-DISABILI	RPTL 458-a	27	675,896	0.14
41400	CLERGY	RPTL 460	1	7,792	0.00
41720	AGRICULTURAL DISTRICT	AG-MKTS L 305	3	188,260	0.04
41800	PERSONS AGE 65 OR OVER	RPTL 467	33	3,301,416	0.69
41804	PERSONS AGE 65 OR OVER	RPTL 467	20	926,930	0.19
41834	ENHANCED STAR	RPTL 425	187	16,271,861	3.40
41854	BASIC STAR 1999-2000	RPTL 425	479	15,601,509	3.26
41930	DISABILITIES AND LIMITED INCOM	RPTL 459-c	5	549,839	0.11
41934	DISABILITIES AND LIMITED INCOM	RPTL 459-c	1	49,818	0.01
47610	BUSINESS INVESTMENT PROPERTY P	RPTL 485-b	8	2,169,849	0.45

Total Exemptions Exclusive of System Exemptions:

Total System Exemptions:

Totals:

912	46,092,136	9.63
0	0	0.00
912	46,092,136	9.63

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: