

PELHAM MEMORIAL HIGH SCHOOL - NEW YORK STATE REPORT CARD [2017 - 18]

The New York State Report Card is an important part of the Board of Regents' effort to raise learning standards for all students. It 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). 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.

2018-19 ACCOUNTABILITY STATUS BASED ON 2017-18 DATA**GOOD STANDING****HS INDICATOR LEVELS**

Subgroup	Composite Performance	Graduation Rate	Composite Performance & Graduation Rate	English Language Proficiency (ELP)	Progress	Chronic Absenteeism	College, Career, & Civic Readiness (CCCR)
All Students	4	4	4	–	3	4	4
American Indian or Alaska Native	–	–	–	–	–	–	–
Asian or Native Hawaiian/Other Pacific Islander	4	4	4	–	–	4	–
Black or African American	2	4	3	–	–	4	4
Hispanic or Latino	3	3	3	–	3	4	4
Multiracial	4	4	4	–	–	4	–
White	4	4	4	–	3	4	4
English Language Learners	–	–	–	–	–	–	–
Students with Disabilities	4	4	4	–	3	4	4
Economically Disadvantaged	4	3	3	–	3	4	4

HS COMPOSITE PERFORMANCE

Subgroup	Subject	Cohort	Index	Combined Index	Level
All Students	ELA	208	231	208.3	4
	Math	208	157.2	208.3	4
	Science	208	234.6	208.3	4
	Social Studies	208	241.1	208.3	4
Asian or Native Hawaiian/Other Pacific Islander	ELA	16	250	237.9	4
	Math	16	218.8	237.9	4
	Science	16	243.8	237.9	4
	Social Studies	16	246.9	237.9	4
Black or African American	ELA	28	183.9	167.4	2
	Math	28	112.5	167.4	2
	Science	28	198.2	167.4	2
	Social Studies	28	221.4	167.4	2
Hispanic or Latino	ELA	53	218.9	195.3	3
	Math	53	136.8	195.3	3
	Science	53	227.4	195.3	3
	Social Studies	53	235.8	195.3	3
Multiracial	ELA	16	240.6	237.5	4
	Math	16	225	237.5	4
	Science	16	246.9	237.5	4
	Social Studies	16	246.9	237.5	4
White	ELA	129	236.8	213.2	4
	Math	129	162	213.2	4
	Science	129	239.5	213.2	4
	Social Studies	129	243.4	213.2	4
Students with Disabilities	ELA	47	163.8	155.7	4
	Math	47	93.6	155.7	4
	Science	47	202.1	155.7	4
	Social Studies	47	224.5	155.7	4
Economically Disadvantaged	ELA	46	197.8	180.8	4
	Math	46	131.5	180.8	4
	Science	46	206.5	180.8	4
	Social Studies	46	226.1	180.8	4

HS GRADUATION RATE

Subgroup	Cohort	Baseline	Number In Cohort	Grad Rate	School MIP	State MIP	Long-Term Goal	Exceed Long-Term Goal	End Goal	Level By Cohort	Level By Subgroup
All Students	4-Year	96.7%	208	99.5%	95%	82.3%	84.4%	89.7%	95%	4	4
	5-Year	95.5%	214	96.7%	95.5%	84.5%	86.4%	91.2%	96%	4	4
	6-Year	98.6%	202	96.5%	97%	84.6%	86.7%	91.9%	97%	4	4
American Indian or Alaska Native	4-Year	—	0	—	—	—	—	—	—	—	—
	5-Year	—	1	—	—	—	—	—	—	—	—
	6-Year	—	0	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	4-Year	100%	16	100%	95%	88%	89.2%	92.1%	95%	4	4
	5-Year	100%	16	100%	96%	89.9%	90.9%	93.5%	96%	4	4
	6-Year	100%	24	100%	97%	89.4%	90.7%	93.9%	97%	4	4
Black or African American	4-Year	92.9%	31	96.8%	93%	72.4%	76.2%	85.6%	95%	4	4
	5-Year	96.6%	28	96.4%	96%	75.9%	79.3%	87.7%	96%	4	4
	6-Year	100%	29	96.6%	97%	76%	79.5%	88.3%	97%	4	4
Hispanic or Latino	4-Year	90.3%	30	100%	90.5%	72.2%	76%	85.5%	95%	4	4
	5-Year	90.9%	31	90.3%	91.1%	74.8%	78.3%	87.2%	96%	4	4
	6-Year	94.9%	33	93.9%	95%	75.2%	78.8%	87.9%	97%	4	4
Multiracial	4-Year	—	—	—	—	—	—	—	—	—	4
	5-Year	—	—	—	—	—	—	—	—	—	4
	6-Year	100%	16	100%	97%	82.7%	85.1%	91.1%	97%	4	4
White	4-Year	97.4%	142	100%	95%	90%	90.8%	92.9%	95%	4	4
	5-Year	96.4%	155	97.4%	96%	91.3%	92.1%	94.1%	96%	4	4
	6-Year	99.3%	140	97.1%	97%	91%	92%	94.5%	97%	4	4
English Language Learners	4-Year	—	0	—	—	—	—	—	—	—	—
	5-Year	—	5	—	—	—	—	—	—	—	—
	6-Year	—	2	—	—	—	—	—	—	—	—
Students with Disabilities	4-Year	82.5%	52	90.4%	83%	58.2%	64.4%	79.7%	95%	4	4
	5-Year	86.7%	57	84.2%	87.1%	61.6%	67.4%	81.7%	96%	4	4
	6-Year	86.7%	30	86.7%	87.1%	59.9%	66.1%	81.6%	97%	4	4
Economically Disadvantaged	4-Year	81.8%	62	88.7%	82.3%	76.1%	79.2%	87.1%	95%	4	3
	5-Year	90%	33	81.8%	90.2%	79.7%	82.4%	89.2%	96%	2	3
	6-Year	92.9%	30	90%	93.1%	80%	82.8%	89.9%	97%	4	3

HS COMPOSITE PERFORMANCE & GRADUATION RATE COMBINED

Subgroup	Level
All Students	4
Asian or Native Hawaiian/Other Pacific Islander	4
Black or African American	3
Hispanic or Latino	3
Multiracial	4
White	4
Students with Disabilities	4
Economically Disadvantaged	3

HS ELP

Subgroup	Number Of ELLs	Benchmark	Progress Rate	Success Ratio	Level
All Students	3	–	–	–	–
American Indian or Alaska Native	0	–	–	–	–
Asian or Native Hawaiian/Other Pacific Islander	0	–	–	–	–
Black or African American	0	–	–	–	–
Hispanic or Latino	2	–	–	–	–
Multiracial	0	–	–	–	–
White	1	–	–	–	–
English Language Learners	3	–	–	–	–
Students with Disabilities	1	–	–	–	–
Economically Disadvantaged	2	–	–	–	–

HS PROGRESS

Subgroup	Subject	Baseline	Cohort	Index	School MIP	State MIP	Long-Term Goal	Exceed Long-Term Goal	End Goal	Level	Average Of Levels
All Students	ELA	227.8	208	231	215%	189.4%	193.6	204.3	215	4	3
	Math	187.1	208	157.2	187.6%	149.1%	157.6	178.8	200	2	3
Asian or Native Hawaiian/Other Pacific Islander	ELA	—	16	—	—	—	—	—	—	—	—
	Math	—	16	—	—	—	—	—	—	—	—
Black or African American	ELA	—	28	—	—	—	—	—	—	—	—
	Math	—	28	—	—	—	—	—	—	—	—
Hispanic or Latino	ELA	203.3	53	218.9	203.8%	163.4%	172	193.5	215	4	3
	Math	146.7	53	136.8	148.8%	120.7%	133.9	167	200	3	3
Multiracial	ELA	—	16	—	—	—	—	—	—	—	—
	Math	—	16	—	—	—	—	—	—	—	—
White	ELA	237.6	129	236.8	215%	207.8%	209	212	215	4	3
	Math	200.4	129	162	200%	166.4%	172	186	200	2*	3*
Students with Disabilities	ELA	158.3	47	163.8	160.6%	116.3%	132.8	173.9	215	4	3
	Math	101	47	93.6	105%	86%	105	152.5	200	2	3
Economically Disadvantaged	ELA	180.9	46	197.8	182.3%	168.8%	176.5	195.8	215	4	3
	Math	141.8	46	131.5	144.1%	127.9%	139.9	170	200	2	3

*Although this subgroup did not meet a MIP in Math, it has been assigned a Level 2 for math because the subgroup met or exceeded a minimum Index established by the Commissioner.

HS CHRONIC ABSENTEEISM

Subgroup	Baseline	Expected Attendance Days	Students Chronically Absent	Chronic Absenteeism Rate	School MIP	State MIP	Long-Term Goal	Exceed Long-Term Goal	End Goal	Level
All Students	6.5	894	57	6.4%	6.4%	23.4%	20.4%	12.7%	5%	4
American Indian or Alaska Native	—	2	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	2.5	46	2	4.3%	2.5%	14.4%	12.8%	8.9%	5%	4
Black or African American	8.3	54	2	3.7%	8.2%	32.7%	28.1%	16.6%	5%	4
Hispanic or Latino	11.5	170	19	11.2%	11.2%	32.8%	28.2%	16.6%	5%	4
Multiracial	7.7	38	3	7.9%	7.6%	23.9%	20.8%	12.9%	5%	4
White	5.1	585	30	5.1%	5.1%	16.1%	14.3%	9.7%	5%	4
English Language Learners	—	13	—	—	—	—	—	—	—	—
Students with Disabilities	11.2	105	17	16.2%	11%	34%	29.2%	17.1%	5%	4
Economically Disadvantaged	15.5	105	11	10.5%	15.1%	31.3%	26.9%	16%	5%	4

CCCR LEVELS

Subgroup	Baseline	Index	School MIP	State MIP	Long-Term Goal	Exceed Long-Term Goal	End Goal	Level
All Students	181.5	181.1	175	128.2	136	155.5	175	4
Asian or Native Hawaiian/Other Pacific Islander	—	—	—	—	—	—	—	—
Black or African American	137.1	146.8	138.6	98	110.8	142.9	175	4
Hispanic or Latino	171.7	171.7	171.8	101.4	113.6	144.3	175	4
Multiracial	—	—	—	—	—	—	—	—
White	186.3	187.6	175	148.6	153	164	175	4
Students with Disabilities	111.7	133.7	114.2	72.2	89.3	132.2	175	4
Economically Disadvantaged	132.3	151	134	110.2	121	148	175	4

CCCR COUNTS

Subgroup	Cohort Count	Annual Biliteracy	2.0 Weight	1.5 Weight	1.0 Weight	0.5 Weight
All Students	214	0	174	15	17	0
Asian or Native Hawaiian/Other Pacific Islander	16	0	—	—	—	—
Black or African American	31	0	17	1	10	0
Hispanic or Latino	53	0	37	6	8	0
Multiracial	17	0	—	—	—	—
White	133	0	115	9	6	0
Students with Disabilities	46	0	18	5	18	0
Economically Disadvantaged	51	0	29	4	13	0

HS ELA PARTICIPATION RATE

Subgroup	Tested 95%	12th Grade Enrollment	Participation Rate
All Students	✓	208	100%
American Indian or Alaska Native	—	0	—
Asian or Native Hawaiian/Other Pacific Islander	—	9	—
Black or African American	—	11	—
Hispanic or Latino	✓	51	100%
Multiracial	—	6	—
White	✓	131	100%
English Language Learners	—	0	—
Students with Disabilities	—	19	—
Economically Disadvantaged	—	18	—

HS MATHEMATICS PARTICIPATION RATE

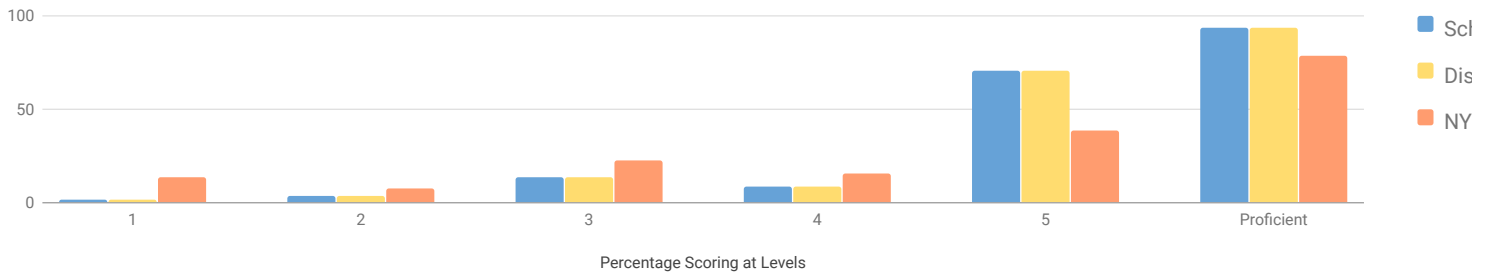
Subgroup	Tested 95%	12th Grade Enrollment	Participation Rate
All Students	✓	208	99.5%
American Indian or Alaska Native	—	0	—
Asian or Native Hawaiian/Other Pacific Islander	—	9	—
Black or African American	—	11	—
Hispanic or Latino	✓	51	100%
Multiracial	—	6	—
White	✓	131	99.2%
English Language Learners	—	0	—
Students with Disabilities	—	19	—
Economically Disadvantaged	—	18	—

STAFF QUALIFICATIONS (2017-18)

	INEXPERIENCED TEACHERS		INEXPERIENCED PRINCIPALS		TEACHERS TEACHING OUT OF THEIR SUBJECT/FIELD OF CERTIFICATION	
	#	%	#	%	#	%
THIS SCHOOL	2	2%	0	0%	0	0%
THIS DISTRICT	7	3%	2	33%	0	0%
STATEWIDE	31,189	16%	1,840	37%	17,189	8%
STATEWIDE HIGH-POVERTY SCHOOLS	11,145	26%	480	43%	8,126	18%
STATEWIDE LOW-POVERTY SCHOOLS	5,839	9%	281	23%	729	1%

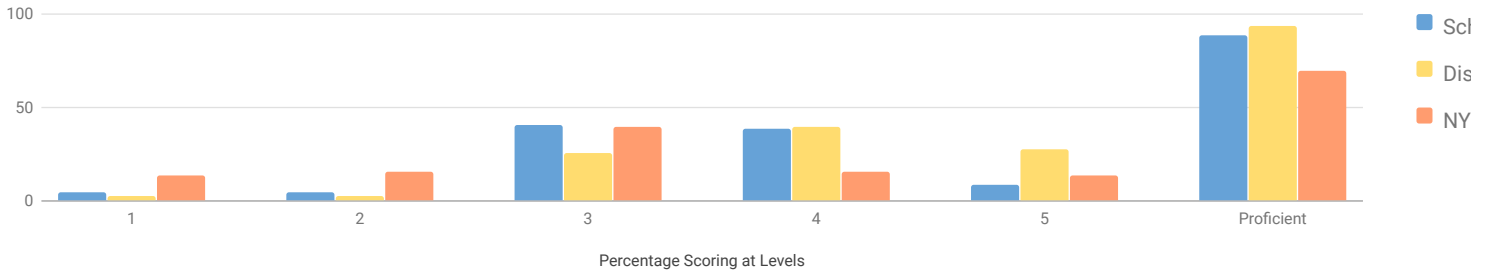
Annual Regents examination results include those from August, January, and June of the reporting year. If a student takes the same Regents examination multiple times during the reporting year, only the highest score is included in these results.

ANNUAL REGENTS ENGLISH (2017-18)



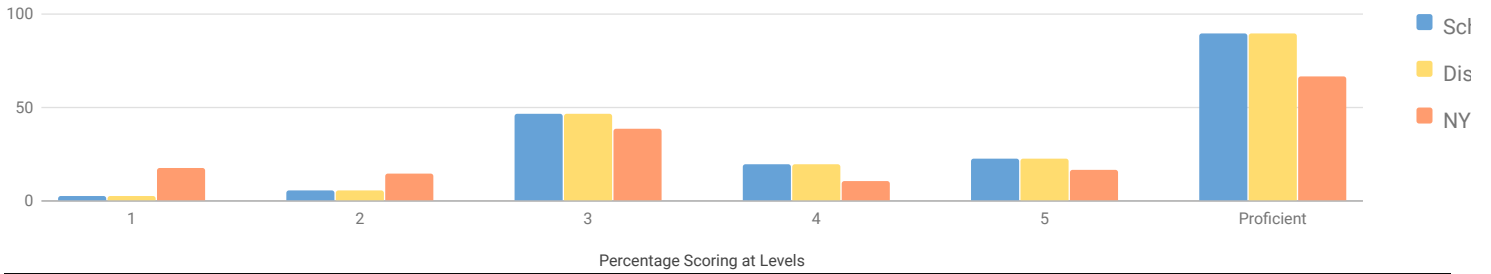
Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%
All Students	230	4	2%	10	4%	32	14%	20	9%	164	71%	216	94%
General Education	209	1	0%	5	2%	24	11%	17	8%	162	78%	203	97%
Students with Disabilities	21	3	14%	5	24%	8	38%	3	14%	2	10%	13	62%
American Indian or Alaska Native	1	-	-	-	-	-	-	-	-	-	-	-	-
Asian or Native Hawaiian/Other Pacific Islander	10	1	10%	0	0%	0	0%	0	0%	9	90%	9	90%
Black or African American	14	0	0%	4	29%	3	21%	2	14%	5	36%	10	71%
Hispanic or Latino	47	2	4%	1	2%	13	28%	3	6%	28	60%	44	94%
White	150	0	0%	4	3%	14	9%	14	9%	118	79%	146	97%
Multiracial	8	-	-	-	-	-	-	-	-	-	-	-	-
Small Group Total	9	1	11%	1	11%	2	22%	1	11%	4	44%	7	78%
Female	115	0	0%	4	3%	7	6%	10	9%	94	82%	111	97%
Male	115	4	3%	6	5%	25	22%	10	9%	70	61%	105	91%
English Language Learners	3	-	-	-	-	-	-	-	-	-	-	-	-
Non-English Language Learners	227	-	-	-	-	-	-	-	-	-	-	-	-
Economically Disadvantaged	29	3	10%	2	7%	5	17%	5	17%	14	48%	24	83%
Not Economically Disadvantaged	201	1	0%	8	4%	27	13%	15	7%	150	75%	192	96%
Not Migrant	230	4	2%	10	4%	32	14%	20	9%	164	71%	216	94%
Homeless	1	-	-	-	-	-	-	-	-	-	-	-	-
Not Homeless	229	-	-	-	-	-	-	-	-	-	-	-	-
In Foster Care	1	-	-	-	-	-	-	-	-	-	-	-	-
Not in Foster Care	229	-	-	-	-	-	-	-	-	-	-	-	-
Parent Not in Armed Forces	230	4	2%	10	4%	32	14%	20	9%	164	71%	216	94%

ANNUAL REGENTS ALGEBRA I (2017-18)



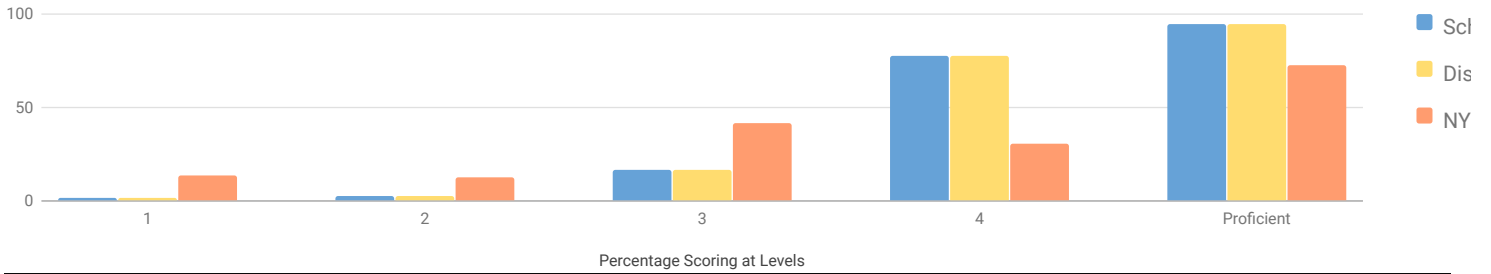
Subgroup	Tested	Percentage Scoring at Levels											
		Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%
All Students	133	7	5%	7	5%	55	41%	52	39%	12	9%	119	89%
General Education	99	0	0%	1	1%	42	42%	46	46%	10	10%	98	99%
Students with Disabilities	34	7	21%	6	18%	13	38%	6	18%	2	6%	21	62%
Asian or Native Hawaiian/Other Pacific Islander	9	0	0%	0	0%	4	44%	5	56%	0	0%	9	100%
Black or African American	15	3	20%	0	0%	9	60%	2	13%	1	7%	12	80%
Hispanic or Latino	30	0	0%	4	13%	17	57%	9	30%	0	0%	26	87%
White	73	4	5%	2	3%	24	33%	34	47%	9	12%	67	92%
Multiracial	6	0	0%	1	17%	1	17%	2	33%	2	33%	5	83%
Female	63	4	6%	3	5%	27	43%	20	32%	9	14%	56	89%
Male	70	3	4%	4	6%	28	40%	32	46%	3	4%	63	90%
English Language Learners	4	-	-	-	-	-	-	-	-	-	-	-	-
Non-English Language Learners	129	-	-	-	-	-	-	-	-	-	-	-	-
Economically Disadvantaged	24	2	8%	4	17%	11	46%	6	25%	1	4%	18	75%
Not Economically Disadvantaged	109	5	5%	3	3%	44	40%	46	42%	11	10%	101	93%
Not Migrant	133	7	5%	7	5%	55	41%	52	39%	12	9%	119	89%
Homeless	1	-	-	-	-	-	-	-	-	-	-	-	-
Not Homeless	132	-	-	-	-	-	-	-	-	-	-	-	-
In Foster Care	1	-	-	-	-	-	-	-	-	-	-	-	-
Not in Foster Care	132	-	-	-	-	-	-	-	-	-	-	-	-
Parent Not in Armed Forces	133	7	5%	7	5%	55	41%	52	39%	12	9%	119	89%

ANNUAL REGENTS GEOMETRY (2017-18)



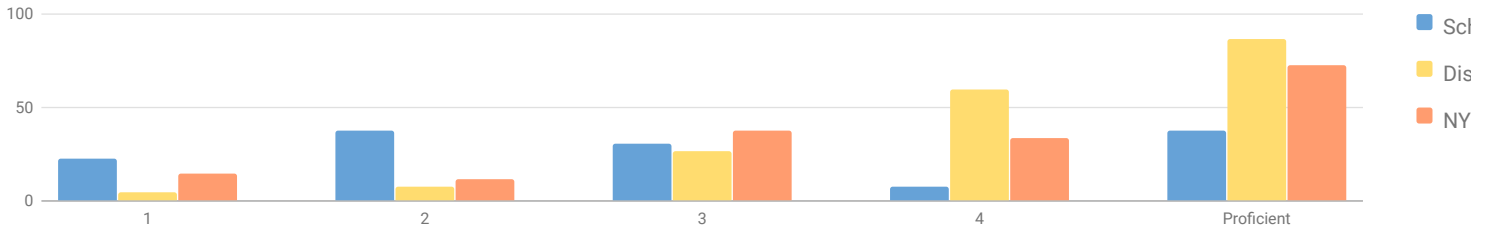
Subgroup	Tested	Percentage Scoring at Levels											
		Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%
All Students	219	7	3%	14	6%	103	47%	44	20%	51	23%	198	90%
General Education	212	6	3%	12	6%	100	47%	43	20%	51	24%	194	92%
Students with Disabilities	7	1	14%	2	29%	3	43%	1	14%	0	0%	4	57%
Asian or Native Hawaiian/Other Pacific Islander	13	0	0%	0	0%	5	38%	2	15%	6	46%	13	100%
Black or African American	10	0	0%	5	50%	5	50%	0	0%	0	0%	5	50%
Hispanic or Latino	30	5	17%	3	10%	11	37%	7	23%	4	13%	22	73%
White	154	2	1%	6	4%	78	51%	32	21%	36	23%	146	95%
Multiracial	12	0	0%	0	0%	4	33%	3	25%	5	42%	12	100%
Female	109	6	6%	5	5%	41	38%	24	22%	33	30%	98	90%
Male	110	1	1%	9	8%	62	56%	20	18%	18	16%	100	91%
Non-English Language Learners	219	7	3%	14	6%	103	47%	44	20%	51	23%	198	90%
Economically Disadvantaged	23	2	9%	4	17%	12	52%	4	17%	1	4%	17	74%
Not Economically Disadvantaged	196	5	3%	10	5%	91	46%	40	20%	50	26%	181	92%
Not Migrant	219	7	3%	14	6%	103	47%	44	20%	51	23%	198	90%
Not Homeless	219	7	3%	14	6%	103	47%	44	20%	51	23%	198	90%
In Foster Care	1	-	-	-	-	-	-	-	-	-	-	-	-
Not in Foster Care	218	-	-	-	-	-	-	-	-	-	-	-	-
Parent Not in Armed Forces	219	7	3%	14	6%	103	47%	44	20%	51	23%	198	90%

ANNUAL REGENTS LIVING ENVIRONMENT (2017-18)



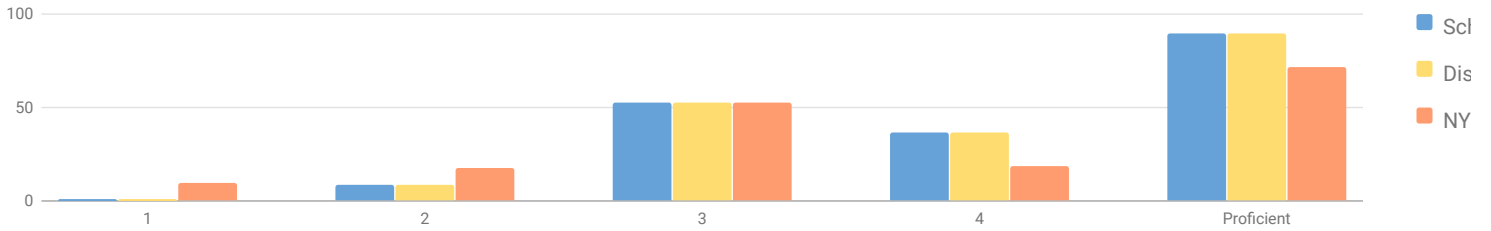
Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%
All Students	216	4	2%	6	3%	37	17%	169	78%	206	95%
General Education	194	1	1%	4	2%	28	14%	161	83%	189	97%
Students with Disabilities	22	3	14%	2	9%	9	41%	8	36%	17	77%
Asian or Native Hawaiian/Other Pacific Islander	11	0	0%	0	0%	1	9%	10	91%	11	100%
Black or African American	16	3	19%	3	19%	6	38%	4	25%	10	63%
Hispanic or Latino	37	0	0%	1	3%	7	19%	29	78%	36	97%
White	140	1	1%	2	1%	20	14%	117	84%	137	98%
Multiracial	12	0	0%	0	0%	3	25%	9	75%	12	100%
Female	110	3	3%	2	2%	20	18%	85	77%	105	95%
Male	106	1	1%	4	4%	17	16%	84	79%	101	95%
English Language Learners	2	-	-	-	-	-	-	-	-	-	-
Non-English Language Learners	214	-	-	-	-	-	-	-	-	-	-
Economically Disadvantaged	20	1	5%	0	0%	8	40%	11	55%	19	95%
Not Economically Disadvantaged	196	3	2%	6	3%	29	15%	158	81%	187	95%
Not Migrant	216	4	2%	6	3%	37	17%	169	78%	206	95%
Not Homeless	216	4	2%	6	3%	37	17%	169	78%	206	95%
In Foster Care	1	-	-	-	-	-	-	-	-	-	-
Not in Foster Care	215	-	-	-	-	-	-	-	-	-	-
Parent Not in Armed Forces	216	4	2%	6	3%	37	17%	169	78%	206	95%

ANNUAL REGENTS PHYSICAL SETTING/EARTH SCIENCE (2017-18)



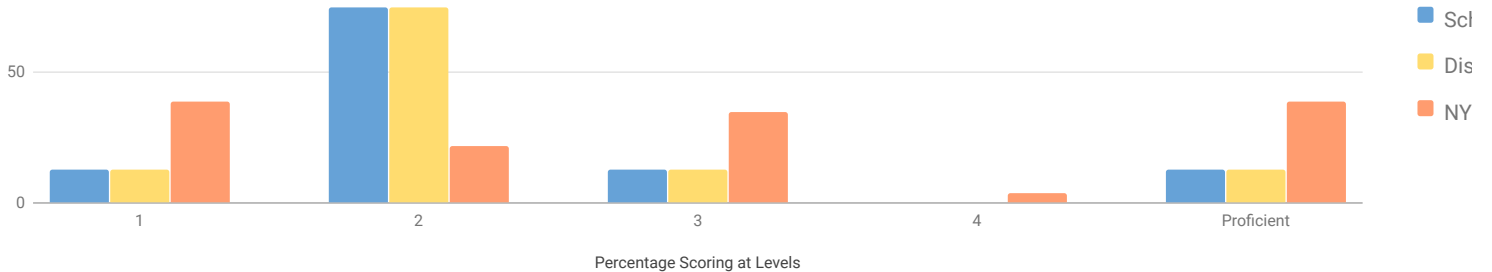
Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%
All Students	13	3	23%	5	38%	4	31%	1	8%	5	38%
General Education	4	–	–	–	–	–	–	–	–	–	–
Students with Disabilities	9	–	–	–	–	–	–	–	–	–	–
Black or African American	2	–	–	–	–	–	–	–	–	–	–
Hispanic or Latino	4	–	–	–	–	–	–	–	–	–	–
White	7	1	14%	3	43%	3	43%	0	0%	3	43%
Small Group Total	6	2	33%	2	33%	1	17%	1	17%	2	33%
Female	10	–	–	–	–	–	–	–	–	–	–
Male	3	–	–	–	–	–	–	–	–	–	–
Non-English Language Learners	13	3	23%	5	38%	4	31%	1	8%	5	38%
Economically Disadvantaged	4	–	–	–	–	–	–	–	–	–	–
Not Economically Disadvantaged	9	–	–	–	–	–	–	–	–	–	–
Not Migrant	13	3	23%	5	38%	4	31%	1	8%	5	38%
Not Homeless	13	3	23%	5	38%	4	31%	1	8%	5	38%
Not in Foster Care	13	3	23%	5	38%	4	31%	1	8%	5	38%
Parent Not in Armed Forces	13	3	23%	5	38%	4	31%	1	8%	5	38%

ANNUAL REGENTS PHYSICAL SETTING/CHEMISTRY (2017-18)



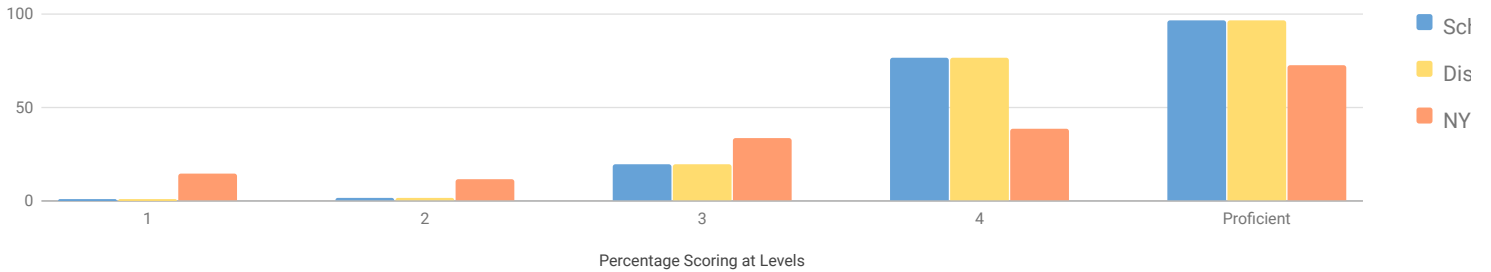
Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%
All Students	215	2	1%	19	9%	115	53%	79	37%	194	90%
General Education	205	2	1%	18	9%	108	53%	77	38%	185	90%
Students with Disabilities	10	0	0%	1	10%	7	70%	2	20%	9	90%
American Indian or Alaska Native	1	-	-	-	-	-	-	-	-	-	-
Asian or Native Hawaiian/Other Pacific Islander	15	0	0%	0	0%	7	47%	8	53%	15	100%
Black or African American	12	0	0%	4	33%	8	67%	0	0%	8	67%
Hispanic or Latino	26	1	4%	6	23%	13	50%	6	23%	19	73%
White	149	1	1%	8	5%	79	53%	61	41%	140	94%
Multiracial	12	-	-	-	-	-	-	-	-	-	-
Small Group Total	13	0	0%	1	8%	8	62%	4	31%	12	92%
Female	105	1	1%	9	9%	54	51%	41	39%	95	90%
Male	110	1	1%	10	9%	61	55%	38	35%	99	90%
Non-English Language Learners	215	2	1%	19	9%	115	53%	79	37%	194	90%
Economically Disadvantaged	22	1	5%	6	27%	11	50%	4	18%	15	68%
Not Economically Disadvantaged	193	1	1%	13	7%	104	54%	75	39%	179	93%
Not Migrant	215	2	1%	19	9%	115	53%	79	37%	194	90%
Not Homeless	215	2	1%	19	9%	115	53%	79	37%	194	90%
Not in Foster Care	215	2	1%	19	9%	115	53%	79	37%	194	90%
Parent Not in Armed Forces	215	2	1%	19	9%	115	53%	79	37%	194	90%

ANNUAL REGENTS GLOBAL HISTORY AND GEOGRAPHY (2017-18)



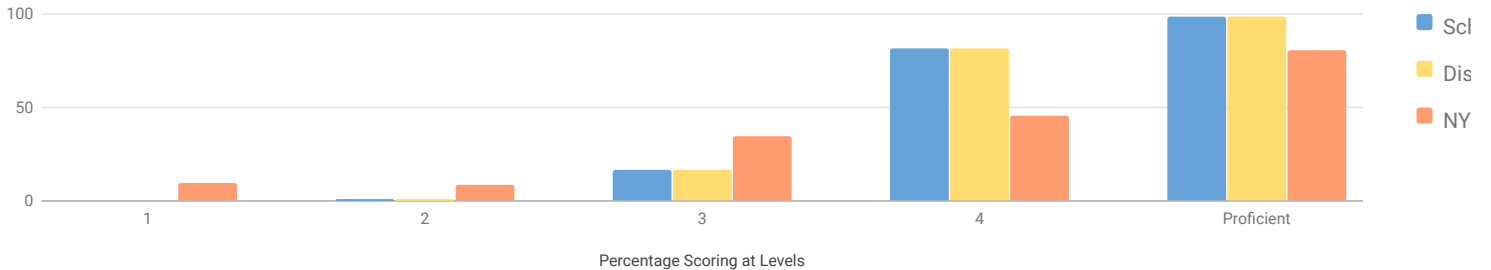
Subgroup	Tested	Percentage Scoring at Levels									
		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%
All Students	8	1	13%	6	75%	1	13%	0	0%	1	13%
General Education	5	-	-	-	-	-	-	-	-	-	-
Students with Disabilities	3	-	-	-	-	-	-	-	-	-	-
Black or African American	4	-	-	-	-	-	-	-	-	-	-
Hispanic or Latino	2	-	-	-	-	-	-	-	-	-	-
White	2	-	-	-	-	-	-	-	-	-	-
Small Group Total	8	1	13%	6	75%	1	13%	0	0%	1	13%
Female	2	-	-	-	-	-	-	-	-	-	-
Male	6	-	-	-	-	-	-	-	-	-	-
Non-English Language Learners	8	1	13%	6	75%	1	13%	0	0%	1	13%
Economically Disadvantaged	3	-	-	-	-	-	-	-	-	-	-
Not Economically Disadvantaged	5	-	-	-	-	-	-	-	-	-	-
Not Migrant	8	1	13%	6	75%	1	13%	0	0%	1	13%
Not Homeless	8	1	13%	6	75%	1	13%	0	0%	1	13%
Not in Foster Care	8	1	13%	6	75%	1	13%	0	0%	1	13%
Parent Not in Armed Forces	8	1	13%	6	75%	1	13%	0	0%	1	13%

ANNUAL REGENTS TRANSITION EXAM IN GLOBAL HISTORY & GEOGRAPHY (2017-18)



Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%
		All Students	241	2	1%	5	2%	48	20%	186	77%
General Education	206	0	0%	3	1%	30	15%	173	84%	203	99%
Students with Disabilities	35	2	6%	2	6%	18	51%	13	37%	31	89%
Asian or Native Hawaiian/Other Pacific Islander	16	0	0%	0	0%	2	13%	14	88%	16	100%
Black or African American	18	1	6%	1	6%	10	56%	6	33%	16	89%
Hispanic or Latino	37	0	0%	3	8%	14	38%	20	54%	34	92%
White	158	1	1%	1	1%	20	13%	136	86%	156	99%
Multiracial	12	0	0%	0	0%	2	17%	10	83%	12	100%
Female	118	1	1%	2	2%	21	18%	94	80%	115	97%
Male	123	1	1%	3	2%	27	22%	92	75%	119	97%
English Language Learners	2	-	-	-	-	-	-	-	-	-	-
Non-English Language Learners	239	-	-	-	-	-	-	-	-	-	-
Economically Disadvantaged	33	1	3%	1	3%	13	39%	18	55%	31	94%
Not Economically Disadvantaged	208	1	0%	4	2%	35	17%	168	81%	203	98%
Not Migrant	241	2	1%	5	2%	48	20%	186	77%	234	97%
Homeless	1	-	-	-	-	-	-	-	-	-	-
Not Homeless	240	-	-	-	-	-	-	-	-	-	-
In Foster Care	1	-	-	-	-	-	-	-	-	-	-
Not in Foster Care	240	-	-	-	-	-	-	-	-	-	-
Parent Not in Armed Forces	241	2	1%	5	2%	48	20%	186	77%	234	97%

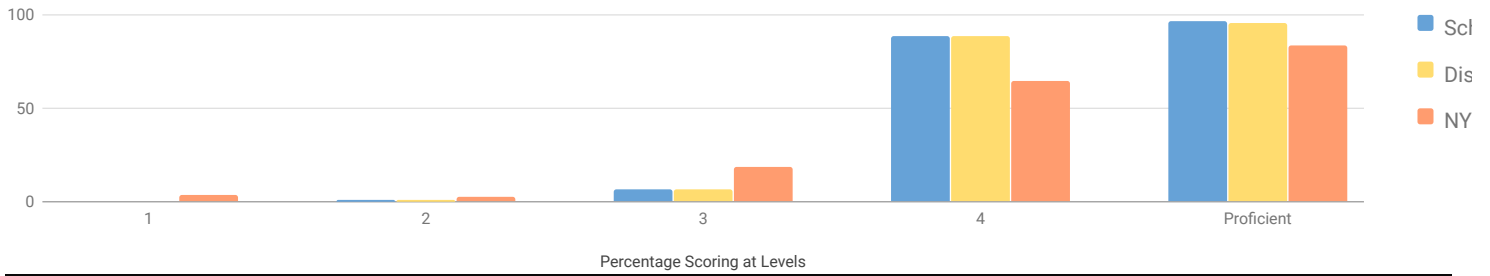
ANNUAL REGENTS U.S. HISTORY & GOVERNMENT (2017-18)



Subgroup	Tested	Percentage Scoring at Levels									
		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%
All Students	222	0	0%	2	1%	37	17%	183	82%	220	99%
General Education	205	0	0%	1	0%	28	14%	176	86%	204	100%
Students with Disabilities	17	0	0%	1	6%	9	53%	7	41%	16	94%
American Indian or Alaska Native	1	-	-	-	-	-	-	-	-	-	-
Asian or Native Hawaiian/Other Pacific Islander	10	0	0%	0	0%	1	10%	9	90%	10	100%
Black or African American	13	0	0%	1	8%	6	46%	6	46%	12	92%
Hispanic or Latino	41	0	0%	1	2%	7	17%	33	80%	40	98%
White	148	0	0%	0	0%	17	11%	131	89%	148	100%
Multiracial	9	-	-	-	-	-	-	-	-	-	-
Small Group Total	10	0	0%	0	0%	6	60%	4	40%	10	100%
Female	112	0	0%	0	0%	15	13%	97	87%	112	100%
Male	110	0	0%	2	2%	22	20%	86	78%	108	98%
English Language Learners	2	-	-	-	-	-	-	-	-	-	-
Non-English Language Learners	220	-	-	-	-	-	-	-	-	-	-
Economically Disadvantaged	28	0	0%	1	4%	13	46%	14	50%	27	96%
Not Economically Disadvantaged	194	0	0%	1	1%	24	12%	169	87%	193	99%
Not Migrant	222	0	0%	2	1%	37	17%	183	82%	220	99%
Homeless	1	-	-	-	-	-	-	-	-	-	-
Not Homeless	221	-	-	-	-	-	-	-	-	-	-
In Foster Care	1	-	-	-	-	-	-	-	-	-	-
Not in Foster Care	221	-	-	-	-	-	-	-	-	-	-
Parent Not in Armed Forces	222	0	0%	2	1%	37	17%	183	82%	220	99%

2014 TOTAL COHORT RESULTS IN REGENTS ENGLISH LANGUAGE ARTS

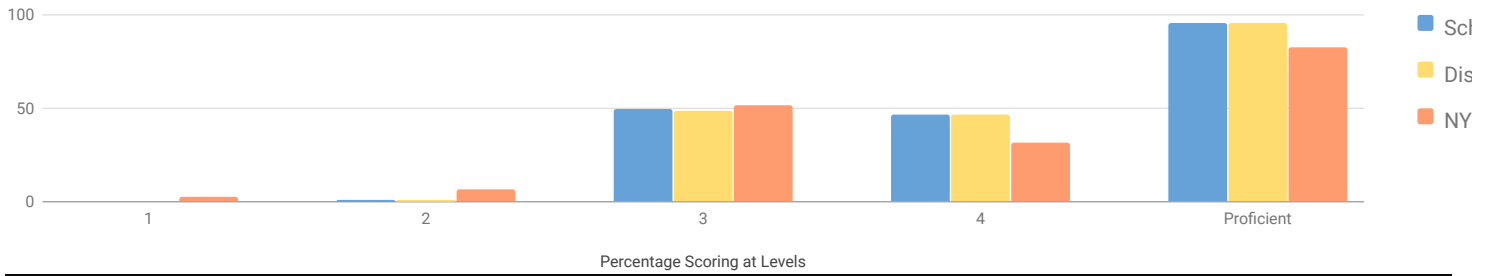
A High School Cohort consists of all students who first enter grade 9 anywhere or, in the case of ungraded students with disabilities, reach their seventeenth birthday in a particular school year (July 1 - June 30). The "year" used to identify the cohort is the year in which the July 1 - December 31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



Subgroup	Cohort	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4 & Above		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	214	5	2%	209	98%	0	0%	2	1%	16	7%	191	89%	207	97%
General Education	190	1	1%	189	99%	0	0%	0	0%	12	6%	177	93%	189	99%
Students with Disabilities	24	4	17%	20	83%	0	0%	2	8%	4	17%	14	58%	18	75%
Asian or Native Hawaiian/Other Pacific Islander	9	0	0%	9	100%	0	0%	0	0%	0	0%	9	100%	9	100%
Black or African American	13	1	8%	12	92%	0	0%	0	0%	2	15%	10	77%	12	92%
Hispanic or Latino	53	0	0%	53	100%	0	0%	2	4%	5	9%	46	87%	51	96%
White	133	3	2%	130	98%	0	0%	0	0%	9	7%	121	91%	130	98%
Multiracial	6	1	17%	5	83%	0	0%	0	0%	0	0%	5	83%	5	83%
Female	102	3	3%	99	97%	0	0%	0	0%	4	4%	95	93%	99	97%
Male	112	2	2%	110	98%	0	0%	2	2%	12	11%	96	86%	108	96%
Non-English Language Learners	214	5	2%	209	98%	0	0%	2	1%	16	7%	191	89%	207	97%
Economically Disadvantaged	22	3	14%	19	86%	0	0%	1	5%	0	0%	18	82%	18	82%
Not Economically Disadvantaged	192	2	1%	190	99%	0	0%	1	1%	16	8%	173	90%	189	98%
Not Migrant	214	5	2%	209	98%	0	0%	2	1%	16	7%	191	89%	207	97%
Not Homeless	214	5	2%	209	98%	0	0%	2	1%	16	7%	191	89%	207	97%
Not in Foster Care	214	5	2%	209	98%	0	0%	2	1%	16	7%	191	89%	207	97%
Parent Not in Armed Forces	214	5	2%	209	98%	0	0%	2	1%	16	7%	191	89%	207	97%

2014 TOTAL COHORT RESULTS IN REGENTS MATHEMATICS

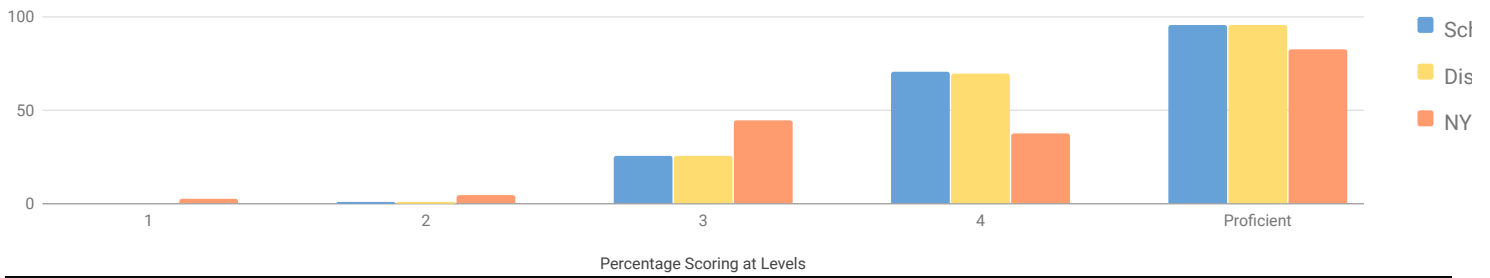
A High School Cohort consists of all students who first enter grade 9 anywhere or, in the case of ungraded students with disabilities, reach their seventeenth birthday in a particular school year (July 1 - June 30). The "year" used to identify the cohort is the year in which the July 1 - December 31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



Subgroup	Cohort	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4 & Above		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	214	5	2%	209	98%	0	0%	3	1%	106	50%	100	47%	206	96%
General Education	190	1	1%	189	99%	0	0%	1	1%	92	48%	96	51%	188	99%
Students with Disabilities	24	4	17%	20	83%	0	0%	2	8%	14	58%	4	17%	18	75%
Asian or Native Hawaiian/Other Pacific Islander	9	0	0%	9	100%	0	0%	0	0%	1	11%	8	89%	9	100%
Black or African American	13	1	8%	12	92%	0	0%	0	0%	10	77%	2	15%	12	92%
Hispanic or Latino	53	0	0%	53	100%	0	0%	3	6%	33	62%	17	32%	50	94%
White	133	3	2%	130	98%	0	0%	0	0%	62	47%	68	51%	130	98%
Multiracial	6	1	17%	5	83%	0	0%	0	0%	0	0%	5	83%	5	83%
Female	102	3	3%	99	97%	0	0%	2	2%	56	55%	41	40%	97	95%
Male	112	2	2%	110	98%	0	0%	1	1%	50	45%	59	53%	109	97%
Non-English Language Learners	214	5	2%	209	98%	0	0%	3	1%	106	50%	100	47%	206	96%
Economically Disadvantaged	22	3	14%	19	86%	0	0%	1	5%	11	50%	7	32%	18	82%
Not Economically Disadvantaged	192	2	1%	190	99%	0	0%	2	1%	95	49%	93	48%	188	98%
Not Migrant	214	5	2%	209	98%	0	0%	3	1%	106	50%	100	47%	206	96%
Not Homeless	214	5	2%	209	98%	0	0%	3	1%	106	50%	100	47%	206	96%
Not in Foster Care	214	5	2%	209	98%	0	0%	3	1%	106	50%	100	47%	206	96%
Parent Not in Armed Forces	214	5	2%	209	98%	0	0%	3	1%	106	50%	100	47%	206	96%

2014 TOTAL COHORT RESULTS IN REGENTS SCIENCE

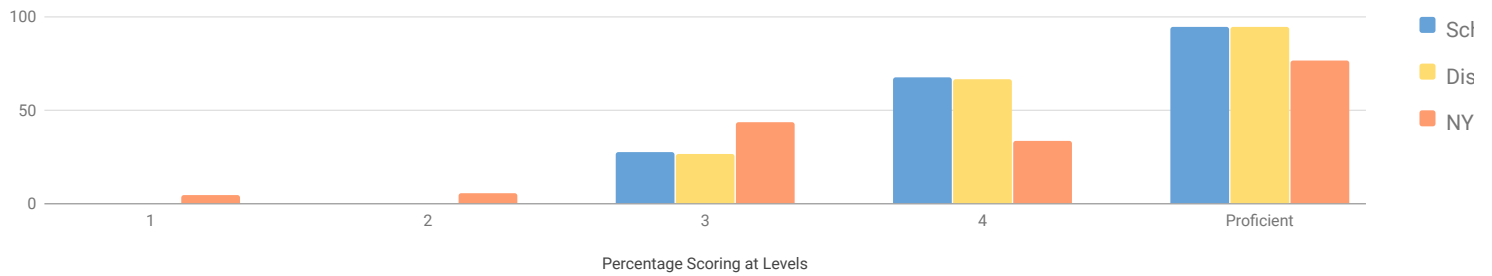
A High School Cohort consists of all students who first enter grade 9 anywhere or, in the case of ungraded students with disabilities, reach their seventeenth birthday in a particular school year (July 1 - June 30). The "year" used to identify the cohort is the year in which the July 1 - December 31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



Subgroup	Cohort	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	214	5	2%	209	98%	0	0%	3	1%	55	26%	151	71%	206	96%
General Education	190	1	1%	189	99%	0	0%	2	1%	44	23%	143	75%	187	98%
Students with Disabilities	24	4	17%	20	83%	0	0%	1	4%	11	46%	8	33%	19	79%
Asian or Native Hawaiian/Other Pacific Islander	9	0	0%	9	100%	0	0%	0	0%	1	11%	8	89%	9	100%
Black or African American	13	1	8%	12	92%	0	0%	1	8%	9	69%	2	15%	11	85%
Hispanic or Latino	53	0	0%	53	100%	0	0%	1	2%	21	40%	31	58%	52	98%
White	133	3	2%	130	98%	0	0%	1	1%	24	18%	105	79%	129	97%
Multiracial	6	1	17%	5	83%	0	0%	0	0%	0	0%	5	83%	5	83%
Female	102	3	3%	99	97%	0	0%	1	1%	26	25%	72	71%	98	96%
Male	112	2	2%	110	98%	0	0%	2	2%	29	26%	79	71%	108	96%
Non-English Language Learners	214	5	2%	209	98%	0	0%	3	1%	55	26%	151	71%	206	96%
Economically Disadvantaged	22	3	14%	19	86%	0	0%	1	5%	10	45%	8	36%	18	82%
Not Economically Disadvantaged	192	2	1%	190	99%	0	0%	2	1%	45	23%	143	74%	188	98%
Not Migrant	214	5	2%	209	98%	0	0%	3	1%	55	26%	151	71%	206	96%
Not Homeless	214	5	2%	209	98%	0	0%	3	1%	55	26%	151	71%	206	96%
Not in Foster Care	214	5	2%	209	98%	0	0%	3	1%	55	26%	151	71%	206	96%
Parent Not in Armed Forces	214	5	2%	209	98%	0	0%	3	1%	55	26%	151	71%	206	96%

2014 TOTAL COHORT RESULTS IN REGENTS GLOBAL HISTORY AND GEOGRAPHY

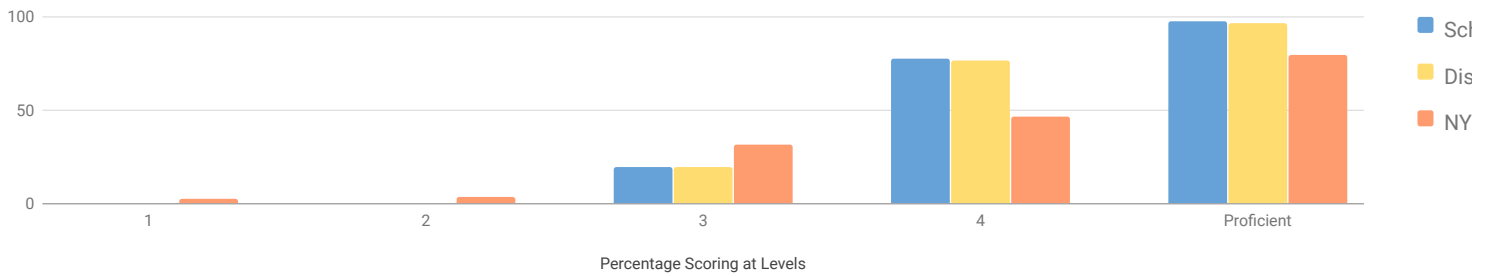
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Subgroup	Cohort	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	214	9	4%	205	96%	0	0%	1	0%	59	28%	145	68%	204	95%
General Education	190	5	3%	185	97%	0	0%	0	0%	47	25%	138	73%	185	97%
Students with Disabilities	24	4	17%	20	83%	0	0%	1	4%	12	50%	7	29%	19	79%
Asian or Native Hawaiian/Other Pacific Islander	9	1	11%	8	89%	0	0%	0	0%	1	11%	7	78%	8	89%
Black or African American	13	1	8%	12	92%	0	0%	0	0%	8	62%	4	31%	12	92%
Hispanic or Latino	53	0	0%	53	100%	0	0%	1	2%	23	43%	29	55%	52	98%
White	133	6	5%	127	95%	0	0%	0	0%	27	20%	100	75%	127	95%
Multiracial	6	1	17%	5	83%	0	0%	0	0%	0	0%	5	83%	5	83%
Female	102	4	4%	98	96%	0	0%	0	0%	31	30%	67	66%	98	96%
Male	112	5	4%	107	96%	0	0%	1	1%	28	25%	78	70%	106	95%
Non-English Language Learners	214	9	4%	205	96%	0	0%	1	0%	59	28%	145	68%	204	95%
Economically Disadvantaged	22	3	14%	19	86%	0	0%	1	5%	8	36%	10	45%	18	82%
Not Economically Disadvantaged	192	6	3%	186	97%	0	0%	0	0%	51	27%	135	70%	186	97%
Not Migrant	214	9	4%	205	96%	0	0%	1	0%	59	28%	145	68%	204	95%
Not Homeless	214	9	4%	205	96%	0	0%	1	0%	59	28%	145	68%	204	95%
Not in Foster Care	214	9	4%	205	96%	0	0%	1	0%	59	28%	145	68%	204	95%
Parent Not in Armed Forces	214	9	4%	205	96%	0	0%	1	0%	59	28%	145	68%	204	95%

2014 TOTAL COHORT RESULTS IN REGENTS U.S. HISTORY AND GOVERNMENT

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.



Subgroup	Cohort	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	214	5	2%	209	98%	0	0%	0	0%	43	20%	166	78%	209	98%
General Education	190	1	1%	189	99%	0	0%	0	0%	34	18%	155	82%	189	99%
Students with Disabilities	24	4	17%	20	83%	0	0%	0	0%	9	38%	11	46%	20	83%
Asian or Native Hawaiian/Other Pacific Islander	9	0	0%	9	100%	0	0%	0	0%	1	11%	8	89%	9	100%
Black or African American	13	1	8%	12	92%	0	0%	0	0%	4	31%	8	62%	12	92%
Hispanic or Latino	53	0	0%	53	100%	0	0%	0	0%	16	30%	37	70%	53	100%
White	133	3	2%	130	98%	0	0%	0	0%	22	17%	108	81%	130	98%
Multiracial	6	1	17%	5	83%	0	0%	0	0%	0	0%	5	83%	5	83%
Female	102	3	3%	99	97%	0	0%	0	0%	22	22%	77	75%	99	97%
Male	112	2	2%	110	98%	0	0%	0	0%	21	19%	89	79%	110	98%
Non-English Language Learners	214	5	2%	209	98%	0	0%	0	0%	43	20%	166	78%	209	98%
Economically Disadvantaged	22	3	14%	19	86%	0	0%	0	0%	10	45%	9	41%	19	86%
Not Economically Disadvantaged	192	2	1%	190	99%	0	0%	0	0%	33	17%	157	82%	190	99%
Not Migrant	214	5	2%	209	98%	0	0%	0	0%	43	20%	166	78%	209	98%
Not Homeless	214	5	2%	209	98%	0	0%	0	0%	43	20%	166	78%	209	98%
Not in Foster Care	214	5	2%	209	98%	0	0%	0	0%	43	20%	166	78%	209	98%
Parent Not in Armed Forces	214	5	2%	209	98%	0	0%	0	0%	43	20%	166	78%	209	98%

NEW YORK STATE ENGLISH AS A SECOND LANGUAGE ACHIEVEMENT TEST (2017-18)

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	Not Tested	Tested	Entering	Emerging	Transitioning	Expanding	Commanding
Grade 9	—	1	—	—	—	—	—
Grade 10	—	3	—	—	—	—	—
Grade 11	—	1	—	—	—	—	—

NEW YORK STATE ALTERNATE ASSESSMENT (2017-18)

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	Not Tested	Tested	Level 1	Level 2	Level 3	Level 4
Secondary-Level ELA	–	4	–	–	–	–
Secondary-Level Math	–	4	–	–	–	–

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