

PELHAM MEMORIAL HIGH SCHOOL - NEW YORK STATE REPORT CARD [2018 - 19]

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.

2019-20 ACCOUNTABILITY STATUS BASED ON 2018-19 DATA

GOOD STANDING

MADE PROGRESS

NA

SECONDARY INDICATOR LEVELS

Subgroup	Composite Performance	Graduation Rate	Composite Performance & Graduation Rate Combined	English Language Proficiency (ELP)	Progress	Chronic Absenteeism	College, Career, & Civic Readiness (CCCR)
All Students	4	4	4	–	2	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	–
Hispanic or Latino	3	4	3	–	3	4	4
Multiracial	4	4	4	–	–	4	–
White	4	4	4	–	2	4	4
English Language Learners	–	–	–	–	–	–	–
Students with Disabilities	4	4	4	–	2	4	4
Economically Disadvantaged	4	3	3	–	2	4	4

SECONDARY COMPOSITE PERFORMANCE

Subgroup	Subject	Cohort	Index	Combined Index	Level
All Students	ELA	216	218	200	4
	Math	216	147		
	Science	216	231		
	Social Studies	216	242		
American Indian or Alaska Native	ELA	1	–	–	–
	Math	1	–		
	Science	1	–		
	Social Studies	1	–		
Asian or Native Hawaiian/Other Pacific Islander	ELA	19	242	228	4
	Math	19	197		
	Science	19	245		
	Social Studies	19	247		
Black or African American	ELA	24	171	157	2
	Math	24	102		
	Science	24	185		
	Social Studies	24	221		
Hispanic or Latino	ELA	41	200	189	3
	Math	41	137		
	Science	41	226		
	Social Studies	41	240		
Multiracial	ELA	13	204	200	4
	Math	13	162		
	Science	13	235		
	Social Studies	13	239		
White	ELA	144	231	209	4
	Math	144	155		
	Science	144	238		
	Social Studies	144	246		
English Language Learners	ELA	2	–	–	–
	Math	2	–		
	Science	2	–		
	Social Studies	2	–		
Students with Disabilities	ELA	44	159	156	4
	Math	44	102		
	Science	44	199		
	Social Studies	44	222		
Economically Disadvantaged	ELA	48	197	181	4
	Math	48	127		
	Science	48	215		

Subgroup	Subject	Cohort	Index	Combined Index	Level
	Social Studies	48	223		

SECONDARY GRADUATION RATE

Subgroup	Cohort	Baseline	Number In Cohort	Grad Rate	School MIP	State MIP	Long-Term Goal	Exceed Long-Term Goal	Met SH Target	Met AG Target	End Goal	Level By Cohort	Level By Subgroup
All Students	4-Year	96.7%	214	96.3%	95%	82.8%	85%	90%	—	—	95%	4	4
	5-Year	95.5%	208	99.5%	95.5%	85%	86.8%	91.4%	—	—	96%	4	
	6-Year	98.6%	215	96.7%	97%	85.1%	87.3%	92.2%	—	—	97%	4	
American Indian or Alaska Native	4-Year	—	0	—	—	—	—	—	—	—	—	—	—
	5-Year	—	0	—	—	—	—	—	—	—	—	—	
	6-Year	—	1	—	—	—	—	—	—	—	—	—	
Asian or Native Hawaiian/Other Pacific Islander	4-Year	100%	16	100%	95%	88.3%	89.5%	92.3%	—	—	95%	4	4
	5-Year	100%	16	100%	96%	90.2%	91%	93.5%	—	—	96%	4	
	6-Year	100%	16	100%	97%	89.7%	91.1%	94.1%	—	—	97%	4	
Black or African American	4-Year	92.9%	31	90.3%	93.1%	73.3%	77.3%	86.2%	—	—	95%	4	4
	5-Year	96.6%	31	96.8%	96%	76.7%	80.3%	88.2%	—	—	96%	4	
	6-Year	100%	28	96.4%	97%	76.9%	80.3%	88.7%	—	—	97%	4	
Hispanic or Latino	4-Year	90.3%	53	96.2%	90.7%	73.2%	76.8%	85.9%	—	—	95%	4	4
	5-Year	90.9%	30	100%	91.3%	75.7%	79.1%	87.6%	—	—	96%	4	
	6-Year	94.9%	31	90.3%	95.1%	76.1%	79.7%	88.4%	—	—	97%	4	
Multiracial	4-Year	100%	17	94.1%	95%	83.7%	85.7%	90.4%	—	—	95%	4	4
	5-Year	100%	16	100%	96%	85%	86.8%	91.4%	—	—	96%	4	
	6-Year	—	—	—	—	—	—	—	—	—	—	—	
White	4-Year	97.4%	133	97.7%	95%	90.2%	91%	93%	—	—	95%	4	4
	5-Year	96.4%	142	100%	96%	91.5%	92.3%	94.2%	—	—	96%	4	
	6-Year	99.3%	155	97.4%	97%	91.2%	92.4%	94.7%	—	—	97%	4	
English Language Learners	4-Year	—	3	—	—	—	—	—	—	—	—	—	—
	5-Year	—	4	—	—	—	—	—	—	—	—	—	
	6-Year	—	4	—	—	—	—	—	—	—	—	—	
Students with Disabilities	4-Year	82.5%	51	90.2%	83.5%	59.7%	66.1%	80.6%	—	—	95%	4	4
	5-Year	86.7%	52	90.4%	87.5%	63%	69%	82.5%	—	—	96%	4	
	6-Year	86.7%	57	84.2%	87.5%	61.4%	67.8%	82.4%	—	—	97%	4	
Economically Disadvantaged	4-Year	81.8%	51	90.2%	82.8%	76.9%	79.9%	87.5%	—	—	95%	4	3
	5-Year	90%	62	88.7%	90.4%	80.4%	83%	89.5%	—	—	96%	3	
	6-Year	92.9%	33	81.8%	93.3%	80.7%	83.5%	90.3%	—	N	97%	2	

SECONDARY 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

SECONDARY 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	2	–	–	–	–
Black or African American	0	–	–	–	–
Hispanic or Latino	1	–	–	–	–
Multiracial	0	–	–	–	–
White	0	–	–	–	–
English Language Learners	3	–	–	–	–
Students with Disabilities	1	–	–	–	–
Economically Disadvantaged	2	–	–	–	–

SECONDARY PROGRESS

Subgroup	Subject	Baseline	Cohort	Index	School MIP	State MIP	Long-Term Goal	Exceed Long-Term Goal	Met SH Target	Met AG Target	End Goal	Level	Average Of Levels
All Students	ELA	228	216	218	215	191	194	204	–	–	215	4	2
	Math	187	216	147	188	151	158	179	N	–	200	1	
American Indian or Alaska Native	ELA	–	1	–	–	–	–	–	–	–	–	–	–
	Math	–	1	–	–	–	–	–	–	–	–	–	
Asian or Native Hawaiian/Other Pacific Islander	ELA	–	19	–	–	–	–	–	–	–	–	–	–
	Math	–	19	–	–	–	–	–	–	–	–	–	
Black or African American	ELA	–	24	–	–	–	–	–	–	–	–	–	–
	Math	–	24	–	–	–	–	–	–	–	–	–	
Hispanic or Latino	ELA	203	41	200	204	166	172	194	–	–	215	4	3
	Math	147	41	137	151	124	134	167	–	–	200	3	
Multiracial	ELA	–	13	–	–	–	–	–	–	–	–	–	–
	Math	–	13	–	–	–	–	–	–	–	–	–	
White	ELA	238	144	231	215	208	209	212	–	–	215	4	2
	Math	200	144	155	200	168	172	186	N	–	200	1	
English Language Learners	ELA	–	2	–	–	–	–	–	–	–	–	–	–
	Math	–	2	–	–	–	–	–	–	–	–	–	
Students with Disabilities	ELA	158	44	159	163	120	133	174	–	–	215	3	2
	Math	101	44	102	109	91	105	153	–	N	200	2	
Economically Disadvantaged	ELA	181	48	197	184	171	177	196	–	–	215	4	2
	Math	142	48	127	146	131	140	170	N	–	200	1	

SECONDARY CHRONIC ABSENTEEISM

Subgroup	Baseline	Students Enrolled	Students Chronically Absent	Chronic Absenteeism Rate	School MIP	State MIP	Long-Term Goal	Exceed Long-Term Goal	Met SH Target	Met AG Target	End Goal	Level
All Students	6.5	909	57	6.3%	6.3%	22.6%	19.8%	12.4%	–	–	5%	4
American Indian or Alaska Native	–	2	–	–	–	–	–	–	–	–	–	–
Asian or Native Hawaiian/Other Pacific Islander	2.5	51	0	0%	2.5%	14%	12.4%	8.7%	–	–	5%	4
Black or African American	8.3	45	2	4.4%	8.1%	31.5%	27.1%	16.1%	–	–	5%	4
Hispanic or Latino	11.5	157	19	12.1%	10.9%	31.6%	27.2%	16.1%	–	–	5%	4
Multiracial	7.7	51	3	5.9%	7.5%	23.1%	20.1%	12.6%	–	–	5%	4
White	5.1	604	32	5.3%	5.1%	15.6%	14%	9.5%	–	–	5%	4
English Language Learners	–	11	–	–	–	–	–	–	–	–	–	–
Students with Disabilities	11.2	122	12	9.8%	10.8%	32.8%	28%	16.5%	–	–	5%	4
Economically Disadvantaged	15.5	101	9	8.9%	14.7%	30.2%	25.8%	15.4%	–	–	5%	4

SECONDARY CCCR LEVELS

Subgroup	Baseline	Index	School MIP	State MIP	Long-Term Goal	Exceed Long-Term Goal	Met SH Target	Met AG Target	End Goal	Level
All Students	181.5	183.1	175	130.2	137.8	156.4	–	–	175	4
American Indian or Alaska Native	–	–	–	–	–	–	–	–	–	–
Asian or Native Hawaiian/Other Pacific Islander	–	–	–	–	–	–	–	–	–	–
Black or African American	–	–	–	–	–	–	–	–	–	–
Hispanic or Latino	171.7	176.3	171.9	104.5	116.5	145.8	–	–	175	4
Multiracial	–	–	–	–	–	–	–	–	–	–
White	186.3	192.1	175	149.7	154.1	164.6	–	–	175	4
English Language Learners	–	–	–	–	–	–	–	–	–	–
Students with Disabilities	111.7	133.3	116.7	76.5	93.5	134.3	–	–	175	4
Economically Disadvantaged	132.3	145.1	135.7	112.9	123.7	149.4	–	–	175	4

SECONDARY CCCR COUNTS

Subgroup	Cohort Count	Annual Biliteracy	2.0 Weight	1.5 Weight	1.0 Weight	0.5 Weight	0.0 Weight
All Students	216	0	183	5	22	0	6
American Indian or Alaska Native	1	0	–	–	–	–	–
Asian or Native Hawaiian/Other Pacific Islander	19	0	–	–	–	–	–
Black or African American	25	0	–	–	–	–	–
Hispanic or Latino	40	0	31	1	7	0	1
Multiracial	14	0	–	–	–	–	–
White	145	0	132	3	10	0	0
English Language Learners	2	0	–	–	–	–	–
Students with Disabilities	48	0	22	4	14	0	8
Economically Disadvantaged	51	0	31	2	9	0	9

SECONDARY ELA PARTICIPATION RATE

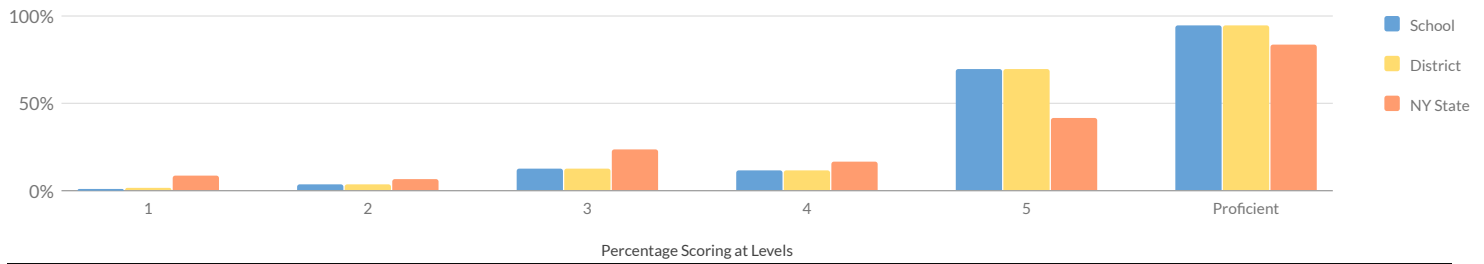
Subgroup	Tested 95% In Current Year Or 2 Years Combined	Current Year 12th Grade Enrollment	Current Year Participation Rate	Current Year + Previous Year 12th Grade Enrollment	Current Year + Previous Year Participation Rate
All Students	✓	212	100%	420	100%
American Indian or Alaska Native	–	1	–	–	–
Asian or Native Hawaiian/Other Pacific Islander	–	9	–	–	–
Black or African American	–	11	–	–	–
Hispanic or Latino	✓	40	100%	91	100%
Multiracial	–	7	–	–	–
White	✓	144	100%	275	100%
English Language Learners	–	0	–	–	–
Students with Disabilities	–	15	–	–	–
Economically Disadvantaged	–	25	–	–	–

SECONDARY MATHEMATICS PARTICIPATION RATE

Subgroup	Tested 95% In Current Year Or 2 Years Combined	Current Year 12th Grade Enrollment	Current Year Participation Rate	Current Year + Previous Year 12th Grade Enrollment	Current Year + Previous Year Participation Rate
All Students	✓	212	99.5%	420	99.5%
American Indian or Alaska Native	–	1	–	–	–
Asian or Native Hawaiian/Other Pacific Islander	–	9	–	–	–
Black or African American	–	11	–	–	–
Hispanic or Latino	✓	40	100%	91	100%
Multiracial	–	7	–	–	–
White	✓	144	99.3%	275	99.3%
English Language Learners	–	0	–	–	–
Students with Disabilities	–	15	–	–	–
Economically Disadvantaged	–	25	–	–	–

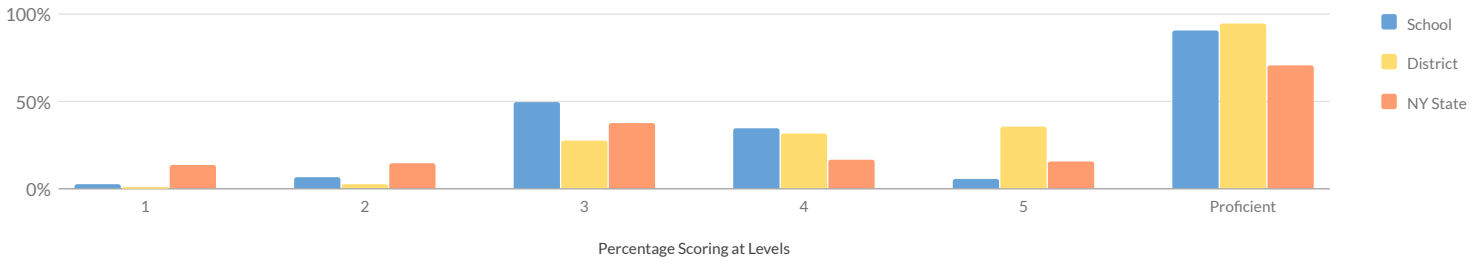
Annual Regents examination results include those from August, January, and June of the reporting year. If a student takes the same Regents examination multiple times during the reporting year, only the highest score is included in these results.

ANNUAL REGENTS EXAMINATION IN ELA (2018-19)



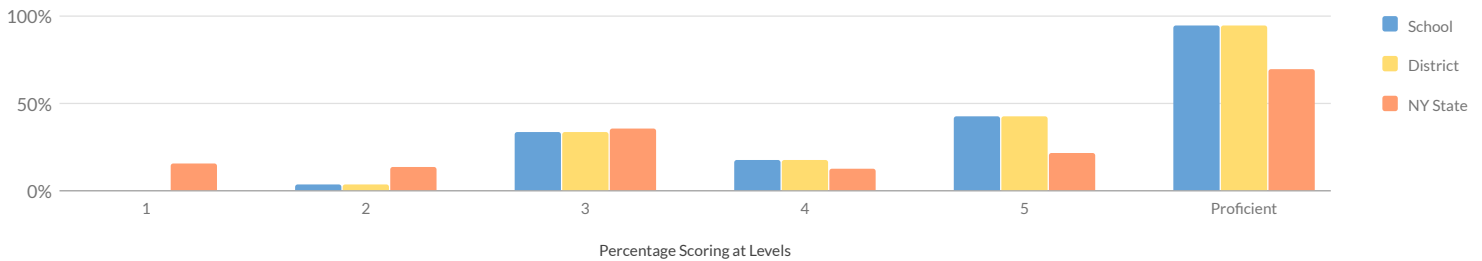
Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%
All Students	236	3	1%	9	4%	30	13%	28	12%	166	70%	224	95%
General Education	206	2	1%	4	2%	20	10%	21	10%	159	77%	200	97%
Students with Disabilities	30	1	3%	5	17%	10	33%	7	23%	7	23%	24	80%
Asian or Native Hawaiian/Other Pacific Islander	15	0	0%	0	0%	3	20%	2	13%	10	67%	15	100%
Black or African American	16	2	13%	3	19%	4	25%	2	13%	5	31%	11	69%
Hispanic or Latino	36	0	0%	3	8%	6	17%	8	22%	19	53%	33	92%
White	155	0	0%	2	1%	16	10%	15	10%	122	79%	153	99%
Multiracial	14	1	7%	1	7%	1	7%	1	7%	10	71%	12	86%
Female	112	2	2%	5	4%	7	6%	15	13%	83	74%	105	94%
Male	124	1	1%	4	3%	23	19%	13	10%	83	67%	119	96%
English Language Learners	2	–	–	–	–	–	–	–	–	–	–	–	–
Non-English Language Learners	234	–	–	–	–	–	–	–	–	–	–	–	–
Economically Disadvantaged	29	2	7%	5	17%	8	28%	2	7%	12	41%	22	76%
Not Economically Disadvantaged	207	1	0%	4	2%	22	11%	26	13%	154	74%	202	98%
Not Migrant	236	3	1%	9	4%	30	13%	28	12%	166	70%	224	95%
Not Homeless	236	3	1%	9	4%	30	13%	28	12%	166	70%	224	95%
In Foster Care	1	–	–	–	–	–	–	–	–	–	–	–	–
Not in Foster Care	235	–	–	–	–	–	–	–	–	–	–	–	–
Parent Not in Armed Forces	236	3	1%	9	4%	30	13%	28	12%	166	70%	224	95%

ANNUAL REGENTS EXAMINATION ALGEBRA I (2018-19)



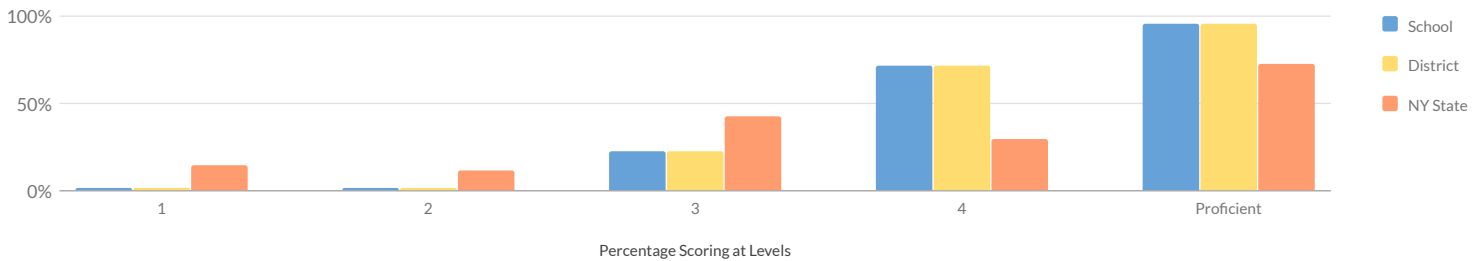
Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%
All Students	119	3	3%	8	7%	59	50%	42	35%	7	6%	108	91%
General Education	92	1	1%	1	1%	42	46%	41	45%	7	8%	90	98%
Students with Disabilities	27	2	7%	7	26%	17	63%	1	4%	0	0%	18	67%
Asian or Native Hawaiian/Other Pacific Islander	6	0	0%	0	0%	3	50%	2	33%	1	17%	6	100%
Black or African American	10	0	0%	2	20%	6	60%	2	20%	0	0%	8	80%
Hispanic or Latino	27	1	4%	0	0%	16	59%	9	33%	1	4%	26	96%
White	70	2	3%	5	7%	31	44%	28	40%	4	6%	63	90%
Multiracial	6	0	0%	1	17%	3	50%	1	17%	1	17%	5	83%
Female	65	1	2%	5	8%	30	46%	24	37%	5	8%	59	91%
Male	54	2	4%	3	6%	29	54%	18	33%	2	4%	49	91%
Non-English Language Learners	119	3	3%	8	7%	59	50%	42	35%	7	6%	108	91%
Economically Disadvantaged	18	0	0%	4	22%	12	67%	2	11%	0	0%	14	78%
Not Economically Disadvantaged	101	3	3%	4	4%	47	47%	40	40%	7	7%	94	93%
Not Migrant	119	3	3%	8	7%	59	50%	42	35%	7	6%	108	91%
Homeless	1	—	—	—	—	—	—	—	—	—	—	—	—
Not Homeless	118	—	—	—	—	—	—	—	—	—	—	—	—
In Foster Care	1	—	—	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	118	—	—	—	—	—	—	—	—	—	—	—	—
Parent Not in Armed Forces	119	3	3%	8	7%	59	50%	42	35%	7	6%	108	91%

ANNUAL REGENTS EXAMINATION GEOMETRY (2018-19)



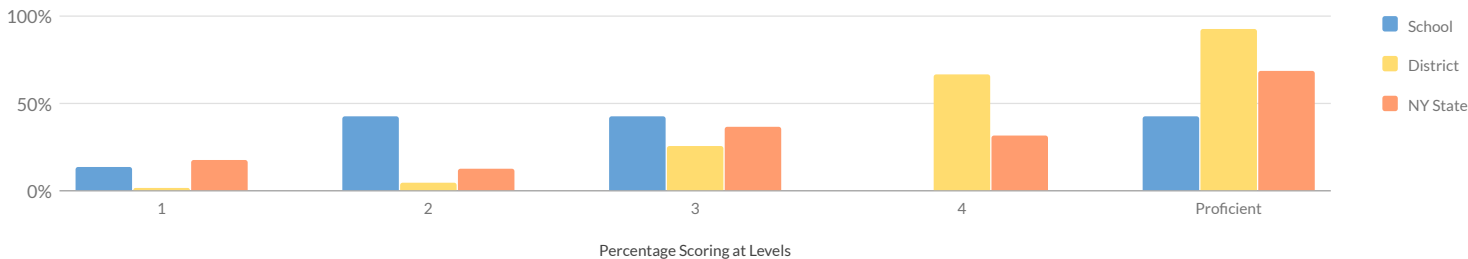
Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%
All Students	213	1	0%	9	4%	73	34%	39	18%	91	43%	203	95%
General Education	202	1	0%	9	4%	65	32%	38	19%	89	44%	192	95%
Students with Disabilities	11	0	0%	0	0%	8	73%	1	9%	2	18%	11	100%
Asian or Native Hawaiian/Other Pacific Islander	14	0	0%	0	0%	5	36%	1	7%	8	57%	14	100%
Black or African American	9	0	0%	1	11%	6	67%	1	11%	1	11%	8	89%
Hispanic or Latino	25	0	0%	2	8%	15	60%	3	12%	5	20%	23	92%
White	145	1	1%	6	4%	44	30%	27	19%	67	46%	138	95%
Multiracial	20	0	0%	0	0%	3	15%	7	35%	10	50%	20	100%
Female	104	0	0%	4	4%	33	32%	24	23%	43	41%	100	96%
Male	109	1	1%	5	5%	40	37%	15	14%	48	44%	103	94%
English Language Learners	1	—	—	—	—	—	—	—	—	—	—	—	—
Non-English Language Learners	212	—	—	—	—	—	—	—	—	—	—	—	—
Economically Disadvantaged	18	0	0%	0	0%	11	61%	2	11%	5	28%	18	100%
Not Economically Disadvantaged	195	1	1%	9	5%	62	32%	37	19%	86	44%	185	95%
Not Migrant	213	1	0%	9	4%	73	34%	39	18%	91	43%	203	95%
Not Homeless	213	1	0%	9	4%	73	34%	39	18%	91	43%	203	95%
Not in Foster Care	213	1	0%	9	4%	73	34%	39	18%	91	43%	203	95%
Parent Not in Armed Forces	213	1	0%	9	4%	73	34%	39	18%	91	43%	203	95%

ANNUAL REGENTS EXAMINATION LIVING ENVIRONMENT (2018-19)



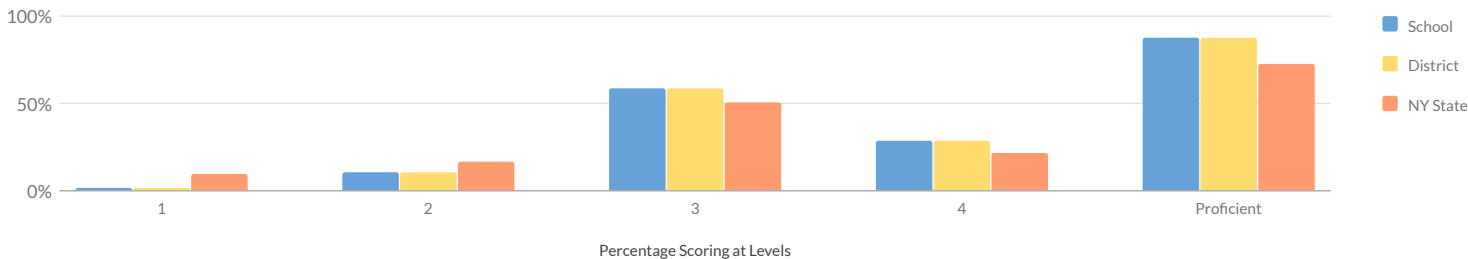
Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%
All Students	252	5	2%	6	2%	59	23%	182	72%	241	96%
General Education	221	2	1%	2	1%	43	19%	174	79%	217	98%
Students with Disabilities	31	3	10%	4	13%	16	52%	8	26%	24	77%
Asian or Native Hawaiian/Other Pacific Islander	17	0	0%	0	0%	3	18%	14	82%	17	100%
Black or African American	11	1	9%	1	9%	5	45%	4	36%	9	82%
Hispanic or Latino	42	1	2%	2	5%	17	40%	22	52%	39	93%
White	164	3	2%	3	2%	33	20%	125	76%	158	96%
Multiracial	18	0	0%	0	0%	1	6%	17	94%	18	100%
Female	127	4	3%	0	0%	29	23%	94	74%	123	97%
Male	125	1	1%	6	5%	30	24%	88	70%	118	94%
English Language Learners	1	—	—	—	—	—	—	—	—	—	—
Non-English Language Learners	251	—	—	—	—	—	—	—	—	—	—
Economically Disadvantaged	28	1	4%	2	7%	13	46%	12	43%	25	89%
Not Economically Disadvantaged	224	4	2%	4	2%	46	21%	170	76%	216	96%
Not Migrant	252	5	2%	6	2%	59	23%	182	72%	241	96%
Not Homeless	252	5	2%	6	2%	59	23%	182	72%	241	96%
Not in Foster Care	252	5	2%	6	2%	59	23%	182	72%	241	96%
Parent Not in Armed Forces	252	5	2%	6	2%	59	23%	182	72%	241	96%

ANNUAL REGENTS EXAMINATION PHYSICAL SETTING/EARTH SCIENCE (2018-19)



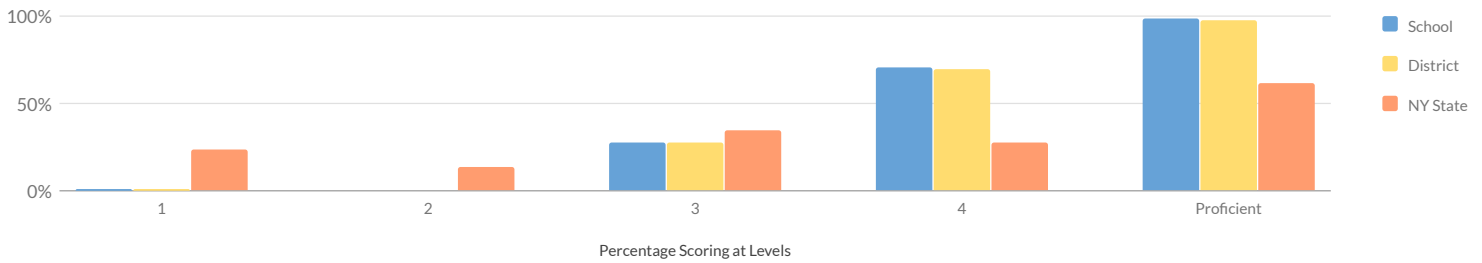
Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%
All Students	14	2	14%	6	43%	6	43%	0	0%	6	43%
General Education	8	0	0%	3	38%	5	63%	0	0%	5	63%
Students with Disabilities	6	2	33%	3	50%	1	17%	0	0%	1	17%
Black or African American	3	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	5	—	—	—	—	—	—	—	—	—	—
White	6	2	33%	1	17%	3	50%	0	0%	3	50%
Small Group Total	8	0	0%	5	63%	3	38%	0	0%	3	38%
Female	6	1	17%	2	33%	3	50%	0	0%	3	50%
Male	8	1	13%	4	50%	3	38%	0	0%	3	38%
Non-English Language Learners	14	2	14%	6	43%	6	43%	0	0%	6	43%
Economically Disadvantaged	5	0	0%	2	40%	3	60%	0	0%	3	60%
Not Economically Disadvantaged	9	2	22%	4	44%	3	33%	0	0%	3	33%
Not Migrant	14	2	14%	6	43%	6	43%	0	0%	6	43%
Not Homeless	14	2	14%	6	43%	6	43%	0	0%	6	43%
Not in Foster Care	14	2	14%	6	43%	6	43%	0	0%	6	43%
Parent Not in Armed Forces	14	2	14%	6	43%	6	43%	0	0%	6	43%

ANNUAL REGENTS EXAMINATION PHYSICAL SETTING/CHEMISTRY (2018-19)



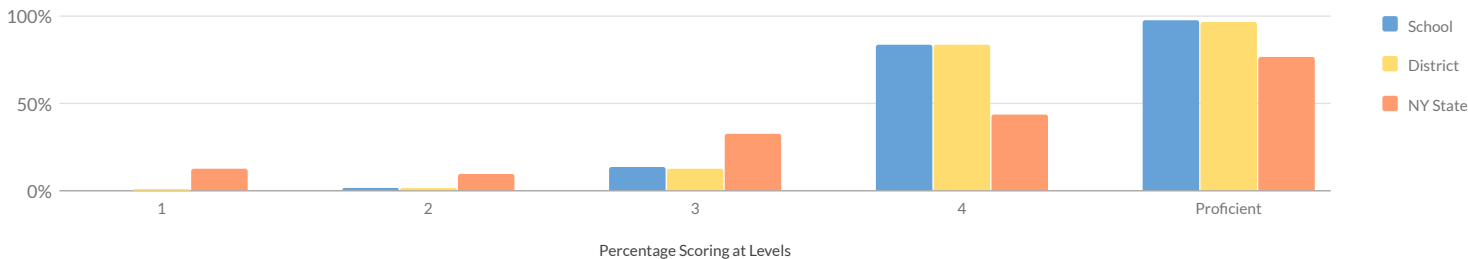
Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%
All Students	185	3	2%	20	11%	109	59%	53	29%	162	88%
General Education	176	3	2%	17	10%	105	60%	51	29%	156	89%
Students with Disabilities	9	0	0%	3	33%	4	44%	2	22%	6	67%
Asian or Native Hawaiian/Other Pacific Islander	11	0	0%	0	0%	8	73%	3	27%	11	100%
Black or African American	8	2	25%	2	25%	3	38%	1	13%	4	50%
Hispanic or Latino	29	0	0%	5	17%	19	66%	5	17%	24	83%
White	126	1	1%	12	10%	75	60%	38	30%	113	90%
Multiracial	11	0	0%	1	9%	4	36%	6	55%	10	91%
Female	92	1	1%	8	9%	51	55%	32	35%	83	90%
Male	93	2	2%	12	13%	58	62%	21	23%	79	85%
English Language Learners	1	–	–	–	–	–	–	–	–	–	–
Non-English Language Learners	184	–	–	–	–	–	–	–	–	–	–
Economically Disadvantaged	14	0	0%	3	21%	9	64%	2	14%	11	79%
Not Economically Disadvantaged	171	3	2%	17	10%	100	58%	51	30%	151	88%
Not Migrant	185	3	2%	20	11%	109	59%	53	29%	162	88%
Not Homeless	185	3	2%	20	11%	109	59%	53	29%	162	88%
Not in Foster Care	185	3	2%	20	11%	109	59%	53	29%	162	88%
Parent Not in Armed Forces	185	3	2%	20	11%	109	59%	53	29%	162	88%

ANNUAL REGENTS TRANSITIONAL EXAM IN GLOBAL HISTORY & GEOGRAPHY (2018-19)



Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%
All Students	211	2	1%	1	0%	59	28%	149	71%	208	99%
General Education	188	0	0%	1	1%	47	25%	140	74%	187	99%
Students with Disabilities	23	2	9%	0	0%	12	52%	9	39%	21	91%
Asian or Native Hawaiian/Other Pacific Islander	10	0	0%	0	0%	2	20%	8	80%	10	100%
Black or African American	10	0	0%	0	0%	5	50%	5	50%	10	100%
Hispanic or Latino	38	0	0%	0	0%	17	45%	21	55%	38	100%
White	141	2	1%	1	1%	34	24%	104	74%	138	98%
Multiracial	12	0	0%	0	0%	1	8%	11	92%	12	100%
Female	103	2	2%	1	1%	30	29%	70	68%	100	97%
Male	108	0	0%	0	0%	29	27%	79	73%	108	100%
Non-English Language Learners	211	2	1%	1	0%	59	28%	149	71%	208	99%
Economically Disadvantaged	18	1	6%	0	0%	9	50%	8	44%	17	94%
Not Economically Disadvantaged	193	1	1%	1	1%	50	26%	141	73%	191	99%
Not Migrant	211	2	1%	1	0%	59	28%	149	71%	208	99%
Not Homeless	211	2	1%	1	0%	59	28%	149	71%	208	99%
Not in Foster Care	211	2	1%	1	0%	59	28%	149	71%	208	99%
Parent Not in Armed Forces	211	2	1%	1	0%	59	28%	149	71%	208	99%

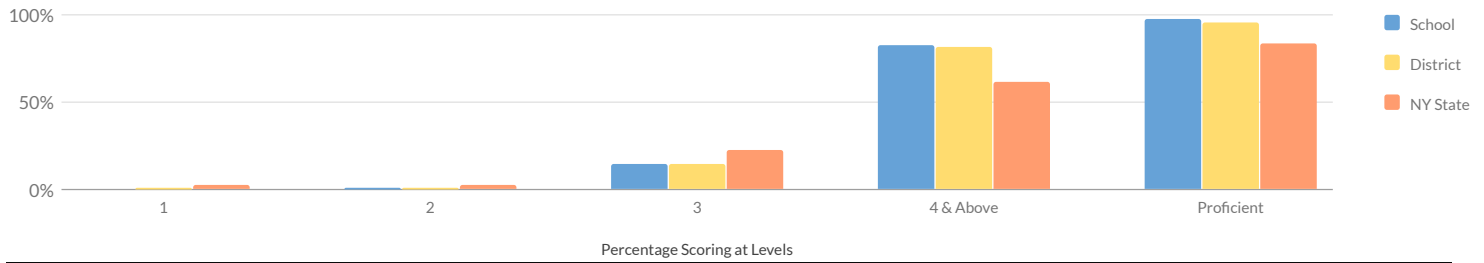
ANNUAL REGENTS EXAMINATION U.S. HISTORY & GOVERNMENT (2018-19)



Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%
All Students	229	1	0%	4	2%	31	14%	193	84%	224	98%
General Education	203	0	0%	1	0%	18	9%	184	91%	202	100%
Students with Disabilities	26	1	4%	3	12%	13	50%	9	35%	22	85%
Asian or Native Hawaiian/Other Pacific Islander	14	0	0%	0	0%	0	0%	14	100%	14	100%
Black or African American	14	0	0%	1	7%	8	57%	5	36%	13	93%
Hispanic or Latino	37	0	0%	1	3%	11	30%	25	68%	36	97%
White	152	1	1%	1	1%	12	8%	138	91%	150	99%
Multiracial	12	0	0%	1	8%	0	0%	11	92%	11	92%
Female	109	1	1%	2	2%	14	13%	92	84%	106	97%
Male	120	0	0%	2	2%	17	14%	101	84%	118	98%
English Language Learners	1	–	–	–	–	–	–	–	–	–	–
Non-English Language Learners	228	–	–	–	–	–	–	–	–	–	–
Economically Disadvantaged	25	0	0%	2	8%	13	52%	10	40%	23	92%
Not Economically Disadvantaged	204	1	0%	2	1%	18	9%	183	90%	201	99%
Not Migrant	229	1	0%	4	2%	31	14%	193	84%	224	98%
Not Homeless	229	1	0%	4	2%	31	14%	193	84%	224	98%
In Foster Care	1	–	–	–	–	–	–	–	–	–	–
Not in Foster Care	228	–	–	–	–	–	–	–	–	–	–
Parent Not in Armed Forces	229	1	0%	4	2%	31	14%	193	84%	224	98%

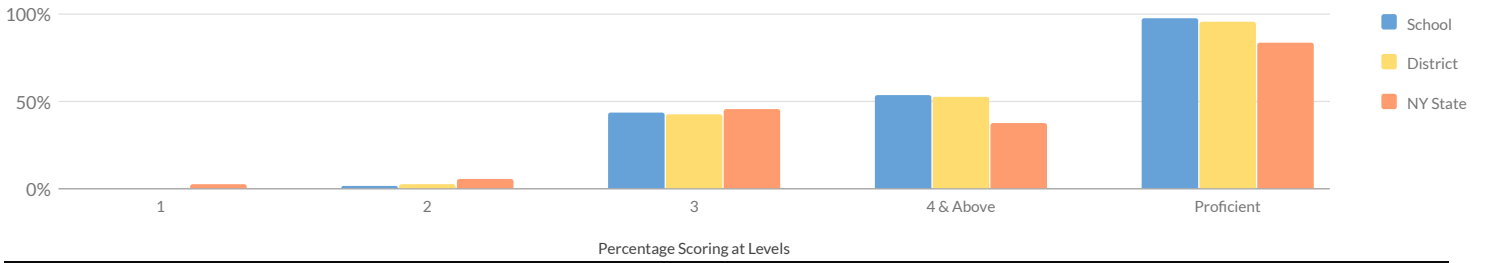
A High School Cohort consists of all students who first enter grade 9 anywhere or, in the case of ungraded students with disabilities, reach their seventeenth birthday in a particular school year (July 1 - June 30). The "year" used to identify the cohort is the year in which the July 1 - December 31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

2015 TOTAL COHORT REGENTS EXAMINATION IN ELA



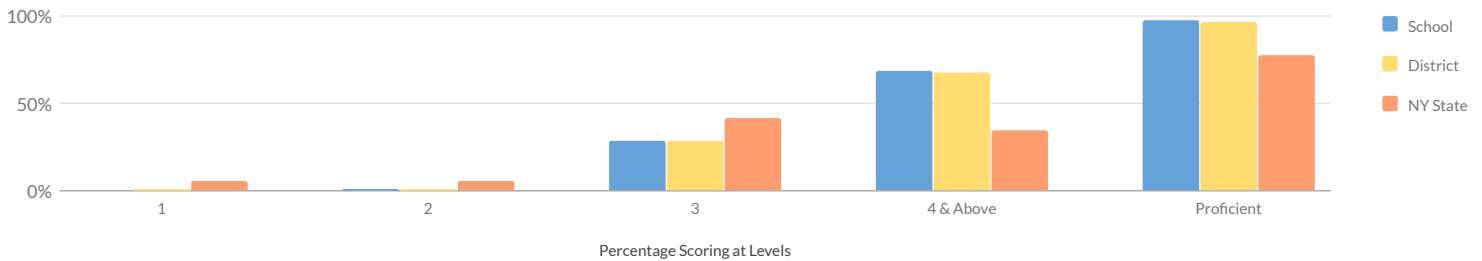
Subgroup	Cohort	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4 & Above		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	216	1	0%	215	100%	1	0%	3	1%	32	15%	179	83%	211	98%
General Education	199	0	0%	199	100%	0	0%	0	0%	25	13%	174	87%	199	100%
Students with Disabilities	17	1	6%	16	94%	1	6%	3	18%	7	41%	5	29%	12	71%
American Indian or Alaska Native	1	0	—	1	—	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	10	0	0%	10	100%	0	0%	0	0%	1	10%	9	90%	10	100%
Black or African American	12	1	8%	11	92%	0	0%	2	17%	3	25%	6	50%	9	75%
Hispanic or Latino	40	0	0%	40	100%	0	0%	1	3%	11	28%	28	70%	39	98%
White	145	0	0%	145	100%	0	0%	0	0%	14	10%	131	90%	145	100%
Multiracial	8	0	—	8	—	—	—	—	—	—	—	—	—	—	—
Small Group Total	9	0	0%	9	100%	1	11%	0	0%	3	33%	5	56%	8	89%
Female	109	0	0%	109	100%	0	0%	1	1%	7	6%	101	93%	108	99%
Male	107	1	1%	106	99%	1	1%	2	2%	25	23%	78	73%	103	96%
Non-English Language Learners	214	1	—	213	—	—	—	—	—	—	—	—	—	—	—
English Language Learners	2	0	—	2	—	—	—	—	—	—	—	—	—	—	—
Economically Disadvantaged	29	1	3%	28	97%	0	0%	1	3%	9	31%	18	62%	27	93%
Not Economically Disadvantaged	187	0	0%	187	100%	1	1%	2	1%	23	12%	161	86%	184	98%
Not Migrant	216	1	0%	215	100%	1	0%	3	1%	32	15%	179	83%	211	98%
Homeless	1	1	—	0	—	—	—	—	—	—	—	—	—	—	—
Not Homeless	215	0	—	215	—	—	—	—	—	—	—	—	—	—	—
In Foster Care	1	0	—	1	—	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	215	1	—	214	—	—	—	—	—	—	—	—	—	—	—
Parent Not in Armed Forces	216	1	0%	215	100%	1	0%	3	1%	32	15%	179	83%	211	98%

2015 TOTAL COHORT REGENTS EXAMINATIONS IN MATH



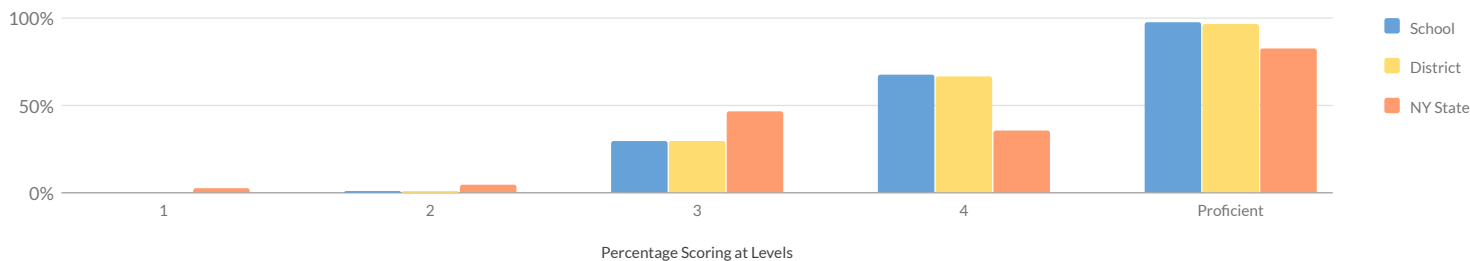
Subgroup	Cohort	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4 & Above		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	216	0	0%	216	100%	0	0%	5	2%	95	44%	116	54%	211	98%
General Education	199	0	0%	199	100%	0	0%	0	0%	85	43%	114	57%	199	100%
Students with Disabilities	17	0	0%	17	100%	0	0%	5	29%	10	59%	2	12%	12	71%
American Indian or Alaska Native	1	0	—	1	—	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	10	0	0%	10	100%	0	0%	0	0%	1	10%	9	90%	10	100%
Black or African American	12	0	0%	12	100%	0	0%	3	25%	7	58%	2	17%	9	75%
Hispanic or Latino	40	0	0%	40	100%	0	0%	1	3%	24	60%	15	38%	39	98%
White	145	0	0%	145	100%	0	0%	0	0%	57	39%	88	61%	145	100%
Multiracial	8	0	—	8	—	—	—	—	—	—	—	—	—	—	—
Small Group Total	9	0	0%	9	100%	0	0%	1	11%	6	67%	2	22%	8	89%
Female	109	0	0%	109	100%	0	0%	1	1%	44	40%	64	59%	108	99%
Male	107	0	0%	107	100%	0	0%	4	4%	51	48%	52	49%	103	96%
Non-English Language Learners	214	0	—	214	—	—	—	—	—	—	—	—	—	—	—
English Language Learners	2	0	—	2	—	—	—	—	—	—	—	—	—	—	—
Economically Disadvantaged	29	0	0%	29	100%	0	0%	2	7%	21	72%	6	21%	27	93%
Not Economically Disadvantaged	187	0	0%	187	100%	0	0%	3	2%	74	40%	110	59%	184	98%
Not Migrant	216	0	0%	216	100%	0	0%	5	2%	95	44%	116	54%	211	98%
Homeless	1	0	—	1	—	—	—	—	—	—	—	—	—	—	—
Not Homeless	215	0	—	215	—	—	—	—	—	—	—	—	—	—	—
In Foster Care	1	0	—	1	—	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	215	0	—	215	—	—	—	—	—	—	—	—	—	—	—
Parent Not in Armed Forces	216	0	0%	216	100%	0	0%	5	2%	95	44%	116	54%	211	98%

2015 TOTAL COHORT REGENTS EXAMINATIONS IN GLOBAL HISTORY & GEOGRAPHY



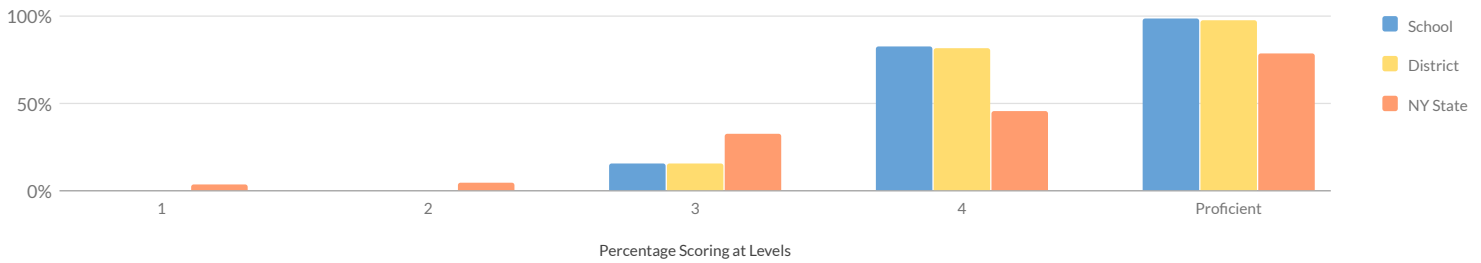
Subgroup	Cohort	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4 & Above		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	216	0	0%	216	100%	1	0%	3	1%	63	29%	149	69%	212	98%
General Education	199	0	0%	199	100%	0	0%	0	0%	53	27%	146	73%	199	100%
Students with Disabilities	17	0	0%	17	100%	1	6%	3	18%	10	59%	3	18%	13	76%
American Indian or Alaska Native	1	0	—	1	—	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	10	0	0%	10	100%	0	0%	0	0%	0	0%	10	100%	10	100%
Black or African American	12	0	0%	12	100%	1	8%	1	8%	8	67%	2	17%	10	83%
Hispanic or Latino	40	0	0%	40	100%	0	0%	0	0%	18	45%	22	55%	40	100%
White	145	0	0%	145	100%	0	0%	1	1%	34	23%	110	76%	144	99%
Multiracial	8	0	—	8	—	—	—	—	—	—	—	—	—	—	—
Small Group Total	9	0	0%	9	100%	0	0%	1	11%	3	33%	5	56%	8	89%
Female	109	0	0%	109	100%	0	0%	1	1%	27	25%	81	74%	108	99%
Male	107	0	0%	107	100%	1	1%	2	2%	36	34%	68	64%	104	97%
Non-English Language Learners	214	0	—	214	—	—	—	—	—	—	—	—	—	—	—
English Language Learners	2	0	—	2	—	—	—	—	—	—	—	—	—	—	—
Economically Disadvantaged	29	0	0%	29	100%	1	3%	1	3%	14	48%	13	45%	27	93%
Not Economically Disadvantaged	187	0	0%	187	100%	0	0%	2	1%	49	26%	136	73%	185	99%
Not Migrant	216	0	0%	216	100%	1	0%	3	1%	63	29%	149	69%	212	98%
Homeless	1	0	—	1	—	—	—	—	—	—	—	—	—	—	—
Not Homeless	215	0	—	215	—	—	—	—	—	—	—	—	—	—	—
In Foster Care	1	0	—	1	—	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	215	0	—	215	—	—	—	—	—	—	—	—	—	—	—
Parent Not in Armed Forces	216	0	0%	216	100%	1	0%	3	1%	63	29%	149	69%	212	98%

2015 TOTAL COHORT REGENTS EXAMINATIONS IN SCIENCE



Subgroup	Cohort	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	216	1	0%	215	100%	1	0%	2	1%	65	30%	147	68%	212	98%
General Education	199	0	0%	199	100%	0	0%	0	0%	55	28%	144	72%	199	100%
Students with Disabilities	17	1	6%	16	94%	1	6%	2	12%	10	59%	3	18%	13	76%
American Indian or Alaska Native	1	0	—	1	—	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	10	0	0%	10	100%	0	0%	0	0%	1	10%	9	90%	10	100%
Black or African American	12	1	8%	11	92%	1	8%	1	8%	6	50%	3	25%	9	75%
Hispanic or Latino	40	0	0%	40	100%	0	0%	1	3%	17	43%	22	55%	39	98%
White	145	0	0%	145	100%	0	0%	0	0%	36	25%	109	75%	145	100%
Multiracial	8	0	—	8	—	—	—	—	—	—	—	—	—	—	—
Small Group Total	9	0	0%	9	100%	0	0%	0	0%	5	56%	4	44%	9	100%
Female	109	0	0%	109	100%	1	1%	0	0%	24	22%	84	77%	108	99%
Male	107	1	1%	106	99%	0	0%	2	2%	41	38%	63	59%	104	97%
Non-English Language Learners	214	1	—	213	—	—	—	—	—	—	—	—	—	—	—
English Language Learners	2	0	—	2	—	—	—	—	—	—	—	—	—	—	—
Economically Disadvantaged	29	1	3%	28	97%	0	0%	1	3%	13	45%	14	48%	27	93%
Not Economically Disadvantaged	187	0	0%	187	100%	1	1%	1	1%	52	28%	133	71%	185	99%
Not Migrant	216	1	0%	215	100%	1	0%	2	1%	65	30%	147	68%	212	98%
Homeless	1	1	—	0	—	—	—	—	—	—	—	—	—	—	—
Not Homeless	215	0	—	215	—	—	—	—	—	—	—	—	—	—	—
In Foster Care	1	0	—	1	—	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	215	1	—	214	—	—	—	—	—	—	—	—	—	—	—
Parent Not in Armed Forces	216	1	0%	215	100%	1	0%	2	1%	65	30%	147	68%	212	98%

2015 TOTAL COHORT REGENTS EXAMINATION IN U.S. HISTORY & GOVERNMENT



Subgroup	Cohort	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	216	1	0%	215	100%	0	0%	1	0%	34	16%	180	83%	214	99%
General Education	199	0	0%	199	100%	0	0%	0	0%	25	13%	174	87%	199	100%
Students with Disabilities	17	1	6%	16	94%	0	0%	1	6%	9	53%	6	35%	15	88%
American Indian or Alaska Native	1	0	—	1	—	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	10	0	0%	10	100%	0	0%	0	0%	1	10%	9	90%	10	100%
Black or African American	12	1	8%	11	92%	0	0%	1	8%	4	33%	6	50%	10	83%
Hispanic or Latino	40	0	0%	40	100%	0	0%	0	0%	9	23%	31	78%	40	100%
White	145	0	0%	145	100%	0	0%	0	0%	15	10%	130	90%	145	100%
Multiracial	8	0	—	8	—	—	—	—	—	—	—	—	—	—	—
Small Group Total	9	0	0%	9	100%	0	0%	0	0%	5	56%	4	44%	9	100%
Female	109	0	0%	109	100%	0	0%	0	0%	12	11%	97	89%	109	100%
Male	107	1	1%	106	99%	0	0%	1	1%	22	21%	83	78%	105	98%
Non-English Language Learners	214	1	—	213	—	—	—	—	—	—	—	—	—	—	—
English Language Learners	2	0	—	2	—	—	—	—	—	—	—	—	—	—	—
Economically Disadvantaged	29	1	3%	28	97%	0	0%	0	0%	15	52%	13	45%	28	97%
Not Economically Disadvantaged	187	0	0%	187	100%	0	0%	1	1%	19	10%	167	89%	186	99%
Not Migrant	216	1	0%	215	100%	0	0%	1	0%	34	16%	180	83%	214	99%
Homeless	1	1	—	0	—	—	—	—	—	—	—	—	—	—	—
Not Homeless	215	0	—	215	—	—	—	—	—	—	—	—	—	—	—
In Foster Care	1	0	—	1	—	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	215	1	—	214	—	—	—	—	—	—	—	—	—	—	—
Parent Not in Armed Forces	216	1	0%	215	100%	0	0%	1	0%	34	16%	180	83%	214	99%

NEW YORK STATE ENGLISH AS A SECOND LANGUAGE ACHIEVEMENT TEST (2018-19)

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 10	0	1	—	—	—	—	—
Grade 11	1	2	—	—	—	—	—

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