

BEEKMANTOWN 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	2	2	2	–	1	4	4
American Indian or Alaska Native	–	–	–	–	–	–	–
Asian or Native Hawaiian/Other Pacific Islander	–	–	–	–	–	–	–
Black or African American	–	–	–	–	–	–	–
Hispanic or Latino	–	–	–	–	–	–	–
Multiracial	–	–	–	–	–	–	–
White	2	2	2	–	1	2	4
English Language Learners	–	–	–	–	–	–	–
Students with Disabilities	2	2	2	–	1	3	2
Economically Disadvantaged	2	2	2	–	1	4	4

HS COMPOSITE PERFORMANCE

Subgroup	Subject	Cohort	Index	Combined Index	Level
All Students	ELA	132	188.3	171.9	2
	Math	132	115.2	171.9	2
	Science	132	210.2	171.9	2
	Social Studies	132	216.3	171.9	2
Asian or Native Hawaiian/Other Pacific Islander	ELA	2	–	–	–
	Math	2	–	–	–
	Science	2	–	–	–
	Social Studies	2	–	–	–
Black or African American	ELA	1	–	–	–
	Math	1	–	–	–
	Science	1	–	–	–
	Social Studies	1	–	–	–
Hispanic or Latino	ELA	5	190	–	–
	Math	5	110	–	–
	Science	5	190	–	–
	Social Studies	5	190	–	–
Multiracial	ELA	1	–	–	–
	Math	1	–	–	–
	Science	1	–	–	–
	Social Studies	1	–	–	–
White	ELA	127	188.2	172.2	2
	Math	127	115.4	172.2	2
	Science	127	211	172.2	2
	Social Studies	127	217.3	172.2	2
Students with Disabilities	ELA	47	86.2	106.4	2
	Math	47	69.1	106.4	2
	Science	47	159.6	106.4	2
	Social Studies	47	172.3	106.4	2
Economically Disadvantaged	ELA	61	156.6	150.3	2
	Math	61	95.1	150.3	2
	Science	61	197.5	150.3	2
	Social Studies	61	202.5	150.3	2

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	86.2%	146	92.5%	86.6%	82.3%	84.4%	89.7%	95%	4	3
	5-Year	82.5%	143	88.1%	83%	84.5%	86.4%	91.2%	96%	4	3
	6-Year	91.4%	139	81.3%	91.6%	84.6%	86.7%	91.9%	97%	1	3
American Indian or Alaska Native	4-Year	—	0	—	—	—	—	—	—	—	—
	5-Year	—	0	—	—	—	—	—	—	—	—
	6-Year	—	1	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	4-Year	—	3	—	—	—	—	—	—	—	—
	5-Year	—	1	—	—	—	—	—	—	—	—
	6-Year	—	0	—	—	—	—	—	—	—	—
Black or African American	4-Year	—	4	—	—	—	—	—	—	—	—
	5-Year	—	6	—	—	—	—	—	—	—	—
	6-Year	—	7	—	—	—	—	—	—	—	—
Hispanic or Latino	4-Year	—	0	—	—	—	—	—	—	—	—
	5-Year	—	1	—	—	—	—	—	—	—	—
	6-Year	—	0	—	—	—	—	—	—	—	—
Multiracial	4-Year	—	1	—	—	—	—	—	—	—	—
	5-Year	—	0	—	—	—	—	—	—	—	—
	6-Year	—	0	—	—	—	—	—	—	—	—
White	4-Year	87.1%	142	92.3%	87.4%	90%	90.8%	92.9%	95%	4	2
	5-Year	84.1%	139	88.5%	84.6%	91.3%	92.1%	94.1%	96%	2	2
	6-Year	91.2%	134	82.8%	91.4%	91%	92%	94.5%	97%	1	2
English Language Learners	4-Year	—	0	—	—	—	—	—	—	—	—
	5-Year	—	0	—	—	—	—	—	—	—	—
	6-Year	—	0	—	—	—	—	—	—	—	—
Students with Disabilities	4-Year	60.3%	53	69.8%	61.7%	58.2%	64.4%	79.7%	95%	4	3
	5-Year	63.3%	55	67.3%	64.6%	61.6%	67.4%	81.7%	96%	3	3
	6-Year	70.2%	30	60%	71.3%	59.9%	66.1%	81.6%	97%	2	3
Economically Disadvantaged	4-Year	78.4%	64	84.4%	79.1%	76.1%	79.2%	87.1%	95%	4	3
	5-Year	68.3%	71	83.1%	69.4%	79.7%	82.4%	89.2%	96%	4	3
	6-Year	86.4%	62	66.1%	86.8%	80%	82.8%	89.9%	97%	1	3

HS COMPOSITE PERFORMANCE & GRADUATION RATE COMBINED

Subgroup	Level
All Students	2
White	2
Students with Disabilities	2
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	191.3	132	188.3	192.2%	189.4%	193.6	204.3	215	1	1
	Math	135.1	132	115.2	137.7%	149.1%	157.6	178.8	200	2*	1
Asian or Native Hawaiian/Other Pacific Islander	ELA	—	2	—	—	—	—	—	—	—	—
	Math	—	2	—	—	—	—	—	—	—	—
Black or African American	ELA	—	1	—	—	—	—	—	—	—	—
	Math	—	1	—	—	—	—	—	—	—	—
Hispanic or Latino	ELA	—	5	—	—	—	—	—	—	—	—
	Math	—	5	—	—	—	—	—	—	—	—
Multiracial	ELA	—	1	—	—	—	—	—	—	—	—
	Math	—	1	—	—	—	—	—	—	—	—
White	ELA	191	127	188.2	192%	207.8%	209	212	215	1	1
	Math	134.3	127	115.4	136.9%	166.4%	172	186	200	2*	1
Students with Disabilities	ELA	90.9	47	86.2	95.9%	116.3%	132.8	173.9	215	1	1
	Math	95.5	47	69.1	99.7%	86%	105	152.5	200	2*	1
Economically Disadvantaged	ELA	165.5	61	156.6	167.5%	168.8%	176.5	195.8	215	1	1
	Math	114.7	61	95.1	118.1%	127.9%	139.9	170	200	2*	1

*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	19.3	608	112	18.4%	18.7%	23.4%	20.4%	12.7%	5%	4
American Indian or Alaska Native	–	3	–	–	–	–	–	–	–	–
Asian or Native Hawaiian/Other Pacific Islander	–	9	–	–	–	–	–	–	–	–
Black or African American	–	18	–	–	–	–	–	–	–	–
Hispanic or Latino	–	21	–	–	–	–	–	–	–	–
White	19.4	580	105	18.1%	18.8%	16.1%	14.3%	9.7%	5%	2
Students with Disabilities	25.6	117	31	26.5%	24.8%	34%	29.2%	17.1%	5%	3
Economically Disadvantaged	28.9	302	79	26.2%	27.9%	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	144.9	158.4	146.1	128.2	136	155.5	175	4
Black or African American	–	–	–	–	–	–	–	–
Hispanic or Latino	–	–	–	–	–	–	–	–
White	144.7	157.4	145.9	148.6	153	164	175	4
Students with Disabilities	91.3	85.2	94.6	72.2	89.3	132.2	175	2
Economically Disadvantaged	118	137.7	120.3	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	149	0	106	0	22	4
Black or African American	2	0	–	–	–	–
Hispanic or Latino	6	0	–	–	–	–
White	142	0	100	0	22	3
Students with Disabilities	54	0	9	0	26	4
Economically Disadvantaged	73	0	42	0	15	3

HS ELA PARTICIPATION RATE

Subgroup	Tested 95%	12th Grade Enrollment	Participation Rate
All Students	✓	133	99.3%
American Indian or Alaska Native	—	0	—
Asian or Native Hawaiian/Other Pacific Islander	—	0	—
Black or African American	—	1	—
Hispanic or Latino	—	5	—
Multiracial	—	0	—
White	✓	127	99.2%
English Language Learners	—	0	—
Students with Disabilities	—	17	—
Economically Disadvantaged	✓	60	100%

HS MATHEMATICS PARTICIPATION RATE

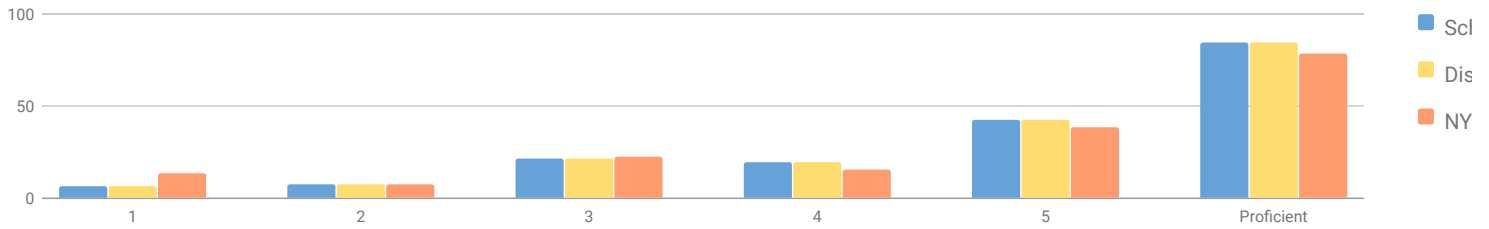
Subgroup	Tested 95%	12th Grade Enrollment	Participation Rate
All Students	✓	133	99.3%
American Indian or Alaska Native	—	0	—
Asian or Native Hawaiian/Other Pacific Islander	—	0	—
Black or African American	—	1	—
Hispanic or Latino	—	5	—
Multiracial	—	0	—
White	✓	127	99.2%
English Language Learners	—	0	—
Students with Disabilities	—	17	—
Economically Disadvantaged	✓	60	100%

STAFF QUALIFICATIONS (2017-18)

	INEXPERIENCED TEACHERS		INEXPERIENCED PRINCIPALS		TEACHERS TEACHING OUT OF THEIR SUBJECT/FIELD OF CERTIFICATION	
	#	%	#	%	#	%
THIS SCHOOL	2	4%	1	100%	0	0%
THIS DISTRICT	6	4%	3	60%	4	2%
STATEWIDE	31,234	16%	1,840	37%	15,807	7%
STATEWIDE HIGH-POVERTY SCHOOLS	11,148	26%	480	43%	7,407	16%
STATEWIDE LOW-POVERTY SCHOOLS	5,845	9%	281	23%	803	1%

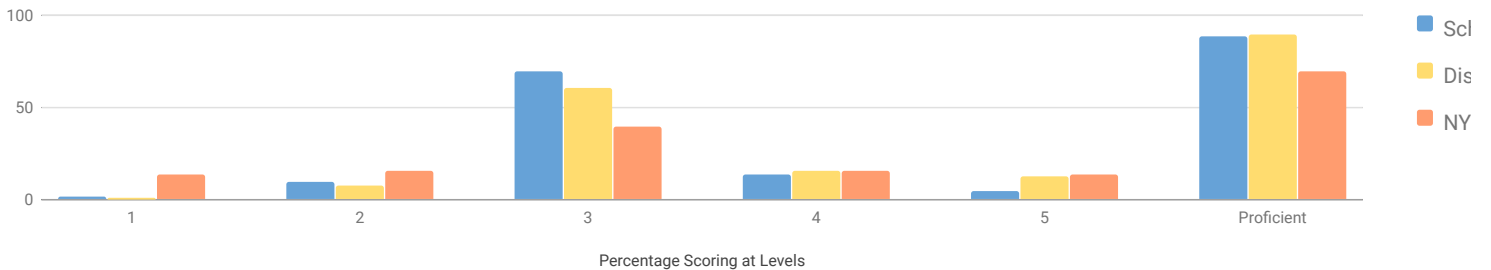
Annual Regents examination results include those from August, January, and June of the reporting year. If a student takes the same Regents examination multiple times during the reporting year, only the highest score is included in these results.

ANNUAL REGENTS ENGLISH (2017-18)



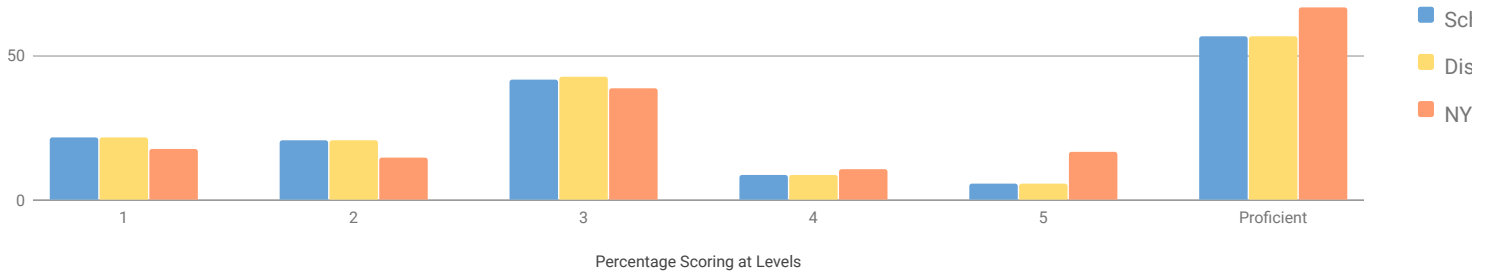
Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%
All Students	153	10	7%	13	8%	33	22%	31	20%	66	43%	130	85%
General Education	125	3	2%	5	4%	26	21%	28	22%	63	50%	117	94%
Students with Disabilities	28	7	25%	8	29%	7	25%	3	11%	3	11%	13	46%
Asian or Native Hawaiian/Other Pacific Islander	3	—	—	—	—	—	—	—	—	—	—	—	—
Black or African American	5	—	—	—	—	—	—	—	—	—	—	—	—
White	145	10	7%	12	8%	31	21%	30	21%	62	43%	123	85%
Small Group Total	8	0	0%	1	13%	2	25%	1	13%	4	50%	7	88%
Female	69	5	7%	7	10%	10	14%	14	20%	33	48%	57	83%
Male	84	5	6%	6	7%	23	27%	17	20%	33	39%	73	87%
Non-English Language Learners	153	10	7%	13	8%	33	22%	31	20%	66	43%	130	85%
Economically Disadvantaged	71	5	7%	9	13%	18	25%	13	18%	26	37%	57	80%
Not Economically Disadvantaged	82	5	6%	4	5%	15	18%	18	22%	40	49%	73	89%
Not Migrant	153	10	7%	13	8%	33	22%	31	20%	66	43%	130	85%
Homeless	4	—	—	—	—	—	—	—	—	—	—	—	—
Not Homeless	149	—	—	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	153	10	7%	13	8%	33	22%	31	20%	66	43%	130	85%
Parent Not in Armed Forces	153	10	7%	13	8%	33	22%	31	20%	66	43%	130	85%

ANNUAL REGENTS ALGEBRA I (2017-18)



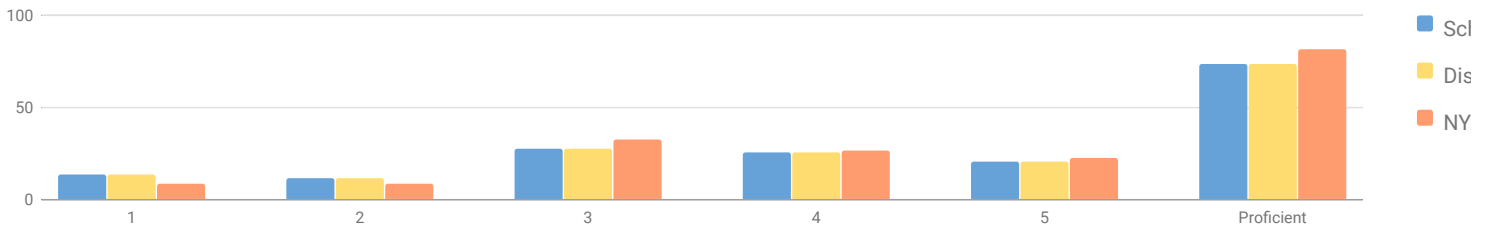
Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%
All Students	125	2	2%	12	10%	88	70%	17	14%	6	5%	111	89%
General Education	98	0	0%	7	7%	70	71%	16	16%	5	5%	91	93%
Students with Disabilities	27	2	7%	5	19%	18	67%	1	4%	1	4%	20	74%
Asian or Native Hawaiian/Other Pacific Islander	3	-	-	-	-	-	-	-	-	-	-	-	-
Black or African American	2	-	-	-	-	-	-	-	-	-	-	-	-
Hispanic or Latino	5	0	0%	1	20%	4	80%	0	0%	0	0%	4	80%
White	115	2	2%	11	10%	81	70%	17	15%	4	3%	102	89%
Small Group Total	5	0	0%	0	0%	3	60%	0	0%	2	40%	5	100%
Female	56	2	4%	7	13%	37	66%	8	14%	2	4%	47	84%
Male	69	0	0%	5	7%	51	74%	9	13%	4	6%	64	93%
Non-English Language Learners	125	2	2%	12	10%	88	70%	17	14%	6	5%	111	89%
Economically Disadvantaged	68	1	1%	8	12%	47	69%	8	12%	4	6%	59	87%
Not Economically Disadvantaged	57	1	2%	4	7%	41	72%	9	16%	2	4%	52	91%
Migrant	1	-	-	-	-	-	-	-	-	-	-	-	-
Not Migrant	124	-	-	-	-	-	-	-	-	-	-	-	-
Homeless	4	-	-	-	-	-	-	-	-	-	-	-	-
Not Homeless	121	-	-	-	-	-	-	-	-	-	-	-	-
In Foster Care	2	-	-	-	-	-	-	-	-	-	-	-	-
Not in Foster Care	123	-	-	-	-	-	-	-	-	-	-	-	-
Parent Not in Armed Forces	125	2	2%	12	10%	88	70%	17	14%	6	5%	111	89%

ANNUAL REGENTS GEOMETRY (2017-18)



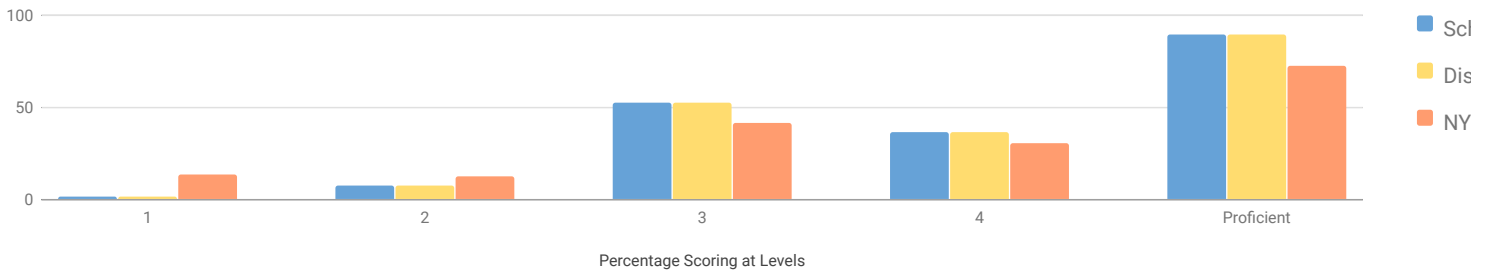
Subgroup	Tested	Percentage Scoring at Levels											
		Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%
All Students	135	30	22%	28	21%	57	42%	12	9%	8	6%	77	57%
General Education	134	-	-	-	-	-	-	-	-	-	-	-	-
Students with Disabilities	1	-	-	-	-	-	-	-	-	-	-	-	-
American Indian or Alaska Native	1	-	-	-	-	-	-	-	-	-	-	-	-
Black or African American	2	-	-	-	-	-	-	-	-	-	-	-	-
Hispanic or Latino	1	-	-	-	-	-	-	-	-	-	-	-	-
White	131	-	-	-	-	-	-	-	-	-	-	-	-
Small Group Total	135	30	22%	28	21%	57	42%	12	9%	8	6%	77	57%
Female	75	10	13%	12	16%	39	52%	7	9%	7	9%	53	71%
Male	60	20	33%	16	27%	18	30%	5	8%	1	2%	24	40%
Non-English Language Learners	135	30	22%	28	21%	57	42%	12	9%	8	6%	77	57%
Economically Disadvantaged	49	9	18%	16	33%	16	33%	5	10%	3	6%	24	49%
Not Economically Disadvantaged	86	21	24%	12	14%	41	48%	7	8%	5	6%	53	62%
Not Migrant	135	30	22%	28	21%	57	42%	12	9%	8	6%	77	57%
Not Homeless	135	30	22%	28	21%	57	42%	12	9%	8	6%	77	57%
Not in Foster Care	135	30	22%	28	21%	57	42%	12	9%	8	6%	77	57%
Parent Not in Armed Forces	135	30	22%	28	21%	57	42%	12	9%	8	6%	77	57%

ANNUAL REGENTS ALGEBRA II (2017-18)



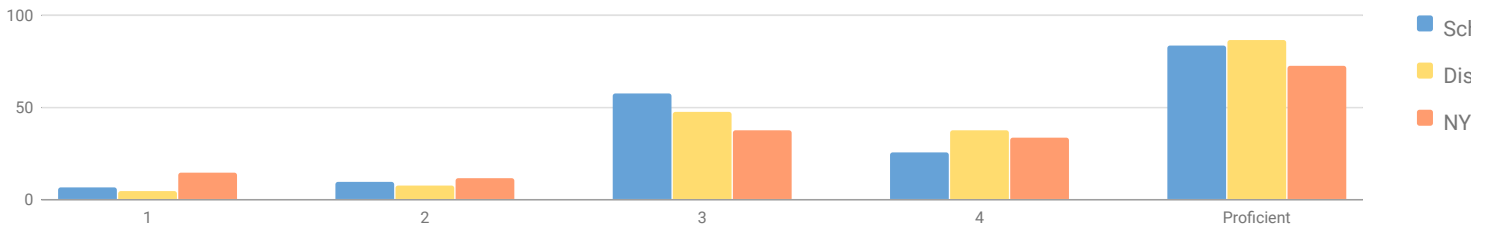
Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%
		All Students	58	8	14%	7	12%	16	28%	15	26%	12	21%
General Education	58	8	14%	7	12%	16	28%	15	26%	12	21%	43	74%
Black or African American	1	-	-	-	-	-	-	-	-	-	-	-	-
White	57	-	-	-	-	-	-	-	-	-	-	-	-
Small Group Total	58	8	14%	7	12%	16	28%	15	26%	12	21%	43	74%
Female	39	4	10%	4	10%	12	31%	11	28%	8	21%	31	79%
Male	19	4	21%	3	16%	4	21%	4	21%	4	21%	12	63%
Non-English Language Learners	58	8	14%	7	12%	16	28%	15	26%	12	21%	43	74%
Economically Disadvantaged	19	4	21%	3	16%	6	32%	4	21%	2	11%	12	63%
Not Economically Disadvantaged	39	4	10%	4	10%	10	26%	11	28%	10	26%	31	79%
Not Migrant	58	8	14%	7	12%	16	28%	15	26%	12	21%	43	74%
Homeless	1	-	-	-	-	-	-	-	-	-	-	-	-
Not Homeless	57	-	-	-	-	-	-	-	-	-	-	-	-
Not in Foster Care	58	8	14%	7	12%	16	28%	15	26%	12	21%	43	74%
Parent Not in Armed Forces	58	8	14%	7	12%	16	28%	15	26%	12	21%	43	74%

ANNUAL REGENTS LIVING ENVIRONMENT (2017-18)



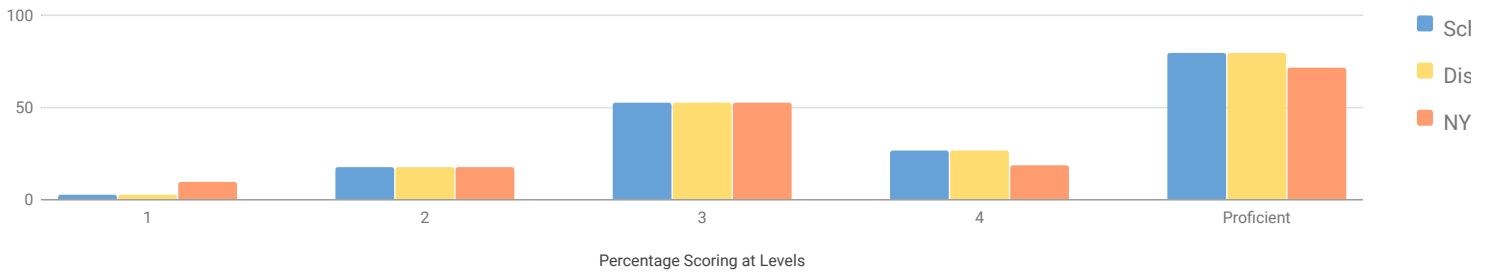
Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%
All Students	154	3	2%	13	8%	81	53%	57	37%	138	90%
General Education	126	2	2%	9	7%	60	48%	55	44%	115	91%
Students with Disabilities	28	1	4%	4	14%	21	75%	2	7%	23	82%
Asian or Native Hawaiian/Other Pacific Islander	1	-	-	-	-	-	-	-	-	-	-
Black or African American	4	-	-	-	-	-	-	-	-	-	-
Hispanic or Latino	5	0	0%	0	0%	3	60%	2	40%	5	100%
White	144	3	2%	12	8%	76	53%	53	37%	129	90%
Small Group Total	5	0	0%	1	20%	2	40%	2	40%	4	80%
Female	76	0	0%	7	9%	40	53%	29	38%	69	91%
Male	78	3	4%	6	8%	41	53%	28	36%	69	88%
Non-English Language Learners	154	3	2%	13	8%	81	53%	57	37%	138	90%
Economically Disadvantaged	85	3	4%	10	12%	45	53%	27	32%	72	85%
Not Economically Disadvantaged	69	0	0%	3	4%	36	52%	30	43%	66	96%
Not Migrant	154	3	2%	13	8%	81	53%	57	37%	138	90%
Homeless	2	-	-	-	-	-	-	-	-	-	-
Not Homeless	152	-	-	-	-	-	-	-	-	-	-
In Foster Care	2	-	-	-	-	-	-	-	-	-	-
Not in Foster Care	152	-	-	-	-	-	-	-	-	-	-
Parent Not in Armed Forces	154	3	2%	13	8%	81	53%	57	37%	138	90%

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



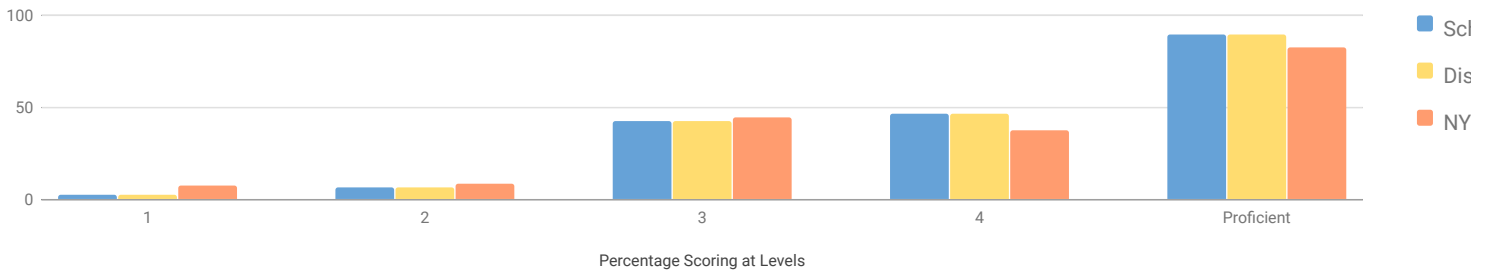
Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%
All Students	92	6	7%	9	10%	53	58%	24	26%	77	84%
General Education	89	-	-	-	-	-	-	-	-	-	-
Students with Disabilities	3	-	-	-	-	-	-	-	-	-	-
American Indian or Alaska Native	1	-	-	-	-	-	-	-	-	-	-
Black or African American	1	-	-	-	-	-	-	-	-	-	-
Hispanic or Latino	1	-	-	-	-	-	-	-	-	-	-
White	89	-	-	-	-	-	-	-	-	-	-
Small Group Total	92	6	7%	9	10%	53	58%	24	26%	77	84%
Female	47	4	9%	4	9%	26	55%	13	28%	39	83%
Male	45	2	4%	5	11%	27	60%	11	24%	38	84%
Non-English Language Learners	92	6	7%	9	10%	53	58%	24	26%	77	84%
Economically Disadvantaged	44	2	5%	8	18%	26	59%	8	18%	34	77%
Not Economically Disadvantaged	48	4	8%	1	2%	27	56%	16	33%	43	90%
Migrant	1	-	-	-	-	-	-	-	-	-	-
Not Migrant	91	-	-	-	-	-	-	-	-	-	-
Not Homeless	92	6	7%	9	10%	53	58%	24	26%	77	84%
In Foster Care	1	-	-	-	-	-	-	-	-	-	-
Not in Foster Care	91	-	-	-	-	-	-	-	-	-	-
Parent Not in Armed Forces	92	6	7%	9	10%	53	58%	24	26%	77	84%

ANNUAL REGENTS PHYSICAL SETTING/CHEMISTRY (2017-18)



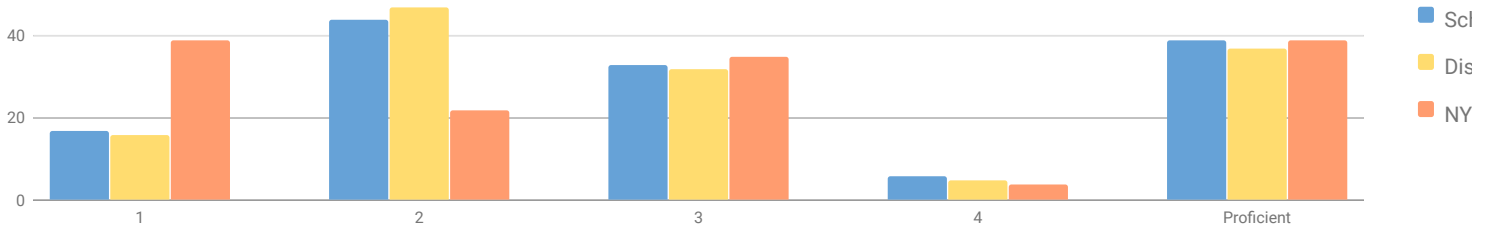
Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%
All Students	79	2	3%	14	18%	42	53%	21	27%	63	80%
General Education	77	-	-	-	-	-	-	-	-	-	-
Students with Disabilities	2	-	-	-	-	-	-	-	-	-	-
Asian or Native Hawaiian/Other Pacific Islander	2	-	-	-	-	-	-	-	-	-	-
Black or African American	3	-	-	-	-	-	-	-	-	-	-
White	74	2	3%	13	18%	39	53%	20	27%	59	80%
Small Group Total	5	0	0%	1	20%	3	60%	1	20%	4	80%
Female	47	0	0%	4	9%	26	55%	17	36%	43	91%
Male	32	2	6%	10	31%	16	50%	4	13%	20	63%
Non-English Language Learners	79	2	3%	14	18%	42	53%	21	27%	63	80%
Economically Disadvantaged	29	1	3%	3	10%	17	59%	8	28%	25	86%
Not Economically Disadvantaged	50	1	2%	11	22%	25	50%	13	26%	38	76%
Not Migrant	79	2	3%	14	18%	42	53%	21	27%	63	80%
Not Homeless	79	2	3%	14	18%	42	53%	21	27%	63	80%
Not in Foster Care	79	2	3%	14	18%	42	53%	21	27%	63	80%
Parent Not in Armed Forces	79	2	3%	14	18%	42	53%	21	27%	63	80%

ANNUAL REGENTS PHYSICAL SETTING/PHYSICS (2017-18)



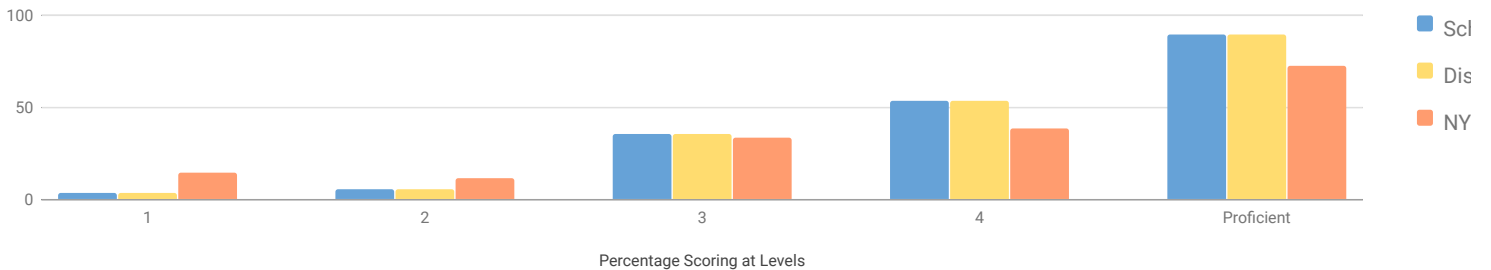
Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%
		All Students	30	1	3%	2	7%	13	43%	14	47%
General Education	30	1	3%	2	7%	13	43%	14	47%	27	90%
Asian or Native Hawaiian/Other Pacific Islander	1	-	-	-	-	-	-	-	-	-	-
White	29	-	-	-	-	-	-	-	-	-	-
Small Group Total	30	1	3%	2	7%	13	43%	14	47%	27	90%
Female	11	0	0%	2	18%	6	55%	3	27%	9	82%
Male	19	1	5%	0	0%	7	37%	11	58%	18	95%
Non-English Language Learners	30	1	3%	2	7%	13	43%	14	47%	27	90%
Economically Disadvantaged	10	0	0%	2	20%	3	30%	5	50%	8	80%
Not Economically Disadvantaged	20	1	5%	0	0%	10	50%	9	45%	19	95%
Not Migrant	30	1	3%	2	7%	13	43%	14	47%	27	90%
Homeless	1	-	-	-	-	-	-	-	-	-	-
Not Homeless	29	-	-	-	-	-	-	-	-	-	-
Not in Foster Care	30	1	3%	2	7%	13	43%	14	47%	27	90%
Parent Not in Armed Forces	30	1	3%	2	7%	13	43%	14	47%	27	90%

ANNUAL REGENTS GLOBAL HISTORY AND GEOGRAPHY (2017-18)



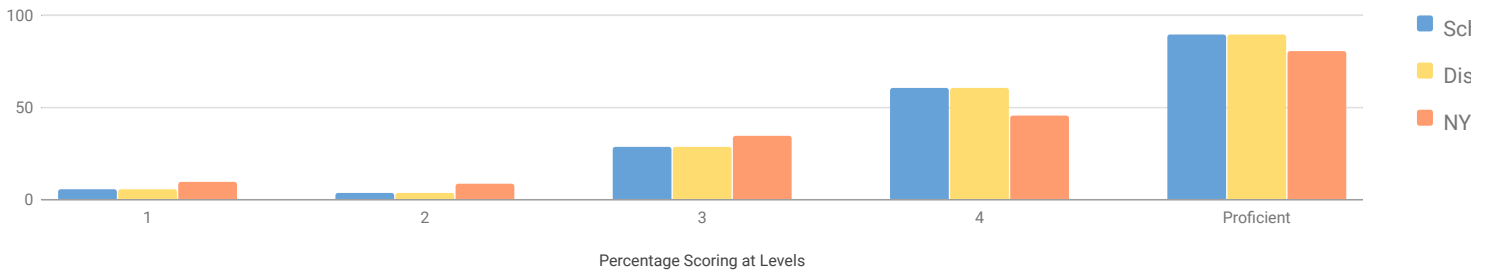
Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%
All Students	18	3	17%	8	44%	6	33%	1	6%	7	39%
General Education	10	1	10%	4	40%	4	40%	1	10%	5	50%
Students with Disabilities	8	2	25%	4	50%	2	25%	0	0%	2	25%
Black or African American	1	—	—	—	—	—	—	—	—	—	—
White	17	—	—	—	—	—	—	—	—	—	—
Small Group Total	18	3	17%	8	44%	6	33%	1	6%	7	39%
Female	8	1	13%	5	63%	2	25%	0	0%	2	25%
Male	10	2	20%	3	30%	4	40%	1	10%	5	50%
Non-English Language Learners	18	3	17%	8	44%	6	33%	1	6%	7	39%
Economically Disadvantaged	13	3	23%	4	31%	5	38%	1	8%	6	46%
Not Economically Disadvantaged	5	0	0%	4	80%	1	20%	0	0%	1	20%
Not Migrant	18	3	17%	8	44%	6	33%	1	6%	7	39%
Not Homeless	18	3	17%	8	44%	6	33%	1	6%	7	39%
Not in Foster Care	18	3	17%	8	44%	6	33%	1	6%	7	39%
Parent Not in Armed Forces	18	3	17%	8	44%	6	33%	1	6%	7	39%

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



Subgroup	Tested	Percentage Scoring at Levels									
		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%
All Students	157	6	4%	10	6%	57	36%	84	54%	141	90%
General Education	133	4	3%	4	3%	48	36%	77	58%	125	94%
Students with Disabilities	24	2	8%	6	25%	9	38%	7	29%	16	67%
American Indian or Alaska Native	1	-	-	-	-	-	-	-	-	-	-
Black or African American	2	-	-	-	-	-	-	-	-	-	-
Hispanic or Latino	2	-	-	-	-	-	-	-	-	-	-
White	152	5	3%	9	6%	56	37%	82	54%	138	91%
Small Group Total	5	1	20%	1	20%	1	20%	2	40%	3	60%
Female	79	2	3%	4	5%	29	37%	44	56%	73	92%
Male	78	4	5%	6	8%	28	36%	40	51%	68	87%
Non-English Language Learners	157	6	4%	10	6%	57	36%	84	54%	141	90%
Economically Disadvantaged	72	5	7%	7	10%	33	46%	27	38%	60	83%
Not Economically Disadvantaged	85	1	1%	3	4%	24	28%	57	67%	81	95%
Migrant	1	-	-	-	-	-	-	-	-	-	-
Not Migrant	156	-	-	-	-	-	-	-	-	-	-
Homeless	2	-	-	-	-	-	-	-	-	-	-
Not Homeless	155	-	-	-	-	-	-	-	-	-	-
In Foster Care	1	-	-	-	-	-	-	-	-	-	-
Not in Foster Care	156	-	-	-	-	-	-	-	-	-	-
Parent Not in Armed Forces	157	6	4%	10	6%	57	36%	84	54%	141	90%

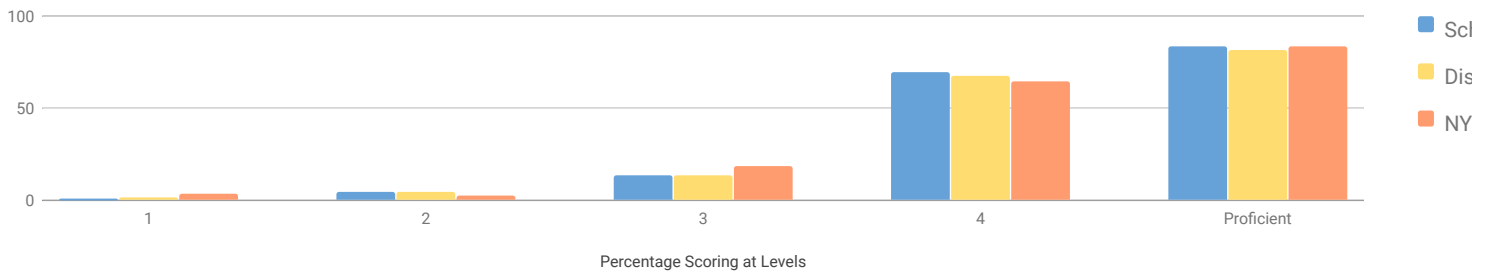
ANNUAL REGENTS U.S. HISTORY & GOVERNMENT (2017-18)



Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%
All Students	139	8	6%	6	4%	40	29%	85	61%	125	90%
General Education	114	2	2%	3	3%	31	27%	78	68%	109	96%
Students with Disabilities	25	6	24%	3	12%	9	36%	7	28%	16	64%
Asian or Native Hawaiian/Other Pacific Islander	3	-	-	-	-	-	-	-	-	-	-
Black or African American	4	-	-	-	-	-	-	-	-	-	-
White	132	8	6%	5	4%	38	29%	81	61%	119	90%
Small Group Total	7	0	0%	1	14%	2	29%	4	57%	6	86%
Female	64	2	3%	2	3%	20	31%	40	63%	60	94%
Male	75	6	8%	4	5%	20	27%	45	60%	65	87%
Non-English Language Learners	139	8	6%	6	4%	40	29%	85	61%	125	90%
Economically Disadvantaged	67	7	10%	3	4%	24	36%	33	49%	57	85%
Not Economically Disadvantaged	72	1	1%	3	4%	16	22%	52	72%	68	94%
Not Migrant	139	8	6%	6	4%	40	29%	85	61%	125	90%
Homeless	4	-	-	-	-	-	-	-	-	-	-
Not Homeless	135	-	-	-	-	-	-	-	-	-	-
Not in Foster Care	139	8	6%	6	4%	40	29%	85	61%	125	90%
Parent Not in Armed Forces	139	8	6%	6	4%	40	29%	85	61%	125	90%

2014 TOTAL COHORT RESULTS IN REGENTS ENGLISH LANGUAGE ARTS

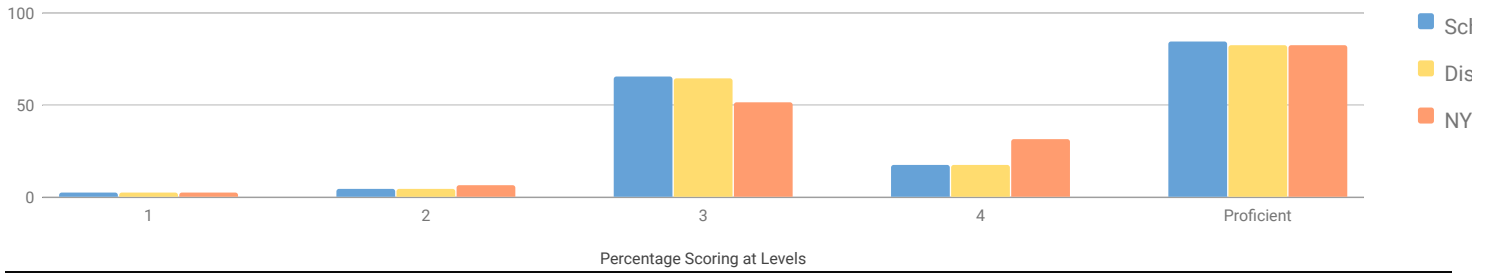
A High School Cohort consists of all students who first enter grade 9 anywhere or, in the case of ungraded students with disabilities, reach their seventeenth birthday in a particular school year (July 1 - June 30). The "year" used to identify the cohort is the year in which the July 1 - December 31 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	149	15	10%	134	90%	2	1%	7	5%	21	14%	104	70%	125	84%
General Education	121	5	4%	116	96%	0	0%	2	2%	14	12%	100	83%	114	94%
Students with Disabilities	28	10	36%	18	64%	2	7%	5	18%	7	25%	4	14%	11	39%
Black or African American	1	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	6	—	—	—	—	—	—	—	—	—	—	—	—	—	—
White	142	14	10%	128	90%	2	1%	7	5%	21	15%	98	69%	119	84%
Small Group Total	7	1	14%	6	86%	0	0%	0	0%	0	0%	6	86%	6	86%
Female	75	5	7%	70	93%	2	3%	3	4%	8	11%	57	76%	65	87%
Male	74	10	14%	64	86%	0	0%	4	5%	13	18%	47	64%	60	81%
Non-English Language Learners	149	15	10%	134	90%	2	1%	7	5%	21	14%	104	70%	125	84%
Economically Disadvantaged	73	10	14%	63	86%	2	3%	6	8%	16	22%	39	53%	55	75%
Not Economically Disadvantaged	76	5	7%	71	93%	0	0%	1	1%	5	7%	65	86%	70	92%
Not Migrant	149	15	10%	134	90%	2	1%	7	5%	21	14%	104	70%	125	84%
Homeless	8	1	13%	7	88%	0	0%	1	13%	1	13%	5	63%	6	75%
Not Homeless	141	14	10%	127	90%	2	1%	6	4%	20	14%	99	70%	119	84%
Not in Foster Care	149	15	10%	134	90%	2	1%	7	5%	21	14%	104	70%	125	84%
Parent Not in Armed Forces	149	15	10%	134	90%	2	1%	7	5%	21	14%	104	70%	125	84%

2014 TOTAL COHORT RESULTS IN REGENTS MATHEMATICS

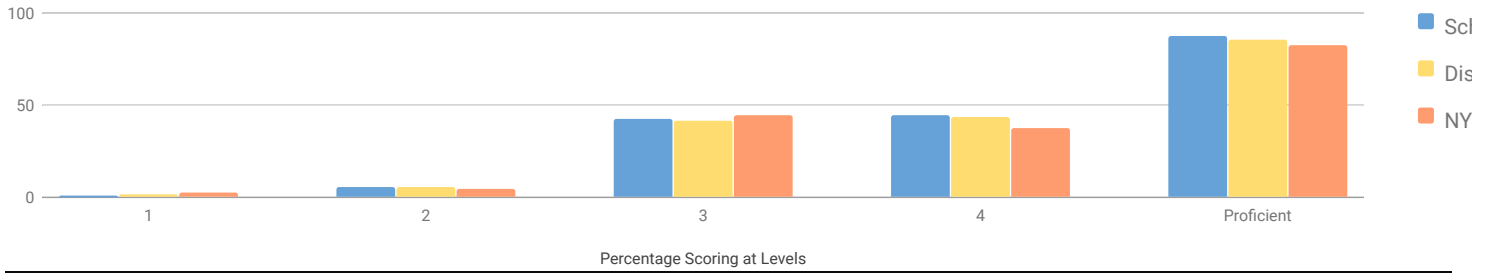
A High School Cohort consists of all students who first enter grade 9 anywhere or, in the case of ungraded students with disabilities, reach their seventeenth birthday in a particular school year (July 1 - June 30). The "year" used to identify the cohort is the year in which the July 1 - December 31 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	149	11	7%	138	93%	4	3%	8	5%	99	66%	27	18%	126	85%
General Education	121	2	2%	119	98%	2	2%	1	1%	89	74%	27	22%	116	96%
Students with Disabilities	28	9	32%	19	68%	2	7%	7	25%	10	36%	0	0%	10	36%
Black or African American	1	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	6	—	—	—	—	—	—	—	—	—	—	—	—	—	—
White	142	10	7%	132	93%	4	3%	8	6%	94	66%	26	18%	120	85%
Small Group Total	7	1	14%	6	86%	0	0%	0	0%	5	71%	1	14%	6	86%
Female	75	5	7%	70	93%	2	3%	2	3%	51	68%	15	20%	66	88%
Male	74	6	8%	68	92%	2	3%	6	8%	48	65%	12	16%	60	81%
Non-English Language Learners	149	11	7%	138	93%	4	3%	8	5%	99	66%	27	18%	126	85%
Economically Disadvantaged	73	7	10%	66	90%	3	4%	6	8%	52	71%	5	7%	57	78%
Not Economically Disadvantaged	76	4	5%	72	95%	1	1%	2	3%	47	62%	22	29%	69	91%
Not Migrant	149	11	7%	138	93%	4	3%	8	5%	99	66%	27	18%	126	85%
Homeless	8	1	13%	7	88%	1	13%	1	13%	5	63%	0	0%	5	63%
Not Homeless	141	10	7%	131	93%	3	2%	7	5%	94	67%	27	19%	121	86%
Not in Foster Care	149	11	7%	138	93%	4	3%	8	5%	99	66%	27	18%	126	85%
Parent Not in Armed Forces	149	11	7%	138	93%	4	3%	8	5%	99	66%	27	18%	126	85%

2014 TOTAL COHORT RESULTS IN REGENTS SCIENCE

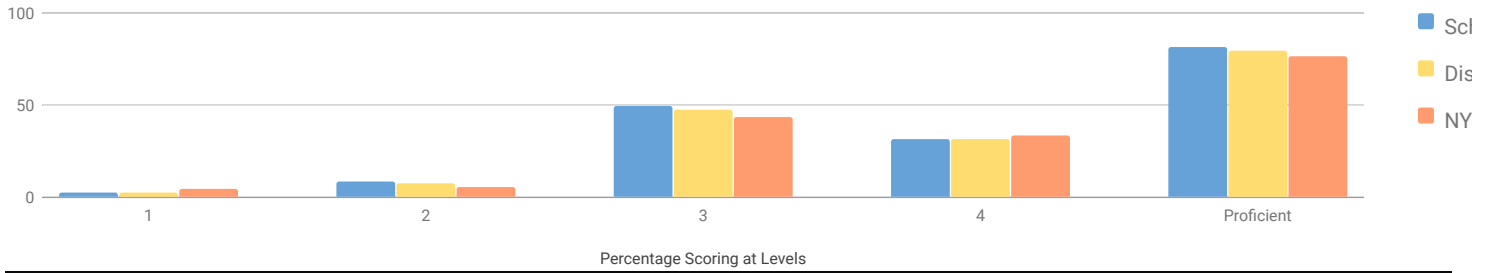
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Subgroup	Cohort	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	149	7	5%	142	95%	2	1%	9	6%	64	43%	67	45%	131	88%
General Education	121	2	2%	119	98%	0	0%	3	2%	50	41%	66	55%	116	96%
Students with Disabilities	28	5	18%	23	82%	2	7%	6	21%	14	50%	1	4%	15	54%
Black or African American	1	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	6	—	—	—	—	—	—	—	—	—	—	—	—	—	—
White	142	6	4%	136	96%	2	1%	9	6%	62	44%	63	44%	125	88%
Small Group Total	7	1	14%	6	86%	0	0%	0	0%	2	29%	4	57%	6	86%
Female	75	3	4%	72	96%	1	1%	3	4%	34	45%	34	45%	68	91%
Male	74	4	5%	70	95%	1	1%	6	8%	30	41%	33	45%	63	85%
Non-English Language Learners	149	7	5%	142	95%	2	1%	9	6%	64	43%	67	45%	131	88%
Economically Disadvantaged	73	4	5%	69	95%	1	1%	7	10%	36	49%	25	34%	61	84%
Not Economically Disadvantaged	76	3	4%	73	96%	1	1%	2	3%	28	37%	42	55%	70	92%
Not Migrant	149	7	5%	142	95%	2	1%	9	6%	64	43%	67	45%	131	88%
Homeless	8	1	13%	7	88%	0	0%	1	13%	3	38%	3	38%	6	75%
Not Homeless	141	6	4%	135	96%	2	1%	8	6%	61	43%	64	45%	125	89%
Not in Foster Care	149	7	5%	142	95%	2	1%	9	6%	64	43%	67	45%	131	88%
Parent Not in Armed Forces	149	7	5%	142	95%	2	1%	9	6%	64	43%	67	45%	131	88%

2014 TOTAL COHORT RESULTS IN REGENTS GLOBAL HISTORY AND GEOGRAPHY

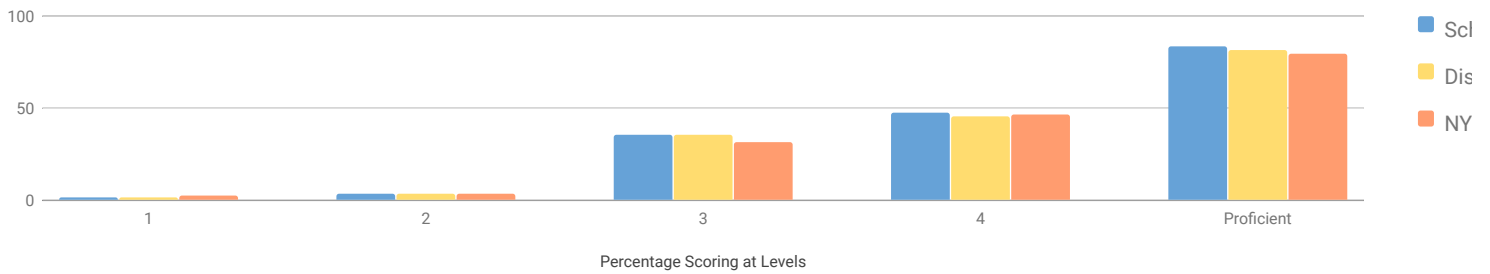
A High School Cohort consists of all students who first enter grade 9 anywhere or, in the case of ungraded students with disabilities, reach their seventeenth birthday in a particular school year (July 1 - June 30). The "year" used to identify the cohort is the year in which the July 1 - December 31 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	149	10	7%	139	93%	4	3%	13	9%	74	50%	48	32%	122	82%
General Education	121	3	2%	118	98%	1	1%	2	2%	69	57%	46	38%	115	95%
Students with Disabilities	28	7	25%	21	75%	3	11%	11	39%	5	18%	2	7%	7	25%
Black or African American	1	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Hispanic or Latino	6	-	-	-	-	-	-	-	-	-	-	-	-	-	-
White	142	9	6%	133	94%	4	3%	13	9%	70	49%	46	32%	116	82%
Small Group Total	7	1	14%	6	86%	0	0%	0	0%	4	57%	2	29%	6	86%
Female	75	4	5%	71	95%	2	3%	5	7%	40	53%	24	32%	64	85%
Male	74	6	8%	68	92%	2	3%	8	11%	34	46%	24	32%	58	78%
Non-English Language Learners	149	10	7%	139	93%	4	3%	13	9%	74	50%	48	32%	122	82%
Economically Disadvantaged	73	6	8%	67	92%	3	4%	9	12%	42	58%	13	18%	55	75%
Not Economically Disadvantaged	76	4	5%	72	95%	1	1%	4	5%	32	42%	35	46%	67	88%
Not Migrant	149	10	7%	139	93%	4	3%	13	9%	74	50%	48	32%	122	82%
Homeless	8	0	0%	8	100%	1	13%	1	13%	5	63%	1	13%	6	75%
Not Homeless	141	10	7%	131	93%	3	2%	12	9%	69	49%	47	33%	116	82%
Not in Foster Care	149	10	7%	139	93%	4	3%	13	9%	74	50%	48	32%	122	82%
Parent Not in Armed Forces	149	10	7%	139	93%	4	3%	13	9%	74	50%	48	32%	122	82%

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	149	15	10%	134	90%	3	2%	6	4%	54	36%	71	48%	125	84%
General Education	121	5	4%	116	96%	0	0%	3	2%	44	36%	69	57%	113	93%
Students with Disabilities	28	10	36%	18	64%	3	11%	3	11%	10	36%	2	7%	12	43%
Black or African American	1	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Hispanic or Latino	6	-	-	-	-	-	-	-	-	-	-	-	-	-	-
White	142	14	10%	128	90%	3	2%	6	4%	52	37%	67	47%	119	84%
Small Group Total	7	1	14%	6	86%	0	0%	0	0%	2	29%	4	57%	6	86%
Female	75	5	7%	70	93%	2	3%	3	4%	27	36%	38	51%	65	87%
Male	74	10	14%	64	86%	1	1%	3	4%	27	36%	33	45%	60	81%
Non-English Language Learners	149	15	10%	134	90%	3	2%	6	4%	54	36%	71	48%	125	84%
Economically Disadvantaged	73	10	14%	63	86%	3	4%	4	5%	32	44%	24	33%	56	77%
Not Economically Disadvantaged	76	5	7%	71	93%	0	0%	2	3%	22	29%	47	62%	69	91%
Not Migrant	149	15	10%	134	90%	3	2%	6	4%	54	36%	71	48%	125	84%
Homeless	8	1	13%	7	88%	0	0%	1	13%	3	38%	3	38%	6	75%
Not Homeless	141	14	10%	127	90%	3	2%	5	4%	51	36%	68	48%	119	84%
Not in Foster Care	149	15	10%	134	90%	3	2%	6	4%	54	36%	71	48%	125	84%
Parent Not in Armed Forces	149	15	10%	134	90%	3	2%	6	4%	54	36%	71	48%	125	84%

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