

LANSINGBURGH SENIOR 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

SECTION 1003 SCHOOL IMPROVEMENT FUNDS (2018-19)

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

Section 1003 School Improvement Funds Data (54.71 kilobytes)

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

- 2017-18 Title I SIG 1003 Basic Application and Addendum for 2018-19 Extension
- 2018-19 Title I SIG 1003 Basic Planning
- 2019 NYSIP-PLC Phase II
- SIG Cohort 5, 6 and 7 Schools Funded with SIGA in 2018-19

SECONDARY STATUSES BY SUBGROUP

Subgroup	Status	Made Progress
All Students	Good Standing	NA
Black or African American	Good Standing	NA
Hispanic or Latino	Good Standing	NA
Multiracial	Good Standing	NA
White	Good Standing	NA
Students with Disabilities	Good Standing	NA
Economically Disadvantaged	Good Standing	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	2	2	2	–	1	1	4
American Indian or Alaska Native	–	–	–	–	–	–	–
Asian or Native Hawaiian/Other Pacific Islander	–	–	–	–	–	–	–
Black or African American	2	3	2	–	2	1	4
Hispanic or Latino	2	3	2	–	2	3	4
Multiracial	2	–	2	–	–	1	–
White	3	1	2	–	1	1	3
English Language Learners	–	–	–	–	–	3	–
Students with Disabilities	3	2	2	–	1	3	4
Economically Disadvantaged	2	2	2	–	1	2	4

SECONDARY COMPOSITE PERFORMANCE

Subgroup	Subject	Cohort	Index	Combined Index	Level
All Students	ELA	177	167	169	2
	Math	177	133		
	Science	177	203		
	Social Studies	177	216		
American Indian or Alaska Native	ELA	1	–	–	–
	Math	1	–		
	Science	1	–		
	Social Studies	1	–		
Black or African American	ELA	44	156	157	2
	Math	44	117		
	Science	44	191		
	Social Studies	44	214		
Hispanic or Latino	ELA	42	167	163	2
	Math	42	121		
	Science	42	194		
	Social Studies	42	213		
Multiracial	ELA	21	152	170	2
	Math	21	141		
	Science	21	214		
	Social Studies	21	219		
White	ELA	96	175	177	3
	Math	96	143		
	Science	96	210		
	Social Studies	96	220		
English Language Learners	ELA	4	–	–	–
	Math	4	–		
	Science	4	–		
	Social Studies	4	–		
Students with Disabilities	ELA	49	108	121	3
	Math	49	76		
	Science	49	176		
	Social Studies	49	189		
Economically Disadvantaged	ELA	111	154	158	2
	Math	111	118		
	Science	111	197		
	Social Studies	111	209		

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	79.7%	189	79.9%	80.9%	82.8%	85%	90%	N	–	95%	1	2
	5-Year	82.4%	179	83.8%	83.4%	85%	86.8%	91.4%	–	N	96%	2	
	6-Year	88.4%	177	83.1%	89%	85.1%	87.3%	92.2%	Y	–	97%	2	
American Indian or Alaska Native	4-Year	–	0	–	–	–	–	–	–	–	–	–	–
	5-Year	–	3	–	–	–	–	–	–	–	–	–	
	6-Year	–	1	–	–	–	–	–	–	–	–	–	
Asian or Native Hawaiian/Other Pacific Islander	4-Year	–	2	–	–	–	–	–	–	–	–	–	–
	5-Year	–	0	–	–	–	–	–	–	–	–	–	
	6-Year	–	4	–	–	–	–	–	–	–	–	–	
Black or African American	4-Year	70.1%	40	85%	72.1%	73.3%	77.3%	86.2%	–	–	95%	4	3
	5-Year	71.1%	43	74.4%	73.1%	76.7%	80.3%	88.2%	–	N	96%	2	
	6-Year	82.1%	66	72.7%	83.3%	76.9%	80.3%	88.7%	Y	–	97%	2	
Hispanic or Latino	4-Year	66.7%	37	81.1%	68.9%	73.2%	76.8%	85.9%	–	–	95%	4	3
	5-Year	68%	44	77.3%	70.2%	75.7%	79.1%	87.6%	–	–	96%	3	
	6-Year	60%	39	69.2%	63%	76.1%	79.7%	88.4%	–	N	97%	2	
Multiracial	4-Year	–	17	76.5%	–	–	–	–	–	–	–	–	–
	5-Year	–	9	–	–	–	–	–	–	–	–	–	
	6-Year	–	8	–	–	–	–	–	–	–	–	–	
White	4-Year	83.6%	116	79.3%	84.6%	90.2%	91%	93%	N	–	95%	1	1
	5-Year	87.1%	110	87.3%	87.9%	91.5%	92.3%	94.2%	N	–	96%	1	
	6-Year	91.7%	117	87.2%	92.1%	91.2%	92.4%	94.7%	N	–	97%	1	
English Language Learners	4-Year	–	4	–	–	–	–	–	–	–	–	–	–
	5-Year	–	5	–	–	–	–	–	–	–	–	–	
	6-Year	–	5	–	–	–	–	–	–	–	–	–	
Students with Disabilities	4-Year	62.5%	33	60.6%	65.1%	59.7%	66.1%	80.6%	–	N	95%	2	2
	5-Year	67.9%	38	63.2%	70.1%	63%	69%	82.5%	–	N	96%	2	
	6-Year	69.8%	32	68.8%	72%	61.4%	67.8%	82.4%	–	–	97%	3	
Economically Disadvantaged	4-Year	70.1%	105	68.6%	72.1%	76.9%	79.9%	87.5%	N	–	95%	1	2
	5-Year	72.8%	87	80.5%	74.6%	80.4%	83%	89.5%	–	–	96%	3	
	6-Year	86.9%	93	75.3%	87.7%	80.7%	83.5%	90.3%	Y	–	97%	2	

SECONDARY COMPOSITE PERFORMANCE & GRADUATION RATE COMBINED

Subgroup	Level
All Students	2
Black or African American	2
Hispanic or Latino	2
Multiracial	2
White	2
Students with Disabilities	2
Economically Disadvantaged	2

SECONDARY ELP

Subgroup	Number Of ELLs	Benchmark	Progress Rate	Success Ratio	Level
All Students	11	–	–	–	–
American Indian or Alaska Native	0	–	–	–	–
Asian or Native Hawaiian/Other Pacific Islander	1	–	–	–	–
Black or African American	0	–	–	–	–
Hispanic or Latino	8	–	–	–	–
Multiracial	0	–	–	–	–
White	2	–	–	–	–
English Language Learners	11	–	–	–	–
Students with Disabilities	5	–	–	–	–
Economically Disadvantaged	10	–	–	–	–

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	192	177	167	193	191	194	204	N	–	215	1	1
	Math	144	177	133	148	151	158	179	Y	–	200	2	
American Indian or Alaska Native	ELA	–	1	–	–	–	–	–	–	–	–	–	–
	Math	–	1	–	–	–	–	–	–	–	–	–	
Black or African American	ELA	171	44	156	175	163	170	192	N	–	215	1	2
	Math	119	44	117	125	117	127	164	–	Y	200	3	
Hispanic or Latino	ELA	175	42	167	178	166	172	194	–	Y	215	3	2
	Math	126	42	121	132	124	134	167	N	–	200	1	
Multiracial	ELA	–	21	–	–	–	–	–	–	–	–	–	–
	Math	–	21	–	–	–	–	–	–	–	–	–	
White	ELA	202	96	175	203	208	209	212	N	–	215	1	1
	Math	154	96	143	157	168	172	186	Y	–	200	2	
English Language Learners	ELA	–	4	–	–	–	–	–	–	–	–	–	–
	Math	–	4	–	–	–	–	–	–	–	–	–	
Students with Disabilities	ELA	90	49	108	100	120	133	174	–	N	215	2	1
	Math	78	49	76	88	91	105	153	N	–	200	1	
Economically Disadvantaged	ELA	165	111	154	169	171	177	196	Y	–	215	2	1
	Math	119	111	118	125	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	43.6	731	322	44%	40.6%	22.6%	19.8%	12.4%	N	–	5%	1
American Indian or Alaska Native	–	2	–	–	–	–	–	–	–	–	–	–
Asian or Native Hawaiian/Other Pacific Islander	–	7	–	–	–	–	–	–	–	–	–	–
Black or African American	45	158	78	49.4%	41.8%	31.5%	27.1%	16.1%	N	–	5%	1
Hispanic or Latino	50.5	120	48	40%	46.9%	31.6%	27.2%	16.1%	–	Y	5%	3
Multiracial	54.3	48	25	52.1%	50.3%	23.1%	20.1%	12.6%	N	–	5%	1
White	41.3	402	170	42.3%	38.3%	15.6%	14%	9.5%	N	–	5%	1
English Language Learners	40.6	39	12	30.8%	39.2%	33.8%	29%	17%	–	–	5%	3
Students with Disabilities	49.2	135	61	45.2%	45.6%	32.8%	28%	16.5%	–	Y	5%	3
Economically Disadvantaged	52	482	246	51%	48.2%	30.2%	25.8%	15.4%	Y	–	5%	2

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	117.4	149.7	122	130.2	137.8	156.4	–	–	175	4
American Indian or Alaska Native	–	–	–	–	–	–	–	–	–	–
Black or African American	84.4	142	91.6	101.2	114	144.5	–	–	175	4
Hispanic or Latino	103.5	132.6	109.3	104.5	116.5	145.8	–	–	175	4
Multiracial	–	–	–	–	–	–	–	–	–	–
White	132.4	150.5	135.8	149.7	154.1	164.6	–	–	175	3
English Language Learners	–	–	–	–	–	–	–	–	–	–
Students with Disabilities	68.8	120	77.2	76.5	93.5	134.3	–	–	175	4
Economically Disadvantaged	89.2	140.1	96	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	194	0	124	0	42	1	27
American Indian or Alaska Native	1	0	–	–	–	–	–
Black or African American	50	0	29	0	13	0	8
Hispanic or Latino	46	0	22	0	17	0	7
Multiracial	22	0	–	–	–	–	–
White	106	0	70	0	19	1	16
English Language Learners	5	0	–	–	–	–	–
Students with Disabilities	30	0	12	0	12	0	6
Economically Disadvantaged	126	0	73	0	30	1	22

SECONDARY ELA PARTICIPATION RATE

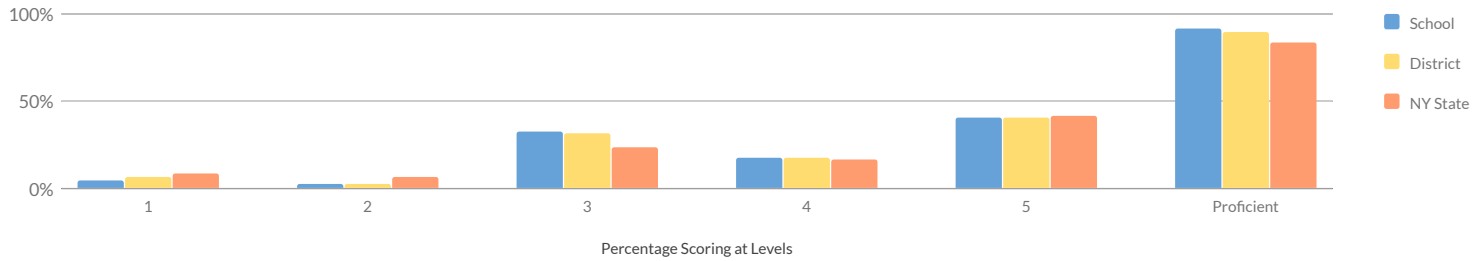
Subgroup	Tested 95% In Current Year Or 2 Years Combined	Current Year 12th Grade Enrollment	Current Year Participation Rate	Current Year + Previous Year 12th Grade Enrollment	Current Year + Previous Year Participation Rate
All Students	✓	182	100%	343	99.4%
American Indian or Alaska Native	–	1	–	–	–
Asian or Native Hawaiian/Other Pacific Islander	–	0	–	–	–
Black or African American	✓	46	100%	84	98.8%
Hispanic or Latino	–	29	–	–	–
Multiracial	–	9	–	–	–
White	✓	97	100%	191	99.5%
English Language Learners	–	2	–	–	–
Students with Disabilities	–	25	–	–	–
Economically Disadvantaged	✓	112	100%	191	99%

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	✓	182	99.5%	343	99.4%
American Indian or Alaska Native	–	1	–	–	–
Asian or Native Hawaiian/Other Pacific Islander	–	0	–	–	–
Black or African American	✓	46	97.8%	84	97.6%
Hispanic or Latino	–	29	–	–	–
Multiracial	–	9	–	–	–
White	✓	97	100%	191	100%
English Language Learners	–	2	–	–	–
Students with Disabilities	–	25	–	–	–
Economically Disadvantaged	✓	112	99.1%	191	99%

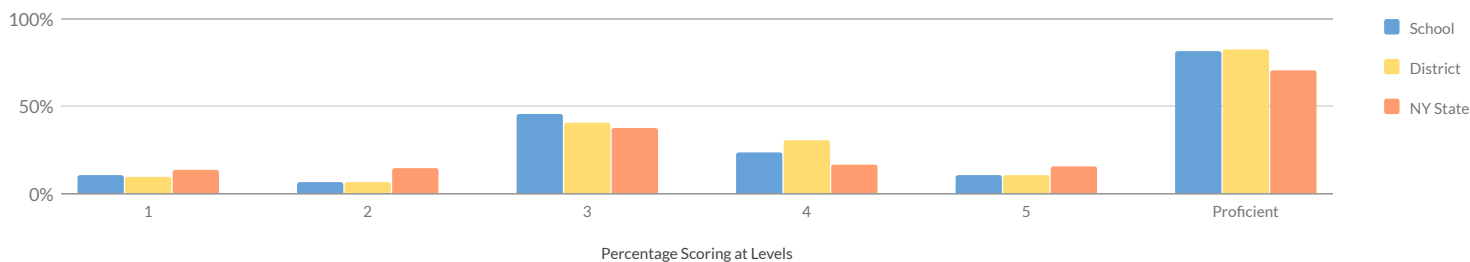
Annual Regents examination results include those from August, January, and June of the reporting year. If a student takes the same Regents examination multiple times during the reporting year, only the highest score is included in these results.

ANNUAL REGENTS EXAMINATION IN ELA (2018-19)



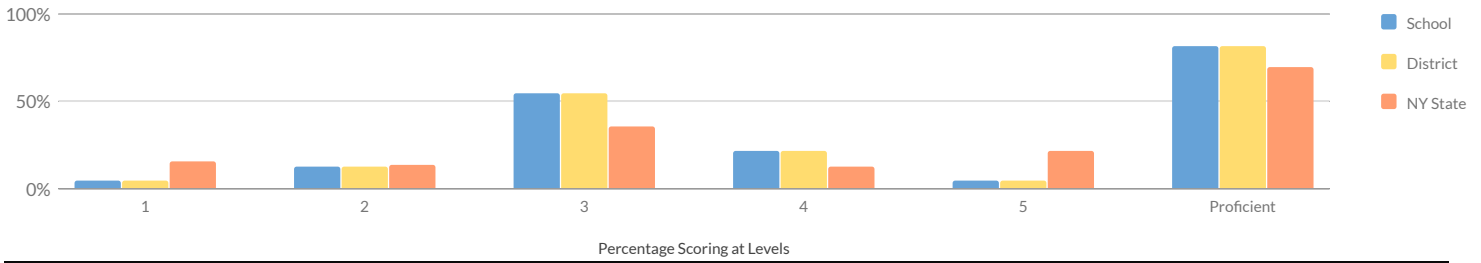
Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%
All Students	162	8	5%	5	3%	53	33%	29	18%	67	41%	149	92%
General Education	129	4	3%	1	1%	41	32%	23	18%	60	47%	124	96%
Students with Disabilities	33	4	12%	4	12%	12	36%	6	18%	7	21%	25	76%
Asian or Native Hawaiian/Other Pacific Islander	1	-	-	-	-	-	-	-	-	-	-	-	-
Black or African American	42	1	2%	1	2%	20	48%	7	17%	13	31%	40	95%
Hispanic or Latino	25	1	4%	3	12%	6	24%	7	28%	8	32%	21	84%
White	85	6	7%	1	1%	26	31%	12	14%	40	47%	78	92%
Multiracial	9	-	-	-	-	-	-	-	-	-	-	-	-
Small Group Total	10	0	0%	0	0%	1	10%	3	30%	6	60%	10	100%
Female	78	3	4%	2	3%	26	33%	15	19%	32	41%	73	94%
Male	84	5	6%	3	4%	27	32%	14	17%	35	42%	76	90%
English Language Learners	3	-	-	-	-	-	-	-	-	-	-	-	-
Non-English Language Learners	159	-	-	-	-	-	-	-	-	-	-	-	-
Economically Disadvantaged	107	7	7%	3	3%	35	33%	25	23%	37	35%	97	91%
Not Economically Disadvantaged	55	1	2%	2	4%	18	33%	4	7%	30	55%	52	95%
Not Migrant	162	8	5%	5	3%	53	33%	29	18%	67	41%	149	92%
Homeless	8	0	0%	0	0%	2	25%	2	25%	4	50%	8	100%
Not Homeless	154	8	5%	5	3%	51	33%	27	18%	63	41%	141	92%
Not in Foster Care	162	8	5%	5	3%	53	33%	29	18%	67	41%	149	92%
Parent Not in Armed Forces	162	8	5%	5	3%	53	33%	29	18%	67	41%	149	92%

ANNUAL REGENTS EXAMINATION ALGEBRA I (2018-19)



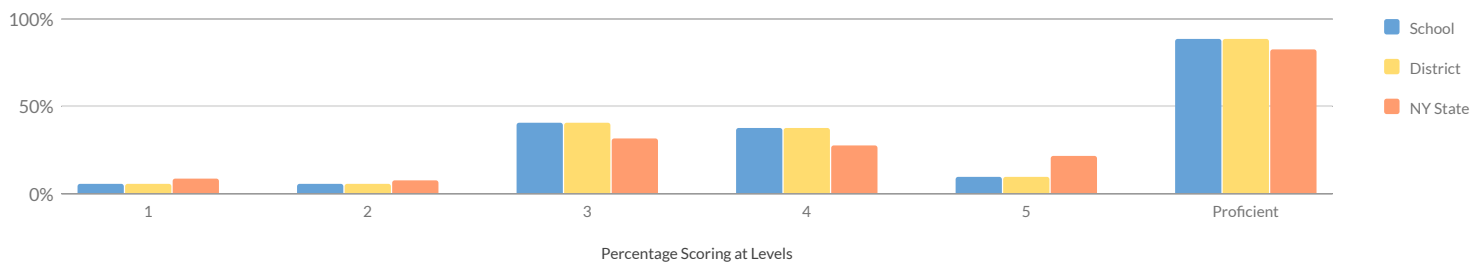
Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%
All Students	141	16	11%	10	7%	65	46%	34	24%	16	11%	115	82%
General Education	107	10	9%	3	3%	54	50%	27	25%	13	12%	94	88%
Students with Disabilities	34	6	18%	7	21%	11	32%	7	21%	3	9%	21	62%
Black or African American	32	7	22%	4	13%	19	59%	2	6%	0	0%	21	66%
Hispanic or Latino	32	3	9%	3	9%	14	44%	11	34%	1	3%	26	81%
White	67	4	6%	3	4%	26	39%	19	28%	15	22%	60	90%
Multiracial	10	2	20%	0	0%	6	60%	2	20%	0	0%	8	80%
Female	56	4	7%	3	5%	27	48%	15	27%	7	13%	49	88%
Male	85	12	14%	7	8%	38	45%	19	22%	9	11%	66	78%
English Language Learners	5	0	0%	2	40%	2	40%	1	20%	0	0%	3	60%
Non-English Language Learners	136	16	12%	8	6%	63	46%	33	24%	16	12%	112	82%
Economically Disadvantaged	102	13	13%	8	8%	52	51%	23	23%	6	6%	81	79%
Not Economically Disadvantaged	39	3	8%	2	5%	13	33%	11	28%	10	26%	34	87%
Not Migrant	141	16	11%	10	7%	65	46%	34	24%	16	11%	115	82%
Homeless	7	1	14%	0	0%	6	86%	0	0%	0	0%	6	86%
Not Homeless	134	15	11%	10	7%	59	44%	34	25%	16	12%	109	81%
Not in Foster Care	141	16	11%	10	7%	65	46%	34	24%	16	11%	115	82%
Parent Not in Armed Forces	141	16	11%	10	7%	65	46%	34	24%	16	11%	115	82%

ANNUAL REGENTS EXAMINATION GEOMETRY (2018-19)



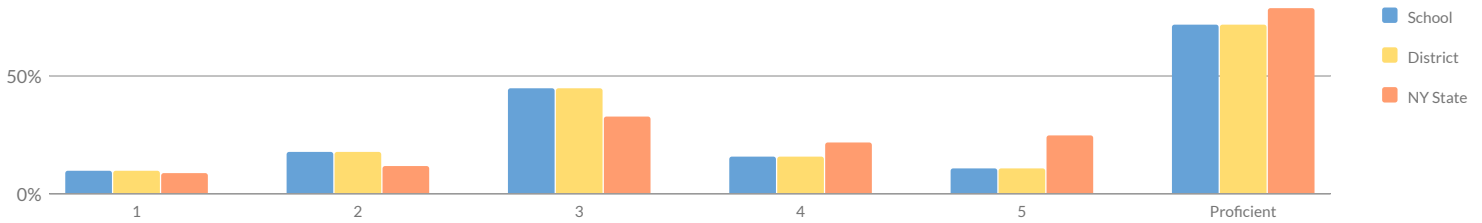
Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%
All Students	77	4	5%	10	13%	42	55%	17	22%	4	5%	63	82%
General Education	76	–	–	–	–	–	–	–	–	–	–	–	–
Students with Disabilities	1	–	–	–	–	–	–	–	–	–	–	–	–
Asian or Native Hawaiian/Other Pacific Islander	1	–	–	–	–	–	–	–	–	–	–	–	–
Black or African American	15	2	13%	0	0%	10	67%	2	13%	1	7%	13	87%
Hispanic or Latino	11	0	0%	4	36%	5	45%	0	0%	2	18%	7	64%
White	43	2	5%	4	9%	25	58%	11	26%	1	2%	37	86%
Multiracial	7	–	–	–	–	–	–	–	–	–	–	–	–
Small Group Total	8	0	0%	2	25%	2	25%	4	50%	0	0%	6	75%
Female	44	4	9%	3	7%	26	59%	9	20%	2	5%	37	84%
Male	33	0	0%	7	21%	16	48%	8	24%	2	6%	26	79%
English Language Learners	1	–	–	–	–	–	–	–	–	–	–	–	–
Non-English Language Learners	76	–	–	–	–	–	–	–	–	–	–	–	–
Economically Disadvantaged	36	3	8%	7	19%	18	50%	6	17%	2	6%	26	72%
Not Economically Disadvantaged	41	1	2%	3	7%	24	59%	11	27%	2	5%	37	90%
Not Migrant	77	4	5%	10	13%	42	55%	17	22%	4	5%	63	82%
Homeless	1	–	–	–	–	–	–	–	–	–	–	–	–
Not Homeless	76	–	–	–	–	–	–	–	–	–	–	–	–
Not in Foster Care	77	4	5%	10	13%	42	55%	17	22%	4	5%	63	82%
Parent Not in Armed Forces	77	4	5%	10	13%	42	55%	17	22%	4	5%	63	82%

ANNUAL REGENTS EXAMINATION ALGEBRA II (2018-19)



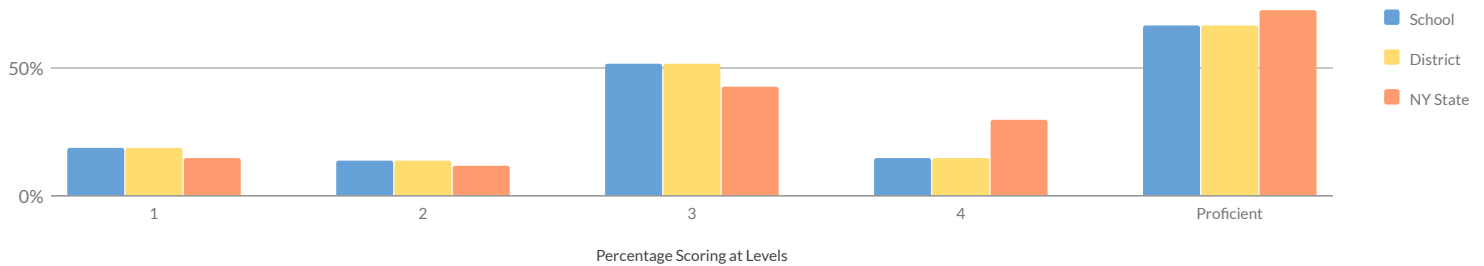
Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%
All Students	71	4	6%	4	6%	29	41%	27	38%	7	10%	63	89%
General Education	70	–	–	–	–	–	–	–	–	–	–	–	–
Students with Disabilities	1	–	–	–	–	–	–	–	–	–	–	–	–
Asian or Native Hawaiian/Other Pacific Islander	1	–	–	–	–	–	–	–	–	–	–	–	–
Black or African American	10	0	0%	0	0%	6	60%	4	40%	0	0%	10	100%
Hispanic or Latino	9	2	22%	1	11%	4	44%	1	11%	1	11%	6	67%
White	47	2	4%	3	6%	18	38%	18	38%	6	13%	42	89%
Multiracial	4	–	–	–	–	–	–	–	–	–	–	–	–
Small Group Total	5	0	0%	0	0%	1	20%	4	80%	0	0%	5	100%
Female	43	1	2%	4	9%	17	40%	16	37%	5	12%	38	88%
Male	28	3	11%	0	0%	12	43%	11	39%	2	7%	25	89%
Non-English Language Learners	71	4	6%	4	6%	29	41%	27	38%	7	10%	63	89%
Economically Disadvantaged	25	3	12%	2	8%	12	48%	8	32%	0	0%	20	80%
Not Economically Disadvantaged	46	1	2%	2	4%	17	37%	19	41%	7	15%	43	93%
Not Migrant	71	4	6%	4	6%	29	41%	27	38%	7	10%	63	89%
Homeless	3	–	–	–	–	–	–	–	–	–	–	–	–
Not Homeless	68	–	–	–	–	–	–	–	–	–	–	–	–
Not in Foster Care	71	4	6%	4	6%	29	41%	27	38%	7	10%	63	89%
Parent Not in Armed Forces	71	4	6%	4	6%	29	41%	27	38%	7	10%	63	89%

ANNUAL REGENTS EXAMINATION NEW FRAMEWORK GLOBAL HISTORY & GEOGRAPHY II (2018-19)



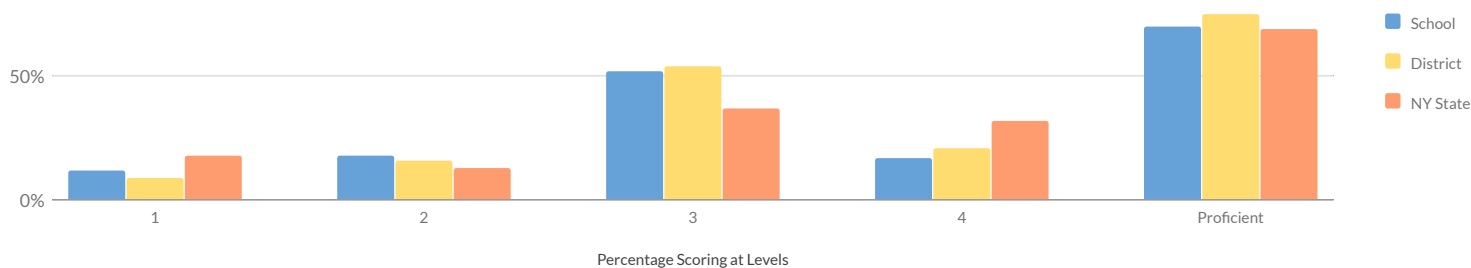
Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%
All Students	174	17	10%	32	18%	79	45%	27	16%	19	11%	125	72%
General Education	145	12	8%	22	15%	67	46%	26	18%	18	12%	111	77%
Students with Disabilities	29	5	17%	10	34%	12	41%	1	3%	1	3%	14	48%
Asian or Native Hawaiian/Other Pacific Islander	1	–	–	–	–	–	–	–	–	–	–	–	–
Black or African American	36	7	19%	10	28%	16	44%	0	0%	3	8%	19	53%
Hispanic or Latino	31	2	6%	8	26%	15	48%	3	10%	3	10%	21	68%
White	93	6	6%	13	14%	43	46%	19	20%	12	13%	74	80%
Multiracial	13	–	–	–	–	–	–	–	–	–	–	–	–
Small Group Total	14	2	14%	1	7%	5	36%	5	36%	1	7%	11	79%
Female	85	8	9%	12	14%	38	45%	16	19%	11	13%	65	76%
Male	89	9	10%	20	22%	41	46%	11	12%	8	9%	60	67%
English Language Learners	4	–	–	–	–	–	–	–	–	–	–	–	–
Non-English Language Learners	170	–	–	–	–	–	–	–	–	–	–	–	–
Economically Disadvantaged	102	15	15%	24	24%	41	40%	14	14%	8	8%	63	62%
Not Economically Disadvantaged	72	2	3%	8	11%	38	53%	13	18%	11	15%	62	86%
Not Migrant	174	17	10%	32	18%	79	45%	27	16%	19	11%	125	72%
Homeless	3	–	–	–	–	–	–	–	–	–	–	–	–
Not Homeless	171	–	–	–	–	–	–	–	–	–	–	–	–
Not in Foster Care	174	17	10%	32	18%	79	45%	27	16%	19	11%	125	72%
Parent Not in Armed Forces	174	17	10%	32	18%	79	45%	27	16%	19	11%	125	72%

ANNUAL REGENTS EXAMINATION LIVING ENVIRONMENT (2018-19)



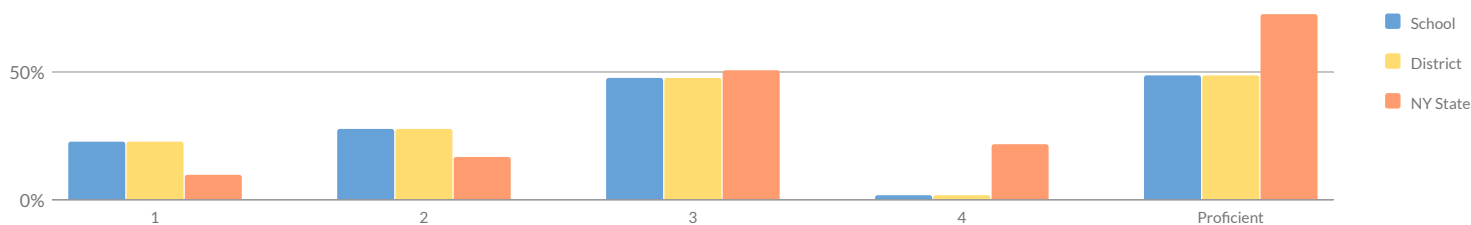
Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%
All Students	229	43	19%	32	14%	120	52%	34	15%	154	67%
General Education	181	26	14%	20	11%	101	56%	34	19%	135	75%
Students with Disabilities	48	17	35%	12	25%	19	40%	0	0%	19	40%
Black or African American	49	18	37%	8	16%	19	39%	4	8%	23	47%
Hispanic or Latino	47	8	17%	9	19%	27	57%	3	6%	30	64%
White	115	13	11%	13	11%	65	57%	24	21%	89	77%
Multiracial	18	4	22%	2	11%	9	50%	3	17%	12	67%
Female	98	18	18%	14	14%	52	53%	14	14%	66	67%
Male	131	25	19%	18	14%	68	52%	20	15%	88	67%
English Language Learners	8	1	13%	2	25%	5	63%	0	0%	5	63%
Non-English Language Learners	221	42	19%	30	14%	115	52%	34	15%	149	67%
Economically Disadvantaged	167	32	19%	30	18%	91	54%	14	8%	105	63%
Not Economically Disadvantaged	62	11	18%	2	3%	29	47%	20	32%	49	79%
Not Migrant	229	43	19%	32	14%	120	52%	34	15%	154	67%
Homeless	10	3	30%	3	30%	4	40%	0	0%	4	40%
Not Homeless	219	40	18%	29	13%	116	53%	34	16%	150	68%
Not in Foster Care	229	43	19%	32	14%	120	52%	34	15%	154	67%
Parent Not in Armed Forces	229	43	19%	32	14%	120	52%	34	15%	154	67%

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



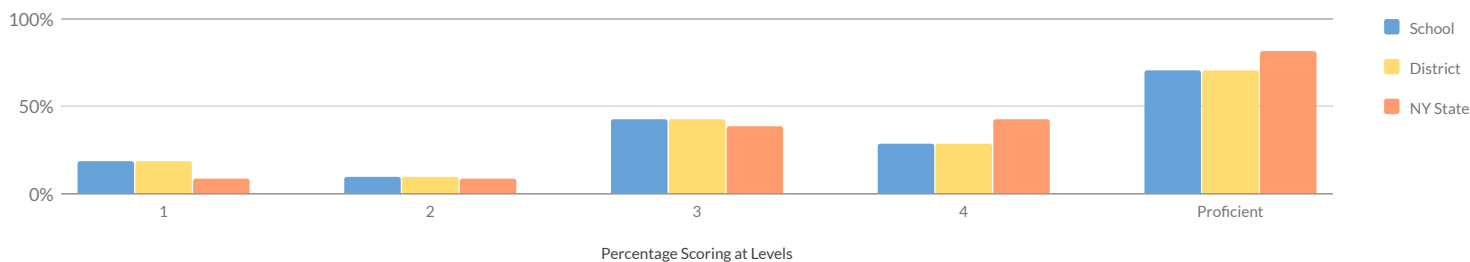
Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%
All Students	103	12	12%	19	18%	54	52%	18	17%	72	70%
General Education	98	10	10%	18	18%	52	53%	18	18%	70	71%
Students with Disabilities	5	2	40%	1	20%	2	40%	0	0%	2	40%
Asian or Native Hawaiian/Other Pacific Islander	1	–	–	–	–	–	–	–	–	–	–
Black or African American	23	7	30%	6	26%	7	30%	3	13%	10	43%
Hispanic or Latino	12	1	8%	3	25%	7	58%	1	8%	8	67%
White	62	3	5%	10	16%	36	58%	13	21%	49	79%
Multiracial	5	–	–	–	–	–	–	–	–	–	–
Small Group Total	6	1	17%	0	0%	4	67%	1	17%	5	83%
Female	56	2	4%	12	21%	32	57%	10	18%	42	75%
Male	47	10	21%	7	15%	22	47%	8	17%	30	64%
English Language Learners	1	–	–	–	–	–	–	–	–	–	–
Non-English Language Learners	102	–	–	–	–	–	–	–	–	–	–
Economically Disadvantaged	51	10	20%	7	14%	25	49%	9	18%	34	67%
Not Economically Disadvantaged	52	2	4%	12	23%	29	56%	9	17%	38	73%
Not Migrant	103	12	12%	19	18%	54	52%	18	17%	72	70%
Homeless	2	–	–	–	–	–	–	–	–	–	–
Not Homeless	101	–	–	–	–	–	–	–	–	–	–
Not in Foster Care	103	12	12%	19	18%	54	52%	18	17%	72	70%
Parent Not in Armed Forces	103	12	12%	19	18%	54	52%	18	17%	72	70%

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



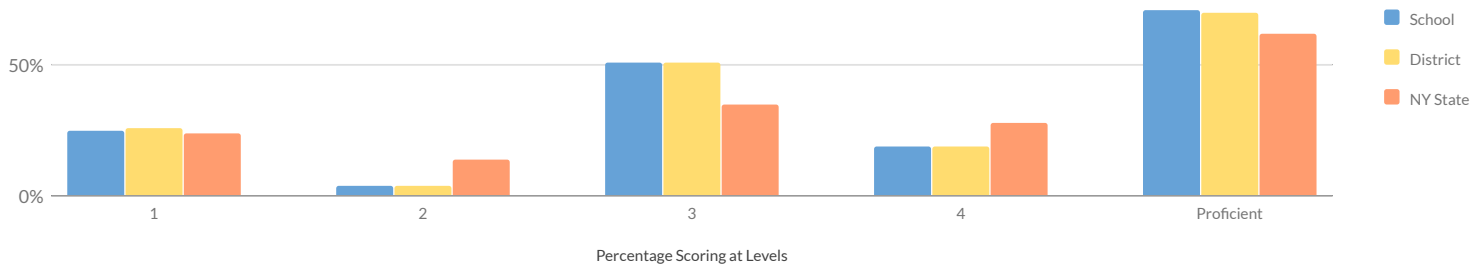
Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%
All Students	61	14	23%	17	28%	29	48%	1	2%	30	49%
General Education	61	14	23%	17	28%	29	48%	1	2%	30	49%
Asian or Native Hawaiian/Other Pacific Islander	1	—	—	—	—	—	—	—	—	—	—
Black or African American	8	3	38%	4	50%	1	13%	0	0%	1	13%
Hispanic or Latino	6	3	50%	0	0%	3	50%	0	0%	3	50%
White	42	8	19%	12	29%	21	50%	1	2%	22	52%
Multiracial	4	—	—	—	—	—	—	—	—	—	—
Small Group Total	5	0	0%	1	20%	4	80%	0	0%	4	80%
Female	37	9	24%	11	30%	17	46%	0	0%	17	46%
Male	24	5	21%	6	25%	12	50%	1	4%	13	54%
Non-English Language Learners	61	14	23%	17	28%	29	48%	1	2%	30	49%
Economically Disadvantaged	21	5	24%	8	38%	8	38%	0	0%	8	38%
Not Economically Disadvantaged	40	9	23%	9	23%	21	53%	1	3%	22	55%
Not Migrant	61	14	23%	17	28%	29	48%	1	2%	30	49%
Homeless	1	—	—	—	—	—	—	—	—	—	—
Not Homeless	60	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	61	14	23%	17	28%	29	48%	1	2%	30	49%
Parent Not in Armed Forces	61	14	23%	17	28%	29	48%	1	2%	30	49%

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



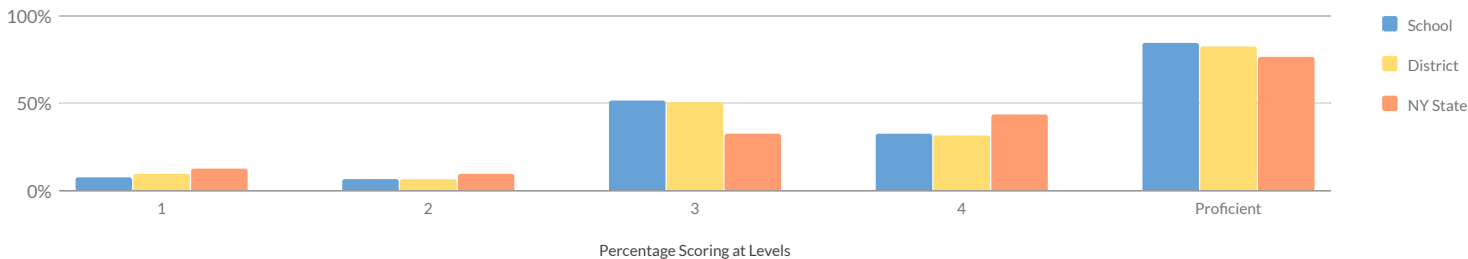
Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%
All Students	21	4	19%	2	10%	9	43%	6	29%	15	71%
General Education	21	4	19%	2	10%	9	43%	6	29%	15	71%
Black or African American	5	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	3	—	—	—	—	—	—	—	—	—	—
White	13	2	15%	1	8%	6	46%	4	31%	10	77%
Small Group Total	8	2	25%	1	13%	3	38%	2	25%	5	63%
Female	12	3	25%	1	8%	5	42%	3	25%	8	67%
Male	9	1	11%	1	11%	4	44%	3	33%	7	78%
Non-English Language Learners	21	4	19%	2	10%	9	43%	6	29%	15	71%
Economically Disadvantaged	11	2	18%	1	9%	5	45%	3	27%	8	73%
Not Economically Disadvantaged	10	2	20%	1	10%	4	40%	3	30%	7	70%
Not Migrant	21	4	19%	2	10%	9	43%	6	29%	15	71%
Not Homeless	21	4	19%	2	10%	9	43%	6	29%	15	71%
Not in Foster Care	21	4	19%	2	10%	9	43%	6	29%	15	71%
Parent Not in Armed Forces	21	4	19%	2	10%	9	43%	6	29%	15	71%

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	206	52	25%	8	4%	106	51%	40	19%	146	71%
General Education	165	37	22%	4	2%	90	55%	34	21%	124	75%
Students with Disabilities	41	15	37%	4	10%	16	39%	6	15%	22	54%
Asian or Native Hawaiian/Other Pacific Islander	1	—	—	—	—	—	—	—	—	—	—
Black or African American	47	18	38%	3	6%	22	47%	4	9%	26	55%
Hispanic or Latino	37	8	22%	0	0%	25	68%	4	11%	29	78%
White	107	21	20%	3	3%	57	53%	26	24%	83	78%
Multiracial	14	—	—	—	—	—	—	—	—	—	—
Small Group Total	15	5	33%	2	13%	2	13%	6	40%	8	53%
Female	101	25	25%	3	3%	56	55%	17	17%	73	72%
Male	105	27	26%	5	5%	50	48%	23	22%	73	70%
English Language Learners	3	—	—	—	—	—	—	—	—	—	—
Non-English Language Learners	203	—	—	—	—	—	—	—	—	—	—
Economically Disadvantaged	127	45	35%	6	5%	59	46%	17	13%	76	60%
Not Economically Disadvantaged	79	7	9%	2	3%	47	59%	23	29%	70	89%
Not Migrant	206	52	25%	8	4%	106	51%	40	19%	146	71%
Homeless	7	2	29%	0	0%	5	71%	0	0%	5	71%
Not Homeless	199	50	25%	8	4%	101	51%	40	20%	141	71%
Not in Foster Care	206	52	25%	8	4%	106	51%	40	19%	146	71%
Parent Not in Armed Forces	206	52	25%	8	4%	106	51%	40	19%	146	71%

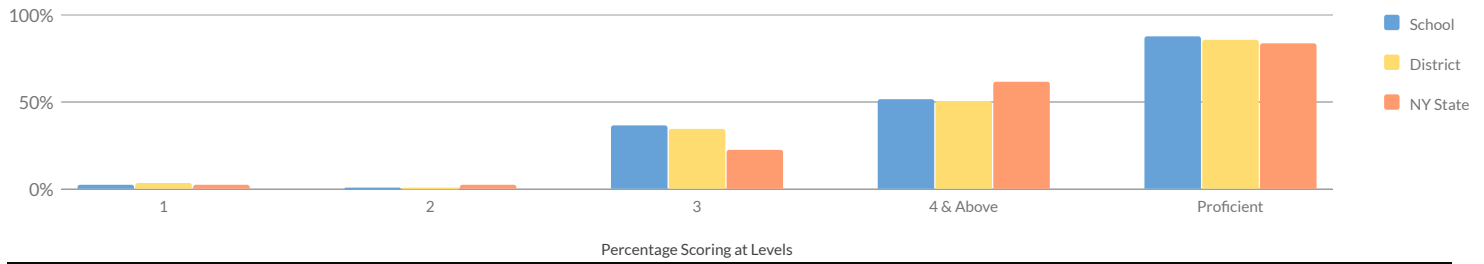
ANNUAL REGENTS EXAMINATION U.S. HISTORY & GOVERNMENT (2018-19)



Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%
All Students	147	12	8%	10	7%	76	52%	49	33%	125	85%
General Education	121	8	7%	7	6%	65	54%	41	34%	106	88%
Students with Disabilities	26	4	15%	3	12%	11	42%	8	31%	19	73%
Asian or Native Hawaiian/Other Pacific Islander	1	—	—	—	—	—	—	—	—	—	—
Black or African American	35	4	11%	3	9%	21	60%	7	20%	28	80%
Hispanic or Latino	22	1	5%	2	9%	15	68%	4	18%	19	86%
White	80	7	9%	5	6%	34	43%	34	43%	68	85%
Multiracial	9	—	—	—	—	—	—	—	—	—	—
Small Group Total	10	0	0%	0	0%	6	60%	4	40%	10	100%
Female	77	5	6%	5	6%	50	65%	17	22%	67	87%
Male	70	7	10%	5	7%	26	37%	32	46%	58	83%
English Language Learners	2	—	—	—	—	—	—	—	—	—	—
Non-English Language Learners	145	—	—	—	—	—	—	—	—	—	—
Economically Disadvantaged	95	11	12%	7	7%	52	55%	25	26%	77	81%
Not Economically Disadvantaged	52	1	2%	3	6%	24	46%	24	46%	48	92%
Not Migrant	147	12	8%	10	7%	76	52%	49	33%	125	85%
Homeless	9	1	11%	1	11%	4	44%	3	33%	7	78%
Not Homeless	138	11	8%	9	7%	72	52%	46	33%	118	86%
Not in Foster Care	147	12	8%	10	7%	76	52%	49	33%	125	85%
Parent Not in Armed Forces	147	12	8%	10	7%	76	52%	49	33%	125	85%

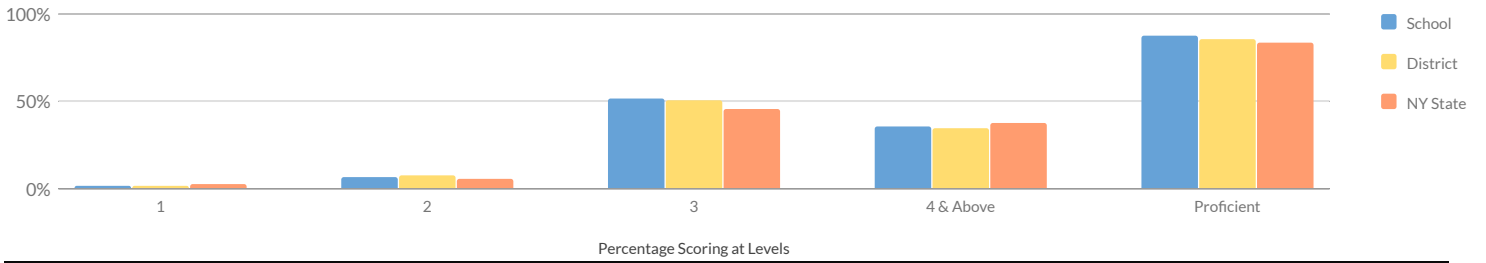
A High School Cohort consists of all students who first enter grade 9 anywhere or, in the case of ungraded students with disabilities, reach their seventeenth birthday in a particular school year (July 1 - June 30). The "year" used to identify the cohort is the year in which the July 1 - December 31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

2015 TOTAL COHORT REGENTS EXAMINATION IN ELA



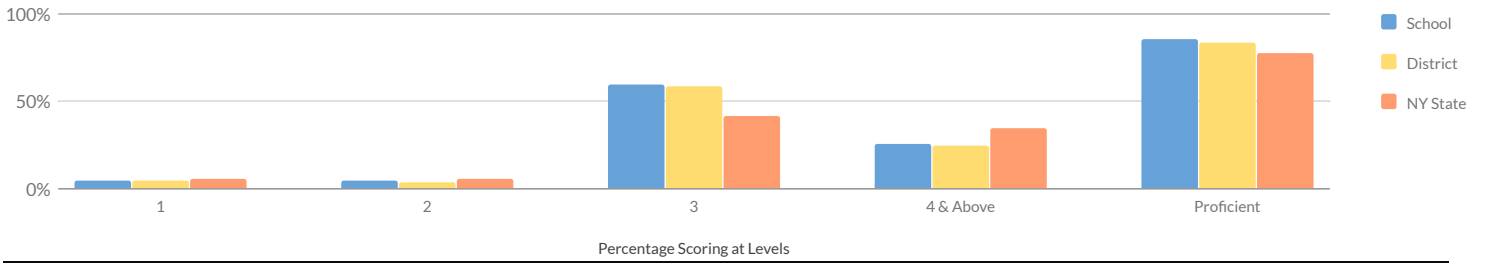
Subgroup	Cohort	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4 & Above		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	194	15	8%	179	92%	6	3%	2	1%	71	37%	100	52%	171	88%
General Education	165	12	7%	153	93%	3	2%	0	0%	54	33%	96	58%	150	91%
Students with Disabilities	29	3	10%	26	90%	3	10%	2	7%	17	59%	4	14%	21	72%
American Indian or Alaska Native	1	0	—	1	—	—	—	—	—	—	—	—	—	—	—
Black or African American	50	4	8%	46	92%	0	0%	0	0%	25	50%	21	42%	46	92%
Hispanic or Latino	28	0	0%	28	100%	1	4%	1	4%	8	29%	18	64%	26	93%
White	106	10	9%	96	91%	5	5%	0	0%	33	31%	58	55%	91	86%
Multiracial	9	1	—	8	—	—	—	—	—	—	—	—	—	—	—
Small Group Total	10	1	10%	9	90%	0	0%	1	10%	5	50%	3	30%	8	80%
Female	96	5	5%	91	95%	1	1%	1	1%	32	33%	57	59%	89	93%
Male	98	10	10%	88	90%	5	5%	1	1%	39	40%	43	44%	82	84%
Non-English Language Learners	192	15	—	177	—	—	—	—	—	—	—	—	—	—	—
English Language Learners	2	0	—	2	—	—	—	—	—	—	—	—	—	—	—
Economically Disadvantaged	126	14	11%	112	89%	4	3%	2	2%	50	40%	56	44%	106	84%
Not Economically Disadvantaged	68	1	1%	67	99%	2	3%	0	0%	21	31%	44	65%	65	96%
Not Migrant	194	15	8%	179	92%	6	3%	2	1%	71	37%	100	52%	171	88%
Homeless	4	1	—	3	—	—	—	—	—	—	—	—	—	—	—
Not Homeless	190	14	—	176	—	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	194	15	8%	179	92%	6	3%	2	1%	71	37%	100	52%	171	88%
Parent Not in Armed Forces	194	15	8%	179	92%	6	3%	2	1%	71	37%	100	52%	171	88%

2015 TOTAL COHORT REGENTS EXAMINATIONS IN MATH



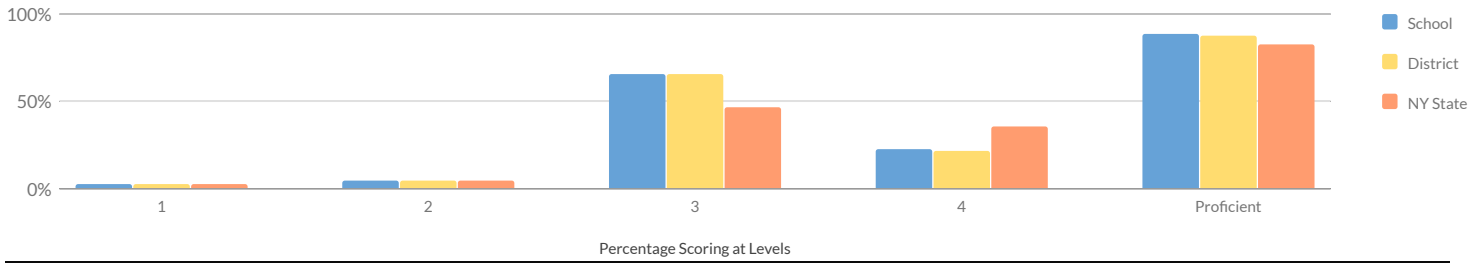
Subgroup	Cohort	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4 & Above		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	194	5	3%	189	97%	4	2%	14	7%	101	52%	70	36%	171	88%
General Education	165	3	2%	162	98%	2	1%	4	2%	87	53%	69	42%	156	95%
Students with Disabilities	29	2	7%	27	93%	2	7%	10	34%	14	48%	1	3%	15	52%
American Indian or Alaska Native	1	0	—	1	—	—	—	—	—	—	—	—	—	—	—
Black or African American	50	2	4%	48	96%	1	2%	5	10%	28	56%	14	28%	42	84%
Hispanic or Latino	28	0	0%	28	100%	2	7%	1	4%	14	50%	11	39%	25	89%
White	106	3	3%	103	97%	1	1%	7	7%	52	49%	43	41%	95	90%
Multiracial	9	0	—	9	—	—	—	—	—	—	—	—	—	—	—
Small Group Total	10	0	0%	10	100%	0	0%	1	10%	7	70%	2	20%	9	90%
Female	96	3	3%	93	97%	1	1%	3	3%	46	48%	43	45%	89	93%
Male	98	2	2%	96	98%	3	3%	11	11%	55	56%	27	28%	82	84%
Non-English Language Learners	192	5	—	187	—	—	—	—	—	—	—	—	—	—	—
English Language Learners	2	0	—	2	—	—	—	—	—	—	—	—	—	—	—
Economically Disadvantaged	126	4	3%	122	97%	3	2%	11	9%	77	61%	31	25%	108	86%
Not Economically Disadvantaged	68	1	1%	67	99%	1	1%	3	4%	24	35%	39	57%	63	93%
Not Migrant	194	5	3%	189	97%	4	2%	14	7%	101	52%	70	36%	171	88%
Homeless	4	0	—	4	—	—	—	—	—	—	—	—	—	—	—
Not Homeless	190	5	—	185	—	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	194	5	3%	189	97%	4	2%	14	7%	101	52%	70	36%	171	88%
Parent Not in Armed Forces	194	5	3%	189	97%	4	2%	14	7%	101	52%	70	36%	171	88%

2015 TOTAL COHORT REGENTS EXAMINATIONS IN GLOBAL HISTORY & GEOGRAPHY



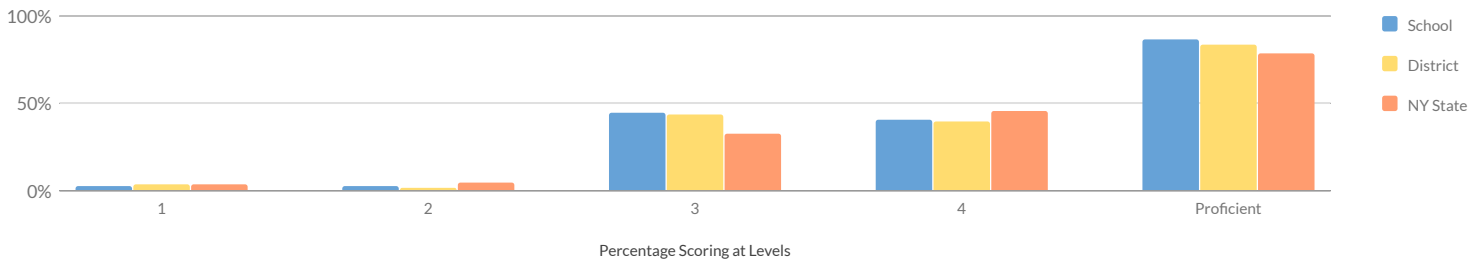
Subgroup	Cohort	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4 & Above		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	194	9	5%	185	95%	9	5%	9	5%	117	60%	50	26%	167	86%
General Education	165	6	4%	159	96%	3	2%	5	3%	103	62%	48	29%	151	92%
Students with Disabilities	29	3	10%	26	90%	6	21%	4	14%	14	48%	2	7%	16	55%
American Indian or Alaska Native	1	0	—	1	—	—	—	—	—	—	—	—	—	—	—
Black or African American	50	3	6%	47	94%	2	4%	3	6%	32	64%	10	20%	42	84%
Hispanic or Latino	28	2	7%	26	93%	1	4%	0	0%	17	61%	8	29%	25	89%
White	106	4	4%	102	96%	5	5%	4	4%	61	58%	32	30%	93	88%
Multiracial	9	0	—	9	—	—	—	—	—	—	—	—	—	—	—
Small Group Total	10	0	0%	10	100%	1	10%	2	20%	7	70%	0	0%	7	70%
Female	96	4	4%	92	96%	3	3%	4	4%	60	63%	25	26%	85	89%
Male	98	5	5%	93	95%	6	6%	5	5%	57	58%	25	26%	82	84%
Non-English Language Learners	192	9	—	183	—	—	—	—	—	—	—	—	—	—	—
English Language Learners	2	0	—	2	—	—	—	—	—	—	—	—	—	—	—
Economically Disadvantaged	126	8	6%	118	94%	7	6%	7	6%	79	63%	25	20%	104	83%
Not Economically Disadvantaged	68	1	1%	67	99%	2	3%	2	3%	38	56%	25	37%	63	93%
Not Migrant	194	9	5%	185	95%	9	5%	9	5%	117	60%	50	26%	167	86%
Homeless	4	0	—	4	—	—	—	—	—	—	—	—	—	—	—
Not Homeless	190	9	—	181	—	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	194	9	5%	185	95%	9	5%	9	5%	117	60%	50	26%	167	86%
Parent Not in Armed Forces	194	9	5%	185	95%	9	5%	9	5%	117	60%	50	26%	167	86%

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	194	7	4%	187	96%	5	3%	9	5%	129	66%	44	23%	173	89%
General Education	165	6	4%	159	96%	1	1%	4	2%	111	67%	43	26%	154	93%
Students with Disabilities	29	1	3%	28	97%	4	14%	5	17%	18	62%	1	3%	19	66%
American Indian or Alaska Native	1	0	—	1	—	—	—	—	—	—	—	—	—	—	—
Black or African American	50	3	6%	47	94%	2	4%	4	8%	33	66%	8	16%	41	82%
Hispanic or Latino	28	0	0%	28	100%	1	4%	2	7%	18	64%	7	25%	25	89%
White	106	4	4%	102	96%	2	2%	3	3%	68	64%	29	27%	97	92%
Multiracial	9	0	—	9	—	—	—	—	—	—	—	—	—	—	—
Small Group Total	10	0	0%	10	100%	0	0%	0	0%	10	100%	0	0%	10	100%
Female	96	2	2%	94	98%	3	3%	4	4%	64	67%	23	24%	87	91%
Male	98	5	5%	93	95%	2	2%	5	5%	65	66%	21	21%	86	88%
Non-English Language Learners	192	7	—	185	—	—	—	—	—	—	—	—	—	—	—
English Language Learners	2	0	—	2	—	—	—	—	—	—	—	—	—	—	—
Economically Disadvantaged	126	6	5%	120	95%	4	3%	6	5%	88	70%	22	17%	110	87%
Not Economically Disadvantaged	68	1	1%	67	99%	1	1%	3	4%	41	60%	22	32%	63	93%
Not Migrant	194	7	4%	187	96%	5	3%	9	5%	129	66%	44	23%	173	89%
Homeless	4	0	—	4	—	—	—	—	—	—	—	—	—	—	—
Not Homeless	190	7	—	183	—	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	194	7	4%	187	96%	5	3%	9	5%	129	66%	44	23%	173	89%
Parent Not in Armed Forces	194	7	4%	187	96%	5	3%	9	5%	129	66%	44	23%	173	89%

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	194	16	8%	178	92%	5	3%	5	3%	88	45%	80	41%	168	87%
General Education	165	13	8%	152	92%	2	1%	1	1%	74	45%	75	45%	149	90%
Students with Disabilities	29	3	10%	26	90%	3	10%	4	14%	14	48%	5	17%	19	66%
American Indian or Alaska Native	1	0	—	1	—	—	—	—	—	—	—	—	—	—	—
Black or African American	50	4	8%	46	92%	1	2%	1	2%	28	56%	16	32%	44	88%
Hispanic or Latino	28	1	4%	27	96%	1	4%	0	0%	15	54%	11	39%	26	93%
White	106	10	9%	96	91%	3	3%	2	2%	41	39%	50	47%	91	86%
Multiracial	9	1	—	8	—	—	—	—	—	—	—	—	—	—	—
Small Group Total	10	1	10%	9	90%	0	0%	2	20%	4	40%	3	30%	7	70%
Female	96	5	5%	91	95%	2	2%	3	3%	41	43%	45	47%	86	90%
Male	98	11	11%	87	89%	3	3%	2	2%	47	48%	35	36%	82	84%
Non-English Language Learners	192	16	—	176	—	—	—	—	—	—	—	—	—	—	—
English Language Learners	2	0	—	2	—	—	—	—	—	—	—	—	—	—	—
Economically Disadvantaged	126	14	11%	112	89%	5	4%	4	3%	62	49%	41	33%	103	82%
Not Economically Disadvantaged	68	2	3%	66	97%	0	0%	1	1%	26	38%	39	57%	65	96%
Not Migrant	194	16	8%	178	92%	5	3%	5	3%	88	45%	80	41%	168	87%
Homeless	4	0	—	4	—	—	—	—	—	—	—	—	—	—	—
Not Homeless	190	16	—	174	—	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	194	16	8%	178	92%	5	3%	5	3%	88	45%	80	41%	168	87%
Parent Not in Armed Forces	194	16	8%	178	92%	5	3%	5	3%	88	45%	80	41%	168	87%

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 9	0	5	0%	0%	0%	80%	20%
Grade 10	1	4	—	—	—	—	—
Grade 11	0	1	—	—	—	—	—
Grade 12	1	1	—	—	—	—	—

NATIONAL ASSESSMENT OF EDUCATION PROGRESS (NAEP) RESULTS (2018-19)

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

NEW YORK STATE NAEP GRADE 4

SUBGROUP	READING				MATH			
	BELOW BASIC	BASIC	PROFICIENT	ADVANCED	BELOW BASIC	BASIC	PROFICIENT	ADVANCED
All Students	34	31	26	8	24	40	29	8
Students with Disabilities	73	18	7	1	61	30	7	2
American Indian or Alaska Native	*	*	*	*	*	*	*	*
Asian	21	27	34	17	8	23	43	26
Native Hawaiian/Other Pacific Islander	*	*	*	*	*	*	*	*
Black or African American	53	31	14	2	43	40	16	1
Hispanic or Latino	45	32	19	4	33	45	19	2
White	24	32	33	11	14	39	38	9
Multiracial	24	23	35	18	15	42	31	12
Limited English Proficient	78	17	4	*	51	40	8	1
Economically Disadvantaged	49	31	17	3	33	43	21	3

NEW YORK STATE NAEP GRADE 8

SUBGROUP	READING				MATH			
	BELOW BASIC	BASIC	PROFICIENT	ADVANCED	BELOW BASIC	BASIC	PROFICIENT	ADVANCED
All Students	30	38	28	4	34	32	22	11
Students with Disabilities	58	31	10	1	72	22	5	2
American Indian or Alaska Native	*	*	*	*	*	*	*	*
Asian	21	33	36	10	15	25	29	31
Native Hawaiian/Other Pacific Islander	*	*	*	*	*	*	*	*
Black or African American	43	38	17	1	55	30	12	3
Hispanic or Latino	41	38	19	2	49	35	14	3
White	20	39	35	6	23	33	29	15
Multiracial	*	*	*	*	*	*	*	*
Limited English Proficient	83	16	1	*	88	10	2	*
Economically Disadvantaged	40	38	20	2	47	32	16	5

NATIONAL NAEP GRADE 4

SUBGROUP	READING				MATH			
	BELOW BASIC	BASIC	PROFICIENT	ADVANCED	BELOW BASIC	BASIC	PROFICIENT	ADVANCED
All Students	35	31	26	9	20	40	32	9
Students with Disabilities	70	18	9	2	51	33	14	3
American Indian or Alaska Native	50	30	17	3	32	43	22	4
Asian	18	25	35	22	7	23	41	29
Native Hawaiian/Other Pacific Islander	45	31	20	4	30	40	24	5
Black or African American	53	30	15	3	35	45	18	2
Hispanic or Latino	46	31	19	4	27	45	24	3
White	24	31	32	12	12	36	40	12
Multiracial	28	32	29	11	17	40	34	10
Limited English Proficient	65	25	8	1	41	43	15	1
Economically Disadvantaged	48	31	18	3	29	45	23	3

NATIONAL NAEP GRADE 8

SUBGROUP	READING				MATH			
	BELOW BASIC	BASIC	PROFICIENT	ADVANCED	BELOW BASIC	BASIC	PROFICIENT	ADVANCED
All Students	28	39	29	4	32	35	23	10
Students with Disabilities	64	27	8	1	68	23	7	2
American Indian or Alaska Native	40	41	19	1	48	37	13	3
Asian	13	30	43	13	12	24	31	33
Native Hawaiian/Other Pacific Islander	38	38	23	2	47	34	15	4
Black or African American	47	39	14	1	54	33	11	2
Hispanic or Latino	38	40	20	1	43	37	16	3
White	19	39	36	5	21	36	30	13
Multiracial	24	40	31	5	28	36	25	11
Limited English Proficient	73	24	3	*	73	22	4	1
Economically Disadvantaged	40	40	18	1	46	36	15	3

*There are not sufficient data for this subgroup.

CIVIL RIGHTS DATA COLLECTION (CRDC) (2015-16)

Civil Right Data Collection (CRDC) data are reported to the United States Department of Education by districts and include data on measures of school quality, climate, and safety as well as enrollment in preschool programs and accelerated coursework to earn postsecondary credit. For more information, visit the CRDC homepage.

CRDC Data (13.06 megabytes)

Glossary of Terms