

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

The New York State Report Card is an important part of the Board of Regents' effort to raise learning standards for all students. It provides information to the public on school/district staff, students, and measures of school and district performance as required by the Every Student Succeeds Act (ESSA). Knowledge gained from the report card on a school's or district's strengths and weaknesses can be used to improve instruction and services to students.

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

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

HS COMPOSITE PERFORMANCE

Subgroup	Subject	Cohort	Index	Combined Index	Level
All Students	ELA	371	235.2	221.1	4
	Math	371	190.8	221.1	4
	Science	371	234.9	221.1	4
	Social Studies	371	242.3	221.1	4
Asian or Native Hawaiian/Other Pacific Islander	ELA	212	238.9	227	4
	Math	212	202.8	227	4
	Science	212	236.8	227	4
	Social Studies	212	243.9	227	4
Black or African American	ELA	2	–	–	–
	Math	2	–	–	–
	Science	2	–	–	–
	Social Studies	2	–	–	–
Hispanic or Latino	ELA	46	215.2	206.6	4
	Math	46	173.9	206.6	4
	Science	46	227.2	206.6	4
	Social Studies	46	238	206.6	4
White	ELA	131	235.5	216.5	4
	Math	131	177.9	216.5	4
	Science	131	233.2	216.5	4
	Social Studies	131	241.6	216.5	4
English Language Learners	ELA	10	100	150.6	4
	Math	10	160	150.6	4
	Science	10	175	150.6	4
	Social Studies	10	225	150.6	4
Students with Disabilities	ELA	49	188.8	174.6	4
	Math	49	122.4	174.6	4
	Science	49	208.2	174.6	4
	Social Studies	49	221.4	174.6	4
Economically Disadvantaged	ELA	58	220.7	207.3	4
	Math	58	172.4	207.3	4
	Science	58	226.7	207.3	4
	Social Studies	58	232.8	207.3	4

HS GRADUATION RATE

Subgroup	Cohort	Baseline	Number In Cohort	Grad Rate	School MIP	State MIP	Long-Term Goal	Exceed Long-Term Goal	End Goal	Level By Cohort	Level By Subgroup
All Students	4-Year	97.2%	320	98.1%	95%	82.3%	84.4%	89.7%	95%	4	4
	5-Year	99.1%	353	98%	96%	84.5%	86.4%	91.2%	96%	4	4
	6-Year	98.4%	336	99.1%	97%	84.6%	86.7%	91.9%	97%	4	4
American Indian or Alaska Native	4-Year	—	0	—	—	—	—	—	—	—	—
	5-Year	—	0	—	—	—	—	—	—	—	—
	6-Year	—	0	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	4-Year	98.9%	170	98.8%	95%	88%	89.2%	92.1%	95%	4	4
	5-Year	98.9%	185	99.5%	96%	89.9%	90.9%	93.5%	96%	4	4
	6-Year	98.8%	187	98.9%	97%	89.4%	90.7%	93.9%	97%	4	4
Black or African American	4-Year	—	2	—	—	—	—	—	—	—	—
	5-Year	—	4	—	—	—	—	—	—	—	—
	6-Year	—	5	—	—	—	—	—	—	—	—
Hispanic or Latino	4-Year	93%	40	97.5%	93.1%	72.2%	76%	85.5%	95%	4	4
	5-Year	93.8%	42	100%	93.9%	74.8%	78.3%	87.2%	96%	4	4
	6-Year	93.3%	32	93.8%	93.4%	75.2%	78.8%	87.9%	97%	4	4
Multiracial	4-Year	—	0	—	—	—	—	—	—	—	—
	5-Year	—	0	—	—	—	—	—	—	—	—
	6-Year	—	0	—	—	—	—	—	—	—	—
White	4-Year	95.2%	130	96.9%	95%	90%	90.8%	92.9%	95%	4	4
	5-Year	99.2%	146	95.9%	96%	91.3%	92.1%	94.1%	96%	4	4
	6-Year	99.3%	125	99.2%	97%	91%	92%	94.5%	97%	4	4
English Language Learners	4-Year	—	8	—	—	—	—	—	—	—	—
	5-Year	—	7	—	—	—	—	—	—	—	—
	6-Year	—	8	—	—	—	—	—	—	—	—
Students with Disabilities	4-Year	91.8%	76	93.4%	91.9%	58.2%	64.4%	79.7%	95%	4	4
	5-Year	93.9%	49	93.9%	94%	61.6%	67.4%	81.7%	96%	4	4
	6-Year	89.1%	33	93.9%	89.4%	59.9%	66.1%	81.6%	97%	4	4
Economically Disadvantaged	4-Year	95.3%	38	100%	95%	76.1%	79.2%	87.1%	95%	4	4
	5-Year	94.6%	43	97.7%	94.7%	79.7%	82.4%	89.2%	96%	4	4
	6-Year	—	—	—	—	—	—	—	—	—	4

HS COMPOSITE PERFORMANCE & GRADUATION RATE COMBINED

Subgroup	Level
All Students	4
Asian or Native Hawaiian/Other Pacific Islander	4
Hispanic or Latino	4
White	4
English Language Learners	4
Students with Disabilities	4
Economically Disadvantaged	4

HS ELP

Subgroup	Number Of ELLs	Benchmark	Progress Rate	Success Ratio	Level
All Students	48	44%	60%	1.4	4
American Indian or Alaska Native	0	–	–	–	–
Asian or Native Hawaiian/Other Pacific Islander	44	43%	59%	1.4	4
Black or African American	0	–	–	–	–
Hispanic or Latino	3	–	–	–	–
Multiracial	0	–	–	–	–
White	1	–	–	–	–
English Language Learners	48	44%	60%	1.4	4
Students with Disabilities	5	–	–	–	–
Economically Disadvantaged	15	–	–	–	–

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	238	371	235.2	215%	189.4%	193.6	204.3	215	4	4
	Math	215.2	371	190.8	200%	149.1%	157.6	178.8	200	4	4
Asian or Native Hawaiian/Other Pacific Islander	ELA	241.8	212	238.9	215%	208.7%	209.7	212.4	215	4	4
	Math	227.5	212	202.8	200%	191%	192.5	196.3	200	4	4
Black or African American	ELA	—	2	—	—	—	—	—	—	—	—
	Math	—	2	—	—	—	—	—	—	—	—
Hispanic or Latino	ELA	219.2	46	215.2	215%	163.4%	172	193.5	215	4	4
	Math	179.5	46	173.9	180.3%	120.7%	133.9	167	200	4	4
White	ELA	234.1	131	235.5	215%	207.8%	209	212	215	4	3
	Math	203.5	131	177.9	200%	166.4%	172	186	200	3	3
English Language Learners	ELA	—	10	—	—	—	—	—	—	—	—
	Math	—	10	—	—	—	—	—	—	—	—
Students with Disabilities	ELA	175.3	49	188.8	176.9%	116.3%	132.8	173.9	215	4	3
	Math	132.2	49	122.4	134.9%	86%	105	152.5	200	3	3
Economically Disadvantaged	ELA	212.8	58	220.7	212.9%	168.8%	176.5	195.8	215	4	4
	Math	194.9	58	172.4	195.1%	127.9%	139.9	170	200	4	4

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	3	1,348	36	2.7%	3%	23.4%	20.4%	12.7%	5%	4
Asian or Native Hawaiian/Other Pacific Islander	2.5	823	18	2.2%	2.5%	14.4%	12.8%	8.9%	5%	4
Black or African American	—	16	—	—	—	—	—	—	—	—
Hispanic or Latino	4.9	91	4	4.4%	4.9%	32.8%	28.2%	16.6%	5%	4
Multiracial	—	8	—	—	—	—	—	—	—	—
White	3.5	422	13	3.1%	3.5%	16.1%	14.3%	9.7%	5%	4
English Language Learners	2.9	33	0	0%	2.9%	35.1%	30.1%	17.6%	5%	4
Students with Disabilities	9.6	155	13	8.4%	9.4%	34%	29.2%	17.1%	5%	4
Economically Disadvantaged	4.2	226	15	6.6%	4.2%	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	182.5	183.3	175	128.2	136	155.5	175	4
Asian or Native Hawaiian/Other Pacific Islander	189.4	186.3	175	153.2	156.8	165.9	175	4
Black or African American	–	–	–	–	–	–	–	–
Hispanic or Latino	150	173.9	151	101.4	113.6	144.3	175	4
White	176.5	179.4	175	148.6	153	164	175	4
English Language Learners	–	–	–	–	–	–	–	–
Students with Disabilities	115.8	136.7	118.2	72.2	89.3	132.2	175	4
Economically Disadvantaged	169.7	168.1	169.9	110.2	121	148	175	4

CCCR COUNTS

Subgroup	Cohort Count	Annual Biteracy	2.0 Weight	1.5 Weight	1.0 Weight	0.5 Weight
All Students	374	0	309	14	46	1
Asian or Native Hawaiian/Other Pacific Islander	215	0	183	10	19	1
Black or African American	2	0	–	–	–	–
Hispanic or Latino	46	0	34	0	12	0
White	131	0	104	4	21	0
English Language Learners	9	0	–	–	–	–
Students with Disabilities	45	0	14	6	24	1
Economically Disadvantaged	58	0	40	4	11	1

HS ELA PARTICIPATION RATE

Subgroup	Tested 95%	12th Grade Enrollment	Participation Rate
All Students	✓	371	99.7%
American Indian or Alaska Native	–	0	–
Asian or Native Hawaiian/Other Pacific Islander	✓	213	99.5%
Black or African American	–	1	–
Hispanic or Latino	–	27	–
Multiracial	–	0	–
White	✓	130	100%
English Language Learners	–	3	–
Students with Disabilities	✓	42	100%
Economically Disadvantaged	✓	55	100%

HS MATHEMATICS PARTICIPATION RATE

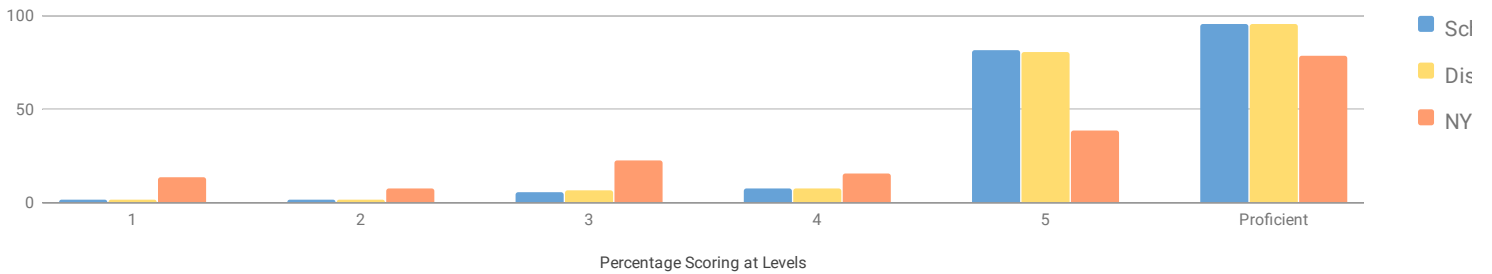
Subgroup	Tested 95%	12th Grade Enrollment	Participation Rate
All Students	✓	371	99.5%
American Indian or Alaska Native	–	0	–
Asian or Native Hawaiian/Other Pacific Islander	✓	213	99.5%
Black or African American	–	1	–
Hispanic or Latino	–	27	–
Multiracial	–	0	–
White	✓	130	100%
English Language Learners	–	3	–
Students with Disabilities	✓	42	97.6%
Economically Disadvantaged	✓	55	100%

STAFF QUALIFICATIONS (2017-18)

	INEXPERIENCED TEACHERS		INEXPERIENCED PRINCIPALS		TEACHERS TEACHING OUT OF THEIR SUBJECT/FIELD OF CERTIFICATION	
	#	%	#	%	#	%
THIS SCHOOL	8	7%	0	0%	0	0%
THIS DISTRICT	33	10%	0	0%	1	0%
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%

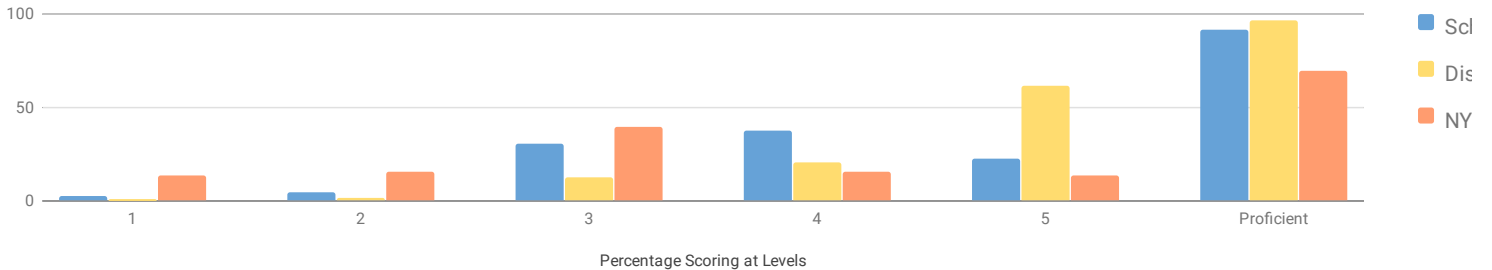
Annual Regents examination results include those from August, January, and June of the reporting year. If a student takes the same Regents examination multiple times during the reporting year, only the highest score is included in these results.

ANNUAL REGENTS ENGLISH (2017-18)



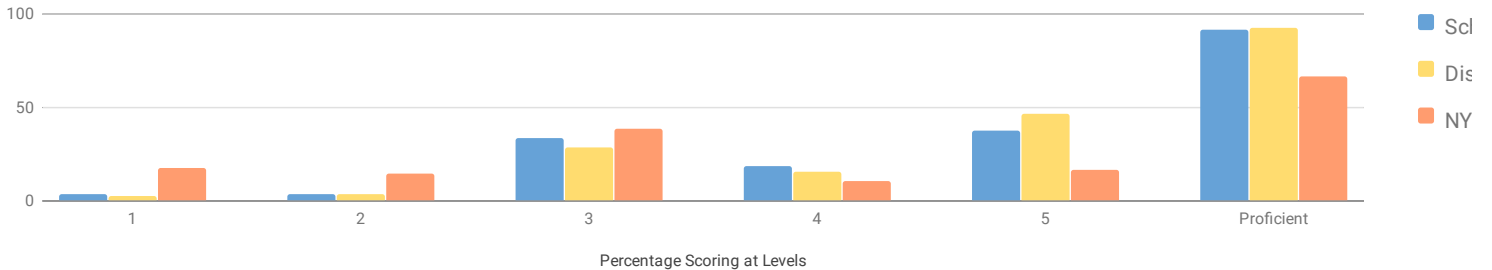
Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%
All Students	311	5	2%	6	2%	20	6%	26	8%	254	82%	300	96%
General Education	275	2	1%	4	1%	12	4%	16	6%	241	88%	269	98%
Students with Disabilities	36	3	8%	2	6%	8	22%	10	28%	13	36%	31	86%
Asian or Native Hawaiian/Other Pacific Islander	185	2	1%	5	3%	7	4%	12	6%	159	86%	178	96%
Black or African American	3	—	—	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	21	1	5%	1	5%	3	14%	3	14%	13	62%	19	90%
White	99	2	2%	0	0%	9	9%	10	10%	78	79%	97	98%
Multiracial	3	—	—	—	—	—	—	—	—	—	—	—	—
Small Group Total	6	0	0%	0	0%	1	17%	1	17%	4	67%	6	100%
Female	147	1	1%	2	1%	3	2%	8	5%	133	90%	144	98%
Male	164	4	2%	4	2%	17	10%	18	11%	121	74%	156	95%
English Language Learners	10	2	20%	4	40%	3	30%	1	10%	0	0%	4	40%
Non-English Language Learners	301	3	1%	2	1%	17	6%	25	8%	254	84%	296	98%
Economically Disadvantaged	53	3	6%	3	6%	3	6%	1	2%	43	81%	47	89%
Not Economically Disadvantaged	258	2	1%	3	1%	17	7%	25	10%	211	82%	253	98%
Not Migrant	311	5	2%	6	2%	20	6%	26	8%	254	82%	300	96%
Not Homeless	311	5	2%	6	2%	20	6%	26	8%	254	82%	300	96%
Not in Foster Care	311	5	2%	6	2%	20	6%	26	8%	254	82%	300	96%
Parent Not in Armed Forces	311	5	2%	6	2%	20	6%	26	8%	254	82%	300	96%

ANNUAL REGENTS ALGEBRA I (2017-18)



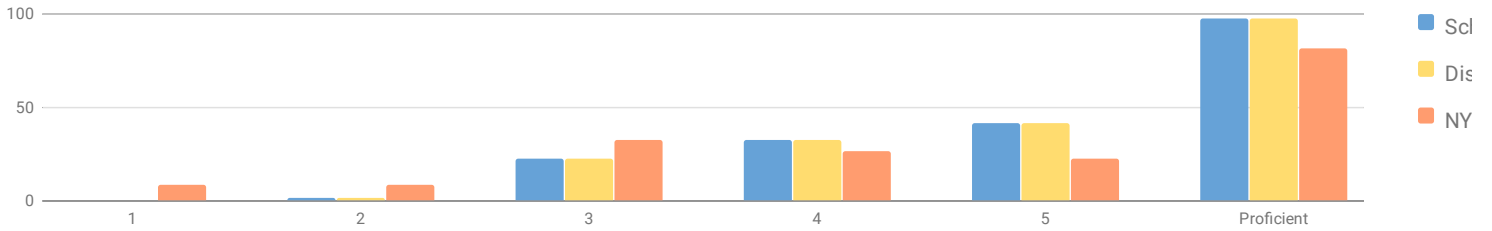
Subgroup	Tested	Percentage Scoring at Levels										Proficient (Levels 3 & Above)	
		Level 1		Level 2		Level 3		Level 4		Level 5		#	%
		#	%	#	%	#	%	#	%	#	%		
All Students	150	5	3%	7	5%	46	31%	57	38%	35	23%	138	92%
General Education	115	4	3%	2	2%	25	22%	50	43%	34	30%	109	95%
Students with Disabilities	35	1	3%	5	14%	21	60%	7	20%	1	3%	29	83%
Asian or Native Hawaiian/Other Pacific Islander	85	2	2%	3	4%	21	25%	34	40%	25	29%	80	94%
Black or African American	3	-	-	-	-	-	-	-	-	-	-	-	-
Hispanic or Latino	13	-	-	-	-	-	-	-	-	-	-	-	-
White	49	2	4%	3	6%	20	41%	17	35%	7	14%	44	90%
Small Group Total	16	1	6%	1	6%	5	31%	6	38%	3	19%	14	88%
Female	72	2	3%	2	3%	23	32%	24	33%	21	29%	68	94%
Male	78	3	4%	5	6%	23	29%	33	42%	14	18%	70	90%
English Language Learners	12	3	25%	1	8%	2	17%	4	33%	2	17%	8	67%
Non-English Language Learners	138	2	1%	6	4%	44	32%	53	38%	33	24%	130	94%
Economically Disadvantaged	33	2	6%	3	9%	10	30%	10	30%	8	24%	28	85%
Not Economically Disadvantaged	117	3	3%	4	3%	36	31%	47	40%	27	23%	110	94%
Not Migrant	150	5	3%	7	5%	46	31%	57	38%	35	23%	138	92%
Not Homeless	150	5	3%	7	5%	46	31%	57	38%	35	23%	138	92%
Not in Foster Care	150	5	3%	7	5%	46	31%	57	38%	35	23%	138	92%
Parent Not in Armed Forces	150	5	3%	7	5%	46	31%	57	38%	35	23%	138	92%

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	315	12	4%	14	4%	108	34%	60	19%	121	38%	289	92%
General Education	283	6	2%	8	3%	93	33%	59	21%	117	41%	269	95%
Students with Disabilities	32	6	19%	6	19%	15	47%	1	3%	4	13%	20	63%
Asian or Native Hawaiian/Other Pacific Islander	178	3	2%	5	3%	54	30%	36	20%	80	45%	170	96%
Black or African American	2	-	-	-	-	-	-	-	-	-	-	-	-
Hispanic or Latino	28	-	-	-	-	-	-	-	-	-	-	-	-
White	106	7	7%	8	8%	41	39%	17	16%	33	31%	91	86%
Multiracial	1	-	-	-	-	-	-	-	-	-	-	-	-
Small Group Total	31	2	6%	1	3%	13	42%	7	23%	8	26%	28	90%
Female	157	5	3%	6	4%	56	36%	33	21%	57	36%	146	93%
Male	158	7	4%	8	5%	52	33%	27	17%	64	41%	143	91%
English Language Learners	9	0	0%	0	0%	6	67%	2	22%	1	11%	9	100%
Non-English Language Learners	306	12	4%	14	5%	102	33%	58	19%	120	39%	280	92%
Economically Disadvantaged	55	1	2%	4	7%	23	42%	8	15%	19	35%	50	91%
Not Economically Disadvantaged	260	11	4%	10	4%	85	33%	52	20%	102	39%	239	92%
Not Migrant	315	12	4%	14	4%	108	34%	60	19%	121	38%	289	92%
Not Homeless	315	12	4%	14	4%	108	34%	60	19%	121	38%	289	92%
Not in Foster Care	315	12	4%	14	4%	108	34%	60	19%	121	38%	289	92%
Parent Not in Armed Forces	315	12	4%	14	4%	108	34%	60	19%	121	38%	289	92%

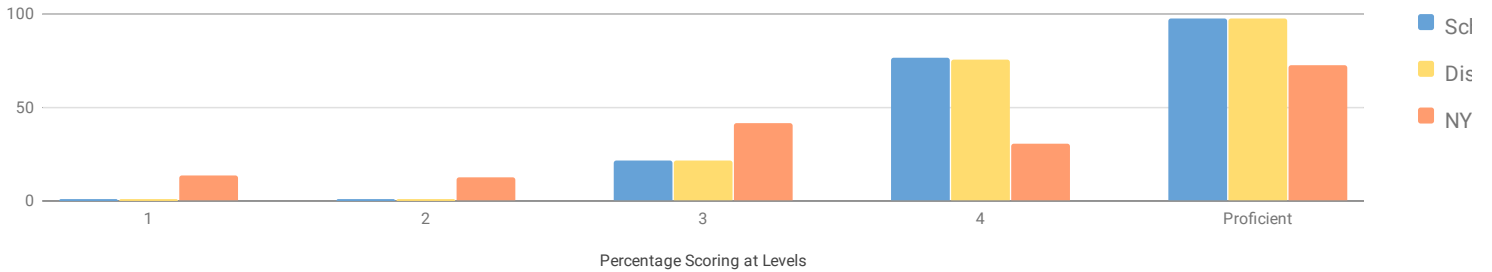
ANNUAL REGENTS ALGEBRA II (2017-18)



Percentage Scoring at Levels

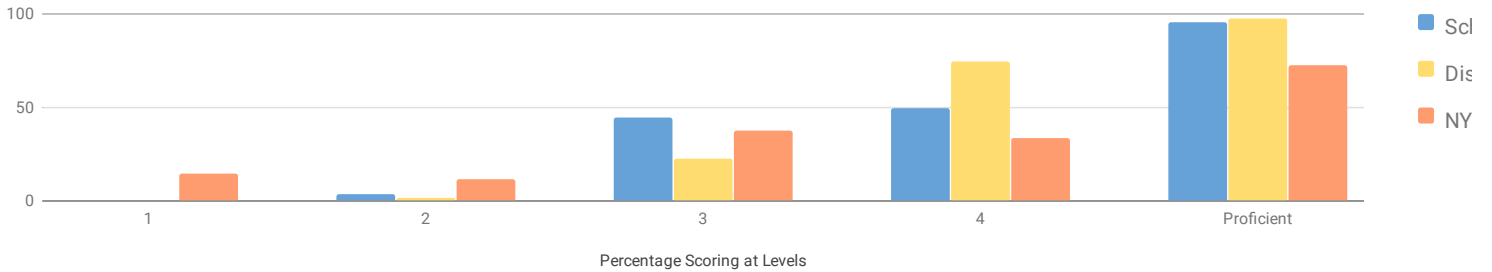
Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%
All Students	292	1	0%	6	2%	67	23%	95	33%	123	42%	285	98%
General Education	271	1	0%	6	2%	60	22%	83	31%	121	45%	264	97%
Students with Disabilities	21	0	0%	0	0%	7	33%	12	57%	2	10%	21	100%
Asian or Native Hawaiian/Other Pacific Islander	199	1	1%	3	2%	37	19%	58	29%	100	50%	195	98%
Black or African American	2	-	-	-	-	-	-	-	-	-	-	-	-
Hispanic or Latino	13	-	-	-	-	-	-	-	-	-	-	-	-
White	76	0	0%	3	4%	23	30%	28	37%	22	29%	73	96%
Multiracial	2	-	-	-	-	-	-	-	-	-	-	-	-
Small Group Total	17	0	0%	0	0%	7	41%	9	53%	1	6%	17	100%
Female	126	1	1%	1	1%	35	28%	40	32%	49	39%	124	98%
Male	166	0	0%	5	3%	32	19%	55	33%	74	45%	161	97%
English Language Learners	4	-	-	-	-	-	-	-	-	-	-	-	-
Non-English Language Learners	288	-	-	-	-	-	-	-	-	-	-	-	-
Economically Disadvantaged	46	0	0%	1	2%	12	26%	18	39%	15	33%	45	98%
Not Economically Disadvantaged	246	1	0%	5	2%	55	22%	77	31%	108	44%	240	98%
Not Migrant	292	1	0%	6	2%	67	23%	95	33%	123	42%	285	98%
Not Homeless	292	1	0%	6	2%	67	23%	95	33%	123	42%	285	98%
Not in Foster Care	292	1	0%	6	2%	67	23%	95	33%	123	42%	285	98%
Parent Not in Armed Forces	292	1	0%	6	2%	67	23%	95	33%	123	42%	285	98%

ANNUAL REGENTS LIVING ENVIRONMENT (2017-18)



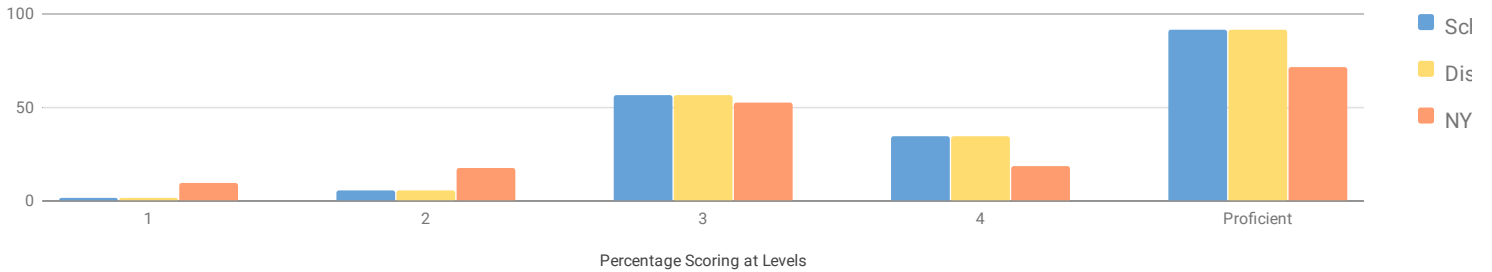
Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%
All Students	330	4	1%	2	1%	71	22%	253	77%	324	98%
General Education	301	1	0%	1	0%	51	17%	248	82%	299	99%
Students with Disabilities	29	3	10%	1	3%	20	69%	5	17%	25	86%
Asian or Native Hawaiian/Other Pacific Islander	213	2	1%	1	0%	30	14%	180	85%	210	99%
Black or African American	4	-	-	-	-	-	-	-	-	-	-
Hispanic or Latino	17	-	-	-	-	-	-	-	-	-	-
White	96	2	2%	0	0%	33	34%	61	64%	94	98%
Small Group Total	21	0	0%	1	5%	8	38%	12	57%	20	95%
Female	166	1	1%	1	1%	32	19%	132	80%	164	99%
Male	164	3	2%	1	1%	39	24%	121	74%	160	98%
English Language Learners	9	2	22%	1	11%	4	44%	2	22%	6	67%
Non-English Language Learners	321	2	1%	1	0%	67	21%	251	78%	318	99%
Economically Disadvantaged	56	0	0%	2	4%	18	32%	36	64%	54	96%
Not Economically Disadvantaged	274	4	1%	0	0%	53	19%	217	79%	270	99%
Not Migrant	330	4	1%	2	1%	71	22%	253	77%	324	98%
Not Homeless	330	4	1%	2	1%	71	22%	253	77%	324	98%
Not in Foster Care	330	4	1%	2	1%	71	22%	253	77%	324	98%
Parent Not in Armed Forces	330	4	1%	2	1%	71	22%	253	77%	324	98%

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



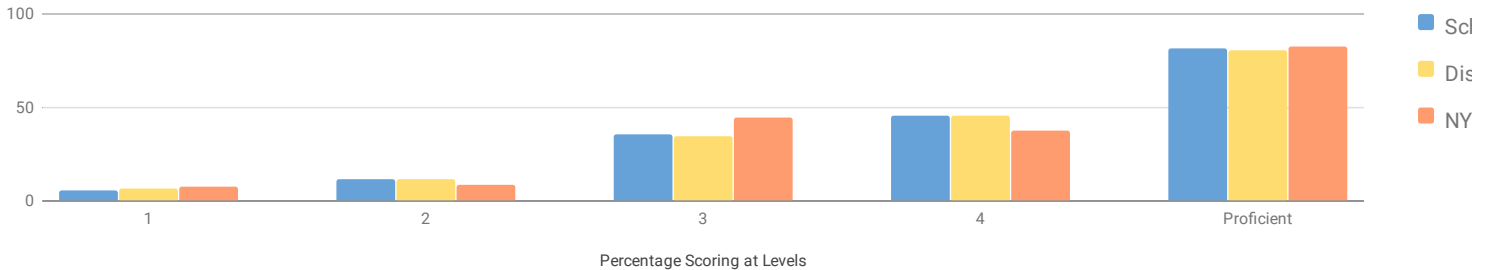
Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%
		All Students	143	0	0%	6	4%	65	45%	72	50%
General Education	112	0	0%	3	3%	44	39%	65	58%	109	97%
Students with Disabilities	31	0	0%	3	10%	21	68%	7	23%	28	90%
Asian or Native Hawaiian/Other Pacific Islander	78	0	0%	4	5%	37	47%	37	47%	74	95%
Black or African American	1	-	-	-	-	-	-	-	-	-	-
Hispanic or Latino	18	-	-	-	-	-	-	-	-	-	-
White	46	0	0%	2	4%	17	37%	27	59%	44	96%
Small Group Total	19	0	0%	0	0%	11	58%	8	42%	19	100%
Female	60	0	0%	3	5%	30	50%	27	45%	57	95%
Male	83	0	0%	3	4%	35	42%	45	54%	80	96%
English Language Learners	6	0	0%	1	17%	4	67%	1	17%	5	83%
Non-English Language Learners	137	0	0%	5	4%	61	45%	71	52%	132	96%
Economically Disadvantaged	32	0	0%	2	6%	15	47%	15	47%	30	94%
Not Economically Disadvantaged	111	0	0%	4	4%	50	45%	57	51%	107	96%
Not Migrant	143	0	0%	6	4%	65	45%	72	50%	137	96%
Not Homeless	143	0	0%	6	4%	65	45%	72	50%	137	96%
Not in Foster Care	143	0	0%	6	4%	65	45%	72	50%	137	96%
Parent Not in Armed Forces	143	0	0%	6	4%	65	45%	72	50%	137	96%

ANNUAL REGENTS PHYSICAL SETTING/CHEMISTRY (2017-18)



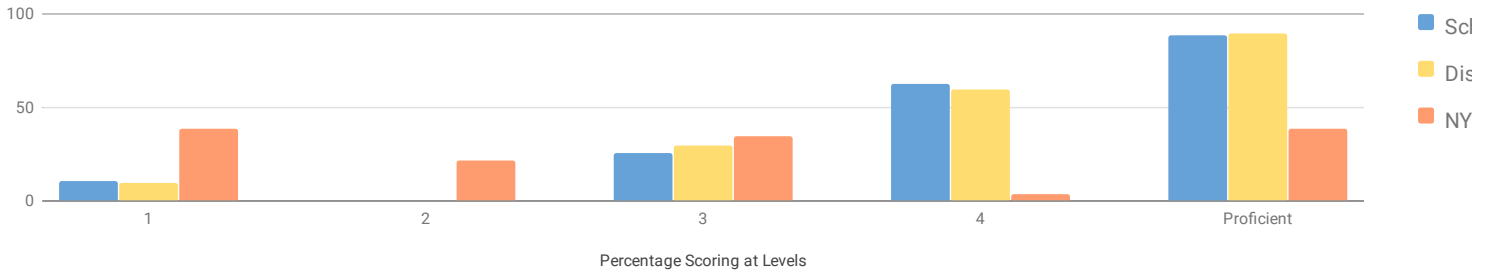
Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%
All Students	294	5	2%	19	6%	167	57%	103	35%	270	92%
General Education	284	5	2%	17	6%	162	57%	100	35%	262	92%
Students with Disabilities	10	0	0%	2	20%	5	50%	3	30%	8	80%
Asian or Native Hawaiian/Other Pacific Islander	192	4	2%	12	6%	101	53%	75	39%	176	92%
Black or African American	1	-	-	-	-	-	-	-	-	-	-
Hispanic or Latino	14	-	-	-	-	-	-	-	-	-	-
White	85	1	1%	4	5%	53	62%	27	32%	80	94%
Multiracial	2	-	-	-	-	-	-	-	-	-	-
Small Group Total	17	0	0%	3	18%	13	76%	1	6%	14	82%
Female	136	4	3%	9	7%	82	60%	41	30%	123	90%
Male	158	1	1%	10	6%	85	54%	62	39%	147	93%
English Language Learners	6	0	0%	1	17%	5	83%	0	0%	5	83%
Non-English Language Learners	288	5	2%	18	6%	162	56%	103	36%	265	92%
Economically Disadvantaged	40	1	3%	5	13%	21	53%	13	33%	34	85%
Not Economically Disadvantaged	254	4	2%	14	6%	146	57%	90	35%	236	93%
Not Migrant	294	5	2%	19	6%	167	57%	103	35%	270	92%
Not Homeless	294	5	2%	19	6%	167	57%	103	35%	270	92%
Not in Foster Care	294	5	2%	19	6%	167	57%	103	35%	270	92%
Parent Not in Armed Forces	294	5	2%	19	6%	167	57%	103	35%	270	92%

ANNUAL REGENTS PHYSICAL SETTING/PHYSICS (2017-18)



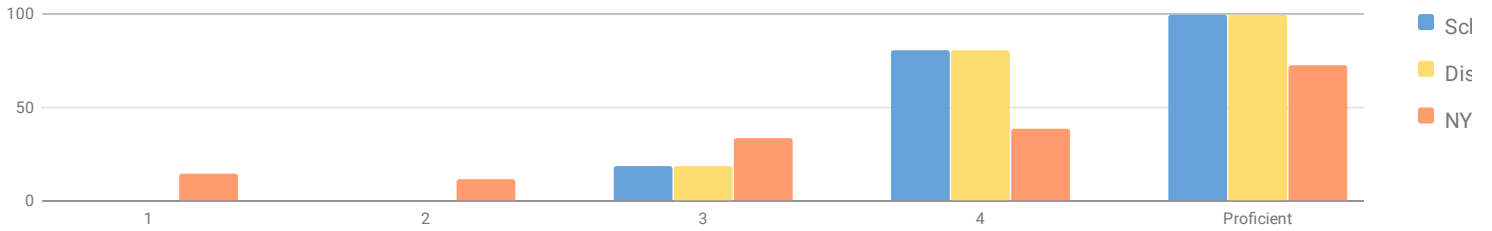
Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%
All Students	214	13	6%	26	12%	76	36%	99	46%	175	82%
General Education	210	-	-	-	-	-	-	-	-	-	-
Students with Disabilities	4	-	-	-	-	-	-	-	-	-	-
Asian or Native Hawaiian/Other Pacific Islander	140	10	7%	19	14%	39	28%	72	51%	111	79%
Black or African American	1	-	-	-	-	-	-	-	-	-	-
Hispanic or Latino	14	-	-	-	-	-	-	-	-	-	-
White	59	3	5%	5	8%	27	46%	24	41%	51	86%
Small Group Total	15	0	0%	2	13%	10	67%	3	20%	13	87%
Female	110	6	5%	17	15%	39	35%	48	44%	87	79%
Male	104	7	7%	9	9%	37	36%	51	49%	88	85%
English Language Learners	1	-	-	-	-	-	-	-	-	-	-
Non-English Language Learners	213	-	-	-	-	-	-	-	-	-	-
Economically Disadvantaged	34	4	12%	3	9%	11	32%	16	47%	27	79%
Not Economically Disadvantaged	180	9	5%	23	13%	65	36%	83	46%	148	82%
Not Migrant	214	13	6%	26	12%	76	36%	99	46%	175	82%
Not Homeless	214	13	6%	26	12%	76	36%	99	46%	175	82%
Not in Foster Care	214	13	6%	26	12%	76	36%	99	46%	175	82%
Parent Not in Armed Forces	214	13	6%	26	12%	76	36%	99	46%	175	82%

ANNUAL REGENTS GLOBAL HISTORY AND GEOGRAPHY (2017-18)



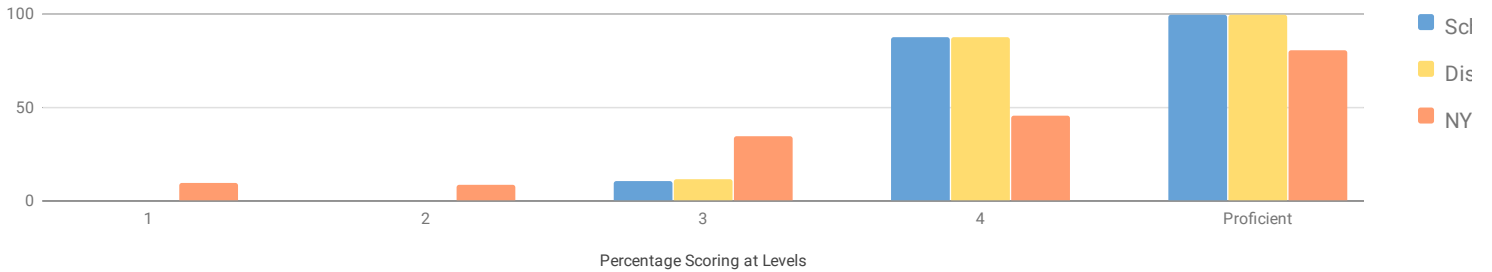
Subgroup	Tested	Percentage Scoring at Levels									
		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%
All Students	19	2	11%	0	0%	5	26%	12	63%	17	89%
General Education	12	1	8%	0	0%	0	0%	11	92%	11	92%
Students with Disabilities	7	1	14%	0	0%	5	71%	1	14%	6	86%
Asian or Native Hawaiian/Other Pacific Islander	10	1	10%	0	0%	1	10%	8	80%	9	90%
Hispanic or Latino	3	-	-	-	-	-	-	-	-	-	-
White	6	-	-	-	-	-	-	-	-	-	-
Small Group Total	9	1	11%	0	0%	4	44%	4	44%	8	89%
Female	9	0	0%	0	0%	4	44%	5	56%	9	100%
Male	10	2	20%	0	0%	1	10%	7	70%	8	80%
English Language Learners	1	-	-	-	-	-	-	-	-	-	-
Non-English Language Learners	18	-	-	-	-	-	-	-	-	-	-
Economically Disadvantaged	8	2	25%	0	0%	2	25%	4	50%	6	75%
Not Economically Disadvantaged	11	0	0%	0	0%	3	27%	8	73%	11	100%
Not Migrant	19	2	11%	0	0%	5	26%	12	63%	17	89%
Not Homeless	19	2	11%	0	0%	5	26%	12	63%	17	89%
Not in Foster Care	19	2	11%	0	0%	5	26%	12	63%	17	89%
Parent Not in Armed Forces	19	2	11%	0	0%	5	26%	12	63%	17	89%

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	300	0	0%	0	0%	57	19%	243	81%	300	100%
General Education	266	0	0%	0	0%	38	14%	228	86%	266	100%
Students with Disabilities	34	0	0%	0	0%	19	56%	15	44%	34	100%
Asian or Native Hawaiian/Other Pacific Islander	196	0	0%	0	0%	27	14%	169	86%	196	100%
Black or African American	1	-	-	-	-	-	-	-	-	-	-
Hispanic or Latino	15	-	-	-	-	-	-	-	-	-	-
White	88	0	0%	0	0%	22	25%	66	75%	88	100%
Small Group Total	16	0	0%	0	0%	8	50%	8	50%	16	100%
Female	129	0	0%	0	0%	25	19%	104	81%	129	100%
Male	171	0	0%	0	0%	32	19%	139	81%	171	100%
English Language Learners	7	0	0%	0	0%	4	57%	3	43%	7	100%
Non-English Language Learners	293	0	0%	0	0%	53	18%	240	82%	293	100%
Economically Disadvantaged	49	0	0%	0	0%	11	22%	38	78%	49	100%
Not Economically Disadvantaged	251	0	0%	0	0%	46	18%	205	82%	251	100%
Not Migrant	300	0	0%	0	0%	57	19%	243	81%	300	100%
Not Homeless	300	0	0%	0	0%	57	19%	243	81%	300	100%
Not in Foster Care	300	0	0%	0	0%	57	19%	243	81%	300	100%
Parent Not in Armed Forces	300	0	0%	0	0%	57	19%	243	81%	300	100%

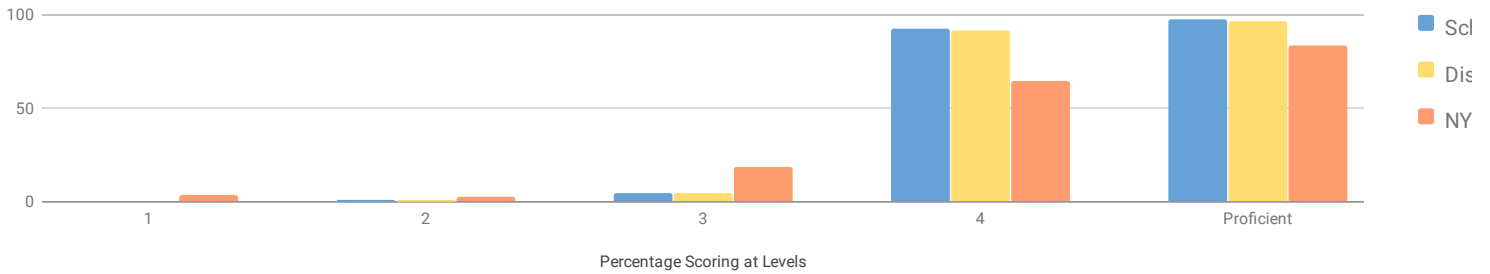
ANNUAL REGENTS U.S. HISTORY & GOVERNMENT (2017-18)



Subgroup	Tested	Percentage Scoring at Levels									
		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%
All Students	306	1	0%	0	0%	35	11%	270	88%	305	100%
General Education	272	0	0%	0	0%	23	8%	249	92%	272	100%
Students with Disabilities	34	1	3%	0	0%	12	35%	21	62%	33	97%
Asian or Native Hawaiian/Other Pacific Islander	183	1	1%	0	0%	17	9%	165	90%	182	99%
Black or African American	3	-	-	-	-	-	-	-	-	-	-
Hispanic or Latino	21	0	0%	0	0%	5	24%	16	76%	21	100%
White	96	0	0%	0	0%	12	13%	84	88%	96	100%
Multiracial	3	-	-	-	-	-	-	-	-	-	-
Small Group Total	6	0	0%	0	0%	1	17%	5	83%	6	100%
Female	145	0	0%	0	0%	14	10%	131	90%	145	100%
Male	161	1	1%	0	0%	21	13%	139	86%	160	99%
English Language Learners	8	0	0%	0	0%	4	50%	4	50%	8	100%
Non-English Language Learners	298	1	0%	0	0%	31	10%	266	89%	297	100%
Economically Disadvantaged	51	1	2%	0	0%	7	14%	43	84%	50	98%
Not Economically Disadvantaged	255	0	0%	0	0%	28	11%	227	89%	255	100%
Not Migrant	306	1	0%	0	0%	35	11%	270	88%	305	100%
Not Homeless	306	1	0%	0	0%	35	11%	270	88%	305	100%
Not in Foster Care	306	1	0%	0	0%	35	11%	270	88%	305	100%
Parent Not in Armed Forces	306	1	0%	0	0%	35	11%	270	88%	305	100%

2014 TOTAL COHORT RESULTS IN REGENTS ENGLISH LANGUAGE ARTS

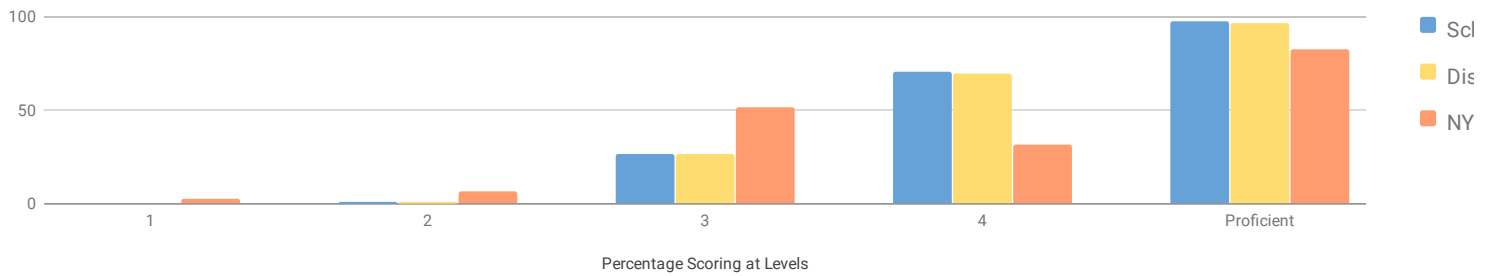
A High School Cohort consists of all students who first enter grade 9 anywhere or, in the case of ungraded students with disabilities, reach their seventeenth birthday in a particular school year (July 1 - June 30). The "year" used to identify the cohort is the year in which the July 1 - December 31 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	374	3	1%	371	99%	1	0%	4	1%	19	5%	347	93%	366	98%
General Education	329	1	0%	328	100%	0	0%	1	0%	11	3%	316	96%	327	99%
Students with Disabilities	45	2	4%	43	96%	1	2%	3	7%	8	18%	31	69%	39	87%
Asian or Native Hawaiian/Other Pacific Islander	215	2	1%	213	99%	1	0%	1	0%	10	5%	201	93%	211	98%
Black or African American	1	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Hispanic or Latino	27	-	-	-	-	-	-	-	-	-	-	-	-	-	-
White	131	1	1%	130	99%	0	0%	0	0%	7	5%	123	94%	130	99%
Small Group Total	28	0	0%	28	100%	0	0%	3	11%	2	7%	23	82%	25	89%
Female	190	0	0%	190	100%	0	0%	1	1%	4	2%	185	97%	189	99%
Male	184	3	2%	181	98%	1	1%	3	2%	15	8%	162	88%	177	96%
English Language Learners	3	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Non-English Language Learners	371	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Economically Disadvantaged	58	1	2%	57	98%	1	2%	1	2%	6	10%	49	84%	55	95%
Not Economically Disadvantaged	316	2	1%	314	99%	0	0%	3	1%	13	4%	298	94%	311	98%
Not Migrant	374	3	1%	371	99%	1	0%	4	1%	19	5%	347	93%	366	98%
Homeless	1	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Not Homeless	373	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Not in Foster Care	374	3	1%	371	99%	1	0%	4	1%	19	5%	347	93%	366	98%
Parent Not in Armed Forces	374	3	1%	371	99%	1	0%	4	1%	19	5%	347	93%	366	98%

2014 TOTAL COHORT RESULTS IN REGENTS MATHEMATICS

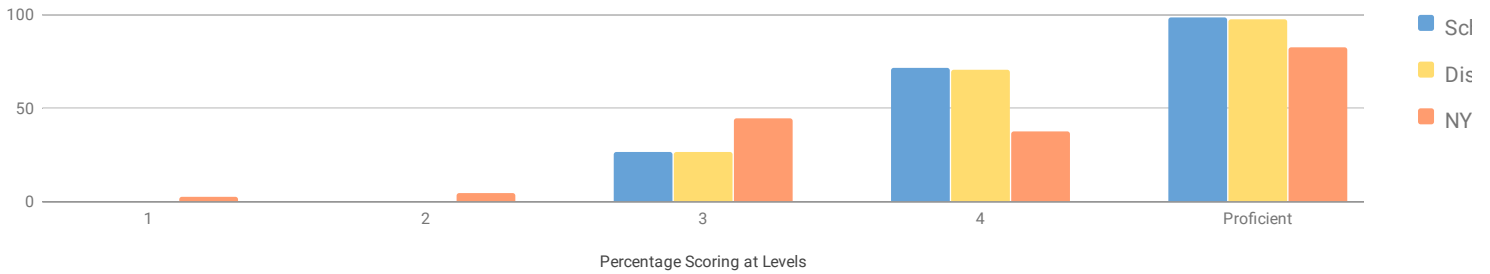
A High School Cohort consists of all students who first enter grade 9 anywhere or, in the case of ungraded students with disabilities, reach their seventeenth birthday in a particular school year (July 1 - June 30). The "year" used to identify the cohort is the year in which the July 1 - December 31 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	374	2	1%	372	99%	1	0%	4	1%	101	27%	266	71%	367	98%
General Education	329	0	0%	329	100%	0	0%	0	0%	74	22%	255	78%	329	100%
Students with Disabilities	45	2	4%	43	96%	1	2%	4	9%	27	60%	11	24%	38	84%
Asian or Native Hawaiian/Other Pacific Islander	215	1	0%	214	100%	1	0%	2	1%	45	21%	166	77%	211	98%
Black or African American	1	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Hispanic or Latino	27	-	-	-	-	-	-	-	-	-	-	-	-	-	-
White	131	1	1%	130	99%	0	0%	2	2%	44	34%	84	64%	128	98%
Small Group Total	28	0	0%	28	100%	0	0%	0	0%	12	43%	16	57%	28	100%
Female	190	0	0%	190	100%	0	0%	2	1%	47	25%	141	74%	188	99%
Male	184	2	1%	182	99%	1	1%	2	1%	54	29%	125	68%	179	97%
English Language Learners	3	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Non-English Language Learners	371	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Economically Disadvantaged	58	1	2%	57	98%	0	0%	2	3%	21	36%	34	59%	55	95%
Not Economically Disadvantaged	316	1	0%	315	100%	1	0%	2	1%	80	25%	232	73%	312	99%
Not Migrant	374	2	1%	372	99%	1	0%	4	1%	101	27%	266	71%	367	98%
Homeless	1	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Not Homeless	373	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Not in Foster Care	374	2	1%	372	99%	1	0%	4	1%	101	27%	266	71%	367	98%
Parent Not in Armed Forces	374	2	1%	372	99%	1	0%	4	1%	101	27%	266	71%	367	98%

2014 TOTAL COHORT RESULTS IN REGENTS SCIENCE

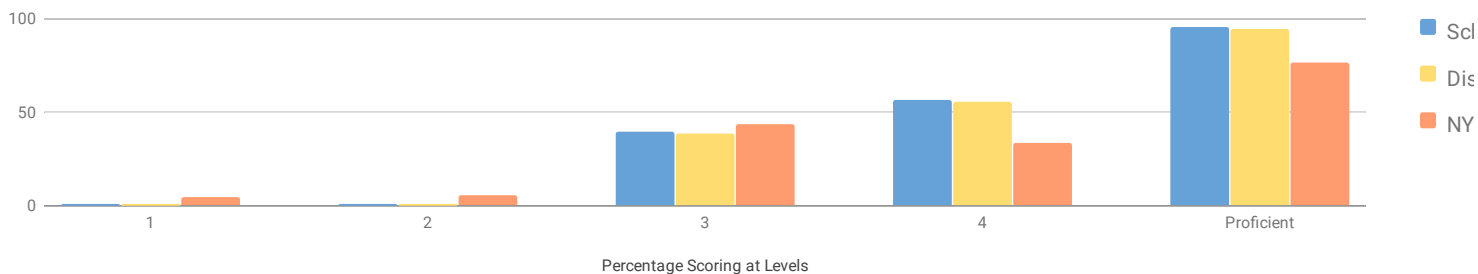
A High School Cohort consists of all students who first enter grade 9 anywhere or, in the case of ungraded students with disabilities, reach their seventeenth birthday in a particular school year (July 1 - June 30). The "year" used to identify the cohort is the year in which the July 1 - December 31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



Subgroup	Cohort	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	374	2	1%	372	99%	1	0%	1	0%	101	27%	269	72%	370	99%
General Education	329	0	0%	329	100%	0	0%	0	0%	74	22%	255	78%	329	100%
Students with Disabilities	45	2	4%	43	96%	1	2%	1	2%	27	60%	14	31%	41	91%
Asian or Native Hawaiian/Other Pacific Islander	215	1	0%	214	100%	1	0%	0	0%	51	24%	162	75%	213	99%
Black or African American	1	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Hispanic or Latino	27	-	-	-	-	-	-	-	-	-	-	-	-	-	-
White	131	1	1%	130	99%	0	0%	0	0%	41	31%	89	68%	130	99%
Small Group Total	28	0	0%	28	100%	0	0%	1	4%	9	32%	18	64%	27	96%
Female	190	0	0%	190	100%	0	0%	0	0%	55	29%	135	71%	190	100%
Male	184	2	1%	182	99%	1	1%	1	1%	46	25%	134	73%	180	98%
English Language Learners	3	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Non-English Language Learners	371	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Economically Disadvantaged	58	1	2%	57	98%	1	2%	0	0%	19	33%	37	64%	56	97%
Not Economically Disadvantaged	316	1	0%	315	100%	0	0%	1	0%	82	26%	232	73%	314	99%
Not Migrant	374	2	1%	372	99%	1	0%	1	0%	101	27%	269	72%	370	99%
Homeless	1	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Not Homeless	373	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Not in Foster Care	374	2	1%	372	99%	1	0%	1	0%	101	27%	269	72%	370	99%
Parent Not in Armed Forces	374	2	1%	372	99%	1	0%	1	0%	101	27%	269	72%	370	99%

2014 TOTAL COHORT RESULTS IN REGENTS GLOBAL HISTORY AND GEOGRAPHY

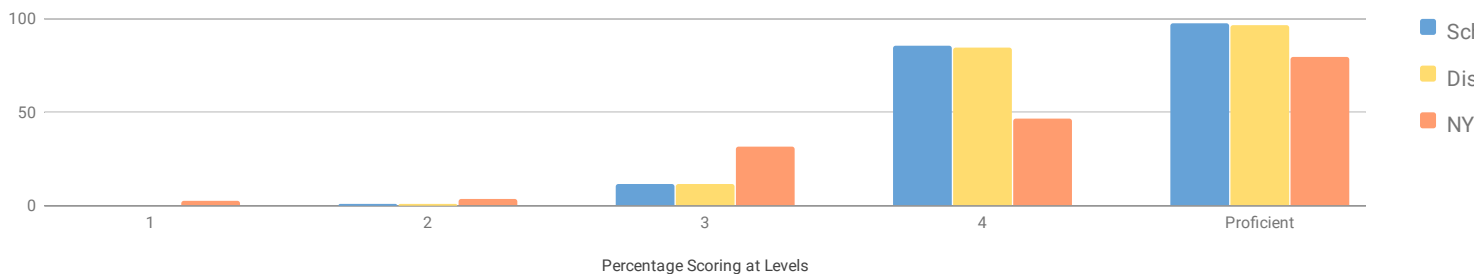
A High School Cohort consists of all students who first enter grade 9 anywhere or, in the case of ungraded students with disabilities, reach their seventeenth birthday in a particular school year (July 1 - June 30). The "year" used to identify the cohort is the year in which the July 1 - December 31 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	374	9	2%	365	98%	2	1%	3	1%	148	40%	212	57%	360	96%
General Education	329	7	2%	322	98%	0	0%	0	0%	118	36%	204	62%	322	98%
Students with Disabilities	45	2	4%	43	96%	2	4%	3	7%	30	67%	8	18%	38	84%
Asian or Native Hawaiian/Other Pacific Islander	215	7	3%	208	97%	1	0%	1	0%	67	31%	139	65%	206	96%
Black or African American	1	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Hispanic or Latino	27	-	-	-	-	-	-	-	-	-	-	-	-	-	-
White	131	1	1%	130	99%	0	0%	1	1%	69	53%	60	46%	129	98%
Small Group Total	28	1	4%	27	96%	1	4%	1	4%	12	43%	13	46%	25	89%
Female	190	2	1%	188	99%	0	0%	1	1%	78	41%	109	57%	187	98%
Male	184	7	4%	177	96%	2	1%	2	1%	70	38%	103	56%	173	94%
English Language Learners	3	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Non-English Language Learners	371	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Economically Disadvantaged	58	4	7%	54	93%	1	2%	0	0%	23	40%	30	52%	53	91%
Not Economically Disadvantaged	316	5	2%	311	98%	1	0%	3	1%	125	40%	182	58%	307	97%
Not Migrant	374	9	2%	365	98%	2	1%	3	1%	148	40%	212	57%	360	96%
Homeless	1	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Not Homeless	373	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Not in Foster Care	374	9	2%	365	98%	2	1%	3	1%	148	40%	212	57%	360	96%
Parent Not in Armed Forces	374	9	2%	365	98%	2	1%	3	1%	148	40%	212	57%	360	96%

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	374	4	1%	370	99%	1	0%	2	1%	46	12%	321	86%	367	98%
General Education	329	2	1%	327	99%	0	0%	0	0%	30	9%	297	90%	327	99%
Students with Disabilities	45	2	4%	43	96%	1	2%	2	4%	16	36%	24	53%	40	89%
Asian or Native Hawaiian/Other Pacific Islander	215	3	1%	212	99%	1	0%	1	0%	19	9%	191	89%	210	98%
Black or African American	1	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Hispanic or Latino	27	-	-	-	-	-	-	-	-	-	-	-	-	-	-
White	131	1	1%	130	99%	0	0%	0	0%	21	16%	109	83%	130	99%
Small Group Total	28	0	0%	28	100%	0	0%	1	4%	6	21%	21	75%	27	96%
Female	190	0	0%	190	100%	0	0%	1	1%	23	12%	166	87%	189	99%
Male	184	4	2%	180	98%	1	1%	1	1%	23	13%	155	84%	178	97%
English Language Learners	3	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Non-English Language Learners	371	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Economically Disadvantaged	58	2	3%	56	97%	1	2%	0	0%	15	26%	40	69%	55	95%
Not Economically Disadvantaged	316	2	1%	314	99%	0	0%	2	1%	31	10%	281	89%	312	99%
Not Migrant	374	4	1%	370	99%	1	0%	2	1%	46	12%	321	86%	367	98%
Homeless	1	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Not Homeless	373	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Not in Foster Care	374	4	1%	370	99%	1	0%	2	1%	46	12%	321	86%	367	98%
Parent Not in Armed Forces	374	4	1%	370	99%	1	0%	2	1%	46	12%	321	86%	367	98%

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

New York State English as a Second Language Achievement Tests (NYSESLAT) are administered in grades K through 12 to all English Language Learners (ELLs). ELLs are students who, by reason of foreign birth or ancestry, speak or understand a language other than English and speak or understand little or no English, and require support to become proficient in English and are identified pursuant to Section 154.3 of Commissioner's Regulations.

Grade	Not Tested	Tested	Entering	Emerging	Transitioning	Expanding	Commanding
Grade 9	0	10	10%	0%	10%	80%	0%
Grade 10	0	7	0%	0%	0%	57%	43%
Grade 11	0	10	0%	0%	30%	70%	0%
Grade 12	—	4	—	—	—	—	—

© COPYRIGHT NEW YORK STATE EDUCATION DEPARTMENT, ALL RIGHTS RESERVED.

THIS DOCUMENT WAS CREATED ON: APRIL 23, 2019, 7:48 AM EST