Eastern Suffolk BOCES

Regional Correlation Analysis and Regents Projections Analysis

Documentation

Historical Correlation Analysis and Longitudinal Analysis of 2024 to 2026

Student Performance from Grades 7 to Grades 12

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Introduction

Goals of the Research

The research began in 2012 to analyze the stability of student scores in content connected test sequences from grade 6 to grade 12. The big question being explored in this study is whether regional data warehouse student performance on previously taken tests could predict future performance with a high degree of confidence. If regional longitudinal data correlations between tests justify predictions for similar students, regional data warehouses could begin identifying expected future performance of students based upon the performance of similar students in the past.

A second level group of issues for this research involves the identification of the assessments that are linked together in predictable sequences or paths. Asking, are there any paths that connect one departmental discipline to another in a highly correlated way? Given that historically based projections might be used to identify student future performance and set Annual Professional Performance Review (APPR) related targets, can future performance be established and projected with a higher rate of successful prediction? A good example of this second level of correlation between tests in different departments is the correlation in scores that we have found between the ELA assessments and the two history Regents (Global History and United States History).

A new group of issues for this research emerged when the 2020-2022 pandemic changed classroom instruction and reduced participation in the NYS Assessments. The reduced instruction appears to have led to declines in scores and student skills that are measured by the NYS Regents assessments. Starting in 2022 this research began to compare the performance of similar students in 2019 and 2022 on several Regents assessments. The similar students compared were students who scored in the same performance level on a prior linked assessment. This research documented a score and skills decline related to the English Regents, the Global History Regents and the Algebra Regents. The central question is have recent changes in instruction and learning impacted the future opportunities of students who head to graduation with reduced skills compared to similar pre-pandemic students.

Factors

Historically, testing score scales on the English Language Arts and Mathematics testing program for grades 3 through 8, and the Regents testing program have not been aligned.

- The grades 3 to 8 testing scales historically have been based on 400 point testing scales and the related assessments were designed upon the principles of Item Response Theory (IRT).
- The secondary level Regents tests have historically been constructed with a 100 point scale and Regents test questions have a variable range of difficulty and had previously not been uniformly aligned with the grade 3 through 8 IRT tests. Beginning in 2017, however, NYS Department of Education began adjusting the scale scores on most Regents assessments to a Next Generation scale with five performance levels where a new level 4 cut-point (between 75 and 80, depending on the Regents) is equivalent to level 3 (or proficiency) on the Math 3-8 and ELA 3-8 assessments.

Doing a correlation analysis that explores the stability of scores from the lower to the upper testing system required the translation of test scores to a test scale that would allow for accurate comparisons.

Another challenge facing this analysis is the changes that were introduced to the NYS testing program since 2009. In 2010, a new standard was set for establishing leveled performance for the English Language Arts and Mathematics testing program for grades 3 to 8. When the changes were announced in the summer of 2010, the bottom of level 3 was equated with "college and career readiness". An equivalent "college and career readiness" cut-point was identified for the English and Mathematics Regents tests.

In 2013 the standard based definition changed again with the introduction of the Common Core ELA3-8 and Mathematics 3-8 NYS Assessments. In 2018 the ELA3-8 and Mathematics 3-8 NYS Assessments were changed again. The scales used for scoring and the cut-points used to define the performance levels were changed. These factors required that an alternate comparable scale to be developed for scores and all scores had to be adjusted to the 2010 or the 2013 or the 2018 standard determined by the test scores being analyzed. In 2018, an analysis of the correlations between the 2017 and 2018 level cut-points on the ELA-6 through ELA-8 assessments revealed the cut-point for proficiency was reduced to what had previously been mid-level 2. This analysis allowed the creation of conversion tables that can be used to translate 2016 and 2017 ELA6-8 and Math6-8 scores to their 2019 equivalent scores.

New challenges to the stability of projections of linked Regents, ELA6-8 and Math6-8 assessments have been introduced in the last five years. First, as a result of the closures related to the Covid-19 pandemic the June Regents Assessments were cancelled and none of the ELA6-8 and Math6-8 Assessments was administered. The only Regents Assessments administered that year were administered in January 2020. As a result, we expanded our longitudinal data analysis that year. Beginning in 2021 students began to return to most of the Regents Assessments, but in significantly reduced numbers.

Regents scores declined for a couple of years leading to the introduction in 2023 of the new Next Generation Math 3-8 and ELA 3-8 Assessments that lowered the difficulty level of these assessments and reset the scale score ranges. Aligned Next Generation Regents assessments are being introduced over the next three years starting with the 2014 Next Generation Algebra Regents. The statistical correlations connecting performance on these new Next Generation assessments can only be documented when we have at least two years of data that connect student performance on these assessments. As a result of new Next Generation assessments, this is the second year of projections for Next Generation Geometry, Earth and Space Science and Life Science Biology. This year projections for the new Algebra II and English were possible because of these new Next Generation Regents for each of these Regents. Since the new science Regents tests for Earth and Space Sciences, Life Science Biology, Chemistry and Physics will overlap with the prior science Regents tests for one year there will be projections for both the old and new science Regents this year.

Benefits of this Research and Related Historical Based Reporting

If regional historical data can be used to accurately project student future performance a significant benefit will be the potential to reduce unnecessary baseline testing for the purposes of setting future performance targets.

As students transition from grade 8 to the high school grades, there is no simple way to establish benchmarks for where students' starting-points on the major skills in most high school courses. Under pressure to develop "APPR" plans for setting performance targets for teachers and students, many schools have developed Fall Baseline Tests that use Regents testing questions relating to the course that they are entering into. Ten years of projections have been proven to be accurate. As a result teachers and students can avoid "fall baseline tests". The fairest projection of student performance on the NYS assessments is found in the performance between similar students who historically scored in the same score range, and who are in the same non-status or status groups (Students with Disabilities, English Language Learners and Low Income).

Historically grounded projections, of student performance, could also be used as a valuable counseling and instructional tool. If students are in danger of failing a future course, counseling steps can be taken to prepare students for the best outcomes. Response to Intervention (RTI) protocol could be implemented to help the student avoid the worst outcome. As major skills are identified in each testing program, these programs are linked to major skills in later tests. Accessing historical data might allow teachers to address specific skill opportunities before students'performance falters.

Accurate student projections are based upon the use of historical data of similar students. This data is most easily obtained through data collection, via a regional data warehouse. The research and analysis conducted by Eastern Suffolk BOCES justifies the beginning of a new reporting system based upon the use of regional historical data which supports rational planning for students and schools.

File Construction and Layout

The continuing regional correlation research conducted in the summers of 2015 through 2020 and 2022 through 2024 had to adjust to the challenge of the test refusal movement in these years and still provide the basis of validly projecting reasonable growth expectations for students based upon prior performance. The regional correlation research had to be extended to document the strong correlations between grade 6, 7 and 8 ELA and Math performance with ELA and Mathematics Regents performance several years later. If strong correlations between ELA-7 and Common Core English performance could be documented English 7 could be used as a "back-up" to English-8 results to project English Regents future performance. The following research also documents strong correlations between Math-7 and Math-8 to Common Core Algebra one to two years later. This year we had four years of Next Generation ELA and Math 6-8 Assessments, which began in 2023, to allow projections of later Algebra and English Regents scores two to three years in advance.

Research Documenting the Correlation among Next Generation Assessments

Starting in 2019 the organization of our regional correlation files had to be adjusted to document these longer-term correlations to recent Common Core Regents Assessments in ELA and Math. As a result, 5 different regional correlation files were constructed to support this research project. The first research file contained student records starting with the 2015 ELA-6 exam scores. Included on each line of data are the same individual student's scores in grade 8 through grade 11 exams with a focus on English and Science assessments. In order to be included in this longitudinal data file, students had to have scores in three or more years of this sequence. The number of student cases included in the complete file used to study English and Science correlations in 2020 was 22,096. When data from a prior year was added to allow analysis of two years of data connecting linked tests the number of cases in the file increased to 46,630. This first file was used to analyze the correlations between English tests, Science tests and Social Studies tests.

The second research file in 2019 contained student records starting with the 2016 Math-5 exam scores. Included on each line of data are the same individual student's scores in grades 5, 6, 7 and 8 in with a focus on just Math assessments in grades 5, 6 and 7 culminating in the grade 8 Common Core Algebra in 2019. In order to be included in this longitudinal data file, students had to have scores in at least one of the three Math tests and the 2019 Algebra Regents in grade 8. This research file was used to study correlations among the Math-5, Math-6, Math-7 and the Algebra grade 8 Regents Assessment. This file was considered necessary because most students taking Algebra in grade 8 had a higher profile of performance than Algebra in grade 9. The number of student cases in this file was 18,536. When a second year of data linking Math-6 to Algebra-8 was added the number of cases in the file increased to 26,533.

The third research file contained student records starting with the 2016 Math-6 scores. Included on each line of data are the same individual student's math scores in grades 7 and 8 in 2017 and 2018 culminating in 2019 grade 9 Common Core Algebra or Common Core Geometry scores. In order to be included in this longitudinal data file, students had to have scores from at least one of the 3 Math-6 to Math-8 tests and one or both of the Algebra and Geometry Regents Assessments in grades 8 or 9.

This research file was used to study two correlation “paths”. The first was between the Math 6 and Math 8 Assessments and the Algebra Regents Assessment. The other correlation “path” analyzed with this file was the relationship between Algebra scores in grade 8 and Geometry scores of the same students in grade 9. The number of student cases in this file was 19,630, but when a second year of data connecting Math-7 to Algebra-9 and Geometry-9 was added the number of cases increased to 39,723.

The fourth research file in 2019 contained student records starting with the 2015 Math-6 exam scores. Included on each line of data are the same individual student’s math scores in grades 7, 8 along with grade 9 Common Core Algebra or Common Core Geometry in 2018 and grade 10 Common Core Geometry or Common Core Algebra-2 scores in 2019. In order to be included in this longitudinal data file, students had to have scores on at least one of the three Math 6-8 tests and the Algebra test in grade 8 or 9 and the Geometry Regents score in either grades 9 or 10 and the Algebra-2 in grade 10 if it was taken. This research file was considered necessary to study the correlations between Algebra and Geometry in grade 9 and 10 when students are thought to have a lower profile of performance. The file was also used to calculate projections for Algebra-2. The number of student cases in this file was18,812. When the second year of data was added for analysis of grade 10 Geometry and Algebra-2 scores the total number of cases increased to 37,381.

The fifth research file contained student records starting with students who took the ELA-5 in 2016 and then took the ELA-6 in 2017, the ELA-7 in 2018 and the ELA-8 in 2019. This file was used to analyze the correlation in scores between 2017 and 2018 and create a conversion table to allow the projection of following ELA or Social Studies Regents results. The number of student cases in this file was 20,645.

After the pandemic pause in assessments (2020), the sixth set of research files contained student records starting with students who took the ELA-6 in 2019, and the ELA-8 in 2021 and Global History in 2023. A separate file had student records starting with students who took the ELA-7 in 2019, and the English Regents in 2023. These files were used in two different research projects. First, the files were used to analyze the correlation in scores between 2019 and 2023 and identify what changes occurred to Global History and the English Regents. Secondly, this file created a conversion table to allow the projections of English Regents and Social Studies Regents results. These separate files for the English Regents and Global History ended in student points on each question along with their total scores for complete test. The number of student cases in these files was 19,132 for the English file and 18,672 for the Global file.

The seventh set of research files contained student records starting with students who took the Math-7 in 2021, Math-8 in 2022 and Algebra in 2023. A separate file had student records starting with students who took the Math-6 in 2019, the Math-8 in 2021, the Algebra Regents scores in 2022 and Geometry Regents scores in 2023. This file was used in two different research projects. First, this file was used to analyze the correlation in scores between 2019 and 2023 and identify what changes occurred to Algebra and the Geometry Regents. These separate files for the Algebra and Geometry ended in student points on each question along with their total scores for the complete test. Secondly, this file created a conversion table to allow the projections of Algebra Regents and Geometry

Regents results. Separate Algebra files were created for students who took the Algebra Regents in grade 8 and grade 9 because history documented the higher performance of advanced placed Algebra-8 students. The same is true for Geometry-9 and Geometry-10 students. The larger files were the Algebra-8 file with 17,535 student records and the Geometry-9 file with 13,289 student cases.

Starting in 2024 we turned to the eighth set of files related to the projections research. The organization of our regional correlation files was adjusted to return to a focus on correlations and projections in ELA, Math and Science. Separate files were used for ELA, Social Studies, Math and Science. The first research file contained student records starting with the 2021 ELA-7 exam scores, 2021 and 2022 ELA-8 scores, 2023 and 2024 Global History scores and 2024 English Regents scores. A second English and History file included 2023 Global History scores, 2024 English scores and 2024 United States History Regents scores.

The first math file this year included 2025 Math-7 scores, 2025 Math-8 scores, 2026 Algebra-8 scores and 2026 Algebra-9 scores. The second math file included 2025 Algebra-8 scores, 2025 Algebra-9 scores, 2026 Algebra-9 scores, 2025 Geometry-9 scores, 2026 Geometry-9 scores, 2025 Geometry-10 scores, 2026 Geometry-10 scores, 2026 grade 10 and 11 Algebra-2 scores.

The Science file this year was split between two files. One file focused on projections of the prior science courses of Living Environment, Earth Science, Chemistry and Physics. The other file focused on the new Next Generation tests for Earth and Space Sciences as well as Life Science: Biology. This year will be the last year for Living Environment and Earth Sciences. Projections for the new Chemistry begins this year (2026). Projections for the current or “old” Chemistry and Physics Regents test results continue this year because the older tests will overlap with the new tests for one year.

The number of student cases in the largest English file this year was 15,949. The largest Math file had 38,650 cases. The first Science file that focused on older science tests had 11,182 cases. The second Science file that included Science-8 and the new Earth and Space Science, and Life Science: Biology had 8,069 cases.

Test Scores Included in File 1 from 2015-2020

2015 ELA-6
2015 Math-6
2016 ELA-7
2016 Math-7
2017 ELA-8
2017 Math-8
2017 Science-8
2017 Grade 8 Living Environment Regents
2017 Grade 8 Earth Science Regents
2018 Pre CC Grade 9 Integrated Algebra
2018 Pre CC Grade 9 Geometry
2018 Grade 9 Living Environment Regents
2018 Grade 9 Earth Science Regents
2019 CC Grade 10 Integrated Algebra
2019 CC Grade 10 Geometry
2019 Grade 10 Living Environment Regents
2019 Grade 10 Earth Science Regents
2019 Grade 10 Chemistry Regents
2019 Grade 10 Global History Regents (Transition and New Framework)
2019 Grade 10 U.S. History Regents
2019 Grade 10 English Regents
2020 Grade 11 Algebra 2
2020 Grade 11 Living Environment Regents
2020 Grade 11 Earth Science Regents
2020 Grade 11 Chemistry Regents
2020 Grade 11 Physics Regents
2020 Grade 11 Global History Regents
2020 Grade 11 U.S. History Regents
2020 Grade 11 English Regents

Test Scores Included in File 2 from 2016-2019

2016 Math-5
2017 Math-6
2018 Math-7
2019 CC Grade 8 Algebra

Test Scores Included in File 3 from 2016-2019

2016Math-6
2017 Math-7
2018 Math-8
2018 CC Grade 8 Algebra
2019 CC Grade 9 Algebra
2019 CC Grade 9 Geometry

Test Scores Included in File 4 from 2015-2019

2015 Math-6
2016 Math-7
2017 Math-8
2017 CC Grade 8 Algebra
2018 CC Grade 9 Algebra
2018 CC Grade 9 Geometry
2019 CC Grade 10 Geometry
2019 CC Grade 10 Algebra-2

Test Scores Included in File 5 from 2017-2019

2017ELA-6
2018ELA-7
2019 ELA-8

Test and Item Scores Included in 2 Files 6 from 2019-2023

2019 ELA-6 (Scores only)
2019 ELA-7 (Scores only)
2021 ELA-8 (Scores only)
2023 English Regents
2023 Global History Regents

Test and Item Scores Included in 2 Files 7 from 2021-2023

2021 Math-7 (Scores only)
2022 Math-8 (Scores only)
2022 Algebra-8 Regents (Scores only)
2022 Algebra-9 Regents (Scores only)
2023 Algebra-8 Regents
2023 Algebra-9 Regents
2022Geometry-9 Regents (Scores only)
2022Geometry-10 Regents (Scores only)
2023 Geometry-9 Regents
2023 Geometry-10 Regents
2023 Algebra-2 Regents

Test Scores Included in 5 Files 8 from 2021-2024

2021 ELA-7
2022 ELA-8
2024 English Regents
2023 Global History Regents
2024 Global History Regents
2024 United States History Regents
2023 Math-7
2023 Math-8
2023 Algebra-8 Regents
2023 Algebra-9 Regents
2024 Algebra-8 Regents
2024 Algebra-9 Regents
2023 Geometry-9 Regents (Scores only)
2023 Geometry-10 Regents (Scores only)
2024 Algebra-2 Regents
2022 Earth Science-8
2022 Living Environment-8
2023 Earth Science-9
2023 Living Environment-9
2023 Chemistry-10 Regents
2024 Chemistry-10 Regents
2024 Chemistry-11 Regents
2024 Physics-11 Regents
2024 Physics-12 Regents

Test Scores Included in 5 Files 9 from 2023-2025

2023 ELA-8
2025 English Regents
2024 Global History Regents
2025 United States History Regents
2024 Math-7
2024 Math-8
2024 Algebra-8 Regents
2024 Algebra-9 Regents
2025 Algebra-8 Regents
2025 Algebra-9 Regents
2025 Geometry-9 Regents
2025 Geometry-10 Regents
2024Science-8
2024 Old Earth Science-8
2024Old Living Environment-8
2024Old Earth Science-9
2024Old Living Environment-9
2025 Old Earth Science-9
2025 Old Living Environment-9
2025 Old Earth Science-10
2025 Old Living Environment-10
2024Old Chemistry-10
2025Old Chemistry-10
2024Old Chemistry-11
2025 Old Chemistry-11
2025Old Physics-11
2025 Physics-12
2025 New Earth and Space Sciences-9
2025 New Life Science: Biology – 9
2025 New Earth and Space Sciences-10
2025 New Life Science: Biology – 10

Test Scores Included in 5 Files 10 from 2024-2026

2024 ELA-8
2026 English Regents
2025 Global History Regents
2026 United States History Regents
2025 Math-7
2025 Math-8
2025 Algebra-8 Regents
2025 Algebra-9 Regents
2026 Algebra-8 Regents
2026 Algebra-9 Regents
2026 Geometry-9 Regents
2026 Geometry-10 Regents
2025 Science-8
2025 Old Earth Science-8
2025 Old Living Environment-8
2025 Old Earth Science-9
2025 Old Living Environment-9
2025 Old Chemistry-10
2026 Old Chemistry-10

2025 Old Chemistry-11
2026 Old Chemistry-11
2026 Old Physics-11
2026 Old Physics-12
2025 New Earth and Space Sciences-9
2025 New Life Science: Biology – 9
2025 New Earth and Space Sciences-10
2025 New Life Science: Biology – 10
2026 New Earth and Space Sciences-9
2026 New Life Science: Biology – 9
2026 New Earth and Space Sciences-10
2026 New Life Science: Biology – 10
2026 New Chemistry-11
2026 New Chemistry-11
2026 New Physics-11
2026 New Physics-12

Student Demographics and Relevant Control Variables

NYS Student Identification Number
School District
Middle School Name
High School Name
Gender
Ethnicity
Poverty Status
LEP Status
Disability Status

Projection and Skill Decline Research Files in 2022 and 2023

The Covid pandemic closed most schools in the spring of 2020 and led to the cancellation of spring ELA 3-8, Math3-8 assessments as well as all end of year Regents that year. Although most schools reopened in the fall of 2020 much of the instruction was done remotely and participation in the Regents tests in 2021 was not mandatory. Even in the following school year classroom and instruction was still being handled differently than it had been before the pandemic. Although most students returned to the Regents assessments in 2022, scores declined significantly compared to prior to 2020. As a result of changing assessment outcomes we adjusted our correlation research files in 2022 and 2023 to include student answers on all Regents assessments that were aligned with earlier assessments. We still included in our data files student scores from prior assessments that were historically correlated with later Regents' assessments. But in these two years we added to the Regents scores student scores on each question. The goal in 2022 and 2023 years was two-fold. First, we wanted to document the decline in Regents scores. Second, we added scores at the level of questions so that we could document the types of questions and skills that students were struggling on.

Several results emerged from the research in these two years. First, student scores declined up to 10% compared to similar students who had performed at the same level on prior tests used for projections. Second, student performance declined the most on questions at higher levels of difficulty. NYS common core assessments test students on the same central skills every year and most of those skills are usually tested with multiple questions on the same skill at different levels of difficulty. On essays and many constructed response questions this range of skill difficulty is embedded into a single question where the "entry-level" part of the question requires a simple description, the harder part of the task may require using multiple facts to draw a conclusion. As a result of declining scores on questions at higher levels of difficulty the score decline was just as significant for previously high performing students.

Third, the largest skill or performance declines were on some of the most basic skills that have points at multiple levels of difficulty. For instance, on the English Regents, the largest decline in performance was on Standards 3, 4 and 6. These focus on details and key events (Standard 3), meaning of words (Standard 4) and author's point of view (Standard 6). Each of these are tested each year with somewhere between 4 and 7 points at different levels of difficulty. A similar pattern of declining performance on central skill questions tested at multiple levels of difficulty was found on the Algebra Regents. The three largest declines on the Algebra Regents were on SSE 1-2 questions (interpret the structure of expressions), APR 1-3 questions (performing arithmetic operations on polynomials) and IF 1-3 (Understanding the concept of a function and using function notation) questions. These skills in both English and Algebra are tested at multiple levels of difficulty. The fourth area of decline on most the Regents analyzed was a larger decline on constructed response questions. This problem was aligned with the decline on questions at higher levels of difficulty.

Establishing Common Levels and Scales

The 2013 Shift in ELA3-8 and Math3-8 Performance Levels

In 2013, with the introduction of Common Core ELA3-8 and Math3-8 Assessments, NYS introduced new performance levels that were not equated with prior performance levels. In support of this research project, a separate multi-year longitudinal Suffolk County file was created in August of 2013 that included 2011 grade 6; 2012 grade 7, and 2013 grade 8 scale score performance for students on both NYS ELA and Mathematics Assessments. The analysis of the data file found the equivalent scores on the pre-Common Core ELA and Math assessments for each of the new Common Core levels. The analysis was confirmed when NYSED released a translation table for translating new scores to old levels which could be used for RTI/AIS identification. The translation table was used to convert Math-7 and Math-8 from the years 2008 and 2009 to Common Core performance levels. The translation was only necessary from 2013 to 2015 for prior Math-6 to Math-8 scores because students taking Algebra in grades 8 or 9 had a prior Common Core Math-6, Math-7 and Math-8 score in 2016, 2017 or 2018.

The 2019 projections for the English Regents using results from the ELA-8 used data from either the 2016 ELA-8 or the 2015 ELA-7. The 2019 projections for Global History were based upon the 2017 Common Core ELA-8, the 2016 ELA-7 or the 2015 ELA-6 results. The 2013 through 2017 ELA6-8, Math6-8 scale score ranges follow.

2013/2017 Common Core Math-6 Scores

Level 1 = 133 – 292
Level 2 = 294 – 321
Level 3 = 324 – 346
Level 4 = 349 – 390

2013/2017 Common Core ELA-6 Scores

Level 1 = 118 – 282
Level 2 =283 – 319
Level 3 = 320 – 337
Level 4 = 338 – 412

2013/2017 Common Core Math-7 Scores

Level 1 = 133 – 292
Level 2 = 294 – 321
Level 3 = 324 – 346
Level 4 = 349 – 390

2013/2017 Common Core ELA-7 Scores

Level 1 = 113 – 286
Level 2 =287 – 317
Level 3 = 318–346
Level 4 = 347 – 414

2013/2017 Common Core Math-8 Scores

Level 1 = 119 – 286
Level 2 = 288 – 321
Level 3 = 323 – 345
Level 4 = 349 – 394

2013/2017 Common Core ELA-8 Scores

Level 1 = 100 – 283
Level 2 = 284 – 315
Level 3 = 316 – 342
Level 4 = 343 – 417

Conversion of 2017 ELA6-8 and Math6-8 Scale Scores to Support 2021 Projections

In 2018 NYSED developed a new scale scoring for the ELA and Math assessments in grades 3 through 8. The new scale score system and the “cut-points” for each of the performance levels were not equivalent to past scale scores on the same tests, but student performance on ELA and Math Assessments in 2017 and 2018 were highly correlated. We used this strong correlation to create a conversion table that allows 2016 and 2017 ELA and Math scores to be translated into their 2018 equivalents. The following year, using these converted ELA6-8 and Math6-8 scores, we were able to track the correlations between the new ELA scale scores and following Regents assessments. With the 2018 and 2019 Math-6 and Math-7Assessments we had a two year connection with Algebra-8 as well as Algebra-9 and Geometry-9.

2018/2019 Common Core Math-7 Scores
Level 1 = 533 – 592
Level 2 = 593 – 605
Level 3 = 606 – 617
Level 4 = 618 – 644

2018/2019 Common Core Math-8 Scores
Level 1 = 531 – 595
Level 2 = 596 – 609
Level 3 = 610 – 621
Level 4 = 622 – 651

2018/2019 Common Core Math-6 Scores
Level 1 = 528 – 591
Level 2 = 592 – 603
Level 3 = 604 – 615
Level 4 = 616 – 656

2018/2019 Common Core ELA-6 Scores
Level 1 = 514 – 589
Level 2 = 590 – 601
Level 3 = 602 – 613
Level 4 = 614 – 657

2018/2019 Common Core ELA-7 Scores
Level 1 = 511 – 590
Level 2 = 591 – 606
Level 3 = 607 – 622
Level 4 = 623 – 654

2018/2019 Common Core ELA-8 Scores
Level 1 = 507 – 583
Level 2 = 584 – 602
Level 3 = 603 – 616
Level 4 = 617 – 651

Introduction of New Next Generation Assessments and Scale Scores 2023-2026

Beginning in 2023 NYSED developed a new set of Next Generation Tests for ELA and Math assessments in grades 3 through 8. The new assessments and their scale score system was in response to pandemic related declines in scores. The "cut-points" for each of the performance levels are not equivalent to past scale scores on the same tests. Student performance on the new Next Generation assessments in 2023 improved by nearly 10% in reported rates of proficiency. The adjustment of difficulty in these new Next Generation ELA and Math assessments appears to be the NYS Department of Education's response to the pandemic related decline in performance. Over the following three years aligned Next Generation Regents were introduced in English, History and Science related assessments. The first of the Next Generation Regents was introduced in 2024 with a new Next Generation Algebra. In 2025 Next Generation Regents were introduced in Geometry, Earth and Space Sciences and Life Science Biology. Next Generation Regents were then introduced to Algebra, Chemistry, Physics and English in 2026. Last year was the first use of new Next Generation Math6-8 test scores in the projections of the Next Generation New Algebra scores as indicated in the performance levels below. Despite the several year gap between ELA-7 and ELA-8 scores and later grade 10 and 11 Global and English scores, we were able to use the new Next Generation ELA 6-8 performance levels in the projections for Global History, United States History and the English Regents in 2026.

2021/2022 Common Core Math-7 Scores
Level 1 = 518 – 592
Level 2 = 593 – 605
Level 3 = 606 – 617
Level 4 = 618 – 647

2021/2022 Common Core Math-8 Scores
Level 1 = 524- 595
Level 2 = 596 – 609
Level 3 = 610– 621
Level 4 = 622 – 656

2021/2022 Common Core Math-6 Scores
Level 1 = 529 – 591
Level 2 = 592 – 603
Level 3 = 604– 615
Level 4 = 616 –650

2021/2022 Common Core ELA-6 Scores
Level 1 = 517 – 589
Level 2 = 590 – 601
Level 3 = 602 – 613
Level 4 = 614 – 662

2021/2022 Common Core ELA-7 Scores
Level 1 = 518 – 590
Level 2 = 591 – 606
Level 3 = 607 – 622
Level 4 = 623 – 656

2021/2022 Common Core ELA-8 Scores
Level 1 = 502 – 583
Level 2 = 584 – 602
Level 3 = 603 – 616
Level 4 = 617 – 657

2023/2024/2025 Common Core Math-7
Level 1 = 378 – 429
Level 2 = 430– 449
Level 3 = 450 – 476
Level 4 = 477 – 523

2023/2024/2025 Common Core Math-8
Level 1 = 382 – 435
Level 2 = 436 – 449
Level 3 = 450– 481
Level 4 = 482 – 521

2023/2024/2025 Common Core Math-6
Level 1 = 387– 430
Level 2 = 431 – 449
Level 3 = 450– 484
Level 4 = 485 – 517

2023/2024/2025 Common Core ELA-6
Level 1 = 368 – 430
Level 2 = 431 – 449
Level 3 = 450 – 469
Level 4 = 470 – 498

2023/2024/2025 Common Core ELA-7
Level 1 = 363 – 432
Level 2 = 433 – 449
Level 3 = 450 – 471
Level 4 = 472 – 502

2023/2024/2025 Common Core ELA-8
Level 1 = 363 – 429
Level 2 = 430 – 449
Level 3 = 450 – 471
Level 4 = 472 – 500

Calculation of Comparable "Leveled" Scales

Scale score ranges related to performance levels on the grades 3 to 8 testing system and the secondary level Regents tests have different ranges for each level. A correlation analysis that compared movement using the scale scores of the Regents tests being compared to the 300 or 400 point scales of the earlier tests would distort the significance of relative movement within the levels. In order to correlate results between the two testing systems, scores from all tests were converted to a comparable scale. The scale chosen to convert all test scores to a level-based percentile score with 25 points is available in each performance level. The conversion of the Regents performance levels to level percentile score levels is based upon the following translation table for Science and Social Studies.

2024/2025 Social Studies Regents Scale Scores	**Equivalent Level Percentile Scale Scores**
Level 1 = 1 – 54	Level 1 = 1 – 24
Level 2 = 55 – 64	Level 2 =25 – 49
Level 3 = 65 – 84	Level 3 = 50 – 74
Level 4 = 85 – 100	Level 4 = 75 - 100

When NYS announced the college ready expectations for the English Regents, the bottom of level 4 was 79 on the English Regents test along with the new fifth performance level on the Common Core English Regents. The resulting conversion of English Regents performance to level percentile scores is based upon the following translation table.

English Regents Scale ScoresScale Scores	**Equivalent Level Percentile Scale Scores**
Level 1 = 1 – 54	Level 1 = 1 – 19
Level 2 = 55 – 64	Level 2 =20 – 39
Level 3 = 65 – 78	Level 3 = 40 – 59
Level 4 = 79 – 84	Level 4 = 60 - 79
Level 5 = 85 – 100	Level 5 = 80 - 100

Likewise, the college ready expectation for the Math Regents tests, the bottom of level 4 on the new Common Core Algebra and Geometry Regents tests was a score of 80. There are also five performance levels on the Common Core Algebra and Geometry Regents. As a result, the conversion of all mathematics Regents performance levels to level percentile score levels is based upon the following translation table.

Common Core Algebra and Geometry Regents Scores	**Equivalent Level Percentile Scale Scale Scores**
Level 1 = 1 – 54	Level 1 = 1 – 19
Level 2 = 55 – 64	Level 2 =20 – 39
Level 3 = 65 – 79	Level 3 = 40 – 59
Level 4 = 80 – 84	Level 4 = 60 - 79
Level 5 = 85 – 100	Level 5 = 80 - 100

Common Core Algebra-2 Regents Scores	**Equivalent Level Percentile Scale Scale Scores**
Level 1 = 1 – 54	Level 1 = 1 – 19
Level 2 = 55 – 64	Level 2 =20 – 39
Level 3 = 65 – 77	Level 3 = 40 – 59
Level 4 = 78 – 84	Level 4 = 60 - 79
Level 5 = 85 – 100	Level 5 = 80 - 100

Identifying Correlations – English and Social Studies

After computing leveled Percentile Scale Scores for each of the 2024 – 2026 tests from grade 8 to grade 11 using SPSS, the first step in identifying the degree of correlation between English Regents scores in grade 11 and prior tests was an ordinal correlation analysis of student position within performance levels on the Global History-10 and following English tests. This tabular analysis indicated that student performance levels on following tests were significantly aligned with prior performance levels.

Next, a factor analysis was conducted to explore the correlations of student scores on the ELA-8 Assessment and all following Regents Assessments regardless of the content. The initial correlation analysis indicated that degree of correlation between scores was largely dependent on the assessments being in a related discipline. ELA-8 was highly correlated with the Global History Regents in grade 10 (r=.638). The Global History Regents in grade 10 was highly correlated with the English Regents and the U.S. History Regents in grade 11 (Global 10 to English Regents in grade 11 r = .725 and Global 10 to U.S. History in grade 11 r = .740). As the regression analysis in the following pages focuses on students who took only two related tests the numbers of students involved and the correlation statistics change as the numbers of students represented increases.

There was one exception to the rule of departmental statistical correlation of Regents tests. The correlation between English and the Global History Regents was strong. These assessments were judged to be correlated because they test many of the same cognitive skills despite the additional focus on content knowledge in the Social Studies tests. The correlation between ELA-8 and the grade 10 Global History Regents was .636 when all of the assessments are included above. The Global History Regents in grade 10 was also strongly correlated with the grade 11 English Regents. There were 6,529 students who took the ELA-8 in 2024 and the Global History Regents in 2026. The correlation between the Global Regents and the United States History Regents was .758 and the Global correlation with the English Regents was .721.

Correlation Analysis – 2024 ELA-8 to 2026 Global History Regents

Correlations

		ELA8SCALE24	GLOBAL10SCALE26
ELA8SCALE24	Pearson Correlation	1	.638**
	Sig. (2-tailed)		.000
	N	15323	6529
GLOBAL10SCALE26	Pearson Correlation	.638**	1
	Sig. (2-tailed)	.000	
	N	6529	6918

**. Correlation is significant at the 0.01 level (2-tailed).

Correlation Analysis – 2025 Global History Regents to 2026 U.S. History Regents

Correlations

		GLOBAL10SCALE25	G11USHISTSCALE26
GLOBAL10SCALE25	Pearson Correlation	1	.740**
	Sig. (2-tailed)		.000
	N	15539	14867
G11USHISTSCALE26	Pearson Correlation	.740**	1
	Sig. (2-tailed)	.000	
	N	14867	15206

**. Correlation is significant at the 0.01 level (2-tailed).

Correlation Analysis – 2025 Global History Regents to 2026 English Regents

Correlations

		GLOBAL10SCALE25	G11CCELASCALE26
GLOBAL10SCALE25	Pearson Correlation	1	.725**
	Sig. (2-tailed)		.000
	N	15539	7381
G11CCELASCALE26	Pearson Correlation	.725**	1
	Sig. (2-tailed)	.000	
	N	7381	7582

**. Correlation is significant at the 0.01 level (2-tailed).

Partial Correlation Analysis – English and Social Studies

Although the initial analysis of the relationship between ELA-8 and Global History and Global History to the English Regents as well as Global to U.S. History scores indicated that they were strongly related, we wanted to ensure that this relationship held true for students with special statuses. A partial correlation analysis was done to evaluate the strength of the relatedness of English scores among Students with Disabilities (SWD), Limited English Proficient (LEP) students and low-income students. The following SPSS analysis tables indicate that the relationship between ELA-8 and Global History and Global History with following English-11 scores is strong for all status groups.

ELA-8 to Global History Regents among Students with Disabilities

Correlations

		ELA8SCALE24	GLOBAL10SCALE26
ELA8SCALE24	Pearson Correlation	1	.600**
	Sig. (2-tailed)		.000
	N	2506	889
GLOBAL10SCALE26	Pearson Correlation	.600**	1
	Sig. (2-tailed)	.000	
	N	889	951

**. Correlation is significant at the 0.01 level (2-tailed).

ELA-8 to Global History Regents among English Language Learners

Correlations

Control Variables		ELA8SCALE24	GLOBAL10SCALE26
Limited English Proficient		1.000	.565
		.	.000
		0	6526
		.565	1.000
		.000	.
		6526	0

ELA-8 to Global History Regents among Low Income Students

Correlations

		ELA8SCALE24	GLOBAL10SCALE26
ELA8SCALE24	Pearson Correlation	1	.600**
	Sig. (2-tailed)		.000
	N	6571	3388
GLOBAL10SCALE26	Pearson Correlation	.600**	1
	Sig. (2-tailed)	.000	
	N	3388	3570

**. Correlation is significant at the 0.01 level (2-tailed).

Global History to the Grade 11 English Regents among Students with Disabilities

Correlations

		GLOBAL10SCALE25	G11CCELASCALE26
GLOBAL10SCALE25	Pearson Correlation	1	.672**
	Sig. (2-tailed)		.000
	N	2284	1231
G11CCELASCALE26	Pearson Correlation	.672**	1
	Sig. (2-tailed)	.000	
	N	1231	1267

**. Correlation is significant at the 0.01 level (2-tailed).

Global History to the Grade 11 English Regents among English Language Learners

Correlations

Control Variables		GLOBAL10SCALE25	G11CCELASCALE26
Limited English Proficient		1.000	.682
		.	.000
		0	7378
		.682	1.000
		.000	.
		7378	0

Global History to the Grade 11 English Regents among Low Income Students

Correlations

		GLOBAL10SCALE25	G11CCELASCALE26
GLOBAL10SCALE25	Pearson Correlation	1	.678**
	Sig. (2-tailed)		.000
	N	6648	3444
G11CCELASCALE26	Pearson Correlation	.678**	1
	Sig. (2-tailed)	.000	
	N	3444	3525

**. Correlation is significant at the 0.01 level (2-tailed).

Global History to the Grade 11 U.S. History Regents among Students with Disabilities

Correlations

		GLOBAL10SCALE25	G11USHISTSCALE26
GLOBAL10SCALE25	Pearson Correlation	1	.670**
	Sig. (2-tailed)		.000
	N	2284	2163
G11USHISTSCALE26	Pearson Correlation	.670**	1
	Sig. (2-tailed)	.000	
	N	2163	2227

**. Correlation is significant at the 0.01 level (2-tailed).

Global History to Grade 11 U.S. History Regents among English Language Learners

Correlations

		GLOBAL10SCALE25	G11USHISTSCALE26
GLOBAL10SCALE25	Pearson Correlation	1	.572**
	Sig. (2-tailed)		.000
	N	1205	1038
G11USHISTSCALE26	Pearson Correlation	.572**	1
	Sig. (2-tailed)	.000	
	N	1038	1099

**. Correlation is significant at the 0.01 level (2-tailed).

Global History to Grade 11 U.S. History Regents among Low Income Students

Correlations

		GLOBAL10SCALE25	G11USHISTSCALE26
GLOBAL10SCALE25	Pearson Correlation	1	.716**
	Sig. (2-tailed)		.000
	N	6648	6215
G11USHISTSCALE26	Pearson Correlation	.716**	1
	Sig. (2-tailed)	.000	
	N	6215	6367

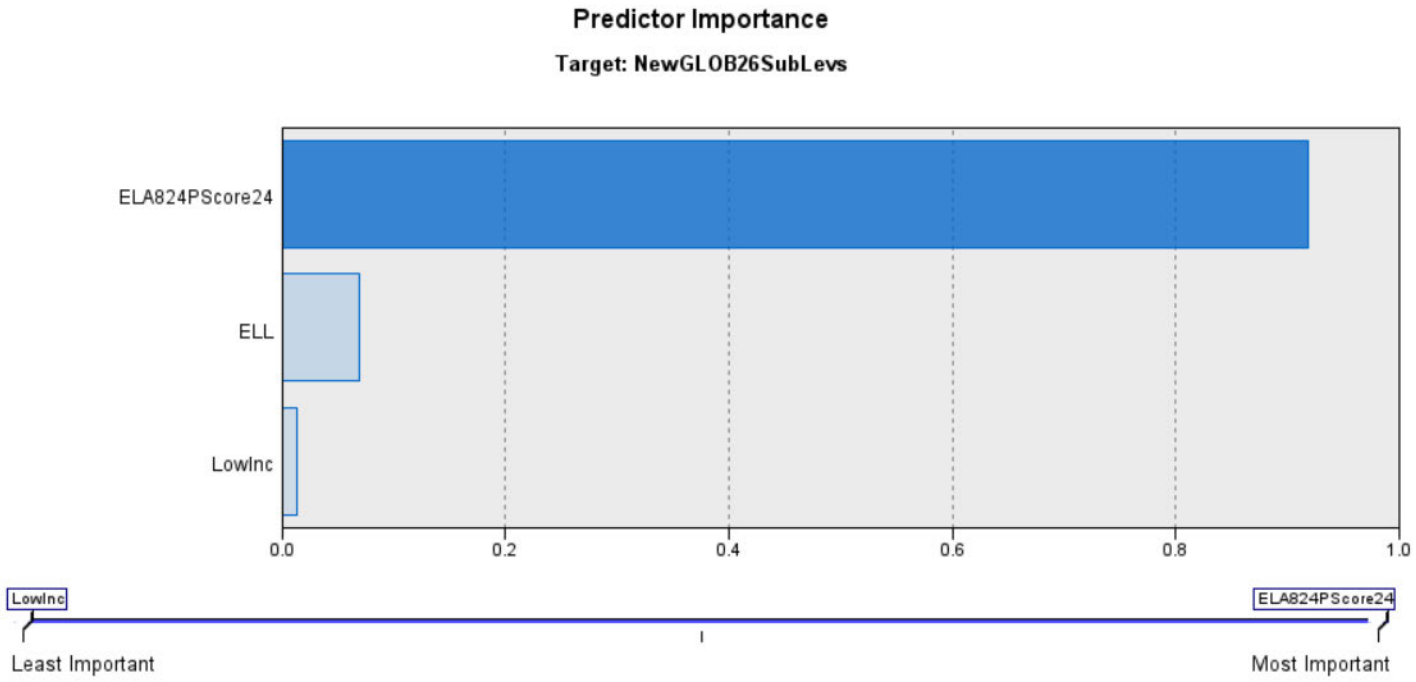
**. Correlation is significant at the 0.01 level (2-tailed).

Predictive Analytic Tests/Processes-English and Social Studies

Rule Induction Tests

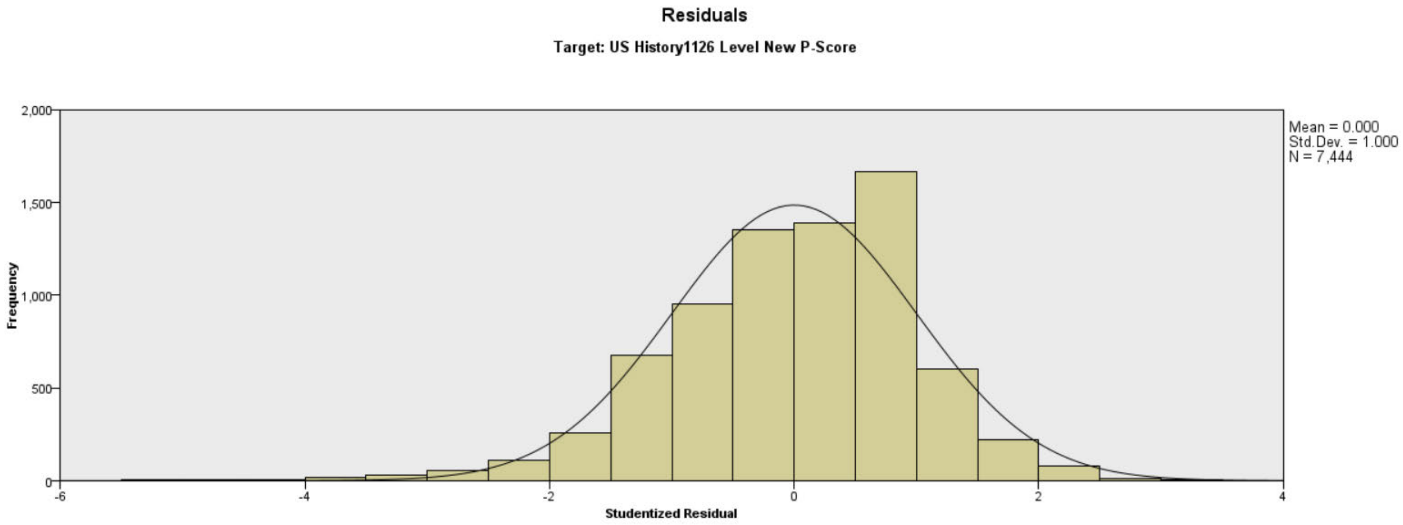
SPSS Modeler provides a series of predictive analytic tests that allow users to create prediction models based upon sequenced data that is strongly correlated. These predictive analytic tests apply rules that are appropriate for nominal, ordinal or interval data. Because our dependent or target variables in our study are the leveled percentile outcomes on specific Regents tests (Global History, U.S. History and English), the Rule Induction Test used to develop predictions based upon ELA-8 and Global History data was the **Neural Net**. The first image below is the data stream test for the prediction of Global History grade 10 P-scores from prior ELA-8 and Global History P-scores as well as IEP, LEP and disability statuses. The following **Modeler Neural Net Charts** indicate the relative prediction significance of ELA-8 and Global P-Scores, LEP status, disability status and low-income status in the prediction of grade 11 English scores (p-scores). The top three paths or correlation lines below indicate the strong relationship between the ELA8 and the Common Core English Regents. The bottom path displays the strong relationship of Global History scores to United States History Regents scores in grade 11. The successful prediction of English Regents scores is disproportionately based upon prior Global scores, but ELL and Disability status play a significant role.

ELA-8 to the Common Core Grade 11 English Regents, the Global Regents and the United States History Regents

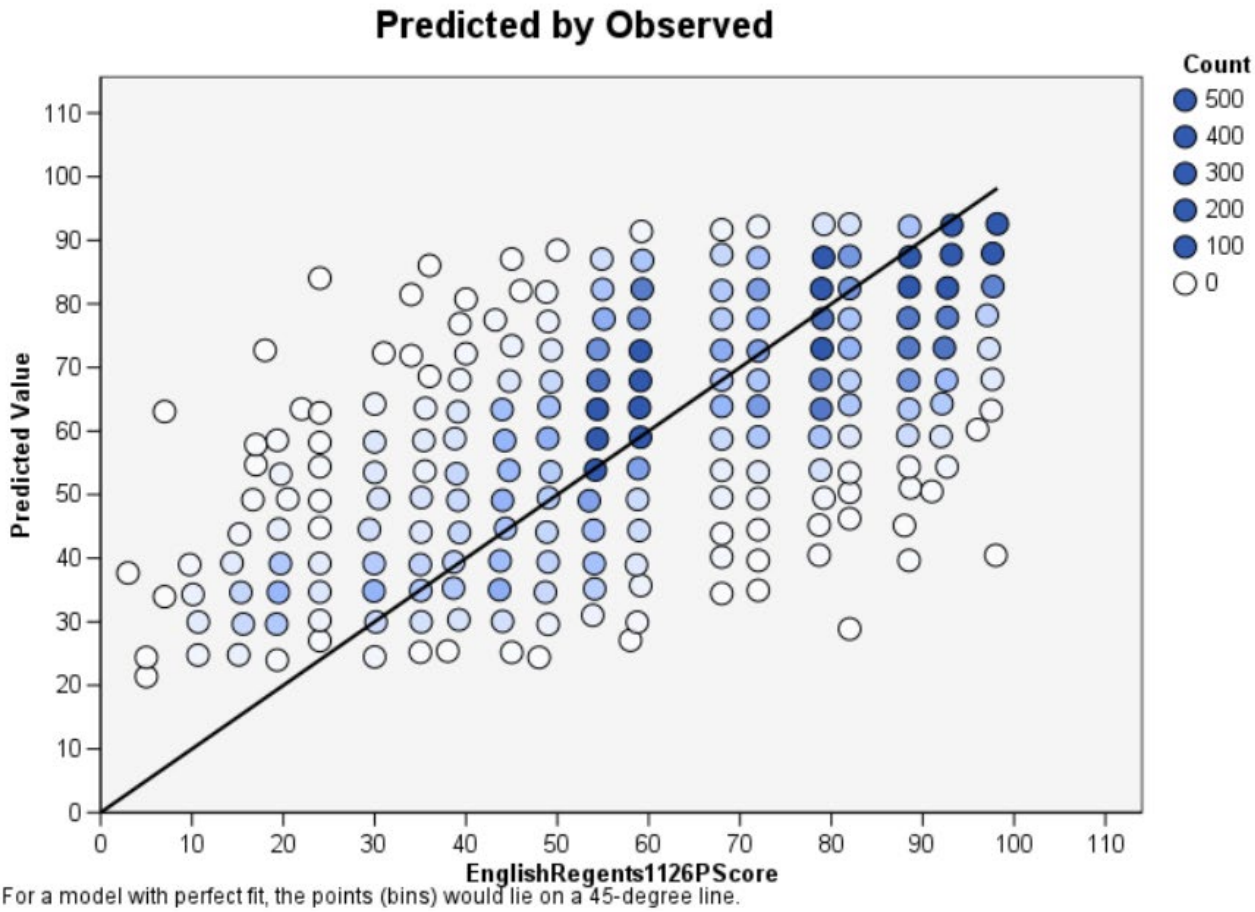


USHist11PScore

Global Regents to the Common Core Grade 11 United States History Regents and the English Regents



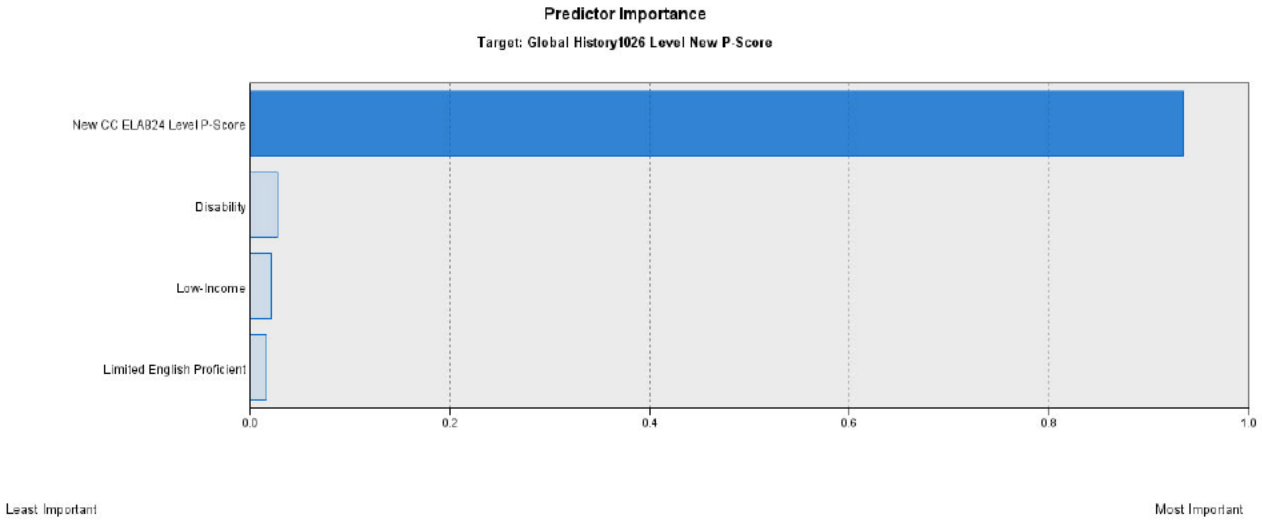
The histogram of Studentized residuals compares the distribution of the residuals to a normal distribution.The smooth line represents the normal distribution.The closer the frequencies of the residuals are to this line, the closer the distribution of the residuals is to the normal distribution.



For a model with perfect fit, the points (bins) would lie on a 45-degree line.

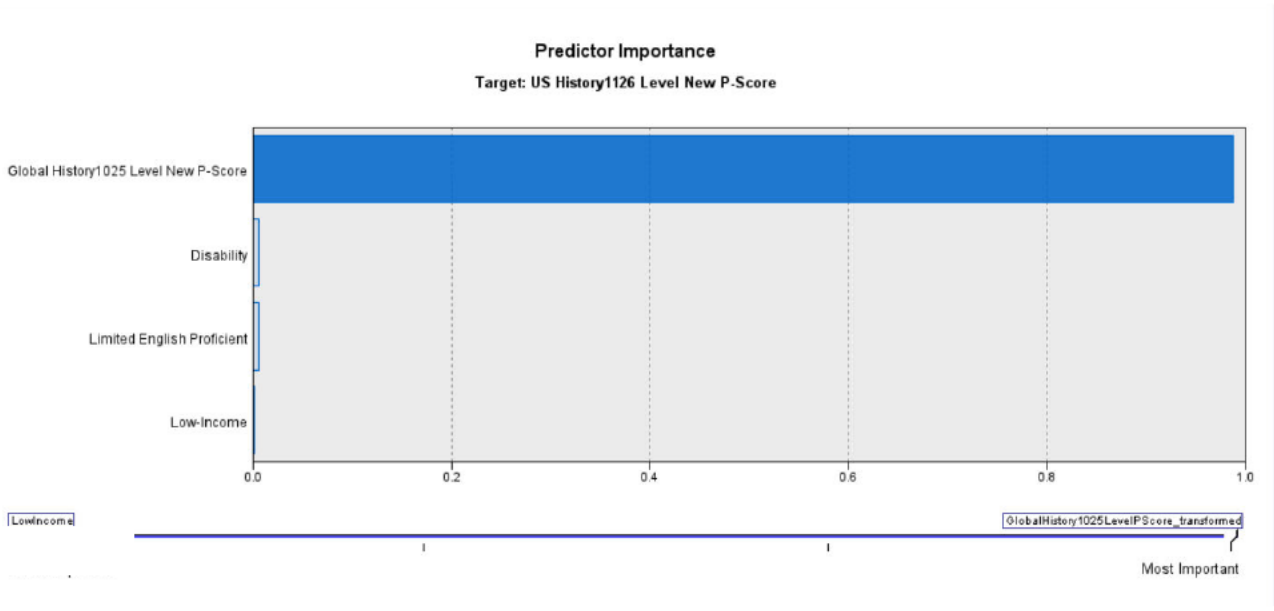
ELA-8 to Global History Regents

The Modeler Neural Net Chart below follows the strong relative significance of 2024 ELA-8 P-Scores in the prediction of 2026 grade 10 Global History Regents scores (p-scores). The relatively low number of LEP students, low-income students and students with disabilities led to lower correlations between their ELA-8 and later Global History scores.



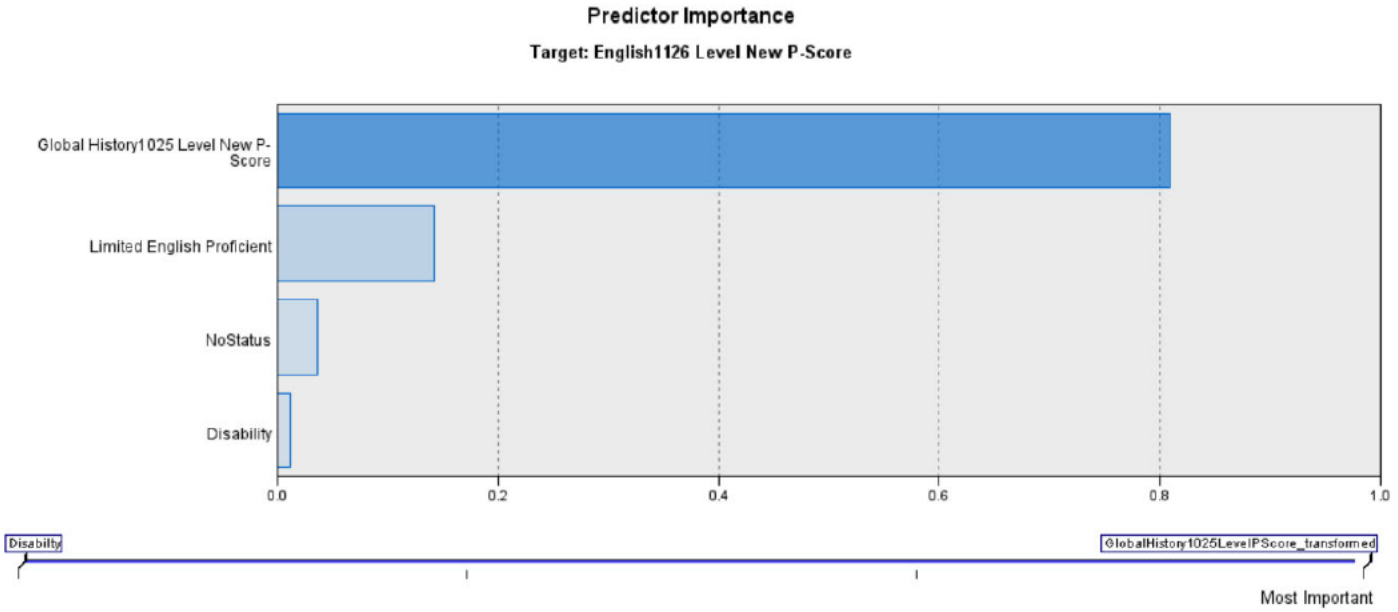
Global History Regents to United States History Regents

The Modeler Neural Net Chart below indicates the successful prediction of United States History Regents scores is based upon the strong correlation with 2025 Global History scores. As we saw in the last chart, low numbers of LEP students, low-income students and students with disabilities led to lower correlations between their Global History scores and later U.S. History scores.



Grade 10 Global History Regents to English Regents

The Modeler Neural Net Chart below indicates the relative significance of 2025 Global Regents New Framework P-Scores in the prediction of 2026 English Regents scores (p-scores).



Establish Rule Sets for English and Social Studies Projections

The SPSS Modeler includes a series of predictive analytic statistical models that allow the setting of rule sets or conditions for the determination of a successful prediction. The C5.0 model is one of the models used in rule setting for evaluation of predictions. It simplifies the complexity of the data by identifying target cases that do not meet the pre-established rules. Sub-levels were introduced into the predictive model so that future scores would be predicted based upon the scores of students in short score ranges separately for non-status students, Students with Disabilities, Limited English Proficiency students, English Language Learners and Low-Income students. Two related sets of predictions were generated to set high and low predictions with different rates of confidence.

The following two rules were used for the "high-end" predictions of English, Global History and U.S. History Regents results from prior ELA-8 or Global History scores. Rule 1 applies to each sub-level group and status group including students with disabilities, English Language Learners and Low-Income students. Rule 2 = Projections will not be supported unless at least 100 students or more connect the two tests for any status group. The prediction is essentially determined at the top end of the predictive range by the average performance of students in prior performance sub-levels on the ELA-8 Assessments.

The following three rules were used for the "low-end" predictions of English, Global History and U.S. History Regents results from prior ELA or Global scores. Rule 1 = 80% or more of all target cases should be equal to above the minimum projection for all sublevel groups based upon prior scores. Rule 2 = Rule 1 applies to each sub-level group and each status group including students with disabilities, English Language Learners and Low-Income students. Rule 3 = Projections will not be supported unless at least 100 students or more connect the two tests for any status group. The "low-end" projections are calculated by expanding the confidence interval to ensure that the target of 80% successful prediction for each short score range from the prior test. If there were fewer than 25 students in any sub-level group from the prior test, the generated projection was suppressed in the projection tables to ensure that projections were based upon representative clusters of students. If insufficient numbers of English Language Learner (ELL) students took the ELA-7 and ELA-8 and the Global History or English Regents in grades 10 or 11 no projections could be done for ELL students.

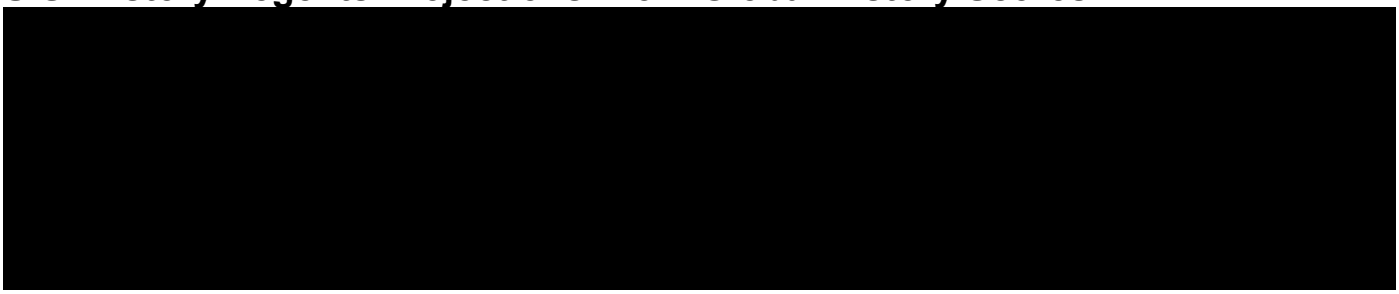
Generating Projections

Using the rule sets described above the projections below were exported into Excel. The first projections are from ELA-8 sub-levels to the Global History Regents. The next table is the projection from Global History to the United States History Regents in grade 11. The final projection table includes the projections of the English Regents from Global History. The English Regents scores have been converted to equivalent scale scores for use as projections for similar students. Once the high and low projections were generated a mid-point projection was added in order to give the end-user a range from low to high to establish student performance targets.

ELA-8 to Global History Regents Projections



U.S. History Regents Projections From Global History Scores



English Regents Projections From Global History



Testing Projections

After the projections were written to the regional longitudinal data file for all students who took the ELA-8 and the following Global History, the most conservative "low-end" projections were validated with a series of tables in the SPSS Modeler that identified successful predictions and unsuccessful predictions. The same analysis was done for students who took the Global Regents and both the English Regents and the United State History Regents. In each of the tables below, the counts and percentages in the "yes" column identifies the rate of that actual student outcomes on the target test were at or above the projection for the relevant sub-level group. The projections are validated when the successful prediction rate is approximately 80% or higher for every sub-group with a projection. The sub-levels on the first test below are listed as 1 through 12, but that is defined as low, mid and high levels for levels 1 through 4 on that test. If a sub-level is missing that indicates that there were no students who scored at that level on the first test.

Test of ELA-8 to Global Regents Projections
Non-Status Students

New ELA824 Sub Levels * TotELA8toGLOBAL1026Pre Crosstabulation

			TotELA8toGLOBAL1026Pre		Total
			.00	1.00	
New ELA824 Sub Levels	1.00	Count	0	6	6
		% within New ELA824 Sub Levels	0.0%	100.0%	100.0%
	2.00	Count	2	83	85
		% within New ELA824 Sub Levels	2.4%	97.6%	100.0%
	3.00	Count	7	172	179
		% within New ELA824 Sub Levels	3.9%	96.1%	100.0%
	4.00	Count	8	193	201
		% within New ELA824 Sub Levels	4.0%	96.0%	100.0%
	5.00	Count	7	250	257
		% within New ELA824 Sub Levels	2.7%	97.3%	100.0%
	6.00	Count	7	202	209
		% within New ELA824 Sub Levels	3.3%	96.7%	100.0%
	7.00	Count	16	347	363
		% within New ELA824 Sub Levels	4.4%	95.6%	100.0%
	8.00	Count	41	382	423
		% within New ELA824 Sub Levels	9.7%	90.3%	100.0%
	9.00	Count	10	144	154
		% within New ELA824 Sub Levels	6.5%	93.5%	100.0%
	10.00	Count	78	421	499
		% within New ELA824 Sub Levels	15.6%	84.4%	100.0%
	11.00	Count	49	269	318
		% within New ELA824 Sub Levels	15.4%	84.6%	100.0%
	12.00	Count	7	36	43
		% within New ELA824 Sub Levels	16.3%	83.7%	100.0%
Total		Count	232	2505	2737
		% within New ELA824 Sub Levels	8.5%	91.5%	100.0%

Test of ELA-8 to Global Regents Projections
Students with Disabilities

New ELA824 Sub Levels * TotELA8toGLOBAL1026Pre Crosstabulation

			TotELA8toGLOBAL1026Pre		Total
			.00	1.00	
New ELA824 Sub Levels	1.00	Count	16	26	42
		% within New ELA824 Sub Levels	38.1%	61.9%	100.0%
	2.00	Count	78	170	248
		% within New ELA824 Sub Levels	31.5%	68.5%	100.0%
	3.00	Count	42	166	208
		% within New ELA824 Sub Levels	20.2%	79.8%	100.0%
	4.00	Count	17	84	101
		% within New ELA824 Sub Levels	16.8%	83.2%	100.0%
	5.00	Count	10	90	100
		% within New ELA824 Sub Levels	10.0%	90.0%	100.0%
	6.00	Count	5	49	54
		% within New ELA824 Sub Levels	9.3%	90.7%	100.0%
	7.00	Count	6	50	56
		% within New ELA824 Sub Levels	10.7%	89.3%	100.0%
	8.00	Count	7	40	47
		% within New ELA824 Sub Levels	14.9%	85.1%	100.0%
	9.00	Count	0	5	5
		% within New ELA824 Sub Levels	0.0%	100.0%	100.0%
	10.00	Count	2	13	15
		% within New ELA824 Sub Levels	13.3%	86.7%	100.0%
	11.00	Count	3	7	10
		% within New ELA824 Sub Levels	30.0%	70.0%	100.0%
	12.00	Count	0	1	1
		% within New ELA824 Sub Levels	0.0%	100.0%	100.0%
Total		Count	186	701	887
		% within New ELA824 Sub Levels	21.0%	79.0%	100.0%

Test of ELA-8 to Global Regents Projections
English Language Learners

New ELA824 Sub Levels * TotELA8toGLOBAL1026Pre Crosstabulation

			TotELA8toGLOBAL1026Pre		Total
			.00	1.00	
New ELA824 Sub Levels	1.00	Count	12	43	55
		% within New ELA824 Sub Levels	21.8%	78.2%	100.0%
	2.00	Count	87	229	316
		% within New ELA824 Sub Levels	27.5%	72.5%	100.0%
	3.00	Count	42	161	203
		% within New ELA824 Sub Levels	20.7%	79.3%	100.0%
	4.00	Count	15	56	71
		% within New ELA824 Sub Levels	21.1%	78.9%	100.0%
	5.00	Count	2	26	28
		% within New ELA824 Sub Levels	7.1%	92.9%	100.0%
	6.00	Count	2	11	13
		% within New ELA824 Sub Levels	15.4%	84.6%	100.0%
	7.00	Count	3	7	10
		% within New ELA824 Sub Levels	30.0%	70.0%	100.0%
	8.00	Count	0	1	1
		% within New ELA824 Sub Levels	0.0%	100.0%	100.0%
	10.00	Count	0	1	1
		% within New ELA824 Sub Levels	0.0%	100.0%	100.0%
Total		Count	163	535	698
		% within New ELA824 Sub Levels	23.4%	76.6%	100.0%

Test of ELA-8 to Global Regents Projections
Low Income Students

New ELA824 Sub Levels * TotELA8toGLOBAL1026Pre Crosstabulation

			TotELA8toGLOBAL1026Pre		Total
			.00	1.00	
New ELA824 Sub Levels	1.00	Count	18	74	92
		% within New ELA824 Sub Levels	19.6%	80.4%	100.0%
	2.00	Count	113	404	517
		% within New ELA824 Sub Levels	21.9%	78.1%	100.0%
	3.00	Count	76	491	567
		% within New ELA824 Sub Levels	13.4%	86.6%	100.0%
	4.00	Count	45	307	352
		% within New ELA824 Sub Levels	12.8%	87.2%	100.0%
	5.00	Count	41	384	425
		% within New ELA824 Sub Levels	9.6%	90.4%	100.0%
	6.00	Count	30	189	219
		% within New ELA824 Sub Levels	13.7%	86.3%	100.0%
	7.00	Count	36	306	342
		% within New ELA824 Sub Levels	10.5%	89.5%	100.0%
	8.00	Count	62	300	362
		% within New ELA824 Sub Levels	17.1%	82.9%	100.0%
	9.00	Count	21	103	124
		% within New ELA824 Sub Levels	16.9%	83.1%	100.0%
	10.00	Count	59	192	251
		% within New ELA824 Sub Levels	23.5%	76.5%	100.0%
	11.00	Count	29	86	115
		% within New ELA824 Sub Levels	25.2%	74.8%	100.0%
	12.00	Count	4	12	16
		% within New ELA824 Sub Levels	25.0%	75.0%	100.0%
Total		Count	534	2848	3382
		% within New ELA824 Sub Levels	15.8%	84.2%	100.0%

Test of Global History Regents to English Regents Projections
Non-Status Students

Global History Gr1025 Sub-Levels * NOSTGlobtoELA1126Pre Crosstabulation

			NOSTGlobtoELA1126Pre		Total
			.00	1.00	
Global History Gr1025 Sub-Levels	2.00	Count	2	0	2
		% within Global History Gr1025 Sub-Levels	100.0%	0.0%	100.0%
	3.00	Count	20	0	20
		% within Global History Gr1025 Sub-Levels	100.0%	0.0%	100.0%
	4.00	Count	6	0	6
		% within Global History Gr1025 Sub-Levels	100.0%	0.0%	100.0%
	5.00	Count	20	0	20
		% within Global History Gr1025 Sub-Levels	100.0%	0.0%	100.0%
	6.00	Count	1	32	33
		% within Global History Gr1025 Sub-Levels	3.0%	97.0%	100.0%
	7.00	Count	5	51	56
		% within Global History Gr1025 Sub-Levels	8.9%	91.1%	100.0%
	8.00	Count	30	151	181
		% within Global History Gr1025 Sub-Levels	16.6%	83.4%	100.0%
	9.00	Count	77	276	353
		% within Global History Gr1025 Sub-Levels	21.8%	78.2%	100.0%
	10.00	Count	25	134	159
		% within Global History Gr1025 Sub-Levels	15.7%	84.3%	100.0%
	11.00	Count	33	213	246
		% within Global History Gr1025 Sub-Levels	13.4%	86.6%	100.0%
	12.00	Count	68	278	346
		% within Global History Gr1025 Sub-Levels	19.7%	80.3%	100.0%
	13.00	Count	104	458	562
		% within Global History Gr1025 Sub-Levels	18.5%	81.5%	100.0%
	14.00	Count	140	605	745
		% within Global History Gr1025 Sub-Levels	18.8%	81.2%	100.0%
	15.00	Count	95	383	478
		% within Global History Gr1025 Sub-Levels	19.9%	80.1%	100.0%
Total		Count	626	2581	3207
		% within Global History Gr1025 Sub-Levels	19.5%	80.5%	100.0%

Test of Global History Regents to English Regents Projections
Students with Disabilities

Global History Gr1025 Sub-Levels * IEPGlobtoELA1126Pre Crosstabulation

			IEPGlobtoELA1126Pre		Total
			.00	1.00	
Global History Gr1025 Sub-Levels	1.00	Count	1	0	1
		% within Global History Gr1025 Sub-Levels	100.0%	0.0%	100.0%
	2.00	Count	2	31	33
		% within Global History Gr1025 Sub-Levels	6.1%	93.9%	100.0%
	3.00	Count	9	162	171
		% within Global History Gr1025 Sub-Levels	5.3%	94.7%	100.0%
	4.00	Count	2	36	38
		% within Global History Gr1025 Sub-Levels	5.3%	94.7%	100.0%
	5.00	Count	4	88	92
		% within Global History Gr1025 Sub-Levels	4.3%	95.7%	100.0%
	6.00	Count	5	57	62
		% within Global History Gr1025 Sub-Levels	8.1%	91.9%	100.0%
	7.00	Count	7	112	119
		% within Global History Gr1025 Sub-Levels	5.9%	94.1%	100.0%
	8.00	Count	6	169	175
		% within Global History Gr1025 Sub-Levels	3.4%	96.6%	100.0%
	9.00	Count	16	175	191
		% within Global History Gr1025 Sub-Levels	8.4%	91.6%	100.0%
	10.00	Count	2	64	66
		% within Global History Gr1025 Sub-Levels	3.0%	97.0%	100.0%
	11.00	Count	4	68	72
		% within Global History Gr1025 Sub-Levels	5.6%	94.4%	100.0%
	12.00	Count	8	70	78
		% within Global History Gr1025 Sub-Levels	10.3%	89.7%	100.0%
	13.00	Count	11	60	71
		% within Global History Gr1025 Sub-Levels	15.5%	84.5%	100.0%
	14.00	Count	10	35	45
		% within Global History Gr1025 Sub-Levels	22.2%	77.8%	100.0%
	15.00	Count	17	0	17
		% within Global History Gr1025 Sub-Levels	100.0%	0.0%	100.0%
Total		Count	104	1127	1231
		% within Global History Gr1025 Sub-Levels	8.4%	91.6%	100.0%

Global History Gr1025 Sub-Levels * ELLGlobtoELA1126Pre Crosstabulation

			ELLGlobtoELA1126Pre		Total
			.00	1.00	
Global History Gr1025 Sub-Levels	2.00	Count	18	0	18
		% within Global History Gr1025 Sub-Levels	100.0%	0.0%	100.0%
	3.00	Count	8	115	123
		% within Global History Gr1025 Sub-Levels	6.5%	93.5%	100.0%
	4.00	Count	1	23	24
		% within Global History Gr1025 Sub-Levels	4.2%	95.8%	100.0%
	5.00	Count	3	68	71
		% within Global History Gr1025 Sub-Levels	4.2%	95.8%	100.0%
	6.00	Count	1	49	50
		% within Global History Gr1025 Sub-Levels	2.0%	98.0%	100.0%
	7.00	Count	7	88	95
		% within Global History Gr1025 Sub-Levels	7.4%	92.6%	100.0%
	8.00	Count	8	102	110
		% within Global History Gr1025 Sub-Levels	7.3%	92.7%	100.0%
	9.00	Count	8	112	120
		% within Global History Gr1025 Sub-Levels	6.7%	93.3%	100.0%
	10.00	Count	19	0	19
		% within Global History Gr1025 Sub-Levels	100.0%	0.0%	100.0%
	11.00	Count	3	30	33
		% within Global History Gr1025 Sub-Levels	9.1%	90.9%	100.0%
	12.00	Count	1	24	25
		% within Global History Gr1025 Sub-Levels	4.0%	96.0%	100.0%
	13.00	Count	1	26	27
		% within Global History Gr1025 Sub-Levels	3.7%	96.3%	100.0%
	14.00	Count	0	22	22
		% within Global History Gr1025 Sub-Levels	0.0%	100.0%	100.0%
	15.00	Count	4	0	4
		% within Global History Gr1025 Sub-Levels	100.0%	0.0%	100.0%
Total		Count	82	659	741
		% within Global History Gr1025 Sub-Levels	11.1%	88.9%	100.0%

Test of Global History Regents to English Regents Projections

Low Income Students

Global History Gr1025 Sub-Levels * LowincGlobtoELA1126Pre Crosstabulation

			LowincGlobtoELA1126Pre		Total
			.00	1.00	
Global History Gr1025 Sub-Levels	1.00	Count	1	0	1
		% within Global History Gr1025 Sub-Levels	100.0%	0.0%	100.0%
	2.00	Count	3	30	33
		% within Global History Gr1025 Sub-Levels	9.1%	90.9%	100.0%
	3.00	Count	12	222	234
		% within Global History Gr1025 Sub-Levels	5.1%	94.9%	100.0%
	4.00	Count	5	57	62
		% within Global History Gr1025 Sub-Levels	8.1%	91.9%	100.0%
	5.00	Count	16	158	174
		% within Global History Gr1025 Sub-Levels	9.2%	90.8%	100.0%
	6.00	Count	9	113	122
		% within Global History Gr1025 Sub-Levels	7.4%	92.6%	100.0%
	7.00	Count	29	196	225
		% within Global History Gr1025 Sub-Levels	12.9%	87.1%	100.0%
	8.00	Count	51	367	418
		% within Global History Gr1025 Sub-Levels	12.2%	87.8%	100.0%
	9.00	Count	87	489	576
		% within Global History Gr1025 Sub-Levels	15.1%	84.9%	100.0%
	10.00	Count	28	152	180
		% within Global History Gr1025 Sub-Levels	15.6%	84.4%	100.0%
	11.00	Count	42	212	254
		% within Global History Gr1025 Sub-Levels	16.5%	83.5%	100.0%
	12.00	Count	53	220	273
		% within Global History Gr1025 Sub-Levels	19.4%	80.6%	100.0%
	13.00	Count	59	288	347
		% within Global History Gr1025 Sub-Levels	17.0%	83.0%	100.0%
	14.00	Count	74	284	358
		% within Global History Gr1025 Sub-Levels	20.7%	79.3%	100.0%
	15.00	Count	41	146	187
		% within Global History Gr1025 Sub-Levels	21.9%	78.1%	100.0%
Total		Count	510	2934	3444
		% within Global History Gr1025 Sub-Levels	14.8%	85.2%	100.0%

Test of Global History Regents to U.S. History Regents Projections
Non-Status Students

Global History Gr1025 Sub-Levels * NOSTGlobtoUSHist1126Pre Crosstabulation

			NOSTGlobtoUSHist1126Pre		Total
			.00	1.00	
Global History Gr1025 Sub-Levels	2.00	Count	2	0	2
		% within Global History Gr1025 Sub-Levels	100.0%	0.0%	100.0%
	3.00	Count	7	45	52
		% within Global History Gr1025 Sub-Levels	13.5%	86.5%	100.0%
	4.00	Count	13	0	13
		% within Global History Gr1025 Sub-Levels	100.0%	0.0%	100.0%
	5.00	Count	4	43	47
		% within Global History Gr1025 Sub-Levels	8.5%	91.5%	100.0%
	6.00	Count	10	65	75
		% within Global History Gr1025 Sub-Levels	13.3%	86.7%	100.0%
	7.00	Count	16	135	151
		% within Global History Gr1025 Sub-Levels	10.6%	89.4%	100.0%
	8.00	Count	49	394	443
		% within Global History Gr1025 Sub-Levels	11.1%	88.9%	100.0%
	9.00	Count	107	749	856
		% within Global History Gr1025 Sub-Levels	12.5%	87.5%	100.0%
	10.00	Count	56	344	400
		% within Global History Gr1025 Sub-Levels	14.0%	86.0%	100.0%
	11.00	Count	68	544	612
		% within Global History Gr1025 Sub-Levels	11.1%	88.9%	100.0%
	12.00	Count	165	614	779
		% within Global History Gr1025 Sub-Levels	21.2%	78.8%	100.0%
	13.00	Count	229	1069	1298
		% within Global History Gr1025 Sub-Levels	17.6%	82.4%	100.0%
	14.00	Count	326	1283	1609
		% within Global History Gr1025 Sub-Levels	20.3%	79.7%	100.0%
	15.00	Count	184	797	981
		% within Global History Gr1025 Sub-Levels	18.8%	81.2%	100.0%
Total		Count	1236	6082	7318
		% within Global History Gr1025 Sub-Levels	16.9%	83.1%	100.0%

Test of Global History Regents to U.S. History Regents Projections
Students with Disabilities

Global History Gr1025 Sub-Levels * IEPGlobtoUSHist1126Pre Crosstabulation

			IEPGlobtoUSHist1126Pre		Total
			.00	1.00	
Global History Gr1025 Sub-Levels	1.00	Count	1	0	1
		% within Global History Gr1025 Sub-Levels	100.0%	0.0%	100.0%
	2.00	Count	7	35	42
		% within Global History Gr1025 Sub-Levels	16.7%	83.3%	100.0%
	3.00	Count	27	211	238
		% within Global History Gr1025 Sub-Levels	11.3%	88.7%	100.0%
	4.00	Count	4	56	60
		% within Global History Gr1025 Sub-Levels	6.7%	93.3%	100.0%
	5.00	Count	17	136	153
		% within Global History Gr1025 Sub-Levels	11.1%	88.9%	100.0%
	6.00	Count	10	104	114
		% within Global History Gr1025 Sub-Levels	8.8%	91.2%	100.0%
	7.00	Count	25	183	208
		% within Global History Gr1025 Sub-Levels	12.0%	88.0%	100.0%
	8.00	Count	24	298	322
		% within Global History Gr1025 Sub-Levels	7.5%	92.5%	100.0%
	9.00	Count	25	329	354
		% within Global History Gr1025 Sub-Levels	7.1%	92.9%	100.0%
	10.00	Count	12	111	123
		% within Global History Gr1025 Sub-Levels	9.8%	90.2%	100.0%
	11.00	Count	13	128	141
		% within Global History Gr1025 Sub-Levels	9.2%	90.8%	100.0%
	12.00	Count	11	123	134
		% within Global History Gr1025 Sub-Levels	8.2%	91.8%	100.0%
	13.00	Count	18	132	150
		% within Global History Gr1025 Sub-Levels	12.0%	88.0%	100.0%
	14.00	Count	13	66	79
		% within Global History Gr1025 Sub-Levels	16.5%	83.5%	100.0%
	15.00	Count	5	33	38
		% within Global History Gr1025 Sub-Levels	13.2%	86.8%	100.0%
Total		Count	212	1945	2157
		% within Global History Gr1025 Sub-Levels	9.8%	90.2%	100.0%

Test of Global History Regents to U.S. History Regents Projections
Low Income Students

Global History Gr1025 Sub-Levels * LowincGlobtoUSHist1126Pre Crosstabulation

			LowincGlobtoUSHist1126Pre		Total
			.00	1.00	
Global History Gr1025 Sub-Levels	1.00	Count	1	0	1
		% within Global History Gr1025 Sub-Levels	100.0%	0.0%	100.0%
	2.00	Count	8	33	41
		% within Global History Gr1025 Sub-Levels	19.5%	80.5%	100.0%
	3.00	Count	44	271	315
		% within Global History Gr1025 Sub-Levels	14.0%	86.0%	100.0%
	4.00	Count	9	80	89
		% within Global History Gr1025 Sub-Levels	10.1%	89.9%	100.0%
	5.00	Count	29	214	243
		% within Global History Gr1025 Sub-Levels	11.9%	88.1%	100.0%
	6.00	Count	31	196	227
		% within Global History Gr1025 Sub-Levels	13.7%	86.3%	100.0%
	7.00	Count	53	336	389
		% within Global History Gr1025 Sub-Levels	13.6%	86.4%	100.0%
	8.00	Count	90	660	750
		% within Global History Gr1025 Sub-Levels	12.0%	88.0%	100.0%
	9.00	Count	138	913	1051
		% within Global History Gr1025 Sub-Levels	13.1%	86.9%	100.0%
	10.00	Count	46	297	343
		% within Global History Gr1025 Sub-Levels	13.4%	86.6%	100.0%
	11.00	Count	67	452	519
		% within Global History Gr1025 Sub-Levels	12.9%	87.1%	100.0%
	12.00	Count	78	451	529
		% within Global History Gr1025 Sub-Levels	14.7%	85.3%	100.0%
	13.00	Count	123	600	723
		% within Global History Gr1025 Sub-Levels	17.0%	83.0%	100.0%
	14.00	Count	131	543	674
		% within Global History Gr1025 Sub-Levels	19.4%	80.6%	100.0%
	15.00	Count	62	258	320
		% within Global History Gr1025 Sub-Levels	19.4%	80.6%	100.0%
Total		Count	910	5304	6214
		% within Global History Gr1025 Sub-Levels	14.6%	85.4%	100.0%

Test of Global History Regents to U.S. History Regents Projections – English Language Learners

Global History Gr1025 Sub-Levels * ELLGlobtoUSHist1126Pre Crosstabulation

			ELLGlobtoUSHist1126Pre		Total
			.00	1.00	
Global History Gr1025 Sub-Levels	2.00	Count	21	0	21
		% within Global History Gr1025 Sub-Levels	100.0%	0.0%	100.0%
	3.00	Count	5	149	154
		% within Global History Gr1025 Sub-Levels	3.2%	96.8%	100.0%
	4.00	Count	3	28	31
		% within Global History Gr1025 Sub-Levels	9.7%	90.3%	100.0%
	5.00	Count	4	84	88
		% within Global History Gr1025 Sub-Levels	4.5%	95.5%	100.0%
	6.00	Count	6	61	67
		% within Global History Gr1025 Sub-Levels	9.0%	91.0%	100.0%
	7.00	Count	14	111	125
		% within Global History Gr1025 Sub-Levels	11.2%	88.8%	100.0%
	8.00	Count	19	154	173
		% within Global History Gr1025 Sub-Levels	11.0%	89.0%	100.0%
	9.00	Count	16	157	173
		% within Global History Gr1025 Sub-Levels	9.2%	90.8%	100.0%
	10.00	Count	4	34	38
		% within Global History Gr1025 Sub-Levels	10.5%	89.5%	100.0%
	11.00	Count	7	45	52
		% within Global History Gr1025 Sub-Levels	13.5%	86.5%	100.0%
	12.00	Count	4	34	38
		% within Global History Gr1025 Sub-Levels	10.5%	89.5%	100.0%
	13.00	Count	5	36	41
		% within Global History Gr1025 Sub-Levels	12.2%	87.8%	100.0%
	14.00	Count	6	25	31
		% within Global History Gr1025 Sub-Levels	19.4%	80.6%	100.0%
	15.00	Count	6	0	6
		% within Global History Gr1025 Sub-Levels	100.0%	0.0%	100.0%
Total		Count	120	918	1038
		% within Global History Gr1025 Sub-Levels	11.6%	88.4%	100.0%

Identifying Correlations – Science

Because new tests for Earth and Space Sciences and Life Science: Biology were introduced in 2025 science projections are split between the old science tests include Earth Science, Living Environment, Chemistry and Physics and two new science courses that began this year including Earth and Space Sciences and Life Science: Biology. Projections for the two new science courses this year were done in two different ways. First, if students previously took the Science-8 test and then took Earth and Space Sciences or Life Science: Biology. Second, this was the first year that we could do projections for Earth and Space Sciences after the student took Life Science: Biology last year. This also the first year that we could do projections for Life Science: Biology after they took Earth and Space Sciences last year. This is the last year for Living Environment and Earth Science. As a result, we are not doing projections for Living Environment and Earth Science. But, Living Environment and Earth Science scores this year are being used for the last year of projections for the old Chemistry which will end next year in 2027. The current Chemistry and Physics courses and their Regents tests will continue for one more year. After computing leveled percentile scale scores for each of the science tests from Earth Science and Living Environment in grade 9 to Chemistry in grades10 and 11 using the SPSS Modeler, the next step in identifying the degree of correlation between the Living Environment and Earth Science Regents scores in grade 9 and later Chemistry and Physics was an ordinal correlation analysis of student position within performance levels on student performance on the first and following tests. This is also the first year that we have back to back years of the new Earth and Space Sciences and Life Science: Biology, so projections to the new Chemistry was also possible this year.

The cross-tabular analysis of the connections between Living Environment, Earth Science, Chemistry and Physics indicates that there are many different paths that students take through these science courses. More than a third of students are advanced placed into grade 8 Earth Science or grade 8 Living Environment. Now the same is true of students being advanced placed into the new science courses Earth and Space Sciences and Life Science: Biology. In the past, approximately half of Suffolk Country districts sequenced students through Earth Science first, then Living Environment with many students continuing on to Chemistry and a much smaller number taking Physics. This year a larger number of students took Earth and Space Sciences than took Life Science: Biology. But, since a significant number of students still took Living Environment and Earth Science Regents in their last year, the most likely future sequencing of the new science tests will have to wait till next year.

A declining number of students began their sequence of science courses and tests with the Science-8 test. This year there were 14 different paths through the Science courses from grade 8 to grade 12 counting the new science courses and the old science courses, some of which will not return in 2027. These paths have an impact on the correlation of scores and related projections for future performance. One of the most notable changes in the data related to this year's science scores is that many fewer disabled students and English language learners took science Regents this year. First, we review the factor analysis for the students transitioning from the Old Living Environment and the Old Earth Science to the old Chemistry which many students will take next year for the last time.

Factor Analysis – Living Environment to Chemistry

The old Living Environment is correlated with Chemistry. 2,672 Suffolk County students took Living Environment in grade 9 in 2025 followed by Chemistry in grade 10 this year. That is significantly more than the 1,519 that took old Earth Science in grade 9 in 2025 followed by Chemistry in grade 10. In the following table we present the factor analysis that documents the connection between the old Living Environment and Chemistry.

Descriptive Statistics

	Mean	Std. Deviation	N
Living Environment924 Level P-Score	64.9098	24.04629	6066
Chemistry Gr1025 Levels	3.1117	.75082	5629

Correlations

		Living Environment924 Level P-Score	Chemistry Gr1025 Levels
Living Environment924 Level P-Score	Pearson Correlation	1	.576**
	Sig. (2-tailed)		.000
	Sum of Squares and Cross-products	3506929.674	13284.157
	Covariance	578.224	4.170
	N	6066	3187
Chemistry Gr1025 Levels	Pearson Correlation	.576**	1
	Sig. (2-tailed)	.000	
	Sum of Squares and Cross-products	13284.157	3172.714
	Covariance	4.170	.564
	N	3187	5629

**. Correlation is significant at the 0.01 level (2-tailed).

Factor Analysis – Earth Science to Chemistry

A smaller (but significant number - 1,519), of students took the old Earth Science just before the old Chemistry Regents. Presented below is the grade 9 Earth Science to grade 10 Chemistry correlation matrix.

Descriptive Statistics

	Mean	Std. Deviation	N
OLDG9EARTHSCISCALE25	83.16	13.992	1954
OLDG10ChemScale26	79.70	11.676	4227

Correlations

		OLDG9EARTHSCISCALE25	OLDG10ChemScale26
OLDG9EARTHSCISCALE25	Pearson Correlation	1	.667**
	Sig. (2-tailed)		.000
	N	1954	1519
OLDG10ChemScale26	Pearson Correlation	.667**	1
	Sig. (2-tailed)	.000	
	N	1519	4227

**. Correlation is significant at the 0.01 level (2-tailed).

Factor Analysis – Chemistry to Physics

A similar number of students went on to take the old Physics after taking the old Chemistry. There were 1,545 students who took Chemistry in grade 10 followed by Physics in 2025. Correlation between the two tests is strong. The correlation matrix for Chemistry followed by Physics is below.

Descriptive Statistics

	Mean	Std. Deviation	N
Old Chemistry1025 Level P-Score	68.1777	16.37887	1587
Old Physics1126 Level P-Score	61.7525	20.96974	1600

Correlations

		Old Chemistry1025 Level P-Score	Old Physics1126 Level P-Score
Old Chemistry1025 Level P-Score	Pearson Correlation	1	.672**
	Sig. (2-tailed)		.000
	N	1587	1545
Old Physics1126 Level P-Score	Pearson Correlation	.672**	1
	Sig. (2-tailed)	.000	
	N	1545	1600

**. Correlation is significant at the 0.01 level (2-tailed).

Factor Analysis –Science-8 to Earth and Space Sciences (New)

An increasing number of students took Science-8 in 2025 and followed that with the new Earth and Space Sciences course this year. There were 1,319 students who took the new Earth and Space Sciences in grade 9 this year after taking the Science-8 a year earlier. Correlations between the two tests are relatively strong. The correlation matrix for Science-8 followed by Earth and Space Sciences is below.

Descriptive Statistics

	Mean	Std. Deviation	N
G8_Sci_SCALE	443.26	16.682	3501
G9_ESS_SCALE_2	66.29	11.326	2797

Correlations

		G8_Sci_SCALE	G9_ESS_SCALE_2
G8_Sci_SCALE	Pearson Correlation	1	.556**
	Sig. (2-tailed)		.000
	N	3501	1319
G9_ESS_SCALE_2	Pearson Correlation	.556**	1
	Sig. (2-tailed)	.000	
	N	1319	2797

**. Correlation is significant at the 0.01 level (2-tailed).

Factor Analysis –Science-8 to Life Science: Biology (New)

Increasing numbers of students took Science-8 2025 and followed that with the new Life Science: Biology course this year. There were 2,009 students took the new Life Science: Biology in grade 9 after taking the Science-8 a year earlier. Correlations between the two tests are strong. The correlation matrix for Science-8 followed by Life Science: Biology is below.

Descriptive Statistics

	Mean	Std. Deviation	N
G8_Sci_SCALE	443.26	16.682	3501
G9_Bio_SCALE_2	70.29	15.487	2611

Correlations

		G8_Sci_SCALE	G9_Bio_SCALE_2
G8_Sci_SCALE	Pearson Correlation	1	.563**
	Sig. (2-tailed)		.000
	N	3501	2009
G9_Bio_SCALE_2	Pearson Correlation	.563**	1
	Sig. (2-tailed)	.000	
	N	2009	2611

**. Correlation is significant at the 0.01 level (2-tailed).

Partial Correlation Analysis –

Earth Science, Living Environment, Chemistry and Physics

Although the initial analysis of the relationship between Science tests indicated that they were strongly related, the next step was to test this relationship among students with special statuses. A partial correlation analysis was done to evaluate the strength of the relatedness of Science scores among Students with Disabilities (SWD), Limited English Proficient students/English language Learners (LEP/ELL) and Low Income students. The following SPSS correlation analysis tables indicate that the relationship between the Living Environment and following Chemistry scores is strong for the status groups that have enough students taking both tests. There were insufficient numbers of disabled students who took both the Living Environment in grade 9 and the Chemistry Regents in grade 10. We can only do the partial correlation analysis when there are 100 or more students in the group that have taken both tests. There were 698 low-income students who took the Living Environment Regents in 2025 and the Chemistry Regents a year later in grade 10. The following partial correlation matrix table indicates a correlation between these tests for low income students, but the correlation is smaller than that reported for all students taking these tests.

Living Environment to Chemistry Regents among Low Income Students

Descriptive Statistics

	Mean	Std. Deviation	N
OLDG9LIVENVSCALE25	87.7687	7.23746	2672
OLDG10ChemScale26	81.3922	11.60799	2672
Low-Income	.2612	.43939	2672

Correlations

Control Variables			OLDG9LIVENVSCALE25	OLDG10ChemScale26	Low-Income
-none-[a]	OLDG9LIVENVSCALE25	Correlation	1.000	.684	-.135
		Significance (2-tailed)	.	.000	.000
		df	0	2670	2670
	OLDG10ChemScale26	Correlation	.684	1.000	-.154
		Significance (2-tailed)	.000	.	.000
		df	2670	0	2670
	Low-Income	Correlation	-.135	-.154	1.000
		Significance (2-tailed)	.000	.000	.
		df	2670	2670	0
Low-Income	OLDG9LIVENVSCALE25	Correlation	1.000	.677	
		Significance (2-tailed)	.	.000	
		df	0	2669	
	OLDG10ChemScale26	Correlation	.677	1.000	
		Significance (2-tailed)	.000	.	
		df	2669	0	

Earth Science to Chemistry Regents among Low Income Students

The following SPSS correlation analysis tables indicate that the relationship between the Earth Science and following Chemistry scores is strong, but not for all status groups. There were insufficient numbers of English Language Learners and disabled students who took both the Earth Science in grade 9 and the Chemistry Regents in grade 10. There were 453 low-income students who took the Earth Science Regents and the Chemistry Regents in a 2-year period. The following partial correlation matrix tables indicate that the correlation for low income student performance on these two tests was significant, but smaller than it was for all students.

Earth Science to Chemistry Regents among Low Income Students

Descriptive Statistics

	Mean	Std. Deviation	N
Old Earth Science925 Level P-Score	74.2088	20.59261	1954
Old Chemistry1026 Level P-Score	68.8259	17.58002	4227

Correlations

		Old Earth Science925 Level P-Score	Old Chemistry1026 Level P-Score
Old Earth Science925 Level P-Score	Pearson Correlation	1	.668**
	Sig. (2-tailed)		.000
	N	1954	1519
Old Chemistry1026 Level P-Score	Pearson Correlation	.668**	1
	Sig. (2-tailed)	.000	
	N	1519	4227

**. Correlation is significant at the 0.01 level (2-tailed).

Grade 10 Chemistry to Grade 11 Physics Regents

There were too few disabled students and too few English Language Learners who took both the grade 10 Chemistry Regents followed by the Physics Regents in 2026 in order to do projections. There were 334 low-income students who took the old Chemistry Regents in grade 10 in 2025 followed by the old Physics Regents in 2026. The following partial correlation matrix tables indicate that the correlation between these two tests holds but is lower for low income students.

Chemistry to Physics Regents among Low Income Students

Descriptive Statistics

	Mean	Std. Deviation	N
OLDG10ChemScale25	79.5366	10.75878	1545
OLDGrade11PhysScale26	75.0751	14.35643	1545
Low-Income	.2162	.41177	1545

Correlations

Control Variables			OLDG10ChemScale25	OLDGrade11PhysScale26	Low-Income
-none-[a]	OLDG10ChemScale25	Correlation	1.000	.675	-.154
		Significance (2-tailed)	.	.000	.000
		df	0	1543	1543
	OLDGrade11PhysScale26	Correlation	.675	1.000	-.152
		Significance (2-tailed)	.000	.	.000
		df	1543	0	1543
	Low-Income	Correlation	-.154	-.152	1.000
		Significance (2-tailed)	.000	.000	.
		df	1543	1543	0
Low-Income	OLDG10ChemScale25	Correlation	1.000	.667	
		Significance (2-tailed)	.	.000	
		df	0	1542	
	OLDGrade11PhysScale26	Correlation	.667	1.000	
		Significance (2-tailed)	.000	.	
		df	1542	0	

a. Cells contain zero-order (Pearson) correlations.

Grade 8 Science to Grade 9 New Earth and Space Sciences Regents

There were too few disabled students and too few English Language Learners who took both the grade 8 Science test followed by the new Earth and Space Sciences test in 2026 in order to do projections. There were 724 low-income students who took the Science-8 followed by the Earth and Space Sciences test in 2025. The following correlation matrix tables indicate that the correlation between these two tests holds for low income students.

Descriptive Statistics[a]

	Mean	Std. Deviation	N
Earth Science926 Level P-Score	34.6464	15.09424	724
New SCI825 Level P-Score	43.1133	16.32225	724

a. Selecting only cases for which Low-Income = 1.00

Correlations[a]

		Earth Science926 Level P-Score	New SCI825 Level P-Score
Pearson Correlation	Earth Science926 Level P-Score	1.000	.554
	New SCI825 Level P-Score	.554	1.000
Sig. (1-tailed)	Earth Science926 Level P-Score	.	.000
	New SCI825 Level P-Score	.000	.
N	Earth Science926 Level P-Score	724	724
	New SCI825 Level P-Score	724	724

a. Selecting only cases for which Low-Income = 1.00

Variables Entered/Removed[a,b]

Model	Variables Entered	Variables Removed	Method
1	New SCI825 Level P-Score[c]	.	Enter

a. Dependent Variable: Earth Science926 Level P-Score

b. Models are based only on cases for which Low-Income = 1.00

c. All requested variables entered.

Grade 8 Science to Grade 9 New Life Science: Biology Regents

There were too few disabled students and too few English Language Learners who took both the grade 8 Science test followed by the Life Science: Biology Regents test in 2026 in order to do projections. There were 1,337 low-income students who took the Science-8 in 2015 followed by the Life Science: Biology Regents in 2025. The following partial correlation matrix tables indicate that the correlation between these two tests holds for low income students.

Descriptive Statistics[a]

	Mean	Std. Deviation	N
New Life Science Bio926 Level P-Score	46.1473	21.98312	1337
New SCI825 Level P-Score	39.4944	15.23101	1337

a. Selecting only cases for which Low-Income = 1.00

Correlations[a]

		New Life Science Bio926 Level P-Score	New SCI825 Level P-Score
Pearson Correlation	New Life Science Bio926 Level P-Score	1.000	.553
	New SCI825 Level P-Score	.553	1.000
Sig. (1-tailed)	New Life Science Bio926 Level P-Score	.	.000
	New SCI825 Level P-Score	.000	.
N	New Life Science Bio926 Level P-Score	1337	1337
	New SCI825 Level P-Score	1337	1337

a. Selecting only cases for which Low-Income = 1.00

Variables Entered/Removed[a,b]

Model	Variables Entered	Variables Removed	Method
1	New SCI825 Level P-Score[c]	.	Enter

a. Dependent Variable: New Life Science Bio926 Level P-Score

b. Models are based only on cases for which Low-Income = 1.00

c. All requested variables entered.

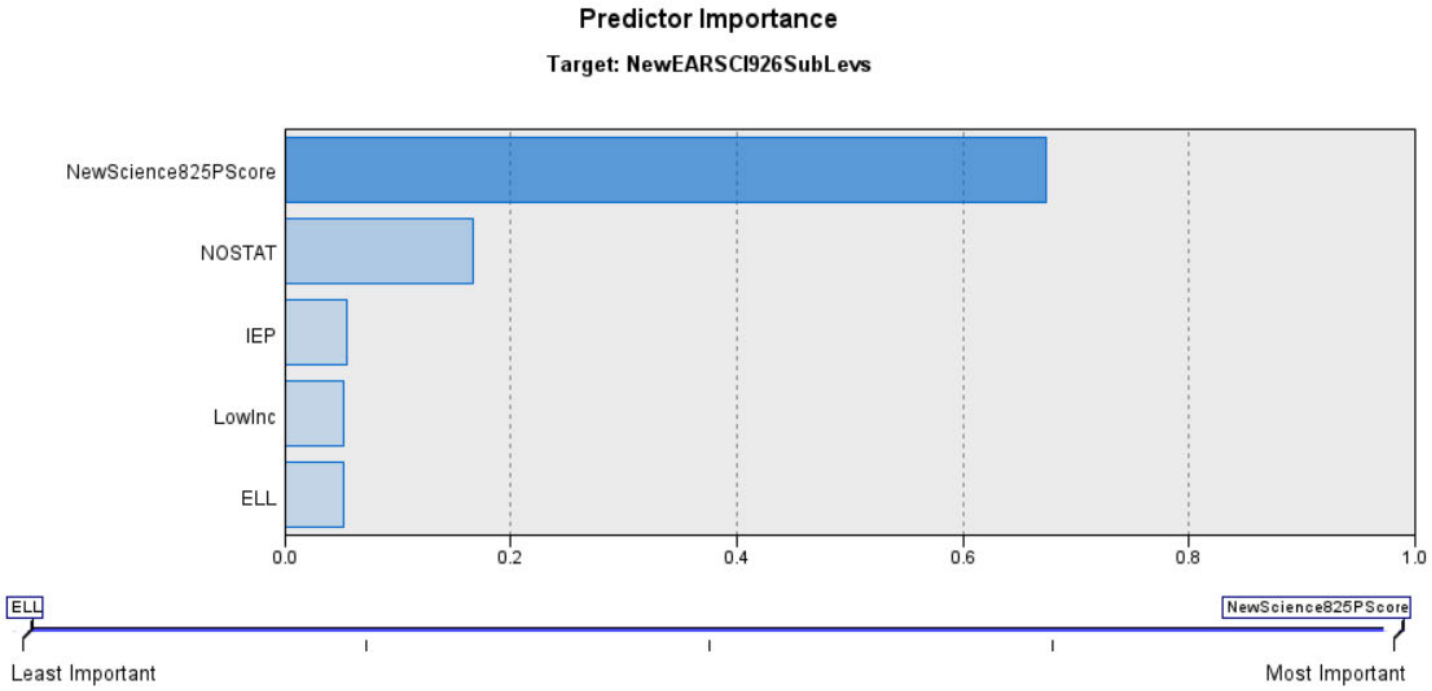
Predictive Analytic Tests/Processes-Science

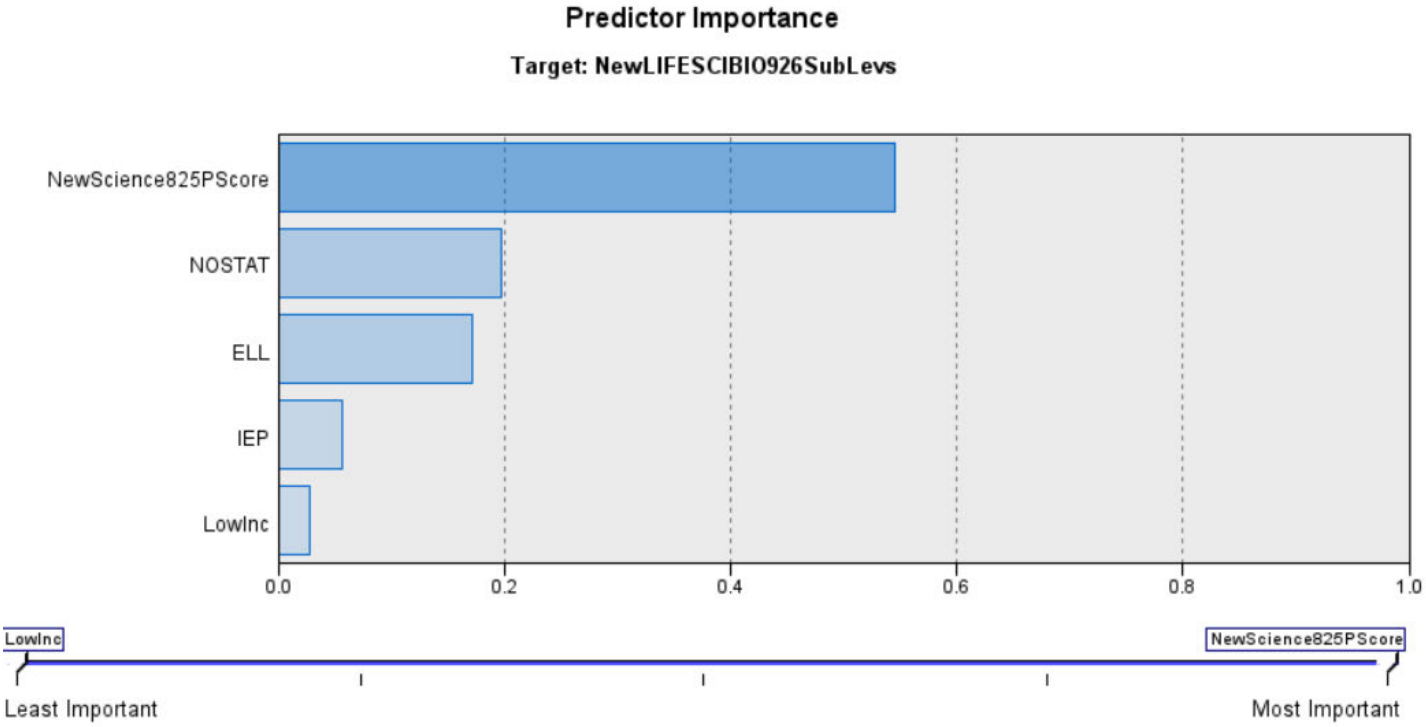
Rule Induction Tests

The Modeler was also used to create prediction models for each of the Science paths from grade 8 to graduation. The dependent or target variables in the study are the leveled percentile outcomes on specific Regents tests (Living Environment, Earth Science, Chemistry and Physics). The first image below is the data stream test for the prediction of a series of Science Regents scores in common paths connecting Science courses. So, the first two Science paths that we can test this year start with Living Environment, or Earth Science and progressing to Chemistry. The following Modeler Charts indicate the relative significance of the prior science P-Scores for Low-Income status in the prediction of each of the following science Regents tests. The last chart indicates the relative significance of Science-8 to the following new Earth and Space Sciences and the new Life Science; Biology Regents. The successful projection of each of the science Regents scores is disproportionately based upon the prior science test scores.

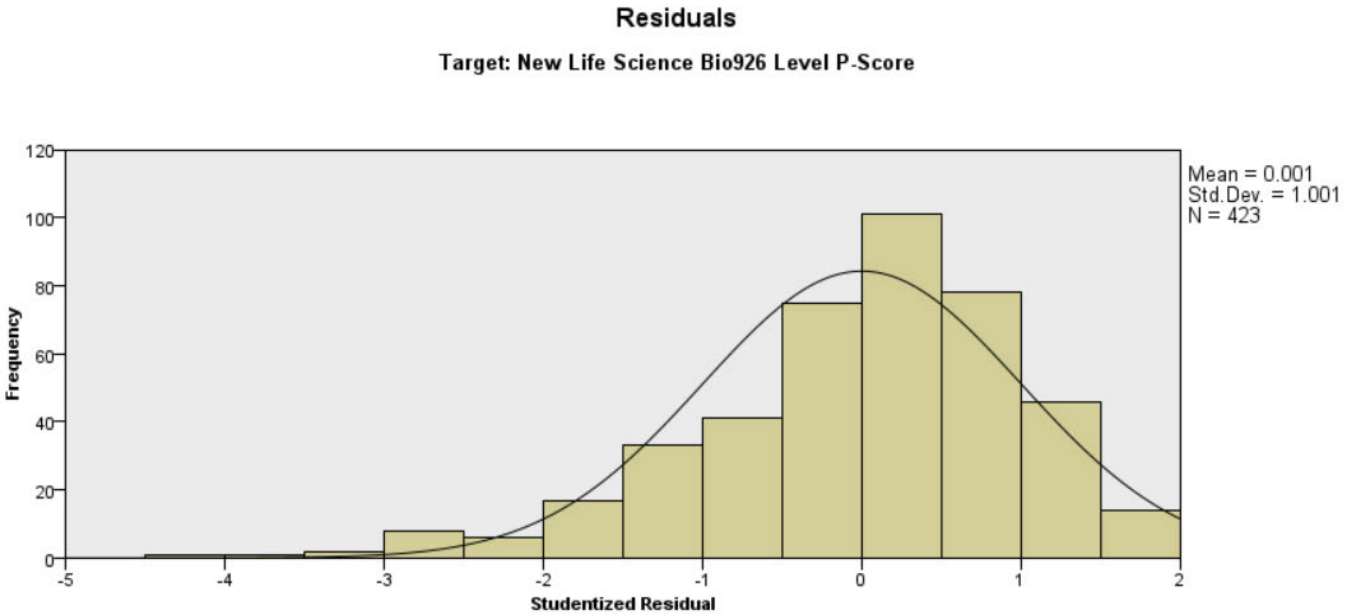
Modeler Science Data Stream and Paths through Secondary Science

Science-8 to Earth and Space Science and Life Science – Biology



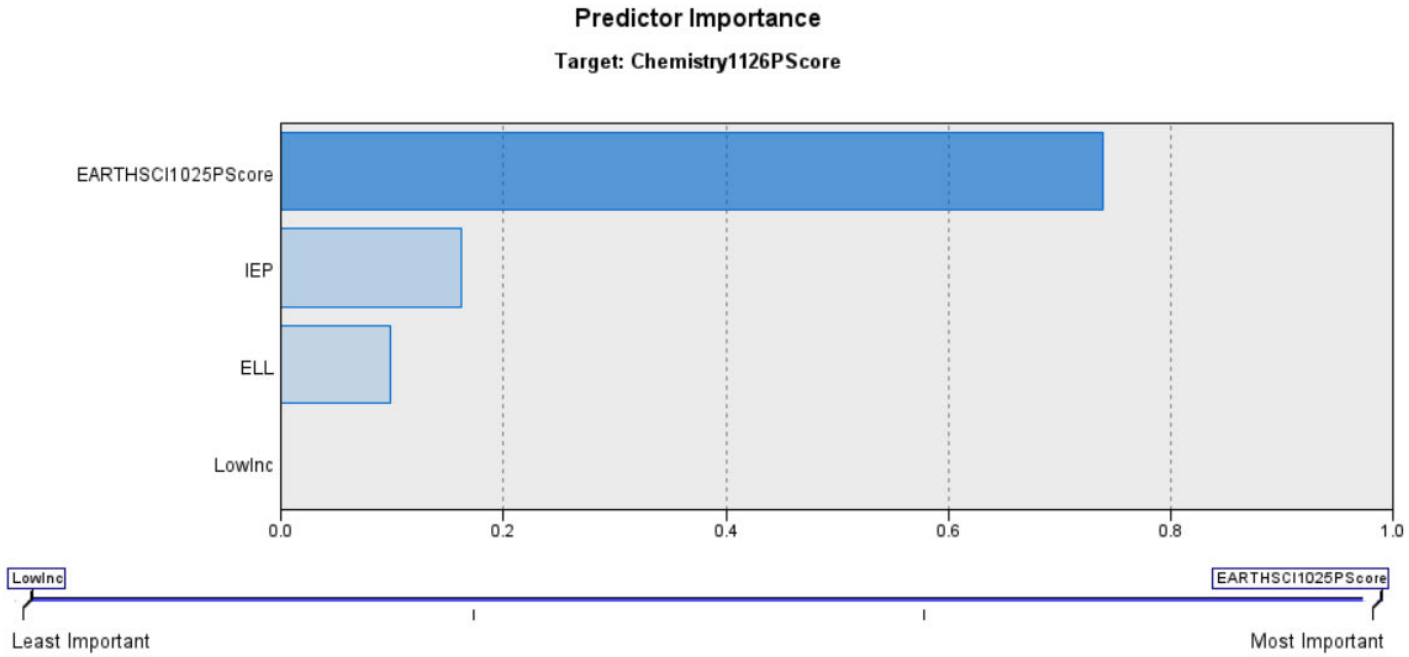


Earth and Space Science to Life Science – Biology



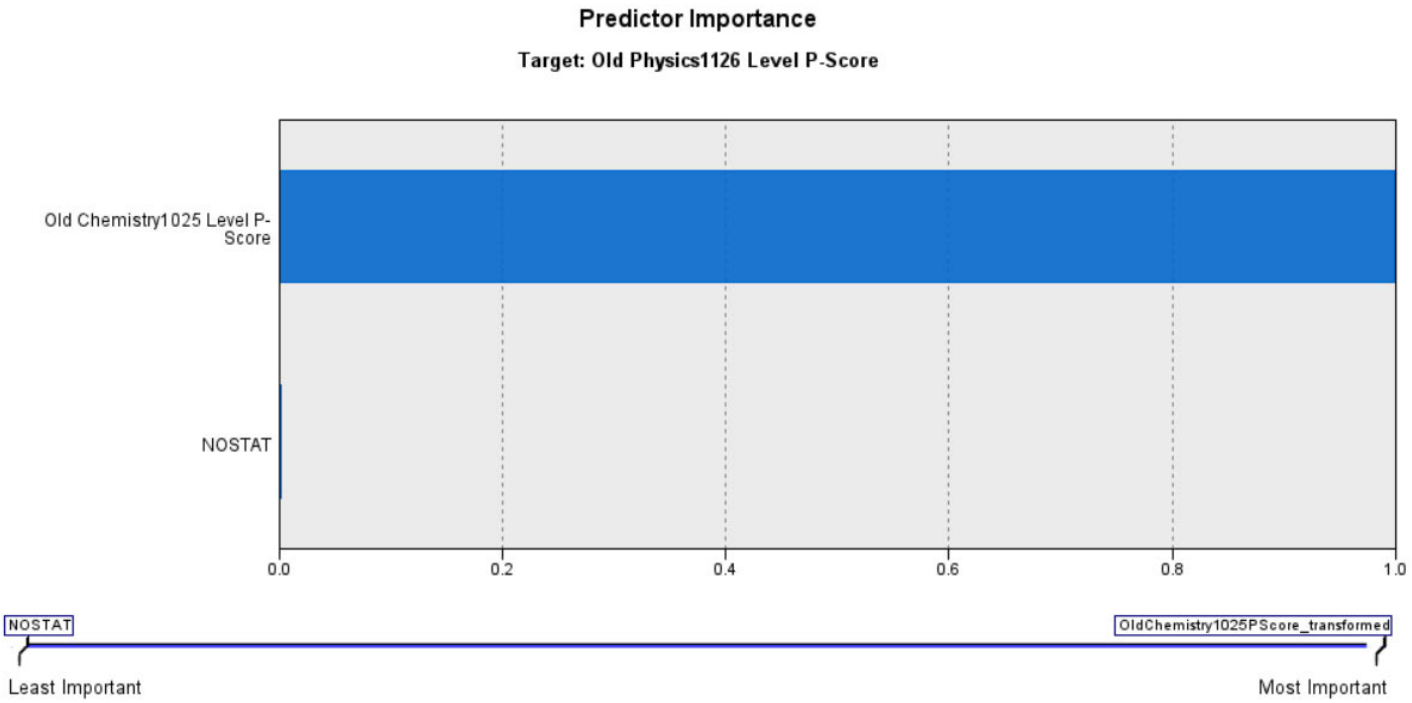
The histogram of Studentized residuals compares the distribution of the residuals to a normal distribution.The smooth line represents the normal distribution.The closer the frequencies of the residuals are to this line, the closer the distribution of the residuals is to the normal distribution.

Earth and Space Science and Life Science – Biology to Chemistry



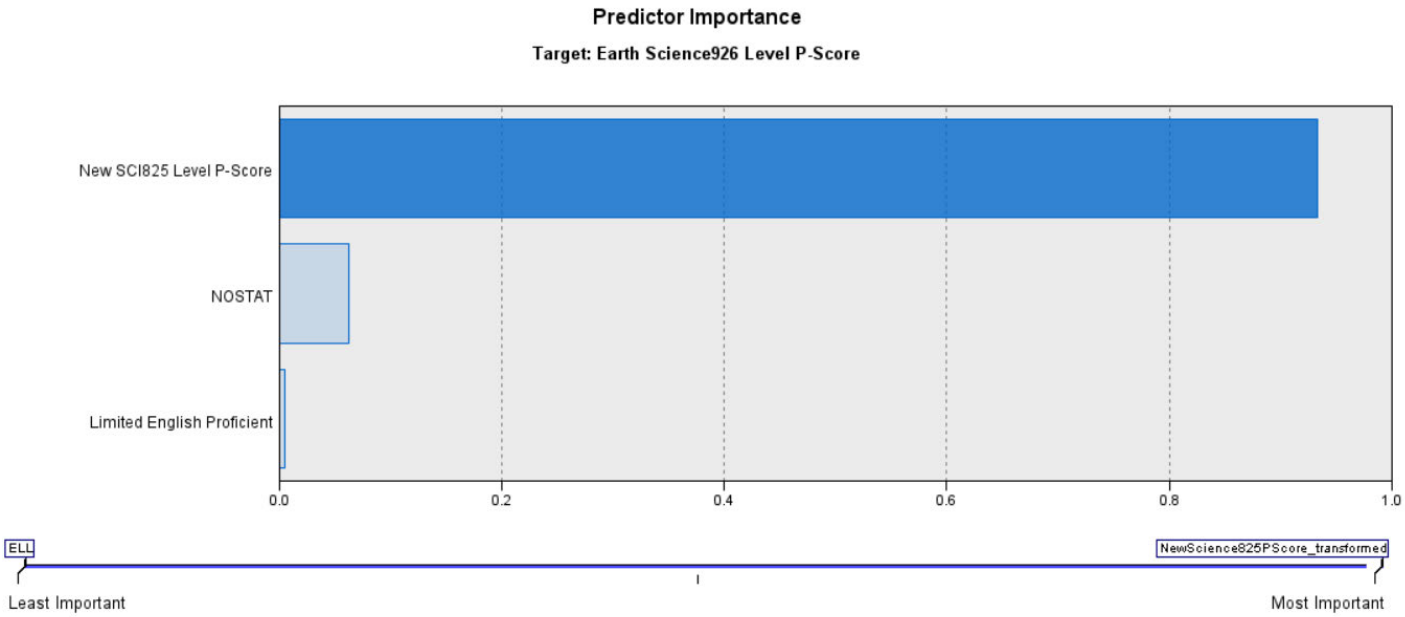
Rule Induction Tests -

Chemistry to Grade 10 and 11 Physics Regents

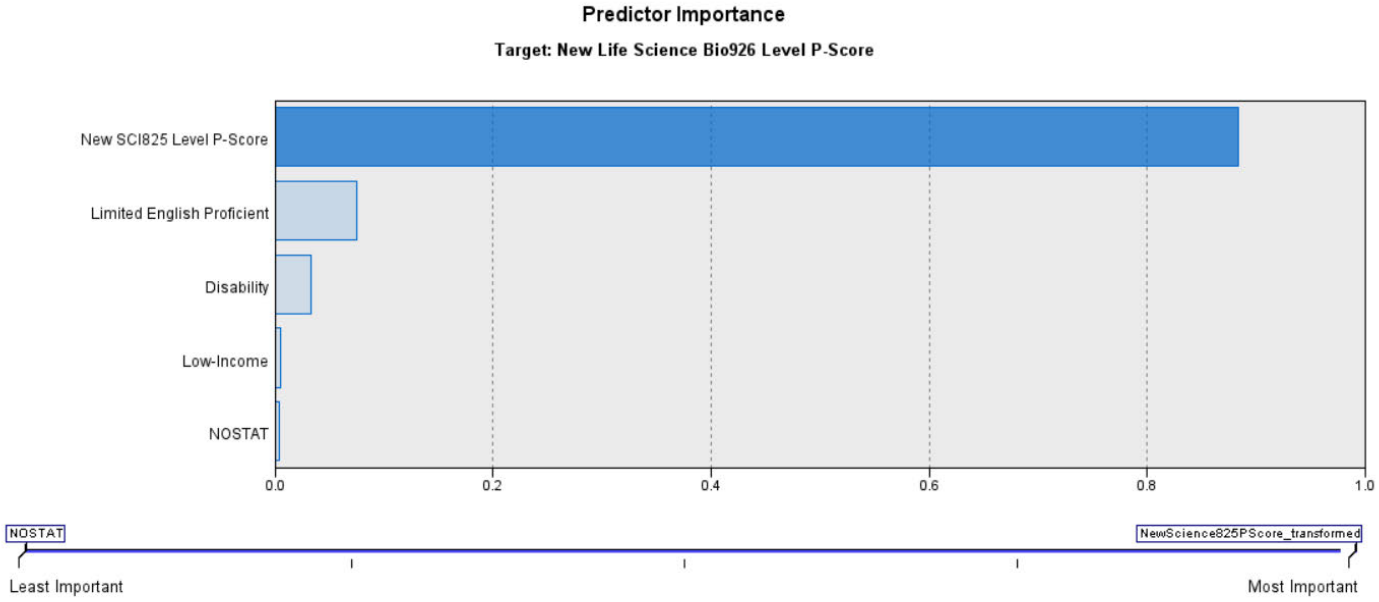


Rule Induction Tests -

Science-8 to Grade 9 New Earth and Space Sciences Regents



Science-8 to Grade 9 New Life Science: Biology Regents



Establish Rule Sets for Science Projections

The SPSS Modeler's C5.0 model is one of the models used in rule setting for evaluation of predictions. It simplifies the complexity of the data by identifying target cases that do not meet the pre-established rules. Sub-levels were introduced into the predictive model so that future scores would be predicted based upon the scores of students in short score ranges separately for non-status students, Students with Disabilities, Limited English Proficiency students/English Language Learners and Low-Income students. Two related sets of predictions were generated to set high and low predictions with different rates of confidence.

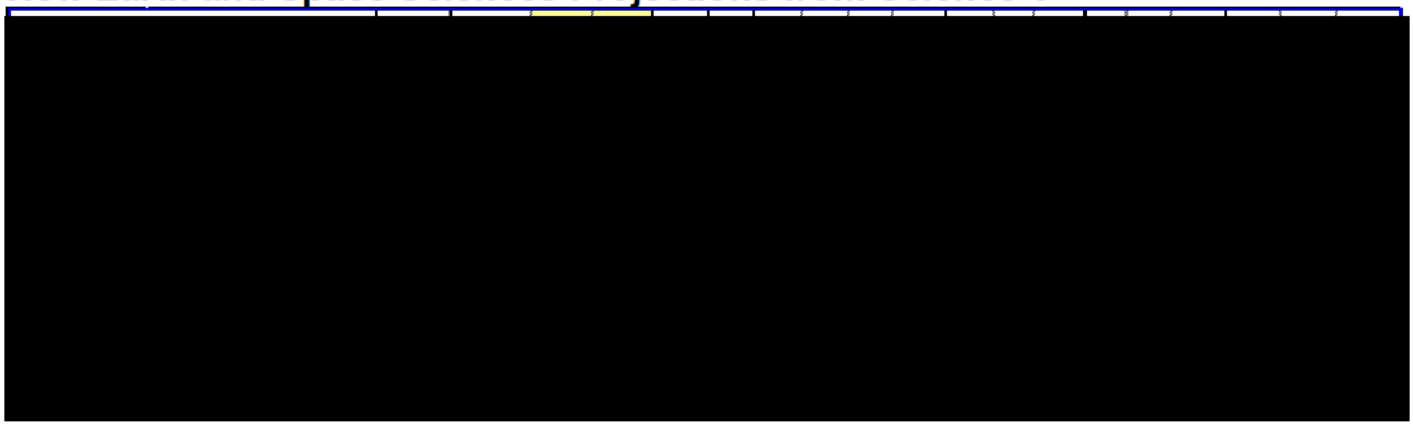
The same two rules were used for the "high-end" predictions of science Regents scores as were used for Global History, U.S. History and English Regents scores. Rule 1 = Rule 1, applies to each sub-level group and each status group including students with disabilities, English Language Learners and Low-Income students. One of the primary differences between social studies projections and science projections is that many fewer students with disabilities and many fewer English language learners took the science Regents than took the English and social studies Regents this year. The prediction is essentially determined at the top end of the predictive range by the mean average performance of students in prior performance sub-levels on the Living Environment, Earth Science or Chemistry Assessments.

The rules used for the conservative "low-end" projections of science Regents results from prior science scores follow. Rule 2 = 80% or more of all target cases should be equal to above the minimum projection for all sublevel groups based upon prior scores. Rule 2 applies to each sub-level group and each status group including Students with Disabilities, English Language Learners and Low-Income students. Projections will not be supported unless at least 100 students or more connect the two tests for any status group. The "low-end" projections are calculated by expanding the confidence interval to ensure that the target of 80% successful prediction for each short score range from the prior test. If there were fewer than 20 students in any sub-level group from the prior test, the generated projection was suppressed in the projection tables to ensure that projections were based upon representative clusters of students.

Generating Projections

Using the rule sets described, the projections below were exported into Excel. The first projections are for Chemistry from either prior Living Environment or Earth Science scores. The Chemistry Regents projections scores have been converted to equivalent scale scores for use as projections for similar students. Once the high and low projections were generated a mid-point projection was added in order to give the end-user a range from low to high to establish student performance targets.

New Earth and Space Sciences Projections from Science-8



New Life Science: Biology Regents Projections from Science-8



New Earth and Space Sciences Projections from New Life Science: Biology



New Life Science: Biology Projections from New Earth and Space Sciences



New Chemistry Projections from New Earth and Space Sciences



Two patterns stand out related to the Chemistry projections from Earth Science or Living Environment. Chemistry is not one of the required Regents exams for graduation, the numbers of students taking it are less than half of the numbers of students who took the earlier Earth Science or Living Environment Regents exams combined in the prior year. Students at the low end of the range of scores on the Living Environment and Earth Science Regents (below 65 or level 3) generally do not go on to take Chemistry. This pattern is continued when students go from Chemistry to Physics, as seen in the following projections.

This the last year of projections of student scores on the old Chemistry and the old Physics Regents because next year is the last year that these two Regents will be administered. As a result we provide below projections for the old Chemistry based upon student performance the year before on the old Earth Science and the old Living Environment Regents. Following the old Chemistry projections we then provide projections for the last year of the old Physics based upon 2025 scores on the old Chemistry Regents.

Old Chemistry Projections from Old Earth Science



Old Chemistry Projections from Old Living Environment (Grades 9 – 10)



Old Chemistry Projections from Old Living Environment (Grades 10 – 11)



Old Physics Projections from Old Chemistry



Testing Projections

After the projections were written to the regional longitudinal data file the most conservative "low-end" projections were validated with a series of tables in the SPSS Modeler that identified successful predictions and unsuccessful predictions. The counts and percentages in the "1.0" column identify the rate of that actual student outcomes on the target test were at or above the projection for the relevant sub-level group. The projections are validated when the successful prediction rate is approximately 80% or higher for every sub-group with a projection.

Test of Old Living Environment to Old Chemistry Regents Projections - Non-Status Students Grade 9 Living Environment to Grade 10 Chemistry Regents

Old Living Environment Gr925 Levels * TotOldLE925toOldChem1026Pre Crosstabulation

			TotOldLE925toOldChem1026		Total
			.00	1.00	
Old Living Environment Gr925 Levels	3.00	Count	6	0	6
		% within Old Living Environment Gr925 Levels	100.0%	0.0%	100.0%
	4.00	Count	7	0	7
		% within Old Living Environment Gr925 Levels	100.0%	0.0%	100.0%
	5.00	Count	8	0	8
		% within Old Living Environment Gr925 Levels	100.0%	0.0%	100.0%
	6.00	Count	6	0	6
		% within Old Living Environment Gr925 Levels	100.0%	0.0%	100.0%
	7.00	**Count**	**8**	**33**	**41**
		% within Old Living Environment Gr925 Levels	**19.5%**	**80.5%**	**100.0%**
	8.00	**Count**	**39**	**169**	**208**
		% within Old Living Environment Gr925 Levels	**18.8%**	**81.3%**	**100.0%**
	9.00	**Count**	**73**	**392**	**465**
		% within Old Living Environment Gr925 Levels	**15.7%**	**84.3%**	**100.0%**
	10.00	**Count**	**135**	**537**	**672**
		% within Old Living Environment Gr925 Levels	**20.1%**	**79.9%**	**100.0%**
	11.00	**Count**	**148**	**622**	**770**
		% within Old Living Environment Gr925 Levels	**19.2%**	**80.8%**	**100.0%**
	12.00	**Count**	**78**	**411**	**489**
		% within Old Living Environment Gr925 Levels	**16.0%**	**84.0%**	**100.0%**
Total		**Count**	**508**	**2164**	**2672**
		% within Old Living Environment Gr925 Levels	19.0%	81.0%	100.0%

Test of Old Living Environment to Old Chemistry Regents Projections - Non-Status Students
Grade 10 Living Environment to Grade 11 Chemistry Regents

Old Living Environment Gr1025 Levels * NOSTATOldLE1025toOldChem1126Pre Crosstabulation

			NOSTATOldLE1025toOldChem1126Pre		Total
			.00	1.00	
Old Living Environment Gr1025 Levels	3.00	Count	4	0	4
		% within Old Living Environment Gr1025 Levels	100.0%	0.0%	100.0%
	4.00	Count	4	0	4
		% within Old Living Environment Gr1025 Levels	100.0%	0.0%	100.0%
	5.00	Count	4	0	4
		% within Old Living Environment Gr1025 Levels	100.0%	0.0%	100.0%
	6.00	Count	8	0	8
		% within Old Living Environment Gr1025 Levels	100.0%	0.0%	100.0%
	7.00	Count	**5**	**36**	**41**
		% within Old Living Environment Gr1025 Levels	**12.2%**	**87.8%**	**100.0%**
	8.00	Count	**25**	**118**	**143**
		% within Old Living Environment Gr1025 Levels	**17.5%**	**82.5%**	**100.0%**
	9.00	Count	**45**	**205**	**250**
		% within Old Living Environment Gr1025 Levels	**18.0%**	**82.0%**	**100.0%**
	10.00	Count	**38**	**199**	**237**
		% within Old Living Environment Gr1025 Levels	**16.0%**	**84.0%**	**100.0%**
	11.00	Count	**23**	**92**	**115**
		% within Old Living Environment Gr1025 Levels	**20.0%**	**80.0%**	**100.0%**
	12.00	Count	**5**	**33**	**38**
		% within Old Living Environment Gr1025 Levels	**13.2%**	**86.8%**	**100.0%**
Total		Count	**161**	**683**	**844**
		% within Old Living Environment Gr1025 Levels	19.1%	80.9%	100.0%

Test of Old Living Environment to Old Chemistry Regents Projections - Low Income Students

Grade 9 Living Environment to Grade 10 Chemistry Regents

Old Living Environment Gr925 Levels * LowIncOldLE925toOldChem1026Pre Crosstabulation

			LowIncOldLE925toOldChem1026Pre		Total
			.00	1.00	
Old Living Environment Gr925 Levels	3.00	Count	5	0	5
		% within Old Living Environment Gr925 Levels	100.0%	0.0%	100.0%
	4.00	Count	5	0	5
		% within Old Living Environment Gr925 Levels	100.0%	0.0%	100.0%
	5.00	Count	3	0	3
		% within Old Living Environment Gr925 Levels	100.0%	0.0%	100.0%
	6.00	Count	5	0	5
		% within Old Living Environment Gr925 Levels	100.0%	0.0%	100.0%
	7.00	Count	19	0	19
		% within Old Living Environment Gr925 Levels	100.0%	0.0%	100.0%
	8.00	**Count**	**13**	**54**	**67**
		% within Old Living Environment Gr925 Levels	**19.4%**	**80.6%**	**100.0%**
	9.00	**Count**	**21**	**106**	**127**
		% within Old Living Environment Gr925 Levels	**16.5%**	**83.5%**	**100.0%**
	10.00	**Count**	**34**	**157**	**191**
		% within Old Living Environment Gr925 Levels	**17.8%**	**82.2%**	**100.0%**
	11.00	**Count**	**34**	**153**	**187**
		% within Old Living Environment Gr925 Levels	**18.2%**	**81.8%**	**100.0%**
	12.00	**Count**	**17**	**72**	**89**
		% within Old Living Environment Gr925 Levels	**19.1%**	**80.9%**	**100.0%**
Total		Count	156	542	698
		% within Old Living Environment Gr925 Levels	22.3%	77.7%	100.0%

Test of Old Living Environment to Old Chemistry Regents Projections - Low Income Students

Grade 10 Living Environment to Grade 11 Chemistry Regents

Old Living Environment Gr1025 Levels * LowIncOldLE1025toOldChem1126Pre Crosstabulation

			LowIncOldLE1025toOldChem1126Pre		Total
			.00	1.00	
Old Living Environment Gr1025 Levels	3.00	Count	7	0	7
		% within Old Living Environment Gr1025 Levels	100.0%	0.0%	100.0%
	4.00	Count	2	0	2
		% within Old Living Environment Gr1025 Levels	100.0%	0.0%	100.0%
	5.00	Count	11	0	11
		% within Old Living Environment Gr1025 Levels	100.0%	0.0%	100.0%
	6.00	Count	8	0	8
		% within Old Living Environment Gr1025 Levels	100.0%	0.0%	100.0%
	7.00	**Count**	**5**	**34**	**39**
		% within Old Living Environment Gr1025 Levels	**12.8%**	**87.2%**	**100.0%**
	8.00	**Count**	**17**	**100**	**117**
		% within Old Living Environment Gr1025 Levels	**14.5%**	**85.5%**	**100.0%**
	9.00	**Count**	**34**	**147**	**181**
		% within Old Living Environment Gr1025 Levels	**18.8%**	**81.2%**	**100.0%**
	10.00	**Count**	**18**	**111**	**129**
		% within Old Living Environment Gr1025 Levels	**14.0%**	**86.0%**	**100.0%**
	11.00	**Count**	**13**	**60**	**73**
		% within Old Living Environment Gr1025 Levels	**17.8%**	**82.2%**	**100.0%**
	12.00	Count	15	0	15
		% within Old Living Environment Gr1025 Levels	100.0%	0.0%	100.0%
Total		Count	130	452	582
		% within Old Living Environment Gr1025 Levels	22.3%	77.7%	100.0%

Test of Old Living Environment to Old Chemistry Regents Projections

- Students with Disabilities

Grade 10 Living Environment to Grade 11 Chemistry Regents

Old Living Environment Gr1025 Levels * IEPOldES1025toOldChem1126Pre Crosstabulation

			IEPOldES1025toOldChem1126Pre		Total
			.00	1.00	
Old Living Environment Gr1025 Levels	4.00	Count	2	0	2
		% within Old Living Environment Gr1025 Levels	100.0%	0.0%	100.0%
	5.00	Count	3	0	3
		% within Old Living Environment Gr1025 Levels	100.0%	0.0%	100.0%
	6.00	Count	1	0	1
		% within Old Living Environment Gr1025 Levels	100.0%	0.0%	100.0%
	7.00	Count	7	0	7
		% within Old Living Environment Gr1025 Levels	100.0%	0.0%	100.0%
	8.00	Count	17	0	17
		% within Old Living Environment Gr1025 Levels	100.0%	0.0%	100.0%
	9.00	**Count**	**5**	**37**	**42**
		% within Old Living Environment Gr1025 Levels	**11.9%**	**88.1%**	**100.0%**
	10.0	**Count**	**3**	**21**	**24**
		% within Old Living Environment Gr1025 Levels	**12.5%**	**87.5%**	**100.0%**
	11.0	**Count**	13	0	13
		% within Old Living Environment Gr1025 Levels	100.0%	0.0%	100.0%
	12.0	Count	3	0	3
		% within Old Living Environment Gr1025 Levels	100.0%	0.0%	100.0%
Total		Count	54	58	112
		% within Old Living Environment Gr1025 Levels	48.2%	51.8%	100.0%

Test of Old Earth Science- to Old Chemistry Projections – Non Status Students

Old Earth Science Gr925 Levels * NOSTATOldES925toOldChem1026Pre Crosstabulation

			NOSTATOldES925toOldChem1026Pre		Total
			.00	1.00	
Old Earth Science Gr925 Levels	4.00	Count	2	0	2
		% within Old Earth Science Gr925 Levels	100.0%	0.0%	100.0%
	5.00	Count	5	0	5
		% within Old Earth Science Gr925 Levels	100.0%	0.0%	100.0%
	6.00	Count	5	0	5
		% within Old Earth Science Gr925 Levels	100.0%	0.0%	100.0%
	7.00	Count	23	0	23
		% within Old Earth Science Gr925 Levels	100.0%	0.0%	100.0%
	8.00	**Count**	**13**	**73**	**86**
		% within Old Earth Science Gr925 Levels	**15.1%**	**84.9%**	**100.0%**
	9.00	**Count**	**20**	**96**	**116**
		% within Old Earth Science Gr925 Levels	**17.2%**	**82.8%**	**100.0%**
	10.00	**Count**	**34**	**139**	**173**
		% within Old Earth Science Gr925 Levels	**19.7%**	**80.3%**	**100.0%**
	11.00	**Count**	**50**	**226**	**276**
		% within Old Earth Science Gr925 Levels	**18.1%**	**81.9%**	**100.0%**
	12.00	**Count**	**61**	**256**	**317**
		% within Old Earth Science Gr925 Levels	**19.2%**	**80.8%**	**100.0%**
Total		**Count**	**213**	**790**	**1003**
		% within Old Earth Science Gr925 Levels	**21.2%**	**78.8%**	**100.0%**

Test of Old Earth Science- to Old Chemistry Projections – Low Income Students

Old Earth Science Gr925 Levels * LowIncOldES925toOldChem1026Pre Crosstabulation

			LowIncOldES925toOldChem1026Pre		Total
			.00	1.00	
Old Earth Science Gr925 Levels	2.00	Count	2	0	2
		% within Old Earth Science Gr925 Levels	100.0%	0.0%	100.0%
	3.00	Count	5	0	5
		% within Old Earth Science Gr925 Levels	100.0%	0.0%	100.0%
	4.00	Count	4	0	4
		% within Old Earth Science Gr925 Levels	100.0%	0.0%	100.0%
	5.00	Count	8	0	8
		% within Old Earth Science Gr925 Levels	100.0%	0.0%	100.0%
	6.00	Count	6	0	6
		% within Old Earth Science Gr925 Levels	100.0%	0.0%	100.0%
	7.00	Count	**4**	**30**	**34**
		% within Old Earth Science Gr925 Levels	**11.8%**	**88.2%**	**100.0%**
	8.00	Count	**16**	**64**	**80**
		% within Old Earth Science Gr925 Levels	**20.0%**	**80.0%**	**100.0%**
	9.00	Count	**10**	**54**	**64**
		% within Old Earth Science Gr925 Levels	**15.6%**	**84.4%**	**100.0%**
	10.00	Count	**18**	**75**	**93**
		% within Old Earth Science Gr925 Levels	**19.4%**	**80.6%**	**100.0%**
	11.00	Count	**13**	**75**	**88**
		% within Old Earth Science Gr925 Levels	**14.8%**	**85.2%**	**100.0%**
	12.00	Count	**15**	**54**	**69**
		% within Old Earth Science Gr925 Levels	**21.7%**	**78.3%**	**100.0%**
Total		Count	101	352	453
		% within Old Earth Science Gr925 Levels	22.3%	77.7%	100.0%

Test of Old Chemistry - to Old Physics Projections – Non Status Students

Old Chemistry Gr1025 Levels * NOSTATOldChem1025toOldPhys1126Pre Crosstabulation

			NOSTATOldChem1025toOldPhys1126Pre		Total
			.00	1.00	
Old Chemistry Gr1025 Levels	2.00	Count	1	0	1
		% within Old Chemistry Gr1025 Levels	100.0%	0.0%	100.0%
	3.00	Count	11	0	11
		% within Old Chemistry Gr1025 Levels	100.0%	0.0%	100.0%
	4.00	Count	8	0	8
		% within Old Chemistry Gr1025 Levels	100.0%	0.0%	100.0%
	5.00	Count	3	23	26
		% within Old Chemistry Gr1025 Levels	11.5%	88.5%	100.0%
	6.00	Count	6	21	27
		% within Old Chemistry Gr1025 Levels	22.2%	77.8%	100.0%
	7.00	Count	28	128	156
		% within Old Chemistry Gr1025 Levels	17.9%	82.1%	100.0%
	8.00	Count	53	235	288
		% within Old Chemistry Gr1025 Levels	18.4%	81.6%	100.0%
	9.00	Count	43	182	225
		% within Old Chemistry Gr1025 Levels	19.1%	80.9%	100.0%
	10.00	Count	31	138	169
		% within Old Chemistry Gr1025 Levels	18.3%	81.7%	100.0%
	11.00	Count	22	112	134
		% within Old Chemistry Gr1025 Levels	16.4%	83.6%	100.0%
	12.00	Count	25	112	137
		% within Old Chemistry Gr1025 Levels	18.2%	81.8%	100.0%
Total		Count	231	951	1182
		% within Old Chemistry Gr1025 Levels	19.5%	80.5%	100.0%

Test of Old Chemistry - to Old Physics Projections – Low Income Students

Old Chemistry Gr1025 Levels * LowIncOldChem1025toOldPhys1126Pre Crosstabulation

			LowIncOldChem1025toOldPhys1126Pre		Total
			.00	1.00	
Old Chemistry Gr1025 Levels	3.00	Count	13	0	13
		% within Old Chemistry Gr1025 Levels	100.0%	0.0%	100.0%
	4.00	Count	2	0	2
		% within Old Chemistry Gr1025 Levels	100.0%	0.0%	100.0%
	5.00	Count	10	0	10
		% within Old Chemistry Gr1025 Levels	100.0%	0.0%	100.0%
	6.00	Count	18	0	18
		% within Old Chemistry Gr1025 Levels	100.0%	0.0%	100.0%
	7.00	Count	**11**	**49**	**60**
		% within Old Chemistry Gr1025 Levels	**18.3%**	**81.7%**	**100.0%**
	8.00	Count	**13**	**67**	**80**
		% within Old Chemistry Gr1025 Levels	**16.3%**	**83.8%**	**100.0%**
	9.00	Count	**8**	**68**	**76**
		% within Old Chemistry Gr1025 Levels	**10.5%**	**89.5%**	**100.0%**
	10.00	Count	**9**	**35**	**44**
		% within Old Chemistry Gr1025 Levels	**20.5%**	**79.5%**	**100.0%**
	11.00	Count	19	0	19
		% within Old Chemistry Gr1025 Levels	100.0%	0.0%	100.0%
	12.00	Count	12	0	12
		% within Old Chemistry Gr1025 Levels	100.0%	0.0%	100.0%
Total		Count	115	219	334
		% within Old Chemistry Gr1025 Levels	34.4%	65.6%	100.0%

Science-8 to New Earth and Space Sciences Regents Projections - Non-Status Students

New Science825 Sub Levels * NOSTATSci8toESS926Pre Crosstabulation

			NOSTATSci8toESS926Pre		Total
			.00	1.00	
New Science825 Sub Levels	2.00	Count	4	0	4
		% within New Science825 Sub Levels	100.0%	0.0%	100.0%
	3.00	Count	6	24	30
		% within New Science825 Sub Levels	20.0%	80.0%	100.0%
	4.00	Count	7	31	38
		% within New Science825 Sub Levels	18.4%	81.6%	100.0%
	5.00	Count	11	66	77
		% within New Science825 Sub Levels	14.3%	85.7%	100.0%
	6.00	Count	8	59	67
		% within New Science825 Sub Levels	11.9%	88.1%	100.0%
	7.00	Count	17	112	129
		% within New Science825 Sub Levels	13.2%	86.8%	100.0%
	8.00	Count	9	54	63
		% within New Science825 Sub Levels	14.3%	85.7%	100.0%
	9.00	Count	4	32	36
		% within New Science825 Sub Levels	11.1%	88.9%	100.0%
	10.00	Count	12	0	12
		% within New Science825 Sub Levels	100.0%	0.0%	100.0%
	11.00	Count	4	0	4
		% within New Science825 Sub Levels	100.0%	0.0%	100.0%
	12.00	Count	2	0	2
		% within New Science825 Sub Levels	100.0%	0.0%	100.0%
Total		Count	84	378	462
		% within New Science825 Sub Levels	18.2%	81.8%	100.0%

New Science825 Sub Levels * LowIncSci8toESS926Pre Crosstabulation

			LowIncSci8toESS926Pre		Total
			.00	1.00	
New Science825 Sub Levels	1.00	Count	3	0	3
		% within New Science825 Sub Levels	100.0%	0.0%	100.0%
	2.00	Count	13	0	13
		% within New Science825 Sub Levels	100.0%	0.0%	100.0%
	3.00	Count	**7**	**61**	**68**
		% within New Science825 Sub Levels	**10.3%**	**89.7%**	**100.0%**
	4.00	Count	**18**	**79**	**97**
		% within New Science825 Sub Levels	**18.6%**	**81.4%**	**100.0%**
	5.00	Count	**30**	**128**	**158**
		% within New Science825 Sub Levels	**19.0%**	**81.0%**	**100.0%**
	6.00	Count	**16**	**78**	**94**
		% within New Science825 Sub Levels	**17.0%**	**83.0%**	**100.0%**
	7.00	Count	**23**	**142**	**165**
		% within New Science825 Sub Levels	**13.9%**	**86.1%**	**100.0%**
	8.00	Count	**9**	**70**	**79**
		% within New Science825 Sub Levels	**11.4%**	**88.6%**	**100.0%**
	9.00	Count	**7**	**29**	**36**
		% within New Science825 Sub Levels	**19.4%**	**80.6%**	**100.0%**
	10.00	Count	5	0	5
		% within New Science825 Sub Levels	100.0%	0.0%	100.0%
	11.00	Count	5	0	5
		% within New Science825 Sub Levels	100.0%	0.0%	100.0%
	12.00	Count	1	0	1
		% within New Science825 Sub Levels	100.0%	0.0%	100.0%
Total		Count	137	587	724
		% within New Science825 Sub Levels	18.9%	81.1%	100.0%

New Science825 Sub Levels * IEPSci8toESS926Pre Crosstabulation

			IEPSci8toESS926Pre		Total
			.00	1.00	
New Science825 Sub Levels	2.00	Count	2	0	2
		% within New Science825 Sub Levels	100.0%	0.0%	100.0%
	3.00	Count	3	28	31
		% within New Science825 Sub Levels	9.7%	90.3%	100.0%
	4.00	Count	4	20	24
		% within New Science825 Sub Levels	16.7%	83.3%	100.0%
	5.00	**Count**	**6**	**28**	**34**
		% within New Science825 Sub Levels	**17.6%**	**82.4%**	**100.0%**
	6.00	**Count**	**4**	**23**	**27**
		% within New Science825 Sub Levels	**14.8%**	**85.2%**	**100.0%**
	7.00	**Count**	**6**	**41**	**47**
		% within New Science825 Sub Levels	**12.8%**	**87.2%**	**100.0%**
	8.00	Count	13	0	13
		% within New Science825 Sub Levels	100.0%	0.0%	100.0%
	9.00	Count	12	0	12
		% within New Science825 Sub Levels	100.0%	0.0%	100.0%
	10.00	Count	3	0	3
		% within New Science825 Sub Levels	100.0%	0.0%	100.0%
	11.00	Count	3	0	3
		% within New Science825 Sub Levels	100.0%	0.0%	100.0%
Total		Count	56	140	196
		% within New Science825 Sub Levels	28.6%	71.4%	100.0%

New Science825 Sub Levels * NOSTATSci8toBio926Pre Crosstabulation

			NOSTATSci8toBio926Pre		Total
			.00	1.00	
New Science825 Sub Levels	2.00	Count	3	0	3
		% within New Science825 Sub Levels	100.0%	0.0%	100.0%
	3.00	Count	21	0	21
		% within New Science825 Sub Levels	100.0%	0.0%	100.0%
	4.00	**Count**	**5**	**34**	**39**
		% within New Science825 Sub Levels	**12.8%**	**87.2%**	**100.0%**
	5.00	**Count**	**10**	**69**	**79**
		% within New Science825 Sub Levels	**12.7%**	**87.3%**	**100.0%**
	6.00	**Count**	**6**	**51**	**57**
		% within New Science825 Sub Levels	**10.5%**	**89.5%**	**100.0%**
	7.00	**Count**	**9**	**78**	**87**
		% within New Science825 Sub Levels	**10.3%**	**89.7%**	**100.0%**
	8.00	**Count**	**10**	**55**	**65**
		% within New Science825 Sub Levels	**15.4%**	**84.6%**	**100.0%**
	9.00	**Count**	**6**	**34**	**40**
		% within New Science825 Sub Levels	**15.0%**	**85.0%**	**100.0%**
	10.00	Count	9	0	9
		% within New Science825 Sub Levels	100.0%	0.0%	100.0%
	11.00	Count	8	0	8
		% within New Science825 Sub Levels	100.0%	0.0%	100.0%
	12.00	Count	2	0	2
		% within New Science825 Sub Levels	100.0%	0.0%	100.0%
Total		Count	89	321	410
		% within New Science825 Sub Levels	21.7%	78.3%	100.0%

Science-8 to New Life Science: Biology Regents Projections – Low Income Students

New Science825 Sub Levels * LowIncSci8toBio926Pre Crosstabulation

			LowIncSci8toBio926Pre		Total
			.00	1.00	
New Science825 Sub Levels	1.00	Count	5	0	5
		% within New Science825 Sub Levels	100.0%	0.0%	100.0%
	2.00	Count	22	0	22
		% within New Science825 Sub Levels	100.0%	0.0%	100.0%
	3.00	**Count**	**26**	**138**	**164**
		% within New Science825 Sub Levels	**15.9%**	**84.1%**	**100.0%**
	4.00	**Count**	**42**	**193**	**235**
		% within New Science825 Sub Levels	**17.9%**	**82.1%**	**100.0%**
	5.00	**Count**	**59**	**276**	**335**
		% within New Science825 Sub Levels	**17.6%**	**82.4%**	**100.0%**
	6.00	**Count**	**33**	**132**	**165**
		% within New Science825 Sub Levels	**20.0%**	**80.0%**	**100.0%**
	7.00	**Count**	**45**	**233**	**278**
		% within New Science825 Sub Levels	**16.2%**	**83.8%**	**100.0%**
	8.00	**Count**	**14**	**72**	**86**
		% within New Science825 Sub Levels	**16.3%**	**83.7%**	**100.0%**
	9.00	**Count**	**5**	**27**	**32**
		% within New Science825 Sub Levels	**15.6%**	**84.4%**	**100.0%**
	10.00	Count	7	0	7
		% within New Science825 Sub Levels	100.0%	0.0%	100.0%
	11.00	Count	6	0	6
		% within New Science825 Sub Levels	100.0%	0.0%	100.0%
	12.00	Count	2	0	2
		% within New Science825 Sub Levels	100.0%	0.0%	100.0%
Total		Count	266	1071	1337
		% within New Science825 Sub Levels	19.9%	80.1%	100.0%

Science-8 to New Life Science: Biology Regents Projections –Students with Disabilities

New Science825 Sub Levels * IEPSci8toBio926Pre Crosstabulation

			IEPSci8toBio926Pre		Total
			.00	1.00	
New Science825 Sub Levels	1.00	Count	5	0	5
		% within New Science825 Sub Levels	100.0%	0.0%	100.0%
	2.00	Count	9	0	9
		% within New Science825 Sub Levels	100.0%	0.0%	100.0%
	3.00	Count	**9**	**60**	**69**
		% within New Science825 Sub Levels	**13.0%**	**87.0%**	**100.0%**
	4.00	Count	**10**	**84**	**94**
		% within New Science825 Sub Levels	**10.6%**	**89.4%**	**100.0%**
	5.00	Count	**22**	**93**	**115**
		% within New Science825 Sub Levels	**19.1%**	**80.9%**	**100.0%**
	6.00	Count	**10**	**45**	**55**
		% within New Science825 Sub Levels	**18.2%**	**81.8%**	**100.0%**
	7.00	Count	**7**	**62**	**69**
		% within New Science825 Sub Levels	**10.1%**	**89.9%**	**100.0%**
	8.00	Count	12	0	12
		% within New Science825 Sub Levels	100.0%	0.0%	100.0%
	9.00	Count	7	0	7
		% within New Science825 Sub Levels	100.0%	0.0%	100.0%
	10.00	Count	3	0	3
		% within New Science825 Sub Levels	100.0%	0.0%	100.0%
	11.00	Count	1	0	1
		% within New Science825 Sub Levels	100.0%	0.0%	100.0%
	12.00	Count	1	0	1
		% within New Science825 Sub Levels	100.0%	0.0%	100.0%
Total		Count	96	344	440
		% within New Science825 Sub Levels	21.8%	78.2%	100.0%

Science-8 to New Life Science: Biology Regents Projections – English Language Learners

New Science825 Sub Levels * ELLSci8toBio926Pre Crosstabulation

			ELLSci8toBio926Pre		Total
			.00	1.00	
New Science825 Sub Levels	1.00	Count	2	0	2
		% within New Science825 Sub Levels	100.0%	0.0%	100.0%
	2.00	Count	16	0	16
		% within New Science825 Sub Levels	100.0%	0.0%	100.0%
	3.00	Count	**20**	**82**	**102**
		% within New Science825 Sub Levels	**19.6%**	**80.4%**	**100.0%**
	4.00	Count	**17**	**99**	**116**
		% within New Science825 Sub Levels	**14.7%**	**85.3%**	**100.0%**
	5.00	Count	**20**	**138**	**158**
		% within New Science825 Sub Levels	**12.7%**	**87.3%**	**100.0%**
	6.00	Count	**11**	**44**	**55**
		% within New Science825 Sub Levels	**20.0%**	**80.0%**	**100.0%**
	7.00	Count	**10**	**66**	**76**
		% within New Science825 Sub Levels	**13.2%**	**86.8%**	**100.0%**
	8.00	Count	16	0	16
		% within New Science825 Sub Levels	100.0%	0.0%	100.0%
	9.00	Count	5	0	5
		% within New Science825 Sub Levels	100.0%	0.0%	100.0%
	11.00	Count	1	0	1
		% within New Science825 Sub Levels	100.0%	0.0%	100.0%
Total		Count	118	429	547
		% within New Science825 Sub Levels	21.6%	78.4%	100.0%

New Earth Science to New Life Science: Biology Regents Projections - Non-Status Students

Earth Science Gr925 Levels * NOSTATES925toBio1026Pre Crosstabulation

			NOSTATES925toBio1026Pre		Total
			.00	1.00	
Earth Science Gr925 Levels	2.00	Count	1	0	1
		% within Earth Science Gr925 Levels	100.0%	0.0%	100.0%
	3.00	Count	4	29	33
		% within Earth Science Gr925 Levels	12.1%	87.9%	100.0%
	4.00	Count	20	0	20
		% within Earth Science Gr925 Levels	100.0%	0.0%	100.0%
	5.00	Count	**6**	**38**	**44**
		% within Earth Science Gr925 Levels	**13.6%**	**86.4%**	**100.0%**
	6.00	Count	**7**	**35**	**42**
		% within Earth Science Gr925 Levels	**16.7%**	**83.3%**	**100.0%**
	7.00	Count	**7**	**60**	**67**
		% within Earth Science Gr925 Levels	**10.4%**	**89.6%**	**100.0%**
	8.00	Count	**14**	**55**	**69**
		% within Earth Science Gr925 Levels	**20.3%**	**79.7%**	**100.0%**
	9.00	Count	**9**	**56**	**65**
		% within Earth Science Gr925 Levels	**13.8%**	**86.2%**	**100.0%**
	10.00	Count	**6**	**30**	**36**
		% within Earth Science Gr925 Levels	**16.7%**	**83.3%**	**100.0%**
	11.00	Count	20	0	20
		% within Earth Science Gr925 Levels	100.0%	0.0%	100.0%
	12.00	Count	18	0	18
		% within Earth Science Gr925 Levels	100.0%	0.0%	100.0%
	13.00	Count	12	0	12
		% within Earth Science Gr925 Levels	100.0%	0.0%	100.0%
	14.00	Count	1	0	1
		% within Earth Science Gr925 Levels	100.0%	0.0%	100.0%
Total		Count	125	303	428
		% within Earth Science Gr925 Levels	29.2%	70.8%	100.0%

Earth Science Gr925 Levels * LowIncES925toBio1026Pre Crosstabulation

			LowIncES925toBio1026Pre		Total
			.00	1.00	
Earth Science Gr925 Levels	2.00	Count	14	0	14
		% within Earth Science Gr925 Levels	100.0%	0.0%	100.0%
	3.00	Count	18	86	104
		% within Earth Science Gr925 Levels	17.3%	82.7%	100.0%
	4.00	Count	4	33	37
		% within Earth Science Gr925 Levels	10.8%	89.2%	100.0%
	5.00	Count	6	49	55
		% within Earth Science Gr925 Levels	10.9%	89.1%	100.0%
	6.00	Count	6	25	31
		% within Earth Science Gr925 Levels	19.4%	80.6%	100.0%
	7.00	Count	7	48	55
		% within Earth Science Gr925 Levels	12.7%	87.3%	100.0%
	8.00	Count	9	37	46
		% within Earth Science Gr925 Levels	19.6%	80.4%	100.0%
	9.00	Count	5	35	40
		% within Earth Science Gr925 Levels	12.5%	87.5%	100.0%
	10.00	Count	24	0	24
		% within Earth Science Gr925 Levels	100.0%	0.0%	100.0%
	11.00	Count	14	0	14
		% within Earth Science Gr925 Levels	100.0%	0.0%	100.0%
	12.00	Count	3	0	3
		% within Earth Science Gr925 Levels	100.0%	0.0%	100.0%
	13.00	Count	2	0	2
		% within Earth Science Gr925 Levels	100.0%	0.0%	100.0%
Total		Count	112	313	425
		% within Earth Science Gr925 Levels	26.4%	73.6%	100.0%

Earth Science Gr925 Levels * NOSTATES925toChem1026Pre Crosstabulation

			NOSTATES925toChem1026Pre		Total
			.00	1.00	
Earth Science Gr925 Levels	3.00	Count	1	0	1
		% within Earth Science Gr925 Levels	100.0%	0.0%	100.0%
	4.00	Count	3	0	3
		% within Earth Science Gr925 Levels	100.0%	0.0%	100.0%
	5.00	Count	6	0	6
		% within Earth Science Gr925 Levels	100.0%	0.0%	100.0%
	6.00	Count	10	0	10
		% within Earth Science Gr925 Levels	100.0%	0.0%	100.0%
	7.00	Count	4	20	24
		% within Earth Science Gr925 Levels	16.7%	83.3%	100.0%
	8.00	Count	**6**	**28**	**34**
		% within Earth Science Gr925 Levels	**17.6%**	**82.4%**	**100.0%**
	9.00	Count	**5**	**39**	**44**
		% within Earth Science Gr925 Levels	**11.4%**	**88.6%**	**100.0%**
	10.00	Count	**5**	**33**	**38**
		% within Earth Science Gr925 Levels	**13.2%**	**86.8%**	**100.0%**
	11.00	Count	**7**	**27**	**34**
		% within Earth Science Gr925 Levels	**20.6%**	**79.4%**	**100.0%**
	12.00	Count	**7**	**29**	**36**
		% within Earth Science Gr925 Levels	**19.4%**	**80.6%**	**100.0%**
	13.00	Count	**8**	**32**	**40**
		% within Earth Science Gr925 Levels	**20.0%**	**80.0%**	**100.0%**
	14.00	Count	9	0	9
		% within Earth Science Gr925 Levels	100.0%	0.0%	100.0%
	15.00	Count	2	0	2
		% within Earth Science Gr925 Levels	100.0%	0.0%	100.0%
Total		Count	73	208	281
		% within Earth Science Gr925 Levels	26.0%	74.0%	100.0%

New Earth Science to New Chemistry Regents Projections – Low Income Students

Earth Science Gr925 Levels * LowIncES925toChem1026Pre Crosstabulation

			LowIncES925toChem1026Pre		Total
			.00	1.00	
Earth Science Gr925 Levels	3.00	Count	3	0	3
		% within Earth Science Gr925 Levels	100.0%	0.0%	100.0%
	4.00	Count	2	0	2
		% within Earth Science Gr925 Levels	100.0%	0.0%	100.0%
	5.00	Count	12	0	12
		% within Earth Science Gr925 Levels	100.0%	0.0%	100.0%
	6.00	Count	5	0	5
		% within Earth Science Gr925 Levels	100.0%	0.0%	100.0%
	7.00	Count	14	0	14
		% within Earth Science Gr925 Levels	100.0%	0.0%	100.0%
	8.00	Count	20	0	20
		% within Earth Science Gr925 Levels	100.0%	0.0%	100.0%
	9.00	Count	**3**	**25**	**28**
		% within Earth Science Gr925 Levels	**10.7%**	**89.3%**	**100.0%**
	10.00	Count	**5**	**25**	**30**
		% within Earth Science Gr925 Levels	**16.7%**	**83.3%**	**100.0%**
	11.00	Count	19	0	19
		% within Earth Science Gr925 Levels	100.0%	0.0%	100.0%
	12.00	Count	15	0	15
		% within Earth Science Gr925 Levels	100.0%	0.0%	100.0%
	13.00	Count	4	18	22
		% within Earth Science Gr925 Levels	18.2%	81.8%	100.0%
	14.00	Count	5	0	5
		% within Earth Science Gr925 Levels	100.0%	0.0%	100.0%
	15.00	Count	2	0	2
		% within Earth Science Gr925 Levels	100.0%	0.0%	100.0%
Total		Count	109	68	177
		% within Earth Science Gr925 Levels	61.6%	38.4%	100.0%

New Life Science: Biology Regents to New Earth Science Projections - Non-Status Students

New IIFE Science Bio Gr825 Levels * NOSTATBio8toESS926Pre Crosstabulation

			NOSTATBio8toESS926Pre		Total
			.00	1.00	
New IIFE Science Bio Gr825 Levels	2.00	Count	3	0	3
		% within New IIFE Science Bio Gr825 Levels	100.0%	0.0%	100.0%
	3.00	Count	23	0	23
		% within New IIFE Science Bio Gr825 Levels	100.0%	0.0%	100.0%
	4.00	Count	14	0	14
		% within New IIFE Science Bio Gr825 Levels	100.0%	0.0%	100.0%
	5.00	Count	**4**	**30**	**34**
		% within New IIFE Science Bio Gr825 Levels	**11.8%**	**88.2%**	**100.0%**
	6.00	Count	20	0	20
		% within New IIFE Science Bio Gr825 Levels	100.0%	0.0%	100.0%
	7.00	Count	**11**	**61**	**72**
		% within New IIFE Science Bio Gr825 Levels	**15.3%**	**84.7%**	**100.0%**
	8.00	Count	**8**	**45**	**53**
		% within New IIFE Science Bio Gr825 Levels	**15.1%**	**84.9%**	**100.0%**
	9.00	Count	**16**	**81**	**97**
		% within New IIFE Science Bio Gr825 Levels	**16.5%**	**83.5%**	**100.0%**
	10.00	Count	**15**	**92**	**107**
		% within New IIFE Science Bio Gr825 Levels	**14.0%**	**86.0%**	**100.0%**
	11.00	Count	**24**	**103**	**127**
		% within New IIFE Science Bio Gr825 Levels	**18.9%**	**81.1%**	**100.0%**
	12.00	Count	**19**	**96**	**115**
		% within New IIFE Science Bio Gr825 Levels	**16.5%**	**83.5%**	**100.0%**
	13.00	Count	**19**	**88**	**107**
		% within New IIFE Science Bio Gr825 Levels	**17.8%**	**82.2%**	**100.0%**
	14.00	Count	**8**	**38**	**46**
		% within New IIFE Science Bio Gr825 Levels	**17.4%**	**82.6%**	**100.0%**
Total		Count	184	634	818
		% within New IIFE Science Bio Gr825 Levels	22.5%	77.5%	100.0%

New Life Science: Biology Regents to New Earth Science Projections – Low Income Students

New IIFE Science Bio Gr825 Levels * LowIncBio8toESS926Pre Crosstabulation

			LowIncBio8toESS926Pre		Total
			.00	1.00	
New IIFE Science Bio Gr825 Levels	2.00	Count	7	0	7
		% within New IIFE Science Bio Gr825 Levels	100.0%	0.0%	100.0%
	3.00	Count	7	40	47
		% within New IIFE Science Bio Gr825 Levels	14.9%	85.1%	100.0%
	4.00	Count	3	27	30
		% within New IIFE Science Bio Gr825 Levels	10.0%	90.0%	100.0%
	5.00	Count	5	20	25
		% within New IIFE Science Bio Gr825 Levels	20.0%	80.0%	100.0%
	6.00	Count	20	0	20
		% within New IIFE Science Bio Gr825 Levels	100.0%	0.0%	100.0%
	7.00	Count	10	62	72
		% within New IIFE Science Bio Gr825 Levels	13.9%	86.1%	100.0%
	8.00	Count	9	50	59
		% within New IIFE Science Bio Gr825 Levels	15.3%	84.7%	100.0%
	9.00	Count	17	70	87
		% within New IIFE Science Bio Gr825 Levels	19.5%	80.5%	100.0%
	10.00	Count	13	58	71
		% within New IIFE Science Bio Gr825 Levels	18.3%	81.7%	100.0%
	11.00	Count	10	40	50
		% within New IIFE Science Bio Gr825 Levels	20.0%	80.0%	100.0%
	12.00	Count	9	44	53
		% within New IIFE Science Bio Gr825 Levels	17.0%	83.0%	100.0%
	13.00	Count	5	24	29
		% within New IIFE Science Bio Gr825 Levels	17.2%	82.8%	100.0%
	14.00	Count	7	0	7
		% within New IIFE Science Bio Gr825 Levels	100.0%	0.0%	100.0%
Total		Count	122	435	557
		% within New IIFE Science Bio Gr825 Levels	21.9%	78.1%	100.0%

Identifying Correlations – Math

The impact of the new Next Generation Regents tests will be felt in mathematics as it was in English and Science. Since the Next Generation Math3-8 tests only started in 2023 only Math-7 and Math-8 can be used for projections of grade 8 Algebra and grade 9 Algebra. After the analysis of Math-7 and Math-8 score correlations with Algebra, the following Regents test scores found a one-dimensional path through Geometry. Since the new Algebra-2 course began this year in 2026, we can do Algebra-2 projections. Many students are now advanced placed in Algebra in grade 8. We used Math-7 scores from 2025 to project Algebra scores in grade 8 and 2025 Math-8 scores to project Algebra scores in grade 9. The Geometry projections are split between grade 9 Geometry students and grade 10 Geometry students. Like Algebra, the students who take it earlier tend to be higher performing for students who previously had the same Algebra score. We also did two Algebra-2 projections, one from Geometry-9 and one from Geometry-10 because the Geometry-9 students had higher projections.

The correlation between Math-7 and grade 8 Algebra was strong (r =.753). The correlation between Math-8 and grade 9 Algebra was not as strong (r =.663). The correlation matrixes for each of the connected test scores follow below, starting with Math-7 and Algebra in grade 8.

Factor Analysis –2025 Math-7 to the Grade 8 2026 Next Generation Algebra Regents

Descriptive Statistics

	Mean	Std. Deviation	N
New CC Math-7 2025 Level P-Score	62.7709	21.99414	4296
CC Algebra826 Level New P-Score	66.0436	23.08138	7221

Correlations

		New CC Math-7 2025 Level P-Score	CC Algebra826 Level New P-Score
New CC Math-7 2025 Level P-Score	Pearson Correlation	1	.753**
	Sig. (2-tailed)		.000
	Sum of Squares and Cross-products	2077672.615	1574478.503
	Covariance	483.742	375.054
	N	4296	4199
CC Algebra826 Level New P-Score	Pearson Correlation	.753**	1
	Sig. (2-tailed)	.000	
	Sum of Squares and Cross-products	1574478.503	3846457.259
	Covariance	375.054	532.750
	N	4199	7221

**. Correlation is significant at the 0.01 level (2-tailed).

Factor Analysis –2025 Math-8 to the 2026 Next Generation Algebra Regents

Descriptive Statistics

	Mean	Std. Deviation	N
New CC Math-8 2025 Level P-Score	39.0537	21.39664	3537
CC Algebra926 Level New P-Score	45.4964	18.34051	7953

Correlations

		New CC Math-8 2025 Level P-Score	CC Algebra926 Level New P-Score
New CC Math-8 2025 Level P-Score	Pearson Correlation	1	.663**
	Sig. (2-tailed)		.000
	Sum of Squares and Cross-products	1618837.794	836873.209
	Covariance	457.816	263.582
	N	3537	3176
CC Algebra926 Level New P-Score	Pearson Correlation	.663**	1
	Sig. (2-tailed)	.000	
	Sum of Squares and Cross-products	836873.209	2674848.148
	Covariance	263.582	336.374
	N	3176	7953

**. Correlation is significant at the 0.01 level (2-tailed).

Factor Analysis –2025 Algebra-8 to the 2026 Next Generation Geometry Regents

The correlation between Algebra-8 and grade 9 Geometry was strong (r =.735). The correlation between Algebra-9 and grade 10 Geometry was not as strong (r =.666). The correlation matrixes for each of the connected test scores follow below, starting with Algebra-8 and Geometry in grade 9.

Descriptive Statistics

	Mean	Std. Deviation	N
CC Algebra825 Level New P-Score	68.2303	22.15313	6282
CC Geometry926 Level New P-Score	62.3318	23.77982	5825

Correlations

		CC Algebra825 Level New P-Score	CC Geometry926 Level New P-Score
CC Algebra825 Level New P-Score	Pearson Correlation	1	.735**
	Sig. (2-tailed)		.000
	Sum of Squares and Cross-products	3082471.697	1834226.280
	Covariance	490.761	326.840
	N	6282	5613
CC Geometry926 Level New P-Score	Pearson Correlation	.735**	1
	Sig. (2-tailed)	.000	
	Sum of Squares and Cross-products	1834226.280	3293353.543
	Covariance	326.840	565.480
	N	5613	5825

**. Correlation is significant at the 0.01 level (2-tailed).

Factor Analysis – 2025 Algebra-9 to the 2026 Next Generation Geometry Regents

Descriptive Statistics

	Mean	Std. Deviation	N
CC Algebra925 Level New P-Score	48.7516	18.61501	6224
CC Geometry1026 Level New P-Score	43.8676	19.54541	5316

Correlations

		CC Algebra925 Level New P-Score	CC Geometry1026 Level New P-Score
CC Algebra925 Level New P-Score	Pearson Correlation	1	.666**
	Sig. (2-tailed)		.000
	Sum of Squares and Cross-products	2156385.984	1016530.143
	Covariance	346.519	199.202
	N	6224	5104
CC Geometry1026 Level New P-Score	Pearson Correlation	.666**	1
	Sig. (2-tailed)	.000	
	Sum of Squares and Cross-products	1016530.143	2030452.769
	Covariance	199.202	382.023
	N	5104	5316

**. Correlation is significant at the 0.01 level (2-tailed).

Factor Analysis – 2025 Next Generation Geometry-9 to 2026 Next Generation Grade 10 Algebra-2

The correlation between Geometry-9 and grade 10 Algebra-2 was strong (r =.745). The correlation between grade 10 Geometry and grade 11 Algebra-2 was not as strong (r =.638). The correlation matrixes for each of the connected test scores follow below, starting with Geometry-9 and grade 10 Algebra-2.

Descriptive Statistics

	Mean	Std. Deviation	N
CC Geometry925 Level New P-Score	65.1469	20.88381	5138
2026 Grade 10 Algebra-2 New P-Score	73.0088	16.85076	5129

Correlations

		CC Geometry925 Level New P-Score	2026 Grade 10 Algebra-2 New P-Score
CC Geometry925 Level New P-Score	Pearson Correlation	1	.745**
	Sig. (2-tailed)		.000
	Sum of Squares and Cross-products	2240418.057	1270588.007
	Covariance	436.134	254.321
	N	5138	4997
2026 Grade 10 Algebra-2 New P-Score	Pearson Correlation	.745**	1
	Sig. (2-tailed)	.000	
	Sum of Squares and Cross-products	1270588.007	1456086.605
	Covariance	254.321	283.948
	N	4997	5129

**. Correlation is significant at the 0.01 level (2-tailed).

Factor Analysis – 2025 Next Generation Geometry-10 to the 2026 Next Generation Grade 11 Algebra-2

Descriptive Statistics

	Mean	Std. Deviation	N
CC Geometry1025 Level New P-Score	49.2234	16.16487	4114
2026 CC Grade 11 Algebra-2 New P-Score	56.7622	16.05247	3944

Correlations

		CC Geometry1025 Level New P-Score	2026 CC Grade 11 Algebra-2 New P-Score
CC Geometry1025 Level New P-Score	Pearson Correlation	1	.638**
	Sig. (2-tailed)		.000
	Sum of Squares and Cross-products	1074739.711	614986.742
	Covariance	261.303	157.810
	N	4114	3898
2026 CC Grade 11 Algebra-2 New P-Score	Pearson Correlation	.638**	1
	Sig. (2-tailed)	.000	
	Sum of Squares and Cross-products	614986.742	1016038.916
	Covariance	157.810	257.682
	N	3898	3944

**. Correlation is significant at the 0.01 level (2-tailed).

Partial Correlation Analysis – Mathematics

Although the factor analysis of the relationship between all of the math courses indicated that they were strongly related, a partial correlation analysis was conducted to ensure that this relationship held true for students with special statuses. The following SPSS Modeler analysis tables indicate that the relationship between the Math-7 and the following new Next Generation Algebra in grade 8 scores is strong for all status groups. There were 529 disabled students who took both the Math-7 followed by the Common Core Algebra Regents in grade 8 in 2026. There were 392 English Language learners who took the Math-7 in 2024 followed by the grade 8 Algebra Regents. There were 2,674 low-income students who took the Math-7 in 2025 followed by the Next Generation Algebra Regents in grade 8.

There were 1,442 disabled students who took both the Math-8 in 2025 followed by the Algebra Regents in grade 9. There were 886 English Language learners who took the Math-8 in 2025 followed by the grade 9 Algebra Regents. There were 3,778 low-income students who took the Math-8 in 2025 and the Next Generation Algebra Regents in grade 9.

There were 187 disabled students who took both the Algebra-8 in 2025 followed by the Geometry Regents in grade 9. There were too few English Language learners who took the Algebra-8 in 2025 followed by the grade 9 Geometry Regents to allow projections. There were 1,717 low-income students who took the Algebra-8 in 2025 and the Next Generation Geometry Regents in grade 9.

There were 682 disabled students who took both the Algebra-9 in 2025 followed by the Geometry Regents in grade 10. There were 221 English Language learners who took the Algebra-9 in 2025 followed by the grade 10 Next Generation Geometry Regents. There were 2,095 low-income students who took the Algebra-9 in 2025 and the Next Generation Geometry Regents in grade 10.

There were 187 disabled students who took both the Geometry-9 in 2025 followed by the Algebra-2 Regents in grade 10. There were too few English Language learners who took the Algebra-8 in 2025 followed by the grade 9 Geometry Regents to allow projections. There were 1,717 low-income students who took the Algebra-8 in 2025 and the Next Generation Geometry Regents in grade 9.

There were 352 disabled students who took both the Geometry-10 in 2025 followed by the Algebra-2 Regents in grade 11. There were 104 English Language learners who took both the Geometry-10 in 2025 followed by the Algebra-2 Regents in grade 11. There were 1,499 low-income students who took both the Geometry-10 in 2025 followed by the Algebra-2 Regents in grade 11.

Math-7 and Next Generation Algebra Regents Correlations among Students with Disabilities

Descriptive Statistics

	Mean	Std. Deviation	N
New CC Math-7 2025 Level P-Score	63.1434	21.82928	4199
CC Algebra826 Level New P-Score	68.0988	22.82955	4199
Disability	.0636	.24404	4199

Correlations

Control Variables			New CC Math-7 2025 Level P-Score	CC Algebra826 Level New P-Score	Disability
-none-[a]	New CC Math-7 2025 Level P-Score	Correlation	1.000	.753	-.256
		Significance (2-tailed)	.	.000	.000
		df	0	4197	4197
	CC Algebra826 Level New P-Score	Correlation	.753	1.000	-.240
		Significance (2-tailed)	.000	.	.000
		df	4197	0	4197
	Disability	Correlation	-.256	-.240	1.000
		Significance (2-tailed)	.000	.000	.
		df	4197	4197	0
Disability	New CC Math-7 2025 Level P-Score	Correlation	1.000	.737	
		Significance (2-tailed)	.	.000	
		df	0	4196	
	CC Algebra826 Level New P-Score	Correlation	.737	1.000	
		Significance (2-tailed)	.000	.	
		df	4196	0	

a. Cells contain zero-order (Pearson) correlations.

2025 Math-7 and 2026 Next Generation Algebra-8 Regents Correlations among English Language Learners

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Descriptive Statistics

	Mean	Std. Deviation	N
New CC Math-7 2025 Level P-Score	63.1434	21.82928	4199
CC Algebra826 Level New P-Score	68.0988	22.82955	4199
Limited English Proficient	.0695	.25440	4199

Correlations

Control Variables			New CC Math-7 2025 Level P-Score	CC Algebra826 Level New P-Score	Limited English Proficient
-none-[a]	New CC Math-7 2025 Level P-Score	Correlation	1.000	.753	-.400
		Significance (2-tailed)	.	.000	.000
		df	0	4197	4197
	CC Algebra826 Level New P-Score	Correlation	.753	1.000	-.376
		Significance (2-tailed)	.000	.	.000
		df	4197	0	4197
	Limited English Proficient	Correlation	-.400	-.376	1.000
		Significance (2-tailed)	.000	.000	.
		df	4197	4197	0
Limited English Proficient	New CC Math-7 2025 Level P-Score	Correlation	1.000	.709	
		Significance (2-tailed)	.	.000	
		df	0	4196	
	CC Algebra826 Level New P-Score	Correlation	.709	1.000	
		Significance (2-tailed)	.000	.	
		df	4196	0	

a. Cells contain zero-order (Pearson) correlations.

2025 Math-7 and 2026 Grade 8 Next Generation Algebra Regents Correlations among Low Income Students

Descriptive Statistics

	Mean	Std. Deviation	N
New CC Math-7 2025 Level P-Score	63.1434	21.82928	4199
CC Algebra826 Level New P-Score	68.0988	22.82955	4199
Low-Income	.4032	.49060	4199

Correlations

Control Variables			New CC Math-7 2025 Level P-Score	CC Algebra826 Level New P-Score	Low-Income
-none-[a]	New CC Math-7 2025 Level P-Score	Correlation	1.000	.753	-.288
		Significance (2-tailed)	.	.000	.000
		df	0	4197	4197
	CC Algebra826 Level New P-Score	Correlation	.753	1.000	-.364
		Significance (2-tailed)	.000	.	.000
		df	4197	0	4197
	Low-Income	Correlation	-.288	-.364	1.000
		Significance (2-tailed)	.000	.000	.
		df	4197	4197	0
Low-Income	New CC Math-7 2025 Level P-Score	Correlation	1.000	.726	
		Significance (2-tailed)	.	.000	
		df	0	4196	
	CC Algebra826 Level New P-Score	Correlation	.726	1.000	
		Significance (2-tailed)	.000	.	
		df	4196	0	

a. Cells contain zero-order (Pearson) correlations.

2025 Math-8 and 2026 Grade 9 Next Generation Algebra Regents Correlations among Students with Disabilities

Descriptive Statistics

	Mean	Std. Deviation	N
New CC Math-8 2025 Level P-Score	37.6826	20.71097	3176
CC Algebra926 Level New P-Score	45.1143	19.18657	3176
Disability	.1763	.38115	3176

Correlations

Control Variables			New CC Math-8 2025 Level P-Score	CC Algebra926 Level New P-Score	Disability
-none-[a]	New CC Math-8 2025 Level P-Score	Correlation	1.000	.663	-.151
		Significance (2-tailed)	.	.000	.000
		df	0	3174	3174
	CC Algebra926 Level New P-Score	Correlation	.663	1.000	-.073
		Significance (2-tailed)	.000	.	.000
		df	3174	0	3174
	Disability	Correlation	-.151	-.073	1.000
		Significance (2-tailed)	.000	.000	.
		df	3174	3174	0
Disability	New CC Math-8 2025 Level P-Score	Correlation	1.000	.662	
		Significance (2-tailed)	.	.000	
		df	0	3173	
	CC Algebra926 Level New P-Score	Correlation	.662	1.000	
		Significance (2-tailed)	.000	.	
		df	3173	0	

a. Cells contain zero-order (Pearson) correlations.

2025 Math-8 and 2026 Grade 9 Next Generation Algebra Regents Correlations among English language Learners

Descriptive Statistics

	Mean	Std. Deviation	N
New CC Math-8 2025 Level P-Score	37.6826	20.71097	3176
CC Algebra926 Level New P-Score	45.1143	19.18657	3176
Limited English Proficient	.1886	.39125	3176

Correlations

Control Variables			New CC Math-8 2025 Level P-Score	CC Algebra926 Level New P-Score	Limited English Proficient
-none-[a]	New CC Math-8 2025 Level P-Score	Correlation	1.000	.663	-.297
		Significance (2-tailed)	.	.000	.000
		df	0	3174	3174
	CC Algebra926 Level New P-Score	Correlation	.663	1.000	-.302
		Significance (2-tailed)	.000	.	.000
		df	3174	0	3174
	Limited English Proficient	Correlation	-.297	-.302	1.000
		Significance (2-tailed)	.000	.000	.
		df	3174	3174	0
Limited English Proficient	New CC Math-8 2025 Level P-Score	Correlation	1.000	.630	
		Significance (2-tailed)	.	.000	
		df	0	3173	
	CC Algebra926 Level New P-Score	Correlation	.630	1.000	
		Significance (2-tailed)	.000	.	
		df	3173	0	

a. Cells contain zero-order (Pearson) correlations.

2025 Math-8 and 2026 Grade 9 Next Generation Algebra Regents Correlations among Low Income Students

Descriptive Statistics

	Mean	Std. Deviation	N
New CC Math-8 2025 Level P-Score	37.6826	20.71097	3176
CC Algebra926 Level New P-Score	45.1143	19.18657	3176
Low-Income	.5894	.49202	3176

Correlations

Control Variables			New CC Math-8 2025 Level P-Score	CC Algebra926 Level New P-Score	Low-Income
-none-[a]	New CC Math-8 2025 Level P-Score	Correlation	1.000	.663	-.210
		Significance (2-tailed)	.	.000	.000
		df	0	3174	3174
	CC Algebra926 Level New P-Score	Correlation	.663	1.000	-.316
		Significance (2-tailed)	.000	.	.000
		df	3174	0	3174
	Low-Income	Correlation	-.210	-.316	1.000
		Significance (2-tailed)	.000	.000	.
		df	3174	3174	0
Low-Income	New CC Math-8 2025 Level P-Score	Correlation	1.000	.644	
		Significance (2-tailed)	.	.000	
		df	0	3173	
	CC Algebra926 Level New P-Score	Correlation	.644	1.000	
		Significance (2-tailed)	.000	.	
		df	3173	0	

a. Cells contain zero-order (Pearson) correlations.

2025 Next Generation Algebra-8 and 2026 Next Generation Geometry-9 Correlations among Students with Disabilities

Descriptive Statistics

	Mean	Std. Deviation	N
CC Algebra825 Level New P-Score	71.8441	18.72421	5613
CC Geometry926 Level New P-Score	62.5546	23.75551	5613
Disability	.0333	.17948	5613

Correlations

Control Variables			CC Algebra825 Level New P-Score	CC Geometry926 Level New P-Score	Disability
-none-[a]	CC Algebra825 Level New P-Score	Correlation	1.000	.735	-.108
		Significance (2-tailed)	.	.000	.000
		df	0	5611	5611
	CC Geometry926 Level New P-Score	Correlation	.735	1.000	-.110
		Significance (2-tailed)	.000	.	.000
		df	5611	0	5611
	Disability	Correlation	-.108	-.110	1.000
		Significance (2-tailed)	.000	.000	.
		df	5611	5611	0
Disability	CC Algebra825 Level New P-Score	Correlation	1.000	.732	
		Significance (2-tailed)	.	.000	
		df	0	5610	
	CC Geometry926 Level New P-Score	Correlation	.732	1.000	
		Significance (2-tailed)	.000	.	
		df	5610	0	

a. Cells contain zero-order (Pearson) correlations.

Next Generation 2025 Algebra-8 and 2026 Next Generation Geometry-9 Correlations among Low Income Students

Descriptive Statistics

	Mean	Std. Deviation	N
CC Algebra825 Level New P-Score	71.8441	18.72421	5613
CC Geometry926 Level New P-Score	62.5546	23.75551	5613
Low-Income	.3166	.46519	5613

Correlations

Control Variables			CC Algebra825 Level New P-Score	CC Geometry926 Level New P-Score	Low-Income
-none-[a]	CC Algebra825 Level New P-Score	Correlation	1.000	.735	-.222
		Significance (2-tailed)	.	.000	.000
		df	0	5611	5611
	CC Geometry926 Level New P-Score	Correlation	.735	1.000	-.280
		Significance (2-tailed)	.000	.	.000
		df	5611	0	5611
	Low-Income	Correlation	-.222	-.280	1.000
		Significance (2-tailed)	.000	.000	.
		df	5611	5611	0
Low-Income	CC Algebra825 Level New P-Score	Correlation	1.000	.719	
		Significance (2-tailed)	.	.000	
		df	0	5610	
	CC Geometry926 Level New P-Score	Correlation	.719	1.000	
		Significance (2-tailed)	.000	.	
		df	5610	0	

a. Cells contain zero-order (Pearson) correlations.

2025 Next Generation Algebra-9 and 2026 Next Generation Geometry-10 Correlations among Students with Disabilities

Descriptive Statistics

	Mean	Std. Deviation	N
CC Algebra925 Level New P-Score	53.8407	15.35444	5104
CC Geometry1026 Level New P-Score	44.2794	19.49031	5104
Disability	.1336	.34028	5104

Correlations

Control Variables			CC Algebra925 Level New P-Score	CC Geometry1026 Level New P-Score
Disability	CC Algebra925 Level New P-Score	Correlation	1.000	.662
		Significance (2-tailed)	.	.000
		df	0	5101
	CC Geometry1026 Level New P-Score	Correlation	.662	1.000
		Significance (2-tailed)	.000	.
		df	5101	0

Next Generation 2025 Algebra-9 and 2026 Next Generation Geometry-10 Correlations among Low Income Students

Descriptive Statistics

	Mean	Std. Deviation	N
CC Algebra925 Level New P-Score	53.8407	15.35444	5104
CC Geometry1026 Level New P-Score	44.2794	19.49031	5104
Low-Income	.4118	.49221	5104

Correlations

Control Variables			CC Algebra925 Level New P-Score	CC Geometry1026 Level New P-Score
Low-Income	CC Algebra925 Level New P-Score	Correlation	1.000	.653
		Significance (2-tailed)	.	.000
		df	0	5101
	CC Geometry1026 Level New P-Score	Correlation	.653	1.000
		Significance (2-tailed)	.000	.
		df	5101	0

Next Generation 2025 Algebra-9 and 2026 Next Generation Geometry-10 Correlations among English Language Learners

Descriptive Statistics

	Mean	Std. Deviation	N
CC Algebra925 Level New P-Score	53.8407	15.35444	5104
CC Geometry1026 Level New P-Score	44.2794	19.49031	5104
Limited English Proficient	.0433	.20355	5104

Correlations

Control Variables			CC Algebra925 Level New P-Score	CC Geometry1026 Level New P-Score
Limited English Proficient	CC Algebra925 Level New P-Score	Correlation	1.000	.662
		Significance (2-tailed)	.	.000
		df	0	5101
	CC Geometry1026 Level New P-Score	Correlation	.662	1.000
		Significance (2-tailed)	.000	.
		df	5101	0

2025 Next Generation Geometry-9 and 2026 Next Generation Grade 10 Algebra-2 Correlations among Low Income Students

Descriptive Statistics

	Mean	Std. Deviation	N
CC Geometry925 Level New P-Score	65.9634	20.30661	4997
2026 Grade 10 Algebra-2 New P-Score	73.1039	16.80791	4997
Low-Income	.2546	.43565	4997

Correlations

Control Variables			CC Geometry925 Level New P-Score	2026 Grade 10 Algebra-2 New P-Score
Low-Income	CC Geometry925 Level New P-Score	Correlation	1.000	.737
		Significance (2-tailed)	.	.000
		df	0	4994
	2026 Grade 10 Algebra-2 New P-Score	Correlation	.737	1.000
		Significance (2-tailed)	.000	.
		df	4994	0

2025 Next Generation Geometry-10 and 2026 Next Generation Grade 11 Algebra-2 Correlations among Low Income Students

Descriptive Statistics

	Mean	Std. Deviation	N
CC Geometry1025 Level New P-Score	50.3928	15.44515	3898
2026 CC Grade 11 Algebra-2 New P-Score	56.7781	16.02020	3898
Low-Income	.3846	.48655	3898

Correlations

Control Variables			CC Geometry1025 Level New P-Score	2026 CC Grade 11 Algebra-2 New P-Score
Low-Income	CC Geometry1025 Level New P-Score	Correlation	1.000	.629
		Significance (2-tailed)	.	.000
		df	0	3895
	2026 CC Grade 11 Algebra-2 New P-Score	Correlation	.629	1.000
		Significance (2-tailed)	.000	.
		df	3895	0

2025 Next Generation Geometry-10 and 2026 Next Generation Grade 11 Algebra-2 Correlations among Disabled Students

Descriptive Statistics

	Mean	Std. Deviation	N
CC Geometry1025 Level New P-Score	50.3928	15.44515	3898
2026 CC Grade 11 Algebra-2 New P-Score	56.7781	16.02020	3898
Disability	.0903	.28665	3898

Correlations

Control Variables			CC Geometry1025 Level New P-Score	2026 CC Grade 11 Algebra-2 New P-Score
Disability	CC Geometry1025 Level New P-Score	Correlation	1.000	.638
		Significance (2-tailed)	.	.000
		df	0	3895
	2026 CC Grade 11 Algebra-2 New P-Score	Correlation	.638	1.000
		Significance (2-tailed)	.000	.
		df	3895	0

2025 Next Generation Geometry-10 and 2026 Next Generation Grade 11 Algebra-2 Correlations among English Language Learner Students

Descriptive Statistics

	Mean	Std. Deviation	N
CC Geometry1025 Level New P-Score	50.3928	15.44515	3898
2026 CC Grade 11 Algebra-2 New P-Score	56.7781	16.02020	3898
Limited English Proficient	.0267	.16117	3898

Correlations

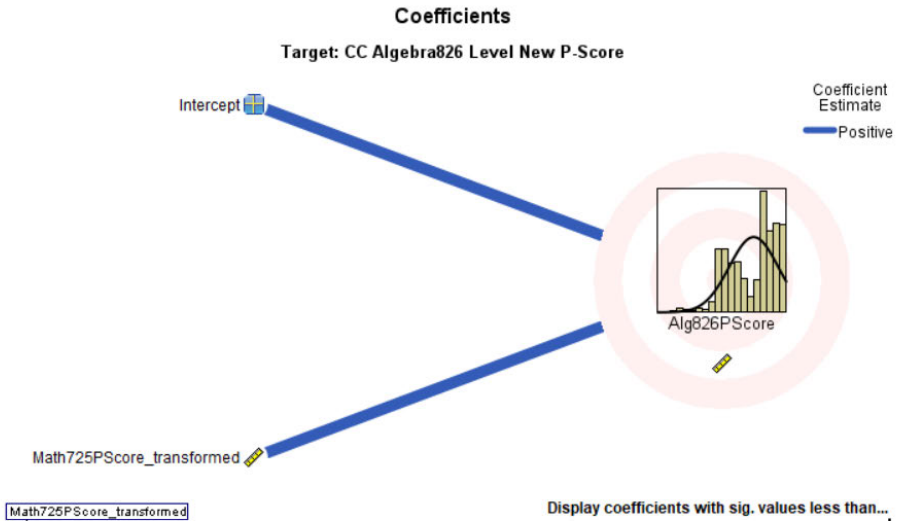
Control Variables			CC Geometry1025 Level New P-Score	2026 CC Grade 11 Algebra-2 New P-Score
Limited English Proficient	CC Geometry1025 Level New P-Score	Correlation	1.000	.636
		Significance (2-tailed)	.	.000
		df	0	3895
	2026 CC Grade 11 Algebra-2 New P-Score	Correlation	.636	1.000
		Significance (2-tailed)	.000	.
		df	3895	0

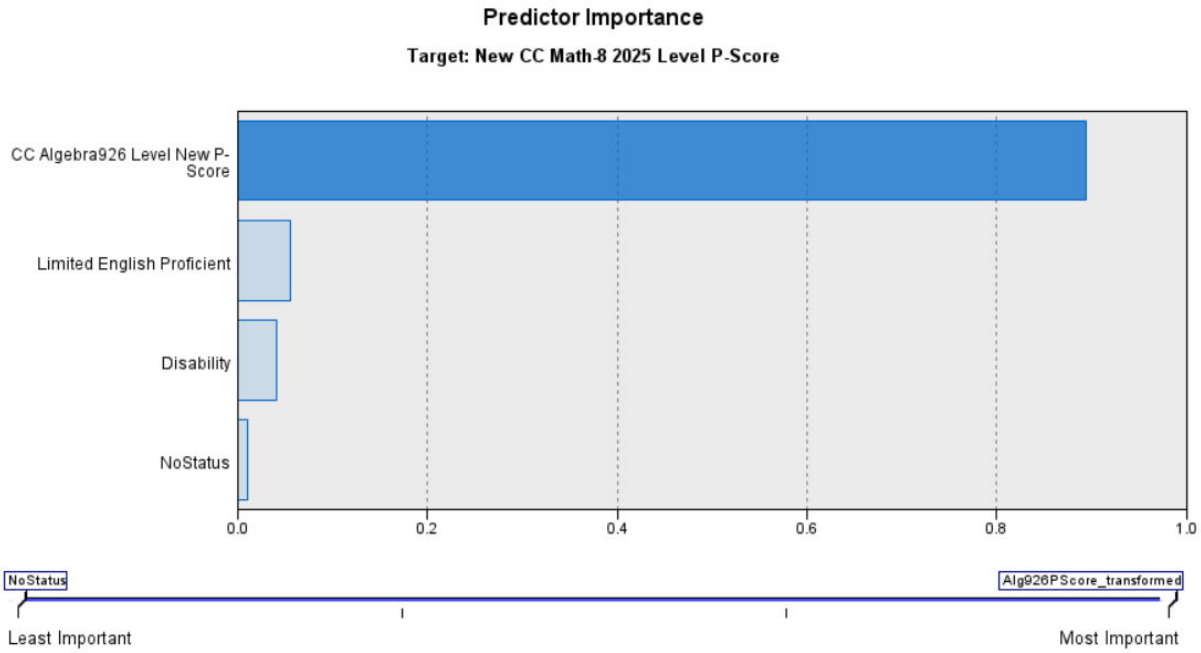
Predictive Analytic Tests/Processes-Mathematics

Rule Induction Tests

The first image below is the data stream test for the prediction of grade 8 Next Generation Algebra from prior 2025 Math-7-scores. Each of the data stream "nuggets" indicates successful prediction using the prior designated test data. The following Modeler Neural Net Charts indicate the relative prediction significance of the prior test P-Scores for students with disabilities, English language learners and low-income students in the prediction. The successful prediction of the Next Generation Algebra Regents scores is disproportionately based upon Math-7 or Math-8 scores. The same successful projections of grades 9 and 10 Geometry scores are now possible for this year. Fortunately, since the new Algebra-2 was first administered this year, Algebra-2 projections are now possible.

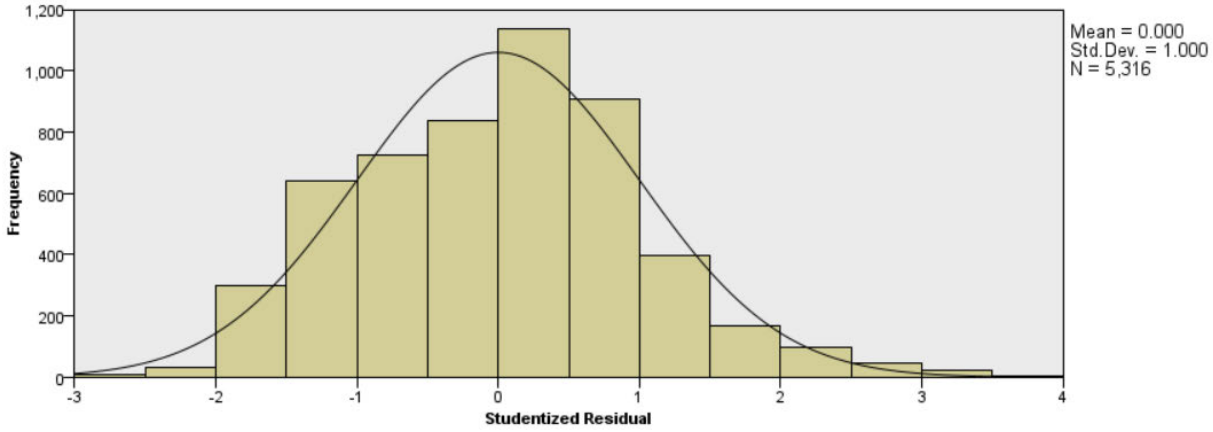
Math-7 and Math-8 to Common Core Algebra, and Algebra to Geometry





Residuals

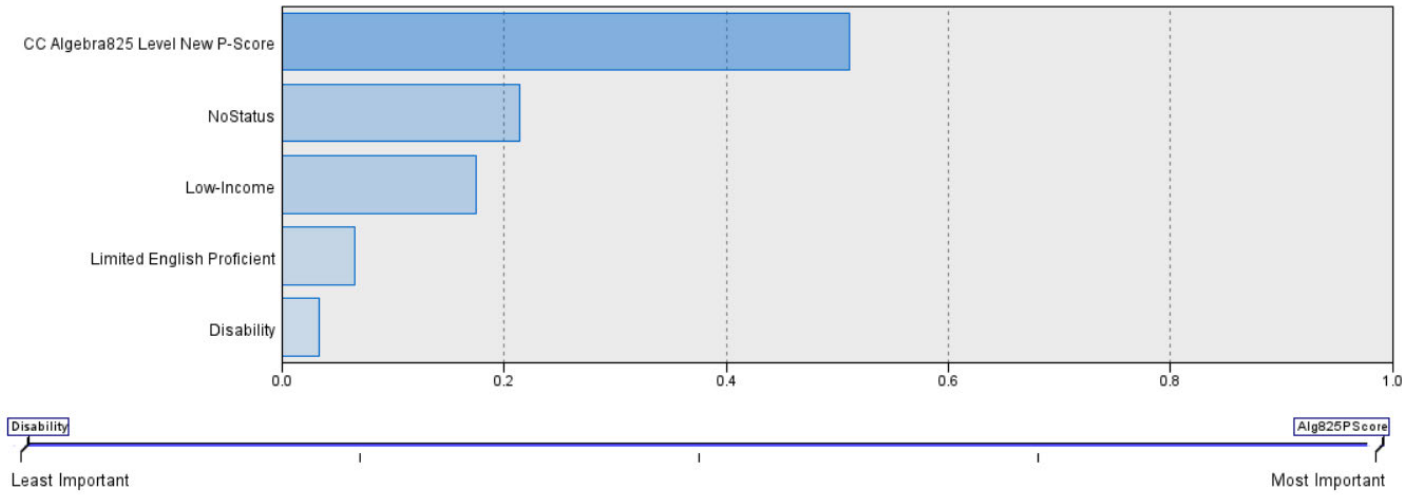
Target: CC Geometry1026 Level New P-Score

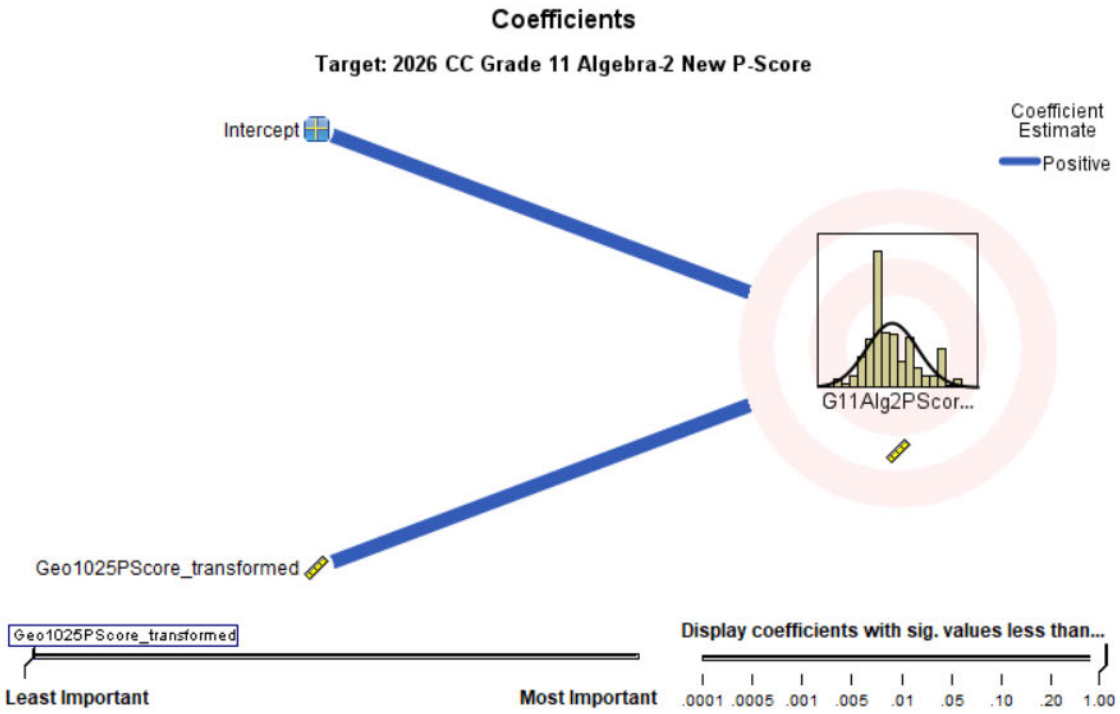


The histogram of Studentized residuals compares the distribution of the residuals to a normal distribution.The smooth line represents the normal distribution.The closer the frequencies of the residuals are to this line, the closer the distribution of the residuals is to the normal distribution.

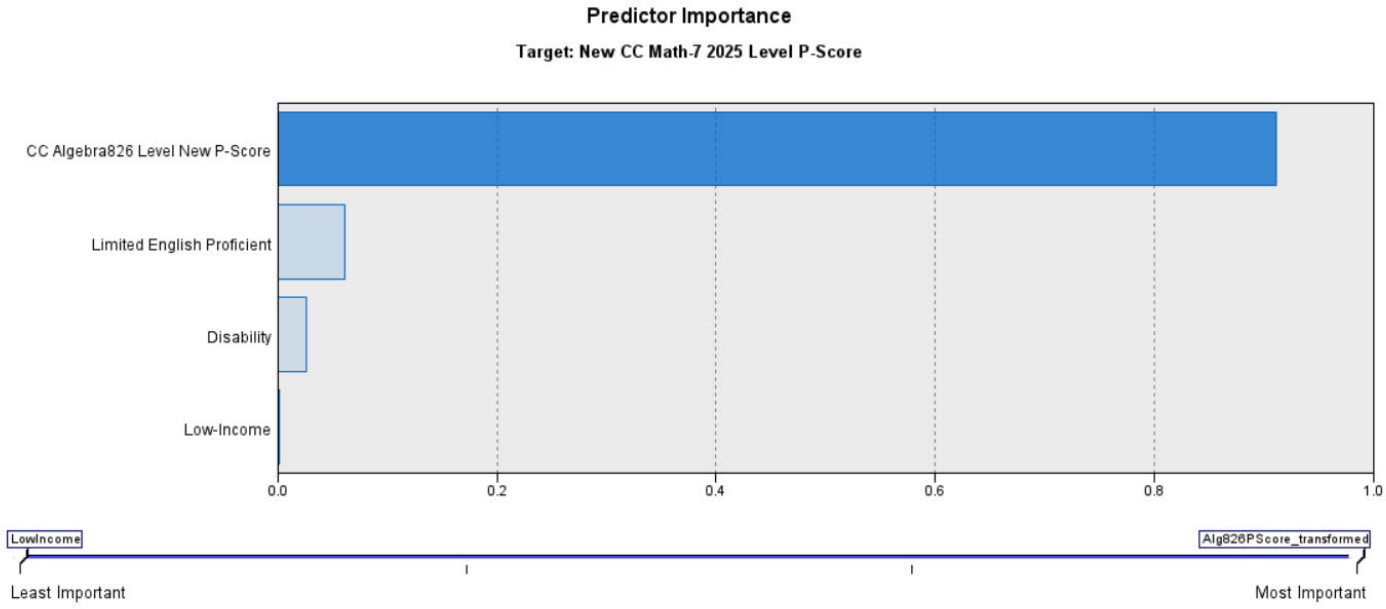
Predictor Importance

Target: CC Geometry Gr926 Sub-Levels

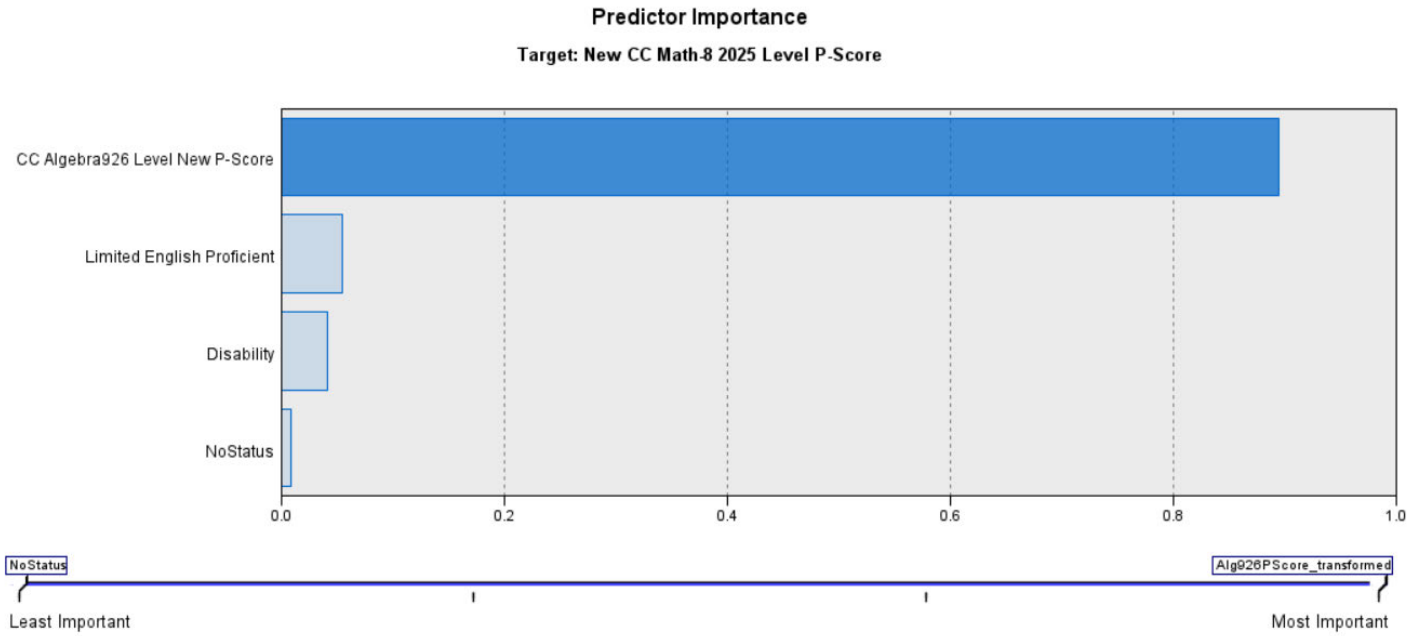




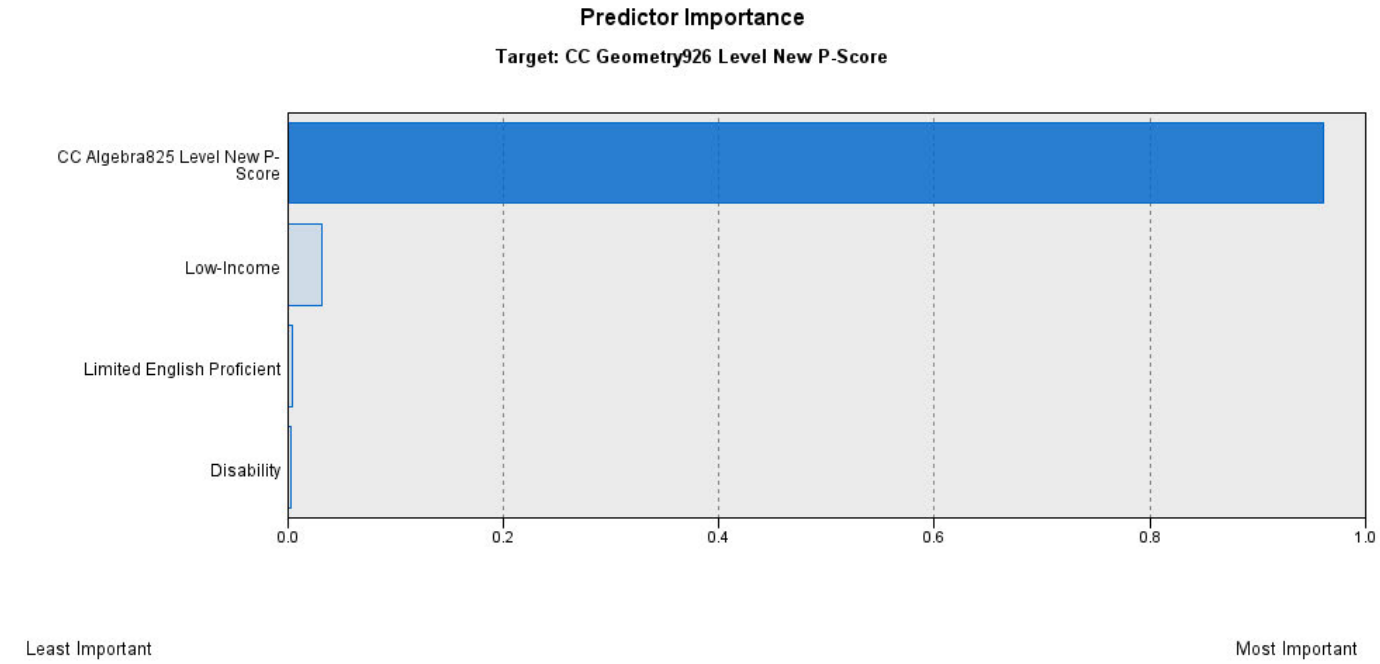
Math-7 to Next Generation Algebra-8 Relative Prediction Significance



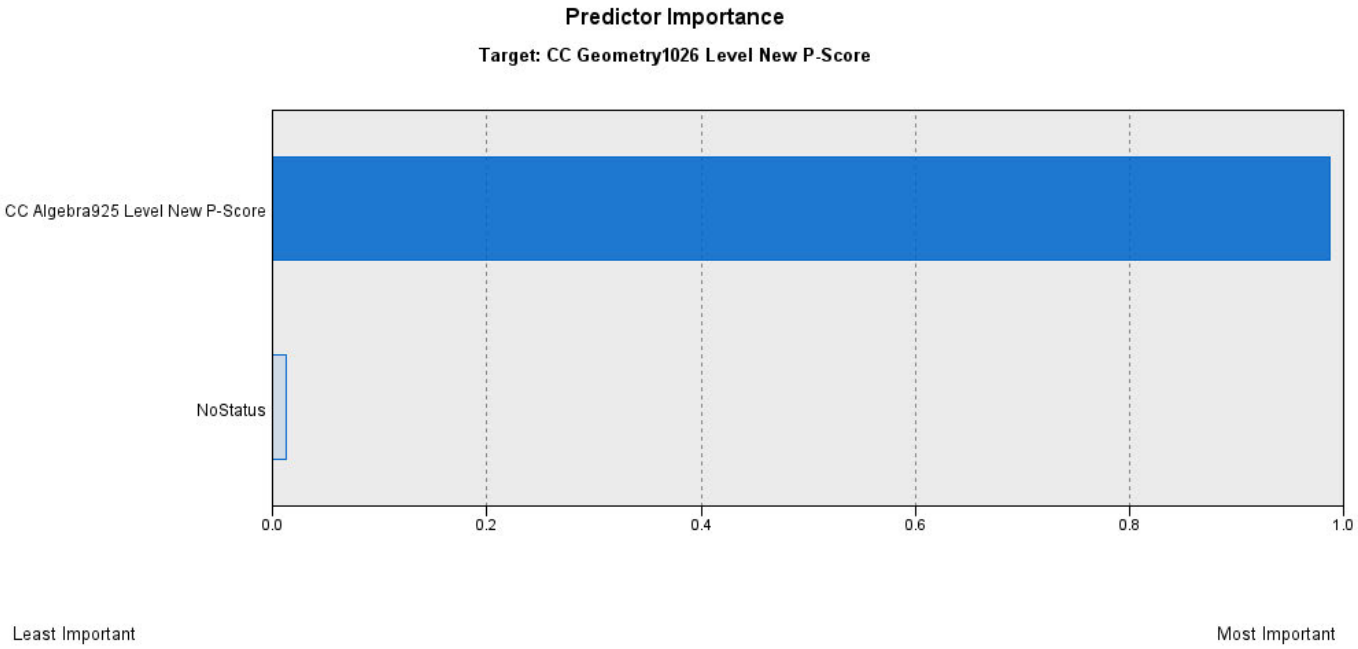
Math-8 to Grade 9 Next Generation Algebra Relative Prediction Significance



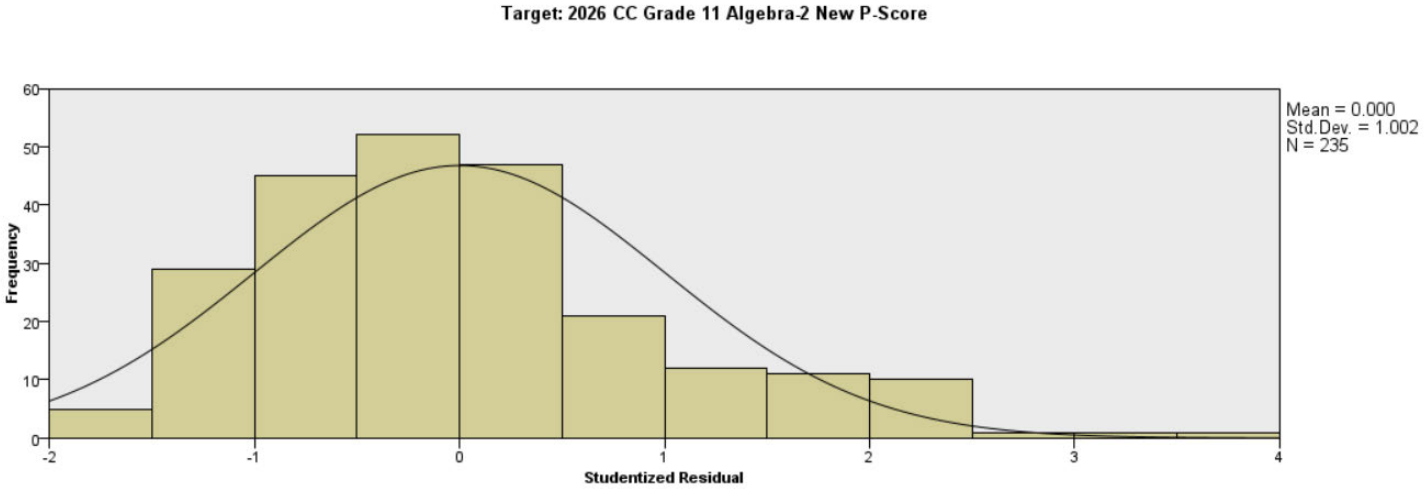
Grade 8 Algebra to Grade 9 Geometry



Grade 9 Algebra to Grade 10 Geometry



Grade 10 Geometry to Grade 11 Algebra-2



The histogram of Studentized residuals compares the distribution of the residuals to a normal distribution.The smooth line represents the normal distribution.The closer the frequencies of the residuals are to this line, the closer the distribution of the residuals is to the normal distribution.

Establish Rule Sets for Mathematics Projections

The Modeler includes a series of predictive analytic statistical models that allow the setting of rule sets or conditions for the determination of a successful prediction. The C5.0 model was used in rule setting for evaluation of predictions. It simplifies the complexity of the data by identifying target cases that do not meet the pre-established rules. Sub-levels were introduced into the predictive model so that future scores would be predicted based upon the scores of students in short score ranges separately for non-status students, Students with Disabilities, English Language Learners and Low-Income students. Two related sets of predictions were generated to set high and low predictions with different rates of confidence.

The following two rules were used for the "high-end" predictions of mathematics scores on the Common Core Algebra, Common Core Geometry and Common Core Algebra 2 Regents. Rule 1 applies to each sub-level group and each status group including students with disabilities, English Language Learners and Low-Income students. Rule 2 = Projections will not be supported unless at least 100 students or more connect the two tests for any status group. The prediction is essentially determined at the top end of the predictive range by the mean average performance of students in prior performance sub-levels on the Math-7 or Math-8 Assessments.

The following three rules were used for the "low-end" predictions of Algebra, Geometry and Algebra-2 Regents results from prior scores. Rule 1 = 80% or more of all target cases should be equal to above the minimum projection for all sublevel groups based upon prior scores. Rule 2 = Rule 1 applies to each sub-level group and each status group including Students with Disabilities, English Language Learners and Low-Income students. Rule 3 = Projections will not be supported unless at least 100 students or more connect the two tests for any status group. The "low-end" projections are calculated by expanding the confidence interval to ensure that the target of 80% successful prediction for each short score range from the prior test. If there were fewer than 20 students in any sub-level group from the prior test, the generated projection was suppressed in the projection tables to ensure that projections were based upon representative clusters of students.

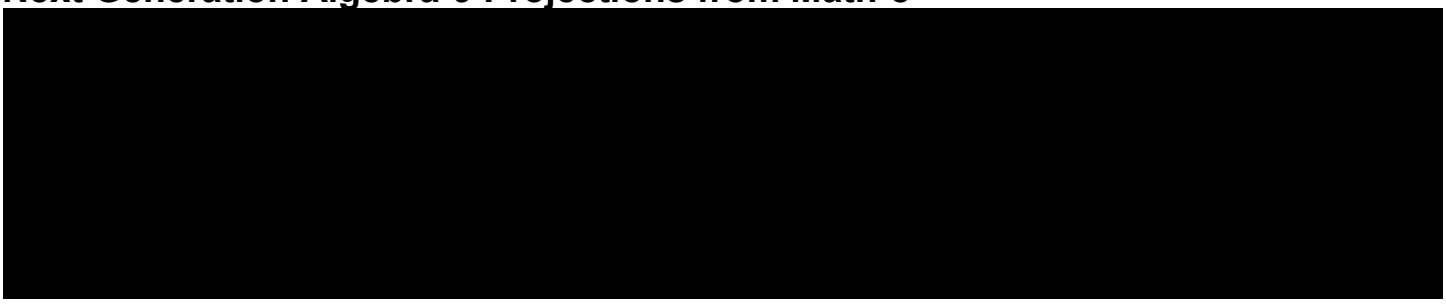
Generating Projections

Using the rule sets described above the projections below were exported into Excel. The first projections are from Math-7 sub-levels to grade 8 Common Core Algebra. The Algebra Regents scores have been converted to equivalent scale scores for use as projections for similar students. Once the high and low projections were generated a mid-point projection was added in order to give the end-user a range from low to high to establish student performance targets.

Next Generation Algebra-8 Projections from Math-7



Next Generation Algebra-9 Projections from Math-8



Common Core Grade 9 Geometry Projections from Grade 8 Algebra



Common Core Grade 10 Geometry Projections from Grade 9 Algebra



Common Core Grade 10 Algebra-2 Projections from Grade 9 Geometry



Common Core Grade 11 Algebra-2 Projections from Grade 10 Geometry



Testing Projections

After the projections were written to the regional longitudinal data file for all students who took the Math-7, Math-8, Algebra or Geometry Regents and a following mathematics Regents, the most conservative “low-end” projections were validated with a series of tables in the SPSS Modeler that identified successful predictions and unsuccessful predictions. In each of the tables below the counts and percentages in the yes column identifies the rate of that actual student outcomes on the target test were at or above the projection for the relevant sub-level group. The projections are validated when the successful prediction rate is 80% or higher for every sub-group with a projection.

Test of Math-7 to the Next Generation Algebra-8 Regents Projections
Non-Status Students

New Math-7 2025 Sub Levels * NOSTATM7toCCALG826Pre Crosstabulation

			NOSTATM7toCCALG826Pre		Total
			.00	1.00	
New Math-7 2025 Sub Levels	2.00	Count	10	0	10
		% within New Math-7 2025 Sub Levels	100.0%	0.0%	100.0%
	3.00	Count	7	37	44
		% within New Math-7 2025 Sub Levels	15.9%	84.1%	100.0%
	4.00	Count	3	46	49
		% within New Math-7 2025 Sub Levels	6.1%	93.9%	100.0%
	5.00	Count	8	60	68
		% within New Math-7 2025 Sub Levels	11.8%	88.2%	100.0%
	6.00	Count	15	108	123
		% within New Math-7 2025 Sub Levels	12.2%	87.8%	100.0%
	7.00	Count	34	167	201
		% within New Math-7 2025 Sub Levels	16.9%	83.1%	100.0%
	8.00	Count	68	333	401
		% within New Math-7 2025 Sub Levels	17.0%	83.0%	100.0%
	9.00	Count	56	257	313
		% within New Math-7 2025 Sub Levels	17.9%	82.1%	100.0%
	10.00	Count	103	373	476
		% within New Math-7 2025 Sub Levels	21.6%	78.4%	100.0%
	11.00	Count	91	451	542
		% within New Math-7 2025 Sub Levels	16.8%	83.2%	100.0%
	12.00	Count	11	52	63
		% within New Math-7 2025 Sub Levels	17.5%	82.5%	100.0%
Total		Count	406	1884	2290
		% within New Math-7 2025 Sub Levels	17.7%	82.3%	100.0%

Test of Math-7 to the Next Generation Algebra-8 Regents Projections
IEP-Status Students

New Math-7 2025 Sub Levels * IEPM7toCCALG826Pre Crosstabulation

			IEPM7toCCALG826Pre		Total
			.00	1.00	
New Math-7 2025 Sub Levels	1.00	Count	9	0	9
		% within New Math-7 2025 Sub Levels	100.0%	0.0%	100.0%
	2.00	Count	3	38	41
		% within New Math-7 2025 Sub Levels	7.3%	92.7%	100.0%
	3.00	Count	6	44	50
		% within New Math-7 2025 Sub Levels	12.0%	88.0%	100.0%
	4.00	Count	3	28	31
		% within New Math-7 2025 Sub Levels	9.7%	90.3%	100.0%
	5.00	Count	15	0	15
		% within New Math-7 2025 Sub Levels	100.0%	0.0%	100.0%
	6.00	Count	17	0	17
		% within New Math-7 2025 Sub Levels	100.0%	0.0%	100.0%
	7.00	Count	19	0	19
		% within New Math-7 2025 Sub Levels	100.0%	0.0%	100.0%
	8.00	Count	3	23	26
		% within New Math-7 2025 Sub Levels	11.5%	88.5%	100.0%
	9.00	Count	10	0	10
		% within New Math-7 2025 Sub Levels	100.0%	0.0%	100.0%
	10.00	Count	17	0	17
		% within New Math-7 2025 Sub Levels	100.0%	0.0%	100.0%
	11.00	Count	20	0	20
		% within New Math-7 2025 Sub Levels	100.0%	0.0%	100.0%
	12.00	Count	2	0	2
		% within New Math-7 2025 Sub Levels	100.0%	0.0%	100.0%
Total		Count	124	133	257
		% within New Math-7 2025 Sub Levels	48.2%	51.8%	100.0%

Test of Math-7 to the Next Generation Algebra-8 Regents Projections
ELL-Status Students

New Math-7 2025 Sub Levels * ELLM7toCCALG826Pre Crosstabulation

			ELLM7toCCALG826Pre		Total
			.00	1.00	
New Math-7 2025 Sub Levels	1.00	Count	12	0	12
		% within New Math-7 2025 Sub Levels	100.0%	0.0%	100.0%
	2.00	Count	6	50	56
		% within New Math-7 2025 Sub Levels	10.7%	89.3%	100.0%
	3.00	Count	14	58	72
		% within New Math-7 2025 Sub Levels	19.4%	80.6%	100.0%
	4.00	Count	5	38	43
		% within New Math-7 2025 Sub Levels	11.6%	88.4%	100.0%
	5.00	Count	5	24	29
		% within New Math-7 2025 Sub Levels	17.2%	82.8%	100.0%
	6.00	Count	5	21	26
		% within New Math-7 2025 Sub Levels	19.2%	80.8%	100.0%
	7.00	Count	18	0	18
		% within New Math-7 2025 Sub Levels	100.0%	0.0%	100.0%
	8.00	Count	13	0	13
		% within New Math-7 2025 Sub Levels	100.0%	0.0%	100.0%
	9.00	Count	6	0	6
		% within New Math-7 2025 Sub Levels	100.0%	0.0%	100.0%
	10.00	Count	5	0	5
		% within New Math-7 2025 Sub Levels	100.0%	0.0%	100.0%
	11.00	Count	2	0	2
		% within New Math-7 2025 Sub Levels	100.0%	0.0%	100.0%
Total		Count	91	191	282
		% within New Math-7 2025 Sub Levels	32.3%	67.7%	100.0%

Test of Math-7 to the Next Generation Algebra-8 Regents Projections
Low Income Students

New Math-7 2025 Sub Levels * LowIncM7toCCALG826Pre Crosstabulation

			LowIncM7toCCALG826Pre		Total
			.00	1.00	
New Math-7 2025 Sub Levels	1.00	Count	15	0	15
		% within New Math-7 2025 Sub Levels	100.0%	0.0%	100.0%
	2.00	Count	14	77	91
		% within New Math-7 2025 Sub Levels	15.4%	84.6%	100.0%
	3.00	Count	27	126	153
		% within New Math-7 2025 Sub Levels	17.6%	82.4%	100.0%
	4.00	Count	15	116	131
		% within New Math-7 2025 Sub Levels	11.5%	88.5%	100.0%
	5.00	Count	12	81	93
		% within New Math-7 2025 Sub Levels	12.9%	87.1%	100.0%
	6.00	Count	23	135	158
		% within New Math-7 2025 Sub Levels	14.6%	85.4%	100.0%
	7.00	Count	19	169	188
		% within New Math-7 2025 Sub Levels	10.1%	89.9%	100.0%
	8.00	Count	40	193	233
		% within New Math-7 2025 Sub Levels	17.2%	82.8%	100.0%
	9.00	Count	33	138	171
		% within New Math-7 2025 Sub Levels	19.3%	80.7%	100.0%
	10.00	Count	40	161	201
		% within New Math-7 2025 Sub Levels	19.9%	80.1%	100.0%
	11.00	Count	41	134	175
		% within New Math-7 2025 Sub Levels	23.4%	76.6%	100.0%
	12.00	Count	24	0	24
		% within New Math-7 2025 Sub Levels	100.0%	0.0%	100.0%
Total		Count	303	1330	1633
		% within New Math-7 2025 Sub Levels	18.6%	81.4%	100.0%

Test of Math-8 to the Next Generation Grade 9 Algebra Regents Projections- Non-Status Students

New Math-8 2025 Sub Levels * NOSTATM8toCCALG926Pre Crosstabulation

			NOSTATM8toCCALG926Pre		Total
			.00	1.00	
New Math-8 2025 Sub Levels	1.00	Count	4	0	4
		% within New Math-8 2025 Sub Levels	100.0%	0.0%	100.0%
	2.00	Count	8	53	61
		% within New Math-8 2025 Sub Levels	13.1%	86.9%	100.0%
	3.00	Count	29	117	146
		% within New Math-8 2025 Sub Levels	19.9%	80.1%	100.0%
	4.00	Count	10	54	64
		% within New Math-8 2025 Sub Levels	15.6%	84.4%	100.0%
	5.00	Count	9	71	80
		% within New Math-8 2025 Sub Levels	11.3%	88.8%	100.0%
	6.00	Count	14	64	78
		% within New Math-8 2025 Sub Levels	17.9%	82.1%	100.0%
	7.00	Count	34	206	240
		% within New Math-8 2025 Sub Levels	14.2%	85.8%	100.0%
	8.00	Count	18	78	96
		% within New Math-8 2025 Sub Levels	18.8%	81.3%	100.0%
	9.00	Count	15	93	108
		% within New Math-8 2025 Sub Levels	13.9%	86.1%	100.0%
	10.00	Count	6	40	46
		% within New Math-8 2025 Sub Levels	13.0%	87.0%	100.0%
	11.00	Count	12	0	12
		% within New Math-8 2025 Sub Levels	100.0%	0.0%	100.0%
	12.00	Count	1	0	1
		% within New Math-8 2025 Sub Levels	100.0%	0.0%	100.0%
Total		Count	160	776	936
		% within New Math-8 2025 Sub Levels	17.1%	82.9%	100.0%

Test of Math-8 to the Next Generation Grade 9 Algebra Regents Projections – IEP-Status Students

New Math-8 2025 Sub Levels * IEPM8toCCALG926Pre Crosstabulation

			IEPM8toCCALG926Pre		Total
			.00	1.00	
New Math-8 2025 Sub Levels	1.00	Count	19	0	19
		% within New Math-8 2025 Sub Levels	100.0%	0.0%	100.0%
	2.00	Count	21	113	134
		% within New Math-8 2025 Sub Levels	15.7%	84.3%	100.0%
	3.00	Count	24	144	168
		% within New Math-8 2025 Sub Levels	14.3%	85.7%	100.0%
	4.00	Count	5	36	41
		% within New Math-8 2025 Sub Levels	12.2%	87.8%	100.0%
	5.00	Count	4	29	33
		% within New Math-8 2025 Sub Levels	12.1%	87.9%	100.0%
	6.00	Count	4	33	37
		% within New Math-8 2025 Sub Levels	10.8%	89.2%	100.0%
	7.00	Count	6	61	67
		% within New Math-8 2025 Sub Levels	9.0%	91.0%	100.0%
	8.00	Count	6	19	25
		% within New Math-8 2025 Sub Levels	24.0%	76.0%	100.0%
	9.00	Count	2	23	25
		% within New Math-8 2025 Sub Levels	8.0%	92.0%	100.0%
	10.00	Count	6	0	6
		% within New Math-8 2025 Sub Levels	100.0%	0.0%	100.0%
	11.00	Count	2	0	2
		% within New Math-8 2025 Sub Levels	100.0%	0.0%	100.0%
	12.00	Count	1	0	1
		% within New Math-8 2025 Sub Levels	100.0%	0.0%	100.0%
Total		Count	100	458	558
		% within New Math-8 2025 Sub Levels	17.9%	82.1%	100.0%

Test of Math-8 to the Next Generation Grade 9 Algebra Regents Projections - English Language Learner Students

New Math-8 2025 Sub Levels * ELLM8toCCALG926Pre Crosstabulation

			ELLM8toCCALG926Pre		Total
			.00	1.00	
New Math-8 2025 Sub Levels	1.00	Count	18	0	18
		% within New Math-8 2025 Sub Levels	100.0%	0.0%	100.0%
	2.00	Count	29	156	185
		% within New Math-8 2025 Sub Levels	15.7%	84.3%	100.0%
	3.00	Count	33	183	216
		% within New Math-8 2025 Sub Levels	15.3%	84.7%	100.0%
	4.00	Count	6	41	47
		% within New Math-8 2025 Sub Levels	12.8%	87.2%	100.0%
	5.00	Count	5	36	41
		% within New Math-8 2025 Sub Levels	12.2%	87.8%	100.0%
	6.00	Count	4	21	25
		% within New Math-8 2025 Sub Levels	16.0%	84.0%	100.0%
	7.00	Count	8	33	41
		% within New Math-8 2025 Sub Levels	19.5%	80.5%	100.0%
	8.00	Count	14	0	14
		% within New Math-8 2025 Sub Levels	100.0%	0.0%	100.0%
	9.00	Count	11	0	11
		% within New Math-8 2025 Sub Levels	100.0%	0.0%	100.0%
	10.00	Count	1	0	1
		% within New Math-8 2025 Sub Levels	100.0%	0.0%	100.0%
Total		Count	129	470	599
		% within New Math-8 2025 Sub Levels	21.5%	78.5%	100.0%

Test of Math-8 to the Next Generation Grade 9 Algebra Regents Projections – Low Income Students

New Math-8 2025 Sub Levels * LowIncM8toCCALG926Pre Crosstabulation

			LowIncM8toCCALG926Pre		Total
			.00	1.00	
New Math-8 2025 Sub Levels	1.00	Count	3	27	30
		% within New Math-8 2025 Sub Levels	10.0%	90.0%	100.0%
	2.00	Count	54	301	355
		% within New Math-8 2025 Sub Levels	15.2%	84.8%	100.0%
	3.00	Count	88	431	519
		% within New Math-8 2025 Sub Levels	17.0%	83.0%	100.0%
	4.00	Count	29	150	179
		% within New Math-8 2025 Sub Levels	16.2%	83.8%	100.0%
	5.00	Count	15	126	141
		% within New Math-8 2025 Sub Levels	10.6%	89.4%	100.0%
	6.00	Count	20	116	136
		% within New Math-8 2025 Sub Levels	14.7%	85.3%	100.0%
	7.00	Count	44	237	281
		% within New Math-8 2025 Sub Levels	15.7%	84.3%	100.0%
	8.00	Count	20	79	99
		% within New Math-8 2025 Sub Levels	20.2%	79.8%	100.0%
	9.00	Count	13	78	91
		% within New Math-8 2025 Sub Levels	14.3%	85.7%	100.0%
	10.00	Count	2	26	28
		% within New Math-8 2025 Sub Levels	7.1%	92.9%	100.0%
	11.00	Count	7	0	7
		% within New Math-8 2025 Sub Levels	100.0%	0.0%	100.0%
	12.00	Count	1	0	1
		% within New Math-8 2025 Sub Levels	100.0%	0.0%	100.0%
Total		Count	296	1571	1867
		% within New Math-8 2025 Sub Levels	15.9%	84.1%	100.0%

Test of Algebra-8 to the Common Core Geometry-9 Regents Projections
Non-Status Students

CC Algebra Gr825 Sub-Levels * NOSTATCCGeo926Pre Crosstabulation

			NOSTATCCGeo926Pre		Total
			.00	1.00	
CC Algebra Gr825 Sub-Levels	3.00	Count	4	0	4
		% within CC Algebra Gr825 Sub-Levels	100.0%	0.0%	100.0%
	4.00	Count	3	0	3
		% within CC Algebra Gr825 Sub-Levels	100.0%	0.0%	100.0%
	5.00	Count	6	0	6
		% within CC Algebra Gr825 Sub-Levels	100.0%	0.0%	100.0%
	6.00	Count	17	0	17
		% within CC Algebra Gr825 Sub-Levels	100.0%	0.0%	100.0%
	7.00	Count	26	107	133
		% within CC Algebra Gr825 Sub-Levels	19.5%	80.5%	100.0%
	8.00	Count	66	291	357
		% within CC Algebra Gr825 Sub-Levels	18.5%	81.5%	100.0%
	9.00	Count	96	429	525
		% within CC Algebra Gr825 Sub-Levels	18.3%	81.7%	100.0%
	10.00	Count	39	257	296
		% within CC Algebra Gr825 Sub-Levels	13.2%	86.8%	100.0%
	11.00	Count	29	145	174
		% within CC Algebra Gr825 Sub-Levels	16.7%	83.3%	100.0%
	12.00	Count	43	202	245
		% within CC Algebra Gr825 Sub-Levels	17.6%	82.4%	100.0%
	13.00	Count	124	504	628
		% within CC Algebra Gr825 Sub-Levels	19.7%	80.3%	100.0%
	14.00	Count	101	478	579
		% within CC Algebra Gr825 Sub-Levels	17.4%	82.6%	100.0%
	15.00	Count	115	606	721
		% within CC Algebra Gr825 Sub-Levels	16.0%	84.0%	100.0%
Total		Count	669	3019	3688
		% within CC Algebra Gr825 Sub-Levels	18.1%	81.9%	100.0%

Test of Algebra-8 to the Common Core Geometry-9 Regents Projections
Low Income - Status Students

CC Algebra Gr825 Sub-Levels * LowIncCCGeo926Pre Crosstabulation

			LowIncCCGeo926Pre		Total
			.00	1.00	
CC Algebra Gr825 Sub-Levels	3.00	Count	2	0	2
		% within CC Algebra Gr825 Sub-Levels	100.0%	0.0%	100.0%
	4.00	Count	5	0	5
		% within CC Algebra Gr825 Sub-Levels	100.0%	0.0%	100.0%
	5.00	Count	11	0	11
		% within CC Algebra Gr825 Sub-Levels	100.0%	0.0%	100.0%
	6.00	Count	21	0	21
		% within CC Algebra Gr825 Sub-Levels	100.0%	0.0%	100.0%
	7.00	Count	24	168	192
		% within CC Algebra Gr825 Sub-Levels	12.5%	87.5%	100.0%
	8.00	Count	44	301	345
		% within CC Algebra Gr825 Sub-Levels	12.8%	87.2%	100.0%
	9.00	Count	32	281	313
		% within CC Algebra Gr825 Sub-Levels	10.2%	89.8%	100.0%
	10.00	Count	19	129	148
		% within CC Algebra Gr825 Sub-Levels	12.8%	87.2%	100.0%
	11.00	Count	11	70	81
		% within CC Algebra Gr825 Sub-Levels	13.6%	86.4%	100.0%
	12.00	Count	20	84	104
		% within CC Algebra Gr825 Sub-Levels	19.2%	80.8%	100.0%
	13.00	Count	32	176	208
		% within CC Algebra Gr825 Sub-Levels	15.4%	84.6%	100.0%
	14.00	Count	32	129	161
		% within CC Algebra Gr825 Sub-Levels	19.9%	80.1%	100.0%
	15.00	Count	34	152	186
		% within CC Algebra Gr825 Sub-Levels	18.3%	81.7%	100.0%
Total		Count	287	1490	1777
		% within CC Algebra Gr825 Sub-Levels	16.2%	83.8%	100.0%

Test of Algebra-8 to the Common Core Geometry-9 Regents Projections
IEP-Status Students

CC Algebra Gr825 Sub-Levels * IEPCCGeo926Pre Crosstabulation

			IEPCCGeo926Pre		Total
			.00	1.00	
CC Algebra Gr825 Sub-Levels	3.00	Count	1	0	1
		% within CC Algebra Gr825 Sub-Levels	100.0%	0.0%	100.0%
	4.00	Count	2	0	2
		% within CC Algebra Gr825 Sub-Levels	100.0%	0.0%	100.0%
	5.00	Count	1	0	1
		% within CC Algebra Gr825 Sub-Levels	100.0%	0.0%	100.0%
	6.00	Count	6	0	6
		% within CC Algebra Gr825 Sub-Levels	100.0%	0.0%	100.0%
	7.00	Count	6	24	30
		% within CC Algebra Gr825 Sub-Levels	20.0%	80.0%	100.0%
	8.00	Count	6	35	41
		% within CC Algebra Gr825 Sub-Levels	14.6%	85.4%	100.0%
	9.00	Count	6	28	34
		% within CC Algebra Gr825 Sub-Levels	17.6%	82.4%	100.0%
	10.00	Count	13	0	13
		% within CC Algebra Gr825 Sub-Levels	100.0%	0.0%	100.0%
	11.00	Count	3	0	3
		% within CC Algebra Gr825 Sub-Levels	100.0%	0.0%	100.0%
	12.00	Count	16	0	16
		% within CC Algebra Gr825 Sub-Levels	100.0%	0.0%	100.0%
	13.00	Count	14	0	14
		% within CC Algebra Gr825 Sub-Levels	100.0%	0.0%	100.0%
	14.00	Count	13	0	13
		% within CC Algebra Gr825 Sub-Levels	100.0%	0.0%	100.0%
	15.00	Count	13	0	13
		% within CC Algebra Gr825 Sub-Levels	100.0%	0.0%	100.0%
Total		Count	100	87	187
		% within CC Algebra Gr825 Sub-Levels	53.5%	46.5%	100.0%

Test of Algebra-9 to the Common Core Geometry-10 Regents Projections
Non-Status Students

CC Algebra Gr925 Sub-Levels * NOSTATCCGeo1026Pre Crosstabulation

			NOSTATCCGeo1026Pre		Total
			.00	1.00	
CC Algebra Gr925 Sub-Levels	3.00	Count	16	0	16
		% within CC Algebra Gr925 Sub-Levels	100.0%	0.0%	100.0%
	4.00	Count	23	0	23
		% within CC Algebra Gr925 Sub-Levels	100.0%	0.0%	100.0%
	5.00	Count	7	34	41
		% within CC Algebra Gr925 Sub-Levels	17.1%	82.9%	100.0%
	6.00	Count	11	52	63
		% within CC Algebra Gr925 Sub-Levels	17.5%	82.5%	100.0%
	7.00	Count	70	296	366
		% within CC Algebra Gr925 Sub-Levels	19.1%	80.9%	100.0%
	8.00	Count	117	538	655
		% within CC Algebra Gr925 Sub-Levels	17.9%	82.1%	100.0%
	9.00	Count	101	491	592
		% within CC Algebra Gr925 Sub-Levels	17.1%	82.9%	100.0%
	10.00	Count	27	177	204
		% within CC Algebra Gr925 Sub-Levels	13.2%	86.8%	100.0%
	11.00	Count	10	74	84
		% within CC Algebra Gr925 Sub-Levels	11.9%	88.1%	100.0%
	12.00	Count	22	101	123
		% within CC Algebra Gr925 Sub-Levels	17.9%	82.1%	100.0%
	13.00	Count	30	158	188
		% within CC Algebra Gr925 Sub-Levels	16.0%	84.0%	100.0%
	14.00	Count	19	87	106
		% within CC Algebra Gr925 Sub-Levels	17.9%	82.1%	100.0%
	15.00	Count	9	41	50
		% within CC Algebra Gr925 Sub-Levels	18.0%	82.0%	100.0%
Total		Count	462	2049	2511
		% within CC Algebra Gr925 Sub-Levels	18.4%	81.6%	100.0%

Test of Algebra-9 to the Common Core Geometry-10 Regents Projections
Low Income-Status Students

CC Algebra Gr925 Sub-Levels * LowIncCCGeo1026Pre Crosstabulation

			LowIncCCGeo1026Pre		Total
			.00	1.00	
CC Algebra Gr925 Sub-Levels	2.00	Count	5	0	5
		% within CC Algebra Gr925 Sub-Levels	100.0%	0.0%	100.0%
	3.00	Count	8	46	54
		% within CC Algebra Gr925 Sub-Levels	14.8%	85.2%	100.0%
	4.00	Count	7	36	43
		% within CC Algebra Gr925 Sub-Levels	16.3%	83.7%	100.0%
	5.00	Count	14	66	80
		% within CC Algebra Gr925 Sub-Levels	17.5%	82.5%	100.0%
	6.00	Count	15	90	105
		% within CC Algebra Gr925 Sub-Levels	14.3%	85.7%	100.0%
	7.00	Count	93	435	528
		% within CC Algebra Gr925 Sub-Levels	17.6%	82.4%	100.0%
	8.00	Count	98	487	585
		% within CC Algebra Gr925 Sub-Levels	16.8%	83.2%	100.0%
	9.00	Count	50	299	349
		% within CC Algebra Gr925 Sub-Levels	14.3%	85.7%	100.0%
	10.00	Count	15	91	106
		% within CC Algebra Gr925 Sub-Levels	14.2%	85.8%	100.0%
	11.00	Count	6	43	49
		% within CC Algebra Gr925 Sub-Levels	12.2%	87.8%	100.0%
	12.00	Count	9	54	63
		% within CC Algebra Gr925 Sub-Levels	14.3%	85.7%	100.0%
	13.00	Count	13	55	68
		% within CC Algebra Gr925 Sub-Levels	19.1%	80.9%	100.0%
	14.00	Count	6	36	42
		% within CC Algebra Gr925 Sub-Levels	14.3%	85.7%	100.0%
	15.00	Count	18	0	18
		% within CC Algebra Gr925 Sub-Levels	100.0%	0.0%	100.0%
Total		Count	357	1738	2095
		% within CC Algebra Gr925 Sub-Levels	17.0%	83.0%	100.0%

Test of Algebra-9 to the Common Core Geometry-10 Regents Projections
ELL-Status Students

CC Algebra Gr925 Sub-Levels * ELLCCGeo1026Pre Crosstabulation

			ELLCCGeo1026Pre		Total
			.00	1.00	
CC Algebra Gr925 Sub-Levels	2.00	Count	0	2	2
		% within CC Algebra Gr925 Sub-Levels	0.0%	100.0%	100.0%
	3.00	Count	14	0	14
		% within CC Algebra Gr925 Sub-Levels	100.0%	0.0%	100.0%
	4.00	Count	9	0	9
		% within CC Algebra Gr925 Sub-Levels	100.0%	0.0%	100.0%
	5.00	Count	17	0	17
		% within CC Algebra Gr925 Sub-Levels	100.0%	0.0%	100.0%
	6.00	Count	16	0	16
		% within CC Algebra Gr925 Sub-Levels	100.0%	0.0%	100.0%
	7.00	Count	10	48	58
		% within CC Algebra Gr925 Sub-Levels	17.2%	82.8%	100.0%
	8.00	Count	11	50	61
		% within CC Algebra Gr925 Sub-Levels	18.0%	82.0%	100.0%
	9.00	Count	4	23	27
		% within CC Algebra Gr925 Sub-Levels	14.8%	85.2%	100.0%
	10.00	Count	3	0	3
		% within CC Algebra Gr925 Sub-Levels	100.0%	0.0%	100.0%
	11.00	Count	2	0	2
		% within CC Algebra Gr925 Sub-Levels	100.0%	0.0%	100.0%
	12.00	Count	2	0	2
		% within CC Algebra Gr925 Sub-Levels	100.0%	0.0%	100.0%
	13.00	Count	7	0	7
		% within CC Algebra Gr925 Sub-Levels	100.0%	0.0%	100.0%
	14.00	Count	1	0	1
		% within CC Algebra Gr925 Sub-Levels	100.0%	0.0%	100.0%
	15.00	Count	2	0	2
		% within CC Algebra Gr925 Sub-Levels	100.0%	0.0%	100.0%
Total		Count	98	123	221
		% within CC Algebra Gr925 Sub-Levels	44.3%	55.7%	100.0%

Test of Algebra-9 to the Common Core Geometry-10 Regents Projections
IEP-Status Students

CC Algebra Gr925 Sub-Levels * IEPCCGeo1026Pre Crosstabulation

			IEPCCGeo1026Pre		Total
			.00	1.00	
CC Algebra Gr925 Sub-Levels	2.00	Count	6	0	6
		% within CC Algebra Gr925 Sub-Levels	100.0%	0.0%	100.0%
	3.00	Count	3	27	30
		% within CC Algebra Gr925 Sub-Levels	10.0%	90.0%	100.0%
	4.00	Count	18	0	18
		% within CC Algebra Gr925 Sub-Levels	100.0%	0.0%	100.0%
	5.00	Count	27	0	27
		% within CC Algebra Gr925 Sub-Levels	100.0%	0.0%	100.0%
	6.00	Count	5	37	42
		% within CC Algebra Gr925 Sub-Levels	11.9%	88.1%	100.0%
	7.00	Count	26	123	149
		% within CC Algebra Gr925 Sub-Levels	17.4%	82.6%	100.0%
	8.00	Count	28	154	182
		% within CC Algebra Gr925 Sub-Levels	15.4%	84.6%	100.0%
	9.00	Count	17	95	112
		% within CC Algebra Gr925 Sub-Levels	15.2%	84.8%	100.0%
	10.00	Count	4	38	42
		% within CC Algebra Gr925 Sub-Levels	9.5%	90.5%	100.0%
	11.00	Count	14	0	14
		% within CC Algebra Gr925 Sub-Levels	100.0%	0.0%	100.0%
	12.00	Count	22	0	22
		% within CC Algebra Gr925 Sub-Levels	100.0%	0.0%	100.0%
	13.00	Count	22	0	22
		% within CC Algebra Gr925 Sub-Levels	100.0%	0.0%	100.0%
	14.00	Count	11	0	11
		% within CC Algebra Gr925 Sub-Levels	100.0%	0.0%	100.0%
	15.00	Count	5	0	5
		% within CC Algebra Gr925 Sub-Levels	100.0%	0.0%	100.0%
Total		Count	208	474	682
		% within CC Algebra Gr925 Sub-Levels	30.5%	69.5%	100.0%

Test of Geometry-9 to the Grade 10 Algebra-2 Regents Projections
Low Income-Status Students

CC Geometry Gr925 Sub-Levels * LowIncCCGeo925toAlg21026Pre Crosstabulation

			LowIncCCGeo925toAlg21026Pre		Total
			.00	1.00	
CC Geometry Gr925 Sub-Levels	2.00	Count	1	0	1
		% within CC Geometry Gr925	100.0%	0.0%	100.0%
	3.00	Count	4	24	28
		% within CC Geometry Gr925	14.3%	85.7%	100.0%
	4.00	Count	21	0	21
		% within CC Geometry Gr925	100.0%	0.0%	100.0%
	5.00	Count	8	36	44
		% within CC Geometry Gr925	18.2%	81.8%	100.0%
	6.00	Count	9	41	50
		% within CC Geometry Gr925	18.0%	82.0%	100.0%
	7.00	Count	31	168	199
		% within CC Geometry Gr925	15.6%	84.4%	100.0%
	8.00	Count	36	188	224
		% within CC Geometry Gr925	16.1%	83.9%	100.0%
	9.00	Count	38	159	197
		% within CC Geometry Gr925	19.3%	80.7%	100.0%
	10.00	Count	17	89	106
		% within CC Geometry Gr925	16.0%	84.0%	100.0%
	11.00	Count	5	37	42
		% within CC Geometry Gr925	11.9%	88.1%	100.0%
	12.00	Count	8	67	75
		% within CC Geometry Gr925	10.7%	89.3%	100.0%
	13.00	Count	18	117	135
		% within CC Geometry Gr925	13.3%	86.7%	100.0%
	14.00	Count	13	72	85
		% within CC Geometry Gr925	15.3%	84.7%	100.0%
	15.00	Count	11	54	65
		% within CC Geometry Gr925	16.9%	83.1%	100.0%
Total		Count	220	1052	1272
		% within CC Geometry Gr925 Sub-Levels	17.3%	82.7%	100.0%

Test of Geometry-9 to the Grade 10 Algebra-2 Regents Projections
Non-Status Students

CC Geometry Gr925 Sub-Levels * NOSTATCCGeo925toAlg21026Pre Crosstabulation

			NOSTATCCGeo925toAlg21026Pre		Total
			.00	1.00	
CC Geometry Gr925 Sub-Levels	2.00	Count	2	0	2
		% within CC Geometry Gr925 Sub-Levels	100.0%	0.0%	100.0%
	3.00	Count	20	0	20
		% within CC Geometry Gr925 Sub-Levels	100.0%	0.0%	100.0%
	4.00	Count	12	12	24
		% within CC Geometry Gr925 Sub-Levels	50.0%	50.0%	100.0%
	5.00	Count	28	39	67
		% within CC Geometry Gr925 Sub-Levels	41.8%	58.2%	100.0%
	6.00	Count	30	50	80
		% within CC Geometry Gr925 Sub-Levels	37.5%	62.5%	100.0%
	7.00	Count	144	143	287
		% within CC Geometry Gr925 Sub-Levels	50.2%	49.8%	100.0%
	8.00	Count	198	227	425
		% within CC Geometry Gr925 Sub-Levels	46.6%	53.4%	100.0%
	9.00	Count	279	352	631
		% within CC Geometry Gr925 Sub-Levels	44.2%	55.8%	100.0%
	10.00	Count	83	177	260
		% within CC Geometry Gr925 Sub-Levels	31.9%	68.1%	100.0%
	11.00	Count	64	83	147
		% within CC Geometry Gr925 Sub-Levels	43.5%	56.5%	100.0%
	12.00	Count	118	142	260
		% within CC Geometry Gr925 Sub-Levels	45.4%	54.6%	100.0%
	13.00	Count	236	253	489
		% within CC Geometry Gr925 Sub-Levels	48.3%	51.7%	100.0%
	14.00	Count	224	335	559
		% within CC Geometry Gr925 Sub-Levels	40.1%	59.9%	100.0%
	15.00	Count	179	223	402
		% within CC Geometry Gr925 Sub-Levels	44.5%	55.5%	100.0%
Total		Count	1617	2036	3653
		% within CC Geometry Gr925 Sub-Levels	44.3%	55.7%	100.0%

Test of Geometry-10 to the Grade 11 Algebra-2 Regents Projections
Non-Status Students

CC Geometry Gr1025 Sub-Levels * NOSTATCCGeo1025toAlg21126Pre Crosstabulation

		NOSTATCCGeo1025toAlg21126Pre		
		.00	1.00	Total
CC Geometry Gr1025 Sub-Levels	Count	1	0	1
	% within CC Geometry Gr1025 Sub-Levels	100.0%	0.0%	100.0%
	Count	6	50	56
	% within CC Geometry Gr1025 Sub-Levels	10.7%	89.3%	100.0%
	Count	6	25	31
	% within CC Geometry Gr1025 Sub-Levels	19.4%	80.6%	100.0%
	Count	11	73	84
	% within CC Geometry Gr1025 Sub-Levels	13.1%	86.9%	100.0%
	Count	13	94	107
	% within CC Geometry Gr1025 Sub-Levels	12.1%	87.9%	100.0%
	Count	65	371	436
	% within CC Geometry Gr1025 Sub-Levels	14.9%	85.1%	100.0%
	Count	62	436	498
	% within CC Geometry Gr1025 Sub-Levels	12.4%	87.6%	100.0%
	Count	53	365	418
	% within CC Geometry Gr1025 Sub-Levels	12.7%	87.3%	100.0%
	Count	17	100	117
	% within CC Geometry Gr1025 Sub-Levels	14.5%	85.5%	100.0%
	Count	17	75	92
	% within CC Geometry Gr1025 Sub-Levels	18.5%	81.5%	100.0%
	Count	15	85	100
	% within CC Geometry Gr1025 Sub-Levels	15.0%	85.0%	100.0%
	Count	21	87	108
	% within CC Geometry Gr1025 Sub-Levels	19.4%	80.6%	100.0%
	Count	11	44	55
	% within CC Geometry Gr1025 Sub-Levels	20.0%	80.0%	100.0%
	Count	17	0	17
	% within CC Geometry Gr1025 Sub-Levels	100.0%	0.0%	100.0%
Total	Count	315	1805	2120
	% within CC Geometry Gr1025 Sub-Levels	14.9%	85.1%	100.0%

Test of Geometry-10 to the Grade 11 Algebra-2 Regents Projections
Low Income-Status Students

CC Geometry Gr1025 Sub-Levels * LowIncCCGeo1025toAlg21126Pre Crosstabulation

			LowIncCCGeo1025toAlg21126Pre		Total
			.00	1.00	
CC Geometry Gr1025 Sub-Levels	2.00	Count	7	0	7
		% within CC Geometry Gr1025 Sub-Levels	100.0%	0.0%	100.0%
	3.00	Count	8	67	75
		% within CC Geometry Gr1025 Sub-Levels	10.7%	89.3%	100.0%
	4.00	Count	7	35	42
		% within CC Geometry Gr1025 Sub-Levels	16.7%	83.3%	100.0%
	5.00	Count	12	105	117
		% within CC Geometry Gr1025 Sub-Levels	10.3%	89.7%	100.0%
	6.00	Count	14	77	91
		% within CC Geometry Gr1025 Sub-Levels	15.4%	84.6%	100.0%
	7.00	Count	48	305	353
		% within CC Geometry Gr1025 Sub-Levels	13.6%	86.4%	100.0%
	8.00	Count	45	279	324
		% within CC Geometry Gr1025 Sub-Levels	13.9%	86.1%	100.0%
	9.00	Count	36	237	273
		% within CC Geometry Gr1025 Sub-Levels	13.2%	86.8%	100.0%
	10.00	Count	7	57	64
		% within CC Geometry Gr1025 Sub-Levels	10.9%	89.1%	100.0%
	11.00	Count	9	37	46
		% within CC Geometry Gr1025 Sub-Levels	19.6%	80.4%	100.0%
	12.00	Count	8	33	41
		% within CC Geometry Gr1025 Sub-Levels	19.5%	80.5%	100.0%
	13.00	Count	7	33	40
		% within CC Geometry Gr1025 Sub-Levels	17.5%	82.5%	100.0%
	14.00	Count	24	0	24
		% within CC Geometry Gr1025 Sub-Levels	100.0%	0.0%	100.0%
	15.00	Count	2	0	2
		% within CC Geometry Gr1025 Sub-Levels	100.0%	0.0%	100.0%
Total		Count	234	1265	1499
		% within CC Geometry Gr1025 Sub-Levels	15.6%	84.4%	100.0%

Test of Geometry-10 to to the Grade 11 Algebra-2 Regents Projections
ELL-Status Students

CC Geometry Gr1025 Sub-Levels * ELLCCGeo1025toAlg21126Pre Crosstabulation

			ELLCCGeo1025toAlg21126Pre		Total
			.00	1.00	
CC Geometry Gr1025 Sub-Levels	2.00	Count	1	0	1
		% within CC Geometry Gr1025 Sub-Levels	100.0%	0.0%	100.0%
	3.00	Count	11	0	11
		% within CC Geometry Gr1025 Sub-Levels	100.0%	0.0%	100.0%
	4.00	Count	7	0	7
		% within CC Geometry Gr1025 Sub-Levels	100.0%	0.0%	100.0%
	5.00	Count	9	0	9
		% within CC Geometry Gr1025 Sub-Levels	100.0%	0.0%	100.0%
	6.00	Count	5	0	5
		% within CC Geometry Gr1025 Sub-Levels	100.0%	0.0%	100.0%
	7.00	Count	3	23	26
		% within CC Geometry Gr1025 Sub-Levels	11.5%	88.5%	100.0%
	8.00	Count	18	0	18
		% within CC Geometry Gr1025 Sub-Levels	100.0%	0.0%	100.0%
	9.00	Count	12	0	12
		% within CC Geometry Gr1025 Sub-Levels	100.0%	0.0%	100.0%
	10.00	Count	3	0	3
		% within CC Geometry Gr1025 Sub-Levels	100.0%	0.0%	100.0%
	11.00	Count	3	0	3
		% within CC Geometry Gr1025 Sub-Levels	100.0%	0.0%	100.0%
	12.00	Count	2	0	2
		% within CC Geometry Gr1025 Sub-Levels	100.0%	0.0%	100.0%
	13.00	Count	3	0	3
		% within CC Geometry Gr1025 Sub-Levels	100.0%	0.0%	100.0%
	14.00	Count	3	0	3
		% within CC Geometry Gr1025 Sub-Levels	100.0%	0.0%	100.0%
	15.00	Count	1	0	1
		% within CC Geometry Gr1025 Sub-Levels	100.0%	0.0%	100.0%
Total		Count	81	23	104
		% within CC Geometry Gr1025 Sub-Levels	77.9%	22.1%	100.0%

Test of Geometry-10 to the Grade 11 Algebra-2 Regents Projections
IEP-Status Students

CC Geometry Gr1025 Sub-Levels * IEPCCGeo1025toAlg21126Pre Crosstabulation

			IEPCCGeo1025toAlg21126Pre		Total
			.00	1.00	
CC Geometry Gr1025 Sub-Levels	2.00	Count	2	0	2
		% within CC Geometry Gr1025 Sub-Levels	100.0%	0.0%	100.0%
	3.00	Count	16	0	16
		% within CC Geometry Gr1025 Sub-Levels	100.0%	0.0%	100.0%
	4.00	Count	11	0	11
		% within CC Geometry Gr1025 Sub-Levels	100.0%	0.0%	100.0%
	5.00	Count	3	26	29
		% within CC Geometry Gr1025 Sub-Levels	10.3%	89.7%	100.0%
	6.00	Count	3	25	28
		% within CC Geometry Gr1025 Sub-Levels	10.7%	89.3%	100.0%
	7.00	Count	8	59	67
		% within CC Geometry Gr1025 Sub-Levels	11.9%	88.1%	100.0%
	8.00	Count	13	67	80
		% within CC Geometry Gr1025 Sub-Levels	16.3%	83.8%	100.0%
	9.00	Count	9	58	67
		% within CC Geometry Gr1025 Sub-Levels	13.4%	86.6%	100.0%
	10.00	Count	9	0	9
		% within CC Geometry Gr1025 Sub-Levels	100.0%	0.0%	100.0%
	11.00	Count	10	0	10
		% within CC Geometry Gr1025 Sub-Levels	100.0%	0.0%	100.0%
	12.00	Count	14	0	14
		% within CC Geometry Gr1025 Sub-Levels	100.0%	0.0%	100.0%
	13.00	Count	12	0	12
		% within CC Geometry Gr1025 Sub-Levels	100.0%	0.0%	100.0%
	14.00	Count	6	0	6
		% within CC Geometry Gr1025 Sub-Levels	100.0%	0.0%	100.0%
	15.00	Count	1	0	1
		% within CC Geometry Gr1025 Sub-Levels	100.0%	0.0%	100.0%
Total		Count	117	235	352
		% within CC Geometry Gr1025 Sub-Levels	33.2%	66.8%	100.0%

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Eastern Suffolk BOCES Board and Administration

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