

NY STATE – NEW YORK STATE REPORT CARD [2017 – 18]

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

[Glossary and Guide](#) | [Accountability Status List](#) | [Database](#)

+ What data would you like to see?

ESSA Accountability Data

Overall Status

Elementary/Middle-Level Indicators

- Indicator Levels
- Composite Performance
- Growth
- Composite Performance & Growth Combined
- English Language Proficiency
- Progress
- Chronic Absenteeism
- Participation Rate

Secondary-Level Indicators

- Indicator Levels
- Composite Performance
- Graduation Rate
- Composite Performance & Graduation Rate Combined
- English Language Proficiency
- Progress
- Chronic Absenteeism
- College, Career, and Civic Readiness
- Participation Rate

Build

Clear

Check All

Annual ESSA Data

- Staff Qualifications
- Grades 3-8 English Language Arts
- Grades 3-8 Mathematics
- Grades 4 & 8 Science
- Annual Regents Results
- Total Cohort Regents Results
- New York State English as a Second Language Achievement Test
- New York State Alternate Assessment

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+ What data would you like to see?

ELEMENTARY/MIDDLE-LEVEL (EM) ACCOUNTABILITY DATA

2018-19 EM Accountability Status Based on 2017-18 Data:

EM INDICATOR LEVELS

Subgroup	Composite Performance	Growth	Composite Performance & Growth Combined	English Language Proficiency (ELP)	Progress	Chronic Absenteeism
All Students	Level #	Level #	Level #	Level #	Level #	Level #
American Indian/Alaska Native	Level #	Level #	Level #	Level #	Level #	Level #
Asian or Native Hawaiian/Other Pacific Islander	Level #	Level #	Level #	Level #	Level #	Level #
Black or African American	Level #	Level #	Level #	Level #	Level #	Level #
Hispanic or Latino	Level #	Level #	Level #	Level #	Level #	Level #
Multiracial	Level #	Level #	Level #	Level #	Level #	Level #
White	Level #	Level #	Level #	Level #	Level #	Level #
English Language Learner	Level #	Level #	Level #	Level #	Level #	Level #
Students with Disabilities	Level #	Level #	Level #	Level #	Level #	Level #
Economically Disadvantaged	Level #	Level #	Level #	Level #	Level #	Level #

EM Composite Performance

Subgroup	Level
All Students	Level #
American Indian/Alaska Native	Level #
Asian or Native Hawaiian/Other Pacific Islander	Level #
Black or African American	Level #
Hispanic or Latino	Level #
Multiracial	Level #
White	Level #
English Language Learner	Level #
Students with Disabilities	Level #
Economically Disadvantaged	Level #

EM Core Subject Performance			
Subject	Cohort	Index	Level
All Students			
ELA	#	#	Level #
Math	#	#	
Science	#	#	
Combined	#	#	
American Indian/Alaska Native			
ELA	#	#	Level #
Math	#	#	
Science	#	#	
Combined	#	#	
Asian or Native Hawaiian/ Other Pacific Islander			
ELA	#	#	Level #
Math	#	#	
Science	#	#	
Combined	#	#	
Black or African American			
ELA	#	#	Level #
Math	#	#	
Science	#	#	
Combined	#	#	
Hispanic or Latino			
ELA	#	#	Level #
Math	#	#	
Science	#	#	
Combined	#	#	
Multiracial			
ELA	#	#	Level #
Math	#	#	
Science	#	#	
Combined	#	#	
White			
ELA	#	#	Level #
Math	#	#	
Science	#	#	
Combined	#	#	
English Language Learner			
ELA	#	#	Level #
Math	#	#	
Science	#	#	
Combined	#	#	
Students with Disabilities			
ELA	#	#	Level #
Math	#	#	
Science	#	#	
Combined	#	#	
Economically Disadvantaged			
ELA	#	#	Level #
Math	#	#	
Science	#	#	
Combined	#	#	

EM Weighted Average Performance			
Subject	Cohort	Index	Level
All Students			
ELA	#	#	Level #
Math	#	#	
Science	#	#	
Combined	#	#	
American Indian/Alaska Native			
ELA	#	#	Level #
Math	#	#	
Science	#	#	
Combined	#	#	
Asian or Native Hawaiian/ Other Pacific Islander			
ELA	#	#	Level #
Math	#	#	
Science	#	#	
Combined	#	#	
Black or African American			
ELA	#	#	Level #
Math	#	#	
Science	#	#	
Combined	#	#	
Hispanic or Latino			
ELA	#	#	Level #
Math	#	#	
Science	#	#	
Combined	#	#	
Multiracial			
ELA	#	#	Level #
Math	#	#	
Science	#	#	
Combined	#	#	
White			
ELA	#	#	Level #
Math	#	#	
Science	#	#	
Combined	#	#	
English Language Learner			
ELA	#	#	Level #
Math	#	#	
Science	#	#	
Combined	#	#	
Students with Disabilities			
ELA	#	#	Level #
Math	#	#	
Science	#	#	
Combined	#	#	
Economically Disadvantaged			
ELA	#	#	Level #
Math	#	#	
Science	#	#	
Combined	#	#	

EM Growth (2015-16, 2016-17, & 2017-18)				
Subgroup	Sum of SGPs	# of SGPs	Index	Level
All Students	#	#	#	Level #
American Indian/Alaska Native	#	#	#	Level #
Asian or Native Hawaiian/Other Pacific Islander	#	#	#	Level #
Black or African American	#	#	#	Level #
Hispanic or Latino	#	#	#	Level #
Multiracial	#	#	#	Level #
White	#	#	#	Level #
English Language Learner	#	#	#	Level #
Students with Disabilities	#	#	#	Level #
Economically Disadvantaged	#	#	#	Level #

EM Composite Performance & Growth Combined	
Subgroup	Level
All Students	Level #
American Indian/Alaska Native	Level #
Asian or Native Hawaiian/Other Pacific Islander	Level #
Black or African American	Level #
Hispanic or Latino	Level #
Multiracial	Level #
White	Level #
English Language Learner	Level #
Students with Disabilities	Level #
Economically Disadvantaged	Level #

EM ELP					
Subgroup	# of ELLs	Benchmark	Progress Rate	Success Ratio	Level
All Students	#	#	%	%	Level #
American Indian/Alaska Native	#	#	%	%	Level #
Asian or Native Hawaiian/Other Pacific Islander	#	#	%	%	Level #
Black or African American	#	#	%	%	Level #
Hispanic or Latino	#	#	%	%	Level #
Multiracial	#	#	%	%	Level #
White	#	#	%	%	Level #
English Language Learner	#	#	%	%	Level #
Students with Disabilities	#	#	%	%	Level #
Economically Disadvantaged	#	#	%	%	Level #

EM Progress									
Subject	Baseline	Cohort	Index	School/ District MIP	State MIP	Long-Term Goal	Exceed Long- Term Goal	End Goal	Level
All Students									
ELA	#	#	#	#	#	#	#	200	Level #
Math	#	#	#	#	#	#	#	200	Level #
Average of Levels									Level #
American Indian/Alaska Native									
ELA	#	#	#	#	#	#	#	200	Level #
Math	#	#	#	#	#	#	#	200	Level #
Average of Levels									Level #
Asian or Native Hawaiian/Other Pacific Islander									
ELA	#	#	#	#	#	#	#	200	Level #
Math	#	#	#	#	#	#	#	200	Level #
Average of Levels									Level #
Black or African American									
ELA	#	#	#	#	#	#	#	200	Level #
Math	#	#	#	#	#	#	#	200	Level #
Average of Levels									Level #
Hispanic or Latino									
ELA	#	#	#	#	#	#	#	200	Level #
Math	#	#	#	#	#	#	#	200	Level #
Average of Levels									Level #
Multiracial									
ELA	#	#	#	#	#	#	#	200	Level #
Math	#	#	#	#	#	#	#	200	Level #
Average of Levels									Level #
White									
ELA	#	#	#	#	#	#	#	200	Level #
Math	#	#	#	#	#	#	#	200	Level #
Average of Levels									Level #
English Language Learner									
ELA	#	#	#	#	#	#	#	200	Level #
Math	#	#	#	#	#	#	#	200	Level #
Average of Levels									Level #
Students with Disabilities									
ELA	#	#	#	#	#	#	#	200	Level #
Math	#	#	#	#	#	#	#	200	Level #
Average of Levels									Level #
Economically Disadvantaged									
ELA	#	#	#	#	#	#	#	200	Level #
Math	#	#	#	#	#	#	#	200	Level #
Average of Levels									Level #

EM Chronic Absenteeism

Subgroup	Baseline	Expected Attendance Days	Students Chronically Absent	Chronic Absenteeism Rate	School/District MIP	State MIP	Long-Term Goal	Exceed Long-Term Goal	End Goal	Level #
All Students	#	#	#	%	%	%	%	%	5%	Level #
American Indian/Alaska Native	#	#	#	%	%	%	%	%	5%	Level #
Asian or Native Hawaiian/Other Pacific Islander	#	#	#	%	%	%	%	%	5%	Level #
Black or African American	#	#	#	%	%	%	%	%	5%	Level #
Hispanic or Latino	#	#	#	%	%	%	%	%	5%	Level #
Multiracial	#	#	#	%	%	%	%	%	5%	Level #
White	#	#	#	%	%	%	%	%	5%	Level #
English Language Learner	#	#	#	%	%	%	%	%	5%	Level #
Students with Disabilities	#	#	#	%	%	%	%	%	5%	Level #
Economically Disadvantaged	#	#	#	%	%	%	%	%	5%	Level #

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EM ELA Participation Rate			
Subgroup	Tested 95%	Enrollment	Participation Rate
All Students	✓ or ✗	#	%
American Indian/Alaska Native	✓ or ✗	#	%
Asian or Native Hawaiian/Other Pacific Islander	✓ or ✗	#	%
Black or African American	✓ or ✗	#	%
Hispanic or Latino	✓ or ✗	#	%
Multiracial	✓ or ✗	#	%
White	✓ or ✗	#	%
English Language Learner	✓ or ✗	#	%
Students with Disabilities	✓ or ✗	#	%
Economically Disadvantaged	✓ or ✗	#	%

EM Math Participation Rate			
Subgroup	Tested 95%	Enrollment	Participation Rate
All Students	✓ or ✗	#	%
American Indian/Alaska Native	✓ or ✗	#	%
Asian or Native Hawaiian/Other Pacific Islander	✓ or ✗	#	%
Black or African American	✓ or ✗	#	%
Hispanic or Latino	✓ or ✗	#	%
Multiracial	✓ or ✗	#	%
White	✓ or ✗	#	%
English Language Learner	✓ or ✗	#	%
Students with Disabilities	✓ or ✗	#	%
Economically Disadvantaged	✓ or ✗	#	%

Recently Arrived ELLs Taking NYSESLAT in Lieu of NYSTP ELA	
Grade	# Taking NYSESLAT
Grade 3	#
Grade 4	#
Grade 5	#
Grade 6	#
Grade 7	#
Grade 8	#

SECONDARY-LEVEL (HIGH SCHOOL) (HS) ACCOUNTABILITY DATA

**2018-19 HS Accountability
Status Based on 2017-18 Data:**

HS Indicator Levels							
Subgroup	Composite Performance	Graduation Rate	Composite Performance & Graduation Rate	English Language Proficiency (ELP)	Progress	Chronic Absenteeism	College, Career, & Civic Readiness (CCR)
All Students	Level #	Level #	Level #	Level #	Level #	Level #	Level #
American Indian/Alaska Native	Level #	Level #	Level #	Level #	Level #	Level #	Level #
Asian or Native Hawaiian/Other Pacific Islander	Level #	Level #	Level #	Level #	Level #	Level #	Level #
Black or African American	Level #	Level #	Level #	Level #	Level #	Level #	Level #
Hispanic or Latino	Level #	Level #	Level #	Level #	Level #	Level #	Level #
Multiracial	Level #	Level #	Level #	Level #	Level #	Level #	Level #
White	Level #	Level #	Level #	Level #	Level #	Level #	Level #
English Language Learner	Level #	Level #	Level #	Level #	Level #	Level #	Level #
Students with Disabilities	Level #	Level #	Level #	Level #	Level #	Level #	Level #
Economically Disadvantaged	Level #	Level #	Level #	Level #	Level #	Level #	Level #

HS Composite Performance				
Subject	Cohort	Index	Combined Index	Level #
All Students				
ELA	#	#	#	Level #
Math	#	#		
Science	#	#		
Social Studies	#	#		
American Indian/Alaska Native				
ELA	#	#	#	Level #
Math	#	#		
Science	#	#		
Social Studies	#	#		
Asian or Native Hawaiian/Other Pacific Islander				
ELA	#	#	#	Level #
Math	#	#		
Science	#	#		
Social Studies	#	#		
Black or African American				
ELA	#	#	#	Level #
Math	#	#		
Science	#	#		
Social Studies	#	#		
Hispanic or Latino				
ELA	#	#	#	Level #
Math	#	#		
Science	#	#		
Social Studies	#	#		
Multiracial				
ELA	#	#	#	Level #
Math	#	#		
Science	#	#		
Social Studies	#	#		
White				
ELA	#	#	#	Level #
Math	#	#		
Science	#	#		
Social Studies	#	#		
English Language Learner				
ELA	#	#	#	Level #
Math	#	#		
Science	#	#		
Social Studies	#	#		
Students with Disabilities				
ELA	#	#	#	Level #
Math	#	#		
Science	#	#		
Social Studies	#	#		
Economically Disadvantaged				
ELA	#	#	#	Level #
Math	#	#		
Science	#	#		
Social Studies	#	#		

HS Graduation Rate										
Cohort	Baseline	Cohort	Grad Rate	School/District MIP	State MIP	Long-Term Goal	Exceed Long-Term Goal	End Goal	Level by Cohort	Level by Subgroup
All Students										
4-Year	%	#	%	%	%	%	%	95%	Level #	Level #
5-Year	%	#	%	%	%	%	%	96%	Level #	
6-Year	%	#	%	%	%	%	%	97%	Level #	
American Indian/Alaska Native										
4-Year	%	#	%	%	%	%	%	95%	Level #	Level #
5-Year	%	#	%	%	%	%	%	96%	Level #	
6-Year	%	#	%	%	%	%	%	97%	Level #	
Asian or Native Hawaiian/Other Pacific Islander										
4-Year	%	#	%	%	%	%	%	95%	Level #	Level #
5-Year	%	#	%	%	%	%	%	96%	Level #	
6-Year	%	#	%	%	%	%	%	97%	Level #	
Black or African American										
4-Year	%	#	%	%	%	%	%	95%	Level #	Level #
5-Year	%	#	%	%	%	%	%	96%	Level #	
6-Year	%	#	%	%	%	%	%	97%	Level #	
Hispanic or Latino										
4-Year	%	#	%	%	%	%	%	95%	Level #	Level #
5-Year	%	#	%	%	%	%	%	96%	Level #	
6-Year	%	#	%	%	%	%	%	97%	Level #	
Multiracial										
4-Year	%	#	%	%	%	%	%	95%	Level #	Level #
5-Year	%	#	%	%	%	%	%	96%	Level #	
6-Year	%	#	%	%	%	%	%	97%	Level #	
White										
4-Year	%	#	%	%	%	%	%	95%	Level #	Level #
5-Year	%	#	%	%	%	%	%	96%	Level #	
6-Year	%	#	%	%	%	%	%	97%	Level #	
English Language Learner										
4-Year	%	#	%	%	%	%	%	95%	Level #	Level #
5-Year	%	#	%	%	%	%	%	96%	Level #	
6-Year	%	#	%	%	%	%	%	97%	Level #	
Students with Disabilities										
4-Year	%	#	%	%	%	%	%	95%	Level #	Level #
5-Year	%	#	%	%	%	%	%	96%	Level #	
6-Year	%	#	%	%	%	%	%	97%	Level #	
Economically Disadvantaged										
4-Year	%	#	%	%	%	%	%	95%	Level #	Level #
5-Year	%	#	%	%	%	%	%	96%	Level #	
6-Year	%	#	%	%	%	%	%	97%	Level #	

HS Composite Performance & Graduation Rate Combined	
Subgroup	Level
All Students	Level #
American Indian/Alaska Native	Level #
Asian or Native Hawaiian/Other Pacific Islander	Level #
Black or African American	Level #
Hispanic or Latino	Level #
Multiracial	Level #
White	Level #
English Language Learner	Level #
Students with Disabilities	Level #
Economically Disadvantaged	Level #

HS ELP					
Subgroup	# of ELLs	Benchmark	Progress Rate	Success Ratio	Level
All Students	#	#	%	%	Level #
American Indian/Alaska Native	#	#	%	%	Level #
Asian or Native Hawaiian/Other Pacific Islander	#	#	%	%	Level #
Black or African American	#	#	%	%	Level #
Hispanic or Latino	#	#	%	%	Level #
Multiracial	#	#	%	%	Level #
White	#	#	%	%	Level #
English Language Learner	#	#	%	%	Level #
Students with Disabilities	#	#	%	%	Level #
Economically Disadvantaged	#	#	%	%	Level #

HS Progress									
Subject	Baseline	Cohort	Index	School/ District MIP	State MIP	Long-Term Goal	Exceed Long- Term Goal	End Goal	Level
All Students									
ELA	#	#	#	#	#	#	#	215	Level #
Math	#	#	#	#	#	#	#	200	Level #
								Average of Levels	Level #
American Indian/Alaska Native									
ELA	#	#	#	#	#	#	#	215	Level #
Math	#	#	#	#	#	#	#	200	Level #
								Average of Levels	Level #
Asian or Native Hawaiian/Other Pacific Islander									
ELA	#	#	#	#	#	#	#	215	Level #
Math	#	#	#	#	#	#	#	200	Level #
								Average of Levels	Level #
Black or African American									
ELA	#	#	#	#	#	#	#	215	Level #
Math	#	#	#	#	#	#	#	200	Level #
								Average of Levels	Level #
Hispanic or Latino									
ELA	#	#	#	#	#	#	#	215	Level #
Math	#	#	#	#	#	#	#	200	Level #
								Average of Levels	Level #
Multiracial									
ELA	#	#	#	#	#	#	#	215	Level #
Math	#	#	#	#	#	#	#	200	Level #
								Average of Levels	Level #
White									
ELA	#	#	#	#	#	#	#	215	Level #
Math	#	#	#	#	#	#	#	200	Level #
								Average of Levels	Level #
English Language Learner									
ELA	#	#	#	#	#	#	#	215	Level #
Math	#	#	#	#	#	#	#	200	Level #
								Average of Levels	Level #
Students with Disabilities									
ELA	#	#	#	#	#	#	#	215	Level #
Math	#	#	#	#	#	#	#	200	Level #
								Average of Levels	Level #
Economically Disadvantaged									
ELA	#	#	#	#	#	#	#	215	Level #
Math	#	#	#	#	#	#	#	200	Level #
								Average of Levels	Level #

HS Chronic Absenteeism										
Subgroup	Baseline	Expected Attendance Days	Students Chronically Absent	Chronic Absenteeism Rate	School/District MIP	State MIP	Long-Term Goal	Exceed Long-Term Goal	End Goal	Level
All Students	#	#	#	%	%	%	%	#	5%	Level #
American Indian/Alaska Native	#	#	#	%	%	%	%	#	5%	Level #
Asian or Native Hawaiian/Other Pacific Islander	#	#	#	%	%	%	%	#	5%	Level #
Black or African American	#	#	#	%	%	%	%	#	5%	Level #
Hispanic or Latino	#	#	#	%	%	%	%	#	5%	Level #
Multiracial	#	#	#	%	%	%	%	#	5%	Level #
White	#	#	#	%	%	%	%	#	5%	Level #
English Language Learner	#	#	#	%	%	%	%	#	5%	Level #
Students with Disabilities	#	#	#	%	%	%	%	#	5%	Level #
Economically Disadvantaged	#	#	#	%	%	%	%	#	5%	Level #

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CCCR Levels								
Subgroup	Baseline	Index	School/ District MIP	State MIP	Long-Term Goal	Exceed Long- Term Goal	End Goal	Level
All Students	#	#	#	#	#	#	175	Level #
American Indian/Alaska Native	#	#	#	#	#	#	175	Level #
Asian or Native Hawaiian/ Other Pacific Islander	#	#	#	#	#	#	175	Level #
Black or African American	#	#	#	#	#	#	175	Level #
Hispanic or Latino	#	#	#	#	#	#	175	Level #
Multiracial	#	#	#	#	#	#	175	Level #
White	#	#	#	#	#	#	175	Level #
English Language Learner	#	#	#	#	#	#	175	Level #
Students with Disabilities	#	#	#	#	#	#	175	Level #
Economically Disadvantaged	#	#	#	#	#	#	175	Level #

CCCR Counts						
Subgroup	Cohort Count	Annual Biliteracy	2.0 Weight	1.5 Weight	1.0 Weight	0.5 Weight
All Students	#	#	#	#	#	#
American Indian/Alaska Native	#	#	#	#	#	#
Asian or Native Hawaiian/ Other Pacific Islander	#	#	#	#	#	#
Black or African American	#	#	#	#	#	#
Hispanic or Latino	#	#	#	#	#	#
Multiracial	#	#	#	#	#	#
White	#	#	#	#	#	#
English Language Learner	#	#	#	#	#	#
Students with Disabilities	#	#	#	#	#	#
Economically Disadvantaged	#	#	#	#	#	#

HS ELA Participation Rate

Subgroup	Tested 95%	12 th Grade Enrollment	Participation Rate
All Students	✓ or ✗	#	%
American Indian/Alaska Native	✓ or ✗	#	%
Asian or Native Hawaiian/ Other Pacific Islander	✓ or ✗	#	%
Black or African American	✓ or ✗	#	%
Hispanic or Latino	✓ or ✗	#	%
Multiracial	✓ or ✗	#	%
White	✓ or ✗	#	%
English Language Learner	✓ or ✗	#	%
Students with Disabilities	✓ or ✗	#	%
Economically Disadvantaged	✓ or ✗	#	%

HS Math Participation Rate

Subgroup	Tested 95%	12 th Grade Enrollment	Participation Rate
All Students	✓ or ✗	#	%
American Indian/Alaska Native	✓ or ✗	#	%
Asian or Native Hawaiian/ Other Pacific Islander	✓ or ✗	#	%
Black or African American	✓ or ✗	#	%
Hispanic or Latino	✓ or ✗	#	%
Multiracial	✓ or ✗	#	%
White	✓ or ✗	#	%
English Language Learner	✓ or ✗	#	%
Students with Disabilities	✓ or ✗	#	%
Economically Disadvantaged	✓ or ✗	#	%

ANNUAL ESSA DATA

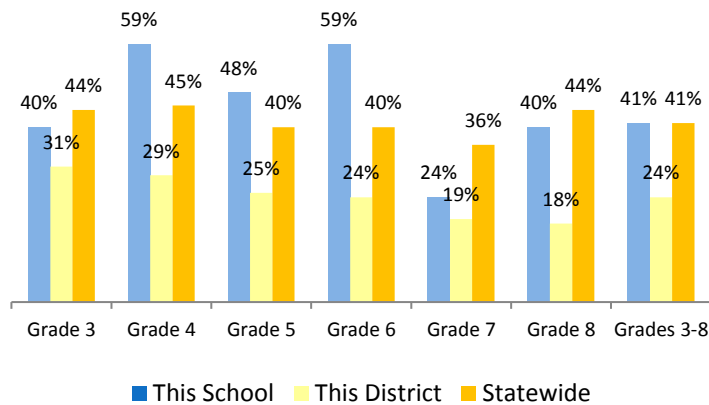
STAFF QUALIFICATIONS (2017-18)

	Inexperienced Teachers & Principals		Teachers Teaching Out of their Subject/Field of Certification	
	#	%	#	%
This School				
This District				
Statewide				
Statewide High-Poverty Schools				
Statewide Low-Poverty Schools				

ASSESSMENTS (2017-18)

Grades 3-8 English Language Arts Summary Results (2017-18)

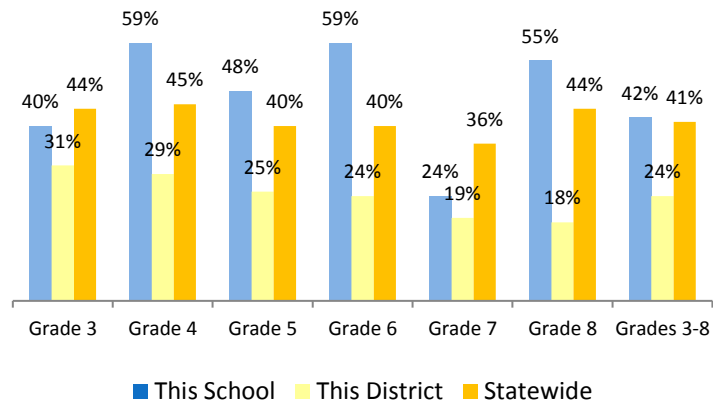
Percent Proficient



Grade	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
			#	%	#	%	#	%	#	%	#	%
Grade 3	14	72	18	25%	25	35%	17	24%	12	17%	29	40%
Grade 4	10	61	14	23%	11	18%	17	28%	19	31%	36	59%
Grade 5	18	62	20	32%	12	19%	19	31%	11	18%	30	48%
Grade 6	8	46	14	30%	5	11%	7	15%	20	43%	27	59%
Grade 7	42	131	53	40%	47	36%	25	19%	6	5%	31	24%
Grade 8	17	98	38	39%	21	21%	12	12%	27	28%	39	40%
Grades 3-8	109	470	157	33%	121	26%	97	21%	95	20%	192	41%

Grades 3-8 Mathematics Summary Results (2017-18)

Percent Proficient

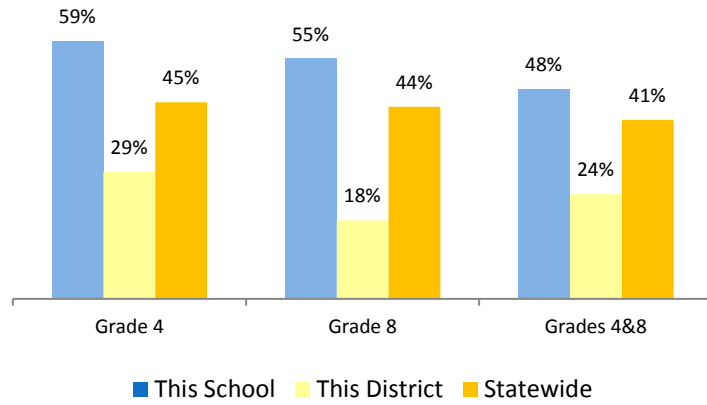


Grade	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4 & Above		Proficient (Level 3 & Above)	
			#	%	#	%	#	%	#	%	#	%
Grade 3	14	72	18	25%	25	35%	17	24%	12	17%	29	40%
Grade 4	10	61	14	23%	11	18%	17	28%	19	31%	36	59%
Grade 5	18	62	20	32%	12	19%	19	31%	11	18%	30	48%
Grade 6	8	46	14	30%	5	11%	7	15%	20	43%	27	59%
Grade 7	42	131	53	40%	47	36%	25	19%	6	5%	31	24%
Regents 7		–	–	–	–	–	–	–	–	–	–	–
Combined 7		131	53	40%	47	36%	25	19%	6	5%	31	24%
Grade 8	17	98	38	39%	21	21%	12	12%	27	28%	39	40%
Regents 8		10	0	0%	0	0%	1	10%	9	90%	10	100%
Combined 8		108	38	35%	21	19%	13	12%	36	33%	59	55%
Grades 3-8	109	480	157	33%	121	25%	98	20%	104	22%	202	42%

Advanced grade 7 and 8 students who take a Regents math test in lieu of the grade 7 and/or 8 math test are reported in the Regents 7 and Regents 8 rows. Combined 7 and Combined 8 are students who took either the grade 7 or 8 math test or a Regents math test in lieu of the grade 7 or 8 math test.

Grades 4 & 8 Science Summary Results (2017-18)

Percent Proficient

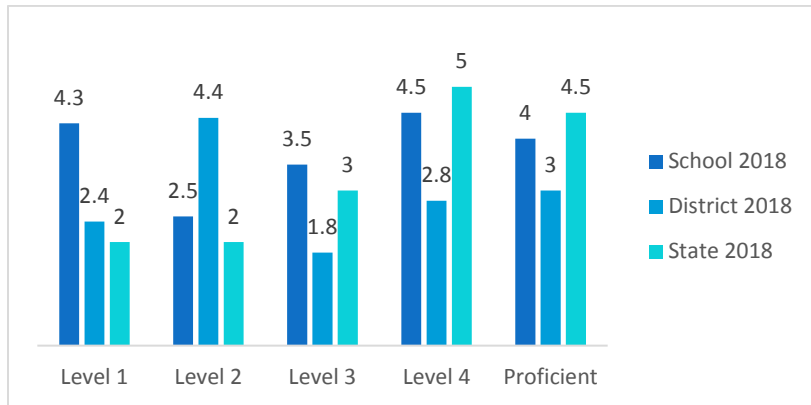


Grade	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
			#	%	#	%	#	%	#	%	#	%
Grade 4	10	61	14	23%	11	18%	17	28%	19	31%	36	59%
Grade 8	17	98	38	39%	21	21%	12	12%	27	28%	39	40%
Regents 8		10	0	0%	0	0%	1	10%	9	90%	10	100%
Combined 8		108	38	35%	21	19%	13	12%	36	33%	59	55%
Grades 4&8	27	277	90	32%	53	19%	43	16%	91	33%	134	48%

Advanced grade 8 students who take a Regents science test in lieu of the grade 8 science test are reported in the Regents 8 row.

**Grade 3 [4, 5, 6, 7, 8] English Language Arts;
Grade 3 [4, 5, 6, 7, 8] Mathematics; Grade 4 [8] Science Subgroup Results (2017-18)**

Mean scores and data in the table for grade 7 and 8 math and grade 8 science include only those for students who took the NYSTP grade 7 or 8 math or Grade 8 Science Test. The bar charts include students who a Regents exam in lieu of these assessments.

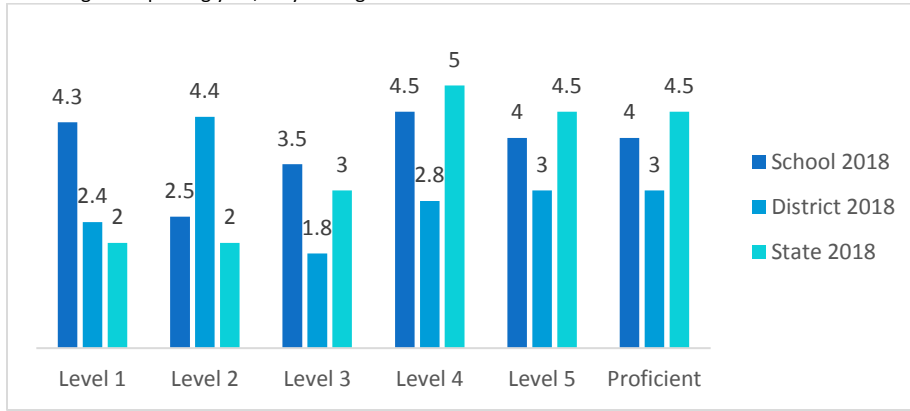


Mean Score: 427

Subgroups	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Level 3 & 4)	
			#	%	#	%	#	%	#	%	#	%
All Students	#	#	#	%	#	%	#	%	#	%	#	%
American Indian/Alaska Native	#	#	#	%	#	%	#	%	#	%	#	%
Asian or Native Hawaiian/Other Pacific Islander	#	#	#	%	#	%	#	%	#	%	#	%
Black or African American	#	#	#	%	#	%	#	%	#	%	#	%
Hispanic or Latino	#	#	#	%	#	%	#	%	#	%	#	%
Multiracial	#	#	#	%	#	%	#	%	#	%	#	%
White	#	#	#	%	#	%	#	%	#	%	#	%
Small Group Total	#	#	#	%	#	%	#	%	#	%	#	%
English Language Learner	#	#	#	%	#	%	#	%	#	%	#	%
Non-English Learners	#	#	#	%	#	%	#	%	#	%	#	%
General Education	#	#	#	%	#	%	#	%	#	%	#	%
Students with Disabilities	#	#	#	%	#	%	#	%	#	%	#	%
Economically Disadvantaged	#	#	#	%	#	%	#	%	#	%	#	%
Not Economically Disadvantaged	#	#	#	%	#	%	#	%	#	%	#	%
Migrant	#	#	#	%	#	%	#	%	#	%	#	%
Not Migrant	#	#	#	%	#	%	#	%	#	%	#	%
Female	#	#	#	%	#	%	#	%	#	%	#	%
Male	#	#	#	%	#	%	#	%	#	%	#	%
Homeless	#	#	#	%	#	%	#	%	#	%	#	%
Not Homeless	#	#	#	%	#	%	#	%	#	%	#	%
Foster	#	#	#	%	#	%	#	%	#	%	#	%
Not Foster	#	#	#	%	#	%	#	%	#	%	#	%
Armed Forces Parent	#	#	#	%	#	%	#	%	#	%	#	%
Not Armed Forces Parent	#	#	#	%	#	%	#	%	#	%	#	%

Annual Regents English, Algebra I, Geometry, Algebra II (2017-18)

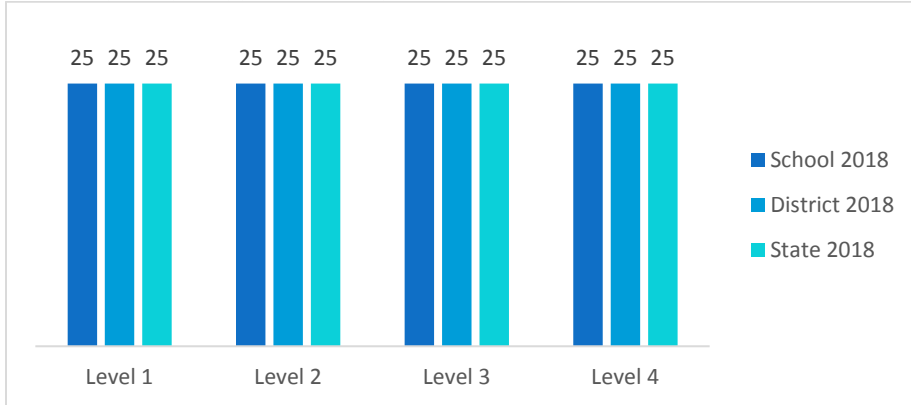
Annual Regents examination results include those from the August, January, and June of the reporting year. If a student takes the same Regents examination multiple times during the reporting year, only the highest score is included in these results.



Subgroups	Tested	Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Level 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%
All Students	#	#	%	#	%	#	%	#	%	#	%	#	%
American Indian/Alaska Native	#	#	%	#	%	#	%	#	%	#	%	#	%
Asian or Native Hawaiian/Other Pacific Islander	#	#	%	#	%	#	%	#	%	#	%	#	%
Black or African American	#	#	%	#	%	#	%	#	%	#	%	#	%
Hispanic or Latino	#	#	%	#	%	#	%	#	%	#	%	#	%
Multiracial	#	#	%	#	%	#	%	#	%	#	%	#	%
White	#	#	%	#	%	#	%	#	%	#	%	#	%
Small Group Total	#	#	%	#	%	#	%	#	%	#	%	#	%
English Language Learner	#	#	%	#	%	#	%	#	%	#	%	#	%
Non-English Learners	#	#	%	#	%	#	%	#	%	#	%	#	%
General Education	#	#	%	#	%	#	%	#	%	#	%	#	%
Students with Disabilities	#	#	%	#	%	#	%	#	%	#	%	#	%
Economically Disadvantaged	#	#	%	#	%	#	%	#	%	#	%	#	%
Not Economically Disadvantaged	#	#	%	#	%	#	%	#	%	#	%	#	%
Migrant	#	#	%	#	%	#	%	#	%	#	%	#	%
Not Migrant	#	#	%	#	%	#	%	#	%	#	%	#	%
Female	#	#	%	#	%	#	%	#	%	#	%	#	%
Male	#	#	%	#	%	#	%	#	%	#	%	#	%
Homeless	#	#	%	#	%	#	%	#	%	#	%	#	%
Not Homeless	#	#	%	#	%	#	%	#	%	#	%	#	%
Foster	#	#	%	#	%	#	%	#	%	#	%	#	%
Not Foster	#	#	%	#	%	#	%	#	%	#	%	#	%
Armed Forces Parent	#	#	%	#	%	#	%	#	%	#	%	#	%
Not Armed Forces Parent	#	#	%	#	%	#	%	#	%	#	%	#	%

Annual Regents Living Environment, Physical Setting/Earth Science, Physical Setting/Chemistry, Physical Setting/Physics, Global History & Geography, Transitional Exam in Global History & Geography, U.S. History & Government (2017-18)

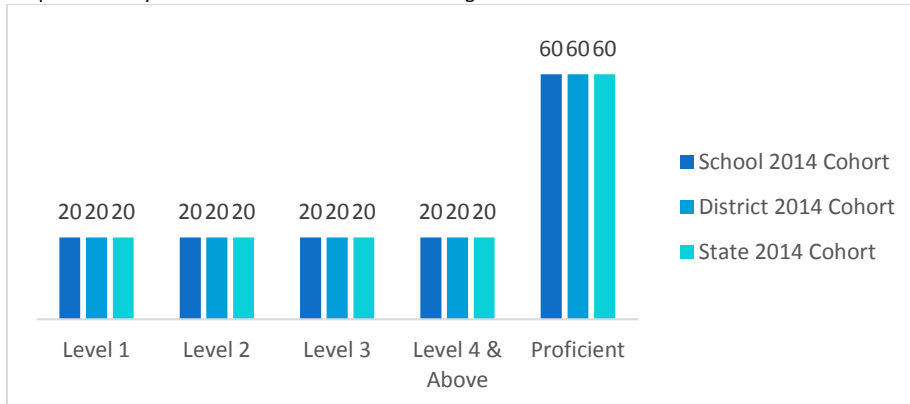
Annual Regents examination results include those from the August, January, and June of the reporting year. If a student takes the same Regents examination multiple times during the reporting year, only the highest score is included in these results.



Subgroups	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Level 3 & 4)	
		#	%	#	%	#	%	#	%	#	%
All Students	#	#	%	#	%	#	%	#	%	#	%
American Indian/Alaska Native	#	#	%	#	%	#	%	#	%	#	%
Asian or Native Hawaiian/Other Pacific Islander	#	#	%	#	%	#	%	#	%	#	%
Black or African American	#	#	%	#	%	#	%	#	%	#	%
Hispanic or Latino	#	#	%	#	%	#	%	#	%	#	%
Multiracial	#	#	%	#	%	#	%	#	%	#	%
White	#	#	%	#	%	#	%	#	%	#	%
Small Group Total	#	#	%	#	%	#	%	#	%	#	%
English Language Learner	#	#	%	#	%	#	%	#	%	#	%
Non-English Learners	#	#	%	#	%	#	%	#	%	#	%
General Education	#	#	%	#	%	#	%	#	%	#	%
Students with Disabilities	#	#	%	#	%	#	%	#	%	#	%
Economically Disadvantaged	#	#	%	#	%	#	%	#	%	#	%
Not Economically Disadvantaged	#	#	%	#	%	#	%	#	%	#	%
Migrant	#	#	%	#	%	#	%	#	%	#	%
Not Migrant	#	#	%	#	%	#	%	#	%	#	%
Female	#	#	%	#	%	#	%	#	%	#	%
Male	#	#	%	#	%	#	%	#	%	#	%
Homeless	#	#	%	#	%	#	%	#	%	#	%
Not Homeless	#	#	%	#	%	#	%	#	%	#	%
Foster	#	#	%	#	%	#	%	#	%	#	%
Not Foster	#	#	%	#	%	#	%	#	%	#	%
Armed Forces Parent	#	#	%	#	%	#	%	#	%	#	%
Not Armed Forces Parent	#	#	%	#	%	#	%	#	%	#	%

2014 Total Cohort Results in Regents English and Math

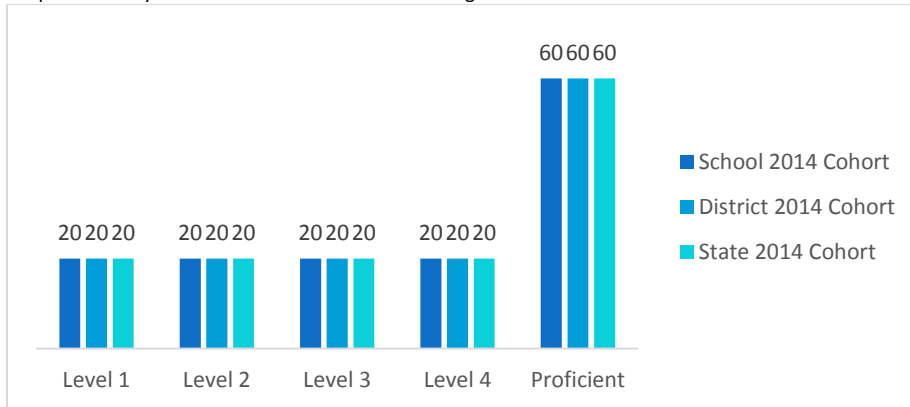
A **High School Cohort** consists of all students who first enter grade 9 anywhere or, in the case of ungraded students with disabilities, reach their seventeenth birthday in a particular school year (July 1 - June 30). The "year" used to identify the cohort is the year in which the July 1 - December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



Subgroups	Cohort	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4 & Above		Proficient (Level 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
American Indian/Alaska Native	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Asian or Native Hawaiian/Other Pacific Islander	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Black or African American	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Hispanic or Latino	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Multiracial	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
White	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Small Group Total	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
English Language Learner	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Non-English Learners	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
General Education	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Students with Disabilities	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Economically Disadvantaged	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Not Economically Disadvantaged	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Migrant	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Not Migrant	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Female	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Male	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Homeless	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Not Homeless	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Foster	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Not Foster	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Armed Forces Parent	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Not Armed Forces Parent	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%

2014 Total Cohort Results in Regents Science, Global History & Geography, and U.S. History & Government

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



Subgroups	Cohort	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Level 3 & 4)	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
American Indian/Alaska Native	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Asian or Native Hawaiian/Other Pacific Islander	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Black or African American	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Hispanic or Latino	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Multiracial	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
White	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Small Group Total	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
English Language Learner	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Non-English Learners	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
General Education	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Students with Disabilities	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Economically Disadvantaged	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Not Economically Disadvantaged	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Migrant	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Not Migrant	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Female	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Male	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Homeless	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Not Homeless	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Foster	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Not Foster	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Armed Forces Parent	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Not Armed Forces Parent	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%

New York State English as a Second Language Achievement Test (2017-18)

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

Grade	Not Tested	Tested	Entering	Emerging	Transitioning	Expanding	Commanding
Kindergarten	#	#	%	%	%	%	%
Grade 1	#	#	%	%	%	%	%
Grade 2	#	#	%	%	%	%	%
Grade 3	#	#	%	%	%	%	%
Grade 4	#	#	%	%	%	%	%
Grade 5	#	#	%	%	%	%	%
Grade 6	#	#	%	%	%	%	%
Grade 7	#	#	%	%	%	%	%
Grade 8	#	#	%	%	%	%	%
Grade 9	#	#	%	%	%	%	%
Grade 10	#	#	%	%	%	%	%
Grade 11	#	#	%	%	%	%	%
Grade 12	#	#	%	%	%	%	%

New York State Alternate Assessment (2017-18)

New York State Alternate Assessments (NYSAA) are administered to ungraded students with severe cognitive disabilities whose ages are equivalent to graded students in grades 3 through 8 and high school level.

Grade/Subject	Not Tested	Tested	Level 1	Level 2	Level 3	Level 4
Grade 3 ELA	#	#	#	#	#	#
Grade 3 Math	#	#	#	#	#	#
Grade 4 ELA	#	#	#	#	#	#
Grade 4 Math	#	#	#	#	#	#
Grade 4 Science	#	#	#	#	#	#
Grade 5 ELA	#	#	#	#	#	#
Grade 5 Math	#	#	#	#	#	#
Grade 6 ELA	#	#	#	#	#	#
Grade 6 Math	#	#	#	#	#	#
Grade 7 ELA	#	#	#	#	#	#
Grade 7 Math	#	#	#	#	#	#
Grade 8 ELA	#	#	#	#	#	#
Grade 8 Math	#	#	#	#	#	#
Grade 8 Science	#	#	#	#	#	#
High School ELA	#	#	#	#	#	#
High School Math	#	#	#	#	#	#
High School Science	#	#	#	#	#	#