

CINCINNATUS CSD - NEW YORK STATE REPORT CARD [2017 - 18]

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

2018-19 ACCOUNTABILITY STATUS BASED ON 2017-18 DATA

GOOD STANDING

EM INDICATOR LEVELS

Subgroup	Composite Performance	Growth	Composite Performance & Growth Combined	English Language Proficiency (ELP)	Progress	Chronic Absenteeism
All Students	2	3	3	—	2	4
American Indian or Alaska Native	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	—	—	—	—	—	—
Black or African American	—	—	—	—	—	—
Hispanic or Latino	—	—	—	—	—	—
Multiracial	—	—	—	—	—	—
White	2	4	3	—	2	3
English Language Learners	—	—	—	—	—	—
Students with Disabilities	3	4	4	—	2	4
Economically Disadvantaged	2	3	3	—	2	4

EM COMPOSITE PERFORMANCE

Subgroup	Level
All Students	2
Hispanic or Latino	–
Multiracial	–
White	2
Students with Disabilities	3
Economically Disadvantaged	2

EM CORE SUBJECT PERFORMANCE

Subgroup	Subject	Cohort	Index	Level
All Students	ELA	224	104.2	2
	Math	217	111.8	2
	Science	65	207.7	2
	Combined	506	120.8	2
Hispanic or Latino	ELA	3	—	—
	Math	3	—	—
	Science	2	—	—
	Combined	8	—	—
Multiracial	ELA	5	80	—
	Math	4	—	—
	Science	—	—	—
	Combined	9	—	—
White	ELA	219	104.3	2
	Math	213	112.4	2
	Science	65	207.7	2
	Combined	497	121.3	2
Students with Disabilities	ELA	46	67.4	3

Subgroup	Subject	Cohort	Index	Level
	Math	43	44.2	3
	Science	38	151.3	3
	Combined	127	84.6	3
Economically Disadvantaged	ELA	126	90.1	2
	Math	122	92.6	2
	Science	33	193.9	2
	Combined	281	103.4	2

EM WEIGHTED AVERAGE PERFORMANCE

Subgroup	Subject	Cohort	Index	Level
All Students	ELA	242	96.5	2
	Math	242	100.2	2
	Science	69	195.7	2
	Combined	242	110.5	2
Hispanic or Latino	ELA	3	—	—
	Math	3	—	—
	Science	2	—	—
	Combined	3	—	—
Multiracial	ELA	6	66.7	—
	Math	6	83.3	—
	Science	1	—	—
	Combined	6	—	—
White	ELA	238	96	3
	Math	238	100.6	3
	Science	68	198.5	3
	Combined	238	110.8	3
Students with Disabilities	ELA	52	59.6	4

Subgroup	Subject	Cohort	Index	Level
	Math	52	36.5	4
	Science	45	127.8	4
	Combined	52	72.1	4
Economically Disadvantaged	ELA	140	81.1	2
	Math	140	80.7	2
	Science	35	182.9	2
	Combined	140	92.2	2

EM GROWTH (2015-16, 2016-17, AND 2017-18)

Subgroup	Sum Of SGPs	Number Of SGPs	Index	Level
All Students	40,697	754	54	3
American Indian or Alaska Native	—	0	—	—
Asian or Native Hawaiian/Other Pacific Islander	—	0	—	—
Black or African American	—	0	—	—
Hispanic or Latino	—	12	—	—
Multiracial	—	5	—	—
White	39,890	737	54.1	4
English Language Learners	—	0	—	—
Students with Disabilities	9,588	177	54.2	4
Economically Disadvantaged	21,275	405	52.5	3

EM COMPOSITE PERFORMANCE AND GROWTH COMBINED

Subgroup	Level
All Students	3
White	3
Students with Disabilities	4
Economically Disadvantaged	3

EM PROGRESS

Subgroup	Subject	Baseline	Cohort	Index	District MIP	State MIP	Long-Term Goal	Exceed Long-Term Goal	End Goal	Level	Average Of Levels
All Students	ELA	72.3	242	96.5	77.4%	100.7%	117.3	158.7	200	2	2
	Math	64.8	242	100.2	70.2%	103.3%	119.4	159.7	200	2	2
Hispanic or Latino	ELA	—	3	—	—	—	—	—	—	—	—
	Math	—	3	—	—	—	—	—	—	—	—
Multiracial	ELA	—	6	—	—	—	—	—	—	—	—
	Math	—	6	—	—	—	—	—	—	—	—
White	ELA	71.9	238	96	77%	98%	115	157.5	200	2	2
	Math	64.7	238	100.6	70.1%	106.3%	121.9	161	200	2	2
Students with Disabilities	ELA	43.3	52	59.6	49.6%	54.4%	78.6	139.3	200	3	2
	Math	36.4	52	36.5	42.9%	54.4%	78.6	139.3	200	1	2
Economically Disadvantaged	ELA	49	140	81.1	55%	90.7%	108.9	154.5	200	2	2
	Math	46.4	140	80.7	52.5%	89.4%	107.8	153.9	200	2	2

EM CHRONIC ABSENTEEISM

Subgroup	Baseline	Expected Attendance Days	Students Chronically Absent	Chronic Absenteeism Rate	District MIP	State MIP	Long-Term Goal	Exceed Long-Term Goal	End Goal	Level
All Students	14.2	335	35	10.4%	13.8%	15%	13.3%	9.2%	5%	4
Hispanic or Latino	—	4	—	—	—	—	—	—	—	—
Multiracial	—	8	—	—	—	—	—	—	—	—
White	14.2	329	34	10.3%	13.8%	10.7%	9.7%	7.4%	5%	3
Students with Disabilities	25	61	7	11.5%	24.2%	22.2%	19.3%	12.2%	5%	4
Economically Disadvantaged	19	210	33	15.7%	18.4%	20.5%	17.9%	11.5%	5%	4

EM ELA PARTICIPATION RATE

Subgroup	Tested 95%	Enrollment	Participation Rate
All Students	X	547	84.5%
American Indian or Alaska Native	—	0	—
Asian or Native Hawaiian/Other Pacific Islander	—	0	—
Black or African American	—	0	—
Hispanic or Latino	—	1	—
Multiracial	—	4	—
White	X	538	84.4%
English Language Learners	—	0	—
Students with Disabilities	X	125	85.6%
Economically Disadvantaged	X	313	82.4%

EM MATHEMATICS PARTICIPATION RATE

Subgroup	Tested 95%	Enrollment	Participation Rate
All Students	X	550	80.6%
American Indian or Alaska Native	—	0	—
Asian or Native Hawaiian/Other Pacific Islander	—	0	—
Black or African American	—	0	—
Hispanic or Latino	—	1	—
Multiracial	—	4	—
White	X	541	80.6%
English Language Learners	—	0	—
Students with Disabilities	X	125	80%
Economically Disadvantaged	X	314	78%

HS INDICATOR LEVELS

Subgroup	Composite Performance	Graduation Rate	Composite Performance & Graduation Rate	English Language Proficiency (ELP)	Progress	Chronic Absenteeism	College, Career, & Civic Readiness (CCCR)
All Students	2	2	2	–	1	3	3
American Indian or Alaska Native	–	–	–	–	–	–	–
Asian or Native Hawaiian/Other Pacific Islander	–	–	–	–	–	–	–
Black or African American	–	–	–	–	–	–	–
Hispanic or Latino	–	–	–	–	–	–	–
Multiracial	–	–	–	–	–	–	–
White	3	2	2	–	1	2	2
English Language Learners	–	–	–	–	–	–	–
Students with Disabilities	2	4	3	–	–	–	–
Economically Disadvantaged	4	4	4	–	2	1	3

HS COMPOSITE PERFORMANCE

Subgroup	Subject	Cohort	Index	Combined Index	Level
All Students	ELA	46	181.5	180.3	2
	Math	46	144.6	180.3	2
	Science	46	213	180.3	2
	Social Studies	46	218.5	180.3	2
Black or African American	ELA	1	—	—	—
	Math	1	—	—	—
	Science	1	—	—	—
	Social Studies	1	—	—	—
Hispanic or Latino	ELA	2	—	—	—
	Math	2	—	—	—
	Science	2	—	—	—
	Social Studies	2	—	—	—
Multiracial	ELA	1	—	—	—
	Math	1	—	—	—
	Science	1	—	—	—
	Social Studies	1	—	—	—
White	ELA	43	183.7	182.5	3

Subgroup	Subject	Cohort	Index	Combined Index	Level
	Math	43	145.3	182.5	3
	Science	43	216.3	182.5	3
	Social Studies	43	223.3	182.5	3
Students with Disabilities	ELA	14	92.9	113.1	2
	Math	14	85.7	113.1	2
	Science	14	153.6	113.1	2
	Social Studies	14	175	113.1	2
Economically Disadvantaged	ELA	31	175.8	181.9	4
	Math	31	150	181.9	4
	Science	31	217.7	181.9	4
	Social Studies	31	224.2	181.9	4

HS GRADUATION RATE

Subgroup	Cohort	Baseline	Number In Cohort	Grad Rate	District MIP	State MIP	Long-Term Goal	Exceed Long-Term Goal	End Goal	Level By Cohort	Level By Subgroup
All Students	4-Year	89.1%	34	79.4%	89.3%	82.3%	84.4%	89.7%	95%	1	3
	5-Year	87.5%	46	89.1%	87.8%	84.5%	86.4%	91.2%	96%	4	3
	6-Year	93.3%	40	87.5%	93.4%	84.6%	86.7%	91.9%	97%	3	3
American Indian or Alaska Native	4-Year	—	0	—	—	—	—	—	—	—	—
	5-Year	—	0	—	—	—	—	—	—	—	—
	6-Year	—	0	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	4-Year	—	0	—	—	—	—	—	—	—	—
	5-Year	—	0	—	—	—	—	—	—	—	—
	6-Year	—	0	—	—	—	—	—	—	—	—
Black or African American	4-Year	—	1	—	—	—	—	—	—	—	—
	5-Year	—	0	—	—	—	—	—	—	—	—
	6-Year	—	0	—	—	—	—	—	—	—	—
Hispanic or Latino	4-Year	—	0	—	—	—	—	—	—	—	—
	5-Year	—	3	—	—	—	—	—	—	—	—
	6-Year	—	1	—	—	—	—	—	—	—	—
Multiracial	4-Year	—	0	—	—	—	—	—	—	—	—

Subgroup	Cohort	Baseline	Number In Cohort	Grad Rate	District MIP	State MIP	Long-Term Goal	Exceed Long-Term Goal	End Goal	Level By Cohort	Level By Subgroup
	5-Year	—	2	—	—	—	—	—	—	—	—
	6-Year	—	0	—	—	—	—	—	—	—	—
White	4-Year	90.7%	33	78.8%	90.9%	90%	90.8%	92.9%	95%	1	2
	5-Year	87.2%	42	92.9%	87.6%	91.3%	92.1%	94.1%	96%	4	2
	6-Year	95.5%	39	87.2%	95.6%	91%	92%	94.5%	97%	1	2
English Language Learners	4-Year	—	0	—	—	—	—	—	—	—	—
	5-Year	—	0	—	—	—	—	—	—	—	—
	6-Year	—	0	—	—	—	—	—	—	—	—
Students with Disabilities	4-Year	—	—	—	—	—	—	—	—	—	4
	5-Year	—	—	—	—	—	—	—	—	—	4
	6-Year	93.3%	18	88.9%	93.4%	59.9%	66.1%	81.6%	97%	4	4
Economically Disadvantaged	4-Year	100%	35	94.3%	95%	76.1%	79.2%	87.1%	95%	4	4
	5-Year	94.9%	36	97.2%	94.9%	79.7%	82.4%	89.2%	96%	4	4
	6-Year	92.7%	39	94.9%	92.9%	80%	82.8%	89.9%	97%	4	4

HS COMPOSITE PERFORMANCE & GRADUATION RATE COMBINED

Subgroup	Level
All Students	2
White	2
Students with Disabilities	3
Economically Disadvantaged	4

HS PROGRESS

Subgroup	Subject	Baseline	Cohort	Index	District MIP	State MIP	Long-Term Goal	Exceed Long-Term Goal	End Goal	Level	Average Of Levels
All Students	ELA	181.3	46	181.5	182.6%	189.4%	193.6	204.3	215	1	1
	Math	169.4	46	144.6	170.6%	149.1%	157.6	178.8	200	2*	1
Black or African American	ELA	—	1	—	—	—	—	—	—	—	—
	Math	—	1	—	—	—	—	—	—	—	—
Hispanic or Latino	ELA	—	2	—	—	—	—	—	—	—	—
	Math	—	2	—	—	—	—	—	—	—	—
Multiracial	ELA	—	1	—	—	—	—	—	—	—	—
	Math	—	1	—	—	—	—	—	—	—	—
White	ELA	183.8	43	183.7	185%	207.8%	209	212	215	1	1
	Math	173.5	43	145.3	174.6%	166.4%	172	186	200	2*	1
Students with Disabilities	ELA	—	14	—	—	—	—	—	—	—	—
	Math	—	14	—	—	—	—	—	—	—	—
Economically Disadvantaged	ELA	177.9	31	175.8	179.4%	168.8%	176.5	195.8	215	2	2
	Math	182.4	31	150	183.1%	127.9%	139.9	170	200	3	2

*Although this subgroup did not meet a MIP in Math, it has been assigned a Level 2 for math because the subgroup met or exceeded a minimum Index established by the Commissioner.

HS CHRONIC ABSENTEEISM

Subgroup	Baseline	Expected Attendance Days	Students Chronically Absent	Chronic Absenteeism Rate	District MIP	State MIP	Long-Term Goal	Exceed Long-Term Goal	End Goal	Level
All Students	24	159	36	22.6%	23.2%	23.4%	20.4%	12.7%	5%	3
Black or African American	—	1	—	—	—	—	—	—	—	—
Hispanic or Latino	—	3	—	—	—	—	—	—	—	—
Multiracial	—	3	—	—	—	—	—	—	—	—
White	23.8	155	35	22.6%	23%	16.1%	14.3%	9.7%	5%	2
Students with Disabilities	—	34	—	—	—	—	—	—	—	—
Economically Disadvantaged	31.1	76	24	31.6%	30.1%	31.3%	26.9%	16%	5%	1

CCCR LEVELS

Subgroup	Baseline	Index	District MIP	State MIP	Long-Term Goal	Exceed Long-Term Goal	End Goal	Level
All Students	139.7	140.4	141.1	128.2	136	155.5	175	3
Hispanic or Latino	–	–	–	–	–	–	–	–
Multiracial	–	–	–	–	–	–	–	–
White	137.9	143.9	139.4	148.6	153	164	175	2
Students with Disabilities	–	–	–	–	–	–	–	–
Economically Disadvantaged	151.4	143.1	152.3	110.2	121	148	175	3

CCCR COUNTS

Subgroup	Cohort Count	Annual Biliteracy	2.0 Weight	1.5 Weight	1.0 Weight	0.5 Weight
All Students	52	0	26	2	17	2
Hispanic or Latino	2	0	–	–	–	–
Multiracial	1	0	–	–	–	–
White	49	0	26	1	16	2
Students with Disabilities	19	0	–	–	–	–
Economically Disadvantaged	36	0	19	3	9	0

HS ELA PARTICIPATION RATE

Subgroup	Tested 95%	12th Grade Enrollment	Participation Rate
All Students	✓	47	97.9%
American Indian or Alaska Native	—	0	—
Asian or Native Hawaiian/Other Pacific Islander	—	0	—
Black or African American	—	0	—
Hispanic or Latino	—	2	—
Multiracial	—	1	—
White	✓	44	100%
English Language Learners	—	0	—
Students with Disabilities	—	10	—
Economically Disadvantaged	—	19	—

HS MATHEMATICS PARTICIPATION RATE

Subgroup	Tested 95%	12th Grade Enrollment	Participation Rate
All Students	✓	47	97.9%
American Indian or Alaska Native	—	0	—
Asian or Native Hawaiian/Other Pacific Islander	—	0	—
Black or African American	—	0	—
Hispanic or Latino	—	2	—
Multiracial	—	1	—
White	✓	44	100%
English Language Learners	—	0	—
Students with Disabilities	—	10	—
Economically Disadvantaged	—	19	—

STAFF QUALIFICATIONS (2017-18)

	INEXPERIENCED TEACHERS		INEXPERIENCED PRINCIPALS		TEACHERS TEACHING OUT OF THEIR SUBJECT/FIELD OF CERTIFICATION	
	#	%	#	%	#	%
THIS DISTRICT	10	15%	1	50%	2	3%
STATEWIDE	31,189	16%	1,840	37%	17,189	8%
STATEWIDE HIGH-POVERTY SCHOOLS	11,145	26%	480	43%	8,126	18%
STATEWIDE LOW-POVERTY SCHOOLS	5,839	9%	281	23%	729	1%

2017-18 Grades 3-8 ELA and Math results cannot be compared to those from previous years, as these tests were redesigned in 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	3	44	13	30%	21	48%	10	23%	0	0%	10	23%
Grade 4	4	42	15	36%	21	50%	6	14%	0	0%	6	14%
Grade 5	10	41	12	29%	16	39%	8	20%	5	12%	13	32%
Grade 6	5	34	12	35%	6	18%	8	24%	8	24%	16	47%
Grade 7	9	39	13	33%	14	36%	7	18%	5	13%	12	31%
Grade 8	1	30	5	17%	17	57%	7	23%	1	3%	8	27%
Grades 3-8	32	230	70	30%	95	41%	46	20%	19	8%	65	28%

GRADE 3 ELA RESULTS

MEAN SCORE: 592

Subgroup	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
			#	%	#	%	#	%	#	%	#	%
All Students	3	44	13	30%	21	48%	10	23%	0	0%	10	23%
General Education	0	38	13	34%	19	50%	6	16%	0	0%	6	16%
Students with Disabilities	3	6	0	0%	2	33%	4	67%	0	0%	4	67%
White	—	42	—	—	—	—	—	—	—	—	—	—
Multiracial	—	2	—	—	—	—	—	—	—	—	—	—
Small Group Total	3	44	13	30%	21	48%	10	23%	0	0%	10	23%
Female	1	28	6	21%	14	50%	8	29%	0	0%	8	29%
Male	2	16	7	44%	7	44%	2	13%	0	0%	2	13%
Non-English Language Learners	3	44	13	30%	21	48%	10	23%	0	0%	10	23%
Economically Disadvantaged	3	29	10	34%	11	38%	8	28%	0	0%	8	28%
Not Economically Disadvantaged	0	15	3	20%	10	67%	2	13%	0	0%	2	13%
Not Migrant	3	44	13	30%	21	48%	10	23%	0	0%	10	23%
Not Homeless	3	44	13	30%	21	48%	10	23%	0	0%	10	23%
Not in Foster Care	3	44	13	30%	21	48%	10	23%	0	0%	10	23%
Parent Not in Armed Forces	3	44	13	30%	21	48%	10	23%	0	0%	10	23%

GRADE 4 ELA RESULTS

MEAN SCORE: 588

Subgroup	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
			#	%	#	%	#	%	#	%	#	%
All Students	4	42	15	36%	21	50%	6	14%	0	0%	6	14%
General Education	3	36	12	33%	18	50%	6	17%	0	0%	6	17%
Students with Disabilities	1	6	3	50%	3	50%	0	0%	0	0%	0	0%
White	4	42	15	36%	21	50%	6	14%	0	0%	6	14%
Female	2	21	7	33%	9	43%	5	24%	0	0%	5	24%
Male	2	21	8	38%	12	57%	1	5%	0	0%	1	5%
Non-English Language Learners	4	42	15	36%	21	50%	6	14%	0	0%	6	14%
Economically Disadvantaged	1	23	12	52%	9	39%	2	9%	0	0%	2	9%
Not Economically Disadvantaged	3	19	3	16%	12	63%	4	21%	0	0%	4	21%
Not Migrant	4	42	15	36%	21	50%	6	14%	0	0%	6	14%
Not Homeless	4	42	15	36%	21	50%	6	14%	0	0%	6	14%
Not in Foster Care	4	42	15	36%	21	50%	6	14%	0	0%	6	14%
Parent Not in Armed Forces	4	42	15	36%	21	50%	6	14%	0	0%	6	14%

GRADE 5 ELA RESULTS

MEAN SCORE: 601

Subgroup	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
			#	%	#	%	#	%	#	%	#	%
All Students	10	41	12	29%	16	39%	8	20%	5	12%	13	32%
General Education	7	35	9	26%	14	40%	7	20%	5	14%	12	34%
Students with Disabilities	3	6	3	50%	2	33%	1	17%	0	0%	1	17%
Hispanic or Latino	–	1	–	–	–	–	–	–	–	–	–	–
White	–	40	–	–	–	–	–	–	–	–	–	–
Small Group Total	10	41	12	29%	16	39%	8	20%	5	12%	13	32%
Female	7	22	6	27%	6	27%	6	27%	4	18%	10	45%
Male	3	19	6	32%	10	53%	2	11%	1	5%	3	16%
Non-English Language Learners	10	41	12	29%	16	39%	8	20%	5	12%	13	32%
Economically Disadvantaged	6	23	7	30%	9	39%	3	13%	4	17%	7	30%
Not Economically Disadvantaged	4	18	5	28%	7	39%	5	28%	1	6%	6	33%
Not Migrant	10	41	12	29%	16	39%	8	20%	5	12%	13	32%
Not Homeless	10	41	12	29%	16	39%	8	20%	5	12%	13	32%
Not in Foster Care	10	41	12	29%	16	39%	8	20%	5	12%	13	32%
Parent Not in Armed Forces	10	41	12	29%	16	39%	8	20%	5	12%	13	32%

GRADE 6 ELA RESULTS

MEAN SCORE: 598

Subgroup	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
			#	%	#	%	#	%	#	%	#	%
All Students	5	34	12	35%	6	18%	8	24%	8	24%	16	47%
General Education	5	27	6	22%	6	22%	7	26%	8	30%	15	56%
Students with Disabilities	0	7	6	86%	0	0%	1	14%	0	0%	1	14%
White	5	34	12	35%	6	18%	8	24%	8	24%	16	47%
Female	3	23	9	39%	3	13%	6	26%	5	22%	11	48%
Male	2	11	3	27%	3	27%	2	18%	3	27%	5	45%
Non-English Language Learners	5	34	12	35%	6	18%	8	24%	8	24%	16	47%
Economically Disadvantaged	3	22	9	41%	3	14%	6	27%	4	18%	10	45%
Not Economically Disadvantaged	2	12	3	25%	3	25%	2	17%	4	33%	6	50%
Not Migrant	5	34	12	35%	6	18%	8	24%	8	24%	16	47%
Not Homeless	5	34	12	35%	6	18%	8	24%	8	24%	16	47%
Not in Foster Care	5	34	12	35%	6	18%	8	24%	8	24%	16	47%
Parent Not in Armed Forces	5	34	12	35%	6	18%	8	24%	8	24%	16	47%

GRADE 7 ELA RESULTS

MEAN SCORE: 600

Subgroup	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
			#	%	#	%	#	%	#	%	#	%
All Students	9	39	13	33%	14	36%	7	18%	5	13%	12	31%
General Education	6	26	5	19%	10	38%	6	23%	5	19%	11	42%
Students with Disabilities	3	13	8	62%	4	31%	1	8%	0	0%	1	8%
White	—	38	—	—	—	—	—	—	—	—	—	—
Multiracial	—	1	—	—	—	—	—	—	—	—	—	—
Small Group Total	9	39	13	33%	14	36%	7	18%	5	13%	12	31%
Female	5	24	9	38%	7	29%	3	13%	5	21%	8	33%
Male	4	15	4	27%	7	47%	4	27%	0	0%	4	27%
Non-English Language Learners	9	39	13	33%	14	36%	7	18%	5	13%	12	31%
Economically Disadvantaged	7	19	10	53%	8	42%	0	0%	1	5%	1	5%
Not Economically Disadvantaged	2	20	3	15%	6	30%	7	35%	4	20%	11	55%
Not Migrant	9	39	13	33%	14	36%	7	18%	5	13%	12	31%
Not Homeless	9	39	13	33%	14	36%	7	18%	5	13%	12	31%
Not in Foster Care	9	39	13	33%	14	36%	7	18%	5	13%	12	31%
Parent Not in Armed Forces	9	39	13	33%	14	36%	7	18%	5	13%	12	31%

GRADE 8 ELA RESULTS

MEAN SCORE: 595

Subgroup	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
			#	%	#	%	#	%	#	%	#	%
All Students	1	30	5	17%	17	57%	7	23%	1	3%	8	27%
General Education	1	23	1	4%	15	65%	6	26%	1	4%	7	30%
Students with Disabilities	0	7	4	57%	2	29%	1	14%	0	0%	1	14%
White	—	29	—	—	—	—	—	—	—	—	—	—
Multiracial	—	1	—	—	—	—	—	—	—	—	—	—
Small Group Total	1	30	5	17%	17	57%	7	23%	1	3%	8	27%
Female	0	11	2	18%	6	55%	2	18%	1	9%	3	27%
Male	1	19	3	16%	11	58%	5	26%	0	0%	5	26%
Non-English Language Learners	1	30	5	17%	17	57%	7	23%	1	3%	8	27%
Economically Disadvantaged	1	15	3	20%	9	60%	3	20%	0	0%	3	20%
Not Economically Disadvantaged	0	15	2	13%	8	53%	4	27%	1	7%	5	33%
Not Migrant	1	30	5	17%	17	57%	7	23%	1	3%	8	27%
Not Homeless	1	30	5	17%	17	57%	7	23%	1	3%	8	27%
Not in Foster Care	1	30	5	17%	17	57%	7	23%	1	3%	8	27%
Parent Not in Armed Forces	1	30	5	17%	17	57%	7	23%	1	3%	8	27%

GRADES 3-8 MATHEMATICS SUMMARY RESULTS (2017-18)

Percent Proficient

Grade	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4 & Above		Proficient (Levels 3 & Above)	
			#	%	#	%	#	%	#	%	#	%
Grade 3	3	46	10	22%	16	35%	17	37%	3	7%	20	43%
Grade 4	4	42	10	24%	20	48%	5	12%	7	17%	12	29%
Grade 5	11	40	14	35%	16	40%	8	20%	2	5%	10	25%
Grade 6	6	34	12	35%	9	26%	5	15%	8	24%	13	38%
Grade 7	9	39	14	36%	14	36%	7	18%	4	10%	11	28%
Combined 7	9	39	14	36%	14	36%	7	18%	4	10%	11	28%
Grade 8	9	23	6	26%	10	43%	5	22%	2	9%	7	30%
Regents 8	—	1	—	—	—	—	—	—	—	—	—	—
Combined 8	—	24	—	—	—	—	—	—	—	—	—	—
Grades 3-8	—	225	—	—	—	—	—	—	—	—	—	—

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.

GRADE 3 MATH RESULTS

MEAN SCORE: 595

Subgroup	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
			#	%	#	%	#	%	#	%	#	%
All Students	3	46	10	22%	16	35%	17	37%	3	7%	20	43%
General Education	0	39	5	13%	15	38%	16	41%	3	8%	19	49%
Students with Disabilities	3	7	5	71%	1	14%	1	14%	0	0%	1	14%
White	—	44	—	—	—	—	—	—	—	—	—	—
Multiracial	—	2	—	—	—	—	—	—	—	—	—	—
Small Group Total	3	46	10	22%	16	35%	17	37%	3	7%	20	43%
Female	1	28	6	21%	11	39%	10	36%	1	4%	11	39%
Male	2	18	4	22%	5	28%	7	39%	2	11%	9	50%
Non-English Language Learners	3	46	10	22%	16	35%	17	37%	3	7%	20	43%
Economically Disadvantaged	3	31	8	26%	10	32%	11	35%	2	6%	13	42%
Not Economically Disadvantaged	0	15	2	13%	6	40%	6	40%	1	7%	7	47%
Not Migrant	3	46	10	22%	16	35%	17	37%	3	7%	20	43%
Not Homeless	3	46	10	22%	16	35%	17	37%	3	7%	20	43%
Not in Foster Care	3	46	10	22%	16	35%	17	37%	3	7%	20	43%
Parent Not in Armed Forces	3	46	10	22%	16	35%	17	37%	3	7%	20	43%

GRADE 4 MATH RESULTS

MEAN SCORE: 595

Subgroup	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
			#	%	#	%	#	%	#	%	#	%
All Students	4	42	10	24%	20	48%	5	12%	7	17%	12	29%
General Education	3	36	6	17%	18	50%	5	14%	7	19%	12	33%
Students with Disabilities	1	6	4	67%	2	33%	0	0%	0	0%	0	0%
White	4	42	10	24%	20	48%	5	12%	7	17%	12	29%
Female	2	21	4	19%	11	52%	1	5%	5	24%	6	29%
Male	2	21	6	29%	9	43%	4	19%	2	10%	6	29%
Non-English Language Learners	4	42	10	24%	20	48%	5	12%	7	17%	12	29%
Economically Disadvantaged	1	23	7	30%	12	52%	1	4%	3	13%	4	17%
Not Economically Disadvantaged	3	19	3	16%	8	42%	4	21%	4	21%	8	42%
Not Migrant	4	42	10	24%	20	48%	5	12%	7	17%	12	29%
Not Homeless	4	42	10	24%	20	48%	5	12%	7	17%	12	29%
Not in Foster Care	4	42	10	24%	20	48%	5	12%	7	17%	12	29%
Parent Not in Armed Forces	4	42	10	24%	20	48%	5	12%	7	17%	12	29%

GRADE 5 MATH RESULTS

MEAN SCORE: 596

Subgroup	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
			#	%	#	%	#	%	#	%	#	%
All Students	11	40	14	35%	16	40%	8	20%	2	5%	10	25%
General Education	7	35	11	31%	14	40%	8	23%	2	6%	10	29%
Students with Disabilities	4	5	3	60%	2	40%	0	0%	0	0%	0	0%
Hispanic or Latino	—	1	—	—	—	—	—	—	—	—	—	—
White	—	39	—	—	—	—	—	—	—	—	—	—
Small Group Total	11	40	14	35%	16	40%	8	20%	2	5%	10	25%
Female	6	23	7	30%	10	43%	5	22%	1	4%	6	26%
Male	5	17	7	41%	6	35%	3	18%	1	6%	4	24%
Non-English Language Learners	11	40	14	35%	16	40%	8	20%	2	5%	10	25%
Economically Disadvantaged	7	22	12	55%	4	18%	5	23%	1	5%	6	27%
Not Economically Disadvantaged	4	18	2	11%	12	67%	3	17%	1	6%	4	22%
Not Migrant	11	40	14	35%	16	40%	8	20%	2	5%	10	25%
Not Homeless	11	40	14	35%	16	40%	8	20%	2	5%	10	25%
Not in Foster Care	11	40	14	35%	16	40%	8	20%	2	5%	10	25%
Parent Not in Armed Forces	11	40	14	35%	16	40%	8	20%	2	5%	10	25%

GRADE 6 MATH RESULTS

MEAN SCORE: 599

Subgroup	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
			#	%	#	%	#	%	#	%	#	%
All Students	6	34	12	35%	9	26%	5	15%	8	24%	13	38%
General Education	5	28	9	32%	6	21%	5	18%	8	29%	13	46%
Students with Disabilities	1	6	3	50%	3	50%	0	0%	0	0%	0	0%
White	6	34	12	35%	9	26%	5	15%	8	24%	13	38%
Female	4	23	10	43%	6	26%	4	17%	3	13%	7	30%
Male	2	11	2	18%	3	27%	1	9%	5	45%	6	55%
Non-English Language Learners	6	34	12	35%	9	26%	5	15%	8	24%	13	38%
Economically Disadvantaged	4	22	10	45%	5	23%	2	9%	5	23%	7	32%
Not Economically Disadvantaged	2	12	2	17%	4	33%	3	25%	3	25%	6	50%
Not Migrant	6	34	12	35%	9	26%	5	15%	8	24%	13	38%
Not Homeless	6	34	12	35%	9	26%	5	15%	8	24%	13	38%
Not in Foster Care	6	34	12	35%	9	26%	5	15%	8	24%	13	38%
Parent Not in Armed Forces	6	34	12	35%	9	26%	5	15%	8	24%	13	38%

GRADE 7 MATH RESULTS

MEAN SCORE: 595

Subgroup	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
			#	%	#	%	#	%	#	%	#	%
All Students	9	39	14	36%	14	36%	7	18%	4	10%	11	28%
General Education	5	27	5	19%	11	41%	7	26%	4	15%	11	41%
Students with Disabilities	4	12	9	75%	3	25%	0	0%	0	0%	0	0%
White	—	38	—	—	—	—	—	—	—	—	—	—
Multiracial	—	1	—	—	—	—	—	—	—	—	—	—
Small Group Total	9	39	14	36%	14	36%	7	18%	4	10%	11	28%
Female	4	25	11	44%	7	28%	4	16%	3	12%	7	28%
Male	5	14	3	21%	7	50%	3	21%	1	7%	4	29%
Non-English Language Learners	9	39	14	36%	14	36%	7	18%	4	10%	11	28%
Economically Disadvantaged	5	21	13	62%	7	33%	0	0%	1	5%	1	5%
Not Economically Disadvantaged	4	18	1	6%	7	39%	7	39%	3	17%	10	56%
Not Migrant	9	39	14	36%	14	36%	7	18%	4	10%	11	28%
Not Homeless	9	39	14	36%	14	36%	7	18%	4	10%	11	28%
Not in Foster Care	9	39	14	36%	14	36%	7	18%	4	10%	11	28%
Parent Not in Armed Forces	9	39	14	36%	14	36%	7	18%	4	10%	11	28%

GRADE 8 MATH RESULTS

MEAN SCORE: 599

Subgroup	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
			#	%	#	%	#	%	#	%	#	%
All Students	9	23	6	26%	10	43%	5	22%	2	9%	7	30%
General Education	9	16	1	6%	8	50%	5	31%	2	13%	7	44%
Students with Disabilities	0	7	5	71%	2	29%	0	0%	0	0%	0	0%
White	8	23	6	26%	10	43%	5	22%	2	9%	7	30%
Female	7	5	1	20%	2	40%	2	40%	0	0%	2	40%
Male	2	18	5	28%	8	44%	3	17%	2	11%	5	28%
Non-English Language Learners	9	23	6	26%	10	43%	5	22%	2	9%	7	30%
Economically Disadvantaged	7	9	2	22%	5	56%	1	11%	1	11%	2	22%
Not Economically Disadvantaged	2	14	4	29%	5	36%	4	29%	1	7%	5	36%
Not Migrant	9	23	6	26%	10	43%	5	22%	2	9%	7	30%
Not Homeless	9	23	6	26%	10	43%	5	22%	2	9%	7	30%
Not in Foster Care	9	23	6	26%	10	43%	5	22%	2	9%	7	30%
Parent Not in Armed Forces	9	23	6	26%	10	43%	5	22%	2	9%	7	30%

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	4	42	0	0%	3	7%	16	38%	23	55%	39	93%
Grade 8	5	26	0	0%	7	27%	14	54%	5	19%	19	73%
Combined 8	5	26	0	0%	7	27%	14	54%	5	19%	19	73%
Grades 4&8	9	68	0	0%	10	15%	30	44%	28	41%	58	85%

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 4 SCIENCE RESULTS

MEAN SCORE: 84

Subgroup	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
			#	%	#	%	#	%	#	%	#	%
All Students	4	42	0	0%	3	7%	16	38%	23	55%	39	93%
General Education	3	36	0	0%	1	3%	15	42%	20	56%	35	97%
Students with Disabilities	1	6	0	0%	2	33%	1	17%	3	50%	4	67%
White	4	42	0	0%	3	7%	16	38%	23	55%	39	93%
Female	2	21	0	0%	1	5%	8	38%	12	57%	20	95%
Male	2	21	0	0%	2	10%	8	38%	11	52%	19	90%
Non-English Language Learners	4	42	0	0%	3	7%	16	38%	23	55%	39	93%
Economically Disadvantaged	1	23	0	0%	3	13%	12	52%	8	35%	20	87%
Not Economically Disadvantaged	3	19	0	0%	0	0%	4	21%	15	79%	19	100%
Not Migrant	4	42	0	0%	3	7%	16	38%	23	55%	39	93%
Not Homeless	4	42	0	0%	3	7%	16	38%	23	55%	39	93%
Not in Foster Care	4	42	0	0%	3	7%	16	38%	23	55%	39	93%
Parent Not in Armed Forces	4	42	0	0%	3	7%	16	38%	23	55%	39	93%

GRADE 8 SCIENCE RESULTS

MEAN SCORE: 72

Subgroup	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
			#	%	#	%	#	%	#	%	#	%
All Students	5	26	0	0%	7	27%	14	54%	5	19%	19	73%
General Education	4	20	0	0%	3	15%	12	60%	5	25%	17	85%
Students with Disabilities	1	6	0	0%	4	67%	2	33%	0	0%	2	33%
White	4	26	0	0%	7	27%	14	54%	5	19%	19	73%
Female	2	9	0	0%	3	33%	4	44%	2	22%	6	67%
Male	3	17	0	0%	4	24%	10	59%	3	18%	13	76%
Non-English Language Learners	5	26	0	0%	7	27%	14	54%	5	19%	19	73%
Economically Disadvantaged	3	13	0	0%	5	38%	6	46%	2	15%	8	62%
Not Economically Disadvantaged	2	13	0	0%	2	15%	8	62%	3	23%	11	85%
Not Migrant	5	26	0	0%	7	27%	14	54%	5	19%	19	73%
Not Homeless	5	26	0	0%	7	27%	14	54%	5	19%	19	73%
Not in Foster Care	5	26	0	0%	7	27%	14	54%	5	19%	19	73%
Parent Not in Armed Forces	5	26	0	0%	7	27%	14	54%	5	19%	19	73%

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

ANNUAL REGENTS ENGLISH (2017-18)

Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%
All Students	30	1	3%	1	3%	9	30%	6	20%	13	43%	28	93%
General Education	27	–	–	–	–	–	–	–	–	–	–	–	–
Students with Disabilities	3	–	–	–	–	–	–	–	–	–	–	–	–
White	30	1	3%	1	3%	9	30%	6	20%	13	43%	28	93%
Female	17	0	0%	0	0%	3	18%	4	24%	10	59%	17	100%
Male	13	1	8%	1	8%	6	46%	2	15%	3	23%	11	85%
Non-English Language Learners	30	1	3%	1	3%	9	30%	6	20%	13	43%	28	93%
Economically Disadvantaged	10	0	0%	0	0%	3	30%	3	30%	4	40%	10	100%
Not Economically Disadvantaged	20	1	5%	1	5%	6	30%	3	15%	9	45%	18	90%
Not Migrant	30	1	3%	1	3%	9	30%	6	20%	13	43%	28	93%
Not Homeless	30	1	3%	1	3%	9	30%	6	20%	13	43%	28	93%
Not in Foster Care	30	1	3%	1	3%	9	30%	6	20%	13	43%	28	93%
Parent Not in Armed Forces	30	1	3%	1	3%	9	30%	6	20%	13	43%	28	93%

ANNUAL REGENTS ALGEBRA I (2017-18)

Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%
All Students	30	1	3%	6	20%	11	37%	8	27%	4	13%	23	77%
General Education	26	—	—	—	—	—	—	—	—	—	—	—	—
Students with Disabilities	4	—	—	—	—	—	—	—	—	—	—	—	—
White	30	1	3%	6	20%	11	37%	8	27%	4	13%	23	77%
Female	14	0	0%	2	14%	6	43%	3	21%	3	21%	12	86%
Male	16	1	6%	4	25%	5	31%	5	31%	1	6%	11	69%
Non-English Language Learners	30	1	3%	6	20%	11	37%	8	27%	4	13%	23	77%
Economically Disadvantaged	17	1	6%	4	24%	6	35%	5	29%	1	6%	12	71%
Not Economically Disadvantaged	13	0	0%	2	15%	5	38%	3	23%	3	23%	11	85%
Not Migrant	30	1	3%	6	20%	11	37%	8	27%	4	13%	23	77%
Not Homeless	30	1	3%	6	20%	11	37%	8	27%	4	13%	23	77%
Not in Foster Care	30	1	3%	6	20%	11	37%	8	27%	4	13%	23	77%
Parent Not in Armed Forces	30	1	3%	6	20%	11	37%	8	27%	4	13%	23	77%

ANNUAL REGENTS GEOMETRY (2017-18)

Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%
All Students	10	0	0%	0	0%	2	20%	6	60%	2	20%	10	100%
General Education	10	0	0%	0	0%	2	20%	6	60%	2	20%	10	100%
White	10	0	0%	0	0%	2	20%	6	60%	2	20%	10	100%
Female	7	–	–	–	–	–	–	–	–	–	–	–	–
Male	3	–	–	–	–	–	–	–	–	–	–	–	–
Non-English Language Learners	10	0	0%	0	0%	2	20%	6	60%	2	20%	10	100%
Economically Disadvantaged	3	–	–	–	–	–	–	–	–	–	–	–	–
Not Economically Disadvantaged	7	–	–	–	–	–	–	–	–	–	–	–	–
Not Migrant	10	0	0%	0	0%	2	20%	6	60%	2	20%	10	100%
Not Homeless	10	0	0%	0	0%	2	20%	6	60%	2	20%	10	100%
Not in Foster Care	10	0	0%	0	0%	2	20%	6	60%	2	20%	10	100%
Parent Not in Armed Forces	10	0	0%	0	0%	2	20%	6	60%	2	20%	10	100%

ANNUAL REGENTS ALGEBRA II (2017-18)

Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%
All Students	12	0	0%	0	0%	0	0%	5	42%	7	58%	12	100%
General Education	12	0	0%	0	0%	0	0%	5	42%	7	58%	12	100%
White	12	0	0%	0	0%	0	0%	5	42%	7	58%	12	100%
Female	8	–	–	–	–	–	–	–	–	–	–	–	–
Male	4	–	–	–	–	–	–	–	–	–	–	–	–
Non-English Language Learners	12	0	0%	0	0%	0	0%	5	42%	7	58%	12	100%
Economically Disadvantaged	3	–	–	–	–	–	–	–	–	–	–	–	–
Not Economically Disadvantaged	9	–	–	–	–	–	–	–	–	–	–	–	–
Not Migrant	12	0	0%	0	0%	0	0%	5	42%	7	58%	12	100%
Not Homeless	12	0	0%	0	0%	0	0%	5	42%	7	58%	12	100%
Not in Foster Care	12	0	0%	0	0%	0	0%	5	42%	7	58%	12	100%
Parent Not in Armed Forces	12	0	0%	0	0%	0	0%	5	42%	7	58%	12	100%

ANNUAL REGENTS LIVING ENVIRONMENT (2017-18)

Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%
All Students	37	3	8%	1	3%	18	49%	15	41%	33	89%
General Education	30	0	0%	1	3%	15	50%	14	47%	29	97%
Students with Disabilities	7	3	43%	0	0%	3	43%	1	14%	4	57%
Black or African American	1	–	–	–	–	–	–	–	–	–	–
White	36	–	–	–	–	–	–	–	–	–	–
Small Group Total	37	3	8%	1	3%	18	49%	15	41%	33	89%
Female	16	2	13%	0	0%	9	56%	5	31%	14	88%
Male	21	1	5%	1	5%	9	43%	10	48%	19	90%
Non-English Language Learners	37	3	8%	1	3%	18	49%	15	41%	33	89%
Economically Disadvantaged	21	3	14%	1	5%	11	52%	6	29%	17	81%
Not Economically Disadvantaged	16	0	0%	0	0%	7	44%	9	56%	16	100%
Not Migrant	37	3	8%	1	3%	18	49%	15	41%	33	89%
Not Homeless	37	3	8%	1	3%	18	49%	15	41%	33	89%
Not in Foster Care	37	3	8%	1	3%	18	49%	15	41%	33	89%
Parent Not in Armed Forces	37	3	8%	1	3%	18	49%	15	41%	33	89%

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

Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%
All Students	25	0	0%	0	0%	13	52%	12	48%	25	100%
General Education	24	–	–	–	–	–	–	–	–	–	–
Students with Disabilities	1	–	–	–	–	–	–	–	–	–	–
Hispanic or Latino	1	–	–	–	–	–	–	–	–	–	–
White	24	–	–	–	–	–	–	–	–	–	–
Small Group Total	25	0	0%	0	0%	13	52%	12	48%	25	100%
Female	12	0	0%	0	0%	6	50%	6	50%	12	100%
Male	13	0	0%	0	0%	7	54%	6	46%	13	100%
Non-English Language Learners	25	0	0%	0	0%	13	52%	12	48%	25	100%
Economically Disadvantaged	10	0	0%	0	0%	7	70%	3	30%	10	100%
Not Economically Disadvantaged	15	0	0%	0	0%	6	40%	9	60%	15	100%
Not Migrant	25	0	0%	0	0%	13	52%	12	48%	25	100%
Not Homeless	25	0	0%	0	0%	13	52%	12	48%	25	100%
Not in Foster Care	25	0	0%	0	0%	13	52%	12	48%	25	100%
Parent Not in Armed Forces	25	0	0%	0	0%	13	52%	12	48%	25	100%

ANNUAL REGENTS PHYSICAL SETTING/CHEMISTRY (2017-18)

Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%
All Students	14	0	0%	6	43%	6	43%	2	14%	8	57%
General Education	13	—	—	—	—	—	—	—	—	—	—
Students with Disabilities	1	—	—	—	—	—	—	—	—	—	—
White	14	0	0%	6	43%	6	43%	2	14%	8	57%
Female	10	—	—	—	—	—	—	—	—	—	—
Male	4	—	—	—	—	—	—	—	—	—	—
Non-English Language Learners	14	0	0%	6	43%	6	43%	2	14%	8	57%
Economically Disadvantaged	4	—	—	—	—	—	—	—	—	—	—
Not Economically Disadvantaged	10	—	—	—	—	—	—	—	—	—	—
Not Migrant	14	0	0%	6	43%	6	43%	2	14%	8	57%
Not Homeless	14	0	0%	6	43%	6	43%	2	14%	8	57%
Not in Foster Care	14	0	0%	6	43%	6	43%	2	14%	8	57%
Parent Not in Armed Forces	14	0	0%	6	43%	6	43%	2	14%	8	57%

ANNUAL REGENTS PHYSICAL SETTING/PHYSICS (2017-18)

Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%
All Students	10	0	0%	2	20%	6	60%	2	20%	8	80%
General Education	9	—	—	—	—	—	—	—	—	—	—
Students with Disabilities	1	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	1	—	—	—	—	—	—	—	—	—	—
White	9	—	—	—	—	—	—	—	—	—	—
Small Group Total	10	0	0%	2	20%	6	60%	2	20%	8	80%
Female	3	—	—	—	—	—	—	—	—	—	—
Male	7	—	—	—	—	—	—	—	—	—	—
Non-English Language Learners	10	0	0%	2	20%	6	60%	2	20%	8	80%
Economically Disadvantaged	2	—	—	—	—	—	—	—	—	—	—
Not Economically Disadvantaged	8	—	—	—	—	—	—	—	—	—	—
Not Migrant	10	0	0%	2	20%	6	60%	2	20%	8	80%
Not Homeless	10	0	0%	2	20%	6	60%	2	20%	8	80%
Not in Foster Care	10	0	0%	2	20%	6	60%	2	20%	8	80%
Parent Not in Armed Forces	10	0	0%	2	20%	6	60%	2	20%	8	80%

ANNUAL REGENTS GLOBAL HISTORY AND GEOGRAPHY (2017-18)

Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%
All Students	4	—	—	—	—	—	—	—	—	—	—
General Education	3	—	—	—	—	—	—	—	—	—	—
Students with Disabilities	1	—	—	—	—	—	—	—	—	—	—
White	4	—	—	—	—	—	—	—	—	—	—
Small Group Total	4	—	—	—	—	—	—	—	—	—	—
Female	2	—	—	—	—	—	—	—	—	—	—
Male	2	—	—	—	—	—	—	—	—	—	—
Non-English Language Learners	4	—	—	—	—	—	—	—	—	—	—
Economically Disadvantaged	2	—	—	—	—	—	—	—	—	—	—
Not Economically Disadvantaged	2	—	—	—	—	—	—	—	—	—	—
Not Migrant	4	—	—	—	—	—	—	—	—	—	—
Not Homeless	4	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	4	—	—	—	—	—	—	—	—	—	—
Parent Not in Armed Forces	4	—	—	—	—	—	—	—	—	—	—

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

Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%
All Students	31	4	13%	5	16%	9	29%	13	42%	22	71%
General Education	25	1	4%	4	16%	9	36%	11	44%	20	80%
Students with Disabilities	6	3	50%	1	17%	0	0%	2	33%	2	33%
White	31	4	13%	5	16%	9	29%	13	42%	22	71%
Female	13	1	8%	4	31%	5	38%	3	23%	8	62%
Male	18	3	17%	1	6%	4	22%	10	56%	14	78%
Non-English Language Learners	31	4	13%	5	16%	9	29%	13	42%	22	71%
Economically Disadvantaged	17	4	24%	4	24%	3	18%	6	35%	9	53%
Not Economically Disadvantaged	14	0	0%	1	7%	6	43%	7	50%	13	93%
Not Migrant	31	4	13%	5	16%	9	29%	13	42%	22	71%
Not Homeless	31	4	13%	5	16%	9	29%	13	42%	22	71%
Not in Foster Care	31	4	13%	5	16%	9	29%	13	42%	22	71%
Parent Not in Armed Forces	31	4	13%	5	16%	9	29%	13	42%	22	71%

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

Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%
All Students	30	0	0%	0	0%	6	20%	24	80%	30	100%
General Education	29	—	—	—	—	—	—	—	—	—	—
Students with Disabilities	1	—	—	—	—	—	—	—	—	—	—
White	30	0	0%	0	0%	6	20%	24	80%	30	100%
Female	18	0	0%	0	0%	2	11%	16	89%	18	100%
Male	12	0	0%	0	0%	4	33%	8	67%	12	100%
Non-English Language Learners	30	0	0%	0	0%	6	20%	24	80%	30	100%
Economically Disadvantaged	11	0	0%	0	0%	3	27%	8	73%	11	100%
Not Economically Disadvantaged	19	0	0%	0	0%	3	16%	16	84%	19	100%
Not Migrant	30	0	0%	0	0%	6	20%	24	80%	30	100%
Not Homeless	30	0	0%	0	0%	6	20%	24	80%	30	100%
Not in Foster Care	30	0	0%	0	0%	6	20%	24	80%	30	100%
Parent Not in Armed Forces	30	0	0%	0	0%	6	20%	24	80%	30	100%

2014 TOTAL COHORT RESULTS IN REGENTS ENGLISH LANGUAGE ARTS

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

Subgroup	Cohort	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4 & Above		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	52	6	12%	46	88%	0	0%	2	4%	13	25%	31	60%	44	85%
General Education	39	2	5%	37	95%	0	0%	0	0%	10	26%	27	69%	37	95%
Students with Disabilities	13	4	31%	9	69%	0	0%	2	15%	3	23%	4	31%	7	54%
Hispanic or Latino	2	–	–	–	–	–	–	–	–	–	–	–	–	–	–
White	49	–	–	–	–	–	–	–	–	–	–	–	–	–	–
Multiracial	1	–	–	–	–	–	–	–	–	–	–	–	–	–	–
Small Group Total	52	6	12%	46	88%	0	0%	2	4%	13	25%	31	60%	44	85%
Female	23	0	0%	23	100%	0	0%	2	9%	3	13%	18	78%	21	91%
Male	29	6	21%	23	79%	0	0%	0	0%	10	34%	13	45%	23	79%
Non-English Language Learners	52	6	12%	46	88%	0	0%	2	4%	13	25%	31	60%	44	85%
Economically Disadvantaged	22	2	9%	20	91%	0	0%	2	9%	4	18%	14	64%	18	82%
Not Economically Disadvantaged	30	4	13%	26	87%	0	0%	0	0%	9	30%	17	57%	26	87%
Not Migrant	52	6	12%	46	88%	0	0%	2	4%	13	25%	31	60%	44	85%
Not Homeless	52	6	12%	46	88%	0	0%	2	4%	13	25%	31	60%	44	85%
Not in Foster Care	52	6	12%	46	88%	0	0%	2	4%	13	25%	31	60%	44	85%
Parent Not in Armed Forces	52	6	12%	46	88%	0	0%	2	4%	13	25%	31	60%	44	85%

2014 TOTAL COHORT RESULTS IN REGENTS MATHEMATICS

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

Subgroup	Cohort	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4 & Above		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	52	5	10%	47	90%	2	4%	3	6%	19	37%	23	44%	42	81%
General Education	39	2	5%	37	95%	1	3%	1	3%	14	36%	21	54%	35	90%
Students with Disabilities	13	3	23%	10	77%	1	8%	2	15%	5	38%	2	15%	7	54%
Hispanic or Latino	2	–	–	–	–	–	–	–	–	–	–	–	–	–	–
White	49	–	–	–	–	–	–	–	–	–	–	–	–	–	–
Multiracial	1	–	–	–	–	–	–	–	–	–	–	–	–	–	–
Small Group Total	52	5	10%	47	90%	2	4%	3	6%	19	37%	23	44%	42	81%
Female	23	0	0%	23	100%	0	0%	2	9%	11	48%	10	43%	21	91%
Male	29	5	17%	24	83%	2	7%	1	3%	8	28%	13	45%	21	72%
Non-English Language Learners	52	5	10%	47	90%	2	4%	3	6%	19	37%	23	44%	42	81%
Economically Disadvantaged	22	2	9%	20	91%	1	5%	2	9%	8	36%	9	41%	17	77%
Not Economically Disadvantaged	30	3	10%	27	90%	1	3%	1	3%	11	37%	14	47%	25	83%
Not Migrant	52	5	10%	47	90%	2	4%	3	6%	19	37%	23	44%	42	81%
Not Homeless	52	5	10%	47	90%	2	4%	3	6%	19	37%	23	44%	42	81%
Not in Foster Care	52	5	10%	47	90%	2	4%	3	6%	19	37%	23	44%	42	81%
Parent Not in Armed Forces	52	5	10%	47	90%	2	4%	3	6%	19	37%	23	44%	42	81%

2014 TOTAL COHORT RESULTS IN REGENTS SCIENCE

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

Subgroup	Cohort	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	52	6	12%	46	88%	0	0%	3	6%	16	31%	27	52%	43	83%
General Education	39	2	5%	37	95%	0	0%	0	0%	11	28%	26	67%	37	95%
Students with Disabilities	13	4	31%	9	69%	0	0%	3	23%	5	38%	1	8%	6	46%
Hispanic or Latino	2	–	–	–	–	–	–	–	–	–	–	–	–	–	–
White	49	–	–	–	–	–	–	–	–	–	–	–	–	–	–
Multiracial	1	–	–	–	–	–	–	–	–	–	–	–	–	–	–
Small Group Total	52	6	12%	46	88%	0	0%	3	6%	16	31%	27	52%	43	83%
Female	23	0	0%	23	100%	0	0%	2	9%	8	35%	13	57%	21	91%
Male	29	6	21%	23	79%	0	0%	1	3%	8	28%	14	48%	22	76%
Non-English Language Learners	52	6	12%	46	88%	0	0%	3	6%	16	31%	27	52%	43	83%
Economically Disadvantaged	22	2	9%	20	91%	0	0%	2	9%	8	36%	10	45%	18	82%
Not Economically Disadvantaged	30	4	13%	26	87%	0	0%	1	3%	8	27%	17	57%	25	83%
Not Migrant	52	6	12%	46	88%	0	0%	3	6%	16	31%	27	52%	43	83%
Not Homeless	52	6	12%	46	88%	0	0%	3	6%	16	31%	27	52%	43	83%
Not in Foster Care	52	6	12%	46	88%	0	0%	3	6%	16	31%	27	52%	43	83%
Parent Not in Armed Forces	52	6	12%	46	88%	0	0%	3	6%	16	31%	27	52%	43	83%

2014 TOTAL COHORT RESULTS IN REGENTS GLOBAL HISTORY AND GEOGRAPHY

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

Subgroup	Cohort	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	52	6	12%	46	88%	0	0%	3	6%	21	40%	22	42%	43	83%
General Education	39	2	5%	37	95%	0	0%	1	3%	14	36%	22	56%	36	92%
Students with Disabilities	13	4	31%	9	69%	0	0%	2	15%	7	54%	0	0%	7	54%
Hispanic or Latino	2	–	–	–	–	–	–	–	–	–	–	–	–	–	–
White	49	–	–	–	–	–	–	–	–	–	–	–	–	–	–
Multiracial	1	–	–	–	–	–	–	–	–	–	–	–	–	–	–
Small Group Total	52	6	12%	46	88%	0	0%	3	6%	21	40%	22	42%	43	83%
Female	23	0	0%	23	100%	0	0%	3	13%	10	43%	10	43%	20	87%
Male	29	6	21%	23	79%	0	0%	0	0%	11	38%	12	41%	23	79%
Non-English Language Learners	52	6	12%	46	88%	0	0%	3	6%	21	40%	22	42%	43	83%
Economically Disadvantaged	22	2	9%	20	91%	0	0%	3	14%	9	41%	8	36%	17	77%
Not Economically Disadvantaged	30	4	13%	26	87%	0	0%	0	0%	12	40%	14	47%	26	87%
Not Migrant	52	6	12%	46	88%	0	0%	3	6%	21	40%	22	42%	43	83%
Not Homeless	52	6	12%	46	88%	0	0%	3	6%	21	40%	22	42%	43	83%
Not in Foster Care	52	6	12%	46	88%	0	0%	3	6%	21	40%	22	42%	43	83%
Parent Not in Armed Forces	52	6	12%	46	88%	0	0%	3	6%	21	40%	22	42%	43	83%

2014 TOTAL COHORT RESULTS IN REGENTS U.S. HISTORY AND GOVERNMENT

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

Subgroup	Cohort	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	52	6	12%	46	88%	1	2%	1	2%	18	35%	26	50%	44	85%
General Education	39	2	5%	37	95%	1	3%	0	0%	12	31%	24	62%	36	92%
Students with Disabilities	13	4	31%	9	69%	0	0%	1	8%	6	46%	2	15%	8	62%
Hispanic or Latino	2	–	–	–	–	–	–	–	–	–	–	–	–	–	–
White	49	–	–	–	–	–	–	–	–	–	–	–	–	–	–
Multiracial	1	–	–	–	–	–	–	–	–	–	–	–	–	–	–
Small Group Total	52	6	12%	46	88%	1	2%	1	2%	18	35%	26	50%	44	85%
Female	23	0	0%	23	100%	0	0%	1	4%	9	39%	13	57%	22	96%
Male	29	6	21%	23	79%	1	3%	0	0%	9	31%	13	45%	22	76%
Non-English Language Learners	52	6	12%	46	88%	1	2%	1	2%	18	35%	26	50%	44	85%
Economically Disadvantaged	22	2	9%	20	91%	1	5%	1	5%	8	36%	10	45%	18	82%
Not Economically Disadvantaged	30	4	13%	26	87%	0	0%	0	0%	10	33%	16	53%	26	87%
Not Migrant	52	6	12%	46	88%	1	2%	1	2%	18	35%	26	50%	44	85%
Not Homeless	52	6	12%	46	88%	1	2%	1	2%	18	35%	26	50%	44	85%
Not in Foster Care	52	6	12%	46	88%	1	2%	1	2%	18	35%	26	50%	44	85%
Parent Not in Armed Forces	52	6	12%	46	88%	1	2%	1	2%	18	35%	26	50%	44	85%

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 4 ELA	–	1	–	–	–	–
Grade 4 Math	–	1	–	–	–	–
Grade 4 Science	–	1	–	–	–	–
Secondary-Level ELA	–	1	–	–	–	–
Secondary-Level Math	–	1	–	–	–	–
Secondary-Level Science	–	1	–	–	–	–