



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 enrollment and staff, student performance, and other measures of school and district performance. 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.

Regents Examination Results (2013 - 14)

Results by Student Group	Comprehensive English			Integrated Algebra				
	Total Tested	Percent of students scoring at or above			Total Tested	Percent of students scoring at or above		
		55	65	85		55	65	85
All Students	232,939	91	82	32	266,172	86	72	17
General Education	200,004	94	87	36	221,754	90	78	20
Students with Disabilities	32,935	72	52	6	44,418	66	41	2
American Indian or Alaska Native	1,241	89	77	21	1,561	85	68	9
Asian or Native Hawaiian/Other Pacific Islander	23,016	92	85	40	23,656	94	87	40
Black or African American	46,721	86	72	15	60,358	78	58	5
Hispanic or Latino	54,986	85	73	16	71,159	80	61	6
White	105,162	96	91	46	106,499	93	84	26
Multiracial	1,813	95	88	38	2,939	90	78	20
Female	113,786	93	86	37	130,492	88	75	19
Male	119,153	89	79	27	135,680	84	69	15
English Proficient	215,624	93	85	34	242,440	88	74	18
Limited English Proficient	17,315	64	46	3	23,732	70	50	6
Economically Disadvantaged	117,058	87	75	18	149,874	82	64	9
Not Economically Disadvantaged	115,881	95	90	46	116,298	92	83	27
Migrant	91	85	74	11	139	79	60	10
Not Migrant	232,848	91	82	32	266,033	86	72	17

Regents Examination Results (2013 - 14)

Results by Student Group	English Language Arts (Common Core)						Algebra I (Common Core)					
	Total Tested	Percent of students scoring at					Total Tested	Percent of students scoring at				
		Level 1	Level 2	Level 3	Level 4	Level 5		Level 1	Level 2	Level 3	Level 4	Level 5
All Students	44,289	14	11	29	22	23	170,688	14	17	42	22	4
General Education	39,127	11	10	29	24	26	151,121	11	16	45	24	5
Students with Disabilities	5,162	40	20	29	8	3	19,567	42	28	26	4	0
American Indian or Alaska Native	261	13	14	37	20	15	850	19	20	46	14	1
Asian or Native Hawaiian/Other Pacific Islander	3,438	14	9	27	24	26	16,539	6	9	36	35	14
Black or African American	9,128	21	15	34	19	10	29,446	28	28	36	7	0
Hispanic or Latino	8,102	22	14	33	19	12	35,846	25	25	39	9	1
White	22,981	9	8	26	24	32	85,821	6	12	47	29	5
Multiracial	379	9	11	27	23	30	2,186	12	18	44	19	6
Female	22,742	10	10	29	24	27	85,402	12	17	44	22	4
Male	21,547	18	12	30	21	19	85,286	16	18	41	21	5
English Proficient	42,047	12	10	30	23	25	161,029	12	17	44	22	5
Limited English Proficient	2,242	57	19	18	4	1	9,659	47	27	20	5	1
Economically Disadvantaged	21,924	20	14	34	20	12	80,974	22	24	40	12	2
Not Economically Disadvantaged	22,365	8	7	25	25	34	89,714	7	11	45	31	7
Migrant	25	24	16	40	20	0	77	18	26	43	13	0
Not Migrant	44,264	14	11	29	22	23	170,611	14	17	42	22	4

Regents Examination Results (2013 - 14)

Results by Student Group	Geometry				Algebra 2/Trigonometry			
	Total Tested	Percent of students scoring at or above			Total Tested	Percent of students scoring at or above		
		55	65	85		55	65	85
All Students	161,005	87	73	26	113,480	78	66	29
General Education	149,758	88	75	28	110,201	79	66	30
Students with Disabilities	11,247	63	42	6	3,279	61	45	12
American Indian or Alaska Native	744	82	65	16	434	70	54	19
Asian or Native Hawaiian/Other Pacific Islander	17,777	93	85	44	15,148	86	76	44
Black or African American	25,874	69	47	6	13,128	57	40	10
Hispanic or Latino	31,077	76	56	10	16,921	62	46	14
White	83,779	94	85	35	66,859	85	73	34
Multiracial	1,754	90	79	31	990	83	72	34
Female	82,983	87	73	27	60,245	79	66	30
Male	78,022	86	73	26	53,235	78	65	29
English Proficient	155,051	87	74	27	111,483	79	66	29
Limited English Proficient	5,954	69	51	13	1,997	69	56	25
Economically Disadvantaged	69,714	79	60	14	39,223	68	53	19
Not Economically Disadvantaged	91,291	93	83	36	74,257	84	73	35
Migrant	50	88	66	6	12	75	58	0
Not Migrant	160,955	87	73	26	113,468	78	66	29

Regents Examination Results (2013 - 14)

Results by Student Group	Global History and Geography			U.S. History & Government				
	Total Tested	Percent of students scoring at or above			Total Tested	Percent of students scoring at or above		
		55	65	85		55	65	85
All Students	247,147	79	66	29	216,591	88	80	44
General Education	207,449	84	72	33	186,940	91	85	49
Students with Disabilities	39,698	51	33	6	29,651	66	50	14
American Indian or Alaska Native	1,355	73	57	20	1,141	83	74	30
Asian or Native Hawaiian/Other Pacific Islander	20,689	88	80	46	19,966	92	86	58
Black or African American	52,133	66	48	11	42,967	78	65	21
Hispanic or Latino	59,845	70	53	14	48,945	79	67	25
White	110,603	88	79	42	102,000	95	91	61
Multiracial	2,522	86	76	39	1,572	92	84	47
Female	123,538	79	66	29	108,633	89	80	44
Male	123,609	79	66	30	107,958	87	79	45
English Proficient	229,852	81	69	31	203,298	90	82	47
Limited English Proficient	17,295	51	34	6	13,293	61	46	9
Economically Disadvantaged	128,266	71	54	16	105,312	82	70	28
Not Economically Disadvantaged	118,881	88	79	43	111,279	94	89	60
Migrant	135	64	48	7	85	81	71	25
Not Migrant	247,012	79	66	29	216,506	88	80	44

Regents Examination Results (2013 - 14)

Results by Student Group	Living Environment			Physical Setting/Earth Science				
	Total Tested	Percent of students scoring at or above			Total Tested	Percent of students scoring at or above		
		55	65	85		55	65	85
All Students	241,638	90	78	32	154,178	85	72	33
General Education	203,619	93	84	37	136,455	88	76	36
Students with Disabilities	38,019	71	48	7	17,723	61	41	8
American Indian or Alaska Native	1,348	89	75	22	824	76	60	21
Asian or Native Hawaiian/Other Pacific Islander	21,952	92	85	47	12,395	89	79	45
Black or African American	50,754	83	63	11	23,568	67	47	10
Hispanic or Latino	59,934	84	66	14	29,415	74	55	15
White	104,916	96	91	49	86,324	92	83	44
Multiracial	2,734	95	87	39	1,652	88	75	33
Female	121,400	91	79	32	78,643	84	71	31
Male	120,238	89	78	32	75,535	85	73	35
English Proficient	220,713	92	82	35	147,864	86	74	34
Limited English Proficient	20,925	65	42	4	6,314	52	33	7
Economically Disadvantaged	129,494	85	69	17	65,981	75	57	17
Not Economically Disadvantaged	112,144	95	89	49	88,197	92	83	45
Migrant	125	82	58	14	84	71	57	15
Not Migrant	241,513	90	78	32	154,094	85	72	33

Regents Examination Results (2013 - 14)

Results by Student Group	Physical Setting/Chemistry			Physical Setting/Physics				
	Total Tested	Percent of students scoring at or above			Total Tested	Percent of students scoring at or above		
		55	65	85		55	65	85
All Students	104,603	91	73	21	51,288	91	81	37
General Education	101,414	91	74	21	50,542	91	81	37
Students with Disabilities	3,189	74	50	8	746	77	64	25
American Indian or Alaska Native	360	85	57	11	153	91	78	24
Asian or Native Hawaiian/Other Pacific Islander	13,532	94	80	31	8,809	93	85	44
Black or African American	11,699	76	48	6	4,042	74	57	14
Hispanic or Latino	14,830	79	52	8	5,143	81	66	19
White	63,087	95	81	24	32,779	94	86	41
Multiracial	1,095	93	77	25	362	92	85	38
Female	55,568	90	72	20	24,741	90	80	33
Male	49,035	91	74	22	26,547	92	83	41
English Proficient	103,031	91	74	21	50,858	91	81	37
Limited English Proficient	1,572	64	40	8	430	77	64	24
Economically Disadvantaged	34,524	82	58	11	14,082	84	70	25
Not Economically Disadvantaged	70,079	95	81	25	37,206	94	85	41
Migrant	14	93	50	0	7	100	57	14
Not Migrant	104,589	91	73	21	51,281	91	81	37

Glossary of Terms - Report Cards Data

Alternative High School Equivalency Preparation Program (AHSEPP)	A program of preparation for the High School Equivalency Examination for students 16 to 19 years old as described in Section 100.7(h) of the Regulations of the Commissioner of Education. The number of enrolled students used as the denominator for determining the percentage of students who entered an AHSEPP is the number of students in grades 9-12 and ungraded secondary-level students age 14 or older.
Attendance Rate	Annual Attendance Rate is determined by dividing the school's (or district's) total actual attendance by the total possible attendance for a school year. A school's (or district's) actual attendance is the sum of the number of students in attendance on each day the school (or district's schools) was open during the school year. Possible attendance is the sum of the number of enrolled students who should have been in attendance on each day the school (or schools) was open during the school year. The state's Annual Attendance Rate is a weighted average of all district-level attendance rates. Attendance data are lagged a year because data for the reporting year are reported in October following the close of that reporting year.
Average Class Size	Average Class Size is the total registration in specified classes divided by the number of those classes with registration. Common Branch refers to self-contained classes in Grades 1-6.
Completers	Completers are students with a local diploma with or without Regents endorsement or with an Individualized Education Diploma (IEP).
Core Classes	Core Classes are primarily K-6 common branch, English, mathematics, science, social studies, art, music, and foreign languages.
Disability Status	Students with disabilities are those who have been identified as such by the Committee on Special Education and are receiving services under the Individuals with Disabilities Education Act (IDEA). Students with disabilities include those having an intellectual disability; hearing impairment, including deafness; speech or language impairment; visual impairment, including blindness; serious emotional disturbance; orthopedic impairment; autism; traumatic brain injury; developmental delay; other health impairment; specific learning disability; deaf-blindness; or multiple disabilities and who, by reason thereof, receive special education and related services under the IDEA according to an Individualized Education Program (IEP), Individualized Family Service Plan (IFSP), or a services plan.
Dropouts	Dropouts are students in grades 7-12 and ungraded secondary students whose last enrollment record indicated they dropped out of school. The number of enrolled students used as the denominator for determining the percentage of students who dropped out is the number of students in grades 9-12 and ungraded secondary-level students age 14 or older.
Economically Disadvantaged	Economically disadvantaged students are those who participate in, or whose family participates in, economic assistance programs, such as the free or reduced-price lunch programs, Social Security Insurance (SSI), Food Stamps, Foster Care, Refugee Assistance (cash or medical assistance), Earned Income Tax Credit (EITC), Home Energy Assistance Program (HEAP), Safety Net Assistance (SNA), Bureau of Indian Affairs (BIA), or Family Assistance: Temporary Assistance for Needy Families (TANF). If one student in a family is identified as low income, all students from that household (economic unit) may be identified as low income.
Free and Reduced-Price Lunch (FRPL)	Eligible for Free Lunch and Eligible for Reduced-Price Lunch percentages are determined by dividing the number of approved lunch applicants by the Basic Educational Data System (BEDS) enrollment in full-day Kindergarten through Grade 12.
Gender	Gender of the student being reported, as identified by the parent/guardian.
Grade Level	Instructional level for the student, as determined by the school district. Pre-Kindergarten counts include half- and full-day students. Students classified by districts as "pre-first" are included in first grade counts.

Ungraded students are those assigned to a class that is not organized on the basis of grade grouping and has no standard grade designation. This includes both regular and special classes that have no grade designations. Such a class may contain students of different ages who are identified according to level of performance in one or more areas of instruction, rather than according to grade level or age level. The definition of 'Ungraded' does not include out-of-school youth, preschoolers, or children who are not yet school age. Ungraded Elementary includes ungraded students who are age equivalent to students in Kindergarten through 6th grade. Ungraded Secondary includes ungraded students who are age equivalent to students in 7th through 12th grade.

Graduates

Graduates include students who received a local diploma or a local diploma with Regents endorsement (Regents diploma). All students who received a Regents diploma (with or without Advanced Designation or CTE Endorsement) are included in the number of students with Regents diploma.

High School Completers

High school completers are Graduates plus students who received an Individualized Education Diploma (IEP).

Highly Qualified Teachers

To be Highly Qualified, a teacher must have at least a Bachelor's degree, be certified to teach in the subject area or otherwise in accordance with State standards, and show subject matter competency.

In public schools, a teacher who taught one class outside of the certification area(s) is counted as Highly Qualified provided that 1) the teacher had been determined by the school or district through the HOUSSE process or other state-accepted methods to have demonstrated acceptable subject knowledge and teaching skills and 2) the class in question was not the sole assignment reported. Credit for incidental teaching does not extend beyond a single assignment. Independent of Highly Qualified Teacher status, any assignment for which a teacher did not hold a valid certificate still registers as teaching out of certification.

In charter schools, a teacher is counted as Highly Qualified if the teacher has at least a Bachelor's degree, is certified to teach, and shows subject matter competency. Enabling legislation considers charter school teachers to be certified if they hold any valid teaching certificate. Enabling legislation also permits up to 30 percent (with a maximum of five) of charter school teachers to be without certification and to be considered Highly Qualified if they meet all remaining criteria.

High-poverty and low-poverty schools used for highly qualified teacher categorization are those schools in the upper and lower quartiles, respectively, for percentage of students eligible for a free or reduced-price lunch.

Limited English Proficiency

Limited English proficient students are those who, by reason of foreign birth or ancestry, speak a language other than English and (1) either understand and speak little or no English or (2) score below a State-designated level of proficiency on the Language Assessment Battery-Revised (LAB-R) for initial identification or are identified as such using the New York State Identification Test for English Language Learners (NYSITELL) or, for subsequent years, score below a State-designated level of proficiency on the New York State English as a Second Language Achievement Test (NYSESLAT).

National Assessment of Educational Progress (NAEP)

The National Assessment of Educational Progress (NAEP), developed in 1969, is a nationally representative assessment of the performance of United States' students in mathematics, reading, science, writing, the arts, civics, economics, geography, and U.S. history. The NAEP assessment is administered to a sampling of schools across New York State. Teachers, principals, parents, policymakers, and researchers use NAEP results to assess progress and develop ways to improve education in the United States. As part of a federal requirement, NYSED is publishing these statewide results on NAEP. There are no consequences for schools, teachers, or students based on NAEP results. For more information about NAEP, see the National Center for Education Statistics web site at <http://nces.ed.gov/nationsreportcard/>.

New York State Alternate Assessment (NYSAA)

The New York State Alternate Assessments are administered in English language arts (ELA) and mathematics to ungraded students with severe cognitive disabilities whose ages are equivalent to graded students in grades 3 through 8 and secondary level. They are administered in science to students with

disabilities age equivalent to graded students in grades 4, 8, and secondary level. And they are administered in social studies at the secondary level only. Students identified by their district's Committee on Special Education as eligible to take the New York State Alternate Assessment (NYSAA) may use this assessment to fulfill the participation and performance criteria for elementary/middle- and secondary-level English language arts and mathematics and elementary/middle-level science for accountability.

New York State English as a Second Language Achievement Test (NYSESLAT)

The New York State English as a Second Language Achievement Tests are administered in grades K through 12 to limited English proficient students.

New York State Testing Program (NYSTP)

The New York State Testing Program (NYSTP) assessments are administered annually in English language arts (ELA) and mathematics in grades 3 through 8.

Non-completers

Non-completers is the sum of dropouts and students who entered an Alternative High School Equivalency Preparation Program (AHSEPP). The number of enrolled students used as the denominator for determining the percentage of noncompleters is the number of students in grades 9-12 and ungraded secondary-level students age 14 or older.

Out of Certification

The Percent with No Valid Teaching Certificate is the percent of teachers without a valid teaching certificate.

The Percent Teaching out of Certification is the percent teaching out of certification on more than an incidental basis (more than one assignment).

The Percent Taught by Teachers Without Appropriate Certification is the percent of all teachers teaching one or more assignments outside of certification.

Performance Levels

Descriptors of performance levels for the Grades 3-8 New York State Testing Program Assessments in English language arts (ELA) and Mathematics are available at <http://www.p12.nysed.gov/irs/ela-math/> in the "Scale Score to Performance Level Conversion Charts" section.

Descriptors of performance levels for Grades 4 and 8 Science Tests are available in the Rating Guides at <http://www.p12.nysed.gov/assessment/science/science-ei.html>.

Race/Ethnicity

Race or races with which the student primarily identifies as indicated by the student or the parent/guardian.

- **American Indian or Alaska Native:** A person having origins in any of the original peoples of North and South America (including Central America) and who maintains cultural identification through tribal affiliation or community recognition.
- **Asian:** A person having origins in any of the original peoples of the Far East, Southeast Asia, or the Indian subcontinent, including Cambodia, China, India, Japan, Korea, Malaysia, Pakistan, the Philippine Islands, Thailand, and Vietnam.
- **Black or African American:** A person having origins in any of the black racial groups of Africa.
- **Hispanic or Latino:** A person of Mexican, Puerto Rican, Cuban, Central or South American, or other Spanish culture or origin, regardless of race.
- **Native Hawaiian/Other Pacific Islander:** A person having origins in any of the original peoples of Hawaii, Guam, Samoa, or other Pacific Islands.
- **White:** A person having origins in any of the original peoples of Europe, North Africa, or the Middle East.

Recently Arrived LEP Students

Recently arrived LEP students are limited English proficient (LEP) students (including those from Puerto Rico) who on April 1 of the reporting year will have been attending school in the United States for less than one year. These students may use the New York State English as a Second Language Achievement Test (NYSESLAT) in lieu of the 3-8 New York State Testing Program (NYSTP) in English language arts (ELA) to

meet the participation requirement for making Adequate Yearly Progress in elementary/middle-level ELA for institutional accountability purposes.

Regents Competency Tests

Annual Regents Competency Test (RCT) results include those from August, January, and June of the reporting year. If a student takes the same RCT multiple times during the reporting year, only the highest score is included in the annual results.

Regents Examinations

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 the annual results.

Staff Counts

Principals and assistant principals include full- and part-time. Other professional staff include administrators, guidance counselors, school nurses, psychologists, and other professionals who devote more than half of their time to non-teaching duties. Paraprofessionals include full- and part-time supplementary school personnel.

Suspensions

Student Suspension rate is determined by dividing the number of students who were suspended from school (not including in-school suspensions) for one full day or longer anytime during the school year by the Basic Educational Data System (BEDS) day enrollments for that school year. A student is counted only once, regardless of whether the student was suspended one or more times during the school year. Suspension data are lagged a year because data for the reporting year are reported in October following the close of that reporting year.

Teacher Turnover Rate

Teacher Turnover Rate for a specified school year is the number of teachers in that school year who were not teaching in the following school year divided by the number of teachers in the specified school year, expressed as a percentage. Teachers who in year one were reported as providing instruction in one building, but in year two were reported under the district code or another building within the same district are included in the turnover rate.

Total Cohort

A secondary-level total cohort consists of all students who first entered grade 9 anywhere or, in the case of ungraded students with disabilities, reached their seventeenth birthday in a particular year. For more detailed information on cohort definitions, see the [SIRS Manual](#).