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Office of P-12 Education

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September 18, 2017

Mr. Jason Botel
Acting Assistant Secretary and Principal Deputy Assistant
Secretary for Elementary and Secondary Education and
Office of Elementary and Secondary Education
400 Maryland Ave., SW
Washington, DC 20202

RE: Request for a Waiver of Statutory Requirements of the Elementary and Secondary Education Act (ESEA)

Dear Acting Assistant Secretary Botel:

Section 8401 of the Elementary and Secondary Education Act (ESEA), as amended by the Every Student Succeeds Act (ESSA) (hereafter referred to as ESEA/ESSA), provides authority to the Secretary of the United States Department of Education (USDE) to waive certain statutory and regulatory requirements at the request of a State Educational Agency. By way of this letter, the New York State Education Department (NYSED or “the Department”) is formally requesting a waiver of two statutory requirements of Title I, Part A of ESEA/ESSA. The Department is requesting a waiver of the identified sections for a period of four years, beginning with the 2017-2018 school year. Below is a detailed plan that addresses each requirement in Section 8401(b)(1) of ESEA/ESSA:

A. Identify the Federal programs affected by the requested waiver.

Title I, Part A of ESEA/ESSA.

B. Describe which Federal statutory or regulatory requirements are to be waived.

As directed by the New York State Board of Regents, the Department is seeking waivers for the following statutory requirements:

1. ESEA/ESSA Section 1111(b)(1)(B)(ii): “Except as provided in subparagraph (E), the standards required by subparagraph (A) shall—with respect to academic achievement standards, include the same knowledge, skills, and levels of achievement expected of all public school students in the State.”
2. ESEA/ESSA Section 1111(b)(2)(B)(i)(I): “The assessments under subparagraph (A) shall—(i) except as provided in subparagraph (D), be—(I) the same academic assessments used to measure the achievement of all public elementary school and secondary school students in the State.”

The purpose of these waivers will be to allow the Department to do the following:

- For students enrolled in Grade 7¹ who take a high school level Regents examination in mathematics in lieu of the Grade 7 Mathematics test:
 - Use their results on this examination when making participation and accountability determinations at the middle level;
 - Provide full credit on the state’s annual accountability system for student results at a performance level of 2 on a Regents Examination in mathematics when determining Performance Indices at the middle level for mathematics;
 - Provide additional credit on the state’s annual accountability system for student results at a performance level of 3 or 4 on a Regents Examination in mathematics when determining Performance Indices at the middle level for mathematics;
 - Count their participation in the Regents examination in mathematics when determining whether a school or district has met the 95 percent participation requirement in mathematics at the middle level;
 - Require these students to take a more advanced Regents Examination in mathematics at the secondary level to fulfill the participation and performance criteria for secondary-level accountability.
- For students enrolled in Grade 7 who take both a Regents Examination in mathematics and the Grade 7 Mathematics test:
 - Use their results on the Grade 7 Mathematics test when determining the Performance Index in middle-level mathematics in the state’s annual accountability system.
- For students enrolled in Grade 8² who take a high school level Regents examination in science in lieu of the Grade 8 Intermediate-Level Science test:
 - Use their results on this examination when making participation and accountability determinations at the middle level:
 - Provide full credit on the state’s annual accountability system for student results at a performance level of 2 on a Regents Examination in science when determining Performance Indices at the middle level for science;
 - Provide additional credit on the state’s annual accountability system for student results at a performance level of 3 or 4 on a Regents Examination in science when determining Performance Indices at the middle level for science;
 - Count their participation in the Regents examination when determining whether a school or district has met the 95 percent participation requirement in science at the middle level;
 - Require these students to take a more advanced Regents Examination in science at the secondary level to fulfill the participation and performance criteria for secondary-level accountability.
- For students enrolled in Grade 8 who take both a Regents Examination in science and the Grade 8 Intermediate-Level Science test:
 - Use their results on the Grade 8 Intermediate-Level Science test used when determining the Performance Index in middle-level science in the state’s annual accountability system.

¹ Or with the permission of the Commissioner other exceptionally advanced middle school students who take Regents examinations in math.

² Or with the permission of the Commissioner other exceptionally advanced middle school students who take Regents examinations in science.

Rationale for Waiver Request

Prior to the receipt of NYS' previously held ESEA flexibility waiver, Grade 7 students enrolled in advanced mathematics courses were required to take the NYS Grade 7 Mathematics Test for institutional accountability purposes and also a Regents Examination affiliated with their high school level mathematics course to receive credit towards a high school diploma, and Grade 8 students enrolled in a high school science course were required to take the NYS Grade 8 Intermediate-Level Science Test for institutional accountability purposes and the Regents Examination affiliated with their high school level course to receive credit towards a high school diploma. This rule placed an undue burden upon the students enrolled in these advanced courses as it not only imposed the difficulty of double testing upon these students but it also required these students to prepare for an exam that did not align to the mathematics or science course they took in that year. Likewise, the rule burdened the schools in which these students were enrolled by requiring them to provide additional instruction outside of these students' enrolled courses to help them prepare for the additional assessments. This waiver is necessary to reduce this burden upon NYS' high achieving students and schools.

The requested waiver of statutory requirements related to middle school students enrolled in high school mathematics and/or science courses will allow NYSED to more accurately measure these students' achievement levels in these subjects and to more accurately measure proficiency and growth for these schools in the state's annual accountability system.

The Department appreciates that ESEA/ESSA addresses this double testing issue for students enrolled in Grade 8 who take advanced mathematics courses, and acknowledges USDE's interest in not creating regulations that expand this flexibility beyond what is specified in law. NYSED also acknowledges that in the Analysis of Comments and Changes section of the preamble to the *Title I—Improving the Academic Achievement of the Disadvantaged—Academic Assessments Final Regulations*, USDE indicates that “[a] State may request a waiver to extend this flexibility [in § 200.5(b) for middle school mathematics be expanded beyond eighth graders taking advanced mathematics courses] to other grades or subjects if the State meets the requirements in section 8401 of the ESEA” (CFR, Vol. 81, No. 236, p88903).

C. Describe how the waiving of such requirements will advance student academic achievement.

Waiving the same levels of achievement and same assessments provisions of ESEA/ESSA Section 1111(b)(1)(B)(ii) and 1111(b)(2)(B)(i)(I) will allow NYSED to better support academic achievement for impacted students by providing the following:

Elimination of Double Testing Burden for High Achieving Students:

This waiver will result in a continuation of the following Regulations of the Commissioner of Education:

- Section 100.18(14)(v)(a) which states “[f]or students who attend grade 7 or 8 and take a Regents examination in mathematics in the 2013-2014 through the 2018-2019 school years, but do not take the grade 7 or 8 mathematics assessment, participation and accountability determinations for the school in which the student attends grade 7 or 8 shall be based upon such student's performance on the Regents examination in mathematics;” and
- Section 100.18(14)(v)(c)(1) which states “[f]or students who, while attending grade 8, take a Regents examination in science but do not take the grade 8 science intermediate assessment, participation and accountability determinations for the school in which such student attends grade 8 shall be based upon such student's performance on the Regents examination in science.”

Additional subsections of these regulations include provisions that allow for students enrolled in these classes to take both the grade-level assessments and the Regents Exam associated with their enrolled courses. These subsections provide schools the ability to determine through coursework whether a student is sufficiently high achieving to be measured by one advanced test, and as a result to reduce the testing burden for those students who will most benefit from the ability to focus exclusively on advanced studies.

In rare cases, it may be possible for schools to make such a determination for exceptionally advanced students enrolled in Grade 6 or Grade 7 who take a high school mathematics or science course affiliated with a Regents examination. In these cases, a district may petition the Commissioner to extend the allowance of this waiver to those students on an individual basis.

Encouraging offering of advanced coursework to middle school students:

New York State received allowance to waive the requirements being requested here as part of NYSED's ESEA Flexibility Waiver beginning in the 2014 school year. Before the approval of that waiver, many districts and schools within the state were reluctant to devote resources to providing high school coursework to middle school students as those districts and schools knew that the only results for which the middle school would be accountable for were the grade-level assessments and preparing students to take both the grade level assessment and the Regents examination might result in lower results on the grade level assessment than would be the case if students were being prepared only for that examination. Consequently, some districts were limiting participation in advanced coursework to those students who would be able to perform at high levels on both assessments, rather than students who would be able to pass a Regents examination if they could concentrate their efforts on that assessment. After gaining the ability to apply results from Regents examinations towards middle-level accountability through the ESEA Flexibility Waiver, all districts and schools across the state were encouraged to develop new and additional pathways to include more middle school students in advanced math and science courses.

The Department believes that continuation of this waiver will support New York's efforts to achieve one of the goal of ESSA, which is to provide middle school students with opportunities to participate in advanced high school coursework. In 2014, 684 NYS students enrolled in Grade 7 took a Regents Examination in mathematics in lieu of the Grade 7 mathematics test, and in 2015 736 NYS students took a Regents Examination in mathematics in lieu of the Grade 7 mathematics test (a 7.6% increase). In 2014, 40,793 NYS students enrolled in Grade 8 took a Regents Examination in science in lieu of the Grade 8 science test, and in 2015, 45,208 NYS students enrolled in Grade 8 took a Regents Examination in science in lieu of the Grade 8 science test (a 10.8% increase). Without a continuation of this waiver, we anticipate this trend would reverse and participation in advanced coursework will decline.

Additionally, this waiver reflects the following Regulations of the Commissioner of Education:

- Section 100.4(e)(2) which states “[e]xcept as otherwise provided in subdivisions (f) and (g) of this section, and except for students who have been admitted to a higher grade without completing the grade at which the assessment is administered, all students shall take the following assessments, provided that testing accommodations may be used as provided for in section 100.2(g) of this Part in accordance with department policy....mathematics assessments shall be administered in grades 7 and 8, provided that, for the 2013-2014 and 2014-2015 school years, students who attend grade 7 or 8 may take a Regents examination in mathematics in lieu of or in addition to the grade 7 or 8 mathematics assessment, in accordance with section 100.18(b)(14) of this Part;” and
- Section 100.4(e)(4) which states “[e]xcept as otherwise provided in subdivisions (f) and (g) of this section, and except for students who have been admitted to a higher grade without

completing the grade at which the assessment is administered, all students shall take the following assessments, provided that testing accommodations may be used as provided for in section 100.2(g) of this Part in accordance with department policy...the science intermediate assessment shall be administered in grade 8; provided that students who attend grade 8 may take a Regents examination in science in lieu of or in addition to the grade 8 science intermediate assessment, in accordance with this section and section 100.18(b)(14) of this Part.”

D. Describe the methods the State educational agency, local educational agency, school, or Indian tribe will use to monitor and regularly evaluate the effectiveness of the implementation of the plan.

Should the waiver be granted, the Department will follow the same procedures for Grade 7 students in advanced mathematics and Grade 8 students in advanced science as those that are used to determine participation and performance for Grade 8 students in advanced mathematics coursework and assessment. These procedures are described in the New York State Regulations of the Commissioner of Education Section 100.4.(d)(3)(i), which state that each district’s “superintendent, or his or her designee, shall determine whether a student has demonstrated readiness in each subject in which he or she asks to begin high school courses.” The regulation continues in Section 100.4(e)(2) to state that “students who attend Grade 7 or 8 may take a Regents examination in mathematics in lieu of or in addition to the Grade 7 or 8 mathematics assessment” and in Section 100.4(e)(4) to state that “students who attend grade 8 may take a Regents Examination in science in lieu of or in addition to the grade 8 science intermediate assessment.” Attachment A provides the full text of these sections of the Regulations of the Commissioner.

Like the determination of whether advanced coursework is appropriate for each potential student, the determination of which assessment is appropriate for those Grade 7 and Grade 8 students enrolled in an advanced course is, and will continue to be, made by local educational agencies with the intent of identifying the most appropriate assessments to the students’ achievement levels. The affected students will be required to take a more advanced Regents Examination at the secondary level as stipulated in the Regulations of the Commissioner of Education Section 100.18(b)(14)(v)(a) which states that “[p]articipation and accountability determinations for the high school in which such student [who applies a Regents Exam to middle level participation and accountability] later enrolls shall be based upon such student’s performance on mathematics assessments taken after the student first enters grade 9.” Attachment B provides the full text of this section of the Regulations of the Commissioner.

E. Include only information directly related to the waiver request.

NYSED annually collects data for Grade 7 students who take a Regents Examination in mathematics for accountability purposes as well as credit towards a high school diploma, Grade 7 students who take the Grade 7 Mathematics test for accountability purposes and also a Regents Examination in mathematics for credit towards a high school diploma, Grade 8 students who take a Regents Examination in science for accountability purposes as well as credit towards a high school diploma, and Grade 8 students who take the Grade 8 Intermediate-Level Science Test for accountability purposes and also take a Regents Examination in science for credit towards a high school diploma. Attachment C provides historical data regarding the number of Grade 7 students, by subgroup, who have taken a Regents Examination in mathematics in lieu of the Grade 7 Mathematics test since the approval of NYSED’s previously held ESEA flexibility waiver. Attachment D provides historical data regarding the number of Grade 8 students, by subgroup, who have taken a Regents Examination in science in lieu of the Grade 8 Intermediate-Level Science Test since the approval of NYSED’s previously held ESEA flexibility waiver.

ADD RESULTS OF PUBLIC COMMENTS HERE

F. Describe how schools will continue to provide assistance to the same populations served by programs for which waivers are requested and, if the waiver relates to provisions of subsections (b) or (h) of section 1111, describe how the State educational agency, local educational agency, school, or Indian tribe will maintain or improve transparency in reporting to parents and the public on student achievement and school performance, including the achievement of the subgroups of students identified in section 1111(b)(2)(B)(xi).

NYSED will continue to collect and monitor student data to ensure that this waiver request will not negatively impact the participation rate for subgroups for the NYS Grade 7 Mathematics Test, the Regents Examinations in mathematics, the NYS Grade 8 Intermediate-Level Science Test, or the Regents Examinations in science, and to ensure that effective decisions are being made to apply the allowance to those students who will benefit from it the most. As of 2015, accountability reports in the New York school report cards report combined proficiency data for students who took the grade-level assessments and students who took the advanced assessment in lieu of the grade-level assessment. Under this waiver, New York will continue to report these data.

Upon issuance of the waiver by the USDE, the Department will prepare for consideration by the Board of Regents such amendments to Commissioner's Regulations as may be necessary to implement the waiver. If NYS is granted the requested waiver, it will submit to the USDE in fall 2018 a copy of the amended Commissioner's Regulations.

Please feel free to contact me by phone at (718) 722-2796 or via email at Ira.Schwartz@nysed.gov if you have any questions regarding this waiver request. Thank you for your consideration.

Sincerely,

Ira Schwartz

cc: MaryEllen Elia
Jhone Ebert
Angelica Infante

Attachment A: Commissioner's Regulation Part 100.4(d-e)

d. Grade 8 acceleration for diploma credit.

1. Public school students in grade 8 shall have the opportunity to take high school courses in mathematics and in at least one of the following areas: English, social studies, languages other than English, art, music, career and technical education subjects or science courses.
2. Credit may be awarded for an accelerated course only when at least one of the following conditions has been met:
 - i. accelerated students attend classes in a high school with high school students and pass the course on the same basis as the high school students. Credit is awarded by the high school; or
 - ii. the student passes the course and the associated State proficiency examination or Regents examination, when available. The credit must be accepted as a transfer credit by all registered New York State high schools; or
 - iii. in cases where no appropriate State assessment is available, the student passes a course in the middle, junior high or intermediate school that has been approved for high school credit by the public school district superintendent(s), or his or her designee(s), or the district(s) where the middle, junior high or intermediate school and the high school are located.
3. Such opportunity shall be provided subject to the following conditions:
 - i. The superintendent, or his or her designee, shall determine whether a student has demonstrated readiness in each subject in which he or she asks to begin high school courses in the eighth grade leading to a diploma.
 - ii. A student shall be awarded high school credit for such courses only if such student passes a Regents examination, a second language proficiency examination when available, or a career and technical education proficiency examination, or, if no such examinations are available, a locally developed examination that establishes student performance at a high school level as determined by the principal.
4. Courses taken pursuant to this subdivision may be substituted for the appropriate requirements set forth in subdivision (c) of this section.

e. Required assessments in grades 7 and 8.

Except as otherwise provided in subdivisions (f) and (g) of this section, and except for students who have been admitted to a higher grade without completing the grade at which the assessment is administered, all students shall take the following assessments, provided that testing accommodations may be used as provided for in section 100.2(g) of this Part in accordance with department policy.

1. Beginning with school year 1998-99, the English language arts intermediate assessment shall be administered in grade 8. Beginning with the 2005-2006 school year, English language arts assessments shall be administered in grades 7 and 8.
2. Beginning with the 1998-99 school year, the mathematics intermediate assessment shall be administered in grade 8. Beginning with the 2005-2006 school year, mathematics assessments shall be administered in grades 7 and 8, provided that, for the 2013-2014 and 2014-2015 school years, students who attend grade 7 or 8 may take a Regents examination in mathematics in lieu of or in addition to the grade 7 or 8 mathematics assessment, in accordance with section 100.18(b)(14) of this Part.
3. The program evaluation test in social studies in grade 8, beginning in May 1989. Beginning with the school year 2000-2001 through the 2009-2010 school year, the social studies intermediate assessment shall replace the program evaluation test and shall be administered in grade 8.
4. Beginning with the school year 2000-2001, the science intermediate assessment shall be administered in grade 8; provided that students who attend grade 8 may take a Regents

Examination in science in lieu of or in addition to the grade 8 science intermediate assessment, in accordance with this section and section 100.18(b)(14) of this Part, and provided further that the science intermediate assessment shall not be administered in grade 8 to students who take such assessment in grade 7 and are being considered for placement in an accelerated high school-level science course when they are in grade 8 pursuant to subdivision (d) of this section.

5. Such other assessments as the commissioner determines appropriate.
6. Notwithstanding the provisions of this section, no school district shall make any student promotion or placement decisions based solely or primarily on student performance on the English language arts assessments and the mathematics assessments administered in grades 7 and 8. However, a school district may consider student performance on such assessments provided the school district uses multiple measures in addition to such assessments and that such assessments do not constitute the major factor in such determinations.

Attachment B: Commissioner's Regulation Part 100.18(b)(14)(v)

- a. For students who attend grade 7 or 8 and take a Regents examination in mathematics in the 2013-2014 through the 2018-2019 school years, but do not take the grade 7 or 8 mathematics assessment, participation and accountability determinations for the school in which the student attends grade 7 or 8 shall be based upon such student's performance on the Regents examination in mathematics. Participation and accountability determinations for the high school in which such student later enrolls shall be based upon such student's performance on mathematics assessments taken after the student first enters grade 9. For such students, a score of 65 or above, or a comparable score as approved by the Board of Regents, on a Regents examination in mathematics taken in grade 9 or thereafter will be credited as level 3 for purposes of calculating the high school performance index.
- b. For students who attend grade 7 or 8 and who take both the grade 7 or 8 mathematics assessment and a Regents examination in mathematics during the 2013-2014 through the 2018-2019 school years, participation and accountability determinations for the school such students attend in grade 7 or 8 shall be based upon the student's performance on the grade 7 or 8 mathematics assessment.
- c. Science assessments in grades 7 and 8.
 1. For students who, while attending grade 8, take a Regents examination in science but do not take the grade 8 science intermediate assessment, participation and accountability determinations for the school in which such student attends grade 8 shall be based upon such student's performance on the Regents examination in science.
 2. For students who, while attending grade 8, take both the grade 8 science intermediate assessment and a Regents examination in science, participation and accountability determinations for the school in which such student attends grade 8 shall be based upon such student's performance on the grade 8 science intermediate assessment.
 3. For students who have taken the grade 8 science intermediate assessment when they attended grade 7 and who take a Regents examination in science while attending grade 8, participation and accountability determinations for the school in which such student attends grade 8 shall be based upon such student's performance on the Regents examination in science.
 4. For students who have taken the grade 8 science intermediate assessment when they attended grade 7 and who do not take a Regents examination in science while attending grade 8, participation and accountability determinations for the school in which the student attends grade 8 shall be based upon the student's performance on the grade 8 science intermediate assessment taken in grade 7.

Attachment C: Student Historical Assessment Data—Grade 7 Advanced Mathematics

2014-2015

Group Name	Total Number of Students Tested	Total Number Who Took a Regents Exam in Math in Lieu of a Grade 7 Math Test	% Who Took a Regents Exam in Math in Lieu of a Grade 7 Math Test	Number Who Took a Regents Exam in Math in Lieu of a Grade 7 Math Test and Passed (Level 3/4/5)	% Who Took a Regents Exam in Math in Lieu of a Grade 7 Math Test and Passed (Level 3/4/5)
All Students	146546	684	0.47%	667	97.51%
American Indian or Alaska Native	894	0	0.00%	0	0.00%
Asian or Native Hawaiian/Other Pacific Islander	16497	213	1.29%	213	100.00%
Black or African American	30985	106	0.34%	93	87.74%
Hispanic or Latino	41455	65	0.16%	63	96.92%
Multiracial	1549	6	0.39%	6	100.00%
White	55166	294	0.53%	292	99.32%
Students with Disabilities	24924	4	0.02%	3	75.00%
English Language Learners	12059	0	0.00%	0	0.00%
Economically Disadvantaged	84407	147	0.17%	138	93.88%

2015-2016

Group Name	Total Number of Students Tested	Total Number Who Took a Regents Exam in Math in Lieu of a Grade 7 Math Test	% Who Took a Regents Exam in Math in Lieu of a Grade 7 Math Test	Number Who Took a Regents Exam in Math in Lieu of a Grade 7 Math Test and Passed (Level 3/4/5)	% Who Took a Regents Exam in Math in Lieu of a Grade 7 Math Test and Passed (Level 3/4/5)
All Students	142787	736	0.52%	729	99.05%
American Indian or Alaska Native	1104	10	0.91%	10	100.00%
Asian or Native Hawaiian/Other Pacific Islander	16895	231	1.37%	231	100.00%
Black or African American	29086	102	0.35%	99	97.06%
Hispanic or Latino	40453	59	0.15%	55	93.22%

2015-2016

Group Name	Total Number of Students Tested	Total Number Who Took a Regents Exam in Math in Lieu of a Grade 7 Math Test	% Who Took a Regents Exam in Math in Lieu of a Grade 7 Math Test	Number Who Took a Regents Exam in Math in Lieu of a Grade 7 Math Test and Passed (Level 3/4/5)	% Who Took a Regents Exam in Math in Lieu of a Grade 7 Math Test and Passed (Level 3/4/5)
Multiracial	1875	6	0.32%	6	100.00%
White	53374	328	0.61%	328	100.00%
Students with Disabilities	24356	14	0.06%	13	92.86%
English Language Learners	11333	2	0.02%	2	100.00%
Economically Disadvantaged	82257	161	0.20%	155	96.27%

Attachment D: Student Historical Assessment Data—Grade 8 Advanced Science

2014-2015

Group Name	Total Number of Students Tested	Total Number Who Took a Regents Exam in Science in Lieu of the Grade 8 Science Test	% Who Took a Regents Exam in Science in Lieu of the Grade 8 Science Test	Number Who Took a Regents Exam in Science in Lieu of a Grade 8 Science Test and Passed (Level 3/4/5)	% Who Took a Regents Exam in Science in Lieu of a Grade 8 Science Test and Passed (Level 3/4/5)
All Students	165390	40793	24.66%	38085	93.36%
American Indian or Alaska Native	961	123	12.80%	113	91.87%
Asian or Native Hawaiian/Other Pacific Islander	16608	4906	29.54%	4768	97.19%
Black or African American	31723	4594	14.48%	3680	80.10%
Hispanic or Latino	41322	6075	14.70%	4972	81.84%
Multiracial	1772	458	25.85%	437	95.41%
White	73004	24637	33.75%	24115	97.88%
Students with Disabilities	25166	1650	6.56%	1019	61.76%
English Language Learners	10843	398	3.67%	131	32.91%
Economically Disadvantaged	87557	12143	13.87%	10217	84.14%

2015-2016

Group Name	Total Number of Students Tested	Total Number Who Took a Regents Exam in Science in Lieu of the Grade 8 Science Test	% Who Took a Regents Exam in Science in Lieu of the Grade 8 Science Test	Number Who Took a Regents Exam in Science in Lieu of a Grade 8 Science Test and Passed (Level 3/4/5)	% Who Took a Regents Exam in Science in Lieu of a Grade 8 Science Test and Passed (Level 3/4/5)
All Students	160381	45208	28.19%	41790	92.44%
American Indian or Alaska Native	1028	160	15.56%	139	86.88%
Asian or Native Hawaiian/Other Pacific Islander	16882	5997	35.52%	5800	96.72%
Black or African American	29963	5408	18.05%	4143	76.61%
Hispanic or Latino	40606	7199	17.73%	5826	80.93%
Multiracial	1892	558	29.49%	535	95.88%

2015-2016

Group Name	Total Number of Students Tested	Total Number Who Took a Regents Exam in Science in Lieu of the Grade 8 Science Test	% Who Took a Regents Exam in Science in Lieu of the Grade 8 Science Test	Number Who Took a Regents Exam in Science in Lieu of a Grade 8 Science Test and Passed (Level 3/4/5)	% Who Took a Regents Exam in Science in Lieu of a Grade 8 Science Test and Passed (Level 3/4/5)
White	70010	25886	36.97%	25347	97.92%
Students with Disabilities	24301	2193	9.02%	1340	61.10%
English Language Learners	10953	555	5.07%	168	30.27%
Economically Disadvantaged	84934	14366	16.91%	11907	82.88%