Data Analysis and Evaluation of McGraw-Hill's *Inspire*

***Science* Program in New York City Schools**

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Executive Summary

Beginning with the 2018-19 school year, two of New York City's five boroughs have adopted McGraw-Hill's *Inspire Science* curriculum for middle school science instruction. In 2019, the Auburn Center for Evaluation (ACE) was asked to analyze science test data from the State of New York's Regents Examinations for students served by the program to answer the main evaluation question: *"To what extent is the utilization of McGraw-Hill's Inspire Science middle school science curriculum associated with differences in end-of-course Regents Examinations?"*

To answer that question, a number of statistical analyses were employed matching New York City public schools who did not use *Inspire Science* and those who did. The results suggest that students who participated in *Inspire Science* produced better results on the Regents Examination most commonly taken by eighth grade students in New York City.

Key Findings

1. Overall, students enrolled in schools using the McGraw-Hill curriculum earned mean scores that were five points higher on the Living Environment Regents Examination than demographically matched peers. Students using the McGraw-Hill curriculum were also more likely to earn scores of 65 or above, as well as scores of 80 or above on the Living Environment assessment.

2. Students enrolled in schools using the McGraw-Hill curriculum earned mean scores that were statistically lower than matched peers on the Physical Settings/Earth Science Regents Examination. Students in the matched comparison group were also more likely to earn scores of 65 or above, as well as scores of 80 or above on the Physical

Settings/Earth Science assessment. However, low sample sizes and group membership could possibly explain this finding.

3. Findings were consistent for both male and female students regarding their performance on both end-of-course assessments. Overall, both male and female students using the McGraw-Hill curriculum performed statistically better on the Living Environment Regents Examination; both male and female students in the matched comparison group performed statistically better on the Physical Settings/Earth Science Regents Examination.

Limitations of the Evaluation

1. Data for the evaluation were completely dependent on the quality and quantity of information collected and reported by the New York City Department of Education (NYCDOE) and McGraw-Hill.

2. Publicly available data from NYCDOE does not report data for cells with 10 students of fewer; this limits the ability to run analyses for some subpopulations of interest.

3. Transience or mobility of the student population in participating in schools is a concern. Comparisons made in the evaluation are based on the assumption that children in participating schools received the "treatment" of the *Inspire Science* program, but a more extensive per-pupil analysis of student exposure to *Inspire Science* and student mobility is necessary to fully understand this factor.

4. Intermediate and long-term shifts in knowledge, attitudes, perceptions, and achievements in science may not have resulted from the *Inspire Science* curriculum alone. Many schools in New York City have multiple federal, state, and local initiatives in effect at the same time. Since many of these initiatives are aimed at providing increased academic achievement, they may or may not have had an impact on test scores.

5. Interpretations based on statistical significance alone should be made with caution.

Data and Method

This evaluation sought to answer the single evaluation question: *To what extent is the utilization of McGraw-Hill's Inspire Science curriculum associated with differences in New York Regents Examination scores?* Students enrolled in public schools in two of the city's five boroughs began utilizing the *Inspire Science* curriculum beginning in the 2018-19 school year. Schools in the other three boroughs employed a different curriculum. During the 2018-19 school year, 1,841 public schools were in operation in New York City, and they diverged widely along a number of variables. If one were to compare student outcomes at the borough-level, any differences found in between boroughs could potentially be better explained by other variables, especially those related to student poverty. Thus, a matching approach was employed to create a comparison group of schools similar to those with which McGraw-Hill partners.

Data Sources and Matching Process

To address the evaluation question, two sets of publicly available data were obtained from New York City's Open Data (NYCOD) website – one which contains school-level Regents exam data from 2014-15 to 2018-19 (the year of interest in this evaluation) and one that included enrollment and demographic data for each school in the city during the 2018-19 school year. The state of New York administers the New York State Assessment in Science to fourth and eighth-grade students annually. Since *Inspire Science* is a middle school science curriculum, only eighth-grade assessment scores were analyzed. Students who have completed all of the Intermediate-Level Science Core Curriculum can have their eighth-grade Assessment in Science test requirement waived at the discretion of school building administrators. Students receiving this waiver are then eligible to take a New York Regents Examination instead. In the state of New York, students are required to earn passing scores on Regents Examinations in English,

mathematics, science, and social studies in order to be eligible to earn a high school diploma (University of the State of New York, 2019).

All data analyses were conducted using State version 15. School-level demographic data were obtained and used to create a matched comparison group with which to compare the schools utilizing the *Inspire Science* curriculum. Matching approaches are used as part of an effort to control for the influence of other variables on the variables of interest. In the case of this evaluation, it was of interest to learn if eighth-grade Regents Examination scores were different in schools that used McGraw-Hill's curriculum and those that did not. Schools were matched on four variables – total enrollment, percentage of students classified as economically disadvantaged, percentage of students classified as English language learners, and percentage of students classified as having a disability. Each of the four variables included in the matching process has been demonstrated to adversely impact standardized test scores (DeMatthews & Knight, 2019; Koretz, 2008; Schneider, 2017; Tavassolie & Winsler, 2019). A coarsened exact matching approach was employed. Coarsened exact matching was appropriate for this task as it created a balance between the treatment and matched groups along relevant variables (Blackwell, Iacus, King, & Porro, 2009). As independent public schools, charter schools are entitled to make curriculum decisions that are independent of a school district (Miron, 2017). For example, a charter school located in the Bronx would be free to select *Inspire Science* as their middle school science curriculum; however, it would also have the latitude to select a different curriculum. Given this fact, charter schools were removed from the data set prior to matching. Schools enrolling students in grade 8 as well as students in grades 9 through 12 were also removed prior to the matching process. Given the nature of the publicly available data, including these schools

would have meant potentially including the scores of students in high school grades and would have threatened the validity of this evaluation's findings.

The matching process yielded 66 schools in the treatment group and 66 schools in the matched comparison group. See Appendices A and B for a list of matched treatment and comparison schools. After the matching process was complete, four one-way analysis of variance (ANOVA) tests were conducted to compare the treatment schools with the matched comparison schools on the four variables used in the matching process. The analyses indicated that the treatment and matched schools were statistically demographically similar. Table 1 compares the treatment and matched schools along these four variables.

Table 1.
Comparison of Treatment and Matched Schools

	Treatment	Matched
Enrollment	553.23	543.03
Economic Disadvantage	85.52%	84.52%
Special Education	26.41%	25.96%
English language learners	15.83%	16.02%

Student eligibility for waivers to take the Regents Examinations are made at the school level, and not all schools have students who take the high school assessments. From the 132 schools identified in the matching process, a total 77 enrolled students took a science Regents Examination during the 2018-19 school year. Thirty-three treatment schools and 40 matched comparison schools enrolled students who took a science Regents Examination. Four additional tests were conducted to compare the tested schools to learn if demographic differences existed between matched tested treatment and comparison schools. Table 2 compares the tested schools.

Table 2.
Comparison of Tested Treatment and Matched Schools

	Treatment	Matched
Enrollment	629.18	651.25
Economic Disadvantage	84.92%	82.83%
Special Education	23.50%	21.70%
English language learners	15.24%	14.85%

Overall, the tested schools were likely to have a larger enrollment than the pool of 132 matched schools. ANOVA findings indicate that no statistically significant demographic differences existed between the tested treatment and comparison schools. The comparison group had fewer economically disadvantaged students, students receiving special education services, and English language learners than the treatment group. Though these differences are not statistically significant, they possibly minimally underestimate the impact of the *Inspire Science* curriculum in the analyses presented on the following pages. Individual level data were simulated for analyses.

Every Students Succeeds Act

This evaluation made every effort to follow the Every Student Succeeds Act's (ESSA) recommendations for evidence-based approaches. Their guidance includes four tiers: (1) strong evidence; (2) moderate evidence; (3) promising evidence; and (4) demonstrates a rationale. This study does not meet the requirements for Tier 1; the evaluation was conducted ex post facto and random assignment was not possible. Ethical considerations would render a true experimental design with random assignment difficult as well for this type of large-scale evaluation.

This work was designed to meet the requirements for Tier 2, demonstrating *moderate evidence* for the claims made in this evaluation. ESSA's guidance suggests that Tier 2 studies should:

1. Show a statistically significant and positive effect of the intervention on a student outcome or other relevant outcome

2. Not be overridden by statistically significant and negative evidence on that intervention from other findings in studies that meet WWC Evidence Standards with or without reservations or are the equivalent quality for making causal inferences

3. Have a large sample and a multi-site sample

4. Have a sample that overlaps with populations or settings proposed to receive the intervention

This study follows a quasi-experimental design, comparing the students in the schools that received the intervention with a matched comparison group of students in schools that received a different curriculum. The matching process controlled for school-level enrollment, poverty and the proportion of students in each school (1) receiving special education services and (2) classified as English language learners. This study includes a large, multi-site sample drawn from over 1,800 schools, including schools with a range of size and poverty. Statistically significant findings in favor of the treatment schools would allow this work to meet the requirements for Tier 2 evidence.

Findings

There were four science Regents Examinations administered during the 2018-19 school year: (1) Living Environment; (2) Physical Settings/Earth Science; (3) Physical Settings/Chemistry; and (4) Physical Settings/Physics. Students enrolled in the eighth grade took two of these four tests – Living Environment and Physical Settings/Earth Science. Separate analyses were conducted for both of these assessments. For each examination, gender subgroups were also compared.

New York City reports Regents data by race/ethnicity, special education status, and English language learner status. Mean scores, the number of students scoring 65 or better, and the number of students scoring 80 or better were not reported when values were fewer than 10. This represents a best practice for research in terms of protecting the identity of participants. However, for the New York City Regents data, this was the case for at least half of the cells for multiple race/ethnicity groups, students with disabilities, and English language learners. This indicates that in several schools that offered waivers for students to take Regents Examinations as eighth-graders, students of color, students with disabilities, and students for whom English is not their first language took in small numbers. For this evaluation using publicly available school-level data, these analyses were not possible. There were a small number of cells in the overall data and for the gender analyses; however, they represented approximately two percent of the data and thus had a negligible effect on the findings stemming from those analyses (Tabachnick & Fidell, 2003). These cases were removed prior to analysis. Finally, while the city does report economic disadvantage enrollment data, Regents scores are not disaggregated by socioeconomic status.

Living Environment

Student performance on the Living Environment Regents Examination (hereafter, LE Regents Exam) was analyzed three different ways: (1) comparing mean LE Regents Exam scores; (2) comparing the number of students scoring 65 or better on the assessment; and (3) comparing the number of students scoring 80 or better on the assessment. Eighth grade students in the treatment and matched schools were compared by conducting a one-way ANOVA. Gender differences were also explored with additional ANOVAs. Simulated student-level data compared 1,363 treatment school students with 2,615 matched school students in terms of their LE Regents Exam performance. See Appendices C-E for graphs depicting these findings. Overall, students from treatment schools (M = 78.76, SD = 11.02) earned significantly higher scores on the LE Regents Exam than peers in matched comparison schools (M=73.60, SD, 12.92). New York City also reports the number of students who earn a score of 65 or greater. Students enrolled in treatment schools earned a score of 65 (83.35%) more often than peers enrolled at similar matched schools (73.81%). Similarly, students enrolled at treatment schools earned a score of 80 (57.29%) more often than students enrolled at similar schools (47.69%).

LE Regents Exam performance was also explored for gender subgroups. Male students enrolled at treatment schools (M=78.71, SD=11.02) earned significantly higher scores on the assessment than peers enrolled in similar schools (M=74.01, SD=13.36). Male students enrolled in treatment schools (83.29%) also earned a score of 65 or better more often than peers enrolled in matched comparison schools (76.38%). However, students in both groups earned a score of 80 or better at statistically similar rates. Likewise, female students enrolled in treatment schools (M=78.79, SD=11.03) earned significantly higher scores than peers enrolled in similar schools (M=73.21, SD=12.49). Female students in treatment schools (83.40%) earned scores of 65 or

better more often than peers in similar schools (74.70%). Female students in treatment schools

(59.58%) were also more likely to earn scores of 80 or better more often that peers in similar

schools (45.31%). See Tables 3-5 for means, standard deviations, and effect sizes for each of the

analyses.

Table 3.
Living Environment Regents Examination Findings – Mean Score

	M	SD	Cohen's *d*
All Students			
Treatment	78.76	11.02	.43***
Matched	73.60	12.92	
Male			
Treatment	78.71	11.02	.38***
Matched	74.01	13.36	
Female			
Treatment	78.79	11.03	.47***
Matched	73.21	12.49	

Note: *** $p < .001$; ** $p < .01$; * $p < .05$; n/s = not significant

Table 4.
Living Environment Regents Examination Findings – Scoring 65 or better

	M	SD	Cohen's *d*
All Students			
Treatment	83.35%	37.27	.23***
Matched	73.81%	43.97	
Male			
Treatment	83.29%	37.36	.17**
Matched	76.38%	42.49	
Female			
Treatment	83.40%	37.24	.22***
Matched	74.70%	43.49	

Note: *** $p < .001$; ** $p < .01$; * $p < .05$; n/s = not significant

Table 5.
Living Environment Regents Examination Findings – Scoring 80 or better

	M	SD	Cohen's *d*
All Students			
Treatment	57.29%	49.49	.19***
Matched	47.69%	49.95	
Male			
Treatment	55.47%	49.76	n/s
Matched	49.84%	50.02	
Female			
Treatment	59.58%	49.12	.22***
Matched	45.31%	49.80	

Note: *** $p < .001$; ** $p < .01$; * $p < .05$

Physical Settings/Earth Science

Student performance on the Physical Settings/Earth Science Regents Examination (hereafter, ES Regents Exam) was analyzed three different ways: (1) comparing mean LE Regents Exam scores; (2) comparing the number of students scoring 65 or better on the assessment; and (3) comparing the number of students scoring 80 or better on the assessment. Eighth grade students in the treatment and matched schools were compared by conducting a one-way ANOVA. Gender differences were also explored with additional ANOVAs. Simulated student-level data compared 247 treatment school students with 417 matched school students in terms of their ES Regents Exam performance. See Appendices F-H for graphs depicting these findings. Overall, students from treatment schools (M=65.80, SD=13.12) scored significantly lower scores on the ES Regents Exam than peers in matched comparison schools (M=78.77, SD=13.60). Students enrolled in treatment schools (53.44%) earned a score of 65 or more less often than peers enrolled in similar schools (83.37%) did. Students enrolled in treatment scores (29.84%) also earned a score of 80 or greater at lower rates than did peers at matched comparison schools (56.46%).

ES Regents Exam performance was also explored for gender subgroups. Male students enrolled at treatment schools (M=66.12, SD=11.33) earned significantly lower scores on the assessment than peers enrolled in similar schools (M=80.58, SD=13.86). Males enrolled in treatment schools (48.00%) students were less likely to earn a score of 65 or above than peers in matched comparison schools (82.76%). Similarly, male students enrolled in treatment schools (28.81%) were less likely to earn a score of 80 or above than students enrolled in similar schools (58.71%). Results were similar for female students. Female students enrolled in treatment schools scored (M=65.53, SD=15.05) significantly lower on the ES Regents Exam than peers enrolled in similar schools (M=78.08, SD=15.05). Female students enrolled in treatment schools (54.55%) were less likely to earn a score of 65 or better on the assessment than were peers enrolled in matched comparison schools (81.94%). Similarly, students enrolled in matched comparison schools (55.19%) outperformed their peers enrolled in treatment schools (31.82%) when scoring 80 or better. See Tables 6-8 for means, standard deviations, and effect sizes for these analyses.

Table 6.
Physical Settings/Earth Science Regents Examination Findings – Mean Score

	M	SD	Cohen's *d*
All Students			
Treatment	65.80	13.12	.97***
Matched	78.77	13.60	
Male			
Treatment	66.12	11.33	1.14***
Matched	80.58	13.86	
Female			
Treatment	65.53	15.05	.83***
Matched	78.08	15.05	

Note: *** *p* < .001; ** *p* < .01; * *p* < .05; n/s = not significant

Table 7.
Physical Settings/Earth Science Regents Examination Findings – Scoring 65 or better

	M	SD	Cohen's *d*
All Students			
Treatment	53.44%	49.98	.70***
Matched	83.37%	37.28	
Male			
Treatment	48.00%	50.16	.78**
Matched	82.76%	37.90	
Female			
Treatment	54.55%	49.98	.61***
Matched	81.94%	38.55	

Note: *** $p < .001$; ** $p < .01$; * $p < .05$; n/s = not significant

Table 8.
Physical Settings/Earth Science Regents Examination Findings – Scoring 80 or better

	M	SD	Cohen's *d*
All Students			
Treatment	29.84%	45.85	.56***
Matched	56.46%	49.64	
Male			
Treatment	28.81%	45.48	.63***
Matched	58.71%	49.40	
Female			
Treatment	31.82%	46.75	.48***
Matched	55.19%	49.85	

Note: *** $p < .001$; ** $p < .01$; * $p < .05$; n/s = not significant

Data Limitations

Some limitations should be noted for this evaluation. The statistical analyses conducted

for this evaluation can detect whether differences exist between sample means. Four key

variables were controlled for in the matching process (i.e., total enrollment, special education

status, economic disadvantage, and ELL status); however, schools are complex organizations and

it is always possible that other variables, such as science teacher quality, or more complex

interactions between variables influenced the results of the Regents Examinations. These

analyses simply detected whether differences existed between the treatment and matched

comparison groups. Also, the data analyzed were publicly available school-level data. This resulted in a limited ability to explore outcomes for subgroups including English language learners, students with disabilities, and students of color. Because NYCDOE publicly reports its findings in aggregate and not at the individual student-level, some analyses could not be performed. While individual-level data could be simulated given complete data for other subgroups, schools with fewer than 10 students in a given subgroup who took the Regents Examinations were not included in these analyses. As such, this evaluation could not explore outcomes for subgroups including English language learners, students with disabilities, and students of color. These analyses did not explore the efficacy of *Inspire Science* in New York City's charter schools. As of the 2019-20 school year, 260 charter schools served more than 126,000 of the city's students (New York City Charter School Center, 2019) and it is possible that outcomes in these schools differ from those within the non-charter sector in New York City.

The analyses conducted to explore the extent to which students enrolled in schools using *Inspire Science* was associated with better scores on the ES Regents Exams included much smaller sample sizes than the analyses conducted examining the LE Regents Exam data. When analyses only include a handful of students each from a small number of schools, differences between individual schools can make an outsized difference in the results. Consider one of the analyses as an example. For female students who took the ES Regents Exam, students enrolled in matched comparison schools significantly outperformed those in the treatment group. However, when school-level data are more closely examined, two individual schools account for much of this difference. M.S. 302 Luisa Dessus Cruz is a neighborhood school located in the Bronx and was included in the treatment group. Twenty-three students enrolled at M.S. 302 took the ES Regents Exam and only one earned a score of 65 or better. Mark Twain I.S. 239 for the Gifted

and Talented is a magnet school located in Brooklyn and is considered one of the top performing schools in the State of New York. It was a part of the matched comparison group. At Mark Twain I.S. 239, 57 students took the ES Regents Exam and all 57 earned a score of 65 or above. When these two schools are removed from the sample and the data are re-analyzed, the comparison group still has a larger rate of students who scored 65 or better, but the result is no longer statistically significant.

Summary

This evaluation sought to understand if students who were enrolled in districts using the McGraw-Hill *Inspire Science* curriculum performed better on New York Science Regents Examinations than students in similar schools that employed a different science curriculum. Overall, students enrolled in schools using the McGraw-Hill *Inspire Science* curriculum outperformed their peers in similar New York City schools on the LE Regents Exam. This finding is important given that most students in the city who receive waivers to take a science Regents Examination take the LE Regents Exam. In these analyses, more than four out of five eighth grade students who took a Regents Examination took the LE Regents Exam. This evaluation also found the opposite to be true for the ES Regents Exam. Overall, students in the matched comparison group outperformed students enrolled in schools that used the *Inspire Science* curriculum.

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Appendix A
Treatment Schools Included in Analyses
Bronx

1. Academy of Applied Mathematics and Technology*
2. Academy of Public Relations
3. Baychester Middle School
4. Bronx Alliance Middle School*
5. Bronx Green Middle School*
6. Bronx Park Middle School
7. Bronx Writing Academy
8. Cornerstone Academy for Social Action Middle School
9. Creston Academy*
10. East Fordham Academy for the Arts
11. Fannie Lou Hamer Middle School
12. Frederick Douglass Academy V. Middle School
13. I.S. 117 Joseph H. Wade*
14. I.S. 229 Roland Patterson*
15. I.S. 232*
16. I.S. X318 Math, Science & Technology Through Arts*
17. J.H.S. 118 William W. Niles*
18. J.H.S. 123 James M. Kieran*
19. J.H.S. 127 The Castle Hill*
20. J.H.S. 131 Albert Einstein
21. Jonas Bronck Academy*
22. Kappa*
23. Kappa III
24. Leaders of Tomorrow
25. M.S. 129 Academy for Independent Learning and Leadership*
26. M.S. 301 Paul L. Dunbar
27. M.S. 302 Luisa Dessus Cruz*
28. M.S. X101 Edward R. Byrne*
29. Mott Hall III*
30. New Millennium Business Academy Middle School
31. North Bronx School of Empowerment*
32. One World Middle School at Edenwald*
33. P.S. 071 Rose E. Scala
34. P.S. 083 Donald Hertz*
35. P.S. 095 Sheila Mencher*
36. P.S. 211
37. P.S. 279 Captain Manuel Rivera, Jr.*
38. P.S. 3 Raul Julia Micro Society
39. P.S. 315 Lab School
40. P.S. 5 Port Morris
41. P.S. X015 Institute for Environmental Learning
42. P.S. X037 Multiple Intelligence School
43. P.S./I.S. 218 Rafael Hernandez Dual Language Magnet School*
44. P.S./I.S. 224
45. P.S./M.S. 004 Crotona Park West
46. P.S./M.S. 031 The William Lloyd Garrison*
47. P.S./M.S. 11X498 Van Nest Academy
48. P.S./M.S.194*
49. P.S./M.S. 280 Mosholu Parkway
50. Pelham Gardens Middle School
51. School of Performing Arts
52. Science and Technology Academy: A Mott Hall School*
53. Soundview Academy for Culture and Scholarship*
54. South Bronx Academy for Applied Media
55. The Angelo Patri Middle School
56. The Bronx Mathematics Preparatory School*
57. The Bronx School of Young Leaders
58. The Highbridge Green School
59. The New School for Leadership and Journalism*
60. The Vida Bogart School for All Children
61. Urban Institute of Mathematics*

Staten Island

62. I.S. 007 Elias Bernstein*
63. I.S. 075 Frank D. Paulo*
64. Marsh Avenue School for Expeditionary Learning
65. P.S. 048 William G. Wilcox
66. P.S. R373

Note: * *Enrolled students who took Regents*

Appendix B
Matched Schools Included in Analysis

Brooklyn
1. Brownsville Collaborative Middle School
2. East New York Middle School of Excellence*
3. Evergreen Middle School for Urban Exploration*
4. Frederick Douglass Academy VIII Middle School*
5. Highland Park Community School*
6. I.S. 068 Isaac Bildersee
7. I.S. 136 Charles O. Dewey*
8. I.S. 211 John Wilson*
9. I.S. 303 Herbert S. Eisenberg*
10. I.S. 340*
11. I.S. 347 School of Humanities
12. I.S. 349 Math, Science, & Technology*
13. J.H.S. 062 Ditmas*
14. J.H.S. 078 Roy H. Mann*
15. J.H.S. 162 The Willoughby
16. J.H.S. 201 The Dyker Heights*
17. J.H.S. 218 James P. Sinnott*
18. J.H.S. 223 The Montauk*
19. J.H.S. 291 Roland Hayes*
20. J.H.S. 292 Margaret S. Douglas*
21. Liberty Avenue Middle School*
22. M.S. 061 Dr. Gladstone H. Atwell*
23. M.S. 582
24. Mark Twain I.S. 239 for the Gifted and Talented*
25. New Heights Middle School
26. P.S./I.S. 384 Frances E. Carter
27. P.S. 089 Cypress Hills
28. P.S. 163 Bath Beach
29. P.S. 226 Alfred De B. Mason*
30. P.S./I.S. 155 Nicholas Herkimer
31. P.S./I.S. 157 The Benjamin Franklin Health & Science Academy
32. P.S./I.S. Mary White Ovington*
33. Satellite East Middle School
34. Sunset Park Prep*
35. The School of Integrated Learning*
36. Vista Academy*

Manhattan
37. Central Park East II
38. City Knoll Middle School
39. Community Action School – M.S. 258
40. Hamilton Grange Middle School*
41. I.S. 528 Bea Fuller Rodgers School*
42. James Weldon Johnson*
43. M.S. M247 Dual Language Middle School
44. Middle School 322
45. P.S. 018 Park Terrace
46. P.S. 096 Joseph Lanzetta
47. P.S. 108 Assemblyman Angelo Del Toro Educational Complex
48. P.S. 123 Mahalia Jackson
49. P.S. 149 Sojourner Truth
50. P.S. 161 Pedro Albizu Campos
51. P.S. M811 Mickey Mantle School
52. West Prep Academy*

Queens
53. Catherine & Count Basie Middle School*
54. Community Voices Middle School*
55. Corona Arts & Sciences Academy*
56. I.S. 077*
57. I.S. 093 Ridgewood*
58. I.S. 204 Oliver W. Holmes*
59. I.S. 230*
60. J.H.S. 190 Russell Sage*
61. J.H.S. 217 Robert A. Van Wyck*
62. P.S. 183 Richard R. Green
63. P.S. Q004
64. P.S./I.S. 113 Anthony J. Pranzo*
65. P.S./I.S. 295*
66. The Emerson School*

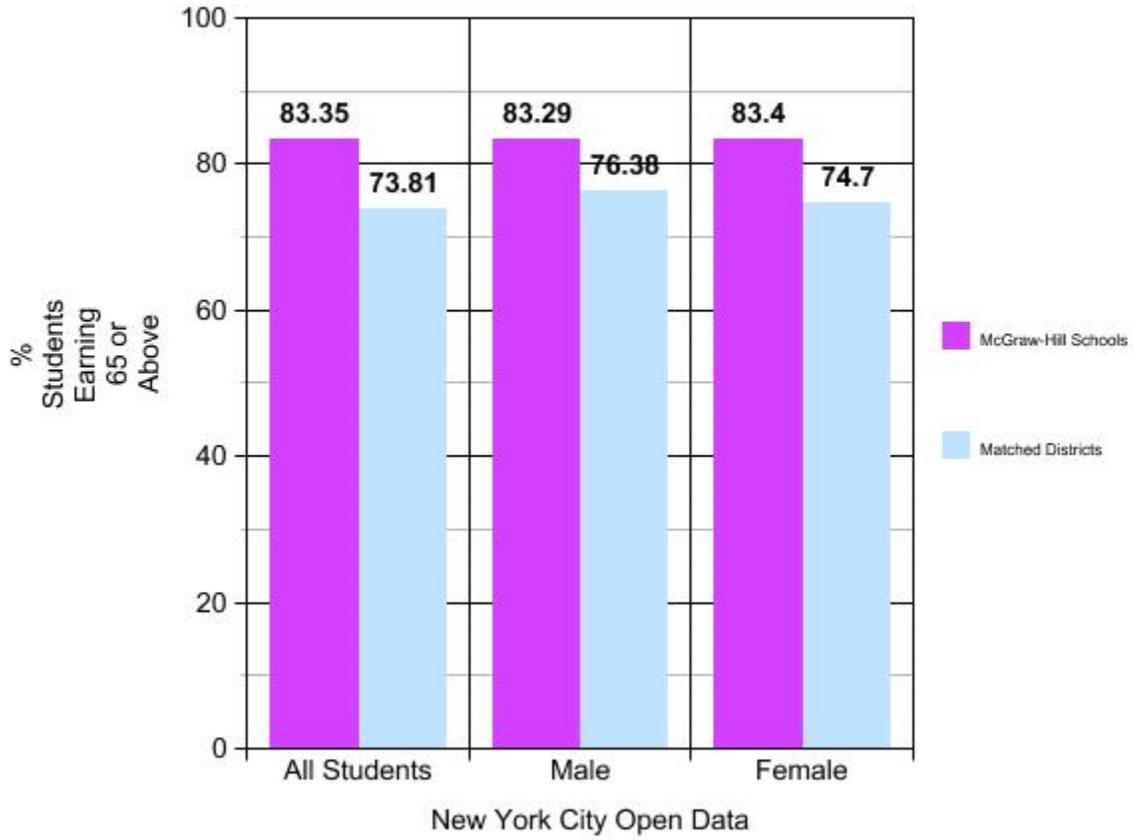Note: * *Enrolled students who took Regents*

Appendix C
LE Regents Exam Performance – Mean Scores

8th Grade LE Regents Exam Performance

New York City Open Data
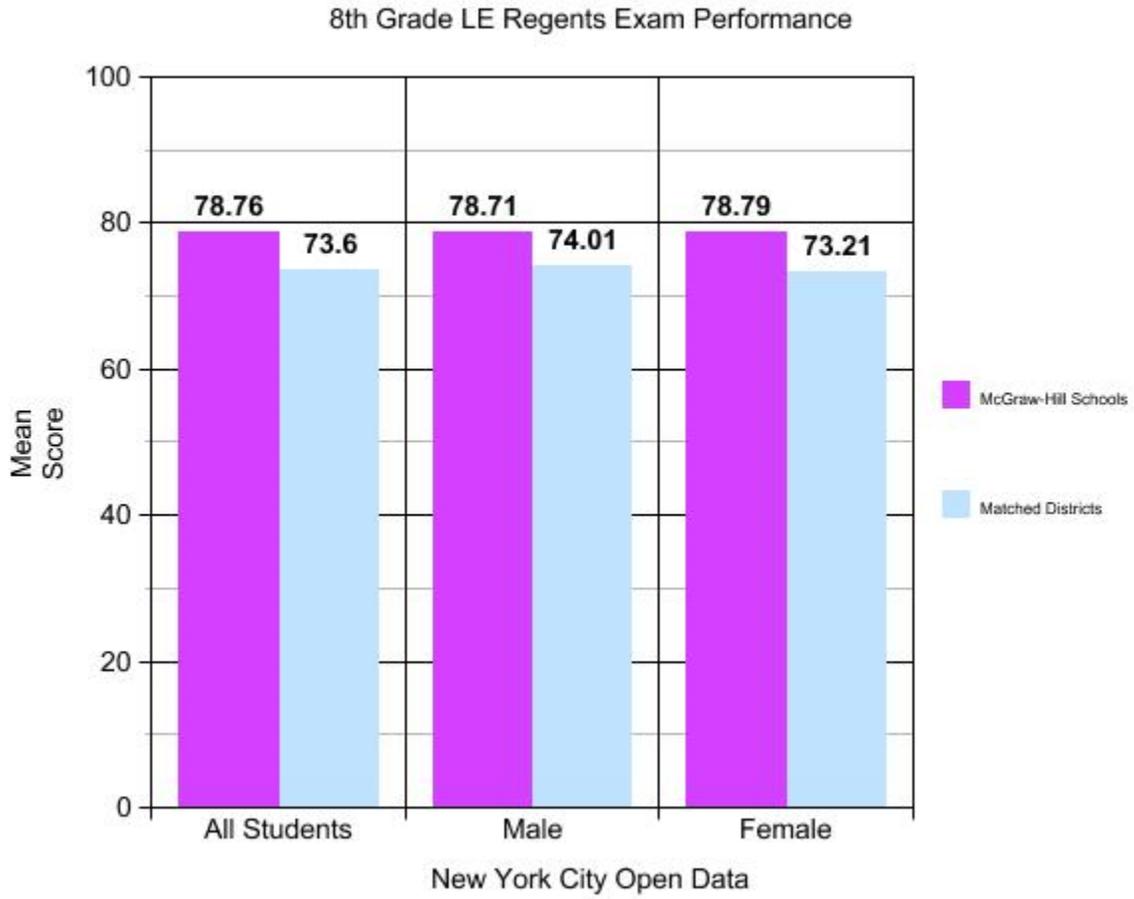
Appendix D
LE Regents Exam Performance – Percent of Students Scoring 65 or Above
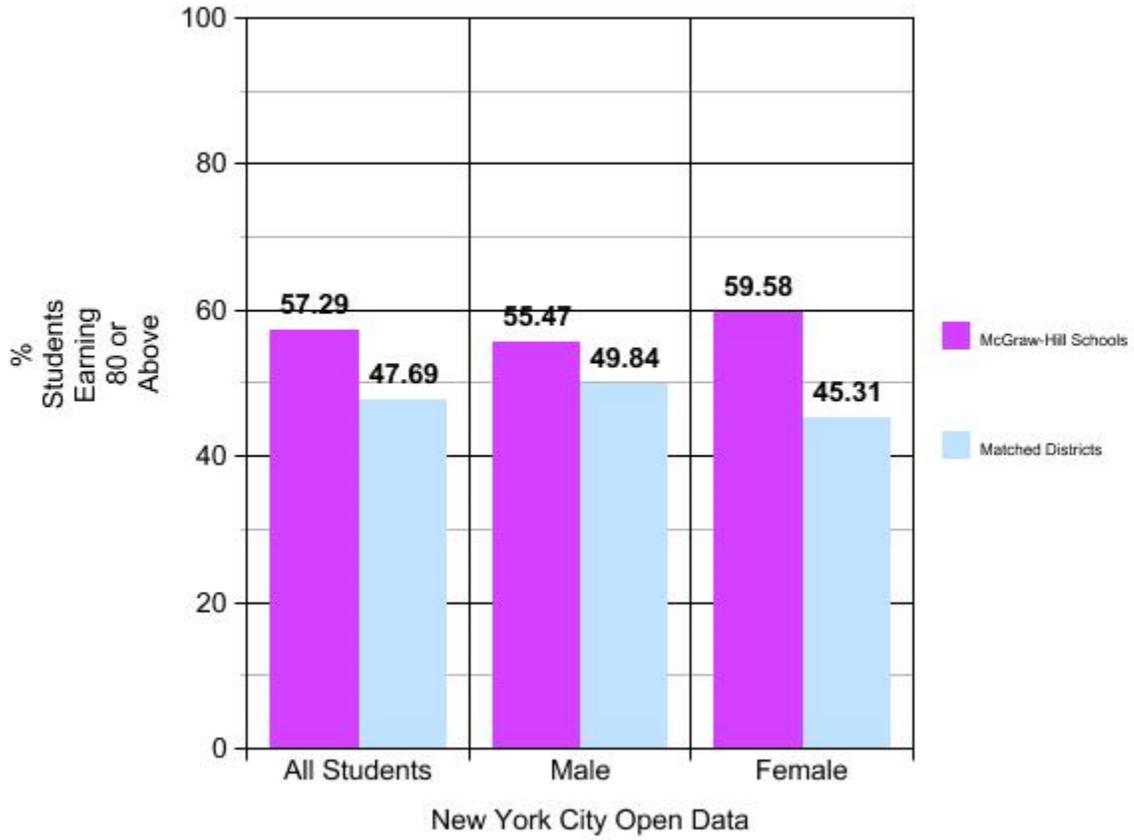

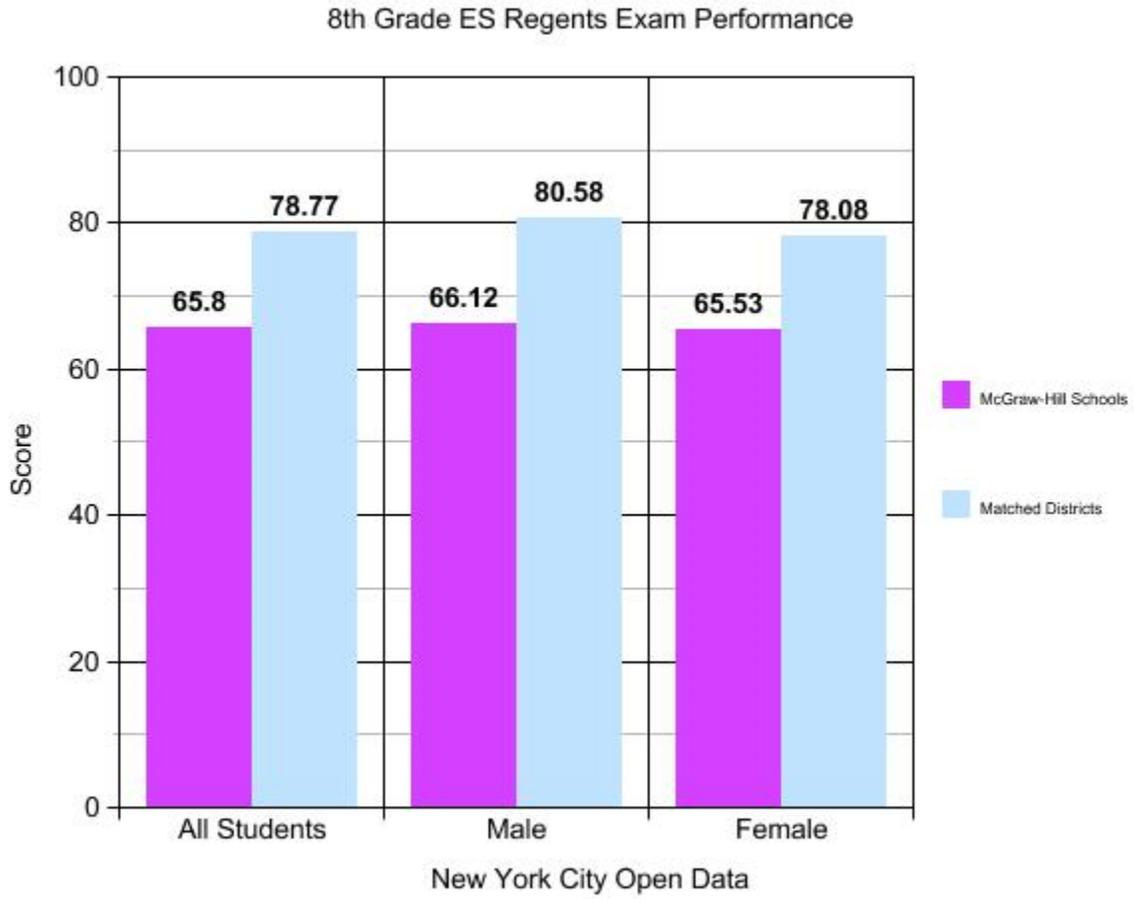8th Grade LE Regents Exam Performance

New York City Open Data

Appendix E
LE Regents Exam Performance – Percent of Students Scoring 80 or Above
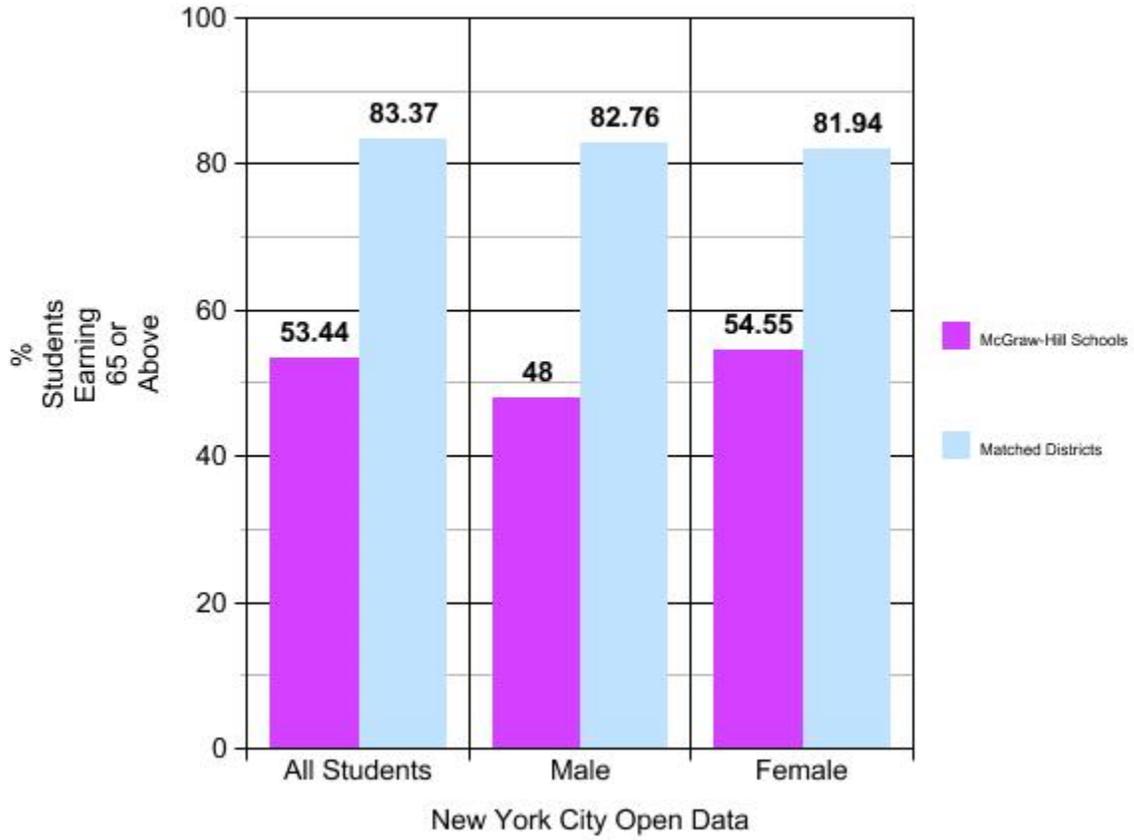

8th Grade LE Regents Exam Performance

Appendix F
ES Regents Exam Performance – Mean Scores

Appendix G
ES Regents Exam Performance – Percent of Students Scoring 65 or Above

8th Grade ES Regents Exam Performance
New York City Open Data

Appendix H
ES Regents Exam Performance – Percent of Students Scoring 80 or Above

8th Grade ES Regents Exam Performance