## New York Regents Examinations

### Type of test

<table>
<thead>
<tr>
<th>Test used by colleges or universities for undergraduate admission?</th>
<th>End-of-course (achievement tests aligned to New York State Learning Standards)</th>
</tr>
</thead>
</table>

### Purpose

The purpose of the exam is to:

- Provide schools with student academic diagnostic information.
- Determine prospective high school graduates’ knowledge and skill levels relative to those needed for entry-level employment.
- Determine prospective high school graduates’ knowledge and skill levels relative to those needed for postsecondary education.
- Determine prospective high school graduates’ mastery of the state curriculum.
- Encourage districts and schools to identify and serve students at risk of academic failure.
- Provide data to state policymakers on student attainment of state education goals to inform educational policy decisions.
- Increase alignment of local curriculum and programs of instruction with state education standards.
- Promote equity of opportunity across all student groups.
- Meet a state mandate.

### Test used by colleges or universities for undergraduate admission?

Anecdotal reporting indicates that some public and private colleges use Regents Examination results in making decisions about admissions, scholarship eligibility, and course placement.

### Major changes/pending changes in exit exam policy

No

### Year first administered

1878

### Year diplomas first withheld

The class of 2000 was the first required to pass the revised Regents Examinations to graduate, but these students only had to pass the English language arts test. Since 2003, students have been required to pass five Regents Examinations to graduate.

### Subjects tested

English language arts, mathematics, science, global history and geography, and U.S. history and government

### Types of Questions

Multiple-choice, short-answer, writing prompt/essay, and, in science, extended performance tasks

### Grade first administered

Varies, depending on when students complete the course associated with a particular Regents Examination

### Grade(s) exam aligned to

Grades 9-12 (Commencement Level) of the New York State Learning Standards
<table>
<thead>
<tr>
<th>Number of retakes allowed before end of grade 12</th>
<th>Most Regents Examinations are administered three times a year, in January, June, and August. Students may retake the examinations during any of these three administrations.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Retakes after grade 12</td>
<td>Yes. Students are eligible to continue working toward a diploma, including retaking the required exams, until the end of the school year in which they reach age 21.</td>
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</tbody>
</table>
| Alternate paths to graduation for general education students | Students who have completed the course in a subject tested by a Regents Examination may substitute a minimum acceptable score on a department-approved alternate examination (such as the SAT II, Advanced Placement, or International Baccalaureate exam) for a Regents exam score.  
An appeals process is available to students who have entered 9th grade in September 2005 or later, have passed certain courses to prepare for a Regents Examination, have earned a 65 course average, and whose highest score on the Regents exam is within three points of the 65 passing score. These students may appeal for permission to graduate with a local or Regents Diploma using this lower score.  
Specific information on the percentage of general education students who used substitute scores on alternative exams or went through the appeals process in 2007 is not available from the state at this time. |
| Alternate paths to graduation specifically for students with disabilities | Students with disabilities who enroll in 9th grade prior to September 2010 and who fail a required Regents Examination may still receive a regular diploma if they pass the corresponding Regents Competency Test, an assessment available for students with disabilities.  
Students with disabilities can also receive an individualized education program (IEP) diploma if they have achieved the goals and objectives in their IEP but have not passed the required Regents Examinations or Regents Competency Tests.  
Specific information on the percentage of students with disabilities who passed the corresponding Regents Competency Test or received an IEP certificate in 2007 is not available from the state at this time. |
| Alternate paths to graduation specifically for English language learners | No |
| Exit exam used for No Child Left Behind (NCLB)? | Since 2005-06, the student’s scores on the Regents Examinations in English and mathematics entered on the permanent record by the end of the fourth year of high school have been used to meet the high school testing requirements of NCLB. The science examination will also be used for NCLB purposes in 2007-08. |
| Same cut score for graduation and NCLB? | Yes |
Types of assistance provided by the state to all districts to raise initial pass rates for all students on the high school exit exam

- Teachers administer the exam, which includes online assistance, specialist(s) in the state education agency, train-the-trainer workshops, and fiscal resources to fund local personnel to provide assistance.
- All teachers prepare students for the exam, which includes online assistance and specialist(s) in the state education agency.
- Teachers become more proficient in their content area, which includes online assistance and specialist(s) in the state education agency.
- Schools identify and target students for assistance, which includes online assistance, specialist(s) in the state education agency, field-based specialists, train-the-trainer workshops, grants to districts, fiscal resources to fund local personnel to provide assistance, and a “regional network strategy,” which includes large presentations for administrators on data to aid instruction.
- Schools implement comprehensive school reform, which includes online assistance, specialist(s) in the state education agency, field-based specialists, train-the-trainer workshops, grants to districts, and fiscal resources to fund local personnel to provide assistance.
- Districts improve formative uses of assessment, which include online assistance, specialist(s) in the state education agency, field-based specialists, train-the-trainer workshops, and grants to districts.
- Districts improve professional development for teachers, which includes online assistance, specialist(s) in the state education agency, field-based specialists, and train-the-trainer workshops.
- All districts improve the instructional leadership provided by administrators, which includes specialist(s) in the state education agency and field-based specialists.

The state also provides test items from prior years.

Types of assistance or remediation provided by the state to all districts to help students who have failed their initial attempt to pass the exit exam

- Targeted remediation programs for students
- Additional professional development for teachers in the formative uses of assessment
- Additional professional development for administrators

The state has a Regional Technical Assistance System in seven regions of the state to provide technical assistance to those identified at the highest accountability levels with the most at-risk students. Data provided by schools show which groups are most at risk.

Does the state provide funding for remediation?

Yes. Specific information about this funding is not available from the state at this time.

Are districts mandated by law to provide remediation?

Yes. Specific information about this remediation is not available from the state at this time.

Does the state have reciprocity with other states?

No
Various contractors have conducted evaluations of exams in the following subjects:

- Earth science (2006 and 2007)
- Global history and geography, U.S. history and government (2008)

These evaluations are available from the state department of education upon request.

The Regents exams are state-developed tests with some vendor assistance provided by Pearson and Riverside Publishing. All test items are developed by New York teachers.

Initial pass rates are not available at the state level at this time.

### Cumulative pass rates, 2007

<table>
<thead>
<tr>
<th>Student Group</th>
<th>Comprehensive English</th>
<th>Math</th>
<th>Science</th>
<th>Global History and Geography</th>
<th>U.S. History and Government</th>
</tr>
</thead>
<tbody>
<tr>
<td>All students</td>
<td>72%</td>
<td>74%</td>
<td>73%</td>
<td>68%</td>
<td>69%</td>
</tr>
<tr>
<td>White</td>
<td>82%</td>
<td>84%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>African American</td>
<td>56%</td>
<td>55%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Latino</td>
<td>54%</td>
<td>56%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Asian</td>
<td>81%</td>
<td>87%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Native American</td>
<td>58%</td>
<td>64%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>English language learners</td>
<td>49%</td>
<td>63%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Migrant</td>
<td>21%</td>
<td>33%</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Students with disabilities</td>
<td>31%</td>
<td>34%</td>
<td>36%</td>
<td>30%</td>
<td>32%</td>
</tr>
<tr>
<td>Free or reduced-price lunch eligible</td>
<td>59%</td>
<td>61%</td>
<td></td>
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</tbody>
</table>

Note: The percentages above represent 2003 total cohort data and not all data points are available for all subjects.