



Joel I. Klein
Chancellor

52 Chambers Street
New York, NY 10007

Testimony Deputy Chancellor Santiago Taveras

New York City Council
Committee on Education

Oversight Hearing
High School Graduation Requirements

June 18, 2009

Good morning, Chairman Jackson and members of the Committee on Education. Thank you for inviting me to testify today about High School Graduation Requirements. My name is Santiago Taveras, and I currently serve as the Department of Education's Deputy Chancellor for Teaching and Learning. I am joined by my colleague, Jennifer Bell-Ellwanger, who is a Senior Advisor to the Chancellor and who will help to answer your questions.

I am a proud product of the New York City public schools, and I began my career as a teacher at Central Park East I Elementary and Secondary School. Since then, I've served as a founding assistant principal of a secondary school, founding high school principal, local instructional superintendent, executive director of school quality, and as a senior supervising superintendent. The various positions I've held in the New York City public schools have made me familiar with the challenges we face, as well as the measures we must take to ensure that our students meet necessary requirements to graduate from high school.

Thank you for affording us the opportunity to address this very important topic. I believe that every person in the City Council and in the DOE is fighting to assure that every single one of our students is provided with every opportunity to succeed in school and beyond. It is important for us to understand these new graduation requirements and work together to provide our students a quality education that prepares them for the future.

As you know, the New York State Education Department and the Board of Regents, who establish learning standards and graduation requirements, have been phasing in more rigorous graduation requirements for students in New York City and throughout the State over the past several years. The DOE has been working with the State to make this a smooth transition for our students, our families, and our schools. Our goal is to ensure that students know the standards that they're expected to achieve when they enter high school so that over the course of four years they are able to meet graduation requirements.

Overall, we think it's great news that the State is raising standards. This will make our students more competitive in the United States and in the world. In compliance with the new State graduation requirements, the SED is phasing out the less demanding local diploma and is instead requiring students to graduate with the more rigorous Regents diploma. This means that all general education students will be required to pass Regents exams in English Language Arts, math, global studies, American History, and a science, and earn 44 credits to graduate. The minimum passing score for all Regents exams is rising from a 55 to a 65. These standards have been made public since 2001. In 2005, entering ninth grade students had to pass at least two of the five Regents exams with a 65 or better. Every year after that, students have had to earn a minimum of 65 in one more Regents exam. So, in 2006 entering ninth grade students had to pass at least three Regents exams with a 65 or better. For general education students entering 9th grade in 2008, SED requirements state that they must take and pass 5 Regents at 65. The phase-out of the local diploma began with 9th graders entering in 2005 when in order to get a local diploma, students need take 5 Regents, pass 2 at 65 and 3 at 55. Essentially, schools have been working to meet new graduation requirements for the past four years. While implementing these new standards, we have been working to support our students to make sure that they can meet and exceed these more difficult requirements.

We know that our students can meet these more rigorous standards because over the past several years more of them have been doing it. Between 2005 and 2007—the most recent year for which we have graduation data—the percentage of students earning a Regents diploma in four years increased by 6.6 points. Over that same period, the percentage of students receiving a local diploma fell by one percentage point. Overall, the graduation rate rose 11 percentage points between 2002 and 2007, no matter how you measure it. So, not only are more of our students graduating on time, but a greater proportion of them are graduating with a Regents diploma. And many students who graduate with local diplomas are very close to satisfying the requirements for a Regents diploma. In fact, 65% of those earning local diplomas in the Class of 2007 passed 3 or

more Regents at 65. We're confident that we'll continue to see more of these students take the final step towards earning a Regents diploma.

Today, I will present to you some of the ways that we are already working to do this, and some of the ways that we will continue to work hard to make sure that our students meet and exceed the new standards.

First, we have made sure that students and their parents are aware of graduation requirements from the moment that they first enter high school. Since 2001, the DOE has distributed high school graduation requirements cards to all high school students and their families. These cards clearly outline the distribution of credits, Regents Exams, and passing scores on the Regents Exams that are required for graduation. Students receive this information in ninth grade so that they know exactly what standards they must achieve, and so students, parents, and school counselors can develop plans for meeting graduation requirements. Starting last month, all parents have been able to follow their children's progress toward meeting graduation requirements using ARIS Parent Link. This allows parents to review online the progress their children are making toward meeting graduation requirements and which requirements they have yet to complete.

Second, our schools and our curriculum are designed to prepare students to meet the new higher standards.

Over the course of the administration, we have taken steps to prepare our high schools and our high school students to meet and exceed the State's standards.

First, we implemented a new eighth grade promotion policy that requires students to pass all core academic subjects and achieve at or above Proficiency Level 2 on the State Language Arts and Mathematics assessments before they can enter ninth grade. Scores on State exams show that our students are entering high school better prepared, with higher numbers meeting or exceeding State standards on Language Arts and Math exams. Giving students a solid foundation as they begin high school prepares them to meet high expectations for graduation. Throughout high school, a rigorous course load ensures that students are prepared for Regents exams. The course scope and sequence of our Regents bearing courses are aligned to the State standards and are designed to support students in meeting Regents diploma requirements.

We've already seen evidence that our high school curriculum is working. More of our students are going to college, ready to succeed academically. Since 2002, the number of New York City public school graduates entering CUNY as first-time freshmen has increased by 49% from about 16,000 in 2002 to about 24,000 in 2008. Despite the dramatic increase in the number of New York City public school graduates enrolling at CUNY, the percent of these students who need remedial intervention once they get there has declined from 58% in 2002 to 51% in 2008. While we know that this percentage is still far too high, we should celebrate the increasing numbers of students going to college. The fact that too many of them still need remediation once they're there speaks directly to the need to set higher standards for students.

Second, we recognize that more students may struggle to meet more difficult standards—and that teachers and administrators have the responsibility to identify when students are struggling as soon as possible and to develop instruction in response that meets their needs. This is why we've equipped schools with innovative accountability tools that allow educators to identify and assist students who are struggling to meet expectations. I can speak about the effectiveness of these tools from personal experience, and about how these tools have allowed us to dramatically improve instruction over the past seven years.

Regular periodic assessments at all grade levels allow us to predict who needs additional instruction. As a principal, I used to pore over test results along with assistant principals and teachers. I would use my own time-consuming data analysis to determine the concepts and skills

that students were deficient in, and teachers would use this information to reinforce these subjects. But because we could only look at the needs of the entire school, we struggled to address the needs of individual students. Now, extensive data collection and analysis is done through ARIS in a fraction of the time it took my team. In addition, the data is now broken down to the student level, and teachers can actually divide the class into small groups to provide each group with the necessary reinforcement in the areas of need. ARIS allows teachers to see the data that they need to develop highly effective differentiated instructional plans for individual students.

This spring, we launched a new Progress to Graduation Tool in ARIS, which allows schools to track each of their students in the Class of 2009 through the Class of 2012 as they move toward accumulating the credits and passing the Regents tests necessary to graduate. This tool takes into account the increasingly rigorous standards that students will have to meet over the next four years. Schools are informed if students are off track as early as their first semester, since performance in the first year of high school is a strong predictor of eventual success.

When I served as principal of the Academy for Careers in Sports, we structured a time for teachers in the same grade level to meet every week in what we called "Kid Talk." The purpose of these meetings was to get insight into the strengths and needs of individual students and, through teacher collaboration, determine ways to help them succeed. Our meetings were effective, but it was difficult to maintain records for them and to follow consistent practices.

Now, every school in New York City has Inquiry Teams, which have the necessary tools to support this sort of student-focused inquiry and to keep track of their progress. Inquiry work is conducted by teams of teachers with a focus on small groups of students, paying close attention to those who are struggling while supporting the learning of all students. The inquiry process focuses on student outcomes, using a systematic, data-informed approach to help teachers determine how best to help struggling students succeed. This gives teachers time to discuss strategies they can use to support students. Using the knowledge management system in ARIS, teachers across the City can share information and strategies they've used with particular students. The Inquiry process, combined with the ARIS system, allows teachers to develop targeted plans to address the needs of individual students and to share best practices with teachers across the City who face the same challenges. This is easily done through the ARIS Connect function of ARIS where teachers of a particular grade or subject can share information. The transformational nature of the inquiry work is evident when teachers begin to inform the changes that need to happen in a school as a result of what they are learning through the inquiry process. It empowers teachers to collaborate with principals and impact on school-wide decisions that include: what is being taught, how and how well it's being taught and who is doing the teaching. These decisions contribute to improved outcomes for all students.

In addition, since my six years as principal and three years as Local Instructional Superintendent, we have developed more consistent, systematic ways for principals to assess their schools' needs and determine priorities. Yearly Quality Reviews help principals learn about their school's effectiveness in gathering data, setting goals, aligning instruction, building capacity, and monitoring and revising goals. The Quality Review also provides schools with a list of areas for improvement which the school can use to plan strategies for addressing those areas of need. Principals also receive annual Progress Reports, which grade schools based on their environment, academic performance, and student progress. The Progress Reports give schools additional points or credit if they help students with special needs and students who are scoring in the lowest third at the start of the school year to make more than a year's progress. By enabling schools to quickly identify students who do not make a year's worth of progress, the Progress Reports help schools provide these students with the academic intervention and supplemental education services they need. And, a new set of graduation data high school educators are accessing through ARIS gives educators clear information they can use to track students' progress toward graduation. Finally, schools can learn from the annual Learning Environment Survey of parents, students, and teachers that allows these members of the school community to

give feedback on factors like engagement, safety and respect, community, and academic expectations.

In summary, over the past seven years, we've developed an innovative set of tools that make it easier than ever for principals to identify which students need extra support, and then to provide the individualized instruction that students need to meet and exceed the new and rigorous standards. I've personally experienced the tremendous effect these tools have on improving outcomes for all students.

Finally, I will address measures we've taken to provide multiple pathways to help our students reach graduation. We recognize that students have different needs and that, to serve our students well, education can't be one-size-fits-all.

As you know, New York State requires students to accumulate a certain number of credits in order to graduate, in addition to passing the necessary Regents exams. When a student doesn't pass a required course or doesn't complete all of the necessary coursework, she has to make up that work in order to earn a credit. This process is often referred to as "credit recovery." This is a sensible and long-standing practice; nobody would argue that we should simply give up on students who can't pass a course the first time. Credit recovery can take several forms, including retaking the entire course or going to summer school. When a student comes very close to passing a course and needs additional help in one particular area, it might not make sense for her to retake the entire course. Instead, as the State Education Department recently explained, "the student might be permitted to make up those deficiencies, master the appropriate standards, and receive credit." Like any other process, of course, credit recovery can be abused, which hurts students and is cause for disciplinary action. To that end, we have been working with the State to establish clear guidelines and procedures for credit recovery.

But I want to emphasize again that credit recovery is not about giving students a way around academic standards, as has been portrayed by some. It's about giving students the extra help they need to meet those standards and stay on track for graduation. That's what education is all about.

About 14% of our students are English Language Learners, and improving their graduation rates is one of our top priorities. Accordingly, we provide coaching to more than twenty high-needs middle schools as well as one-on-one technical assistance from ELL specialists through the Adopt-a-Middle-School program to ensure that ELL students are better prepared for high school. We provide extra professional development to help teachers build academic literacy and language in content area subjects for ELLs, as well as research and best practices to help high schools structure their ELL programs to be more flexible and responsive to the needs of adolescent ELLs. We provide direct support to secondary schools through funding opportunities targeted to struggling learners. As a result of our efforts, the percentage of ELLs meeting English Language Arts standards in grades 3-8 has more than tripled to 34.8% since 2006.

I want to point out, too, that many students who began their academic careers as English Language Learners are no longer English Language Learners by the time they get to high school. These former English Language Learners have a four-year graduation rate of 71%, which is more than 7 percentage points higher than their English-proficient peers. This is a testament to the support we're providing our English Language Learners before they even start high school.

The SED continues to offer flexible options for students with disabilities. Students with disabilities are eligible to receive a Regents Diploma after earning the required number of high school credits and passing required exams. Students with disabilities are also still eligible to receive local diplomas if they score 55 or higher on Regents Exams, or if they pass Regents Competency exams. Finally, these students may also be issued an IEP diploma certifying that they have achieved their IEP goals.

The DOE has implemented many initiatives to build the capacity of our high schools to graduate an increased number of students with disabilities. These include in-service training for teachers in research-validated methodologies such as the Wilson Reading System, Schools Attuned, co-teaching and differentiated instruction. We have also allocated professional development funds to help schools make decisions about targeted instructional programs for disabled students. To ensure access to a rigorous general education curriculum, the number of students with disabilities in high schools served in integrated settings (in general education classes alongside their non-disabled peers with special education supports) has steadily increased. Now, 68% of students with disabilities attending public high schools are served in integrated settings. As a result of these efforts, the percentage of students with disabilities graduating climbed 2.7 points between 2005 and 2007, and the dropout rate decreased by 12.6 points during this period. For these students, the graduation rate of students receiving Regents or Local Diplomas—not IEP diplomas—after 4 years is 19.8% and their graduation rate after 5 years is 24%.

Finally, we recognize that many of our students face personal circumstances that make attending traditional high schools difficult. Others fall behind and drop out because they believe they have already missed their opportunity to graduate. Our Multiple Pathways initiative supports schools and programs to give these students a second chance, getting them back on track to graduate with either a full Regents diploma or a GED. These programs include transfer schools, Young Adult Borough Centers that offer instruction at night, and full-time or part-time GED programs. All of these options offer students extra social supports and paid internships to ensure that they are prepared for college and careers. Multiple Pathways programs have contributed to our increased graduation rates, helping us get students back on track that may have otherwise dropped out. Our Young Adult Borough Centers, Learning to Work Program, and Transfer schools have helped nearly 10,000 students get back on track and graduate from high school.

We believe that higher standards are crucial to help our students flourish in college and careers in the 21st century. We are excited to be part of the movement to raise expectations for our students, and are confident that raising standards will strengthen our students' momentum in making progress. This year, our students continued to make exceptional gains on State English and math exams, and our graduation rate continues to rise. As a result of our school reforms, the graduation rate today is the highest it's been since the City first started recording it in the 1980s. After hovering around 50% for more than a decade, the graduation rate is up 11 points – from 51% to 62% between 2002 and 2007. We are confident that this trend will continue because of the supports we have in place that make students and parents aware of expectations; provide students with challenging curricula; equip teachers and principals with the accountability tools they need to help struggling students; and offer an array of options for students who need special supports to graduate.

Thank you for your time today and I look forward to answering your questions.

Testimony
of

Rosemary Thompson
Guidance Counselor Chapter Leader
United Federation of Teachers

before the

New York City Council
Education Committee

on

New York City High School Graduation
Requirements

June 18, 2009

Good afternoon. My name is Rosemary Thompson and I am the Guidance Counselor Chapter Leader for the United Federation of Teachers. I want to thank the City Council and the members of the committee for this opportunity to share our views on high school graduation requirements.

The current regulations on high school student graduation state that students need to take five Regents examinations: one in English, one in math, one in science and two social studies exams. They need to score a 65 or above on all to pass with a Regents diploma.

There is an alternative route to a Regents diploma: a waiver that students can opt for to receive a Local diploma. Local diplomas require a score of 55 to 64. The current plan is to phase out this Local diploma option and require all students to score a 65 or above on their exams and graduate with a Regents diploma.

We do not oppose high standards for students. However, we are concerned that as the new policy phases in, students will fall between the cracks. For this shift to be a painless and trouble-free transition the Department of Education should be required to implement extra efforts.

Many of the students that graduate in the 55-64 category with a Local diploma generally graduate by using the credit recovery process. Students lacking credits have the opportunity to make them up by ways other than retaking a class or enrolling in summer school. This process often includes the student showing up on vacation days for week-long intensive sessions.

The shift to mandatory Regents diplomas will create an acute problem when all of these students, who have historically been passing with a 55, will need a 65 graduate.

This group of students, who missed coursework and rely on credit recovery to graduate, will be left in the lurch when they are expected to suddenly pass with a 65 or higher.

According to a recent report by the Milano School for Urban Management and Policy at the New School University for the class of 2007, 49% of students in large schools had Regents diplomas, took and passed all Regents and had the necessary credits. Seventeen percent had local diplomas, 33% didn't graduate on time and 1 % was special education students.

This problem is particularly pervasive in smaller schools. In the smaller schools, 39% of students received the local diploma, which in many cases is the bare minimum of requirements. If the state phases out this form of diplomas, the 2012 class will have to pass all five state Regents exams with a 65 or better in order to graduate.

The DOE claims significant success in high school graduation rates with it rising by 10% since 2002. However, the Milano report claims that we are facing "a potential time bomb" that threatens the progress that has been made.

A switch in requirements will result in teachers and principals driving to get more kids to graduation, without the option of the local diploma. It is predicted that this would result in sharp declines in graduation rates.

This change has the possibility of creating a crisis of creating a crisis if we do not plan properly and provide supports to the system to ensure success.

According to the Milano report, in 2007, 269 schools had graduating classes. Of those, only 103 had a four-year graduation rate of 75% or higher, and this number includes the local diploma. If students had been required to obtain a Regents diploma in 2007, only 34 schools would have had a graduation rate of 75 percent or higher.

The sort of things one would do, like lowering class sizes and having regents classes with individualized attention for students taking the regents aren't available. We are going in the opposite direction.

I am going to make some suggestions that we at the UFT think could help in avoiding the worst pitfalls of the "all-or-nothing" consequences of switching to a minimum score of 65 for graduation.

Our recommendations include:

1. A campaign of awareness. Principals, teachers, guidance counselors all need to be aware and know how to address this situation.
2. There must be an overhaul of the use of credit recovery. A reinstatement of central oversight and accountability to ensure students are getting credit only for meaningful work that demonstrates that they have mastered course material. Short cuts hurt kids.
3. Additional resources and support in classes that culminate in a Regents examination. Students will need full-time enriched academic and support services.
4. We need more middle school guidance counselors who can help guide students through the process of choosing a high school. When students find the right match, they are more likely to be inspired by their coursework and teachers, and they often graduate on time.

The Department of Education wants to see marked improvement with a large section of the population, but the very things that have been proven to improve student achievement are on the chopping block, namely recruiting and

retaining qualified teachers, after-school education programs, smaller class sizes and meaningful professional development for teachers. If this persists, we can kiss goodbye any chance for all our students to make sustained progress in these critical subject areas.

We are working with the DOE to help establish plans so that each school has the proper strategy and support needed to meet these new standards. We would hope that the City Council would help monitor this process as it goes on for the next three years.

We would advise the City Council to convene a taskforce to monitor this transition. Unless a support system is set up to relay additional services to students, the Department of Education will likely see a sharp drop in graduation rates.

NYC Council Education Committee
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June 18, 2009

Good afternoon Council members. My name is Megan Hester, I am with the Annenberg Institute for School Reform and the NYC Coalition for Educational Justice.

This past February, CEJ released a report examining the impact of the new graduation requirements on NYC students. We found that if the new requirements had been in place in 2007, 10,000 additional students would have failed to graduate, bringing the total number of students in that year's class who failed to earn a Regents diploma to close to 50,000 students. This includes close to three-quarters of Black and Latino students, and close to 90% of English Language Learners who are not achieving a Regents diploma in four years. And very few of the students who stay longer than four years are graduating with a Regents diploma.

This looming crisis is not isolated to a handful of low-performing high schools. At one in three NYC high schools, more than three-quarters of students are not earning a Regents diploma in four years. Furthermore, many of these schools appear to be doing well at first glance. They are schools like George Westinghouse High School, where 78% of students graduate in four years, but only 28% of those get a Regents diploma. Or Bushwick Leaders High School, a small school on the Bushwick campus where 70% of students graduate in four years, but only 9% get a Regents diploma. In fact, the new small high schools created in the past 10 years, while achieving a higher local diploma rate than the citywide average, have a Regents diploma rate just the same as the rest of the city.

It is widely acknowledged that the local diploma does not prepare most students for success in college and the world of work. In fact, CUNY colleges do not even accept a Regents diploma as evidence of college readiness – they demand that students earn a 75 on the Math and English Regents exams to avoid remedial courses. CEJ supports high standards, but the Department of Education must be responsible for preparing students to meet those standards.

When CEJ released our report on this issue in February, we expressed concern that the Department of Education did not have a plan to ensure that all 9th graders, and all the students coming after them, would be ready to meet the new requirements. Since then, we have gone around the city talking to parents and educators about the report, and have become even more alarmed as we've found that most parents, and even many teachers and principals, are not even *aware* of the new graduation requirements, and are definitely not prepared for them. A graduation crisis is on the horizon, and not only is there no emergency plan, but everyone is looking the other way.

My colleague Lenore Brown will talk about some steps for addressing this crisis.

NYC Council Education Committee
Hearing on New High School Graduation Requirements
June 18, 2009

Good afternoon, my name is Lenore Brown. I am a member of Cypress Hills Advocates for Education and the NYC Coalition for Educational Justice. I have five grandchildren that attend Public Schools. I am proud to say that two grandsons graduated from High School this month and one grandson graduated from the 8th grade today, so this is a personal issue for me.

In February, CEJ sounded the alarm around this looming graduation crisis, and called on the DOE to create an immediate plan of action to address it.

Several years ago, CEJ sounded the alarm around the crisis in middle grades, and our experience with middle grades reform is an example of how diverse stakeholders in the public schools can work together to create solutions. CEJ called on the City Council to create the Middle Grades Task Force, which investigated best practices in middle grades and came up with recommendations for reform. At CEJ's urging, the DOE turned these recommendations into the Blueprint for Middle School Success, which is now a guide for middle grade reform across the city. Due to CEJ's efforts, this fall more than 100 low-performing middle grade schools will use grants from the City Council and the DOE to implement reforms from that Blueprint. Student achievement from the schools that have received these grants so far has increased significantly more than the citywide average.

CEJ believes that only by bringing together the expertise, efforts and resources of all stakeholders – unions, universities, teachers, principals, parents, service agencies, and advocacy groups – can we address a crisis of this magnitude. We are pleased that, at CEJ's urging, the DOE recently agreed to form an advisory group of community partners to participate in its postsecondary readiness and success efforts. However, time is short and the DOE will have to act aggressively to create a plan that will impact next year's 9th and 10th graders.

Principals, teachers and parents at the many schools where only 10, 20 or 50% of their students are graduating with Regents diplomas are going to need a lot of help to get students up to speed in time. The DOE should analyze the current Regents exam results to find out how many of this year's ninth graders are not on track to earn a Regents diploma. They should provide this information to principals as soon as possible, along with strong guidance in effective strategies for getting those students on track immediately. It is not acceptable to leave it up to each individual principal to figure it out on their own.

CEJ believes that two of those strategies must be a redesign and expansion of the school day, and community schools.

Significantly redesigning and expanding the school day would allow more time for rigorous academics, small group tutoring for students who are behind, and the arts, music, sports and other engaging courses that keep students in school. The additional time would allow teachers to meet together, analyze student data, participate in professional development, and plan for how to raise student achievement.

Additionally, the lowest performing schools should be turned into community schools that offer physical and mental health services to address the health and emotional issues that keep students out of school; high school, college and career counseling for all students; and adult education classes, legal advice and other services to support families in supporting their children.

We recognize that these are difficult steps to take in the current economic situation. However, the economic crisis does not excuse us from the responsibility to prepare students for college and the world of work. In fact, tight economic times make it even more important that students leave school with solid skills that will help them to succeed.

The new high school graduation requirements can either be a looming crisis, or an historic opportunity to take bold action and raise academic rigor, close the achievement gap and prepare all students for the lives they want. The first class of students who will be required to earn Regents diplomas is taking Regents exams as we speak, and if nothing is done to help them as they enter 10th grade, it will be too late for them.

Let it not be too late for our children.
Thank you.



ADVOCATES FOR CHILDREN

Helping children succeed in school

Advocates for Children of New York, Inc.
151 West 30th Street, 5th Floor
New York, NY 10001
Phone: (212) 947-9779
Fax: (212) 947-9790
www.advocatesforchildren.org

Testimony to be delivered to the New York City Council Education Committee

Re: New High School Graduation Requirements

**By Christie Hill, Advocates for Children of New York
June 18, 2009**

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Good afternoon. Thank you for this opportunity to speak with you today about the new high school graduation requirements.

My name is Christie Hill, and I am a Staff Attorney at Advocates for Children of New York. For more than 37 years, Advocates for Children has helped New York City's parents navigate the sprawling public education system and make their voices heard. We work every year with thousands of students from throughout the City, which gives us a unique vantage point for observing how changes in high school graduation requirements will affect students.

Requiring and expecting high standards for all of our students is an important and necessary goal. However, imposing this requirement without providing supports to see it realized is a recipe for disaster, and will potentially disadvantage more students than it seeks to help.

Beginning with ninth graders in 2009, almost all students in New York State will be required to earn a Regents diploma. According to a recent report released by the Coalition for Educational Justice, less than 30 percent of African-American and Latino students in the class of 2007 received a Regents diploma. In the same year,



only one-tenth of ELLs graduated with a Regents diploma. The Regents graduation rate for students with disabilities is less than 5 percent.

Starting in Fall 2009, students with disabilities will be unable to earn a local diploma just as entering ninth graders in general education were unable to this school year. Once this change occurs, the only alternative to a Regents diploma for students with disabilities will be an Individualized Education Program (IEP) diploma. In the Class of 2006, 20.5 percent of students with disabilities graduated with an IEP diploma. These are extremely high and troubling numbers.

The IEP diploma is not a regular high school diploma and post-secondary opportunities for students who receive this credential are severely limited. Most colleges and vocational programs do not accept this credential. It would be an unsatisfactory outcome if students because of their inability to meet Regents standards were left with an alternative that cuts off opportunities rather than opening doors for them. The IEP credential is already overused in the city and the potential for more misuse will likely only increase with the elimination of the local diploma.

The local diploma has been an important option for students who are unable to meet Regents requirements. Consider these numbers: In the Class of 2007, 15.1 percent of students with disabilities received a local diploma. 13 percent of ELLs receive a local diploma. 16.9 percent of Hispanic students and 18.9 percent of Black students received a local diploma. What will happen to these students with the elimination of the local diploma?

The Regents diploma has already left thousands of students especially students of color, ELLs, and students with disabilities behind. It is our hope that



adequate supports and services will be expanded and created to ensure that all students have a meaningful access to earning a Regents diploma before the local diploma is eliminated completely. While it is important to create high expectations for all students, it is critical that the necessary supports and alternatives be in place before such a drastic change is made.

Thank you for this opportunity to speak to you today. I would be happy to answer any questions you may have.

Budget

Subject: Budget**Date:** Mon, 15 Jun 2009 16:22:23 -0400**From:** Matt**To:** jackson@council.nyc.gov,

Good morning, my names Matt Shotkin and I'm an advocate:

We've been saying all along, enough is enough with the City budget:

Can you imagine \$1,800,000, which is 1.9 per cent of the total budget, for a

Budget of 59 billion dollars. This was reported by Mas, some arts society, at a Borough

President's press conference, on June the 9th::

Also, There should be money in the budget, for things, like potholes, and cracks,

And ruts, in the sidewalks, and on the curb:

The city's financial plan beginning September the 1st, 2009 is 7.66 million

Dollars:

This was because there was a projected 1.6 billion dollar budget gap, for the state

Fiscal year:

This means, no or less money, for th public schools, and even no, or more money

later , for the schools or general education:

My personal opininion is that June the 22nd, shouldn't have been a real deadline,

In the first place:

Sometime in the fall is a better deadline, with this now political party coo:

Thanks for your time today:



THE COALITION FOR ASIAN AMERICAN CHILDREN AND FAMILIES

City Council Committee on Education
Hearing on New High School Graduation Requirements
June 18, 2009

FOR THE RECORD

Testimony of Choua Vue, Education Policy Coordinator

Thank you to the Committee on Education for holding this hearing today on new high school graduation requirements. My name is Choua Vue, and I am the Education Policy Coordinator for the Coalition for Asian American Children and Families. CACF is the nation's only pan-Asian children's advocacy group representing 35 community based organizations.

Background: The Asian Pacific American community (APA) in New York City is a diverse and growing population.

- In New York City, Asian Pacific Americans are by percentage the fastest growing racial group, representing over 12% of the city's population.
- Asian Pacific Americans represent over 50 ethnicities and speak over 40 languages.
- Asian Pacific American students represent 14% of the New York City public school population.
- 25% of APA students live below the poverty line.
- In New York City, 78% of APAs are foreign born, and 28% live in linguistically isolated households, which is defined as a household with on one over 14 years old speaks English fluently.
- 1 in 5 English Language Learner (ELL) students in NYC are Asian Pacific American.

The new graduation requirements will present some challenges to the Asian Pacific American students that we work with, particularly students that are English Language Learners. English Language Learners are most at-risk for dropping out of school, and they have the lowest graduation rate (24%). In the Class of 2007, only 1 out of 10 ELL students graduated with a Regents diploma (11%). Of these students, 1 in 5 ELL student is an APA student. Therefore, the challenges that ELL students face include many Asian Pacific American students.

Without adequate support and resources for all students, the new graduation requirements will negatively impact immigrant students, particularly Asian Pacific American students. Although CACF supports the need for quality education, **we urge that the City provides adequate resources to ensure that every student is exceeding their academic goals and expectations.**

Although data from the Department of Education suggest that Asian Pacific American students are excelling in the school system compared to other racial groups, it is important to note that this data is an aggregate of over 50 ethnicities. National studies on Asian Pacific American academic performance have told a different story that unveils the academic challenges that many APA students face, especially when data has been disaggregated. However, the DOE does not report disaggregated data on APA communities, which overlooks and hides the challenges that APA students face in NYC public schools. **We urge that state and city data collection on Asian Pacific Americans also breaks down academic performance by ethnicity as well as race.**

Thank you for your time and consideration.

GENERAL EDUCATION STUDENTS

STUDENTS ENTERING 9TH GRADE IN SEPTEMBER 2001

2001

CREDIT REQUIREMENTS	Local Diploma	Regents Diploma	Advanced Regents Diploma
	# OF CREDITS	# OF CREDITS	# OF CREDITS
English	8	8	8
Social Studies	8	8	8
Global History	4	4	4
American History	2	2	2
Economics	1	1	1
Participation in Government	1	1	1
Science (including lab)	6	6	6
Life Science	2	2	2
Physical Science	2	2	2
Life Science or Physical Science	2	2	2
Mathematics	6	6	6
Visual Art, Music, Dance and/or Theater ¹	2	2	2
Second Language	2	2	6*
Health and Physical Education	5	5	5
Physical Education	4	4	4
Health Education	1	1	1
Elective Areas	7	7	3
Total	44	44	44

¹Effective June 2007 students must earn two credits in the arts (visual art, music, dance and/or theater).

REGENTS EXAM REQUIREMENTS	Local Diploma	Regents Diploma	Advanced Regents Diploma
	SCORE	SCORE	SCORE
Comprehensive English	55 or above	65 or above	65 or above
Mathematics (one of the following sequences)	55 or above	65 or above	65 or above
- Mathematics A			
- Course I (final administration Jan. '02) and Course II (final administration Jan. '03)			
- Course I (final administration Jan. '02) and Mathematics A			
Mathematics (one of the following sequences)			65 or above
If student completed Mathematics A:			
- Take Mathematics B or			
Take course III (final administration Jan. '04)			
If student completed Course I and Course II			
- Take course III (final administration Jan. '04)			
Global History and Geography	55 or above	65 or above	65 or above
U.S. History and Government	55 or above	65 or above	65 or above
Science	55 or above (any science)	65 or above (any science)	65 or above (life science)
Science			65 or above (physical science)
Language other than English			65 or above*

*Students completing an approved 10 credit sequence in the Arts or GTE are only required to complete 2 credits of a second language and are not required to take the Regents in a Language other than English in order to receive a Regents diploma with advanced designation. However, they must still meet the requirements for the total number of units of credit (44).

Mathematics Regents Exam Implementation/Transition Timeline
 Last administration of the Regents Examination in Mathematics A is January 2009
 Last administration of the Regents Examination in Mathematics B is June 2010

First administration of the Regents Examination in Integrated Algebra is June 2008
 First administration of the Regents Examination in Geometry is June 2009
 First administration of the Regents Examination in Algebra 2 and Trigonometry is June 2010



GENERAL EDUCATION STUDENTS

STUDENTS ENTERING 9TH GRADE IN SEPTEMBER 2002

CREDIT REQUIREMENTS	Local Diploma # OF CREDITS	Regents Diploma # OF CREDITS	Advanced Regents Diploma # OF CREDITS
English	8	8	8
Social Studies	8	8	8
Global History	4	4	4
American History	2	2	2
Economics	1	1	1
Participation in Government	1	1	1
Science (including lab)	6	6	6
Life Science	2	2	2
Physical Science	2	2	2
Life Science or Physical Science	2	2	2
Mathematics	6	6	6
Visual Art, Music, Dance and/or Theater ¹	2	2	2
Second Language	2	2	6*
Health and Physical Education	5	5	5
Physical Education	4	4	4
Health Education	1	1	1
Elective Areas	7	7	3
Total	44	44	44

¹Effective June 2007 students must earn two credits in the arts (visual art, music, dance and/or theater).

REGENTS EXAM REQUIREMENTS	Local Diploma SCORE	Regents Diploma SCORE	Advanced Regents Diploma SCORE
Comprehensive English	55 or above	65 or above	65 or above
Mathematics A	55 or above	65 or above	65 or above
Mathematics (choose one of the following)			65 or above
If student completed Mathematics A:			
– Take Mathematics B or			
Take course III (final administration Jan. '04)			
If student completed Course I and Course II			
– Take course III (final administration Jan. '04)			
Global History and Geography	55 or above	65 or above	65 or above
U.S. History and Government	55 or above	65 or above	65 or above
Science	55 or above (any science)	65 or above (any science)	65 or above (life science)
Science			65 or above (physical science)
Language other than English			65 or above*

*Students completing an approved 10 credit sequence in the Arts or CTE are only required to complete 2 credits of a second language and are not required to take the Regents in a Language other than English in order to receive a Regents diploma with advanced designation. However, they must still meet the requirements for the total number of units of credit (44).

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 First administration of the Regents Examination in Algebra 2 and Trigonometry is June 2010



GENERAL EDUCATION STUDENTS

STUDENTS ENTERING 9TH GRADE IN SEPTEMBER 2003

	Local Diploma	Regents Diploma	Advanced Regents Diploma
CREDIT REQUIREMENTS	# OF CREDITS	# OF CREDITS	# OF CREDITS
English	8	8	8
Social Studies	8	8	8
Global History	4	4	4
American History	2	2	2
Economics	1	1	1
Participation in Government	1	1	1
Science (including lab)	6	6	6
Life Science	2	2	2
Physical Science	2	2	2
Life Science or Physical Science	2	2	2
Mathematics	6	6	6
Visual Art, Music, Dance and/or Theater ¹	2	2	2
Second Language	2	2	6*
Health and Physical Education	5	5	5
Physical Education	4	4	4
Health Education	1	1	1
Elective Areas	7	7	3
Total	44	44	44

¹Effective June 2007 students must earn two credits in the arts (visual art, music, dance and/or theater).

	Local Diploma	Regents Diploma	Advanced Regents Diploma
REGENTS EXAM REQUIREMENTS	SCORE	SCORE	SCORE
Comprehensive English	55 or above	65 or above	65 or above
Mathematics A	55 or above	65 or above	65 or above
Mathematics B			65 or above
Global History and Geography	55 or above	65 or above	65 or above
U.S. History and Government	55 or above	65 or above	65 or above
Science	55 or above (any science)	65 or above (any science)	65 or above (life science)
Science			65 or above (physical science)
Language other than English			65 or above*

*Students completing an approved 10 credit sequence in the Arts or CTE are only required to complete 2 credits of a second language and are not required to take the Regents in a Language other than English in order to receive a Regents diploma with advanced designation. However, they must still meet the requirements for the total number of units of credit (44).

Mathematics Regents Exam Implementation/Transition Timeline
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 Last administration of the Regents Examination in Mathematics B is June 2010

First administration of the Regents Examination in Integrated Algebra is June 2008
 First administration of the Regents Examination in Geometry is June 2009
 First administration of the Regents Examination in Algebra 2 and Trigonometry is June 2010



GENERAL EDUCATION STUDENTS

STUDENTS ENTERING 9TH GRADE IN SEPTEMBER 2004

	Local Diploma	Regents Diploma	Advanced Regents Diploma
CREDIT REQUIREMENTS	# OF CREDITS	# OF CREDITS	# OF CREDITS
English	8	8	8
Social Studies	8	8	8
Global History	4	4	4
American History	2	2	2
Economics	1	1	1
Participation in Government	1	1	1
Science (including lab)	6	6	6
Life Science	2	2	2
Physical Science	2	2	2
Life Science or Physical Science	2	2	2
Mathematics	6	6	6
Visual Art, Music, Dance and/or Theater*	2	2	2
Second Language	2	2	6*
Health and Physical Education	5	5	5
Physical Education	4	4	4
Health Education	1	1	1
Elective Areas	7	7	3
Total	44	44	44

*Effective June 2007 students must earn two credits in the arts (visual art, music, dance and/or theater).

	Local Diploma	Regents Diploma	Advanced Regents Diploma
REGENTS EXAM REQUIREMENTS	SCORE	SCORE	SCORE
Comprehensive English	55 or above	65 or above	65 or above
Mathematics A	55 or above	65 or above	65 or above
Mathematics B			65 or above
Global History and Geography	55 or above	65 or above	65 or above
U.S. History and Government	55 or above	65 or above	65 or above
Science	55 or above (any science)	65 or above (any science)	65 or above (life science)
Science			65 or above (physical science)
Language other than English			65 or above*

*Students completing an approved 10 credit sequence in the Arts or CTE are only required to complete 2 credits of a second language and are not required to take the Regents in a Language other than English in order to receive a Regents diploma with advanced designation. However, they must still meet the requirements for the total number of units of credit (44).

Mathematics Regents Exam Implementation/Transition Timeline
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First administration of the Regents Examination in Integrated Algebra is June 2008
 First administration of the Regents Examination in Geometry is June 2009
 First administration of the Regents Examination in Algebra 2 and Trigonometry is June 2010



GENERAL EDUCATION STUDENTS

STUDENTS ENTERING 9TH GRADE IN SEPTEMBER 2005

	Local Diploma	Regents Diploma	Advanced Regents Diploma
CREDIT REQUIREMENTS	# OF CREDITS	# OF CREDITS	# OF CREDITS
English	8	8	8
Social Studies	8	8	8
Global History	4	4	4
American History	2	2	2
Economics	1	1	1
Participation in Government	1	1	1
Science (including lab)	6	6	6
Life Science	2	2	2
Physical Science	2	2	2
Life Science or Physical Science	2	2	2
Mathematics	6	6	6
Visual Art, Music, Dance and/or Theater ¹	2	2	2
Second Language	2	2	6*
Health and Physical Education	5	5	5
Physical Education	4	4	4
Health Education	1	1	1
Elective Areas	7	7	3
Total	44	44	44

¹Effective June 2007 students must earn two credits in the arts (visual art, music, dance and/or theater).

	Local Diploma	Regents Diploma	Advanced Regents Diploma
REGENTS EXAM REQUIREMENTS	SCORE**	SCORE	SCORE
Comprehensive English	55 or above**	65 or above	65 or above
Mathematics A	55 or above**	65 or above	65 or above
Mathematics B			65 or above
Global History and Geography	55 or above**	65 or above	65 or above
U.S. History and Government	55 or above**	65 or above	65 or above
Science	55 or above** (any science)	65 or above (any science)	65 or above (life science)
Science			65 or above (physical science)
Language other than English			65 or above*

*Students completing an approved 10 credit sequence in the Arts or CTE are only required to complete 2 credits of a second language and are not required to take the Regents in a Language other than English in order to receive a Regents diploma with advanced designation. However, they must still meet the requirements for the total number of units of credit (44).

**Students entering the 9th grade in 2005 must pass 2 out of 5 required Regents with a 65 or above to receive a local diploma.

Mathematics Regents Exam Implementation/Transition Timeline

Last administration of the Regents Examination in Mathematics A is January 2009
Last administration of the Regents Examination in Mathematics B is June 2010

First administration of the Regents Examination in Integrated Algebra is June 2008

First administration of the Regents Examination in Geometry is June 2009

First administration of the Regents Examination in Algebra 2 and Trigonometry is June 2010



GENERAL EDUCATION STUDENTS

STUDENTS ENTERING 9TH GRADE IN SEPTEMBER 2006

	Local Diploma	Regents Diploma	Advanced Regents Diploma
CREDIT REQUIREMENTS	# OF CREDITS	# OF CREDITS	# OF CREDITS
English	8	8	8
Social Studies	8	8	8
Global History	4	4	4
American History	2	2	2
Economics	1	1	1
Participation in Government	1	1	1
Science (including lab)	6	6	6
Life Science	2	2	2
Physical Science	2	2	2
Life Science or Physical Science	2	2	2
Mathematics	6	6	6
Visual Art, Music, Dance and/or Theater ¹	2	2	2
Second Language	2	2	6*
Health and Physical Education	5	5	5
Physical Education	4	4	4
Health Education	1	1	1
Elective Areas	7	7	3
Total	44	44	44

¹Effective June 2007 students must earn two credits in the arts (visual art, music, dance and/or theater).

	Local Diploma	Regents Diploma	Advanced Regents Diploma
REGENTS EXAM REQUIREMENTS	SCORE**	SCORE	SCORE
Comprehensive English	55 or above**	65 or above	65 or above
Mathematics A	55 or above**	65 or above	65 or above
Mathematics B			65 or above
Global History and Geography	55 or above**	65 or above	65 or above
U.S. History and Government	55 or above**	65 or above	65 or above
Science	55 or above** (any science)	65 or above (any science)	65 or above (life science)
Science			65 or above (physical science)
Language other than English			65 or above*

*Students completing an approved 10 credit sequence in the Arts or CTE are only required to complete 2 credits of a second language and are not required to take the Regents in a Language other than English in order to receive a Regents diploma with advanced designation. However, they must still meet the requirements for the total number of units of credit (44).

**Students entering the 9th grade in 2006 must pass 3 out of 5 required Regents with a 65 or above to receive a local diploma.

Mathematics Regents Exam Implementation/Transition Timeline
 Last administration of the Regents Examination in Mathematics A is January 2009
 Last administration of the Regents Examination in Mathematics B is June 2010

First administration of the Regents Examination in Integrated Algebra is June 2008
 First administration of the Regents Examination in Geometry is June 2009
 First administration of the Regents Examination in Algebra 2 and Trigonometry is June 2010

2006



GENERAL EDUCATION STUDENTS

STUDENTS ENTERING 9TH GRADE IN SEPTEMBER 2007

CREDIT REQUIREMENTS	Local Diploma	Regents Diploma	Advanced Regents Diploma
	# OF CREDITS	# OF CREDITS	# OF CREDITS
English	8	8	8
Social Studies	8	8	8
Global History	4	4	4
American History	2	2	2
Economics	1	1	1
Participation in Government	1	1	1
Science (including lab)	6	6	6
Life Science	2	2	2
Physical Science	2	2	2
Life Science or Physical Science	2	2	2
Mathematics	6	6	6
Visual Art, Music, Dance and/or Theater ¹	2	2	2
Second Language	2	2	6*
Health and Physical Education	5	5	5
Physical Education	4	4	4
Health Education	1	1	1
Elective Areas	7	7	3
Total	44	44	44

¹Effective June 2007 students must earn two credits in the arts (visual art, music, dance and/or theater).

REGENTS EXAM REQUIREMENTS	Local Diploma	Regents Diploma	Advanced Regents Diploma	
	SCORE**	SCORE	SCORE***	
Comprehensive English	55 or above**	65 or above	65 or above	
Mathematics			2 Exams or 3 Exams	
Integrated Algebra I	55 or above** or	65 or above or	65 or above** and	65 or above*** or
Math A	55 or above** or	65 or above or		65 or above*** and
Math B	55 or above** or	65 or above or	65 or above*** or	
Geometry	55 or above** or	65 or above or		65 or above*** and
Algebra II/Trigonometry	55 or above**	65 or above	65 or above***	65 or above***
Global History and Geography	55 or above**	65 or above	65 or above	
U.S. History and Government	55 or above**	65 or above	65 or above	
Science	55 or above** (any science)	65 or above (any science)	65 or above (life science)	
Science			65 or above (physical science)	
Language other than English			65 or above*	

*Students completing an approved 10 credit sequence in the Arts or CTE are only required to complete 2 credits of a second language and are not required to take the Regents in a Language other than English in order to receive a Regents diploma with advanced designation. However, they must still meet the requirements for the total number of units of credit (44).

**Students entering the 9th grade in 2007 must pass 4 out of 5 required Regents with a 65 or above to receive a local diploma.

***Advanced Regents Diploma:
 2 Exams: Math A and either — Math B or Alg 2/Trig | 3 Exams: either — Int. Alg or Math A and Geometry and Alg 2/Trig.

Mathematics Regents Exam Implementation/Transition Timeline
 Last administration of the Regents Examination in Mathematics A is January 2009
 Last administration of the Regents Examination in Mathematics B is June 2010

First administration of the Regents Examination in Integrated Algebra is June 2008
 First administration of the Regents Examination in Geometry is June 2009
 First administration of the Regents Examination in Algebra 2 and Trigonometry is June 2010



GENERAL EDUCATION STUDENTS

STUDENTS ENTERING 9TH GRADE IN SEPTEMBER 2008

CREDIT REQUIREMENTS	Regents Diploma	Advanced Regents Diploma
	# OF CREDITS	# OF CREDITS
English	8	8
Social Studies	8	8
Global History	4	4
American History	2	2
Economics	1	1
Participation in Government	1	1
Science (including lab)	6	6
Life Science	2	2
Physical Science	2	2
Life Science or Physical Science	2	2
Math	6	6
Visual Art, Music, Dance and/or Theater	2	2*
Second Language	2	6**
Health and Physical Education	5	5
Physical Education	4	4
Health Education	1	1
Elective Areas	7	3
Total	44	44

Effective June 2007 students must earn two credits in the arts (visual art, music, dance and/or theater).
 *Students seeking a Regents Diploma with Advanced Designation through the Arts must complete 10 credits in one art form (dance, music, theater or visual arts) and pass the corresponding Arts exit Exam.

REGENTS EXAM REQUIREMENTS	Regents Diploma**	Advanced Regents Diploma**
	SCORE	SCORE***
Comprehensive English	65 or above	65 or above
Mathematics		2 Exams or 3 Exams
Integrated Algebra I		65 or above*** or 65 or above*** and
Math A	65 or above or	65 or above*** and
Math B	65 or above or	65 or above*** and
Geometry	65 or above or	65 or above*** and
Algebra II/Trigonometry	65 or above	65 or above***
Global History and Geography	65 or above	65 or above
U.S. History and Government	65 or above	65 or above
Science	65 or above (any science)	65 or above (1 life science)
Science		65 or above (1 physical science)
Language other than English		65 or above*

*Students completing an approved 10 credit sequence in the Arts or GTE are only required to complete 2 credits of a second language and are not required to take the Regents in a Language other than English in order to receive a Regents diploma with advanced designation. However, they must still meet the requirements for the total number of units of credit (44).

**As of September 2008 Local diplomas will not be an option for General Education Students. Students must pass all required regents exams with a score of 65 in order to obtain a Regents or Advanced Regents Diploma.

***Advanced Regents Diploma:
 2 Exams: Math A and either — Math B or Alg 2/Trig | 3 Exams: either — Int. Alg or Math A and Geometry and Alg 2/Trig.

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 First administration of the Regents Examination in Algebra 2 and Trigonometry is June 2010



STUDENTS WITH DISABILITIES

STUDENTS ENTERING 9TH GRADE IN SEPTEMBER 2001 – SEPTEMBER 2006

(Students with disabilities who are entitled to attend school pursuant to Education Law Section 3202 or 4202(5))

	Local Diploma	Regents Diploma	Advanced Regents Diploma
CREDIT REQUIREMENTS	# OF CREDITS	# OF CREDITS	# OF CREDITS
English	8	8	8
Social Studies	8	8	8
Global History	4	4	4
American History	2	2	2
Economics	1	1	1
Participation in Government	1	1	1
Science (Including lab)	6	6	6
Life Science	2	2	2
Physical Science	2	2	2
Life Science or Physical Science	2	2	2
Mathematics	6	6	6
Visual Art, Music, Dance and/or Theater ¹	2	2	2
Second Language ^{**}	2	2	6**
Health and Physical Education	5	5	5
Physical Education	4	4	4
Health Education	1	1	1
Elective Areas	7	7	3
Total	44	44	44

As indicated in NYS Commissioner's Regulation 100.9, a student with a disability may become eligible to receive a High School Individualized Education Program (IEP) Diploma after meeting one of the following two criteria:

1. Student is at the end of the year in which he/she attains the age of twenty-one and has achieved the educational goals based on the appropriate level of the learning standards, established by the commissioner, as specified in the student's current IEP.

OR

¹Effective June 2007 students must earn two credits in the arts (visual art, music, dance and/or theater).

	Local Diploma	Regents Diploma	Advanced Regents Diploma
REGENTS EXAM REQUIREMENTS	SCORE	SCORE	SCORE
Comprehensive English	55 or above on Regents or Passing RCT in Reading and RCT in Writing	65 or above	65 or above
Mathematics (one of the following sequences)	55 or above on Regents or Passing RCT in Mathematics	65 or above	65 or above
- Mathematics A			
- Course I (final administration Jan. '02) and Course II (final administration Jan. '03)			
- Course I (final administration Jan. '02) and Mathematics A			
Mathematics (one of the following sequences)			65 or above
If student completed Mathematics A			
- Mathematics B or Course III (final administration Jan. '04)			
If student completed Course I and Course II			
- Course III (final administration Jan. '04)			
Global History and Geography	55 or above on Regents or Passing RCT in Global History and Geography	65 or above	65 or above
U.S. History and Government	55 or above on Regents or Passing RCT in U.S. History and Government	65 or above	65 or above
Science	55 or above on Regents or Passing RCT in Science (any science)	65 or above (any science)	65 or above (life science)
Science			65 or above (physical science)
Language other than English			65 or above**

2. Upon application of the student or student's parent, at any time after the student has attended school or has received a substantially equivalent education elsewhere for at least twelve years, excluding kindergarten, and has achieved the educational goals based on the appropriate level of the learning standards established by the commissioner as specified in the student's current IEP.

- The IEP diploma will have a clear annotation, on the front, indicating that the diploma is awarded on the basis of the student's successful achievement of the educational goals based on the appropriate level of the learning standards, established by the commissioner, as specified in the student's current IEP.
- The IEP diploma will be accompanied by a written statement of assurance that the student shall continue to be eligible to attend public school until the student has earned a high school diploma or until the end of the school year of such student's twenty-first birthday, whichever is earlier.

* A student identified as having a disability which adversely affects the ability to learn a language may be excused from this requirement if such student's IEP indicates that such requirement is not appropriate. Such a student need not have sequence in a second language but must meet the 44 credit graduation requirement.

** Students completing an approved 10 credit sequence in the Arts or CTE are only required to complete 2 credits of a second language and are not required to take the Regents in a Language other than English in order to receive a Regents diploma with advanced designation. However, they must still meet the requirements for the total number of units of credit (44).

Mathematics Regents Exam Implementation/Transition Timeline
 Last administration of the Regents Examination in Mathematics A is January 2009
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First administration of the Regents Examination in Integrated Algebra is June 2008
 First administration of the Regents Examination in Geometry is June 2009
 First administration of the Regents Examination in Algebra 2 and Trigonometry is June 2010

PLEASE NOTE: If you are working towards a Career and Technical Education (CTE) diploma or have a major in the Arts, please see your guidance counselor for additional graduation requirements.

Summary of NYSED Regulation 100.5 and Chancellor's Regulation A-501
 Printed Summer of 2007



STUDENTS WITH DISABILITIES

STUDENTS ENTERING 9TH GRADE IN SEPTEMBER 2007

(Students with disabilities who are entitled to attend school pursuant to Education Law Section 3202 or 4202(5))

2007

CREDIT REQUIREMENTS	Local Diploma # OF CREDITS	Regents Diploma # OF CREDITS	Advanced Regents Diploma # OF CREDITS	IEP Diploma
English	8	8	8	<p>As indicated in NYS Commissioner's Regulation 100.9, a student with a disability may become eligible to receive a High School Individualized Education Program (IEP) Diploma after meeting one of the following two criteria:</p> <p>1. Student is at the end of the year in which he/she attains the age of twenty-one and has achieved the educational goals based on the appropriate level of the learning standards, established by the commissioner, as specified in the student's current IEP.</p> <p style="text-align: center;">OR</p> <p>2. Upon application of the student or student's parent, at any time after the student has attended school or has received a substantially equivalent education elsewhere for at least twelve years, excluding kindergarten, and has achieved the educational goals based on the appropriate level of the learning standards established by the commissioner as specified in the student's current IEP.</p> <ul style="list-style-type: none"> The IEP diploma will have a clear annotation, on the front, indicating that the diploma is awarded on the basis of the student's successful achievement of the educational goals based on the appropriate level of the learning standards, established by the commissioner, as specified in the student's current IEP. The IEP diploma will be accompanied by a written statement of assurance that the student shall continue to be eligible to attend public school until the student has earned a high school diploma or until the end of the school year of such student's twenty-first birthday, whichever is earlier.
Social Studies	8	8	8	
Global History	4	4	4	
American History	2	2	2	
Economics	1	1	1	
Participation in Government	1	1	1	
Science (including lab)	6	6	6	
Life Science	2	2	2	
Physical Science	2	2	2	
Life Science or Physical Science	2	2	2	
Mathematics	6	6	6	
Visual Art, Music, Dance and/or Theater ¹	2	2	2	
Second Language ^{**}	2	2	6 ^{**}	
Health and Physical Education	5	5	5	
Physical Education	4	4	4	
Health Education	1	1	1	
Elective Areas	7	7	3	
Total	44	44	44	

¹Effective June 2007 students must earn two credits in the arts (visual art, music, dance and/or theater).

REGENTS EXAM REQUIREMENTS	Local Diploma SCORE	Regents Diploma SCORE	Advanced Regents Diploma SCORE ^{***}	IEP Diploma
Comprehensive English	65 or above or Regents or Passing RCT in Reading and RCT in Writing	65 or above	65 or above	<p>2. Upon application of the student or student's parent, at any time after the student has attended school or has received a substantially equivalent education elsewhere for at least twelve years, excluding kindergarten, and has achieved the educational goals based on the appropriate level of the learning standards established by the commissioner as specified in the student's current IEP.</p> <ul style="list-style-type: none"> The IEP diploma will have a clear annotation, on the front, indicating that the diploma is awarded on the basis of the student's successful achievement of the educational goals based on the appropriate level of the learning standards, established by the commissioner, as specified in the student's current IEP. The IEP diploma will be accompanied by a written statement of assurance that the student shall continue to be eligible to attend public school until the student has earned a high school diploma or until the end of the school year of such student's twenty-first birthday, whichever is earlier.
Mathematics	Passing RCT in Mathematics or	65 or above or	2 Exams or 3 Exams	
Integrated Algebra I	65 or above or	65 or above or	65 or above ^{**} and 65 or above ^{**} and	
Math A	65 or above or	65 or above or	65 or above ^{**} and 65 or above ^{**} and	
Math B	65 or above or	65 or above or	65 or above ^{**} or	
Geometry	65 or above or	65 or above or	65 or above ^{**} and 65 or above ^{**} and	
Algebra II/Trigonometry	65 or above	65 or above	65 or above ^{**} and 65 or above ^{**}	
Global History and Geography	65 or above on Regents or Passing RCT in Global History and Geography	65 or above	65 or above	
U.S. History and Government	65 or above on Regents or Passing RCT in U.S. History and Government	65 or above	65 or above	
Science	65 or above on Regents or Passing RCT in Science (any science)	65 or above (any science)	65 or above (life science)	
Science			65 or above (physical science)	
Language other than English			65 or above ^{**}	

^{*}A student identified as having a disability which adversely affects the ability to learn a language may be excused from this requirement if such student's IEP indicates that such requirement is not appropriate. Such a student need not have sequence in a second language but must meet the 44 credit graduation requirement.

^{**}Students completing an approved 10 credit sequence in the Arts or CTE are only required to complete 2 credits of a second language and are not required to take the Regents in a Language other than English in order to receive a Regents diploma with advanced designation. However, they must still meet the requirements for the total number of units of credit (44).

^{***}Advanced Regents Diploma:
 2 Exams: Math A and either $\left\{ \begin{array}{l} \text{Math B} \\ \text{or} \\ \text{Alg 2/Trig} \end{array} \right.$ | 3 Exams: either $\left\{ \begin{array}{l} \text{Int. Alg} \\ \text{or} \\ \text{Math A} \end{array} \right.$ and Geometry and Alg 2/Trig.

Mathematics Regents Exam Implementation/Transition Timeline
 Last administration of the Regents Examination in Mathematics A is January 2009
 Last administration of the Regents Examination in Mathematics B is June 2010

First administration of the Regents Examination in Integrated Algebra is June 2008
 First administration of the Regents Examination in Geometry is June 2009
 First administration of the Regents Examination in Algebra 2 and Trigonometry is June 2010

PLEASE NOTE: If you are working towards a Career and Technical Education (CTE) diploma or have a major in the Arts, please see your guidance counselor for additional graduation requirements.

Summary of NYSED Regulation 100.5 and Chancellor's Regulation A-501
 Printed Summer of 2007

New York City Department of Education
 Office of School & Youth Development



STUDENTS WITH DISABILITIES

STUDENTS ENTERING 9TH GRADE IN SEPTEMBER 2008

(Students with disabilities who are entitled to attend school pursuant to Education Law Section 3202 or 4202(5))

CREDIT REQUIREMENTS	Local Diploma # OF CREDITS	Regents Diploma # OF CREDITS	Advanced Regents Diploma # OF CREDITS
English	8	8	8
Social Studies	8	8	8
Global History	4	4	4
American History	2	2	2
Economics	1	1	1
Participation in Government	1	1	1
Science (including lab)	6	6	6
Life Science	2	2	2
Physical Science	2	2	2
Life Science or Physical Science	2	2	2
Math	6	6	6
Visual Art, Music, Dance and/or Theater*	2	2	2
Second Language*	2	2	6**
Health and Physical Education	5	5	5
Physical Education	4	4	4
Health Education	1	1	1
Elective Areas	7	7	3
Total	44	44	44

As indicated in NYS Commissioner's Regulation 100.9, a student with a disability may become eligible to receive a High School Individualized (IEP) Diploma after meeting one of the following two criteria:

1. Student is at the end of the year in which he/she attains the age of twenty-one and has achieved the educational goals based on the appropriate level of the learning standards, established by the commissioner, as specified in the student's current IEP.

OR

Effective June 2007 students must earn two credits in the arts (visual art, music, dance and/or theater).

Students seeking a Regents Diploma with Advanced Designation through the Arts must complete 10 credits in one art form (dance, music, theater or visual arts) and pass the corresponding Arts exit exam.

REGENTS EXAM DIPLOMA	Local Diploma Pass 6 Regents or 6 RGTs SCORE	Regents Diploma Pass 5 Regents SCORE	Advanced Regents Diploma Pass 6 Regents SCORE***
Comprehensive English	55 or above on Regents or Passing RGT in Reading and RGT in Writing	65 or above	65 or above
Mathematics	Passing RGT in Mathematics or	65 or above or	2 Exams or 3 Exams
Integrated Algebra I	55 or above or	65 or above or	65 or above*** or
Math A	55 or above or	65 or above or	65 or above*** and
Math B	65 or above or	65 or above or	65 or above*** and
Geometry	65 or above or	65 or above or	65 or above*** and
Algebra II/Trigonometry	65 or above	65 or above	65 or above***
Global History and Geography	55 or above on Regents or Passing RGT in Global History and Geography	65 or above	65 or above
U.S. History and Government	55 or above on Regents or Passing RGT in U.S. History and Government	65 or above	65 or above
Science	55 or above on Regents (any Science) or Passing RGT in Science	65 or above (any Science)	65 or above (Life Science)
Science			65 or above (Physical Science)
Language other than English			65 or above**

* A student identified as having a disability which adversely affects the ability to learn a language may be excused from this requirement if such student's IEP indicates that such requirement is not appropriate. Such a student need not have sequence in second language but must meet the 44 credit graduation requirement.

** Students completing a 10 credit sequence in the Arts or GTE are only required to complete 2 credits of a second language and are not required to take the Regents in a language other than English in order to receive a Regents diploma with advanced designation. However, they must still meet the requirements for the total number of units of credit (44).

*** Advanced Regents Diploma:
2 Exams: Math A and either Math B or Alg 2/Trig | 3 Exams: either Int. Alg or Math A and Geometry and Alg 2/Trig.

2. Upon application of the student or student's parent, at any time after the student has attended school or has received a substantially equivalent education elsewhere for at least twelve years, excluding Kindergarten, and has achieved the educational goals based on the appropriate level of the learning standards established by the commissioner as specified in the student's current IEP.

- The IEP diploma will have a clear annotation, on the front, indicating that the diploma is awarded on the basis of the student's successful achievement of the educational goals based on the appropriate level of the learning standards, established by the commissioner, as specified in the student's current IEP.

- The IEP diploma will be accompanied by a written statement of assurance that the student shall continue to be eligible to attend public school until the student has earned a high school diploma or until the end of the school year of such student's twenty-first birthday, whichever is earlier.

Mathematics Regents Exam Implementation/Transition Timeline
Last administration of the Regents Examination in Mathematics A is January 2009
Last administration of the Regents Examination in Mathematics B is June 2010

First administration of the Regents Examination in Integrated Algebra is June 2008
First administration of the Regents Examination in Geometry is June 2009
First administration of the Regents Examination in Algebra 2 and Trigonometry is June 2010

PLEASE NOTE: If you are working towards a Career and Technical Education (CTE) diploma or have a major in the Arts, please see your guidance counselor for additional graduation requirements.

Summary of NYSED Regulation 100.5 and Chancellor's Regulation A-501. Printed June 2008

New York City Department of Education
Office of School & Youth Development



CAREER & TECHNICAL EDUCATION STUDENTS**STUDENTS ENTERING 9TH GRADE IN SEPTEMBER 2005**

These requirements apply only to those students who are taking a state approved CTE sequence that will end in a technical assessment. Students are advised to check with their guidance counselor to ensure these requirements apply to them.

CREDIT REQUIREMENTS	Local Diploma # OF CREDITS	Regents Diploma # OF CREDITS	Advanced Regents Diploma # OF CREDITS
English	8	8	8
Social Studies	8	8	8
Global History	4	4	4
American History	2	2	2
Economics	1	1	1
Participation in Government	1	1	1
Science (including lab)	6	6	6
Life Science	2	2	2
Physical Science	2	2	2
Life Science or Physical Science	2	2	2
Mathematics	6	6	6
Visual Art, Music, Dance and/or Theater ¹	2	2	2
Second Language	2	2	6*
Health and Physical Education	5	5	5
Physical Education	4	4	4
Health Education	1	1	1
CTE Sequence	7+	7+	7+
Total	44+	44+	44+

¹Effective June 2007 students must earn two credits in the arts (visual art, music, dance and/or theater).

Note: Students taking certain state approved CTE Sequences may be required to take more than 7 credits in their CTE sequence. These students will therefore be required to earn more than 44 total credits in order to graduate with technical endorsement.

REGENTS EXAM REQUIREMENTS	Local Diploma SCORE**	Regents Diploma SCORE	Advanced Regents Diploma SCORE
Comprehensive English	55 or above**	65 or above	65 or above
Mathematics A	55 or above**	65 or above	65 or above
Mathematics B			65 or above
Global History and Geography	55 or above**	65 or above	65 or above
U.S. History and Government	55 or above**	65 or above	65 or above
Science	55 or above** (any science)	65 or above (any science)	65 or above (life science)
Science			65 or above (physical science)
Language other than English			65 or above*

TECHNICAL ASSESSMENT REQUIREMENT	Local Diploma SCORE	Regents Diploma SCORE	Advanced Regents Diploma SCORE
Technical Assessment Exam based on nationally recognized industry standards	Pass	Pass	Pass

*Students completing a 10 credit CTE sequence are only required to complete 2 credits of a second language and are not required to take the Regents in a Language other than English in order to receive a Regents diploma with advanced designation.

**Students entering the 9th grade in 2005 must pass 2 out of 5 required Regents with a 65 or above to receive a local diploma.

Mathematics Regents Exam Implementation/Transition Timeline

Last administration of the Regents Examination in Mathematics A is January 2009
Last administration of the Regents Examination in Mathematics B is June 2010

First administration of the Regents Examination in Integrated Algebra is June 2008

First administration of the Regents Examination in Geometry is June 2009

First administration of the Regents Examination in Algebra 2 and Trigonometry is June 2010



CAREER & TECHNICAL EDUCATION STUDENTS

STUDENTS ENTERING 9TH GRADE IN SEPTEMBER 2006

These requirements apply only to those students who are taking a state approved CTE sequence that will end in a technical assessment. Students are advised to check with their guidance counselor to ensure these requirements apply to them.

CREDIT REQUIREMENTS	Local Diploma # OF CREDITS	Regents Diploma # OF CREDITS	Advanced Regents Diploma # OF CREDITS
English	8	8	8
Social Studies	8	8	8
Global History	4	4	4
American History	2	2	2
Economics	1	1	1
Participation in Government	1	1	1
Science (including lab)	6	6	6
Life Science	2	2	2
Physical Science	2	2	2
Life Science or Physical Science	2	2	2
Mathematics	6	6	6
Visual Art, Music, Dance and/or Theater ¹	2	2	2
Second Language	2	2	6*
Health and Physical Education	5	5	5
Physical Education	4	4	4
Health Education	1	1	1
GTE Sequence	7+	7+	7+
Total	44+	44+	44+

¹Effective June 2007 students must earn two credits in the arts (visual art, music, dance and/or theater).

Note: Students taking certain state approved CTE Sequences may be required to take more than 7 credits in their CTE sequence. These students will therefore be required to earn more than 44 total credits in order to graduate with technical endorsement.

REGENTS EXAM REQUIREMENTS	Local Diploma SCORE**	Regents Diploma SCORE	Advanced Regents Diploma SCORE
Comprehensive English	55 or above**	65 or above	65 or above
Mathematics A	55 or above**	65 or above	65 or above
Mathematics B			65 or above
Global History and Geography	55 or above**	65 or above	65 or above
U.S. History and Government	55 or above**	65 or above	65 or above
Science	55 or above** (any science)	65 or above (any science)	65 or above (life science)
Science			65 or above (physical science)
Language other than English			65 or above*

TECHNICAL ASSESSMENT REQUIREMENT	Local Diploma SCORE	Regents Diploma SCORE	Advanced Regents Diploma SCORE
Technical Assessment Exam based on nationally recognized industry standards	Pass	Pass	Pass

*Students completing a 10 credit CTE sequence are only required to complete 2 credits of a second language and are not required to take the Regents in a Language other than English in order to receive a Regents diploma with advanced designation.

**Students entering the 9th grade in 2006 must pass 3 out of 5 required Regents with a 65 or above to receive a local diploma.

Mathematics Regents Exam Implementation/Transition Timeline
 Last administration of the Regents Examination in Mathematics A is January 2009
 Last administration of the Regents Examination in Mathematics B is June 2010

First administration of the Regents Examination in Integrated Algebra is June 2008
 First administration of the Regents Examination in Geometry is June 2009
 First administration of the Regents Examination in Algebra 2 and Trigonometry is June 2010

2006



CAREER & TECHNICAL EDUCATION STUDENTS

STUDENTS ENTERING 9TH GRADE IN SEPTEMBER 2007

These requirements apply only to those students who are taking a state approved CTE sequence that will end in a technical assessment. Students are advised to check with their guidance counselor to ensure these requirements apply to them.

CREDIT REQUIREMENTS	Local Diploma # OF CREDITS	Regents Diploma # OF CREDITS	Advanced Regents Diploma # OF CREDITS
English	8	8	8
Social Studies	8	8	8
Global History	4	4	4
American History	2	2	2
Economics	1	1	1
Participation in Government	1	1	1
Science (including lab)	6	6	6
Life Science	2	2	2
Physical Science	2	2	2
Life Science or Physical Science	2	2	2
Mathematics	6	6	6
Visual Art, Music, Dance and/or Theater ¹	2	2	2
Second Language	2	2	6*
Health and Physical Education	5	5	5
Physical Education	4	4	4
Health Education	1	1	1
GTE Sequence	7+	7+	7+
Total	44+	44+	44+

¹Effective June 2007 students must earn two credits in the arts (visual art, music, dance and/or theater).

Note: Students taking certain state approved CTE Sequences may be required to take more than 7 credits in their CTE sequence. These students will therefore be required to earn more than 44 total credits in order to graduate with technical endorsement.

REGENTS EXAM REQUIREMENTS	Local Diploma SCORE**	Regents Diploma SCORE	Advanced Regents Diploma SCORE***
Comprehensive English	55 or above**	65 or above	65 or above
Mathematics			2 Exams or 3 Exams
Integrated Algebra I	55 or above** or	65 or above or	65 or above*** or
Math A	55 or above** or	65 or above or	65 or above*** and
Math B	55 or above** or	65 or above or	65 or above*** or
Geometry	55 or above** or	65 or above or	65 or above*** and
Algebra II/Trigonometry	55 or above**	65 or above	65 or above***
Global History and Geography	55 or above**	65 or above	65 or above
U.S. History and Government	55 or above**	65 or above	65 or above
Science	55 or above**	65 or above	65 or above
Science (any science)	(any science)	(any science)	(life science)
Science (physical science)			65 or above
Language other than English			65 or above*

TECHNICAL ASSESSMENT REQUIREMENT	Local Diploma SCORE	Regents Diploma SCORE	Advanced Regents Diploma SCORE
Technical Assessment Exam based on nationally recognized industry standards	Pass	Pass	Pass

*Students completing a 10 credit CTE sequence are only required to complete 2 credits of a second language and are not required to take the Regents in a Language other than English in order to receive a Regents diploma with advanced designation.

**Students entering the 9th grade in 2007 must pass 4 out of 5 required Regents with a 65 or above to receive a local diploma.

***Advanced Regents Diploma:
 2 Exams: Math A and either — Math B or Alg 2/Trig | 3 Exams: either — Int. Alg or Math A and Geometry and Alg 2/Trig.

Mathematics Regents Exam Implementation/Transition Timeline
 Last administration of the Regents Examination in Mathematics A is January 2009
 Last administration of the Regents Examination in Mathematics B is June 2010

First administration of the Regents Examination in Integrated Algebra is June 2008
 First administration of the Regents Examination in Geometry is June 2009
 First administration of the Regents Examination in Algebra 2 and Trigonometry is June 2010



CAREER & TECHNICAL EDUCATION STUDENTS

STUDENTS ENTERING 9TH GRADE IN SEPTEMBER 2008

These requirements apply only to those students who are taking a state approved CTE sequence that will end in technical assessment. Students are advised to check with their guidance counselor to ensure that these requirements apply to them.

	Regents Diploma	Advanced Regents Diploma
CREDIT REQUIREMENTS	# OF CREDITS	# OF CREDITS
English	8	8
Social Studies	8	8
Global History	4	4
American History	2	2
Economics	1	1
Participation in Government	1	1
Science (including lab)	6	6
Life Science	2	2
Physical Science	2	2
Life Science or Physical Science	2	2
Math	6	6
Visual Art, Music, Dance and/or Theater¹	2	2
Second Language	2	6**
Health and Physical Education	5	5
Physical Education	4	4
Health Education	1	1
GTE Sequence	7+	7+
Total	44+	44+

¹Effective June 2007 students must earn two credits in the arts (visual art, music, dance and/or theater).

Note: Students taking certain state approved CTE Sequences may be required to take more than 7 credits in their CTE sequence. These students will therefore be required to earn more than 44 total credits in order to graduate with technical endorsement.

	Regents Diploma	Advanced Regents Diploma
REGENTS EXAM REQUIREMENTS	SCORE	SCORE
Comprehensive English	65 or above	65 or above
Mathematics		2 Exams or 3 Exams
Integrated Algebra I	65 or above or	65 or above*** or
Math A	65 or above or	65 or above*** and
Math B	65 or above or	65 or above*** or
Geometry	65 or above or	65 or above*** and
Algebra II/Trigonometry	65 or above	65 or above***
Global History and Geography	65 or above	65 or above
U.S. History and Government	65 or above	65 or above
Science	65 or above (any Science)	65 or above (1 life Science)
Science		65 or above (1 Physical Science)
Language other than English		65 or above*

TECHNICAL ASSESSMENT REQUIREMENT	Regents Diploma	Advanced Regents Diploma
	SCORE	SCORE
Technical Assessment Exam based on nationally recognized industry standards	Pass	Pass

Note: Local diplomas are no longer an option for CTE students beginning with cohort 2008. Students must pass all required regents exams with a 65 for Regents and Advanced Regents Diplomas.

**Students completing a 10 credit CTE sequence are only required to complete 2 credits of a second language and are not required to take the Regents in a Language other than English in order to receive a Regents diploma with advanced designation.

***Advanced Regents Diploma:
 2 Exams: Math A and either — [Math B or Alg 2/Trig] | 3 Exams: either — [Int. Alg or Math A] and Geometry and Alg 2/Trig.

Mathematics Regents Exam Implementation/Transition Timeline
 Last administration of the Regents Examination in Mathematics A is January 2009
 Last administration of the Regents Examination in Mathematics B is June 2010

First administration of the Regents Examination in Integrated Algebra is June 2008
 First administration of the Regents Examination in Geometry is June 2009
 First administration of the Regents Examination in Algebra 2 and Trigonometry is June 2010



**THE COUNCIL
THE CITY OF NEW YORK**

Appearance Card

I intend to appear and speak on Int. No. _____ Res. No. _____

in favor in opposition

Date: 6/18/09

(PLEASE PRINT)

Name: James Vasquez, High School Rep.

Address: Queens

I represent: UFT

Address: 52 Broadway

**THE COUNCIL
THE CITY OF NEW YORK**

Appearance Card

I intend to appear and speak on Int. No. _____ Res. No. _____

in favor in opposition

Date: 6/18/09

(PLEASE PRINT)

Name: Karin Goldmark

Address: 150 Court St. 2nd Floor

I represent: College Summit New York

Address: _____

**THE COUNCIL
THE CITY OF NEW YORK**

Appearance Card

I intend to appear and speak on Int. No. _____ Res. No. _____

in favor in opposition

Date: _____

(PLEASE PRINT)

Name: Cremen Santana (Parent Advocate)

Address: _____

I represent: _____

Address: _____

Please complete this card and return to the Sergeant-at-Arms

**THE COUNCIL
THE CITY OF NEW YORK**

Appearance Card

I intend to appear and speak on Int. No. _____ Res. No. _____

in favor in opposition

Date: 6/18/05

(PLEASE PRINT)

Name: Santoso Taveras, Deputy, Chancellor for

Address: 52 Chambers Street, Rm 320 Teaching & Learning

I represent: _____

Address: _____

**THE COUNCIL
THE CITY OF NEW YORK**

Appearance Card

I intend to appear and speak on Int. No. _____ Res. No. _____

in favor in opposition

Date: 6/18/05

(PLEASE PRINT)

Name: CHRISTIE HILL

Address: 151 W 30th St, 5th Fl NY, NY 10011

I represent: ADVOCATES FOR CHILDREN OF NY

Address: same as above

**THE COUNCIL
THE CITY OF NEW YORK**

Appearance Card

I intend to appear and speak on Int. No. _____ Res. No. _____

in favor in opposition

Date: _____

(PLEASE PRINT)

Name: MATSAO CHAI

Address: 307 East 44th St

I represent: myself

Address: 307 East 44th St

Please complete this card and return to the Sergeant-at-Arms

**THE COUNCIL
THE CITY OF NEW YORK**

Appearance Card

I intend to appear and speak on Int. No. _____ Res. No. _____

in favor in opposition

Date: 6/18/09

(PLEASE PRINT)

Name: Jennifer Bell-Elwanger, Senior

Address: 50 Chambers Street Rm 320 *Advisor to the Chancellor*

I represent: _____

Address: _____

**THE COUNCIL
THE CITY OF NEW YORK**

Appearance Card

I intend to appear and speak on Int. No. _____ Res. No. _____

in favor in opposition

Date: _____

(PLEASE PRINT)

Name: Megan Hester

Address: ~~Am~~

I represent: Annenberg Institute for School Reform

Address: 233 Broadway Ste. 720 NY NY

**THE COUNCIL
THE CITY OF NEW YORK**

Appearance Card

I intend to appear and speak on Int. No. _____ Res. No. _____

in favor in opposition

Date: _____

(PLEASE PRINT)

Name: Rosemarie Thompson *Chapter Chair Guidance*

Address: 52 Broadway

I represent: UFT

Address: 52 Broadway

Please complete this card and return to the Sergeant-at-Arms

**THE COUNCIL
THE CITY OF NEW YORK**

Appearance Card

I intend to appear and speak on Int. No. _____ Res. No. _____

in favor in opposition

Date: _____

Name: Raphael Rivas (PLEASE PRINT)

Address: 27 SMITH ST SUITE 200

I represent: BROOKLYN CENTER FOR INDEPENDENCE ^{OR} _{TR}

Address: 27 SMITH ST SUITE 200 ^{DISC 619}

BROOKLYN, NY 11201

**THE COUNCIL
THE CITY OF NEW YORK**

Appearance Card

I intend to appear and speak on Int. No. _____ Res. No. _____

in favor in opposition

Date: _____

Name: Lenore Brown (PLEASE PRINT)

Address: _____

I represent: NYC Coalition for Educational Justice

Address: _____

**THE COUNCIL
THE CITY OF NEW YORK**

Appearance Card

I intend to appear and speak on Int. No. _____ Res. No. _____

in favor in opposition

Date: _____

Name: Valerie Armstrong Barrows, Esq. (PLEASE PRINT)

Address: Citywide Council on High Schools

I represent: 1052 East 53rd St. High School Parents

Address: _____

Please complete this card and return to the Sergeant-at-Arms