The New York State Accountability Report 2011-12

SCHOOL:	FARMINGDALE SENIOR HIGH SCHOOL
SCHOOL ID:	280522030009
DISTRICT:	FARMINGDALE UNION FREE SCHOOL DISTRICT
DISTRICT ID:	280522030000
PRINCIPAL:	GLEN ZAKIAN
SUPERINTENDENT:	JOHN LORENTZ
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Data in this report are those reported by districts in the Student Information Repository System as of August 24, 2012.

On May 29, 2012, the United States Department of Education (USDE) approved New York's Elementary and Secondary Education Act (ESEA) waiver. This waiver provides New York with increased flexibility to help close the achievement gap and assist students in becoming college and career ready. New York's waiver introduced a system of identifying districts and/or schools as **Reward, Focus,** or **Priority**, based on performance in English language arts (ELA), mathematics, and science at the elementary/middle level and in ELA, mathematics, and graduation rate at the secondary level. More information on the waiver is available at http://www.p12.nysed.gov/esea-waiver/.

Data in The New York State Accountability Report are those used to determine **Performance Indices (PIs)** and make **Adequate Yearly Progress (AYP)** determinations which, in turn, are used to assist in identifying districts and schools as Reward, Focus, and Priority. Explanations of how the data are used to make the determinations are available at http://www.p12.nysed.gov/accountability/ESEAMaterials.html.

More Information:
Office of Accountability
New York State Education Department
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Brooklyn, NY 11217
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Adequate Yearly Progress and Performance Indices

Performance Indices (PIs) and Unweighted Combined PIs are used to determine if a district or school is Priority or Focus. Adequate Yearly Progress (AYP) for accountability groups (all students, racial/ethnic groups, students with disabilities, limited English proficient students, and economically disadvantaged students) and PIs for accountability groups and non-AYP groups (non-racial/ethnic groups, general-education students, English proficient students, not economically disadvantaged students, male and female students, and migrant and non-migrant students) are used to determine if a district or school is Reward or a school requires a Local Assistance Plan. For more information, see http://www.p12.nysed.gov/accountability/documents/NYSESEAFlexibilityWaiver_REVISED.pdf

Adequate Yearly Progress

In accordance with federal and State laws, the New York State Education Department must determine and report on the performance of students in the following areas:

1) Elementary/middle-level (grades 3 - 8) English Language Arts (ELA)
2) Elementary/middle-level (grades 3 - 8) Mathematics
3) Elementary/middle-level (grades 4 and 8) Science
4) Secondary-level (grades 9-12) ELA
5) Secondary-level (grades 9-12) Mathematics
6) Graduation Rate

This performance is determined by identifying whether or not a district or school made **"Adequate Yearly Progress"** (AYP). AYP indicates satisfactory progress by a district or a school toward the goal of proficiency for all students. In ELA, mathematics, and science, AYP is determined by comparing the percentage of students tested and the performance of tested students against defined standards. In graduation rate, AYP is determined by comparing the percentage of students graduating against defined standards.

Standards for English Language Arts, Mathematics, and Science

Participation: In ELA and mathematics, 95% of students in each accountability group with 40 or more members must be tested to meet the participation criterion. In science, 80% must be tested.
Performance: In ELA and mathematics, a calculated measure of performance called the **"Performance Index"** (PI) for each accountability group with 30 or more members must equal or exceed a preset objective called an **"Effective Annual Measurable Objective"** (EAMO) or a safety net objective called a **"Safe Harbor Target."** In science, the criterion for performance is the same but the safety net is referred to as a **"Progress Target."**

Districts and schools must meet both the participation and performance criteria for all groups with sufficient numbers to make AYP.

Standards for Graduation Rate

Districts and schools with secondary-level grades are also held to certain standards for the percentage of students who graduated. To make AYP in graduation rate, every accountability group with 30 or more members must make AYP. For a group to make AYP, the graduation rate of the 4-year graduation-rate total cohort or the 5-year graduation-rate total cohort must equal or exceed the Graduation-Rate Standard of 80% or the group's Progress Target. A cohort is a group of students who entered grade 9 anywhere in a particular school year. Graduation rates for these cohorts are then determined 4 and 5 years after the students first enter grade 9.

For more information on how AYP and PIs are determined, see "Determining AYP in 2011-12" under Understanding Accountability in New York State at http://www.p12.nysed.gov/irs/accountability/.

Secondary-Level ELA: AYP

SCHOOL: FARMINGDALE SENIOR HIGH SCHOOL **SCHOOL ID: 280522030009**
DISTRICT: FARMINGDALE UNION FREE SCHOOL DISTRICT

Adequate Yearly Progress: In secondary-level English language arts (ELA), districts and schools must meet both the participation and performance criteria to make Adequate Yearly Progress (AYP).

Participation: To meet the participation criterion, at least 95% of students in each accountability group with 40 or more members must be tested on an appropriate ELA assessment.

Performance: To meet the performance criterion, the Performance Index (PI) of students in each accountability group with 30 or more members must be equal to or greater than the Effective Annual Measurable Objective (EAMO) or the Safe Harbor Target.

All accountability groups met the participation and performance criteria (made AYP): NO

Student Group	Made AYP
All Students	✔
American Indian or Alaska Native	—
Black or African American	✔
Hispanic or Latino	✔
Asian or Native Hawaiian/Other Pacific Islander	—
White	✔
Multiracial	—
Students With Disabilities	✘
Limited English Proficient	—
Economically Disadvantaged	✘

✔ Made AYP
✘ Did not make AYP
— There were not enough students to make an AYP determination

Secondary-Level ELA: Participation

SCHOOL: FARMINGDALE SENIOR HIGH SCHOOL

SCHOOL ID: 280522030009
DISTRICT: FARMINGDALE UNION FREE SCHOOL DISTRICT

All accountability groups with 40 or more members tested at least 95% of 12th graders: YES

Secondary-Level English Language Arts (ELA) Participation Results

Student Group	Tested 95%	12th Graders	Percent of 12th Graders with Valid Test Scores
All Students	✔	461	99%
American Indian or Alaska Native	—	0	—
Black or African American	—	32	—
Hispanic or Latino	✔	70	97%
Asian or Native Hawaiian/Other Pacific Islander	—	23	—
White	✔	335	100%
Multiracial	—	1	—
Students With Disabilities	✔	53	100%
Limited English Proficient	—	8	—
Economically Disadvantaged	✔	93	99%

✔ At least 95% of 12th graders were tested.
✘ Less than 95% of 12th graders were tested.
— There were fewer than 40 12th graders in the group.

Secondary-Level ELA: Performance

SCHOOL: FARMINGDALE SENIOR HIGH SCHOOL **SCHOOL ID: 280522030009**

DISTRICT: FARMINGDALE UNION FREE SCHOOL DISTRICT

All accountability groups with 30 or more members had a PI greater than or equal to the EAMO or Safe Harbor Target: NO

Secondary-Level English Language Arts (ELA) Performance Results

Student Group	PI >= EAMO or Safe Harbor Target	2008 Accountability Cohort Members	PI	Objectives	
				EAMO	Safe Harbor Target
All Students	✔	437	164	154	154
American Indian or Alaska Native	—	0	—	—	—
Black or African American	✔	32	119	117	117
Hispanic or Latino	✔	56	127	124	124
Asian or Native Hawaiian/Other Pacific Islander	—	21	—	—	—
White	✔	328	174	168	168
Multiracial	—	0	—	—	—
Students With Disabilities	✘	63†	83†	85	85
Limited English Proficient	—	6	—	—	—
Economically Disadvantaged	✘	84	129	130	130

✔ Performance Index is equal to or greater than Effective Annual Measurable Objective.

✘ Performance Index is less than Effective Annual Measurable Objective and Safe Harbor Target.

— There were fewer than 30 tested students in the 2008 accountability cohort.

† Includes former students with disabilities because the number of students with disabilities in the current year is equal to or greater than 30.

2008 Accountability Cohort: The 2008 Accountability Cohort consists of all students who first entered grade 9 anywhere between July 1, 2008 and June 30, 2009 or, in the case of ungraded students with disabilities, reached their seventeenth birthday during the 2008-09 school year. Results for these students are captured as of June 30, 2012. A more detailed definition of this cohort is available in "Secondary-Level Cohort Definitions" at http://www.p12.nysed.gov/irs/sirs/.

Performance Index (PI): A PI is a value from 0 to 200 that is assigned to an accountability group, indicating how that group performed on a required State test (or approved alternative). Student scores on the tests are converted to four performance levels, from Level 1 to Level 4. A PI is calculated using the levels and the following equation: ([(Count at Level 2) + 2(Count at Level 3) + 2(Count at Level 4)] ÷ [Count of Cohort Members]) × 100

Effective Annual Measurable Objective (EAMO): The EAMO is the PI value that each accountability group of a given size within a district or school is expected to achieve to meet the performance criterion. The EAMO table is available at http://www.p12.nysed.gov/irs/accountability/ under the header "Annual Measurable Objectives."

Safe Harbor Target: Safe Harbor provides an alternate means to meet the performance criterion for accountability groups whose PIs are less than their EAMOs. The 2011-12 Safe Harbor Target is calculated using the following formula: 2010-11 PI + (200 - the 2010-11 PI) × 0.10

Secondary-Level ELA: Non-AYP Groups

SCHOOL: FARMINGDALE SENIOR HIGH SCHOOL **SCHOOL ID: 280522030009**
DISTRICT: FARMINGDALE UNION FREE SCHOOL DISTRICT

Participation and performance for the following groups are *NOT* used to determine AYP.

Participation

Student Group	12th Graders	Percent of 12th Graders with Valid Test Scores
Not American Indian or Alaska Native	461	99%
Not Black or African American	429	99%
Not Hispanic or Latino	391	99%
Not Asian or Native Hawaiian/Other Pacific Islander	438	99%
Not White	126	98%
Not Multiracial	460	99%
General Education	408	99%
English Proficient	453	99%
Not Economically Disadvantaged	368	99%
Male	247	100%
Female	214	99%
Migrant	1	—
Not Migrant	460	99%

— There were fewer than 40 12th graders in the group.

Performance

Student Group	2008 Accountability Cohort Members	PI
Not American Indian or Alaska Native	437	164
Not Black or African American	405	168
Not Hispanic or Latino	381	170
Not Asian or Native Hawaiian/Other Pacific Islander	416	163
Not White	109	136
Not Multiracial	437	164
General Education	375	178
English Proficient	431	166
Not Economically Disadvantaged	353	173
Male	229	154
Female	208	176
Migrant	1	—
Not Migrant	436	164

— There were fewer than 30 students in the cohort.

Secondary-Level Math: AYP

SCHOOL: FARMINGDALE SENIOR HIGH SCHOOL

SCHOOL ID: 280522030009
DISTRICT: FARMINGDALE UNION FREE SCHOOL DISTRICT

Adequate Yearly Progress: In secondary-level mathematics, districts and schools must meet both the participation and performance criteria to make Adequate Yearly Progress (AYP).

Participation: To meet the participation criterion, at least 95% of students in each accountability group with 40 or more members must be tested on an appropriate math assessment.

Performance: To meet the performance criterion, the Performance Index (PI) of students in each accountability group with 30 or more members must be equal to or greater than the Effective Annual Measurable Objective (EAMO) or the Safe Harbor Target.

All accountability groups met the participation and performance criteria (made AYP): NO

Student Group	Made AYP
All Students	✔
American Indian or Alaska Native	—
Black or African American	✔
Hispanic or Latino	✔
Asian or Native Hawaiian/Other Pacific Islander	—
White	✔
Multiracial	—
Students With Disabilities	✘
Limited English Proficient	—
Economically Disadvantaged	✔

✔ Made AYP
✘ Did not make AYP
— There were not enough students to make an AYP determination

Secondary-Level Math: Participation

SCHOOL: FARMINGDALE SENIOR HIGH SCHOOL

SCHOOL ID: 280522030009
DISTRICT: FARMINGDALE UNION FREE SCHOOL DISTRICT

All accountability groups with 40 or more members tested at least 95% of 12th graders: YES

Secondary-Level Math Participation Results

Student Group	Tested 95%	12th Graders	Percent of 12th Graders with Valid Test Scores
All Students	✔	461	100%
American Indian or Alaska Native	—	0	—
Black or African American	—	32	—
Hispanic or Latino	✔	70	100%
Asian or Native Hawaiian/Other Pacific Islander	—	23	—
White	✔	335	100%
Multiracial	—	1	—
Students With Disabilities	✔	53	100%
Limited English Proficient	—	8	—
Economically Disadvantaged	✔	93	100%

✔ At least 95% of 12th graders were tested.
✘ Less than 95% of 12th graders were tested.
— There were fewer than 40 12th graders in the group.

Secondary-Level Math: Performance

SCHOOL: FARMINGDALE SENIOR HIGH SCHOOL **SCHOOL ID: 280522030009**

DISTRICT: FARMINGDALE UNION FREE SCHOOL DISTRICT

All accountability groups with 30 or more members had a PI greater than or equal to the EAMO or Safe Harbor Target: NO

Secondary-Level Math Performance Results

Student Group	PI >= EAMO or Safe Harbor Target	2008 Accountability Cohort Members	PI	Objectives	
				EAMO	Safe Harbor Target
All Students	✔	437	148	131	131
American Indian or Alaska Native	—	0	—	—	—
Black or African American	✔	32	113	86	86
Hispanic or Latino	✔	56	118	95	95
Asian or Native Hawaiian/Other Pacific Islander	—	21	—	—	—
White	✔	328	155	148	148
Multiracial	—	0	—	—	—
Students With Disabilities	✘	63†	67†	70	70
Limited English Proficient	—	6	—	—	—
Economically Disadvantaged	✔	84	110	104	104

✔ Performance Index is equal to or greater than Effective Annual Measurable Objective.

✘ Performance Index is less than Effective Annual Measurable Objective and Safe Harbor Target.

— There were fewer than 30 tested students in the 2008 accountability cohort.

† Includes former students with disabilities because the number of students with disabilities in the current year is equal to or greater than 30.

2008 Accountability Cohort: The 2008 Accountability Cohort consists of all students who first entered grade 9 anywhere between July 1, 2008 and June 30, 2009 or, in the case of ungraded students with disabilities, reached their seventeenth birthday during the 2008-09 school year. Results for these students are captured as of June 30, 2012. A more detailed definition of this cohort is available in "Secondary-Level Cohort Definitions" at http://www.p12.nysed.gov/irs/sirs/.

Performance Index (PI): A PI is a value from 0 to 200 that is assigned to an accountability group, indicating how that group performed on a required State test (or approved alternative). Student scores on the tests are converted to four performance levels, from Level 1 to Level 4. A PI is calculated using the levels and the following equation: ([(Count at Level 2) + 2(Count at Level 3) + 2(Count at Level 4)] ÷ [Count of Cohort Members]) × 100

Effective Annual Measurable Objective (EAMO): The EAMO is the PI value that each accountability group of a given size within a district or school is expected to achieve to meet the performance criterion. The EAMO table is available at http://www.p12.nysed.gov/irs/accountability/ under the header "Annual Measurable Objectives."

Safe Harbor Target: Safe Harbor provides an alternate means to meet the performance criterion for accountability groups whose PIs are less than their EAMOs. The 2011-12 Safe Harbor Target is calculated using the following formula: 2010-11 PI + (200 - the 2010-11 PI) × 0.10

Secondary-Level Math: Non-AYP Groups

SCHOOL: FARMINGDALE SENIOR HIGH SCHOOL **SCHOOL ID: 280522030009**
DISTRICT: FARMINGDALE UNION FREE SCHOOL DISTRICT

Participation and performance for the following groups are *NOT* used to determine AYP.

Participation

Student Group	12th Graders	Percent of 12th Graders with Valid Test Scores
Not American Indian or Alaska Native	461	100%
Not Black or African American	429	100%
Not Hispanic or Latino	391	100%
Not Asian or Native Hawaiian/Other Pacific Islander	438	100%
Not White	126	99%
Not Multiracial	460	100%
General Education	408	100%
English Proficient	453	100%
Not Economically Disadvantaged	368	100%
Male	247	100%
Female	214	100%
Migrant	1	—
Not Migrant	460	100%

— There were fewer than 40 12th graders in the group.

Performance

Student Group	2008 Accountability Cohort Members	PI
Not American Indian or Alaska Native	437	148
Not Black or African American	405	151
Not Hispanic or Latino	381	153
Not Asian or Native Hawaiian/Other Pacific Islander	416	147
Not White	109	127
Not Multiracial	437	148
General Education	375	162
English Proficient	431	149
Not Economically Disadvantaged	353	158
Male	229	143
Female	208	154
Migrant	1	—
Not Migrant	436	148

— There were fewer than 30 students in the cohort.

Unweighted Combined ELA and Math PIs

SCHOOL: FARMINGDALE SENIOR HIGH SCHOOL **SCHOOL ID: 280522030009**

DISTRICT: FARMINGDALE UNION FREE SCHOOL DISTRICT

Unweighted Combined ELA and Math Performance Indices (PIs)

The unweighted combined ELA and math Performance Index (PI) is the sum of the PIs for all measures for which the school/district has 30 or more students in the group divided by the number of measures for which the school/district has 30 or more students in the group. For example, EM ELA = 150, EM Math = 180, HS ELA = 140, HS Math = 160: (150 + 180 + 140 + 160) ÷ 4 = 157.5 = 158.

Student Group	Elementary/ Middle-Level ELA PI	Elementary/ Middle-Level Math PI	Secondary-Level ELA PI	Secondary-Level Math PI	Unweighted Combined PI
All Students	—	—	164	148	156
American Indian or Alaska Native	—	—	—	—	—
Black or African American	—	—	119	113	116
Hispanic or Latino	—	—	127	118	123
Asian or Native Hawaiian/Other Pacific Islander	—	—	—	—	—
White	—	—	174	155	165
Multiracial	—	—	—	—	—
Students With Disabilities	—	—	83	67	75
Limited English Proficient	—	—	—	—	—
Economically Disadvantaged	—	—	129	110	120

— There was not enough students to determine a Performance Index.

Graduation Rate: AYP

SCHOOL: FARMINGDALE SENIOR HIGH SCHOOL

SCHOOL ID: 280522030009
DISTRICT: FARMINGDALE UNION FREE SCHOOL DISTRICT

Adequate Yearly Progress: To make AYP in graduation rate, every accountability group with 30 or more members must make AYP. For a group to make AYP, the graduation rate of the 4-year graduation-rate total cohort ***OR*** the 5-year graduation-rate total cohort must equal or exceed the Graduation-Rate Standard of 80% or the group's Progress Target.

All accountability groups made AYP: YES

Student Group	Made AYP
All Students	✔
American Indian or Alaska Native	—
Black or African American	✔
Hispanic or Latino	✔
Asian or Native Hawaiian/Other Pacific Islander	—
White	✔
Multiracial	—
Students With Disabilities	✔
Limited English Proficient	—
Economically Disadvantaged	✔

✔ Made AYP
✘ Did not make AYP
— There were not enough students to make an AYP determination

Graduation Rate: 4-Year Graduation-Rate Total Cohort

SCHOOL: FARMINGDALE SENIOR HIGH SCHOOL **SCHOOL ID: 280522030009**
DISTRICT: FARMINGDALE UNION FREE SCHOOL DISTRICT

All accountability groups with 30 or more members met the graduation-rate criterion for the four-year graduation-rate total cohort: YES

Four-Year Graduation-Rate Total Cohort

Student Group	Met Graduation-Rate Criterion	2007 Four-Year Graduation-Rate Total Cohort	Graduation Rate	State Standard	Progress Target
All Students	✔	496	95%	80%	80%
American Indian or Alaska Native	—	1	—	—	—
Black or African American	✔	35	94%	80%	75%
Hispanic or Latino	✔	56	80%	80%	80%
Asian or Native Hawaiian/Other Pacific Islander	—	23	—	—	—
White	✔	381	97%	80%	80%
Multiracial	—	0	—	—	—
Students With Disabilities	✔	54†	81%†	80%	80%
Limited English Proficient	—	12	—	—	—
Economically Disadvantaged	✔	81	91%	80%	77%

✔ Graduation rate is equal to or greater than the State Standard or the group's Progress Target.
✘ Graduation rate is less than the State Standard and the group's Progress Target.
— There were fewer than 30 students in the cohort.
† Includes former students with disabilities because the number of students with disabilities in the current year is equal to or greater than 30.

2007 Four-Year Graduation-Rate Total Cohort
The 2007 four-year graduation-rate total cohort consists of all students who first entered grade 9 anywhere between July 1, 2007 and June 30, 2008. Four-year graduation-rate results for these students are captured as of August 31, 2011.

Graduation Rate
The graduate rate for the 2007 four-year graduation-rate total cohort is the percentage of cohort members who earned a local or Regents diploma by August 31, 2011.

Progress Target
The Progress Target for the 2007 four-year graduation-rate total cohort is a 10% gap reduction in the graduation rate of the 2006 four-year graduation-rate total cohort as of August 31, 2010. The following equation is used to determine the 2007 four-year graduation-rate total cohort progress target:
[(80 - the graduation rate of the 2006 four-year graduation-rate total cohort) x 0.1] + the graduation rate of the 2006 four-year graduation-rate total cohort

Graduation Rate: 5-Year Graduation-Rate Total Cohort

SCHOOL: FARMINGDALE SENIOR HIGH SCHOOL **SCHOOL ID: 280522030009**
DISTRICT: FARMINGDALE UNION FREE SCHOOL DISTRICT

All accountability groups with 30 or more members met the graduation-rate criterion for the five-year graduation-rate total cohort: YES

Five-Year Graduation-Rate Total Cohort

Student Group	Met Graduation-Rate Criterion	2006 Five-Year Graduation-Rate Total Cohort	Graduation Rate	State Standard	Progress Target
All Students	✔	508	95%	80%	80%
American Indian or Alaska Native	—	0	—	—	—
Black or African American	✔	33	88%	80%	80%
Hispanic or Latino	✔	62	84%	80%	80%
Asian or Native Hawaiian/Other Pacific Islander	—	17	—	—	—
White	✔	396	97%	80%	80%
Multiracial	—	0	—	—	—
Students With Disabilities	✔	61†	95%†	80%	80%
Limited English Proficient	—	15	—	—	—
Economically Disadvantaged	✔	75	81%	80%	80%

✔ Graduation rate is equal to or greater than the State Standard or the group's Progress Target.
✘ Graduation rate is less than the State Standard and the group's Progress Target.
— There were fewer than 30 students in the cohort.
† Includes former students with disabilities because the number of students with disabilities in the current year is equal to or greater than 30.

2006 Five-Year Graduation-Rate Total Cohort
The 2006 five-year graduation-rate total cohort consists of all students who first entered grade 9 anywhere between July 1, 2006 and June 30, 2007. Five-year graduation-rate results for these students are captured as of August 31, 2011.

Graduation Rate
The graduate rate for the 2006 five-year graduation-rate total cohort is the percentage of cohort members who earned a local or Regents diploma by August 31, 2011.

Progress Target
The Progress Target for the 2006 five-year graduation-rate total cohort is a 20% gap reduction in the graduation rate of the 2005 five-year graduation-rate total cohort as of June 30, 2010. The following equation is used to determine the 2006 five-year graduation-rate total cohort progress target:
[(80 - the graduation rate of the 2005 five-year graduation-rate total cohort) x 0.2] + the graduation rate of the 2005 five-year graduation-rate total cohort

Graduation Rate: Non-AYP

SCHOOL: FARMINGDALE SENIOR HIGH SCHOOL **SCHOOL ID: 280522030009**
DISTRICT: FARMINGDALE UNION FREE SCHOOL DISTRICT

Graduation Rates for the following groups are *NOT* used to determine AYP.

Student Group	Four-Year Graduation-Rate Total Cohort		Five-Year Graduation-Rate Total Cohort	
	2007 Four-Year Graduation-Rate Total Cohort	Graduation Rate	2006 Five-Year Graduation-Rate Total Cohort	Graduation Rate
Not American Indian or Alaska Native	495	95%	508	95%
Not Black or African American	461	95%	475	96%
Not Hispanic or Latino	440	97%	446	97%
Not Asian or Native Hawaiian/Other Pacific Islander	473	95%	491	95%
Not White	115	89%	112	87%
Not Multiracial	496	95%	508	95%
General Education	445	97%	449	95%
English Proficient	484	96%	493	97%
Not Economically Disadvantaged	415	96%	433	97%
Male	273	93%	275	94%
Female	223	97%	233	97%
Migrant	0	—	0	—
Not Migrant	496	95%	508	95%

— There were fewer than 30 students in the cohort.

Graduation Rates for Select Diploma Types

Regents with Advanced Designation
The percentage of 2007 Graduation-Rate Total Cohort members who graduated as of August 31, 2011 with a Regents Diploma with an Advanced Designation is 50%, which exceeded the State average of 31%.

Regents with CTE Endorsement
The percentage of 2007 Graduation-Rate Total Cohort members who graduated as of August 31, 2011 with a Regents Diploma with CTE Endorsement is 4%, which exceeded the State average of 3%.