



The New York State Accountability Report 2011-12

SCHOOL:	JOHN BOWNE HIGH SCHOOL
SCHOOL ID:	342500011425
DISTRICT:	NYC GEOG DIST #25 - QUEENS
DISTRICT ID:	342500010000
PRINCIPAL:	HOWARD KWAIT
SUPERINTENDENT:	DANIELLE DIMANGO
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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
55 Hanson Place
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: JOHN BOWNE HIGH SCHOOL

SCHOOL ID: 342500011425
DISTRICT: NYC GEOG DIST #25 - QUEENS

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: JOHN BOWNE HIGH SCHOOL

SCHOOL ID: 342500011425
DISTRICT: NYC GEOG DIST #25 - QUEENS

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	✓	823	100%
American Indian or Alaska Native	—	6	—
Black or African American	✓	149	100%
Hispanic or Latino	✓	323	99%
Asian or Native Hawaiian/Other Pacific Islander	✓	298	100%
White	✓	47	100%
Multiracial	—	0	—
Students With Disabilities	✓	41	98%
Limited English Proficient	✓	232	99%
Economically Disadvantaged	✓	633	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 ELA: Performance

SCHOOL: JOHN BOWNE HIGH SCHOOL

SCHOOL ID: 342500011425
DISTRICT: NYC GEOG DIST #25 - QUEENS

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 \geq EAMO or Safe Harbor Target	2008 Accountability Cohort Members	PI	Objectives	
				EAMO	Safe Harbor Target
All Students	✓	896	139	155	137
American Indian or Alaska Native	—	10	—	—	—
Black or African American	✓	175	142	126	126
Hispanic or Latino	✗	349	129	131	131
Asian or Native Hawaiian/Other Pacific Islander	✓	312	150	166	137
White	✓	50	142	161	20
Multiracial	—	0	—	—	—
Students With Disabilities	✗	84†	63†	86	85
Limited English Proficient	✓	258‡	100‡	94	94
Economically Disadvantaged	✓	685	142	137	137

✓ 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.

‡ Includes former limited English proficient students because the number of limited English proficient students 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: $[(\text{Count at Level 2}) + 2(\text{Count at Level 3}) + 2(\text{Count at Level 4})] \div [\text{Count of Cohort Members}] \times 100$

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: $2010-11 \text{ PI} + (200 - \text{the } 2010-11 \text{ PI}) \times 0.10$

Secondary-Level ELA: Non-AYP Groups

SCHOOL: JOHN BOWNE HIGH SCHOOL

SCHOOL ID: 342500011425
DISTRICT: NYC GEOG DIST #25 - QUEENS

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	817	100%
Not Black or African American	674	100%
Not Hispanic or Latino	500	100%
Not Asian or Native Hawaiian/Other Pacific Islander	525	100%
Not White	776	100%
Not Multiracial	823	100%
General Education	782	100%
English Proficient	591	100%
Not Economically Disadvantaged	190	100%
Male	390	100%
Female	433	100%
Migrant	0	—
Not Migrant	823	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	886	140
Not Black or African American	721	139
Not Hispanic or Latino	547	146
Not Asian or Native Hawaiian/Other Pacific Islander	584	134
Not White	846	139
Not Multiracial	896	139
General Education	823	147
English Proficient	655	156
Not Economically Disadvantaged	211	130
Male	449	129
Female	447	149
Migrant	0	—
Not Migrant	896	139

— There were fewer than 30 students in the cohort.

Secondary-Level Math: AYP

SCHOOL: JOHN BOWNE HIGH SCHOOL

SCHOOL ID: 342500011425
DISTRICT: NYC GEOG DIST #25 - QUEENS

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	X
American Indian or Alaska Native	—
Black or African American	✓
Hispanic or Latino	X
Asian or Native Hawaiian/Other Pacific Islander	X
White	✓
Multiracial	—
Students With Disabilities	X
Limited English Proficient	✓
Economically Disadvantaged	✓

✓ Made AYP

X Did not make AYP

— There were not enough students to make an AYP determination

Secondary-Level Math: Participation

SCHOOL: JOHN BOWNE HIGH SCHOOL

SCHOOL ID: 342500011425
DISTRICT: NYC GEOG DIST #25 - QUEENS

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	✓	823	100%
American Indian or Alaska Native	—	6	—
Black or African American	✓	149	100%
Hispanic or Latino	✓	323	100%
Asian or Native Hawaiian/Other Pacific Islander	✓	298	100%
White	✓	47	100%
Multiracial	—	0	—
Students With Disabilities	✓	41	100%
Limited English Proficient	✓	232	100%
Economically Disadvantaged	✓	633	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: JOHN BOWNE HIGH SCHOOL

SCHOOL ID: 342500011425
DISTRICT: NYC GEOG DIST #25 - QUEENS

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 \geq EAMO or Safe Harbor Target	2008 Accountability Cohort Members	PI	Objectives	
				EAMO	Safe Harbor Target
All Students	✗	896	114	132	119
American Indian or Alaska Native	—	10	—	—	—
Black or African American	✓	175	95	95	95
Hispanic or Latino	✗	349	92	102	102
Asian or Native Hawaiian/Other Pacific Islander	✗	312	149	158	154
White	✓	50	118	141	20
Multiracial	—	0	—	—	—
Students With Disabilities	✗	84†	54†	71	70
Limited English Proficient	✓	258‡	121‡	94	94
Economically Disadvantaged	✓	685	118	111	111

✓ 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.

‡ Includes former limited English proficient students because the number of limited English proficient students 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: $\frac{1(\text{Count at Level 2}) + 2(\text{Count at Level 3}) + 2(\text{Count at Level 4})}{\text{Count of Cohort Members}} \times 100$

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: $2010-11 \text{ PI} + (200 - \text{the } 2010-11 \text{ PI}) \times 0.10$

Secondary-Level Math: Non-AYP Groups

SCHOOL: JOHN BOWNE HIGH SCHOOL

SCHOOL ID: 342500011425
DISTRICT: NYC GEOG DIST #25 - QUEENS

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	817	100%
Not Black or African American	674	100%
Not Hispanic or Latino	500	100%
Not Asian or Native Hawaiian/Other Pacific Islander	525	100%
Not White	776	100%
Not Multiracial	823	100%
General Education	782	100%
English Proficient	591	100%
Not Economically Disadvantaged	190	100%
Male	390	100%
Female	433	100%
Migrant	0	—
Not Migrant	823	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	886	114
Not Black or African American	721	119
Not Hispanic or Latino	547	128
Not Asian or Native Hawaiian/Other Pacific Islander	584	95
Not White	846	114
Not Multiracial	896	114
General Education	823	120
English Proficient	655	111
Not Economically Disadvantaged	211	101
Male	449	110
Female	447	118
Migrant	0	—
Not Migrant	896	114

— There were fewer than 30 students in the cohort.

Unweighted Combined ELA and Math PIs

SCHOOL: JOHN BOWNE HIGH SCHOOL

SCHOOL ID: 342500011425
DISTRICT: NYC GEOG DIST #25 - QUEENS

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: $(150 + 180 + 140 + 160) \div 4 = 157.5 = 158$.

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	—	—	139	114	127
American Indian or Alaska Native	—	—	—	—	—
Black or African American	—	—	142	95	119
Hispanic or Latino	—	—	129	92	111
Asian or Native Hawaiian/Other Pacific Islander	—	—	150	149	150
White	—	—	142	118	130
Multiracial	—	—	—	—	—
Students With Disabilities	—	—	63	54	59
Limited English Proficient	—	—	100	121	111
Economically Disadvantaged	—	—	142	118	130

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

Graduation Rate: AYP

SCHOOL: JOHN BOWNE HIGH SCHOOL

SCHOOL ID: 342500011425
DISTRICT: NYC GEOG DIST #25 - QUEENS

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: **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

Graduation Rate: 4-Year Graduation-Rate Total Cohort

SCHOOL: JOHN BOWNE HIGH SCHOOL

SCHOOL ID: 342500011425
DISTRICT: NYC GEOG DIST #25 - QUEENS

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	✓	715	66%	80%	61%
American Indian or Alaska Native	—	3	—	—	—
Black or African American	✓	132	62%	80%	60%
Hispanic or Latino	✓	332	61%	80%	52%
Asian or Native Hawaiian/Other Pacific Islander	✓	222	76%	80%	75%
White	—	26	—	—	—
Multiracial	—	0	—	—	—
Students With Disabilities	✓	90†	38%†	80%	32%
Limited English Proficient	✓	267‡	58%‡	80%	53%
Economically Disadvantaged	✓	538	74%	80%	67%

✓ 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.

‡ Includes former limited English proficient students because the number of limited English proficient students 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 graduation 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:

$[(80 - \text{the graduation rate of the 2006 four-year graduation-rate total cohort}) \times 0.1] + \text{the graduation rate of the 2006 four-year graduation-rate total cohort}$

Graduation Rate: 5-Year Graduation-Rate Total Cohort

SCHOOL: JOHN BOWNE HIGH SCHOOL

SCHOOL ID: 342500011425
DISTRICT: NYC GEOG DIST #25 - QUEENS

All accountability groups with 30 or more members met the graduation-rate criterion for the five-year graduation-rate total cohort: **NO**

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	X	703	64%	80%	66%
American Indian or Alaska Native	—	2	—	—	—
Black or African American	X	177	64%	80%	65%
Hispanic or Latino	X	318	56%	80%	62%
Asian or Native Hawaiian/Other Pacific Islander	✓	171	78%	80%	74%
White	X	34	71%	80%	74%
Multiracial	—	1	—	—	—
Students With Disabilities	X	94†	29%†	80%	39%
Limited English Proficient	X	227‡	56%‡	80%	59%
Economically Disadvantaged	X	462	69%	80%	76%

✓ Graduation rate is equal to or greater than the State Standard or the group's Progress Target.

X 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.

‡ Includes former limited English proficient students because the number of limited English proficient students 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:

$[(80 - \text{the graduation rate of the 2005 five-year graduation-rate total cohort}) \times 0.2] + \text{the graduation rate of the 2005 five-year graduation-rate total cohort}$

Graduation Rate: Non-AYP

SCHOOL: JOHN BOWNE HIGH SCHOOL

SCHOOL ID: 342500011425
DISTRICT: NYC GEOG DIST #25 - QUEENS

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	712	66%	701	64%
Not Black or African American	583	67%	526	64%
Not Hispanic or Latino	383	71%	385	71%
Not Asian or Native Hawaiian/Other Pacific Islander	493	62%	532	59%
Not White	689	66%	669	64%
Not Multiracial	715	66%	702	64%
General Education	634	71%	614	69%
English Proficient	472	72%	489	68%
Not Economically Disadvantaged	177	43%	241	54%
Male	364	62%	348	56%
Female	351	72%	355	72%
Migrant	0	—	0	—
Not Migrant	715	66%	703	64%

— 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 11%, which did not exceed 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 53%, which exceeded the State average of 3%.