



# The New York State Accountability Report 2011-12

<b>SCHOOL:</b>	<b>RICHMOND HILL HIGH SCHOOL</b>
<b>SCHOOL ID:</b>	<b>342700011475</b>
<b>DISTRICT:</b>	<b>NYC GEOG DIST #27 - QUEENS</b>
<b>DISTRICT ID:</b>	<b>342700010000</b>
<b>PRINCIPAL:</b>	<b>FRANCES DESANCTIS</b>
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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:**  
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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](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: RICHMOND HILL HIGH SCHOOL

SCHOOL ID: 342700011475  
DISTRICT: NYC GEOG DIST #27 - 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	X
American Indian or Alaska Native	—
Black or African American	X
Hispanic or Latino	X
Asian or Native Hawaiian/Other Pacific Islander	X
White	—
Multiracial	—
Students With Disabilities	X
Limited English Proficient	X
Economically Disadvantaged	X

✓ Made AYP

X Did not make AYP

— There were not enough students to make an AYP determination

# Secondary-Level ELA: Participation

SCHOOL: RICHMOND HILL HIGH SCHOOL

SCHOOL ID: 342700011475  
DISTRICT: NYC GEOG DIST #27 - 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	✓	562	100%
American Indian or Alaska Native	—	1	—
Black or African American	✓	67	100%
Hispanic or Latino	✓	245	100%
Asian or Native Hawaiian/Other Pacific Islander	✓	229	100%
White	—	20	—
Multiracial	—	0	—
Students With Disabilities	✓	48	98%
Limited English Proficient	✓	77	100%
Economically Disadvantaged	✓	352	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: RICHMOND HILL HIGH SCHOOL

SCHOOL ID: 342700011475  
DISTRICT: NYC GEOG DIST #27 - 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 >= EAMO or Safe Harbor Target	2008 Accountability Cohort Members	PI	Objectives	
				EAMO	Safe Harbor Target
All Students	X	689	123	155	131
American Indian or Alaska Native	—	2	—	—	—
Black or African American	X	107	117	124	124
Hispanic or Latino	X	303	119	131	125
Asian or Native Hawaiian/Other Pacific Islander	X	251	132	165	140
White	—	26	—	—	—
Multiracial	—	0	—	—	—
Students With Disabilities	X	79†	61†	86	71
Limited English Proficient	X	121‡	61‡	92	81
Economically Disadvantaged	X	450	127	136	134

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

X 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: RICHMOND HILL HIGH SCHOOL

SCHOOL ID: 342700011475  
DISTRICT: NYC GEOG DIST #27 - 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	561	100%
Not Black or African American	495	100%
Not Hispanic or Latino	317	100%
Not Asian or Native Hawaiian/Other Pacific Islander	333	100%
Not White	542	100%
Not Multiracial	562	100%
General Education	514	100%
English Proficient	485	100%
Not Economically Disadvantaged	210	100%
Male	282	100%
Female	280	100%
Migrant	0	—
Not Migrant	562	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	687	123
Not Black or African American	582	125
Not Hispanic or Latino	386	126
Not Asian or Native Hawaiian/Other Pacific Islander	438	118
Not White	663	124
Not Multiracial	689	123
General Education	617	132
English Proficient	584	136
Not Economically Disadvantaged	239	116
Male	366	117
Female	323	131
Migrant	0	—
Not Migrant	689	123

— There were fewer than 30 students in the cohort.

# Secondary-Level Math: AYP

SCHOOL: RICHMOND HILL HIGH SCHOOL

SCHOOL ID: 342700011475  
DISTRICT: NYC GEOG DIST #27 - 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	X
Hispanic or Latino	X
Asian or Native Hawaiian/Other Pacific Islander	X
White	—
Multiracial	—
Students With Disabilities	X
Limited English Proficient	X
Economically Disadvantaged	X

✓ Made AYP

X Did not make AYP

— There were not enough students to make an AYP determination

# Secondary-Level Math: Participation

SCHOOL: RICHMOND HILL HIGH SCHOOL

SCHOOL ID: 342700011475  
DISTRICT: NYC GEOG DIST #27 - 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	✓	562	100%
American Indian or Alaska Native	—	1	—
Black or African American	✓	67	100%
Hispanic or Latino	✓	245	100%
Asian or Native Hawaiian/Other Pacific Islander	✓	229	100%
White	—	20	—
Multiracial	—	0	—
Students With Disabilities	✓	48	100%
Limited English Proficient	✓	77	100%
Economically Disadvantaged	✓	352	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: RICHMOND HILL HIGH SCHOOL

SCHOOL ID: 342700011475  
DISTRICT: NYC GEOG DIST #27 - 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 >= EAMO or Safe Harbor Target	2008 Accountability Cohort Members	PI	Objectives	
				EAMO	Safe Harbor Target
All Students	X	689	96	132	103
American Indian or Alaska Native	—	2	—	—	—
Black or African American	X	107	84	93	93
Hispanic or Latino	X	303	88	102	99
Asian or Native Hawaiian/Other Pacific Islander	X	251	110	157	111
White	—	26	—	—	—
Multiracial	—	0	—	—	—
Students With Disabilities	X	79†	52†	71	54
Limited English Proficient	X	121‡	74‡	92	90
Economically Disadvantaged	X	450	97	110	106

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

X 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 Math: Non-AYP Groups

SCHOOL: RICHMOND HILL HIGH SCHOOL

SCHOOL ID: 342700011475  
DISTRICT: NYC GEOG DIST #27 - 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	561	100%
Not Black or African American	495	100%
Not Hispanic or Latino	317	100%
Not Asian or Native Hawaiian/Other Pacific Islander	333	100%
Not White	542	100%
Not Multiracial	562	100%
General Education	514	100%
English Proficient	485	100%
Not Economically Disadvantaged	210	100%
Male	282	100%
Female	280	100%
Migrant	0	—
Not Migrant	562	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	687	96
Not Black or African American	582	98
Not Hispanic or Latino	386	102
Not Asian or Native Hawaiian/Other Pacific Islander	438	87
Not White	663	96
Not Multiracial	689	96
General Education	617	101
English Proficient	584	100
Not Economically Disadvantaged	239	94
Male	366	96
Female	323	96
Migrant	0	—
Not Migrant	689	96

— There were fewer than 30 students in the cohort.

# Unweighted Combined ELA and Math PIs

SCHOOL: RICHMOND HILL HIGH SCHOOL

SCHOOL ID: 342700011475  
DISTRICT: NYC GEOG DIST #27 - 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	—	—	123	96	110
American Indian or Alaska Native	—	—	—	—	—
Black or African American	—	—	117	84	101
Hispanic or Latino	—	—	119	88	104
Asian or Native Hawaiian/Other Pacific Islander	—	—	132	110	121
White	—	—	—	—	—
Multiracial	—	—	—	—	—
Students With Disabilities	—	—	61	52	57
Limited English Proficient	—	—	61	74	68
Economically Disadvantaged	—	—	127	97	112

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

# Graduation Rate: AYP

SCHOOL: RICHMOND HILL HIGH SCHOOL

SCHOOL ID: 342700011475  
DISTRICT: NYC GEOG DIST #27 - 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: RICHMOND HILL HIGH SCHOOL

SCHOOL ID: 342700011475  
DISTRICT: NYC GEOG DIST #27 - QUEENS

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

## 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	X	843	59%	80%	60%
American Indian or Alaska Native	—	0	—	—	—
Black or African American	X	118	51%	80%	53%
Hispanic or Latino	X	416	56%	80%	58%
Asian or Native Hawaiian/Other Pacific Islander	✓	285	67%	80%	66%
White	—	22	—	—	—
Multiracial	—	2	—	—	—
Students With Disabilities	X	101†	36%†	80%	37%
Limited English Proficient	X	194‡	45%‡	80%	53%
Economically Disadvantaged	X	504	62%	80%	63%

✓ 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.

## 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:

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

# Graduation Rate: 5-Year Graduation-Rate Total Cohort

SCHOOL: RICHMOND HILL HIGH SCHOOL

SCHOOL ID: 342700011475  
DISTRICT: NYC GEOG DIST #27 - 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	✓	881	64%	80%	62%
American Indian or Alaska Native	—	0	—	—	—
Black or African American	✓	122	59%	80%	52%
Hispanic or Latino	✓	400	63%	80%	60%
Asian or Native Hawaiian/Other Pacific Islander	✗	330	69%	80%	70%
White	—	25	—	—	—
Multiracial	—	4	—	—	—
Students With Disabilities	✗	98†	36%†	80%	39%
Limited English Proficient	✓	167‡	61%‡	80%	58%
Economically Disadvantaged	✗	546	66%	80%	68%

✓ 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.

## 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 graduation 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: RICHMOND HILL HIGH SCHOOL

SCHOOL ID: 342700011475  
DISTRICT: NYC GEOG DIST #27 - 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	843	59%	881	64%
Not Black or African American	725	60%	759	65%
Not Hispanic or Latino	427	62%	481	65%
Not Asian or Native Hawaiian/Other Pacific Islander	558	54%	551	61%
Not White	821	59%	856	65%
Not Multiracial	841	59%	877	64%
General Education	744	62%	785	68%
English Proficient	674	63%	743	66%
Not Economically Disadvantaged	339	54%	335	61%
Male	429	52%	441	58%
Female	414	66%	440	70%
Migrant	0	—	0	—
Not Migrant	843	59%	881	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 5%, 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 0%, which did not exceed the State average of 3%.