



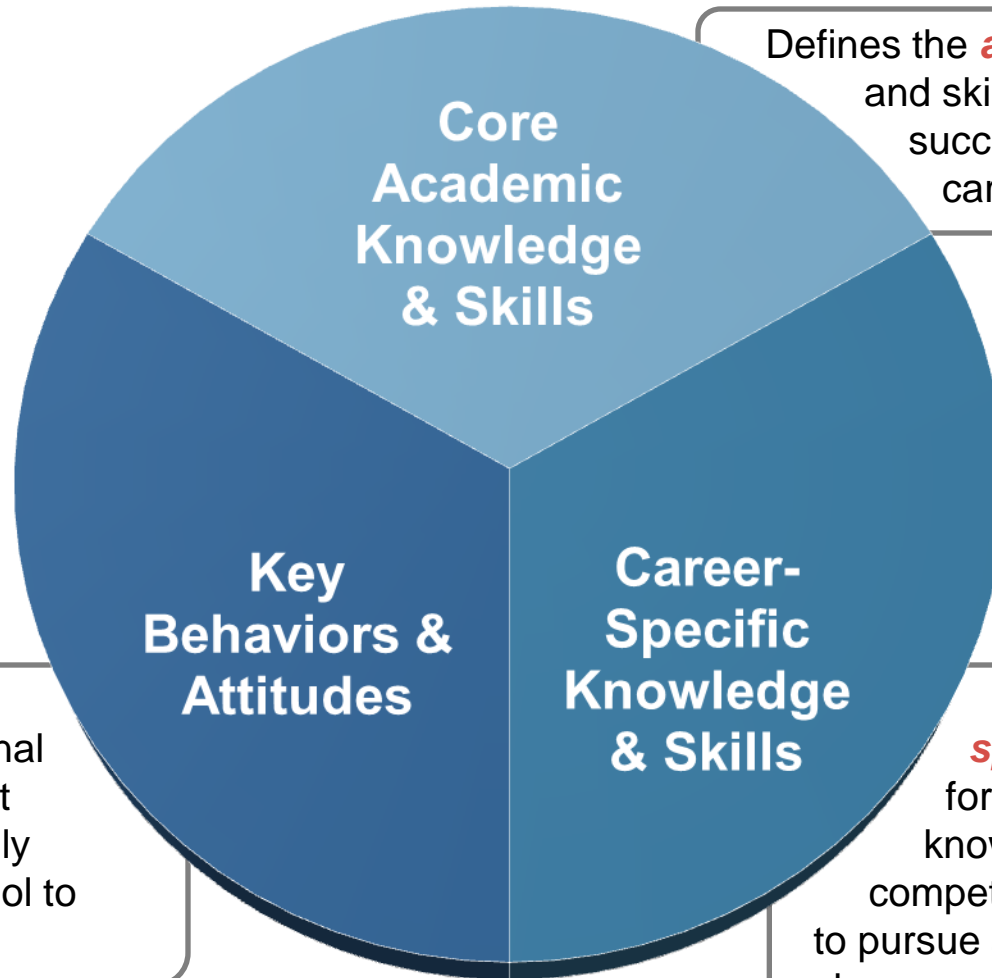
Graduation Rates: Students Who Started 9th Grade in 2006, 2007, 2008, 2009 and 2010



Even with more rigorous requirements, the statewide graduation rate increased again for the 2010 cohort.

- The graduation rates announced today reflect the achievement of the first group of students who entered grade 9 following adoption of the Regents Reform Agenda in 2009-10 (including adoption of the Common Core standards in July 2010).
- At the end of the 2010-11 school year, the Department began posting statewide and school/district graduation rate Aspirational Performance Measures (APMs) of college/career readiness.
- The majority of students who graduated in 2011-12 or later did not have a local diploma option for graduation.
- Even with these more rigorous requirements, the graduation rate for the 2010 cohort (76.4%) is over ten percentage points greater than it was for the 2001 cohort (65.8%), which means that over 20,000 more students graduated in June 2014 than in June 2005.

Domains of College and Career Readiness



Defines the **academic** knowledge and skills students need to be successful in college and careers.

Specifies the **non-cognitive**, socio-emotional knowledge and skills that help students successfully transition from high school to college or careers.

Describes the **career-specific** opportunities for students to gain the knowledge, skills, and competencies they need to pursue and succeed in their chosen career.

Although requirements have become more rigorous and more students are completing high school, too few students demonstrate academic readiness for college or the workforce.

This is true, regardless of the definition of Academic Readiness*:

- The percent of students who graduate in 4 years with aspirational scores on the English and a math Regents Exam: 38% of the 2010 cohort, or
- The percent of students who graduate and complete the more rigorous and comprehensive coursework required for the Advanced Designation diploma: 31% of the 2010 cohort.

*See Slide 23 for a description of the Aspirational Performance Measures (APMs).

Too few students complete the advanced coursework necessary for college and the workforce.

- To earn an Advanced Designation diploma, a student must
 - pass two additional Regents Exams in math and one additional Regents Exam in science and
 - complete additional coursework in a language other than English (LOTE) or Career and Technical Education (CTE) or the Arts.
- The percentage of students who complete the Advanced Designation diploma has remained relatively flat over the years.
- Large achievement gaps remain, particularly on the Advanced Designation diploma.
- In response to field requests, the Department has added the Algebra 2/Trigonometry and Chemistry Regents Exams to the August test administration window. This change may help additional students earn the Advanced Designation diploma.

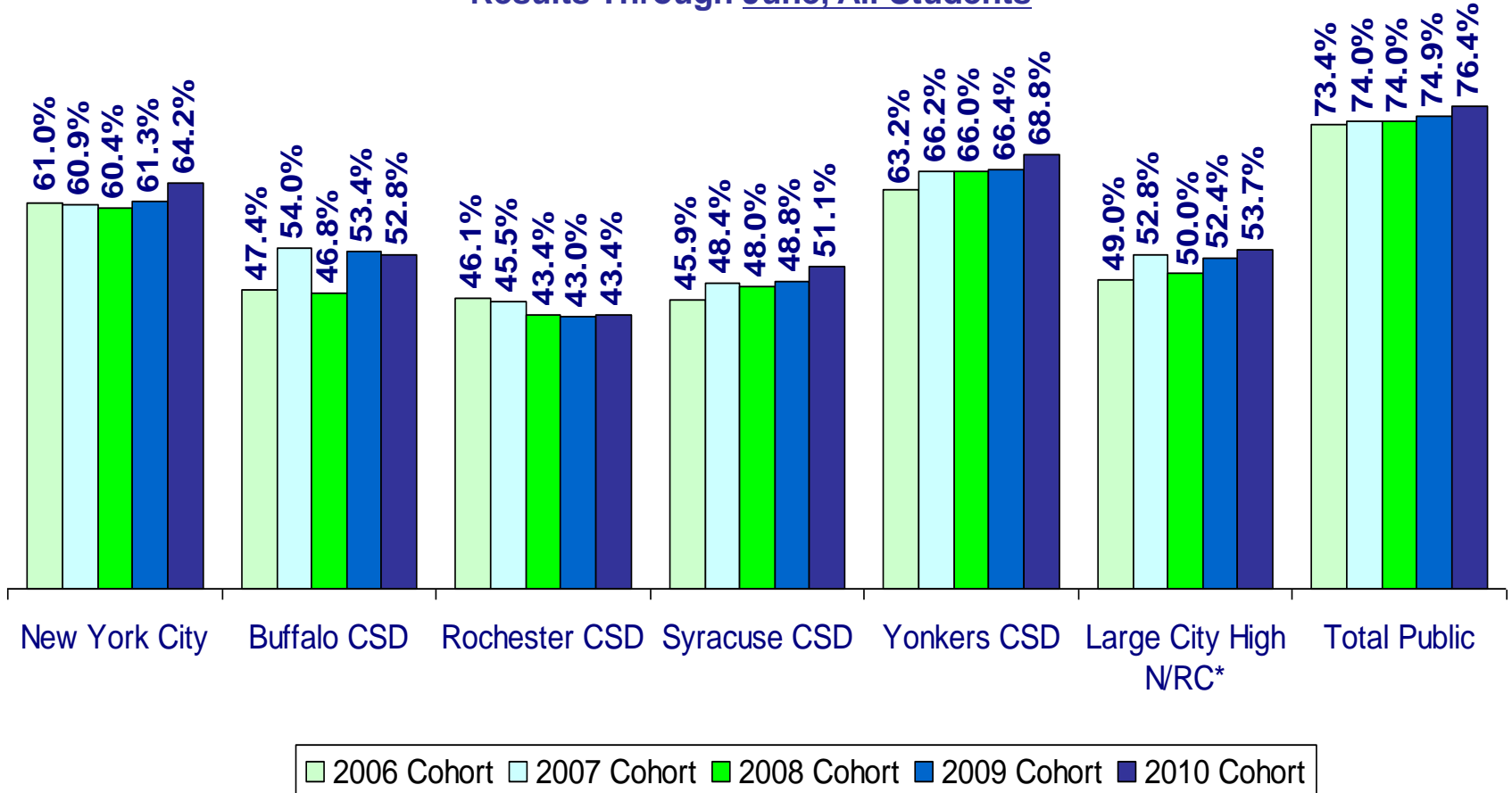
Critical aspects of our work will help prepare students for college and careers.

- Implementing **Common Core standards**, curriculum and instruction aligned to the standards, and statewide assessments that measure student progress on the standards;
- Supporting **instructional data systems** that display student achievement and help teachers and principals improve their practice;
- Recruiting, developing, retaining, and rewarding **effective teachers and principals**;
- **Turning around** the lowest-achieving schools.

Graduation rates reported statewide and for Big 5 Districts as of June 2014 have generally increased over the last five years.

Percentage of Students Graduating with a Local, Regents, or Regents with Advanced Designation Diploma After 4 Years

Results Through June, All Students

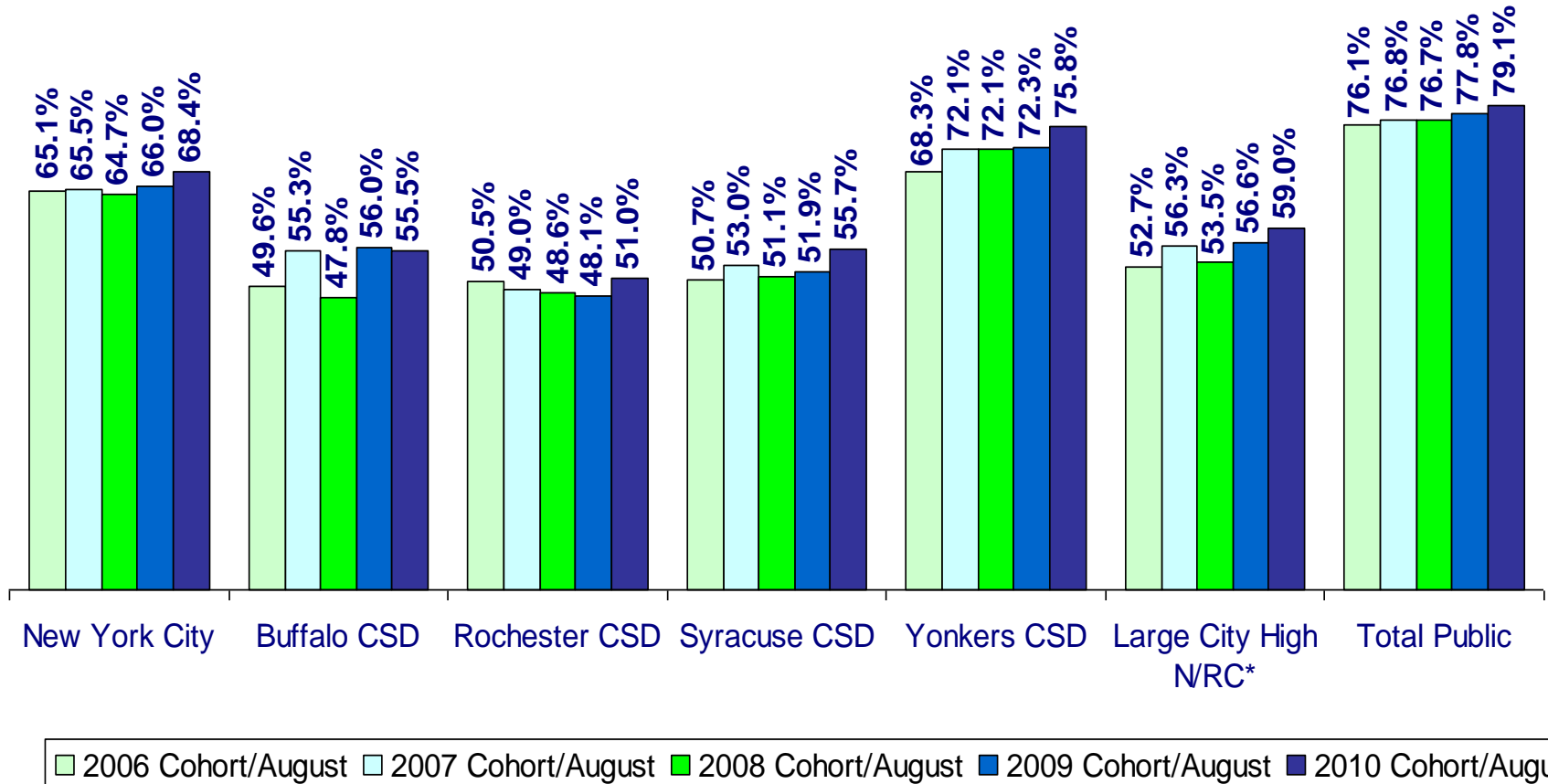


* Large City High N/RC = Buffalo, Rochester, Syracuse, and Yonkers combined.

Additional students graduate statewide and in the Big 5 Districts as of August of the fourth year of high school.

Percentage of Students Graduating with a Local, Regents, or Regents with Advanced Designation Diploma After 4 Years

Results Through August, All Students

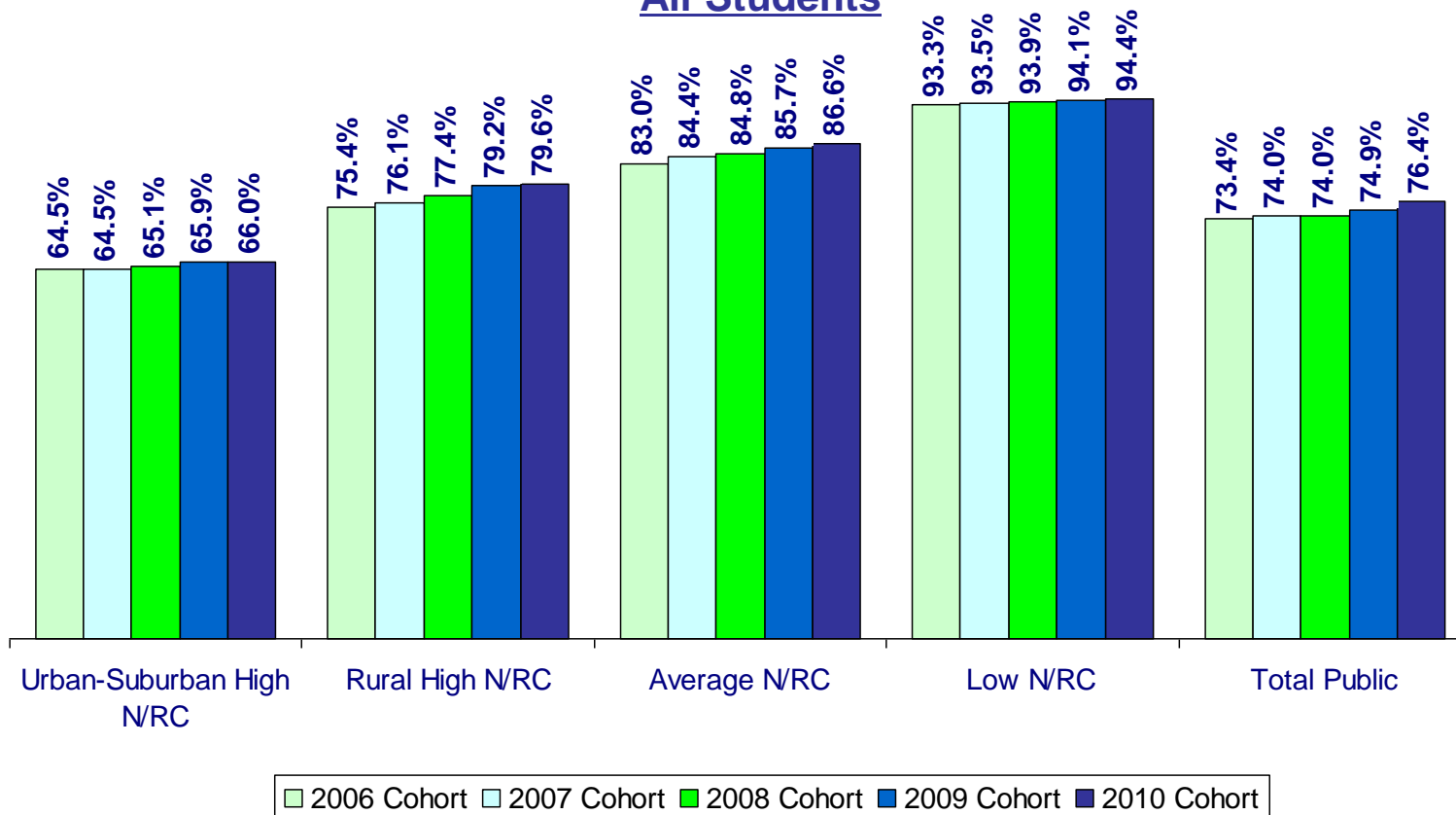


* Large City High N/RC = Buffalo, Rochester, Syracuse, and Yonkers combined.

Graduation rates for high-need urban/suburban and rural districts have increased over the past five years. Average- and low-need districts have the highest graduation rates.

Percentage of Students Graduating with a Local, Regents, or Regents with Advanced Designation Diploma After 4 Years

Results Through June All Students



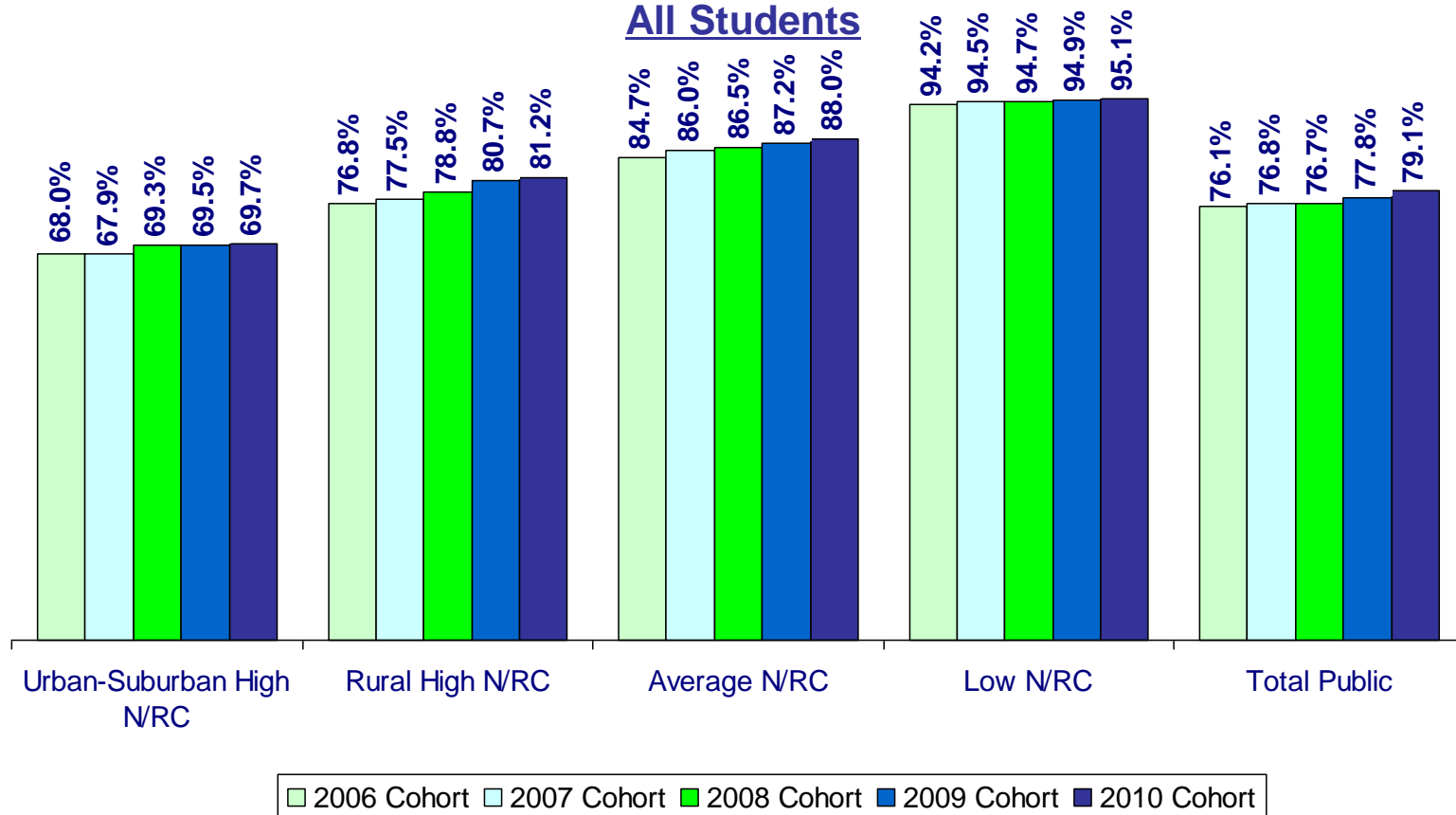
Note: This slide does not include the Big 5 Districts. See Slide 7 for Big 5 results through June.

As with the Big 5 Districts, additional students graduate in high-need urban/suburban, high-need rural, average-need, and low-need districts as of August of the fourth year of high school.

Percentage of Students Graduating with a Local, Regents, or Regents with Advanced Designation Diploma After 4 Years

Results Through August

All Students



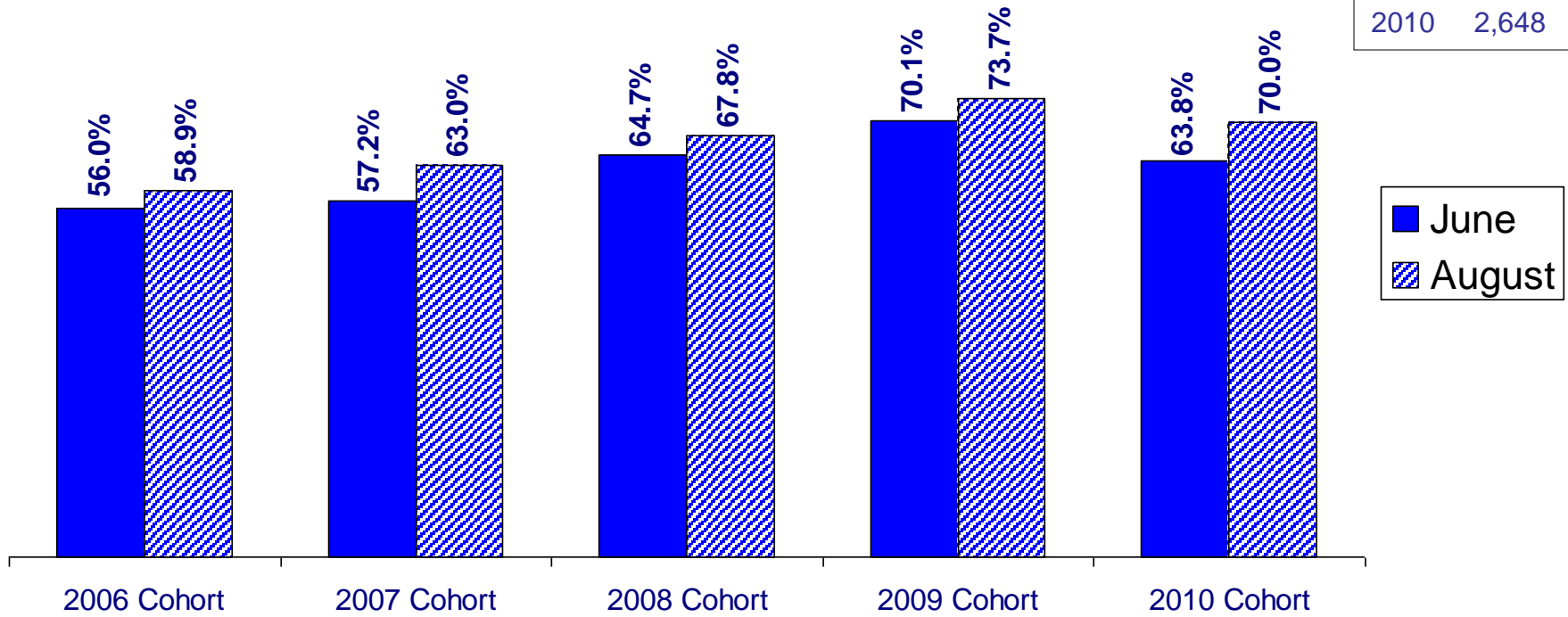
Note: This slide does not include the Big 5 Districts. See Slide 8 for Big 5 results through August.

A small but increasing number of students are served by charter high schools. As with traditional schools, more charter school students graduate as of August compared to June*.

Percentage of Students Graduating with a Local, Regents, or Regents with Advanced Designation Diploma After 4 Years

**Results Through June and August
All Students**

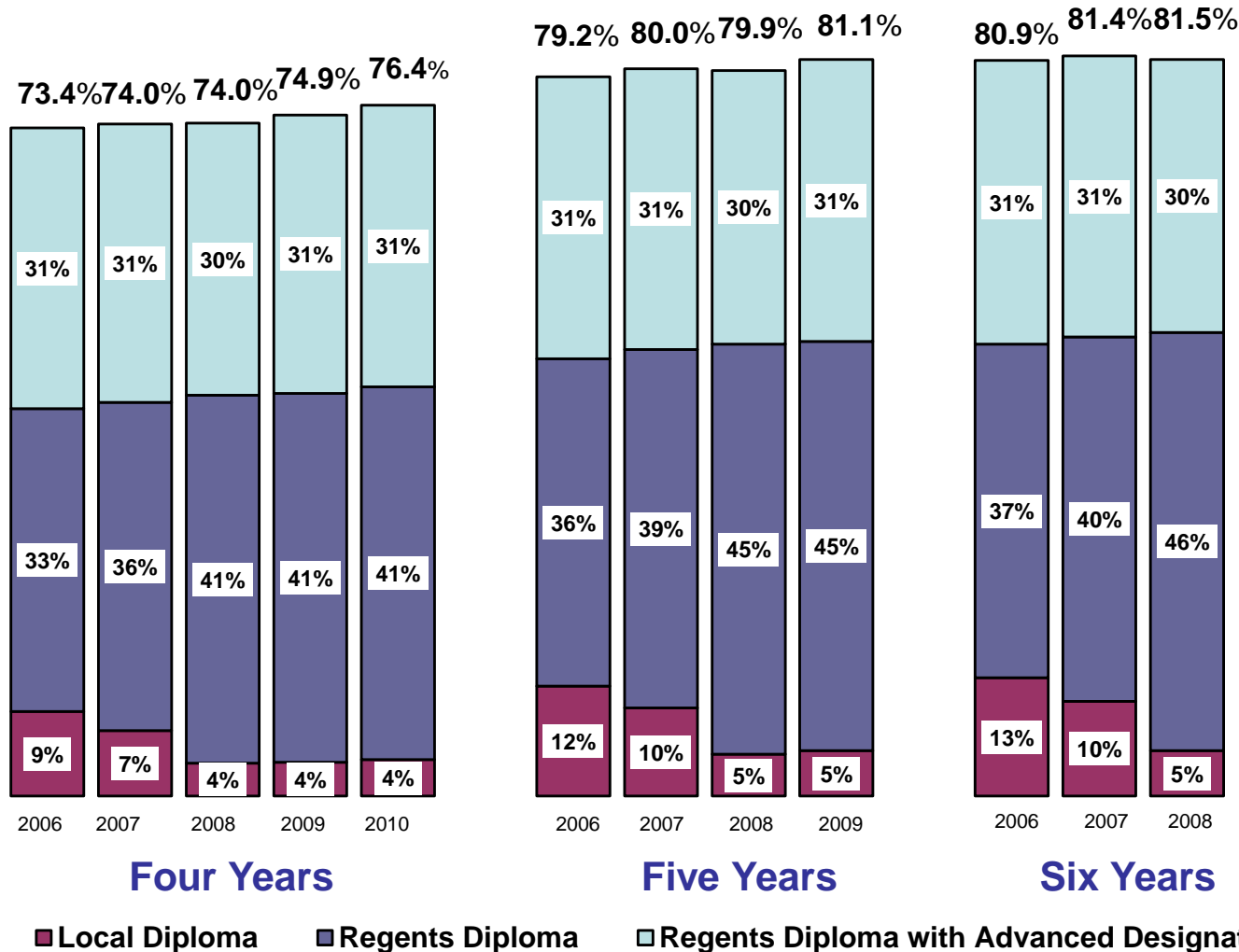
Cohort Size	
2006	1,011
2007	1,115
2008	1,628
2009	2,215
2010	2,648



* Year-to-year changes in percentages will be affected by very small cohort sizes. For example, although the percentage of charter school graduates for the 2010 cohort as of June decreased compared to the 2009 cohort, the number of graduates increased.

The statewide percentage of students earning Local Diplomas has decreased. The percentage of students earning Regents Diplomas with Advanced Designation, an indicator of career and college readiness, remains flat.

Statewide, the Percentage of Cohort Members Earning a Local, Regents, or Regents with Advanced Designation Diploma

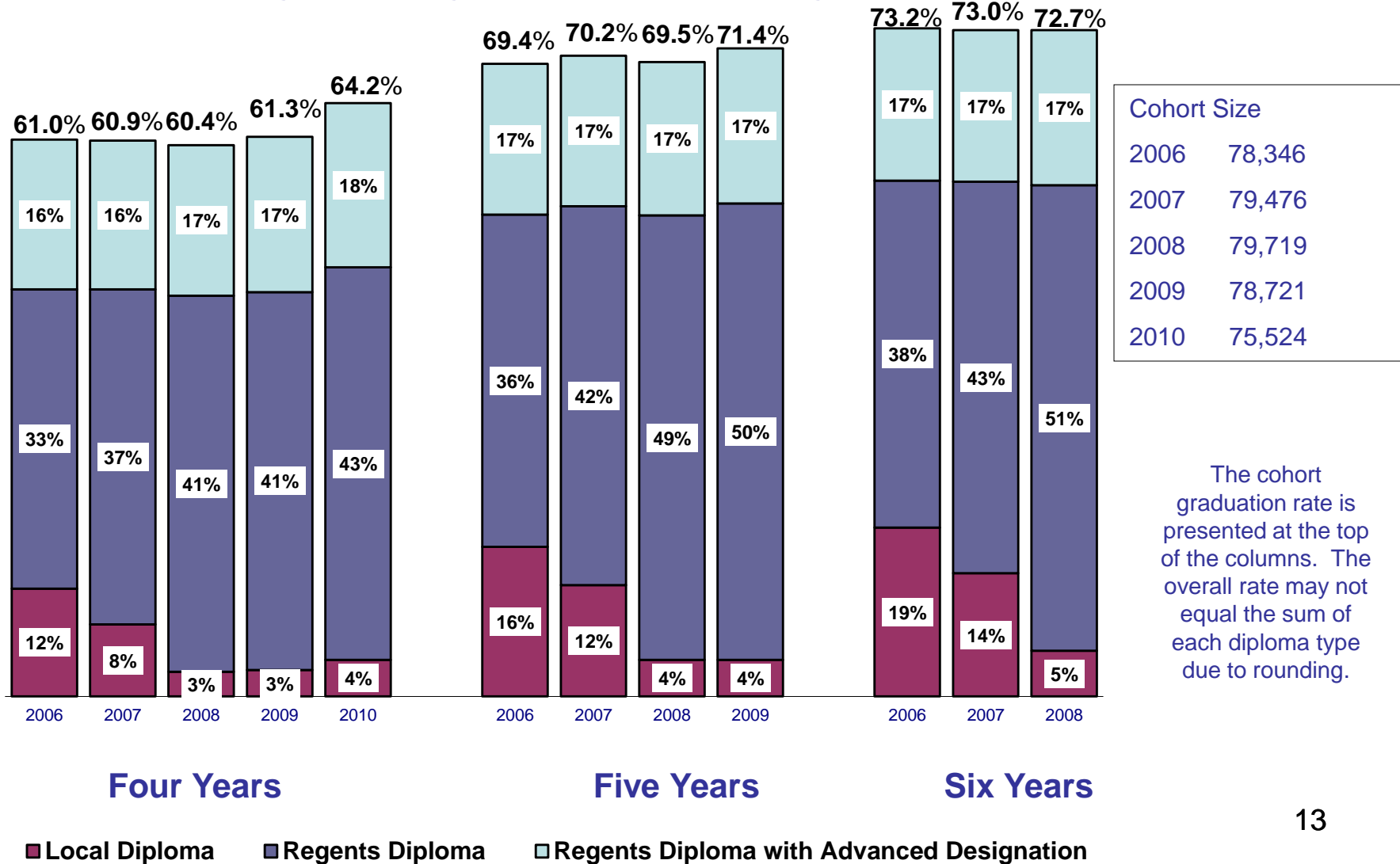


Cohort Size	
2006	224,744
2007	223,285
2008	221,366
2009	218,469
2010	212,000

The cohort graduation rate is presented at the top of the columns. The overall rate may not equal the sum of each diploma type due to rounding.

The four-year graduation rate for New York City increased. The percentage of students earning each diploma type increased slightly.

The Percentage of Cohort Members Earning a Local, Regents, or Regents with Advanced Designation Diploma

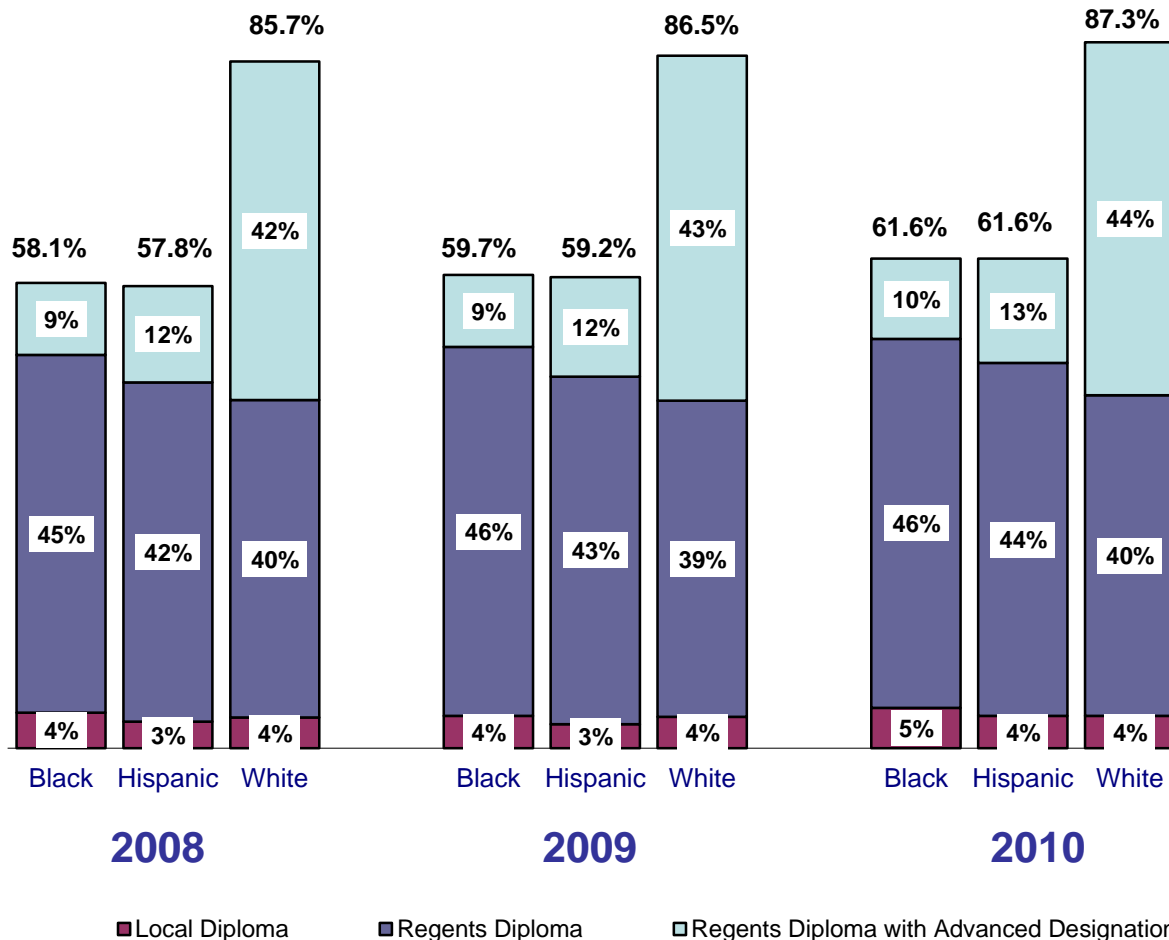


The Achievement Gap Persists

- The graduation rate achievement gap between cohort percentages of Black or Hispanic and White students remains relatively stable (about 25 percentage points for the 2010 cohort).
- The achievement gap is widest for the Advanced Designation diploma (about 30 percentage points for the 2010 cohort).
- Achievement gaps exist between females and males across all racial/ethnic groups.

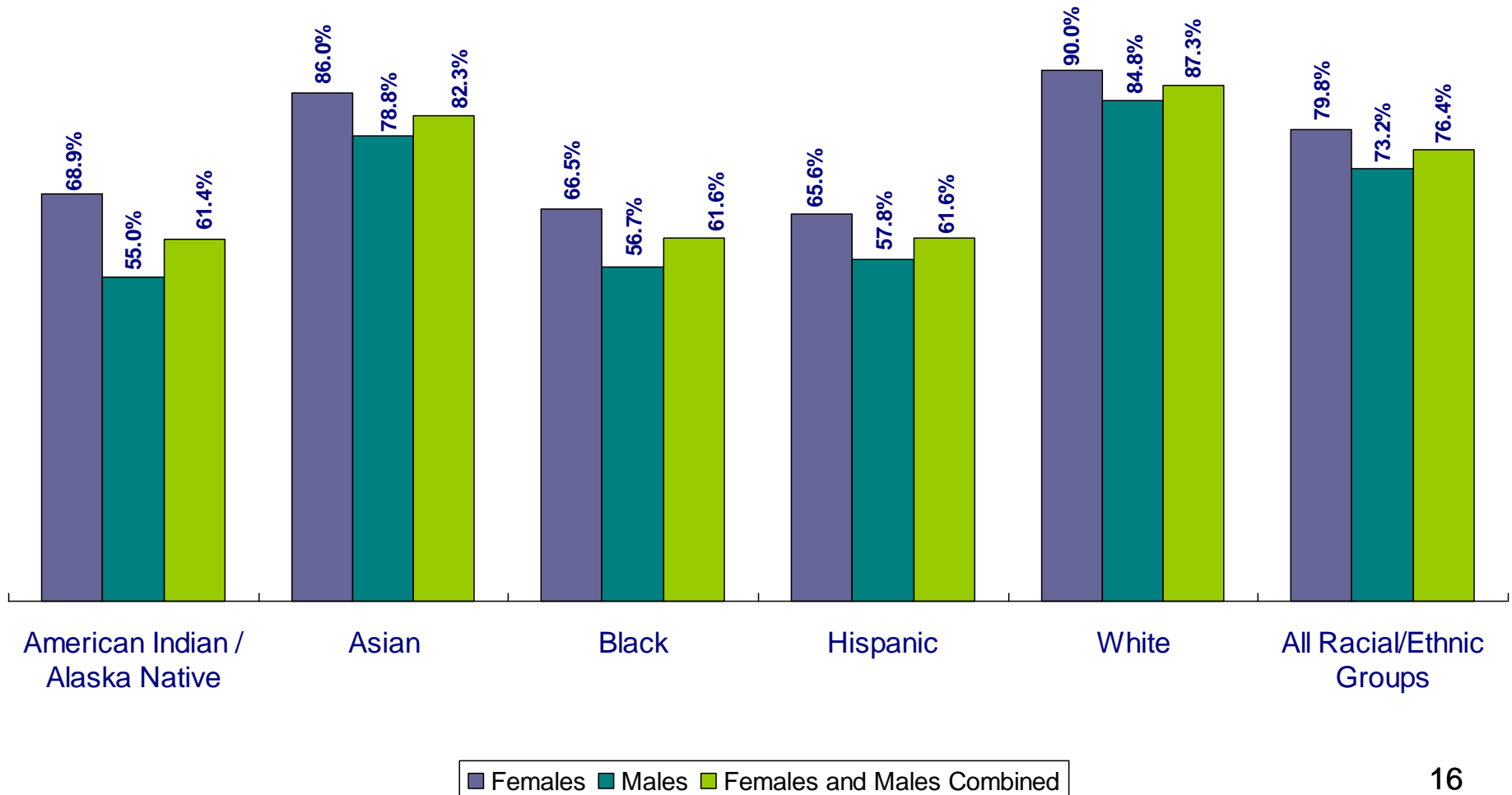
Statewide, the graduation rate achievement gap by racial/ethnic group persists, particularly for the Advanced Designation Diploma

The Percentage of Cohort Members Earning a Local, Regents, or Regents with Advanced Designation Diploma as of June of year 4.



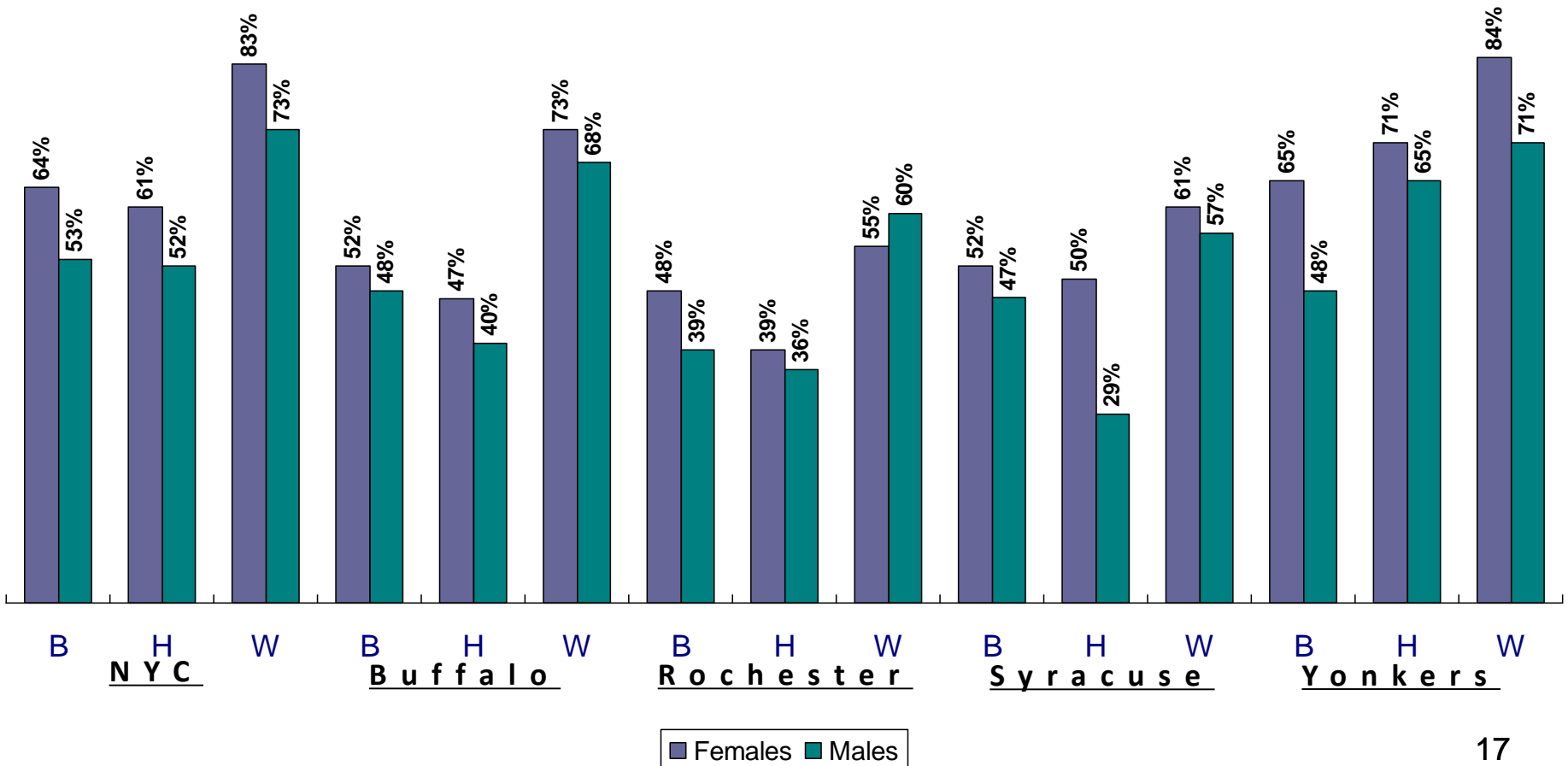
Statewide, the achievement gap exists between females and males across all racial/ethnic groups.

Percentage of Students in 2010 Total Cohort Graduating with Regents or Local Diploma After Four Years Through June 2014



Race/ethnicity and gender achievement gaps exist across the Big 5 Districts.

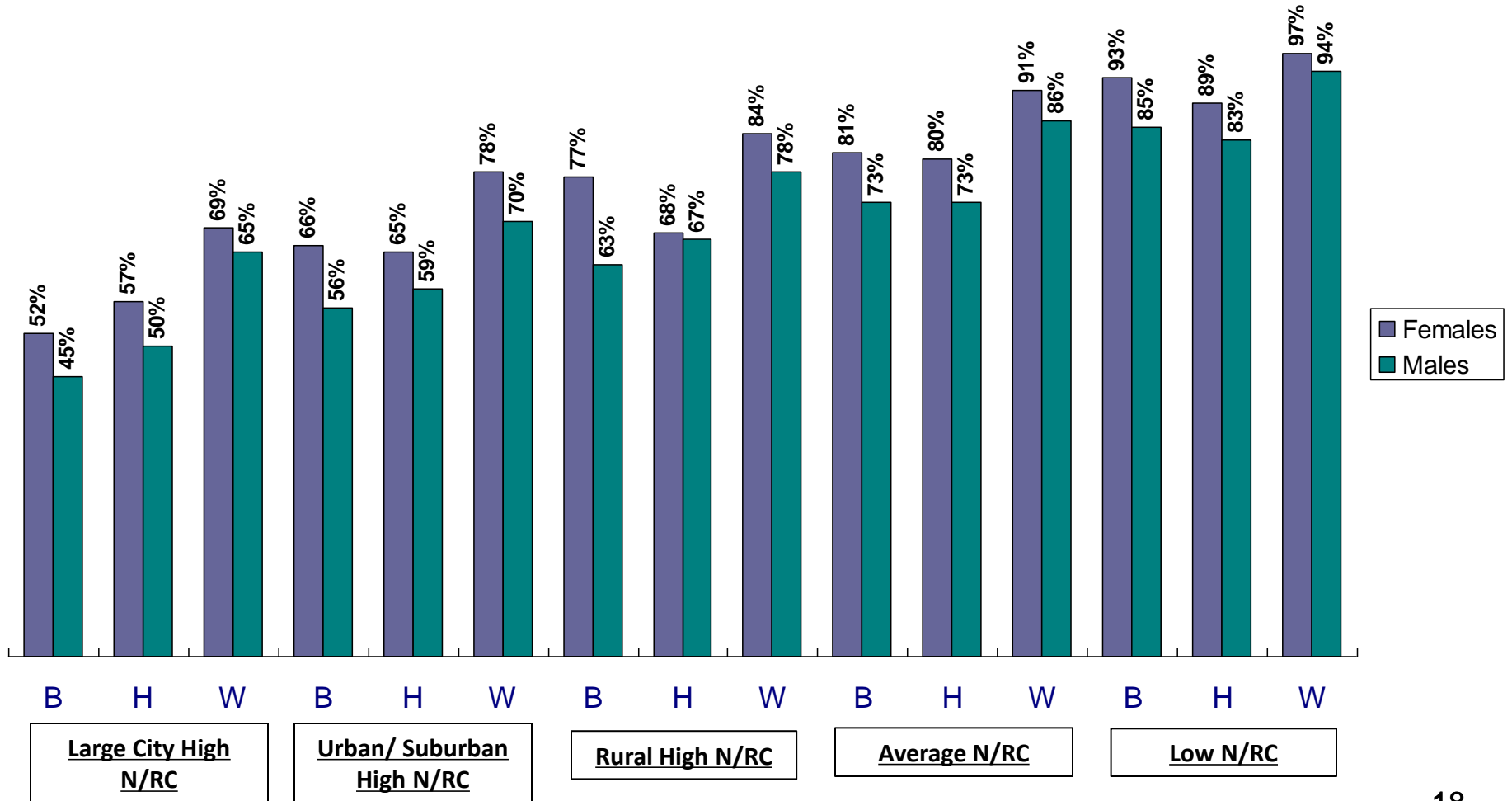
Percentage of Students in 2010 Total Cohort Graduating with Regents or Local Diploma After Four Years Through June 2014



B = Black Students, H = Hispanic Students, W = White Students

Race/ethnicity and gender achievement gaps exist across remaining Need/Resource Groups.

Percentage of Students in 2010 Total Cohort Graduating with Regents or Local Diploma After Four Years Through June 2014



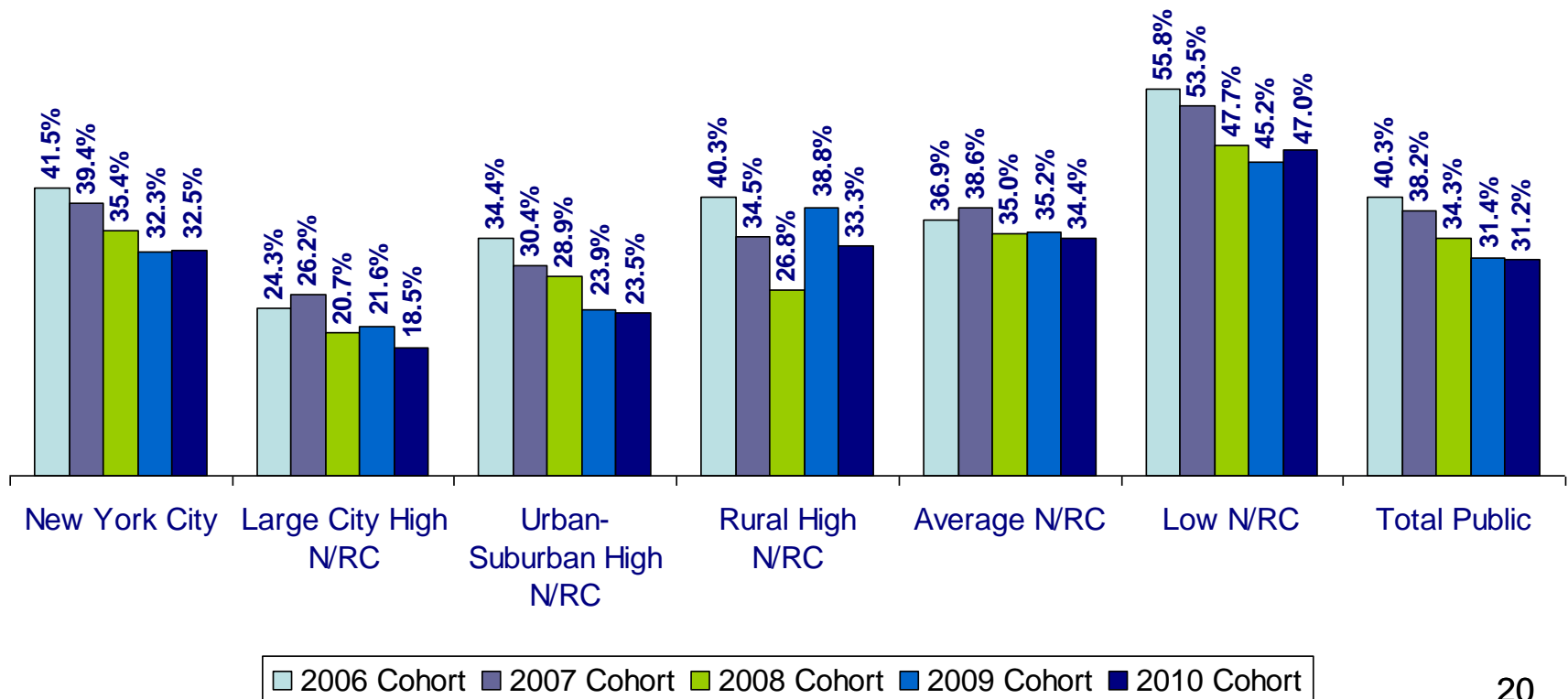
B = Black Students, H = Hispanic Students, W = White Students

English Language Learners

- The graduation rates for English Language Learners have generally decreased over the past five years.
- The percentage of ELLs earning the Regents Diploma after four years has not increased sufficiently to offset the decrease in those earning the Local Diploma.
- However, the graduation rate for students who exited LEP status and no longer receive ELL services is comparable to non-ELL students.
- The Board of Regents has launched a number of initiatives to improve district services for ELLs, including:
 - For the first time in 30 years, an update to the Part 154 regulations that govern services for ELLs;
 - Release of the Blueprint for ELL Success;
 - Release of Bilingual Common Core Progressions;
 - Development of ELL scaffolds for optional curricular materials;
 - Memorandum of Understanding with NYCDOE to strengthen services for NYC ELLs;
 - State Aid proposals for targeted funding to support ELLs; and
 - A new graduation safety net appeal process for certain ELL students who enter the U.S. during ninth grade or above.

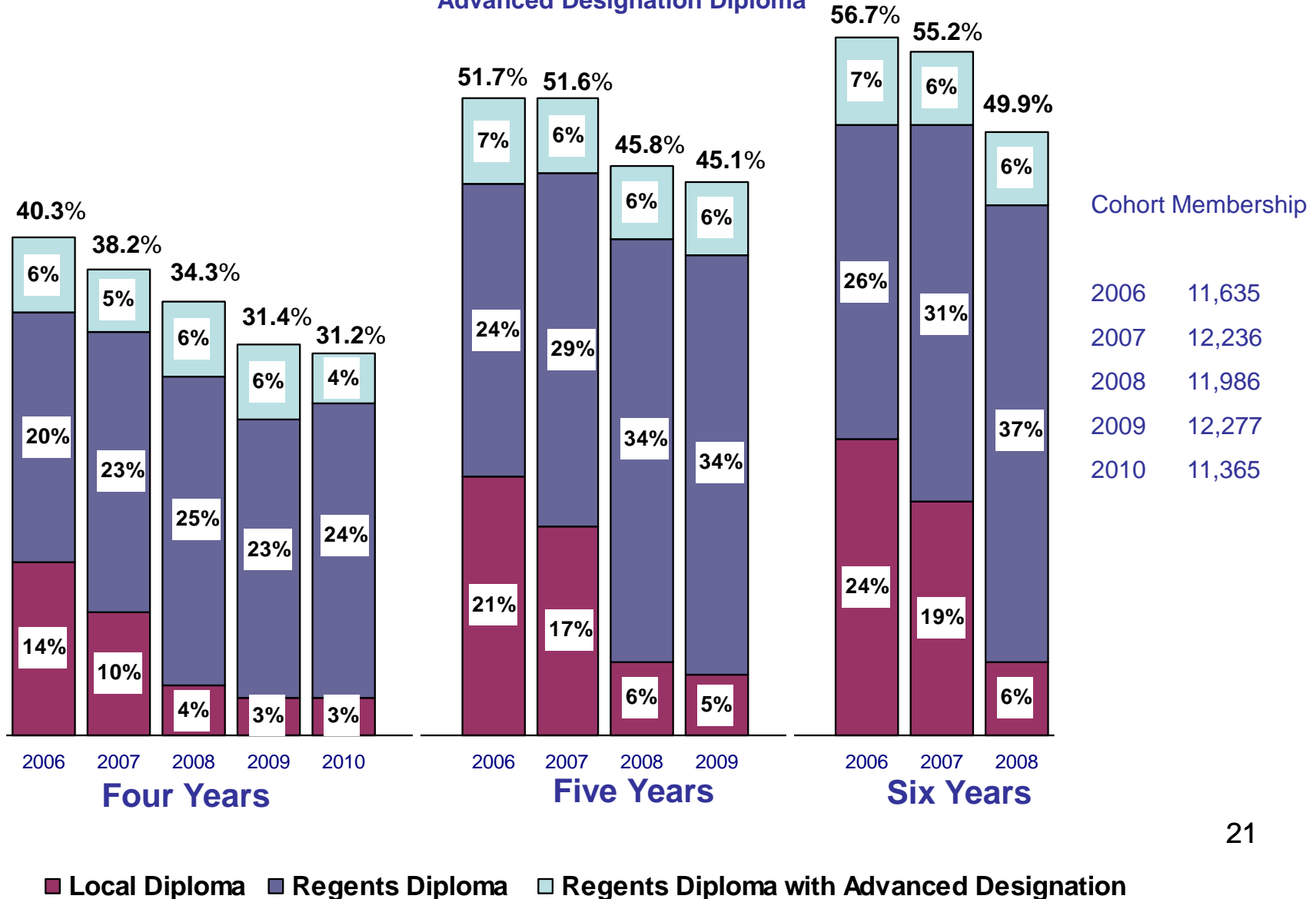
Overall, the graduation rate for English Language Learners decreased slightly for the 2010 cohort compared to the 2009 cohort.

Percentage of English Language Learner Students Graduating with Regents or Local Diploma as of June of Year 4



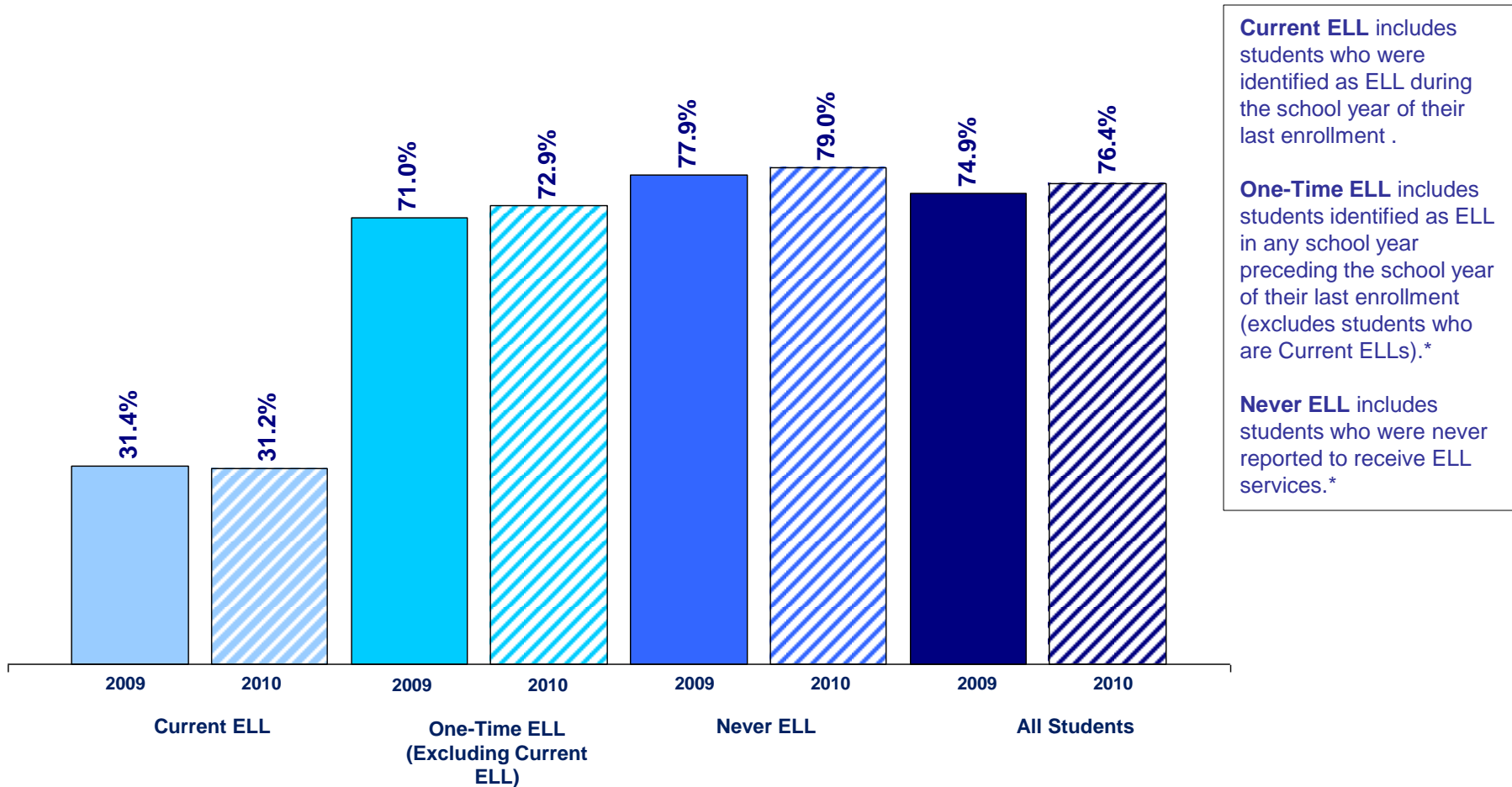
The percentage of English Language Learners earning the Regents Diploma after four years has not increased sufficiently to offset the decrease in those earning the Local Diploma.

The percentage of English Language Learner cohort members earning a Local, Regents or Regents with Advanced Designation Diploma



The graduation rate for students who no longer receive English Language Learner services is comparable to the general population.

Results Through June After 4 Years



Current ELL includes students who were identified as ELL during the school year of their last enrollment .

One-Time ELL includes students identified as ELL in any school year preceding the school year of their last enrollment (excludes students who are Current ELLs).*

Never ELL includes students who were never reported to receive ELL services.*

* Data are available for the 2005-06 to 2013-14 school years only. Therefore, students in the 2010 cohort who received ELL services prior to grade 4 (prior to 2005-06 for students in grade 12 in the 2013-14 school year) will not be identified as One-Time ELL; similarly, students in the 2009 cohort who received ELL services prior to grade 5 (prior to 2005-06 for students in grade 12 in the 2012-13 school year) will not be identified as One-Time ELL.

Cohort Outcomes on Two Aspirational Performance Measures (APMs) are Reported for all Districts and High Schools.

1. Advanced Regents Diploma Percentage APM

The percentage of cohort students who earned a Regents Diploma with Advanced Designation (22 units of credit, 7-9 Regents examinations at 65 or above, and advanced course sequences in languages other than English, CTE, or the arts).

2. ELA/Math APM

The percentage of cohort students who graduated with a Local, Regents, or Regents with Advanced Designation diploma **and** earned a 75 or greater on their English Regents examination **and** earned a 80 or greater on a math Regents examination.

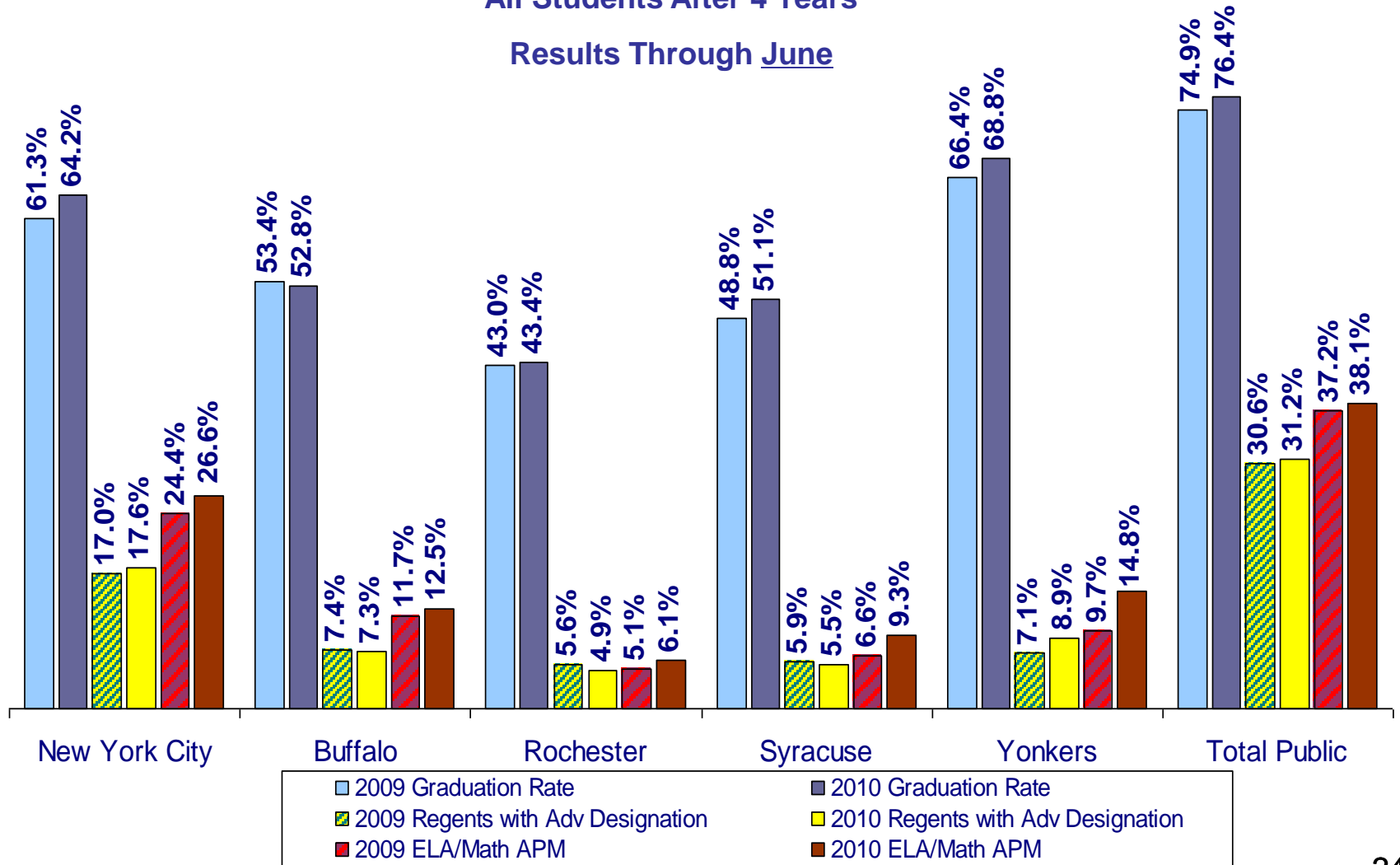
Outcomes on APMs are significantly lower than the overall graduation rates.

We will report APMs for schools and districts while college and career-ready graduation requirements are phased in for students.

* NYSED will update these APMs as new research findings become available and as Regents Exams begin to measure the Common Core Learning Standards. Although the ELA/Math APM remains a useful within-year comparison against performance benchmarks and across schools and districts, this measure is not directly comparable across cohorts.

Aspirational Performance Measures (APMs) as a Percentage of the Cohort Compared to Graduation Rate in the Big 5 School Districts

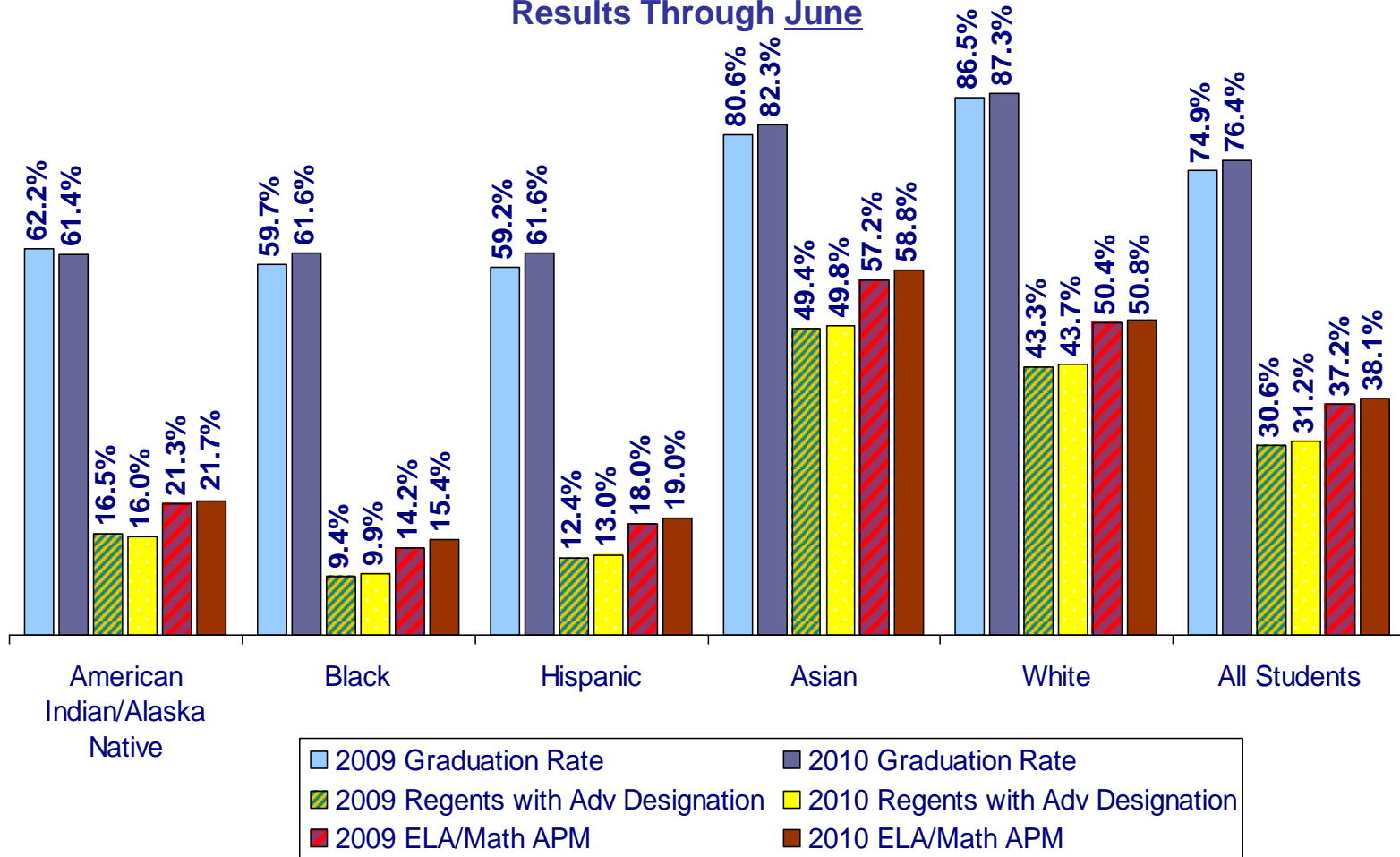
All Students After 4 Years
Results Through June



Aspirational Performance Measures (APMs) as a Percentage of the Cohort Compared to Graduation Rate by Race/Ethnicity

All Students in Public Schools After 4 Years

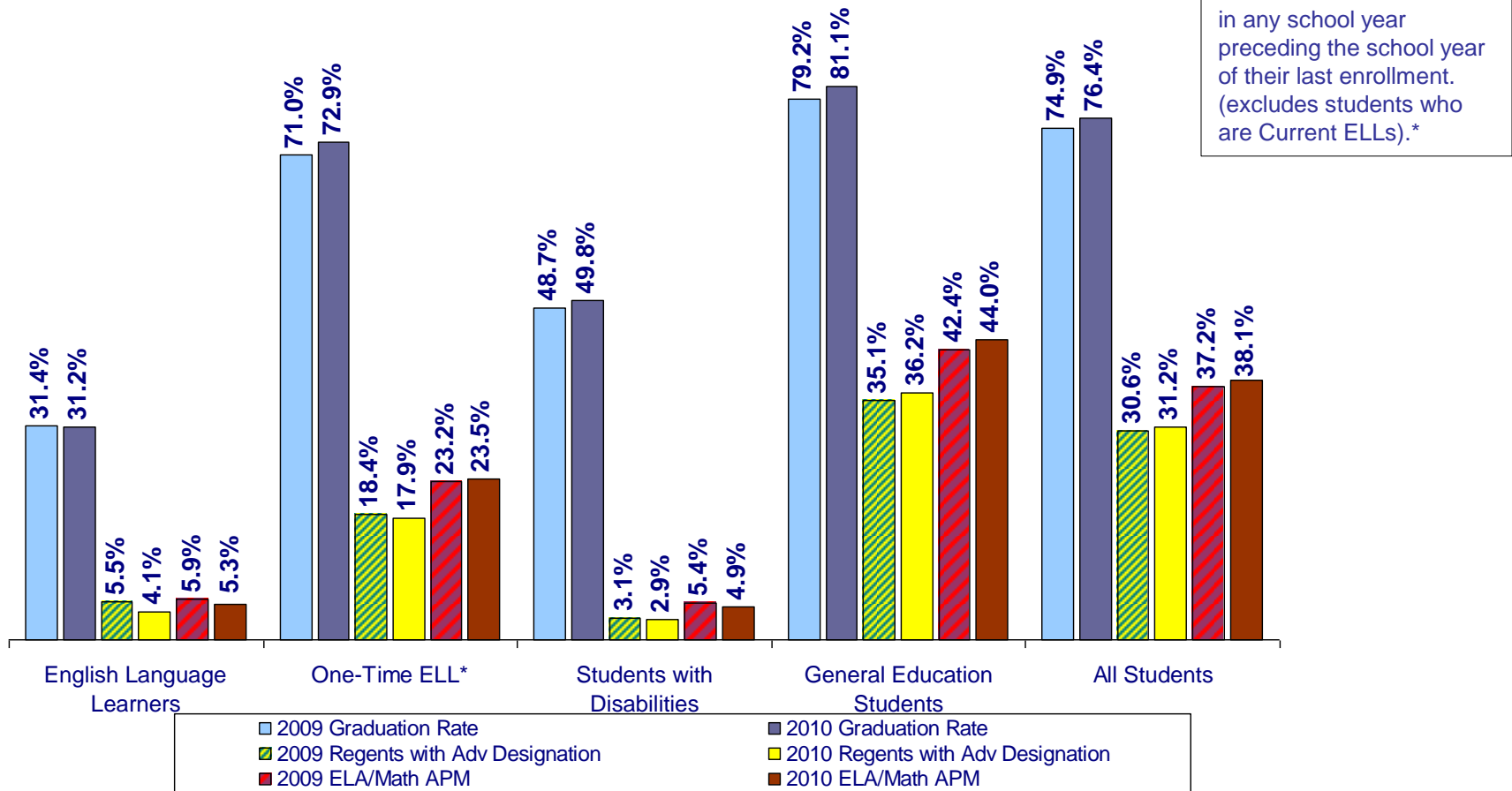
Results Through June



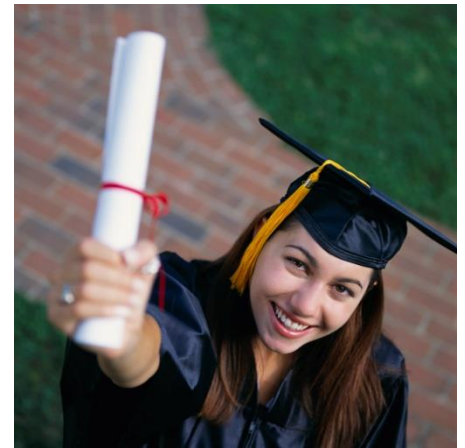
Aspirational Performance Measures (APMs) as a Percentage of the Cohort Compared to Graduation Rate

Students in Public Schools After 4 Years

Results Through June



*One-Time ELL status is available for the 2009 and 2010 cohorts only. Data are sourced from 2005-06 to 2013-14 SIRS data. Therefore, students in the 2010 cohort who received ELL services prior to grade 4 (prior to 2005-06 for students in grade 12 in the 2013-14 school year) will not be identified as One-Time ELL; similarly, students in the 2009 cohort who received ELL services prior to grade 5 (prior to 2005-06 for students in grade 12 in the 2012-13 school year) will not be identified as One-Time ELL.



Graduation Rates: Students Who Started 9th Grade in 2006, 2007, 2008, 2009 and 2010

