



Graduation Rates: Students Who Started 9th Grade In 2003, 2004, 2005, 2006, and 2007



The Bottom Line

- Statewide graduation rates are increasing slowly, but are still too low for our students to be competitive.
- Results are uneven among school districts.
- Graduation rates for English Language Learners are far too low.
- The Achievement Gap persists.
- Graduation rates for Students with Disabilities are far too low.
- Aspirational Performance Measures tell more about high school outcomes and will inform Regents decisions on graduation requirements.

The Path Forward

- The Board of Regents is advancing an educational reform agenda with the goal of ensuring that all students are college and career ready.
- Many aspects of the Regents reform agenda are already being implemented; other aspects will be implemented soon.
- The graduation rates announced today, covering the cohort of students who entered grade 9 in 2007, do not reflect the impact that the Regents reform agenda will have on student outcomes.

The Path Forward (cont'd)

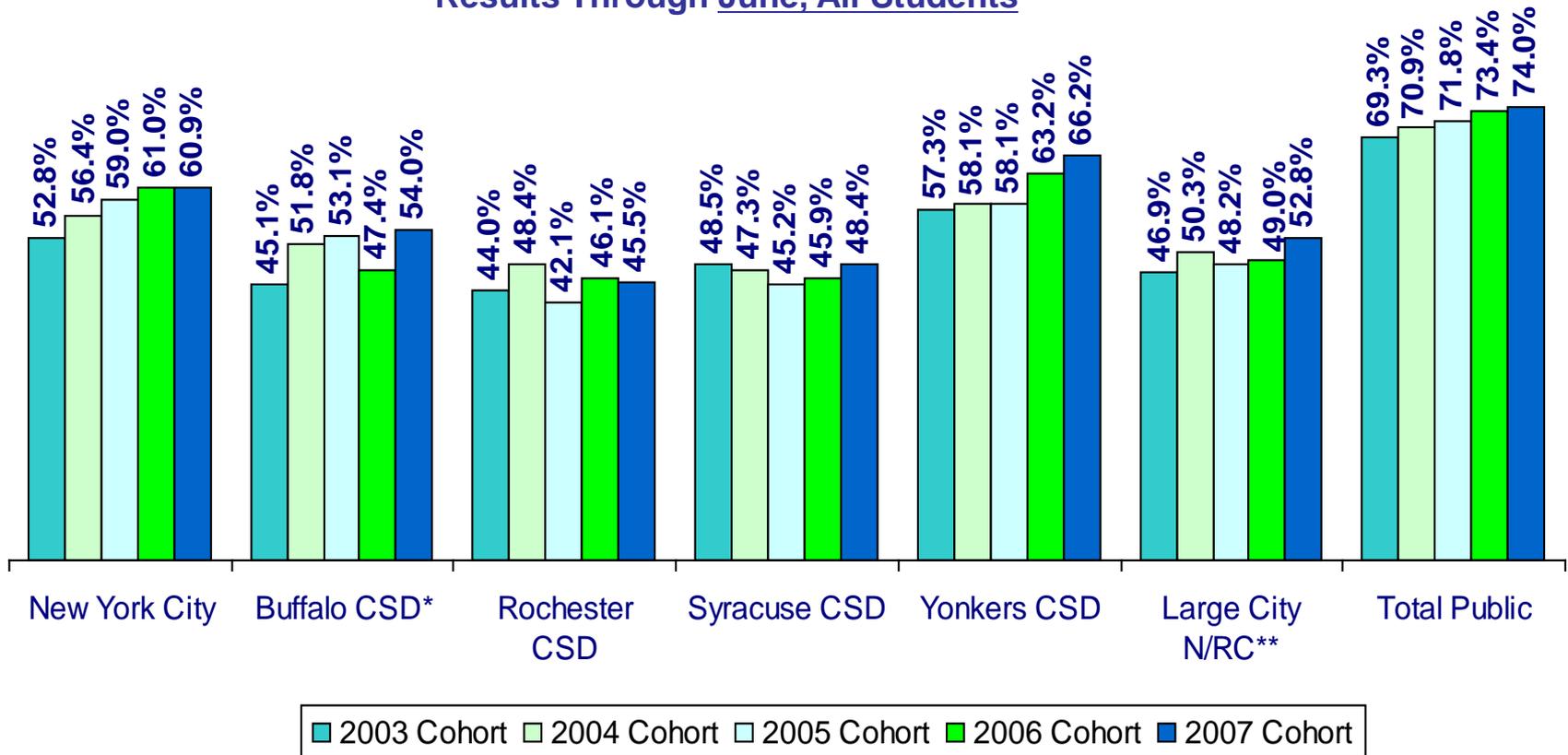
Critical aspects of the reform agenda that are expected to lift student performance and prepare them for college and careers include:

- Implementing **Common Core standards** and developing curriculum and assessments aligned to these standards.
- Building **instructional data systems** that measure student success and inform teachers and principals how they can improve practice in real time.
- Recruiting, developing, retaining, and rewarding **effective teachers and principals**.
- **Turning around** the lowest-achieving schools.

Graduation rates reported by Big 5 city school districts have generally increased during the past five years.

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

Results Through June, All Students



* See Slide 23 for an explanation of changes in Buffalo’s cohort size

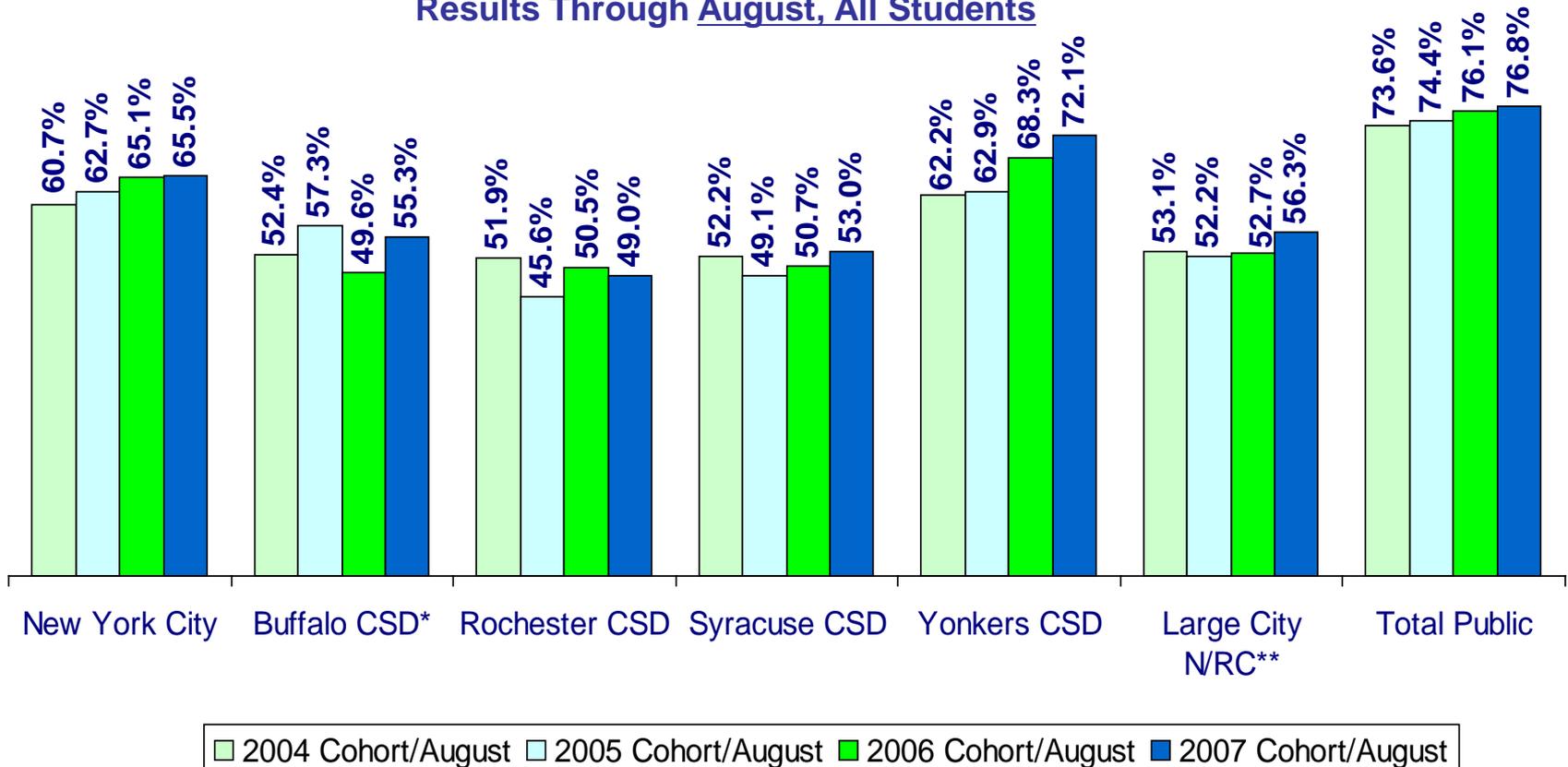
** Large City N/RC = Buffalo, Rochester, Syracuse, and Yonkers combined.

2007 cohort results for Buffalo, Rochester, Syracuse, and Yonkers include students enrolled for at least one day in a school or the district. The “one day” rule is in effect for all NYC, N/RC, and statewide cohorts.

Graduation rates reported by Big 5 city school districts have generally increased during the past five years.

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

Results Through August, All Students



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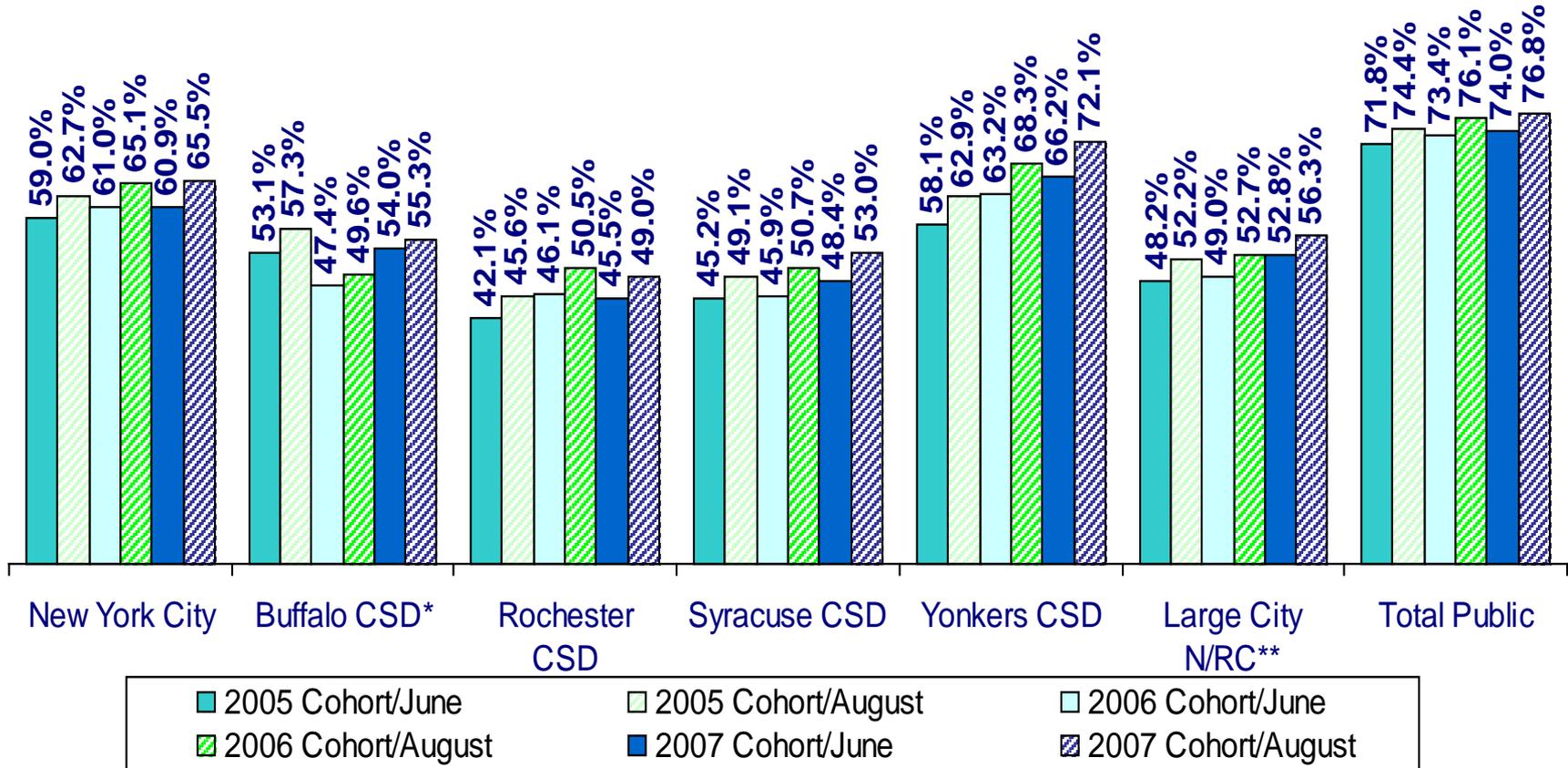
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Percentage of Students Graduating with a Local, Regents, or Regents with Advanced Designation diploma After 4 Years

Results Through June and August, All Students



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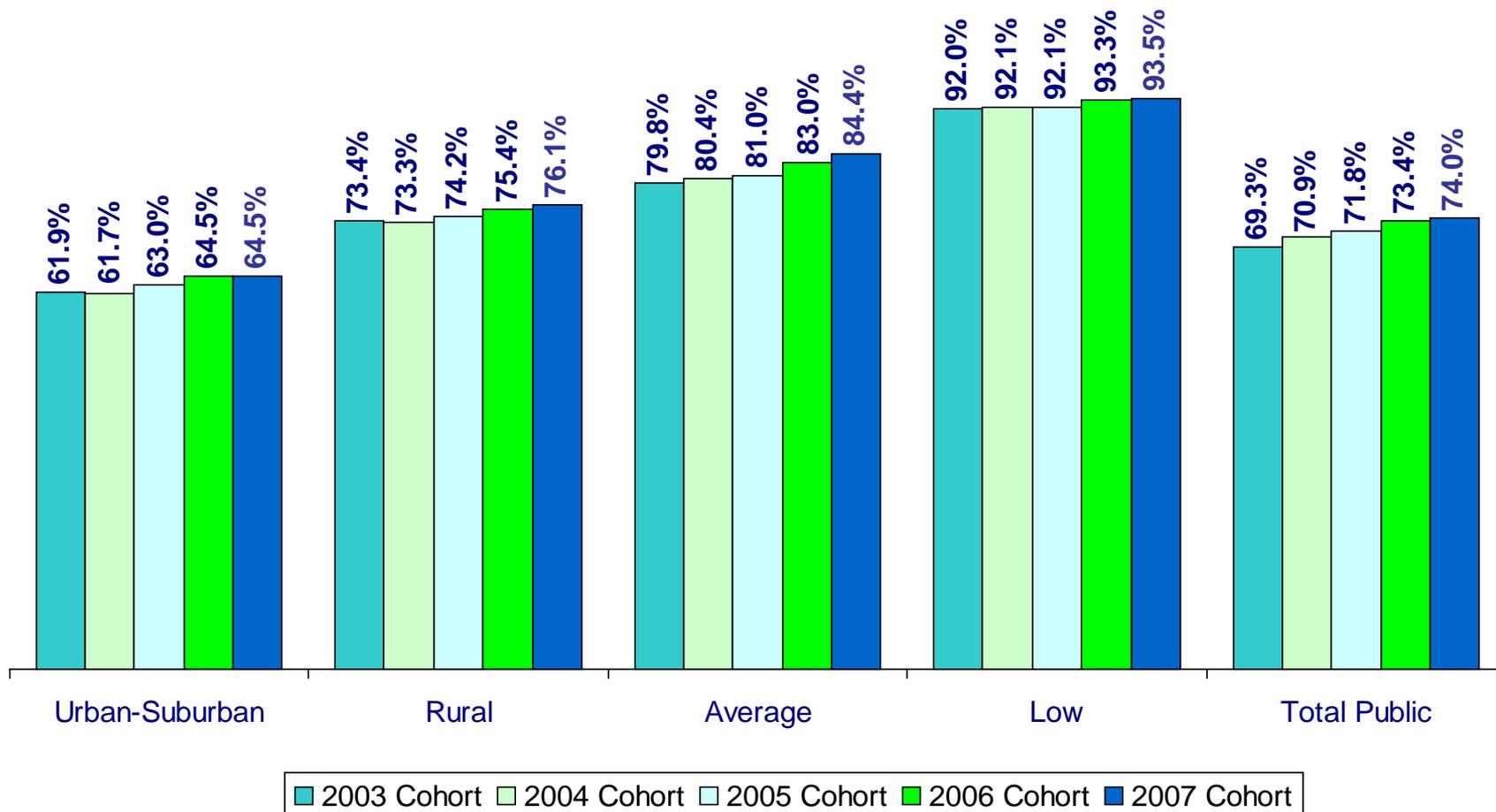
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Graduation rates for high need urban/suburban and rural districts have increased over the past five years. Average and low need districts have the highest graduation rates.

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

Results Through June, All Students

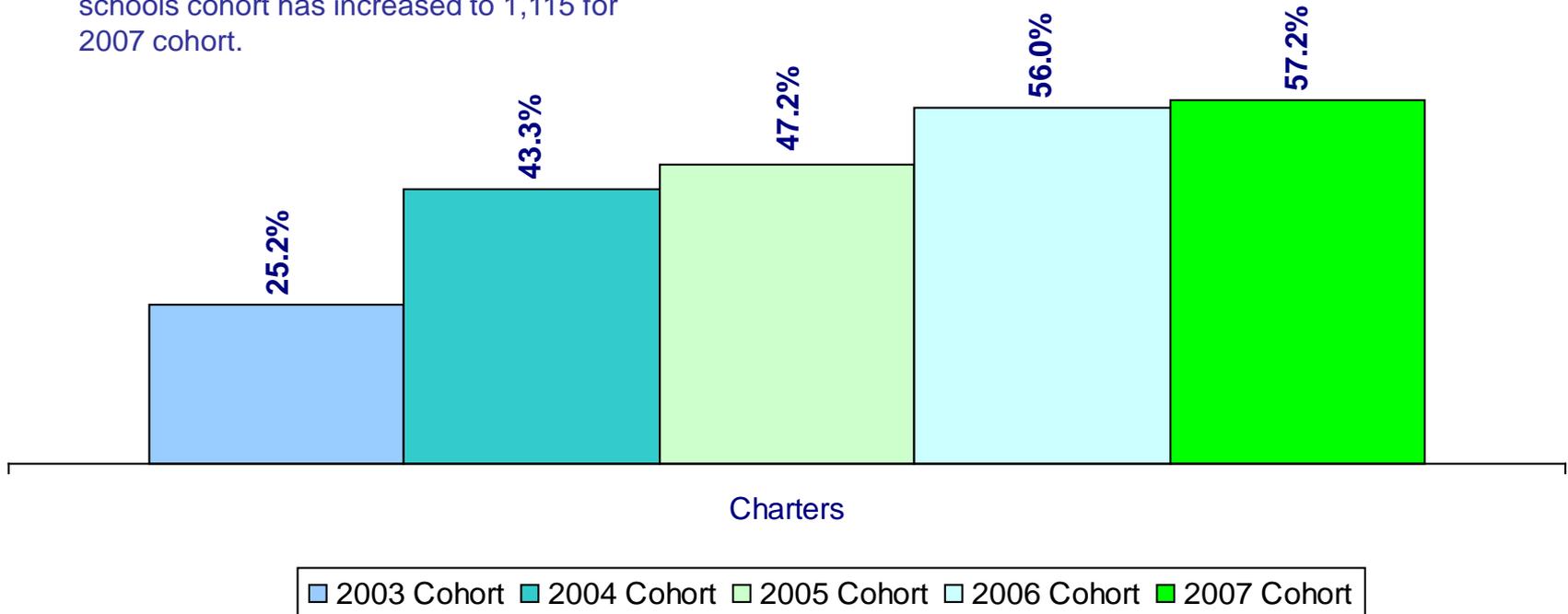


The Graduation Rate for Charter Schools

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

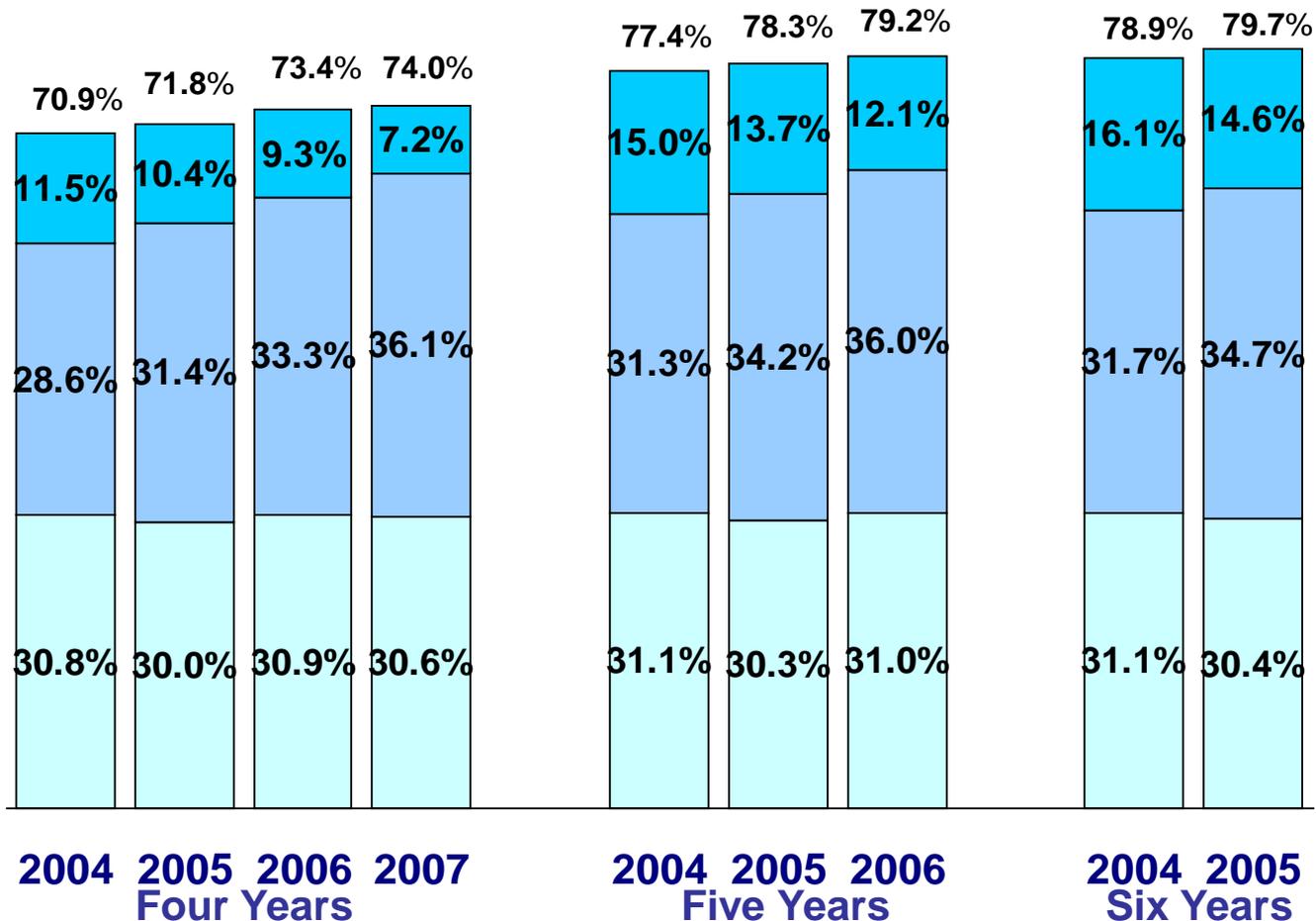
Results Through June, All Students

These rates are based on small cohort sizes. The student count of the charter schools cohort has increased to 1,115 for 2007 cohort.



The percentage of students earning Local Diplomas has decreased for each cohort since 2004. The percentage of students earning Regents Diplomas with Advanced Designation remains relatively flat over time.

Statewide, the percentage of cohort members earning a Local, Regents, or Regents with Advanced Designation Diploma



Cohort Membership

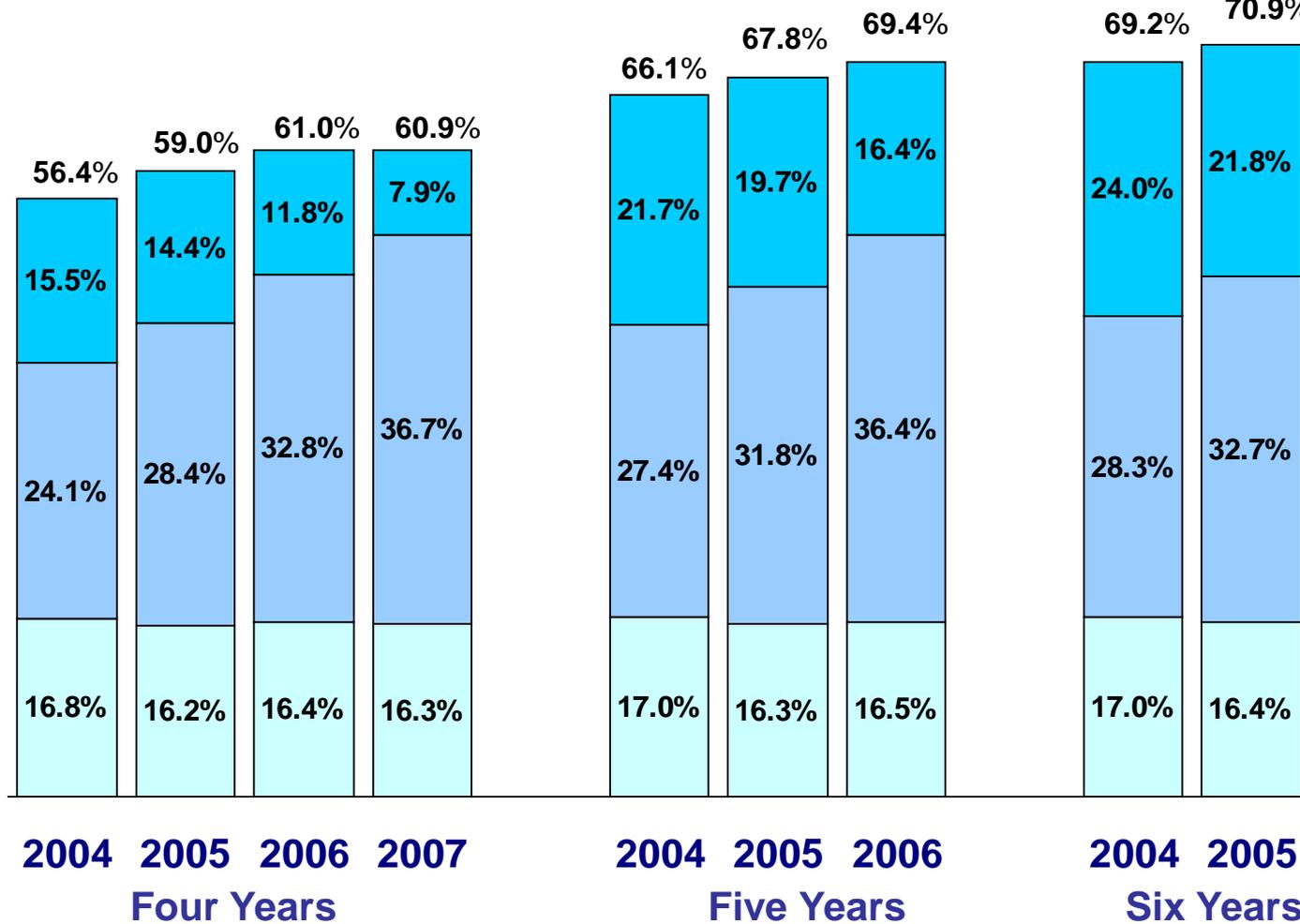
2004	223,726
2005	224,822
2006	224,744
2007	223,285

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.

Regents Diploma with Advanced Designation Regents Diploma Local Diploma

The 4-year graduation rate for New York City has remained stable. A decreasing percentage of graduates earn a Local Diploma.

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



Cohort Membership

2004	75,009
2005	77,378
2006	78,346
2007	79,476

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.

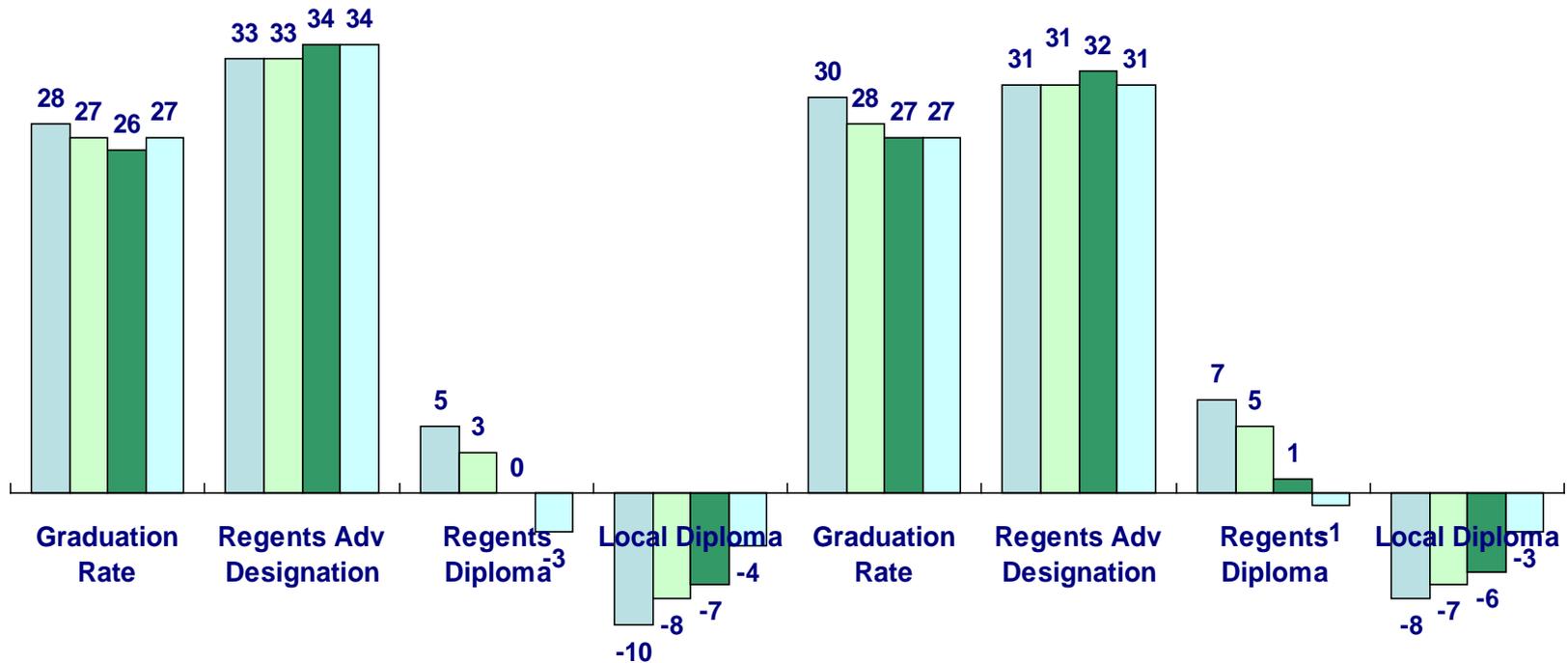
The Achievement Gap Persists

- The overall graduation rate achievement gap has remained stable.
- The gap is widest for the Advanced Designation diploma.
- As a percentage of the cohort, more Black and Hispanic students than White students earn Local Diplomas.

Statewide, the graduation rate achievement gap has remained stable. The gap is larger based on the percent of the cohort that earned a Regents Diploma with Advanced Designation. As a percent of the cohort, more Black and Hispanic students than White students earned Local Diplomas.

Percentage Point Difference in Percentage of Cohort Earning Credentials after Four Years

Positive values indicate the rate for Black/Hispanic students was lower than for White students
 Negative values indicate the rate for Black/Hispanic students was higher than for White students



White v. Black

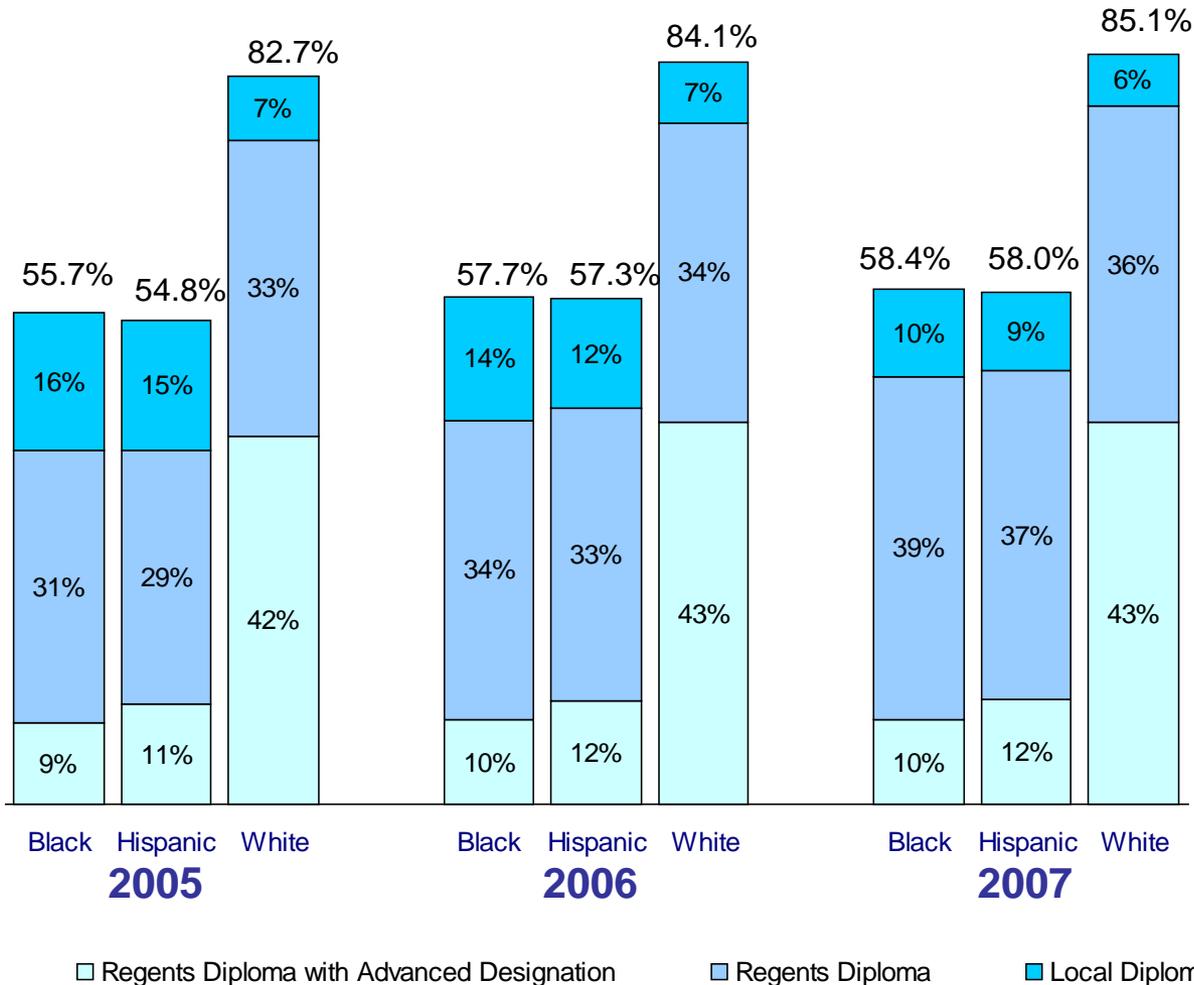
White v. Hispanic



Graduation rates by credential awarded

All Public Schools

Percentage of cohort members earning a Local, Regents or Regents Diploma with Advanced Designation, selected racial ethnic groups after 4 years



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.

Beyond Graduation Rates: Aspirational Performance Measures

- The Local Diploma will no longer be an option for most general education students who begin grade 9 in September 2008 or later (see Slide 24).
- The Department will implement changes to the assessment program to better support the determination of college- and career-readiness.
- The Regents have established Aspirational Performance targets to be used by schools and districts to measure progress.

2007 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.

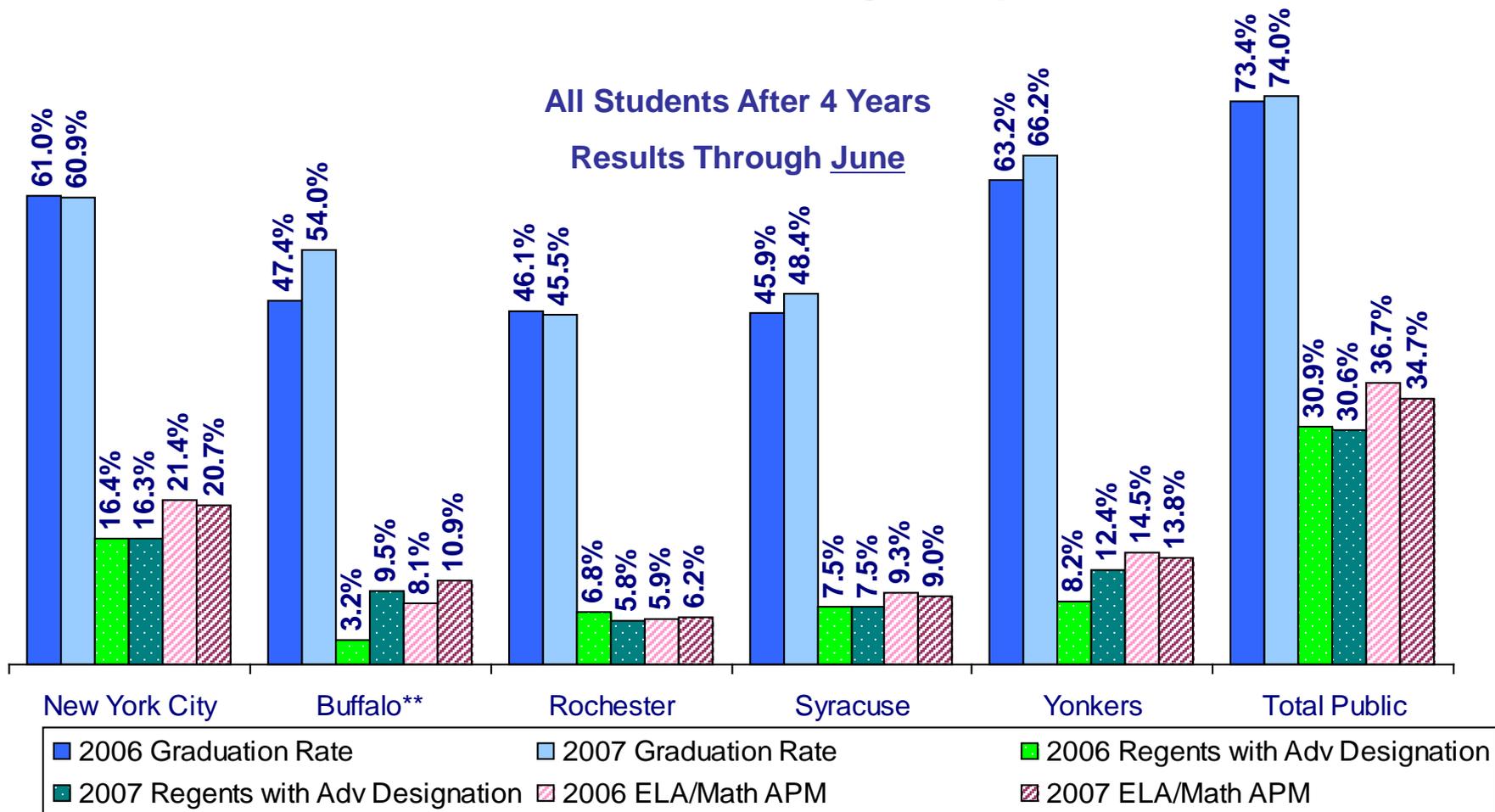
Aspirational Performance Measures - Usage

NYSED will update these APMs as new research findings become available and as State assessments become aligned with the Common Core State 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 the 2006 and 2007 cohorts, in part because of the different math Regents exams that were introduced and retired during the 2007-08 to 2009-10 school years (see Slide 25).

In particular, although the Math A Regents exam was available when the 2006 cohort was enrolled in grade 9, the Integrated Algebra Regents exam was available when the 2007 cohort was enrolled in grade 9.

Aspirational Performance Measures* (APMs) as a percentage of the cohort compared to the Graduation Rate percentage for students in the 2006 and 2007 cohorts in the Big 5 City School Districts



* See Slide 17 for important information about the APMs

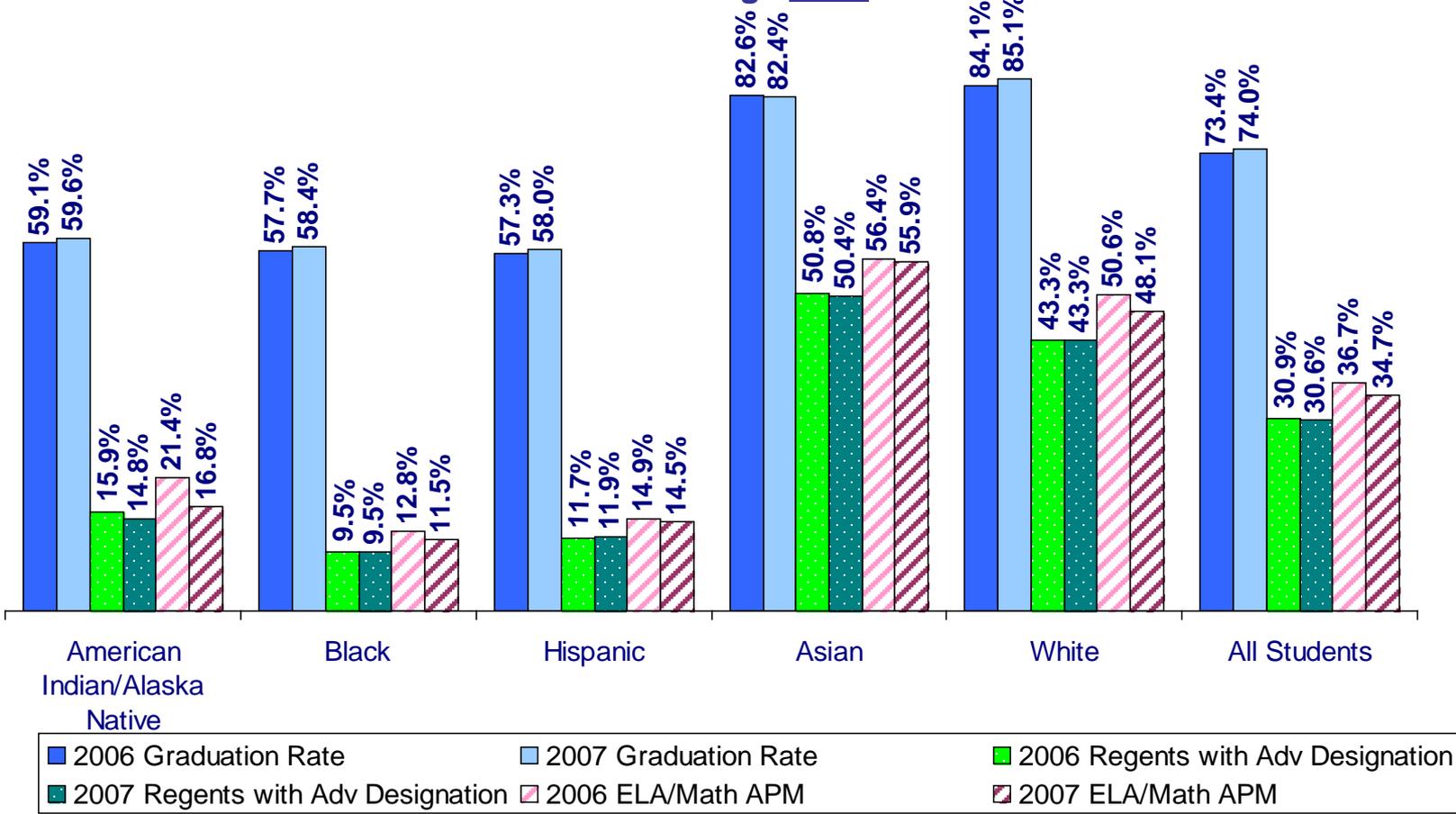
** See Slide 23 for an explanation of changes in Buffalo's cohort size

2007 cohort results for Buffalo, Rochester, Syracuse, and Yonkers include students enrolled for at least one day in a school or the district

Aspirational Performance Measures (APMs) as a percentage of the cohort compared to the Graduation Rate percentage for students in the 2006 and 2007 cohorts by Racial/Ethnic Group

All Students After 4 Years

Results Through June

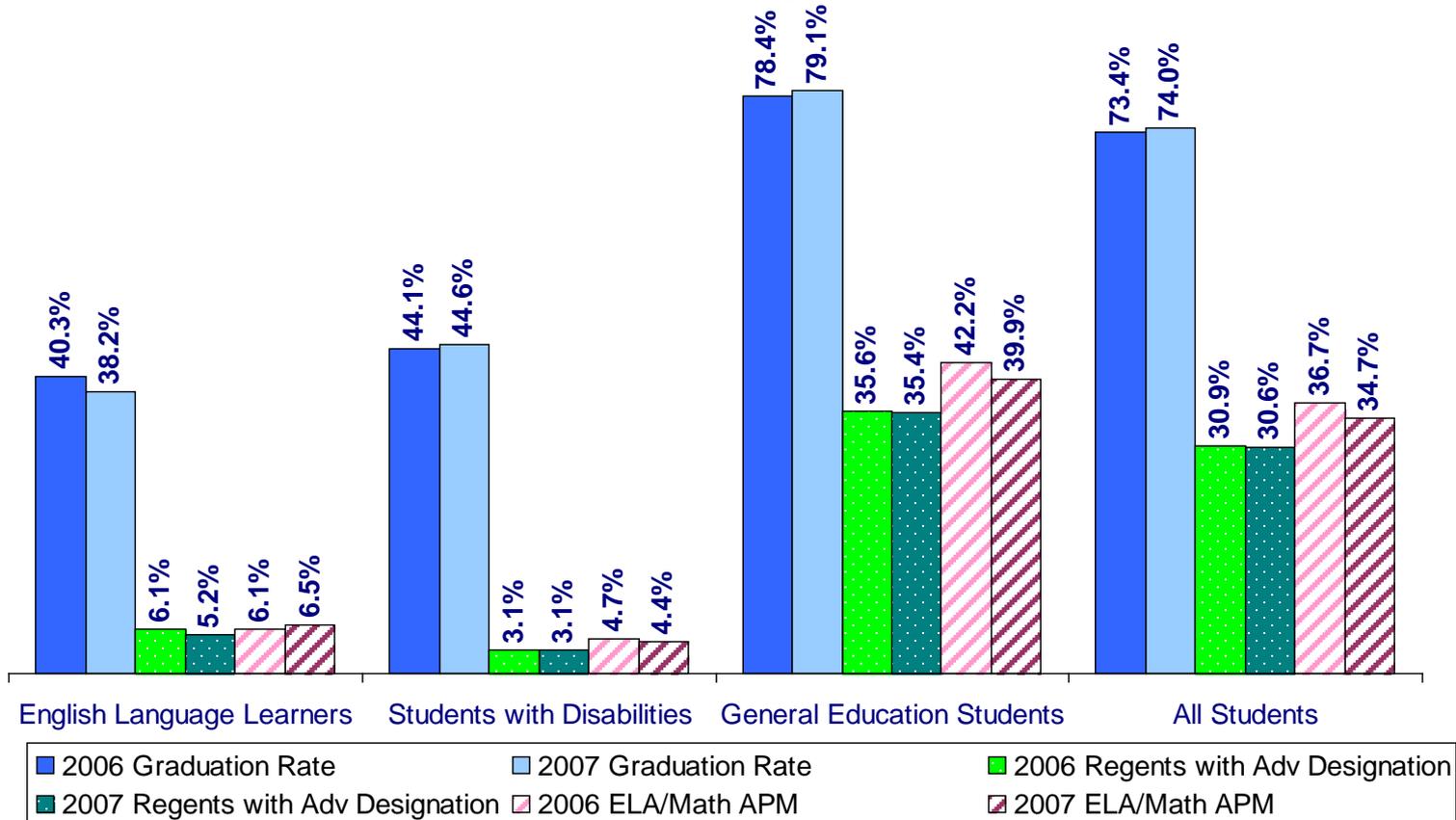


* See Slide 17 for important information about the APMs

Statewide Aspirational Performance Measures (APMs) as a percentage of the cohort compared to the Graduation Rate percentage for students in the 2006 and 2007 cohorts

English Language Learners, Students with Disabilities, General Education Students, and All Students After 4 Years

Results Through June



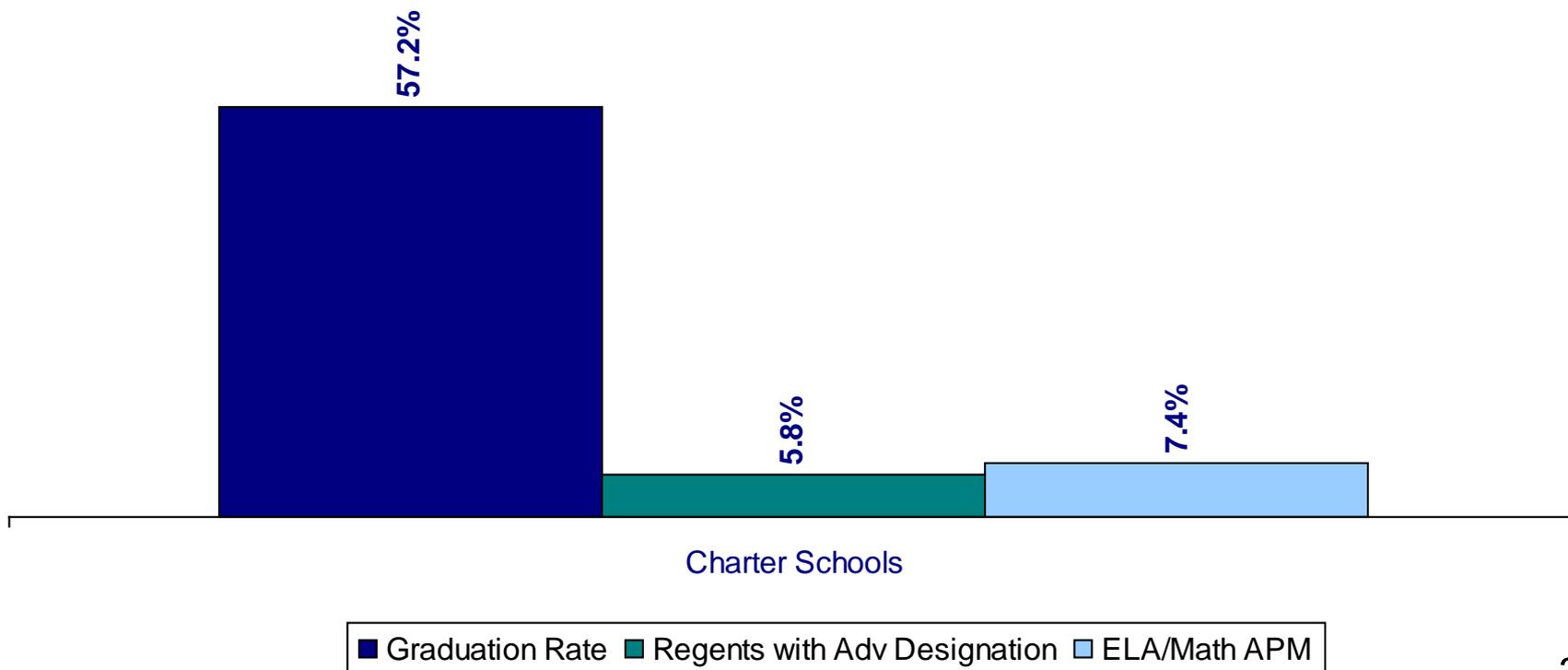
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Aspirational Performance Measures (APMs) as a percentage of the cohort compared to the Graduation Rate percentage for students who started 9th grade in 2007 for Charter Schools

All Students After 4 Years

Results Through June

These rates are based on small cohort sizes. The student count of the charter schools cohort has increased to 1,115 for 2007 cohort.





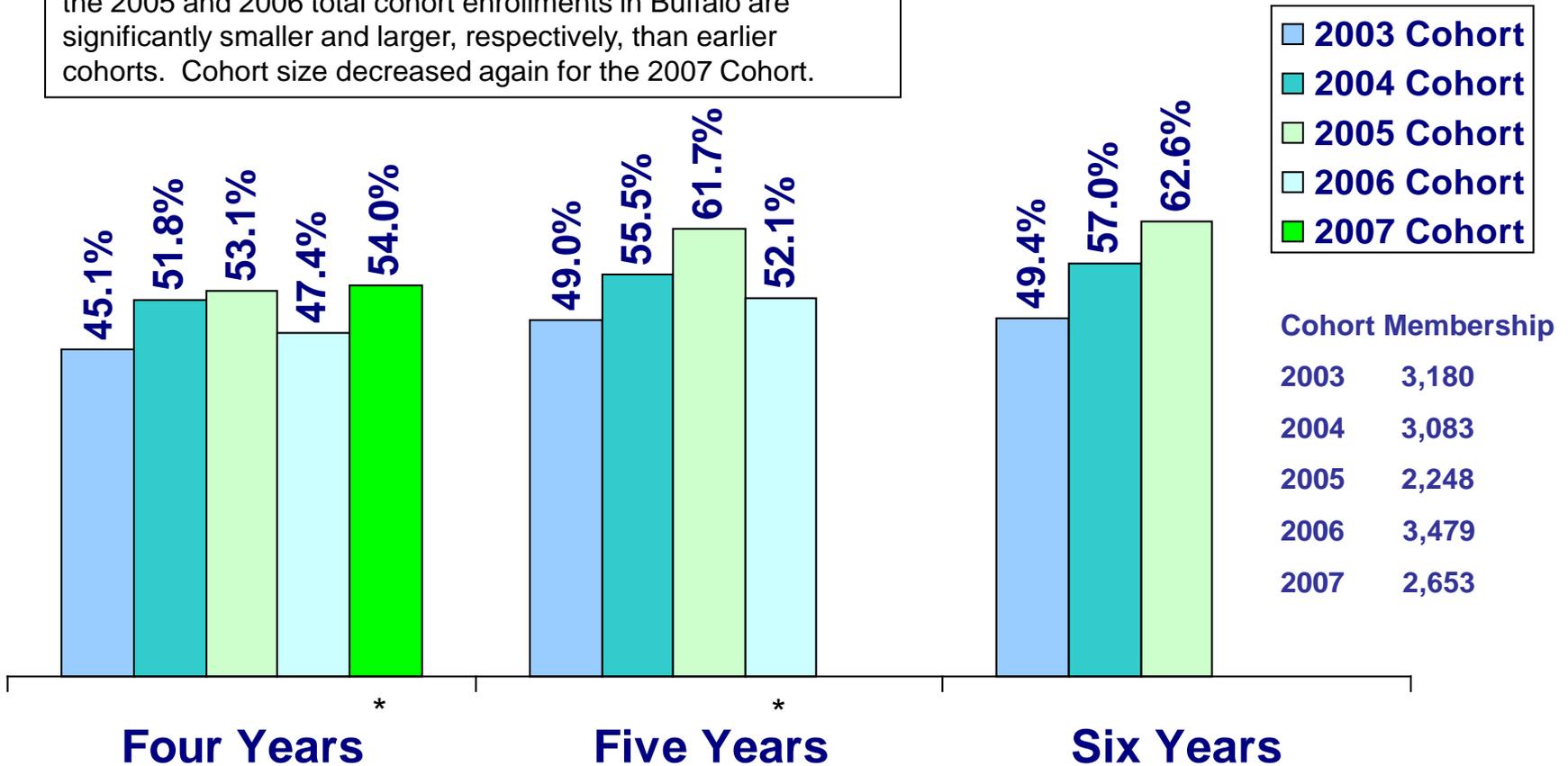
Graduation Rates: Students Who Started 9th Grade In 2003, 2004, 2005, 2006, and 2007



Buffalo

Percentage of Students Graduating with Regents or Local Diploma After 4, 5 and 6 Years Results Through June

Because of a one-time change in 8th grade promotion policy, the 2005 and 2006 total cohort enrollments in Buffalo are significantly smaller and larger, respectively, than earlier cohorts. Cohort size decreased again for the 2007 Cohort.



* 2006 5-year and 2007 4-year cohorts include students enrolled for at least one day in a school or the district

**Local Diploma Phase-Out* Timeline
Requirements for Students Entering Grade 9 in:**

	September 2002-04	September 2005	September 2006	September 2007	September 2008	September 2009	September 2010	September 2011
Regents Examination score of 65+	0	2	3	4	N/A	N/A	N/A	N/A
& Regents Examination score of 55-64	1-5	3	2	1	N/A	N/A	N/A	N/A
Or, for students with disabilities:								
Regents Examination score of 55-64	1-5	1-5	1-5	1-5	1-5	1-5	1-5	1-5
Regents Competency Tests	1-6	1-6	1-6	1-6	1-6	1-6	1-6	N/A

* The local diploma option remains for general education students who pass three Regents examinations with a score of 65 or above and two Regents examinations through an appeals process. In addition, students with disabilities who first enter grade 9 in September 2005 or later and earn a Regents examination score between 55 and 64 continue to be eligible for a local diploma. Students with disabilities who first enter grade 9 no later than the 2010-11 school year, but fail any of the five required Regents examinations, may earn a local diploma by passing the corresponding Regents Competency Test.

**Mathematics Regents Examinations
Implementation / Transition Timeline**

Approved by the Board of Regents 12/8/05

	Mathematics A	Mathematics B	Algebra	Geometry	Algebra 2/ Trigonometry
2006-07	X	X			
2007-08	X	X	X First admin. in June 2008		
2008-09	X Last admin. in January 2009	X	X	X First admin. in June 2009	
2009-10		X Last admin. in June 2010	X	X	X First admin. in June 2010
2010-11			X	X	X
2011-12			X	X	X



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