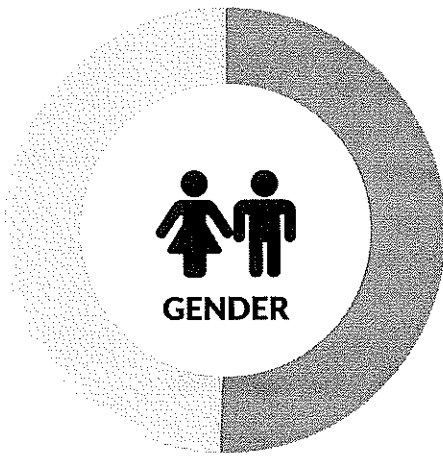


# SOUTH SIDE HIGH SCHOOL AT A GLANCE



**1,090**

Total Students



## SOUTH SIDE HIGH SCHOOL DATA

2017-18   2016-17   Archive



**STUDENT DATA**



Enrollment Data

**SCHOOL DATA**



School Report Card

High School Graduation Rate

High School Graduation Pathways Data

Student and Educator Report

**PRINCIPAL: JOHN MURPHY**

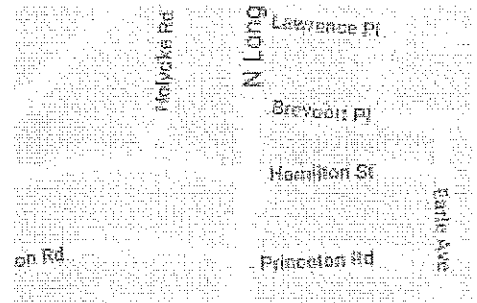
LEGAL NAME: SOUTH SIDE HIGH SCHOOL

BEDS CODE: 280221030001

INSTITUTION ID: 800000049384

PHONE: (516) 255-8944

WEBSITE:  
WWW.RVCSCHOOLS.ORG



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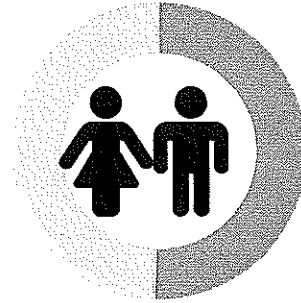
THIS DOCUMENT WAS CREATED ON: MAY 3, 2019, 9:34 AM EST

These enrollment data are collected as part of NYSED's Student Information Repository System (SIRS). These counts are as of "BEDS Day" which is typically the first Wednesday in October. Available are enrollment counts for public and charter school students by various demographics for the 2017 - 18 school year. For nonpublic school enrollment data please see the Non-Public School Enrollment and Staff information on our Information and Reporting Services webpage.

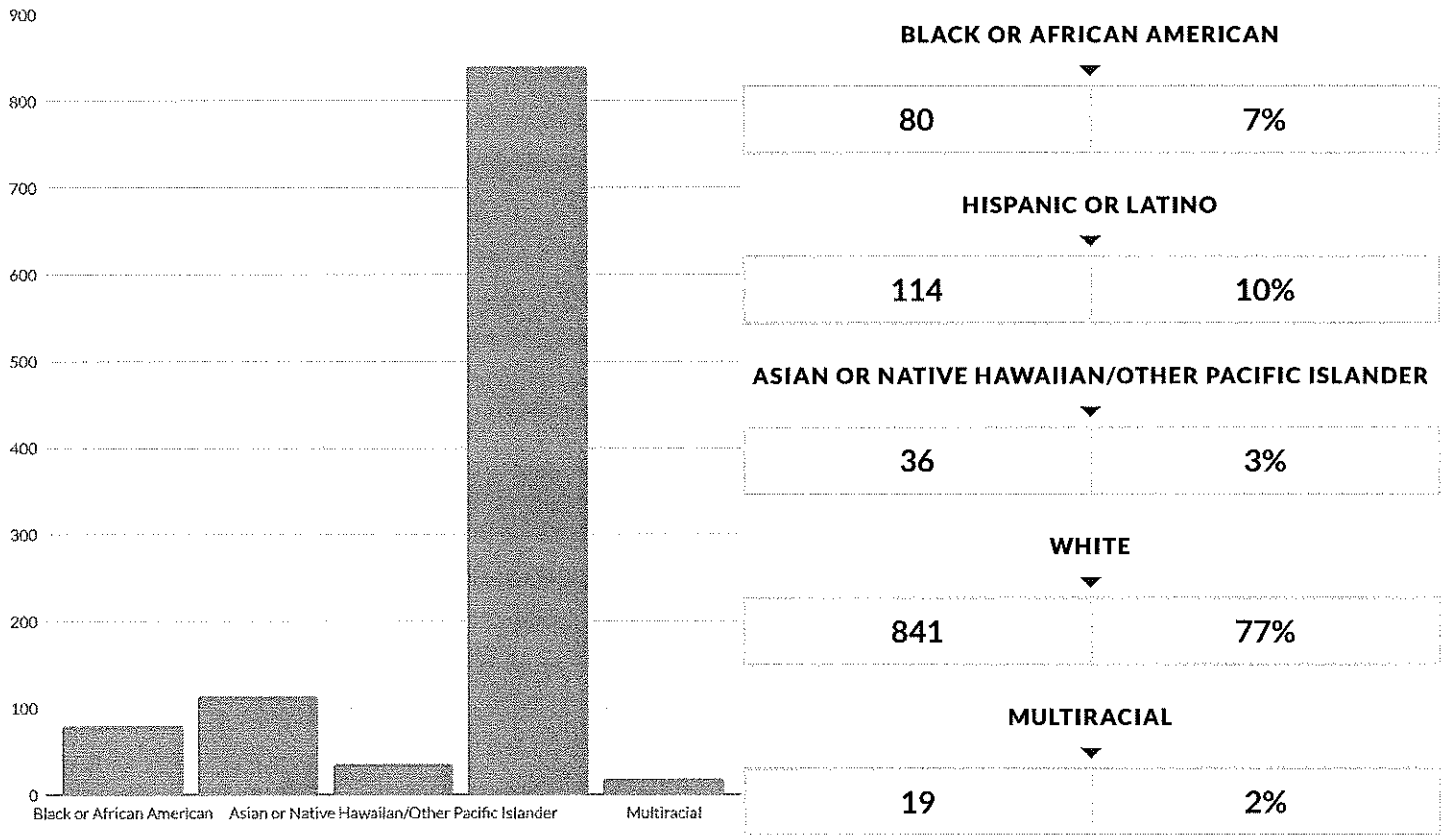
### SOUTH SIDE HIGH SCHOOL ENROLLMENT (2017 - 18)

**K-12 Enrollment: 1,090**

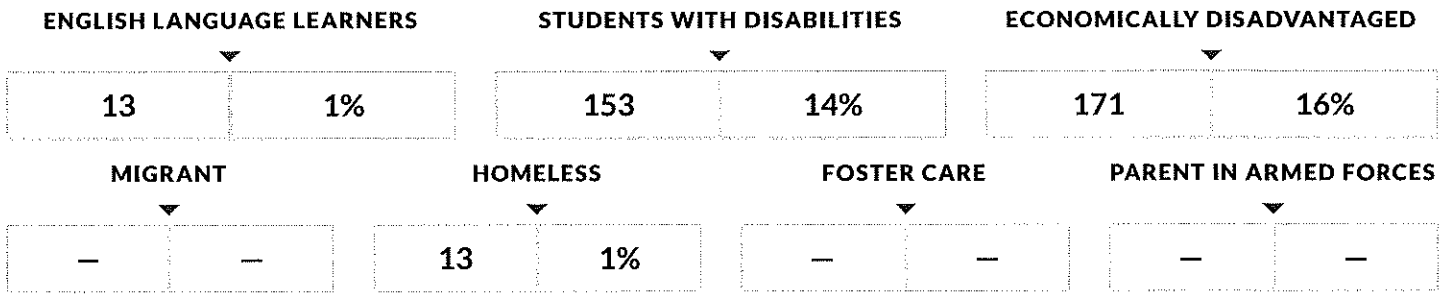
#### ENROLLMENT BY GENDER



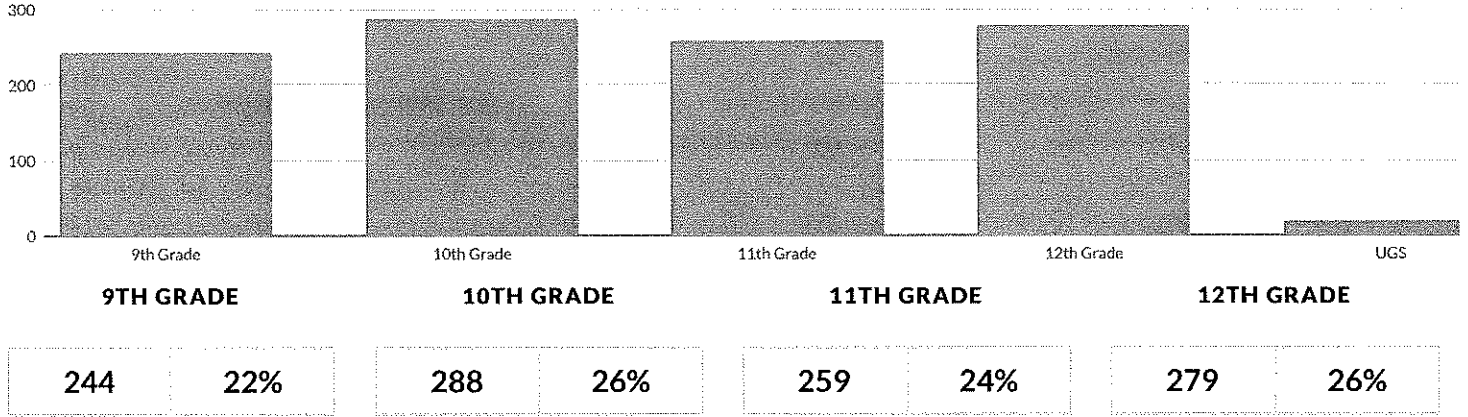
#### ENROLLMENT BY ETHNICITY



**OTHER GROUPS**



**ENROLLMENT BY GRADE**



**UNGRADED SECONDARY**



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**SOUTH SIDE HIGH SCHOOL - NEW YORK STATE REPORT CARD [2017 - 18]**

The New York State Report Card is an important part of the Board of Regents' effort to raise learning standards for all students. It provides information to the public on school/district staff, students, and measures of school and district performance as required by the Every Student Succeeds Act (ESSA). Knowledge gained from the report card on a school's or district's strengths and weaknesses can be used to improve instruction and services to students.

**2018-19 ACCOUNTABILITY STATUS BASED ON 2017-18 DATA****GOOD STANDING****HS INDICATOR LEVELS**

Subgroup	Composite Performance	Graduation Rate	Composite Performance & Graduation Rate	English Language Proficiency (ELP)	Progress	Chronic Absenteeism	College, Career, & Civic Readiness (CCCR)
All Students	4	4	4	—	4	4	4
American Indian or Alaska Native	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	4	2	4	—	—	3	—
Black or African American	3	3	3	—	3	4	4
Hispanic or Latino	4	3	4	—	3	4	4
Multiracial	—	—	—	—	—	—	—
White	4	4	4	—	4	4	4
English Language Learners	—	—	—	—	—	—	—
Students with Disabilities	4	4	4	—	3	4	4
Economically Disadvantaged	4	4	4	—	3	4	4

## HS COMPOSITE PERFORMANCE

Subgroup	Subject	Cohort	Index	Combined Index	Level
All Students	ELA	278	231.1	219.4	4
	Math	278	191	219.4	4
	Science	278	232.7	219.4	4
	Social Studies	278	242.8	219.4	4
Asian or Native Hawaiian/Other Pacific Islander	ELA	25	226	221.1	4
	Math	25	202	221.1	4
	Science	25	234	221.1	4
	Social Studies	25	238	221.1	4
Black or African American	ELA	34	194.1	173.4	3
	Math	34	123.5	173.4	3
	Science	34	195.6	173.4	3
	Social Studies	34	216.2	173.4	3
Hispanic or Latino	ELA	59	216.1	198.1	4
	Math	59	154.2	198.1	4
	Science	59	219.5	198.1	4
	Social Studies	59	233.1	198.1	4
Multiracial	ELA	7	214.3	—	—
	Math	7	171.4	—	—
	Science	7	214.3	—	—
	Social Studies	7	242.9	—	—
White	ELA	216	237.7	226.2	4
	Math	216	201.9	226.2	4
	Science	216	235.9	226.2	4
	Social Studies	216	245.6	226.2	4
English Language Learners	ELA	3	—	—	—
	Math	3	—	—	—
	Science	3	—	—	—
	Social Studies	3	—	—	—
Students with Disabilities	ELA	63	184.1	171.6	4
	Math	63	134.9	171.6	4
	Science	63	188.1	171.6	4
	Social Studies	63	211.1	171.6	4
Economically Disadvantaged	ELA	35	192.9	182.9	4
	Math	35	144.3	182.9	4
	Science	35	202.9	182.9	4
	Social Studies	35	228.6	182.9	4

## HS GRADUATION RATE

Subgroup	Cohort	Baseline	Number In Cohort	Grad Rate	School MIP	State MIP	Long-Term Goal	Exceed Long-Term Goal	End Goal	Level By Cohort	Level By Subgroup
All Students	4-Year	97.6%	257	98.4%	95%	82.3%	84.4%	89.7%	95%	4	4
	5-Year	96.7%	251	98.8%	96%	84.5%	86.4%	91.2%	96%	4	4
	6-Year	99.3%	306	96.7%	97%	84.6%	86.7%	91.9%	97%	4	4
American Indian or Alaska Native	4-Year	—	0	—	—	—	—	—	—	—	—
	5-Year	—	0	—	—	—	—	—	—	—	—
	6-Year	—	0	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	4-Year	89.5%	16	100%	89.7%	88%	89.2%	92.1%	95%	4	3
	5-Year	90.9%	19	89.5%	91.1%	89.9%	90.9%	93.5%	96%	1	3
	6-Year	100%	22	90.9%	97%	89.4%	90.7%	93.9%	97%	3	3
Black or African American	4-Year	86.8%	35	91.4%	87.1%	72.4%	76.2%	85.6%	95%	4	4
	5-Year	95.7%	39	94.9%	95.7%	75.9%	79.3%	87.7%	96%	4	4
	6-Year	100%	46	95.7%	97%	76%	79.5%	88.3%	97%	4	4
Hispanic or Latino	4-Year	93.5%	37	97.3%	93.6%	72.2%	76%	85.5%	95%	4	4
	5-Year	94.4%	31	93.5%	94.5%	74.8%	78.3%	87.2%	96%	4	4
	6-Year	96.8%	36	94.4%	96.8%	75.2%	78.8%	87.9%	97%	4	4
Multiracial	4-Year	—	12	—	—	—	—	—	—	—	—
	5-Year	—	12	—	—	—	—	—	—	—	—
	6-Year	—	2	—	—	—	—	—	—	—	—
White	4-Year	99.5%	193	99%	95%	90%	90.8%	92.9%	95%	4	4
	5-Year	98.7%	184	100%	96%	91.3%	92.1%	94.1%	96%	4	4
	6-Year	99.5%	236	98.7%	97%	91%	92%	94.5%	97%	4	4
English Language Learners	4-Year	—	3	—	—	—	—	—	—	—	—
	5-Year	—	5	—	—	—	—	—	—	—	—
	6-Year	—	6	—	—	—	—	—	—	—	—
Students with Disabilities	4-Year	87%	33	93.9%	87.3%	58.2%	64.4%	79.7%	95%	4	4
	5-Year	89.5%	69	89.9%	89.8%	61.6%	67.4%	81.7%	96%	4	4
	6-Year	93.3%	38	89.5%	93.4%	59.9%	66.1%	81.6%	97%	4	4
Economically Disadvantaged	4-Year	92.2%	36	97.2%	92.3%	76.1%	79.2%	87.1%	95%	4	4
	5-Year	88.9%	51	96.1%	89.2%	79.7%	82.4%	89.2%	96%	4	4
	6-Year	97.6%	47	85.1%	97%	80%	82.8%	89.9%	97%	3	4

## HS COMPOSITE PERFORMANCE &amp; GRADUATION RATE COMBINED

Subgroup	Level
All Students	4
Asian or Native Hawaiian/Other Pacific Islander	4
Black or African American	3
Hispanic or Latino	4
White	4
Students with Disabilities	4
Economically Disadvantaged	4

## HS ELP

Subgroup	Number Of ELLs	Benchmark	Progress Rate	Success Ratio	Level
All Students	9	--	--	--	--
American Indian or Alaska Native	0	--	--	--	--
Asian or Native Hawaiian/Other Pacific Islander	3	--	--	--	--
Black or African American	0	--	--	--	--
Hispanic or Latino	5	--	--	--	--
Multiracial	0	--	--	--	--
White	1	--	--	--	--
English Language Learners	9	--	--	--	--
Students with Disabilities	2	--	--	--	--
Economically Disadvantaged	8	--	--	--	--



## HS PROGRESS

Subgroup	Subject	Baseline	Cohort	Index	School MIP	State MIP	Long-Term Goal	Exceed Long-Term Goal	End Goal	Level	Average Of Levels
All Students	ELA	234.6	278	231.1	215%	189.4%	193.6	204.3	215	4	4
	Math	203.6	278	191	200%	149.1%	157.6	178.8	200	4	4
Asian or Native Hawaiian/Other Pacific Islander	ELA	--	25	--	--	--	--	--	--	--	--
	Math	--	25	--	--	--	--	--	--	--	--
Black or African American	ELA	175.7	34	194.1	177.3%	160.4%	169.5	192.3	215	4	3
	Math	135.1	34	123.5	137.7%	112.9%	127.4	163.7	200	2	3
Hispanic or Latino	ELA	218.6	59	216.1	215%	163.4%	172	193.5	215	4	3
	Math	154.3	59	154.2	156.1%	120.7%	133.9	167	200	3	3
Multiracial	ELA	--	7	--	--	--	--	--	--	--	--
	Math	--	7	--	--	--	--	--	--	--	--
White	ELA	240.8	216	237.7	215%	207.8%	209	212	215	4	4
	Math	218.2	216	201.9	200%	166.4%	172	186	200	4	4
English Language Learners	ELA	--	3	--	--	--	--	--	--	--	--
	Math	--	3	--	--	--	--	--	--	--	--
Students with Disabilities	ELA	192.6	63	184.1	193.5%	116.3%	132.8	173.9	215	4	3
	Math	147.1	63	134.9	149.2%	86%	105	152.5	200	3	3
Economically Disadvantaged	ELA	214.9	35	192.9	214.9%	168.8%	176.5	195.8	215	3	3
	Math	150	35	144.3	152%	127.9%	139.9	170	200	3	3

## HS CHRONIC ABSENTEEISM

Subgroup	Baseline	Expected Attendance Days	Students Chronically Absent	Chronic Absenteeism Rate	School MIP	State MIP	Long-Term Goal	Exceed Long-Term Goal	End Goal	Level
All Students	10.1	1,095	101	9.2%	9.9%	23.4%	20.4%	12.7%	5%	4
Asian or Native Hawaiian/Other Pacific Islander	5.1	35	4	11.4%	5.1%	14.4%	12.8%	8.9%	5%	3
Black or African American	24.4	81	18	22.2%	23.6%	32.7%	28.1%	16.6%	5%	4
Hispanic or Latino	18.8	119	19	16%	18.2%	32.8%	28.2%	16.6%	5%	4
Multiracial	--	37	--	--	--	--	--	--	--	--
White	7.6	841	59	7%	7.5%	16.1%	14.3%	9.7%	5%	4
English Language Learners	--	26	--	--	--	--	--	--	--	--
Students with Disabilities	17.1	151	19	12.6%	16.6%	34%	29.2%	17.1%	5%	4
Economically Disadvantaged	24.3	173	38	22%	23.5%	31.3%	26.9%	16%	5%	4

## CCCR LEVELS

Subgroup	Baseline	Index	School MIP	State MIP	Long-Term Goal	Exceed Long-Term Goal	End Goal	Level
All Students	187.8	192.5	175	128.2	136	155.5	175	4
Asian or Native Hawaiian/Other Pacific Islander	--	--	--	--	--	--	--	--
Black or African American	152.9	168.2	153.8	98	110.8	142.9	175	4
Hispanic or Latino	171.6	172.6	171.7	101.4	113.6	144.3	175	4
Multiracial	--	--	--	--	--	--	--	--
White	193.8	196.1	175	148.6	153	164	175	4
English Language Learners	--	--	--	--	--	--	--	--
Students with Disabilities	135.5	148.3	137.1	72.2	89.3	132.2	175	4
Economically Disadvantaged	163.9	172.9	164.3	110.2	121	148	175	4

## CCCR COUNTS

Subgroup	Cohort Count	Annual Biliteracy	2.0 Weight	1.5 Weight	1.0 Weight	0.5 Weight
All Students	280	0	258	4	17	0
Asian or Native Hawaiian/Other Pacific Islander	25	0	--	--	--	--
Black or African American	33	0	21	3	9	0
Hispanic or Latino	62	0	45	2	14	0
Multiracial	7	0	--	--	--	--
White	216	0	207	3	5	0
English Language Learners	3	0	--	--	--	--
Students with Disabilities	60	0	29	6	22	0
Economically Disadvantaged	35	0	26	1	7	0

## HS ELA PARTICIPATION RATE

Subgroup	Tested 95%	12th Grade Enrollment	Participation Rate
All Students	✓	280	100%
American Indian or Alaska Native	--	0	--
Asian or Native Hawaiian/Other Pacific Islander	--	16	--
Black or African American	--	19	--
Hispanic or Latino	--	24	--
Multiracial	--	5	--
White	✓	216	100%
English Language Learners	--	2	--
Students with Disabilities	--	27	--
Economically Disadvantaged	--	35	--

**HS MATHEMATICS PARTICIPATION RATE**

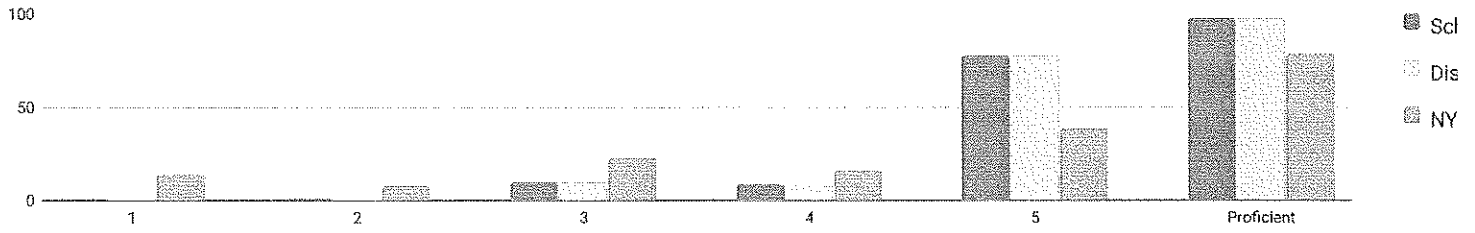
Subgroup	Tested 95%	12th Grade Enrollment	Participation Rate
All Students	✓	280	100%
American Indian or Alaska Native	—	0	—
Asian or Native Hawaiian/Other Pacific Islander	—	16	—
Black or African American	—	19	—
Hispanic or Latino	—	24	—
Multiracial	—	5	—
White	✓	216	100%
English Language Learners	—	2	—
Students with Disabilities	—	27	—
Economically Disadvantaged	—	35	—

**STAFF QUALIFICATIONS (2017-18)**

	INEXPERIENCED TEACHERS		INEXPERIENCED PRINCIPALS		TEACHERS TEACHING OUT OF THEIR SUBJECT/FIELD OF CERTIFICATION	
	#	%	#	%	#	%
THIS SCHOOL	8	8%	1	100%	0	0%
THIS DISTRICT	26	8%	1	14%	0	0%
STATEWIDE	31,189	16%	1,840	37%	17,189	8%
STATEWIDE HIGH-POVERTY SCHOOLS	11,145	26%	480	43%	8,126	18%
STATEWIDE LOW-POVERTY SCHOOLS	5,839	9%	281	23%	729	1%

Annual Regents examination results include those from August, January, and June of the reporting year. If a student takes the same Regents examination multiple times during the reporting year, only the highest score is included in these results.

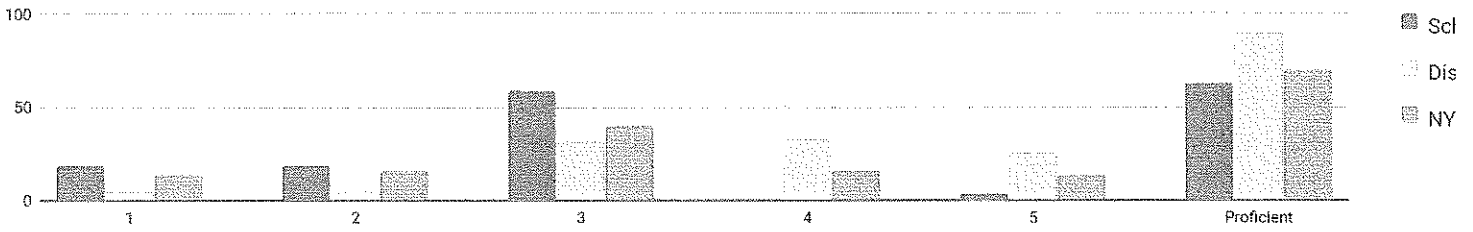
**ANNUAL REGENTS ENGLISH (2017-18)**



Percentage Scoring at Levels

Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%
All Students	269	3	1%	3	1%	28	10%	25	9%	210	78%	263	98%
General Education	233	1	0%	2	1%	17	7%	16	7%	197	85%	230	99%
Students with Disabilities	36	2	6%	1	3%	11	31%	9	25%	13	36%	33	92%
Asian or Native Hawaiian/Other Pacific Islander	10	—	—	—	—	—	—	—	—	—	—	—	—
Black or African American	24	2	8%	1	4%	7	29%	2	8%	12	50%	21	88%
Hispanic or Latino	29	0	0%	2	7%	9	31%	4	14%	14	48%	27	93%
White	202	1	0%	0	0%	10	5%	17	8%	174	86%	201	100%
Multiracial	4	—	—	—	—	—	—	—	—	—	—	—	—
Small Group Total	14	0	0%	0	0%	2	14%	2	14%	10	71%	14	100%
Female	131	0	0%	3	2%	12	9%	9	7%	107	82%	128	98%
Male	138	3	2%	0	0%	16	12%	16	12%	103	75%	135	98%
English Language Learners	3	—	—	—	—	—	—	—	—	—	—	—	—
Non-English Language Learners	266	—	—	—	—	—	—	—	—	—	—	—	—
Economically Disadvantaged	46	2	4%	3	7%	13	28%	5	11%	23	50%	41	89%
Not Economically Disadvantaged	223	1	0%	0	0%	15	7%	20	9%	187	84%	222	100%
Not Migrant	269	3	1%	3	1%	28	10%	25	9%	210	78%	263	98%
Homeless	3	—	—	—	—	—	—	—	—	—	—	—	—
Not Homeless	266	—	—	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	269	3	1%	3	1%	28	10%	25	9%	210	78%	263	98%
Parent Not in Armed Forces	269	3	1%	3	1%	28	10%	25	9%	210	78%	263	98%

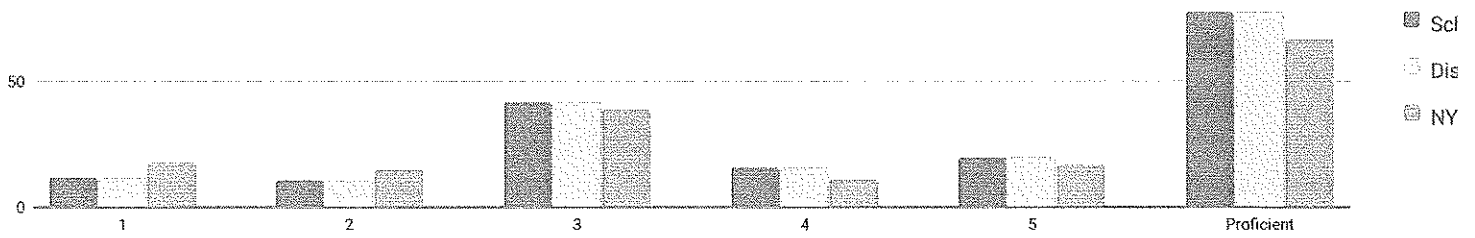
ANNUAL REGENTS ALGEBRA I (2017-18)



Percentage Scoring at Levels

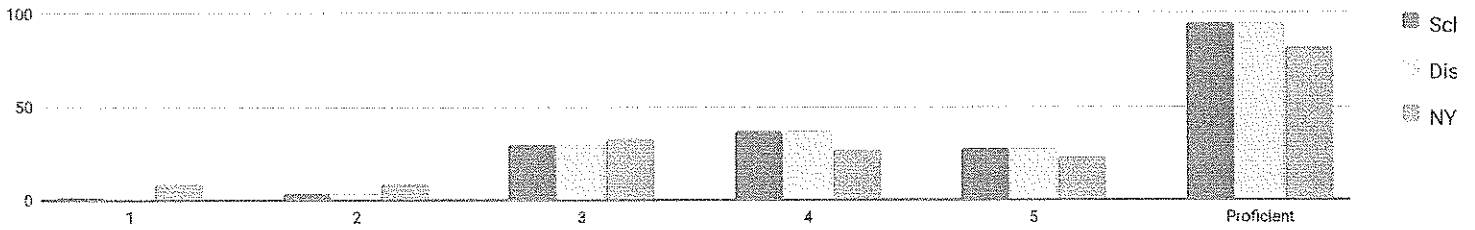
Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%
All Students	27	5	19%	5	19%	16	59%	0	0%	1	4%	17	63%
General Education	18	5	28%	3	17%	9	50%	0	0%	1	6%	10	56%
Students with Disabilities	9	0	0%	2	22%	7	78%	0	0%	0	0%	7	78%
Asian or Native Hawaiian/Other Pacific Islander	1	—	—	—	—	—	—	—	—	—	—	—	—
Black or African American	12	1	8%	3	25%	8	67%	0	0%	0	0%	8	67%
Hispanic or Latino	7	4	57%	1	14%	2	29%	0	0%	0	0%	2	29%
White	7	—	—	—	—	—	—	—	—	—	—	—	—
Small Group Total	8	0	0%	1	13%	6	75%	0	0%	1	13%	7	88%
Female	15	1	7%	3	20%	10	67%	0	0%	1	7%	11	73%
Male	12	4	33%	2	17%	6	50%	0	0%	0	0%	6	50%
English Language Learners	6	3	50%	2	33%	1	17%	0	0%	0	0%	1	17%
Non-English Language Learners	21	2	10%	3	14%	15	71%	0	0%	1	5%	16	76%
Economically Disadvantaged	19	4	21%	5	26%	10	53%	0	0%	0	0%	10	53%
Not Economically Disadvantaged	8	1	13%	0	0%	6	75%	0	0%	1	13%	7	88%
Not Migrant	27	5	19%	5	19%	16	59%	0	0%	1	4%	17	63%
Homeless	4	—	—	—	—	—	—	—	—	—	—	—	—
Not Homeless	23	—	—	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	27	5	19%	5	19%	16	59%	0	0%	1	4%	17	63%
Parent Not in Armed Forces	27	5	19%	5	19%	16	59%	0	0%	1	4%	17	63%

**ANNUAL REGENTS GEOMETRY (2017-18)**



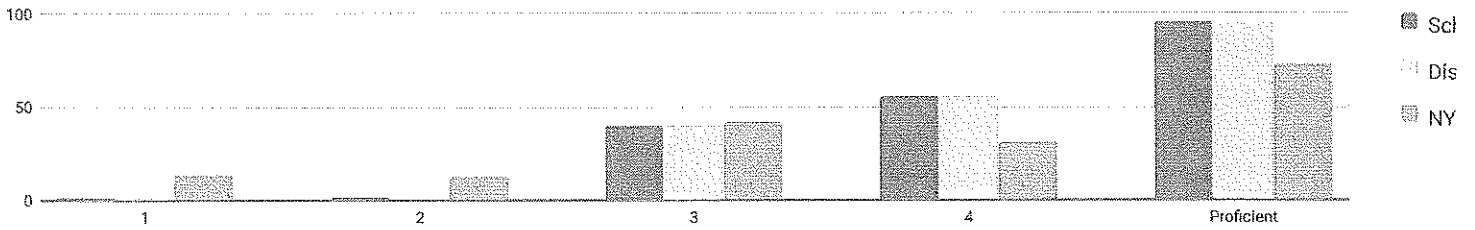
Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%
All Students	329	38	12%	36	11%	138	42%	52	16%	65	20%	255	78%
General Education	270	21	8%	21	8%	116	43%	48	18%	64	24%	228	84%
Students with Disabilities	59	17	29%	15	25%	22	37%	4	7%	1	2%	27	46%
Asian or Native Hawaiian/Other Pacific Islander	6	3	50%	0	0%	1	17%	1	17%	1	17%	3	50%
Black or African American	26	11	42%	2	8%	8	31%	4	15%	1	4%	13	50%
Hispanic or Latino	50	10	20%	14	28%	17	34%	7	14%	2	4%	26	52%
White	241	14	6%	20	8%	109	45%	40	17%	58	24%	207	86%
Multiracial	6	0	0%	0	0%	3	50%	0	0%	3	50%	6	100%
Female	163	12	7%	13	8%	69	42%	27	17%	42	26%	138	85%
Male	166	26	16%	23	14%	69	42%	25	15%	23	14%	117	70%
English Language Learners	7	6	86%	0	0%	1	14%	0	0%	0	0%	1	14%
Non-English Language Learners	322	32	10%	36	11%	137	43%	52	16%	65	20%	254	79%
Economically Disadvantaged	61	24	39%	12	20%	18	30%	6	10%	1	2%	25	41%
Not Economically Disadvantaged	268	14	5%	24	9%	120	45%	46	17%	64	24%	230	86%
Not Migrant	329	38	12%	36	11%	138	42%	52	16%	65	20%	255	78%
Homeless	4	—	—	—	—	—	—	—	—	—	—	—	—
Not Homeless	325	—	—	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	329	38	12%	36	11%	138	42%	52	16%	65	20%	255	78%
Parent Not in Armed Forces	329	38	12%	36	11%	138	42%	52	16%	65	20%	255	78%

ANNUAL REGENTS ALGEBRA II (2017-18)



Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%
All Students	266	4	2%	10	4%	79	30%	99	37%	74	28%	252	95%
General Education	232	3	1%	8	3%	61	26%	89	38%	71	31%	221	95%
Students with Disabilities	34	1	3%	2	6%	18	53%	10	29%	3	9%	31	91%
Asian or Native Hawaiian/Other Pacific Islander	6	0	0%	0	0%	2	33%	1	17%	3	50%	6	100%
Black or African American	18	1	6%	3	17%	11	61%	2	11%	1	6%	14	78%
Hispanic or Latino	22	0	0%	2	9%	11	50%	4	18%	5	23%	20	91%
White	215	3	1%	5	2%	52	24%	92	43%	63	29%	207	96%
Multiracial	5	0	0%	0	0%	3	60%	0	0%	2	40%	5	100%
Female	125	2	2%	6	5%	32	26%	48	38%	37	30%	117	94%
Male	141	2	1%	4	3%	47	33%	51	36%	37	26%	135	96%
English Language Learners	1	-	-	-	-	-	-	-	-	-	-	-	-
Non-English Language Learners	265	-	-	-	-	-	-	-	-	-	-	-	-
Economically Disadvantaged	33	1	3%	4	12%	23	70%	4	12%	1	3%	28	85%
Not Economically Disadvantaged	233	3	1%	6	3%	56	24%	95	41%	73	31%	224	96%
Not Migrant	266	4	2%	10	4%	79	30%	99	37%	74	28%	252	95%
Homeless	1	-	-	-	-	-	-	-	-	-	-	-	-
Not Homeless	265	-	-	-	-	-	-	-	-	-	-	-	-
Not in Foster Care	266	4	2%	10	4%	79	30%	99	37%	74	28%	252	95%
Parent Not in Armed Forces	266	4	2%	10	4%	79	30%	99	37%	74	28%	252	95%

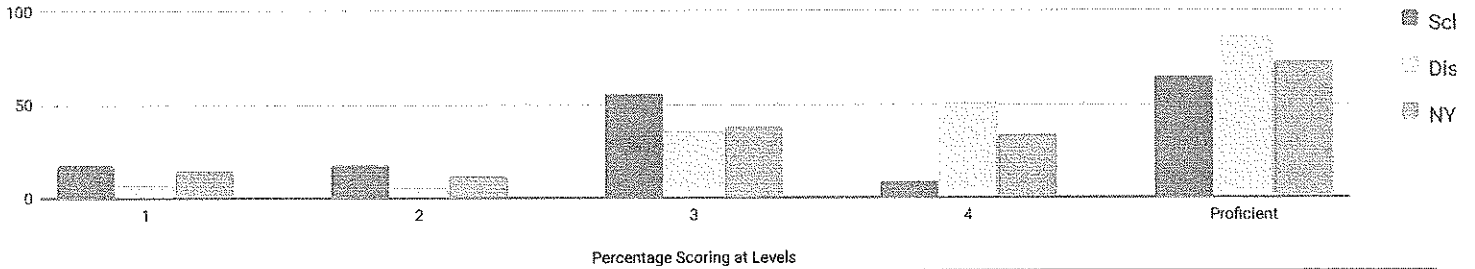
ANNUAL REGENTS LIVING ENVIRONMENT (2017-18)



Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%
All Students	272	6	2%	5	2%	108	40%	153	56%	261	96%
General Education	234	3	1%	1	0%	88	38%	142	61%	230	98%
Students with Disabilities	38	3	8%	4	11%	20	53%	11	29%	31	82%
Asian or Native Hawaiian/Other Pacific Islander	6	0	0%	0	0%	4	67%	2	33%	6	100%
Black or African American	15	1	7%	1	7%	8	53%	5	33%	13	87%
Hispanic or Latino	39	4	10%	2	5%	25	64%	8	21%	33	85%
White	206	1	0%	2	1%	69	33%	134	65%	203	99%
Multiracial	6	0	0%	0	0%	2	33%	4	67%	6	100%
Female	143	0	0%	2	1%	57	40%	84	59%	141	99%
Male	129	6	5%	3	2%	51	40%	69	53%	120	93%
English Language Learners	9	3	33%	0	0%	6	67%	0	0%	6	67%
Non-English Language Learners	263	3	1%	5	2%	102	39%	153	58%	255	97%
Economically Disadvantaged	47	4	9%	2	4%	33	70%	8	17%	41	87%
Not Economically Disadvantaged	225	2	1%	3	1%	75	33%	145	64%	220	98%
Not Migrant	272	6	2%	5	2%	108	40%	153	56%	261	96%
Homeless	4	-	-	-	-	-	-	-	-	-	-
Not Homeless	268	-	-	-	-	-	-	-	-	-	-
Not in Foster Care	272	6	2%	5	2%	108	40%	153	56%	261	96%
Parent Not in Armed Forces	272	6	2%	5	2%	108	40%	153	56%	261	96%

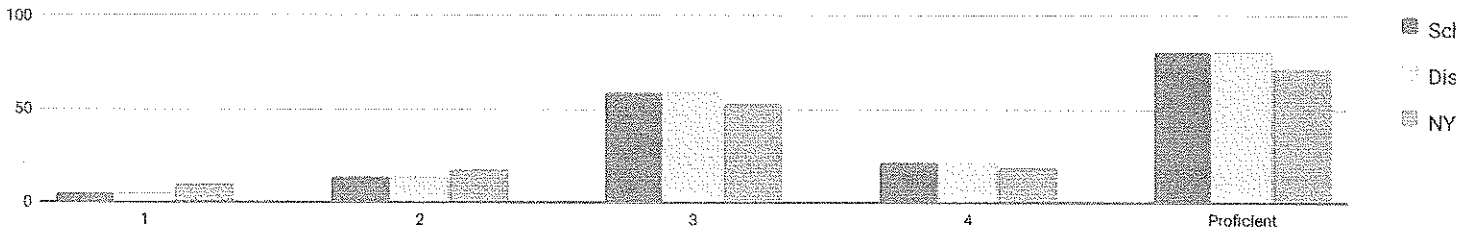


ANNUAL REGENTS PHYSICAL SETTING/EARTH SCIENCE (2017-18)



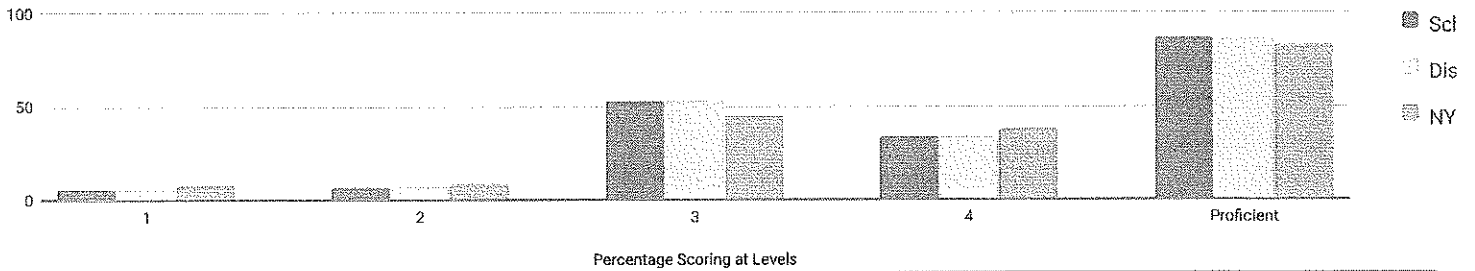
Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%
All Students	34	6	18%	6	18%	19	56%	3	9%	22	65%
General Education	22	4	18%	4	18%	12	55%	2	9%	14	64%
Students with Disabilities	12	2	17%	2	17%	7	58%	1	8%	8	67%
Asian or Native Hawaiian/Other Pacific Islander	1	—	—	—	—	—	—	—	—	—	—
Black or African American	9	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	12	3	25%	4	33%	5	42%	0	0%	5	42%
White	12	1	8%	1	8%	8	67%	2	17%	10	83%
Small Group Total	10	2	20%	1	10%	6	60%	1	10%	7	70%
Female	16	3	19%	1	6%	10	63%	2	13%	12	75%
Male	18	3	17%	5	28%	9	50%	1	6%	10	56%
English Language Learners	4	—	—	—	—	—	—	—	—	—	—
Non-English Language Learners	30	—	—	—	—	—	—	—	—	—	—
Economically Disadvantaged	20	6	30%	5	25%	9	45%	0	0%	9	45%
Not Economically Disadvantaged	14	0	0%	1	7%	10	71%	3	21%	13	93%
Not Migrant	34	6	18%	6	18%	19	56%	3	9%	22	65%
Homeless	3	—	—	—	—	—	—	—	—	—	—
Not Homeless	31	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	34	6	18%	6	18%	19	56%	3	9%	22	65%
Parent Not in Armed Forces	34	6	18%	6	18%	19	56%	3	9%	22	65%

ANNUAL REGENTS PHYSICAL SETTING/CHEMISTRY (2017-18)



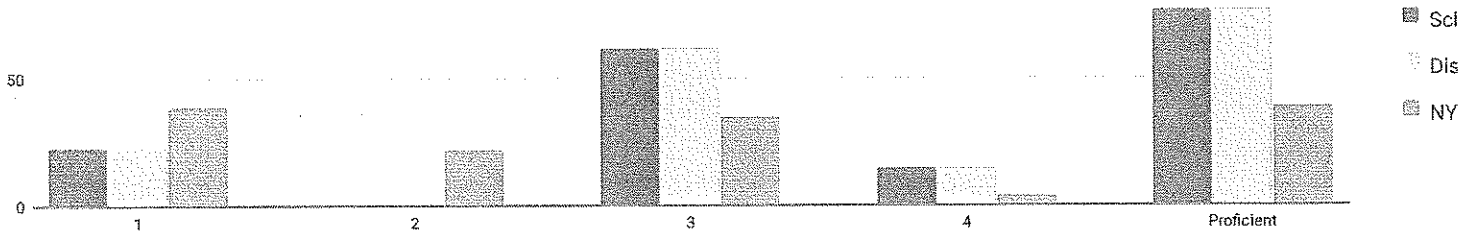
Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%
All Students	274	14	5%	37	14%	163	59%	60	22%	223	81%
General Education	241	11	5%	25	10%	147	61%	58	24%	205	85%
Students with Disabilities	33	3	9%	12	36%	16	48%	2	6%	18	55%
Asian or Native Hawaiian/Other Pacific Islander	7	—	—	—	—	—	—	—	—	—	—
Black or African American	21	2	10%	8	38%	11	52%	0	0%	11	52%
Hispanic or Latino	29	7	24%	5	17%	13	45%	4	14%	17	59%
White	213	4	2%	24	11%	132	62%	53	25%	185	87%
Multiracial	4	—	—	—	—	—	—	—	—	—	—
Small Group Total	11	1	9%	0	0%	7	64%	3	27%	10	91%
Female	123	5	4%	11	9%	80	65%	27	22%	107	87%
Male	151	9	6%	26	17%	83	55%	33	22%	116	77%
English Language Learners	3	—	—	—	—	—	—	—	—	—	—
Non-English Language Learners	271	—	—	—	—	—	—	—	—	—	—
Economically Disadvantaged	38	7	18%	12	32%	18	47%	1	3%	19	50%
Not Economically Disadvantaged	236	7	3%	25	11%	145	61%	59	25%	204	86%
Not Migrant	274	14	5%	37	14%	163	59%	60	22%	223	81%
Homeless	2	—	—	—	—	—	—	—	—	—	—
Not Homeless	272	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	274	14	5%	37	14%	163	59%	60	22%	223	81%
Parent Not in Armed Forces	274	14	5%	37	14%	163	59%	60	22%	223	81%

**ANNUAL REGENTS PHYSICAL SETTING/PHYSICS (2017-18)**



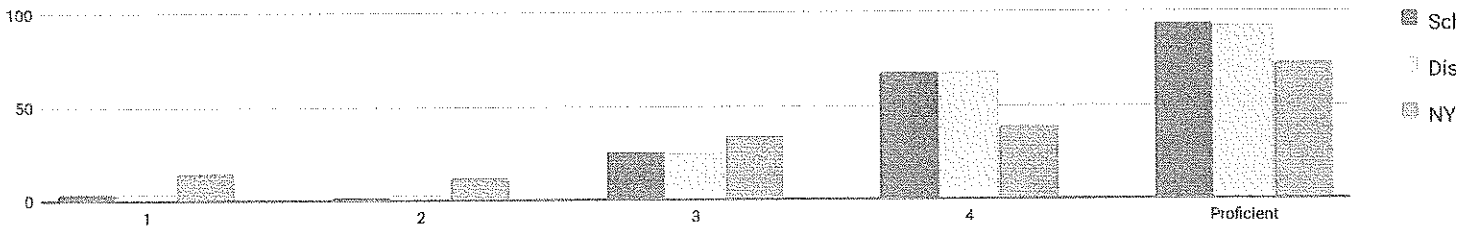
Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%
All Students	199	11	6%	14	7%	106	53%	68	34%	174	87%
General Education	190	7	4%	13	7%	102	54%	68	36%	170	89%
Students with Disabilities	9	4	44%	1	11%	4	44%	0	0%	4	44%
Asian or Native Hawaiian/Other Pacific Islander	5	—	—	—	—	—	—	—	—	—	—
Black or African American	6	1	17%	1	17%	1	17%	3	50%	4	67%
Hispanic or Latino	12	0	0%	3	25%	6	50%	3	25%	9	75%
White	172	10	6%	9	5%	96	56%	57	33%	153	89%
Multiracial	4	—	—	—	—	—	—	—	—	—	—
Small Group Total	9	0	0%	1	11%	3	33%	5	56%	8	89%
Female	95	3	3%	8	8%	56	59%	28	29%	84	88%
Male	104	8	8%	6	6%	50	48%	40	38%	90	87%
Non-English Language Learners	199	11	6%	14	7%	106	53%	68	34%	174	87%
Economically Disadvantaged	15	2	13%	1	7%	10	67%	2	13%	12	80%
Not Economically Disadvantaged	184	9	5%	13	7%	96	52%	66	36%	162	88%
Not Migrant	199	11	6%	14	7%	106	53%	68	34%	174	87%
Not Homeless	199	11	6%	14	7%	106	53%	68	34%	174	87%
Not in Foster Care	199	11	6%	14	7%	106	53%	68	34%	174	87%
Parent Not in Armed Forces	199	11	6%	14	7%	106	53%	68	34%	174	87%

**ANNUAL REGENTS GLOBAL HISTORY AND GEOGRAPHY (2017-18)**



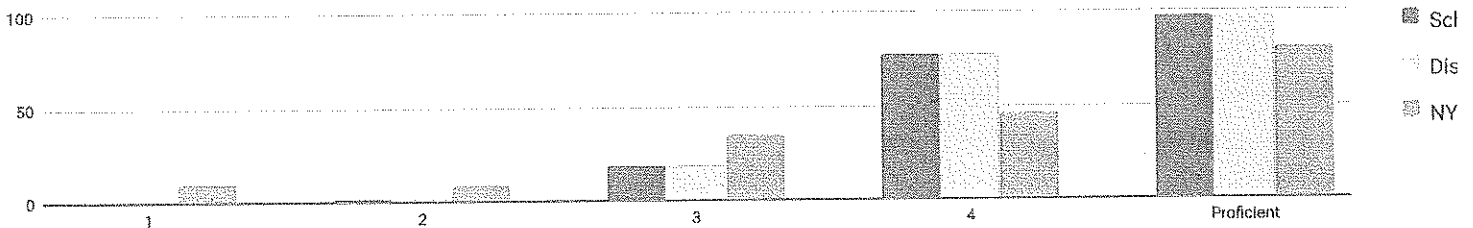
Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%
All Students	13	3	23%	0	0%	8	62%	2	15%	10	77%
General Education	5	2	40%	0	0%	3	60%	0	0%	3	60%
Students with Disabilities	8	1	13%	0	0%	5	63%	2	25%	7	88%
Black or African American	5	1	20%	0	0%	4	80%	0	0%	4	80%
Hispanic or Latino	4	—	—	—	—	—	—	—	—	—	—
White	4	—	—	—	—	—	—	—	—	—	—
Small Group Total	8	2	25%	0	0%	4	50%	2	25%	6	75%
Female	4	—	—	—	—	—	—	—	—	—	—
Male	9	—	—	—	—	—	—	—	—	—	—
Non-English Language Learners	13	3	23%	0	0%	8	62%	2	15%	10	77%
Economically Disadvantaged	7	2	29%	0	0%	5	71%	0	0%	5	71%
Not Economically Disadvantaged	6	1	17%	0	0%	3	50%	2	33%	5	83%
Not Migrant	13	3	23%	0	0%	8	62%	2	15%	10	77%
Homeless	2	—	—	—	—	—	—	—	—	—	—
Not Homeless	11	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	13	3	23%	0	0%	8	62%	2	15%	10	77%
Parent Not in Armed Forces	13	3	23%	0	0%	8	62%	2	15%	10	77%

**ANNUAL REGENTS TRANSITION EXAM IN GLOBAL HISTORY & GEOGRAPHY (2017-18)**



Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%
All Students	286	11	4%	7	2%	73	26%	195	68%	268	94%
General Education	236	8	3%	5	2%	46	19%	177	75%	223	94%
Students with Disabilities	50	3	6%	2	4%	27	54%	18	36%	45	90%
Asian or Native Hawaiian/Other Pacific Islander	6	0	0%	1	17%	0	0%	5	83%	5	83%
Black or African American	17	4	24%	0	0%	10	59%	3	18%	13	76%
Hispanic or Latino	39	5	13%	5	13%	13	33%	16	41%	29	74%
White	219	2	1%	1	0%	48	22%	168	77%	216	99%
Multiracial	5	0	0%	0	0%	2	40%	3	60%	5	100%
Female	123	3	2%	2	2%	26	21%	92	75%	118	96%
Male	163	8	5%	5	3%	47	29%	103	63%	150	92%
English Language Learners	6	2	33%	3	50%	1	17%	0	0%	1	17%
Non-English Language Learners	280	9	3%	4	1%	72	26%	195	70%	267	95%
Economically Disadvantaged	51	10	20%	4	8%	26	51%	11	22%	37	73%
Not Economically Disadvantaged	235	1	0%	3	1%	47	20%	184	78%	231	98%
Not Migrant	286	11	4%	7	2%	73	26%	195	68%	268	94%
Homeless	5	3	60%	0	0%	1	20%	1	20%	2	40%
Not Homeless	281	8	3%	7	2%	72	26%	194	69%	266	95%
Not in Foster Care	286	11	4%	7	2%	73	26%	195	68%	268	94%
Parent Not in Armed Forces	286	11	4%	7	2%	73	26%	195	68%	268	94%

ANNUAL REGENTS U.S. HISTORY & GOVERNMENT (2017-18)

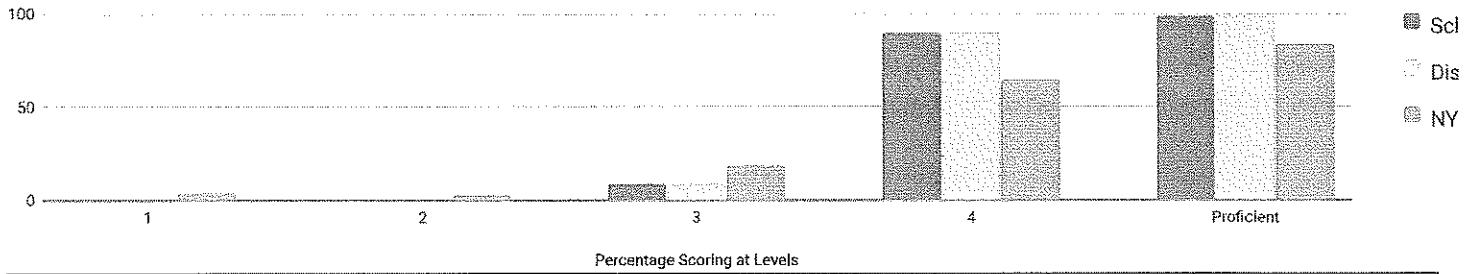


Percentage Scoring at Levels

Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%
All Students	269	1	0%	5	2%	52	19%	211	78%	263	98%
General Education	232	0	0%	2	1%	35	15%	195	84%	230	99%
Students with Disabilities	37	1	3%	3	8%	17	46%	16	43%	33	89%
Asian or Native Hawaiian/Other Pacific Islander	8	—	—	—	—	—	—	—	—	—	—
Black or African American	24	1	4%	3	13%	12	50%	8	33%	20	83%
Hispanic or Latino	31	0	0%	1	3%	14	45%	16	52%	30	97%
White	202	0	0%	1	0%	23	11%	178	88%	201	100%
Multiracial	4	—	—	—	—	—	—	—	—	—	—
Small Group Total	12	0	0%	0	0%	3	25%	9	75%	12	100%
Female	130	0	0%	2	2%	27	21%	101	78%	128	98%
Male	139	1	1%	3	2%	25	18%	110	79%	135	97%
English Language Learners	2	—	—	—	—	—	—	—	—	—	—
Non-English Language Learners	267	—	—	—	—	—	—	—	—	—	—
Economically Disadvantaged	46	0	0%	5	11%	21	46%	20	43%	41	89%
Not Economically Disadvantaged	223	1	0%	0	0%	31	14%	191	86%	222	100%
Not Migrant	269	1	0%	5	2%	52	19%	211	78%	263	98%
Homeless	2	—	—	—	—	—	—	—	—	—	—
Not Homeless	267	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	269	1	0%	5	2%	52	19%	211	78%	263	98%
Parent Not in Armed Forces	269	1	0%	5	2%	52	19%	211	78%	263	98%

**2014 TOTAL COHORT RESULTS IN REGENTS ENGLISH LANGUAGE ARTS**

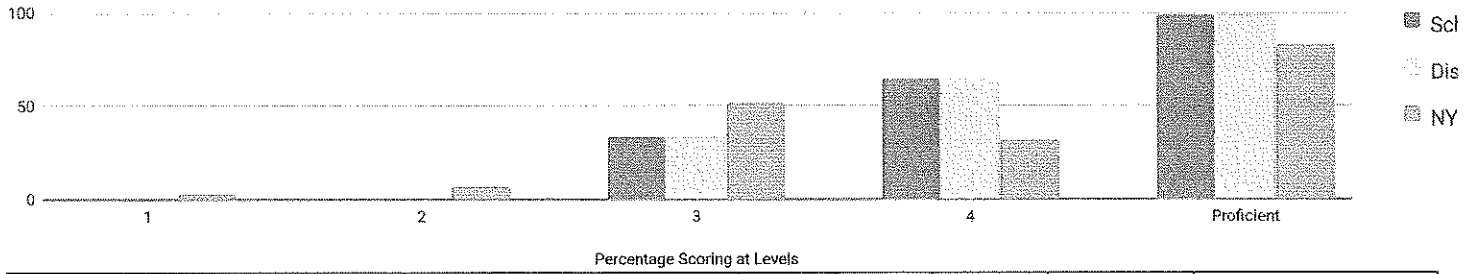
A High School Cohort consists of all students who first enter grade 9 anywhere or, in the case of ungraded students with disabilities, reach their seventeenth birthday in a particular school year (July 1 - June 30). The "year" used to identify the cohort is the year in which the July 1 - December 31 dates fall. Results are reported four years after these students first enter grade 9.



Subgroup	Cohort	Percentage Scoring at Levels													
		Not Tested		Tested		Level 1		Level 2		Level 3		Level 4 & Above		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	280	1	0%	279	100%	0	0%	1	0%	25	9%	253	90%	278	99%
General Education	251	0	0%	251	100%	0	0%	0	0%	13	5%	238	95%	251	100%
Students with Disabilities	29	1	3%	28	97%	0	0%	1	3%	12	41%	15	52%	27	93%
Asian or Native Hawaiian/Other Pacific Islander	16	0	0%	16	100%	0	0%	0	0%	3	19%	13	81%	16	100%
Black or African American	18	0	0%	18	100%	0	0%	0	0%	6	33%	12	67%	18	100%
Hispanic or Latino	25	0	0%	25	100%	0	0%	1	4%	4	16%	20	80%	24	96%
White	216	1	0%	215	100%	0	0%	0	0%	12	6%	203	94%	215	100%
Multiracial	5	0	0%	5	100%	0	0%	0	0%	0	0%	5	100%	5	100%
Female	145	0	0%	145	100%	0	0%	1	1%	11	8%	133	92%	144	99%
Male	135	1	1%	134	99%	0	0%	0	0%	14	10%	120	89%	134	99%
English Language Learners	2	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Non-English Language Learners	278	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Economically Disadvantaged	35	1	3%	34	97%	0	0%	1	3%	11	31%	22	63%	33	94%
Not Economically Disadvantaged	245	0	0%	245	100%	0	0%	0	0%	14	6%	231	94%	245	100%
Not Migrant	280	1	0%	279	100%	0	0%	1	0%	25	9%	253	90%	278	99%
Not Homeless	280	1	0%	279	100%	0	0%	1	0%	25	9%	253	90%	278	99%
Not in Foster Care	280	1	0%	279	100%	0	0%	1	0%	25	9%	253	90%	278	99%
Parent Not in Armed Forces	280	1	0%	279	100%	0	0%	1	0%	25	9%	253	90%	278	99%

**2014 TOTAL COHORT RESULTS IN REGENTS MATHEMATICS**

A High School Cohort consists of all students who first enter grade 9 anywhere or, in the case of ungraded students with disabilities, reach their seventeenth birthday in a particular school year (July 1 - June 30). The "year" used to identify the cohort is the year in which the July 1 - December 31 dates fall. Results are reported four years after these students first enter grade 9.

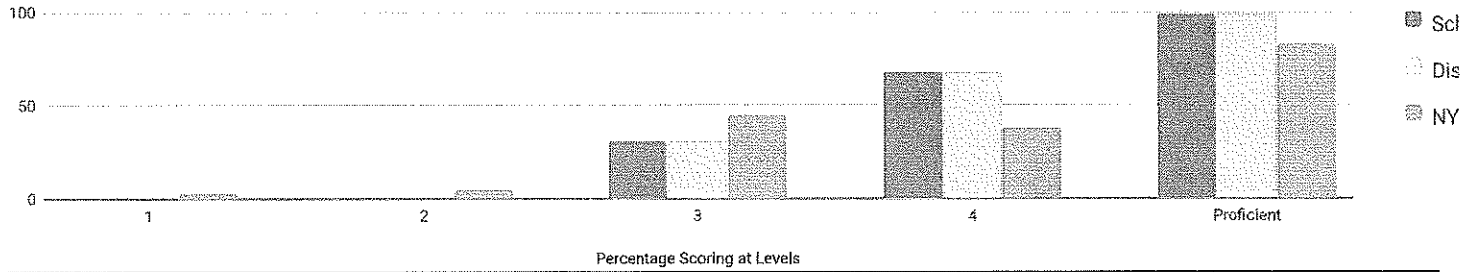


Subgroup	Cohort	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4 & Above		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
		All Students	280	1	0%	279	100%	0	0%	1	0%	95	34%	183	65%
General Education	251	0	0%	251	100%	0	0%	0	0%	73	29%	178	71%	251	100%
Students with Disabilities	29	1	3%	28	97%	0	0%	1	3%	22	76%	5	17%	27	93%
Asian or Native Hawaiian/Other Pacific Islander	16	0	0%	16	100%	0	0%	0	0%	4	25%	12	75%	16	100%
Black or African American	18	0	0%	18	100%	0	0%	0	0%	17	94%	1	6%	18	100%
Hispanic or Latino	25	0	0%	25	100%	0	0%	1	4%	14	56%	10	40%	24	96%
White	216	1	0%	215	100%	0	0%	0	0%	57	26%	158	73%	215	100%
Multiracial	5	0	0%	5	100%	0	0%	0	0%	3	60%	2	40%	5	100%
Female	145	0	0%	145	100%	0	0%	0	0%	50	34%	95	66%	145	100%
Male	135	1	1%	134	99%	0	0%	1	1%	45	33%	88	65%	133	99%
English Language Learners	2	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Non-English Language Learners	278	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Economically Disadvantaged	35	1	3%	34	97%	0	0%	1	3%	22	63%	11	31%	33	94%
Not Economically Disadvantaged	245	0	0%	245	100%	0	0%	0	0%	73	30%	172	70%	245	100%
Not Migrant	280	1	0%	279	100%	0	0%	1	0%	95	34%	183	65%	278	99%
Not Homeless	280	1	0%	279	100%	0	0%	1	0%	95	34%	183	65%	278	99%
Not in Foster Care	280	1	0%	279	100%	0	0%	1	0%	95	34%	183	65%	278	99%
Parent Not in Armed Forces	280	1	0%	279	100%	0	0%	1	0%	95	34%	183	65%	278	99%



### 2014 TOTAL COHORT RESULTS IN REGENTS SCIENCE

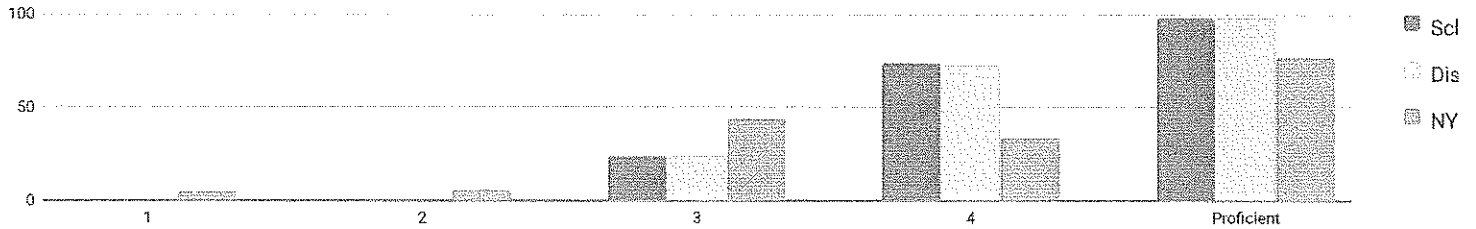
A High School Cohort consists of all students who first enter grade 9 anywhere or, in the case of ungraded students with disabilities, reach their seventeenth birthday in a particular school year (July 1 - June 30). The "year" used to identify the cohort is the year in which the July 1 - December 31 dates fall. Results are reported four years after these students first enter grade 9.



Subgroup	Cohort	Percentage Scoring at Levels													
		Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	280	1	0%	279	100%	1	0%	0	0%	88	31%	190	68%	278	99%
General Education	251	0	0%	251	100%	0	0%	0	0%	68	27%	183	73%	251	100%
Students with Disabilities	29	1	3%	28	97%	1	3%	0	0%	20	69%	7	24%	27	93%
Asian or Native Hawaiian/Other Pacific Islander	16	0	0%	16	100%	0	0%	0	0%	6	38%	10	63%	16	100%
Black or African American	18	0	0%	18	100%	0	0%	0	0%	17	94%	1	6%	18	100%
Hispanic or Latino	25	0	0%	25	100%	0	0%	0	0%	12	48%	13	52%	25	100%
White	216	1	0%	215	100%	1	0%	0	0%	53	25%	161	75%	214	99%
Multiracial	5	0	0%	5	100%	0	0%	0	0%	0	0%	5	100%	5	100%
Female	145	0	0%	145	100%	0	0%	0	0%	42	29%	103	71%	145	100%
Male	135	1	1%	134	99%	1	1%	0	0%	46	34%	87	64%	133	99%
English Language Learners	2	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Non-English Language Learners	278	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Economically Disadvantaged	35	1	3%	34	97%	1	3%	0	0%	23	66%	10	29%	33	94%
Not Economically Disadvantaged	245	0	0%	245	100%	0	0%	0	0%	65	27%	180	73%	245	100%
Not Migrant	280	1	0%	279	100%	1	0%	0	0%	88	31%	190	68%	278	99%
Not Homeless	280	1	0%	279	100%	1	0%	0	0%	88	31%	190	68%	278	99%
Not in Foster Care	280	1	0%	279	100%	1	0%	0	0%	88	31%	190	68%	278	99%
Parent Not in Armed Forces	280	1	0%	279	100%	1	0%	0	0%	88	31%	190	68%	278	99%

**2014 TOTAL COHORT RESULTS IN REGENTS GLOBAL HISTORY AND GEOGRAPHY**

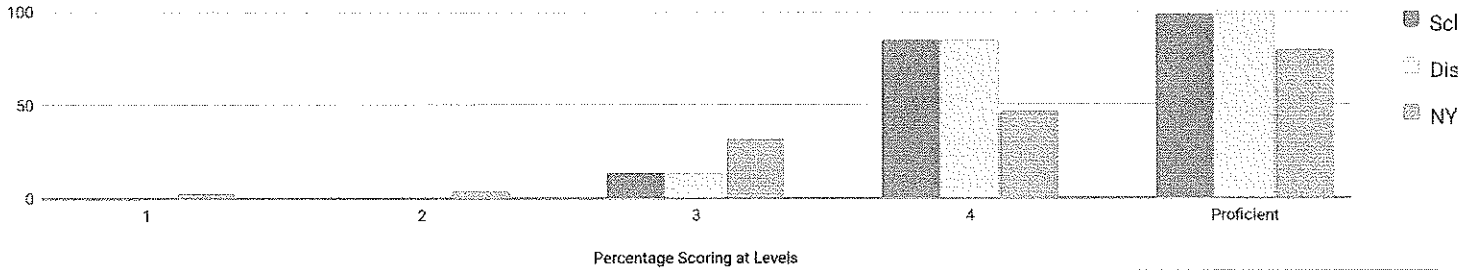
A High School Cohort consists of all students who first enter grade 9 anywhere or, in the case of ungraded students with disabilities, reach their seventeenth birthday in a particular school year (July 1 - June 30). The "year" used to identify the cohort is the year in which the July 1 - December 31 dates fall. Results are reported four years after these students first enter grade 9.



Subgroup	Cohort	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
		All Students	280	4	1%	276	99%	1	0%	1	0%	68	24%	206	74%
General Education	251	3	1%	248	99%	0	0%	0	0%	49	20%	199	79%	248	99%
Students with Disabilities	29	1	3%	28	97%	1	3%	1	3%	19	66%	7	24%	26	90%
Asian or Native Hawaiian/Other Pacific Islander	16	1	6%	15	94%	0	0%	0	0%	4	25%	11	69%	15	94%
Black or African American	18	1	6%	17	94%	0	0%	0	0%	13	72%	4	22%	17	94%
Hispanic or Latino	25	0	0%	25	100%	0	0%	0	0%	11	44%	14	56%	25	100%
White	216	2	1%	214	99%	1	0%	1	0%	40	19%	172	80%	212	98%
Multiracial	5	0	0%	5	100%	0	0%	0	0%	0	0%	5	100%	5	100%
Female	145	1	1%	144	99%	0	0%	0	0%	40	28%	104	72%	144	99%
Male	135	3	2%	132	98%	1	1%	1	1%	28	21%	102	76%	130	96%
English Language Learners	2	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Non-English Language Learners	278	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Economically Disadvantaged	35	2	6%	33	94%	1	3%	0	0%	19	54%	13	37%	32	91%
Not Economically Disadvantaged	245	2	1%	243	99%	0	0%	1	0%	49	20%	193	79%	242	99%
Not Migrant	280	4	1%	276	99%	1	0%	1	0%	68	24%	206	74%	274	98%
Not Homeless	280	4	1%	276	99%	1	0%	1	0%	68	24%	206	74%	274	98%
Not in Foster Care	280	4	1%	276	99%	1	0%	1	0%	68	24%	206	74%	274	98%
Parent Not in Armed Forces	280	4	1%	276	99%	1	0%	1	0%	68	24%	206	74%	274	98%

**2014 TOTAL COHORT RESULTS IN REGENTS U.S. HISTORY AND GOVERNMENT**

A High School Cohort consists of all students who first enter grade 9 anywhere or, in the case of ungraded students with disabilities, reach their seventeenth birthday in a particular school year (July 1 - June 30). The "year" used to identify the cohort is the year in which the July 1 - December 31 dates fall. Results are reported four years after these students first enter grade 9.



Subgroup	Cohort	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	280	1	0%	279	100%	0	0%	1	0%	39	14%	239	85%	278	99%
General Education	251	0	0%	251	100%	0	0%	0	0%	25	10%	226	90%	251	100%
Students with Disabilities	29	1	3%	28	97%	0	0%	1	3%	14	48%	13	45%	27	93%
Asian or Native Hawaiian/Other Pacific Islander	16	0	0%	16	100%	0	0%	0	0%	6	38%	10	63%	16	100%
Black or African-American	18	0	0%	18	100%	0	0%	0	0%	8	44%	10	56%	18	100%
Hispanic or Latino	25	0	0%	25	100%	0	0%	0	0%	7	28%	18	72%	25	100%
White	216	1	0%	215	100%	0	0%	1	0%	18	8%	196	91%	214	99%
Multiracial	5	0	0%	5	100%	0	0%	0	0%	0	0%	5	100%	5	100%
Female	145	0	0%	145	100%	0	0%	1	1%	20	14%	124	86%	144	99%
Male	135	1	1%	134	99%	0	0%	0	0%	19	14%	115	85%	134	99%
English Language Learners	2	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Non-English Language Learners	278	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Economically Disadvantaged	35	1	3%	34	97%	0	0%	0	0%	12	34%	22	63%	34	97%
Not Economically Disadvantaged	245	0	0%	245	100%	0	0%	1	0%	27	11%	217	89%	244	100%
Not Migrant	280	1	0%	279	100%	0	0%	1	0%	39	14%	239	85%	278	99%
Not Homeless	280	1	0%	279	100%	0	0%	1	0%	39	14%	239	85%	278	99%
Not in Foster Care	280	1	0%	279	100%	0	0%	1	0%	39	14%	239	85%	278	99%
Parent Not in Armed Forces	280	1	0%	279	100%	0	0%	1	0%	39	14%	239	85%	278	99%

**NEW YORK STATE ENGLISH AS A SECOND LANGUAGE ACHIEVEMENT TEST (2017-18)**

New York State English as a Second Language Achievement Tests (NYSESLAT) are administered in grades K through 12 to all English Language Learners (ELLs). ELLs are students who, by reason of foreign birth or ancestry, speak or understand a language other than English and speak or understand little or no English, and require support to become proficient in English and are identified pursuant to Section 154.3 of Commissioner's Regulations.

Grade	Not Tested	Tested	Entering	Emerging	Transitioning	Expanding	Commanding
Grade 9	--	4	--	--	--	--	--
Grade 10	0	7	0%	14%	14%	29%	43%
Grade 11	--	1	--	--	--	--	--

**NEW YORK STATE ALTERNATE ASSESSMENT (2017-18)**

New York State Alternate Assessments (NYSAA) are administered to ungraded students with severe cognitive disabilities whose ages are equivalent to graded students in grades 3 through 8 and high school level.

Grade/Subject	Not Tested	Tested	Level 1	Level 2	Level 3	Level 4
Secondary-Level ELA	—	3	—	—	—	—
Secondary-Level Math	—	3	—	—	—	—
Secondary-Level Science	—	3	—	—	—	—

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# GLOSSARY OF TERMS - GRADUATION RATE DATA

## Cohort

A group of students who first entered grade 9 in the same school year. See the SIRS Manual for a more complete definition.

## Dropouts

Students whose last enrollment record indicated they dropped out of school.

## Economically Disadvantaged

Economically disadvantaged students are those who participate in, or whose family participates in, economic assistance programs, such as the free or reduced-price lunch programs, Social Security Insurance (SSI), Food Stamps, Foster Care, Refugee Assistance (cash or medical assistance), Earned Income Tax Credit (EITC), Home Energy Assistance Program (HEAP), Safety Net Assistance (SNA), Bureau of Indian Affairs (BIA), or Family Assistance: Temporary Assistance for Needy Families (TANF). If one student in a family is identified as low income, all students from that household (economic unit) may be identified as low income.

## English Language Learners

English Language Learners (ELLs) are those who, by reason of foreign birth or ancestry, speak or understand a language other than English and speak or understand little or no English, and require support in order to become proficient in English and are identified pursuant to Section 154.3 of Commissioner's Regulations.

## Former English Language Learner (ELL)

A student who was identified as an English Language Learner in any of the four years prior to the reported school year and who was exited from the status because they demonstrated proficiency in English.

## GED (HSE) Transfer

Students whose last enrollment record indicated they transferred to an Approved Alternative HS Equivalency Program.

## Gender

Gender (Male or Female) of the student being reported, as identified by the student. In the case of very young transgender students not yet able to advocate for themselves, gender may be identified by the parent or guardian.

## Graduates

Graduates include students who received a local diploma or a local diploma with Regents endorsement (Regents diploma). All students who received a Regents diploma (with or without Advanced Designation or CTE Endorsement) are included in the number of students with Regents diploma.

## Local Diploma

Can only be obtained by students with disabilities with an individualized education program or section 504 Accommodation Plan. For complete information on the requirements for this diploma see Diploma Requirements.

## Migrant

A student is a migrant child if the student is, or whose parent, guardian, or spouse is, a migratory agricultural worker, including a migratory dairy worker or a migratory fisher, and who, in the preceding 36 months, in order to obtain, or accompany such parent, guardian, or spouse, in order to obtain, temporary or seasonal employment in agricultural or fishing work has moved from one school district to another.

## Non-Diploma Credentials

This commencement option includes Career Development and Occupational Studies (CDOS), Skills and Achievement credentials, and previously earned Individualized Education Program (IEP) Diplomas. IEP Diplomas were discontinued after the 2012-13 school year.

## Race/Ethnicity

Race or races with which the student primarily identifies as indicated by the student or the parent/guardian.

- **American Indian or Alaska Native:** A person having origins in any of the original peoples of North and South America (including Central America) and who maintains cultural identification through tribal affiliation or community recognition.

- **Asian or Native Hawaiian/Other Pacific Islander:** : A person having origins in any of the original peoples of the Far East, Southeast Asia, or the Indian subcontinent, including Cambodia, China, India, Japan, Korea, Malaysia, Pakistan, the Philippine Islands, Thailand, and Vietnam; or a person having origins in any of the original peoples of Hawaii, Guam, Samoa, or other Pacific Islands.
- **Black or African American:** A person having origins in any of the black racial groups of Africa.
- **Hispanic or Latino:** A person of Mexican, Puerto Rican, Cuban, Central or South American, or other Spanish culture or origin, regardless of race.
- **White:** A person having origins in any of the original peoples of Europe, North Africa, or the Middle East.

## Regents Diploma

Requires a student pass a minimum of 5 Regents examinations in addition to meeting course and credit requirements. For complete information on the requirements for this diploma see Diploma Requirements.

## Regents with Advanced Designation

Requires a student pass a minimum of 8 Regents examinations in addition to meeting course and credit requirements. For complete information on the requirements for this diploma see Diploma Requirements.

## Still Enrolled

Students whose last enrollment record indicated they were still enrolled in high school.

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# Graduation Rate Business Rules

## SIRS Reporting Deadlines

- The deadline for reporting June graduates is the date the Level 2 container closes; for SY 2017-18, that was August 24, 2018.
- The deadline for August graduates was October 12, 2018

## Cohorts Reported

Cohort year is determined using the First Date of Entry into Grade 9 as reported in SIRS. The 2014 Total Cohort Graduation Rate data includes:

- 2014 Total Cohort, 4-Year June
- 2014 Total Cohort, 4-Year August
- 2013 Total Cohort, 5-Year June
- 2012 Total Cohort, 6-Year June

The 4-Year August and 5- and 6-Year cohorts are cumulative.

The 2014 total cohort consists of all students, based on last enrollment record as of June 30, 2018, with a First Date of Entry into Grade 9 during the 2014-15 school year (July 1, 2014 – June 30, 2015), regardless of their current grade level.

The cohort year for students whose last enrollment record has a grade of “14” (i.e., 7–12 ungraded) is identified using the date reported in the First Date of Entry into Grade 9 field. In circumstances where no date has been reported for an ungraded student, cohort year will be the school year the student turned 17.

Regardless of cohort, students are reported in the school and district where they were last enrolled as of the reporting date (4, 5, or 6 years after date of first entry in grade 9). The last enrollment record is defined as the regular enrollment record with the most recent beginning date as of the reporting date. Cohort year is determined using the date reported in the First Date of Entry into Grade 9 field in the school year in which the last enrollment record occurred. For more information on cohorts, see Appendix V in the SIRS Manual.

## Aggregations

Aggregations are done at five different levels:

- Schools - includes all public and charter schools.
- Districts - includes all schools within the district, homebound, and Out-of-District Placements (OODP).



- County - includes all districts and charter schools within the county.
- Need/Resources Capacity (N/RC) category – includes all public schools within an N/RC. Please note: charter schools are NOT included in each N/RC category. They are considered their own N/RC. More information on N/RCs can be found on the Accountability page.
- Statewide - includes all districts and charters in New York State.

If a school shows student data in more than one district:

- At the school-level, only the current school is reported, in the district corresponding to its current BEDS code;
- At the county, N/RC, and state levels, the school is reported in all districts, not just the current one.

Closed schools/districts:

- Are excluded from school and LEA level reporting;
- Are included in county, NRC and statewide aggregate reporting;
- When a district closes and the school is absorbed into a new district, the new district will be responsible for the outcomes of all students (whether completers or non-completers) for as long as their cohort is reported, even if they dropped out prior to the original district closing.

## Suppression

To ensure student confidentiality, the Department does not publish data for groups with fewer than five students or data that would allow readers to easily determine the performance of a group with fewer than five students.

- If the enrollment in any subgroup is the same as the All Student enrollment, the outcomes will be suppressed for all subgroups in the category.
- When the enrollment for All Students within a subgroup is less than five, then all outcomes for all subgroups in that category are suppressed.
- When the enrollment in a non-ethnic subgroup (e.g., gender, ELL status, SWD status) is fewer than five students, the outcomes are suppressed for all subgroups in that category.
- When the enrollment in an ethnic subgroup (e.g., Hispanic) is fewer than five students, all outcomes for that subgroup and the subgroup with the next largest enrollment are suppressed.
- If the total enrollment count of the suppressed subgroups is still less than five, the subgroup(s) with the next highest enrollment count will be suppressed until the total of all suppressed enrollment counts is equal to or greater than five.

## Graduates and Graduation Rate

Graduation rate is calculated using the number of graduates (see the breakdown below) as of the indicated reporting date divided by the total cohort.

## Graduates

Students whose last enrollment record had one of the following exit codes in SIRS:

- 799 – Graduated (earned a Regents or local diploma);
- 0065 – Fulfilled HS Grad Req for Extended Integrated HS Program; And one of the following credential codes in SIRS:
  - Local Diploma (068, 612)
  - Regents Diploma (779, 762, 813, 796)
  - Regents Diploma with Advanced Designation (680, 697, 714, 731, 204, 221, 238, 255, 272, 289, 306, 323, 340, 357, 374, 391)

## Completers

This includes graduates and students whose last enrollment exit record was:

- 085 – Earned a commencement credential
- 629 – Previously earned commencement credential or IEP; And one of the following credential codes in SIRS:
  - IEP Diploma (085) (prior to July 1, 2013 only)
  - Career Development & Occupational Studies (CDOS) Commencement Credential (119)
  - Skills & Achievement Commencement Credential (136)

More information on entry and exit enrollment codes as well as credential codes can be found in the SIRS Manual.

## GED (HSE) Students

Students enrolled in an Approved High School Equivalency Program (AHSEP) or a High School Equivalency Program (HSEP) are counted as non-completers, but not as dropouts. The exception to this is when a student transfers to an AHSEP/HSEP, but no enrollment record for that program is reported prior to the end of the same school year.

## English Language Learners (ELL)

Students are designated ELLs if they were reported as such in SIRS during the reporting school year.

## Students with Disabilities (SWD)

Students are designated SWDs if they were reported as such in SIRS during the reporting school year.

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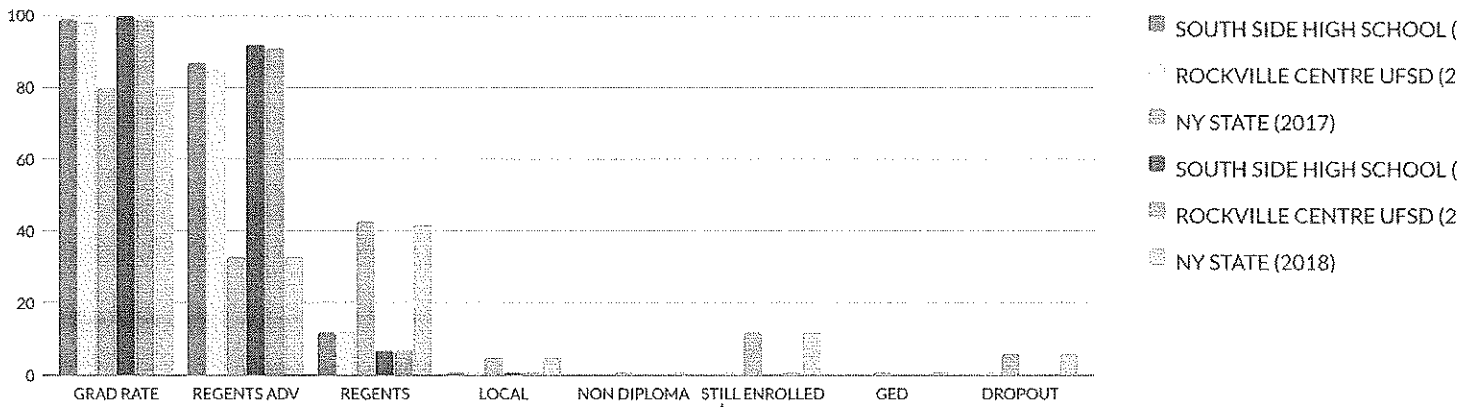
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### SOUTH SIDE HIGH SCHOOL GRADUATION RATE DATA 4 YEAR OUTCOME AS OF JUNE

Graduation Rate Data are reported for a 9th grade cohort, as of the 4th year of high school - June. The Graduation Rate Data of high school as of the 4th year-August, the 5th year-June, and the 6th year-June are also calculated and available using the "Filter this data" function, below

Data is reported by educational institutions to the State Education Department throughout the school year and available for verification by districts until the close of the state data warehouse in August. District superintendents certify data is accurate in September. For the most updated information, please contact the school district.

Complete information on the types of diploma credentials, which can be earned and the criteria for each, see: Diploma Requirements.



2017

2018

ALL STUDENTS

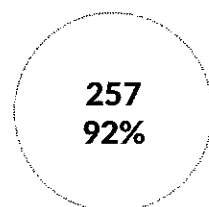
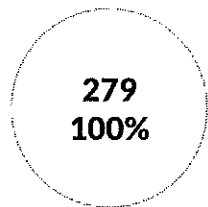
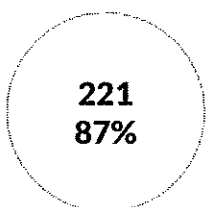
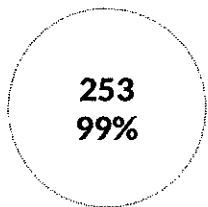
ALL STUDENTS

GRAD RATE

REGENTS WITH ...

GRAD RATE

REGENTS WITH ...

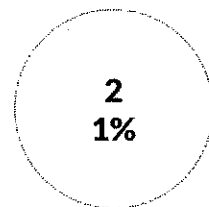
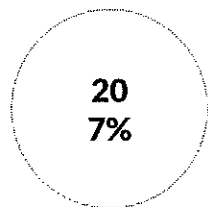
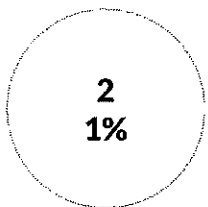
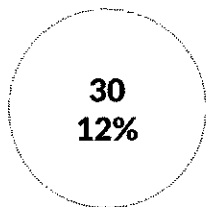


REGENTS DIPLO...

LOCAL DIPLOMA

REGENTS DIPLO...

LOCAL DIPLOMA



TOTAL STUDENTS IN COHORT: 255

TOTAL STUDENTS IN COHORT: 280

NON DIPLOMA CRED

STILL ENROLLED

NON DIPLOMA CRED

STILL ENROLLED

0	0%
---	----

1	0%
---	----

0	0%
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1	0%
---	----

GED TRANSFER

DROPOUT

GED TRANSFER

DROPOUT

0	0%
---	----

1	0%
---	----

0	0%
---	----

0	0%
---	----

BY GENDER

FEMALE

FEMALE

GRAD RATE

REGENTS WITH ...

GRAD RATE

REGENTS WITH ...

REGENTS DIPLO...

LOCAL DIPLOMA

REGENTS DIPLO...

LOCAL DIPLOMA

TOTAL STUDENTS IN COHORT: 128

TOTAL STUDENTS IN COHORT: 145

NON DIPLOMA CRED

STILL ENROLLED

NON DIPLOMA CRED

STILL ENROLLED

0	0%
---	----

1	1%
---	----

0	0%
---	----

0	0%
---	----

GED TRANSFER

DROPOUT

GED TRANSFER

DROPOUT

0	0%
---	----

0	0%
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0	0%
---	----

0	0%
---	----

MALE

MALE

GRAD RATE

REGENTS WITH ...

GRAD RATE

REGENTS WITH ...

REGENTS DIPLO...

LOCAL DIPLOMA

REGENTS DIPLO...

LOCAL DIPLOMA

TOTAL STUDENTS IN COHORT: 127

TOTAL STUDENTS IN COHORT: 135

NON DIPLOMA CRED

STILL ENROLLED

NON DIPLOMA CRED

STILL ENROLLED

0	0%
---	----

0	0%
---	----

0	0%
---	----

1	1%
---	----

**GED TRANSFER**

**DROPOUT**

**GED TRANSFER**

**DROPOUT**

0	0%
---	----

1	1%
---	----

0	0%
---	----

0	0%
---	----

BY ETHNICITY

MULTIRACIAL



GRAD RATE

REGENTS WITH ...

REGENTS DIPLO...

LOCAL DIPLOMA

TOTAL STUDENTS: —

NON DIPLOMA CRED

STILL ENROLLED

—	—
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GED TRANSFER

DROPOUT

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AMERICAN INDIAN OR ALASKA NATIVE



GRAD RATE

REGENTS WITH ...

REGENTS DIPLO...

LOCAL DIPLOMA

TOTAL STUDENTS: 0

NON DIPLOMA CRED

STILL ENROLLED

MULTIRACIAL



GRAD RATE

REGENTS WITH ...

REGENTS DIPLO...

LOCAL DIPLOMA

TOTAL STUDENTS IN COHORT: 5

NON DIPLOMA CRED

STILL ENROLLED

0	0%
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0	0%
---	----

GED TRANSFER

DROPOUT

0	0%
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0	0%
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AMERICAN INDIAN OR ALASKA NATIVE



GRAD RATE

REGENTS WITH ...

REGENTS DIPLO...

LOCAL DIPLOMA

TOTAL STUDENTS: 0

NON DIPLOMA CRED

STILL ENROLLED

0	0%
<b>GED TRANSFER</b>	
0	0%

0	0%
<b>DROPOUT</b>	
0	0%

0	0%
<b>GED TRANSFER</b>	
0	0%

0	0%
<b>DROPOUT</b>	
0	0%



ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC ISLANDER

ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC ISLANDER

GRAD RATE

REGENTS WITH ...

GRAD RATE

REGENTS WITH ...

REGENTS DIPLO...

LOCAL DIPLOMA

REGENTS DIPLO...

LOCAL DIPLOMA

TOTAL STUDENTS: —

TOTAL STUDENTS IN COHORT: 16

NON DIPLOMA CRED

STILL ENROLLED

NON DIPLOMA CRED

STILL ENROLLED

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0	0%
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0	0%
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GED TRANSFER

DROPOUT

GED TRANSFER

DROPOUT

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0	0%
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0	0%
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WHITE

WHITE

GRAD RATE

REGENTS WITH ...

GRAD RATE

REGENTS WITH ...

REGENTS DIPLO...

LOCAL DIPLOMA

REGENTS DIPLO...

LOCAL DIPLOMA

TOTAL STUDENTS IN COHORT: 192

TOTAL STUDENTS IN COHORT: 216

NON DIPLOMA CRED

STILL ENROLLED

NON DIPLOMA CRED

STILL ENROLLED

0	0%
---	----

1	1%
---	----

0	0%
---	----

1	0%
---	----

GED TRANSFER

DROPOUT

GED TRANSFER

DROPOUT

0	0%	0	0%	0	0%	0	0%
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**BLACK OR AFRICAN AMERICAN**

**GRAD RATE**

**REGENTS WITH ...**

**REGENTS DIPLO...**

**LOCAL DIPLOMA**

**TOTAL STUDENTS IN COHORT: 15**

**NON DIPLOMA CRED**

**STILL ENROLLED**

0	0%
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0	0%
---	----

**GED TRANSFER**

**DROPOUT**

0	0%
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0	0%
---	----

**HISPANIC OR LATINO**

**GRAD RATE**

**REGENTS WITH ...**

**REGENTS DIPLO...**

**LOCAL DIPLOMA**

**TOTAL STUDENTS IN COHORT: 37**

**NON DIPLOMA CRED**

**STILL ENROLLED**

0	0%
---	----

0	0%
---	----

**GED TRANSFER**

**DROPOUT**

**BLACK OR AFRICAN AMERICAN**

**GRAD RATE**

**REGENTS WITH ...**

**REGENTS DIPLO...**

**LOCAL DIPLOMA**

**TOTAL STUDENTS IN COHORT: 18**

**NON DIPLOMA CRED**

**STILL ENROLLED**

0	0%
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0	0%
---	----

**GED TRANSFER**

**DROPOUT**

0	0%
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0	0%
---	----

**HISPANIC OR LATINO**

**GRAD RATE**

**REGENTS WITH ...**

**REGENTS DIPLO...**

**LOCAL DIPLOMA**

**TOTAL STUDENTS IN COHORT: 25**

**NON DIPLOMA CRED**

**STILL ENROLLED**

0	0%
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0	0%
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**GED TRANSFER**

**DROPOUT**

0	0%	1	3%	0	0%	0	0%
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OTHER GROUPS

GENERAL-EDUCATION STUDENTS

GRAD RATE

REGENTS WITH ...

REGENTS DIPLO...

LOCAL DIPLOMA

TOTAL STUDENTS IN COHORT: 224

NON DIPLOMA CRED

STILL ENROLLED

0	0%
---	----

0	0%
---	----

GED TRANSFER

DROPOUT

0	0%
---	----

0	0%
---	----

STUDENTS WITH DISABILITIES

GRAD RATE

REGENTS WITH ...

REGENTS DIPLO...

LOCAL DIPLOMA

TOTAL STUDENTS IN COHORT: 31

NON DIPLOMA CRED

STILL ENROLLED

GENERAL-EDUCATION STUDENTS

GRAD RATE

REGENTS WITH ...

REGENTS DIPLO...

LOCAL DIPLOMA

TOTAL STUDENTS IN COHORT: 251

NON DIPLOMA CRED

STILL ENROLLED

0	0%
---	----

0	0%
---	----

GED TRANSFER

DROPOUT

0	0%
---	----

0	0%
---	----

STUDENTS WITH DISABILITIES

GRAD RATE

REGENTS WITH ...

REGENTS DIPLO...

LOCAL DIPLOMA

TOTAL STUDENTS IN COHORT: 29

NON DIPLOMA CRED

STILL ENROLLED

0	0%
---	----

**GED TRANSFER**

0	0%
---	----

1	3%
---	----

**DROPOUT**

1	3%
---	----

0	0%
---	----

**GED TRANSFER**

0	0%
---	----

1	3%
---	----

**DROPOUT**

0	0%
---	----

NON-ENGLISH LANGUAGE LEARNERS

GRAD RATE

REGENTS WITH ...

REGENTS DIPLO...

LOCAL DIPLOMA

TOTAL STUDENTS: —

NON DIPLOMA CRED

STILL ENROLLED

—	—
---	---

—	—
---	---

GED TRANSFER

DROPOUT

—	—
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—	—
---	---

ENGLISH LANGUAGE LEARNERS

GRAD RATE

REGENTS WITH ...

REGENTS DIPLO...

LOCAL DIPLOMA

TOTAL STUDENTS: —

NON DIPLOMA CRED

STILL ENROLLED

—	—
---	---

—	—
---	---

GED TRANSFER

DROPOUT

NON-ENGLISH LANGUAGE LEARNERS

GRAD RATE

REGENTS WITH ...

REGENTS DIPLO...

LOCAL DIPLOMA

TOTAL STUDENTS: —

NON DIPLOMA CRED

STILL ENROLLED

—	—
---	---

—	—
---	---

GED TRANSFER

DROPOUT

—	—
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—	—
---	---

ENGLISH LANGUAGE LEARNERS

GRAD RATE

REGENTS WITH ...

REGENTS DIPLO...

LOCAL DIPLOMA

TOTAL STUDENTS: —

NON DIPLOMA CRED

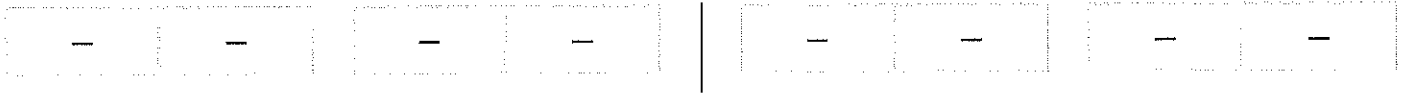
STILL ENROLLED

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GED TRANSFER

DROPOUT





NOT ECONOMICALLY DISADVANTAGED

GRAD RATE      REGENTS WITH ...

REGENTS DIPLO...      LOCAL DIPLOMA

TOTAL STUDENTS IN COHORT: 219

NON DIPLOMA CRED		STILL ENROLLED	
0	0%	1	0%
GED TRANSFER		DROPOUT	
0	0%	0	0%

ECONOMICALLY DISADVANTAGED

GRAD RATE      REGENTS WITH ...

REGENTS DIPLO...      LOCAL DIPLOMA

TOTAL STUDENTS IN COHORT: 36

NON DIPLOMA CRED		STILL ENROLLED	
0	0%	0	0%
GED TRANSFER		DROPOUT	

NOT ECONOMICALLY DISADVANTAGED

GRAD RATE      REGENTS WITH ...

REGENTS DIPLO...      LOCAL DIPLOMA

TOTAL STUDENTS IN COHORT: 245

NON DIPLOMA CRED		STILL ENROLLED	
0	0%	0	0%
GED TRANSFER		DROPOUT	
0	0%	0	0%

ECONOMICALLY DISADVANTAGED

GRAD RATE      REGENTS WITH ...

REGENTS DIPLO...      LOCAL DIPLOMA

TOTAL STUDENTS IN COHORT: 35

NON DIPLOMA CRED		STILL ENROLLED	
0	0%	1	3%
GED TRANSFER		DROPOUT	

0	0%
---	----

1	3%
---	----

0	0%
---	----

0	0%
---	----

NOT MIGRANT



GRAD RATE

REGENTS WITH ...

REGENTS DIPLO...

LOCAL DIPLOMA

TOTAL STUDENTS: —

NON DIPLOMA CRED

STILL ENROLLED

—	—
---	---

—	—
---	---

GED TRANSFER

DROPOUT

—	—
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—	—
---	---

MIGRANT



GRAD RATE

REGENTS WITH ...

REGENTS DIPLO...

LOCAL DIPLOMA

TOTAL STUDENTS: —

NON DIPLOMA CRED

STILL ENROLLED

—	—
---	---

—	—
---	---

GED TRANSFER

DROPOUT

NOT MIGRANT



GRAD RATE

REGENTS WITH ...

REGENTS DIPLO...

LOCAL DIPLOMA

TOTAL STUDENTS: —

NON DIPLOMA CRED

STILL ENROLLED

—	—
---	---

—	—
---	---

GED TRANSFER

DROPOUT

—	—
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—	—
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MIGRANT



GRAD RATE

REGENTS WITH ...

REGENTS DIPLO...

LOCAL DIPLOMA

TOTAL STUDENTS: —

NON DIPLOMA CRED

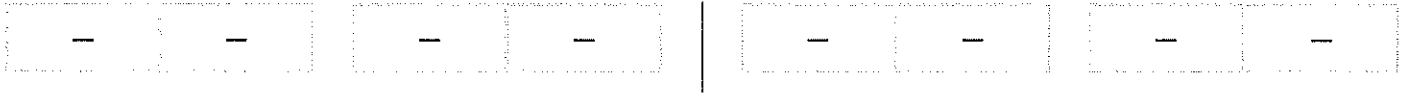
STILL ENROLLED

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GED TRANSFER

DROPOUT



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# GLOSSARY OF TERMS - PATHWAYS DATA

## Arts Pathway

Students who satisfied the requirements for a Regents or local diploma by passing a Department Approved Alternative Arts assessment (after the student has been prepared in the associated content) as their +1.

## CDOS Pathway

Students who satisfied the requirements for a Regents or local diploma by either completing all the components of the CDOS commencement credential option 1 (program) or option 2 (Department Approved CDOS pathway assessment) as their +1. **Students who received a stand-alone CDOS credential, a Skills & Achievement certificate, or a HSE diploma do NOT get reported with a CDOS pathway; they are not counted as graduates and not included in Pathway reporting.**

## CTE Pathway

Students who satisfied the requirements for a Regents or local diploma by successfully completing a Department Approved CTE Program and passing an approved CTE Pathway Assessment as their +1.

## Cohort

A group of students who first entered grade 9 in the same school year. See the SIRS Manual for a more complete definition.

## Economically Disadvantaged

Economically disadvantaged students are those who participate in, or whose family participates in, economic assistance programs, such as the free or reduced-price lunch programs, Social Security Insurance (SSI), Food Stamps, Foster Care, Refugee Assistance (cash or medical assistance), Earned Income Tax Credit (EITC), Home Energy Assistance Program (HEAP), Safety Net Assistance (SNA), Bureau of Indian Affairs (BIA), or Family Assistance: Temporary Assistance for Needy Families (TANF). If one student in a family is identified as low income, all students from that household (economic unit) may be identified as low income.

## English Language Learners

English Language Learners (ELLs) are those who, by reason of foreign birth or ancestry, speak or understand a language other than English and speak or understand little or no English, and require support in order to become proficient in English and are identified pursuant to Section 154.3 of Commissioner's Regulations.

## Former English Language Learner (ELL)

A student who was identified as an English Language Learner in any of the four years prior to the reported school year and who was exited from the status because they demonstrated proficiency in English.

## Gender

Gender (Male or Female) of the student being reported, as identified by the student. In the case of very young transgender students not yet able to advocate for themselves, gender may be identified by the parent or guardian.

## Graduates

Graduates include students who received a local diploma or a local diploma with Regents endorsement (Regents diploma). All students who received a Regents diploma (with or without Advanced Designation or CTE Endorsement) are included in the number of students with Regents diploma.

## Humanities Alternative Pathway

Students who satisfied the requirements for a Regents or local diploma by passing an Department Approved Alternative assessment in ELA or social studies (after completing a course in the subject) as their +1.

## Humanities Pathway

Students who satisfied the requirements for a Regents or local diploma by passing a second Regents exam in social studies (either Global Studies or U.S. History) and after completing a course in the subject as their +1. This is considered the traditional pathway that most students use to meet the requirement for a local or Regents diploma.

## Language Other Than English (LOTE) Pathway

Students reported with a Career Path Code of "LOTE" (Language Other Than English). Students who satisfied the requirements for a Regents or local diploma by passing an approved Pathway assessment in a Language Other Than English (LOTE).

## Local Diploma

Can only be obtained by students with disabilities with an individualized education program or section 504 Accommodation Plan. For complete information on the requirements for this diploma see Diploma Requirements.

## Migrant

A student is a migrant child if the student is, or whose parent, guardian, or spouse is, a migratory agricultural worker, including a migratory dairy worker or a migratory fisher, and who, in the preceding 36 months, in order to obtain, or accompany such parent, guardian, or spouse, in order to obtain, temporary or seasonal employment in agricultural or fishing work has moved from one school district to another.

## Pathways (4+1)

In January 2015, the Board of Regents approved regulations establishing multiple, comparably rigorous, assessment pathways to graduation for all students. Under the new "4+1" pathway assessment option, students must take and pass four required Regents exams or Department-approved alternative assessments (one in each of the following subjects: English, math, science, and social studies) and a comparably rigorous assessment for the fifth required exam to graduate.

The fifth (+1) assessment required for graduation may include any one of the following:

- Either an additional Regents examination, or a Department approved alternative, in a different course in social studies or English (Humanities Pathway); or
- One additional Regents examination in a different course in mathematics or science or a Department-approved alternative (STEM Pathway); or
- A pathway assessment approved by the Commissioner in accordance with §100.2(f)(2) of the Commissioner's regulations (which could include a Biliteracy [LOTE] Pathway); or
- A CTE pathway assessment, approved by the Commissioner in accordance with §100.2(mm), following successful completion of a CTE program approved pursuant to §100.5(d)(6) of the regulations (CTE Pathway)
- An arts pathway assessment approved by the Commissioner in accordance with §100.2(mm) (Arts Pathway).

Also available is the CDOS pathway option, where a student may graduate with a high school diploma if the student meets the graduation course and credit requirements established in section 100.5 of the Regulations of the Commissioner of Education; passes four required Regents Exams or Department-approved alternative assessments (one in each of the following subjects: English, mathematics, science, and social studies); and meets the requirements to earn the New York State (NYS) CDOS Commencement Credential.

## Race/Ethnicity

Race or races with which the student primarily identifies as indicated by the student or the parent/guardian.

- **American Indian or Alaska Native:** A person having origins in any of the original peoples of North and South America (including Central America) and who maintains cultural identification through tribal affiliation or community recognition.
- **Asian or Native Hawaiian/Other Pacific Islander:** : A person having origins in any of the original peoples of the Far East, Southeast Asia, or the Indian subcontinent, including Cambodia, China, India, Japan, Korea, Malaysia, Pakistan, the Philippine Islands, Thailand, and Vietnam; or a person having origins in any of the original peoples of Hawaii, Guam, Samoa, or other Pacific Islands.
- **Black or African American:** A person having origins in any of the black racial groups of Africa.
- **Hispanic or Latino:** A person of Mexican, Puerto Rican, Cuban, Central or South American, or other Spanish culture or origin, regardless of race.
- **White:** A person having origins in any of the original peoples of Europe, North Africa, or the Middle East.

### **STEM Pathway with a Concentration in Mathematics**

Students who satisfied the requirements for a Regents or local diploma by passing a Regents math assessment or an Department Approved Alternative assessment in math (after completing a course in the subject) as their +1. Prior to SY 2017-18, the two STEM pathways were combined into one code called "STEM." Some students who graduated earlier may display in the downloadable file with this code.

### **STEM Pathway with a Concentration in Science**

Students who satisfied the requirements for a Regents of local diploma by passing a Regents science assessment or a Department Approved Alternative assessment in science (after completing a course in the subject) as their +1. Prior to SY 2017-18, the two STEM pathways were combined into one code called "STEM." Some students who graduated earlier may display in the downloadable file with this code.

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# Graduation Pathways Business Rules

## SIRS Reporting Deadlines

- The deadline for reporting June graduates is the date the Level 2 container closes; for SY 2017-18, that was August 24, 2018.
- The deadline for August graduates was October 12, 2018

## Cohorts Reported

Cohort year is determined using the First Date of Entry into Grade 9 as reported in SIRS. The 2014 Total Cohort Graduation Rate data includes:

- 2014 Total Cohort, 4-Year June
- 2014 Total Cohort, 4-Year August

The 4-Year August cohort is cumulative.

The 2014 total cohort Graduation Pathways consists of all students, based on last enrollment record as of June 30, 2018, with a First Date of Entry into Grade 9 during the 2014-15 school year (July 1, 2014 – June 30, 2015), regardless of their current grade level.

Regardless of cohort, students are reported in the school and district where they were last enrolled as of the reporting date (4, years after date of first entry in grade 9). The last enrollment record is defined as the regular enrollment record with the most recent beginning date as of the reporting date. Cohort year is determined using the date reported in the First Date of Entry into Grade 9 field in the school year in which the last enrollment record occurred. For more information on cohorts, see Appendix V in the SIRS Manual.

## Aggregations

Aggregations are done at five different levels:

- Schools - includes all public and charter schools.
- Districts - includes all schools within the district, homebound, and Out-of-District Placements (OODP).
- County - includes all districts and charter schools within the county.
- Need/Resources Capacity (N/RC) category – includes all public schools within an N/RC. Please note: charter schools are NOT included in each N/RC category. They are considered their own N/RC. More information on N/RCs can be found on the Accountability page.
- Statewide - includes all districts and charters in New York State.

If a school shows student data in more than one district:

- At the school-level, only the current school is reported, in the district corresponding to its current BEDS code;
- At the county, N/RC, and state levels, the school is reported in all districts, not just the current one.

#### Closed schools/districts:

- Are excluded from school and LEA level reporting;
- Are included in county, NRC and statewide aggregate reporting;
- When a district closes and the school is absorbed into a new district, the new district will be responsible for the outcomes of all students (whether completers or non-completers) for as long as their cohort is reported, even if they dropped out prior to the original district closing.

#### Graduates

Students whose last enrollment record had one of the following exit codes in SIRS:

- 799 – Graduated (earned a Regents or local diploma);
- 0065 – Fulfilled HS Grad Req for Extended Integrated HS Program; And one of the following credential codes in SIRS:
  - Local Diploma (068, 612)
  - Regents Diploma (779, 762, 813, 796)
  - Regents Diploma with Advanced Designation (680, 697, 714, 731, 204, 221, 238, 255, 272, 289, 306, 323, 340, 357, 374, 391)

#### Completers

This includes graduates and students whose last enrollment exit record was:

- 085 – Earned a commencement credential
- 629 – Previously earned commencement credential or IEP; And one of the following credential codes in SIRS:
  - IEP Diploma (085) (prior to July 1, 2013 only)
  - Career Development & Occupational Studies (CDOS) Commencement Credential (119)
  - Skills & Achievement Commencement Credential (136)

More information on entry and exit enrollment codes as well as credential codes can be found in the SIRS Manual.

#### GED (HSE) Students

HSE are not considered graduates and are therefore not included in Pathways reporting.

### **English Language Learners (ELL)**

Students are designated ELLs if they were reported as such in SIRS during the reporting school year.

### **Students with Disabilities (SWD)**

Students are designated SWDs if they were reported as such in SIRS during the reporting school year.

### **Pathways**

All graduates must be reported with an appropriate graduate exit code, diploma code and pathway (COURSE\_OF\_STUDY) code. A student can only be reported with one Graduation Pathway, regardless of whether they satisfied the criteria for more than one.

The current Graduation Pathways are:

**Arts (ARTS)** - These are students who satisfied the requirements for a Regents or local diploma by passing a Department Approved Alternative Arts assessment (after the student has been prepared in the associated content) as their +1.

**Career Development and Occupational Studies (CDOS)** - These are students who satisfied the requirements for a Regents or local diploma by either completing all the components of the CDOS commencement credential option 1 (program) or option 2 (Department Approved CDOS pathway assessment) as their +1. Students who received a stand-alone CDOS credential, a Skills & Achievement certificate, or a HSE diploma do NOT get reported with a CDOS pathway; they are reported with a code of "NONE" (see below).

**Career Technical Education (CTE)** - These are students who satisfied the requirements for a Regents or local diploma by successfully completing a Department Approved CTE Program and passing an approved CTE Pathway Assessment as their +1.

**Humanities (HUM)** - These are students who satisfied the requirements for a Regents or local diploma by passing a second Regents exam in social studies (either Global Studies or U.S. History) and after completing a course in the subject as their +1. This is considered the traditional pathway that most students use to meet the requirement for a local or Regents diploma. Even if the student passed one or more other exams (e.g., in math or science), HUM should be used because that student did not need to take advantage of the flexibility the multiple pathways provide.

**Humanities Alternative (HUMALT)** - These are students who satisfied the requirements for a Regents or local diploma by passing a Department Approved Alternative assessment in ELA or social studies (after completing a course in the subject) as their +1.

**Languages other than English (LOTE)** - These are students who satisfied the requirements for a Regents or local diploma by passing a Department Approved pathway assessment in LOTE as their +1.

**STEM with a Concentration in Math (STEMMATH)** - These are students who satisfied the requirements for a Regents or local diploma by passing a Regents math assessment or a Department Approved Alternative assessment in math (after completing a course in the subject) as their +1.

**STEM with a Concentration in Science (STEMSCIENCE)** - These are students who satisfied the requirements for a Regents or local diploma by passing a Regents science assessment or a Department Approved Alternative assessment in science (after completing a course in the subject) as their +1.

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## SOUTH SIDE HIGH SCHOOL GRADUATION PATHWAYS DATA

The Board of Regents approved regulations establishing multiple, comparably rigorous assessment pathways to graduation for all students. The recently approved regulations recognize the importance of engaging students' interests in rigorous and relevant academic programs in the Arts; Languages other than English (LOTE)/Biliteracy; Career and Technical Education (CTE); Humanities; Science, Technology, Engineering and Mathematics (STEM); and Career Developmental Occupational Studies (CDOS). The revised regulation allows students to use a passing score on an approved pathway assessment or successful completion of program requirements for the CDOS credential toward meeting the assessment requirements for graduation.

Complete information on the types of diploma credentials which can be earned and the criteria for each.

Additional information on Graduation Pathways can be found on the Curriculum and Instruction site.

### PATHWAYS FOR ALL STUDENTS

**TOTAL GRADUATES IN COHORT: 279**

#### HUMANITIES

<b>277</b>	<b>99%</b>
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#### ARTS

<b>0</b>	<b>0%</b>
----------	-----------

#### MATH

<b>1</b>	<b>0%</b>
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#### CAREER DEVELOPMENT AND OCCUPATIONAL STUDIES

#### HUMANITIES ALTERNATIVE

<b>0</b>	<b>0%</b>
----------	-----------

#### CAREER AND TECHNICAL EDUCATION

<b>0</b>	<b>0%</b>
----------	-----------

#### SCIENCE

<b>1</b>	<b>0%</b>
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#### LANGUAGES OTHER THAN ENGLISH

0	0%	0	0%
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**PATHWAYS FOR FEMALE STUDENTS**

**TOTAL GRADUATES IN COHORT: 145**

**HUMANITIES**

145	100%
-----	------

**ARTS**

0	0%
---	----

**MATH**

0	0%
---	----

**CAREER DEVELOPMENT AND OCCUPATIONAL STUDIES**

0	0%
---	----

**HUMANITIES ALTERNATIVE**

0	0%
---	----

**CAREER AND TECHNICAL EDUCATION**

0	0%
---	----

**SCIENCE**

0	0%
---	----

**LANGUAGES OTHER THAN ENGLISH**

0	0%
---	----

**PATHWAYS FOR MALE STUDENTS**

**TOTAL GRADUATES IN COHORT: 134**

**HUMANITIES**

132	99%
-----	-----

**ARTS**

0	0%
---	----

**HUMANITIES ALTERNATIVE**

0	0%
---	----

**CAREER AND TECHNICAL EDUCATION**

0	0%
---	----

**MATH**

1	1%
---	----

**CAREER DEVELOPMENT AND OCCUPATIONAL STUDIES**

0	0%
---	----

**SCIENCE**

1	1%
---	----

**LANGUAGES OTHER THAN ENGLISH**

0	0%
---	----

**PATHWAYS FOR MULTIRACIAL STUDENTS**

**TOTAL GRADUATES IN COHORT: 5**

**HUMANITIES**

5	100%
---	------

**ARTS**

0	0%
---	----

**MATH**

0	0%
---	----

**CAREER DEVELOPMENT AND OCCUPATIONAL STUDIES**

0	0%
---	----

**HUMANITIES ALTERNATIVE**

0	0%
---	----

**CAREER AND TECHNICAL EDUCATION**

0	0%
---	----

**SCIENCE**

0	0%
---	----

**LANGUAGES OTHER THAN ENGLISH**

0	0%
---	----

**PATHWAYS FOR AMERICAN INDIAN OR ALASKA NATIVE STUDENTS**

**TOTAL GRADUATES IN COHORT: 0**

**HUMANITIES**

0	0%
---	----

**HUMANITIES ALTERNATIVE**

0	0%
---	----

**ARTS**

0

0%

**CAREER AND TECHNICAL EDUCATION**

0

0%

**MATH**

0

0%

**SCIENCE**

0

0%

**CAREER DEVELOPMENT AND OCCUPATIONAL STUDIES**

0

0%

**LANGUAGES OTHER THAN ENGLISH**

0

0%

**PATHWAYS FOR ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC ISLANDER STUDENTS**

**TOTAL GRADUATES IN COHORT: 16**

**HUMANITIES**

16

100%

**HUMANITIES ALTERNATIVE**

0

0%

**ARTS**

0

0%

**CAREER AND TECHNICAL EDUCATION**

0

0%

**MATH**

0

0%

**SCIENCE**

0

0%

**CAREER DEVELOPMENT AND OCCUPATIONAL STUDIES**

0

0%

**LANGUAGES OTHER THAN ENGLISH**

0

0%

**PATHWAYS FOR WHITE STUDENTS**



**TOTAL GRADUATES IN COHORT: 215**

**HUMANITIES**

214	100%
-----	------

**ARTS**

0	0%
---	----

**MATH**

0	0%
---	----

**CAREER DEVELOPMENT AND OCCUPATIONAL STUDIES**

0	0%
---	----

**HUMANITIES ALTERNATIVE**

0	0%
---	----

**CAREER AND TECHNICAL EDUCATION**

0	0%
---	----

**SCIENCE**

1	0%
---	----

**LANGUAGES OTHER THAN ENGLISH**

0	0%
---	----

**PATHWAYS FOR BLACK OR AFRICAN AMERICAN STUDENTS**

**TOTAL GRADUATES IN COHORT: 18**

**HUMANITIES**

17	94%
----	-----

**ARTS**

0	0%
---	----

**MATH**

1	6%
---	----

**HUMANITIES ALTERNATIVE**

0	0%
---	----

**CAREER AND TECHNICAL EDUCATION**

0	0%
---	----

**SCIENCE**

0	0%
---	----

### CAREER DEVELOPMENT AND OCCUPATIONAL STUDIES

### LANGUAGES OTHER THAN ENGLISH

0	0%
---	----

0	0%
---	----

#### PATHWAYS FOR HISPANIC OR LATINO STUDENTS

TOTAL GRADUATES IN COHORT: 25

#### HUMANITIES

#### HUMANITIES ALTERNATIVE

25	100%
----	------

0	0%
---	----

#### ARTS

#### CAREER AND TECHNICAL EDUCATION

0	0%
---	----

0	0%
---	----

#### MATH

#### SCIENCE

0	0%
---	----

0	0%
---	----

#### CAREER DEVELOPMENT AND OCCUPATIONAL STUDIES

#### LANGUAGES OTHER THAN ENGLISH

0	0%
---	----

0	0%
---	----

#### PATHWAYS FOR GENERAL-EDUCATION STUDENTS

TOTAL GRADUATES IN COHORT: 251

#### HUMANITIES

#### HUMANITIES ALTERNATIVE

250	100%
-----	------

0	0%
---	----

#### ARTS

#### CAREER AND TECHNICAL EDUCATION

0	0%
---	----

<b>MATH</b>	
1	0%
<b>CAREER DEVELOPMENT AND OCCUPATIONAL STUDIES</b>	
0	0%

<b>SCIENCE</b>	
0	0%
<b>LANGUAGES OTHER THAN ENGLISH</b>	
0	0%

**PATHWAYS FOR STUDENTS WITH DISABILITIES**

**TOTAL GRADUATES IN COHORT: 28**

<b>HUMANITIES</b>	
27	96%
<b>ARTS</b>	
0	0%
<b>MATH</b>	
0	0%
<b>CAREER DEVELOPMENT AND OCCUPATIONAL STUDIES</b>	
0	0%

<b>HUMANITIES ALTERNATIVE</b>	
0	0%
<b>CAREER AND TECHNICAL EDUCATION</b>	
0	0%
<b>SCIENCE</b>	
1	4%
<b>LANGUAGES OTHER THAN ENGLISH</b>	
0	0%

**PATHWAYS FOR NON-ENGLISH LANGUAGE LEARNERS STUDENTS**

**TOTAL GRADUATES IN COHORT: 277**

**HUMANITIES**

275	99%
-----	-----

**ARTS**

0	0%
---	----

**MATH**

1	0%
---	----

**CAREER DEVELOPMENT AND OCCUPATIONAL STUDIES**

0	0%
---	----

**HUMANITIES ALTERNATIVE**

0	0%
---	----

**CAREER AND TECHNICAL EDUCATION**

0	0%
---	----

**SCIENCE**

1	0%
---	----

**LANGUAGES OTHER THAN ENGLISH**

0	0%
---	----

**PATHWAYS FOR ENGLISH LANGUAGE LEARNERS STUDENTS**

**TOTAL GRADUATES IN COHORT: 2**

**HUMANITIES**

2	100%
---	------

**ARTS**

0	0%
---	----

**MATH**

0	0%
---	----

**CAREER DEVELOPMENT AND OCCUPATIONAL STUDIES**

**HUMANITIES ALTERNATIVE**

0	0%
---	----

**CAREER AND TECHNICAL EDUCATION**

0	0%
---	----

**SCIENCE**

0	0%
---	----

**LANGUAGES OTHER THAN ENGLISH**

0	0%	0	0%
---	----	---	----

**PATHWAYS FOR NOT ECONOMICALLY DISADVANTAGED STUDENTS**

**TOTAL GRADUATES IN COHORT: 245**

**HUMANITIES**

243	99%
-----	-----

**ARTS**

0	0%
---	----

**MATH**

1	0%
---	----

**CAREER DEVELOPMENT AND OCCUPATIONAL STUDIES**

0	0%
---	----

**HUMANITIES ALTERNATIVE**

0	0%
---	----

**CAREER AND TECHNICAL EDUCATION**

0	0%
---	----

**SCIENCE**

1	0%
---	----

**LANGUAGES OTHER THAN ENGLISH**

0	0%
---	----

**PATHWAYS FOR ECONOMICALLY DISADVANTAGED STUDENTS**

**TOTAL GRADUATES IN COHORT: 34**

**HUMANITIES**

34	100%
----	------

**ARTS**

0	0%
---	----

**HUMANITIES ALTERNATIVE**

0	0%
---	----

**CAREER AND TECHNICAL EDUCATION**

0	0%
---	----

### MATH

0	0%
---	----

### CAREER DEVELOPMENT AND OCCUPATIONAL STUDIES

0	0%
---	----

### SCIENCE

0	0%
---	----

### LANGUAGES OTHER THAN ENGLISH

0	0%
---	----

### PATHWAYS FOR NOT MIGRANT STUDENTS

TOTAL GRADUATES IN COHORT: 279

### HUMANITIES

277	99%
-----	-----

### ARTS

0	0%
---	----

### MATH

1	0%
---	----

### CAREER DEVELOPMENT AND OCCUPATIONAL STUDIES

0	0%
---	----

### HUMANITIES ALTERNATIVE

0	0%
---	----

### CAREER AND TECHNICAL EDUCATION

0	0%
---	----

### SCIENCE

1	0%
---	----

### LANGUAGES OTHER THAN ENGLISH

0	0%
---	----

### PATHWAYS FOR MIGRANT STUDENTS

TOTAL GRADUATES IN COHORT: 0

### HUMANITIES

0	0%
---	----

### HUMANITIES ALTERNATIVE

0	0%
---	----

**ARTS**

0	0%
---	----

**CAREER AND TECHNICAL EDUCATION**

0	0%
---	----

**MATH**

0	0%
---	----

**SCIENCE**

0	0%
---	----

**CAREER DEVELOPMENT AND OCCUPATIONAL STUDIES**

0	0%
---	----

**LANGUAGES OTHER THAN ENGLISH**

0	0%
---	----

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# SOUTH SIDE HIGH SCHOOL - STUDENT AND EDUCATOR REPORT [2017 - 18]

The Student and Educator Report provides information to the public on students eligible for free or reduced-price lunch; student attendance and suspensions; and school/district average class size, staff counts, and teacher attendance and turnover. Knowledge gained from this report can be used to improve instruction and services to students.

## STUDENT DATA

### FREE AND REDUCED-PRICE LUNCH

Eligible for Free Lunch		Eligible for Reduced-Price Lunch	
Number	Percent	Number	Percent
145	13%	18	2%

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