

# REPORT CARD GLOSSARY & GUIDE

Last updated: November 7, 2018

## ANNUAL ESSA DATA

### GRADES 3-8 ENGLISH LANGUAGE ARTS (ELA)

**Summary Table:** Students not tested (**Not Tested**), tested (**Tested**), performing at each of the four performance levels (**Level 1, Level 2, Level 3, Level 4**), and scoring **Proficient (Levels 3 & 4)** on the New York State Testing Program (NYSTP) assessment in English Language Arts (ELA) by **Grade** and **Grades 3-8** combined. School data are compared to data for the school's district and statewide results in the bar chart. District data contain data for all schools in the district as well as out-of-district placement students who are the reporting responsibility of the district.

**Subgroup Table:** Data in the subgroup table are the same as those in the summary table but disaggregated by **Subgroup**. **Mean Score** for **All Students** is also shown.

### GRADES 3-8 MATHEMATICS

**Summary Table:** Students not tested (**Not Tested**), tested (**Tested**), performing at each of the performance levels (**Level 1, Level 2, Level 3, Level 4 & Above**), and scoring **Proficient (Levels 3 & Above)** on the NYSTP assessment in mathematics and Regents examinations in mathematics taken in lieu of the NYSTP in mathematics in Grade 7 (**Regents 7**) and Grade 8 (**Regents 8**) by **Grade** and **Grades 3-8** combined. NYSTP and Regents results taken by Grade 7 students are combined in the **Combined 7** row. NYSTP and Regents results taken by Grade 8 students are combined in the **Combined 8** row. School data are compared to data for the school's district and statewide results in the bar chart. District data contain data for all schools in the district as well as out-of-district placement students who are the reporting responsibility of the district.

**Subgroup Table:** Data in the subgroup table are the same as those in the summary table but for the NYSTP mathematics assessment only and disaggregated by **Subgroup**. **Mean Score** for **All Students** is also shown.

### GRADES 4 & 8 SCIENCE

**Summary Table:** Students not tested (**Not Tested**), tested (**Tested**), performing at each of the performance levels (**Level 1, Level 2, Level 3, & Level 4**), and scoring proficient (**Levels 3 & 4**) on the New York State Grades 4 and 8 Science Tests and Regents examinations in science taken in lieu of the NYS Grade 8 Science Test in Grade 8 (**Regents 8**) by **Grade** and **Grades 4&8** combined. NYS Grade 8 Science Test and Regents science results taken by Grade 8 students are combined in the **Combined 8** row. School data are compared to data for the school's district and statewide results in the bar chart. District data contain data for all schools in the district as well as out-of-district placement students who are the reporting responsibility of the district.

**Subgroup Table:** Data in the subgroup table are the same as those in the summary table but for the NYS Grades 4 and 8 Science Tests only and disaggregated by **Subgroup**. **Mean Score** for **All Students** is also shown.

## ANNUAL REGENTS EXAMS

Students in the current year, regardless of grade, tested (**Tested**) on Regents examinations, performing at each of the performance levels (**Level 1, Level 2, Level 3, Level 4, & Level 5**), and scoring **Proficient (Level 3 & Above for ELA & mathematics, Levels 3 & 4) for Science & Social Studies** disaggregated by **Subgroup**. Regents English and mathematics assessments have five performance levels. Regents science and social studies assessments have four performance levels. School data are compared to data for the

school's district and statewide results in the bar chart. District data contain data for all schools in the district as well as out-of-district placement students who are the reporting responsibility of the district.

### **TOTAL COHORT REGENTS RESULTS**

Students in the 4-year cohort as of June 30<sup>th</sup> of the current reporting year (**Cohort**) not tested (**Not Tested**) and tested (**Tested**) on Regents examinations, performing at each of the performance levels (**Level 1, Level 2, Level 3, Level 4, & Level 4&Above**), and scoring **Proficient (Level 3 & Above for ELA & mathematics, Levels 3 & 4 for science & social studies)** disaggregated by **Subgroup**. Regents English and mathematics assessments have five performance levels. Regents science and social studies assessments have four performance levels. School data are compared to data for the school's district and statewide results in the bar chart. District data contain data for all schools in the district as well as out-of-district placement students who are the reporting responsibility of the district.

### **NEW YORK STATE ENGLISH AS A SECOND LANGUAGE ACHIEVEMENT TEST (NYSESLAT)**

Number of students not tested (**Not Tested**) and tested (**Tested**), and percent performing at each of the five performance levels (**Entering, Emerging, Transitioning, Expanding, & Commanding**) on the New York State English as a Second Language Achievement Test (NYSESLAT) for English Language Learners (ELLs) by **Grade**.

### **NEW YORK STATE ALTERNATE ASSESSMENT (NYSAA)**

Number of students not tested (**Not Tested**), tested (**Tested**), and performing at each of the four performance levels (**Level 1, Level 2, Level 3, & Level 4**) on the New York State Alternate Assessment (NYSAA) for students with cognitive disabilities by **Grade/Subject**.

### **ANNUAL SUBGROUPS**

**All Students:** All students, regardless of ethnicity, ELL status, disability status, or economic status.

**General Education:** Students not identified as Students with Disabilities.

**Students with Disabilities:** Student classified by the Committee on Special Education as having one or more disabilities.

**American Indian or Alaska Native:** Student reported as 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:** Student reported as having origins in any of the original peoples of the Far East, Southeast Asia, Hawaii, Guam, Samoa, or other Pacific Islands, or the Indian subcontinent, including Cambodia, China, India, Japan, Korea, Malaysia, Pakistan, the Philippine Islands, Thailand, and Vietnam.

**Black or African American:** Student reported as having origins in any of the black racial groups of Africa.

**Hispanic or Latino:** Student reported as belonging to, identifying with, or regarded in the community as Hispanic or Latino, regardless of whether the student also considers themselves to belong to, identify with, or is regarded in the community as belonging to an American Indian/Alaska Native, Asian or Native Hawaiian/Other Pacific Islander, Black or African American, or White races.

**White:** Student reported as having origins in any of the original peoples of Europe, North Africa, or the Middle East.

**Multiracial:** Student reported as belonging to more than one racial/ethnic group.

**Small Group Total:** Results for the sum of the suppressed data for racial/ethnic fields for which data are suppressed, if applicable.

**Female:** Student reported to the Department as female, 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.

**Male:** Student reported to the Department as male, 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.

**English Language Learner:** Student who, by reason of foreign birth or ancestry, speaks or understands a language other than English and speaks or understands little or no English, and requires support in order to become proficient in English and is identified pursuant to Section 154.3 of New York State's Commissioner's Regulations.

**Non-English Learners:** Students not identified as English Language Learners.

**Economically Disadvantaged:** Student who participates 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.

**Not Economically Disadvantaged:** Students not identified as Economically Disadvantaged.

**Migrant:** Student who 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.

**Not Migrant:** Students not identified is Migrant.

**Homeless:** Student who lacks a fixed, regular, and adequate nighttime residence, including a student who is sharing the housing of other persons due to a loss of housing, economic hardship, or similar reason; living in motels, hotels, trailer parks or camping grounds due to the lack of alternative adequate accommodations; abandoned in hospitals; or a migratory child, as defined in subsection 2 of section 1309 of the Elementary and Secondary Education Act of 1965, as amended, who qualifies as homeless under any of the above provisions; or has a primary nighttime location that is a supervised publicly or privately operated shelter designed to provide temporary living accommodations including, but not limited to, shelters operated or approved by the State or local department of social services, and residential programs for runaway and homeless youth established pursuant to article 19H of the executive law or a public or private place not designed for, or ordinarily used as, a regular sleeping accommodation for human beings, including a car, park, public space, abandoned building, substandard housing, bus, train stations, or similar setting. Homeless students do not include children in foster care placements or who are receiving educational services pursuant to subdivision four, five, six, six-a, or seven of Education Law section 3202 or pursuant to article 81, 85, 87, or 88 of Education Law.

**Not Homeless:** Students not identified as Homeless.

**In Foster Care:** Student who is in 24-hour substitute care for children placed away from their parents and for whom the agency under title IV-E of the Social Security Act has placement and care responsibility. This includes, but is not limited to, placements in foster family homes, foster homes of relatives, group homes, emergency shelters, residential facilities, child care institutions, and pre-adoptive homes. A child is in foster care in accordance with this definition regardless of whether or not the foster care facility is licensed and payments are made by the State, tribal, or local agency for the care of the child, whether adoption subsidy payments are being made prior to the finalization of an adoption, or whether there is federal matching of any payments that are made.

**Not in Foster Care:** Students not identified as Foster.

**Parent in Armed Forces:** Student with one or more parent or guardian who is a member of the Armed Forces and on Active Duty. The Armed Forces are the Army, Navy, Air Force, Marine Corps, the Coast Guard, or full-time National Guard. Active duty means full-time duty in the active military service of the United States. Such term includes full-time training duty, annual training duty, and attendance, while in the active military service, at a school designated as a service school by law or by the Secretary of the military department concerned.

**Parent Not in Armed Forces:** Students not identified as Parent in Armed Forces.

### **ANNUAL SUPPRESSION RULES**

To ensure student confidentiality, the Department does *not* publish results for subgroups with fewer than five students or data that would allow readers to easily determine the performance of a subgroup with fewer than five students. When fewer than five students in a subgroup (e.g., Hispanic) were tested, percentages of tested students scoring at various levels are suppressed for that group and the next smallest group. Suppressed data are indicated with a dash.