

2018-19 REPORT CARD GLOSSARY & GUIDE

Last updated: June 2021

This Report Card Glossary & Guide was updated June 2021 to include information about corrections to 2019 graduation rate data for accountability publicly released February 13, 2020.

English Language Learners (ELL) Subgroup Coding Correction for Accountability Graduation Rate

In 2021, the Department identified and corrected a 2018-19 Report Card coding error. The coding error affected the condition that determined when former ELLs should be included in the graduation rate calculation, thus affecting accountability graduation rate results and accountability indicators based on those results (e.g., Graduation Rate, Composite Performance & Graduation Rate Combined, ELL subgroup accountability status and Made Progress determination, and overall district/school accountability status). Only some districts and schools were impacted by this coding error. Corrected data and accountability results will be used for future calculations.

Where indicated with a footnote, the overall and/or English Language Learners (ELL) subgroup status for some districts and schools improved as a result of the correction. ***No changes were made from a Good Standing to a not good standing status following the correction, as also indicated by a footnote.***

Where indicated with a footnote, "Made Progress" for some districts, schools, and/or the ELL subgroup changed from "No" to "Yes" as a result of this correction. ***No "Made Progress" outcomes were changed from "Yes" to "No" following the correction, as also indicated by a footnote.***

Where indicated with a footnote, the Graduation Rate and/or Composite Performance & Graduation Rate Combined indicator levels for the ELL subgroup for some districts and schools were changed as a result of this correction.

Display Correction for Accountability Graduation Rate

Where indicated with a footnote, the Cohort Count in the Graduation Rate table is now being displayed where it was previously suppressed for some districts and schools due to an error.

ACCOUNTABILITY DATA

For more information about the accountability data, see "Understanding the New York State Accountability System under the Every Student Succeeds Act (ESSA) for 2019-20 Accountability Statuses Based on 2018-19 Results" at <http://www.nysed.gov/accountability/essa-accountability-designations>.

ACCOUNTABILITY STATUSES

Target District: Districts that have at least one school identified for Comprehensive Support and Improvement or Targeted Support and Improvement or have been identified for the low performance of one or more accountability groups.

Good Standing: Potential Target District for 2020-21: A district subgroup that met the Target District criteria for the first of two consecutive years. The subgroup is in Good Standing for the 2019-20 school year.

District in Good Standing: Districts that do not have any schools identified for Comprehensive Support and Improvement (CSI) or Targeted Support and Improvement (TSI) and have not been identified for the low performance of an accountability group.

Comprehensive Support and Improvement (CSI) School: Schools that meet one of the following three conditions and were not removed by the Commissioner from identification because of extenuating or extraordinary circumstances:

- 1) High schools that had graduation rates in the 2017-18 school year for the “All Students” group for the 4-year graduation-rate total cohort that were less than 67% and did not have graduation rates for the 5- or 6-year graduation-rate total cohorts that were at or above 67%.
- 2) Schools whose level of performance for the “All Students” group on an accountability indicator matches one of the scenarios in the tables below.
- 3) TSI schools that are still identified as TSI for an accountability group three years after the school was identified for additional Targeted Support and Improvement for that group.
- 4) Schools that are identified as CSI at one level (elementary/middle or secondary) and TSI at another level.

CSI Schools are identified once in three years. CSI identifications will be made again in the 2021-22 school year using 2020-21 school year results.

A school or district subgroup that met the CSI identification criteria for the All Students subgroup. The District All Students group is identified as CSI if at least one school is identified as CSI or the district was identified for the low performance for the All Students group.

Targeted Support and Improvement (TSI) School: A school whose level of performance for two consecutive years matches one of the scenarios in the tables below for one or more accountability groups EXCEPT the All Students group and was not removed by the Commissioner from identification because of extenuating or extraordinary circumstances. A School that was a Priority or Focus School for the 2017-18 school year was identified as TSI based on 2018-19 school year data only.

A school or district subgroup that met the TSI identification for any of the accountability groups EXCEPT the All Students group. The District All Students group is identified as TSI if at least one school subgroup is identified as TSI or the district was identified for the low performance for the subgroup.

Elementary/Middle-Level CSI/TSI Identification Criteria

Scenario	Indicators					
	Composite Performance	Growth	Combined Composite Performance & Growth	ELP	Progress	Chronic Absenteeism
1	Both Level 1		Level 1	Any Level, None	Any Level, None	
2	Either Level 1		Level 1	None*	Any One of the Two is Level 1	
3	Either Level 1		Level 1	Level 1	Any Level, None	
4	Either Level 1		Level 1	Level 2	Any Level 1	
5	Either Level 1		Level 1	Level 3 or 4	Both Level 1	

*The school does not have enough ELLs (30) to make a determination.

Secondary-Level CSI/TSI Identification Criteria

Scenario	Indicators						
	Composite Performance	Grad Rate	Combined Composite Performance & Grad Rate	ELP	Progress	Chronic Absenteeism	CCCR
1	Both Level 1		Level 1	Any Level, None		Any Level, None	
2	Either Level 1		Level 1	None*		Any One of the Three is Level 1	
3	Either Level 1		Level 1	Level 1		Any Level, None	
4	Either Level 1		Level 1	Level 2		Any Level 1	
5	Either Level 1		Level 1	Level 3 or 4		Any Two Level 1	

*The school does not have enough ELLs (30) to make a determination.

Rules for exiting TSI, CSI, and Target statuses as well as more detailed descriptions of the accountability system and interventions for schools and districts based on their identifications are available at <http://www.regents.nysed.gov/common/regents/files/419p12a5.pdf>.

Good Standing: Potential Targeted Support and Improvement for 2020-21: A school subgroup that met the TSI criteria for the first of two consecutive years.

School in Good Standing: Schools that are not identified as CSI or TSI schools.

Making Progress: Target Districts, CSI Schools, and TSI Schools are required to make annual progress. A CSI or TSI school that makes annual progress for two consecutive years is eligible for removal. However, if a school is required to implement a participation rate improvement plan, the school may not exit CSI or TSI status if the subgroup(s) for which the school is identified is performing at Level 1 on the Weighted Average Achievement indicator (for elementary-middle schools) or the Composite Performance indicator (for high schools). For a Target District to be removed from status, the district must make annual progress for two consecutive years, and all CSI Schools and TSI Schools also should be removed from status.

1003(a) School Improvement Funds

Schools: Schools that received section 1003(a) school improvement funds, including the amount of funds each school received and the type of strategies implemented in each school with such funds.

LEAs: LEAs that received section 1003(a) school improvement funds, including the amount of funds each school received and the type of strategies implemented in each school with such funds.

ELEMENTARY/MIDDLE-LEVEL ACCOUNTABILITY INDICATORS

Elementary/Middle-Level (EM) Composite Performance

The performance of students in grades 3-8 in English language arts (ELA) and mathematics and in grades 4 and 8 in science in the current reporting year. For more information, see “Understanding the New York State Accountability System under the Every Student Succeeds Act (ESSA) for 2019-20 Accountability Statuses Based on 2018-19 Results” at <http://www.nysed.gov/accountability/essa-accountability-designations>.

A **Core Subject Index (CORE)** and **Weighted Average Index (WAI)** are calculated. Schools are sorted from lowest to highest based on these indices.

Schools are assigned a “**Composite Performance Level**” based on where they fall in the sort order using the table below.

The “**Cohort**” used to calculate the WAI is the greater of continuously enrolled tested students or 95% of continuously enrolled (tested + not tested, except for medically excused) students. The “**Enrollment**” used to calculate the CSI is continuously enrolled tested students. Continuously enrolled students are those who were enrolled on BEDS day (typically the first Wednesday in October) and any day during the test administration and make up period. The “**Enrollment**” is the number used as the denominator when calculating the “**Index.**”

The “**Index**” is calculated using the following formula: $100 * (((\text{number of students scoring Level 2}) + 2(\text{number of students scoring Level 3}) + 2.5(\text{number of students scoring Level 4})) \div \text{number of students in the Cohort})$. Schools are sorted based on their WAI and are assigned a WAI Level based on where they fall in the sort order using the table below. Schools are sorted based on their CORE Index and are assigned a CORE Level based on where they fall in the sort order using the table below.

The WAI and CORE Levels are then combined, and schools are sorted based on their combined level. If multiple schools have the same combined level, schools within that combined level are sorted using the higher of the WAI rank or the CORE Index rank. The resulting placement in the sort is the rank. The overall Composite Performance Level is based on the rank and the table below.

Final Sort Order	Level
10% or Less	1
10.1 to 50%	2
50.1 to 75%	3
Greater than 75%	4

Elementary/Middle-Level (EM) Growth

Three years of student-level growth in ELA and mathematics combined.

Student Growth Percentiles (SGPs) are determined for each continuously enrolled student in ELA and in mathematics in grades 4-8. An SGP is computed only if the student has a valid test score in the current year and a valid test score in the prior year in the preceding grade for that subject. (For example, to compute an SGP in mathematics for a student in fourth grade, the student must have a valid score in the current year on the Grade 4 mathematics assessment and a valid score in the prior year on the Grade 3 mathematics assessment. These SGPs are summed and reported as the “**Sum of SGPs.**” The Growth Level is based on the average of SGPs for which the school is accountable in the current school year and the prior two school years.

The number of students who had valid test results in ELA and mathematics for all three years is summed and reported as “**# of SGPs.**”

The sum of SGPs is divided by the # of SGPs, and that result is multiplied by 100 to determine the Growth “**Index.**”

A Growth “**Level**” is then determined using that Index and the table below.

Index	Level
45% or less	1
45.1 to 50%	2
50.1 to 54%	3
Greater than 54%	4

Elementary/Middle-Level (EM) Composite Performance & Growth Combined

Combined Composite Performance and Growth.

Schools are sorted from lowest to highest based on their Growth Index. The Composite Performance sort order and the Growth sort order are combined to create the Composite Performance & Growth order. Schools are then sorted by the Composite Performance & Growth order and assigned a “**Level**” using the table below.

Sort Order	Level
10% or less	1
10.1 to 50%	2
50.1 to 75%	3
Greater than 75%	4

If the unweighted average of the Composite Performance Level and the Growth Level rounded down is greater than the Level resulting from the table above, the unweighted average of the Composite Performance Level and Student Growth Level rounded down shall be assigned as the Combined Composite Performance and Growth Level. If a school does not have a Composite Performance Level, the school must undergo a “self-assessment” procedure to determine its accountability status. For more information, see <http://www.regents.nysed.gov/common/regents/files/419p12a5.pdf>. If a school has a Composite Performance Level, but not a Growth Level, the Composite Level is assigned to the Composite Performance & Growth Combined Level.

Elementary/Middle-Level English Language Proficiency (EM ELP)

The percentage of continuously enrolled English Language Learners (ELLs) in grades K-8 making a designated amount of progress toward English proficiency as measured by the New York State English as a Second Language Proficiency Test (NYSESLAT) compared to the percentage of students who would be expected to have made progress given a student’s initial score on the NYSESLAT and the number of the years the student has been identified as ELL.

The probabilities of continuously enrolled ELL students making progress on the NYSESLAT is summed and divided by the number of continuously enrolled students tested on the NYSESLAT. The result is multiplied by 100 to determine a “**Benchmark**” from which to determine progress.

The number of continuously enrolled students who made sufficient progress is divided by the number expected to make sufficient progress. The result is multiplied by 100 to determine a “**Progress Rate**.”

The Progress Rate is divided by the Benchmark to determine a "**Success Ratio.**"
 An ELP "**Level**" is determined using the Success Ratio and the table below:

Success Ratio	Level
0.49 or less	1
0.50 to 0.99	2
1.0 to 1.24	3
Greater than 1.24	4

Elementary/Middle-Level (EM) Progress

The performance of students on the grades 3-8 New York State Testing Program (NYSTP) assessments in ELA and mathematics as compared to an "**End Goal,**" "**Long-Term Goals,**" and "**Measures of Interim Progress (MIPs).**"

Weighted Average Indices (WAIs) (see Composite Performance above) are determined separately for grades 3-8 NYSTP ELA and grades 3-8 NYSTP mathematics. The Weighted Average Performance Index was first calculated using the 2016-17 year as the "**Baseline.**" For subgroups that did not have data for the 2016-17 school year, 2017-18 data were used to calculate the Baseline. The number of students used to determine the WAI is called the "**Cohort.**"

The "**End Goal**" is 200, the Index that would indicate that on average all students are proficient. An Index of 200 could also occur if some students were advanced while others were less than proficient.

Measures of Interim Progress (MIPs) are determined by subtracting the Baseline from the End Goal, multiplying the result by 0.20, dividing that result by 5, and then adding that result to the Baseline. A school's or district's "**School/District MIP**" is determined using the school's or district's Baseline.

The "**State MIP**" is determined using the state's Baseline. The "Higher" MIP is the greater of the State MIP and the School/District MIP. The "Lower" MIP is the smaller of the State MIP and the School/District MIP.

The "**Long-Term Goal**" is the amount of progress that is expected to be made, based on the state's Baseline, by 2022-23 towards achieving the End Goal. The Long-Term Goal is determined by subtracting the state's Baseline from the End Goal, multiplying the result by 0.20, and adding that result to the state's Baseline.

To "**Exceed Long-Term Goal**" a school must have an Index that is greater than or equal to the "Exceed Long-Term Goal" number. This number is calculated by subtracting the Long-Term Goal from the End Goal, dividing the result by 2, and then adding that result to the Long-Term Goal.

To "**Meet Long-Term Goal**" a school must have an Index that is greater than or equal to the Long-Term Goal but less than the Exceed Long-Term Goal number.

To "**Not Meet Long-Term Goal**" a school must have an Index that is less than the Long-Term Goal.

If a subgroup's performance is lower than the School MIP and State MIP, then a Safe Harbor Target is calculated. A school that does not meet the lower of the school MIP or State MIP but

increases its PI by an amount that is equal to or greater than both MIP increases (school and State) will meet the criteria for Safe Harbor (**Met SH Target**) and be assigned a Level 2.

If a subgroup’s performance meets only the lower of the School MIP or the State MIP, then the Accelerated Growth Target is calculated. Accelerated Growth moves a subgroup from Level 2 to Level 3 only. A school that meets the lower of school MIP or State MIP and increases its PI by an amount that is three or more times the lower MIP increase, then the school will meet the criteria for Accelerated Growth (**Met AG Target**) and is assigned a Level 3.

The Progress “**Level**” is determined separately for ELA and for math using the MIPs and Long-Term Goals and the table below. Then the Levels are averaged and rounded down to determine the overall Progress Level.

	Not Meet Long-Term Goal	Meet Long-Term Goal	Exceed Long-Term Goal
Did not meet MIP	Level 1	N/A	N/A
Met lower MIP	Level 2	Level 3	Level 4
Met higher MIP	Level 3	Level 4	Level 4

Elementary/Middle-Level (EM) Chronic Absenteeism

Percentage of grades 1-8 students enrolled for a minimum of ten instructional days and in attendance at least one of those days who were absent (excused or unexcused) for at least 10% of enrolled instructional days (chronic absenteeism rate). This rate is compared to an “**End Goal**,” “**Long-Term Goals**,” and “**Measures of Interim Progress (MIPs)**.”

The previous year’s chronic absenteeism rate was calculated using the 2016-17 year as the “**Baseline**.” For subgroups that did not have data in 2016-17, 2017-18 data were used to calculate the Baseline.

The number of students enrolled for 10 or more instructional days and in attendance for at least one instructional day is called “**Students Enrolled**.”

The number of students who were absent for at least 10% of enrolled instructional days is called “**Students Chronically Absent**.”

The current year’s chronic absenteeism rate is called the “**Chronic Absenteeism Rate**.”

The “**End Goal**” is 5%, the chronic absenteeism rate schools should aim to be no higher than.

Measures of Interim Progress (MIPs) are determined by subtracting the Baseline from the End Goal, multiplying the result by 0.20, dividing that result by 5, and then adding that result to the Baseline. A school’s or district’s “**School/District MIP**” is determined using the school’s or district’s Baseline.

The “**State MIP**” is determined using the state’s Baseline. The “**Higher**” (less rigorous) MIP is the greater of the State MIP and the School/District MIP. The “**Lower**” (more rigorous) MIP is the smaller of the State MIP and the School/District MIP.

The “**Long-Term Goal**” is the amount of progress that is expected to be made, based on the state’s Baseline, by 2022-23 towards achieving the End Goal. The Long-Term Goal is determined by subtracting the state’s Baseline from the End Goal, multiplying the result by

0.20, and adding that result to the state’s Baseline. The 2022-23 school year Long-Term goal was computed by taking the 2021-22 school year Long-Term goal and adding the difference between the 2021-22 school year Long-Term goal and the 2020-21 State MIP.

To “**Exceed Long-Term Goal**” a school must have a Chronic Absenteeism Rate that is less than or equal to the “Exceed Long-Term Goal” number. This number is calculated by subtracting the Long-Term Goal from the End Goal, dividing the result by 2, and then add that result to the Long-Term Goal.

To “**Meet Long-Term Goal**” a school must have a Chronic Absenteeism Rate that is greater than or equal to the Exceed Long-Term Goal but less than or equal to the Long-Term Goal.

To “**Not Meet Long-Term Goal**” a school must have a Chronic Absenteeism Rate that is greater than the Long-Term Goal.

If a subgroup’s performance is lower than the School MIP and State MIP, then a Safe Harbor Target is calculated. A school that does not meet the lower of the school MIP or State MIP but decreases its Chronic Absenteeism Rate by an amount that is equal to or greater than both MIP decreases (school and State) will meet the criteria for Safe Harbor (**Met SH Target**) and be assigned a Level 2.

If a subgroup’s performance meets only the lower of the School MIP or the State MIP, then the Accelerated Growth Target is calculated. Accelerated Growth moves a subgroup from Level 2 to Level 3 only. A school that meets the lower of school MIP or State MIP and decreases its Chronic Absenteeism Rate by an amount that is three or more times the lower MIP decreases, then the school will meet the criteria for Accelerated Growth (**Met AG Target**) and is assigned a Level 3.

The Chronic Absenteeism “**Level**” is determined using the MIPs and Long-Term Goals and the table below.

	Not Meet Long-Term Goal	Meet Long-Term Goal	Exceed Long-Term Goal
Did not meet MIP	Level 1	N/A	N/A
Met higher MIP	Level 2	Level 3	Level 4
Met lower MIP	Level 3	Level 4	Level 4

EM Participation Rates

Participation rates are calculated for students in grades 3-8 and ungraded age equivalent students in ELA and mathematics separately.

Participation rate using current reporting year data and participation rate using a combination of current and previous reporting year data are reported.

“**Current Year Enrollment**” is the number of students enrolled during the current year test administration and/or make up period for the tests used (NYSTP, NYSESLAT, NYSAA, Regents mathematics).

“**Current Year Participation Rate**” is the number of students in the Current Year Enrollment with valid test scores divided by the Current Year Enrollment.

“**Current Year + Previous Year Enrollment**” is the number of students enrolled during the current year plus the number enrolled during the previous year test administrations and/or make up periods for the tests used (NYSTP, NYSESLAT, NYSAA, Regents mathematics).

“**Current Year + Previous Year Participation Rate**” is the number of students in the Current Year + Previous Year Enrollment with valid test scores divided by the Current Year + Previous Year Enrollment.

“**Tested 95% in Current Year or Two Years Combined**” shows a green ✓ if the Current Year Participation Rate OR the Current Year + Previous Year Participation Rate is greater than or equal to 95. A red ✗ is shown if the Current Year Participation Rate AND the Current Year + Previous Year Participation Rate are less than 95.

Students must have a valid score on the NYSTP for the grade in which they are enrolled or a valid score on the NYSESLAT if they are ELL and have been in U.S. schools for less than 12 months or a valid score on the NYSAA or a valid score on a Regents mathematics exam taken in the 7th or 8th grade if taken in lieu of the NYSTP to be considered tested.

Recently Arrived ELLs Taking NYSESLAT in Lieu of NYSTP ELA

“**# Taking NYSESLAT**” is the number of students reported as English Language Learners and as having been in U.S. schools for less than 12 months (recently arrived). These students are counted as tested when participation rates for EM ELA are determined if the students have a valid score on the NYSESLAT and do NOT have a valid score on the NYSTP.

SECONDARY-LEVEL ACCOUNTABILITY INDICATORS

Secondary-Level (HS) Composite Performance

The performance of students in the 4-year accountability cohort as of June 30th (“**Cohort**”) of the reporting year in ELA, mathematics, science, and social studies.

An “**Index**” for each subject is determined using the following formula: $100 * ((\text{number of students scoring Level 2}) + 2 * (\text{number of students scoring Level 3}) + 2.5 * (\text{number of students scoring Level 4})) \div \text{Cohort Members}$.

A “**Combined Index**” is determined by multiplying the indices by the weight given to each subject: 3 for ELA and mathematics, 2 for science, and 1 for social studies. The results are summed and divided by the sum of the weightings used (e.g., if all subjects are reported, the sum of the weightings is 3+3+2+1 or 9).

Schools are sorted using their Combined Index, and a Composite Performance “**Level**” is determined using that sort order and the table below.

Sort Order	Level
10% or Less	1
10.1 to 50%	2
50.1 to 75%	3
Greater than 75%	4

Secondary-Level (HS) Graduation Rate

Percentage of students in the 4-, 5-, and 6-year graduation-rate total cohort (“**Cohort**”) as of June 30th of the year preceding the reporting year who earned a Regents or local diploma as of August 31st of the year preceding reporting year (“**4-Year**,” “**5-Year**,” and “**6-Year**” “**Grad**

Rate"). These rates are compared to "**End Goals**," "**Long-Term Goals**," and "**Measures of Interim Progress (MIPs)**."

The 4-, 5-, and 6-year graduation rates for the cohorts as of June 30th of the 2016-17 school year are the "**Baseline**" rates. For subgroups that did not have data for the 2016-17 school year, 2017-18 data were used to calculate the Baseline.

The number of students in the current reporting year's 4-, 5-, and 6-year graduation rate cohorts are the "**# in Cohort**."

The 4-, 5-, and 6-year graduation rates for the cohorts as of June 30th of one year prior to the current reporting year are the "**Grad Rate**."

The "**End Goal**" for the 4-year cohort is 95%, the 5-year cohort is 96%, and the 6-year cohort is 97%.

Measures of Interim Progress (MIPs) are determined by subtracting the Baseline from the End Goal, multiplying the result by 0.20, dividing that result by 5, and then adding that result to the Baseline. A school's or district's "**School/District MIP**" is determined using the school's or district's Baseline.

The "**State MIP**" is determined using the state's Baseline. The "Higher" MIP is the greater of the State MIP and the School/District MIP. The "Lower" MIP is the smaller of the State MIP and the School/District MIP.

The "**Long-Term Goal**" is the amount of progress that is expected to be made, based on the state's Baseline, by 2022-23 towards achieving the End Goal. The Long-Term Goal is determined by subtracting the state's Baseline from the End Goal, multiplying the result by 0.20, and adding that result to the state's Baseline. The 2022-23 school year Long-Term goal was computed by taking the 2021-22 school year Long-Term goal and adding the difference between the 2021-22 school year Long-Term goal and the 2020-21 State MIP.

To "**Exceed Long-Term Goal**" a school must have a Grad Rate that is greater than or equal to the "Exceed Long-Term Goal" number. This number is calculated by subtracting the Long-Term Goal from the End Goal, dividing the result by 2, and then add that result to the Long-Term Goal.

To "**Meet Long-Term Goal**" a school must have a Grad Rate that is greater than or equal to the Long-Term Goal but less than the Exceed Long-Term Goal number.

To "**Not Meet Long-Term Goal**" a school must have a Grad Rate that is less than the Long-Term Goal.

If a subgroup's performance is lower than the School MIP and State MIP, then a Safe Harbor Target is calculated. A school that does not meet the lower of the school MIP or State MIP but increases its Graduation Rate by an amount that is equal to or greater than both MIP increases (school and State) will meet the criteria for Safe Harbor (**Met SH Target**) and be assigned a Level 2.

If a subgroup's performance meets only the lower of the School MIP or the State MIP, then the Accelerated Growth Target is calculated. Accelerated Growth moves a subgroup from Level 2 to Level 3 only. A school that meets the lower of school MIP or State MIP and increases its Graduation Rate by an amount that is three or more times the lower MIP

increase, then the school will meet the criteria for Accelerated Growth (**Met AG Target**) and is assigned a Level 3.

Graduation Rate “**Levels by Cohort**” are determined separately by subgroup for the 4-year, the 5-year, and the 6-year graduation-rate total cohort using the MIPs and Long-Term Goals and the table below.

	Not Meet Long-Term Goal	Meet Long-Term Goal	Exceed Long-Term Goal
Did not meet MIP	Level 1	N/A	N/A
Met lower MIP	Level 2	Level 3	Level 4
Met higher MIP	Level 3	Level 4	Level 4

Graduation Rate Levels for the 4-, 5-, and 6-year graduation-rate total cohorts by subgroup are averaged (“**Average Grad Rate**”) and rounded to the nearest whole tenth to determine a “**Level by Subgroup.**”

Secondary-Level (HS) Composite Performance & Graduation Rate Combined

Combined Composite Performance and Graduation Rate Level. For more information, see “Understanding the New York State Accountability System under the Every Student Succeeds Act (ESSA) for 2019-20 Accountability Statuses Based on 2018-19 Results” at <http://www.nysed.gov/accountability/essa-accountability-designations>.

Schools are sorted from highest to lowest based on their unweighted “Average Grad Rate.” The Composite Performance sort order and the Graduation Rate sort order are combined to create the Composite Performance & Graduation Rate sort order. Schools are then sorted by the combined Composite Performance & Graduation Rate sort order and assigned a “**Level**” using that sort order and the table below.

Sort Order	Level
10% or Less	1
10.1 to 50%	2
50.1 to 75%	3
Greater than 75%	4

If the unweighted average of the Composite Performance Level and the Graduation Rate Level rounded down is greater than the Level resulting from the table above, the unweighted average of the Composite Performance Level and Graduation Rate Level rounded down shall be assigned as the Combined Composite Performance and Graduation Rate Level. If a school does not have a Composite Performance Level, the school must undergo a “self-assessment” procedure to determine its accountability status. For more information, see <http://www.regents.nysed.gov/common/regents/files/419p12a5.pdf>. If a school has a Composite Performance Level, but not a Graduation Rate Level, the Composite Level is assigned to the Composite Performance & Graduation Rate Combined Level.

Secondary-Level (HS) English Language Proficiency (ELP)

The percentage of continuously enrolled English Language Learners (**ELLs**) in grades 9-12 making a designated amount of progress toward English proficiency as measured by the New York State English as a Second Language Proficiency Test (NYSESLAT) compared to the percentage of students who would be expected to have made progress given a student’s initial score on the NYSESLAT and the number of the years the student has been identified as ELL.

The probabilities of continuously enrolled ELL students making progress on the NYSESLAT is summed and divided by the number of continuously enrolled students tested on the NYSESLAT. The result is multiplied by 100 to determine a "**Benchmark**" from which to determine progress.

The number of continuously enrolled students who made sufficient progress is divided by the number expected to make sufficient progress. The result is multiplied by 100 to determine a "**Progress Rate**."

The Progress Rate is divided by the Benchmark to determine a "**Success Ratio**."

An ELP "**Level**" is determined using the Success Ratio and the table below:

Success Ratio	Level
0.49 or less	1
0.50 to 0.99	2
1.0 to 1.24	3
Greater than 1.24	4

Secondary-Level (HS) Progress

The performance of students in the 4-year accountability cohort as of June 30th of the reporting year in ELA and mathematics compared to an "**End Goal**," "**Long-Term Goals**," and "**Measures of Interim Progress (MIPs)**."

The Performance Index was calculated using the 2016-17 year as the "**Baseline**." For subgroups that did not have data for the 2016-17 school year, 2017-18 data were used to calculate the Baseline.

The 4-year accountability cohort as of June 30th of the reporting year is called the "**Cohort**."

The Performance Index calculated using data from the current reporting year is called the "**Index**."

The "**End Goal**" is 215 for ELA and 200 for mathematics. These are the Indices that would indicate that on average all students are proficient and, for ELA, at least some students are advanced. An Index of 215 or 200 could also occur if some students were advanced while others were less than proficient.

Measures of Interim Progress (MIPs) are determined by subtracting the Baseline from the End Goal, multiplying the result by 0.20, dividing that result by 5, and then adding that result to the Baseline. A school's or district's "**School/District MIP**" is determined using the school's or district's Baseline.

The "**State MIP**" is determined using the state's Baseline. The "Higher" MIP is the greater of the State MIP and the School/District MIP. The "Lower" MIP is the smaller of the State MIP and the School/District MIP.

The "**Long-Term Goal**" is the amount of progress that is expected to be made, based on the state's Baseline, by 2022-23 towards achieving the End Goal. The Long-Term Goal is determined by subtracting the state's Baseline from the End Goal, multiplying the result by 0.20, and adding that result to the state's Baseline. The 2022-23 school year Long-Term goal

was computed by taking the 2021-22 school year Long-Term goal and adding the difference between the 2021-22 school year Long-Term goal and the 2020-21 State MIP.

To **“Exceed Long-Term Goal”** a school must have an Index that is greater than or equal to the “Exceed Long-Term Goal” number. This number is calculated by subtracting the Long-Term Goal from the End Goal, dividing the result by 2, and then adding that result to the Long-Term Goal.

To **“Meet Long-Term Goal”** a school must have an Index that is greater than or equal to the Long-Term Goal but less than the Exceed Long-Term Goal number.

To **“Not Meet Long-Term Goal”** a school must have an Index that is less than the Long-Term Goal.

If a subgroup’s performance is lower than the School MIP and State MIP, then a Safe Harbor Target is calculated. A school that does not meet the lower of the school MIP or State MIP but increases its PI by an amount that is equal to or greater than both MIP increases (school and State) will meet the criteria for Safe Harbor (**Met SH Target**) and be assigned a Level 2.

If a subgroup’s performance meets only the lower of the School MIP or the State MIP, then the Accelerated Growth Target is calculated. Accelerated Growth moves a subgroup from Level 2 to Level 3 only. A school that meets the lower of school MIP or State MIP and increases its PI by an amount that is three or more times the lower MIP increase, then the school will meet the criteria for Accelerated Growth (**Met AG Target**) and is assigned a Level 3.

The Progress **“Level”** is determined separately for ELA and for math using the MIPs and Long-Term Goals and the table below. Then the Levels are averaged and rounded down to determine the overall Progress Level.

	Not Meet Long-Term Goal	Meet Long-Term Goal	Exceed Long-Term Goal
Did not meet MIP	Level 1	N/A	N/A
Met lower MIP	Level 2	Level 3	Level 4
Met higher MIP	Level 3	Level 4	Level 4

Secondary-Level (HS) Chronic Absenteeism

Percentage of grades 9-12 students enrolled for a minimum of ten instructional days and in attendance at least one of those days who were absent (excused or unexcused) for at least 10% of enrolled instructional days (chronic absenteeism rate). This rate is compared to an **“End Goal,” “Long-Term Goals,”** and **“Measures of Interim Progress (MIPs).”**

The 2016-17 chronic absenteeism rate is called the **“Baseline.”** For subgroups that did not have data for the 2016-17 school year, 2017-18 data were used to calculate the Baseline.

The number of students enrolled for 10 or more instructional days and in attendance for at least one instructional day is called **“Students Enrolled.”**

The number of instructional days students were expected to be in attendance in the current reporting year is called **“Expected Attendance Days.”**

The number of students who were absent for at least 10% of enrolled instructional days is called "**Students Chronically Absent.**"

The current year's chronic absenteeism rate is called the "**Chronic Absenteeism Rate.**"

The "**End Goal**" is 5%, the chronic absenteeism rate schools should aim to be no higher than.

Measures of Interim Progress (MIPs) are determined by subtracting the Baseline from the End Goal, multiplying the result by 0.20, dividing that result by 5, and then adding that result to the Baseline. A school's or district's "**School/District MIP**" is determined using the school's or district's Baseline.

The "**State MIP**" is determined using the state's Baseline. The "Higher" MIP (less rigorous) is the greater of the State MIP and the School/District MIP. The "Lower" MIP (more rigorous) is the smaller of the State MIP and the School/District MIP.

The "**Long-Term Goal**" is the amount of progress that is expected to be made, based on the state's Baseline, by 2022-23 towards achieving the End Goal. The Long-Term Goal is determined by subtracting the state's Baseline from the End Goal, multiplying the result by 0.20, and adding that result to the state's Baseline. The 2022-23 school year Long-Term goal was computed by taking the 2021-22 school year Long-Term goal and adding the difference between the 2021-22 school year Long-Term goal and the 2020-21 State MIP.

To "**Exceed Long-Term Goal**" a school must have a Chronic Absenteeism Rate that is less than or equal to the "Exceed Long-Term Goal" number. This number is calculated by subtracting the Long-Term Goal from the End Goal, dividing the result by 2, and then add that result to the Long-Term Goal.

To "**Meet Long-Term Goal**" a school must have a Chronic Absenteeism Rate that is greater than or equal to the Exceed Long-Term Goal but less than or equal to the Long-Term Goal.

To "**Not Meet Long-Term Goal**" a school must have a Chronic Absenteeism Rate that is greater than the Long-Term Goal.

If a subgroup's performance is lower than the School MIP and State MIP, then a Safe Harbor Target is calculated. A school that does not meet the lower of the school MIP or State MIP but decreases its Chronic Absenteeism Rate by an amount that is equal to or greater than both MIP decreases (school and State) will meet the criteria for Safe Harbor (**Met SH Target**) and be assigned a Level 2.

If a subgroup's performance meets only the lower of the School MIP or the State MIP, then the Accelerated Growth Target is calculated. Accelerated Growth moves a subgroup from Level 2 to Level 3 only. A school that meets the lower of school MIP or State MIP and decreases its Chronic Absenteeism Rate by an amount that is three or more times the lower MIP decreases, then the school will meet the criteria for Accelerated Growth (**Met AG Target**) and is assigned a Level 3.

The Chronic Absenteeism “**Level**” is determined using the MIPs and Long-Term Goals and the table below.

	Not Meet Long-Term Goal	Meet Long-Term Goal	Exceed Long-Term Goal
Did not meet MIP	Level 1	N/A	N/A
Met higher MIP	Level 2	Level 3	Level 4
Met lower MIP	Level 3	Level 4	Level 4

Secondary-Level (HS) College, Career, and Civic Readiness (CCCR)

Rate of preparedness of 1) students in the 4-year graduation-rate total cohort as of June 30th of the reporting year who demonstrated certain achievements in preparation for college, a career, and civic engagement; 2) ELL students not in the cohort but who earned a Regents diploma with a Seal of biliteracy; and 3) students who in the current year earned a High School Equivalency (HSE) diploma.

The **denominator** used to calculate the CCCR Index includes students in the 4-year graduation-rate total cohort as of June 30th of the reporting year (**Cohort Count**) and ELL students not in the cohort but who earned a Regents diploma with a Seal of Biliteracy as of June 30th of the reporting year (**Annual Biliteracy**).

Students are included in the **numerator** and multiplied by a weight (0.5 to 2.0), depending on the type of achievement earned.

Weight	Credential
2.0	<ul style="list-style-type: none"> • Regents Diploma with Advanced Designation • Regents or Local Diploma with CTE endorsement • Regents Diploma with seal of Biliteracy and member of the cohort • Regents Diploma and Seal of Biliteracy earned in reporting year by ELL not a member of the cohort • Regents Diploma and earned a 3 or higher on an AP exam • Regents Diploma and earned a 4 or higher on an IB exam • Regents Diploma and enrollment in a NYS or NYC P-Tech program • Regents Diploma and enrolled in a Smart Scholars program • Regents Diploma and receiving credit for dual enrollment course • Regents or Local Diploma and passing a nationally certified CTE exam • Students with disabilities who earned a Skills and Achievement Commencement Credential and an average of Level 4 on all secondary-level NYSAA tests taken
1.5	<ul style="list-style-type: none"> • Regents Diploma and earned course credit for AP or IB course • Regents Diploma and CDOS Credential • Students with disabilities who earned a Skills and Achievement Commencement Credential and an average of Level 3 on all secondary-level NYSAA tests taken
1.0	<ul style="list-style-type: none"> • Regents Diploma only • Local Diploma only

Weight	Credential
	<ul style="list-style-type: none"> Students with disabilities who earned a Skills and Achievement Commencement Credential and an average of Level 2 on all secondary-level NYSAA tests taken
0.5	<ul style="list-style-type: none"> Students who earned a High School Equivalency (HSE) diploma in the current or one or more of the previous two school years and whose last enrollment was in the school in the current school year or one or more of the previous two school years Students with a Career Development & Occupational Studies (CDOS) Commencement Credential only
0.0	<ul style="list-style-type: none"> Students with none of the achievements above

Students in the cohort who earned a Regents diploma with Advanced Designation, Seal of Biliteracy, 3 or greater on an AP exam or 4 or greater on an IB exam, or high school credit for a dual enrollment course; students who earned a Regents or local diploma with CTE endorsement or passed a nationally certified CTE exam; students who are enrolled in a Smart Scholars Program and earn a Regents diploma with or without honors; students with disabilities who earned a Skills & Achievement Credential and average of Level 4 on the New York State Alternate Assessments (NYSAA); and students not in the cohort but who in the current reporting were ELL and earned a Regents diploma with a Seal of Biliteracy are included in the numerator and given **“2.0 Weight”** in the numerator (multiplied by 2.0).

Students in the cohort who earned a Regents diploma with a Career Development and Occupational Studies (CDOS) Credential or high school credit for an AP or IB course, and students with disabilities who earned a Skills & Achievement Credential and average of Level 3 on the NYSAA are included in the numerator and given **“1.5 Weight”** in the numerator (multiplied by 1.5).

Students in the cohort who earned a Regents or local diploma, or a local diploma as determined by the superintendent only and students with disabilities who earned a Skills & Achievement Credential and average of Level 2 on the NYSAA are included in the numerator and given **“1.0 Weight”** in the numerator (multiplied by 1.0).

Students in the cohort who earned a CDOS as a stand-alone and students not in the cohort but who exited the high school in the prior two years and in the current reporting year earned a High School Equivalency (HSE) diploma are included in the numerator and given **“0.5 Weight”** in the numerator (multiplied by 0.5).

Students who meet none of the above criteria are given **“0 Weight”** in the numerator. The **CCCR Index** is calculated by dividing the numerator by the denominator and multiplying the result by 100.

The CCCR Index calculated using data from the 2016-17 Baseline to the reporting year is called the **“Baseline.”** For subgroups that did not have data for the 2016-17 school year, 2017-18 data were used to calculate the Baseline.

The CCCR Index calculated using data from the current reporting year is called the **“Index.”**

The **“End Goal”** is 175.

Measures of Interim Progress (MIPs) are determined by subtracting the Baseline from the End Goal, multiplying the result by 0.20, dividing that result by 5, and then adding that result to

the Baseline. A school's or district's "**School/District MIP**" is determined using the school's or district's Baseline.

The "**State MIP**" is determined using the state's Baseline. The "Higher" MIP is the greater of the State MIP and the School/District MIP. The "Lower" MIP is the smaller of the State MIP and the School/District MIP.

The "**Long-Term Goal**" is the amount of progress that is expected to be made, based on the state's Baseline, by 2022-23 towards achieving the End Goal. The Long-Term Goal is determined by subtracting the state's Baseline from the End Goal, multiplying the result by 0.20, and adding that result to the state's Baseline. The 2022-23 school year Long-Term goal was computed by taking the 2021-22 school year Long-Term goal and adding the difference between the 2021-22 school year Long-Term goal and the 2020-21 State MIP.

To "**Exceed Long-Term Goal**" a school must have an Index that is greater than or equal to the "Exceed Long-Term Goal" number. This number is calculated by subtracting the Long-Term Goal from the End Goal, dividing the result by 2, and then add that result to the Long-Term Goal.

To "**Meet Long-Term Goal**" a school must have an Index that is greater than or equal to the Long-Term Goal but less than the Exceed Long-Term Goal number.

To "**Not Meet Long-Term Goal**" a school must have an Index that is less than the Long-Term Goal.

If a subgroup's performance is lower than the School MIP and State MIP, then a Safe Harbor Target is calculated. A school that does not meet the lower of the school MIP or State MIP but increases its Index by an amount that is equal to or greater than both MIP increases (school and State) will meet the criteria for Safe Harbor (**Met SH Target**) and be assigned a Level 2.

If a subgroup's performance meets only the lower of the School MIP or the State MIP, then the Accelerated Growth Target is calculated. Accelerated Growth moves a subgroup from Level 2 to Level 3 only. A school that meets the lower of school MIP or State MIP and increases its Index by an amount that is three or more times the lower MIP increase, then the school will meet the criteria for Accelerated Growth (**Met AG Target**) and is assigned a Level 3.

The CCCR "**Level**" is determined using the MIPs and Long-Term Goals and the table below.

	Not Meet Long-Term Goal	Meet Long-Term Goal	Exceed Long-Term Goal
Did not meet MIP	Level 1	N/A	N/A
Met lower MIP	Level 2	Level 3	Level 4
Met higher MIP	Level 3	Level 4	Level 4

HS Participation Rates

Participation rates are calculated for students in grade 12 in ELA and mathematics separately.

Participation rate using current reporting year data and participation rate using a combination of current and previous reporting year data are reported.

“Current Year 12th Grade Enrollment” is the number of students enrolled in 12th grade during the current year.

“Current Year Participation Rate” is the number of students in the Current Year 12th Grade Enrollment with valid test scores divided by the Current Year 12th Grade Enrollment.

“Current Year + Previous Year 12th Grade Enrollment” is the number of students enrolled in 12th grade in the current year plus the number enrolled in 12th grade in the previous year.

“Current Year + Previous Year Participation Rate” is the number of students in the Current Year + Previous Year 12th Grade Enrollment with valid test scores divided by the Current Year + Previous Year 12th Grade Enrollment.

“Tested 95% in Current Year or Two Years Combined” shows a green ✓ if the Current Year Participation Rate OR the Current Year + Previous Year Participation Rate is greater than or equal to 95. A red ✗ is shown if the Current Year Participation Rate AND the Current Year + Previous Year Participation Rate are less than 95.

Students must have a valid score on a Regents ELA or mathematics exam, approved Regents alternative in English or mathematics, or NYSAA in ELA or mathematics to be considered tested.

SAFE HARBOR AND ACCELERATED GROWTH

Schools and districts may improve their Levels for Indicators that have MIPS and Long-Term Goals using Safe Harbor and Accelerated Growth Targets. These indicators are EM Progress, EM Chronic Absenteeism, HS Progress, HS Graduation Rate, HS Chronic Absenteeism, and HS College, Career, and Civic Readiness. The methodology for calculating a subgroup’s success in meeting a Safe Harbor or Accelerated Growth Target is below.

Safe Harbor Methodology

If a subgroup’s performance is lower than the School MIP and State MIP, then the safe harbor rule applies. Safe Harbor moves a subgroup from Level 1 to Level 2 only. Safe Harbor will be applied beginning with 2018-19 school year results.

Computations for Progress, Graduation Rate, and CCCR:

- A) $CY \text{ (Current Year) School MIP} - PY \text{ (Previous Year) School MIP} = \text{School MIP Difference}$
- B) $CY \text{ State MIP} - PY \text{ State MIP} = \text{State MIP Difference}$
- C) $CY \text{ School Outcome} - PY \text{ School Outcome} = \text{School Outcome Difference}$

If $C \geq$ higher of A and B, then subgroup makes Safe Harbor and Level moves from 1 to 2.

Computations for Chronic Absenteeism:

- A) $PY \text{ School MIP} - CY \text{ School MIP} = \text{School MIP Difference}$
- B) $PY \text{ State MIP} - CY \text{ State MIP} = \text{State MIP Difference}$
- C) $PY \text{ School Rate} - CY \text{ School Rate} = \text{School Outcome Difference}$

If $C \geq$ higher of A and B, then subgroup makes Safe Harbor and Level moves from 1 to 2.

Accelerated Growth Methodology

If a subgroup’s performance meets only the lower of the School MIP or the State MIP, then the accelerated growth rule applies. Accelerated Growth moves a subgroup from Level 2 to Level 3 only. Accelerated Growth will be applied beginning with 2018-19 school year results.

Computations for Progress, Graduation Rate, and CCCR:

- A) $CY \text{ School MIP} - PY \text{ School MIP} = \text{School MIP Difference} * 3$

B) $CY \text{ State MIP} - PY \text{ State MIP} = \text{State MIP Difference} * 3$

C) $CY \text{ School Outcome} - PY \text{ School Outcome} = \text{School Outcome Difference} * 3$

If $C \geq$ lower of A and B, then subgroup makes Accelerated Growth and Level moves from 2 to 3.

Computations for Chronic Absenteeism:

A) $PY \text{ School MIP} - CY \text{ School MIP} = \text{School MIP Difference} * 3$

B) $PY \text{ State MIP} - CY \text{ State MIP} = \text{State MIP Difference} * 3$

C) $PY \text{ School Outcome} - CY \text{ School Outcome} = \text{School Outcome Difference} * 3$

If $C \geq$ lower of A and B, then subgroup makes Accelerated Growth and Level moves from 2 to 3.

Accountability Subgroups

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

American Indian/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.

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

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

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. Students who are not ELL in the current year but were ELL in one or more of the previous four years are called "former ELLs" and are included in the ELL accountability calculations. For the 5-year and 6-year cohorts at the secondary school level, a student who is NOT ELL in the reporting year, but was ELL in one or more of the previous FOUR reporting years will be considered a former ELL and will be included in the ELL group.

Students with Disabilities: Student classified by the Committee on Special Education as having one or more disabilities. Students who are not students with disabilities in the current year but were students with disabilities in one or more of the previous two years are called "former students with disabilities" and are included in the Students with Disabilities accountability calculations. For the 5-year and 6-year cohorts at the secondary school level, a student who is NOT SWD in the reporting year but was SWD in one or more of the previous TWO reporting years, the student will be considered a former SWD and will be included in the SWD group.

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.

Accountability Suppression Rules

Accountability Indicators: Accountability indicator levels are calculated for subgroups with 30 or more students. The only exceptions are:

- 1) A CORE will be calculated when a WAI level has been assigned to a subgroup, there are at least 15 students in the denominator for calculating the CORE, and the number of students in the CORE denominator is at least 50% of the number of students in the WAI denominator.
- 2) A graduation rate will be computed for a cohort subgroup when a Composite Performance Level has been assigned to the subgroup and there are at least 15 students in the graduation rate cohort.

Participation Rates: Participation rates are only calculated for subgroups with 40 or more students.

ASSESSMENT 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 Examinations

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)** disaggregated by **Subgroup**. 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 Examinations

Students in the 4-year cohort as of June 30th 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 or Levels 3 & 4**, depending on the subject) disaggregated by **Subgroup**. 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**.

National Assessment of Academic Progress (NAEP)

The National Assessment of Educational Progress (NAEP) measures what U.S. students know and can do in various subjects across the nation, states, and in some urban districts. Also known as The Nation's Report Card, NAEP has provided important information about how students are performing academically since 1969.

NAEP is given to a representative sample of students across the country. Results are reported for groups of students with similar characteristics (e.g., gender, race and ethnicity, school location), not individual students.

New York State's students' results on the NAEP are reported for Grade 4 Reading, Grade 4 Mathematics, Grade 8 Reading, and Grade 8 Mathematics, showing percentages of students performing at each of the NAEP achievement levels: "Below Basic", "Basic", "Proficient", and "Advanced". NAEP achievement levels are performance standards that describe what students should know and be able to do. Students performing at or above the Proficient level on NAEP assessments demonstrate solid academic performance and competency over challenging subject matter. Descriptions of NAEP achievement levels for each assessment subject are available at https://nces.ed.gov/nationsreportcard/guides/scores_achv.aspx. Data in the table are disaggregated by subgroups: "All Students", American Indian or Alaska Native, Asian or Native Hawaiian/Other Pacific Islander, Black or African American, Economically Disadvantaged, Hispanic or Latino, Limited English Proficient, Multiracial, Students with Disabilities, and White. National results are also reported.

Assessment Data 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, childcare 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.

Assessment Data 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.

SCHOOL, STAFF, AND GRADUATION RATE DATA

Expenditures per Pupil

For non-NYC public schools and districts, data were submitted by the district as of June 24, 2020. Questions about expenditures should be directed to the respective district office.

For NYC public schools, data were submitted by the NYC Department of Education (DOE) as of June 24, 2020. Questions about expenditures should be directed to the NYC DOE.

For Charter schools, data were submitted by the schools as of November 1, 2019. Questions about expenditures should be directed to the individual school.

Enrollment: P-12 pupil enrollment counts as of Basic Educational Data System (BEDS) day, which is typically the first Wednesday of October of the school year. Counts are those reported in the Enrollment Report and the Financial Transparency Report on data.nysed.gov.

Federal: Local educational agency, district, and statewide overall expenditures (personnel and nonpersonnel) and per pupil expenditures using federal funds. District expenditures include expenditures from all schools within the district, plus district-specific expenditures. District and Charter School values were summed to derive statewide values. For New York City Schools, "This District" Federal expenditures are citywide, aggregated to the NYC Chancellor Office and not geographic districts.

State and Local: Local educational agency, district overall, and statewide expenditures (personnel and nonpersonnel) and per pupil expenditures using state and local funds. District expenditures include expenditures from all schools within the district, plus district-specific expenditures. For the 2018-19 Report Card, only Total Expenditures and Federal Expenditures data were available for Charter Schools. Thus, "State and Local Funds" for Charter Schools were estimated as the difference between Total Expenditures and Federal Expenditures. Some caution should be used when making comparisons. District and Charter School values were summed to derive statewide values. For New York City Schools, "This District" State and Local expenditures are citywide, aggregated to the NYC Chancellor Office and not geographic districts.

Total: The total is the sum of Federal and State/Local expenditure values, except for Charter Schools, which directly supplied the Total value.

Staff Qualifications

Inexperienced Teachers: Teachers with fewer than 4 years of experience as a teacher. To be counted as a Teacher, the person must be reported in the Student Information Repository System as the teacher of at least one course.

Inexperienced Principals: Principals with fewer than 4 years of experience as a principal. To be counted as a Principal, the person must be reported in the Student Information Repository System as a Principal.

Teachers Teaching Out of their Subject/Field of Certification: Teachers teaching classes in subjects or fields for which they do not hold certifications. To be included in these calculations, the person must be reported in the NYSED Teacher Access and Authorization (TAA) application.

High-Poverty Schools: Schools in the 4th quartile based on their percentages of economically disadvantaged students.

Low-Poverty Schools: Schools in the 1st quartile based on their percentages of economically disadvantaged students.

Total Cohort Graduation Rates

Graduation, dropout, transfer to HSE, and still enrolled rates for students in the 4-year, 5-year, and 6-year cohorts as of June and August. For more information, see the Graduation Rate Glossary of Terms on the Graduation Rate Data site. You may link to the site via the NYS Report Card page.

CRDC DATA

Measures of school quality, climate, and safety, and accelerated coursework to earn post-secondary credit while in high school as reported by schools to the U.S. Department of Education using the Civil Rights Data Collection Survey are reported. For more information on CRDC, see <https://ocrdata.ed.gov/>.