

NEW YORK STATE
2019-20 REPORT CARD GLOSSARY & GUIDE

Last updated: June 2021



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This Report Card Glossary & Guide was updated June 2021 to include information about changes to 2020 accountability statuses publicly released December 23, 2020 following corrections made to 2019 graduation rate data for accountability publicly released February 13, 2020.

English Language Learners 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.***

Accountability Data

Due to COVID-19 and resulting changes to New York State testing, accountability, and federal reporting requirements, **2020-21 district and school accountability statuses are the same as those assigned for the 2019-20 school year.** The 2020-21 Accountability status may differ from the 2019-20 status as a result of a school reconfiguration. Schools that newly opened for the 2020-21 school year will not be displayed.

For detailed information on requirement changes, please see the U.S. Department of Education-approved [waiver](#) and the memorandum from the Office of Accountability entitled "[2019-20 Accountability Implications to Address the COVID-19 Crisis.](#)"

Graduation rates for the Secondary Graduation Rate indicator using lagged 2018-19 data are reported for informational purposes only. Spring 2020 standardized state assessments, including the June 2020 Regents examinations, were canceled and are, thus, not reported.

Accountability Statuses

Reminder: 2020-21 district accountability statuses are the same as those assigned for the 2019-20 school year. The 2020-21 Accountability status may differ from the 2019-20 status as a result of a school reconfiguration.

For detailed information about accountability, district/school/subgroup statuses, and criteria for determinations, please consult the following documents at <http://www.nysed.gov/accountability/essa-accountability-designations>:

- "Understanding the New York State Accountability System under the Every Student Succeeds Act (ESSA) for 2020-21 Accountability Statuses" and
- "Archived – Understanding the New York State Accountability System under the Every Student Succeeds Act (ESSA) for 2019-20 Accountability Statuses Based on 2018-19 Results" (July 2020)

Rules for exiting certain 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>.

Updates in response to the COVID-19 pandemic are available at www.regents.nysed.gov/common/regents/files/520bra9-REVISED.pdf

NYS District and School Accountability Statuses

This link on the NYS Report Card provides access to an Excel Workbook that includes a count and list of all NYS public school districts, public schools, and charter schools by status, as well as subgroup statuses for these entities, for 2020-21 based on 2018-19 data. This Excel Workbook is accessible via the New York State, statewide report card and not through individual district or school report cards.

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: Local Education Agencies (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.

Secondary Level (HS) Graduation Rate

Reminder: Graduation rates for the Secondary Graduation Rate indicator using lagged 2018-19 data are reported for informational purposes only. These graduation rates did not inform 2020-21 status determinations.

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

Accountability Suppression Rules: Graduation rate indicator levels are calculated for subgroups with 30 or more students.

Assessment Data

Reminder: Statewide standardized assessments were not administered in Spring 2020 due to widespread school closures related to COVID-19 and resulting waiver granted to all states by the U.S. Department of Education. Thus, the 2019-20 State Report Card does not include assessment results for the 2019-20 school year.

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 administered every other year to a representative sample of students across the country. The last administration of NAEP was during the 2018-19 school year. Results are reported for groups of students with similar characteristics (e.g., gender, race and ethnicity, school location), not individual students.

New York State and National student 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 tables are disaggregated by subgroups: All Students, American Indian or Alaska Native, Asian, Native Hawaiian/Other Pacific Islander, Black or African

American, Economically Disadvantaged, Hispanic or Latino, Limited English Proficient, Multiracial, Students with Disabilities, and White.

School, Staff, and Graduation Rate Data

Expenditures Per Pupil

Data reported in the School Report Card are a subset of those collected by the State Aid Office and reported in the annual Financial Transparency Report and its respective database. Districts and charter schools that meet the inclusion criteria established by the State Aid Office submit their expenditures data using forms designed by the State Aid Office and customized for district- and school-level reporting and for charter school reporting. Districts and charter schools identify expenditures by type (e.g., salaries) and by source (federal, state, local). Expenditures that cannot be identified by type and/or source were submitted within specific categories and reported as “Exclusions” in the Financial Transparency Report (e.g., Charter School Tuition – for public school districts and their schools; Other Tuition – such as payments made for UPK placements to community-based organizations [CBOs]). Exclusions are not included in per pupil expenditure calculations. For additional information, see <http://www.nysed.gov/essa/financial-transparency> or send an email to ESSAFinTrans@nysed.gov.

Pupil Count: For 2018-19 Report Card, pupil counts for schools and districts were those displayed in the Enrollment Report and the Financial Transparency Report on data.nysed.gov. For 2019-20, pupil counts are those displayed in the Financial Transparency Report on data.nysed.gov and were supplied by the State Aid Office; these counts include BEDS day school enrollments and calculated district enrollments (sum of within-district school enrollments, thus excluding UPK enrollments at CBOs). For both years, the statewide pupil count is the sum of district counts and charter school counts. Given changes in the pupil count methodology between 2018-19 and 2019-20, caution should be used when making comparisons between 2018-19 and 2019-20 per pupil expenditure values.

Federal: Local educational agency and district overall expenditures (personnel and nonpersonnel) and per pupil expenditures using federal funds for the preceding school year.

State and Local: Local educational agency and district overall expenditures (personnel and nonpersonnel) and per pupil expenditures using State and local funds for the preceding school year. 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. For 2019-20 Report Card, Charter Schools reported “State and Local Funds.” However, included in the Charter Schools’ “State and Local” funds are “Other Charter School” and “Other Central Charter” spending, which are categories unique to charters only. Caution should be used when making comparisons between 2018-19 and 2019-20 results for charter schools and between charter school and non-charter public school “State and Local Funds.”

Total: The total is the sum of Federal and State/Local expenditure values.

Statewide: District and Charter School values were summed to derive statewide values.

Staff Qualifications

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

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

Inexperienced Teachers and Principals

Total Teachers and Principals: Counts are as reported by schools and districts in the Student Information Repository System (SIRS). To be counted as a Teacher, the person must be reported in SIRS as the teacher of at least one course. To be counted as a Principal, the person must be reported in SIRS as a Principal.

Inexperienced Teachers: Teachers with fewer than 4 years of experience as a teacher.

Inexperienced Principals: Principals with fewer than 4 years of experience as a principal.

Teachers Teaching Out of their Subject or Field of Certification

Total Teachers: Counts are as reported in the NYSED Teacher Access and Authorization (TAA) application.

Teachers Teaching Out of their Subject/Field of Certification: Teachers teaching classes in subjects or fields for which they do not hold certifications.

Total Cohort Graduation Rates

Graduation, diploma, non-diploma credential, still enrolled, transfer to high school equivalency (HSE) program, and dropout rates for students who first entered grade 9, four years prior to this reporting year. Graduates are as of August following the close of the reporting year. For more information on district/state comparisons, 5- and 6-year rates, and to filter on gender and ethnicity student subgroups, click on the link embedded within the report card or search by school or district in the High School Graduation Rate report at data.nysed.gov. Also see the [Graduation Rate - Glossary of Terms](#) or [Grad Rate - Business Rules](#) on the Graduation Rate Data site.

Civil Rights Data Collection (CRDC) Data (2017-18)

Accessible via a downloadable Excel Workbook on the NYS statewide report card and all district and school report cards are 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. For a more full understanding of the New York-specific data included with the 2019-20 Report Card, see the 2019-20 CRDC Glossary & Guide at <https://data-dev.nysed.gov/files/essa/19-20/crdc.pdf>. For more information on CRDC, see <https://ocrdata.ed.gov/>.

Reference: Accountability Subgroups Defined

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 and needs Special Education. 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 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.