NEW YORK STATE
2022-23 REPORT CARD GLOSSARY & GUIDE

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Contents

Accountability Data

For more information about the accountability data and statuses, see "Understanding the New York State Accountability System under the Every Student Succeeds Act (ESSA) for 2023-2024 Accountability Statuses Based on 2022-23 Results" at http://www.nysed.gov/accountability/essa-accountability-designations.

2023-24 Accountability Statuses Using 2022-23 Data

District Statuses

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

Target District: Districts that have at least one school identified for CSI, TSI, ATSI, or a district identified for low performance based on district level results.

School Statuses

Local Support and Improvement (formerly Good Standing): Schools that have not been identified for the low performance of an accountability group.

Targeted Support and Improvement (TSI): Schools identified for TSI are based upon the performance of the accountability subgroups, not the All Students group. These subgroups are: American Indian or Alaska Native, Black, or African American, Hispanic or Latino, Asian or Native Hawaiian/Other Pacific Islander, White, Multiracial, English Language Learner, Students with Disabilities, and Economically Disadvantaged. Schools are identified for TSI when any accountability subgroup meets the criteria for identification for two consecutive years.

Additional Targeted Support and Improvement (ATSI): Per the Every Student Succeeds Act (ESSA), schools identified for Targeted Support and Improvement (TSI) in the 2018–2019 school year who remained identified for the same subgroup(s) for which the school was identified based on the 2021–2022 school year results and which were not newly identified for Comprehensive Support and Improvement (CSI) are identified for ATSI. These schools were previously in Priority or Focus school status under the Elementary and Secondary Education Act (ESEA) Flexibility Waiver and had a history of low performance requiring them to be identified for ATSI. Additionally, schools that were identified for TSI in the 2021–2022 school year that remain identified for TSI based on the 2021–2022 school year results were identified for ATSI for the 2022–2023 school year. No new ATSI schools were identified based on 2022–2023 school year results.

Comprehensive Support and Improvement (CSI): Per ESSA, CSI Schools are required to be identified once in 3 years. NYSED identified CSI Schools based on 2021–2022 school year results. No new CSI Schools were identified based on 2022–2023 school year results.

Schools for which the All Students group is in the bottom 5% of all schools statewide, or high schools for which the All Students group 4-year total cohort graduation rate is less than 67% and the 5-year and 6-year total cohort graduation rates are not 67% or above. Schools are also identified for CSI if the All Students group meets one of the scenarios below.

Elementary/Middle School Level

Use indicator levels and the table below to determine CSI and TSI schools:

Scenarios	Weighted	Core	ELP	Chronic Absenteeism
1	Both Level 1		Any Level (None*, 1-4)	
2	Level 2	Level 1	Both NOT Level 3 or 4**	
3	Level 1	None*	Both NOT Level 3 or 4**	
4	Level 1	Level 2	Both NOT Level 3 or 4**	
5	Level 3	Level 1	Both NOT Level 3 or 4**	
6	Level 1	Level 3	Both NOT Level 3 or 4**	

*"None" means the school does not have students (30 results) to assign an accountability level for the indicator.
**The Weighted and Core conditions in scenarios 2-6 would have to be met AND both ELP and CA cannot be Level 3 or 4.

Secondary School Level

Use indicator levels and the table below to determine CSI and TSI schools:

Scenarios	Weighted	Core	Grad Rate	ELP	Chronic Absenteeism
1	Both Level 1		Level 1	Any Level (None*, 1-4)	
2	Level 2	Level 1	Level 1	Both NOT Level 3 or 4**	
3	Level 1	None*	Level 1	Both NOT Level 3 or 4**	
4	Level 1	Level 2	Level 1	Both NOT Level 3 or 4**	
5	Level 1	Level 1	Level 2	Both NOT Level 3 or 4**	
6	Level 1	Level 2	Level 2	Both NOT Level 3 or 4**	
7	Level 2	Level 1	Level 2	Both NOT Level 3 or 4**	

*"None" means the school does not have students (30 results) to assign an accountability level for the indicator.
**The Weighted and Core conditions in scenarios 2-7 would have to be met AND both ELP and CA cannot be Level 3 or 4.

Made Progress

Target Districts and schools identified for CSI, ATSI, or TSI are required to make annual progress. A school identified for CSI, ATSI, or TSI that meets exit criteria using 2022–2023 school year results and does not meet identification criteria for CSI, ATSI, or TSI is eligible for removal. The school is deemed to have made progress and exited the accountability status support model. The requirement to make progress for two consecutive years is waived for 2023–2024 school year determinations. For a Target District to make progress and be removed from an accountability status support model, all schools identified for CSI, ATSI, and TSI within the district must be removed from the respective accountability status support model.

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.

Section 1003 School Improvement Funds

The Section 1003 School Improvement Funds Data link on district, school, and the statewide report cards provides access to an Excel Workbook that includes a full list of **schools** and **districts** that received section 1003

improvement funds, including the amount of funds and the type of strategies implemented. Additional resource links are provided for informational purposes.

Elementary/Middle-Level (EM) Accountability Indicators

EM Core Subject Performance

The performance of students in grades 3-8 in <u>English language arts (ELA)</u> and <u>mathematics</u> in the current reporting year.

The **Cohort** is the number of students enrolled on BEDS day (typically the first Wednesday in October) and during the test administration period (continuously enrolled) and who had a valid test score on an approved assessment.

An **Index** is calculated for each subject using the following formula:

100 * [((number of students scoring Level 2) + 2(number of students scoring Level 3) + 2.5(number of students scoring Level 4)) ÷ number of students in the Cohort]

Schools are then ranked from lowest to highest **Index**, and indicator **Levels** are assigned based on their rank range placement:

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

Districts are ranked separately from lowest to highest **Index**. **Levels** are assigned using the same methodology as that used for schools.

EM Weighted Average Performance

The performance of students in grades 3-8 in <u>English language arts (ELA)</u> and <u>mathematics</u> in the current reporting year.

The **Cohort** used to calculate outcomes for this indicator is the greater of 1) the number of students enrolled on BEDS day (typically the first Wednesday in October) and during the test administration period (continuously enrolled) and who had a valid test score on an approved assessment or 2) 95% of continuously enrolled students with or without a valid test score.

An **Index** is calculated for each subject using the following formula:

100 * [((number of students scoring Level 2) + 2(number of students scoring Level 3) + 2.5(number of students scoring Level 4)) ÷ number of students in the Cohort]

A weighted average is calculated using subject results to derive the **Combined Index**. Schools are then ranked from lowest to highest **Index**, and indicator **Levels** are assigned based on their rank range placement:

Rank	Level
10% or Less	1
10.1 to 50%	2
50.1 to 75%	3

Greater than 75%	4

Districts are ranked separately from lowest to highest **Index**. **Levels** are assigned using the same methodology as that used for schools.

EM English Language Proficiency (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 years the student has been identified as ELL.

The probabilities of continuously enrolled ELL students making progress on the NYSESLAT are 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

EM Chronic Absenteeism

Percentage (**Chronic Absenteeism Rate**) of grades 1-8 students enrolled for a minimum of ten instructional days and in attendance at least one of those days (**Students Enrolled**) who were absent (excused or unexcused) for at least 10% of enrolled instructional days (**Students Chronically Absent**).

Schools are sorted from highest to lowest **Chronic Absenteeism Rate** and assigned a rank. A **Level** is assigned using the rank place at which a school falls compared to other schools in the state:

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

Districts are ranked separately after they are sorted from highest to lowest **Chronic Absenteeism Rate**. Levels are assigned using the same methodology as that used for schools.

EM Participation Rates

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

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 examination in 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.

Tested 95% in Current Year shows a green ✓ if the Current Year Participation Rate is greater than or equal to 95. A red × is shown if the Current Year Participation Rate is less than 95.

To be considered tested, 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 examination in mathematics exam taken in the 6th, 7th, or 8th grade if taken in lieu of the NYSTP.

NYSESLAT Used for Participation

Number Taking NYSESLAT is the number of students reported as English Language Learners, having been in U.S. schools for less than 12 months, having a valid score on the NYSESLAT associated with their grade level, and having NO valid score on a NYSTP in ELA in their grade level. These students are counted as tested when participation rates for EM ELA are determined.

Secondary-Level (HS) Accountability Indicators

HS Core Subject Performance

The performance of students on approved secondary-level examinations in ELA, mathematics, and science in the current reporting year.

The **Cohort** is the number of students who first entered grade 9 in the 2019-20 school year or, if ungraded, turned 17 in the 2019-20 school year with a valid score on an approved secondary-level examination (e.g., Regents, approved Regents alternative, NYSAA).

An **Index** is calculated for each subject using the following formula:

100 * [((number of students scoring Level 2) + 2(number of students scoring Level 3) + 2.5(number of students scoring Level 4)) ÷ number of tested students in the Cohort]

A weighted average is calculated using subject results to derive the **Combined Index**.

[3(ELA PI) + 3(Math PI) + 2(Science PI)] ÷ 8

Schools are then ranked from lowest to highest **Index**, and indicator **Levels** are assigned based on their rank range placement:

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

Districts are ranked separately from lowest to highest **Index**. **Levels** are assigned using the same methodology as that used for schools.

HS Weighted Average Performance

The performance of students in the HS accountability cohort on approved secondary-level examinations in ELA, mathematics, and science in the current reporting year.

The **Cohort** is the number of students who first entered grade 9 in the 2019-20 school year or, if ungraded, turned 17, in the 2019-20 school year, excluding students for whom the only assessment record for that subject was an exemption for a June 2020 Regents or 2019-20 approved Regents alternative or NYSAA.

An **Index** is calculated for each subject using the following formula:

100 * [((number of students scoring Level 2) + 2(number of students scoring Level 3) + 2.5(number of students scoring Level 4)) ÷ number of tested students in the Cohort]

A weighted average is calculated using subject results to derive the **Combined Index**.

$$[3(ELA\ PI) + 3(Math\ PI) + 2(Science\ PI)] ÷ 8$$

Schools are then ranked from lowest to highest **Index**, and indicator **Levels** are assigned based on their rank range placement:

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

Districts are ranked separately from lowest to highest **Index**. **Levels** are assigned using the same methodology as that used for schools.

HS Graduation Rate

Percentage of students in the 4-, 5-, and 6-year graduation-rate total 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.

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

The number of students in the cohort with a local or Regents diploma are the **Number Graduated**.

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 Rates**.

Graduation Rates for the 4-, 5-, and 6-year graduation-rate total cohorts by subgroup are averaged (**Average Grad Rate**). Schools are then ranked from lowest to highest **Average Grad Rate**, and indicator **Levels** are assigned based on their rank range placement:

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

Districts are ranked separately from lowest to highest **Average Grad Rate**. **Levels** are assigned using the same methodology as that used for schools.

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 are 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

HS Chronic Absenteeism

Percentage (**Chronic Absenteeism Rate**) of grades 9-12 students enrolled for a minimum of ten instructional days and in attendance at least one of those days (**Students Enrolled**) who were absent (excused or unexcused) for at least 10% of enrolled instructional days (**Students Chronically Absent**).

Schools are sorted from highest to lowest **Chronic Absenteeism Rate** and assigned a rank. A **Level** is assigned using the rank place at which a school falls compared to other schools in the state:

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

Districts are ranked separately after they are sorted from highest to lowest **Chronic Absenteeism Rate**. Levels are assigned using the same methodology as that used for schools.

HS Participation Rates

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

Current Year 12th Grade Enrollment is the number of students enrolled in 12th grade during the current year, excluding grade 12 students whose only assessment in the subject was an exemption on a June 2020 Regents exam or a 2019-20 approved Regents alternative or NYSAA.

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.

Tested 95% in Current Year shows a green ✓ if the Current Year Participation Rate is greater than or equal to 95%. A red ✗ is shown if the Current Year Participation Rate is less than 95%.

To be considered tested, 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.

Assessment Data

COVID Impact: Due to the impacts of COVID-19, it may not be appropriate to compare 2022-23 assessment results with results from prior years.

Elementary- and Intermediate-Level English Language Arts, Mathematics, Science

Advanced Grades 6-8 Students: For 2021-22 through 2024-2025, USDE granted NYSED a waiver to permit (a) students enrolled in grade 7 or 8 to take a Regents examination in science in lieu of the Intermediate-Level Science test, and (b) students enrolled in grades 6 and 7 to take a Regents examination in math in lieu of the Grades 6 and 7 New York State Testing Program (NYSTP) tests in math. Per the New York State ESSA Plan, students enrolled in grade 8 may take a Regents examination in math in lieu of the Grade 8 NYSTP.

Bar Charts and Tables: In the bar charts, school data are compared to the school's district and statewide results. District and charter school data are compared to statewide results. District data include all public schools in the district as well as out-of-district placement students who are the reporting responsibility of the district. The summary bar charts for math and science include the combined results of students taking a Regents examination in lieu of a NYSTP/Intermediate Science test, as well as results of the Grade 8 Regents taken in lieu. The summary tables provide additional detail on the by-grade Regents examination results.

Grades 3-8 English Language Arts (ELA)

The results of the 2022-23 Grades 3-8 English Language Arts represent student achievement on the new Next Generation Learning Standards. Because the tests measure different learning standards, the results are not comparable to those from prior years.

Summary Results

Total (#): Number of students in the grade

Not Tested (# and %): Number and percent of students in the grade with no valid test score on the NYSTP in ELA

Tested (# and %): Number and percent of students in the grade with a valid test score on the NYSTP in ELA

Level 1, Level 2, Level 3, Level 4 (# and %): Number and percent of tested students in the grade scoring at Level 1, Level 2, Level 3, or Level 4

Proficient (Levels 3 & 4) (# and %): Number and percent of tested students in the grade proficient (scoring Level 3 or above) on the NYSTP in ELA

Grades 3-8: Combined results for students in grades 3-8

Grade-Specific Results

Data in the grade tables are the same as those in the summary table but disaggregated by demographic **Subgroups**.

Grades 3-8 Mathematics

The results of the 2022-23 Grades 3-8 Mathematics Tests represent student achievement on the new Next Generation Learning Standards. Because the tests measure different learning standards, the results are not comparable to those from prior years.

Summary Results

Total (#): Number of students in the grade

Not Tested (# and %): Number and percent of students in the grade with no valid test score on the NYSTP in Math

Tested (# and %): Number and percent of students in the grade with a valid test score on the NYSTP or Regents examination in Math

Level 1, Level 2, Level 3, Level 4 (# and %): Number and percent of tested students in the grade scoring at Level 1, Level 2, Level 3, or Level 4

Proficient (Levels 3 & 4) (# and %): Number and percent of tested students in the grade proficient (scoring Level 3 or above)

Regents 6: Data for students in grade 6 who took a Regents math examination in lieu of the Grade 6 NYSTP

Combined 6: Combination of data for students in grade 6 who took the Grade 6 NYSTP assessment or a Regents math examination in lieu of the Grade 6 NYSTP

Regents 7: Data for students in grade 7 who took a Regents math examination in lieu of the Grade 7 NYSTP

Combined 7: Combination of data for students in grade 7 who took the Grade 7 NYSTP assessment or a Regents math examination in lieu of the Grade 7 NYSTP

Regents 8: Data for students in grade 8 who took a Regents math examination in lieu of the Grade 8 NYSTP

Combined 8: Combination of data for students in grade 8 who took the Grade 8 NYSTP assessment or a Regents math examination in lieu of the Grade 8 NYSTP

Grades 3-8: Combined results for students in grades 3-8, including Regents examinations taken in lieu of the NYSTP

Grade-Specific Results

Data in the grade tables are the same as those in the summary table for the NYSTP only but disaggregated by demographic **Subgroups**.

Grade 8 Science

Summary Results

Total (#): Number of students in the grade

Not Tested (# and %): Number and percent of students in the grade with no valid test score on the Intermediate-Level Science Test

Tested (# and %): Number and percent of students in the grade with a valid test score on the Intermediate-Level Science Test or Regents science examination

Level 1, Level 2, Level 3, Level 4 (# and %): Number and percent of tested students in the grade scoring at Level 1, Level 2, Level 3, or Level 4

Proficient (Levels 3 & 4) (# and %): Number and percent of tested students in the grade proficient (scoring Level 3 or above)

Regents 8: Data for students in grade 8 who took a Regents science examination in lieu of the Intermediate-Level Science Test

Combined 8: Combination of data for students in grade 8 who took the Intermediate-Level Science Test or a Regents science examination in grade 8 in lieu of the Intermediate-Level Science Test

Grade-Specific Results

Data in the grade tables are the same as those in the summary table for the Grade 8 Intermediate science exam only but disaggregated by demographic **Subgroups**.

Annual Regents Examinations

Annual Regents examination results are those taken by students in August, January, and June of the reporting year, regardless of grade.

All Regents examinations were administered in 2022-23, except the August 2022 and January 2023 Regents examination in U.S. History and Government (Framework). The first administration of the Regents U.S. History and Government (Framework) examination was June 2023.

Due to the impacts of COVID-19, it may not be appropriate to compare 2022-23 Annual Regents examination results with results from prior years.

If multiple administrations of the same Regents examination title are taken by a student in the same reporting year, the exam on which the student earned the highest performance level is reported. If the

same performance level was earned on the same exam, the exam on which the student earned the highest score is reported.

Bar Charts: In the bar charts, school data are compared to the school's district and statewide results. District and charter school data are compared to statewide results. District data include all public schools in the district as well as out-of-district placement students who are the reporting responsibility of the district.

Tested (#): Number of students, regardless of grade, with a valid test score on the Regents examination

Level 1, Level 2, Level 3, Level 4, Level 5 (# and %): Number and percent of tested students scoring at Level 1, Level 2, Level 3, Level 4, or Level 5

Proficient (Levels 3 & Above) (# and %): Number and percent of tested students proficient (scoring Level 3 or above) on the Regents examination

Annual Regents Exemptions in U.S. History & Government (Framework)

In 2022-23, exemptions could only be reported for the August and January administrations of the U.S. History & Government (Framework) Regents examination. Students who met the standards for the related course of study, as locally determined, could qualify for an exemption to the examination requirements. For more information and specific criteria, see the *Student Information Repository System (SIRS) Manual Version 18.11* pp. 155-156 and the *Frequently Asked Questions* NYSED Resource.

Total Exempt: Students reported as "exempt" from taking a specific Regents examination during the reporting year

Exempt, Not Tested (# and %): Number and percent of exempt students who had no valid score on the Regents examination

Exempt, Tested (# and %): Number and percent of exempt students who also had a valid score on the Regents examination

Total Cohort Regents Examinations

Due to COVID-19 and changes to New York State testing requirements, June 2020, August 2020, January 2021, August 2021, and January 2022 Regents examinations were canceled. Only Regents Examinations in ELA, Algebra I, Living Environment, and Physical Setting/Earth Science were offered in June 2021. Regents Examinations in U.S. History & Government were canceled June 2022 through January 2023. The first administration of the U.S. History & Government (Framework) examination was in June 2023. Caution should be used when comparing 2019 cohort results on Regents examinations with those of cohorts from prior years.

Cohort: Number of students who first entered grade 9 (anywhere) in the 2019-20 reporting year (July 1, 2019 – June 30, 2020) or, if ungraded, reached the age of 17 in the 2019-20 reporting year. Data for cohorts are reported as of June 30th four years after the student first entered grade 9 (or, for ungraded students, turned 17).

Not Tested (# and %): Number and percent of students in the cohort with no valid test score on a Regents examination in the subject

Tested (# and %): Number and percent of students in the cohort with a valid test score on a Regents examination or NYSED-approved Regents alternative in the subject

Level 1, Level 2, Level 3, Level 4 & Above (# and %): Number and percent of students in the cohort scoring at Level 1, Level 2, Level 3, or Level 4 & Above. Students in the cohort who passed an approved Regents alternative are included in the counts and percents at Level 3.

Proficient (Levels 3 & Above) (# and %): Number and percent of students in the cohort proficient (scoring Level 3 or above) on a Regents examination or NYSED-approved Regents alternative in the subject

Total Cohort Exemptions

Students who met the standards for the related course of study, as locally determined, could qualify for an exemption to the examination requirements. For more information and specific criteria, see "exemption"-specific resources at Coronavirus (COVID-19) Guidance for P-12 Schools.

Total Exempt: Students in the cohort reported as "exempt" from taking any Regents examination or NYSED-approved Regents examination alternative in a subject from the year in which they entered the cohort until June 30th four years after entering the cohort.

Exempt, Not Tested: Total Exempt students with no valid score on any Regents examination or alternative in a subject.

Exempt, Tested: Total Exempt students with a valid score on any Regents examination or alternative in a subject.

New York State English as a Second Language Achievement Test (NYSESLAT)

The NYSESLAT is used to evaluate the English Language proficiency of English Language Learner (ELL) students enrolled in grades K-12.

Total (#): Students reported as an ELL

Not Tested (# and %): Number and percent of ELLs by grade (K-12) with no valid test score on the NYSESLAT

Tested (# and %): Number and percent of ELLs by grade (K-12) with a valid test score on the NYSESLAT

Entering, Emerging, Transitioning, Expanding, and Commanding (Proficient) (# and %): Number and percent of ELLs by grade (K-12) scoring at each of the five performance levels on the NYSESLAT

New York State Alternate Assessment (NYSAA)

The NYSAA is used to evaluate the performance of students with severe cognitive disabilities.

Total (#): Students reported as NYSAA eligible, as ungraded, and as having a disability

Not Tested (# and %): Number and percent of Total by grade and subject with no valid test score on the NYSAA

Tested (# and %): Number and percent of Total by grade and subject with a valid test score on the NYSAA

Level 1, Level 2, Level 3, Level 4 (# and %): Number and percent of Tested scoring at Level 1, Level 2, Level 3, or Level 4 on the NYSAA

Proficient (Levels 3 & 4) (# and %): Number and percent of Total proficient (scoring Level 3 & 4) on the NYSAA

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 typically administered every other year to a representative sample of students across the country. The most recent administration of NAEP was in 2022. State and national results are reported for groups of students with similar characteristics (e.g., gender, race and ethnicity, school location); data for individual schools or districts are not reported in the School Report Card, nor are the data available to NYSED.

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.

NAEP national and state participation rates are also reported in the NYS Report Card for all students and for subgroups of English Language Learners and Students with Disabilities in Grades 4 and 8 Reading and Mathematics.

School, Staff, and Graduation Rate Data

Expenditures Per Pupil

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 identify expenditures by type (e.g., salaries) and by source (federal, state, local). Expenditures that cannot be identified by type and/or source are submitted within specific categories and reported as "Exclusions," which 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. If a school or district did not report expenditures, then a statement will reflect such within the report card.

Pupil Count: Enrollment data used to calculate expenditures per pupil in the School Report Card are collected in the Student Information Repository System (SIRS). 2018-19 pupil counts were directly sourced from IRS Enrollment Reports and, thus, included pre-K enrollments at community-based organizations (CBOs), expenses for which were not captured in the federal or state/local values. Since then, pupil counts do not include pre-kindergarten enrollments at CBOs. However, since 2020-21, district-sponsored pre-kindergarten enrollments are included for the NYC Chancellor's Office. For all years, the statewide pupil count is the sum of district counts and charter school counts. Due to changes in count methodology, caution should be used when comparing results between years.

Federal Expenditures: Local educational agency and district overall expenditures (personnel and nonpersonnel) and per pupil expenditures using federal funds for the preceding school year. Beginning in 2020-21, Federal Expenditures include expenses supported by federal revenues provided to NYS schools under the "Coronavirus Aid, Relief, and Economic Security" (CARES) Act, "Coronavirus Response and Relief Supplemental Appropriations" (CRRSA) Act, and/or the "American Rescue Plan" (ARP) Act. For more information, please see https://www.osc.state.ny.us/files/local-government/publications/pdf/american-rescue-plan-and-crrsa-guidance.pdf and https://www.osc.state.ny.us/files/local-government/publications/pdf/cares-act-information-guidance.pdf.

State and Local Expenditures: Local educational agency and district overall expenditures (personnel and non-personnel) 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. Beginning 2019-20, Charter Schools reported "State and Local Funds," which include "Other Charter School" and "Other Central Charter" revenue spending (categories unique to charters only). Caution should be used when making comparisons between 2018-19 and later results for charter schools and between charter school and non-charter public school "State and Local Funds." Beginning in 2021-22, New York State implemented a 3-year phase-in schedule for Foundation Aid. This schedule provided for large increases in state funds for the 2021-22, 2022-23, and 2023-24 school years.

Total Expenditures: 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

If a school or district did not report complete data, a statement will reflect such within the report card.

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. All teachers assigned to a course for the duration of the year are included in the Total. 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: Beginning in 2020-21, counts are as reported in SIRS. For prior years, counts were as reported in the Teacher Access and Authorization (TAA) system. Caution should be used when comparing results across years. Only the last teacher assigned to a course in the spring is included in the Total.

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 Rate

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 for the 2020-21 school year to the U.S. Department of Education using the Civil Rights Data Collection Survey. For more information on CRDC, see Civil Rights Data Collection, Office for Civil Rights.

Accountability Suppression Rules

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

1) A Core Subject Performance outcome will be determined when a Weighted Average Performance Level has been assigned to a subgroup, there are at least 15 student results in the denominator for calculating the Core Subject Performance outcome, and the number of students in the denominator used to determine the Core Subject Performance Index is at least 50% of the number of student results used to determine the Weighted Average Performance Index.
2) A graduation rate will be computed for a cohort subgroup when a HS Core Subject 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 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 a subgroup has fewer than five students (e.g., Hispanic), counts and percentages are suppressed for that group and the next smallest group. For assessment data, the number of students tested is the litmus for suppression. Suppressed data are indicated with a dash. If a subgroup is part of a binary grouping (such as ELL and Not ELL), and one subgroup has less than five students, both subgroups will be suppressed.

Subgroup Definitions

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

Female: Student reported to the Department as female, as identified by the student.

Male: Student reported to the Department as male, as identified by the student.

Non-Binary: Student reported to the Department as nonbinary, 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.

Small Group Total: Gender: Sum of the data for suppressed gender fields, if applicable.

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: Race & Ethnicity: Sum of the data for suppressed race and ethnicity fields, if applicable.

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.

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 Language Learner: Students not identified as English Language Learners.

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.

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.

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.

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.