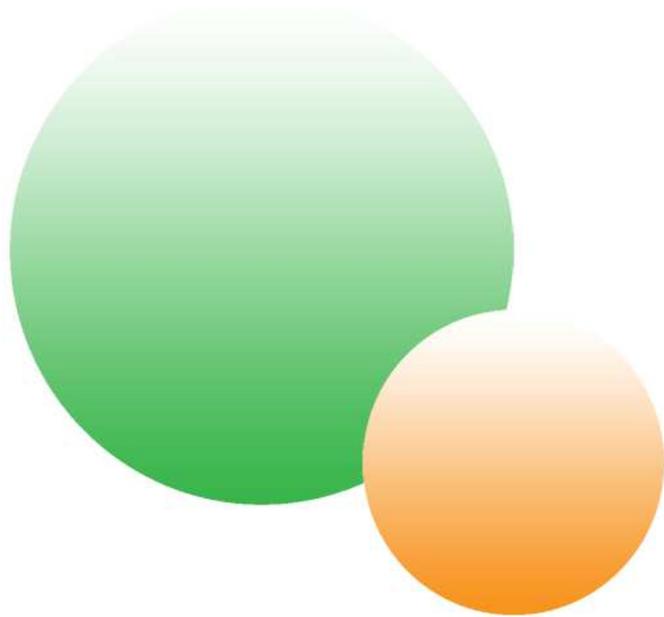
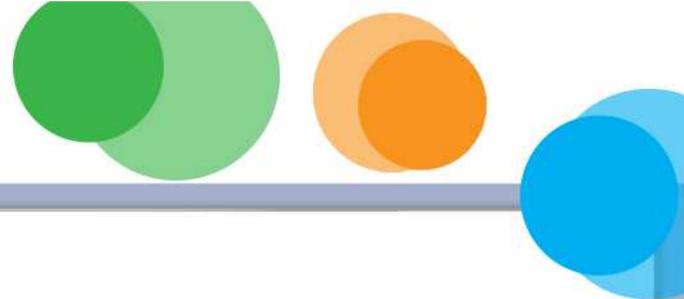




ARIS



**WebEx
High School
Training**



What Is ARIS?



ARIS In-Depth



Connect

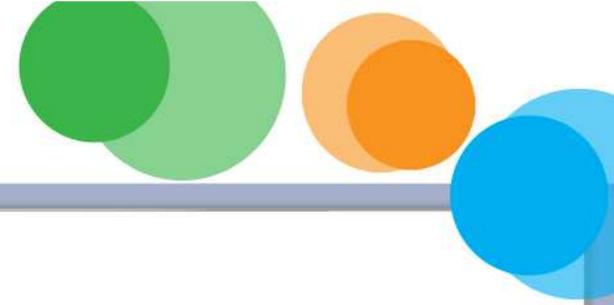


Inspiring Change

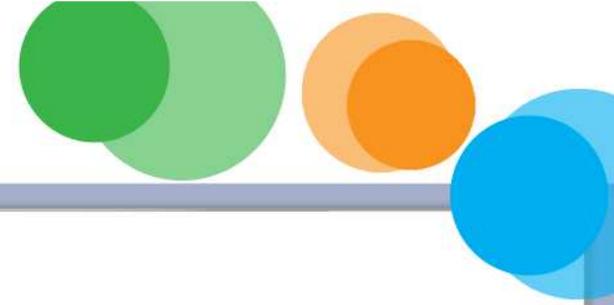


Wrap-Up & Support

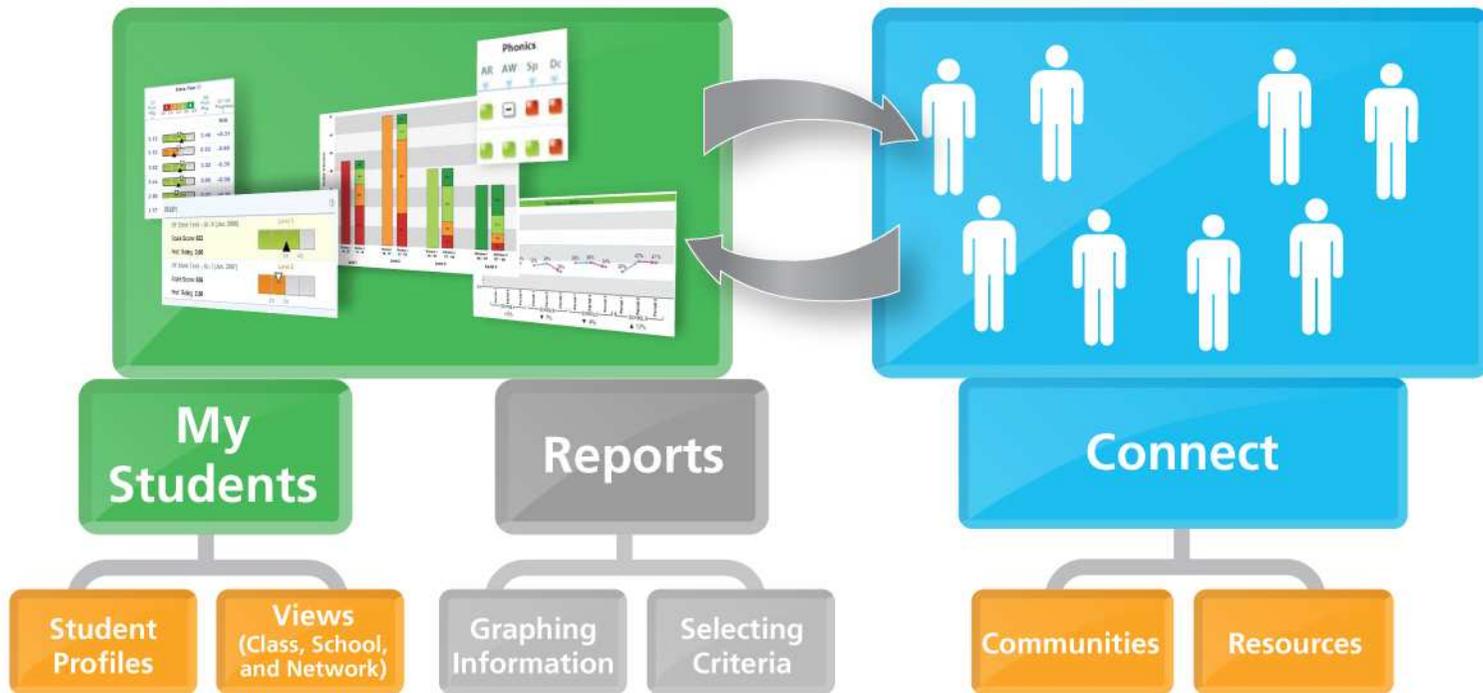


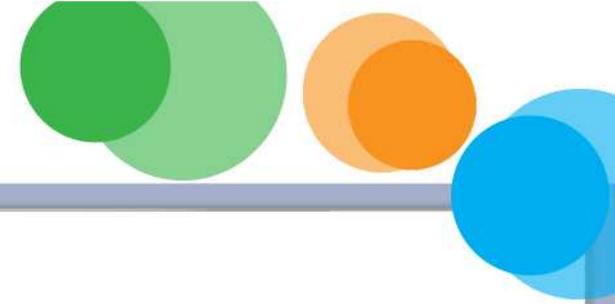


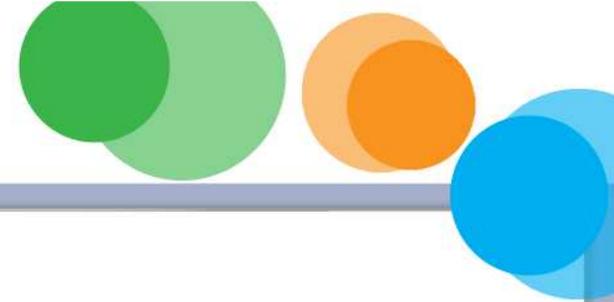
- Learn how to use data available in ARIS
- Learn how to explore the knowledge management tools in ARIS
- Learn about ARIS Family Portal



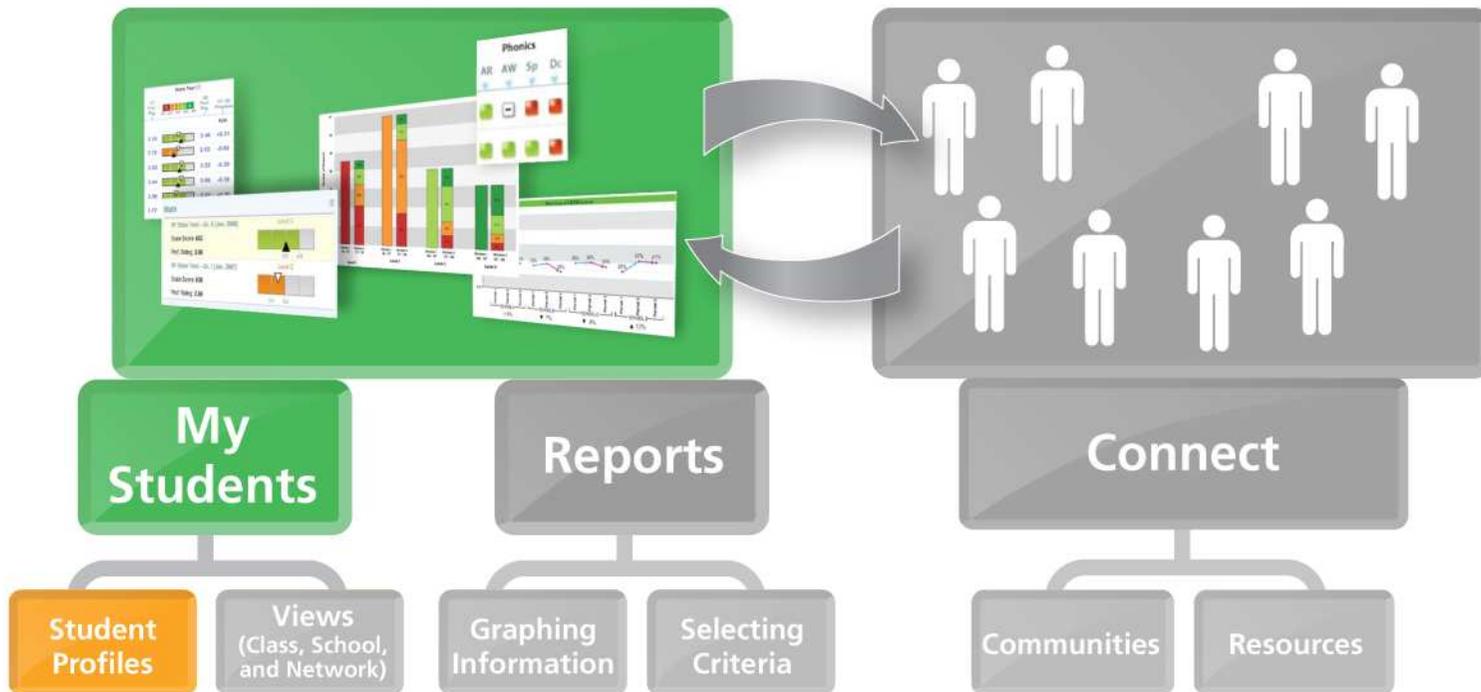
Achievement, Reporting, and Innovation System

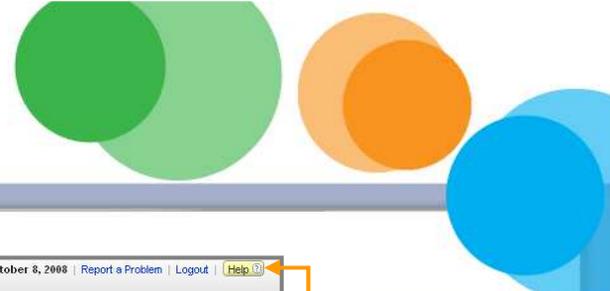
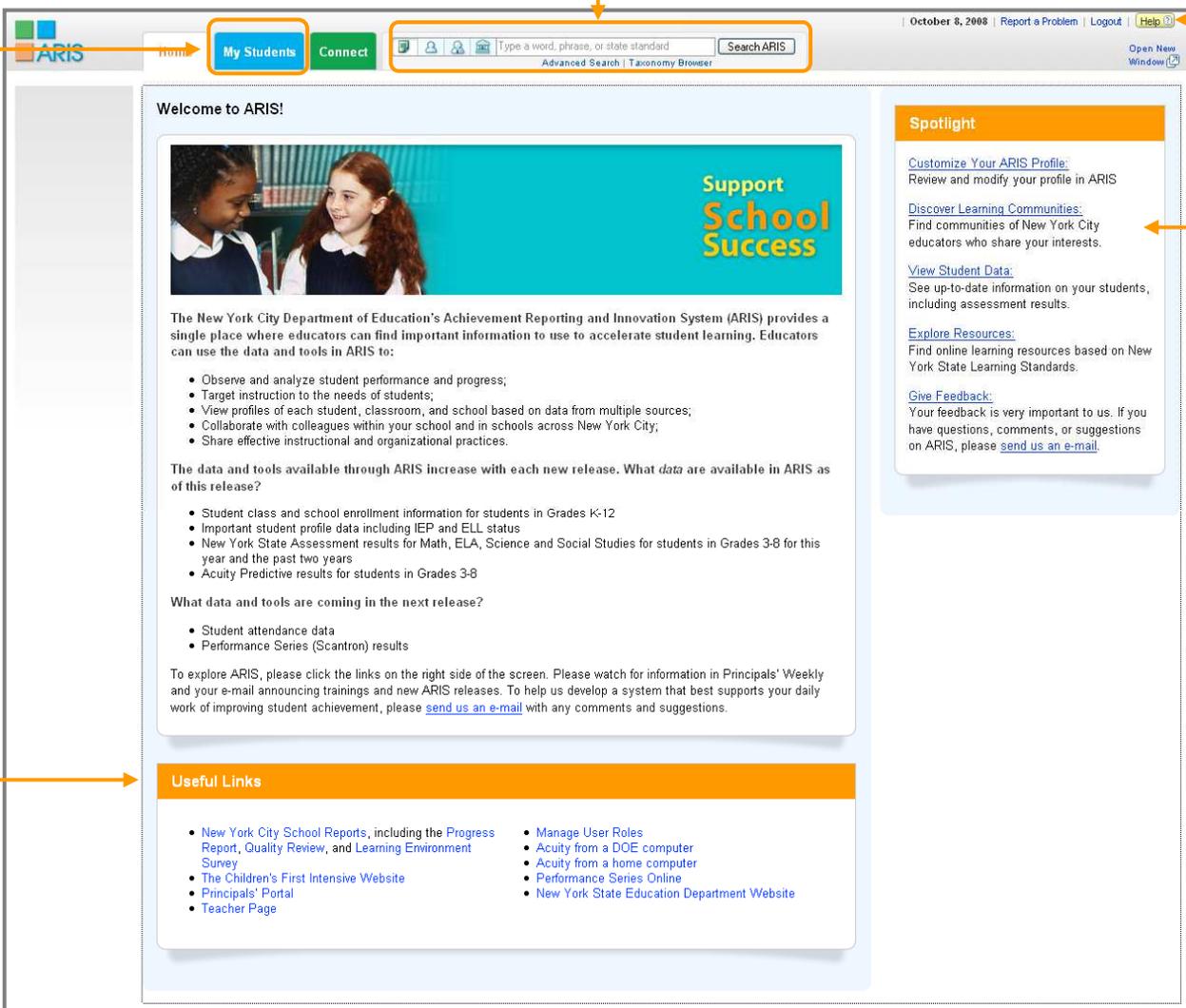






Achievement, Reporting, and Innovation System



Search Bar

My Students

Useful Links

Help

Spotlight

[My Students](#) [Connect](#)
 [Search ARIS](#)
[Advanced Search](#) [Taxonomy Browser](#)

October 8, 2008 | [Report a Problem](#) | [Logout](#) | [Help](#)

Welcome to ARIS!

Support School Success

The New York City Department of Education's Achievement Reporting and Innovation System (ARIS) provides a single place where educators can find important information to use to accelerate student learning. Educators can use the data and tools in ARIS to:

- Observe and analyze student performance and progress;
- Target instruction to the needs of students;
- View profiles of each student, classroom, and school based on data from multiple sources;
- Collaborate with colleagues within your school and in schools across New York City;
- Share effective instructional and organizational practices.

The data and tools available through ARIS increase with each new release. What data are available in ARIS as of this release?

- Student class and school enrollment information for students in Grades K-12
- Important student profile data including IEP and ELL status
- New York State Assessment results for Math, ELA, Science and Social Studies for students in Grades 3-8 for this year and the past two years
- Acuity Predictive results for students in Grades 3-8

What data and tools are coming in the next release?

- Student attendance data
- Performance Series (Scantron) results

To explore ARIS, please click the links on the right side of the screen. Please watch for information in Principals' Weekly and your e-mail announcing trainings and new ARIS releases. To help us develop a system that best supports your daily work of improving student achievement, please [send us an e-mail](#) with any comments and suggestions.

Useful Links

- [New York City School Reports, including the Progress Report, Quality Review, and Learning Environment Survey](#)
- [The Children's First Intensive Website](#)
- [Principals' Portal](#)
- [Teacher Page](#)
- [Manage User Roles](#)
- [Acuity from a DOE computer](#)
- [Acuity from a home computer](#)
- [Performance Series Online](#)
- [New York State Education Department Website](#)

Spotlight

[Customize Your ARIS Profile:](#)
Review and modify your profile in ARIS

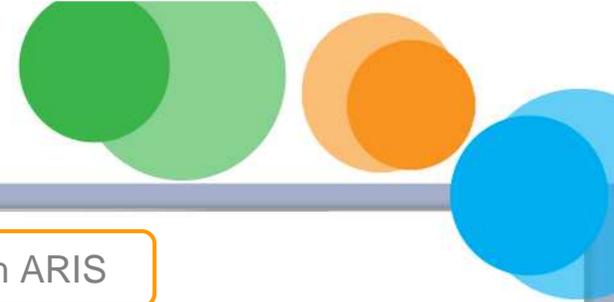
[Discover Learning Communities:](#)
Find communities of New York City educators who share your interests.

[View Student Data:](#)
See up-to-date information on your students, including assessment results.

[Explore Resources:](#)
Find online learning resources based on New York State Learning Standards.

[Give Feedback:](#)
Your feedback is very important to us. If you have questions, comments, or suggestions on ARIS, please [send us an e-mail](#).

Search for a Student



Search Students

Student Name

Search ARIS

Pauline Kramer | November 5, 2008 | Report a Problem | Logout | Help

Home My Students Connect Search ARIS

Open New Window

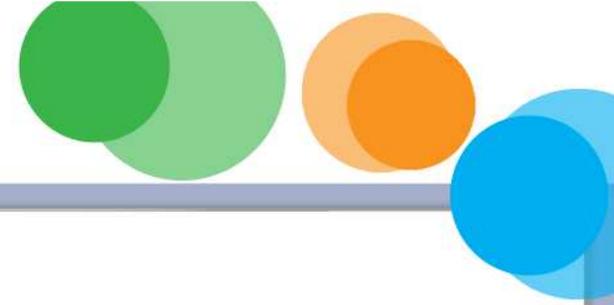
HS Graduation Requirements

School: Karl Grell School (4) Class: HS - 02 - Global 10 Term 1 Teacher: Douglas Gutierrez Filter: All Students

| Name | Cohort Year | Total Credits (44) | English | | Social Studies | | | Math | | | Science | | For Lg. | | Art & Music (2) | PE & Health (5) | Other |
|---|-------------|--------------------|---------|-------------|----------------|---------|----------|---------|----------|--------|---------|--------------------|---------|------|-----------------|-----------------|-------|
| | | | Cr. (8) | Reg. / RCTs | Cr. (8) | Gl. H&G | U.S. H&G | Cr. (6) | Math RCT | Math B | Cr. (6) | Env. or Phys. Set. | Cr. (2) | Reg. | | | |
| <input type="checkbox"/> Coleman, Brian | 9 2007 | 7.2 | 0 | 2 | | | 2 | 65 | | 2 | 56 | | | | 1+ | 0 | |
| <input type="checkbox"/> Maldonado, Jaime | 9 2005 | 3.6 | 0 | 0 | | | 0 | | | 0 | 66 | | 0 | | 3+ | 0 | |
| <input type="checkbox"/> Skinner, Derrick | 9 2007 | 3.2 | 0 | 2 | | | 0 | 65 | | 0 | | | 0 | 1+ | 0 | | |
| <input type="checkbox"/> Bruce, Francisco | 10 2007 | 11.5 | 4 | 2 | | | 3+ | 59 | | 2 | 55 | | | 0 | 0 | | |
| <input type="checkbox"/> Castillo, Leah | 10 2006 | 15.34 | 2 | 2 | 68 | | 4 | 67 | 30 | 2 | 71 | 61 | 0 | 3 | 2+ | 0 | |
| <input type="checkbox"/> Chandler, Gustavo | 10 2007 | 11.2 | 4 | 2 | | | 2 | 55 | | 2 | 38 | | | 1+ | 0 | | |
| <input type="checkbox"/> Chase, Wallace | 10 | 6 | | | | | 2 | 84 | | 2 | 78 | 2 | | | | | |
| <input type="checkbox"/> Christensen, Edith | 10 2007 | 12.5 | 4 | 2 | | | 3+ | 59 | | 2 | 68 | | | 1 | 0 | 0 | |
| <input type="checkbox"/> Dunn, Lauren | 10 2007 | 12.7 | 4 | 2 | | | 3+ | 73 | | 2 | 54 | | | 1+ | 0 | | |
| <input type="checkbox"/> Gardner, Gwendolyn | 10 2007 | 16.7 | 4 | 2 | | | 3+ | 83 | | 4 | 81 | 74 | 2 | 1+ | 0 | | |
| <input type="checkbox"/> Harper, Kathleen | 10 2007 | 12.7 | 4 | 2 | | | 3+ | 77 | | 2 | 65 | | | 1+ | 0 | | |
| <input type="checkbox"/> Hart, Westley | 10 2005 | 22.7 | 5 | 6 | | | 4+ | 76 | | 4 | 79 | | 2 | 1+ | 0 | | |
| <input type="checkbox"/> Howard, Darla | 10 | | | | | | | | | | | | | | | | |
| <input type="checkbox"/> McDonald, Marlon | 10 2007 | 10.58 | 4 | 2 | | | 2 | 71 | | 2 | 71 | | | 0+ | 0 | | |
| <input type="checkbox"/> McGee, Kimberly | 10 2007 | 12.7 | 4 | 2 | | | 3+ | 76 | | 2 | 71 | | | 1+ | 0 | | |
| <input type="checkbox"/> Montgomery, Mae | 10 2007 | 12.7 | 4 | 2 | | | 3+ | 55 | | 2 | 48 | | | 1+ | 0 | | |
| <input type="checkbox"/> Obrien, Vincent | 10 2007 | 12.7 | 4 | 2 | | | 3+ | 54 | | 2 | 53 | | 77 | 1+ | 0 | | |
| <input type="checkbox"/> Richards, Tanya | 10 2007 | 12.7 | 4 | 2 | | | 3+ | 72 | | 2 | 75 | | | 1+ | 0 | | |
| <input type="checkbox"/> Riley, Antonia | 10 2007 | 12.7 | 4 | 2 | | | 3+ | 71 | | 2 | 73 | | | 1+ | 0 | | |
| <input type="checkbox"/> Riley, Emanuel | 10 2007 | 11.2 | 4 | 2 | | | 2 | 50 | | 2 | 31 | | | 1+ | 0 | | |
| <input type="checkbox"/> Vasquez, Felix | 10 2007 | 12.7 | 4 | 2 | | | 3+ | 85 | | 2 | 93 | | | 1+ | 0 | | |
| <input type="checkbox"/> Watkins, Melba | 10 2007 | 12.7 | 4 | 2 | | | 3+ | 72 | | 2 | 75 | | | 1+ | 0 | | |

Select: All | None

Add selected students to



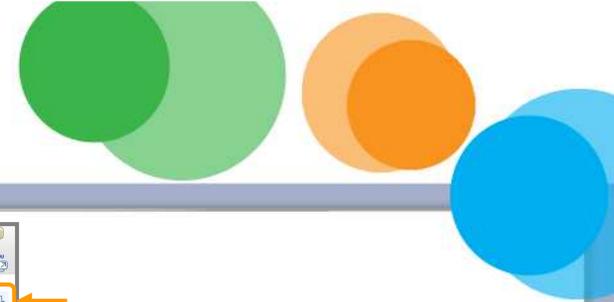
Home My Students Connect Pauline Kramer | November 24, 2008 | [Report a Problem](#) | [Logout](#) | [Help](#)
[Advanced Search](#) | [Taxonomy Browser](#) Open New Window

Student Search

Antonia Evangelina Riley 

ID: 500899168 **School:** Karl Grell School (OMHNLJM)

Grade: 10 **Date of Birth:** January 1, 1993



Home My Students Connect

Pauline Kramer | November 7, 2008 | Report a Problem | Logout | Help

Search ARIS

Type the first and/or last name or student ID

Advanced Search | Anonymous Browser

Antonia Evangelina Riley RILEY6123413052246_s@nonexistent.non

ID: 500899168 **Grade:** 10

Date of Birth: 1/1/93 **Age on 12/31/08:** 15 (Not over age)

Gender: Female **Cohort Year:** 2007

Ethnicity: Hispanic **ELL Status:** Former ELL | Spanish

Meals: Free Meals (HRA) **IEP?:** No

School: Karl Orell School (4) **Section 504 Plan?:** No

Data is current from ATS as of 10/24.

Credit and Assessment Summary

Total Credits: 12.70 (44)

| | |
|---|---|
| <p>English: 4 Credits (8)</p> <p>Comprehensive English Regents</p> <p style="text-align: center;">Reading RCT</p> <p style="text-align: center;">Writing RCT</p> <p style="text-align: center;">NY State Test Grade 8:</p> | <p>Math: 9.50 Credits (6)</p> <p>Integrated Algebra Regents 71 2007-08 Term 2</p> <p style="text-align: center;">Math RCT</p> <p style="text-align: center;">Math B Regents</p> <p style="text-align: center;">NY State Test Grade 8:</p> |
| <p>Science: 2 Credits (6)</p> <p>Living Environment Regents 73 2007-08 Term 2</p> <p style="text-align: center;">Science RCT</p> <p style="text-align: center;">Physical Setting Regents</p> <p style="text-align: center;">NY State Test Grade 8: Level 3</p> | <p>Social Studies: 2 Credits (8)</p> <p>Global History and Geography Regents</p> <p style="text-align: center;">Global Studies RCT</p> <p style="text-align: center;">U.S. History and Government Regents</p> <p style="text-align: center;">U.S. History and Government RCT</p> <p style="text-align: center;">NY State Test Grade 8: Level 2</p> |
| <p>Foreign Language: 0 Credits (2)</p> | <p>Art and Music: 0 Credits (2)</p> |
| <p>Health and PE: 1.20 Credits (5)</p> | <p>Other: 0 Credits</p> |

For all Regents Examinations and RCTs, the score shown here is the highest score achieved by the student as of 10/26. See [Assessment Details](#) for more.

Current Classes

| Class Type | Class/Section | Teacher |
|--------------------|---------------------------------|-------------------|
| Official Class | Class 201 | Unknown |
| English | E3 - 03 - English 10 Term 1 | Roxanne Bryant |
| Math A | Mq21 - 01 - Geom. Prob. Sol. T1 | Emilio James |
| Chemistry | Sc1 - 04 - Chemistry Term 1 | Tanya Parsons |
| Unknown | Sc11 - 04 - Chemlab 1r | Tanya Parsons |
| Global Studies | HS - 02 - Global 10 Term 1 | Douglas Gufferrez |
| Language Sequence | Fs1 - 02 - Spanish I Term 1 | Beverly Klein |
| Physical Education | Pp3 - 01 - Phys Ed 10 Term 1 | Nicolas Johnston |
| Arts | Us1p - 01 - Guitar | Floyd Vega |

Class enrollment data is current from HSST as of 10/24.

Contact Information

Home Address: 143 Howard Avenue BRONX NY 11238

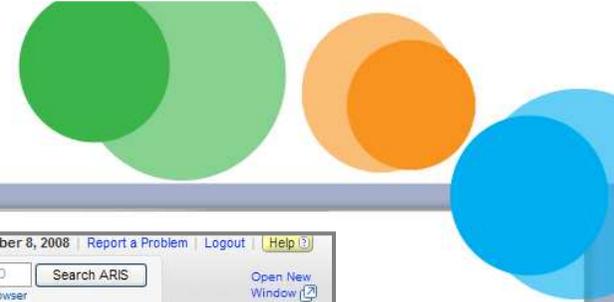
Home Phone: 212.555.1212

Contact information is current from ATS as of 10/24.

Summary

Print

10





Home
My Students
Connect

Pauline Kramer | November 8, 2008
Report a Problem
Logout
Help

Type the first and/or last name or student ID

Search ARIS

Advanced Search
Taxonomy Browser

School

Staff

Grade

Subject

Antonia Evangelina Riley

RILEY6123413052246_s@nonexistent.non

ID: 500899168

Date of Birth: 1/1/93

Gender: Female

Ethnicity: Hispanic

Meals: Free Meals (HRA)

School: Karl Grell School (4)

Grade: 10

Age on 12/31/08: 15 (Not over age)

Cohort Year: 2007

ELL Status: Former ELL | Spanish

IEP?: No

Section 504 Plan?: No

Data is current from ATS as of 10/24.

Administrative Details

| | |
|--|---|
| <p>Student Status: A - Active in this school</p> <p>Immunizations: C - Complete</p> <p>Health Alert: No</p> <p>Health Insurance: Covered Medicaid (HRA)</p> <p>Place of Birth: Manhattan</p> <p>SIFE?: N/A</p> <p>Long Term ELL?: No</p> <p>Date entered NYC School System: 9/9/98</p> | <p>Home Address: 143 Howard Avenue, BRONX NY 11238</p> <p>Home Phone: 212.555.1212</p> <p>Home District: 01</p> <p>Address Status: V - Passed GEO verification</p> <p>Temporary Residence?: No</p> |
|--|---|

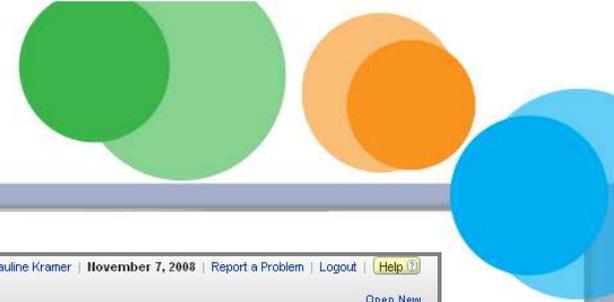
Administrative data is current from ATS as of 10/24.

Enrollment History

| School | Discharge | Date | Code |
|------------------------------------|-----------|---------|--|
| OMHNLJM Karl Grell School (4) | Discharge | N/A | N/A (Currently Enrolled) |
| | Admit | 7/2/07 | 57: LIST NOTICE STUDENT |
| OMHNLJM Karl Grell School (3) | Discharge | 7/2/07 | 00: TRANSFERRED TO ANOTHER DOE SCHOOL/PRGM |
| | Admit | 9/5/06 | 50: ADM FROM ANOTHER NYC PUBLIC SCHOOL |
| OMHMHQI Peter Westervelt School | Discharge | 9/5/06 | 00: TRANSFERRED TO ANOTHER DOE SCHOOL/PRGM |
| | Admit | 9/12/05 | 50: ADM FROM ANOTHER NYC PUBLIC SCHOOL |
| XEGGKKOK Alston Householder School | Discharge | 9/12/05 | 00: TRANSFERRED TO ANOTHER DOE SCHOOL/PRGM |
| | Admit | 7/2/04 | 57: LIST NOTICE STUDENT |

Enrollment data is current as of 10/24.

Admin Details



Assessment
Details

[Home](#)
[My Students](#)
[Connect](#)

Pauline Kramer | November 7, 2008 | [Report a Problem](#) | [Logout](#) | [Help](#)

School

Staff

Grade

Subject

My Classes & Groups

Gp: 11th grade students

Gp: Amar's Group

Gp: ELL

Gp: ELL class

Gp: ELLs

Gp: FAILED LIVENV

Gp: High Performers

Gp: Overage Cohort

Gp: Regents score with!

Gp: Select over age gro

Views

Summary

Admin Details

Assessment Detail

Regents

3-8 NYS Tests

Antonia Evangelina Riley RILEY6123413052246_s@nonexistent.non

ID: 500899168 **Grade:** 10 **Age on 12/31/08:** 15 (Not over age)

School: Karl Grell School (4) **Cohort Year:** 2007

[Print](#)

Regents Examinations

English

| School Year | Term | Test | Score |
|-------------|------|----------------------------|-------|
| 2007-2008 | 2 | Integrated Algebra Regents | 71 |

Math

| School Year | Term | Test | Score |
|-------------|------|----------------------------|-------|
| 2007-2008 | 2 | Integrated Algebra Regents | 71 |

Science

| School Year | Term | Test | Score |
|-------------|------|----------------------------|-------|
| 2007-2008 | 2 | Living Environment Regents | 73 |

Social Studies

| School Year | Term | Test | Score |
|-------------|------|------|-------|
|-------------|------|------|-------|

Grade 3-8 State Test Results

English Language Arts

| School Year | Gr. | Performance Level | Test | |
|-------------|-----|---|-------------|------------|
| | | | Scale Score | Prof. Rtg. |
| 2006-07 | 8 | 3 ■ ■ ■ ■ | 659 | 3.14 |
| 2005-06 | 7 | 2 ■ ■ ■ ■ | 645 | 2.90 |

Math

| School Year | Gr. | Performance Level | Test | |
|-------------|-----|---|-------------|------------|
| | | | Scale Score | Prof. Rtg. |
| 2006-07 | 8 | 3 ■ ■ ■ ■ | 654 | 3.08 |
| 2005-06 | 7 | 2 ■ ■ ■ ■ | 638 | 2.69 |

Science

| School Year | Gr. | Performance Level | Test | |
|-------------|-----|---|-------------|------------|
| | | | Scale Score | Prof. Rtg. |
| 2006-07 | 8 | 3 ■ ■ ■ ■ | 66 | |

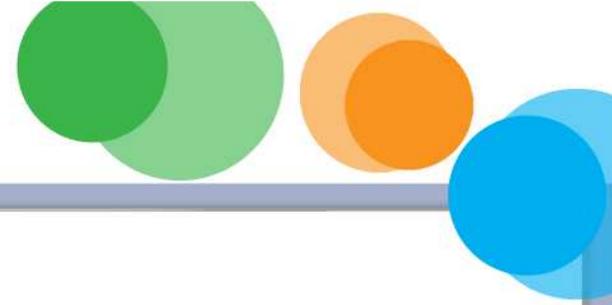
Social Studies

| School Year | Gr. | Performance Level | Test | |
|-------------|-----|---|-------------|------------|
| | | | Scale Score | Prof. Rtg. |
| 2006-07 | 8 | 2 ■ ■ ■ ■ | 63 | |

Regents results current (from SIF) as of 10/26.

State Test results current as of 10/27.

DOE Employees may access and use individual student data only for legitimate educational purposes, and are required to maintain strict confidentiality of such data.



How could you use the Student Profile in the following scenarios?

1. To prepare for a parent-teacher conference?
2. In a meeting with Student Support Services?
3. In a conversation with an administrator or colleague?
4. To collaborate with others?



Family Portal

Views

- Home
- My Account
- Summary
- Admin Details
- Assessment Detail
- Attendance Detail

Welcome to the ARIS Family Portal!

Inside you will find a collection of important information that is used to manage your child's classroom and school every day. The information includes:

- NY State Test results
- More Informal Periodic Assessment results
- Classes your child is taking
- Important background information about your child

Teachers and school leaders use this information to identify:

- Whether students are meeting or exceeding what is expected for their grade
- Subjects or skills where students need more help or more challenges

Family Portal
Help | Sign Out

Views

- Summary
- Biographical Data
- Regents & Credits
- Current Classes
- Contact Info
- Admin Details
- Assessment Details

Bill Regents

In order to graduate from high school in NY State, students must earn 44 class credits and pass NY State Regents Exams in five subjects. Those class subjects are English, mathematics, science, global history, and U.S. history and government. Students who get high scores on the NY State Regents Exams can receive special diplomas that reward the student for high achievement. Some students with disabilities are not able to pass the NY State Regents Exams. These students may qualify for a Local Diploma by passing a different kind of test called Regents Competency Tests (RCTs). Some high schools have additional graduation requirements, such as extra classes or other extra work. Most high school students are expected to graduate after their fourth year of high school. Your child's guidance counselor can give you more information about when your child should plan to take each NY State Regents Exams in order to graduate on time. To learn more about general graduation requirements [click here](#)

You can [click here](#) for general information about the test scores students need to pass NY State Regents Exams, about the different types of diplomas students can earn, and which year students are expected to graduate.

ID: 9999999999

Date of Birth: 9/1/91

Gender: male

Ethnicity: Parent Refused to Sign

School: HS Assessment and Credit School

Grade: 11

Age on 12/31/08: 17 (Over age)

Cohort Year: 2005

ELL Status: Not an ELL

IEP?: No

Section 504 Plan?: No

Data is current from ATS as of 9/1.

The section above shows the basic information that the school uses to support your child's learning. Please contact the Parent Coordinator at your child's school if you want to learn more about what this section means, or to tell the school to change information that is not correct. Giving the school correct information helps us keep you informed about how your child is doing in school.

- COHORT YEAR: This is the year the child entered grade 9. This information is important because requirements for graduation have changed.
- ELL: This shows whether the student is an English Language Learner.
- IEP: This shows whether the student has an Individualized Education Plan, which states educational goals, teaching methods, and performance for a student requiring special education services.
- SECTION 504 PLAN: whether the student has disabilities that require special physical accommodations so the child can participate in school.

Credit and Assessment Summary

Total Credits: (44)

English: Credits (8)

| | | |
|-------------------------------|----|----------------|
| Comprehensive English Regents | 86 | 2006-07 Term 1 |
| Reading RCT | | 2006-07 Term 1 |
| Writing RCT | | 2006-07 Term 1 |

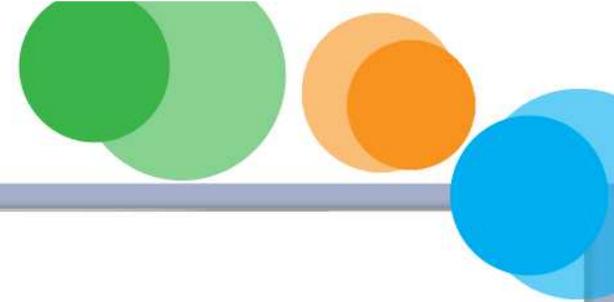
NY State Test Grade 8: Level 1

Math: Credits (6)

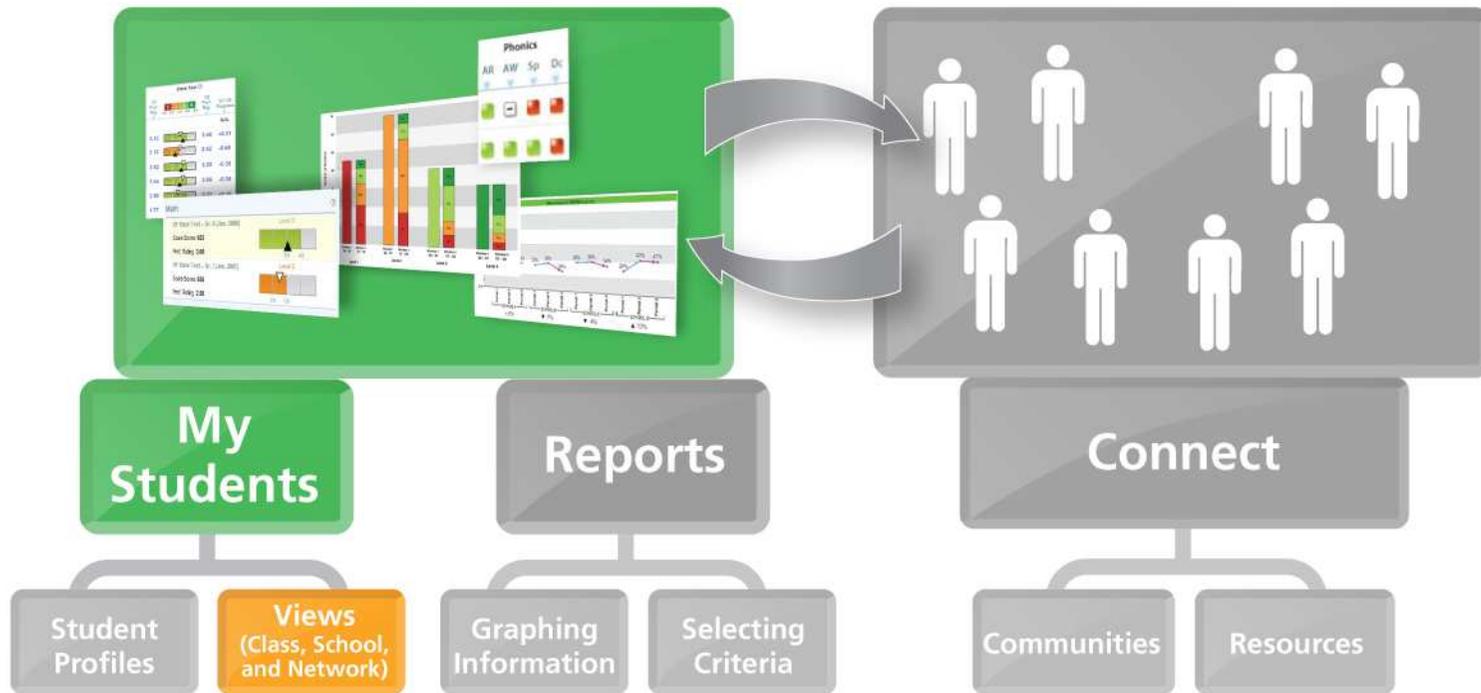
| | | |
|----------------|----|----------------|
| Math A Regents | 82 | 2006-07 Term 1 |
| Math RCT | | |
| Math B Regents | | |

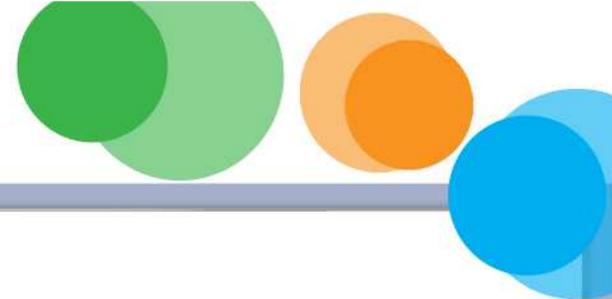
NY State Test Grade 8:

14

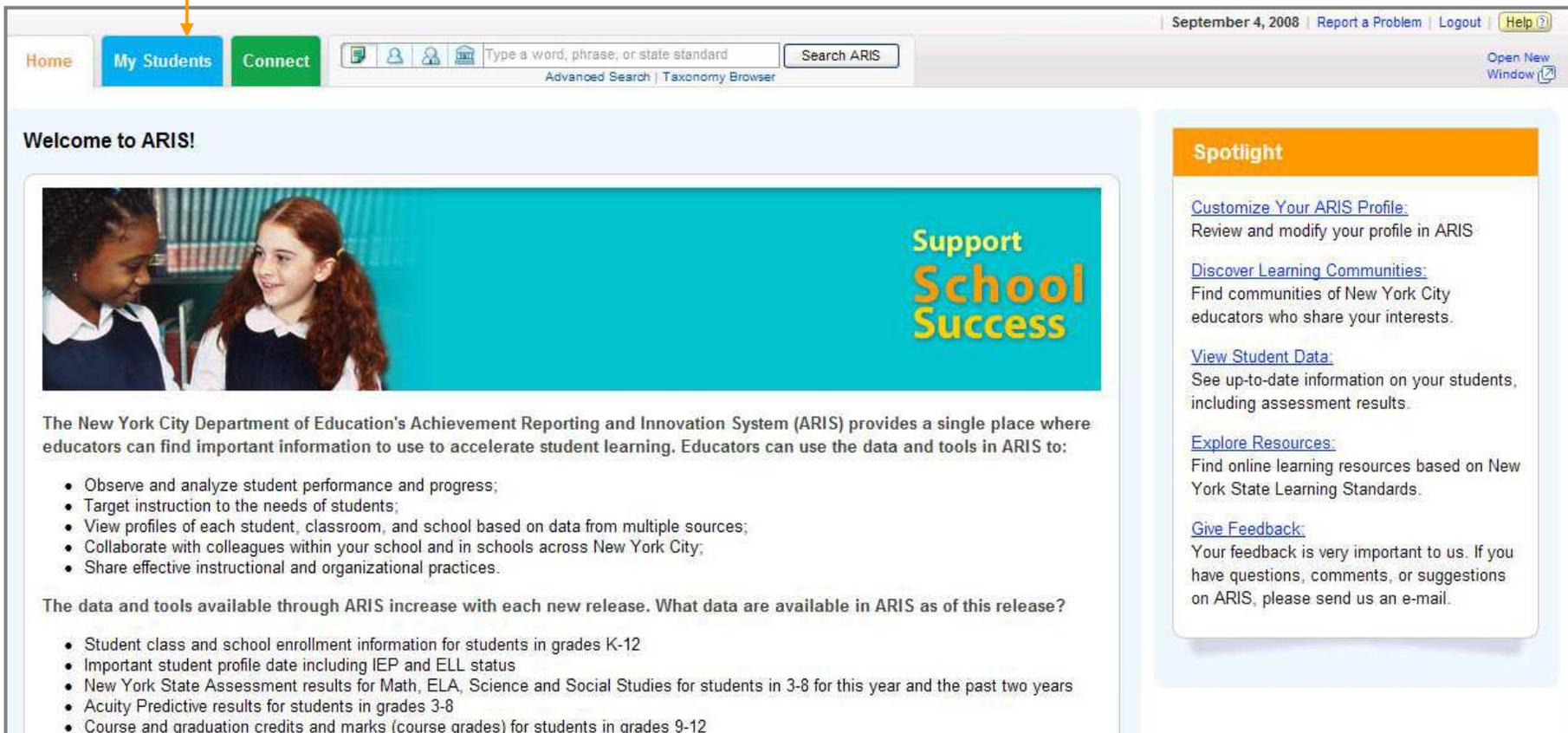


Achievement, Reporting, and Innovation System





My Students

The screenshot shows the ARIS website interface. At the top, there is a navigation bar with buttons for 'Home', 'My Students', and 'Connect'. A search bar is located to the right of these buttons, with the text 'Type a word, phrase, or state standard' and a 'Search ARIS' button. Below the navigation bar, the main content area is titled 'Welcome to ARIS!'. On the left, there is a banner image of two young girls talking, with the text 'Support School Success' overlaid. To the right of the banner, there is a 'Spotlight' section with several links and descriptions. At the bottom of the main content area, there is a paragraph of text followed by a bulleted list of features and data available in ARIS.

September 4, 2008 | Report a Problem | Logout | Help

Home My Students Connect

Type a word, phrase, or state standard Search ARIS

Advanced Search | Taxonomy Browser

Open New Window

Welcome to ARIS!



Support School Success

The New York City Department of Education's Achievement Reporting and Innovation System (ARIS) provides a single place where educators can find important information to use to accelerate student learning. Educators can use the data and tools in ARIS to:

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- Target instruction to the needs of students;
- View profiles of each student, classroom, and school based on data from multiple sources;
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The data and tools available through ARIS increase with each new release. What data are available in ARIS as of this release?

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- Important student profile data including IEP and ELL status
- New York State Assessment results for Math, ELA, Science and Social Studies for students in 3-8 for this year and the past two years
- Acuity Predictive results for students in grades 3-8
- Course and graduation credits and marks (course grades) for students in grades 9-12

Spotlight

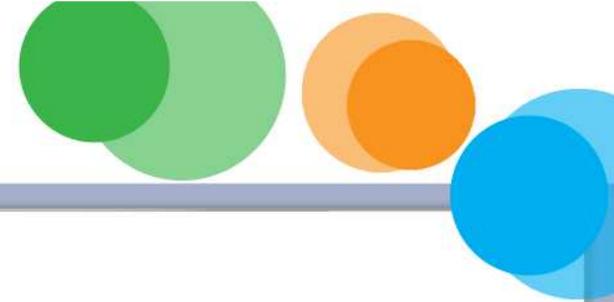
[Customize Your ARIS Profile:](#)
Review and modify your profile in ARIS

[Discover Learning Communities:](#)
Find communities of New York City educators who share your interests.

[View Student Data:](#)
See up-to-date information on your students, including assessment results.

[Explore Resources:](#)
Find online learning resources based on New York State Learning Standards.

[Give Feedback:](#)
Your feedback is very important to us. If you have questions, comments, or suggestions on ARIS, please send us an e-mail.





Home
My Students

School

Staff

Grade

Subject

D. Gutierrez's Classes & Groups

H3 - 02 - Global 10 Term

H3 - 03 - Global 10 Term

H3 - 04 - Global 10 Term

H511m - 01 - Us History 1

My Classes & Groups

Grp: 11th grade students

Grp: Amar's Group

Grp: ELLs

Grp: High Performers

Grp: Students w/IEP

Grp: a1

Grp: derek advisory

Grp: not on track to grad

Views

HS Grad. Req.

3-8 ELA

3-8 Math

Filters

All Students

Current ELLs

Former ELLs

IEP

Section 504 Plan

Repeating Grade

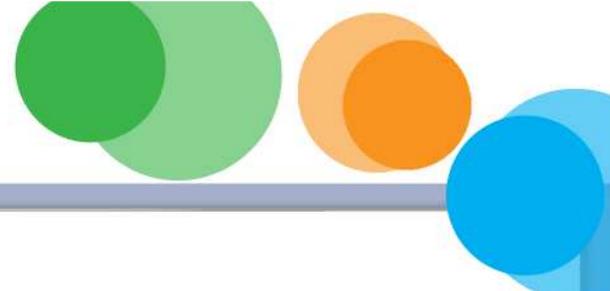
Over Age

HS Graduation Requirements

School: **Karl Grell School (4)** Class

Name

- Coleman, Brian (E)
- Maldonado, Jaime (F-ELL) (E)
- Skinner, Derrick (E)
- Bruce, Francisco
- Castillo, Leah (E)
- Chandler, Gustavo (ELL)
- Chase, Wallace (F-ELL)
- Christensen, Edith (F-ELL)
- Dunn, Lauren (ELL)
- Gardner, Gwendolyn
- Harper, Kathleen
- Hart, Wesley (F-ELL)
- Howard, Darla (ELL)
- McDonald, Marlon
- McGee, Kimberly (F-ELL)
- Montgomery, Mae (ELL)
- O'Brien, Vincent (ELL)
- Richards, Tanya
- Riley, Antonia (F-ELL)



Current As of Date

Legend

Disability Information Current as of 10/24.

- IEP Current IEP
- DC Decertified IEP

ELL Status Current as of 10/24.

-  English Language Learner
-  Long-term ELL
-  Former ELL (now proficient)
-  Possible ELL – eligible to take LAB-R
-  Indicates a long-term ELL (used in conjunction with other ELL icons)

Promotion Status Current as of 10/24.

-  Currently Repeating Grade
-  Grade Level is behind Cohort Year

RCTs (best result) Current as of 10/26.

-  Passed
-  Failed
-  English: Passed Reading/Failed Writing

Students with disabilities may be eligible to qualify for local diploma by passing RCTs (Regents Competency Tests) in lieu of passing some or all Regents exams. To qualify in English, a student must pass both the Reading RCT (shown first) and the Writing RCT (shown second).

Regents Examinations (best score is shown) Current as of 10/26.

- 0-54 No credit
- 55-64 May qualify for local degree credit
- 65-84 Regents credit
- 85-100 Regents credit / Mastery

For a Regents diploma, student must pass Regents exams in English, Math A or Algebra, Global History, U.S. History, and Science.

A local diploma requires the same five tests as a Regents diploma, but scores of 55 in some exams are sufficient. The precise requirements depend upon a student's cohort year.

- 2008: No local diploma option for students without disabilities
- 2007: 65 or higher in 4 of 5 exams
- 2006: 65 or higher in 3 of 5 exams
- 2005: 65 or higher in 2 of 5 exams
- 2004 and earlier: 55 is sufficient for all 5 exams.

Component Rerests Current as of 10/26.

- <55 Score range below 55
- 55+ Score range 55-64
- 65+ Score range 65 and above

For an Advanced Regents diploma, student must also pass Regents exams in:

- EITHER Math B OR both Geometry and Algebra II / Trigonometry
- a second science (one must be a life science and the other a physical science)
- a foreign language (except for students completing an approved 10 credit sequence in the arts)

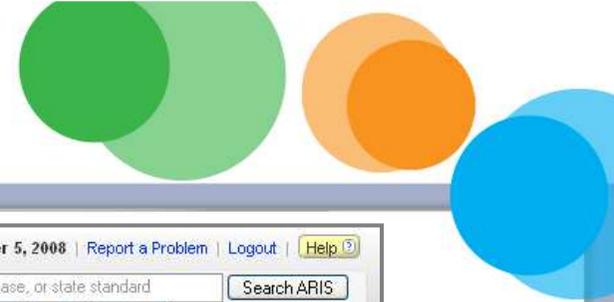
Credits Current as of 10/21.

The number shown at the top of each column is the number of credits required in that subject for a Regents or local diploma.

To qualify for an Advanced Regents diploma, a student must complete an additional 4 credits (5 total) in foreign language, or an approved 10 credit sequence in the arts (in which case a foreign language Regents exam is not required)

Bad or Missing Data

- ! An exclamation point indicates a data error in a source system such as ATS.
- A dash indicates that the column is non-applicable to the student, such as prior-year attendance for a student who is new to the NYC school system. If a student has taken only one of the two RCTs in English (Reading and Writing), then a dash is shown for the test not taken.
- A blank column indicates that there is no data to display, such as for a student who did not take an assessment.



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HS Graduation Requirements

School: **Karl Grell School (4)** Class: **H3 - 02 - Global 10 Term 1** Teacher: **Douglas Gutierrez** Filter: **All Students**

| Name | Cohort Dr. | Year | Total Credits (44) | English | | Social Studies | | Math | | Science | | For.Lg. | | Art & Music | PE & Hlth | Other |
|---|------------|------|--------------------|---------|-------------|----------------|------------------|---------|-----------------|---------|-----------------------------|---------|------|-------------|-----------|-------|
| | | | | Cr. (8) | Reg. / RCTs | Cr. (8) | Gl. H&G U.S. H&G | Cr. (6) | Math A or RCT B | Cr. (6) | Liv. Env. or Phys. RCT Set. | Cr. (2) | Reg. | | | |
| <input type="checkbox"/> Coleman, Brian | 9 | 2007 | 7.2 | 0 | 2 | | | 2 | 65 | 2 | 56 | | | 1+ | 0 | |
| <input type="checkbox"/> Maldonado, Jaime | 9 | 2005 | 3.6 | 0 | 0 | | | 0 | | 0 | 66 | 0 | | 3+ | 0 | |
| <input type="checkbox"/> Skinner, Derrick | 9 | 2007 | 3.2 | 0 | 2 | | | 0 | 65 | 0 | | | 0 | 1+ | 0 | |
| <input type="checkbox"/> Bruce, Francisco | 10 | 2007 | 11.5 | 4 | 2 | | | 3+ | 59 | 2 | 55 | | | 0 | 0 | |
| <input type="checkbox"/> Castillo, Leah | 10 | 2006 | 15.34 | 2 | 2 | 68 | | 4 | 67 30 | 2 | 71 61 | 0 | 3 | 2+ | 0 | |
| <input type="checkbox"/> Chandler, Gustavo | 10 | 2007 | 11.2 | 4 | 2 | | | 2 | 55 | 2 | 38 | | | 1+ | 0 | |
| <input type="checkbox"/> Chase, Wallace | 10 | | 6 | | | | | 2 | 84 | 2 | 78 | 2 | | | | |
| <input type="checkbox"/> Christensen, Edith | 10 | 2007 | 12.5 | 4 | 2 | | | 3+ | 59 | 2 | 68 | | 1 | 0 | 0 | |
| <input type="checkbox"/> Dunn, Lauren | 10 | 2007 | 12.7 | 4 | 2 | | | 3+ | 73 | 2 | 54 | | | 1+ | 0 | |
| <input type="checkbox"/> Gardner, Gwendolyn | 10 | 2007 | 16.7 | 4 | 2 | | | 3+ | 83 | 4 | 81 74 | 2 | | 1+ | 0 | |
| <input type="checkbox"/> Harper, Kathleen | 10 | 2007 | 12.7 | 4 | 2 | | | 3+ | 77 | 2 | 65 | | | 1+ | 0 | |
| <input type="checkbox"/> Hart, Wesley | 10 | 2005 | 22.7 | 5 | 6 | | | 4+ | 76 | 4 | 79 | 2 | | 1+ | 0 | |
| <input type="checkbox"/> Howard, Darla | 10 | | | | | | | | | | | | | | | |
| <input type="checkbox"/> McDonald, Marlon | 10 | 2007 | 10.58 | 4 | 2 | | | 2 | 71 | 2 | 71 | | | 0+ | 0 | |
| <input type="checkbox"/> McGee, Kimberly | 10 | 2007 | 12.7 | 4 | 2 | | | 3+ | 76 | 2 | 71 | | | 1+ | 0 | |
| <input type="checkbox"/> Montgomery, Mae | 10 | 2007 | 12.7 | 4 | 2 | | | 3+ | 55 | 2 | 48 | | | 1+ | 0 | |
| <input type="checkbox"/> Obrien, Vincent | 10 | 2007 | 12.7 | 4 | 2 | | | 3+ | 54 | 2 | 53 | 77 | | 1+ | 0 | |
| <input type="checkbox"/> Richards, Tanya | 10 | 2007 | 12.7 | 4 | 2 | | | 3+ | 72 | 2 | 75 | | | 1+ | 0 | |
| <input type="checkbox"/> Riley, Antonia | 10 | 2007 | 12.7 | 4 | 2 | | | 3+ | 71 | 2 | 73 | | | 1+ | 0 | |

Class Views

High School Graduation Requirements



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School

Staff
Grade
Subject

HS Graduation Requirements

School: **Karl Grell School** Class: **Class 403** Teacher: **Unknown** Filter: **All Students**

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| Name | Cohort Gr. | Year | Total Credits (44) | English | | | Social Studies | | | Math | | | Science | | | For.Lg. | | | Art & Music (2) | PE & Hth (5) | Other |
|---|------------|------|--------------------|---------|-----------|---------|----------------|----------|---------|---------------|--------|---------|-------------|------------|---------|---------|----|----|-----------------|--------------|-------|
| | | | | Cr. (8) | Reg. RCTs | Cr. (8) | Gl. H&G | U.S. H&G | Cr. (6) | Math A or RCT | Math B | Cr. (6) | Env. or RCT | Phys. Set. | Cr. (2) | Reg. | | | | | |
| <input type="checkbox"/> Allen, Scott (FBU) | 12 | 2005 | 38 | 6 | 68 | 6 | 56 | 72 | 6+ | 72 | 6 | 74 | 56 | 6 | 91 | 2 | 5+ | 0 | | | |
| <input type="checkbox"/> Anderson, Levi (FBU) | 12 | 2005 | 37.6 | 6 | 89 | 6 | 87 | 97 | 6 | 77 | 63 | 6 | 85 | 83 | 6 | 99 | 2 | 5+ | 0 | | |
| <input type="checkbox"/> Becker, Kelli | 12 | 2005 | 37.6 | 6 | 71 | 6 | 65 | 65 | 6 | 78 | 58 | 6 | 67 | 64 | 6 | 80 | 2 | 5+ | 0 | | |
| <input type="checkbox"/> Boone, Angelica | 12 | 2005 | 39 | 6 | 79 | 6 | 66 | 77 | 6+ | 74 | 56 | 6 | 78 | 59 | 6 | 91 | 3 | 5+ | 0 | | |
| <input type="checkbox"/> Cain, Claire | 12 | 2005 | 36 | 6 | 88 | 6 | 76 | 67 | 6+ | 83 | 36 | 4 | 72 | | 6 | 56 | 2 | 5+ | 0 | | |
| <input type="checkbox"/> Cain, Sheila | 12 | 2005 | 37.6 | 6 | 79 | 6 | 45 | 69 | 6 | 69 | 44 | 6 | 69 | 62 | 6 | 51 | 2 | 5+ | 0 | | |
| <input type="checkbox"/> Clay, Leigh (FBU) | 12 | 2005 | 37.6 | 6 | 85 | 6 | 90 | 92 | 6 | 81 | 70 | 6 | 80 | 73 | 6 | 83 | 2 | 5+ | 0 | | |
| <input type="checkbox"/> Cohen, Pamela | 12 | 2005 | 43.2 | 6 | 84 | 6 | 75 | 90 | 8 | 87 | 70 | 8 | 78 | 81 | 6 | 82 | 3 | 6+ | 0 | | |
| <input type="checkbox"/> Cortez, Doris | 12 | 2005 | 40 | 6 | 95 | 6 | 66 | 82 | 6+ | 75 | 48 | 6 | 86 | | 6 | 75 | 4 | 5+ | 0 | | |
| <input type="checkbox"/> Estrada, Belinda | 12 | 2005 | 37.6 | 6 | 60 | 5 | 38 | 69 | 9+ | 71 | | 4 | | | 0 | 6 | 5+ | 2 | | | |
| <input type="checkbox"/> Flynn, Al (FBU) | 12 | 2005 | 36 | 6 | 76 | 6 | 78 | 86 | 6+ | 79 | 51 | 4 | 81 | 75 | 6 | 98 | 2 | 5+ | 0 | | |
| <input type="checkbox"/> Greene, Lila (FBU) | 12 | 2005 | 27.8 | 4 | 62 | 6 | 46 | 59 | 6+ | 74 | 25 | 2 | | | 5 | | 0 | 4+ | 0 | | |
| <input type="checkbox"/> Hogan, Woodrow (FBU) | 12 | 2003 | 31.6 | 6 | 59 | 5 | 57 | 65 | 4 | 56 | | 4 | | | 5 | | 2 | 5+ | 0 | | |
| <input type="checkbox"/> Holland, Stella | 12 | 2005 | 35 | 6 | 68 | 7 | 66 | 55 | 6+ | 58 | | 6 | | 43 | 5 | | 0 | 4+ | 0 | | |
| <input type="checkbox"/> Horton, Jaime (FBU) | 12 | 2005 | 33 | 6 | 70 | 6 | 49 | 58 | 7+ | 67 | 24 | 6 | 48 | 52 | 3 | | 0 | 4+ | 0 | | |
| <input type="checkbox"/> Huffman, Rachael (FBU) | 12 | 2005 | 40.4 | 6 | 88 | 6 | 88 | 87 | 6 | 84 | 67 | 8 | | 83 | 6 | 87 | 4 | 4+ | 0 | | |

Opening HS-Grad-Rqmnts_Class_403_20081118.xls

You have chosen to open

HS-Grad-Rqmnts_Class_403_20081118.xls
which is a: Microsoft Excel Worksheet
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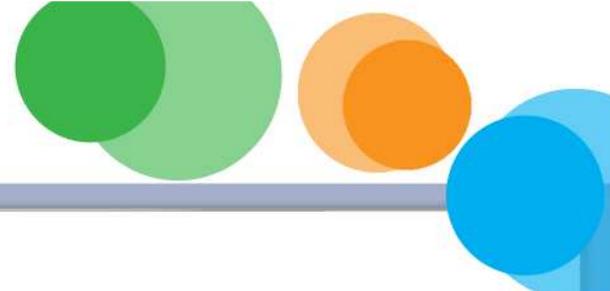
What should Firefox do with this file?

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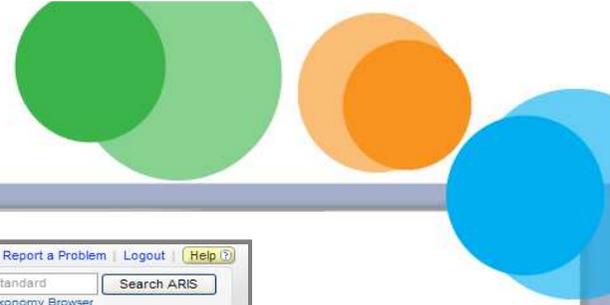
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| | A | B | C | D | E | F | G | H | I | J | K | L | M | N | O | P | Q | R |
|----|-------------------|---------|-----------|------------|--------------|------------|-------|-----------|------|-----------|-----------|-----------|-----|-------------|-------------|--------------|------------|------------|
| 1 | School Name | DBN | Class | Staff Name | Student N | Student ID | ELL? | Long-Term | IEP? | 504 Plan? | Held Back | Over Age? | Gr. | Cohort Year | Cohort Year | Total Credit | English: C | English Re |
| 2 | Karl Grell School | OMHNLJM | Class 403 | Unknown | Allen, Sco | 590066006 | F-ELL | | | | | Y | 12 | 2005 | | 38 | 6 | 68 |
| 3 | Karl Grell School | OMHNLJM | Class 403 | Unknown | Anderson, S | 593683940 | F-ELL | | | | | | 12 | 2005 | | 37.6 | 6 | 89 |
| 4 | Karl Grell School | OMHNLJM | Class 403 | Unknown | Becker, Ke | 542831252 | | | | | | | 12 | 2005 | | 37.6 | 6 | 71 |
| 5 | Karl Grell School | OMHNLJM | Class 403 | Unknown | Boone, An | 509801610 | | | | | | | 12 | 2005 | | 39 | 6 | 79 |
| 6 | Karl Grell School | OMHNLJM | Class 403 | Unknown | Cain, Clair | 591802329 | | | | | | | 12 | 2005 | | 36 | 6 | 88 |
| 7 | Karl Grell School | OMHNLJM | Class 403 | Unknown | Cain, Shei | 590738004 | | | | | Y | | 12 | 2005 | | 37.6 | 6 | 79 |
| 8 | Karl Grell School | OMHNLJM | Class 403 | Unknown | Clay, Leig | 507928465 | F-ELL | | | | | | 12 | 2005 | | 37.6 | 6 | 85 |
| 9 | Karl Grell School | OMHNLJM | Class 403 | Unknown | Cohen, Pa | 507527190 | | | | | | | 12 | 2005 | | 43.2 | 6 | 84 |
| 10 | Karl Grell School | OMHNLJM | Class 403 | Unknown | Cortez, Do | 508260055 | | | | | | | 12 | 2005 | | 40 | 6 | 95 |
| 11 | Karl Grell School | OMHNLJM | Class 403 | Unknown | Estrada, B | 591613980 | | | | | | Y | 12 | 2005 | | 37.6 | 6 | 60 |
| 12 | Karl Grell School | OMHNLJM | Class 403 | Unknown | Flynn, Al | 542526679 | F-ELL | | | | | | 12 | 2005 | | 36 | 6 | 76 |
| 13 | Karl Grell School | OMHNLJM | Class 403 | Unknown | Greene, Li | 507316841 | F-ELL | | | | | | 12 | 2005 | | 27.8 | 4 | 62 |
| 14 | Karl Grell School | OMHNLJM | Class 403 | Unknown | Hogan, Wv | 596202713 | F-ELL | | | | Y | Y | 12 | 2003 | Y | 31.6 | 6 | 59 |
| 15 | Karl Grell School | OMHNLJM | Class 403 | Unknown | Holland, S | 507460789 | | | | | | | 12 | 2005 | | 35 | 6 | 88 |
| 16 | Karl Grell School | OMHNLJM | Class 403 | Unknown | Horton, Jar | 509488862 | F-ELL | | | | | | 12 | 2005 | | 33 | 6 | 70 |
| 17 | Karl Grell School | OMHNLJM | Class 403 | Unknown | Huffman, F | 502130213 | F-ELL | | | | | | 12 | 2005 | | 40.4 | 6 | 88 |
| 18 | Karl Grell School | OMHNLJM | Class 403 | Unknown | Lewis, Bry | 591093745 | | | | | | | 12 | 2005 | | 38 | 6 | 70 |
| 19 | Karl Grell School | OMHNLJM | Class 403 | Unknown | Mathis, Rc | 590967743 | F-ELL | | | | Y | Y | 12 | 2004 | Y | 37.4 | 7 | 55 |
| 20 | Karl Grell School | OMHNLJM | Class 403 | Unknown | Meyer, Ele | 507009976 | | | | | | | 12 | 2005 | | 38 | 6 | 85 |
| 21 | Karl Grell School | OMHNLJM | Class 403 | Unknown | Neal, Jaco | 507134094 | | | | | | | 12 | 2005 | | 29 | 6 | 65 |
| 22 | Karl Grell School | OMHNLJM | Class 403 | Unknown | Neal, Jord | 541315834 | | | IEP | | Y | Y | 12 | 2003 | Y | 45.4 | 7 | 59 |
| 23 | Karl Grell School | OMHNLJM | Class 403 | Unknown | Oneal, Pet | 508711869 | F-ELL | | | | | | 12 | 2005 | | 31.8 | 6 | |
| 24 | Karl Grell School | OMHNLJM | Class 403 | Unknown | Patton, Lir | 507638791 | F-ELL | | | | | | 12 | 2005 | | 30 | 6 | 85 |
| 25 | Karl Grell School | OMHNLJM | Class 403 | Unknown | Pitts, Vict | 507527042 | F-ELL | | | | | | 12 | 2005 | | 36 | 6 | 76 |
| 26 | Karl Grell School | OMHNLJM | Class 403 | Unknown | Pratt, Briar | 508618123 | F-ELL | | | | | | 12 | 2005 | | 37.6 | 6 | 84 |
| 27 | Karl Grell School | OMHNLJM | Class 403 | Unknown | Schmidt, C | 590047339 | ELL | Y | IEP | | | | 12 | 2005 | | 38.6 | 11 | 65 |
| 28 | | | | | | | | | | | | | | | | | | |



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HS Graduation Requirements

School: Karl Grell School (4) Class: Class 403 Teacher: Unknown Filter: All Students

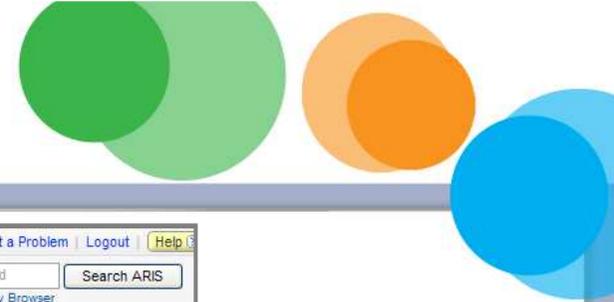
| Name | Gr. | Cohort Year | Total Credits (44) | English | | | Social Studies | | | Math | | Science | | For.Lg. | | Art & Music (2) | PE & H&G (5) | Other | |
|---|-----|-------------|--------------------|---------|------|------|----------------|--------|----------|------|-------------|---------|--------------------|---------|------|-----------------|--------------|-------|---|
| | | | | Cr. | Reg. | RCTs | Cr. | GI H&G | U.S. H&G | Cr. | Math A or B | Cr. | Env. or Phys. Set. | Cr. | Reg. | | | | |
| <input type="checkbox"/> Allen, Scott | | 12 2005 | 38 | 6 | 68 | 6 | 56 | 72 | 6+ | 72 | 6 | 74 | 56 | 6 | 91 | 2 | 5+ | 0 | |
| <input type="checkbox"/> Anderson, Levi | | 12 2005 | 37.6 | 6 | 89 | 6 | 87 | 97 | 6 | 77 | 63 | 6 | 85 | 83 | 6 | 99 | 2 | 5+ | 0 |
| <input type="checkbox"/> Becker, Kelli | | 12 2005 | 37.6 | 6 | 71 | 6 | 65 | 65 | 6 | 78 | 58 | 6 | 67 | 64 | 6 | 80 | 2 | 5+ | 0 |
| <input type="checkbox"/> Boone, Angelica | | 12 2005 | 39 | 6 | 79 | 6 | 66 | 77 | 6+ | 74 | 56 | 6 | 78 | 59 | 6 | 91 | 3 | 5+ | 0 |
| <input type="checkbox"/> Cain, Claire | | 12 2005 | 36 | 6 | 88 | 6 | 76 | 67 | 6+ | 83 | 36 | 4 | 72 | | 6 | 56 | 2 | 5+ | 0 |
| <input type="checkbox"/> Cain, Sheila | | 12 2005 | 37.6 | 6 | 79 | 6 | 45 | 69 | 6 | 69 | 44 | 6 | 69 | 62 | 6 | 51 | 2 | 5+ | 0 |
| <input type="checkbox"/> Clay, Leigh | | 12 2005 | 37.6 | 6 | 85 | 6 | 90 | 92 | 6 | 81 | 70 | 6 | 80 | 73 | 6 | 83 | 2 | 5+ | 0 |
| <input type="checkbox"/> Cohen, Pamela | | 12 2005 | 43.2 | 6 | 84 | 6 | 75 | 90 | 8 | 87 | 70 | 8 | 78 | 81 | 6 | 82 | 3 | 6+ | 0 |
| <input type="checkbox"/> Cortez, Doris | | 12 2005 | 40 | 6 | 95 | 6 | 66 | 82 | 6+ | 75 | 48 | 6 | 86 | | 6 | 75 | 4 | 5+ | 0 |
| <input type="checkbox"/> Estrada, Belinda | | 12 2005 | 37.6 | 6 | 60 | 5 | 38 | 69 | 9+ | 71 | | 4 | | | 0 | 6 | 5+ | 2 | |
| <input type="checkbox"/> Flynn, Al | | 12 2005 | 36 | 6 | 76 | 6 | 78 | 86 | 6+ | 79 | 51 | 4 | 81 | 75 | 6 | 98 | 2 | 5+ | 0 |
| <input type="checkbox"/> Greene, Lila | | 12 2005 | 27.8 | 4 | 62 | 6 | 46 | 59 | 6+ | 74 | 25 | 2 | | | 5 | 0 | 4+ | 0 | |
| <input type="checkbox"/> Hogan, Woodrow | | 12 2003 | 31.6 | 6 | 59 | 5 | 57 | 65 | 4 | 56 | | 4 | | | 5 | 2 | 5+ | 0 | |
| <input type="checkbox"/> Holland, Stella | | 12 2005 | 35 | 6 | 68 | 7 | 66 | 55 | 6+ | 58 | | 6 | 43 | | 5 | 0 | 4+ | 0 | |
| <input type="checkbox"/> Horton, Jaime | | 12 2005 | 33 | 6 | 70 | 6 | 49 | 58 | 7+ | 67 | 24 | 6 | 48 | 52 | 3 | 0 | 4+ | 0 | |
| <input type="checkbox"/> Huffman, Rachael | | 12 2005 | 40.4 | 6 | 88 | 6 | 88 | 87 | 6 | 84 | 67 | 8 | 83 | | 6 | 87 | 4 | 4+ | 0 |
| <input type="checkbox"/> Lewis, Bryant | | 12 2005 | 38 | 6 | 70 | 6 | 57 | 61 | 7+ | 65 | | 6 | 48 | 36 | 6 | 2 | 4+ | 0 | |
| <input type="checkbox"/> Mathis, Rosa | | 12 2004 | 37.4 | 7 | 55 | 5 | 36 | 36 | 6+ | 59 | | 5 | 48 | | 6 | 73 | 3 | 5+ | 0 |
| <input type="checkbox"/> Meyer, Eleanor | | 12 2005 | 38 | 6 | 85 | 6 | 85 | 89 | 6+ | 75 | 30 | 6 | 84 | 66 | 6 | 81 | 2 | 5+ | 0 |
| <input type="checkbox"/> Neal, Jacob | | 12 2005 | 29 | 6 | 65 | 5 | 67 | 83 | 5 | 75 | | 4 | 70 | 69 | 3 | 1 | 5 | 0 | |
| <input type="checkbox"/> Neal, Jordan | | 12 2003 | 45.4 | 7 | 59 | 5 | 66 | | 6 | 65 | | 8 | 56 | | 4 | 7 | 6+ | 2 | |
| <input type="checkbox"/> Oneal, Pete | | 12 2005 | 31.8 | 6 | | 6 | 44 | 56 | 5+ | 76 | | 6 | 59 | | 4 | | 4+ | 0 | |
| <input type="checkbox"/> Patton, Lindsey | | 12 2005 | 30 | 6 | 85 | 6 | 73 | 69 | 5+ | 67 | | 4 | 69 | 55 | 3 | 92 | 2 | 3+ | 0 |
| <input type="checkbox"/> Pitts, Victoria | | 12 2005 | 36 | 6 | 76 | 6 | 59 | 76 | 6+ | 70 | 56 | 5 | 65 | 63 | 5 | 2 | 5+ | 0 | |
| <input type="checkbox"/> Pratt, Brian | | 12 2005 | 37.6 | 6 | 84 | 6 | 86 | 92 | 6 | 74 | 62 | 6 | 83 | 77 | 6 | 96 | 2 | 5+ | 0 |
| <input type="checkbox"/> Schmidt, Glenda | | 12 2005 | 38.6 | 11 | 65 | 6 | 56 | 65 | 6+ | 65 | | 6 | 53 | 45 | 2 | 2 | 5+ | 0 | |

Select: All | None

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All Students

Former ELLs



Sorting Arrows

Credits

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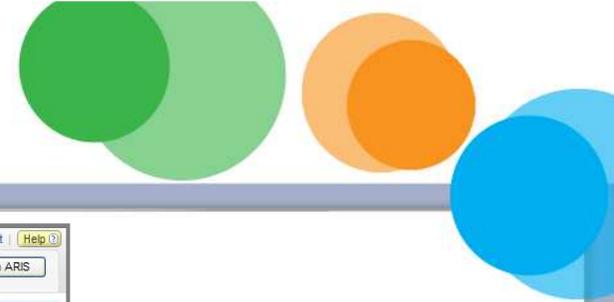
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HS Graduation Requirements

School: Karl Grell School (4) Class: Class 403 Teacher: Unknown Filter: All Students

| Name | Gr. | Cohort Year | Total Credits (44) | English | | Social Studies | | Math | | Science | | For.Lg. | | Art & Music | PE & Hlth | Other |
|--|-----|-------------|--------------------|---------|-----------|----------------|---------|----------|---------|------------|---------|-----------------------------|---------|-------------|-----------|-------|
| | | | | Cr. (8) | Reg./RCTs | Cr. (8) | Gl. H&G | U.S. H&G | Cr. (8) | A or RCT B | Cr. (8) | Liv. Env. or Phys. Set. (2) | Cr. (2) | | | |
| <input type="checkbox"/> Neal, Jordan <small>IEP</small> | | 12 2003 | 45.4 | 7 | 59 | 5 | 66 | 6 | 65 | 8 | 56 | 4 | 7 | 6+ | 2 | |
| <input type="checkbox"/> Cohen, Pamela | | 12 2005 | 43.2 | 6 | 84 | 6 | 75 90 | 8 | 87 70 | 8 | 78 81 | 6 | 82 | 3 | 6+ | 0 |
| <input type="checkbox"/> Huffman, Rachael <small>ELL</small> | | 12 2005 | 40.4 | 6 | 88 | 6 | 88 87 | 6 | 84 67 | 8 | 83 | 6 | 87 | 4 | 4+ | 0 |
| <input type="checkbox"/> Cortez, Doris | | 12 2005 | 40 | 6 | 95 | 6 | 66 82 | 6+ | 75 48 | 6 | 86 | 6 | 75 | 4 | 5+ | 0 |
| <input type="checkbox"/> Boone, Angelica | | 12 2005 | 39 | 6 | 79 | 6 | 66 77 | 6+ | 74 56 | 6 | 78 59 | 6 | 91 | 3 | 5+ | 0 |
| <input type="checkbox"/> Schmidt, Glenda <small>IEP</small> | | 12 2005 | 38.6 | 11 | 65 | 6 | 56 65 | 6+ | 65 | 6 | 53 45 | 2 | 2 | 5+ | 0 | |
| <input type="checkbox"/> Allen, Scott <small>ELL</small> | | 12 2005 | 38 | 6 | 68 | 6 | 56 72 | 6+ | 72 | 6 | 74 56 | 6 | 91 | 2 | 5+ | 0 |
| <input type="checkbox"/> Lewis, Bryant | | 12 2005 | 38 | 6 | 70 | 6 | 57 61 | 7+ | 65 | 6 | 48 36 | 6 | 2 | 4+ | 0 | |
| <input type="checkbox"/> Meyer, Eleanor | | 12 2005 | 38 | 6 | 85 | 6 | 85 89 | 6+ | 75 30 | 6 | 84 66 | 6 | 81 | 2 | 5+ | 0 |
| <input type="checkbox"/> Anderson, Levi <small>ELL</small> | | 12 2005 | 37.6 | 6 | 89 | 6 | 87 97 | 6 | 77 63 | 6 | 85 83 | 6 | 99 | 2 | 5+ | 0 |
| <input type="checkbox"/> Becker, Kelli | | 12 2005 | 37.6 | 6 | 71 | 6 | 65 65 | 6 | 78 58 | 6 | 67 64 | 6 | 80 | 2 | 5+ | 0 |
| <input type="checkbox"/> Cain, Sheila | | 12 2005 | 37.6 | 6 | 79 | 6 | 45 69 | 6 | 69 44 | 6 | 69 62 | 6 | 51 | 2 | 5+ | 0 |
| <input type="checkbox"/> Clay, Leigh <small>ELL</small> | | 12 2005 | 37.6 | 6 | 85 | 6 | 90 92 | 6 | 81 70 | 6 | 80 73 | 6 | 83 | 2 | 5+ | 0 |
| <input type="checkbox"/> Estrada, Belinda | | 12 2005 | 37.6 | 6 | 60 | 5 | 38 69 | 9+ | 71 | 4 | | 0 | 6 | 5+ | 2 | |
| <input type="checkbox"/> Pratt, Brian <small>ELL</small> | | 12 2005 | 37.6 | 6 | 84 | 6 | 86 92 | 6 | 74 62 | 6 | 83 77 | 6 | 96 | 2 | 5+ | 0 |
| <input type="checkbox"/> Mathis, Rosa <small>ELL</small> | | 12 2004 | 37.4 | 7 | 55 | 5 | 36 36 | 6+ | 58 | 5 | 48 | 6 | 73 | 3 | 5+ | 0 |
| <input type="checkbox"/> Cain, Claire | | 12 2005 | 36 | 6 | 88 | 6 | 76 67 | 6+ | 83 36 | 4 | 72 | 6 | 56 | 2 | 5+ | 0 |
| <input type="checkbox"/> Flynn, Al <small>ELL</small> | | 12 2005 | 36 | 6 | 76 | 6 | 78 86 | 6+ | 79 51 | 4 | 81 75 | 6 | 98 | 2 | 5+ | 0 |
| <input type="checkbox"/> Pitts, Victoria <small>ELL</small> | | 12 2005 | 36 | 6 | 76 | 6 | 59 76 | 6+ | 70 56 | 5 | 65 63 | 5 | 2 | 5+ | 0 | |
| <input type="checkbox"/> Holland, Stella | | 12 2005 | 35 | 6 | 68 | 7 | 66 55 | 6+ | 58 | 6 | 43 | 5 | 0 | 4+ | 0 | |
| <input type="checkbox"/> Horton, Jaime <small>ELL</small> | | 12 2005 | 33 | 6 | 70 | 6 | 49 58 | 7+ | 67 24 | 6 | 48 52 | 3 | 0 | 4+ | 0 | |
| <input type="checkbox"/> Oneal, Pete <small>ELL</small> | | 12 2005 | 31.8 | 6 | | 6 | 44 56 | 5+ | 76 | 6 | 59 | 4 | | 4+ | 0 | |

Create A Student Group



Pauline Kramer | November 10, 2008 | Report a Problem | Logout | Help

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Advanced Search | Taxonomy Browser

Jump to Legend Print Export

HS Graduation Requirements

School: Karl Grell School (4) Class: Class 403 Teacher: Unknown Filter: All Students

| Name | Gr. | Cohort Year | Total Credits (44) | English | | Social Studies | | Math | | Science | | For.Lg. | | Art & Music | PE & Hlth | Other | | | |
|---|-----|-------------|--------------------|---------|-----------|----------------|----------|---------|---------------|---------|--------------------|---------|------|-------------|-----------|-------|----|----|---|
| | | | | Cr. (8) | Reg./RCTs | Cr. (8) | U.S. H&G | Cr. (8) | Math A or RCT | Cr. (8) | Env. or Phys. Set. | Cr. (2) | Reg. | | | | | | |
| <input type="checkbox"/> Allen, Scott | | 12 2005 | 38 | 6 | 68 | 6 | 56 | 72 | 6+ | 74 | 56 | 6 | 91 | 2 | 5+ | 0 | | | |
| <input type="checkbox"/> Anderson, Levi | | 12 2005 | 37.6 | 6 | 89 | 6 | 87 | 97 | 6 | 77 | 63 | 6 | 85 | 83 | 6 | 99 | 2 | 5+ | 0 |
| <input type="checkbox"/> Becker, Kelli | | 12 2005 | 37.6 | 6 | 71 | 6 | 65 | 65 | 6 | 78 | 58 | 6 | 67 | 64 | 6 | 80 | 2 | 5+ | 0 |
| <input type="checkbox"/> Boone, Angelica | | 12 2005 | 39 | 6 | 79 | 6 | 66 | 77 | 6+ | 74 | 56 | 6 | 78 | 59 | 6 | 91 | 3 | 5+ | 0 |
| <input type="checkbox"/> Cain, Claire | | 12 2005 | 36 | 6 | 88 | 6 | 76 | 67 | 6+ | 83 | 36 | 4 | 72 | | 6 | 56 | 2 | 5+ | 0 |
| <input type="checkbox"/> Cain, Sheila | | 12 2005 | 37.6 | 6 | 79 | 6 | 45 | 69 | 6 | 68 | 44 | 6 | 69 | 62 | 6 | 51 | 2 | 5+ | 0 |
| <input type="checkbox"/> Clay, Leigh | | 12 2005 | 37.6 | 6 | 85 | 6 | 90 | 92 | 6 | 81 | 70 | 6 | 80 | 73 | 6 | 83 | 2 | 5+ | 0 |
| <input type="checkbox"/> Cohen, Pamela | | 12 2005 | 43.2 | 6 | 84 | 6 | 75 | 90 | 8 | 87 | 70 | 8 | 78 | 81 | 6 | 82 | 3 | 6+ | 0 |
| <input type="checkbox"/> Cortez, Doris | | 12 2005 | 40 | 6 | 95 | 6 | 66 | 82 | 6+ | 75 | 48 | 6 | 86 | | 6 | 75 | 4 | 5+ | 0 |
| <input type="checkbox"/> Estrada, Belinda | | 12 2005 | 37.6 | 6 | 60 | 5 | 38 | 69 | 9+ | 71 | | 4 | | | 0 | 6 | 5+ | 2 | |
| <input type="checkbox"/> Flynn, Al | | 12 2005 | 36 | 6 | 76 | 6 | 78 | 86 | 6+ | 79 | 51 | 4 | 81 | 75 | 6 | 98 | 2 | 5+ | 0 |
| <input type="checkbox"/> Greene, Lila | | 12 2005 | 27.8 | 4 | 62 | 6 | 46 | 59 | 6+ | 74 | 25 | 2 | | | 5 | 0 | 4+ | 0 | |
| <input type="checkbox"/> Hogan, Woodrow | | 12 2003 | 31.6 | 6 | 59 | 5 | 57 | 65 | 4 | 56 | | 4 | | 5 | 2 | 5+ | 0 | | |
| <input type="checkbox"/> Holland, Stella | | 12 2005 | 35 | 6 | 68 | 7 | 66 | 55 | 6+ | 58 | | 6 | 43 | 5 | 0 | 4+ | 0 | | |
| <input type="checkbox"/> Horton, Jaime | | 12 2005 | 33 | 6 | 70 | 6 | 49 | 58 | 7+ | 67 | 24 | 6 | 48 | 52 | 3 | 0 | 4+ | 0 | |
| <input type="checkbox"/> Huffman, Rachael | | 12 2005 | 40.4 | 6 | 88 | 6 | 88 | 87 | 6 | 84 | 67 | 8 | 83 | 6 | 87 | 4 | 4+ | 0 | |
| <input type="checkbox"/> Lewis, Bryant | | 12 2005 | 38 | 6 | 70 | 6 | 57 | 61 | 7+ | 65 | | 6 | 48 | 36 | 6 | 2 | 4+ | 0 | |
| <input type="checkbox"/> Mathis, Rosa | | 12 2004 | 37.4 | 7 | 55 | 5 | 36 | 36 | 6+ | 58 | | 5 | 48 | | 6 | 73 | 3 | 5+ | 0 |
| <input type="checkbox"/> Meyer, Eleanor | | 12 2005 | 38 | 6 | 85 | 6 | 85 | 89 | 6+ | 75 | 30 | 6 | 84 | 66 | 6 | 81 | 2 | 5+ | 0 |
| <input type="checkbox"/> Neal, Jacob | | 12 2005 | 29 | 6 | 85 | 5 | 67 | 83 | 5 | 75 | | 4 | 70 | 69 | 3 | 1 | 5 | 0 | |
| <input type="checkbox"/> Neal, Jordan | | 12 2003 | 45.4 | 7 | 59 | 5 | 66 | 65 | 6 | 65 | | 8 | 56 | | 4 | 7 | 6+ | 2 | |
| <input type="checkbox"/> Oneal, Pete | | 12 2005 | 31.8 | 6 | | 6 | 44 | 56 | 5+ | 76 | | 6 | 59 | | 4 | | 4+ | 0 | |
| <input type="checkbox"/> Patton, Lindsey | | 12 2005 | 30 | 6 | 85 | 6 | 73 | 69 | 5+ | 67 | | 4 | 69 | 55 | 3 | 92 | 2 | 3+ | 0 |
| <input type="checkbox"/> Pitts, Victoria | | 12 2005 | 36 | 6 | 76 | 6 | 59 | 76 | 6+ | 70 | 56 | 5 | 65 | 63 | 5 | 2 | 5+ | 0 | |
| <input type="checkbox"/> Pratt, Brian | | 12 2005 | 37.6 | 6 | 84 | 6 | 86 | 92 | 6 | 74 | 62 | 6 | 83 | 77 | 6 | 96 | 2 | 5+ | 0 |
| <input type="checkbox"/> Schmidt, Glenda | | 12 2005 | 38.6 | 11 | 65 | 6 | 56 | 65 | 6+ | 65 | | 6 | 53 | 45 | 2 | 2 | 5+ | 0 | |

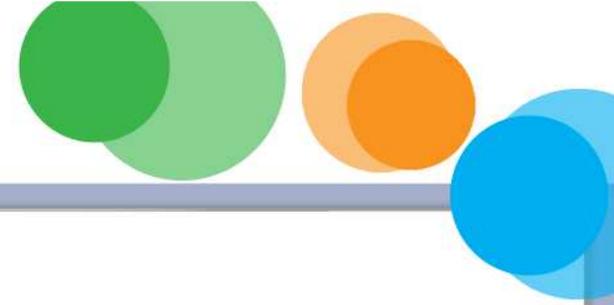
Select: All | None

Add selected students to: A New Group [Add]

Legend: A New Group, Grp: lowest one third in math, Grp: math help

Add selected students

Name Your Group



Enter a name for your new group.

Please note that groups are shared automatically.

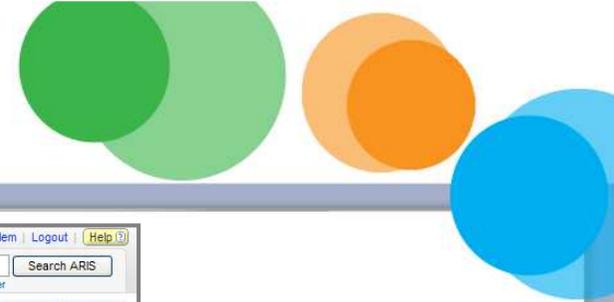
- In Reports (coming soon), any NYC educator can see group names and aggregated group data.
- In My Students, only educators with school-wide access (principals, for example) can see all the school's groups and their student-level data, such as names and scores.

OK Cancel

Success! You have created a new group, **Target Population Group**. To add students, check the boxes by their name, select this group from the dropdown menu below the list, and click the "Go" button.

OK

Add Students to Your Group



Pauline Kramer | November 10, 2008 | Report a Problem | Logout | Help

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Advanced Search | Taxonomy Browser

School: Karl Grell School (4) Class: Class 403 Teacher: Unknown Filter: All Students

Jump to Legend Print Export

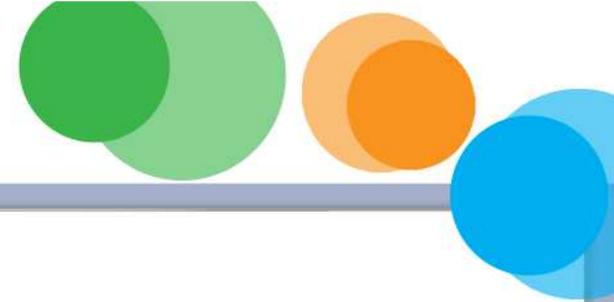
HS Graduation Requirements

| Name | Cohort Gr. | Year | Total Credits (44) | English | Social Studies | Math | Science | For.Lg. | Art & Music | PE & Health | Other |
|--|------------|------|--------------------|---------|----------------|----------|---------|---------|-------------|-------------|-------|
| <input type="checkbox"/> Allen, Scott | 12 | 2005 | 38 | 6 68 | 6 56 72 | 6+ 72 | 6 74 56 | 6 91 | 2 | 5+ | 0 |
| <input type="checkbox"/> Anderson, Levi | 12 | 2005 | 37.6 | 6 89 | 6 87 97 | 6 77 63 | 6 85 83 | 6 99 | 2 | 5+ | 0 |
| <input type="checkbox"/> Becker, Kelli | 12 | 2005 | 37.6 | 6 71 | 6 65 65 | 6 78 58 | 6 67 64 | 6 80 | 2 | 5+ | 0 |
| <input type="checkbox"/> Boone, Angelica | 12 | 2005 | 39 | 6 79 | 6 66 77 | 6+ 74 56 | 6 78 59 | 6 91 | 3 | 5+ | 0 |
| <input type="checkbox"/> Cain, Claire | 12 | 2005 | 36 | 6 88 | 6 76 67 | 6+ 83 36 | 4 72 | 6 56 | 2 | 5+ | 0 |
| <input checked="" type="checkbox"/> Cain, Sheila | 12 | 2005 | 37.6 | 6 79 | 6 45 69 | 6 69 44 | 6 69 62 | 6 51 | 2 | 5+ | 0 |
| <input type="checkbox"/> Clay, Leigh | 12 | 2005 | 37.6 | 6 85 | 6 90 92 | 6 81 70 | 6 80 73 | 6 83 | 2 | 5+ | 0 |
| <input type="checkbox"/> Cohen, Pamela | 12 | 2005 | 43.2 | 6 84 | 6 75 90 | 8 87 70 | 8 78 81 | 6 82 | 3 | 6+ | 0 |
| <input type="checkbox"/> Cortez, Doris | 12 | 2005 | 40 | 6 95 | 6 66 82 | 6+ 75 48 | 6 86 | 6 75 | 4 | 5+ | 0 |
| <input checked="" type="checkbox"/> Estrada, Belinda | 12 | 2005 | 37.6 | 6 60 | 5 38 69 | 9+ 71 | 4 | 0 | 6 | 5+ | 2 |
| <input type="checkbox"/> Flynn, Al | 12 | 2005 | 36 | 6 76 | 6 78 86 | 6+ 79 51 | 4 81 75 | 6 98 | 2 | 5+ | 0 |
| <input checked="" type="checkbox"/> Greene, Lila | 12 | 2005 | 27.8 | 4 62 | 6 46 59 | 6+ 74 25 | 2 | 5 | 0 | 4+ | 0 |
| <input type="checkbox"/> Hogan, Woodrow | 12 | 2003 | 31.6 | 6 59 | 5 57 65 | 4 56 | 4 | 5 | 2 | 5+ | 0 |
| <input type="checkbox"/> Holland, Stella | 12 | 2005 | 35 | 6 68 | 7 66 55 | 6+ 58 | 6 43 | 5 | 0 | 4+ | 0 |
| <input checked="" type="checkbox"/> Horton, Jaime | 12 | 2005 | 33 | 6 70 | 6 49 58 | 7+ 87 24 | 6 48 52 | 3 | 0 | 4+ | 0 |
| <input type="checkbox"/> Huffman, Rachael | 12 | 2005 | 40.4 | 6 88 | 6 88 87 | 6 84 67 | 8 83 | 6 87 | 4 | 4+ | 0 |
| <input type="checkbox"/> Lewis, Bryant | 12 | 2005 | 38 | 6 70 | 6 57 61 | 7+ 65 | 6 48 36 | 6 | 2 | 4+ | 0 |
| <input checked="" type="checkbox"/> Mathis, Rosa | 12 | 2004 | 37.4 | 7 55 | 5 36 36 | 6+ 58 | 5 48 | 6 73 | 3 | 5+ | 0 |
| <input type="checkbox"/> Meyer, Eleanor | 12 | 2005 | 38 | 6 85 | 6 85 89 | 6+ 75 30 | 6 84 66 | 6 81 | 2 | 5+ | 0 |
| <input type="checkbox"/> Neal, Jacob | 12 | 2005 | 29 | 6 65 | 5 67 83 | 5 75 | 4 70 69 | 3 | 1 | 5 | 0 |
| <input type="checkbox"/> Neal, Jordan | 12 | 2003 | 45.4 | 7 59 | 5 66 | 6 65 | 8 56 | 4 | 7 | 6+ | 2 |
| <input checked="" type="checkbox"/> Neal, Pete | 12 | 2005 | 31.8 | 6 | 6 44 56 | 5+ 76 | 6 59 | 4 | | 4+ | 0 |
| <input type="checkbox"/> Patton, Lindsey | 12 | 2005 | 30 | 6 85 | 6 73 69 | 5+ 67 | 4 69 55 | 3 92 | 2 | 3+ | 0 |
| <input type="checkbox"/> Pitts, Victoria | 12 | 2005 | 36 | 6 76 | 6 59 76 | 6+ 70 56 | 5 65 63 | 5 | 2 | 5+ | 0 |
| <input type="checkbox"/> Pratt, Brian | 12 | 2005 | 37.6 | 6 84 | 6 86 92 | 6 74 62 | 6 83 77 | 6 96 | 2 | 5+ | 0 |
| <input type="checkbox"/> Schmidt, Glenda | 12 | 2005 | 38.6 | 11 65 | 6 56 65 | 6+ 65 | 6 53 45 | 2 | 2 | 5+ | 0 |

Select: All | None

Add selected students to Grp: Target Population Group Add

Choose from a Group list.



You are adding the following students to group

Grp: Target Population Group

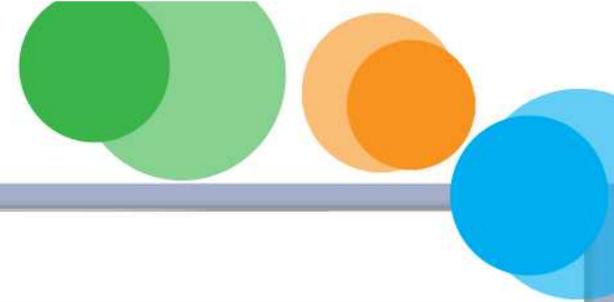
- Sheila Cain
- Belinda Estrada
- Lila Greene
- Jaime Horton
- Rosa Mathis
- Pete Oneal

OK Cancel

Success! You have added the following students to group **Grp: Target Population Group**:

- Sheila Cain
- Belinda Estrada
- Lila Greene
- Jaime Horton
- Rosa Mathis
- Pete Oneal

OK



Pauline Kramer | November 10, 2008 | Report a Problem | Logout | Help

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Advanced Search | Taxonomy Browser

School: Karl Grell School (4) **Group: Grp: Target Population Group** Grp Owner: Pauline Kramer Filter: All Students

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HS Graduation Requirements

| Name | Gr. | Cohort Year | Total Credits (44) | English | | Social Studies | | | Math | | | Science | | | For.Lg. | | | | |
|--|-----|-------------|--------------------|---------|-------------|----------------|--------|----------|---------|----------|--------|---------|-------------|------------|---------|------|-----------------|---------------|-------|
| | | | | Cr. (8) | Reg. / RCTs | Cr. (8) | GI H&G | U.S. H&G | Cr. (6) | A or RCT | Math B | Cr. (6) | Env. or RCT | Phys. Set. | Cr. (2) | Reg. | Art & Music (2) | PE & Hlth (5) | Other |
| <input type="checkbox"/> Cain, Sheila | 12 | 2005 | 37.6 | 6 | 79 | 6 | 45 | 69 | 6 | 69 | 44 | 6 | 69 | 62 | 6 | 51 | 2 | 5+ | 0 |
| <input type="checkbox"/> Estrada, Belinda | 12 | 2005 | 37.6 | 6 | 60 | 5 | 38 | 69 | 9+ | 71 | | 4 | | | 0 | | 6 | 5+ | 2 |
| <input type="checkbox"/> Greene, Lila (ELL) | 12 | 2005 | 27.8 | 4 | 62 | 6 | 46 | 59 | 6+ | 74 | 25 | 2 | | | 5 | | 0 | 4+ | 0 |
| <input type="checkbox"/> Horton, Jaime (ELL) | 12 | 2005 | 33 | 6 | 70 | 6 | 49 | 58 | 7+ | 67 | 24 | 6 | 48 | 52 | 3 | | 0 | 4+ | 0 |
| <input type="checkbox"/> Mathis, Rosa (ELL) | 12 | 2004 | 37.4 | 7 | 55 | 5 | 36 | 36 | 6+ | 58 | | 5 | 48 | | 6 | 73 | 3 | 5+ | 0 |
| <input type="checkbox"/> Oneal, Pete (ELL) | 12 | 2005 | 31.8 | 6 | | 6 | 44 | 56 | 5+ | 76 | | 6 | 59 | | 4 | | | 4+ | 0 |

Select: All | None

Options for Grp: Target Population Group: Remove Selected Students From Group | Add selected students to A New Group

Change Group Name | Delete Group

Group Name (points to 'Grp: Target Population G' in the sidebar)

School

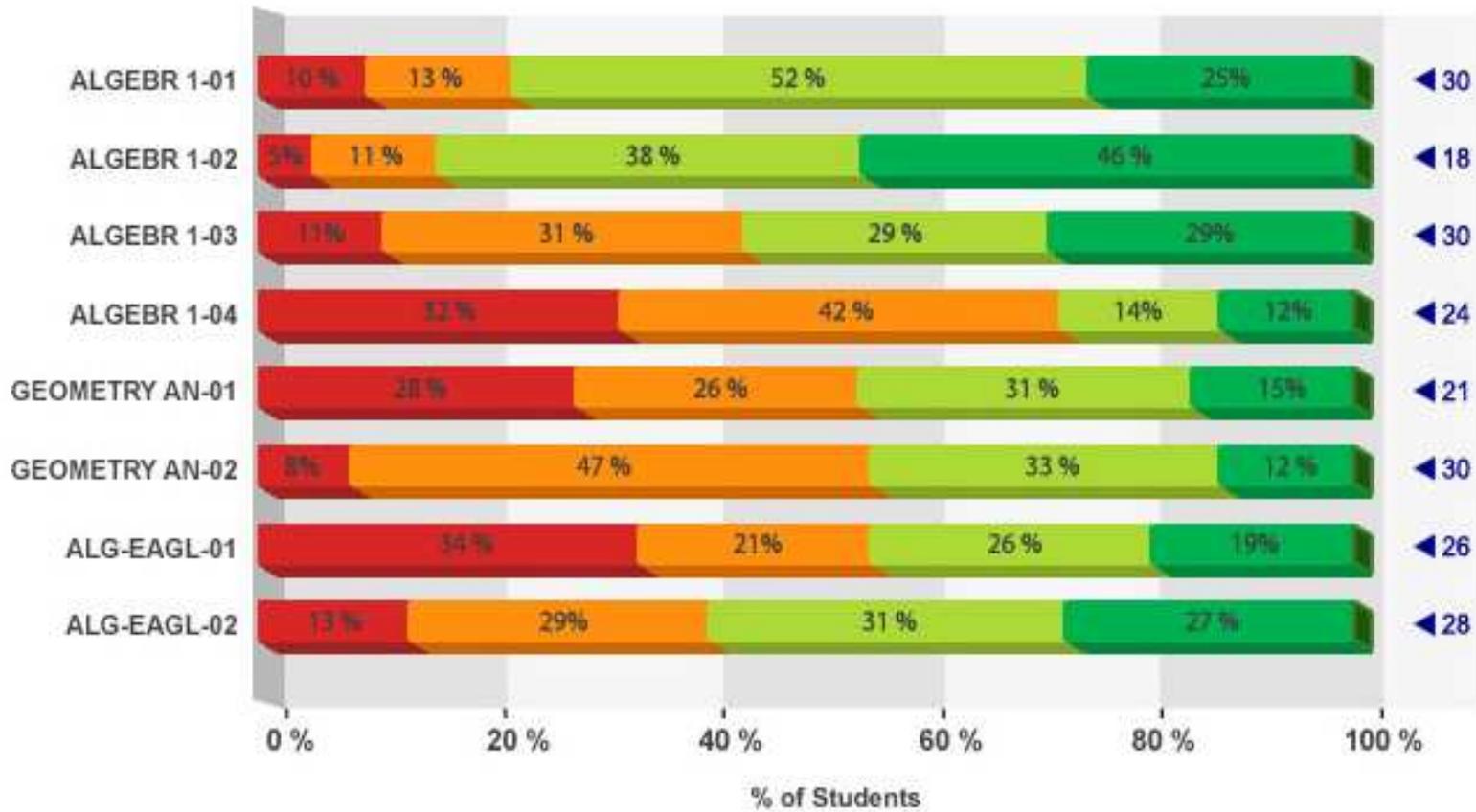
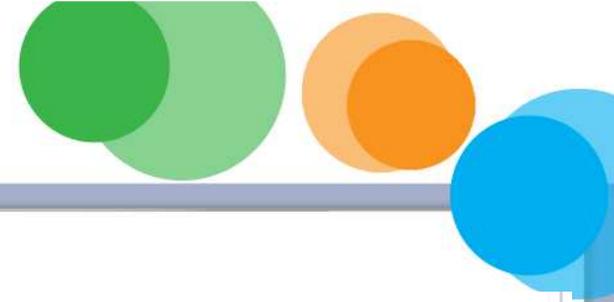
- Staff
- Grade
- Subject

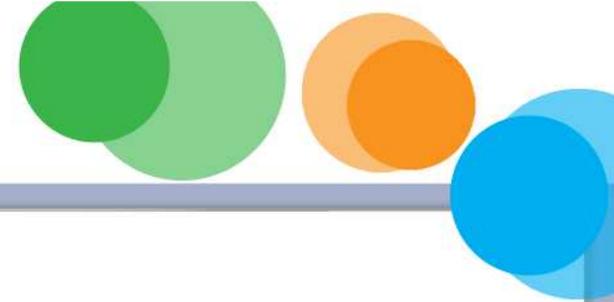
Grade 12 Classes

- Class 305
- Class 401
- Class 402
- Class 403
- Class L12
- Ae1p - 01 - Studio Art
- Ae1p - 02 - Studio Art
- ES - 01 - English 11 Term
- ES - 02 - English 11 Term
- E8ps - 02 - Ela Regents F

My Classes & Groups

- Grp: Target Population G
- Grp: Threes
- Grp: a1
- Grp: demo group
- Grp: derek advisory
- Grp: fighters
- Grp: former ELLs
- Grp: iep
- Grp: inquiry
- Grp: inquiry example





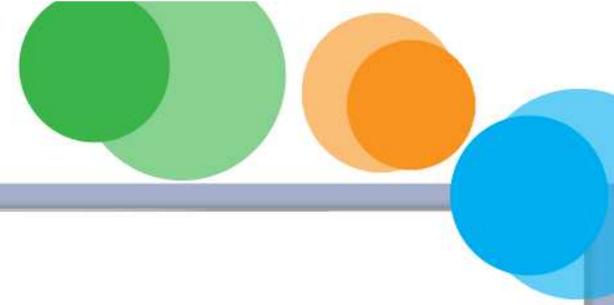
Different types of reports organize specific information about a student or class. The reports in the ARIS system include:

Early Spring

- Comparison Chart
- Measure Breakdown Chart
- Comparison/Measure Table

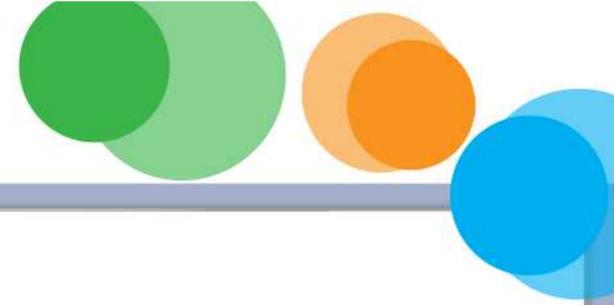
Coming Late Spring

- The Growth Chart
- Effectiveness Chart
- Attendance Chart



- How do you find the ideas and resources that best address your students' needs?
- How do these ideas and resources influence other educators?

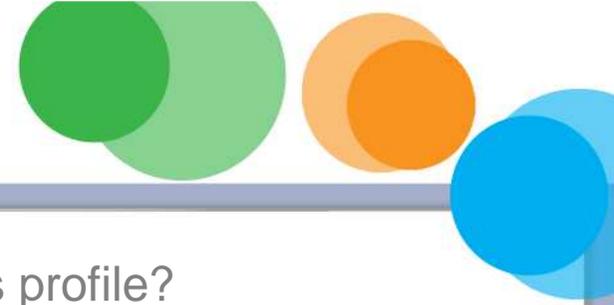




- For what is the ice cream a metaphor?
- What influence did social media have on the ice cream?
- What is the significance of the pickle ice cream maker?

Social Media Video at
www.commoncraft.com/socialmedia





- What do we know about Andre Sojola by looking at his profile?

 **Andre Sojola** [Edit my profile](#)

User ID: ASojola **Role(s):** Educator
DOE Phone: 555-555-5555 **School(s):** Mary Edmonia High School

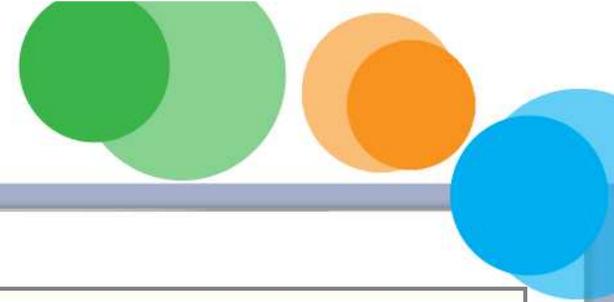
[▶ More About Me](#)

+ [Recent Contributions](#)

- Beginning Algebra Lesson Plan
- 10th grade field trip permission slip

12 [Events](#)

- 10th grade field trip to MOMA



Community | Mary Edmonia High School

You are a member

Introduction:

Welcome to the Mary Edmonia High School Community!

-  Home
-  Profile
-  Discussion
-  Blog
-  Resources
-  Wiki
-  Calendar
-  Links
-  Members

Profile

Mary Edmonia High School

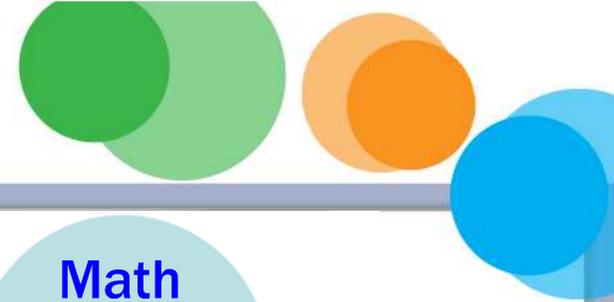
School Profile

DI HS999
 55 Washington Street, Brooklyn, NY 11201
 Phone: N/A
 School Website: N/A

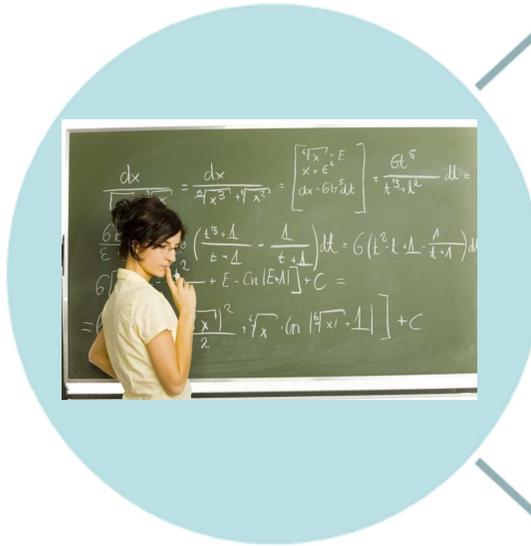
Grades: High school
 Principal: N/A
 Data Specialist: N/A
 SAF: N/A
 ISC: Brooklyn ISC
 SSO: Empowerment Support Organization
 SSO Network: Empowerment Network

Reports

[School Statistics Page](#)



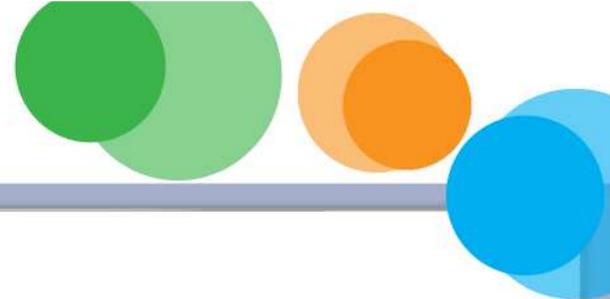
- Exchanging resources
- Networking
- Bringing people together around ideas



Math teachers citywide

Math teachers in an SSO

Math teachers in a school

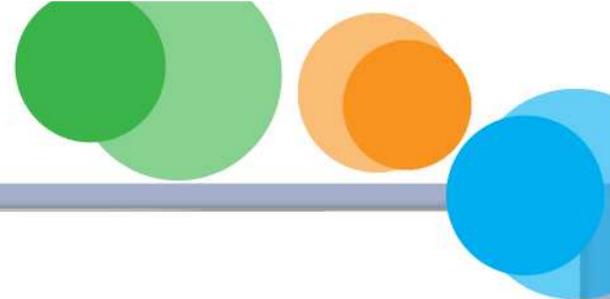


Public Communities

- Anyone creates
- Anyone joins
- Content accessible to all
- Each school, Network, and SSO has a public community that automatically includes all staff
- Examples include the ARIS Training public community

Private Communities

- Anyone creates
- Community creator adds members
- Content only accessible to members
- Each school's private community includes all school-wide users and houses the:
 - ITT
 - Progress Report Data File
 - Progress Report Modeler





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ASojola

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[All Blogs](#)

[All Resources](#)

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[All Communities](#)

Taxonomy Browser

[Taxonomy Browser](#)

Create a Community

Title: *

Description: *

A brief description for the group directory.

Tags: *

A comma-separated list of items describing this content. Example: education, social studies, reasoning

Introduction:

The purpose of this community to provide high school math teachers assistance in designing and preparing their lesson plans

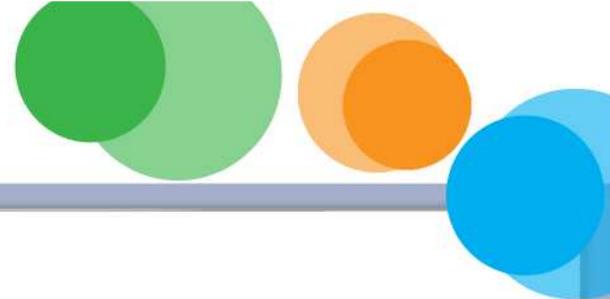
Provide other members with an introduction to the group.

Membership requests: *

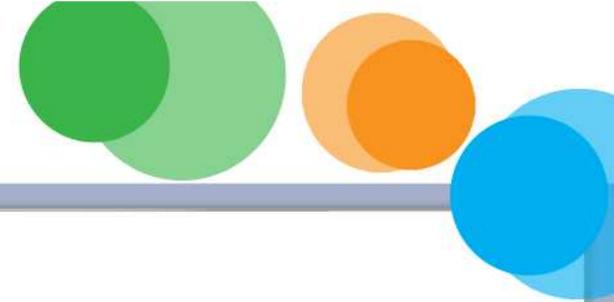
Public Community: open - membership requests are accepted immediately.

Private Community: available through invitation only.

DOE Employees may access and use individual student data only for legitimate educational purposes, and are required to maintain strict confidentiality of such data.



1. Click **Connect**.
2. Click **Create a Community** on the left, under Contribute.
3. Fill out information about your community page, including:
 - Title
 - Description
 - Tags
 - Membership Required (Public or Private)
4. Select **Private Community**.
5. Preview the completed community page.
6. Click **Submit** to create your community.





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[more](#)

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[All Discussions](#)
[All Blogs](#)
[All Resources](#)
[All Wikis](#)
[All Communities](#)

Taxonomy Browser
[Taxonomy Browser](#)

Create a Community

Title: *

Description: *

A brief description for the group directory.

Tags: *

A comma-separated list of items describing this content. Example: education, social studies, reasoning

Introduction:

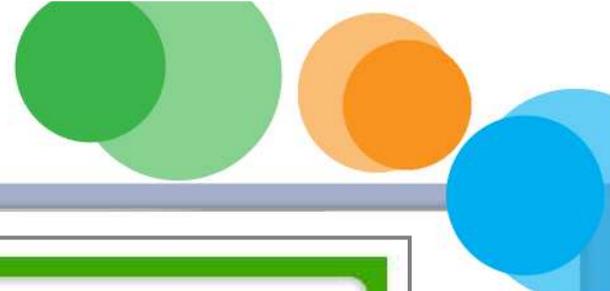
Provide other members with an introduction to the group.

Membership requests: *

Public Community: open - membership requests are accepted immediately.

Private Community: available through invitation only.

DOE Employees may access and use individual student data only for legitimate educational purposes, and are required to maintain strict confidentiality of such data.





Community

| Math Teachers who use Manipulatives in Teaching BAsic Math Skills (private)

You are an administrator.

Grant Administration rights to others

Edit Community

Add others to group

Introduction:

Welcome to your ARIS community space. Here you will find tools to help you collaborate more effectively with your colleagues in raising student achievement. These tools - discussion forums, blogs, resource libraries, personal profiles, search, wikis, calendars, and more - will connect you with other educators and provide a space where you can develop, refine, and share promising practices.

Submit

List of users:

```
aadams, jadams, jbrooks, jcrain, bcrowsley, sdahil, jhernandez, hhenderson, pgtierrez|
```

Add one or more usernames in order to associate users with this group. Multiple usernames should be separated by a comma.

Submit

Cancel

 Home

 Discussion

 Blog

 Resources

 Wiki

 Calendar

 Links

 Members

Submit

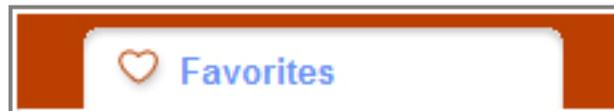
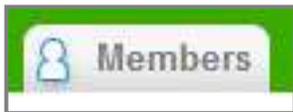
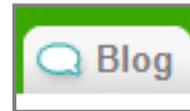
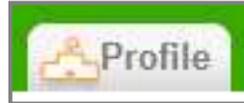
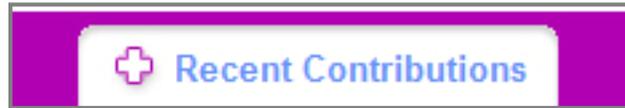
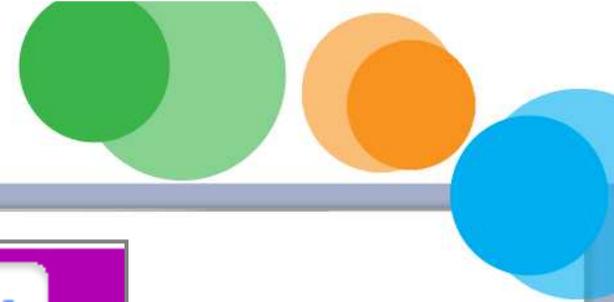
List of users:

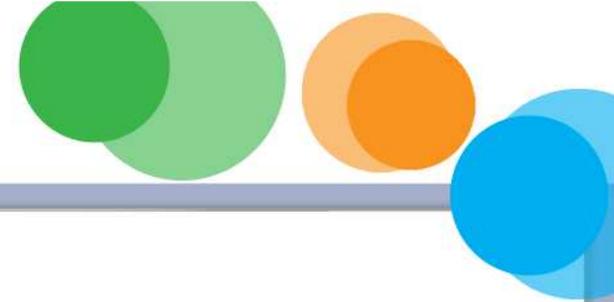
```
aadams, jadams, jbrooks, jcrain, bcrowsley, sdahil, jhernandez, hhenderson, pgtierrez|
```

Add one or more usernames in order to associate users with this group. Multiple usernames should be separated by a comma.

Submit

Cancel





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Professional Learning Communities

Posted by [AAdams](#) (AAdams) on 10/27/2008 2:58 PM

We've been working on creating a Professional Learning Community in our school and here's what we've learned.

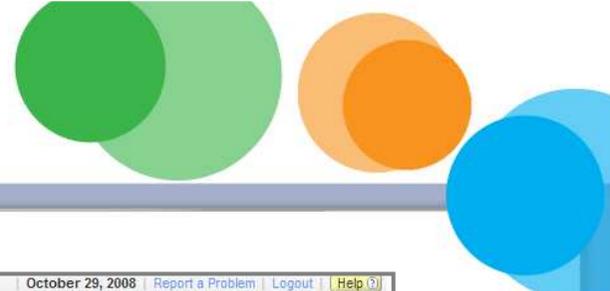
[... Read more](#)

Tags: [ARIS](#) [fixed](#)

[0 comment](#)

Tags

[collaboration](#) [crash stocks test fixed plc](#) [professional learning communities](#) [school change management](#)





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[Taxonomy Browser](#)

Create a Blog Post

Title: *

Categories
Domains of Practice: *

Domains of Practice

Nothing has been selected.

Tags: *

Body: *

Post the discussion topic in:

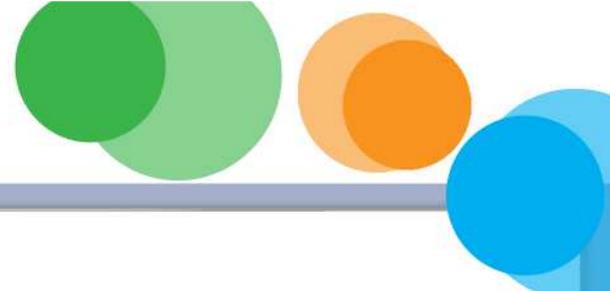
Select All

Knowledge Network Learning Support Organization

Knowledge Network Learning Support Organization (private)

Show this post in these groups.

DOE Employees may access and use individual student data only for legitimate educational purposes, and are required to maintain strict confidentiality of such data.





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Create a Blog Post

Title: *

▼ **Categories**

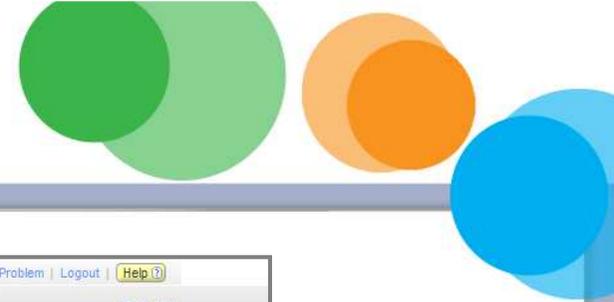
Domains of Practice: *

- Curriculum & Instruction
- City Accountability Tools
- Curriculum & Instruction
- Enrollment
- Family/Community Engagement
- Federal/State Accountability
- Leadership
- Operations
- Periodic Assessments
- Personnel
- School Organization & Management
- Student Support Services
- Summative Assessment
- Supplemental Programs
- Whole School Approaches

Domains of Practice

Content. Example: education, social studies, reasoning

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Type a word, phrase, or state standard

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Start a Discussion

Title: *

Categories

Domains of Practice: *

Domains of Practice

Nothing has been selected.

Tags: *

A comma-separated list of items describing this content. Example: education, social studies, reasoning

Body:

Have any of you developed lesson plans for teaching introduction to planes in Geometry I?

Post the discussion topic in:

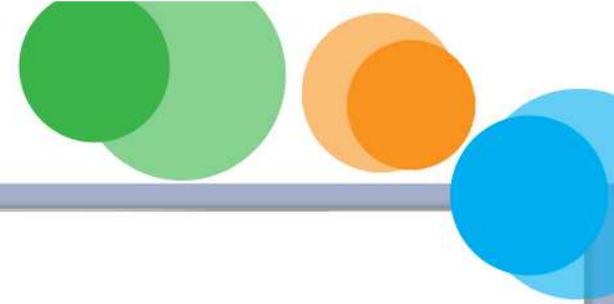
Select All

Knowledge Network Learning Support Organization

Knowledge Network Learning Support Organization (private)

Show this post in these groups:

DOE Employees may access and use individual student data only for legitimate educational purposes, and are required to maintain strict confidentiality of such data.

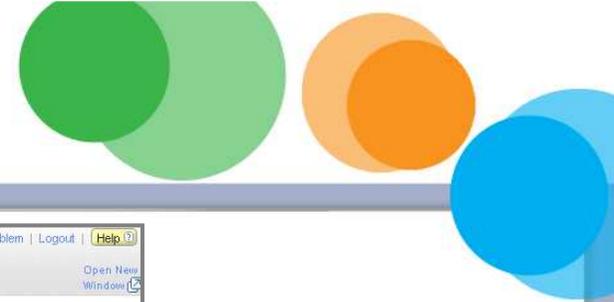


Blog Posts

- Guided by a central idea
- One owner, but anyone posts questions and responses
- Entries commonly displayed in reverse-chronological order
- Used to share insights, opinions, and strategies, or as a way of recording the group process of a task-oriented community

Discussions

- Guided by a question
- One initiator, but anyone posts questions and responses
- Similar to a conversation



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[P.Brown](#) | **October 8, 2008** | [Report a Problem](#) | [Logout](#) | [Help](#)

Submit Event

Title: *

Domains of Practice: *

Domains
 Nothing has been selected.

Date
 Enter the date and time of this event.
Date From date: *

Format: 2008-10-08 16:18
Date To date:

Format: 2008-10-08 16:18

Description:

Describe this event.

P.S. 999
 Show this post in this group.

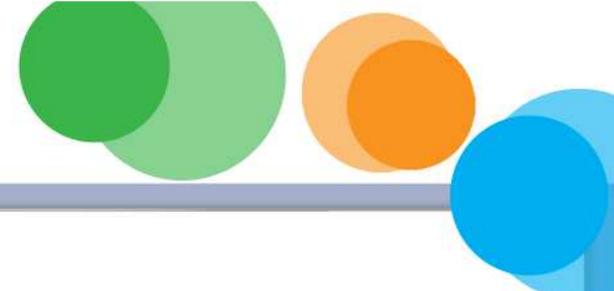
DOE Employees may access and use individual student data only for legitimate educational purposes, and are re

[Home](#) > [Events](#) > 2008 > [September](#) >

September

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| Year | Month | Week | Day | September | | | | | | | next > |
|------|-------|------|-----|-----------|-----|-----|-----|-----|-----|-----|--------|
| | | | | Mon | Tue | Wed | Thu | Fri | Sat | Sun | |
| 36 | | | | | | 1 | 2 | 3 | 4 | 5 | 6 |
| 37 | 7 | | | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 |
| 38 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 25 | 26 |
| 39 | 27 | 28 | 29 | 30 | | | | | | | |
| 40 | | | | | | | | | | | |





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Add a Resource

1. Upload Resource(s)

2. Add Standard(s)

3. Describe and Publish

Title: *

Description:

Please provide a short narrative introduction (100 words or less) that describe what you are sharing. Please include the key elements.

Tags: *

A comma-separated list of items describing this content. Example: education, social studies, reasoning

Content Type(s):

<none>

<none>

Bibliography

Case Studies

Facilitator Guides/PD

Grant Opportunities

Help/FAQ

Other

Pacing Guides/Planning Guides

Plans

Research

Strategies/Practices

Student Work

Templates

Unit/Lesson Plans

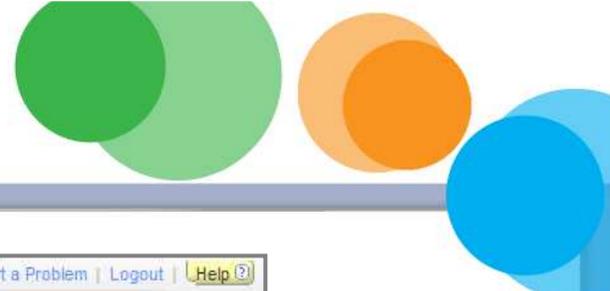
Website

Worksheets

Content Types

Domains of Practice

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[more](#)

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- [All Communities](#)

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Standards Browser

Domains of Practice Browser

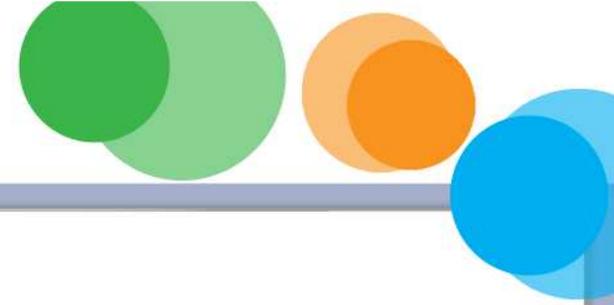
English Language Arts taxonomy:

- ▣ 1 Grade 1 (0)
- ▣ 10 Grade 10 (0)
- ▣ 11 Grade 11 (0)
- ▣ 12 Grade 12 (0)
- ▣ 2 Grade 2 (0)
- ▣ 3 Grade 3 (0)
- ▣ 5 Grade 5 (0)
- ▣ 6 Grade 6 (0)
- ▣ 7 Grade 7 (0)
- ▣ 8 Grade 8 (0)
- ▣ 9 Grade 9 (0)

Double click an item to preview the items at that level.

- ▣ City Accountability Tools
- ▣ Curriculum & Instruction
 - ▣ Classroom Management (1)
 - ▣ Coaching and Instructional Support (0)
 - ▣ Curriculum Mapping & Alignment (0)
 - ▣ ELL (0)
 - ▣ Instructional Practices & Strategies (0)
 - ▣ Intervention Planning & Management (RTI) (0)
 - ▣ Lesson Planning & Instructional Materials (0)
 - ▣ Other (0)
 - ▣ Special Education (0)
- ▣ Enrollment
- ▣ Family/Community Engagement
- ▣ Federal/State Accountability
- ▣ Leadership

DOE Employees may access and use individual student data only for legitimate educational purposes.



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[+ Add a Resource](#)

Create a resource

Contributed by [ASojola](#) (posted on 10/27/2008)

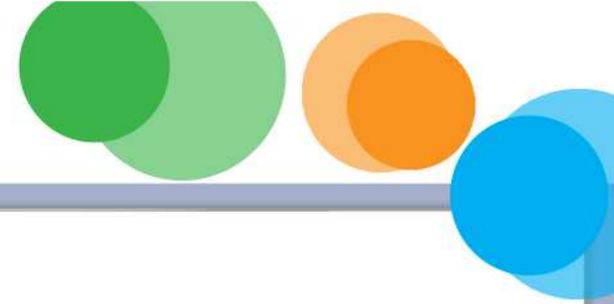
Description:

[Create a resource](#)

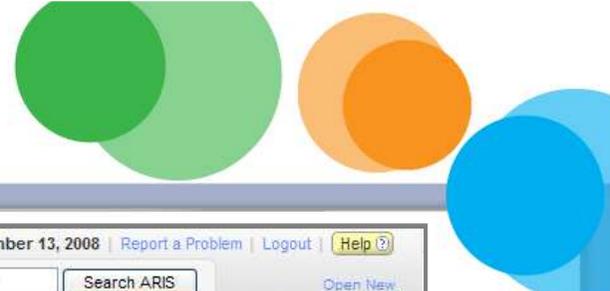
Tags: [Mathematics](#) [Regents, RCT](#)

[Tags](#)
MATH, HIGH SCHOOL, regents
resource standards test

[0 comment](#)



| Type | Title |
|------------|---|
| Discussion | What is your style of classroom management? Posted on 10/28/2008 |
| Wiki Page | Planning the April Art Fair Posted on 10/27/2008 |





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[ELA Teachers](#)
[Empowerment Network 1.14](#)
[Empowerment Support Organization](#)
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[All Resources](#)
[All Wikis](#)
[All Communities](#)

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[Taxonomy Browser](#)

Math Standards

Contributed by Percival Lang (plang) (posted on 11/12/2008)

Description:

Tags: [Math](#)

 3 comments

Math Standards Document

Contributed by Percival Lang (plang) (posted on 11/12/2008)

Description:

Tags: [instruction](#) [math standards](#)

 0 comment

Grants Opportunities

Contributed by A21 Aristrainee (A21) (posted on 11/07/2008)

Description:

Listing of corporations with funds for educational development

Tags: [funds](#) [Grants](#)

 0 comment

Tags

A04 A20 A22 Barack Obama

Blueprint for Middle School Success

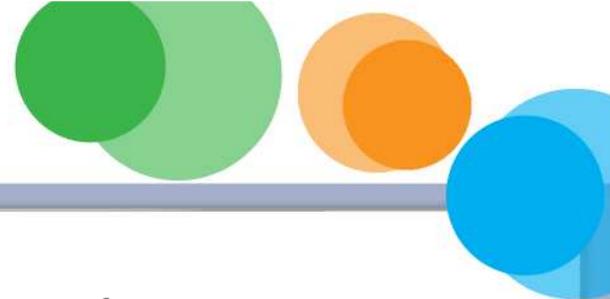
communities Data day early childhood family High Expectations instruction k-8 lessons

manipulatives **Math** math data

Middle School president

Science science fair SLT standards State Standards work

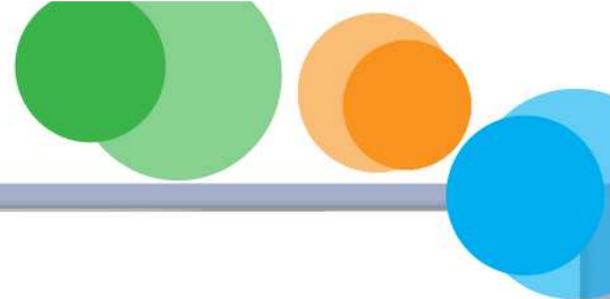
52



To generate the much-needed momentum and urgency for change, people need to fully understand the why behind the journey they are beginning.

—Tony Wagner, et al., *Change Leadership: A Practical Guide to Transforming our Schools*, 2006.

How can ARIS Connect help you communicate with other educators within your own school and throughout the NYC school system?



All Grades (K–12)

- Student Notes
- Reports
- Performance Series Online (Scantron)
- NYSAA Data

Grades K–2

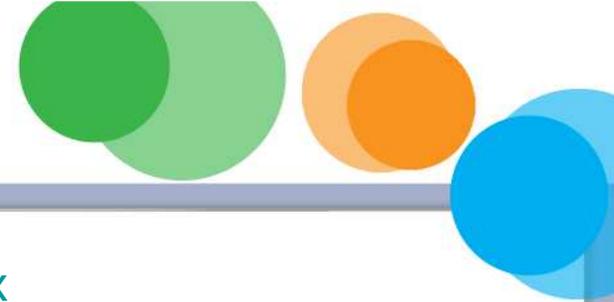
- DIBELS Benchmark Data
- ECLAS-2 Data
- ECLAS-2 View

Grades 3–8

- 3–8 Multi-Subject View
- Grade 8 Results View
- Middle School Transcript Information
- ITA Results

High School

- High School Transcript Information
- Predictive Assessment Information
- ITA Results



www.aristraining.com/online.aspx

1. ARIS Training Survey

Please provide feedback regarding your training session by filling out the survey below. All responses are confidential.

1. Please provide the date of your training session:

Date

Month Day

2. Please select your session location:

3. Please provide a response to the following questions:

| | Yes | No | Not Sure |
|--|-----------------------|-----------------------|-----------------------|
| Did your training session begin on time? | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Did the training technology (computer, internet, projection) operate smoothly and efficiently? | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Did the ARIS system operate smoothly and efficiently? | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |



First-Time Login Guide

In this document you will find:

- A. Instructions on how to log in to ARIS using your DOE username and password.
- B. Instructions on how to use the Account Confirmation Tool if
 - Your DOE user name and/or password are incorrect.
 - Your DOE user name and/or password do not let you access ARIS.
 - You do not know your DOE user name or password.
- C. Instructions on how to verify your Student Data.

A. Log in to ARIS

To log in to ARIS, go to schools.nyc.gov/ARIS, enter your DOE user name and password, and click **Submit**. Your DOE user name is the first part of your Outlook email address. For example, if your email address is HJones3@schools.nyc.gov, your DOE username is HJones3.

The first time you log in, you must acknowledge that you “Accept the Terms and Conditions” to continue to the Welcome to ARIS home page.

The Welcome to ARIS page opens when you log in successfully. Go to Section C to verify that you are viewing the correct student data.

If your DOE user name and/or password do not give you ARIS access, try to log in again before completing the Account Confirmation Process described in Section B.

B. Completing the Account Confirmation Process

To confirm your user account, use the Account Confirmation Tool by going to:

<https://idm.nycenet.edu/selfservice>

Have your employee ID number ready; it is listed as the reference number on your pay stub. This is not your file number. If you can't locate your Employee ID number, call HR Connect at (718) 935-4000.

B.1. Enter your last name, employee ID number, and the last four digits of your Social Security number. Then click **Submit**.

B.2. Information displays for the DOE Outlook account associated with your Employee ID number. Confirm that this is your account information. You may update the location later if it is no longer accurate.

If the email address is correct, click **here** where directed and continue to step B.2.a. If this is not your email account, click **here** where directed and continue to step B.2.b.

B.2.a. Email Account Information Is Correct

B.2.a.i. Confirm your account by entering your DOE password, then click **Submit**. If you do not have your DOE password, go to step B.2.a.iv.

B.2.a.ii. When your account has been validated, the DOE Internet Acceptable Use Policy displays. Review and accept the policy, then click **Submit** to continue.

B.2.a.iii. To finish confirming your account, select a new password that meets the DOE requirements for length and character use. Enter it in the New Password and Confirm Password fields, then click **Submit**.

The new password you select will now be your password for both ARIS and your DOE Outlook.

This completes the Account Confirmation Process. After 15 minutes, you can use your new password to log in to ARIS and Outlook.

B.2.a.iv. If you do not know your password, manual intervention is necessary. Click **here** where directed on page from Step B.2.a.i.

A prompt asks you to provide information so you can be contacted by the validation support team. Complete all fields with red asterisks. Click **Submit** to forward the incident to validation support and receive a Help Ticket. A support representative will contact you within two days; **during this time, you cannot log in to ARIS.**

B.2.b. Account Information is Not Correct

B.2.b.i. If you indicated in step B.2 that your account information is incorrect, you go to this page to locate your account.

B.2.b.ii. Enter either your DOE Outlook Logon or your last and first names where prompted.

B.2.b.iii. If you entered your Outlook logon, click **Find by Logon**; if you entered your name, click **Find by Name**. The system shows a list of accounts matching your search criteria. Select the account you believe is yours and click **Submit**. If your account is not in the list, click **here** where directed and go back to step B.2.a.iv.

You may update the location later if it is no longer accurate.

B.2.b.iv. Verify the account information that displays.

If the email address is correct, click **here** where directed and go back to step B.2.a.i. to continue.

If this is not your account, click **here** where directed and go back to step B.2.b.i. to continue. Once you locate your account, there is a waiting period for your account to connect to student data, typically 24 hours. You will not be able to log in at this time.

NYC Department of Education
 DOE > Account Search

If you know your logon, enter it below and click Find by Logon.

*Logon:

If you do not know your logon, enter your last name and click Find by Name. You can refine the search by including your first name.

*Last Name: *First Name:

NOTE: if you have having trouble locating your account, try leaving the First Name field blank. If you still cannot find your account, click [here](#).

NYC Department of Education
 DOE > Account Search

If you know your logon, enter it below and click Find by Logon.

*Logon:

If you do not know your logon, enter your last name and click Find by Name. You can refine the search by including your first name.

*Last Name: *First Name:

| Select | Name | Middle Initial | Location | Title | Logon |
|-------------------------------------|----------------------|----------------|---------------------------|---------|----------|
| <input checked="" type="checkbox"/> | John Smith (12X108) | F | T. R. Gathings - IS 158 | Teacher | JSmith28 |
| <input type="checkbox"/> | John Smith (02M620) | B | Norman Thomas High School | Teacher | JSmith12 |
| <input type="checkbox"/> | John Smith (59898C3) | T | Thurgood Marshall Academy | Teacher | JSmith11 |
| <input type="checkbox"/> | John Smith (34545C4) | D | Mirabal Sisters - IS 90 | Teacher | JSmith4 |
| <input type="checkbox"/> | John Smith (06M070) | J | IS 053 Enan Piccolo | Teacher | JSmith |

NOTE: if you have having trouble locating your account, try leaving the First Name field blank. If you still cannot find your account, click [here](#).

NYC Department of Education
 DOE > User Access

The information provided matches the following Outlook email account. Please confirm that this is your account:

Email:

First Name: Initials: Last Name:

Outlook Name: Logon:

Date Created:

To confirm that this is your account and continue, click [here](#).
 To go back and select a different account, click [here](#).

C. Verify Student Data

Once you log in to ARIS, verify that the classes and student data are your own.

1. At the top of the ARIS home page, click the **My Students** tab.
2. If you teach more than one class, select a class from the My Classes and Groups list.
3. Check the names in the student list. If they are your students, you may start using ARIS.

If no names appear in the student list or the listed students are not in your class, then your user information is not matching up correctly. To address this, complete the User Confirmation Process in step B. If you have completed this process already, please call the ARIS Help Desk number found on the Welcome to ARIS home page.