

Educator Guide

The New York City Progress Report Transfer School

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The Progress Report is an important part of the New York City Department of Education's (DOE's) efforts to set expectations for schools Citywide and to promote school empowerment and accountability. The Report is designed to help principals and teachers accelerate academic achievement for all City students. It enables students, parents, and the public to hold the DOE and its schools accountable for student outcomes and improvement. By tracking student academic progress, identifying steps to improve each student's learning, planning a course of action to achieve that improvement, and revising the course of action as needed to ensure progress, our schools can ensure that every student realizes his or her fullest potential.

Progress Reports are issued annually near the start of the school year.

Each Progress Report presents three separate bases for evaluating schools.

Progress Report Grade

This letter grade (A through F) provides an overall assessment of the school's contribution to student learning in three main areas of measurement: (I) School Environment, (II) Student Performance, and (III) Student Progress. Schools also receive grades in each of these three categories.

Schools receive additional recognition for Exemplary Student Progress by students most in need of attention and improvement. The overall Progress Report Grade is designed to reflect each school's contribution to student academic progress, no matter where each child begins his or

her journey to proficiency and beyond. Schools are compared to schools with student populations most like their own.

Quality Review Score

This separate accountability score is based on an on-site Quality Review of the school by an experienced educator. The score represents the quality of efforts taking place at the school to track the capacities and needs of each student, to plan and set rigorous goals for each student's improved learning, to focus the school's academic practices and leadership development around the achievement of those goals, and to evaluate the effectiveness of plans and practices constantly and revise them as needed to ensure success.

The Quality Review Score is evaluated on a four point scale: Well Developed, Proficient, Underdeveloped with Proficient Features, and Underdeveloped. The Quality Review Score is not incorporated into the Progress Report Grade and instead is treated as a different, equally important indicator.

NCLB Status

This separate accountability indicator reports the school's status under the accountability system New York State has adopted under the federal No Child Left Behind Act. The Progress Report is designed to supplement the State accountability system. A school's NCLB status is an important basis for assessing the number and characteristics of students in a school who have attained the goal of proficiency in literacy and mathematics. NCLB Status is not incorporated into the Progress Report Grade.

General Information

The Transfer School Progress Report evaluates schools that primarily serve high school students who are over-age and under-credited. A separate High School and Elementary/Middle School Progress Report evaluates schools or portions of schools that serve grades 9-12 and K-8 respectively. Separate Progress Reports are also being developed to evaluate Youth Adult Borough Centers, Early Childhood programs, schools that have substantial populations of Special Education students receiving alternative assessments, and programs awarding General Education Development (GED) diplomas.

Definitions

Peer Schools are transfer schools that serve similar populations in terms of student proficiency and demographic composition.

Transfer schools are ranked by a "peer index," which operates on a 1.00–4.50 scale and is calculated using the following formula:

Average student proficiency (based on the students' 8th grade ELA and Math State test scores)
minus
(2 X percentage of Special Education students)

The students included in the determination of a school's peer index are those that are on the school's register as of January 1.

A school's peer group consists of the fifteen schools above and fifteen schools below when ranked by peer index. Peer schools with a peer index that differs by more than 0.5 from a school's peer index are removed from that school's peer group, unless those schools are needed to ensure a

minimum of 15 schools in the peer group.

Peer groupings for the 2008-09 school year were held constant from the groupings determined in 2007-08. New peer indices were calculated for schools receiving a Transfer School Progress Report for the first time in 2008-09.

Peer Range

Schools are judged based on how their students' performance compares to that of students in their peer schools. Peer ranges are derived from results from 2005-08 (school years 2005-06, 2006-07, 2007-08). Roughly speaking, for each element in the Progress Report, the peer range is the range of scores earned by peer schools in the 2005–08 period excluding “outlier” scores that deviate so dramatically from the other scores that it is not reasonable to use them as reference points.

Minimum N (Number of Students)

The minimum number of values used for all reported calculations at the school level is 15. Elements for which there are fewer than 15 valid observations at a school are not included because of confidentiality considerations and the unreliability of measurements based on small numbers. Elements for which there are fewer than 15 valid observations are represented on the progress reports with the symbol “–”.

Attribution of Students to Schools

The results of students who are registered at the same school for an entire academic year are attributed to the school where the students are registered. The results of students who transferred within a school year are attributed as follows:

- Diplomas are attributed to the last diploma-granting institution the student attended prior to June 30th of his/her 6th year of high school

- Academic credits, attendance, and Regents examinations are attributed to schools based upon where the student is registered at the end of each semester (January 1st for the fall semester and June 1st for the spring and summer semesters)

If a student is discharged from a school with a negative discharge code, e.g. drop-out, a school will continue to be held accountable for that student for a maximum of two consecutive terms beginning with the drop-out term. After two terms, the student will be removed from the school's Progress Report accountability (assuming the student does not re-enroll) until he is evaluated in the 6-year graduation rate.

6-Year Graduation Cohort

For the 2008-09 Progress Report, a school's 6-year graduation cohort consists of all students who:

- Are assigned to the 2003 Cohort Year (this cohort is represented by the letter 'I'), *and*
- Were active in the school as of June 30, 2009, or the school is the last diploma-granting high school that they attended before June 30, 2009, *and*
- Were not discharged with a code that removes students from the cohort prior to June 30th, 2009

Overage/Under-Credited

Students designated as over overage/under-credited (OA/UC) are considered to be two or more years behind his or her expected age and credit accumulation at the time of entry into a transfer school.

The 2008-2009 Transfer School Progress Report uses the following distinctions for overage/under-credited students:

<i>OA-UC Bucket</i>	<i>Age</i>	<i>Credits</i>
1	16	Less than 11 credits
2	17	Less than 22 credits
3	18	Less than 33 credits
4	19-21	Less than 44 credits

Elements of the Progress Report

Considerations in Computing the Overall Progress Report Grade

A Progress Report grade of A, B, C, D, or F is assigned to each school based on a weighted average of the Category Elements plus any additional recognition the school obtains based on Exemplary Student Progress. The Category Elements (described in detail below) include three main areas of measurement: (I) School Environment, (II) Student Performance, and (III) Student Progress. Particular weight is given to Student Progress and to each school's performance in relation to peer schools. Recognition for Exemplary Student Progress among students most in need of attention and improvement is reported in a fourth category.

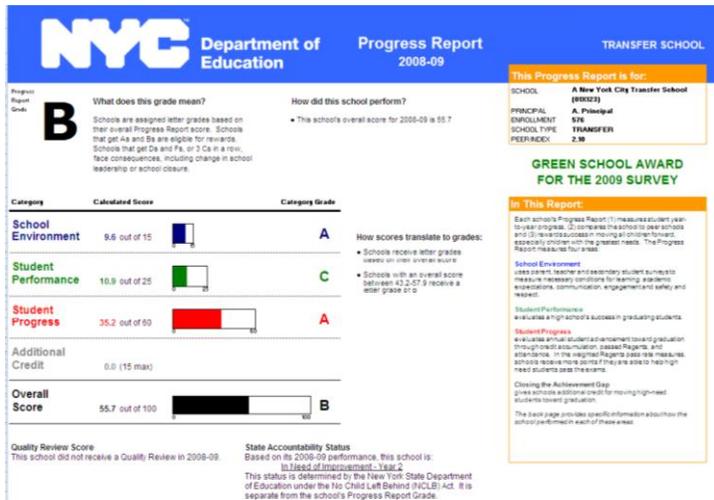
I. **School Environment** measures pre-conditions for learning: crucial aspects of the school's environment, such as safety and parent, student, and teacher engagement in the process of accelerating student learning, as measured by scientific surveys of parents, students, and teachers. The School Environment category of the

Progress Report counts for 15% of the overall Progress Report score.

II. **Student Performance** measures the percentage of students at a school who have reached the crucial goal of graduation, with emphasis on the number of students graduating with the Regents Diploma that State law now establishes as the goal for all students. The Student Performance category of the Progress Report counts for 25% of the overall Progress Report score.

III. **Student Progress** measures the ability of a school to enhance the performance levels of students from one year to the next, and the incremental gains students make toward the long-term goal of earning a Regents diploma. The measure focuses on the capacities students develop as a result of attending the school, not the capacities they bring with them on the first day. The Student Progress category of the Progress Report counts for 60% of the overall Progress Report score. In addition, schools can earn additional credit in the Exemplary Student Progress category. Schools earn points here when their high-need students make exemplary gains. This component of the score can only improve a school's overall Progress Report Score. It cannot lower a school's score.

The picture below shows the cover page of the Transfer School Progress Report.



The score on each of the areas of measurement described above is represented numerically as well as visually through a sideways bar chart on the Progress Report. The sum of a school's score in each area makes up the school's overall score.

In addition, the cover page of the Progress Report includes a school's Progress Report grade, percentile Citywide (the percentage of schools scoring lower than this school), Peer Index, Quality Review score, and Federal Accountability Status.

Progress Report Measures

Progress Reports include the following measures:

I. School Environment (15 points)

The first four Progress Report measures come from the results of the Learning Environment Surveys. These measures count for all 15 of the School Environment points on the Progress Report.

The Learning Environment Survey is administered yearly to parents, teachers, and middle and high school students. The survey gathers information on how well each school serves student learning from these key members of school communities. Each survey question informs school results in one of four categories.

1.1 Academic Expectations

This survey domain measures the degree to which a school encourages students to do their best and develop rigorous and meaningful academic goals. Expectations are communicated in direct and subtle ways, and are powerful motivators of student behaviors and performance. Schools with high expectations provide a learning environment in which students believe they are capable of academic success.

1.2 Communication

This survey domain measures the degree to which a school effectively communicates its educational goals and requirements, listens to community members, and provides appropriate feedback on each student's learning outcomes. Access to this information can be used to establish a greater degree of agency and responsibility for student learning by all community members.

1.3 Engagement

This survey domain measures the degree to which a school involves students, parents and educators in a partnership to promote student learning. Schools with a broad range of curricular offerings, activities, and opportunities for parents, teachers and students to influence the direction of the school are better able to meet the learning needs of children.

I.4 Safety and Respect

This survey domain measures the degree to which a school provides a physically and emotionally secure environment for learning. Students who feel safe are more able to engage in academic work and less likely to behave in ways that interfere with academic performance.

Each school receives a score for each question on the parent, teacher, and student surveys. Each question is linked to one of the four domains. Question scores are combined to form domain scores of 0 to 10 which appear on the Progress Report. Domain scores by respondent group, question scores, and percentage of respondents selecting each answer choice are reported separately on the Survey Report. Survey Reports are available at each school's website. For additional information about the survey and its scoring methodology, please visit <http://schools.nyc.gov/surveys> or email surveys@schools.nyc.gov.

II. Student Performance (25 points)

The Student Performance measures focus on the school's success in graduating its students.

II.1 Six-Year Graduation Rate (5 points)

This measure evaluates the percentage of students in a school's cohort that graduated with a Regents or Local Diploma within 6 years of beginning high school. For the 2009 Progress Report, the 6-year cohort reflects the 'I' cohort which includes students who started high school in 2003.

II.2 Six-Year Weighted Diploma Rate (5 points)

This measure assigns a weight to each type of diploma based on the relative level of proficiency and college readiness indicated by the diploma type. GEDs and IEP Diplomas (for NYSAA students only), both of which are not included in the non-weighted graduation rates,

contribute to this measure.

Diplomas are weighted as follows:

<i>Diploma Type</i>	<i>Graduation Weight</i>	<i>With CTE-Endorsed Diploma</i>	<i>With Advanced Designation in Arts</i>	<i>With Associates Degree</i>
GED	0.5	NA	NA	NA
IEP	1.0 (NYSAA only)	NA	NA	NA
Local	1.0	1.5	NA	1.5
Regents	2.0	2.5	2.5	2.5
Advanced Regents	2.5	3.0	3.0	3.0
Advanced Regents with Honors	3.0	3.0	3.0	3.0

Note: any weight in a shaded box is doubled for Special Education students or students who enter a transfer school over-age and under-credited. Students flagged in CAP with test_mod = "E" complete the New York State Alternate Assessments (NYSAA).

As an example, a school where 100% of students in the 6-year cohort earned Advanced Regents with Honors diplomas would have a 6-year weighted diploma rate of 300%. A school with no graduates would earn 0%. This rate evaluates the same cohort of students as the 6-year graduation rate.

II.3-5 Six-Year Graduation Rate by Credits at Admission (15 points)

1. 0.00-11.00 credits
2. 11.01-22.00 credits
3. More than 22 Credits

This measure differentiates the 6-year graduation rate for students who enter a transfer school with different credit amounts. The point values for these three measures are assigned proportionately based on the number of students in each credit category.

III. Student Progress (60 points)

Student Progress measures evaluate a school's success in moving students toward graduation, specifically change in student attendance from the previous year, credits earned per year, and Regents passed. New York State requires that students pass five Regents subject exams with a 65 or higher to graduate with a Regents Diploma.

III.1 – Average Change in Student Attendance (12 points)

This measure presents a school's average change in student attendance from 2007-08 to 2008-09. This measure looks at three pieces of information for each student:

- Student's attendance rate for 2007-08 (note: the student's attendance rate would be the aggregate rate for any New York City public school(s) that the student attended in 2007-08)
- Student's attendance rate for 2008-09 (note: the student's attendance rate would only include the rate for the school under evaluation)
- Change in yearly attendance is then calculated for student's who appear on a transfer school's register in 2008-09.

To be included in this measure a student must have an attendance rate for the 2007-08 school year with a minimum aggregate of 40

days on register at any New York City school(s) during that year. Additionally, if a student attended both the fall and spring term at the school under evaluation during the 2008-09 school year, he must have been on that school's register for a minimum of 40 days. If a student only attended the school under evaluation for a single term during the 2008-09 school year (as based on the January 1st for fall and June 1st for spring/summer register dates) then he must have been on the register for at least 20 days in order to be included in this measure.

Only the time on register at the school under evaluation is considered in calculating a student's 2008-09 attendance rate. Thus, if a student only attended one term during the 2008-09 school year then that is the term used for evaluation. If a student attended the same school during both terms then the 2008-09 attendance rate would reflect the time spent at the school during both terms. If a student has an attendance rate for 2007-08 AND rates for fall AND spring of 2008-09, then that student will count with a full weight. If a student has an attendance rate in 2007-08 but only an attendance rate for one 2008-09 semester, then that student will contribute with a half-weight.

Change in the yearly attendance rate for each school is calculated by taking the weighted average of change in attendance rate from 2007-08 to 2008-09 for all students at the school under evaluation.

III.2-4 Average Credits Eamed Per Semester by Credits Accumulated at the Beginning of the School Year (or Term) (24 points):

1. 0.00 -11.00 Credits
2. 11.01-22.00 Credits
3. 22.01-33.00 Credits
4. 33.01-38.00 Credits

These measures evaluate the average credits earned per semester for students with different credits at the start of the

year. The point values for these four measures are assigned proportionately based on the number of students in each credit category. Students who attended a transfer school during both terms in 2008-09 are assigned to a credit bucket based on their credits at the start of the year. Students who enter a transfer school during the spring 2008-09 term are assigned to a credit bucket based on their cumulative number of credits at the start of the spring term.

Students who start the year with more than 38 credits are excluded from these measures as the relevant measure for these students is graduation.

III.5-9 Weighted Regents Pass Rates (20 points; 4 points per subject)

On a Citywide basis, students' entering proficiency, as measured by their performance on State Grade 8 subject tests, is predictive of their likelihood of passing the high school Regents exams. Where a student's average 8th grade proficiency is not available, a student's demographic characteristics are used as a proxy to predict his likelihood of passing the high school Regents exams.

These measures evaluate the extent to which some transfer schools help their students meet or exceed these expectations, while students attending other transfer schools fall below expectations. This measure is calculated as follows for each Regents Test:

A weighted Regents pass rate is calculated for each of the five Regents subjects required for a Regents diploma: English, Math, Science, U.S. History, and Global History. As is true in calculating the Average Completion Rate for Remaining Regents, students are treated as passing an exam for purposes of this measure when they first score 65 or higher, and students who have passed the *same* Regents Test in a prior year are not included in this measure. In all cases, students who pass one of the five Regents subjects will not be penalized if they attempt the subject again and fail. However, for Mathematics and Science, students who attempt and pass different Regents exams in subsequent semesters will contribute positively to the school's Weighted Regents Pass Rate score.

Students who pass a subject Regents test for the first time contribute to their school's weighted Regents pass rate, but students who were less likely to pass the exam are weighted to contribute more. If only one in five students with Student A's entering proficiency is expected, based on prior experience of all City students, to pass the Global History Regents exam, then that student's weight on for Global History is five. If one in two students with Student B's entering proficiency pass the Global History Regents, then that student's Global History weight is two. When Student A passes Global History for the first time with a 65 or higher, he would contribute five to his school's weighted Regents pass rate. When Student B passed with 65 or higher, he would contribute two.

Students who score below the 65 passing mark, and who have not yet achieved a passing score of 65 on the same test or on one of the other tests within that subject (e.g., Math or Science), contribute zero.

If a student takes the same Regents exam more than once during the school year *at the same school*, only his highest score is used. For example, a student who fails an exam in January but passes the same exam in June receives the points for passing. A student who fails the exam in June and fails the exam again in August only contributes one zero for that exam.

The Weighted Regents Pass Rate is the average contribution of all students who took the exam. (Students who had previously passed that exam and chose to re-take it are excluded from this measure.)

Because the weight that each student contributes is inversely proportional to his/her expectation of passing the Regents test, all schools have a statistical expectation of one on these measures.

III.10 Average Completion Rate for Remaining Regents (4 points)

This measure evaluates a school's ability to help students progress each year towards passing the five Regents subject areas required for a Regents diploma: English, Math, Science, U.S. History, and Global History. Student in years 2-6 of high school are included in this measure.

Under the State's requirements for Regents diplomas, students pass a Regents test when they score 65 or higher. At the beginning of each year, transfer school students are treated for purposes of this measure as eligible to pass exams in any of the five Regents subject areas for which they have not yet passed an exam with a score of 65 or higher. This measure calculates the proportion of all Regents subject areas that students were eligible to pass at the beginning of the school year, as compared to the number they passed by the end of the school year. That proportion is calculated by dividing the number of Regents subject areas that students at the school passed with a 65 or higher for the first time in the current year (the numerator) by the number of Regents subject areas that all students in the school were eligible to pass in the beginning of the year (the denominator).

For example, a student who passed U.S. History and Integrated Algebra (each for the first time) this year contributes 2 to the numerator. If she had passed Global History and Living Environment in previous years, she would contribute 3 to the denominator, because she was eligible to pass 3 of the 5 subject areas at the beginning of the current year.

Subject areas that students had passed before entering a school are excluded from both the numerator and denominator. All students enrolled at the school, as well as students with long-term absences or who have dropped out, contribute to both the numerator and the denominator of this measure. For the purpose of this measure, the Math subject area can be satisfied by passing either Integrated Algebra, Geometry, Math A, or Math B. The Science subject area can be satisfied by passing any of the following Regents exams: Chemistry, Earth Science, Living Environment, or Physics.

Portfolio schools are exempt from this measure. For portfolio schools, points from this measure are reallocated to the weighted Regents pass rate measures.

Regents Competency Tests (RCTs) may be substituted for Regents exams for eligible students.

IV. Exemplary Student Progress

Schools earn additional credit when their high-need students make exemplary gains. These gains are based on the percentage of high-need students earning 11 or more credits during the year and the percentage of high-need students earning a Regents diploma or better.

Schools earn additional credit if the percentage of students, in any of these categories, is greater than or equal to the additional credit cut scores. Specifically, 2.5 points are added for each measure in which the school's percentage of qualifying students making exemplary gains is in the top 4 of transfer schools' outcomes, and 1.25 points are added for each measure in which the school's percentage of qualifying students is in the top 8 (but not the top 4) of transfer schools' outcomes.

The cut scores to determine the top 4 and the top 8 for each additional credit measure were established based on the performance of schools during the 2007-08 school year.

The percentage of students in each category making exemplary gains is indicated on the Progress Report followed by a notation indicating whether the school received additional credit for gains among any relevant category of students. Categories in which the school has fewer than fifteen students are represented with the symbol "-". The minimum score cut-offs to earn exemplary gains in each category are listed in Appendix B.

For example, if at least 41.3% of a transfer school's *Special Education students* achieve exemplary gains in credit

accumulation then the school will earn an additional 2.5 points in that category. Furthermore, if at least 34.1% but less than 41.3% of a transfer school's *Special Education students* achieve exemplary gains in credit accumulation then the school will earn an additional 1.25 points in that category.

IV.1 Credit Accumulation (11+) – English Language Learners

This measure includes students identified as being Limited English Proficient based on their July 2009 status.

IV.2 Credit Accumulation (11+) – Special Education Students

This measure includes all students with an IEP based on their July 2009 Special Education status.

IV.3 Credit Accumulation (11+) – Over-age/Under-credited Students

This measure includes all over-age/under-credited students (students two or more years behind in credit accumulation based upon their age at admission) that earn eleven or more credits during the 2008-09 school year while attending the school under evaluation.

IV.4 Regents Diploma or better – English Language Learners

This measure includes students identified as being Limited English Proficient during any of the following school years, 2006-07, 2007-08, and 2008-09 that earn a Regents diploma or better while attending the school under evaluation.

IV.5 Regents Diploma or better – Special Education Students

This measure includes students with an IEP during any of the following school years, 2006-07, 2007-08, and 2008-09 that earn a Regents diploma or better while attending the school under evaluation.

IV.6 Regents Diploma or better – Over-age/Under-credited Students

This measure includes all over-age/under-credited students (students two or more years behind his or her expected age and credit accumulation) that earn a Regents diploma or better while attending the school under evaluation.

Final Calculation of Progress Report Grade

Category Scores are calculated by weighting the values within each category to the proximity to the Peer Horizon measures for School Environment, Student Performance, and Student Progress. These weighted values within each category are then averaged to create scores for School Environment, Student Performance, and Student Progress. The school's overall score is a weighted average of School Environment (15%), Student Performance (25%), and Student Progress (60%) plus any additional credit earned by the school.

The maximum point values for each measure are indicated in the table below:

<i>Category Measure</i>	<i>Peer Horizon point values</i>
School Environment	15.00
Academic Expectations	3.75
Communication	3.75
Engagement	3.75
Safety and Respect	3.75
Student Performance	25.00
6-Year Graduation Rate	5.00
6-Year Weighted Diploma Rate	5.00
6-Year Graduation Rate by credits at transfer:	
1. 0.00-11.00 Credits	15.00
2. 11.01-22.00 Credits	
3. More than 22 Credits	

<i>Category Measure</i>	<i>Peer Horizon point values</i>
Student Progress	60.0
Average Change in Student Attendance	12.0
Credits earned per semester for students who start the year with:	24.0
1. 0.00 -11.00 Credits	
2. 11.01-22.00 Credits	
3. 22.01-33.00 Credits	
4. 33.01-38.00 Credits	
Average Completion Rate for Remaining Regents	4.0
Weighted Regents Pass Rate – English	4.0
Weighted Regents Pass Rate – Math	4.0
Weighted Regents Pass Rate – Science	4.0
Weighted Regents Pass Rate – US History	4.0
Weighted Regents Pass Rate – Global History	4.0

A school's overall score is then assigned a percentile ranking based on the range of all transfer school scores Citywide during the 2008–09 academic year.

Letter grades are assigned to schools based on their overall score as well as their category scores. The cut scores for each letter grade are included in Appendix A.

Appendix A: Cut Scores for Grades

Cut scores for overall and category grades vary by school type. The table below displays the cut scores for each grade on the 2008-09 Transfer School Progress Report.

Transfer Schools

<i>Grade</i>	<i>Overall</i>	<i>School Environment</i>	<i>Student Performance</i>	<i>Student Progress</i>
A	67.0	10.1	16.8	40.2
B	54.0	8.1	13.5	32.4
C	44.0	6.6	11.0	26.4
D	38.0	5.7	9.5	22.8

Appendix B: Cut Scores for Additional Credit

Additional credit is based on the percentage of students within a population that achieve exemplary gains. If a school's percentage of students achieving exemplary gains is higher than the percentages in the table, that school earns additional credit. If a school's percentage is in the Top 4 schools, that school earns 2.5 points of additional credit for that measure. If a school's percentage is in the Bottom 50% of the top 8 schools that school earns 1.25 point of additional credit for that measure.

Cut scores for additional credit vary by school type. The tables below display the cut scores for each additional credit measure on the 2007-08 Transfer School Progress Report.

Credit Accumulation

<i>Sub-Group</i>	<i>11+ Credits</i>	
	<i>Top 4</i>	<i>Top 8</i>
English Language Learners	41.1%	22.2%
Special Education Students	41.3%	34.1%
Over-age/Under-credited	43.1%	34.3%

Earned a Regents Diploma or Better

<i>Sub-Group</i>	<i>Regents diploma or better</i>	
	<i>Top 4</i>	<i>Top 8</i>
English Language Learners	5.0%	3.2%
Special Education Students	4.0%	1.4%
Over-age/Under-credited	29.0%	15.4%

Appendix C: Decile Weights for Weighted Regents Pass Rate Measures

Deciles weights are assigned to students based on their performance on the 8th grade New York State tests in ELA, Math, Science, and Social Studies. Decile one represents students who scored in the bottom 10% of all students on the corresponding 8th grade test. Decile 10 represents students who scored in the top 10% of all students on the corresponding 8th grade test.

Beginning in 2008-09, students without 8th grade New York State tests are assigned a “decile equivalent” based on their demographic characteristics. More information about this change can be found in Appendix E.

When a student passes a Regents exam for the first time, he receives the weight corresponding to his decile for that Regents subject. If a student fails a Regents exam he has not previously passed, he receives a weight of zero for that Regents subject.

Math Regents

<i>Decile*</i>	<i>Integrated Algebra</i>	<i>Geometry</i>	<i>Math A</i>	<i>Math B</i>
1	12.99	20	5.52	8.81
2	6.89	15.00	3.15	6.51
3	4.64	10.04	2.28	6.02
4	2.94	6.10	1.83	4.93
5	2.09	4.21	1.54	4.58
6	1.50	2.89	1.32	3.47
7	1.24	2.00	1.18	2.66
8	1.09	1.48	1.09	1.98
9	1.03	1.18	1.03	1.45
10	1.00	1.04	1.00	1.10
11	1.35	1.26	1.16	1.33
12	1.91	1.88	1.44	1.69
13	2.58	2.83	1.56	2.32
14	5.22	5.38	4.14	6.67
15	9.41	10.00	4.55	10.00

English Regents and History Regents

<i>Decile*</i>	<i>English</i>	<i>U.S. History</i>	<i>Global History</i>
1	4.71	3.60	5.68
2	2.39	2.51	3.65
3	1.78	2.02	2.70
4	1.53	1.65	2.13
5	1.32	1.45	1.75
6	1.20	1.28	1.45
7	1.12	1.17	1.26
8	1.06	1.08	1.12
9	1.02	1.03	1.04
10	1.01	1.00	1.01
11	1.12	1.17	1.30
12	1.31	1.43	1.71
13	1.44	1.66	1.95
14	1.87	3.18	5.02
15	2.03	3.35	5.56
16	2.86	NA	NA
17	5.21	NA	NA
18	10.00	NA	NA

Science Regents

<i>Decile*</i>	<i>Living Environment</i>	<i>Earth Science</i>	<i>Chemistry</i>	<i>Physics</i>
1	6.33	10.05	10.01	5.42
2	3.77	6.92	7.75	5.12
3	2.63	4.66	6.46	4.29
4	1.98	3.51	5.20	3.27
5	1.59	2.61	3.90	2.89
6	1.32	1.98	3.08	2.51
7	1.17	1.58	2.33	2.12
8	1.07	1.31	1.81	1.75
9	1.03	1.13	1.40	1.44
10	1.00	1.02	1.11	1.15
11	1.21	1.45	1.30	1.18
12	1.54	2.08	1.81	1.43
13	1.68	2.35	2.34	1.89
14	4.01	4.82	3.97	6.67
15	4.32	6.40	10.00	10.00

*Note: “Deciles” greater than 10 represent the “decile equivalents” as explained in Appendix E.

Appendix D: Graduation Cohorts and Discharge Codes

The following table provides the six-year graduation cohort placement criteria:

<i>ATS Cohort Year Letter</i>	<i>Grade 9 Entry Year (Graded students)</i>	<i>Birth Data Range (Ungraded Students)</i>	<i>Expected Graduation Year (6-year)</i>
<i>I</i>	2003-04	7/1/86 – 6/30/87	2008-09
<i>J</i>	2004-05	7/1/87 – 6/30/88	2009-10
<i>K</i>	2005-06	7/1/88 – 6/30/89	2010-11
<i>L</i>	2006-07	7/1/89 – 6/30/90	2011-12
<i>M</i>	2007-08	7/1/90 – 6/30/91	2012-13
<i>N</i>	2008-09	7/1/91 – 6/30/92	2013-14

The following discharge codes remove a student from a school’s cohort:

<i>Code</i>	<i>Description</i>
06	Admitted to NYC parochial school with documentation
08	Admitted to NYC private school with documentation
10	Placed in juvenile justice or similar institution (non-DOE)
11	Transferred to a school outside of NYC with documentation
15	Deceased
20	Enrolled in a college early admission program prior to graduating from high school

Appendix E: Changes made to the Progress Report from 2008 to 2009

Based on feedback from educators during a comprehensive review process, several changes have been made to this year's Progress Report.

Change #1: Weighted Regents Pass Rates for students without 8th grade test scores

These measures award credit to schools for students who pass a Regents exam (with a 65 or higher), where the amount of credit is based on a student's starting proficiency. In previous years, students without 8th grade test scores were excluded from these measures. This year, a student without 8th grade test scores will be assigned a weight which is a function of his demographic characteristics.

<i>Demographic Characteristic</i>	<i>Weight</i>
Black / Hispanic	+1
Free Lunch	+1
Special Education	+2
English Language Learner	+2 (English Regents only)
Students with interrupted formal education (SIFE)	+1 (English Regents only)

A student's weight is added to 11 to determine his "decile equivalent". For example, a student who was Free Lunch and an English Language Learner would have a weight of 3 for the ELA Regents, and thus his ELA decile equivalent would be 14 (11+3).

Change #2: Accountability for students who have dropped out

In the credit measures and the 'Average Regents Completion Rate' measure, schools will be held accountable for students who have dropped out for a maximum of two consecutive terms, beginning with the term in which the student dropped out. After two terms, the student will be removed from the school's Progress Report accountability (assuming the student does not re-enroll) until he is evaluated in the 6-year graduation rate.

Change #3: Credits at Entry

If a student is consecutively admitted to the same school, the student's credits at entry value would be based upon his earliest admission date. However, if a student attended school A, then school B, then school A, the student's credits at entry value would be based upon his most recent admission date.

Change #4: Credit Accumulation Buckets:

A new credit measure was added to capture credit accumulation by students who begin the year with 33 to 38 credits.