# Educator Guide

## The New York City Progress Report

High School

Updated: November 6, 2008

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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 all schools Citywide and 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 five point scale: Outstanding, 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 High School Progress Report evaluates schools that serve some or all of grades 9-12. A separate Elementary/Middle School Progress Report evaluates schools or portions of schools that serve grades K-8. A separate Progress Report is also being developed to evaluate schools that have substantial populations of Special Education students receiving alternative assessments.

## Definitions

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

High 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)
*minus*
(percentage of over-age students)

Sample calculation:

- Average student proficiency – 3.38
- Percentage of Special Education students – 12%
- Percentage of over-age (2+ years) students – 5%

$$3.38 - 2(0.12) - 0.05 = \mathbf{3.09}$$

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, 2008.

A school's peer group consists of the twenty schools above and twenty 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.

## 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.

## Citywide Range

Schools are also judged based on how their students' performance compares to that of students in other City schools of the same school type. Like the peer ranges, Citywide 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 Citywide range is the range of scores earned by schools Citywide 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.

## Students in a School's Lowest Third

A school's lowest third is the third of students at the school in each year of high school who scored the lowest on the 8th grade State ELA and Mathematics exams.

## Students in Lowest Third Citywide

The lowest third Citywide is the third of students in the City who scored the lowest on the 8th grade State ELA and Mathematics exams. Students with an average 8th grade ELA and Math proficiency rating of less than or equal to 2.45 are in the lowest third Citywide.

## 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 June 30th of his/her 4th year of high school
- Academic credits and Regents examinations are attributed to the school where the student is registered at the end of the semester in which the credit was earned (January 1st for the fall semester and June 1st for the spring and summer semesters)

## Performance Levels

Performance levels (1, 2, 3, and 4) reflect the extent to which a student demonstrates the level of understanding expected at his/her grade level in ELA and Mathematics.

**Proficiency Ratings**

For purposes of the Progress Report, the scale scores awarded by the State on State mathematics and ELA exams are assigned a Proficiency Rating on a continuum from 1.00 to 4.50. A Proficiency Rating of 1.00 corresponds to the lowest score a student in Performance Level 1 can attain. A Proficiency Rating of 1.99 corresponds to the highest score a student can attain and still be at Performance Level 1. A Proficiency Rating of 2.50 corresponds to the midpoint between Performance Level 2 and Performance Level 3. Similarly, Ratings between 2.00 and 3.00 reflect scale scores between the State cut-off scores for Performance Levels 2 and 3, and Ratings between 3.00 and 4.00 reflect scale scores between the State cut-off scores for Performance Levels 3 and 4. Students who exceed the cut-off score for Performance Level 4 are assigned Proficiency Ratings from 4.01 to 4.50; a Proficiency Rating of 4.50 corresponds to the highest score that can be attained on the test.

**4-Year Graduation Cohort**

For the 2007-08 Progress Report, a school's 4-year graduation cohort consists of all students who:

- Are assigned to the 2004 Cohort Year (this cohort is represented by the letter 'J'), *and*
- Were active in the school as of June 30, 2008, or the school is the last diploma-granting high school that they attended before June 30, 2008, *and*
- Were not discharged with a code that removes students from the cohort

**6-Year Graduation Cohort**

For the 2007-08 Progress Report, a school's 6-year graduation cohort consists of all students who were in the school's 4-year graduation cohort in 2005-06. Students in this cohort are represented by the letter 'H'.

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# 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: student attendance (5%) and other 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 (10%). 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.

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. Attention is given to all students in each school and particular emphasis is given to the one-third of students who entered high school at the lowest performance level.

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 score on each of the areas of measurement described above are represented numerically as well as visually through a sideways bar chart. 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 10 of the 15 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.

*I.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.

*I.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.

*I.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.

The final measure in School Environment is attendance. Attendance counts for 5 points in the School Environment category.

*I.5 Attendance*

The attendance rate includes the attendance for all high school students on a school's register at any point during the school year (September through June). The attendance rate is calculated by taking the total number of days attended by all students and dividing it by the total number of days on the school's register for all students (principals can review their attendance data using the RGAR screen in ATS).

**II. Student Performance (25 points)**

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

*II.1 4-Year Graduation Rate*

This measure reflects the percentage of students in the school's 4-year cohort (defined above) that graduated with a Regents or Local Diploma. For the 2008 Progress Report, the 4-year cohort reflects the 'J' cohort which includes students who started high school in 2004.

*II.2 4-Year Weighted Diploma Rate*

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:

| *Diploma Type* | *Graduation Weight* | *With CTE-Endorsed Diploma* | *With Advanced Designation in Arts* | *With Associates Degree* |
|---|---|---|---|---|
| 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 a Special Education student or student who enters high school two or more years over-age. 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 4-year cohort earned Advanced Regents with Honors diplomas would have a 4-year weighted diploma rate of 300%. A school with no graduates would earn 0%. This rate evaluates the same cohort of students as the 4-year graduation rate.

*II.3 6-Year Graduation Rate*

This measure is similar to the 4-year graduation rate, except that it 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 2008 Progress Report, the 6-year cohort reflects the 'H' cohort which includes students who started high school in 2002.

*II.4 6-Year Weighted Diploma Rate*

This measure is similar to the 4-year weighted diploma rate, except that it evaluates the diplomas earned by students within 6 years of beginning high school. The weights used are the same as in the table above.

**III. Student Progress (60 points)**

Student Progress measures evaluate a school's success in moving students toward graduation, specifically 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 Percentage of Students Earning 10+ Credits in Year 1*

This measure evaluates the percentage of students at a school who accumulated 10 or more academic credits in their first year of high school. Credit and responsibility for students who are registered at different schools for fall and spring semesters are split equally between the fall school and the spring school.

*III.2 Percentage of Students in the School's Lowest Third Earning 10+ Credits in Year 1*

This measure is the same as the previous measure, except it measures only students in the school's lowest third.

*III.3 Percentage of Students Earning 10+ Credits in Year 2*

This measure evaluates the percentage of students at a school who accumulated 10 or more academic credits in their second year of high school. Credit and responsibility for students who are registered at different schools for fall and spring semesters are split equally between the fall school and the spring school.

*III.4 Percentage of Students in the School's Lowest Third Earning 10+ Credits in Year 2*

This measure is the same as the previous measure, except it measures only students in the school's lowest third.

*III.5 Percentage of Students Earning 10+ Credits in Year 3*

This measure evaluates the percentage of students at a school who accumulated 10 or more academic credits in their third year of high school. Credit and responsibility for students who are registered at different schools for fall and spring semesters are split equally between the fall school and the spring school.

*III.6 Percentage of Students in the School's Lowest Third Earning 10+ Credits in Year 3*

This measure is the same as the previous measure, except it measures only students in the school's lowest third.

*III.7 Average Completion Rate for Remaining Regents*

This measure evaluates a school's ability to help students progress each year towards passing the five Regents subject tests required for a Regents diploma: English, Math, Science, U.S. History, and Global History.

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, high school students are treated for purposes of this measure as eligible to pass any of the five Regents subjects on which they have not yet received a score of 65 or higher. This measure calculates the proportion of all Regents subjects 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 subjects 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 subjects that all students in the school were eligible to pass in the beginning of the year (the denominator).

So, for example, a student who passed U.S. History and Math A (each for the first time) this year contributes two to the numerator. If she had passed Global History and Living Environment in previous years, she would contribute three to the denominator, because she was eligible to pass three of the five tests at the beginning of the current year.

In order to give schools a choice about whether to give Regents tests in grade 9, this measure calculate Regents test eligibility by treating grades 9 and 10 as a single class.

For example, if a student who is currently in her second year of high school passed Living Environment in grade 9 and English and Math A in the current year in grade 10, she would contribute 3 (for the 3 tests passed) to the numerator and 5 (for all 5 tests that she was eligible to take at the beginning of grade 9) to the denominator. Next year, this same student will contribute 2 to the denominator for her third year of high school because she will only be required to pass 2 of the 5 required subjects.

Exams that transfer 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 requirement can be satisfied by passing either Integrated Algebra, Math A, or Math B. The Science requirement can be satisfied by passing any of the following Regents exams: Chemistry, Earth Science, Living Environment, or Physics.

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

*III.8 - 12 Weighted Regents Pass Rates*

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. These measures evaluate the extent to which some high schools help their students meet or exceed these expectations, while students attending other high 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 test 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, including those in grade 9, who pass a subject Regents test for the first time, contribute to their school's weighted Regents pass rate, but students who had lower proficiency upon entering high schools are weighted to contribute more. If only one five students with a student's entering proficiency is expected, based on prior experience of all City students, to pass a subject Regents test, then the student's weight on that Regents is five. If one in two students with the same entering performance level passed the Regents, then that student's subject weight is two. When the first student passed the Regents with 65 or higher, he would contribute five to his school's weighted Regents pass rate. When the second student passed with 65 or higher, he would contribute 2.

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.

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.) The weighted contribution of Students with Interrupted Formal Education (SIFE) who pass the English Regents is determined by the historic pass rate of SIFE students. Because the weight that each student contributes is inversely proportional to his/her expectation of pass the Regents test, all schools have a statistical expectation of one on these measures.

## 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 in their first, second, or third years of high school. These measures of progress are highly predictive of high school graduation.

Schools can also earn additional credit based on their percentage of students in the lowest third Citywide earning a 75 or higher for the first time on an ELA or Math Regents or graduating with a Regents diploma. Note: 75 is the cut-off the City University of New York uses to exempt students from having to take remedial classes in college.

Schools earn additional credit if the percentage of students, in any of these categories, is in the top 40% of all schools Citywide. Specifically, 1 point is added for each measure in which the school's percentage of qualifying students making exemplary gains is in the top 40% of all high schools, and 2 points are added for each measure in which the school's percentage of qualifying students in the top 20% of all high schools.

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, at least 46.6% of a high school's *Hispanic Students in the Lowest Third* Citywide must achieve exemplary gains in credit accumulation for the school to earn an additional 1 point in that category. Furthermore, at least 58.7% of a high school's *Hispanic Students in the Lowest Third* Citywide must achieve exemplary gains in credit accumulation in order for the school to earn an additional 2 points in that category.

*IV.1 Credit Accumulation – English Language Learners*

This measure includes students identified as being Limited English Proficient based on their July 2008 status.

*IV.2 Credit Accumulation – Special Education Students*

This measure includes all students with an IEP based on their July 2008 Special Education status.

*IV.3 Credit Accumulation – Hispanic Students in the Lowest Third Citywide*

This measure includes Hispanic students who performed in the lowest third of all students Citywide based on their 8th grade State test scores.

*IV.4 Credit Accumulation – Black Students in the Lowest Third Citywide*

This measure includes Black students who performed in the lowest third of all students Citywide based on their 8th grade State test scores.

*IV.5 Other Students in the Lowest Third Citywide*

This measure includes all other students who performed in the lowest third of all students Citywide based on their 8th grade State test scores. Note: if the school did not have 15 students (the minimum number required to calculate a measure) in the category of Hispanic Students in the Lowest Third Citywide or 15 students in the category of Black Students in the Lowest Third Citywide, then those students are included in the category of Other Students in the Lowest Third Citywide.

*IV.6 Lowest Third Citywide Regents – English*

This measure evaluates the percentage of students in the Lowest Third Citywide that pass the English Regents exam with a 75 or higher. Students who have previously passed the English Regents exam with a 75 or higher are excluded from the measure.

*IV.7 Lowest Third Citywide Regents – Math*

This measure evaluates the percentage of students in the Lowest Third Citywide that pass a Math Regents exam with a 75 or higher. Students who have previously passed that Math Regents exam with a 75 or higher are excluded from the measure.

*IV.8 Other Students in the Lowest Third Citywide*

This measure evaluates the percentage of students in the Lowest Third Citywide that graduate with a Regents Diploma.

# Final Calculation of Progress Report Grade

Category Scores are calculated by weighting the values within each category of the Proximity to Peer Horizon (x3) and Proximity to Peer Horizon (x1) measures for School Environment, Student Performance, and Student Progress. As the weighting indicates, Proximity to Peer Horizon counts three times as much as Proximity to City Horizon. 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:

| *Category Measure* | *Total points* | *Peer Horizon point values (75% of total)* | *City Horizon point values (25% of total)* |
|---|---|---|---|
| **School Environment** | **15.0** | **11.25** | **3.75** |
| Academic Expectations | 2.5 | 1.875 | 0.625 |
| Communication | 2.5 | 1.875 | 0.625 |
| Engagement | 2.5 | 1.875 | 0.625 |
| Safety and Respect | 2.5 | 1.875 | 0.625 |
| Attendance | 5.0 | 3.75 | 1.25 |
| **Student Performance** | **25.0** | **18.75** | **6.25** |
| 4-Year Graduation Rate | 6.25 | 4.6875 | 1.5625 |
| 4-Year Weighted Diploma Rate | 6.25 | 4.6875 | 1.5625 |
| 6-Year Graduation Rate | 6.25 | 4.6875 | 1.5625 |
| 6-Year Weighted Diploma Rate | 6.25 | 4.6875 | 1.5625 |

| *Category Measure* | *Total points* | *Peer Horizon point values (75% of total)* | *City Horizon point values (25% of total)* |
|---|---|---|---|
| **Student Progress** | **60.0** | **45.0** | **15.0** |
| % of Students Earning 10+ Credits in Year 1 | 5.0 | 3.75 | 1.25 |
| % of Students in the School's Lowest Third Earning 10+ Credits in Year 1 | 5.0 | 3.75 | 1.25 |
| % of Students Earning 10+ Credits in Year 2 | 5.0 | 3.75 | 1.25 |
| % of Students in the School's Lowest Third Earning 10+ Credits in Year 2 | 5.0 | 3.75 | 1.25 |
| % of Students Earning 10+ Credits in Year 3 | 5.0 | 3.75 | 1.25 |
| % of Students in the School's Lowest Third Earning 10+ Credits in Year 3 | 5.0 | 3.75 | 1.25 |
| Average Completion Rate for Remaining Regents | 5.0 | 3.75 | 1.25 |
| Weighted Regents Pass Rate – English | 5.0 | 3.75 | 1.25 |
| Weighted Regents Pass Rate – Math | 5.0 | 3.75 | 1.25 |
| Weighted Regents Pass Rate – Science | 5.0 | 3.75 | 1.25 |
| Weighted Regents Pass Rate – US History | 5.0 | 3.75 | 1.25 |
| Weighted Regents Pass Rate – Global History | 5.0 | 3.75 | 1.25 |

A school's overall score is then assigned a percentile ranking based on the range of all scores Citywide during the 2007–08 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 below tables show the cut scores for each grade on the 2007-08 Progress Report.

*High Schools*

| *Grade* | *Overall* | *School Environment* | *Student Performance* | *Student Progress* |
|---|---|---|---|---|
| A | 64.2 | 9.0 | 16.2 | 34.7 |
| B | 43.5 | 5.6 | 9.9 | 24.7 |
| C | 34.3 | 3.6 | 7.2 | 19.0 |
| D | 29.7 | 3.4 | 6.2 | 17.9 |

# 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 20%, that school earns 2.0 points of additional credit for that measure. If a school's percentage is in the Top 40% (but not top 20%) that school earns 1.0 point of additional credit for that measure.

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

*Credit Accumulation*

| *Sub-Group* | *11+ Credits* | |
|---|---|---|
| | *Top 40%* | *Top 20%* |
| English Language Learners | 57.1% | 67.3% |
| Special Education Students | 45.7% | 56.3% |
| Hispanic Students in the Lowest Third Citywide | 46.6% | 58.7% |
| Black Students in the Lowest Third Citywide | 46.8% | 57.8% |
| Other Students in the Lowest Third Citywide | 50.0% | 63.9% |

*Lowest Third Citywide Regents*

| *Category* | *Lowest Third Citywide Regents* | |
|---|---|---|
| | *Top 40%* | *Top 20%* |
| ELA Regents – 75 or higher | 10.0% | 16.0% |
| Math Regents – 75 or higher | 3.6% | 6.6% |
| Regents Diploma | 10.7% | 19.8% |

# 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 Students. 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. When a student passes a Regents exam, he receives the weight corresponding to his decile for that Regents subject. If a student fails a Regents exam, he receives a weight of zero for that Regents subject.

*English and History Regents*

| *Decile* | *English* | *U.S. History* | *Global History* |
|---|---|---|---|
| 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 |

*Math Regents*

| *Decile* | *Integrated Algebra* | *Math A* | *Math B* |
|---|---|---|---|
| 1 | 12.99 | 5.52 | 8.81 |
| 2 | 6.89 | 3.15 | 6.51 |
| 3 | 4.64 | 2.28 | 6.02 |
| 4 | 2.94 | 1.83 | 4.93 |
| 5 | 2.09 | 1.54 | 4.58 |
| 6 | 1.50 | 1.32 | 3.47 |
| 7 | 1.24 | 1.18 | 2.66 |
| 8 | 1.09 | 1.09 | 1.98 |
| 9 | 1.03 | 1.03 | 1.45 |
| 10 | 1.00 | 1.00 | 1.10 |

*Science Regents*

| *Decile* | *Living Environment* | *Earth Science* | *Chemistry* | *Physics* |
|---|---|---|---|---|
| 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 |

# Appendix D: Graduation Cohorts and Discharge Codes

The following table provides the graduation cohort placement criteria:

| *ATS Cohort Year Letter* | *Grade 9 Entry Year (Graded students)* | *Birth Data Range (Ungraded Students)* | *Expected Graduation Year* |
|---|---|---|---|
| H | 2002-03 | 7/1/85 – 6/30/86 | 2005-06 |
| I | 2003-04 | 7/1/86 – 6/30/87 | 2006-07 |
| J | 2004-05 | 7/1/87 – 6/30/88 | 2007-08 |
| K | 2005-06 | 7/1/88 – 6/30/89 | 2008-09 |
| L | 2006-07 | 7/1/89 – 6/30/90 | 2009-10 |

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

| *Code* | *Description* |
|---|---|
| 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 |
| 25 | Proof of receipt of high school diploma prior to NYC DOE enrollment |

# Appendix E: Changes made to the Progress Report from 2007 to 2008

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

*Change #1: High School Peer Index*

Last year, a high school's peer index was based on the average 8th grade ELA and Math proficiency of its students. This year, the high school peer index incorporates two additional components—the percentage of Special Education students and the percentage of students who are over-age on entry (2 or more years). Note: 2 or more years over-age on entry includes any student who turns 16 on or before December 31st of his/her first year of high school.

The formula for the high school peer index is:

Average student proficiency
*minus*
(2 X percentage of Special Education students)
*minus*
(percentage of over-age students)

Sample calculation:

- Average student proficiency (based on 8th grade test scores) – 3.38
- Percentage of Special Education students – 12%
- Percentage of over-age (2+ years) students – 5%

*3.38 – 2(0.12) – 0.05 =* ***3.09***

*Change #2: Category Weights*

The weights corresponding to each category have been modified slightly.

- 15% School Environment (no change from last year)
- 25% Student Performance (compared to 30% last year)
- 60% Student Progress (compared to 55% last year)

*Change #3: Peer/City Horizons*

The weights corresponding to the peer and City horizons have been modified slightly.

- 75% Peer (compared to 67% last year)
- 25% City (compared to 33% last year)

*Change #4: New Graduation Weights in the Weighted Diploma Rates*

There are a number of graduation distinctions that reflect additional educational investment. The following diploma types are now given additional weight on the Progress Report:

- Career and Technology Education-endorsed diplomas – additional 0.5 weight
- Regents Diploma with Advanced Designation through the Arts – additional 0.5 weight
- Associates Degrees – additional 0.5 weight
- IEP Diplomas – weight of 1.0 for Special Education students that qualify for the New York State Alternate Assessment (NYSAA)

In addition, the diploma weight is doubled for any graduation designation (Local Diploma or higher) for students that are Special Education or over-age on entry (2 or more years).

*Change #5: Student Progress Measures*

The five Student Progress measures corresponding to the Weighted Regents Pass Rate for the school's lowest third were eliminated. In their place, there are three new Student Progress measures associating the school's lowest third with credits earned:

- Percentage of students in the school's lowest third earning 10+ credits in their first year
- Percentage of students in the school's lowest third earning 10+ credits in their second year
- Percentage of students in the school's lowest third earning 10+ credits in their third year

*Change #6: Time Period of Measurement*

All measures on the high school Progress Report reflect information from the 2007-08 school calendar year which runs from September 2007 to August 2008. Summer 2008 credits, Regents, and graduation data are all evaluated.

*Change #7: Additional Credit Measures*

There are three new Additional Credit measures this year:

- Percentage of students in the lowest third Citywide that scored 75+ on the ELA Regents
- Percentage of students in the lowest third Citywide that scored 75+ on the Math Regents
- Percentage of students in the lowest third Citywide that graduated with a Regents Diploma

*Change #8: Category Letter Grades*

This year, schools receive a letter grade (A through F) in each category (e.g., School Environment), in addition to an overall grade.