

Educator Guide

**The New York City
Progress Report**
Transfer School

Updated: January 5, 2009

The New York City Progress Report Transfer School

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 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 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. 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 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, 2008.

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 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 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)

6-Year Graduation Cohort

For the 2007-08 Progress Report, a school's 6-year graduation cohort consists of all students who transfer into the school up to June 30th of their 6th year. A student who is discharged with a code that removes him from the cohort before June 30th of his 6th year is removed from the school's cohort. Students in the graduation cohort being evaluated on this year's Progress Report are represented by the cohort letter 'H'. This cohort year letter represents a grade 9 entry year of 2002-2003.

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 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.

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.

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 2008 Progress Report, the 6-year cohort reflects the 'H' cohort which includes students who started

high school in 2002.

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 for students earning diplomas within 6 years of beginning high school. The weights used are in the table below

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 a Special Education student or student who enters 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 credits earned per year, Regents passed, and a student's change in attendance from the previous year. 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 2006-07 to 2007-08. This measure looks at three pieces of information for each student. First, a student's attendance is determined for 2006-07 (note: the student's attendance rate would be the aggregate rate for any New York City public school(s) that the student attended in 2006-07). Second, a student's attendance is determined for 2007-08. Third, a change in yearly attendance is calculated for student's who appear on a transfer school's register in 2007-08.

To be included in this measure a student must have an attendance

rate for the 2006-07 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 2007-08 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 2007-08 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 so if a student attended one term during the 2007-08 school year then that is the term used for evaluation. If a student attended the same school during both terms then the 2007-08 attendance rate would reflect the time spent at the school during both terms. If a student has an attendance rate for 2006-07 AND rates for fall AND spring of 2007-08, then that student will count with a full weight. If a student has an attendance rate in 2006-07 but only an attendance rate for one 2007-08 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 2006-07 to 2007-08 for all students at the school under evaluation.

Note: the 2007-08 terms are determined by a student's placement as of January 1st for the fall and June 1st for spring/summer. Attendance rate is equal to total days present divided by total days on register.

III.2-4 Average Credit Accumulation by Credits at Beginning of Year (24 points):

1. 0.00 -11.00 Credits
2. 11.01-22.00 Credits
3. 22.01-33.00 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 three measures are assigned proportionately based on the number of students in each credit category. Students who attended a transfer school during both terms in 2007-08 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 2007-08 term are assigned to a credit bucket based on their number of credits when starting the spring term.

Students who start the year with more than 33 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, a student's entering proficiency, as measured by their performance on State Grade 8 subject tests, is a strong predictor of their 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 (explained in the next section), 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.

All students, including those in grade 9, who pass a subject Regents

test for the first time, contribute positively to their school's weighted Regents pass rate. However, students who had lower proficiency upon entering high school are weighted to contribute more. Decile 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. Two additional deciles have been created for this year's Progress Report for students with missing 8th grade test scores. Decile 11 represents students with missing 8th grade test scores and Decile 12 represents English Language Learners with missing 8th grade test scores. Students with Interrupted Formal Education (SIFE) are automatically assigned to decile 1 for the English Regents measure.

If only one in five students with a student's entering proficiency is expected to pass a subject Regents test, based on prior experience of all City students, then the student's weight on that Regents is five. If one in two students with the same entering proficiency 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.) 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 tests 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 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).

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 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.

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 in the top eight of all transfer schools Citywide. Specifically, 2.5 points is added for each measure in which the school's percentage of qualifying students making exemplary gains is in the top four schools, and 1.25 points is added to each measure for the top five through eight 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, 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 during any of the following school years, 2005-06, 2006-07, and 2007-08 that earn eleven or more credits during the 2007-08 school year while attending the school under evaluation.

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

This measure includes students with an IEP during any of the following school years, 2005-06, 2006-07, and 2007-08 that earn eleven or more credits during the 2007-08 school year while attending the school under evaluation.

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 his or her expected age and credit accumulation) that earn eleven or more credits during the 2007-08 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, 2005-06, 2006-

07, and 2007-08 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, 2005-06, 2006-07, and 2007-08 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	
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 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 table below displays the cut scores for each grade on the 2007-08 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	58.0	9.6	15.8	31.5
B	43.2	5.7	11.0	20.7
C	36.7	4.5	9.0	19.6
D	30.0	3.9	7.6	19.2

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.

Two additional deciles, deciles 11 and 12, are used for students who do not have 8th grade test scores. Decile 11 represents students with missing 8th grade test scores who are not English Language Learners. Decile 12 represents students with missing 8th grade test scores who are English Language Learners (based on their 2005-06, 2006-07, or 2007-08 LEP status).

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

English and History Regents

<i>Decile</i>	<i>English</i>	<i>U.S. History</i>	<i>Global History</i>
1	3.57	3.60	5.68
2	2.40	2.52	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	1.03	1.03	1.04
10	1.01	1.00	1.01
11	1.45	1.35	1.45
12	1.81	1.95	2.37

Math Regents

<i>Decile</i>	<i>Integrated Algebra</i>	<i>Math A</i>	<i>Math B</i>
1	12.99	5.52	8.81
2	6.90	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	3.46
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
11	2.07	1.77	1.45
12	2.58	1.26	1.16

Science Regents

<i>Decile</i>	<i>Living Environment</i>	<i>Earth Science</i>	<i>Chemistry</i>	<i>Physics</i>
1	6.32	10.03	10.03	5.42
2	3.77	6.93	7.77	5.12
3	2.63	4.67	6.46	4.29
4	1.98	3.51	5.20	3.27
5	1.59	2.60	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	1.40	1.48	1.72	1.48
12	2.27	2.71	3.48	1.70

Appendix D: Graduation Cohorts and Discharge Codes

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

ATS Cohort Year Letter	Grade 9 Entry Year (Graded students)	Birth Data Range (Ungraded Students)	Expected Six-Year Graduation Year
H	2002-03	7/1/85 – 6/30/86	2007-08
I	2003-04	7/1/86 – 6/30/87	2008-09
J	2004-05	7/1/87 – 6/30/88	2009-10
K	2005-06	7/1/88 – 6/30/89	2010-11
L	2006-07	7/1/89 – 6/30/90	2011-12

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: Transfer School Peer Index

Last year, the transfer school progress report did not have a peer index; instead all transfer schools were compared to one another regardless of different student characteristics. To account for this issue the transfer school progress report for the 2007-2008 school year includes a peer index. A transfer school's peer index is based on the average 8th grade ELA and Math proficiency of its students and the overall percentage of Special Education students at the school.

The formula for the transfer school peer index is:

Average student proficiency
minus
 (2 X percentage of Special Education students)

Sample calculation:

- Average student proficiency (based on 8th grade test scores) – 3.38
- Percentage of Special Education students – 12%

$$3.38 - 2(0.12) = \mathbf{3.14}$$

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 Horizons

Last year all transfer schools were compared to each other. This year transfer schools are compared to other transfer schools within their peer group, as designated by the peer index. Transfer schools will be compared to peer schools that are within a certain range of the school's peer index. Each school will have no more than 30 peer schools (15 above and 15 below) and no less than 15 schools (so the school at the very top and very bottom both have only 15 schools in their peer group).

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

There are a number of graduation distinctions that reflect additional educational achievement. 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 and under-credited on entry.

Change #5: Student Performance Measures

The three 6-year graduation rates by diploma measures were eliminated. In their place, there are now two measures:

- Six-year graduation rate
- Weighted diploma rate for 6-year graduates

Change #6: Student Progress Measures

The five Student Progress measures corresponding to the school's Attendance Rate were eliminated. In their place, there is a single attendance rate measure. This measure now assesses the school's average change in attendance from the previous year.

The five Student Progress measures used to compare credit accumulation for students in their first, second, and third years to the average credits accumulated prior to the transfer year have been eliminated. In place of these measures there are now three measures that examine average credits earned per semester for students who start the year with:

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

Finally, the five Student Progress measures used to examine progress in Regents exams passed in their first, second, and third years have been replaced with six new Regents measures: Average completion rate for remaining regents and the weighted Regents pass rates for each of the five Regents subjects (Math, ELA, Science, U.S. History, and Global History).

Change #7: Additional Credit Measures

All of the credit measures from last year's Progress Report

have been eliminated. There are six new additional credit measures for this year's Progress Report.

Percentage of students earning 11 or more credits in the following categories:

- English Language Learners
- Special Education Students
- Over-age/Under-credited students

Percentage of students earning a Regents diploma or better in each of the above categories.

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.