

Educator Guide

The New York City Progress Report

2009-2010

Transfer High Schools

Updated: February 17th, 2011

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 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 students with IEPs)
minus
(2 X percentage of students in self-contained classes)

The students included in the determination of a school's peer index are those that are on the school's register as of October 31st, 2009.

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 2006-09 (school years 2006-07, 2007-08, 2008-2009). For each element in the Progress Report, the peer range is the range of scores earned by peer schools in the 2006–09 period excluding “outlier” scores that deviate so dramatically from the other scores that it is not reasonable to use them as reference points. An “outlier” score is defined as one that is more than two standard deviations away from the mean.

The peer range minimum is equal to the peer mean minus two times the peer standard deviation. The peer range maximum is equal to the peer mean plus two times the peer standard deviation. The peer minimum and maximums are never allowed to be outside the range of what is theoretically possible.

Minimum N (Number of Students)

The minimum number of values used for metrics in the performance and progress section is 15. The minimum number of values used for the weighted diploma rate metrics in the additional credit section is 10. Elements for which there are fewer than the minimum number of 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 the minimum number of valid observations are represented on the progress reports with the symbol “—”. In cases where student performance metrics or student progress metrics are missing, the other metrics in the category will be weighted more to compensate.

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 near 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 not be considered in the Progress metrics but will still contribute toward the graduation rate denominator when his or her cohort reaches expected graduation. Students who have dropped out are also removed if six full years have passed since their ninth grade entry.

6-Year Graduation Cohort

For the 2009-10 Progress Report, a school's 6-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, 2010, or the school is the last diploma-granting high school that they attended before June 30, 2010, *and*
- Were not discharged with codes 6, 8, 10, 11, 15, 20, or 25 prior to June 30th, 2010

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 2009-2010 Transfer School Progress Report uses the following distinctions for overage/under-credited students:

<i>Age</i>	<i>Credits</i>
16	Less than 11 credits
17	Less than 22 credits
18	Less than 33 credits
19-21	Less than 44 credits

Most at Risk

Among overage/under-credited students, we have identified a group that is even more at risk of not graduating. This is the subset of OA/UC students who meet the following criteria at the time of entry into a transfer school:

<i>Age</i>	<i>Credits</i>
16-17	Less than 11 credits
18	Less than 22 credits
19-21	Less than 33 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.

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.

1.4 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 2010 Progress Report, the 6-year cohort reflects the 'J' cohort which includes students who started high school in 2004.

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:

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

The diploma weights in the shaded boxes above can also be multiplied based on certain demographic variables:

Demographic Characteristic	Diploma Weight Multiplier
Overage/Under-Credited	x2
Most at Risk	X4
Special Education: SETSS	x2
Special Education: Team Teaching (CTT)	x3
Special Education: Self-Contained	x4

For students that fall in multiple categories, only the highest multiplier is used. For example a student who is OA/UC and most at risk and CTT would get a multiplier of x4 (due to being most at risk).

The special education program code comes from the primary program recommendation on the CAP register taken at the end of June each year. The most restrictive code from 2010, 2009, 2008, or 2007 is used.

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 unweighted 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 2008-09 to 2009-10. This measure looks at three pieces of information for each student:

- Student's attendance rate for 2008-09 (note: the student's attendance rate would be the aggregate rate for any New York City public school(s) that the student attended in 2008-

09)

- Student's attendance rate for 2009-10 (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 2009-10.

To be included in this measure a student must have an attendance rate for the 2008-09 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 2009-10 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 2009-10 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 2009-10 attendance rate. Thus, if a student only attended one term during the 2009-10 school year then that is the term used for evaluation. If a student attended the same school during both terms then the 2009-10 attendance rate would reflect the time spent at the school during both terms. If a student has an attendance rate for 2008-09 AND rates for fall AND spring of 2009-10, then that student will count with a full weight. If a student has an attendance rate in 2008-09 but only an attendance rate for one 2009-10 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 2008-09 to 2009-10 for all students at the school under evaluation.

III.2-4 Average Credits Earned 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 2009-10 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 2009-10 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.

All second, third, and fourth year 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, Geometry, Algebra II/Trigonometry or Math B. The Science requirement can be satisfied by passing any of the following Regents exams: Chemistry, Earth Science, Living Environment, or Physics.

Passing scores on RCT exams and scores of "PR" on component re-tests also count as passing for purposes of this measure. Since NYSAA-eligible students are exempt from Regents, they are excluded from this metric.

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.

Each student has a possible weight for each exam. These weights are based on the performance decile in the corresponding 8th grade test. 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. The tables of weights used can be found in Appendix C.

Students who are less likely to pass the exam are weighted to contribute more points to this metric. If only one in five students with Student A's entering proficiency is expected, based on prior experience of all City students, to pass a subject Regents test, then that student's weight on that Regents is five. If one in two students with Student B's entering proficiency passed the Regents, then that student's subject weight is two. When Student A passed the Regents with 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.

Because the weight that each student contributes is inversely proportional to his/her expectation of pass the Regents test, schools have a statistical expectation of about 1.00 on these measures (the exact expectation varies slightly due to the inclusion/exclusion criteria).

There are 11 Regents that can count toward Weighted Regents Pass Rate, divided into five subjects:

Subject	Exam
English	English
U.S. History	U.S. History
Global History	Global History
Science	Living Environment
	Earth Science
	Chemistry
	Physics
Math	Math B
	Integrated Algebra
	Geometry
	Algebra II

Each of these exams has the potential to count towards the metric. However, every exam taken does not necessarily count towards the metric. The rules for including and excluding exams for Weighted Regents Passing Rate are:

General Rules for including / excluding exams

- Only exams taken in January, June, or August 2010 can be included in the 2009-2010 weighted Regents passing metric.
- January exams are attributed to the school where the student is registered on January 1st. June and August exams are attributed to the school where the student is registered on June 1st.
- Regents or RCT's with a score of ABS (absent) not count toward Weighted Regents Pass Rate.

Rules for including / excluding exams passed in 2009-2010

- The exam is included if it is the first time the student passed that exam
- The exam is excluded if the student has already passed the same exam at an earlier date

Rules for including / excluding exams failed in 2009-2010

- Failures are excluded if the student passed or passes an exam in the same subject (or the same exam):
 - In a previous year, or
 - In a previous term, or
 - In the same term, or
 - At the same school in a future term in the same school year
- If there are multiple failures by the same student in the same year in the same subject at the *same* school, then a maximum of one of the failures will be included.
- If there are multiple failures by the same student in the same year in the same subject at *different* schools, then, at most, one failure is included at each school.

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. Additional Credit

Schools earn additional credit when their high-need students make exemplary gains. These gains are based on the weighted diploma rate of high-need students and on high-need students earning 75+ on the Math or English Regents.

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, 3.0 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 1.5 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 2009-10 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.

IV.1 Weighted 6-year Diploma Rate for English Language Learners

IV.2 Weighted 6-year Diploma Rate for SETSS / CTT / Self-contained Students

IV.3 Weighted 6-year Diploma Rate for Overage/Under-Credited Students

This measure includes students identified as being Limited English Proficient (code S, Y, or Z) based on their July 2010 or July 2009 status.

The special education program code comes from the primary program recommendation on the CAP register taken at the end of June each year. The most restrictive code from 2010, 2009, 2008, or 2007 is used.

IV.4 Percentage of OA/UC Students who Score 75 or Higher on the ELA Regents

IV.5 Percentage of OA/UC Students who Score 75 or Higher on the Math Regents

The denominator of the math metric includes all students who take any math Regents in 2009-2010, minus those who have previously scored 75 or higher in any math Regents in a previous year. Of these students, the numerator is the number who scored 75 or higher on any math Regents in 2009-2010.

The ELA metric works the same, but with ELA.

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. In the Progress section, the Regents metrics are worth 24 points total, the attendance metric is worth 12 and the credit metrics are worth 24 total. If a Regents metric is missing, the points are re-distributed to the other Regents metrics. Points in the credits section and bucketed graduation section are assigned in proportion to the number of students, with any values under 15 ignored.

<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

<i>Category Measure</i>	<i>Peer Horizon point values</i>
School Performance	25.00
6-Year Graduation Rate	5.00
6-Year Weighted Diploma Rate	5.00
6-Year Graduation Rate by credits at transfer:	15.00
1. 0.00-11.00 Credits	
2. 11.01-22.00 Credits	
3. More than 22 Credits	
Student Progress	60.0
Average Change in Student Attendance	12.00
Credits earned per semester for students who start the year with:	24.00
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	4.00
Weighted Regents Pass Rate – English	4.00
Weighted Regents Pass Rate – Math	4.00
Weighted Regents Pass Rate – Science	4.00
Weighted Regents Pass Rate – US History	4.00
Weighted Regents Pass Rate – Global History	4.00

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.

Appendix A: Cut Scores for Grades

Transfer Schools

	Overall	School Environment	Student Performance	Student Progress
A	>= 68.0	>= 10.2	>= 17.0	>= 40.8
B	56.0 - 67.9	8.4 - 10.1	14.0 - 16.9	33.6 - 40.7
C	46.0 - 55.9	6.9 - 8.3	11.5 - 13.9	27.6 - 33.5
D	38.0 - 45.9	5.7 - 6.8	9.5 - 11.4	22.8 - 27.5
F	<= 37.9	<= 5.6	<= 9.4	<= 22.7

Appendix B: Cut Scores for Additional Credit

Additional credit is based on the percentage of students within a population that achieve exemplary outcomes. If a school's metric value is greater than or equal to the cutoff values below, that school earns additional credit. If a school's metric value is in the top 4 schools, that school earns 3.0 points of additional credit for that measure. If a school's metric value is ranked 5-8, that schools that school earns 1.5 point of additional credit for that measure.

Weighted Diploma Rate

Sub-Group	Weighted Diploma Rate	
	Top 4	Top 8
English Language Learners	178.0%	116.7%
SETSS/CTT/SC	204.3%	146.7%
Overage/Under-credited	296.2%	234.2%

OA/UC with 75+ on Regents

Subject	% 75 + on Regents	
	Top 4	Top 8
ELA	44.3%	41.2%
Math	61.5%	20.0%

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.

Students without 8th grade New York State tests are assigned a “decile equivalent” based on their 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).

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. Because Algebra II was given for the first time this year, decile weights for that exam will not be available until after the August administration.

Because the English Exam includes more demographic factors than the other exams, the maximum English decile number is 18, while the maximum for the other exams is only 15.

English 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

Math Regents

<i>Decile*</i>	<i>Integrated Algebra</i>	<i>Geometry</i>	<i>Algebra II</i>	<i>Math B</i>
1	12.99	20.00	20.00	8.81
2	6.89	15.00	17.50	6.51
3	4.64	10.04	13.52	6.02
4	2.94	6.10	10.95	4.93
5	2.09	4.21	7.58	4.58
6	1.50	2.89	5.43	3.47
7	1.24	2.00	3.34	2.66
8	1.09	1.48	2.33	1.98
9	1.03	1.18	1.61	1.45
10	1.00	1.04	1.14	1.10
11	1.35	1.26	1.41	1.33
12	1.91	1.88	1.84	1.69
13	2.58	2.83	2.95	2.32
14	5.22	5.38	5.50	6.67
15	9.41	10.00	10.00	10.00

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

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>J</i>	<i>2004-05</i>	<i>7/1/87 – 6/30/88</i>	<i>2009-10</i>
<i>K</i>	<i>2005-06</i>	<i>7/1/88 – 6/30/89</i>	<i>2010-11</i>
<i>L</i>	<i>2006-07</i>	<i>7/1/89 – 6/30/90</i>	<i>2011-12</i>
<i>M</i>	<i>2007-08</i>	<i>7/1/90 – 6/30/91</i>	<i>2012-13</i>
<i>N</i>	<i>2008-09</i>	<i>7/1/91 – 6/30/92</i>	<i>2013-14</i>
<i>O</i>	<i>2009-10</i>	<i>7/1/92 – 6/30/93</i>	<i>2014-15</i>

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
25	Earned a diploma outside NYC