



**Department of
Education**

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Chancellor

Guide to the Network Data Dashboard: Achievement and Operational Reports

June 3, 2010

The New York City DOE Network Dashboard: Achievement and Operational Reports

The Achievement and Operational Reports are intended to provide network leaders and other educators from the DOE with a wide array of operational and achievement data to support informed, effective decision-making. Please send your comments to: dashboard@schools.nyc.gov.

Elementary and Middle School Data

OPERATIONAL DATA

Operational data is reported for the entire school. Information for K-12 and Middle School/High Schools is repeated in both the Elementary/Middle and High School sections.

CSD

Community School District

Enrollment and Subgroup Data (Source: Office of Student Enrollment, Planning and Operations, OSEPO, and ATS)

Currently only gross enrollment figures are available. Data are reported as of June 1, 2010. Future versions of the Dashboard will also report net student enrollment, which excludes LTA (long-term absence) students. An LTA is defined as any student who has been absent from school for 20 consecutive days or more. (Source: OSEPO).

Free & Reduced Lunch

Percent of students receiving free and reduced price lunch. Universal Feeding Schools show 100%. Data is reported as of June 1, 2010. (Source: OSEPO).

Monthly Attendance

Attendance data is reported from the Periodic Attendance Report (PAR). Figure reported is the average monthly attendance rate for April 2010. (Source: ATS).

Special Education (source: Chief Achievement Office) Data are reported as of April 2010.

SPED # Team Teaching

Number of Special Education students in collaborative team taught classes.

SPED # SETTS

Number of students receiving Special Education Teacher Support Services (SETTS).

SPED # Special Class

Number of students in self-contained Special Education classes.

SPED Related Services Only

Number of students receiving any Special Education-related services without falling into one of the above categories.

Referr. Rate

Percentage of Initial Referrals. This includes all students who have been referred for evaluation to determine if there is a disability. Students are attributed to the school he or she was enrolled in at the time of the referral. Referrals completed in July and August are not included. In the case of dual referrals, only the primary referral is counted.

Decert.

The number of Special Education decertifications. This number includes any student with a disability who has been recommended for General Education or Transitional Services. Students are attributed to the school in which they were enrolled at the time of the conference date when the reclassification was recommended. Decertifications completed in July and August are not included.

Incidents (Source: Office of Youth Development)

Incident report data is categorized by severity, on a scale of 1 to 5 (most severe). The numbers of level 4 and 5 incidents are reported here. A blank in this field indicates that the data was not reported. Data are reported for May, 2010. For more details on incident levels, please see the [Citywide Standards of Discipline and Intervention Measures](#).

Staff (Source: Division of Human Resources)

Teacher Vacancies

The total advertised open teaching positions listed in the Galaxy system as of April 20, 2010.

Teachers

Total number of full-time, active general education or special education teachers listed in the Galaxy system as of April 30, 2010.

Achievement Data

Progress Report Data (Source: Division of Accountability and Achievement Resources)

For more information on the Progress Report and the indicators reported here, please see the Progress Report Educator's Guide, available for [Elementary/Middle Schools](#).

State Test Data (Source: Research and Policy Support Group)

For more information please see the DOE [Achievement Results](#) website.

ELA % 3+4

Percent of students earning a score of 3 or 4 on state English and Language Arts (ELA) exams for grades 3 – 8.

ELA % Point Change

Change year-to-year in the percentage of students earning a score of 3 or 4 on state ELA exams for grades 3 – 8.

Math % 3+4

Percent of students earning a score of 3 or 4 on state Math exams for grades 3 – 8.

Math % Point Change

Change year-to-year in the percentage of students earning a score of 3 or 4 on state Math exams for grades 3 – 8.

Accountability Information (Source: Division of Accountability and Achievement Resources)

Quality Review Score

Quality Review scores are reported from the Progress Report team. For more information on the Quality Review, please see the [Quality Review webpage](#).

State/Federal Accountability Status

Federal Accountability Status is reported for Title 1 schools. New York State Accountability status is reported for all of the schools. Please see the NYS Education Department's information page on [Accountability Designations](#) for more information.

Acuity (Source: Division of Accountability and Achievement Resources)

Provided is the link to the Acuity results on the McGraw Hill website. For more information on Acuity please visit the [Periodic Assessment](#) page on the NYC DOE website.

High School Data

Operational Data

Operational data is reported for the entire school. Information for K-12 and Middle School/High Schools is repeated in both the Elementary/Middle and High School sections.

Enrollment and Subgroup Data (Source: OSEPO and ATS)

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Achievement Data

Progress Report Data (Source: Division of Accountability and Achievement Resources)

For more information on the Progress Report and the indicators reported here, please see the Progress Report Educator's Guide, available for [High Schools](#).

Graduation Data (Source: Research and Policy Support Group)

This information reflects what is reported by the State Education Department. For more information on the methodology <http://schools.nyc.gov/Accountability/DOEData/GraduationDropoutReports/default.htm>

Total #

Total number of students in the cohort.

% Still Enrolled

Percentage of the total entering cohort who are still enrolled after four years.

% Dropouts

Percentage of the total cohort who left the school system without enrolling in another education program that leads either to a high school diploma or prepares the student for the Test of General Educational Development, leading to a general equivalency diploma (GED).

% Graduated

Percentage of the total cohort, excluding other discharges, who received diplomas in 4 years.

% Local Diplomas

Percentage of total graduates receiving Local diplomas in 4 years.

% Regents Diplomas

Percentage of total graduates receiving Regents diplomas in 4 years.

% GEDs

Percentage of total cohort who have passed the Test of General Educational Development, leading to a general equivalency diploma (GED) in 4 years.

% IEP Diplomas

Percentage of total graduates receiving Individualized Education Program (IEP) diplomas in 4 years.

Regents Data (Source: Research and Policy Support Group)

The indicators reported are the number of students taking a given Regents exam in the academic year reported and the percentage of those students who scored 65 or above on the exam. January, June and August administration periods are included.

Because there are many science and math Regents exams, the following rule applies: A student is counted in the percent 65 and above category for Science if the student receives a score of 65 or above on any of the existing Science Regents exams (Living Environment, Chemistry, Physics, or Earth Science). A student is counted in the percent 65 and above category for Math if the student passed any of the Math Regents exams offered (Math A, Math B, Integrated Algebra or Geometry).

Regents Competency Tests (RCT) Data (Source: Research and Policy Support Group)

The indicators reported are the number of students taking a given RCT in the academic year reported and the percentage of those students who scored 65 or above on the exam. Regents Competency Tests (RCTs) are achievement tests designed to assess basic proficiency in the areas of reading, writing, mathematics, science, and social studies. In the past, schools could award local high school diplomas to students who passed all six RCTs as well as the required coursework. The Department, in accordance with a timetable that was adopted by the Board of Regents, has phased out the eligibility of general education students in public schools to take these tests. Students are instead required to pass the Regents Examinations in order to receive a high school diploma. However, the RCTs continue to be available for students with disabilities who first enter grade 9 prior to the 2010-11 school year.