

Educator Guide

The New York City Progress Report High School 2010-11

Updated: November 28th, 2011

For citywide results and more information see:
<http://schools.nyc.gov/ProgressReport>

For a list of changes since 2009-10 see:
<http://schools.nyc.gov/ProgressReport/#changes>

Overview

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 encourage principals and teachers to accelerate academic achievement toward the goal of career and college readiness for all students. 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 leaves school prepared for the next step in his or her education.

The report also enables students, parents, and the public to hold the DOE and its schools accountable for student outcomes and improvement. It is a tool that, along with other information, can assist parents and students in choosing a school.

Progress Reports are issued annually near the start of the school year. Each Progress Report is intended to be a one-year snapshot of a school's performance: the methodology has evolved over time to account for feedback from schools and the community, changes in state policy, and higher standards for New York City schools.

The Progress Report is one of three main accountability reports used to evaluate New York City schools. The others are the New York City Quality Review and the New York State Annual School Report Card.

Progress Report Grade

The Progress Report letter grade (A through F) provides an overall assessment of the school's contribution to student learning in four main areas of measurement: (I) Student Progress, (II) Student Performance, (III) School Environment, and (IV) Closing the Achievement Gap.

The overall Progress Report Grade is designed to reflect each school's contribution to student achievement, no matter where

each child begins his or her journey to career and college readiness. The methods are designed to be demographically neutral so that the final score for each school has as little correlation as possible with incoming student characteristics such as poverty, ethnicity, disabilities, and English learner status. To achieve this, the Progress Report emphasizes year-to-year progress, compares schools mostly to peers matched based on incoming student characteristics, and awards additional credit based on exemplary progress with high-need student groups.

Quality Review Score

The Quality Review score is based on an on-site Quality Review of a school by an experienced educator. The score represents the quality of efforts at the school to:

- Implement a coherent strategy to support student learning that aligns curriculum, instruction and organizational decisions.
- Consistently gather, analyze and share information on student learning outcomes to understand school and student progress over time.
- Consistently engage the school community and use data to set and track suitably high goals for accelerating student learning.
- Align its leadership development and structured professional collaboration around meeting the school's goals and student learning and emotional needs.
- Monitor and evaluate progress throughout the year and for flexibly adapting plans and practices to meet its goals for accelerating learning.

The Quality Review Score is evaluated on a four point scale: Well Developed, Proficient, Developing, and Underdeveloped. The Quality Review Score is not incorporated into the Progress Report Grade,

but is treated as a different, equally important indicator.

New York State Annual School Report Card

The New York State School Report Card reports a school's status under the accountability system New York State has adopted as part of the federal No Child Left Behind Act (NCLB). 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. State accountability status is not incorporated into the Progress Report Grade.

Definitions

School Type

For purposes of the Progress Report, schools are divided into one or more of eight school types, based on the grade levels and students they serve: (1) Early Childhood schools (2) Elementary schools, (3) K–8 schools, (4) Middle schools, (5) District 75 schools, (6) High schools, (7) High School Transfer schools, (8) Young Adult Borough Center programs. The following table describes the schools that fall into each category:

Progress Report School Type	Grades and Students Served
Early childhood schools	K-2, K-3
Elementary schools	K-4, K-5, K-6
K-8 schools*	K-7, K-8, and K-12 (minus grades 9-12)
Middle schools	5-8, 6-8, and 6-12 (minus grades 9-12)
District 75 schools	K-8, focused on students with disabilities
High schools	9-12, K-12 (minus grades K-8), 6-12 (minus grades 6-8)
High School Transfer schools	9-12, focused on overage and under-credited students
Young Adult Borough Center (YABC) programs	9-12, focused on overage and under-credited students

* If a new K-8 school has grade 6, but does not yet have grades 3 or 4 it will be considered a middle school until it adds one of those grades.

A school that serves grades 6-12 (or K-12) will receive two separate Progress Reports with two separate grades: one for high school and one for the middle (or K-8) school. In those cases, the first report is based on the students in grades K-8 only and the high school report is based on the students in grades 9-12 only.

This document details the rules for evaluating regular high schools. There are separate Educator’s Guides for the other school types.

Peer Index

The peer index is used to sort schools on the basis of incoming students’ academic and demographic background, for purposes of creating peer groups.

The peer index for high schools operates on a 1.00–4.50 scale and is calculated using the following formula:

$$(\text{Average } 8^{\text{th}} \text{ grade English and Math proficiency}) - (2 \times \% \text{ students with disabilities}) - (2 \times \% \text{ self-contained students}) - (\% \text{ over-age students}) = \text{Peer Index}$$

An over-age student is defined as one who is age 16 or older as of December 31st of their 9th grade entry year. For the peer index, any student with an IEP as of July 2011 is counted in the percentage of students with disabilities. Self-contained placement status is based on the 2010-11 primary program recommendation.

For high schools, a lower peer index indicates a higher need population.

A statistical adjustment will be made to 8th grade proficiency ratings from 2009 and before to account for the State’s raising cut scores in 2010. The effect of the adjustment will be to treat all students’ proficiency ratings as if they were determined under the new cut scores.

Peer Group

Each school's performance is compared to the performance of schools in its peer group. Peer schools are those New York City public schools with an incoming student population most like the school's incoming population, according to the peer index.

Each school has a unique peer group of up to 40 schools. The group

consists of up to 20 schools with peer indexes immediately below it and up to 20 schools with peer indexes immediately above it.

If one school's peer index is more than 0.50 points higher than another school, then the higher-index school cannot be in the peer group of the lower-index school.

Students in a School's Lowest Third

The lowest third school-wide for high schools is based on a student's average 8th grade Math and ELA score. At each school, three separate cutoffs are calculated: one for first year students, one for second year students, and one for third year students. Since students in years four or later don't contribute to the credit accumulation metrics, they aren't included in lowest third school-wide calculations. If there are less than 15 students at or below the 33rd percentile cutoff, the cutoff is raised until at least 15 students are in the lowest third school wide for each year. Students without 8th grade scores cannot be in the lowest third.

Students in Lowest Third Citywide

The lowest third citywide for high school is based on a student's average 8th grade Math and ELA scores. The cutoff for the lowest third citywide depends on a student's year in high school in 2010-11:

<i>Year in High School</i>	<i>Lowest Third Citywide ELA/Math Cutoff</i>
First	2.565
Second	2.955
Third	2.730
Fourth or Later	2.530

Students without 8th grade scores cannot be in the lowest third.

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 “-”.

The additional credit metrics based on the weighted diploma rate have a minimum N of 10 students.

Year in High School / Cohort Letter

Most accountability measures in high school are based on each student's “year in high school.” This is determined by the amount of time passed since the student's ninth grade entry year. The ninth grade entry year is the first school year when a student enters ninth grade (or the equivalent) anywhere in the world. That year is referred to as “year one of high school.” The next school year is the second year of high school and so on. The year in high school often corresponds to the grade level, but not always. For example, a student who is repeating ninth grade is still a second year student. If this student drops out during the second year, the next year is still their third year even if they are not in school.

A group of students in the same year in high school are referred to as a “cohort” and each cohort is assigned a letter of the alphabet:

<i>Year in high school during 2010-11</i>	<i>Cohort Letter</i>	<i>Ninth Grade Entry School Year</i>	<i>“Class of” designation</i>
First	P	2010-11	Class of 2014
Second	O	2009-10	Class of 2013
Third	N	2008-09	Class of 2012
Fourth	M	2007-08	Class of 2011
Fifth	L	2006-07	Class of 2010
Sixth	K	2005-06	Class of 2009

Progress Report Sections

A Progress Report grade of A, B, C, D, or F is assigned to each school based on the sum of scores in three main sections plus any additional credit the school obtains based on exemplary student outcomes. The sections are:

I. Student Progress (60 points): measures the ability of a school to help students progress toward the eventual 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. Each of the 12 progress metrics counts for 5 points.

II. Student Performance (25 points): measures the percentage of students at a school who have graduated within four or six years, with emphasis on the number of students graduating with the Regents Diploma that State law now establishes as the goal for all students. Each of the four performance metrics counts for 6.25 points.

III. School Environment (15 points): measures pre-conditions for learning: student attendance and other crucial aspects of the school's environment, such as high expectations, engagement, safety, respect, and communication. Attendance is measured directly and the other aspects of school environment are measured by surveys of parents, students, and teachers. Attendance counts for 5 points and the survey metrics count for 10 points (2.5 points for each of the four survey metrics).

IV. Closing the Achievement Gap (up to 14 points): awards credit to schools that achieve exemplary outcomes among high-need students. 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 High School Progress Report:

NYC Department of Education
Dennis M. Walcott, Chancellor

Progress Report 2010-11

SampleHsSchoolName		OVERALL GRADE A OVERALL SCORE 77.0 out of 100 PERCENTILE RANK 88 <small>This school's overall score is greater than or equal to that of 88 percent of High Schools.</small>	Overall Grades - High School	
PRINCIPAL: SampleHsPrincipalName			GRADE	SCORE RANGE
DBN: 992999			A	70.0 or higher
ENROLLMENT: 475			B	58.0 - 69.9
SCHOOL TYPE: High School			C	47.0 - 57.9
PEER INDEX: 2.34		D	40.0 - 46.9	
<small>(see p. 7 for more details on peer index)</small>		F	39.9 or lower	

For High schools, grades are based on cut scores determined prior to the release of the Progress Report. Further, schools with a four year graduation rate in the top third citywide cannot receive a grade lower than a C.

Overview

Each school's Progress Report (1) measures student year-to-year progress, (2) compares the school to peer schools and (3) rewards success in moving all children forward, especially children with the greatest needs. Strong Progress Report results are the basis for monetary rewards for school leaders, and poor results are an important factor in determining whether schools require intensive support or intervention. For more information, see schools.nyc.gov/community/planning/SupportandIntervention.htm.

CATEGORY	SCORE	GRADE	DESCRIPTION
Student Progress	40.5 out of 60	B	Student Progress measures the annual progress students make toward meeting the state's graduation requirements by earning course credits and passing state Regents exams.
Student Performance	18.7 out of 25	A	Student Performance measures how many students graduated within 4 and 6 years of starting high school, and the types of diplomas they earned.
School Environment	12.8 out of 15	B	School Environment measures student attendance and a survey of the school community rating academic expectations, safety and respect, communication, and engagement.
Closing the Achievement Gap	5.0 (14 max)	B	Schools receive additional credit for exceptional graduation and/or Regents outcomes by students with disabilities, English Language Learners, and students who enter high school at the lowest performance level.
Overall Score	77.0 out of 100	A	The overall grade is based on the total of all scores above, including additional credit for closing the achievement gap. Category scores may not add up to total score because of rounding.

Performance over time

Percentile rank of this school's overall Progress Report score for the past three years:

Year	Percentile Rank
2009	95
2010	75
2011	88

The Progress Report is a one-year snapshot of a school's performance. The Progress Report methodology has evolved over time, in response to school and community feedback, changes in state policy, and higher standards. For a description of methodology changes, visit schools.nyc.gov/ProgressReport.

Other accountability measures

These measures are separate from the Progress Report, and are an important part of school accountability in New York City and State.

Quality Review The school's most recent Quality Review Score: <div style="border: 1px solid black; padding: 5px; text-align: center;"> Well Developed 2007-08 </div>	State Accountability The school's current status: <div style="border: 1px solid black; padding: 5px; text-align: center;"> In Good Standing 2010-11 </div>
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The Quality Review is an observational evaluation conducted by an experienced evaluator, focused on how well a school is organized to educate its students. This status is determined by the New York State Department of Education under the No Child Left Behind Act.

Progress Report Metrics

Progress Reports include the following metrics:

I. Student Progress (60 points)

Attribution of students for Progress Section

Students in grades 9-12 who are continuously accountable in the NYC DOE from October 31, 2010 through June 30, 2011 are attributed to the last diploma-granting school responsible as of October 31, 2010. We use that date to attribute students because it is tied to funding and there are yearly procedures in place to ensure the accuracy of the register on that date.

A student is considered continuously accountable for the year if he or she is active (i.e. enrolled) in one or more NYC DOE schools or programs on every day from October 31 through June 30. Students who receive a cohort-removing discharge (see p.8) during the period are non-accountable for the year. Students who enter the DOE for the first time or who return from a cohort-removing discharge during the period are also non-accountable.

Students who graduate mid-year remain accountable for the remainder of that school year only. Students who are discharged with anything other than a cohort-removing discharge or graduation are considered dropped out. Dropped out students are accountable through the end of the fourth year of high school. Students in non-diploma granting programs such as YABC, GED, home/hospital instruction, or programs for incarcerated students are also accountable through the end of the fourth year of high school. Dropped out students and non-diploma granting program students become non-accountable starting in year five of high school.

1.1 Percentage of Students Earning 10+ Credits in Year 1 of H.S.

1.2 Percentage of Students Earning 10+ Credits in Year 2 of H.S.

1.3 Percentage of Students Earning 10+ Credits in Year 3 of H.S.

These measures evaluate the percentage of students at a school

who accumulate 10 or more academic credits. Credits earned in the fall, spring, and summer terms contribute toward this metric. Each student who earns 10 or more credits contributes 1.0 to the metric. Each student who earns less than 10 credits contributes 0.0 to the metric.

To qualify as earning 10 or more credits, a student must earn at least six credits total in these subject areas:

- Math
- Science
- English
- Social Studies

In addition, the student must have at least some credit (greater than zero) in each of at least three of the four subjects. Both elective and core courses count toward this requirement.

Students who drop out of school or enter non-diploma granting programs remain in this metric and contribute to the denominator for as long as they would have been in the first three years of high school.

Students eligible for the New York State Alternate Assessment (NYSAA) are excluded from this metric.

1.4 Percentage of Students in the School's Lowest Third Earning 10+ Credits in Year 1 of H.S.

1.5 Percentage of Students in the School's Lowest Third Earning 10+ Credits in Year 2 of H.S.

1.6 Percentage of Students in the School's Lowest Third Earning 10+ Credits in Year 3 of H.S.

These metrics are the same as the previous measures, except they measure only students in the school's lowest third as determined by the average of the 8th grade Math and ELA proficiency ratings.

1.7 Average Completion Rate for Remaining Regents

This measure evaluates a school's ability to help students progress

each year toward passing the five Regents subject tests required for a Regents diploma: English, Math, Science, U.S. History, and Global History. This metric applies to students in years two, three, and four of high school.

In this metric, each “subject” (i.e. graduation requirement) is considered separately. So, for example, a student who passes both Algebra and Geometry has only passed one subject since both of these exams fall under the math requirement. A student who has passed both U.S. History and Global History counts as having passed two “subjects” since each of those is a separate requirement for graduation. The metric value for the school is the sum of the total number of “passed” subjects (the numerator) divided by the total number of “needed” subjects (the denominator).

For students in years three and four of high school, the denominator contribution (exams needed) is the total number of subjects not passed as of the beginning of 2010-11. The numerator (exams passed) is the total number of needed subjects passed in 2010-11.

For students in year two of high school, the first and second years are considered together as if they were one long year. Also, second year students are only expected to have passed any three of the five subjects total. So, the denominator contribution (exams needed) is three minus the number of subjects passed in middle school. The numerator contribution is the number of needed subjects passed during years one or two. Despite the above, the denominator is never allowed to go below zero and the numerator is never allowed to be higher than the denominator.

On Regents exams, the required passing score for all students in all exams is 65 or higher. Scores of “PR” on component exams are considered passing. RCT exams in the corresponding subject are also considered passing. Subjects with Regents waivers (“WA”) are excluded from the numerator and denominator unless the student actually takes an exam in that subject.

Exams that are failed have no impact on this metric. Since the denominator is based on the needed exams for the entire cohort, failing a needed exam counts the same as having never taken it.

Students who are dropped out or in non-diploma granting programs do contribute. NYSAA-eligible students are excluded. Schools with a waiver from the state to use portfolio assessments instead of some Regents exams do not get values in this metric.

Regents Completion Rate Example Student:

<i>Year in H.S.</i>	<i>Exam</i>	<i>Score</i>
Middle School	Integrated Algebra	71
First	Geometry	67
First	Integrated Algebra	82
First	Living Environment	71
Second	Global History	61
Second	Chemistry	72
Third	Algebra II / Trig	51
Third	Global History	70
Third	U.S. History	85
Third	English	75
Fourth	Physics	83

Second year of high school: Because the student passed math in middle school, his denominator contribution is **two**. In the first two years, the student passed one additional subject: science. So, his numerator contribution is **one**.

Third year of high school: Prior to the third year, this student has passed two subjects (math and science). This makes his denominator contribution **three**. Since the student passed all three of the required subjects (Global, U.S., and English), his numerator contribution is also **three**.

Fourth year of high school: The student has already passed all five required subjects. So the student does not contribute at all this year.

1.8-12 Weighted Regents Pass Rates

On a Citywide basis, students’ entering proficiency, as measured by their performance on State 8th grade subject tests, is highly 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 can be found in the appendix.

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.

There are ten Regents exams that can count toward the weighted Regents pass rate in 2010-11, 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
Mathematics	Integrated Algebra
	Geometry
	Algebra II

Each of these exams has the potential to count toward the metric. However, every exam taken does not necessarily count toward the metric. The rules for including and excluding exams for weighted Regents pass rate are:

General Rules for including / excluding exams

- Only exams taken in January, June, or August 2011 can be included in the 2010-11 weighted Regents pass rate. Only each student's highest score in the year is considered.
- All exams are attributed to the last diploma-granting school responsible on October 31, 2010
- Regents with a score of ABS (absent) are excluded
- Regents Competency Tests (RCTs) are excluded from weighted Regents pass rate

Rules for including / excluding exams passed in 2010-11

- The exam is included if it is the first time the student passed the 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 2010-11

- Failed exam results are excluded if the student passed or passes any exam in the same subject (or the same exam) either in the same year or a previous year
- If there are multiple failures by the same student in the same year in the same subject, then a maximum of one of the failed exams will be included

Examples:

If a student passed Integrated Algebra in 9th grade then attempts the Geometry Regents in 10th grade, the exam is included if the student passes and excluded if the student fails.

If a student scores 70 on Integrated Algebra one year and tries it again in the next year to get an 80, the exam is excluded from weighted Regents pass rate in any case but it can still contribute to the Regents 75 metric and the College Readiness Index.

If a student passes both Integrated Algebra and Geometry for the first time in the same year, both exams are included.

If a student fails algebra twice, fails geometry twice, then passes algebra in the summer of the same year, only the passing exam is included and all four failed exams are excluded.

If a student who has never passed algebra fails it three times in the same year, one failed exam is included and the other two are excluded.

II. Student Performance (25 points)

4-Year Graduation Cohort

Attribution of students for Performance Section (Graduation)

Graduation attribution uses a separate system from the Student Progress section. Students are attributed to the last diploma-granting school as of June 30 of the fourth year of high school. In keeping with state/federal graduation reporting rules, continuous enrollment is not necessary. Any student enrolled for one or more days (including no-shows) are accountable if their enrollment represents the last diploma-granting school before June 30 of the fourth year of high school.

For the 2010-11 Progress Report, a school's 4-year graduation cohort consists of all students who:

- Entered 9th grade for the first time anywhere in 2007-08 (these students are referred to as "cohort M") *and*

- Were active in the school as of June 30, 2011, or the school is the last diploma-granting high school that they attended before June 30, 2011, *and*
- Did not meet the criteria for a documented cohort removing discharge before June 30, 2011

There are limited circumstances under which a discharged student can become non-accountable. If the student leaves school for one of the reasons below before June 30 of year four then the student will become non-accountable if all required documentation is collected and stored on file. For more information about discharges, please see the [Transfer Discharge Guidelines](#).

Potentially Cohort-Removing Discharge Codes:

<i>Code</i>	<i>Description</i>
06	Admitted to NYC parochial school with documentation
08	Admitted to NYC private school with documentation
10	Discharged to a court ordered placement
11	Transferred to a school outside of NYC with documentation
15	Deceased
20	Early admission to a four year university
25	Already received a high school diploma outside DOE at time of enrollment

6-Year Graduation Cohort

For the 2010-11 Progress Report, a school's 6-year graduation cohort consists of all students who were in the school's 4-year graduation cohort in 2008-09. These students are represented by cohort letter 'K'. The rules for inclusion and exclusion are the same as for the 4-year cohort. Because attribution is by June 30th of year four, if a student transfers to a new school in year five, he or she remains accountable for graduation to the year-four school. The Student Performance measures focus on the school's success in graduating its students and advanced diploma achievement.

II.1 Four-Year Graduation Rate

This measure reflects the percentage of students in the school's four-year cohort (defined above) that graduated with a Regents or Local Diploma, including August graduates. For the 2010-11 Progress Report, the four-year cohort reflects the 'M' cohort which includes students who first entered high school during the 2007-08 school year. This cohort can be viewed in ATS using the command RGCS.

II.2 Four-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, both of which are not

included in the non-weighted graduation rates, can contribute to this measure. GEDs can contribute to this measure for any student, but IEP diplomas are only counted for students eligible for NYSAA (i.e. those that are exempt from Regents and RCTs). Non-NYSAA eligible students with IEP diplomas are considered non-graduates (0.0 points). The base weights are as follows:

<i>Diploma Type</i>	<i>Diploma Weight</i>	<i>With CTE-Endorsed Diploma</i>	<i>With Advanced Designation in Arts</i>	<i>With Associate's 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

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

<i>Demographic Characteristic</i>	<i>Diploma Weight Multiplier (except for GED and IEP diplomas)</i>
Over Age 16 on December 31st of 9th Grade Entry	x2
Students with Disabilities: SETSS	x2
Students with Disabilities: Team Teaching (CTT)	x3
Student with Disabilities: Self-Contained	x4

For example, a CTT student who receives an Advanced Regents Diploma has a total weight of 7.5 (2.5 x 3).

If a student meets the criteria for more than one multiplier, only the highest multiplier is used. So, a student who is both CTT and overage would have a total multiplier of x3 (not x6). Students with disabilities who receive only related services do not receive a multiplier on their diploma weight.

A student's special education adjustment will be the most restrictive placement in the last five school years.

The weighted diploma rate for the school is the average of the all the individual diploma weights (non-graduates contribute 0.0). The four-year weighted diploma rate evaluates the same cohort of students as the four-year graduation rate.

II.3 Six-Year Graduation Rate

This measure is similar to the four-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 six years of beginning high school, including August graduates. For the 2010-11 Progress Report, the six-year cohort reflects the 'K' cohort which includes students who first entered high school during the 2005-06 school year. This cohort can be viewed in ATS using the command RGCS.

II.4 Six-year Weighted Diploma Rate

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

A student's special education adjustment will be the most restrictive placement in the last seven school years.

III. School Environment (15 points)

Four measures in the School Environment section come from the results of the NYC School Survey. These measures count for 10 of the 15 School Environment points on the Progress Report.

The NYC School Survey is administered yearly to parents, teachers, and students in 6th grade and older. The survey gathers information on how well each school creates an environment conducive to student learning from these key members of school communities. Each survey question informs school results in one of four categories.

III.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.

III.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.

III.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.

III.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 on a 0 to 10 scale, which appear on the Progress Report. Domain scores by respondent groups question scores, and percentage of respondents selecting each answer choice is 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.

III.5 Attendance

The final measure in School Environment is attendance. Attendance counts for 5 points in the School Environment category. The attendance rate includes the attendance days for all students on a school's register at any point during the regular school year (September through June). The attendance rate is calculated by adding together the total number of days attended by all students and dividing it by the total number of days on register for all students. School attendance rates can be reviewed using the RGAR screen in ATS.

IV. Closing the Achievement Gap

Schools receive additional credit if the percentage of high need students who make exceptional gains is greater than or equal to the cut scores for each metric. Specifically, a school earns 2.0 points for each measure in which the school's percentage of qualifying students making exemplary gains places it in the top 20% of all schools of the same school type, and a school earns 1.0 point for each measure in which the school's percentage of qualifying

students places it in the top 40% but not the top 20%. The percentage of students in each category making exceptional gains is indicated on the Progress Report along with the cut-offs for the top 20% and top 40% and the number of points earned. Categories in which the school has fewer than 15 students are represented with the symbol “—”.

IV.1 Four-Year Weighted Diploma Rate for Students with Disabilities

IV.2 Four-Year Weighted Diploma Rate for English Language Learners

IV.3 Four-Year Weighted Diploma Rate for Students in the Lowest Third Citywide

IV.4 Four-Year Weighted Diploma Rate for Black and Hispanic males in the Lowest Third Citywide

These metrics are calculated in the same way as Four-Year Weighted Diploma Rate in the Student Performance category. The difference is that each metric is limited to students in each of the specified groups.

For the purposes of additional credit, students are included in the Students with Disabilities group if their CAP program code indicates a placement in self-contained, CTT, or SETSS in the last five school years.

Any student identified as an English Language Learner for any of the last five school years will be considered ELL on the Progress Report.

IV.5 Lowest Third Citywide Regents - ELA

IV.6 Lowest Third Citywide Regents - Math

These metrics evaluate the percentage of students in the lowest third citywide that pass the specified Regents exam with a 75 or higher. Students who have previously passed the exam with a 75 or higher in that subject are excluded from the measure. Only students in the lowest third citywide who take that subject's Regents exam count toward the denominator.

IV.7 Credit for Moving Students with Disabilities to Less Restrictive Environments

This measure rewards schools that are successful in promoting the learning growth of their students with disabilities by moving them to more-inclusive settings. Students with an IEP during any of the last four school years are sorted into four tiers based on primary program recommendations and the amount of time spent with general education peers, as of the end of September of each year (see below). The denominator for this measure is the total number of students in the four tiers. The numerator contribution of each student is the highest tier number from the last four school years minus the tier number for 2010-11. This number can range from zero (for students who are in their highest tier in 2010-11) to three (for students who were previously in Tier Four and are in Tier One in 2010-11). Negative numbers are not possible which means that students who move to a more restrictive environment count the same as if they had always been in that setting.

Tier One – General education

- No IEP
- IEP with a recommendation of related services only

Tier Two – 80-100% of time with general education peers

- Primary recommendation of SETSS or CTT
- Primary recommendation of self-contained, spend 80-100% of instructional periods with general education peers

Tier Three – 40-79% of time with general education peers

- Primary recommendation of self-contained, spend 40-79% of instructional periods with general education peers

Tier Four – 0-39% of time with general education peers

- Primary recommendation of self-contained, spend 0-39% of instructional periods with general education peers

V. Phase-In Metrics

The following metrics will be reported, but not scored, in the 2010-11 Progress Report for high schools, and will be incorporated as scored

metrics in the 2011-12 Progress Report:

V.1. College Preparatory Course Index

This metric is based on the percentage of students in the 2011 cohort ('M') who have achieved:

- 65+ on Algebra II, Chemistry, or Physics Regents exam, or
- 3+ on an Advanced Placement (AP) exam, or
- 4+ on any International Baccalaureate (IB) exam, or
- grade of "C" or higher in a course for college credit

Students meeting more than one of the requirements above will only be counted once in the numerator.

V.2. College Readiness Index

This metric is based on the percentage of students in the 2011 cohort ('M') who pass out of remedial coursework in accordance with City University of New York (CUNY) standards by:

- graduating with a Regents diploma, and
- earning a 75 or higher on the English Regents or score 480 or higher on the Critical Reading SAT, and
- earning an 80 or higher on one math Regents and completing coursework in Algebra II/Trigonometry or a higher-level math subject, or scoring 480 or higher on the Math SAT

A student can demonstrate completion of math coursework by: (1) passing a course in Algebra II/Trigonometry or higher and taking one of the following exams: the Math B Regents, Algebra II/Trigonometry Regents, AP Calculus, AP Statistics, or IB Math exam, or (2) passing the Math B or Algebra II/Trigonometry Regents.

V.3. College Enrollment Rate

This metrics is based on the percentage of students in the 2010 cohort ('L') who graduated and enrolled in a degree program at a two- or four-year college or university by December 31, 2010.

Progress Report Scores and Grades

I. Comparison Ranges

I.1 Peer Comparison Range

As described above on pages 3 and 4, each school has a unique peer group of up to 41 schools (including itself). Each metric result for a school is compared to the historical results of the peer group from 2006-07 through 2009-10.

On the Progress Report, the peer comparison range consists of all possible results within two standard deviations of the average. It is displayed like this:



The number in the middle is the historical average (mean) metric value for the peer schools. The line near the middle of the bar represents the position of the average.

The highest value in the comparison range, referred to as 100% of the range, is calculated:

$$(\text{peer average}) + 2 \times \left(\frac{\text{peer standard deviation}}{\text{deviation}} \right) = 100\% \text{ of range}$$

In the example above:

$$8.2 + 2 \times 0.6 = 9.4$$

The lowest value in the comparison range, referred to as 0% of the range, is calculated:

$$(\text{peer average}) - 2 \times \left(\frac{\text{peer standard deviation}}{\text{deviation}} \right) = 0\% \text{ of range}$$

In the example:

$$8.2 - 2 \times 0.6 = 7.0$$

If the calculated peer range extends beyond what is theoretically possible, the range is cut off so that only the possible values are used. For example, if the average attendance for a peer group was 96% and the standard deviation was 3%, the peer range might extend up to 102%, which is impossible for a school to achieve. In that case, we would use 100% as the highest value in the range instead.

I.2 City Comparison Range

The city-wide comparison range is similar to the peer comparison range but instead of including peer schools only, all schools of the same school type are included. The data used is from the same years as the peer range. The range includes all possible values within two standard deviations of the average.

II. Metric Scores

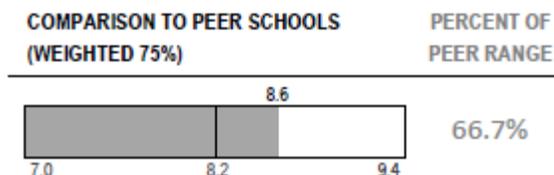
II.1 Percent of Peer/City Range

The percent of range indicates the share of the comparison range that is shaded, and can be used to determine how far above or below the historical average a school's 2010-11 result is, as follows:

Percent of Range	Interpretation
0%	Two or more standard deviations below average
25%	One standard deviation below average
50%	Equal to the average
75%	One standard deviation above average
100%	Two or more standard deviations above average

In general, the *percent of range* across the city for any metric forms a bell curve centered around 50%. However, this may not be true if (for example) the current year values are greater in general than the historical values or if the range is cut off by a theoretical maximum.

The percent of range is displayed like this on the Progress Report:



In this example, the school's result of 8.6 is over the historical average of 8.2. The bar is 66.7% shaded, which is determined by the following formula:

$$\frac{(\text{school's result}) - (0\% \text{ of range})}{(100\% \text{ of range}) - (0\% \text{ of range})} = \text{percent of range}$$

In this example:

$$\frac{8.6 - 7.0}{9.4 - 7.0} = 66.7\%$$

II.2 Number of Points Possible

For most schools, the possible number of points for each metric is:

Metric	Points Possible
Student Progress	60.00
% of Students Earning 10+ Credits – Year 1	5.00
% of Students in School's Lowest Third Earning 10+ Credits – Year 1	5.00
% of Students Earning 10+ Credits – Year 2	5.00
% of Students in School's Lowest Third Earning 10+ Credits – Year 2	5.00
% of Students Earning 10+ Credits – Year 3	5.00
% of Students in School's Lowest Third Earning 10+ Credits – Year 3	5.00
Average Completion Rate for Remaining Regents	5.00
Weighted Regents Pass Rate – English	5.00
Weighted Regents Pass Rate – Math	5.00
Weighted Regents Pass Rate - Science	5.00
Weighted Regents Pass Rate – US History	5.00
Weighted Regents Pass Rate – Global History	5.00
Student Performance	25.00
4-Year Graduation Rate	6.25
4-Year Weighted Diploma Rate	6.25
6-Year Graduation Rate	6.25
6-Year Weighted Diploma Rate	6.25
School Environment	15.00
Academic Expectations	2.50
Communication	2.50
Engagement	2.50
Safety and Respect	2.50
Attendance	5.00

If a school is missing a particular metric due to having less than 15 students contributing, the possible points for the metric are redistributed evenly to the remaining metrics in the section.

There are three cases where schools get no scores or grades on the Progress Report:

- Schools in their first year of operation
- Schools with less than 25 students contributing to the Student Progress section
- Schools designated for phase-out
- Schools lacking a graduating class

II.3 Number of Points Earned

The points earned for each metric is based on a weighted average of the percent of the city and peer ranges shaded, multiplied by the total possible points for the metric. On the Progress Report, the values are displayed like this:

PERCENT OF PEER RANGE	PERCENT OF CITY RANGE	POINTS POSSIBLE	POINTS EARNED
61.6%	55.6%	15.00	9.02

The *points earned* for each metric is:

$$\left[\left(\frac{\text{percent of}}{\text{peer range}} \right) \times 0.75 + \left(\frac{\text{percent of}}{\text{city range}} \right) \times 0.25 \right] \times \left(\frac{\text{points}}{\text{possible}} \right)$$

So in this example:

$$[0.616 \times 0.75 + 0.556 \times 0.25] \times 15 = 9.02$$

The points earned for each metric in a category are added together to get the category scores: Student Progress, Student Performance, and School Environment. The category scores, plus any additional credit are added together to get the overall score. A percentile rank is also calculated comparing the school's overall score to all schools of the same school type.

III. Grades

Grades are assigned based on the cut score tables displayed next to each grade on the Progress Report. The 2010-11 High School Progress Reports use the same cut scores as the 2009-10 Progress Reports.

There is one possible case where a school would receive a grade higher than the grade implied by their overall score: a school with a four-year graduation rate in the top 33% can get no lower than a "C".

The category grade cut scores are derived from the overall cut scores. For example, the cut-off for an A in the School Environment section is roughly 15% of the cut-off for an overall A; and the cut-off for a B in Student Performance is roughly 25% of the cut-off for an overall B.

Appendix: Decile Weights for Weighted Regents Pass Rate Measures

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

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 eligible 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 this decile for that Regents subject. If a student fails a Regents exam, he receives a weight of zero for that Regents subject.

The decile weights themselves are the reciprocal of the historical pass rates during the years 2006 through 2010. For example, students in decile six attempted the Integrated Algebra Regents 38,778 times during that period. Of those attempts, 25,352 of them had passing scores. This gives a passing rate of $25,352 / 38,778 = 65.4\%$. The decile weight for Integrated Algebra decile 6 is the inverse of that: $1 / 65.4\% = 1.53$.

English and History Regents

<i>Decile*</i>	<i>English</i>	<i>U.S. History</i>	<i>Global History</i>
1	4.69	4.68	7.71
2	2.88	3.39	5.46
3	2.21	2.63	4.16
4	1.79	2.14	3.30
5	1.54	1.74	2.48
6	1.35	1.47	1.98
7	1.21	1.27	1.55
8	1.12	1.12	1.28
9	1.05	1.04	1.10
10	1.01	1.01	1.02
11	1.31	1.34	1.62
12	1.6	1.76	2.32
13	1.89	1.92	2.63
14	3.25	3.82	6.05
15	3.49	4.00	6.57
16	6.02	NA	NA
17	6.71	NA	NA
18	6.71	NA	NA

Math Regents

<i>Decile*</i>	<i>Integrated Algebra</i>	<i>Geometry</i>	<i>Algebra II</i>
1	8.29	20.00	20.00
2	4.83	9.10	20.00
3	3.42	6.59	20.00
4	2.54	4.56	20.00
5	1.98	3.47	7.19
6	1.53	2.51	4.80
7	1.28	1.89	3.32
8	1.12	1.46	2.39
9	1.04	1.20	1.69
10	1.01	1.04	1.19
11	1.31	1.35	1.52
12	1.72	1.69	1.76
13	2.14	2.48	3.02
14	3.98	3.95	3.33
15	4.83	6.92	3.40

Science Regents

<i>Decile*</i>	<i>Living Environment</i>	<i>Earth Science</i>	<i>Chemistry</i>	<i>Physics</i>
1	6.97	20.00	8.85	4.00
2	4.45	7.43	7.00	4.00
3	3.18	5.15	6.44	4.00
4	2.37	3.89	4.97	3.59
5	1.84	2.92	3.98	3.05
6	1.46	2.21	3.13	2.56
7	1.27	1.76	2.50	2.11
8	1.11	1.40	1.91	1.77
9	1.04	1.16	1.47	1.44
10	1.01	1.03	1.13	1.15
11	1.34	1.43	1.32	1.18
12	1.75	2.04	1.84	1.44
13	1.87	2.27	2.43	1.82
14	4.16	5.39	3.84	2.14
15	4.16	6.13	4.86	2.14