NEW YORK STATE
2021-22 REPORT CARD GLOSSARY & GUIDE

Last updated: May 2023 for Group IV Release

Contents

Accountability Data

For more information about the accountability data and statuses, see "Understanding the New York State Accountability System under the Every Student Succeeds Act (ESSA) for 2022-2023 Accountability Statuses Based on 2021-22 Results" at http://www.nysed.gov/accountability/essa-accountability-designations.

2022-23 Accountability Statuses Using 2021-22 Data

District Statuses

Local Support and Improvement District (formerly Good Standing District): Districts that do not have any schools identified for Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), or Additional Targeted Support and Improvement (ATSI), and have not been identified for the low performance of an accountability group.

Target District: Districts that have at least one school identified for CSI, TSI, or ATSI or have been identified for the low performance of one or more accountability groups.

Districts will also receive statuses at the subgroup level (e.g., English Language Learner, Black or African American) to indicate performance and level of support expected. Subgroup statuses include Local Support and Improvement District, Local Support and Improvement: Potential Target District, Targeted Support and Improvement, Additional Targeted Support and Improvement, and Comprehensive Support and Improvement.

School Statuses

Local Support and Improvement (formerly Good Standing): Schools that have not been identified for the low performance of an accountability group.

Targeted Support and Improvement (TSI): Schools with indicator Levels for one or more subgroups (excluding the All Students group) that met the Scenario 1 criteria listed in the tables below. Scenarios 2-6 for Elementary/Middle schools and scenarios 2-7 for Secondary Schools were not used for the 2021-22 school year.

Additional Targeted Support and Improvement (ATSI): As per ESSA requirement, subgroups and schools that were identified for TSI based on 2017-2018 school year results were also dually identified for ATSI in the initial round of identifications. Additionally, schools identified for TSI in the 2019-2020 school year were newly identified for ATSI if the subgroup met the same scenario used to identify schools for CSI (i.e., Scenario 1).

Comprehensive Support and Improvement (CSI): Schools with indicator Levels for the All Students group that met the Scenario 1 criteria in the tables below. Secondary schools were also identified for CSI if their 4-year graduation rate was below 67 percent and their 5-year or 6-year graduation rates were not at or above 67 percent.

Schools will also receive statuses at the subgroup level (e.g., English Language Learner, Black or African American) to indicate performance and level of support expected. Subgroup statuses include Local Support and Improvement, Local Support and Improvement: Potential Targeted Support and Improvement, Targeted Support and Improvement, Additional Targeted Support and Improvement, and Comprehensive Support and Improvement.

Elementary/Middle School Level

Use indicator levels and the table below to determine CSI and TSI schools:

Scenarios	Weighted	Core	ELP	Chronic Absenteeism
1	Both Level 1		Any Level (None*, 1-4)	
2	Level 2	Level 1	Both NOT Level 3 or 4**	
3	Level 1	None*	Both NOT Level 3 or 4**	
4	Level 1	Level 2	Both NOT Level 3 or 4**	
5	Level 3	Level 1	Both NOT Level 3 or 4**	
6	Level 1	Level 3	Both NOT Level 3 or 4**	

*"None" means the school does not have students (30 results) to assign an accountability level for the indicator.
**The Weighted and Core conditions in scenarios 2-6 would have to be met AND both ELP and CA cannot be Level 3 or 4.

Secondary School Level

Use indicator levels and the table below to determine CSI and TSI schools:

Scenarios	Weighted	Core	Grad Rate	ELP	Chronic Absenteeism
1	Both Level 1		Level 1	Any Level (None*, 1-4)	
2	Level 2	Level 1	Level 1	Both NOT Level 3 or 4**	
3	Level 1	None*	Level 1	Both NOT Level 3 or 4**	
4	Level 1	Level 2	Level 1	Both NOT Level 3 or 4**	
5	Level 1	Level 1	Level 2	Both NOT Level 3 or 4**	
6	Level 1	Level 2	Level 2	Both NOT Level 3 or 4**	
7	Level 2	Level 1	Level 2	Both NOT Level 3 or 4**	

*"None" means the school does not have students (30 results) to assign an accountability level for the indicator.
**The Weighted and Core conditions in scenarios 2-7 would have to be met AND both ELP and CA cannot be Level 3 or 4.

Made Progress

Made Progress determinations for the 2021-22 Report Card were "NA" (not applicable) or "No." "NA" indicates the district is not identified as a Target District or the school is not identified for CSI, ATSI, or TSI. "No" indicates the district was previously identified as a Target District or the school was previously identified for CSI, ATSI, or TSI, but progress did not occur.

NYS District and School Accountability Statuses

This link on the NYS Report Card provides access to an Excel Workbook that includes a count and list of all NYS public school districts, public schools, and charter schools by status, as well as subgroup statuses for these entities. Statuses for the 2021-22 school year are the same as those assigned for the 2020-21 school year, except in the case of school openings, closings, mergers, or reconfigurations of grade levels within a school. This Excel Workbook is accessible via the New York State statewide report card and not through individual district or school report cards.

Section 1003 School Improvement Funds

The Section 1003 School Improvement Funds Data link on district, school, and the statewide report cards provides access to an Excel Workbook that includes a full list of **schools** and **districts** that received section 1003

improvement funds, including the amount of funds and the type of strategies implemented. Additional resource links are provided for informational purposes.

Elementary/Middle-Level (EM) Accountability Indicators

EM Core Subject Performance

The performance of students in grades 3-8 in English language arts (ELA) and mathematics and in grades 4 and 8 in science in the current reporting year.

The **Cohort** is the number of students enrolled on BEDS day (typically the first Wednesday in October) and during the test administration period (continuously enrolled) and who had a valid test score on an approved assessment.

An **Index** is calculated for each subject using the following formula:

100 * [((number of students scoring Level 2) + 2(number of students scoring Level 3) + 2.5(number of students scoring Level 4)) ÷ number of students in the Cohort]

Schools are then ranked from lowest to highest **Index**, and indicator **Levels** are assigned based on their rank range placement:

Rank	Level
10% or Less	1
10.1 to 50%	2
50.1 to 75%	3
Greater than 75%	4

Districts are ranked separately from lowest to highest **Index**. **Levels** are assigned using the same methodology as that used for schools.

EM Weighted Average Performance

The performance of students in grades 3-8 in English language arts (ELA) and mathematics and in grades 4 and 8 in science in the current reporting year.

The **Cohort** used to calculate outcomes for this indicator is the greater of 1) the number of students enrolled on BEDS day (typically the first Wednesday in October) and during the test administration period (continuously enrolled) and who had a valid test score on an approved assessment or 2) 95% of continuously enrolled students with or without a valid test score.

An **Index** is calculated for each subject using the following formula:

100 * [((number of students scoring Level 2) + 2(number of students scoring Level 3) + 2.5(number of students scoring Level 4)) ÷ number of students in the Cohort]

A weighted average is calculated using subject results to derive the **Combined Index**. Schools are then ranked from lowest to highest **Index**, and indicator **Levels** are assigned based on their rank range placement:

Rank	Level
10% or Less	1
10.1 to 50%	2
50.1 to 75%	3
Greater than 75%	4

Districts are ranked separately from lowest to highest **Index**. **Levels** are assigned using the same methodology as that used for schools.

EM English Language Proficiency (ELP)

The percentage of continuously enrolled English Language Learners (**ELLs**) in grades K-8 making a designated amount of progress toward English proficiency as measured by the New York State English as a Second Language Proficiency Test (NYSESLAT) compared to the percentage of students who would be expected to have made progress given a student's initial score on the NYSESLAT and the number of years the student has been identified as ELL.

The probabilities of continuously enrolled ELL students making progress on the NYSESLAT are summed and divided by the number of continuously enrolled students tested on the NYSESLAT. The result is multiplied by 100 to determine a "**Benchmark**" from which to determine progress.

The number of continuously enrolled students who made sufficient progress is divided by the number expected to make sufficient progress. The result is multiplied by 100 to determine a "**Progress Rate**."

The Progress Rate is divided by the Benchmark to determine a "**Success Ratio**."
An ELP "**Level**" is determined using the Success Ratio and the table below:

Success Ratio	Level
0.49 or less	1
0.50 to 0.99	2
1.0 to 1.24	3
Greater than 1.24	4

EM Chronic Absenteeism

Percentage (**Chronic Absenteeism Rate**) of grades 1-8 students enrolled for a minimum of ten instructional days and in attendance at least one of those days (**Students Enrolled**) who were absent (excused or unexcused) for at least 10% of enrolled instructional days (**Students Chronically Absent**).

Schools are sorted from highest to lowest **Chronic Absenteeism Rate** and assigned a rank. A **Level** is assigned using the rank place at which a school falls compared to other schools in the state:

Rank	Level
10% or less	1
10.1% to 50%	2
50.1 to 75%	3
Greater than 75%	4

Districts are ranked separately after they are sorted from highest to lowest **Chronic Absenteeism Rate**. Levels are assigned using the same methodology as that used for schools.

EM Participation Rates

Participation rates are calculated for students in grades 3-8 and ungraded age equivalent students in ELA and mathematics separately.

Current Year Enrollment is the number of students enrolled during the current year test administration and/or make up period for the tests used (NYSTP, NYSESLAT, NYSAA, Regents examination in mathematics).

Current Year Participation Rate is the number of students in the Current Year Enrollment with valid test scores divided by the Current Year Enrollment.

Tested 95% in Current Year shows a green ✓ if the Current Year Participation Rate is greater than or equal to 95. A red × is shown if the Current Year Participation Rate is less than 95.

To be considered tested, students must have a valid score on the NYSTP for the grade in which they are enrolled or a valid score on the NYSESLAT if they are ELL and have been in U.S. schools for less than 12 months or a valid score on the NYSAA or a valid score on a Regents examination in mathematics exam taken in the 7th or 8th grade if taken in lieu of the NYSTP.

NYSESLAT Used for Participation

Number Taking NYSESLAT is the number of students reported as English Language Learners, having been in U.S. schools for less than 12 months, having a valid score on the NYSESLAT associated with their grade level, and having NO valid score on a NYSTP in ELA in their grade level. These students are counted as tested when participation rates for EM ELA are determined.

Secondary-Level (HS) Accountability Indicators

HS Core Subject Performance

The performance of students on approved secondary-level examinations in ELA, mathematics, science, and social studies in the current reporting year.

The **Cohort** is the number of students who first entered grade 9 in the 2018-19 school year or, if ungraded, turned 17 in the 2018-19 school year with a valid score on an approved secondary-level examination (e.g., Regents, approved Regents alternative, NYSAA).

An **Index** is calculated for each subject using the following formula:

100 * [((number of students scoring Level 2) + 2(number of students scoring Level 3) + 2.5(number of students scoring Level 4)) ÷ number of tested students in the Cohort]

A weighted average is calculated using subject results to derive the **Combined Index**.

[3(ELA PI) + 3(Math PI) + 2(Science PI) + (Social Studies PI)] ÷ 9

Schools are then ranked from lowest to highest **Index**, and indicator **Levels** are assigned based on their rank range placement:

Rank	Level
10% or Less	1
10.1 to 50%	2
50.1 to 75%	3
Greater than 75%	4

Districts are ranked separately from lowest to highest **Index**. **Levels** are assigned using the same methodology as that used for schools.

HS Weighted Average Performance

The performance of students in the HS accountability cohort on approved secondary-level examinations in ELA, mathematics, science, and social studies in the current reporting year.

The **Cohort** is the number of students who first entered grade 9 in the 2018-19 school year or, if ungraded, turned 17, in the 2018-19 school year, excluding students for whom the only assessment record for that subject was an exemption for a June 2020 Regents or 2019-20 approved Regents alternative or NYSAA.

An **Index** is calculated for each subject using the following formula:

100 * [((number of students scoring Level 2) + 2(number of students scoring Level 3) + 2.5(number of students scoring Level 4)) ÷ number of tested students in the Cohort]

A weighted average is calculated using subject results to derive the **Combined Index**.

$$[3(\text{ELA PI}) + 3(\text{Math PI}) + 2(\text{Science PI}) + (\text{Social Studies PI})] \div 9$$

Schools are then ranked from lowest to highest **Index**, and indicator **Levels** are assigned based on their rank range placement:

Rank	Level
10% or Less	1
10.1 to 50%	2
50.1 to 75%	3
Greater than 75%	4

Districts are ranked separately from lowest to highest **Index**. **Levels** are assigned using the same methodology as that used for schools.

HS Graduation Rate

Percentage of students in the 4-, 5-, and 6-year graduation-rate total cohort as of June 30th of the year preceding the reporting year who earned a Regents or local diploma as of August 31st of the year preceding reporting year.

The number of students in the current reporting year's 4-, 5-, and 6-year graduation rate cohorts are the **Number in Cohort**.

The number of students in the cohort with a local or Regents diploma are the **Number Graduated**.

The 4-, 5-, and 6-year graduation rates for the cohorts as of June 30th of one year prior to the current reporting year are the **Grad Rates**.

Graduation Rates for the 4-, 5-, and 6-year graduation-rate total cohorts by subgroup are averaged (**Average Grad Rate**). Schools are then ranked from lowest to highest **Average Grad Rate**, and indicator **Levels** are assigned based on their rank range placement:

Rank	Level
10% or Less	1
10.1 to 50%	2
50.1 to 75%	3
Greater than 75%	4

Districts are ranked separately from lowest to highest **Average Grad Rate**. **Levels** are assigned using the same methodology as that used for schools.

HS English Language Proficiency (ELP)

The percentage of continuously enrolled English Language Learners (**ELLs**) in grades 9-12 making a designated amount of progress toward English proficiency as measured by the New York State English as a Second Language Proficiency Test (NYSESLAT) compared to the percentage of students who would be expected to have made progress given a student's initial score on the NYSESLAT and the number of the years the student has been identified as ELL.

The probabilities of continuously enrolled ELL students making progress on the NYSESLAT are summed and divided by the number of continuously enrolled students tested on the NYSESLAT. The result is multiplied by 100 to determine a **Benchmark** from which to determine progress.

The number of continuously enrolled students who made sufficient progress is divided by the number expected to make sufficient progress. The result is multiplied by 100 to determine a **Progress Rate**.

The Progress Rate is divided by the Benchmark to determine a **Success Ratio**.

An ELP **Level** is determined using the Success Ratio and the table below:

Success Ratio	Level
0.49 or less	1
0.50 to 0.99	2
1.0 to 1.24	3
Greater than 1.24	4

HS Chronic Absenteeism

Percentage (**Chronic Absenteeism Rate**) of grades 9-12 students enrolled for a minimum of ten instructional days and in attendance at least one of those days (**Students Enrolled**) who were absent (excused or unexcused) for at least 10% of enrolled instructional days (**Students Chronically Absent**).

Schools are sorted from highest to lowest **Chronic Absenteeism Rate** and assigned a rank. A **Level** is assigned using the rank place at which a school falls compared to other schools in the state:

Rank	Level
10% or less	1
10.1% to 50%	2
50.1 to 75%	3
Greater than 75%	4

Districts are ranked separately after they are sorted from highest to lowest **Chronic Absenteeism Rate**. Levels are assigned using the same methodology as that used for schools.

HS Participation Rates

Participation rates are calculated for students in grade 12 in ELA and mathematics separately.

Current Year 12th Grade Enrollment is the number of students enrolled in 12th grade during the current year, excluding grade 12 students whose only assessment in the subject was an exemption on a June 2020 Regents exam or a 2019-20 approved Regents alternative or NYSAA.

Current Year Participation Rate is the number of students in the Current Year 12th Grade Enrollment with valid test scores divided by the Current Year 12th Grade Enrollment.

Tested 95% in Current Year shows a green ✓ if the Current Year Participation Rate is greater than or equal to 95%. A red × is shown if the Current Year Participation Rate is less than 95%.

To be considered tested, students must have a valid score on a Regents ELA or mathematics exam, approved Regents alternative in English or mathematics, or NYSAA in ELA or mathematics.

Assessment Data

Due to the ongoing impacts of COVID-19, it may not be appropriate to compare 2021-22 assessment results with results from prior years.

Elementary- and Intermediate-Level State Assessments: English Language Arts, Mathematics, Science

Grades 3-8 English Language Arts (ELA) Results

School data are compared to the school's district and statewide results in the bar chart, while district and charter school data are compared to statewide data in the bar chart. District data include all public schools in the district as well as out-of-district placement students who are the reporting responsibility of the district.

Summary Results: Total (#) students, count (#) and percent (%) not tested (**Not Tested**), tested (**Tested**), performing at each of the four performance levels (**Level 1, Level 2, Level 3, Level 4**), and scoring **Proficient (Levels 3 & 4)** on the New York State Testing Program (NYSTP) assessment in English Language Arts (ELA) by **Grade** and **Grades 3-8** combined. **Tested #** is used as the denominator for performance **Level %** calculations.

Grade-Specific Results: Data in the grade tables are the same as those in the summary table but disaggregated by demographic **Subgroups**.

Grades 3-8 Mathematics Results

School data are compared to the school's district and statewide results in the bar chart, while district and charter school data are compared to statewide data in the bar chart. District data include all public schools in the district as well as out-of-district placement students who are the reporting responsibility of the district.

Summary Results: Total (#) students, count (#) and percent (%) not tested (**Not Tested**), tested (**Tested**), performing at each of the four performance levels (**Level 1, Level 2, Level 3, Level 4 & Above**), and scoring **Proficient (Levels 3 & Above)** on the New York State Testing Program (NYSTP) assessment in mathematics by **Grade** and **Grades 3-8** combined and on the Regents examinations in mathematics taken in lieu of the NYSTP in mathematics in Grade 6 (**Regents 6**), Grade 7 (**Regents 7**), and Grade 8 (**Regents 8**). NYSTP <u>and</u> Regents results for Grade 6 students are combined in the **Combined 6** row. NYSTP <u>and</u> Regents results for Grade 7 students are combined in the **Combined 7** row. NYSTP <u>and</u> Regents results for Grade 8 students are combined in the **Combined 8** row. The **Grades 3-8** row is the aggregate of **Grade 3**, **Grade 4**, **Grade 5**, **Combined 6**, **Combined 7**, and **Combined 8**. **Tested #** is used as the denominator for performance **Level %** calculations.

In 2022, **Regents 6**, **Regents 7,** and **Regents 8, Not Tested** are students reported as "exempt" from taking a Regents examination in mathematics who had no valid score on a grade-level NYSTP and no valid score on a Regents examination in mathematics during the reporting year. **Grade 6 Total #**, **Grade 7 Total #,** and **Grade 8 Total #** are used as the denominators for **Not Tested %** calculations for **Regents 6**, **Regents 7,** and **Regents 8**, respectively.

Regents Mathematics Exemptions, Grades 6-8 Students: Total Exempt are students with no valid score on a grade-level NYSTP but reported as "exempt" from taking a Regents examination in mathematics during the reporting year. **Exempt, Not Tested** are Total Exempt students <u>with no valid score</u> on a Regents examination in mathematics. **Exempt, Tested** are Total Exempt students <u>with a valid score</u> on a Regents examination in mathematics.

Regents Exam Exemption Eligibility: Students who met the standards for the related course of study, as locally determined, could qualify for an exemption to the examination requirements. For more information and specific criteria, see NYS Board of Regents Announcement.

Grade-specific Results: Data in the grade tables are the same as those in the summary table but disaggregated by demographic **Subgroups**.

Grades 4 & 8 Science Results

School data are compared to the school's district and statewide results in the bar chart, while district and charter school data are compared to statewide data in the bar chart. District data include all public schools in the district as well as out-of-district placement students who are the reporting responsibility of the district.

Summary Results: Total (#) students, count (#) and percent (%) not tested (**Not Tested**), tested (**Tested**), performing at each of the four performance levels (**Level 1, Level 2, Level 3, Level 4**), and scoring **Proficient (Levels 3 & 4)** on the New York State Grades 4 & 8 Science Tests by **Grade** and **Grades 4 & 8** combined and on the Regents examinations in science taken in lieu of the NYS Grade 8 Science Test in Grade 8 (**Regents 8**). NYSTP and Regents results for Grade 8 students are combined in the **Combined 8** row. The **Grades 4 & 8** row is the aggregate of **Grade 4** and **Combined 8**. **Tested #** is used as the denominator for performance **Level %** calculations.

> Note: For 2021-22 through 2024-2025, USDE granted NYSED a [waiver](#) to permit students enrolled in grade 7 or 8 who take high school level Regents science courses to take the corresponding high school level Regents examination in science in lieu of the Intermediate-Level Science test. Since the School Report Card reports assessments taken during the reporting year (e.g., 2021-22), only students in Grade 8 who took a corresponding high school level Regents examination in science in lieu of the Intermediate-Level Science test in Grade 8 are included. Results of Grade 8 students who took a Regents examination in Grade 7 in lieu of the Intermediate-Level Science test in Grade 8 are not included in the Summary. However, these students are included in Annual Regents examination results.

In 2021, **Regents 8, Not Tested** are students reported as "exempt" from taking a Regents examination in science who had no valid score on a grade-level science assessment and no valid score on a Regents examination in science during the reporting year. **Grade 8 Total #** is used as the denominator for **Regents 8**, **Not Tested %** calculations.

Regents Science Exemptions, Grade 8 Students: Total Exempt are students with no valid score on a grade-level science assessment but reported as "exempt" from taking a Regents examination in science during the reporting year. **Exempt, Not Tested** are Total Exempt students <u>with no valid score</u> on a Regents examination in science. **Exempt, Tested** are Total Exempt students <u>with a valid score</u> on a Regents examination in science.

> Regents Exam Exemption Eligibility: Students who met the standards for the related course of study, as locally determined, could qualify for an exemption to the examination requirements. For more information and specific criteria, see [NYS Board of Regents Announcement](#).

Grade-specific Results: Data in the grade tables are the same as those in the summary table but disaggregated by demographic **Subgroups**.

Annual Regents Examinations

Annual Regents examination results are those administered in August, January, and June of the reporting year. All administrations of Regents examinations in August 2021 and January 2022 as well as the June 2022 administration of the Regents U.S. History and Government exam were canceled. Due to the ongoing impacts of COVID-19, it may not be appropriate to compare 2021-22 NYS standardized assessment results with results from prior years.

If multiple administrations are taken by same student at school or within district, highest score earned is used for calculating school/district performance. Regents scores are converted to performance levels. For more information, see https://www.p12.nysed.gov/irs/sirs/regents-score-ranges-for-annual-and-accountability-reporting.pdf

School data are compared to the school's district and statewide results in the bar chart, while district and charter school data are compared to statewide data in the bar chart. District data include all public schools in the district as well as out-of-district placement students who are the reporting responsibility of the district.

Results for Regents examinations include students in the reporting year, regardless of grade, tested (**Tested**) on a specific Regents examination, performing at each of the performance levels (**Level 1, Level 2, Level 3, Level 4, & Level 5**, if applicable), and scoring **Proficient (Level 3 & Above)** disaggregated by demographic **Subgroup**. **Tested #** is used as the denominator for performance **Level %** calculations.

Annual Regents Exemptions Tables:
        For examinations with at least one administration
Total Exempt are students reported as "exempt" from taking a specific Regents examination during the reporting year. **Exempt, Not Tested** are Total Exempt students with no valid score on the Regents examination. **Exempt, Tested** are Total Exempt students with a valid score on the Regents examination.

> Regents Exam Exemption Eligibility: Students who met the standards for the related course of study, as locally determined, could qualify for an exemption to the examination requirements. For more information and specific criteria, see NYS Board of Regents Announcement.

> *For examinations with no administrations*

Exempt, Not Tested are students reported as "exempt" from taking a specific Regents examination during the reporting year and had no valid score on the Regents examination.

> Regents Exam Exemption Eligibility: Students who met the standards for the related course of study, as locally determined, could qualify for an exemption to the examination requirements. For more information and specific criteria, see NYS Board of Regents Announcement.

Total Cohort Regents Examination Results

Due to COVID-19 and changes to New York State testing requirements, June 2020, August 2020, January 2021, August 2021, and January 2022 Regents examinations were canceled. Only Regents Examinations in ELA, Algebra I, Living Environment, and Physical Setting/Earth Science were offered in June 2021. Regents Examinations in U.S. History & Government were canceled in June 2022. Caution should be used when comparing 2018 cohort results on Regents examinations with those of cohorts from prior years.

Please note: The 2018 TOTAL COHORT REGENTS EXAMINATION RESULTS previously released in fall 2022 were updated in May 2023 to reflect student performance on the recently refreshed list of NYSED-Approved Regents Examination Alternatives Acceptable for Meeting Requirements for a Local or Regents Diploma. As a result, Local Educational Agencies (LEAs) and individual schools that had students participate in any of the exams recently added to the list of approved alternatives may show adjusted participation and/or proficiency rates compared to data from the initial release made by the Department.

School data are compared to the school's district and statewide results in the bar chart, while district and charter school data are compared to statewide data in the bar chart. District data include all public schools in the district as well as out-of-district placement students who are the reporting responsibility of the district.

Results for students in the 4-year cohort as of June 30th of the reporting year (**Cohort**), count (#) and percent (%) not tested (**Not Tested**) and tested (**Tested**) on Regents examinations or NYSED-approved Regents Examination alternatives within subjects, performing at each of the performance levels (**Level 1, Level 2, Level 3, Level 4, & Level 4 & Above**), and scoring **Proficient (Level 3 & Above or Levels 3 & 4**, depending on the subject**)** disaggregated by demographic **Subgroup. Cohort #** is used as the denominator for performance **Level %**

calculations. If a student has more than one valid score within a Regents subject, the examination on which the student earned with the highest performance level is used.

Total Cohort Exemptions Table: **Total Exempt** are students reported as "exempt" from taking any Regents examination or NYSED-approved Regents Examination alternative in a subject during the 4-year period. **Exempt, Not Tested** are Total Exempt students <u>with no valid score</u> on any Regents examination or alternative in a subject. **Exempt, Tested** are Total Exempt students <u>with a valid score</u> on any Regents examination or alternative in a subject.

> Regents Exam Exemption Eligibility: Students who met the standards for the related course of study, as locally determined, could qualify for an exemption to the examination requirements. For more information and specific criteria, see <u>NYS Board of Regents Announcement</u>.

New York State English as a Second Language Achievement Test (NYSESLAT)

Total (#) students reported as English Language Learners, count (#) and percent (%) of students not tested (**Not Tested**) and tested (**Tested**), and performing at each of the five performance levels (**Entering, Emerging, Transitioning, Expanding, & Commanding [Proficient]**) on the New York State English as a Second Language Achievement Test (NYSESLAT) for English Language Learners (ELLs) by **Grade**. **Total #** is used as the denominator for performance level **%** calculations.

New York State Alternate Assessment (NYSAA)

Total (#) students reported as NYSAA eligible, as ungraded, and as having a disability, count (#) and percent (%) of students not tested (**Not Tested**), tested (**Tested**), performing at each of the four performance levels (**Level 1, Level 2, Level 3, & Level 4**), and scoring **Proficient (Levels 3 & 4)** on the New York State Alternate Assessment (NYSAA) for students with severe cognitive disabilities by **Grade/Subject**.

National Assessment of Academic Progress (NAEP)

The National Assessment of Educational Progress (NAEP) measures what U.S. students know and can do in various subjects across the nation, states, and in some urban districts. Also known as The Nation's Report Card, NAEP has provided important information about how students are performing academically since 1969.

NAEP is typically administered every other year to a representative sample of students across the country. Most recently NAEP was administered in 2022; NAEP was administered in 2019 prior to that. State and national results are reported for groups of students with similar characteristics (e.g., gender, race and ethnicity, school location); data for individual schools or districts are not reported in the School Report Card, nor are the data available to NYSED.

New York State and national student results on the NAEP are reported for Grade 4 Reading, Grade 4 Mathematics, Grade 8 Reading, and Grade 8 Mathematics, showing percentages of students performing at each of the NAEP achievement levels: "Below Basic," "Basic," "Proficient," and "Advanced." NAEP achievement levels are performance standards that describe what students should know and be able to do. Students performing at or above the Proficient level on NAEP assessments demonstrate solid academic performance and competency over challenging subject matter. Descriptions of NAEP achievement levels for each assessment subject are available at https://nces.ed.gov/nationsreportcard/guides/scores_achv.aspx. Data in the tables are disaggregated by subgroups: All Students, Students with Disabilities, American Indian/Alaska Native, Asian/Pacific Islander, Black, Hispanic, White, Two or more races, Economically Disadvantaged, and English Language Learners.

NAEP national and state participation rates are also reported in the NYS Report Card for all students and for subgroups of English Language Learners and Students with Disabilities in Grades 4 and 8 Reading and Mathematics.

School, Staff, and Graduation Rate Data

Expenditures Per Pupil

Expenditures per Pupil data reported in the School Report Card are a subset of those collected by the State Aid Office and reported in the annual Financial Transparency Report and its respective database. Districts and charter schools identify expenditures by type (e.g., salaries) and by source (federal, state, local). Expenditures that cannot be identified by type and/or source are submitted within specific categories and reported as "Exclusions," which are not included in per pupil expenditure calculations. For additional information, see http://www.nysed.gov/essa/financial-transparency or send an email to ESSAFinTrans@nysed.gov. If a school or district did not report expenditures, then a statement will reflect such within the report card.

Pupil Count: Enrollment data used to calculate expenditures per pupil in the School Report Card are collected in the Student Information Repository System (SIRS). 2018-19 pupil counts were directly sourced from IRS Enrollment Reports and, thus, included pre-K enrollments at community-based organizations (CBOs), expenses for which were not captured in the federal or state/local values. Since then, pupil counts do not include pre-kindergarten enrollments at CBOs. For the NYC Chancellor's Office, however, district-sponsored pre-kindergarten enrollments are included (n=5,705) since 2020-21. For all years, the statewide pupil count is the sum of district counts and charter school counts. Due to changes in count methodology, caution should be used when comparing results between years.

Federal Expenditures: Local educational agency and district overall expenditures (personnel and nonpersonnel) and per pupil expenditures using federal funds for the preceding school year. Beginning in 2020-21, Federal Expenditures include expenses supported by federal revenues provided to NYS schools under the "Coronavirus Aid, Relief, and Economic Security" (CARES) Act, "Coronavirus Response and Relief Supplemental Appropriations" (CRRSA) Act, and/or the "American Rescue Plan" (ARP) Act. For more information, please see https://www.osc.state.ny.us/files/local-government/publications/pdf/american-rescue-plan-and-crrsa-guidance.pdf and https://www.osc.state.ny.us/files/local-government/publications/pdf/cares-act-information-guidance.pdf.

State and Local Expenditures: Local educational agency and district overall expenditures (personnel and non-personnel) and per pupil expenditures using State and local funds for the preceding school year. For the 2018-19 Report Card, only Total Expenditures and Federal Expenditures data were available for Charter Schools. Thus, "State and Local Funds" for Charter Schools were estimated as the difference between Total Expenditures and Federal Expenditures. Beginning 2019-20, Charter Schools reported "State and Local Funds," which include "Other Charter School" and "Other Central Charter" revenue spending (categories unique to charters only). Caution should be used when making comparisons between 2018-19 and later results for charter schools and between charter school and non-charter public school "State and Local Funds." Beginning in 2021-22, New York State implemented a 3-year phase-in schedule for Foundation Aid. This schedule provided for large increases in state funds for the 2021-22, 2022-23, and 2023-24 school years.

Total Expenditures: The total is the sum of Federal and State/Local expenditure values.

Statewide: District and Charter School values were summed to derive statewide values.

Staff Qualifications

If a school or district did not report complete data, a statement will reflect such within the report card.

High-Poverty Schools: New York State schools active during the 2021-22 reporting year in the 4th quartile of schools sorted by the percent of students receiving Free and Reduced Priced Lunch (FRPL) as reported in SIRS.

Low-Poverty Schools: New York State schools active during the 2021-22 reporting year in the 1st quartile of schools sorted by the percent of students receiving Free and Reduced Priced Lunch (FRPL) as reported in SIRS.

Inexperienced Teachers and Principals

Total Teachers and Principals: Counts are as reported by schools and districts in the Student Information Repository System (SIRS). To be counted as a Teacher, the person must be reported in SIRS as the teacher of at least one course. To be counted as a Principal, the person must be reported in SIRS as a Principal.

Inexperienced Teachers: Teachers with fewer than 4 years of experience as a teacher.

Inexperienced Principals: Principals with fewer than 4 years of experience as a principal.

Teachers Teaching Out of Their Subject or Field of Certification

Total Teachers: Beginning in 2020-21, counts are as reported in SIRS. For prior years, counts were as reported in the Teacher Access and Authorization (TAA) system. Caution should be used when comparing results across years.

Teachers Teaching Out of their Subject/Field of Certification: Teachers teaching classes in subjects or fields for which they do not hold certifications.

Total Cohort Graduation Rate

Graduation, diploma, non-diploma credential, still enrolled, transfer to high school equivalency (HSE) program, and dropout rates for students who first entered grade 9, four years prior to this reporting year. Graduates are as of August following the close of the reporting year. For more information on district/state comparisons, 5- and 6-year rates, and to filter on gender and ethnicity student subgroups, click on the link embedded within the report card or search by school or district in the High School Graduation Rate report at data.nysed.gov. Also see the Graduation Rate - Glossary of Terms or Grad Rate - Business Rules on the Graduation Rate Data site.

Postsecondary Enrollment Rate

Postsecondary enrollment rate includes the number of students who graduated (**graduates**) during the 2021 calendar year and the number (**#**) and percent (**%**) who then enrolled within 16 months in a **New York State public, New York State private**, or **Out of State** postsecondary institution. Institutions are classified as less than two-year/two-year (**≤ 2-year or 2-year**) or four-year (**4-year**). This aligns with federal EDFacts reporting and fulfills the requirements of the Every Student Succeeds Act.

Student demographic and high school graduation data are sourced from SIRS as reported by districts and schools, while postsecondary enrollment data come from the National Student Clearinghouse® (NSC; studentclearinghouse.org). The NSC collects data on 97% of currently enrolled postsecondary students from 99% of all public and private institutions.[1] NSC also identifies the scope of the postsecondary institution ("less than 2-year institution," "2-year institution," or "4-year or higher institution"). Since few institutions were "less than 2-year," they were combined with the 2-year institutions for reporting; there are no institutions less than 2-year among the New York State publics.

NSC creates a new record each time there is a change in student status (e.g., new semester enrollment), thus multiple records may exist for a student. The first enrollment record within 16 months of graduation was selected for this report.

---

[1] Available at https://theclearinghouse.download/factsheet, last accessed May 16, 2023.

Civil Rights Data Collection (CRDC) Data (2017-18)

Accessible via a downloadable Excel Workbook on the NYS statewide report card and all district and school report cards are measures of school quality, climate, and safety, and accelerated coursework to earn post-secondary credit while in high school as reported by schools for the 2017-18 school year to the U.S. Department of Education using the Civil Rights Data Collection Survey. For more information on CRDC, see https://ocrdata.ed.gov/.

Reference: Accountability Data Suppression Rules

Accountability Indicators: Accountability indicator levels are calculated for subgroups with 30 or more student results. The only exceptions are:

1) A Core Subject Performance outcome will be determined when a Weighted Average Performance Level has been assigned to a subgroup, there are at least 15 student results in the denominator for calculating the Core Subject Performance outcome, and the number of students in the denominator used to determine the Core Subject Performance Index is at least 50% of the number of student results used to determine the Weighted Average Performance Index.
2) A graduation rate will be computed for a cohort subgroup when a HS Core Subject Performance Level has been assigned to the subgroup and there are at least 15 students in the graduation rate cohort.

Participation Rates: Participation rates are only calculated for subgroups with 40 or more students.

Reference: Accountability Subgroups Defined

All Students: All students, regardless of ethnicity, ELL status, disability status, or economic status.

American Indian/Alaska Native: Student reported as having origins in any of the original peoples of North and South America (including Central America) and who maintains cultural identification through tribal affiliation or community recognition.

Asian or Native Hawaiian/Other Pacific Islander: Student reported as having origins in any of the original peoples of the Far East, Southeast Asia, Hawaii, Guam, Samoa, or other Pacific Islands, or the Indian subcontinent, including Cambodia, China, India, Japan, Korea, Malaysia, Pakistan, the Philippine Islands, Thailand, and Vietnam.

Black or African American: Student reported as having origins in any of the black racial groups of Africa.

Hispanic or Latino: Student reported as belonging to, identifying with, or regarded in the community as Hispanic or Latino, regardless of whether the student also considers themselves to belong to, identify with, or is regarded in the community as belonging to an American Indian/Alaska Native, Asian or Native Hawaiian/Other Pacific Islander, Black or African American, or White races.

Multiracial: Student reported as belonging to more than one racial/ethnic group.

White: Student reported as having origins in any of the original peoples of Europe, North Africa, or the Middle East.

English Language Learner: Student who, by reason of foreign birth or ancestry, speaks or understands a language other than English and speaks or understands little or no English, and requires support in order to become proficient in English and is identified pursuant to Section 154.3 of New York State's Commissioner's Regulations. Students who are not ELL in the current year but were ELL in one or more of the previous four years are called "former ELLs" and are included in the ELL accountability calculations. For the 5-year and 6-year cohorts at the secondary school level, a student who is NOT ELL in the reporting year, but was ELL in one or more of the previous FOUR reporting years will be considered a former ELL and will be included in the ELL group.

Students with Disabilities: Student classified by the Committee on Special Education as having one or more disabilities. Students who are not students with disabilities in the current year but were students with disabilities in one or more of the previous two years are called "former students with disabilities" and are included in the Students with Disabilities accountability calculations. For the 5-year and 6-year cohorts at the secondary school level, a student who is NOT SWD in the reporting year but was SWD in one or more of the previous TWO reporting years, the student will be considered a former SWD and will be included in the SWD group.

Economically Disadvantaged: Student who participates in, or whose family participates in, economic assistance programs, such as the Free or Reduced-Price Lunch Programs; Social Security Insurance (SSI); Food Stamps; Foster Care; Refugee Assistance (cash or medical assistance); Earned Income Tax Credit (EITC); Home Energy Assistance Program (HEAP); Safety Net Assistance (SNA); Bureau of Indian Affairs (BIA); or Family Assistance: Temporary Assistance for Needy Families (TANF). If one student in a family is identified as low income, all students from that household (economic unit) may be identified as low income.

Reference: Assessment and Postsecondary Enrollment Rate Data Suppression Rules

To ensure student confidentiality, the Department does *not* publish results for subgroups with fewer than five students or data that would allow readers to easily determine the performance of a subgroup with fewer than five students. When a subgroup has fewer than five students (e.g., Hispanic), counts and percentages are suppressed for that group and the next smallest group. For assessment data, the number of students tested is the litmus for suppression. Suppressed data are indicated with a dash.

Reference: Annual Assessment and Postsecondary Enrollment Rate Subgroups Defined

All Students: All students, regardless of ethnicity, ELL status, disability status, or economic status.

Female: Student reported to the Department as female, as identified by the student.

Male: Student reported to the Department as male, as identified by the student.

> Notes about Gender: In the case of very young transgender students not yet able to advocate for themselves, gender may be identified by the parent or guardian. In 2021-22, a new valid gender category was introduced, "nonbinary." Since processes for data collection were still in development during the 2021-22 reporting year, district access to the code was significantly limited and, thus, the 2021-22 School Report Card does not disaggregate data by nonbinary.

General Education: Students not identified as Students with Disabilities.

Students with Disabilities: Student classified by the Committee on Special Education as having one or more disabilities.

American Indian or Alaska Native: Student reported as having origins in any of the original peoples of North and South America (including Central America) and who maintains cultural identification through tribal affiliation or community recognition.

Asian or Native Hawaiian/Other Pacific Islander: Student reported as having origins in any of the original peoples of the Far East, Southeast Asia, Hawaii, Guam, Samoa, or other Pacific Islands, or the Indian subcontinent, including Cambodia, China, India, Japan, Korea, Malaysia, Pakistan, the Philippine Islands, Thailand, and Vietnam.

Black or African American: Student reported as having origins in any of the black racial groups of Africa.

Hispanic or Latino: Student reported as belonging to, identifying with, or regarded in the community as Hispanic or Latino, regardless of whether the student also considers themselves to belong to, identify with, or is regarded in the community as belonging to an American Indian/Alaska Native, Asian or Native Hawaiian/Other Pacific Islander, Black or African American, or White races.

White: Student reported as having origins in any of the original peoples of Europe, North Africa, or the Middle East.

Multiracial: Student reported as belonging to more than one racial/ethnic group.

Small Group Total: Results for the sum of the suppressed data for racial/ethnic fields for which data are suppressed, if applicable.

Economically Disadvantaged: Student who participates in, or whose family participates in, economic assistance programs, such as the Free or Reduced-Price Lunch Programs; Social Security Insurance (SSI); Food Stamps; Foster Care; Refugee Assistance (cash or medical assistance); Earned Income Tax Credit (EITC); Home Energy Assistance Program (HEAP); Safety Net Assistance (SNA); Bureau of Indian Affairs (BIA); or Family Assistance: Temporary

Assistance for Needy Families (TANF). If one student in a family is identified as low income, all students from that household (economic unit) may be identified as low income.

Not Economically Disadvantaged: Students not identified as Economically Disadvantaged.

English Language Learner: Student who, by reason of foreign birth or ancestry, speaks or understands a language other than English and speaks or understands little or no English, and requires support in order to become proficient in English and is identified pursuant to Section 154.3 of New York State's Commissioner's Regulations.

Non-English Language Learner: Students not identified as English Language Learners.

In Foster Care: Student who is in 24-hour substitute care for children placed away from their parents and for whom the agency under title IV-E of the Social Security Act has placement and care responsibility. This includes, but is not limited to, placements in foster family homes, foster homes of relatives, group homes, emergency shelters, residential facilities, childcare institutions, and pre-adoptive homes. A child is in foster care in accordance with this definition regardless of whether or not the foster care facility is licensed and payments are made by the State, tribal, or local agency for the care of the child, whether adoption subsidy payments are being made prior to the finalization of an adoption, or whether there is federal matching of any payments that are made.

Not in Foster Care: Students not identified as Foster.

Homeless: Student who lacks a fixed, regular, and adequate nighttime residence, including a student who is sharing the housing of other persons due to a loss of housing, economic hardship, or similar reason; living in motels, hotels, trailer parks or camping grounds due to the lack of alternative adequate accommodations; abandoned in hospitals; or a migratory child, as defined in subsection 2 of section 1309 of the Elementary and Secondary Education Act of 1965, as amended, who qualifies as homeless under any of the above provisions; or has a primary nighttime location that is a supervised publicly or privately operated shelter designed to provide temporary living accommodations including, but not limited to, shelters operated or approved by the State or local department of social services, and residential programs for runaway and homeless youth established pursuant to article 19H of the executive law or a public or private place not designed for, or ordinarily used as, a regular sleeping accommodation for human beings, including a car, park, public space, abandoned building, substandard housing, bus, train stations, or similar setting. Homeless students do not include children in foster care placements or who are receiving educational services pursuant to subdivision four, five, six, six-a, or seven of Education Law section 3202 or pursuant to article 81, 85, 87, or 88 of Education Law.

Not Homeless: Students not identified as Homeless.

Migrant: Student who is, or whose parent, guardian, or spouse is, a migratory agricultural worker, including a migratory dairy worker or a migratory fisher, and who, in the preceding 36 months, in order to obtain, or accompany such parent, guardian, or spouse, in order to obtain, temporary or seasonal employment in agricultural or fishing work has moved from one school district to another.

Not Migrant: Students not identified is Migrant.

Parent in Armed Forces: Student with one or more parent or guardian who is a member of the Armed Forces and on Active Duty. The Armed Forces are the Army, Navy, Air Force, Marine Corps, the Coast Guard, or full-time National Guard. Active duty means full-time duty in the active military service of the United States. Such term includes full-time training duty, annual training duty, and attendance, while in the active military service, at a school designated as a service school by law or by the Secretary of the military department concerned.

Parent Not in Armed Forces: Students not identified as Parent in Armed Forces.