

Educator Guide

The New York City Progress Report High School 2011-12

Updated: January 4th , 2013

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

For a list of changes since 2010-11 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 shortly after 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 tools used to evaluate New York City schools. The others are the New York City Quality Review and the New York State School Identifications.

Progress Report Grade

The Progress Report letter grade (A through F) provides an overall assessment of the school's contribution to student learning in five main areas of measurement: (I) Student Progress, (II) Student Performance, (III) School Environment, (IV) College and Career Readiness, and (V) 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 control for demographic characteristics of students 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 peer schools 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 and designed to measure how well a school is organized to support student learning. 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. A school's most recent Quality Review Score is displayed on the first page of the Progress Report.

New York State Annual School Report Card

In 2012, New York State received a waiver to implement a revised accountability system, which will be in place through 2014-15. The system measures student performance on NYS ELA and math exams and Regents exams as well as graduation rates. The system also now incorporates growth measures. State accountability status is not incorporated into the Progress Report Grade, but is another tool used to evaluate school performance.

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) Transfer High schools, and (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)
Transfer High schools	9-12, focused on over-age and under-credited students
Young Adult Borough Center (YABC) programs	9-12, focused on over-age 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 backgrounds, 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:

$$\text{Peer Index} = (\text{Average } 8^{\text{th}} \text{ grade English and math proficiency}) - (2 * \text{Percent students with disabilities}) - (2 * \text{Percent students with self-contained placements}) - (1 * \text{Percent over-age students})$$

For the peer index, any student with an IEP anytime in the past five school years (2007-08 through 2011-12) is counted in the percentage of students with disabilities. Similarly, any student with a self-contained placement anytime in the past five school years is included in the percentage of students with self-contained placements.

An over-age student is defined as one who is age 16 or older as of December 31st of their 9th grade entry year. In addition, any student who meets the criteria below at the time he/she first enrolled in the school under consideration will be considered “over-age/under-credited” and will contribute to the school’s percentage of over-age students:

Age on Dec. 31 of entry school year	Credits prior to entry school year
16	Less than 11 credits
17	Less than 22 credits
18	Less than 33 credits
19-21	Less than 44 credits

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 a student population most similar to the school's population, according to the peer index formula.

Each school has a unique peer group of up to 40 schools. The group consists of up to 20 schools with peer indices immediately higher than the school’s peer index and up to 20 schools with peer indices immediately lower than the school’s peer index.

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. However, a school that is 0.50 higher will not be excluded if that school is needed for the peer group to meet a minimum of 15 schools.

Students in a School’s Lowest Third

The lowest third school-wide for high schools is based on a student’s average 8th grade ELA and math scores. At each school, three separate cutoffs are calculated: one for first year students, one for second year students, and one for third year students. As students in their fourth year or beyond do not contribute to the credit accumulation metrics, they are not 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

For those high school students with 8th grade test scores, inclusion in the lowest third citywide is based upon a student’s average 8th grade ELA and math scores. The cutoff for the lowest third citywide depends on a student’s year in high school in 2011-12:

<i>Year in High School</i>	<i>Lowest Third Citywide ELA/Math Cutoff</i>
1 st	2.615
2 nd	2.565
3 rd	2.960
4 th or beyond	2.740

Students without 8th grade scores will also included in the lowest third citywide if they meet any of the following criteria:

- Had a self-contained placement anytime in the past five school years (2007-08 through 2011-12), or
- Is considered over-age or over-age/under-credited, or
- Is a long-term ELL on entry to school

Minimum N (Number of Students)

With the exception of the metrics in the Closing the Achievement Gap section, the minimum number of values used for all reported calculations at the school level is 15. In the Closing the Achievement Gap section, the minimum number of students for each metric is 5. Metrics for which there are fewer than the minimum number of valid observations at a school are not included because of confidentiality considerations and the unreliability of measurements based on small numbers. These metrics are represented on the Progress Reports with the symbol “.”.

Year in High School / Cohort Letter

Most accountability measures for high schools 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 his third year even if he is no longer 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 2011-12</i>	<i>Cohort Letter</i>	<i>Ninth Grade Entry School Year</i>	<i>“Class of” designation</i>
First	Q	2011-12	Class of 2015
Second	P	2010-11	Class of 2014
Third	O	2009-10	Class of 2013
Fourth	N	2008-09	Class of 2012
Fifth	M	2007-08	Class of 2011
Sixth	L	2006-07	Class of 2010

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 four main sections plus any additional credit the school obtains based on exemplary outcomes of high-need students. The sections are:

I. Student Progress (55 points): measures the ability of a school to help students progress toward the eventual goal of earning a Regents Diploma. The measures focus 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. There are six metrics focused on credit accumulation and six metrics

focused on Regents exams.

II. Student Performance (20 points): measures the percentage of students at a school who have graduated within four or six years, with emphasis on higher-level diplomas and endorsements that are associated with increased career and college readiness. Each of the four performance metrics counts for 5 points.

III. School Environment (15 points): measures 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 areas).

IV. College and Career Readiness (10 points): measures the ability of a school to prepare their students for success in college or in other rigorous vocational programs or public service. It awards schools for helping their students to graduate and to demonstrate readiness in reading, writing, and mathematics as defined by the CUNY standards for passing out of remedial coursework. It also focuses on students’ post graduation outcomes.

V. Closing the Achievement Gap (up to 16 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.

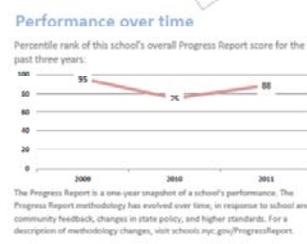
The picture below shows the cover page of the High School Progress Report:

SampleHsSchoolName	
PRINCIPAL:	SampleHsPrincipalName
DBN:	992999
ENROLLMENT:	475
SCHOOL TYPE:	High School
PEER INDEX:	2.34
<small>(See p. 7 for more details on peer index)</small>	

OVERALL GRADE	A	Overall Grades - High School
OVERALL SCORE	77.0 out of 100	GRADE SCORE RANGE
PERCENTILE RANK	88	A 70.0 or higher
This school's overall score is greater than or equal to that of 88 percent of High Schools.		B 58.0 - 69.9
		C 47.0 - 57.9
		D 40.0 - 46.9
		F 39.9 or lower
<small>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.</small>		

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/Support+and+Intervention.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		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)		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.



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:	State Accountability The school's current status:
Well Developed 2007-08	In Good Standing 2010-11
<small>The Quality Review is an observational evaluation conducted by an experienced educator, focused on how well a school is organized to educate its students.</small>	<small>This status is determined by the New York State Department of Education under the No Child Left Behind Act.</small>

Progress Report Metrics

Progress Reports include the following metrics:

I. Student Progress (55 points)

Attribution of students for Progress Section

Students in grades 9-12 who are continuously accountable in the NYC DOE from October 31, 2011 through June 30, 2012 are attributed to the last diploma-granting school responsible as of October 31, 2011. That date is used 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.10) 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 in the progress metrics 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 students in non-diploma granting programs become non-accountable in the progress metrics starting in year five of high school.

- I.1 Percentage of Students Earning 10+ Credits in Year 1 of H.S.
- I.2 Percentage of Students Earning 10+ Credits in Year 2 of H.S.
- I.3 Percentage of Students Earning 10+ Credits in Year 3 of H.S.

These measures evaluate the percentage of students at a school in the relevant year who accumulate 10 or more academic credits. Credits earned in the fall, spring, and summer terms contribute toward this metric. A particular focus is given to credits earned in the four main subjects: English, math, science and social studies. A student contributes positively (contributes 1.0 to the numerator) to this metric if he/she meets the following criteria:

- Earns 10 or more credits between Fall 2011 and Summer 2012
- At least 6 credits of these credits were earned from the four main subjects (English, math, science and social studies)
- At least some credit (greater than zero) is earned in at least three of the four main subjects. Both elective and core courses count toward this requirement.

Eligible students who do not meet the above requirements contribute negatively (contribute 0.0 to the numerator) to this metric. Students who drop out of school or enter non-diploma granting programs remain in this metric 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 ELA and math 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 2011-12. The numerator (exams passed) is the total number of needed subjects passed in 2011-12.

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. Successful completion of state-approved Regents alternatives, including some Advanced Placement exams, International Baccalaureate exams, and SAT II exams, will also count towards satisfying the Regents requirements. The minimum acceptable scores that can be substituted for Regents exams are described on the [NYSED website](#). 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 (until after their 4th year of high school). Students eligible for NYSAA 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
1 st	Geometry	67
1 st	Integrated Algebra	82
1 st	Living Environment	71
2 nd	Global History	61
2 nd	Chemistry	72
3 rd	Algebra II / Trig	51
3 rd	Global History	70
3 rd	U.S. History	85
3 rd	English	75
4 th	Physics	83

Second year of high school: Because the student passed math in middle school, his denominator contribution (exams needed) is **two**. In the first two years, the student passed one additional subject: science. So, his numerator contribution (exams passed) 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 of the corresponding 8th grade test. If a student does not have an 8th grade social studies exam score, his result on the 8th grade ELA exam will be used to determine the appropriate deciles for social studies Regents. Where a student's 8th grade proficiency is not available, the 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. For example, if only one in five students with Student A's entering math proficiency is expected, based on prior experience of all City students, to pass the Integrated Algebra Regents exam, then that student's weight for Integrated Algebra is five. If one in two students with Student B's entering math proficiency passed the Integrated Algebra exam, then that student's Integrated Algebra weight is two. When Student A passes the Integrated Algebra exam with a 65 or higher, he will contribute a weight of five to his school's weighted Regents pass rate. When Student B passes with 65 or higher, he will contribute a weight of two.

There are ten Regents exams that can count toward the weighted Regents pass rate in 2011-12, divided into five subjects:

<i>Subject</i>	<i>Exam</i>
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

[State-approved Regents alternatives](#), including some Advanced Placement exams, International Baccalaureate exams, and SAT II exams, are also included in the Weighted Regents pass rates. Each state-approved alternative is also specific to one of the five subject areas: English, U.S. History, Global History, Science, or Mathematics.

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 Regents exams taken in January, June, or August 2012 can be included in the 2011-12 weighted Regents pass rate. Each student's highest score on a particular test during the year is the only score included.
- Regents alternatives taken during the 2011-12 school year are included.
- All exams are attributed to the last diploma-granting school responsible on October 31, 2011
- Regents with a score of ABS (absent), 0, or INV (invalid) are excluded
- Regents Competency Tests (RCTs) are excluded from weighted Regents pass rates

Rules for including / excluding exams passed in 2011-12

- 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
- If a student passes both a Regents exam and a Regents alternative in the same subject in the same school year the Regents exam is excluded since the Regents alternative is always worth the same or more points

Rules for including / excluding exams failed in 2011-12

- 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 failed exams 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 Geometry 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 regardless of the student's result; however, a score of 80+ could still contribute to 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 (20 points)

Attribution of students for Performance Section (Graduation)

4-Year Graduation Cohort

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 2011-12 Progress Report, a school's 4-year graduation cohort, represented by the letter 'N', consists of all students who:

- Entered 9th grade for the first time anywhere in 2008-09 (these students are referred to as "cohort N") *and*
- Were active in the school as of June 30, 2012, or the school is the last diploma-granting high school that they attended before June 30, 2012, *and*
- Did not meet the criteria for a documented cohort removing discharge (see below) before June 30, 2012

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 (non-incarceration)
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 2011-12 Progress Report, a school's 6-year graduation cohort consists of all students who were in the school's 4-year graduation cohort in 2009-10. These students are represented by cohort letter 'L'. 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 metrics 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 2011-12 Progress Report, the four-year cohort reflects the 'N' cohort which includes students who first entered high school during the 2008-09 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 and career 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
Regents with Honors	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 characteristics:

<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
Overage/under-credited on entry	x2
Long-term ELL on entry (seventh year or later of service in the year immediately prior to entry).	x2
Student who was in temporary housing within past five years	x2
Student with a history of participating in a DOE program for incarcerated students	x2
Students with Disabilities: Special Education Teacher Support Services (SETSS), Integrated Co-Teaching (ICT), or self-contained placement in past five years	x2, x3, x4, respectively

For example, a student with an ICT placement 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 over-age and had an ICT placement 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.

The adjustment for a student with disabilities will be based upon the most restrictive placement during the last five school years. For the six year weighted diploma rate, the most restrictive placement in the last seven years is used.

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 2011-12 Progress Report, the six-year cohort reflects the 'L' cohort which includes students who first entered high school during the 2006-07 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.

The adjustment for a student with disabilities will be based upon the most restrictive placement during the last seven school years.

III. School Environment (15 points)

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

The NYC Learning Environment 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 to facilitate 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. Attendance for students in grades K-8 (or 6-8) is not included in the high school report of a K-12 school (or 6-12 school).

IV. College and Career Readiness

Attribution of students for College and Career Readiness metrics

As in the Performance section, students are attributed to the last diploma-granting school as of June 30 of their fourth year of high school. The inclusion criteria are the same as those used for the graduation rate; both graduates and non-graduates are included.

If a student earns an Associate's Degree before the end of high school, that student contributes positively to all three of the career and college readiness metrics regardless of whether they meet the other requirements or not.

IV.1 College and Career Preparatory Course Index

This measure indicates the percentage of students in the school's four-year cohort who have successfully completed approved rigorous courses and assessments after four years of high school. For the 2011-12 Progress Report, this metric evaluates cohort 'N' (students who first entered high school during the 2008-09 school year / "Class of 2012").

A student who has accomplished any one of the following achievements contributes positively to this metric:

- Scored 65+ on the Algebra II or Math B Regents exam, or
- Scored 65+ on the Chemistry Regents exam, or
- Scored 65+ on the Physics Regents exam, or
- Scored 3+ on any Advanced Placement (AP) exam, or
- Scored 4+ on any International Baccalaureate (IB) exam, or
- Earned a grade of "C" or higher in a college credit-bearing course (e.g. College Now, Early College), or
- Passed another course certified by the DOE as college- and career- ready, or
- Earned a diploma with a Career and Technical Education (CTE) endorsement, or
- Earned a diploma with an Arts endorsement, or
- Passed an industry-recognized technical assessment. The assessment must be nationally-recognized and based on industry standards. It must consist of both written and performance assessments and include a student project. The list of assessments approved by New York State for inclusion in a technical endorsement will be used as a starting point, but assessments may be added or removed from the list based on input from educators, input from the industry, and/or research into the outcomes of students passing the assessment.

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

IV.2 Four-Year College Readiness Index

This measure indicates the percentage of students in the school's four-year cohort who, by the August after their fourth year in high school, have graduated with a Regents Diploma and have met CUNY's standards for college readiness in English and mathematics. For the 2011-12 Progress Report, this metric evaluates cohort 'N' (students who first entered high school during the 2008-09 school year / "Class of 2012").

A student can demonstrate college readiness in English with any one of the following assessments:

Assessment	Minimum Score Needed
NYS English Regents	75
SAT I Verbal	480
ACT English	20
CUNY Assessment Test	Reading – 70 and Writing – 56

A student can demonstrate college readiness in math with any one of the following assessments:

Assessment	Minimum Score Needed
NYS Math Regents (any)	80, plus coursework requirement
SAT I Math	480
ACT Math	20
CUNY Assessment Test	Math 1 – 35 and Math 2 – 40
New York State Performance Standards Consortium PBAT	80, plus coursework requirement

If a student uses a NYS Regents math exam (or PBAT) to demonstrate math proficiency, he/she must also demonstrate completion of coursework through at least Algebra II / Trigonometry. Any of the following accomplishments satisfy the coursework requirement:

- Passing a course identified as Algebra II / Trigonometry or Pre-Calculus, and also attempting (scoring 1 or higher on) the Algebra II / Trigonometry Regents or any A.P. / I.B. math exam, or
- Passing the Algebra II / Trigonometry Regents exam or any A.P. / I.B. math exam, or
- Earning two credits in a course identified as Geometry and earning two credits in a course identified as Algebra II / Trigonometry or Pre-Calculus, or
- Passing a course identified as Calculus, or
- Passing a course identified as a math class that results in college credit

Math courses are identified by schools in STARS, with the exception of charter schools. Charter schools use the UACR screen in ATS to identify advanced math courses.

IV.3 Six-Year College Readiness Index

This measure is similar to the four-year college readiness indicator, except that it evaluates the percentage of students who have graduated with a Regents diploma and have met CUNY’s standards for English and mathematics after six years of high school (including the summer following the sixth year). For the 2011-12 Progress Report, this metric evaluates cohort ‘L’ (students who first entered high school during the 2006-07 school year / “Class of 2010”).

IV.4 Postsecondary Enrollment Rate by Six Months after High School

This measure indicates the percentage of students who have graduated and enrolled in a two- or four-year college, vocational program, or public service within six months of their scheduled graduation date. For the 2011-12 Progress Report, this metric evaluates cohort ‘M’ (students who first entered high school during the 2007-08 school year / “Class of 2011”). To contribute positively, a student must have graduated high school with a local or higher diploma and enrolled in a qualifying postsecondary program by December 31, 2011.

IV.5 Postsecondary Enrollment Rate by 18 Months after High School

This measure is similar to the Postsecondary Enrollment Rate by Six Months after High School measure except that it evaluates the percentage of students who have graduated and enrolled in a two- or four-year college, vocational program, or public service within 18 months of their scheduled graduation date. For the 2011-12 Progress Report, this metric evaluates cohort ‘L’ (students who first entered high school during the 2006-07 school year / “Class of 2010”). To contribute positively, a student must have graduated and enrolled in a qualifying postsecondary program by December 31,

2011.

V. Closing the Achievement Gap

Additional credit is awarded to schools that are helping high need students succeed. Schools receive additional credit for each high need student who meets the success criteria for each measure in the Closing the Achievement Gap section. Schools can earn up to 2 points for each additional credit measure. A school is ineligible to earn extra credit on any additional credit metric for which the school has fewer than 5 students in the relevant high need category. Metrics for which the school has fewer than 5 students are represented with the symbol “.”.

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

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

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

V.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 most restrictive placement in the last five school years was self-contained, ICT, or SETSS.

Any student identified as an English Language Learner for any of the last five school years will be considered an ELL for inclusion in this metric.

It is possible that students may belong to more than one of these groups. If so, the student is counted in all groups in which he/she belongs. In this way, schools with exemplary instruction and progress are rewarded for enrolling students most in need of improvement and making exceptional gains with those students.

V.5 College and Career Preparatory Index for Students in the Lowest Third Citywide

V.6 Four-year College Readiness Index for Students in the Lowest Third Citywide

V.7 Postsecondary Enrollment Rate by Six Months After High School for Students in the Lowest Third Citywide

These metrics are calculated the same way as the corresponding metrics in the College and Career Readiness category. The difference is the population of each metric is limited to students in the lowest third citywide.

V.8 Movement from SC/ICT/SETSS to Less Restrictive Environments

This measure recognizes schools that educate students with disabilities in the least restrictive environment that is educationally appropriate. 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 includes all students with tier two or higher in any of the years 2010-11, 2009-10, or 2008-09. Students who are newly certified in 2011-12 are excluded. The numerator contribution of each student is the highest tier number from the last four school years minus the tier number for 2011-12. This number can range from zero (for students who are in their highest tier in 2011-12) to three (for students who were previously in Tier Four and are in Tier One in 2011-12). 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, or
- IEP with a recommendation of related services only

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

- Primary recommendation of SETSS or ICT, or

- 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

The number of periods in self-contained placements comes from the SEIS survey that school staff fill out each fall. Because the metric is based on fall data, students who start a less restrictive program at the beginning of 2011-12 count immediately, but if they start the less restrictive program mid-year, they won't contribute to the metric until the next year of the Progress Report.

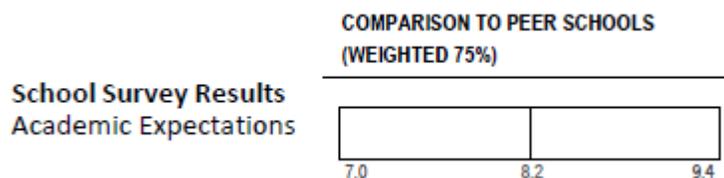
Progress Report Scores and Grades

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 2010-11 for most metrics. In the Career and College Readiness section, the historical results used are from 2009-10 and 2010-11.

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



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.

In the example shown above, the average Academic Expectation survey score for a school's peer group was found to be 8.2, with a standard deviation of 0.6 (for simplicity, the standard deviation is not displayed on Progress Report, though it can be inferred from information displayed). 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.

If the calculated lowest value in the range, "0% of range", is lower than the theoretical minimum for a metric, then "100% of range" will be adjusted downward so that the peer average stays in the middle of the range. This ensures that a school that achieves the peer average will have a "percent of range" of at least 50%, and will thus earn at least half of the available points.

Because charter schools may have school calendars and grading policies that are different from other NYC DOE schools, their attendance and credit metrics do not contribute to the peer average and standard deviation.

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 regular high schools citywide are included. The data used is from the same years and the formulas to calculate the range ends are similar.

II. Metric Scores

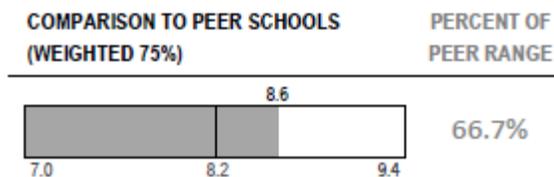
II.1 Percent of Peer/City Range

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 2011-12 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 on the Progress Report as shown below:



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	55.00
% of Students Earning 10+ Credits – Year 1	4.17
% of Students in School's Lowest Third Earning 10+ Credits – Year 1	4.17
% of Students Earning 10+ Credits – Year 2	4.17
% of Students in School's Lowest Third Earning 10+ Credits – Year 2	4.17
% of Students Earning 10+ Credits – Year 3	4.17
% of Students in School's Lowest Third Earning 10+ Credits – Year 3	4.17
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	20.00
4-Year Graduation Rate	5.00
4-Year Weighted Diploma Rate	5.00
6-Year Graduation Rate	5.00
6-Year Weighted Diploma Rate	5.00
School Environment	15.00
Academic Expectations	2.50
Communication	2.50
Engagement	2.50
Safety and Respect	2.50
Attendance	5.00
College and Career Readiness	10.00
College and Career Preparatory Course Index	3.33
Four-Year College Readiness Index	1.67

Six-Year College Readiness Index	1.67
Postsecondary Enrollment Rate by Six Months After High School	1.67
Postsecondary Enrollment Rate by 18 Months After High School	1.67

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

There are four 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 all the metrics in 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. The peer comparison is weighted 75% for each metric and the city comparison is weighted 25%. On the Progress Report, the values are as follows:

PERCENT OF PEER RANGE	PERCENT OF CITY RANGE	POINTS POSSIBLE	POINTS EARNED
66.7%	55.9%	2.50	1.60

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:

$$[0.667 \times 0.75 + 0.559 \times 0.25] \times 2.50 = 1.60$$

II.4 Additional Credit Scoring

Each additional credit metric is worth up to two points. Additional credit is awarded based on both the percentage of students in the high-need group achieving an exemplary outcome and the total percentage of students in that high-need group. These percentages are multiplied by a fixed point value that represents the relative difficulty of the metric to determine the additional credit earned.

For example, a school has 500 students in its four-year graduating cohort. Of those 500, 100 are in the lowest third citywide. Of those 100, 15 met the requirements for the College and Career Preparatory Course Index (CCPCI). On the school's Progress Report, the CCPCI Lowest Third Citywide metric would look as follows:

THIS SCHOOL'S RESULTS	POPULATION PERCENTAGE	FIXED POINT VALUE	POINTS POSSIBLE	POINTS EARNED
15.0%	20.0%	0.25	2.00	0.75

The school's result on the metric is 15%, as 15 of the 100 relevant high need students met the metric criteria. The population percentage is 20%, as there were 100 high need students out of 500 total in the cohort. The "fixed point value" is set at 0.25. This is an

illustrative example; the actual fixed point values will vary by metric and can be found in the table below. The fixed point value is determined based on how likely it is for the achievement criteria to be met by the high need group under consideration. In this example, it would be based on the likelihood of that students in the lowest third citywide would meet the CCPCI standard.

The points earned for additional credit are calculated as follows:

$$\left(\frac{\text{this school's result}}{\text{population percentage}} \right) \times \left(\frac{\text{fixed point value}}{\text{value}} \right) \times 100$$

In this example, the points earned would be

$$0.15 * 0.20 * 0.25 * 100 = 0.75$$

The number of students considered as part of the school's total population will vary by metric. For the weighted diploma rate and college readiness additional credit metrics, the total number in the population will be based on the corresponding graduation cohort. For the Least Restrictive Environment (LRE) metric, the total population is all students as of the audited register and the relevant high-need group is students with disabilities that meet the inclusion criteria for the LRE metric.

The fixed point values for the additional credit metrics are shown in the following table:

<i>Additional Credit Metric</i>	<i>Fixed Point Value</i>
<i>Four Year Weighted Diploma Rate</i>	
English Language Learners	0.018
Students with self-contained/ICT/SETSS placement	0.020
All students in lowest third citywide	0.013
Black/Hispanic males in lowest third citywide	0.028
<i>College and Career Readiness for Students in Lowest</i>	

<i>Third Citywide</i>	
College and Career Preparatory Course Index	0.151
Four Year College Readiness Index	0.501
Postsecondary Enrollment Rate by Six Months After High School	0.049
<i>Movement of Students with Disabilities</i>	
Movement of students with disabilities to less restrictive environments	0.062

III. Grades

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

Grades are assigned based on the cut score tables displayed next to each grade on the Progress Report. The 2011-12 High School Progress Reports use the same cut scores that have been in place since 2009-10.

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% citywide 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 20% 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.

For students without an 8th grade social studies score, the 8th grade New York State ELA exam will be used to determine the appropriate decile for the social studies Regents exams.

Students without 8th grade New York State tests are assigned a "decile equivalent" based on demographic characteristics:

<i>Demographic Characteristic</i>	<i>Weight</i>
Black / Hispanic	+1
Free Lunch	+1
Students with Disabilities	+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 his 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 2011. 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 six is the inverse of that: $1 / 65.4\% = 1.53$.

English and Social Studies Regents 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

Regents alternatives that have been approved by the New York State Education can also contribute to the Weighted Regents Pass Rate. Historical passing data was also used to determine weights for each decile. The basic formula is the same (weight = number taking / number passing). The years used depend on data availability for each exam. In some cases, the calculated weight for an exam covering more advanced curriculum (e.g. calculus is more advanced than trigonometry) would be lower due to lower numbers of students taking or because the students taking the alternative aren't representative of the decile as a whole. In these cases, the weight for the less advanced exam is used in place of the calculated weight.

Due to data limitations, not all alternatives are included at this time.

Regents Alternatives (passing score) – Social Studies

<i>Decile*</i>	A.P. United States History (3)	A.P. World History (3)	SAT Subject Test in United States History (560)
1	20.00	20.00	20.00
2	20.00	20.00	20.00
3	20.00	20.00	20.00
4	20.00	20.00	20.00
5	16.16	17.89	10.74
6	11.96	11.10	8.40
7	8.67	7.17	5.56
8	5.16	4.28	3.67
9	2.82	2.25	2.06
10	1.41	1.28	1.23
11	1.57	1.62	1.34
12	2.65	2.32	2.29
13	4.44	4.64	3.33
14	8.88	20.00	6.66
15	20.00	20.00	20.00

Regents Alternatives (passing score) – Science

<i>Decile*</i>	A.P. Biology (3)	SAT Subject Test in Chemistry (540)	SAT Subject Test in Physics (530)
1	20.00	20.00	20.00
2	20.00	7.43	20.00
3	20.00	6.44	20.00
4	20.00	4.97	7.96
5	20.00	3.98	3.98
6	13.64	3.23	3.13
7	8.74	2.50	2.50
8	5.93	1.91	1.91
9	3.36	1.47	1.47
10	1.54	1.15	1.15
11	1.57	1.43	1.43
12	2.46	2.04	2.04
13	5.39	4.08	4.08
14	20.00	20.00	20.00
15	20.00	20.00	20.00

Regents Alternatives (passing score) – English

<i>Decile</i>	AP English Language and Composition (3)	AP English Literature and Composition (3)	International Baccalaureate English (4)
1	20.00	20.00	20.00
2	20.00	20.00	20.00
3	20.00	20.00	20.00
4	20.00	20.00	6.00
5	16.97	20.00	3.00
6	10.20	20.00	1.74
7	5.09	10.96	1.54
8	3.41	6.68	1.15
9	2.11	3.26	1.15
10	1.28	1.62	1.05
11	1.36	1.85	1.31
12	2.65	4.27	1.60
13	4.02	7.55	3.20
14	8.04	20.00	20.00
15	20.00	20.00	20.00
16	20.00	20.00	20.00

17	20.00	20.00	20.00
18	20.00	20.00	20.00

Regents Alternatives (passing score) – Math

<i>Decile</i>	International Baccalaureate Mathematics Methods (4)	International Baccalaureate Mathematics Studies (4)	SAT Subject Test in Mathematics Level 1 (470)	SAT Subject Test in Mathematics Level 2 (510)	A.P. Calculus AB (3)	A.P. Calculus BC (3)
1	20.00	20.00	20.00	20.00	20.00	20.00
2	20.00	20.00	20.00	20.00	20.00	20.00
3	20.00	20.00	20.00	20.00	20.00	20.00
4	20.00	20.00	20.00	20.00	20.00	20.00
5	20.00	7.19	7.19	7.19	7.19	7.19
6	20.00	4.80	4.80	4.80	6.26	6.26
7	10.46	3.32	3.32	3.32	5.09	5.09
8	5.23	2.39	2.39	2.39	3.55	3.55
9	2.98	1.69	1.69	1.69	2.31	2.31
10	2.25	1.19	1.19	1.19	1.41	1.41
11	3.10	1.52	1.52	1.52	1.52	1.52
12	6.75	1.76	1.76	1.76	1.76	1.76
13	20.00	3.52	3.02	3.02	3.52	3.52
14	20.00	20.00	6.04	6.04	20.00	20.00
15	20.00	20.00	20.00	20.00	20.00	20.00