School Quality Guide
Educator Guide

High Schools
2013-14

Last Updated: January 20, 2015

Overview

The School Quality Guide is an important part of the New York City Department of Education's (NYC DOE's) efforts to set expectations for schools and promote school improvement. The report is designed to assist educators to accelerate academic achievement toward the goal of career and college readiness for all students. The report is also available to families and other members of the community who wish to obtain detailed information about a school's practices and performance.

The School Quality Guide includes a mixture of qualitative and quantitative information. For the quantitative information, the report provides multiple years of data, which shed light on trends over time. The report also provides context for the school's quantitative data by including comparisons to the performance of similar schools and all schools citywide. The report includes school-specific targets for each quantitative metric, set based on the historical performance of similar schools and all schools citywide.

School Quality Guide Sections

The School Quality Guide does not include an overall grade or rating for the school. Instead, it presents multiple ratings on different aspects of school quality and performance in the following areas: Quality Review, Student Progress, Student Achievement, School Environment, College and Career Readiness, and Closing the Achievement Gap.

Quality Review: This rating reflects the finding of an experienced educator who visited the school, observed classrooms, talked with school leaders, and evaluated how well the school was organized to support student achievement. The review examines school practices—such as rigorous curricula, strong instructional practices, assessments aligned to curricula, a culture of high expectations, and structured professional collaborations—that drive future improvements in student achievement.

Student Progress: This rating is based on how well students are progressing towards the goal of graduating with a Regents Diploma, by accumulating credits

and improving from their incoming proficiency levels to pass Regents exams.

Student Achievement: This rating reflects the school's graduation rates and the types of diplomas received by the school's students.

School Environment: This rating is based on results from the NYC School Survey administered annually to all parents, all teachers, and students in grades 6-12. The survey measures their satisfaction with various elements of the school's learning environment.

College and Career Readiness: This rating measures the college-readiness of students, based on their achievements in high school and their outcomes after leaving high school.

Closing the Achievement Gap: This section rating recognizes schools for making strong gains with students in special populations: English Language Learners, students with disabilities, and students who scored in the lowest third citywide on state tests when they were 8th graders. The rating also reflects movement of students with disabilities into less restrictive environments, in which they spend more time with their general-education peers.

School Quality Guide Ratings

For the Quality Review, the four levels are Well Developed, Proficient, Developing, and Underdeveloped.

For Student Progress, Student Achievement, School Environment, College and Career Readiness, and Closing the Achievement Gap, the four levels are Exceeding Target, Meeting Target, Approaching Target, and Not Meeting Target. These ratings reflect the school's performance compared against targets based on the historical performance of peer schools and all schools citywide. By incorporating peer schools with similar incoming student characteristics, these ratings are intended to capture each school's contribution to student achievement, rather than simply reflecting incoming student characteristics such as 8th grade test scores, disabilities, and over-age status.

New York State School Designations

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. State accountability status is not incorporated into the School Quality Guide ratings, but is another tool used to evaluate school performance.

Definitions

School Type

For 2013-14, School Quality Guides are provided for the following four school types: elementary schools, K-8 schools, middle schools, and high schools.

School Type	Grades and Students Served
Elementary schools	K-4, K-5, and 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)
High schools	9-12, K-12 (minus grades K-8), and 6-12 (minus grades 6-8)

* 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 School Quality Guides: one for high school and one for the middle (or K-8) school. In those cases, one 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 the School Quality Guides for high schools. A separate Educator's Guide details the rules for elementary schools, K-8 schools, and middle schools.

Peer Groups

The School Quality Guide provides context for each school's performance by comparing it to the historical performance of schools in its peer group. Peer schools are the New York City public schools, of the same school type, with student populations that are most similar to the school across every student characteristic used for peering. Each high school has 30-40 peer schools.

A school's peer group for the 2013-14 school year is determined based on the students included on its October 31, 2013 audited register.

Student Characteristics Used for Peering

The following student population characteristics are used to create peer groups for high schools:

- Average 8th grade ELA proficiency
- Average 8th grade math proficiency
- Percent students with disabilities
- Percent students with self-contained placements
- Percent over-age students

For purposes of peering, any student with an IEP anytime in the past five school years (2009-10 through 2013-14) 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 or 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

A statistical adjustment is made to 8th grade proficiency ratings to account for changes in State exams over time. The adjustment has the effect of treating all students' proficiency ratings as if they were determined using exams from the same year.

Peering Methodology

To determine the peer group for a school, each school is compared to each other school of the same school type. For each possible pair of peer schools, a virtual "distance" is calculated using the Euclidian distance formula. This creates a single number that indicates how alike or unalike the pair of schools is based on all of the peer characteristics (which are standardized before the calculation of the distances). Each school's peer group comprises the 40 schools with the smallest virtual "distances." If the "distances" are higher than usual, fewer schools are grouped together so the peer group can be as few as 30 schools.

Students in a School's Lowest Third

The school's lowest third for high schools is based on a student's average 8th grade ELA and math scores. For 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 the school's lowest third calculations. Students without 8th grade scores cannot be in the school's lowest third.

Students in Lowest Third Citywide

For 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 2013-14, and the cutoff values are presented in following table:

Year in High School	Lowest Third Citywide ELA / Math Cutoff
1st	2.045
2nd	2.695
3rd	2.62
4th or beyond	2.56

A student without 8th grade scores will also be included in the lowest third citywide if the student meets any of the following criteria:

- Had a self-contained placement anytime in the past five school years (2009-10 through 2013-14);
- Is considered over-age or over-age/under-credited; or
- Is a long-term ELL on entry to school.

Minimum N (Number of Students)

For metrics (other than those 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.

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 that has passed since the year that the student entered ninth grade. This ninth-grade entry year, which is the school year when the student entered ninth grade (or the equivalent) anywhere in the world, 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 a second-year student. If this student drops out during the second year, the next year is the student's third year even if the student 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. Cohorts are sometimes referred to colloquially as the "class of [year]," with the year of expected graduation based on graduating in four years after entering ninth grade. The following table shows the group of students corresponding to each cohort letter:

Year in High School During 2013-14	Cohort Letter	Ninth Grade Entry School Year	"Class Of" Designation
First	S	2013-14	Class of 2017
Second	R	2012-13	Class of 2016
Third	Q	2011-12	Class of 2015
Fourth	P	2010-11	Class of 2014
Fifth	O	2009-10	Class of 2013
Sixth	N	2008-09	Class of 2012

Metrics and Data

School Overview

This section shows the school's enrollment, by grade level, for the past three school years.

This section also shows the following characteristics of the school's student population for the past three school years:

- Percent English language learners within the last five years
- Percent students with IEPs within the last five years
- Percent students with IEPs spending less than 20% time with non-disabled peers within the last five years
- Percent Free Lunch Eligible
- Percent Temporary Housing
- Percent Overage
- Percent Asian / Black / Hispanic / White / Other
- Average incoming ELA proficiency (based on 8th grade)
- Average incoming math proficiency (based on 8th grade)

These demographic measures are calculated based on the list of students present on the audited register (October 31, 2013) and the student-level demographic variables are the latest as of the end of the school year. For the IEP and ELL data, students contribute based on having those statuses anytime in the past five years.

Quality Review

This section presents the ratings that the school received during its most recent Quality Review (but no earlier than 2010-11) on the following five indicators

1.1	Ensure engaging, rigorous, and coherent curricula in all subjects, accessible for a variety of learners and aligned to Common Core Learning Standards and/or content standards.
1.2	Develop teacher pedagogy from a coherent set of beliefs about how students learn best that is informed by the instructional shifts and Danielson Framework for Teaching, aligned to the curricula, engaging, and meets the needs of all learners so that all students produce meaningful work products.
2.2	Align assessments to curricula, use on-going assessment and grading practices, and analyze information on student learning outcomes to adjust instructional decisions at the team and classroom levels.
3.4	Establish a culture for learning that communicates high expectations to staff, students and families, and provide supports to achieve those expectations.
4.2	Engage in structured professional collaborations on teams using an inquiry approach that promotes shared leadership and focuses on improved student learning.

For each indicator, the rating given to the school by the reviewer is presented on

the four-level scale of Well Developed, Proficient, Developing, and Underdeveloped. Where the Quality Review report includes detailed commentary relating to the indicator rating, an excerpt of that commentary is also provided in the School Quality Guide.

The Quality Review section in the School Quality Guide also includes areas of celebration and areas of focus, which show the reviewer's findings on what the school does well and what the school needs to improve.

For additional information about the Quality Review, please visit http://schools.nyc.gov/Accountability/tools/review/default.htm.

Student Progress

Attribution of Students for Progress Section

Students in grades 9-12 who are continuously accountable in the NYC DOE from October 31, 2013 through June 30, 2014 are attributed to the last diploma- granting school responsible as of October 31, 2013. 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 the student is accountable to one or more NYC DOE schools or programs on every day from October 31 through June 30. Students who receive a cohort-removing discharge 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 Student 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 Student Progress metrics starting in year five of high school.

► *Percentage of Students Earning 10+ Credits in Year 1 of High School; in Year 2 of High School; and in Year 3 of High School.*

These measures show the percentage of the school's students, in the relevant year of school, who accumulated 10 or more academic credits. Credits earned in the fall, spring, and summer terms contribute to 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 the student meets the following criteria:

- Earned 10 or more credits between Fall 2013 and Summer 2014;

- At least 6 credits of these credits were earned from the four main subjects (English, math, science and social studies); and

- 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.

► *Percentage of Students in the School's Lowest Third Earning 10+ Credits in Year 1 of High School; in Year 2 of High School; and in Year 3 of High School*

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.

► *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. 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 because each of those is a separate requirement for graduation. The metric value for the school is 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 2013-14. The numerator (exams passed) is the total number of needed subjects passed in 2013-14.

For students in year two of high school, the first and second years are considered together as if they were one long year. Also, because second-year students are only expected to have passed any three of the five subjects total, 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.

When applying these rules, 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 subject exams, 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 has having never taken it. Students who are dropped out or in non-diploma granting programs contribute to this metric (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 for this metric.

Regents Completion Rate Example:

Suppose that a student compiles the following exam record during middle school and high school:

Year in H.S.	Exam	Score
Middle School	Integrated Algebra	71
1st	Geometry	67
1st	Integrated Algebra	82
1st	Living Environment	71
2nd	Global History	61
2nd	Chemistry	72
3rd	Algebra II / Trig	51
3rd	Global History	70
3rd	U.S. History	85
3rd	English	75
4th	Physics	83

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

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

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

► *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. The Weighted Regents Pass Rate measures evaluate the extent to which high schools help their students meet or

exceed these expectations.

Each student is given a possible weight for each exam, based on the student's performance decile for the corresponding 8th grade test (i.e., whether the student scored in the top 10%, the top 20%, the top 30%, etc.). If a student does not have an 8th grade social studies exam score, the student's result on the 8th grade ELA exam will be used to determine the appropriate decile 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 the student's likelihood of passing the high school Regents exams.

Students who are less likely to pass the exam are weighted to contribute more points to this metric if they pass. For example, if only one in five students with Student A's entering math proficiency is expected to pass the Integrated Algebra Regents exam (based on the prior results of students with that entering proficiency), then Student A'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 Student B's Integrated Algebra weight is two. If Student A passes the Integrated Algebra exam, the student will contribute five points to the numerator of the school's weighted Regents pass rate. If Student B passes the exam, the student will contribute two points to the numerator.

Please see the Appendix to this Educator Guide for more information on performance deciles and decile weights.

Ten Regents exams, from five subjects, can count toward the weighted Regents pass rate in 2013-14:

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

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

Not all exam results necessarily count toward this metric. Exams are included and excluded from the weighted Regents pass rate based on the following rules:

General Rules for including / excluding exams

- Only Regents exams taken in January, June, or August 2014 can be included in the 2013-14 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 2013-14 school year are included.
- All exams are attributed to the last diploma-granting school responsible on October 31, 2013.
- 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 <u>passed</u> in 2013-14

- 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 because the Regents alternative is always worth the same or more points.

Rules for including / excluding exams <u>failed</u> in 2013-14

- 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 the same student fails multiple exams 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 and 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 or College Readiness Rate Including Persistence.

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.

Student Achievement

Attribution of Students for Achievement Section (Graduation)

4-Year Graduation Cohort

Attribution for graduation metrics 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 and 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 2013-14 School Quality Guide, a school's 4-year graduation cohort, represented by the letter 'P', consists of all students who:

- Entered 9th grade for the first time anywhere in 2010-11 (these students are referred to as "cohort P");
- Were active in the school as of June 30, 2014, or the school is the last diploma-granting high school that they attended before June 30, 2014; *and*
- Did not meet the criteria for a documented cohort removing discharge (see below) before June 30, 2014.

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:

Code	Description
08	Admitted to nonpublic NYC 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 2013-14 School Quality Guide, a school's 6-year graduation cohort consists of all students who were in the school's 4-year graduation cohort in 2011-12. These students are represented by cohort letter 'N'. 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, the student remains accountable for graduation to the year-four school.

Graduation and Diploma-Achievement Measures

The Student Achievement metrics focus on the school's success in helping students graduate and earn advanced diplomas.

► *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 2013-14 School Quality Guide, the four-year cohort reflects the 'P' cohort which includes students who first entered high school during the 2010-11 school year. This cohort can be viewed in ATS using the command RGCS.

For schools with at least 5 students who are NYSAA-eligible, a separate metric indicates the school's graduation rate for only students eligible for standard assessment. This graduation rate is printed on the *School Quality Snapshot* to inform families. The graduation rate including all students is used for purposes of the rating calculation in the School Quality Guide.

► *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 2013-14 School Quality Guide, the six-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.

► *Four-Year Weighted Diploma Rate*

This measure assigns a weight to each type of diploma based on the level of proficiency and college and career readiness indicated by the diploma type. GEDs and IEP Diplomas, 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:

Diploma Type	Diploma Weight	With CTE-Endorsed Diploma	With Advanced Designation in Art	With Advanced Designation in Math or Science	With Associate's Degree or IB Diploma
GED	0.5	NA	NA	NA	NA
IEP or Skills and Achievement Commencement Credential	1.0 (NYSAA only)	NA	NA	NA	NA
Local	1.0	1.5	NA	NA	1.5
Regents	2.0	2.5	2.5	NA	2.5
Advanced Regents	2.5	3.0	3.0	3.0	3.0
Regents with Honors	2.5	3.0	3.0	NA	3.0
Advanced Regents with Honors	3.0	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:

Demographic Characteristic	Diploma Weight Multiplier (except for GED and IEP diplomas)
Overage (16 years) on December 31st of 9th Grade Entry	x2
Overage/under-credited on entry to school	x2
Long-term ELL on entry (seventh year or later of service in the year immediately prior to entry).	x2
High-need ELL (missing 8th grade test scores and scored "Beginning" on the NYSESLAT at any point in high school)	x2
Student 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. For example, a student who is over-age and had an ICT placement would have a total multiplier of x 3 (not x 6). 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 the based upon the most restrictive placement during the last five school years.

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

► *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 same weights from the table above are used for this metric.

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

School Environment

The measures in the School Environment section come from the results of the NYC School Survey, which is administered annually to parents, teachers, and students in 6th grade and older. The survey gathers information from these key members of school communities on how well each school creates an environment that facilitates student learning.

Survey Domains

The survey questions are organized as they relate to the three broad categories of the Quality Review: Instructional Core, School Culture, and Systems for Improvement.

► *Instructional Core*

This domain measures how parents, teachers, and students feel about the school's curriculum, instruction, and assessment practices.

► *Systems for Improvement*

This domain measures how parents, teachers, and students feel about the school's use of resources to support continuous improvement.

► *School Culture*

This domain measures how parents, teachers, and students feel about the school's learning environment.

Survey Scoring

Each school receives a score for each scored question (some questions are not scored) on the parent, teacher, and student surveys, based on the percentage of respondents who agreed or strongly agreed with the statement. (The data and ratings in the School Quality Guide are based on the percentage of positive responses, and do not draw a distinction between Strongly Agree and Agree responses.)

With the exception of certain questions that are used for informational purposes only, each question is linked to one of the three categories. Question scores are combined to form domain scores, which appear in the School Quality Guide.

Domain scores by respondent groups, question scores, and percentage of respondents selecting each answer choice are reported separately on the Survey Report. Survey Reports are available at each school's website. For additional information about the survey and its scoring methodology, please visit http://schools.nyc.gov/surveys or email surveys@schools.nyc.gov.

► *Attendance*

The School Environment section also measures attendance. 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).

College and Career Readiness

Attribution of Students for College and Career Readiness Metrics

As in the Student Achievement 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 of the college and career readiness metrics regardless of whether they meet the other requirements.

College and Career Readiness Metrics

► *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 2013-14 School Quality Guide, this metric evaluates cohort 'P' (students who first entered high school during the 2010-11 school year / "Class of 2014").

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

- Scored 65+ on the Algebra II or Math B Regents exam;
- Scored 65+ on the Chemistry Regents exam;
- Scored 65+ on the Physics Regents exam;
- Scored 3+ on any Advanced Placement (AP) exam;
- Scored 4+ on any International Baccalaureate (IB) exam;
- Earned a grade of "C" or higher in a college credit-bearing course (e.g. College Now, Early College);
- Passed another course certified by the DOE as college- and career- ready;
- Earned a diploma with a Career and Technical Education (CTE) endorsement;
- Earned a diploma with an Arts endorsement; or
- Passed an industry-recognized technical assessment.

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

► *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 Local Diploma or higher and have met CUNY's standards for college readiness in English and mathematics. For the 2013-14 School Quality Guide, this metric evaluates cohort 'P' (students who first entered high school during the 2010-11 school year / "Class of 2014").

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

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 assessment results:

Assessment	Minimum Score Needed
Integrated Algebra, Geometry, or Algebra 2/Trigonometry Regents	80
Common Core Algebra Regents	70*
SAT I Math	480
ACT Math	20
CUNY Assessment Test	Math 2 – 40
New York State Performance Standards Consortium PBAT	Pass, plus coursework requirement

* CUNY has not yet announced what score on the Common Core Algebra Regents will allow students to test out of remediation. Until this announcement is made, the NYC DOE will use 70, which is equivalent to an 80 on the Integrated Algebra Regents based on an equipercentile conversion from the first administration among students who took both exams.

If a student uses a NYS Regents math exam (or PBAT) to demonstrate math proficiency, the student 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;
- Passing the Algebra II / Trigonometry Regents exam or any A.P. / I.B. math exam;
- Earning two credits in a course identified as Geometry and earning two credits in a course identified as Algebra II / Trigonometry or Pre-Calculus;
- 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.

► *College Readiness Rate Including Persistence*

This measure shows the percentage of students in the six-year cohort who (1) 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) by August 2014, or (2) graduated, enrolled, and persisted in college through the beginning of their third semester, within six years of starting high school. To count as having persisted, a student must have enrolled in college for three consecutive semesters. For the 2013-14 School Quality Guide, this metric evaluates cohort 'N' (students who first entered high school during the 2008-09 school year / "Class of 2012").

► *Postsecondary Enrollment Rate by Six Months after High School*

This measure shows 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 2013-14 School Quality Guide, this metric evaluates cohort 'O' (students who first entered high school during the 2009-10 school year / "Class of 2013"). 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, 2013.

► *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 2013-14 School Quality Guide, this metric evaluates cohort 'N' (students who first entered high school during the 2008-09 school year / "Class of 2012"). To contribute positively, a student must have graduated and enrolled in a qualifying postsecondary program by December 31, 2013.

Closing the Achievement Gap

This section reflects the degree to which the school is helping high-need students succeed. In some cases, schools will not receive a rating in this section because those students make up a very small proportion of the school's student population.

In the School Quality Guide, the metric values, listed as "This School's Results," show the school's results with its students in the relevant group. Data is not provided for any metric where the school has fewer than five students in the relevant high-need category. The metric scores, listed as "This School's Results (Percent of City Range)," show how the school's results compared to the rest of the city. A metric will not be scored, however, if those students are a very small proportion of the school—specifically, if "This School's Population Percentage (Percent of City Range)" is less

than 25.0% (meaning that the school's population percentage is more than one standard deviation below the citywide average). For these unscored metrics, "This School's Results (Percent of City Range)" will be left blank. These unscored metrics will receive a rating of "N/A" in the School Quality Snapshot

The section score is the average of the school's metric scores, and the section rating is determined by the range that the score falls within, which will be shaded in the ratings table above. A school will not receive a rating, however, if it has fewer than three scored metrics in this section.

The following table summarizes these rules:

Closing the Achievement Gap	
No metric value if…	Fewer than five students in the category.
No metric score (or rating) if…	School's population percentage is more than one standard deviation below the citywide average.
No section rating if…	Fewer than three scored metrics in the section.

► *Four-Year Weighted Diploma Rate for: Students with Disabilities; English Language Learners; Students in the Lowest Third Citywide; and 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 Achievement category, except that each metric is limited to students in each of the specified groups.

For the purposes of this metric, 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 this metric.

If a student belongs to more than one of these groups, the student is counted in all groups in which the student belongs.

► *College and Career Preparatory Index for Students in the Lowest Third Citywide*

► *Four-year Non-Remediation Index for Students in the Lowest Third Citywide*

► *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, except that the population for each metric is limited to students in the lowest third citywide.

► *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 2012-13, 2011-12, or 2010-11. Students who are newly certified in 2013-14 are excluded. The numerator contribution of each student is the highest tier number from the last four school years minus the tier number for 2013-14. This number can range from zero (for students who are in their highest tier in 2013-14) to three (for students who were previously in Tier Four and are in Tier One in 2013-14). 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

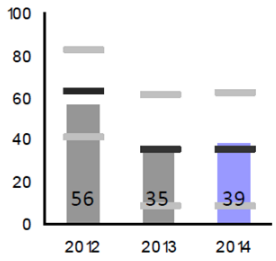
Tier Four – 0-39% of time with general education peers
- Primary recommendation of self-contained, spend 0-39% of instructional periods with general education peers

Students who start a less restrictive program at the beginning of 2013-14 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 School Quality Guide.

Graphs in the School Quality Guide

Most of the metrics in the report are presented through two standard graphs, which help to place the school's performance in context.

Graph Showing Metric Values

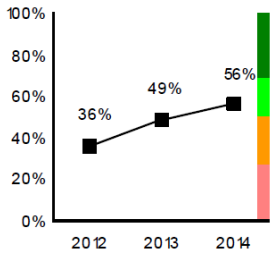


School and Peer Values

This graph shows the school's performance on each metric over the past three years, as well as the range of historical performance by peer schools and citywide schools used in the School Quality Guide (or Progress Report) for those three years. As explained above, peer schools for high schools are similar along the following student population characteristics: average 8th grade ELA proficiency, average 8th grade math proficiency, percent students with disabilities, percent students with self-contained placements, and percent over-age students.

- The vertical bars show the school's values on the metric for the last three years, with the school's numerical values (e.g.,56, 35, and 39 in the example at the left) displayed at the bottom of the bars. These bars can show trends over time in the school's own performance.
- Each year, the School Quality Guide compares the school's performance against multiple years of historical performance by peer and city schools. The middle horizontal line, in black, shows the average from this pool of historical performance by peer schools or the city, depending on which comparison group is being used. Comparing the top of the vertical bar with this black line shows whether the school is above or below the average of the pool of historical results achieved by the comparison group.
- The top and bottom horizontal lines, in gray, show the top and bottom of the "range" of historical values for the comparison group. The range spans two standard deviations above and below the average; in general, this range contains approximately 96% of the values attained by schools in the comparison group. The lower gray line shows the value at the bottom of the range for the comparison group and the higher gray line shows the value at the top of the range for the comparison group. The position of the bar between the two gray lines shows visually where the school falls within the distribution of results achieved by the comparison group.

Graph Showing Percent of Range



Percent of Peer Range

This graph displays the "percent of range" of the school's values for the last three years. The percent of range reflects where the school's value falls between the bottom and top of the range. In mathematical terms, *percent of range = (school's value – bottom of range) / (top of range – bottom of range)*. The colors to the right of the chart display the ranges for the various ratings. The range for Exceeding Target is shown in dark green, Meeting Target is shown in light green, Approaching Target is shown in orange, and Not Meeting Target is shown in red.

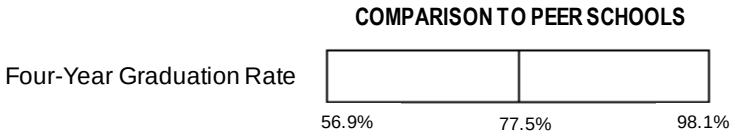
Comparisons, Targets, and Ratings

Comparison Ranges

Peer Comparison Range

As described above, each school has a unique peer group of up to 40 schools, plus itself. Each metric result for a school is compared to the results of the peer group from 2009-10 through 2013-14.

In the School Quality Guide, the peer comparison range consists of all possible results within two standard deviations of the average. Below is a graphical display of a peer comparison range:



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

In the example shown above, the average four-year graduation rate for the school's peer group was 77.5%, with a standard deviation of 10.3%. The highest value in the comparison range, referred to as 100% of the range, is calculated:

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

In the example above:

$$77.5\% + 2 \times 10.3\% = 98.1\%$$

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

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

In the example:

$$77.5\% - 2 \times 10.3\% = 56.9\%$$

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 credit accumulation 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 polices that are different from other NYC DOE schools, their attendance and course metrics do not contribute to the peer average and standard deviation.

City Comparison Range

The citywide comparison range is similar to the peer comparison range but instead of including peer schools only, all schools of the same school type citywide are included. The data used is from the same years and the formulas to calculate the range ends are similar.

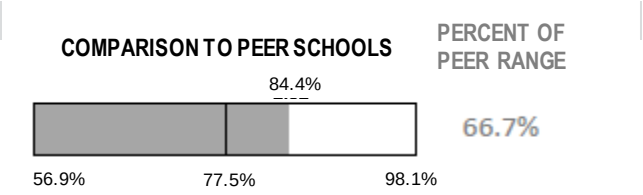
Metric Scores

Percent of Peer / City Range

The percent of range reflects the share of the comparison range that is covered by the school’s result. The percent of range reflects how far a school’s 2013-14 result is above or below the average of the historical comparison pool, 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

Below is a graphical display of a percent of peer range:



In this example, the school’s result is 84.4%, and the percent of peer range is 66.7%. The bar is 66.7% shaded, which corresponds with 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:

$$\frac{84.4-56.9}{98.1-56.9} = 66.7\%$$

Metric Scores

The points earned for each metric are based on a weighted average of the percent of the peer and city ranges, 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%. The points earned for each metric is:

$$\left[\begin{pmatrix}\text{percent of}\\ \text{peer range}\end{pmatrix} \times 0.75 + \begin{pmatrix}\text{percent of}\\ \text{city range}\end{pmatrix} \times 0.25\right] \times \begin{pmatrix}\text{points}\\ \text{possible}\end{pmatrix}$$

The points possible for each metric are set forth in the column labeled "Points Possible" in the table in the School Quality Guide. If a school is missing a metric because fewer than 15 students contribute to that metric, the possible points for that metric are redistributed to the other remaining metrics.

Consider the following example, where the school's metric value for four-year graduation rate is 84.4%, its percent of peer range is 66.7%, and its percent of city range is 68.9%.

	This School's Results	Peer Comparison (weighted 75%)				City Comparison (weighted 25%)					
		Peer Range			Percent of Peer Range	City Range			Percent of City Range	Points Possible	Points Earned
		0%	Average	100%		0%	Average	100%			
Student Achievement											
Four-Year Graduation Rate (n=160)	84.4%	56.9%	77.5%	98.1%	66.7%	49.8%	74.9%	100.0%	68.9%	25.0	16.8

The school's score for this metric is:

$$[(.667 \times 0.75) + (.689 \times 0.25)] \times 25.0 = 16.8$$

For several metrics, an additional step is applied: the school's peer or city percent of range cannot fall below a certain "floor" level if the school's metric value meets a specified threshold. For example, if a school's attendance percentage is at least 96%, then the school's (city or peer) percent of range cannot fall below 60%. The following table shows the floors that are applied:

	Percent of Range Cannot Fall Below…		
Metric	**35%**	**60%**	**80%**
Attendance	94%	96%	98%
Survey – Instructional Core	85%	90%	95%
Survey – School Culture	85%	90%	95%
Survey – Systems for Improvement	85%	90%	95%
4-Year Graduation Rate	94%	96%	98%

In addition, floors are applied to the Weighted Regents Pass Rate metrics. The school's percent of range cannot fall below a certain floor if the school's *average*

score on the Regents exam meets a specified threshold. For example, if a school's mean score on the English Regents exam is at least 85, then the school's (city or peer) percent of range cannot fall below 60%. The following table shows the floors for the Weighted Regents Pass Rate metrics:

	Percent of Range Cannot Fall Below…		
Regents Subject – Average Score	**35%**	**60%**	**80%**
English	80	85	90
Math	80	85	90
Science	80	85	90
U.S. History	80	85	90
Global History	80	85	90

Schools Not Receiving Metric Scores or Ratings

Schools will not receive scores or ratings on the School Quality Guide in the following circumstances:

- Schools in their first year of operation
- Schools designated for phase-out
- Schools lacking a graduating class.

Targets and Ratings

Targets are realistic and rigorous goals customized for each school based on benchmarks from the historical performance of peer and city schools. The targets are driven primarily by actual results that have been achieved in the past by schools with similar student populations, and also reflect results achieved by all schools citywide (of the same school type).

Ratings are based on how the school performed against its target levels. The targets in the 2013-14 School Quality Guide are being used to determine school ratings for 2013-14 (because targets were not established in advance last year). Moving forward, however, targets will be set in advance: the targets in each year's School Quality Guide will be used to determine the school's ratings in the following year. The targets in the 2013-14 School Quality Guide will be used to determine the school's ratings for 2014-15. When the 2014-15 reports are released, they will contain new targets that will be used to determine the school's ratings for 2015-16. Because these targets are set ahead of time, schools will not be competing for a limited number of top ratings. If all schools perform well, then all schools can get strong ratings.

Because targets were not set out in advance for 2013-14, there is a fixed distribution for the 2013-14 section ratings such that the top 20% of schools receive "Exceeding Target," the next 40% receive "Meeting Target," the next 35% of schools receive "Approaching Target," and the lowest 5% receive "Not Meeting Target." For 2014-15 and beyond, the percentages of schools receiving each rating will not be fixed; they will depend on how schools perform that year against their targets.

The "Summary of Section Ratings" pages in the School Quality Guide (pages 12-13 for elementary and middle schools; pages 13-14 for K-8 schools) show how the school's section ratings were calculated. For each section, the metric scores are summed together to produce a section score, which is compared to the cut levels for "Not Meeting Target," "Approaching Target," "Meeting Target," and "Exceeding Target" displayed in the "Section Rating" box.

The "Metric Targets for 2014-15" pages in the School Quality Guide (pages 16-17 for elementary and middle schools; pages 17-18 for K-8 schools) show the school's targets for 2014-15. As noted above, these targets are also being used to determine ratings for 2013-14. The metric ratings included in the School Quality Snapshot reflect the school's performance against these targets.

School Quality Guide Metric Rating	School Quality Snapshot Metric Rating
Exceeding Target	Excellent
Meeting Target	Good
Approaching Target	Fair
Not Meeting Target	Poor

The formulas used to calculate the metric targets are the inverse of the formulas described in the scoring section. In other words, the targets are the metric values needed to match the cut scores associated with the different ratings.

For several metrics, an additional step is applied, related to the "floors" discussed

above: a school's metric rating cannot fall below a certain rating if the school's metric value meets a specified threshold. For example, a school's metric rating for attendance cannot be below Meeting Target if the school's attendance percentage is at least 96%. The following table shows these rules:

Metric	If specified metric value is achieved, metric rating cannot fall below…		
	Approaching Target	Meeting Target	Exceeding Target
Attendance	94%	96%	98%
Survey – Instructional Core	85%	90%	95%
Survey – School Culture	85%	90%	95%
Survey – Systems for Improvement	85%	90%	95%
4-Year Graduation Rate	94%	96%	98%

In addition, floors are applied to the Weighted Regents Pass Rate metrics. The school's metric rating cannot fall below a certain rating if the school's *average score on the Regents exam* meets a specified threshold. For example, if a school's mean score on the English Regents exam is at least 85, then the school's metric rating on the Weighted Regents Pass Rate – English cannot fall below Meeting Target. The following table shows these rules:

Regents Subject – Average Score	If specified average score is achieved, Weighted Regents Pass Rate metric rating cannot fall below…		
	Approaching Target	Meeting Target	Exceeding Target
English	80	85	90
Math	80	85	90
Science	80	85	90
U.S. History	80	85	90
Global History	80	85	90

Appendix

Decile Weights for Weighted Regents Pass Rates

As described above, the Weighted Regents Pass Rates measure the extent to which high schools help their students pass Regents exams at higher rates than expected based on the students' performance on State 8th grade subject exams. This Appendix provides details on the decile weights applied to each exam, which give more points to passing results by students who were less likely to pass the exam based on their 8th grade results.

Performance Deciles

Each student is given a possible weight for each exam, based on the student's performance decile (i.e., whether the student scored in the top 10%, the top 20%, the top 30%, etc.) for the corresponding 8th grade test. 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 1 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 ELA score is 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:

Demographic Characteristic	Adjustment
Black / Hispanic	+1
Free Lunch Eligible	+1
Students with Disabilities	+2
English Language Learner	+2 (English Regents only)
High-need English Language Learner (missing 8th grade test scores and scored "Beginning" on the NYSESLAT at any point in high school)	+1
Students with interrupted formal education (SIFE)	+1 (English Regents only)

A student's adjustment is added to 11 to determine the student's "decile equivalent." For example, a student who was Free Lunch Eligible and an English Language Learner would have an adjustment of 3 for the ELA Regents, and the student's ELA decile equivalent would be 14 (11 + 3).

Decile Weights

When a student passes a Regents exam, the student contributes positively to the numerator for this metric by the student's decile weight (i.e., the weight corresponding to the student's decile for that Regents subject). If a student fails a Regents exam, the student contributes zero to the numerator for this metric.

The decile weights are the reciprocal of the historical pass rates during the years 2008-09 through 2013-14 for students in that decile. For example, students in Decile 4 attempted the Integrated Algebra Regents 42,997 times during that period. Of those attempts, 32,598 of them achieved passing scores. This gives a passing rate of 32,598 / 42,997 = 75.8%. The decile weight for Integrated Algebra Decile 4 is the inverse of that: 1 / 75.8% = 1.32.

In some cases, the decile weight is modified from the inverse of the pass rate to account for additional factors, such as ensuring that a higher-need decile does not have a smaller weight than a lower-need decile for the same exam, ensuring that more difficult exams do not have smaller decile weights than easier exams within the same subject, and accounting for situations where very few students within a decile group take the exam. In addition, decile weights may not exceed 15.00.

Because the decile weights are generally equal to the reciprocal of the historical pass rates, a Weighted Regents Pass Rate of 1.00 means that a school's students are passing the exam at about the rate expected based on the students' 8th grade scores. For example, suppose that one in four students from a certain decile passed a certain Regents exam between 2008-09 and 2013-14. The decile weight would be the inverse of ¼, or 4. Suppose that a school had four students from that decile take the exam. If one out of the four students at the school passed the exam, the one passing student would contribute 4 points (because the decile weight is 4), while the other students would contribute 0 points. The school's result for these four students would be 4 total points / 4 exams taken = 1.00. By the same logic, a Weighted Regents Pass Rate of greater than 1.00 generally means that a school's students are passing the exam at a greater rate than expected based on their 8th grade scores, while a Weighted Regents Pass Rate of less than 1.00 generally means that a schools' students are passing the exam at a lesser rate than expected based on their 8th grade scores.

The decile weights for the different Regents exams are set forth below.

English and History Regents Exams

Decile	English	U.S. History	Global History
1	2.22	2.33	2.86
2	1.50	1.70	2.04
3	1.28	1.45	1.69
4	1.17	1.30	1.47
5	1.10	1.19	1.30
6	1.06	1.11	1.19
7	1.04	1.07	1.12
8	1.02	1.04	1.06
9	1.01	1.02	1.02
10	1.00	1.00	1.01

Decile	English	U.S. History	Global History
11	1.05	1.09	1.13
12	1.10	1.16	1.25
13	1.14	1.23	1.37
14	1.42	1.68	2.02
15	1.62	2.79	3.47
16	1.90	3.64	4.76
17	2.94		
18	6.18		
19	9.00		

Math Regents Exams

Decile	Integrated Algebra	Geometry	Algebra II
1	3.10	9.30	9.52
2	1.95	6.07	9.52
3	1.53	4.26	7.81
4	1.32	3.00	6.43
5	1.20	2.30	5.06
6	1.11	1.76	3.50
7	1.06	1.43	2.53
8	1.02	1.21	1.88
9	1.01	1.08	1.43
10	1.00	1.02	1.12
11	1.08	1.19	1.33
12	1.17	1.40	1.55
13	1.27	1.74	2.29
14	1.77	3.02	5.12
15	3.05	5.10	5.12
16	3.91	7.33	7.33

Science Regents Exams

Decile	Living Environment	Earth Science	Chemistry	Physics
1	2.84	7.10	7.10	7.10
2	1.88	4.82	5.74	4.82
3	1.51	3.60	4.97	3.85
4	1.28	2.77	3.96	3.47
5	1.16	2.15	3.23	2.93
6	1.08	1.74	2.59	2.40
7	1.04	1.44	2.07	2.02
8	1.02	1.22	1.66	1.66
9	1.01	1.09	1.34	1.37

Decile	Living Environment	Earth Science	Chemistry	Physics
10	1.00	1.02	1.09	1.12
11	1.07	1.23	1.23	1.23
12	1.16	1.54	1.54	1.54
13	1.24	1.81	2.00	1.81
14	1.87	3.32	5.19	3.32
15	2.51	5.08	5.19	5.08
16	4.14	5.89	5.89	5.89

Regents alternatives that have been approved by the New York State Education Department 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 have been lower due to lower numbers of students taking the exam or because the students taking the alternative are not 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

Decile	A.P. United States History (3)	A.P. World History (3)	SAT Subject Test in U.S. History (560)
1	15.00	8.00	15.00
2	15.00	8.00	15.00
3	15.00	8.00	15.00
4	15.00	8.00	14.11
5	14.75	8.00	8.63
6	9.09	7.83	6.75
7	7.07	4.75	4.33
8	4.13	3.34	2.91
9	2.48	2.02	1.81
10	1.39	1.27	1.19
11	1.52	1.28	1.24
12	2.54	1.89	1.94
13	4.34	3.50	3.28
14	4.34	3.50	3.28
15	4.34	3.50	3.28
16	4.34	4.76	3.64

Regents Alternatives (passing score) – Science

Decile	A.P. Biology (3)	SAT Subject Test in Chemistry (540)	SAT Subject Test in Physics (530)
1	15.00	15.00	15.00
2	15.00	15.00	15.00
3	15.00	15.00	15.00
4	15.00	15.00	15.00
5	15.00	15.00	15.00
6	13.63	15.00	15.00
7	8.34	15.00	15.00
8	5.01	15.00	15.00
9	2.89	15.00	15.00
10	1.47	15.00	15.00
11	1.42	15.00	15.00
12	2.12	15.00	15.00
13	4.73	15.00	15.00
14	4.73	15.00	15.00
15	5.08	15.00	15.00
16	5.89	15.00	15.00

Regents Alternatives (passing score) – English

Decile	AP English Language and Composition (3)	AP English Literature and Composition (3)	International Baccalaureate English (4)
1	8.80	15.00	15.00
2	8.80	15.00	15.00
3	8.80	15.00	15.00
4	8.80	15.00	2.40
5	8.80	15.00	2.40
6	8.80	15.00	1.50
7	5.14	9.43	1.40
8	3.45	5.80	1.14
9	2.10	3.11	1.11
10	1.31	1.62	1.04
11	1.32	1.67	1.05
12	2.56	3.85	1.18
13	3.94	6.42	1.32
14	4.88	15.00	1.42
15	4.88	15.00	1.62
16	4.88	15.00	1.90
17	4.88	15.00	2.94
18	6.18	15.00	6.18
19	9.00	15.00	9.00

Regents Alternatives (passing score) – Math

Decile	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	15.00	15.00	9.52	15.00	15.00	15.00
2	15.00	15.00	9.52	15.00	15.00	15.00
3	15.00	15.00	7.81	15.00	9.25	15.00
4	15.00	15.00	6.43	6.43	8.67	15.00
5	15.00	5.06	5.06	5.06	7.11	15.00
6	15.00	3.50	3.50	3.50	5.56	5.56
7	4.20	2.53	2.53	2.53	4.35	4.35
8	4.10	1.88	1.88	1.88	2.83	2.83
9	3.00	1.43	1.43	1.43	2.14	2.14
10	2.24	1.17	1.12	1.12	1.39	1.39
11	2.44	1.38	1.33	1.33	1.37	1.37
12	7.00	1.55	1.55	1.55	1.55	1.55
13	7.00	2.44	2.29	2.29	2.63	2.63
14	7.00	5.12	5.12	5.12	5.12	5.12
15	7.00	5.12	5.12	5.12	5.12	5.12
16	7.33	7.33	7.33	7.33	7.33	7.33