

**NEW YORK STATE  
2020-21 REPORT CARD GLOSSARY & GUIDE**

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## Accountability Data

Due to COVID-19 and changes to New York State testing, accountability, and federal reporting requirements, 2021-22 district and school accountability statuses are the same as those assigned for the 2020-21 school year. For informational purposes, accountability graduation rates and chronic absenteeism data are reported. For more information, please see the [NYSED Waiver Memorandum](#) and [NYS Board of Regents Announcement](#).

### **Accountability Statuses**

2021-22 district and school accountability statuses are the same as those assigned for the 2020-21 school year, except in the case of school openings, closings, mergers, or reconfigurations of grade levels within a school. For more information, contact the Office of Accountability at [ACCOUNTINFO@nysed.gov](mailto:ACCOUNTINFO@nysed.gov).

For detailed information about accountability, district/school/subgroup statuses, criteria for determinations, and rules for exiting certain statuses, please consult the following documents at [ESSA Accountability Designations](#):

- [“Understanding the New York State Accountability System under the Every Student Succeeds Act \(ESSA\) for 2021-22 Accountability Statuses”](#) and
- [“Understanding the New York State Accountability System under the Every Student Succeeds Act \(ESSA\) for 2019-20 Accountability Statuses Based on 2018-19 Results \(July 2020\)”](#)

Resources for schools and districts based on their identifications are available [HERE](#).

### **NYS District and School Accountability Statuses**

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

### **1003 School Improvement Funds**

The Section 1003 School Improvement Funds Data link on district, school, and the statewide report cards provides access to an Excel Workbook that includes a full list of **schools** and **districts** that received section 1003 improvement funds, including the amount of funds and the type of strategies implemented. Additional resource links are provided for informational purposes.

### **Elementary/Middle (EM) Chronic Absenteeism**

Accountability chronic absenteeism data are provided for informational purposes only in 2020-21 and are not used to make district or school accountability status determinations for the 2021-22 school year.

EM Chronic Absenteeism is the percentage of grades 1-8 students enrolled for a minimum of ten instructional days and in attendance at least one of those days who were absent (excused or unexcused) for at least 10% of enrolled instructional days.

**Students Enrolled** – Number of students enrolled for at least ten instructional days and in attendance for at least one of those days

**Students Chronically Absent** – Number of “Students Enrolled” who were absent for at least 10% of enrolled instructional days

**Chronic Absenteeism Rate** – (Students Chronically Absent / Students Enrolled) \* 100

For 2020-21 Report Cards, Chronic Absenteeism is calculated using only 2020-21 data and only when “Students Enrolled” counts are at least 30.

If a school or district did not report attendance in 2020-21, then a statement will reflect such within the report card. If only partial data are available for a district or New York State due to non-reporting schools, then available data will be displayed with a footnote indicating that data were not reported for one or more schools and caution should be used when interpreting results.

### **Secondary Level (HS) Graduation Rate**

Accountability graduation rate data are provided for informational purposes only in 2020-21 and are not used to make district or school accountability status determinations for the 2021-22 school year.

**Number in Cohort** – Number of students in the 4-, 5-, and 6-year graduation rate cohorts as of June 30<sup>th</sup> of the prior reporting year

**Number Graduated** – Number of students in the cohort who graduated by August 31<sup>st</sup> of the prior reporting year

**Grad Rate** – The 4-, 5-, and 6-year graduation rates (Number Graduated / Number in Cohort) \* 100

For 2020-21 Report Cards, if the current year’s “Number in Cohort” is less than 30, then it is combined with the previous reporting year’s data to attempt to achieve a minimum count of 30. If data were combined for a cohort, the “Number in Cohort” value will be followed by an asterisk (\*) referring to a footnote indicating two years of data were combined.

### **Secondary Chronic Absenteeism**

Accountability chronic absenteeism data are provided for informational purposes only in 2020-21 and are not used to make district or school accountability status determinations for the 2021-22 school year.

Secondary Chronic Absenteeism is the percentage of grades 9-12 students enrolled for a minimum of ten instructional days and in attendance at least one of those days who were absent (excused or unexcused) for at least 10% of enrolled instructional days.

**Students Enrolled** – Number of students enrolled for a minimum of ten instructional days and in attendance for at least one of those days

**Students Chronically Absent** – Number of “Students Enrolled” who were absent for at least 10% of enrolled instructional days

**Chronic Absenteeism Rate** – (Students Chronically Absent / Students Enrolled) \* 100

For 2020-21 Report Cards, Chronic Absenteeism is calculated using only 2020-21 data and only when “Students Enrolled” counts are at least 30.

If a school or district did not report attendance in 2020-21, then a statement will reflect such within the report card. If only partial data are available for a district or New York State due to non-reporting schools, then available data will be displayed with a footnote indicating that data were not reported for one or more schools and caution should be used when interpreting results.

## **Assessment Data**

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

Due to the extraordinary circumstances related to the pandemic, approximately 4 out of 10 enrolled students participated in state assessments in 2020-21. Because only 40% of students’ results are available, state assessments **are not representative** of the state’s student population and the results **should not be compared** statewide or by statewide subgroup or with prior years’ results. District and school level performance data, as well as the number and percentage of students who tested and did not test, are available for 2020-21. **However**, depending on the percentage of students that took the tests in a given school or district, the school and district’s results **may not be representative** of that school or district’s student population.

### ***Grades 3-8 English Language Arts (ELA) Results***

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

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

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

### ***Grades 3-8 Mathematics Results***

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

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

In 2021, **Regents 7** and **Regents 8, Not Tested** are students reported as "exempt" from taking a Regents examination in mathematics who had no valid score on a grade-level NYSTP and no valid score on a Regents examination in mathematics during the reporting year. **Grade 7 Total #** and **Grade 8 Total #** are used as the denominators for **Regents 7 and Regents 8, Not Tested %** calculations, respectively.

**Regents Mathematics Exemptions, Grade 7 and 8 Students:** **Total Exempt** are students with no valid score on a grade-level NYSTP but reported as "exempt" from taking a Regents examination in mathematics during the reporting year. **Exempt, Not Tested** are Total Exempt students with no valid score on a Regents examination in mathematics. **Exempt, Tested** are Total Exempt students with a valid score on a Regents examination in mathematics.

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

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

### ***Grades 4 & 8 Science Results***

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

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

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

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

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

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

### **Annual Regents Examinations**

#### ***Examinations with an Administration***

***(ELA, Algebra I, Living Environment, Physical Setting/Earth Science)***

Due to COVID-19 and changes to New York State testing requirements, only the English Language Arts (ELA), Algebra I, Living Environment, and Physical Setting/Earth Science June 2021 examinations were administered. Data may be incomplete and/or not representative of the State, district, or school population. Caution should be used when comparing 2020-21 Regents examination results with those from prior years.

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

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

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

**Annual Regents Exemptions Table:** **Total Exempt** are students reported as “exempt” from taking a specific Regents examination during the reporting year. **Exempt, Not Tested** are Total Exempt students with no valid score on the Regents examination. **Exempt, Tested** are Total Exempt students with a valid score on the Regents examination.

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

***Examinations with no Administration***

***(Geometry, Algebra II, New Framework Global History & Geography II, U.S. History & Government, U.S. History & Government (Framework), Physical Setting/Chemistry, Physical Setting/Physics)***

Due to COVID-19 and changes to New York State testing requirements, Regents examinations were not administered in these subjects. Students were exempt from taking the Regents exam to fulfill graduation requirements if they passed the course leading to the exam.

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

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

**Total Cohort Regents Examination Results**

Due to COVID-19 and changes to New York State testing requirements, June 2020, August 2020, January 2021, and some June 2021 Regents examinations were canceled. June 2021 Regents Examinations in ELA, Algebra I, Living Environment, and Physical Setting/Earth Science were offered. Caution should be used when comparing 2020-21 Regents examinations results with those from prior years.

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

**Results** for students in the 4-year cohort as of June 30th of the reporting year (**Cohort**), count (#) and percent (%) not tested (**Not Tested**) and tested (**Tested**) on Regents examinations within subjects, performing at each of the performance levels (**Level 1, Level 2, Level 3, Level 4, & Level 4 & Above**), and scoring **Proficient (Level 3 & Above or Levels 3 & 4**, depending on the subject) disaggregated by demographic **Subgroup**. **Cohort #** is used as the denominator for performance **Level %** calculations. If a student has more than one valid score within a Regents subject, the examination on which the student earned with the highest performance level is used.

**Total Cohort Exemptions Table:** **Total Exempt** are students reported as “exempt” from taking any Regents examination in a subject during the 4-year period. **Exempt, Not Tested** are Total Exempt students with no valid score on any Regents examination in a subject. **Exempt, Tested** are Total Exempt students with a valid score on any Regents examination in a subject.

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

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

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

### **New York State Alternate Assessment (NYSAA)**

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

### **National Assessment of Academic Progress (NAEP)**

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

NAEP is administered every other year to a representative sample of students across the country. The last administration of NAEP was during the 2018-19 school year. Results are reported for groups of students with similar characteristics (e.g., gender, race and ethnicity, school location), not individual students. The next administration of NAEP is scheduled for 2022 – postponed from 2021 due to the COVID-19 pandemic.

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

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

Individual district or school NAEP results are not reported in the School Report Card.

## **School, Staff, and Graduation Rate Data**

### **Expenditures Per Pupil**

Expenditures per Pupil data reported in the School Report Card are a subset of those collected by the State Aid Office and reported in the annual Financial Transparency Report and its respective database. Districts and charter schools identify expenditures by type (e.g., salaries) and by source (federal, state, local). Expenditures that cannot be identified by type and/or source are submitted within specific categories and reported as "Exclusions," which are not included in per pupil expenditure calculations. For additional information, see <http://www.nysed.gov/essa/financial-transparency> or send an email to [ESSAFinTrans@nysed.gov](mailto:ESSAFinTrans@nysed.gov). If a school or district did not report expenditures in 2020-21, then a statement will reflect such within the report card.

**Pupil Count:** Enrollment data used to calculate expenditures per pupil in the School Report Card are collected in the Student Information Repository System (SIRS). 2020-21 and 2019-20 pupil counts do not include pre-kindergarten enrollments at community-based organizations (CBOs); for the NYC Chancellor's Office in 2020-21 only, district-sponsored pre-kindergarten enrollments are included (n=5,705). 2018-19 pupil counts were directly sourced from IRS Enrollment Reports and, thus, included pre-K enrollments at CBOs, expenses for which were not captured in the federal or state/local values. For all years, the statewide pupil count is the sum of district counts and charter school counts. Due to changes in count methodology, caution should be used when comparing results between years.



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

**State and Local Expenditures:** Local educational agency and district overall expenditures (personnel and non-personnel) and per pupil expenditures using State and local funds for the preceding school year. For the 2018-19 Report Card, only Total Expenditures and Federal Expenditures data were available for Charter Schools. Thus, “State and Local Funds” for Charter Schools were estimated as the difference between Total Expenditures and Federal Expenditures. Beginning 2019-20, Charter Schools reported “State and Local Funds,” which include “Other Charter School” and “Other Central Charter” revenue spending (categories unique to charters only). Caution should be used when making comparisons between 2018-19 and later results for charter schools and between charter school and non-charter public school “State and Local Funds.”

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

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

#### **Staff Qualifications**

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

**High-Poverty Schools:** Schools in the 4<sup>th</sup> quartile based on the percentage of economically disadvantaged students.

**Low-Poverty Schools:** Schools in the 1<sup>st</sup> quartile based on the percentage of economically disadvantaged students.

#### ***Inexperienced Teachers and Principals***

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

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

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

#### ***Teachers Teaching Out of Their Subject or Field of Certification***

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

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

#### **Total Cohort Graduation Rate**

Graduation, diploma, non-diploma credential, still enrolled, transfer to high school equivalency (HSE) program, and dropout rates for students who first entered grade 9, four years prior to this reporting year. Graduates are as of August following the close of the reporting year. For more information on district/state comparisons, 5- and 6-year rates, and to filter on gender and ethnicity student subgroups, click on the link embedded within the report card or

search by school or district in the High School Graduation Rate report at [data.nysed.gov](https://data.nysed.gov). Also see the [Graduation Rate - Glossary of Terms](#) or [Grad Rate - Business Rules](#) on the Graduation Rate Data site.

### **Civil Rights Data Collection (CRDC) Data (2017-18) updated for 2020-21 Report Card**

Accessible via a downloadable Excel Workbook on the NYS statewide report card and all district and school report cards are measures of school quality, climate, and safety, and accelerated coursework to earn post-secondary credit while in high school as reported by schools for the 2017-18 school year to the U.S. Department of Education using the Civil Rights Data Collection Survey. For a fuller understanding of the New York-specific data included in the 2020-21 Report Card, see the 2020-21 CRDC Glossary & Guide at <https://data.nysed.gov/files/essa/20-21/crdc.pdf>. For more information on CRDC, see <https://ocrdata.ed.gov/>.

## Reference: Accountability Subgroups Defined

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

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

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

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

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

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

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

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

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

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

## Reference: Demographic Subgroups Defined

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

**General Education:** Students not identified as Students with Disabilities.

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

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

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

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

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

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

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

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

**Female:** Student reported to the Department as female, as identified by the student. In the case of very young transgender students not yet able to advocate for themselves, gender may be identified by the parent or guardian.

**Male:** Student reported to the Department as male, as identified by the student. In the case of very young transgender students not yet able to advocate for themselves, gender may be identified by the parent or guardian.

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

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

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

**Not Economically Disadvantaged:** Students not identified as Economically Disadvantaged.

**Migrant:** Student who is, or whose parent, guardian, or spouse is, a migratory agricultural worker, including a migratory dairy worker or a migratory fisher, and who, in the preceding 36 months, in order to obtain, or

accompany such parent, guardian, or spouse, in order to obtain, temporary or seasonal employment in agricultural or fishing work has moved from one school district to another.

**Not Migrant:** Students not identified is Migrant.

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

**Not Homeless:** Students not identified as Homeless.

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

**Not in Foster Care:** Students not identified as Foster.

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

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

### **Reference: Assessment Data Suppression Rules**

To ensure student confidentiality, the Department does *not* publish results for subgroups with fewer than five students or data that would allow readers to easily determine the performance of a subgroup with fewer than five students. When fewer than five students in a subgroup (e.g., Hispanic) were tested, counts and percentages of tested students scoring at various levels are suppressed for that group and the next smallest group. Suppressed data are indicated with a dash.