College and Career Readiness (CCR) Frequently Asked Questions

What is the College and Career Readiness Metric?

The College and Career Readiness (CCR) metric rates each student and school on a scale of 0 to 100. Exam results, course grades, and advanced courses all contribute to a student's readiness score. The level of contribution that the exams and courses make to the overall CCR metric is based on how predictive they are of students' GPAs at CUNY. A validation analysis shows that the CCR metric is also highly correlated with overall college graduation rates for students[1]:

4-Year CCR Metric Score – Classes of 2015 & 2016	Average CUNY GPA	6-Year College Graduation Rate
0 to 29	1.4	4%
30 to 39	1.6	15%
40 to 49	1.9	25%
50 to 59	2.2	38%
60 to 69	2.5	48%
70 to 79	2.7	58%
80 to 89	2.9	67%
90 to 94	3.1	75%
95 to 100	3.4	82%

[1] The "College Graduation Rate" is the percentage of all students who earned an A.A., B.A. or higher by six years after their scheduled H.S. graduation date which is four years after they entered 9th grade for the first time. Not all colleges report graduations to our sources (NSC and CUNY) so the true college graduation rate is likely somewhat higher than reported here.

Why Do We Have a New College Readiness Metric Now?

The CCR is intended as a replacement for the College Readiness Index (CRI) that was reported from 2012 to 2020. Since 2020, CUNY has modified their proficiency requirements[2] to include high school GPA, and there are some important improvements from CRI to CCR that reflect the NYCPS's improved understanding of college and career readiness:

College Readiness Index (CRI)	College and Career Readiness (CCR)
Reported from 2012-2020. Has been paused since then due to pandemic interruptions of testing.	Phased into the School Quality Reports starting in Fall 2024 for high schools and Fall 2025 for transfer schools
Was all-or-nothing – a student was deemed either college ready or not with no in-between.	Allows for multiple levels of readiness with partial credit. College and Career readiness is measured on a 0-100 scale for each student and school.
Was based directly on CUNY remediation and 4-year college admission standards at the time.	The new CCR is broadly aligned with CUNY's post-2020 proficiency requirements including both test scores and course grades.
Focused only on college standards.	Recognizes career-focused experiences such as CTE endorsement, industry-recognized technical assessments, computer science courses and exams, and arts endorsement.
Was mostly based on 9th grade Algebra and led to an overemphasis on that subject at the expense of advanced math and other subjects.	Encourages schools to help students be successful in more advanced courses. This change also recognizes the different levels of math preparation needed for different college majors and career paths.
Was entirely based on ELA and math test scores.	Is based on test scores in ELA, math, science, and social studies in addition to course grades, advanced course completion, and a variety of endorsements and certificates.
Used the same metric for transfer schools and general high schools. (new 2025)	Measures college and career readiness for students at transfer schools and general high schools. For transfer schools, a primary growth metric accounts for students' starting points when entering the transfer school.

The School Quality Reports also include other next-level readiness metrics such as the Postsecondary Enrollment Rate (PSER) and the College and Career Preparatory Courses Index (CCPCI). We are phasing in the CCR metric, so it appears alongside PSER and CCPCI.

[2] https://www.cuny.edu/academics/testing/testing-faqs/

How does the CCR Metric Work?

Each student gets a CCR score from 0 to 100 where 100 represents the highest readiness for college and careers. The school's 4-year CCR score is the average of the students' scores after four years since HS entry. The school's 6-year CCR score is the average of the students' scores after six years since HS entry. The cohort of students included is the same as the 4-year and 6-year graduation rates. Readiness predictors are divided into six categories:

- Course Grades: up to 30 points
- English: up to 15 points
- Mathematics: up to 15 points
- Science up to 15 points
- Social Studies: up to 15 points
- Technology, Art, and World Languages: up to 10 points

Only the best (most points) exam or course for each subject counts for each student. For example, if a student had a score of 80 on the Algebra I Regents and a score of 65 on the Algebra II Regents, then first we look up both on the reference tables (see appendix). On those tables, the Algebra I score would be worth 10 out of 15 points, and the Algebra II score would be worth 11 out of 15 points. So, the student will receive 11 points, and the CCR workbook will report only the Algebra II 65 and not the Algebra I 80.

What is the timing for including CCR in the transfer school SQR? (new Fall 2025)

CCR metrics for transfer schools are first included in the 2025 SQR for informational purposes only. We plan to phase the CCR Growth metric into the Instruction and Performance rating in fall 2026. Data was first shared with principals and superintendents in spring 2025.

How is the CCR score calculated for students at transfer schools? (new Fall 2025)

The CCR score for students at transfer schools is calculated the same as for high schools. For transfer schools, as with high schools, a student's CCR score is calculated using the highest-point-value predictor they earned in a subject, regardless of whether they earned the predictor at the transfer school. This metric will be reported for informational purposes only in 2025 and beyond.

How does the CCR Growth metric work (transfer schools only)? (new Fall 2025)

Informed by feedback, the transfer school CCR metric considers students' starting places when they enroll in a transfer school and accounts for how long the school has had with each student to build their postsecondary readiness.

The growth metric looks at each student's "gap" in their CCR score when they enter the transfer school and calculates what percentage of this "gap" they closed at the school. To find the "gap," we calculate how many CCR points a student has in each category when they enter the transfer school and how many points they were eligible to earn in each category by the transfer school graduation deadline. (See below for how waivers affect possible points.) The difference between points earned and points possible is the gap in a category. The sum of these is the overall gap.

In each category, we then calculate how many additional CCR points the student earned at the transfer school relative to their incoming score. If a student did not earn CCR points in a category at the transfer school or earned fewer points at the transfer school than prior to enrolling, that category's growth is 0.

The student's growth score on the metric is the sum of the growth in each category divided by the gap. This is the percentage of the "gap" that the student closed while at the transfer school.

For example, consider this student. Their growth score is 34% - 24 points earned towards closing the gap is 34% of the 71-point gap that this student has in their possible vs earned CCR points upon their first entry to the transfer school. Their total score is 45.

Category	CCR points before transfer school	CCR points earned at transfer school	Gap	Points earned towards closing gap	Total CCR score
Course Grades	5	15	25	10	15
ELA	2	7	13	5	7
Math	WA	WA	0	n/a	n/a
Science	0	3	15	3	3
Social Studies	7	0	8	0	7
Tec, Art, WL	0	6	10	6	6
Total	14	31	71	24	38/85=45

Why is a school's CCR Growth value a weighted average of student scores?

When we sourced feedback about how to best adapt the CCR metric to transfer schools, most stakeholders requested accounting for how long a student was enrolled at a transfer school. In this metric, we give more weight to students who were enrolled in the transfer school longer to reward schools for postsecondary readiness progress made with students they had more time with, and avoid penalizing schools for students who drop out before the school was able to help them grow substantially.

Are Regents exam waivers instituted during COVID-19 included in the CCR?

No, waivers are not included in the CCR. A waiver is an indication that a student has met the standards in the subject enough for high school graduation. However, it does not tell you if a student is college-ready or career-ready or not. So, the CCR is only based on numeric exam scores and not waivers.

How is CCR calculated in subjects where students only have Regents waivers?

Without including waivers in the CCR score, some students do not have enough information in all subjects for us to accurately estimate their readiness in that subject. In the case that a student reaches the end of high school with only a waiver and no other CCR predictors in the subject, then the subject will be scored as "n/a." In that case, the points that would have been allocated to the subject will be excluded from both the numerator and denominator. That way, the CCR metric will be determined based on the other subjects only. For example, Social Studies and Science are normally worth 15 points each. But if a student has only waivers in those subjects, then their denominator for college readiness will be 70 instead of 100. Their CCR score will be the total number of points in the other subjects divided by 70.

Students can get "n/a" for a subject based on "WA" waivers that are given for these reasons:

1. Exams disrupted due to the COVID-19 Pandemic.
2. Exams cancelled due to other reasons.
3. Students excused from exam subjects due to entering NYC public schools in grades 11 or 12.

WG and WX waivers do not directly influence CCR. WG waivers are given when students have low scores on Regents exams. In those cases, the exam score itself is still used. WX is used for approved alternatives to the Regents. Those alternatives are all included in the CCR already, so the WX itself is not relevant.

How many students are getting points for predictors other than Regents exams?

For the class of 2023, here is the breakdown of students earning points for Regents and non-Regents predictors by category.

Category	% earning points via Regents predictors	% earning points via non-Regents predictors
English	20%	80%
Math	46%	54%
Science	66%	34%
Social Studies	29%	71%

How does CCR work for consortium schools?

Schools that have a waiver from the Board of Regents to use performance assessments in lieu of Regents in some subjects will also have waivers used in CCR. Any subjects that a school is not required to give exams for will be treated as if the students had earned "WA" waivers as described above. If a student has other predictors (e.g., CPCC or SAT), then we will use those. If a student has no predictor at all in the subject, the subject will be treated as "n/a" and be removed from the numerator and denominator.

Is graduating from high school required for a student to be CCR?

No. The denominator for the CCR metric includes all students in the 9th grade cohort[3], not just high school graduates. We considered a rule that non-graduates would automatically be assigned a zero on CCR; in the all-or-nothing CRI system, a Regents Diploma was required. However, not all non-graduates are equally ready or not for future career or college experiences. So, we are allowing non-graduates to earn partial credit rather than assigning them all zeroes. Advanced diplomas like Advanced Regents or Honors Diplomas are not directly recognized here since the components of the diploma are already included.

Does the CCR really include career readiness, or is it just college?

As much as possible, we have included career predictors that are not necessarily focused on college. This includes CTE Endorsements, Industry-Recognized Assessments, Computer Science courses and exams, and Arts Endorsements, which were not a part of the original College Readiness Index (CRI). Also, we believe many of the academic skills, like reading, writing, and math, will be helpful to students regardless of whether they pursue college or not. And students can achieve a perfect score on the CCR metric, even if they do not plan to attend college.

On the other hand, most of the predictors in the CCR are based on traditional academic skills, and because CTE is not offered at all schools, it is a relatively small percentage of the overall score. Also, we are using CUNY GPA as the measure of the rigor and utility of different high school activities (predictors). CUNY GPA is strongly correlated with future earnings. However, we may still be undervaluing some career-focused activities for now. In future years, we plan to acquire data on students' income that we can use to measure different high school experiences' impact more directly on long-term financial success. In the meantime, we are counting the CTE Endorsement as 10 points out of 10 even though we do not yet have the data to measure its impact on economic security.

New 2025: the CCR now includes approved work-based learning experiences in the Technology, Art, and World Languages category. Students can earn credit for completing the Summer Youth Employment Program (SYEP), Career Ready Summer Youth Employment Program (CRSYEP), Industry Scholars Program, WBLHR code, and Learning to Work (transfer schools only).

How many students did you look at when creating the predictor-point mapping?

We looked at students who graduated from a NYCPS high school in 2017, 2018, and 2019 and attended CUNY. This is roughly 96,600 students.

[3] That is, all students who entered high school anywhere in the world four (or six) years ago, have a last diploma-granting H.S. within the NYCPS, and do not have a documented transfer to another diploma-granting H.S.

Why do you take each student's best result in each subject rather than averaging them or adding them all together?

One reason to count only the best score is that we want to avoid an unintended incentive to keep students out of rigorous courses for fear that they may not be successful.
Researchers have found that it is all too common for students to be limited to below-grade level work in high school[4]. We aim to encourage schools to provide students with more rigorous coursework so they can arrive at college and/or their career with the skills and knowledge they need to be successful.

Why are Technology, Art, and World Languages all in the same category?

None of the predictors in these categories are required for graduation so they are relatively uncommon. The Technology, Art, and World Language category is often schools' lowest scoring category in percentage terms and separating this category into more categories would exacerbate this problem. In the future, we hope these experiences will become more common which may lead to them being able to stand more on their own.

How can students at non-CTE schools do well in the Technology, Art, and World Languages category?

The most common way for students at non-CTE schools to earn points in this section is one of the World Language Comprehensive Exams aligned to checkpoint B. A student who scores 93 on their required Regents, has a 90 GPA, and a 77 or higher on a World Language exam would have a CCR score of 98 out of 100. If they had passed a computer science course instead of the language exam, they would get 96 out of 100. The student could get 100 out of 100 based on A.P. or I.B. exams in the following subjects: Art History, Music, Computer Science, Research, Seminar, or any world language.

Please see the reference tables below for full details on predictor point values.

Is the CCR a measure of school quality?

The CCR Metric itself is not a measure of school quality because it is greatly impacted by factors outside of a school's control such as the student's incoming academic preparation. Like other measures on the School Quality Reports, each school will be compared to a comparison group to infer the impact of the school on the student.

Is the CCR metric fair to schools with higher need students, such as Students with Disabilities and English Language Learners?

Because SWD and ELL students have lower CUNY GPAs than other students, their CCR values also tend to be lower. However, this is less true with the CCR metric, which is on a 100-point scale and so gives a more nuanced look at each student's readiness than with the CRI metric, which is all-or-nothing. This is part of the reason why CCR itself is not a measure of school quality. To measure the impact of the school on the students, we will need to compare CCR to a comparison group, like we do with graduation rate, test scores, and other achievement measures.

How are students earning an associate degree in 9-14 schools included?

Students who have earned an associate degree at a NYC public school receive a score of 100% on the CCR metric regardless of any other data. Since they already have a college degree, they can be considered fully college-ready.

Will other new areas be included in the future? What about career-connected learning or internships?

We are always looking for new data sources to analyze and we may add them in future years as the quality of the data improves with the work of the Office of Student Pathways. Because it will take some time before we can quantify whether and how much students with these experiences do better in college or career, initial point value assignments may be low.

Why not include advising indicators?

College and career advising activities, such as meeting with your advisor, completing the FAFSA and developing a plan are essential steps of the process for postsecondary success. However, given that these activities are becoming

[4] The New Teacher Project https://tntp.org/assets/documents/TNTP_The-Opportunity-Myth_Web.pdf

requirements and we do not have measures of the quality of these steps, we have insufficient data to assign them point values at this time. Put up against activities, such as GPA and completing semester long classes, their predictive value is likely limited. As the quality of the data entry improves, further analysis can be done to explore a potential point value for advising experiences.

Why aren't you including Future Ready NYC, or other measures of career-oriented educational experiences like internships, independent study, or project-based learning?

We will look at incorporating them into the CCR metric in future releases. Some of these programs may be added in sooner, and others we may add in future years as the quality of the data improves with the work of the Office of Student Pathways.

Does the CCR include charter schools?

No. While we produce metrics for charter schools when the data is available – such as School Survey results or graduation results, in some cases we do not have access to certain data points. Because charter schools do not report HS GPA to the NYCPS they are not currently included.

Will the CCR apply to District 75 schools?

Currently, D75 is not included in the CCR production. We plan to engage with educators and families in D75 schools about what would make sense for the needs of District 75.

What is the alignment of the new NYCPS CCR metric with NYSED's College, Career, and Civic Readiness (CCCR) metric?

The new CCR metric that will be used for local accountability is different from the state's CCCR metric in multiple ways. The CCR point values are based on empirical research of over 96,000 NYCPS students. CCR measures look at a wide variety of courses, grades, and exams separated by subject area while the CCCR typically is only based on the level of diploma or seal a student receives. CCR allows for many levels of readiness based on different scores or grades while CCCR is all-or-nothing for each diploma/seal type. Documentation regarding details of NYSED's current CCCR metric can be found here.

Appendix: Reference Tables for College and Career Readiness (CCR)

Overall

College and Career Readiness is measured on a scale of 0-100 Predictors of readiness are divided into six areas:	
Course Grades	up to 30 points
English	up to 15 points
Mathematics	up to 15 points
Science	up to 15 points
Social Studies	up to 15 points
Technology, Art, and World Languages	up to 10 points

Students with associate degrees always have 100 out of 100 for CCR.

Course Grades

HS Grade Point Average	CCR Points out of 30
74	1
75	3
76	5
77	6
78	8
79	9
80	12
81	14
82	16
83	17
84	19
85	20
86	22
87	24
88	26
89	28
90	29
91 or above	30

English

English CCR Predictors	CCR Points out of 15
AP English Language & Composition Score: 2	**14**
AP English Language & Composition Score: 3 to 5	**15**
AP English Literature & Composition Score: 2	**13**
AP English Literature & Composition Score: 3 to 5	**15**
College Credit English	**12**
DOE-Certified (CPCC) Course: English	**7**
IB English Score: 3	**9**
IB English Score: 4	**13**
IB English Score: 5 to 7	**15**
Associate for English	**15**

Regents English	SAT English	ACT Reading	ACT Writing	CLEP Program English	CCR Points out of 15
48 to 55				25 to 27	**1**
56 to 65				28 to 30	**2**
66 to 67				31 to 33	**3**
68 to 72				34 to 37	**4**
73 to 74	401 to 420			38 to 40	**5**
75 to 76	421 to 450			41 to 43	**6**
77 to 80	451 to 460			44 to 45	**7**
81 to 82	461 to 470	11	11	46	**8**
83 to 83	471 to 490	13	12 to 13	47 to 68	**9**
84 to 86	491 to 510	14 to 15	14		**10**
87	511 to 530	16	15		**11**
88 to 89	531 to 540	17 to 19	16 to 17		**12**
90 to 91	541 to 570	20	18		**13**
92	571 to 590	21	19		**14**
93 to 100	591 to 800	22 to 36	20 to 36		**15**

Mathematics

Math CCR Predictors	CCR Points out of 15
AP Calculus AB Score: 2 to 5	**15**
AP Calculus BC Score: 2 to 5	**15**
AP Pre-Calculus: 2	**13**
AP Pre-Calculus: 3 to 5	**15**
AP Statistics Score: 2 to 5	**15**
College Credit Math	**14**
DOE-Certified (CPCC) Course: Math	**11**
IB Mathematics Score: 2	**9**
IB Mathematics Score: 4 to 7	**15**
Associate- for Math	**15**

Regents Algebra I	Regents Geometry	Regents Algebra II	SAT Math	ACT Math	CLEP Program Math	CCR Points out of 15
45 to 61					28 to 31	**1**
62 to 64					32 to 34	**2**
65 to 66	41				35 to 38	**3**
67 to 68	42 to 50				39 to 41	**4**
69 to 70	51	41	401 to 420		42 to 45	**5**
71 to 74	52 to 60	42	421 to 440		46 to 48	**6**
75 to 77	61 to 63	43 to 47	441 to 460	11 to 14	49 to 52	**7**
78	64 to 66	48 to 54	461 to 470	15	53 to 55	**8**
79	67 to 69	55 to 58	471 to 490		56 to 59	**9**
80	70 to 72	59 to 62	491 to 510	16	60 to 62	**10**
81	73 to 75	63 to 65	511 to 520	17	63 to 66	**11**
82 to 83	76	66 to 68	521 to 540	18	67 to 69	**12**
84	77 to 79	69 to 74	541 to 570	19	70 to 72	**13**
85 to 86	80 to 81	75 to 77	571 to 590	20 to 22	73 to 75	**14**
87 to 100	82 to 100	78 to 100	591 to 800	23 to 36	76 to 80	**15**

Science

Science CCR Predictors	CCR Points out of 15
AP Biology Score: 2	**14**
AP Biology Score: 3 to 5	**15**
AP Chemistry Score: 2 to 5	**15**
AP Environmental Science Score: 2	**14**
AP Environmental Science Score: 3 to 5	**15**
AP Physics Score: 2 to 5	**15**
College Credit Science	**13**
DOE-Certified (CPCC) Course: Science	**10**
IB Science Score: 2	**10**
IB Science Score: 3	**14**
IB Science Score: 4 to 7	**15**
Associate- for Science	**15**

Regents Living Environment	Regents Earth Science	Regents Chemistry	Regents Physics	ACT Science	CLEP Program Science	CCR Points out of 15
51 to 57					25 to 26	**1**
58 to 61	41 to 42				27	**2**
62 to 64	43 to 46				28 to 29	**3**
65 to 68	47 to 53				30	**4**
69 to 72	54 to 62	41 to 43			31 to 32	**5**
73 to 74	63 to 64	44 to 45			33	**6**
75 to 76	65 to 67	46 to 48			34 to 35	**7**
77 to 79	68 to 72	49 to 52		11 to 13	36 to 37	**8**
80	73 to 75	53 to 56		14 to 15	38 to 39	**9**
81 to 82	76 to 78	57 to 58		16	40	**10**
83 to 84	79 to 82	59 to 62	41 to 46	17	41 to 42	**11**
85 to 86	83 to 84	63 to 65	47 to 53	18	43	**12**
87 to 88	85 to 87	66 to 70	54 to 60	19	44 to 45	**13**
89	88 to 91	71 to 73	61 to 64	21	46	**14**
90 to 100	92 to 100	74 to 100	65 to 100	22 to 36	47 to 80	**15**

Social Studies

Social Studies CCR Predictors	CCR Points out of 15
AP-African American Studies Score: 2	**13**
AP- African American Studies Score: 3 to 5	**15**
AP Economics: Macroeconomics Score: 2 to 5	**15**
AP Economics: Microeconomics Score: 2 to 5	**15**
AP European History Score: 2 to 5	**15**
AP Government & Politics: Comparative Score: 2 to 5	**15**
AP Government & Politics: United States Score: 2 to 5	**15**
AP Human Geography Score: 2	**14**
AP Human Geography Score: 3 to 5	**15**
AP Psychology Score: 2 to 5	**15**
AP United States History Score: 2 to 5	**15**
AP World History Score: 2	**14**
AP World History Score: 3 to 5	**15**
College Credit Social Studies	**13**
DOE-Certified (CPCC) Course: Social Studies	**8**
IB Social Studies Score: 2	**5**
IB Social Studies Score: 3	**12**
IB Social Studies Score: 4 to 7	**15**
Seal of Civic Readiness	**13**
Associate- for Social	**15**

Regents Global History	Regents U.S. History	CLEP Program in Social Studies	CCR Points out of 15
61 to 62	41 to 60	26 to 28	**1**
63	61 to 63	29 to 30	**2**
64 to 65	64 to 66	31 to 33	**3**
66 to 67	67 to 68	34 to 35	**4**
68 to 69	69 to 72	36 to 37	**5**
70 to 72	73 to 75	38 to 39	**6**
73 to 75	76 to 77	40 to 42	**7**
76 to 77	78 to 81	43 to 44	**8**
78 to 79	82 to 84	45 to 46	**9**
80 to 82	85	47 to 48	**10**
83 to 84	86 to 89	49 to 51	**11**
85	91	52 to 53	**12**
86 to 87	92 to 94	54 to 55	**13**
88 to 89	95 to 96	56 to 57	**14**
90 to 100	97 to 100	58 to 80	**15**

Technology, Art, and World Languages

Technology, Art, and World Language CCR Predictors	CCR Points out of 15
AP Art History Score: 2	**9**
AP Art History Score: 3 to 5	**10**
AP Computer Science A Score: 2 to 5	**10**
AP Computer Science Principles Score: 2	**8**
AP Computer Science Principles Score: 3 to 5	**10**
AP Exams in World Languages Score: 2	**5**
AP Exams in World Languages Score: 3	**6**
AP Exams in World Languages Score: 4	**8**
AP Exams in World Languages Score: 5	**10**
AP Music Score: 2	**9**
AP Music Score: 3 to 5	**10**
AP Research Score: 2	**7**
AP Research Score: 3 to 5	**10**
AP Seminar Score: 2	**6**
AP Seminar Score: 3 to 5	**10**
AP Studio Art Score: 2	**7**
AP Studio Art Score: 3	**9**
AP Studio Art Score: 4 to 5	**10**
Arts Endorsement	**6**
Career Development and Occupational Studies (CDOS)	**6**
College Credit Technology, Art, and World Language	**8**
Computer Science Course	**7**
CTE Endorsement	**10**
DOE-Certified (CPCC) Course: Tech	**7**
IB Art, Tech, World Languages Score: 2	**5**
IB Art, Tech, World Languages Score: 3	**8**
IB Art, Tech, World Languages Score: 4 to 7	**10**
Industry-Recognized Technical Assessment	**8**
Seal of Biliteracy	**9**
Work- Based Learning	**7**
Associate- for Tech	**10**

NYC Exams in World Languages	CLEP Program in Tech/Art/World Languages	CCR Points out of 10
	42 to 43	**1**
	44 to 45	**2**
	46 to 47	**3**
41 to 48	48 to 49	**4**
49 to 53	50 to 51	**5**
54 to 61	52 to 53	**6**
62 to 69	54 to 55	**7**
70 to 98	56	**8**
99 to 100		**9**
	57 to 80	**10**