

# 2014–15 Family Guide:

## School Quality Snapshot

This Family Guide helps to explain the School Quality Snapshot using data from a mock school. To locate School Quality Snapshots for NYCDOE schools please visit: <http://schools.nyc.gov/Accountability/default>.

### Framework for Great Schools

The Framework for Great Schools (FfGS) model works to help both schools and students improve by ensuring that all members of the community work together. The model is organized around a core goal of Student Achievement. Surrounding this core are three elements which aim to enrich the classroom environment, they are: teacher development, quality instruction, and student-centered learning. Beyond the classroom, the supports needed are effective school leadership and strong parent-community collaboration. The final element which binds all of these components together is trust. To learn more about the FfGS, visit: <http://schools.nyc.gov/AboutUs/schools/framework/default.htm>

The top left of page 1 in the School Quality Snapshot displays ratings in each of the six aforementioned elements. Each element is described below:

Note: The 2014-15 Snapshots, which are the first release of these reports for D75 schools, do not include section ratings. For future releases, beginning with the 2015-16 Snapshots, these reports will include section ratings.

### 2014-15 School Quality Snapshot / D75

[schools.nyc.gov/](http://schools.nyc.gov/)  
New York Academy of Excellence (99M999)

#### Framework for Great Schools

Research shows that schools strong in the six areas are far more likely to improve student learning.

Rigorous Instruction	<a href="#">see page 2</a>
Collaborative Teachers	<a href="#">see page 2</a>
Supportive Environment	<a href="#">see page 2</a>
Effective School Leadership	<a href="#">see page 3</a>
Strong Family-Community Ties	<a href="#">see page 3</a>
Trust	<a href="#">see page 3</a>

**DRAFT** **Department of Education**  
Charteris. Common Future.

#### Programs and Activities

95% of parents feel that this school offers a wide enough variety of programs, classes, and activities to keep students interested in school

#### IEP Process

96% of parents say they are satisfied with the educational planning and Individual Education Program (IEP) development process at this school

#### Performance on Assessments

**Local Assessments\***

**54** is the average growth percentile on the local assessments; 18% of students at this school participated (Citywide D75 Average: 48)

**Alternate Assessments - State (NYSAA)**

**63** is the average growth percentile on the NYSAA; 19% of students at this school participated (Citywide D75 Average: 51)

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\*Local Assessments included for this school are SANDS-FAST.  
Growth percentiles show how a student's performance compared with other students with similar academic histories (such as prior test scores and student characteristics such as disability status, English Language Learner status, and economic need). For example, a growth percentile of 60 means that a student performed better than 60% of students with similar academic histories and student characteristics.  
\*\*State Standard Assessments included for this school are Grades 3-5 state tests.

#### General Information

Principal: John Doe  
Grades served: 0K,01,02,03,04,05  
Enrollment: 128  
Number of Sites: 4

#### Student Demographics

Asian: 7% | Black: 53% | Hispanic: 12% | White: 23%  
English Language Learners: 4%

#### Staff Experience

Years of principal experience at this school: 2.5  
% of teachers with 3 or more years of experience: 84%

#### Attendance

Change in Student Attendance: + 3%  
Teacher Attendance: 96%

#### Programs

12:1:4 (46% of students)	6:1:1 (18% of students)
--------------------------	-------------------------

52 Chambers Street  
New York, NY 10007  
(555) 123-4567

- **Rigorous Instruction:** Common Core aligned curriculum and instruction that is designed to engage students, foster critical thinking skills, and meet students at their level.
- **Collaborative Teachers:** Teachers participate in opportunities to develop, grow, and contribute to the continuous improvement of the school community.
- **Supportive Environment:** The school establishes a culture where students feel safe, challenged to grow, and supported to meet high expectations.
- **Effective School Leadership:** School leadership that is inclusive and inspiring to the school community with a clear vision towards improving student achievement.
- **Strong Family-Community Ties:** The school welcomes and values both families and outside organizations to help enrich the civic life of the school community.

- **Trust:** Relationships between administrators, educators, students, and families are rooted in mutual trust and respect.

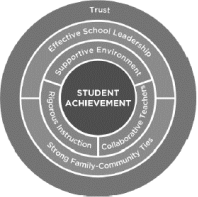
## General Information

The bottom left of page 1 presents descriptive information about the school, its students and its staff, this includes:

### 2014-15 School Quality Snapshot / D75

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**DRAFT NYC Department of Education**  
Chancellor Carmen Fariña

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- **Grades Served:** lists the current grades students are in (PK is Pre-Kindergarten; OK is Kindergarten; SE is Special Education).
- **Number of sites:** is the number of school buildings in which this D75 school is located. The contact information and location provided is that of the main site/office.
- **English Language Learners:** is the percentage of students at the school whose native language is a language other than English. Additional information can be found here: <http://schools.nyc.gov/Academics/ELL/default.htm>
- **Years of Principal Experience at this School:** is the number of years that the principal, listed at the top of this section, has served as a principal at this school.
- **% of teachers with 3 or more years of experience:** is the percentage of teachers at the school who have 3 or more years of teaching experience.
- **Change in Student Attendance:** is the increase/decrease in the overall attendance rate for the school's student population.
- **Teacher Attendance:** is the amount of time (on average) that all teachers at the school were in attendance for the previous school year.
- **Programs:** is the percentage of students at the school who attend certain special classes based on staffing ratios or their disability status. Additional information about staffing ratios can be found here: [http://schools.nyc.gov/documents/d75/district/staffing\\_ratios.pdf](http://schools.nyc.gov/documents/d75/district/staffing_ratios.pdf)

## All Schools

**NYC School Survey:** Every year, all parents, teachers, and students in grades 6–12 take the NYC School Survey. Last year, over 950,000 NYC parents, students, and teachers provided feedback on their school’s learning environment through the survey. The survey is aligned to the Framework for Great Schools, and collects important information about a school’s ability to improve student achievement by measuring how strong the school is on these elements according to the community. To learn more, visit <http://schools.nyc.gov/Accountability/tools/survey>.

- **Programs and Activities:** is the percentage of parents who responded positively to the stated question about the school’s programs and activities.
- **IEP Process:** is the percentage of parents who responded positively to the stated question about the IEP process.

## Performance on Assessments

**Growth percentile:** Growth percentiles reflect the percentage of students with similar academic histories and demographic characteristics that a student outperforms. For example, a growth percentile of 60 means that a student performed better than 60% of students with similar academic histories and student characteristics.

**City:** and **District:** and **Citywide D75 Average:** are the performance results across NYC, the Community School District, and all D75 schools.

- **Local Assessments:** is the average growth percentile for students at the school who received scores on Local Assessments (Examples of local assessments include: Student Annual Needs Determination Inventory (SANDI) and the web-based Assessment of Basic Language and Learning Skills (WebABLLS)). For more information on local assessments and

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**DRAFT NYC Department of Education**  
Charter-Centered Public

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other measures of student learning, please visit:

<http://www.uft.org/files/attachments/mosl-2015-16.pdf>

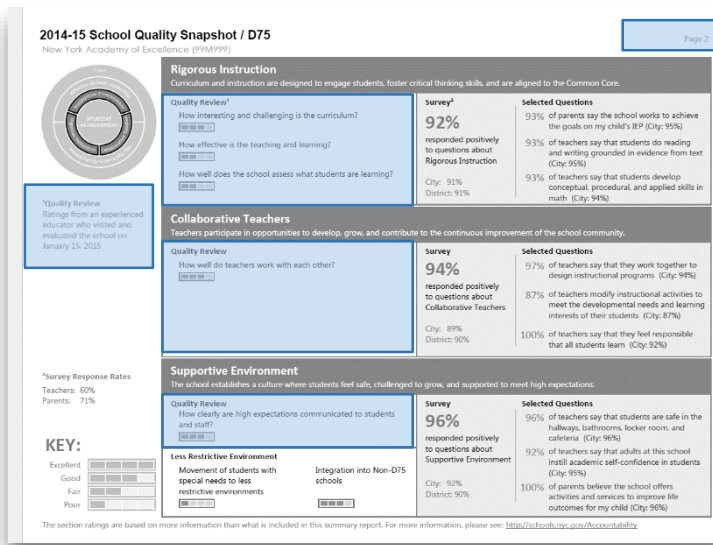
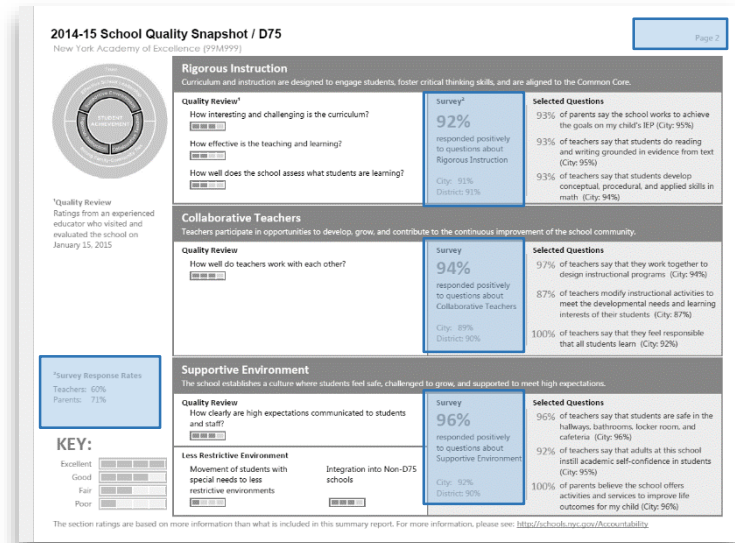
- **State Alternative Assessments:** is the average growth percentile for students at the school who received scores on state alternative assessments (NYSAA).
- **Standard English Assessments:** is the average growth percentile for students at the school who received scores on NYS English exams.
- **Standard Math Assessments:** is the average growth percentile for students at the school who received scores on NYS Math exams.

### Framework Element Sections (Pages 2-3)

The ratings for each of the Framework for Great Schools elements include the results of the school's Quality Review (Page 2), and NYC School Survey (Pages 2 and 3).

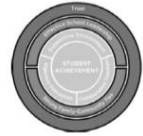
- **Quality Review:** Schools across NYC receive a one or two day school visit by an experienced educator who visits classrooms, talks with parents, students, teachers, and school leaders, to evaluate how well the school is working to improve student achievement. Quality review ratings are based on the school visit. To learn more, visit <http://schools.nyc.gov/Accountability/tools/review>

- **Survey Response Rate**—Survey participation varies from school to school, and each school's response rate is noted to the left on page 3 and 4 of the School Quality Snapshot.
- **Survey**—These numbers show the percentage of teachers or parents who responded positively on the NYC School Survey to all questions related to this part of the Framework.



**2014-15 School Quality Snapshot / D75**

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**Effective School Leadership**

School leadership inspires the school community with a clear instructional vision and effectively distributes leadership to realize this vision.

**Survey\***  
**87%**  
 responded positively to questions about Effective School Leadership  
 City: 81%  
 District: 81%

**Selected Questions**  
 90% of teachers say that the principal communicates a clear vision for this school (City: 88%)  
 86% of teachers say that curriculum and instruction are well coordinated across different grade levels (City: 83%)  
 98% of parents feel that the principal works to create a sense of community in the school (City: 91%)

**Additional Information**  
 This report is intended to provide a useful summary of school information, but it does not cover everything.  
 To learn more, parents are encouraged to review additional resources, such as the Quality Review and the NYC School Survey, and to speak with members of the school community.

**Strong Family-Community Ties**

The school forms effective partnerships with families and outside organizations to improve the school.

**Survey**  
**94%**  
 responded positively to questions about Strong Family-Community Ties  
 City: 85%  
 District: 87%

**Selected Questions**  
 94% of parents say that school staff regularly communicate with them about how the staff can help their children learn (City: 92%)  
 97% of parents feel that teachers try to understand families' problems and concerns (City: 94%)  
 100% of teachers say that teachers at this school work closely with families to meet students' needs (City: 97%)

**Trust**

Relationships between administrators, educators, students, and families are based on trust and respect.

**Survey**  
**95%**  
 responded positively to questions about Trust  
 City: 91%  
 District: 91%

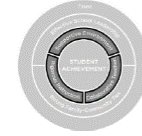
**Selected Questions**  
 90% of teachers say that they trust the principal (City: 83%)  
 97% of teachers say that they trust each other (City: 87%)  
 95% of parents say that school staff work hard to build trusting relationships with them (City: 93%)

**Survey Response Rates**  
 Teachers: 60%  
 Parents: 71%

For more information on this document: <http://schools.nyc.gov/IR/teachers/0985099-3268-4708-8746-5AF805297270/QualityReview/amblydavid2013.pdf>  
 Quality Review: [http://schools.nyc.gov/IR/SchoolQuality/013-15/Quality\\_Review\\_2013\\_H07\\_M999.pdf](http://schools.nyc.gov/IR/SchoolQuality/013-15/Quality_Review_2013_H07_M999.pdf)  
 NYC School Survey: [http://schools.nyc.gov/IR/SchoolQuality/013-15/Survey\\_2014\\_M999.pdf](http://schools.nyc.gov/IR/SchoolQuality/013-15/Survey_2014_M999.pdf)

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**Rigorous Instruction**

Curriculum and instruction are designed to engage students, foster critical thinking skills, and are aligned to the Common Core.

**Quality Review\***  
**How interesting and challenging is the curriculum?**  
 How effective is the teaching and learning?  
 How well does the school assess what students are learning?

**Survey\***  
**92%**  
 responded positively to questions about Rigorous Instruction  
 City: 91%  
 District: 91%

**Selected Questions**  
 93% of parents say the school works to achieve the goals on my child's IEP (City: 95%)  
 93% of teachers say that students do reading and writing grounded in evidence from text (City: 95%)  
 93% of teachers say that students develop conceptual, procedural, and applied skills in math (City: 94%)

**\*Quality Review**  
 Ratings from an experienced educator who visited and evaluated the school on January 15, 2015

**Collaborative Teachers**

Teachers participate in opportunities to develop, grow, and contribute to the continuous improvement of the school community.

**Quality Review**  
**How well do teachers work with each other?**

**Survey**  
**94%**  
 responded positively to questions about Collaborative Teachers  
 City: 89%  
 District: 90%

**Selected Questions**  
 97% of teachers say that they work together to design instructional programs (City: 94%)  
 87% of teachers modify instructional activities to meet the developmental needs and learning interests of their students (City: 87%)  
 100% of teachers say that they feel responsible that all students learn (City: 92%)

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**KEY:**



**Supportive Environment**

The school establishes a culture where students feel safe, challenged to grow, and supported to meet high expectations.

**Quality Review**  
**How clearly are high expectations communicated to students and staff?**

**Survey**  
**96%**  
 responded positively to questions about Supportive Environment  
 City: 92%  
 District: 90%

**Selected Questions**  
 96% of teachers say that students are safe in the hallways, bathrooms, locker room, and cafeteria (City: 96%)  
 92% of teachers say that adults at this school instill academic self-confidence in students (City: 93%)  
 100% of parents believe the school offers activities and services to improve life outcomes for my child (City: 96%)

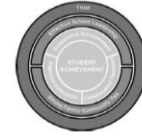
The section ratings are based on more information than what is included in this summary report. For more information, please see: <http://schools.nyc.gov/Accountability>

- Selected Questions: —These numbers show the percentage of teachers or parents who responded positively on the NYC School Survey to the questions listed. For more information about school survey, please visit:

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- **Less Restrictive Environment** —This section shows how well a school provides opportunities for students to be educated with non-disabled peers.
- **Movement of students with special needs to less restrictive environments**— This rating shows how well a school integrates students into a less restrictive classroom environment within District 75.
- **Integration into Non-D75 schools**— This rating shows how well a school integrates students into a less restrictive classroom environment outside of District 75.

