

School Quality Guide

2013–2014

School: Middle School of New York
DBN: 99A999
Principal: Jane Doe
Report Type: Middle School

In this report:

School Overview	1
School Quality Guide Summary	2
Quality Review	3–4
Graphs Walk-Through	5
Student Progress	6
Student Achievement	7–9
School Environment	10
Closing the Achievement Gap	11
Summary of Section Ratings	12–13
Additional Information	14
Peer Group Schools	15
Metric Targets for 2014–15	16

School Overview

Grade	Enrollment		
	2011–2012	2012–2013	2013–2014
6 th Grade	183	161	164
7 th Grade	162	172	174
8 th Grade	157	156	140
All Students	502	489	478

Student Population Characteristics	2011–2012	2012–2013	2013–2014
% English Language Learners	37%	36%	35%
% Students with IEPs	14%	14%	17%
% Students with IEPs spending less than 20% time with non-disabled peers	3%	3%	3%
% Free Lunch Eligible	86%	86%	87%
% Temporary Housing	2%	2%	2%
% Overage	2%	2%	2%
% Asian	9%	10%	10%
% Black	8%	6%	5%
% Hispanic	80%	82%	81%
% White	3%	2%	4%
% Other	0%	0%	0%
Average Incoming ELA Proficiency (based on 4th grade)	2.75	2.79	2.80
Average Incoming Math Proficiency (based on 4th grade)	2.97	3.01	3.25

NOTE: The purpose of this sample report is to show the layout and content for the School Quality Guide. The school described in this report is not real and the data in the report are fictitious.

School Quality Guide Summary

Quality Review

Dates of Review: April 4–5, 2013
Principal at Time of Review: Jane Doe

UNDERDEVELOPED

DEVELOPING

PROFICIENT

WELL DEVELOPED

Student Progress

NOT MEETING TARGET

APPROACHING TARGET

MEETING TARGET

EXCEEDING TARGET

Student Achievement

NOT MEETING TARGET

APPROACHING TARGET

MEETING TARGET

EXCEEDING TARGET

School Environment

NOT MEETING TARGET

APPROACHING TARGET

MEETING TARGET

EXCEEDING TARGET

Closing the Achievement Gap

NOT MEETING TARGET

APPROACHING TARGET

MEETING TARGET

EXCEEDING TARGET

SPECIAL RECOGNITION



NOTE: The purpose of this sample report is to show the layout and content for the School Quality Guide. The 2 school described in this report is not real and the data in the report are fictitious.

Quality Review

QR Lead Reviewer: John Smith

Dates of Review: April 4–5, 2013

Principal at Time of Review: Jane Doe

To what extent does the school...	2012–2013
<p>1.1 <i>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?</i></p>	 WELL DEVELOPED
<p><u>Excerpt:</u> Teachers routinely plan and effectively refine units of study aligned to Common Core Learning Standards (CCLS) that ensure student engagement and promote coherence across grades.</p>	
<p>1.2 <i>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?</i></p>	 PROFICIENT
<p><u>Excerpt:</u> Enhance instruction to ensure teachers strategically provide multiple entry points in lessons to engage students in challenging tasks, discussions that promote critical thinking, and ownership of their learning.</p>	
<p>2.2 <i>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?</i></p>	 PROFICIENT
<p><u>Excerpt:</u> The school's assessment practices are well aligned to curricula and standards, resulting in effective adjustments to instruction to meet learning needs, as well as actionable feedback to students.</p>	
<p>3.4 <i>Establish a culture for learning that communicates high expectations to staff, students and families, and provide supports to achieve those expectations?</i></p>	 PROFICIENT
<p><u>Excerpt:</u> N/A — This indicator was rated but not written about in the school's final report.</p>	
<p>4.2 <i>Engage in structured professional collaborations on teams using an inquiry approach that promotes shared leadership and focuses on improved student learning?</i></p>	 PROFICIENT
<p><u>Excerpt:</u> N/A — This indicator was rated but not written about in the school's final report.</p>	

NOTE: The purpose of this sample report is to show the layout and content for the School Quality Guide. The 3 school described in this report is not real and the data in the report are fictitious.

Quality Review — continued

QR Lead Reviewer: John Smith

Dates of Review: February 4–5, 2013

Principal at Time of Review: Jane Doe

Areas of Celebration

- Rigorous, engaging, and coherent curricula aligned to the Common Core Learning Standards
- Curricula-aligned assessment practices that inform instruction
- Teacher teams engaged in collaborative practice using the inquiry approach to improve classroom practice

Areas of Focus

- Research-based, effective instruction that yields high-quality student work
- Establishing a culture of learning that communicates high expectations with supports
- Structures for positive learning environment, inclusive culture, and student success

NOTE: The purpose of this sample report is to show the layout and content for the School Quality Guide. The 4 school described in this report is not real and the data in the report are fictitious.

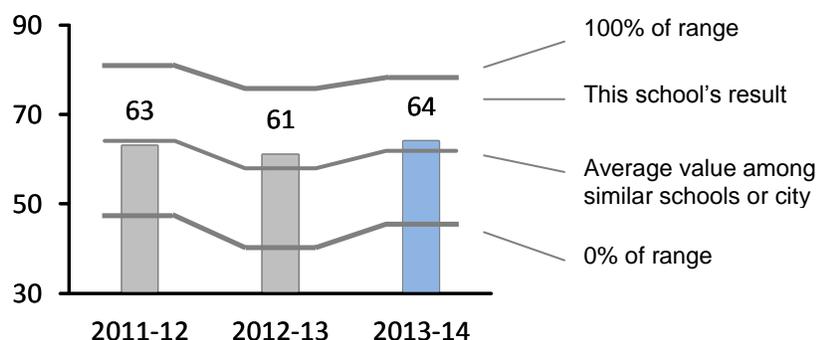
Graphs Walk-Through

How to Interpret the Graphs Used in the Remainder of the Report

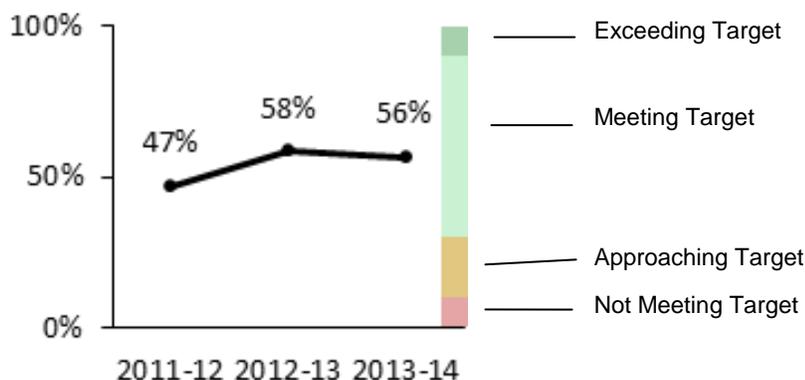
Most of the remaining metrics in the report are presented through two standard graphs, which are intended to help place the school's performance in context.

The first graph shows the school's performance on each metric and compares it to the range of performance by peer schools and city schools overall. A middle school's comparison group of peer schools is determined by its students' average proficiency on 4th grade ELA and math tests, percent of students with disabilities, and percent of students two or more years overage upon entry into 6th grade. The graph displays several different values:

- The bars show the school's values on the metric for the last three years, with the school's numerical values displayed above the bars. These bars can show trends over time in the school's own performance.
- The dark line shows the average value for peer schools or the city, depending on which comparison group is being used. Comparing the top of the bar with the dark line shows whether the school is above or below the average of the comparison group.
- Dotted lines show the bottom and top of the "range" 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 dotted line shows the values at the bottom of the range for the comparison group and the higher dotted line shows the values at the top of the range for the comparison group. The position of the bar between the two dotted lines shows visually where the school falls within the distribution of values.



The second 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 yellow, and Not Meeting Target is shown in red.



NOTE: The purpose of this sample report is to show the layout and content for the School Quality Guide. The 5 school described in this report is not real and the data in the report are fictitious.

Student Progress

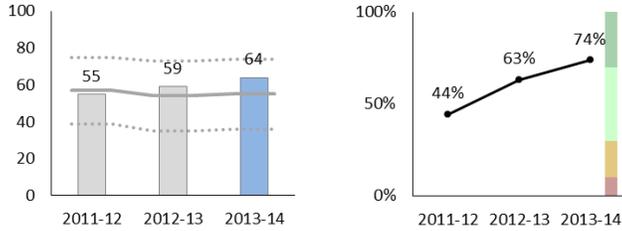
MEETING TARGET

Student Progress includes growth metrics based on how students improved on the state tests between 2013 and 2014.

English Median Adjusted Growth Percentile (n=325)

This metric calculates the median adjusted growth percentile of a school's eligible students. A student's growth percentile compares his or her growth to the growth of all students in the City who started at the same level of proficiency the year before.

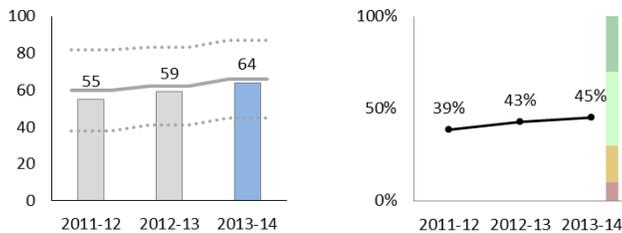
Peer



School and Peer Values

Percent of Peer Range

City



School and City Values

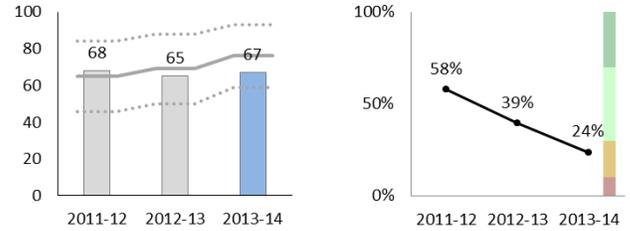
Percent of City Range

In 2013-14, the school's percent of peer range on this metric was 56% and the school's percent of city range was also 56%. This results in the school Meeting Target on this metric.

Math Median Adjusted Growth Percentile (n=351)

This metric calculates the median adjusted growth percentile of a school's eligible students. A student's growth percentile compares his or her growth to the growth of all students in the City who started at the same level of proficiency the year before.

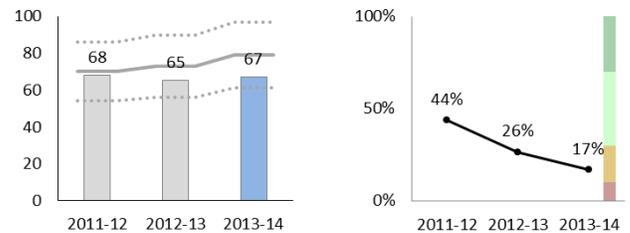
Peer



School and Peer Values

Percent of Peer Range

City



School and City Values

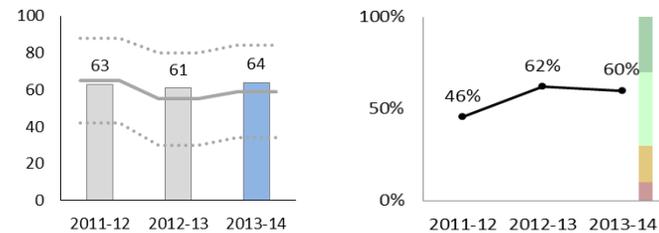
Percent of City Range

In 2013-14, the school's percent of peer range on this metric was 56% and the school's percent of city range was also 56%. This results in the school Meeting Target on this metric.

English Median Adjusted Growth Percentile for School's Lowest Third (n=112)

This metric calculates the median adjusted growth percentile of a school's lowest third of students in prior year English scores. A student's growth percentile compares his or her growth to the growth of all students in the City who started at the same level of proficiency the year before.

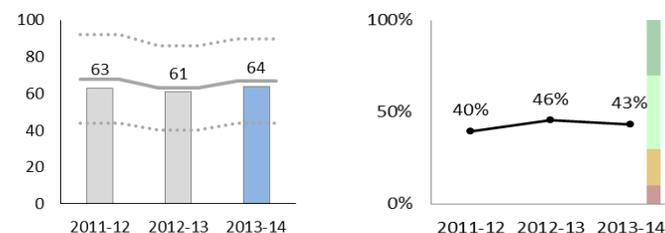
Peer



School and Peer Values

Percent of Peer Range

City



School and City Values

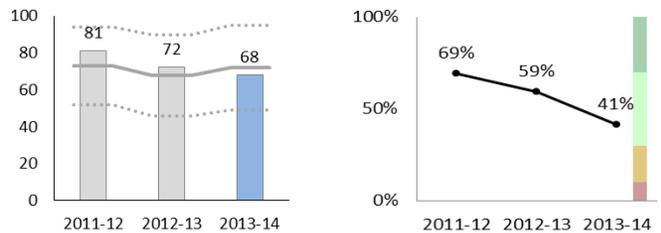
Percent of City Range

In 2013-14, the school's percent of peer range on this metric was 56% and the school's percent of city range was also 56%. This results in the school Meeting Target on this metric.

Math Median Adjusted Growth Percentile for School's Lowest Third (n=114)

This metric calculates the median adjusted growth percentile of a school's lowest third of students in prior year Math scores. A student's growth percentile compares his or her growth to the growth of all students in the City who started at the same level of proficiency the year before.

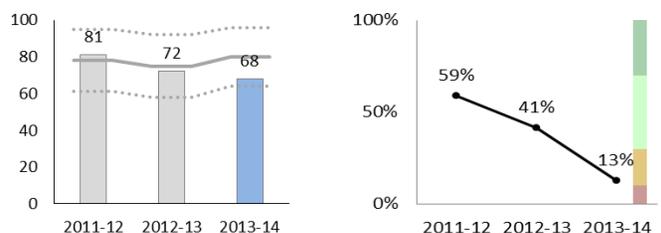
Peer



School and Peer Values

Percent of Peer Range

City



School and City Values

Percent of City Range

In 2013-14, the school's percent of peer range on this metric was 56% and the school's percent of city range was also 56%. This results in the school Meeting Target on this metric.

NOTE: The purpose of this sample report is to show the layout and content for the School Quality Guide. The 6 school described in this report is not real and the data in the report are fictitious.

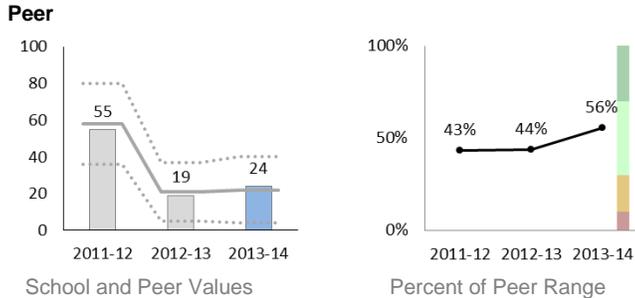
Student Achievement

MEETING TARGET

Student Achievement is based on results on the 2014 state tests in English and Math, core course pass rates, and measures of next-level readiness.

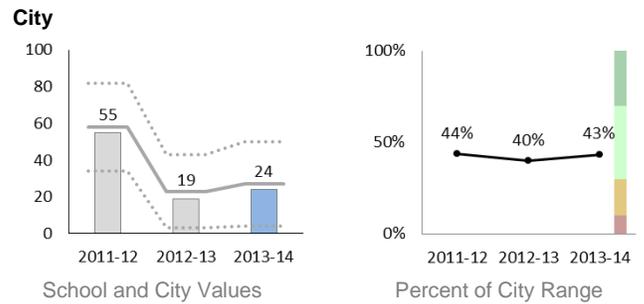
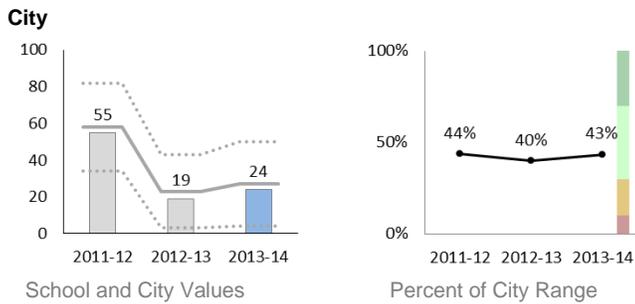
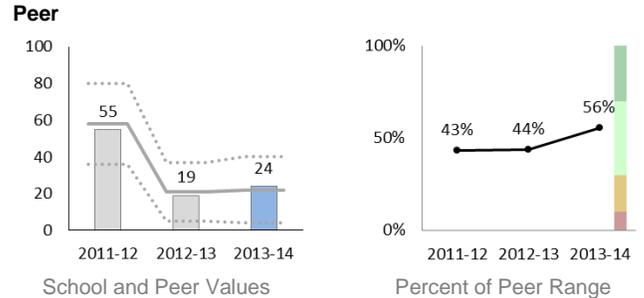
English – Percentage of Students at Level 3 or 4 (n=384)

This metric shows the percentage of students who are performing at or above proficiency as defined by New York State on Common Core ELA exams in the current year. This is the percentage of students at either Level 3 (proficient) or Level 4 (advanced).



Mathematics – Percentage of Students at Level 3 or 4 (n=415)

This metric shows the percentage of students who are performing at or above proficiency as defined by New York State on Common Core math exams in the current year. This is the percentage of students at either Level 3 (proficient) or Level 4 (advanced).

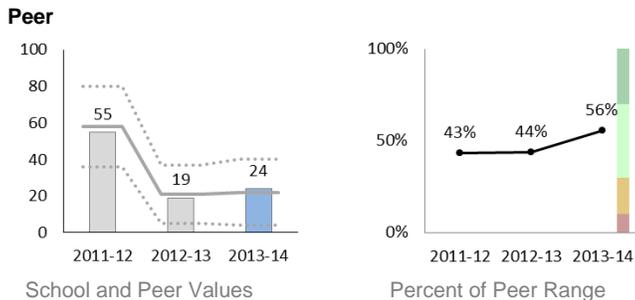


In 2013-14, the school's percent of peer range on this metric was 56% and the school's percent of city range was also 56%. This results in the school Meeting Target on this metric.

In 2013-14, the school's percent of peer range on this metric was 56% and the school's percent of city range was also 56%. This results in the school Meeting Target on this metric.

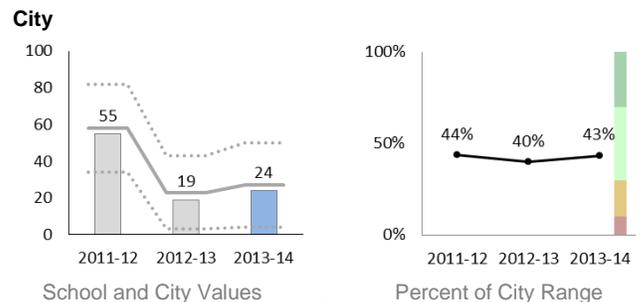
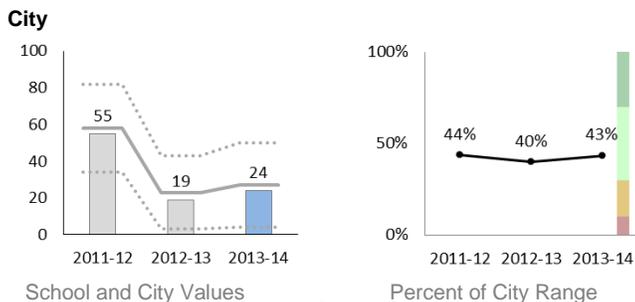
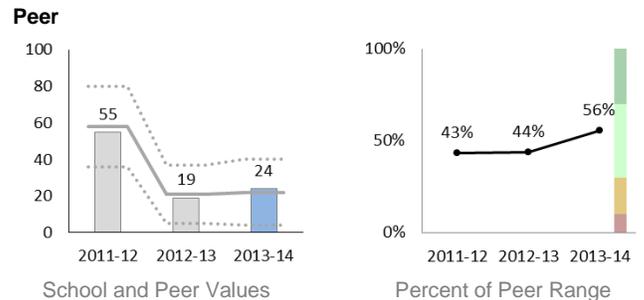
English – Average Student Proficiency (n=384)

This metric represents the average (mean) Proficiency Rating in ELA for all students attributed to the school. The Average Proficiency Rating is measured on a scale of 1.00 to 4.50, and is based on students' scale scores on the State exams in ELA.



Mathematics – Average Student Proficiency (n=415)

This metric represents the average (mean) Proficiency Rating in Math for all students attributed to the school. The Average Proficiency Rating is measured on a scale of 1.00 to 4.50, and is based on students' scale scores on the State exams in Math.



In 2013-14, the school's percent of peer range on this metric was 56% and the school's percent of city range was also 56%. This results in the school Meeting Target on this metric.

In 2013-14, the school's percent of peer range on this metric was 56% and the school's percent of city range was also 56%. This results in the school Meeting Target on this metric.

NOTE: The purpose of this sample report is to show the layout and content for the School Quality Guide. The 7 school described in this report is not real and the data in the report are fictitious.

Student Achievement — continued

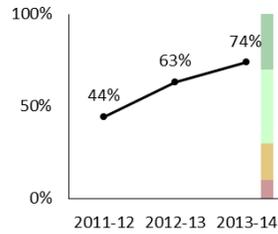
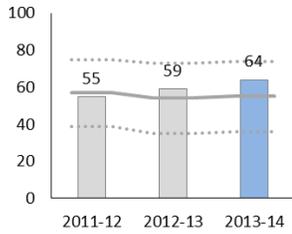
MEETING TARGET

Student Achievement is based on results on the 2014 state tests in English and Math, core course pass rates, and measures of next-level readiness.

Percent of Students Passing an English Course (n=403)

This metric indicates the percentage of students in 6th through 8th grade who received a passing grade in a full year course in English.

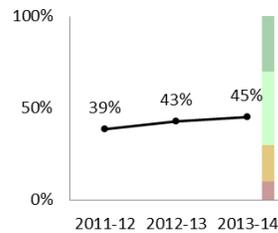
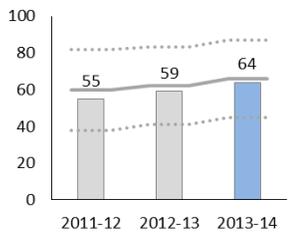
Peer



School and Peer Values

Percent of Peer Range

City



School and City Values

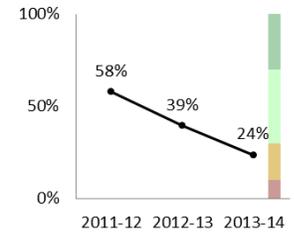
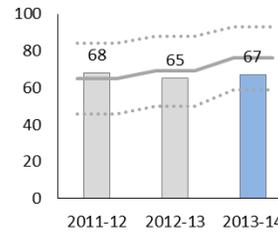
Percent of City Range

In 2013-14, the school's percent of peer range on this metric was 56% and the school's percent of city range was also 56%. This results in the school Meeting Target on this metric.

Percent of Students Passing a Math Course (n=403)

This metric indicates the percentage of students in 6th through 8th grade who received a passing grade in a full year course in Math.

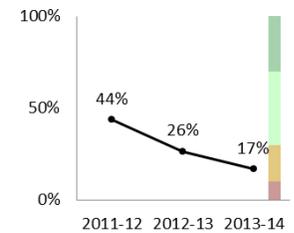
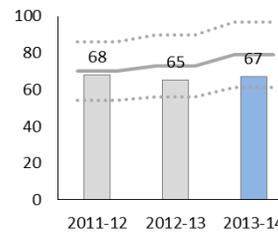
Peer



School and Peer Values

Percent of Peer Range

City



School and City Values

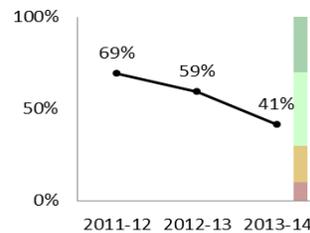
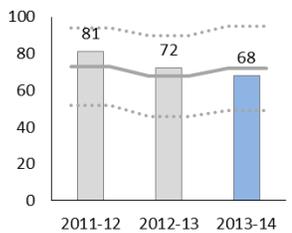
Percent of City Range

In 2013-14, the school's percent of peer range on this metric was 56% and the school's percent of city range was also 56%. This results in the school Meeting Target on this metric.

Percent of Students Passing a Science Course (n=403)

This metric indicates the percentage of students in 6th through 8th grade who received a passing grade in a full year course in Science.

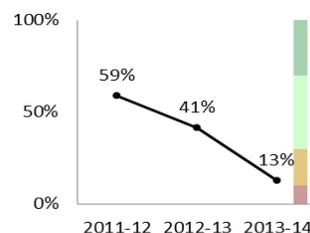
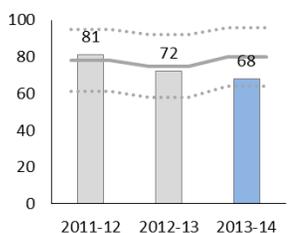
Peer



School and Peer Values

Percent of Peer Range

City



School and City Values

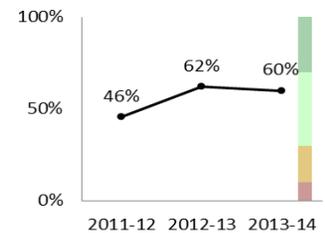
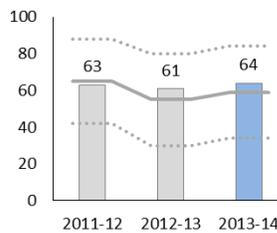
Percent of City Range

In 2013-14, the school's percent of peer range on this metric was 56% and the school's percent of city range was also 56%. This results in the school Meeting Target on this metric.

Percent of Students Passing a Social Studies Course (n=403)

This metric indicates the percentage of students in 6th through 8th grade who received a passing grade in a full year course in Social Studies.

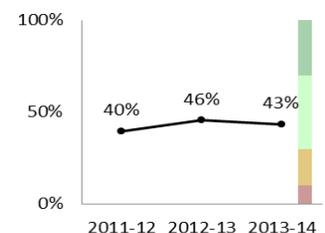
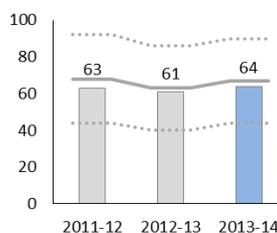
Peer



School and Peer Values

Percent of Peer Range

City



School and City Values

Percent of City Range

In 2013-14, the school's percent of peer range on this metric was 56% and the school's percent of city range was also 56%. This results in the school Meeting Target on this metric.

NOTE: The purpose of this sample report is to show the layout and content for the School Quality Guide. The 8 school described in this report is not real and the data in the report are fictitious.

Student Achievement — continued

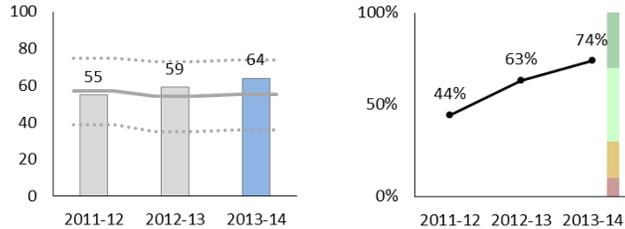
MEETING TARGET

Student Achievement is based on results on the 2014 state tests in English and Math, core course pass rates, and measures of next-level readiness.

Percent of 8th Graders Earning High School Credit (n=153)

This metric indicates the percentage of students in 8th grade who have passed a high school level course and the related Regents exam by June of their 8th grade year.

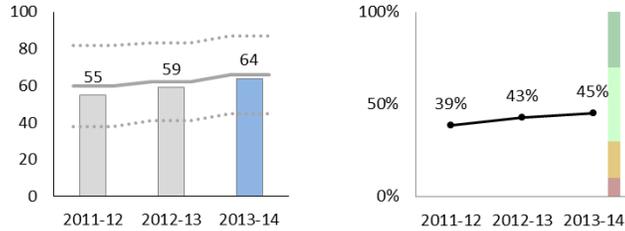
Peer



School and Peer Values

Percent of Peer Range

City



School and City Values

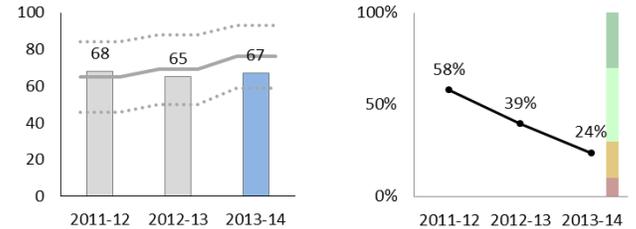
Percent of City Range

In 2013-14, the school's percent of peer range on this metric was 56% and the school's percent of city range was also 56%. This results in the school Meeting Target on this metric.

9th Grade Adjusted Credit Accumulation of Former 8th Graders (n=145)

This metric is based upon the credit accumulation of the school's 2012-13 8th graders who, in 2013-14, attended a NYC DOE high school.

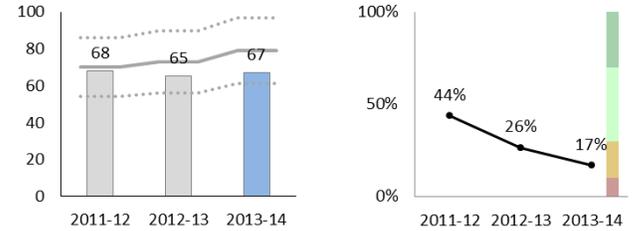
Peer



School and Peer Values

Percent of Peer Range

City



School and City Values

Percent of City Range

In 2013-14, the school's percent of peer range on this metric was 56% and the school's percent of city range was also 56%. This results in the school Meeting Target on this metric.

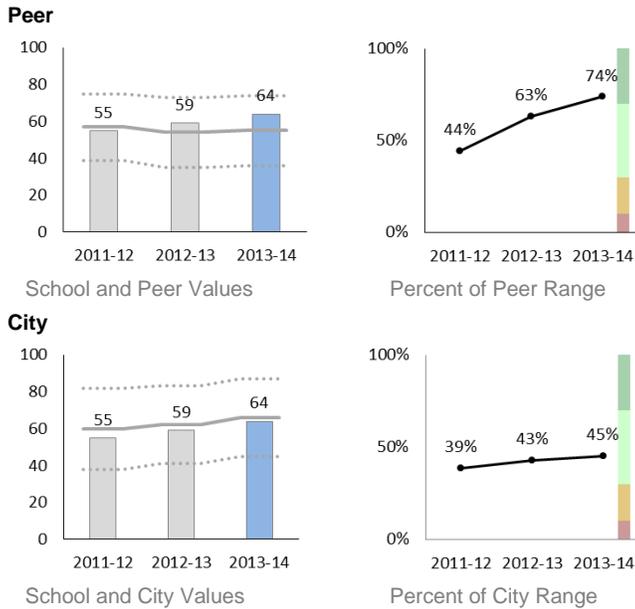
School Environment

MEETING TARGET

The NYC School Survey is administered annually to all parents, all teachers, and students in grades 6–12. Through the survey, these members of school communities respond to questions that gauge their satisfaction with elements of the school's learning environment. In 2013–14 accountability reports, these responses were reorganized to broadly align to guiding concepts in the Quality Review rubric: the instructional core, school culture, and systems for improvement. Please note that this organization is designed to help school communities better interpret survey responses, but survey responses do not contribute to Quality Review ratings in these categories.

Survey Satisfaction related to Instructional Core

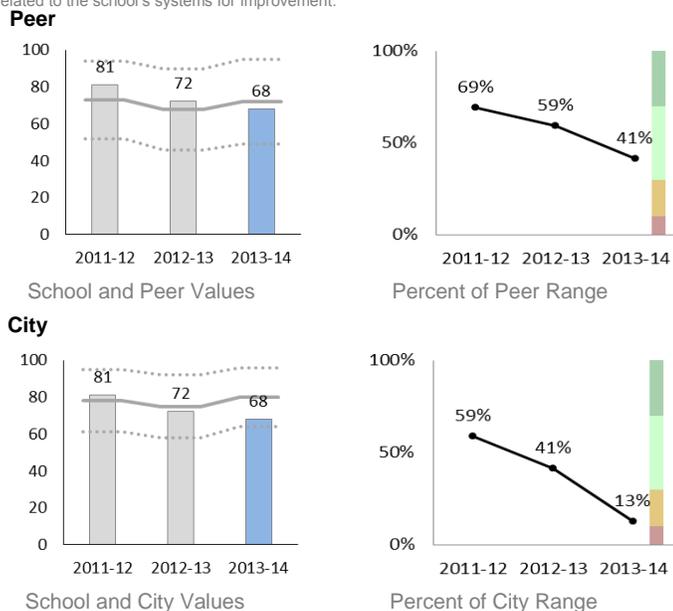
This metric shows the average percent of positive responses to the NYC School Survey questions related to the school's instructional core.



In 2013-14, the school's percent of peer range on this metric was 56% and the school's percent of city range was also 56%.

Survey Satisfaction related to Systems for Improvement

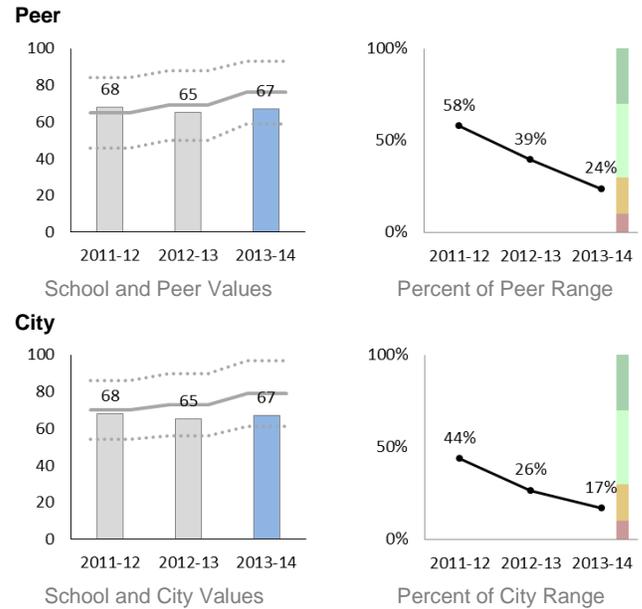
This metric shows the average percent of positive responses to the NYC School Survey questions related to the school's systems for improvement.



In 2013-14, the school's percent of peer range on this metric was 56% and the school's percent of city range was also 56%.

Survey Satisfaction related to School Culture

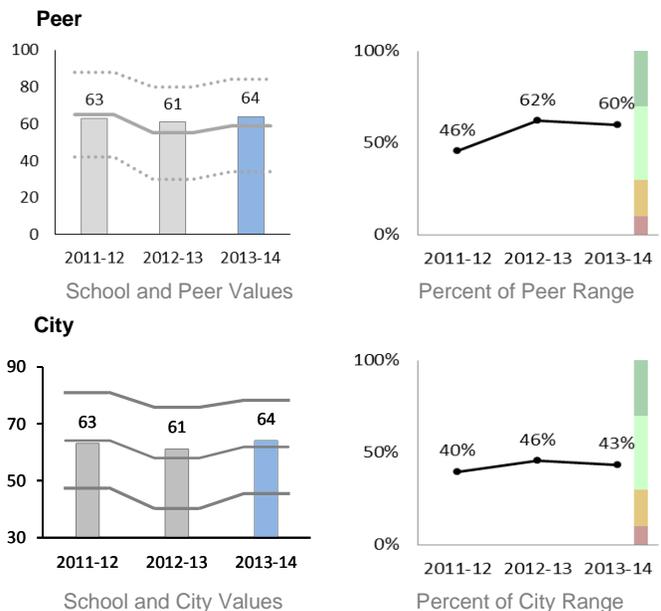
This metric shows the average percent of positive responses to the NYC School Survey questions related to the school's culture.



In 2013-14, the school's percent of peer range on this metric was 56% and the school's percent of city range was also 56%.

Attendance

The attendance rate includes the attendance for all K-8 students on a school's register at any point during the school year (September through June).



In 2013-14, the school's percent of peer range on this metric was 56% and the school's percent of city range was also 56%. This results in the school Meeting Target on this metric.

NOTE: The purpose of this sample report is to show the layout and content for the School Quality Guide. The 10 school described in this report is not real and the data in the report are fictitious.

Closing the Achievement Gap

MEETING TARGET

Closing the Achievement Gap measures the extent to which the school serves and succeeds with students in special populations.

	2011-12		2012-13		2013-14	
	SCHOOL'S RESULTS	POPULATION PERCENTAGE	SCHOOL'S RESULTS	POPULATION PERCENTAGE	SCHOOL'S RESULTS	POPULATION PERCENTAGE
Percent at Level 3 or 4						
English						
Self-Contained (n=23)	5.2%	7.9%	3.9%	8.0%	3.5%	7.7%
Integrated Co-Teaching (ICT) (n=32)	13.3%	4.4%	9.3%	4.6%	9.1%	4.3%
Special Education Teacher Support Services (SETSS) (n=37)	14.6%	5.6%	13.1%	5.8%	13.2%	5.5%
Math						
Self-Contained (n=23)	9.2%	7.9%	6.8%	7.9%	6.5%	7.9%
Integrated Co-Teaching (ICT) (n=32)	13.8%	4.4%	12.6%	4.5%	13.1%	4.7%
Special Education Teacher Support Services (SETSS) (n=37)	16.3%	5.6%	14.5%	5.7%	14.7%	5.8%
Percent at 75th Growth Percentile or Higher						
English						
English Language Learners (n=53)	57.6%	31.4%	54.4%	31.6%	54.0%	32.8%
Lowest Third Citywide (n=104)	62.8%	54.1%	61.3%	53.7%	62.1%	54.9%
Self-Contained/ICT/SETSS (n=78)	64.5%	17.6%	63.9%	17.2%	64.8%	17.5%
Black and Hispanic Males in Lowest Third Citywide (n=43)	73.4%	23.4%	71.4%	23.9%	69.8%	25.4%
Math						
English Language Learners (n=51)	61.2%	31.2%	59.8%	30.8%	59.2%	30.4%
Lowest Third Citywide (n=102)	66.3%	53.2%	64.5%	52.7%	63.8%	54.5%
Self-Contained/ICT/SETSS (n=81)	68.5%	17.7%	69.4%	18.0%	69.0%	17.9%
Black and Hispanic Males in Lowest Third Citywide (n=46)	71.9%	21.5%	73.5%	21.3%	72.4%	21.4%
Movement from SC/ICT/SETSS to Less Restrictive Environments (n=64)	0.64	18.1%	0.68	17.9%	0.71	17.5%
English Language Learner Progress (n=52)	49.5%	32.4%	51.3%	32.9%	52.8%	32.0%

NOTE: The purpose of this sample report is to show the layout and content for the School Quality Guide. The 11 school described in this report is not real and the data in the report are fictitious.

Summary of Section Ratings

This section shows how the ratings are calculated for the Student Progress, Student Achievement, School Environment, and Closing the Achievement Gap sections.

	This School's Results	Peer Comparison (weighted 75%)				City Comparison (weighted 25%)				Points Possible	Points Earned
		Peer Range		Percent of Peer Range	City Range		Percent of City Range				
		0%	Average		100%	0%		Average	100%		
Student Progress											
English Median Adjusted Growth Percentile (n=325)	66.3	48.5	62.4	76.2	64.3%	49.9	64.7	79.5	55.4%	25.0	15.5
Math Median Adjusted Growth Percentile (n=351)	60.2	38.1	59.6	81.0	51.5%	42.5	62.2	81.8	45.0%	25.0	12.5
English Median Adjusted Growth Percentile for School's Lowest Third (n=112)	77.5	70.1	80.7	91.2	35.1%	66.5	79.7	92.8	41.8%	25.0	9.2
Math Median Adjusted Growth Percentile for School's Lowest Third (n=114)	73.8	59.7	76.0	92.3	43.3%	58.4	74.4	90.4	48.1%	25.0	11.1

48.3

Student Progress Section Rating			
Not Meeting Target 27.4 or lower	Approaching Target 27.5 to 46.2	Meeting Target 46.3 to 65.1	Exceeding Target 65.2 or higher

Student Achievement

English - Percentage of Students at Level 3 or 4 (n=384)	21.0%	1.1%	15.3%	29.5%	70.1%	0.2%	20.4%	40.5%	51.6%	19.0	12.4
Math - Percentage of Students at Level 3 or 4 (n=415)	25.0%	1.3%	16.5%	31.7%	78.0%	0.1%	21.4%	42.7%	58.5%	19.0	13.9
English - Average Student Proficiency (n=384)	2.54	2.28	2.60	2.91	41.3%	1.67	2.42	3.16	58.4%	19.0	8.7
Math - Average Student Proficiency (n=415)	2.73	2.24	2.59	2.93	71.0%	1.65	2.47	3.28	66.3%	19.0	13.3
Percent of Students Passing an English Course (n=403)	93.7%	67.8%	83.9%	100.0%	80.4%	68.4%	84.2%	100.0%	80.1%	4.0	3.2
Percent of Students Passing a Math Course (n=403)	88.9%	69.7%	84.9%	100.0%	63.4%	68.7%	84.4%	100.0%	64.5%	4.0	2.5
Percent of Students Passing a Science Course (n=403)	95.5%	70.2%	85.1%	100.0%	84.9%	70.1%	85.1%	100.0%	84.9%	4.0	3.4
Percent of Students Passing a Social Studies Course (n=403)	92.8%	69.3%	84.7%	100.0%	76.5%	67.5%	83.8%	100.0%	77.8%	4.0	3.1
Percent of 8th Graders Earning High School Credit (n=153)	28.4%	4.0%	19.2%	34.3%	100.0%	0.0%	26.3%	52.6%	54.0%	4.0	3.5
9th Grade Adjusted Credit Accumulation of Former 8th Graders (n=145)	77.6%	68.0%	81.0%	94.0%	36.9%	65.0%	82.5%	100.0%	36.0%	4.0	1.5

65.5

Student Achievement Section Rating			
Not Meeting Target 25.3 or lower	Approaching Target 25.4 to 41.6	Meeting Target 41.7 to 65.8	Exceeding Target 65.9 or higher

School Environment

School Survey - Instructional Core	81.3%	70.2%	81.0%	91.8%	51.4%	71.5%	80.1%	88.7%	57.0%	22.2	11.7
School Survey - School Culture	79.8%	61.2%	73.4%	85.5%	76.5%	59.7%	73.0%	86.3%	75.6%	22.2	16.9
School Survey - Structures for Improvement	77.4%	58.9%	72.1%	85.2%	70.3%	61.3%	74.5%	87.6%	61.2%	22.2	15.1
Attendance	92.7%	86.3%	91.1%	95.8%	67.4%	86.9%	92.5%	98.0%	52.3%	33.3	21.2

64.9

School Environment Section Rating			
Not Meeting Target 39.5 or lower	Approaching Target 39.6 to 57.7	Meeting Target 57.8 to 75.4	Exceeding Target 75.5 or higher

NOTE: The purpose of this sample report is to show the layout and content for the School Quality Guide. The 12 school described in this report is not real and the data in the report are fictitious.

Summary of Section Ratings — continued

This section shows how the ratings are calculated for the Student Progress, Student Achievement, School Environment, and Closing the Achievement Gap sections.

Closing the Achievement Gap

	This School's Results	This School's Population Percentage	Fixed Point Value	Points Possible	Points Earned
Percent at Level 3 or 4					
English					
Self-Contained (n=23)	7.5%	20.2%	1.339	4.0	8.1
Integrated Co-Teaching (ICT) (n=32)	9.1%	15.4%	0.311	4.0	1.7
Special Education Teacher Support Services (SETSS) (n=37)	13.2%	10.5%	0.633	4.0	3.5
Math					
Self-Contained (n=23)	10.6%	21.2%	0.497	4.0	4.5
Integrated Co-Teaching (ICT) (n=32)	13.1%	14.6%	0.181	4.0	1.4
Special Education Teacher Support Services (SETSS) (n=37)	14.7%	12.1%	0.373	4.0	2.7
Percent at 75th Growth Percentile or Higher					
English					
English Language Learners (n=53)	64.5%	45.6%	0.019	4.0	2.2
Lowest Third Citywide (n=104)	62.1%	54.9%	0.011	4.0	1.5
Self-Contained/ICT/SETSS (n=78)	64.8%	25.6%	0.019	4.0	1.3
Black and Hispanic Males in Lowest Third Citywide (n=43)	69.8%	25.4%	0.022	4.0	1.6
Math					
English Language Learners (n=51)	74.2%	45.3%	0.020	4.0	2.7
Lowest Third Citywide (n=102)	63.8%	54.5%	0.012	4.0	1.7
Self-Contained/ICT/SETSS (n=81)	69.0%	17.9%	0.020	4.0	1.0
Black and Hispanic Males in Lowest Third Citywide (n=46)	72.4%	21.4%	0.025	4.0	1.5
Movement from SC/ICT/SETSS to Less Restrictive	1.17	19.4%	0.070	4.0	5.6
English Language Learner Progress (n=52)	63.4%	39.5%	0.018	4.0	1.8
					42.7

Closing the Achievement Gap Section Rating			
Not Meeting Target 24.8 or lower	Approaching Target 24.9 to 40.1	Meeting Target 40.2 to 60.7	Exceeding Target 60.8 or higher

NOTE: The purpose of this sample report is to show the layout and content for the School Quality Guide. The 13 school described in this report is not real and the data in the report are fictitious.

Additional Information

This page provides more granular data on students' state exam scores. It disaggregates these scores by grade and subject for 2013–14. While the numbers here do not individually count for points, the detailed deconstruction should provide deeper insight into 2013–14 student performance.

State Exam Scores by Grade	AVERAGE STUDENT PROFICIENCY	PERCENTAGE OF STUDENTS AT LEVEL 3 OR LEVEL 4	MEDIAN ADJUSTED GROWTH PERCENTILE
Mathematics			
6th Grade (n=124)	2.25	8.6%	63.0
7th Grade (n=130)	2.16	5.9%	72.0
8th Grade (n=145)	2.23	10.4%	77.0
English			
6th Grade (n=122)	2.09	2.1%	64.0
7th Grade (n=127)	2.05	4.8%	61.0
8th Grade (n=143)	2.18	9.5%	75.0
Science			
8th Grade (n=142)	2.79	73.9%	

Chronic Absenteeism	PERCENTAGE OF STUDENTS SCHOOLWIDE	AVERAGE OF SCHOOLS CITYWIDE
Students With Less Than 90% Attendance (n=703)	26.4%	20.5%

High School Readiness Indicators

% of 8th Graders Earning High School Credit						
FORMULA	(	% taking accelerated courses	) × (	% taking accelerated courses who passed	) =	% EARNING HIGH SCHOOL CREDIT
ALL SUBJECTS:	(	20.6%	) × (	90.2%	) =	18.6%
MATHEMATICS:	(	20.6%	) × (	84.5%	) =	17.4%
SCIENCE:	(	16.4%	) × (	85.8%	) =	14.1%
LANGUAGE OTHER THAN ENGLISH:	(	17.5%	) × (	97.9%	) =	17.1%

Long-Term Growth Percentile	THIS SCHOOL'S RESULTS	PEER AVERAGE	CITY AVERAGE
English (n=105)	62.0	58.5	60.9
Mathematics (n=110)	58.0	56.4	57.1

NOTE: The purpose of this sample report is to show the layout and content for the School Quality Guide. The 14 school described in this report is not real and the data in the report are fictitious.

Peer Group Schools

Each school's performance is compared to the performance of schools in its peer group. Peer schools are those New York City public schools with a student population most like this school's population, according to the peering characteristics. Each elementary and middle school has up to 40 peer schools and each K-8 school has up to 30 peer schools.

Peer groupings are created using a matching methodology that examines the mathematical difference between a school and all potential peers on the peering characteristics. Schools with the smallest difference across all the characteristics are peered together.

DBN	SCHOOL	AVERAGE ENGLISH PROFICIENCY	AVERAGE MATH PROFICIENCY	% STUDENTS WITH DISABILITIES	% OVERAGE
99A999	<u>Middle School of New York</u>	<u>2.83</u>	<u>3.23</u>	<u>15.8%</u>	<u>1.6%</u>
03A290	Peer School 1	2.85	3.24	12.3%	2.3%
05A703	Peer School 2	2.90	3.12	18.1%	1.4%
08A504	Peer School 3	2.88	3.08	16.6%	1.3%
08A529	Peer School 4	2.84	3.13	19.1%	1.0%
11B223	Peer School 5	2.86	3.27	11.7%	0.8%
13B709	Peer School 6	2.89	3.22	17.0%	2.1%
13B820	Peer School 7	2.77	3.14	13.5%	1.6%
14B364	Peer School 8	2.53	3.10	15.4%	1.3%
18B075	Peer School 9	2.89	3.18	14.3%	2.1%
18B091	Peer School 10	2.72	3.11	14.8%	2.9%
18B213	Peer School 11	2.68	3.27	13.7%	2.2%
18B574	Peer School 12	2.75	3.22	16.2%	2.8%
18B599	Peer School 13	2.79	3.24	15.6%	2.7%
20C108	Peer School 14	2.90	3.14	15.3%	3.2%
20C227	Peer School 15	2.86	3.23	16.3%	1.3%
20C302	Peer School 16	2.93	3.31	14.6%	2.5%
20C469	Peer School 17	2.81	3.30	13.1%	1.2%
21D294	Peer School 18	2.85	3.38	15.3%	1.4%
21D352	Peer School 19	2.78	3.27	16.6%	1.7%
21D355	Peer School 20	2.79	3.18	19.2%	0.5%
23D140	Peer School 21	2.83	3.30	17.9%	1.3%
23D281	Peer School 22	2.88	3.21	15.4%	0.9%
23D319	Peer School 23	2.80	3.35	16.1%	1.0%
23D508	Peer School 24	2.82	3.09	15.5%	1.3%
23D583	Peer School 25	2.81	3.23	13.1%	2.7%
23D615	Peer School 26	2.83	3.10	14.7%	2.4%
23D697	Peer School 27	2.74	3.18	14.2%	1.7%
24E321	Peer School 28	2.90	3.35	16.9%	2.8%
24E670	Peer School 29	2.83	3.37	12.7%	2.1%
25F117	Peer School 30	2.85	3.24	18.3%	1.9%
25F138	Peer School 31	2.91	3.41	16.8%	2.5%
25F463	Peer School 32	2.68	3.11	14.7%	2.3%
25F502	Peer School 33	2.84	3.20	15.6%	1.8%
28G313	Peer School 34	2.75	3.13	19.2%	1.2%
28G449	Peer School 35	2.87	3.24	16.8%	0.5%
29H105	Peer School 36	2.78	3.15	18.4%	2.9%
29H335	Peer School 37	2.82	3.10	15.7%	2.3%
29H724	Peer School 38	2.84	3.16	13.2%	2.5%
29H810	Peer School 39	2.86	3.24	12.4%	1.8%
31J298	Peer School 40	2.89	3.29	13.8%	2.4%
PEER GROUP AVERAGES		2.82	3.21	15.5%	1.9%

NOTE: The purpose of this sample report is to show the layout and content for the School Quality Guide. The 15 school described in this report is not real and the data in the report are fictitious.

Metric Targets for 2014–15

The previous pages in this report have shown the school's performance in 2013–14 and earlier. In contrast, this page is forward looking and shows targets connected to the category ratings for the 2014–15 school year.

This School's 2013-14 Results		2014-15 Metric Values Needed for Each Rating			
		Not Meeting Target	Approaching Target	Meeting Target	Exceeding Target
Student Progress					
English Median Adjusted Growth Percentile (n=325)	66.3	56.5 or lower	56.6 to 61.8	61.9 to 67.1	67.2 or higher
Math Median Adjusted Growth Percentile (n=351)	60.2	50.7 or lower	50.8 to 58.5	58.6 to 66.6	66.7 or higher
English Median Adjusted Growth Percentile for School's Lowest Third (n=112)	77.5	57.4 or lower	57.5 to 63.2	63.3 to 69.3	69.4 or higher
Math Median Adjusted Growth Percentile for School's Lowest Third (n=114)	73.8	52.3 or lower	52.4 to 59.7	59.8 to 70.1	70.2 or higher
Student Achievement					
English - Percentage of Students at Level 3 or 4 (n=384)	21.0%	6.1% or lower	6.2 to 14.4%	14.5 to 21.4%	22.5% or higher
Math - Percentage of Students at Level 3 or 4 (n=415)	25.0%	5.6% or lower	5.6 to 14.1%	14.2 to 23.3%	23.4% or higher
English - Average Student Proficiency (n=384)	2.54	2.04 or lower	2.05 to 2.35	2.36 to 2.61	2.62 or higher
Math - Average Student Proficiency (n=415)	2.73	1.99 or lower	2.00 to 2.34	2.35 to 2.68	2.69 or higher
Percent of Students Passing an English Course (n=403)	93.7%	67.4% or lower	67.5 to 79.5%	79.6 to 95.0%	95.1% or higher
Percent of Students Passing a Math Course (n=403)	88.9%	68.8% or lower	68.9 to 80.6%	80.7 to 90.7%	90.8% or higher
Percent of Students Passing a Science Course (n=403)	95.5%	69.8% or lower	69.9 to 81.4%	81.5 to 91.1%	91.2% or higher
Percent of Students Passing a Social Studies Course (n=403)	92.8%	68.5% or lower	68.6 to 82.1%	82.2 to 93.5%	93.6% or higher
Percent of 8th Graders Earning High School Credit (n=153)	28.4%	19.5% or lower	19.6 to 28.4%	28.5 to 35.4%	35.5% or higher
9th Grade Adjusted Credit Accumulation (n=145)	77.6%	68.8% or lower	68.9 to 75.6%	75.7 to 85.7%	85.8% or higher
School Environment					
School Survey - Instructional Core	81.3%	78.5% or lower	78.6 to 82.3%	82.4 to 85.9%	86.0% or higher
School Survey - School Culture	79.8%	70.6% or lower	70.7 to 75.1%	75.2 to 79.5%	79.6% or higher
School Survey - Systems for Improvement	77.4%	69.8% or lower	69.9 to 74.6%	74.7 to 79.3%	79.4% or higher
Attendance	92.7%	90.3% or lower	90.4 to 92.1%	92.2 to 93.8%	93.9% or higher

NOTE: The purpose of this sample report is to show the layout and content for the School Quality Guide. The 16 school described in this report is not real and the data in the report are fictitious.