



Understanding the Elementary and Middle School Quality Snapshots

Office of School Performance
November 2014

The New School Quality Reports

NYC Department of Education
Carmen Fariña, Chancellor

Middle School of New York (99A999)

Middle School Quality Snapshot

The School Quality Snapshot provides a summary of some key information. For more, please see:

School Quality Guide: http://schools.nyc.gov/OA/SchoolReports/2013-14/Quality_Guide_2014_A999.pdf
 Quality Review: http://schools.nyc.gov/OA/SchoolReports/2013-14/Quality_Review_2014_A999.pdf
 NYC School Survey: http://schools.nyc.gov/OA/SchoolReports/2013-14/Survey_2014_A999.pdf
 Middle School Directory: <http://schools.nyc.gov/Choices/Enrollment/Middle/Resources>

For more information about this document, please see the Family Guide to the School Quality Snapshot: <http://schools.nyc.gov/accountability/tools/familyguide>

2013-2014

NYC Department of Education
Carmen Fariña, Chancellor

School Quality Guide 2013-2014

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

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School Overview

Grade	Enrollment		
	2011-2012	2012-2013	2013-2014
6 th Grade	183	181	184
7 th Grade	182	172	174
8 th Grade	157	158	140
All Students	522	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	66%	66%	67%
% Temporary Housing	2%	2%	2%
% Overage	2%	2%	2%
% Asian	9%	10%	10%
% Black	8%	6%	5%
% Hispanic	80%	82%	81%
% White	3%	2%	2%
% 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)	2.87	3.01	3.25

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

Overview of School Quality Report Sections

- Neither report includes an overall rating.
- Instead, they include information about key areas of school quality:
 - Quality Review
 - Student Progress
 - Student Achievement
 - School Environment
 - College & Career Readiness (high school only)
 - Closing the Achievement Gap

Overview of the *School Quality Guide*



School Quality Guide
2013–2014

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School Overview

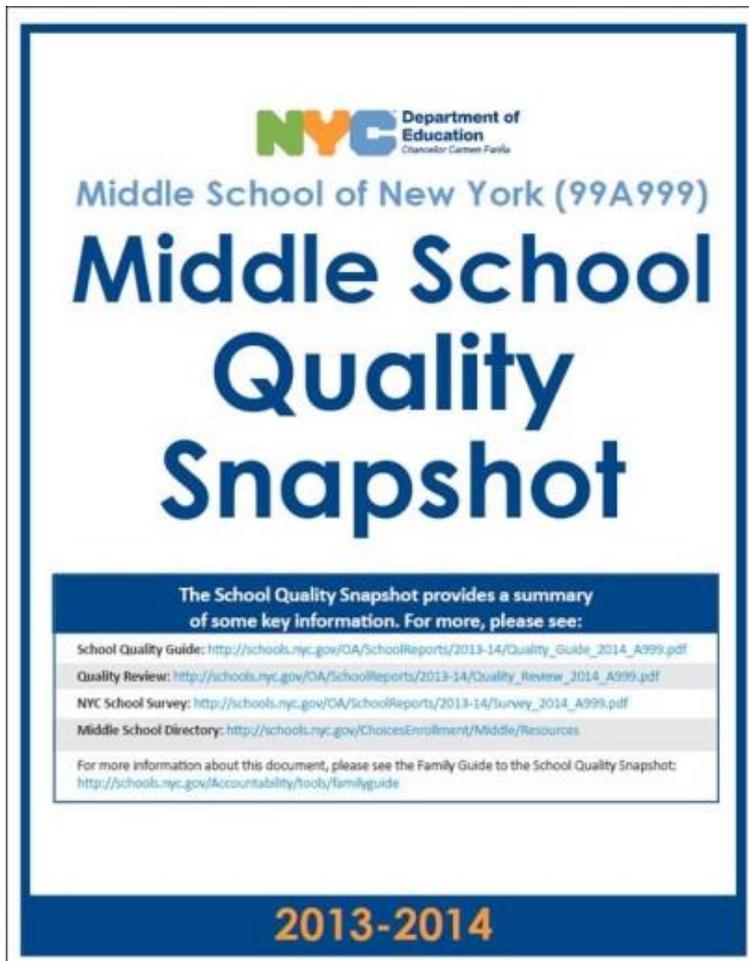
Grade	Enrollment		
	2011–2012	2012–2013	2013–2014
6 th Grade	153	151	154
7 th Grade	162	172	174
8 th Grade	157	155	140
All Students	502	499	478

Student Population Characteristics	2011–2012	2012–2013	2013–2014
% English Language Learners	37%	36%	35%
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Average Incoming ELA Proficiency (based on 4th grade)	2.75	2.79	2.80
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- Designed primarily for educators, also publicly available for anyone who wants to look deeper
- Includes multiple years of data to show trends over time
- No overall rating
- Includes a rating for each section based on meeting school-specific targets that take into account historical performance of similar schools and all schools citywide

Overview of the *School Quality Snapshot*



- Designed specifically for families
- Concise, user-friendly summary of school quality
- Multiple measures (of school's practices, environment, and performance)
- No overall or section ratings; includes comparisons to citywide and district averages
- New information about where students go after leaving the school

Snapshot – Quality Review

QUALITY REVIEW

An evaluation of the school by an experienced educator based on a formal school visit where the educator observed classrooms and spoke with parents, students, and school leaders. This tells us about the school's potential for improvement in the future, in contrast to the rest of the School Quality Snapshot, which focuses on how the school is doing now.

Most Recent Quality Review:
April 4-5, 2013

Principal at Time of Review:
Jane Doe

How interesting and challenging is the curriculum?



How effective is the teaching and learning?



How well does the school assess what students are learning?



How clearly are high expectations communicated to students and staff?



How well do teachers work with each other?



- Quality Review
 - Formal school visit by experienced educator
 - Observes classrooms, reviews documents, and speaks with parents, students, and school leaders
 - Evaluates how well the school is organized to improve student achievement
- Includes ratings in specific areas
 - Quality of the curriculum
 - Effectiveness of the teaching
 - Effective assessments of student learning
 - High expectations
 - Teacher collaboration
- For charter schools, there will be links to reports written by the authorizers

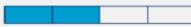
Snapshot – Student Progress

STUDENT PROGRESS

How much students at this school are learning each year. It is determined by comparing each student's test score in 2014 to the test scores of other students with the same test score in 2013 to see how much the student has grown academically.

Improvement on the State English test

All Students 

Lowest Performing Students 

Improvement on the State math test

All Students 

Lowest Performing Students 

- Shows student improvement on State math and ELA tests.
- Compares each student's 2014 test performance to other students in the city who started at the same level (i.e. others who scored at the same level as the student in 2013).
- “Lowest performing students”
 - Students who scored in the lowest third in the school (in each grade) on 2013 State tests.

Snapshot – Student Achievement

STUDENT ACHIEVEMENT

Student performance on the State tests in English and math; and achievement in high school after leaving this school

32% met State standards on the State English test; the average score at this school was 2.6 out of 4.5

City Average: 27% | District Average: 30%

30% met State standards on the State math test; the average score at this school was 2.5 out of 4.5

City Average: 29% | District Average: 32%

93% is the average pass rate for courses in math, English, social studies, and science

City Average: 89% | District Average: 91%

78% of this school's former 8th graders earn enough high school credit in 9th grade to be on track for high school graduation

City Average: 85% | District Average: 87%

- Performance on State math and ELA tests
 - Percentage of students at Level 3 or 4
 - Average score (on 1.0 – 4.5 scale)
- For middle schools, passing courses in core subjects
- Next-level readiness for both elementary and middle schools:
 - The school's former 5th graders passing their 6th grade core courses
 - The school's former 8th graders earning enough credits in 9th grade to be on track for graduation

Snapshot – School Environment

SCHOOL ENVIRONMENT

What it is like to be at this school. Parent, student, and teacher satisfaction based on the NYC School Survey.

78% students feel that their school offers enough variety of programs, classes and activities to keep them interested in school

City Average: 78% | Borough Average: 81%

93% of parents are satisfied with the education that their child has received

City Average: 95% | Borough Average: 96%

85% of students feel safe in the hallways, bathrooms, locker rooms, and cafeteria

City Average: 79% | Borough Average: 83%

86% of teachers would recommend this school to parents

City Average: 81% | Borough Average: 89%

- NYC School Survey
 - Administered annually to all parents, all teachers, and students in grades 6-12.
 - Measures satisfaction with various elements of school's environment.
 - Snapshot presents responses from parents, students, and teachers to specific questions from the survey
- For most questions, the percent satisfied is the percent that answered agree or strongly agree to the question

Snapshot – Closing the Achievement Gap

CLOSING THE ACHIEVEMENT GAP

How well schools are serving English Language Learners, Students with Special Needs, and students with low past performance. This is based on progress on the state test: comparing the 2014 test scores for each student to other students with the same test score in 2013 to see how much each student has growth academically.

Improvement by student group on the State English test compared to other students who scored at the same level



Improvement by student group on the State math test compared to other students who scored at the same level



Movement of Students with Special Needs to less restrictive environments

- Recognizes schools for significant gains with higher-need students
 - English Language Learners
 - Students with disabilities
 - Students who scored in the lowest third citywide on State tests in 2013
- Shows movement of students with disabilities to less restrictive environments that include more class time with non-disabled peers

Questions/Feedback?

SchoolPerformance@schools.nyc.gov