

# 2015–16 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 and provides an overall rating for student achievement results. Each element is described below:

- **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.

**2014-15 School Quality Snapshot / Transfer HS** DRAFT

<http://schools.nyc.gov/>


The New York City Transfer High School (99M999)



NYC Department of Education  
Operate. Connect. Inspire.

**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 3</a>
Collaborative Teachers	<a href="#">see page 3</a>
Supportive Environment	<a href="#">see page 3</a>
Effective School Leadership	<a href="#">see page 4</a>
Strong Family-Community Ties	<a href="#">see page 4</a>
Trust	<a href="#">see page 4</a>

**Student Achievement** [see page 2](#)

**School Overview**

Transfer Schools are small, academically rigorous, full-time high schools designed to re-engage students who have dropped out or who have fallen behind in credits. If you enroll in a Transfer School, you will:

- Attend regular classes Monday through Friday
- Participate in workshops and get support with academic and personal goals
- Have access to tutoring, Regents prep, and extracurricular activities
- Develop college and career plans for life after high school

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

**General Information**

Principal: Jane Doe  
Enrollment: 916  
Average SAT: 1235/2400  
Shared Space: No

**Student Demographics**


Asian: 3% | Black: 40% | Hispanic: 38% | White: 13%  
English Language Learners: 4%  
Student with Special Needs: 5%  
Overage/Undercredited\*: 23%

**Staff Experience**

Years of principal experience at this school: 3.8  
% of teachers with 3 or more years of experience: 91%

**Attendance**

Average Change in Student Attendance: -6.6%  
Teacher Attendance: 95%



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

**Activities, Sports, and Arts**

77% of students feel that this school offers a wide enough variety of programs, classes, and activities to keep them interested in school

**Extracurricular Activities**

PM School, after-school tutoring, extended day-creative arts team

**PSAL Alternative League Sport**

Boys & Girls Basketball, Co-Ed Bowling, Softball

**Arts Classes**

Visual Art, Core Music, Filmmaking / Video, Music, Repertory Workshop / Dance Company

\*Students who entered this school far behind in credits and Regents for their age

For information on admissions, see the Additional Ways to Graduate Directory.

- **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.
- **Student Achievement:** The school's ability to improve student achievement for all learners relies on its capacity to analyze student performance data and leverage the FfGS model.

## General Information

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

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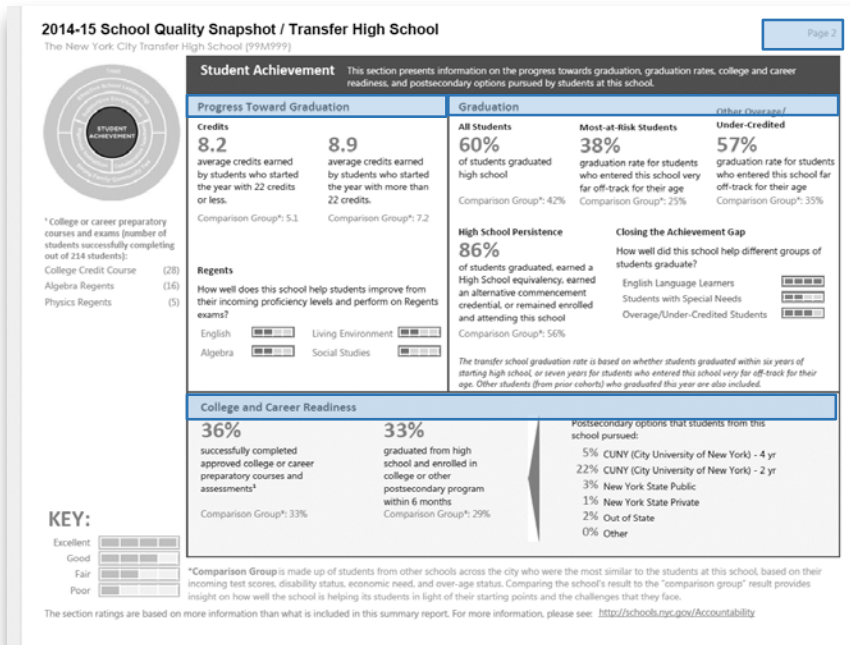
<http://schools.nyc.gov/Academics/SpecialEducation/default.htm>

- **Overage/Under-credited:** is the percentage of students who are two or more years behind their expected grade level (by age, amount of credits accumulated and number of Regents passed).
- **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.
- **Average 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.
- **PSAL Alternative League Sport:** are sports teams offered at this school that compete in the Public Schools Athletic League, a citywide program where schools compete with other schools across NYC. Contact the school to learn more.

- **Average SAT:** is the average score on the Scholastic Aptitude Test (SAT) for students enrolled at the school. Additional information on the SAT can be found here:  
<https://collegereadiness.collegeboard.org/sat>
- **Shared Space:** highlights which schools share a building with one or more other schools.
- **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>
- **Students with Special Needs:** is the percentage of students at the school with an Individualized Education Program (IEP). Additional

## Student Achievement Section (Page 2)

Page 2 describes how well a school is able to prepare its students for the next level. For Transfer High Schools, student achievement is measured in three categories: continued progress toward graduation, graduation for all students and at-risk subgroups, and preparation for college and career. When available, this page also lists the colleges and career options students often choose after leaving the school.



- **Progress Toward Graduation:** shows how well schools help students stay on track for graduation through their ability to complete courses (earn credits) and pass Regents exams. To learn more about graduation requirements, visit: <http://schools.nyc.gov/RulesPolicies/GraduationRequirements/default.htm>
- **Credits:** shows the average number of credits earned each year based on the number of credits students had when they enrolled.

Students need 44+ credits to graduate from high school. Generally students earn at least 11+ credits each year.

- **Regents:** rates how well the school helps students with different starting points (in 8th Grade exams) to pass their Regents exams. Schools receive more credit when their students pass more Regents exams than expected for students with the same starting point.
- **Graduation:** shows the percentage of students who graduate from the school. Students at transfer schools can graduate in six or seven years depending on the number of credits they had when they enrolled. More time is allotted for students with fewer credits at enrollment.
- **Most-at-Risk:** shows the percentage of severely overage and under-credited students that graduate from the school. For more information please see the educator guide: <http://schools.nyc.gov/NR/ronlyres/B9C230F8-8283-4F68-ABBD-2A0054070796/0/201516EducatorGuideHST10252016.pdf>
- **Other Overage/Under-credited:** shows the percentage of overage and under-credited students that graduate from the school. For more information please see the educator guide: <http://schools.nyc.gov/NR/ronlyres/B9C230F8-8283-4F68-ABBD-2A0054070796/0/201516EducatorGuideHST10252016.pdf>
- **High School Persistence:** shows the percentage of students who have graduated or remained actively enrolled (attendance rate greater than 90%) at the school.
- **Closing the Achievement Gap:** rates how well the school helps high-need groups to graduate.
- **College and Career Readiness:** shows the percentage of students passed certain advanced and/or college-level classes or and exams, many of which are listed under "College or career preparatory courses and exams" on the left side of this page. This section also shows how many students at this school graduated from high school and enrolled in college or job training within 6 months from graduation. The college and/or job training programs students at the school pursued are also listed.

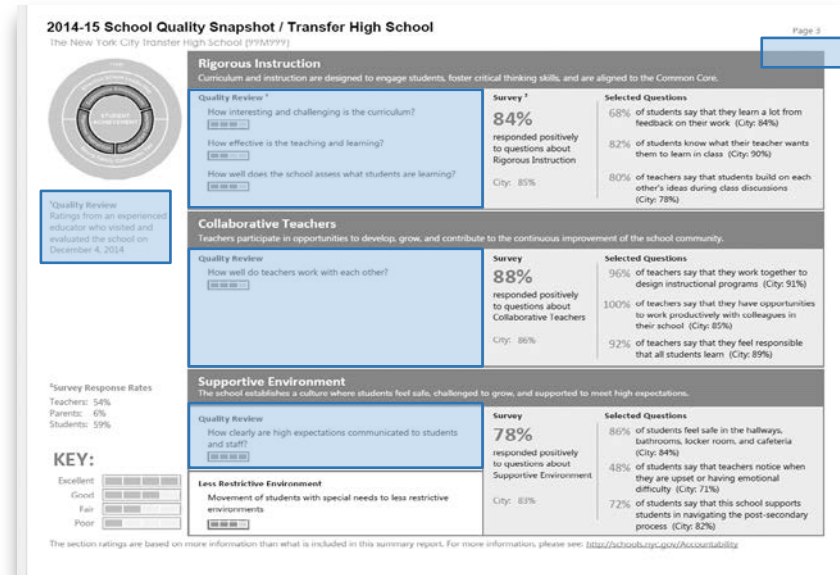
## All Schools

- **City:** and **District:** and **Borough:** are the performance results across NYC, the Community School District, and the Borough that this school is a part of.
- **Comparison Group:** is made up of students from other schools across the city who are most similar to the students at this school (students are matched by: state test scores, graduation cohort, overage/under-credited status, history of incarceration, disability status, and economic need). Comparing the school's result to the "comparison group" provides insight on how well the school is able to help its unique student population succeed.

## Framework Element Sections (Pages 3-4)

The ratings for each of the Framework for Great Schools elements include the results of the school's Quality Review (Page 3), and NYC School Survey (Pages 3 and 4).

- **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/default.htm>

- **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>.

- **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, parents, or students who responded positively on the NYC School Survey to all questions related to this part of the Framework.

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

<http://schools.nyc.gov/Accountability/tools/survey/default.htm>

**2014-15 School Quality Snapshot / Transfer High School**  
The New York City Transfer High School (99M999)

**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**  
84% responded positively to questions about Rigorous Instruction  
City: 83%

**Selected Questions**  
68% of students say that they learn a lot from feedback on their work (City: 84%)  
82% of students know what their teacher wants them to learn in class (City: 90%)  
80% of teachers say that students build on each other's ideas during class discussions (City: 78%)

**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**  
88% responded positively to questions about Collaborative Teachers  
City: 86%

**Selected Questions**  
96% of teachers say that they work together to design instructional programs (City: 91%)  
100% of teachers say that they have opportunities to work productively with colleagues in their school (City: 85%)  
92% of teachers say that they feel responsible that all students learn (City: 89%)

**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**  
78% responded positively to questions about Supportive Environment  
City: 83%

**Selected Questions**  
86% of students feel safe in the hallways, bathrooms, locker room, and cafeteria (City: 84%)  
48% of students say that teachers notice when they are upset or having emotional difficulty (City: 71%)  
72% of students say that this school supports students in navigating the post-secondary process (City: 82%)

**Less Restrictive Environment**  
Movement of students with special needs to less restrictive environments

**Survey**  
City: 83%

**Selected Questions**  
72% of students say that this school supports students in navigating the post-secondary process (City: 82%)

**KEY:**  
Excellent  
Good  
Fair  
Poor

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>

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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**  
82% responded positively to questions about Effective School Leadership  
City: 82%

**Selected Questions**  
81% of teachers say that the principal communicates a clear vision for this school (City: 86%)  
76% of teachers say that curriculum and instruction are well coordinated across different grade levels (City: 82%)  
90% of parents feel that the principal works to create a sense of community in the school (City: 89%)

**Strong Family-Community Ties**  
The school forms effective partnerships with families and outside organizations to improve the school.

**Survey**  
72% responded positively to questions about Strong Family-Community Ties  
City: 75%

**Selected Questions**  
79% of parents say that school staff regularly communicate with them about how the staff can help their children learn (City: 88%)  
87% of parents feel that teachers try to understand families' problems and concerns (City: 90%)  
100% of teachers say that teachers at this school work closely with families to meet students' needs (City: 91%)

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

**Survey**  
87% responded positively to questions about Trust  
City: 89%

**Selected Questions**  
88% of teachers say that they trust the principal (City: 82%)  
95% of teachers say that they trust each other (City: 87%)  
77% of parents say that school staff work hard to build trusting relationships with them (City: 91%)  
71% of students say that teachers treat them with respect (City: 86%)

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Quality Review: <http://schools.nyc.gov/Accountability/2014-15-School-Quality-Review-2014-15-M999.pdf>  
NYC School Survey: <http://schools.nyc.gov/Accountability/2014-15-School-Survey-2014-15-M999.pdf>  
NYC School Directory: <http://schools.nyc.gov/Accountability/2014-15-School-Directory-2014-15-M999.pdf>

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Quality Review: <http://schools.nyc.gov/Accountability/2014-15-School-Quality-Review-2014-15-M999.pdf>  
NYC School Survey: <http://schools.nyc.gov/Accountability/2014-15-School-Survey-2014-15-M999.pdf>  
NYC School Directory: <http://schools.nyc.gov/Accountability/2014-15-School-Directory-2014-15-M999.pdf>

- **Less Restrictive Environment**— This rating shows how well a school provides opportunities for students with special needs to be educated with non-disabled peers.

