

School Quality Guide

2013–2014

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

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School Overview

Grade	Enrollment		
	2011–2012	2012–2013	2013–2014
9 th Grade	132	136	130
10 th Grade	126	127	129
11 th Grade	121	119	116
12 th Grade	123	107	103
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%	8%
% 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 Under-Credited	2%	2%	2%
% Asian	9%	10%	10%
% Black	8%	6%	5%
% Hispanic	80%	82%	83%
% White	3%	2%	2%
% Other	0%	0%	0%
Average Incoming ELA Proficiency (based on 8th grade)	2.75	2.79	2.80
Average Incoming Math Proficiency (based on 8th 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

College and Career Readiness

NOT MEETING TARGET

APPROACHING TARGET

MEETING TARGET

EXCEEDING TARGET

Closing the Achievement Gap

NOT MEETING TARGET

APPROACHING TARGET

MEETING TARGET

EXCEEDING TARGET

SPECIAL RECOGNITION



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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> <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>	 WELL DEVELOPED
<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> <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>	 PROFICIENT
<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> <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>	 WELL DEVELOPED
<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> <p><u>Excerpt:</u> N/A — This indicator was rated but not written about in the school's final report.</p>	 PROFICIENT
<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> <p><u>Excerpt:</u> N/A — This indicator was rated but not written about in the school's final report.</p>	 WELL DEVELOPED

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Quality Review - continued

QR Lead Reviewer: John Smith

Dates of Review: April 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

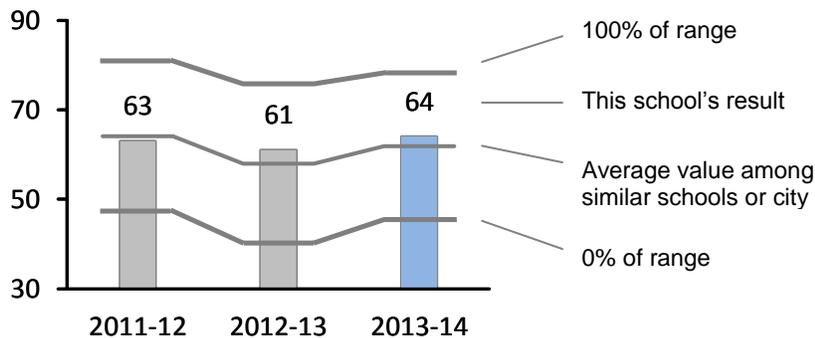
Graphs Walk-Through

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

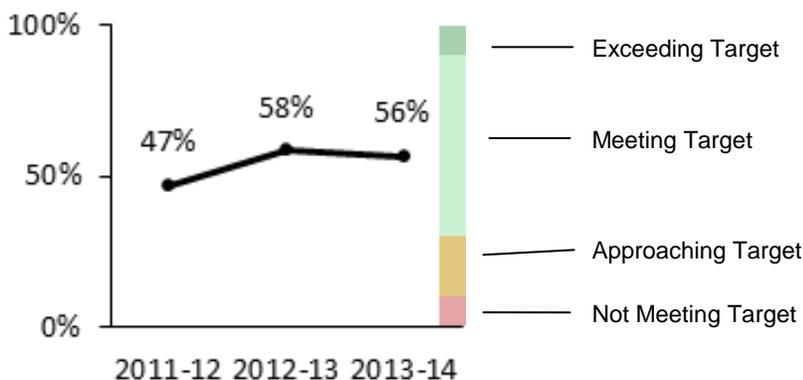
Most of the remaining metrics in the report are presented through two standard graphs, which are intended to help place the school's performance in context.

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 high school's comparison group of peer schools is determined by its students' average proficiency on 8th grade ELA and math tests, percent of students with disabilities, percent of students with self-contained placements, and percent of over-age students. 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.



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Student Progress

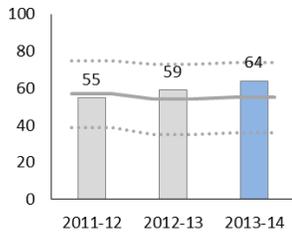
MEETING TARGET

Student Progress measures the ability of a school to help students progress toward the eventual goal of earning a Regents Diploma.

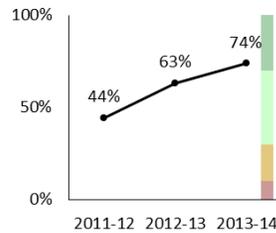
Pct. of Students Earning 10+ Credits in 1st Year (n=215)

This metric shows the percentage of first year high school students who accumulate 10 or more academic credits, with particular focus given to credits earned in English, math, science, and social studies.

Peer

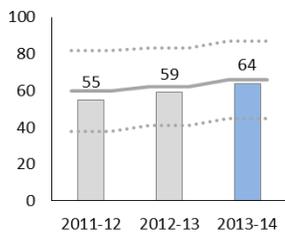


School and Peer Values

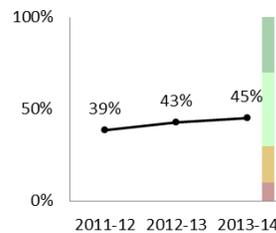


Percent of Peer Range

City



School and City Values



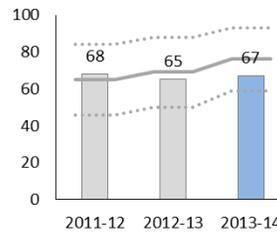
Percent of City Range

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.

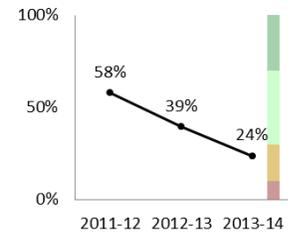
Pct. of Students in School's Lowest Third Earning 10+ Credits in 1st Year (n=80)

This metric shows the percentage of first year high school students in the school's lowest third of incoming achievement who accumulate 10 or more academic credits, with particular focus given to credits earned in English, math, science, and social studies.

Peer

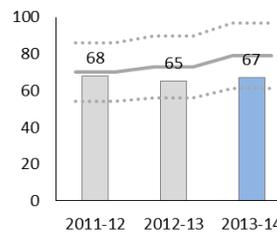


School and Peer Values

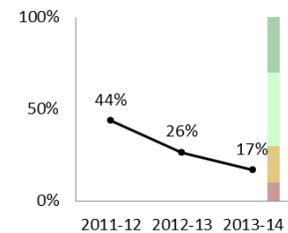


Percent of Peer Range

City



School and City Values



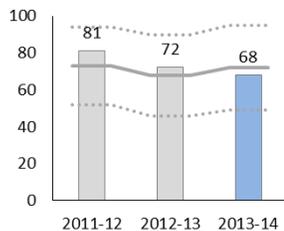
Percent of City Range

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.

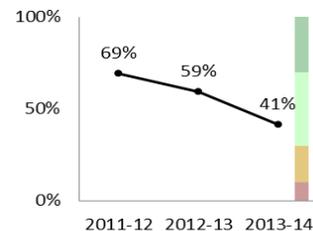
Pct. of Students Earning 10+ Credits in 2nd Year (n=245)

This metric shows the percentage of second year high school students who accumulate 10 or more academic credits, with particular focus given to credits earned in English, math, science, and social studies.

Peer

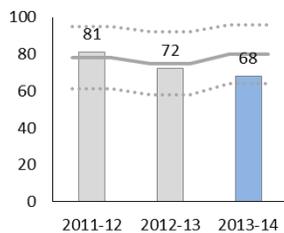


School and Peer Values

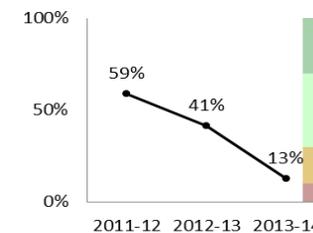


Percent of Peer Range

City



School and City Values



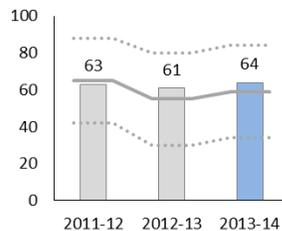
Percent of City Range

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.

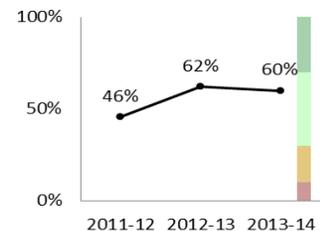
Pct. of Students in School's Lowest Third Earning 10+ Credits in 2nd Year (n=77)

This metric shows the percentage of second year high school students in the school's lowest third of incoming achievement who accumulate 10 or more academic credits, with particular focus given to credits earned in English, math, science, and social studies.

Peer

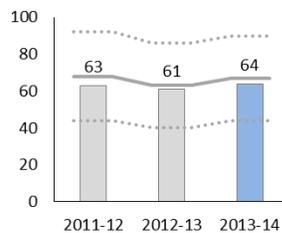


School and Peer Values

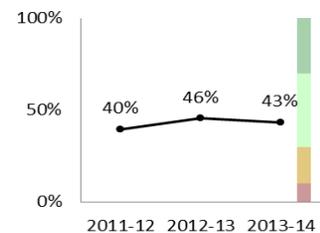


Percent of Peer Range

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.

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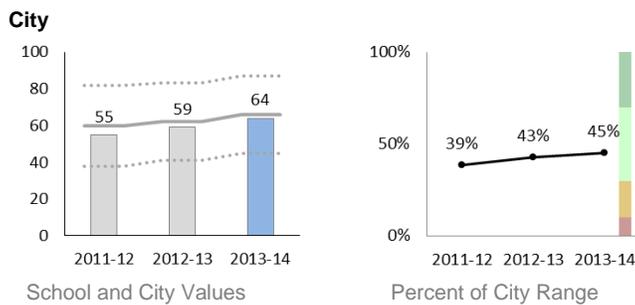
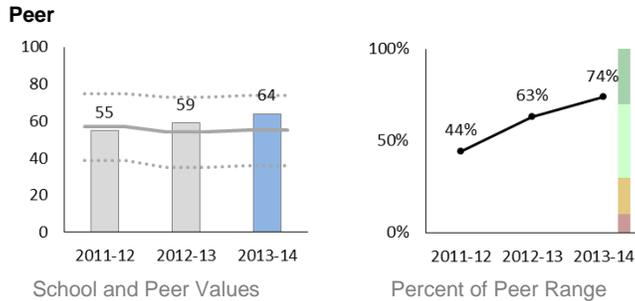
Student Progress — continued

MEETING TARGET

Student Progress measures the ability of a school to help students progress toward the eventual goal of earning a Regents Diploma.

Pct. of Students Earning 10+ Credits in 3rd Year (n=217)

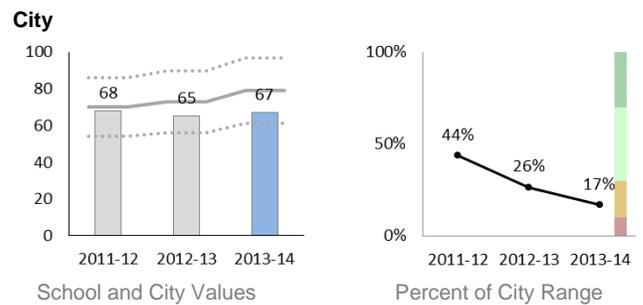
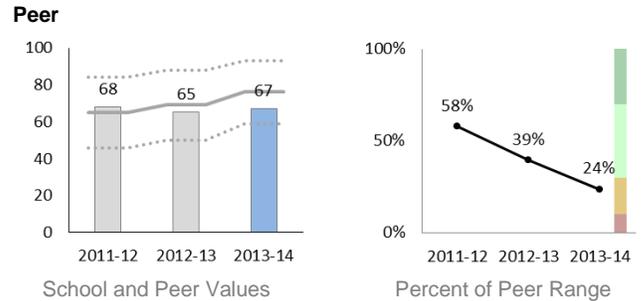
This metric shows the percentage of third year high school students who accumulate 10 or more academic credits, with particular focus given to credits earned in English, math, science, and social studies.



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.

Pct. of Students in School's Lowest Third Earning 10+ Credits in 3rd Year (n=72)

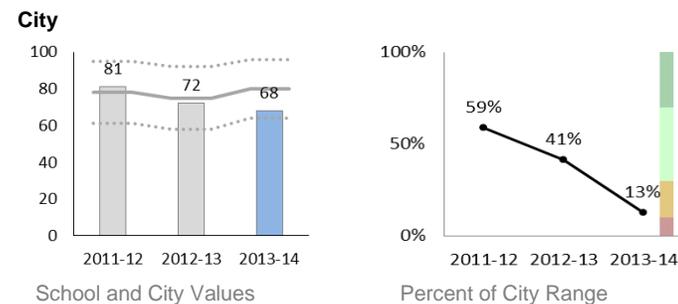
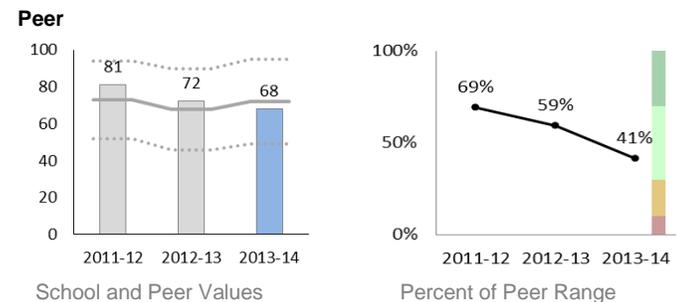
This metric shows the percentage of third year high school students in the school's lowest third of incoming achievement who accumulate 10 or more academic credits, with particular focus given to credits earned in English, math, science, and social studies.



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 – Weighted Regents Pass Rate (n=283)

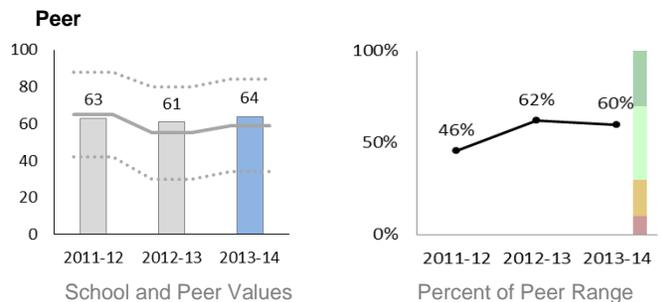
This metric reflects student pass rates on the English Regents exam, weighted based on students' likelihood of passing the exam given their performance on the 8th grade ELA exam. Schools receive more credit on this metric when students pass the exam at a greater rate than would be expected based on their 8th grade exam scores.



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 – Weighted Regents Pass Rate (n=393)

This metric reflects student pass rates on Math Regents exams, weighted based on students' likelihood of passing the exam given their performance on the 8th grade Math exam. Schools receive more credit on this metric when students pass the exam at a greater rate than would be expected based on their 8th grade exam scores.



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.

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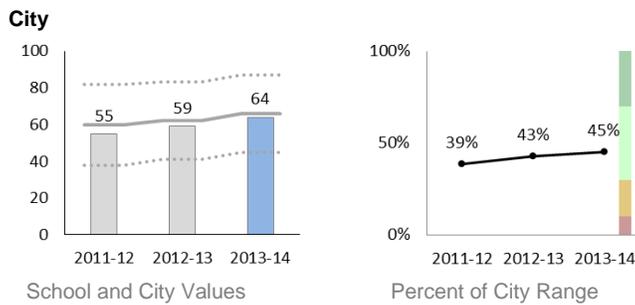
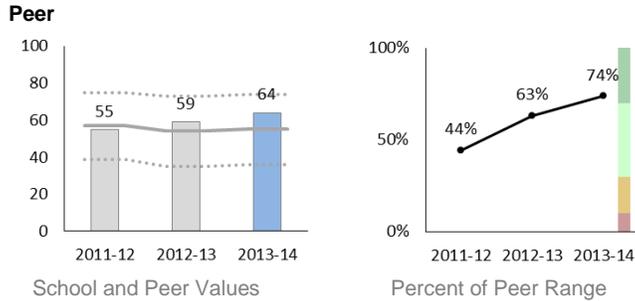
Student Progress — continued

MEETING TARGET

Student Progress measures the ability of a school to help students progress toward the eventual goal of earning a Regents Diploma.

Science – Weighted Regents Pass Rate (n=420)

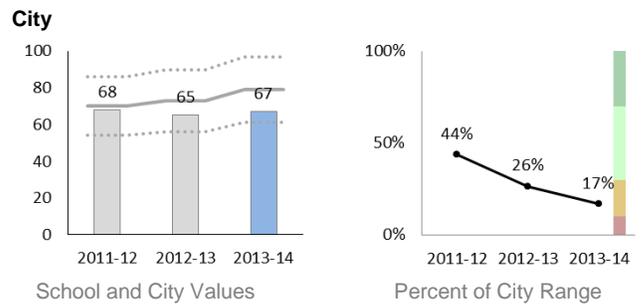
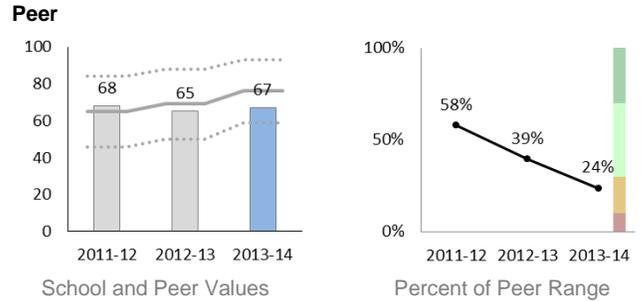
This metric reflects student pass rates on Science Regents exams, weighted based on students' likelihood of passing the exam given their performance on the 8th grade Math exam. Schools receive more credit on this metric when students pass the exam at a greater rate than would be expected based on their 8th grade exam scores.



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.

Global History and Geography – Weighted Regents Pass Rate (n=258)

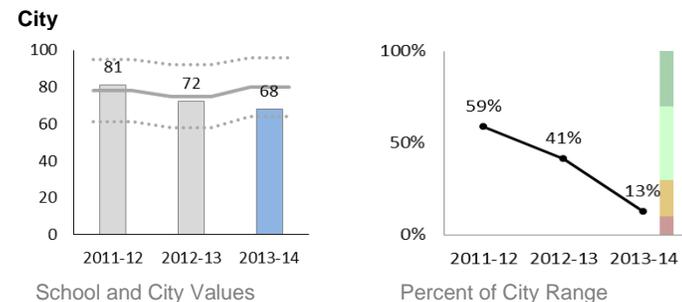
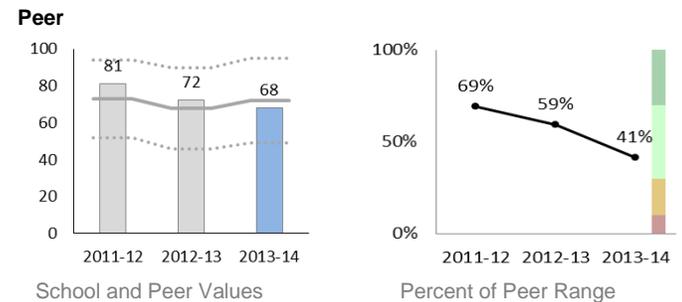
This metric reflects student pass rates on the Global Studies Regents exam, weighted based on students' likelihood of passing the exam given their performance on the 8th grade ELA exam. Schools receive more credit on this metric when students pass the exam at a greater rate than would be expected based on their 8th grade exam scores.



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.

United States History – Weighted Regents Pass Rate (n=207)

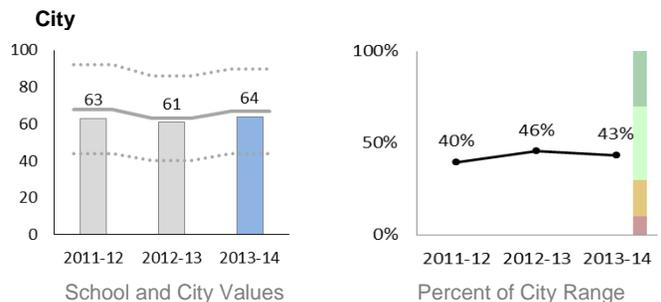
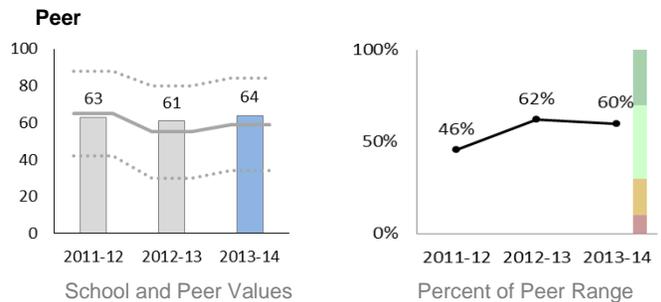
This metric reflects student pass rates on the United States History Regents exam, weighted based on students' likelihood of passing the exam given their performance on the 8th grade ELA exam. Schools receive more credit on this metric when students pass the exam at a greater rate than would be expected based on their 8th grade exam scores.



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.

Average Completion Rate for Remaining Regents (n=503)

This metric measures student progress in the past year towards passing the five Regents subject tests required for a Regents diploma. The metric shows, out of the remaining subjects that the students needed to pass to obtain a Regents diploma, the percentage of subjects that the students passed in 2013-14.



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.

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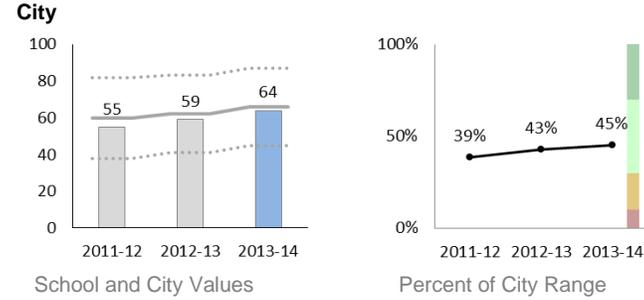
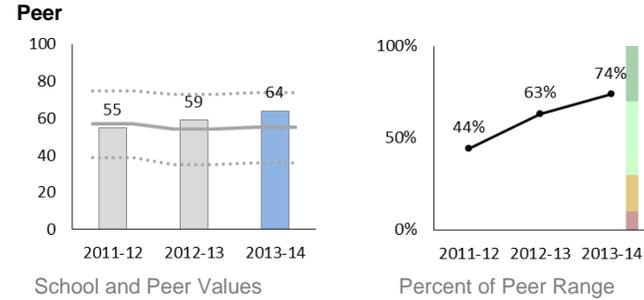
Student Achievement

MEETING TARGET

Student Achievement measures the school's graduation rates and the types of diplomas received by the school's students.

4-Year Graduation Rate (n=160)

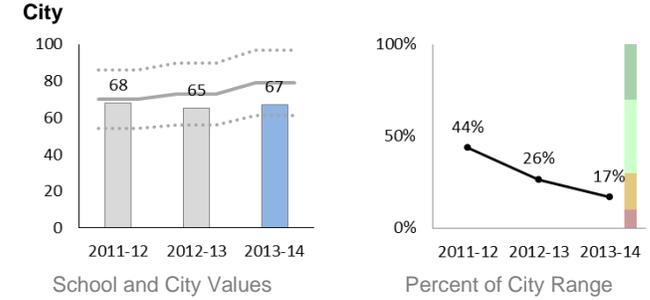
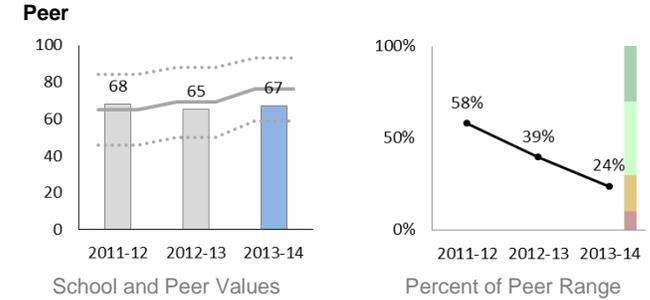
This metric shows the percentage of students who graduated with a Regents or Local Diploma within four years, after entering 9th grade in 2010-11.



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.

4-Year Weighted Diploma Rate (n=160)

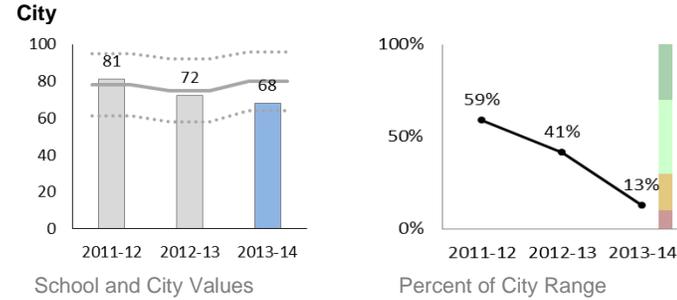
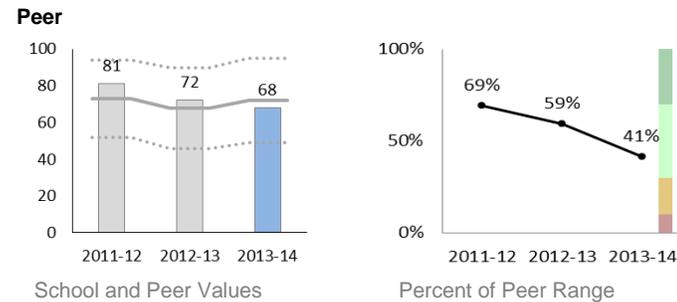
This metric reflects the diplomas received within four years by the students who entered 9th grade in 2010-11, and provides greater credit for advanced diplomas associated with greater proficiency and for diplomas obtained by students with higher-need demographic characteristics.



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.

6-Year Graduation Rate (n=181)

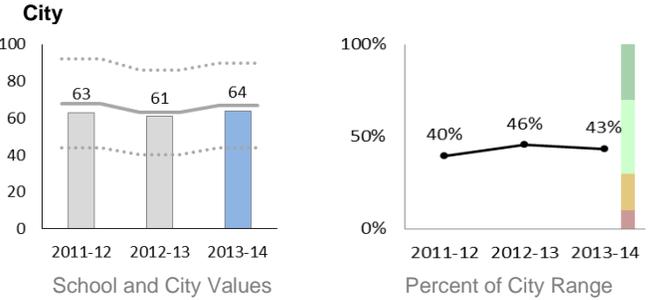
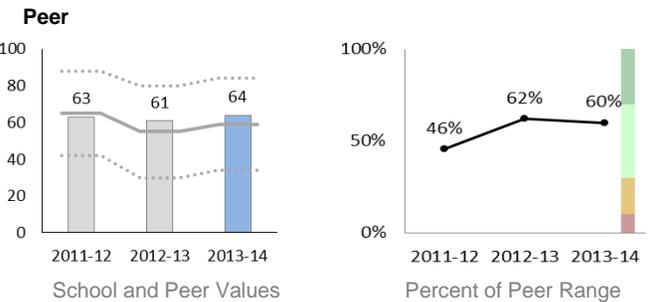
This metric shows the percentage of students who graduated with a Regents or Local Diploma within six years, after entering 9th grade in 2008-09.



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.

6-Year Weighted Diploma Rate (n=181)

This metric reflects the diplomas received within six years by students who entered 9th grade in 2008-09, and provides greater credit for advanced diplomas associated with greater proficiency and for diplomas obtained by students with higher-need demographic characteristics.



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.

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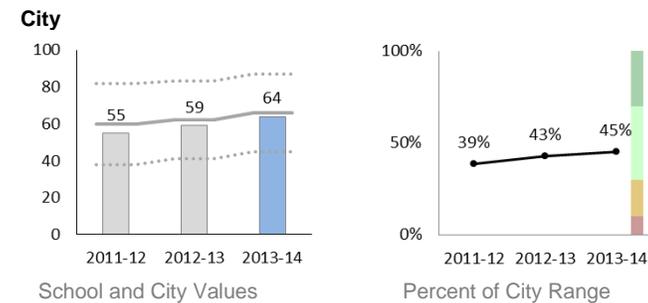
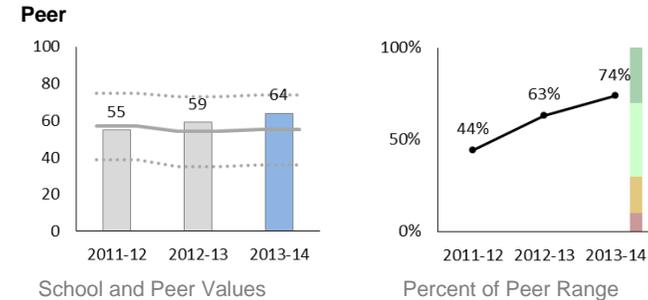
School Environment

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

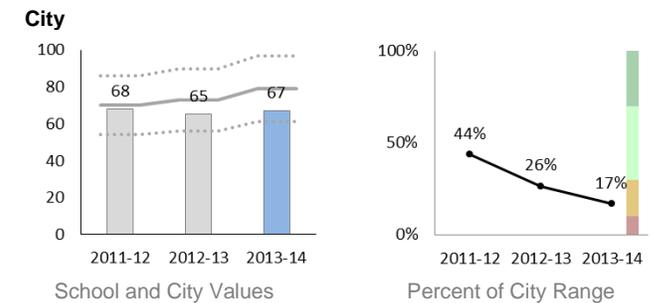
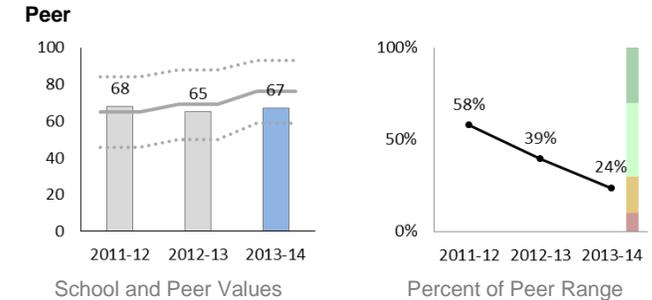
This metric shows the average percent of positive responses to the NYC School Survey questions related to the school’s instructional core.



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 School Culture

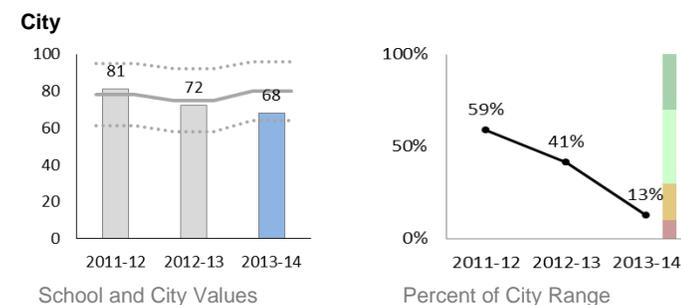
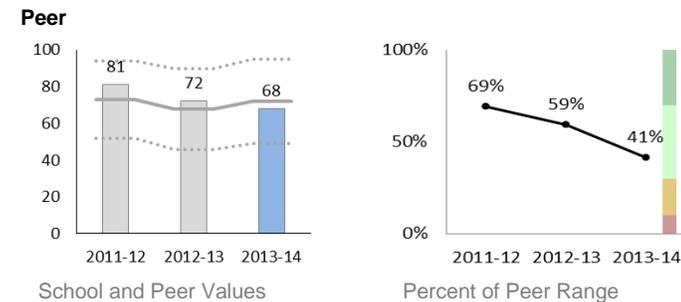
This metric shows the average percent of positive responses to the NYC School Survey questions related to the school’s culture.



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%.

Survey Satisfaction related to Systems for Improvement

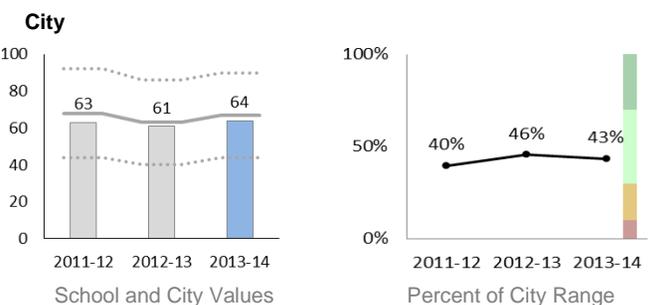
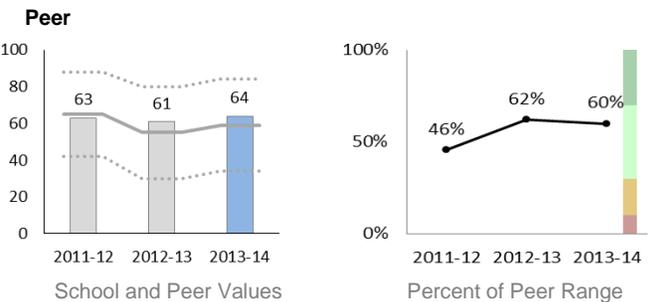
This metric shows the average percent of positive responses to the NYC School Survey questions related to the school’s systems for improvement.



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%.

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.

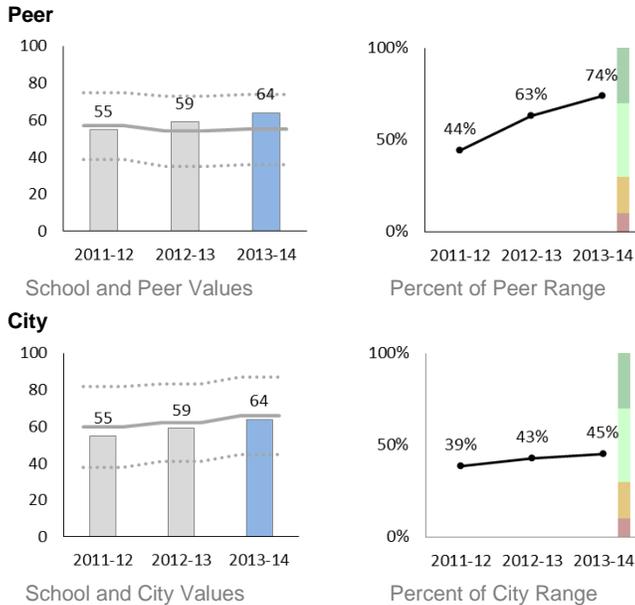
College and Career Readiness

MEETING TARGET

College and Career Readiness measures the college-readiness of students, based on their achievements in high school and their outcomes after leaving high school.

4-Year Non-Remediation Index (n=160)

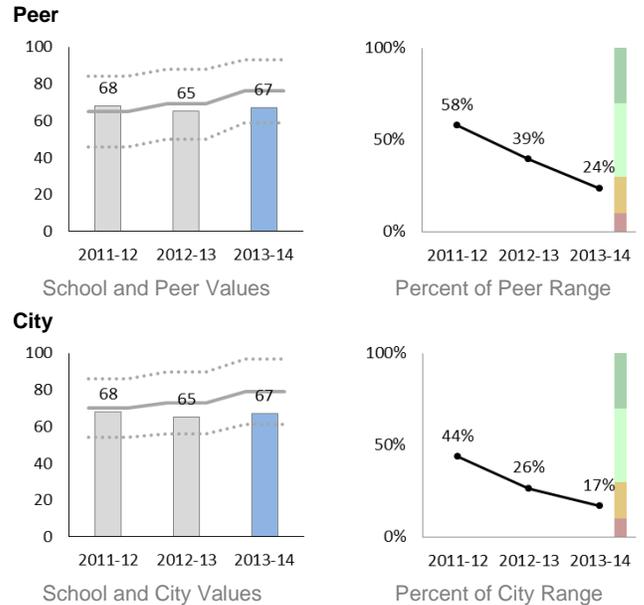
This metric shows the percentage of students who graduated with a Regents diploma and met CUNY's standards for college readiness in English and math within four years, after entering 9th grade in 2010-11.



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.

College Readiness Rate Including Persistence (n=181)

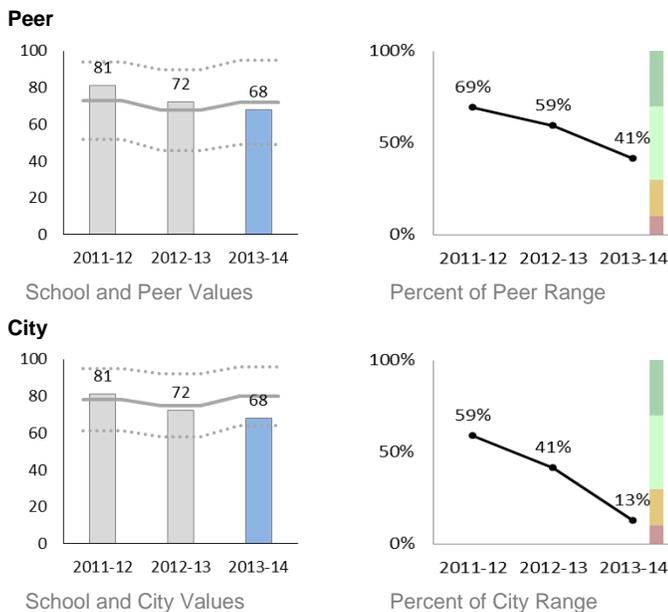
This metric shows the percentage of students who (1) graduated with a Regents diploma and met CUNY's standards for English and math, or (2) graduated from high school, enrolled in college, and persisted in college through the beginning of their third semester; within six years after entering 9th grade in 2008-09.



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.

Postsecondary Enrollment Rate – 6 months (n=174)

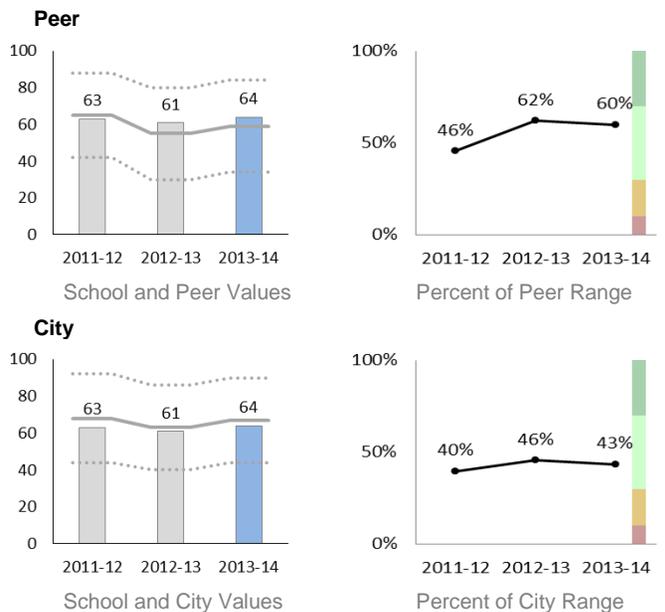
This metric shows the percentage of students who graduated from high school and enrolled in college, a vocational program, or public service within six months of their scheduled graduation date, out of students who entered 9th grade in 2009-10.



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.

Postsecondary Enrollment Rate – 18 months (n=181)

This metric shows the percentage of students who graduated from high school and enrolled in college, a vocational program, or public service within 18 months of their scheduled graduation date, out of students who entered 9th grade in 2008-09.



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.

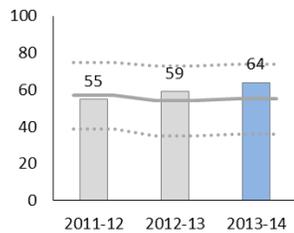
NOTE: The purpose of this sample report is to show the layout and content for the School Quality Guide. The 11 school described in this report is not real and the data in the report are fictitious.

College and Career Readiness measures the college-readiness of students, based on their achievements in high school and their outcomes after leaving high school.

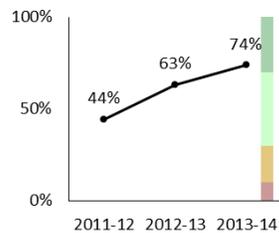
College and Career Preparatory Course Index (n=160)

This metric shows the percentage of students who successfully completed approved rigorous courses and assessments within four years of high school, after entering 9th grade in 2010-11.

Peer

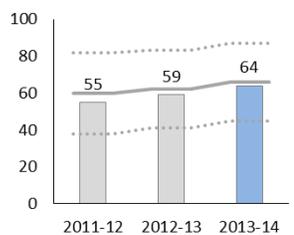


School and Peer Values

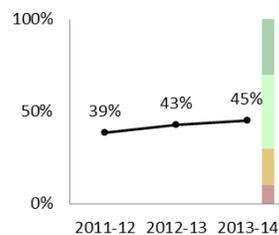


Percent of Peer Range

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.

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
Four-Year Weighted Diploma Rate						
English Language Learners (n=24)	73.5%	25.1%	72.6%	24.2%	75.5%	26.8%
Self-Contained / ICT / SETSS (n=28)	74.0%	22.6%	75.1%	21.4%	77.0%	22.7%
All Students in the Lowest Third Citywide (n=52)	60.8%	24.4%	61.2%	27.8%	67.8%	28.7%
Black / Hispanic Males in the Lowest Third Citywide (n=35)	62.9%	29.4%	62.4%	30.0%	65.9%	30.4%
College and Career Readiness						
Students in the Lowest Third Citywide, College and Career Preparatory Course Index (n=52)	4.5%	24.6%	4.2%	24.1%	4.5%	27.9%
Students in the Lowest Third Citywide, Four-Year College Readiness Index (n=52)	2.1%	24.5%	2.0%	26.5%	2.8%	25.8%
Students in the Lowest Third Citywide, Postsecondary Enrollment Rate by Six Months After High School (n=89)	35.9%	33.9%	39.5%	33.6%	44.7%	38.3%
Movement from SC/ICT/SETSS to Less Restrictive Environments (n=64)	0.61	12.5%	0.76	14.4%	0.87	15.3%

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.

Summary of Section Ratings

This section shows how the ratings are calculated for the Student Progress, Student Achievement, School Environment, College and Career Readiness, 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		0%	Average		100%	100%		
Student Progress											
Percent of Students Earning 10+ Credits in 1st Year (n=215)	79.2%	62.3%	81.2%	100.0%	44.8%	54.8%	77.4%	100.0%	54.0%	7.6	3.6
Percent of Students Earning 10+ Credits in 2nd Year (n=245)	76.4%	57.2%	77.1%	97.0%	48.2%	48.1%	74.1%	100.0%	54.5%	7.6	3.8
Percent of Students Earning 10+ Credits in 3rd Year (n=217)	73.6%	54.5%	75.1%	95.6%	46.5%	45.7%	72.7%	99.6%	51.8%	7.6	3.6
Percent of Students in School's Lowest Third Earning 10+ Credits in 1st Year (n=80)	77.0%	33.2%	65.9%	98.5%	67.1%	27.8%	63.9%	100.0%	68.1%	7.6	5.1
Percent of Students in School's Lowest Third Earning 10+ Credits in 2nd Year (n=77)	72.9%	30.6%	62.0%	93.4%	67.4%	21.9%	60.6%	99.2%	66.0%	7.6	5.1
Percent of Students in School's Lowest Third Earning 10+ Credits in 3rd Year (n=72)	71.5%	27.5%	61.2%	94.8%	65.4%	20.4%	58.9%	97.3%	66.4%	7.6	5.0
Average Completion Rate for Remaining Regents (n=503)	77.8%	70.1%	80.7%	91.2%	36.5%	66.5%	79.7%	92.8%	43.0%	9.1	3.5
English - Weighted Regents Pass Rate (n=283)	1.04	0.71	0.99	1.26	60.0%	0.55	0.95	1.34	62.0%	9.1	5.5
Math - Weighted Regents Pass Rate (n=393)	0.95	0.53	1.05	1.57	40.4%	0.43	0.97	1.50	48.6%	9.1	3.9
Science - Weighted Regents Pass Rate (n=420)	1.15	0.63	1.14	1.65	51.0%	0.23	1.14	2.04	50.8%	9.1	4.6
Global Studies - Weighted Regents Pass Rate (n=258)	1.04	0.49	0.90	1.31	67.1%	0.32	0.84	1.36	69.2%	9.1	6.2
United States History - Weighted Regents Pass Rate (n=207)	1.19	0.54	0.99	1.43	73.0%	0.46	0.95	1.43	75.3%	9.1	6.7

56.5

Student Progress Section Rating			
Not Meeting Target 35.1 or lower	Approaching Target 35.2 to 50.3	Meeting Target 50.4 to 66.4	Exceeding Target 66.5 or higher

Student Achievement

Four-Year Graduation Rate (n=160)	75.1%	56.5%	77.3%	98.0%	44.8%	43.8%	71.9%	100.0%	55.7%	25.0	11.9
Six-Year Graduation Rate (n=181)	82.4%	63.7%	81.2%	98.7%	53.4%	53.5%	76.8%	100.0%	62.2%	25.0	13.9
Four-Year Weighted Diploma Rate (n=160)	219.4%	109.5%	178.3%	247.0%	79.9%	78.8%	172.7%	266.5%	74.9%	25.0	19.7
Six-Year Weighted Diploma Rate (n=181)	215.1%	109.6%	172.4%	235.2%	84.0%	77.3%	168.7%	260.1%	75.4%	25.0	20.5

65.9

Student Achievement Section Rating			
Not Meeting Target 37.0 or lower	Approaching Target 37.1 to 57.4	Meeting Target 57.5 to 74.4	Exceeding Target 74.5 or higher

School Environment

School Survey - Instructional Core	86.3%	70.2%	81.0%	91.8%	74.5%	71.5%	80.1%	88.7%	86.0%	22.0	17.0
School Survey - School Culture	83.2%	61.2%	73.4%	85.5%	90.5%	59.7%	73.0%	86.3%	88.3%	22.0	19.8
School Survey - Structures for Improvement	81.4%	58.9%	72.1%	85.2%	85.6%	61.3%	74.5%	87.6%	76.4%	22.0	18.3
Attendance	90.4%	86.3%	91.1%	95.8%	43.2%	86.9%	92.5%	98.0%	31.5%	34.0	13.7

68.8

School Environment Section Rating			
Not Meeting Target 47.4 or lower	Approaching Target 47.5 to 66.2	Meeting Target 66.3 to 78.1	Exceeding Target 78.2 or higher

College and Career Readiness

Four-Year Non-Remediation Index (n=160)	22.7%	0.0%	20.8%	41.5%	54.7%	0.0%	23.2%	46.3%	49.0%	15.0	8.0
College Readiness Rate (Including Persistence) (n=181)	55.1%	29.0%	53.2%	77.3%	54.0%	9.8%	50.8%	91.8%	55.2%	25.0	13.6
Postsecondary Enrollment Rate - 6 Months (n=174)	59.4%	33.1%	57.8%	82.5%	53.2%	16.7%	54.3%	91.8%	56.9%	15.0	8.1
Postsecondary Enrollment Rate - 18 Months (n=181)	62.4%	42.1%	65.8%	89.5%	42.8%	29.7%	62.3%	94.9%	50.2%	15.0	6.7
College and Career Preparatory Course Index (n=160)	47.2%	0.0%	40.3%	80.6%	58.6%	0.0%	38.1%	76.2%	61.9%	30.0	17.8

54.2

College and Career Readiness Section Rating			
Not Meeting Target 33.4 or lower	Approaching Target 33.5 to 52.6	Meeting Target 52.7 to 69.2	Exceeding Target 69.3 or higher

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.

Summary of Section Ratings — continued

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

	This School's Results	This School's Population Percentage	Fixed Point Value	Points Possible	Points Earned
Closing the Achievement Gap					
Four-Year Weighted Diploma Rate					
English Language Learners (n=24)	80.3%	35.4%	0.018	12.5	6.4
Self-Contained / ICT / SETSS (n=28)	77.0%	32.7%	0.020	12.5	6.3
All Students in the Lowest Third Citywide (n=52)	72.9%	45.9%	0.013	12.5	5.4
Black / Hispanic Males in the Lowest Third Citywide (n=35)	68.8%	34.4%	0.028	12.5	8.3
College and Career Readiness					
Students in the Lowest Third Citywide, College and Career Preparatory Course Index (n=52)	4.5%	45.9%	0.151	12.5	3.9
Students in the Lowest Third Citywide, Four-Year College Readiness Index (n=52)	2.8%	45.9%	0.501	12.5	8.0
Students in the Lowest Third Citywide, Postsecondary Enrollment Rate by Six Months After High School (n=89)	41.2%	45.7%	0.049	12.5	11.5
Movement from SC/ICT/SETSS to Less Restrictive Environments (n=64)	0.47	15.3%	0.062	12.5	5.6
				49.1	

Closing the Achievement Gap Section Rating			
Not Meeting Target 24.8 or lower	Approaching Target 24.9 to 41.7	Meeting Target 41.8 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 15 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.

Regents Exams Includes all students in the high school who took the respective exams in January, June, or August 2014.

		Average Score	% passing	% at College Ready Threshold for Exam
Mathematics:	Integrated Algebra (n=491)	68	65%	10%
	Geometry (n=253)	54	28%	1%
ELA:	Algebra 2 / Trigonometry (n=170)	52	21%	6%
	Comprehensive English (n=362)	70	67%	38%
Social Studies:	U.S. History (n=215)	82	96%	-
	Global History (n=246)	78	91%	-
Science:	Chemistry (n=238)	59	25%	-
	Physics (n=20)	65	49%	-
Science	Earth Science (n=62)	54	38%	-
	Living Environment (n=325)	66	61%	-
Languages:	Languages Other Than English (n=121)	84	96%	-

College Exams Calculated as highest result for 2014 four-year graduation cohort (n=163) anytime during their high school career.

		Average Score	% of 4-Year Cohort Taking	% at College Ready Threshold for Exam
SAT:	Mathematics	408	68.1%	14.3%
	Critical Reading	397	68.1%	13.1%
	Writing	399	68.1%	-
ACT:	Mathematics	19	17.5%	3.9%
	English	16	17.5%	3.8%
	Reading	17	17.5%	-
	Science	17	17.5%	-
CUNY:	Math 1	42	42.6%	21.2%
	Math 2	30	42.6%	10.4%
	Reading	56	12.1%	4.8%
	Writing	49	9.3%	-

College and Career Readiness Metrics Disaggregated

	6 Months After Graduating	18 Months After Graduating
Postsecondary Enrollment Rate	67.8%	66.4%
2-Year or 4-Year College	67.6%	66.4%
CUNY	57.9%	55.8%
NYS Public	2.6%	2.5%
NYS Private	5.4%	6.7%
Out-of-State	1.7%	1.4%
Public Service	0.1%	0.0%
Vocational Program	0.1%	0.0%

	% of 4-Year Cohort	% of 6-Year Cohort
College Readiness Index (counting positively requires ALL thresholds)	23.1%	16.9%
% attaining Regents Diploma	78.8%	78.2%
% attaining Math College Readiness Standard	24.3%	17.9%
% attaining English College Readiness Standard	71.0%	59.4%

	% of 4-Year Cohort
College and Career Preparatory Course Index	55.7%
% scoring 65+ on the Algebra II, Math B, Chemistry, or Physics Regents Exam	18.3%
% scoring 3+ on any Advanced Placement (AP) Exam	27.4%
% scoring 4+ on any International Baccalaureate (IB) Exam	0.0%
% earning a diploma with a Career and Technical Education (CTE) Endorsement	11.6%
% passing an industry-recognized technical assessment	13.1%
% earning a diploma with an Arts endorsement	2.3%
% earning a grade of "C" or higher in a course for college credit	15.4%
% passing another course certified by the DOE as college and career ready	22.9%

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.

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 high school has up to 40 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	% SELF-CONTAINED	% OVERAGE
99A999	High School of New York	2.83	3.23	15.8%	4.8%	1.6%
03A290	Peer School 1	2.85	3.24	12.3%	5.8%	2.3%
05A703	Peer School 2	2.90	3.12	18.1%	1.7%	1.4%
08A504	Peer School 3	2.88	3.08	16.6%	4.1%	1.3%
08A529	Peer School 4	2.84	3.13	19.1%	2.2%	1.0%
11B223	Peer School 5	2.86	3.27	11.7%	3.4%	0.8%
13B709	Peer School 6	2.89	3.22	17.0%	2.5%	2.1%
13B820	Peer School 7	2.77	3.14	13.5%	6.8%	1.6%
14B364	Peer School 8	2.53	3.10	15.4%	6.5%	1.3%
18B075	Peer School 9	2.89	3.18	14.3%	3.9%	2.1%
18B091	Peer School 10	2.72	3.11	14.8%	3.7%	2.9%
18B213	Peer School 11	2.68	3.27	13.7%	4.4%	2.2%
18B574	Peer School 12	2.75	3.22	16.2%	5.1%	2.8%
18B599	Peer School 13	2.79	3.24	15.6%	3.7%	2.7%
20C108	Peer School 14	2.90	3.14	15.3%	3.6%	3.2%
20C227	Peer School 15	2.86	3.23	16.3%	5.7%	1.3%
20C302	Peer School 16	2.93	3.31	14.6%	2.8%	2.5%
20C469	Peer School 17	2.81	3.30	13.1%	2.3%	1.2%
21D294	Peer School 18	2.85	3.38	15.3%	5.8%	1.4%
21D352	Peer School 19	2.78	3.27	16.6%	1.5%	1.7%
21D355	Peer School 20	2.79	3.18	19.2%	2.3%	0.5%
23D140	Peer School 21	2.83	3.30	17.9%	1.4%	1.3%
23D281	Peer School 22	2.88	3.21	15.4%	5.6%	0.9%
23D319	Peer School 23	2.80	3.35	16.1%	3.8%	1.0%
23D508	Peer School 24	2.82	3.09	15.5%	2.1%	1.3%
23D583	Peer School 25	2.81	3.23	13.1%	0.9%	2.7%
23D615	Peer School 26	2.83	3.10	14.7%	1.6%	2.4%
23D697	Peer School 27	2.74	3.18	14.2%	5.7%	1.7%
24E321	Peer School 28	2.90	3.35	16.9%	6.0%	2.8%
24E670	Peer School 29	2.83	3.37	12.7%	1.9%	2.1%
25F117	Peer School 30	2.85	3.24	18.3%	3.2%	1.9%
25F138	Peer School 31	2.91	3.41	16.8%	4.1%	2.5%
25F463	Peer School 32	2.68	3.11	14.7%	7.8%	2.3%
25F502	Peer School 33	2.84	3.20	15.6%	5.2%	1.8%
28G313	Peer School 34	2.75	3.13	19.2%	3.9%	1.2%
28G449	Peer School 35	2.87	3.24	16.8%	3.7%	0.5%
29H105	Peer School 36	2.78	3.15	18.4%	2.2%	2.9%
29H335	Peer School 37	2.82	3.10	15.7%	3.5%	2.3%
29H724	Peer School 38	2.84	3.16	13.2%	5.1%	2.5%
29H810	Peer School 39	2.86	3.24	12.4%	4.2%	1.8%
31J298	Peer School 40	2.89	3.29	13.8%	5.6%	2.4%
PEER GROUP AVERAGES		2.82	3.21	15.5%	3.9%	1.9%

NOTE: The purpose of this sample report is to show the layout and content for the School Quality Guide. The 17 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					
Percent of Students Earning 10+ Credits in 1st Year (n=215)	79.2%	74.3% or lower	74.4 to 80.3%	80.4 to 86.6%	86.7% or higher
Percent of Students Earning 10+ Credits in 2nd Year (n=245)	76.4%	69.9% or lower	70.0 to 76.4%	76.5 to 83.3%	83.4% or higher
Percent of Students Earning 10+ Credits in 3rd Year (n=217)	73.6%	67.8% or lower	67.9 to 74.5%	74.6 to 81.7%	81.8% or higher
Percent of Students in School's Lowest Third Earning 10+ Credits in 1st Year (n=80)	77.0%	55.3% or lower	55.4 to 65.5%	65.6 to 76.3%	76.4% or higher
Percent of Students in School's Lowest Third Earning 10+ Credits in 2nd Year (n=77)	72.9%	51.7% or lower	51.8 to 61.8%	61.9 to 72.5%	72.6% or higher
Percent of Students in School's Lowest Third Earning 10+ Credits in 3rd Year (n=72)	71.5%	50.2% or lower	50.3 to 60.8%	60.9 to 72.0%	72.1% or higher
Average Completion Rate for Remaining Regents (n=503)	77.8%	77.0% or lower	77.1 to 80.4%	80.5 to 84.0%	84.1% or higher
English - Weighted Regents Pass Rate (n=283)	1.04	0.87 or lower	0.88 to 0.97	0.98 to 1.07	1.08 or higher
Math - Weighted Regents Pass Rate (n=393)	0.95	0.86 or lower	0.87 to 1.02	1.03 to 1.19	1.20 or higher
Science - Weighted Regents Pass Rate (n=420)	1.15	0.95 or lower	0.96 to 1.13	1.14 to 1.33	1.34 or higher
Global Studies - Weighted Regents Pass Rate (n=258)	1.04	0.75 or lower	0.76 to 0.88	0.89 to 1.02	1.03 or higher
United States History - Weighted Regents Pass Rate (n=207)	1.19	0.83 or lower	0.84 to 0.97	0.98 to 1.12	1.13 or higher
Student Achievement					
Four-Year Graduation Rate (n=160)	75.1%	59.8% or lower	59.9 to 66.8%	66.9 to 73.3%	73.4% or higher
Six-Year Graduation Rate (n=181)	82.4%	62.1% or lower	62.2 to 68.4%	68.5 to 74.8%	74.9% or higher
Four-Year Weighted Diploma Rate (n=160)	219.4%	157.4% or lower	157.5 to 188.0%	188.1 to 213.5%	213.6% or higher
Six-Year Weighted Diploma Rate (n=181)	215.1%	153.4% or lower	153.5 to 181.9%	182.0 to 205.7%	205.8% or higher
School Environment					
School Survey - Instructional Core	86.3%	80.2% or lower	80.3 to 84.0%	84.1 to 86.5%	86.6% or higher
School Survey - School Culture	83.2%	72.5% or lower	72.6 to 77.2%	77.3 to 80.2%	80.3% or higher
School Survey - Systems for Improvement	81.4%	71.9% or lower	72.0 to 76.8%	76.9 to 80.0%	80.1% or higher
Attendance	90.4%	91.1% or lower	91.2 to 92.9%	93.0 to 94.1%	94.2% or higher
College and Career Readiness					
Four-Year Non-Remediation Index (n=160)	22.7%	14.2% or lower	14.3 to 22.4%	22.5 to 29.5%	29.6% or higher
College Readiness Rate (Including Persistence) (n=181)	55.1%	35.1% or lower	35.2 to 43.0%	43.1 to 58.4%	58.5% or higher
Postsecondary Enrollment Rate - 6 Months (n=174)	59.4%	35.5% or lower	35.6 to 44.2%	44.3 to 57.5%	57.6% or higher
Postsecondary Enrollment Rate - 18 Months (n=181)	62.4%	40.5% or lower	40.6 to 49.2%	49.3 to 62.5%	62.6% or higher
College and Career Preparatory Course Index (n=160)	47.2%	26.5% or lower	26.6 to 41.8%	41.9 to 55.0%	55.1% or higher

NOTE: The purpose of this sample report is to show the layout and content for the School Quality Guide. The 18 school described in this report is not real and the data in the report are fictitious.