

Elementary School Quality Snapshot FAMILY GUIDE

The Family Guide explains terms and information that appear in the School Quality Snapshot. For additional resources, please see:

School Quality Snapshot: <http://schools.nyc.gov/Accountability/default>

School Quality Guide: <http://schools.nyc.gov/Accountability/default>

Quality Review: <http://schools.nyc.gov/Accountability/tools/review>

NYC School Survey: <http://schools.nyc.gov/Accountability/tools/survey>

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

NOTE: The purpose of this sample report is to show the layout and content of the School Quality Snapshot. The school described in this report is not real and the data in the report are fictitious. On actual School Quality Snapshots, the links above will connect to the appropriate school reports and information.

2013-2014

General Information

The General Information presents basic facts about the school, including where the school is located, how to contact the school, and other information about the school, its students, its staff, the building facility, and admissions methods. Descriptions and explanations of selected items in the General Information are provided below.

General Information	
Address	52 Chambers Street New York, New York 10007
Phone	212-123-4567
Website	schools.nyc.gov
Grades Served	PK,0K,01,02,03,04,05,SE
Report Type	Elementary
Enrollment	623
Student Demographics	Asian: 10% Black: 5% Hispanic: 83% White: 2%
English Language Learners	35%
Students with Special Needs	17%
Student Attendance	95%
Teacher Attendance	97%
Principal	Jane Doe
Years of Principal Experience at This School	7.3
Shared Space	No
Admissions Methods	Zoned

English Language Learners are students who speak a language other than English at home and scored below proficient on an initial English assessment when they entered the New York City school system.

Students with special needs are students who receive special education services appropriate for their unique needs through Individualized Education Programs.

Faculty attendance is the faculty attendance rate based on absences from sick and personal days only; they do not include approved leaves of absence or other excused absences. Please note, in some cases teachers faced with a significant illness use accrued sick days in lieu of a medical leave of absence, which can negatively impact their school's teacher attendance rate.

Years of principal experience at this school is the number of years that the principal has served as principal at this school. It does not include years of experience at the school in a role other than principal or years of experience as a principal at another school.

Shared space means that the school shares its building with one or more other schools. Each school is assigned a segment of classrooms and hallways to use as its own space, while schools sometimes share areas such as gyms and libraries.

Admissions methods are the ways in which applicants are admitted into the school and its programs. For explanations of the admissions methods, please refer to the Elementary School Directory: <http://schools.nyc.gov/ChoicesEnrollment/Elementary/Resources/default.htm>

For more information about the school's admissions process, programs, classes, and extracurricular activities, visit the Directory at: <http://schools.nyc.gov/ChoicesEnrollment/Elementary/Resources/default.htm>

Quality Review

This section provides an overview of how the school was rated on its most recent Quality Review, during which a reviewer conducts a formal school visit and evaluates how well the school is organized to improve student achievement. The Quality Review process engages school communities in conversations and observations of schoolwide practices.

QUALITY REVIEW

An evaluation of the school by an experienced educator based on a formal school visit. The educator observes classrooms and engages in conversations with parents, students, teachers, and school leaders to assess schoolwide practices. The Quality Review provides specific feedback to support the school's efforts. The Quality Review information displayed here reflects the most recent year that a Quality Review was conducted at this school. Some schools will not have Quality Review information if they opened within the last two years or if their most recent review took place prior to August 2010.

Most Recent Quality Review:

April 30-May 1, 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?



The Snapshot also includes the Quality Review ratings that the school received in the following specific areas:

How interesting and challenging is the curriculum:

Reviewers assess documents that describe what students learn and how all students have opportunities to engage in meaningful tasks.

How effective is the teaching and learning: Reviewers observe lessons to determine how well teachers meet the learning needs of students and promote critical thinking.

How well does the school assess what students are learning: Reviewers evaluate how assessments are connected to what students learn and how the information from assessments is used to make effective adjustments to lessons.

How clearly are high expectations communicated to students and staff: Reviewers meet with parents and teachers to gather evidence about how expectations are communicated by school staff to build partnerships with parents in student learning.

How well do teachers work with each other: Reviewers observe teacher teams in order to gather information about how well teachers at the school collaborate and play a role in making key decisions about student learning.

Student Progress

This section presents information about student growth on state tests. Descriptions and explanations of the metrics are provided below.

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



Improvement on the State math test



Improvement on State test metrics show how students at the school improved from 2013 to 2014 on the state tests in English and math, compared to other students in the city who scored at the same level in 2013. A high rating means that students at the school made greater improvement than other students in the city who started at the same level.

All students metric reflects the growth of all students at the school.

Lowest performing students metric reflects the improvement of the students who scored in the lowest third in the school (in each grade) on the state tests in 2013.

Student Achievement

This section presents information on how students performed on the 2014 state tests in English and math and their preparation for middle school.

STUDENT ACHIEVEMENT

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

36% met State standards on the State English test; the average score at this school was 2.7 out of 4.5

City Average: 30% District Average: 36%

41% met State standards on the State math test; the average score at this school was 2.8 out of 4.5

City Average: 39% District Average: 46%

93% was the pass rate by this school's former 5th graders in their 6th grade courses in math, English, social studies, and science

City Average: 93% District Average: 91%

Met state standards on the state English and math tests shows the percentage of students at the school who scored at Level 3 or Level 4 on the state tests. New York State assigns Performance Levels 1 (well below proficient), 2 (below proficient), 3 (proficient), and 4 (excelling) to the scores.

Average score presents the scale score on the state test on a continuum from 1.0 to 4.5. The first digit corresponds to the Performance Level, and the second digit indicates how close the student is to the next level. For example, a 2.9 is a Level 2, but close to a Level 3.

School Environment

This section presents several results from the NYC School Survey.

SCHOOL ENVIRONMENT

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

92% of parents are satisfied with the education that their child has received

City Average: 94% District Average: 95%

91% of parents feel that the school offers a wide enough variety of courses, extracurricular activities, and services

City Average: 91% District Average: 93%

88% of teachers feel that order and discipline are maintained at this school

City Average: 81% District Average: 84%

91% of teachers agree that leaders of this school place a high priority on the quality of teaching

City Average: 92% District Average: 94%

86% of teachers would recommend this school to parents

City Average: 81% District Average: 81%

The NYC School Survey is administered annually to all parents, all teachers, and students in grades 6-12. The survey measures their satisfaction with various elements of the school's learning environment. The metrics in this section show the percentage of respondents who agreed or strongly agreed with the listed statements from the NYC School Survey.

This section includes only a small number of the many questions on the NYC School Survey. To see the school's full survey results, visit:

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

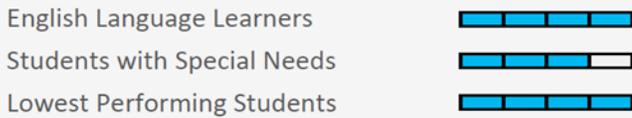
Closing the Achievement Gap

This section recognizes schools for making strong gains with their English Language Learners, students with special needs, and students who scored in the lowest third citywide on state tests in 2013. The section also presents information on the movement of students with special needs into less restrictive environments.

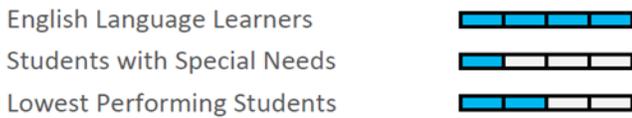
CLOSING THE ACHIEVEMENT GAP

How well this school is 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 grown academically.

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



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



Movement of students with special needs to less restrictive environments



Improvement on the state tests by students at this school who are English Language Learners, in city's lowest third, or students with special needs reflects the extent to which the school has helped students in these groups make strong growth on state tests from 2013 to 2014 by scoring higher than approximately three-quarters of other students in the city who scored at the same level in 2013.

Lowest performing students are students at this school who scored in the lowest third in the city (in each grade) on the state exams in 2013.

Movement of students with special needs to less restrictive environments reflects the extent to which students with special needs have been moved to an environment that includes greater instructional periods with their non-disabled peers.