

# High 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>

High School Directory: <http://nyc.gov/schools/HighSchool>

**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	<a href="#">52 Chambers Street</a> <a href="#">New York, New York 10007</a>
Phone	212-123-4567
Website	<a href="#">schools.nyc.gov</a>
Grades Served	09,10,11,12,SE
Report Type	High School
Enrollment	623
Student Demographics	Asian: 10%   Black: 5%   Hispanic: 83%   White: 2%
English Language Learners	35%
Students with Special Needs	17%
Average SAT Score	1233
Student Attendance	92%
Teacher Attendance	97%
Principal	Jane Doe
Years of Principal Experience at This School	6.7
Shared Space	No
Admissions Methods	Limited Unscreened

**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.

**Admission 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 High School Directory:

<http://schools.nyc.gov/ChoicesEnrollment/High/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.

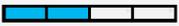
### Most Recent Quality Review:

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 progress towards graduation by accumulating credits and passing Regents exams. Descriptions and explanations of the metrics are provided below.

**STUDENT PROGRESS**

How well students are making progress towards graduation by accumulating credits and passing Regents exams.

**79%** of students earned enough credits in 9th grade to be on track for high school graduation  
 City Average: 83% Borough Average: 82%

**82%** of students earned enough credits in 10th grade to be on track for high school graduation  
 City Average: 78% Borough Average: 77%

**How well does this school help students improve from their incoming proficiency levels and pass Regents exams?**

English	
Mathematics	
Science	
Global History and Geography	
United States History	

**Credits earned in 9<sup>th</sup> and 10<sup>th</sup> grade to remain on track for high school graduation** shows the percentage of students who earned 10 or more academic credits during the year, with focus on credits earned in English, math, science, and social studies. To graduate from high school, students must earn at least 44 credits, with particular requirements in English, math, science, social studies, and other areas.

**Helping students improve from their incoming proficiency levels to pass Regents exams** reflects student pass rates on the Regents exams in various subjects, weighted based on students' likelihood of passing the exam given their performance on the related 8<sup>th</sup> grade exam. Schools receive more credit on this metric when their students pass the Regents exams at a greater rate than would be expected based on their 8<sup>th</sup> grade exam scores.

# Student Achievement

**STUDENT ACHIEVEMENT**

Graduation rates, after four and six years.

**75%** of students graduated within 4 years  
 City Average: 68%\* Borough Average: 68%

**82%** of students graduated within 6 years  
 City Average: 73%\* Borough Average: 73%

This section presents information on student graduation rates.

**4-year graduation rate** shows the percentage of students who graduated with a Regents or Local Diploma within four years, after entering 9<sup>th</sup> grade in 2010-11. The city average displayed is the projected graduation rate subject to correction by the New York State Education Department

**6-year graduation rate** shows the percentage of students who graduated with a Regents or Local Diploma within six years, after entering 9<sup>th</sup> grade in 2008-09. The city average displayed is the projected graduation rate subject to correction by the New York State Education Department

# School Environment

This section presents several results from the NYC School Survey.

## SCHOOL ENVIRONMENT

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

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

City Average: 72% Borough Average: 72%

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

City Average: 94% Borough Average: 93%

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

City Average: 81% Borough Average: 79%

**86%** of teachers would recommend this school to parents

City Average: 76% Borough Average: 74%

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/>

# College and Career Readiness

This section presents information on the college readiness of students at this school, based on their achievements in high school and their outcomes after leaving high school. Descriptions and explanations of the metrics are provided below.

## COLLEGE AND CAREER READINESS

How well prepared students are for college and careers, based on their achievements in high school and their outcomes after leaving high school.

**47%** of students successfully completed approved college preparatory courses and assessments

City Average: 46% Borough Average: 45%

**55%** of students graduated college ready

City Average: 32% Borough Average: 30%

**59%** of students graduated from high school and enrolled in a college or other postsecondary program within 6 months

City Average: 51% Borough Average: 50%

**Successfully completed approved college preparatory courses and assessments** shows the percentage of students at the school who accomplished any of the following achievements within four years after entering 9<sup>th</sup> grade in 2010-11:

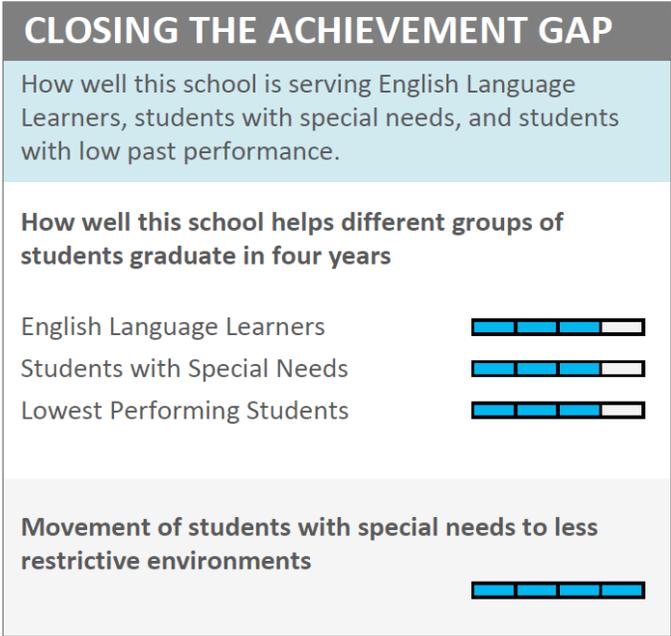
- scored 65 or above on the Regents exams in Algebra II, Math B, Chemistry, or Physics
- scored 3 or above on an Advanced Placement exam
- scored 4 or above on an International Baccalaureate exam
- earned a grade of C or higher in a college course
- passed a course certified by the NYC DOE as college-and-career-ready
- earned a diploma with a Career and Technical Education endorsement
- earned a diploma with an Arts endorsement
- passed an industry-recognized technical assessment

**Graduated college ready** shows the percentage of students who graduated with a Regents diploma and met CUNY's standards for college readiness in English and math, out of all the school's students who entered 9<sup>th</sup> grade in 2010-11.

**Graduated from high school and enrolled in a college or other postsecondary program within 6 months** includes students who graduated from high school and enrolled in college, a vocational program, or public service within 6 months of their scheduled graduation date, out of all the school's students who entered 9<sup>th</sup> grade in 2009-10.

# 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 their 8th grade state tests. The section also presents information on the movement of students with special needs into less restrictive environments.



**Helping different groups of students graduate in four years** reflects the degree to which the school has helped students with higher needs graduate. Schools receive greater credit for diploma types associated with greater levels of proficiency (such as an Advanced Regents diploma). Schools also receive greater credit for diplomas achieved by students with higher needs.

**Lowest performing students** are students at this school who scored in the lowest third in the city on their 8th grade state ELA and math exams.

**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.