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School Quality Guide

2013–2014

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

School Overview

Grade	Enrollment		
	2011–2012	2012–2013	2013–2014
Pre-K	20	16	44
Kindergarten	85	112	87
1 st Grade	92	81	105
2 nd Grade	77	109	83
3 rd Grade	129	105	111
4 th Grade	121	121	94
5 th Grade	146	128	99
All Students	670	672	623

Student Population Characteristics	2011–2012	2012–2013	2013–2014
% English Language Learners	37%	36%	35%
% Students with IEPs	14%	14%	17%
% Students with IEPs spending less than 20% time with non-disabled peers	3%	3%	3%
% Free Lunch Eligible	86%	86%	87%
% Temporary Housing	2%	2%	2%
% Overage	2%	2%	2%
% Asian	9%	10%	10%
% Black	8%	6%	5%
% Hispanic	80%	82%	83%
% White	3%	2%	2%
% Other	0%	0%	0%

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

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

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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

NOTE: The purpose of this sample report is to show the layout and content for the School Quality Guide. The 4 school described in this report is not real and the data in the report are fictitious.

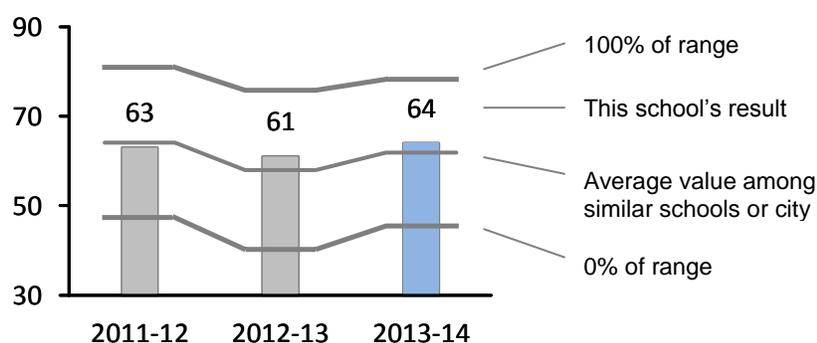
Graphs Walk-Through

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

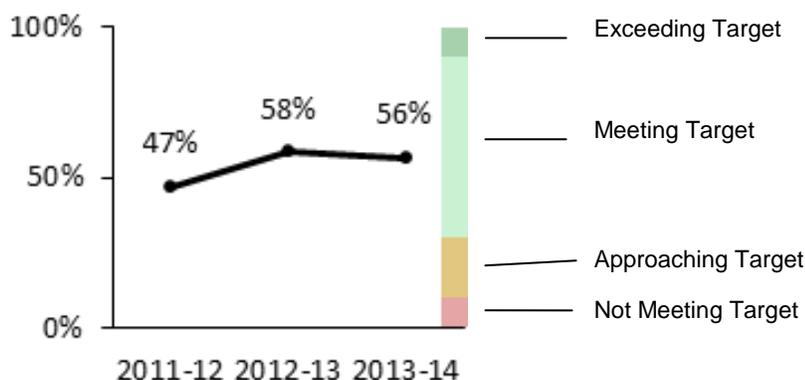
Most of the remaining metrics in the report are presented through two standard graphs, which are intended to help place the school's performance in context.

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. An elementary school's comparison group of peer schools is determined by its Economic Need Index, the percent of students with disabilities, the percent of black or Hispanic students, and the percent of English language learners. 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 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

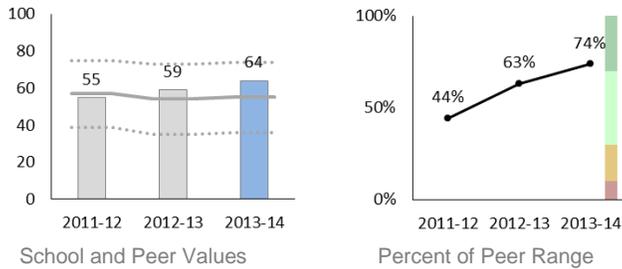
MEETING TARGET

Student Progress includes growth metrics based on how students improved on the state tests between 2013 and 2014.

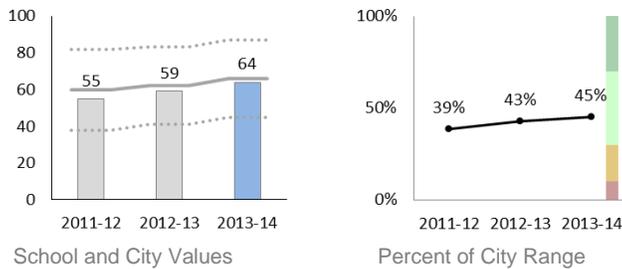
English Median Adjusted Growth Percentile (n=125)

This metric calculates the median adjusted growth percentile of a school's eligible students. A student's growth percentile compares his or her growth to the growth of all students in the City who started at the same level of proficiency the year before.

Peer



City

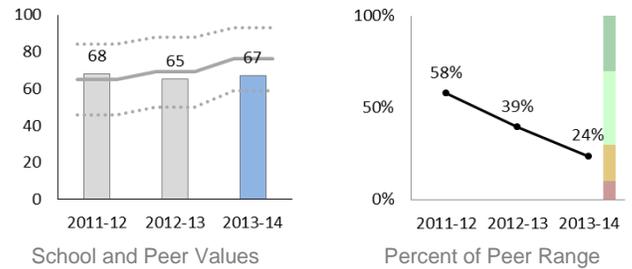


In 2013-14, the school's percent of peer range on this metric was 56% and the school's percent of city range was also 56%. This results in the school Meeting Target on this metric.

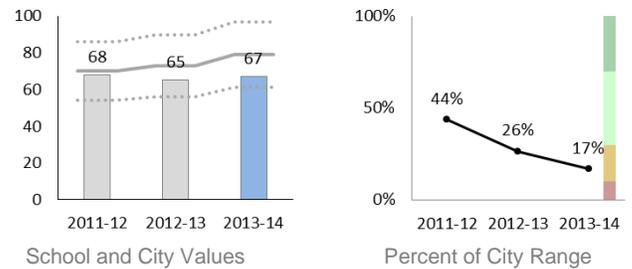
Math Median Adjusted Growth Percentile (n=123)

This metric calculates the median adjusted growth percentile of a school's eligible students. A student's growth percentile compares his or her growth to the growth of all students in the City who started at the same level of proficiency the year before.

Peer



City

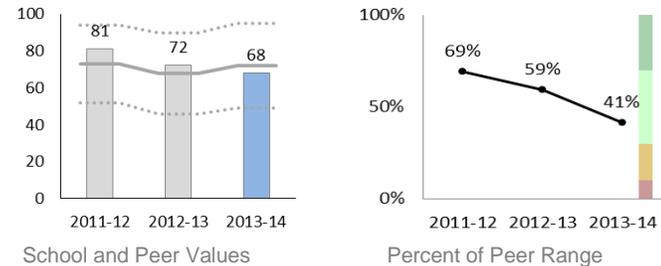


In 2013-14, the school's percent of peer range on this metric was 56% and the school's percent of city range was also 56%. This results in the school Meeting Target on this metric.

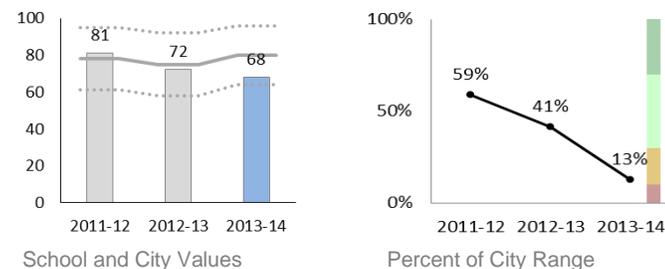
English Median Adjusted Growth Percentile for School's Lowest Third (n=42)

This metric calculates the median adjusted growth percentile of a school's lowest third of students in prior year English scores. A student's growth percentile compares his or her growth to the growth of all students in the City who started at the same level of proficiency the year before.

Peer



City

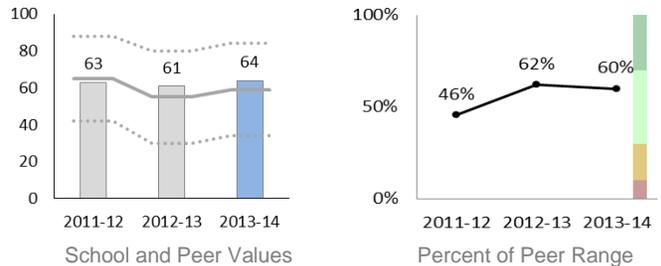


In 2013-14, the school's percent of peer range on this metric was 56% and the school's percent of city range was also 56%. This results in the school Meeting Target on this metric.

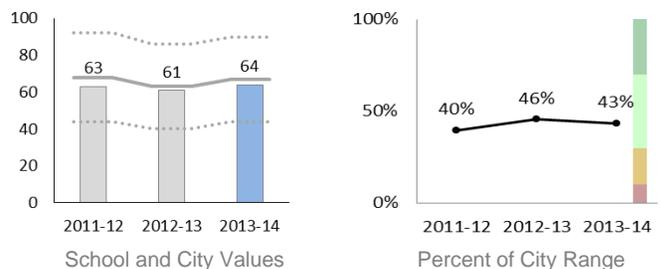
Math Median Adjusted Growth Percentile for School's Lowest Third (n=43)

This metric calculates the median adjusted growth percentile of a school's lowest third of students in prior year Math scores. A student's growth percentile compares his or her growth to the growth of all students in the City who started at the same level of proficiency the year before.

Peer



City



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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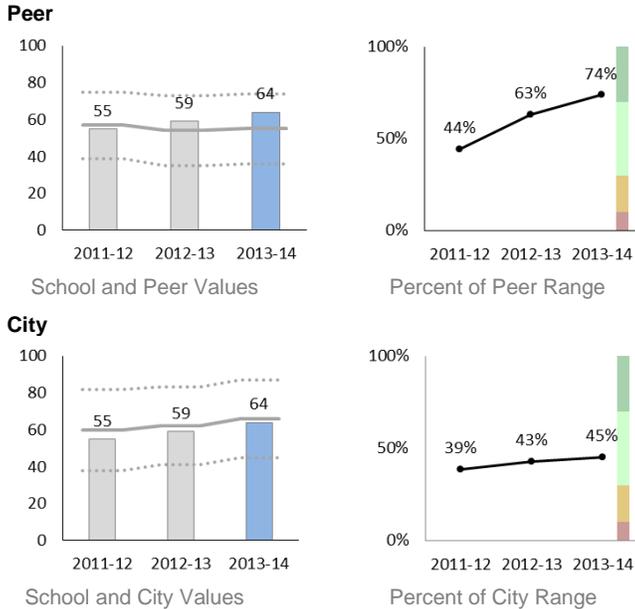
Student Progress — continued

MEETING TARGET

Student Progress includes growth metrics based on how students improved on the state tests between 2013 and 2014.

English Early Grade Progress (n=42)

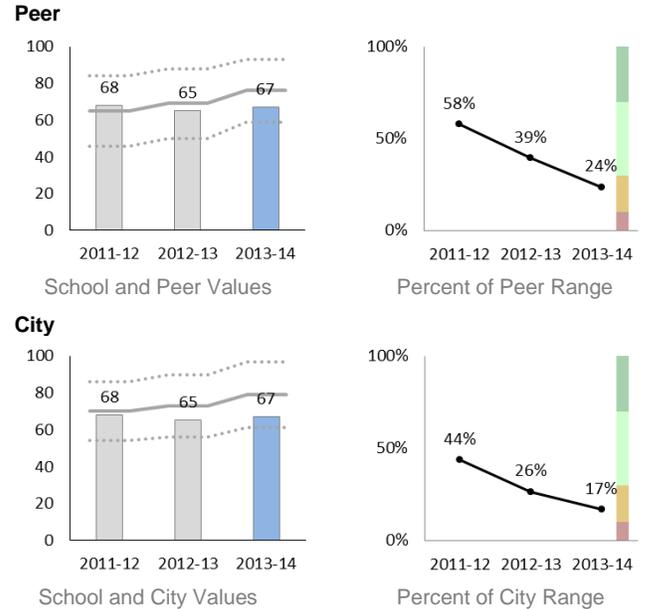
This metric reflects the proficiency levels attained by third grade students on the state exam, weighted based on the likelihood of achieving those levels given the students' demographic indicators. School receive more credit on this metric when students achieve at higher levels than expected based on their demographic indicators.



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 Early Grade Progress (n=43)

This metric reflects the proficiency levels attained by third grade students on the state exam, weighted based on the likelihood of achieving those levels given the students' demographic indicators. School receive more credit on this metric when students achieve at higher levels than expected based on their demographic indicators.



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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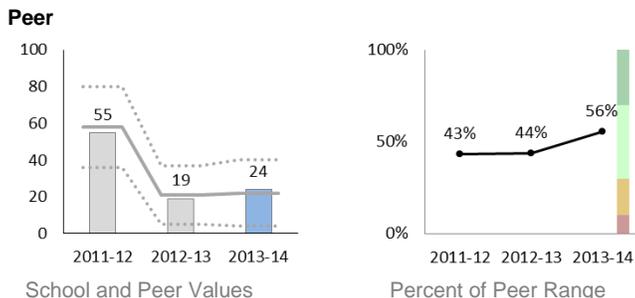
Student Achievement

MEETING TARGET

Student Achievement is based on results on the 2014 state tests in English and Math, and a measure of readiness for middle school.

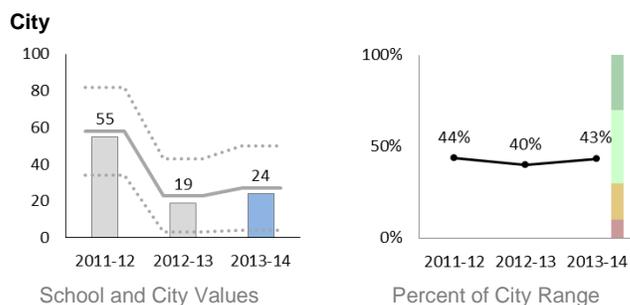
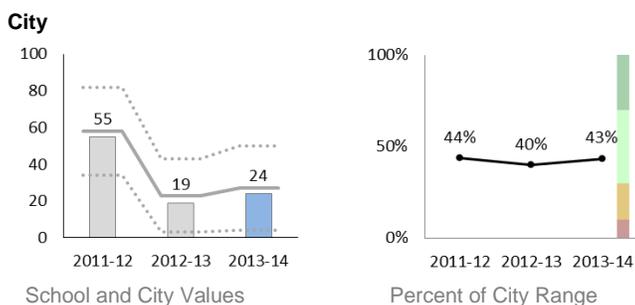
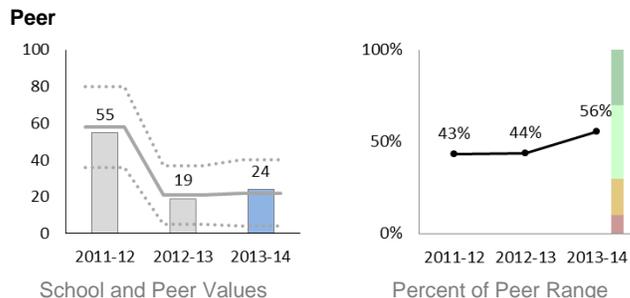
English – Percentage of Students at Level 3 or 4 (n=384)

This metric shows the percentage of students who are performing at or above proficiency as defined by New York State on Common Core ELA exams in the current year. This is the percentage of students at either Level 3 (proficient) or Level 4 (advanced).



Mathematics – Percentage of Students at Level 3 or 4 (n=415)

This metric shows the percentage of students who are performing at or above proficiency as defined by New York State on Common Core math exams in the current year. This is the percentage of students at either Level 3 (proficient) or Level 4 (advanced).

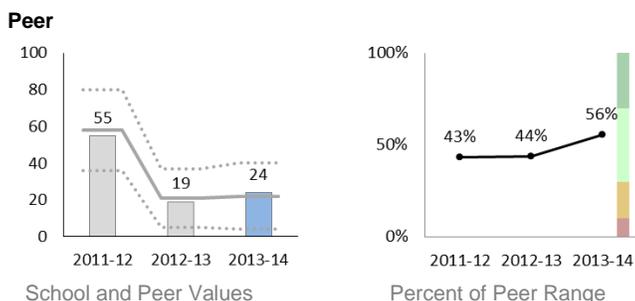


In 2013-14, the school's percent of peer range on this metric was 56% and the school's percent of city range was also 56%. This results in the school Meeting Target on this metric.

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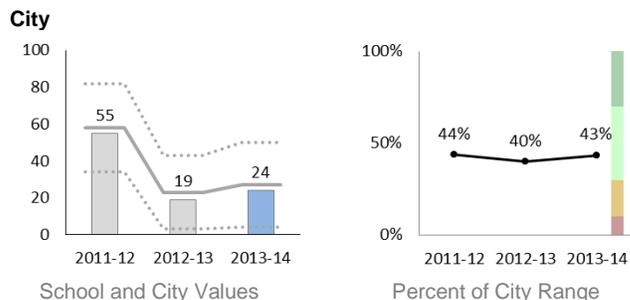
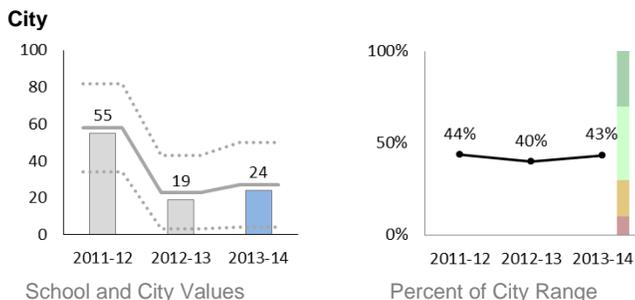
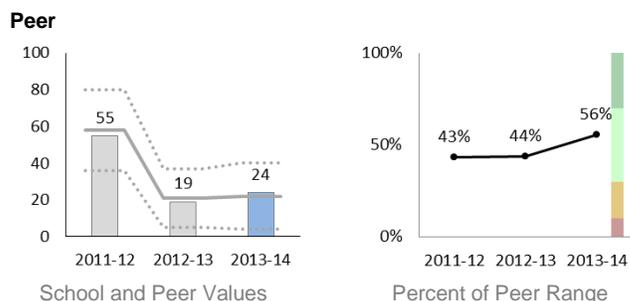
English – Average Student Proficiency (n=384)

This metric represents the average (mean) Proficiency Rating in ELA for all students attributed to the school. The Average Proficiency Rating is measured on a scale of 1.00 to 4.50, and is based on students' scale scores on the State exams in ELA.



Mathematics – Average Student Proficiency (n=415)

This metric represents the average (mean) Proficiency Rating in Math for all students attributed to the school. The Average Proficiency Rating is measured on a scale of 1.00 to 4.50, and is based on students' scale scores on the State exams in Math.



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.

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 — continued

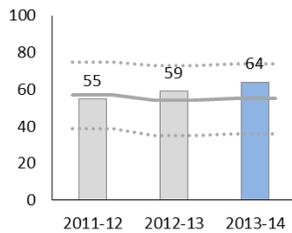
MEETING TARGET

Student Achievement is based on results on the 2014 state tests in English and Math, and a measure of readiness for middle school.

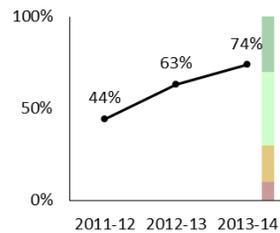
Middle School Adjusted Core Course Pass Rate of Former Students (n=110)

This metric is based upon the core course pass rates of the school's 2012-13 5th graders who, in 2013-14, attended a NYC DOE middle school.

Peer

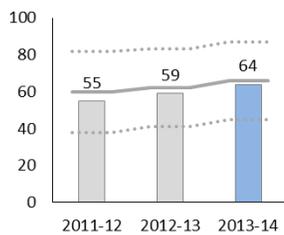


School and Peer Values

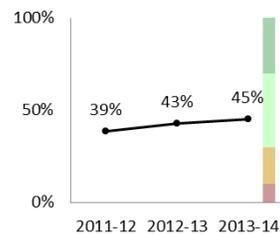


Percent of Peer Range

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.

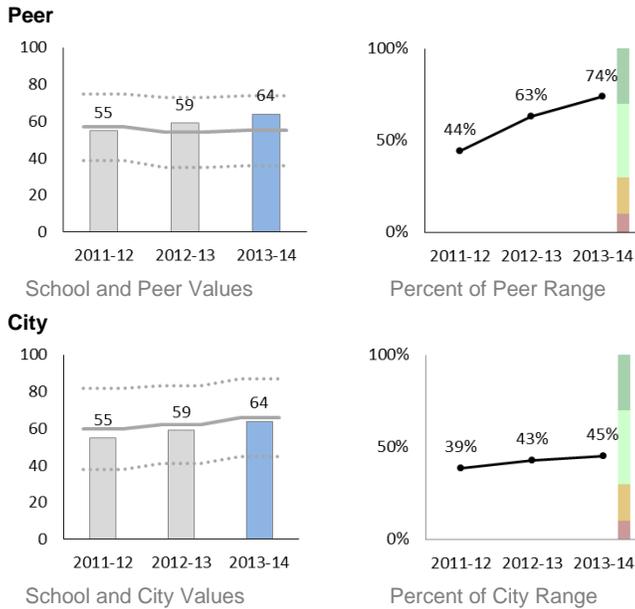
School Environment

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

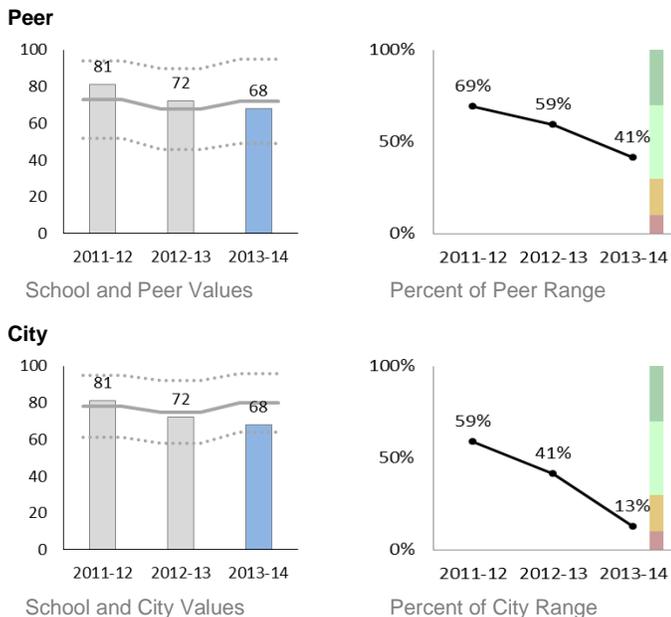
This metric shows the average percent of positive responses to the NYC School Survey questions related to the school's instructional core.



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 Systems for Improvement

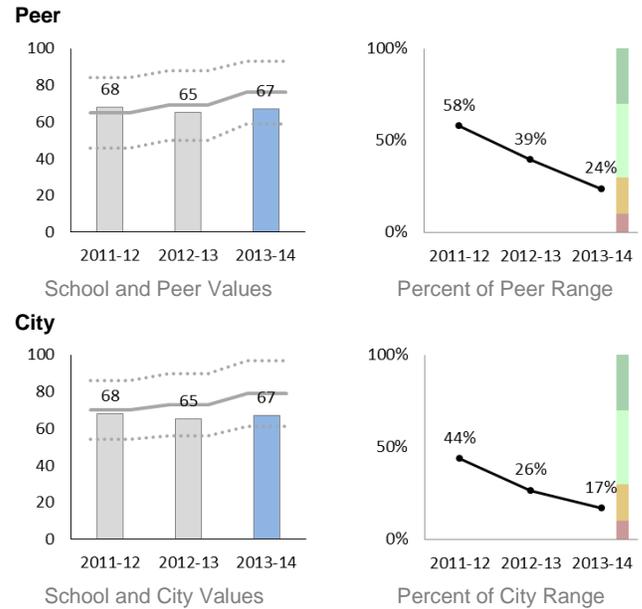
This metric shows the average percent of positive responses to the NYC School Survey questions related to the school's systems for improvement.



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%.

Survey Satisfaction related to School Culture

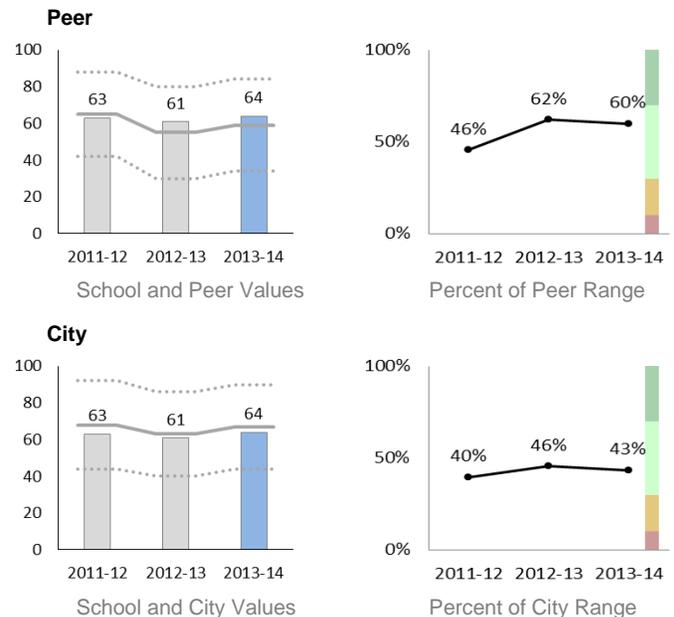
This metric shows the average percent of positive responses to the NYC School Survey questions related to the school's culture.



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%.

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.

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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
Percent at Level 3 or 4						
English						
Self-Contained (n=23)	5.2%	7.9%	3.9%	8.0%	3.5%	7.7%
Integrated Co-Teaching (ICT) (n=32)	13.3%	4.4%	9.3%	4.6%	9.1%	4.3%
Special Education Teacher Support Services (SETSS) (n=37)	14.6%	5.6%	13.1%	5.8%	13.2%	5.5%
Math						
Self-Contained (n=23)	9.2%	7.9%	6.8%	7.9%	6.5%	7.9%
Integrated Co-Teaching (ICT) (n=32)	13.8%	4.4%	12.6%	4.5%	13.1%	4.7%
Special Education Teacher Support Services (SETSS) (n=37)	16.3%	5.6%	14.5%	5.7%	14.7%	5.8%
Percent at 75th Growth Percentile or Higher						
English						
English Language Learners (n=53)	57.6%	31.4%	54.4%	31.6%	54.0%	32.8%
Lowest Third Citywide (n=104)	62.8%	54.1%	61.3%	53.7%	62.1%	54.9%
Self-Contained/ICT/SETSS (n=78)	64.5%	17.6%	63.9%	17.2%	64.8%	17.5%
Black and Hispanic Males in Lowest Third Citywide (n=43)	73.4%	23.4%	71.4%	23.9%	69.8%	25.4%
Math						
English Language Learners (n=51)	61.2%	31.2%	59.8%	30.8%	59.2%	30.4%
Lowest Third Citywide (n=102)	66.3%	53.2%	64.5%	52.7%	63.8%	54.5%
Self-Contained/ICT/SETSS (n=81)	68.5%	17.7%	69.4%	18.0%	69.0%	17.9%
Black and Hispanic Males in Lowest Third Citywide (n=46)	71.9%	21.5%	73.5%	21.3%	72.4%	21.4%
Movement from SC/ICT/SETSS to Less Restrictive Environments (n=64)	0.64	18.1%	0.68	17.9%	0.71	17.5%
English Language Learner Progress	49.5%	32.4%	51.3%	32.9%	52.8%	32.0%

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Summary of Section Ratings

This section shows how the ratings are calculated for the Student Progress, Student Achievement, School Environment, 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		100%	0%		Average	100%		
Student Progress											
English Median Adjusted Growth Percentile (n=125)	65.8	45.1	61.8	78.5	62.0%	47.0	63.9	80.7	55.8%	16.7	10.1
Math Median Adjusted Growth Percentile (n=123)	64.1	42.5	58.8	75.1	66.3%	41.3	62.8	84.3	53.0%	16.7	10.5
English Median Adjusted Growth Percentile for School's Lowest Third (n=42)	73.4	58.7	76.7	94.6	40.9%	57.7	75.4	93.0	44.5%	16.7	7.0
Math Median Adjusted Growth Percentile for School's Lowest Third (n=43)	76.8	59.3	75.5	91.6	54.2%	54.8	74.0	93.2	57.3%	16.7	9.2
English Early Grade Progress (n=42)	1.82	0.37	1.75	3.12	52.7%	0.59	1.93	3.26	46.1%	16.7	8.5
Math Early Grade Progress (n=43)	1.67	0.28	2.11	3.94	38.0%	0.36	2.27	4.17	34.4%	16.7	6.2

51.4

Student Progress Section Rating			
Not Meeting Target 32.4 or lower	Approaching Target 32.5 to 46.2	Meeting Target 46.3 to 60.4	Exceeding Target 60.5 or higher

Student Achievement

English - Percentage of Students at Level 3 or 4 (n=384)	24.3%	3.4%	18.0%	32.5%	71.8%	0.0%	26.5%	52.9%	45.9%	22.5	14.7
Math - Percentage of Students at Level 3 or 4 (n=415)	28.1%	0.0%	21.2%	42.3%	66.4%	0.0%	30.3%	60.5%	46.4%	22.5	13.8
English - Average Student Proficiency (n=384)	2.55	1.94	2.52	3.09	53.0%	1.85	2.51	3.16	53.4%	22.5	12.0
Math - Average Student Proficiency (n=415)	2.67	1.90	2.51	3.12	63.1%	1.83	2.64	3.44	52.2%	22.5	13.6
Middle School Adjusted Core Course Pass Rates of Former Students (n=110)	92.8	76.5	87.2	97.8	76.5%	81.2	90.1	98.9	65.5%	10.0	7.4

61.4

Student Achievement Section Rating			
Not Meeting Target 27.7 or lower	Approaching Target 27.8 to 42.7	Meeting Target 42.8 to 62.3	Exceeding Target 62.4 or higher

School Environment

School Survey - Instructional Core	81.3%	70.2%	81.0%	91.8%	51.4%	71.5%	80.1%	88.7%	57.0%	22.2	11.7
School Survey - School Culture	79.8%	61.2%	73.4%	85.5%	76.5%	59.7%	73.0%	86.3%	75.6%	22.2	16.9
School Survey - Structures for Improvement	77.4%	58.9%	72.1%	85.2%	70.3%	61.3%	74.5%	87.6%	61.2%	22.2	15.1
Attendance	92.7%	86.3%	91.1%	95.8%	67.4%	86.9%	92.5%	98.0%	52.3%	33.3	21.2

64.9

School Environment Section Rating			
Not Meeting Target 39.5 or lower	Approaching Target 39.6 to 57.7	Meeting Target 57.8 to 75.4	Exceeding Target 75.5 or higher

NOTE: The purpose of this sample report is to show the layout and content for the School Quality Guide. The 12 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, and Closing the Achievement Gap sections.

Closing the Achievement Gap

	This School's Results	This School's Population Percentage	Fixed Point Value	Points Possible	Points Earned
Percent at Level 3 or 4					
English					
Self-Contained (n=23)	5.6%	7.7%	1.339	5.9	3.4
Integrated Co-Teaching (ICT) (n=32)	9.1%	7.3%	0.311	5.9	1.2
Special Education Teacher Support Services (SETSS) (n=37)	12.4%	11.4%	0.633	5.9	5.3
Math					
Self-Contained (n=23)	8.9%	7.9%	0.497	5.9	2.1
Integrated Co-Teaching (ICT) (n=32)	13.1%	7.7%	0.181	5.9	1.1
Special Education Teacher Support Services (SETSS) (n=37)	15.4%	11.2%	0.373	5.9	3.8
Percent at 75th Growth Percentile or Higher					
English					
English Language Learners (n=53)	69.2%	32.8%	0.019	5.9	2.5
Lowest Third Citywide (n=104)	68.1%	54.9%	0.011	5.9	2.4
Self-Contained/ICT/SETSS (n=78)	69.8%	25.1%	0.019	5.9	2.0
Black and Hispanic Males in Lowest Third Citywide (n=43)	70.5%	28.7%	0.022	5.9	2.6
Math					
English Language Learners (n=51)	71.6%	32.5%	0.020	5.9	2.7
Lowest Third Citywide (n=102)	73.8%	54.5%	0.012	5.9	2.8
Self-Contained/ICT/SETSS (n=81)	75.4%	24.7%	0.020	5.9	2.2
Black and Hispanic Males in Lowest Third Citywide (n=46)	77.6%	28.6%	0.025	5.9	3.3
Movement from SC/ICT/SETSS to Less Restrictive Environments (n=64)	0.42	9.4%	0.070	5.9	1.6
English Language Learner Progress (n=52)	79.4%	35.4%	0.018	5.9	3.0
					42.0

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 13 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.

State Exam Scores by Grade	AVERAGE STUDENT PROFICIENCY	PERCENTAGE OF STUDENTS AT LEVEL 3 OR LEVEL 4	MEDIAN ADJUSTED GROWTH PERCENTILE
Mathematics			
3rd Grade (n=95)	2.16	13.6%	
4th Grade (n=113)	2.13	6.2%	38.0
5th Grade (n=120)	2.05	6.8%	59.0
English			
3rd Grade (n=94)	2.18	13.4%	
4th Grade (n=112)	2.27	19.1%	55.0
5th Grade (n=118)	2.34	19.0%	57.0
Science			
4th Grade (n=112)	3.37	73.9%	

Chronic Absenteeism	PERCENTAGE OF STUDENTS SCHOOLWIDE	AVERAGE OF SCHOOLS CITYWIDE
Students With Less Than 90% Attendance (n=703)	31.2%	20.5%

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.

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 elementary and middle school has up to 40 peer schools and each K-8 school has up to 30 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	ECONOMIC NEED INDEX	% STUDENTS WITH DISABILITIES	% BLACK OR HISPANIC	% ELL
01M000	<u>Manhattan Public School</u>	<u>1.05</u>	<u>15.8%</u>	<u>89.7%</u>	<u>26.7%</u>
03A290	Peer School 1	0.97	12.3%	88.0%	29.7%
05A703	Peer School 2	1.04	18.1%	86.9%	19.5%
08A504	Peer School 3	0.89	16.6%	92.1%	22.1%
08A529	Peer School 4	0.92	19.1%	85.6%	32.3%
11B223	Peer School 5	1.02	11.7%	83.4%	29.4%
13B709	Peer School 6	1.05	17.0%	84.3%	24.8%
13B820	Peer School 7	1.18	13.5%	82.4%	24.1%
14B364	Peer School 8	1.13	15.4%	85.7%	22.4%
18B075	Peer School 9	1.04	14.3%	86.2%	25.6%
18B091	Peer School 10	1.02	14.8%	87.3%	30.7%
18B213	Peer School 11	1.06	13.7%	88.1%	23.6%
18B574	Peer School 12	1.03	16.2%	87.0%	29.1%
18B599	Peer School 13	0.97	15.6%	88.2%	25.1%
20C108	Peer School 14	0.99	15.3%	84.6%	24.7%
20C227	Peer School 15	0.83	16.3%	88.6%	21.3%
20C302	Peer School 16	1.13	14.6%	88.3%	34.2%
20C469	Peer School 17	1.10	13.1%	84.5%	31.0%
21D294	Peer School 18	1.08	15.3%	90.1%	33.2%
21D352	Peer School 19	1.03	16.6%	92.4%	28.4%
21D355	Peer School 20	1.02	19.2%	88.7%	26.9%
23D140	Peer School 21	1.06	17.9%	85.6%	35.3%
23D281	Peer School 22	1.00	15.4%	86.6%	37.2%
23D319	Peer School 23	0.91	16.1%	87.5%	36.3%
23D508	Peer School 24	0.88	15.5%	87.3%	33.1%
23D583	Peer School 25	1.02	13.1%	86.2%	34.0%
23D615	Peer School 26	0.99	14.7%	89.1%	21.8%
23D697	Peer School 27	1.04	14.2%	90.4%	22.9%
24E321	Peer School 28	1.07	16.9%	85.8%	17.7%
24E670	Peer School 29	0.85	12.7%	87.4%	26.5%
25F117	Peer School 30	1.15	18.3%	85.5%	23.4%
20C232	Peer School 31	0.83	16.3%	88.6%	21.3%
20J302	Peer School 32	1.13	14.6%	88.3%	34.2%
20J469	Peer School 33	1.10	13.1%	84.5%	31.0%
21J294	Peer School 34	1.08	15.3%	90.1%	33.2%
21J352	Peer School 35	1.03	16.6%	92.4%	28.4%
21J355	Peer School 36	1.02	19.2%	88.7%	26.9%
23J140	Peer School 37	1.06	17.9%	85.6%	35.3%
23J281	Peer School 38	1.00	15.4%	86.6%	37.2%
23J319	Peer School 39	0.91	16.1%	87.5%	36.3%
23J508	Peer School 40	0.88	15.5%	87.3%	33.1%
	PEER GROUP AVERAGES	1.01	15.6%	87.3%	28.6%

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.

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					
English Median Adjusted Growth Percentile (n=125)	65.8	56.4 or lower	56.5 to 61.0	61.1 to 66.7	66.8 or higher
Math Median Adjusted Growth Percentile (n=123)	64.1	53.5 or lower	53.6 to 58.4	58.5 to 63.4	63.5 or higher
English Median Adjusted Growth Percentile for School's Lowest Third (n=42)	73.4	70.1 or lower	70.2 to 74.9	75.0 to 80.1	80.2 or higher
Math Median Adjusted Growth Percentile for School's Lowest Third (n=43)	76.8	69.1 or lower	69.2 to 73.7	73.8 to 78.5	78.6 or higher
English Early Grade Progress (n=42)	1.82	1.30 or lower	1.31 to 1.68	1.69 to 2.07	2.08 or higher
Math Early Grade Progress (n=43)	1.67	1.37 or lower	1.38 to 1.69	1.70 to 2.11	2.12 or higher
Student Achievement					
English - Percentage of Students at Level 3 or 4 (n=384)	24.3%	9.8% or lower	9.9 to 14.9%	15.0 to 25.7%	25.8% or higher
Math - Percentage of Students at Level 3 or 4 (n=415)	28.1%	11.8% or lower	11.9 to 16.3%	16.4 to 30.8%	30.9% or higher
English - Average Student Proficiency (n=384)	2.55	2.13 or lower	2.14 to 2.25	2.26 to 2.61	2.62 or higher
Math - Average Student Proficiency (n=415)	2.67	2.16 or lower	2.17 to 2.32	2.33 to 2.72	2.73 or higher
Middle School Adjusted Core Course Pass Rate of Former Students (n=91)	92.8%	72.5% or lower	72.6 to 81.3%	81.4 to 93.9%	94.0% or higher
School Environment					
School Survey - Instructional Core	81.3%	78.5% or lower	78.6 to 82.3%	82.4 to 85.9%	86.0% or higher
School Survey - School Culture	79.8%	70.6% or lower	70.7 to 75.1%	75.2 to 79.5%	79.6% or higher
School Survey - Structures for Improvement	77.4%	69.8% or lower	69.9 to 74.6%	74.7 to 79.3%	79.4% or higher
Attendance	92.7%	90.3% or lower	90.4 to 92.1%	92.2 to 93.8%	93.9% or higher

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.