



This Progress Report is for:

Table with school details: SCHOOL (Norman Thomas High School), PRINCIPAL (Steven Satin), ENROLLMENT (2129), SCHOOL TYPE (HIGH SCHOOL), PEER INDEX (2.11)

Progress Report Grade

D

What does this grade mean?

Schools are assigned letter grades based on their overall Progress Report score. Schools that get As and Bs are eligible for rewards. Schools that get Ds and Fs, or 3 Cs in a row, face consequences, including change in school leadership or school closure.

How did this school perform?

- This school's overall score for 2007-08 is 29.7
This score places the School in the 3 percentile of all high schools Citywide...
This school met 100% of its improvement target from last year

Table with 3 columns: Category, Calculated Score, Category Grade. Rows include School Environment (4.4/15, C), Student Performance (7.2/25, C), Student Progress (18.1/60, D), Additional Credit (0.0/16 max), Overall Score (29.7/100, D)

How scores translate to grades:

- Schools receive letter grades based on their overall score
Schools with an overall score between 29.7-34.2 receive a letter grade of D
3% of high schools earned a D in 2007-08

High School Table - Overall Grades

Table with 3 columns: Grade, Score range, City summary. Rows A through F with corresponding score ranges and percentages of schools.

In This Report:

Each school's Progress Report (1) measures student year-to-year progress, (2) compares the school to peer schools and (3) rewards success in moving all children forward, especially children with the greatest needs.

School Environment

uses parent, teacher and secondary student surveys and other data to measure necessary conditions for learning: attendance, academic expectations, communication, engagement and safety and respect.

Student Performance

evaluates a high school's success in graduating students.

Student Progress

evaluates annual student advancement toward graduation through credit accumulation and passed Regents. In the weighted Regents pass rate measures, schools receive more points if they are able to help high need students pass the exams.

Closing the Achievement Gap

gives schools additional credit for moving high-need students toward graduation.

The back page provides specific information about how the school performed in each of these areas.

Quality Review Score

This school's 2007-08 Quality Review score is: Proficient

To see this school's Quality Review report, find the school's Web site at http://schools.nyc.gov/, click 'Statistics' and scroll down to Quality Review Report.

State Accountability Status

Based on its 2006-07 performance, this school is: Restructuring - Year 1

This status is determined by the New York State Department of Education under the No Child Left Behind (NCLB) Act. It is separate from the school's Progress Report Grade.

Additional Information

Closing the Achievement Gap

Schools earn additional credit when their high-need students make exemplary gains. These gains are based on the percentage of high-need students earning 11 or more credits in their first, second, or third years of high school.

Schools can also earn additional credit based on their percentage of students in the lowest third Citywide earning a 75 or higher for the first time on an ELA or Math Regents or graduating with a Regents Diploma.

Schools earn additional credit if the percentage of students, in any of these categories, is in the top 40% of all schools Citywide. This component can only improve a school's Progress Report grade. It cannot lower a school's grade.

Table with 3 columns: Credit, Exemplary Proficiency Gains, Additional Credit Category. Rows include Credit Accumulation (English Language Learners, Special Education Students, Hispanic Students, Black Students, Other Students) and Lowest Third Citywide Regents (ELA, Math, Regents Diploma).

(-) indicates less than 15 students in this category

Peer 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.

For High Schools, peer schools are determined based on three factors: 1) the average ELA and Math proficiency levels of the school's students before they entered High School, 2) the percentage of special education students, and 3) the percentage of students who enter high school 2 or more years overage.

The peer schools for Norman Thomas High School, ranked in order from highest to lowest peer index, are:

Table with 4 columns: DBN, School Name, DBN, School Name. Lists 40 peer schools with their respective DBNs and names.

The Progress Report is a key component of Mayor Michael R. Bloomberg's and Chancellor Joel I. Klein's Children First reforms. The Progress Report is designed to assist administrators, principals and teachers in accelerating the learning of all students. The Progress Report also enables students, parents and the public to hold the NYC Department of Education and its schools accountable for student achievement and improvement and for ensuring a high quality education for every student in NYC's public schools.

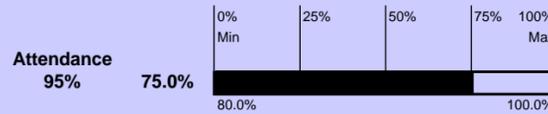
Results by Category

SCHOOL **Norman Thomas High School**
PRINCIPAL **Steven Satin**

HOW TO INTERPRET THIS CHART

A school is evaluated by asking how far its score in each category has moved along the range of scores for all schools. These charts show that movement as a percentage. In the example to the right, the school's score is 75% of the way from the lowest to the highest score in the City.

If a school performs at the top end of the range, the bar will be fully shaded. If a school performs at the low end of the range, the bar will not be shaded. If a school performs in the middle of the range, half the bar will be shaded



In this example, the school's attendance is 95%. This is 75% of the way from the lowest attendance at any school (80%) to the highest attendance (100%).

Below, the green charts on the left compare the school to its peer group. The blue charts on the right compare the school to schools Citywide. Peer scores count three times as much as City scores. Peer and City ranges are based on the outcomes of schools from 2005-08.

School Environment

Comprises 15% of the Overall Score

This Year's Score:
0.293 x 15 = 4.4

C

Survey Scores (10 points)

Academic Expectations

Communication

Engagement

Safety and Respect

Attendance (5 points)

Your School's Score	Your School Relative to Peer Horizon:	Your School Relative to City Horizon:	Number of students
6.6	36.4%	34.6%	
5.8	40.0%	38.5%	
5.9	42.3%	41.4%	
6.2	37.0%	32.3%	
75.2%	11.3%	10.5%	

Student Performance

Comprises 25% of the Overall Score

This Year's Score:
0.289 x 25 = 7.2

C

Four Year

Graduation Rate

Weighted Diploma Rate

Six Year

Graduation Rate

Weighted Diploma Rate

Your School's Score	Your School Relative to Peer Horizon:	Your School Relative to City Horizon:	Number of students
41.7%	14.6%	18.2%	532
73.1%	24.0%	25.1%	532
55.9%	32.0%	31.2%	675
96.4%	46.9%	35.6%	675

Student Progress

Comprises 60% of the Overall Score

This Year's Score:
0.301 x 60 = 18.1

D

Credit Accumulation

Percentage of Students Earning 10+ Credits in 1st Year

Percentage of Students in School's Lowest Third Earning 10+ Credits in 1st Year

Percentage of Students Earning 10+ Credits in 2nd Year

Percentage of Students in School's Lowest Third Earning 10+ Credits in 2nd Year

Percentage of Students Earning 10+ Credits in 3rd Year

Percentage of Students in School's Lowest Third Earning 10+ Credits in 3rd Year

Average Completion Rate for Remaining Regents

Weighted Regents Pass Rates

English

Mathematics

Science

United States History

Global History

Your School's Score	Your School Relative to Peer Horizon:	Your School Relative to City Horizon:	Number of students
53.2%	25.4%	28.2%	618
33.9%	23.3%	26.2%	192
45.3%	13.8%	16.0%	573
32.4%	24.2%	24.5%	173
45.2%	15.1%	14.6%	399
40.9%	38.5%	34.6%	115
17.9%	27.8%	25.2%	1555
0.97	54.3%	52.3%	336
0.67	35.3%	25.2%	1081
0.71	33.1%	28.7%	611
0.83	50.0%	44.2%	318
0.40	27.8%	20.8%	626