Department of Education
Dennis M. Walcott, Chancellor

# Progress Report 2010-11

**Academy of Collaborative Education**

| | |
|---|---|
| PRINCIPAL: | Rashaunda Shaw |
| DBN: | 05M344 |
| ENROLLMENT: | 129 |
| SCHOOL TYPE: | Middle |
| PEER INDEX: | |

(see p. 7 for more details on peer index)

Overall Grades - Middle

| GRADE | SCORE RANGE | % of Schools |
|---|---|---|
| A | 58.2 or higher | 25% of schools |
| B | 41.5 - 58.1 | 35% of schools |
| C | 23.8 - 41.4 | 30% of schools |
| D | 14.0 - 23.7 | 7% of schools |
| F | 13.9 or lower | 3% of schools |

For elementary, middle, and K-8 schools, the percent of schools receiving top grades was set in advance. Schools with average English and Math performance in the top third citywide cannot receive a grade lower than a C. Schools in their first year, in phase out, or with fewer than 25 students with progress results receive a report with no grade or score.

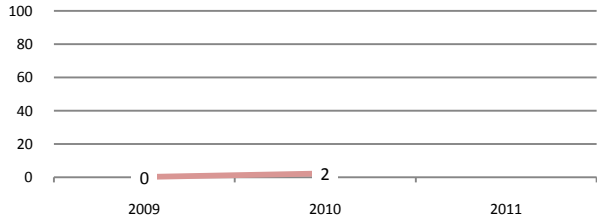
## Overview

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. Strong Progress Report results are the basis for monetary rewards for school leaders, and poor results are an important factor in determining whether schools require intensive support or intervention. For more information, see schools.nyc.gov/community/planning/Support+and+Intervention.htm.

| CATEGORY | SCORE | GRADE | DESCRIPTION |
|---|---|---|---|
| **Student Progress** | out of 60 | | Student Progress measures how much individual students improved on state tests in English and Math between 2010 and 2011, compared to other students who started at the same level. |
| **Student Performance** | out of 25 | | Student Performance measures student results on the 2011 state tests in English and Math. |
| **School Environment** | out of 15 | | School Environment measures student attendance and a survey of the school community rating academic expectations, safety and respect, communication, and engagement. |
| **Closing the Achievement Gap** | **0.0** (15 max) | | Schools receive additional credit for exceptional gains by students with disabilities, English Language Learners, and students starting with the lowest proficiency citywide. |
| **Overall Score** | out of 100 | | The overall grade is based on the total of all scores above, including additional credit for closing the achievement gap. Category scores may not add up to total score because of rounding. |

## Performance over time

Percentile rank of this school's overall Progress Report score for the past three years:




The Progress Report is a one-year snapshot of a school's performance. The Progress Report methodology has evolved over time, in response to school and community feedback, changes in state policy, and higher standards. In 2009-10, New York State raised the cutoff for proficiency on English and Math tests, and the Progress Report introduced growth percentiles. For a description of methodology changes, visit schools.nyc.gov/ProgressReport.

## Other accountability measures

These measures are separate from the Progress Report, and are an important part of school accountability in New York City and State.

### Quality Review

The school's most recent Quality Review Score:

**Underdeveloped**

2008-09

The Quality Review is an observational evaluation conducted by an experienced educator, focused on how well a school is organized to educate its students.

### State Accountability

The school's current status:

**In Good Standing**

2010-11

This status is determined by the New York State Department of Education under the No Child Left Behind Act.

GRADE

SCORE

(out of 60)

| GRADE | SCORE RANGE |
|---|---|
| A | 34.9 or higher |
| B | 24.9 - 34.8 |
| C | 14.2 - 24.8 |
| D | 8.4 - 14.1 |
| F | 8.3 or lower |

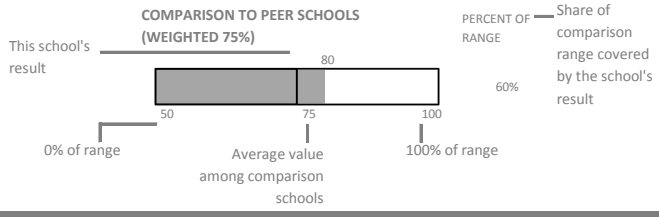
Student Progress represents 60% of the total score. The grade is based on growth percentiles, a measure of how much individual students improved on state tests in English and Math between 2010 and 2011, compared to other students who started at the same level. The section evaluates growth percentiles for all students, and students in the school's lowest third. An explanation of growth percentiles is at the end of this report.

| | THIS SCHOOL'S RESULTS | COMPARISON TO PEER SCHOOLS (WEIGHTED 75%) | PERCENT OF PEER RANGE | COMPARISON TO CITY SCHOOLS (WEIGHTED 25%) | PERCENT OF CITY RANGE | POINTS POSSIBLE | POINTS EARNED |
|---|---|---|---|---|---|---|---|
| **English** | | | | | | | |
| Median Adjusted Growth Percentile (n=73) | 67.0 | 67.0 | . | 67.0 (54.5 – 68.8 – 83.1) | 43.7% | . | . |
| Median Adjusted Growth Percentile for School's Lowest Third (n=26) | 80.5 | 80.5 | . | 80.5 (64.2 – 77.5 – 90.8) | 61.3% | . | . |
| **Mathematics** | | | | | | | |
| Median Adjusted Growth Percentile (n=73) | 48.0 | 48.0 | . | 48.0 (39.9 – 63.6 – 87.3) | 17.1% | . | . |
| Median Adjusted Growth Percentile for School's Lowest Third (n=27) | 58.0 | 58.0 | . | 58.0 (48.4 – 68.5 – 88.6) | 23.9% | . | . |

| TOTAL POINTS | 60 |
|---|---|

### How To Interpret These Charts

To determine the number of points earned, this school's 2010-11 results on each metric are compared to the historical results of peer schools and all schools serving the same grade levels citywide. The comparison to peer schools is worth 75% of the points for each metric and the comparison to all schools citywide is worth 25% of the points. The bars represent the range of results for the peer and city comparison schools for 2008-09 and 2009-10 that are within two standard deviations of the average. The percent of the range that is shaded is the school's share of possible points. The share is multiplied by the weight (75% or 25%) and the possible points for the metric to determine the points earned.




Score Calculation Example

| | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| FORMULA | ( | PERCENT OF PEER RANGE | x | 0.75 | + | PERCENT OF CITY RANGE | x | 0.25 | ) | x | POINTS POSSIBLE | = | POINTS EARNED |
| EXAMPLE | ( | 60% | x | 0.75 | + | 80% | x | 0.25 | ) | x | . | = | #VALUE! |

GRADE

SCORE

(out of 25)

| GRADE | SCORE RANGE |
|---|---|
| A | 14.5 or higher |
| B | 10.3 - 14.4 |
| C | 6.5 - 10.2 |
| D | 3.4 - 6.4 |
| F | 3.3 or lower |

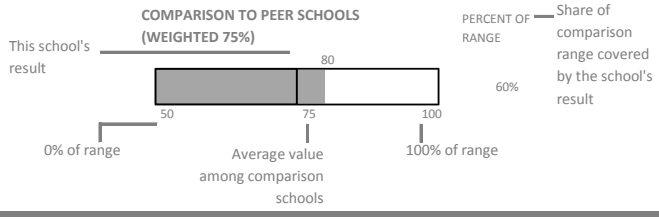
Student Performance represents 25% of the total score. The Student Performance grade is based on results on the 2011 state tests in English and Math. The section evaluates the percent of students who reach or exceed proficiency (Level 3 and 4), and the average proficiency rating of students.

| | THIS SCHOOL'S RESULTS | COMPARISON TO PEER SCHOOLS (WEIGHTED 75%) | PERCENT OF PEER RANGE | COMPARISON TO CITY SCHOOLS (WEIGHTED 25%) | PERCENT OF CITY RANGE | POINTS POSSIBLE | POINTS EARNED |
|---|---|---|---|---|---|---|---|
| **English** | | | | | | | |
| Percentage of students at level 3 or 4 (n=113) | 4.4% | 4.4% | . | 4.4% (0.0% – 48.7% – 97.8%) | 4.5% | . | . |
| Average Student Proficiency (n=113) | 2.32 | 2.32 | . | 2.32 (2.22 – 2.89 – 3.56) | 7.5% | . | . |
| **Mathematics** | | | | | | | |
| Percentage of students at level 3 or 4 (n=112) | 18.8% | 18.8% | . | 18.8% (11.9% – 60.3% – 100.0%) | 7.8% | . | . |
| Average Student Proficiency (n=112) | 2.49 | 2.49 | . | 2.49 (2.34 – 3.15 – 3.96) | 9.3% | . | . |

| TOTAL POINTS | 25 |
|---|---|

### How To Interpret These Charts

To determine the number of points earned, this school's 2010-11 results on each metric are compared to the historical results of peer schools and all schools serving the same grade levels citywide. The comparison to peer schools is worth 75% of the points for each metric and the comparison to all schools citywide is worth 25% of the points. The bars represent the range of results for the peer and city comparison schools for 2008-09 and 2009-10 that are within two standard deviations of the average. The percent of the range that is shaded is the school's share of possible points. The share is multiplied by the weight (75% or 25%) and the possible points for the metric to determine the points earned.




Score Calculation Example

| | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| FORMULA | ( | PERCENT OF PEER RANGE | x | 0.75 | + | PERCENT OF CITY RANGE | x | 0.25 | ) | x | POINTS POSSIBLE | = | POINTS EARNED |
| EXAMPLE | ( | 60% | x | 0.75 | + | 80% | x | 0.25 | ) | x | . | = | #VALUE! |

GRADE

SCORE

(out of 15)

| GRADE | SCORE RANGE |
|---|---|
| A | 8.7 or higher |
| B | 6.2 - 8.6 |
| C | 3.5 - 6.1 |
| D | 2.1 - 3.4 |
| F | 2.0 or lower |

School Environment represents 15% of the total score. The School Environment grade is based on student attendance and results of the NYC School Survey, on which parents and teachers rate academic expectations, safety and respect, communication, and engagement.

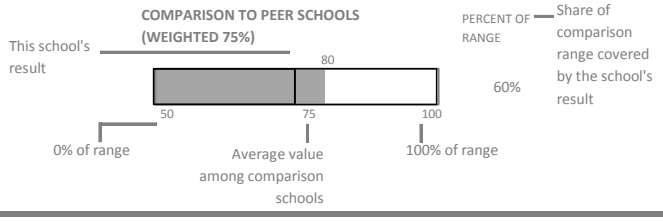
## School Survey Results

| | THIS SCHOOL'S RESULTS | COMPARISON TO PEER SCHOOLS (WEIGHTED 75%) | PERCENT OF PEER RANGE | COMPARISON TO CITY SCHOOLS (WEIGHTED 25%) | PERCENT OF CITY RANGE | POINTS POSSIBLE | POINTS EARNED |
|---|---|---|---|---|---|---|---|
| Academic Expectations | 7.4 | 7.4 | . | 7.4 (6.6 – 7.7 – 8.8) | 36.4% | . | . |
| Communication | 6.8 | 6.8 | . | 6.8 (5.5 – 6.8 – 8.1) | 50.0% | . | . |
| Engagement | 7.1 | 7.1 | . | 7.1 (5.8 – 7.1 – 8.4) | 50.0% | . | . |
| Safety and Respect | 6.5 | 6.5 | . | 6.5 (5.9 – 7.3 – 8.7) | 21.4% | . | . |
| Attendance Rate | 84.3% | 84.3% | . | 84.3% (87.1% – 92.6% – 98.1%) | 0.0% | . | . |

| TOTAL POINTS | 15 |
|---|---|

### How To Interpret These Charts

To determine the number of points earned, this school's 2010-11 results on each metric are compared to the historical results of peer schools and all schools serving the same grade levels citywide. The comparison to peer schools is worth 75% of the points for each metric and the comparison to all schools citywide is worth 25% of the points. The bars represent the range of results for the peer and city comparison schools for 2008-09 and 2009-10 that are within two standard deviations of the average. The percent of the range that is shaded is the school's share of possible points. The share is multiplied by the weight (75% or 25%) and the possible points for the metric to determine the points earned.




Score Calculation Example

| | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| FORMULA | ( | PERCENT OF PEER RANGE | x | 0.75 | + | PERCENT OF CITY RANGE | x | 0.25 | ) | x | POINTS POSSIBLE | = | POINTS EARNED |
| EXAMPLE | ( | 60% | x | 0.75 | + | 80% | x | 0.25 | ) | x | . | = | #VALUE! |

Schools receive additional credit for exceptional gains by students with disabilities, English Language Learners, and students starting with the lowest proficiency citywide. A school earns full additional credit when its results are in the top 20% of schools citywide. It earns half credit when its results are in the top 40%. Additional Credit can only improve a school's Progress Report score. It cannot lower a school's score. Elementary, middle, and K-8 schools are eligible for points on 15 additional credit metrics, each of which is worth up to 1 point. (In the table below, "." indicates that a school has fewer than 15 eligible students in a category.)

| CATEGORY | THIS SCHOOL'S RESULTS | TOP 20% CUTOFF | TOP 40% CUTOFF | POINTS EARNED |
|---|---|---|---|---|
| **Percent at level 3 or 4** | | | | |
| **English** | | | | |
| Self-Contained (n=10) | . | 5.0% | 2.7% | . |
| CTT (n=5) | . | 15.1% | 9.3% | . |
| SETSS (n=10) | . | 20.0% | 12.5% | . |
| **Mathematics** | | | | |
| Self-Contained (n=10) | . | 15.8% | 8.8% | . |
| CTT (n=4) | . | 38.9% | 26.3% | . |
| SETSS (n=9) | . | 45.7% | 32.2% | . |
| **Percent at 75th Growth Percentile or Higher** | | | | |
| **English** | | | | |
| English Language Learners (n=3) | . | 48.8% | 42.9% | . |
| Lowest Third Citywide (n=52) | 46.2% | 55.1% | 50.2% | . |
| Self-Contained/CTT/SETSS (n=21) | 47.6% | 61.6% | 56.5% | . |
| Black and Hispanic Males in Lowest Third Citywide (n=33) | 45.5% | 55.0% | 50.0% | . |
| **Mathematics** | | | | |
| English Language Learners (n=4) | . | 51.9% | 42.9% | . |
| Lowest Third Citywide (n=42) | 23.8% | 52.0% | 42.6% | . |
| Self-Contained/CTT/SETSS (n=19) | 26.3% | 50.4% | 42.9% | . |
| Black and Hispanic Males in Lowest Third Citywide (n=22) | 18.2% | 50.3% | 41.9% | . |
| Movement of students with disabilities to less restrictive environments (n=23) | 0.09 | 0.50 | 0.34 | . |
| | | | TOTAL POINTS | 0.0 |

The most powerful accountability lies in the tasks students do. In many New York City middle school classrooms, teachers are asking students to defend arguments, solve complex problems, and perform real experiments—tasks that measure the kind of critical thinking skills defined by the Common Core Learning Standards, which students require for high school and postsecondary success.

Students' performance on these classroom projects and assessments are captured in the course grades teachers give at the end of each semester. Students who pass more rigorous courses by eighth grade are more likely to graduate from high school ready for college and career.

As New York City schools begin to integrate the Common Core Learning Standards, the Progress Report is evolving to measure and reward the more rigorous classroom work.

Students' middle school course outcomes are reported below as unscored metrics, and will be integrated into schools' Progress Report scores and grades beginning with the 2011-12 Progress Report.

## CORE COURSE METRICS

This section measures the percentage of students in 6th through 8th grade who received a passing grade in a full year course in the relevant core subject area.

| Percent of Students Who Passed a Core Course | THIS SCHOOL'S RESULTS | PEER AVERAGE | CITY AVERAGE |
|---|---|---|---|
| English (n=95) | 75.8% | . | 85.6% |
| Math (n=95) | 70.5% | . | 83.8% |
| Science (n=95) | 71.6% | . | 84.8% |
| Social Studies (n=95) | 78.9% | . | 84.3% |

## 8th GRADERS WHO EARNED HIGH SCHOOL CREDIT

This section measures the percentage of students in 8th grade who, during their 8th grade year, passed a course and related Regents exam that entitles them to high school credit. Students who pass more than one accelerated course count the same as those who pass one.

| | THIS SCHOOL'S RESULTS | PEER AVERAGE | CITY AVERAGE |
|---|---|---|---|
| **PERCENT OF 8th GRADERS WHO EARNED HIGH SCHOOL CREDIT (n=56)** | 0.0% | . | 22.6% |

**PEER INDEX CALCULATION**

The Peer Index sorts schools according to incoming proficiency and demographics. A lower Peer Index indicates a higher need population. The Peer Index operates on a 1.0 to 4.5 scale and is calculated using the following formula:

| | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| FORMULA | ( | Average 4th grade English and Math proficiency | ) | - | ( | 2 | x | % students with disabilities | ) | = | PEER INDEX |
| FOR THIS SCHOOL | ( | 2.39 | ) | - | ( | 2 | x | 22.5% | ) | = | |

**PEER GROUP FOR:** **Academy of Collaborative Education**

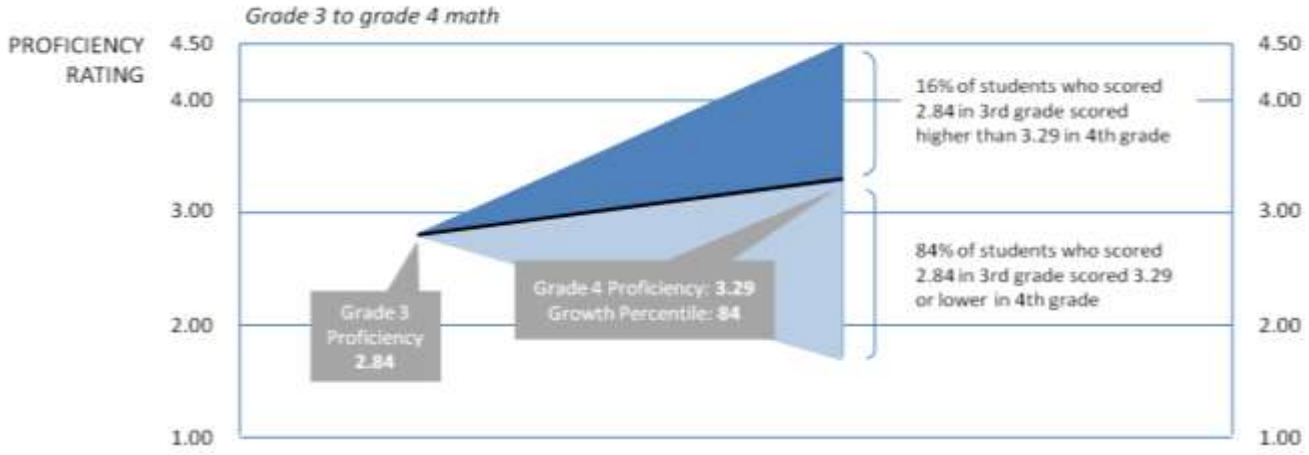
Each school's performance is compared to the performance of schools in its peer group. Peer schools are those New York City public schools with a student population most like this school's population, according to the peer index. Each elementary and middle school has up to 40 peer schools and each K-8 school has up to 30 peer schools.

| DBN | SCHOOL | PEER INDEX | AVERAGE ENGLISH AND MATH PROFICIENCY | % STUDENTS WITH DISABILITIES |
|---|---|---|---|---|
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | PEER GROUP AVERAGES | #DIV/0! | #DIV/0! | #DIV/0! |

The Progress Report for elementary and middle schools focuses on students' growth to proficiency and beyond, regardless of their starting point. The Progress Report measures individual students' growth on state English and Math tests using growth percentiles.

## 1 GROWTH PERCENTILES

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. A student's growth percentile is a number between 0 and 100, which represents the percentage of students with the same score on last year's test who scored the same or lower than the student on this year's test. For example, a student with a growth percentile of 84 earned a score on this year's test that was the same or higher than 84 percent of the students in the City who had the same score as he did last year.




## 2 ADJUSTED GROWTH PERCENTILES

To evaluate a school on its students' growth percentiles, the Progress Report uses an adjusted growth percentile. Growth percentile adjustments are based on students' demographic characteristics, and reflect average differences in growth compared to students with the same starting proficiency level. The adjustments are made to students' ending proficiency rating as follows:

| CATEGORY | | ADJUSTMENT | |
|---|---|---|---|
| Special Education | Self-contained | +0.25 | |
| Special Education | CTT | +0.15 | |
| Special Education | SETSS | +0.10 | |
| Title I Free Lunch | | +0.01 | per 10% of students eligible |

Note: special education program for purposes of adjustments is based on the most restrictive setting of students over the last four school years.

## 3 MEDIAN ADJUSTED GROWTH PERCENTILES

The Progress Report evaluates a school based on its median adjusted growth percentile, the adjusted growth percentile of the middle student when all the students' adjusted growth percentiles are listed from lowest to highest.