

# School Quality Guide

## 2013-2014

School: Kappa V  
 DBN: 23K518  
 Principal: Thomas Mullin  
 School Type: Middle

**In this report:**

School Overview	1
School Quality Guide Summary	2
Quality Review	3-4
Graphs Walk-Through	5
Student Progress	6
Student Achievement	7-9
School Environment	10
Closing the Achievement Gap	11
Summary of Section Ratings	12-13
Additional Information	14
Peer Group Schools	15
Metric Targets for 2014-15	16-17

## School Overview

Grade	Enrollment		
	2011-2012	2012-2013	2013-2014
Grade 6	76	71	67
Grade 7	75	90	77
Grade 8	95	69	89
<b>All Students</b>	<b>246</b>	<b>230</b>	<b>233</b>

Student Population Characteristics	2011-2012	2012-2013	2013-2014
% English Language Learners	2%	2%	0%
% Students with IEPs	26%	19%	18%
% Students with IEPs (less than 20% time with non-disabled peers)	13%	10%	3%
% Free Lunch Eligible	78%	78%	78%
% Overage	-	3%	3%
% Asian	0%	0%	0%
% Black	88%	89%	91%
% Hispanic	11%	10%	7%
% White	0%	0%	0%
% Other	0%	0%	1%
Average Incoming ELA Proficiency (based on 4th grade)	-	2.70	2.40
Average Incoming Math Proficiency (based on 4th grade)	-	2.98	2.51

## Quality Review

Dates of Review: May 13-14, 2014  
 Principal at Time of Review: Thomas Mullin

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

### State Accountability

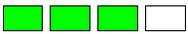
The school's current status: **Good Standing**

This designation is determined by the New York State Department of Education under the Elementary and Secondary Education Act (ESEA) Flexibility Waiver. More information on New York State accountability can be found here: <http://schools.nyc.gov/Accountability/tools/accountability/default.htm>.

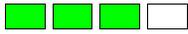
**Dates of Review:** May 13 - 14, 2014  
**Principal at Time of Review:** Thomas Mullin  
**QR Lead Reviewer:** Mauriciere De Govia

The Quality Review is 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 report provides specific feedback to support the school's efforts. The 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.

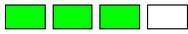
*To what extent does the school...*

**1.1** *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?*  **PROFICIENT**

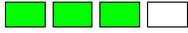
Excerpt: School leaders and faculty have refined the curricula to align with key standards, the Citywide Instructional Expectations (CIE), and rigorous tasks promoting high level thinking across grades and subjects.

**1.2** *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?*  **PROFICIENT**

Excerpt: Teachers' instructional practices provide learners with multiple entry points into the curricula so that all students can demonstrate high level of thinking and meaningful work products.

**2.2** *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?*  **PROFICIENT**

Excerpt: Across classrooms, teachers' assessment practices measure student progress through the use of rubrics, conferences, and common assessments to adjust instruction and lead to increased achievement.

**3.4** *Establish a culture for learning that communicates high expectations to staff, students, and families, and provide supports to achieve those expectations?*  **PROFICIENT**

Excerpt: N/A - This indicator was rated but not written about in the school's final report.

**4.2** *Engage in structured professional collaborations on teams using an inquiry approach that promotes shared leadership and focuses on improved student learning?*  **PROFICIENT**

Excerpt: Teachers engage in professional collaborations building their capacity in curriculum development, analyzing student work, and the integration of the CCLS, resulting in improved student learning.

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## Areas of Celebration

- Rigorous, engaging and coherent curricula aligned to the Common Core Learning Standards
- Research-based, effective instruction that yields high quality student work
- Curricula-aligned assessment practices that inform instruction
- Teacher teams engaged in collaborative practice using the inquiry approach to improve classroom practice

## Areas of Focus

- Support and evaluation of teachers through feedback using the Danielson framework and analysis of learning outcomes
- School-level theory of action and goals shared by the school community

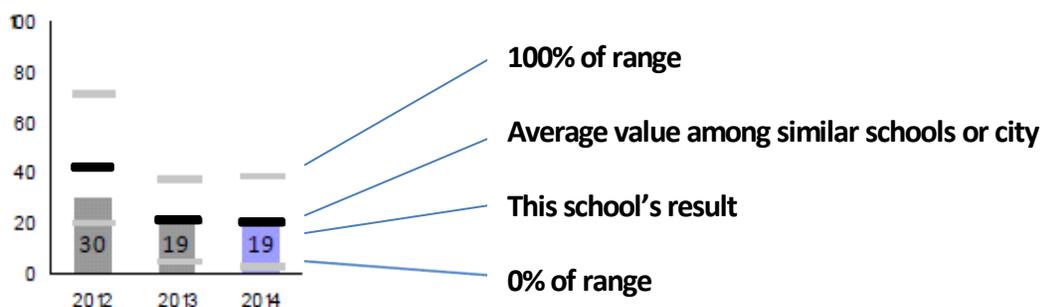
## How to Interpret the Graphs Used in the Remainder of the Report

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

### Graph Showing Metric Values

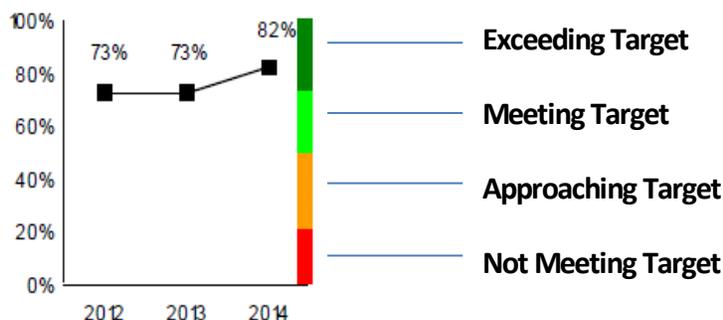
This graph shows the school's performance on each metric over the past three years, as well as the range of historical performance by peer schools and citywide schools used in the School Quality Guide (or Progress Report) for those three years. Peer schools for an elementary or K-8 school are similar along the following student population characteristics: Economic Need Index, percent of students with disabilities, percent of black or Hispanic students, and percent of English language learners. Peer schools for middle schools are similar along the following student population characteristics: students' average proficiency on 4th grade ELA and math tests, percent of students with disabilities, and percent of students two or more years overage upon entry into 6th grade. Peer schools for high schools are similar along the following student population characteristics: average 8th grade ELA proficiency, average 8th grade math proficiency, percent students with disabilities, percent students with self-contained placements, and percent over-age students.

- The vertical bars show the school's values on the metric for the last three years, with the school's numerical values (e.g., **30, 19, and 19** in the example below) displayed at the bottom of the bars. These bars can show trends over time in the school's own performance.
- Each year, the School Quality Guide compares the school's performance against multiple years of historical performance by peer and city schools. The middle horizontal line, in black, shows the average from this pool of historical performance by peer schools or the city, depending on which comparison group is being used. Comparing the top of the vertical bar with this black line shows whether the school is above or below the average of the pool of historical results achieved by the comparison group.
- The top and bottom horizontal lines, in gray, show the top and bottom of the "range" of historical values 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 gray line shows the value at the bottom of the range for the comparison group and the higher gray line shows the value at the top of the range for the comparison group. The position of the vertical bar between the two gray lines shows visually where the school falls within the distribution of results achieved by the comparison group.



### Graph Showing Percent of Range

This 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 orange, and Not Meeting Target is shown in red.

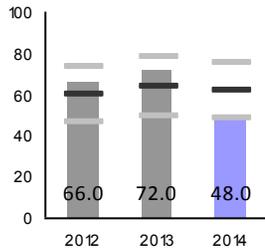


Student Progress includes growth metrics based on how students improved on the state tests between 2013 and 2014.

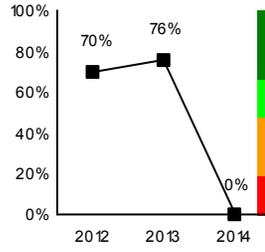
## English Median Adjusted Growth Percentile (n=220)

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

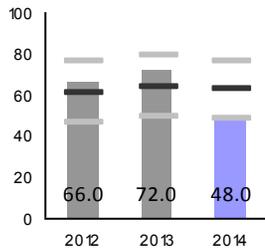


School and Peer Values

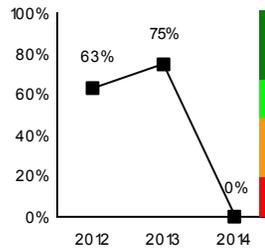


Percent of Peer Range

### City



School and City Values

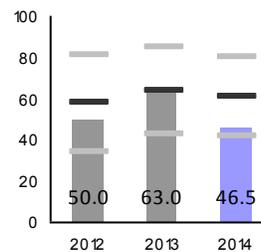


Percent of City Range

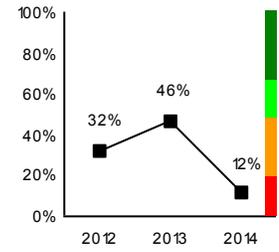
## Math Median Adjusted Growth Percentile (n=220)

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

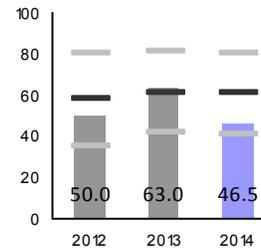


School and Peer Values

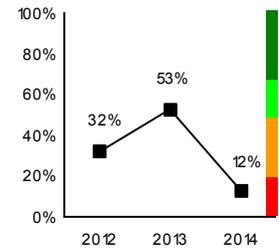


Percent of Peer Range

### City



School and City Values

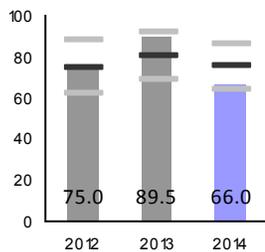


Percent of City Range

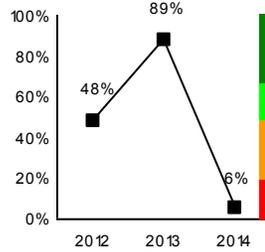
## English Median Adjusted Growth Percentile - School's Lowest Third (n=79)

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

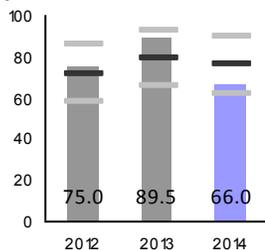


School and Peer Values

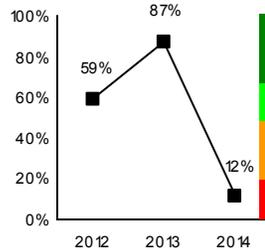


Percent of Peer Range

### City



School and City Values

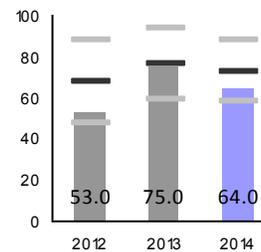


Percent of City Range

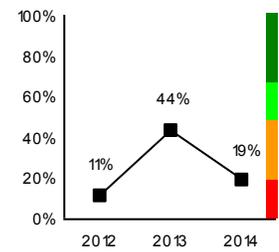
## Math Median Adjusted Growth Percentile - School's Lowest Third (n=78)

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

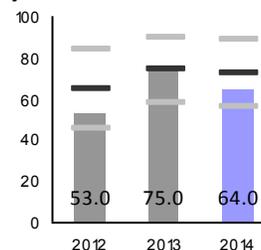


School and Peer Values

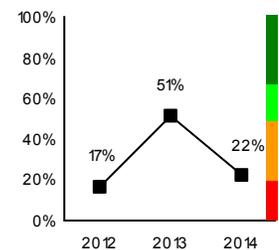


Percent of Peer Range

### City



School and City Values



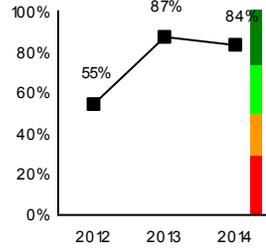
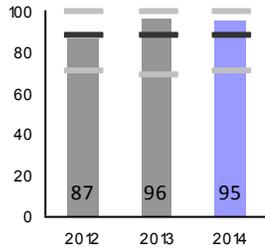
Percent of City Range

Student Achievement is based on results on the 2014 state tests in English and Math, core course pass rates, and measures of next-level readiness.

## Percent of Students Passing an English Course (n=229)

This metric indicates the percentage of students in 6th through 8th grade who received a passing grade in a full year course in English.

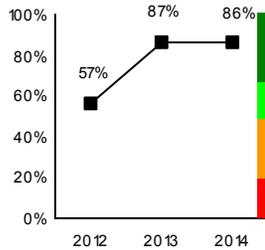
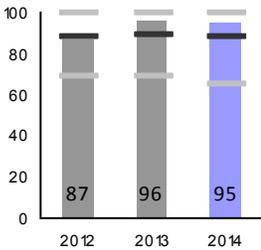
### Peer



School and Peer Values

Percent of Peer Range

### City



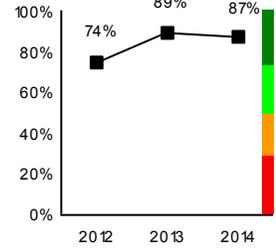
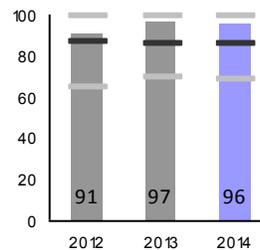
School and City Values

Percent of City Range

## Percent of Students Passing a Math Course (n=229)

This metric indicates the percentage of students in 6th through 8th grade who received a passing grade in a full year course in Math.

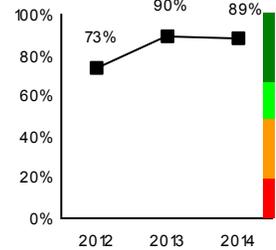
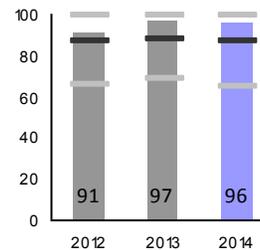
### Peer



School and Peer Values

Percent of Peer Range

### City



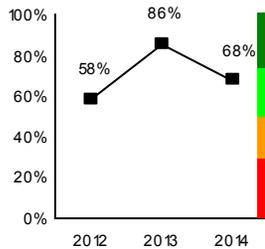
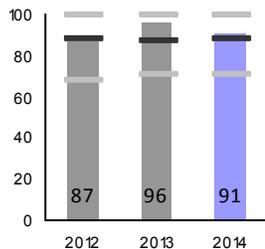
School and City Values

Percent of City Range

## Percent of Students Passing a Science Course (n=229)

This metric indicates the percentage of students in 6th through 8th grade who received a passing grade in a full year course in Science.

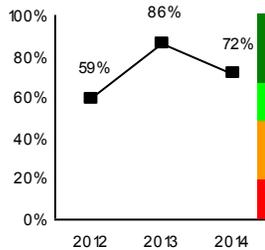
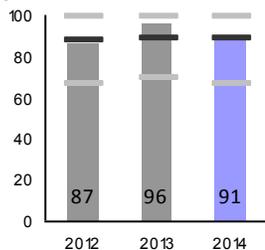
### Peer



School and Peer Values

Percent of Peer Range

### City



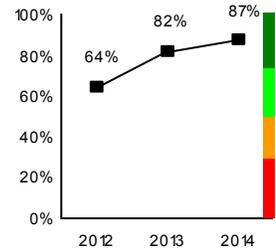
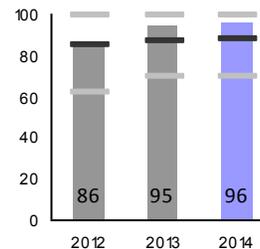
School and City Values

Percent of City Range

## Percent of Students Passing a Social Studies Course (n=229)

This metric indicates the percentage of students in 6th through 8th grade who received a passing grade in a full year course in Social Studies.

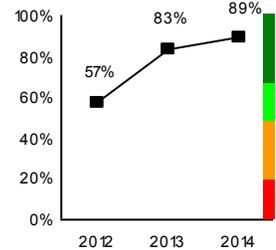
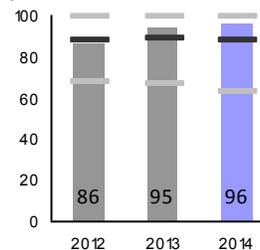
### Peer



School and Peer Values

Percent of Peer Range

### City



School and City Values

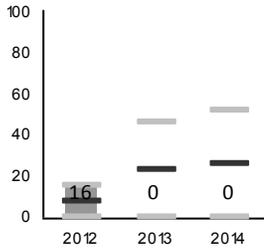
Percent of City Range

Student Achievement is based on results on the 2014 state tests in English and Math, core course pass rates, and measures of next-level readiness.

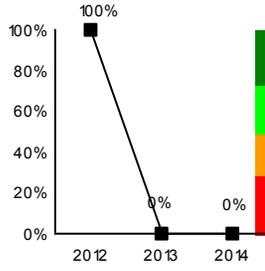
## Percent of 8th Graders Earning High School Credit (n=89)

This metric indicates the percentage of students in 8th grade who have passed a high school level course and the related Regents exam by June of their 8th grade year.

### Peer

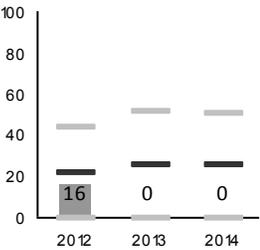


School and Peer Values

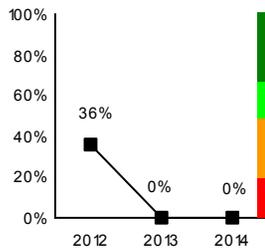


Percent of Peer Range

### City



School and City Values

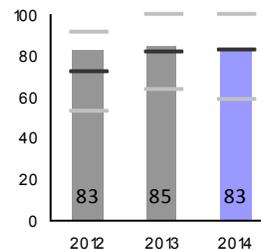


Percent of City Range

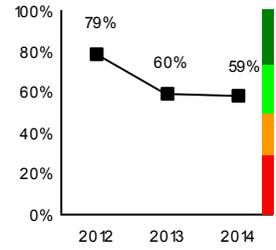
## 9th Grade Adjusted Credit Accumulation of Former 8th Graders (n=60)

This metric is based upon the credit accumulation of the school's 2012-13 8th graders who, in 2013-14, attended a NYC DOE high school.

### Peer

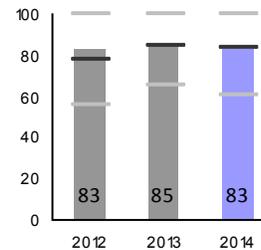


School and Peer Values

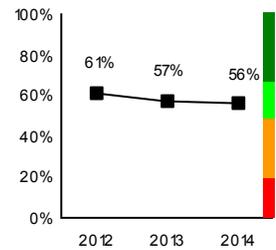


Percent of Peer Range

### City



School and City Values



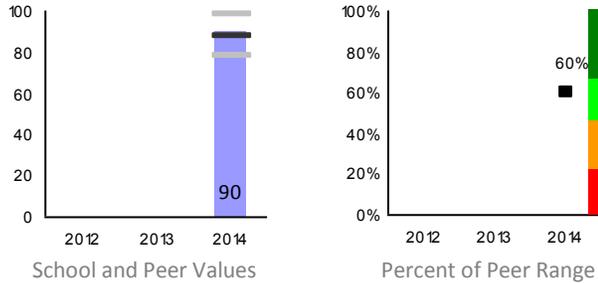
Percent of City Range

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.

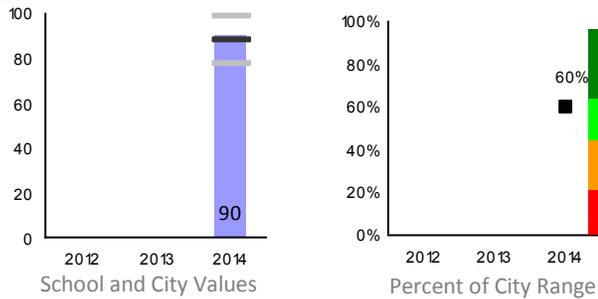
## Survey Satisfaction - Instructional Core

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

### Peer



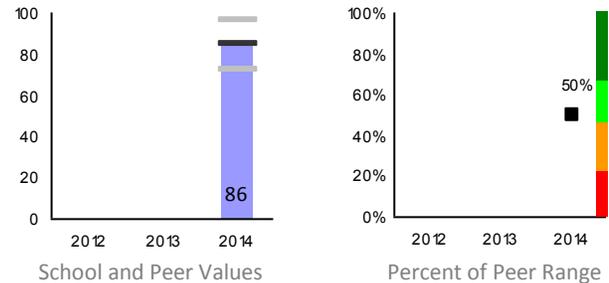
### City



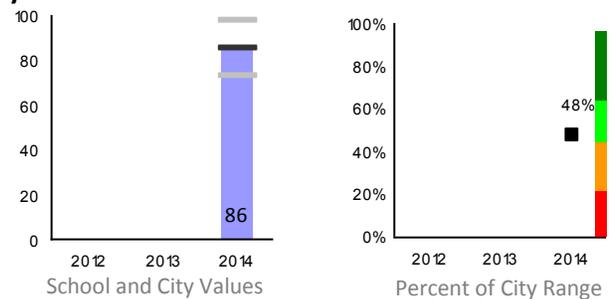
## Survey Satisfaction - School Culture

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

### Peer



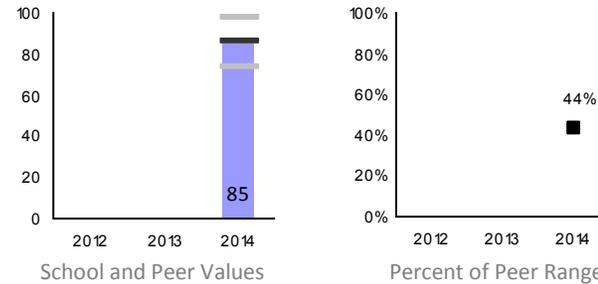
### City



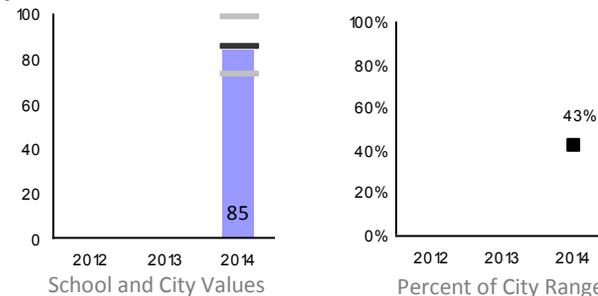
## Survey Satisfaction - Systems for Improvement

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

### Peer



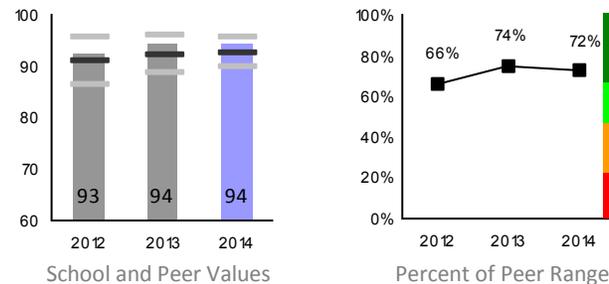
### City



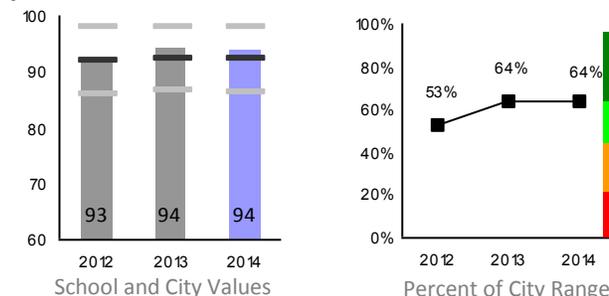
## Attendance

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).

### Peer



### City



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
<b>Percent at Level 3 or 4</b>						
<b>English</b>						
Self-Contained (n = 16)	2.9%	14.5%	0.0%	11.4%	0.0%	7.0%
Integrated Co-Teaching (ICT) (n = 14)	0.0%	6.2%	0.0%	5.7%	0.0%	6.1%
Special Education Teacher Support Services (SETSS) (n = 9)	50.0%	4.1%	0.0%	2.6%	0.0%	3.9%
<b>Mathematics</b>						
Self-Contained (n = 16)	2.8%	14.8%	0.0%	11.4%	0.0%	7.0%
Integrated Co-Teaching (ICT) (n = 14)	20.0%	6.2%	0.0%	5.7%	0.0%	6.1%
Special Education Teacher Support Services (SETSS) (n = 8)	30.0%	4.1%	0.0%	2.6%	0.0%	3.5%
<b>Percent at 75th Growth Percentile or Higher</b>						
<b>English</b>						
English Language Learners (n = 6)	62.5%	3.6%	77.8%	4.2%	0.0%	2.7%
Lowest Third Citywide (n = 64)	50.0%	39.1%	66.3%	38.4%	39.1%	29.1%
Self-Contained/ICT/SETSS (n = 39)	55.2%	25.8%	79.5%	20.4%	33.3%	17.7%
Black and Hispanic Males in Lowest Third Citywide (n = 30)	49.1%	23.6%	68.1%	21.8%	33.3%	13.6%
<b>Mathematics</b>						
English Language Learners (n = 7)	44.4%	4.0%	60.0%	4.6%	14.3%	3.2%
Lowest Third Citywide (n = 74)	26.7%	46.5%	46.5%	45.6%	33.8%	33.6%
Self-Contained/ICT/SETSS (n = 38)	34.5%	25.7%	56.8%	20.3%	39.5%	17.3%
Black and Hispanic Males in Lowest Third Citywide (n = 30)	26.2%	27.0%	44.9%	22.6%	36.7%	13.6%
Movement from SC/ICT/SETSS to Less Restrictive Environments (n = 27)	0.26	22.0%	0.53	14.8%	0.63	11.6%
English Language Learner Progress (n = 1)	33.3%	2.4%	60.0%	2.2%		0.4%

# 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%			
English Median Adjusted Growth Percentile (n = 220)	48.0	48.9	62.3	75.7	0.0%	49.4	63.4	77.4	0.0%	25.0	0.0
Math Median Adjusted Growth Percentile (n = 220)	46.5	41.9	61.5	81.1	11.7%	41.7	61.3	80.9	12.2%	25.0	3.0
English Median Adjusted Growth Percentile - School's Lowest Third (n = 79)	66.0	64.6	75.8	87.0	6.3%	62.7	76.7	90.7	11.8%	25.0	1.9
Math Median Adjusted Growth Percentile - School's Lowest Third (n = 78)	64.0	58.3	73.2	88.1	19.1%	56.8	73.1	89.4	22.1%	25.0	5.0

Student Progress Section Rating			
Not Meeting Target 19.4 or Lower	Approaching Target 19.5 to 47.7	Meeting Target 47.8 to 66.5	Exceeding Target 66.6 or Higher

9.9

## Student Achievement

English - Percentage of Students at Level 3 or 4 (n = 230)	8.7%	5.7%	16.7%	27.7%	13.6%	0.0%	20.3%	40.6%	21.4%	19.0	3.0
Math - Percentage of Students at Level 3 or 4 (n = 229)	10.5%	0.0%	19.7%	39.4%	26.6%	0.0%	22.5%	45.0%	23.3%	19.0	4.9
English - Average Student Proficiency (n = 230)	2.32	2.14	2.38	2.62	37.5%	1.68	2.42	3.16	43.2%	19.0	7.4
Math - Average Student Proficiency (n = 229)	2.25	1.91	2.41	2.91	34.0%	1.57	2.45	3.33	38.6%	19.0	6.7
Percent of Students Passing an English Course (n = 229)	95.2%	70.8%	88.8%	100.0%	83.6%	65.4%	88.8%	100.0%	86.1%	4.0	3.4
Percent of Students Passing a Math Course (n = 229)	96.1%	69.2%	86.8%	100.0%	87.3%	65.6%	87.7%	100.0%	88.7%	4.0	3.5
Percent of Students Passing a Science Course (n = 229)	90.8%	71.6%	88.5%	100.0%	67.6%	67.4%	89.1%	100.0%	71.8%	4.0	2.7
Percent of Students Passing a Social Studies Course (n = 229)	96.1%	69.9%	88.3%	100.0%	87.0%	63.1%	88.3%	100.0%	89.4%	4.0	3.5
Percent of 8th Graders Earning High School Credit (n = 89)	0.0%	0.0%	26.2%	52.4%	0.0%	0.0%	25.6%	51.2%	0.0%	4.0	0.0
9th Grade Adjusted Credit Accumulation of Former 8th Graders (n = 60)	83.0%	59.0%	83.0%	100.0%	58.5%	61.0%	84.0%	100.0%	56.4%	4.0	2.3

Student Achievement Section Rating			
Not Meeting Target 28.3 or Lower	Approaching Target 28.4 to 49.4	Meeting Target 49.5 to 73.0	Exceeding Target 73.1 or Higher

37.4

## School Environment

School Survey - Instructional Core	90.3%	78.5%	88.7%	98.9%	60.0%	77.7%	88.6%	99.5%	60.0%	22.2	13.3
School Survey - School Culture	85.5%	73.4%	85.4%	97.4%	50.4%	73.8%	85.9%	98.0%	48.3%	22.2	11.1
School Survey - Structures for Improvement	84.5%	73.8%	86.1%	98.4%	43.5%	73.7%	86.4%	99.1%	42.5%	22.2	9.6
Attendance Rate	94.1%	89.9%	92.8%	95.7%	72.4%	86.6%	92.5%	98.4%	63.6%	33.3	23.4

School Environment Section Rating			
Not Meeting Target 22.0 or Lower	Approaching Target 22.1 to 46.4	Meeting Target 46.5 to 66.7	Exceeding Target 66.8 or Higher

57.4

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 Population Percentage	This School's Population Percentage (Percent of City Range)	This School's Results	This School's Results (Percent of City Range)
<b>Closing the Achievement Gap</b>				
<b>Percent at Level 3 or 4</b>				
<b>English</b>				
Self-Contained (n = 16)	7.0%	33.5%	0.0%	0.0%
Integrated Co-Teaching (ICT) (n = 14)	6.1%	33.0%	0.0%	0.0%
Special Education Teacher Support Services (SETSS) (n = 9)	3.9%	38.2%	0.0%	0.0%
<b>Mathematics</b>				
Self-Contained (n = 16)	7.0%	33.7%	0.0%	0.0%
Integrated Co-Teaching (ICT) (n = 14)	6.1%	33.2%	0.0%	0.0%
Special Education Teacher Support Services (SETSS) (n = 8)	3.5%	34.7%	0.0%	0.0%
<b>Percent at 75th Growth Percentile or Higher</b>				
<b>English</b>				
English Language Learners (n = 6)	2.7%	5.8%	0.0%	
Lowest Third Citywide (n = 64)	29.1%	35.2%	39.1%	18.4%
Self-Contained/ICT/SETSS (n = 39)	17.7%	40.3%	33.3%	0.0%
Black and Hispanic Males in Lowest Third Citywide (n = 30)	13.6%	27.8%	33.3%	8.5%
<b>Mathematics</b>				
English Language Learners (n = 7)	3.2%	6.3%	14.3%	
Lowest Third Citywide (n = 74)	33.6%	40.0%	33.8%	18.6%
Self-Contained/ICT/SETSS (n = 38)	17.3%	40.1%	39.5%	30.3%
Black and Hispanic Males in Lowest Third Citywide (n = 30)	13.6%	27.8%	36.7%	24.5%
Movement from SC/ICT/SETSS to Less Restrictive Environments (n = 27)	11.6%	30.7%	0.63	70.0%
English Language Learner Progress (n = 1)	0.4%	1.1%		
<b>Average of Results (Percent of City Range)</b>				<b>13.1</b>

<b>Closing the Achievement Gap</b>			
<b>Not Meeting Target</b> 19.1 or Lower	Approaching Target 19.2 to 38.0	Meeting Target 38.1 to 60.2	Exceeding Target 60.3 or Higher

This Closing the Achievement Gap section reflects the degree to which the school is helping high-need students succeed. In some cases, schools will not receive a rating in this section because those students make up a very small proportion of the school's student population.

The metric values, listed as "This School's Results," show the school's results with its students in the relevant group. The metric scores, listed as "This School's Results (Percent of City Range)," show how the school's results compared to the rest of the city. A metric will not be scored, however, if those students are a very small proportion of the school—specifically, if "This School's Population Percentage (Percent of City Range)" is less than 25.0% (meaning that the school's population percentage is more than one standard deviation below the citywide average). For these unscored metrics, "This School's Results (Percent of City Range)" will be left blank.

The section score is the average of the school's metric scores, and the section rating is determined by the range that the score falls within, which will be shaded in the ratings table above. A school will not receive a rating, however, if it has fewer than five scored metrics in this section.

This page provides more granular data on student outcomes. While the numbers here do not individually count for points, the detailed deconstruction should provide deeper insight into 2013–14 student outcomes.

<b>State Exam Scores by Grade</b>		<b>AVERAGE STUDENT PROFICIENCY</b>	<b>PERCENTAGE OF STUDENTS AT LEVEL 3 OR LEVEL 4</b>	<b>MEDIAN ADJUSTED GROWTH PERCENTILE</b>
<b>Mathematics</b>				
6th Grade (n = 64)		2.30	7.8%	45.0
7th Grade (n = 76)		2.32	17.1%	48.0
8th Grade (n = 89)		2.16	6.7%	50.0
<b>English</b>				
6th Grade (n = 64)		2.30	7.8%	47.0
7th Grade (n = 77)		2.37	10.4%	50.0
8th Grade (n = 89)		2.29	7.9%	49.0
<b>Science</b>				
8th Grade (n = 88)		2.70	34.1%	.

<b>Chronic Absenteeism</b>	<b>PERCENTAGE OF STUDENTS SCHOOLWIDE</b>	<b>AVERAGE OF SCHOOLS CITYWIDE</b>
Students With Less Than 90% Attendance (n = 233)	18.0%	23.4%

## High School Readiness Indicators

### % of 8th Graders Earning High School Credit

FORMULA:	(	% taking accelerated courses	) X (	% taking accelerated courses who passed	) =	% EARNING HIGH SCHOOL CREDIT
ALL SUBJECTS:	(	0.0%	) X (	.	) =	0.0%
MATHEMATICS:	(	0.0%	) X (	.	) =	0.0%
SCIENCE:	(	0.0%	) X (	.	) =	0.0%
LANGUAGE OTHER THAN ENGLISH:	(	0.0%	) X (	.	) =	0.0%

### Long-Term Growth Percentile

	<b>THIS SCHOOL'S RESULTS</b>	<b>PEER AVERAGE</b>	<b>CITY AVERAGE</b>
English (n = 78 )	57.0	60.9	61.1
Mathematics (n = 78 )	56.0	60.6	58.9

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 school has up to 40 peer schools (except for K-8 schools, which have 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	AVERAGE ENGLISH PROFICIENCY	AVERAGE MATH PROFICIENCY	% STUDENTS WITH DISABILITIES	% OVERAGE
<b>23K518</b>	<b>Kappa V</b>	<b>2.40</b>	<b>2.51</b>	<b>18.0%</b>	<b>3.0%</b>
05M499	Frederick Douglass Academy	2.44	2.70	16.9%	2.2%
06M052	J.H.S. 052 Inwood	2.28	2.51	15.9%	3.4%
08X125	J.H.S. 125 Henry Hudson	2.37	2.59	21.4%	3.9%
09X241	Urban Assembly School for Applied Math and Science, The	2.32	2.47	19.4%	2.3%
09X327	Comprehensive Model School Project M.S. 327	2.41	2.63	20.8%	3.1%
09X413	Bronx High School for Medical Science	2.41	2.63	15.6%	4.8%
09X454	Science and Technology Academy: A Mott Hall School	2.44	2.58	20.9%	4.8%
10X368	In-Tech Academy (M.S. / High School 368)	2.39	2.61	20.2%	4.6%
11X556	Bronx Park Middle School	2.32	2.52	18.5%	3.5%
12X242	Mott Hall V	2.35	2.64	21.8%	3.3%
12X316	Kappa III	2.46	2.62	20.1%	3.0%
13K103	Satellite Three	2.37	2.58	19.0%	3.4%
13K113	M.S. 113 Ronald Edmonds Learning Center	2.46	2.61	20.6%	3.8%
13K691	Fort Greene Preparatory Academy	2.40	2.58	21.8%	1.9%
18K211	I.S. 211 John Wilson	2.45	2.55	21.5%	3.3%
18K285	I.S. 285 Meyer Levin	2.51	2.61	15.2%	2.1%
18K366	THE SCIENCE AND MEDICINE MIDDLE SCHOOL	2.45	2.56	17.2%	2.6%
19K171	I.S. 171 Abraham Lincoln	2.45	2.69	16.3%	3.8%
20K062	J.H.S. 062 Ditmas	2.37	2.61	17.0%	2.3%
20K609	Urban Assembly School for Criminal Justice	2.45	2.67	17.4%	1.1%
21K096	I.S. 096 Seth Low	2.45	2.74	21.4%	3.0%
22K078	J.H.S. 078 Roy H. Mann	2.40	2.57	21.9%	2.7%
22K240	Andries Hudde	2.55	2.71	16.8%	1.9%
24Q093	I.S. 093 Ridgewood	2.41	2.68	16.8%	0.9%
27Q309	Academy of Medical Technology: A College Board School	2.40	2.58	21.5%	5.0%
28Q072	Catherine & Count Basie Middle School 72	2.39	2.53	20.6%	5.2%
28Q217	J.H.S. 217 Robert A. Van Wyck	2.47	2.60	15.8%	2.0%
28Q310	Queens Collegiate: A College Board School	2.46	2.64	17.6%	3.2%
29Q059	I.S. 059 Springfield Gardens	2.42	2.46	16.5%	4.0%
29Q238	I.S. 238 - Susan B. Anthony Academy	2.51	2.63	14.7%	2.5%
29Q289	Queens United Middle School	2.43	2.41	20.0%	3.8%
29Q327	Eagle Academy for Young Men III	2.41	2.53	22.6%	1.9%
30Q010	I.S. 010 Horace Greeley	2.49	2.71	16.1%	1.3%
30Q126	Albert Shanker School for Visual and Performing Arts	2.34	2.55	20.7%	2.1%
30Q204	I.S. 204 Oliver W. Holmes	2.41	2.69	20.0%	4.3%
84K355	Williamsburg Collegiate Charter School	2.53	2.71	13.5%	2.2%
84K730	Summit Academy Charter School	2.35	2.53	21.7%	1.8%
84K757	Unity Prep Charter School	2.45	2.53	21.6%	3.6%
84K780	Brooklyn East Collegiate Charter School	2.45	2.61	14.9%	2.8%
84M350	Democracy Prep Charter School	2.41	2.54	21.6%	4.0%
PEER GROUP AVERAGES		2.42	2.60	18.8%	3.0%

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 Result	2014-15 Metric Values Needed for Each Rating			
		Not Meeting Target	Approaching Target	Meeting Target	Exceeding Target
<b>Student Progress</b>					
English Median Adjusted Growth Percentile	48.0	54.2 or lower	54.3 to 61.9	62.0 to 67.0	67.1 or higher
Math Median Adjusted Growth Percentile	46.5	49.4 or lower	49.5 to 60.5	60.6 to 67.9	68.0 or higher
English Median Adjusted Growth Percentile - School's Lowest Third	66.0	68.7 or lower	68.8 to 75.4	75.5 to 79.8	79.9 or higher
Math Median Adjusted Growth Percentile - School's Lowest Third	64.0	63.8 or lower	63.9 to 72.4	72.5 to 78.1	78.2 or higher

## Student Achievement

English - Percentage of Students at Level 3 or 4	8.7%	11.8% or lower	11.9% to 17.0%	17.1% to 22.9%	23.0% or higher
Math - Percentage of Students at Level 3 or 4	10.5%	11.4% or lower	11.5% to 20.0%	20.1% to 29.6%	29.7% or higher
English - Average Student Proficiency	2.32	2.25 or lower	2.26 to 2.37	2.38 to 2.51	2.52 or higher
Math - Average Student Proficiency	2.25	2.16 or lower	2.17 to 2.40	2.41 to 2.67	2.68 or higher
Percent of Students Passing an English Course	95.2%	78.1% or lower	78.2% to 84.6%	84.7% to 91.7%	91.8% or higher
Percent of Students Passing a Math Course	96.1%	77.3% or lower	77.4% to 83.9%	84.0% to 91.4%	91.5% or higher
Percent of Students Passing a Science Course	90.8%	78.9% or lower	79.0% to 85.1%	85.2% to 92.0%	92.1% or higher
Percent of Students Passing a Social Studies Course	96.1%	77.3% or lower	77.4% to 84.0%	84.1% to 91.4%	91.5% or higher
Percent of 8th Graders Earning High School Credit	0.0%	14.7% or lower	14.8% to 25.7%	25.8% to 38.0%	38.1% or higher
9th Grade Adjusted Credit Accumulation of Former 8th Graders	83.0%	70.9% or lower	71.0% to 79.9%	80.0% to 88.9%	89.0% or higher

## School Environment

School Survey - Instructional Core	90.3%	82.8% or lower	82.9% to 87.9%	88.0% to 92.1%	92.2% or higher
School Survey - School Culture	85.5%	78.7% or lower	78.8% to 84.6%	84.7% to 89.5%	89.6% or higher
School Survey - Structures for Improvement	84.5%	79.2% or lower	79.3% to 85.2%	85.3% to 90.2%	90.3% or higher
Attendance Rate	94.1%	90.8% or lower	90.9% to 92.4%	92.5% to 93.8%	93.9% or higher

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 Result	2014-15 Metric Values Needed for Each Rating			
		Not Meeting Target	Approaching Target	Meeting Target	Exceeding Target
<b>Closing the Achievement Gap</b>					
<b>Percent at Level 3 or 4</b>					
<b>English</b>					
Self-Contained	0.0%	0.3% or lower	0.4% to 0.7%	0.8% to 1.2%	1.3% or higher
Integrated Co-Teaching (ICT)	0.0%	1.5% or lower	1.6% to 3.1%	3.2% to 5.0%	5.1% or higher
Special Education Teacher Support Services (SETSS)	0.0%	2.5% or lower	2.6% to 5.1%	5.2% to 8.1%	8.2% or higher
<b>Mathematics</b>					
Self-Contained	0.0%	0.6% or lower	0.7% to 1.3%	1.4% to 2.2%	2.3% or higher
Integrated Co-Teaching (ICT)	0.0%	2.3% or lower	2.4% to 4.7%	4.8% to 7.5%	7.6% or higher
Special Education Teacher Support Services (SETSS)	0.0%	3.2% or lower	3.3% to 6.5%	6.6% to 10.3%	10.4% or higher
<b>Percent at 75th Growth Percentile or Higher</b>					
<b>English</b>					
English Language Learners	0.0%	26.9% or lower	27.0% to 36.5%	36.6% to 47.7%	47.8% or higher
Lowest Third Citywide	39.1%	39.3% or lower	39.4% to 47.1%	47.2% to 56.2%	56.3% or higher
Self-Contained/ICT/SETSS	33.3%	42.8% or lower	42.9% to 50.7%	50.8% to 59.9%	60.0% or higher
Black and Hispanic Males in Lowest Third Citywide	33.3%	37.9% or lower	38.0% to 46.1%	46.2% to 55.8%	55.9% or higher
<b>Mathematics</b>					
English Language Learners	14.3%	22.7% or lower	22.8% to 32.9%	33.0% to 44.9%	45.0% or higher
Lowest Third Citywide	33.8%	34.0% or lower	34.1% to 43.6%	43.7% to 54.8%	54.9% or higher
Self-Contained/ICT/SETSS	39.5%	34.4% or lower	34.5% to 42.9%	43.0% to 53.0%	53.1% or higher
Black and Hispanic Males in Lowest Third Citywide	36.7%	33.9% or lower	34.0% to 43.6%	43.7% to 55.0%	55.1% or higher
Movement from SC/ICT/SETSS to Less Restrictive Environments	0.63	0.16 or lower	0.17 to 0.33	0.34 to 0.53	0.54 or higher
English Language Learner Progress		22.7% or lower	22.8% to 34.1%	34.2% to 47.4%	47.5% or higher