Department of Education
Carmen Fariña, Chancellor

# School Quality Guide

## 2013-2014

School: Urban Assembly School for Applied Math and Science, The

DBN: 09X241

Principal: David Krulwich

School Type: High School

In this report:


School Overview 1
School Quality Guide Summary 2
Quality Review 3–4
Graphs Walk-Through 5
Student Progress 6–8
Student Achievement 9
School Environment 10
College and Career Readiness 11–12
Closing the Achievement Gap 13
Summary of Section Ratings 14–15
Additional Information 16
Peer Group Schools 17
Metric Targets for 2014–15 18-19


## School Overview

| Grade | Enrollment | | |
|---|---|---|---|
| | 2011-2012 | 2012-2013 | 2013-2014 |
| Grade 9 | 93 | 83 | 96 |
| Grade 10 | 87 | 94 | 80 |
| Grade 11 | 81 | 83 | 90 |
| Grade 12 | 87 | 79 | 81 |
| **All Students** | **348** | **339** | **347** |

| Student Population Characteristics | 2011-2012 | 2012-2013 | 2013-2014 |
|---|---|---|---|
| % English Language Learners | 8% | 6% | 7% |
| % Students with IEPs | 20% | 22% | 23% |
| % Students with IEPs (less than 20% time with non-disabled peers) | 7% | 6% | 5% |
| % Free Lunch Eligible | 80% | 83% | 83% |
| % Overage Under-Credited | 3% | 4% | 3% |
| % Asian | 4% | 3% | 3% |
| % Black | 28% | 28% | 30% |
| % Hispanic | 66% | 67% | 65% |
| % White | 2% | 2% | 2% |
| % Other | 0% | 0% | 1% |
| Average Incoming ELA Proficiency (based on 8th grade) | - | 2.68 | 2.37 |
| Average Incoming Math Proficiency (based on 8th grade) | - | 3.12 | 2.45 |

## Quality Review

Dates of Review: May 2-3, 2013
Principal at Time of Review: David Krulwich

| 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 |
|---|---|---|---|

## College and Career Readiness

| 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.

SPECIAL RECOGNITION

**High School Preparatory Courses**

# Quality Review

**WELL DEVELOPED** **3**

**Dates of Review:** May 2-3, 2013
**Principal at Time of Review:** David Krulwich
**QR Lead Reviewer:** Jacqueline Grossman

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?*

**WELL DEVELOPED**

Excerpt: The school's long term work in crafting, revising and implementing a rich curriculum and rigorous tasks in all content areas ensures that all students are on a path to genuine college readiness.

**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: Enhance the faculty's pedagogical repertoires in deepening classroom discussion and scaffolding to ensure that all teachers are providing the necessary daily supports for all students to achieve.

**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?*

**WELL DEVELOPED**

Excerpt: Effective student assessment practices enable teachers to make ongoing adjustments to units of study and provide both teachers and students with feedback that helps them develop an understanding of their strengths and weaknesses.

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

**WELL DEVELOPED**

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?*

**WELL DEVELOPED**

Excerpt: Intricate and innovative structures promote constant teacher collaboration that is the central driving force in all of the school's efforts to continually improve practice, enhance student learning and promote shared leadership.

# Quality Review - continued

WELL DEVELOPED 4

**Dates of Review:** May 2-3, 2013
**Principal at Time of Review:** David Krulwich
**QR Lead Reviewer:** Jacqueline Grossman

## Areas of Celebration

- Rigorous, engaging and coherent curricula aligned to the Common Core Learning Standards
- Aligned use of resources to support instructional goals that meet students' needs
- Curricula-aligned assessment practices that inform instruction
- Support and evaluation of teachers through feedback using the Danielson framework and analysis of learning outcomes
- 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

## 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.

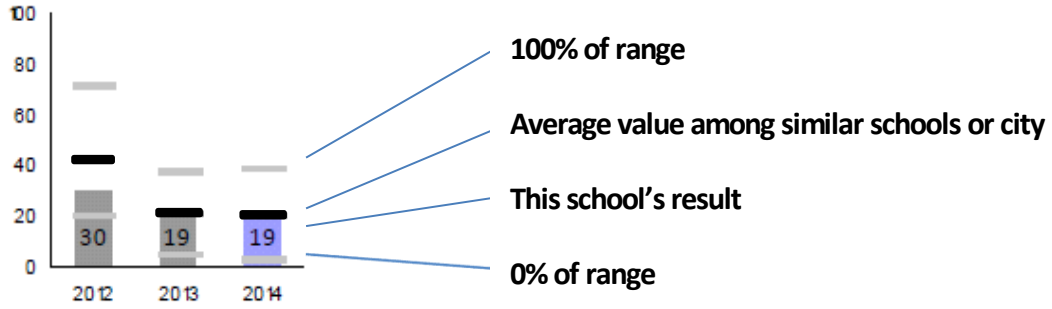
## Graph Showing Metric Values

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.

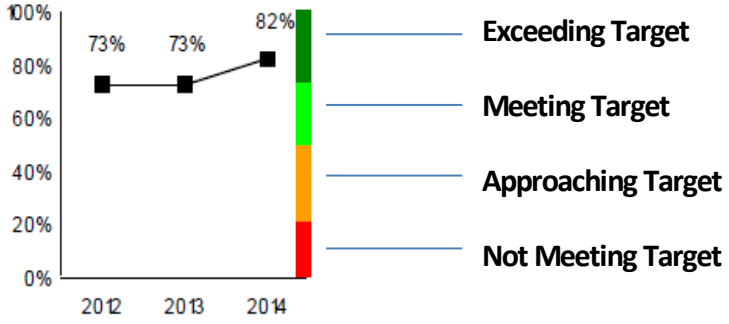
- Each year, the School Quality Guide compares the school's performance against multiple years of historical performance by peer and city schools. The middle horizontal line, in black, shows the average from this pool of historical performance by peer schools or the city, depending on which comparison 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

MEETING TARGET

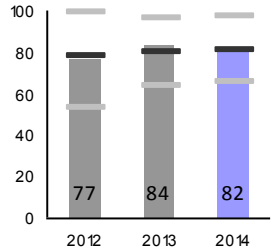


Student Progress measures the ability of a school to help students progress toward the eventual goal of earning a Regents Diploma.

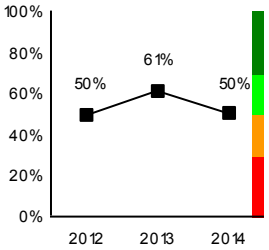
## Percent of Students Earning 10+ Credits in 1st Year (n=96)

This metric shows the percentage of first year high school students who accumulate 10 or more academic credits, with particular focus given to credits earned in English, math, science, and social studies.

### Peer

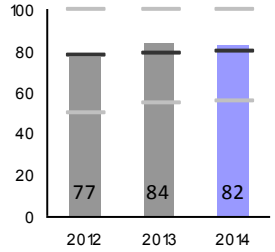



School and Peer Values

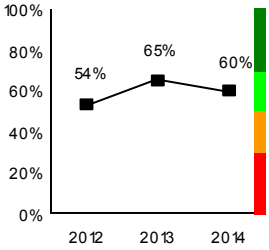



Percent of Peer Range

### City




School and City Values

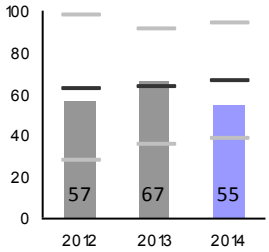



Percent of City Range

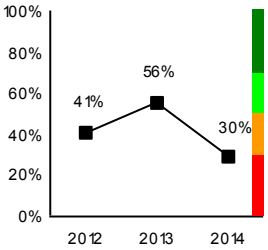
## Percent of Students in School's Lowest Third Earning 10+ Credits in 1st Year (n=31)

This metric shows the percentage of first year high school students in the school's lowest third of incoming achievement who accumulate 10 or more academic credits, with particular focus given to credits earned in English, math, science, and social studies.

### Peer

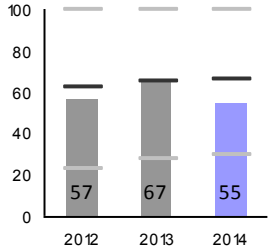



School and Peer Values

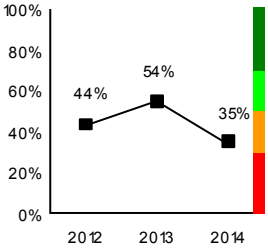



Percent of Peer Range

### City




School and City Values

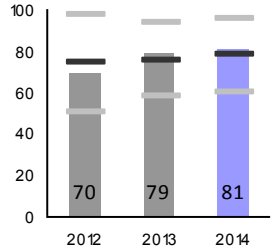



Percent of City Range

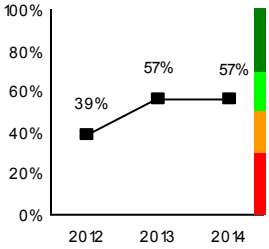
## Percent of Students Earning 10+ Credits in 2nd Year (n=79)

This metric shows the percentage of second year high school students who accumulate 10 or more academic credits, with particular focus given to credits earned in English, math, science, and social studies.

### Peer

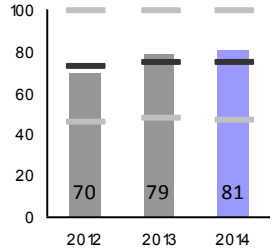



School and Peer Values

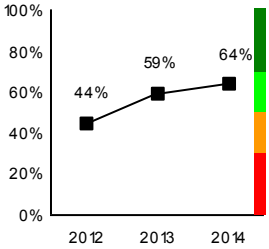



Percent of Peer Range

### City




School and City Values

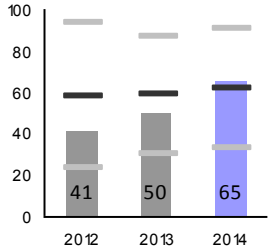



Percent of City Range

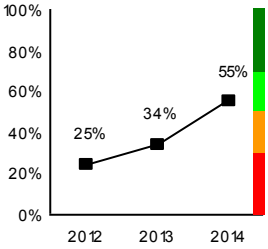
## Percent of Students in School's Lowest Third Earning 10+ Credits in 2nd Year (n=26)

This metric shows the percentage of second year high school students in the school's lowest third of incoming achievement who accumulate 10 or more academic credits, with particular focus given to credits earned in English, math, science, and social studies.

### Peer

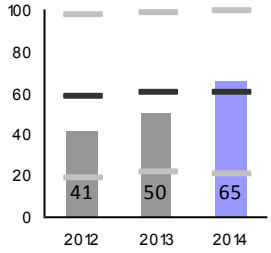



School and Peer Values

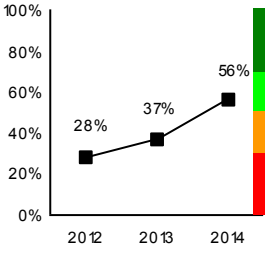



Percent of Peer Range

### City




School and City Values



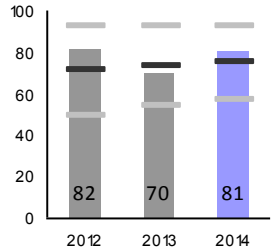

Percent of City Range

Student Progress measures the ability of a school to help students progress toward the eventual goal of earning a Regents Diploma.

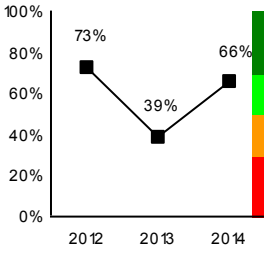
## Percent of Students Earning 10+ Credits in 3rd Year (n=85)

This metric shows the percentage of third year high school students who accumulate 10 or more academic credits, with particular focus given to credits earned in English, math, science, and social studies.

### Peer

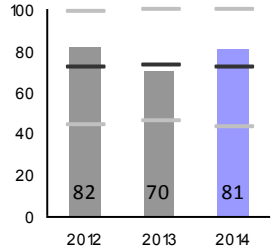



School and Peer Values

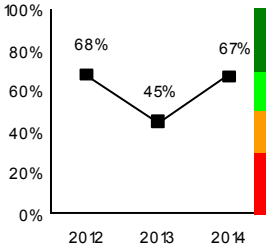



Percent of Peer Range

### City




School and City Values

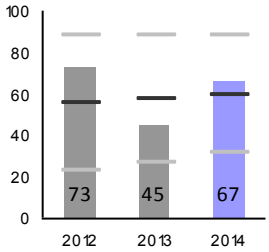



Percent of City Range

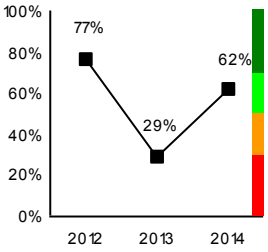
## Percent of Students in School's Lowest Third Earning 10+ Credits in 3rd Year (n=27)

This metric shows the percentage of third year high school students in the school's lowest third of incoming achievement who accumulate 10 or more academic credits, with particular focus given to credits earned in English, math, science, and social studies.

### Peer

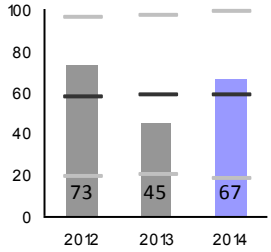



School and Peer Values

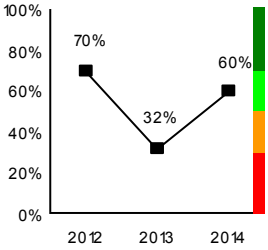



Percent of Peer Range

### City




School and City Values

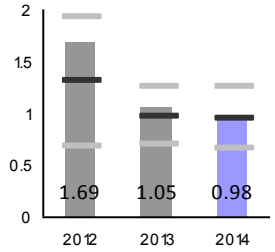



Percent of City Range

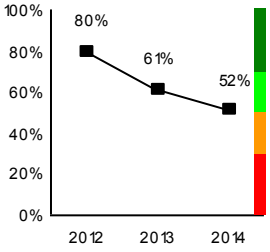
## English - Weighted Regents Pass Rate (n=95)

This metric reflects student pass rates on the English Regents exam, weighted based on students' likelihood of passing the exam given their performance on the 8th grade ELA exam. Schools receive more credit on this metric when students pass the exam at a greater rate than would be expected based on their 8th grade exam scores.

### Peer

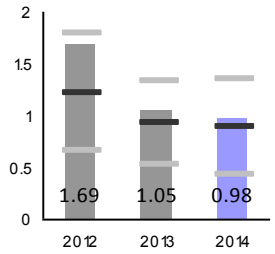



School and Peer Values

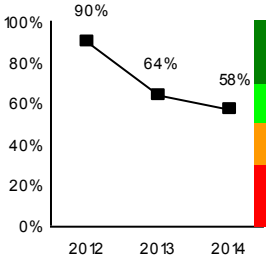



Percent of Peer Range

### City




School and City Values

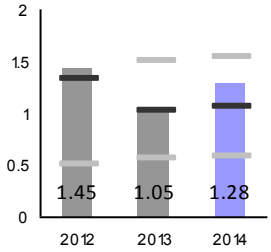



Percent of City Range

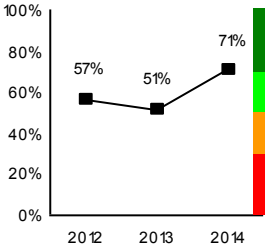
## Mathematics - Weighted Regents Pass Rate (n=123)

This metric reflects student pass rates on the Math Regents exam, weighted based on students' likelihood of passing the exam given their performance on the 8th grade Math exam. Schools receive more credit on this metric when students pass the exam at a greater rate than would be expected based on their 8th grade exam scores.

### Peer

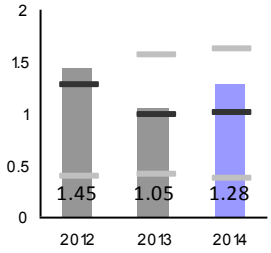



School and Peer Values

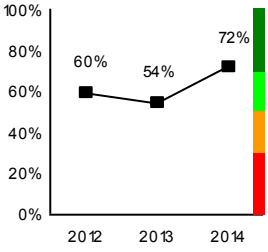



Percent of Peer Range

### City




School and City Values



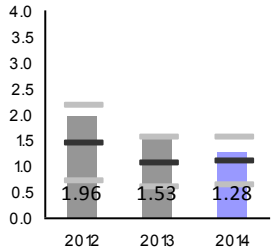

Percent of City Range

Student Progress measures the ability of a school to help students progress toward the eventual goal of earning a Regents Diploma.

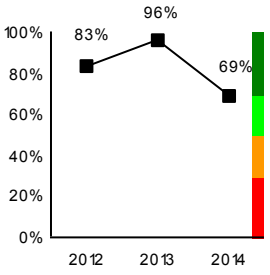
## Science - Weighted Regents Pass Rate (n=143)

This metric reflects student pass rates on Science Regents exams, weighted based on students' likelihood of passing the exam given their performance on the 8th grade Math exam. Schools receive more credit on this metric when students pass the exam at a greater rate than would be expected based on their 8th grade exam scores.

### Peer

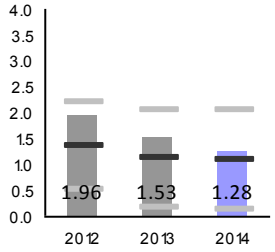



School and Peer Values

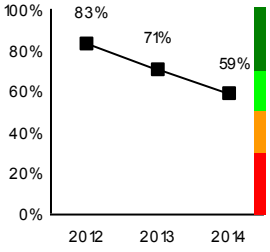



Percent of Peer Range

### City




School and City Values

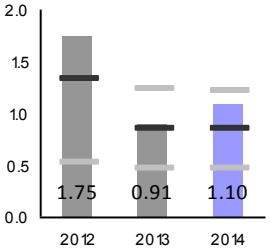



Percent of City Range

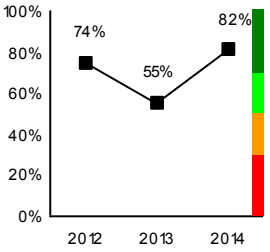
## Global Studies - Weighted Regents Pass Rate (n=101)

This metric reflects student pass rates on the Global Studies Regents exam, weighted based on students' likelihood of passing the exam given their performance on the 8th grade ELA exam. Schools receive more credit on this metric when students pass the exam at a greater rate than would be expected based on their 8th grade exam scores.

### Peer

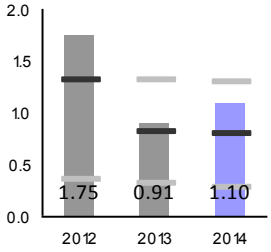



School and Peer Values

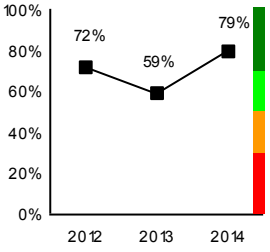



Percent of Peer Range

### City




School and City Values

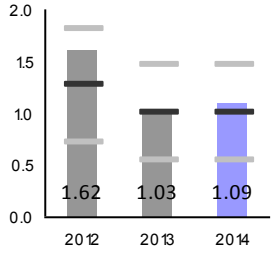



Percent of City Range

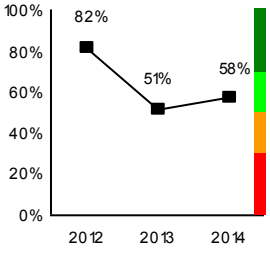
## United States History - Weighted Regents Pass Rate (n=73)

This metric reflects student pass rates on the United States History Regents exam, weighted based on students' likelihood of passing the exam given their performance on the 8th grade ELA exam. Schools receive more credit on this metric when students pass the exam at a greater rate than would be expected based on their 8th grade exam scores.

### Peer

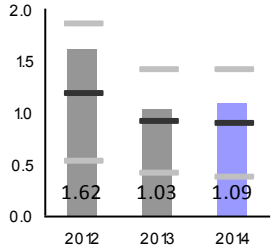



School and Peer Values

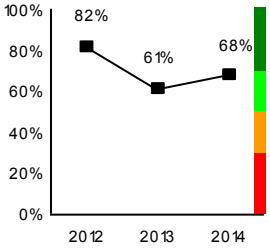



Percent of Peer Range

### City




School and City Values

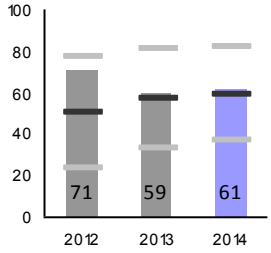



Percent of City Range

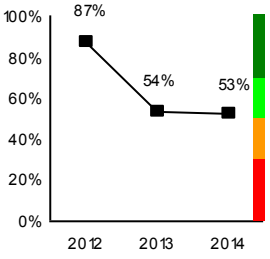
## Average Completion Rate for Remaining Regents (n=198)

This metric measures student progress in the past year towards passing the five Regents subject tests required for a Regents diploma. The metric shows, out of the remaining subjects that the students needed to pass to obtain a Regents dipoma, the percentage of subjects that the students passed in 2013-14.

### Peer

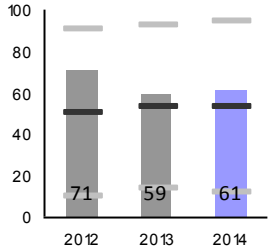



School and Peer Values

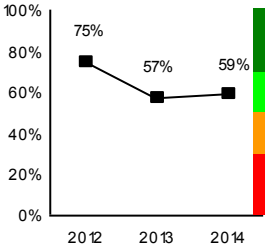



Percent of Peer Range

### City




School and City Values




Percent of City Range

# Student Achievement

MEETING TARGET

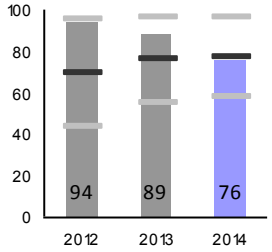


Student Achievement measures the school's graduation rates and the types of diplomas received by the school's students.

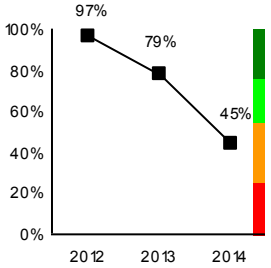
## Four-Year Graduation Rate (n=86)

This metric shows the percentage of students who graduated with a Regents or Local Diploma within four years, after entering 9th grade in 2010-11.

### Peer

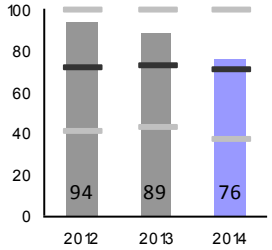



School and Peer Values

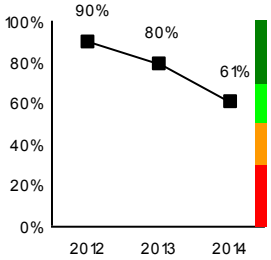



Percent of Peer Range

### City




School and City Values

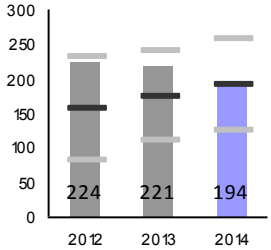



Percent of City Range

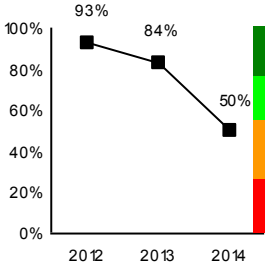
## Four-Year Weighted Diploma Rate (n=86)

This metric reflects the diplomas received within four years by the students who entered 9th grade in 2010-11, and provides greater credit for advanced diplomas associated with greater proficiency and for diplomas obtained by students with higher-need demographic characteristics.

### Peer

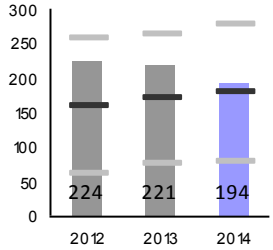



School and Peer Values

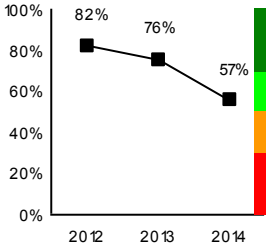



Percent of Peer Range

### City




School and City Values

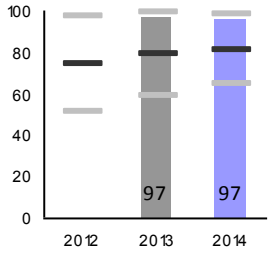



Percent of City Range

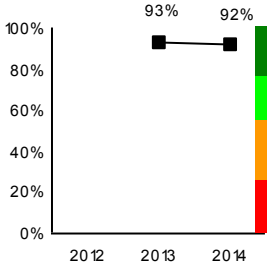
## Six-Year Graduation Rate (n=87)

This metric shows the percentage of students who graduated with a Regents or Local Diploma within six years, after entering 9th grade in 2008-09.

### Peer

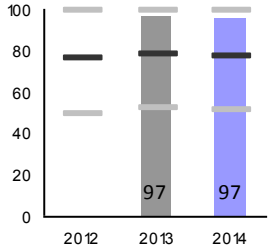



School and Peer Values

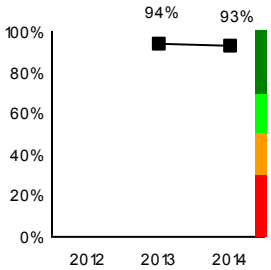



Percent of Peer Range

### City




School and City Values

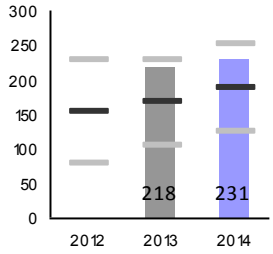



Percent of City Range

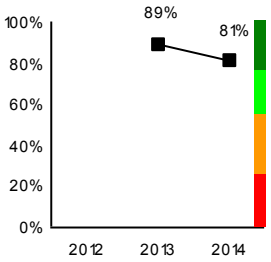
## Six-Year Weighted Diploma Rate (n=87)

This metric reflects the diplomas received within six years by students who entered 9th grade in 2008-09, and provides greater credit for advanced diplomas associated with greater proficiency and for diplomas obtained by students with higher-need demographic characteristics.

### Peer

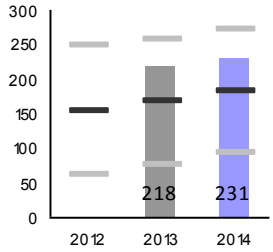



School and Peer Values

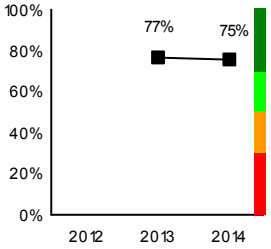



Percent of Peer Range

### City




School and City Values




Percent of City Range

# School Environment

MEETING TARGET

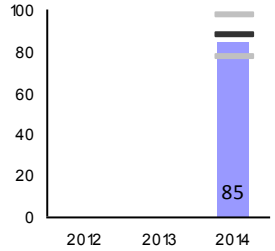
10

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.

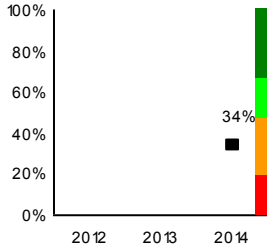
## Survey Satisfaction - Instructional Core

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

**Peer**

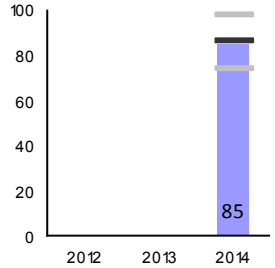



School and Peer Values

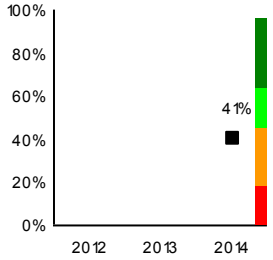



Percent of Peer Range

**City**




School and City Values

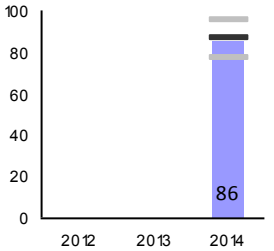



Percent of City Range

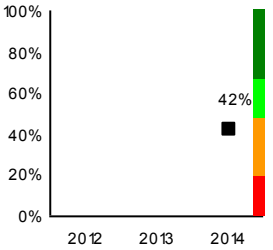
## Survey Satisfaction - School Culture

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

**Peer**

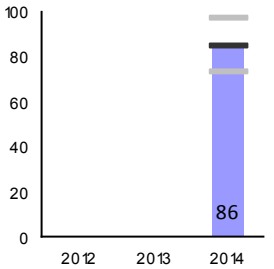



School and Peer Values

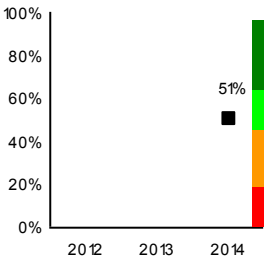



Percent of Peer Range

**City**




School and City Values

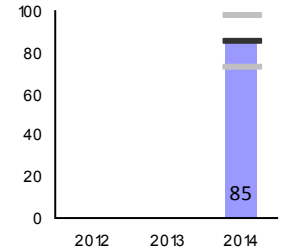



Percent of City Range

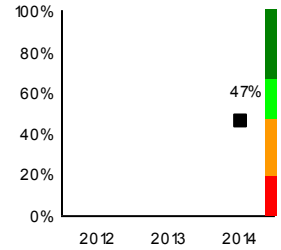
## Survey Satisfaction - Systems for Improvement

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

**Peer**

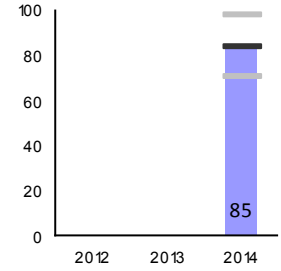



School and Peer Values

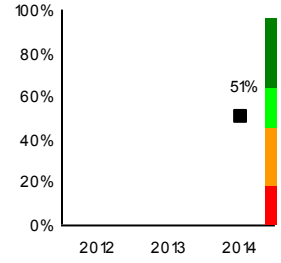



Percent of Peer Range

**City**




School and City Values

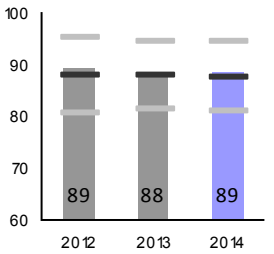



Percent of City Range

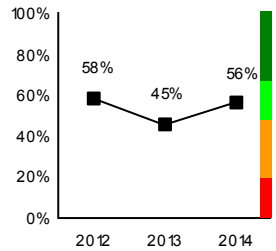
## Attendance

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**

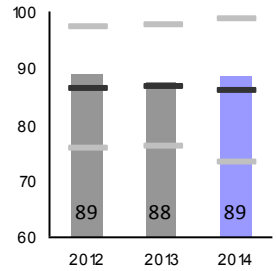



School and Peer Values

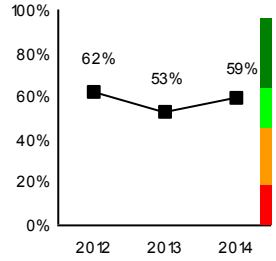



Percent of Peer Range

**City**




School and City Values



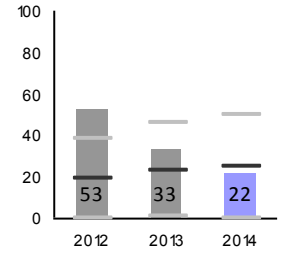

Percent of City Range

College and Career Readiness measures the college-readiness of students, based on their achievements in high school and their outcomes after leaving high school.

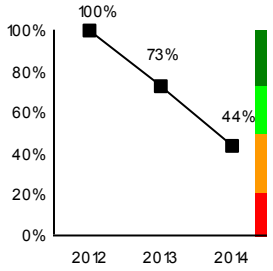
## 4-Year College Readiness Index (n=86)

This metric shows the percentage of students who graduated with a Regents diploma and met CUNY's standards for college readiness in English and math within four years, after entering 9th grade in 2010-11.

**Peer**

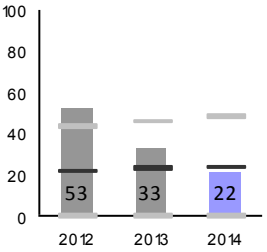



School and Peer Values

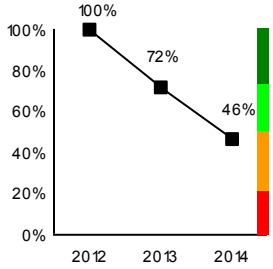



Percent of Peer Range

**City**




School and City Values

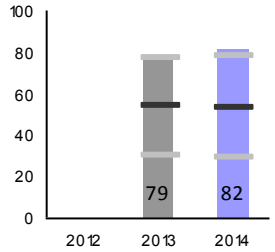



Percent of City Range

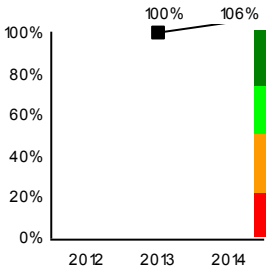
## 6-Year College Readiness Index with Persistence (n=87)

This metric shows the percentage of students who (1) graduated with a Regents diploma and met CUNY's standards for English and math, or (2) graduated from high school, enrolled in college, and persisted in college through the beginning of their third semester; within six years after entering 9th grade in 2008-09.

**Peer**

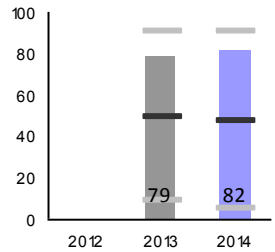



School and Peer Values

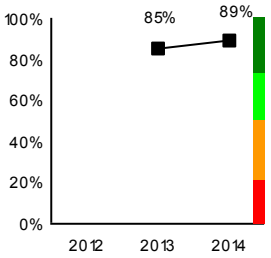



Percent of Peer Range

**City**




School and City Values

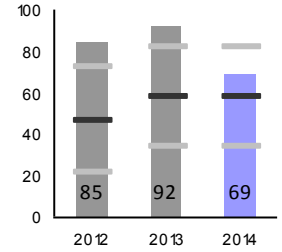



Percent of City Range

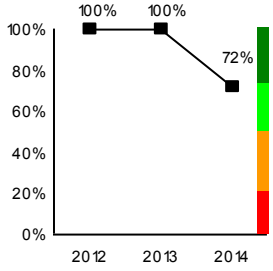
## Postsecondary Enrollment Rate - 6 Months (n=78)

This metric shows the percentage of students who graduated from high school and enrolled in college, a vocational program, or public service within six months of their scheduled graduation date, out of students who entered 9th grade in 2009-10.

**Peer**

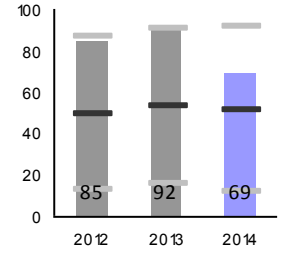



School and Peer Values

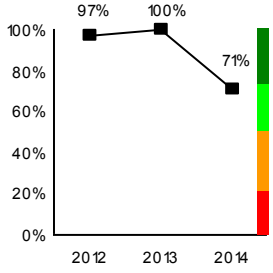



Percent of Peer Range

**City**




School and City Values

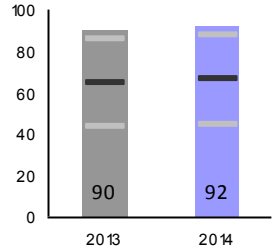



Percent of City Range

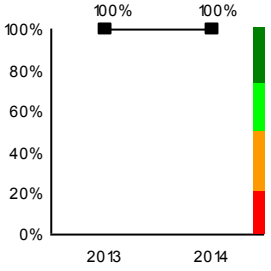
## Postsecondary Enrollment Rate - 18 Months (n=87)

This metric shows the percentage of students who graduated from high school and enrolled in college, a vocational program, or public service within 18 months of their scheduled graduation date, out of students who entered 9th grade in 2008-09.

**Peer**

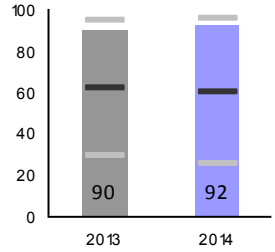



School and Peer Values

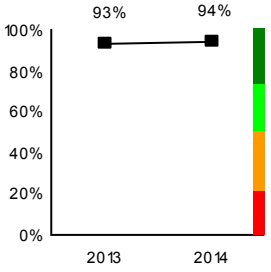



Percent of Peer Range

**City**




School and City Values



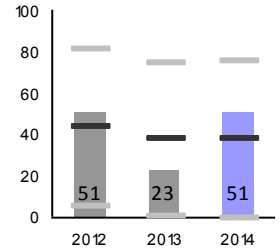

Percent of City Range

College and Career Readiness measures the college-readiness of students, based on their achievements in high school and their outcomes after leaving high school.

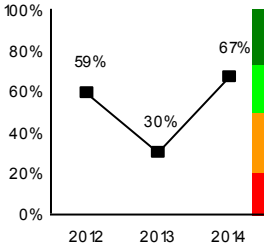
## College and Career Preparatory Course Index (n=86)

This metric shows the percentage of students who successfully completed approved rigorous courses and assessments within four years of high school, after entering 9th grade in 2010-11.

### Peer

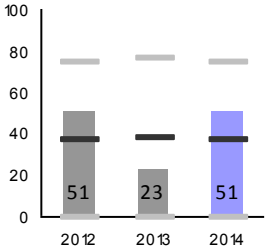



School and Peer Values

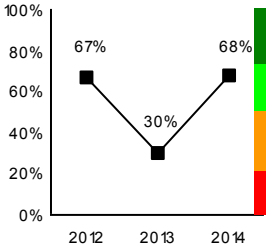



Percent of Peer Range

### City




School and City Values




Percent of City Range

# Closing the Achievement Gap

MEETING TARGET

13

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 |
| **Four Year Weighted Diploma Rate** | | | | | | |
| English Language Learners (n = 7) | | | 262.5% | 15.4% | 228.6% | 8.1% |
| Self-Contained / ICT / SETSS (n = 21) | 320.0% | 11.5% | 335.7% | 17.9% | 290.5% | 24.4% |
| All Students in the Lowest Third Citywide (n = 30) | 175.0% | 9.2% | 208.0% | 32.1% | 176.7% | 34.9% |
| Black / Hispanic Males in the Lowest Third Citywide (n = 22) | | | 242.9% | 17.9% | 204.5% | 25.6% |
| **College and Career Readiness** | | | | | | |
| Students in the Lowest Third Citywide, College and Career Preparatory Course Index (n = 30) | 0.0% | 9.2% | 4.0% | 32.1% | 43.3% | 34.9% |
| Students in the Lowest Third Citywide, 4-Year College Readiness Index (n = 30) | 0.0% | 9.2% | 4.0% | 32.1% | 0.0% | 34.9% |
| Students in the Lowest Third Citywide, Postsecondary Enrollment Rate - 6 Months (n = 8) | 66.7% | 20.8% | 88.5% | 29.9% | 12.5% | 10.3% |
| Movement from SC/ICT/SETSS to Less Restrictive Environments (n = 69) | 0.76 | 18.1% | 0.54 | 20.4% | 0.88 | 19.9% |

# Summary of Section Ratings



This section shows how the ratings are calculated for the Student Progress, Student Achievement, School Environment, College and Career Readiness, 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** | | | | | | | | | | | |
| Percent of Students Earning 10+ Credits in 1st Year (n = 96) | 82.3% | 66.2% | 82.2% | 98.2% | 50.3% | 55.4% | 80.1% | 100.0% | 60.3% | 7.6 | 4.0 |
| Percent of Students Earning 10+ Credits in 2nd Year (n = 79) | 81.0% | 60.7% | 78.6% | 96.5% | 56.7% | 46.9% | 75.0% | 100.0% | 64.2% | 7.6 | 4.5 |
| Percent of Students Earning 10+ Credits in 3rd Year (n = 85) | 81.2% | 57.4% | 75.5% | 93.6% | 65.7% | 43.6% | 72.4% | 100.0% | 66.7% | 7.6 | 5.0 |
| Percent of Students in School's Lowest Third Earning 10+ Credits in 1st Year (n = 31) | 54.8% | 38.2% | 66.2% | 94.2% | 29.6% | 30.1% | 66.7% | 100.0% | 35.3% | 7.6 | 2.4 |
| Percent of Students in School's Lowest Third Earning 10+ Credits in 2nd Year (n = 26) | 65.4% | 34.0% | 62.5% | 91.0% | 55.1% | 21.0% | 61.0% | 100.0% | 56.2% | 7.6 | 4.2 |
| Percent of Students in School's Lowest Third Earning 10+ Credits in 3rd Year (n = 27) | 66.7% | 31.4% | 60.0% | 88.6% | 61.7% | 18.7% | 58.7% | 98.7% | 60.0% | 7.6 | 4.7 |
| Average Completion Rate for Remaining Regents (n = 198) | 61.2% | 37.6% | 60.0% | 82.4% | 52.7% | 12.1% | 53.8% | 95.5% | 58.9% | 9.1 | 4.9 |
| English - Weighted Regents Pass Rate (n = 95) | 0.98 | 0.68 | 0.97 | 1.26 | 51.7% | 0.45 | 0.91 | 1.37 | 57.6% | 9.1 | 4.8 |
| Mathematics - Weighted Regents Pass Rate (n = 123) | 1.28 | 0.60 | 1.08 | 1.56 | 70.8% | 0.39 | 1.01 | 1.63 | 71.8% | 9.1 | 6.5 |
| Science - Weighted Regents Pass Rate (n = 143) | 1.28 | 0.66 | 1.11 | 1.56 | 68.9% | 0.16 | 1.11 | 2.06 | 58.9% | 9.1 | 6.0 |
| Global Studies - Weighted Regents Pass Rate (n = 101) | 1.10 | 0.48 | 0.86 | 1.24 | 81.6% | 0.29 | 0.80 | 1.31 | 79.4% | 9.1 | 7.4 |
| United States History - Weighted Regents Pass Rate (n = 73) | 1.09 | 0.56 | 1.02 | 1.48 | 57.6% | 0.38 | 0.90 | 1.42 | 68.3% | 9.1 | 5.5 |

| Student Progress Section Rating | | | |
|---|---|---|---|
| Not Meeting Target 29.5 or Lower | Approaching Target 29.6 to 50.1 | Meeting Target 50.2 to 69.5 | Exceeding Target 69.6 or Higher |

**59.9**

| | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| **Student Achievement** | | | | | | | | | | | |
| Four-Year Graduation Rate (n = 86) | 75.6% | 58.5% | 77.6% | 96.7% | 44.8% | 37.2% | 71.4% | 100.0% | 61.1% | 25.0 | 12.2 |
| Six-Year Graduation Rate (n = 87) | 96.6% | 65.0% | 82.2% | 99.4% | 91.9% | 52.0% | 78.3% | 100.0% | 92.9% | 25.0 | 23.0 |
| Four-Year Weighted Diploma Rate (n = 86) | 194.2% | 127.0% | 193.7% | 260.4% | 50.4% | 81.6% | 181.3% | 281.0% | 56.5% | 25.0 | 13.0 |
| Six-Year Weighted Diploma Rate (n = 87) | 230.5% | 125.5% | 190.2% | 254.9% | 81.1% | 93.8% | 184.4% | 275.0% | 75.4% | 25.0 | 19.9 |

| Student Achievement Section Rating | | | |
|---|---|---|---|
| Not Meeting Target 26.3 or Lower | Approaching Target 26.4 to 55.1 | Meeting Target 55.2 to 75.5 | Exceeding Target 75.6 or Higher |

**68.1**

| | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| **School Environment** | | | | | | | | | | | |
| School Survey - Instructional Core | 84.7% | 77.9% | 88.0% | 98.1% | 33.7% | 75.0% | 86.8% | 98.6% | 41.1% | 22.0 | 7.8 |
| School Survey - School Culture | 85.8% | 78.0% | 87.2% | 96.4% | 42.4% | 73.7% | 85.5% | 97.3% | 51.3% | 22.0 | 9.8 |
| School Survey - Structures for Improvement | 84.7% | 73.3% | 85.5% | 97.7% | 46.7% | 71.0% | 84.5% | 98.0% | 50.7% | 22.0 | 10.5 |
| Attendance | 88.6% | 81.0% | 87.8% | 94.6% | 55.9% | 73.4% | 86.2% | 99.0% | 59.4% | 34.0 | 19.3 |

| School Environment Section Rating | | | |
|---|---|---|---|
| Not Meeting Target 19.0 or Lower | Approaching Target 19.1 to 46.6 | Meeting Target 46.7 to 66.1 | Exceeding Target 66.2 or Higher |

**47.4**

| | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| **College and Career Readiness** | | | | | | | | | | | |
| 4-Year College Readiness Index (n = 86) | 22.1% | 0.3% | 25.2% | 50.1% | 43.8% | 0.0% | 23.9% | 47.8% | 46.2% | 20.0 | 8.9 |
| 6-Year College Readiness Index with Persistence (n = 87) | 81.6% | 29.8% | 54.2% | 78.6% | 106.1% | 5.9% | 48.4% | 90.9% | 89.1% | 20.0 | 20.4 |
| Postsecondary Enrollment Rate - 6 Months (n = 78) | 69.2% | 35.0% | 58.8% | 82.6% | 71.8% | 12.1% | 52.2% | 92.3% | 71.2% | 15.0 | 10.7 |
| Postsecondary Enrollment Rate - 18 Months (n = 87) | 92.0% | 45.4% | 66.9% | 88.4% | 100.0% | 25.7% | 61.0% | 96.3% | 93.9% | 15.0 | 14.8 |
| College and Career Preparatory Course Index (n = 86) | 51.2% | 0.0% | 38.0% | 76.0% | 67.4% | 0.0% | 37.6% | 75.2% | 68.1% | 30.0 | 20.3 |

| College and Career Readiness Section Rating | | | |
|---|---|---|---|
| Not Meeting Target 21.4 or Lower | Approaching Target 21.5 to 49.6 | Meeting Target 49.7 to 72.6 | Exceeding Target 72.7 or Higher |

**75.1**

This section shows how the ratings are calculated for the Student Progress, Student Achievement, School Environment, College and Career Readiness, 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) |
|---|---|---|---|---|
| **Closing the Achievement Gap** | | | | |
| **Four Year Weighted Diploma Rate** | | | | |
| English Language Learners (n = 7) | 8.1% | 14.7% | 228.6% | |
| Self-Contained / ICT / SETSS (n = 21) | 24.4% | 63.5% | 290.5% | 69.2% |
| All Students in the Lowest Third Citywide (n = 30) | 34.9% | 53.7% | 176.7% | 65.0% |
| Black / Hispanic Males in the Lowest Third Citywide (n = 22) | 25.6% | 67.5% | 204.5% | 82.1% |
| **College and Career Readiness** | | | | |
| Students in the Lowest Third Citywide, College and Career Preparatory Course Index (n = 30) | 34.9% | 53.7% | 43.3% | 100.0% |
| Students in the Lowest Third Citywide, 4-Year College Readiness Index (n = 30) | 34.9% | 53.7% | 0.0% | 0.0% |
| Students in the Lowest Third Citywide, Postsecondary Enrollment Rate - 6 Months (n = 8) | 10.3% | 17.5% | 12.5% | |
| Movement from SC/ICT/SETSS to Less Restrictive Environments (n = 69) | 19.9% | 68.9% | 0.88 | 88.3% |
| | | | Average of Results (Percent of City Range) | **67.4** |

| Closing the Achievement Gap | | | |
|---|---|---|---|
| Not Meeting Target<br>26.1 or Lower | Approaching Target<br>26.2 to 46.8 | Meeting Target<br>46.9 to 67.8 | Exceeding Target<br>67.9 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 three scored metrics in this section.

# Additional Information 16

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.

## Regents Exams

Includes all students in the high school who took the respective exams in January, June or August 2014.

| | | Average Score | % passing | % at College Ready Threshold for Exam |
|---|---|---|---|---|
| **Mathematics:** | Integrated Algebra (n = 107) | 69 | 78% | 12% |
| | Geometry (n = 41) | 74 | 85% | 27% |
| | Algebra 2/Trigonometry (n = 49) | 62 | 45% | 20% |
| **ELA:** | Comprehensive English (n = 98) | 73 | 83% | 52% |
| **Social Studies:** | U.S. History (n = 73) | 80 | 89% | . |
| | Global History (n = 101) | 71 | 77% | . |
| **Science:** | Chemistry (n = 0) | . | . | . |
| | Physics (n = 0) | . | . | . |
| | Earth Science (n = 80) | 66 | 55% | . |
| | Living Environment (n = 87) | 72 | 78% | . |
| **Languages:** | Languages Other Than English (n = 40) | 88 | 88% | . |

## College Exams

Calculated as highest result for the 2014 four-year graduation cohort anytime during their high school career.

| | | Average Score | % of 4-year Cohort Taking | % at College Ready Threshold for Exam |
|---|---|---|---|---|
| **SAT:** | Mathematics (n = 86) | 426 | 69.8% | 17.4% |
| | Critical Reading (n = 86) | 400 | 69.8% | 11.6% |
| | Writing (n = 86) | 402 | 69.8% | . |
| **ACT:** | Mathematics (n = 86) | . | 3.5% | 1.2% |
| | English (n = 86) | . | 3.5% | 1.2% |
| | Reading (n = 86) | . | 0.0% | . |
| | Science (n = 86) | . | 3.5% | . |
| **CUNY:** | Math 1 (n = 86) | 31 | 25.6% | . |
| | Math 2 (n = 86) | 28 | 32.6% | 7.0% |
| | Reading (n = 86) | . | 12.8% | 7.0% |
| | Writing (n = 86) | . | 12.8% | 2.3% |

## College and Career Readiness Metrics Disaggregated

| | % of 4-year Cohort | % of 6-year Cohort |
|---|---|---|
| **College Readiness Index (counting positively requires ALL thresholds)** | 22.1% | 52.9% |
| % attaining Local Diploma | 66.3% | 93.1% |
| % attaining Math College Readiness Standard | 24.4% | 55.2% |
| % attaining English College Readiness Standard | 53.5% | 82.8% |

| | % of 4-year Cohort |
|---|---|
| **College and Career Preparatory Course Index** | 51.2% |
| % scoring 65+ on the Algebra II, Math B, Chemistry or Physics Regents Exam | 16.3% |
| % scoring 3+ on any Advanced Placement (AP) Exam | 8.1% |
| % scoring 4+ on any International Baccalaureate (IB) Exam | 0.0% |
| % earning a diploma with a Career and Technical Education (CTE) Endorsement | 0.0% |
| % passing an industry-recognized technical assessment | 0.0% |
| % earning a diploma with an Arts endorsement | 0.0% |
| % earning a grade of "C" or higher in a course for college credit | 9.3% |
| % passing another course certified by the DOE as college- and career-ready | 33.7% |

| | 6 Months After Graduating |
|---|---|
| **Post-secondary Enrollment Rate** | 69.2% |
| CUNY 2-year | 28.2% |
| CUNY 4-year | 16.7% |
| NYS Public | 3.8% |
| NYS Private | 17.9% |
| Out-of-State | 2.6% |
| Public Service | 0.0% |
| Vocational Program | 0.0% |

# 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 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 | % SELF-CONTAINED | % OVERAGE |
|---|---|---|---|---|---|---|
| **09X241** | **Urban Assembly School for Applied Math and Science, The** | **2.37** | **2.45** | **22.8%** | **5.5%** | **3.5%** |
| 02M288 | Food and Finance High School | 2.48 | 2.32 | 17.8% | 2.0% | 4.1% |
| 02M294 | Essex Street Academy | 2.47 | 2.25 | 25.8% | 3.2% | 4.0% |
| 02M300 | Urban Assembly School of Design and Construction, The | 2.33 | 2.26 | 22.5% | 7.7% | 5.9% |
| 02M305 | Urban Assembly Academy of Government and Law, The | 2.37 | 2.23 | 19.3% | 4.3% | 6.1% |
| 02M316 | Urban Assembly School of Business for Young Women, the | 2.34 | 2.20 | 21.8% | 3.6% | 4.9% |
| 02M392 | MANHATTAN BUSINESS ACADEMY | 2.34 | 2.29 | 18.5% | 5.6% | 5.2% |
| 02M399 | THE HIGH SCHOOL FOR LANGUAGE AND DIPLOMACY | 2.44 | 2.37 | 22.3% | 8.4% | 5.6% |
| 02M437 | Hudson High School of Learning Technologies | 2.31 | 2.26 | 24.7% | 6.7% | 5.6% |
| 02M489 | High School of Economics and Finance | 2.57 | 2.61 | 17.1% | 4.7% | 5.5% |
| 02M507 | Urban Assembly Gateway School for Technology | 2.49 | 2.37 | 20.2% | 5.2% | 3.8% |
| 02M534 | Harvest Collegiate High School | 2.67 | 2.37 | 25.0% | 5.2% | 3.0% |
| 02M546 | Academy for Software Engineering | 2.53 | 2.46 | 24.9% | 5.0% | 2.5% |
| 02M551 | Urban Assembly New York Harbor School | 2.58 | 2.36 | 23.0% | 4.8% | 4.6% |
| 02M615 | Chelsea Career and Technical Education High School | 2.37 | 2.25 | 23.5% | 7.7% | 6.5% |
| 02M655 | Life Sciences Secondary School | 2.37 | 2.28 | 19.6% | 7.0% | 5.8% |
| 07X221 | South Bronx Preparatory: A College Board School | 2.37 | 2.20 | 22.8% | 4.8% | 4.8% |
| 07X548 | Urban Assembly School for Careers in Sports | 2.41 | 2.32 | 25.6% | 6.4% | 5.4% |
| 09X327 | Comprehensive Model School Project M.S. 327 | 2.50 | 2.60 | 26.7% | 8.6% | 4.1% |
| 09X505 | Bronx School for Law, Government and Justice | 2.55 | 2.38 | 19.2% | 6.7% | 4.0% |
| 10X141 | Riverdale / Kingsbridge Academy (Middle School / High Scho | 2.53 | 2.47 | 22.0% | 5.8% | 1.9% |
| 10X368 | In-Tech Academy (M.S. / High School 368) | 2.50 | 2.34 | 17.9% | 4.7% | 2.2% |
| 10X374 | Knowledge and Power Preparatory Academy International Hi | 2.35 | 2.31 | 19.7% | 8.1% | 7.7% |
| 12X242 | Mott Hall V | 2.40 | 2.45 | 25.9% | 7.8% | 6.3% |
| 13K674 | City Polytechnic High School of Engineering, Architecture, an | 2.53 | 2.44 | 21.1% | 8.0% | 4.2% |
| 14K488 | Brooklyn Preparatory High School | 2.39 | 2.21 | 21.5% | 7.0% | 4.9% |
| 14K561 | Williamsburg Preparatory School | 2.57 | 2.44 | 16.7% | 6.3% | 3.1% |
| 17K544 | International Arts Business School | 2.20 | 2.22 | 23.9% | 4.3% | 8.7% |
| 20K485 | High School of Telecommunication Arts and Technology | 2.58 | 2.58 | 26.2% | 7.0% | 2.2% |
| 21K344 | Rachel Carson High School for Coastal Studies | 2.46 | 2.31 | 19.0% | 6.8% | 5.8% |
| 21K690 | Brooklyn Studio Secondary School | 2.61 | 2.47 | 19.2% | 4.9% | 3.4% |
| 24Q267 | High School of Applied Communication | 2.42 | 2.39 | 18.1% | 4.8% | 5.0% |
| 24Q293 | Civic Leadership Academy | 2.39 | 2.33 | 23.0% | 4.4% | 2.9% |
| 25Q670 | Robert F. Kennedy Community High School | 2.42 | 2.42 | 24.7% | 6.4% | 3.9% |
| 26Q566 | Queens High School of Teaching, Liberal Arts and the Science | 2.64 | 2.51 | 21.0% | 5.2% | 2.3% |
| 30Q301 | Academy for Careers in Television and Film | 2.64 | 2.36 | 21.7% | 3.0% | 2.1% |
| 30Q502 | Information Technology High School | 2.44 | 2.43 | 17.3% | 6.3% | 4.8% |
| 31R440 | New Dorp High School | 2.50 | 2.30 | 23.4% | 9.7% | 4.5% |
| 84K730 | Summit Academy Charter School | 2.36 | 2.47 | 20.3% | 3.3% | 4.1% |
| 84X202 | New Visions Charter High School for Advanced Math and Scie | 2.28 | 2.26 | 22.2% | 6.8% | 4.3% |
| 84X539 | New Visions Charter High School for Advanced Math and Scie | 2.43 | 2.35 | 17.1% | 7.1% | 4.0% |
| PEER GROUP AVERAGES | | 2.45 | 2.36 | 21.6% | 5.9% | 4.5% |

# 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 Result | 2014-15 Metric Values Needed for Each Rating | | | |
|---|---|---|---|---|---|
| | | Not Meeting Target | Approaching Target | Meeting Target | Exceeding Target |
| **Student Progress** | | | | | |
| Percent of Students Earning 10+ Credits in 1st Year | 82.3% | 74.2% or lower | 74.3% to 81.3% | 81.4% to 88.0% | 88.1% or higher |
| Percent of Students Earning 10+ Credits in 2nd Year | 81.0% | 69.6% or lower | 69.7% to 77.6% | 77.7% to 85.2% | 85.3% or higher |
| Percent of Students Earning 10+ Credits in 3rd Year | 81.2% | 66.6% or lower | 66.7% to 74.8% | 74.9% to 82.5% | 82.6% or higher |
| Percent of Students in School's Lowest Third Earning 10+ Credits in 1st Year | 54.8% | 53.8% or lower | 53.9% to 66.0% | 66.1% to 77.4% | 77.5% or higher |
| Percent of Students in School's Lowest Third Earning 10+ Credits in 2nd Year | 65.4% | 49.5% or lower | 49.6% to 62.1% | 62.2% to 74.0% | 74.1% or higher |
| Percent of Students in School's Lowest Third Earning 10+ Credits in 3rd Year | 66.7% | 47.1% or lower | 47.2% to 59.8% | 59.9% to 71.7% | 71.8% or higher |
| Average Completion Rate for Remaining Regents | 61.2% | 48.6% or lower | 48.7% to 59.1% | 59.2% to 68.9% | 69.0% or higher |
| English - Weighted Regents Pass Rate | 0.98 | 0.82 or lower | 0.83 to 0.95 | 0.96 to 1.07 | 1.08 or higher |
| Mathematics - Weighted Regents Pass Rate | 1.28 | 0.85 or lower | 0.86 to 1.06 | 1.07 to 1.26 | 1.27 or higher |
| Science - Weighted Regents Pass Rate | 1.28 | 0.89 or lower | 0.90 to 1.10 | 1.11 to 1.30 | 1.31 or higher |
| Global Studies - Weighted Regents Pass Rate | 1.10 | 0.67 or lower | 0.68 to 0.84 | 0.85 to 1.00 | 1.01 or higher |
| United States History - Weighted Regents Pass Rate | 1.09 | 0.79 or lower | 0.80 to 0.98 | 0.99 to 1.17 | 1.18 or higher |
| **Student Achievement** | | | | | |
| Four-Year Graduation Rate | 75.6% | 66.0% or lower | 66.1% to 78.2% | 78.3% to 86.8% | 86.9% or higher |
| Six-Year Graduation Rate | 96.6% | 72.2% or lower | 72.3% to 82.8% | 82.9% to 90.4% | 90.5% or higher |
| Four-Year Weighted Diploma Rate | 194.2% | 157.0% or lower | 157.1% to 198.9% | 199.0% to 228.6% | 228.7% or highe |
| Six-Year Weighted Diploma Rate | 230.5% | 156.1% or lower | 156.2% to 196.2% | 196.3% to 224.7% | 224.8% or highe |
| **School Environment** | | | | | |
| School Survey - Instructional Core | 84.7% | 81.2% or lower | 81.3% to 86.9% | 87.0% to 91.0% | 91.1% or higher |
| School Survey - School Culture | 85.8% | 80.7% or lower | 80.8% to 86.1% | 86.2% to 89.9% | 90.0% or higher |
| School Survey - Structures for Improvement | 84.7% | 77.4% or lower | 77.5% to 84.3% | 84.4% to 89.2% | 89.3% or higher |
| Attendance | 88.6% | 82.7% or lower | 82.8% to 87.0% | 87.1% to 90.0% | 90.1% or higher |
| **College and Career Readiness** | | | | | |
| 4-Year College Readiness Index | 22.1% | 10.7% or lower | 10.8% to 24.6% | 24.7% to 36.0% | 36.1% or higher |
| 6-Year College Readiness Index with Persistence | 81.6% | 37.6% or lower | 37.7% to 53.0% | 53.1% to 65.6% | 65.7% or higher |
| Postsecondary Enrollment Rate - 6 Months | 69.2% | 42.5% or lower | 42.6% to 57.5% | 57.6% to 69.6% | 69.7% or higher |
| Postsecondary Enrollment Rate - 18 Months | 92.0% | 52.2% or lower | 52.3% to 65.7% | 65.8% to 76.6% | 76.7% or higher |
| College and Career Preparatory Course Index | 51.2% | 16.2% or lower | 16.3% to 37.6% | 37.7% to 55.0% | 55.1% 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 |
| **Closing the Achievement Gap** | | | | | |
| **Four Year Weighted Diploma Rate** | | | | | |
| English Language Learners | 228.6% | 102.9% or lower | 103.0% to 163.8% | 163.9% to 225.6% | 225.7% or higher |
| Self-Contained / ICT / SETSS | 290.5% | 109.9% or lower | 110.0% to 196.9% | 197.0% to 285.1% | 285.2% or higher |
| All Students in the Lowest Third Citywide | 176.7% | 71.1% or lower | 71.2% to 127.4% | 127.5% to 184.5% | 184.6% or higher |
| Black / Hispanic Males in the Lowest Third Citywide | 204.5% | 65.2% or lower | 65.3% to 116.8% | 116.9% to 169.1% | 169.2% or higher |
| **College and Career Readiness** | | | | | |
| Students in the Lowest Third Citywide, College and Career Preparatory Course Index | 43.3% | 7.2% or lower | 7.3% to 12.9% | 13.0% to 18.8% | 18.9% or higher |
| Students in the Lowest Third Citywide, 4-Year College Readiness Index | 0.0% | 1.3% or lower | 1.4% to 2.4% | 2.5% to 3.6% | 3.7% or higher |
| Students in the Lowest Third Citywide, Postsecondary Enrollment Rate - 6 Months | 12.5% | 11.3% or lower | 11.4% to 20.3% | 20.4% to 29.4% | 29.5% or higher |
| Movement from SC/ICT/SETSS to Less Restrictive Environments | 0.88 | 0.26 or lower | 0.27 to 0.46 | 0.47 to 0.67 | 0.68 or higher |