Department of Education
Carmen Fariña, Chancellor

School Quality Guide

2013-2014

School: Collegiate Institute for Math and Science

DBN: 11X288

Principal: Shadia Alvarez

School Type: High School

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School Overview

Grade	Enrollment		
	2011-2012	2012-2013	2013-2014
Grade 9	165	236	219
Grade 10	140	163	209
Grade 11	136	116	124
Grade 12	102	126	104
All Students	**543**	**641**	**656**

Student Population Characteristics	2011-2012	2012-2013	2013-2014
% English Language Learners	3%	3%	4%
% Students with IEPs	16%	19%	19%
% Students with IEPs (less than 20% time with non-disabled peers)	7%	9%	10%
% Free Lunch Eligible	71%	70%	70%
% Overage Under-Credited	5%	6%	5%
% Asian	9%	10%	10%
% Black	37%	36%	34%
% Hispanic	47%	45%	46%
% White	7%	9%	10%
% Other	0%	0%	1%
Average Incoming ELA Proficiency (based on 8th grade)	-	2.94	2.70
Average Incoming Math Proficiency (based on 8th grade)	-	3.23	2.58

Quality Review

Dates of Review: October 21-22, 2010
Principal at Time of Review: Estelle Hans

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

Quality Review

PROFICIENT **3**

Dates of Review: October 21-22, 2010
Principal at Time of Review: Estelle Hans
QR Lead Reviewer: Catherine M. Powis

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?*

Excerpt: Excerpts are not available in the Guide for Quality Reviews conducted during the 2010-11 school year. Please see the school's Quality Review Report available online to review these excerpts.

PROFICIENT

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?*

Excerpt: Excerpts are not available in the Guide for Quality Reviews conducted during the 2010-11 school year. Please see the school's Quality Review Report available online to review these excerpts.

DEVELOPING

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?*

Excerpt: Excerpts are not available in the Guide for Quality Reviews conducted during the 2010-11 school year. Please see the school's Quality Review Report available online to review these excerpts.

DEVELOPING

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

Excerpt: Excerpts are not available in the Guide for Quality Reviews conducted during the 2010-11 school year. Please see the school's Quality Review Report available online to review these excerpts.

WELL DEVELOPED

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

Excerpt: Excerpts are not available in the Guide for Quality Reviews conducted during the 2010-11 school year. Please see the school's Quality Review Report available online to review these excerpts.

PROFICIENT

Quality Review - continued

PROFICIENT 4

Dates of Review: October 21-22, 2010
Principal at Time of Review: Estelle Hans
QR Lead Reviewer: Catherine M. Powis

Areas of Celebration

N/A

Areas of Focus

N/A

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.

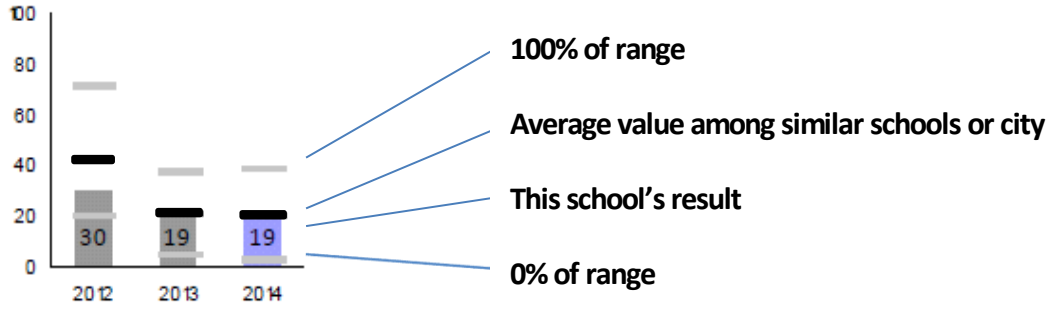
Graph Showing Metric Values

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.

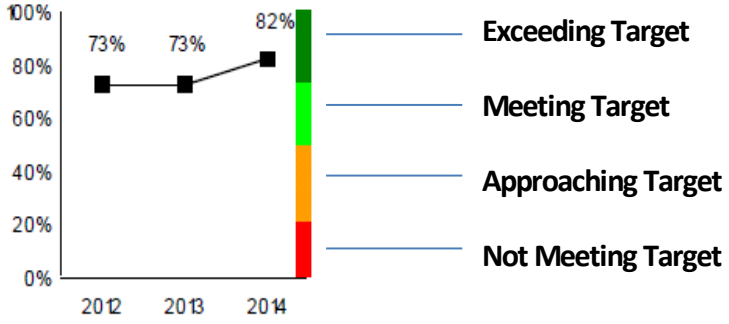
- Each year, the School Quality Guide compares the school's performance against multiple years of historical performance by peer and city schools. The middle horizontal line, in black, shows the average from this pool of historical performance by peer schools or the city, depending on which comparison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

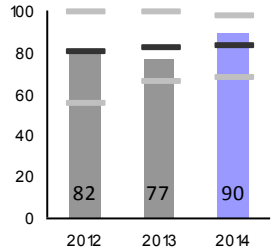
MEETING TARGET

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

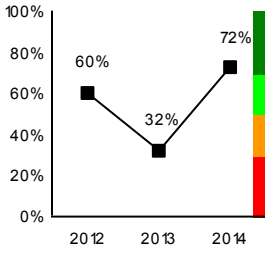
Percent of Students Earning 10+ Credits in 1st Year (n=147)

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

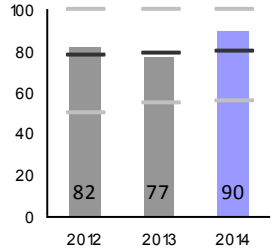


School and Peer Values

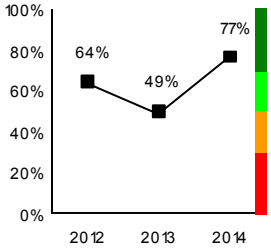


Percent of Peer Range

City



School and City Values

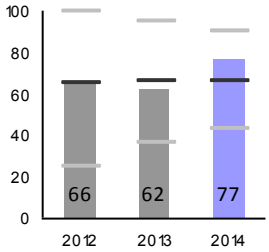


Percent of City Range

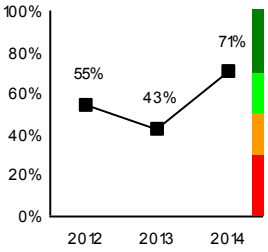
Percent of Students in School's Lowest Third Earning 10+ Credits in 1st Year (n=47)

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

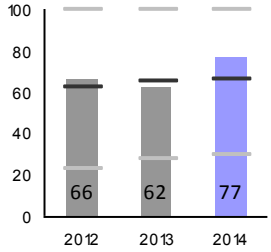


School and Peer Values

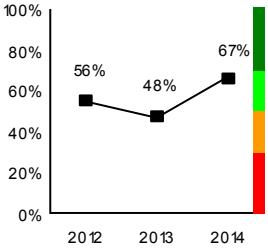


Percent of Peer Range

City



School and City Values

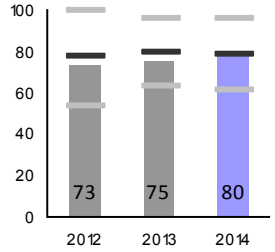


Percent of City Range

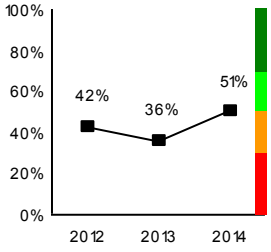
Percent of Students Earning 10+ Credits in 2nd Year (n=215)

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

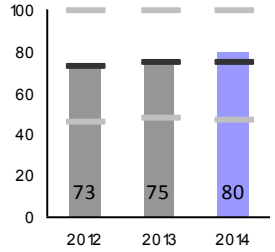


School and Peer Values

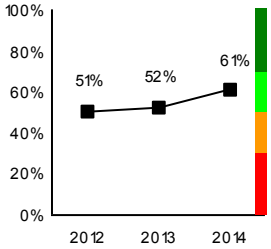


Percent of Peer Range

City



School and City Values

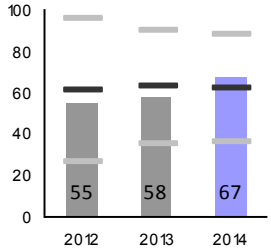


Percent of City Range

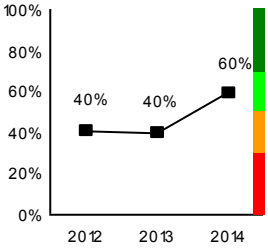
Percent of Students in School's Lowest Third Earning 10+ Credits in 2nd Year (n=67)

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

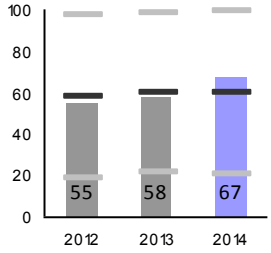


School and Peer Values

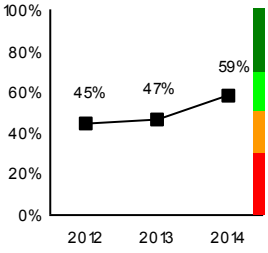


Percent of Peer Range

City



School and City Values



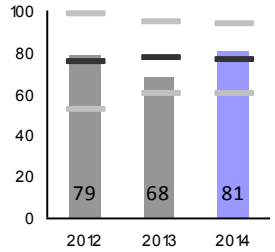
Percent of City Range

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

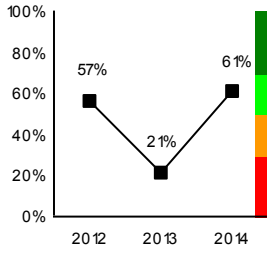
Percent of Students Earning 10+ Credits in 3rd Year (n=164)

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

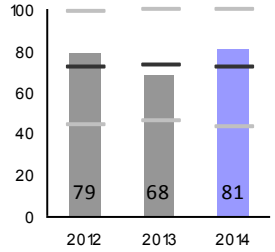


School and Peer Values

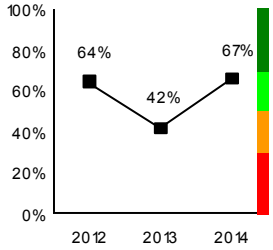


Percent of Peer Range

City



School and City Values

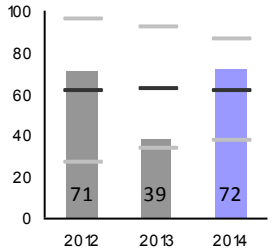


Percent of City Range

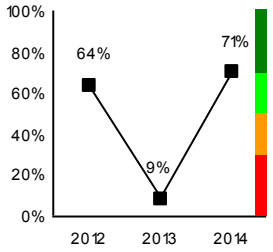
Percent of Students in School's Lowest Third Earning 10+ Credits in 3rd Year (n=53)

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

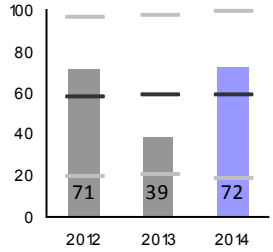


School and Peer Values

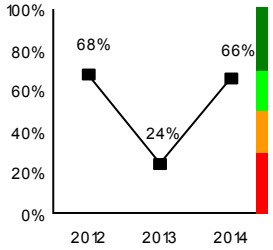


Percent of Peer Range

City



School and City Values

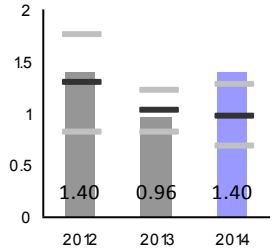


Percent of City Range

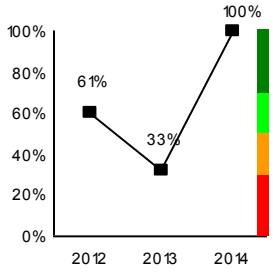
English - Weighted Regents Pass Rate (n=46)

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

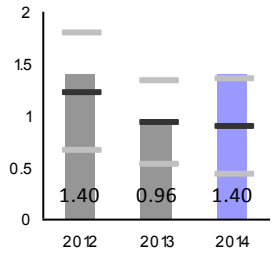


School and Peer Values

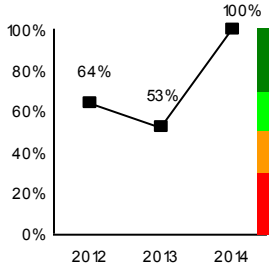


Percent of Peer Range

City



School and City Values

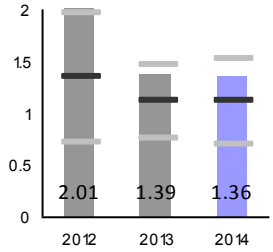


Percent of City Range

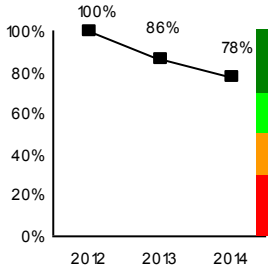
Mathematics - Weighted Regents Pass Rate (n=299)

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

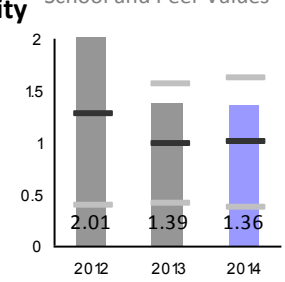


School and Peer Values

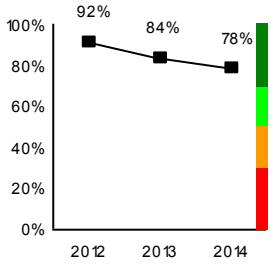


Percent of Peer Range

City



School and City Values



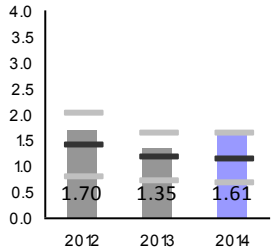
Percent of City Range

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

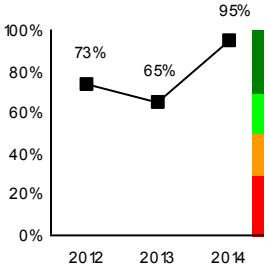
Science - Weighted Regents Pass Rate (n=312)

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

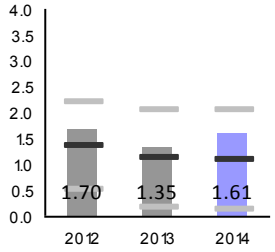


School and Peer Values

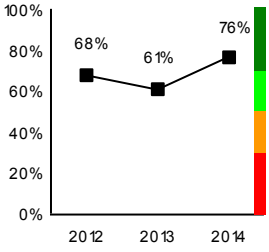


Percent of Peer Range

City



School and City Values

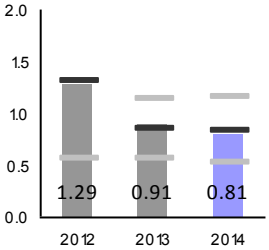


Percent of City Range

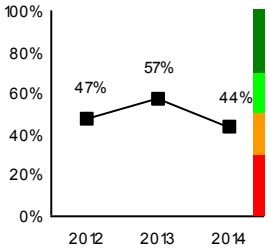
Global Studies - Weighted Regents Pass Rate (n=224)

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

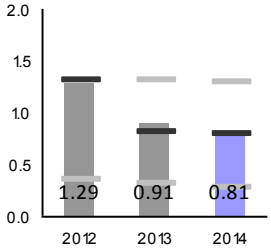


School and Peer Values

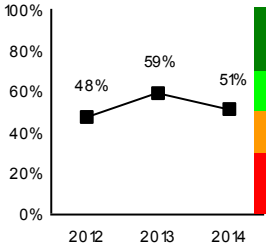


Percent of Peer Range

City



School and City Values

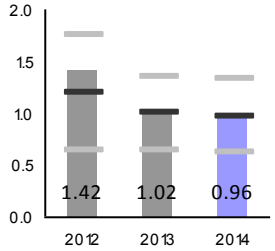


Percent of City Range

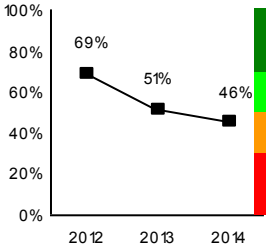
United States History - Weighted Regents Pass Rate (n=148)

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

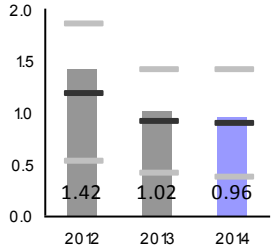


School and Peer Values

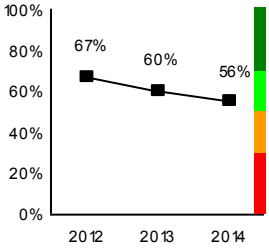


Percent of Peer Range

City



School and City Values

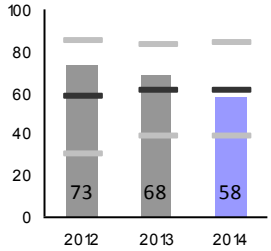


Percent of City Range

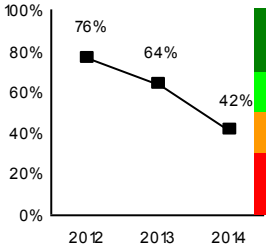
Average Completion Rate for Remaining Regents (n=402)

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

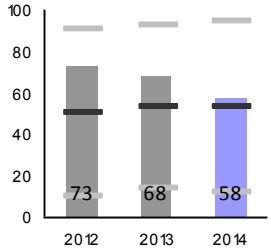


School and Peer Values

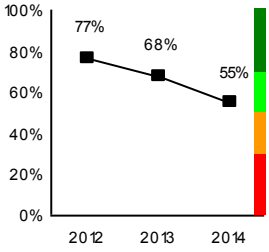


Percent of Peer Range

City



School and City Values



Percent of City Range

Student Achievement

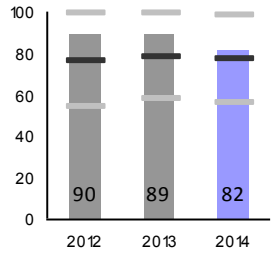
MEETING TARGET

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

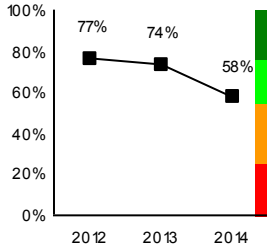
Four-Year Graduation Rate (n=124)

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

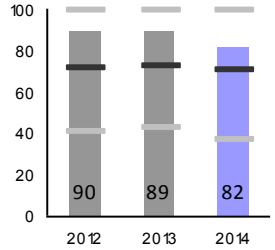


School and Peer Values

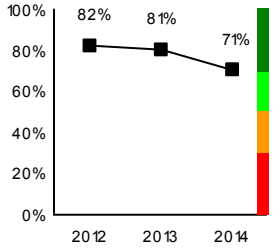


Percent of Peer Range

City



School and City Values

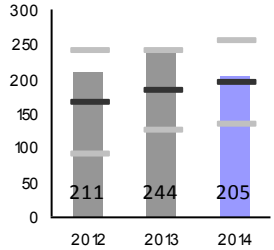


Percent of City Range

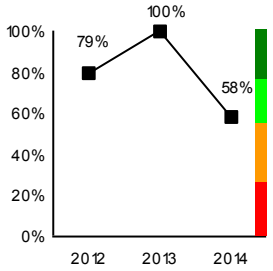
Four-Year Weighted Diploma Rate (n=124)

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

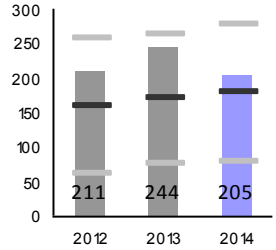


School and Peer Values

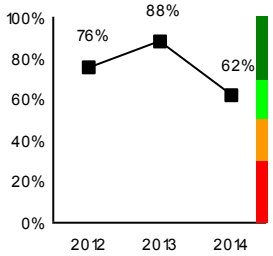


Percent of Peer Range

City



School and City Values

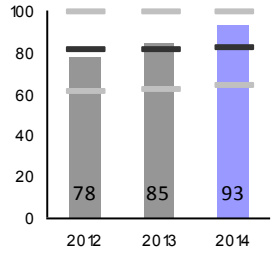


Percent of City Range

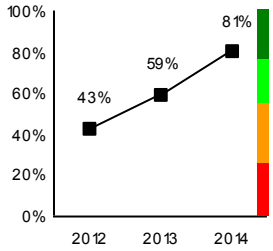
Six-Year Graduation Rate (n=105)

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

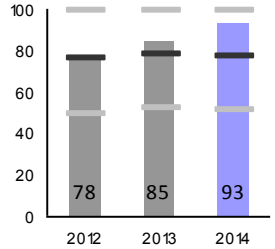


School and Peer Values

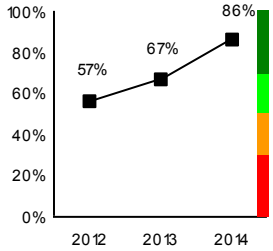


Percent of Peer Range

City



School and City Values

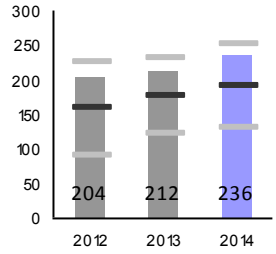


Percent of City Range

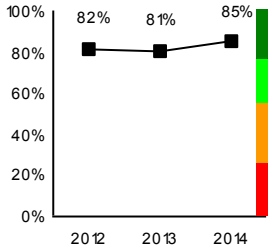
Six-Year Weighted Diploma Rate (n=105)

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

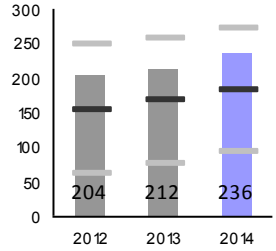


School and Peer Values

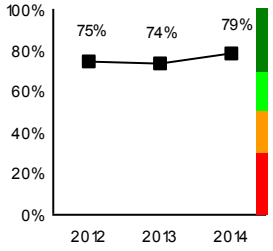


Percent of Peer Range

City



School and City Values



Percent of City Range

School Environment

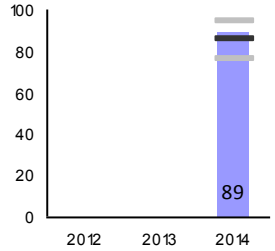
MEETING TARGET 10

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.

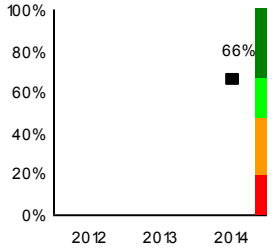
Survey Satisfaction - Instructional Core

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

Peer

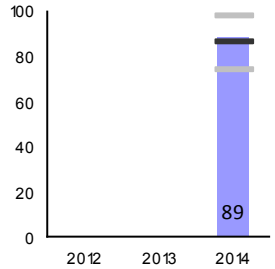


School and Peer Values

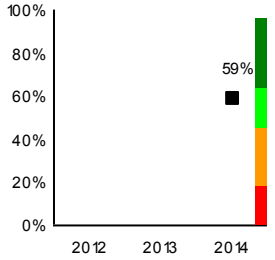


Percent of Peer Range

City



School and City Values

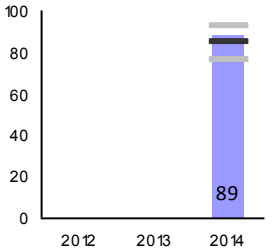


Percent of City Range

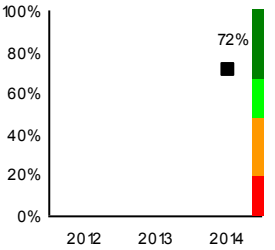
Survey Satisfaction - School Culture

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

Peer

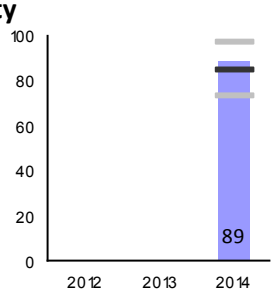


School and Peer Values

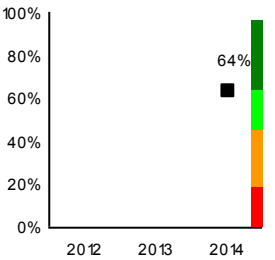


Percent of Peer Range

City



School and City Values

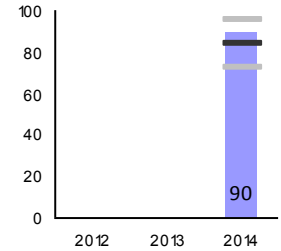


Percent of City Range

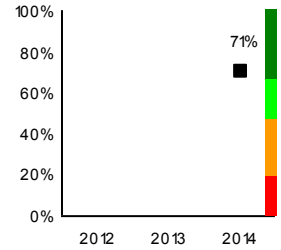
Survey Satisfaction - Systems for Improvement

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

Peer

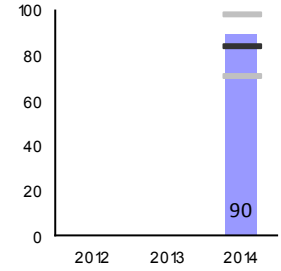


School and Peer Values

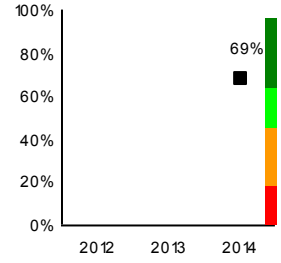


Percent of Peer Range

City



School and City Values

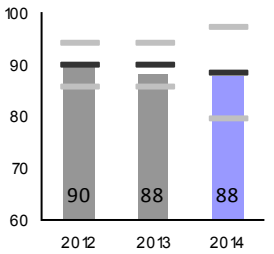


Percent of City Range

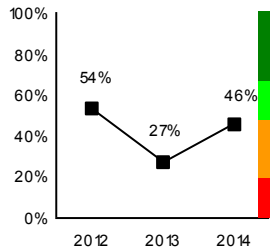
Attendance

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

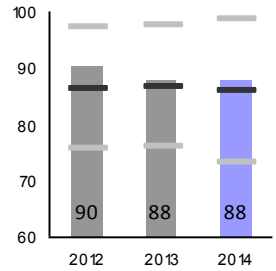


School and Peer Values

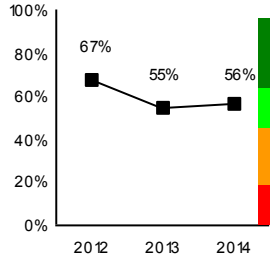


Percent of Peer Range

City



School and City Values



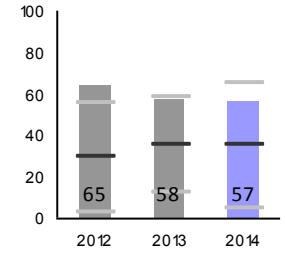
Percent of City Range

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

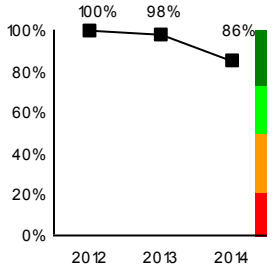
4-Year College Readiness Index (n=124)

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

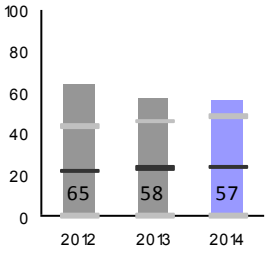


School and Peer Values

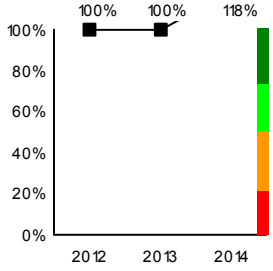


Percent of Peer Range

City



School and City Values

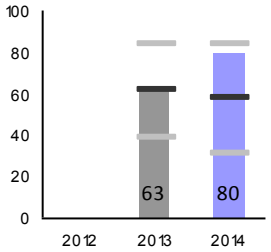


Percent of City Range

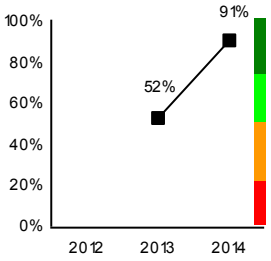
6-Year College Readiness Index with Persistence (n=105)

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

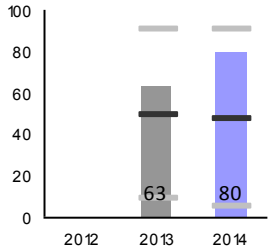


School and Peer Values

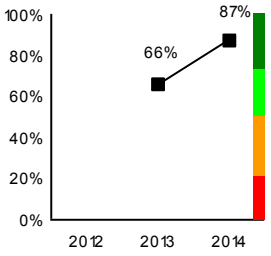


Percent of Peer Range

City



School and City Values

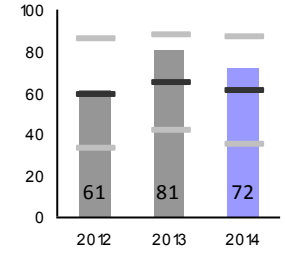


Percent of City Range

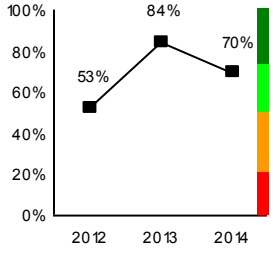
Postsecondary Enrollment Rate - 6 Months (n=146)

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

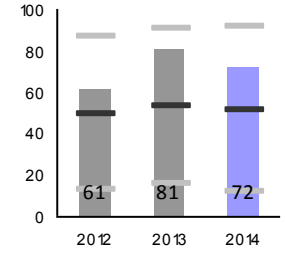


School and Peer Values

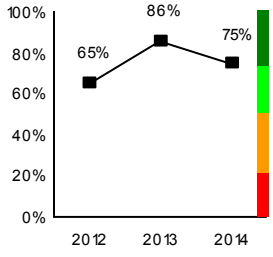


Percent of Peer Range

City



School and City Values

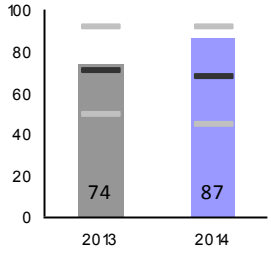


Percent of City Range

Postsecondary Enrollment Rate - 18 Months (n=105)

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



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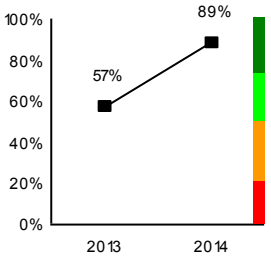
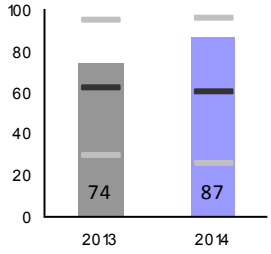
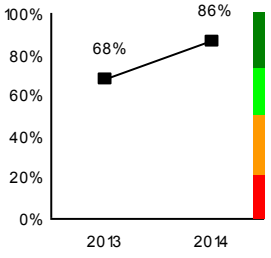


Percent of Peer Range

City



School and City Values



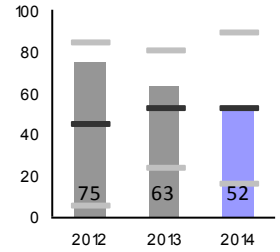
Percent of City Range

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

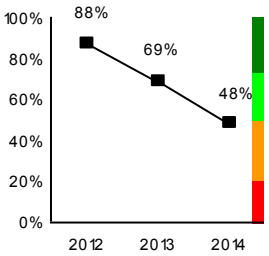
College and Career Preparatory Course Index (n=124)

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

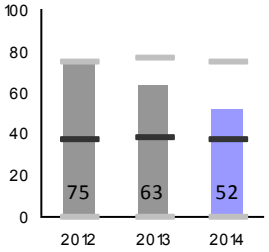


School and Peer Values

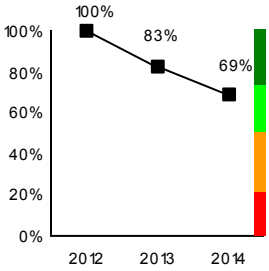


Percent of Peer Range

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 = 11)	130.0%	4.8%	283.3%	4.1%	172.7%	8.9%
Self-Contained / ICT / SETSS (n = 17)	100.0%	7.6%	328.8%	17.9%	102.9%	13.7%
All Students in the Lowest Third Citywide (n = 28)	109.1%	10.5%	240.0%	10.3%	117.9%	22.6%
Black / Hispanic Males in the Lowest Third Citywide (n = 18)	100.0%	5.7%	237.5%	5.5%	133.3%	14.5%
College and Career Readiness						
Students in the Lowest Third Citywide, College and Career Preparatory Course Index (n = 28)	27.3%	10.5%	13.3%	10.3%	7.1%	22.6%
Students in the Lowest Third Citywide, 4-Year College Readiness Index (n = 28)	0.0%	10.5%	6.7%	10.3%	7.1%	22.6%
Students in the Lowest Third Citywide, Postsecondary Enrollment Rate - 6 Months (n = 8)	28.6%	20.4%	56.5%	21.9%	25.0%	5.5%
Movement from SC/ICT/SETSS to Less Restrictive Environments (n = 111)	0.72	13.8%	0.56	17.0%	0.52	16.9%

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 = 147)	89.8%	68.5%	83.2%	97.9%	72.4%	55.4%	80.1%	100.0%	77.1%	7.6	5.6
Percent of Students Earning 10+ Credits in 2nd Year (n = 215)	79.5%	61.8%	79.2%	96.6%	50.9%	46.9%	75.0%	100.0%	61.4%	7.6	4.1
Percent of Students Earning 10+ Credits in 3rd Year (n = 164)	81.1%	60.2%	77.4%	94.6%	60.8%	43.6%	72.4%	100.0%	66.5%	7.6	4.7
Percent of Students in School's Lowest Third Earning 10+ Credits in 1st Year (n = 47)	76.6%	42.9%	66.8%	90.7%	70.5%	30.1%	66.7%	100.0%	66.5%	7.6	5.3
Percent of Students in School's Lowest Third Earning 10+ Credits in 2nd Year (n = 67)	67.2%	36.4%	62.3%	88.2%	59.5%	21.0%	61.0%	100.0%	58.5%	7.6	4.5
Percent of Students in School's Lowest Third Earning 10+ Credits in 3rd Year (n = 53)	71.7%	37.3%	61.7%	86.1%	70.5%	18.7%	58.7%	98.7%	66.3%	7.6	5.3
Average Completion Rate for Remaining Regents (n = 402)	58.0%	39.0%	61.6%	84.2%	42.0%	12.1%	53.8%	95.5%	55.0%	9.1	4.1
English - Weighted Regents Pass Rate (n = 46)	1.40	0.69	0.99	1.29	100.0%	0.45	0.91	1.37	100.0%	9.1	9.1
Mathematics - Weighted Regents Pass Rate (n = 299)	1.36	0.72	1.13	1.54	78.0%	0.39	1.01	1.63	78.2%	9.1	7.1
Science - Weighted Regents Pass Rate (n = 312)	1.61	0.68	1.17	1.66	94.9%	0.16	1.11	2.06	76.3%	9.1	8.2
Global Studies - Weighted Regents Pass Rate (n = 224)	0.81	0.53	0.85	1.17	43.8%	0.29	0.80	1.31	51.0%	9.1	4.1
United States History - Weighted Regents Pass Rate (n = 148)	0.96	0.63	0.99	1.35	45.8%	0.38	0.90	1.42	55.8%	9.1	4.4

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

66.5

Student Achievement											
Four-Year Graduation Rate (n = 124)	81.5%	57.1%	78.2%	99.3%	57.8%	37.2%	71.4%	100.0%	70.5%	25.0	15.2
Six-Year Graduation Rate (n = 105)	93.3%	64.9%	82.5%	100.0%	80.9%	52.0%	78.3%	100.0%	86.0%	25.0	20.5
Four-Year Weighted Diploma Rate (n = 124)	205.2%	135.2%	195.6%	256.0%	57.9%	81.6%	181.3%	281.0%	62.0%	25.0	14.7
Six-Year Weighted Diploma Rate (n = 105)	236.2%	134.0%	194.0%	254.0%	85.2%	93.8%	184.4%	275.0%	78.6%	25.0	20.9

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

71.3

School Environment											
School Survey - Instructional Core	89.0%	77.2%	86.2%	95.2%	65.6%	75.0%	86.8%	98.6%	59.3%	22.0	14.1
School Survey - School Culture	88.8%	76.5%	85.1%	93.7%	71.5%	73.7%	85.5%	97.3%	64.0%	22.0	15.3
School Survey - Structures for Improvement	89.6%	72.7%	84.6%	96.5%	71.0%	71.0%	84.5%	98.0%	68.9%	22.0	15.5
Attendance	87.8%	79.5%	88.5%	97.5%	46.1%	73.4%	86.2%	99.0%	56.3%	34.0	16.5

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

61.4

College and Career Readiness											
4-Year College Readiness Index (n = 124)	56.5%	5.2%	35.2%	65.2%	85.5%	0.0%	23.9%	47.8%	118.2%	20.0	18.7
6-Year College Readiness Index with Persistence (n = 105)	80.0%	32.0%	58.5%	85.0%	90.6%	5.9%	48.4%	90.9%	87.2%	20.0	18.0
Postsecondary Enrollment Rate - 6 Months (n = 146)	71.9%	35.6%	61.7%	87.8%	69.5%	12.1%	52.2%	92.3%	74.6%	15.0	10.6
Postsecondary Enrollment Rate - 18 Months (n = 105)	86.7%	44.9%	68.5%	92.1%	88.6%	25.7%	61.0%	96.3%	86.4%	15.0	13.2
College and Career Preparatory Course Index (n = 124)	51.6%	16.0%	52.8%	89.6%	48.4%	0.0%	37.6%	75.2%	68.6%	30.0	16.0

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

76.5

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 = 11)	8.9%	16.1%	172.7%	
Self-Contained / ICT / SETSS (n = 17)	13.7%	35.7%	102.9%	24.5%
All Students in the Lowest Third Citywide (n = 28)	22.6%	34.8%	117.9%	43.4%
Black / Hispanic Males in the Lowest Third Citywide (n = 18)	14.5%	38.3%	133.3%	53.5%
College and Career Readiness				
Students in the Lowest Third Citywide, College and Career Preparatory Course Index (n = 28)	22.6%	34.8%	7.1%	25.5%
Students in the Lowest Third Citywide, 4-Year College Readiness Index (n = 28)	22.6%	34.8%	7.1%	100.0%
Students in the Lowest Third Citywide, Postsecondary Enrollment Rate - 6 Months (n = 8)	5.5%	9.4%	25.0%	
Movement from SC/ICT/SETSS to Less Restrictive Environments (n = 111)	16.9%	58.5%	0.52	51.9%
			Average of Results (Percent of City Range)	**49.8**

Closing the Achievement Gap			
Not Meeting Target 26.1 or Lower	Approaching Target 26.2 to 46.8	Meeting Target 46.9 to 67.8	Exceeding Target 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.

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 = 221)	73	82%	32%
	Geometry (n = 167)	64	55%	13%
	Algebra 2/Trigonometry (n = 91)	68	62%	21%
ELA:	Comprehensive English (n = 112)	75	88%	56%
Social Studies:	U.S. History (n = 148)	80	83%	.
	Global History (n = 224)	70	68%	.
Science:	Chemistry (n = 80)	66	56%	.
	Physics (n = 26)	72	81%	.
	Earth Science (n = 112)	73	78%	.
	Living Environment (n = 155)	73	79%	.
Languages:	Languages Other Than English (n = 79)	85	94%	.

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 = 124)	456	76.6%	29.8%
	Critical Reading (n = 124)	448	76.6%	28.2%
	Writing (n = 124)	434	76.6%	.
ACT:	Mathematics (n = 124)	.	11.3%	10.5%
	English (n = 124)	.	11.3%	7.3%
	Reading (n = 124)	.	0.0%	.
	Science (n = 124)	.	11.3%	.
CUNY:	Math 1 (n = 124)	45	18.5%	.
	Math 2 (n = 124)	34	25.0%	8.1%
	Reading (n = 124)	.	11.3%	8.1%
	Writing (n = 124)	.	11.3%	7.3%

College and Career Readiness Metrics Disaggregated

	% of 4-year Cohort	% of 6-year Cohort
College Readiness Index (counting positively requires ALL thresholds)	56.5%	64.8%
% attaining Local Diploma	78.2%	92.4%
% attaining Math College Readiness Standard	55.6%	64.8%
% attaining English College Readiness Standard	75.0%	86.7%

	% of 4-year Cohort
College and Career Preparatory Course Index	51.6%
% scoring 65+ on the Algebra II, Math B, Chemistry or Physics Regents Exam	46.8%
% scoring 3+ on any Advanced Placement (AP) Exam	14.5%
% 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	18.5%
% passing another course certified by the DOE as college- and career-ready	0.0%

	6 Months After Graduating
Post-secondary Enrollment Rate	71.9%
CUNY 2-year	21.2%
CUNY 4-year	19.2%
NYS Public	9.6%
NYS Private	12.3%
Out-of-State	9.6%
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
11X288	**Collegiate Institute for Math and Science**	**2.70**	**2.58**	**19.2%**	**9.9%**	**5.2%**
02M399	THE HIGH SCHOOL FOR LANGUAGE AND DIPLOMACY	2.44	2.37	22.3%	8.4%	5.6%
02M400	High School for Environmental Studies	2.62	2.60	17.5%	6.1%	3.4%
02M489	High School of Economics and Finance	2.57	2.61	17.1%	4.7%	5.5%
02M551	Urban Assembly New York Harbor School	2.58	2.36	23.0%	4.8%	4.6%
02M630	Art and Design High School	2.78	2.53	17.2%	4.1%	3.8%
07X500	Hostos-Lincoln Academy of Science	2.63	2.63	15.7%	4.4%	3.8%
09X260	Bronx Center for Science and Mathematics	2.77	2.64	19.1%	6.7%	3.5%
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%
11X542	Pelham Preparatory Academy	2.51	2.33	24.4%	10.2%	4.6%
13K419	Science Skills Center High School for Science, Technology and	2.44	2.28	17.9%	8.0%	5.4%
13K674	City Polytechnic High School of Engineering, Architecture, an	2.53	2.44	21.1%	8.0%	4.2%
14K478	The High School for Enterprise, Business and Technology	2.46	2.41	16.8%	7.2%	7.8%
14K561	Williamsburg Preparatory School	2.57	2.44	16.7%	6.3%	3.1%
17K122	Pathways in Technology Early College High School (P-Tech)	2.47	2.28	18.5%	9.1%	3.6%
20K445	New Utrecht High School	2.41	2.48	18.7%	8.7%	8.3%
20K485	High School of Telecommunication Arts and Technology	2.58	2.58	26.2%	7.0%	2.2%
20K490	Fort Hamilton High School	2.61	2.64	15.8%	7.9%	4.6%
21K344	Rachel Carson High School for Coastal Studies	2.46	2.31	19.0%	6.8%	5.8%
21K410	Abraham Lincoln High School	2.45	2.36	16.2%	8.6%	6.8%
21K525	Edward R. Murrow High School	2.73	2.71	17.6%	7.1%	2.0%
21K690	Brooklyn Studio Secondary School	2.61	2.47	19.2%	4.9%	3.4%
22K425	James Madison High School	2.63	2.59	14.8%	5.3%	3.7%
24Q600	Queens Vocational and Technical High School	2.57	2.57	15.7%	6.0%	2.6%
26Q430	Francis Lewis High School	2.87	2.96	15.5%	8.5%	3.6%
26Q495	Bayside High School	2.83	2.77	16.2%	5.8%	2.8%
26Q566	Queens High School of Teaching, Liberal Arts and the Science	2.64	2.51	21.0%	5.2%	2.3%
27Q308	Robert H. Goddard High School of Communication Arts and T	2.64	2.51	16.2%	10.0%	1.3%
27Q410	Beach Channel High School	2.24	2.18	25.8%	11.9%	5.3%
28Q440	Forest Hills High School	2.87	2.80	14.5%	7.3%	3.0%
28Q686	QUEENS METROPOLITAN HIGH SCHOOL	2.63	2.47	17.9%	5.3%	2.2%
28Q690	High School for Law Enforcement and Public Safety	2.48	2.28	21.2%	11.5%	4.6%
30Q450	Long Island City High School	2.40	2.37	18.1%	9.0%	7.5%
30Q502	Information Technology High School	2.44	2.43	17.3%	6.3%	4.8%
31R080	The Michael J. Petrides School	2.76	2.56	22.1%	5.6%	0.9%
31R440	New Dorp High School	2.50	2.30	23.4%	9.7%	4.5%
31R455	Tottenville High School	2.82	2.68	19.2%	5.6%	1.2%
31R460	Susan E. Wagner High School	2.75	2.57	22.4%	12.3%	3.5%
84X539	New Visions Charter High School for Advanced Math and Scie	2.43	2.35	17.1%	7.1%	4.0%
PEER GROUP AVERAGES		2.59	2.50	19.2%	7.4%	4.0%

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	89.8%	75.6% or lower	75.7% to 82.2%	82.3% to 88.4%	88.5% or higher
Percent of Students Earning 10+ Credits in 2nd Year	79.5%	70.3% or lower	70.4% to 78.1%	78.2% to 85.5%	85.6% or higher
Percent of Students Earning 10+ Credits in 3rd Year	81.1%	68.6% or lower	68.7% to 76.4%	76.5% to 83.8%	83.9% or higher
Percent of Students in School's Lowest Third Earning 10+ Credits in 1st Year	76.6%	55.8% or lower	55.9% to 66.5%	66.6% to 76.5%	76.6% or higher
Percent of Students in School's Lowest Third Earning 10+ Credits in 2nd Year	67.2%	50.3% or lower	50.4% to 62.0%	62.1% to 73.0%	73.1% or higher
Percent of Students in School's Lowest Third Earning 10+ Credits in 3rd Year	71.7%	50.1% or lower	50.2% to 61.2%	61.3% to 71.7%	71.8% or higher
Average Completion Rate for Remaining Regents	58.0%	49.9% or lower	50.0% to 60.4%	60.5% to 70.3%	70.4% or higher
English - Weighted Regents Pass Rate	1.40	0.83 or lower	0.84 to 0.97	0.98 to 1.09	1.10 or higher
Mathematics - Weighted Regents Pass Rate	1.36	0.92 or lower	0.93 to 1.10	1.11 to 1.27	1.28 or higher
Science - Weighted Regents Pass Rate	1.61	0.92 or lower	0.93 to 1.15	1.16 to 1.37	1.38 or higher
Global Studies - Weighted Regents Pass Rate	0.81	0.69 or lower	0.70 to 0.83	0.84 to 0.97	0.98 or higher
United States History - Weighted Regents Pass Rate	0.96	0.80 or lower	0.81 to 0.96	0.97 to 1.12	1.13 or higher
Student Achievement					
Four-Year Graduation Rate	81.5%	65.5% or lower	65.6% to 78.7%	78.8% to 88.1%	88.2% or higher
Six-Year Graduation Rate	93.3%	72.2% or lower	72.3% to 83.0%	83.1% to 90.7%	90.8% or higher
Four-Year Weighted Diploma Rate	205.2%	161.5% or lower	161.6% to 200.1%	200.2% to 227.4%	227.5% or highe
Six-Year Weighted Diploma Rate	236.2%	161.2% or lower	161.3% to 199.0%	199.1% to 225.7%	225.8% or highe
School Environment					
School Survey - Instructional Core	89.0%	80.3% or lower	80.4% to 85.6%	85.7% to 89.3%	89.4% or higher
School Survey - School Culture	88.8%	79.4% or lower	79.5% to 84.5%	84.6% to 88.1%	88.2% or higher
School Survey - Structures for Improvement	89.6%	76.9% or lower	77.0% to 83.7%	83.8% to 88.5%	88.6% or higher
Attendance	87.8%	82.0% or lower	82.1% to 87.3%	87.4% to 91.1%	91.2% or higher
College and Career Readiness					
4-Year College Readiness Index	56.5%	15.7% or lower	15.8% to 31.6%	31.7% to 44.6%	44.7% or higher
6-Year College Readiness Index with Persistence	80.0%	40.0% or lower	40.1% to 56.5%	56.6% to 69.9%	70.0% or higher
Postsecondary Enrollment Rate - 6 Months	71.9%	43.6% or lower	43.7% to 59.7%	59.8% to 72.9%	73.0% or higher
Postsecondary Enrollment Rate - 18 Months	86.7%	52.4% or lower	52.5% to 66.9%	67.0% to 78.7%	78.8% or higher
College and Career Preparatory Course Index	51.6%	27.9% or lower	28.0% to 48.7%	48.8% to 65.8%	65.9% 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
Closing the Achievement Gap					
Four Year Weighted Diploma Rate					
English Language Learners	172.7%	102.9% or lower	103.0% to 163.8%	163.9% to 225.6%	225.7% or higher
Self-Contained / ICT / SETSS	102.9%	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	117.9%	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	133.3%	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	7.1%	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	7.1%	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	25.0%	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	0.52	0.26 or lower	0.27 to 0.46	0.47 to 0.67	0.68 or higher