Department of Education
Carmen Fariña, Chancellor

School Quality Guide

2013-2014

School: Fordham Leadership Academy for Business and Technology

DBN: 10X438

Principal: Maryann Tucker

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	162	157	157
Grade 10	133	143	129
Grade 11	72	83	92
Grade 12	84	59	82
All Students	**451**	**442**	**460**

Student Population Characteristics	2011-2012	2012-2013	2013-2014
% English Language Learners	17%	17%	18%
% Students with IEPs	22%	25%	28%
% Students with IEPs (less than 20% time with non-disabled peers)	15%	14%	16%
% Free Lunch Eligible	77%	84%	84%
% Overage Under-Credited	14%	14%	15%
% Asian	3%	3%	2%
% Black	28%	27%	29%
% Hispanic	68%	69%	67%
% White	1%	1%	2%
% Other	0%	0%	0%
Average Incoming ELA Proficiency (based on 8th grade)	-	2.47	2.14
Average Incoming Math Proficiency (based on 8th grade)	-	2.60	2.04

Quality Review

Dates of Review: April 18 - 19, 2013
Principal at Time of Review: Mary Ann Tucker

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: **Priority**

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.

Quality Review

DEVELOPING 3

Dates of Review: April 18 - 19, 2013
Principal at Time of Review: Mary Ann Tucker
QR Lead Reviewer: Claudette Essor

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: Refine the development of curricula across content areas to reflect rigorous performance tasks that are aligned with CCLS, leading to college and career readiness for all students.

DEVELOPING

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: Strengthen teacher practice to incorporate effective questioning and challenging tasks that foster deep thinking and active participation of all students in activities that accelerate their learning.

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: School leaders and faculty analyze assessments to determine students' academic strengths and needs, as well as plan interventions and implement instructional strategies that insure improvement in achievement by all learners.

PROFICIENT

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

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

DEVELOPING

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

Excerpt: Refine teacher teamwork to expand collaborations that promote increased teacher capacity in designing rigorous CCLS aligned units of instruction to support high levels of student achievement across content areas.

DEVELOPING

Dates of Review: April 18 - 19, 2013
Principal at Time of Review: Mary Ann Tucker
QR Lead Reviewer: Claudette Essor

Areas of Celebration

- Structures for positive learning environment, inclusive culture, and student success
- Support and evaluation of teachers through feedback using the Danielson framework and analysis of learning outcomes
- Curricula-aligned assessment practices that inform instruction

Areas of Focus

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

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.

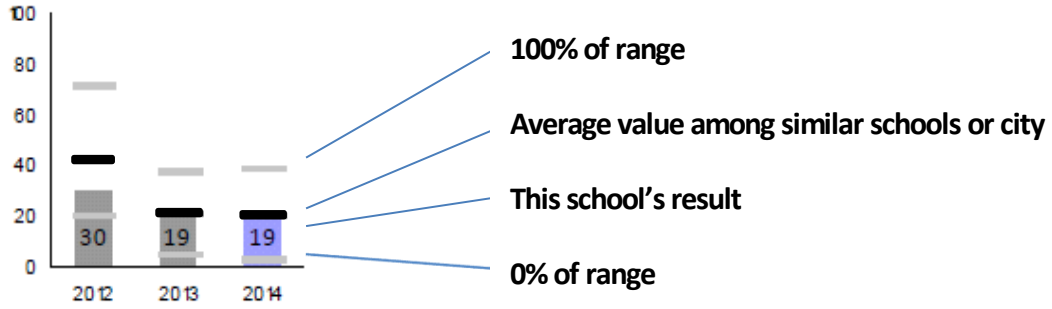
Graph Showing Metric Values

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.

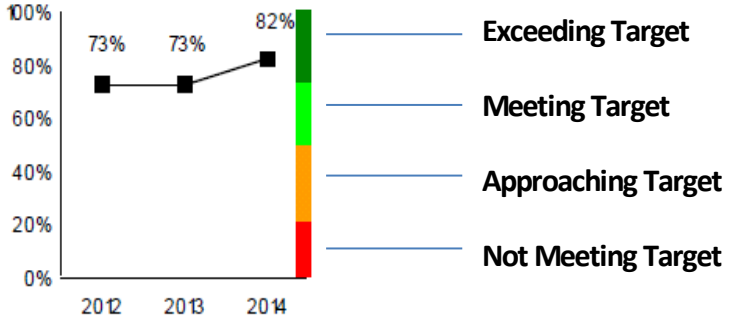
- Each year, the School Quality Guide compares the school's performance against multiple years of historical performance by peer and city schools. The middle horizontal line, in black, shows the average from this pool of historical performance by peer schools or the city, depending on which comparison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

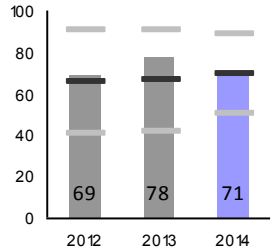
APPROACHING TARGET

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

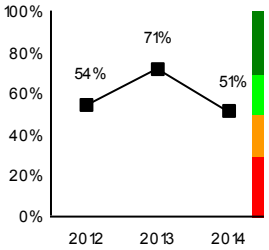
Percent of Students Earning 10+ Credits in 1st Year (n=99)

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

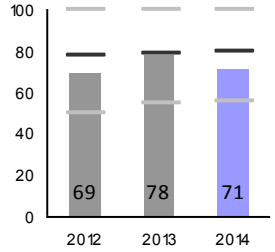


School and Peer Values

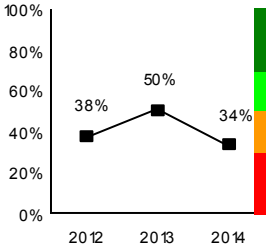


Percent of Peer Range

City



School and City Values

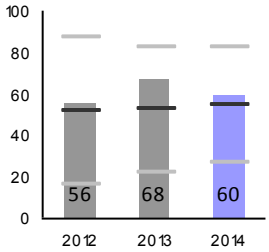


Percent of City Range

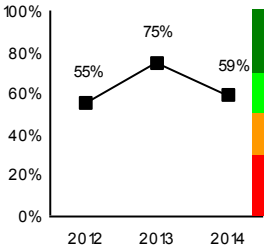
Percent of Students in School's Lowest Third Earning 10+ Credits in 1st Year (n=30)

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

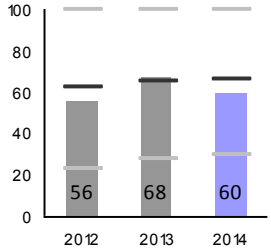


School and Peer Values

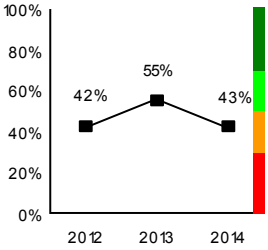


Percent of Peer Range

City



School and City Values

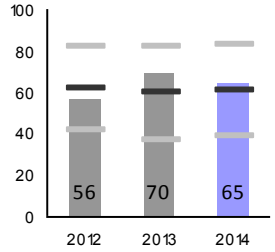


Percent of City Range

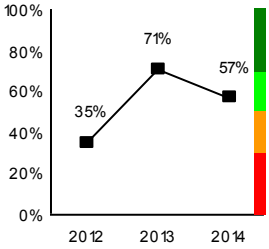
Percent of Students Earning 10+ Credits in 2nd Year (n=127)

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

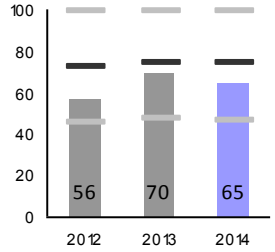


School and Peer Values

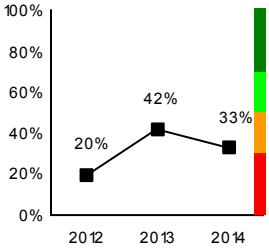


Percent of Peer Range

City



School and City Values

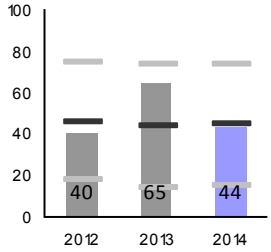


Percent of City Range

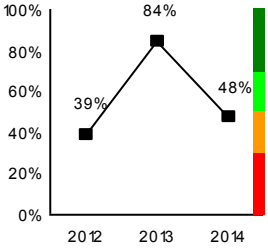
Percent of Students in School's Lowest Third Earning 10+ Credits in 2nd Year (n=39)

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

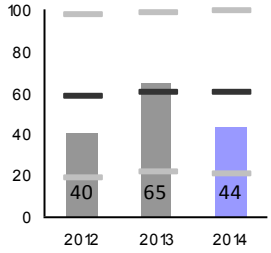


School and Peer Values

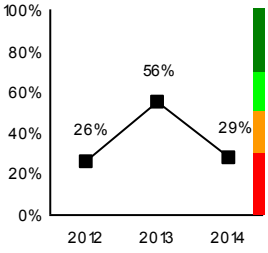


Percent of Peer Range

City



School and City Values



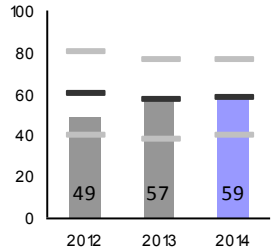
Percent of City Range

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

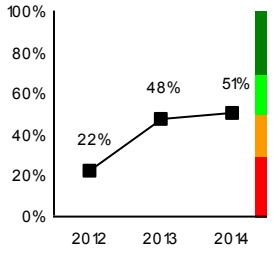
Percent of Students Earning 10+ Credits in 3rd Year (n=122)

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

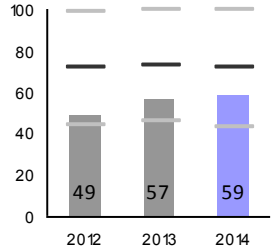


School and Peer Values

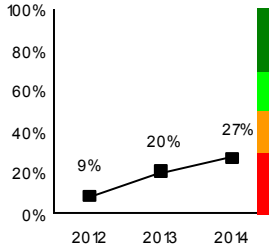


Percent of Peer Range

City



School and City Values

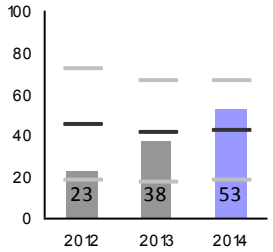


Percent of City Range

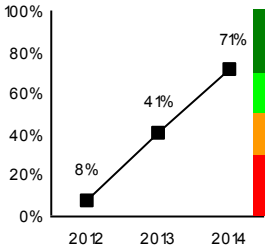
Percent of Students in School's Lowest Third Earning 10+ Credits in 3rd Year (n=34)

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

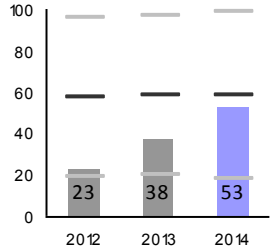


School and Peer Values

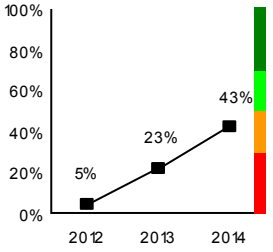


Percent of Peer Range

City



School and City Values

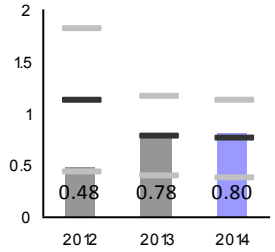


Percent of City Range

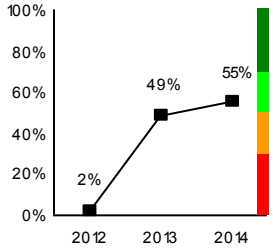
English - Weighted Regents Pass Rate (n=111)

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

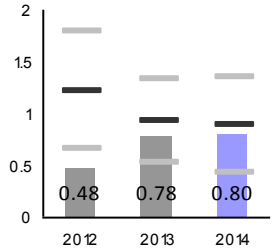


School and Peer Values

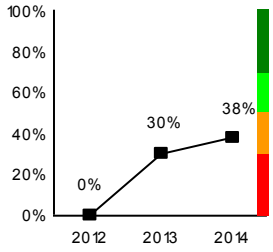


Percent of Peer Range

City



School and City Values

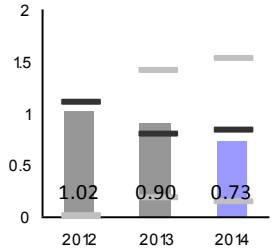


Percent of City Range

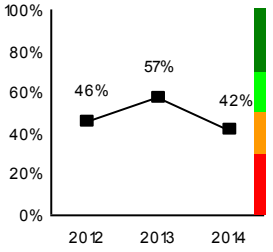
Mathematics - Weighted Regents Pass Rate (n=123)

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

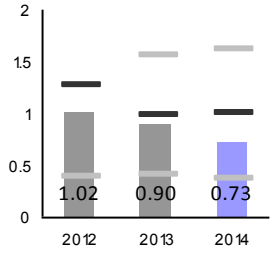


School and Peer Values

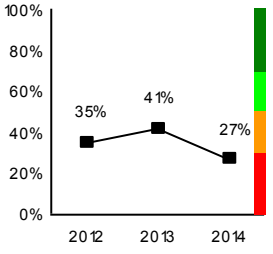


Percent of Peer Range

City



School and City Values



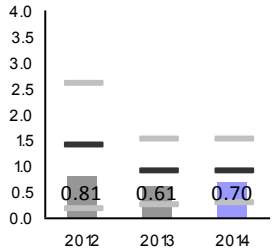
Percent of City Range

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

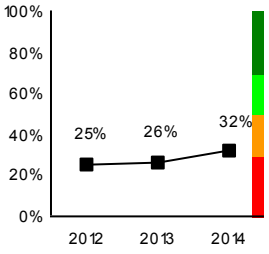
Science - Weighted Regents Pass Rate (n=222)

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

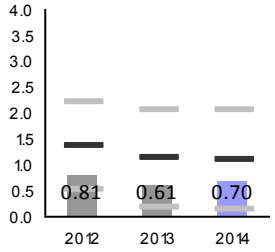


School and Peer Values

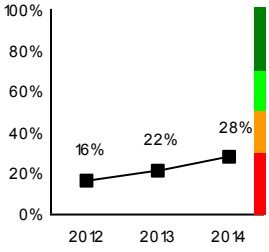


Percent of Peer Range

City



School and City Values

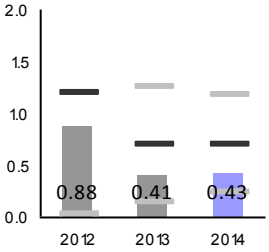


Percent of City Range

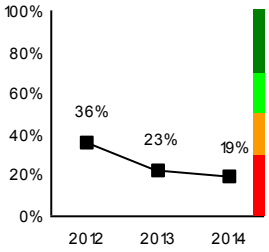
Global Studies - Weighted Regents Pass Rate (n=189)

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

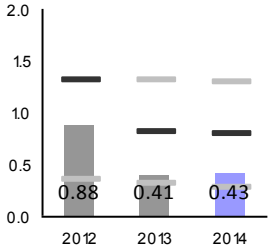


School and Peer Values

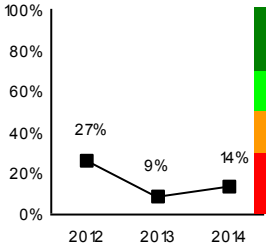


Percent of Peer Range

City



School and City Values

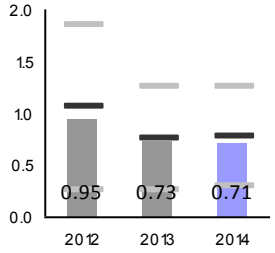


Percent of City Range

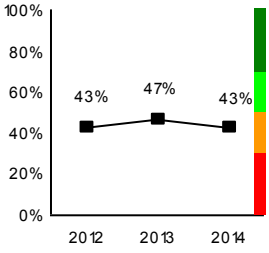
United States History - Weighted Regents Pass Rate (n=120)

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

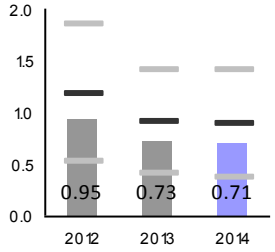


School and Peer Values

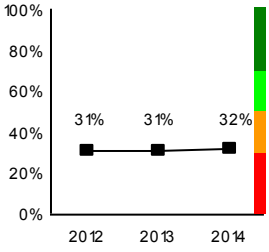


Percent of Peer Range

City



School and City Values

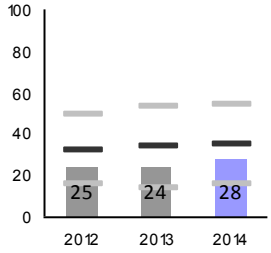


Percent of City Range

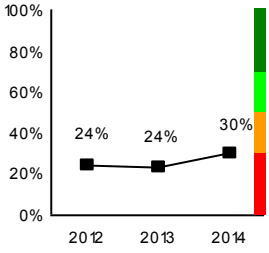
Average Completion Rate for Remaining Regents (n=343)

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

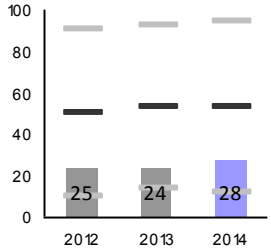


School and Peer Values

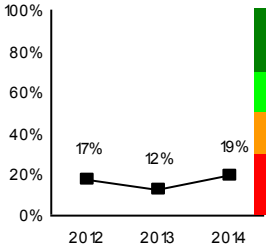


Percent of Peer Range

City



School and City Values



Percent of City Range

Student Achievement

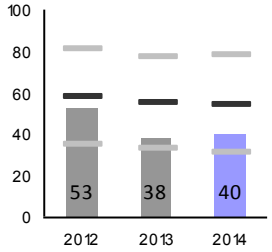
APPROACHING TARGET 9

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

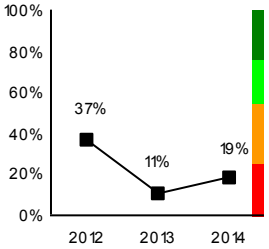
Four-Year Graduation Rate (n=109)

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

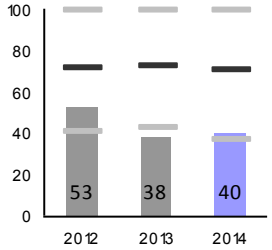


School and Peer Values

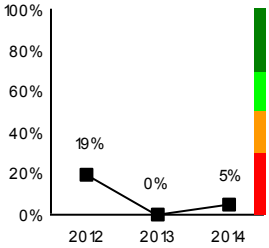


Percent of Peer Range

City



School and City Values

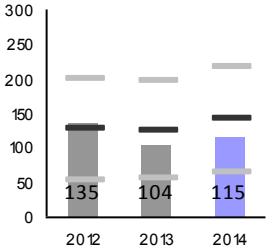


Percent of City Range

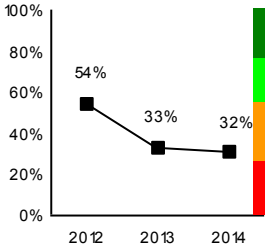
Four-Year Weighted Diploma Rate (n=109)

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

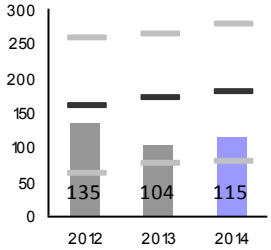


School and Peer Values

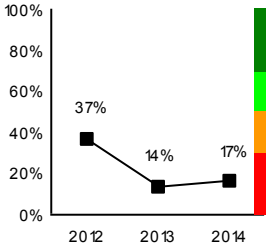


Percent of Peer Range

City



School and City Values

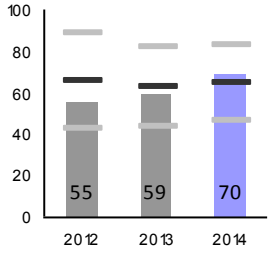


Percent of City Range

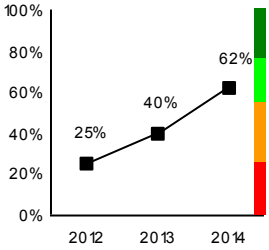
Six-Year Graduation Rate (n=115)

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

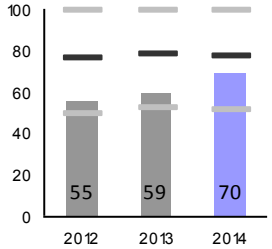


School and Peer Values

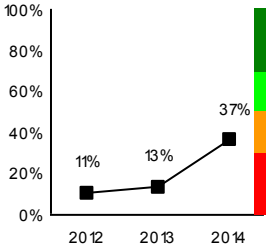


Percent of Peer Range

City



School and City Values

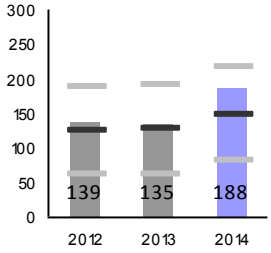


Percent of City Range

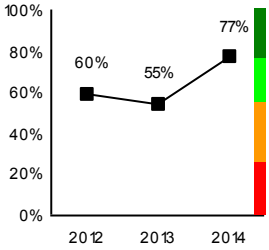
Six-Year Weighted Diploma Rate (n=115)

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

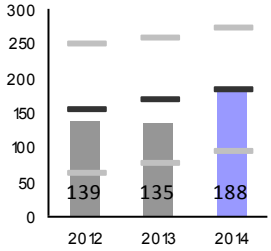


School and Peer Values

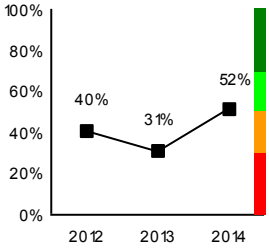


Percent of Peer Range

City



School and City Values



Percent of City Range

School Environment

MEETING TARGET

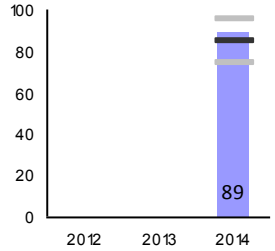
10

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.

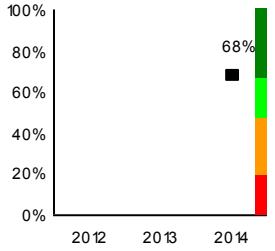
Survey Satisfaction - Instructional Core

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

Peer

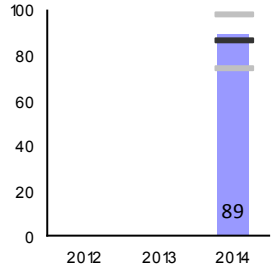


School and Peer Values

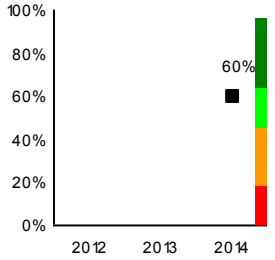


Percent of Peer Range

City



School and City Values

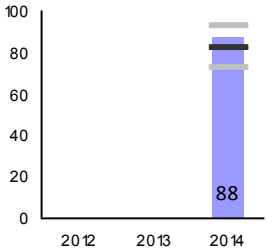


Percent of City Range

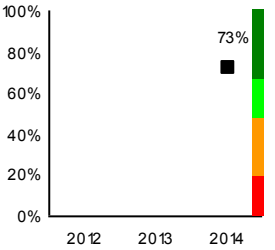
Survey Satisfaction - School Culture

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

Peer

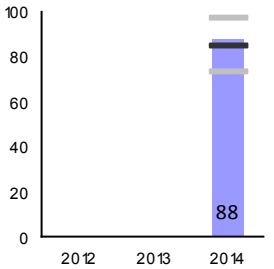


School and Peer Values

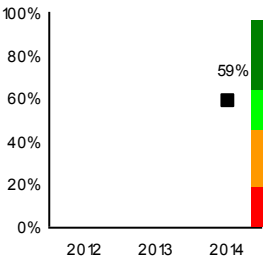


Percent of Peer Range

City



School and City Values

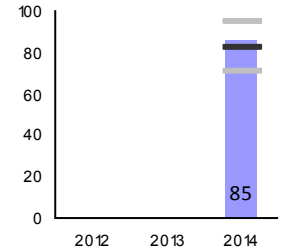


Percent of City Range

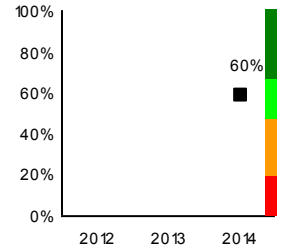
Survey Satisfaction - Systems for Improvement

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

Peer

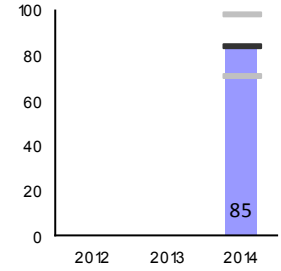


School and Peer Values

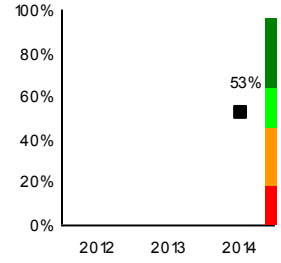


Percent of Peer Range

City



School and City Values

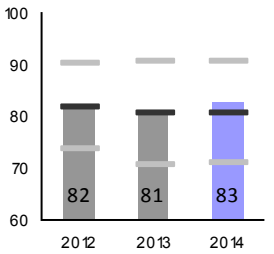


Percent of City Range

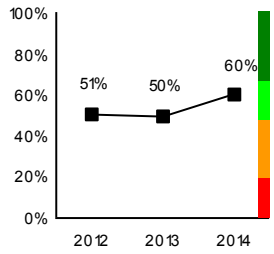
Attendance

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

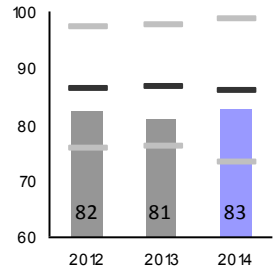


School and Peer Values

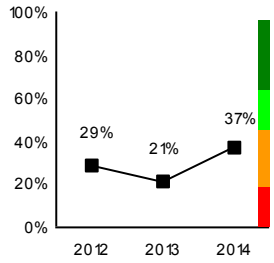


Percent of Peer Range

City



School and City Values



Percent of City Range

College and Career Readiness

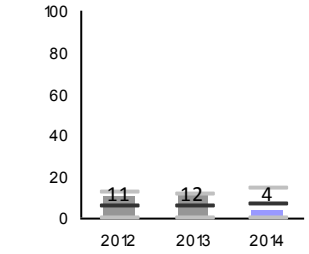
APPROACHING TARGET

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

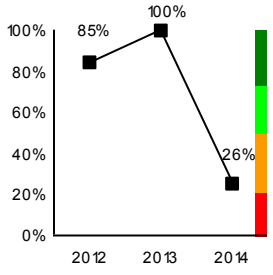
4-Year College Readiness Index (n=109)

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

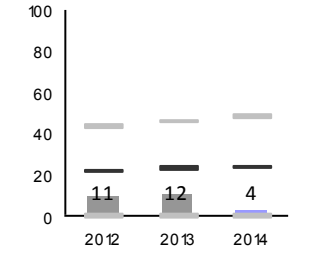


School and Peer Values

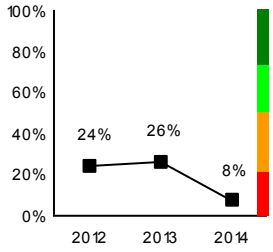


Percent of Peer Range

City



School and City Values

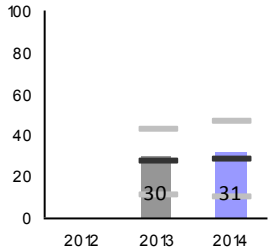


Percent of City Range

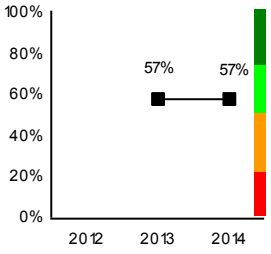
6-Year College Readiness Index with Persistence (n=115)

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

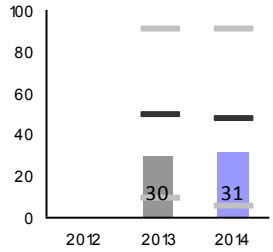


School and Peer Values

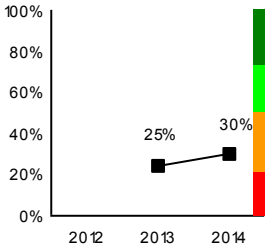


Percent of Peer Range

City



School and City Values

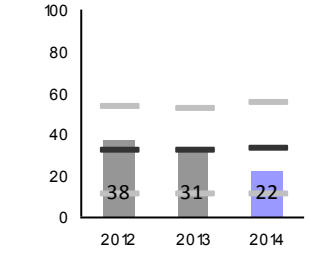


Percent of City Range

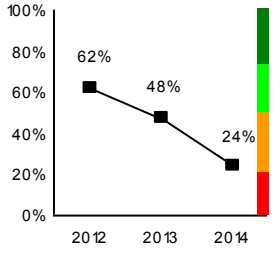
Postsecondary Enrollment Rate - 6 Months (n=109)

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

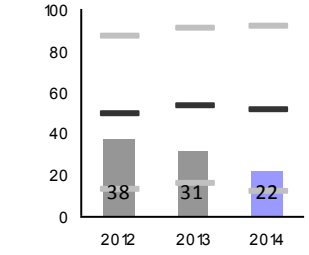


School and Peer Values

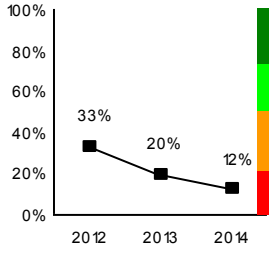


Percent of Peer Range

City



School and City Values

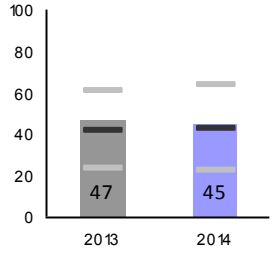


Percent of City Range

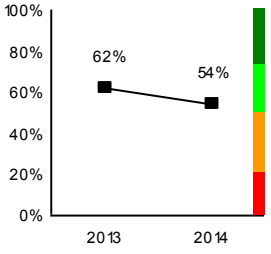
Postsecondary Enrollment Rate - 18 Months (n=115)

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

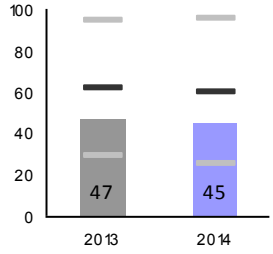


School and Peer Values

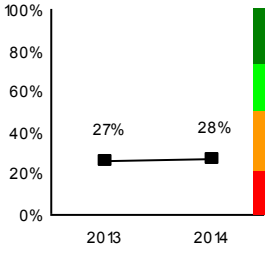


Percent of Peer Range

City



School and City Values



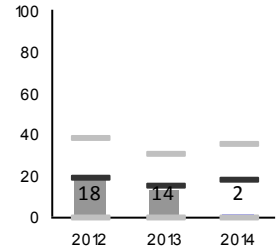
Percent of City Range

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

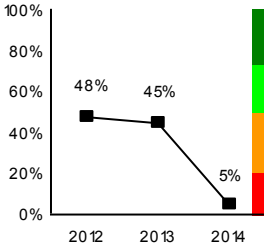
College and Career Preparatory Course Index (n=109)

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

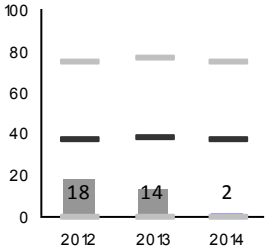


School and Peer Values

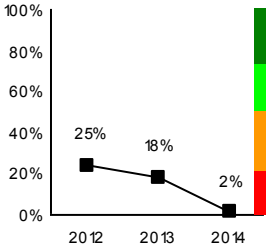


Percent of Peer Range

City



School and City Values



Percent of City Range

Closing the Achievement Gap

APPROACHING 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 = 30)	130.4%	20.2%	177.8%	16.7%	126.7%	27.5%
Self-Contained / ICT / SETSS (n = 30)	176.5%	14.9%	91.7%	22.2%	166.7%	27.5%
All Students in the Lowest Third Citywide (n = 68)	80.7%	50.0%	70.7%	42.6%	92.6%	62.4%
Black / Hispanic Males in the Lowest Third Citywide (n = 45)	70.6%	29.8%	81.4%	32.4%	84.4%	41.3%
College and Career Readiness						
Students in the Lowest Third Citywide, College and Career Preparatory Course Index (n = 68)	1.8%	50.0%	4.3%	42.6%	0.0%	62.4%
Students in the Lowest Third Citywide, 4-Year College Readiness Index (n = 68)	0.0%	50.0%	2.2%	42.6%	0.0%	62.4%
Students in the Lowest Third Citywide, Postsecondary Enrollment Rate - 6 Months (n = 23)	22.2%	60.5%	18.1%	62.6%	0.0%	21.1%
Movement from SC/ICT/SETSS to Less Restrictive Environments (n = 105)	0.66	19.1%	0.76	21.5%	0.88	22.8%

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 = 99)	70.7%	51.1%	70.2%	89.3%	51.3%	55.4%	80.1%	100.0%	34.3%	7.6	3.6
Percent of Students Earning 10+ Credits in 2nd Year (n = 127)	64.6%	39.8%	61.6%	83.4%	56.9%	46.9%	75.0%	100.0%	33.3%	7.6	3.9
Percent of Students Earning 10+ Credits in 3rd Year (n = 122)	59.0%	40.4%	58.8%	77.2%	50.5%	43.6%	72.4%	100.0%	27.3%	7.6	3.4
Percent of Students in School's Lowest Third Earning 10+ Credits in 1st Year (n = 30)	60.0%	27.1%	54.9%	82.7%	59.2%	30.1%	66.7%	100.0%	42.8%	7.6	4.2
Percent of Students in School's Lowest Third Earning 10+ Credits in 2nd Year (n = 39)	43.6%	15.8%	44.8%	73.8%	47.9%	21.0%	61.0%	100.0%	28.6%	7.6	3.3
Percent of Students in School's Lowest Third Earning 10+ Credits in 3rd Year (n = 34)	52.9%	18.5%	42.6%	66.7%	71.4%	18.7%	58.7%	98.7%	42.8%	7.6	4.9
Average Completion Rate for Remaining Regents (n = 343)	28.0%	16.2%	35.6%	55.0%	30.4%	12.1%	53.8%	95.5%	19.1%	9.1	2.5
English - Weighted Regents Pass Rate (n = 111)	0.80	0.38	0.76	1.14	55.3%	0.45	0.91	1.37	38.0%	9.1	4.6
Mathematics - Weighted Regents Pass Rate (n = 123)	0.73	0.15	0.84	1.53	42.0%	0.39	1.01	1.63	27.4%	9.1	3.5
Science - Weighted Regents Pass Rate (n = 222)	0.70	0.31	0.92	1.53	32.0%	0.16	1.11	2.06	28.4%	9.1	2.8
Global Studies - Weighted Regents Pass Rate (n = 189)	0.43	0.25	0.72	1.19	19.1%	0.29	0.80	1.31	13.7%	9.1	1.6
United States History - Weighted Regents Pass Rate (n = 120)	0.71	0.30	0.78	1.26	42.7%	0.38	0.90	1.42	31.7%	9.1	3.6

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

41.9

Student Achievement											
Four-Year Graduation Rate (n = 109)	40.4%	31.6%	55.0%	78.4%	18.8%	37.2%	71.4%	100.0%	5.1%	25.0	3.8
Six-Year Graduation Rate (n = 115)	69.6%	47.0%	65.1%	83.2%	62.4%	52.0%	78.3%	100.0%	36.7%	25.0	14.0
Four-Year Weighted Diploma Rate (n = 109)	114.7%	66.7%	143.0%	219.3%	31.5%	81.6%	181.3%	281.0%	16.6%	25.0	6.9
Six-Year Weighted Diploma Rate (n = 115)	187.8%	84.8%	151.3%	217.8%	77.4%	93.8%	184.4%	275.0%	51.9%	25.0	17.8

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

42.5

School Environment											
School Survey - Instructional Core	89.2%	75.1%	85.5%	95.9%	67.8%	75.0%	86.8%	98.6%	60.2%	22.0	14.5
School Survey - School Culture	87.6%	73.2%	83.1%	93.0%	72.7%	73.7%	85.5%	97.3%	58.9%	22.0	15.2
School Survey - Structures for Improvement	85.2%	70.9%	82.9%	94.9%	59.6%	71.0%	84.5%	98.0%	52.6%	22.0	12.7
Attendance	82.8%	71.2%	80.9%	90.6%	59.8%	73.4%	86.2%	99.0%	36.7%	34.0	18.4

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

60.8

College and Career Readiness											
4-Year College Readiness Index (n = 109)	3.7%	0.0%	7.2%	14.4%	25.7%	0.0%	23.9%	47.8%	7.7%	20.0	4.2
6-Year College Readiness Index with Persistence (n = 115)	31.3%	10.3%	28.8%	47.3%	56.8%	5.9%	48.4%	90.9%	29.9%	20.0	10.0
Postsecondary Enrollment Rate - 6 Months (n = 109)	22.0%	11.4%	33.4%	55.4%	24.1%	12.1%	52.2%	92.3%	12.3%	15.0	3.2
Postsecondary Enrollment Rate - 18 Months (n = 115)	45.2%	22.9%	43.6%	64.3%	53.9%	25.7%	61.0%	96.3%	27.6%	15.0	7.1
College and Career Preparatory Course Index (n = 109)	1.8%	0.0%	18.0%	36.0%	5.0%	0.0%	37.6%	75.2%	2.4%	30.0	1.3

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

25.8

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 = 30)	27.5%	49.8%	126.7%	34.3%
Self-Contained / ICT / SETSS (n = 30)	27.5%	71.6%	166.7%	39.7%
All Students in the Lowest Third Citywide (n = 68)	62.4%	96.0%	92.6%	34.1%
Black / Hispanic Males in the Lowest Third Citywide (n = 45)	41.3%	100.0%	84.4%	33.9%
College and Career Readiness				
Students in the Lowest Third Citywide, College and Career Preparatory Course Index (n = 68)	62.4%	96.0%	0.0%	0.0%
Students in the Lowest Third Citywide, 4-Year College Readiness Index (n = 68)	62.4%	96.0%	0.0%	0.0%
Students in the Lowest Third Citywide, Postsecondary Enrollment Rate - 6 Months (n = 23)	21.1%	35.9%	0.0%	0.0%
Movement from SC/ICT/SETSS to Less Restrictive Environments (n = 105)	22.8%	78.9%	0.88	87.5%
			Average of Results (Percent of City Range)	**28.7**

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 = 123)	62	48%	2%
	Geometry (n = 20)	54	10%	0%
	Algebra 2/Trigonometry (n = 8)	.	.	.
ELA:	Comprehensive English (n = 111)	66	63%	33%
Social Studies:	U.S. History (n = 120)	63	51%	.
	Global History (n = 189)	57	28%	.
Science:	Chemistry (n = 0)	.	.	.
	Physics (n = 0)	.	.	.
	Earth Science (n = 32)	67	59%	.
	Living Environment (n = 202)	61	44%	.
Languages:	Languages Other Than English (n = 0)	.	.	.

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 = 109)	375	37.6%	2.8%
	Critical Reading (n = 109)	371	37.6%	1.8%
	Writing (n = 109)	371	37.6%	.
ACT:	Mathematics (n = 109)	.	0.0%	0.0%
	English (n = 109)	.	0.0%	0.0%
	Reading (n = 109)	.	0.0%	.
	Science (n = 109)	.	0.0%	.
CUNY:	Math 1 (n = 109)	34	15.6%	.
	Math 2 (n = 109)	30	20.2%	5.5%
	Reading (n = 109)	.	11.9%	6.4%
	Writing (n = 109)	.	12.8%	6.4%

College and Career Readiness Metrics Disaggregated

	% of 4-year Cohort	% of 6-year Cohort
College Readiness Index (counting positively requires ALL thresholds)	3.7%	10.4%
% attaining Local Diploma	28.4%	65.2%
% attaining Math College Readiness Standard	5.5%	12.2%
% attaining English College Readiness Standard	24.8%	39.1%

	% of 4-year Cohort
College and Career Preparatory Course Index	1.8%
% scoring 65+ on the Algebra II, Math B, Chemistry or Physics Regents Exam	0.0%
% scoring 3+ on any Advanced Placement (AP) Exam	0.0%
% 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	1.8%
% passing another course certified by the DOE as college- and career-ready	0.0%

	6 Months After Graduating
Post-secondary Enrollment Rate	22.0%
CUNY 2-year	12.8%
CUNY 4-year	2.8%
NYS Public	3.7%
NYS Private	1.8%
Out-of-State	0.9%
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
10X438	**Fordham Leadership Academy for Business and Technology**	**2.14**	**2.04**	**28.0%**	**16.1%**	**14.6%**
01M292	Henry Street School for International Studies	2.17	2.07	31.8%	12.4%	14.3%
02M460	Washington Irving High School	2.22	2.15	25.0%	16.6%	15.3%
02M620	Norman Thomas High School	2.06	2.02	28.0%	14.5%	10.5%
04M409	Coalition School for Social Change	2.15	2.03	29.6%	14.5%	12.5%
05M685	Bread & Roses Integrated Arts High School	2.04	1.98	32.8%	17.9%	16.4%
07X522	Bronx Design and Construction Academy	2.21	2.19	29.4%	14.7%	9.8%
07X547	New Explorers High School	2.14	2.04	26.3%	16.6%	14.0%
07X600	Alfred E. Smith Career and Technical Education High School	2.10	2.05	31.0%	16.4%	11.5%
08X519	Felisa Rincon de Gautier Institute for Law and Public Policy, T	2.22	2.04	29.0%	13.5%	14.1%
09X227	Bronx Collegiate Academy	2.12	2.06	26.1%	14.9%	13.8%
09X297	Morris Academy for Collaborative Studies	2.13	2.03	26.3%	15.1%	12.9%
09X412	Bronx High School of Business	2.11	2.04	26.2%	13.6%	17.5%
09X414	Jonathan Levin High School for Media and Communications	2.14	2.04	25.3%	16.1%	19.7%
09X525	Bronx Leadership Academy High School	2.19	2.12	27.6%	15.6%	10.3%
10X433	High School for Teaching and the Professions	2.16	2.11	24.4%	13.4%	14.8%
10X439	Bronx High School for Law and Community Service	2.19	2.10	26.3%	12.7%	11.7%
10X475	John F. Kennedy High School	2.15	2.08	24.2%	13.7%	15.7%
10X549	Discovery High School	2.19	2.09	27.9%	15.1%	11.3%
10X565	High School for Energy and Technology	2.28	2.25	28.0%	15.6%	9.5%
11X290	Bronx Academy of Health Careers	2.22	2.11	24.5%	13.7%	11.5%
11X415	Christopher Columbus High School	2.11	2.01	28.6%	18.9%	12.0%
11X455	Harry S Truman High School	2.21	2.08	28.2%	16.6%	9.3%
11X514	The Bronxwood Preparatory Academy	2.17	1.99	27.8%	13.0%	14.3%
11X541	Global Enterprise High School	2.14	2.04	24.3%	16.2%	10.8%
11X544	High School for Contemporary Arts	2.23	2.06	31.9%	14.9%	13.9%
12X248	Metropolitan High School, The	2.16	2.11	27.5%	12.1%	13.1%
12X251	Explorations Academy	2.11	2.05	31.4%	19.0%	12.9%
12X479	Bronx Career and College Preparatory High School	2.21	2.10	28.5%	17.0%	15.2%
12X511	Bronx Envision Academy	2.23	2.14	26.4%	13.4%	11.3%
12X521	The Metropolitan Soundview High School	2.20	2.12	24.1%	13.9%	12.7%
12X682	Fannie Lou Hamer Freedom High School	2.17	2.06	29.0%	15.0%	9.5%
12X684	Wings Academy	2.21	2.13	25.3%	13.5%	10.7%
12X692	Monroe Academy for Visual Arts & Design	2.08	2.03	24.8%	12.8%	12.4%
14K071	Juan Morel Campos Secondary School	2.09	2.11	28.1%	15.1%	15.6%
16K455	Boys and Girls High School	2.17	2.06	25.5%	15.5%	14.6%
18K629	Cultural Academy for the Arts and Sciences	2.20	2.07	26.5%	15.2%	13.9%
19K502	FDNY High School for Fire and Life Safety	2.16	2.06	30.1%	12.8%	13.2%
21K620	William E. Grady Career and Technical Education High School	2.20	2.12	32.5%	16.2%	10.7%
23K514	Frederick Douglass Academy VII High School	2.28	2.13	27.1%	13.1%	14.3%
27Q400	August Martin High School	2.20	2.05	24.3%	14.7%	16.6%
PEER GROUP AVERAGES		2.17	2.08	27.5%	14.9%	13.1%

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	70.7%	63.7% or lower	63.8% to 71.8%	71.9% to 79.5%	79.6% or higher
Percent of Students Earning 10+ Credits in 2nd Year	64.6%	54.7% or lower	54.8% to 64.1%	64.2% to 73.0%	73.1% or higher
Percent of Students Earning 10+ Credits in 3rd Year	59.0%	52.8% or lower	52.9% to 61.1%	61.2% to 68.9%	69.0% or higher
Percent of Students in School's Lowest Third Earning 10+ Credits in 1st Year	60.0%	45.0% or lower	45.1% to 57.0%	57.1% to 68.4%	68.5% or higher
Percent of Students in School's Lowest Third Earning 10+ Credits in 2nd Year	43.6%	35.1% or lower	35.2% to 47.9%	48.0% to 60.0%	60.1% or higher
Percent of Students in School's Lowest Third Earning 10+ Credits in 3rd Year	52.9%	34.3% or lower	34.4% to 45.3%	45.4% to 55.7%	55.8% or higher
Average Completion Rate for Remaining Regents	28.0%	28.8% or lower	28.9% to 38.0%	38.1% to 46.7%	46.8% or higher
English - Weighted Regents Pass Rate	0.80	0.62 or lower	0.63 to 0.78	0.79 to 0.94	0.95 or higher
Mathematics - Weighted Regents Pass Rate	0.73	0.60 or lower	0.61 to 0.88	0.89 to 1.14	1.15 or higher
Science - Weighted Regents Pass Rate	0.70	0.67 or lower	0.68 to 0.95	0.96 to 1.21	1.22 or higher
Global Studies - Weighted Regents Pass Rate	0.43	0.53 or lower	0.54 to 0.73	0.74 to 0.92	0.93 or higher
United States History - Weighted Regents Pass Rate	0.71	0.60 or lower	0.61 to 0.80	0.81 to 0.99	1.00 or higher
Student Achievement					
Four-Year Graduation Rate	40.4%	45.8% or lower	45.9% to 60.2%	60.3% to 70.4%	70.5% or higher
Six-Year Graduation Rate	69.6%	58.1% or lower	58.2% to 69.2%	69.3% to 77.1%	77.2% or higher
Four-Year Weighted Diploma Rate	114.7%	112.4% or lower	112.5% to 159.1%	159.2% to 192.2%	192.3% or highe
Six-Year Weighted Diploma Rate	187.8%	124.1% or lower	124.2% to 165.1%	165.2% to 194.2%	194.3% or highe
School Environment					
School Survey - Instructional Core	89.2%	79.1% or lower	79.2% to 85.0%	85.1% to 89.2%	89.3% or higher
School Survey - School Culture	87.6%	77.1% or lower	77.2% to 82.8%	82.9% to 86.9%	87.0% or higher
School Survey - Structures for Improvement	85.2%	75.5% or lower	75.6% to 82.4%	82.5% to 87.2%	87.3% or higher
Attendance	82.8%	75.5% or lower	75.6% to 81.2%	81.3% to 85.2%	85.3% or higher
College and Career Readiness					
4-Year College Readiness Index	3.7%	3.7% or lower	3.8% to 8.6%	8.7% to 12.6%	12.7% or higher
6-Year College Readiness Index with Persistence	31.3%	18.9% or lower	19.0% to 31.1%	31.2% to 41.0%	41.1% or higher
Postsecondary Enrollment Rate - 6 Months	22.0%	22.1% or lower	22.2% to 36.1%	36.2% to 47.5%	47.6% or higher
Postsecondary Enrollment Rate - 18 Months	45.2%	33.2% or lower	33.3% to 46.2%	46.3% to 56.8%	56.9% or higher
College and Career Preparatory Course Index	1.8%	8.8% or lower	8.9% to 20.5%	20.6% to 30.0%	30.1% 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	126.7%	102.9% or lower	103.0% to 163.8%	163.9% to 225.6%	225.7% or higher
Self-Contained / ICT / SETSS	166.7%	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	92.6%	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	84.4%	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	0.0%	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	0.0%	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	0.88	0.26 or lower	0.27 to 0.46	0.47 to 0.67	0.68 or higher