

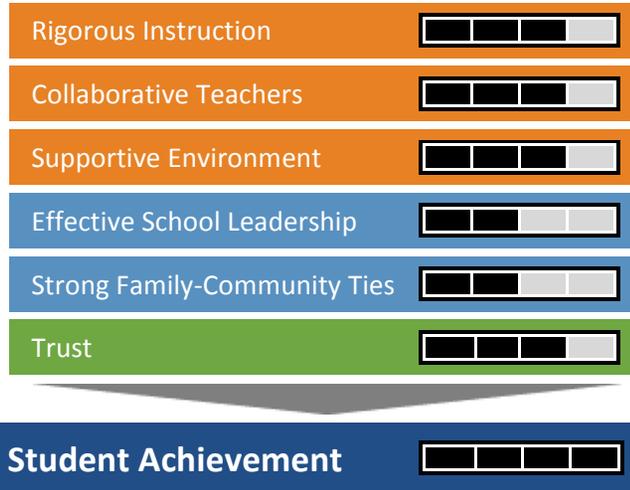
2014-15 School Quality Snapshot / MS

www.schoolforgloballeaders.com

School For Global Leaders (01M378)

Framework for Great Schools

Research shows that schools strong in the six areas are far more likely to improve student learning.



KEY:



General Information

Principal: Carry Chan
 Grades served: 06,07,08,SE
 Enrollment: 235
 Shared Space: Yes
 Admissions methods: Limited Unscreened



[145 Stanton Street](#)
 Manhattan, NY 10002
 212-260-5375

Student Demographics

Asian: 16% | Black: 23% | Hispanic: 57% | White: 3%
 English Language Learners: 14%
 Student with Special Needs: 33%

Staff Experience

Years of principal experience at this school: 7
 % of teachers with 3 or more years of experience: 52%

Attendance

Student Attendance: 92% | Students Chronically Absent: 27%
 Teacher Attendance: 100%

School Overview

The School for Global Leaders is a small middle school that opened in 2008. We are currently known for our outstanding work in Common Core Standards and service-learning. The school is partnered with Columbia University Teachers College Reading and Writing Project to provide rigorous and individualized reading and writing programs. Students have opportunities to research and become actively involved in addressing world problems that they care about. Global Leaders enthusiastically participate in Integrated Projects Week (IPW), in which students work with one another on service learning projects. Past projects have included a live puppet show about local poverty, a food drive benefiting City Harvest, a simulated Global Leaders News broadcast, online public service announcements, and the relighting of a community apartment building with energy efficient light bulbs. At the School for Global Leaders, learning and fun go hand in hand.

Activities and Sports

69% of students feel that this school offers a wide enough variety of programs, classes, and activities to keep them interested in school

Extracurricular Activities

Theater, Rock Band, Dance, and Visual Art Club, Beacon, Community Service Events (Including Food, Clothing/Toy Drives and Community Garden work), Integrated Projects Week, Student Government, Career Day

CHAMPS Sports

Boys: N/A
Girls: N/A
Co-Ed: N/A



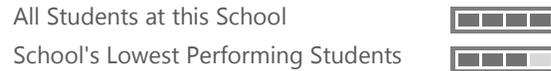
Student Achievement

This section presents information on this school's state test results, including student growth and performance, how students performed in core courses, and how well students are prepared for high school.

Growth on State Tests

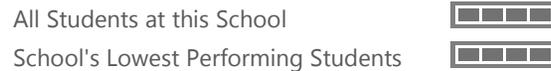
English

How well did this school help students improve on their State English tests?



Math

How well did this school help students improve on their State math tests?



Closing the Achievement Gap

How well did this school help different groups of students improve on their State English and math tests?



Performance on State Tests

English

16%

met State standards on the State English test; the average score at this school was 2.3 out of 4.5

City: 30%
District: 39%
Comparison Group*: 13%

Math

20%

met State standards on the State math test; the average score at this school was 2.5 out of 4.5

City: 31%
District: 36%
Comparison Group*: 12%

At this school, how did students from different starting points in 5th grade perform on state tests in 8th grade?

English			
Starting Point (5th grade level)	8th Grade Outcomes (on state ELA test)	City	
Level 3 or 4	75% scored 3 or 4	70%	
Level 2	26% scored 3 or 4	28%	
Level 1	45% scored 2, 3, or 4	42%	

Math			
Starting Point (5th grade level)	8th Grade Outcomes (on state math test)	City	
Level 3 or 4	58% scored 3 or 4	57%	
Level 2	13% scored 3 or 4	14%	
Level 1	34% scored 2, 3, or 4	30%	

Passing Courses

Core Courses

94%

pass rate by this school's students in their math, English, social studies, and science classes

City: 92%
District: 84%
Comparison Group*: 87%

Next Level Readiness

77%

of this school's former 8th graders earned enough high school credit in 9th grade to be on track for graduation

City: 87%
District: 85%
Comparison Group*: 83%

Which high schools did students from this school most frequently attend?

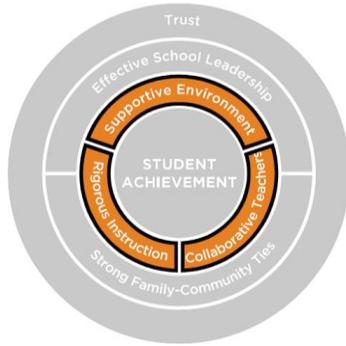
- 8% Pace High School
- 5% Urban Assembly Academy Of Government And Law, The
- 5% Manhattan Business Academy
- 5% New Design High School
- 4% Business Of Sports School

KEY:



*Comparison Group is made up of students from other schools across the city who were the most similar to the students at this school, based on their incoming test scores, disability status, economic need, and over-age status. Comparing the school's result to the "comparison group" result provides insight on how well the school is helping its students in light of their starting points and the challenges that they face.

The section ratings are based on more information than what is included in this summary report. For more information, please see: <http://schools.nyc.gov/Accountability>



¹ Quality Review

Ratings from an experienced educator who visited and evaluated the school on Jan 29 - 30, 2013

² Survey Response Rates

Teachers: 100%
Parents: 75%
Students: 90%

KEY:



Rigorous Instruction



Curriculum and instruction are designed to engage students, foster critical thinking skills, and are aligned to the Common Core.

Quality Review ¹

How interesting and challenging is the curriculum?



How effective is the teaching and learning?



How well does the school assess what students are learning?



Survey ²

79%

responded positively to questions about Rigorous Instruction

City: 87%
District: 85%

Selected Questions

85% of students say that they learn a lot from feedback on their work (City: 87%)

92% of students know what their teacher wants them to learn in class (City: 92%)

70% of teachers say that students build on each other's ideas during class discussions (City: 80%)

Collaborative Teachers



Teachers participate in opportunities to develop, grow, and contribute to the continuous improvement of the school community.

Quality Review

How well do teachers work with each other?



Survey

87%

responded positively to questions about Collaborative Teachers

City: 88%
District: 87%

Selected Questions

92% of teachers say that they work together to design instructional programs (City: 92%)

87% of teachers say that they have opportunities to work productively with colleagues in their school (City: 87%)

91% of teachers say that they feel responsible that all students learn (City: 88%)

Supportive Environment



The school establishes a culture where students feel safe, challenged to grow, and supported to meet high expectations.

Quality Review

How clearly are high expectations communicated to students and staff?



Survey

82%

responded positively to questions about Supportive Environment

City: 85%
District: 85%

Selected Questions

83% of students feel safe in the hallways, bathrooms, locker room, and cafeteria (City: 84%)

71% of students say that teachers notice when they are upset or having emotional difficulty (City: 75%)

93% of students say that the school provides useful information about the HS application and enrollment process (City: 89%)

Less Restrictive Environment

Movement of students with special needs to less restrictive environments





Effective School Leadership



School leadership inspires the school community with a clear instructional vision and effectively distributes leadership to realize this vision.

Survey ²

77%

responded positively to questions about Effective School Leadership

City: 83%
District: 84%

Selected Questions

- 96% of teachers say that the principal communicates a clear vision for this school (City: 90%)
- 83% of teachers say that curriculum and instruction are well coordinated across different grade levels (City: 84%)
- 91% of parents feel that the principal works to create a sense of community in the school (City: 91%)

Strong Family-Community Ties



The school forms effective partnerships with families and outside organizations to improve the school.

Survey

76%

responded positively to questions about Strong Family-Community Ties

City: 79%
District: 80%

Selected Questions

- 89% of parents say that school staff regularly communicate with them about how the staff can help their children learn (City: 90%)
- 93% of parents feel that teachers try to understand families' problems and concerns (City: 92%)
- 96% of teachers say that teachers at this school work closely with families to meet students' needs (City: 94%)

Trust



Relationships between administrators, educators, students, and families are based on trust and respect.

Survey

88%

responded positively to questions about Trust

City: 90%
District: 91%

Selected Questions

- 74% of teachers say that they trust the principal (City: 86%)
- 96% of teachers say that they trust each other (City: 87%)
- 91% of parents say that school staff work hard to build trusting relationships with them (City: 92%)
- 85% of students say that teachers treat them with respect (City: 86%)

Additional Information

This report is intended to provide a useful summary of school information, but it does not cover everything.

To learn more, parents are encouraged to review additional resources, such as the School Directory, the School Quality Guide, the Quality Review, and the NYC School Survey, and to speak with members of the school community.

² Survey Response Rates

Teachers: 100%
Parents: 75%
Students: 90%

KEY:



For more information on this document: <http://schools.nyc.gov/NR/rdonlyres/F75142FB-AC20-46B0-BFF3-B6F3B05B88A3/0/SnapshotFamilyGuideMS2015.pdf#>

School Quality Guide: http://schools.nyc.gov/OA/SchoolReports/2014-15/School_Quality_Guide_2015_EMS_M378.pdf
 Quality Review: http://schools.nyc.gov/OA/SchoolReports/2012-13/Quality_Review_2013_M378.pdf
 NYC School Survey: http://schools.nyc.gov/OA/SchoolReports//2014-15/Survey_2015_M378.pdf
 NYC School Directory: <http://schools.nyc.gov/ChoicesEnrollment/Middle/Directory/school/?sid=7247>