

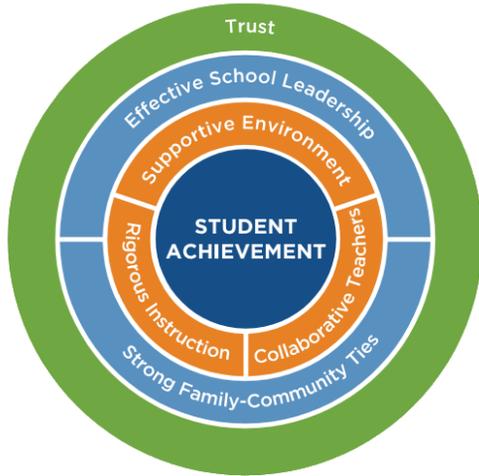
# 2014-15 School Quality Snapshot / K-8

[www.kaufmanmusiccenter.org/sms](http://www.kaufmanmusiccenter.org/sms)

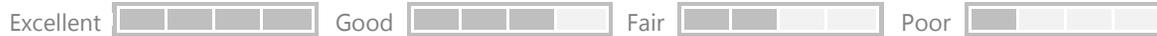
## Special Music School (03M859)

### Framework for Great Schools

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



#### KEY:



### School Overview

The mission of the Special Music School is to provide schooling to musically gifted children through a combination of highly structured instrumental training and a standards-based academic program. The school prepares musically gifted children for professional music careers while recognizing that not every student will choose such a career. The underlying philosophy informing the structure and operation of the Special Music School is the belief that music education for gifted pupils requires: 1) extensive opportunities to work with an outstanding instrumental faculty on a one-to one basis; 2) a structured, sequential music curriculum; 3) opportunities to perform before audiences; and 4) a program of close interaction between general academic and musical studies. It is our goal to see each child reach his or her maximum academic and musical potential. ...

*For more on this school, please see the Directory.*

### General Information~

Principal: Katherine Banucci-Smith  
 Grades served: 0K,01,02,03,04,05,06,07,08,09,10  
 Enrollment: 231  
 Shared Space: Yes  
 Admissions methods: School-Based Admission  
 Non-Zoned



[129 West 67 Street](#)  
 Manhattan, NY 10023  
 212-501-3318

#### Student Demographics

Asian: 17% | Black: 9% | Hispanic: 10% | White: 54%  
 English Language Learners: 0%  
 Student with Special Needs: 10%

#### Staff Experience

Years of principal experience at this school: 5.2  
 % of teachers with 3 or more years of experience: 57%

#### Attendance

Student Attendance: 96% | Students Chronically Absent: 7%  
 Teacher Attendance: 98%

### Activities and Sports

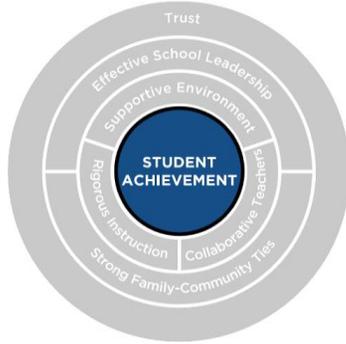
**80%** of students feel that this school offers a wide enough variety of programs, classes, and activities to keep them interested in school

#### Extracurricular Activities

Student Council, Advisory, Face The Music (Contemporary Music Ensemble), Instrumental Ensembles, Launch Math After-School Program

#### CHAMPS Sports

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



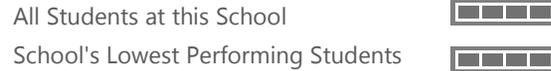
**Student Achievement**

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**

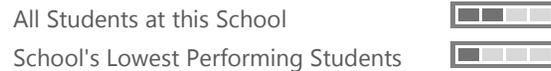
**English**

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?

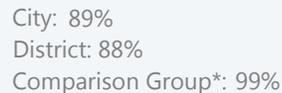
	English	Math
English Language Learners	N/A	N/A
Students with Special Needs	N/A	N/A
City's Lowest Performing Students	N/A	N/A

**Passing Courses**

**Core Courses**

**100%**

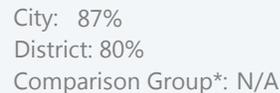
pass rate by this school's students in their math, English, social studies, and science classes in grades 6-8



**Next Level Readiness**

**N/A**

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



**Performance on State Tests**

**English**

**86%**

met State standards on the State English test; the average score at this school was 3.7 out of 4.5



**Math**

**90%**

met State standards on the State math test; the average score at this school was 3.9 out of 4.5



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	100% scored 3 or 4	70%	
Level 2	N/A scored 3 or 4	28%	
Level 1	N/A scored 2, 3, or 4	42%	

Math			
Starting Point (5th grade level)	8th Grade Outcomes (on state math test)	City	
Level 3 or 4	82% scored 3 or 4	57%	
Level 2	N/A scored 3 or 4	14%	
Level 1	N/A scored 2, 3, or 4	30%	

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

- 24% Bronx High School Of Science
- 18% Special Music School
- 12% Stuyvesant High School
- 12% Fiorello H. Laguardia High School Of Music & Art And Performing Arts
- 12% High School For Mathematics, Science And Engineering At City College

**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>



**<sup>1</sup> Quality Review**

Ratings from an experienced educator who visited and evaluated the school on 28-Oct-14

**<sup>2</sup> Survey Response Rates**

Teachers: 93%  
 Parents: 69%  
 Students: 89%

**KEY:**



**Rigorous Instruction**

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

**Quality Review <sup>1</sup>**

- 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 <sup>2</sup>**

**96%**  
 responded positively to questions about Rigorous Instruction  
 City: 87%  
 District: 90%

**Selected Questions**

- 92% of students say that they learn a lot from feedback on their work (City: 84%)
- 93% of students know what their teacher wants them to learn in class (City: 91%)
- 92% of teachers say that students build on each other's ideas during class discussions (City: 82%)

**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**

**97%**  
 responded positively to questions about Collaborative Teachers  
 City: 88%  
 District: 88%

**Selected Questions**

- 92% of teachers say that they work together to design instructional programs (City: 91%)
- 100% of teachers say that they have opportunities to work productively with colleagues in their school (City: 89%)
- 100% of teachers say that they feel responsible that all students learn (City: 93%)

**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**

**91%**  
 responded positively to questions about Supportive Environment  
 City: 83%  
 District: 89%

**Selected Questions**

- 90% of students feel safe in the hallways, bathrooms, locker room, and cafeteria (City: 88%)
- 79% of students say that teachers notice when they are upset or having emotional difficulty (City: 71%)
- 79% of students say that the school provides useful information about the HS application and enrollment process (City: 80%)

**Less Restrictive Environment**

- Movement of students with special needs to less restrictive environments  
N/A



### Effective School Leadership



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

#### Survey <sup>2</sup>

**95%**

responded positively to questions about Effective School Leadership

City: 83%  
District: 82%

#### Selected Questions

- 100% of teachers say that the principal communicates a clear vision for this school (City: 89%)
- 100% of teachers say that curriculum and instruction are well coordinated across different grade levels (City: 81%)
- 88% of parents feel that the principal works to create a sense of community in the school (City: 92%)

### Strong Family-Community Ties



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

#### Survey

**91%**

responded positively to questions about Strong Family-Community Ties

City: 85%  
District: 88%

#### Selected Questions

- 92% of parents say that school staff regularly communicate with them about how the staff can help their children learn (City: 92%)
- 93% of parents feel that teachers try to understand families' problems and concerns (City: 93%)
- 100% of teachers say that teachers at this school work closely with families to meet students' needs (City: 96%)

### Trust



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

#### Survey

**95%**

responded positively to questions about Trust

City: 89%  
District: 90%

#### Selected Questions

- 92% of teachers say that they trust the principal (City: 86%)
- 100% of teachers say that they trust each other (City: 91%)
- 95% of parents say that school staff work hard to build trusting relationships with them (City: 94%)
- 96% of students say that teachers treat them with respect (City: 80%)

### 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.

#### <sup>2</sup> Survey Response Rates

- Teachers: 93%
- Parents: 69%
- Students: 89%

### KEY:



For more information on this document: [#http://schools.nyc.gov/NR/ronlyres/974BDA77-5BC1-4BCE-A543-79DEECBD7360/0/SnapshotFamilyGuideK82015.pdf#](http://schools.nyc.gov/NR/ronlyres/974BDA77-5BC1-4BCE-A543-79DEECBD7360/0/SnapshotFamilyGuideK82015.pdf#)

- School Quality Guide: [http://schools.nyc.gov/OA/SchoolReports/2014-15/School\\_Quality\\_Guide\\_2015\\_EMS\\_M859.pdf](http://schools.nyc.gov/OA/SchoolReports/2014-15/School_Quality_Guide_2015_EMS_M859.pdf)
- Quality Review: [http://schools.nyc.gov/OA/SchoolReports/2014-15/Quality\\_Review\\_2015\\_M859.pdf](http://schools.nyc.gov/OA/SchoolReports/2014-15/Quality_Review_2015_M859.pdf)
- NYC School Survey: [http://schools.nyc.gov/OA/SchoolReports//2014-15/Survey\\_2015\\_M859.pdf](http://schools.nyc.gov/OA/SchoolReports//2014-15/Survey_2015_M859.pdf)
- NYC School Directory: [http://schools.nyc.gov/NR/ronlyres/1AD4C753-9FE8-43B4-9D95-D79DB9FB145C/0/2015KindergartenDirectory\\_Manhattan\\_010515.pdf](http://schools.nyc.gov/NR/ronlyres/1AD4C753-9FE8-43B4-9D95-D79DB9FB145C/0/2015KindergartenDirectory_Manhattan_010515.pdf)