# Renewal Benchmark Update 2014-15

Frederick Douglass Academy IV Secondary School / 16K393 / High School

This shows this school's progress on the selections it made from the Renewal Schools Benchmark Menu in the spring of 2015. Please note that some schools have already or may meet their progress targets or benchmarks early. The NYCDOE will strengthen those targets and benchmarks in order to accelerate the progress the school is making.

| **Leading Indicators** | 2013-14 Result | 2014-15 Result | Benchmark to be met by 2015-16[1] |
|---|---|---|---|
| Student Attendance | 80.6% | 78.9% | 83.7% |
| Progress Toward Graduation-Years 2 and 3 | 41.5% | 31.4% | 51.2% |
| Framework: Supportive Environment | NA | 2.96 | 3.00 |
| Framework: Collaborative Teachers | NA | 2.80 | 3.00 |

| **Student Achievement Benchmarks** | Year 1 Progress[2] | 2013-14 Result | 2014-15 Result | Progress target for 2014-15 | Progress target for 2015-16 | Benchmark to be met by 2016-17 |
|---|---|---|---|---|---|---|
| Regents Completion Rate | On Track | 42.4% | 42.5% | 42.4% | 42.5%* | 42.6% |
| 6-Year Graduation Rate | Met Early | 68.1% | 84.3% | 69.3% | 71.1%* | 74.0%* |
| 4-Year Graduation Rate | Met Early | 64.7% | 71.4% | 65.1% | 65.8%* | 66.8%* |

[1] For Framework Indicators of Rigorous Instruction, Collaborative Teachers and Supportive Environment, if the school receives a Quality Review in 2015-16, the school must also achieve a rating of "Proficient" or higher on the QR indicator(s) associated with each relevant Framework element (Rigorous Instruction, QR 1.1, 1.2, 2.2; Collaborative Teachers, QR 4.2; Supportive Environment, QR 3.4) in order to meet that benchmark.

[2] Year 1 Progress, which reflects the school's progress from 2013-14 to 2014-15, is reported as "Met Early" (2014-15 result is at or over year three benchmark), "On Track" (2014-15 result is at or over year one target but below year three benchmark), "Flat" (2014-15 result is at or over baseline but below year one target), or "Decline" (2014-15 result is below 2013-14 result).

[*] NYCDOE will strengthen the progress targets and benchmarks for schools that meet any of their targets or benchmarks early.

## Benchmark Definitions

*Elementary and Middle School Benchmarks*

The following benchmarks are taken from the School Quality Reports: attendance, average proficiency ratings, core course pass rates of former 5th graders, and 9th grade credit accumulation of former 8th graders. For details about the calculation for each of these benchmarks, see the relevant School Quality Report Educator Guides.

"3-8 Math Growth Percentile" and "3-8 ELA Growth Percentile" are the State-provided growth scores for students who took the 3-8 state Math and ELA exams, respectively, that are used in the Annual Professional Performance Review (APPR) process for teachers and Principal Performance Review (PPR) process for principals.

"3-8 Math Percent Level 2 & Above" and "3-8 ELA Percent Level 2 & Above" indicate the percentage of all students at the school who scored at level 2 or above on the 3-8 state Math and ELA exams, respectively. Similar benchmarks are also included for particular accountability subgroups. More information can be found SED's Report Card website.

"Grade 4 and 8 Science Percent Level 3 & Above" indicates the percentage of all students at the school who scored at level 3 or above on the 4 or 8 state Science exam. More information can be found on SED's Report Card website.

A Performance Index (PI) is a value from 0 to 200 that is assigned to an accountability group, indicating how that group performed on a required State test (or approved alternative). Test scores for students who were continuously enrolled from BEDS day until the last day of the testing administration period are converted to certain performance levels which are used to calculate PI. More information about the PI calculation can be found in SED's SIRS Manual.

The Framework Indicators and the "School Survey – Safety" benchmarks are based on the Framework for Great Schools Reports and the School Quality Reports. Definitions and details on the methodology for these benchmarks can be found in the School Quality Report Educator Guide for Elementary, Middle, and K-8 Schools. For any Framework Indicator benchmark that includes the Quality Review, the school must also achieve the Quality Review rating(s) specified in the footnote on the page that sets forth the numerical benchmarks to be met.

"Make Priority School Progress" describes the performance gains Priority Schools must show in order to be removed from status. More information can be found on SED's website.

*High School Benchmarks*

The following benchmarks are taken from the School Quality Reports: attendance, 4 and 6 year graduation rates, Regents completion rate, college readiness index, and college and career preparatory course index. For details about the calculation for each of these benchmarks, see the relevant School Quality Report Educator Guides. Note that the "5 Year Graduation Rate" is calculated under the same business rules used for the 4 and 6 year graduation rates.

For some schools, 4 or 5 year graduation rates are also included for particular accountability subgroups, such as Economically Disadvantaged, Limited English Proficient, and Students with Disabilities. The graduation rates for those subgroups are derived from SED. More information on those benchmarks can be found SED's Report Card website.

"HS ELA Level 2 & Above" and "HS Math Level 2 & Above" indicate the percentage of students at the school who scored at level 2 or above on the secondary-level state Math and ELA exams, respectively, that are also included in particular accountability subgroups, such as Limited English Proficient or Students with Disabilities. More information can be found SED's Report Card website.

“Progress Toward Graduation – Years 2 and 3” is the percentage of students in years two and three of high school who have (1) earned 10 or more credits in the most recent year of high school, (2) earned six or more credits in the four main subject areas, with at least three of those subject areas represented in the most recent year of high school, and (3) have a total of two (for year two) or four (for year three) Regents requirements completed by the end of the school year. NYSAA-eligible students are excluded.

“Math Regents Percent Passed by Year 2” and “English Regents Percent Passed by Year 3” are the percentage of students that have completed that Regents within the given number of years in high school.

For the above listed benchmarks, note that “year 2” and “year 3” refer to all students in the corresponding graduation cohort, including students who have dropped out or entered non-diploma granting programs.

The Framework Indicators and the “School Survey – Safety” benchmarks are based on the Framework for Great Schools Reports and the School Quality Reports. Definitions and details on the methodology for these benchmarks can be found in the School Quality Report Educator Guide for High Schools. For any Framework Indicator benchmark that includes the Quality Review, the school must also achieve the Quality Review rating(s) specified in the footnote on the page that sets forth the numerical benchmarks to be met.

“Make Priority School Progress” describes the performance gains Priority Schools must show in order to be removed from status. More information can be found on SED’s website.