

2014–15 Family Guide: Middle School Quality Snapshot



This Family Guide helps to explain the Middle School Quality Snapshot. For additional resources and information on NYC’s public schools, please visit the links at the bottom of the page.

1 School Overview and Information (Page 1)

The first page of the School Quality Snapshot presents basic facts about the school, like where the school is located, how to contact the school, and other information about the students, staff, school building, and who can enroll at the school. The “School Overview” is provided by the school to explain their approach to teaching and learning.

Framework for Great Schools

The Framework for Great Schools organizes NYC’s public schools around the core goal of Student Achievement—helping students get to the next level and succeed. Surrounding that core are the three elements of student support: instructional guidance, teacher empowerment, and student-centered learning. Beyond the classroom, the supports needed are effective school leadership and strong parent-community collaboration, and the element that ties all of these supports together is trust. To learn more, visit the “Framework for Great Schools” link at the bottom of the page.

The first section of the School Quality snapshot shows how the school rates in each of the six areas that research shows are likely to improve student learning, and a rating for their overall student achievement results:

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

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

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

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

Strong Family-Community Ties: The school forms effective partnerships with families and outside organizations to improve the school.

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

Student Achievement: The school’s state test results, including student growth and performance, how students performed in core courses, and how well students are prepared for middle school.

2014-15 School Quality Snapshot / MS
<http://schools.nyc.gov/>
Bronx Academy for Excellence (99X999)

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

School Overview
Bronx Academy for Excellence provides a strong academic program and the opportunity for students to explore all of the arts. Students and parents like our personal, family-like atmosphere, our many academic and extracurricular activities, and our strong, supportive staff. We have partnerships with world-class arts organizations like the 92Y and Lincoln Center. We communicate with students and parents through our school website, daily morning announcements, weekly student meetings with their staff agents, monthly town hall meetings, an open door policy for the entire administration, and our parent association.

General Information
Principal: Jane Doe
Grades served: 06,07,08,09,10,11,12,SE
Enrollment: 632
Shared Space: Yes
Admissions methods: Screened

Student Demographics
Asian: 2% | Black: 30% | Hispanic: 66% | White: 3%
English Language Learners: 5%
Student with Special Needs: 23%

Staff Experience
Years of principal experience at this school: 2.6
% of teachers with 3 or more years of experience: 79%

Attendance
Student Attendance: 92% | Students Chronically Absent: N/A
Teacher Attendance: 96%

Activities and Sports
66% of students feel that this school offers a wide enough variety of programs, classes, and activities to keep them interested in school.

Extracurricular Activities
The School Newspaper, Student Council, Drama, Theater Tech Crew, Dance, Choral, Glee, Visual Arts, Prefects Community Service, Tech Squad, Radio Station, Chess, Math Homework, 92nd Street Y Classes, Lincoln Center Open Roadway League Internships, Circle in the Square Teens on Broadway, Little League, Royal Shakespeare Company at the Park Armory, Sticks 'n Skins: The Day, NYU's Tisch School of the Arts Inter-Cultural Collaborations with Local Scholastic Arts Competition

CLMPS Sports
Boys: Baseball
Girls: N/A
Co-Ed: Soccer

NOTE: This guide shows a sample of the School Quality Snapshot, but the school and data from the sample are not from a real school. To find the School Quality Snapshot for the school that you want to learn more about, visit the “School Quality Guides and Snapshots” link at the bottom of the page.

Find a School Near You: <http://schools.nyc.gov/ChoicesEnrollment/default.htm>
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2 General Information

This section includes information about the school community, including:

Grades served are all of the grade levels that students are enrolled in at this school for 2014-15 (PK is Pre-Kindergarten; OK is Kindergarten; SE is Special Education).

Shared Space means that the school shares its building with one or more other schools. Each school is assigned classrooms and hallways to use as its own space, and schools sometimes share special areas such as gyms and libraries.

Admissions methods are the ways in which schools consider and admit applicants... You can find out more at the “Find a School Near You” link at the bottom of the page.

English Language Learners are students who speak a language other than English at home, who took an initial English test when they entered the New York City school system, and who have been identified as needing extra support to access an excellent education. More information, including a list of ELL programs all over the city can be found at the “English Language Learners” link at the bottom of the page.

Students with Special Needs are students who receive special education services according to their unique needs through an Individualized Education Program (IEP). More information can be found at the “Special Education” link at the bottom of the page.

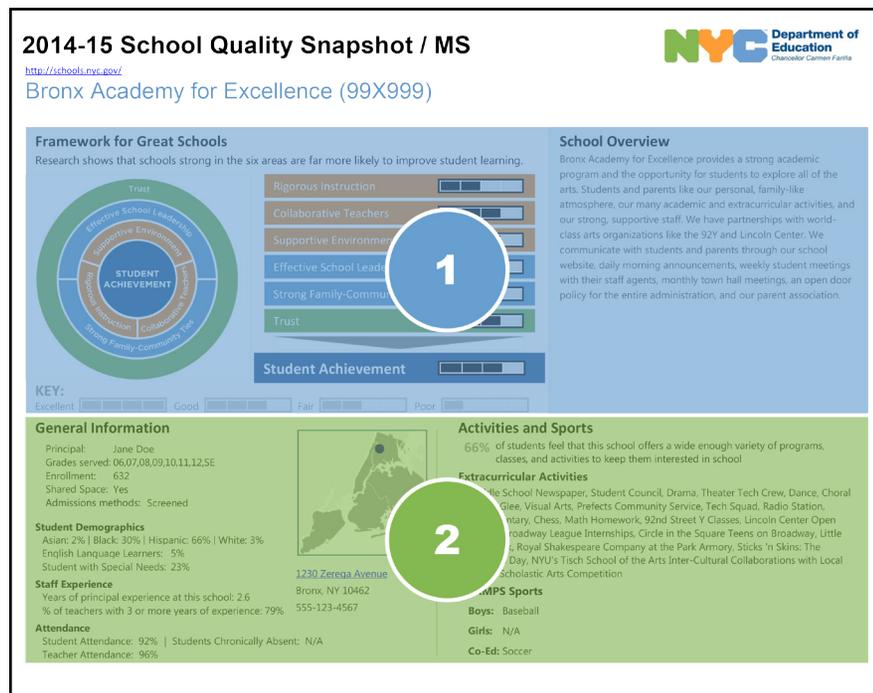
Years of principal experience at this school is the number of years that the principal—who is listed at the top of this section, and was the principal on July 1, 2015—has served as a principal at this school. It does not include any years of experience at other schools, or years at this school when they did not serve as principal.

% of teachers with 3 or more years of experience is the total number of teachers who had 3 or more years of teaching experience on October 31, 2014, divided by the total number of teachers at the school at that time.

Student Attendance is the total days attended for all students, divided by the total days that those students are registered at the school.

Students Chronically Absent is the percentage of students at this school who miss 1 out of 10 school days or more.

Teacher Attendance is the amount of time that all teachers at the school are in attendance or are on an approved leave of absence or other excused absence. Absences from sick and personal days do not count as excused absences. If a teacher is very sick, they sometimes take a medical leave of absence, which counts as an excused leave, but if they use sick days instead, that is not counted as excused, and will lower their school’s teacher attendance rate.



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Student Achievement Section (Page 2)

This page shows how well the school did at preparing students for the next level according to state testing and passing core courses in math, English, social studies, and science. This page also shows the middle schools that students from this school most often attended after leaving the school (only for those schools that report this information).

- 1 Growth on State Tests** shows how students at the school improved over the school year, compared to other students with the same starting point (based on their state test scores from 2013-14). A high rating means that students at this school made greater improvements than other students did across the city.

“School’s Lowest Performing Students” are those students with a starting point that was in the lowest third (1/3) of all the students in their grade at their school.

Closing the Achievement Gap measures how well the school helped higher need students—defined as English Language Learners, Students with Disabilities, and Students who scored in the lowest third citywide on state tests in 2014—improve on their State English and math tests.

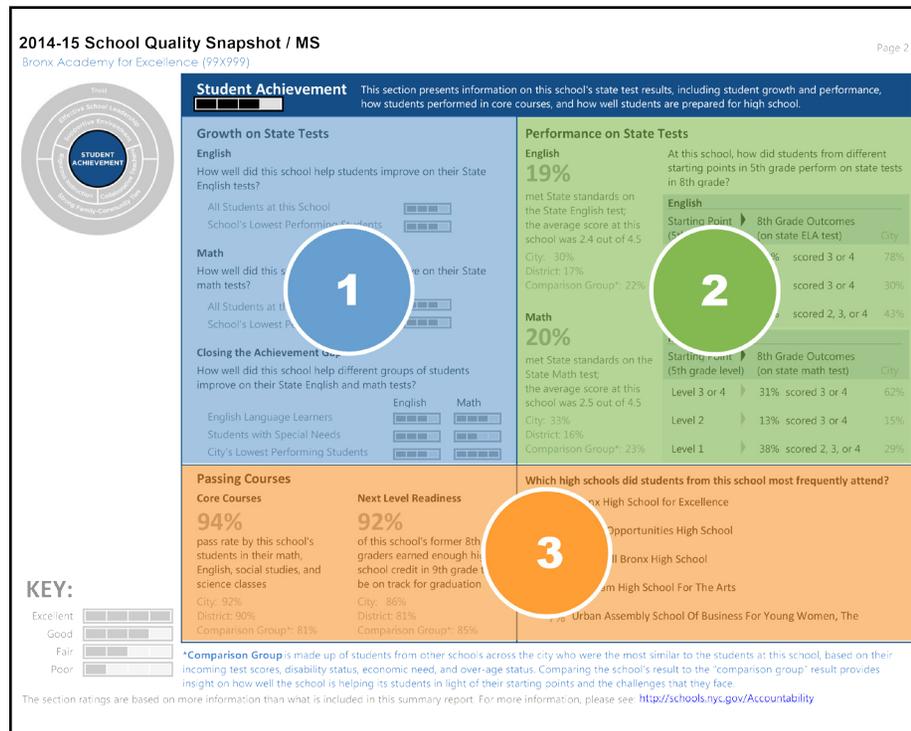
“City’s Lowest Performing Students” are those students with a starting point that was in the lowest third (1/3) of all the students in their grade across the city.

“...met State standards...” means that students achieved a “performance level” of 3 or higher on their state test. To learn more about these tests, visit the “Yearly Testing” link at the bottom of the page.

“City:” and “District:” are the performance results across NYC, and across the Community School District that this school is a part of.

“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.

- 2 “Starting Point” and “8th Grade Outcomes”** —these tables show how many students with different 5th grade performance levels (their “Starting Point” in 6th grade) achieved at or above that level in the 8th Grade. The percentage provided can be compared to the numbers under “City,” which show the results for the same year across all students of these grades in NYC.
- 3 “Next Level Readiness”** shows how many of this school’s 8th Grade students from the previous year (2013-14) passed their core 9th grade classes in math, English, social studies, and science (in 2014-15) at whichever high school or secondary school they attended next.



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Framework Element Sections (Pages 3-4)

The ratings for each of the Framework for Great Schools elements include the results of the school's Quality Review (Page 3), and NYC School Survey (Pages 3 and 4).

- Quality Review:** Schools across NYC receive a one or two day school visit by an experienced educator who visits classrooms, talks with parents, students, teachers, and school leaders, evaluates how well the school is organized to support student achievement. To learn more, visit the "Quality Review" Link at the bottom of the page.

NYC School Survey: Every year, all parents, teachers, and students in grades 6–12 take the NYC School Survey. Last year, over 950,000 NYC parents, students, and teachers provided feedback on their school's learning environment through the survey. The survey is aligned to the Framework for Great Schools, and collects important information

about a school's ability to improve student achievement by measuring how strong the school is on these elements according to the community. To learn more, visit the "NYC School Survey" link at the bottom of the page.

- Survey Response Rate—** Survey participation varies from school to school, and each school's response rate is noted on page 3 and 4 of the School Quality Snapshot.
- Selected Questions—** The percentages shown on the School Quality Snapshot represent the number of students, parents, and teachers who responded positively to these questions, divided by the total number of students, parents, and teachers that responded to the questions. These can be compared to the results for the same questions across the city.



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