2014-15 School Quality Guide / MS

Summary of Section Ratings
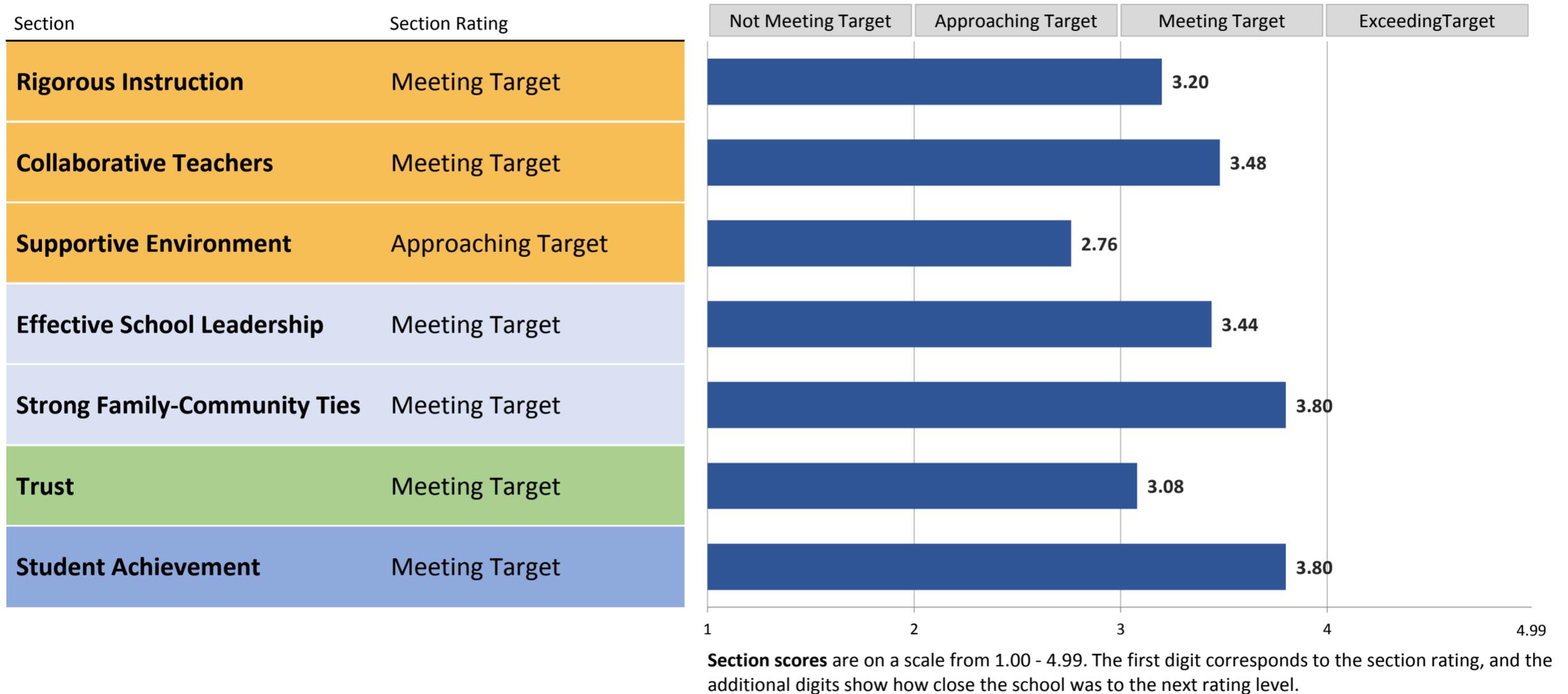
13K313

Satellite West Middle School

Framework for Great Schools

The Framework consists of six elements—Rigorous Instruction, Collaborative Teachers, Supportive Environment, Effective School Leadership, Strong Family-Community Ties, and Trust—that drive Student Achievement. The School Quality Guide shares ratings and data on each of the Framework elements, based on information from Quality Reviews, the NYC School Survey, student attendance, and movement of students with disabilities to less restrictive environments. The School Quality Guide also shares ratings and data on Student Achievement based on a variety of quantitative measures of student growth and performance.

Section	Section Rating	Not Meeting Target	Approaching Target	Meeting Target	ExceedingTarget
Rigorous Instruction	Meeting Target			3.20	
Collaborative Teachers	Meeting Target			3.48	
Supportive Environment	Approaching Target		2.76		
Effective School Leadership	Meeting Target			3.44	
Strong Family-Community Ties	Meeting Target			3.80	
Trust	Meeting Target			3.08	
Student Achievement	Meeting Target			3.80	

Section scores are on a scale from 1.00 - 4.99. The first digit corresponds to the section rating, and the additional digits show how close the school was to the next rating level.

State Accountability Status: Good Standing

This designation is determined by the New York State Department of Education. More information on New York State accountability can be found at:
http://schools.nyc.gov/Accountability/tools/accountability/default.htm

Note

In addition, an online version of the 2014-15 School Quality Guide, with additional features, can be found at http://schoolqualityreports.nyc

Student Enrollment

Grade	2012 - 2013	2013 - 2014	2014 - 2015
Grade 6	43	36	28
Grade 7	37	40	35
Grade 8	52	43	41
All students	**132**	**119**	**104**

Student Demographics

	2012 - 2013	2013 - 2014	2014 - 2015
% English Language Learners	4%	5%	4%
% Free Lunch Eligible	88%	88%	87%
% Student with IEPs	29%	24%	34%
% Student with IEPs (less than 20% time)	15%	11%	13%
% HRA Eligible	-	81%	73%
% Temporary Housing	-	13%	12%
% Asian	3%	5%	5%
% Black	61%	55%	57%
% Hispanic	35%	36%	35%
% White	2%	2%	0%
% Other	0%	2%	4%
Average Incoming ELA Proficiency	2.55	2.24	2.23
Average Incoming Math Proficiency	2.86	2.36	2.35

Student Achievement Rating	Student Achievement Score
Meeting Target	**3.80**

				2014-15 Targets					
Student Achievement Metrics	n	2014-15 School Value	Bottom of Target Range	Approaching Target	Meeting Target	Exceeding Target	Top of Target Range	Metric Score	Weight Pct
State Test Results - ELA									
Average Student Proficiency	95	**2.19**	1.94	2.12	2.20	2.30	2.56	**2.88**	9.80%
Percentage of Students at Level 3 or 4	95	**10.5%**	1.3%	6.0%	9.4%	13.1%	21.3%	**3.30**	9.80%
Median Adjusted Growth Percentile	91	**62.0**	49.2	54.0	61.1	65.7	74.2	**3.20**	9.80%
● Median Adjusted Growth Percentile - School's Lowest Third	32	**89.0**	65.9	70.8	77.6	82.1	90.2	**4.85**	9.80%
State Test Results - Math									
Average Student Proficiency	96	**2.25**	1.78	2.03	2.18	2.35	2.67	**3.41**	9.80%
Percentage of Students at Level 3 or 4	96	**14.6%**	0.0%	5.7%	10.0%	14.7%	24.0%	**3.98**	9.80%
Median Adjusted Growth Percentile	91	**63.0**	41.3	48.2	58.3	64.9	76.9	**3.71**	9.80%
● Median Adjusted Growth Percentile - School's Lowest Third	33	**82.0**	59.9	65.4	73.1	78.3	87.5	**4.40**	9.80%
Core Course Pass Rates									
ELA	95	**86.3%**	58.9%	70.8%	79.4%	89.0%	100.0%	**3.72**	1.96%
Math	95	**84.2%**	62.2%	73.0%	81.0%	89.9%	100.0%	**3.36**	1.96%
● Science	95	**94.7%**	63.7%	74.1%	81.7%	90.3%	100.0%	**4.45**	1.96%
● Social Studies	95	**93.7%**	58.7%	70.5%	79.2%	88.9%	100.0%	**4.43**	1.96%
● Percent of 8th Graders Earning HS Credit	36	**27.8%**	0.0%	7.2%	12.6%	18.6%	29.2%	**4.87**	3.92%
9th Grade Adjusted Credit Accumulation of Former 8th Graders	36	**74.0%**	65.0%	74.0%	80.0%	87.0%	96.0%	**2.00**	9.80%
								Weighted Average Score	**3.61**

					2014-15 Targets						
Closing the Achievement Gap (CtAG) Metrics	n	2014-15 School Population %	Population % of Range	2014-15 School Value	Bottom of Target Range	Approaching Target	Meeting Target	Exceeding Target	Top of Target Range	Metric Score	Extra Points Possible	Extra Points Earned
ELA - Percent at Level 3 or 4												
○ Self-Contained	15	15.8%	81.9%	**0.0%**	0.0%	0.4%	0.8%	1.3%	2.2%	**1.00**	0.030	0.000
● Integrated Co-Teaching	9	9.5%	52.2%	**11.1%**	0.0%	1.6%	3.2%	5.1%	8.4%	**4.99**	0.030	0.030
SETSS	3	3.2%	34.4%		0.0%	2.6%	5.2%	8.2%	13.6%		0.030	0.000
Math - Percent at Level 3 or 4												
○ Self-Contained	14	14.6%	77.2%	**0.0%**	0.0%	0.7%	1.4%	2.3%	3.8%	**1.00**	0.030	0.000
Integrated Co-Teaching	10	10.4%	57.5%	**10.0%**	0.0%	2.4%	4.8%	7.6%	12.6%	**4.48**	0.030	0.026
SETSS	3	3.1%	33.7%		0.0%	3.3%	6.6%	10.4%	17.2%		0.030	0.000
ELA - Percent at 75th+ Growth Percentile												
ELL	6	6.6%	14.8%	**33.3%**	17.2%	27.0%	36.6%	47.8%	68.0%		0.030	0.000
● Lowest Third Citywide	49	53.8%	69.2%	**59.2%**	31.5%	39.4%	47.2%	56.3%	72.7%	**4.18**	0.030	0.024
● Black and Hispanic Males in Lowest Third Citywide	29	31.9%	71.4%	**79.3%**	29.6%	38.0%	46.2%	55.9%	73.2%	**4.99**	0.030	0.030
● SC/ICT/SETSS	27	29.7%	73.9%	**63.0%**	35.0%	42.9%	50.8%	60.0%	76.4%	**4.18**	0.030	0.024
Math - Percent at 75th+ Growth Percentile												
ELL	6	6.6%	13.6%	**33.3%**	12.4%	22.8%	33.0%	45.0%	66.4%		0.030	0.000
Lowest Third Citywide	45	49.5%	60.8%	**51.1%**	24.4%	34.1%	43.7%	54.9%	75.0%	**3.66**	0.030	0.020
Black and Hispanic Males in Lowest Third Citywide	28	30.8%	69.2%	**42.9%**	24.1%	34.0%	43.7%	55.1%	75.5%	**2.92**	0.030	0.014
● SC/ICT/SETSS	27	29.7%	75.4%	**55.6%**	25.8%	34.5%	43.0%	53.1%	71.0%	**4.14**	0.030	0.024
ELL Progress	5	5.0%	13.9%	**40.0%**	11.3%	22.8%	34.2%	47.5%	71.3%		0.030	0.000
										CtAG Additional Points		**0.19**
										Overall Student Achievement Score		**3.80**

● Filled circle indicates a metric rating of Exceeding Target (and a metric score of 4.00 or higher).

○ Empty circle indicates a metric rating of Not Meeting Target (and a metric score of 1.99 or lower).

	Metric Value	Metric Score	Weight Pct
Rigorous Instruction			
Quality Review 1.1	Proficient	3.40	22%
Quality Review 1.2	Developing	2.00	22%
Quality Review 2.2	Proficient	3.40	22%
NYC School Survey - Rigorous Instruction	91%	3.68	34%
Section Rating: Meeting Target	**Section Score:**	**3.20**	
Collaborative Teachers			
Quality Review 4.2	Proficient	3.40	50%
NYC School Survey - Collaborative Teachers	87%	3.52	50%
Section Rating: Meeting Target	**Section Score:**	**3.48**	
Supportive Environment			
Quality Review 3.4	Proficient	3.40	30%
NYC School Survey - Supportive Environment	88%	3.64	35%
Percentage of students with 90%+ attendance			
EMS	52.7%	1.08	
HS			
Overall	52.7%	1.08	30%
Movement of students with disabilities to less restrictive environments			
EMS	0.36	3.10	
HS			
Overall	0.36	3.10	5%
Section Rating: Approaching Target	**Section Score:**	**2.76**	
Effective School Leadership			
NYC School Survey - Effective School Leadership	84%	3.44	100%
Section Rating: Meeting Target	**Section Score:**	**3.44**	
Strong Family-Community Ties			
NYC School Survey - Strong Family-Community Ties	84%	3.80	100%
Section Rating: Meeting Target	**Section Score:**	**3.80**	
Trust			
NYC School Survey - Trust	89%	3.08	100%
Section Rating: Meeting Target	**Section Score:**	**3.08**	

		Survey % Positive	City Range			Percent of Range	Score
			Bottom of Range	City Avg	Top of Range		
Rigorous Instruction							
Common Core shifts in literacy	Teachers	88	79.4	91.4	100.0	0.42	2.68
● Common Core shifts in math	Teachers	100	68.9	87.1	100.0	1.00	4.99
Course clarity	Students	92	81.3	89.7	98.1	0.65	3.60
Quality of student discussion	Teachers	82	53.2	78.4	100.0	0.62	3.48
Section Results:		91%					**3.68**
Collaborative Teachers							
Cultural awareness:							
Cultural awareness	Teachers	97	84.5	94.1	100.0	0.81	
Cultural awareness	Parents	90	87.1	93.3	99.5	0.50	
Cultural awareness	Students	91	70.6	84.2	97.8	0.74	
Cultural awareness	Combined	93				0.68	3.72
Inclusive classroom instruction	Teachers	94	81.7	93.3	100.0	0.67	3.68
Quality of professional development	Teachers	75	54.0	77.4	100.0	0.46	2.84
School commitment	Teachers	77	59.7	84.3	100.0	0.43	2.72
Innovation	Teachers	76	65.8	85.2	100.0	0.29	2.16
● Reflective dialogue	Teachers	100	86.6	95.8	100.0	1.00	4.99
● Peer collaboration	Teachers	97	76.7	91.9	100.0	0.88	4.52
● Focus on student learning	Teachers	93	68.4	88.4	100.0	0.79	4.16
Collective responsibility	Teachers	78	57.5	82.3	100.0	0.48	2.92
Section Results:		87%					**3.52**
Supportive Environment							
Safety:							
Safety	Teachers						
Safety	Students	74	67.5	82.9	98.3	0.21	
○ Safety	Combined	74				0.21	1.84
Classroom behavior:							
Classroom behavior	Teachers						
Classroom behavior	Students	83	63.4	79.2	95.0	0.61	
Classroom behavior	Combined	83				0.61	3.44
● Social-emotional measure	Teachers	100	84.7	95.3	100.0	1.00	4.99
Peer interactions	Students	87	67.5	80.7	93.9	0.74	3.96
● Next-level guidance	Students	97	76.9	88.3	99.7	0.88	4.52
Press toward academic achievement:							
Press toward academic achievement	Teachers						
Press toward academic achievement	Students	89	80.6	88.2	95.8	0.57	
Press toward academic achievement	Combined	89				0.57	3.28
Personal attention and support	Students	90	74.1	85.5	96.9	0.68	3.72
Peer support for academic work:							
Peer support for academic work	Teachers						
Peer support for academic work	Parents	87	76.8	88.6	100.0	0.45	
Peer support for academic work	Students	75	48.0	66.6	85.2	0.73	
Peer support for academic work	Combined	81				0.59	3.36
Section Results:		88%					**3.64**

		Survey % Positive	City Range			Percent of Range	Score
			Bottom of Range	City Avg	Top of Range		
Effective School Leadership							
Inclusive principal leadership	Parents	89	82.1	90.7	99.3	0.40	2.60
Teacher influence	Teachers	56	34.5	67.1	99.7	0.32	2.28
● Program coherence	Teachers	100	60.8	85.2	100.0	1.00	4.99
Principal instructional leadership	Teachers	90	67.2	88.0	100.0	0.70	3.80
Section Results:		**84%**					**3.44**
Strong Family Community Ties							
Teacher outreach to parents:							
Teacher outreach to parents	Teachers	100	79.9	92.5	100.0	1.00	
Teacher outreach to parents	Parents	89	81.6	90.6	99.6	0.39	
Teacher outreach to parents	Combined	94				0.69	3.76
Parent involvement in the schools	Parents	74	47.1	66.3	85.5	0.70	3.80
Section Results:		**84%**					**3.80**
Trust							
Parent-teacher trust	Parents	89	88.9	94.3	99.7	0.25	2.00
Parent-principal trust	Parents	92	88.6	94.8	100.0	0.50	3.00
Student-teacher trust	Students	83	69.2	82.0	94.8	0.54	3.16
● Teacher-principal trust	Teachers	96	63.2	87.4	100.0	0.90	4.60
Teacher-teacher trust	Teachers	85	74.2	90.6	100.0	0.40	2.60
Section Results:		**89%**					**3.08**

These tables show the values needed in 2015-16 for the school to achieve a rating of Exceeding Target, Meeting Target, Approaching Target, or Not Meeting Target on each metric.

Student Achievement Metrics	2014-15 School Value	2015-16 Targets			
		Not Meeting Target	Approaching Target	Meeting Target	Exceeding Target
State Test Results - ELA*					
Average Student Proficiency	2.19	2.12 or lower	2.13 to 2.19	2.20 to 2.25	2.26 or higher
Average Student Proficiency - School's Lowest Third	1.90	1.79 or lower	1.80 to 1.89	1.90 to 1.99	2.00 or higher
Percentage of Students at Level 3 or 4	10.5%	7.4% or lower	7.5% to 11.1%	11.2% to 14.9%	15.0% or higher
State Test Results - Math*					
Average Student Proficiency	2.25	1.98 or lower	1.99 to 2.11	2.12 to 2.22	2.23 or higher
Average Student Proficiency - School's Lowest Third	1.79	1.79 or lower	1.80 to 1.89	1.90 to 1.99	2.00 or higher
Percentage of Students at Level 3 or 4	14.6%	5.9% or lower	6.0% to 9.9%	10.0% to 14.9%	15.0% or higher
Core Course Pass Rates					
ELA	86.3%	76.5% or lower	76.6% to 82.0%	82.1% to 86.5%	86.6% or higher
Math	84.2%	77.1% or lower	77.2% to 82.4%	82.5% to 86.7%	86.8% or higher
Science	94.7%	79.7% or lower	79.8% to 84.4%	84.5% to 88.3%	88.4% or higher
Social Studies	93.7%	75.6% or lower	75.7% to 81.3%	81.4% to 86.0%	86.1% or higher
Percent of 8th Graders Earning HS Credit	27.8%	6.0% or lower	6.1% to 9.9%	10.0% to 14.9%	15.0% or higher
9th Grade Adjusted Credit Accumulation of Former 8th Graders	74.0%	74.9% or lower	75.0% to 78.9%	79.0% to 82.9%	83.0% or higher

Closing the Achievement Gap Metrics*	2014-15 School Value	2015-16 Targets			
		Not Meeting Target	Approaching Target	Meeting Target	Exceeding Target
ELA - Average Proficiency Rating					
Self-Contained	1.86	1.78 or lower	1.79 to 1.84	1.85 to 1.90	1.91 or higher
Integrated Co-Teaching	2.19	1.86 or lower	1.87 to 1.93	1.94 to 2.00	2.01 or higher
SETSS		1.86 or lower	1.87 to 1.97	1.98 to 2.06	2.07 or higher
ELL	2.11	1.95 or lower	1.96 to 2.07	2.08 to 2.16	2.17 or higher
Lowest Third Citywide	1.94	1.87 or lower	1.88 to 1.91	1.92 to 1.99	2.00 or higher
Black and Hispanic Males in Lowest Third Citywide	1.94	1.84 or lower	1.85 to 1.89	1.90 to 1.99	2.00 or higher
Math - Average Proficiency Rating					
Self-Contained	1.72	1.73 or lower	1.74 to 1.81	1.82 to 1.89	1.90 or higher
Integrated Co-Teaching	2.12	1.79 or lower	1.80 to 1.90	1.91 to 1.99	2.00 or higher
SETSS		1.81 or lower	1.82 to 1.96	1.97 to 2.09	2.10 or higher
ELL	1.91	1.89 or lower	1.90 to 2.05	2.06 to 2.18	2.19 or higher
Lowest Third Citywide	1.84	1.79 or lower	1.80 to 1.89	1.90 to 1.99	2.00 or higher
Black and Hispanic Males in Lowest Third Citywide	1.82	1.79 or lower	1.80 to 1.89	1.90 to 1.99	2.00 or higher
ELL Progress	40.0%	22.2% or lower	22.3% to 32.1%	32.2% to 40.1%	40.2% or higher

*To earn additional points from the Closing the Achievement Gap section on the 2015-16 School Quality Reports, the school must meet the targets below <u>and</u> have a population percentage (of the relevant high-need group) that is not more than one standard deviation below the citywide average.

Supportive Environment Metrics	2014-15 School Value	2015-16 Targets			
		Not Meeting Target	Approaching Target	Meeting Target	Exceeding Target
Percentage of Students with 90%+ Attendance	52.7%	58.8% or lower	58.9% to 64.7%	64.8% to 69.9%	70.0% or higher
Movement of Students with Disabilities to Less Restrictive Environments	0.36	0.23 or lower	0.24 to 0.37	0.38 to 0.48	0.49 or higher

* If the participation in state tests is low, the targets may be adjusted to reflect the students at the school that actually take the tests.