

ELEMENTARY SCHOOL ACCOUNTABILITY REPORT

This report is designed to help your school develop a plan for improvement.

Using the indicators in the report, the school's leaders, including staff, parents and administrators, can evaluate what the school does well and where it needs to change.

While there isn't a single formula for school improvement, this report identifies the four pillars of successful schools: a focus on academic achievement, a safe and orderly school environment, a team approach to instruction and administration, and timely and sufficient technical supports.

This report includes demographic information on your school in order to give a full context for learning, and evaluates your school in each of the four areas.

SCHOOL NAME AND NUMBER: _____

SCHOOL ADDRESS: _____

BOROUGH: _____

DISTRICT: _____

GRADES [LETTER GRADES, A THROUGH F]:

PILLAR ONE: ACADEMIC ACHIEVEMENT: _____

ACADEMIC PERFORMANCE: _____

ACADEMIC PROGRESS (Grades 3-5): _____

SCOPE OF CURRICULUM: _____

SCHOOL READINESS (Grades K-2): _____

PILLAR TWO: A SAFE AND ORDERLY LEARNING ENVIRONMENT: _____

PILLAR THREE: TEAMWORK FOR STUDENT ACHIEVEMENT: _____

PILLAR FOUR: DEPARTMENT OF EDUCATION ACCOUNTABILITY: _____



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SCHOOL PORTRAIT

Category	Year of Report	Average of Last 3 Years	Similar Schools*	Citywide Average
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STUDENT PROFILE

Total Student Enrollment				
Rate of Student Attendance				
Rate of Student Transience [% students who moved in and out of school in a school year]				
% General Education				
% Special Education-More Restrictive Environment				
% Special Education-Least Restrictive Environment				
% English Language Learners				
% Male / Female				
% Title One Eligible [Free and Reduced Lunch]				
Racial/Ethnic Composition:				
White: Hispanic: African American: Asian: Other:				

STAFF PROFILE

Total Number of Pedagogical Staff				
Teacher/Student Ratio				
Guidance Counselor/Student Ratio				
Rate of Pedagogue Attendance				
Annual Rate of Pedagogical Staff Turnover				
% Pedagogues with < 2 Years of Experience				
% Pedagogues with > 5 Years of Experience				
% Tenured Pedagogues				
% Pedagogues Teaching Out of License More Than Two Periods Per Day				
% Classes Taught by Teachers Out of License				
Principal's Years of Experience as Pedagogue/as Principal				

BUDGET AND RESOURCES

Total Budget in \$ Amount				
Per-Student Expenditure				
Rate of Occupancy of School Building				
Age of School Building				
Number of Books Per Student in School Library				



Number of Computers Per Student in School				
School Building Maintenance Index, based on DOE Building Survey				
Average Class Size				
* Schools are divided into quartiles based on the % of students who are Title One Eligible, Special Education [More Restrictive and Least Restrictive Environments], and English Language Learners.				

PILLAR ONE: Academic Achievement

OVERALL GRADE: _____

Category	Year of Report	Average of Last 3 Years	Difference from Similar Schools*	Citywide Average §
GRADES K-2 ACADEMIC PERFORMANCE [15% OF GRADE] GRADE FOR THIS SECTION: _____				
% Students Scoring 3 and 4 on Grade 3 English Language Arts [ELA] Tests [5%]				
% Students Scoring 3 and 4 on Grade 3 Mathematics Tests [5%]				
Disaggregated ** % of Students Scoring 3 and 4 on Grade 3 ELA Tests [2.5%]				
Disaggregated ** % of Students Scoring 3 and 4 on Grade 3 Math Tests [2.5%]				
GRADES K-2 SCOPE OF CURRICULUM [15% OF GRADE] GRADE FOR THIS SECTION: _____				
Based on the Learning Environment Survey and the observations of the Independent Quality Review Team, how fully does the school provide students with an age-appropriate curriculum, including opportunities for hands-on learning, enrichment and individual remediation as needed? †				
GRADES K-2 SCHOOL READINESS [10% OF GRADE] GRADE FOR THIS SECTION: _____				
Based on each grade's student report cards and the observations of an independent Quality Review Team, do students display school readiness skills, such as effort, cooperation, responsibility and respect?				
GRADES 3-5 ACADEMIC PERFORMANCE [20% OF GRADE] GRADE FOR THIS SECTION: _____				
% Students Scoring 3 and 4 on Grade 3, 4 and 5 ELA Tests [5%]				
% Students Scoring 3 and 4 on Grade 3, 4 and 5 Math Tests [5%]				
% Students Scoring 3 and 4 on Grade 4 Social Studies and Science Tests [5%]				
Disaggregated ** % Students Scoring 3 and 4 [2.5%]				
Disaggregated ** % Students Scoring 3 and 4 [2.5%]				



Category	Year of Report	Average of Last 3 Years	Difference from Similar Schools*	Citywide Average §
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GRADES 3-5 ACADEMIC PROGRESS [20% OF GRADE]
GRADE FOR THIS SECTION: _____

Change in Scores on the ELA Tests in Grades 4 and 5, Starting from Grade 3 Baseline [8%]				
Change in Scores on the Math Tests in Grades 4 and 5, Starting from Grade 3 Baseline [8%]				
Disaggregated ** Change in Scores on the ELA Tests in Grades 4 and 5, Starting from Grade 3 Baseline [2%]				
Disaggregated ** Change in Scores on the Mathematics Tests in Grades 4 and 5, Starting from Grade 3 Baseline [2%]				

GRADES 3-5 SCOPE OF CURRICULUM [20% OF GRADE]
GRADE FOR THIS SECTION: _____

Based on the Learning Environment Survey and the observations of the Independent Quality Review Team, how fully is the school providing a challenging and well-rounded curriculum? †				
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* Schools are divided into quartiles based on the % of students who are Title One Eligible, Special Education [More Restrictive and Least Restrictive Environments], and English Language Learners.

§ The citywide average is included here for informational purposes, but is not part of the calculation of the grade, which is based on the results for the year of the report, the average of the last three years and the difference from similar schools.

** Disaggregated by Special Education, English Language Learner and Title One Eligible Status

† Ratings: 4 (well-developed), 3 (mostly in place), 2 (needs improvement), 1 (undeveloped)

PILLAR TWO: A Safe, Orderly Learning Environment

GRADE: _____

Based on the Learning Environment Survey, is this a safe and orderly school with a respectful environment? [30%] †				
Based on the observations of an Independent Quality Review Team, [30%] † A. Does school have a working behavior / safety team that meets and analyzes data to determine the school's safety level? B. Have team and community set clear, positive expectations and consequences for unacceptable behavior? C. Has school clearly communicated these expectations through instruction, professional development and community outreach? D. Does the school have a staffed SAVE room for disruptive students?				
Incidents in this School: [20%] A. Major Crimes Per 100 Student				
B. Minor Crimes Per 100 Students				



Intervention Services in this School: [20%] A. Do guidance services meet state standards? Are they adequate for the needs of the student population?				
B. Other services (social worker, school psychologist, peer mediation)?				
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PILLAR THREE: Teamwork for Student Achievement

GRADE: _____

Category	Year of Report	Average of Last 3 Years	Difference from Similar Schools*	Citywide Average §
Based on the Learning Environment Survey, [35%] A. Does this school foster teamwork for student achievement? † B. Does it involve parents and teachers in important decision making? † C. Are students actively engaged in their learning? †				
Based on the observations of the Independent Quality Review Team, [35%] A. Does principal regularly consult with staff and parents on how to improve student achievement? † B. Does school have a functioning School Leadership Team [SLT] meeting regularly? † C. Does SLT actively produce a Comprehensive Educational Plan and ensure the budget is aligned with it? † D. Does the Parent Association [PA or PTA] meet regularly? †				
Rate Of Student Attendance [10%]				
Rate of Staff Attendance [10%]				
Rate of Staff Turnover [10%]				
* Schools are divided into quartiles based on the % of students who are Title One Eligible, Special Education [More Restrictive and Least Restrictive Environment], and English Language Learners. § The citywide average is included here for informational purposes, but is not part of the calculation of the grade, which is based on the results for the year of the report, the average of the last three years and the difference from similar schools. † Ratings: 4 (well-developed), 3 (mostly in place), 2 (needs improvement), 1 (undeveloped)				

PILLAR FOUR: Department of Education Accountability

GRADE: _____

The Independent Quality Review Team and School Leadership Team will evaluate the level of DOE resources, oversight and curriculum provided to this school.

Category	Year of Report	Average of Last 3 Years	Difference from Similar Schools*	Citywide Average §
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RESOURCE PROVISION [40% OF GRADE]
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Per Pupil Budget Expenditures †				
Access to Quality Professional Development †				
Mentoring for New Teachers †				
Facilities [Building Space for Student Population and Instructional Program, Language Labs, Library, Science Labs, Gym/Education Facilities] †				
Materials [Textbooks, Library Books and Materials, Instructional Technology, Science Lab Materials] †				
Services [Bussing, Food, Medical, School Safety Staff] †				
Access to Computer Work Stations and Time for Staff to Learn and Use Student Performance Data †				

OVERSIGHT [40% OF GRADE]

Admissions Aligned with School Mission †				
Class Size †				
Guidance/Social Work Services †				
Special Education Services and English Language Learning Services †				
Ethics and Integrity Monitoring [Has the DOE ensured that the school is managed honestly and transparently?] †				

CURRICULUM PROVISION [20% OF GRADE]
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English Language Arts †				
Mathematics †				
Social Studies †				
Sciences and Technology†				
Foreign Languages †				
Physical Education †				
Music and the Arts †				

* Schools are divided into quartiles based on the % of students who are Title One Eligible, Special Education [Most Restrictive and Least Restrictive Environment], and English Language Learners.

† Ratings: 4 [exceeds need]; 3 [meets need]; 2 [below need]; 1 [no provision]

