

MIDDLE 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: _____

SCOPE OF CURRICULUM: _____

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				
% Entering Overage				
% Entering Below English Language Arts (ELA) Standard				
% Entering Below Mathematics Standard				
% Entering With 15 or More Days of Absence				
% Drop Out / % Discharged				

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 Teacher				



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 \$
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ACADEMIC PERFORMANCE [33% OF GRADE]				
GRADE FOR THIS SECTION: _____				
% Students Achieving Scores of 3 and 4 on Grade 6 and 7 ELA Tests [8%]				
% Students Achieving Scores of 3 and 4 on Grade 6 and 7 Math Tests [8%]				
% Students Achieving Scores of 3 and 4 on Grade 8 ELA [2%]				
% Students Achieving Scores of 3 and 4 on Grade 8 Math Test [2%]				
% Students Achieving Scores of 3 and 4 on Grade 8 Social Studies Test [2%]				
% Students Achieving Scores of 3 and 4 on Grade 8 Science Test [2%]				
Disaggregated** % of Students Achieving Scores of 3 and 4 on ELA Tests** [4.5%]				
Disaggregated** % of Students Achieving Scores of 3 and 4 on Math Test [4.5%]				

ACADEMIC PROGRESS [34% OF GRADE]				
GRADE FOR THIS SECTION: _____				
Change in Scores on ELA Tests, Starting from 5th Grade Baseline [10%]				
Change in Scores on Mathematics Tests, Starting from 5th Grade Baseline [10%]				
Disaggregated **Change in Scores on ELA Tests, Starting from 5th Grade Baseline [7%]				



Disaggregated **Change in Scores on Mathematics Tests, Starting from 5th Grade Baseline [7%]				
SCOPE OF CURRICULUM [33% OF GRADE] GRADE FOR THIS SECTION: _____				
Based on the Learning Environment Survey, how fully is the school providing a challenging and well-rounded curriculum [16.5%]†				
Based on the observations of the Independent Quality Review Team, how fully is the school providing a challenging and well-rounded curriculum? [16.5%]†				
EXTRA CREDIT				
Rate of Successful Completion of High School Level [Regents] Courses				
Disaggregated ** Rate of Successful Completion of High School Level [Regents] Courses				
% Students Successfully Completing Program of Community Service Learning				
<p>* 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.</p> <p>§ 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.</p> <p>**Disaggregated by Special Education, English Language Learner and Title One Eligible Status</p> <p>† Ratings: 4 (well-developed), 3 (mostly in place), 2 (needs improvement), 1 (undeveloped)</p>				

PILLAR TWO: A Safe, Orderly Learning Environment

GRADE: _____

Category	Year of Report	Average of Last 3 Years	Difference from Similar Schools*	Citywide Average §
Based on the results of the School 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 Students				
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)?				
<p>* 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.</p> <p>§ 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.</p> <p>† Ratings: 4 (well-developed), 3 (mostly in place), 2 (needs improvement), 1 (undeveloped)</p>				

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 student achievement? B. Does school have a functioning School Leadership Team [SLT] meeting regularly? C. Does SLT actively produce a Comprehensive Educational Plan [CEP] and ensure the budget is aligned with it? D. Is there a functioning Parent Association [PA or PTA] meeting regularly?				
Rate Of Student Attendance [10%]				
Rate of Staff Attendance [10%]				
Rate of Staff Turnover [10%]				
<p>* 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.</p> <p>§ 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.</p> <p>† Ratings: 4 (well-developed), 3 (mostly in place), 2 (needs improvement), 1 (undeveloped)</p>				

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]

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]

English Language Arts †				
Mathematics †				
Social Studies †				
Sciences and Technology†				
Foreign Languages †				
Physical Education †				
Music and the Arts †				

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

