

P.S. 180 Hugo Newman (03M180)

2016–17 School Quality Snapshot / K–8 School

General Information

www.hugonewmanprep.org

Principal: Lana Fleming-Thomas
Grades served: PK,0K,01,02,03,04,05,06,07,08,SE
Enrollment: 591
Shared Space: No
Admissions methods: Screened
Zoned School

Student Demographics

Asian: 2% | Black: 57% | Hispanic: 32% | White: 6%
English Language Learners: 7%
Student with Special Needs: 21%

Staff Experience

Years of principal experience at this school: 3.4
% of teachers with 3 or more years of experience: 65%

Attendance

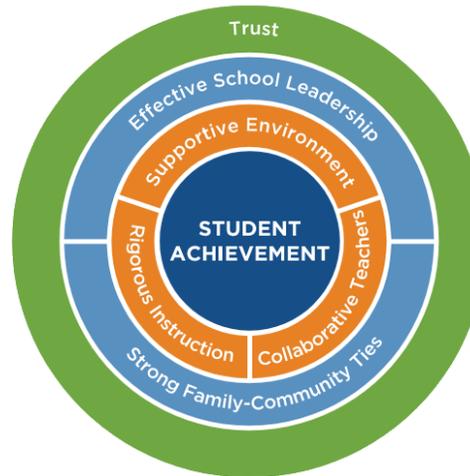
Student Attendance: 93% (City: 94%)
Students Chronically Absent: 23% (City: 19%)
Teacher Attendance: 96%

School Overview

We believe that all children achieve success when provided with active learning experiences that challenge and build real-life connections. We also believe that the education of every child begins at home and is continued through a partnership between parents, educators, and the community. Our school mission is to provide every student with the foundation that prepares them for success in the college and/or career of their choice. Our school community is committed to the 3Es: Excellence in teaching and learning, Engagement to promote active learning and problem solving, and Enrichment for positive social and emotional development of well-rounded citizens.

Framework for Great Schools

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



KEY:

Excellent Good Fair Poor

Activities and Sports

74% of students feel that this school offers a wide enough variety of programs, classes, and activities to keep students interested in school (City: 76%)

Extracurricular Activities

Girls and Boys Advisory; Specialized High School Preparation Program; Regents Exam Preparation; Sports & Arts After-School Program; Debate Team; Student Council; Technology & Programming; Music & Art instruction; Individualized Preparation and Coaching for High School Admissions

CHAMPS Sports

Boys: N/A

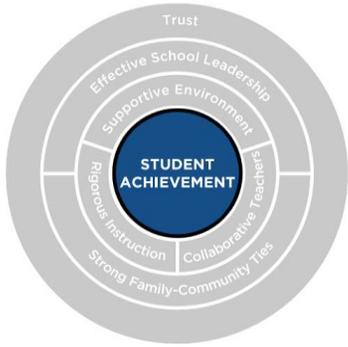
Girls: N/A

Co-Ed: N/A



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Student Achievement

This section presents information on this school's state test results, including student growth and performance, how students performed in core courses, and how well students are prepared for high school.



Growth on State Tests

English

How well did this school help students improve on their State English tests?

All Students at this School

School's Lowest Performing Students

Math

How well did this school help students improve on their State math tests?

All Students at this School

School's Lowest Performing Students

Closing the Achievement Gap

How well did this school help different groups of students improve on their State English and math tests?

	English	Math
English Language Learners	N/A	N/A
Students with Special Needs		
City's Lowest Performing Students		

Passing Courses

Core Courses

82%

pass rate by this school's students in their math, English, social studies, and science classes

Comparison Group*: 91%

District: 91%

City: 87%

Next Level Readiness

84%

of this school's former 8th graders earned enough high school credit in 9th grade to be on track for graduation

Comparison Group*: 84%

District: 84%

City: 90%

Performance on State Tests

English

31%

met State standards on the State English test; the average score at this school was 2.6 out of 4.5

Comparison Group*: 36%

District: 60%

City: 41%

Math

21%

met State standards on the State math test; the average score at this school was 2.4 out of 4.5

Comparison Group*: 30%

District: 54%

City: 38%

Over the past two years, how did 8th graders from different starting points in 5th grade perform at this school?

English		
Starting Point (5th grade level)	8th Grade Outcomes (on state ELA test)	Comp Group*
Level 3 or 4	77% scored 3 or 4	87%
Level 2	31% scored 3 or 4	49%
Level 1	60% scored 2, 3, or 4	68%

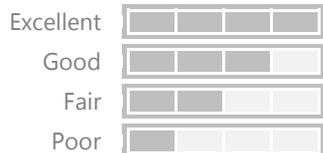
Math		
Starting Point (5th grade level)	8th Grade Outcomes (on state math test)	Comp Group*
Level 3 or 4	38% scored 3 or 4	77%
Level 2	0% scored 3 or 4	18%
Level 1	19% scored 2, 3, or 4	39%

Which high schools did students from this school most frequently attend?

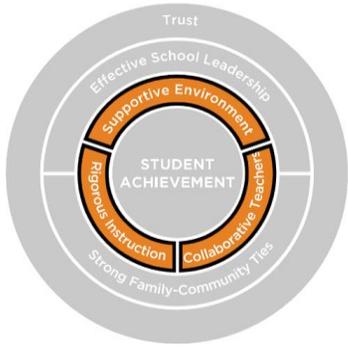
- 15% High School For Environmental Studies
- 11% High School Of Economics And Finance
- 9% Pace High School
- 5% Park East High School
- 4% Stephen T. Mather Building Arts & Craftsmanship High School

The section ratings are based on more information than what is displayed in this report. For more information, please see: schools.nyc.gov/Accountability

KEY:



*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 prior test scores, disability status, English Language Learner status, and economic need. The "comparison group" result is an estimate of how the students at this school would have performed if they had attended other schools throughout the city.



¹ Quality Review

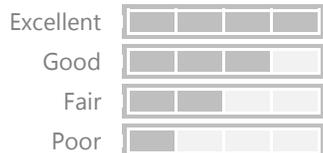
Ratings from an experienced educator who visited and evaluated the school December 4, 2015

² Survey Response Rates

Teachers: 94% (48)
Parents: 42% (191)
Students: 96% (157)

The section ratings are based on more information than what is displayed in this report. For more information, please see: schools.nyc.gov/Accountability

KEY:



Rigorous Instruction



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

Quality Review ¹

How interesting and challenging is the curriculum?



How effective is the teaching and learning?



How well does the school assess what students are learning?



Survey ²

78%

responded positively to questions about Rigorous Instruction

District: 84%
City: 82%

Selected Questions

76% of students say that they learn a lot from feedback on their work (City: 71%)

85% of students know what their teacher wants them to learn in class (City: 86%)

57% of teachers say that students build on each other's ideas during class discussions (City: 69%)

Collaborative Teachers



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

Quality Review

How well do teachers work with each other?



How well are teachers developed and evaluated?

N/A

Survey

76%

responded positively to questions about Collaborative Teachers

District: 84%
City: 83%

Selected Questions

94% of teachers say that teachers at this school work together to design instructional programs (City: 88%)

85% of teachers say that they have opportunities to work productively with colleagues in their school (City: 85%)

69% of teachers say that teachers feel responsible that all students learn (City: 88%)

Supportive Environment



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

Quality Review

How clearly are high expectations communicated to students and staff?



How safe and inclusive is the school?

N/A

Survey

72%

responded positively to questions about Supportive Environment

District: 80%
City: 75%

Selected Questions

71% of students feel safe in the hallways, bathrooms, locker room, and cafeteria (City: 84%)

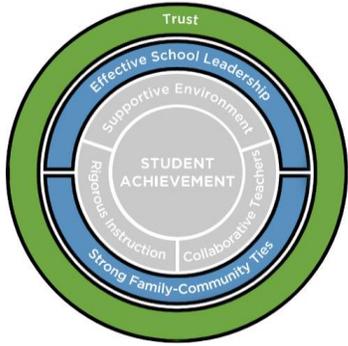
53% of students say that teachers support them when they are upset (City: 56%)

92% of students say that this school provides useful information about the HS application and enrollment process (City: 89%)

Less Restrictive Environment

Movement of students with special needs to less restrictive environments





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KEY:

Excellent	
Good	
Fair	
Poor	

Effective School Leadership

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



Quality Review ¹

- How well are resources aligned to instructional goals?
N/A
- How well does the school meet its goals?
N/A
- How well does the school make decisions?
N/A

Survey ²

83%
responded positively to questions about Effective School Leadership
District: 86%
City: 85%

Selected Questions

- 83% of teachers say that the principal communicates a clear vision for this school (City: 87%)
- 79% of teachers say that curriculum, instruction, and learning materials are well coordinated across different grade levels (City: 83%)
- 91% of parents feel that the principal works to create a sense of community in the school (City: 93%)

Strong Family-Community Ties

The school forms effective partnerships with families and outside organizations to improve the school.



Quality Review

How well does the school partner with families?

Survey

91%
responded positively to questions about Strong Family-Community Ties
District: 93%
City: 91%

Selected Questions

- 87% of parents say that school staff regularly communicate with them about how parents can help their child learn (City: 91%)
- 95% of parents say that they have communicated with their child's teacher about their child's performance (City: 92%)
- 98% of teachers say that teachers at this school work closely with families to meet student needs (City: 95%)

Trust

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



Survey

82%
responded positively to questions about Trust
District: 89%
City: 87%

Selected Questions

- 71% of teachers say that they trust the principal (City: 81%)
- 65% of teachers say that they trust each other (City: 84%)
- 89% of parents say that school staff work hard to build trusting relationships with them (City: 93%)
- 83% of students say that teachers treat them with respect (City: 86%)

Additional Information: This report provides a summary of school information; to learn more, parents are encouraged to review the resources listed below and speak with members of the school community. For an explanation of this document, see the [Family Guide](#).

- School Quality Guide, including NYC School Survey: tools.nycenet.edu/guide/2017/#dbn=03M180&report_type=EMS
- Quality Review: schools.nyc.gov/OA/SchoolReports/2015-16/Quality_Review_2016_M180.pdf
- NYC School Directory: schools.nyc.gov/ChoicesEnrollment/Elementary/Resources/
- School Performance Dashboard: tools.nycenet.edu/dashboard/#dbn=03M180&report_type=EMS