

High School of Arts and Technology (03M494)

2016–17 School Quality Snapshot / High School

General Information

schools.nyc.gov/SchoolPortals/03/M494/default.htm

Principal: A Anne Geiger

Grades served: 09,10,11,12,SE

Enrollment: 542

Average SAT: 871/1600

Shared Space: Yes

Admissions methods: Ed. Opt., Limited Unscreened

Student Demographics

Asian: 4% | Black: 37% | Hispanic: 56% | White: 2%

English Language Learners: 10%

Student with Special Needs 25%

Staff Experience

Years of principal experience at this school: 14.9

% of teachers with 3 or more years of experience: 83%

Attendance

Student Attendance: 82% (City: 89%)

Students Chronically Absent: 45% (City: 31%)

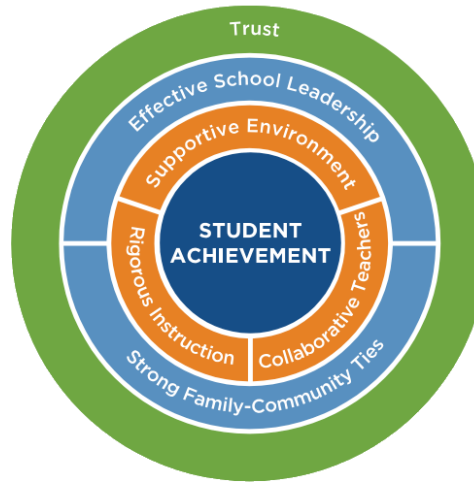
Teacher Attendance: 97%

School Overview

Our mission is to provide students with the academic, interpersonal, and technological skills needed to achieve excellence in their chosen careers. We prepare all of our students in a caring and nurturing environment and provide opportunities for students to work creatively in the fields of art and technology.

Framework for Great Schools

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



Rigorous Instruction

Collaborative Teachers

Supportive Environment

Effective School Leadership

Strong Family-Community Ties

Trust

Student Achievement

KEY:

Excellent Good Fair Poor

Activities, Sports, and Arts

50% of students feel that this school offers a wide enough variety of programs, classes, and activities to keep them interested in school (City: 74%)

Extracurricular Activities

Battle of the Grades, Anime, overnight trip for sophomores; Cartooning, Chess, Choir, Computer, Dance, Drama, Fashion Club and fashion shows, Filmmaking, Graphic Arts, Guitar, Karaoke, Jiu Jitsu, Knitting, Manga, MOUSE Squad, Mural Painting, Musical Instruments (Guitar), National Honor and more...

PSAL Sports

Boys: Badminton, Baseball, Basketball, Bowling, Cross Country, Handball, Outdoor Track, Soccer, Volleyball, Wrestling

Girls: Badminton, Basketball, Bowling, Flag Football, Handball, Indoor Track, Soccer, Softball, Volleyball, Wrestling

Co-Ed: Double Dutch

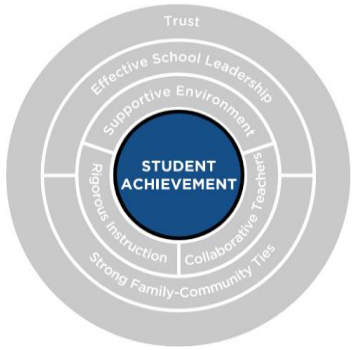
Arts Classes

Studio Art



122 Amsterdam Avenue
Manhattan NY 10023

212-501-1198



¹ College or career preparatory courses and exams (number of students successfully completing out of 132 seniors):

- Chemistry Regents (3)
- College Credit Course (2)
- Algebra II Regents (1)
- Technical Assessment (1)

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



Student Achievement

This section presents information on the progress towards graduation, graduation rates, college and career readiness, and postsecondary options pursued by students at this school.

Progress Toward Graduation

Credits

80%

earned enough credits in 9th grade to be on track for graduation

Comparison Group*: 76%
Borough: 85%
City: 85%

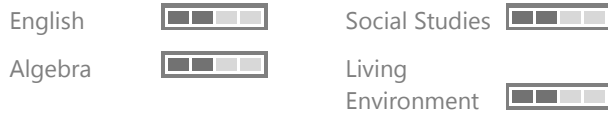
65%

earned enough credits in 10th grade to be on track for graduation

Comparison Group*: 69%
Borough: 84%
City: 82%

Regents

How well does this school help students improve from their incoming proficiency levels and perform on Regents exams?



Graduation

4-Year

74%

graduated within four years

Comparison Group*: 71%
Borough: 75%
City: 74%

6-Year

70%

graduated within six years

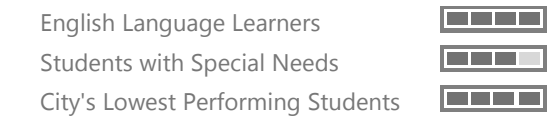
Comparison Group*: 77%
Borough: 80%
City: 78%

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

Starting Point (8th grade level)	High School Outcomes			
	Graduated in 4 yrs		College ready	
	School	Comp Group*	School	Comp Group*
Level 3 or 4	95%	93%	58%	67%
Level 2	79%	84%	9%	28%
Level 1	63%	60%	0%	7%

Closing the Achievement Gap

How well did this school help different groups of students graduate in four years?



College and Career Readiness

5%

successfully completed approved college or career preparatory courses and exams.¹

Comparison Group*: 24%
Borough: 50%
City: 49%

11%

graduated college ready (met CUNY's standards for avoiding remedial classes)

Comparison Group*: 23%
Borough: 51%
City: 47%

34%

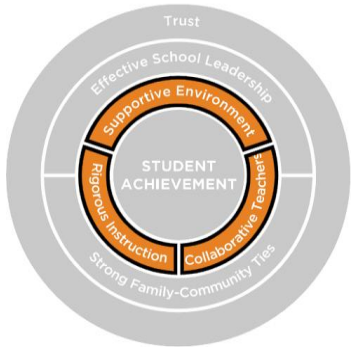
graduated from high school and enrolled in college or other postsecondary program within 6 months

Comparison Group*: 46%
Borough: 60%
City: 57%

Postsecondary options pursued by students from this school:

- 12% CUNY (City University of New York) - 4 yr
- 11% CUNY (City University of New York) - 2 yr
- 6% New York State Public
- 4% New York State Private
- 1% Out of State
- 1% Other

***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. 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

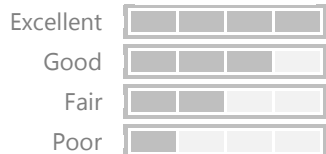
Ratings from an experienced educator who visited and evaluated the school October 2016

2 Survey Response Rates

Teachers: 74% (28)
Parents: 41% (207)
Students: 61% (310)

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

68%

responded positively to questions about Rigorous Instruction

Borough: 80%
City: 79%

Selected Questions

53% of students say that they learn a lot from feedback on their work (City: 64%)

74% of students know what their teacher wants them to learn in class (City: 79%)

64% of teachers say that students build on each other's ideas during class discussions (City: 64%)

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?



Survey

63%

responded positively to questions about Collaborative Teachers

Borough: 81%
City: 83%

Selected Questions

71% of teachers say that teachers at this school work together to design instructional programs (City: 86%)

54% of teachers say that they have opportunities to work productively with colleagues in their school (City: 85%)

68% of teachers say that teachers feel responsible that all students learn (City: 87%)

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?



Survey

56%

responded positively to questions about Supportive Environment

Borough: 72%
City: 72%

Selected Questions

70% of students feel safe in the hallways, bathrooms, locker room, and cafeteria (City: 84%)

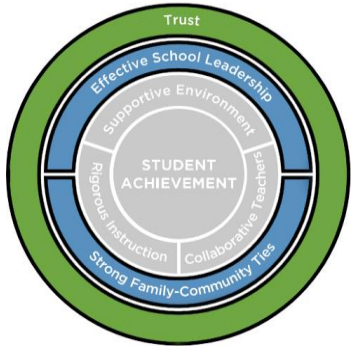
42% of students say that teachers support them when they are upset (City: 49%)

74% of students say that this school provides them with information about the college enrollment process (City: 87%)

Less Restrictive Environment

Movement of students with special needs to less restrictive environments





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KEY:



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?

How well does the school meet its goals?

How well does the school make decisions?

Survey ²

60%
responded positively to questions about Effective School Leadership
Borough: 84%
City: 85%

Selected Questions

50% of teachers say that the principal communicates a clear vision for this school (City: 85%)

46% of teachers say that curriculum, instruction, and learning materials are well coordinated across different grade levels (City: 81%)

89% 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

81%
responded positively to questions about Strong Family-Community Ties
Borough: 85%
City: 83%

Selected Questions

87% of parents say that school staff regularly communicate with them about how parents can help their child learn (City: 87%)

85% of parents say that they have communicated with their child's teacher about their child's performance (City: 83%)

71% of teachers say that teachers at this school work closely with families to meet student needs (City: 88%)

Trust

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



Survey

73%
responded positively to questions about Trust
Borough: 87%
City: 87%

Selected Questions

43% of teachers say that they trust the principal (City: 80%)

68% of teachers say that they trust each other (City: 85%)

87% of parents say that school staff work hard to build trusting relationships with them (City: 91%)

82% of students say that teachers treat them with respect (City: 88%)

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=03M494&report_type=HS
- Quality Review: schools.nyc.gov/OA/SchoolReports/2016-17/Quality_Review_2017_M494.pdf
- NYC School Finder: schoolfinder.nyc.gov/#/schools/03M494
- School Performance Dashboard: tools.nycenet.edu/dashboard/#dbn=03M494&report_type=HS