

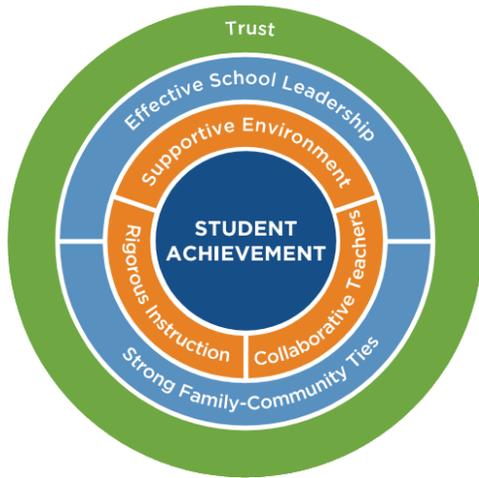
2015-16 School Quality Snapshot / MS

schools.nyc.gov/schoolportals/28/q157

J.H.S. 157 Stephen A. Halsey (28Q157)

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

General Information

Principal: Vincent Suraci
 Grades served: 06,07,08,09,SE
 Enrollment: 1608
 Shared Space: No
 Admissions methods: Unscreened

Student Demographics

Asian: 24% | Black: 9% | Hispanic: 22% | White: 42%
 English Language Learners: 9%
 Student with Special Needs: 14%

Staff Experience

Years of principal experience at this school: 10.8
 % of teachers with 3 or more years of experience: 69%

Attendance

Student Attendance: 95% (City: 94%) | Students Chronically Absent: 12% (City: 17%)
 Teacher Attendance: 96%



[63-55 102nd Street](#)

Queens, NY 11374

718-830-4910

Activities and Sports

85% of students feel that this school offers a wide enough variety of programs, classes, and activities to keep students interested in school (City: 72%)

Extracurricular Activities

Chess; Cooking; Garden; Dance; MOUSE Squad; Stock Market Game; School Newspaper; Film Making; Entrepreneur Club; Soap Box Derby Race; Dance (Performing & Competition Team); Performing Arts Program; School Trips to: Museums, Washington, DC; Williamsburg, Virginia; Broadway, Revolutionary Era Manhattan, Lincoln Center

CHAMPS Sports

Boys: N/A

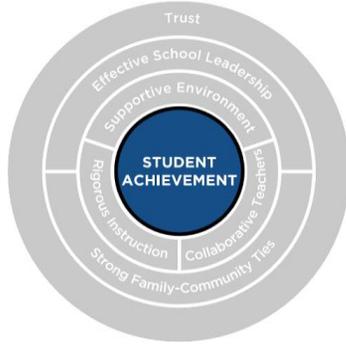
Girls: N/A

Co-Ed: Dance

School Overview

Students enjoy being part of a school that provides a nurturing environment which celebrates their work and achievement and offers a variety of enrichment activities. Students in our accelerated Honors Program take Regents courses. Students also enjoy participating in the Performing Arts Talent Program of their choice, including theatrical productions in drama, concerts in chorus, jazz chorus, concert band, jazz band, and participation in the New York State School Music Association competition. Students may also participate in our Visual Arts or Technology/Computer Talent Programs. Parents like how our school promotes a child-centered learning environment. We promote an open-door policy where parents can come to our school at any time and speak to a member of our staff. We collaborate with parents and guardians to ensure their child's success at J. ...

For more on this school, please see the Directory.



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?



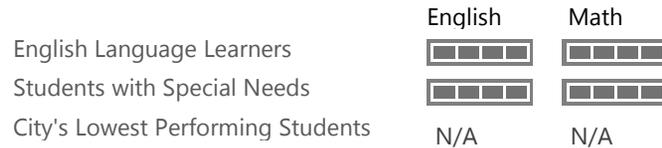
Math

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



Closing the Achievement Gap

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



Passing Courses

Core Courses

96%

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

Comparison Group*: 96%
District: 93%
City: 92%

Next Level Readiness

92%

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

Comparison Group*: 94%
District: 89%
City: 87%

Performance on State Tests

English

56%

met State standards on the State English test; the average score at this school was 3.1 out of 4.5

Comparison Group*: 53%
District: 42%
City: 37%

At this school, how did students from different starting points in 5th grade perform on state tests in 8th grade?

English			
Starting Point (5th grade level)	8th Grade Outcomes (on state ELA test)	Comp Group*	
Level 3 or 4	91% scored 3 or 4	87%	
Level 2	51% scored 3 or 4	44%	
Level 1	58% scored 2, 3, or 4	56%	

Math

59%

met State standards on the State math test; the average score at this school was 3.2 out of 4.5

Comparison Group*: 55%
District: 37%
City: 32%

Math			
Starting Point (5th grade level)	8th Grade Outcomes (on state math test)	Comp Group*	
Level 3 or 4	87% scored 3 or 4	81%	
Level 2	39% scored 3 or 4	27%	
Level 1	46% scored 2, 3, or 4	37%	

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

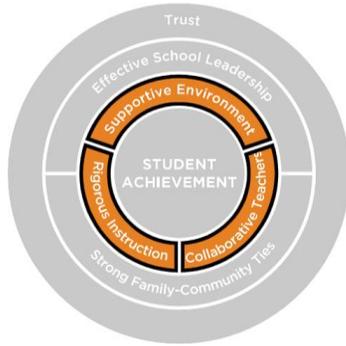
- 36% Forest Hills High School
- 19% J.H.S. 157 Stephen A. Halsey
- 4% Townsend Harris High School
- 3% Bronx High School Of Science
- 3% Fiorello H. Laguardia High School Of Music & Art And Performing Arts

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 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.

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



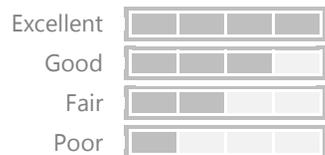
¹ Quality Review

Ratings from an experienced educator who visited and evaluated the school on January 6, 2015

² Survey Response Rates

Teachers: 89% (92)
 Parents: 50% (741)
 Students: 98% (1564)

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

87%
 responded positively to questions about Rigorous Instruction
 District: 80%
 City: 81%

Selected Questions

- 76% of students say that they learn a lot from feedback on their work (City: 68%)
- 90% of students know what their teacher wants them to learn in class (City: 83%)
- 77% of teachers say that students build on each other's ideas during class discussions (City: 67%)

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?

Survey

84%
 responded positively to questions about Collaborative Teachers
 District: 79%
 City: 78%

Selected Questions

- 93% of teachers say that they work together to design instructional programs (City: 83%)
- 90% of teachers say that they have opportunities to work productively with colleagues in their school (City: 83%)
- 95% of teachers say that they feel responsible that all students learn (City: 85%)

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?

Survey

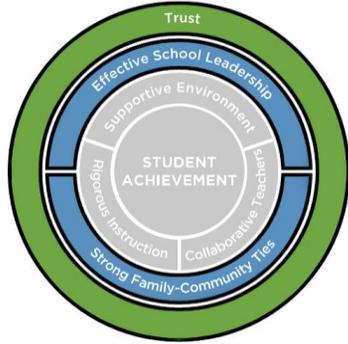
75%
 responded positively to questions about Supportive Environment
 District: 72%
 City: 70%

Selected Questions

- 83% of students feel safe in the hallways, bathrooms, locker room, and cafeteria (City: 83%)
- 57% of students say that teachers notice when they are upset or having emotional difficulty (City: 50%)
- 93% of students say that the school provides useful information about the HS application and enrollment process (City: 83%)

Less Restrictive Environment

- Movement of students with special needs to less restrictive environments



Effective School Leadership



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

Survey ²

89%

responded positively to questions about Effective School Leadership

District: 83%
City: 83%

Selected Questions

- 96% of teachers say that the principal communicates a clear vision for this school (City: 82%)
- 88% of teachers say that curriculum and instruction are well coordinated across different grade levels (City: 74%)
- 97% of parents feel that the principal works to create a sense of community in the school (City: 94%)

Strong Family-Community Ties



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

Survey

85%

responded positively to questions about Strong Family-Community Ties

District: 84%
City: 84%

Selected Questions

- 87% of parents say that school staff regularly communicate with them about how parents can help their child learn (City: 88%)
- 89% of parents feel that teachers understand families' problems and concerns (City: 89%)
- 97% of teachers say that teachers at this school work closely with families to meet student needs (City: 90%)

Trust



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

Survey

88%

responded positively to questions about Trust

District: 85%
City: 86%

Selected Questions

- 86% of teachers say that they trust the principal (City: 78%)
- 82% of teachers say that they trust each other (City: 82%)
- 92% of parents say that school staff work hard to build trusting relationships with them (City: 92%)
- 87% of students say that teachers treat them with respect (City: 86%)

Additional Information

This report is intended to provide a useful summary of school information, but it does not cover everything.

To learn more, parents are encouraged to review additional resources, such as the School Directory, the School Quality Guide, the Quality Review, and the NYC School Survey, and to speak with members of the school community.

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KEY:



For more information on this document: <http://schools.nyc.gov/NR/rdonlyres/F75142FB-AC20-46B0-BFF3-B6F3B05B88A3/0/SnapshotFamilyGuideMS2015.pdf>

School Quality Guide: http://schools.nyc.gov/OA/SchoolReports/2015-16/School_Quality_Guide_2016_EMS_Q157.pdf
Quality Review: http://schools.nyc.gov/OA/SchoolReports/2014-15/Quality_Review_2015_Q157.pdf
NYC School Survey: http://schools.nyc.gov/OA/SchoolReports/2015-16/Survey_2016_Q157.pdf
NYC School Directory: <http://schoolfinder.nyc.gov/-/schools/28Q157>