Summary of Section Ratings

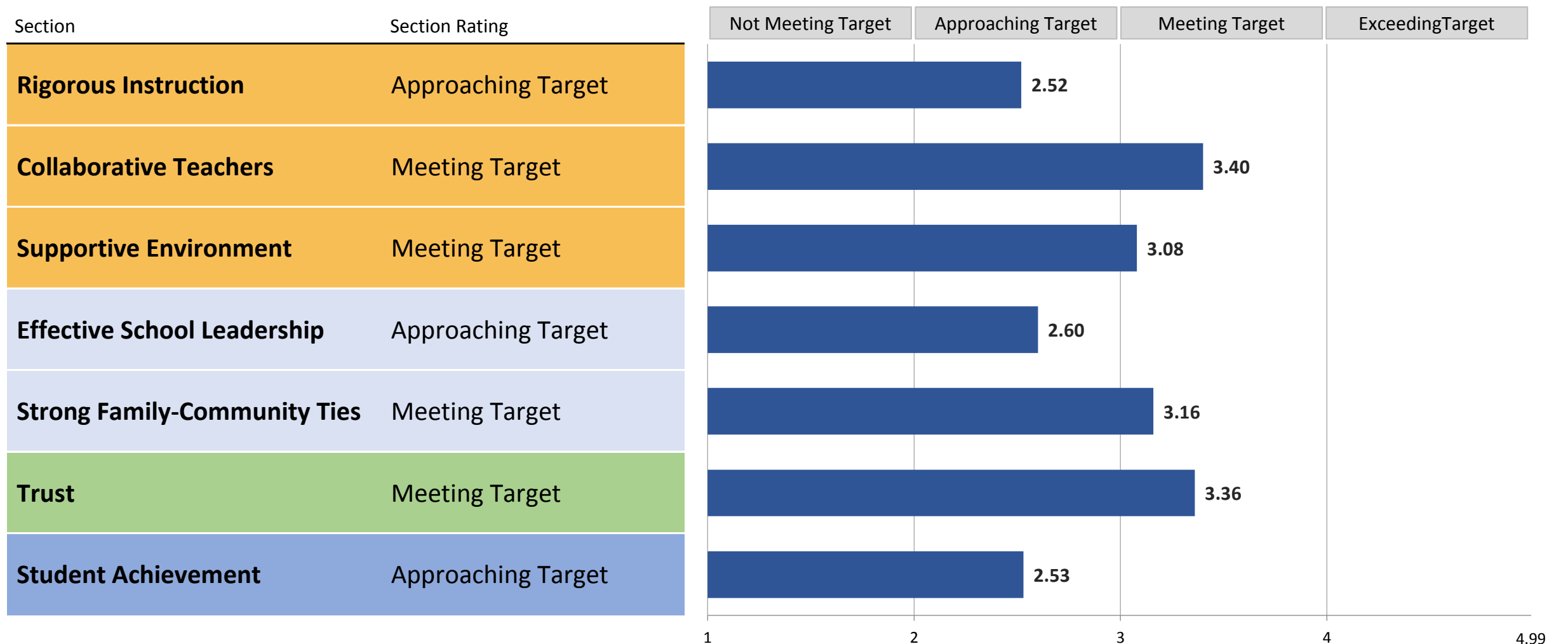Madiba Prep Middle School

Framework for Great Schools

The Framework consists of six elements—Rigorous Instruction, Collaborative Teachers, Supportive Environment, Effective School Leadership, Strong Family-Community Ties, and Trust—that drive Student Achievement. The School Quality Guide shares ratings and data on each of the Framework elements, based on information from Quality Reviews, the NYC School Survey, student attendance, and movement of students with disabilities to less restrictive environments. The School Quality Guide also shares ratings and data on Student Achievement based on a variety of quantitative measures of student growth and performance.

Section	Section Rating
Rigorous Instruction	Approaching Target
Collaborative Teachers	Meeting Target
Supportive Environment	Meeting Target
Effective School Leadership	Approaching Target
Strong Family-Community Ties	Meeting Target
Trust	Meeting Target
Student Achievement	Approaching Target

Not Meeting Target	Approaching Target	Meeting Target	ExceedingTarget

- Rigorous Instruction: 2.52
- Collaborative Teachers: 3.40
- Supportive Environment: 3.08
- Effective School Leadership: 2.60
- Strong Family-Community Ties: 3.16
- Trust: 3.36
- Student Achievement: 2.53

Section scores are on a scale from 1.00 - 4.99. The first digit corresponds to the section rating, and the additional digits show how close the school was to the next rating level.

State Accountability Status: Good Standing

This designation is determined by the New York State Department of Education. More information on New York State accountability can be found at:
http://schools.nyc.gov/Accountability/tools/accountability/default.htm

Note

In addition, an online version of the 2014-15 School Quality Guide, with additional features, can be found at http://schoolqualityreports.nyc

Student Enrollment

Grade	2012 - 2013	2013 - 2014	2014 - 2015
Grade 6	92	84	49
Grade 7	-	81	79
Grade 8	-	-	80
All students	**92**	**165**	**208**

Student Demographics

	2012 - 2013	2013 - 2014	2014 - 2015
% English Language Learners	2%	2%	3%
% Free Lunch Eligible	88%	88%	80%
% Student with IEPs	26%	25%	28%
% Student with IEPs (less than 20% time)	4%	2%	7%
% HRA Eligible	-	66%	60%
% Temporary Housing	-	20%	19%
% Asian	0%	1%	0%
% Black	84%	82%	80%
% Hispanic	14%	15%	18%
% White	2%	1%	1%
% Other	0%	1%	0%
Average Incoming ELA Proficiency	2.80	2.47	2.46
Average Incoming Math Proficiency	2.97	2.54	2.55

Student Achievement Rating	Student Achievement Score
Approaching Target	**2.53**

Student Achievement Metrics	n	2014-15 School Value	Bottom of Target Range	2014-15 Targets			Top of Target Range	Metric Score	Weight Pct
				Approaching Target	Meeting Target	Exceeding Target			
State Test Results - ELA									
Average Student Proficiency	199	**2.18**	1.94	2.16	2.29	2.43	2.69	**2.15**	10.87%
Percentage of Students at Level 3 or 4	199	**9.5%**	0.7%	7.9%	13.2%	19.2%	27.6%	**2.30**	10.87%
Median Adjusted Growth Percentile	192	**56.0**	45.8	52.2	61.2	67.2	77.9	**2.42**	10.87%
Median Adjusted Growth Percentile - School's Lowest Third	68	**74.0**	61.5	67.5	76.2	81.9	92.2	**2.75**	10.87%
State Test Results - Math									
Average Student Proficiency	202	**2.13**	1.80	2.09	2.28	2.49	2.82	**2.21**	10.87%
Percentage of Students at Level 3 or 4	202	**8.9%**	0.0%	7.9%	13.7%	20.3%	29.7%	**2.17**	10.87%
Median Adjusted Growth Percentile	195	**60.0**	38.1	46.3	58.2	66.0	80.0	**3.23**	10.87%
Median Adjusted Growth Percentile - School's Lowest Third	68	**64.0**	57.3	63.6	72.6	78.6	89.3	**2.04**	10.87%
Core Course Pass Rates									
ELA	201	**81.6%**	66.8%	76.3%	83.3%	91.1%	100.0%	**2.76**	2.17%
Math	201	**77.1%**	64.9%	74.9%	82.3%	90.6%	100.0%	**2.30**	2.17%
Science	201	**85.1%**	68.6%	77.5%	84.2%	91.6%	100.0%	**3.12**	2.17%
Social Studies	201	**84.6%**	61.1%	72.2%	80.4%	89.5%	100.0%	**3.46**	2.17%
Percent of 8th Graders Earning HS Credit	77	**16.9%**	0.0%	11.3%	19.8%	29.2%	40.7%	**2.66**	4.35%
9th Grade Adjusted Credit Accumulation of Former 8th Graders			55.0%	68.0%	77.0%	88.0%	100.0%		0.00%
							Weighted Average Score		**2.46**

Closing the Achievement Gap (CtAG) Metrics	n	2014-15 School Population %	Population % of Range	2014-15 School Value	Bottom of Target Range	2014-15 Targets			Top of Target Range	Metric Score	Extra Points Possible	Extra Points Earned
						Approaching Target	Meeting Target	Exceeding Target				
ELA - Percent at Level 3 or 4												
○ Self-Contained	16	8.0%	41.5%	**0.0%**	0.0%	0.4%	0.8%	1.3%	2.2%	**1.00**	0.030	0.000
Integrated Co-Teaching	27	13.6%	74.7%	**3.7%**	0.0%	1.6%	3.2%	5.1%	8.4%	**3.26**	0.030	0.017
○ SETSS	6	3.0%	32.3%	**0.0%**	0.0%	2.6%	5.2%	8.2%	13.6%	**1.00**	0.030	0.000
Math - Percent at Level 3 or 4												
○ Self-Contained	17	8.4%	44.4%	**0.0%**	0.0%	0.7%	1.4%	2.3%	3.8%	**1.00**	0.030	0.000
○ Integrated Co-Teaching	28	13.9%	76.8%	**0.0%**	0.0%	2.4%	4.8%	7.6%	12.6%	**1.00**	0.030	0.000
○ SETSS	6	3.0%	32.6%	**0.0%**	0.0%	3.3%	6.6%	10.4%	17.2%	**1.00**	0.030	0.000
ELA - Percent at 75th+ Growth Percentile												
ELL	7	3.6%	8.1%	**57.1%**	17.2%	27.0%	36.6%	47.8%	68.0%		0.030	0.000
○ Lowest Third Citywide	101	52.6%	67.5%	**36.6%**	31.5%	39.4%	47.2%	56.3%	72.7%	**1.65**	0.030	0.005
Black and Hispanic Males in Lowest Third Citywide	57	29.7%	66.4%	**38.6%**	29.6%	38.0%	46.2%	55.9%	73.2%	**2.07**	0.030	0.008
○ SC/ICT/SETSS	46	24.0%	56.5%	**41.3%**	35.0%	42.9%	50.8%	60.0%	76.4%	**1.80**	0.030	0.006
Math - Percent at 75th+ Growth Percentile												
ELL	8	4.1%	8.5%	**37.5%**	12.4%	22.8%	33.0%	45.0%	66.4%		0.030	0.000
○ Lowest Third Citywide	119	61.0%	75.1%	**32.8%**	24.4%	34.1%	43.7%	54.9%	75.0%	**1.87**	0.030	0.007
Black and Hispanic Males in Lowest Third Citywide	65	33.3%	74.8%	**38.5%**	24.1%	34.0%	43.7%	55.1%	75.5%	**2.46**	0.030	0.011
SC/ICT/SETSS	48	24.6%	59.7%	**39.6%**	25.8%	34.5%	43.0%	53.1%	71.0%	**2.60**	0.030	0.012
ELL Progress	8	3.8%	10.5%	**12.5%**	11.3%	22.8%	34.2%	47.5%	71.3%		0.030	0.000
									CtAG Additional Points			**0.07**
									Overall Student Achievement Score			**2.53**

● Filled circle indicates a metric rating of Exceeding Target (and a metric score of 4.00 or higher).

○ Empty circle indicates a metric rating of Not Meeting Target (and a metric score of 1.99 or lower).

	Metric Value	Metric Score	Weight Pct
Rigorous Instruction			
Quality Review 1.1	Developing	2.00	22%
Quality Review 1.2	Developing	2.00	22%
Quality Review 2.2	Developing	2.00	22%
NYC School Survey - Rigorous Instruction	87%	3.48	34%
Section Rating: Approaching Target	**Section Score:**	**2.52**	
Collaborative Teachers			
Quality Review 4.2	Proficient	3.40	50%
NYC School Survey - Collaborative Teachers	87%	3.36	50%
Section Rating: Meeting Target	**Section Score:**	**3.40**	
Supportive Environment			
Quality Review 3.4	Proficient	3.40	30%
NYC School Survey - Supportive Environment	84%	3.00	35%
Percentage of students with 90%+ attendance			
EMS	72.6%	2.92	
HS			
Overall	72.6%	2.92	30%
Movement of students with disabilities to less restrictive environments			
EMS	0.35	3.05	
HS			
Overall	0.35	3.05	5%
Section Rating: Meeting Target	**Section Score:**	**3.08**	
Effective School Leadership			
NYC School Survey - Effective School Leadership	76%	2.60	100%
Section Rating: Approaching Target	**Section Score:**	**2.60**	
Strong Family-Community Ties			
NYC School Survey - Strong Family-Community Ties	80%	3.16	100%
Section Rating: Meeting Target	**Section Score:**	**3.16**	
Trust			
NYC School Survey - Trust	88%	3.36	100%
Section Rating: Meeting Target	**Section Score:**	**3.36**	

		Survey % Positive	City Range			Percent of Range	Score
			Bottom of Range	City Avg	Top of Range		
Rigorous Instruction							
● Common Core shifts in literacy	Teachers	97	79.4	91.4	100.0	0.83	4.32
● Common Core shifts in math	Teachers	94	68.9	87.1	100.0	0.82	4.28
Course clarity	Students	90	81.3	89.7	98.1	0.51	3.04
Quality of student discussion	Teachers	68	53.2	78.4	100.0	0.32	2.28
Section Results:		**87%**					**3.48**
Collaborative Teachers							
Cultural awareness:							
Cultural awareness	Teachers	94	84.5	94.1	100.0	0.63	
Cultural awareness	Parents	93	87.1	93.3	99.5	0.50	
Cultural awareness	Students	83	70.6	84.2	97.8	0.45	
Cultural awareness	Combined	90				0.53	3.12
Inclusive classroom instruction	Teachers	92	81.7	93.3	100.0	0.54	3.16
○ Quality of professional development	Teachers	64	54.0	77.4	100.0	0.21	1.84
School commitment	Teachers	73	59.7	84.3	100.0	0.34	2.36
● Innovation	Teachers	95	65.8	85.2	100.0	0.85	4.40
● Reflective dialogue	Teachers	98	86.6	95.8	100.0	0.81	4.24
● Peer collaboration	Teachers	97	76.7	91.9	100.0	0.88	4.52
Focus on student learning	Teachers	84	68.4	88.4	100.0	0.49	2.96
Collective responsibility	Teachers	86	57.5	82.3	100.0	0.68	3.72
Section Results:		**87%**					**3.36**
Supportive Environment							
Safety:							
Safety	Teachers						
Safety	Students	82	67.5	82.9	98.3	0.48	
Safety	Combined	82				0.48	2.92
Classroom behavior:							
Classroom behavior	Teachers						
Classroom behavior	Students	80	63.4	79.2	95.0	0.51	
Classroom behavior	Combined	80				0.51	3.04
● Social-emotional measure	Teachers	99	84.7	95.3	100.0	0.92	4.68
○ Peer interactions	Students	73	67.5	80.7	93.9	0.22	1.88
Next-level guidance	Students	88	76.9	88.3	99.7	0.49	2.96
Press toward academic achievement:							
Press toward academic achievement	Teachers						
Press toward academic achievement	Students	86	80.6	88.2	95.8	0.38	
Press toward academic achievement	Combined	86				0.38	2.52
Personal attention and support	Students	89	74.1	85.5	96.9	0.65	3.60
Peer support for academic work:							
Peer support for academic work	Teachers						
Peer support for academic work	Parents	80	76.8	88.6	100.0	0.15	
Peer support for academic work	Students	66	48.0	66.6	85.2	0.49	
Peer support for academic work	Combined	73				0.32	2.28
Section Results:		**84%**					**3.00**

		Survey % Positive	City Range			Percent of Range	Score
			Bottom of Range	City Avg	Top of Range		
Effective School Leadership							
Inclusive principal leadership	Parents	91	82.1	90.7	99.3	0.50	3.00
Teacher influence	Teachers	55	34.5	67.1	99.7	0.31	2.24
Program coherence	Teachers	79	60.8	85.2	100.0	0.46	2.84
Principal instructional leadership	Teachers	78	67.2	88.0	100.0	0.33	2.32
Section Results:		76%					**2.60**
Strong Family Community Ties							
Teacher outreach to parents:							
Teacher outreach to parents	Teachers	89	79.9	92.5	100.0	0.47	
Teacher outreach to parents	Parents	92	81.6	90.6	99.6	0.59	
Teacher outreach to parents	Combined	91				0.53	3.12
Parent involvement in the schools	Parents	68	47.1	66.3	85.5	0.54	3.16
Section Results:		80%					**3.16**
Trust							
Parent-teacher trust	Parents	93	88.9	94.3	99.7	0.50	3.00
● Parent-principal trust	Parents	96	88.6	94.8	100.0	0.75	4.00
Student-teacher trust	Students	82	69.2	82.0	94.8	0.48	2.92
○ Teacher-principal trust	Teachers	71	63.2	87.4	100.0	0.22	1.88
● Teacher-teacher trust	Teachers	100	74.2	90.6	100.0	1.00	4.99
Section Results:		88%					**3.36**

These tables show the values needed in 2015-16 for the school to achieve a rating of Exceeding Target, Meeting Target, Approaching Target, or Not Meeting Target on each metric.

Student Achievement Metrics	2014-15 School Value	2015-16 Targets			
		Not Meeting Target	Approaching Target	Meeting Target	Exceeding Target
State Test Results - ELA*					
Average Student Proficiency	2.18	2.28 or lower	2.29 to 2.35	2.36 to 2.42	2.43 or higher
Average Student Proficiency - School's Lowest Third	1.86	1.85 or lower	1.86 to 1.94	1.95 to 2.00	2.01 or higher
Percentage of Students at Level 3 or 4	9.5%	13.6% or lower	13.7% to 17.3%	17.4% to 20.3%	20.4% or higher
State Test Results - Math*					
Average Student Proficiency	2.13	2.18 or lower	2.19 to 2.31	2.32 to 2.41	2.42 or higher
Average Student Proficiency - School's Lowest Third	1.78	1.79 or lower	1.80 to 1.89	1.90 to 1.99	2.00 or higher
Percentage of Students at Level 3 or 4	8.9%	10.8% or lower	10.9% to 16.6%	16.7% to 21.4%	21.5% or higher
Core Course Pass Rates					
ELA	81.6%	78.0% or lower	78.1% to 83.2%	83.3% to 87.4%	87.5% or higher
Math	77.1%	79.4% or lower	79.5% to 84.2%	84.3% to 88.2%	88.3% or higher
Science	85.1%	81.0% or lower	81.1% to 85.4%	85.5% to 89.1%	89.2% or higher
Social Studies	84.6%	76.3% or lower	76.4% to 81.9%	82.0% to 86.4%	86.5% or higher
Percent of 8th Graders Earning HS Credit	16.9%	9.3% or lower	9.4% to 14.6%	14.7% to 18.9%	19.0% or higher
9th Grade Adjusted Credit Accumulation of Former 8th Graders		76.9% or lower	77.0% to 80.9%	81.0% to 84.9%	85.0% or higher

Closing the Achievement Gap Metrics*	2014-15 School Value	2015-16 Targets			
		Not Meeting Target	Approaching Target	Meeting Target	Exceeding Target
ELA - Average Proficiency Rating					
Self-Contained	1.79	1.79 or lower	1.80 to 1.85	1.86 to 1.91	1.92 or higher
Integrated Co-Teaching	2.00	1.88 or lower	1.89 to 1.96	1.97 to 2.02	2.03 or higher
SETSS	2.03	1.91 or lower	1.92 to 2.03	2.04 to 2.12	2.13 or higher
ELL	1.87	2.01 or lower	2.02 to 2.12	2.13 to 2.22	2.23 or higher
Lowest Third Citywide	1.91	1.91 or lower	1.92 to 1.96	1.97 to 2.00	2.01 or higher
Black and Hispanic Males in Lowest Third Citywide	1.90	1.88 or lower	1.89 to 1.93	1.94 to 1.99	2.00 or higher
Math - Average Proficiency Rating					
Self-Contained	1.75	1.70 or lower	1.71 to 1.79	1.80 to 1.89	1.90 or higher
Integrated Co-Teaching	1.88	1.81 or lower	1.82 to 1.93	1.94 to 2.03	2.04 or higher
SETSS	1.96	1.89 or lower	1.90 to 2.04	2.05 to 2.17	2.18 or higher
ELL	1.89	2.01 or lower	2.02 to 2.17	2.18 to 2.30	2.31 or higher
Lowest Third Citywide	1.84	1.81 or lower	1.82 to 1.89	1.90 to 1.99	2.00 or higher
Black and Hispanic Males in Lowest Third Citywide	1.84	1.81 or lower	1.82 to 1.89	1.90 to 1.99	2.00 or higher
ELL Progress	12.5%	37.6% or lower	37.7% to 47.4%	47.5% to 55.4%	55.5% or higher

*To earn additional points from the Closing the Achievement Gap section on the 2015-16 School Quality Reports, the school must meet the targets below and have a population percentage (of the relevant high-need group) that is not more than one standard deviation below the citywide average.

Supportive Environment Metrics	2014-15 School Value	2015-16 Targets			
		Not Meeting Target	Approaching Target	Meeting Target	Exceeding Target
Percentage of Students with 90%+ Attendance	72.6%	65.3% or lower	65.4% to 71.2%	71.3% to 75.9%	76.0% or higher
Movement of Students with Disabilities to Less Restrictive Environments	0.35	0.18 or lower	0.19 to 0.29	0.30 to 0.38	0.39 or higher

*   If the participation in state tests is low, the targets may be adjusted to reflect the students at the school that actually take the tests.