Summary of Section Ratings

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	Not Meeting Target	Approaching Target	Meeting Target	ExceedingTarget
Rigorous Instruction	N/A				
Collaborative Teachers	N/A				
Supportive Environment	N/A				
Effective School Leadership	Approaching Target	2.40			
Strong Family-Community Ties	Approaching Target	2.84			
Trust	Approaching Target	2.96			
Student Achievement	Meeting Target			3.92	

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: Local Assistance Plan

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
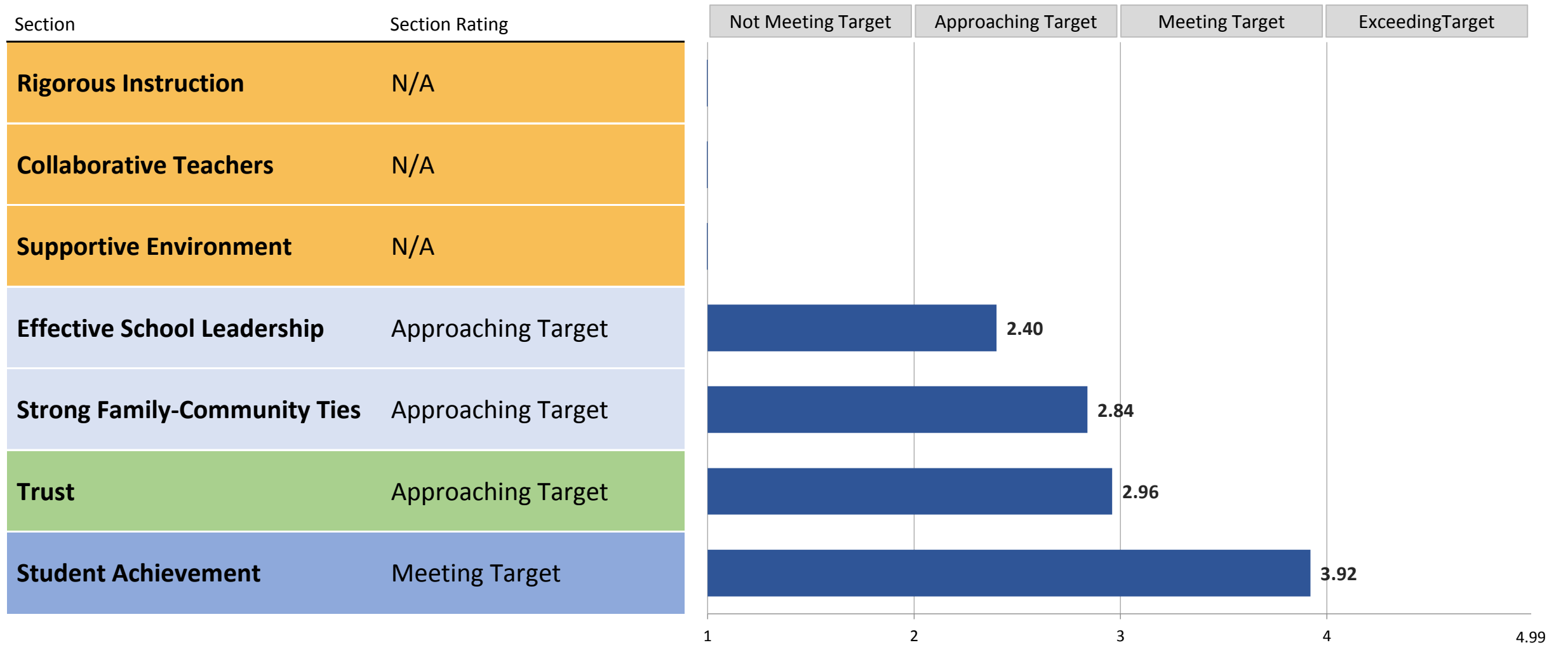
Note

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	677	655	670
Grade 7	713	696	676
Grade 8	683	728	718
All students	**2073**	**2079**	**2064**

Student Demographics

	2012 - 2013	2013 - 2014	2014 - 2015
% English Language Learners	22%	22%	24%
% Free Lunch Eligible	84%	84%	86%
% Student with IEPs	16%	16%	17%
% Student with IEPs (less than 20% time)	6%	5%	7%
% HRA Eligible	-	59%	55%
% Temporary Housing	-	5%	7%
% Asian	7%	8%	7%
% Black	3%	2%	2%
% Hispanic	87%	88%	89%
% White	2%	2%	2%
% Other	0%	0%	0%
Average Incoming ELA Proficiency	2.80	2.45	2.40
Average Incoming Math Proficiency	3.22	2.75	2.69

Student Achievement Rating	Student Achievement Score
Meeting Target	**3.92**

Student Achievement Metrics

	n	2014-15 School Value	Bottom of Target Range	Approaching Target	Meeting Target	Exceeding Target	Top of Target Range	Metric Score	Weight Pct
State Test Results - ELA									
Average Student Proficiency	1980	**2.43**	2.09	2.34	2.46	2.60	2.83	**2.75**	9.80%
Percentage of Students at Level 3 or 4	1980	**19.5%**	5.8%	14.5%	20.6%	27.4%	35.6%	**2.82**	9.80%
Median Adjusted Growth Percentile	1889	**66.0**	51.2	56.1	63.1	67.7	76.1	**3.63**	9.80%
Median Adjusted Growth Percentile - School's Lowest Third	655	**78.0**	64.5	68.9	75.2	79.3	87.0	**3.68**	9.80%
State Test Results - Math									
Average Student Proficiency	2019	**2.57**	1.95	2.30	2.52	2.77	3.09	**3.20**	9.80%
Percentage of Students at Level 3 or 4	2019	**26.5%**	0.4%	14.2%	24.5%	36.0%	49.3%	**3.17**	9.80%
● Median Adjusted Growth Percentile	1945	**69.0**	44.8	51.7	61.5	68.0	79.6	**4.09**	9.80%
● Median Adjusted Growth Percentile - School's Lowest Third	690	**79.0**	57.6	63.6	72.2	77.9	88.1	**4.11**	9.80%
Core Course Pass Rates									
● ELA	2006	**98.6%**	70.5%	79.1%	85.2%	92.1%	100.0%	**4.82**	1.96%
● Math	2006	**98.0%**	70.9%	79.4%	85.5%	92.3%	100.0%	**4.74**	1.96%
● Science	2006	**97.2%**	73.7%	81.5%	86.9%	93.0%	100.0%	**4.60**	1.96%
● Social Studies	2006	**98.5%**	68.8%	77.9%	84.4%	91.7%	100.0%	**4.82**	1.96%
● Percent of 8th Graders Earning HS Credit	703	**43.4%**	0.0%	16.0%	27.9%	41.2%	56.6%	**4.14**	3.92%
● 9th Grade Adjusted Credit Accumulation of Former 8th Graders	686	**92.0%**	72.0%	81.0%	86.0%	92.0%	99.0%	**4.00**	9.80%

	Weighted Average Score	3.62

Closing the Achievement Gap (CtAG) Metrics

	n	2014-15 School Population %	Population % of Range	2014-15 School Value	Bottom of Target Range	Approaching Target	Meeting Target	Exceeding Target	Top of Target Range	Metric Score	Extra Points Possible	Extra Points Earned
ELA - Percent at Level 3 or 4												
● Self-Contained	138	7.0%	36.3%	**2.2%**	0.0%	0.4%	0.8%	1.3%	2.2%	**4.99**	0.030	0.030
Integrated Co-Teaching	156	7.9%	43.4%	**2.6%**	0.0%	1.6%	3.2%	5.1%	8.4%	**2.63**	0.030	0.012
○ SETSS	56	2.8%	30.1%	**1.8%**	0.0%	2.6%	5.2%	8.2%	13.6%	**1.69**	0.030	0.005
Math - Percent at Level 3 or 4												
● Self-Contained	137	6.8%	36.0%	**3.6%**	0.0%	0.7%	1.4%	2.3%	3.8%	**4.87**	0.030	0.029
Integrated Co-Teaching	156	7.7%	42.5%	**4.5%**	0.0%	2.4%	4.8%	7.6%	12.6%	**2.88**	0.030	0.014
SETSS	54	2.7%	29.3%	**7.4%**	0.0%	3.3%	6.6%	10.4%	17.2%	**3.21**	0.030	0.017
ELA - Percent at 75th+ Growth Percentile												
ELL	726	38.4%	85.9%	**40.2%**	17.2%	27.0%	36.6%	47.8%	68.0%	**3.32**	0.030	0.017
Lowest Third Citywide	775	41.0%	51.5%	**52.9%**	31.5%	39.4%	47.2%	56.3%	72.7%	**3.63**	0.030	0.020
Black and Hispanic Males in Lowest Third Citywide	388	20.5%	45.9%	**51.8%**	29.6%	38.0%	46.2%	55.9%	73.2%	**3.58**	0.030	0.019
SC/ICT/SETSS	347	18.4%	39.5%	**52.2%**	35.0%	42.9%	50.8%	60.0%	76.4%	**3.15**	0.030	0.016
Math - Percent at 75th+ Growth Percentile												
ELL	781	40.2%	82.9%	**44.4%**	12.4%	22.8%	33.0%	45.0%	66.4%	**3.95**	0.030	0.022
● Lowest Third Citywide	720	37.0%	45.3%	**56.4%**	24.4%	34.1%	43.7%	54.9%	75.0%	**4.07**	0.030	0.023
● Black and Hispanic Males in Lowest Third Citywide	358	18.4%	41.3%	**57.5%**	24.1%	34.0%	43.7%	55.1%	75.5%	**4.12**	0.030	0.023
● SC/ICT/SETSS	345	17.7%	38.5%	**59.4%**	25.8%	34.5%	43.0%	53.1%	71.0%	**4.35**	0.030	0.025
● ELL Progress	473	23.0%	63.7%	**64.9%**	11.3%	22.8%	34.2%	47.5%	71.3%	**4.73**	0.030	0.028

	CtAG Additional Points	0.30

	Overall Student Achievement Score	3.92

● 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			
Quality Review 1.2			
Quality Review 2.2			
NYC School Survey - Rigorous Instruction	87%	3.20	
Section Rating:		**Section Score:**	
Collaborative Teachers			
Quality Review 4.2			
NYC School Survey - Collaborative Teachers	85%	3.12	
Section Rating:		**Section Score:**	
Supportive Environment			
Quality Review 3.4			
NYC School Survey - Supportive Environment	86%	3.20	
Percentage of students with 90%+ attendance			
EMS	91.0%	4.20	
HS			
Overall	91.0%	4.20	
Movement of students with disabilities to less restrictive environments			
EMS	0.20	2.18	
HS			
Overall	0.20	2.18	
Section Rating:		**Section Score:**	
Effective School Leadership			
NYC School Survey - Effective School Leadership	74%	2.40	100%
Section Rating: Approaching Target		**Section Score:**	**2.40**
Strong Family-Community Ties			
NYC School Survey - Strong Family-Community Ties	76%	2.84	100%
Section Rating: Approaching Target		**Section Score:**	**2.84**
Trust			
NYC School Survey - Trust	86%	2.96	100%
Section Rating: Approaching Target		**Section Score:**	**2.96**

			City Range				
		Survey % Positive	Bottom of Range	City Avg	Top of Range	Percent of Range	Score
Rigorous Instruction							
Common Core shifts in literacy	Teachers	90	79.4	91.4	100.0	0.50	3.00
Common Core shifts in math	Teachers	89	68.9	87.1	100.0	0.63	3.52
Course clarity	Students	90	81.3	89.7	98.1	0.50	3.00
Quality of student discussion	Teachers	79	53.2	78.4	100.0	0.56	3.24
Section Results:		**87%**					**3.20**
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	87	70.6	84.2	97.8	0.60	
Cultural awareness	Combined	91				0.58	3.32
Inclusive classroom instruction	Teachers	95	81.7	93.3	100.0	0.75	4.00
Quality of professional development	Teachers	72	54.0	77.4	100.0	0.39	2.56
School commitment	Teachers	79	59.7	84.3	100.0	0.47	2.88
Innovation	Teachers	82	65.8	85.2	100.0	0.46	2.84
Reflective dialogue	Teachers	92	86.6	95.8	100.0	0.50	3.00
Peer collaboration	Teachers	91	76.7	91.9	100.0	0.61	3.44
Focus on student learning	Teachers	84	68.4	88.4	100.0	0.49	2.96
Collective responsibility	Teachers	80	57.5	82.3	100.0	0.54	3.16
Section Results:		**85%**					**3.12**
Supportive Environment							
Safety:							
Safety	Teachers						
Safety	Students	88	67.5	82.9	98.3	0.65	
Safety	Combined	88				0.65	3.60
Classroom behavior:							
Classroom behavior	Teachers						
Classroom behavior	Students	74	63.4	79.2	95.0	0.32	
Classroom behavior	Combined	74				0.32	2.28
Social-emotional measure	Teachers	93	84.7	95.3	100.0	0.56	3.24
Peer interactions	Students	84	67.5	80.7	93.9	0.63	3.52
Next-level guidance	Students	92	76.9	88.3	99.7	0.65	3.60
Press toward academic achievement:							
Press toward academic achievement	Teachers						
Press toward academic achievement	Students	89	80.6	88.2	95.8	0.56	
Press toward academic achievement	Combined	89				0.56	3.24
Personal attention and support	Students	87	74.1	85.5	96.9	0.55	3.20
Peer support for academic work:							
Peer support for academic work	Teachers						
Peer support for academic work	Parents	89	76.8	88.6	100.0	0.52	
Peer support for academic work	Students	67	48.0	66.6	85.2	0.51	
Peer support for academic work	Combined	78				0.51	3.04
Section Results:		**86%**					**3.20**

| | | Survey % Positive | City Range | | | Percent of Range | Score |
			Bottom of Range	City Avg	Top of Range		
Effective School Leadership							
Inclusive principal leadership	Parents	88	82.1	90.7	99.3	0.34	2.36
○ Teacher influence	Teachers	48	34.5	67.1	99.7	0.21	1.84
Program coherence	Teachers	79	60.8	85.2	100.0	0.46	2.84
Principal instructional leadership	Teachers	79	67.2	88.0	100.0	0.37	2.48
Section Results:		74%					**2.40**
Strong Family Community Ties							
Teacher outreach to parents:							
Teacher outreach to parents	Teachers	93	79.9	92.5	100.0	0.64	
Teacher outreach to parents	Parents	90	81.6	90.6	99.6	0.50	
Teacher outreach to parents	Combined	91				0.57	3.28
Parent involvement in the schools	Parents	61	47.1	66.3	85.5	0.35	2.40
Section Results:		76%					**2.84**
Trust							
Parent-teacher trust	Parents	94	88.9	94.3	99.7	0.50	3.00
● Parent-principal trust	Parents	95	88.6	94.8	100.0	0.75	4.00
Student-teacher trust	Students	83	69.2	82.0	94.8	0.53	3.12
Teacher-principal trust	Teachers	75	63.2	87.4	100.0	0.32	2.28
Teacher-teacher trust	Teachers	83	74.2	90.6	100.0	0.33	2.32
Section Results:		86%					**2.96**

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

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	2.43	2.37 or lower	2.38 to 2.44	2.45 to 2.50	2.51 or higher
Average Student Proficiency - School's Lowest Third	1.98	1.92 or lower	1.93 to 2.00	2.01 to 2.07	2.08 or higher
Percentage of Students at Level 3 or 4	19.5%	18.0% or lower	18.1% to 21.7%	21.8% to 24.7%	24.8% or higher
State Test Results - Math*					
Average Student Proficiency	2.57	2.39 or lower	2.40 to 2.51	2.52 to 2.62	2.63 or higher
Average Student Proficiency - School's Lowest Third	2.02	1.87 or lower	1.88 to 1.99	2.00 to 2.09	2.10 or higher
Percentage of Students at Level 3 or 4	26.5%	19.1% or lower	19.2% to 24.9%	25.0% to 29.7%	29.8% or higher
Core Course Pass Rates					
ELA	98.6%	81.5% or lower	81.6% to 85.8%	85.9% to 89.3%	89.4% or higher
Math	98.0%	81.4% or lower	81.5% to 85.8%	85.9% to 89.3%	89.4% or higher
Science	97.2%	83.5% or lower	83.6% to 87.4%	87.5% to 90.5%	90.6% or higher
Social Studies	98.5%	79.5% or lower	79.6% to 84.3%	84.4% to 88.2%	88.3% or higher
Percent of 8th Graders Earning HS Credit	43.4%	15.5% or lower	15.6% to 24.3%	24.4% to 31.5%	31.6% or higher
9th Grade Adjusted Credit Accumulation of Former 8th Graders	92.0%	79.9% or lower	80.0% to 84.9%	85.0% to 88.9%	89.0% or higher

Closing the Achievement Gap Metrics*

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	1.93	1.77 or lower	1.78 to 1.84	1.85 to 1.89	1.90 or higher
Integrated Co-Teaching	2.06	1.98 or lower	1.99 to 2.06	2.07 to 2.12	2.13 or higher
SETSS	2.09	2.04 or lower	2.05 to 2.15	2.16 to 2.24	2.25 or higher
ELL	2.13	2.01 or lower	2.02 to 2.12	2.13 to 2.22	2.23 or higher
Lowest Third Citywide	2.01	1.92 or lower	1.93 to 1.97	1.98 to 2.01	2.02 or higher
Black and Hispanic Males in Lowest Third Citywide	1.97	1.88 or lower	1.89 to 1.93	1.94 to 1.99	2.00 or higher
Math - Average Proficiency Rating					
Self-Contained	2.00	1.73 or lower	1.74 to 1.82	1.83 to 1.89	1.90 or higher
Integrated Co-Teaching	2.17	1.93 or lower	1.94 to 2.05	2.06 to 2.15	2.16 or higher
SETSS	2.15	2.00 or lower	2.01 to 2.15	2.16 to 2.28	2.29 or higher
ELL	2.30	2.09 or lower	2.10 to 2.25	2.26 to 2.38	2.39 or higher
Lowest Third Citywide	2.02	1.86 or lower	1.87 to 1.93	1.94 to 1.99	2.00 or higher
Black and Hispanic Males in Lowest Third Citywide	2.00	1.86 or lower	1.87 to 1.92	1.93 to 1.99	2.00 or higher
ELL Progress	64.9%	30.4% or lower	30.5% to 40.2%	40.3% to 48.3%	48.4% 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 <u>and</u> 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

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	91.0%	76.1% or lower	76.2% to 81.7%	81.8% to 86.3%	86.4% or higher
Movement of Students with Disabilities to Less Restrictive Environments	0.20	0.16 or lower	0.17 to 0.26	0.27 to 0.34	0.35 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.**