

# 2014-15 School Quality Guide / MS

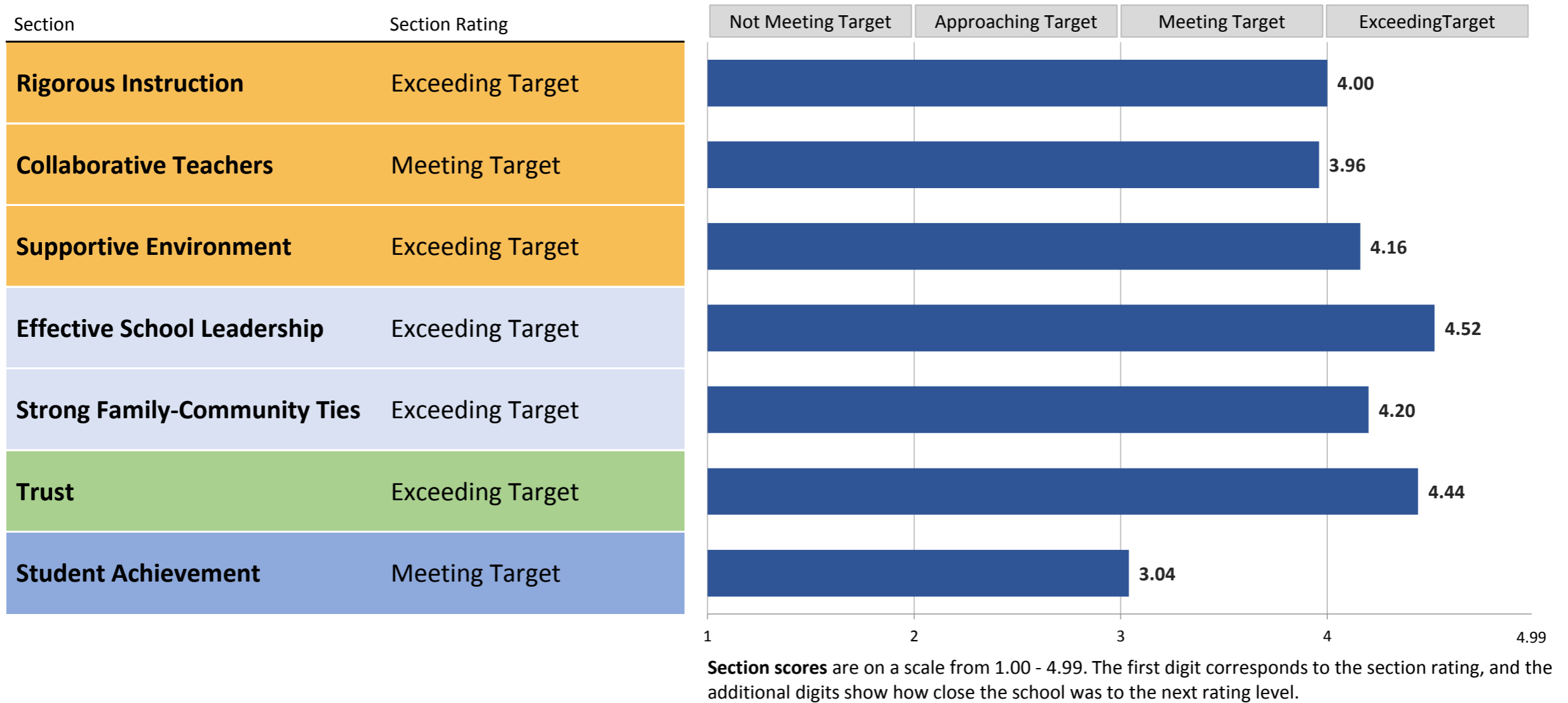
## Summary of Section Ratings

01M332

University Neighborhood 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.



### 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**

<b>Grade</b>	<b>2012 - 2013</b>	<b>2013 - 2014</b>	<b>2014 - 2015</b>
Grade 6	35	22	31
Grade 7	48	33	24
Grade 8	34	45	31
<b>All students</b>	<b>117</b>	<b>100</b>	<b>86</b>

**Student Demographics**

	<b>2012 - 2013</b>	<b>2013 - 2014</b>	<b>2014 - 2015</b>
% English Language Learners	19%	24%	13%
% Free Lunch Eligible	89%	89%	91%
% Student with IEPs	28%	28%	41%
% Student with IEPs (less than 20% time)	13%	9%	10%
% HRA Eligible	-	70%	60%
% Temporary Housing	-	17%	22%
% Asian	3%	5%	5%
% Black	21%	17%	21%
% Hispanic	74%	75%	66%
% White	0%	0%	5%
% Other	0%	3%	3%
Average Incoming ELA Proficiency	2.58	2.25	2.28
Average Incoming Math Proficiency	2.81	2.37	2.31

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Student Achievement Scoring Appendix

01M332  
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Student Achievement Rating <b>Meeting Target</b>	Student Achievement Score <b>3.04</b>
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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			
<b>State Test Results - ELA</b>									
Average Student Proficiency	81	2.26	1.94	2.12	2.21	2.31	2.57	3.50	9.80%
● Percentage of Students at Level 3 or 4	81	17.3%	1.5%	6.6%	10.2%	14.2%	22.3%	4.38	9.80%
○ Median Adjusted Growth Percentile	69	54.0	50.7	55.8	63.1	68.0	76.7	1.65	9.80%
○ Median Adjusted Growth Percentile - School's Lowest Third	25	66.0	67.7	72.4	79.0	83.3	91.0	1.00	9.80%
<b>State Test Results - Math</b>									
Average Student Proficiency	83	2.20	1.80	2.05	2.21	2.39	2.72	2.94	9.80%
● Percentage of Students at Level 3 or 4	83	15.7%	0.0%	6.7%	11.7%	17.3%	26.6%	3.71	9.80%
○ Median Adjusted Growth Percentile	71	67.0	42.7	49.8	60.2	67.1	79.3	3.99	9.80%
○ Median Adjusted Growth Percentile - School's Lowest Third	26	68.5	59.7	65.6	74.1	79.8	89.9	2.34	9.80%
<b>Core Course Pass Rates</b>									
○ ELA	80	11.3%	63.4%	73.8%	81.5%	90.2%	100.0%	1.00	1.96%
● Math	80	100.0%	62.8%	73.4%	81.2%	90.0%	100.0%	4.99	1.96%
● Science	80	100.0%	64.2%	74.4%	82.0%	90.4%	100.0%	4.99	1.96%
○ Social Studies	80	11.3%	60.9%	72.0%	80.3%	89.5%	100.0%	1.00	1.96%
○ Percent of 8th Graders Earning HS Credit	29	0.0%	0.0%	8.9%	15.4%	22.8%	33.5%	1.00	3.92%
9th Grade Adjusted Credit Accumulation of Former 8th Graders	41	77.0%	63.0%	72.0%	78.0%	86.0%	95.0%	2.83	9.80%
								<b>Weighted Average Score</b>	<b>2.86</b>

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				
<b>ELA - Percent at Level 3 or 4</b>												
○ Self-Contained	10	12.3%	63.7%	0.0%	0.0%	0.4%	0.8%	1.3%	2.2%	1.00	0.030	0.000
● Integrated Co-Teaching	17	21.0%	100.0%	17.6%	0.0%	1.6%	3.2%	5.1%	8.4%	4.99	0.030	0.030
○ SETSS	5	6.2%	66.7%	0.0%	0.0%	2.6%	5.2%	8.2%	13.6%	1.00	0.030	0.000
<b>Math - Percent at Level 3 or 4</b>												
○ Self-Contained	10	12.0%	63.5%	0.0%	0.0%	0.7%	1.4%	2.3%	3.8%	1.00	0.030	0.000
● Integrated Co-Teaching	17	20.5%	100.0%	11.8%	0.0%	2.4%	4.8%	7.6%	12.6%	4.84	0.030	0.029
● SETSS	5	6.0%	65.2%	20.0%	0.0%	3.3%	6.6%	10.4%	17.2%	4.99	0.030	0.030
<b>ELA - Percent at 75th+ Growth Percentile</b>												
○ ELL	8	11.6%	26.0%	12.5%	17.2%	27.0%	36.6%	47.8%	68.0%	1.00	0.030	0.000
○ Lowest Third Citywide	28	40.6%	50.9%	42.9%	31.5%	39.4%	47.2%	56.3%	72.7%	2.45	0.030	0.011
○ Black and Hispanic Males in Lowest Third Citywide	12	17.4%	38.9%	33.3%	29.6%	38.0%	46.2%	55.9%	73.2%	1.44	0.030	0.003
○ SC/ICT/SETSS	28	40.6%	100.0%	39.3%	35.0%	42.9%	50.8%	60.0%	76.4%	1.54	0.030	0.004
<b>Math - Percent at 75th+ Growth Percentile</b>												
○ ELL	10	14.1%	29.1%	10.0%	12.4%	22.8%	33.0%	45.0%	66.4%	1.00	0.030	0.000
○ Lowest Third Citywide	43	60.6%	74.6%	37.2%	24.4%	34.1%	43.7%	54.9%	75.0%	2.32	0.030	0.010
○ Black and Hispanic Males in Lowest Third Citywide	18	25.4%	57.1%	38.9%	24.1%	34.0%	43.7%	55.1%	75.5%	2.51	0.030	0.011
○ SC/ICT/SETSS	28	39.4%	100.0%	46.4%	25.8%	34.5%	43.0%	53.1%	71.0%	3.34	0.030	0.018
● ELL Progress	10	11.9%	33.0%	70.0%	11.3%	22.8%	34.2%	47.5%	71.3%	4.95	0.030	0.030
											<b>CtAG Additional Points</b>	<b>0.18</b>
											<b>Overall Student Achievement Score</b>	<b>3.04</b>

- 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
<b>Rigorous Instruction</b>			
Quality Review 1.1	Well Developed	4.99	22%
Quality Review 1.2	Proficient	3.40	22%
Quality Review 2.2	Proficient	3.40	22%
NYC School Survey - Rigorous Instruction	92%	4.12	34%
<b>Section Rating: Exceeding Target</b>	<b>Section Score:</b>	<b>4.00</b>	

<b>Collaborative Teachers</b>			
Quality Review 4.2	Proficient	3.40	50%
NYC School Survey - Collaborative Teachers	96%	4.48	50%
<b>Section Rating: Meeting Target</b>	<b>Section Score:</b>	<b>3.96</b>	

<b>Supportive Environment</b>			
Quality Review 3.4	Well Developed	4.99	30%
NYC School Survey - Supportive Environment	92%	4.24	35%
Percentage of students with 90%+ attendance			
EMS	73.7%	3.52	
HS			
Overall	73.7%	3.52	30%
Movement of students with disabilities to less restrictive environments			
EMS	0.22	2.29	
HS			
Overall	0.22	2.29	5%
<b>Section Rating: Exceeding Target</b>	<b>Section Score:</b>	<b>4.16</b>	

<b>Effective School Leadership</b>			
NYC School Survey - Effective School Leadership	96%	4.52	100%
<b>Section Rating: Exceeding Target</b>	<b>Section Score:</b>	<b>4.52</b>	

<b>Strong Family-Community Ties</b>			
NYC School Survey - Strong Family-Community Ties	86%	4.20	100%
<b>Section Rating: Exceeding Target</b>	<b>Section Score:</b>	<b>4.20</b>	

<b>Trust</b>			
NYC School Survey - Trust	96%	4.44	100%
<b>Section Rating: Exceeding Target</b>	<b>Section Score:</b>	<b>4.44</b>	

		Survey % Positive	City Range			Percent of Range	Score
			Bottom of Range	City Avg	Top of Range		
<b>Rigorous Instruction</b>							
• Common Core shifts in literacy	Teachers	100	79.4	91.4	100.0	1.00	4.99
• Common Core shifts in math	Teachers	95	68.9	87.1	100.0	0.84	4.36
• Course clarity	Students	95	81.3	89.7	98.1	0.79	4.16
Quality of student discussion	Teachers	77	53.2	78.4	100.0	0.50	3.00
<b>Section Results:</b>		92%					<b>4.12</b>
<b>Collaborative Teachers</b>							
Cultural awareness:							
Cultural awareness	Teachers	100	84.5	94.1	100.0	1.00	
Cultural awareness	Parents	97	87.1	93.3	99.5	0.80	
Cultural awareness	Students	94	70.6	84.2	97.8	0.85	
• Cultural awareness	Combined	97				0.88	4.52
• Inclusive classroom instruction	Teachers	96	81.7	93.3	100.0	0.75	4.00
• Quality of professional development	Teachers	96	54.0	77.4	100.0	0.90	4.60
• School commitment	Teachers	96	59.7	84.3	100.0	0.89	4.56
• Innovation	Teachers	93	65.8	85.2	100.0	0.79	4.16
• Reflective dialogue	Teachers	100	86.6	95.8	100.0	1.00	4.99
• Peer collaboration	Teachers	100	76.7	91.9	100.0	1.00	4.99
• Focus on student learning	Teachers	95	68.4	88.4	100.0	0.83	4.32
• Collective responsibility	Teachers	91	57.5	82.3	100.0	0.79	4.16
<b>Section Results:</b>		96%					<b>4.48</b>
<b>Supportive Environment</b>							
Safety:							
Safety	Teachers						
Safety	Students	95	67.5	82.9	98.3	0.88	
• Safety	Combined	95				0.88	4.52
Classroom behavior:							
Classroom behavior	Teachers						
Classroom behavior	Students	89	63.4	79.2	95.0	0.80	
• Classroom behavior	Combined	89				0.80	4.20
• Social-emotional measure	Teachers	98	84.7	95.3	100.0	0.88	4.52
• Peer interactions	Students	90	67.5	80.7	93.9	0.87	4.48
Next-level guidance	Students	92	76.9	88.3	99.7	0.66	3.64
Press toward academic achievement:							
Press toward academic achievement	Teachers						
Press toward academic achievement	Students	92	80.6	88.2	95.8	0.73	
Press toward academic achievement	Combined	92				0.73	3.92
• Personal attention and support	Students	96	74.1	85.5	96.9	0.96	4.84
Peer support for academic work:							
Peer support for academic work	Teachers						
Peer support for academic work	Parents	97	76.8	88.6	100.0	0.87	
Peer support for academic work	Students	68	48.0	66.6	85.2	0.55	
Peer support for academic work	Combined	83				0.71	3.84
<b>Section Results:</b>		92%					<b>4.24</b>

		Survey % Positive	City Range			Percent of Range	Score
			Bottom of Range	City Avg	Top of Range		
<b>Effective School Leadership</b>							
• Inclusive principal leadership	Parents	95	82.1	90.7	99.3	0.77	4.08
• Teacher influence	Teachers	91	34.5	67.1	99.7	0.87	4.48
• Program coherence	Teachers	100	60.8	85.2	100.0	1.00	4.99
• Principal instructional leadership	Teachers	96	67.2	88.0	100.0	0.89	4.56
<b>Section Results:</b>		96%					<b>4.52</b>
<b>Strong Family Community Ties</b>							
Teacher outreach to parents:							
Teacher outreach to parents	Teachers	100	79.9	92.5	100.0	1.00	
Teacher outreach to parents	Parents	96	81.6	90.6	99.6	0.82	
• Teacher outreach to parents	Combined	98				0.91	4.64
Parent involvement in the schools	Parents	74	47.1	66.3	85.5	0.69	3.76
<b>Section Results:</b>		86%					<b>4.20</b>
<b>Trust</b>							
• Parent-teacher trust	Parents	97	88.9	94.3	99.7	0.75	4.00
• Parent-principal trust	Parents	98	88.6	94.8	100.0	0.83	4.32
• Student-teacher trust	Students	91	69.2	82.0	94.8	0.84	4.36
• Teacher-principal trust	Teachers	100	63.2	87.4	100.0	1.00	4.99
• Teacher-teacher trust	Teachers	96	74.2	90.6	100.0	0.86	4.44
<b>Section Results:</b>		96%					<b>4.44</b>

**2014-15 School Quality Reports / MS**  
**Targets for 2015-16**

01M332

University Neighborhood Middle School

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
<b>State Test Results - ELA*</b>					
Average Student Proficiency	2.26	2.18 or lower	2.19 to 2.26	2.27 to 2.32	2.33 or higher
Average Student Proficiency - School's Lowest Third	1.83	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	17.3%	10.1% or lower	10.2% to 13.8%	13.9% to 16.8%	16.9% or higher
<b>State Test Results - Math*</b>					
Average Student Proficiency	2.20	2.08 or lower	2.09 to 2.20	2.21 to 2.31	2.32 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	15.7%	8.4% or lower	8.5% to 13.2%	13.3% to 17.1%	17.2% or higher
<b>Core Course Pass Rates</b>					
ELA	11.3%	78.3% or lower	78.4% to 83.3%	83.4% to 87.5%	87.6% or higher
Math	100.0%	78.6% or lower	78.7% to 83.6%	83.7% to 87.7%	87.8% or higher
Science	100.0%	81.2% or lower	81.3% to 85.6%	85.7% to 89.2%	89.3% or higher
Social Studies	11.3%	75.9% or lower	76.0% to 81.6%	81.7% to 86.2%	86.3% or higher
Percent of 8th Graders Earning HS Credit	0.0%	5.2% or lower	5.3% to 9.9%	10.0% to 14.9%	15.0% or higher
9th Grade Adjusted Credit Accumulation of Former 8th Graders	77.0%	74.9% or lower	75.0% to 78.9%	79.0% to 82.9%	83.0% or higher

Closing the Achievement Gap Metrics*	2014-15 School Value	2015-16 Targets			
		Not Meeting Target	Approaching Target	Meeting Target	Exceeding Target
<b>ELA - Average Proficiency Rating</b>					
Self-Contained	1.75	1.74 or lower	1.75 to 1.80	1.81 to 1.89	1.90 or higher
Integrated Co-Teaching	2.31	2.06 or lower	2.07 to 2.14	2.15 to 2.21	2.22 or higher
SETSS	2.30	2.08 or lower	2.09 to 2.19	2.20 to 2.28	2.29 or higher
ELL	2.02	1.97 or lower	1.98 to 2.09	2.10 to 2.18	2.19 or higher
Lowest Third Citywide	1.86	1.87 or lower	1.88 to 1.91	1.92 to 1.99	2.00 or higher
Black and Hispanic Males in Lowest Third Citywide	1.81	1.85 or lower	1.86 to 1.90	1.91 to 1.99	2.00 or higher
<b>Math - Average Proficiency Rating</b>					
Self-Contained	1.78	1.69 or lower	1.70 to 1.79	1.80 to 1.89	1.90 or higher
Integrated Co-Teaching	2.18	1.94 or lower	1.95 to 2.06	2.07 to 2.16	2.17 or higher
SETSS	2.28	1.97 or lower	1.98 to 2.13	2.14 to 2.25	2.26 or higher
ELL	2.08	1.96 or lower	1.97 to 2.12	2.13 to 2.25	2.26 or higher
Lowest Third Citywide	1.84	1.79 or lower	1.80 to 1.89	1.90 to 1.99	2.00 or higher
Black and Hispanic Males in Lowest Third Citywide	1.86	1.79 or lower	1.80 to 1.89	1.90 to 1.99	2.00 or higher
ELL Progress	70.0%	37.2% or lower	37.3% to 47.0%	47.1% to 55.0%	55.1% 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	73.7%	63.6% or lower	63.7% to 69.5%	69.6% to 74.3%	74.4% or higher
Movement of Students with Disabilities to Less Restrictive Environments	0.22	0.20 or lower	0.21 to 0.32	0.33 to 0.42	0.43 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.