

# 2014-15 School Quality Guide / MS

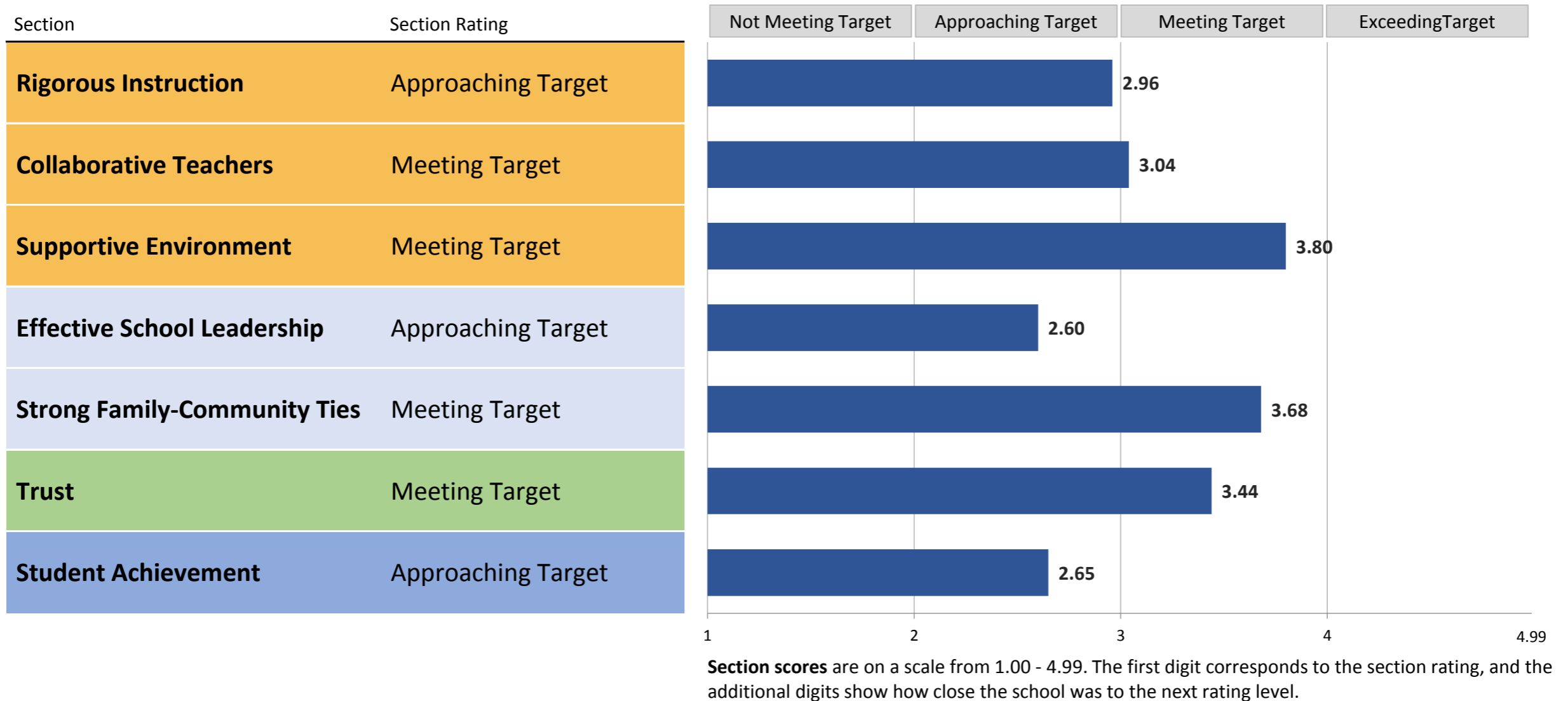
## Summary of Section Ratings

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### 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: 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>

**2014-15 School Quality Guide / MS**  
**School Enrollment and Demographic Data**

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**Student Enrollment**

<b>Grade</b>	<b>2012 - 2013</b>	<b>2013 - 2014</b>	<b>2014 - 2015</b>
Grade 6	81	67	73
Grade 7	100	82	82
Grade 8	128	106	86
<b>All students</b>	<b>309</b>	<b>255</b>	<b>241</b>

**Student Demographics**

	<b>2012 - 2013</b>	<b>2013 - 2014</b>	<b>2014 - 2015</b>
% English Language Learners	46%	51%	51%
% Free Lunch Eligible	89%	89%	88%
% Student with IEPs	26%	25%	23%
% Student with IEPs (less than 20% time)	5%	5%	5%
% HRA Eligible	-	63%	69%
% Temporary Housing	-	24%	21%
% Asian	0%	0%	0%
% Black	4%	4%	3%
% Hispanic	95%	94%	94%
% White	1%	2%	2%
% Other	0%	0%	1%
Average Incoming ELA Proficiency	2.43	2.09	2.06
Average Incoming Math Proficiency	2.81	2.27	2.24

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Student Achievement Scoring Appendix

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Student Achievement Rating	Student Achievement Score
<b>Approaching Target</b>	<b>2.65</b>

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	218	2.09	1.89	2.05	2.13	2.22	2.49	2.50	9.80%
Percentage of Students at Level 3 or 4	218	8.3%	0.5%	4.6%	7.6%	11.0%	19.4%	3.21	9.80%
Median Adjusted Growth Percentile	196	56.0	51.1	55.8	62.6	67.0	75.1	2.03	9.80%
○ Median Adjusted Growth Percentile - School's Lowest Third	70	64.0	64.8	70.2	78.0	83.3	92.5	1.00	9.80%
<b>State Test Results - Math</b>									
Average Student Proficiency	237	2.09	1.78	1.99	2.12	2.26	2.58	2.77	9.80%
Percentage of Students at Level 3 or 4	237	5.5%	0.0%	4.9%	8.5%	12.5%	21.9%	2.17	9.80%
Median Adjusted Growth Percentile	208	59.5	42.4	49.5	59.8	66.7	78.9	2.97	9.80%
Median Adjusted Growth Percentile - School's Lowest Third	70	67.5	59.2	65.2	73.7	79.4	89.6	2.27	9.80%
<b>Core Course Pass Rates</b>									
● ELA	228	99.1%	53.3%	67.4%	77.0%	87.8%	100.0%	4.93	1.96%
● Math	228	98.7%	56.3%	69.3%	78.3%	88.5%	100.0%	4.89	1.96%
● Science	228	96.1%	58.1%	70.6%	79.2%	88.9%	100.0%	4.65	1.96%
● Social Studies	228	97.4%	51.7%	66.2%	76.1%	87.3%	100.0%	4.80	1.96%
○ Percent of 8th Graders Earning HS Credit	82	0.0%	0.0%	5.4%	9.3%	13.8%	24.5%	1.00	3.92%
9th Grade Adjusted Credit Accumulation of Former 8th Graders	92	75.0%	64.0%	72.0%	77.0%	84.0%	92.0%	2.60	9.80%
								<b>Weighted Average Score</b>	<b>2.53</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	22	10.1%	52.3%	0.0%	0.0%	0.4%	0.8%	1.3%	2.2%	1.00	0.030	0.000
○ Integrated Co-Teaching	23	10.6%	58.2%	0.0%	0.0%	1.6%	3.2%	5.1%	8.4%	1.00	0.030	0.000
○ SETSS	7	3.2%	34.4%	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	21	8.9%	47.1%	0.0%	0.0%	0.7%	1.4%	2.3%	3.8%	1.00	0.030	0.000
○ Integrated Co-Teaching	23	9.7%	53.6%	0.0%	0.0%	2.4%	4.8%	7.6%	12.6%	1.00	0.030	0.000
● SETSS	8	3.4%	37.0%	12.5%	0.0%	3.3%	6.6%	10.4%	17.2%	4.31	0.030	0.025
<b>ELA - Percent at 75th+ Growth Percentile</b>												
ELL	116	59.2%	100.0%	33.6%	17.2%	27.0%	36.6%	47.8%	68.0%	2.69	0.030	0.013
○ Lowest Third Citywide	128	65.3%	85.2%	35.9%	31.5%	39.4%	47.2%	56.3%	72.7%	1.56	0.030	0.004
○ Black and Hispanic Males in Lowest Third Citywide	71	36.2%	81.0%	35.2%	29.6%	38.0%	46.2%	55.9%	73.2%	1.67	0.030	0.005
SC/ICT/SETSS	47	24.0%	56.5%	48.9%	35.0%	42.9%	50.8%	60.0%	76.4%	2.76	0.030	0.013
<b>Math - Percent at 75th+ Growth Percentile</b>												
ELL	127	61.1%	100.0%	28.3%	12.4%	22.8%	33.0%	45.0%	66.4%	2.54	0.030	0.012
Lowest Third Citywide	113	54.3%	66.8%	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	60	28.8%	64.7%	43.3%	24.1%	34.0%	43.7%	55.1%	75.5%	2.96	0.030	0.015
SC/ICT/SETSS	48	23.1%	55.1%	39.6%	25.8%	34.5%	43.0%	53.1%	71.0%	2.60	0.030	0.012
ELL Progress	118	49.4%	100.0%	29.7%	11.3%	22.8%	34.2%	47.5%	71.3%	2.61	0.030	0.012
											<b>CtAG Additional Points</b>	<b>0.12</b>
											<b>Overall Student Achievement Score</b>	<b>2.65</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	Proficient	3.40	22%
Quality Review 1.2	Developing	2.00	22%
Quality Review 2.2	Developing	2.00	22%
NYC School Survey - Rigorous Instruction	91%	3.88	34%
<b>Section Rating: Approaching Target</b>	<b>Section Score:</b>	<b>2.96</b>	

<b>Collaborative Teachers</b>			
Quality Review 4.2	Proficient	3.40	50%
NYC School Survey - Collaborative Teachers	81%	2.64	50%
<b>Section Rating: Meeting Target</b>	<b>Section Score:</b>	<b>3.04</b>	

<b>Supportive Environment</b>			
Quality Review 3.4	Proficient	3.40	30%
NYC School Survey - Supportive Environment	90%	3.96	35%
Percentage of students with 90%+ attendance			
EMS	75.8%	4.04	
HS			
Overall	75.8%	4.04	30%
Movement of students with disabilities to less restrictive environments			
EMS	0.49	3.75	
HS			
Overall	0.49	3.75	5%
<b>Section Rating: Meeting Target</b>	<b>Section Score:</b>	<b>3.80</b>	

<b>Effective School Leadership</b>			
NYC School Survey - Effective School Leadership	75%	2.60	100%
<b>Section Rating: Approaching Target</b>	<b>Section Score:</b>	<b>2.60</b>	

<b>Strong Family-Community Ties</b>			
NYC School Survey - Strong Family-Community Ties	84%	3.68	100%
<b>Section Rating: Meeting Target</b>	<b>Section Score:</b>	<b>3.68</b>	

<b>Trust</b>			
NYC School Survey - Trust	89%	3.44	100%
<b>Section Rating: Meeting Target</b>	<b>Section Score:</b>	<b>3.44</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	95	79.4	91.4	100.0	0.75	4.00
• Common Core shifts in math	Teachers	92	68.9	87.1	100.0	0.75	4.00
• Course clarity	Students	94	81.3	89.7	98.1	0.78	4.12
Quality of student discussion	Teachers	81	53.2	78.4	100.0	0.59	3.36
<b>Section Results:</b>		<b>91%</b>					<b>3.88</b>
<b>Collaborative Teachers</b>							
Cultural awareness:							
Cultural awareness	Teachers	96	84.5	94.1	100.0	0.75	
Cultural awareness	Parents	97	87.1	93.3	99.5	0.80	
Cultural awareness	Students	91	70.6	84.2	97.8	0.74	
• Cultural awareness	Combined	95				0.76	4.04
• Inclusive classroom instruction	Teachers	97	81.7	93.3	100.0	0.84	4.36
Quality of professional development	Teachers	75	54.0	77.4	100.0	0.45	2.80
School commitment	Teachers	85	59.7	84.3	100.0	0.62	3.48
○ Innovation	Teachers	67	65.8	85.2	100.0	0.04	1.16
Reflective dialogue	Teachers	92	86.6	95.8	100.0	0.50	3.00
○ Peer collaboration	Teachers	78	76.7	91.9	100.0	0.05	1.20
Focus on student learning	Teachers	78	68.4	88.4	100.0	0.29	2.16
○ Collective responsibility	Teachers	65	57.5	82.3	100.0	0.18	1.72
<b>Section Results:</b>		<b>81%</b>					<b>2.64</b>
<b>Supportive Environment</b>							
Safety:							
Safety	Teachers						
Safety	Students	91	67.5	82.9	98.3	0.76	
• Safety	Combined	91				0.76	4.04
Classroom behavior:							
Classroom behavior	Teachers						
Classroom behavior	Students	81	63.4	79.2	95.0	0.55	
Classroom behavior	Combined	81				0.55	3.20
• Social-emotional measure	Teachers	96	84.7	95.3	100.0	0.77	4.08
• Peer interactions	Students	90	67.5	80.7	93.9	0.84	4.36
• Next-level guidance	Students	95	76.9	88.3	99.7	0.79	4.16
Press toward academic achievement:							
Press toward academic achievement	Teachers						
Press toward academic achievement	Students	91	80.6	88.2	95.8	0.70	
Press toward academic achievement	Combined	91				0.70	3.80
• Personal attention and support	Students	92	74.1	85.5	96.9	0.77	4.08
Peer support for academic work:							
Peer support for academic work	Teachers						
Peer support for academic work	Parents	96	76.8	88.6	100.0	0.83	
Peer support for academic work	Students	69	48.0	66.6	85.2	0.57	
Peer support for academic work	Combined	83				0.70	3.80
<b>Section Results:</b>		<b>90%</b>					<b>3.96</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	94	82.1	90.7	99.3	0.69	3.76
Teacher influence	Teachers	56	34.5	67.1	99.7	0.32	2.28
Program coherence	Teachers	72	60.8	85.2	100.0	0.28	2.12
Principal instructional leadership	Teachers	77	67.2	88.0	100.0	0.31	2.24
<b>Section Results:</b>		75%					<b>2.60</b>
<b>Strong Family Community Ties</b>							
Teacher outreach to parents:							
Teacher outreach to parents	Teachers	87	79.9	92.5	100.0	0.33	
Teacher outreach to parents	Parents	97	81.6	90.6	99.6	0.85	
Teacher outreach to parents	Combined	92				0.59	3.36
• Parent involvement in the schools	Parents	76	47.1	66.3	85.5	0.75	4.00
<b>Section Results:</b>		84%					<b>3.68</b>
<b>Trust</b>							
• Parent-teacher trust	Parents	97	88.9	94.3	99.7	0.75	4.00
• Parent-principal trust	Parents	97	88.6	94.8	100.0	0.76	4.04
• Student-teacher trust	Students	91	69.2	82.0	94.8	0.86	4.44
Teacher-principal trust	Teachers	75	63.2	87.4	100.0	0.33	2.32
Teacher-teacher trust	Teachers	83	74.2	90.6	100.0	0.35	2.40
<b>Section Results:</b>		89%					<b>3.44</b>

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

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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	2.09	2.05 or lower	2.06 to 2.13	2.14 to 2.19	2.20 or higher
Average Student Proficiency - School's Lowest Third	1.75	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	8.3%	5.8% or lower	5.9% to 9.9%	10.0% to 14.9%	15.0% or higher
<b>State Test Results - Math*</b>					
Average Student Proficiency	2.09	1.97 or lower	1.98 to 2.10	2.11 to 2.21	2.22 or higher
Average Student Proficiency - School's Lowest Third	1.80	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	5.5%	5.1% or lower	5.2% to 9.9%	10.0% to 14.9%	15.0% or higher
<b>Core Course Pass Rates</b>					
ELA	99.1%	78.9% or lower	79.0% to 83.8%	83.9% to 87.9%	88.0% or higher
Math	98.7%	79.0% or lower	79.1% to 83.9%	84.0% to 87.9%	88.0% or higher
Science	96.1%	81.3% or lower	81.4% to 85.6%	85.7% to 89.2%	89.3% or higher
Social Studies	97.4%	77.1% or lower	77.2% to 82.5%	82.6% to 86.8%	86.9% or higher
Percent of 8th Graders Earning HS Credit	0.0%	6.6% or lower	6.7% to 10.4%	10.5% to 14.9%	15.0% or higher
9th Grade Adjusted Credit Accumulation of Former 8th Graders	75.0%	73.9% or lower	74.0% to 78.9%	79.0% to 81.9%	82.0% 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	1.72	1.69 or lower	1.70 to 1.79	1.80 to 1.89	1.90 or higher
Integrated Co-Teaching	1.80	1.86 or lower	1.87 to 1.94	1.95 to 2.01	2.02 or higher
SETSS	2.08	1.88 or lower	1.89 to 1.99	2.00 to 2.08	2.09 or higher
ELL	1.92	1.83 or lower	1.84 to 1.94	1.95 to 2.04	2.05 or higher
Lowest Third Citywide	1.88	1.85 or lower	1.86 to 1.90	1.91 to 1.99	2.00 or higher
Black and Hispanic Males in Lowest Third Citywide	1.86	1.81 or lower	1.82 to 1.89	1.90 to 1.99	2.00 or higher
<b>Math - Average Proficiency Rating</b>					
Self-Contained	1.71	1.69 or lower	1.70 to 1.79	1.80 to 1.89	1.90 or higher
Integrated Co-Teaching	1.81	1.80 or lower	1.81 to 1.92	1.93 to 2.01	2.02 or higher
SETSS	2.17	1.85 or lower	1.86 to 2.00	2.01 to 2.13	2.14 or higher
ELL	1.99	1.81 or lower	1.82 to 1.97	1.98 to 2.10	2.11 or higher
Lowest Third Citywide	1.85	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	1.82	1.79 or lower	1.80 to 1.89	1.90 to 1.99	2.00 or higher
ELL Progress	29.7%	25.6% or lower	25.7% to 35.4%	35.5% to 43.4%	43.5% 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	75.8%	65.6% or lower	65.7% to 71.5%	71.6% to 76.3%	76.4% or higher
Movement of Students with Disabilities to Less Restrictive Environments	0.49	0.12 or lower	0.13 to 0.20	0.21 to 0.26	0.27 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.