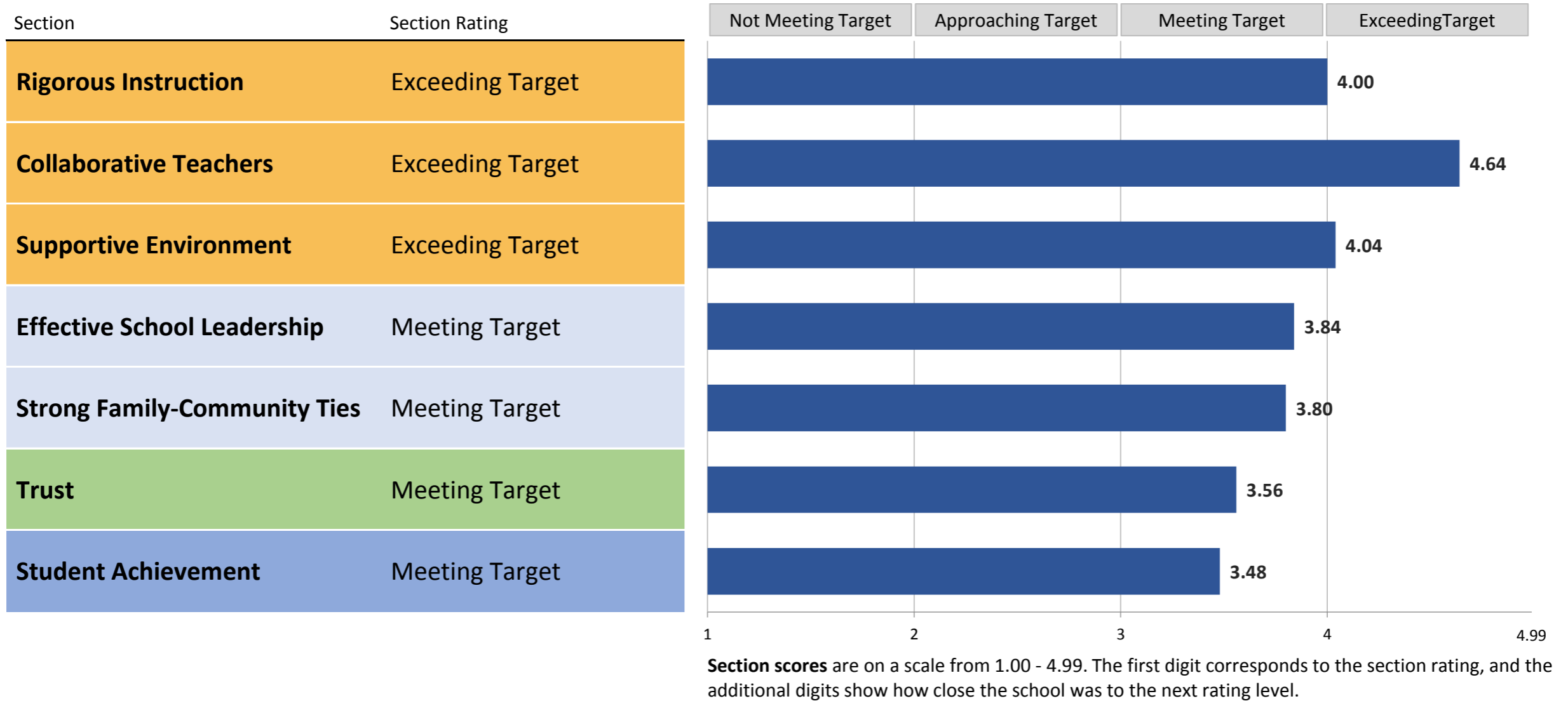


Framework for Great Schools

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

Grade	2012 - 2013	2013 - 2014	2014 - 2015
Grade 6	120	121	111
Grade 7	97	105	127
Grade 8	105	94	99
All students	322	320	337

Student Demographics

	2012 - 2013	2013 - 2014	2014 - 2015
% English Language Learners	14%	11%	11%
% Free Lunch Eligible	79%	79%	78%
% Student with IEPs	20%	21%	20%
% Student with IEPs (less than 20% time)	8%	8%	8%
% HRA Eligible	-	60%	54%
% Temporary Housing	-	11%	12%
% Asian	8%	7%	9%
% Black	23%	22%	20%
% Hispanic	59%	62%	62%
% White	10%	9%	9%
% Other	0%	0%	1%
Average Incoming ELA Proficiency	2.80	2.49	2.48
Average Incoming Math Proficiency	3.23	2.72	2.63

2014-15 School Quality Guide / MS
Student Achievement Scoring Appendix

11X468

Pelham Academy of Academics and Community Engagement

Student Achievement Rating Meeting Target	Student Achievement Score 3.48
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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			
State Test Results - ELA									
Average Student Proficiency	320	2.46	2.09	2.33	2.44	2.56	2.78	3.17	9.80%
Percentage of Students at Level 3 or 4	320	19.7%	6.8%	14.4%	19.4%	25.0%	32.5%	3.05	9.80%
● Median Adjusted Growth Percentile	305	69.0	50.3	55.3	62.5	67.3	75.9	4.20	9.80%
● Median Adjusted Growth Percentile - School's Lowest Third	110	82.0	63.5	68.3	75.3	79.9	88.2	4.25	9.80%
State Test Results - Math									
Average Student Proficiency	323	2.36	1.95	2.28	2.47	2.69	2.99	2.42	9.80%
Percentage of Students at Level 3 or 4	323	17.6%	1.3%	13.2%	22.0%	31.8%	43.1%	2.50	9.80%
Median Adjusted Growth Percentile	309	60.0	42.7	50.0	60.6	67.7	80.2	2.94	9.80%
Median Adjusted Growth Percentile - School's Lowest Third	108	73.0	57.6	63.5	72.2	78.0	88.2	3.14	9.80%
Core Course Pass Rates									
● ELA	324	94.4%	70.4%	78.9%	85.2%	92.1%	100.0%	4.29	1.96%
Math	324	83.6%	70.0%	78.7%	85.0%	92.0%	100.0%	2.78	1.96%
Science	324	88.0%	73.7%	81.5%	86.9%	93.0%	100.0%	3.18	1.96%
● Social Studies	324	94.4%	69.1%	78.1%	84.6%	91.8%	100.0%	4.32	1.96%
○ Percent of 8th Graders Earning HS Credit	94	0.0%	0.0%	17.0%	29.6%	43.7%	60.4%	1.00	3.92%
9th Grade Adjusted Credit Accumulation of Former 8th Graders	86	89.0%	67.0%	77.0%	83.0%	91.0%	100.0%	3.75	9.80%
								Weighted Average Score	3.21

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	26	8.1%	42.0%	0.0%	0.0%	0.4%	0.8%	1.3%	2.2%	1.00	0.030	0.000
Integrated Co-Teaching	25	7.8%	42.9%	4.0%	0.0%	1.6%	3.2%	5.1%	8.4%	3.42	0.030	0.018
● SETSS	11	3.4%	36.6%	9.1%	0.0%	2.6%	5.2%	8.2%	13.6%	4.17	0.030	0.024
Math - Percent at Level 3 or 4												
● Self-Contained	26	8.0%	42.3%	3.8%	0.0%	0.7%	1.4%	2.3%	3.8%	4.99	0.030	0.030
○ Integrated Co-Teaching	25	7.7%	42.5%	0.0%	0.0%	2.4%	4.8%	7.6%	12.6%	1.00	0.030	0.000
○ SETSS	11	3.4%	37.0%	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	58	19.0%	42.5%	51.7%	17.2%	27.0%	36.6%	47.8%	68.0%	4.19	0.030	0.024
● Lowest Third Citywide	125	41.0%	51.5%	58.4%	31.5%	39.4%	47.2%	56.3%	72.7%	4.13	0.030	0.024
● Black and Hispanic Males in Lowest Third Citywide	66	21.6%	48.3%	59.1%	29.6%	38.0%	46.2%	55.9%	73.2%	4.18	0.030	0.024
● SC/ICT/SETSS	58	19.0%	41.3%	70.7%	35.0%	42.9%	50.8%	60.0%	76.4%	4.65	0.030	0.027
Math - Percent at 75th+ Growth Percentile												
ELL	62	20.1%	41.4%	40.3%	12.4%	22.8%	33.0%	45.0%	66.4%	3.61	0.030	0.020
Lowest Third Citywide	136	44.0%	54.0%	46.3%	24.4%	34.1%	43.7%	54.9%	75.0%	3.23	0.030	0.017
Black and Hispanic Males in Lowest Third Citywide	64	20.7%	46.5%	46.9%	24.1%	34.0%	43.7%	55.1%	75.5%	3.28	0.030	0.017
SC/ICT/SETSS	59	19.1%	42.8%	44.1%	25.8%	34.5%	43.0%	53.1%	71.0%	3.11	0.030	0.016
● ELL Progress	33	9.9%	27.4%	81.8%	11.3%	22.8%	34.2%	47.5%	71.3%	4.99	0.030	0.030
											CtAG Additional Points	0.27
											Overall Student Achievement Score	3.48

- 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	Well Developed	4.99	22%
Quality Review 1.2	Proficient	3.40	22%
Quality Review 2.2	Well Developed	4.99	22%
NYC School Survey - Rigorous Instruction	86%	3.04	34%
Section Rating: Exceeding Target	Section Score:	4.00	

Collaborative Teachers			
Quality Review 4.2	Well Developed	4.99	50%
NYC School Survey - Collaborative Teachers	93%	4.24	50%
Section Rating: Exceeding Target	Section Score:	4.64	

Supportive Environment			
Quality Review 3.4	Well Developed	4.99	30%
NYC School Survey - Supportive Environment	90%	3.92	35%
Percentage of students with 90%+ attendance			
EMS	83.1%	3.56	
HS			
Overall	83.1%	3.56	30%
Movement of students with disabilities to less restrictive environments			
EMS	0.23	2.35	
HS			
Overall	0.23	2.35	5%
Section Rating: Exceeding Target	Section Score:	4.04	

Effective School Leadership			
NYC School Survey - Effective School Leadership	89%	3.84	100%
Section Rating: Meeting Target	Section Score:	3.84	

Strong Family-Community Ties			
NYC School Survey - Strong Family-Community Ties	83%	3.80	100%
Section Rating: Meeting Target	Section Score:	3.80	

Trust			
NYC School Survey - Trust	90%	3.56	100%
Section Rating: Meeting Target	Section Score:	3.56	

		Survey % Positive	City Range			Percent of Range	Score
			Bottom of Range	City Avg	Top of Range		
Rigorous Instruction							
Common Core shifts in literacy	Teachers	86	79.4	91.4	100.0	0.30	2.20
Common Core shifts in math	Teachers	81	68.9	87.1	100.0	0.38	2.52
Course clarity	Students	92	81.3	89.7	98.1	0.66	3.64
Quality of student discussion	Teachers	85	53.2	78.4	100.0	0.68	3.72
Section Results:		86%					3.04
Collaborative Teachers							
Cultural awareness:							
Cultural awareness	Teachers	96	84.5	94.1	100.0	0.75	
Cultural awareness	Parents	96	87.1	93.3	99.5	0.75	
Cultural awareness	Students	87	70.6	84.2	97.8	0.62	
Cultural awareness	Combined	93				0.71	3.84
• Inclusive classroom instruction	Teachers	97	81.7	93.3	100.0	0.83	4.32
Quality of professional development	Teachers	84	54.0	77.4	100.0	0.65	3.60
School commitment	Teachers	88	59.7	84.3	100.0	0.71	3.84
Innovation	Teachers	90	65.8	85.2	100.0	0.70	3.80
• 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	93	68.4	88.4	100.0	0.79	4.16
• Collective responsibility	Teachers	94	57.5	82.3	100.0	0.87	4.48
Section Results:		93%					4.24
Supportive Environment							
Safety:							
Safety	Teachers						
Safety	Students	89	67.5	82.9	98.3	0.69	
Safety	Combined	89				0.69	3.76
Classroom behavior:							
Classroom behavior	Teachers						
Classroom behavior	Students	87	63.4	79.2	95.0	0.73	
Classroom behavior	Combined	87				0.73	3.92
• Social-emotional measure	Teachers	100	84.7	95.3	100.0	1.00	4.99
• Peer interactions	Students	88	67.5	80.7	93.9	0.78	4.12
Next-level guidance	Students	94	76.9	88.3	99.7	0.74	3.96
Press toward academic achievement:							
Press toward academic achievement	Teachers						
Press toward academic achievement	Students	90	80.6	88.2	95.8	0.65	
Press toward academic achievement	Combined	90				0.65	3.60
Personal attention and support	Students	89	74.1	85.5	96.9	0.67	3.68
Peer support for academic work:							
Peer support for academic work	Teachers						
Peer support for academic work	Parents	87	76.8	88.6	100.0	0.44	
Peer support for academic work	Students	72	48.0	66.6	85.2	0.63	
Peer support for academic work	Combined	79				0.54	3.16
Section Results:		90%					3.92

		Survey % Positive	City Range			Percent of Range	Score
			Bottom of Range	City Avg	Top of Range		
Effective School Leadership							
Inclusive principal leadership	Parents	92	82.1	90.7	99.3	0.58	3.32
Teacher influence	Teachers	78	34.5	67.1	99.7	0.67	3.68
• Program coherence	Teachers	94	60.8	85.2	100.0	0.86	4.44
Principal instructional leadership	Teachers	91	67.2	88.0	100.0	0.71	3.84
Section Results:		89%					3.84
Strong Family Community Ties							
Teacher outreach to parents:							
Teacher outreach to parents	Teachers	99	79.9	92.5	100.0	0.97	
Teacher outreach to parents	Parents	94	81.6	90.6	99.6	0.69	
• Teacher outreach to parents	Combined	97				0.83	4.32
Parent involvement in the schools	Parents	69	47.1	66.3	85.5	0.57	3.28
Section Results:		83%					3.80
Trust							
• Parent-teacher trust	Parents	95	88.9	94.3	99.7	0.75	4.00
• Parent-principal trust	Parents	97	88.6	94.8	100.0	0.75	4.00
Student-teacher trust	Students	84	69.2	82.0	94.8	0.58	3.32
Teacher-principal trust	Teachers	88	63.2	87.4	100.0	0.67	3.68
Teacher-teacher trust	Teachers	86	74.2	90.6	100.0	0.47	2.88
Section Results:		90%					3.56

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

11X468

Pelham Academy of Academics and Community Engagemen

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	2.46	2.32 or lower	2.33 to 2.39	2.40 to 2.45	2.46 or higher
Average Student Proficiency - School's Lowest Third	2.06	1.91 or lower	1.92 to 1.99	2.00 to 2.06	2.07 or higher
Percentage of Students at Level 3 or 4	19.7%	15.3% or lower	15.4% to 19.0%	19.1% to 22.0%	22.1% or higher
State Test Results - Math*					
Average Student Proficiency	2.36	2.29 or lower	2.30 to 2.42	2.43 to 2.52	2.53 or higher
Average Student Proficiency - School's Lowest Third	1.89	1.85 or lower	1.86 to 1.96	1.97 to 2.06	2.07 or higher
Percentage of Students at Level 3 or 4	17.6%	14.4% or lower	14.5% to 20.2%	20.3% to 24.9%	25.0% or higher
Core Course Pass Rates					
ELA	94.4%	79.5% or lower	79.6% to 84.3%	84.4% to 88.2%	88.3% or higher
Math	83.6%	80.8% or lower	80.9% to 85.3%	85.4% to 88.9%	89.0% or higher
Science	88.0%	83.2% or lower	83.3% to 87.1%	87.2% to 90.3%	90.4% or higher
Social Studies	94.4%	78.1% or lower	78.2% to 83.3%	83.4% to 87.4%	87.5% or higher
Percent of 8th Graders Earning HS Credit	0.0%	13.3% or lower	13.4% to 20.9%	21.0% to 27.1%	27.2% or higher
9th Grade Adjusted Credit Accumulation of Former 8th Graders	89.0%	77.9% or lower	78.0% to 82.9%	83.0% to 86.9%	87.0% 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	1.96	1.78 or lower	1.79 to 1.84	1.85 to 1.90	1.91 or higher
Integrated Co-Teaching	2.18	1.95 or lower	1.96 to 2.02	2.03 to 2.09	2.10 or higher
SETSS	2.39	2.01 or lower	2.02 to 2.13	2.14 to 2.22	2.23 or higher
ELL	2.20	2.00 or lower	2.01 to 2.11	2.12 to 2.21	2.22 or higher
Lowest Third Citywide	2.08	1.93 or lower	1.94 to 1.98	1.99 to 2.01	2.02 or higher
Black and Hispanic Males in Lowest Third Citywide	2.04	1.88 or lower	1.89 to 1.93	1.94 to 1.99	2.00 or higher
Math - Average Proficiency Rating					
Self-Contained	1.80	1.73 or lower	1.74 to 1.82	1.83 to 1.89	1.90 or higher
Integrated Co-Teaching	1.84	1.92 or lower	1.93 to 2.04	2.05 to 2.14	2.15 or higher
SETSS	2.02	1.96 or lower	1.97 to 2.12	2.13 to 2.24	2.25 or higher
ELL	2.20	2.05 or lower	2.06 to 2.21	2.22 to 2.34	2.35 or higher
Lowest Third Citywide	1.95	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	1.92	1.84 or lower	1.85 to 1.90	1.91 to 1.99	2.00 or higher
ELL Progress	81.8%	31.7% or lower	31.8% to 41.5%	41.6% to 49.5%	49.6% 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	83.1%	70.1% or lower	70.2% to 76.0%	76.1% to 80.8%	80.9% or higher
Movement of Students with Disabilities to Less Restrictive Environments	0.23	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.