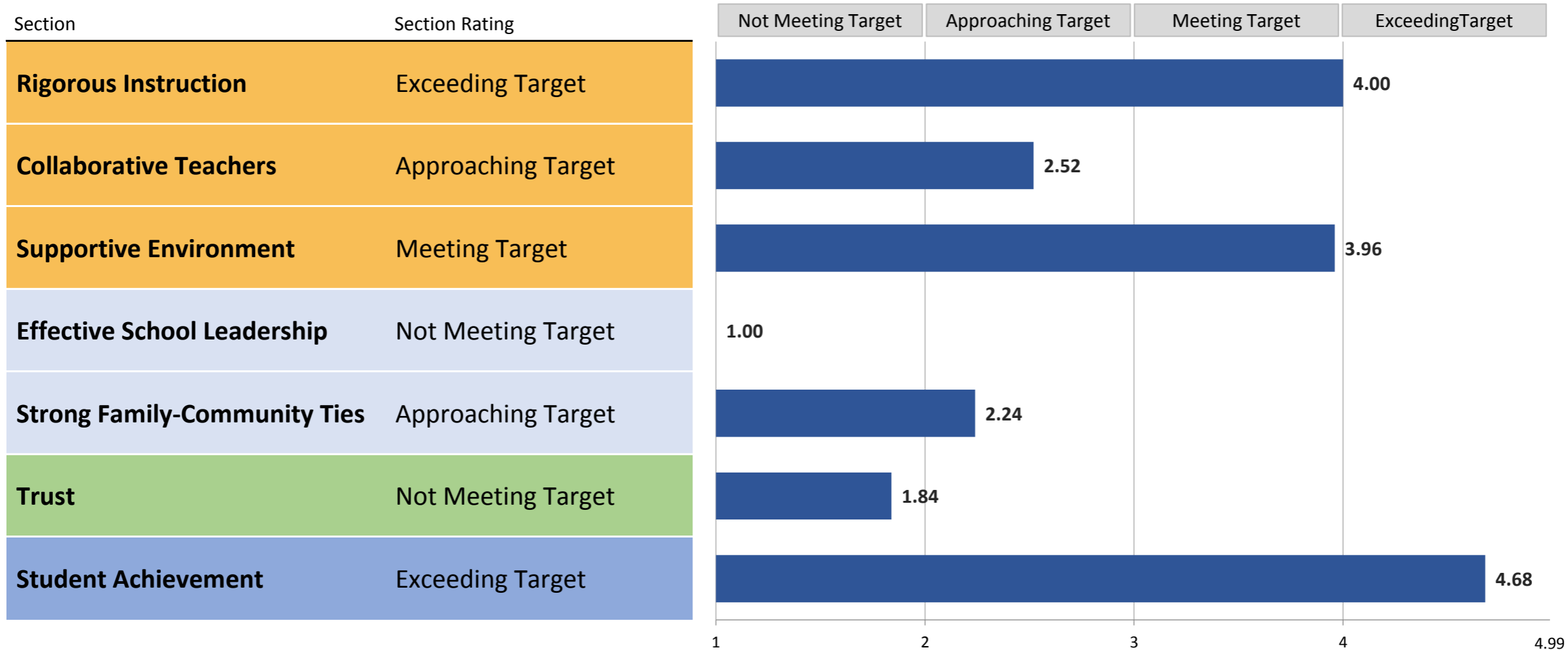# 2014-15 School Quality Guide / K-8

Summary of Section Ratings

New Explorations into Science, Technology and Math High 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	Exceeding Target
Collaborative Teachers	Approaching Target
Supportive Environment	Meeting Target
Effective School Leadership	Not Meeting Target
Strong Family-Community Ties	Approaching Target
Trust	Not Meeting Target
Student Achievement	Exceeding Target

Not Meeting Target	Approaching Target	Meeting Target	ExceedingTarget

- Rigorous Instruction: 4.00
- Collaborative Teachers: 2.52
- Supportive Environment: 3.96
- Effective School Leadership: 1.00
- Strong Family-Community Ties: 2.24
- Trust: 1.84
- Student Achievement: 4.68

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: Reward

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
Kindergarten	102	98	100
Grade 1	113	111	112
Grade 2	111	112	114
Grade 3	140	116	115
Grade 4	111	138	113
Grade 5	111	112	134
Grade 6	152	156	150
Grade 7	138	138	137
Grade 8	124	134	137
All students	**1102**	**1115**	**1112**

Student Demographics

	2012 - 2013	2013 - 2014	2014 - 2015
% English Language Learners	0%	0%	0%
% Free Lunch Eligible	22%	22%	20%
% Student with IEPs	4%	3%	4%
% Student with IEPs (less than 20% time)	0%	0%	0%
% HRA Eligible	-	6%	7%
% Temporary Housing	-	1%	1%
% Asian	27%	30%	31%
% Black	8%	7%	7%
% Hispanic	9%	8%	8%
% White	53%	51%	50%
% Other	0%	4%	5%

Student Achievement Rating	Student Achievement Score
Exceeding Target	**4.68**

Student Achievement Metrics

	n	2014-15 School Value	Bottom of Target Range	2014-15 Targets Approaching Target	Meeting Target	Exceeding Target	Top of Target Range	Metric Score	Weight Pct
State Test Results - ELA									
● Average Student Proficiency	770	**3.83**	2.26	2.64	2.96	3.20	3.61	**4.99**	8.20%
● Percentage of Students at Level 3 or 4	770	**93.0%**	15.4%	32.4%	47.4%	59.2%	80.6%	**4.99**	8.20%
● Median Adjusted Growth Percentile	652	**76.0**	51.2	58.4	64.6	69.5	79.6	**4.64**	8.20%
● Median Adjusted Growth Percentile - School's Lowest Third	234	**78.5**	59.7	66.5	72.3	76.8	86.4	**4.18**	8.20%
● Early Grade Progress	115	**4.32**	0.79	1.63	2.35	2.91	4.09	**4.99**	8.20%
State Test Results - Math									
● Average Student Proficiency	771	**4.03**	2.37	2.81	3.15	3.42	3.85	**4.99**	8.20%
● Percentage of Students at Level 3 or 4	771	**96.4%**	22.4%	40.7%	55.9%	67.8%	87.6%	**4.99**	8.20%
● Median Adjusted Growth Percentile	648	**72.0**	47.5	56.0	63.3	69.0	80.9	**4.25**	8.20%
● Median Adjusted Growth Percentile - School's Lowest Third	236	**74.0**	55.5	62.7	68.9	73.7	83.8	**4.03**	8.20%
● Early Grade Progress	115	**3.67**	1.10	2.02	2.70	3.24	4.42	**4.36**	8.20%
Core Course Pass Rates									
● ELA	420	**99.5%**	59.2%	70.6%	80.1%	87.6%	100.0%	**4.96**	1.64%
● Math	420	**97.9%**	64.1%	74.4%	82.7%	89.2%	100.0%	**4.81**	1.64%
● Science	420	**92.4%**	64.6%	74.7%	82.9%	89.3%	100.0%	**4.29**	1.64%
● Social Studies	420	**99.5%**	59.3%	70.8%	80.2%	87.7%	100.0%	**4.96**	1.64%
● Percent of 8th Graders Earning HS Credit	135	**100.0%**	0.0%	22.8%	41.6%	56.5%	87.9%	**4.99**	3.28%
● 9th Grade Adjusted Credit Accumulation of Former 8th Graders	124	**99.0%**	73.0%	82.0%	88.0%	92.0%	100.0%	**4.88**	8.20%
								Weighted Average Score	**4.68**

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 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			0.0%		0.0%	0.7%	1.0%	1.6%	2.6%		0.030	0.000
Integrated Co-Teaching	1	0.1%	0.6%		0.0%	3.1%	5.0%	7.4%	12.4%		0.030	0.000
SETSS	19	2.5%	21.4%	**68.4%**	0.0%	3.9%	6.3%	9.3%	15.6%		0.030	0.000
Math - Percent at Level 3 or 4												
Self-Contained			0.0%		0.0%	2.1%	3.3%	4.9%	8.2%		0.030	0.000
Integrated Co-Teaching	1	0.1%	0.6%		0.0%	5.2%	8.3%	12.3%	20.6%		0.030	0.000
SETSS	19	2.5%	21.6%	**78.9%**	0.0%	6.1%	9.6%	14.4%	24.0%		0.030	0.000
ELA - Percent at 75th+ Growth Percentile												
ELL	1	0.2%	0.5%		14.1%	28.3%	36.6%	47.7%	70.3%		0.030	0.000
Lowest Third Citywide	2	0.3%	0.5%		33.6%	43.2%	48.8%	56.2%	71.4%		0.030	0.000
Black and Hispanic Males in Lowest Third Citywide	1	0.2%	0.6%		29.1%	40.6%	47.4%	56.4%	74.7%		0.030	0.000
SC/ICT/SETSS	16	2.5%	0.9%	**43.8%**	30.2%	41.5%	48.2%	57.0%	75.0%		0.030	0.000
Math - Percent at 75th+ Growth Percentile												
ELL	1	0.2%	0.5%		13.4%	26.8%	34.7%	45.1%	66.4%		0.030	0.000
Lowest Third Citywide	3	0.5%	0.7%		28.0%	39.6%	46.4%	55.5%	74.0%		0.030	0.000
Black and Hispanic Males in Lowest Third Citywide	2	0.3%	0.8%		26.0%	38.8%	46.2%	56.1%	76.4%		0.030	0.000
SC/ICT/SETSS	16	2.5%	0.9%	**43.8%**	26.0%	36.6%	42.8%	51.1%	68.0%		0.030	0.000
ELL Progress	1	0.1%	0.3%		24.5%	40.7%	50.2%	62.8%	88.5%		0.030	0.000
									CtAG Additional Points			**0.00**
									Overall Student Achievement Score			**4.68**

● 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	Well Developed	4.99	22%
Quality Review 2.2	Well Developed	4.99	22%
NYC School Survey - Rigorous Instruction	81%	2.00	34%
Section Rating: Exceeding Target	**Section Score:**	**4.00**	
Collaborative Teachers			
Quality Review 4.2	Proficient	3.40	50%
NYC School Survey - Collaborative Teachers	73%	1.64	50%
Section Rating: Approaching Target	**Section Score:**	**2.52**	
Supportive Environment			
Quality Review 3.4	Well Developed	4.99	30%
NYC School Survey - Supportive Environment	85%	3.32	35%
Percentage of students with 90%+ attendance			
EMS	96.8%	4.40	
HS	87.0%	3.28	
Overall	91.9%	3.84	30%
Movement of students with disabilities to less restrictive environments			
EMS	0.28	2.73	
HS	0.37	2.50	
Overall	0.33	2.62	5%
Section Rating: Meeting Target	**Section Score:**	**3.96**	
Effective School Leadership			
NYC School Survey - Effective School Leadership	55%	1.00	100%
Section Rating: Not Meeting Target	**Section Score:**	**1.00**	
Strong Family-Community Ties			
NYC School Survey - Strong Family-Community Ties	81%	2.24	100%
Section Rating: Approaching Target	**Section Score:**	**2.24**	
Trust			
NYC School Survey - Trust	74%	1.84	100%
Section Rating: Not Meeting Target	**Section Score:**	**1.84**	

		Survey % Positive	City Range			Percent of Range	Score
			Bottom of Range	City Avg	Top of Range		
Rigorous Instruction							
○ Common Core shifts in literacy	Teachers	79	79.5	91.3	100.0	0.00	1.00
Common Core shifts in math	Teachers	83	77.5	89.7	100.0	0.26	2.04
Course clarity	Students	84	79.8	87.2	94.6	0.28	2.12
Quality of student discussion	Teachers	78	61.4	80.0	98.6	0.44	2.76
Section Results:		**81%**					**2.00**
Collaborative Teachers							
Cultural awareness:							
Cultural awareness	Teachers	90	80.9	90.5	100.0	0.50	
Cultural awareness	Parents	92	91.0	94.4	97.8	0.50	
Cultural awareness	Students	73	67.5	79.9	92.3	0.22	
Cultural awareness	Combined	85				0.41	2.64
Inclusive classroom instruction	Teachers	89	76.8	87.8	98.8	0.56	3.24
○ Quality of professional development	Teachers	44	55.7	79.1	100.0	0.00	1.00
○ School commitment	Teachers	72	67.4	84.0	100.0	0.13	1.52
○ Innovation	Teachers	61	71.7	87.3	100.0	0.00	1.00
Reflective dialogue	Teachers	89	89.7	96.7	100.0	0.25	2.00
○ Peer collaboration	Teachers	72	78.3	90.7	100.0	0.00	1.00
○ Focus on student learning	Teachers	75	72.7	87.7	100.0	0.10	1.40
○ Collective responsibility	Teachers	66	70.3	86.9	100.0	0.00	1.00
Section Results:		**73%**					**1.64**
Supportive Environment							
Safety:							
Safety	Teachers						
Safety	Students	88	73.6	84.0	94.4	0.71	
Safety	Combined	88				0.71	3.84
Classroom behavior:							
Classroom behavior	Teachers						
Classroom behavior	Students	88	64.1	80.1	96.1	0.74	
Classroom behavior	Combined	88				0.74	3.96
Social-emotional measure	Teachers	92	86.1	94.3	100.0	0.50	3.00
Peer interactions	Students	81	65.8	78.2	90.6	0.63	3.52
Next-level guidance	Students	80	71.2	81.0	90.8	0.45	2.80
Press toward academic achievement:							
Press toward academic achievement	Teachers						
Press toward academic achievement	Students	89	80.7	88.7	96.7	0.53	
Press toward academic achievement	Combined	89				0.53	3.12
Personal attention and support	Students	77	70.3	81.5	92.7	0.29	2.16
Peer support for academic work:							
Peer support for academic work	Teachers						
Peer support for academic work	Parents	97	87.6	93.6	99.6	0.78	
Peer support for academic work	Students	69	46.0	62.0	78.0	0.73	
● Peer support for academic work	Combined	83				0.76	4.04
Section Results:		**85%**					**3.32**

		Survey % Positive	City Range			Percent of Range	Score
			Bottom of Range	City Avg	Top of Range		
Effective School Leadership							
○ Inclusive principal leadership	Parents	70	79.9	90.9	100.0	0.00	1.00
○ Teacher influence	Teachers	44	44.0	69.6	95.2	0.01	1.04
○ Program coherence	Teachers	61	61.6	84.2	100.0	0.00	1.00
○ Principal instructional leadership	Teachers	45	60.7	86.5	100.0	0.00	1.00
Section Results:		55%					**1.00**
Strong Family Community Ties							
Teacher outreach to parents:							
Teacher outreach to parents	Teachers	91	84.2	93.2	100.0	0.50	
Teacher outreach to parents	Parents	84	85.6	92.2	98.8	0.00	
Teacher outreach to parents	Combined	87				0.25	2.00
Parent involvement in the schools	Parents	74	65.5	77.1	88.7	0.37	2.48
Section Results:		81%					**2.24**
Trust							
Parent-teacher trust	Parents	91	91.7	95.3	98.9	0.50	3.00
○ Parent-principal trust	Parents	75	84.0	93.4	100.0	0.00	1.00
Student-teacher trust	Students	78	61.6	77.4	93.2	0.53	3.12
○ Teacher-principal trust	Teachers	46	66.7	88.7	100.0	0.00	1.00
○ Teacher-teacher trust	Teachers	81	83.8	92.6	100.0	0.00	1.00
Section Results:		74%					**1.84**

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	3.83	3.58 or lower	3.59 to 3.66	3.67 to 3.72	3.73 or higher
Average Student Proficiency - School's Lowest Third	3.56	3.16 or lower	3.17 to 3.27	3.28 to 3.35	3.36 or higher
Percentage of Students at Level 3 or 4	93.0%	79.9% or lower	80.0% to 84.1%	84.2% to 87.2%	87.3% or higher
State Test Results - Math*					
Average Student Proficiency	4.03	3.73 or lower	3.74 to 3.86	3.87 to 3.95	3.96 or higher
Average Student Proficiency - School's Lowest Third	3.70	3.28 or lower	3.29 to 3.43	3.44 to 3.53	3.54 or higher
Percentage of Students at Level 3 or 4	96.4%	80.5% or lower	80.6% to 84.9%	85.0% to 88.1%	88.2% or higher
Core Course Pass Rates					
ELA	99.5%	78.1% or lower	78.2% to 83.4%	83.5% to 87.3%	87.4% or higher
Math	97.9%	78.5% or lower	78.6% to 83.7%	83.8% to 87.5%	87.6% or higher
Science	92.4%	79.5% or lower	79.6% to 84.5%	84.6% to 88.1%	88.2% or higher
Social Studies	99.5%	75.3% or lower	75.4% to 81.3%	81.4% to 85.7%	85.8% or higher
Percent of 8th Graders Earning HS Credit	100.0%	50.5% or lower	50.6% to 60.3%	60.4% to 67.4%	67.5% or higher
9th Grade Adjusted Credit Accumulation of Former 8th Graders	99.0%	89.9% or lower	90.0% to 91.9%	92.0% to 93.9%	94.0% 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					
Integrated Co-Teaching		2.70 or lower	2.71 to 2.78	2.79 to 2.84	2.85 or higher
SETSS	3.23	2.54 or lower	2.55 to 2.66	2.67 to 2.75	2.76 or higher
ELL		2.87 or lower	2.88 to 3.00	3.01 to 3.09	3.10 or higher
Lowest Third Citywide		2.19 or lower	2.20 to 2.24	2.25 to 2.28	2.29 or higher
Black and Hispanic Males in Lowest Third Citywide					
Math - Average Proficiency Rating					
Self-Contained					
Integrated Co-Teaching		2.85 or lower	2.86 to 2.97	2.98 to 3.07	3.08 or higher
SETSS	3.43	2.69 or lower	2.70 to 2.86	2.87 to 2.98	2.99 or higher
ELL		3.28 or lower	3.29 to 3.46	3.47 to 3.60	3.61 or higher
Lowest Third Citywide		2.09 or lower	2.10 to 2.16	2.17 to 2.22	2.23 or higher
Black and Hispanic Males in Lowest Third Citywide					
ELL Progress					

*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	2014-15 School Value	2015-16 Targets			
		Not Meeting Target	Approaching Target	Meeting Target	Exceeding Target
Percentage of Students with 90%+ Attendance	96.8%	79.5% or lower	79.6% to 84.5%	84.6% to 88.1%	88.2% or higher
Movement of Students with Disabilities to Less Restrictive Environments	0.28	0.20 or lower	0.21 to 0.31	0.32 to 0.40	0.41 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.**