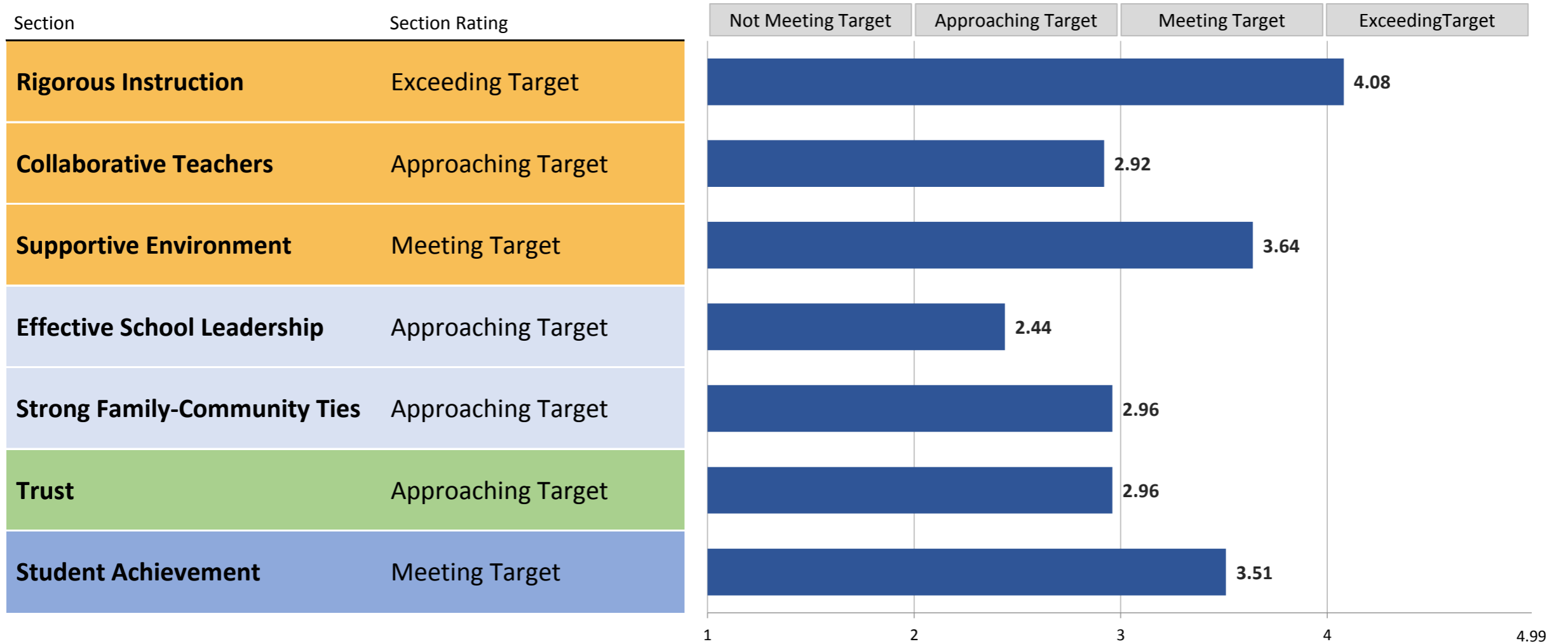


**Framework for Great Schools**

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 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: 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	87	88	81
Grade 7	81	95	96
Grade 8	99	93	93
<b>All students</b>	<b>267</b>	<b>276</b>	<b>270</b>

**Student Demographics**

	<b>2012 - 2013</b>	<b>2013 - 2014</b>	<b>2014 - 2015</b>
% English Language Learners	30%	25%	26%
% Free Lunch Eligible	90%	90%	92%
% Student with IEPs	33%	37%	35%
% Student with IEPs (less than 20% time)	15%	13%	11%
% HRA Eligible	-	71%	71%
% Temporary Housing	-	22%	17%
% Asian	1%	1%	2%
% Black	19%	18%	19%
% Hispanic	77%	78%	78%
% White	1%	2%	1%
% Other	0%	0%	0%
Average Incoming ELA Proficiency	2.68	2.33	2.34
Average Incoming Math Proficiency	3.03	2.46	2.49

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

04M372  
ESPERANZA PREPARATORY ACADEMY

Student Achievement Rating	Student Achievement Score
<b>Meeting Target</b>	<b>3.51</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	230	2.19	1.91	2.09	2.19	2.30	2.56	3.00	9.80%
Percentage of Students at Level 3 or 4	230	8.3%	0.7%	5.8%	9.5%	13.7%	21.9%	2.68	9.80%
Median Adjusted Growth Percentile	210	62.0	50.5	55.4	62.5	67.3	75.8	2.93	9.80%
Median Adjusted Growth Percentile - School's Lowest Third	75	83.0	67.1	72.0	78.8	83.4	91.5	3.91	9.80%
<b>State Test Results - Math</b>									
Average Student Proficiency	244	2.08	1.78	2.00	2.14	2.29	2.61	2.57	9.80%
Percentage of Students at Level 3 or 4	244	4.5%	0.0%	4.9%	8.6%	12.7%	22.1%	1.92	9.80%
Median Adjusted Growth Percentile	222	68.0	41.0	48.3	58.9	65.9	78.5	4.17	9.80%
Median Adjusted Growth Percentile - School's Lowest Third	82	77.5	59.1	65.1	73.8	79.6	89.9	3.64	9.80%
<b>Core Course Pass Rates</b>									
● ELA	241	93.8%	60.1%	71.6%	80.0%	89.3%	100.0%	4.42	1.96%
● Math	241	92.9%	58.6%	70.7%	79.3%	89.0%	100.0%	4.35	1.96%
● Science	241	88.8%	61.6%	72.7%	80.7%	89.7%	100.0%	3.90	1.96%
● Social Studies	241	95.0%	57.5%	69.7%	78.7%	88.6%	100.0%	4.56	1.96%
● Percent of 8th Graders Earning HS Credit	80	51.3%	0.0%	6.2%	10.8%	16.0%	26.6%	4.99	3.92%
9th Grade Adjusted Credit Accumulation of Former 8th Graders	77	82.0%	59.0%	69.0%	76.0%	84.0%	94.0%	3.75	9.80%
								<b>Weighted Average Score</b>	<b>3.33</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	18	7.8%	40.4%	0.0%	0.0%	0.4%	0.8%	1.3%	2.2%	1.00	0.030	0.000
○ Integrated Co-Teaching	40	17.4%	95.6%	0.0%	0.0%	1.6%	3.2%	5.1%	8.4%	1.00	0.030	0.000
○ SETSS	9	3.9%	41.9%	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	19	7.8%	41.3%	0.0%	0.0%	0.7%	1.4%	2.3%	3.8%	1.00	0.030	0.000
○ Integrated Co-Teaching	42	17.2%	95.0%	0.0%	0.0%	2.4%	4.8%	7.6%	12.6%	1.00	0.030	0.000
○ SETSS	9	3.7%	40.2%	0.0%	0.0%	3.3%	6.6%	10.4%	17.2%	1.00	0.030	0.000
<b>ELA - Percent at 75th+ Growth Percentile</b>												
ELL	59	28.1%	62.9%	35.6%	17.2%	27.0%	36.6%	47.8%	68.0%	2.90	0.030	0.014
Lowest Third Citywide	111	52.9%	68.0%	52.3%	31.5%	39.4%	47.2%	56.3%	72.7%	3.56	0.030	0.019
Black and Hispanic Males in Lowest Third Citywide	57	27.1%	60.6%	52.6%	29.6%	38.0%	46.2%	55.9%	73.2%	3.66	0.030	0.020
SC/ICT/SETSS	65	31.0%	77.8%	58.5%	35.0%	42.9%	50.8%	60.0%	76.4%	3.84	0.030	0.021
<b>Math - Percent at 75th+ Growth Percentile</b>												
ELL	69	31.1%	64.1%	39.1%	12.4%	22.8%	33.0%	45.0%	66.4%	3.51	0.030	0.019
Lowest Third Citywide	141	63.5%	78.2%	53.2%	24.4%	34.1%	43.7%	54.9%	75.0%	3.85	0.030	0.021
Black and Hispanic Males in Lowest Third Citywide	60	27.0%	60.7%	46.7%	24.1%	34.0%	43.7%	55.1%	75.5%	3.26	0.030	0.017
● SC/ICT/SETSS	68	30.6%	78.2%	54.4%	25.8%	34.5%	43.0%	53.1%	71.0%	4.07	0.030	0.023
● ELL Progress	60	24.2%	67.0%	61.7%	11.3%	22.8%	34.2%	47.5%	71.3%	4.60	0.030	0.027
											<b>CtAG Additional Points</b>	<b>0.18</b>
											<b>Overall Student Achievement Score</b>	<b>3.51</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	Well Developed	4.99	22%
NYC School Survey - Rigorous Instruction	87%	3.28	34%
<b>Section Rating: Exceeding Target</b>	<b>Section Score:</b>	<b>4.08</b>	

<b>Collaborative Teachers</b>			
Quality Review 4.2	Proficient	3.40	50%
NYC School Survey - Collaborative Teachers	77%	2.40	50%
<b>Section Rating: Approaching Target</b>	<b>Section Score:</b>	<b>2.92</b>	

<b>Supportive Environment</b>			
Quality Review 3.4	Well Developed	4.99	30%
NYC School Survey - Supportive Environment	84%	3.24	35%
Percentage of students with 90%+ attendance			
EMS	64.9%	2.92	
HS	49.0%	2.60	
Overall	57.0%	2.76	30%
Movement of students with disabilities to less restrictive environments			
EMS	0.31	2.82	
HS	0.71	4.07	
Overall	0.51	3.45	5%
<b>Section Rating: Meeting Target</b>	<b>Section Score:</b>	<b>3.64</b>	

<b>Effective School Leadership</b>			
NYC School Survey - Effective School Leadership	72%	2.44	100%
<b>Section Rating: Approaching Target</b>	<b>Section Score:</b>	<b>2.44</b>	

<b>Strong Family-Community Ties</b>			
NYC School Survey - Strong Family-Community Ties	77%	2.96	100%
<b>Section Rating: Approaching Target</b>	<b>Section Score:</b>	<b>2.96</b>	

<b>Trust</b>			
NYC School Survey - Trust	85%	2.96	100%
<b>Section Rating: Approaching Target</b>	<b>Section Score:</b>	<b>2.96</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	88	78.0	90.2	100.0	0.46	2.84
Common Core shifts in math	Teachers	93	73.4	86.8	100.0	0.72	3.88
Course clarity	Students	90	79.8	87.6	95.4	0.64	3.56
Quality of student discussion	Teachers	78	58.6	79.2	99.8	0.46	2.84
<b>Section Results:</b>		<b>87%</b>					<b>3.28</b>
<b>Collaborative Teachers</b>							
Cultural awareness:							
Cultural awareness	Teachers	94	85.7	94.3	100.0	0.55	
Cultural awareness	Parents	94	85.4	92.4	99.4	0.61	
Cultural awareness	Students	87	69.5	80.9	92.3	0.79	
Cultural awareness	Combined	92				0.65	3.60
Inclusive classroom instruction	Teachers	94	81.4	92.4	100.0	0.68	3.72
Quality of professional development	Teachers	70	45.8	75.2	100.0	0.44	2.76
School commitment	Teachers	71	60.1	85.3	100.0	0.28	2.12
○ Innovation	Teachers	65	63.0	84.2	100.0	0.05	1.20
Reflective dialogue	Teachers	88	85.6	95.2	100.0	0.25	2.00
Peer collaboration	Teachers	82	72.0	89.8	100.0	0.34	2.36
Focus on student learning	Teachers	74	64.0	86.6	100.0	0.29	2.16
○ Collective responsibility	Teachers	61	54.5	80.5	100.0	0.14	1.56
<b>Section Results:</b>		<b>77%</b>					<b>2.40</b>
<b>Supportive Environment</b>							
Safety:							
Safety	Teachers						
Safety	Students	86	69.7	83.1	96.5	0.61	
Safety	Combined	86				0.61	3.44
Classroom behavior:							
Classroom behavior	Teachers						
Classroom behavior	Students	83	67.0	80.4	93.8	0.59	
Classroom behavior	Combined	83				0.59	3.36
Social-emotional measure	Teachers	87	86.5	95.3	100.0	0.25	2.00
Peer interactions	Students	81	63.1	76.5	89.9	0.66	3.64
Next-level guidance	Students	85	72.1	83.3	94.5	0.58	3.32
Press toward academic achievement:							
Press toward academic achievement	Teachers						
Press toward academic achievement	Students	88	80.3	87.9	95.5	0.48	
Press toward academic achievement	Combined	88				0.48	2.92
Personal attention and support	Students	86	73.6	83.0	92.4	0.68	3.72
Peer support for academic work:							
Peer support for academic work	Teachers						
Peer support for academic work	Parents	89	72.8	86.8	100.0	0.59	
Peer support for academic work	Students	66	45.3	61.7	78.1	0.62	
Peer support for academic work	Combined	77				0.60	3.40
<b>Section Results:</b>		<b>84%</b>					<b>3.24</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	86	76.7	88.9	100.0	0.40	2.60
○ Teacher influence	Teachers	53	44.5	71.1	97.7	0.15	1.60
Program coherence	Teachers	69	52.0	80.8	100.0	0.36	2.44
Principal instructional leadership	Teachers	79	56.6	85.0	100.0	0.52	3.08
<b>Section Results:</b>		72%					<b>2.44</b>
<b>Strong Family Community Ties</b>							
Teacher outreach to parents:							
Teacher outreach to parents	Teachers	84	77.3	90.9	100.0	0.28	
Teacher outreach to parents	Parents	91	76.9	88.1	99.3	0.61	
Teacher outreach to parents	Combined	87				0.45	2.80
Parent involvement in the schools	Parents	66	48.2	65.0	81.8	0.53	3.12
<b>Section Results:</b>		77%					<b>2.96</b>
<b>Trust</b>							
Parent-teacher trust	Parents	94	86.5	93.3	100.0	0.56	3.24
Parent-principal trust	Parents	94	84.5	93.1	100.0	0.63	3.52
Student-teacher trust	Students	83	69.1	79.9	90.7	0.65	3.60
Teacher-principal trust	Teachers	76	56.9	85.9	100.0	0.44	2.76
○ Teacher-teacher trust	Teachers	79	74.0	90.8	100.0	0.18	1.72
<b>Section Results:</b>		85%					<b>2.96</b>

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	2.19	2.08 or lower	2.09 to 2.15	2.16 to 2.22	2.23 or higher
Average Student Proficiency - School's Lowest Third	1.90	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%	5.9% or lower	6.0% to 9.9%	10.0% to 14.9%	15.0% or higher
<b>State Test Results - Math*</b>					
Average Student Proficiency	2.08	1.98 or lower	1.99 to 2.11	2.12 to 2.22	2.23 or higher
Average Student Proficiency - School's Lowest Third	1.82	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	4.5%	5.6% or lower	5.7% to 9.9%	10.0% to 14.9%	15.0% or higher
<b>Core Course Pass Rates</b>					
ELA	93.8%	77.3% or lower	77.4% to 82.6%	82.7% to 86.9%	87.0% or higher
Math	92.9%	77.8% or lower	77.9% to 83.0%	83.1% to 87.2%	87.3% or higher
Science	88.8%	80.6% or lower	80.7% to 85.1%	85.2% to 88.8%	88.9% or higher
Social Studies	95.0%	75.4% or lower	75.5% to 81.1%	81.2% to 85.8%	85.9% or higher
Percent of 8th Graders Earning HS Credit	51.3%	5.9% or lower	6.0% to 9.9%	10.0% to 14.9%	15.0% or higher
9th Grade Adjusted Credit Accumulation of Former 8th Graders	82.0%	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	1.80	1.75 or lower	1.76 to 1.82	1.83 to 1.89	1.90 or higher
Integrated Co-Teaching	1.99	1.89 or lower	1.90 to 1.97	1.98 to 2.03	2.04 or higher
SETSS	2.03	1.91 or lower	1.92 to 2.03	2.04 to 2.12	2.13 or higher
ELL	2.04	1.86 or lower	1.87 to 1.98	1.99 to 2.07	2.08 or higher
Lowest Third Citywide	1.95	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	1.93	1.84 or lower	1.85 to 1.89	1.90 to 1.99	2.00 or higher
<b>Math - Average Proficiency Rating</b>					
Self-Contained	1.69	1.69 or lower	1.70 to 1.79	1.80 to 1.89	1.90 or higher
Integrated Co-Teaching	1.93	1.79 or lower	1.80 to 1.91	1.92 to 2.00	2.01 or higher
SETSS	2.09	1.81 or lower	1.82 to 1.96	1.97 to 2.09	2.10 or higher
ELL	2.03	1.89 or lower	1.90 to 2.05	2.06 to 2.18	2.19 or higher
Lowest Third Citywide	1.91	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	1.90	1.79 or lower	1.80 to 1.89	1.90 to 1.99	2.00 or higher
ELL Progress	61.7%	33.2% or lower	33.3% to 43.0%	43.1% to 51.0%	51.1% 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	64.9%	59.2% or lower	59.3% to 65.1%	65.2% to 69.9%	70.0% or higher
Movement of Students with Disabilities to Less Restrictive Environments	0.31	0.19 or lower	0.20 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.