Framework for Great Schools
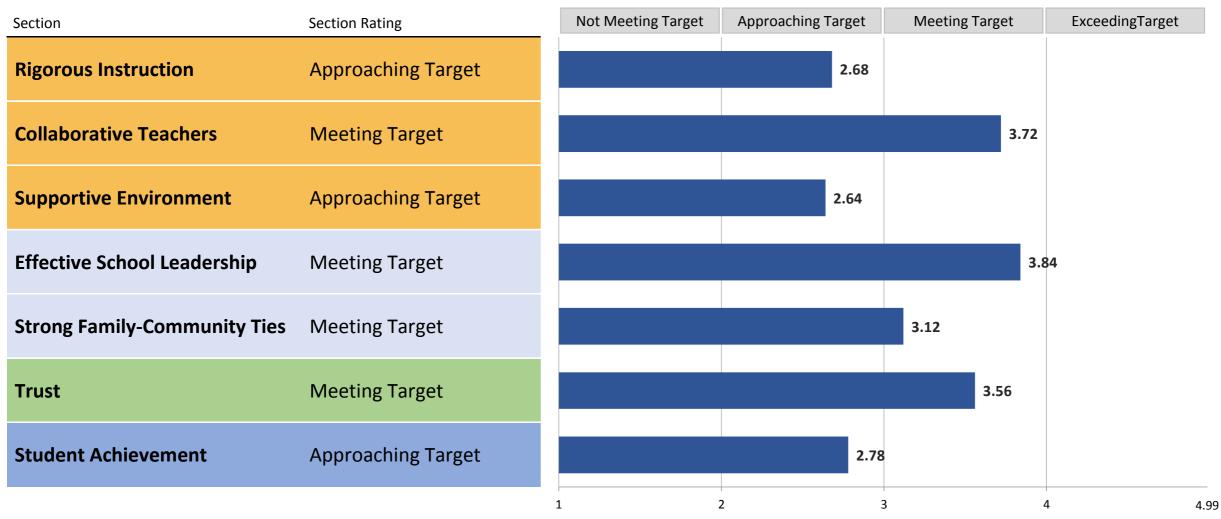
The Framework consists of six elements—Rigorous Instruction, Collaborative Teachers, Supportive Environment, Effective School Leadership, Strong Family-Community Ties, and Trust—that drive Student Achievement. The School Quality Guide shares ratings and data on each of the Framework elements, based on 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	Not Meeting Target	Approaching Target	Meeting Target	ExceedingTarget
Rigorous Instruction	Approaching Target		2.68		
Collaborative Teachers	Meeting Target			3.72	
Supportive Environment	Approaching Target		2.64		
Effective School Leadership	Meeting Target			3.84	
Strong Family-Community Ties	Meeting Target			3.12	
Trust	Meeting Target			3.56	
Student Achievement	Approaching Target		2.78		

1   2   3   4   4.99

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

Grade	2012 - 2013	2013 - 2014	2014 - 2015
Grade 6	88	85	89
Grade 7	80	89	91
Grade 8	87	84	93
All students	**255**	**258**	**273**

Student Demographics

	2012 - 2013	2013 - 2014	2014 - 2015
% English Language Learners	11%	10%	8%
% Free Lunch Eligible	92%	92%	86%
% Student with IEPs	25%	27%	28%
% Student with IEPs (less than 20% time)	7%	7%	9%
% HRA Eligible	-	76%	66%
% Temporary Housing	-	17%	15%
% Asian	1%	2%	1%
% Black	31%	32%	32%
% Hispanic	68%	65%	64%
% White	1%	1%	2%
% Other	0%	0%	0%
Average Incoming ELA Proficiency	2.72	2.32	2.36
Average Incoming Math Proficiency	3.05	2.53	2.49

Student Achievement Rating	Student Achievement Score
Approaching Target	**2.78**

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	260	**2.25**	1.94	2.14	2.24	2.36	2.61	**3.08**	9.80%
Percentage of Students at Level 3 or 4	260	**11.2%**	1.4%	7.2%	11.3%	16.0%	24.1%	**2.98**	9.80%
Median Adjusted Growth Percentile	250	**59.0**	48.6	54.1	62.2	67.5	77.0	**2.60**	9.80%
Median Adjusted Growth Percentile - School's Lowest Third	88	**77.0**	65.5	70.6	77.8	82.7	91.2	**2.89**	9.80%
State Test Results - Math									
Average Student Proficiency	261	**2.19**	1.76	2.05	2.25	2.46	2.80	**2.70**	9.80%
Percentage of Students at Level 3 or 4	261	**10.0%**	0.0%	7.6%	13.2%	19.4%	28.8%	**2.43**	9.80%
○ Median Adjusted Growth Percentile	251	**46.0**	39.7	47.8	59.5	67.3	81.1	**1.78**	9.80%
○ Median Adjusted Growth Percentile - School's Lowest Third	87	**64.0**	59.4	65.4	74.0	79.8	89.9	**1.77**	9.80%
Core Course Pass Rates									
ELA	261	**89.7%**	63.2%	73.7%	81.5%	90.1%	100.0%	**3.95**	1.96%
Math	261	**85.8%**	62.2%	73.0%	80.9%	89.8%	100.0%	**3.55**	1.96%
Science	261	**89.3%**	63.7%	74.1%	81.7%	90.3%	100.0%	**3.88**	1.96%
● Social Studies	261	**90.4%**	60.3%	71.6%	80.0%	89.3%	100.0%	**4.10**	1.96%
Percent of 8th Graders Earning HS Credit	88	**23.9%**	0.0%	9.4%	16.4%	24.2%	35.0%	**3.96**	3.92%
○ 9th Grade Adjusted Credit Accumulation of Former 8th Graders	78	**69.0%**	60.0%	70.0%	78.0%	87.0%	98.0%	**1.90**	9.80%
							Weighted Average Score		**2.63**

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	26	10.0%	51.8%	**3.8%**	0.0%	0.4%	0.8%	1.3%	2.2%	**4.99**	0.030	0.030
○ Integrated Co-Teaching	36	13.8%	75.8%	**0.0%**	0.0%	1.6%	3.2%	5.1%	8.4%	**1.00**	0.030	0.000
SETSS	6	2.3%	24.7%	**0.0%**	0.0%	2.6%	5.2%	8.2%	13.6%		0.030	0.000
Math - Percent at Level 3 or 4												
○ Self-Contained	25	9.6%	50.8%	**0.0%**	0.0%	0.7%	1.4%	2.3%	3.8%	**1.00**	0.030	0.000
Integrated Co-Teaching	36	13.8%	76.2%	**2.8%**	0.0%	2.4%	4.8%	7.6%	12.6%	**2.17**	0.030	0.009
○ SETSS	6	2.3%	25.0%	**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	39	15.6%	34.9%	**43.6%**	17.2%	27.0%	36.6%	47.8%	68.0%	**3.63**	0.030	0.020
Lowest Third Citywide	121	48.4%	61.7%	**47.1%**	31.5%	39.4%	47.2%	56.3%	72.7%	**2.99**	0.030	0.015
Black and Hispanic Males in Lowest Third Citywide	71	28.4%	63.5%	**39.4%**	29.6%	38.0%	46.2%	55.9%	73.2%	**2.17**	0.030	0.009
SC/ICT/SETSS	63	25.2%	60.2%	**50.8%**	35.0%	42.9%	50.8%	60.0%	76.4%	**3.00**	0.030	0.015
Math - Percent at 75th+ Growth Percentile												
ELL	40	15.9%	32.8%	**25.0%**	12.4%	22.8%	33.0%	45.0%	66.4%	**2.22**	0.030	0.009
Lowest Third Citywide	99	39.4%	48.3%	**40.4%**	24.4%	34.1%	43.7%	54.9%	75.0%	**2.66**	0.030	0.012
Black and Hispanic Males in Lowest Third Citywide	57	22.7%	51.0%	**49.1%**	24.1%	34.0%	43.7%	55.1%	75.5%	**3.47**	0.030	0.019
SC/ICT/SETSS	63	25.1%	61.2%	**41.3%**	25.8%	34.5%	43.0%	53.1%	71.0%	**2.80**	0.030	0.014
ELL Progress	22	8.1%	22.4%	**18.2%**	11.3%	22.8%	34.2%	47.5%	71.3%		0.030	0.000
										CtAG Additional Points		**0.15**
										Overall Student Achievement Score		**2.78**

● Filled circle indicates a metric rating of Exceeding Target (and a metric score of 4.00 or higher).
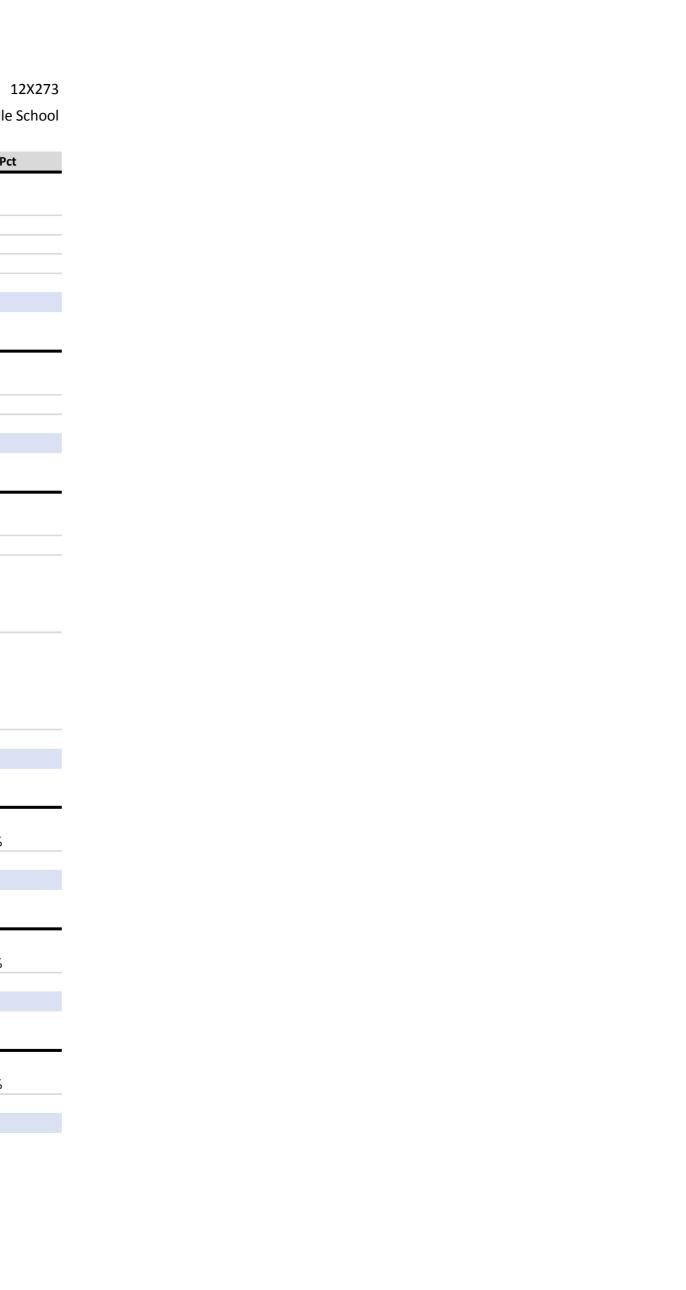
○ Empty circle indicates a metric rating of Not Meeting Target (and a metric score of 1.99 or lower).

	Metric Value	Metric Score	Weight Pct
Rigorous Instruction			
Quality Review 1.1	Proficient	3.40	22%
Quality Review 1.2	Developing	2.00	22%
Quality Review 2.2	Proficient	3.40	22%
NYC School Survey - Rigorous Instruction	81%	2.16	34%
Section Rating: Approaching Target	**Section Score:**	**2.68**	
Collaborative Teachers			
Quality Review 4.2	Proficient	3.40	50%
NYC School Survey - Collaborative Teachers	92%	4.04	50%
Section Rating: Meeting Target	**Section Score:**	**3.72**	
Supportive Environment			
Quality Review 3.4	Proficient	3.40	30%
NYC School Survey - Supportive Environment	80%	2.32	35%
Percentage of students with 90%+ attendance			
EMS	62.9%	2.28	
HS			
Overall	62.9%	2.28	30%
Movement of students with disabilities to less restrictive environments			
EMS	0.18	2.06	
HS			
Overall	0.18	2.06	5%
Section Rating: Approaching Target	**Section Score:**	**2.64**	
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	78%	3.12	100%
Section Rating: Meeting Target	**Section Score:**	**3.12**	
Trust			
NYC School Survey - Trust	92%	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	82	79.4	91.4	100.0	0.10	1.40
Common Core shifts in math	Teachers	79	68.9	87.1	100.0	0.31	2.24
Course clarity	Students	86	81.3	89.7	98.1	0.28	2.12
Quality of student discussion	Teachers	75	53.2	78.4	100.0	0.47	2.88
Section Results:		**81%**					**2.16**
Collaborative Teachers							
Cultural awareness:							
Cultural awareness	Teachers	100	84.5	94.1	100.0	1.00	
Cultural awareness	Parents	92	87.1	93.3	99.5	0.50	
Cultural awareness	Students	82	70.6	84.2	97.8	0.41	
Cultural awareness	Combined	91				0.64	3.56
● Inclusive classroom instruction	Teachers	99	81.7	93.3	100.0	0.95	4.80
● Quality of professional development	Teachers	90	54.0	77.4	100.0	0.78	4.12
School commitment	Teachers	89	59.7	84.3	100.0	0.73	3.92
Innovation	Teachers	90	65.8	85.2	100.0	0.70	3.80
● Reflective dialogue	Teachers	96	86.6	95.8	100.0	0.75	4.00
● Peer collaboration	Teachers	97	76.7	91.9	100.0	0.86	4.44
● Focus on student learning	Teachers	94	68.4	88.4	100.0	0.82	4.28
Collective responsibility	Teachers	85	57.5	82.3	100.0	0.64	3.56
Section Results:		**92%**					**4.04**
Supportive Environment							
Safety:							
Safety	Teachers						
Safety	Students	74	67.5	82.9	98.3	0.21	
○ Safety	Combined	74				0.21	1.84
Classroom behavior:							
Classroom behavior	Teachers						
Classroom behavior	Students	73	63.4	79.2	95.0	0.30	
Classroom behavior	Combined	73				0.30	2.20
Social-emotional measure	Teachers	93	84.7	95.3	100.0	0.54	3.16
○ Peer interactions	Students	74	67.5	80.7	93.9	0.24	1.96
Next-level guidance	Students	87	76.9	88.3	99.7	0.43	2.72
Press toward academic achievement:							
Press toward academic achievement	Teachers						
Press toward academic achievement	Students	84	80.6	88.2	95.8	0.22	
○ Press toward academic achievement	Combined	84				0.22	1.88
Personal attention and support	Students	83	74.1	85.5	96.9	0.40	2.60
Peer support for academic work:							
Peer support for academic work	Teachers						
Peer support for academic work	Parents	86	76.8	88.6	100.0	0.39	
Peer support for academic work	Students	54	48.0	66.6	85.2	0.15	
Peer support for academic work	Combined	70				0.27	2.08
Section Results:		**80%**					**2.32**

		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	0.56	3.24
Teacher influence	Teachers	81	34.5	67.1	99.7	0.71	3.84
Program coherence	Teachers	86	60.8	85.2	100.0	0.64	3.56
● Principal instructional leadership	Teachers	98	67.2	88.0	100.0	0.94	4.76
Section Results:		**89%**					**3.84**
Strong Family Community Ties							
Teacher outreach to parents:							
Teacher outreach to parents	Teachers	94	79.9	92.5	100.0	0.69	
Teacher outreach to parents	Parents	91	81.6	90.6	99.6	0.51	
Teacher outreach to parents	Combined	92				0.60	3.40
Parent involvement in the schools	Parents	64	47.1	66.3	85.5	0.45	2.80
Section Results:		**78%**					**3.12**
Trust							
Parent-teacher trust	Parents	94	88.9	94.3	99.7	0.50	3.00
Parent-principal trust	Parents	94	88.6	94.8	100.0	0.50	3.00
Student-teacher trust	Students	78	69.2	82.0	94.8	0.33	2.32
● Teacher-principal trust	Teachers	99	63.2	87.4	100.0	0.98	4.92
● Teacher-teacher trust	Teachers	97	74.2	90.6	100.0	0.87	4.48
Section Results:		**92%**					**3.56**

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	2.25	2.17 or lower	2.18 to 2.24	2.25 to 2.30	2.31 or higher
Average Student Proficiency - School's Lowest Third	1.90	1.83 or lower	1.84 to 1.92	1.93 to 1.99	2.00 or higher
Percentage of Students at Level 3 or 4	11.2%	8.0% or lower	8.1% to 11.7%	11.8% to 14.9%	15.0% or higher
State Test Results - Math*					
Average Student Proficiency	2.19	2.04 or lower	2.05 to 2.17	2.18 to 2.27	2.28 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	10.0%	6.6% or lower	6.7% to 10.4%	10.5% to 14.9%	15.0% or higher
Core Course Pass Rates					
ELA	89.7%	77.0% or lower	77.1% to 82.4%	82.5% to 86.8%	86.9% or higher
Math	85.8%	77.7% or lower	77.8% to 82.9%	83.0% to 87.2%	87.3% or higher
Science	89.3%	79.5% or lower	79.6% to 84.3%	84.4% to 88.2%	88.3% or higher
Social Studies	90.4%	75.6% or lower	75.7% to 81.3%	81.4% to 86.0%	86.1% or higher
Percent of 8th Graders Earning HS Credit	23.9%	7.7% or lower	7.8% to 12.1%	12.2% to 15.7%	15.8% or higher
9th Grade Adjusted Credit Accumulation of Former 8th Graders	69.0%	75.9% or lower	76.0% to 79.9%	80.0% to 83.9%	84.0% 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	1.86	1.74 or lower	1.75 to 1.80	1.81 to 1.89	1.90 or higher
Integrated Co-Teaching	2.03	1.95 or lower	1.96 to 2.02	2.03 to 2.09	2.10 or higher
SETSS	1.96	1.98 or lower	1.99 to 2.09	2.10 to 2.18	2.19 or higher
ELL	2.11	1.96 or lower	1.97 to 2.08	2.09 to 2.17	2.18 or higher
Lowest Third Citywide	1.94	1.89 or lower	1.90 to 1.94	1.95 to 1.99	2.00 or higher
Black and Hispanic Males in Lowest Third Citywide	1.88	1.87 or lower	1.88 to 1.92	1.93 to 1.99	2.00 or higher
Math - Average Proficiency Rating					
Self-Contained	1.75	1.71 or lower	1.72 to 1.79	1.80 to 1.89	1.90 or higher
Integrated Co-Teaching	1.99	1.80 or lower	1.81 to 1.92	1.93 to 2.02	2.03 or higher
SETSS	2.06	1.87 or lower	1.88 to 2.03	2.04 to 2.15	2.16 or higher
ELL	2.18	1.94 or lower	1.95 to 2.10	2.11 to 2.23	2.24 or higher
Lowest Third Citywide	1.87	1.80 or lower	1.81 to 1.89	1.90 to 1.99	2.00 or higher
Black and Hispanic Males in Lowest Third Citywide	1.89	1.80 or lower	1.81 to 1.89	1.90 to 1.99	2.00 or higher
ELL Progress	18.2%	23.8% or lower	23.9% to 33.6%	33.7% to 41.6%	41.7% 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 <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	62.9%	62.0% or lower	62.1% to 67.9%	68.0% to 72.7%	72.8% or higher
Movement of Students with Disabilities to Less Restrictive Environments	0.18	0.16 or lower	0.17 to 0.26	0.27 to 0.34	0.35 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.**