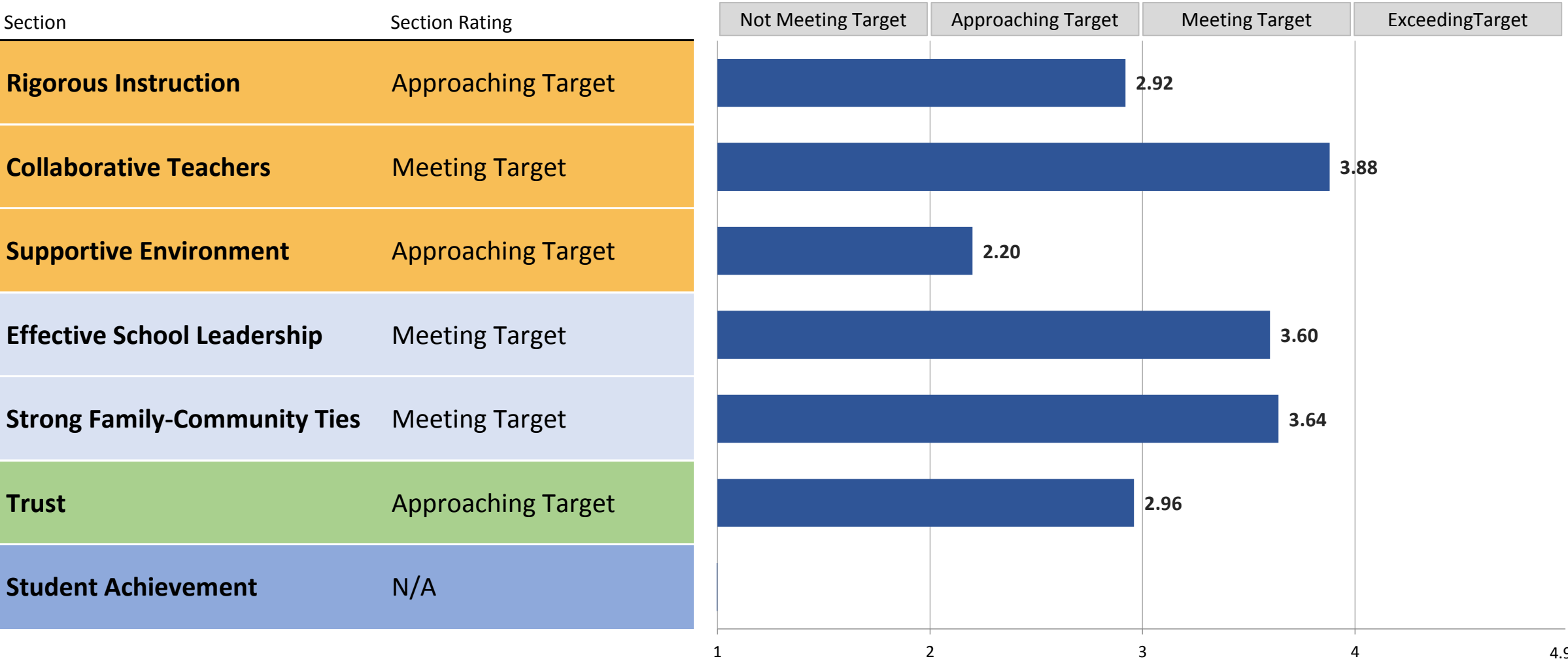


Framework for Great Schools

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: 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>

Student Enrollment

Grade	2012 - 2013	2013 - 2014	2014 - 2015
Grade 6	15	1	-
Grade 7	29	18	-
Grade 8	51	30	17
All students	95	49	17

Student Demographics

	2012 - 2013	2013 - 2014	2014 - 2015
% English Language Learners	8%	10%	6%
% Free Lunch Eligible	81%	81%	79%
% Student with IEPs	26%	27%	24%
% Student with IEPs (less than 20% time)	2%	0%	0%
% HRA Eligible	-	76%	65%
% Temporary Housing	-	22%	29%
% Asian	2%	0%	0%
% Black	67%	59%	71%
% Hispanic	31%	41%	29%
% White	0%	0%	0%
% Other	0%	0%	0%
Average Incoming ELA Proficiency	2.48	2.17	2.16
Average Incoming Math Proficiency	2.69	2.25	2.19

Student Achievement Rating	Student Achievement Score
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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	16	2.11	1.88	2.06	2.15	2.25	2.52	2.56	12.20%
Percentage of Students at Level 3 or 4	16	12.5%	0.0%	4.8%	8.4%	12.4%	20.8%	4.01	12.20%
Median Adjusted Growth Percentile	15	63.0	50.0	54.8	61.7	66.3	74.6	3.28	12.20%
Median Adjusted Growth Percentile - School's Lowest Third	15	63.0	65.0	70.2	77.5	82.4	91.1	1.00	12.20%
State Test Results - Math									
Average Student Proficiency	15	1.90	1.77	1.99	2.12	2.26	2.59	1.59	12.20%
Percentage of Students at Level 3 or 4	15	0.0%	0.0%	4.9%	8.6%	12.7%	22.1%	1.00	12.20%
Median Adjusted Growth Percentile	14		39.2	47.0	58.3	65.7	79.0		0.00%
Median Adjusted Growth Percentile - School's Lowest Third	14		57.4	63.7	72.8	78.8	89.6		0.00%
Core Course Pass Rates									
ELA	17	88.2%	50.6%	65.9%	76.0%	87.2%	100.0%	4.08	2.44%
Math	17	76.5%	53.5%	67.6%	77.2%	87.8%	100.0%	2.93	2.44%
Science	17	94.1%	55.0%	68.8%	78.0%	88.3%	100.0%	4.50	2.44%
Social Studies	17	88.2%	46.2%	63.1%	74.0%	86.1%	100.0%	4.15	2.44%
Percent of 8th Graders Earning HS Credit	17	0.0%	0.0%	4.4%	7.7%	11.3%	22.3%	1.00	4.88%
9th Grade Adjusted Credit Accumulation of Former 8th Graders	24	83.0%	61.0%	70.0%	77.0%	84.0%	93.0%	3.86	12.20%
Weighted Average Score									

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	4	25.0%	0.0%		0.0%	0.4%	0.8%	1.3%	2.2%		0.030	0.000
Integrated Co-Teaching			100.0%		0.0%	1.6%	3.2%	5.1%	8.4%		0.030	0.000
SETSS			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	4	26.7%	0.0%		0.0%	0.7%	1.4%	2.3%	3.8%		0.030	0.000
Integrated Co-Teaching			100.0%		0.0%	2.4%	4.8%	7.6%	12.6%		0.030	0.000
SETSS			0.0%		0.0%	3.3%	6.6%	10.4%	17.2%		0.030	0.000
ELA - Percent at 75th+ Growth Percentile												
ELL	3	20.0%	44.7%		17.2%	27.0%	36.6%	47.8%	68.0%		0.030	0.000
Lowest Third Citywide	10	66.7%	87.1%	30.0%	31.5%	39.4%	47.2%	56.3%	72.7%	1.00	0.030	0.000
Black and Hispanic Males in Lowest Third Citywide	7	46.7%	100.0%	14.3%	29.6%	38.0%	46.2%	55.9%	73.2%	1.00	0.030	0.000
SC/ICT/SETSS	4	26.7%	64.7%		35.0%	42.9%	50.8%	60.0%	76.4%		0.030	0.000
Math - Percent at 75th+ Growth Percentile												
ELL	3	21.4%	44.1%		12.4%	22.8%	33.0%	45.0%	66.4%		0.030	0.000
Lowest Third Citywide	10	71.4%	88.1%	10.0%	24.4%	34.1%	43.7%	54.9%	75.0%	1.00	0.030	0.000
Black and Hispanic Males in Lowest Third Citywide	7	50.0%	100.0%	0.0%	24.1%	34.0%	43.7%	55.1%	75.5%	1.00	0.030	0.000
SC/ICT/SETSS	3	21.4%	49.8%		25.8%	34.5%	43.0%	53.1%	71.0%		0.030	0.000
ELL Progress	1	5.9%	16.3%		11.3%	22.8%	34.2%	47.5%	71.3%		0.030	0.000
CtAG Additional Points												
Overall Student Achievement Score												

● 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	85%	2.88	34%
Section Rating: Approaching Target	Section Score:	2.92	

Collaborative Teachers			
Quality Review 4.2	Proficient	3.40	50%
NYC School Survey - Collaborative Teachers	94%	4.36	50%
Section Rating: Meeting Target	Section Score:	3.88	

Supportive Environment			
Quality Review 3.4	Proficient	3.40	30%
NYC School Survey - Supportive Environment	74%	1.80	35%
Percentage of students with 90%+ attendance			
EMS	47.1%	1.20	
HS	31.9%	1.28	
Overall	39.5%	1.24	30%
Movement of students with disabilities to less restrictive environments			
EMS			
HS	0.51	3.19	
Overall	0.51	3.19	5%
Section Rating: Approaching Target	Section Score:	2.20	

Effective School Leadership			
NYC School Survey - Effective School Leadership	88%	3.60	100%
Section Rating: Meeting Target	Section Score:	3.60	

Strong Family-Community Ties			
NYC School Survey - Strong Family-Community Ties	81%	3.64	100%
Section Rating: Meeting Target	Section Score:	3.64	

Trust			
NYC School Survey - Trust	89%	2.96	100%
Section Rating: Approaching Target	Section Score:	2.96	

2014-15 School Quality Reports
Framework Elements - Survey Scoring Appendix

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Academy for Social Action: A College Board School

		Survey % Positive	City Range			Percent of Range	Score
			Bottom of Range	City Avg	Top of Range		
Rigorous Instruction							
● Common Core shifts in literacy	Teachers	98	78.0	90.2	100.0	0.91	4.64
Common Core shifts in math	Teachers	89	73.4	86.8	100.0	0.60	3.40
○ Course clarity	Students	79	79.8	87.6	95.4	0.00	1.00
Quality of student discussion	Teachers	73	58.6	79.2	99.8	0.36	2.44
Section Results:		85%					2.88
Collaborative Teachers							
Cultural awareness:							
Cultural awareness	Teachers	100	85.7	94.3	100.0	1.00	
Cultural awareness	Parents	93	85.4	92.4	99.4	0.54	
Cultural awareness	Students	68	69.5	80.9	92.3	0.00	
Cultural awareness	Combined	87				0.51	3.04
● Inclusive classroom instruction	Teachers	98	81.4	92.4	100.0	0.91	4.64
Quality of professional development	Teachers	86	45.8	75.2	100.0	0.74	3.96
● School commitment	Teachers	97	60.1	85.3	100.0	0.91	4.64
● Innovation	Teachers	94	63.0	84.2	100.0	0.85	4.40
● Reflective dialogue	Teachers	100	85.6	95.2	100.0	1.00	4.99
● Peer collaboration	Teachers	100	72.0	89.8	100.0	1.00	4.99
● Focus on student learning	Teachers	96	64.0	86.6	100.0	0.89	4.56
● Collective responsibility	Teachers	90	54.5	80.5	100.0	0.77	4.08
Section Results:		94%					4.36
Supportive Environment							
Safety:							
Safety	Teachers						
Safety	Students	78	69.7	83.1	96.5	0.31	
Safety	Combined	78				0.31	2.24
Classroom behavior:							
Classroom behavior	Teachers						
Classroom behavior	Students	59	67.0	80.4	93.8	0.00	
○ Classroom behavior	Combined	59				0.00	1.00
● Social-emotional measure	Teachers	100	86.5	95.3	100.0	1.00	4.99
○ Peer interactions	Students	61	63.1	76.5	89.9	0.00	1.00
○ Next-level guidance	Students	73	72.1	83.3	94.5	0.02	1.08
Press toward academic achievement:							
Press toward academic achievement	Teachers						
Press toward academic achievement	Students	79	80.3	87.9	95.5	0.00	
○ Press toward academic achievement	Combined	79				0.00	1.00
○ Personal attention and support	Students	76	73.6	83.0	92.4	0.11	1.44
Peer support for academic work:							
Peer support for academic work	Teachers						
Peer support for academic work	Parents	72	72.8	86.8	100.0	0.00	
Peer support for academic work	Students	54	45.3	61.7	78.1	0.27	
○ Peer support for academic work	Combined	63				0.13	1.52
Section Results:		74%					1.80

		Survey % Positive	City Range			Percent of Range	Score
			Bottom of Range	City Avg	Top of Range		
Effective School Leadership							
<div><div></div><div>Inclusive principal leadership</div></div>	Parents	79	76.7	88.9	100.0	0.10	1.40
Teacher influence	Teachers	73	44.5	71.1	97.7	0.54	3.16
<div><div></div><div>Program coherence</div></div>	Teachers	98	52.0	80.8	100.0	0.95	4.80
<div><div></div><div>Principal instructional leadership</div></div>	Teachers	100	56.6	85.0	100.0	1.00	4.99
Section Results:		88%					3.60
Strong Family Community Ties							
Teacher outreach to parents:							
Teacher outreach to parents	Teachers	96	77.3	90.9	100.0	0.82	
Teacher outreach to parents	Parents	90	76.9	88.1	99.3	0.57	
Teacher outreach to parents	Combined	93				0.69	3.76
Parent involvement in the schools	Parents	69	48.2	65.0	81.8	0.63	3.52
Section Results:		81%					3.64
Trust							
Parent-teacher trust	Parents	92	86.5	93.3	100.0	0.50	3.00
<div><div></div><div>Parent-principal trust</div></div>	Parents	84	84.5	93.1	100.0	0.00	1.00
<div><div></div><div>Student-teacher trust</div></div>	Students	71	69.1	79.9	90.7	0.07	1.28
<div><div></div><div>Teacher-principal trust</div></div>	Teachers	100	56.9	85.9	100.0	1.00	4.99
<div><div></div><div>Teacher-teacher trust</div></div>	Teachers	97	74.0	90.8	100.0	0.89	4.56
Section Results:		89%					2.96

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	2.11				
Average Student Proficiency - School's Lowest Third	2.11				
Percentage of Students at Level 3 or 4	12.5%				
State Test Results - Math*					
Average Student Proficiency	1.90				
Average Student Proficiency - School's Lowest Third	1.93				
Percentage of Students at Level 3 or 4	0.0%				
Core Course Pass Rates					
ELA	88.2%				
Math	76.5%				
Science	94.1%				
Social Studies	88.2%				
Percent of 8th Graders Earning HS Credit	0.0%				
9th Grade Adjusted Credit Accumulation of Former 8th Graders	83.0%	72.9% or lower	73.0% to 77.9%	78.0% to 80.9%	81.0% 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					
SETSS					
ELL					
Lowest Third Citywide	1.91				
Black and Hispanic Males in Lowest Third Citywide	1.80				
Math - Average Proficiency Rating					
Self-Contained					
Integrated Co-Teaching					
SETSS					
ELL					
Lowest Third Citywide	1.77				
Black and Hispanic Males in Lowest Third Citywide	1.78				
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 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	47.1%				
Movement of Students with Disabilities to Less Restrictive Environments					

* 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.