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	Meeting Target
Supportive Environment	Exceeding Target
Effective School Leadership	Exceeding Target
Strong Family-Community Ties	Meeting Target
Trust	Exceeding Target
Student Achievement	Meeting Target

Not Meeting Target	Approaching Target	Meeting Target	ExceedingTarget

- Rigorous Instruction: 4.20
- Collaborative Teachers: 3.72
- Supportive Environment: 4.36
- Effective School Leadership: 4.36
- Strong Family-Community Ties: 3.96
- Trust: 4.16
- Student Achievement: 3.83

(scale: 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
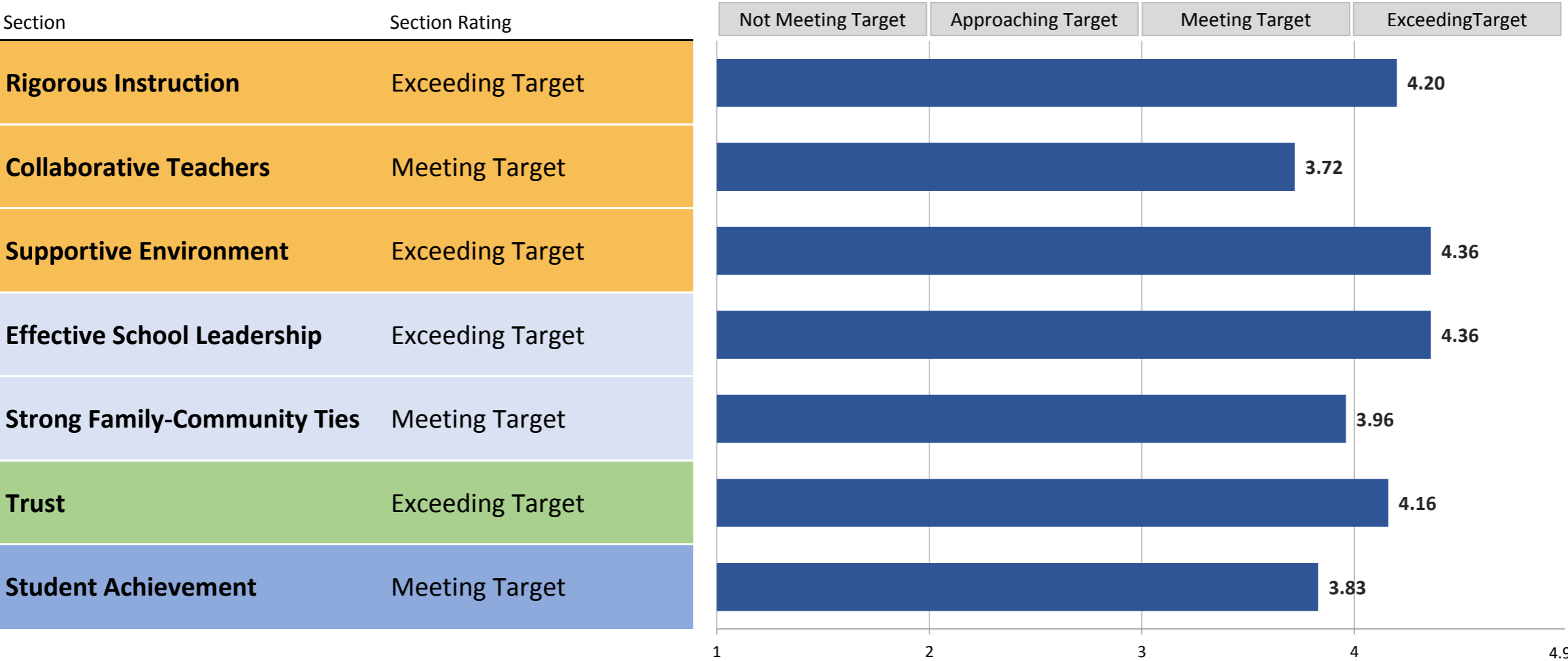
Note

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	-	49	34
Grade 7	-	-	52
All students	**-**	**49**	**86**

Student Demographics

	2012 - 2013	2013 - 2014	2014 - 2015
% English Language Learners	-	4%	6%
% Free Lunch Eligible	-	60%	92%
% Student with IEPs	-	27%	24%
% Student with IEPs (less than 20% time)	-	12%	8%
% HRA Eligible	-	73%	60%
% Temporary Housing	-	22%	30%
% Asian	-	0%	1%
% Black	-	90%	85%
% Hispanic	-	10%	12%
% White	-	0%	0%
% Other	-	0%	2%
Average Incoming ELA Proficiency	-	2.17	2.21
Average Incoming Math Proficiency	-	2.22	2.25

Student Achievement Rating	Student Achievement Score
Meeting Target	**3.83**

Student Achievement Metrics

					2014-15 Targets				
	n	2014-15 School Value	Bottom of Target Range	Approaching Target	Meeting Target	Exceeding Target	Top of Target Range	Metric Score	Weight Pct
State Test Results - ELA									
Average Student Proficiency	79	**2.18**	1.86	2.03	2.13	2.24	2.52	**3.45**	11.36%
Percentage of Students at Level 3 or 4	79	**7.6%**	0.0%	4.4%	7.8%	11.4%	19.9%	**2.94**	11.36%
● Median Adjusted Growth Percentile	67	**67.0**	50.3	55.1	62.0	66.6	74.9	**4.05**	11.36%
Median Adjusted Growth Percentile - School's Lowest Third	25	**77.0**	64.7	70.0	77.7	82.8	91.8	**2.91**	11.36%
State Test Results - Math									
Average Student Proficiency	78	**2.25**	1.75	1.97	2.11	2.27	2.60	**3.88**	11.36%
● Percentage of Students at Level 3 or 4	78	**15.4%**	0.0%	4.7%	8.2%	12.0%	21.5%	**4.36**	11.36%
● Median Adjusted Growth Percentile	70	**66.0**	40.7	48.1	58.7	65.8	78.4	**4.02**	11.36%
● Median Adjusted Growth Percentile - School's Lowest Third	25	**81.0**	58.7	64.6	73.1	78.8	88.9	**4.22**	11.36%
Core Course Pass Rates									
● ELA	74	**93.2%**	50.6%	65.9%	76.0%	87.2%	100.0%	**4.47**	2.27%
● Math	74	**91.9%**	53.5%	67.6%	77.1%	87.8%	100.0%	**4.34**	2.27%
● Science	74	**89.2%**	54.9%	68.7%	77.9%	88.2%	100.0%	**4.08**	2.27%
○ Social Studies	74	**13.5%**	45.9%	62.9%	73.8%	86.1%	100.0%	**1.00**	2.27%
Percent of 8th Graders Earning HS Credit			0.0%	4.4%	7.7%	11.3%	22.3%		0.00%
9th Grade Adjusted Credit Accumulation of Former 8th Graders			62.0%	70.0%	77.0%	84.0%	93.0%		0.00%
								Weighted Average Score	**3.70**

Closing the Achievement Gap (CtAG) Metrics

						2014-15 Targets					
	n	2014-15 School Population %	Population % of Range	2014-15 School Value	Bottom of Target Range	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	7	8.9%	46.1%	**0.0%**	0.0%	0.4%	0.8%	1.3%	2.2%	**1.00**	0.030	0.000
○ Integrated Co-Teaching	7	8.9%	48.9%	**0.0%**	0.0%	1.6%	3.2%	5.1%	8.4%	**1.00**	0.030	0.000
SETSS	3	3.8%	40.9%		0.0%	2.6%	5.2%	8.2%	13.6%		0.030	0.000
Math - Percent at Level 3 or 4												
● Self-Contained	7	9.0%	47.6%	**14.3%**	0.0%	0.7%	1.4%	2.3%	3.8%	**4.99**	0.030	0.030
○ Integrated Co-Teaching	7	9.0%	49.7%	**0.0%**	0.0%	2.4%	4.8%	7.6%	12.6%	**1.00**	0.030	0.000
SETSS	3	3.8%	41.3%		0.0%	3.3%	6.6%	10.4%	17.2%		0.030	0.000
ELA - Percent at 75th+ Growth Percentile												
ELL	3	4.5%	10.1%		17.2%	27.0%	36.6%	47.8%	68.0%		0.030	0.000
Lowest Third Citywide	37	55.2%	71.2%	**45.9%**	31.5%	39.4%	47.2%	56.3%	72.7%	**2.83**	0.030	0.014
Black and Hispanic Males in Lowest Third Citywide	18	26.9%	60.2%	**44.4%**	29.6%	38.0%	46.2%	55.9%	73.2%	**2.78**	0.030	0.013
SC/ICT/SETSS	15	22.4%	51.7%	**53.3%**	35.0%	42.9%	50.8%	60.0%	76.4%	**3.27**	0.030	0.017
Math - Percent at 75th+ Growth Percentile												
ELL	5	7.1%	14.6%	**40.0%**	12.4%	22.8%	33.0%	45.0%	66.4%		0.030	0.000
Lowest Third Citywide	39	55.7%	68.5%	**51.3%**	24.4%	34.1%	43.7%	54.9%	75.0%	**3.68**	0.030	0.020
Black and Hispanic Males in Lowest Third Citywide	19	27.1%	60.9%	**42.1%**	24.1%	34.0%	43.7%	55.1%	75.5%	**2.84**	0.030	0.014
● SC/ICT/SETSS	15	21.4%	49.8%	**53.3%**	25.8%	34.5%	43.0%	53.1%	71.0%	**4.01**	0.030	0.023
ELL Progress	5	5.9%	16.3%	**60.0%**	11.3%	22.8%	34.2%	47.5%	71.3%		0.030	0.000
										CtAG Additional Points		**0.13**
										Overall Student Achievement Score		**3.83**

● 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	Proficient	3.40	22%
Quality Review 2.2	Well Developed	4.99	22%
NYC School Survey - Rigorous Instruction	97%	4.68	34%
Section Rating: Exceeding Target	**Section Score:**	**4.20**	
Collaborative Teachers			
Quality Review 4.2	Proficient	3.40	50%
NYC School Survey - Collaborative Teachers	91%	4.00	50%
Section Rating: Meeting Target	**Section Score:**	**3.72**	
Supportive Environment			
Quality Review 3.4	Well Developed	4.99	30%
NYC School Survey - Supportive Environment	92%	4.32	35%
Percentage of students with 90%+ attendance			
EMS	72.7%	3.92	
HS			
Overall	72.7%	3.92	30%
Movement of students with disabilities to less restrictive environments			
EMS	0.46	3.60	
HS			
Overall	0.46	3.60	5%
Section Rating: Exceeding Target	**Section Score:**	**4.36**	
Effective School Leadership			
NYC School Survey - Effective School Leadership	92%	4.36	100%
Section Rating: Exceeding Target	**Section Score:**	**4.36**	
Strong Family-Community Ties			
NYC School Survey - Strong Family-Community Ties	85%	3.96	100%
Section Rating: Meeting Target	**Section Score:**	**3.96**	
Trust			
NYC School Survey - Trust	93%	4.16	100%
Section Rating: Exceeding Target	**Section Score:**	**4.16**	

		Survey % Positive	City Range			Percent of Range	Score
			Bottom of Range	City Avg	Top of Range		
Rigorous Instruction							
• Common Core shifts in literacy	Teachers	100	79.4	91.4	100.0	1.00	4.99
• Common Core shifts in math	Teachers	100	68.9	87.1	100.0	1.00	4.99
• Course clarity	Students	95	81.3	89.7	98.1	0.84	4.36
• Quality of student discussion	Teachers	92	53.2	78.4	100.0	0.82	4.28
Section Results:		97%					**4.68**
Collaborative Teachers							
Cultural awareness:							
Cultural awareness	Teachers	100	84.5	94.1	100.0	1.00	
Cultural awareness	Parents	98	87.1	93.3	99.5	0.86	
Cultural awareness	Students	94	70.6	84.2	97.8	0.86	
• Cultural awareness	Combined	97				0.91	4.64
• Inclusive classroom instruction	Teachers	100	81.7	93.3	100.0	1.00	4.99
Quality of professional development	Teachers	85	54.0	77.4	100.0	0.67	3.68
School commitment	Teachers	79	59.7	84.3	100.0	0.47	2.88
• Innovation	Teachers	92	65.8	85.2	100.0	0.75	4.00
• Reflective dialogue	Teachers	100	86.6	95.8	100.0	1.00	4.99
Peer collaboration	Teachers	93	76.7	91.9	100.0	0.70	3.80
Focus on student learning	Teachers	89	68.4	88.4	100.0	0.64	3.56
Collective responsibility	Teachers	82	57.5	82.3	100.0	0.58	3.32
Section Results:		91%					**4.00**
Supportive Environment							
Safety:							
Safety	Teachers						
Safety	Students	88	67.5	82.9	98.3	0.66	
Safety	Combined	88				0.66	3.64
Classroom behavior:							
Classroom behavior	Teachers						
Classroom behavior	Students	84	63.4	79.2	95.0	0.65	
Classroom behavior	Combined	84				0.65	3.60
• Social-emotional measure	Teachers	100	84.7	95.3	100.0	1.00	4.99
• Peer interactions	Students	92	67.5	80.7	93.9	0.94	4.76
Next-level guidance	Students	91	76.9	88.3	99.7	0.63	3.52
Press toward academic achievement:							
Press toward academic achievement	Teachers						
Press toward academic achievement	Students	96	80.6	88.2	95.8	1.00	
• Press toward academic achievement	Combined	96				1.00	4.99
• Personal attention and support	Students	97	74.1	85.5	96.9	1.00	4.99
Peer support for academic work:							
Peer support for academic work	Teachers						
Peer support for academic work	Parents	94	76.8	88.6	100.0	0.73	
Peer support for academic work	Students	74	48.0	66.6	85.2	0.71	
Peer support for academic work	Combined	84				0.72	3.88
Section Results:		92%					**4.32**

		Survey % Positive	City Range			Percent of Range	Score
			Bottom of Range	City Avg	Top of Range		
Effective School Leadership							
• Inclusive principal leadership	Parents	97	82.1	90.7	99.3	0.88	4.52
Teacher influence	Teachers	80	34.5	67.1	99.7	0.70	3.80
• Program coherence	Teachers	95	60.8	85.2	100.0	0.88	4.52
• Principal instructional leadership	Teachers	97	67.2	88.0	100.0	0.89	4.56
Section Results:		**92%**					**4.36**
Strong Family Community Ties							
Teacher outreach to parents:							
Teacher outreach to parents	Teachers	91	79.9	92.5	100.0	0.56	
Teacher outreach to parents	Parents	99	81.6	90.6	99.6	0.94	
• Teacher outreach to parents	Combined	95				0.75	4.00
Parent involvement in the schools	Parents	75	47.1	66.3	85.5	0.73	3.92
Section Results:		**85%**					**3.96**
Trust							
• Parent-teacher trust	Parents	99	88.9	94.3	99.7	0.90	4.60
• Parent-principal trust	Parents	100	88.6	94.8	100.0	1.00	4.99
• Student-teacher trust	Students	93	69.2	82.0	94.8	0.93	4.72
Teacher-principal trust	Teachers	87	63.2	87.4	100.0	0.65	3.60
Teacher-teacher trust	Teachers	86	74.2	90.6	100.0	0.45	2.80
Section Results:		**93%**					**4.16**

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	2.18	2.13 or lower	2.14 to 2.20	2.21 to 2.26	2.27 or higher
Average Student Proficiency - School's Lowest Third	1.90	1.80 or lower	1.81 to 1.89	1.90 to 1.99	2.00 or higher
Percentage of Students at Level 3 or 4	7.6%	7.4% or lower	7.5% to 11.1%	11.2% to 14.9%	15.0% or higher
State Test Results - Math*					
Average Student Proficiency	2.25	2.01 or lower	2.02 to 2.14	2.15 to 2.24	2.25 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	15.4%	6.5% or lower	6.6% to 10.2%	10.3% to 14.9%	15.0% or higher
Core Course Pass Rates					
ELA	93.2%	76.1% or lower	76.2% to 81.7%	81.8% to 86.3%	86.4% or higher
Math	91.9%	75.8% or lower	75.9% to 81.1%	81.2% to 85.4%	85.5% or higher
Science	89.2%	79.4% or lower	79.5% to 84.2%	84.3% to 88.2%	88.3% or higher
Social Studies	13.5%	75.3% or lower	75.4% to 81.1%	81.2% to 85.8%	85.9% or higher
Percent of 8th Graders Earning HS Credit		5.2% or lower	5.3% to 9.9%	10.0% to 14.9%	15.0% or higher

9th Grade Adjusted Credit Accumulation of Former 8th Graders

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	1.80	1.74 or lower	1.75 to 1.81	1.82 to 1.89	1.90 or higher
Integrated Co-Teaching	2.09	1.90 or lower	1.91 to 1.98	1.99 to 2.04	2.05 or higher
SETSS		1.92 or lower	1.93 to 2.04	2.05 to 2.13	2.14 or higher
ELL	1.83	1.91 or lower	1.92 to 2.02	2.03 to 2.12	2.13 or higher
Lowest Third Citywide	1.94	1.87 or lower	1.88 to 1.92	1.93 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
Math - Average Proficiency Rating					
Self-Contained	1.94	1.70 or lower	1.71 to 1.79	1.80 to 1.89	1.90 or higher
Integrated Co-Teaching	1.96	1.79 or lower	1.80 to 1.90	1.91 to 1.99	2.00 or higher
SETSS		1.80 or lower	1.81 to 1.96	1.97 to 2.08	2.09 or higher
ELL	2.17	1.86 or lower	1.87 to 2.01	2.02 to 2.14	2.15 or higher
Lowest Third Citywide	1.93	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	1.92	1.79 or lower	1.80 to 1.89	1.90 to 1.99	2.00 or higher
ELL Progress	60.0%	38.2% or lower	38.3% to 48.1%	48.2% to 56.1%	56.2% 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	72.7%	60.5% or lower	60.6% to 66.4%	66.5% to 71.1%	71.2% or higher
Movement of Students with Disabilities to Less Restrictive Environments	0.46	0.25 or lower	0.26 to 0.40	0.41 to 0.52	0.53 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.