

# 2014-15 School Quality Guide / MS

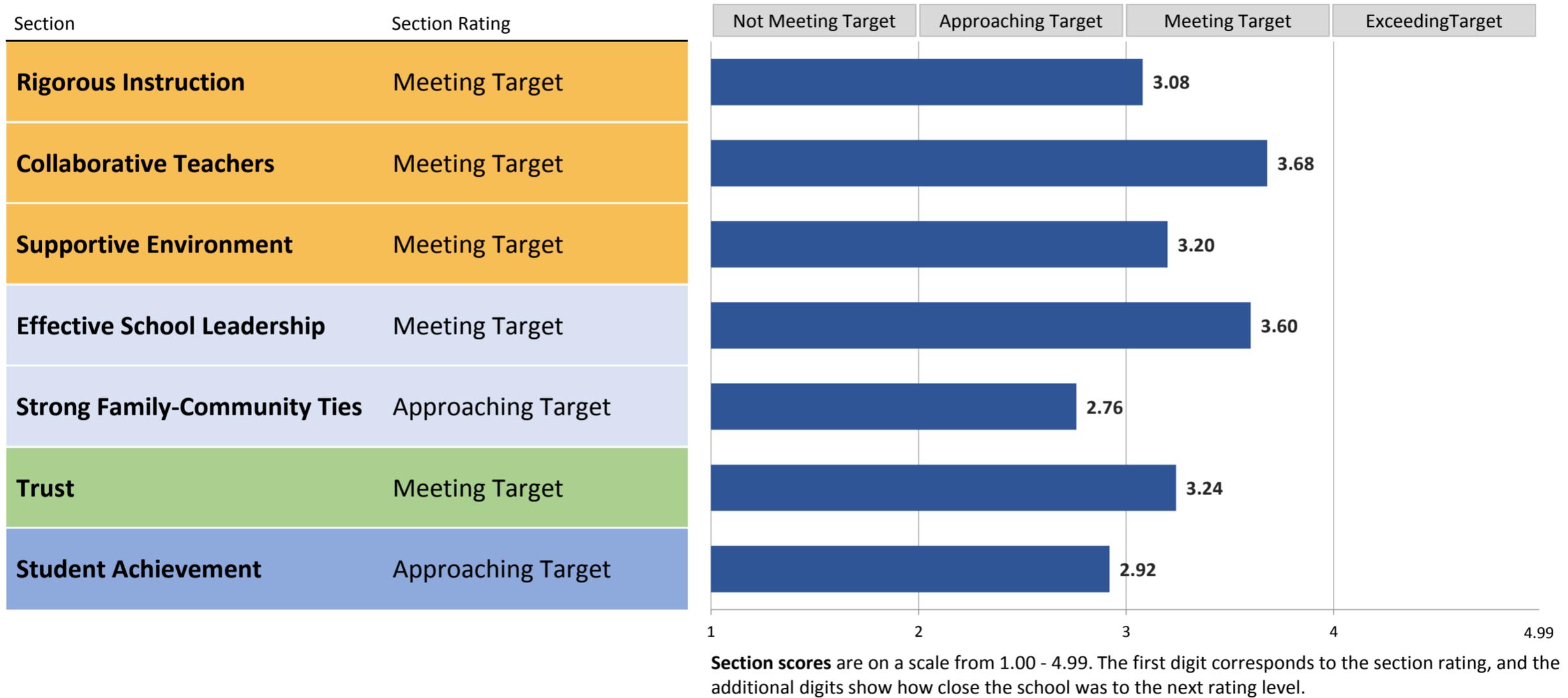
## Summary of Section Ratings

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### 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.



### 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>

**2014-15 School Quality Guide / MS**  
**School Enrollment and Demographic Data**

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**Student Enrollment**

<b>Grade</b>	<b>2012 - 2013</b>	<b>2013 - 2014</b>	<b>2014 - 2015</b>
Grade 6	125	150	99
Grade 7	118	114	119
Grade 8	132	115	110
<b>All students</b>	<b>375</b>	<b>379</b>	<b>328</b>

**Student Demographics**

	<b>2012 - 2013</b>	<b>2013 - 2014</b>	<b>2014 - 2015</b>
% English Language Learners	5%	4%	9%
% Free Lunch Eligible	69%	69%	69%
% Student with IEPs	12%	18%	17%
% Student with IEPs (less than 20% time)	3%	2%	2%
% HRA Eligible	-	47%	48%
% Temporary Housing	-	5%	7%
% Asian	9%	7%	6%
% Black	62%	64%	66%
% Hispanic	21%	20%	17%
% White	8%	9%	10%
% Other	0%	0%	1%
Average Incoming ELA Proficiency	2.98	2.56	2.48
Average Incoming Math Proficiency	3.41	2.79	2.66

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Student Achievement Scoring Appendix

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Student Achievement Rating <b>Approaching Target</b>	Student Achievement Score <b>2.92</b>
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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			
<b>State Test Results - ELA</b>									
Average Student Proficiency	312	2.54	2.16	2.42	2.54	2.67	2.88	3.00	9.80%
Percentage of Students at Level 3 or 4	312	24.7%	9.2%	18.0%	23.7%	30.2%	37.8%	3.15	9.80%
Median Adjusted Growth Percentile	305	67.0	50.9	55.8	62.9	67.5	75.9	3.89	9.80%
Median Adjusted Growth Percentile - School's Lowest Third	106	79.0	63.0	67.7	74.6	79.2	87.4	3.96	9.80%
<b>State Test Results - Math</b>									
Average Student Proficiency	319	2.31	2.07	2.39	2.58	2.78	3.06	1.75	9.80%
Percentage of Students at Level 3 or 4	319	14.7%	6.5%	18.1%	26.6%	36.0%	46.7%	1.71	9.80%
Median Adjusted Growth Percentile	311	41.0	44.9	51.6	61.1	67.4	78.8	1.00	9.80%
Median Adjusted Growth Percentile - School's Lowest Third	107	57.0	58.2	63.8	71.8	77.2	86.8	1.00	9.80%
<b>Core Course Pass Rates</b>									
● ELA	316	94.3%	75.3%	83.1%	88.1%	93.6%	100.0%	4.11	1.96%
● Math	316	99.1%	72.2%	80.4%	86.2%	92.6%	100.0%	4.88	1.96%
● Science	316	93.4%	75.4%	82.9%	87.9%	93.6%	100.0%	3.96	1.96%
● Social Studies	316	98.4%	72.6%	81.0%	86.6%	92.9%	100.0%	4.77	1.96%
Percent of 8th Graders Earning HS Credit	109	20.2%	0.0%	19.5%	34.0%	50.2%	71.0%	2.05	3.92%
● 9th Grade Adjusted Credit Accumulation of Former 8th Graders	105	94.0%	72.0%	81.0%	87.0%	93.0%	100.0%	4.14	9.80%
								<b>Weighted Average Score</b>	<b>2.74</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	8	2.6%	13.5%	0.0%	0.0%	0.4%	0.8%	1.3%	2.2%		0.030	0.000
● Integrated Co-Teaching	27	8.7%	47.8%	7.4%	0.0%	1.6%	3.2%	5.1%	8.4%	4.70	0.030	0.028
SETSS	16	5.1%	54.8%	6.3%	0.0%	2.6%	5.2%	8.2%	13.6%	3.37	0.030	0.018
<b>Math - Percent at Level 3 or 4</b>												
Self-Contained	8	2.5%	13.2%	0.0%	0.0%	0.7%	1.4%	2.3%	3.8%		0.030	0.000
Integrated Co-Teaching	27	8.5%	47.0%	7.4%	0.0%	2.4%	4.8%	7.6%	12.6%	3.93	0.030	0.022
○ SETSS	16	5.0%	54.3%	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	41	13.4%	30.0%	65.9%	17.2%	27.0%	36.6%	47.8%	68.0%	4.90	0.030	0.029
● Lowest Third Citywide	98	32.1%	39.1%	58.2%	31.5%	39.4%	47.2%	56.3%	72.7%	4.12	0.030	0.023
● Black and Hispanic Males in Lowest Third Citywide	47	15.4%	34.5%	59.6%	29.6%	38.0%	46.2%	55.9%	73.2%	4.21	0.030	0.024
SC/ICT/SETSS	51	16.7%	34.3%	49.0%	35.0%	42.9%	50.8%	60.0%	76.4%	2.77	0.030	0.013
<b>Math - Percent at 75th+ Growth Percentile</b>												
ELL	46	14.8%	30.5%	28.3%	12.4%	22.8%	33.0%	45.0%	66.4%	2.54	0.030	0.012
○ Lowest Third Citywide	104	33.4%	40.8%	26.0%	24.4%	34.1%	43.7%	54.9%	75.0%	1.16	0.030	0.001
○ Black and Hispanic Males in Lowest Third Citywide	47	15.1%	33.9%	31.9%	24.1%	34.0%	43.7%	55.1%	75.5%	1.79	0.030	0.006
○ SC/ICT/SETSS	51	16.4%	34.5%	25.5%	25.8%	34.5%	43.0%	53.1%	71.0%	1.00	0.030	0.000
ELL Progress	27	8.3%	23.0%	51.9%	11.3%	22.8%	34.2%	47.5%	71.3%		0.030	0.000
											<b>CtAG Additional Points</b>	<b>0.18</b>
											<b>Overall Student Achievement Score</b>	<b>2.92</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	Proficient	3.40	22%
Quality Review 1.2	Proficient	3.40	22%
Quality Review 2.2	Proficient	3.40	22%
NYC School Survey - Rigorous Instruction	82%	2.40	34%
<b>Section Rating: Meeting Target</b>	<b>Section Score:</b>	<b>3.08</b>	

<b>Collaborative Teachers</b>			
Quality Review 4.2	Proficient	3.40	50%
NYC School Survey - Collaborative Teachers	92%	3.92	50%
<b>Section Rating: Meeting Target</b>	<b>Section Score:</b>	<b>3.68</b>	

<b>Supportive Environment</b>			
Quality Review 3.4	Proficient	3.40	30%
NYC School Survey - Supportive Environment	80%	2.44	35%
Percentage of students with 90%+ attendance			
EMS	87.5%	3.88	
HS			
Overall	87.5%	3.88	30%
Movement of students with disabilities to less restrictive environments			
EMS	0.39	3.25	
HS			
Overall	0.39	3.25	5%
<b>Section Rating: Meeting Target</b>	<b>Section Score:</b>	<b>3.20</b>	

<b>Effective School Leadership</b>			
NYC School Survey - Effective School Leadership	87%	3.60	100%
<b>Section Rating: Meeting Target</b>	<b>Section Score:</b>	<b>3.60</b>	

<b>Strong Family-Community Ties</b>			
NYC School Survey - Strong Family-Community Ties	77%	2.76	100%
<b>Section Rating: Approaching Target</b>	<b>Section Score:</b>	<b>2.76</b>	

<b>Trust</b>			
NYC School Survey - Trust	89%	3.24	100%
<b>Section Rating: Meeting Target</b>	<b>Section Score:</b>	<b>3.24</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	80	79.4	91.4	100.0	0.02	1.08
Common Core shifts in math	Teachers	87	68.9	87.1	100.0	0.57	3.28
Course clarity	Students	87	81.3	89.7	98.1	0.36	2.44
Quality of student discussion	Teachers	73	53.2	78.4	100.0	0.43	2.72
<b>Section Results:</b>		<b>82%</b>					<b>2.40</b>
<b>Collaborative Teachers</b>							
Cultural awareness:							
Cultural awareness	Teachers	99	84.5	94.1	100.0	0.94	
Cultural awareness	Parents	89	87.1	93.3	99.5	0.25	
Cultural awareness	Students	75	70.6	84.2	97.8	0.15	
Cultural awareness	Combined	87				0.45	2.80
● Inclusive classroom instruction	Teachers	99	81.7	93.3	100.0	0.93	4.72
Quality of professional development	Teachers	85	54.0	77.4	100.0	0.66	3.64
● School commitment	Teachers	94	59.7	84.3	100.0	0.85	4.40
Innovation	Teachers	88	65.8	85.2	100.0	0.64	3.56
● Reflective dialogue	Teachers	96	86.6	95.8	100.0	0.75	4.00
● Peer collaboration	Teachers	97	76.7	91.9	100.0	0.87	4.48
● Focus on student learning	Teachers	94	68.4	88.4	100.0	0.80	4.20
Collective responsibility	Teachers	84	57.5	82.3	100.0	0.61	3.44
<b>Section Results:</b>		<b>92%</b>					<b>3.92</b>
<b>Supportive Environment</b>							
Safety:							
Safety	Teachers						
Safety	Students	80	67.5	82.9	98.3	0.39	
Safety	Combined	80				0.39	2.56
Classroom behavior:							
Classroom behavior	Teachers						
Classroom behavior	Students	75	63.4	79.2	95.0	0.37	
Classroom behavior	Combined	75				0.37	2.48
● Social-emotional measure	Teachers	99	84.7	95.3	100.0	0.94	4.76
○ Peer interactions	Students	73	67.5	80.7	93.9	0.22	1.88
○ Next-level guidance	Students	82	76.9	88.3	99.7	0.22	1.88
Press toward academic achievement:							
Press toward academic achievement	Teachers						
Press toward academic achievement	Students	86	80.6	88.2	95.8	0.36	
Press toward academic achievement	Combined	86				0.36	2.44
○ Personal attention and support	Students	79	74.1	85.5	96.9	0.23	1.92
Peer support for academic work:							
Peer support for academic work	Teachers						
Peer support for academic work	Parents	75	76.8	88.6	100.0	0.00	
Peer support for academic work	Students	59	48.0	66.6	85.2	0.30	
○ Peer support for academic work	Combined	67				0.15	1.60
<b>Section Results:</b>		<b>80%</b>					<b>2.44</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	88	82.1	90.7	99.3	0.34	2.36
Teacher influence	Teachers	71	34.5	67.1	99.7	0.56	3.24
● Program coherence	Teachers	93	60.8	85.2	100.0	0.83	4.32
● Principal instructional leadership	Teachers	96	67.2	88.0	100.0	0.86	4.44
<b>Section Results:</b>		87%					<b>3.60</b>
<b>Strong Family Community Ties</b>							
Teacher outreach to parents:							
Teacher outreach to parents	Teachers	95	79.9	92.5	100.0	0.77	
Teacher outreach to parents	Parents	84	81.6	90.6	99.6	0.15	
Teacher outreach to parents	Combined	90				0.46	2.84
Parent involvement in the schools	Parents	63	47.1	66.3	85.5	0.41	2.64
<b>Section Results:</b>		77%					<b>2.76</b>
<b>Trust</b>							
Parent-teacher trust	Parents	92	88.9	94.3	99.7	0.50	3.00
Parent-principal trust	Parents	93	88.6	94.8	100.0	0.50	3.00
○ Student-teacher trust	Students	71	69.2	82.0	94.8	0.06	1.24
● Teacher-principal trust	Teachers	95	63.2	87.4	100.0	0.87	4.48
● Teacher-teacher trust	Teachers	96	74.2	90.6	100.0	0.85	4.40
<b>Section Results:</b>		89%					<b>3.24</b>

**2014-15 School Quality Reports / MS**  
**Targets for 2015-16**

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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	2.54	2.37 or lower	2.38 to 2.44	2.45 to 2.50	2.51 or higher
Average Student Proficiency - School's Lowest Third	2.13	1.96 or lower	1.97 to 2.05	2.06 to 2.12	2.13 or higher
Percentage of Students at Level 3 or 4	24.7%	17.2% or lower	17.3% to 20.9%	21.0% to 23.9%	24.0% or higher
<b>State Test Results - Math*</b>					
Average Student Proficiency	2.31	2.36 or lower	2.37 to 2.49	2.50 to 2.59	2.60 or higher
Average Student Proficiency - School's Lowest Third	1.87	1.89 or lower	1.90 to 2.01	2.02 to 2.11	2.12 or higher
Percentage of Students at Level 3 or 4	14.7%	17.5% or lower	17.6% to 23.3%	23.4% to 28.0%	28.1% or higher
<b>Core Course Pass Rates</b>					
ELA	94.3%	79.4% or lower	79.5% to 84.2%	84.3% to 88.1%	88.2% or higher
Math	99.1%	81.2% or lower	81.3% to 85.6%	85.7% to 89.2%	89.3% or higher
Science	93.4%	82.8% or lower	82.9% to 86.8%	86.9% to 90.1%	90.2% or higher
Social Studies	98.4%	77.3% or lower	77.4% to 82.6%	82.7% to 87.0%	87.1% or higher
Percent of 8th Graders Earning HS Credit	20.2%	15.3% or lower	15.4% to 24.0%	24.1% to 31.1%	31.2% or higher
9th Grade Adjusted Credit Accumulation of Former 8th Graders	94.0%	82.9% or lower	83.0% to 86.9%	87.0% to 89.9%	90.0% 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	1.98	1.85 or lower	1.86 to 1.91	1.92 to 1.97	1.98 or higher
Integrated Co-Teaching	2.15	1.99 or lower	2.00 to 2.07	2.08 to 2.13	2.14 or higher
SETSS	2.18	2.05 or lower	2.06 to 2.16	2.17 to 2.25	2.26 or higher
ELL	2.40	2.02 or lower	2.03 to 2.14	2.15 to 2.23	2.24 or higher
Lowest Third Citywide	2.09	1.95 or lower	1.96 to 2.00	2.01 to 2.04	2.05 or higher
Black and Hispanic Males in Lowest Third Citywide	2.09	1.92 or lower	1.93 to 1.96	1.97 to 2.00	2.01 or higher
<b>Math - Average Proficiency Rating</b>					
Self-Contained	1.85	1.85 or lower	1.86 to 1.93	1.94 to 2.00	2.01 or higher
Integrated Co-Teaching	2.05	1.93 or lower	1.94 to 2.05	2.06 to 2.15	2.16 or higher
SETSS	1.96	2.05 or lower	2.06 to 2.21	2.22 to 2.33	2.34 or higher
ELL	2.32	2.15 or lower	2.16 to 2.31	2.32 to 2.44	2.45 or higher
Lowest Third Citywide	1.86	1.87 or lower	1.88 to 1.95	1.96 to 2.01	2.02 or higher
Black and Hispanic Males in Lowest Third Citywide	1.85	1.84 or lower	1.85 to 1.90	1.91 to 1.99	2.00 or higher
ELL Progress	51.9%	40.1% or lower	40.2% to 49.9%	50.0% to 57.9%	58.0% 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	87.5%	74.2% or lower	74.3% to 80.1%	80.2% to 84.8%	84.9% or higher
Movement of Students with Disabilities to Less Restrictive Environments	0.39	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.