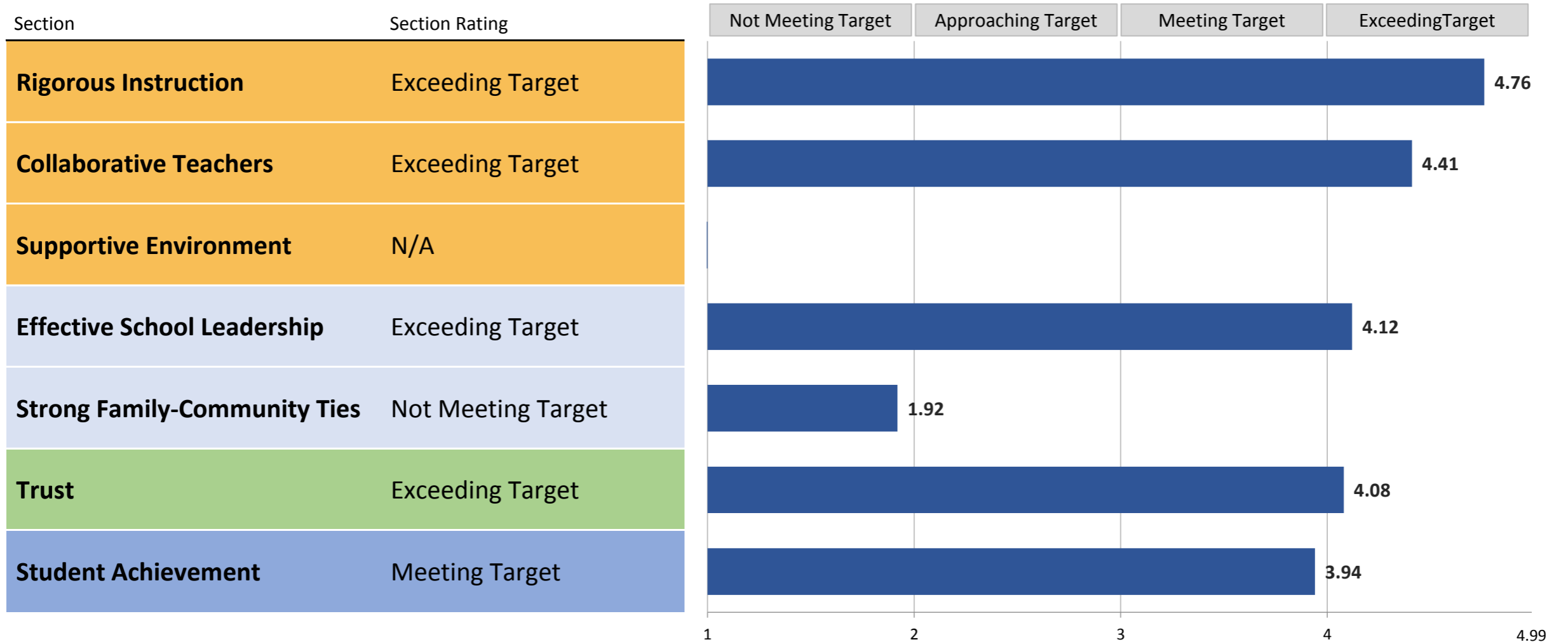## Framework for Great Schools

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	Exceeding Target
Supportive Environment	N/A
Effective School Leadership	Exceeding Target
Strong Family-Community Ties	Not Meeting Target
Trust	Exceeding Target
Student Achievement	Meeting Target

Not Meeting Target	Approaching Target	Meeting Target	ExceedingTarget

Rigorous Instruction: 4.76
Collaborative Teachers: 4.41
Effective School Leadership: 4.12
Strong Family-Community Ties: 1.92
Trust: 4.08
Student Achievement: 3.94

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: N/A

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
Kindergarten	42	38	38
Grade 1	40	41	37
Grade 2	40	41	40
Grade 3	33	40	33
Grade 4	35	30	39
Grade 5	36	35	35
Grade 6	32	35	34
Grade 7	29	33	34
Grade 8	-	29	31
All students	**287**	**322**	**321**

Student Demographics

	2012 - 2013	2013 - 2014	2014 - 2015
% English Language Learners	5%	7%	7%
% Free Lunch Eligible	65%	67%	62%
% Student with IEPs	10%	11%	11%
% Student with IEPs (less than 20% time)	0%	0%	0%
% HRA Eligible	-	46%	40%
% Temporary Housing	-	6%	8%
% Asian	3%	3%	4%
% Black	36%	36%	33%
% Hispanic	58%	58%	59%
% White	1%	1%	2%
% Other	0%	1%	2%

Student Achievement Rating	Student Achievement Score
Meeting Target	**3.94**

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	204	**2.99**	2.05	2.35	2.58	2.77	3.09	**4.69**	8.20%
● Percentage of Students at Level 3 or 4	204	**54.4%**	1.5%	16.3%	28.5%	38.2%	54.1%	**4.99**	8.20%
○ Median Adjusted Growth Percentile	168	**50.5**	45.9	53.1	59.2	64.0	74.0	**1.64**	8.20%
Median Adjusted Growth Percentile - School's Lowest Third	60	**68.0**	56.0	63.2	69.4	74.2	84.4	**2.77**	8.20%
● Early Grade Progress	33	**5.02**	0.46	1.37	2.15	2.76	4.05	**4.99**	8.20%
State Test Results - Math									
● Average Student Proficiency	204	**3.36**	1.99	2.42	2.76	3.04	3.50	**4.70**	8.20%
● Percentage of Students at Level 3 or 4	204	**71.1%**	0.5%	20.6%	37.4%	50.5%	72.5%	**4.94**	8.20%
Median Adjusted Growth Percentile	168	**58.0**	41.0	50.9	59.1	65.6	79.2	**2.87**	8.20%
Median Adjusted Growth Percentile - School's Lowest Third	59	**65.0**	53.3	61.9	69.0	74.7	86.4	**2.44**	8.20%
● Early Grade Progress	33	**5.51**	0.35	1.79	3.04	4.02	6.13	**4.71**	8.20%
Core Course Pass Rates									
○ ELA	98	**65.3%**	59.8%	71.1%	80.5%	87.8%	100.0%	**1.49**	1.64%
○ Math	98	**65.3%**	54.5%	67.4%	78.0%	86.3%	100.0%	**1.84**	1.64%
○ Science	98	**65.3%**	55.8%	68.3%	78.6%	86.6%	100.0%	**1.76**	1.64%
○ Social Studies	98	**65.3%**	59.1%	70.6%	80.1%	87.6%	100.0%	**1.54**	1.64%
● Percent of 8th Graders Earning HS Credit	31	**71.0%**	0.0%	16.9%	31.0%	42.0%	60.8%	**4.99**	3.28%
● 9th Grade Adjusted Credit Accumulation of Former 8th Graders	17	**100.0%**	45.0%	61.0%	74.0%	84.0%	100.0%	**4.99**	8.20%
								Weighted Average Score	**3.86**

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			0.0%		0.0%	0.7%	1.0%	1.6%	2.6%		0.030	0.000
Integrated Co-Teaching			0.0%		0.0%	3.1%	5.0%	7.4%	12.4%		0.030	0.000
● SETSS	17	8.3%	70.9%	**29.4%**	0.0%	3.9%	6.3%	9.3%	15.6%	**4.99**	0.030	0.030
Math - Percent at Level 3 or 4												
Self-Contained			0.0%		0.0%	2.1%	3.3%	4.9%	8.2%		0.030	0.000
Integrated Co-Teaching			0.0%		0.0%	5.2%	8.3%	12.3%	20.6%		0.030	0.000
● SETSS	17	8.3%	71.6%	**41.2%**	0.0%	6.1%	9.6%	14.4%	24.0%	**4.99**	0.030	0.030
ELA - Percent at 75th+ Growth Percentile												
ELL	8	4.8%	12.7%	**37.5%**	14.1%	28.3%	36.6%	47.7%	70.3%		0.030	0.000
Lowest Third Citywide	5	3.0%	4.7%	**60.0%**	33.6%	43.2%	48.8%	56.2%	71.4%		0.030	0.000
Black and Hispanic Males in Lowest Third Citywide	3	1.8%	5.0%		29.1%	40.6%	47.4%	56.4%	74.7%		0.030	0.000
SC/ICT/SETSS	13	7.7%	16.6%	**23.1%**	30.2%	41.5%	48.2%	57.0%	75.0%		0.030	0.000
Math - Percent at 75th+ Growth Percentile												
ELL	8	4.8%	12.2%	**37.5%**	13.4%	26.8%	34.7%	45.1%	66.4%		0.030	0.000
Lowest Third Citywide	5	3.0%	4.3%	**40.0%**	28.0%	39.6%	46.4%	55.5%	74.0%		0.030	0.000
Black and Hispanic Males in Lowest Third Citywide	2	1.2%	3.3%		26.0%	38.8%	46.2%	56.1%	76.4%		0.030	0.000
SC/ICT/SETSS	13	7.7%	16.7%	**38.5%**	26.0%	36.6%	42.8%	51.1%	68.0%		0.030	0.000
ELL Progress	23	7.2%	25.1%	**60.9%**	24.5%	40.7%	50.2%	62.8%	88.5%	**3.85**	0.030	0.021
										CtAG Additional Points		**0.08**
										Overall Student Achievement Score		**3.94**

● 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			
Quality Review 1.2			
Quality Review 2.2			
NYC School Survey - Rigorous Instruction	99%	4.72	100%
Section Rating: Exceeding Target	**Section Score:***	**4.76**	
Collaborative Teachers			
Quality Review 4.2			
NYC School Survey - Collaborative Teachers	97%	4.36	100%
Section Rating: Exceeding Target	**Section Score:***	**4.41**	
Supportive Environment			
Quality Review 3.4			
NYC School Survey - Supportive Environment	97%	4.28	
Percentage of students with 90%+ attendance			
EMS	80.6%	2.24	
HS			
Overall	80.6%	2.24	
Movement of students with disabilities to less restrictive environments			
EMS			
HS			
Overall			
Section Rating:	**Section Score:***		
Effective School Leadership			
NYC School Survey - Effective School Leadership	92%	4.12	100%
Section Rating: Exceeding Target	**Section Score:**	**4.12**	
Strong Family-Community Ties			
NYC School Survey - Strong Family-Community Ties	76%	1.92	100%
Section Rating: Not Meeting Target	**Section Score:**	**1.92**	
Trust			
NYC School Survey - Trust	96%	4.08	100%
Section Rating: Exceeding Target	**Section Score:**	**4.08**	

* These scores have been rescaled so that schools without Quality Review ratings are measured on a comparable scale to schools with Quality Review ratings.

| | | 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	86.5	94.1	100.0	1.00	4.99
● Common Core shifts in math	Teachers	98	81.3	91.9	100.0	0.87	4.48
Course clarity	Students		82.2	90.6	99.0		
● Quality of student discussion	Teachers	98	64.9	83.3	100.0	0.93	4.72
Section Results:		99%					**4.72**
Collaborative Teachers							
Cultural awareness:							
Cultural awareness	Teachers	98	86.2	94.8	100.0	0.86	
Cultural awareness	Parents	94	89.5	94.1	98.7	0.51	
Cultural awareness	Students		69.6	84.0	98.4		
Cultural awareness	Combined	96				0.68	3.72
● Inclusive classroom instruction	Teachers	98	84.7	94.1	100.0	0.87	4.48
● Quality of professional development	Teachers	98	52.2	76.8	100.0	0.96	4.84
● School commitment	Teachers	96	60.2	84.6	100.0	0.89	4.56
● Innovation	Teachers	97	66.7	84.9	100.0	0.91	4.64
Reflective dialogue	Teachers	93	87.4	95.2	100.0	0.50	3.00
● Peer collaboration	Teachers	99	79.2	92.0	100.0	0.95	4.80
● Focus on student learning	Teachers	98	67.5	88.5	100.0	0.93	4.72
● Collective responsibility	Teachers	96	59.6	82.2	100.0	0.91	4.64
Section Results:		97%					**4.36**
Supportive Environment							
Safety:							
Safety	Teachers						
Safety	Students		72.2	86.2	100.0		
Safety	Combined						
Classroom behavior:							
Classroom behavior	Teachers						
Classroom behavior	Students		64.2	80.8	97.4		
Classroom behavior	Combined						
● Social-emotional measure	Teachers	100	88.0	96.2	100.0	1.00	4.99
Peer interactions	Students		67.8	82.0	96.2		
Next-level guidance	Students		77.9	89.3	100.0		
Press toward academic achievement:							
Press toward academic achievement	Teachers						
Press toward academic achievement	Students		82.4	89.4	96.4		
Press toward academic achievement	Combined						
Personal attention and support	Students		75.7	86.3	96.9		
Peer support for academic work:							
Peer support for academic work	Teachers						
Peer support for academic work	Parents	94	84.4	92.8	100.0	0.64	
Peer support for academic work	Students		45.8	67.0	88.2		
Peer support for academic work	Combined	94				0.64	3.56
Section Results:		97%					**4.28**

		Survey % Positive	City Range			Percent of Range	Score
			Bottom of Range	City Avg	Top of Range		
Effective School Leadership							
Inclusive principal leadership	Parents	87	79.5	89.7	99.9	0.35	2.40
● Teacher influence	Teachers	86	30.2	60.2	90.2	0.93	4.72
● Program coherence	Teachers	95	61.1	85.1	100.0	0.87	4.48
● Principal instructional leadership	Teachers	99	63.6	87.0	100.0	0.96	4.84
Section Results:		**92%**					**4.12**
Strong Family Community Ties							
Teacher outreach to parents:							
Teacher outreach to parents	Teachers	94	84.4	93.8	100.0	0.62	
Teacher outreach to parents	Parents	85	83.7	91.1	98.5	0.25	
Teacher outreach to parents	Combined	90				0.43	2.72
○ Parent involvement in the schools	Parents	61	59.7	74.7	89.7	0.03	1.12
Section Results:		**76%**					**1.92**
Trust							
Parent-teacher trust	Parents	94	90.0	94.6	99.2	0.50	3.00
● Parent-principal trust	Parents	95	83.1	92.7	100.0	0.75	4.00
Student-teacher trust	Students		67.7	81.9	96.1		
● Teacher-principal trust	Teachers	98	62.0	86.8	100.0	0.95	4.80
● Teacher-teacher trust	Teachers	98	77.3	91.1	100.0	0.89	4.56
Section Results:		**96%**					**4.08**

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	2.99	2.88 or lower	2.89 to 2.96	2.97 to 3.01	3.02 or higher
Average Student Proficiency - School's Lowest Third	2.51	2.33 or lower	2.34 to 2.44	2.45 to 2.52	2.53 or higher
Percentage of Students at Level 3 or 4	54.4%	45.5% or lower	45.6% to 49.8%	49.9% to 53.0%	53.1% or higher
State Test Results - Math*					
Average Student Proficiency	3.36	3.08 or lower	3.09 to 3.21	3.22 to 3.30	3.31 or higher
Average Student Proficiency - School's Lowest Third	2.86	2.43 or lower	2.44 to 2.58	2.59 to 2.69	2.70 or higher
Percentage of Students at Level 3 or 4	71.1%	55.4% or lower	55.5% to 61.5%	61.6% to 66.0%	66.1% or higher
Core Course Pass Rates					
ELA	65.3%	78.3% or lower	78.4% to 83.6%	83.7% to 87.4%	87.5% or higher
Math	65.3%	78.7% or lower	78.8% to 83.9%	84.0% to 87.6%	87.7% or higher
Science	65.3%	79.7% or lower	79.8% to 84.6%	84.7% to 88.2%	88.3% or higher
Social Studies	65.3%	75.8% or lower	75.9% to 81.7%	81.8% to 85.9%	86.0% or higher
Percent of 8th Graders Earning HS Credit	71.0%	34.9% or lower	35.0% to 47.8%	47.9% to 57.2%	57.3% or higher
9th Grade Adjusted Credit Accumulation of Former 8th Graders	100.0%	84.9% or lower	85.0% to 87.9%	88.0% to 90.9%	91.0% 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		2.24 or lower	2.25 to 2.32	2.33 to 2.38	2.39 or higher
SETSS	2.61	2.25 or lower	2.26 to 2.37	2.38 to 2.46	2.47 or higher
ELL	2.65	2.45 or lower	2.46 to 2.58	2.59 to 2.67	2.68 or higher
Lowest Third Citywide	2.08	2.07 or lower	2.08 to 2.13	2.14 to 2.17	2.18 or higher
Black and Hispanic Males in Lowest Third Citywide		2.02 or lower	2.03 to 2.08	2.09 to 2.13	2.14 or higher
Math - Average Proficiency Rating					
Self-Contained					
Integrated Co-Teaching		2.44 or lower	2.45 to 2.57	2.58 to 2.66	2.67 or higher
SETSS	2.84	2.42 or lower	2.43 to 2.59	2.60 to 2.71	2.72 or higher
ELL	3.17	2.71 or lower	2.72 to 2.89	2.90 to 3.02	3.03 or higher
Lowest Third Citywide	2.07	2.08 or lower	2.09 to 2.15	2.16 to 2.21	2.22 or higher
Black and Hispanic Males in Lowest Third Citywide		2.02 or lower	2.03 to 2.09	2.10 to 2.15	2.16 or higher
ELL Progress	60.9%	41.4% or lower	41.5% to 50.2%	50.3% to 56.6%	56.7% 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 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	80.6%	75.2% or lower	75.3% to 81.2%	81.3% to 85.6%	85.7% or higher
Movement of Students with Disabilities to Less Restrictive Environments		0.15 or lower	0.16 to 0.24	0.25 to 0.31	0.32 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.**