Summary of Section Ratings

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	Meeting Target			3.04	
Collaborative Teachers	Meeting Target			3.20	
Supportive Environment	Meeting Target				3.92
Effective School Leadership	Meeting Target			3.16	
Strong Family-Community Ties	Approaching Target		2.8	84	
Trust	Meeting Target			3.48	
Student Achievement	N/A				
		1	2	3	4 4.9

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

2014-15 School Quality Guide / ES

School Enrollment and Demographic Data

School of Math, Science, and Healthy Living

Student Enrollment

Grade	2012 - 2013	2013 - 2014	2014 - 2015
Kindergarten	71	75	49
Grade 1	70	74	72
Grade 2	59	67	77
Grade 3	-	55	67
Grade 4	-	-	53
All students	218	288	336

Student Demographics

	2012 - 2013	2013 - 2014	2014 - 2015
% English Language Learners	-	54%	44%
% Free Lunch Eligible	-	83%	87%
% Student with IEPs	-	13%	14%
% Student with IEPs (less than 20% time)	-	5%	4%
% HRA Eligible	-	67%	61%
% Temporary Housing	-	7%	6%
% Asian	-	54%	53%
% Black	-	2%	2%
% Hispanic	-	39%	41%
% White	-	4%	5%
% Other	-	0%	0%

Student Achievement Rating	Student Achievement Score									
					2	2014-15 Target	s			
Student Achievement Metrics			2014-15		Approaching	Meeting	Exceeding	Top of		
Student Achievement Wethes		n	School Value	Target Range	Target	Target	Target	Target Range	Metric Score	Weight Pct
State Test Results - ELA										
Average Student Proficiency		112	2.32							0.00%
Percentage of Students at Level 3 or 4		112	16.1%							0.00%
Median Adjusted Growth Percentile		44	71.5							0.00%
Median Adjusted Growth Percentile - School's Lowest Third		16	72.5							0.00%
Early Grade Progress		64	2.14							0.00%
State Test Results - Math										
Average Student Proficiency		114	2.88							0.00%

45 77.0 0.00% Median Adjusted Growth Percentile Median Adjusted Growth Percentile - School's Lowest Third 84.0 15 0.00% Early Grade Progress 64 4.80 0.00% 0.00%

47.4%

114

MS Adjusted Core Course Pass Rate of Former Students

Percentage of Students at Level 3 or 4

Weighted Average Score

0.00%

						2	2014-15 Target	S				
Closing the Achievement Gap (CtAG) Metrics		2014-15 School	•		Bottom of	Approaching	Meeting	Exceeding	Top of		Extra Points	Extra Points
closing the Achievement dap (ctAd) wether	n	Population %	of Range	School Value	Target Range	Target	Target	Target	Target Range	Metric Score	Possible	Earned
ELA - Percent at Level 3 or 4												
Self-Contained	14	12.5%	61.6%	0.0%							0.030	0.000
Integrated Co-Teaching	10	8.9%	45.2%	0.0%							0.030	0.000
SETSS			0.0%								0.030	0.000
Math - Percent at Level 3 or 4												
Self-Contained	14	12.3%	61.2%	7.1%							0.030	0.000
Integrated Co-Teaching	10	8.8%	44.9%	10.0%							0.030	0.000
SETSS			0.0%								0.030	0.000
ELA - Percent at 75th+ Growth Percentile												
ELL	30	68.2%	100.0%	46.7%							0.030	0.000
Lowest Third Citywide	27	61.4%	89.5%	44.4%							0.030	0.000
Black and Hispanic Males in Lowest Third Citywide	8	18.2%	46.1%	62.5%							0.030	0.000
SC/ICT/SETSS	15	34.1%	86.5%	46.7%							0.030	0.000
Math - Percent at 75th+ Growth Percentile												
ELL	31	68.9%	100.0%	58.1%							0.030	0.000
Lowest Third Citywide	26	57.8%	79.4%	65.4%							0.030	0.000
Black and Hispanic Males in Lowest Third Citywide	8	17.8%	46.4%	62.5%							0.030	0.000
SC/ICT/SETSS	15	33.3%	85.3%	73.3%							0.030	0.000
ELL Progress	141	44.3%	100.0%	53.9%							0.030	0.000
										CtAG Ad	ditional Points	0.00
									Overa	II Student Achie	evement 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).

2014-15 School Quality Reports

Framework Elements Scoring Appendix

20K971 School of Math, Science, and Healthy Living

Quality Review 4.2 Proficient 3.40 50% NYC School Survey - Collaborative Teachers 85% 2.96 50% Section Rating: Meeting Target Section Score: 3.20 pportive Environment Quality Review 3.4 Proficient 3.40 50% NYC School Survey - Supportive Environment 96% 4.40 50% Percentage of students with 90%+ attendance EMS 95.4% HS Overall 95.4% Movement of students with disabilities to less restrictive environments EMS 0.48 Section Rating: Meeting Target Section Score: 3.92 Section Rating: Meeting Target Section Score: 3.16 Ong Family-Community Ties NYC School Survey - Strong Family-Community Ties 83% 2.84 100% Section Rating: Approaching Target Section Score: 2.84		Metric Value	Metric Score	Weight Pct
Quality Review 1.2 Developing 2.00 2.2% Quality Review 2.2 Proficient 3.40 2.2% MYC School Survey - Rigorous Instruction 95% 4.12 34% Section Rating: Meeting Target Section Score: 3.04 3.04 Ilaborative Teachers Quality Review 4.2 Proficient 3.40 50% NYC School Survey - Collaborative Teachers 85% 2.96 50% Section Rating: Meeting Target Section Score: 3.20 Sportive Environment 2.26 50% Quality Review 3.4 Proficient 3.40 50% NYC School Survey - Supportive Environment 96% 4.40 50% Percentage of students with 90%+ attendance EMS 95.4% 4.40 50% NYC School Survey - Supportive Environment 95.4% 95.4% 4.40 50% Movement of students with disabilities to less restrictive environments 8.8 0.48 10 EMS 0.48 11 0.48 10 Section Rating: Meeting Target Section Sc	orous Instruction			
Duality Review 2.2 Proficient 3.40 22% NYC School Survey - Rigorous Instruction 95% 4.12 34% Section Rating: Meeting Target Section Score: 3.04 Illaborative Teachers Quality Review 4.2 Proficient 3.40 50% 50% 50% 50% 50% 50% 50% 50% 50% 50	Quality Review 1.1	Developing	2.00	22%
NYC School Survey - Rigorous Instruction 95% 4.12 34% Section Rating: Meeting Target Section Score: 3.04 Illaborative Teachers Quality Review 4.2 Proficient 3.40 50% NYC School Survey - Collaborative Teachers 85% 2.96 50% Section Rating: Meeting Target Section Score: 3.20 Proficient 3.40 50% Section Rating: Meeting Target Section Score: 3.20 Proficient 3.40 50% Section Rating: Meeting Target 95% 4.40 50% NYC School Survey - Supportive Environment 95% 4.40 50% NYC School Survey - Supportive Environment 95.4% Movement of students with 90%+ attendance EMS 95.4% Movement of students with disabilities to less restrictive environments EMS 0.48 HS 0.48 HS 0.48 Section Rating: Meeting Target Section Score: 3.92 Section Rating: Meeting Target Section Score: 3.92 Section Rating: Meeting Target Section Score: 3.16 Order Family-Community Ties NYC School Survey - Strong Family-Community Ties 83% 2.84 100% Section Rating: Approaching Target Section Score: 2.84 NYC School Survey - Strong Family-Community Ties 83% 2.84 Section Rating: Approaching Target Section Score: 2.84	Quality Review 1.2	Developing	2.00	22%
Section Rating: Meeting Target Section Score: 3.04 Section Rating: Meeting Target Proficient 3.40 50% NYC School Survey - Collaborative Teachers 85% 2.96 50% Soction Rating: Meeting Target Section Score: 3.20 Section Rating: Meeting Target Section Score: 3.20 Section Rating: Meeting Target Proficient 3.40 50% Soction Survey - Supportive Environment 96% 4.40 50% Soction Survey - Supportive Environment 96% 4.40 50% Soction Survey - Supportive Environment 95.4% Soction Score: Soctio	Quality Review 2.2	Proficient	3.40	22%
Ilaborative Teachers Quality Review 4.2 Proficient 3.40 50% NYC School Survey - Collaborative Teachers 85% 2.96 50% Section Rating: Meeting Target Section Score: 3.20	NYC School Survey - Rigorous Instruction	95%	4.12	34%
Quality Review 4.2 Proficient 3.40 50% NYC School Survey - Collaborative Teachers 85% 2.96 50% Section Rating: Meeting Target Section Score: 3.20 Section Rating: Meeting Target Proficient 3.40 50% Section Rating: Meeting Target 95% 4.40 50% NYC School Survey - Supportive Environment 96% 4.40 50% Percentage of students with 90%+ attendance EMS 95.4% HS Overall 95.4% Movement of students with disabilities to less restrictive environments EMS 10.48 HS Overall 0.48 Section Rating: Meeting Target Section Score: 3.92 Section Rating: Meeting Target Section Score: 3.16 Ong Family-Community Ties NYC School Survey - Effective School Leadership RYC School Survey - Strong Family-Community Ties 83% 2.84 100% Section Rating: Approaching Target Section Score: 2.84	Section Rating: Meeting Target	Section Score:	3.04	
NYC School Survey - Collaborative Teachers 85% 2.96 50% Section Rating: Meeting Target Section Score: 3.20 Section Rating: Meeting Target Section Score: 3.20 Section Rating: Meeting Target Section Score: 3.20 Proportive Environment 9.00 NYC School Survey - Supportive Environment 9.00 Percentage of students with 90%+ attendance EMS 95.4% HS 00verall 95.4% Movement of students with disabilities to less restrictive environments EMS 0.48 HS 0.48 Section Rating: Meeting Target Section Score: 3.92 Section Rating: Meeting Target Section Score: 3.16 Section Rating: Meeting Target Section Score: 3.16 Section Rating: Meeting Target Section Score: 2.84 NYC School Survey - Strong Family-Community Ties 83% 2.84 100% Section Rating: Approaching Target Section Score: 2.84	llaborative Teachers			
NYC School Survey - Collaborative Teachers 85% 2,96 50% Section Rating: Meeting Target Section Score: 3.20 Proportive Environment Quality Review 3.4 Proficient 3.40 50% NYC School Survey - Supportive Environment 96% 4.40 50% Percentage of students with 90%+ attendance EMS 95.4% HS Overall 95.4% Movement of students with disabilities to less restrictive environments EMS 0.48 HS Overall 0.48 Section Rating: Meeting Target Section Score: 3.92 Section Rating: Meeting Target Section Score: 3.16 Orage Family-Community Ties NYC School Survey - Effective School Leadership 78% 3.16 100% Section Rating: Meeting Target Section Score: 2.84 NYC School Survey - Strong Family-Community Ties 83% 2.84 100% Section Rating: Approaching Target Section Score: 2.84	Quality Review 4.2	Proficient	3.40	50%
Quality Review 3.4 Proficient 3.40 50% NYC School Survey - Supportive Environment 96% 4.40 50% Percentage of students with 90%+ attendance EMS 95.4% HS 0verall 95.4% Movement of students with disabilities to less restrictive environments EMS 0.48 HS 0.48 HS 0.48 Section Rating: Meeting Target Section Score: 3.92 Section Rating: Meeting Target Section Score: 3.16 Section Rating: Meeting Target Section Score: 3.16 Section Rating: Approaching Target Section Score: 2.84 Section Rating: Approaching Target Section Score: 2.84	·	85%	2.96	50%
Quality Review 3.4 Proficient 3.40 50% NYC School Survey - Supportive Environment 96% 4.40 50% Percentage of students with 90%+ attendance EMS 95.4% HS Overall 95.4% Movement of students with disabilities to less restrictive environments EMS Overall 0.48 Section Rating: Meeting Target Section Score: 3.92 Section Rating: Meeting Target Section Score: 3.16 Section Rating: Meeting Target Section Score: 3.16 Section Rating: Meeting Target Section Score: 2.84 Section Rating: Approaching Target Section Score: 2.84	Section Rating: Meeting Target	Section Score:	3.20	
Quality Review 3.4 Proficient 3.40 50% NYC School Survey - Supportive Environment 96% 4.40 50% Percentage of students with 90%+ attendance EMS 95.4% HS Overall 95.4% Movement of students with disabilities to less restrictive environments EMS 145 0.48 Section Rating: Meeting Target Section Score: 3.92 Section Rating: Meeting Target Section Score: 3.16 Section Rating: Meeting Target Section Score: 2.84 Section Rating: Approaching Target Section Score: 2.84	pportive Environment			
NYC School Survey - Supportive Environment 96% 4.40 50% Percentage of students with 90%+ attendance EMS HS Overall 95.4% Movement of students with disabilities to less restrictive environments EMS HS Overall 0.48 EMS Overall 0.48 Section Rating: Meeting Target Section Score: 3.92 Section Rating: Meeting Target Section Score: 3.16 Section Rating: Meeting Target Section Score: 3.16 Section Rating: Meeting Target Section Score: 3.16 Section Rating: Meeting Target Section Score: 2.84 Section Rating: Approaching Target Section Score: 2.84		Proficient	3.40	50%
Percentage of students with 90%+ attendance EMS HS Overall 95.4% Movement of students with disabilities to less restrictive environments EMS HS Overall 0.48 Section Rating: Meeting Target Section Score: 3.92 ective School Leadership NYC School Survey - Effective School Leadership NYC School Survey - Strong Family-Community Ties NYC School Survey - Trust 90% 3.48 100%	·			
Overall 95.4% Movement of students with disabilities to less restrictive environments EMS 0.48 HS Overall 0.48 Section Rating: Meeting Target Section Score: 3.92 ective School Leadership NYC School Survey - Effective School Leadership 78% 3.16 100% Section Rating: Meeting Target Section Score: 3.16 ong Family-Community Ties NYC School Survey - Strong Family-Community Ties 83% 2.84 100% Section Rating: Approaching Target Section Score: 2.84 NYC School Survey - Trust 90% 3.48 100%	Percentage of students with 90%+ attendance EMS	95.4%		
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environments EMS HS Overall O.48 Section Rating: Meeting Target Section Score: 3.92 Section Rating: Meeting Target NYC School Leadership NYC School Survey - Effective School Leadership T8% Section Score: 3.16 Ong Family-Community Ties NYC School Survey - Strong Family-Community Ties Section Rating: Approaching Target Section Score: 2.84 NYC School Survey - Trust 90% 3.48 100%		95.4%		
Overall Overall Overall Section Rating: Meeting Target Section Score: 3.92 ective School Leadership NYC School Survey - Effective School Leadership Section Rating: Meeting Target Section Score: 3.16 Ong Family-Community Ties NYC School Survey - Strong Family-Community Ties Section Rating: Approaching Target Section Score: 2.84 NYC School Survey - Trust 90% 3.48 100%	environments			
Section Rating: Meeting Target Section Score: 3.92 Section School Leadership NYC School Survey - Effective School Leadership Section Rating: Meeting Target Section Score: 3.16 Section Rating: Meeting Target Section Score: 3.16 Ong Family-Community Ties NYC School Survey - Strong Family-Community Ties Section Rating: Approaching Target Section Score: 2.84 NYC School Survey - Trust 90% 3.48 100%		0.48		
ective School Leadership NYC School Survey - Effective School Leadership Section Rating: Meeting Target Section Score: 3.16 Ong Family-Community Ties NYC School Survey - Strong Family-Community Ties Section Rating: Approaching Target Section Score: 2.84 NYC School Survey - Trust 90% 3.48 100%	Overall	0.48		
NYC School Survey - Effective School Leadership 78% 3.16 100% Section Rating: Meeting Target Section Score: 3.16 Ong Family-Community Ties NYC School Survey - Strong Family-Community Ties 83% 2.84 100% Section Rating: Approaching Target Section Score: 2.84 NYC School Survey - Trust 90% 3.48 100%	Section Rating: Meeting Target	Section Score:	3.92	
NYC School Survey - Effective School Leadership 78% 3.16 100% Section Rating: Meeting Target Section Score: 3.16 Ong Family-Community Ties NYC School Survey - Strong Family-Community Ties 83% 2.84 100% Section Rating: Approaching Target Section Score: 2.84 NYC School Survey - Trust 90% 3.48 100%	ective School Leadership			
Ong Family-Community Ties NYC School Survey - Strong Family-Community Ties 83% 2.84 100% Section Rating: Approaching Target Section Score: 2.84 NYC School Survey - Trust 90% 3.48 100%	•	78%	3.16	100%
NYC School Survey - Strong Family-Community Ties 83% 2.84 100% Section Rating: Approaching Target Section Score: 2.84 IST NYC School Survey - Trust 90% 3.48 100%	Section Rating: Meeting Target	Section Score:	3.16	
NYC School Survey - Strong Family-Community Ties 83% 2.84 100% Section Rating: Approaching Target Section Score: 2.84 NYC School Survey - Trust 90% 3.48 100%	iona Family Community Ties			
Section Rating: Approaching Target Section Score: 2.84 UST NYC School Survey - Trust 90% 3.48 100%		020/	2.04	1000/
NYC School Survey - Trust 90% 3.48 100%	NYC School Survey - Strong Family-Community Hes	83%	2.84	100%
NYC School Survey - Trust 90% 3.48 100%	Section Rating: Approaching Target	Section Score:	2.84	
	ust			
Section Rating: Meeting Target Section Score: 3.48	NYC School Survey - Trust	90%	3.48	100%
	Section Rating: Meeting Target	Section Score:	3.48	



Framework Elements - Survey Scoring Appendix

					City Range			
			Survey % Positive	Bottom of Range	City Avg	Top of Range	Percent of Range	Score
Rigor	ous Instruction		,	J	, 0		· ·	
_	ommon Core shifts in literacy	Teachers	96	86.4	94.8	100.0	0.75	4.00
	ommon Core shifts in math	Teachers	96	83.3	93.1	100.0	0.76	4.04
C	ourse clarity	Students		84.3	92.7	100.0		
• Q	uality of student discussion	Teachers	94	68.7	85.3	100.0	0.82	4.28
Sectio	n Results:		95%					4.12
Collat	oorative Teachers							
	ultural awareness:							
	Cultural awareness	Teachers	100	85.4	95.0	100.0	1.00	
	Cultural awareness	Parents	97	90.5	94.9	99.3	0.75	
	Cultural awareness	Students		68.6	87.4	100.0		
•	Cultural awareness	Combined	99				0.88	4.52
• In	iclusive classroom instruction	Teachers	99	84.2	94.6	100.0	0.94	4.76
	uality of professional development	Teachers	80	51.4	77.4	100.0	0.59	3.36
	chool commitment	Teachers	82	59.9	85.3	100.0	0.55	3.20
o In	inovation	Teachers	75	70.3	86.7	100.0	0.16	1.64
R	eflective dialogue	Teachers	88	87.9	95.9	100.0	0.25	2.00
	eer collaboration	Teachers	85	77.6	92.2	100.0	0.33	2.32
F	ocus on student learning	Teachers	79	68.2	89.0	100.0	0.35	2.40
	ollective responsibility	Teachers	77	65.7	84.7	100.0	0.34	2.36
	n Results:		85%					2.96
	ortive Environment afety:		400	00.0	0.4.6	400.0	4.00	
	afety: Safety	Teachers	100	80.0	94.6	100.0	1.00	
	afety: Safety Safety	Students		80.0 74.5	94.6 88.5	100.0 100.0		1.00
Sa	afety: Safety Safety Safety Safety		100 100				1.00	4.99
Sa	afety: Safety Safety Safety Sassroom behavior:	Students Combined	100	74.5	88.5	100.0	1.00	4.99
Sa	afety: Safety Safety Safety Safety lassroom behavior: Classroom behavior	Students Combined Teachers		74.5 66.9	88.5 85.5	100.0		4.99
Sa	Safety Safety Safety Safety Safety lassroom behavior: Classroom behavior Classroom behavior	Students Combined Teachers Students	100 94	74.5	88.5	100.0	1.00 0.81	
S C	Safety Safety Safety Safety lassroom behavior: Classroom behavior Classroom behavior Classroom behavior	Students Combined Teachers Students Combined	100 94 94	74.5 66.9 67.3	88.5 85.5 84.3	100.0 100.0 100.0	1.00 0.81 0.81	4.24
Sa Sa	Safety Safety Safety Safety lassroom behavior: Classroom behavior Classroom behavior Classroom behavior Classroom behavior cocial-emotional measure	Students Combined Teachers Students Combined Teachers	100 94	74.5 66.9 67.3 89.0	88.5 85.5 84.3 96.6	100.0 100.0 100.0	1.00 0.81	
Science Scienc	Safety Safety Safety Safety lassroom behavior: Classroom behavior Classroom behavior Classroom behavior classroom behavior cocial-emotional measure eer interactions	Teachers Students Combined Teachers Students Combined Teachers Students	100 94 94	74.5 66.9 67.3	88.5 85.5 84.3	100.0 100.0 100.0	1.00 0.81 0.81	4.24
Scarce Scarce Scarce N	Safety Safety Safety Safety lassroom behavior: Classroom behavior Classroom behavior Classroom behavior cocial-emotional measure eer interactions ext-level guidance	Students Combined Teachers Students Combined Teachers	100 94 94	74.5 66.9 67.3 89.0	88.5 85.5 84.3 96.6	100.0 100.0 100.0	1.00 0.81 0.81	4.24
Scarce Scarce Scarce N	Safety Safety Safety Itassroom behavior: Classroom behavior Classroom behavior Classroom behavior Classroom behavior coial-emotional measure eer interactions ext-level guidance ress toward academic achievement:	Students Combined Teachers Students Combined Teachers Students Students	94 94 95	74.5 66.9 67.3 89.0 68.2	88.5 85.5 84.3 96.6 84.8	100.0 100.0 100.0 100.0 100.0	1.00 0.81 0.81 0.75	4.24
Scarce Scarce Scarce N	Safety Safety Safety Safety lassroom behavior: Classroom behavior Classroom behavior Classroom behavior classroom behavior ecial-emotional measure eer interactions ext-level guidance ress toward academic achievement: Press toward academic achievement	Students Combined Teachers Students Combined Teachers Students Students Students Teachers	100 94 94	74.5 66.9 67.3 89.0 68.2	88.5 85.5 84.3 96.6 84.8	100.0 100.0 100.0 100.0 100.0	1.00 0.81 0.81	4.24
So So Pro N	Safety Safety Safety Sassroom behavior: Classroom behavior Classroom behavior Classroom behavior coial-emotional measure eer interactions ext-level guidance ress toward academic achievement Press toward academic achievement	Students Combined Teachers Students Combined Teachers Students Students Teachers Students	94 94 95	74.5 66.9 67.3 89.0 68.2	88.5 85.5 84.3 96.6 84.8	100.0 100.0 100.0 100.0 100.0	1.00 0.81 0.81 0.75	4.24 4.00
Science Scienc	Safety Safety Safety Safety lassroom behavior: Classroom behavior Classroom behavior Classroom behavior coial-emotional measure eer interactions ext-level guidance ress toward academic achievement Press toward academic achievement Press toward academic achievement	Teachers Students Combined Teachers Students Combined Teachers Students Students Teachers Students Combined	94 94 95	74.5 66.9 67.3 89.0 68.2 75.0 85.3	88.5 85.5 84.3 96.6 84.8	100.0 100.0 100.0 100.0 100.0 98.5	1.00 0.81 0.81 0.75	4.24
Sa S	Safety Safety Safety Safety Iassroom behavior: Classroom behavior Classroom behavior Classroom behavior Classroom behavior cocial-emotional measure eer interactions ext-level guidance ress toward academic achievement Press toward academic achievement Press toward academic achievement ersonal attention and support	Students Combined Teachers Students Combined Teachers Students Students Teachers Students	94 94 95	74.5 66.9 67.3 89.0 68.2	88.5 85.5 84.3 96.6 84.8	100.0 100.0 100.0 100.0 100.0	1.00 0.81 0.81 0.75	4.24 4.00
Sa S	Safety Safety Safety Sassroom behavior: Classroom behavior Classroom behavior Classroom behavior Classroom behavior coial-emotional measure eer interactions ext-level guidance ress toward academic achievement Press toward academic achievement Press toward academic achievement ersonal attention and support eer support for academic work:	Students Combined Teachers Students Combined Teachers Students Students Teachers Students Combined Students	94 94 95 95	74.5 66.9 67.3 89.0 68.2 75.0 85.3	88.5 85.5 84.3 96.6 84.8 88.8 91.9	100.0 100.0 100.0 100.0 100.0 98.5	1.00 0.81 0.81 0.75 0.80	4.24 4.00
Sa S	Safety Safety Safety Sassroom behavior: Classroom behavior Classroom behavior Classroom behavior Classroom behavior cial-emotional measure eer interactions ext-level guidance ress toward academic achievement: Press toward academic achievement Press toward academic achievement ersonal attention and support eer support for academic work: Peer support for academic work	Students Combined Teachers Students Combined Teachers Students Students Teachers Students Combined Students Combined Students	94 94 95 95 95	74.5 66.9 67.3 89.0 68.2 75.0 85.3 77.8	88.5 85.5 84.3 96.6 84.8 88.8 91.9	100.0 100.0 100.0 100.0 100.0 98.5	1.00 0.81 0.81 0.75 0.80 0.80	4.24 4.00
Sa S	Safety Safety Safety Sassroom behavior: Classroom behavior Classroom behavior Classroom behavior Classroom behavior cocial-emotional measure eer interactions ext-level guidance ress toward academic achievement Press toward academic achievement Press toward academic achievement ersonal attention and support eer support for academic work Peer support for academic work	Students Combined Teachers Students Combined Teachers Students Students Teachers Students Combined Students Combined Students Teachers Parents	94 94 95 95	74.5 66.9 67.3 89.0 68.2 75.0 85.3 77.8	88.5 85.5 84.3 96.6 84.8 88.8 91.9 89.6	100.0 100.0 100.0 100.0 100.0 98.5 100.0	1.00 0.81 0.81 0.75 0.80	4.24 4.00
Sa S	Safety Safety Safety Sassroom behavior: Classroom behavior Classroom behavior Classroom behavior Classroom behavior cial-emotional measure eer interactions ext-level guidance ress toward academic achievement: Press toward academic achievement Press toward academic achievement ersonal attention and support eer support for academic work: Peer support for academic work	Students Combined Teachers Students Combined Teachers Students Students Teachers Students Combined Students Combined Students	94 94 95 95 95	74.5 66.9 67.3 89.0 68.2 75.0 85.3 77.8	88.5 85.5 84.3 96.6 84.8 88.8 91.9	100.0 100.0 100.0 100.0 100.0 98.5	1.00 0.81 0.81 0.75 0.80 0.80	4.24 4.00

Framework Elements - Survey Scoring Appendix

			City Range				
		Survey % Positive	Bottom of Range	City Avg	Top of Range	Percent of Range	Score
Effective School Leadership							
Inclusive principal leadership	Parents	94	79.3	90.9	100.0	0.73	3.92
Teacher influence	Teachers	57	28.8	60.8	92.8	0.44	2.76
Program coherence	Teachers	73	60.0	85.2	100.0	0.33	2.32
Principal instructional leadership	Teachers	86	61.6	87.0	100.0	0.64	3.56
Section Results:		78%					3.16
Strong Family Community Ties							
Teacher outreach to parents:							
Teacher outreach to parents	Teachers	87	84.5	94.5	100.0	0.25	
Teacher outreach to parents	Parents	96	86.0	92.6	99.2	0.76	
Teacher outreach to parents	Combined	92				0.50	3.00
Parent involvement in the schools	Parents	74	62.4	76.6	90.8	0.42	2.68
Section Results:		83%					2.84
Trust							
 Parent-teacher trust 	Parents	98	90.9	95.3	99.7	0.78	4.12
 Parent-principal trust 	Parents	97	82.7	93.3	100.0	0.80	4.20
Student-teacher trust	Students		64.6	85.2	100.0		
Teacher-principal trust	Teachers	86	56.4	85.0	100.0	0.67	3.68
 Teacher-teacher trust 	Teachers	80	74.1	90.5	100.0	0.22	1.88
Section Results:		90%					3.48

Black and Hispanic Males in Lowest Third Citywide

ELL Progress

2.00 or higher

57.3% or higher

1.93 to 1.99

49.8% to 57.2%

Targets for 2015-16

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		2015-16	Targets	
	School Value	Not Meeting Target	Approaching Target	Meeting Target	Exceeding Target
State Test Results - ELA*					
Average Student Proficiency	2.32	2.26 or lower	2.27 to 2.37	2.38 to 2.45	2.46 or higher
Average Student Proficiency - School's Lowest Third	1.72	1.79 or lower	1.80 to 1.91	1.92 to 2.01	2.02 or higher
Percentage of Students at Level 3 or 4	16.1%	15.9% or lower	16.0% to 21.4%	21.5% to 25.6%	25.7% or higher
State Test Results - Math*					
Average Student Proficiency	2.88	2.54 or lower	2.55 to 2.70	2.71 to 2.81	2.82 or higher
Average Student Proficiency - School's Lowest Third	1.86	1.85 or lower	1.86 to 2.02	2.03 to 2.15	2.16 or higher
Percentage of Students at Level 3 or 4	47.4%	28.9% or lower	29.0% to 36.2%	36.3% to 41.6%	41.7% or higher
MS Adjusted Core Course Pass Rate of Former Students Closing the Achievement Gap Metrics*	2014-15		2015-16	Targets	
Closing the Achievement dap wethes	2014-15		2013-10	raigets	
•	School Value	Not Meeting Target	Annroaching Target	Meeting Target	Exceeding Target
_	School Value	Not Meeting Target	Approaching Target	Meeting Target	Exceeding Target
ELA - Average Proficiency Rating Self-Contained	School Value 1.67	Not Meeting Target 1.69 or lower	Approaching Target 1.70 to 1.79		
ELA - Average Proficiency Rating Self-Contained				Meeting Target 1.80 to 1.89 1.94 to 2.01	1.90 or higher
ELA - Average Proficiency Rating	1.67	1.69 or lower	1.70 to 1.79	1.80 to 1.89	
ELA - Average Proficiency Rating Self-Contained Integrated Co-Teaching	1.67	1.69 or lower 1.82 or lower	1.70 to 1.79 1.83 to 1.93	1.80 to 1.89 1.94 to 2.01	1.90 or higher 2.02 or higher
ELA - Average Proficiency Rating Self-Contained Integrated Co-Teaching SETSS	1.67 2.08	1.69 or lower 1.82 or lower 1.86 or lower	1.70 to 1.79 1.83 to 1.93 1.87 to 1.98	1.80 to 1.89 1.94 to 2.01 1.99 to 2.08	1.90 or higher 2.02 or higher 2.09 or higher
ELA - Average Proficiency Rating Self-Contained Integrated Co-Teaching SETSS ELL	1.67 2.08 2.21	1.69 or lower 1.82 or lower 1.86 or lower 2.06 or lower	1.70 to 1.79 1.83 to 1.93 1.87 to 1.98 2.07 to 2.20	1.80 to 1.89 1.94 to 2.01 1.99 to 2.08 2.21 to 2.31	1.90 or higher 2.02 or higher 2.09 or higher 2.32 or higher
ELA - Average Proficiency Rating Self-Contained Integrated Co-Teaching SETSS ELL Lowest Third Citywide	1.67 2.08 2.21 1.88	1.69 or lower 1.82 or lower 1.86 or lower 2.06 or lower 1.84 or lower	1.70 to 1.79 1.83 to 1.93 1.87 to 1.98 2.07 to 2.20 1.85 to 1.91	1.80 to 1.89 1.94 to 2.01 1.99 to 2.08 2.21 to 2.31 1.92 to 1.99	1.90 or higher 2.02 or higher 2.09 or higher 2.32 or higher 2.00 or higher
ELA - Average Proficiency Rating Self-Contained Integrated Co-Teaching SETSS ELL Lowest Third Citywide Black and Hispanic Males in Lowest Third Citywide	1.67 2.08 2.21 1.88	1.69 or lower 1.82 or lower 1.86 or lower 2.06 or lower 1.84 or lower	1.70 to 1.79 1.83 to 1.93 1.87 to 1.98 2.07 to 2.20 1.85 to 1.91	1.80 to 1.89 1.94 to 2.01 1.99 to 2.08 2.21 to 2.31 1.92 to 1.99	1.90 or higher 2.02 or higher 2.09 or higher 2.32 or higher 2.00 or higher
Self-Contained Integrated Co-Teaching SETSS ELL Lowest Third Citywide Black and Hispanic Males in Lowest Third Citywide Math - Average Proficiency Rating	1.67 2.08 2.21 1.88 2.03	1.69 or lower 1.82 or lower 1.86 or lower 2.06 or lower 1.84 or lower 1.79 or lower	1.70 to 1.79 1.83 to 1.93 1.87 to 1.98 2.07 to 2.20 1.85 to 1.91 1.80 to 1.89	1.80 to 1.89 1.94 to 2.01 1.99 to 2.08 2.21 to 2.31 1.92 to 1.99 1.90 to 1.99	1.90 or higher 2.02 or higher 2.09 or higher 2.32 or higher 2.00 or higher 2.00 or higher
Self-Contained Integrated Co-Teaching SETSS ELL Lowest Third Citywide Black and Hispanic Males in Lowest Third Citywide Math - Average Proficiency Rating Self-Contained	1.67 2.08 2.21 1.88 2.03	1.69 or lower 1.82 or lower 1.86 or lower 2.06 or lower 1.84 or lower 1.79 or lower	1.70 to 1.79 1.83 to 1.93 1.87 to 1.98 2.07 to 2.20 1.85 to 1.91 1.80 to 1.89	1.80 to 1.89 1.94 to 2.01 1.99 to 2.08 2.21 to 2.31 1.92 to 1.99 1.90 to 1.99	1.90 or higher 2.02 or higher 2.09 or higher 2.32 or higher 2.00 or higher 2.00 or higher 2.00 or higher
Self-Contained Integrated Co-Teaching SETSS ELL Lowest Third Citywide Black and Hispanic Males in Lowest Third Citywide Math - Average Proficiency Rating Self-Contained Integrated Co-Teaching	1.67 2.08 2.21 1.88 2.03	1.69 or lower 1.82 or lower 1.86 or lower 2.06 or lower 1.84 or lower 1.79 or lower 1.78 or lower 2.00 or lower	1.70 to 1.79 1.83 to 1.93 1.87 to 1.98 2.07 to 2.20 1.85 to 1.91 1.80 to 1.89 1.79 to 1.91 2.01 to 2.17	1.80 to 1.89 1.94 to 2.01 1.99 to 2.08 2.21 to 2.31 1.92 to 1.99 1.90 to 1.99 1.92 to 2.02 2.18 to 2.30	1.90 or higher 2.02 or higher 2.09 or higher 2.32 or higher 2.00 or higher 2.00 or higher 2.00 or higher 2.01 or higher 2.02 or higher
ELA - Average Proficiency Rating Self-Contained Integrated Co-Teaching SETSS ELL Lowest Third Citywide Black and Hispanic Males in Lowest Third Citywide Math - Average Proficiency Rating Self-Contained Integrated Co-Teaching SETSS	1.67 2.08 2.21 1.88 2.03	1.69 or lower 1.82 or lower 1.86 or lower 2.06 or lower 1.84 or lower 1.79 or lower 1.78 or lower 2.00 or lower 2.03 or lower	1.70 to 1.79 1.83 to 1.93 1.87 to 1.98 2.07 to 2.20 1.85 to 1.91 1.80 to 1.89 1.79 to 1.91 2.01 to 2.17 2.04 to 2.20	1.80 to 1.89 1.94 to 2.01 1.99 to 2.08 2.21 to 2.31 1.92 to 1.99 1.90 to 1.99 1.92 to 2.02 2.18 to 2.30 2.21 to 2.34	1.90 or higher 2.02 or higher 2.09 or higher 2.32 or higher 2.00 or higher 2.00 or higher 2.03 or higher 2.31 or higher 2.35 or higher

1.83 or lower

39.7% or lower

1.84 to 1.92

39.8% to 49.7%

2.06

53.9%

Supportive Environment Metrics	2014-15	2015-16 Targets						
	School Value	Not Meeting Target	Approaching Target	Meeting Target	Exceeding Target			
Percentage of Students with 90%+ Attendance	95.4%	81.1% or lower	81.2% to 85.9%	86.0% to 89.5%	89.6% or higher			
Movement of Students with Disabilities to Less Restrictive Environments	0.48	0.15 or lower	0.16 to 0.24	0.25 to 0.31	0.32 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.