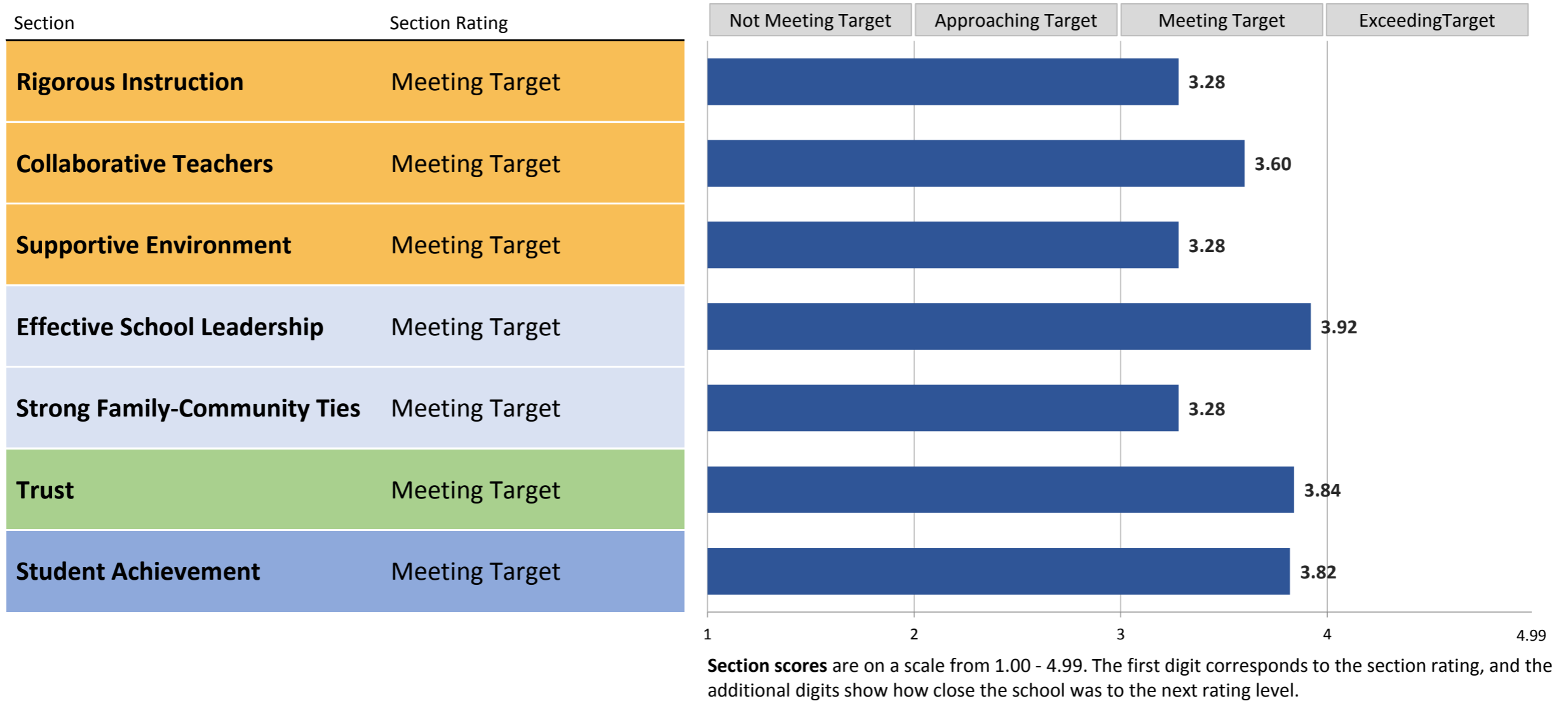## Framework for Great Schools

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			3.28	
Collaborative Teachers	Meeting Target			3.60	
Supportive Environment	Meeting Target			3.28	
Effective School Leadership	Meeting Target			3.92	
Strong Family-Community Ties	Meeting Target			3.28	
Trust	Meeting Target			3.84	
Student Achievement	Meeting Target			3.82	

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: Focus

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	122	131	123
Grade 7	132	132	142
Grade 8	138	136	144
All students	**392**	**399**	**409**

Student Demographics

	2012 - 2013	2013 - 2014	2014 - 2015
% English Language Learners	40%	35%	33%
% Free Lunch Eligible	97%	97%	94%
% Student with IEPs	24%	21%	25%
% Student with IEPs (less than 20% time)	7%	3%	10%
% HRA Eligible	-	73%	73%
% Temporary Housing	-	21%	23%
% Asian	2%	3%	2%
% Black	13%	16%	13%
% Hispanic	83%	79%	83%
% White	1%	1%	1%
% Other	0%	1%	0%
Average Incoming ELA Proficiency	2.47	2.14	2.13
Average Incoming Math Proficiency	2.79	2.30	2.30

Student Achievement Rating	Student Achievement Score
Meeting Target	**3.82**

Student Achievement Metrics

	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	373	**2.24**	1.91	2.08	2.18	2.28	2.55	**3.60**	9.80%
Percentage of Students at Level 3 or 4	373	**10.5%**	0.7%	5.4%	8.8%	12.6%	20.9%	**3.45**	9.80%
Median Adjusted Growth Percentile	349	**66.0**	49.3	54.4	62.0	67.0	75.9	**3.80**	9.80%
Median Adjusted Growth Percentile - School's Lowest Third	125	**81.0**	65.7	70.7	77.8	82.5	90.9	**3.68**	9.80%
State Test Results - Math									
Average Student Proficiency	385	**2.15**	1.77	2.00	2.15	2.31	2.64	**3.00**	9.80%
Percentage of Students at Level 3 or 4	385	**7.0%**	0.0%	5.0%	8.7%	12.8%	22.2%	**2.54**	9.80%
● Median Adjusted Growth Percentile	356	**68.5**	41.0	48.3	58.9	65.9	78.4	**4.21**	9.80%
● Median Adjusted Growth Percentile - School's Lowest Third	122	**80.5**	58.3	64.3	73.0	78.7	89.0	**4.17**	9.80%
Core Course Pass Rates									
● ELA	395	**95.4%**	56.9%	69.6%	78.5%	88.6%	100.0%	**4.60**	1.96%
● Math	395	**91.4%**	59.2%	71.0%	79.6%	89.1%	100.0%	**4.21**	1.96%
● Science	395	**91.1%**	59.6%	71.5%	79.9%	89.3%	100.0%	**4.17**	1.96%
● Social Studies	395	**91.6%**	54.9%	68.1%	77.5%	88.0%	100.0%	**4.30**	1.96%
○ Percent of 8th Graders Earning HS Credit	138	**6.5%**	0.0%	6.6%	11.6%	17.1%	27.7%	**1.98**	3.92%
9th Grade Adjusted Credit Accumulation of Former 8th Graders	123	**82.0%**	66.0%	74.0%	81.0%	88.0%	96.0%	**3.14**	9.80%
								Weighted Average Score	**3.51**

Closing the Achievement Gap (CtAG) Metrics

	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	39	10.5%	54.4%	**2.6%**	0.0%	0.4%	0.8%	1.3%	2.2%	**4.99**	0.030	0.030
● Integrated Co-Teaching	40	10.7%	58.8%	**22.5%**	0.0%	1.6%	3.2%	5.1%	8.4%	**4.99**	0.030	0.030
○ SETSS	18	4.8%	51.6%	**0.0%**	0.0%	2.6%	5.2%	8.2%	13.6%	**1.00**	0.030	0.000
Math - Percent at Level 3 or 4												
● Self-Contained	40	10.4%	55.0%	**10.0%**	0.0%	0.7%	1.4%	2.3%	3.8%	**4.99**	0.030	0.030
Integrated Co-Teaching	37	9.6%	53.0%	**5.4%**	0.0%	2.4%	4.8%	7.6%	12.6%	**3.21**	0.030	0.017
SETSS	17	4.4%	47.8%	**5.9%**	0.0%	3.3%	6.6%	10.4%	17.2%	**2.79**	0.030	0.013
ELA - Percent at 75th+ Growth Percentile												
ELL	140	40.1%	89.7%	**40.0%**	17.2%	27.0%	36.6%	47.8%	68.0%	**3.30**	0.030	0.017
Lowest Third Citywide	185	53.0%	68.1%	**55.7%**	31.5%	39.4%	47.2%	56.3%	72.7%	**3.93**	0.030	0.022
● Black and Hispanic Males in Lowest Third Citywide	108	30.9%	69.1%	**58.3%**	29.6%	38.0%	46.2%	55.9%	73.2%	**4.14**	0.030	0.024
SC/ICT/SETSS	94	26.9%	65.3%	**56.4%**	35.0%	42.9%	50.8%	60.0%	76.4%	**3.61**	0.030	0.020
Math - Percent at 75th+ Growth Percentile												
● ELL	154	43.3%	89.3%	**46.1%**	12.4%	22.8%	33.0%	45.0%	66.4%	**4.05**	0.030	0.023
Lowest Third Citywide	235	66.0%	81.3%	**53.2%**	24.4%	34.1%	43.7%	54.9%	75.0%	**3.85**	0.030	0.021
● Black and Hispanic Males in Lowest Third Citywide	116	32.6%	73.3%	**56.0%**	24.1%	34.0%	43.7%	55.1%	75.5%	**4.04**	0.030	0.023
● SC/ICT/SETSS	89	25.0%	60.9%	**55.1%**	25.8%	34.5%	43.0%	53.1%	71.0%	**4.11**	0.030	0.023
ELL Progress	132	32.4%	89.8%	**33.3%**	11.3%	22.8%	34.2%	47.5%	71.3%	**2.92**	0.030	0.014
										CtAG Additional Points		**0.31**
										Overall Student Achievement Score		**3.82**

● 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	92%	3.96	34%
Section Rating: Meeting Target	**Section Score:**	**3.28**	
Collaborative Teachers			
Quality Review 4.2	Proficient	3.40	50%
NYC School Survey - Collaborative Teachers	91%	3.80	50%
Section Rating: Meeting Target	**Section Score:**	**3.60**	
Supportive Environment			
Quality Review 3.4	Proficient	3.40	30%
NYC School Survey - Supportive Environment	87%	3.44	35%
Percentage of students with 90%+ attendance			
EMS	73.2%	3.08	
HS			
Overall	73.2%	3.08	30%
Movement of students with disabilities to less restrictive environments			
EMS	0.24	2.41	
HS			
Overall	0.24	2.41	5%
Section Rating: Meeting Target	**Section Score:**	**3.28**	
Effective School Leadership			
NYC School Survey - Effective School Leadership	90%	3.92	100%
Section Rating: Meeting Target	**Section Score:**	**3.92**	
Strong Family-Community Ties			
NYC School Survey - Strong Family-Community Ties	80%	3.28	100%
Section Rating: Meeting Target	**Section Score:**	**3.28**	
Trust			
NYC School Survey - Trust	93%	3.84	100%
Section Rating: Meeting Target	**Section Score:**	**3.84**	

		Survey % Positive	City Range			Percent of Range	Score
			Bottom of Range	City Avg	Top of Range		
Rigorous Instruction							
• Common Core shifts in literacy	Teachers	96	79.4	91.4	100.0	0.81	4.24
• Common Core shifts in math	Teachers	96	68.9	87.1	100.0	0.86	4.44
Course clarity	Students	93	81.3	89.7	98.1	0.67	3.68
Quality of student discussion	Teachers	82	53.2	78.4	100.0	0.62	3.48
Section Results:		92%					**3.96**
Collaborative Teachers							
Cultural awareness:							
Cultural awareness	Teachers	94	84.5	94.1	100.0	0.60	
Cultural awareness	Parents	94	87.1	93.3	99.5	0.56	
Cultural awareness	Students	89	70.6	84.2	97.8	0.69	
Cultural awareness	Combined	92				0.62	3.48
Inclusive classroom instruction	Teachers	92	81.7	93.3	100.0	0.54	3.16
Quality of professional development	Teachers	81	54.0	77.4	100.0	0.59	3.36
• School commitment	Teachers	90	59.7	84.3	100.0	0.75	4.00
Innovation	Teachers	89	65.8	85.2	100.0	0.67	3.68
• Reflective dialogue	Teachers	98	86.6	95.8	100.0	0.81	4.24
• Peer collaboration	Teachers	99	76.7	91.9	100.0	0.97	4.88
• Focus on student learning	Teachers	93	68.4	88.4	100.0	0.79	4.16
Collective responsibility	Teachers	82	57.5	82.3	100.0	0.58	3.32
Section Results:		91%					**3.80**
Supportive Environment							
Safety:							
Safety	Teachers						
Safety	Students	83	67.5	82.9	98.3	0.49	
Safety	Combined	83				0.49	2.96
Classroom behavior:							
Classroom behavior	Teachers						
Classroom behavior	Students	84	63.4	79.2	95.0	0.66	
Classroom behavior	Combined	84				0.66	3.64
• Social-emotional measure	Teachers	98	84.7	95.3	100.0	0.88	4.52
Peer interactions	Students	83	67.5	80.7	93.9	0.60	3.40
Next-level guidance	Students	91	76.9	88.3	99.7	0.61	3.44
Press toward academic achievement:							
Press toward academic achievement	Teachers						
Press toward academic achievement	Students	90	80.6	88.2	95.8	0.62	
Press toward academic achievement	Combined	90				0.62	3.48
Personal attention and support	Students	87	74.1	85.5	96.9	0.57	3.28
Peer support for academic work:							
Peer support for academic work	Teachers						
Peer support for academic work	Parents	87	76.8	88.6	100.0	0.45	
Peer support for academic work	Students	65	48.0	66.6	85.2	0.44	
Peer support for academic work	Combined	76				0.45	2.80
Section Results:		87%					**3.44**

| | | Survey % Positive | City Range | | | Percent of Range | Score |
			Bottom of Range	City Avg	Top of Range		
Effective School Leadership							
Inclusive principal leadership	Parents	89	82.1	90.7	99.3	0.42	2.68
Teacher influence	Teachers	77	34.5	67.1	99.7	0.65	3.60
● Program coherence	Teachers	95	60.8	85.2	100.0	0.88	4.52
● Principal instructional leadership	Teachers	99	67.2	88.0	100.0	0.97	4.88
Section Results:		**90%**					**3.92**
Strong Family Community Ties							
Teacher outreach to parents:							
Teacher outreach to parents	Teachers	97	79.9	92.5	100.0	0.85	
Teacher outreach to parents	Parents	91	81.6	90.6	99.6	0.50	
Teacher outreach to parents	Combined	94				0.67	3.68
Parent involvement in the schools	Parents	65	47.1	66.3	85.5	0.47	2.88
Section Results:		**80%**					**3.28**
Trust							
Parent-teacher trust	Parents	92	88.9	94.3	99.7	0.50	3.00
● Parent-principal trust	Parents	97	88.6	94.8	100.0	0.75	4.00
Student-teacher trust	Students	86	69.2	82.0	94.8	0.65	3.60
● Teacher-principal trust	Teachers	99	63.2	87.4	100.0	0.97	4.88
Teacher-teacher trust	Teachers	92	74.2	90.6	100.0	0.69	3.76
Section Results:		**93%**					**3.84**

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	2.24	2.09 or lower	2.10 to 2.16	2.17 to 2.22	2.23 or higher
Average Student Proficiency - School's Lowest Third	1.92	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	10.5%	5.5% or lower	5.6% to 9.9%	10.0% to 14.9%	15.0% or higher
State Test Results - Math*					
Average Student Proficiency	2.15	2.02 or lower	2.03 to 2.15	2.16 to 2.25	2.26 or higher
Average Student Proficiency - School's Lowest Third	1.91	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	7.0%	6.4% or lower	6.5% to 10.1%	10.2% to 14.9%	15.0% or higher
Core Course Pass Rates					
ELA	95.4%	78.1% or lower	78.2% to 83.3%	83.4% to 87.4%	87.5% or higher
Math	91.4%	77.9% or lower	78.0% to 83.1%	83.2% to 87.3%	87.4% or higher
Science	91.1%	80.3% or lower	80.4% to 84.9%	85.0% to 88.7%	88.8% or higher
Social Studies	91.6%	76.4% or lower	76.5% to 81.9%	82.0% to 86.4%	86.5% or higher
Percent of 8th Graders Earning HS Credit	6.5%	6.0% or lower	6.1% to 9.9%	10.0% to 14.9%	15.0% or higher
9th Grade Adjusted Credit Accumulation of Former 8th Graders	82.0%	74.9% or lower	75.0% to 78.9%	79.0% to 82.9%	83.0% 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	1.99	1.76 or lower	1.77 to 1.83	1.84 to 1.89	1.90 or higher
Integrated Co-Teaching	2.39	2.00 or lower	2.01 to 2.08	2.09 to 2.14	2.15 or higher
SETSS	1.98	2.03 or lower	2.04 to 2.14	2.15 to 2.24	2.25 or higher
ELL	2.15	1.88 or lower	1.89 to 2.00	2.01 to 2.09	2.10 or higher
Lowest Third Citywide	2.01	1.88 or lower	1.89 to 1.93	1.94 to 1.99	2.00 or higher
Black and Hispanic Males in Lowest Third Citywide	2.00	1.84 or lower	1.85 to 1.89	1.90 to 1.99	2.00 or higher
Math - Average Proficiency Rating					
Self-Contained	2.09	1.73 or lower	1.74 to 1.81	1.82 to 1.89	1.90 or higher
Integrated Co-Teaching	2.18	1.95 or lower	1.96 to 2.07	2.08 to 2.17	2.18 or higher
SETSS	1.97	2.03 or lower	2.04 to 2.18	2.19 to 2.30	2.31 or higher
ELL	2.08	1.88 or lower	1.89 to 2.04	2.05 to 2.17	2.18 or higher
Lowest Third Citywide	1.97	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	1.99	1.79 or lower	1.80 to 1.89	1.90 to 1.99	2.00 or higher
ELL Progress	33.3%	28.6% or lower	28.7% to 38.4%	38.5% to 46.4%	46.5% 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	73.2%	63.4% or lower	63.5% to 69.3%	69.4% to 74.1%	74.2% or higher
Movement of Students with Disabilities to Less Restrictive Environments	0.24	0.19 or lower	0.20 to 0.31	0.32 to 0.40	0.41 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.**