2014-15 School Quality Guide / MS
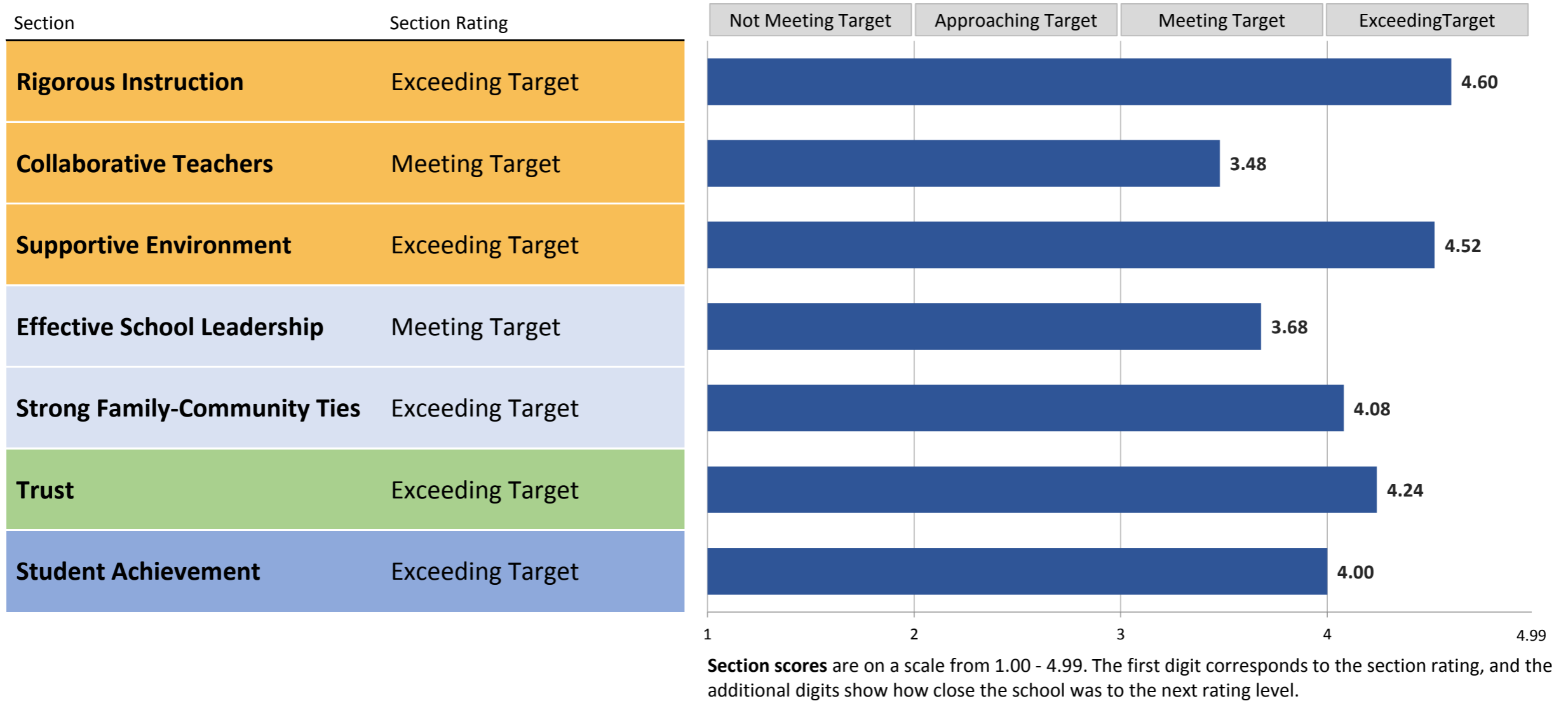
Summary of Section Ratings

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	Exceeding Target					4.60
Collaborative Teachers	Meeting Target				3.48	
Supportive Environment	Exceeding Target					4.52
Effective School Leadership	Meeting Target				3.68	
Strong Family-Community Ties	Exceeding Target					4.08
Trust	Exceeding Target					4.24
Student Achievement	Exceeding Target					4.00

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	81	98	88
Grade 7	90	81	97
Grade 8	78	87	85
All students	**249**	**266**	**270**

Student Demographics

	2012 - 2013	2013 - 2014	2014 - 2015
% English Language Learners	2%	2%	1%
% Free Lunch Eligible	29%	29%	27%
% Student with IEPs	23%	21%	17%
% Student with IEPs (less than 20% time)	0%	0%	0%
% HRA Eligible	-	21%	13%
% Temporary Housing	-	3%	1%
% Asian	14%	14%	16%
% Black	12%	11%	6%
% Hispanic	23%	21%	13%
% White	50%	51%	64%
% Other	0%	3%	1%
Average Incoming ELA Proficiency	3.27	3.09	3.30
Average Incoming Math Proficiency	3.64	3.27	3.42

Student Achievement Rating	Student Achievement Score
Exceeding Target	**4.00**

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	265	**3.37**	2.32	2.64	2.81	2.99	3.20	**4.99**	9.80%
● Percentage of Students at Level 3 or 4	265	**75.8%**	17.1%	28.4%	36.7%	46.0%	56.4%	**4.99**	9.80%
Median Adjusted Growth Percentile	252	**65.0**	52.5	57.2	63.8	68.2	76.1	**3.27**	9.80%
Median Adjusted Growth Percentile - School's Lowest Third	91	**71.0**	62.7	67.0	73.2	77.4	85.2	**2.65**	9.80%
State Test Results - Math									
● Average Student Proficiency	264	**3.36**	2.24	2.63	2.85	3.10	3.38	**4.93**	9.80%
● Percentage of Students at Level 3 or 4	264	**70.1%**	14.7%	28.2%	38.6%	50.2%	64.1%	**4.99**	9.80%
Median Adjusted Growth Percentile	252	**55.0**	44.9	51.7	61.3	67.7	79.2	**2.34**	9.80%
Median Adjusted Growth Percentile - School's Lowest Third	91	**65.0**	56.2	61.9	70.3	75.8	85.8	**2.37**	9.80%
Core Course Pass Rates									
● ELA	265	**99.6%**	80.4%	87.8%	91.4%	95.4%	100.0%	**4.91**	1.96%
● Math	265	**100.0%**	81.9%	89.2%	92.4%	95.9%	100.0%	**4.99**	1.96%
● Science	265	**98.5%**	74.8%	82.4%	87.6%	93.4%	100.0%	**4.77**	1.96%
● Social Studies	265	**97.7%**	79.6%	87.5%	91.2%	95.3%	100.0%	**4.51**	1.96%
Percent of 8th Graders Earning HS Credit	82	**29.3%**	0.0%	20.2%	35.3%	52.1%	74.3%	**2.60**	3.92%
● 9th Grade Adjusted Credit Accumulation of Former 8th Graders	79	**94.0%**	75.0%	84.0%	88.0%	94.0%	100.0%	**4.00**	9.80%
								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	10	3.8%	19.7%	**10.0%**	0.0%	0.4%	0.8%	1.3%	2.2%		0.030	0.000
● Integrated Co-Teaching	27	10.2%	56.0%	**33.3%**	0.0%	1.6%	3.2%	5.1%	8.4%	4.99	0.030	0.030
● SETSS	10	3.8%	40.9%	**70.0%**	0.0%	2.6%	5.2%	8.2%	13.6%	4.99	0.030	0.030
Math - Percent at Level 3 or 4												
Self-Contained	10	3.8%	20.1%	**0.0%**	0.0%	0.7%	1.4%	2.3%	3.8%		0.030	0.000
● Integrated Co-Teaching	27	10.2%	56.4%	**37.0%**	0.0%	2.4%	4.8%	7.6%	12.6%	4.99	0.030	0.030
● SETSS	10	3.8%	41.3%	**80.0%**	0.0%	3.3%	6.6%	10.4%	17.2%	4.99	0.030	0.030
ELA - Percent at 75th+ Growth Percentile												
ELL	4	1.6%	3.6%		17.2%	27.0%	36.6%	47.8%	68.0%		0.030	0.000
Lowest Third Citywide	13	5.2%	1.8%	**76.9%**	31.5%	39.4%	47.2%	56.3%	72.7%		0.030	0.000
Black and Hispanic Males in Lowest Third Citywide	3	1.2%	2.7%		29.6%	38.0%	46.2%	55.9%	73.2%		0.030	0.000
SC/ICT/SETSS	46	18.3%	39.2%	**50.0%**	35.0%	42.9%	50.8%	60.0%	76.4%	2.90	0.030	0.014
Math - Percent at 75th+ Growth Percentile												
ELL	4	1.6%	3.3%		12.4%	22.8%	33.0%	45.0%	66.4%		0.030	0.000
Lowest Third Citywide	16	6.3%	7.1%	**56.3%**	24.4%	34.1%	43.7%	54.9%	75.0%		0.030	0.000
Black and Hispanic Males in Lowest Third Citywide	4	1.6%	3.6%		24.1%	34.0%	43.7%	55.1%	75.5%		0.030	0.000
SC/ICT/SETSS	46	18.3%	40.3%	**37.0%**	25.8%	34.5%	43.0%	53.1%	71.0%	2.29	0.030	0.010
ELL Progress	3	1.1%	3.0%		11.3%	22.8%	34.2%	47.5%	71.3%		0.030	0.000
										CtAG Additional Points		**0.14**
										Overall Student Achievement Score		**4.00**

● 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	Well Developed	4.99	22%
Quality Review 1.2	Well Developed	4.99	22%
Quality Review 2.2	Well Developed	4.99	22%
NYC School Survey - Rigorous Instruction	91%	3.84	34%
Section Rating: Exceeding Target	**Section Score:**	**4.60**	
Collaborative Teachers			
Quality Review 4.2	Proficient	3.40	50%
NYC School Survey - Collaborative Teachers	90%	3.56	50%
Section Rating: Meeting Target	**Section Score:**	**3.48**	
Supportive Environment			
Quality Review 3.4	Well Developed	4.99	30%
NYC School Survey - Supportive Environment	90%	3.92	35%
Percentage of students with 90%+ attendance			
EMS	98.2%	4.88	
HS			
Overall	98.2%	4.88	30%
Movement of students with disabilities to less restrictive environments			
EMS	0.52	3.90	
HS			
Overall	0.52	3.90	5%
Section Rating: Exceeding Target	**Section Score:**	**4.52**	
Effective School Leadership			
NYC School Survey - Effective School Leadership	87%	3.68	100%
Section Rating: Meeting Target	**Section Score:**	**3.68**	
Strong Family-Community Ties			
NYC School Survey - Strong Family-Community Ties	87%	4.08	100%
Section Rating: Exceeding Target	**Section Score:**	**4.08**	
Trust			
NYC School Survey - Trust	95%	4.24	100%
Section Rating: Exceeding Target	**Section Score:**	**4.24**	

		Survey % Positive	City Range			Percent of Range	Score
			Bottom of Range	City Avg	Top of Range		
Rigorous Instruction							
● Common Core shifts in literacy	Teachers	98	79.4	91.4	100.0	0.89	4.56
● Common Core shifts in math	Teachers	100	68.9	87.1	100.0	1.00	4.99
Course clarity	Students	88	81.3	89.7	98.1	0.41	2.64
Quality of student discussion	Teachers	79	53.2	78.4	100.0	0.54	3.16
Section Results:		**91%**					**3.84**
Collaborative Teachers							
Cultural awareness:							
Cultural awareness	Teachers	96	84.5	94.1	100.0	0.75	
Cultural awareness	Parents	97	87.1	93.3	99.5	0.83	
Cultural awareness	Students	83	70.6	84.2	97.8	0.44	
Cultural awareness	Combined	92				0.67	3.68
● Inclusive classroom instruction	Teachers	98	81.7	93.3	100.0	0.89	4.56
Quality of professional development	Teachers	77	54.0	77.4	100.0	0.50	3.00
● School commitment	Teachers	98	59.7	84.3	100.0	0.95	4.80
Innovation	Teachers	82	65.8	85.2	100.0	0.46	2.84
○ Reflective dialogue	Teachers	84	86.6	95.8	100.0	0.00	1.00
Peer collaboration	Teachers	92	76.7	91.9	100.0	0.65	3.60
● Focus on student learning	Teachers	100	68.4	88.4	100.0	1.00	4.99
Collective responsibility	Teachers	85	57.5	82.3	100.0	0.64	3.56
Section Results:		**90%**					**3.56**
Supportive Environment							
Safety:							
Safety	Teachers						
Safety	Students	94	67.5	82.9	98.3	0.87	
● Safety	Combined	94				0.87	4.48
Classroom behavior:							
Classroom behavior	Teachers						
Classroom behavior	Students	86	63.4	79.2	95.0	0.72	
Classroom behavior	Combined	86				0.72	3.88
● Social-emotional measure	Teachers	98	84.7	95.3	100.0	0.90	4.60
● Peer interactions	Students	91	67.5	80.7	93.9	0.88	4.52
Next-level guidance	Students	88	76.9	88.3	99.7	0.49	2.96
Press toward academic achievement:							
Press toward academic achievement	Teachers						
Press toward academic achievement	Students	91	80.6	88.2	95.8	0.71	
Press toward academic achievement	Combined	91				0.71	3.84
Personal attention and support	Students	83	74.1	85.5	96.9	0.38	2.52
Peer support for academic work:							
Peer support for academic work	Teachers						
Peer support for academic work	Parents	97	76.8	88.6	100.0	0.85	
Peer support for academic work	Students	80	48.0	66.6	85.2	0.86	
● Peer support for academic work	Combined	88				0.85	4.40
Section Results:		**90%**					**3.92**

		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	89	34.5	67.1	99.7	0.84	4.36
Program coherence	Teachers	87	60.8	85.2	100.0	0.68	3.72
Principal instructional leadership	Teachers	76	67.2	88.0	100.0	0.27	2.08
Section Results:		87%					**3.68**
Strong Family Community Ties							
Teacher outreach to parents:							
Teacher outreach to parents	Teachers	96	79.9	92.5	100.0	0.81	
Teacher outreach to parents	Parents	92	81.6	90.6	99.6	0.58	
Teacher outreach to parents	Combined	94				0.69	3.76
• Parent involvement in the schools	Parents	79	47.1	66.3	85.5	0.84	4.36
Section Results:		87%					**4.08**
Trust							
• Parent-teacher trust	Parents	96	88.9	94.3	99.7	0.75	4.00
• Parent-principal trust	Parents	99	88.6	94.8	100.0	0.91	4.64
• Student-teacher trust	Students	89	69.2	82.0	94.8	0.77	4.08
• Teacher-principal trust	Teachers	97	63.2	87.4	100.0	0.93	4.72
Teacher-teacher trust	Teachers	92	74.2	90.6	100.0	0.70	3.80
Section Results:		95%					**4.24**

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	3.37	3.15 or lower	3.16 to 3.22	3.23 to 3.28	3.29 or higher
Average Student Proficiency - School's Lowest Third	2.84	2.45 or lower	2.46 to 2.53	2.54 to 2.60	2.61 or higher
Percentage of Students at Level 3 or 4	75.8%	60.3% or lower	60.4% to 63.9%	64.0% to 67.0%	67.1% or higher
State Test Results - Math*					
Average Student Proficiency	3.36	3.14 or lower	3.15 to 3.27	3.28 to 3.38	3.39 or higher
Average Student Proficiency - School's Lowest Third	2.76	2.40 or lower	2.41 to 2.52	2.53 to 2.61	2.62 or higher
Percentage of Students at Level 3 or 4	70.1%	56.7% or lower	56.8% to 62.5%	62.6% to 67.2%	67.3% or higher
Core Course Pass Rates					
ELA	99.6%	84.9% or lower	85.0% to 88.4%	88.5% to 91.3%	91.4% or higher
Math	100.0%	86.5% or lower	86.6% to 89.6%	89.7% to 92.2%	92.3% or higher
Science	98.5%	87.2% or lower	87.3% to 90.2%	90.3% to 92.6%	92.7% or higher
Social Studies	97.7%	82.3% or lower	82.4% to 86.5%	86.6% to 89.8%	89.9% or higher
Percent of 8th Graders Earning HS Credit	29.3%	29.8% or lower	29.9% to 41.9%	42.0% to 51.8%	51.9% or higher
9th Grade Adjusted Credit Accumulation of Former 8th Graders	94.0%	86.9% or lower	87.0% to 89.9%	90.0% to 91.9%	92.0% 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	2.19	1.90 or lower	1.91 to 1.97	1.98 to 2.02	2.03 or higher
Integrated Co-Teaching	2.83	2.38 or lower	2.39 to 2.46	2.47 to 2.52	2.53 or higher
SETSS	3.08	2.41 or lower	2.42 to 2.52	2.53 to 2.61	2.62 or higher
ELL	2.14	2.28 or lower	2.29 to 2.40	2.41 to 2.50	2.51 or higher
Lowest Third Citywide	2.24	2.02 or lower	2.03 to 2.06	2.07 to 2.10	2.11 or higher
Black and Hispanic Males in Lowest Third Citywide		1.97 or lower	1.98 to 2.02	2.03 to 2.06	2.07 or higher
Math - Average Proficiency Rating					
Self-Contained	2.10	1.87 or lower	1.88 to 1.96	1.97 to 2.03	2.04 or higher
Integrated Co-Teaching	2.68	2.35 or lower	2.36 to 2.47	2.48 to 2.56	2.57 or higher
SETSS	3.44	2.41 or lower	2.42 to 2.56	2.57 to 2.69	2.70 or higher
ELL	2.52	2.46 or lower	2.47 to 2.62	2.63 to 2.75	2.76 or higher
Lowest Third Citywide	2.09	1.89 or lower	1.90 to 1.97	1.98 to 2.03	2.04 or higher
Black and Hispanic Males in Lowest Third Citywide		1.87 or lower	1.88 to 1.94	1.95 to 1.99	2.00 or higher
ELL Progress		23.8% or lower	23.9% to 33.6%	33.7% to 41.6%	41.7% 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 <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	98.2%	81.3% or lower	81.4% to 85.6%	85.7% to 89.2%	89.3% or higher
Movement of Students with Disabilities to Less Restrictive Environments	0.52	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.**