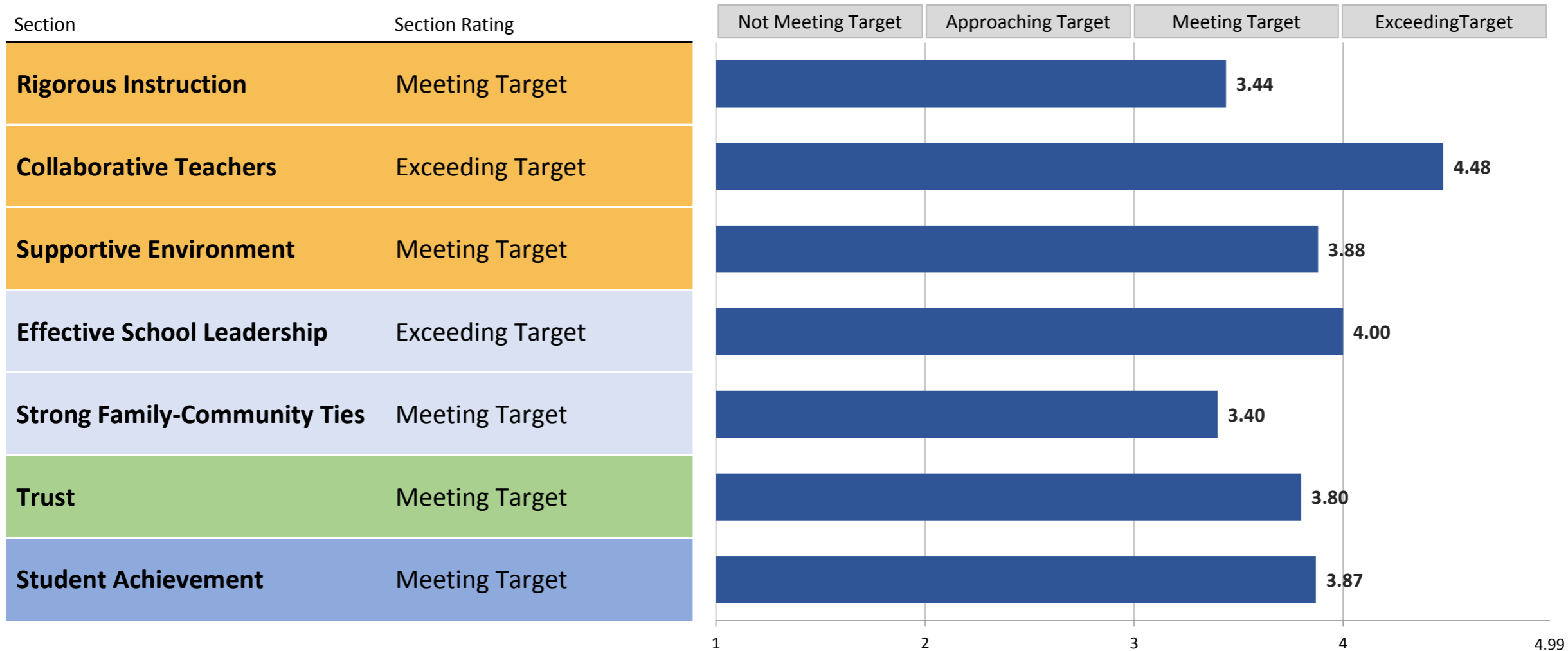


**Framework for Great Schools**

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 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**

<b>Grade</b>	<b>2012 - 2013</b>	<b>2013 - 2014</b>	<b>2014 - 2015</b>
Grade 6	105	102	89
Grade 7	123	108	101
Grade 8	108	115	97
<b>All students</b>	<b>336</b>	<b>325</b>	<b>287</b>

**Student Demographics**

	<b>2012 - 2013</b>	<b>2013 - 2014</b>	<b>2014 - 2015</b>
% English Language Learners	14%	12%	15%
% Free Lunch Eligible	99%	99%	99%
% Student with IEPs	29%	35%	41%
% Student with IEPs (less than 20% time)	9%	14%	18%
% HRA Eligible	-	83%	77%
% Temporary Housing	-	14%	17%
% Asian	0%	0%	0%
% Black	24%	23%	23%
% Hispanic	75%	75%	76%
% White	1%	1%	1%
% Other	0%	0%	0%
Average Incoming ELA Proficiency	2.78	2.44	2.35
Average Incoming Math Proficiency	3.20	2.67	2.56

2014-15 School Quality Guide / MS  
Student Achievement Scoring Appendix

Student Achievement Rating <b>Meeting Target</b>	Student Achievement Score <b>3.87</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	277	2.27	1.92	2.12	2.23	2.35	2.61	3.33	9.80%
Percentage of Students at Level 3 or 4	277	10.1%	0.6%	6.6%	10.9%	15.8%	24.1%	2.81	9.80%
Median Adjusted Growth Percentile	259	64.0	49.3	54.7	62.5	67.7	76.9	3.29	9.80%
Median Adjusted Growth Percentile - School's Lowest Third	91	78.0	66.5	71.4	78.4	83.1	91.3	2.94	9.80%
<b>State Test Results - Math</b>									
Average Student Proficiency	280	2.29	1.80	2.03	2.16	2.31	2.63	3.87	9.80%
Percentage of Students at Level 3 or 4	280	12.9%	0.0%	5.5%	9.5%	14.1%	23.4%	3.74	9.80%
Median Adjusted Growth Percentile	264	70.5	40.5	47.8	58.3	65.4	77.9	4.41	9.80%
Median Adjusted Growth Percentile - School's Lowest Third	93	81.0	59.0	65.0	73.7	79.5	89.8	4.15	9.80%
<b>Core Course Pass Rates</b>									
• ELA	274	98.9%	59.9%	71.5%	79.9%	89.3%	100.0%	4.90	1.96%
• Math	274	97.4%	59.8%	71.5%	79.9%	89.3%	100.0%	4.76	1.96%
• Science	274	99.6%	61.8%	72.8%	80.9%	89.8%	100.0%	4.96	1.96%
• Social Studies	274	100.0%	56.8%	69.3%	78.4%	88.5%	100.0%	4.99	1.96%
Percent of 8th Graders Earning HS Credit	93	10.8%	0.0%	8.3%	14.5%	21.4%	32.0%	2.40	3.92%
• 9th Grade Adjusted Credit Accumulation of Former 8th Graders	110	86.0%	61.0%	71.0%	78.0%	85.0%	95.0%	4.10	9.80%
								<b>Weighted Average Score</b>	<b>3.68</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	55	19.9%	100.0%	0.0%	0.0%	0.4%	0.8%	1.3%	2.2%	1.00	0.030	0.000
○ Integrated Co-Teaching	54	19.5%	100.0%	0.0%	0.0%	1.6%	3.2%	5.1%	8.4%	1.00	0.030	0.000
SETSS	1	0.4%	4.3%	0.0%	0.0%	2.6%	5.2%	8.2%	13.6%		0.030	0.000
<b>Math - Percent at Level 3 or 4</b>												
• Self-Contained	56	20.0%	100.0%	3.6%	0.0%	0.7%	1.4%	2.3%	3.8%	4.87	0.030	0.029
○ Integrated Co-Teaching	54	19.3%	100.0%	1.9%	0.0%	2.4%	4.8%	7.6%	12.6%	1.79	0.030	0.006
SETSS	1	0.4%	4.3%	0.0%	0.0%	3.3%	6.6%	10.4%	17.2%		0.030	0.000
<b>ELA - Percent at 75th+ Growth Percentile</b>												
• ELL	64	24.7%	55.3%	48.4%	17.2%	27.0%	36.6%	47.8%	68.0%	4.03	0.030	0.023
Lowest Third Citywide	106	40.9%	51.3%	51.9%	31.5%	39.4%	47.2%	56.3%	72.7%	3.52	0.030	0.019
Black and Hispanic Males in Lowest Third Citywide	60	23.2%	51.9%	45.0%	29.6%	38.0%	46.2%	55.9%	73.2%	2.85	0.030	0.014
SC/ICT/SETSS	101	39.0%	100.0%	44.6%	35.0%	42.9%	50.8%	60.0%	76.4%	2.22	0.030	0.009
<b>Math - Percent at 75th+ Growth Percentile</b>												
ELL	66	25.0%	51.5%	42.4%	12.4%	22.8%	33.0%	45.0%	66.4%	3.78	0.030	0.021
Lowest Third Citywide	133	50.4%	61.9%	54.1%	24.4%	34.1%	43.7%	54.9%	75.0%	3.93	0.030	0.022
• Black and Hispanic Males in Lowest Third Citywide	71	26.9%	60.4%	57.7%	24.1%	34.0%	43.7%	55.1%	75.5%	4.13	0.030	0.024
SC/ICT/SETSS	103	39.0%	100.0%	48.5%	25.8%	34.5%	43.0%	53.1%	71.0%	3.54	0.030	0.019
○ ELL Progress	40	13.9%	38.5%	20.0%	11.3%	22.8%	34.2%	47.5%	71.3%	1.76	0.030	0.006
											<b>CtAG Additional Points</b>	<b>0.19</b>
											<b>Overall Student Achievement Score</b>	<b>3.87</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	Well Developed	4.99	22%
NYC School Survey - Rigorous Instruction	82%	2.52	34%
<b>Section Rating: Meeting Target</b>	<b>Section Score:</b>	<b>3.44</b>	

<b>Collaborative Teachers</b>			
Quality Review 4.2	Well Developed	4.99	50%
NYC School Survey - Collaborative Teachers	93%	3.96	50%
<b>Section Rating: Exceeding Target</b>	<b>Section Score:</b>	<b>4.48</b>	

<b>Supportive Environment</b>			
Quality Review 3.4	Well Developed	4.99	30%
NYC School Survey - Supportive Environment	86%	3.28	35%
Percentage of students with 90%+ attendance			
EMS	73.2%	3.72	
HS			
Overall	73.2%	3.72	30%
Movement of students with disabilities to less restrictive environments			
EMS	0.25	2.47	
HS			
Overall	0.25	2.47	5%
<b>Section Rating: Meeting Target</b>	<b>Section Score:</b>	<b>3.88</b>	

<b>Effective School Leadership</b>			
NYC School Survey - Effective School Leadership	92%	4.00	100%
<b>Section Rating: Exceeding Target</b>	<b>Section Score:</b>	<b>4.00</b>	

<b>Strong Family-Community Ties</b>			
NYC School Survey - Strong Family-Community Ties	80%	3.40	100%
<b>Section Rating: Meeting Target</b>	<b>Section Score:</b>	<b>3.40</b>	

<b>Trust</b>			
NYC School Survey - Trust	93%	3.80	100%
<b>Section Rating: Meeting Target</b>	<b>Section Score:</b>	<b>3.80</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	87	79.4	91.4	100.0	0.37	2.48
○ Common Core shifts in math	Teachers	74	68.9	87.1	100.0	0.16	1.64
Course clarity	Students	89	81.3	89.7	98.1	0.48	2.92
Quality of student discussion	Teachers	77	53.2	78.4	100.0	0.51	3.04
<b>Section Results:</b>		<b>82%</b>					<b>2.52</b>
<b>Collaborative Teachers</b>							
Cultural awareness:							
Cultural awareness	Teachers	90	84.5	94.1	100.0	0.50	
Cultural awareness	Parents	93	87.1	93.3	99.5	0.50	
Cultural awareness	Students	88	70.6	84.2	97.8	0.63	
Cultural awareness	Combined	90				0.54	3.16
Inclusive classroom instruction	Teachers	92	81.7	93.3	100.0	0.54	3.16
Quality of professional development	Teachers	83	54.0	77.4	100.0	0.64	3.56
● School commitment	Teachers	92	59.7	84.3	100.0	0.81	4.24
● Innovation	Teachers	92	65.8	85.2	100.0	0.77	4.08
● Reflective dialogue	Teachers	97	86.6	95.8	100.0	0.78	4.12
● Peer collaboration	Teachers	96	76.7	91.9	100.0	0.81	4.24
● Focus on student learning	Teachers	97	68.4	88.4	100.0	0.91	4.64
● Collective responsibility	Teachers	94	57.5	82.3	100.0	0.85	4.40
<b>Section Results:</b>		<b>93%</b>					<b>3.96</b>
<b>Supportive Environment</b>							
Safety:							
Safety	Teachers						
Safety	Students	84	67.5	82.9	98.3	0.55	
Safety	Combined	84				0.55	3.20
Classroom behavior:							
Classroom behavior	Teachers						
Classroom behavior	Students	84	63.4	79.2	95.0	0.64	
Classroom behavior	Combined	84				0.64	3.56
Social-emotional measure	Teachers	94	84.7	95.3	100.0	0.62	3.48
Peer interactions	Students	83	67.5	80.7	93.9	0.59	3.36
Next-level guidance	Students	92	76.9	88.3	99.7	0.68	3.72
Press toward academic achievement:							
Press toward academic achievement	Teachers						
Press toward academic achievement	Students	87	80.6	88.2	95.8	0.43	
Press toward academic achievement	Combined	87				0.43	2.72
Personal attention and support	Students	88	74.1	85.5	96.9	0.59	3.36
Peer support for academic work:							
Peer support for academic work	Teachers						
Peer support for academic work	Parents	90	76.8	88.6	100.0	0.55	
Peer support for academic work	Students	62	48.0	66.6	85.2	0.37	
Peer support for academic work	Combined	76				0.46	2.84
<b>Section Results:</b>		<b>86%</b>					<b>3.28</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	90	82.1	90.7	99.3	0.50	3.00
• Teacher influence	Teachers	85	34.5	67.1	99.7	0.77	4.08
• Program coherence	Teachers	95	60.8	85.2	100.0	0.87	4.48
• Principal instructional leadership	Teachers	96	67.2	88.0	100.0	0.86	4.44
<b>Section Results:</b>		92%					<b>4.00</b>
<b>Strong Family Community Ties</b>							
Teacher outreach to parents:							
Teacher outreach to parents	Teachers	96	79.9	92.5	100.0	0.80	
Teacher outreach to parents	Parents	92	81.6	90.6	99.6	0.59	
Teacher outreach to parents	Combined	94				0.70	3.80
Parent involvement in the schools	Parents	66	47.1	66.3	85.5	0.49	2.96
<b>Section Results:</b>		80%					<b>3.40</b>
<b>Trust</b>							
Parent-teacher trust	Parents	94	88.9	94.3	99.7	0.50	3.00
• Parent-principal trust	Parents	95	88.6	94.8	100.0	0.75	4.00
Student-teacher trust	Students	85	69.2	82.0	94.8	0.61	3.44
• Teacher-principal trust	Teachers	96	63.2	87.4	100.0	0.90	4.60
Teacher-teacher trust	Teachers	93	74.2	90.6	100.0	0.74	3.96
<b>Section Results:</b>		93%					<b>3.80</b>

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

09X303

I.S. X303 Leadership & Community Service

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	2.27	2.19 or lower	2.20 to 2.27	2.28 to 2.33	2.34 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	10.1%	9.6% or lower	9.7% to 13.2%	13.3% to 16.3%	16.4% or higher
<b>State Test Results - Math*</b>					
Average Student Proficiency	2.29	2.09 or lower	2.10 to 2.21	2.22 to 2.32	2.33 or higher
Average Student Proficiency - School's Lowest Third	1.88	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	12.9%	8.6% or lower	8.7% to 13.5%	13.6% to 17.5%	17.6% or higher
<b>Core Course Pass Rates</b>					
ELA	98.9%	77.3% or lower	77.4% to 82.6%	82.7% to 86.9%	87.0% or higher
Math	97.4%	78.7% or lower	78.8% to 83.7%	83.8% to 87.8%	87.9% or higher
Science	99.6%	81.1% or lower	81.2% to 85.5%	85.6% to 89.1%	89.2% or higher
Social Studies	100.0%	75.6% or lower	75.7% to 81.3%	81.4% to 86.0%	86.1% or higher
Percent of 8th Graders Earning HS Credit	10.8%	7.0% or lower	7.1% to 11.0%	11.1% to 14.9%	15.0% or higher
9th Grade Adjusted Credit Accumulation of Former 8th Graders	86.0%	72.9% or lower	73.0% to 77.9%	78.0% to 80.9%	81.0% 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	1.90	1.73 or lower	1.74 to 1.79	1.80 to 1.89	1.90 or higher
Integrated Co-Teaching	2.04	1.93 or lower	1.94 to 2.01	2.02 to 2.07	2.08 or higher
SETSS		1.95 or lower	1.96 to 2.06	2.07 to 2.15	2.16 or higher
ELL	2.12	1.90 or lower	1.91 to 2.01	2.02 to 2.11	2.12 or higher
Lowest Third Citywide	1.94	1.87 or lower	1.88 to 1.92	1.93 to 1.99	2.00 or higher
Black and Hispanic Males in Lowest Third Citywide	1.90	1.85 or lower	1.86 to 1.90	1.91 to 1.99	2.00 or higher
<b>Math - Average Proficiency Rating</b>					
Self-Contained	1.85	1.69 or lower	1.70 to 1.79	1.80 to 1.89	1.90 or higher
Integrated Co-Teaching	1.99	1.80 or lower	1.81 to 1.92	1.93 to 2.01	2.02 or higher
SETSS		1.81 or lower	1.82 to 1.96	1.97 to 2.09	2.10 or higher
ELL	2.09	1.89 or lower	1.90 to 2.05	2.06 to 2.18	2.19 or higher
Lowest Third Citywide	1.93	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	1.93	1.79 or lower	1.80 to 1.89	1.90 to 1.99	2.00 or higher
ELL Progress	20.0%	26.3% or lower	26.4% to 36.1%	36.2% to 44.1%	44.2% 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	73.2%	62.3% or lower	62.4% to 68.1%	68.2% to 72.9%	73.0% or higher
Movement of Students with Disabilities to Less Restrictive Environments	0.25	0.21 or lower	0.22 to 0.34	0.35 to 0.44	0.45 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.