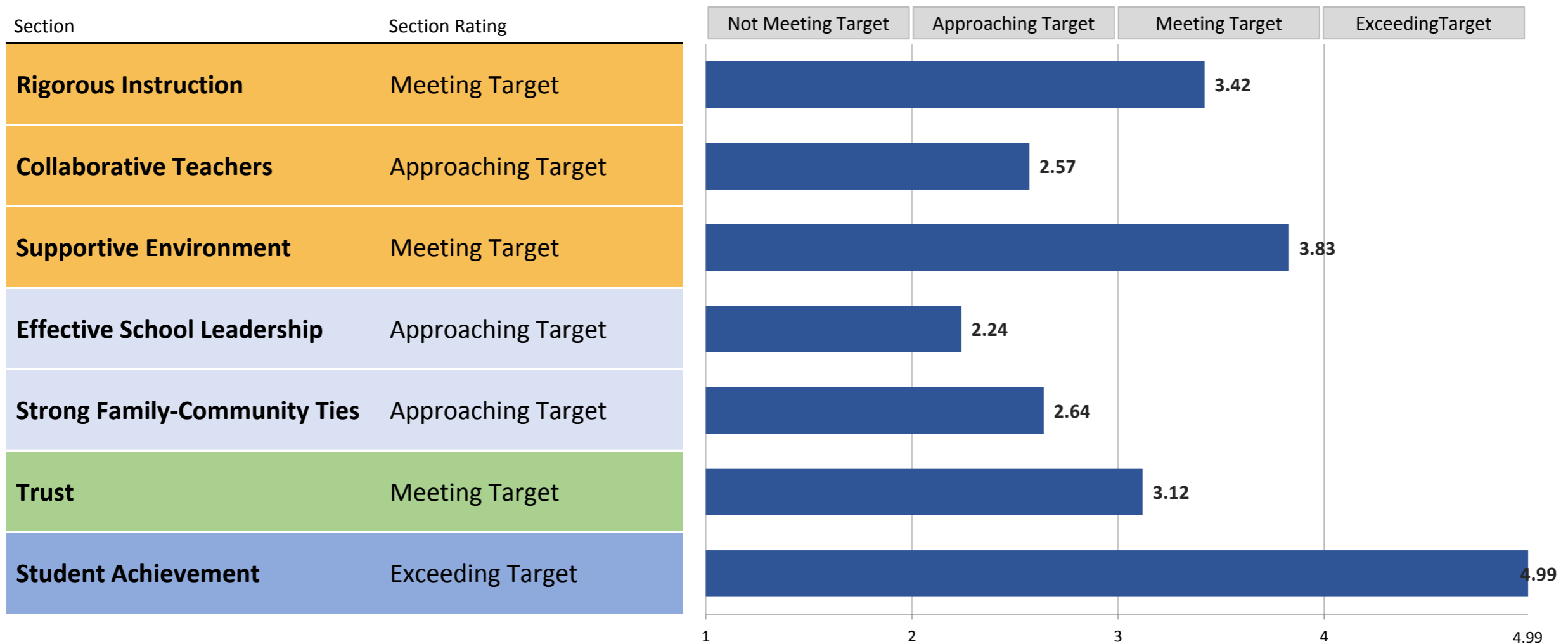## Framework for Great Schools

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			3.42	
Collaborative Teachers	Approaching Target		2.57		
Supportive Environment	Meeting Target			3.83	
Effective School Leadership	Approaching Target		2.24		
Strong Family-Community Ties	Approaching Target		2.64		
Trust	Meeting Target			3.12	
Student Achievement	Exceeding Target				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
Grade 5	108	110	105
Grade 6	-	105	105
Grade 7	-	-	95
All students	**108**	**215**	**305**

Student Demographics

	2012 - 2013	2013 - 2014	2014 - 2015
% English Language Learners	18%	10%	12%
% Free Lunch Eligible	80%	81%	76%
% Student with IEPs	17%	14%	14%
% Student with IEPs (less than 20% time)	1%	0%	0%
% HRA Eligible	-	61%	57%
% Temporary Housing	-	3%	4%
% Asian	21%	21%	22%
% Black	7%	9%	11%
% Hispanic	64%	64%	64%
% White	6%	5%	3%
% Other	0%	1%	1%
Average Incoming ELA Proficiency	2.99	2.66	2.64
Average Incoming Math Proficiency	3.44	2.91	2.90

Student Achievement Rating	Student Achievement Score
Exceeding Target	**4.99**

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	298	**2.86**	2.06	2.31	2.44	2.59	2.82	**4.99**	11.36%
● Percentage of Students at Level 3 or 4	298	**45.0%**	4.7%	13.4%	19.7%	26.6%	35.1%	**4.99**	11.36%
● Median Adjusted Growth Percentile	286	**79.5**	49.7	55.0	62.6	67.6	76.7	**4.99**	11.36%
● Median Adjusted Growth Percentile - School's Lowest Third	102	**85.0**	63.1	67.9	74.8	79.5	87.8	**4.66**	11.36%
State Test Results - Math									
● Average Student Proficiency	297	**3.21**	1.92	2.29	2.53	2.80	3.13	**4.99**	11.36%
● Percentage of Students at Level 3 or 4	297	**62.6%**	0.0%	14.3%	25.0%	36.9%	50.7%	**4.99**	11.36%
● Median Adjusted Growth Percentile	288	**75.0**	45.1	52.1	62.2	68.9	80.8	**4.51**	11.36%
● Median Adjusted Growth Percentile - School's Lowest Third	106	**80.0**	56.9	63.1	72.2	78.3	89.0	**4.16**	11.36%
Core Course Pass Rates									
● ELA	192	**95.8%**	70.2%	78.8%	85.1%	92.0%	100.0%	**4.48**	2.27%
● Math	192	**95.8%**	71.6%	79.9%	85.8%	92.5%	100.0%	**4.44**	2.27%
● Science	192	**95.8%**	73.0%	80.9%	86.5%	92.8%	100.0%	**4.42**	2.27%
● Social Studies	192	**95.8%**	68.3%	77.5%	84.1%	91.5%	100.0%	**4.51**	2.27%
Percent of 8th Graders Earning HS Credit			0.0%	14.8%	25.7%	38.0%	52.0%		0.00%
9th Grade Adjusted Credit Accumulation of Former 8th Graders			53.0%	67.0%	76.0%	87.0%	100.0%		0.00%
							Weighted Average Score		**4.75**

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	19	6.4%	33.2%	**0.0%**	0.0%	0.4%	0.8%	1.3%	2.2%	**1.00**	0.030	0.000
● Integrated Co-Teaching	17	5.7%	31.3%	**11.8%**	0.0%	1.6%	3.2%	5.1%	8.4%	**4.99**	0.030	0.030
● SETSS	9	3.0%	32.3%	**22.2%**	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	19	6.4%	33.9%	**5.3%**	0.0%	0.7%	1.4%	2.3%	3.8%	**4.99**	0.030	0.030
● Integrated Co-Teaching	17	5.7%	31.5%	**29.4%**	0.0%	2.4%	4.8%	7.6%	12.6%	**4.99**	0.030	0.030
● SETSS	9	3.0%	32.6%	**11.1%**	0.0%	3.3%	6.6%	10.4%	17.2%	**4.10**	0.030	0.023
ELA - Percent at 75th+ Growth Percentile												
● ELL	70	24.5%	54.8%	**62.9%**	17.2%	27.0%	36.6%	47.8%	68.0%	**4.75**	0.030	0.028
● Lowest Third Citywide	69	24.1%	28.0%	**76.8%**	31.5%	39.4%	47.2%	56.3%	72.7%	**4.99**	0.030	0.030
Black and Hispanic Males in Lowest Third Citywide	31	10.8%	24.2%	**80.6%**	29.6%	38.0%	46.2%	55.9%	73.2%		0.030	0.000
● SC/ICT/SETSS	40	14.0%	26.1%	**75.0%**	35.0%	42.9%	50.8%	60.0%	76.4%	**4.91**	0.030	0.029
Math - Percent at 75th+ Growth Percentile												
● ELL	73	25.3%	52.2%	**45.2%**	12.4%	22.8%	33.0%	45.0%	66.4%	**4.01**	0.030	0.023
Lowest Third Citywide	51	17.7%	21.3%	**74.5%**	24.4%	34.1%	43.7%	54.9%	75.0%		0.030	0.000
Black and Hispanic Males in Lowest Third Citywide	21	7.3%	16.4%	**66.7%**	24.1%	34.0%	43.7%	55.1%	75.5%		0.030	0.000
● SC/ICT/SETSS	40	13.9%	26.8%	**65.0%**	25.8%	34.5%	43.0%	53.1%	71.0%	**4.66**	0.030	0.028
● ELL Progress	37	12.1%	33.5%	**73.0%**	11.3%	22.8%	34.2%	47.5%	71.3%	**4.99**	0.030	0.030
									CtAG Additional Points			**0.31**
									Overall Student Achievement Score			**4.99**

● 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	88%	3.28	100%
Section Rating: Meeting Target	**Section Score:***	**3.42**	
Collaborative Teachers			
Quality Review 4.2			
NYC School Survey - Collaborative Teachers	77%	2.12	100%
Section Rating: Approaching Target	**Section Score:***	**2.57**	
Supportive Environment			
Quality Review 3.4			
NYC School Survey - Supportive Environment	82%	2.92	65%
Percentage of students with 90%+ attendance			
EMS	96.5%	4.60	
HS			
Overall	96.5%	4.60	30%
Movement of students with disabilities to less restrictive environments			
EMS	1.18	4.99	
HS			
Overall	1.18	4.99	5%
Section Rating: Meeting Target	**Section Score:***	**3.83**	
Effective School Leadership			
NYC School Survey - Effective School Leadership	73%	2.24	100%
Section Rating: Approaching Target	**Section Score:**	**2.24**	
Strong Family-Community Ties			
NYC School Survey - Strong Family-Community Ties	77%	2.64	100%
Section Rating: Approaching Target	**Section Score:**	**2.64**	
Trust			
NYC School Survey - Trust	87%	3.12	100%
Section Rating: Meeting Target	**Section Score:**	**3.12**	

* 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	96	79.4	91.4	100.0	0.82	4.28
Common Core shifts in math	Teachers	85	68.9	87.1	100.0	0.52	3.08
Course clarity	Students	87	81.3	89.7	98.1	0.33	2.32
Quality of student discussion	Teachers	82	53.2	78.4	100.0	0.61	3.44
Section Results:		**88%**					**3.28**
Collaborative Teachers							
Cultural awareness:							
Cultural awareness	Teachers	84	84.5	94.1	100.0	0.00	
Cultural awareness	Parents	96	87.1	93.3	99.5	0.75	
Cultural awareness	Students	82	70.6	84.2	97.8	0.43	
Cultural awareness	Combined	87				0.39	2.56
○ Inclusive classroom instruction	Teachers	81	81.7	93.3	100.0	0.00	1.00
○ Quality of professional development	Teachers	53	54.0	77.4	100.0	0.00	1.00
○ School commitment	Teachers	62	59.7	84.3	100.0	0.06	1.24
Innovation	Teachers	82	65.8	85.2	100.0	0.48	2.92
Reflective dialogue	Teachers	90	86.6	95.8	100.0	0.50	3.00
○ Peer collaboration	Teachers	80	76.7	91.9	100.0	0.14	1.56
Focus on student learning	Teachers	78	68.4	88.4	100.0	0.32	2.28
Collective responsibility	Teachers	83	57.5	82.3	100.0	0.60	3.40
Section Results:		**77%**					**2.12**
Supportive Environment							
Safety:							
Safety	Teachers						
Safety	Students	90	67.5	82.9	98.3	0.71	
Safety	Combined	90				0.71	3.84
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	96	84.7	95.3	100.0	0.75	4.00
○ Peer interactions	Students	72	67.5	80.7	93.9	0.19	1.76
○ Next-level guidance	Students	67	76.9	88.3	99.7	0.00	1.00
Press toward academic achievement:							
Press toward academic achievement	Teachers						
Press toward academic achievement	Students	91	80.6	88.2	95.8	0.70	
Press toward academic achievement	Combined	91				0.70	3.80
Personal attention and support	Students	82	74.1	85.5	96.9	0.36	2.44
Peer support for academic work:							
Peer support for academic work	Teachers						
Peer support for academic work	Parents	93	76.8	88.6	100.0	0.70	
Peer support for academic work	Students	54	48.0	66.6	85.2	0.16	
Peer support for academic work	Combined	73				0.43	2.72
Section Results:		**82%**					**2.92**

		Survey % Positive	City Range			Percent of Range	Score
			Bottom of Range	City Avg	Top of Range		
Effective School Leadership							
Inclusive principal leadership	Parents	90	82.1	90.7	99.3	0.50	3.00
Teacher influence	Teachers	64	34.5	67.1	99.7	0.46	2.84
○ Program coherence	Teachers	64	60.8	85.2	100.0	0.08	1.32
○ Principal instructional leadership	Teachers	74	67.2	88.0	100.0	0.19	1.76
Section Results:		73%					**2.24**
Strong Family Community Ties							
Teacher outreach to parents:							
Teacher outreach to parents	Teachers	81	79.9	92.5	100.0	0.03	
Teacher outreach to parents	Parents	91	81.6	90.6	99.6	0.53	
Teacher outreach to parents	Combined	86				0.28	2.12
Parent involvement in the schools	Parents	68	47.1	66.3	85.5	0.54	3.16
Section Results:		77%					**2.64**
Trust							
● Parent-teacher trust	Parents	97	88.9	94.3	99.7	0.79	4.16
● Parent-principal trust	Parents	96	88.6	94.8	100.0	0.75	4.00
Student-teacher trust	Students	80	69.2	82.0	94.8	0.40	2.60
Teacher-principal trust	Teachers	78	63.2	87.4	100.0	0.40	2.60
Teacher-teacher trust	Teachers	82	74.2	90.6	100.0	0.32	2.28
Section Results:		87%					**3.12**

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	2.86	2.55 or lower	2.56 to 2.62	2.63 to 2.68	2.69 or higher
Average Student Proficiency - School's Lowest Third	2.28	2.01 or lower	2.02 to 2.09	2.10 to 2.16	2.17 or higher
Percentage of Students at Level 3 or 4	45.0%	27.2% or lower	27.3% to 30.9%	31.0% to 33.9%	34.0% or higher
State Test Results - Math*					
Average Student Proficiency	3.21	2.69 or lower	2.70 to 2.81	2.82 to 2.92	2.93 or higher
Average Student Proficiency - School's Lowest Third	2.49	2.02 or lower	2.03 to 2.14	2.15 to 2.24	2.25 or higher
Percentage of Students at Level 3 or 4	62.6%	34.5% or lower	34.6% to 40.3%	40.4% to 45.0%	45.1% or higher
Core Course Pass Rates					
ELA	95.8%	82.6% or lower	82.7% to 86.7%	86.8% to 90.0%	90.1% or higher
Math	95.8%	83.7% or lower	83.8% to 87.5%	87.6% to 90.6%	90.7% or higher
Science	95.8%	84.8% or lower	84.9% to 88.4%	88.5% to 91.3%	91.4% or higher
Social Studies	95.8%	80.8% or lower	80.9% to 85.3%	85.4% to 88.9%	89.0% or higher
Percent of 8th Graders Earning HS Credit		19.7% or lower	19.8% to 31.0%	31.1% to 40.2%	40.3% or higher

9th Grade Adjusted Credit Accumulation of Former 8th Graders

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	1.80 or lower	1.81 to 1.86	1.87 to 1.91	1.92 or higher
Integrated Co-Teaching	2.28	2.05 or lower	2.06 to 2.12	2.13 to 2.19	2.20 or higher
SETSS	2.31	2.08 or lower	2.09 to 2.19	2.20 to 2.28	2.29 or higher
ELL	2.48	2.09 or lower	2.10 to 2.20	2.21 to 2.30	2.31 or higher
Lowest Third Citywide	2.17	1.95 or lower	1.96 to 2.00	2.01 to 2.04	2.05 or higher
Black and Hispanic Males in Lowest Third Citywide	2.19	1.91 or lower	1.92 to 1.95	1.96 to 1.99	2.00 or higher
Math - Average Proficiency Rating					
Self-Contained	2.09	1.81 or lower	1.82 to 1.90	1.91 to 1.97	1.98 or higher
Integrated Co-Teaching	2.57	2.09 or lower	2.10 to 2.21	2.22 to 2.31	2.32 or higher
SETSS	2.26	2.13 or lower	2.14 to 2.29	2.30 to 2.41	2.42 or higher
ELL	2.80	2.27 or lower	2.28 to 2.43	2.44 to 2.56	2.57 or higher
Lowest Third Citywide	2.19	1.90 or lower	1.91 to 1.98	1.99 to 2.04	2.05 or higher
Black and Hispanic Males in Lowest Third Citywide	2.11	1.88 or lower	1.89 to 1.95	1.96 to 2.00	2.01 or higher
ELL Progress	73.0%	36.9% or lower	37.0% to 46.7%	46.8% to 54.7%	54.8% 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	96.5%	77.3% or lower	77.4% to 82.6%	82.7% to 86.9%	87.0% or higher
Movement of Students with Disabilities to Less Restrictive Environments	1.18	0.17 or lower	0.18 to 0.27	0.28 to 0.36	0.37 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.**