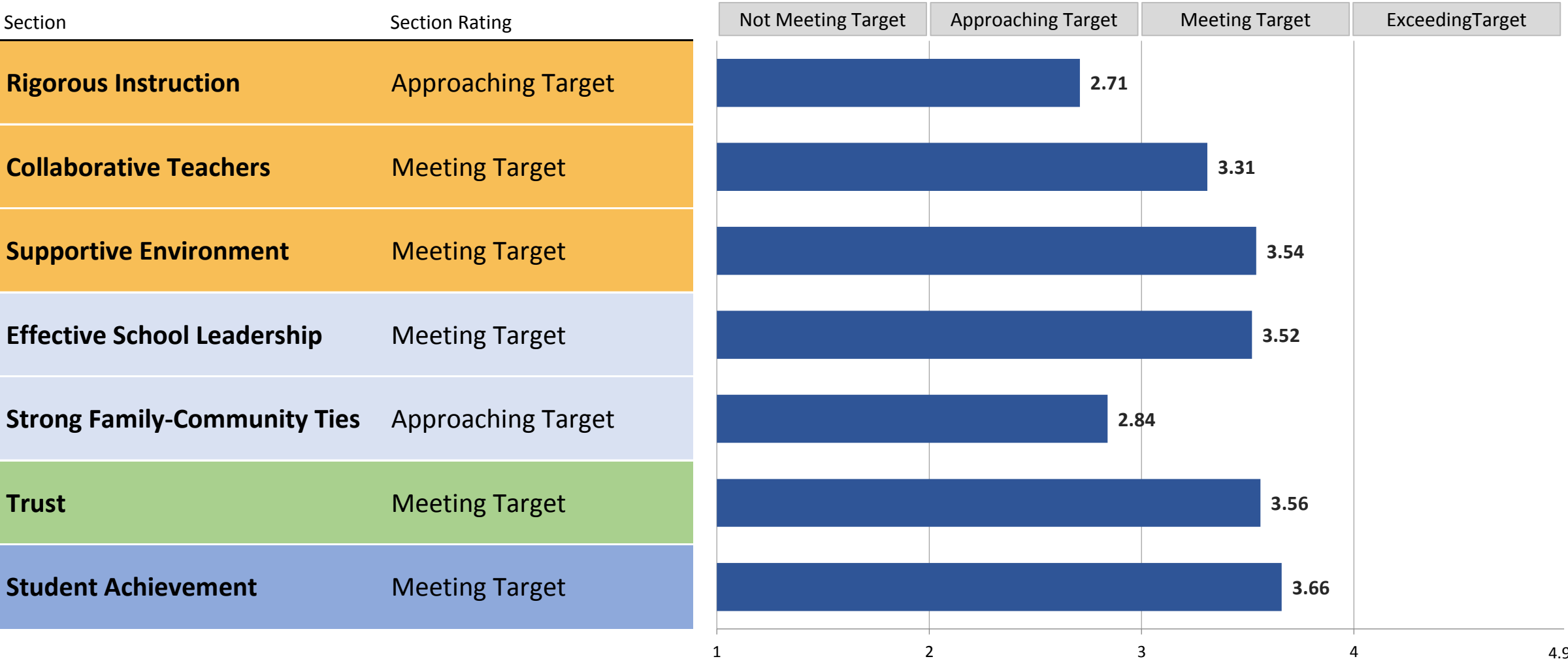## Framework for Great Schools

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	Approaching Target	2.71			
Collaborative Teachers	Meeting Target	3.31			
Supportive Environment	Meeting Target	3.54			
Effective School Leadership	Meeting Target	3.52			
Strong Family-Community Ties	Approaching Target	2.84			
Trust	Meeting Target	3.56			
Student Achievement	Meeting Target	3.66			

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: 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 6	78	79	90
Grade 7	79	80	90
Grade 8	79	79	90
All students	**236**	**238**	**270**

Student Demographics

	2012 - 2013	2013 - 2014	2014 - 2015
% English Language Learners	2%	3%	4%
% Free Lunch Eligible	71%	65%	65%
% Student with IEPs	20%	22%	24%
% Student with IEPs (less than 20% time)	1%	1%	2%
% HRA Eligible	-	40%	39%
% Temporary Housing	-	3%	4%
% Asian	0%	0%	1%
% Black	73%	76%	77%
% Hispanic	25%	22%	20%
% White	1%	1%	1%
% Other	0%	0%	1%
Average Incoming ELA Proficiency	2.61	2.29	2.33
Average Incoming Math Proficiency	3.03	2.47	2.54

Student Achievement Rating	Student Achievement Score
Meeting Target	**3.66**

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			
State Test Results - ELA									
● Average Student Proficiency	265	**2.44**	1.95	2.17	2.29	2.43	2.68	**4.04**	9.80%
● Percentage of Students at Level 3 or 4	265	**20.8%**	1.4%	8.3%	13.3%	18.8%	27.0%	**4.24**	9.80%
Median Adjusted Growth Percentile	238	**61.5**	46.6	52.7	61.4	67.2	77.5	**3.02**	9.80%
Median Adjusted Growth Percentile - School's Lowest Third	84	**78.5**	61.1	67.2	75.9	81.7	92.0	**3.45**	9.80%
State Test Results - Math									
Average Student Proficiency	265	**2.52**	1.78	2.11	2.33	2.57	2.91	**3.79**	9.80%
Percentage of Students at Level 3 or 4	265	**23.4%**	0.0%	9.2%	16.1%	23.8%	33.6%	**3.95**	9.80%
Median Adjusted Growth Percentile	240	**53.5**	41.6	49.6	61.2	68.9	82.6	**2.34**	9.80%
Median Adjusted Growth Percentile - School's Lowest Third	89	**74.0**	58.1	64.4	73.5	79.6	90.4	**3.08**	9.80%
Core Course Pass Rates									
ELA	258	**89.1%**	67.3%	76.6%	83.5%	91.2%	100.0%	**3.73**	1.96%
Math	258	**89.9%**	66.2%	75.8%	82.9%	90.9%	100.0%	**3.88**	1.96%
● Science	258	**96.5%**	69.9%	78.5%	84.8%	91.9%	100.0%	**4.57**	1.96%
○ Social Studies	258	**66.3%**	64.2%	74.3%	81.9%	90.4%	100.0%	**1.21**	1.96%
○ Percent of 8th Graders Earning HS Credit	88	**10.2%**	0.0%	12.4%	21.6%	31.9%	44.0%	**1.82**	3.92%
● 9th Grade Adjusted Credit Accumulation of Former 8th Graders	75	**89.0%**	54.0%	68.0%	77.0%	88.0%	100.0%	**4.08**	9.80%
							Weighted Average Score	**3.47**	

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				
ELA - Percent at Level 3 or 4												
○ Self-Contained	17	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	42	15.8%	86.8%	**7.1%**	0.0%	1.6%	3.2%	5.1%	8.4%	**4.61**	0.030	0.027
SETSS			0.0%		0.0%	2.6%	5.2%	8.2%	13.6%		0.030	0.000
Math - Percent at Level 3 or 4												
● Self-Contained	17	6.4%	33.9%	**5.9%**	0.0%	0.7%	1.4%	2.3%	3.8%	**4.99**	0.030	0.030
Integrated Co-Teaching	43	16.2%	89.5%	**4.7%**	0.0%	2.4%	4.8%	7.6%	12.6%	**2.96**	0.030	0.015
SETSS			0.0%		0.0%	3.3%	6.6%	10.4%	17.2%		0.030	0.000
ELA - Percent at 75th+ Growth Percentile												
ELL	11	4.6%	10.3%	**54.5%**	17.2%	27.0%	36.6%	47.8%	68.0%		0.030	0.000
● Lowest Third Citywide	84	35.3%	43.6%	**57.1%**	31.5%	39.4%	47.2%	56.3%	72.7%	**4.05**	0.030	0.023
● Black and Hispanic Males in Lowest Third Citywide	46	19.3%	43.2%	**60.9%**	29.6%	38.0%	46.2%	55.9%	73.2%	**4.29**	0.030	0.025
SC/ICT/SETSS	54	22.7%	52.6%	**57.4%**	35.0%	42.9%	50.8%	60.0%	76.4%	**3.72**	0.030	0.020
Math - Percent at 75th+ Growth Percentile												
ELL	12	5.0%	10.3%	**41.7%**	12.4%	22.8%	33.0%	45.0%	66.4%		0.030	0.000
Lowest Third Citywide	74	30.8%	37.6%	**52.7%**	24.4%	34.1%	43.7%	54.9%	75.0%	**3.80**	0.030	0.021
● Black and Hispanic Males in Lowest Third Citywide	44	18.3%	41.1%	**56.8%**	24.1%	34.0%	43.7%	55.1%	75.5%	**4.08**	0.030	0.023
SC/ICT/SETSS	55	22.9%	54.5%	**34.5%**	25.8%	34.5%	43.0%	53.1%	71.0%	**2.00**	0.030	0.008
ELL Progress	10	3.7%	10.2%	**70.0%**	11.3%	22.8%	34.2%	47.5%	71.3%		0.030	0.000
									CtAG Additional Points		**0.19**	
									Overall Student Achievement Score		**3.66**	

● 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	80%	2.44	100%
Section Rating: Approaching Target	Section Score:*	2.71	
Collaborative Teachers			
Quality Review 4.2			
NYC School Survey - Collaborative Teachers	83%	3.04	100%
Section Rating: Meeting Target	Section Score:*	3.31	
Supportive Environment			
Quality Review 3.4			
NYC School Survey - Supportive Environment	81%	2.76	65%
Percentage of students with 90%+ attendance			
EMS	87.4%	4.20	
HS	85.9%		
Overall	86.7%	4.20	30%
Movement of students with disabilities to less restrictive environments			
EMS	0.55	4.03	
HS	0.82		
Overall	0.68	4.03	5%
Section Rating: Meeting Target	Section Score:*	3.54	
Effective School Leadership			
NYC School Survey - Effective School Leadership	83%	3.52	100%
Section Rating: Meeting Target	Section Score:	3.52	
Strong Family-Community Ties			
NYC School Survey - Strong Family-Community Ties	75%	2.84	100%
Section Rating: Approaching Target	Section Score:	2.84	
Trust			
NYC School Survey - Trust	89%	3.56	100%
Section Rating: Meeting Target	Section Score:	3.56	

* 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	86	78.0	90.2	100.0	0.34	2.36
○ Common Core shifts in math	Teachers	79	73.4	86.8	100.0	0.22	1.88
● Course clarity	Students	92	79.8	87.6	95.4	0.77	4.08
○ Quality of student discussion	Teachers	63	58.6	79.2	99.8	0.12	1.48
Section Results:		**80%**					**2.44**
Collaborative Teachers							
Cultural awareness:							
Cultural awareness	Teachers	95	85.7	94.3	100.0	0.75	
Cultural awareness	Parents	93	85.4	92.4	99.4	0.53	
Cultural awareness	Students	82	69.5	80.9	92.3	0.54	
Cultural awareness	Combined	90				0.61	3.44
Inclusive classroom instruction	Teachers	90	81.4	92.4	100.0	0.50	3.00
Quality of professional development	Teachers	69	45.8	75.2	100.0	0.43	2.72
School commitment	Teachers	82	60.1	85.3	100.0	0.55	3.20
Innovation	Teachers	74	63.0	84.2	100.0	0.30	2.20
● Reflective dialogue	Teachers	95	85.6	95.2	100.0	0.75	4.00
Peer collaboration	Teachers	86	72.0	89.8	100.0	0.50	3.00
Focus on student learning	Teachers	87	64.0	86.6	100.0	0.64	3.56
Collective responsibility	Teachers	71	54.5	80.5	100.0	0.35	2.40
Section Results:		**83%**					**3.04**
Supportive Environment							
Safety:							
Safety	Teachers						
Safety	Students	77	69.7	83.1	96.5	0.28	
Safety	Combined	77				0.28	2.12
Classroom behavior:							
Classroom behavior	Teachers						
Classroom behavior	Students	78	67.0	80.4	93.8	0.39	
Classroom behavior	Combined	78				0.39	2.56
Social-emotional measure	Teachers	93	86.5	95.3	100.0	0.50	3.00
Peer interactions	Students	73	63.1	76.5	89.9	0.38	2.52
Next-level guidance	Students	81	72.1	83.3	94.5	0.40	2.60
Press toward academic achievement:							
Press toward academic achievement	Teachers						
Press toward academic achievement	Students	88	80.3	87.9	95.5	0.49	
Press toward academic achievement	Combined	88				0.49	2.96
Personal attention and support	Students	86	73.6	83.0	92.4	0.68	3.72
Peer support for academic work:							
Peer support for academic work	Teachers						
Peer support for academic work	Parents	83	72.8	86.8	100.0	0.37	
Peer support for academic work	Students	59	45.3	61.7	78.1	0.40	
Peer support for academic work	Combined	71				0.39	2.56
Section Results:		**81%**					**2.76**

		Survey % Positive	City Range			Percent of Range	Score
			Bottom of Range	City Avg	Top of Range		
Effective School Leadership							
Inclusive principal leadership	Parents	93	76.7	88.9	100.0	0.71	3.84
Teacher influence	Teachers	65	44.5	71.1	97.7	0.39	2.56
Program coherence	Teachers	78	52.0	80.8	100.0	0.54	3.16
● Principal instructional leadership	Teachers	94	56.6	85.0	100.0	0.86	4.44
Section Results:		**83%**					**3.52**
Strong Family Community Ties							
Teacher outreach to parents:							
Teacher outreach to parents	Teachers	88	77.3	90.9	100.0	0.47	
Teacher outreach to parents	Parents	90	76.9	88.1	99.3	0.60	
Teacher outreach to parents	Combined	89				0.54	3.16
Parent involvement in the schools	Parents	61	48.2	65.0	81.8	0.38	2.52
Section Results:		**75%**					**2.84**
Trust							
● Parent-teacher trust	Parents	95	86.5	93.3	100.0	0.75	4.00
● Parent-principal trust	Parents	96	84.5	93.1	100.0	0.75	4.00
Student-teacher trust	Students	79	69.1	79.9	90.7	0.44	2.76
Teacher-principal trust	Teachers	87	56.9	85.9	100.0	0.70	3.80
Teacher-teacher trust	Teachers	88	74.0	90.8	100.0	0.55	3.20
Section Results:		**89%**					**3.56**

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	2.44	2.36 or lower	2.37 to 2.43	2.44 to 2.49	2.50 or higher
Average Student Proficiency - School's Lowest Third	2.04	1.93 or lower	1.94 to 2.01	2.02 to 2.08	2.09 or higher
Percentage of Students at Level 3 or 4	20.8%	16.1% or lower	16.2% to 19.8%	19.9% to 22.8%	22.9% or higher
State Test Results - Math*					
Average Student Proficiency	2.52	2.26 or lower	2.27 to 2.39	2.40 to 2.50	2.51 or higher
Average Student Proficiency - School's Lowest Third	2.01	1.80 or lower	1.81 to 1.92	1.93 to 2.01	2.02 or higher
Percentage of Students at Level 3 or 4	23.4%	13.4% or lower	13.5% to 19.2%	19.3% to 24.0%	24.1% or higher
Core Course Pass Rates					
ELA	89.1%	78.3% or lower	78.4% to 83.3%	83.4% to 87.5%	87.6% or higher
Math	89.9%	81.2% or lower	81.3% to 85.6%	85.7% to 89.2%	89.3% or higher
Science	96.5%	82.9% or lower	83.0% to 86.9%	87.0% to 90.1%	90.2% or higher
Social Studies	66.3%	75.7% or lower	75.8% to 81.4%	81.5% to 86.0%	86.1% or higher
Percent of 8th Graders Earning HS Credit	10.2%	11.2% or lower	11.3% to 17.6%	17.7% to 22.8%	22.9% or higher
9th Grade Adjusted Credit Accumulation of Former 8th Graders	89.0%	78.9% or lower	79.0% to 83.9%	84.0% to 87.9%	88.0% 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	1.86	1.79 or lower	1.80 to 1.85	1.86 to 1.91	1.92 or higher
Integrated Co-Teaching	2.12	1.96 or lower	1.97 to 2.03	2.04 to 2.10	2.11 or higher
SETSS		1.97 or lower	1.98 to 2.08	2.09 to 2.17	2.18 or higher
ELL	2.07	2.02 or lower	2.03 to 2.14	2.15 to 2.23	2.24 or higher
Lowest Third Citywide	2.04	1.94 or lower	1.95 to 1.98	1.99 to 2.02	2.03 or higher
Black and Hispanic Males in Lowest Third Citywide	2.01	1.90 or lower	1.91 to 1.95	1.96 to 1.99	2.00 or higher
Math - Average Proficiency Rating					
Self-Contained	1.89	1.72 or lower	1.73 to 1.80	1.81 to 1.89	1.90 or higher
Integrated Co-Teaching	2.04	1.85 or lower	1.86 to 1.97	1.98 to 2.07	2.08 or higher
SETSS		1.89 or lower	1.90 to 2.04	2.05 to 2.17	2.18 or higher
ELL	2.13	2.05 or lower	2.06 to 2.21	2.22 to 2.34	2.35 or higher
Lowest Third Citywide	1.96	1.83 or lower	1.84 to 1.91	1.92 to 1.99	2.00 or higher
Black and Hispanic Males in Lowest Third Citywide	1.96	1.82 or lower	1.83 to 1.89	1.90 to 1.99	2.00 or higher
ELL Progress	70.0%	37.1% or lower	37.2% to 47.0%	47.1% to 55.0%	55.1% 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	87.4%	71.9% or lower	72.0% to 77.8%	77.9% to 82.6%	82.7% or higher
Movement of Students with Disabilities to Less Restrictive Environments	0.55	0.13 or lower	0.14 to 0.21	0.22 to 0.27	0.28 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.**