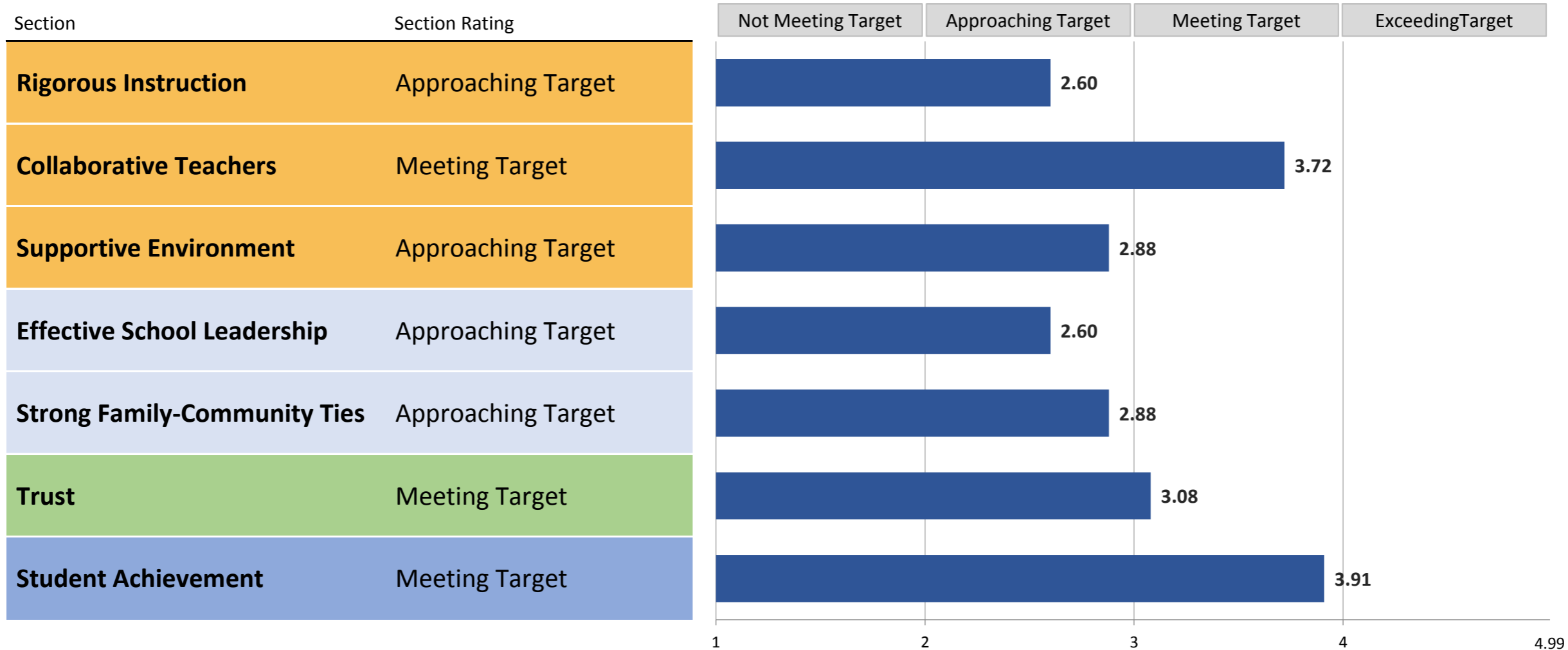


Framework for Great Schools

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: Priority

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	26	34	27
Grade 7	55	22	32
Grade 8	30	57	29
All students	111	113	88

Student Demographics

	2012 - 2013	2013 - 2014	2014 - 2015
% English Language Learners	10%	10%	13%
% Free Lunch Eligible	72%	72%	72%
% Student with IEPs	23%	27%	28%
% Student with IEPs (less than 20% time)	8%	6%	5%
% HRA Eligible	-	73%	69%
% Temporary Housing	-	12%	11%
% Asian	4%	4%	3%
% Black	84%	82%	74%
% Hispanic	10%	12%	18%
% White	1%	0%	5%
% Other	0%	2%	0%
Average Incoming ELA Proficiency	2.50	2.17	2.26
Average Incoming Math Proficiency	2.75	2.25	2.36

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

Student Achievement Rating	Student Achievement Score
Meeting Target	3.91

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	76	2.32	1.91	2.09	2.19	2.30	2.56	4.08	9.80%
● Percentage of Students at Level 3 or 4	76	17.1%	0.4%	5.4%	9.2%	13.3%	21.6%	4.46	9.80%
● Median Adjusted Growth Percentile	65	73.0	50.6	55.7	63.1	67.9	76.7	4.58	9.80%
● Median Adjusted Growth Percentile - School's Lowest Third	23	90.0	67.3	72.1	78.9	83.3	91.2	4.85	9.80%
State Test Results - Math									
● Average Student Proficiency	77	2.22	1.76	2.01	2.18	2.36	2.69	3.22	9.80%
● Percentage of Students at Level 3 or 4	77	10.4%	0.0%	5.9%	10.3%	15.2%	24.5%	3.02	9.80%
● Median Adjusted Growth Percentile	69	65.0	42.5	49.7	60.3	67.2	79.7	3.68	9.80%
● Median Adjusted Growth Percentile - School's Lowest Third	24	68.5	59.8	65.6	74.0	79.5	89.4	2.35	9.80%
Core Course Pass Rates									
● ELA	78	92.3%	62.1%	72.9%	80.9%	89.8%	100.0%	4.25	1.96%
● Math	78	93.6%	63.1%	73.6%	81.4%	90.1%	100.0%	4.35	1.96%
● Science	78	92.3%	65.2%	75.1%	82.5%	90.7%	100.0%	4.17	1.96%
● Social Studies	78	87.2%	61.7%	72.6%	80.7%	89.7%	100.0%	3.72	1.96%
○ Percent of 8th Graders Earning HS Credit	25	0.0%	0.0%	7.7%	13.5%	19.9%	30.5%	1.00	3.92%
○ 9th Grade Adjusted Credit Accumulation of Former 8th Graders	54	83.0%	63.0%	72.0%	79.0%	87.0%	96.0%	3.50	9.80%
								Weighted Average Score	3.67

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	7	9.2%	47.7%	0.0%	0.0%	0.4%	0.8%	1.3%	2.2%	1.00	0.030	0.000
● Integrated Co-Teaching	6	7.9%	43.4%	16.7%	0.0%	1.6%	3.2%	5.1%	8.4%	4.99	0.030	0.030
○ SETSS	5	6.6%	71.0%	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	7	9.1%	48.1%	0.0%	0.0%	0.7%	1.4%	2.3%	3.8%	1.00	0.030	0.000
● Integrated Co-Teaching	6	7.8%	43.1%	16.7%	0.0%	2.4%	4.8%	7.6%	12.6%	4.99	0.030	0.030
○ SETSS	5	6.5%	70.7%	0.0%	0.0%	3.3%	6.6%	10.4%	17.2%	1.00	0.030	0.000
ELA - Percent at 75th+ Growth Percentile												
● ELL	8	12.3%	27.5%	62.5%	17.2%	27.0%	36.6%	47.8%	68.0%	4.73	0.030	0.028
● Lowest Third Citywide	31	47.7%	60.7%	71.0%	31.5%	39.4%	47.2%	56.3%	72.7%	4.90	0.030	0.029
● Black and Hispanic Males in Lowest Third Citywide	16	24.6%	55.0%	56.3%	29.6%	38.0%	46.2%	55.9%	73.2%	4.02	0.030	0.023
● SC/ICT/SETSS	17	26.2%	63.2%	64.7%	35.0%	42.9%	50.8%	60.0%	76.4%	4.29	0.030	0.025
Math - Percent at 75th+ Growth Percentile												
● ELL	13	18.8%	38.8%	38.5%	12.4%	22.8%	33.0%	45.0%	66.4%	3.46	0.030	0.018
● Lowest Third Citywide	35	50.7%	62.3%	45.7%	24.4%	34.1%	43.7%	54.9%	75.0%	3.18	0.030	0.016
● Black and Hispanic Males in Lowest Third Citywide	17	24.6%	55.3%	35.3%	24.1%	34.0%	43.7%	55.1%	75.5%	2.13	0.030	0.008
● SC/ICT/SETSS	17	24.6%	59.7%	35.3%	25.8%	34.5%	43.0%	53.1%	71.0%	2.09	0.030	0.008
● ELL Progress	10	11.5%	31.9%	60.0%	11.3%	22.8%	34.2%	47.5%	71.3%	4.53	0.030	0.027
											CtAG Additional Points	0.24
											Overall Student Achievement Score	3.91

- 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	76%	2.00	34%
Section Rating: Approaching Target	Section Score:	2.60	

Collaborative Teachers			
Quality Review 4.2	Well Developed	4.99	50%
NYC School Survey - Collaborative Teachers	76%	2.44	50%
Section Rating: Meeting Target	Section Score:	3.72	

Supportive Environment			
Quality Review 3.4	Proficient	3.40	30%
NYC School Survey - Supportive Environment	81%	2.84	35%
Percentage of students with 90%+ attendance			
EMS	66.3%	2.56	
HS	41.1%	1.96	
Overall	53.7%	2.24	30%
Movement of students with disabilities to less restrictive environments			
EMS	0.95	4.99	
HS	0.58	3.50	
Overall	0.76	4.25	5%
Section Rating: Approaching Target	Section Score:	2.88	

Effective School Leadership			
NYC School Survey - Effective School Leadership	72%	2.60	100%
Section Rating: Approaching Target	Section Score:	2.60	

Strong Family-Community Ties			
NYC School Survey - Strong Family-Community Ties	76%	2.88	100%
Section Rating: Approaching Target	Section Score:	2.88	

Trust			
NYC School Survey - Trust	84%	3.08	100%
Section Rating: Meeting Target	Section Score:	3.08	

		Survey % Positive	City Range			Percent of Range	Score	
			Bottom of Range	City Avg	Top of Range			
Rigorous Instruction								
	Common Core shifts in literacy	Teachers	85	78.0	90.2	100.0	0.33	2.32
○	Common Core shifts in math	Teachers	75	73.4	86.8	100.0	0.05	1.20
	Course clarity	Students	89	79.8	87.6	95.4	0.62	3.48
○	Quality of student discussion	Teachers	55	58.6	79.2	99.8	0.00	1.00
Section Results:			76%					2.00
Collaborative Teachers								
Cultural awareness:								
	Cultural awareness	Teachers	85	85.7	94.3	100.0	0.25	
	Cultural awareness	Parents	95	85.4	92.4	99.4	0.75	
	Cultural awareness	Students	85	69.5	80.9	92.3	0.68	
	Cultural awareness	Combined	88				0.56	3.24
	Inclusive classroom instruction	Teachers	90	81.4	92.4	100.0	0.50	3.00
	Quality of professional development	Teachers	65	45.8	75.2	100.0	0.35	2.40
○	School commitment	Teachers	51	60.1	85.3	100.0	0.00	1.00
	Innovation	Teachers	75	63.0	84.2	100.0	0.32	2.28
	Reflective dialogue	Teachers	93	85.6	95.2	100.0	0.51	3.04
	Peer collaboration	Teachers	85	72.0	89.8	100.0	0.48	2.92
	Focus on student learning	Teachers	75	64.0	86.6	100.0	0.29	2.16
○	Collective responsibility	Teachers	65	54.5	80.5	100.0	0.23	1.92
Section Results:			76%					2.44
Supportive Environment								
Safety:								
	Safety	Teachers						
	Safety	Students	78	69.7	83.1	96.5	0.30	
	Safety	Combined	78				0.30	2.20
Classroom behavior:								
	Classroom behavior	Teachers						
	Classroom behavior	Students	80	67.0	80.4	93.8	0.50	
	Classroom behavior	Combined	80				0.50	3.00
	Social-emotional measure	Teachers	90	86.5	95.3	100.0	0.50	3.00
○	Peer interactions	Students	68	63.1	76.5	89.9	0.17	1.68
	Next-level guidance	Students	86	72.1	83.3	94.5	0.62	3.48
Press toward academic achievement:								
	Press toward academic achievement	Teachers						
	Press toward academic achievement	Students	87	80.3	87.9	95.5	0.44	
	Press toward academic achievement	Combined	87				0.44	2.76
●	Personal attention and support	Students	88	73.6	83.0	92.4	0.75	4.00
Peer support for academic work:								
	Peer support for academic work	Teachers						
	Peer support for academic work	Parents	84	72.8	86.8	100.0	0.39	
	Peer support for academic work	Students	58	45.3	61.7	78.1	0.40	
	Peer support for academic work	Combined	71				0.39	2.56
Section Results:			81%					2.84

		Survey % Positive	City Range			Percent of Range	Score
			Bottom of Range	City Avg	Top of Range		
Effective School Leadership							
Inclusive principal leadership	Parents	92	76.7	88.9	100.0	0.66	3.64
○ Teacher influence	Teachers	50	44.5	71.1	97.7	0.10	1.40
Program coherence	Teachers	72	52.0	80.8	100.0	0.41	2.64
Principal instructional leadership	Teachers	75	56.6	85.0	100.0	0.43	2.72
Section Results:		72%					2.60
Strong Family Community Ties							
Teacher outreach to parents:							
Teacher outreach to parents	Teachers	74	77.3	90.9	100.0	0.00	
Teacher outreach to parents	Parents	93	76.9	88.1	99.3	0.72	
Teacher outreach to parents	Combined	84				0.36	2.44
Parent involvement in the schools	Parents	67	48.2	65.0	81.8	0.57	3.28
Section Results:		76%					2.88
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	81	69.1	79.9	90.7	0.56	3.24
○ Teacher-principal trust	Teachers	66	56.9	85.9	100.0	0.21	1.84
Teacher-teacher trust	Teachers	83	74.0	90.8	100.0	0.34	2.36
Section Results:		84%					3.08

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

03M860

Frederick Douglass Academy II Secondary School

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	2.32	2.14 or lower	2.15 to 2.21	2.22 to 2.27	2.28 or higher
Average Student Proficiency - School's Lowest Third	1.94	1.82 or lower	1.83 to 1.91	1.92 to 1.99	2.00 or higher
Percentage of Students at Level 3 or 4	17.1%	7.2% or lower	7.3% to 10.9%	11.0% to 14.9%	15.0% or higher
State Test Results - Math*					
Average Student Proficiency	2.22	2.01 or lower	2.02 to 2.14	2.15 to 2.24	2.25 or higher
Average Student Proficiency - School's Lowest Third	1.82	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	10.4%	5.7% or lower	5.8% to 9.9%	10.0% to 14.9%	15.0% or higher
Core Course Pass Rates					
ELA	92.3%	77.3% or lower	77.4% to 82.6%	82.7% to 86.9%	87.0% or higher
Math	93.6%	77.6% or lower	77.7% to 82.9%	83.0% to 87.1%	87.2% or higher
Science	92.3%	79.3% or lower	79.4% to 84.1%	84.2% to 88.1%	88.2% or higher
Social Studies	87.2%	76.0% or lower	76.1% to 81.6%	81.7% to 86.2%	86.3% or higher
Percent of 8th Graders Earning HS Credit	0.0%	7.1% or lower	7.2% to 11.3%	11.4% to 14.9%	15.0% or higher
9th Grade Adjusted Credit Accumulation of Former 8th Graders	83.0%	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
ELA - Average Proficiency Rating					
Self-Contained	1.83	1.74 or lower	1.75 to 1.80	1.81 to 1.89	1.90 or higher
Integrated Co-Teaching	2.22	2.12 or lower	2.13 to 2.20	2.21 to 2.26	2.27 or higher
SETSS	2.09	2.09 or lower	2.10 to 2.21	2.22 to 2.30	2.31 or higher
ELL	2.11	1.94 or lower	1.95 to 2.06	2.07 to 2.15	2.16 or higher
Lowest Third Citywide	2.03	1.90 or lower	1.91 to 1.95	1.96 to 1.99	2.00 or higher
Black and Hispanic Males in Lowest Third Citywide	1.92	1.86 or lower	1.87 to 1.91	1.92 to 1.99	2.00 or higher
Math - Average Proficiency Rating					
Self-Contained	1.76	1.69 or lower	1.70 to 1.79	1.80 to 1.89	1.90 or higher
Integrated Co-Teaching	2.18	1.96 or lower	1.97 to 2.08	2.09 to 2.18	2.19 or higher
SETSS	1.73	1.92 or lower	1.93 to 2.07	2.08 to 2.20	2.21 or higher
ELL	2.06	1.95 or lower	1.96 to 2.11	2.12 to 2.24	2.25 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	1.88	1.79 or lower	1.80 to 1.89	1.90 to 1.99	2.00 or higher
ELL Progress	60.0%	33.3% or lower	33.4% to 43.2%	43.3% to 51.2%	51.3% 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	66.3%	62.1% or lower	62.2% to 68.0%	68.1% to 72.7%	72.8% or higher
Movement of Students with Disabilities to Less Restrictive Environments	0.95	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.