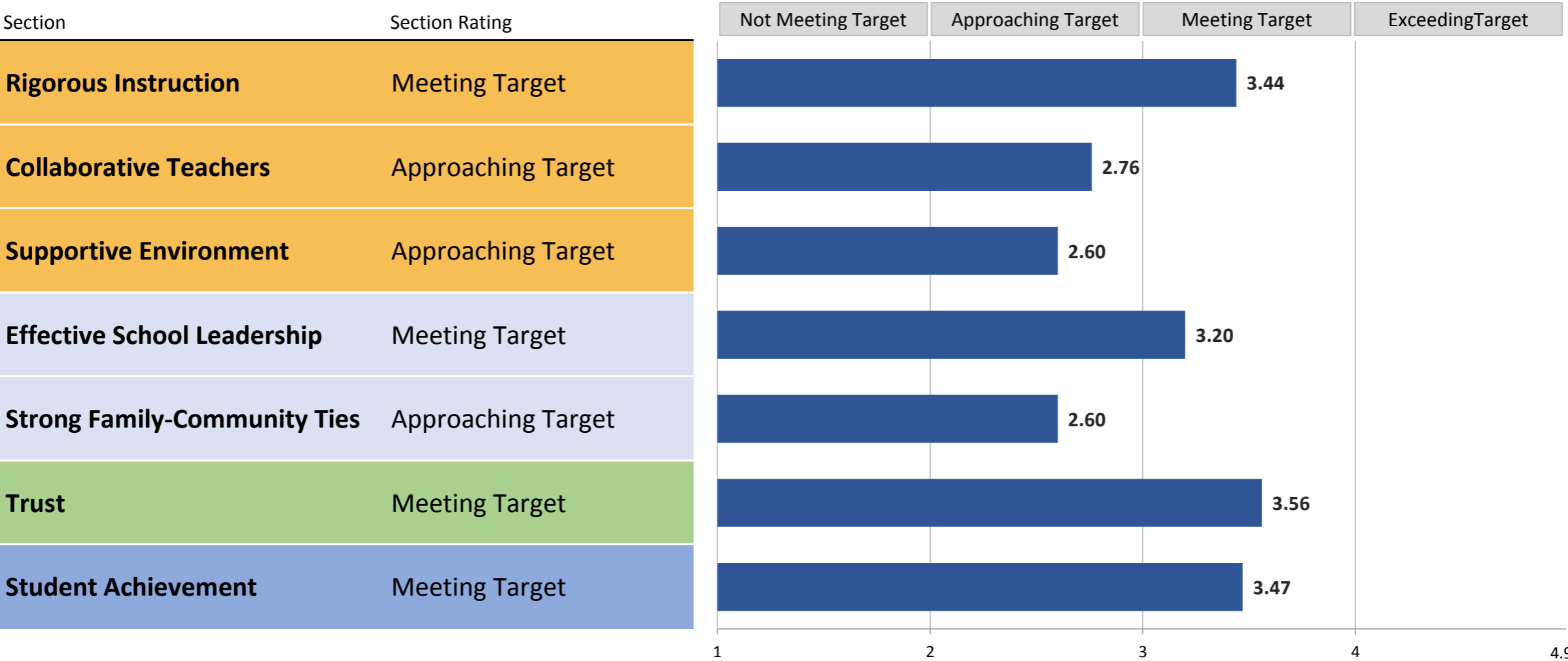## Summary of Section Ratings

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	Meeting Target			3.44	
Collaborative Teachers	Approaching Target		2.76		
Supportive Environment	Approaching Target		2.60		
Effective School Leadership	Meeting Target			3.20	
Strong Family-Community Ties	Approaching Target		2.60		
Trust	Meeting Target			3.56	
Student Achievement	Meeting Target			3.47	

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: Local Assistance Plan

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	644	578	639
Grade 7	675	655	598
Grade 8	660	685	668
All students	**1979**	**1918**	**1905**

Student Demographics

	2012 - 2013	2013 - 2014	2014 - 2015
% English Language Learners	7%	8%	9%
% Free Lunch Eligible	74%	74%	77%
% Student with IEPs	12%	13%	14%
% Student with IEPs (less than 20% time)	4%	4%	4%
% HRA Eligible	-	45%	41%
% Temporary Housing	-	4%	4%
% Asian	58%	52%	54%
% Black	7%	6%	5%
% Hispanic	32%	32%	32%
% White	2%	2%	2%
% Other	0%	7%	6%
Average Incoming ELA Proficiency	3.01	2.68	2.69
Average Incoming Math Proficiency	3.49	3.01	2.99

Student Achievement Rating	Student Achievement Score
Meeting Target	**3.47**

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	1850	**2.68**	2.24	2.51	2.63	2.77	2.97	**3.36**	9.80%
Percentage of Students at Level 3 or 4	1850	**33.1%**	11.6%	21.4%	28.2%	35.7%	44.1%	**3.65**	9.80%
Median Adjusted Growth Percentile	1778	**63.0**	51.0	55.8	62.7	67.3	75.5	**3.07**	9.80%
Median Adjusted Growth Percentile - School's Lowest Third	625	**71.0**	62.2	66.7	73.3	77.6	85.7	**2.65**	9.80%
State Test Results - Math									
Average Student Proficiency	1876	**2.81**	2.15	2.51	2.71	2.94	3.22	**3.43**	9.80%
Percentage of Students at Level 3 or 4	1876	**39.4%**	9.8%	22.7%	32.3%	43.1%	55.5%	**3.66**	9.80%
Median Adjusted Growth Percentile	1805	**66.0**	44.6	51.7	61.8	68.6	80.5	**3.62**	9.80%
Median Adjusted Growth Percentile - School's Lowest Third	624	**74.0**	57.2	62.8	71.1	76.5	86.3	**3.54**	9.80%
Core Course Pass Rates									
● ELA	1840	**95.9%**	77.8%	85.3%	89.6%	94.5%	100.0%	**4.25**	1.96%
● Math	1840	**95.2%**	76.9%	84.4%	89.0%	94.1%	100.0%	**4.19**	1.96%
Science	1840	**93.4%**	77.1%	84.3%	89.0%	94.1%	100.0%	**3.86**	1.96%
● Social Studies	1840	**94.2%**	74.0%	82.2%	87.5%	93.3%	100.0%	**4.13**	1.96%
Percent of 8th Graders Earning HS Credit	645	**32.7%**	0.0%	19.2%	33.4%	49.4%	69.5%	**2.95**	3.92%
9th Grade Adjusted Credit Accumulation of Former 8th Graders	657	**86.0%**	74.0%	82.0%	88.0%	93.0%	100.0%	**2.67**	9.80%
							Weighted Average Score	**3.34**	

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	72	3.9%	20.2%	**1.4%**	0.0%	0.4%	0.8%	1.3%	2.2%		0.030	0.000
Integrated Co-Teaching	131	7.1%	39.0%	**3.8%**	0.0%	1.6%	3.2%	5.1%	8.4%	**3.32**	0.030	0.017
SETSS	41	2.2%	23.7%	**7.3%**	0.0%	2.6%	5.2%	8.2%	13.6%		0.030	0.000
Math - Percent at Level 3 or 4												
Self-Contained	73	3.9%	20.6%	**2.7%**	0.0%	0.7%	1.4%	2.3%	3.8%		0.030	0.000
Integrated Co-Teaching	132	7.0%	38.7%	**3.8%**	0.0%	2.4%	4.8%	7.6%	12.6%	**2.58**	0.030	0.012
SETSS	41	2.2%	23.9%	**19.5%**	0.0%	3.3%	6.6%	10.4%	17.2%		0.030	0.000
ELA - Percent at 75th+ Growth Percentile												
ELL	212	11.9%	26.6%	**44.3%**	17.2%	27.0%	36.6%	47.8%	68.0%	**3.69**	0.030	0.020
Lowest Third Citywide	460	25.9%	30.5%	**50.0%**	31.5%	39.4%	47.2%	56.3%	72.7%	**3.31**	0.030	0.017
Black and Hispanic Males in Lowest Third Citywide	132	7.4%	16.6%	**50.8%**	29.6%	38.0%	46.2%	55.9%	73.2%		0.030	0.000
SC/ICT/SETSS	241	13.6%	24.9%	**57.3%**	35.0%	42.9%	50.8%	60.0%	76.4%		0.030	0.000
Math - Percent at 75th+ Growth Percentile												
● ELL	238	13.2%	27.2%	**45.0%**	12.4%	22.8%	33.0%	45.0%	66.4%	**4.00**	0.030	0.023
Lowest Third Citywide	462	25.6%	31.1%	**53.2%**	24.4%	34.1%	43.7%	54.9%	75.0%	**3.85**	0.030	0.021
Black and Hispanic Males in Lowest Third Citywide	127	7.0%	15.7%	**51.2%**	24.1%	34.0%	43.7%	55.1%	75.5%		0.030	0.000
SC/ICT/SETSS	241	13.4%	25.2%	**50.6%**	25.8%	34.5%	43.0%	53.1%	71.0%	**3.75**	0.030	0.021
ELL Progress	163	8.6%	23.8%	**59.5%**	11.3%	22.8%	34.2%	47.5%	71.3%		0.030	0.000
										CtAG Additional Points		**0.13**
										Overall Student Achievement Score		**3.47**

● 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	Proficient	3.40	22%
Quality Review 2.2	Proficient	3.40	22%
NYC School Survey - Rigorous Instruction	91%	3.56	34%
Section Rating: Meeting Target	**Section Score:**	**3.44**	
Collaborative Teachers			
Quality Review 4.2	Developing	2.00	50%
NYC School Survey - Collaborative Teachers	88%	3.52	50%
Section Rating: Approaching Target	**Section Score:**	**2.76**	
Supportive Environment			
Quality Review 3.4	Proficient	3.40	30%
NYC School Survey - Supportive Environment	82%	2.68	35%
Percentage of students with 90%+ attendance			
EMS	75.9%	1.80	
HS			
Overall	75.9%	1.80	30%
Movement of students with disabilities to less restrictive environments			
EMS	0.20	2.18	
HS			
Overall	0.20	2.18	5%
Section Rating: Approaching Target	**Section Score:**	**2.60**	
Effective School Leadership			
NYC School Survey - Effective School Leadership	82%	3.20	100%
Section Rating: Meeting Target	**Section Score:**	**3.20**	
Strong Family-Community Ties			
NYC School Survey - Strong Family-Community Ties	74%	2.60	100%
Section Rating: Approaching Target	**Section Score:**	**2.60**	
Trust			
NYC School Survey - Trust	90%	3.56	100%
Section Rating: Meeting Target	**Section Score:**	**3.56**	

| | | Survey % Positive | City Range | | | Percent of Range | Score |
			Bottom of Range	City Avg	Top of Range		
Rigorous Instruction							
Common Core shifts in literacy	Teachers	93	79.4	91.4	100.0	0.68	3.72
Common Core shifts in math	Teachers	91	68.9	87.1	100.0	0.70	3.80
Course clarity	Students	88	81.3	89.7	98.1	0.39	2.56
● Quality of student discussion	Teachers	90	53.2	78.4	100.0	0.80	4.20
Section Results:		**91%**					**3.56**
Collaborative Teachers							
Cultural awareness:							
Cultural awareness	Teachers	92	84.5	94.1	100.0	0.50	
Cultural awareness	Parents	92	87.1	93.3	99.5	0.50	
Cultural awareness	Students	80	70.6	84.2	97.8	0.34	
Cultural awareness	Combined	88				0.45	2.80
Inclusive classroom instruction	Teachers	93	81.7	93.3	100.0	0.62	3.48
Quality of professional development	Teachers	82	54.0	77.4	100.0	0.61	3.44
● School commitment	Teachers	91	59.7	84.3	100.0	0.76	4.04
Innovation	Teachers	80	65.8	85.2	100.0	0.40	2.60
● Reflective dialogue	Teachers	100	86.6	95.8	100.0	0.96	4.84
Peer collaboration	Teachers	94	76.7	91.9	100.0	0.74	3.96
Focus on student learning	Teachers	91	68.4	88.4	100.0	0.72	3.88
Collective responsibility	Teachers	75	57.5	82.3	100.0	0.40	2.60
Section Results:		**88%**					**3.52**
Supportive Environment							
Safety:							
Safety	Teachers						
Safety	Students	75	67.5	82.9	98.3	0.24	
○ Safety	Combined	75				0.24	1.96
Classroom behavior:							
Classroom behavior	Teachers						
Classroom behavior	Students	77	63.4	79.2	95.0	0.42	
Classroom behavior	Combined	77				0.42	2.68
● Social-emotional measure	Teachers	97	84.7	95.3	100.0	0.82	4.28
Peer interactions	Students	77	67.5	80.7	93.9	0.38	2.52
Next-level guidance	Students	87	76.9	88.3	99.7	0.44	2.76
Press toward academic achievement:							
Press toward academic achievement	Teachers						
Press toward academic achievement	Students	84	80.6	88.2	95.8	0.25	
Press toward academic achievement	Combined	84				0.25	2.00
Personal attention and support	Students	81	74.1	85.5	96.9	0.31	2.24
Peer support for academic work:							
Peer support for academic work	Teachers						
Peer support for academic work	Parents	90	76.8	88.6	100.0	0.58	
Peer support for academic work	Students	65	48.0	66.6	85.2	0.47	
Peer support for academic work	Combined	78				0.52	3.08
Section Results:		**82%**					**2.68**

		Survey % Positive	City Range Bottom of Range	City Avg	Top of Range	Percent of Range	Score
Effective School Leadership							
Inclusive principal leadership	Parents	88	82.1	90.7	99.3	0.36	2.44
Teacher influence	Teachers	57	34.5	67.1	99.7	0.35	2.40
● Program coherence	Teachers	91	60.8	85.2	100.0	0.76	4.04
Principal instructional leadership	Teachers	91	67.2	88.0	100.0	0.74	3.96
Section Results:		**82%**					**3.20**
Strong Family Community Ties							
Teacher outreach to parents:							
Teacher outreach to parents	Teachers	94	79.9	92.5	100.0	0.69	
Teacher outreach to parents	Parents	88	81.6	90.6	99.6	0.36	
Teacher outreach to parents	Combined	91				0.52	3.08
Parent involvement in the schools	Parents	57	47.1	66.3	85.5	0.27	2.08
Section Results:		**74%**					**2.60**
Trust							
● Parent-teacher trust	Parents	95	88.9	94.3	99.7	0.75	4.00
Parent-principal trust	Parents	92	88.6	94.8	100.0	0.50	3.00
Student-teacher trust	Students	81	69.2	82.0	94.8	0.46	2.84
● Teacher-principal trust	Teachers	91	63.2	87.4	100.0	0.77	4.08
Teacher-teacher trust	Teachers	93	74.2	90.6	100.0	0.73	3.92
Section Results:		**90%**					**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	2.68	2.60 or lower	2.61 to 2.67	2.68 to 2.73	2.74 or higher
Average Student Proficiency - School's Lowest Third	2.09	2.07 or lower	2.08 to 2.15	2.16 to 2.22	2.23 or higher
Percentage of Students at Level 3 or 4	33.1%	29.7% or lower	29.8% to 33.4%	33.5% to 36.4%	36.5% or higher
State Test Results - Math*					
Average Student Proficiency	2.81	2.65 or lower	2.66 to 2.78	2.79 to 2.88	2.89 or higher
Average Student Proficiency - School's Lowest Third	2.09	2.05 or lower	2.06 to 2.17	2.18 to 2.26	2.27 or higher
Percentage of Students at Level 3 or 4	39.4%	31.5% or lower	31.6% to 37.3%	37.4% to 42.0%	42.1% or higher
Core Course Pass Rates					
ELA	95.9%	82.0% or lower	82.1% to 86.2%	86.3% to 89.6%	89.7% or higher
Math	95.2%	83.2% or lower	83.3% to 87.2%	87.3% to 90.3%	90.4% or higher
Science	93.4%	84.3% or lower	84.4% to 88.0%	88.1% to 91.0%	91.1% or higher
Social Studies	94.2%	80.0% or lower	80.1% to 84.7%	84.8% to 88.5%	88.6% or higher
Percent of 8th Graders Earning HS Credit	32.7%	18.9% or lower	19.0% to 29.6%	29.7% to 38.4%	38.5% or higher
9th Grade Adjusted Credit Accumulation of Former 8th Graders	86.0%	81.9% or lower	82.0% to 86.9%	87.0% to 89.9%	90.0% 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	1.89	1.82 or lower	1.83 to 1.89	1.90 to 1.94	1.95 or higher
Integrated Co-Teaching	2.11	2.06 or lower	2.07 to 2.14	2.15 to 2.21	2.22 or higher
SETSS	2.20	2.13 or lower	2.14 to 2.24	2.25 to 2.33	2.34 or higher
ELL	2.17	2.11 or lower	2.12 to 2.22	2.23 to 2.32	2.33 or higher
Lowest Third Citywide	2.00	1.97 or lower	1.98 to 2.02	2.03 to 2.06	2.07 or higher
Black and Hispanic Males in Lowest Third Citywide	1.98	1.92 or lower	1.93 to 1.97	1.98 to 2.01	2.02 or higher
Math - Average Proficiency Rating					
Self-Contained	1.95	1.82 or lower	1.83 to 1.91	1.92 to 1.98	1.99 or higher
Integrated Co-Teaching	2.11	2.05 or lower	2.06 to 2.17	2.18 to 2.27	2.28 or higher
SETSS	2.37	2.11 or lower	2.12 to 2.26	2.27 to 2.38	2.39 or higher
ELL	2.30	2.26 or lower	2.27 to 2.42	2.43 to 2.55	2.56 or higher
Lowest Third Citywide	2.01	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	1.98	1.87 or lower	1.88 to 1.94	1.95 to 1.99	2.00 or higher
ELL Progress	59.5%	39.5% or lower	39.6% to 49.4%	49.5% to 57.4%	57.5% 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	75.9%	77.6% or lower	77.7% to 82.8%	82.9% to 87.1%	87.2% or higher
Movement of Students with Disabilities to Less Restrictive Environments	0.20	0.18 or lower	0.19 to 0.28	0.29 to 0.37	0.38 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.**