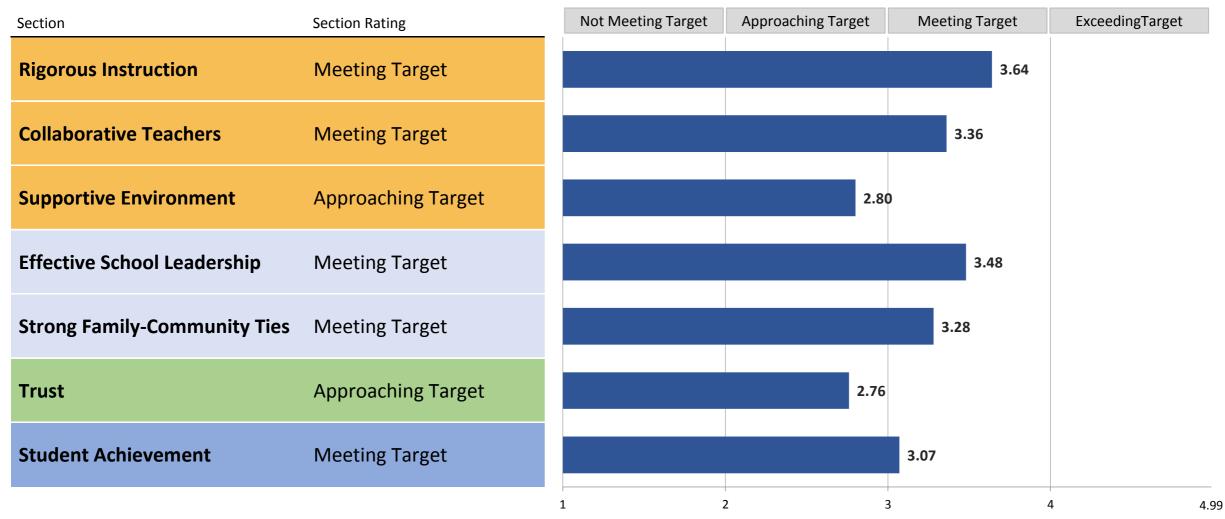## Framework for Great Schools

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			3.64	
Collaborative Teachers	Meeting Target			3.36	
Supportive Environment	Approaching Target		2.80		
Effective School Leadership	Meeting Target			3.48	
Strong Family-Community Ties	Meeting Target			3.28	
Trust	Approaching Target		2.76		
Student Achievement	Meeting Target			3.07	

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	40	42	40
Grade 7	61	42	39
Grade 8	57	58	35
All students	**158**	**142**	**114**

Student Demographics

	2012 - 2013	2013 - 2014	2014 - 2015
% English Language Learners	6%	9%	7%
% Free Lunch Eligible	71%	71%	79%
% Student with IEPs	28%	28%	26%
% Student with IEPs (less than 20% time)	12%	7%	7%
% HRA Eligible	-	63%	68%
% Temporary Housing	-	18%	22%
% Asian	1%	4%	3%
% Black	67%	68%	70%
% Hispanic	30%	27%	27%
% White	1%	1%	0%
% Other	0%	1%	0%
Average Incoming ELA Proficiency	2.62	2.36	2.35
Average Incoming Math Proficiency	2.87	2.40	2.42

Student Achievement Rating	Student Achievement Score
Meeting Target	**3.07**

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	111	**2.24**	1.93	2.11	2.21	2.31	2.57	**3.30**	9.80%
Percentage of Students at Level 3 or 4	111	**9.9%**	1.4%	6.7%	10.4%	14.6%	22.7%	**2.86**	9.80%
Median Adjusted Growth Percentile	102	**57.5**	49.9	55.0	62.4	67.4	76.2	**2.34**	9.80%
Median Adjusted Growth Percentile - School's Lowest Third	36	**82.5**	65.6	70.7	78.0	82.8	91.4	**3.94**	9.80%
State Test Results - Math									
Average Student Proficiency	109	**2.08**	1.80	2.04	2.19	2.35	2.67	**2.27**	9.80%
○ Percentage of Students at Level 3 or 4	109	**5.5%**	0.0%	6.2%	10.9%	16.1%	25.4%	**1.89**	9.80%
Median Adjusted Growth Percentile	99	**60.0**	40.3	47.9	58.9	66.2	79.2	**3.15**	9.80%
Median Adjusted Growth Percentile - School's Lowest Third	36	**78.0**	58.8	64.9	73.8	79.7	90.2	**3.71**	9.80%
Core Course Pass Rates									
ELA	110	**87.3%**	56.5%	69.3%	78.4%	88.5%	100.0%	**3.88**	1.96%
○ Math	110	**68.2%**	56.0%	69.1%	78.2%	88.4%	100.0%	**1.93**	1.96%
○ Science	110	**70.0%**	58.9%	71.0%	79.6%	89.1%	100.0%	**1.92**	1.96%
● Social Studies	110	**88.2%**	55.2%	68.3%	77.7%	88.1%	100.0%	**4.01**	1.96%
○ Percent of 8th Graders Earning HS Credit	33	**0.0%**	0.0%	6.6%	11.6%	17.1%	27.7%	**1.00**	3.92%
9th Grade Adjusted Credit Accumulation of Former 8th Graders	53	**79.0%**	63.0%	71.0%	78.0%	85.0%	93.0%	**3.14**	9.80%
							Weighted Average Score		**2.88**

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	16	14.4%	74.6%	**0.0%**	0.0%	0.4%	0.8%	1.3%	2.2%	**1.00**	0.030	0.000
Integrated Co-Teaching	4	3.6%	19.8%		0.0%	1.6%	3.2%	5.1%	8.4%		0.030	0.000
● SETSS	6	5.4%	58.1%	**16.7%**	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	14	12.8%	67.7%	**0.0%**	0.0%	0.7%	1.4%	2.3%	3.8%	**1.00**	0.030	0.000
Integrated Co-Teaching	4	3.7%	20.4%		0.0%	2.4%	4.8%	7.6%	12.6%		0.030	0.000
○ SETSS	6	5.5%	59.8%	**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	13	12.7%	28.4%	**38.5%**	17.2%	27.0%	36.6%	47.8%	68.0%	**3.17**	0.030	0.016
Lowest Third Citywide	46	45.1%	57.1%	**52.2%**	31.5%	39.4%	47.2%	56.3%	72.7%	**3.55**	0.030	0.019
Black and Hispanic Males in Lowest Third Citywide	23	22.5%	50.3%	**52.2%**	29.6%	38.0%	46.2%	55.9%	73.2%	**3.62**	0.030	0.020
● SC/ICT/SETSS	26	25.5%	61.1%	**69.2%**	35.0%	42.9%	50.8%	60.0%	76.4%	**4.56**	0.030	0.027
Math - Percent at 75th+ Growth Percentile												
● ELL	13	13.1%	27.0%	**46.2%**	12.4%	22.8%	33.0%	45.0%	66.4%	**4.06**	0.030	0.023
Lowest Third Citywide	57	57.6%	70.9%	**47.4%**	24.4%	34.1%	43.7%	54.9%	75.0%	**3.33**	0.030	0.018
● Black and Hispanic Males in Lowest Third Citywide	25	25.3%	56.9%	**56.0%**	24.1%	34.0%	43.7%	55.1%	75.5%	**4.04**	0.030	0.023
SC/ICT/SETSS	24	24.2%	58.5%	**45.8%**	25.8%	34.5%	43.0%	53.1%	71.0%	**3.28**	0.030	0.017
ELL Progress	8	7.1%	19.7%	**25.0%**	11.3%	22.8%	34.2%	47.5%	71.3%		0.030	0.000
										CtAG Additional Points		**0.19**
										Overall Student Achievement Score		**3.07**

● 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	Well Developed	4.99	22%
Quality Review 1.2	Proficient	3.40	22%
Quality Review 2.2	Proficient	3.40	22%
NYC School Survey - Rigorous Instruction	86%	3.04	34%
Section Rating: Meeting Target	**Section Score:**	**3.64**	
Collaborative Teachers			
Quality Review 4.2	Proficient	3.40	50%
NYC School Survey - Collaborative Teachers	85%	3.32	50%
Section Rating: Meeting Target	**Section Score:**	**3.36**	
Supportive Environment			
Quality Review 3.4	Proficient	3.40	30%
NYC School Survey - Supportive Environment	81%	2.80	35%
Percentage of students with 90%+ attendance			
EMS	63.9%	2.68	
HS	36.0%	1.16	
Overall	50.0%	1.92	30%
Movement of students with disabilities to less restrictive environments			
EMS	0.64	4.28	
HS	0.68	3.99	
Overall	0.66	4.14	5%
Section Rating: Approaching Target	**Section Score:**	**2.80**	
Effective School Leadership			
NYC School Survey - Effective School Leadership	85%	3.48	100%
Section Rating: Meeting Target	**Section Score:**	**3.48**	
Strong Family-Community Ties			
NYC School Survey - Strong Family-Community Ties	79%	3.28	100%
Section Rating: Meeting Target	**Section Score:**	**3.28**	
Trust			
NYC School Survey - Trust	87%	2.76	100%
Section Rating: Approaching Target	**Section Score:**	**2.76**	

		Survey % Positive	City Range			Percent of Range	Score
			Bottom of Range	City Avg	Top of Range		
Rigorous Instruction							
Common Core shifts in literacy	Teachers	84	78.0	90.2	100.0	0.27	2.08
● Common Core shifts in math	Teachers	95	73.4	86.8	100.0	0.81	4.24
Course clarity	Students	88	79.8	87.6	95.4	0.50	3.00
Quality of student discussion	Teachers	78	58.6	79.2	99.8	0.47	2.88
Section Results:		**86%**					**3.04**
Collaborative Teachers							
Cultural awareness:							
Cultural awareness	Teachers	95	85.7	94.3	100.0	0.75	
Cultural awareness	Parents	82	85.4	92.4	99.4	0.00	
Cultural awareness	Students	79	69.5	80.9	92.3	0.42	
Cultural awareness	Combined	86				0.39	2.56
● Inclusive classroom instruction	Teachers	96	81.4	92.4	100.0	0.80	4.20
Quality of professional development	Teachers	81	45.8	75.2	100.0	0.64	3.56
School commitment	Teachers	82	60.1	85.3	100.0	0.54	3.16
Innovation	Teachers	76	63.0	84.2	100.0	0.36	2.44
● Reflective dialogue	Teachers	96	85.6	95.2	100.0	0.75	4.00
● Peer collaboration	Teachers	94	72.0	89.8	100.0	0.80	4.20
Focus on student learning	Teachers	90	64.0	86.6	100.0	0.72	3.88
○ Collective responsibility	Teachers	63	54.5	80.5	100.0	0.18	1.72
Section Results:		**85%**					**3.32**
Supportive Environment							
Safety:							
Safety	Teachers						
Safety	Students	77	69.7	83.1	96.5	0.27	
Safety	Combined	77				0.27	2.08
Classroom behavior:							
Classroom behavior	Teachers						
Classroom behavior	Students	81	67.0	80.4	93.8	0.50	
Classroom behavior	Combined	81				0.50	3.00
● Social-emotional measure	Teachers	98	86.5	95.3	100.0	0.86	4.44
Peer interactions	Students	72	63.1	76.5	89.9	0.32	2.28
Next-level guidance	Students	81	72.1	83.3	94.5	0.39	2.56
Press toward academic achievement:							
Press toward academic achievement	Teachers						
Press toward academic achievement	Students	87	80.3	87.9	95.5	0.45	
Press toward academic achievement	Combined	87				0.45	2.80
Personal attention and support	Students	82	73.6	83.0	92.4	0.47	2.88
Peer support for academic work:							
Peer support for academic work	Teachers						
Peer support for academic work	Parents	80	72.8	86.8	100.0	0.27	
Peer support for academic work	Students	59	45.3	61.7	78.1	0.43	
Peer support for academic work	Combined	70				0.35	2.40
Section Results:		**81%**					**2.80**

		Survey % Positive	City Range			Percent of Range	Score
			Bottom of Range	City Avg	Top of Range		
Effective School Leadership							
Inclusive principal leadership	Parents	86	76.7	88.9	100.0	0.40	2.60
Teacher influence	Teachers	76	44.5	71.1	97.7	0.59	3.36
Program coherence	Teachers	85	52.0	80.8	100.0	0.68	3.72
● Principal instructional leadership	Teachers	92	56.6	85.0	100.0	0.81	4.24
Section Results:		**85%**					**3.48**
Strong Family Community Ties							
Teacher outreach to parents:							
Teacher outreach to parents	Teachers	95	77.3	90.9	100.0	0.77	
Teacher outreach to parents	Parents	82	76.9	88.1	99.3	0.24	
Teacher outreach to parents	Combined	89				0.51	3.04
Parent involvement in the schools	Parents	69	48.2	65.0	81.8	0.62	3.48
Section Results:		**79%**					**3.28**
Trust							
○ Parent-teacher trust	Parents	84	86.5	93.3	100.0	0.00	1.00
Parent-principal trust	Parents	91	84.5	93.1	100.0	0.50	3.00
Student-teacher trust	Students	76	69.1	79.9	90.7	0.32	2.28
● Teacher-principal trust	Teachers	99	56.9	85.9	100.0	0.99	4.96
Teacher-teacher trust	Teachers	84	74.0	90.8	100.0	0.40	2.60
Section Results:		**87%**					**2.76**

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	2.24	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	1.93	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	9.9%	7.3% or lower	7.4% to 11.0%	11.1% to 14.9%	15.0% or higher
State Test Results - Math*					
Average Student Proficiency	2.08	2.02 or lower	2.03 to 2.15	2.16 to 2.25	2.26 or higher
Average Student Proficiency - School's Lowest Third	1.81	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	5.5%	6.2% or lower	6.3% to 9.9%	10.0% to 14.9%	15.0% or higher
Core Course Pass Rates					
ELA	87.3%	77.6% or lower	77.7% to 82.8%	82.9% to 87.1%	87.2% or higher
Math	68.2%	77.6% or lower	77.7% to 82.8%	82.9% to 87.1%	87.2% or higher
Science	70.0%	80.7% or lower	80.8% to 85.2%	85.3% to 88.9%	89.0% or higher
Social Studies	88.2%	75.3% or lower	75.4% to 81.1%	81.2% to 85.8%	85.9% or higher
Percent of 8th Graders Earning HS Credit	0.0%	5.5% or lower	5.6% to 9.9%	10.0% to 14.9%	15.0% or higher
9th Grade Adjusted Credit Accumulation of Former 8th Graders	79.0%	76.9% or lower	77.0% to 80.9%	81.0% to 84.9%	85.0% 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	1.88	1.80 or lower	1.81 to 1.86	1.87 to 1.91	1.92 or higher
Integrated Co-Teaching		2.01 or lower	2.02 to 2.09	2.10 to 2.15	2.16 or higher
SETSS	2.64	2.04 or lower	2.05 to 2.15	2.16 to 2.24	2.25 or higher
ELL	2.01	1.98 or lower	1.99 to 2.10	2.11 to 2.19	2.20 or higher
Lowest Third Citywide	1.96	1.88 or lower	1.89 to 1.93	1.94 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	1.79	1.73 or lower	1.74 to 1.82	1.83 to 1.89	1.90 or higher
Integrated Co-Teaching		1.87 or lower	1.88 to 1.99	2.00 to 2.09	2.10 or higher
SETSS	1.98	1.89 or lower	1.90 to 2.04	2.05 to 2.17	2.18 or higher
ELL	1.88	1.92 or lower	1.93 to 2.08	2.09 to 2.21	2.22 or higher
Lowest Third Citywide	1.90	1.81 or lower	1.82 to 1.89	1.90 to 1.99	2.00 or higher
Black and Hispanic Males in Lowest Third Citywide	1.89	1.80 or lower	1.81 to 1.89	1.90 to 1.99	2.00 or higher
ELL Progress	25.0%	32.3% or lower	32.4% to 42.1%	42.2% to 50.1%	50.2% 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	63.9%	61.4% or lower	61.5% to 67.2%	67.3% to 72.0%	72.1% or higher
Movement of Students with Disabilities to Less Restrictive Environments	0.64	0.27 or lower	0.28 to 0.43	0.44 to 0.56	0.57 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.