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	Exceeding Target					4.28
Collaborative Teachers	Exceeding Target					4.76
Supportive Environment	Exceeding Target					4.56
Effective School Leadership	Exceeding Target					4.60
Strong Family-Community Ties	Exceeding Target					4.56
Trust	Exceeding Target					4.48
Student Achievement	Exceeding Target					4.30

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: Good Standing

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
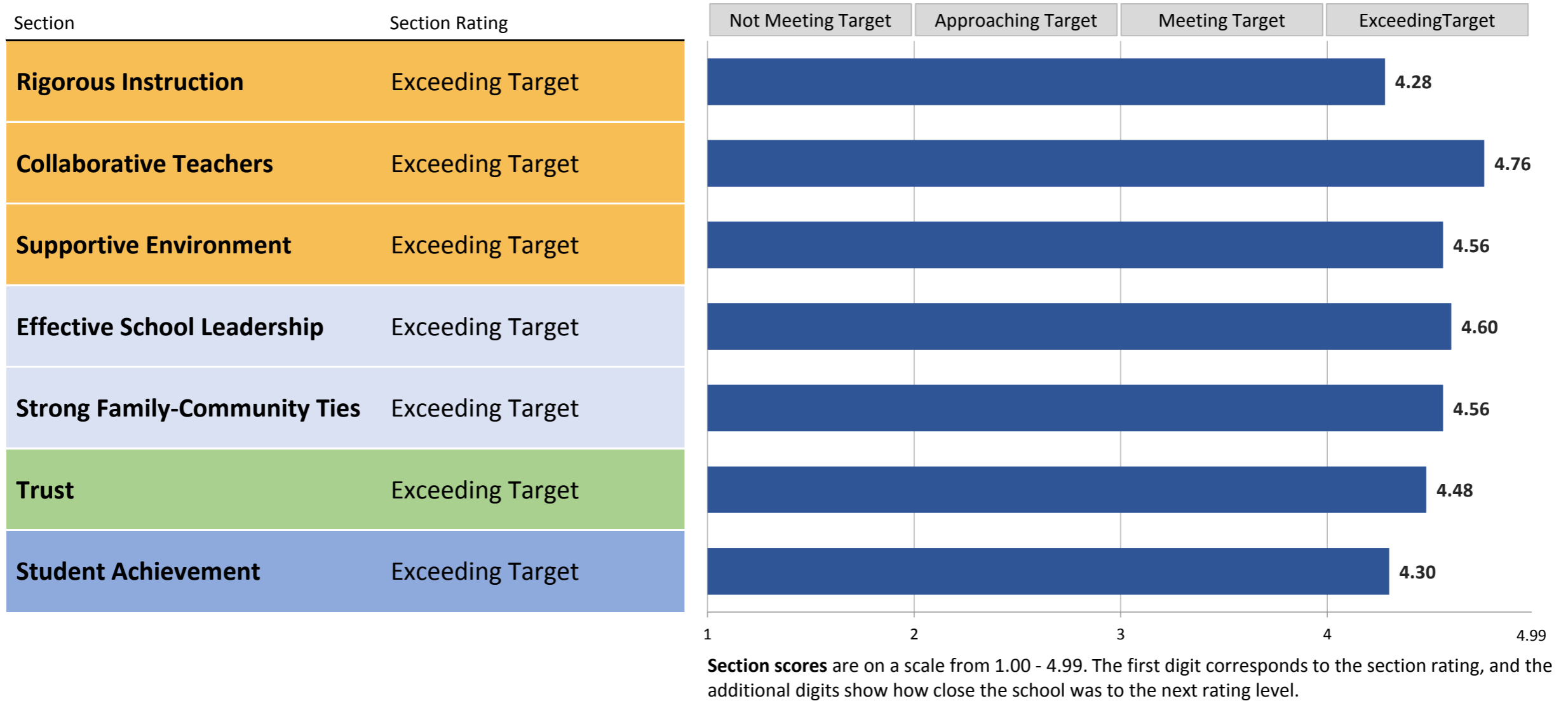
Student Enrollment

Grade	2012 - 2013	2013 - 2014	2014 - 2015
Grade 6	87	90	103
Grade 7	87	89	91
Grade 8	75	82	87
All students	**249**	**261**	**281**

Student Demographics

	2012 - 2013	2013 - 2014	2014 - 2015
% English Language Learners	1%	0%	0%
% Free Lunch Eligible	62%	62%	63%
% Student with IEPs	36%	34%	33%
% Student with IEPs (less than 20% time)	7%	6%	5%
% HRA Eligible	-	43%	42%
% Temporary Housing	-	5%	5%
% Asian	7%	8%	10%
% Black	26%	23%	20%
% Hispanic	55%	55%	55%
% White	10%	13%	14%
% Other	0%	1%	2%
Average Incoming ELA Proficiency	2.89	2.61	2.59
Average Incoming Math Proficiency	3.28	2.89	2.86

Student Achievement Rating	Student Achievement Score
Exceeding Target	**4.30**

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	227	**2.82**	1.96	2.23	2.40	2.59	2.85	**4.88**	9.80%
● Percentage of Students at Level 3 or 4	227	**39.2%**	0.1%	10.5%	18.3%	26.9%	36.9%	**4.99**	9.80%
● Median Adjusted Growth Percentile	209	**69.0**	49.6	55.0	62.9	68.1	77.4	**4.10**	9.80%
Median Adjusted Growth Percentile - School's Lowest Third	73	**77.0**	65.6	70.2	76.8	81.2	89.1	**3.05**	9.80%
State Test Results - Math									
● Average Student Proficiency	221	**2.90**	1.83	2.16	2.39	2.63	2.96	**4.82**	9.80%
● Percentage of Students at Level 3 or 4	221	**44.8%**	0.0%	10.5%	18.3%	27.0%	37.4%	**4.99**	9.80%
● Median Adjusted Growth Percentile	204	**68.0**	41.0	48.2	58.7	65.7	78.1	**4.19**	9.80%
● Median Adjusted Growth Percentile - School's Lowest Third	73	**79.0**	58.8	64.3	72.3	77.6	87.2	**4.15**	9.80%
Core Course Pass Rates									
● ELA	277	**95.3%**	70.5%	79.1%	85.2%	92.1%	100.0%	**4.41**	1.96%
● Math	277	**92.8%**	68.6%	77.6%	84.2%	91.6%	100.0%	**4.14**	1.96%
Science	277	**89.9%**	71.5%	79.7%	85.7%	92.4%	100.0%	**3.63**	1.96%
Social Studies	277	**81.2%**	63.8%	74.1%	81.7%	90.3%	100.0%	**2.93**	1.96%
○ Percent of 8th Graders Earning HS Credit	86	**0.0%**	0.0%	13.9%	24.2%	35.8%	49.0%	**1.00**	3.92%
● 9th Grade Adjusted Credit Accumulation of Former 8th Graders	75	**92.0%**	66.0%	75.0%	83.0%	91.0%	100.0%	**4.11**	9.80%
							Weighted Average Score		**4.18**

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	6	2.6%	13.5%	**0.0%**	0.0%	0.4%	0.8%	1.3%	2.2%		0.030	0.000
● Integrated Co-Teaching	52	22.9%	100.0%	**19.2%**	0.0%	1.6%	3.2%	5.1%	8.4%	**4.99**	0.030	0.030
SETSS	5	2.2%	23.7%	**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	6	2.7%	14.3%	**0.0%**	0.0%	0.7%	1.4%	2.3%	3.8%		0.030	0.000
● Integrated Co-Teaching	46	20.8%	100.0%	**26.1%**	0.0%	2.4%	4.8%	7.6%	12.6%	**4.99**	0.030	0.030
● SETSS	5	2.3%	25.0%	**20.0%**	0.0%	3.3%	6.6%	10.4%	17.2%	**4.99**	0.030	0.030
ELA - Percent at 75th+ Growth Percentile												
ELL	8	3.8%	8.5%	**37.5%**	17.2%	27.0%	36.6%	47.8%	68.0%		0.030	0.000
Lowest Third Citywide	43	20.6%	23.2%	**69.8%**	31.5%	39.4%	47.2%	56.3%	72.7%		0.030	0.000
Black and Hispanic Males in Lowest Third Citywide	20	9.6%	21.5%	**55.0%**	29.6%	38.0%	46.2%	55.9%	73.2%		0.030	0.000
SC/ICT/SETSS	54	25.8%	62.0%	**46.3%**	35.0%	42.9%	50.8%	60.0%	76.4%	**2.43**	0.030	0.011
Math - Percent at 75th+ Growth Percentile												
ELL	7	3.4%	7.0%	**42.9%**	12.4%	22.8%	33.0%	45.0%	66.4%		0.030	0.000
Lowest Third Citywide	37	18.1%	21.8%	**75.7%**	24.4%	34.1%	43.7%	54.9%	75.0%		0.030	0.000
Black and Hispanic Males in Lowest Third Citywide	18	8.8%	19.8%	**83.3%**	24.1%	34.0%	43.7%	55.1%	75.5%		0.030	0.000
SC/ICT/SETSS	50	24.5%	59.4%	**50.0%**	25.8%	34.5%	43.0%	53.1%	71.0%	**3.69**	0.030	0.020
ELL Progress					0.0%	11.3%	22.8%	34.2%	47.5%	71.3%		0.030	0.000
									CtAG Additional Points			**0.12**
									Overall Student Achievement Score			**4.30**

● 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	Well Developed	4.99	22%
NYC School Survey - Rigorous Instruction	92%	3.96	34%
Section Rating: Exceeding Target	**Section Score:**	**4.28**	
Collaborative Teachers			
Quality Review 4.2	Well Developed	4.99	50%
NYC School Survey - Collaborative Teachers	95%	4.48	50%
Section Rating: Exceeding Target	**Section Score:**	**4.76**	
Supportive Environment			
Quality Review 3.4	Well Developed	4.99	30%
NYC School Survey - Supportive Environment	92%	4.60	35%
Percentage of students with 90%+ attendance			
EMS	95.4%	4.92	
HS	83.5%	4.04	
Overall	89.5%	4.48	30%
Movement of students with disabilities to less restrictive environments			
EMS	0.14	1.82	
HS	0.21	1.78	
Overall	0.18	1.80	5%
Section Rating: Exceeding Target	**Section Score:**	**4.56**	
Effective School Leadership			
NYC School Survey - Effective School Leadership	96%	4.60	100%
Section Rating: Exceeding Target	**Section Score:**	**4.60**	
Strong Family-Community Ties			
NYC School Survey - Strong Family-Community Ties	88%	4.56	100%
Section Rating: Exceeding Target	**Section Score:**	**4.56**	
Trust			
NYC School Survey - Trust	95%	4.48	100%
Section Rating: Exceeding Target	**Section Score:**	**4.48**	

		Survey % Positive	City Range			Percent of Range	Score
			Bottom of Range	City Avg	Top of Range		
Rigorous Instruction							
Common Core shifts in literacy	Teachers	94	78.0	90.2	100.0	0.71	3.84
Common Core shifts in math	Teachers	92	73.4	86.8	100.0	0.68	3.72
● Course clarity	Students	93	79.8	87.6	95.4	0.87	4.48
Quality of student discussion	Teachers	88	58.6	79.2	99.8	0.70	3.80
Section Results:		**92%**					**3.96**
Collaborative Teachers							
Cultural awareness:							
Cultural awareness	Teachers	98	85.7	94.3	100.0	0.86	
Cultural awareness	Parents	97	85.4	92.4	99.4	0.86	
Cultural awareness	Students	90	69.5	80.9	92.3	0.91	
● Cultural awareness	Combined	95				0.88	4.52
● Inclusive classroom instruction	Teachers	96	81.4	92.4	100.0	0.76	4.04
Quality of professional development	Teachers	82	45.8	75.2	100.0	0.67	3.68
● School commitment	Teachers	98	60.1	85.3	100.0	0.94	4.76
● Innovation	Teachers	97	63.0	84.2	100.0	0.92	4.68
● Reflective dialogue	Teachers	98	85.6	95.2	100.0	0.86	4.44
● Peer collaboration	Teachers	100	72.0	89.8	100.0	0.98	4.92
● Focus on student learning	Teachers	96	64.0	86.6	100.0	0.89	4.56
● Collective responsibility	Teachers	96	54.5	80.5	100.0	0.91	4.64
Section Results:		**95%**					**4.48**
Supportive Environment							
Safety:							
Safety	Teachers						
Safety	Students	95	69.7	83.1	96.5	0.94	
● Safety	Combined	95				0.94	4.76
Classroom behavior:							
Classroom behavior	Teachers						
Classroom behavior	Students	92	67.0	80.4	93.8	0.91	
● Classroom behavior	Combined	92				0.91	4.64
● Social-emotional measure	Teachers	100	86.5	95.3	100.0	0.96	4.84
● Peer interactions	Students	87	63.1	76.5	89.9	0.91	4.64
● Next-level guidance	Students	91	72.1	83.3	94.5	0.86	4.44
Press toward academic achievement:							
Press toward academic achievement	Teachers						
Press toward academic achievement	Students	93	80.3	87.9	95.5	0.86	
● Press toward academic achievement	Combined	93				0.86	4.44
● Personal attention and support	Students	91	73.6	83.0	92.4	0.94	4.76
Peer support for academic work:							
Peer support for academic work	Teachers						
Peer support for academic work	Parents	96	72.8	86.8	100.0	0.85	
Peer support for academic work	Students	73	45.3	61.7	78.1	0.85	
● Peer support for academic work	Combined	85				0.85	4.40
Section Results:		**92%**					**4.60**

		Survey % Positive	City Range			Percent of Range	Score
			Bottom of Range	City Avg	Top of Range		
Effective School Leadership							
● Inclusive principal leadership	Parents	96	76.7	88.9	100.0	0.84	4.36
● Teacher influence	Teachers	91	44.5	71.1	97.7	0.87	4.48
● Program coherence	Teachers	96	52.0	80.8	100.0	0.92	4.68
● Principal instructional leadership	Teachers	99	56.6	85.0	100.0	0.97	4.88
Section Results:		**96%**					**4.60**
Strong Family Community Ties							
Teacher outreach to parents:							
Teacher outreach to parents	Teachers	100	77.3	90.9	100.0	0.98	
Teacher outreach to parents	Parents	94	76.9	88.1	99.3	0.76	
● Teacher outreach to parents	Combined	97				0.87	4.48
● Parent involvement in the schools	Parents	78	48.2	65.0	81.8	0.90	4.60
Section Results:		**88%**					**4.56**
Trust							
● Parent-teacher trust	Parents	97	86.5	93.3	100.0	0.76	4.04
● Parent-principal trust	Parents	97	84.5	93.1	100.0	0.83	4.32
● Student-teacher trust	Students	90	69.1	79.9	90.7	0.98	4.92
● Teacher-principal trust	Teachers	97	56.9	85.9	100.0	0.94	4.76
● Teacher-teacher trust	Teachers	96	74.0	90.8	100.0	0.85	4.40
Section Results:		**95%**					**4.48**

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	2.82	2.50 or lower	2.51 to 2.57	2.58 to 2.64	2.65 or higher
Average Student Proficiency - School's Lowest Third	2.25	1.94 or lower	1.95 to 2.03	2.04 to 2.10	2.11 or higher
Percentage of Students at Level 3 or 4	39.2%	24.9% or lower	25.0% to 28.6%	28.7% to 31.6%	31.7% or higher
State Test Results - Math*					
Average Student Proficiency	2.90	2.41 or lower	2.42 to 2.54	2.55 to 2.65	2.66 or higher
Average Student Proficiency - School's Lowest Third	2.27	1.83 or lower	1.84 to 1.95	1.96 to 2.04	2.05 or higher
Percentage of Students at Level 3 or 4	44.8%	20.1% or lower	20.2% to 25.9%	26.0% to 30.7%	30.8% or higher
Core Course Pass Rates					
ELA	95.3%	81.1% or lower	81.2% to 85.5%	85.6% to 89.1%	89.2% or higher
Math	92.8%	82.1% or lower	82.2% to 86.3%	86.4% to 89.7%	89.8% or higher
Science	89.9%	83.8% or lower	83.9% to 87.6%	87.7% to 90.7%	90.8% or higher
Social Studies	81.2%	78.7% or lower	78.8% to 83.6%	83.7% to 87.7%	87.8% or higher
Percent of 8th Graders Earning HS Credit	0.0%	16.5% or lower	16.6% to 25.9%	26.0% to 33.6%	33.7% or higher
9th Grade Adjusted Credit Accumulation of Former 8th Graders	92.0%	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	2.14	1.79 or lower	1.80 to 1.85	1.86 to 1.91	1.92 or higher
Integrated Co-Teaching	2.39	2.08 or lower	2.09 to 2.16	2.17 to 2.22	2.23 or higher
SETSS	2.27	2.12 or lower	2.13 to 2.23	2.24 to 2.33	2.34 or higher
ELL	2.65	2.28 or lower	2.29 to 2.40	2.41 to 2.50	2.51 or higher
Lowest Third Citywide	2.14	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	2.06	1.91 or lower	1.92 to 1.95	1.96 to 1.99	2.00 or higher
Math - Average Proficiency Rating					
Self-Contained	2.07	1.73 or lower	1.74 to 1.81	1.82 to 1.89	1.90 or higher
Integrated Co-Teaching	2.49	1.97 or lower	1.98 to 2.09	2.10 to 2.18	2.19 or higher
SETSS	2.59	2.05 or lower	2.06 to 2.21	2.22 to 2.33	2.34 or higher
ELL	2.95	2.34 or lower	2.35 to 2.50	2.51 to 2.63	2.64 or higher
Lowest Third Citywide	2.13	1.84 or lower	1.85 to 1.91	1.92 to 1.99	2.00 or higher
Black and Hispanic Males in Lowest Third Citywide	2.20	1.84 or lower	1.85 to 1.90	1.91 to 1.99	2.00 or higher
ELL Progress					

*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	95.4%	70.4% or lower	70.5% to 76.3%	76.4% to 81.1%	81.2% or higher
Movement of Students with Disabilities to Less Restrictive Environments	0.14	0.14 or lower	0.15 to 0.22	0.23 to 0.29	0.30 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.