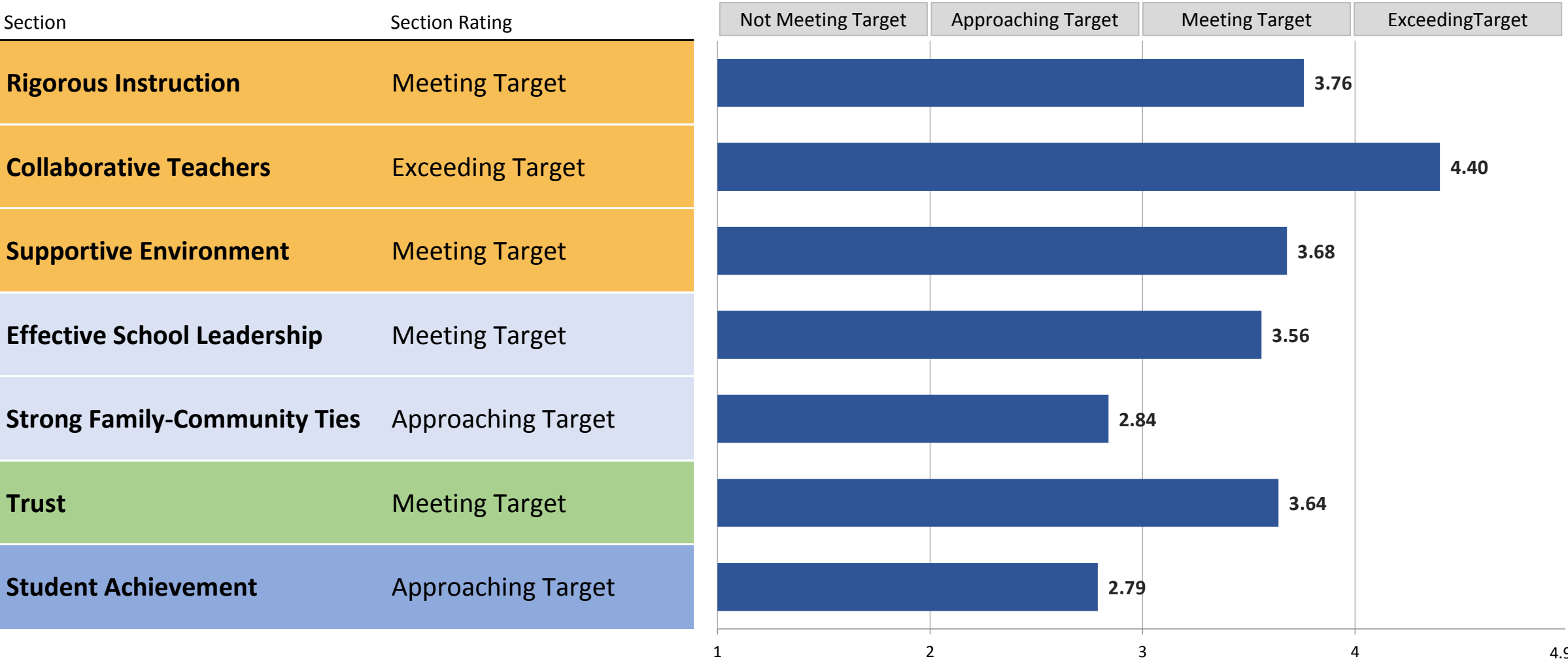## Framework for Great Schools

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				3.76	
Collaborative Teachers	Exceeding Target					4.40
Supportive Environment	Meeting Target				3.68	
Effective School Leadership	Meeting Target				3.56	
Strong Family-Community Ties	Approaching Target			2.84		
Trust	Meeting Target				3.64	
Student Achievement	Approaching Target			2.79		

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 5	51	80	49
Grade 6	281	314	317
Grade 7	263	267	294
Grade 8	248	254	258
All students	**843**	**915**	**918**

Student Demographics

	2012 - 2013	2013 - 2014	2014 - 2015
% English Language Learners	1%	1%	2%
% Free Lunch Eligible	63%	63%	69%
% Student with IEPs	7%	7%	10%
% Student with IEPs (less than 20% time)	3%	3%	4%
% HRA Eligible	-	50%	48%
% Temporary Housing	-	4%	4%
% Asian	7%	7%	5%
% Black	58%	53%	47%
% Hispanic	32%	38%	46%
% White	2%	2%	2%
% Other	0%	1%	0%
Average Incoming ELA Proficiency	3.38	3.12	3.02
Average Incoming Math Proficiency	3.86	3.44	3.28

Student Achievement Rating	Student Achievement Score
Approaching Target	**2.79**

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	906	**2.90**	2.39	2.74	2.92	3.12	3.33	**2.89**	9.80%
Percentage of Students at Level 3 or 4	906	**46.9%**	20.9%	32.7%	42.0%	52.3%	64.8%	**3.48**	9.80%
Median Adjusted Growth Percentile	905	**60.0**	50.3	55.8	63.9	69.2	78.8	**2.52**	9.80%
Median Adjusted Growth Percentile - School's Lowest Third	329	**68.0**	59.1	64.6	72.6	78.0	87.4	**2.43**	9.80%
State Test Results - Math									
○ Average Student Proficiency	904	**2.72**	2.34	2.76	3.00	3.28	3.56	**1.90**	9.80%
Percentage of Students at Level 3 or 4	904	**34.2%**	20.1%	34.0%	45.2%	57.8%	73.8%	**2.02**	9.80%
Median Adjusted Growth Percentile	902	**51.0**	43.1	50.7	61.7	68.9	81.9	**2.03**	9.80%
Median Adjusted Growth Percentile - School's Lowest Third	314	**63.0**	54.0	60.3	69.4	75.4	86.2	**2.30**	9.80%
Core Course Pass Rates									
ELA	837	**95.5%**	81.9%	89.3%	92.4%	96.0%	100.0%	**3.86**	1.96%
● Math	837	**95.8%**	79.4%	86.8%	90.7%	95.0%	100.0%	**4.16**	1.96%
Science	837	**94.7%**	81.2%	88.2%	91.7%	95.6%	100.0%	**3.77**	1.96%
● Social Studies	837	**96.5%**	81.1%	89.0%	92.2%	95.9%	100.0%	**4.15**	1.96%
● Percent of 8th Graders Earning HS Credit	233	**83.3%**	0.0%	22.6%	39.3%	58.1%	85.9%	**4.91**	3.92%
9th Grade Adjusted Credit Accumulation of Former 8th Graders	230	**94.0%**	79.0%	87.0%	91.0%	95.0%	100.0%	**3.75**	9.80%
							Weighted Average Score	**2.79**	

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	42	4.6%	23.8%	**4.8%**	0.0%	0.4%	0.8%	1.3%	2.2%		0.030	0.000
Integrated Co-Teaching	34	3.8%	20.9%	**11.8%**	0.0%	1.6%	3.2%	5.1%	8.4%		0.030	0.000
SETSS	9	1.0%	10.8%	**11.1%**	0.0%	2.6%	5.2%	8.2%	13.6%		0.030	0.000
Math - Percent at Level 3 or 4												
Self-Contained	42	4.6%	24.3%	**7.1%**	0.0%	0.7%	1.4%	2.3%	3.8%		0.030	0.000
Integrated Co-Teaching	34	3.8%	21.0%	**0.0%**	0.0%	2.4%	4.8%	7.6%	12.6%		0.030	0.000
SETSS	9	1.0%	10.9%	**0.0%**	0.0%	3.3%	6.6%	10.4%	17.2%		0.030	0.000
ELA - Percent at 75th+ Growth Percentile												
ELL	47	5.2%	11.6%	**48.9%**	17.2%	27.0%	36.6%	47.8%	68.0%		0.030	0.000
Lowest Third Citywide	116	12.8%	12.3%	**46.6%**	31.5%	39.4%	47.2%	56.3%	72.7%		0.030	0.000
Black and Hispanic Males in Lowest Third Citywide	66	7.3%	16.3%	**40.9%**	29.6%	38.0%	46.2%	55.9%	73.2%		0.030	0.000
SC/ICT/SETSS	85	9.4%	12.2%	**43.5%**	35.0%	42.9%	50.8%	60.0%	76.4%		0.030	0.000
Math - Percent at 75th+ Growth Percentile												
ELL	47	5.2%	10.7%	**25.5%**	12.4%	22.8%	33.0%	45.0%	66.4%		0.030	0.000
Lowest Third Citywide	155	17.2%	20.6%	**41.9%**	24.4%	34.1%	43.7%	54.9%	75.0%		0.030	0.000
Black and Hispanic Males in Lowest Third Citywide	72	8.0%	18.0%	**43.1%**	24.1%	34.0%	43.7%	55.1%	75.5%		0.030	0.000
SC/ICT/SETSS	84	9.3%	12.6%	**33.3%**	25.8%	34.5%	43.0%	53.1%	71.0%		0.030	0.000
ELL Progress	14	1.5%	4.2%	**14.3%**	11.3%	22.8%	34.2%	47.5%	71.3%		0.030	0.000
									CtAG Additional Points		**0.00**	
									Overall Student Achievement Score		**2.79**	

● 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	89%	3.44	34%
Section Rating: Meeting Target	**Section Score:**	**3.76**	
Collaborative Teachers			
Quality Review 4.2	Well Developed	4.99	50%
NYC School Survey - Collaborative Teachers	90%	3.80	50%
Section Rating: Exceeding Target	**Section Score:**	**4.40**	
Supportive Environment			
Quality Review 3.4	Well Developed	4.99	30%
NYC School Survey - Supportive Environment	85%	3.20	35%
Percentage of students with 90%+ attendance			
EMS	89.8%	3.04	
HS			
Overall	89.8%	3.04	30%
Movement of students with disabilities to less restrictive environments			
EMS	0.39	3.25	
HS			
Overall	0.39	3.25	5%
Section Rating: Meeting Target	**Section Score:**	**3.68**	
Effective School Leadership			
NYC School Survey - Effective School Leadership	84%	3.56	100%
Section Rating: Meeting Target	**Section Score:**	**3.56**	
Strong Family-Community Ties			
NYC School Survey - Strong Family-Community Ties	77%	2.84	100%
Section Rating: Approaching Target	**Section Score:**	**2.84**	
Trust			
NYC School Survey - Trust	92%	3.64	100%
Section Rating: Meeting Target	**Section Score:**	**3.64**	

		Survey % Positive	City Range			Percent of Range	Score
			Bottom of Range	City Avg	Top of Range		
Rigorous Instruction							
Common Core shifts in literacy	Teachers	91	79.4	91.4	100.0	0.55	3.20
● Common Core shifts in math	Teachers	94	68.9	87.1	100.0	0.79	4.16
Course clarity	Students	91	81.3	89.7	98.1	0.57	3.28
Quality of student discussion	Teachers	78	53.2	78.4	100.0	0.53	3.12
Section Results:		**89%**					**3.44**
Collaborative Teachers							
Cultural awareness:							
Cultural awareness	Teachers	99	84.5	94.1	100.0	0.96	
Cultural awareness	Parents	93	87.1	93.3	99.5	0.51	
Cultural awareness	Students	76	70.6	84.2	97.8	0.18	
Cultural awareness	Combined	89				0.55	3.20
Inclusive classroom instruction	Teachers	94	81.7	93.3	100.0	0.69	3.76
Quality of professional development	Teachers	82	54.0	77.4	100.0	0.61	3.44
● School commitment	Teachers	93	59.7	84.3	100.0	0.81	4.24
Innovation	Teachers	83	65.8	85.2	100.0	0.51	3.04
● Reflective dialogue	Teachers	96	86.6	95.8	100.0	0.75	4.00
● Peer collaboration	Teachers	99	76.7	91.9	100.0	0.97	4.88
● Focus on student learning	Teachers	94	68.4	88.4	100.0	0.80	4.20
Collective responsibility	Teachers	83	57.5	82.3	100.0	0.60	3.40
Section Results:		**90%**					**3.80**
Supportive Environment							
Safety:							
Safety	Teachers						
Safety	Students	85	67.5	82.9	98.3	0.56	
Safety	Combined	85				0.56	3.24
Classroom behavior:							
Classroom behavior	Teachers						
Classroom behavior	Students	82	63.4	79.2	95.0	0.57	
Classroom behavior	Combined	82				0.57	3.28
● Social-emotional measure	Teachers	100	84.7	95.3	100.0	1.00	4.99
Peer interactions	Students	79	67.5	80.7	93.9	0.44	2.76
Next-level guidance	Students	86	76.9	88.3	99.7	0.39	2.56
Press toward academic achievement:							
Press toward academic achievement	Teachers						
Press toward academic achievement	Students	91	80.6	88.2	95.8	0.65	
Press toward academic achievement	Combined	91				0.65	3.60
○ Personal attention and support	Students	79	74.1	85.5	96.9	0.22	1.88
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	66	48.0	66.6	85.2	0.49	
Peer support for academic work	Combined	78				0.54	3.16
Section Results:		**85%**					**3.20**

		Survey % Positive	City Range			Percent of Range	Score
			Bottom of Range	City Avg	Top of Range		
Effective School Leadership							
Inclusive principal leadership	Parents	91	82.1	90.7	99.3	0.54	3.16
Teacher influence	Teachers	56	34.5	67.1	99.7	0.33	2.32
● Program coherence	Teachers	91	60.8	85.2	100.0	0.78	4.12
● Principal instructional leadership	Teachers	97	67.2	88.0	100.0	0.90	4.60
Section Results:		**84%**					**3.56**
Strong Family Community Ties							
Teacher outreach to parents:							
Teacher outreach to parents	Teachers	93	79.9	92.5	100.0	0.67	
Teacher outreach to parents	Parents	88	81.6	90.6	99.6	0.36	
Teacher outreach to parents	Combined	91				0.51	3.04
Parent involvement in the schools	Parents	63	47.1	66.3	85.5	0.41	2.64
Section Results:		**77%**					**2.84**
Trust							
Parent-teacher trust	Parents	94	88.9	94.3	99.7	0.50	3.00
● Parent-principal trust	Parents	96	88.6	94.8	100.0	0.75	4.00
Student-teacher trust	Students	79	69.2	82.0	94.8	0.37	2.48
● Teacher-principal trust	Teachers	94	63.2	87.4	100.0	0.83	4.32
● Teacher-teacher trust	Teachers	96	74.2	90.6	100.0	0.85	4.40
Section Results:		**92%**					**3.64**

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	2.90	2.78 or lower	2.79 to 2.85	2.86 to 2.91	2.92 or higher
Average Student Proficiency - School's Lowest Third	2.35	2.24 or lower	2.25 to 2.33	2.34 to 2.40	2.41 or higher
Percentage of Students at Level 3 or 4	46.9%	40.2% or lower	40.3% to 43.9%	44.0% to 46.9%	47.0% or higher
State Test Results - Math*					
Average Student Proficiency	2.72	2.84 or lower	2.85 to 2.96	2.97 to 3.07	3.08 or higher
Average Student Proficiency - School's Lowest Third	2.14	2.26 or lower	2.27 to 2.38	2.39 to 2.48	2.49 or higher
Percentage of Students at Level 3 or 4	34.2%	41.3% or lower	41.4% to 47.1%	47.2% to 51.8%	51.9% or higher
Core Course Pass Rates					
ELA	95.5%	82.6% or lower	82.7% to 86.7%	86.8% to 90.0%	90.1% or higher
Math	95.8%	84.5% or lower	84.6% to 88.1%	88.2% to 91.1%	91.2% or higher
Science	94.7%	85.4% or lower	85.5% to 88.8%	88.9% to 91.6%	91.7% or higher
Social Studies	96.5%	81.1% or lower	81.2% to 85.5%	85.6% to 89.1%	89.2% or higher
Percent of 8th Graders Earning HS Credit	83.3%	23.9% or lower	24.0% to 36.1%	36.2% to 45.9%	46.0% or higher
9th Grade Adjusted Credit Accumulation of Former 8th Graders	94.0%	83.9% or lower	84.0% to 87.9%	88.0% to 90.9%	91.0% 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	1.85	1.80 or lower	1.81 to 1.86	1.87 to 1.91	1.92 or higher
Integrated Co-Teaching	2.16	2.04 or lower	2.05 to 2.12	2.13 to 2.18	2.19 or higher
SETSS	2.24	2.07 or lower	2.08 to 2.18	2.19 to 2.27	2.28 or higher
ELL	2.55	2.30 or lower	2.31 to 2.42	2.43 to 2.51	2.52 or higher
Lowest Third Citywide	1.98	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	1.97	1.92 or lower	1.93 to 1.97	1.98 to 2.01	2.02 or higher
Math - Average Proficiency Rating					
Self-Contained	1.86	1.79 or lower	1.80 to 1.87	1.88 to 1.94	1.95 or higher
Integrated Co-Teaching	1.94	2.06 or lower	2.07 to 2.18	2.19 to 2.27	2.28 or higher
SETSS	2.08	2.06 or lower	2.07 to 2.21	2.22 to 2.34	2.35 or higher
ELL	2.60	2.48 or lower	2.49 to 2.64	2.65 to 2.77	2.78 or higher
Lowest Third Citywide	1.97	1.91 or lower	1.92 to 1.98	1.99 to 2.04	2.05 or higher
Black and Hispanic Males in Lowest Third Citywide	1.92	1.88 or lower	1.89 to 1.95	1.96 to 2.00	2.01 or higher
ELL Progress	14.3%	36.7% or lower	36.8% to 46.5%	46.6% to 54.5%	54.6% 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	89.8%	78.4% or lower	78.5% to 83.4%	83.5% to 87.6%	87.7% or higher
Movement of Students with Disabilities to Less Restrictive Environments	0.39	0.19 or lower	0.20 to 0.30	0.31 to 0.39	0.40 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.**