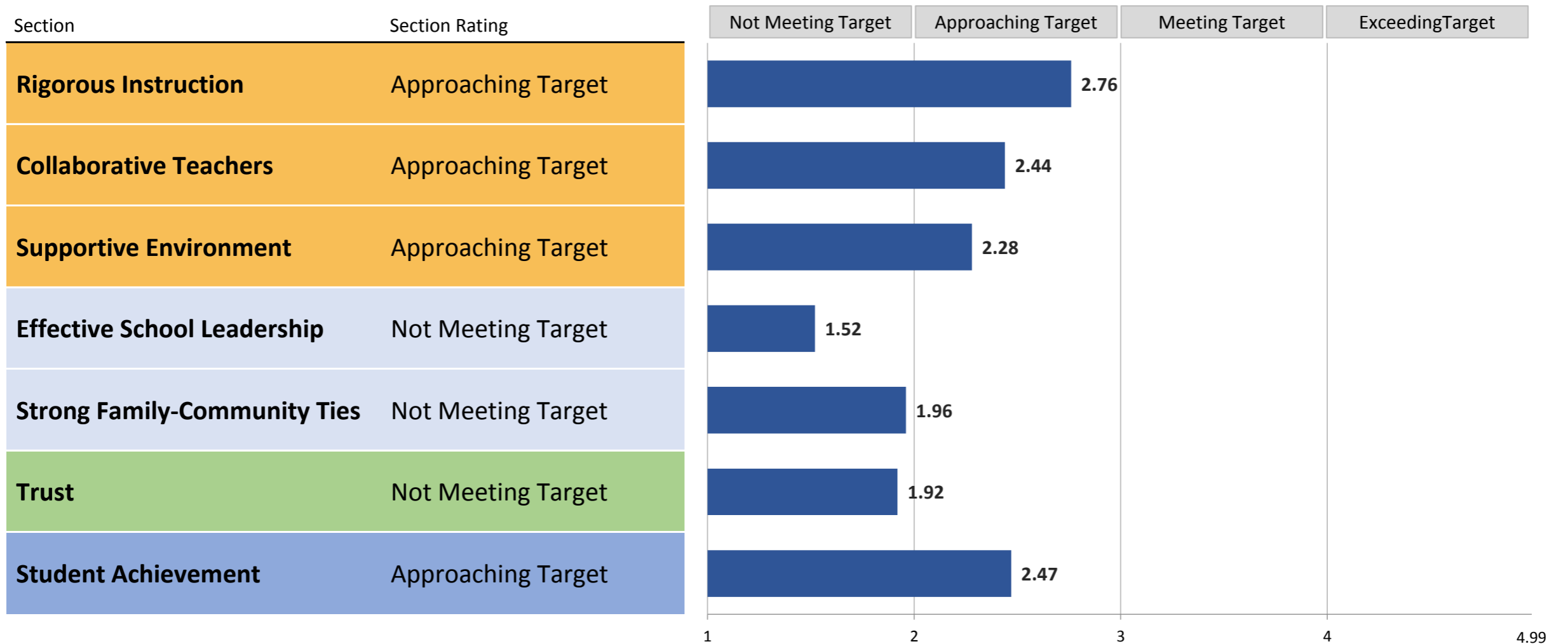## Summary of Section Ratings

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	Score
Rigorous Instruction	Approaching Target	2.76
Collaborative Teachers	Approaching Target	2.44
Supportive Environment	Approaching Target	2.28
Effective School Leadership	Not Meeting Target	1.52
Strong Family-Community Ties	Not Meeting Target	1.96
Trust	Not Meeting Target	1.92
Student Achievement	Approaching Target	2.47

Chart scale columns: Not Meeting Target | Approaching Target | Meeting Target | ExceedingTarget (scale 1 – 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: Focus

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
Kindergarten	84	86	77
Grade 1	86	87	83
Grade 2	80	81	85
Grade 3	107	81	52
Grade 4	91	80	78
Grade 5	104	72	62
Grade 6	75	-	-
Grade 7	81	69	-
Grade 8	70	74	63
All students	**832**	**683**	**547**

Student Demographics

	2012 - 2013	2013 - 2014	2014 - 2015
% English Language Learners	6%	7%	10%
% Free Lunch Eligible	92%	92%	92%
% Student with IEPs	15%	17%	24%
% Student with IEPs (less than 20% time)	6%	4%	7%
% HRA Eligible	-	71%	70%
% Temporary Housing	-	23%	21%
% Asian	0%	0%	1%
% Black	63%	61%	60%
% Hispanic	36%	37%	35%
% White	0%	1%	2%
% Other	0%	1%	1%

Student Achievement Rating	Student Achievement Score
Approaching Target	**2.47**

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	250	**2.18**	2.03	2.24	2.38	2.49	2.76	**1.71**	8.20%
Percentage of Students at Level 3 or 4	250	**12.8%**	4.1%	12.3%	18.5%	23.4%	34.5%	**2.08**	8.20%
Median Adjusted Growth Percentile	188	**60.0**	50.2	56.5	61.9	66.1	75.0	**2.65**	8.20%
Median Adjusted Growth Percentile - School's Lowest Third	67	**71.0**	63.2	69.6	74.9	79.1	87.8	**2.26**	8.20%
Early Grade Progress	51	**1.50**	0.36	1.07	1.68	2.16	3.17	**2.70**	8.20%
State Test Results - Math									
Average Student Proficiency	254	**2.22**	1.87	2.20	2.47	2.67	3.07	**2.07**	8.20%
Percentage of Students at Level 3 or 4	254	**16.1%**	0.0%	13.0%	23.7%	32.2%	47.8%	**2.29**	8.20%
○ Median Adjusted Growth Percentile	192	**52.5**	44.0	53.1	60.8	66.9	79.5	**1.93**	8.20%
○ Median Adjusted Growth Percentile - School's Lowest Third	67	**64.0**	60.6	67.3	72.9	77.2	86.4	**1.51**	8.20%
Early Grade Progress	52	**2.24**	0.13	1.23	2.18	2.92	4.48	**3.08**	8.20%
Core Course Pass Rates									
● ELA	61	**93.4%**	54.7%	67.6%	78.1%	86.3%	100.0%	**4.52**	1.64%
● Math	61	**100.0%**	52.4%	66.0%	77.0%	85.7%	100.0%	**4.99**	1.64%
Science	61	**65.6%**	49.6%	64.3%	75.9%	85.0%	100.0%	**2.11**	1.64%
● Social Studies	61	**85.2%**	47.6%	62.8%	74.9%	84.3%	100.0%	**4.06**	1.64%
○ Percent of 8th Graders Earning HS Credit	61	**0.0%**	0.0%	8.2%	15.0%	20.3%	32.0%	**1.00**	3.28%
9th Grade Adjusted Credit Accumulation of Former 8th Graders	69	**74.0%**	51.0%	65.0%	76.0%	85.0%	100.0%	**2.82**	8.20%
							Weighted Average Score		**2.35**

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	22	8.8%	49.4%	**0.0%**	0.0%	0.7%	1.0%	1.6%	2.6%	**1.00**	0.030	0.000
Integrated Co-Teaching	7	2.8%	15.6%	**0.0%**	0.0%	3.1%	5.0%	7.4%	12.4%		0.030	0.000
SETSS	21	8.4%	71.8%	**4.8%**	0.0%	3.9%	6.3%	9.3%	15.6%	**2.38**	0.030	0.010
Math - Percent at Level 3 or 4												
○ Self-Contained	22	8.7%	49.2%	**0.0%**	0.0%	2.1%	3.3%	4.9%	8.2%	**1.00**	0.030	0.000
Integrated Co-Teaching	7	2.8%	15.8%	**0.0%**	0.0%	5.2%	8.3%	12.3%	20.6%		0.030	0.000
○ SETSS	21	8.3%	71.6%	**4.8%**	0.0%	6.1%	9.6%	14.4%	24.0%	**1.79**	0.030	0.006
ELA - Percent at 75th+ Growth Percentile												
ELL	19	10.1%	26.6%	**31.6%**	14.1%	28.3%	36.6%	47.7%	70.3%	**2.40**	0.030	0.011
○ Lowest Third Citywide	112	59.6%	93.0%	**41.1%**	33.6%	43.2%	48.8%	56.2%	71.4%	**1.78**	0.030	0.006
Black and Hispanic Males in Lowest Third Citywide	54	28.7%	79.9%	**46.3%**	29.1%	40.6%	47.4%	56.4%	74.7%	**2.84**	0.030	0.014
SC/ICT/SETSS	38	20.2%	54.2%	**50.0%**	30.2%	41.5%	48.2%	57.0%	75.0%	**3.20**	0.030	0.017
Math - Percent at 75th+ Growth Percentile												
○ ELL	24	12.5%	31.6%	**20.8%**	13.4%	26.8%	34.7%	45.1%	66.4%	**1.55**	0.030	0.004
Lowest Third Citywide	122	63.5%	91.0%	**41.8%**	28.0%	39.6%	46.4%	55.5%	74.0%	**2.32**	0.030	0.010
Black and Hispanic Males in Lowest Third Citywide	55	28.6%	79.4%	**43.6%**	26.0%	38.8%	46.2%	56.1%	76.4%	**2.65**	0.030	0.012
SC/ICT/SETSS	38	19.8%	53.5%	**47.4%**	26.0%	36.6%	42.8%	51.1%	68.0%	**3.55**	0.030	0.019
○ ELL Progress	49	9.8%	34.1%	**36.7%**	24.5%	40.7%	50.2%	62.8%	88.5%	**1.75**	0.030	0.006
										CtAG Additional Points		**0.12**
										Overall Student Achievement Score		**2.47**

● 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	Developing	2.00	22%
Quality Review 2.2	Proficient	3.40	22%
NYC School Survey - Rigorous Instruction	86%	2.44	34%
Section Rating: Approaching Target	**Section Score:**	**2.76**	
Collaborative Teachers			
Quality Review 4.2	Proficient	3.40	50%
NYC School Survey - Collaborative Teachers	71%	1.48	50%
Section Rating: Approaching Target	**Section Score:**	**2.44**	
Supportive Environment			
Quality Review 3.4	Proficient	3.40	30%
NYC School Survey - Supportive Environment	78%	1.96	35%
Percentage of students with 90%+ attendance			
EMS	52.0%	1.40	
HS			
Overall	52.0%	1.40	30%
Movement of students with disabilities to less restrictive environments			
EMS	0.29	2.82	
HS			
Overall	0.29	2.82	5%
Section Rating: Approaching Target	**Section Score:**	**2.28**	
Effective School Leadership			
NYC School Survey - Effective School Leadership	61%	1.52	100%
Section Rating: Not Meeting Target	**Section Score:**	**1.52**	
Strong Family-Community Ties			
NYC School Survey - Strong Family-Community Ties	77%	1.96	100%
Section Rating: Not Meeting Target	**Section Score:**	**1.96**	
Trust			
NYC School Survey - Trust	76%	1.92	100%
Section Rating: Not Meeting Target	**Section Score:**	**1.92**	

		Survey % Positive	City Range			Percent of Range	Score
			Bottom of Range	City Avg	Top of Range		
Rigorous Instruction							
● Common Core shifts in literacy	Teachers	96	86.5	94.1	100.0	0.75	4.00
○ Common Core shifts in math	Teachers	81	81.3	91.9	100.0	0.00	1.00
Course clarity	Students	89	82.2	90.6	99.0	0.39	2.56
Quality of student discussion	Teachers	76	64.9	83.3	100.0	0.31	2.24
Section Results:		**86%**					**2.44**
Collaborative Teachers							
Cultural awareness:							
Cultural awareness	Teachers	75	86.2	94.8	100.0	0.00	
Cultural awareness	Parents	91	89.5	94.1	98.7	0.50	
Cultural awareness	Students	70	69.6	84.0	98.4	0.02	
○ Cultural awareness	Combined	78				0.17	1.68
○ Inclusive classroom instruction	Teachers	79	84.7	94.1	100.0	0.00	1.00
○ Quality of professional development	Teachers	57	52.2	76.8	100.0	0.10	1.40
○ School commitment	Teachers	62	60.2	84.6	100.0	0.05	1.20
○ Innovation	Teachers	64	66.7	84.9	100.0	0.00	1.00
Reflective dialogue	Teachers	94	87.4	95.2	100.0	0.52	3.08
○ Peer collaboration	Teachers	83	79.2	92.0	100.0	0.17	1.68
○ Focus on student learning	Teachers	61	67.5	88.5	100.0	0.00	1.00
○ Collective responsibility	Teachers	64	59.6	82.2	100.0	0.10	1.40
Section Results:		**71%**					**1.48**
Supportive Environment							
Safety:							
Safety	Teachers						
Safety	Students	73	72.2	86.2	100.0	0.04	
○ Safety	Combined	73				0.04	1.16
Classroom behavior:							
Classroom behavior	Teachers						
Classroom behavior	Students	66	64.2	80.8	97.4	0.05	
○ Classroom behavior	Combined	66				0.05	1.20
Social-emotional measure	Teachers	90	88.0	96.2	100.0	0.50	3.00
○ Peer interactions	Students	67	67.8	82.0	96.2	0.00	1.00
Next-level guidance	Students	89	77.9	89.3	100.0	0.50	3.00
Press toward academic achievement:							
Press toward academic achievement	Teachers						
Press toward academic achievement	Students	88	82.4	89.4	96.4	0.39	
Press toward academic achievement	Combined	88				0.39	2.56
○ Personal attention and support	Students	80	75.7	86.3	96.9	0.20	1.80
Peer support for academic work:							
Peer support for academic work	Teachers						
Peer support for academic work	Parents	88	84.4	92.8	100.0	0.25	
Peer support for academic work	Students	52	45.8	67.0	88.2	0.15	
○ Peer support for academic work	Combined	70				0.20	1.80
Section Results:		**78%**					**1.96**

| | | Survey % Positive | City Range | | | Percent of Range | Score |
			Bottom of Range	City Avg	Top of Range		
Effective School Leadership							
Inclusive principal leadership	Parents	89	79.5	89.7	99.9	0.47	2.88
○ Teacher influence	Teachers	32	30.2	60.2	90.2	0.03	1.12
○ Program coherence	Teachers	57	61.1	85.1	100.0	0.00	1.00
○ Principal instructional leadership	Teachers	64	63.6	87.0	100.0	0.00	1.00
Section Results:		**61%**					**1.52**
Strong Family Community Ties							
Teacher outreach to parents:							
Teacher outreach to parents	Teachers	88	84.4	93.8	100.0	0.25	
Teacher outreach to parents	Parents	88	83.7	91.1	98.5	0.28	
Teacher outreach to parents	Combined	88				0.26	2.04
○ Parent involvement in the schools	Parents	66	59.7	74.7	89.7	0.21	1.84
Section Results:		**77%**					**1.96**
Trust							
Parent-teacher trust	Parents	92	90.0	94.6	99.2	0.50	3.00
Parent-principal trust	Parents	94	83.1	92.7	100.0	0.63	3.52
○ Student-teacher trust	Students	66	67.7	81.9	96.1	0.00	1.00
○ Teacher-principal trust	Teachers	61	62.0	86.8	100.0	0.00	1.00
○ Teacher-teacher trust	Teachers	69	77.3	91.1	100.0	0.00	1.00
Section Results:		**76%**					**1.92**

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	2.18	2.15 or lower	2.16 to 2.23	2.24 to 2.28	2.29 or higher
Average Student Proficiency - School's Lowest Third	1.84	1.81 or lower	1.82 to 1.91	1.92 to 1.99	2.00 or higher
Percentage of Students at Level 3 or 4	12.8%	10.0% or lower	10.1% to 14.3%	14.4% to 17.5%	17.6% or higher
State Test Results - Math*					
Average Student Proficiency	2.22	2.16 or lower	2.17 to 2.29	2.30 to 2.38	2.39 or higher
Average Student Proficiency - School's Lowest Third	1.81	1.79 or lower	1.80 to 1.89	1.90 to 2.00	2.01 or higher
Percentage of Students at Level 3 or 4	16.1%	11.1% or lower	11.2% to 17.1%	17.2% to 21.6%	21.7% or higher
Core Course Pass Rates					
ELA	93.4%				
Math	100.0%				
Science	65.6%				
Social Studies	85.2%				
Percent of 8th Graders Earning HS Credit	0.0%				
9th Grade Adjusted Credit Accumulation of Former 8th Graders	74.0%	74.9% or lower	75.0% to 79.9%	80.0% to 82.9%	83.0% 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	1.67	1.70 or lower	1.71 to 1.79	1.80 to 1.89	1.90 or higher
Integrated Co-Teaching	1.74	1.84 or lower	1.85 to 1.92	1.93 to 1.99	2.00 or higher
SETSS	1.97	1.80 or lower	1.81 to 1.92	1.93 to 2.01	2.02 or higher
ELL	1.75	1.90 or lower	1.91 to 2.03	2.04 to 2.12	2.13 or higher
Lowest Third Citywide	1.94	1.89 or lower	1.90 to 1.94	1.95 to 1.99	2.00 or higher
Black and Hispanic Males in Lowest Third Citywide	1.94	1.84 or lower	1.85 to 1.90	1.91 to 1.99	2.00 or higher
Math - Average Proficiency Rating					
Self-Contained	1.76	1.77 or lower	1.78 to 1.89	1.90 to 1.97	1.98 or higher
Integrated Co-Teaching	1.69	1.95 or lower	1.96 to 2.08	2.09 to 2.18	2.19 or higher
SETSS	1.99	1.87 or lower	1.88 to 2.04	2.05 to 2.16	2.17 or higher
ELL	1.84	1.95 or lower	1.96 to 2.13	2.14 to 2.26	2.27 or higher
Lowest Third Citywide	1.96	1.85 or lower	1.86 to 1.92	1.93 to 1.99	2.00 or higher
Black and Hispanic Males in Lowest Third Citywide	2.03	1.82 or lower	1.83 to 1.90	1.91 to 1.99	2.00 or higher
ELL Progress	36.7%	40.5% or lower	40.6% to 49.3%	49.4% to 55.8%	55.9% 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	52.0%	51.6% or lower	51.7% to 59.9%	60.0% to 69.9%	70.0% or higher
Movement of Students with Disabilities to Less Restrictive Environments	0.29	0.10 or lower	0.11 to 0.17	0.18 to 0.21	0.22 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.