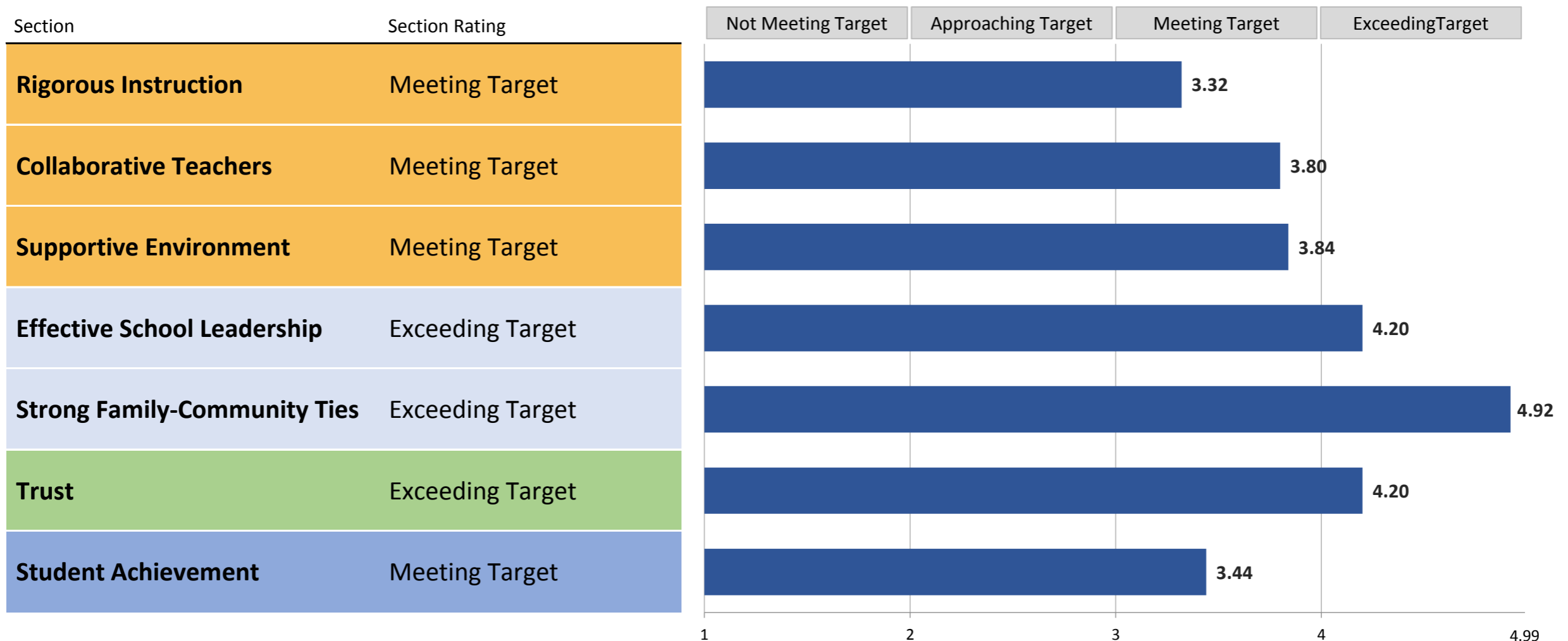## Summary of Section Ratings

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	Meeting Target	3.32
Collaborative Teachers	Meeting Target	3.80
Supportive Environment	Meeting Target	3.84
Effective School Leadership	Exceeding Target	4.20
Strong Family-Community Ties	Exceeding Target	4.92
Trust	Exceeding Target	4.20
Student Achievement	Meeting Target	3.44

Chart columns: Not Meeting Target | Approaching Target | Meeting Target | ExceedingTarget. Scale from 1 to 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	295	286	285
Grade 7	268	307	296
Grade 8	332	271	295
All students	**895**	**864**	**876**

Student Demographics

	2012 - 2013	2013 - 2014	2014 - 2015
% English Language Learners	3%	1%	1%
% Free Lunch Eligible	57%	57%	62%
% Student with IEPs	17%	18%	18%
% Student with IEPs (less than 20% time)	12%	9%	10%
% HRA Eligible	-	38%	37%
% Temporary Housing	-	5%	5%
% Asian	4%	4%	4%
% Black	68%	68%	68%
% Hispanic	26%	25%	25%
% White	1%	2%	2%
% Other	0%	1%	1%
Average Incoming ELA Proficiency	2.99	2.72	2.78
Average Incoming Math Proficiency	3.45	3.07	3.04

Student Achievement Rating	Student Achievement Score
Meeting Target	**3.44**

Student Achievement Metrics

	n	2014-15 School Value	Bottom of Target Range	2014-15 Targets Approaching Target	Meeting Target	Exceeding Target	Top of Target Range	Metric Score	Weight Pct
State Test Results - ELA									
Average Student Proficiency	840	**2.71**	2.24	2.52	2.65	2.79	2.99	**3.43**	9.80%
Percentage of Students at Level 3 or 4	840	**34.3%**	12.9%	22.7%	29.3%	36.6%	44.7%	**3.68**	9.80%
Median Adjusted Growth Percentile	810	**60.0**	51.0	55.9	62.9	67.5	75.8	**2.59**	9.80%
Median Adjusted Growth Percentile - School's Lowest Third	280	**77.0**	62.2	66.8	73.7	78.2	86.4	**3.73**	9.80%
State Test Results - Math									
Average Student Proficiency	840	**2.71**	2.17	2.52	2.72	2.93	3.20	**2.95**	9.80%
Percentage of Students at Level 3 or 4	840	**33.8%**	11.0%	23.5%	32.7%	43.1%	54.8%	**3.11**	9.80%
Median Adjusted Growth Percentile	811	**60.0**	45.3	52.0	61.4	67.7	79.0	**2.85**	9.80%
Median Adjusted Growth Percentile - School's Lowest Third	283	**69.0**	58.1	63.3	70.8	75.7	84.8	**2.76**	9.80%
Core Course Pass Rates									
● ELA	843	**98.0%**	80.8%	88.1%	91.6%	95.5%	100.0%	**4.56**	1.96%
● Math	843	**96.9%**	80.2%	87.5%	91.2%	95.3%	100.0%	**4.34**	1.96%
● Science	843	**99.3%**	77.6%	84.8%	89.3%	94.3%	100.0%	**4.88**	1.96%
● Social Studies	843	**98.1%**	79.2%	87.0%	90.8%	95.1%	100.0%	**4.61**	1.96%
Percent of 8th Graders Earning HS Credit	282	**44.0%**	1.4%	20.9%	35.6%	52.0%	73.4%	**3.51**	3.92%
● 9th Grade Adjusted Credit Accumulation of Former 8th Graders	233	**93.0%**	74.0%	82.0%	88.0%	93.0%	100.0%	**4.00**	9.80%
							Weighted Average Score	**3.35**	

Closing the Achievement Gap (CtAG) Metrics

	n	2014-15 School Population %	Population % of Range	2014-15 School Value	Bottom of Target Range	2014-15 Targets 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	8.6%	44.6%	**1.4%**	0.0%	0.4%	0.8%	1.3%	2.2%	**4.11**	0.030	0.023
Integrated Co-Teaching	30	3.6%	19.8%	**13.3%**	0.0%	1.6%	3.2%	5.1%	8.4%		0.030	0.000
SETSS	24	2.9%	31.2%	**4.2%**	0.0%	2.6%	5.2%	8.2%	13.6%	**2.62**	0.030	0.012
Math - Percent at Level 3 or 4												
○ Self-Contained	73	8.7%	46.0%	**0.0%**	0.0%	0.7%	1.4%	2.3%	3.8%	**1.00**	0.030	0.000
Integrated Co-Teaching	29	3.5%	19.3%	**3.4%**	0.0%	2.4%	4.8%	7.6%	12.6%		0.030	0.000
○ SETSS	24	2.9%	31.5%	**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	23	2.8%	6.3%	**39.1%**	17.2%	27.0%	36.6%	47.8%	68.0%		0.030	0.000
Lowest Third Citywide	166	20.5%	23.0%	**64.5%**	31.5%	39.4%	47.2%	56.3%	72.7%		0.030	0.000
Black and Hispanic Males in Lowest Third Citywide	86	10.6%	23.7%	**61.6%**	29.6%	38.0%	46.2%	55.9%	73.2%		0.030	0.000
● SC/ICT/SETSS	123	15.2%	29.8%	**60.2%**	35.0%	42.9%	50.8%	60.0%	76.4%	**4.01**	0.030	0.023
Math - Percent at 75th+ Growth Percentile												
ELL	23	2.8%	5.8%	**43.5%**	12.4%	22.8%	33.0%	45.0%	66.4%		0.030	0.000
Lowest Third Citywide	199	24.5%	29.7%	**46.7%**	24.4%	34.1%	43.7%	54.9%	75.0%	**3.27**	0.030	0.017
Black and Hispanic Males in Lowest Third Citywide	85	10.5%	23.6%	**52.9%**	24.1%	34.0%	43.7%	55.1%	75.5%		0.030	0.000
SC/ICT/SETSS	122	15.0%	30.2%	**46.7%**	25.8%	34.5%	43.0%	53.1%	71.0%	**3.37**	0.030	0.018
ELL Progress	8	0.9%	2.5%	**75.0%**	11.3%	22.8%	34.2%	47.5%	71.3%		0.030	0.000
										CtAG Additional Points		**0.09**
										Overall Student Achievement Score		**3.44**

● 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	87%	3.16	34%
Section Rating: Meeting Target	**Section Score:**	**3.32**	
Collaborative Teachers			
Quality Review 4.2	Proficient	3.40	50%
NYC School Survey - Collaborative Teachers	94%	4.20	50%
Section Rating: Meeting Target	**Section Score:**	**3.80**	
Supportive Environment			
Quality Review 3.4	Well Developed	4.99	30%
NYC School Survey - Supportive Environment	86%	3.36	35%
Percentage of students with 90%+ attendance			
EMS	87.0%	3.48	
HS			
Overall	87.0%	3.48	30%
Movement of students with disabilities to less restrictive environments			
EMS	0.23	2.35	
HS			
Overall	0.23	2.35	5%
Section Rating: Meeting Target	**Section Score:**	**3.84**	
Effective School Leadership			
NYC School Survey - Effective School Leadership	90%	4.20	100%
Section Rating: Exceeding Target	**Section Score:**	**4.20**	
Strong Family-Community Ties			
NYC School Survey - Strong Family-Community Ties	94%	4.92	100%
Section Rating: Exceeding Target	**Section Score:**	**4.92**	
Trust			
NYC School Survey - Trust	94%	4.20	100%
Section Rating: Exceeding Target	**Section Score:**	**4.20**	

		Survey % Positive	City Range			Percent of Range	Score
			Bottom of Range	City Avg	Top of Range		
Rigorous Instruction							
Common Core shifts in literacy	Teachers	90	79.4	91.4	100.0	0.53	3.12
Common Core shifts in math	Teachers	88	68.9	87.1	100.0	0.60	3.40
Course clarity	Students	89	81.3	89.7	98.1	0.46	2.84
Quality of student discussion	Teachers	79	53.2	78.4	100.0	0.55	3.20
Section Results:		**87%**					**3.16**
Collaborative Teachers							
Cultural awareness:							
Cultural awareness	Teachers	98	84.5	94.1	100.0	0.86	
Cultural awareness	Parents	98	87.1	93.3	99.5	0.90	
Cultural awareness	Students	82	70.6	84.2	97.8	0.42	
Cultural awareness	Combined	93				0.72	3.88
● Inclusive classroom instruction	Teachers	98	81.7	93.3	100.0	0.91	4.64
Quality of professional development	Teachers	84	54.0	77.4	100.0	0.65	3.60
● School commitment	Teachers	99	59.7	84.3	100.0	0.97	4.88
Innovation	Teachers	87	65.8	85.2	100.0	0.62	3.48
● Reflective dialogue	Teachers	97	86.6	95.8	100.0	0.75	4.00
● Peer collaboration	Teachers	99	76.7	91.9	100.0	0.94	4.76
● Focus on student learning	Teachers	98	68.4	88.4	100.0	0.94	4.76
Collective responsibility	Teachers	87	57.5	82.3	100.0	0.68	3.72
Section Results:		**94%**					**4.20**
Supportive Environment							
Safety:							
Safety	Teachers						
Safety	Students	87	67.5	82.9	98.3	0.62	
Safety	Combined	87				0.62	3.48
Classroom behavior:							
Classroom behavior	Teachers						
Classroom behavior	Students	69	63.4	79.2	95.0	0.16	
○ Classroom behavior	Combined	69				0.16	1.64
● Social-emotional measure	Teachers	100	84.7	95.3	100.0	1.00	4.99
Peer interactions	Students	82	67.5	80.7	93.9	0.54	3.16
● Next-level guidance	Students	96	76.9	88.3	99.7	0.85	4.40
Press toward academic achievement:							
Press toward academic achievement	Teachers						
Press toward academic achievement	Students	88	80.6	88.2	95.8	0.50	
Press toward academic achievement	Combined	88				0.50	3.00
Personal attention and support	Students	82	74.1	85.5	96.9	0.34	2.36
Peer support for academic work:							
Peer support for academic work	Teachers						
Peer support for academic work	Parents	97	76.8	88.6	100.0	0.88	
Peer support for academic work	Students	65	48.0	66.6	85.2	0.47	
Peer support for academic work	Combined	81				0.67	3.68
Section Results:		**86%**					**3.36**

		Survey % Positive	City Range			Percent of Range	Score
			Bottom of Range	City Avg	Top of Range		
Effective School Leadership							
● Inclusive principal leadership	Parents	98	82.1	90.7	99.3	0.94	4.76
Teacher influence	Teachers	69	34.5	67.1	99.7	0.52	3.08
● Program coherence	Teachers	98	60.8	85.2	100.0	0.95	4.80
● Principal instructional leadership	Teachers	93	67.2	88.0	100.0	0.78	4.12
Section Results:		**90%**					**4.20**
Strong Family Community Ties							
Teacher outreach to parents:							
Teacher outreach to parents	Teachers	100	79.9	92.5	100.0	0.98	
Teacher outreach to parents	Parents	98	81.6	90.6	99.6	0.93	
● Teacher outreach to parents	Combined	99				0.95	4.80
● Parent involvement in the schools	Parents	89	47.1	66.3	85.5	1.00	4.99
Section Results:		**94%**					**4.92**
Trust							
● Parent-teacher trust	Parents	99	88.9	94.3	99.7	0.94	4.76
● Parent-principal trust	Parents	99	88.6	94.8	100.0	0.91	4.64
Student-teacher trust	Students	78	69.2	82.0	94.8	0.33	2.32
● Teacher-principal trust	Teachers	96	63.2	87.4	100.0	0.90	4.60
● Teacher-teacher trust	Teachers	98	74.2	90.6	100.0	0.92	4.68
Section Results:		**94%**					**4.20**

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	2.71	2.62 or lower	2.63 to 2.70	2.71 to 2.76	2.77 or higher
Average Student Proficiency - School's Lowest Third	2.17	2.04 or lower	2.05 to 2.12	2.13 to 2.19	2.20 or higher
Percentage of Students at Level 3 or 4	34.3%	31.7% or lower	31.8% to 35.4%	35.5% to 38.4%	38.5% or higher
State Test Results - Math*					
Average Student Proficiency	2.71	2.56 or lower	2.57 to 2.69	2.70 to 2.80	2.81 or higher
Average Student Proficiency - School's Lowest Third	2.02	1.94 or lower	1.95 to 2.06	2.07 to 2.15	2.16 or higher
Percentage of Students at Level 3 or 4	33.8%	27.9% or lower	28.0% to 33.7%	33.8% to 38.4%	38.5% or higher
Core Course Pass Rates					
ELA	98.0%	79.8% or lower	79.9% to 84.6%	84.7% to 88.4%	88.5% or higher
Math	96.9%	83.4% or lower	83.5% to 87.3%	87.4% to 90.5%	90.6% or higher
Science	99.3%	84.1% or lower	84.2% to 87.8%	87.9% to 90.9%	91.0% or higher
Social Studies	98.1%	77.3% or lower	77.4% to 82.6%	82.7% to 87.0%	87.1% or higher
Percent of 8th Graders Earning HS Credit	44.0%	20.8% or lower	20.9% to 32.7%	32.8% to 42.4%	42.5% or higher
9th Grade Adjusted Credit Accumulation of Former 8th Graders	93.0%	81.9% or lower	82.0% to 85.9%	86.0% to 88.9%	89.0% 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	1.92	1.81 or lower	1.82 to 1.87	1.88 to 1.92	1.93 or higher
Integrated Co-Teaching	2.28	2.11 or lower	2.12 to 2.19	2.20 to 2.25	2.26 or higher
SETSS	2.08	2.12 or lower	2.13 to 2.23	2.24 to 2.33	2.34 or higher
ELL	2.23	2.24 or lower	2.25 to 2.36	2.37 to 2.45	2.46 or higher
Lowest Third Citywide	2.04	1.95 or lower	1.96 to 1.99	2.00 to 2.03	2.04 or higher
Black and Hispanic Males in Lowest Third Citywide	2.00	1.90 or lower	1.91 to 1.95	1.96 to 1.99	2.00 or higher
Math - Average Proficiency Rating					
Self-Contained	1.89	1.74 or lower	1.75 to 1.83	1.84 to 1.90	1.91 or higher
Integrated Co-Teaching	2.12	1.99 or lower	2.00 to 2.11	2.12 to 2.21	2.22 or higher
SETSS	2.05	2.01 or lower	2.02 to 2.16	2.17 to 2.29	2.30 or higher
ELL	2.28	2.37 or lower	2.38 to 2.53	2.54 to 2.66	2.67 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	1.96	1.82 or lower	1.83 to 1.89	1.90 to 1.99	2.00 or higher
ELL Progress	75.0%	32.8% or lower	32.9% to 42.7%	42.8% to 50.7%	50.8% 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	87.0%	75.9% or lower	76.0% to 81.5%	81.6% to 86.1%	86.2% or higher
Movement of Students with Disabilities to Less Restrictive Environments	0.23	0.23 or lower	0.24 to 0.37	0.38 to 0.48	0.49 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.**