Framework for Great Schools
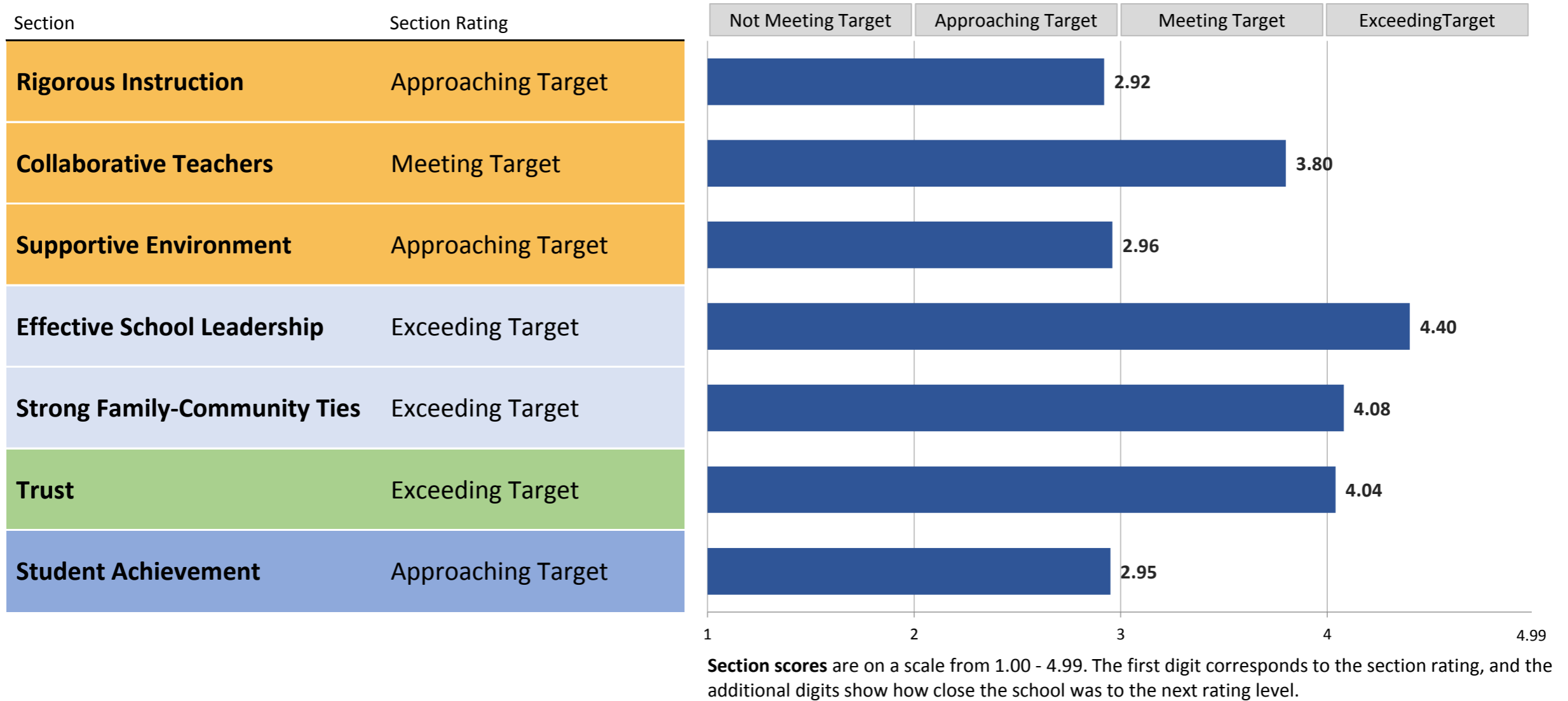
The Framework consists of six elements—Rigorous Instruction, Collaborative Teachers, Supportive Environment, Effective School Leadership, Strong Family-Community Ties, and Trust—that drive Student Achievement. The School Quality Guide shares ratings and data on each of the Framework elements, based on 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
Rigorous Instruction	Approaching Target
Collaborative Teachers	Meeting Target
Supportive Environment	Approaching Target
Effective School Leadership	Exceeding Target
Strong Family-Community Ties	Exceeding Target
Trust	Exceeding Target
Student Achievement	Approaching Target

Not Meeting Target	Approaching Target	Meeting Target	ExceedingTarget

- Rigorous Instruction: 2.92
- Collaborative Teachers: 3.80
- Supportive Environment: 2.96
- Effective School Leadership: 4.40
- Strong Family-Community Ties: 4.08
- Trust: 4.04
- Student Achievement: 2.95

Scale: 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: 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	15	34	29
Grade 7	37	19	38
Grade 8	62	43	26
All students	**114**	**96**	**93**

Student Demographics

	2012 - 2013	2013 - 2014	2014 - 2015
% English Language Learners	11%	10%	8%
% Free Lunch Eligible	79%	79%	90%
% Student with IEPs	47%	45%	45%
% Student with IEPs (less than 20% time)	27%	10%	13%
% HRA Eligible	-	69%	67%
% Temporary Housing	-	28%	22%
% Asian	1%	1%	1%
% Black	77%	69%	69%
% Hispanic	22%	29%	30%
% White	0%	1%	0%
% Other	0%	0%	0%
Average Incoming ELA Proficiency	2.41	2.04	2.14
Average Incoming Math Proficiency	2.67	2.18	2.29

Student Achievement Rating	Student Achievement Score
Approaching Target	**2.95**

Student Achievement Metrics

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	84	2.14	1.85	2.02	2.12	2.24	2.52	3.17	9.80%
Percentage of Students at Level 3 or 4	84	6.0%	0.0%	4.1%	7.1%	10.5%	19.0%	2.63	9.80%
Median Adjusted Growth Percentile	73	67.0	50.9	56.1	63.7	68.7	77.6	3.66	9.80%
Median Adjusted Growth Percentile - School's Lowest Third	26	77.5	67.7	72.8	79.9	84.7	93.1	2.66	9.80%
State Test Results - Math									
Average Student Proficiency	83	2.03	1.76	1.96	2.08	2.21	2.54	2.58	9.80%
Percentage of Students at Level 3 or 4	83	4.8%	0.0%	3.9%	6.7%	9.9%	19.5%	2.32	9.80%
Median Adjusted Growth Percentile	73	62.0	42.8	50.0	60.4	67.3	79.7	3.23	9.80%
Median Adjusted Growth Percentile - School's Lowest Third	30	76.0	59.6	65.7	74.5	80.3	90.7	3.26	9.80%
Core Course Pass Rates									
ELA	82	89.0%	59.2%	71.0%	79.6%	89.1%	100.0%	3.99	1.96%
● Math	82	90.2%	58.8%	70.8%	79.4%	89.0%	100.0%	4.11	1.96%
● Science	82	93.9%	61.3%	72.5%	80.6%	89.7%	100.0%	4.41	1.96%
● Social Studies	82	90.2%	55.5%	68.5%	77.8%	88.1%	100.0%	4.18	1.96%
○ Percent of 8th Graders Earning HS Credit	19	0.0%	0.0%	4.8%	8.4%	12.3%	23.2%	1.00	3.92%
○ 9th Grade Adjusted Credit Accumulation of Former 8th Graders	36	55.0%	52.0%	65.0%	74.0%	85.0%	96.0%	1.23	9.80%

	Weighted Average Score	2.79

Closing the Achievement Gap (CtAG) Metrics

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	17	20.2%	100.0%	5.9%	0.0%	0.4%	0.8%	1.3%	2.2%	4.99	0.030	0.030
○ Integrated Co-Teaching	14	16.7%	91.8%	0.0%	0.0%	1.6%	3.2%	5.1%	8.4%	1.00	0.030	0.000
SETSS	4	4.8%	51.6%		0.0%	2.6%	5.2%	8.2%	13.6%		0.030	0.000
Math - Percent at Level 3 or 4												
○ Self-Contained	18	21.7%	100.0%	0.0%	0.0%	0.7%	1.4%	2.3%	3.8%	1.00	0.030	0.000
○ Integrated Co-Teaching	13	15.7%	86.7%	0.0%	0.0%	2.4%	4.8%	7.6%	12.6%	1.00	0.030	0.000
SETSS	4	4.8%	52.2%		0.0%	3.3%	6.6%	10.4%	17.2%		0.030	0.000
ELA - Percent at 75th+ Growth Percentile												
○ ELL	9	12.3%	27.5%	22.2%	17.2%	27.0%	36.6%	47.8%	68.0%	1.51	0.030	0.004
Lowest Third Citywide	40	54.8%	70.6%	50.0%	31.5%	39.4%	47.2%	56.3%	72.7%	3.31	0.030	0.017
Black and Hispanic Males in Lowest Third Citywide	26	35.6%	79.6%	53.8%	29.6%	38.0%	46.2%	55.9%	73.2%	3.78	0.030	0.021
SC/ICT/SETSS	30	41.1%	100.0%	53.3%	35.0%	42.9%	50.8%	60.0%	76.4%	3.27	0.030	0.017
Math - Percent at 75th+ Growth Percentile												
ELL	11	15.1%	31.1%	27.3%	12.4%	22.8%	33.0%	45.0%	66.4%	2.44	0.030	0.011
Lowest Third Citywide	45	61.6%	75.9%	51.1%	24.4%	34.1%	43.7%	54.9%	75.0%	3.66	0.030	0.020
Black and Hispanic Males in Lowest Third Citywide	28	38.4%	86.3%	50.0%	24.1%	34.0%	43.7%	55.1%	75.5%	3.55	0.030	0.019
● SC/ICT/SETSS	30	41.1%	100.0%	60.0%	25.8%	34.5%	43.0%	53.1%	71.0%	4.39	0.030	0.025
ELL Progress	6	6.7%	18.6%	33.3%	11.3%	22.8%	34.2%	47.5%	71.3%		0.030	0.000

	CtAG Additional Points	0.16

	Overall Student Achievement Score	2.95

● 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%	2.88	34%
Section Rating: Approaching Target	**Section Score:**	**2.92**	

	Metric Value	Metric Score	Weight Pct
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**	

	Metric Value	Metric Score	Weight Pct
Supportive Environment			
Quality Review 3.4	Proficient	3.40	30%
NYC School Survey - Supportive Environment	81%	2.52	35%
Percentage of students with 90%+ attendance			
EMS	64.8%	2.92	
HS			
Overall	64.8%	2.92	30%
Movement of students with disabilities to less restrictive environments			
EMS	0.40	3.30	
HS			
Overall	0.40	3.30	5%
Section Rating: Approaching Target	**Section Score:**	**2.96**	

	Metric Value	Metric Score	Weight Pct
Effective School Leadership			
NYC School Survey - Effective School Leadership	94%	4.40	100%
Section Rating: Exceeding Target	**Section Score:**	**4.40**	

	Metric Value	Metric Score	Weight Pct
Strong Family-Community Ties			
NYC School Survey - Strong Family-Community Ties	86%	4.08	100%
Section Rating: Exceeding Target	**Section Score:**	**4.08**	

	Metric Value	Metric Score	Weight Pct
Trust			
NYC School Survey - Trust	94%	4.04	100%
Section Rating: Exceeding Target	**Section Score:**	**4.04**	

		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	0.50	3.00
Common Core shifts in math	Teachers	79	68.9	87.1	100.0	0.33	2.32
Course clarity	Students	87	81.3	89.7	98.1	0.32	2.28
Quality of student discussion	Teachers	88	53.2	78.4	100.0	0.74	3.96
Section Results:		**86%**					**2.88**
Collaborative Teachers							
Cultural awareness:							
Cultural awareness	Teachers	96	84.5	94.1	100.0	0.75	
Cultural awareness	Parents	93	87.1	93.3	99.5	0.50	
Cultural awareness	Students	83	70.6	84.2	97.8	0.46	
Cultural awareness	Combined	91				0.57	3.28
Inclusive classroom instruction	Teachers	92	81.7	93.3	100.0	0.54	3.16
● Quality of professional development	Teachers	94	54.0	77.4	100.0	0.87	4.48
School commitment	Teachers	89	59.7	84.3	100.0	0.72	3.88
● Innovation	Teachers	98	65.8	85.2	100.0	0.95	4.80
● Reflective dialogue	Teachers	100	86.6	95.8	100.0	1.00	4.99
● Peer collaboration	Teachers	98	76.7	91.9	100.0	0.91	4.64
● Focus on student learning	Teachers	92	68.4	88.4	100.0	0.76	4.04
● Collective responsibility	Teachers	96	57.5	82.3	100.0	0.91	4.64
Section Results:		**94%**					**4.20**
Supportive Environment							
Safety:							
Safety	Teachers						
Safety	Students	78	67.5	82.9	98.3	0.34	
Safety	Combined	78				0.34	2.36
Classroom behavior:							
Classroom behavior	Teachers						
Classroom behavior	Students	75	63.4	79.2	95.0	0.37	
Classroom behavior	Combined	75				0.37	2.48
● Social-emotional measure	Teachers	97	84.7	95.3	100.0	0.79	4.16
○ Peer interactions	Students	71	67.5	80.7	93.9	0.13	1.52
Next-level guidance	Students	85	76.9	88.3	99.7	0.36	2.44
Press toward academic achievement:							
Press toward academic achievement	Teachers						
Press toward academic achievement	Students	85	80.6	88.2	95.8	0.28	
Press toward academic achievement	Combined	85				0.28	2.12
Personal attention and support	Students	84	74.1	85.5	96.9	0.45	2.80
Peer support for academic work:							
Peer support for academic work	Teachers						
Peer support for academic work	Parents	86	76.8	88.6	100.0	0.40	
Peer support for academic work	Students	56	48.0	66.6	85.2	0.21	
Peer support for academic work	Combined	71				0.30	2.20
Section Results:		**81%**					**2.52**

		Survey % Positive	City Range			Percent of Range	Score
			Bottom of Range	City Avg	Top of Range		
Effective School Leadership							
• Inclusive principal leadership	Parents	95	82.1	90.7	99.3	0.75	4.00
• Teacher influence	Teachers	85	34.5	67.1	99.7	0.77	4.08
• Program coherence	Teachers	95	60.8	85.2	100.0	0.87	4.48
• Principal instructional leadership	Teachers	100	67.2	88.0	100.0	1.00	4.99
Section Results:		94%					**4.40**
Strong Family Community Ties							
Teacher outreach to parents:							
Teacher outreach to parents	Teachers	95	79.9	92.5	100.0	0.76	
Teacher outreach to parents	Parents	96	81.6	90.6	99.6	0.77	
• Teacher outreach to parents	Combined	95				0.76	4.04
• Parent involvement in the schools	Parents	77	47.1	66.3	85.5	0.78	4.12
Section Results:		86%					**4.08**
Trust							
• Parent-teacher trust	Parents	98	88.9	94.3	99.7	0.81	4.24
• Parent-principal trust	Parents	98	88.6	94.8	100.0	0.81	4.24
Student-teacher trust	Students	78	69.2	82.0	94.8	0.32	2.28
• Teacher-principal trust	Teachers	99	63.2	87.4	100.0	0.97	4.88
• Teacher-teacher trust	Teachers	97	74.2	90.6	100.0	0.88	4.52
Section Results:		94%					**4.04**

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	2.14	2.09 or lower	2.10 to 2.16	2.17 to 2.22	2.23 or higher
Average Student Proficiency - School's Lowest Third	1.85	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	6.0%	5.8% or lower	5.9% to 9.9%	10.0% to 14.9%	15.0% or higher
State Test Results - Math*					
Average Student Proficiency	2.03	1.97 or lower	1.98 to 2.10	2.11 to 2.21	2.22 or higher
Average Student Proficiency - School's Lowest Third	1.82	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	4.8%	5.7% or lower	5.8% to 9.9%	10.0% to 14.9%	15.0% or higher
Core Course Pass Rates					
ELA	89.0%	75.8% or lower	75.9% to 81.5%	81.6% to 86.1%	86.2% or higher
Math	90.2%	78.7% or lower	78.8% to 83.7%	83.8% to 87.7%	87.8% or higher
Science	93.9%	80.9% or lower	81.0% to 85.3%	85.4% to 89.0%	89.1% or higher
Social Studies	90.2%	74.2% or lower	74.3% to 80.3%	80.4% to 85.2%	85.3% or higher
Percent of 8th Graders Earning HS Credit	0.0%	4.9% or lower	5.0% to 9.9%	10.0% to 14.9%	15.0% or higher
9th Grade Adjusted Credit Accumulation of Former 8th Graders	55.0%	71.9% or lower	72.0% to 76.9%	77.0% to 79.9%	80.0% 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	1.87	1.78 or lower	1.79 to 1.84	1.85 to 1.90	1.91 or higher
Integrated Co-Teaching	2.07	1.96 or lower	1.97 to 2.04	2.05 to 2.11	2.12 or higher
SETSS		1.96 or lower	1.97 to 2.07	2.08 to 2.16	2.17 or higher
ELL	2.46	1.96 or lower	1.97 to 2.08	2.09 to 2.17	2.18 or higher
Lowest Third Citywide	1.86	1.87 or lower	1.88 to 1.91	1.92 to 1.99	2.00 or higher
Black and Hispanic Males in Lowest Third Citywide	1.88	1.84 or lower	1.85 to 1.89	1.90 to 1.99	2.00 or higher
Math - Average Proficiency Rating					
Self-Contained	1.83	1.72 or lower	1.73 to 1.80	1.81 to 1.89	1.90 or higher
Integrated Co-Teaching	1.80	1.80 or lower	1.81 to 1.92	1.93 to 2.01	2.02 or higher
SETSS		1.79 or lower	1.80 to 1.94	1.95 to 2.06	2.07 or higher
ELL	2.12	1.94 or lower	1.95 to 2.10	2.11 to 2.23	2.24 or higher
Lowest Third Citywide	1.84	1.79 or lower	1.80 to 1.89	1.90 to 1.99	2.00 or higher
Black and Hispanic Males in Lowest Third Citywide	1.85	1.79 or lower	1.80 to 1.89	1.90 to 1.99	2.00 or higher
ELL Progress	33.3%	33.5% or lower	33.6% to 43.3%	43.4% to 51.3%	51.4% 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	64.8%	59.5% or lower	59.6% to 65.4%	65.5% to 70.2%	70.3% or higher
Movement of Students with Disabilities to Less Restrictive Environments	0.40	0.26 or lower	0.27 to 0.41	0.42 to 0.53	0.54 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.