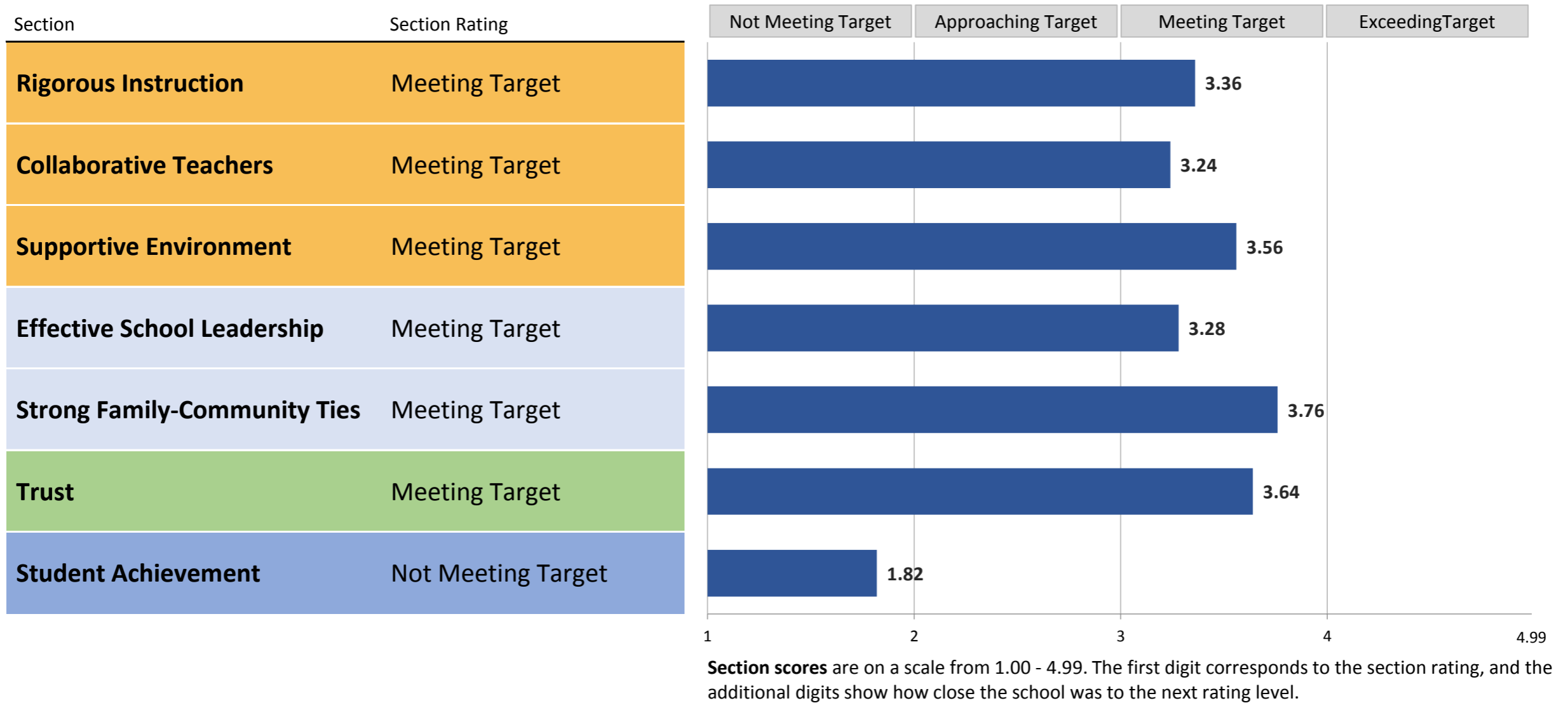


**Framework for Great Schools**

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.



**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>

**2014-15 School Quality Guide / MS**  
**School Enrollment and Demographic Data**

29Q289

Queens United Middle School

**Student Enrollment**

<b>Grade</b>	<b>2012 - 2013</b>	<b>2013 - 2014</b>	<b>2014 - 2015</b>
Grade 6	-	80	72
Grade 7	-	-	76
<b>All students</b>	-	<b>80</b>	<b>148</b>

**Student Demographics**

	<b>2012 - 2013</b>	<b>2013 - 2014</b>	<b>2014 - 2015</b>
% English Language Learners	-	3%	2%
% Free Lunch Eligible	-	59%	63%
% Student with IEPs	-	20%	19%
% Student with IEPs (less than 20% time)	-	8%	5%
% HRA Eligible	-	35%	27%
% Temporary Housing	-	11%	5%
% Asian	-	0%	1%
% Black	-	91%	84%
% Hispanic	-	5%	7%
% White	-	3%	1%
% Other	-	1%	7%
Average Incoming ELA Proficiency	-	2.43	2.50
Average Incoming Math Proficiency	-	2.41	2.41

2014-15 School Quality Guide / MS  
Student Achievement Scoring Appendix

29Q289  
Queens United Middle School

Student Achievement Rating	Student Achievement Score
<b>Not Meeting Target</b>	<b>1.82</b>

Student Achievement Metrics	n	2014-15 School Value	Bottom of Target Range	2014-15 Targets			Top of Target Range	Metric Score	Weight Pct
				Approaching Target	Meeting Target	Exceeding Target			
<b>State Test Results - ELA</b>									
Average Student Proficiency	146	<b>2.34</b>	2.02	2.23	2.33	2.45	2.69	<b>3.08</b>	11.36%
Percentage of Students at Level 3 or 4	146	<b>14.4%</b>	4.2%	10.7%	15.0%	19.9%	27.6%	<b>2.86</b>	11.36%
○ Median Adjusted Growth Percentile	138	<b>47.0</b>	47.0	52.8	61.1	66.7	76.5	<b>1.00</b>	11.36%
○ Median Adjusted Growth Percentile - School's Lowest Third	48	<b>58.5</b>	61.4	67.0	75.2	80.7	90.4	<b>1.00</b>	11.36%
<b>State Test Results - Math</b>									
Average Student Proficiency	144	<b>2.18</b>	1.84	2.16	2.36	2.59	2.91	<b>2.10</b>	11.36%
○ Percentage of Students at Level 3 or 4	144	<b>9.7%</b>	0.0%	10.0%	17.4%	25.7%	35.9%	<b>1.97</b>	11.36%
○ Median Adjusted Growth Percentile	138	<b>37.5</b>	40.2	48.2	59.9	67.6	81.4	<b>1.00</b>	11.36%
○ Median Adjusted Growth Percentile - School's Lowest Third	49	<b>41.0</b>	56.9	63.2	72.4	78.5	89.3	<b>1.00</b>	11.36%
<b>Core Course Pass Rates</b>									
ELA	145	<b>79.3%</b>	68.2%	77.3%	84.0%	91.5%	100.0%	<b>2.30</b>	2.27%
○ Math	145	<b>70.3%</b>	68.2%	77.3%	84.0%	91.5%	100.0%	<b>1.23</b>	2.27%
● Science	145	<b>96.6%</b>	70.8%	79.2%	85.3%	92.2%	100.0%	<b>4.56</b>	2.27%
○ Social Studies	145	<b>71.0%</b>	66.2%	75.8%	83.0%	90.9%	100.0%	<b>1.50</b>	2.27%
Percent of 8th Graders Earning HS Credit			0.0%	14.2%	24.7%	36.4%	49.9%		0.00%
9th Grade Adjusted Credit Accumulation of Former 8th Graders			58.0%	70.0%	79.0%	89.0%	100.0%		0.00%
								<b>Weighted Average Score</b>	<b>1.81</b>

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			Top of Target Range	Metric Score	Extra Points Possible	Extra Points Earned
						Approaching Target	Meeting Target	Exceeding Target				
<b>ELA - Percent at Level 3 or 4</b>												
○ Self-Contained	13	8.9%	46.1%	<b>0.0%</b>	0.0%	0.4%	0.8%	1.3%	2.2%	<b>1.00</b>	0.030	0.000
○ Integrated Co-Teaching	11	7.5%	41.2%	<b>0.0%</b>	0.0%	1.6%	3.2%	5.1%	8.4%	<b>1.00</b>	0.030	0.000
SETSS	2	1.4%	15.1%		0.0%	2.6%	5.2%	8.2%	13.6%		0.030	0.000
<b>Math - Percent at Level 3 or 4</b>												
○ Self-Contained	13	9.0%	47.6%	<b>0.0%</b>	0.0%	0.7%	1.4%	2.3%	3.8%	<b>1.00</b>	0.030	0.000
○ Integrated Co-Teaching	11	7.6%	42.0%	<b>0.0%</b>	0.0%	2.4%	4.8%	7.6%	12.6%	<b>1.00</b>	0.030	0.000
SETSS	2	1.4%	15.2%		0.0%	3.3%	6.6%	10.4%	17.2%		0.030	0.000
<b>ELA - Percent at 75th+ Growth Percentile</b>												
ELL	2	1.4%	3.1%		17.2%	27.0%	36.6%	47.8%	68.0%		0.030	0.000
○ Lowest Third Citywide	41	29.7%	35.8%	<b>29.3%</b>	31.5%	39.4%	47.2%	56.3%	72.7%	<b>1.00</b>	0.030	0.000
○ Black and Hispanic Males in Lowest Third Citywide	17	12.3%	27.5%	<b>23.5%</b>	29.6%	38.0%	46.2%	55.9%	73.2%	<b>1.00</b>	0.030	0.000
○ SC/ICT/SETSS	24	17.4%	36.5%	<b>37.5%</b>	35.0%	42.9%	50.8%	60.0%	76.4%	<b>1.32</b>	0.030	0.002
<b>Math - Percent at 75th+ Growth Percentile</b>												
ELL	3	2.2%	4.5%		12.4%	22.8%	33.0%	45.0%	66.4%		0.030	0.000
○ Lowest Third Citywide	59	42.8%	52.5%	<b>23.7%</b>	24.4%	34.1%	43.7%	54.9%	75.0%	<b>1.00</b>	0.030	0.000
○ Black and Hispanic Males in Lowest Third Citywide	26	18.8%	42.2%	<b>30.8%</b>	24.1%	34.0%	43.7%	55.1%	75.5%	<b>1.68</b>	0.030	0.005
○ SC/ICT/SETSS	24	17.4%	37.5%	<b>33.3%</b>	25.8%	34.5%	43.0%	53.1%	71.0%	<b>1.86</b>	0.030	0.006
ELL Progress	4	2.7%	7.5%		11.3%	22.8%	34.2%	47.5%	71.3%		0.030	0.000
											<b>CtAG Additional Points</b>	<b>0.01</b>
											<b>Overall Student Achievement Score</b>	<b>1.82</b>

- 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
<b>Rigorous Instruction</b>			
Quality Review 1.1	Proficient	3.40	22%
Quality Review 1.2	Proficient	3.40	22%
Quality Review 2.2	Well Developed	4.99	22%
NYC School Survey - Rigorous Instruction	75%	2.24	34%
<b>Section Rating: Meeting Target</b>	<b>Section Score:</b>	<b>3.36</b>	

<b>Collaborative Teachers</b>			
Quality Review 4.2	Proficient	3.40	50%
NYC School Survey - Collaborative Teachers	86%	3.08	50%
<b>Section Rating: Meeting Target</b>	<b>Section Score:</b>	<b>3.24</b>	

<b>Supportive Environment</b>			
Quality Review 3.4	Proficient	3.40	30%
NYC School Survey - Supportive Environment	85%	3.08	35%
Percentage of students with 90%+ attendance			
EMS	86.9%	4.20	
HS			
Overall	86.9%	4.20	30%
Movement of students with disabilities to less restrictive environments			
EMS	0.48	3.70	
HS			
Overall	0.48	3.70	5%
<b>Section Rating: Meeting Target</b>	<b>Section Score:</b>	<b>3.56</b>	

<b>Effective School Leadership</b>			
NYC School Survey - Effective School Leadership	84%	3.28	100%
<b>Section Rating: Meeting Target</b>	<b>Section Score:</b>	<b>3.28</b>	

<b>Strong Family-Community Ties</b>			
NYC School Survey - Strong Family-Community Ties	84%	3.76	100%
<b>Section Rating: Meeting Target</b>	<b>Section Score:</b>	<b>3.76</b>	

<b>Trust</b>			
NYC School Survey - Trust	91%	3.64	100%
<b>Section Rating: Meeting Target</b>	<b>Section Score:</b>	<b>3.64</b>	

		Survey % Positive	City Range			Percent of Range	Score	
			Bottom of Range	City Avg	Top of Range			
<b>Rigorous Instruction</b>								
○	Common Core shifts in literacy	Teachers	80	79.4	91.4	100.0	0.03	1.12
	Common Core shifts in math	Teachers	88	68.9	87.1	100.0	0.61	3.44
	Course clarity	Students	91	81.3	89.7	98.1	0.60	3.40
○	Quality of student discussion	Teachers	40	53.2	78.4	100.0	0.00	1.00
<b>Section Results:</b>			75%					<b>2.24</b>
<b>Collaborative Teachers</b>								
Cultural awareness:								
	Cultural awareness	Teachers	92	84.5	94.1	100.0	0.50	
	Cultural awareness	Parents	92	87.1	93.3	99.5	0.50	
	Cultural awareness	Students	82	70.6	84.2	97.8	0.40	
	Cultural awareness	Combined	88				0.47	2.88
	Inclusive classroom instruction	Teachers	92	81.7	93.3	100.0	0.55	3.20
	Quality of professional development	Teachers	84	54.0	77.4	100.0	0.65	3.60
	School commitment	Teachers	71	59.7	84.3	100.0	0.28	2.12
	Innovation	Teachers	88	65.8	85.2	100.0	0.64	3.56
	Reflective dialogue	Teachers	89	86.6	95.8	100.0	0.25	2.00
●	Peer collaboration	Teachers	96	76.7	91.9	100.0	0.84	4.36
	Focus on student learning	Teachers	81	68.4	88.4	100.0	0.41	2.64
	Collective responsibility	Teachers	83	57.5	82.3	100.0	0.60	3.40
<b>Section Results:</b>			86%					<b>3.08</b>
<b>Supportive Environment</b>								
Safety:								
	Safety	Teachers						
	Safety	Students	84	67.5	82.9	98.3	0.52	
	Safety	Combined	84				0.52	3.08
Classroom behavior:								
	Classroom behavior	Teachers						
	Classroom behavior	Students	75	63.4	79.2	95.0	0.36	
	Classroom behavior	Combined	75				0.36	2.44
●	Social-emotional measure	Teachers	97	84.7	95.3	100.0	0.80	4.20
	Peer interactions	Students	82	67.5	80.7	93.9	0.53	3.12
	Next-level guidance	Students	89	76.9	88.3	99.7	0.52	3.08
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	90	74.1	85.5	96.9	0.68	3.72
Peer support for academic work:								
	Peer support for academic work	Teachers						
	Peer support for academic work	Parents	88	76.8	88.6	100.0	0.46	
	Peer support for academic work	Students	63	48.0	66.6	85.2	0.39	
	Peer support for academic work	Combined	75				0.43	2.72
<b>Section Results:</b>			85%					<b>3.08</b>

		Survey % Positive	City Range			Percent of Range	Score
			Bottom of Range	City Avg	Top of Range		
<b>Effective School Leadership</b>							
Inclusive principal leadership	Parents	92	82.1	90.7	99.3	0.56	3.24
Teacher influence	Teachers	80	34.5	67.1	99.7	0.69	3.76
Program coherence	Teachers	77	60.8	85.2	100.0	0.41	2.64
Principal instructional leadership	Teachers	88	67.2	88.0	100.0	0.62	3.48
<b>Section Results:</b>		84%					<b>3.28</b>
<b>Strong Family Community Ties</b>							
Teacher outreach to parents:							
Teacher outreach to parents	Teachers	96	79.9	92.5	100.0	0.81	
Teacher outreach to parents	Parents	90	81.6	90.6	99.6	0.50	
Teacher outreach to parents	Combined	93				0.65	3.60
Parent involvement in the schools	Parents	75	47.1	66.3	85.5	0.73	3.92
<b>Section Results:</b>		84%					<b>3.76</b>
<b>Trust</b>							
Parent-teacher trust	Parents	93	88.9	94.3	99.7	0.50	3.00
• Parent-principal trust	Parents	95	88.6	94.8	100.0	0.75	4.00
Student-teacher trust	Students	84	69.2	82.0	94.8	0.58	3.32
Teacher-principal trust	Teachers	83	63.2	87.4	100.0	0.55	3.20
• Teacher-teacher trust	Teachers	98	74.2	90.6	100.0	0.94	4.76
<b>Section Results:</b>		91%					<b>3.64</b>

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
<b>State Test Results - ELA*</b>					
Average Student Proficiency	2.34	2.43 or lower	2.44 to 2.51	2.52 to 2.57	2.58 or higher
Average Student Proficiency - School's Lowest Third	1.93	2.06 or lower	2.07 to 2.14	2.15 to 2.21	2.22 or higher
Percentage of Students at Level 3 or 4	14.4%	20.0% or lower	20.1% to 23.7%	23.8% to 26.7%	26.8% or higher
<b>State Test Results - Math*</b>					
Average Student Proficiency	2.18	2.30 or lower	2.31 to 2.43	2.44 to 2.53	2.54 or higher
Average Student Proficiency - School's Lowest Third	1.77	1.95 or lower	1.96 to 2.07	2.08 to 2.16	2.17 or higher
Percentage of Students at Level 3 or 4	9.7%	14.1% or lower	14.2% to 19.9%	20.0% to 24.7%	24.8% or higher
<b>Core Course Pass Rates</b>					
ELA	79.3%	79.9% or lower	80.0% to 84.6%	84.7% to 88.4%	88.5% or higher
Math	70.3%	82.1% or lower	82.2% to 86.3%	86.4% to 89.7%	89.8% or higher
Science	96.6%	82.7% or lower	82.8% to 86.8%	86.9% to 90.1%	90.2% or higher
Social Studies	71.0%	77.6% or lower	77.7% to 82.8%	82.9% to 87.1%	87.2% or higher
Percent of 8th Graders Earning HS Credit		13.3% or lower	13.4% to 20.9%	21.0% to 27.1%	27.2% or higher
9th Grade Adjusted Credit Accumulation of Former 8th Graders					

Closing the Achievement Gap Metrics*	2014-15 School Value	2015-16 Targets			
		Not Meeting Target	Approaching Target	Meeting Target	Exceeding Target
<b>ELA - Average Proficiency Rating</b>					
Self-Contained	1.76	1.83 or lower	1.84 to 1.90	1.91 to 1.95	1.96 or higher
Integrated Co-Teaching	2.18	2.09 or lower	2.10 to 2.17	2.18 to 2.23	2.24 or higher
SETSS		2.12 or lower	2.13 to 2.23	2.24 to 2.33	2.34 or higher
ELL		2.12 or lower	2.13 to 2.24	2.25 to 2.33	2.34 or higher
Lowest Third Citywide	1.89	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	1.81	1.89 or lower	1.90 to 1.94	1.95 to 1.99	2.00 or higher
<b>Math - Average Proficiency Rating</b>					
Self-Contained	1.77	1.76 or lower	1.77 to 1.85	1.86 to 1.92	1.93 or higher
Integrated Co-Teaching	2.01	1.97 or lower	1.98 to 2.09	2.10 to 2.18	2.19 or higher
SETSS		2.06 or lower	2.07 to 2.21	2.22 to 2.34	2.35 or higher
ELL		2.15 or lower	2.16 to 2.31	2.32 to 2.44	2.45 or higher
Lowest Third Citywide	1.81	1.86 or lower	1.87 to 1.93	1.94 to 1.99	2.00 or higher
Black and Hispanic Males in Lowest Third Citywide	1.81	1.84 or lower	1.85 to 1.90	1.91 to 1.99	2.00 or higher
ELL Progress		34.3% or lower	34.4% to 44.1%	44.2% to 52.1%	52.2% 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 and 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	86.9%	75.5% or lower	75.6% to 81.3%	81.4% to 85.9%	86.0% or higher
Movement of Students with Disabilities to Less Restrictive Environments	0.48	0.20 or lower	0.21 to 0.32	0.33 to 0.42	0.43 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.