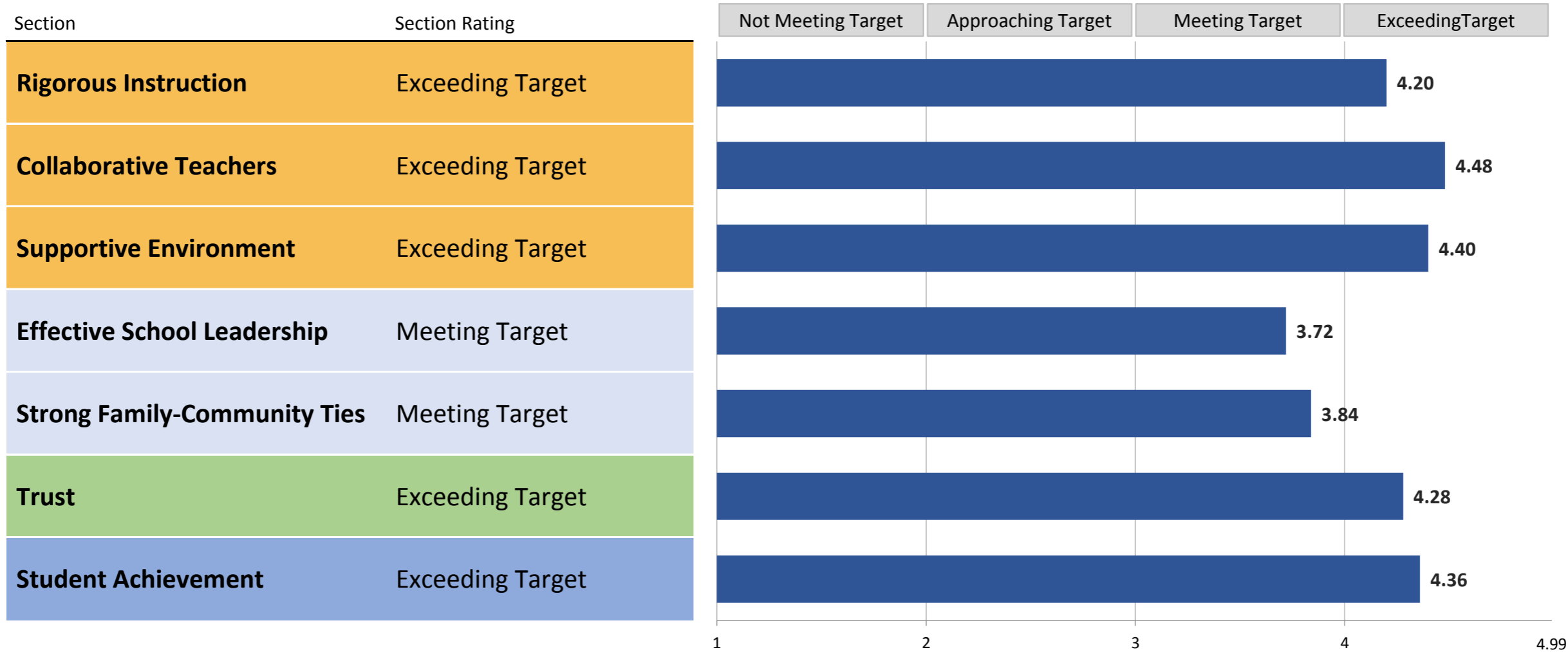## Summary of Section Ratings

M.S. M245 The Computer School

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	Exceeding Target					4.20
Collaborative Teachers	Exceeding Target					4.48
Supportive Environment	Exceeding Target					4.40
Effective School Leadership	Meeting Target				3.72	
Strong Family-Community Ties	Meeting Target				3.84	
Trust	Exceeding Target					4.28
Student Achievement	Exceeding Target					4.36

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 6	137	141	136
Grade 7	136	137	139
Grade 8	137	133	137
All students	**410**	**411**	**412**

Student Demographics

	2012 - 2013	2013 - 2014	2014 - 2015
% English Language Learners	2%	2%	2%
% Free Lunch Eligible	31%	31%	30%
% Student with IEPs	16%	16%	18%
% Student with IEPs (less than 20% time)	4%	2%	2%
% HRA Eligible	-	22%	19%
% Temporary Housing	-	4%	3%
% Asian	10%	9%	7%
% Black	19%	17%	17%
% Hispanic	25%	25%	26%
% White	45%	47%	46%
% Other	0%	3%	4%
Average Incoming ELA Proficiency	3.22	3.00	3.11
Average Incoming Math Proficiency	3.67	3.29	3.35

Student Achievement Rating	Student Achievement Score
Exceeding Target	**4.36**

Student Achievement Metrics

					2014-15 Targets				
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	401	**3.17**	2.34	2.66	2.81	2.98	3.18	**4.95**	9.80%
● Percentage of Students at Level 3 or 4	401	**64.1%**	19.0%	29.9%	37.6%	46.2%	55.4%	**4.99**	9.80%
● Median Adjusted Growth Percentile	395	**73.0**	52.5	57.4	64.3	68.9	77.0	**4.51**	9.80%
● Median Adjusted Growth Percentile - School's Lowest Third	134	**82.0**	62.5	66.9	73.4	77.7	85.7	**4.54**	9.80%
State Test Results - Math									
Average Student Proficiency	387	**3.14**	2.27	2.66	2.89	3.15	3.43	**3.96**	9.80%
● Percentage of Students at Level 3 or 4	387	**55.0%**	16.5%	30.0%	40.5%	52.1%	66.2%	**4.21**	9.80%
Median Adjusted Growth Percentile	384	**58.0**	45.8	52.6	62.3	68.7	80.1	**2.56**	9.80%
Median Adjusted Growth Percentile - School's Lowest Third	137	**71.0**	57.1	62.7	70.8	76.1	85.8	**3.04**	9.80%
Core Course Pass Rates									
● ELA	403	**99.3%**	80.4%	87.8%	91.4%	95.4%	100.0%	**4.85**	1.96%
● Math	403	**98.5%**	82.1%	89.4%	92.5%	96.0%	100.0%	**4.63**	1.96%
● Science	403	**99.0%**	78.0%	85.1%	89.5%	94.4%	100.0%	**4.82**	1.96%
● Social Studies	403	**99.3%**	82.8%	90.8%	93.5%	96.5%	100.0%	**4.80**	1.96%
● Percent of 8th Graders Earning HS Credit	137	**94.9%**	0.0%	20.4%	35.5%	52.4%	74.9%	**4.99**	3.92%
● 9th Grade Adjusted Credit Accumulation of Former 8th Graders	119	**96.0%**	76.0%	84.0%	89.0%	94.0%	100.0%	**4.33**	9.80%
								Weighted Average Score	**4.20**

Closing the Achievement Gap (CtAG) Metrics

						2014-15 Targets						
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	16	4.0%	20.7%	**6.3%**	0.0%	0.4%	0.8%	1.3%	2.2%		0.030	0.000
● Integrated Co-Teaching	28	7.0%	38.5%	**39.3%**	0.0%	1.6%	3.2%	5.1%	8.4%	4.99	0.030	0.030
● SETSS	25	6.2%	66.7%	**64.0%**	0.0%	2.6%	5.2%	8.2%	13.6%	4.99	0.030	0.030
Math - Percent at Level 3 or 4												
Self-Contained	16	4.1%	21.7%	**0.0%**	0.0%	0.7%	1.4%	2.3%	3.8%		0.030	0.000
● Integrated Co-Teaching	28	7.2%	39.8%	**35.7%**	0.0%	2.4%	4.8%	7.6%	12.6%	4.99	0.030	0.030
● SETSS	25	6.5%	70.7%	**40.0%**	0.0%	3.3%	6.6%	10.4%	17.2%	4.99	0.030	0.030
ELA - Percent at 75th+ Growth Percentile												
ELL	17	4.3%	9.6%	**41.2%**	17.2%	27.0%	36.6%	47.8%	68.0%		0.030	0.000
Lowest Third Citywide	33	8.4%	6.2%	**66.7%**	31.5%	39.4%	47.2%	56.3%	72.7%		0.030	0.000
Black and Hispanic Males in Lowest Third Citywide	18	4.6%	10.3%	**66.7%**	29.6%	38.0%	46.2%	55.9%	73.2%		0.030	0.000
● SC/ICT/SETSS	69	17.5%	36.8%	**62.3%**	35.0%	42.9%	50.8%	60.0%	76.4%	4.14	0.030	0.024
Math - Percent at 75th+ Growth Percentile												
ELL	20	5.2%	10.7%	**45.0%**	12.4%	22.8%	33.0%	45.0%	66.4%		0.030	0.000
Lowest Third Citywide	38	9.9%	11.6%	**52.6%**	24.4%	34.1%	43.7%	54.9%	75.0%		0.030	0.000
Black and Hispanic Males in Lowest Third Citywide	18	4.7%	10.6%	**50.0%**	24.1%	34.0%	43.7%	55.1%	75.5%		0.030	0.000
SC/ICT/SETSS	69	18.0%	39.4%	**44.9%**	25.8%	34.5%	43.0%	53.1%	71.0%	3.19	0.030	0.016
ELL Progress	8	1.9%	5.3%	**50.0%**	11.3%	22.8%	34.2%	47.5%	71.3%		0.030	0.000
										CtAG Additional Points		**0.16**
										Overall Student Achievement Score		**4.36**

● 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	Well Developed	4.99	22%
Quality Review 2.2	Proficient	3.40	22%
NYC School Survey - Rigorous Instruction	90%	3.64	34%
Section Rating: Exceeding Target	**Section Score:**	**4.20**	
Collaborative Teachers			
Quality Review 4.2	Well Developed	4.99	50%
NYC School Survey - Collaborative Teachers	92%	3.96	50%
Section Rating: Exceeding Target	**Section Score:**	**4.48**	
Supportive Environment			
Quality Review 3.4	Well Developed	4.99	30%
NYC School Survey - Supportive Environment	91%	4.04	35%
Percentage of students with 90%+ attendance			
EMS	93.9%	4.32	
HS			
Overall	93.9%	4.32	30%
Movement of students with disabilities to less restrictive environments			
EMS	0.45	3.55	
HS			
Overall	0.45	3.55	5%
Section Rating: Exceeding Target	**Section Score:**	**4.40**	
Effective School Leadership			
NYC School Survey - Effective School Leadership	85%	3.72	100%
Section Rating: Meeting Target	**Section Score:**	**3.72**	
Strong Family-Community Ties			
NYC School Survey - Strong Family-Community Ties	86%	3.84	100%
Section Rating: Meeting Target	**Section Score:**	**3.84**	
Trust			
NYC School Survey - Trust	95%	4.28	100%
Section Rating: Exceeding Target	**Section Score:**	**4.28**	

		Survey % Positive	City Range			Percent of Range	Score
			Bottom of Range	City Avg	Top of Range		
Rigorous Instruction							
Common Core shifts in literacy	Teachers	93	79.4	91.4	100.0	0.66	3.64
● Common Core shifts in math	Teachers	96	68.9	87.1	100.0	0.86	4.44
Course clarity	Students	90	81.3	89.7	98.1	0.50	3.00
Quality of student discussion	Teachers	82	53.2	78.4	100.0	0.62	3.48
Section Results:		**90%**					**3.64**
Collaborative Teachers							
Cultural awareness:							
Cultural awareness	Teachers	84	84.5	94.1	100.0	0.00	
Cultural awareness	Parents	97	87.1	93.3	99.5	0.82	
Cultural awareness	Students	85	70.6	84.2	97.8	0.52	
Cultural awareness	Combined	89				0.45	2.80
Inclusive classroom instruction	Teachers	90	81.7	93.3	100.0	0.50	3.00
Quality of professional development	Teachers	77	54.0	77.4	100.0	0.49	2.96
● School commitment	Teachers	95	59.7	84.3	100.0	0.88	4.52
Innovation	Teachers	90	65.8	85.2	100.0	0.70	3.80
● Reflective dialogue	Teachers	98	86.6	95.8	100.0	0.81	4.24
● Peer collaboration	Teachers	100	76.7	91.9	100.0	1.00	4.99
● Focus on student learning	Teachers	100	68.4	88.4	100.0	1.00	4.99
● Collective responsibility	Teachers	91	57.5	82.3	100.0	0.80	4.20
Section Results:		**92%**					**3.96**
Supportive Environment							
Safety:							
Safety	Teachers						
Safety	Students	97	67.5	82.9	98.3	0.94	
● Safety	Combined	97				0.94	4.76
Classroom behavior:							
Classroom behavior	Teachers						
Classroom behavior	Students	91	63.4	79.2	95.0	0.88	
● Classroom behavior	Combined	91				0.88	4.52
● Social-emotional measure	Teachers	100	84.7	95.3	100.0	1.00	4.99
Peer interactions	Students	86	67.5	80.7	93.9	0.72	3.88
Next-level guidance	Students	93	76.9	88.3	99.7	0.71	3.84
Press toward academic achievement:							
Press toward academic achievement	Teachers						
Press toward academic achievement	Students	93	80.6	88.2	95.8	0.80	
● Press toward academic achievement	Combined	93				0.80	4.20
Personal attention and support	Students	83	74.1	85.5	96.9	0.39	2.56
Peer support for academic work:							
Peer support for academic work	Teachers						
Peer support for academic work	Parents	93	76.8	88.6	100.0	0.70	
Peer support for academic work	Students	70	48.0	66.6	85.2	0.59	
Peer support for academic work	Combined	81				0.64	3.56
Section Results:		**91%**					**4.04**

		Survey % Positive	City Range			Percent of Range	Score
			Bottom of Range	City Avg	Top of Range		
Effective School Leadership							
• Inclusive principal leadership	Parents	97	82.1	90.7	99.3	0.88	4.52
Teacher influence	Teachers	66	34.5	67.1	99.7	0.49	2.96
• Program coherence	Teachers	95	60.8	85.2	100.0	0.87	4.48
Principal instructional leadership	Teachers	83	67.2	88.0	100.0	0.47	2.88
Section Results:		**85%**					**3.72**
Strong Family Community Ties							
Teacher outreach to parents:							
Teacher outreach to parents	Teachers	91	79.9	92.5	100.0	0.57	
Teacher outreach to parents	Parents	89	81.6	90.6	99.6	0.43	
Teacher outreach to parents	Combined	90				0.50	3.00
• Parent involvement in the schools	Parents	82	47.1	66.3	85.5	0.91	4.64
Section Results:		**86%**					**3.84**
Trust							
• Parent-teacher trust	Parents	98	88.9	94.3	99.7	0.84	4.36
• Parent-principal trust	Parents	96	88.6	94.8	100.0	0.75	4.00
Student-teacher trust	Students	86	69.2	82.0	94.8	0.66	3.64
• Teacher-principal trust	Teachers	94	63.2	87.4	100.0	0.85	4.40
• Teacher-teacher trust	Teachers	100	74.2	90.6	100.0	1.00	4.99
Section Results:		**95%**					**4.28**

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	3.17	2.99 or lower	3.00 to 3.06	3.07 to 3.12	3.13 or higher
Average Student Proficiency - School's Lowest Third	2.67	2.34 or lower	2.35 to 2.42	2.43 to 2.49	2.50 or higher
Percentage of Students at Level 3 or 4	64.1%	51.1% or lower	51.2% to 54.8%	54.9% to 57.8%	57.9% or higher
State Test Results - Math*					
Average Student Proficiency	3.14	3.01 or lower	3.02 to 3.14	3.15 to 3.25	3.26 or higher
Average Student Proficiency - School's Lowest Third	2.47	2.31 or lower	2.32 to 2.43	2.44 to 2.53	2.54 or higher
Percentage of Students at Level 3 or 4	55.0%	49.9% or lower	50.0% to 55.7%	55.8% to 60.4%	60.5% or higher
Core Course Pass Rates					
ELA	99.3%	84.5% or lower	84.6% to 88.1%	88.2% to 91.1%	91.2% or higher
Math	98.5%	86.0% or lower	86.1% to 89.3%	89.4% to 92.0%	92.1% or higher
Science	99.0%	86.7% or lower	86.8% to 89.8%	89.9% to 92.3%	92.4% or higher
Social Studies	99.3%	82.2% or lower	82.3% to 86.4%	86.5% to 89.7%	89.8% or higher
Percent of 8th Graders Earning HS Credit	94.9%	28.7% or lower	28.8% to 40.8%	40.9% to 50.7%	50.8% or higher
9th Grade Adjusted Credit Accumulation of Former 8th Graders	96.0%	84.9% or lower	85.0% 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	2.06	1.83 or lower	1.84 to 1.90	1.91 to 1.95	1.96 or higher
Integrated Co-Teaching	2.85	2.38 or lower	2.39 to 2.46	2.47 to 2.52	2.53 or higher
SETSS	3.14	2.42 or lower	2.43 to 2.53	2.54 to 2.62	2.63 or higher
ELL	2.65	2.21 or lower	2.22 to 2.33	2.34 to 2.42	2.43 or higher
Lowest Third Citywide	2.18	2.01 or lower	2.02 to 2.05	2.06 to 2.09	2.10 or higher
Black and Hispanic Males in Lowest Third Citywide	1.95	1.94 or lower	1.95 to 1.99	2.00 to 2.03	2.04 or higher
Math - Average Proficiency Rating					
Self-Contained	1.81	1.78 or lower	1.79 to 1.86	1.87 to 1.93	1.94 or higher
Integrated Co-Teaching	2.86	2.38 or lower	2.39 to 2.50	2.51 to 2.60	2.61 or higher
SETSS	2.79	2.43 or lower	2.44 to 2.58	2.59 to 2.71	2.72 or higher
ELL	2.77	2.41 or lower	2.42 to 2.57	2.58 to 2.70	2.71 or higher
Lowest Third Citywide	1.99	1.92 or lower	1.93 to 1.99	2.00 to 2.05	2.06 or higher
Black and Hispanic Males in Lowest Third Citywide	1.94	1.88 or lower	1.89 to 1.95	1.96 to 2.00	2.01 or higher
ELL Progress	50.0%	27.7% or lower	27.8% to 37.5%	37.6% to 45.5%	45.6% 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 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	93.9%	80.7% or lower	80.8% to 85.2%	85.3% to 88.9%	89.0% or higher
Movement of Students with Disabilities to Less Restrictive Environments	0.45	0.15 or lower	0.16 to 0.24	0.25 to 0.31	0.32 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.**