

# 2014-15 School Quality Guide / MS

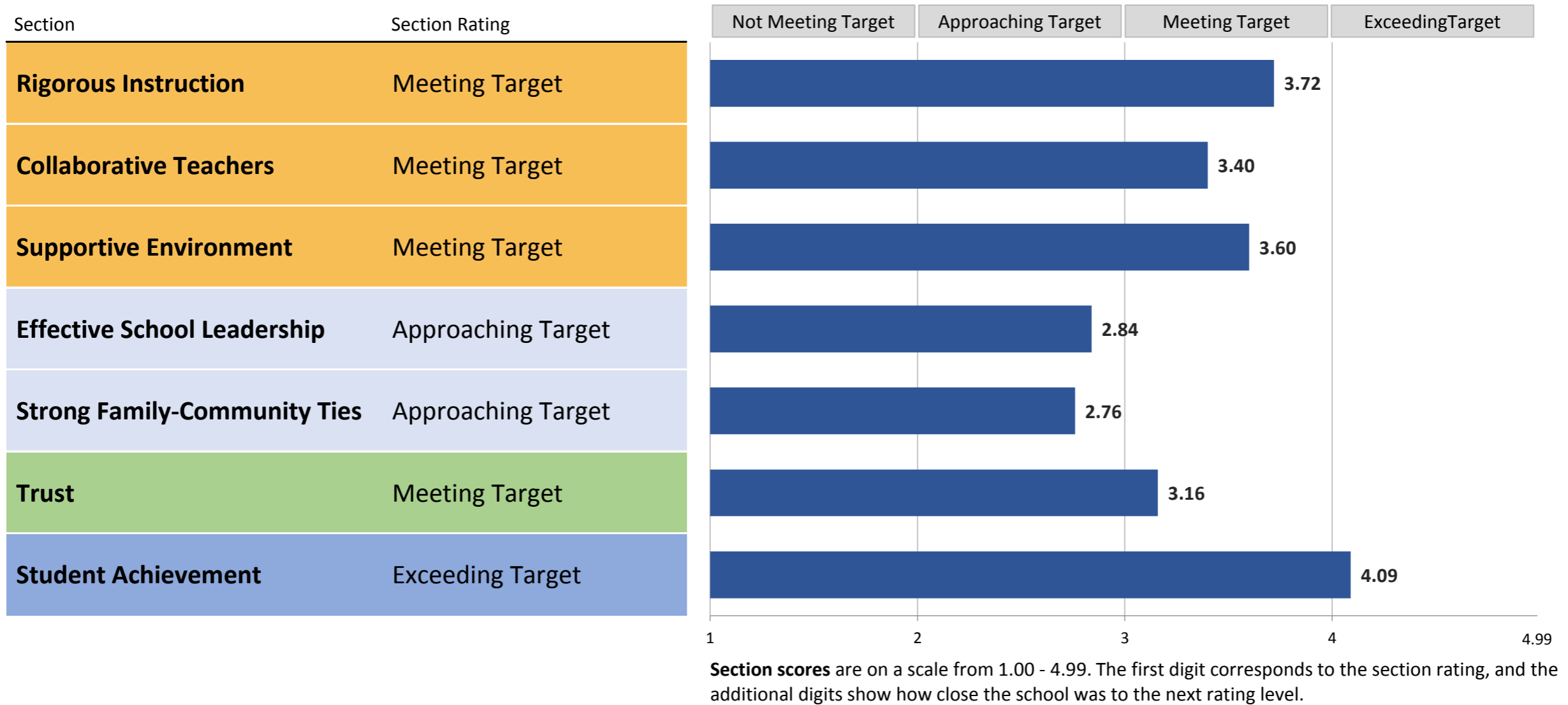
## Summary of Section Ratings

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School for Global Leaders

### 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**

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**Student Enrollment**

<b>Grade</b>	<b>2012 - 2013</b>	<b>2013 - 2014</b>	<b>2014 - 2015</b>
Grade 6	70	79	81
Grade 7	85	72	76
Grade 8	95	93	78
<b>All students</b>	<b>250</b>	<b>244</b>	<b>235</b>

**Student Demographics**

	<b>2012 - 2013</b>	<b>2013 - 2014</b>	<b>2014 - 2015</b>
% English Language Learners	14%	16%	14%
% Free Lunch Eligible	79%	79%	79%
% Student with IEPs	29%	28%	33%
% Student with IEPs (less than 20% time)	13%	9%	10%
% HRA Eligible	-	64%	60%
% Temporary Housing	-	11%	14%
% Asian	10%	13%	16%
% Black	24%	21%	23%
% Hispanic	62%	62%	57%
% White	3%	2%	3%
% Other	0%	2%	2%
Average Incoming ELA Proficiency	2.71	2.28	2.21
Average Incoming Math Proficiency	3.04	2.49	2.41

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Student Achievement Scoring Appendix

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Student Achievement Rating	Student Achievement Score
<b>Exceeding Target</b>	<b>4.09</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	223	2.34	1.96	2.15	2.24	2.35	2.60	3.91	9.80%
• Percentage of Students at Level 3 or 4	223	15.7%	1.5%	7.2%	11.3%	15.9%	24.0%	3.96	9.80%
• Median Adjusted Growth Percentile	216	68.0	49.0	54.3	62.1	67.3	76.5	4.08	9.80%
• Median Adjusted Growth Percentile - School's Lowest Third	73	79.0	65.7	70.7	77.9	82.6	91.0	3.23	9.80%
<b>State Test Results - Math</b>									
• Average Student Proficiency	225	2.48	1.76	2.06	2.25	2.48	2.81	4.00	9.80%
• Percentage of Students at Level 3 or 4	225	20.4%	0.0%	7.6%	13.3%	19.6%	29.0%	4.09	9.80%
• Median Adjusted Growth Percentile	216	73.0	37.7	46.3	58.5	66.7	81.1	4.44	9.80%
• Median Adjusted Growth Percentile - School's Lowest Third	74	83.0	55.8	62.7	72.8	79.5	91.5	4.29	9.80%
<b>Core Course Pass Rates</b>									
• ELA	220	93.6%	63.3%	73.8%	81.5%	90.1%	100.0%	4.35	1.96%
• Math	220	91.4%	63.0%	73.5%	81.3%	90.1%	100.0%	4.13	1.96%
• Science	220	95.9%	65.8%	75.5%	82.7%	90.8%	100.0%	4.55	1.96%
• Social Studies	220	95.0%	60.3%	71.6%	80.0%	89.3%	100.0%	4.53	1.96%
○ Percent of 8th Graders Earning HS Credit	74	8.1%	0.0%	10.2%	17.8%	26.3%	37.4%	1.79	3.92%
○ 9th Grade Adjusted Credit Accumulation of Former 8th Graders	91	77.0%	59.0%	70.0%	78.0%	87.0%	97.0%	2.88	9.80%
								<b>Weighted Average Score</b>	<b>3.83</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	24	10.8%	56.0%	0.0%	0.0%	0.4%	0.8%	1.3%	2.2%	1.00	0.030	0.000
○ Integrated Co-Teaching	35	15.7%	86.3%	0.0%	0.0%	1.6%	3.2%	5.1%	8.4%	1.00	0.030	0.000
• SETSS	12	5.4%	58.1%	25.0%	0.0%	2.6%	5.2%	8.2%	13.6%	4.99	0.030	0.030
<b>Math - Percent at Level 3 or 4</b>												
○ Self-Contained	25	11.1%	58.7%	0.0%	0.0%	0.7%	1.4%	2.3%	3.8%	1.00	0.030	0.000
○ Integrated Co-Teaching	35	15.6%	86.2%	2.9%	0.0%	2.4%	4.8%	7.6%	12.6%	2.21	0.030	0.009
• SETSS	12	5.3%	57.6%	25.0%	0.0%	3.3%	6.6%	10.4%	17.2%	4.99	0.030	0.030
<b>ELA - Percent at 75th+ Growth Percentile</b>												
• ELL	40	18.5%	41.4%	37.5%	17.2%	27.0%	36.6%	47.8%	68.0%	3.08	0.030	0.016
• Lowest Third Citywide	108	50.0%	63.9%	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	55	25.5%	57.0%	41.8%	29.6%	38.0%	46.2%	55.9%	73.2%	2.46	0.030	0.011
• SC/ICT/SETSS	71	32.9%	83.6%	52.1%	35.0%	42.9%	50.8%	60.0%	76.4%	3.14	0.030	0.016
<b>Math - Percent at 75th+ Growth Percentile</b>												
• ELL	41	19.0%	39.2%	51.2%	12.4%	22.8%	33.0%	45.0%	66.4%	4.29	0.030	0.025
• Lowest Third Citywide	91	42.1%	51.6%	63.7%	24.4%	34.1%	43.7%	54.9%	75.0%	4.44	0.030	0.026
• Black and Hispanic Males in Lowest Third Citywide	43	19.9%	44.7%	60.5%	24.1%	34.0%	43.7%	55.1%	75.5%	4.26	0.030	0.025
• SC/ICT/SETSS	72	33.3%	86.5%	54.2%	25.8%	34.5%	43.0%	53.1%	71.0%	4.06	0.030	0.023
• ELL Progress	29	12.7%	35.2%	62.1%	11.3%	22.8%	34.2%	47.5%	71.3%	4.61	0.030	0.027
											<b>CtAG Additional Points</b>	<b>0.26</b>
											<b>Overall Student Achievement Score</b>	<b>4.09</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	Well Developed	4.99	22%
Quality Review 1.2	Proficient	3.40	22%
Quality Review 2.2	Well Developed	4.99	22%
NYC School Survey - Rigorous Instruction	79%	2.24	34%
<b>Section Rating: Meeting Target</b>		<b>Section Score:</b>	<b>3.72</b>

<b>Collaborative Teachers</b>			
Quality Review 4.2	Proficient	3.40	50%
NYC School Survey - Collaborative Teachers	87%	3.36	50%
<b>Section Rating: Meeting Target</b>		<b>Section Score:</b>	<b>3.40</b>

<b>Supportive Environment</b>			
Quality Review 3.4	Well Developed	4.99	30%
NYC School Survey - Supportive Environment	82%	2.80	35%
Percentage of students with 90%+ attendance			
EMS	72.8%	3.28	
HS			
Overall	72.8%	3.28	30%
Movement of students with disabilities to less restrictive environments			
EMS	0.28	2.65	
HS			
Overall	0.28	2.65	5%
<b>Section Rating: Meeting Target</b>		<b>Section Score:</b>	<b>3.60</b>

<b>Effective School Leadership</b>			
NYC School Survey - Effective School Leadership	77%	2.84	100%
<b>Section Rating: Approaching Target</b>		<b>Section Score:</b>	<b>2.84</b>

<b>Strong Family-Community Ties</b>			
NYC School Survey - Strong Family-Community Ties	76%	2.76	100%
<b>Section Rating: Approaching Target</b>		<b>Section Score:</b>	<b>2.76</b>

<b>Trust</b>			
NYC School Survey - Trust	88%	3.16	100%
<b>Section Rating: Meeting Target</b>		<b>Section Score:</b>	<b>3.16</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	89	79.4	91.4	100.0	0.44	2.76
○ Common Core shifts in math	Teachers	74	68.9	87.1	100.0	0.16	1.64
Course clarity	Students	88	81.3	89.7	98.1	0.39	2.56
Quality of student discussion	Teachers	65	53.2	78.4	100.0	0.25	2.00
<b>Section Results:</b>		<b>79%</b>					<b>2.24</b>
<b>Collaborative Teachers</b>							
Cultural awareness:							
Cultural awareness	Teachers	95	84.5	94.1	100.0	0.75	
Cultural awareness	Parents	92	87.1	93.3	99.5	0.50	
Cultural awareness	Students	84	70.6	84.2	97.8	0.49	
Cultural awareness	Combined	90				0.58	3.32
Inclusive classroom instruction	Teachers	93	81.7	93.3	100.0	0.63	3.52
Quality of professional development	Teachers	73	54.0	77.4	100.0	0.41	2.64
School commitment	Teachers	75	59.7	84.3	100.0	0.38	2.52
Innovation	Teachers	90	65.8	85.2	100.0	0.72	3.88
Reflective dialogue	Teachers	94	86.6	95.8	100.0	0.55	3.20
Peer collaboration	Teachers	93	76.7	91.9	100.0	0.69	3.76
Focus on student learning	Teachers	87	68.4	88.4	100.0	0.59	3.36
Collective responsibility	Teachers	88	57.5	82.3	100.0	0.72	3.88
<b>Section Results:</b>		<b>87%</b>					<b>3.36</b>
<b>Supportive Environment</b>							
Safety:							
Safety	Teachers						
Safety	Students	84	67.5	82.9	98.3	0.54	
Safety	Combined	84				0.54	3.16
Classroom behavior:							
Classroom behavior	Teachers						
Classroom behavior	Students	63	63.4	79.2	95.0	0.00	
○ Classroom behavior	Combined	63				0.00	1.00
● Social-emotional measure	Teachers	96	84.7	95.3	100.0	0.75	4.00
Peer interactions	Students	77	67.5	80.7	93.9	0.35	2.40
● Next-level guidance	Students	95	76.9	88.3	99.7	0.78	4.12
Press toward academic achievement:							
Press toward academic achievement	Teachers						
Press toward academic achievement	Students	87	80.6	88.2	95.8	0.39	
Press toward academic achievement	Combined	87				0.39	2.56
Personal attention and support	Students	86	74.1	85.5	96.9	0.51	3.04
Peer support for academic work:							
Peer support for academic work	Teachers						
Peer support for academic work	Parents	87	76.8	88.6	100.0	0.42	
Peer support for academic work	Students	54	48.0	66.6	85.2	0.16	
Peer support for academic work	Combined	70				0.29	2.16
<b>Section Results:</b>		<b>82%</b>					<b>2.80</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	89	82.1	90.7	99.3	0.40	2.60
○ Teacher influence	Teachers	47	34.5	67.1	99.7	0.20	1.80
Program coherence	Teachers	85	60.8	85.2	100.0	0.61	3.44
Principal instructional leadership	Teachers	88	67.2	88.0	100.0	0.64	3.56
<b>Section Results:</b>		77%					<b>2.84</b>
<b>Strong Family Community Ties</b>							
Teacher outreach to parents:							
Teacher outreach to parents	Teachers	91	79.9	92.5	100.0	0.56	
Teacher outreach to parents	Parents	89	81.6	90.6	99.6	0.43	
Teacher outreach to parents	Combined	90				0.49	2.96
Parent involvement in the schools	Parents	62	47.1	66.3	85.5	0.39	2.56
<b>Section Results:</b>		76%					<b>2.76</b>
<b>Trust</b>							
Parent-teacher trust	Parents	93	88.9	94.3	99.7	0.50	3.00
Parent-principal trust	Parents	93	88.6	94.8	100.0	0.50	3.00
Student-teacher trust	Students	78	69.2	82.0	94.8	0.35	2.40
Teacher-principal trust	Teachers	80	63.2	87.4	100.0	0.46	2.84
● Teacher-teacher trust	Teachers	97	74.2	90.6	100.0	0.87	4.48
<b>Section Results:</b>		88%					<b>3.16</b>

**2014-15 School Quality Reports / MS**  
**Targets for 2015-16**

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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	2.19 or lower	2.20 to 2.27	2.28 to 2.33	2.34 or higher
Average Student Proficiency - School's Lowest Third	1.91	1.83 or lower	1.84 to 1.92	1.93 to 1.99	2.00 or higher
Percentage of Students at Level 3 or 4	15.7%	9.1% or lower	9.2% to 12.8%	12.9% to 15.8%	15.9% or higher
<b>State Test Results - Math*</b>					
Average Student Proficiency	2.48	2.09 or lower	2.10 to 2.21	2.22 to 2.32	2.33 or higher
Average Student Proficiency - School's Lowest Third	1.94	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	20.4%	8.0% or lower	8.1% to 12.6%	12.7% to 16.3%	16.4% or higher
<b>Core Course Pass Rates</b>					
ELA	93.6%	78.5% or lower	78.6% to 83.5%	83.6% to 87.6%	87.7% or higher
Math	91.4%	78.7% or lower	78.8% to 83.7%	83.8% to 87.7%	87.8% or higher
Science	95.9%	80.9% or lower	81.0% to 85.3%	85.4% to 89.0%	89.1% or higher
Social Studies	95.0%	76.6% or lower	76.7% to 82.0%	82.1% to 86.5%	86.6% or higher
Percent of 8th Graders Earning HS Credit	8.1%	7.8% or lower	7.9% to 12.3%	12.4% to 15.9%	16.0% or higher
9th Grade Adjusted Credit Accumulation of Former 8th Graders	77.0%	74.9% or lower	75.0% to 78.9%	79.0% 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
<b>ELA - Average Proficiency Rating</b>					
Self-Contained	1.83	1.76 or lower	1.77 to 1.83	1.84 to 1.89	1.90 or higher
Integrated Co-Teaching	2.12	2.00 or lower	2.01 to 2.08	2.09 to 2.14	2.15 or higher
SETSS	2.49	2.03 or lower	2.04 to 2.14	2.15 to 2.24	2.25 or higher
ELL	2.08	2.02 or lower	2.03 to 2.13	2.14 to 2.23	2.24 or higher
Lowest Third Citywide	1.98	1.90 or lower	1.91 to 1.95	1.96 to 1.99	2.00 or higher
Black and Hispanic Males in Lowest Third Citywide	1.93	1.87 or lower	1.88 to 1.92	1.93 to 1.99	2.00 or higher
<b>Math - Average Proficiency Rating</b>					
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	2.10	1.89 or lower	1.90 to 2.01	2.02 to 2.11	2.12 or higher
SETSS	2.66	1.89 or lower	1.90 to 2.04	2.05 to 2.17	2.18 or higher
ELL	2.39	2.01 or lower	2.02 to 2.17	2.18 to 2.30	2.31 or higher
Lowest Third Citywide	1.98	1.80 or lower	1.81 to 1.89	1.90 to 1.99	2.00 or higher
Black and Hispanic Males in Lowest Third Citywide	1.94	1.80 or lower	1.81 to 1.89	1.90 to 1.99	2.00 or higher
ELL Progress	62.1%	28.4% or lower	28.5% to 38.3%	38.4% to 46.3%	46.4% 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 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	72.8%	63.2% or lower	63.3% to 69.1%	69.2% to 73.9%	74.0% or higher
Movement of Students with Disabilities to Less Restrictive Environments	0.28	0.15 or lower	0.16 to 0.25	0.26 to 0.32	0.33 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.