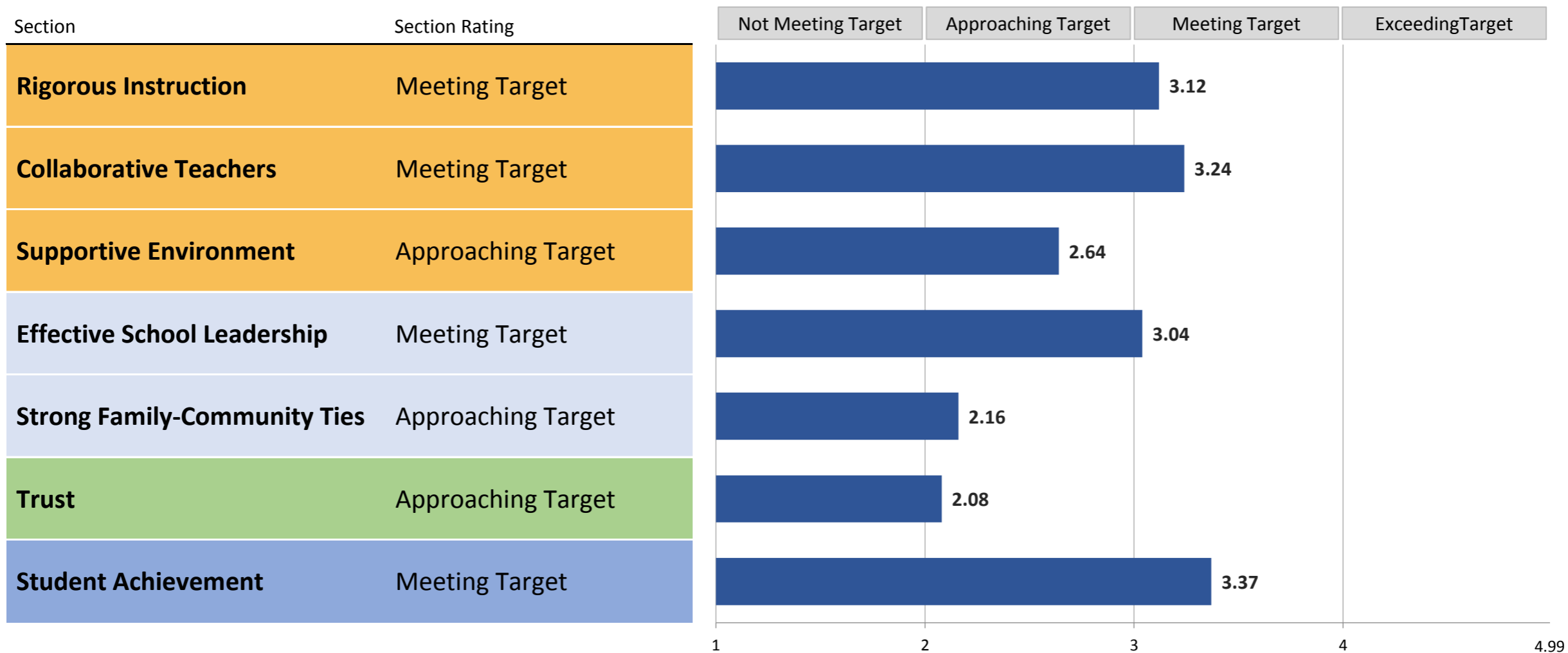**Framework for Great Schools**

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	Meeting Target			3.12	
Collaborative Teachers	Meeting Target			3.24	
Supportive Environment	Approaching Target		2.64		
Effective School Leadership	Meeting Target			3.04	
Strong Family-Community Ties	Approaching Target		2.16		
Trust	Approaching Target		2.08		
Student Achievement	Meeting Target			3.37	

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	307	291	226
Grade 7	326	295	294
Grade 8	318	328	287
All students	**951**	**914**	**807**

Student Demographics

	2012 - 2013	2013 - 2014	2014 - 2015
% English Language Learners	2%	4%	2%
% Free Lunch Eligible	70%	70%	76%
% Student with IEPs	15%	15%	17%
% Student with IEPs (less than 20% time)	6%	5%	5%
% HRA Eligible	-	50%	47%
% Temporary Housing	-	9%	11%
% Asian	0%	0%	0%
% Black	94%	94%	93%
% Hispanic	4%	4%	5%
% White	1%	2%	1%
% Other	0%	0%	0%
Average Incoming ELA Proficiency	2.85	2.51	2.45
Average Incoming Math Proficiency	3.22	2.61	2.49

Student Achievement Rating	Student Achievement Score
Meeting Target	**3.37**

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	791	**2.48**	2.05	2.29	2.43	2.57	2.81	**3.36**	9.80%
Percentage of Students at Level 3 or 4	791	**23.0%**	4.4%	12.9%	18.8%	25.5%	33.8%	**3.63**	9.80%
● Median Adjusted Growth Percentile	756	**69.0**	50.2	55.2	62.4	67.2	75.8	**4.21**	9.80%
Median Adjusted Growth Percentile - School's Lowest Third	271	**78.0**	63.4	68.0	74.8	79.2	87.3	**3.73**	9.80%
State Test Results - Math									
Average Student Proficiency	785	**2.30**	1.89	2.24	2.47	2.73	3.05	**2.26**	9.80%
Percentage of Students at Level 3 or 4	785	**13.0%**	0.0%	12.9%	22.6%	33.3%	45.6%	**2.01**	9.80%
Median Adjusted Growth Percentile	745	**60.0**	43.7	50.8	61.0	67.7	79.8	**2.90**	9.80%
Median Adjusted Growth Percentile - School's Lowest Third	253	**74.0**	56.9	63.1	72.2	78.2	88.9	**3.30**	9.80%
Core Course Pass Rates									
○ ELA	789	**70.6%**	69.0%	77.9%	84.4%	91.7%	100.0%	**1.18**	1.96%
Math	789	**91.5%**	69.2%	78.0%	84.5%	91.7%	100.0%	**3.97**	1.96%
Science	789	**92.4%**	72.3%	80.3%	86.1%	92.6%	100.0%	**3.97**	1.96%
○ Social Studies	789	**70.6%**	67.5%	76.8%	83.7%	91.3%	100.0%	**1.33**	1.96%
Percent of 8th Graders Earning HS Credit	283	**26.9%**	0.0%	15.3%	26.6%	39.3%	53.8%	**3.02**	3.92%
9th Grade Adjusted Credit Accumulation of Former 8th Graders	315	**87.0%**	62.0%	73.0%	81.0%	90.0%	100.0%	**3.67**	9.80%
								Weighted Average Score	**3.17**

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	51	6.4%	33.2%	**2.0%**	0.0%	0.4%	0.8%	1.3%	2.2%	**4.78**	0.030	0.028
● Integrated Co-Teaching	57	7.2%	39.6%	**5.3%**	0.0%	1.6%	3.2%	5.1%	8.4%	**4.06**	0.030	0.023
● SETSS	29	3.7%	39.8%	**10.3%**	0.0%	2.6%	5.2%	8.2%	13.6%	**4.39**	0.030	0.025
Math - Percent at Level 3 or 4												
○ Self-Contained	51	6.5%	34.4%	**0.0%**	0.0%	0.7%	1.4%	2.3%	3.8%	**1.00**	0.030	0.000
○ Integrated Co-Teaching	57	7.3%	40.3%	**0.0%**	0.0%	2.4%	4.8%	7.6%	12.6%	**1.00**	0.030	0.000
SETSS	29	3.7%	40.2%	**10.3%**	0.0%	3.3%	6.6%	10.4%	17.2%	**3.97**	0.030	0.022
ELA - Percent at 75th+ Growth Percentile												
ELL	36	4.8%	10.7%	**33.3%**	17.2%	27.0%	36.6%	47.8%	68.0%		0.030	0.000
Lowest Third Citywide	298	39.4%	49.2%	**53.4%**	31.5%	39.4%	47.2%	56.3%	72.7%	**3.68**	0.030	0.020
Black and Hispanic Males in Lowest Third Citywide	179	23.7%	53.0%	**53.1%**	29.6%	38.0%	46.2%	55.9%	73.2%	**3.71**	0.030	0.020
SC/ICT/SETSS	133	17.6%	37.1%	**59.4%**	35.0%	42.9%	50.8%	60.0%	76.4%	**3.93**	0.030	0.022
Math - Percent at 75th+ Growth Percentile												
ELL	35	4.7%	9.7%	**42.9%**	12.4%	22.8%	33.0%	45.0%	66.4%		0.030	0.000
Lowest Third Citywide	362	48.6%	59.7%	**42.3%**	24.4%	34.1%	43.7%	54.9%	75.0%	**2.85**	0.030	0.014
Black and Hispanic Males in Lowest Third Citywide	207	27.8%	62.5%	**37.2%**	24.1%	34.0%	43.7%	55.1%	75.5%	**2.33**	0.030	0.010
SC/ICT/SETSS	133	17.9%	39.1%	**48.1%**	25.8%	34.5%	43.0%	53.1%	71.0%	**3.50**	0.030	0.019
ELL Progress	18	2.2%	6.1%	**77.8%**	11.3%	22.8%	34.2%	47.5%	71.3%		0.030	0.000
										CtAG Additional Points		**0.20**
										Overall Student Achievement Score		**3.37**

● 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	Developing	2.00	22%
NYC School Survey - Rigorous Instruction	89%	3.52	34%
Section Rating: Meeting Target	**Section Score:**	**3.12**	
Collaborative Teachers			
Quality Review 4.2	Proficient	3.40	50%
NYC School Survey - Collaborative Teachers	84%	3.08	50%
Section Rating: Meeting Target	**Section Score:**	**3.24**	
Supportive Environment			
Quality Review 3.4	Proficient	3.40	30%
NYC School Survey - Supportive Environment	80%	2.36	35%
Percentage of students with 90%+ attendance			
EMS	73.7%	2.12	
HS			
Overall	73.7%	2.12	30%
Movement of students with disabilities to less restrictive environments			
EMS	0.42	3.40	
HS			
Overall	0.42	3.40	5%
Section Rating: Approaching Target	**Section Score:**	**2.64**	
Effective School Leadership			
NYC School Survey - Effective School Leadership	82%	3.04	100%
Section Rating: Meeting Target	**Section Score:**	**3.04**	
Strong Family-Community Ties			
NYC School Survey - Strong Family-Community Ties	73%	2.16	100%
Section Rating: Approaching Target	**Section Score:**	**2.16**	
Trust			
NYC School Survey - Trust	81%	2.08	100%
Section Rating: Approaching Target	**Section Score:**	**2.08**	

| | | Survey % Positive | City Range | | | Percent of Range | Score |
			Bottom of Range	City Avg	Top of Range		
Rigorous Instruction							
• Common Core shifts in literacy	Teachers	98	79.4	91.4	100.0	0.89	4.56
• Common Core shifts in math	Teachers	93	68.9	87.1	100.0	0.77	4.08
Course clarity	Students	87	81.3	89.7	98.1	0.34	2.36
Quality of student discussion	Teachers	78	53.2	78.4	100.0	0.53	3.12
Section Results:		**89%**					**3.52**
Collaborative Teachers							
Cultural awareness:							
Cultural awareness	Teachers	95	84.5	94.1	100.0	0.75	
Cultural awareness	Parents	84	87.1	93.3	99.5	0.00	
Cultural awareness	Students	76	70.6	84.2	97.8	0.21	
Cultural awareness	Combined	85				0.32	2.28
• Inclusive classroom instruction	Teachers	95	81.7	93.3	100.0	0.75	4.00
Quality of professional development	Teachers	70	54.0	77.4	100.0	0.34	2.36
School commitment	Teachers	73	59.7	84.3	100.0	0.34	2.36
Innovation	Teachers	80	65.8	85.2	100.0	0.41	2.64
• Reflective dialogue	Teachers	95	86.6	95.8	100.0	0.75	4.00
Peer collaboration	Teachers	91	76.7	91.9	100.0	0.63	3.52
Focus on student learning	Teachers	84	68.4	88.4	100.0	0.49	2.96
Collective responsibility	Teachers	83	57.5	82.3	100.0	0.61	3.44
Section Results:		**84%**					**3.08**
Supportive Environment							
Safety:							
Safety	Teachers						
Safety	Students	74	67.5	82.9	98.3	0.21	
○ Safety	Combined	74				0.21	1.84
Classroom behavior:							
Classroom behavior	Teachers						
Classroom behavior	Students	71	63.4	79.2	95.0	0.23	
○ Classroom behavior	Combined	71				0.23	1.92
• Social-emotional measure	Teachers	97	84.7	95.3	100.0	0.78	4.12
Peer interactions	Students	76	67.5	80.7	93.9	0.31	2.24
Next-level guidance	Students	87	76.9	88.3	99.7	0.44	2.76
Press toward academic achievement:							
Press toward academic achievement	Teachers						
Press toward academic achievement	Students	84	80.6	88.2	95.8	0.25	
Press toward academic achievement	Combined	84				0.25	2.00
Personal attention and support	Students	80	74.1	85.5	96.9	0.26	2.04
Peer support for academic work:							
Peer support for academic work	Teachers						
Peer support for academic work	Parents	81	76.8	88.6	100.0	0.19	
Peer support for academic work	Students	57	48.0	66.6	85.2	0.24	
○ Peer support for academic work	Combined	69				0.22	1.88
Section Results:		**80%**					**2.36**

| | | Survey % Positive | City Range | | | Percent of Range | Score |
			Bottom of Range	City Avg	Top of Range		
Effective School Leadership							
Inclusive principal leadership	Parents	88	82.1	90.7	99.3	0.34	2.36
Teacher influence	Teachers	75	34.5	67.1	99.7	0.62	3.48
Program coherence	Teachers	79	60.8	85.2	100.0	0.47	2.88
Principal instructional leadership	Teachers	87	67.2	88.0	100.0	0.60	3.40
Section Results:		**82%**					**3.04**
Strong Family Community Ties							
Teacher outreach to parents:							
Teacher outreach to parents	Teachers	88	79.9	92.5	100.0	0.38	
Teacher outreach to parents	Parents	83	81.6	90.6	99.6	0.06	
○ Teacher outreach to parents	Combined	85				0.22	1.88
Parent involvement in the schools	Parents	61	47.1	66.3	85.5	0.36	2.44
Section Results:		**73%**					**2.16**
Trust							
Parent-teacher trust	Parents	91	88.9	94.3	99.7	0.50	3.00
Parent-principal trust	Parents	89	88.6	94.8	100.0	0.25	2.00
○ Student-teacher trust	Students	69	69.2	82.0	94.8	0.00	1.00
Teacher-principal trust	Teachers	75	63.2	87.4	100.0	0.31	2.24
Teacher-teacher trust	Teachers	82	74.2	90.6	100.0	0.29	2.16
Section Results:		**81%**					**2.08**

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	2.48	2.31 or lower	2.32 to 2.38	2.39 to 2.44	2.45 or higher
Average Student Proficiency - School's Lowest Third	2.03	1.97 or lower	1.98 to 2.06	2.07 to 2.13	2.14 or higher
Percentage of Students at Level 3 or 4	23.0%	13.9% or lower	14.0% to 17.6%	17.7% to 20.6%	20.7% or higher
State Test Results - Math*					
Average Student Proficiency	2.30	2.20 or lower	2.21 to 2.33	2.34 to 2.43	2.44 or higher
Average Student Proficiency - School's Lowest Third	1.88	1.87 or lower	1.88 to 1.99	2.00 to 2.09	2.10 or higher
Percentage of Students at Level 3 or 4	13.0%	9.8% or lower	9.9% to 15.4%	15.5% to 20.0%	20.1% or higher
Core Course Pass Rates					
ELA	70.6%	76.2% or lower	76.3% to 81.7%	81.8% to 86.3%	86.4% or higher
Math	91.5%	79.4% or lower	79.5% to 84.2%	84.3% to 88.2%	88.3% or higher
Science	92.4%	81.6% or lower	81.7% to 85.9%	86.0% to 89.4%	89.5% or higher
Social Studies	70.6%	74.2% or lower	74.3% to 80.2%	80.3% to 85.1%	85.2% or higher
Percent of 8th Graders Earning HS Credit	26.9%	13.2% or lower	13.3% to 20.7%	20.8% to 26.9%	27.0% or higher
9th Grade Adjusted Credit Accumulation of Former 8th Graders	87.0%	78.9% or lower	79.0% to 83.9%	84.0% to 87.9%	88.0% 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	1.97	1.80 or lower	1.81 to 1.86	1.87 to 1.91	1.92 or higher
Integrated Co-Teaching	2.09	2.01 or lower	2.02 to 2.09	2.10 to 2.15	2.16 or higher
SETSS	2.20	2.04 or lower	2.05 to 2.15	2.16 to 2.24	2.25 or higher
ELL	2.22	2.11 or lower	2.12 to 2.23	2.24 to 2.32	2.33 or higher
Lowest Third Citywide	2.04	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	2.01	1.91 or lower	1.92 to 1.95	1.96 to 1.99	2.00 or higher
Math - Average Proficiency Rating					
Self-Contained	1.77	1.73 or lower	1.74 to 1.82	1.83 to 1.89	1.90 or higher
Integrated Co-Teaching	1.91	1.89 or lower	1.90 to 2.01	2.02 to 2.11	2.12 or higher
SETSS	2.15	1.94 or lower	1.95 to 2.10	2.11 to 2.22	2.23 or higher
ELL	2.17	2.11 or lower	2.12 to 2.27	2.28 to 2.40	2.41 or higher
Lowest Third Citywide	1.94	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	1.91	1.82 or lower	1.83 to 1.89	1.90 to 1.99	2.00 or higher
ELL Progress	77.8%	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	73.7%	71.4% or lower	71.5% to 77.3%	77.4% to 82.1%	82.2% or higher
Movement of Students with Disabilities to Less Restrictive Environments	0.42	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.