2014-15 School Quality Guide / MS

Summary of Section Ratings

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 <u>http://schoolqualityreports.nyc</u>

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School Enrollment and Demographic Data

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

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Student Achievement Scoring Appendix

Student Achievement Rating	Student Achievement Score									
Meeting Target	3.37									
					2	2014-15 Targets	5			
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		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

						2	014-15 Targets	5	_			
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	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												
O 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 Ad	ditional Points	0.20
									Over	all Student Achie	evement 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).

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Framework Elements Scoring Appendix

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	Metric Value	Metric Score	Weight Pct
orous 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	
laborative 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	
portive 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	0.40	2.40	50/
Overall	0.42	3.40	5%
Section Rating: Approaching Target	Section Score:	2.64	
ctive School Leadership	2224		
NYC School Survey - Effective School Leadership	82%	3.04	100%
Section Rating: Meeting Target	Section Score:	3.04	
ong Family-Community Ties			
NYC School Survey - Strong Family-Community Ties	73%	2.16	100%
Section Rating: Approaching Target	Section Score:	2.16	
st			
NYC School Survey - Trust	81%	2.08	100%
Section Rating: Approaching Target	Section Score:	2.08	

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Framework Elements - Survey Scoring Appendix

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Rigorous Instruction Image: Common Core shifts in Baracy Teachers 98 79.4 100.0 0.89 4. Common Core shifts in math Teachers 93 68.9 87.1 100.0 0.77 4. Causing of student idsussion Teachers 78 53.2 78.4 100.0 0.33 3. Section Results:		City Panga							
Rigorous Instruction			Survey % Positive	Bottom of Range		Top of Range	Percent of Range	Score	
• Common Core shifts in iteracy Teachers 98 79.4 91.4 100.0 0.08 4. • Common Core shifts in math Teachers 93 68.9 87.1 100.0 0.73 4. • Course chrity Students 87 53.2 78.4 100.0 0.53 3. • Callsor student discussion Teachers 78 53.2 78.4 100.0 0.53 3. • Callural awareness Teachers 95 84.5 94.1 100.0 0.75 • Callural awareness Parents 84 87.1 93.3 100.0 0.75 • Callural awareness Carbined 85 - 0.21 - 0.21 - 0.21 - 0.21 - 0.23 2. 2. 0.21 - 0.21 - 0.21 - 0.23 2. 2. 0.21 0.21 0.21 0.21 0.21 0.21 0.21 0.21 0.21 0.21 0.21 0.21	Rigorous Instruction								
• Common Care shifts in markinTeachers9368.987.110.000.774.02Course darity of student discussionTeachers7853.278.4100.00.533.3Section Results:89%Section Results:89%Section Results:3.3Collaborative TeachersCaltural awarenessTeachers9584.594.1100.00.75Cultural awarenessParents8487.193.399.50.000.01Cultural awarenessOmbined8581.793.3100.00.754.4Cultural awarenessCombined8581.793.3100.00.342.2Cultural awarenessCombined8581.793.3100.00.342.2Cultural awarenessCombined8581.793.3100.00.342.2Cultural awarenessCombined769.581.793.4100.00.342.2Cultural awarenessTeachers7359.754.00.00.412.2Cultural awarenessTeachers9586.695.8100.00.613.3Sociol comminmentTeachers9586.695.8100.00.633.3Focious on student learningTeachers9586.695.8100.00.633.3Focious on student learningTeachers9586.695.8100.00.633.3Focious on student learning <td>•</td> <td>Teachers</td> <td>98</td> <td>79.4</td> <td>91.4</td> <td>100.0</td> <td>0.89</td> <td>4.56</td>	•	Teachers	98	79.4	91.4	100.0	0.89	4.56	
Quality of student discussionTeachers7853.278.4100.00.533.3Section Results:89%3Collaborative TeachersCultural awarenessTeachers984.594.1100.00.75Cultural awarenessParents8487.193.399.50.00100Cultural awarenessCollural awarenessStudents7670.684.297.80.2122Cultural awarenessCollural awarenessCollural awareness7670.674.29.7222<	•	Teachers	93	68.9	87.1	100.0	0.77	4.08	
Quality of student discussion Teachers 78 53.2 78.4 100.0 0.53 3.3 Section Results: 89% 3 3 3 Collaborative Teachers Cultural awareness Teachers 9 84.4 87.1 93.3 99.5 0.00 Cultural awareness Parents 84.4 87.1 93.3 99.5 0.00 Cultural awareness Ombined 85. 9.7 0.21 9.5 0.00 0.4 2.2 2.4 0.01 0.01 0.01 0.01 0.01 0.01 0.02 2.2 0.00 0.01 0.02 0.02 0.02 0.02 0.00 0.01 0.01 0.01 0.02	Course clarity	Students	87	81.3	89.7	98.1	0.34	2.36	
Section Results:89%3.Collaborative TeachersCultural awarenessTeachers9584.594.1100.00.75Cultural awarenessParents7670.684.297.80.000.75Cultural awarenessParents7670.684.297.80.000.750.000.750.000.750.000.750.000.750.000.750.000.750.000.750.000.750.000.010.030.000.010.030.010.030.020.010.030.020.010.030.030.020.010.030.030.020.010.030.030.020.010.030.030.020.010.030.030.020.010.030.030.020.010.030.030.020.010.030.020.010.030.030.030.020.010.03<	•						0.53	3.12	
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Classroom behaviorTeachersClassroom behaviorStudents7163.479.295.00.23• Classroom behaviorCombined710.231.• Social-emotional measureTeachers9784.795.3100.00.784.Peer interactionsStudents7667.580.793.90.312.Next-level guidanceStudents8776.988.399.70.442.Press toward academic achievementTeachers7687.688.295.80.25Press toward academic achievementStudents8480.688.295.80.252.Press toward academic achievementCombined847185.596.90.262.Press toward academic achievementCombined8485.596.90.262.Press toward academic achievementStudents8074.185.596.90.262.Peer support for academic work:Peer support for academic work:Peer support for academic work:0.291.Peer support for academic workTeachers76.888.6100.00.191.Peer support for academic workStudents5748.066.685.20.24oPeer support for academic workCombined690.221.	o Safety	Combined	74				0.21	1.84	
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 Classroom behavior Combined Social-emotional measure Teachers 97 84.7 95.3 100.0 0.78 4. Peer interactions Students 76 67.5 80.7 93.9 0.31 22. Next-level guidance Students 87 76.9 88.3 99.7 0.44 22. Press toward academic achievement: 95.8 0.25 24. Press toward academic achievement Teachers 84.4 80.6 88.2 95.8 0.25 24. Press toward academic achievement Students 84 80.6 88.2 95.8 0.25 24. Press toward academic achievement Combined 84 80.6 88.2 95.8 0.25 24. Peer support for academic achievement Students 80 74.1 85.5 96.9 0.26 24. Peer support for academic work: Feer support for academic work Feachers	Classroom behavior	Teachers							
• Social-emotional measure Teachers 97 84.7 95.3 100.0 0.78 4. Peer interactions Students 76 67.5 80.7 93.9 0.31 2. Next-level guidance Students 87 76.9 88.3 99.7 0.44 2. Press toward academic achievement: Teachers Students 84 80.6 88.2 95.8 0.25 2. Press toward academic achievement Combined 84 80.6 88.2 95.8 0.25 2. Press toward academic achievement Combined 84 80.6 88.2 95.8 0.25 2. Pers stoward academic achievement Combined 84 80.6 88.2 95.8 0.25 2. Peer support for academic work: Students 80 74.1 85.5 96.9 0.26 2. Peer support for academic work: Teachers 81 76.8 88.6 100.0 0.19 24 Peer support for ac	Classroom behavior	Students	71	63.4	79.2	95.0	0.23		
Peer interactionsStudents7667.580.793.90.312.Next-level guidanceStudents8776.988.399.70.442.Press toward academic achievement:FeachersStudents8480.688.295.80.25Press toward academic achievementStudents8480.688.295.80.252.Press toward academic achievementCombined8480.685.596.90.262.Personal attention and supportStudents8074.185.596.90.262.Peer support for academic work:Students8176.888.6100.00.1910.24Peer support for academic workStudents5748.066.685.20.2410.221.oPeer support for academic workCombined695748.066.685.20.241.	o Classroom behavior	Combined	71				0.23	1.92	
Next-level guidanceStudents8776.988.399.70.442.Press toward academic achievement:TeachersFeache	Social-emotional measure	Teachers	97	84.7	95.3	100.0	0.78	4.12	
Press toward academic achievement: Teachers 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 80.6 88.2 95.8 0.25 2.0 Press toward academic achievement Combined 84 80.6 88.2 95.8 0.25 2.0 Personal attention and support Combined 84 80.6 88.2 96.9 0.26 2.0 Peer support for academic work: Students 80 74.1 85.5 96.9 0.26 2.0 Peer support for academic work: Feer support for academic work: Feer support for academic work 76.8 88.6 100.0 0.19 100.0	Peer interactions	Students	76	67.5	80.7	93.9	0.31	2.24	
Press toward academic achievementTeachersPress toward academic achievementStudents8480.688.295.80.25Press toward academic achievementCombined840.252.0Personal attention and supportStudents8074.185.596.90.262.0Peer support for academic work:Peer support for academic workTeachersImage: Combined of the second secon	Next-level guidance	Students	87	76.9	88.3	99.7	0.44	2.76	
Press toward academic achievementStudents8480.688.295.80.25Press toward academic achievementCombined840.252.4Personal attention and supportStudents8074.185.596.90.262.4Peer support for academic work:Feer support for academic workTeachers5074.185.596.90.262.4Peer support for academic work:FeachersFeer support for academic workTeachers505748.066.685.20.2457Peer support for academic workCombined69Feer State57 <td>Press toward academic achievement:</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td>	Press toward academic achievement:								
Press toward academic achievementCombined840.252.Personal attention and supportStudents8074.185.596.90.262.Peer support for academic work:Feachers<	Press toward academic achievement	Teachers							
Personal attention and supportStudents8074.185.596.90.262.4Peer support for academic work:	Press toward academic achievement	Students	84	80.6	88.2	95.8	0.25		
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 57 1.4	Press toward academic achievement	Combined	84				0.25	2.00	
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 57 100.0 0.22 100.0	Personal attention and support	Students	80	74.1	85.5	96.9	0.26	2.04	
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 57 100.0 0.22 100.0	Peer support for academic work:								
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 o Peer support for academic work Combined 69 0.22 1.4		Teachers							
Peer support for academic workStudents5748.066.685.20.24oPeer support for academic workCombined690.221.4		Parents	81	76.8	88.6	100.0	0.19		
oPeer support for academic workCombined690.221.4		Students	57	48.0	66.6	85.2	0.24		
		Combined	69				0.22	1.88	
	Section Results:		80%					2.36	

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Framework Elements - Survey Scoring Appendix

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		Survey % Positive	Bottom of Range	City Range City Avg	Top of Range	Percent of Range	Score
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	
o 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
o 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

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Targets for 2015-16

Student Achievement Metrics	2014-15		2015-16	Targets	
	School Value	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
Oth 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		2015-16	Targets	
	School Value	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
			1 02 += 1 00	1.00 ± 0.100	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

*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	2015-16 Targets					
	School Value	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.

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