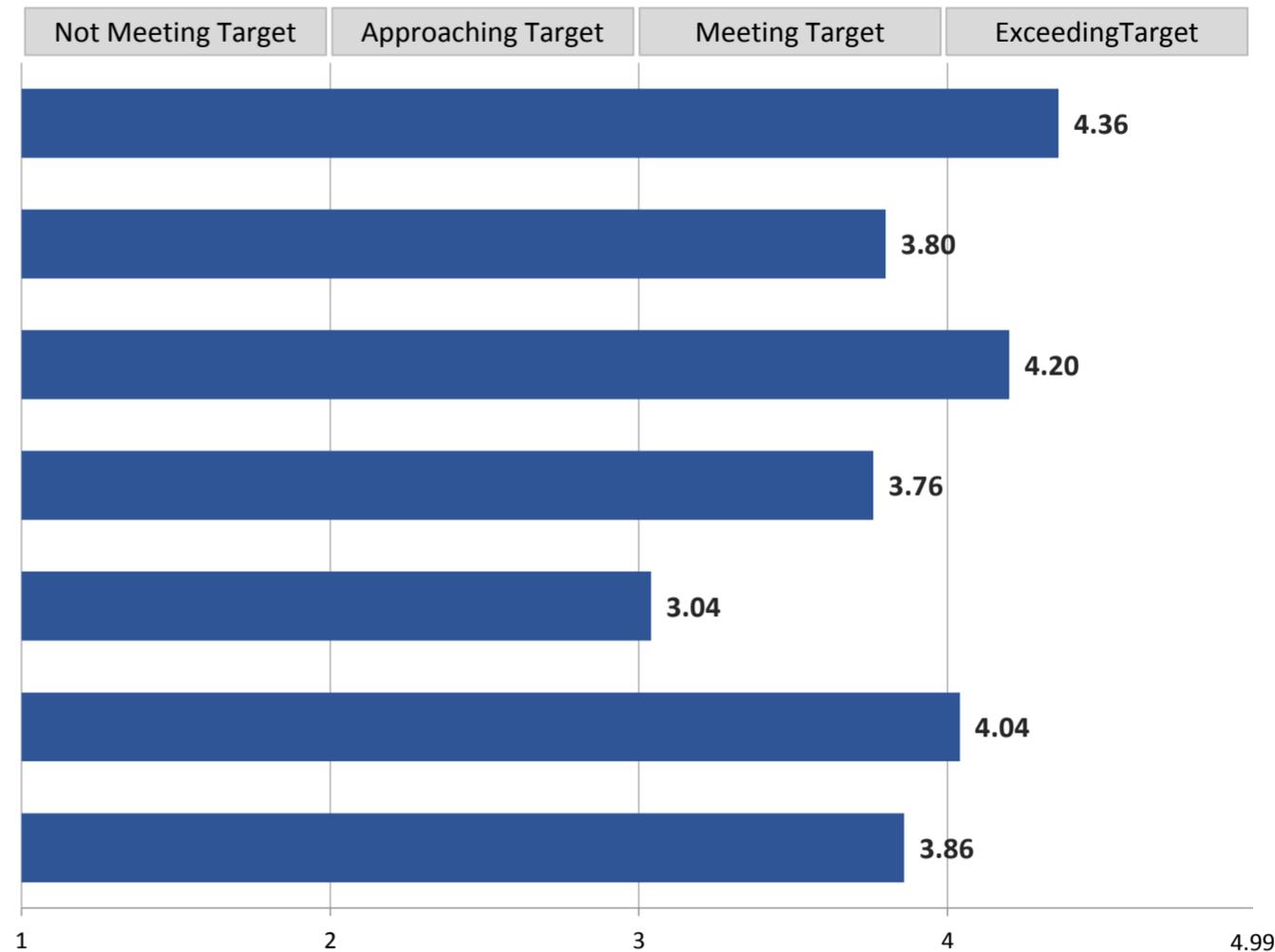


Framework for Great Schools

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
Rigorous Instruction	Exceeding Target
Collaborative Teachers	Meeting Target
Supportive Environment	Exceeding Target
Effective School Leadership	Meeting Target
Strong Family-Community Ties	Meeting Target
Trust	Exceeding Target
Student Achievement	Meeting Target



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>

2014-15 School Quality Guide / K-8
School Enrollment and Demographic Data

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Student Enrollment

Grade	2012 - 2013	2013 - 2014	2014 - 2015
Kindergarten	107	100	127
Grade 1	110	111	96
Grade 2	110	116	105
Grade 3	120	113	126
Grade 4	101	112	117
Grade 5	80	107	110
Grade 6	91	84	107
Grade 7	93	90	90
Grade 8	96	90	92
All students	979	995	1035

Student Demographics

	2012 - 2013	2013 - 2014	2014 - 2015
% English Language Learners	19%	16%	19%
% Free Lunch Eligible	73%	73%	76%
% Student with IEPs	21%	21%	20%
% Student with IEPs (less than 20% time)	9%	9%	10%
% HRA Eligible	-	42%	56%
% Temporary Housing	-	11%	10%
% Asian	28%	26%	27%
% Black	2%	2%	2%
% Hispanic	28%	31%	31%
% White	41%	40%	39%
% Other	0%	1%	1%

2014-15 School Quality Guide / K-8
Student Achievement Scoring Appendix

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Student Achievement Rating	Student Achievement Score
Meeting Target	3.86

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			
State Test Results - ELA									
Average Student Proficiency	586	2.72	2.15	2.44	2.65	2.82	3.11	3.41	8.20%
Percentage of Students at Level 3 or 4	586	39.1%	8.3%	21.7%	32.5%	41.0%	55.0%	3.78	8.20%
Median Adjusted Growth Percentile	449	69.0	53.8	60.0	65.3	69.4	78.0	3.90	8.20%
Median Adjusted Growth Percentile - School's Lowest Third	159	79.0	63.8	70.2	75.5	79.7	88.5	3.83	8.20%
● Early Grade Progress	114	2.51	0.82	1.47	1.99	2.40	3.28	4.13	8.20%
State Test Results - Math									
Average Student Proficiency	604	2.89	2.15	2.54	2.84	3.07	3.47	3.22	8.20%
Percentage of Students at Level 3 or 4	604	43.0%	9.2%	26.7%	41.0%	52.3%	70.8%	3.18	8.20%
Median Adjusted Growth Percentile	464	62.0	51.2	58.5	64.5	69.3	79.2	2.58	8.20%
Median Adjusted Growth Percentile - School's Lowest Third	160	73.0	60.7	67.3	72.9	77.2	86.3	3.02	8.20%
● Early Grade Progress	121	3.43	0.89	1.80	2.51	3.06	4.29	4.30	8.20%
Core Course Pass Rates									
● ELA	267	100.0%	70.5%	79.5%	86.1%	91.4%	100.0%	4.99	1.64%
● Math	267	99.6%	68.6%	78.0%	85.1%	90.7%	100.0%	4.96	1.64%
● Science	267	100.0%	70.9%	79.8%	86.4%	91.5%	100.0%	4.99	1.64%
● Social Studies	267	99.3%	70.2%	79.6%	86.2%	91.4%	100.0%	4.92	1.64%
● Percent of 8th Graders Earning HS Credit	86	75.6%	0.0%	16.9%	30.9%	41.9%	60.6%	4.99	3.28%
9th Grade Adjusted Credit Accumulation of Former 8th Graders	84	86.0%	72.0%	81.0%	87.0%	92.0%	100.0%	2.83	8.20%
								Weighted Average Score	3.62

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				
ELA - Percent at Level 3 or 4												
○ Self-Contained	54	9.2%	51.7%	0.0%	0.0%	0.7%	1.0%	1.6%	2.6%	1.00	0.030	0.000
● Integrated Co-Teaching	43	7.3%	40.8%	11.6%	0.0%	3.1%	5.0%	7.4%	12.4%	4.84	0.030	0.029
SETSS	1	0.2%	1.7%		0.0%	3.9%	6.3%	9.3%	15.6%		0.030	0.000
Math - Percent at Level 3 or 4												
● Self-Contained	53	8.8%	49.7%	5.7%	0.0%	2.1%	3.3%	4.9%	8.2%	4.24	0.030	0.024
● Integrated Co-Teaching	43	7.1%	40.1%	16.3%	0.0%	5.2%	8.3%	12.3%	20.6%	4.48	0.030	0.026
SETSS	1	0.2%	1.7%		0.0%	6.1%	9.6%	14.4%	24.0%		0.030	0.000
ELA - Percent at 75th+ Growth Percentile												
ELL	139	31.0%	81.8%	43.2%	14.1%	28.3%	36.6%	47.7%	70.3%	3.59	0.030	0.019
● Lowest Third Citywide	127	28.3%	44.1%	64.6%	33.6%	43.2%	48.8%	56.2%	71.4%	4.55	0.030	0.027
Black and Hispanic Males in Lowest Third Citywide	28	6.2%	17.3%	60.7%	29.1%	40.6%	47.4%	56.4%	74.7%		0.030	0.000
● SC/ICT/SETSS	80	17.8%	47.0%	63.8%	30.2%	41.5%	48.2%	57.0%	75.0%	4.38	0.030	0.025
Math - Percent at 75th+ Growth Percentile												
ELL	154	33.2%	84.1%	39.6%	13.4%	26.8%	34.7%	45.1%	66.4%	3.47	0.030	0.019
● Lowest Third Citywide	110	23.7%	34.0%	57.3%	28.0%	39.6%	46.4%	55.5%	74.0%	4.10	0.030	0.023
Black and Hispanic Males in Lowest Third Citywide	25	5.4%	15.0%	64.0%	26.0%	38.8%	46.2%	56.1%	76.4%		0.030	0.000
● SC/ICT/SETSS	81	17.5%	46.5%	55.6%	26.0%	36.6%	42.8%	51.1%	68.0%	4.27	0.030	0.025
● ELL Progress	172	18.2%	63.4%	69.2%	24.5%	40.7%	50.2%	62.8%	88.5%	4.25	0.030	0.024
											CtAG Additional Points	0.24
											Overall Student Achievement Score	3.86

- 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	Proficient	3.40	22%
Quality Review 2.2	Well Developed	4.99	22%
NYC School Survey - Rigorous Instruction	95%	4.12	34%
Section Rating: Exceeding Target	Section Score:	4.36	

Collaborative Teachers			
Quality Review 4.2	Proficient	3.40	50%
NYC School Survey - Collaborative Teachers	93%	4.16	50%
Section Rating: Meeting Target	Section Score:	3.80	

Supportive Environment			
Quality Review 3.4	Well Developed	4.99	30%
NYC School Survey - Supportive Environment	92%	4.08	35%
Percentage of students with 90%+ attendance			
EMS	89.2%	3.80	
HS			
Overall	89.2%	3.80	30%
Movement of students with disabilities to less restrictive environments			
EMS	0.27	2.64	
HS			
Overall	0.27	2.64	5%
Section Rating: Exceeding Target	Section Score:	4.20	

Effective School Leadership			
NYC School Survey - Effective School Leadership	85%	3.76	100%
Section Rating: Meeting Target	Section Score:	3.76	

Strong Family-Community Ties			
NYC School Survey - Strong Family-Community Ties	82%	3.04	100%
Section Rating: Meeting Target	Section Score:	3.04	

Trust			
NYC School Survey - Trust	93%	4.04	100%
Section Rating: Exceeding Target	Section Score:	4.04	

		Survey % Positive	City Range			Percent of Range	Score
			Bottom of Range	City Avg	Top of Range		
Rigorous Instruction							
• Common Core shifts in literacy	Teachers	99	86.5	94.1	100.0	0.89	4.56
• Common Core shifts in math	Teachers	96	81.3	91.9	100.0	0.79	4.16
• Course clarity	Students	95	82.2	90.6	99.0	0.76	4.04
Quality of student discussion	Teachers	89	64.9	83.3	100.0	0.69	3.76
Section Results:		95%					4.12
Collaborative Teachers							
Cultural awareness:							
Cultural awareness	Teachers	98	86.2	94.8	100.0	0.82	
Cultural awareness	Parents	95	89.5	94.1	98.7	0.75	
Cultural awareness	Students	92	69.6	84.0	98.4	0.77	
• Cultural awareness	Combined	95				0.78	4.12
• Inclusive classroom instruction	Teachers	99	84.7	94.1	100.0	0.90	4.60
Quality of professional development	Teachers	81	52.2	76.8	100.0	0.60	3.40
School commitment	Teachers	89	60.2	84.6	100.0	0.72	3.88
• Innovation	Teachers	93	66.7	84.9	100.0	0.78	4.12
• Reflective dialogue	Teachers	97	87.4	95.2	100.0	0.76	4.04
• Peer collaboration	Teachers	96	79.2	92.0	100.0	0.82	4.28
• Focus on student learning	Teachers	97	67.5	88.5	100.0	0.90	4.60
• Collective responsibility	Teachers	94	59.6	82.2	100.0	0.85	4.40
Section Results:		93%					4.16
Supportive Environment							
Safety:							
Safety	Teachers						
Safety	Students	94	72.2	86.2	100.0	0.77	
• Safety	Combined	94				0.77	4.08
Classroom behavior:							
Classroom behavior	Teachers						
Classroom behavior	Students	86	64.2	80.8	97.4	0.67	
Classroom behavior	Combined	86				0.67	3.68
• Social-emotional measure	Teachers	100	88.0	96.2	100.0	1.00	4.99
• Peer interactions	Students	90	67.8	82.0	96.2	0.79	4.16
• Next-level guidance	Students	95	77.9	89.3	100.0	0.77	4.08
Press toward academic achievement:							
Press toward academic achievement	Teachers						
Press toward academic achievement	Students	92	82.4	89.4	96.4	0.71	
Press toward academic achievement	Combined	92				0.71	3.84
• Personal attention and support	Students	92	75.7	86.3	96.9	0.79	4.16
Peer support for academic work:							
Peer support for academic work	Teachers						
Peer support for academic work	Parents	94	84.4	92.8	100.0	0.58	
Peer support for academic work	Students	77	45.8	67.0	88.2	0.74	
Peer support for academic work	Combined	85				0.66	3.64
Section Results:		92%					4.08

		Survey % Positive	City Range			Percent of Range	Score
			Bottom of Range	City Avg	Top of Range		
Effective School Leadership							
Inclusive principal leadership	Parents	91	79.5	89.7	99.9	0.55	3.20
Teacher influence	Teachers	61	30.2	60.2	90.2	0.51	3.04
• Program coherence	Teachers	94	61.1	85.1	100.0	0.84	4.36
• Principal instructional leadership	Teachers	94	63.6	87.0	100.0	0.84	4.36
Section Results:		85%					3.76
Strong Family Community Ties							
Teacher outreach to parents:							
Teacher outreach to parents	Teachers	97	84.4	93.8	100.0	0.83	
Teacher outreach to parents	Parents	93	83.7	91.1	98.5	0.63	
Teacher outreach to parents	Combined	95				0.73	3.92
Parent involvement in the schools	Parents	68	59.7	74.7	89.7	0.28	2.12
Section Results:		82%					3.04
Trust							
• Parent-teacher trust	Parents	95	90.0	94.6	99.2	0.75	4.00
• Parent-principal trust	Parents	95	83.1	92.7	100.0	0.75	4.00
• Student-teacher trust	Students	90	67.7	81.9	96.1	0.78	4.12
• Teacher-principal trust	Teachers	92	62.0	86.8	100.0	0.78	4.12
Teacher-teacher trust	Teachers	94	77.3	91.1	100.0	0.74	3.96
Section Results:		93%					4.04

2014-15 School Quality Reports / K-8
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
State Test Results - ELA*					
Average Student Proficiency	2.72	2.47 or lower	2.48 to 2.55	2.56 to 2.61	2.62 or higher
Average Student Proficiency - School's Lowest Third	2.11	1.89 or lower	1.90 to 1.99	2.00 to 2.07	2.08 or higher
Percentage of Students at Level 3 or 4	39.1%	24.8% or lower	24.9% to 29.2%	29.3% to 32.3%	32.4% or higher
State Test Results - Math*					
Average Student Proficiency	2.89	2.61 or lower	2.62 to 2.74	2.75 to 2.83	2.84 or higher
Average Student Proficiency - School's Lowest Third	2.14	1.89 or lower	1.90 to 2.04	2.05 to 2.15	2.16 or higher
Percentage of Students at Level 3 or 4	43.0%	32.1% or lower	32.2% to 38.3%	38.4% to 42.8%	42.9% or higher
Core Course Pass Rates					
ELA	100.0%	75.9% or lower	76.0% to 81.8%	81.9% to 86.0%	86.1% or higher
Math	99.6%	75.3% or lower	75.4% to 81.3%	81.4% to 85.6%	85.7% or higher
Science	100.0%	77.1% or lower	77.2% to 82.7%	82.8% to 86.7%	86.8% or higher
Social Studies	99.3%	73.2% or lower	73.3% to 79.7%	79.8% to 84.9%	85.0% or higher
Percent of 8th Graders Earning HS Credit	75.6%	18.8% or lower	18.9% to 29.1%	29.2% to 36.6%	36.7% or higher
9th Grade Adjusted Credit Accumulation of Former 8th Graders	86.0%	83.9% or lower	84.0% 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	1.84	1.77 or lower	1.78 to 1.83	1.84 to 1.89	1.90 or higher
Integrated Co-Teaching	2.24	2.09 or lower	2.10 to 2.17	2.18 to 2.23	2.24 or higher
SETSS		2.09 or lower	2.10 to 2.21	2.22 to 2.29	2.30 or higher
ELL	2.34	2.08 or lower	2.09 to 2.21	2.22 to 2.30	2.31 or higher
Lowest Third Citywide	2.02	1.90 or lower	1.91 to 1.96	1.97 to 2.00	2.01 or higher
Black and Hispanic Males in Lowest Third Citywide	1.94	1.84 or lower	1.85 to 1.90	1.91 to 1.99	2.00 or higher
Math - Average Proficiency Rating					
Self-Contained	2.05	1.79 or lower	1.80 to 1.91	1.92 to 1.99	2.00 or higher
Integrated Co-Teaching	2.44	2.22 or lower	2.23 to 2.35	2.36 to 2.44	2.45 or higher
SETSS		2.18 or lower	2.19 to 2.35	2.36 to 2.47	2.48 or higher
ELL	2.59	2.26 or lower	2.27 to 2.44	2.45 to 2.57	2.58 or higher
Lowest Third Citywide	2.04	1.90 or lower	1.91 to 1.97	1.98 to 2.03	2.04 or higher
Black and Hispanic Males in Lowest Third Citywide	2.01	1.87 or lower	1.88 to 1.94	1.95 to 2.00	2.01 or higher
ELL Progress	69.2%	45.6% or lower	45.7% to 54.4%	54.5% to 60.9%	61.0% 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	89.2%	72.9% or lower	73.0% to 79.4%	79.5% to 84.2%	84.3% or higher
Movement of Students with Disabilities to Less Restrictive Environments	0.27	0.20 or lower	0.21 to 0.31	0.32 to 0.40	0.41 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.