Additional Information

SCHOOL **FREDERICK DOUGLASS ACADEMY V MIDDLE SCHO (212273)**
PRINCIPAL **DEBORAH CIMINI**

Closing the Achievement Gap

Schools earn additional credit when their high-need students make exemplary gains. These gains are based on the percentage of high-need students who improve by at least one-half of a proficiency level in English Language Arts or Math (e.g., student improves from 2.25 to 2.75 in ELA, or 3.10 to 3.60 in Math). Schools earn this additional credit if the percentage of students, in any of the five high-need categories, who achieve exemplary gains is in the top 40% of all schools citywide.

This component can only improve a school's overall progress report grade. It cannot lower a school's grade.

Credit	Exemplary Proficiency Gains	Student Group
		English Language Arts
☐	–	English Language Learners
☐	16.7%	Special Education Students
☐	23.3%	Hispanic Students Who Are In Lowest Third Citywide
☐	18.2%	Black Students Who Are In Lowest Third Citywide
☐	–	Other Students Who Are In Lowest Third Citywide
		Mathematics
☐	23.8%	English Language Learners
☑	25.0%	Special Education Students
☑	46.5%	Hispanic Students Who Are In Lowest Third Citywide
☑	45.2%	Black Students Who Are In Lowest Third Citywide
☐	–	Other Students Who Are In Lowest Third Citywide

More Information

Each school's Progress Report **(1)** measures student year-to-year progress, **(2)** compares the school to peer schools, and **(3)** rewards success in moving all children forward, especially children with the greatest needs. Each of these steps is a key component of Mayor Michael R. Bloomberg and Chancellor Joel I. Klein's Children First reforms. By taking these steps in a rigorous way that is sensitive to empowered schools' many pathways to success, the Progress Report is designed to assist administrators, principals, and teachers in accelerating the learning of all students. The Progress Report also enables students, parents, and the public to hold the NYC Department of Education and its schools accountable for student achievement and improvement and for ensuring a high quality education for every student in NYC's public schools.

The Office of Accountability (OA) developed the Progress Report in collaboration with parents, teachers, principals, community leaders, and researchers. The report also reflects feedback from a citywide pilot in 2006–07. OA will continue to monitor results, solicit feedback, and refine the report over time.

This Progress Report relies in part on surveys of parents, teachers, and secondary students citywide to evaluate schools' learning environments. Details and analysis of each school's survey results are available at **http://schools.nyc.gov/Surveys**.

Progress Reports will be distributed at the beginning of each school year. Schools are eligible for rewards and consequences based on Progress Report outcomes and scores on annual Quality Reviews. For more information about rewards and consequences, see **http://schools.nyc.gov/Accountability/ProgressReports/Consequences**. Future Progress Reports will compare each school's performance in the current year to the target set for the school in the previous year.

In addition to Progress Reports for Elementary and Middle Schools and general education High Schools, OA is developing Progress Reports for Specialized High Schools, Transfer Schools, Special Education (District 75) Schools, and Early Childhood Schools. Each of these Progress Reports reflects the unique qualities and challenges of the schools it evaluates.

If you have any questions or comments about the Progress Report, please visit **http://schools.nyc.gov/Accountability/ProgressReports** or send us an email at **pr_support@schools.nyc.gov**.

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New York City Department of Education

Progress Report 2006–07

MIDDLE SCHOOL

Your School's Overall Results

Progress Report Grade

A

What does this grade mean?

Schools are assigned letter grades based on their overall Progress Report score. Schools that get As and Bs are eligible for rewards. Schools that get Ds and Fs, or 3 Cs in a row, face consequences.

How did this school perform?

- This School's overall score for 2006–07 is **66.6**
- This score places the School in the **78.5** percentile of all middle school's citywide (i.e., **78.5** percent of those schools scored lower than this school)
- This School's target score for 2007–08 is **79.1**

Category	Calculated Score
School Environment	11.1 out of 15
Student Performance	19.4 out of 30
Student Progress	31.6 out of 55
Additional Credit	4.5
Overall Score	**66.6**

Next year's target **79.1**

How Scores translate to grades:

- Schools receive letter grades based on their overall score
- Schools with an overall score between **65.2 and 93.6** receive a letter grade of **A**
- **25.2%** of schools earned an **A** in 2006–07.

Middle School Table

Grade	Score Range	2006-07 City Summary
A	65.2–93.6	25.2% of schools
B	50.5–65.2	35.5% of schools
C	38.8–50.5	25.5% of schools
D	30.9–38.8	9.7% of schools
F	-0.4–30.9	4.1% of schools

Quality Review Score
This school's 2006–07 Quality Review score is **P**. To see your school's Quality Review Report, locate your school at **http://schools.nyc.gov/**, click 'Statistics', and scroll down to Quality Review Report.

2006–07 State Accountability Status
Based on its 2005–06 performance, this school is **In Good Standing**. This measure, determined by New York State as part of the federal No Child Left Behind (NCLB) Act, is not a factor in the Progress Report Grade.

This Progress Report is for:

SCHOOL	**FREDERICK DOUGLASS ACADEMY V MIDDLE SCHO (212273)**
PRINCIPAL	**DEBORAH CIMINI**
ENROLLMENT	**269**
SCHOOL TYPE	**MIDDLE SCHOOL**
PEER INDEX	**3.14**

Inside This Report:

The NYC Progress Report is a new accountability tool. Each school's Progress Report (1) measures student year-to-year progress, (2) compares the school to peer schools, and (3) rewards success in moving all children forward, especially children with the greatest needs. The Progress Report measures four areas:

School Environment uses surveys and other data to evaluate necessary conditions for learning: attendance, safety, academic expectations, engagement, and communication.

Student Performance evaluates student skill levels in English Language Arts and Math.

Student Progress measures average student improvement in English Language Arts and Math from last year to this year.

Closing the Achievement Gap gives schools additional credit for exemplary gains among high-need students.

More information about the Progress Report is on the back page.

Results by Category

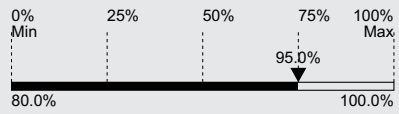
SCHOOL **FREDERICK DOUGLASS ACADEMY V MIDDLE SCHO (212273)**
PRINCIPAL **DEBORAH CIMINI**

HOW TO INTERPRET THIS CHART

A school is evaluated by asking how far its score in each category has moved along the range of scores for all schools. These charts show that movement as a percentage. In the example to the right, the school's score is 75% of the way from the lowest to the highest score in the city.

If a school performs at the top end of the range, the bar will be fully shaded. If a school performs at the low end of the range, the bar will not be shaded. If a school performs in the middle of the range, half the bar will be shaded.

Attendance **75.0%**



(▼) In this example, the school's attendance is 95%. This is 75% of the way from the lowest attendance at any school (80%) to the highest attendance (100%).

Below, the green charts on the left compare your school to its peer group. The blue charts on the right compare your school to schools citywide. Peer and city ranges are based on the outcomes of schools in 2005–07.

School Environment

Comprises 15% of the Overall Score

This Year's Score:
0.741 x 15 = **11.1**

Survey Scores	Your School's Score (▼)	Your School Relative to Peer Horizon:	Your School Relative to City Horizon:
Safety and Respect:	7.4	**78.8%** (7.4; 5.2–8.0)	**75.8%** (7.4; 5.0–8.2)
Academic Expectations:	7.6	**85.0%** (7.6; 5.9–7.9)	**78.7%** (7.6; 5.6–8.1)
Engagement:	6.8	**87.5%** (6.8; 5.0–7.1)	**78.7%** (6.8; 4.8–7.3)
Communication:	6.9	**80.3%** (6.9; 5.1–7.3)	**78.5%** (6.9; 4.9–7.4)
Attendance:	92.9%	**60.3%** (92.9%; 88.6%–95.7%)	**58.9%** (92.9%; 84.4%–98.9%)

Student Performance

Comprises 30% of the Overall Score

This Year's Score:
0.647 x 30 = **19.4**

English Language Arts			
Percentage of Students at Proficiency (Level 3 or 4):	40.1%	**44.4%** (40.1%; 25.5%–58.5%)	**47.3%** (40.1%; 0.0%–84.9%)
Median Student Proficiency (1–4.5):	2.9	**57.6%** (2.9; 2.62–3.11)	**53.4%** (2.9; 2.24–3.48)
Mathematics			
Percentage of Students at Proficiency (Level 3 or 4):	64.0%	**80.9%** (64.0%; 23.1%–73.7%)	**67.8%** (64.0%; 1.5%–93.8%)
Median Student Proficiency (1–4.5):	3.27	**86.0%** (3.27; 2.44–3.41)	**69.5%** (3.27; 1.94–3.85)

Student Progress

Comprises 55% of the Overall Score

This Year's Score:
0.575 x 55 = **31.6**

	Your School's Score (▼)	Your School Relative to Peer Horizon:	Your School Relative to City Horizon:
English Language Arts			
Percentage of Students Making at Least 1 Year of Progress:	46.8%	**29.5%** (46.8%; 38.4%–66.8%)	**32.5%** (46.8%; 37.7%–65.7%)
Average Change in Student Proficiency:	0.03	**47.6%** (0.03; -0.08–0.16)	**49.1%** (0.03; -0.11–0.18)
Average Change in Proficiency in School's Lowest 1/3 Students:	0.25	**44.2%** (0.25; 0.12–0.41)	**49.9%** (0.25; 0.09–0.4)
Mathematics			
Percentage of Students Making at Least 1 Year of Progress:	65.2%	**79.4%** (65.2%; 32.7%–73.6%)	**81.5%** (65.2%; 30.3%–73.1%)
Average Change in Student Proficiency:	0.13	**66.8%** (0.13; -0.12–0.26)	**64.5%** (0.13; -0.15–0.29)
Average Change in Proficiency in School's Lowest 1/3 Students:	0.32	**76.7%** (0.32; 0.02–0.42)	**68.8%** (0.32; 0.0–0.47)

(–) Indicates fewer than 20 students.