

This Progress Report is for:

SCHOOL	P.S. 106 Edward Everett Hale (32K106)
PRINCIPAL	Robert Flores
ENROLLMENT	613
SCHOOL TYPE	ELEMENTARY
PEER INDEX	65.59

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, including change in school leadership or school closure.

How did this school perform?

- This school's overall score for 2007-08 is 68.5
- This score places the School in the 77 percentile of all elementary schools Citywide—i.e., 77 percent of those schools scored lower than this school
- This school met its 2007-08 target because it received an A two years in a row

Category	Calculated Score	Category Grade
School Environment	9.8 out of 15	A
Student Performance	17.5 out of 25	A
Student Progress	33.7 out of 60	A
Additional Credit	7.5 (15 max)	
Overall Score	68.5 out of 100	A

How scores translate to grades:

- Schools receive letter grades based on their overall score
- Schools with an overall score between 59.6–100 receive a letter grade of A
- 45% of schools earned an A in 2007-08

Elementary Table – Overall Grades

Grade	Score range	City summary
A	59.6–100	45% of schools
B	45.8–59.5	38% of schools
C	32.6–45.7	13% of schools
D	28.4–32.5	3% of schools
F	9.6–28.4	2% of schools

In This Report:

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 parent, teacher and secondary student surveys and other data to measure necessary conditions for learning: attendance, academic expectations, communication, engagement and safety and respect.

Student Performance

measures student skill levels in English Language Arts and Math.

Student Progress

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

Closing the Achievement Gap

gives schools additional credit for exemplary gains among high-need students.

The back page provides specific information about how the school performed in each of these areas.

Quality Review Score

This school's 2007-08 Quality Review score is: Well Developed

To see this school's Quality Review report, find the school's Web site at <http://schools.nyc.gov/>, click 'Statistics' and scroll down to Quality Review Report.

State Accountability Status

Based on its 2006-07 performance, this school is: In Need of Improvement - Year 2

This status is determined by the New York State Department of Education under the No Child Left Behind (NCLB) Act. It is separate from the school's Progress Report Grade.

Additional Information

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 3.20 to 3.70 in Math). Schools earn additional credit for any one of the five high-need categories of students if the percentage of students in that category who achieve exemplary gains is in the top 40% of all schools citywide.

This component can only improve a school's Progress Report grade. It cannot lower a school's grade.

Credit	Exemplary Proficiency Gains	Student Group
English Language Arts		
+1.5	58.1%	English Language Learners
+1.5	51.3%	Special Education Students
+1.5	54.7%	Hispanic Students in the Lowest Third Citywide
+1.5	70.0%	Black Students in the Lowest Third Citywide
-	-	Other Students in the Lowest Third Citywide
Mathematics		
+0.75	22.6%	English Language Learners
	17.9%	Special Education Students
+0.75	32.8%	Hispanic Students in the Lowest Third Citywide
	16.7%	Black Students in the Lowest Third Citywide
-	-	Other Students in the Lowest Third Citywide

(-) indicates less than 15 students in this category

Peer Schools

Each school's performance is compared to the performance of schools in its peer group. Peer schools are those New York City public schools with a student population most like this school's population. Each school has up to 40 peer schools.

For Elementary and K-8 Schools, peer schools are determined based on the percentage of students at each school that are English Language Learners, Special Education, Black/Hispanic and Title I eligible.

For Middle Schools, peer schools are determined based on the average ELA and Math proficiency levels of the school's students before they entered Middle School.

The peer schools for P.S. 106 Edward Everett Hale are:

DBN	School Name	DBN	School Name
14K257	P.S. 257 John F. Hylan	12X066	P.S. 066 School of Higher Expectations
06M153	P.S. 153 Adam Clayton Powell	06M325	P.S. 325
10X246	P.S. 246 Poe Center	15K024	P.S. 024
17K091	P.S. 091 The Albany Avenue School	09X063	P.S. 063 Author's Academy
16K243	P.S. 243 Weeksville	12X134	P.S. 134 George F. Bristow
08X048	P.S. 048 Joseph R. Drake	06M128	P.S. 128 Audubon
10X291	P.S. 291	09X042	P.S. 042 Claremont
01M142	P.S. 142 Amalia Castro	09X058	P.S. 058
08X062	P.S. 062 Inocencio Casanova	05M161	P.S. 161 Pedro Albizu Campos
14K157	P.S. 157 Benjamin Franklin	10X085	P.S. 085 Great Expectations
09X109	P.S. 109 Sedgwick	06M028	P.S. 028 Wright Brothers
09X126	P.S. 126 Dr Marjorie H Dunbar	10X306	P.S. 306
09X199	P.S. 199X - The Shakespeare School	07X043	P.S. 043 Jonas Bronck
12X150	P.S. 150 Charles James Fox	07X030	P.S. 030 Wilton
12X092	P.S. 092 Bronx	06M048	P.S. 048 P.O. Michael J. Buczek
14K019	P.S. 019 Roberto Clemente	09X132	P.S. 132 Garret A. Morgan
08X075	P.S. 075	30Q092	P.S. 092 Harry T. Stewart Sr.
10X054	P.S. / I.S. 54	06M004	P.S. 004 Duke Ellington
10X033	P.S. 033 Timothy Dwight	04M072	P.S. 072
10X009	Ryer Avenue Elementary School	09X163	P.S. 163 Arthur A. Schomburg

The Progress Report is a key component of Mayor Michael R. Bloomberg's and Chancellor Joel I. Klein's Children First reforms. 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. If you have any questions or comments about the Progress Report, please visit <http://schools.nyc.gov/Accountability/SchoolReports/ProgressReports/> or send us an email at pr_support@schools.nyc.gov.

Results by Category

SCHOOL P.S. 106 Edward Everett Hale
PRINCIPAL Robert Flores

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
90%



In this example, the school's attendance is 90%. 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 the school to its peer group. The blue charts on the right compare the school to schools Citywide. Peer scores count three times as much as City scores. Peer and City ranges are based on the outcomes of schools from 2005-08.

School Environment

Comprises 15% of the Overall Score

This Year's Score:
0.656 x 15 = 9.8

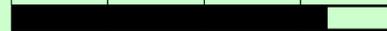
A

Survey Scores (10 points)

Academic Expectations:

8.3

82.6%



76.9%

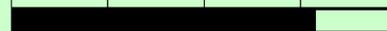


Number of students

Communication:

7.8

79.2%



80.8%



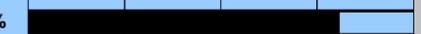
Engagement:

7.8

88.9%



81.3%



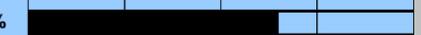
Safety and Respect:

8.2

76.9%



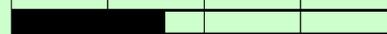
65.5%



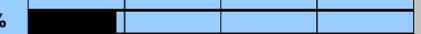
Attendance (5 points)

90.5%

40.0%



23.8%



Student Performance

Comprises 25% of the Overall Score

This Year's Score:
0.701 x 25 = 17.5

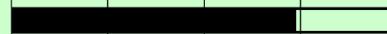
A

English Language Arts

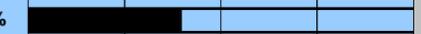
Percentage of Students at Proficiency (Level 3 or 4):

53.3%

74.6%



40.1%



306

Median Student Proficiency (1.00-4.50):

3.04

78.1%



44.4%



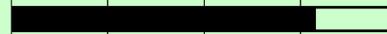
306

Mathematics

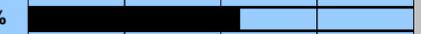
Percentage of Students at Proficiency (Level 3 or 4):

79.1%

79.8%



55.3%



311

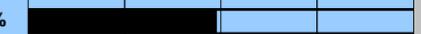
Median Student Proficiency (1.00-4.50):

3.47

78.4%



49.6%



311

Student Progress

Comprises 60% of the Overall Score

This Year's Score:
0.562 x 60 = 33.7

A

English Language Arts

Percentage of Students Making at Least 1 Year of Progress

63.2%

62.6%



66.4%

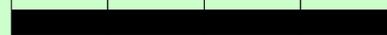


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Percentage of Students in School's Lowest 1/3 Students Making at Least 1 Year of Progress

95.0%

100.6%



99.2%



60

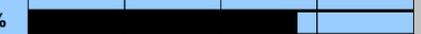
Average Change in Student Proficiency for Level 1 and Level 2 Students

0.40

80.6%



70.6%

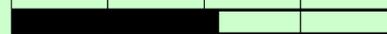


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Average Change in Student Proficiency for Level 3 and Level 4 Students

(0.08)

54.2%



46.7%



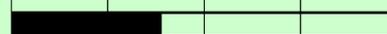
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Mathematics

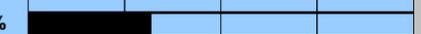
Percentage of Students Making at Least 1 Year of Progress

54.2%

39.2%



32.2%

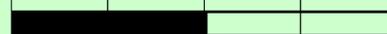


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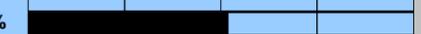
Percentage of Students in School's Lowest 1/3 Students Making at Least 1 Year of Progress

68.7%

52.0%



52.4%

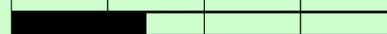


67

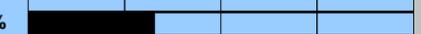
Average Change in Student Proficiency for Level 1 and Level 2 Students

0.24

35.7%



34.0%

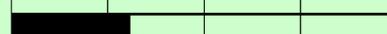


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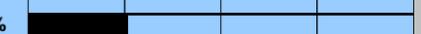
Average Change in Student Proficiency for Level 3 and Level 4 Students

(0.12)

31.0%



26.5%



228