Department of Education

Progress Report 2007-08

ELEMENTARY

This Progress Report is for:

SCHOOL	**P.S. 124 Silas B. Dutcher (15K124)**
PRINCIPAL	**Annabelle Martinez**
ENROLLMENT	**310**
SCHOOL TYPE	**ELEMENTARY**
PEER INDEX	**56.53**

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 63.5
- This score places the School in the 65 percentile of all elementary schools Citywide–i.e., 65 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	**21.4** out of 25	**A**
Student Progress	**32.3** out of 60	**B**
Additional Credit	**0.0** (15 max)	
Overall Score	**63.5** 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:
Proficient
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 Good Standing
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
	-	English Language Learners
	-	Special Education Students
	38.9%	Hispanic Students in the Lowest Third Citywide
	-	Black Students in the Lowest Third Citywide
	-	Other Students in the Lowest Third Citywide
		Mathematics
	-	English Language Learners
	-	Special Education Students
	-	Hispanic Students in the Lowest Third Citywide
	-	Black Students in the Lowest Third Citywide
	22.2%	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. 124 Silas B. Dutcher are:

DBN	School Name	DBN	School Name
21K090	P.S. 90 Edna Cohen School	11X078	P.S. 078 Anne Hutchinson
19K260	P.S. 260 Breuckelen	24Q014	P.S. 014 Fairview
22K194	P.S. 194 Raoul Wallenberg	10X094	P.S. 094 Kings College School
10X008	P.S. 008 Issac Varian	31R021	P.S. 21 Margaret Emery-Elm Park
29Q136	P.S. 136 Roy Wilkins	18K268	P.S. 268 Emma Lazarus
21K188	P.S. 188 Michael E. Berdy	22K315	P.S. K315
24Q239	P.S. 239	20K506	P.S. 506: School of Journalism & Technology
27Q106	P.S. 106	19K065	P.S. 065 - The Little Red School House
18K135	P.S. 135 Sheldon A. Brookner	24Q016	P.S. Q016
08X036	P.S. 036 Unionport	24Q089	P.S. 089 Elmhurst
20K164	P.S. 164 Caesar Rodney	05M200	P.S. 200- The James Mccune Smith School
22K251	P.S. 251 Paedergat	18K272	P.S. 272 Curtis Estabrook
17K397	P.S. 397 Foster-Laurie	29Q176	P.S. 176 Cambria Heights
18K233	P.S. 233 Langston Hughes	04M083	P.S. 083 Luis Munoz Rivera
22K134	P.S. K134	11X189	Cornerstone Academy for Social Action
17K221	P.S. 221 Tossaint L'Ouverture	03M242	P.S. M242 - Gwendolyn Powell Brown Computer School
22K203	P.S. 203 Floyd Bennett	19K273	P.S. 273 Wortman
13K256	P.S. 256 Benjamin Banneker	01M020	P.S. 020 Anna Silver
21K329	P.S. 329 Surfside	29Q034	P.S. 034 John Harvard
19K007	P.S. 007 Abraham Lincoln	12X047	P.S. 047 John Randolph

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. 124 Silas B. Dutcher**
PRINCIPAL **Annabelle Martinez**

HOW TO INTERPRET THIS CHART

A school is evaluated by asking how far its score in each categroy 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% **75.0%**

0% Min | 25% | 50% | 75% | 100% Max
80.0% | 100.0%

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:
0.653 x 15 = 9.8

A

	Your School's Score	Your School Relative to Peer Horizon: (0% Peer Min, 25%, 50%, 75%, 100% Peer Max)		Your School Relative to City Horizon: (0% City Min, 25%, 50%, 75%, 100% City Max)		Number of students
Survey Scores (10 points)						
Academic Expectations:	7.6	**52.0%**	6.3 – 8.8	**50.0%**	6.3 – 8.9	
Communication:	6.5	**32.0%**	5.7 – 8.2	**30.8%**	5.7 – 8.3	
Engagement:	7.0	**63.3%**	5.1 – 8.1	**56.3%**	5.2 – 8.4	
Safety and Respect:	8.3	**74.2%**	6.0 – 9.1	**69.0%**	6.3 – 9.2	
Attendance (5 points)	95.3%	**89.2%**	88.7% – 96.1%	**81.0%**	88.5% – 96.9%	

Student Performance

Comprises 25% of the Overall Score

This Year's Score:
0.857 x 25 = 21.4

A

	Your School's Score	Your School Relative to Peer Horizon: (0% Peer Min, 25%, 50%, 75%, 100% Peer Max)		Your School Relative to City Horizon: (0% City Min, 25%, 50%, 75%, 100% City Max)		Number of students
English Language Arts						
Percentage of Students at Proficiency (Level 3 or 4):	73.0%	**94.4%**	35.8% – 75.2%	**68.8%**	25.8% – 94.4%	137
Median Student Proficiency (1.00-4.50):	3.18	**78.0%**	2.79 – 3.29	**58.6%**	2.60 – 3.59	137
Mathematics						
Percentage of Students at Proficiency (Level 3 or 4):	91.4%	**89.8%**	51.7% – 95.9%	**81.6%**	53.2% – 100.0%	140
Median Student Proficiency (1.00-4.50):	3.81	**100.0%**	2.96 – 3.81	**75.6%**	2.82 – 4.13	140

Student Progress

Comprises 60% of the Overall Score

This Year's Score:
0.538 x 60 = 32.3

B

	Your School's Score	Your School Relative to Peer Horizon: (0% Peer Min, 25%, 50%, 75%, 100% Peer Max)		Your School Relative to City Horizon: (0% City Min, 25%, 50%, 75%, 100% City Max)		Number of students
English Language Arts						
Percentage of Students Making at Least 1 Year of Progress	58.0%	**47.3%**	45.7% – 71.7%	**47.7%**	44.8% – 72.5%	151
Percentage of Students in School's Lowest 1/3 Students Making at Least 1 Year of Progress	81.3%	**61.0%**	59.4% – 95.3%	**60.3%**	60.0% – 95.3%	32
Average Change in Student Proficiency for Level 1 and Level 2 Students	0.34	**65.4%**	0.17 – 0.43	**52.9%**	0.16 – 0.50	47
Average Change in Student Proficiency for Level 3 and Level 4 Students	(0.08)	**50.0%**	(0.22) – 0.06	**46.7%**	(0.22) – 0.08	104
Mathematics						
Percentage of Students Making at Least 1 Year of Progress	61.7%	**63.6%**	42.3% – 72.8%	**50.6%**	41.1% – 81.8%	152
Percentage of Students in School's Lowest 1/3 Students Making at Least 1 Year of Progress	61.3%	**40.4%**	45.7% – 84.3%	**35.3%**	46.0% – 89.3%	31
Average Change in Student Proficiency for Level 1 and Level 2 Students	0.33	**56.5%**	0.07 – 0.53	**50.9%**	0.06 – 0.59	20
Average Change in Student Proficiency for Level 3 and Level 4 Students	(0.03)	**60.7%**	(0.20) – 0.08	**52.9%**	(0.21) – 0.13	132