

This Progress Report is for:

SCHOOL	P.S. 200- The James Mccune Smith School (05M200)
PRINCIPAL	Renee Y. Belton
ENROLLMENT	683
SCHOOL TYPE	ELEMENTARY
PEER INDEX	56.94

Progress Report Grade

# B

### 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 52
- This score places the School in the 34 percentile of all elementary schools Citywide—i.e., 34 percent of those schools scored lower than this school
- This school did not meet its improvement target from last year

Category	Calculated Score	Category Grade
School Environment	5.3 out of 15	C
Student Performance	6.1 out of 25	D
Student Progress	35.3 out of 60	A
Additional Credit	5.3 (15 max)	
Overall Score	52.0 out of 100	B

### How scores translate to grades:

- Schools receive letter grades based on their overall score
- Schools with an overall score between 45.8–59.5 receive a letter grade of B
- 38% of schools earned a B 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
<b>English Language Arts</b>		
+0.75	35.7%	English Language Learners
+0.75	44.1%	Special Education Students
	41.2%	Hispanic Students in the Lowest Third Citywide
	27.5%	Black Students in the Lowest Third Citywide
	-	Other Students in the Lowest Third Citywide
<b>Mathematics</b>		
+1.5	50.0%	English Language Learners
+0.75	36.1%	Special Education Students
+1.5	52.5%	Hispanic Students in the Lowest Third Citywide
	25.0%	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. 200- The James Mccune Smith School are:

DBN	School Name	DBN	School Name
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
15K124	P.S. 124 Silas B. Dutcher	19K108	P.S. 108 Sal Abbracciamento
11X078	P.S. 078 Anne Hutchinson	16K309	P.S. 309 George E. Wibecan
24Q014	P.S. 014 Fairview	13K093	P.S. 093 William H. Prescott
10X094	P.S. 094 Kings College School	28Q160	P.S. 160 Walter Francis Bishop
31R021	P.S. 21 Margaret Emery-Elm Park	13K307	P.S. 307 Daniel Hale Williams
18K268	P.S. 268 Emma Lazarus	11X021	P.S. 021 Phillip H. Sheridan
22K315	P.S. K315	08X072	P.S. 072 Dr. William Dorney
20K506	P.S. 506: School of Journalism & Technology	25Q201	P.S. 201 Kissena
19K065	P.S. 065 - The Little Red School House	32K075	P.S. 075 Mayda Cortiella
24Q016	P.S. Q016	27Q104	P.S. 104 The Bays Water
24Q089	P.S. 089 Elmhurst	11X103	P.S. 103 Hector Fontanez

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](mailto:pr_support@schools.nyc.gov).

# Results by Category

SCHOOL P.S. 200- The James Mccune Smith School  
 PRINCIPAL Renee Y. Belton

## 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:  
0.351 x 15 = 5.3

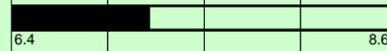
**C**

### Survey Scores (10 points)

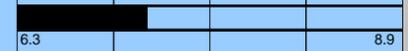
Academic Expectations:

7.2

36.4%



34.6%

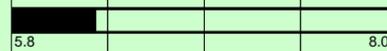


Number of students

Communication:

6.3

22.7%



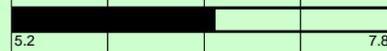
23.1%



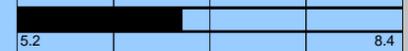
Engagement:

6.6

53.8%



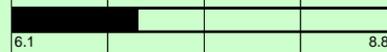
43.8%



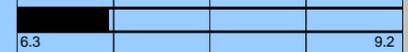
Safety and Respect:

7.0

33.3%



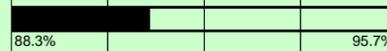
24.1%



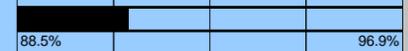
### Attendance (5 points)

91.0%

36.5%



29.8%



## Student Performance

Comprises 25% of the Overall Score

This Year's Score:  
0.244 x 25 = 6.1

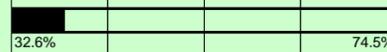
**D**

### English Language Arts

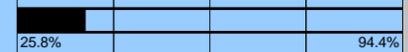
Percentage of Students at Proficiency (Level 3 or 4):

38.8%

14.8%



19.0%

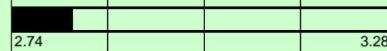


361

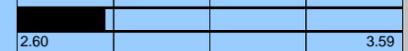
Median Student Proficiency (1.00-4.50):

2.83

16.7%



23.2%



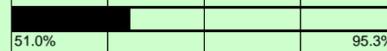
361

### Mathematics

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

65.0%

31.6%



25.2%

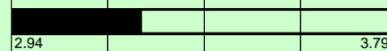


371

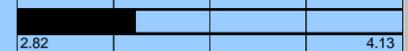
Median Student Proficiency (1.00-4.50):

3.23

34.1%



31.3%



371

## Student Progress

Comprises 60% of the Overall Score

This Year's Score:  
0.588 x 60 = 35.3

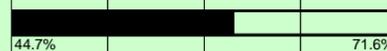
**A**

### English Language Arts

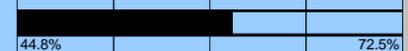
Percentage of Students Making at Least 1 Year of Progress

60.4%

58.4%



56.3%

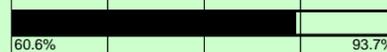


387

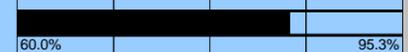
Percentage of Students in School's Lowest 1/3 Students Making at Least 1 Year of Progress

85.2%

74.3%



71.4%

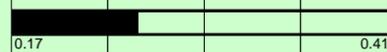


61

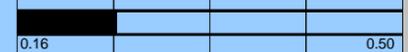
Average Change in Student Proficiency for Level 1 and Level 2 Students

0.25

33.3%



26.5%

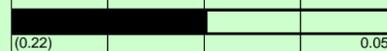


226

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

(0.08)

51.9%



46.7%



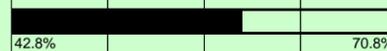
161

### Mathematics

Percentage of Students Making at Least 1 Year of Progress

59.8%

60.7%



45.9%

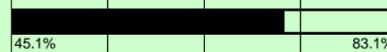


395

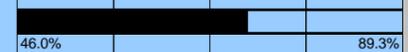
Percentage of Students in School's Lowest 1/3 Students Making at Least 1 Year of Progress

72.3%

71.6%



60.7%

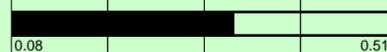


65

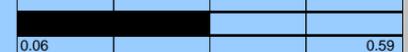
Average Change in Student Proficiency for Level 1 and Level 2 Students

0.33

58.1%



50.9%



161

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

0