Department of Education

Progress Report 2007-08

ELEMENTARY

This Progress Report is for:

SCHOOL	**P.S. 069 Jackson Heights (30Q069)**
PRINCIPAL	**Martha Vazquez**
ENROLLMENT	**1230**
SCHOOL TYPE	**ELEMENTARY**
PEER INDEX	**37.15**

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 51.1
- This score places the School in the 31 percentile of all elementary schools Citywide–i.e., 31 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	**8.9** out of 15	B
Student Performance	**17.9** out of 25	A
Student Progress	**22.8** out of 60	C
Additional Credit	**1.5** (15 max)	
Overall Score	**51.1** 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 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
	25.0%	English Language Learners
	31.8%	Special Education Students
	37.0%	Hispanic Students in the Lowest Third Citywide
	-	Black Students in the Lowest Third Citywide
+1.5	56.7%	Other Students in the Lowest Third Citywide
		Mathematics
	9.9%	English Language Learners
	9.1%	Special Education Students
	26.3%	Hispanic Students in the Lowest Third Citywide
	-	Black Students in the Lowest Third Citywide
	23.8%	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. 069 Jackson Heights are:

DBN	School Name	DBN	School Name
24Q229	P.S. 229 Emanuel Kaplan	28Q099	P.S. 099 Kew Gardens
31R045	P.S. 045 John Tyler	21K153	P.S. 153 Homecrest
22K255	P.S. 255 Barbara Reing School	27Q056	P.S. 056 Harry Eichler
01M364	Earth School	25Q129	P.S. 129 Patricia Larkin
20K048	P.S. 048 Mapleton	28Q220	P.S. 220 Edward Mandel
21K216	P.S. 216 Arturo Toscanini	15K261	P.S. 261 Philip Livingston
25Q024	P.S. 024 Andrew Jackson	22K052	P.S. 052 Sheepshead Bay
29Q131	P.S. 131 Abigail Adams	20K069	P.S. 69 Vincent D. Grippo School
20K163	P.S. 163 Bath Beach	20K205	P.S. 205 Clarion
24Q153	P.S. 153 Maspeth Elem	29Q033	P.S. 033 Edward M. Funk
01M361	Children's Workshop School	24Q091	P.S. 091 Richard Arkwright
24Q102	P.S. 102 Bayview	25Q214	P.S. 214 Cadwallader Colden
20K170	P.S. 170 Lexington	28Q117	P.S. 117 J. Keld / Briarwood School
02M042	P.S. 042 Benjamin Altman	31R046	P.S. 046 Albert V. Maniscalco
15K230	P.S. 230 Doris L. Cohen	25Q020	P.S. 020 John Bowne
84K362	Hellenic Classical Charter School	28Q055	P.S. 055 Maure
21K177	P.S. 177 The Marlboro	25Q165	P.S. 165 Edith K. Bergtraum
31R038	P.S. 038 George Cromwell	24Q071	P.S. 071 Forest
25Q021	P.S. 021 Edward Hart	28Q161	P.S. 161 Arthur Ashe School
25Q022	P.S. 022 Thomas Jefferson	30Q011	P.S. 011 Kathryn Phelan

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

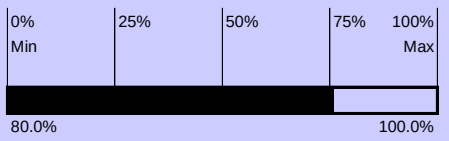
SCHOOL **P.S. 069 Jackson Heights**
PRINCIPAL **Martha Vazquez**

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%**



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:
0.592 x 15 = 8.9

B

	Your School's Score	Your School Relative to Peer Horizon:	Peer Min	Peer Max	Your School Relative to City Horizon:	City Min	City Max	Number of students
Survey Scores (10 points)								
Academic Expectations:	7.8	**55.6%**	6.8	8.6	**57.7%**	6.3	8.9	
Communication:	7.0	**50.0%**	5.8	8.2	**50.0%**	5.7	8.3	
Engagement:	6.8	**48.3%**	5.4	8.3	**50.0%**	5.2	8.4	
Safety and Respect:	8.3	**64.7%**	7.2	8.9	**69.0%**	6.3	9.2	
Attendance (5 points)	95.0%	**64.0%**	91.8%	96.8%	**77.4%**	88.5%	96.9%	

Student Performance

Comprises 25% of the Overall Score

This Year's Score:
0.715 x 25 = 17.9

A

	Your School's Score	Your School Relative to Peer Horizon:	Peer Min	Peer Max	Your School Relative to City Horizon:	City Min	City Max	Number of students
English Language Arts								
Percentage of Students at Proficiency (Level 3 or 4):	78.8%	**78.7%**	57.0%	84.7%	**77.3%**	25.8%	94.4%	593
Median Student Proficiency (1.00-4.50):	3.27	**60.6%**	3.07	3.40	**67.7%**	2.60	3.59	593
Mathematics								
Percentage of Students at Proficiency (Level 3 or 4):	93.0%	**75.6%**	71.9%	99.8%	**85.0%**	53.2%	100.0%	610
Median Student Proficiency (1.00-4.50):	3.81	**64.4%**	3.34	4.07	**75.6%**	2.82	4.13	610

Student Progress

Comprises 60% of the Overall Score

This Year's Score:
0.38 x 60 = 22.8

C

	Your School's Score	Your School Relative to Peer Horizon:	Peer Min	Peer Max	Your School Relative to City Horizon:	City Min	City Max	Number of students
English Language Arts								
Percentage of Students Making at Least 1 Year of Progress	53.5%	**30.6%**	46.0%	70.5%	**31.4%**	44.8%	72.5%	583
Percentage of Students in School's Lowest 1/3 Students Making at Least 1 Year of Progress	76.5%	**41.8%**	63.5%	94.6%	**46.7%**	60.0%	95.3%	136
Average Change in Student Proficiency for Level 1 and Level 2 Students	0.30	**34.5%**	0.20	0.49	**41.2%**	0.16	0.50	157
Average Change in Student Proficiency for Level 3 and Level 4 Students	(0.07)	**33.3%**	(0.14)	0.07	**50.0%**	(0.22)	0.08	426
Mathematics								
Percentage of Students Making at Least 1 Year of Progress	65.0%	**39.4%**	53.3%	83.0%	**58.7%**	41.1%	81.8%	599
Percentage of Students in School's Lowest 1/3 Students Making at Least 1 Year of Progress	61.4%	**28.5%**	50.8%	88.0%	**35.6%**	46.0%	89.3%	145
Average Change in Student Proficiency for Level 1 and Level 2 Students	0.41	**52.9%**	0.14	0.65	**66.0%**	0.06	0.59	57
Average Change in Student Proficiency for Level 3 and Level 4 Students	(0.03)	**34.6%**	(0.12)	0.14	**52.9%**	(0.21)	0.13	542