Department of Education

Progress Report 2007-08

ELEMENTARY

This Progress Report is for:

SCHOOL	**P.S. 045 John Tyler (31R045)**
PRINCIPAL	**Teresa Caccavale**
ENROLLMENT	**999**
SCHOOL TYPE	**ELEMENTARY**
PEER INDEX	**34.55**

Progress Report Grade

C

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 43.1
- This score places the School in the 13 percentile of all elementary schools Citywide–i.e., 13 percent of those schools scored lower than this school
- This school achieved between 75% and 100% of its improvement target from last year

Category	Calculated Score	Category Grade
School Environment	**4.9** out of 15	**C**
Student Performance	**13.0** out of 25	**B**
Student Progress	**25.2** out of 60	**B**
Additional Credit	**0.0** (15 max)	
Overall Score	**43.1** out of 100	**C**

How scores translate to grades:

- Schools receive letter grades based on their overall score
- Schools with an overall score between 32.6–45.7 receive a letter grade of C
- 13% of schools earned a C 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
	-	English Language Learners
	16.1%	Special Education Students
	36.0%	Hispanic Students in the Lowest Third Citywide
	37.0%	Black Students in the Lowest Third Citywide
	33.3%	Other Students in the Lowest Third Citywide
		Mathematics
	-	English Language Learners
	18.8%	Special Education Students
	25.0%	Hispanic Students in the Lowest Third Citywide
	19.2%	Black Students in the Lowest Third Citywide
	20.0%	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. 045 John Tyler are:

DBN	School Name	DBN	School Name
27Q108	P.S. 108 Captain Vincent G. Fowler	22K255	P.S. 255 Barbara Reing School
20K176	P.S. 176 Ovington	01M364	Earth School
25Q120	P.S. 120 Queens	20K048	P.S. 048 Mapleton
14K034	P.S. 034 Oliver H. Perry	21K216	P.S. 216 Arturo Toscanini
11X108	P.S. 108 Philip J. Abinanti	25Q024	P.S. 024 Andrew Jackson
21K199	P.S. 199 Frederick Wachtel	29Q131	P.S. 131 Abigail Adams
31R060	P.S. 060 Alice Austen	20K163	P.S. 163 Bath Beach
20K102	P.S. 102 The Bayview	24Q153	P.S. 153 Maspeth Elem
24Q113	P.S. 113 Isaac Chauncey	01M361	Children's Workshop School
20K186	P.S. 186 Dr. Irving A Gladstone	24Q102	P.S. 102 Bayview
01M363	Neighborhood School	20K170	P.S. 170 Lexington
20K127	P.S. 127 Mckinley Park	02M042	P.S. 042 Benjamin Altman
21K128	P.S. 128 Bensonhurst	15K230	P.S. 230 Doris L. Cohen
20K105	P.S. 105 The Blythebourne	84K362	Hellenic Classical Charter School
25Q154	P.S. 154 Queens	21K177	P.S. 177 The Marlboro
15K039	P.S. 039 Henry Bristow	31R038	P.S. 038 George Cromwell
27Q062	P.S. 062 Chester Park	25Q021	P.S. 021 Edward Hart
31R026	P.S. 026 The Carteret School	25Q022	P.S. 022 Thomas Jefferson
01M315	The East Village Community School	30Q069	P.S. 069 Jackson Heights
24Q229	P.S. 229 Emanuel Kaplan	28Q099	P.S. 099 Kew Gardens

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. 045 John Tyler**
PRINCIPAL **Teresa Caccavale**

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

		0% Min	25%	50%	75%	100% Max
Attendance 90%	**75.0%**	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:
0.326 x 15 = 4.9

C

	Your School's Score	Your School Relative to Peer Horizon:		Your School Relative to City Horizon:		Number of students
		0% Peer Min / 25% / 50% / 75% / 100% Peer Max		0% City Min / 25% / 50% / 75% / 100% City Max		
Survey Scores (10 points)						
Academic Expectations:	7.7	**47.6%**	6.7 – 8.8	**53.8%**	6.3 – 8.9	
Communication:	6.6	**32.1%**	5.7 – 8.5	**34.6%**	5.7 – 8.3	
Engagement:	6.6	**39.4%**	5.3 – 8.6	**43.8%**	5.2 – 8.4	
Safety and Respect:	7.4	**10.5%**	7.2 – 9.1	**37.9%**	6.3 – 9.2	
Attendance (5 points)	92.9%	**19.6%**	91.9% – 97.0%	**52.4%**	88.5% – 96.9%	

Student Performance

Comprises 25% of the Overall Score

This Year's Score:
0.519 x 25 = 13

B

	Your School's Score	Your School Relative to Peer Horizon:		Your School Relative to City Horizon:		Number of students
		0% Peer Min / 25% / 50% / 75% / 100% Peer Max		0% City Min / 25% / 50% / 75% / 100% City Max		
English Language Arts						
Percentage of Students at Proficiency (Level 3 or 4):	72.6%	**51.3%**	56.6% – 87.8%	**68.2%**	25.8% – 94.4%	446
Median Student Proficiency (1.00-4.50):	3.19	**32.4%**	3.07 – 3.44	**59.6%**	2.60 – 3.59	446
Mathematics						
Percentage of Students at Proficiency (Level 3 or 4):	89.0%	**60.4%**	72.2% – 100.0%	**76.5%**	53.2% – 100.0%	446
Median Student Proficiency (1.00-4.50):	3.66	**43.4%**	3.30 – 4.13	**64.1%**	2.82 – 4.13	446

Student Progress

Comprises 60% of the Overall Score

This Year's Score:
0.42 x 60 = 25.2

B

	Your School's Score	Your School Relative to Peer Horizon:		Your School Relative to City Horizon:		Number of students
		0% Peer Min / 25% / 50% / 75% / 100% Peer Max		0% City Min / 25% / 50% / 75% / 100% City Max		
English Language Arts						
Percentage of Students Making at Least 1 Year of Progress	58.8%	**53.9%**	44.9% – 70.7%	**50.5%**	44.8% – 72.5%	438
Percentage of Students in School's Lowest 1/3 Students Making at Least 1 Year of Progress	80.8%	**59.1%**	62.9% – 93.2%	**58.9%**	60.0% – 95.3%	99
Average Change in Student Proficiency for Level 1 and Level 2 Students	0.32	**37.9%**	0.21 – 0.50	**47.1%**	0.16 – 0.50	147
Average Change in Student Proficiency for Level 3 and Level 4 Students	(0.08)	**30.4%**	(0.15) – 0.08	**46.7%**	(0.22) – 0.08	291
Mathematics						
Percentage of Students Making at Least 1 Year of Progress	62.2%	**32.1%**	52.2% – 83.4%	**51.8%**	41.1% – 81.8%	436
Percentage of Students in School's Lowest 1/3 Students Making at Least 1 Year of Progress	59.8%	**25.4%**	50.0% – 88.6%	**31.9%**	46.0% – 89.3%	112
Average Change in Student Proficiency for Level 1 and Level 2 Students	0.39	**51.0%**	0.13 – 0.64	**62.3%**	0.06 – 0.59	51
Average Change in Student Proficiency for Level 3 and Level 4 Students	(0.02)	**37.5%**	(0.11) – 0.13	**55.9%**	(0.21) – 0.13	385