

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 61.7
- This score places the School in the 61 percentile of all elementary schools Citywide—i.e., 61 percent of those schools scored lower than this school
- This school met 100% of its improvement target from last year

This Progress Report is for:

SCHOOL	P.S. 050 Frank Hankinson (31R050)
PRINCIPAL	Sharon Toby Fine
ENROLLMENT	592
SCHOOL TYPE	ELEMENTARY
PEER INDEX	18.14

Category	Calculated Score	Category Grade
School Environment	6.7 out of 15	B
Student Performance	10.9 out of 25	C
Student Progress	43.3 out of 60	A
Additional Credit	0.8 (15 max)	
Overall Score	61.7 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
39.0%	-	Special Education Students
-	-	Hispanic Students in the Lowest Third Citywide
-	-	Black Students in the Lowest Third Citywide
42.9%	-	Other Students in the Lowest Third Citywide
Mathematics		
-	-	English Language Learners
+0.75	31.7%	Special Education Students
-	-	Hispanic Students in the Lowest Third Citywide
-	-	Black Students in the Lowest Third Citywide
30.2%	-	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. 050 Frank Hankinson are:

DBN	School Name	DBN	School Name
26Q205	P.S. 205 Alexander Graham Bell	25Q193	P.S. 193 Alfred J. Kennedy
31R032	P.S. 032 The Gifford School	02M003	P.S. 003 Charrette School
02M041	P.S. 041 Greenwich Village	25Q184	P.S. 184 Flushing Manor
31R001	P.S. 001 Tottenville	25Q079	P.S. 079 Francis Lewis
26Q041	P.S. 041 Crocheron	26Q191	P.S. 191 Mayflower
02M150	P.S. 150	31R008	P.S. 8 Shirlee Solomon
31R053	P.S. 053 Bay Terrace	26Q018	P.S. 018 Winchester
26Q094	P.S. 094 David D. Porter	26Q173	P.S. 173 Fresh Meadows
31R006	P.S. 6 Corporal Allan F. Kivlehan School	26Q213	P.S. 213 The Carl Ullman School
31R042	P.S. 042 Eltingville	02M116	P.S. 116 Mary Lindley Murray
02M040	P.S. 040 Augustus Saint-Gaudens	02M059	P.S. 059 Beekman Hill International
26Q203	P.S. 203 Oakland Gardens	20K185	P.S. 185 Walter Kassenbrock
24Q128	P.S. 128 Juniper Valley	31R004	P.S. 004 Maurice Wollin
15K321	P.S. 321 William Penn	20K229	P.S. 229 Dyker
25Q209	P.S. 209 Clearview Gardens	22K277	P.S. 277 Gerritsen Beach
28Q101	P.S. 101 School in the Gardens	26Q159	P.S. 159
26Q162	P.S. 162 John Golden	03M087	P.S. 087 William Sherman
25Q169	P.S. 169 Bay Terrace	26Q026	P.S. 026 Rufus King
02M183	P.S. 183 Robert L. Stevenson	31R030	P.S. 030 Westerleigh
31R023	P.S. 023 Richmondtown	02M158	P.S. 158 Bayard Taylor

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. 050 Frank Hankinson
PRINCIPAL Sharon Toby Fine

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:
0.444 x 15 = 6.7

B

Survey Scores (10 points)

Academic Expectations:

8.0

47.8%



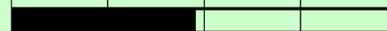
65.4%



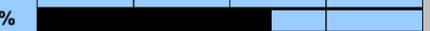
Communication:

7.3

48.0%



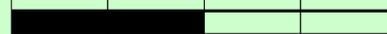
61.5%



Engagement:

7.3

50.0%



65.6%



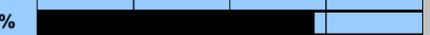
Safety and Respect:

8.4

47.4%



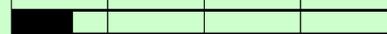
72.4%



Attendance (5 points)

93.6%

16.7%



60.7%



Student Performance

Comprises 25% of the Overall Score

This Year's Score:
0.436 x 25 = 10.9

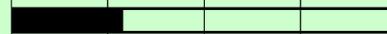
C

English Language Arts

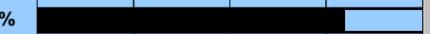
Percentage of Students at Proficiency (Level 3 or 4):

80.9%

29.3%



80.3%

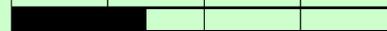


278

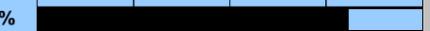
Median Student Proficiency (1.00-4.50):

3.41

35.6%



81.8%



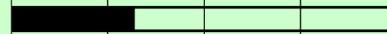
278

Mathematics

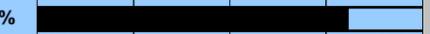
Percentage of Students at Proficiency (Level 3 or 4):

91.4%

32.3%



81.6%

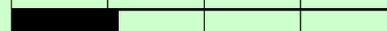


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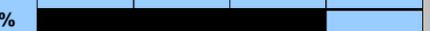
Median Student Proficiency (1.00-4.50):

3.81

28.8%



75.6%



278

Student Progress

Comprises 60% of the Overall Score

This Year's Score:
0.721 x 60 = 43.3

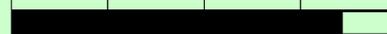
A

English Language Arts

Percentage of Students Making at Least 1 Year of Progress

67.7%

86.9%



82.7%



285

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

85.0%

75.8%



70.8%

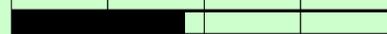


60

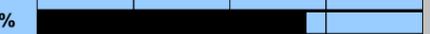
Average Change in Student Proficiency for Level 1 and Level 2 Students

0.40

45.5%



70.6%

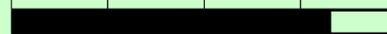


95

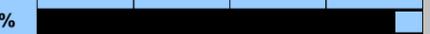
Average Change in Student Proficiency for Level 3 and Level 4 Students

0.06

83.3%



93.3%



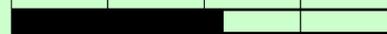
190

Mathematics

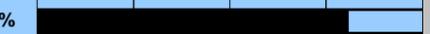
Percentage of Students Making at Least 1 Year of Progress

74.1%

55.3%



81.1%

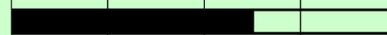


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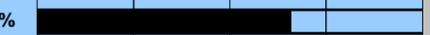
Percentage of Students in School's Lowest 1/3 Students Making at Least 1 Year of Progress

74.6%

63.6%



66.1%

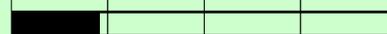


59

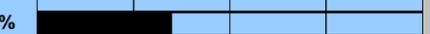
Average Change in Student Proficiency for Level 1 and Level 2 Students

0.25

23.8%



35.8%

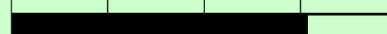


51

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

0.09

77.8%



88.2%



232