Department of Education

Progress Report 2007-08

ELEMENTARY

This Progress Report is for:

SCHOOL	**P.S. 070 Max Schoenfeld (09X070)**
PRINCIPAL	**Kerry Castellano**
ENROLLMENT	**1404**
SCHOOL TYPE	**ELEMENTARY**
PEER INDEX	**61.41**

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 46.8
- This score places the School in the 20 percentile of all elementary schools Citywide–i.e., 20 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	**6.9** out of 15	B
Student Performance	**11.2** out of 25	C
Student Progress	**27.2** out of 60	B
Additional Credit	**1.5** (15 max)	
Overall Score	**46.8** 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:
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:
Restructuring - Year 3
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
+0.75	31.6%	English Language Learners
	35.4%	Special Education Students
	36.0%	Hispanic Students in the Lowest Third Citywide
	35.8%	Black Students in the Lowest Third Citywide
	-	Other Students in the Lowest Third Citywide
		Mathematics
+0.75	20.1%	English Language Learners
	27.7%	Special Education Students
	24.8%	Hispanic Students in the Lowest Third Citywide
	22.9%	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. 070 Max Schoenfeld are:

DBN	School Name	DBN	School Name
13K044	P.S. 044 Marcus Garvey	06M189	P.S. 189
10X340	P.S. 340	16K040	P.S. 040 George W. Carver
11X041	P.S. 041 Gun Hill Road	17K006	P.S. 006
13K067	P.S. 067 Charles A. Dorsey	17K241	P.S. 241 Emma L. Johnston
05M125	P.S. 125 Ralph Bunche	19K149	P.S. 149 Danny Kaye
14K147	P.S. 147 Issac Remsen	08X069	P.S. 069 The New Vision School
10X360	P.S. 360	01M137	P.S. 137 John L. Bernstein
01M064	P.S. 064 Robert Simon	07X018	P.S. 018 John Peter Zenger
10X307	P.S. X307 - Eames Place	10X091	P.S. 091 Bronx
13K133	P.S. 133 William A. Butler	12X195	P.S. 195
16K262	P.S. 262 El Hajj Malik El Shabazz Elementary School	31R014	P.S. 014 Cornelius Vanderbilt
14K297	P.S. 297 Abraham Stockton	11X068	P.S. 068 Bronx
15K001	P.S. 001 The Bergen	12X196	P.S. 196
14K016	P.S. 016 Leonard Dunkly	09X230	P.S. 230 Dr Roland N. Patterson
05M133	P.S. 133 Fred R Moore	17K375	P.S. 375 Jackie-Robinson School
27Q215	P.S. 215 Lucretia Mott	16K335	P.S. 335 Granville T. Woods
31R044	P.S. 044 Thomas C. Brown	07X157	P.S. 157 Grove Hill
05M154	P.S. 154 Harriet Tubman	14K059	P.S. 059 William Floyd
12X102	P.S. 102 Joseph O. Loretan	12X044	P.S. 044 David C. Farragut
16K025	P.S. 025 Eubie Blake School	11X112	P.S. 112 Bronxwood

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. 070 Max Schoenfeld**
PRINCIPAL **Kerry Castellano**

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:
0.459 x 15 = 6.9

B

	Your School's Score	Your School Relative to Peer Horizon:		Your School Relative to City Horizon:		Number of students
Survey Scores (10 points)						
Academic Expectations:	7.4	**52.0%**	6.1 – 8.6	**42.3%**	6.3 – 8.9	
Communication:	6.9	**54.2%**	5.6 – 8.0	**46.2%**	5.7 – 8.3	
Engagement:	6.6	**51.7%**	5.1 – 8.0	**43.8%**	5.2 – 8.4	
Safety and Respect:	7.3	**48.1%**	6.0 – 8.7	**34.5%**	6.3 – 9.2	
Attendance (5 points)	90.3%	**45.6%**	87.2% – 94.0%	**21.4%**	88.5% – 96.9%	

Student Performance

Comprises 25% of the Overall Score

This Year's Score:
0.449 x 25 = 11.2

C

	Your School's Score	Your School Relative to Peer Horizon:		Your School Relative to City Horizon:		Number of students
English Language Arts						
Percentage of Students at Proficiency (Level 3 or 4):	40.2%	**32.6%**	24.9% – 71.9%	**21.0%**	25.8% – 94.4%	744
Median Student Proficiency (1.00-4.50):	2.85	**37.7%**	2.59 – 3.28	**25.3%**	2.60 – 3.59	744
Mathematics						
Percentage of Students at Proficiency (Level 3 or 4):	75.0%	**65.9%**	40.4% – 92.9%	**46.6%**	53.2% – 100.0%	755
Median Student Proficiency (1.00-4.50):	3.34	**59.2%**	2.76 – 3.74	**39.7%**	2.82 – 4.13	755

Student Progress

Comprises 60% of the Overall Score

This Year's Score:
0.453 x 60 = 27.2

B

	Your School's Score	Your School Relative to Peer Horizon:		Your School Relative to City Horizon:		Number of students
English Language Arts						
Percentage of Students Making at Least 1 Year of Progress	56.5%	**42.3%**	46.3% – 70.4%	**42.2%**	44.8% – 72.5%	772
Percentage of Students in School's Lowest 1/3 Students Making at Least 1 Year of Progress	68.9%	**20.7%**	62.6% – 93.1%	**25.2%**	60.0% – 95.3%	148
Average Change in Student Proficiency for Level 1 and Level 2 Students	0.25	**30.8%**	0.17 – 0.43	**26.5%**	0.16 – 0.50	476
Average Change in Student Proficiency for Level 3 and Level 4 Students	(0.12)	**44.8%**	(0.25) – 0.04	**33.3%**	(0.22) – 0.08	296
Mathematics						
Percentage of Students Making at Least 1 Year of Progress	60.6%	**65.2%**	41.5% – 70.8%	**47.9%**	41.1% – 81.8%	793
Percentage of Students in School's Lowest 1/3 Students Making at Least 1 Year of Progress	67.5%	**50.1%**	44.6% – 90.3%	**49.7%**	46.0% – 89.3%	154
Average Change in Student Proficiency for Level 1 and Level 2 Students	0.27	**47.6%**	0.07 – 0.49	**39.6%**	0.06 – 0.59	281
Average Change in Student Proficiency for Level 3 and Level 4 Students	(0.02)	**70.4%**	(0.21) – 0.06	**55.9%**	(0.21) – 0.13	512