

This Progress Report is for:

SCHOOL	P.S. 119 (08X119)
PRINCIPAL	Lydia Tyner
ENROLLMENT	908
SCHOOL TYPE	ELEMENTARY
PEER INDEX	49.8

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 59.7
- This score places the School in the 56 percentile of all elementary schools Citywide—i.e., 56 percent of those schools scored lower than this school
- This school met its 2007-08 target because it received an A two years in a row

Category	Calculated Score	Category Grade
School Environment	7.5 out of 15	B
Student Performance	14.9 out of 25	B
Student Progress	34.3 out of 60	A
Additional Credit	3.0 (15 max)	
Overall Score	59.7 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: 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 1

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	34.0%	English Language Learners
+0.75	48.6%	Special Education Students
	35.8%	Hispanic Students in the Lowest Third Citywide
	33.3%	Black Students in the Lowest Third Citywide
+1.5	54.2%	Other Students in the Lowest Third Citywide
Mathematics		
	16.7%	English Language Learners
	21.1%	Special Education Students
	20.4%	Hispanic Students in the Lowest Third Citywide
	-	Black Students in the Lowest Third Citywide
	21.7%	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. 119 are:

DBN	School Name	DBN	School Name
27Q060	P.S. 060 Woodhaven	13K003	P.S. 003 The Bedford Village
84X255	Bronx Charter School for Excellence	15K038	P.S. 038 The Pacific
13K020	P.S. 020 Clinton Hill	27Q097	P.S. 097 Forest Park
28Q086	P.S. Q086	30Q017	P.S. 017 Henry David Thoreau
28Q050	P.S. 050 Talfourd Lawn Elementary School	09X090	P.S. 090 George Meany
27Q096	P.S. 096	10X051	P.S. 051 Bronx New School
29Q035	P.S. 035 Nathaniel Woodhull	27Q066	P.S. 066 Jacqueline Kennedy Onassis
15K130	P.S. 130 The Parkside	29Q015	P.S. 015 Jackie Robinson
84K538	Achievement First Bushwick Charter School	01M019	P.S. 019 Asher Levy
02M051	P.S. 051 Elias Howe	13K011	P.S. 011 Purvis J. Behan
06M368	Hamilton Heights School	22K245	P.S. 245
18K279	P.S. 279 Herman Schreiber	84M702	Sisulu-Walker Charter School
14K250	P.S. 250 George H. Lindsay	11X105	P.S. 105 Sen Abraham Bernstein
21K253	P.S. 253	84K702	Community Partnership Charter
22K119	P.S. 119 Amersfort	30Q151	P.S. 151 Mary D. Carter
19K214	P.S. 214 Michael Friedsam	11X121	P.S. 121 Throop
27Q254	P.S. 254	22K139	P.S. 139 Alexine A. Fenty
84Q170	Peninsula Preparatory Academy Charter School	29Q295	P.S./I.S. 295
15K295	P.S. 295	11X106	P.S. 106 Parkchester
27Q155	P.S. 155	84M708	Harlem Day Charter School

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. 119
PRINCIPAL Lydia Tyner

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:
0.501 x 15 = 7.5

B

Survey Scores (10 points)

Academic Expectations:

7.6

50.0%



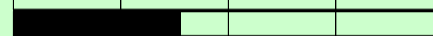
50.0%



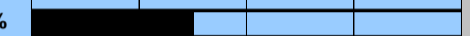
Communication:

6.7

39.3%



38.5%



Engagement:

6.8

51.5%



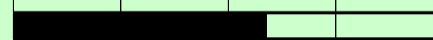
50.0%



Safety and Respect:

8.1

59.3%



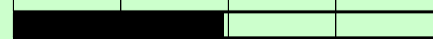
62.1%



Attendance (5 points)

93.0%

49.1%



53.6%



Student Performance

Comprises 25% of the Overall Score

This Year's Score:
0.596 x 25 = 14.9

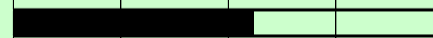
B

English Language Arts

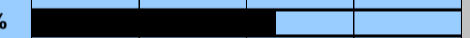
Percentage of Students at Proficiency (Level 3 or 4):

65.1%

56.7%



57.3%



413

Median Student Proficiency (1.00-4.50):

3.15

56.9%



55.6%



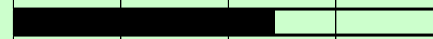
413

Mathematics

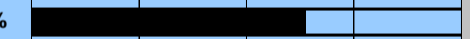
Percentage of Students at Proficiency (Level 3 or 4):

83.4%

61.4%



64.5%

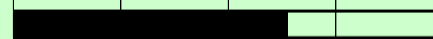


416

Median Student Proficiency (1.00-4.50):

3.60

64.0%



59.5%



416

Student Progress

Comprises 60% of the Overall Score

This Year's Score:
0.572 x 60 = 34.3

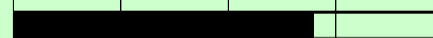
A

English Language Arts

Percentage of Students Making at Least 1 Year of Progress

63.9%

70.2%



69.0%

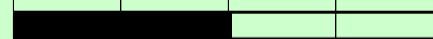


285

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

77.4%

51.7%



49.3%



93

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

0.33

54.8%



50.0%

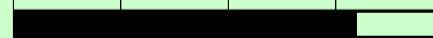


144

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

0.04

80.6%



86.7%



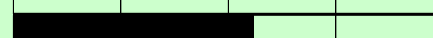
141

Mathematics

Percentage of Students Making at Least 1 Year of Progress

62.6%

56.1%



52.8%

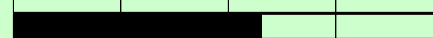


289

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

70.3%

58.1%



56.1%

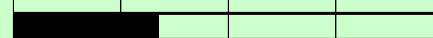


91

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

0.23

34.6%



32.1%



52

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

(0.05)

45.9%



47.1%



237