

This Progress Report is for:

SCHOOL	P.S. 015 Patrick F. Daly (15K015)
PRINCIPAL	PEGGY WYNS-MADISON
ENROLLMENT	358
SCHOOL TYPE	ELEMENTARY
PEER INDEX	63.99

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 2008-09 is 95.6
- This score places the School in the 88 percentile of all Elementary schools Citywide—i.e., 88 percent of those schools scored lower than this school

Category	Calculated Score	Category Grade
School Environment	13.1 out of 15	A
Student Performance	20.4 out of 25	A
Student Progress	54.6 out of 60	A
Additional Credit	7.5 (15 max)	
Overall Score	95.6 out of 100	A

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 2008-09 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.

How scores translate to grades:

- Schools receive letter grades based on their overall score
- Schools with an overall score between 68.0-100 receive a letter grade of A
- 87% of schools earned an A in 2008-09

Elementary Table – Overall Grades

Grade	Score range	City summary
A	68.0-100	87.2% of schools
B	54-67.9	10.8% of schools
C	43.0-53.9	1.4% of schools
D	33.0-42.9	0.3% of schools
F	0-32.9	0.3% 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.

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).

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
+1.5	66.7%	Special Education Students
+1.5	58.8%	Hispanic Students in the Lowest Third Citywide
+1.5	70.4%	Black Students in the Lowest Third Citywide
		Other Students in the Lowest Third Citywide
		Mathematics
		English Language Learners
+1.5	52.4%	Special Education Students
		Hispanic Students in the Lowest Third Citywide
+1.5	42.9%	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. 015 Patrick F. Daly are:

DBN	School Name	DBN	School Name
17K167	P.S. 167 The Parkway	07X179	P.S. 179
15K172	P.S. 172 Beacon School of Excellence	07X065	P.S. 065 Mother Hale Academy
27Q197	P.S. 197 The Ocean School	32K145	P.S. 145 Andrew Jackson
09X035	P.S. 035 Franz Siegel	32K116	P.S. 116 Elizabeth L Farrell
01M015	P.S. 015 Roberto Clemente	17K022	P.S. 022
09X073	P.S. 073 Bronx	32K274	P.S. 274 Kosciusko
05M046	P.S. 046 Arthur Tappan	10X032	P.S. 032 Belmont
12X061	P.S. 061 Francisco Oller	12X067	P.S. 067 Mohegan School
08X146	P.S. 146 Edward Collins	08X152	P.S. 152 Evergreen
02M347	The 47 American Sign Language & English Lower School	13K287	P.S. 287 Bailey K. Ashford
10X046	P.S. 046 Edgar Allan Poe	09X114	P.S. X114 - Luis Llorens Torres Schools
08X140	P.S. 140 Eagle	04M182	The Bilingual Bicultural School
13K046	P.S. 046 Edward C. Blum	14K120	P.S. 120 Carlos Tapia
32K123	P.S. 123 Suydam	08X335	New School #2 @ P.S. 60
05M194	P.S. 194 Countee Cullen	06M152	P.S. 152 Dyckman Valley
12X057	P.S. 057 Crescent	17K191	P.S. 191 Paul Robeson
09X011	P.S. 011 Highbridge	10X396	P.S. 396
31R020	P.S. 020 Port Richmond	09X204	P.S. 204 Morris Heights
32K376	P.S. 376	08X130	P.S. 130 Abram Stevens Hewitt
07X001	P.S. 001 Courtlandt School	14K257	P.S. 257 John F. Hylan

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. 015 Patrick F. Daly
PRINCIPAL PEGGY WYNS-MADISON

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.



In this example, the school's attendance is 95%. 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: **13.1 out of 15**

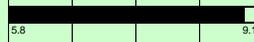
A

Survey Scores (10 points)

Academic Expectations:

8.9

93.9%



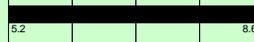
100.0%



Communication:

8.5

97.1%



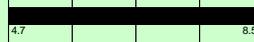
107.7%



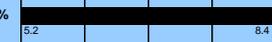
Engagement:

8.6

102.6%



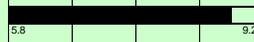
106.3%



Safety and Respect:

8.8

88.2%



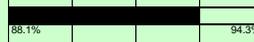
86.2%



Attendance (5 points)

92.8%

75.8%



51.2%



Student Performance

Comprises 25% of the Overall Score

This Year's Score: **20.4 out of 25**

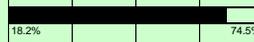
A

English Language Arts

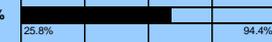
Percentage of Students at Proficiency (Level 3 or 4):

66.7%

86.1%



59.6%

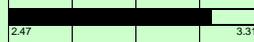


183

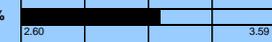
Median Student Proficiency (1.00-4.50):

3.15

81.0%



55.6%



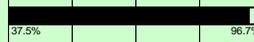
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Mathematics

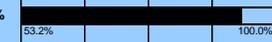
Percentage of Students at Proficiency (Level 3 or 4):

94.1%

95.6%



87.4%

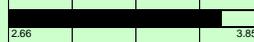


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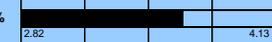
Median Student Proficiency (1.00-4.50):

3.66

84.0%



64.1%



185

Student Progress

Comprises 60% of the Overall Score

This Year's Score: **54.6 out of 60**

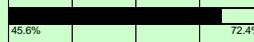
A

English Language Arts

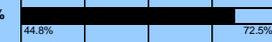
Percentage of Students Making at Least 1 Year of Progress

68.3%

84.7%



84.8%

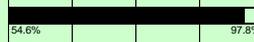


162

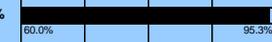
Percentage of Students in School's Lowest 1/3 Students Making at Least 1 Year of Progress

94.9%

93.3%



98.9%

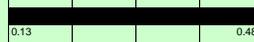


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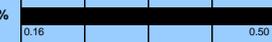
Average Change in Student Proficiency for Level 1 and Level 2 Students

0.58

128.6%



123.5%

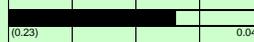


67

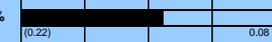
Average Change in Student Proficiency for Level 3 and Level 4 Students

(0.05)

66.7%



56.7%



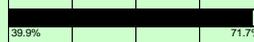
95

Mathematics

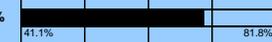
Percentage of Students Making at Least 1 Year of Progress

70.5%

96.2%



72.2%

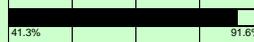


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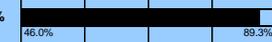
Percentage of Students in School's Lowest 1/3 Students Making at Least 1 Year of Progress

86.8%

90.5%



94.2%

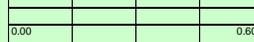


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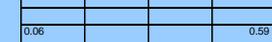
Average Change in Student Proficiency for Level 1 and Level 2 Students

0.00

0.60



0.06

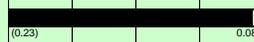


14

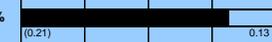
Average Change in Student Proficiency for Level 3 and Level 4 Students

0.07

96.8%



82.4%



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