Department of Education

Progress Report 2008-09

ELEMENTARY

This Progress Report is for:

SCHOOL	**P.S. 021 Crispus Attucks (16K021)**
PRINCIPAL	**Harold Anderson**
ENROLLMENT	**670**
SCHOOL TYPE	**ELEMENTARY**
PEER INDEX	**54.36**

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 2008-09 is 62.9
- This score places the School in the 7 percentile of all Elementary schools Citywide–i.e., 7 percent of those schools scored lower than this school

Category	Calculated Score	Category Grade
School Environment	12.8 out of 15	A
Student Performance	20.9 out of 25	A
Student Progress	27.7 out of 60	C
Additional Credit	1.5 (15 max)	
Overall Score	62.9 out of 100	B

How scores translate to grades:

- Schools receive letter grades based on their overall score
- Schools with an overall score between 54-67.9 receive a letter grade of B
- 11% of schools earned a B 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.

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 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.

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
	24.2%	Special Education Students
	-	Hispanic Students in the Lowest Third Citywide
+1.5	63.0%	Black Students in the Lowest Third Citywide
	-	Other Students in the Lowest Third Citywide
		Mathematics
	-	English Language Learners
	25.0%	Special Education Students
	-	Hispanic Students in the Lowest Third Citywide
	26.4%	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. 021 Crispus Attucks are:

DBN	School Name	DBN	School Name
19K159	P.S. 159 Isaac Pitkin	08X182	P.S. 182
18K114	P.S. 114 Ryder Elementary	30Q171	P.S. 171 Peter G. Van Alst
28Q082	P.S. 082 Hammond	28Q140	P.S. 140 Edward K Ellington
12X691	Bronx Little School	13K009	P.S. 009 Teunis G. Bergen
01M063	P.S. 063 William McKinley	04M037	River East Elementary
30Q148	P.S. 148 Queens	24Q081	P.S. 81Q Jean Paul Richter
04M964	Central Park East II	27Q333	Goldie Maple Academy
28Q030	P.S. 030 Queens	03M084	P.S. 084 Lillian Weber
05M175	P.S. 175 Henry H Garnet	29Q037	Cynthia Jenkins School
15K010	Magnet School of Math Science and Design Technology	11X087	P.S. 087 Bronx
84X165	Grand Concourse Charter School	29Q134	P.S. 134 Hollis
30Q112	P.S. 112 Dutch Kills	27Q045	P.S. 045 Clarence Witherspoon
15K169	P.S. 169 Sunset Park	29Q052	P.S. 052 Queens
18K276	P.S. 276 Louis Marshall	31R016	P.S. 016 John J. Driscoll
24Q068	P.S. 068 Cambridge	27Q223	P.S. 223 Lyndon B. Johnson
29Q038	P.S. 038 Rosedale	12X300	The School of Science and Applied Learning
84M705	Amber Charter School	15K131	P.S. 131 Brooklyn
28Q048	P.S. 048 William Wordsworth	21K090	P.S. 90 Edna Cohen School
18K244	P.S. 244 Richard R. Green	19K260	P.S. 260 Breuckelen
01M134	P.S. 134 Henrietta Szold	22K194	P.S. 194 Raoul Wallenberg

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. 021 Crispus Attucks**
PRINCIPAL **Harold Anderson**

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

		0% Min / 25% / 50% / 75% / 100% Max
Attendance 95%	**75.0%**	80.0% – 100.0%

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: **12.8 out of 15**

A

	Your School's Score	Your School Relative to Peer Horizon: (0% Peer Min / 25% / 50% / 75% / 100% Peer Max)		Your School Relative to City Horizon: (0% City Min / 25% / 50% / 75% / 100% City Max)		Number of students
Survey Scores (10 points)						
Academic Expectations:	8.5	**92.0%**	6.2 – 8.7	**84.6%**	6.3 – 8.9	
Communication:	7.8	**88.5%**	5.5 – 8.1	**80.8%**	5.7 – 8.3	
Engagement:	7.9	**93.3%**	5.1 – 8.1	**84.4%**	5.2 – 8.4	
Safety and Respect:	8.6	**89.3%**	6.1 – 8.9	**79.3%**	6.3 – 9.2	
Attendance (5 points)	94.1%	**83.6%**	89.0% – 95.1%	**66.7%**	88.5% – 96.9%	

Student Performance

Comprises 25% of the Overall Score

This Year's Score: **20.9 out of 25**

A

	Your School's Score	Your School Relative to Peer Horizon: (0% Peer Min / 25% / 50% / 75% / 100% Peer Max)		Your School Relative to City Horizon: (0% City Min / 25% / 50% / 75% / 100% City Max)		Number of students
English Language Arts						
Percentage of Students at Proficiency (Level 3 or 4):	80.3%	**108.7%**	32.9% – 76.5%	**79.4%**	25.8% – 94.4%	346
Median Student Proficiency (1.00-4.50):	3.27	**91.7%**	2.72 – 3.32	**67.7%**	2.60 – 3.59	346
Mathematics						
Percentage of Students at Proficiency (Level 3 or 4):	87.3%	**82.3%**	49.2% – 95.5%	**72.9%**	53.2% – 100.0%	346
Median Student Proficiency (1.00-4.50):	3.51	**71.1%**	2.92 – 3.75	**52.7%**	2.82 – 4.13	346

Student Progress

Comprises 60% of the Overall Score

This Year's Score: **27.7 out of 60**

C

	Your School's Score	Your School Relative to Peer Horizon: (0% Peer Min / 25% / 50% / 75% / 100% Peer Max)		Your School Relative to City Horizon: (0% City Min / 25% / 50% / 75% / 100% City Max)		Number of students
English Language Arts						
Percentage of Students Making at Least 1 Year of Progress	53.9%	**32.2%**	44.1% – 74.5%	**32.9%**	44.8% – 72.5%	322
Percentage of Students in School's Lowest 1/3 Students Making at Least 1 Year of Progress	82.4%	**60.7%**	58.9% – 97.6%	**63.5%**	60.0% – 95.3%	85
Average Change in Student Proficiency for Level 1 and Level 2 Students	0.41	**88.9%**	0.17 – 0.44	**73.5%**	0.16 – 0.50	75
Average Change in Student Proficiency for Level 3 and Level 4 Students	(0.07)	**50.0%**	(0.21) – 0.07	**50.0%**	(0.22) – 0.08	247
Mathematics						
Percentage of Students Making at Least 1 Year of Progress	54.9%	**41.4%**	39.9% – 76.1%	**33.9%**	41.1% – 81.8%	322
Percentage of Students in School's Lowest 1/3 Students Making at Least 1 Year of Progress	60.0%	**35.9%**	43.5% – 89.5%	**32.3%**	46.0% – 89.3%	75
Average Change in Student Proficiency for Level 1 and Level 2 Students	0.23	**32.6%**	0.08 – 0.54	**32.1%**	0.06 – 0.59	54
Average Change in Student Proficiency for Level 3 and Level 4 Students	(0.07)	**44.7%**	(0.24) – 0.14	**41.2%**	(0.21) – 0.13	268