Department of Education

Progress Report 2008-09

K-8

This Progress Report is for:

SCHOOL	**P.S. /I.S. 384 Frances E. Carter (32K384)**
PRINCIPAL	**Brunhilda Perez-Ortiz**
ENROLLMENT	**658**
SCHOOL TYPE	**K-8**
PEER INDEX	**64.85**

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 102.2
- This score places the School in the 97 percentile of all K-8 schools Citywide–i.e., 97 percent of those schools scored lower than this school

Category	Calculated Score	Category Grade
School Environment	**12.4** out of 15	**A**
Student Performance	**25.0** out of 25	**A**
Student Progress	**52.8** out of 60	**A**
Additional Credit	**12.0** (15 max)	
Overall Score	**102.2** out of 100	**A**

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
- 85% of schools earned an A in 2008-09

K-8 School Table – Overall Grades

Grade	Score range	City summary
A	68.0-100	85.4% of schools
B	54-67.9	13.1% of schools
C	43.0-53.9	1.5% of schools
D	33.0-42.9	0% of schools
F	0-32.9	0% 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
+1.5	32.4%	English Language Learners
+1.5	64.4%	Special Education Students
+1.5	58.0%	Hispanic Students in the Lowest Third Citywide
+1.5	65.4%	Black Students in the Lowest Third Citywide
	-	Other Students in the Lowest Third Citywide
		Mathematics
+1.5	36.8%	English Language Learners
+1.5	42.2%	Special Education Students
+1.5	46.4%	Hispanic Students in the Lowest Third Citywide
+1.5	45.5%	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. /I.S. 384 Frances E. Carter are:

DBN	School Name	DBN	School Name
01M140	P.S. 140 Nathan Straus	15K027	Agnes Y. Humphrey School for Leadership
10X279	P.S. 279 Captain Manuel Rivera Jr.	12X211	P.S. 211
21K288	P.S. 288 The Shirley Tanyhill		
07X031	P.S./M.S. 031 The William Lloyd Garrison		
30Q111	P.S. 111 Jacob Blackwell		
12X212	P.S. 212		
10X315	P.S. 315 Lab School		
23K155	P.S./ I.S. 155 Nicholas Herkimer		
07X029	P.S./M.S. 029 Melrose School		
04M057	James Weldon Johnson		
06M018	P.S. 018 Park Terrace		
23K150	P.S. 150 Christopher		
04M096	P.S. 096 Joseph Lanzetta		
04M050	P.S. 050 Vito Marcantonio		
19K328	P.S. 328 Phyllis Wheatley		
01M188	P.S. 188 The Island School		
23K298	P.S. 298 Dr. Betty Shabazz		
06M210	P.S. 210 - 21st Century Academy		
09X004	P.S./M.S. 004 Crotona Park West		
07X025	P.S. 025 Bilingual 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. /I.S. 384 Frances E. Carter**
PRINCIPAL **Brunhilda Perez-Ortiz**

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: **12.4 out of 15**

A

	Your School's Score	Your School Relative to Peer Horizon:	Peer Min	Peer Max	Your School Relative to City Horizon:	City Min	City Max	Number of students
Survey Scores (10 points)								
Academic Expectations:	7.9	**82.6%**	6.0	8.3	**75.0%**	6.1	8.5	
Communication:	7.0	**77.3%**	5.3	7.5	**72.7%**	5.4	7.6	
Engagement:	7.4	**87.5%**	5.3	7.7	**80.8%**	5.3	7.9	
Safety and Respect:	7.7	**83.9%**	5.1	8.2	**71.9%**	5.4	8.6	
Attendance (5 points)	93.3%	**94.6%**	86.3%	93.7%	**62.7%**	86.9%	97.1%	

Student Performance

Comprises 25% of the Overall Score

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

A

	Your School's Score	Your School Relative to Peer Horizon:	Peer Min	Peer Max	Your School Relative to City Horizon:	City Min	City Max	Number of students
English Language Arts								
Percentage of Students at Proficiency (Level 3 or 4):	66.6%	**141.3%**	20.4%	53.1%	**66.9%**	18.3%	90.5%	398
Median Student Proficiency (1.00-4.50):	3.11	**111.3%**	2.52	3.05	**58.0%**	2.53	3.53	398
Mathematics								
Percentage of Students at Proficiency (Level 3 or 4):	83.3%	**112.6%**	27.7%	77.1%	**74.0%**	35.7%	100.0%	402
Median Student Proficiency (1.00-4.50):	3.47	**99.0%**	2.48	3.48	**61.5%**	2.56	4.04	402

Student Progress

Comprises 60% of the Overall Score

This Year's Score: **52.8 out of 60**

A

	Your School's Score	Your School Relative to Peer Horizon:	Peer Min	Peer Max	Your School Relative to City Horizon:	City Min	City Max	Number of students
English Language Arts								
Percentage of Students Making at Least 1 Year of Progress	70.9%	**94.1%**	48.5%	72.3%	**98.9%**	44.6%	71.2%	373
Percentage of Students in School's Lowest 1/3 Students Making at Least 1 Year of Progress	87.0%	**76.5%**	65.8%	93.5%	**81.4%**	65.6%	91.9%	115
Average Change in Student Proficiency for Level 1 and Level 2 Students	0.41	**122.7%**	0.14	0.36	**93.3%**	0.13	0.43	188
Average Change in Student Proficiency for Level 3 and Level 4 Students	0.00	**100.0%**	(0.24)	0.00	**80.0%**	(0.24)	0.06	185
Mathematics								
Percentage of Students Making at Least 1 Year of Progress	70.1%	**81.8%**	37.3%	77.4%	**70.7%**	39.5%	82.8%	378
Percentage of Students in School's Lowest 1/3 Students Making at Least 1 Year of Progress	79.1%	**80.7%**	46.1%	87.0%	**78.6%**	49.8%	87.1%	110
Average Change in Student Proficiency for Level 1 and Level 2 Students	0.43	**82.2%**	0.06	0.51	**72.0%**	0.07	0.57	105
Average Change in Student Proficiency for Level 3 and Level 4 Students	0.08	**81.6%**	(0.32)	0.17	**80.0%**	(0.24)	0.16	273