# Department of Education

## Progress Report 2008-09

MIDDLE

**This Progress Report is for:**

| | |
|---|---|
| SCHOOL | **J.H.S. M044 William J. O'Shea (03M044)** |
| PRINCIPAL | **Liza Ortiz** |
| ENROLLMENT | **286** |
| SCHOOL TYPE | **MIDDLE** |
| PEER INDEX | **N/A** |

| Category | Calculated Score | Category Grade |
|---|---|---|
| **School Environment** | out of 15 (0–15) | |
| **Student Performance** | out of 25 (0–25) | |
| **Student Progress** | out of 60 (0–60) | |
| **Additional Credit** | (15 max) | |
| **Overall Score** | out of 100 (0–100) | |

**Middle School Table – Overall Grades**

| Grade | Score range | City summary |
|---|---|---|
| A | 68.0-100 | 77.6% of schools |
| B | 54-67.9 | 18.5% of schools |
| C | 43.0-53.9 | 3.0% of schools |
| D | 33.0-42.9 | 0.9% 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:
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:
Restructuring (Advanced) - Focused
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 | 38.9% | English Language Learners |
| +0.75 | 31.1% | Special Education Students |
| +1.5 | 33.3% | Hispanic Students in the Lowest Third Citywide |
| +1.5 | 26.5% | Black Students in the Lowest Third Citywide |
| | - | Other Students in the Lowest Third Citywide |
| | | **Mathematics** |
| | 27.8% | English Language Learners |
| +1.5 | 47.3% | Special Education Students |
| +0.75 | 34.5% | Hispanic Students in the Lowest Third Citywide |
| +1.5 | 48.7% | 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.

This school does not have a peer group because it is phasing out.

| DBN | School Name | DBN | School Name |
|---|---|---|---|

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.

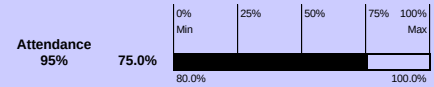
# Results by Category

SCHOOL **J.H.S. M044 William J. O'Shea**
PRINCIPAL **Liza 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




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**

| | 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: | 7.1 | | **48.1%** (5.8 – 8.5) | |
| Communication: | 6.2 | | **46.2%** (5.0 – 7.6) | |
| Engagement: | 6.6 | | **56.7%** (4.9 – 7.9) | |
| Safety and Respect: | 7.0 | | **54.5%** (5.2 – 8.5) | |
| **Attendance (5 points)** | 89.0% | | **32.1%** (84.8% – 97.9%) | |

## Student Performance

**Comprises 25% of the Overall Score**

| | 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) | |
|---|---|---|---|---|
| **English Language Arts** | | | | |
| Percentage of Students at Proficiency (Level 3 or 4): | 39.8% | | **43.6%** (2.6% – 88.0%) | 266 |
| Median Student Proficiency (1.00-4.50): | 2.90 | | **49.1%** (2.34 – 3.48) | 266 |
| **Mathematics** | | | | |
| Percentage of Students at Proficiency (Level 3 or 4): | 59.6% | | **55.8%** (8.5% – 100.0%) | 267 |
| Median Student Proficiency (1.00-4.50): | 3.16 | | **57.2%** (2.09 – 3.96) | 267 |

## Student Progress

**Comprises 60% of the Overall Score**

| | 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) | |
|---|---|---|---|---|
| **English Language Arts** | | | | |
| Percentage of Students Making at Least 1 Year of Progress | 66.0% | | **82.2%** (41.0% – 71.4%) | 271 |
| Percentage of Students in School's Lowest 1/3 Students Making at Least 1 Year of Progress | 88.2% | | **84.0%** (61.5% – 93.3%) | 93 |
| Average Change in Student Proficiency for Level 1 and Level 2 Students | 0.22 | | **50.0%** (0.07 – 0.37) | 185 |
| Average Change in Student Proficiency for Level 3 and Level 4 Students | (0.10) | | **58.6%** (0.27) – 0.02) | 86 |
| **Mathematics** | | | | |
| Percentage of Students Making at Least 1 Year of Progress | 66.1% | | **65.4%** (35.5% – 82.3%) | 270 |
| Percentage of Students in School's Lowest 1/3 Students Making at Least 1 Year of Progress | 85.2% | | **90.0%** (44.5% – 89.7%) | 88 |
| Average Change in Student Proficiency for Level 1 and Level 2 Students | 0.40 | | **71.9%** (0.01) – 0.56) | 140 |
| Average Change in Student Proficiency for Level 3 and Level 4 Students | (0.01) | | **61.2%** (0.31) – 0.18) | 130 |