Department of Education

Progress Report 2008-09

ELEMENTARY

This Progress Report is for:

SCHOOL	**P.S. 098 The Douglaston School (26Q098)**
PRINCIPAL	**Sheila Huggins**
ENROLLMENT	**272**
SCHOOL TYPE	**ELEMENTARY**
PEER INDEX	**11.72**

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 63.1
- This score places the School in the 8 percentile of all Elementary schools Citywide–i.e., 8 percent of those schools scored lower than this school

Category	Calculated Score	Category Grade
School Environment	**10.2** out of 15	**A**
Student Performance	**20.1** out of 25	**A**
Student Progress	**32.8** out of 60	**B**
Additional Credit	**0.0** (15 max)	
Overall Score	**63.1** 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
	37.5%	Special Education Students
	-	Hispanic Students in the Lowest Third Citywide
	-	Black Students in the Lowest Third Citywide
	-	Other Students in the Lowest Third Citywide
		Mathematics
	-	English Language Learners
	18.8%	Special Education Students
	-	Hispanic Students in the Lowest Third Citywide
	-	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. 098 The Douglaston School are:

DBN	School Name	DBN	School Name
31R005	P.S. 005 Huguenot	31R053	P.S. 053 Bay Terrace
02M234	P.S. 234 Independence School	26Q094	P.S. 094 David D. Porter
26Q188	P.S. 188 Kingsbury	31R006	P.S. 6 Corporal Allan F. Kivlehan School
31R003	P.S. 003 The Margaret Gioiosa School	31R042	P.S. 042 Eltingville
22K195	P.S. 195 Manhattan Beach	02M040	P.S. 040 Augustus Saint-Gaudens
02M077	P.S. 77 Lower Lab School		
02M006	P.S. 006 Lillie D. Blake		
31R055	P.S. 055 Henry M. Boehm		
26Q221	P.S. 221 North Hills		
31R036	P.S. 036 J. C. Drumgoole		
02M290	P.S. 290 Manhattan New School		
28Q196	P.S. 196 Grand Central Parkway		
31R056	P.S. 56 The Louis Desario School		
02M089	P.S. 89		
26Q205	P.S. 205 Alexander Graham Bell		
31R032	P.S. 032 The Gifford School		
02M041	P.S. 041 Greenwich Village		
31R001	P.S. 001 Tottenville		
26Q041	P.S. 041 Crocheron		
02M150	P.S. 150		

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. 098 The Douglaston School**
PRINCIPAL **Sheila Huggins**

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: **10.2 out of 15**

A

	Your School's Score	Your School Relative to Peer Horizon: (0% Peer Min … 100% Peer Max)		Your School Relative to City Horizon: (0% City Min … 100% City Max)		Number of students
Survey Scores (10 points)						
Academic Expectations:	8.3	**61.1%**	7.2 … 9.0	**76.9%**	6.3 … 8.9	
Communication:	7.3	**47.8%**	6.2 … 8.5	**61.5%**	5.7 … 8.3	
Engagement:	7.5	**56.3%**	5.7 … 8.9	**71.9%**	5.2 … 8.4	
Safety and Respect:	8.8	**64.7%**	7.7 … 9.4	**86.2%**	6.3 … 9.2	
Attendance (5 points)	96.0%	**76.9%**	93.0% … 96.9%	**89.3%**	88.5% … 96.9%	

Student Performance

Comprises 25% of the Overall Score

This Year's Score: **20.1 out of 25**

A

	Your School's Score	Your School Relative to Peer Horizon: (0% Peer Min … 100% Peer Max)		Your School Relative to City Horizon: (0% City Min … 100% City Max)		Number of students
English Language Arts						
Percentage of Students at Proficiency (Level 3 or 4):	95.5%	**79.9%**	77.6% … 100.0%	**101.6%**	25.8% … 94.4%	156
Median Student Proficiency (1.00-4.50):	3.54	**54.4%**	3.23 … 3.80	**94.9%**	2.60 … 3.59	156
Mathematics						
Percentage of Students at Proficiency (Level 3 or 4):	100.0%	**100.0%**	90.3% … 100.0%	**100.0%**	53.2% … 100.0%	156
Median Student Proficiency (1.00-4.50):	4.03	**65.5%**	3.67 … 4.22	**92.4%**	2.82 … 4.13	156

Student Progress

Comprises 60% of the Overall Score

This Year's Score: **32.8 out of 60**

B

	Your School's Score	Your School Relative to Peer Horizon: (0% Peer Min … 100% Peer Max)		Your School Relative to City Horizon: (0% City Min … 100% City Max)		Number of students
English Language Arts						
Percentage of Students Making at Least 1 Year of Progress	64.1%	**73.0%**	45.2% … 71.1%	**69.7%**	44.8% … 72.5%	138
Percentage of Students in School's Lowest 1/3 Students Making at Least 1 Year of Progress	70.0%	**26.3%**	61.8% … 93.0%	**28.3%**	60.0% … 95.3%	40
Average Change in Student Proficiency for Level 1 and Level 2 Students			0.26 … 0.59		0.16 … 0.50	9
Average Change in Student Proficiency for Level 3 and Level 4 Students	0.01	**61.9%**	(0.12) … 0.09	**76.7%**	(0.22) … 0.08	129
Mathematics						
Percentage of Students Making at Least 1 Year of Progress	78.6%	**63.6%**	54.3% … 92.5%	**92.1%**	41.1% … 81.8%	138
Percentage of Students in School's Lowest 1/3 Students Making at Least 1 Year of Progress	66.7%	**39.4%**	50.8% … 91.2%	**47.8%**	46.0% … 89.3%	36
Average Change in Student Proficiency for Level 1 and Level 2 Students			0.11 … 0.75		0.06 … 0.59	1
Average Change in Student Proficiency for Level 3 and Level 4 Students	0.00	**42.3%**	(0.11) … 0.15	**61.8%**	(0.21) … 0.13	137