Department of Education

Progress Report 2008-09

ELEMENTARY

This Progress Report is for:

SCHOOL	**P.S. 133 Queens (26Q133)**
PRINCIPAL	**Shelley Steppel**
ENROLLMENT	**468**
SCHOOL TYPE	**ELEMENTARY**
PEER INDEX	**25.11**

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 95.2
- This score places the School in the 87 percentile of all Elementary schools Citywide–i.e., 87 percent of those schools scored lower than this school

Category	Calculated Score	Category Grade
School Environment	**12.4** out of 15	**A**
Student Performance	**19.8** out of 25	**A**
Student Progress	**60.0** out of 60	**A**
Additional Credit	**3.0** (15 max)	
Overall Score	**95.2** 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
- 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.

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
+1.5	64.1%	Special Education Students
	-	Hispanic Students in the Lowest Third Citywide
	-	Black Students in the Lowest Third Citywide
+1.5	71.0%	Other Students in the Lowest Third Citywide
		Mathematics
	-	English Language Learners
	30.0%	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. 133 Queens are:

DBN	School Name	DBN	School Name
20K185	P.S. 185 Walter Kassenbrock	02M212	P.S. 212 Midtown West
31R004	P.S. 004 Maurice Wollin	31R035	P.S. 35 The Clove Valley School
20K229	P.S. 229 Dyker	31R054	P.S. 054 Charles W. Leng
22K277	P.S. 277 Gerritsen Beach	20K204	P.S. 204 Vince Lombardi
26Q159	P.S. 159	02M124	P.S. 124 Yung Wing
03M087	P.S. 087 William Sherman	26Q115	P.S. 115 Glen Oaks
26Q026	P.S. 026 Rufus King	31R029	P.S. 029 Bardwell
31R030	P.S. 030 Westerleigh	26Q046	P.S. 046 Alley Pond
02M158	P.S. 158 Bayard Taylor	10X024	P.S. 024 Spuyten Duyvil
15K107	P.S. 107 John W. Kimball	02M130	P.S. 130 Hernando De Soto
28Q144	P.S. 144 Col Jeromus Remsen	15K154	Magnet School for Science & Technology
31R048	P.S. 048 William C. Wilcox	25Q032	P.S. 032 State Street
26Q186	P.S. 186 Castlewood	31R058	Space Shuttle Columbia School
22K236	P.S. 236 Mill Basin	31R041	P.S. 041 New Dorp
03M009	P.S. 009 Sarah Anderson	22K312	P.S. 312 Bergen Beach
28Q174	P.S. 174 William Sidney Mount	28Q139	P.S. 139 Rego Park
26Q031	P.S. 031 Bayside	31R052	P.S. 052 John C. Thompson
24Q049	P.S. 049 Dorothy Bonawit Kole	15K058	P.S. 058 The Carroll
31R069	P.S. 069 Daniel D. Tompkins	03M166	P.S. 166 The Richard Rodgers School of The Arts and Techı
15K029	P.S. 029 John M. Harrigan	21K097	P.S. 97 The Highlawn

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. 133 Queens**
PRINCIPAL **Shelley Steppel**

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:	8.4	**71.4%**	6.9	9.0	**80.8%**	6.3	8.9	
Communication:	7.9	**75.0%**	6.1	8.5	**84.6%**	5.7	8.3	
Engagement:	7.6	**64.3%**	5.8	8.6	**75.0%**	5.2	8.4	
Safety and Respect:	9.1	**100.0%**	7.5	9.1	**96.6%**	6.3	9.2	
Attendance (5 points)	96.4%	**87.8%**	92.8%	96.9%	**94.0%**	88.5%	96.9%	

Student Performance

Comprises 25% of the Overall Score

This Year's Score: **19.8 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):	86.9%	**71.7%**	69.9%	93.6%	**89.1%**	25.8%	94.4%	236
Median Student Proficiency (1.00-4.50):	3.45	**62.2%**	3.22	3.59	**85.9%**	2.60	3.59	236
Mathematics								
Percentage of Students at Proficiency (Level 3 or 4):	97.1%	**82.6%**	83.3%	100.0%	**93.8%**	53.2%	100.0%	240
Median Student Proficiency (1.00-4.50):	4.06	**85.5%**	3.59	4.14	**94.7%**	2.82	4.13	240

Student Progress

Comprises 60% of the Overall Score

This Year's Score: **60 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	73.9%	**115.2%**	46.6%	70.3%	**105.1%**	44.8%	72.5%	233
Percentage of Students in School's Lowest 1/3 Students Making at Least 1 Year of Progress	96.6%	**107.0%**	61.4%	94.3%	**103.7%**	60.0%	95.3%	59
Average Change in Student Proficiency for Level 1 and Level 2 Students	0.69	**141.9%**	0.25	0.56	**155.9%**	0.16	0.50	51
Average Change in Student Proficiency for Level 3 and Level 4 Students	0.12	**114.3%**	(0.12)	0.09	**113.3%**	(0.22)	0.08	182
Mathematics								
Percentage of Students Making at Least 1 Year of Progress	87.1%	**107.9%**	55.8%	84.8%	**113.0%**	41.1%	81.8%	236
Percentage of Students in School's Lowest 1/3 Students Making at Least 1 Year of Progress	86.9%	**89.5%**	48.5%	91.4%	**94.5%**	46.0%	89.3%	61
Average Change in Student Proficiency for Level 1 and Level 2 Students			0.06	0.69		0.06	0.59	9
Average Change in Student Proficiency for Level 3 and Level 4 Students	0.12	**104.8%**	(0.10)	0.11	**97.1%**	(0.21)	0.13	227