

This Progress Report is for:

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|-------------|--------------------------------|
| SCHOOL | P.S. 146 Howard Beach (27Q146) |
| PRINCIPAL | Mary Reilly |
| ENROLLMENT | 636 |
| SCHOOL TYPE | K-8 |
| PEER INDEX | 26.93 |

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 74.3
- This score places the School in the 32 percentile of all K-8 schools Citywide—i.e., 32 percent of those schools scored lower than this school

| Category | Calculated Score | Category Grade |
|---------------------|------------------|----------------|
| School Environment | 10.0 out of 15 | B |
| Student Performance | 14.7 out of 25 | B |
| Student Progress | 48.1 out of 60 | A |
| Additional Credit | 1.5 (15 max) | |
| Overall Score | 74.3 out of 100 | A |

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.

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.

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 |

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 |
| | 24.4% | Special Education Students |
| | - | Hispanic Students in the Lowest Third Citywide |
| | - | Black Students in the Lowest Third Citywide |
| +1.5 | 46.7% | Other Students in the Lowest Third Citywide |
| | | Mathematics |
| | | English Language Learners |
| | 23.1% | Special Education Students |
| | 26.7% | Hispanic Students in the Lowest Third Citywide |
| | - | Black Students in the Lowest Third Citywide |
| | 32.0% | 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. 146 Howard Beach are:

| DBN | School Name | DBN | School Name |
|--------|--|--------|---|
| 03M334 | The Anderson School | 25Q499 | The Queens College School for Math Science and Technology |
| 27Q114 | P.S. / M.S. 114 Belle Harbor | 27Q232 | P.S. 232 Lindenwood |
| 01M539 | New Explorations into Science Technology and Math High | 21K209 | P.S. 209 Margaret Mead |
| 03M199 | P.S. 199 Jessie Isador Straus | 02M442 | Ballet Tech NYC Public School for Dance |
| 26Q266 | P.S. / I.S. 266 | 84M355 | Ross Global Academy Charter School |
| 26Q178 | P.S. / IS 178 Holliswood | 02M217 | P.S./I.S. 217 Roosevelt Island |
| 27Q207 | P.S. 207 Rockwood Park | 08X071 | P.S. 071 Rose E. Scala |
| 84Q706 | Our World Neighborhood Charter | 29Q208 | P.S. / I.S. 208 |
| 31R080 | The Michael J. Petrides School | 21K095 | P.S. 095 The Gravesend |
| 11X175 | P.S. 175 City Island | | |
| 27Q047 | P.S. 047 Chris Galas | | |
| 20K104 | P.S./I.S. 104 The Fort Hamilton School | | |
| 03M333 | P.S. 333 Manhattan School for Children | | |
| 11X019 | P.S. 019 Judith K. Weiss | | |
| 22K207 | P.S. 207 Elizabeth G. Leary | | |
| 01M184 | P.S. 184m Shuang Wen | | |
| 22K206 | P.S. 206 Joseph F. Lamb | | |
| 20K180 | P.S. 180 Homewood | | |
| 30Q122 | P.S. 122 Mamie Fay | | |
| 84Q705 | Renaissance Charter School The | | |

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.

