

This Progress Report is for:

SCHOOL	P.S. 207 (10X207)
PRINCIPAL	Maria Rosado
ENROLLMENT	417
SCHOOL TYPE	K-2
PEER INDEX	59.18

Progress Report Grade

**C**

What does this grade mean?

Schools are assigned letter grades based on their overall Progress Report score. Monetary bonuses may be given to principals and teachers at high-scoring schools. Schools that get Ds and Fs, or 3 Cs in a row, may face consequences, including change in school leadership or school closure.

How did this school perform?

- This school's overall score for 2009-10 is 27.9
- This school performed better than 31% of all Early Childhood schools citywide.

Category	Calculated Score	Category Grade
<b>School Environment</b>	8.1 out of 15	<b>A</b>
<b>Student Performance</b>	4.6 out of 25	<b>F</b>
<b>Student Progress</b>	9.2 out of 30	<b>B</b>
<b>Additional Credit</b>	6.0 (12 max)	
<b>Score</b>	27.9 out of 70	<b>C</b>

How scores translate to grades:

- Schools receive letter grades based on their overall score
- K-2 schools with an overall score between 20.7 - 29.9 receive a letter grade of C
- 30.8% of K-2 schools earned a C in 2009-10

K-2 Table – Overall Grades

Grade	Score range	City summary
A	40.3 or higher	30.8% of K-2 schools
B	30.0 - 40.2	30.8% of K-2 schools
C	20.7 - 29.9	30.8% of K-2 schools
D	19.1 - 20.6	7.7% of K-2 schools
F	19.0 or lower	0% of K-2 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 student performance in English Language Arts and Math compared to expected performance.

**Closing the Achievement Gap**

gives schools additional credit for exemplary progress with NCLB sub-groups.

The second page provides specific information about how the school performed in each of these areas.

Quality Review Score

This school's Quality Review score is:  
Proficient (2008-09)

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 performance, this school's State accountability status is:  
In Good Standing (2009-10)

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 the greatest progress in the City. These gains are based on students attaining higher than expected levels of proficiency on the third grade ELA and Math tests. We refer to this as "beating the odds". Schools earn additional credit for any one of the four student groups if the students perform beyond expected when compared to other Childhood schools Citywide.

This component can only improve a school's Progress Report grade. It cannot lower a school's grade.

Credit	"BTO" Progress Value	Student Group
<b>ELA - "Beat the Odds" Progress Measure</b>		
	0.30	English Language Learners
+0.75	0.78	Self-Contained/CTT/SETSS
	1.06	Hispanic Students
+1.5	1.66	Black Students
<b>Math - "Beat the Odds" Progress Measure</b>		
	0.46	English Language Learners
+1.5	1.54	Self-Contained/CTT/SETSS
+0.75	1.31	Hispanic Students
+1.5	1.34	Black Students

(-) indicates less than 10 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 Early Childhood 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. An Early Childhood School's peer group can include Elementary, K-8, and Early Childhood schools. No matter what grades a school serves, only the 3rd grade test results are included in the calculations.

The peer schools for P.S. 207 are:

DBN	School Name	DBN	School Name
32K075	P.S. 075 Mayda Cortiella	19K007	P.S. 007 Abraham Lincoln
30Q149	P.S. 149 Christa McAuliffe	17K289	P.S. 289 George V. Brower
29Q034	P.S. 034 John Harvard	05M123	P.S. 123 Mahalia Jackson
10X037	P.S. X037 - Multiple Intelligence School	13K056	P.S. 056 Lewis H. Latimer
05M197	P.S. 197 John B. Russwurm	30Q111	P.S. 111 Jacob Blackwell
30Q127	P.S. 127 Aerospace Science Magne	14K380	P.S. 380 John Wayne Elementary
10X007	P.S. 007 Kingsbridge	19K224	P.S. 224 Hale A. Woodruff
01M137	P.S. 137 John L. Bernstein	21K288	P.S. 288 The Shirley Tanyhill
27Q042	P.S. 042 R. Vernam	04M108	P.S. 108 Assemblyman Angelo Del Toro Educational Compl
10X360	P.S. 360	19K013	P.S. 013 Roberto Clemente
11X189	Cornerstone Academy for Social Action	23K184	P.S. 184 Newport
03M241	P.S. 241 Family Academy	16K262	P.S. 262 El Hajj Malik El Shabazz Elementary School
22K109	P.S. 109	03M185	P.S. 185 John M. Langston
12X691	Bronx Little School	12X061	P.S. 061 Francisco Oller
32K299	P.S. 299 Thomas Warren Field	08X100	P.S. 100 Isaac Clason
24Q089	P.S. 089 Elmhurst	10X307	P.S. X307 - Eames Place
17K189	P.S. 189 Lincoln Terrace	04M083	P.S. 083 Luis Munoz Rivera
23K298	P.S. 298 Dr. Betty Shabazz	30Q228	P.S. 228 Early Childhood Magnet School of the Arts
32K384	P.S. /I.S. 384 Frances E. Carter	31R016	P.S. 016 John J. Driscoll
31R014	P.S. 014 Cornelius Vanderbilt	20K503	PS 503: The School of Discovery
10X207	P.S. 207		

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/tools/report/> or send us an email at [pr\\_support@schools.nyc.gov](mailto:pr_support@schools.nyc.gov).

# Results by Category

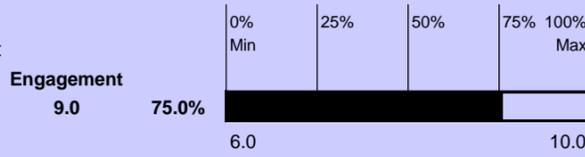
SCHOOL P.S. 207 (10X207)  
PRINCIPAL Maria Rosado

Early Childhood

## 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 engagement is 9.0. This is 75% of the way from the lowest engagement at any school (6.0) to the highest engagement (10.0).

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 2008-09 and 2009-10.

## School Environment

Comprises 15 points of the Overall Score

This Year's Score:  
 $0.54 \times 15 = 8.1$

### Survey Scores (10 points)

Academic Expectations:

8.3

66.7%

6.9

9.0

61.9%

7.0

9.1

Communication:

7.7

66.7%

5.9

8.6

63.0%

6.0

8.7

Engagement:

7.8

68.0%

6.1

8.6

61.5%

6.2

8.8

Safety and Respect:

8.4

70.0%

6.3

9.3

61.5%

6.8

9.4

### Attendance (5 points)

90.4%

32.1%

87.7%

96.1%

17.6%

88.9%

97.4%

## Student Performance

Comprises 25 points of the Overall Score

This Year's Score:  
 $0.184 \times 25 = 4.6$

### English Language Arts

Percentage of Students at Proficiency (Level 3 or 4):

34.4%

27.7%

13.4%

89.1%

21.1%

17.0%

99.4%

160

Median Student Proficiency (1.00-4.50):

2.47

19.5%

2.21

3.54

11.0%

2.32

3.68

160

### Mathematics

Percentage of Students at Proficiency (Level 3 or 4):

40.4%

11.3%

32.8%

100.0%

-11.2%

46.4%

100.0%

161

Median Student Proficiency (1.00-4.50):

2.74

25.8%

2.28

4.06

17.2%

2.43

4.23

161

## Student Progress

Comprises 30 points of the Overall Score

This Year's Score:  
 $0.307 \times 30 = 9.2$

### English Language Arts

"Beat the Odds" Progress Measure

1.18

28.4%

0.42

3.10

22.6%

0.68

2.89

160

### Mathematics

"Beat the Odds" Progress Measure

1.31

35.2%

0.00

3.72

31.4%

0.32

3.47

161