



**This Progress Report is for:**

SCHOOL	I.S. 096 Seth Low (21K096)
PRINCIPAL	Denise Sandra Levinsky
ENROLLMENT	1003
SCHOOL TYPE	MIDDLE
PEER INDEX	2.83

Progress Report Grade

# B

**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 46.5
- This school did better than 49% of all Middle schools citywide.

Category	Calculated Score	Category Grade
<b>School Environment</b>	4.7 out of 15	C
<b>Student Performance</b>	7.9 out of 25	C
<b>Student Progress</b>	31.4 out of 60	B
<b>Additional Credit</b>	2.5 (15 max)	
<b>Overall Score</b>	46.5 out of 100	B

**How scores translate to grades:**

- Schools receive letter grades based on their overall score.
- Schools with an overall score between 42.6 - 62.0 receive a letter grade of B
- 35.1% of schools earned a B in 2009-10

**Middle Table – Overall Grades**

Grade	Score range	City summary
A	62.1 or higher	25.1% of schools
B	42.6 - 62.0	35.1% of schools
C	30.6 - 42.5	34.2% of schools
D	18.5 - 30.5	5% of schools
F	18.4 or lower	0.6% of schools

In light of changes in State tests and Progress Report methodology, schools cannot drop more than two letter grades from last year to this year. Further, schools with top quartile performance in ELA and Math cannot receive a grade lower than C.

**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 median 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 second page provides specific information about how*

**Quality Review Score**

This school's most recent Quality Review score is: **Proficient (2009-10)**

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 exemplary gains. These gains are based on the percentage of high-need students who are in the 75th growth percentile or higher in English Language Arts or Math. Schools can also earn additional credit when their students with disabilities meet the goal of proficiency in English Language Arts or Math.

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

Credit	Exemplary Proficiency Gains	Student Group
<b>Percent at Proficiency</b>		
+1	3.1%	Self-Contained (ELA)
	6.0%	CTT (ELA)
	2.8%	SETSS (ELA)
	3.0%	Self-Contained (Math)
	10.0%	CTT (Math)
+0.75	13.9%	SETSS (Math)
	<b>Percent at 75th Growth Percentile or Higher</b>	
	56.3%	English Language Learners (ELA)
	51.2%	Lowest Third Citywide (ELA)
	50.3%	Self-Contained/CTT/SETSS (ELA)
+0.75	45.3%	English Language Learners (Math)
	43.3%	Lowest Third Citywide (Math)
	47.6%	Self-Contained/CTT/SETSS (Math)

(-) 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, students with disabilities, Black/Hispanic students and Title I eligible students. 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, and the school's percentage of students with disabilities.

The peer schools for I.S. 096 Seth Low are:

DBN	School Name	DBN	School Name
84M726	KIPP S.T.A.R. College Preparatory	24Q093	I.S. 093 Ridgewood
84K710	Brownsville Collegiate Charter School	09X303	I.S. X303 Leadership & Community Service
06M528	I.S. 528 Bea Fuller Rodgers School	13K103	Satellite Three
29Q059	I.S. 059 Springfield Gardens	22K078	J.H.S. 078 Roy H. Mann
11X181	I.S. 181 Pablo Casals	09X517	Frederick Douglass Academy III Secondary School
05M302	KAPPA IV	04M825	Isaac Newton Middle School for Math & Science
84K744	Coney Island Preparatory Public Charter School	84K357	Kipp Amp (Always Mentally Prepared) Charter School
19K311	Essence School	10X225	Theatre Arts Production Company School
27Q226	J.H.S. 226 Virgil I. Grissom	84M430	The Equity Project Charter School (TEP)
84X488	The Equality Charter School	17K382	Academy for College Preparation and Career Exploration: A C
31R072	I.S. 072 Rocco Laurie	27Q309	Academy of Medical Technology: A College Board School
12X372	Urban Assembly School for Wildlife Conservation	15K821	Sunset Park Prep
20K220	J.H.S. 220 John J. Pershing	28Q217	J.H.S. 217 Robert A. Van Wyck
01M839	Tompkins Square Middle School	18K366	THE SCIENCE AND MEDICINE MIDDLE SCHOOL
84M353	New Heights Academy Charter School	84K508	Achievement First Endeavor Charter School
13K113	M.S. 113 Ronald Edmonds Learning Center	02M131	M.S. 131
31R861	Staten Island School of Civic Leadership	09X413	Bronx High School for Medical Science
11X322	Aspire Preparatory Middle School	19K364	I.S. 364 Gateway
24Q061	I.S. 061 Leonardo Da Vinci	19K171	I.S. 171 Abraham Lincoln
07X223	M.S. 223 The Laboratory School of Finance and Technology	20K227	J.H.S. 227 Edward B. Shallow
21K096	I.S. 096 Seth Low		

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

# Results by Category

SCHOOL I.S. 096 Seth Low (21K096)  
 PRINCIPAL Denise Sandra Levinsky

MIDDLE

## 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 score 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% of the Overall Score

This Year's Score:  
 4.7 out of 15

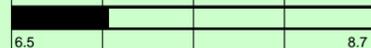
C

### Survey Scores (10 points)

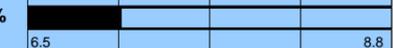
Academic Expectations:

7.1

27.3%



26.1%

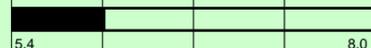


Number of students

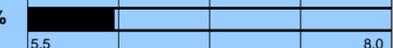
Communication:

6.1

26.9%



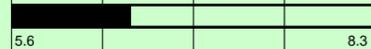
24.0%



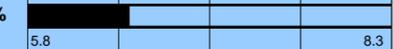
Engagement:

6.5

33.3%



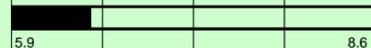
28.0%



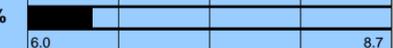
Safety and Respect:

6.5

22.2%



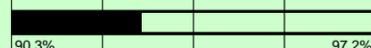
18.5%



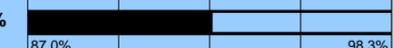
### Attendance (5 points)

92.8%

36.2%



51.3%



## Student Performance

Comprises 25% of the Overall Score

This Year's Score:  
 7.9 out of 25

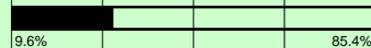
C

### English Language Arts

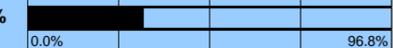
Percentage of Students at Proficiency (Level 3 or 4):

31.3%

28.6%



32.3%

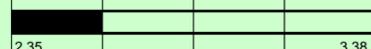


956

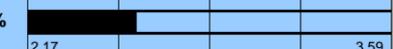
Median Student Proficiency (1.00-4.50):

2.61

25.2%



31.0%



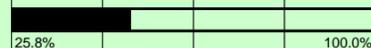
956

### Mathematics

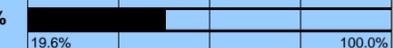
Percentage of Students at Proficiency (Level 3 or 4):

50.3%

33.0%



38.2%

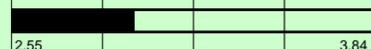


989

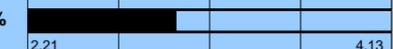
Median Student Proficiency (1.00-4.50):

3.00

34.9%



41.1%



989

## Student Progress

Comprises 60% of the Overall Score

This Year's Score:  
 31.4 out of 60

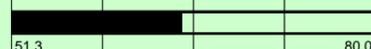
B

### English Language Arts

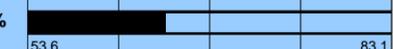
Median Growth Percentile

65.0

47.7%



38.6%

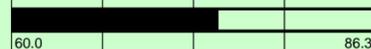


871

Median Growth Percentile for School's Lowest Third

75.0

57.0%



42.6%



308

### Mathematics

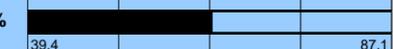
Median Growth Percentile

64.0

54.0%



51.6%



924

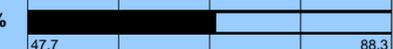
Median Growth Percentile for School's Lowest Third

69.0

58.5%



52.5%



325