Department of Education

Progress Report 2009-10

ELEMENTARY

This Progress Report is for:

SCHOOL	**P.S. 200- The James Mccune Smith School (05M200)**
PRINCIPAL	**Renee Y. Belton**
ENROLLMENT	**486**
SCHOOL TYPE	**ELEMENTARY**
PEER INDEX	**59.82**

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 43.5
- This school did better than 46% of all Elementary schools citywide.

Category	Calculated Score	Category Grade
School Environment	**3.0** out of 15	D
Student Performance	**2.2** out of 25	D
Student Progress	**32.3** out of 60	B
Additional Credit	**6.0** (15 max)	
Overall Score	**43.5** out of 100	B

How scores translate to grades:

- Schools receive letter grades based on their overall score.
- Schools with an overall score between 40.7 - 58.4 receive a letter grade of B
- 34.8% of schools earned a B in 2009-10

Elementary Table – Overall Grades

Grade	Score range	City summary
A	58.5 or higher	25.2% of schools
B	40.7 - 58.4	34.8% of schools
C	29.1 - 40.6	36% of schools
D	19.1 - 29.0	3.7% of schools
F	19.0 or lower	0.3% 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:
Well Developed (2007-08)
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:
Corrective Action (year 1) Focused (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
		Percent at Proficiency
	4.2%	Self-Contained (ELA)
	0.0%	CTT (ELA)
	-	SETSS (ELA)
	0.0%	Self-Contained (Math)
	13.3%	CTT (Math)
	-	SETSS (Math)
		Percent at 75th Growth Percentile or Higher
+1.5	70.8%	English Language Learners (ELA)
	47.2%	Lowest Third Citywide (ELA)
+1.5	69.6%	Self-Contained/CTT/SETSS (ELA)
+1.5	61.3%	English Language Learners (Math)
+0.75	52.0%	Lowest Third Citywide (Math)
+0.75	53.8%	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 P.S. 200- The James Mccune Smith School are:

DBN	School Name	DBN	School Name
04M083	P.S. 083 Luis Munoz Rivera	32K299	P.S. 299 Thomas Warren Field
24Q019	P.S. 019 Marino Jeantet	19K158	P.S. 158 Warwick
05M175	P.S. 175 Henry H Garnet	22K269	P.S. 269 Nostrand
16K028	P.S. 028 The Warren Prep Academy	31R014	P.S. 014 Cornelius Vanderbilt
19K007	P.S. 007 Abraham Lincoln	13K056	P.S. 056 Lewis H. Latimer
14K018	P.S. 018 Edward Bush	14K019	P.S. 019 Roberto Clemente
13K133	P.S. 133 William A. Butler	18K219	P.S. 219 Kennedy-King
14K380	P.S. 380 John Wayne Elementary	17K375	P.S. 375 Jackie-Robinson School
12X061	P.S. 061 Francisco Oller	31R016	P.S. 016 John J. Driscoll
16K040	P.S. 040 George W. Carver	14K016	P.S. 016 Leonard Dunkly
84X705	Family Life Academy Charter School	08X069	P.S. 069 The New Vision School
29Q034	P.S. 034 John Harvard	19K260	P.S. 260 Breuckelen
30Q076	P.S. 076 William Hallet	19K213	P.S. 213 New Lots
18K268	P.S. 268 Emma Lazarus	16K309	P.S. 309 The George E. Wibecan Preparatory Academy
10X360	P.S. 360	16K005	P.S. 005 Dr. Ronald Mcnair
32K045	P.S. 045 Horace E. Greene	15K001	P.S. 001 The Bergen
11X111	P.S. 111 Seton Falls	21K329	P.S. 329 Surfside
08X100	P.S. 100 Isaac Clason	17K221	P.S. 221 Toussaint L'Ouverture
17K289	P.S. 289 George V. Brower	17K241	P.S. 241 Emma L. Johnston
16K026	P.S. 026 Jesse Owens	17K006	P.S. 006
05M200	P.S. 200- The James Mccune Smith School		

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

Results by Category

SCHOOL **P.S. 200- The James Mccune Smith School (05M200)**
PRINCIPAL **Renee Y. Belton**

ELEMENTARY

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

Engagement 9.0 **75.0%**

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: **3 out of 15**

D

	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:	7.3	**5.6%** (7.2 – 9.0)	**14.3%** (7.0 – 9.1)	
Communication:	6.7	**13.6%** (6.4 – 8.6)	**23.1%** (6.1 – 8.7)	
Engagement:	6.8	**17.4%** (6.4 – 8.7)	**22.2%** (6.2 – 8.9)	
Safety and Respect:	7.4	**14.3%** (7.1 – 9.2)	**13.6%** (7.1 – 9.3)	
Attendance (5 points)	91.7%	**35.5%** (89.5% – 95.7%)	**24.0%** (89.9% – 97.4%)	

Student Performance

Comprises 25% of the Overall Score

This Year's Score: **2.2 out of 25**

D

	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):	30.2%	**21.3%** (14.7% – 87.4%)	**14.3%** (18.6% – 99.9%)	262
Median Student Proficiency (1.00-4.50):	2.47	**9.9%** (2.36 – 3.47)	**2.5%** (2.44 – 3.66)	262
Mathematics				
Percentage of Students at Proficiency (Level 3 or 4):	36.3%	**5.8%** (32.4% – 100.0%)	**-19.7%** (46.8% – 100.0%)	267
Median Student Proficiency (1.00-4.50):	2.65	**10.1%** (2.50 – 3.99)	**3.0%** (2.60 – 4.27)	267

Student Progress

Comprises 60% of the Overall Score

This Year's Score: **32.3 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				
Median Growth Percentile	66.5	**51.7%** (50.0 – 81.9)	**44.0%** (52.1 – 84.8)	150
Median Growth Percentile for School's Lowest Third	71.5	**46.7%** (55.1 – 90.2)	**44.2%** (56.0 – 91.1)	54
Mathematics				
Median Growth Percentile	60.0	**43.8%** (39.6 – 86.2)	**34.6%** (44.3 – 89.7)	157
Median Growth Percentile for School's Lowest Third	80.0	**77.9%** (42.3 – 90.7)	**77.0%** (47.5 – 89.7)	54

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