Department of Education

Progress Report 2009-10

ELEMENTARY

This Progress Report is for:

SCHOOL	**P.S. 035 Nathaniel Woodhull (29Q035)**
PRINCIPAL	**Mark Dempsey**
ENROLLMENT	**604**
SCHOOL TYPE	**ELEMENTARY**
PEER INDEX	**45.15**

Progress Report Grade

D

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 12.3
- This school did better than 2% of all Elementary schools citywide.

Category	Calculated Score	Category Grade
School Environment	**0.0** out of 15	F
Student Performance	**3.0** out of 25	D
Student Progress	**9.3** out of 60	F
Additional Credit	**0.0** (15 max)	
Overall Score	**12.3** out of 100	D

How scores translate to grades:

- Schools receive letter grades based on their overall score.
- Schools with an overall score between 19.1 - 29.0 receive a letter grade of D
- 3.7% of schools earned a D 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:
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
		Percent at Proficiency
	-	Self-Contained (ELA)
	-	CTT (ELA)
	13.3%	SETSS (ELA)
	-	Self-Contained (Math)
	-	CTT (Math)
	6.7%	SETSS (Math)
		Percent at 75th Growth Percentile or Higher
	31.3%	English Language Learners (ELA)
	33.3%	Lowest Third Citywide (ELA)
	40.6%	Self-Contained/CTT/SETSS (ELA)
	17.4%	English Language Learners (Math)
	22.4%	Lowest Third Citywide (Math)
	28.1%	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. 035 Nathaniel Woodhull are:

DBN	School Name	DBN	School Name
24Q012	P.S. 012 James B. Colgate	27Q096	P.S. 096
27Q100	P.S. 100 Glen Morris	15K010	Magnet School of Math, Science and Design Technology
27Q065	P.S. 65 - The Raymond York Elementary School	28Q054	P.S. 054 Hillside
27Q063	P.S. 063 Old South	84X255	Bronx Charter School for Excellence
01M110	P.S. 110 Florence Nightingale	84Q704	Merrick Academy Charter School
30Q152	P.S. 152 Gwendolyn Alleyne	13K011	P.S. 011 Purvis J. Behan
21K212	P.S. 212 Lady Deborah Moody	27Q060	P.S. 060 Woodhaven
19K108	P.S. 108 Sal Abbracciamento	84K593	Excellence Charter School of Bedford Stuyvesant
28Q206	P.S. 206 The Horace Harding School	31R022	P.S. 022 Graniteville
30Q234	P.S. 234	21K253	P.S. 253
06M314	Muscota	27Q090	P.S. 090 Horace Mann
31R013	P.S. 013 M. L. Lindemeyer	84X378	Carl C. Icahn Bronx North Charter School
03M084	P.S. 084 Lillian Weber	05M318	Thurgood Marshall Academy Lower School
29Q135	The Bellaire School	11X097	P.S. 097 Bronx
22K193	P.S. 193 Gil Hodges	03M075	P.S. 075 Emily Dickinson
24Q013	P.S. 013 Clement C. Moore	11X106	P.S. 106 Parkchester
29Q095	P.S. 095 Eastwood	24Q199	P.S. 199 Maurice A. Fitzgerald
20K179	P.S. 179 Kensington	13K020	P.S. 020 Clinton Hill
14K132	P.S. 132 The Conselyea School	11X153	P.S. 153 Hellen Keller
06M366	Washington Heights Academy	84K517	Leadership Prep Charter School
29Q035	P.S. 035 Nathaniel Woodhull		

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. 035 Nathaniel Woodhull (29Q035)**
PRINCIPAL **Mark Dempsey**

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: **0 out of 15**

F

	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:	6.5	**-8.0%**	6.7	9.2	**-23.8%**	7.0	9.1	
Communication:	5.2	**-15.6%**	5.7	8.9	**-34.6%**	6.1	8.7	
Engagement:	5.8	**-3.4%**	5.9	8.8	**-14.8%**	6.2	8.9	
Safety and Respect:	7.0	**-9.5%**	7.2	9.3	**-4.5%**	7.1	9.3	
Attendance (5 points)	92.8%	**14.3%**	92.2%	96.4%	**38.7%**	89.9%	97.4%	

Student Performance

Comprises 25% of the Overall Score

This Year's Score: **3 out of 25**

D

	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):	38.6%	**9.7%**	32.4%	96.1%	**24.6%**	18.6%	99.9%	293
Median Student Proficiency (1.00-4.50):	2.84	**12.2%**	2.75	3.49	**32.8%**	2.44	3.66	293
Mathematics								
Percentage of Students at Proficiency (Level 3 or 4):	54.4%	**-4.6%**	56.4%	100.0%	**14.3%**	46.8%	100.0%	294
Median Student Proficiency (1.00-4.50):	3.07	**14.2%**	2.89	4.16	**28.1%**	2.60	4.27	294

Student Progress

Comprises 60% of the Overall Score

This Year's Score: **9.3 out of 60**

F

	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								
Median Growth Percentile	55.0	**19.3%**	47.6	85.9	**8.9%**	52.1	84.8	196
Median Growth Percentile for School's Lowest Third	62.0	**28.4%**	50.7	90.5	**17.1%**	56.0	91.1	78
Mathematics								
Median Growth Percentile	52.0	**8.3%**	48.7	88.6	**17.0%**	44.3	89.7	202
Median Growth Percentile for School's Lowest Third	51.0	**9.3%**	47.2	88.2	**8.3%**	47.5	89.7	68

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