Department of Education

Progress Report 2009-10

MIDDLE

This Progress Report is for:

SCHOOL	**M.S. 053 Brian Piccolo (27Q053)**
PRINCIPAL	**Claude Monereau**
ENROLLMENT	**547**
SCHOOL TYPE	**MIDDLE**
PEER INDEX	**2.33**

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 39.6
- This school did better than 33% of all Middle schools citywide.

Category	Calculated Score	Category Grade
School Environment	**4.0** out of 15	D
Student Performance	**5.4** out of 25	D
Student Progress	**25.7** out of 60	B
Additional Credit	**4.5** (15 max)	
Overall Score	**39.6** out of 100	C

How scores translate to grades:

- Schools receive letter grades based on their overall score.
- Schools with an overall score between 30.6 - 42.5 receive a letter grade of C
- 34.2% of schools earned a C 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:
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:
Restructuring (advanced) 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
+1	11.8%	Self-Contained (ELA)
	6.9%	CTT (ELA)
	3.2%	SETSS (ELA)
+0.5	7.4%	Self-Contained (Math)
	6.9%	CTT (Math)
	12.9%	SETSS (Math)
		Percent at 75th Growth Percentile or Higher
	46.8%	English Language Learners (ELA)
	44.9%	Lowest Third Citywide (ELA)
	49.2%	Self-Contained/CTT/SETSS (ELA)
+1.5	55.4%	English Language Learners (Math)
	43.2%	Lowest Third Citywide (Math)
+1.5	53.2%	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 M.S. 053 Brian Piccolo are:

DBN	School Name	DBN	School Name
09X229	I.S. 229 Roland Patterson	18K581	East Flatbush Community Research School
10X080	J.H.S. 080 The Mosholu Parkway	06M143	J.H.S. 143 Eleanor Roosevelt
03M421	WEST PREP ACADEMY	05M410	THE URBAN ASSEMBLY INSTITUTE FOR NEW TECHNOL
12X217	School of Performing Arts	16K035	M.S. 035 Stephen Decatur
14K126	John Ericsson Middle School 126	17K352	Ebbets Field Middle School
13K265	Dr. Susan S. McKinney Secondary School of the Arts	09X232	I.S. 232
10X254	I.S. 254	15K136	I.S. 136 Charles O. Dewey
12X384	Entrada Academy	05M195	I.S. 195 Roberto Clemente
09X454	SCIENCE AND TECHNOLOGY ACADEMY: A MOTT HALL	03M860	Frederick Douglass Academy II Secondary School
01M292	Henry Street School for International Studies	06M346	Community Health Academy of the Heights
28Q008	J.H.S. 008 Richard S. Grossley	84R067	John W. Lavelle Preparatory Charter School
01M301	Technology, Arts, and Sciences Studio	12X271	East Bronx Academy for the Future
19K678	EAST NEW YORK MIDDLE SCHOOL OF EXCELLENCE	10X447	CRESTON ACADEMY
12X245	New Day Academy	17K002	M.S. 002
14K050	J.H.S. 050 John D. Wells	07X343	Academy of Applied Mathematics and Technology
12X341	Accion Academy	07X162	J.H.S. 162 Lola Rodriguez De Tio
09X145	J.H.S. 145 Arturo Toscanini	03M250	M.S. 250 West Side Collaborative Middle School
08X337	The School for Inquiry and Social Justice	09X117	I.S. 117 Joseph H. Wade
07X551	Bronx Academy of Letters	13K313	Satellite West Middle School
10X459	EAST FORDHAM ACADEMY FOR THE ARTS	06M218	I.S. 218 Salome Urena
27Q053	M.S. 053 Brian Piccolo		

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 **M.S. 053 Brian Piccolo (27Q053)**
PRINCIPAL **Claude Monereau**

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

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:
4 out of 15

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
Survey Scores (10 points)								
Academic Expectations:	7.5	**52.2%**	6.3	8.6	**43.5%**	6.5	8.8	
Communication:	6.9	**60.0%**	5.4	7.9	**56.0%**	5.5	8.0	
Engagement:	6.6	**37.0%**	5.6	8.3	**32.0%**	5.8	8.3	
Safety and Respect:	6.9	**44.0%**	5.8	8.3	**33.3%**	6.0	8.7	
Attendance (5 points)	85.7%	**-13.0%**	86.7%	94.4%	**-11.5%**	87.0%	98.3%	

Student Performance

Comprises 25% of the Overall Score

This Year's Score:
5.4 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):	16.2%	**24.9%**	0.0%	65.1%	**16.7%**	0.0%	96.8%	520
Median Student Proficiency (1.00-4.50):	2.45	**33.3%**	2.03	3.29	**19.7%**	2.17	3.59	520
Mathematics								
Percentage of Students at Proficiency (Level 3 or 4):	18.9%	**20.1%**	3.0%	82.1%	**-0.9%**	19.6%	100.0%	523
Median Student Proficiency (1.00-4.50):	2.42	**20.6%**	2.14	3.50	**10.9%**	2.21	4.13	523

Student Progress

Comprises 60% of the Overall Score

This Year's Score:
25.7 out of 60

B

	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	61.0	**26.4%**	53.4	82.2	**25.1%**	53.6	83.1	475
Median Growth Percentile for School's Lowest Third	74.0	**26.5%**	67.8	91.2	**39.0%**	63.4	90.6	183
Mathematics								
Median Growth Percentile	58.0	**48.2%**	37.0	80.6	**39.0%**	39.4	87.1	484
Median Growth Percentile for School's Lowest Third	75.0	**70.7%**	48.9	85.8	**67.2%**	47.7	88.3	170

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