Department of Education

Progress Report 2009-10

ELEMENTARY

This Progress Report is for:

SCHOOL	**P.S. 131 Abigail Adams (29Q131)**
PRINCIPAL	**Randolph Ford**
ENROLLMENT	**774**
SCHOOL TYPE	**ELEMENTARY**
PEER INDEX	**36.48**

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 41.9
- This school did better than 43% of all Elementary schools citywide.

Category	Calculated Score	Category Grade
School Environment	**10.0** out of 15	A
Student Performance	**10.5** out of 25	B
Student Progress	**20.1** out of 60	C
Additional Credit	**1.3** (15 max)	
Overall Score	**41.9** 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 (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
	0.0%	Self-Contained (ELA)
	-	CTT (ELA)
	-	SETSS (ELA)
+0.5	18.8%	Self-Contained (Math)
	-	CTT (Math)
	-	SETSS (Math)
		Percent at 75th Growth Percentile or Higher
	28.6%	English Language Learners (ELA)
	42.9%	Lowest Third Citywide (ELA)
	47.8%	Self-Contained/CTT/SETSS (ELA)
	20.0%	English Language Learners (Math)
+0.75	46.2%	Lowest Third Citywide (Math)
	21.7%	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. 131 Abigail Adams are:

DBN	School Name	DBN	School Name
22K255	P.S. 255 Barbara Reing School	02M042	P.S. 042 Benjamin Altman
01M363	Neighborhood School	25Q165	P.S. 165 Edith K. Bergtraum
24Q229	P.S. 229 Emanuel Kaplan	31R045	P.S. 045 John Tyler
20K105	P.S. 105 The Blythebourne	27Q056	P.S. 056 Harry Eichler
21K199	P.S. 199 Frederick Wachtel	29Q033	P.S. 033 Edward M. Funk
25Q021	P.S. 021 Edward Hart	22K052	P.S. 052 Sheepshead Bay
11X108	P.S. 108 Philip J. Abinanti	20K069	P.S. 69 Vincent D. Grippo School
14K110	P.S. 110 The Monitor	15K230	P.S. 230 Doris L. Cohen
31R038	P.S. 038 George Cromwell	24Q071	P.S. 071 Forest
21K128	P.S. 128 Bensonhurst	30Q078	P.S. 078
01M361	The Children's Workshop School	25Q129	P.S. 129 Patricia Larkin
31R026	P.S. 026 The Carteret School	25Q022	P.S. 022 Thomas Jefferson
20K127	P.S. 127 Mckinley Park	21K177	P.S. 177 The Marlboro
24Q153	P.S. 153 Maspeth Elem	04M497	Central Park East I
20K163	P.S. 163 Bath Beach	25Q214	P.S. 214 Cadwallader Colden
25Q154	P.S. 154 Queens	30Q085	P.S. 085 Judge Charles Vallone
20K170	Ralph A. Fabrizio School	30Q002	P.S. 002 Alfred Zimberg
20K048	P.S. 048 Mapleton	28Q161	P.S. 161 Arthur Ashe School
30Q069	P.S. 069 Jackson Heights	28Q117	P.S. 117 J. Keld / Briarwood School
28Q220	P.S. 220 Edward Mandel	21K153	P.S. 153 Homecrest
29Q131	P.S. 131 Abigail Adams		

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. 131 Abigail Adams (29Q131)**
PRINCIPAL **Randolph Ford**

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: **10 out of 15**

A

	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:	8.3	**66.7%**	7.1	8.9	**61.9%**	7.0	9.1	
Communication:	7.8	**70.8%**	6.1	8.5	**65.4%**	6.1	8.7	
Engagement:	8.0	**69.2%**	6.2	8.8	**66.7%**	6.2	8.9	
Safety and Respect:	8.7	**71.4%**	7.7	9.1	**72.7%**	7.1	9.3	
Attendance (5 points)	95.4%	**59.1%**	92.8%	97.2%	**73.3%**	89.9%	97.4%	

Student Performance

Comprises 25% of the Overall Score

This Year's Score: **10.5 out of 25**

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								
Percentage of Students at Proficiency (Level 3 or 4):	59.5%	**36.2%**	39.8%	94.2%	**50.3%**	18.6%	99.9%	378
Median Student Proficiency (1.00-4.50):	3.06	**32.3%**	2.85	3.50	**50.8%**	2.44	3.66	378
Mathematics								
Percentage of Students at Proficiency (Level 3 or 4):	77.3%	**40.1%**	62.1%	100.0%	**57.3%**	46.8%	100.0%	387
Median Student Proficiency (1.00-4.50):	3.57	**43.2%**	3.09	4.20	**58.1%**	2.60	4.27	387

Student Progress

Comprises 60% of the Overall Score

This Year's Score: **20.1 out of 60**

C

	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	62.0	**12.6%**	58.9	83.5	**30.3%**	52.1	84.8	211
Median Growth Percentile for School's Lowest Third	74.0	**45.8%**	60.3	90.2	**51.3%**	56.0	91.1	73
Mathematics								
Median Growth Percentile	68.0	**39.6%**	53.1	90.7	**52.2%**	44.3	89.7	223
Median Growth Percentile for School's Lowest Third	60.0	**26.3%**	50.2	87.5	**29.6%**	47.5	89.7	79

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