Department of Education

Progress Report 2009-10

MIDDLE

This Progress Report is for:

SCHOOL	**J.H.S. 194 William Carr (25Q194)**
PRINCIPAL	**Anne Marie Iannizzi**
ENROLLMENT	**1128**
SCHOOL TYPE	**MIDDLE**
PEER INDEX	**3.29**

Progress Report Grade

A

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 64.1
- This school did better than 80% of all Middle schools citywide.

Category	Calculated Score	Category Grade
School Environment	**5.2** out of 15	C
Student Performance	**13.9** out of 25	B
Student Progress	**34.5** out of 60	B
Additional Credit	**10.5** (15 max)	
Overall Score	**64.1** out of 100	A

How scores translate to grades:

- Schools receive letter grades based on their overall score.
- Schools with an overall score of 62.1 or higher receive a letter grade of A
- 25.1% of schools earned an A 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:
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
+1	3.3%	Self-Contained (ELA)
+1	25.9%	CTT (ELA)
+1	32.7%	SETSS (ELA)
+1	26.7%	Self-Contained (Math)
+1	49.1%	CTT (Math)
+1	58.3%	SETSS (Math)
		Percent at 75th Growth Percentile or Higher
	40.9%	English Language Learners (ELA)
+1.5	62.8%	Lowest Third Citywide (ELA)
+0.75	58.5%	Self-Contained/CTT/SETSS (ELA)
	44.6%	English Language Learners (Math)
+1.5	57.3%	Lowest Third Citywide (Math)
+0.75	48.4%	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 J.H.S. 194 William Carr are:

DBN	School Name	DBN	School Name
31R024	I.S. 024 Myra S. Barnes	30Q286	Young Women's Leadership School, Astoria
25Q189	J.H.S. 189 Daniel Carter Beard	26Q172	Irwin Altman Middle School 172
28Q190	J.H.S. 190 Russell Sage	32K554	All City Leadership Secondary School
25Q294	BELL Academy	04M610	Young Women's Leadership School
31R075	I.S. 075 Frank D. Paulo	02M289	I.S. 289
23K697	Teachers Preparatory High School	17K543	Science, Technology and Research Early College High Schoc
02M413	School of the Future High School	26Q158	M.S. 158 Marie Curie
25Q252	Queens School of Inquiry, The	26Q216	J.H.S. 216 George J. Ryan
24Q119	I.S. 119 The Glendale	04M224	M.S. 224 Manhattan East School for Arts & Academics
25Q185	J.H.S. 185 Edward Bleeker	19K409	East New York Family Academy
31R007	I.S. 007 Elias Bernstein	17K340	I.S. 340
30Q227	I.S. 227 Louis Armstrong	03M054	J.H.S. 054 Booker T. Washington
23K522	Mott Hall IV	22K555	Brooklyn College Academy
03M245	M.S. M245 The Computer School	15K051	M.S. 51 William Alexander
15K447	The Math & Science Exploratory School	25Q281	East-West School of International Studies
19K452	Frederick Douglass Academy VIII Middle School	22K234	J.H.S. 234 Arthur W. Cunningham
20K201	J.H.S. 201 The Dyker Heights	26Q074	J.H.S. 074 Nathaniel Hawthorne
14K318	I.S. 318 Eugenio Maria De Hostos	02M407	Institute for Collaborative Education
25Q025	I.S. 025 Adrien Block	08X101	M.S. X101 Edward R. Byrne
28Q284	York Early College Academy	02M255	M.S. 255 Salk School of Science
25Q194	J.H.S. 194 William Carr		

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 **J.H.S. 194 William Carr (25Q194)**
PRINCIPAL **Anne Marie Iannizzi**

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

		0% Min	25%	50%	75%	100% Max
Engagement 9.0	**75.0%**	6.0				10.0

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: **5.2 out of 15**

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
Survey Scores (10 points)								
Academic Expectations:	7.3	**23.8%**	6.8	8.9	**34.8%**	6.5	8.8	
Communication:	6.4	**32.0%**	5.6	8.1	**36.0%**	5.5	8.0	
Engagement:	6.5	**20.0%**	6.0	8.5	**28.0%**	5.8	8.3	
Safety and Respect:	7.3	**31.8%**	6.6	8.8	**48.1%**	6.0	8.7	
Attendance (5 points)	95.1%	**37.5%**	93.3%	98.1%	**71.7%**	87.0%	98.3%	

Student Performance

Comprises 25% of the Overall Score

This Year's Score: **13.9 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):	65.3%	**31.2%**	49.6%	100.0%	**67.5%**	0.0%	96.8%	1097
Median Student Proficiency (1.00-4.50):	3.15	**37.7%**	2.89	3.58	**69.0%**	2.17	3.59	1097
Mathematics								
Percentage of Students at Proficiency (Level 3 or 4):	84.4%	**52.9%**	66.9%	100.0%	**80.6%**	19.6%	100.0%	1104
Median Student Proficiency (1.00-4.50):	3.93	**71.6%**	3.20	4.22	**89.6%**	2.21	4.13	1104

Student Progress

Comprises 60% of the Overall Score

This Year's Score: **34.5 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	73.0	**55.6%**	59.6	83.7	**65.8%**	53.6	83.1	1031
Median Growth Percentile for School's Lowest Third	78.0	**53.0%**	65.7	88.9	**53.7%**	63.4	90.6	383
Mathematics								
Median Growth Percentile	71.0	**58.5%**	48.0	87.3	**66.2%**	39.4	87.1	1049
Median Growth Percentile for School's Lowest Third	70.0	**59.6%**	50.7	83.1	**54.9%**	47.7	88.3	375

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