



This Progress Report is for:

Table with school details: SCHOOL (Academy for Conservation and the Environment (18K637)), PRINCIPAL (MICHELLE ASHKIN), ENROLLMENT (130), SCHOOL TYPE (HIGH SCHOOL), PEER INDEX (2.22)

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.

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.

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

evaluates a high school's success in graduating students.

Student Progress

evaluates annual student advancement toward graduation through credit accumulation and passed Regents. In the weighted Regents pass rate measures, schools receive more points if they are able to help high need students pass the exams.

Closing the Achievement Gap

gives schools additional credit for helping high-need students graduate college-ready.

The second page provides specific information about how the school performed in each of these areas.

Category Score Table: School Environment (0-15), Student Performance (0-25), Student Progress (0-60), Additional Credit (15 max), Overall Score (0-100)

High School Table - Overall Grades

Table with columns: Grade (A-F), Score range, City summary (e.g., 40.2% of high schools for A)

Quality Review Score

This school's most recent Quality Review score is: Underdeveloped with Proficient Features (2009-10)

To see this school's Quality Review report, please visit http://schools.nyc.gov/SchoolPortals/18/K637/AboutUs/Statistics/default.htm

State Accountability Status

Based on its performance, this school 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 achieve exemplary outcomes. In high school, our ultimate goal is for all students to graduate ready for college.

Schools can also earn additional credit based on the percentage of students, in the lowest third citywide who score a 75 or higher on the English Regents or on a Math Regents.

This component can only improve a school's Progress Report grade. It cannot lower a school's grade.

Table with columns: Credit, Exemplary Outcomes, Additional Credit Category. Includes Weighted 4-Year Diploma Rate and Lowest Third Citywide.

(-) indicates less than the minimum number of 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.

For High Schools, peer schools are determined based on four factors: 1) the average ELA and Math proficiency levels of the school's students before they entered High School, 2) the percentage of special education students, 3) the percentage of self-contained special education students, and 4) the percentage of students who enter high school 2 or more years overage.

The peer schools for Academy for Conservation and the Environment are:

Table with columns: DBN, School Name. Lists 30 peer schools including Jamaica High School, High School for Law and Public Service, etc.

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.

