Department of Education
Dennis M. Walcott, Chancellor

Progress Report 2011-12

P.S. 102 Joseph O. Loretan

PRINCIPAL:	Tanyua Trezevantte
DBN:	12X102
ENROLLMENT:	441
SCHOOL TYPE:	Elementary
PEER INDEX*:	62.26

*See p. 6 for more details on Peer Index.

PROGRESS REPORT

	OVERALL SCORE		OVERALL PERCENTILE	
NA	NA	out of 100	NA	This school's overall score is greater than or equal to that of percent of elementary schools.

For elementary, middle, and K-8 schools, the percent of schools receiving top grades was set in advance. Schools with average English and Math performance in the top third citywide cannot receive a grade lower than a C. Schools in their first year, in phase out, or with fewer than 25 students with progress results receive a report with no grade or score.

Progress Report Grades - Elementary

GRADE	SCORE RANGE	% OF SCHOOLS
A	or higher	25% of schools
B	-	36% of schools
C	-	30% of schools
D	-	7% of schools
F	or lower	2% of schools

QUALITY REVIEW

UPF

(2009-10)

The rating is based on three major categories of school performance: instruction that prepares students for college and careers, school organization and management, and quality of the learning environment.

*UPF = Underdeveloped with Proficient Features. This designation is similar to Developing and is no longer in use.

http://schools.nyc.gov/Accountability/tools/review

Overview

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.

CATEGORY	SCORE	GRADE	DESCRIPTION
Student Progress	out of 60		Student Progress measures how much individual students improved on state tests in English and Math between 2011 and 2012, compared to other students who started at the same level and weights the results of the 2012 3rd grade tests.
Student Performance	out of 25		Student Performance measures student results on the 2012 state tests in English and Math.
School Environment	out of 15		School Environment measures student attendance and a survey of the school community rating academic expectations, safety and respect, communication, and engagement.
Closing the Achievement Gap	(16 max)		Schools receive additional credit for exceptional graduation and college/career readiness outcomes of students with disabilities, English Language Learners, and students who enter high school at a low performance level.
Overall Score	out of 100		The overall grade is based on the total of all scores above. Category scores may not add up to total score because of rounding.

Progress Report Implications

Strong Progress Report results are the basis for recognition and potential rewards for school leaders, and poor results are an important factor in determining whether schools require intensive support or intervention. For more information, see:

http://schools.nyc.gov/community/planning/Support+and+Intervention.htm

State Accountability

The school's current status: **In Good Standing**

This designation is determined by the New York State Department of Education under the Elementary and Secondary Education Act (ESEA) Flexibility Waiver. More information on New York State accountability can be found here:

http://schools.nyc.gov/Accountability/tools/accountability/default.htm

	GRADE	SCORE RANGE
GRADE	A	or higher
	B	-
	C	-
SCORE	D	-
(out of 60)	F	or lower

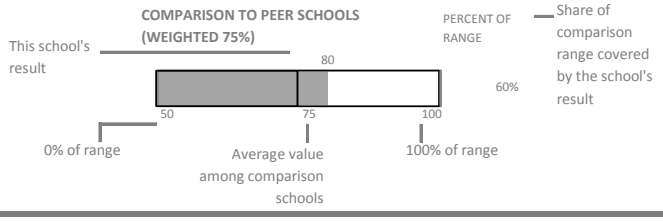
Student Progress represents 60% of the total score. The grade is based on growth percentiles, a measure of how much individual students improved on state tests in English and Math between 2011 and 2012, and on early grade progress, a weighted measure of 3rd grade students' test results based on their demographic indicators of need.

	THIS SCHOOL'S RESULTS	COMPARISON TO PEER SCHOOLS (WEIGHTED 75%)	PERCENT OF PEER RANGE	COMPARISON TO CITY SCHOOLS (WEIGHTED 25%)	PERCENT OF CITY RANGE	POINTS POSSIBLE	POINTS EARNED
English							
Median Adjusted Growth Percentile (n=254)	54.0	54.0		54.0 (45.0 – 62.8 – 80.6)	25.3%	.	.
Median Adjusted Growth Percentile for School's Lowest Third (n=81)	78.0	78.0		78.0 (52.1 – 69.6 – 87.1)	74.0%	.	.
Early Grade Progress (n=135)	1.69	1.69		1.69 (0.90 – 2.27 – 3.64)	28.8%	.	.
Mathematics							
Median Adjusted Growth Percentile (n=268)	38.5	38.5		38.5 (36.9 – 60.4 – 83.9)	3.4%	.	.
Median Adjusted Growth Percentile for School's Lowest Third (n=86)	51.5	51.5		51.5 (43.7 – 65.1 – 86.5)	18.2%	.	.
Early Grade Progress (n=140)	1.32	1.32		1.32 (0.58 – 2.26 – 3.94)	22.0%	.	.

TOTAL POINTS

How To Interpret These Charts

To determine the number of points earned, this school's 2011-12 results on each metric are compared to the historical results of peer schools and all schools serving the same grade levels citywide. The comparison to peer schools is worth 75% of the points for each metric and the comparison to all schools citywide is worth 25% of the points. The bars represent the range of results for the peer and city comparison schools for 2009-10 and 2010-11 that are within two standard deviations of the average. The percent of the range that is shaded is the school's share of possible points. The share is multiplied by the weight (75% or 25%) and the possible points for the metric to determine the points earned.



Score Calculation Example

FORMULA	(	PERCENT OF PEER RANGE	x	0.75	+	PERCENT OF CITY RANGE	x	0.25	)	x	POINTS POSSIBLE	=	POINTS EARNED
EXAMPLE	(	60%	x	0.75	+	80%	x	0.25	)	x	5	=	3.25

	GRADE	SCORE RANGE
GRADE	A	or higher
	B	-
	C	-
SCORE	D	-
(out of 25)	F	or lower

The Student Performance grade is based on results on the 2012 state tests in English and Math. Student Performance represents 25% of the total score. State test metrics evaluate the percent of students who reach or exceed proficiency (Level 3 and 4) and students' average proficiency rating.

	THIS SCHOOL'S RESULTS	COMPARISON TO PEER SCHOOLS (WEIGHTED 75%)	PERCENT OF PEER RANGE	COMPARISON TO CITY SCHOOLS (WEIGHTED 25%)	PERCENT OF CITY RANGE	POINTS POSSIBLE	POINTS EARNED
English							
Percentage of Students at Level 3 or 4 (n=421)	24.2%	24.2%		24.2% (12.0% – 47.7% – 83.4%)	17.1%	.	.
Average Student Proficiency (n=421)	2.50	2.50		2.50 (2.35 – 2.88 – 3.41)	14.2%	.	.
Mathematics							
Percentage of Students at Level 3 or 4 (n=428)	28.5%	28.5%		28.5% (21.8% – 59.2% – 96.6%)	9.0%	.	.
Average Student Proficiency (n=428)	2.63	2.63		2.63 (2.52 – 3.18 – 3.84)	8.3%	.	.

TOTAL POINTS

How To Interpret These Charts

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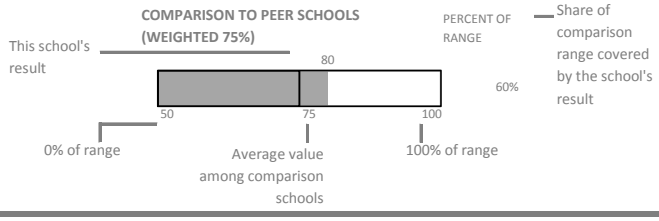


Score Calculation Example

FORMULA	(	PERCENT OF PEER RANGE	x	0.75	+	PERCENT OF CITY RANGE	x	0.25	)	x	POINTS POSSIBLE	=	POINTS EARNED
EXAMPLE	(	60%	x	0.75	+	80%	x	0.25	)	x	5	=	3.25

GRADE	SCORE RANGE
A	or higher
B	-
C	-
D	-
F	or lower

GRADE

SCORE

(out of 15)

School Environment represents 15% of the total score. The School Environment grade is based on student attendance and results of the NYC School Survey, on which parents and teachers rate academic expectations, safety and respect, communication, and engagement.

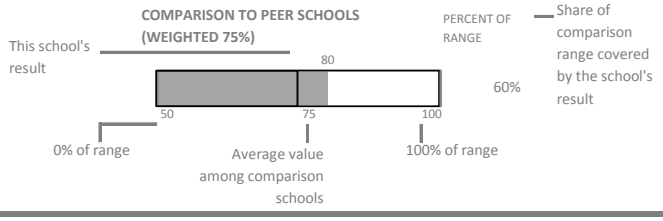
School Survey Results

	THIS SCHOOL'S RESULTS	COMPARISON TO PEER SCHOOLS (WEIGHTED 75%)	PERCENT OF PEER RANGE	COMPARISON TO CITY SCHOOLS (WEIGHTED 25%)	PERCENT OF CITY RANGE	POINTS POSSIBLE	POINTS EARNED
Academic Expectations	7.1	7.1		7.1 (6.8 – 8.1 – 9.4)	11.5%	.	.
Communication	6.6	6.6		6.6 (6.1 – 7.5 – 8.9)	17.9%	.	.
Engagement	7.2	7.2		7.2 (6.3 – 7.7 – 9.1)	32.1%	.	.
Safety and Respect	7.4	7.4		7.4 (6.9 – 8.2 – 9.5)	19.2%	.	.
Attendance Rate	92.6%	92.6%		92.6% (89.3% – 93.3% – 97.3%)	41.3%	.	.

TOTAL POINTS

How To Interpret These Charts

To determine the number of points earned, this school's 2011-12 results on each metric are compared to the historical results of peer schools and all schools serving the same grade levels citywide. The comparison to peer schools is worth 75% of the points for each metric and the comparison to all schools citywide is worth 25% of the points. The bars represent the range of results for the peer and city comparison schools for 2009-10 and 2010-11 that are within two standard deviations of the average. The percent of the range that is shaded is the school's share of possible points. The share is multiplied by the weight (75% or 25%) and the possible points for the metric to determine the points earned.



Score Calculation Example

FORMULA	(	PERCENT OF PEER RANGE	x	0.75	+	PERCENT OF CITY RANGE	x	0.25	)	x	POINTS POSSIBLE	=	POINTS EARNED
EXAMPLE	(	60%	x	0.75	+	80%	x	0.25	)	x	5	=	3.25

Schools receive additional credit for exceptional gains by students with disabilities, English Language Learners, and students starting with the lowest proficiency citywide. A school earns additional credit when each high-need student meets the success criteria for an eligible metric. The number of points will depend on the percentage of the school's population that is in the high-need group, the percentage of that group that is successful, and a "fixed point value" based on how difficult it is to achieve the success criteria. Additional Credit can only improve a school's Progress Report score. It cannot lower a school's score. Elementary schools are eligible for points on 16 additional credit metrics while middle and K-8 schools are eligible for points on up to 17 metrics, each of which is worth up to one point. (In the table below, "." in "This School's Results" indicates that a school has fewer than 5 eligible students in one of the categories.)

CATEGORY	THIS SCHOOL'S RESULTS	POPULATION PERCENTAGE	FIXED POINT VALUE	POINTS POSSIBLE	POINTS EARNED
Percent at Level 3 or 4					
English					
Self-Contained (n=43)	4.7%	10.2%	0.326	.	.
Integrated Co-Teaching (ICT) (n=27)	14.8%	6.4%	0.113	.	.
Special Education Teacher Support Services (SETSS) (n=11)	0.0%	2.6%	0.174	.	.
Mathematics					
Self-Contained (n=42)	2.4%	9.8%	0.119	.	.
Integrated Co-Teaching (ICT) (n=27)	11.1%	6.3%	0.065	.	.
Special Education Teacher Support Services (SETSS) (n=11)	9.1%	2.6%	0.103	.	.
Percent at 75th Growth Percentile or Higher					
English					
English Language Learners (n=77)	35.1%	30.3%	0.021	.	.
Lowest Third Citywide (n=148)	40.5%	58.3%	0.013	.	.
Self-Contained/ICT/SETSS (n=61)	54.1%	24.0%	0.022	.	.
Black and Hispanic Males in Lowest Third Citywide (n=72)	40.3%	28.3%	0.026	.	.
Mathematics					
English Language Learners (n=84)	25.0%	31.3%	0.019	.	.
Lowest Third Citywide (n=157)	17.8%	58.6%	0.016	.	.
Self-Contained/ICT/SETSS (n=60)	23.3%	22.4%	0.028	.	.
Black and Hispanic Males in Lowest Third Citywide (n=72)	18.1%	26.9%	0.035	.	.
Movement from SC/ICT/SETSS to Less Restrictive Environments (n=79)	0.20	17.9%	0.105	.	.
English Language Learner Progress (n=121)	47.9%	27.6%	0.026	.	.

TOTAL POINTS

PEER INDEX CALCULATION

The Peer Index is used to sort schools on the basis of demographics. A higher Peer Index indicates a higher need population. The Peer Index operates on a 1-100 scale and is calculated using the following formula:

FORMULA	(	Economic Need Index	x	30	)	+	(	% Students with Disabilities	x	30	)	+	(	% Black/Hispanic	x	30	)	+	(	% English Language Learners	x	10	)	=	PEER INDEX
FOR THIS SCHOOL	(	0.85	x	30	)	+	(	22.4%	x	30	)	+	(	90.7%	x	30	)	+	(	28.1%	x	10	)	=	62.26

Note: the Economic Need Index is calculated as follows: (1.0 × Percent Temporary Housing) + (0.5 × Percent HRA-eligible) + (0.5 × Percent Free Lunch Eligible)

PEER GROUP FOR: P.S. 102 Joseph O. Loretan

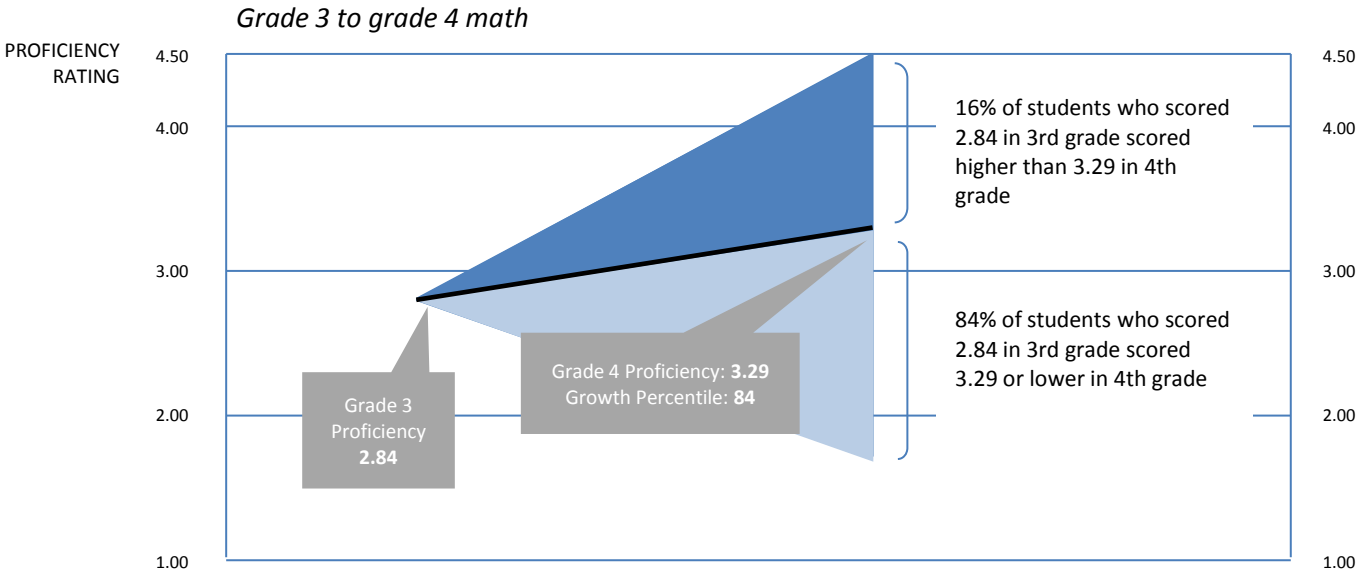
Each school's performance is compared to the performance of schools in its peer group. Peer schools are those New York City public schools with a student population most like this school's population, according to the Peer Index. Each elementary and middle school has up to 40 peer schools and each K-8 school has up to 30 peer schools.

DBN	SCHOOL	PEER INDEX	ECONOMIC NEED INDEX	% IEP	% BLACK or HISPANIC	% ELL
13K307	P.S. 307 Daniel Hale Williams	61.27	0.86	26.0%	91.5%	3.6%
14K147	P.S. 147 Isaac Remsen	61.34	0.83	20.2%	97.4%	10.4%
19K345	P.S. 345 Patrolman Robert Bolden	61.45	0.96	10.6%	94.6%	11.6%
08X093	P.S. 093 Albert G. Oliver	61.55	0.72	28.9%	99.1%	15.2%
05M125	P.S. 125 Ralph Bunche	61.55	0.83	26.5%	89.2%	19.3%
14K059	P.S. 059 William Floyd	61.60	0.88	16.5%	97.9%	9.2%
06M098	P.S. 098 Shorac Kappock	61.65	0.80	13.7%	96.7%	45.7%
01M137	P.S. 137 John L. Bernstein	61.67	0.90	31.1%	79.2%	16.0%
30Q092	P.S. 092 Harry T. Stewart Sr.	61.74	0.77	15.5%	98.5%	45.4%
16K627	Brighter Choice Community School	61.75	0.90	15.0%	99.3%	5.7%
06M192	P.S. 192 Jacob H. Schiff	61.81	0.83	15.1%	97.3%	32.3%
32K151	P.S. 151 Lyndon B. Johnson	61.87	0.85	17.4%	98.1%	15.8%
15K024	P.S. 024	61.90	0.82	15.4%	92.1%	49.7%
10X205	P.S. 205 Fiorello Laguardia	61.91	0.92	14.6%	92.3%	21.2%
32K075	P.S. 075 Mayda Cortiella	61.93	0.84	20.0%	95.5%	20.0%
32K106	P.S. 106 Edward Everett Hale	61.94	0.84	17.1%	94.9%	29.9%
11X041	P.S. 041 Gun Hill Road	62.02	0.88	16.0%	98.2%	14.3%
12X196	P.S. 196	62.10	0.87	15.5%	95.3%	26.6%
32K123	P.S. 123 Suydam	62.13	0.88	16.4%	95.5%	22.7%
12X134	P.S. 134 George F. Bristow	62.16	0.92	13.7%	96.3%	14.2%
16K040	P.S. 040 George W. Carver	62.20	0.90	19.7%	95.9%	4.4%
09X073	P.S. 073 Bronx	62.35	0.89	13.2%	97.8%	22.9%
31R057	P.S. 057 Hubert H. Humphrey	62.37	0.86	32.4%	86.3%	10.1%
31R018	P.S. 018 John G. Whittier	62.38	0.88	31.1%	86.6%	7.4%
08X138	P.S. 138 Samuel Randall	62.48	0.91	17.5%	97.0%	7.4%
16K005	P.S. 005 Dr. Ronald Mcnair	62.65	0.97	17.0%	92.9%	6.4%
13K046	P.S. 046 Edward C. Blum	62.66	0.93	13.8%	97.6%	14.7%
01M142	P.S. 142 Amalia Castro	62.70	0.89	26.8%	88.5%	13.3%
24Q019	P.S. 019 Marino Jeantet	62.75	0.85	13.6%	89.8%	61.5%
10X360	P.S. 360	62.75	0.91	17.5%	95.1%	18.3%
31R031	P.S. 031 William T. Davis	62.88	0.91	27.2%	88.8%	7.1%
06M153	P.S. 153 Adam Clayton Powell	62.90	0.88	13.6%	95.6%	37.0%
11X111	P.S. 111 Seton Falls	63.01	0.83	26.2%	97.1%	11.0%
05M197	P.S. 197 John B. Russwurm	63.02	0.93	21.6%	92.8%	8.1%
20K503	PS 503: The School of Discovery	63.09	0.94	18.6%	79.0%	55.4%
32K086	P.S. 086 The Irvington	63.12	0.93	15.8%	93.2%	24.1%
10X086	P.S. 086 Kingsbridge Heights	63.17	0.87	19.1%	94.5%	30.7%
09X457	SHERIDAN ACADEMY FOR YOUNG LEADERS	63.18	0.90	14.9%	96.2%	29.2%
08X146	P.S. 146 Edward Collins	63.19	0.96	13.1%	96.7%	14.9%
13K256	P.S. 256 Benjamin Banneker	63.20	0.97	12.7%	97.5%	11.6%
19K213	P.S. 213 New Lots	63.21	0.92	18.5%	98.1%	4.9%
	PEER GROUP AVERAGES	62.31	0.88	18.8%	94.0%	20.2%

The Progress Report for elementary and middle schools focuses on students' growth to proficiency and beyond, regardless of their starting point. The Progress Report measures individual students' growth on state English and Math tests using growth percentiles.

1 GROWTH PERCENTILES

A student's growth percentile compares his or her growth to the growth of all students in the City who started at the same level of proficiency the year before. It is a number between 0 and 100 which represents the percentage of students with the same score on last year's test who scored the same or lower than the student on this year's test. For example, a student with a growth percentile of 84 earned a score on this year's test that was the same or higher than 84 percent of the students in the City who had the same score as he did last year.



2 ADJUSTED GROWTH PERCENTILES

To evaluate a school on its students' growth percentiles, the Progress Report uses an adjusted growth percentile. Growth percentile adjustments are based on students' demographic characteristics and reflect average differences in growth compared to students with the same starting proficiency level. The adjustments are made to students' ending proficiency rating as follows:

CATEGORY	ADJUSTMENT
Students with Disabilities (Self-contained)	+0.25
Students with Disabilities (ICT)	+0.15
Students with Disabilities (SETSS)	+0.10
Economic Need Index (per 0.10)	+0.005

Note: "Students with Disabilities" for purposes of adjustments is based on the most restrictive setting of students over the last four school years.

3 MEDIAN ADJUSTED GROWTH PERCENTILES

The Progress Report evaluates a school based on its median adjusted growth percentile, the adjusted growth percentile of the middle student when all the students' adjusted growth percentiles are listed from lowest to highest.

This page provides more granular data on students' state exam scores. It disaggregates these scores by grade and subject for 2011-12. While the numbers here do not individually count for points, the detailed deconstruction should provide deeper insight into 2011-12 student performance.

State Exam Scores by Grade	AVERAGE STUDENT PROFICIENCY	PERCENTAGE OF STUDENTS AT LEVEL 3 OR LEVEL 4	MEDIAN ADJUSTED GROWTH PERCENTILE
Mathematics			
3rd Grade (n = 140)	2.62	26.4%	.
4th Grade (n = 116)	2.81	35.3%	40.0
5th Grade (n = 172)	2.52	25.6%	37.0
English			
3rd Grade (n = 135)	2.56	31.9%	.
4th Grade (n = 118)	2.53	24.6%	54.0
5th Grade (n = 168)	2.42	17.9%	55.0
Science			
4th Grade (n = 117)	3.43	72.6%	.