Department of Education
Carmen Fariña, Chancellor

# School Quality Guide

## 2013-2014

School: P.S. 101 The Verrazano

DBN: 21K101

Principal: Gregg Korrol

School Type: Elementary

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## School Overview

| Grade | Enrollment | | |
|---|---|---|---|
| | 2011-2012 | 2012-2013 | 2013-2014 |
| Pre-K | 36 | - | - |
| Kindergarten | 125 | 125 | 127 |
| Grade 1 | 139 | 154 | 143 |
| Grade 2 | 144 | 152 | 160 |
| Grade 3 | 143 | 152 | 158 |
| Grade 4 | 158 | 147 | 146 |
| Grade 5 | 134 | 164 | 148 |
| **All Students** | **879** | **894** | **882** |

| Student Population Characteristics | 2011-2012 | 2012-2013 | 2013-2014 |
|---|---|---|---|
| % English Language Learners | 16% | 18% | 16% |
| % Students with IEPs | 15% | 16% | 17% |
| % Students with IEPs (less than 20% time with non-disabled peers) | 1% | 1% | 2% |
| % Free Lunch Eligible | 64% | 64% | 64% |
| % Asian | 56% | 52% | 53% |
| % Black | 1% | 1% | 1% |
| % Hispanic | 15% | 16% | 17% |
| % White | 28% | 30% | 29% |
| % Other | 0% | 0% | 0% |

## Quality Review

Dates of Review: December 11, 2013
Principal at Time of Review: Gregg Korrol

| UNDERDEVELOPED | DEVELOPING | PROFICIENT | **WELL DEVELOPED** |
|---|---|---|---|

## Student Progress

| NOT MEETING TARGET | APPROACHING TARGET | **MEETING TARGET** | EXCEEDING TARGET |
|---|---|---|---|

## Student Achievement

| NOT MEETING TARGET | APPROACHING TARGET | MEETING TARGET | **EXCEEDING TARGET** |
|---|---|---|---|

## School Environment

| NOT MEETING TARGET | APPROACHING TARGET | **MEETING TARGET** | EXCEEDING TARGET |
|---|---|---|---|

## Closing the Achievement Gap

| NOT MEETING TARGET | APPROACHING TARGET | MEETING TARGET | **EXCEEDING TARGET** |
|---|---|---|---|

### State Accountability

The school's current status: **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.

SPECIAL RECOGNITION

**Respect For All**

# Quality Review

**WELL DEVELOPED** **3**

**Dates of Review:** December 11, 2013
**Principal at Time of Review:** Gregg Korrol
**QR Lead Reviewer:** Isabel Dimola

The Quality Review is an evaluation of the school by an experienced educator based on a formal school visit. The educator observes classrooms and engages in conversations with parents, students, teachers, and school leaders to assess schoolwide practices. The Quality Review report provides specific feedback to support the school's efforts. The information displayed here reflects the most recent year that a Quality Review was conducted at this school. Some schools will not have Quality Review information if they opened within the last two years or if their most recent review took place prior to August 2010.

*To what extent does the school...*

**1.1** *Ensure engaging, rigorous, and coherent curricula in all subjects, accessible for a variety of learners and aligned to Common Core Learning Standards and/or content standards?*

**WELL DEVELOPED**

Excerpt: Across subject areas curricula aligns to the Common Core Learning Standards providing all students with access to rigorous tasks, promoting higher order thinking, and the necessary skills to be on a path to college and career readiness.

**1.2** *Develop teacher pedagogy from a coherent set of beliefs about how students learn best that is informed by the instructional shifts and Danielson Framework for Teaching, aligned to the curricula, engaging, and meets the needs of all learners so that all students produce meaningful work products?*

**WELL DEVELOPED**

Excerpt: Teacher pedagogy consistently demonstrates instructional coherence and effective differentiated practices that scaffolds learning for all students resulting in improving student performance across the school.

**2.2** *Align assessments to curricula, use on-going assessment and grading practices, and analyze information on student learning outcomes to adjust instructional decisions at the team and classroom levels?*

**WELL DEVELOPED**

Excerpt: Across classrooms, teacher use common, formative and summative assessments to understand student progress and adjust curricula and instruction to support student growth toward reaching the Common Core Learning Standards.

**3.4** *Establish a culture for learning that communicates high expectations to staff, students, and families, and provide supports to achieve those expectations?*

**WELL DEVELOPED**

Excerpt: N/A - This indicator was rated but not written about in the school's final report.

**4.2** *Engage in structured professional collaborations on teams using an inquiry approach that promotes shared leadership and focuses on improved student learning?*

**WELL DEVELOPED**

Excerpt: N/A - This indicator was rated but not written about in the school's final report.

# Quality Review - continued

WELL DEVELOPED 4

**Dates of Review:** December 11, 2013
**Principal at Time of Review:** Gregg Korrol
**QR Lead Reviewer:** Isabel Dimola

## Areas of Celebration

- Rigorous, engaging and coherent curricula aligned to the Common Core Learning Standards
- Research-based, effective instruction that yields high quality student work
- Aligned use of resources to support instructional goals that meet students' needs
- Curricula-aligned assessment practices that inform instruction
- Support and evaluation of teachers through feedback using the Danielson framework and analysis of learning outcomes

## Areas of Focus

- Regular evaluation school level decisions that support the expectations of the Common Core Learning Standards

## How to Interpret the Graphs Used in the Remainder of the Report

Most of the metrics in the report are presented through two standard graphs, which are intended to help place the school's performance in context.

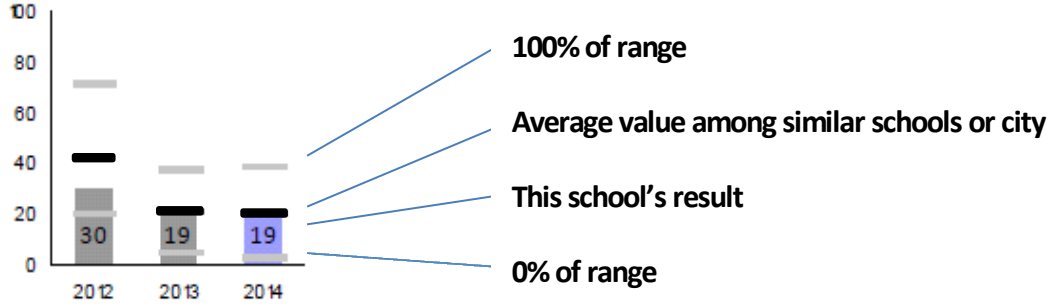
## Graph Showing Metric Values

This graph shows the school's performance on each metric over the past three years, as well as the range of historical performance by peer schools and citywide schools used in the School Quality Guide (or Progress Report) for those three years. Peer schools for an elementary or K-8 school are similar along the following student population characteristics: Economic Need Index, percent of students with disabilities, percent of black or Hispanic students, and percent of English language learners. Peer schools for middle schools are similar along the following student population characteristics: students' average proficiency on 4th grade ELA and math tests, percent of students with disabilities, and percent of students two or more years overage upon entry into 6th grade. Peer schools for high schools are similar along the following student population characteristics: average 8th grade ELA proficiency, average 8th grade math proficiency, percent students with disabilities, percent students with self-contained placements, and percent over-age students.

- The vertical bars show the school's values on the metric for the last three years, with the school's numerical values (e.g., **30, 19, and 19** in the example below) displayed at the bottom of the bars. These bars can show trends over time in the school's own performance.

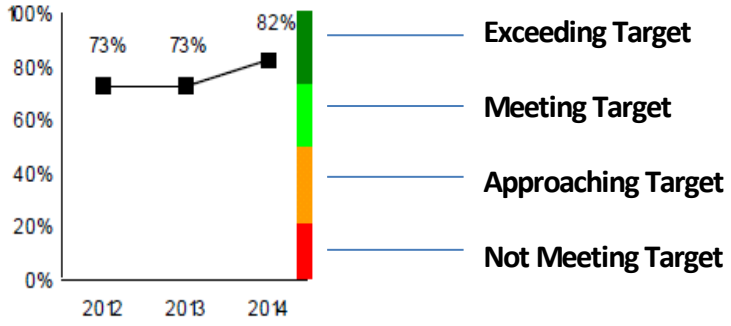
- Each year, the School Quality Guide compares the school's performance against multiple years of historical performance by peer and city schools. The middle horizontal line, in black, shows the average from this pool of historical performance by peer schools or the city, depending on which comparison group is being used. Comparing the top of the vertical bar with this black line shows whether the school is above or below the average of the pool of historical results achieved by the comparison group.

- The top and bottom horizontal lines, in gray, show the top and bottom of the "range" of historical values for the comparison group. The range spans two standard deviations above and below the average; in general, this range contains approximately 96% of the values attained by schools in the comparison group. The lower gray line shows the value at the bottom of the range for the comparison group and the higher gray line shows the value at the top of the range for the comparison group. The position of the vertical bar between the two gray lines shows visually where the school falls within the distribution of results achieved by the comparison group.




## Graph Showing Percent of Range

This graph displays the "percent of range" of the school's values for the last three years. The percent of range reflects where the school's value falls between the bottom and top of the range. In mathematical terms, *percent of range = (school's value – bottom of range) / (top of range – bottom of range)*. The colors to the right of the chart display the ranges for the various ratings. The range for Exceeding Target is shown in dark green, Meeting Target is shown in light green, Approaching Target is shown in orange, and Not Meeting Target is shown in red.



# Student Progress

MEETING TARGET

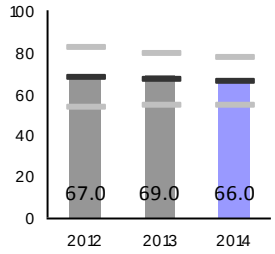


Student Progress includes growth metrics based on how students improved on the state tests between 2013 and 2014.

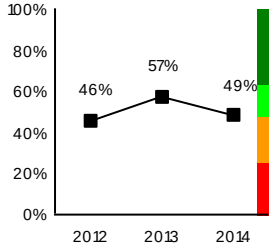
## English Median Adjusted Growth Percentile (n=282)

This metric calculates the median adjusted growth percentile of a school's eligible students. 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.

### Peer

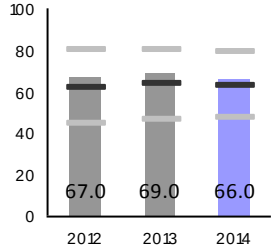



School and Peer Values

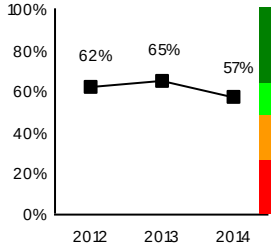



Percent of Peer Range

### City




School and City Values

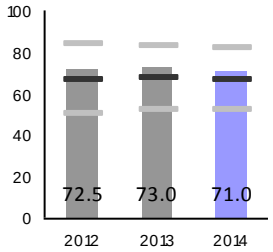



Percent of City Range

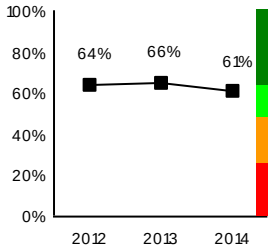
## Math Median Adjusted Growth Percentile (n=285)

This metric calculates the median adjusted growth percentile of a school's eligible students. 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.

### Peer

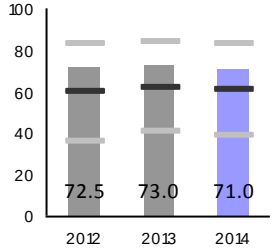



School and Peer Values

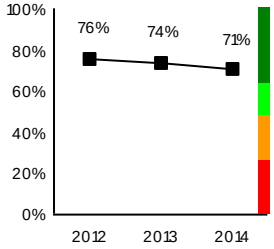



Percent of Peer Range

### City




School and City Values

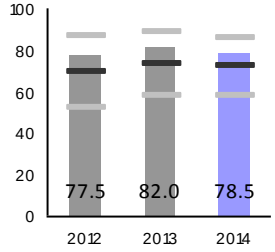



Percent of City Range

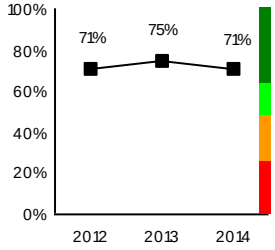
## English Median Adjusted Growth Percentile - School's Lowest Third (n=100)

This metric calculates the median adjusted growth percentile of a school's lowest third of students in prior year English scores. 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.

### Peer

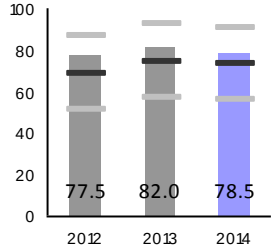



School and Peer Values

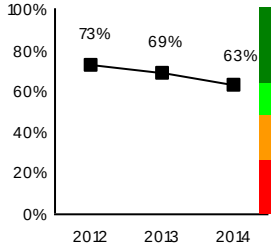



Percent of Peer Range

### City




School and City Values

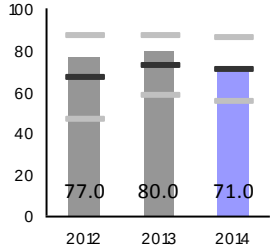



Percent of City Range

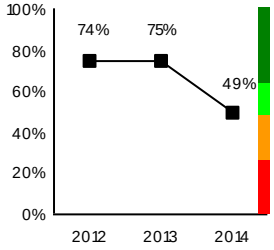
## Math Median Adjusted Growth Percentile - School's Lowest Third (n=98)

This metric calculates the median adjusted growth percentile of a school's lowest third of students in prior year Math scores. 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.

### Peer

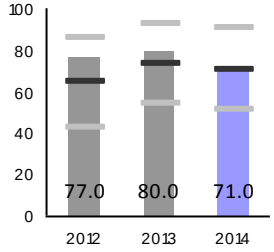



School and Peer Values

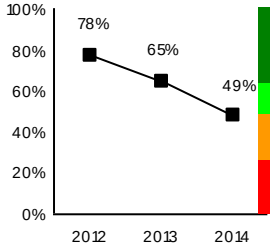



Percent of Peer Range

### City




School and City Values



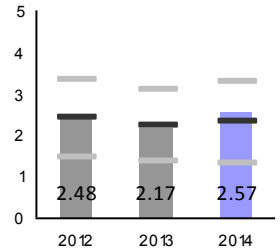

Percent of City Range

Student Progress includes growth metrics based on how students improved on the state tests between 2013 and 2014.

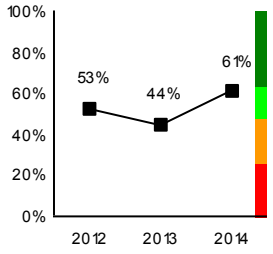
## English Early Grade Progress (n=153)

This metric reflects the proficiency levels attained by third grade students on the state exam, weighted based on the likelihood of achieving those levels given the students' demographic indicators. Schools receive more credit on this metric when students achieve at higher levels than expected based on their demographic indicators.

### Peer

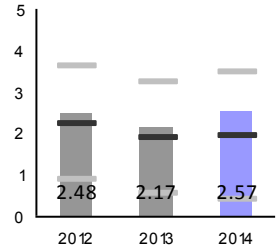



School and Peer Values

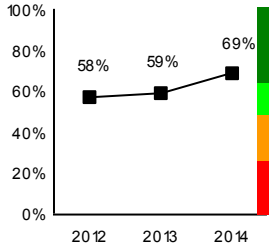



Percent of Peer Range

### City




School and City Values

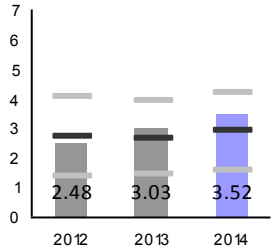



Percent of City Range

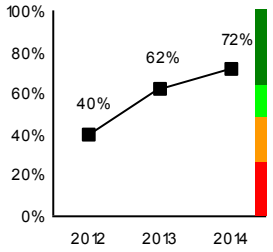
## Math Early Grade Progress (n=156)

This metric reflects the proficiency levels attained by third grade students on the state exam, weighted based on the likelihood of achieving those levels given the students' demographic indicators. Schools receive more credit on this metric when students achieve at higher levels than expected based on their demographic indicators.

### Peer

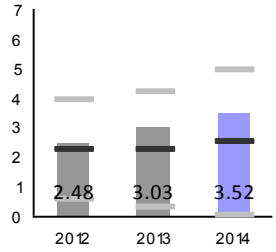



School and Peer Values

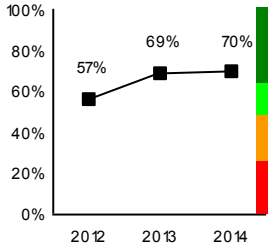



Percent of Peer Range

### City




School and City Values




Percent of City Range

# Student Achievement

EXCEEDING TARGET

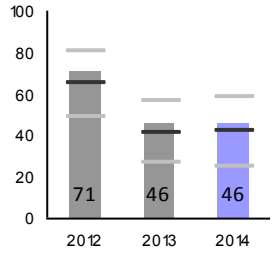
8

Student Achievement is based on results on the 2014 state tests in English and Math, and a measure of readiness for middle school.

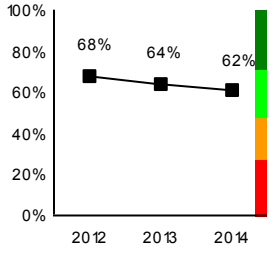
## English - Percentage of Students at Level 3 or 4 (n=440)

This metric shows the percentage of students who are performing at or above proficiency as defined by New York State on Common Core ELA exams in the current year. This is the percentage of students at either Level 3 (proficient) or Level 4 (advanced).

### Peer

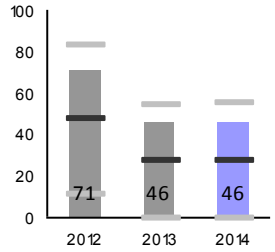



School and Peer Values

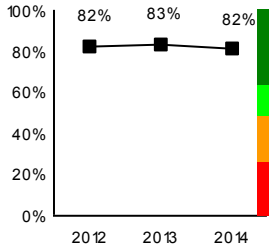



Percent of Peer Range

### City




School and City Values

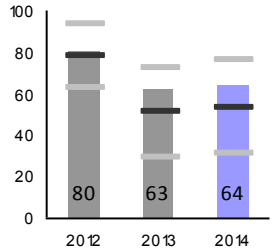



Percent of City Range

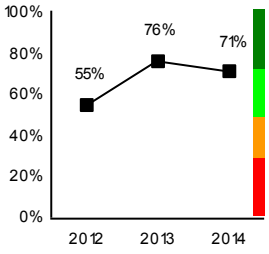
## Math - Percentage of Students at Level 3 or 4 (n=447)

This metric shows the percentage of students who are performing at or above proficiency as defined by New York State on Common Core math exams in the current year. This is the percentage of students at either Level 3 (proficient) or Level 4 (advanced).

### Peer

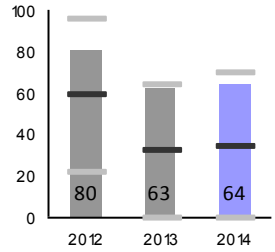



School and Peer Values

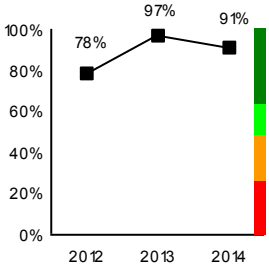



Percent of Peer Range

### City




School and City Values

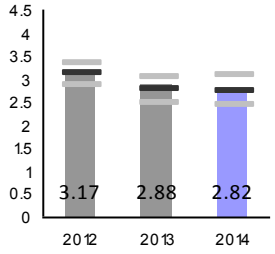



Percent of City Range

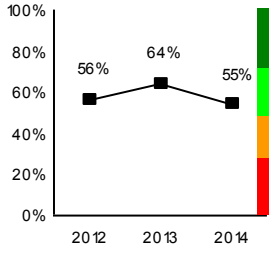
## English - Average Student Proficiency (n=440)

This metric represents the average (mean) Proficiency Rating in ELA for all students attributed to the school. The Average Proficiency Rating is measured on a scale of 1.00 to 4.50, and is based on students' scale scores on the State exams in ELA.

### Peer

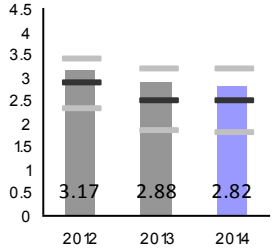



School and Peer Values

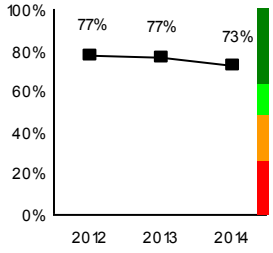



Percent of Peer Range

### City




School and City Values

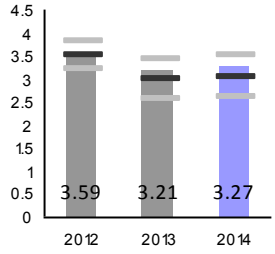



Percent of City Range

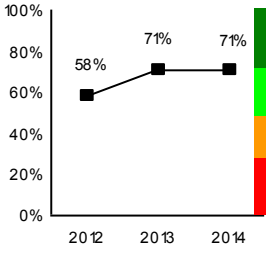
## Math - Average Student Proficiency (n=447)

This metric represents the average (mean) Proficiency Rating in Math for all students attributed to the school. The Average Proficiency Rating is measured on a scale of 1.00 to 4.50, and is based on students' scale scores on the State exams in Math.

### Peer

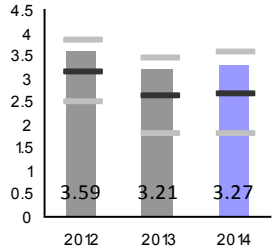



School and Peer Values

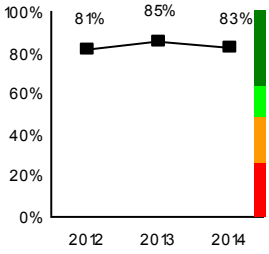



Percent of Peer Range

### City




School and City Values



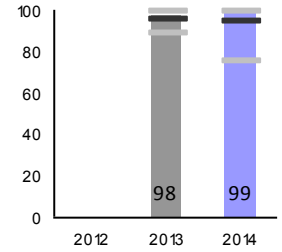

Percent of City Range

Student Achievement is based on results on the 2014 state tests in English and Math, and a measure of readiness for middle school.

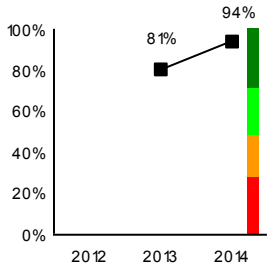
## Middle School Adjusted Core Course Pass Rate of Former Students (n=158)

This metric is based upon the core course pass rates of the school's 2012-13 5th graders who, in 2013-14, attended a NYC DOE middle school.

### Peer

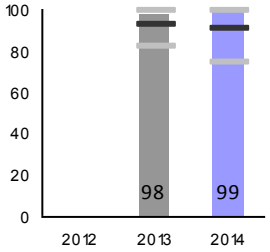



School and Peer Values

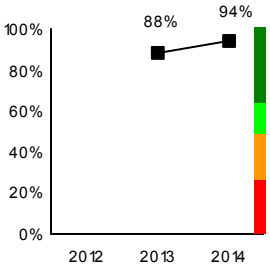



Percent of Peer Range

### City




School and City Values




Percent of City Range

# School Environment

MEETING TARGET

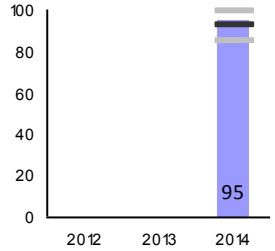
10

The NYC School Survey is administered annually to all parents, all teachers, and students in grades 6–12. Through the survey, these members of school communities respond to questions that gauge their satisfaction with elements of the school's learning environment. In 2013–14 accountability reports, these responses were reorganized to broadly align to guiding concepts in the Quality Review rubric: the instructional core, school culture, and systems for improvement. Please note that this organization is designed to help school communities better interpret survey responses, but survey responses do not contribute to Quality Review ratings in these categories.

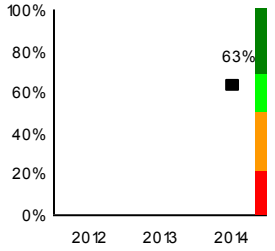
## Survey Satisfaction - Instructional Core

This metric shows the average percent of positive responses to the NYC School Survey questions related to the school's instructional core.

**Peer**

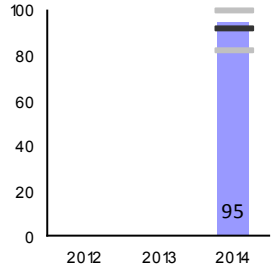



School and Peer Values

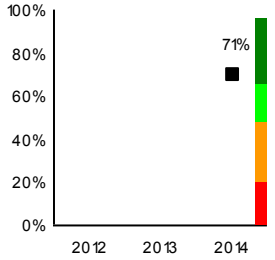



Percent of Peer Range

**City**




School and City Values

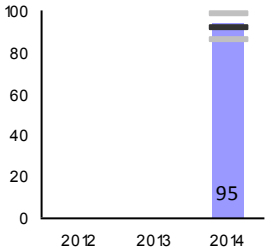



Percent of City Range

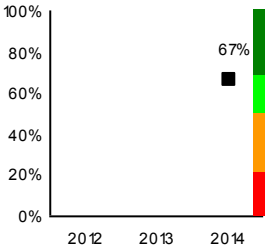
## Survey Satisfaction - School Culture

This metric shows the average percent of positive responses to the NYC School Survey questions related to the school's culture.

**Peer**

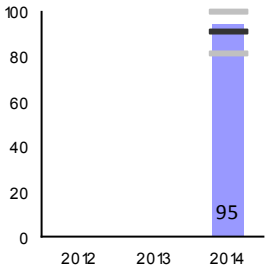



School and Peer Values

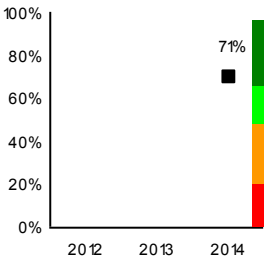



Percent of Peer Range

**City**




School and City Values

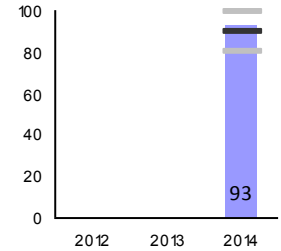



Percent of City Range

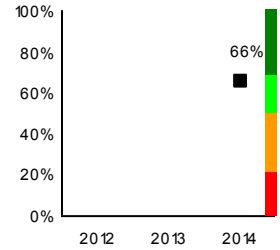
## Survey Satisfaction - Systems for Improvement

This metric shows the average percent of positive responses to the NYC School Survey questions related to the school's systems for improvement.

**Peer**

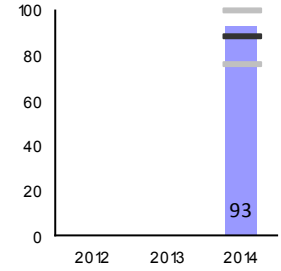



School and Peer Values

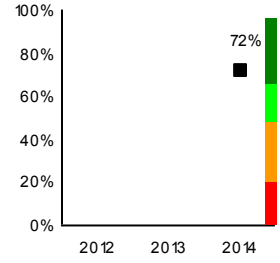



Percent of Peer Range

**City**




School and City Values

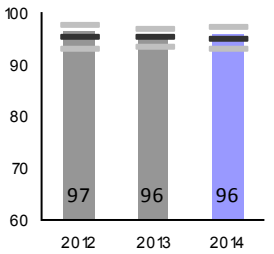



Percent of City Range

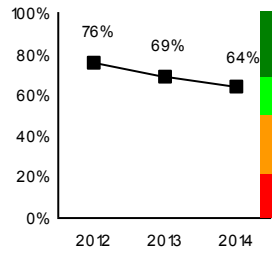
## Attendance

The attendance rate includes the attendance for all K-8 students on a school's register at any point during the school year (September through June).

**Peer**

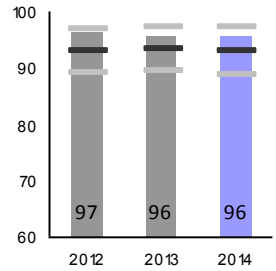



School and Peer Values

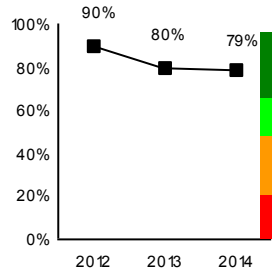



Percent of Peer Range

**City**




School and City Values




Percent of City Range

# Closing the Achievement Gap

EXCEEDING TARGET 11

Closing the Achievement Gap measures the extent to which the school serves and succeeds with students in special populations.

| | 2011-12 | | 2012-13 | | 2013-14 | |
|---|---|---|---|---|---|---|
| | SCHOOL'S RESULTS | POPULATION PERCENTAGE | SCHOOL'S RESULTS | POPULATION PERCENTAGE | SCHOOL'S RESULTS | POPULATION PERCENTAGE |
| **Percent at Level 3 or 4** | | | | | | |
| **English** | | | | | | |
| Self-Contained (n = 11) | 0.0% | 2.8% | 0.0% | 2.6% | 0.0% | 2.5% |
| Integrated Co-Teaching (ICT) (n = 61) | 12.8% | 9.2% | 11.6% | 9.5% | 11.5% | 13.9% |
| Special Education Teacher Support Services (SETSS) (n = 0) | 44.4% | 2.1% | | | | |
| **Mathematics** | | | | | | |
| Self-Contained (n = 11) | 8.3% | 2.8% | 8.3% | 2.6% | 0.0% | 2.5% |
| Integrated Co-Teaching (ICT) (n = 61) | 38.5% | 9.0% | 21.4% | 9.2% | 27.9% | 13.6% |
| Special Education Teacher Support Services (SETSS) (n = 0) | 55.6% | 2.1% | | | | |
| **Percent at 75th Growth Percentile or Higher** | | | | | | |
| **English** | | | | | | |
| English Language Learners (n = 57) | 45.0% | 29.4% | 50.0% | 29.8% | 59.6% | 20.2% |
| Lowest Third Citywide (n = 64) | 64.6% | 17.6% | 70.0% | 16.9% | 53.1% | 22.7% |
| Self-Contained/ICT/SETSS (n = 41) | 53.5% | 15.8% | 76.3% | 12.9% | 41.5% | 14.5% |
| Black and Hispanic Males in Lowest Third Citywide (n = 12) | 80.0% | 1.8% | 69.2% | 4.4% | 66.7% | 4.3% |
| **Mathematics** | | | | | | |
| English Language Learners (n = 61) | 54.4% | 31.9% | 51.0% | 31.7% | 52.5% | 21.4% |
| Lowest Third Citywide (n = 43) | 51.9% | 19.1% | 74.4% | 12.9% | 48.8% | 15.1% |
| Self-Contained/ICT/SETSS (n = 40) | 58.1% | 15.2% | 65.8% | 12.5% | 32.5% | 14.0% |
| Black and Hispanic Males in Lowest Third Citywide (n = 10) | 57.1% | 2.5% | 66.7% | 4.0% | 60.0% | 3.5% |
| Movement from SC/ICT/SETSS to Less Restrictive Environments (n = 77) | 0.13 | 8.5% | 0.29 | 7.8% | 0.25 | 8.7% |
| English Language Learner Progress (n = 137) | 70.4% | 16.0% | 71.1% | 17.8% | 72.3% | 15.6% |

# Summary of Section Ratings



This section shows how the ratings are calculated for the Student Progress, Student Achievement, School Environment, and Closing the Achievement Gap sections.

| | This School's Results | Peer Comparison (weighted 75%) | | | | City Comparison (weighted 25%) | | | | Points Possible | Points Earned |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | | Peer Range | | | Percent of Peer Range | City Range | | | Percent of City Range | | |
| | | 0% | Average | 100% | | 0% | Average | 100% | | | |
| **Student Progress** | | | | | | | | | | | |
| English Median Adjusted Growth Percentile (n = 282) | 66.0 | 55.1 | 66.3 | 77.5 | 48.7% | 47.6 | 63.7 | 79.8 | 57.1% | 16.7 | 8.5 |
| Math Median Adjusted Growth Percentile (n = 285) | 71.0 | 52.6 | 67.7 | 82.8 | 60.9% | 39.3 | 61.7 | 84.1 | 70.8% | 16.7 | 10.6 |
| English Median Adjusted Growth Percentile - School's Lowest Third (n = 100) | 78.5 | 58.7 | 72.6 | 86.5 | 71.2% | 57.0 | 74.1 | 91.2 | 62.9% | 16.7 | 11.5 |
| Math Median Adjusted Growth Percentile - School's Lowest Third (n = 98) | 71.0 | 56.1 | 71.2 | 86.3 | 49.3% | 52.0 | 71.6 | 91.2 | 48.5% | 16.7 | 8.2 |
| English Early Grade Progress (n = 153) | 2.57 | 1.36 | 2.35 | 3.34 | 61.1% | 0.44 | 1.98 | 3.52 | 69.2% | 16.7 | 10.5 |
| Math Early Grade Progress (n = 156) | 3.52 | 1.61 | 2.93 | 4.25 | 72.3% | 0.09 | 2.54 | 4.99 | 70.0% | 16.7 | 12.0 |

| Student Progress Section Rating | | | |
|---|---|---|---|
| Not Meeting Target 25.4 or Lower | Approaching Target 25.5 to 47.6 | **Meeting Target 47.7 to 63.1** | Exceeding Target 63.2 or Higher |

**61.3**

| | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| **Student Achievement** | | | | | | | | | | | |
| English - Percentage of Students at Level 3 or 4 (n = 440) | 45.9% | 25.2% | 42.0% | 58.8% | 61.6% | 0.0% | 28.0% | 56.0% | 82.0% | 22.5 | 15.0 |
| Math - Percentage of Students at Level 3 or 4 (n = 447) | 64.0% | 31.3% | 54.3% | 77.3% | 71.1% | 0.0% | 35.0% | 70.0% | 91.4% | 22.5 | 17.1 |
| English - Average Student Proficiency (n = 440) | 2.82 | 2.47 | 2.79 | 3.11 | 54.7% | 1.83 | 2.51 | 3.19 | 72.8% | 22.5 | 13.3 |
| Math - Average Student Proficiency (n = 447) | 3.27 | 2.62 | 3.08 | 3.54 | 70.7% | 1.81 | 2.69 | 3.57 | 83.0% | 22.5 | 16.6 |
| Middle School Adjusted Core Course Pass Rate of Former Students (n = 158) | 98.6% | 75.8% | 95.3% | 100.0% | 94.2% | 75.0% | 91.8% | 100.0% | 94.4% | 10.0 | 9.4 |

| Student Achievement Section Rating | | | |
|---|---|---|---|
| Not Meeting Target 28.0 or Lower | Approaching Target 28.1 to 48.2 | Meeting Target 48.3 to 71.2 | **Exceeding Target 71.3 or Higher** |

**71.4**

| | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| **School Environment** | | | | | | | | | | | |
| School Survey - Instructional Core | 94.8% | 85.8% | 93.3% | 100.0% | 63.4% | 82.3% | 92.0% | 100.0% | 70.6% | 22.2 | 14.5 |
| School Survey - School Culture | 94.6% | 86.6% | 92.6% | 98.6% | 66.7% | 81.7% | 91.1% | 100.0% | 70.5% | 22.2 | 15.0 |
| School Survey - Structures for Improvement | 93.4% | 80.4% | 90.3% | 100.0% | 66.3% | 76.5% | 88.7% | 100.0% | 71.9% | 22.2 | 15.0 |
| Attendance Rate | 95.7% | 93.0% | 95.1% | 97.2% | 64.3% | 89.1% | 93.3% | 97.5% | 78.6% | 33.3 | 22.6 |

| School Environment Section Rating | | | |
|---|---|---|---|
| Not Meeting Target 20.6 or Lower | Approaching Target 20.7 to 50.3 | **Meeting Target 50.4 to 68.0** | Exceeding Target 68.1 or Higher |

**67.1**

This section shows how the ratings are calculated for the Student Progress, Student Achievement, School Environment, and Closing the Achievement Gap sections.

| | This School's Population Percentage | This School's Population Percentage (Percent of City Range) | This School's Results | This School's Results (Percent of City Range) |
|---|---|---|---|---|
| **Closing the Achievement Gap** | | | | |
| **Percent at Level 3 or 4** | | | | |
| **English** | | | | |
| Self-Contained (n = 11) | 2.5% | 11.1% | 0.0% | |
| Integrated Co-Teaching (ICT) (n = 61) | 13.9% | 68.1% | 11.5% | 72.8% |
| Special Education Teacher Support Services (SETSS) (n = 0) | | 0.0% | | |
| **Mathematics** | | | | |
| Self-Contained (n = 11) | 2.5% | 11.1% | 0.0% | |
| Integrated Co-Teaching (ICT) (n = 61) | 13.6% | 67.0% | 27.9% | 89.4% |
| Special Education Teacher Support Services (SETSS) (n = 0) | | 0.0% | | |
| **Percent at 75th Growth Percentile or Higher** | | | | |
| **English** | | | | |
| English Language Learners (n = 57) | 20.2% | 41.2% | 59.6% | 82.0% |
| Lowest Third Citywide (n = 64) | 22.7% | 32.1% | 53.1% | 54.1% |
| Self-Contained/ICT/SETSS (n = 41) | 14.5% | 34.3% | 41.5% | 35.2% |
| Black and Hispanic Males in Lowest Third Citywide (n = 12) | 4.3% | 10.3% | 66.7% | |
| **Mathematics** | | | | |
| English Language Learners (n = 61) | 21.4% | 42.1% | 52.5% | 71.6% |
| Lowest Third Citywide (n = 43) | 15.1% | 20.3% | 48.8% | |
| Self-Contained/ICT/SETSS (n = 40) | 14.0% | 33.7% | 32.5% | 28.1% |
| Black and Hispanic Males in Lowest Third Citywide (n = 10) | 3.5% | 8.6% | 60.0% | |
| Movement from SC/ICT/SETSS to Less Restrictive Environments (n = 77) | 8.7% | 47.5% | 0.25 | 41.7% |
| English Language Learner Progress (n = 137) | 15.6% | 39.5% | 72.3% | 71.4% |
| | | | Average of Results (Percent of City Range) | **60.7** |

| Closing the Achievement Gap | | | |
|---|---|---|---|
| Not Meeting Target 23.1 or Lower | Approaching Target 23.2 to 41.1 | Meeting Target 41.2 to 58.9 | Exceeding Target 59.0 or Higher |

This Closing the Achievement Gap section reflects the degree to which the school is helping high-need students succeed. In some cases, schools will not receive a rating in this section because those students make up a very small proportion of the school's student population.

The metric values, listed as "This School's Results," show the school's results with its students in the relevant group. The metric scores, listed as "This School's Results (Percent of City Range)," show how the school's results compared to the rest of the city. A metric will not be scored, however, if those students are a very small proportion of the school—specifically, if "This School's Population Percentage (Percent of City Range)" is less than 25.0% (meaning that the school's population percentage is more than one standard deviation below the citywide average). For these unscored metrics, "This School's Results (Percent of City Range)" will be left blank.

The section score is the average of the school's metric scores, and the section rating is determined by the range that the score falls within, which will be shaded in the ratings table above. A school will not receive a rating, however, if it has fewer than five scored metrics in this section.

This page provides more granular data on student outcomes. While the numbers here do not individually count for points, the detailed deconstruction should provide deeper insight into 2013–14 student outcomes.

## 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 = 156) | 3.14 | 60.3% | |
| 4th Grade (n = 144) | 3.37 | 68.1% | 76.0 |
| 5th Grade (n = 147) | 3.30 | 63.9% | 66.0 |
| **English** | | | |
| 3rd Grade (n = 153) | 2.70 | 43.8% | |
| 4th Grade (n = 142) | 2.93 | 52.1% | 75.5 |
| 5th Grade (n = 145) | 2.83 | 42.1% | 54.5 |
| **Science** | | | |
| 4th Grade (n = 144) | 4.01 | 95.1% | |

## Chronic Absenteeism

| | PERCENTAGE OF STUDENTS SCHOOLWIDE | AVERAGE OF SCHOOLS CITYWIDE |
|---|---|---|
| Students With Less Than 90% Attendance (n = 913) | 11.4% | 21.6% |

# Peer Group 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, according to the peering characteristics. Each school has up to 40 peer schools (except for K-8 schools, which have up to 30 peer schools).

Peer groupings are created using a matching methodology that examines the mathematical difference between a school and all potential peers on the peering characteristics. Schools with the smallest difference across all the characteristics are peered together.

| DBN | SCHOOL | ECONOMIC NEED INDEX | % STUDENTS WITH DISABILITIES | % BLACK OR HISPANIC | % ELL |
|---|---|---|---|---|---|
| **21K101** | **P.S. 101 The Verrazano** | **0.60** | **16.9%** | **18.0%** | **16.0%** |
| 02M130 | P.S. 130 Hernando De Soto | 0.60 | 13.0% | 6.0% | 15.5% |
| 14K034 | P.S. 034 Oliver H. Perry | 0.44 | 13.3% | 22.0% | 14.1% |
| 14K110 | P.S. 110 The Monitor | 0.41 | 15.6% | 39.3% | 14.3% |
| 20K048 | P.S. 048 Mapleton | 0.66 | 15.3% | 22.5% | 24.7% |
| 20K102 | P.S. 102 The Bayview | 0.55 | 16.3% | 26.4% | 13.2% |
| 20K112 | P.S. 112 Lefferts Park | 0.67 | 17.9% | 29.4% | 19.4% |
| 20K127 | P.S. 127 Mckinley Park | 0.55 | 21.0% | 24.7% | 19.7% |
| 20K186 | P.S. 186 Dr. Irving A Gladstone | 0.64 | 14.9% | 24.8% | 24.4% |
| 20K200 | P.S. 200 Benson School | 0.58 | 10.1% | 23.0% | 18.8% |
| 20K204 | P.S. 204 Vince Lombardi | 0.50 | 14.5% | 18.6% | 9.8% |
| 20K247 | P.S. 247 Brooklyn | 0.63 | 16.7% | 14.6% | 22.1% |
| 21K097 | P.S. 97 The Highlawn | 0.60 | 20.1% | 22.8% | 24.0% |
| 21K100 | P.S. 100 The Coney Island School | 0.49 | 13.9% | 11.8% | 10.5% |
| 21K153 | P.S. 153 Homecrest | 0.72 | 19.2% | 33.4% | 24.2% |
| 21K215 | P.S. 215 Morris H. Weiss | 0.47 | 13.6% | 29.0% | 11.9% |
| 21K216 | P.S. 216 Arturo Toscanini | 0.54 | 14.1% | 21.9% | 12.6% |
| 22K052 | P.S. 052 Sheepshead Bay | 0.61 | 14.9% | 31.0% | 13.9% |
| 22K217 | P.S. 217 Colonel David Marcus School | 0.76 | 14.9% | 32.5% | 22.4% |
| 22K255 | P.S. 255 Barbara Reing School | 0.62 | 19.5% | 16.0% | 16.6% |
| 24Q058 | P.S. 58 - School of Heroes | 0.51 | 16.5% | 40.2% | 12.1% |
| 24Q229 | P.S. 229 Emanuel Kaplan | 0.51 | 18.6% | 41.0% | 7.9% |
| 25Q021 | P.S. 021 Edward Hart | 0.52 | 13.3% | 30.9% | 13.0% |
| 25Q107 | P.S. 107 Thomas A Dooley | 0.47 | 17.2% | 33.8% | 15.1% |
| 25Q154 | P.S. 154 Queens | 0.57 | 13.0% | 31.3% | 21.9% |
| 25Q165 | P.S. 165 Edith K. Bergtraum | 0.46 | 21.1% | 32.0% | 14.7% |
| 25Q214 | P.S. 214 Cadwallader Colden | 0.66 | 17.1% | 34.4% | 17.8% |
| 26Q031 | P.S. 031 Bayside | 0.36 | 13.1% | 30.7% | 14.3% |
| 26Q133 | P.S. 133 Queens | 0.41 | 20.4% | 26.9% | 9.7% |
| 26Q191 | P.S. 191 Mayflower | 0.35 | 14.5% | 16.4% | 11.8% |
| 27Q056 | P.S. 056 Harry Eichler | 0.69 | 16.0% | 47.2% | 11.6% |
| 27Q100 | P.S. 100 Glen Morris | 0.71 | 18.8% | 26.1% | 7.3% |
| 28Q055 | P.S. 055 Maure | 0.63 | 18.5% | 37.3% | 6.5% |
| 28Q099 | P.S. 099 Kew Gardens | 0.52 | 17.6% | 47.3% | 11.1% |
| 28Q117 | P.S. 117 J. Keld / Briarwood School | 0.67 | 16.6% | 43.2% | 11.6% |
| 28Q139 | P.S. 139 Rego Park | 0.48 | 15.7% | 37.9% | 17.6% |
| 28Q161 | P.S. 161 Arthur Ashe School | 0.71 | 15.6% | 23.2% | 10.9% |
| 28Q220 | P.S. 220 Edward Mandel | 0.62 | 15.4% | 33.8% | 20.2% |
| 30Q002 | P.S. 002 Alfred Zimberg | 0.52 | 14.7% | 37.6% | 18.6% |
| 30Q085 | P.S. 085 Judge Charles Vallone | 0.55 | 12.4% | 36.9% | 9.0% |
| 31R039 | P.S. 39 Francis J. Murphy Jr. | 0.59 | 17.0% | 36.0% | 8.9% |
| PEER GROUP AVERAGES | | 0.56 | 16.1% | 29.1% | 15.1% |

# Metric Targets for 2014-15



The previous pages in this report have shown the school's performance in 2013-14 and earlier. In contrast, this page is forward looking and shows targets connected to the category ratings for the 2014-15 school year.

| | This School's 2013-14 Result | 2014-15 Metric Values Needed for Each Rating | | | |
|---|---|---|---|---|---|
| | | Not Meeting Target | Approaching Target | Meeting Target | Exceeding Target |
| **Student Progress** | | | | | |
| English Median Adjusted Growth Percentile | 66.0 | 59.8 or lower | 59.9 to 65.2 | 65.3 to 68.9 | 69.0 or higher |
| Math Median Adjusted Growth Percentile | 71.0 | 58.4 or lower | 58.5 to 65.7 | 65.8 to 70.8 | 70.9 or higher |
| English Median Adjusted Growth Percentile - School's Lowest Third | 78.5 | 65.7 or lower | 65.8 to 72.1 | 72.2 to 76.7 | 76.8 or higher |
| Math Median Adjusted Growth Percentile - School's Lowest Third | 71.0 | 63.3 or lower | 63.4 to 70.4 | 70.5 to 75.4 | 75.5 or higher |
| English Early Grade Progress | 2.57 | 1.74 or lower | 1.75 to 2.22 | 2.23 to 2.56 | 2.57 or higher |
| Math Early Grade Progress | 3.52 | 2.13 or lower | 2.14 to 2.79 | 2.80 to 3.25 | 3.26 or higher |
| **Student Achievement** | | | | | |
| English - Percentage of Students at Level 3 or 4 | 45.9% | 31.4% or lower | 31.5% to 38.9% | 39.0% to 47.5% | 47.6% or higher |
| Math - Percentage of Students at Level 3 or 4 | 64.0% | 39.7% or lower | 39.8% to 49.9% | 50.0% to 61.4% | 61.5% or higher |
| English - Average Student Proficiency | 2.82 | 2.58 or lower | 2.59 to 2.73 | 2.74 to 2.90 | 2.91 or higher |
| Math - Average Student Proficiency | 3.27 | 2.78 or lower | 2.79 to 2.99 | 3.00 to 3.23 | 3.24 or higher |
| Middle School Adjusted Core Course Pass Rate of Former Students | 98.6% | 82.4% or lower | 82.5% to 87.3% | 87.4% to 92.9% | 93.0% or higher |
| **School Environment** | | | | | |
| School Survey - Instructional Core | 94.8% | 84.9% or lower | 85.0% to 89.9% | 90.0% to 94.9% | 95.0% or higher |
| School Survey - School Culture | 94.6% | 84.9% or lower | 85.0% to 89.9% | 90.0% to 94.6% | 94.7% or higher |
| School Survey - Structures for Improvement | 93.4% | 83.7% or lower | 83.8% to 89.8% | 89.9% to 93.4% | 93.5% or higher |
| Attendance Rate | 95.7% | 93.3% or lower | 93.4% to 94.8% | 94.9% to 95.6% | 95.7% or higher |

# Metric Targets for 2014-15 - continued



The previous pages in this report have shown the school's performance in 2013-14 and earlier. In contrast, this page is forward looking and shows targets connected to the category ratings for the 2014-15 school year.

| | This School's 2013-14 Result | 2014-15 Metric Values Needed for Each Rating | | | |
|---|---|---|---|---|---|
| | | Not Meeting Target | Approaching Target | Meeting Target | Exceeding Target |
| **Closing the Achievement Gap** | | | | | |
| **Percent at Level 3 or 4** | | | | | |
| **English** | | | | | |
| Self-Contained | 0.0% | 1.0% or lower | 1.1% to 1.8% | 1.9% to 2.6% | 2.7% or higher |
| Integrated Co-Teaching (ICT) | 11.5% | 3.6% or lower | 3.7% to 6.4% | 6.5% to 9.2% | 9.3% or higher |
| Special Education Teacher Support Services (SETSS) | | 3.4% or lower | 3.5% to 6.1% | 6.2% to 8.8% | 8.9% or higher |
| **Mathematics** | | | | | |
| Self-Contained | 0.0% | 2.8% or lower | 2.9% to 5.1% | 5.2% to 7.3% | 7.4% or higher |
| Integrated Co-Teaching (ICT) | 27.9% | 7.1% or lower | 7.2% to 12.8% | 12.9% to 18.3% | 18.4% or higher |
| Special Education Teacher Support Services (SETSS) | | 6.5% or lower | 6.6% to 11.6% | 11.7% to 16.7% | 16.8% or higher |
| **Percent at 75th Growth Percentile or Higher** | | | | | |
| **English** | | | | | |
| English Language Learners | 59.6% | 25.9% or lower | 26.0% to 36.2% | 36.3% to 46.3% | 46.4% or higher |
| Lowest Third Citywide | 53.1% | 38.7% or lower | 38.8% to 47.0% | 47.1% to 55.3% | 55.4% or higher |
| Self-Contained/ICT/SETSS | 41.5% | 34.8% or lower | 34.9% to 44.7% | 44.8% to 54.6% | 54.7% or higher |
| Black and Hispanic Males in Lowest Third Citywide | 66.7% | 36.1% or lower | 36.2% to 45.8% | 45.9% to 55.5% | 55.6% or higher |
| **Mathematics** | | | | | |
| English Language Learners | 52.5% | 22.2% or lower | 22.3% to 33.4% | 33.5% to 44.5% | 44.6% or higher |
| Lowest Third Citywide | 48.8% | 32.4% or lower | 32.5% to 42.7% | 42.8% to 53.0% | 53.1% or higher |
| Self-Contained/ICT/SETSS | 32.5% | 29.4% or lower | 29.5% to 40.3% | 40.4% to 51.2% | 51.3% or higher |
| Black and Hispanic Males in Lowest Third Citywide | 60.0% | 29.4% or lower | 29.5% to 41.1% | 41.2% to 52.7% | 52.8% or higher |
| Movement from SC/ICT/SETSS to Less Restrictive Environments | 0.25 | 0.13 or lower | 0.14 to 0.24 | 0.25 to 0.34 | 0.35 or higher |
| English Language Learner Progress | 72.3% | 44.7% or lower | 44.8% to 55.0% | 55.1% to 65.1% | 65.2% or higher |