Department of Education
Carmen Fariña, Chancellor

# School Quality Guide

## 2013-2014

School: P.S. 167 The Parkway

DBN: 17K167

Principal: Marc Mardy

School Type: Elementary

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## School Overview

| Grade | Enrollment | | |
|---|---|---|---|
| | 2011-2012 | 2012-2013 | 2013-2014 |
| Pre-K | 36 | 36 | - |
| Kindergarten | 62 | 78 | - |
| Grade 1 | 84 | 66 | - |
| Grade 2 | 61 | 75 | - |
| Grade 3 | 77 | 65 | 61 |
| Grade 4 | 79 | 69 | 53 |
| Grade 5 | 64 | 62 | 54 |
| **All Students** | **463** | **451** | **168** |

| Student Population Characteristics | 2011-2012 | 2012-2013 | 2013-2014 |
|---|---|---|---|
| % English Language Learners | 6% | 6% | 4% |
| % Students with IEPs | 16% | 15% | 23% |
| % Students with IEPs (less than 20% time with non-disabled peers) | 7% | 9% | 11% |
| % Free Lunch Eligible | 86% | 84% | 84% |
| % Asian | 0% | 0% | 0% |
| % Black | 86% | 82% | 85% |
| % Hispanic | 11% | 13% | 11% |
| % White | 2% | 3% | 3% |
| % Other | 0% | 0% | 1% |

## Quality Review

Dates of Review: December 17 û 18, 2012
Principal at Time of Review: Marc Mardy

| 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: **Focus**

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.

# Quality Review

DEVELOPING 3

**Dates of Review:** December 17 û 18, 2012
**Principal at Time of Review:** Marc Mardy
**QR Lead Reviewer:** Buffie Simmons

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?*

DEVELOPING

Excerpt: Ensure the consistent use of rigorous tasks and curricula aligned to State standards, to support higher order thinking and increased achievement for all students.

**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?*

DEVELOPING

Excerpt: Refine teaching practices to promote greater consistency in challenging and actively engage students at their instructional levels to meaningful work products.

**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?*

DEVELOPING

Excerpt: Ensure that teachers consistently align assessments to State standards and use common evaluations to identify student needs for academic improvements.

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

DEVELOPING

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?*

DEVELOPING

Excerpt: Teachers are benefiting from collaborative planning opportunities and an analysis of data in order to promote student improvements across grades.

**Dates of Review:** December 17 û 18, 2012
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## Areas of Celebration

- Aligned use of resources to support instructional goals that meet students' needs
- Support and evaluation of teachers through feedback using the Danielson framework and analysis of learning outcomes
- Teacher teams engaged in collaborative practice using the inquiry approach to improve classroom practice

## Areas of Focus

- Curricula-aligned assessment practices that inform instruction
- Research-based, effective instruction that yields high quality student work
- Rigorous, engaging and coherent curricula aligned to 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.

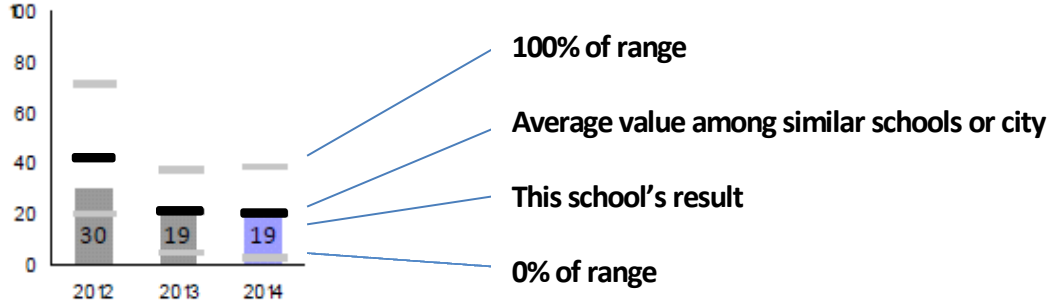
## Graph Showing Metric Values

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.

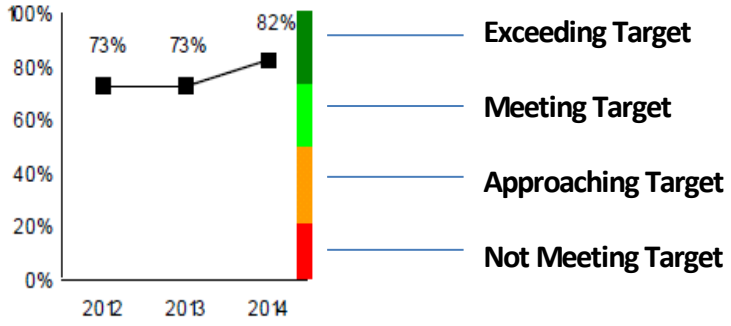
- Each year, the School Quality Guide compares the school's performance against multiple years of historical performance by peer and city schools. The middle horizontal line, in black, shows the average from this pool of historical performance by peer schools or the city, depending on which comparison 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.

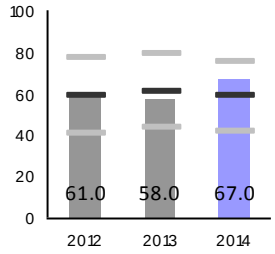


Student Progress includes growth metrics based on how students improved on the state tests between 2013 and 2014.

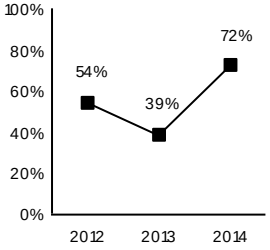
## English Median Adjusted Growth Percentile (n=98)

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

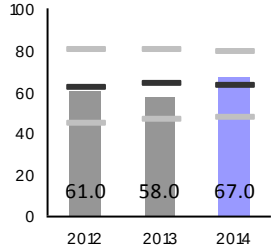



School and Peer Values

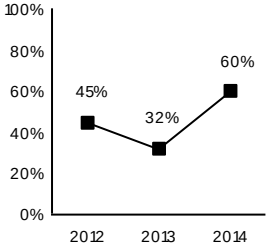



Percent of Peer Range

### City




School and City Values

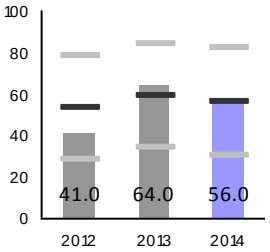



Percent of City Range

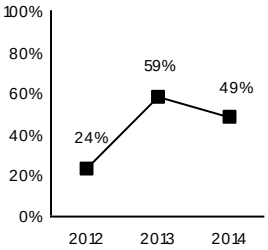
## Math Median Adjusted Growth Percentile (n=99)

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

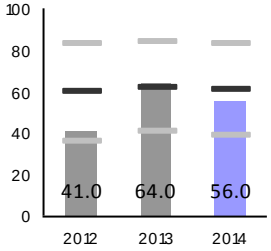



School and Peer Values

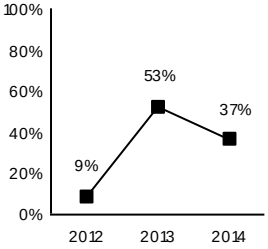



Percent of Peer Range

### City




School and City Values

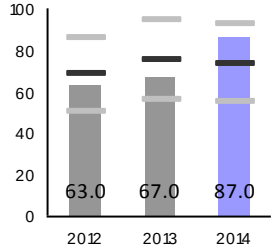



Percent of City Range

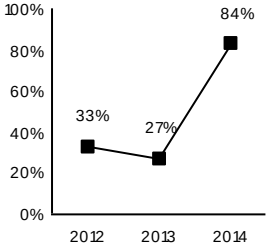
## English Median Adjusted Growth Percentile - School's Lowest Third (n=33)

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

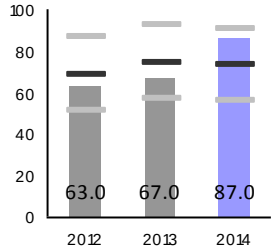



School and Peer Values

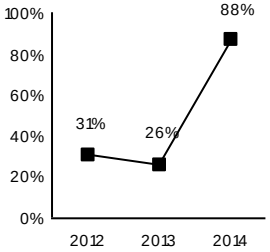



Percent of Peer Range

### City




School and City Values

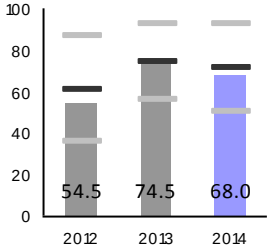



Percent of City Range

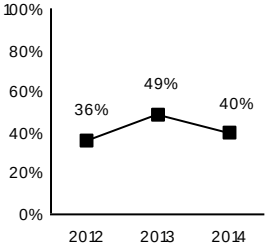
## Math Median Adjusted Growth Percentile - School's Lowest Third (n=35)

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

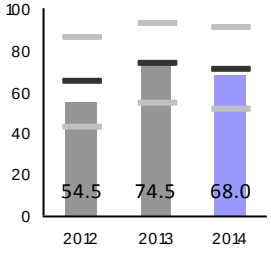



School and Peer Values

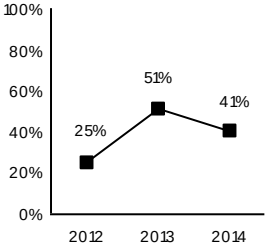



Percent of Peer Range

### City




School and City Values



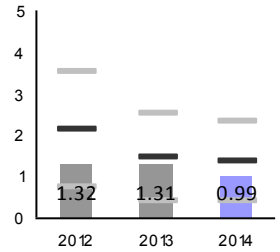

Percent of City Range

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

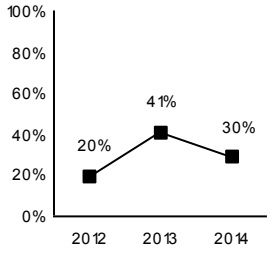
## English Early Grade Progress (n=59)

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

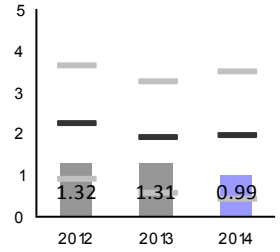



School and Peer Values

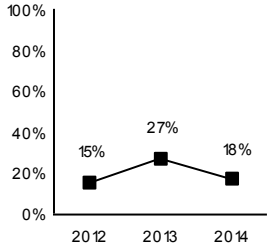



Percent of Peer Range

### City




School and City Values

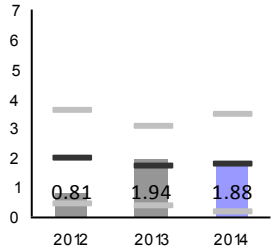



Percent of City Range

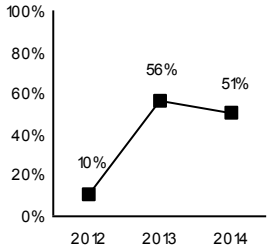
## Math Early Grade Progress (n=60)

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

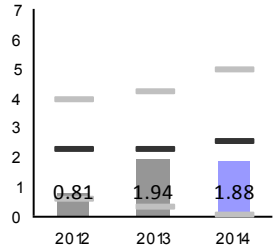



School and Peer Values

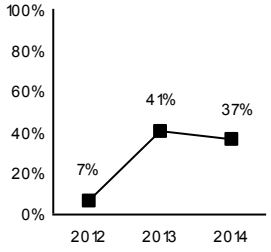



Percent of Peer Range

### City




School and City Values



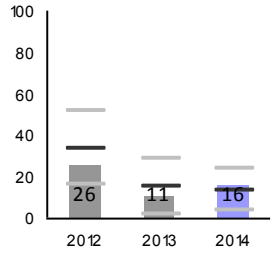

Percent of City Range

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

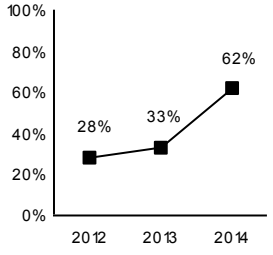
## English - Percentage of Students at Level 3 or 4 (n=162)

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

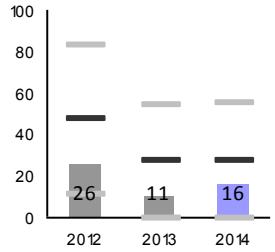



School and Peer Values

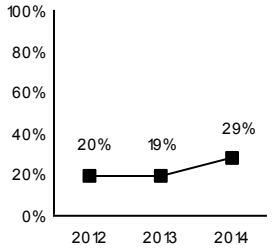



Percent of Peer Range

### City




School and City Values

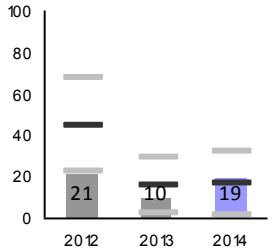



Percent of City Range

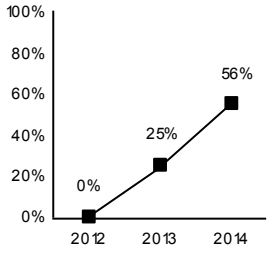
## Math - Percentage of Students at Level 3 or 4 (n=163)

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

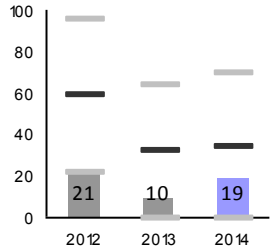



School and Peer Values

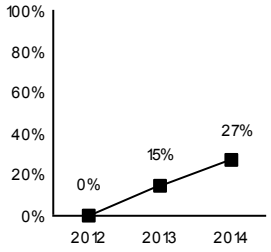



Percent of Peer Range

### City




School and City Values

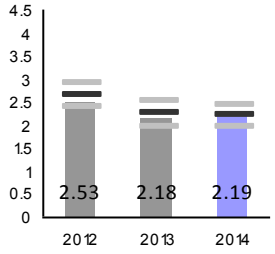



Percent of City Range

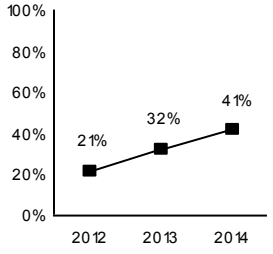
## English - Average Student Proficiency (n=162)

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

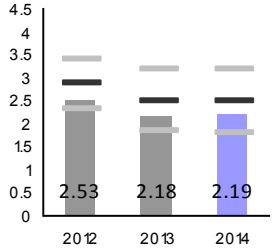



School and Peer Values

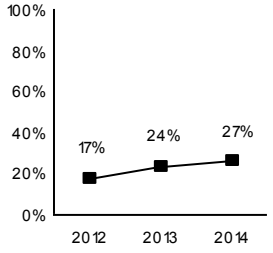



Percent of Peer Range

### City




School and City Values

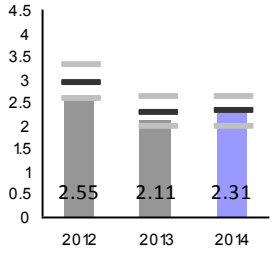



Percent of City Range

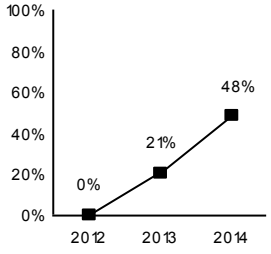
## Math - Average Student Proficiency (n=163)

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

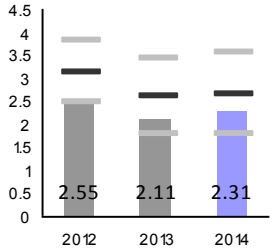



School and Peer Values

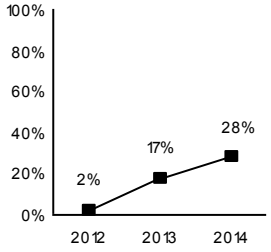



Percent of Peer Range

### City




School and City Values



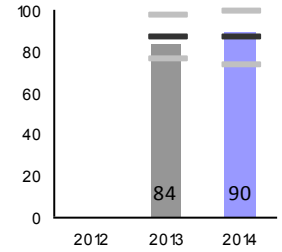

Percent of City Range

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

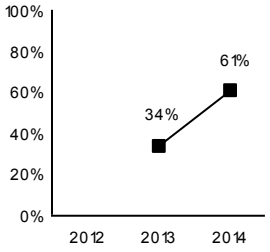
## Middle School Adjusted Core Course Pass Rate of Former Students (n=55)

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

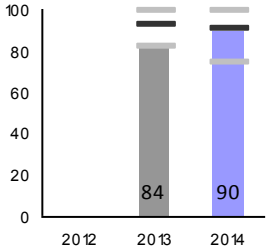



School and Peer Values

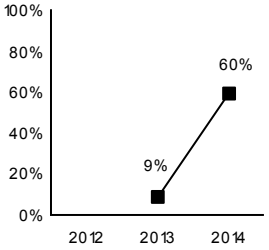



Percent of Peer Range

### City




School and City Values




Percent of City Range

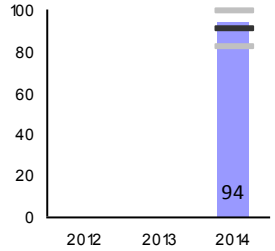
# School Environment 10

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.

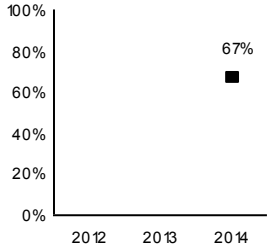
## Survey Satisfaction - Instructional Core

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

**Peer**

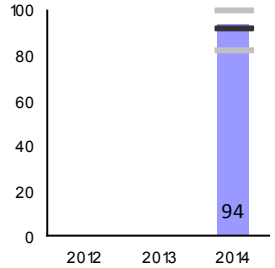



School and Peer Values

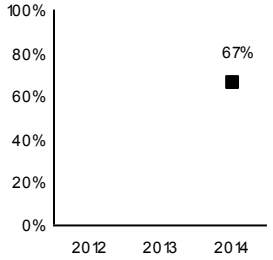



Percent of Peer Range

**City**




School and City Values

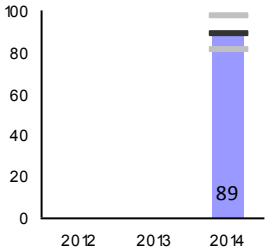



Percent of City Range

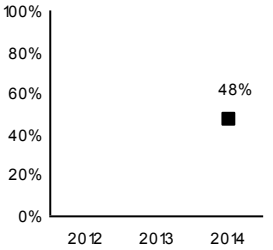
## Survey Satisfaction - School Culture

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

**Peer**

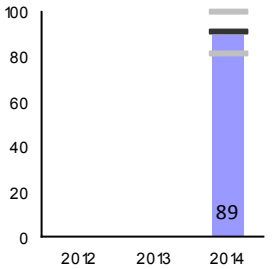



School and Peer Values

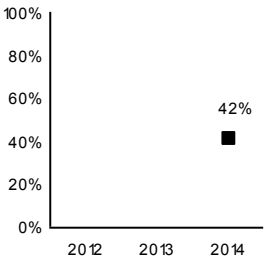



Percent of Peer Range

**City**




School and City Values

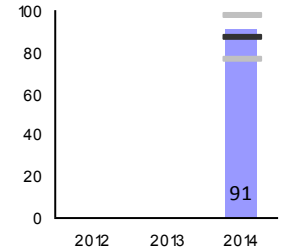



Percent of City Range

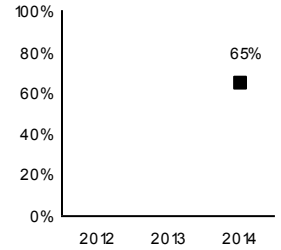
## Survey Satisfaction - Systems for Improvement

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

**Peer**

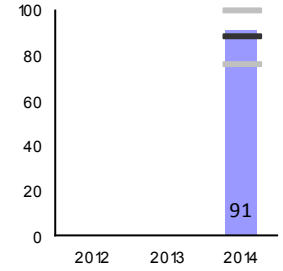



School and Peer Values

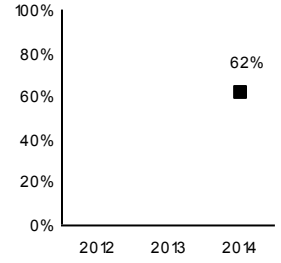



Percent of Peer Range

**City**




School and City Values

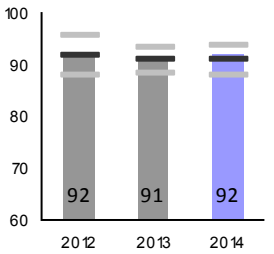



Percent of City Range

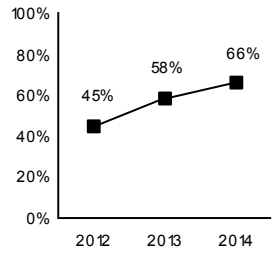
## Attendance

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**

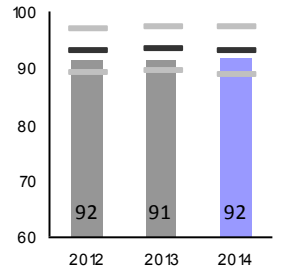



School and Peer Values

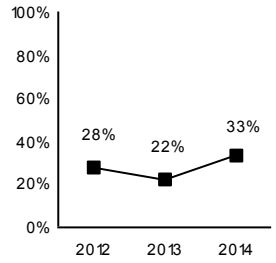



Percent of Peer Range

**City**




School and City Values




Percent of City Range

# Closing the Achievement Gap



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 = 17) | 5.3% | 9.0% | 0.0% | 11.7% | 5.9% | 10.5% |
| Integrated Co-Teaching (ICT) (n = 4) | 0.0% | 3.3% | | | | 2.5% |
| Special Education Teacher Support Services (SETSS) (n = 14) | 6.3% | 7.6% | 0.0% | 9.0% | 0.0% | 8.6% |
| **Mathematics** | | | | | | |
| Self-Contained (n = 17) | 10.5% | 9.0% | 0.0% | 12.2% | 0.0% | 10.4% |
| Integrated Co-Teaching (ICT) (n = 4) | 28.6% | 3.3% | | | | 2.5% |
| Special Education Teacher Support Services (SETSS) (n = 14) | 6.7% | 7.1% | 0.0% | 9.0% | 0.0% | 8.6% |
| **Percent at 75th Growth Percentile or Higher** | | | | | | |
| **English** | | | | | | |
| English Language Learners (n = 4) | 40.0% | 11.7% | 36.4% | 9.7% | | 4.1% |
| Lowest Third Citywide (n = 53) | 34.5% | 65.6% | 41.5% | 57.5% | 62.3% | 54.1% |
| Self-Contained/ICT/SETSS (n = 20) | 48.6% | 27.3% | 51.7% | 25.7% | 75.0% | 20.4% |
| Black and Hispanic Males in Lowest Third Citywide (n = 28) | 43.2% | 34.4% | 46.9% | 28.3% | 64.3% | 28.6% |
| **Mathematics** | | | | | | |
| English Language Learners (n = 4) | 13.3% | 11.8% | 27.3% | 9.7% | | 4.0% |
| Lowest Third Citywide (n = 63) | 17.5% | 63.0% | 43.9% | 72.6% | 36.5% | 63.6% |
| Self-Contained/ICT/SETSS (n = 20) | 26.5% | 26.8% | 58.6% | 25.7% | 30.0% | 20.2% |
| Black and Hispanic Males in Lowest Third Citywide (n = 32) | 12.8% | 30.7% | 43.6% | 34.5% | 43.8% | 32.3% |
| Movement from SC/ICT/SETSS to Less Restrictive Environments (n = 18) | 0.07 | 9.8% | 0.53 | 7.7% | 0.06 | 10.7% |
| English Language Learner Progress (n = 7) | 65.4% | 6.1% | 54.5% | 5.3% | 28.6% | 4.2% |

# 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 = 98) | 67.0 | 42.4 | 59.4 | 76.4 | 72.4% | 47.6 | 63.7 | 79.8 | 60.2% | | |
| Math Median Adjusted Growth Percentile (n = 99) | 56.0 | 30.8 | 56.8 | 82.8 | 48.5% | 39.3 | 61.7 | 84.1 | 37.3% | | |
| English Median Adjusted Growth Percentile - School's Lowest Third (n = 33) | 87.0 | 55.9 | 74.5 | 93.1 | 83.6% | 57.0 | 74.1 | 91.2 | 87.7% | | |
| Math Median Adjusted Growth Percentile - School's Lowest Third (n = 35) | 68.0 | 51.0 | 72.3 | 93.6 | 39.9% | 52.0 | 71.6 | 91.2 | 40.8% | | |
| English Early Grade Progress (n = 59) | 0.99 | 0.41 | 1.39 | 2.37 | 29.6% | 0.44 | 1.98 | 3.52 | 17.9% | | |
| Math Early Grade Progress (n = 60) | 1.88 | 0.22 | 1.85 | 3.48 | 50.9% | 0.09 | 2.54 | 4.99 | 36.5% | | |

| Student Progress Section Rating | | | |
|---|---|---|---|
| Not Meeting Target | Approaching Target | Meeting Target | Exceeding Target |

| | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| **Student Achievement** | | | | | | | | | | | |
| English - Percentage of Students at Level 3 or 4 (n = 162) | 16.0% | 3.4% | 13.5% | 23.6% | 62.4% | 0.0% | 28.0% | 56.0% | 28.6% | | |
| Math - Percentage of Students at Level 3 or 4 (n = 163) | 19.0% | 2.0% | 17.3% | 32.6% | 55.6% | 0.0% | 35.0% | 70.0% | 27.1% | | |
| English - Average Student Proficiency (n = 162) | 2.19 | 2.00 | 2.23 | 2.46 | 41.3% | 1.83 | 2.51 | 3.19 | 26.5% | | |
| Math - Average Student Proficiency (n = 163) | 2.31 | 2.00 | 2.32 | 2.64 | 48.4% | 1.81 | 2.69 | 3.57 | 28.4% | | |
| Middle School Adjusted Core Course Pass Rate of Former Students (n = 55) | 89.9% | 74.1% | 87.7% | 100.0% | 61.0% | 75.0% | 91.8% | 100.0% | 59.6% | | |

| Student Achievement Section Rating | | | |
|---|---|---|---|
| Not Meeting Target | Approaching Target | Meeting Target | Exceeding Target |

| | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| **School Environment** | | | | | | | | | | | |
| School Survey - Instructional Core | 94.1% | 82.3% | 91.3% | 100.0% | 66.7% | 82.3% | 92.0% | 100.0% | 66.7% | | |
| School Survey - School Culture | 89.3% | 81.5% | 89.7% | 97.9% | 47.6% | 81.7% | 91.1% | 100.0% | 41.5% | | |
| School Survey - Structures for Improvement | 91.0% | 77.3% | 87.8% | 98.3% | 65.2% | 76.5% | 88.7% | 100.0% | 61.7% | | |
| Attendance Rate | 91.9% | 88.2% | 91.0% | 93.8% | 66.1% | 89.1% | 93.3% | 97.5% | 33.3% | | |

| School Environment Section Rating | | | |
|---|---|---|---|
| Not Meeting Target | Approaching Target | Meeting Target | Exceeding Target |

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 = 17) | 10.5% | 46.5% | 5.9% | 100.0% |
| Integrated Co-Teaching (ICT) (n = 4) | 2.5% | 12.3% | | |
| Special Education Teacher Support Services (SETSS) (n = 14) | 8.6% | 72.9% | 0.0% | 0.0% |
| **Mathematics** | | | | |
| Self-Contained (n = 17) | 10.4% | 46.2% | 0.0% | 0.0% |
| Integrated Co-Teaching (ICT) (n = 4) | 2.5% | 12.3% | | |
| Special Education Teacher Support Services (SETSS) (n = 14) | 8.6% | 72.9% | 0.0% | 0.0% |
| **Percent at 75th Growth Percentile or Higher** | | | | |
| **English** | | | | |
| English Language Learners (n = 4) | 4.1% | 8.4% | | |
| Lowest Third Citywide (n = 53) | 54.1% | 76.5% | 62.3% | 73.9% |
| Self-Contained/ICT/SETSS (n = 20) | 20.4% | 48.7% | 75.0% | 95.7% |
| Black and Hispanic Males in Lowest Third Citywide (n = 28) | 28.6% | 68.6% | 64.3% | 75.1% |
| **Mathematics** | | | | |
| English Language Learners (n = 4) | 4.0% | 7.9% | | |
| Lowest Third Citywide (n = 63) | 63.6% | 85.4% | 36.5% | 30.2% |
| Self-Contained/ICT/SETSS (n = 20) | 20.2% | 48.8% | 30.0% | 24.0% |
| Black and Hispanic Males in Lowest Third Citywide (n = 32) | 32.3% | 79.8% | 43.8% | 45.2% |
| Movement from SC/ICT/SETSS to Less Restrictive Environments (n = 18) | 10.7% | 58.5% | 0.06 | 10.0% |
| English Language Learner Progress (n = 7) | 4.2% | 10.6% | 28.6% | |
| | | | Average of Results (Percent of City Range) | **N/A** |

| Closing the Achievement Gap | | | |
|---|---|---|---|
| Not Meeting Target | Approaching Target | Meeting Target | Exceeding Target |

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.

# Additional Information



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 = 60) | 2.34 | 18.3% | |
| 4th Grade (n = 50) | 2.14 | 6.0% | 36.0 |
| 5th Grade (n = 53) | 2.45 | 32.1% | 82.0 |
| **English** | | | |
| 3rd Grade (n = 59) | 2.04 | 13.6% | |
| 4th Grade (n = 50) | 2.21 | 12.0% | 46.5 |
| 5th Grade (n = 53) | 2.34 | 22.6% | 85.0 |
| **Science** | | | |
| 4th Grade (n = 50) | 3.30 | 72.0% | |

## Chronic Absenteeism

| | PERCENTAGE OF STUDENTS SCHOOLWIDE | AVERAGE OF SCHOOLS CITYWIDE |
|---|---|---|
| Students With Less Than 90% Attendance (n = 184) | 29.3% | 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 |
|---|---|---|---|---|---|
| **17K167** | **P.S. 167 The Parkway** | **1.07** | **22.6%** | **96.4%** | **3.6%** |
| 05M175 | P.S. 175 Henry H Garnet | 1.20 | 22.7% | 97.8% | 10.2% |
| 07X157 | P.S. 157 Grove Hill | 1.02 | 20.4% | 99.5% | 10.0% |
| 08X062 | P.S. 062 Inocensio Casanova | 1.07 | 26.5% | 97.5% | 9.6% |
| 08X138 | P.S. 138 Samuel Randall | 0.95 | 19.2% | 97.1% | 3.8% |
| 08X140 | P.S. X140 The Eagle School | 1.06 | 22.9% | 96.3% | 9.1% |
| 09X204 | P.S. 204 Morris Heights | 1.01 | 21.0% | 97.8% | 11.2% |
| 09X236 | P.S. 236 Langston Hughes | 1.09 | 26.0% | 98.4% | 10.0% |
| 11X016 | P.S. 016 Wakefield | 0.96 | 19.5% | 86.8% | 5.7% |
| 11X112 | P.S. 112 Bronxwood | 1.05 | 18.2% | 98.8% | 5.6% |
| 12X057 | P.S. 057 Crescent | 1.09 | 24.9% | 97.7% | 10.3% |
| 12X061 | P.S. 061 Francisco Oller | 0.95 | 23.1% | 99.4% | 5.9% |
| 12X067 | P.S. 067 Mohegan School | 1.05 | 19.9% | 98.4% | 9.7% |
| 12X691 | Bronx Little School | 0.90 | 23.2% | 87.3% | 7.3% |
| 13K044 | P.S. 044 Marcus Garvey | 1.03 | 19.3% | 92.9% | 2.2% |
| 13K056 | P.S. 056 Lewis H. Latimer | 0.99 | 22.5% | 95.4% | 6.4% |
| 13K256 | P.S. 256 Benjamin Banneker | 1.09 | 19.5% | 97.9% | 10.1% |
| 13K270 | P.S. 270 Johann DeKalb | 0.98 | 23.9% | 90.1% | 9.9% |
| 13K287 | P.S. 287 Bailey K. Ashford | 1.03 | 25.6% | 91.0% | 4.0% |
| 14K023 | P.S. 023 Carter G. Woodson | 1.13 | 23.1% | 97.9% | 10.3% |
| 14K059 | P.S. 059 William Floyd | 0.99 | 23.7% | 96.7% | 11.2% |
| 14K147 | P.S. 147 Isaac Remsen | 1.02 | 20.1% | 97.0% | 8.2% |
| 14K297 | P.S. 297 Abraham Stockton | 0.97 | 23.3% | 96.4% | 10.3% |
| 15K676 | Red Hook Neighborhood School | 1.06 | 26.1% | 95.7% | 9.6% |
| 16K028 | P.S. 028 The Warren Prep Academy | 1.05 | 18.0% | 94.1% | 5.9% |
| 16K243 | P.S. 243K- The Weeksville School | 1.05 | 26.0% | 96.0% | 3.6% |
| 16K335 | P.S. 335 Granville T. Woods | 1.01 | 25.7% | 96.4% | 4.5% |
| 16K636 | Young Scholars' Academy for Discovery and Exploration | 1.07 | 20.0% | 95.3% | 8.8% |
| 17K191 | P.S. 191 Paul Robeson | 1.21 | 22.0% | 99.0% | 2.0% |
| 17K289 | P.S. 289 George V. Brower | 0.96 | 25.4% | 95.7% | 6.6% |
| 18K219 | P.S. 219 Kennedy-King | 0.90 | 23.6% | 98.1% | 6.1% |
| 19K158 | P.S. 158 Warwick | 1.02 | 19.4% | 96.7% | 7.6% |
| 19K213 | P.S. 213 New Lots | 1.01 | 23.2% | 96.4% | 5.9% |
| 19K224 | P.S. 224 Hale A. Woodruff | 0.99 | 21.8% | 95.8% | 4.6% |
| 19K325 | The Fresh Creek School | 1.00 | 25.0% | 98.9% | 2.8% |
| 19K677 | East New York Elementary School of Excellence | 0.95 | 19.4% | 96.8% | 8.2% |
| 21K188 | P.S. 188 Michael E. Berdy | 0.94 | 24.1% | 86.6% | 4.3% |
| 21K329 | P.S. 329 Surfside | 0.97 | 21.6% | 88.9% | 2.6% |
| 23K156 | P.S. 156 Waverly | 1.05 | 21.0% | 98.1% | 2.7% |
| 29Q052 | P.S. 052 Queens | 0.93 | 21.8% | 96.2% | 4.2% |
| 84M329 | Harlem Link Charter School | 0.91 | 19.7% | 95.9% | 6.7% |
| PEER GROUP AVERAGES | | 1.02 | 22.3% | 95.7% | 6.9% |

# 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 | 67.0 | 52.2 or lower | 52.3 to 59.6 | 59.7 to 64.8 | 64.9 or higher |
| Math Median Adjusted Growth Percentile | 56.0 | 45.8 or lower | 45.9 to 56.9 | 57.0 to 64.7 | 64.8 or higher |
| English Median Adjusted Growth Percentile - School's Lowest Third | 87.0 | 65.4 or lower | 65.5 to 73.5 | 73.6 to 79.1 | 79.2 or higher |
| Math Median Adjusted Growth Percentile - School's Lowest Third | 68.0 | 61.8 or lower | 61.9 to 71.1 | 71.2 to 77.5 | 77.6 or higher |
| English Early Grade Progress | 0.99 | 0.96 or lower | 0.97 to 1.43 | 1.44 to 1.77 | 1.78 or higher |
| Math Early Grade Progress | 1.88 | 1.09 or lower | 1.10 to 1.88 | 1.89 to 2.43 | 2.44 or higher |
| **Student Achievement** | | | | | |
| English - Percentage of Students at Level 3 or 4 | 16.0% | 9.7% or lower | 9.8% to 14.5% | 14.6% to 20.1% | 20.2% or higher |
| Math - Percentage of Students at Level 3 or 4 | 19.0% | 11.7% or lower | 11.8% to 18.8% | 18.9% to 27.0% | 27.1% or higher |
| English - Average Student Proficiency | 2.19 | 2.13 or lower | 2.14 to 2.24 | 2.25 to 2.37 | 2.38 or higher |
| Math - Average Student Proficiency | 2.31 | 2.18 or lower | 2.19 to 2.34 | 2.35 to 2.51 | 2.52 or higher |
| Middle School Adjusted Core Course Pass Rate of Former Students | 89.9% | 81.4% or lower | 81.5% to 86.6% | 86.7% to 92.5% | 92.6% or higher |
| **School Environment** | | | | | |
| School Survey - Instructional Core | 94.1% | 84.9% or lower | 85.0% to 89.9% | 90.0% to 94.3% | 94.4% or higher |
| School Survey - School Culture | 89.3% | 84.9% or lower | 85.0% to 89.9% | 90.0% to 92.9% | 93.0% or higher |
| School Survey - Structures for Improvement | 91.0% | 81.5% or lower | 81.6% to 87.9% | 88.0% to 91.7% | 91.8% or higher |
| Attendance Rate | 91.9% | 89.5% or lower | 89.6% to 91.3% | 91.4% to 92.4% | 92.5% or higher |

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 | 5.9% | 1.0% or lower | 1.1% to 1.8% | 1.9% to 2.6% | 2.7% or higher |
| Integrated Co-Teaching (ICT) | | 3.6% or lower | 3.7% to 6.4% | 6.5% to 9.2% | 9.3% or higher |
| Special Education Teacher Support Services (SETSS) | 0.0% | 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) | | 7.1% or lower | 7.2% to 12.8% | 12.9% to 18.3% | 18.4% or higher |
| Special Education Teacher Support Services (SETSS) | 0.0% | 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 | | 25.9% or lower | 26.0% to 36.2% | 36.3% to 46.3% | 46.4% or higher |
| Lowest Third Citywide | 62.3% | 38.7% or lower | 38.8% to 47.0% | 47.1% to 55.3% | 55.4% or higher |
| Self-Contained/ICT/SETSS | 75.0% | 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 | 64.3% | 36.1% or lower | 36.2% to 45.8% | 45.9% to 55.5% | 55.6% or higher |
| **Mathematics** | | | | | |
| English Language Learners | | 22.2% or lower | 22.3% to 33.4% | 33.5% to 44.5% | 44.6% or higher |
| Lowest Third Citywide | 36.5% | 32.4% or lower | 32.5% to 42.7% | 42.8% to 53.0% | 53.1% or higher |
| Self-Contained/ICT/SETSS | 30.0% | 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 | 43.8% | 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 | 0.06 | 0.13 or lower | 0.14 to 0.24 | 0.25 to 0.34 | 0.35 or higher |
| English Language Learner Progress | 28.6% | 44.7% or lower | 44.8% to 55.0% | 55.1% to 65.1% | 65.2% or higher |