Department of Education
Carmen Fariña, Chancellor

School Quality Guide

2013-2014

School: The Lexington Academy

DBN: 04M072

Principal: Antonio Hernandez

School Type: Elementary

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School Overview

Grade	Enrollment		
	2011-2012	2012-2013	2013-2014
Pre-K	51	53	54
Kindergarten	67	88	73
Grade 1	82	70	79
Grade 2	76	90	70
Grade 3	89	68	85
Grade 4	80	83	58
Grade 5	85	78	81
All Students	**530**	**530**	**500**

Student Population Characteristics	2011-2012	2012-2013	2013-2014
% English Language Learners	28%	24%	20%
% Students with IEPs	24%	25%	26%
% Students with IEPs (less than 20% time with non-disabled peers)	14%	12%	9%
% Free Lunch Eligible	81%	84%	84%
% Asian	0%	0%	0%
% Black	9%	12%	14%
% Hispanic	89%	85%	84%
% White	2%	3%	2%
% Other	0%	0%	0%

Quality Review

Dates of Review: December 5-6, 2011
Principal at Time of Review: Antonio Hernandez

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

PROFICIENT **3**

Dates of Review: December 5-6, 2011
Principal at Time of Review: Antonio Hernandez
QR Lead Reviewer: Maria Robustelli

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?*

Excerpt: The curriculum is aligned to the State standards and provides students with rigorous instruction that emphasizes higher order thinking skills across grades and for a variety of learners to increase student outcomes.

PROFICIENT

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?*

Excerpt: Deepen and strategically differentiate instruction for student subgroups to include a wide range of supports to maximize student learning potential.

PROFICIENT

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?*

Excerpt: Build upon the existing system to align assessments to curriculum in order to identify trends and patterns for all relevant student subgroups, and make effective instructional decisions to improve student outcomes.

PROFICIENT

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

Excerpt: The school regularly conveys high expectations to the whole school community in order to support learning and improve student achievement.

PROFICIENT

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

Excerpt: School leaders and staff use a variety of strategies to monitor, assess and adjust curricular and instructional practices to improve student performance.

PROFICIENT

Quality Review - continued

PROFICIENT 4

Dates of Review: December 5-6, 2011
Principal at Time of Review: Antonio Hernandez
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Areas of Celebration

- Structures for positive learning environment, inclusive culture, and student success
- Rigorous, engaging and coherent curricula aligned to the Common Core Learning Standards
- Families regularly engaged in school decision-making, activities, and an open exchange of information regarding students' progress toward school and class expectations
- A culture of learning that communicates high expectations with supports
- Teacher teams engaged in collaborative practice using the inquiry approach to improve classroom practice

Areas of Focus

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

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.

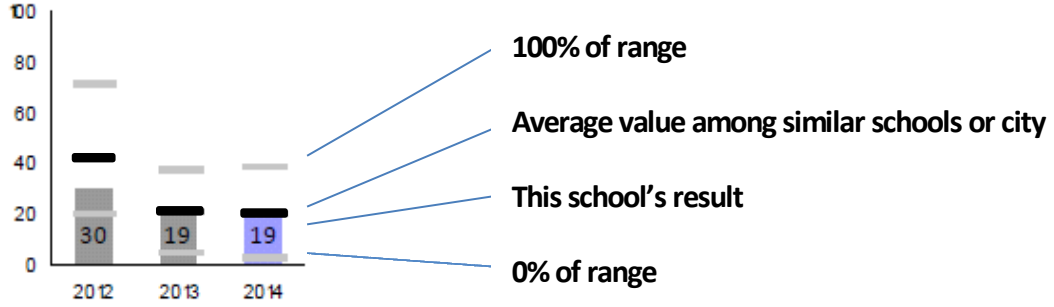
Graph Showing Metric Values

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.

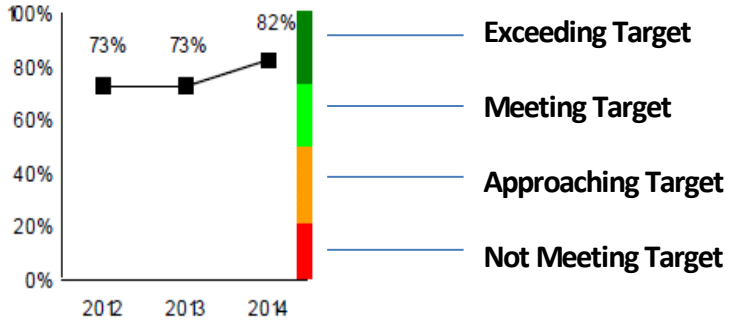
- Each year, the School Quality Guide compares the school's performance against multiple years of historical performance by peer and city schools. The middle horizontal line, in black, shows the average from this pool of historical performance by peer schools or the city, depending on which comparison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

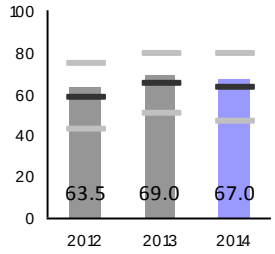
MEETING TARGET

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

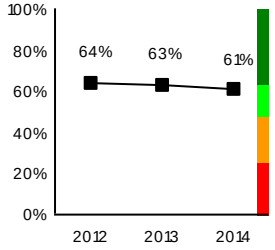
English Median Adjusted Growth Percentile (n=133)

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

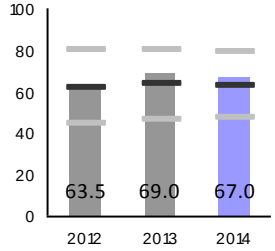


School and Peer Values

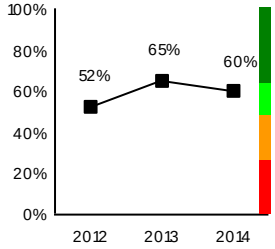


Percent of Peer Range

City



School and City Values

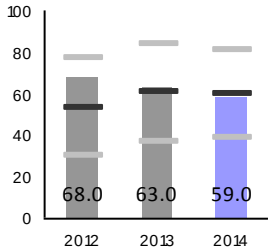


Percent of City Range

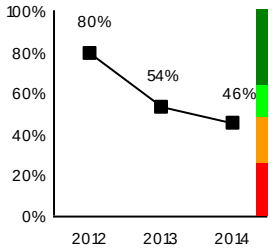
Math Median Adjusted Growth Percentile (n=135)

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

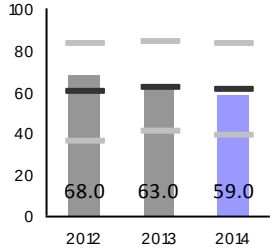


School and Peer Values

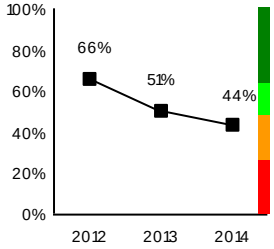


Percent of Peer Range

City



School and City Values

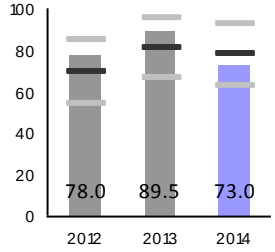


Percent of City Range

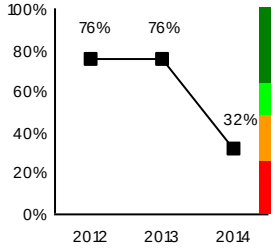
English Median Adjusted Growth Percentile - School's Lowest Third (n=45)

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

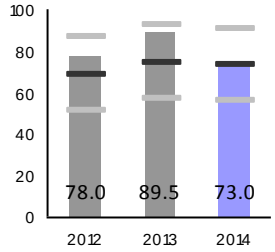


School and Peer Values

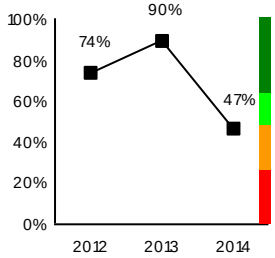


Percent of Peer Range

City



School and City Values

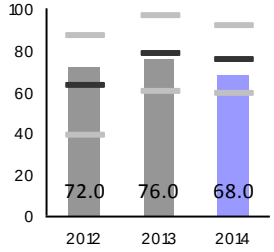


Percent of City Range

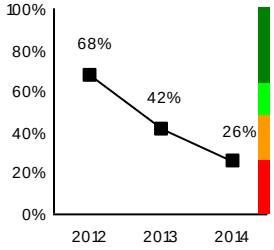
Math Median Adjusted Growth Percentile - School's Lowest Third (n=46)

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

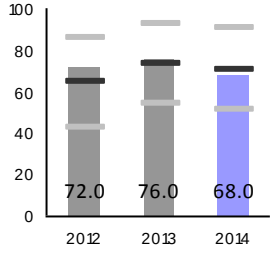


School and Peer Values

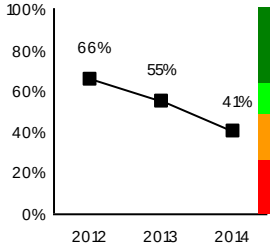


Percent of Peer Range

City



School and City Values



Percent of City Range

Student Progress - continued

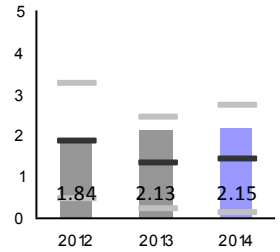
MEETING TARGET

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

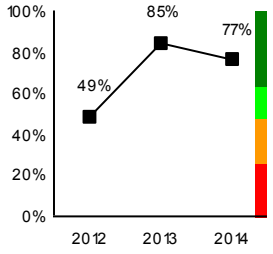
English Early Grade Progress (n=78)

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

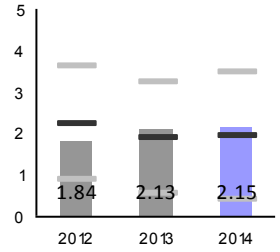


School and Peer Values

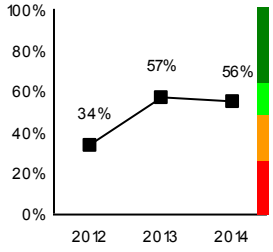


Percent of Peer Range

City



School and City Values

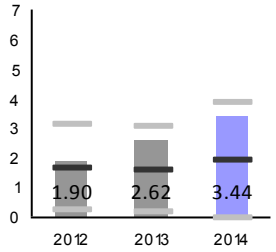


Percent of City Range

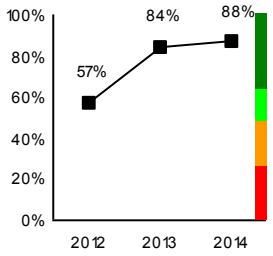
Math Early Grade Progress (n=79)

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

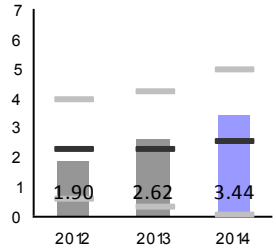


School and Peer Values

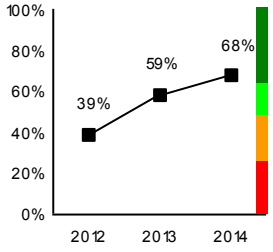


Percent of Peer Range

City



School and City Values



Percent of City Range

Student Achievement

MEETING TARGET

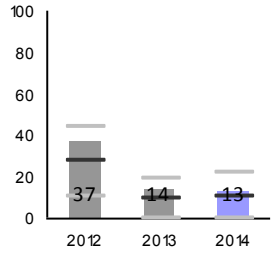
8

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

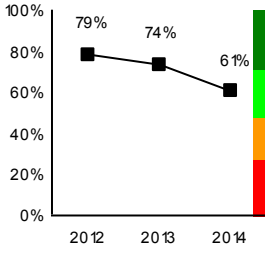
English - Percentage of Students at Level 3 or 4 (n=217)

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

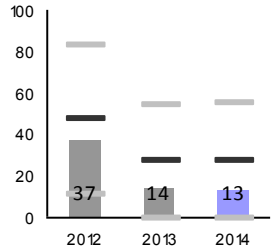


School and Peer Values

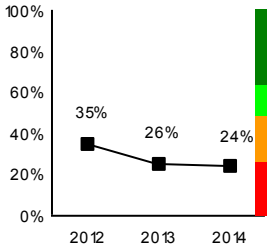


Percent of Peer Range

City



School and City Values

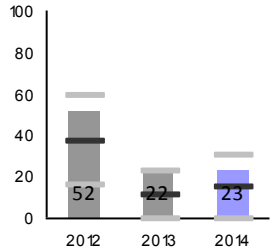


Percent of City Range

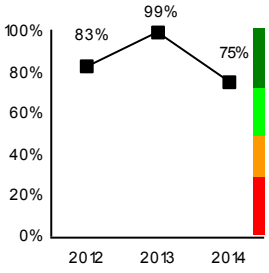
Math - Percentage of Students at Level 3 or 4 (n=217)

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

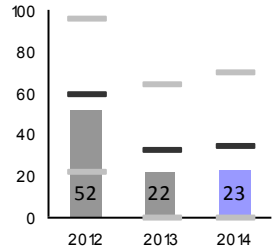


School and Peer Values

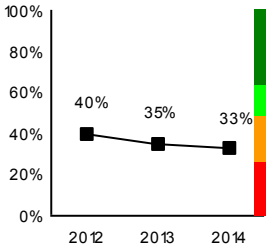


Percent of Peer Range

City



School and City Values

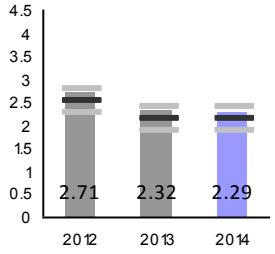


Percent of City Range

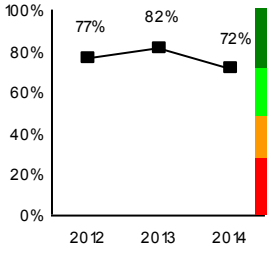
English - Average Student Proficiency (n=217)

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

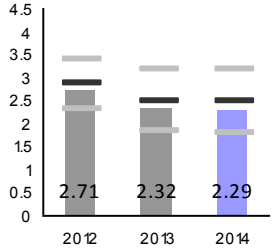


School and Peer Values

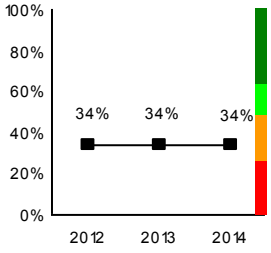


Percent of Peer Range

City



School and City Values

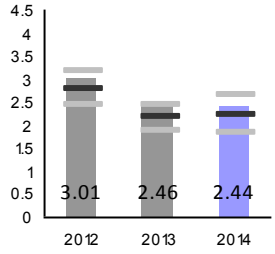


Percent of City Range

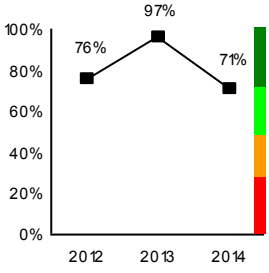
Math - Average Student Proficiency (n=217)

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

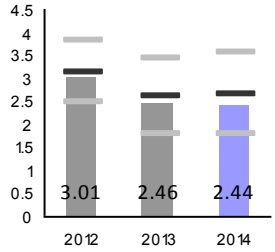


School and Peer Values

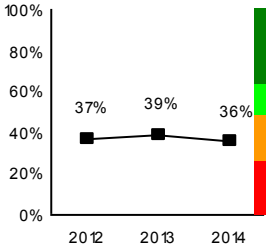


Percent of Peer Range

City



School and City Values



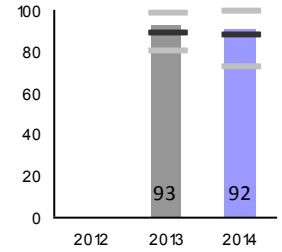
Percent of City Range

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

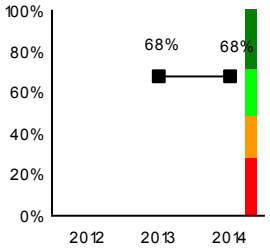
Middle School Adjusted Core Course Pass Rate of Former Students (n=69)

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

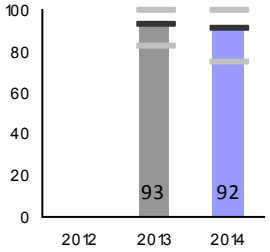


School and Peer Values

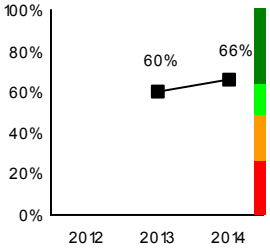


Percent of Peer Range

City



School and City Values



Percent of City Range

School Environment

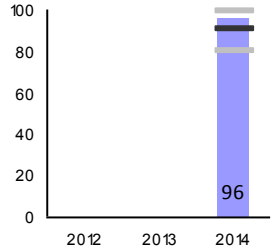
EXCEEDING TARGET 10

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.

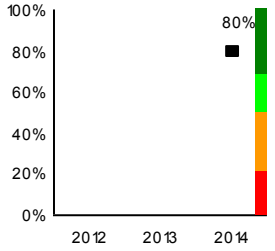
Survey Satisfaction - Instructional Core

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

Peer

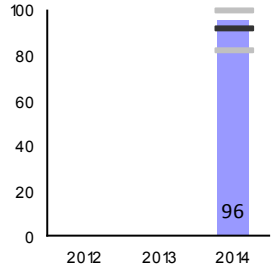


School and Peer Values

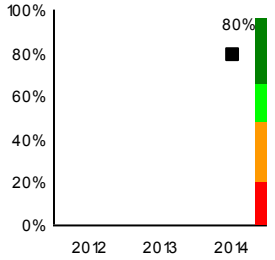


Percent of Peer Range

City



School and City Values

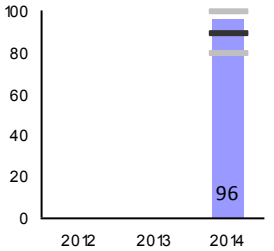


Percent of City Range

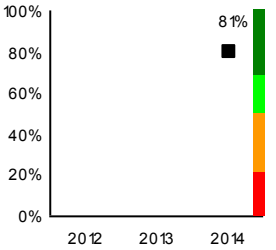
Survey Satisfaction - School Culture

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

Peer

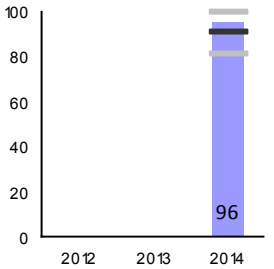


School and Peer Values

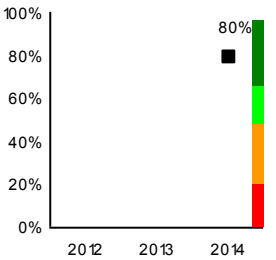


Percent of Peer Range

City



School and City Values

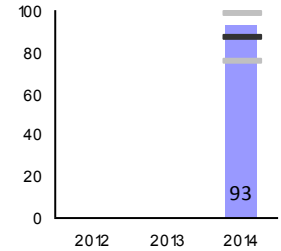


Percent of City Range

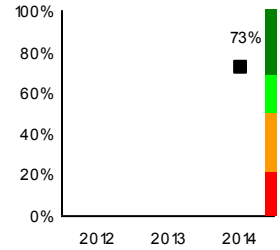
Survey Satisfaction - Systems for Improvement

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

Peer

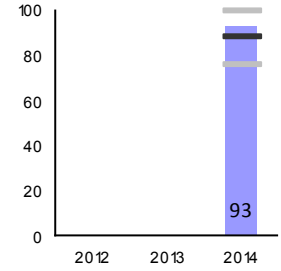


School and Peer Values

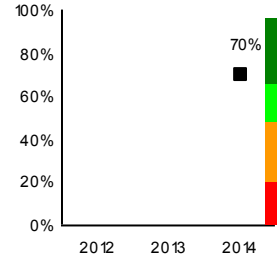


Percent of Peer Range

City



School and City Values

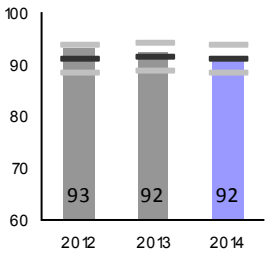


Percent of City Range

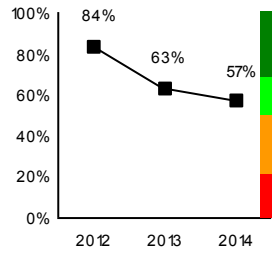
Attendance

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

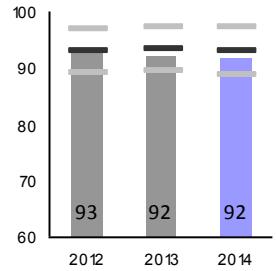


School and Peer Values

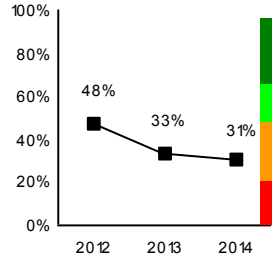


Percent of Peer Range

City



School and City Values



Percent of City Range

Closing the Achievement Gap

APPROACHING 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 = 32)	10.0%	16.4%	3.2%	14.0%	0.0%	14.7%
Integrated Co-Teaching (ICT) (n = 27)	14.3%	5.7%	0.0%	6.8%	3.7%	12.4%
Special Education Teacher Support Services (SETSS) (n = 3)	14.3%	2.9%	0.0%	3.2%		1.4%
Mathematics						
Self-Contained (n = 32)	28.6%	17.0%	28.1%	14.3%	9.4%	14.7%
Integrated Co-Teaching (ICT) (n = 27)	21.4%	5.7%	6.7%	6.7%	18.5%	12.4%
Special Education Teacher Support Services (SETSS) (n = 3)	28.6%	2.8%	0.0%	3.1%		1.4%
Percent at 75th Growth Percentile or Higher						
English						
English Language Learners (n = 40)	51.6%	40.3%	42.3%	35.4%	30.0%	30.1%
Lowest Third Citywide (n = 52)	57.6%	42.9%	69.4%	42.2%	40.4%	39.1%
Self-Contained/ICT/SETSS (n = 36)	63.4%	26.6%	73.5%	23.1%	33.3%	27.1%
Black and Hispanic Males in Lowest Third Citywide (n = 32)	66.7%	25.3%	81.8%	22.4%	40.6%	24.1%
Mathematics						
English Language Learners (n = 41)	47.7%	41.1%	37.7%	35.8%	19.5%	30.4%
Lowest Third Citywide (n = 60)	44.0%	47.5%	53.8%	35.1%	28.3%	44.4%
Self-Contained/ICT/SETSS (n = 37)	54.8%	26.6%	79.4%	23.0%	40.5%	27.4%
Black and Hispanic Males in Lowest Third Citywide (n = 29)	53.7%	25.9%	54.2%	16.2%	27.6%	21.5%
Movement from SC/ICT/SETSS to Less Restrictive Environments (n = 71)	0.22	17.7%	0.31	16.1%	0.23	15.9%
English Language Learner Progress (n = 85)	57.9%	26.6%	58.4%	23.8%	49.4%	19.1%

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 = 133)	67.0	47.1	63.5	79.9	60.7%	47.6	63.7	79.8	60.2%	16.7	10.1
Math Median Adjusted Growth Percentile (n = 135)	59.0	39.5	60.7	81.9	46.0%	39.3	61.7	84.1	44.0%	16.7	7.6
English Median Adjusted Growth Percentile - School's Lowest Third (n = 45)	73.0	63.4	78.5	93.6	31.8%	57.0	74.1	91.2	46.8%	16.7	5.9
Math Median Adjusted Growth Percentile - School's Lowest Third (n = 46)	68.0	59.3	76.0	92.7	26.0%	52.0	71.6	91.2	40.8%	16.7	5.0
English Early Grade Progress (n = 78)	2.15	0.15	1.45	2.75	76.9%	0.44	1.98	3.52	55.5%	16.7	11.9
Math Early Grade Progress (n = 79)	3.44	0.00	1.96	3.92	87.8%	0.09	2.54	4.99	68.4%	16.7	13.9

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

54.4

Student Achievement											
English - Percentage of Students at Level 3 or 4 (n = 217)	13.4%	0.0%	11.0%	22.0%	60.9%	0.0%	28.0%	56.0%	23.9%	22.5	11.6
Math - Percentage of Students at Level 3 or 4 (n = 217)	23.0%	0.0%	15.4%	30.8%	74.7%	0.0%	35.0%	70.0%	32.9%	22.5	14.5
English - Average Student Proficiency (n = 217)	2.29	1.90	2.17	2.44	72.2%	1.83	2.51	3.19	33.8%	22.5	14.1
Math - Average Student Proficiency (n = 217)	2.44	1.87	2.27	2.67	71.3%	1.81	2.69	3.57	35.8%	22.5	14.0
Middle School Adjusted Core Course Pass Rate of Former Students (n = 69)	91.5%	73.3%	88.0%	100.0%	68.2%	75.0%	91.8%	100.0%	66.0%	10.0	6.8

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

61.0

School Environment											
School Survey - Instructional Core	96.0%	81.2%	91.1%	100.0%	80.0%	82.3%	92.0%	100.0%	80.0%	22.2	17.8
School Survey - School Culture	95.9%	79.4%	89.6%	99.8%	80.9%	81.7%	91.1%	100.0%	80.0%	22.2	17.9
School Survey - Structures for Improvement	93.0%	75.7%	87.6%	99.5%	72.7%	76.5%	88.7%	100.0%	70.2%	22.2	16.0
Attendance Rate	91.7%	88.6%	91.3%	94.0%	57.4%	89.1%	93.3%	97.5%	31.0%	33.3	16.9

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

68.6

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 = 32)	14.7%	65.0%	0.0%	0.0%
Integrated Co-Teaching (ICT) (n = 27)	12.4%	60.8%	3.7%	23.4%
Special Education Teacher Support Services (SETSS) (n = 3)	1.4%	11.9%		
Mathematics				
Self-Contained (n = 32)	14.7%	65.3%	9.4%	74.6%
Integrated Co-Teaching (ICT) (n = 27)	12.4%	61.1%	18.5%	59.3%
Special Education Teacher Support Services (SETSS) (n = 3)	1.4%	11.9%		
Percent at 75th Growth Percentile or Higher				
English				
English Language Learners (n = 40)	30.1%	61.4%	30.0%	30.2%
Lowest Third Citywide (n = 52)	39.1%	55.3%	40.4%	26.7%
Self-Contained/ICT/SETSS (n = 36)	27.1%	65.0%	33.3%	20.4%
Black and Hispanic Males in Lowest Third Citywide (n = 32)	24.1%	57.8%	40.6%	31.4%
Mathematics				
English Language Learners (n = 41)	30.4%	59.8%	19.5%	18.8%
Lowest Third Citywide (n = 60)	44.4%	59.6%	28.3%	16.0%
Self-Contained/ICT/SETSS (n = 37)	27.4%	66.3%	40.5%	41.3%
Black and Hispanic Males in Lowest Third Citywide (n = 29)	21.5%	53.1%	27.6%	20.3%
Movement from SC/ICT/SETSS to Less Restrictive Environments (n = 71)	15.9%	86.9%	0.23	38.3%
English Language Learner Progress (n = 85)	19.1%	48.4%	49.4%	31.2%
			Average of Results (Percent of City Range)	**30.9**

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.

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 = 79)	2.56	27.8%	
4th Grade (n = 59)	2.39	16.9%	37.0
5th Grade (n = 79)	2.37	22.8%	66.0
English			
3rd Grade (n = 78)	2.28	17.9%	
4th Grade (n = 59)	2.32	13.6%	51.5
5th Grade (n = 79)	2.29	8.9%	73.0
Science			
4th Grade (n = 58)	3.34	72.4%	

Chronic Absenteeism

	PERCENTAGE OF STUDENTS SCHOOLWIDE	AVERAGE OF SCHOOLS CITYWIDE
Students With Less Than 90% Attendance (n = 459)	33.3%	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
04M072	**The Lexington Academy**	**1.24**	**26.0%**	**98.2%**	**19.5%**
03M208	P.S. 208 Alain L. Locke	1.06	28.0%	94.5%	11.0%
05M030	P.S. 030 Hernandez/Hughes	1.10	30.4%	95.2%	14.8%
05M092	P.S. 092 Mary McLeod Bethune	1.15	28.3%	98.4%	13.5%
05M175	P.S. 175 Henry H Garnet	1.20	22.7%	97.8%	10.2%
05M194	P.S. 194 Countee Cullen	1.23	28.7%	95.9%	17.9%
05M200	P.S. 200- The James Mccune Smith School	1.12	27.5%	96.6%	14.8%
07X018	P.S. 018 John Peter Zenger	1.07	27.3%	96.9%	24.2%
07X049	P.S. 049 Willis Avenue	1.12	24.8%	98.7%	20.4%
07X065	P.S. 065 Mother Hale Academy	1.26	27.8%	97.6%	17.1%
07X161	P.S. 161 Ponce De Leon	1.04	28.5%	97.4%	25.0%
07X277	P.S. 277	1.07	22.0%	96.3%	18.3%
08X048	P.S. 048 Joseph R. Drake	1.21	29.5%	97.9%	16.3%
08X130	P.S. 130 Abram Stevens Hewitt	1.01	24.7%	97.3%	23.6%
08X333	P.S. 333 - The Museum School	1.24	27.1%	96.9%	27.1%
08X335	The Academy of the Arts	1.10	24.9%	97.7%	13.2%
09X042	P.S. 042 Claremont	1.20	24.5%	97.2%	13.3%
09X058	P.S. 058	1.07	25.4%	98.2%	22.6%
09X109	P.S. 109 Sedgwick	1.08	23.5%	99.1%	25.2%
09X110	P.S. 110 Theodore Schoenfeld	1.07	28.3%	95.6%	12.2%
09X132	P.S. 132 Garret A. Morgan	1.07	28.0%	98.6%	13.2%
09X236	P.S. 236 Langston Hughes	1.09	26.0%	98.4%	10.0%
10X032	P.S. 032 Belmont	1.09	22.0%	96.4%	14.3%
10X059	P.S. 059 The Community School of Technology	1.17	28.2%	97.3%	13.0%
10X085	P.S. 085 Great Expectations	1.17	29.0%	98.1%	27.4%
10X306	P.S. 306	1.01	24.0%	98.4%	17.5%
10X310	P.S. 310 Marble Hill	1.11	20.5%	96.2%	20.1%
10X340	P.S. 340	1.13	25.8%	91.4%	25.4%
10X396	P.S. 396	1.11	27.8%	97.5%	23.2%
12X057	P.S. 057 Crescent	1.09	24.9%	97.7%	10.3%
12X092	P.S. 092 Bronx	1.07	22.8%	97.2%	22.1%
12X195	P.S. 195	1.12	21.7%	96.3%	24.1%
12X300	The School of Science and Applied Learning	1.10	23.9%	97.8%	15.9%
12X463	Urban Scholars Community School	1.17	25.1%	99.3%	13.8%
13K046	P.S. 046 Edward C. Blum	1.06	24.5%	97.0%	17.6%
14K023	P.S. 023 Carter G. Woodson	1.13	23.1%	97.9%	10.3%
16K005	P.S. 005 Dr. Ronald Mcnair	1.23	25.1%	94.6%	9.5%
19K108	P.S. 108 Sal Abbracciamento	1.05	23.9%	90.6%	12.5%
32K151	P.S. 151 Lyndon B. Johnson	1.02	27.6%	94.5%	17.5%
32K299	P.S. 299 Thomas Warren Field	1.13	26.1%	99.7%	16.2%
84X394	Mott Haven Academy Charter School	1.09	21.9%	97.1%	13.5%
PEER GROUP AVERAGES		1.12	25.7%	97.0%	17.3%

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	55.5 or lower	55.6 to 62.7	62.8 to 67.8	67.9 or higher
Math Median Adjusted Growth Percentile	59.0	50.3 or lower	50.4 to 59.9	60.0 to 66.5	66.6 or higher
English Median Adjusted Growth Percentile - School's Lowest Third	73.0	69.8 or lower	69.9 to 76.7	76.8 to 81.5	81.6 or higher
Math Median Adjusted Growth Percentile - School's Lowest Third	68.0	66.4 or lower	66.5 to 74.1	74.2 to 79.5	79.6 or higher
English Early Grade Progress	2.15	0.89 or lower	0.90 to 1.49	1.50 to 1.91	1.92 or higher
Math Early Grade Progress	3.44	1.06 or lower	1.07 to 1.98	1.99 to 2.62	2.63 or higher
Student Achievement					
English - Percentage of Students at Level 3 or 4	13.4%	7.2% or lower	7.3% to 12.4%	12.5% to 18.4%	18.5% or higher
Math - Percentage of Students at Level 3 or 4	23.0%	10.0% or lower	10.1% to 17.2%	17.3% to 25.4%	25.5% or higher
English - Average Student Proficiency	2.29	2.06 or lower	2.07 to 2.19	2.20 to 2.34	2.35 or higher
Math - Average Student Proficiency	2.44	2.11 or lower	2.12 to 2.30	2.31 to 2.51	2.52 or higher
Middle School Adjusted Core Course Pass Rate of Former Students	91.5%	81.0% or lower	81.1% to 86.3%	86.4% to 92.4%	92.5% or higher
School Environment					
School Survey - Instructional Core	96.0%	84.9% or lower	85.0% to 89.9%	90.0% to 94.0%	94.1% or higher
School Survey - School Culture	95.9%	84.0% or lower	84.1% to 89.9%	90.0% to 93.4%	93.5% or higher
School Survey - Structures for Improvement	93.0%	80.7% or lower	80.8% to 87.8%	87.9% to 92.0%	92.1% or higher
Attendance Rate	91.7%	89.8% or lower	89.9% to 91.6%	91.7% to 92.6%	92.7% 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	0.0%	1.0% or lower	1.1% to 1.8%	1.9% to 2.6%	2.7% or higher
Integrated Co-Teaching (ICT)	3.7%	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	9.4%	2.8% or lower	2.9% to 5.1%	5.2% to 7.3%	7.4% or higher
Integrated Co-Teaching (ICT)	18.5%	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	30.0%	25.9% or lower	26.0% to 36.2%	36.3% to 46.3%	46.4% or higher
Lowest Third Citywide	40.4%	38.7% or lower	38.8% to 47.0%	47.1% to 55.3%	55.4% or higher
Self-Contained/ICT/SETSS	33.3%	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	40.6%	36.1% or lower	36.2% to 45.8%	45.9% to 55.5%	55.6% or higher
Mathematics					
English Language Learners	19.5%	22.2% or lower	22.3% to 33.4%	33.5% to 44.5%	44.6% or higher
Lowest Third Citywide	28.3%	32.4% or lower	32.5% to 42.7%	42.8% to 53.0%	53.1% or higher
Self-Contained/ICT/SETSS	40.5%	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	27.6%	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	0.23	0.13 or lower	0.14 to 0.24	0.25 to 0.34	0.35 or higher
English Language Learner Progress	49.4%	44.7% or lower	44.8% to 55.0%	55.1% to 65.1%	65.2% or higher