Department of Education
Carmen Fariña, Chancellor

School Quality Guide

2013-2014

School: P.S. 049 Dorothy Bonawit Kole

DBN: 24Q049

Principal: Thomas Carty

School Type: K-8

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School Overview

Grade	Enrollment		
	2011-2012	2012-2013	2013-2014
Kindergarten	120	76	102
Grade 1	146	129	112
Grade 2	130	143	139
Grade 3	124	132	141
Grade 4	108	133	133
Grade 5	131	109	138
Grade 6	97	132	113
Grade 7	109	100	136
Grade 8	95	113	102
All Students	**1060**	**1067**	**1116**

Student Population Characteristics	2011-2012	2012-2013	2013-2014
% English Language Learners	5%	5%	5%
% Students with IEPs	12%	12%	14%
% Students with IEPs (less than 20% time with non-disabled peers)	1%	2%	3%
% Free Lunch Eligible	36%	36%	36%
% Asian	15%	16%	16%
% Black	1%	1%	0%
% Hispanic	29%	27%	27%
% White	54%	56%	57%
% Other	0%	0%	0%

Quality Review

Dates of Review: January 25-26, 2012
Principal at Time of Review: Anthony Lombardi

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.

Quality Review

WELL DEVELOPED **3**

Dates of Review: January 25-26, 2012
Principal at Time of Review: Anthony Lombardi
QR Lead Reviewer: Madelene Chan

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

To what extent does the school...

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

WELL DEVELOPED

Excerpt: The standards driven curriculum offers a wide range of rigorous learning experiences and student choices, including the Arts and technology, supporting efforts to close the achievement gap and develop ownership of learning.

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

WELL DEVELOPED

Excerpt: Teacher pedagogy support strong student engagement and differentiation, which has produced meaningful student work products, across the grades, in all curriculum areas.

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

WELL DEVELOPED

Excerpt: The school develops and analyzes a variety of assessments, resulting in grade level discussions which yield adjustments of instructional decisions at the team and classroom level.

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

WELL DEVELOPED

Excerpt: High expectations regularly communicated to all constituents of the school community support students and their families and help them move to their next level of learning.

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

WELL DEVELOPED

Excerpt: Teachers work effectively in teams to develop curriculum-aligned assessment tools, analyze student work, set teaching goals, resulting in refined curriculum and instruction that improves student outcomes.

Quality Review - continued

WELL DEVELOPED 4

Dates of Review: January 25-26, 2012
Principal at Time of Review: Anthony Lombardi
QR Lead Reviewer: Madelene Chan

Areas of Celebration

- Rigorous, engaging and coherent curricula aligned to the Common Core Learning Standards
- Research-based, effective instruction that yields high quality student work
- Aligned use of resources to support instructional goals that meet students' needs
- Curricula-aligned assessment practices that inform instruction
- Structures for positive learning environment, inclusive culture, and student success

Areas of Focus

- Data used to regularly evaluate the effectiveness of structured professional collaboration, capacity building, and leadership development strategies
- Support and evaluation of teachers through feedback using the Danielson framework and analysis of learning outcomes
- Comprehensive information on student learning outcomes used to identify trends, strengths, and areas of need at the school level

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.

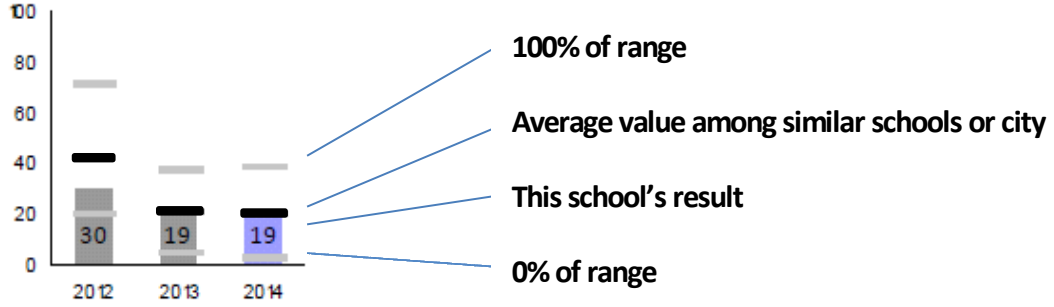
Graph Showing Metric Values

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.

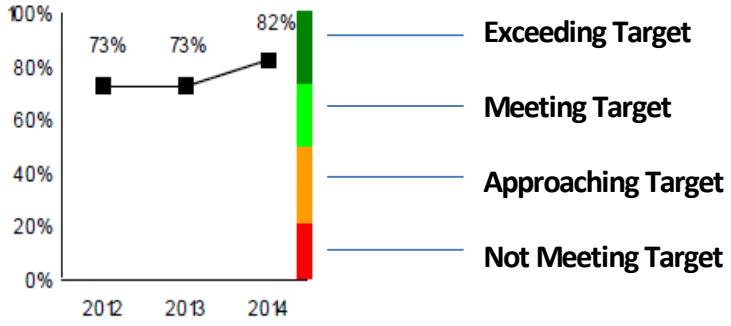
- Each year, the School Quality Guide compares the school's performance against multiple years of historical performance by peer and city schools. The middle horizontal line, in black, shows the average from this pool of historical performance by peer schools or the city, depending on which comparison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

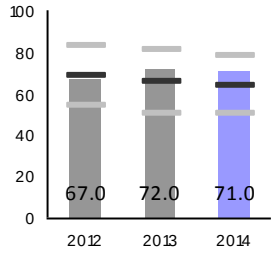
MEETING TARGET

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

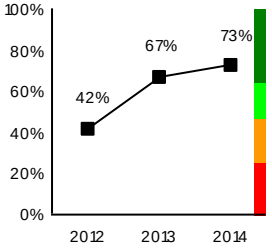
English Median Adjusted Growth Percentile (n=585)

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

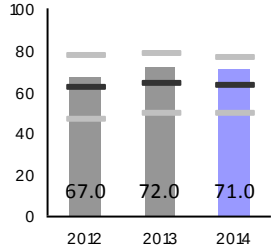


School and Peer Values

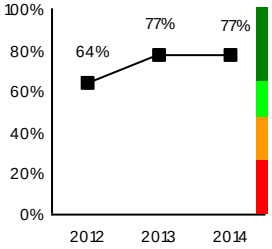


Percent of Peer Range

City



School and City Values

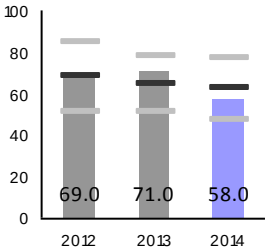


Percent of City Range

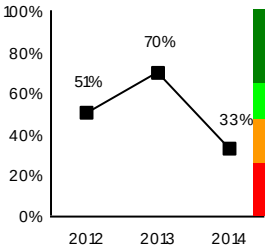
Math Median Adjusted Growth Percentile (n=594)

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

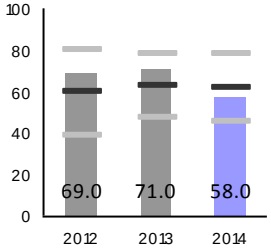


School and Peer Values

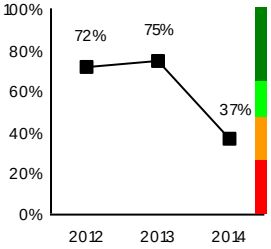


Percent of Peer Range

City



School and City Values

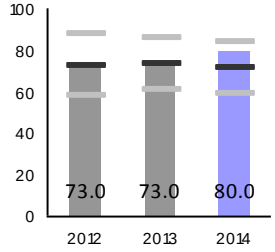


Percent of City Range

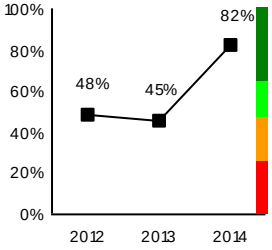
English Median Adjusted Growth Percentile - School's Lowest Third (n=198)

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

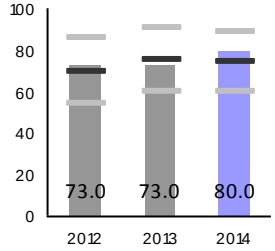


School and Peer Values

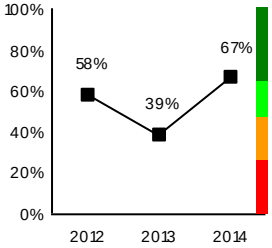


Percent of Peer Range

City



School and City Values

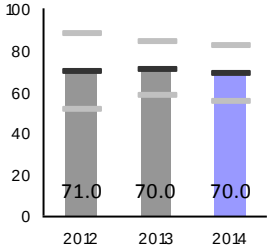


Percent of City Range

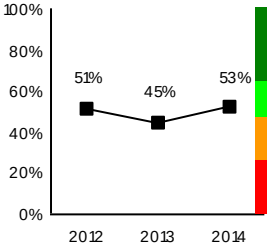
Math Median Adjusted Growth Percentile - School's Lowest Third (n=205)

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

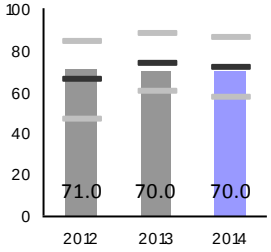


School and Peer Values

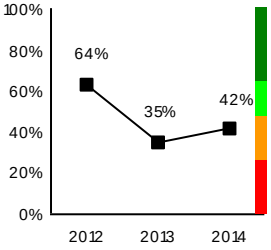


Percent of Peer Range

City



School and City Values



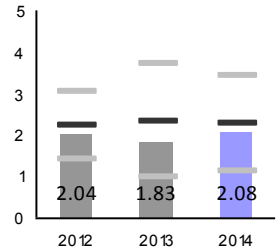
Percent of City Range

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

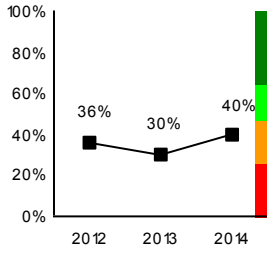
English Early Grade Progress (n=136)

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

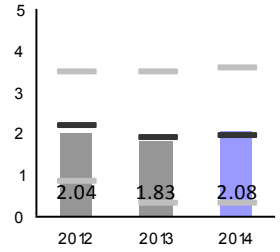


School and Peer Values

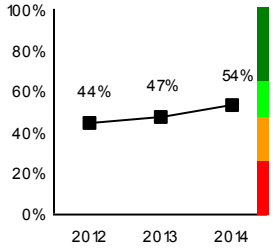


Percent of Peer Range

City



School and City Values

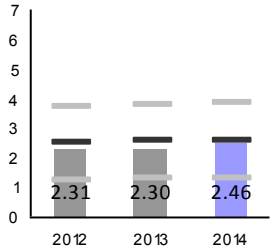


Percent of City Range

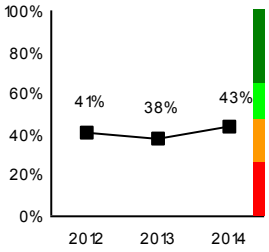
Math Early Grade Progress (n=139)

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

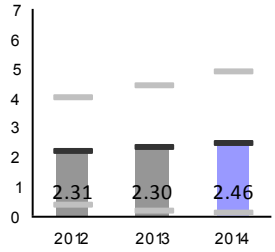


School and Peer Values

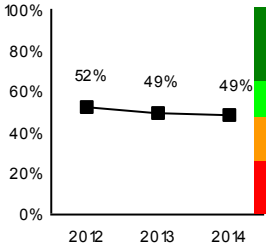


Percent of Peer Range

City



School and City Values



Percent of City Range

Student Achievement

MEETING TARGET

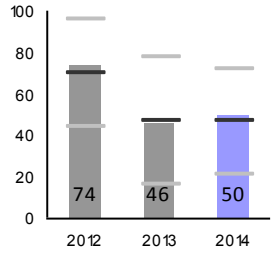
8

Student Achievement is based on results on the 2014 state tests in English and Math, core course pass rates, and measures of next-level readiness.

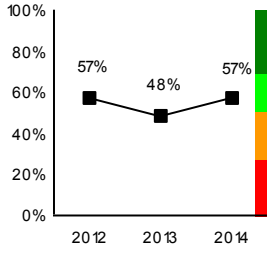
English - Percentage of Students at Level 3 or 4 (n=741)

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

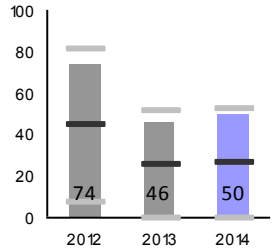


School and Peer Values

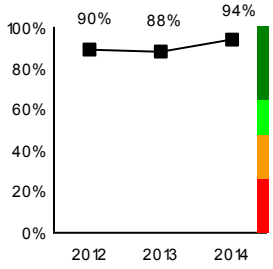


Percent of Peer Range

City



School and City Values

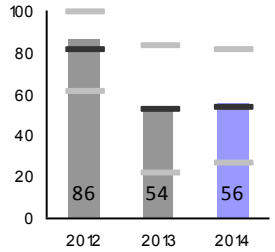


Percent of City Range

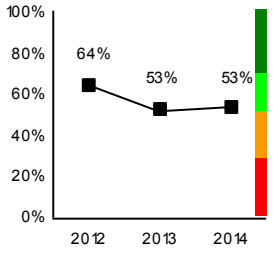
Math - Percentage of Students at Level 3 or 4 (n=748)

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

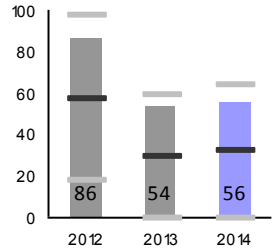


School and Peer Values

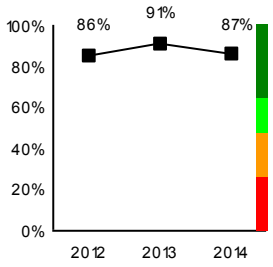


Percent of Peer Range

City



School and City Values

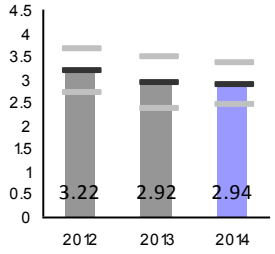


Percent of City Range

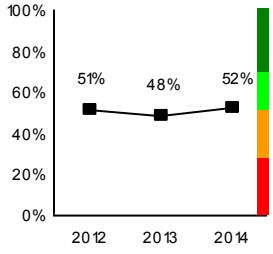
English - Average Student Proficiency (n=743)

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

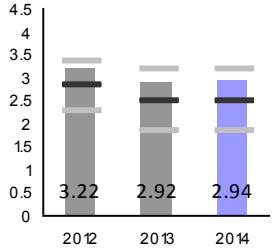


School and Peer Values

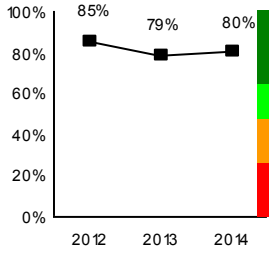


Percent of Peer Range

City



School and City Values

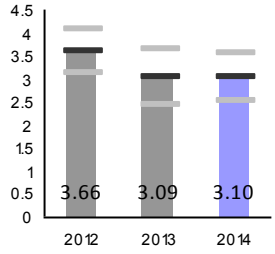


Percent of City Range

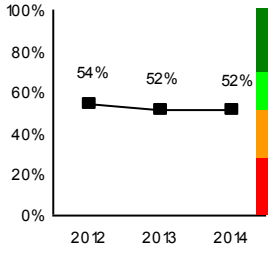
Math - Average Student Proficiency (n=748)

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

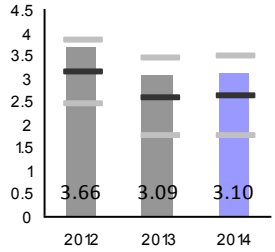


School and Peer Values

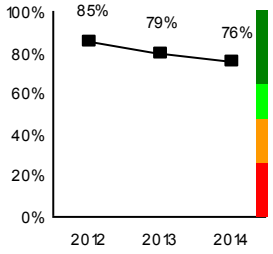


Percent of Peer Range

City



School and City Values



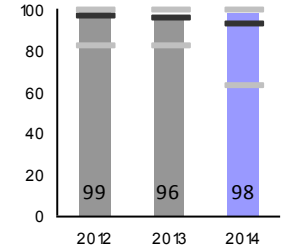
Percent of City Range

Student Achievement is based on results on the 2014 state tests in English and Math, core course pass rates, and measures of next-level readiness.

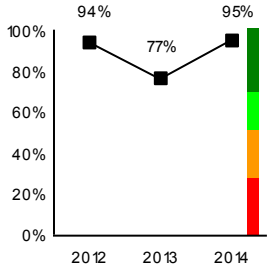
Percent of Students Passing an English Course (n=344)

This metric indicates the percentage of students in 6th through 8th grade who received a passing grade in a full year course in English.

Peer

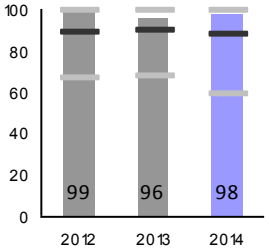


School and Peer Values

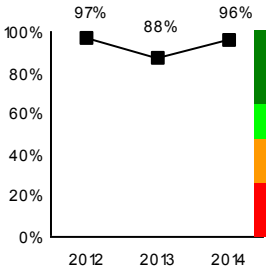


Percent of Peer Range

City



School and City Values

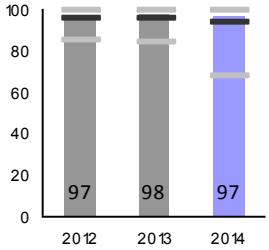


Percent of City Range

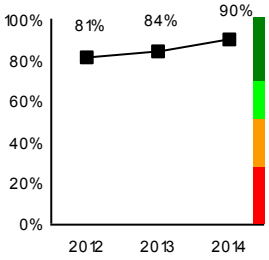
Percent of Students Passing a Math Course (n=344)

This metric indicates the percentage of students in 6th through 8th grade who received a passing grade in a full year course in Math.

Peer

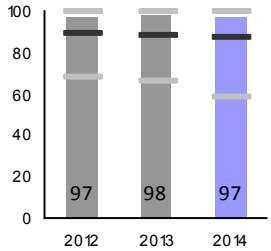


School and Peer Values

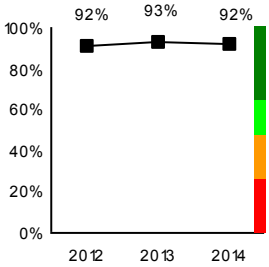


Percent of Peer Range

City



School and City Values

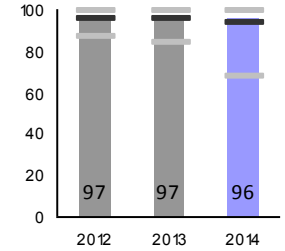


Percent of City Range

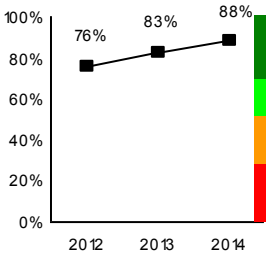
Percent of Students Passing a Science Course (n=344)

This metric indicates the percentage of students in 6th through 8th grade who received a passing grade in a full year course in Science.

Peer

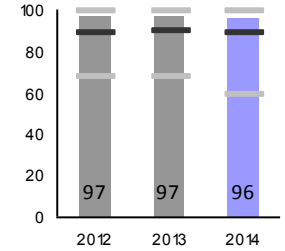


School and Peer Values

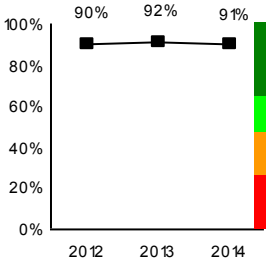


Percent of Peer Range

City



School and City Values

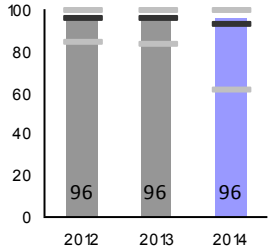


Percent of City Range

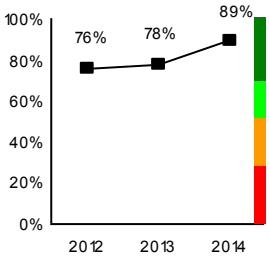
Percent of Students Passing a Social Studies Course (n=344)

This metric indicates the percentage of students in 6th through 8th grade who received a passing grade in a full year course in Social Studies.

Peer

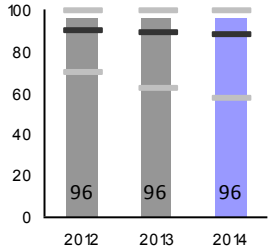


School and Peer Values

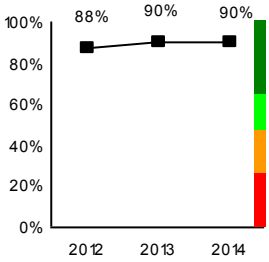


Percent of Peer Range

City



School and City Values



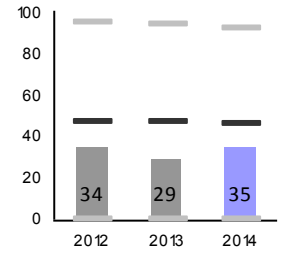
Percent of City Range

Student Achievement is based on results on the 2014 state tests in English and Math, core course pass rates, and measures of next-level readiness.

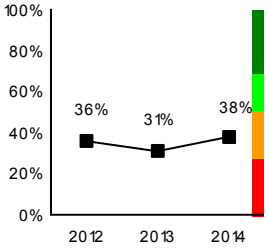
Percent of 8th Graders Earning High School Credit (n=101)

This metric indicates the percentage of students in 8th grade who have passed a high school level course and the related Regents exam by June of their 8th grade year.

Peer

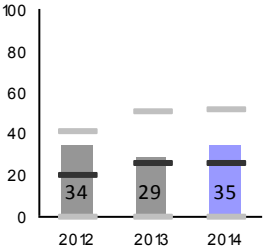


School and Peer Values

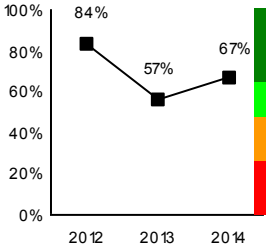


Percent of Peer Range

City



School and City Values

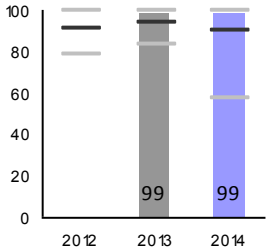


Percent of City Range

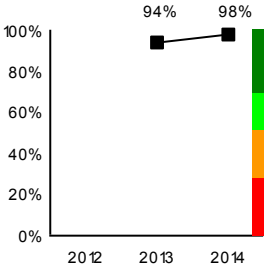
9th Grade Adjusted Credit Accumulation of Former 8th Graders (n=90)

This metric is based upon the credit accumulation of the school's 2012-13 8th graders who, in 2013-14, attended a NYC DOE high school.

Peer

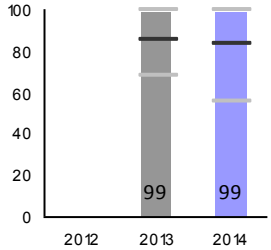


School and Peer Values

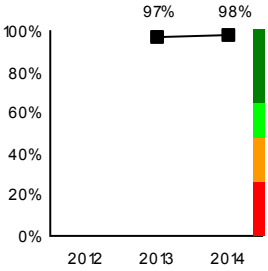


Percent of Peer Range

City



School and City Values



Percent of City Range

School Environment

MEETING TARGET

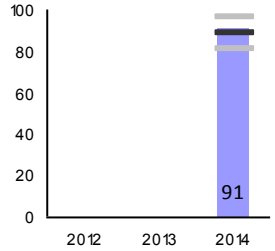
11

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.

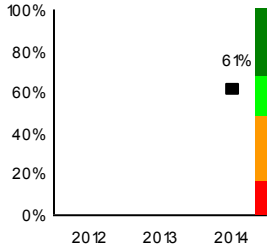
Survey Satisfaction - Instructional Core

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

Peer

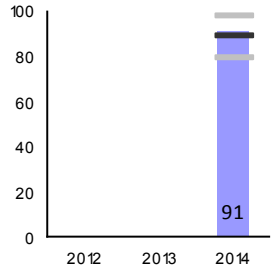


School and Peer Values

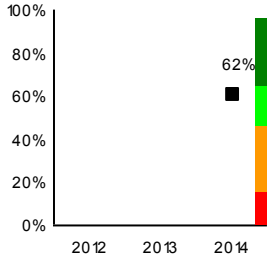


Percent of Peer Range

City



School and City Values

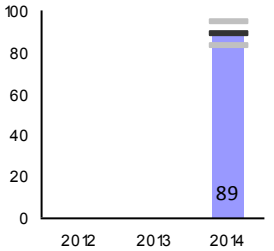


Percent of City Range

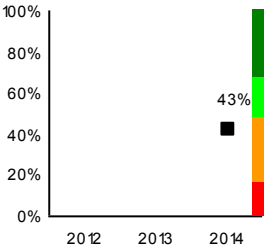
Survey Satisfaction - School Culture

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

Peer

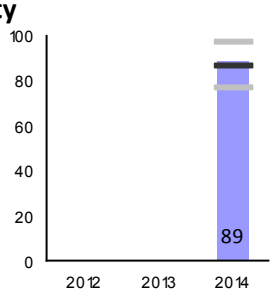


School and Peer Values

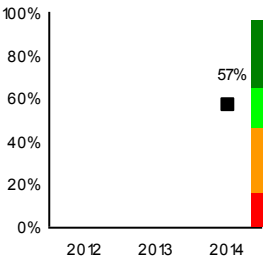


Percent of Peer Range

City



School and City Values

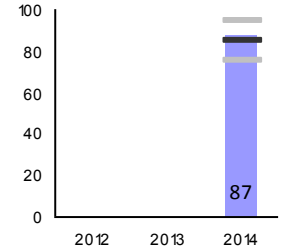


Percent of City Range

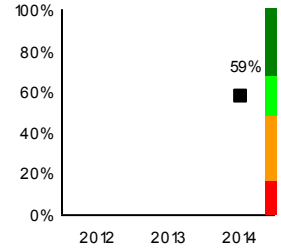
Survey Satisfaction - Systems for Improvement

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

Peer

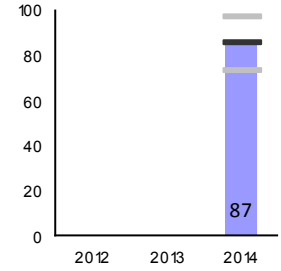


School and Peer Values

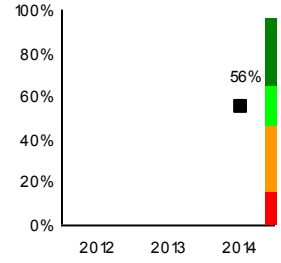


Percent of Peer Range

City



School and City Values

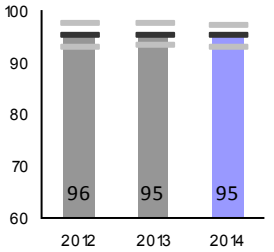


Percent of City Range

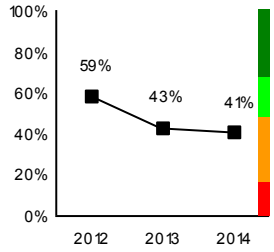
Attendance

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

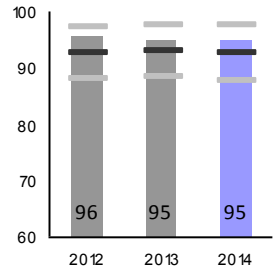


School and Peer Values

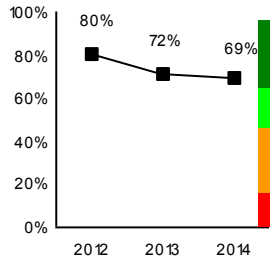


Percent of Peer Range

City



School and City Values



Percent of City Range

Closing the Achievement Gap

MEETING TARGET

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 = 26)	14.3%	1.1%	0.0%	2.6%	0.0%	3.5%
Integrated Co-Teaching (ICT) (n = 61)	44.4%	11.3%	5.6%	10.1%	6.6%	8.2%
Special Education Teacher Support Services (SETSS) (n = 9)	62.5%	1.3%	20.0%	1.4%	22.2%	1.2%
Mathematics						
Self-Contained (n = 27)	42.9%	1.1%	5.6%	2.5%	3.7%	3.6%
Integrated Co-Teaching (ICT) (n = 62)	65.3%	11.1%	12.7%	10.0%	12.9%	8.3%
Special Education Teacher Support Services (SETSS) (n = 9)	75.0%	1.2%	0.0%	1.4%	22.2%	1.2%
Percent at 75th Growth Percentile or Higher						
English						
English Language Learners (n = 51)	33.3%	7.3%	48.7%	7.2%	45.1%	8.7%
Lowest Third Citywide (n = 93)	50.0%	11.4%	57.5%	13.4%	66.7%	15.9%
Self-Contained/ICT/SETSS (n = 83)	43.9%	13.4%	43.2%	13.6%	55.4%	14.2%
Black and Hispanic Males in Lowest Third Citywide (n = 29)	42.9%	2.9%	42.1%	3.5%	75.9%	5.0%
Mathematics						
English Language Learners (n = 62)	51.3%	7.9%	46.3%	9.7%	27.4%	10.4%
Lowest Third Citywide (n = 80)	50.9%	10.7%	72.5%	9.1%	63.8%	13.5%
Self-Contained/ICT/SETSS (n = 84)	51.5%	13.3%	47.3%	13.3%	38.1%	14.1%
Black and Hispanic Males in Lowest Third Citywide (n = 20)	61.5%	2.6%	81.8%	2.0%	45.0%	3.4%
Movement from SC/ICT/SETSS to Less Restrictive Environments (n = 106)	0.18	9.5%	0.29	8.7%	0.39	9.5%
English Language Learner Progress (n = 58)	72.3%	4.4%	67.4%	4.3%	87.9%	5.2%

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 = 585)	71.0	51.0	64.7	78.4	73.0%	50.0	63.6	77.2	77.2%	20.8	15.4
Math Median Adjusted Growth Percentile (n = 594)	58.0	48.3	63.2	78.1	32.6%	45.9	62.3	78.7	36.9%	20.8	7.0
English Median Adjusted Growth Percentile - School's Lowest Third (n = 198)	80.0	59.3	71.9	84.5	82.1%	60.3	75.0	89.7	67.0%	20.8	16.3
Math Median Adjusted Growth Percentile - School's Lowest Third (n = 205)	70.0	55.5	69.3	83.1	52.5%	57.7	72.3	86.9	42.1%	20.8	10.4
English Early Grade Progress (n = 136)	2.08	1.16	2.31	3.46	40.0%	0.33	1.96	3.59	53.7%	8.3	3.6
Math Early Grade Progress (n = 139)	2.46	1.34	2.63	3.92	43.4%	0.12	2.52	4.92	48.8%	8.3	3.7

Student Progress Section Rating			
Not Meeting Target 25.4 or Lower	Approaching Target 25.5 to 47.2	Meeting Target 47.3 to 64.3	Exceeding Target 64.4 or Higher

56.4

Student Achievement											
English - Percentage of Students at Level 3 or 4 (n = 741)	50.2%	20.9%	46.7%	72.5%	56.8%	0.0%	26.6%	53.2%	94.4%	19.0	12.6
Math - Percentage of Students at Level 3 or 4 (n = 748)	56.0%	26.7%	54.2%	81.7%	53.3%	0.0%	32.3%	64.6%	86.7%	19.0	11.7
English - Average Student Proficiency (n = 743)	2.94	2.45	2.92	3.39	52.1%	1.85	2.53	3.21	80.1%	19.0	11.2
Math - Average Student Proficiency (n = 748)	3.10	2.55	3.08	3.61	51.9%	1.79	2.65	3.51	76.2%	19.0	11.0
Percent of Students Passing an English Course (n = 344)	98.3%	63.2%	93.7%	100.0%	95.4%	59.9%	88.8%	100.0%	95.8%	4.0	3.8
Percent of Students Passing a Math Course (n = 344)	96.8%	67.9%	93.8%	100.0%	90.0%	58.8%	87.4%	100.0%	92.2%	4.0	3.6
Percent of Students Passing a Science Course (n = 344)	96.2%	68.4%	94.2%	100.0%	88.0%	59.9%	89.2%	100.0%	90.5%	4.0	3.5
Percent of Students Passing a Social Studies Course (n = 344)	95.9%	61.5%	93.1%	100.0%	89.4%	57.5%	88.6%	100.0%	90.4%	4.0	3.6
Percent of 8th Graders Earning High School Credit (n = 101)	34.7%	0.0%	46.1%	92.2%	37.6%	0.0%	25.8%	51.6%	67.2%	4.0	1.8
9th Grade Adjusted Credit Accumulation of Former 8th Graders (n = 90)	99.0%	58.0%	90.0%	100.0%	97.6%	56.0%	84.0%	100.0%	97.7%	4.0	3.9

Student Achievement Section Rating			
Not Meeting Target 28.0 or Lower	Approaching Target 28.1 to 51.3	Meeting Target 51.4 to 69.6	Exceeding Target 69.7 or Higher

66.7

School Environment											
School Survey - Instructional Core	91.3%	81.5%	89.5%	97.5%	61.3%	80.1%	89.2%	98.3%	61.5%	22.2	13.6
School Survey - School Culture	88.6%	83.5%	89.4%	95.3%	43.2%	77.0%	87.1%	97.2%	57.4%	22.2	10.4
School Survey - Structures for Improvement	87.1%	76.1%	85.5%	94.9%	58.5%	74.1%	85.7%	97.3%	56.0%	22.2	12.8
Attendance Rate	94.9%	93.2%	95.3%	97.4%	40.5%	88.1%	93.0%	97.9%	69.4%	33.3	15.9

School Environment Section Rating			
Not Meeting Target 16.7 or Lower	Approaching Target 16.8 to 47.8	Meeting Target 47.9 to 67.1	Exceeding Target 67.2 or Higher

52.7

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 = 26)	3.5%	19.1%	0.0%	
Integrated Co-Teaching (ICT) (n = 61)	8.2%	50.9%	6.6%	53.2%
Special Education Teacher Support Services (SETSS) (n = 9)	1.2%	10.4%	22.2%	
Mathematics				
Self-Contained (n = 27)	3.6%	19.7%	3.7%	
Integrated Co-Teaching (ICT) (n = 62)	8.3%	51.6%	12.9%	62.6%
Special Education Teacher Support Services (SETSS) (n = 9)	1.2%	10.5%	22.2%	
Percent at 75th Growth Percentile or Higher				
English				
English Language Learners (n = 51)	8.7%	22.0%	45.1%	
Lowest Third Citywide (n = 93)	15.9%	23.8%	66.7%	
Self-Contained/ICT/SETSS (n = 83)	14.2%	37.4%	55.4%	56.3%
Black and Hispanic Males in Lowest Third Citywide (n = 29)	5.0%	13.5%	75.9%	
Mathematics				
English Language Learners (n = 62)	10.4%	25.3%	27.4%	26.4%
Lowest Third Citywide (n = 80)	13.5%	18.8%	63.8%	
Self-Contained/ICT/SETSS (n = 84)	14.1%	37.6%	38.1%	28.8%
Black and Hispanic Males in Lowest Third Citywide (n = 20)	3.4%	9.3%	45.0%	
Movement from SC/ICT/SETSS to Less Restrictive Environments (n = 106)	9.5%	45.9%	0.39	50.0%
English Language Learner Progress (n = 58)	5.2%	17.4%	87.9%	
			Average of Results (Percent of City Range)	**46.2**

Closing the Achievement Gap			
Not Meeting Target 25.2 or Lower	Approaching Target 25.3 to 40.0	Meeting Target 40.1 to 59.7	Exceeding Target 59.8 or Higher

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

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

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

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

State Exam Scores by Grade

	AVERAGE STUDENT PROFICIENCY	PERCENTAGE OF STUDENTS AT LEVEL 3 OR LEVEL 4	MEDIAN ADJUSTED GROWTH PERCENTILE
Mathematics			
3rd Grade (n = 139)	3.08	57.6%	
4th Grade (n = 131)	3.14	62.6%	60.0
5th Grade (n = 133)	3.16	58.6%	52.5
6th Grade (n = 111)	3.02	45.0%	45.0
7th Grade (n = 133)	3.08	57.9%	71.0
8th Grade (n = 101)	3.07	51.5%	53.0
English			
3rd Grade (n = 135)	2.79	49.6%	
4th Grade (n = 131)	2.90	46.6%	72.5
5th Grade (n = 135)	2.97	52.6%	73.0
6th Grade (n = 110)	2.95	42.7%	71.5
7th Grade (n = 131)	3.03	55.7%	75.0
8th Grade (n = 99)	3.02	53.5%	53.0
Science			
4th Grade (n = 130)	3.87	92.3%	.
8th Grade (n = 102)	3.47	77.5%	.

Chronic Absenteeism

	PERCENTAGE OF STUDENTS SCHOOLWIDE	AVERAGE OF SCHOOLS CITYWIDE
Students With Less Than 90% Attendance (n = 1128)	11.1%	20.6%

High School Readiness Indicators

% of 8th Graders Earning High School Credit

FORMULA:	(% taking accelerated courses	) X (	% taking accelerated courses who passed	) =	% EARNING HIGH SCHOOL CREDIT
ALL SUBJECTS:	(34.7%	) X (	100.0%	) =	34.7%
MATHEMATICS:	(34.7%	) X (	100.0%	) =	34.7%
SCIENCE:	(34.7%	) X (	100.0%	) =	34.7%
LANGUAGE OTHER THAN ENGLISH:	(0.0%	) X (	.	) =	0.0%

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
24Q049	**P.S. 049 Dorothy Bonawit Kole**	**0.35**	**13.8%**	**27.6%**	**5.4%**
01M184	P.S. 184m Shuang Wen	0.53	11.7%	11.2%	14.4%
02M217	P.S./I.S. 217 Roosevelt Island	0.28	11.2%	40.7%	7.9%
02M276	BATTERY PARK CITY SCHOOL	0.09	14.1%	19.3%	3.7%
03M333	P.S. 333 Manhattan School for Children	0.16	19.6%	29.8%	1.8%
03M859	Special Music School	0.08	6.4%	22.1%	1.4%
06M187	P.S./I.S. 187 Hudson Cliffs	0.38	14.1%	58.1%	9.0%
11X019	P.S. 019 Judith K. Weiss	0.37	17.4%	31.9%	9.4%
11X175	P.S. 175 City Island	0.22	18.2%	33.5%	0.9%
13K008	P.S. 008 Robert Fulton	0.13	15.5%	29.3%	2.6%
20K104	P.S./I.S. 104 The Fort Hamilton School	0.50	13.0%	31.2%	10.2%
20K229	P.S. 229 Dyker	0.37	13.1%	12.3%	9.2%
22K207	P.S. 207 Elizabeth G. Leary	0.31	16.4%	48.1%	2.2%
24Q113	P.S./I.S. 113 Anthony J. Pranzo	0.40	12.8%	38.8%	2.7%
24Q128	P.S. 128 The Lorraine Tuzzo, Juniper Valley Elementary Schoo	0.18	11.0%	20.7%	3.2%
25Q164	P.S. 164 Queens Valley	0.49	17.6%	33.4%	13.4%
25Q499	The Queens College School for Math, Science and Technolog	0.25	8.4%	44.1%	3.7%
26Q178	P.S./ IS 178 Holliswood	0.24	8.6%	21.6%	4.0%
26Q266	P.S. / I.S. 266	0.23	15.3%	28.1%	2.4%
27Q047	P.S. 047 Chris Galas	0.30	21.7%	11.1%	0.0%
27Q114	P.S. / M.S. 114 Belle Harbor	0.45	20.3%	8.7%	0.9%
27Q124	P.S. 124 Osmond A Church	0.63	12.5%	48.5%	3.6%
27Q146	P.S. 146 Howard Beach	0.34	23.0%	34.4%	2.1%
27Q207	P.S. 207 Rockwood Park	0.21	21.2%	19.5%	0.0%
27Q232	P.S. 232 Lindenwood	0.42	13.4%	47.7%	3.4%
29Q295	P.S./I.S. 295	0.55	14.0%	53.7%	8.1%
30Q084	P.S. 084 Steinway	0.56	18.1%	43.0%	10.0%
30Q122	P.S. 122 Mamie Fay	0.44	12.0%	30.0%	5.1%
84K707	Brooklyn Prospect Charter School	0.25	18.0%	41.0%	1.0%
84Q705	Renaissance Charter School	0.44	14.0%	64.5%	8.1%
84Q706	Our World Neighborhood Charter School	0.44	8.6%	50.4%	5.9%
PEER GROUP AVERAGES		0.34	14.7%	33.4%	5.0%

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	71.0	57.6 or lower	57.7 to 63.6	63.7 to 68.3	68.4 or higher
Math Median Adjusted Growth Percentile	58.0	55.4 or lower	55.5 to 62.1	62.2 to 67.3	67.4 or higher
English Median Adjusted Growth Percentile - School's Lowest Third	80.0	66.1 or lower	66.2 to 71.8	71.9 to 76.3	76.4 or higher
Math Median Adjusted Growth Percentile - School's Lowest Third	70.0	63.1 or lower	63.2 to 69.2	69.3 to 73.9	74.0 or higher
English Early Grade Progress	2.08	1.63 or lower	1.64 to 2.17	2.18 to 2.59	2.60 or higher
Math Early Grade Progress	2.46	1.89 or lower	1.90 to 2.52	2.53 to 3.02	3.03 or higher
Student Achievement					
English - Percentage of Students at Level 3 or 4	50.2%	30.3% or lower	30.4% to 42.4%	42.5% to 51.9%	52.0% or higher
Math - Percentage of Students at Level 3 or 4	56.0%	36.7% or lower	36.8% to 50.1%	50.2% to 60.5%	60.6% or higher
English - Average Student Proficiency	2.94	2.61 or lower	2.62 to 2.85	2.86 to 3.04	3.05 or higher
Math - Average Student Proficiency	3.10	2.74 or lower	2.75 to 3.01	3.02 to 3.23	3.24 or higher
Percent of Students Passing an English Course	98.3%	72.9% or lower	73.0% to 81.6%	81.7% to 88.5%	88.6% or higher
Percent of Students Passing a Math Course	96.8%	75.5% or lower	75.6% to 83.4%	83.5% to 89.6%	89.7% or higher
Percent of Students Passing a Science Course	96.2%	75.9% or lower	76.0% to 83.7%	83.8% to 89.8%	89.9% or higher
Percent of Students Passing a Social Studies Course	95.9%	71.6% or lower	71.7% to 80.7%	80.8% to 88.0%	88.1% or higher
Percent of 8th Graders Earning High School Credit	34.7%	21.5% or lower	21.6% to 39.5%	39.6% to 53.6%	53.7% or higher
9th Grade Adjusted Credit Accumulation of Former 8th Graders	99.0%	68.9% or lower	69.0% to 78.9%	79.0% to 86.9%	87.0% or higher
School Environment					
School Survey - Instructional Core	91.3%	83.9% or lower	84.0% to 89.0%	89.1% to 92.2%	92.3% or higher
School Survey - School Culture	88.6%	84.6% or lower	84.7% to 88.6%	88.7% to 91.2%	91.3% or higher
School Survey - Structures for Improvement	87.1%	78.9% or lower	79.0% to 85.0%	85.1% to 88.8%	88.9% or higher
Attendance Rate	94.9%	93.3% or lower	93.4% to 94.8%	94.9% to 95.8%	95.9% or higher

Metric Targets for 2014-15 - continued

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

	This School's 2013-14 Result	2014-15 Metric Values Needed for Each Rating			
		Not Meeting Target	Approaching Target	Meeting Target	Exceeding Target
Closing the Achievement Gap					
Percent at Level 3 or 4					
English					
Self-Contained	0.0%	0.6% or lower	0.7% to 0.9%	1.0% to 1.5%	1.6% or higher
Integrated Co-Teaching (ICT)	6.6%	3.0% or lower	3.1% to 4.9%	5.0% to 7.3%	7.4% or higher
Special Education Teacher Support Services (SETSS)	22.2%	3.8% or lower	3.9% to 6.2%	6.3% to 9.2%	9.3% or higher
Mathematics					
Self-Contained	3.7%	2.0% or lower	2.1% to 3.2%	3.3% to 4.8%	4.9% or higher
Integrated Co-Teaching (ICT)	12.9%	5.1% or lower	5.2% to 8.2%	8.3% to 12.2%	12.3% or higher
Special Education Teacher Support Services (SETSS)	22.2%	6.0% or lower	6.1% to 9.5%	9.6% to 14.3%	14.4% or higher
Percent at 75th Growth Percentile or Higher					
English					
English Language Learners	45.1%	28.2% or lower	28.3% to 36.5%	36.6% to 47.6%	47.7% or higher
Lowest Third Citywide	66.7%	43.1% or lower	43.2% to 48.7%	48.8% to 56.1%	56.2% or higher
Self-Contained/ICT/SETSS	55.4%	41.4% or lower	41.5% to 48.1%	48.2% to 56.9%	57.0% or higher
Black and Hispanic Males in Lowest Third Citywide	75.9%	40.5% or lower	40.6% to 47.3%	47.4% to 56.3%	56.4% or higher
Mathematics					
English Language Learners	27.4%	26.7% or lower	26.8% to 34.6%	34.7% to 45.0%	45.1% or higher
Lowest Third Citywide	63.8%	39.5% or lower	39.6% to 46.3%	46.4% to 55.4%	55.5% or higher
Self-Contained/ICT/SETSS	38.1%	36.5% or lower	36.6% to 42.7%	42.8% to 51.0%	51.1% or higher
Black and Hispanic Males in Lowest Third Citywide	45.0%	38.7% or lower	38.8% to 46.1%	46.2% to 56.0%	56.1% or higher
Movement from SC/ICT/SETSS to Less Restrictive Environments	0.39	0.19 or lower	0.20 to 0.30	0.31 to 0.46	0.47 or higher
English Language Learner Progress	87.9%	40.6% or lower	40.7% to 50.1%	50.2% to 62.7%	62.8% or higher