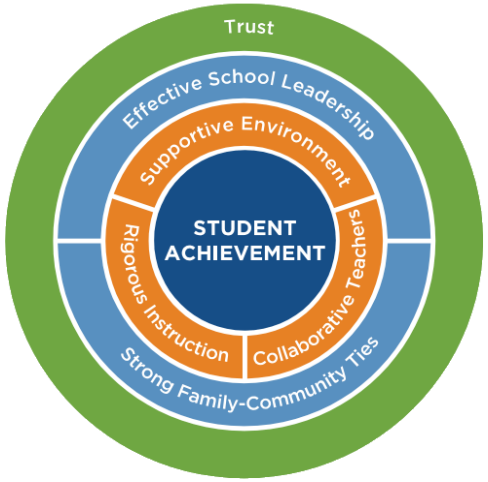
2014-15 School Quality Snapshot / K-8

schools.nyc.gov/schoolportals/05/M129

P.S. 129 John H. Finley (05M129)

Framework for Great Schools

Research shows that schools strong in the six areas are far more likely to improve student learning.



Rigorous Instruction	
Collaborative Teachers	
Supportive Environment	
Effective School Leadership	
Strong Family-Community Ties	
Trust	
Student Achievement	

KEY:
Excellent | Good | Fair | Poor

School Overview

"Students appreciate the special events, high academic expectations, and patient teachers who help them achieve their goals. Our school motto is "Excellence without excuses."" Parents appreciate our small class sizes, open-door policy, and special family events."

General Information~

Principal: Odelphia Pierre
Grades served: PK,0K,01,02,03,04,05,06,07,08,SE
Enrollment: 491
Shared Space: No
Admissions methods: Limited Unscreened
Zoned

Student Demographics

Asian: 2% | Black: 42% | Hispanic: 51% | White: 2%
English Language Learners: 13%
Student with Special Needs: 21%

Staff Experience

Years of principal experience at this school: 15.8
% of teachers with 3 or more years of experience: 85%

Attendance

Student Attendance: 92% | Students Chronically Absent: 33%
Teacher Attendance: 96%

425 West 130 Street
Manhattan, NY 10027
212-690-5932

Activities and Sports

79% of students feel that this school offers a wide enough variety of programs, classes, and activities to keep them interested in school

Extracurricular Activities

Chorus, Debate Team, Peer Mediation, Public Speaking, Radio Club, Knitting Club, Advanced Math and Science, Accelerated Reading Program, Vocal Music, Finley Helping Hands, G-Next (Girls), Columbia University Heights to Heights Program, YES Program, CCNY Harlem Ambassador Program, CCNY In Arms Reach Program, Making a Difference Program, STEM (Sea Perch with the US Navy)

CHAMPS Sports

Boys: N/A

Girls: N/A

Co-Ed: Fitness Club, Soccer, Track and Field

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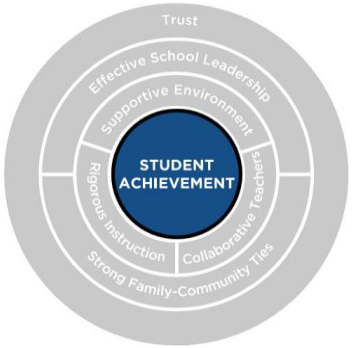

Student Achievement

This section presents information on this school's state test results, including student growth and performance, how students performed in core courses, and how well students are prepared for high school.

Growth on State Tests

English

How well did this school help students improve on their State English tests?

All Students at this School

School's Lowest Performing Students

Math

How well did this school help students improve on their State math tests?

All Students at this School

School's Lowest Performing Students

Closing the Achievement Gap

How well did this school help different groups of students improve on their State English and math tests?

	English	Math
English Language Learners		
Students with Special Needs		
City's Lowest Performing Students		

Performance on State Tests

English

19%

met State standards on the State English test; the average score at this school was 2.4 out of 4.5

City: 30%
District: 16%
Comparison Group*: 20%

Math

16%

met State standards on the State math test; the average score at this school was 2.3 out of 4.5

City: 35%
District: 15%
Comparison Group*: 24%

At this school, how did students from different starting points in 5th grade perform on state tests in 8th grade?

English

Starting Point (5th grade level)	8th Grade Outcomes (on state ELA test)	City
Level 3 or 4	80% scored 3 or 4	70%
Level 2	7% scored 3 or 4	28%
Level 1	19% scored 2, 3, or 4	42%

Math

Starting Point (5th grade level)	8th Grade Outcomes (on state math test)	City
Level 3 or 4	14% scored 3 or 4	57%
Level 2	0% scored 3 or 4	14%
Level 1	18% scored 2, 3, or 4	30%

Passing Courses

Core Courses

90%

pass rate by this school's students in their math, English, social studies, and science classes in grades 6-8

City: 89%
District: 84%
Comparison Group*: 86%

Next Level Readiness

83%

of this school's former 8th graders earned enough high school credit in 9th grade to be on track for graduation

City: 87%
District: 82%
Comparison Group*: 83%

Which high schools did students from this school most frequently attend?

7% A. Philip Randolph Campus High School

5% High School For Arts, Imagination And Inquiry

5% Mott Hall High School

5% Frederick Douglass Academy

4% Urban Assembly School Of Design And Construction, The

KEY:

Excellent
Good
Fair
Poor

***Comparison Group** is made up of students from other schools across the city who were the most similar to the students at this school, based on their incoming test scores, disability status, economic need, and over-age status. Comparing the school's result to the "comparison group" result provides insight on how well the school is helping its students in light of their starting points and the challenges that they face.

The section ratings are based on more information than what is included in this summary report. For more information, please see: http://schools.nyc.gov/Accountability

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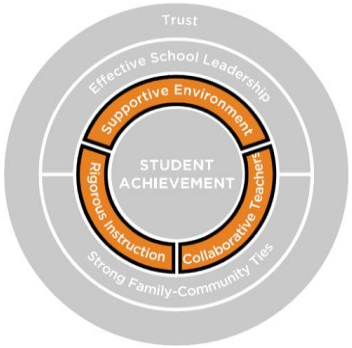

[1] **Quality Review**
Ratings from an experienced educator who visited and evaluated the school on December 10, 2014

[2] **Survey Response Rates**

Teachers: 55%
Parents: 14%
Students: 82%

KEY:

Excellent
Good
Fair
Poor

Rigorous Instruction

Curriculum and instruction are designed to engage students, foster critical thinking skills, and are aligned to the Common Core.

Quality Review [1]

How interesting and challenging is the curriculum?

How effective is the teaching and learning?

How well does the school assess what students are learning?

Survey [2]

90%

responded positively to questions about Rigorous Instruction

City: 90%
District: 88%

Selected Questions

85% of students say that they learn a lot from feedback on their work (City: 88%)

84% of students know what their teacher wants them to learn in class (City: 93%)

83% of teachers say that students build on each other's ideas during class discussions (City: 84%)

Collaborative Teachers

Teachers participate in opportunities to develop, grow, and contribute to the continuous improvement of the school community.

Quality Review

How well do teachers work with each other?

Survey

91%

responded positively to questions about Collaborative Teachers

City: 88%
District: 88%

Selected Questions

95% of teachers say that they work together to design instructional programs (City: 93%)

95% of teachers say that they have opportunities to work productively with colleagues in their school (City: 86%)

91% of teachers say that they feel responsible that all students learn (City: 89%)

Supportive Environment

The school establishes a culture where students feel safe, challenged to grow, and supported to meet high expectations.

Quality Review

How clearly are high expectations communicated to students and staff?

Less Restrictive Environment

Movement of students with special needs to less restrictive environments

Survey

82%

responded positively to questions about Supportive Environment

City: 87%
District: 86%

Selected Questions

67% of students feel safe in the hallways, bathrooms, locker room, and cafeteria (City: 87%)

72% of students say that teachers notice when they are upset or having emotional difficulty (City: 76%)

88% of students say that the school provides useful information about the HS application and enrollment process (City: 90%)

The section ratings are based on more information than what is included in this summary report. For more information, please see: http://schools.nyc.gov/Accountability

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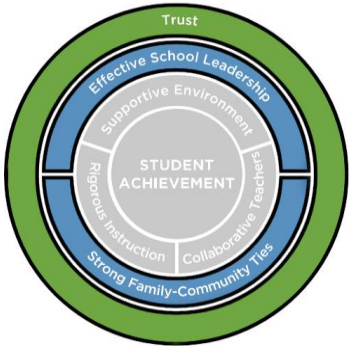

Effective School Leadership

School leadership inspires the school community with a clear instructional vision and effectively distributes leadership to realize this vision.

Survey [2]

76%

responded positively to questions about Effective School Leadership

City: 81%
District: 81%

Selected Questions

86% of teachers say that the principal communicates a clear vision for this school (City: 88%)

77% of teachers say that curriculum and instruction are well coordinated across different grade levels (City: 83%)

85% of parents feel that the principal works to create a sense of community in the school (City: 90%)

Strong Family-Community Ties

The school forms effective partnerships with families and outside organizations to improve the school.

Survey

81%

responded positively to questions about Strong Family-Community Ties

City: 84%
District: 84%

Selected Questions

86% of parents say that school staff regularly communicate with them about how the staff can help their children learn (City: 90%)

89% of parents feel that teachers try to understand families' problems and concerns (City: 93%)

100% of teachers say that teachers at this school work closely with families to meet students' needs (City: 96%)

Trust

Relationships between administrators, educators, students, and families are based on trust and respect.

Survey

89%

responded positively to questions about Trust

City: 90%
District: 89%

Selected Questions

91% of teachers say that they trust the principal (City: 85%)

100% of teachers say that they trust each other (City: 88%)

81% of parents say that school staff work hard to build trusting relationships with them (City: 92%)

82% of students say that teachers treat them with respect (City: 85%)

Additional Information

This report is intended to provide a useful summary of school information, but it does not cover everything.

To learn more, parents are encouraged to review additional resources, such as the School Directory, the School Quality Guide, the Quality Review, and the NYC School Survey, and to speak with members of the school community.

[2] Survey Response Rates

Teachers: 55%
Parents: 14%
Students: 82%

KEY:

Excellent
Good
Fair
Poor

For more information on this document: #http://schools.nyc.gov/NR/rdonlyres/974BDA77-5BC1-4BCE-A543-79DEECBD7360/0/SnapshotFamilyGuideK82015.pdf#

School Quality Guide: http://schools.nyc.gov/OA/SchoolReports/2014-15/School_Quality_Guide_2015_EMS_M129.pdf
Quality Review: http://schools.nyc.gov/OA/SchoolReports/2014-15/Quality_Review_2015_M129.pdf
NYC School Survey: http://schools.nyc.gov/OA/SchoolReports//2014-15/Survey_2015_M129.pdf
NYC School Directory: http://schools.nyc.gov/NR/rdonlyres/1AD4C753-9FE8-43B4-9D95-D79DB9FB145C/0/2015KindergartenDirectory_Manhattan_010515.pdf