

This Progress Report is for:

| | |
|-------------|--|
| SCHOOL | P.S. 110 Florence Nightingale (01M110) |
| PRINCIPAL | Karen Feuer |
| ENROLLMENT | 436 |
| SCHOOL TYPE | ELEMENTARY |
| PEER INDEX | 42.56 |

Progress Report Grade

B

What does this grade mean?

Schools are assigned letter grades based on their overall Progress Report score. Schools that get As and Bs are eligible for rewards. Schools that get Ds and Fs, or 3 Cs in a row, face consequences, including change in school leadership or school closure.

How did this school perform?

- This school's overall score for 2008-09 is 65
- This score places the School in the 8 percentile of all Elementary schools Citywide—i.e., 8 percent of those schools scored lower than this school

| Category | Calculated Score | Category Grade |
|---------------------|------------------|----------------|
| School Environment | 9.0 out of 15 | B |
| Student Performance | 19.8 out of 25 | A |
| Student Progress | 34.7 out of 60 | B |
| Additional Credit | 1.5 (15 max) | |
| Overall Score | 65.0 out of 100 | B |

How scores translate to grades:

- Schools receive letter grades based on their overall score
- Schools with an overall score between 54-67.9 receive a letter grade of B
- 11% of schools earned a B in 2008-09

Elementary Table – Overall Grades

| Grade | Score range | City summary |
|-------|-------------|------------------|
| A | 68.0-100 | 87.2% of schools |
| B | 54-67.9 | 10.8% of schools |
| C | 43.0-53.9 | 1.4% of schools |
| D | 33.0-42.9 | 0.3% of schools |
| F | 0-32.9 | 0.3% of schools |

In This Report:

Each school's Progress Report (1) measures student year-to-year progress, (2) compares the school to peer schools and (3) rewards success in moving all children forward, especially children with the greatest needs. The Progress Report measures four areas:

School Environment uses parent, teacher and secondary student surveys and other data to measure necessary conditions for learning: attendance, academic expectations, communication, engagement and safety and respect.

Student Performance measures student skill levels in English Language Arts and Math.

Student Progress measures average student improvement from last year to this year in English Language Arts and Math.

Closing the Achievement Gap gives schools additional credit for exemplary gains among high-need students.

The back page provides specific information about how the school performed in each of these areas.

Quality Review Score

This school's 2008-09 Quality Review score is: Well Developed
To see this school's Quality Review report, find the school's Web site at <http://schools.nyc.gov/>, click 'Statistics' and scroll down to Quality Review Report.

State Accountability Status

Based on its 2008-09 performance, this school is: In Good Standing
This status is determined by the New York State Department of Education under the No Child Left Behind (NCLB) Act. It is separate from the school's Progress Report Grade.

Additional Information

Closing the Achievement Gap

Schools earn additional credit when their high-need students make exemplary gains. These gains are based on the percentage of high-need students who improve by at least one-half of a proficiency level in English Language Arts or Math (e.g., student improves from 2.25 to 2.75 in ELA, or 3.20 to 3.70 in Math).

This component can only improve a school's Progress Report grade. It cannot lower a school's grade.

| Credit | Exemplary Proficiency Gains | Student Group |
|--------|-----------------------------|--|
| | | English Language Arts |
| | - | English Language Learners |
| | 38.7% | Special Education Students |
| +1.5 | 53.8% | Hispanic Students in the Lowest Third Citywide |
| | - | Black Students in the Lowest Third Citywide |
| | - | Other Students in the Lowest Third Citywide |
| | | Mathematics |
| | - | English Language Learners |
| | 6.5% | Special Education Students |
| | 15.8% | Hispanic Students in the Lowest Third Citywide |
| | - | Black Students in the Lowest Third Citywide |
| | - | Other Students in the Lowest Third Citywide |

(-) indicates less than 15 students in this category

Peer 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. Each school has up to 40 peer schools.

For Elementary and K-8 Schools, peer schools are determined based on the percentage of students at each school that are English Language Learners, Special Education, Black/Hispanic and Title I eligible.

For Middle Schools, peer schools are determined based on the average ELA and Math proficiency levels of the school's students before they entered Middle School.

The peer schools for P.S. 110 Florence Nightingale are:

| DBN | School Name | DBN | School Name |
|--------|---|--------|---|
| 20K160 | P.S. 160 William T. Sampson | 06M314 | Muscota |
| 02M001 | P.S. 001 Alfred E. Smith | 30Q152 | P.S. 152 Gwendolyn Alleyne |
| 27Q065 | P.S. 65 - The Raymond York Elementary School | 84Q704 | Merrick Academy Charter School |
| 04M497 | Central Park East I | 22K217 | P.S. 217 Colonel David Marcus School |
| 24Q088 | P.S. 088 Seneca | 24Q013 | P.S. 013 Clement C. Moore |
| 21K212 | P.S. 212 Lady Deborah Moody | 84X718 | Bronx Charter School for Better Learning |
| 08X304 | P.S. 304 Early Childhood School | 02M011 | P.S. 011 William T. Harris |
| 30Q085 | P.S. 085 Judge Charles Vallone | 84X407 | Bronx Charter School for Children |
| 30Q150 | P.S. 150 Queens | 22K193 | P.S. 193 Gil Hodges |
| 24Q012 | P.S. 012 James B. Colgate | 20K179 | P.S. 179 Kensington |
| 30Q084 | P.S. 084 Steinway | 13K282 | P.S. 282 Park Slope |
| 03M163 | P.S. 163 Alfred E. Smith | 03M075 | P.S. 075 Emily Dickinson |
| 27Q064 | P.S. 064 Joseph P. Addabbo | 30Q234 | P.S. 234 |
| 28Q206 | P.S. 206 Horace Harding | 11X097 | P.S. 097 Bronx |
| 27Q063 | P.S. 063 Old South | 84K701 | Brooklyn Charter School |
| 22K197 | P.S. 197 Brooklyn | 29Q095 | P.S. 095 Eastwood |
| 31R011 | P.S. 11 Thomas Dongan School | 02M198 | P.S. 198 Isador E. Ida Straus |
| 27Q100 | P.S. 100 Glen Morris | 24Q877 | 51 Avenue Academy (The Path To Academic Excellence) |
| 84K593 | Excellence Charter School of Bedford Stuyvesant | 29Q135 | The Bellaire School |
| 31R013 | P.S. 013 M. L. Lindenmeyer | 31R022 | P.S. 022 Graniteville |

The Progress Report is a key component of Mayor Michael R. Bloomberg's and Chancellor Joel I. Klein's Children First reforms. The Progress Report is designed to assist administrators, principals and teachers in accelerating the learning of all students. The Progress Report also enables students, parents and the public to hold the NYC Department of Education and its schools accountable for student achievement and improvement and for ensuring a high quality education for every student in NYC's public schools. If you have any questions or comments about the Progress Report, please visit <http://schools.nyc.gov/Accountability/SchoolReports/ProgressReports/> or send us an email at pr_support@schools.nyc.gov.

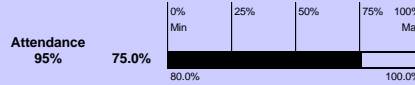
Results by Category

SCHOOL P.S. 110 Florence Nightingale
PRINCIPAL Karen Feuer

HOW TO INTERPRET THIS CHART

A school is evaluated by asking how far its score in each category has moved along the range of scores for all schools. These charts show that movement as a percentage. In the example to the right, the school's score is 75% of the way from the lowest to the highest score in the City.

If a school performs at the top end of the range, the bar will be fully shaded. If a school performs at the low end of the range, the bar will not be shaded. If a school performs in the middle of the range, half the bar will be shaded.



In this example, the school's attendance is 95%. This is 75% of the way from the lowest attendance at any school (80%) to the highest attendance (100%).

Below, the green charts on the left compare the school to its peer group. The blue charts on the right compare the school to schools Citywide. Peer scores count three times as much as City scores. Peer and City ranges are based on the outcomes of schools from 2005-08.

School Environment

Comprises 15% of the Overall Score

This Year's Score: **9 out of 15**

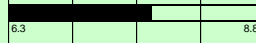
B

Survey Scores (10 points)

Academic Expectations:

7.7

56.0%



53.8%

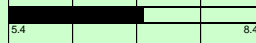


Number of students

Communication:

7.0

53.3%



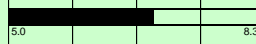
50.0%



Engagement:

6.9

57.6%



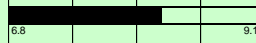
53.1%



Safety and Respect:

8.2

60.9%



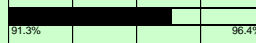
65.5%



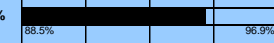
Attendance (5 points)

94.6%

64.7%



72.6%



Student Performance

Comprises 25% of the Overall Score

This Year's Score: **19.8 out of 25**

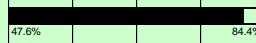
A

English Language Arts

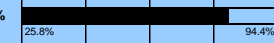
Percentage of Students at Proficiency (Level 3 or 4):

81.5%

92.1%



81.2%

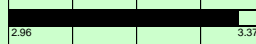


200

Median Student Proficiency (1.00-4.50):

3.33

90.2%



73.7%



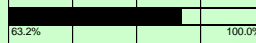
200

Mathematics

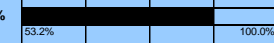
Percentage of Students at Proficiency (Level 3 or 4):

88.5%

68.8%



75.4%

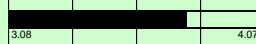


200

Median Student Proficiency (1.00-4.50):

3.78

70.7%



73.3%



200

Student Progress

Comprises 60% of the Overall Score

This Year's Score: **34.7 out of 60**

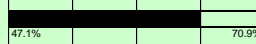
B

English Language Arts

Percentage of Students Making at Least 1 Year of Progress

65.1%

75.6%



73.3%

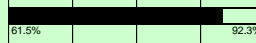


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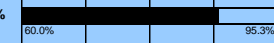
Percentage of Students in School's Lowest 1/3 Students Making at Least 1 Year of Progress

87.5%

84.4%



77.9%

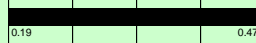


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Average Change in Student Proficiency for Level 1 and Level 2 Students

0.47

100.0%



91.2%

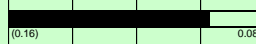


61

Average Change in Student Proficiency for Level 3 and Level 4 Students

0.03

79.2%



83.3%



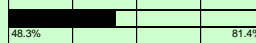
148

Mathematics

Percentage of Students Making at Least 1 Year of Progress

62.4%

42.6%



52.3%

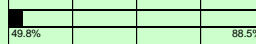


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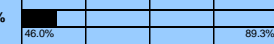
Percentage of Students in School's Lowest 1/3 Students Making at Least 1 Year of Progress

52.2%

6.2%



14.3%



46

Average Change in Student Proficiency for Level 1 and Level 2 Students

0.01

-13.5%