

This Progress Report is for:

SCHOOL	P.S. 132 Juan Pablo Duarte (06M132)
PRINCIPAL	Xiomara Nova
ENROLLMENT	852
SCHOOL TYPE	ELEMENTARY
PEER INDEX	68.56

Progress Report Grade

**A**

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 85.5
- This score places the School in the 64 percentile of all Elementary schools Citywide—i.e., 64 percent of those schools scored lower than this school

Category	Calculated Score	Category Grade
School Environment	10.0 out of 15	B
Student Performance	19.9 out of 25	A
Student Progress	49.6 out of 60	A
Additional Credit	6.0 (15 max)	
Overall Score	85.5 out of 100	A

Quality Review Score

This school's 2007-08 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.

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.

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
<b>English Language Arts</b>		
+1.5	43.1%	English Language Learners
+1.5	55.7%	Special Education Students
+1.5	56.0%	Hispanic Students in the Lowest Third Citywide
-	-	Black Students in the Lowest Third Citywide
-	-	Other Students in the Lowest Third Citywide
<b>Mathematics</b>		
-	18.4%	English Language Learners
+0.75	34.4%	Special Education Students
+0.75	29.4%	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. 132 Juan Pablo Duarte are:

DBN	School Name	DBN	School Name
06M048	P.S. 048 P.O. Michael J. Buczek	07X154	P.S. 154 Jonathan D. Hyatt
09X132	P.S. 132 Garret A. Morgan	10X159	P.S. 159 Luis Munoz Marin Billing
30Q092	P.S. 092 Harry T. Stewart Sr.	06M098	P.S. 098 Shorac Kappock
06M004	P.S. 004 Duke Ellington	04M102	P.S. 102 Jacques Cartier
04M072	P.S. 072	12X198	P.S. 198
09X163	P.S. 163 Arthur A. Schomburg	09X110	P.S. 110 Theodore Schoenfeld
04M206	P.S. 206 Jose Celso Babosa	04M155	P.S. 155 William Paca
07X049	P.S. 049 Willis Avenue	04M146	P.S. 146 Ann M. Short
06M115	P.S. 115 Alexander Humboldt		
06M005	P.S. 005 Ellen Lurie		
09X055	P.S. 055 Benjamin Franklin		
12X050	P.S. 050 Clara Barton		
06M008	P.S. 008 Luis Belliard		
31R018	P.S. 018 John G. Whittier		
07X161	P.S. 161 Ponce De Leon		
06M192	P.S. 192 Jacob H. Schiff		
10X059	P.S. 059 The Community School of Technology		
09X028	P.S. 028 Mount Hope		
09X064	P.S. 064 Pura Belpre		
09X002	P.S. 002 Morrisania		

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](mailto:pr_support@schools.nyc.gov).

# Results by Category

SCHOOL P.S. 132 Juan Pablo Duarte  
PRINCIPAL Xiomara Nova

## 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: **10 out of 15**

**B**

### Survey Scores (10 points)

Academic Expectations:

7.4

54.2%

6.1

8.5

42.3%

6.3

8.9

Communication:

7.1

60.9%

5.7

8.0

53.8%

5.7

8.3

Engagement:

6.9

63.3%

5.0

8.0

53.1%

5.2

8.4

Safety and Respect:

7.9

67.9%

6.0

8.8

55.2%

6.3

9.2

### Attendance (5 points)

94.0%

86.8%

88.1%

94.9%

65.5%

88.5%

96.9%

## Student Performance

Comprises 25% of the Overall Score

This Year's Score: **19.9 out of 25**

**A**

### English Language Arts

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

56.0%

95.2%

24.1%

57.6%

44.0%

25.8%

94.4%

420

Median Student Proficiency (1.00-4.50):

3.05

90.0%

2.51

3.11

45.5%

2.60

3.59

420

### Mathematics

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

80.6%

88.5%

39.1%

86.0%

58.5%

53.2%

100.0%

444

Median Student Proficiency (1.00-4.50):

3.45

85.4%

2.75

3.57

48.1%

2.82

4.13

444

## Student Progress

Comprises 60% of the Overall Score

This Year's Score: **49.6 out of 60**

**A**

### English Language Arts

Percentage of Students Making at Least 1 Year of Progress

73.0%

91.4%

45.2%

75.6%

101.8%

44.8%

72.5%

403

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

88.9%

75.8%

54.2%

100.0%

81.9%

60.0%

95.3%

90

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

0.45

100.0%

0.16

0.45

85.3%

0.16

0.50

216

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

0.02

90.0%

(0.25)

0.05

80.0%

(0.22)

0.08

187

### Mathematics

Percentage of Students Making at Least 1 Year of Progress

66.1%

92.1%

42.9%

68.1%

61.4%

41.1%

81.8%

425

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

68.2%

51.8%

52.2%

83.1%

51.3%

46.0%

89.3%

85

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

0.40

78.0%

0.08

0.49

64.2%

0.06

0.59

121

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

0.05

93.3%

(0.23)

0.07

76.5%

(0.21)

0.13

304