The New York State Accountability Report 2011-12

SCHOOL:	**PS 308 CLARA CARDWELL**
SCHOOL ID:	**331600010308**
DISTRICT:	**NYC GEOG DIST #16 - BROOKLYN**
DISTRICT ID:	**331600010000**
PRINCIPAL:	**GEORGE PATTERSON**
SUPERINTENDENT:	**EVELYN SANTIAGO**
PHONE:	**718-574-2373**

Data in this report are those reported by districts in the Student Information Repository System as of August 24, 2012.

On May 29, 2012, the United States Department of Education (USDE) approved New York's Elementary and Secondary Education Act (ESEA) waiver. This waiver provides New York with increased flexibility to help close the achievement gap and assist students in becoming college and career ready. New York's waiver introduced a system of identifying districts and/or schools as **Reward, Focus,** or **Priority**, based on performance in English language arts (ELA), mathematics, and science at the elementary/middle level and in ELA, mathematics, and graduation rate at the secondary level. More information on the waiver is available at http://www.p12.nysed.gov/esea-waiver/.

Data in The New York State Accountability Report are those used to determine **Performance Indices (PIs)** and make **Adequate Yearly Progress (AYP)** determinations which, in turn, are used to assist in identifying districts and schools as Reward, Focus, and Priority. Explanations of how the data are used to make the determinations are available at http://www.p12.nysed.gov/accountability/ESEAMaterials.html.

More Information:
Office of Accountability
New York State Education Department
55 Hanson Place
Brooklyn, NY 11217
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Adequate Yearly Progress and Performance Indices

Performance Indices (PIs) and Unweighted Combined PIs are used to determine if a district or school is Priority or Focus. Adequate Yearly Progress (AYP) for accountability groups (all students, racial/ethnic groups, students with disabilities, limited English proficient students, and economically disadvantaged students) and PIs for accountability groups and non-AYP groups (non-racial/ethnic groups, general-education students, English proficient students, not economically disadvantaged students, male and female students, and migrant and non-migrant students) are used to determine if a district or school is Reward or a school requires a Local Assistance Plan. For more information, see http://www.p12.nysed.gov/accountability/documents/NYSESEAFlexibilityWaiver_REVISED.pdf

Adequate Yearly Progress

In accordance with federal and State laws, the New York State Education Department must determine and report on the performance of students in the following areas:

1) Elementary/middle-level (grades 3 - 8) English Language Arts (ELA)
2) Elementary/middle-level (grades 3 - 8) Mathematics
3) Elementary/middle-level (grades 4 and 8) Science
4) Secondary-level (grades 9-12) ELA
5) Secondary-level (grades 9-12) Mathematics
6) Graduation Rate

This performance is determined by identifying whether or not a district or school made **"Adequate Yearly Progress"** (AYP). AYP indicates satisfactory progress by a district or a school toward the goal of proficiency for all students. In ELA, mathematics, and science, AYP is determined by comparing the percentage of students tested and the performance of tested students against defined standards. In graduation rate, AYP is determined by comparing the percentage of students graduating against defined standards.

Standards for English Language Arts, Mathematics, and Science

Participation: In ELA and mathematics, 95% of students in each accountability group with 40 or more members must be tested to meet the participation criterion. In science, 80% must be tested.
Performance: In ELA and mathematics, a calculated measure of performance called the **"Performance Index"** (PI) for each accountability group with 30 or more members must equal or exceed a preset objective called an **"Effective Annual Measurable Objective"** (EAMO) or a safety net objective called a **"Safe Harbor Target."** In science, the criterion for performance is the same but the safety net is referred to as a **"Progress Target."**

Districts and schools must meet both the participation and performance criteria for all groups with sufficient numbers to make AYP.

Standards for Graduation Rate

Districts and schools with secondary-level grades are also held to certain standards for the percentage of students who graduated. To make AYP in graduation rate, every accountability group with 30 or more members must make AYP. For a group to make AYP, the graduation rate of the 4-year graduation-rate total cohort or the 5-year graduation-rate total cohort must equal or exceed the Graduation-Rate Standard of 80% or the group's Progress Target. A cohort is a group of students who entered grade 9 anywhere in a particular school year. Graduation rates for these cohorts are then determined 4 and 5 years after the students first enter grade 9.

For more information on how AYP and PIs are determined, see "Determining AYP in 2011-12" under Understanding Accountability in New York State at http://www.p12.nysed.gov/irs/accountability/.

Elementary/Middle-Level ELA: AYP

SCHOOL: PS 308 CLARA CARDWELL

SCHOOL ID: 331600010308
DISTRICT: NYC GEOG DIST #16 - BROOKLYN

Adequate Yearly Progress: In elementary/middle-level (grades 3 - 8) English language arts (ELA), districts and schools must meet both the participation and performance criteria to make Adequate Yearly Progress (AYP).

Participation: To meet the participation criterion, at least 95% of students in each accountability group with 40 or more members must be tested on an appropriate ELA assessment.

Performance: To meet the performance criterion, the Performance Index (PI) of students in each accountability group with 30 or more members must be equal to or greater than the Effective Annual Measurable Objective (EAMO) or the Safe Harbor Target.

All accountability groups met the participation and performance criteria (made AYP): NO

Student Group	Made AYP
All Students	✘
American Indian or Alaska Native	—
Black or African American	✘
Hispanic or Latino	✔
Asian or Native Hawaiian/Other Pacific Islander	—
White	—
Multiracial	—
Students With Disabilities	✔
Limited English Proficient	—
Economically Disadvantaged	✘

✔ Made AYP
✘ Did not make AYP
— There were not enough students to make an AYP determination

Elementary/Middle-Level ELA: Participation

SCHOOL: PS 308 CLARA CARDWELL

SCHOOL ID: 331600010308
DISTRICT: NYC GEOG DIST #16 - BROOKLYN

All accountability groups with 40 or more members tested at least 95% of students enrolled during the test administration period: YES

Elementary/Middle-Level (Grades 3 - 8) English Language Arts (ELA) Participation Results

Student Group	Tested 95%	Students Enrolled During the Test Administration Period	Percent of Enrolled Students with Valid Test Scores
All Students	✔	468	100%
American Indian or Alaska Native	—	5	—
Black or African American	✔	393	100%
Hispanic or Latino	✔	57	100%
Asian or Native Hawaiian/Other Pacific Islander	—	10	—
White	—	3	—
Multiracial	—	0	—
Students With Disabilities	✔	104	100%
Limited English Proficient	—	18	—
Economically Disadvantaged	✔	404	100%

✔ At least 95% of students enrolled during the test administration period were tested.
✘ Less than 95% of students enrolled during the test administration period were tested.
— There were fewer than 40 students enrolled during the test administration period.

Medically Excused:
Students who were excused from testing for medical reasons in accordance with federal No Child Left Behind guidance are not included in these calculations.

Elementary/Middle-Level ELA: Performance

SCHOOL: PS 308 CLARA CARDWELL

SCHOOL ID: 331600010308
DISTRICT: NYC GEOG DIST #16 - BROOKLYN

All accountability groups with 30 or more members had a PI greater than or equal to the EAMO or Safe Harbor Target: NO

Elementary/Middle-Level (Grades 3 - 8) English Language Arts (ELA) Performance Results

Student Group	PI >= EAMO or Safe Harbor Target	Tested Students Enrolled on BEDS Day	PI	Objectives	
				EAMO	Safe Harbor Target
All Students	✘	451	125	145	130
American Indian or Alaska Native	—	5	—	—	—
Black or African American	✘	382	123	124	124
Hispanic or Latino	✔	55	133	119	119
Asian or Native Hawaiian/Other Pacific Islander	—	6	—	—	—
White	—	3	—	—	—
Multiracial	—	0	—	—	—
Students With Disabilities	✔	100†	86†	91	77
Limited English Proficient	—	16	—	—	—
Economically Disadvantaged	✘	387	124	128	128

✔ Performance Index is equal to or greater than Effective Annual Measurable Objective.
✘ Performance Index is less than Effective Annual Measurable Objective and Safe Harbor Target.
— There were fewer than 30 tested students enrolled on BEDS day and during the test administration period.
† Includes former students with disabilities because the number of students with disabilities in the current year is equal to or greater than 30.

BEDS Day (Basic Educational Data System Day): BEDS Day is the first Wednesday in October of the school year.

Performance Index (PI): A PI is a value from 0 to 200 that is assigned to an accountability group, indicating how that group performed on a required State test (or approved alternative). Student scores on the tests are converted to six performance levels: Level 1 On Track, Level 1 Not On Track, Level 2 On Track, Level 2 Not On Track, Level 3, and Level 4. A PI is calculated using the levels and the following equation: ([2(Count at Level 1 On Track) + Count at Level 2 Not On Track + 2(Count at Level 2 On Track) + 2(Count at Level 3) + 2(Count at Level 4)] ÷ [Count of Tested Students]) × 100

Effective Annual Measurable Objective (EAMO): The EAMO is the PI value that each accountability group of a given size within a district or school is expected to achieve to meet the performance criterion. The EAMO table is available at http://www.p12.nysed.gov/irs/accountability/ under the header "Annual Measurable Objectives."

Safe Harbor Target: Safe Harbor provides an alternate means to meet the performance criterion for accountability groups whose PIs are less than their EAMOs. The 2011-12 Safe Harbor Target is calculated using the following formula: 2010-11 PI + (200 - the 2010-11 PI) × 0.10.

Elementary/Middle-Level ELA: Non-AYP Groups

SCHOOL: PS 308 CLARA CARDWELL

SCHOOL ID: 331600010308
DISTRICT: NYC GEOG DIST #16 - BROOKLYN

Participation and performance for the following groups are *NOT* used to determine AYP.

Participation

Student Group	Students Enrolled During the Test Administration Period	Percent of Enrolled Students with Valid Test Scores
Not American Indian or Alaska Native	463	100%
Not Black or African American	75	100%
Not Hispanic or Latino	411	100%
Not Asian or Native Hawaiian/Other Pacific Islander	458	100%
Not White	465	100%
Not Multiracial	468	100%
General Education	364	100%
English Proficient	450	100%
Not Economically Disadvantaged	64	100%
Male	209	100%
Female	259	100%
Migrant	0	—
Not Migrant	468	100%

— There were fewer than 40 students enrolled during the test administration period.

Performance

Student Group	Tested Students Enrolled on BEDS Day	PI
Not American Indian or Alaska Native	446	125
Not Black or African American	69	136
Not Hispanic or Latino	396	124
Not Asian or Native Hawaiian/Other Pacific Islander	445	124
Not White	448	125
Not Multiracial	451	125
General Education	352	136
English Proficient	435	126
Not Economically Disadvantaged	64	133
Male	202	113
Female	249	135
Migrant	0	—
Not Migrant	451	125

— There were fewer than 30 tested students enrolled on BEDS day and during the test administration period.

Elementary/Middle-Level Math: AYP

SCHOOL: PS 308 CLARA CARDWELL

SCHOOL ID: 331600010308
DISTRICT: NYC GEOG DIST #16 - BROOKLYN

Adequate Yearly Progress: In elementary/middle-level (grades 3 - 8) mathematics, districts and schools must meet both the participation and performance criteria to make Adequate Yearly Progress (AYP).

Participation: To meet the participation criterion, at least 95% of students in each accountability group with 40 or more members must be tested on an appropriate math assessment.

Performance: To meet the performance criterion, the Performance Index (PI) of students in each accountability group with 30 or more members must be equal to or greater than the Effective Annual Measurable Objective (EAMO) or the Safe Harbor Target.

All accountability groups met the participation and performance criteria (made AYP): NO

Student Group	Made AYP
All Students	✘
American Indian or Alaska Native	—
Black or African American	✘
Hispanic or Latino	✔
Asian or Native Hawaiian/Other Pacific Islander	—
White	—
Multiracial	—
Students With Disabilities	✘
Limited English Proficient	—
Economically Disadvantaged	✘

✔ Made AYP
✘ Did not make AYP
— There were not enough students to make an AYP determination

Elementary/Middle-Level Math: Participation

SCHOOL: PS 308 CLARA CARDWELL

SCHOOL ID: 331600010308
DISTRICT: NYC GEOG DIST #16 - BROOKLYN

All accountability groups with 40 or more members tested at least 95% of students enrolled during the test administration period: YES

Elementary/Middle-Level (Grades 3 - 8) Math Participation Results

Student Group	Tested 95%	Students Enrolled During the Test Administration Period	Percent of Enrolled Students with Valid Test Scores
All Students	✔	469	100%
American Indian or Alaska Native	—	5	—
Black or African American	✔	394	100%
Hispanic or Latino	✔	57	100%
Asian or Native Hawaiian/Other Pacific Islander	—	10	—
White	—	3	—
Multiracial	—	0	—
Students With Disabilities	✔	105	100%
Limited English Proficient	—	18	—
Economically Disadvantaged	✔	405	100%

✔ At least 95% of students enrolled during the test administration period were tested.
✘ Less than 95% of students enrolled during the test administration period were tested.
— There were fewer than 40 students enrolled during the test administration period.

Medically Excused:
Students who were excused from testing for medical reasons in accordance with federal No Child Left Behind guidance are not included in these calculations.

Elementary/Middle-Level Math: Performance

SCHOOL: PS 308 CLARA CARDWELL

SCHOOL ID: 331600010308
DISTRICT: NYC GEOG DIST #16 - BROOKLYN

All accountability groups with 30 or more members had a PI greater than or equal to the EAMO or Safe Harbor Target: NO

Elementary/Middle-Level (Grades 3 - 8) Math Performance Results

Student Group	PI >= EAMO or Safe Harbor Target	Tested Students Enrolled on BEDS Day	PI	Objectives	
				EAMO	Safe Harbor Target
All Students	✘	452	122	159	132
American Indian or Alaska Native	—	5	—	—	—
Black or African American	✘	382	121	136	133
Hispanic or Latino	✔	55	127	137	124
Asian or Native Hawaiian/Other Pacific Islander	—	7	—	—	—
White	—	3	—	—	—
Multiracial	—	0	—	—	—
Students With Disabilities	✘	100†	75†	112	85
Limited English Proficient	—	17	—	—	—
Economically Disadvantaged	✘	388	120	145	130

✔ Performance Index is equal to or greater than Effective Annual Measurable Objective.
✘ Performance Index is less than Effective Annual Measurable Objective and Safe Harbor Target.
— There were fewer than 30 tested students enrolled on BEDS day and during the test administration period.
† Includes former students with disabilities because the number of students with disabilities in the current year is equal to or greater than 30.

BEDS Day (Basic Educational Data System Day): BEDS Day is the first Wednesday in October of the school year.

Performance Index (PI): A PI is a value from 0 to 200 that is assigned to an accountability group, indicating how that group performed on a required State test (or approved alternative). Student scores on the tests are converted to six performance levels: Level 1 On Track, Level 1 Not On Track, Level 2 On Track, Level 2 Not On Track, Level 3, and Level 4. A PI is calculated using the levels and the following equation: ([2(Count at Level 1 On Track) + Count at Level 2 Not On Track + 2(Count at Level 2 On Track) + 2(Count at Level 3) + 2(Count at Level 4)] ÷ [Count of Tested Students]) × 100

Effective Annual Measurable Objective (EAMO): The EAMO is the PI value that each accountability group of a given size within a district or school is expected to achieve to meet the performance criterion. The EAMO table is available at http://www.p12.nysed.gov/irs/accountability/ under the header "Annual Measurable Objectives."

Safe Harbor Target: Safe Harbor provides an alternate means to meet the performance criterion for accountability groups whose PIs are less than their EAMOs. The 2011-12 Safe Harbor Target is calculated using the following formula: 2010-11 PI + (200 - the 2010-11 PI) × 0.10.

Elementary/Middle-Level Math: Non-AYP Groups

SCHOOL: PS 308 CLARA CARDWELL

SCHOOL ID: 331600010308
DISTRICT: NYC GEOG DIST #16 - BROOKLYN

Participation and performance for the following groups are *NOT* used to determine AYP.

Participation

Student Group	Students Enrolled During the Test Administration Period	Percent of Enrolled Students with Valid Test Scores
Not American Indian or Alaska Native	464	100%
Not Black or African American	75	100%
Not Hispanic or Latino	412	100%
Not Asian or Native Hawaiian/Other Pacific Islander	459	100%
Not White	466	100%
Not Multiracial	469	100%
General Education	364	100%
English Proficient	451	100%
Not Economically Disadvantaged	64	100%
Male	210	100%
Female	259	100%
Migrant	0	—
Not Migrant	469	100%

— There were fewer than 40 students enrolled during the test administration period.

Performance

Student Group	Tested Students Enrolled on BEDS Day	PI
Not American Indian or Alaska Native	447	122
Not Black or African American	70	129
Not Hispanic or Latino	397	121
Not Asian or Native Hawaiian/Other Pacific Islander	445	121
Not White	449	122
Not Multiracial	452	122
General Education	353	135
English Proficient	435	123
Not Economically Disadvantaged	64	134
Male	202	114
Female	250	128
Migrant	0	—
Not Migrant	452	122

— There were fewer than 30 tested students enrolled on BEDS day and during the test administration period.

Elementary/Middle-Level Science: AYP

SCHOOL: PS 308 CLARA CARDWELL

SCHOOL ID: 331600010308
DISTRICT: NYC GEOG DIST #16 - BROOKLYN

Adequate Yearly Progress: In elementary/middle-level (grades 4 & 8) science, districts and schools must meet both the participation and performance criteria to make Adequate Yearly Progress (AYP).

Participation: To meet the participation criterion, at least 80% of students in each accountability group with 40 or more members must be tested on an appropriate science assessment.

Performance: To meet the performance criterion, the Performance Index (PI) of students in each accountability group with 30 or more members must be equal to or greater than the Effective Annual Measurable Objective (EAMO) or the Progress Target.

All accountability groups met the participation and performance criteria (made AYP): NO

Student Group	Made AYP
All Students	✘
American Indian or Alaska Native	—
Black or African American	✘
Hispanic or Latino	—
Asian or Native Hawaiian/Other Pacific Islander	—
White	—
Multiracial	—
Students With Disabilities	✔
Limited English Proficient	—
Economically Disadvantaged	✘

✔ Made AYP
✘ Did not make AYP
— There were not enough students to make an AYP determination

Elementary/Middle-Level Science: Participation

SCHOOL: PS 308 CLARA CARDWELL

SCHOOL ID: 331600010308
DISTRICT: NYC GEOG DIST #16 - BROOKLYN

All accountability groups with 40 or more members tested at least 80% of students enrolled during the test administration period: YES

Elementary/Middle-Level (Grades 4 & 8) Science Participation Results

Student Group	Tested 80%	Students Enrolled During the Test Administration Period	Percent of Enrolled Students with Valid Test Scores
All Students	✔	142	98%
American Indian or Alaska Native	—	1	—
Black or African American	✔	122	98%
Hispanic or Latino	—	14	—
Asian or Native Hawaiian/Other Pacific Islander	—	4	—
White	—	1	—
Multiracial	—	0	—
Students With Disabilities	✔	42	98%
Limited English Proficient	—	3	—
Economically Disadvantaged	✔	122	98%

✔ At least 80% of students enrolled during the test administration period were tested.
✘ Less than 80% of students enrolled during the test administration period were tested.
— There were fewer than 40 students enrolled during the test administration period.

Medically Excused:
Students who were excused from testing for medical reasons in accordance with federal No Child Left Behind guidance are not included in these calculations.

Elementary/Middle-Level Science: Performance

SCHOOL: PS 308 CLARA CARDWELL

SCHOOL ID: 331600010308
DISTRICT: NYC GEOG DIST #16 - BROOKLYN

All accountability groups with 30 or more members had a PI greater than or equal to the EAMO or Progress Target: NO

Elementary/Middle-Level (Grades 4 & 8) Science Performance Results

Student Group	PI >= EAMO or Progress Target	Tested Students Enrolled on BEDS Day	PI	Objectives	
				EAMO	Progress Target
All Students	✘	135	147	170	164
American Indian or Alaska Native	—	0	—	—	—
Black or African American	✘	118	147	151	151
Hispanic or Latino	—	14	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	—	2	—	—	—
White	—	1	—	—	—
Multiracial	—	0	—	—	—
Students With Disabilities	✔	39	103	138	1
Limited English Proficient	—	2	—	—	—
Economically Disadvantaged	✘	116	148	158	158

✔ Performance Index is equal to or greater than Effective Annual Measurable Objective.
✘ Performance Index is less than Effective Annual Measurable Objective and Progress Target.
— There were fewer than 30 tested students enrolled on BEDS day and during the test administration period.

BEDS Day (Basic Educational Data System Day): BEDS Day is the first Wednesday in October of the school year.

Performance Index (PI): A PI is a value from 0 to 200 that is assigned to an accountability group, indicating how that group performed on a required State test (or approved alternative). Student scores on the tests are converted to four performance levels, from Level 1 to Level 4. A PI is calculated using the levels and the following equation: ([(Count at Level 2) + 2(Count at Level 3) + 2(Count at Level 4)] ÷ [Count of Tested Students]) × 100

Effective Annual Measurable Objective (EAMO): The EAMO is the PI value that each accountability group of a given size within a district or school is expected to achieve to meet the performance criterion. The EAMO table is available at http://www.p12.nysed.gov/irs/accountability/ under the header "Annual Measurable Objectives."

Progress Target: A Progress Target provides an alternate means to meet the performance criterion for accountability groups whose PIs are less than their EAMOs. The 2011-12 Progress Target is calculated by adding 1 point to the previous year's PI.

Elementary/Middle-Level Science: Non-AYP Groups

SCHOOL: PS 308 CLARA CARDWELL

SCHOOL ID: 331600010308
DISTRICT: NYC GEOG DIST #16 - BROOKLYN

Participation and performance for the following groups are *NOT* used to determine AYP.

Participation

Student Group	Students Enrolled During the Test Administration Period	Percent of Enrolled Students with Valid Test Scores
Not American Indian or Alaska Native	141	99%
Not Black or African American	20	—
Not Hispanic or Latino	128	98%
Not Asian or Native Hawaiian/Other Pacific Islander	138	98%
Not White	141	98%
Not Multiracial	142	98%
General Education	100	98%
English Proficient	139	98%
Not Economically Disadvantaged	20	—
Male	73	100%
Female	69	96%
Migrant	0	—
Not Migrant	142	98%

— There were fewer than 40 students enrolled during the test administration period.

Performance

Student Group	Tested Students Enrolled on BEDS Day	PI
Not American Indian or Alaska Native	135	147
Not Black or African American	17	—
Not Hispanic or Latino	121	148
Not Asian or Native Hawaiian/Other Pacific Islander	133	147
Not White	134	147
Not Multiracial	135	147
General Education	96	166
English Proficient	133	150
Not Economically Disadvantaged	19	—
Male	70	137
Female	65	158
Migrant	0	—
Not Migrant	135	147

— There were fewer than 30 tested students enrolled on BEDS day and during the test administration period.

Unweighted Combined ELA and Math PIs

SCHOOL: PS 308 CLARA CARDWELL

SCHOOL ID: 331600010308
DISTRICT: NYC GEOG DIST #16 - BROOKLYN

Unweighted Combined ELA and Math Performance Indices (PIs)

The unweighted combined ELA and math Performance Index (PI) is the sum of the PIs for all measures for which the school/district has 30 or more students in the group divided by the number of measures for which the school/district has 30 or more students in the group. For example, EM ELA = 150, EM Math = 180, HS ELA = 140, HS Math = 160: (150 + 180 + 140 + 160) ÷ 4 = 157.5 = 158.

Student Group	Elementary/ Middle-Level ELA PI	Elementary/ Middle-Level Math PI	Secondary-Level ELA PI	Secondary-Level Math PI	Unweighted Combined PI
All Students	125	122	—	—	124
American Indian or Alaska Native	—	—	—	—	—
Black or African American	123	121	—	—	122
Hispanic or Latino	133	127	—	—	130
Asian or Native Hawaiian/Other Pacific Islander	—	—	—	—	—
White	—	—	—	—	—
Multiracial	—	—	—	—	—
Students With Disabilities	86	75	—	—	81
Limited English Proficient	—	—	—	—	—
Economically Disadvantaged	124	120	—	—	122

— There was not enough students to determine a Performance Index.