

<u>In this report:</u>	
School Overview	1
School Quality Guide Summary	2
Quality Review	3-4
Summary of Section Ratings	5-6
Peer Group Schools	7
Metric Targets for 2014-15	8-9

School Quality Guide

2013-2014

School: P.S. 164 Queens Valley

DBN: 25Q164

Principal: Anne Alfonso

School Type: K-8

School Overview

Grade	Enrollment		
	2011-2012	2012-2013	2013-2014
Pre-K	34	32	24
Kindergarten	55	68	79
Grade 1	55	49	64
Grade 2	48	48	53
Grade 3	50	42	50
Grade 4	56	57	45
Grade 5	74	55	58
Grade 6	105	89	76
Grade 7	93	99	79
Grade 8	55	83	92
All Students	625	622	620

Student Population Characteristics	2011-2012	2012-2013	2013-2014
% English Language Learners	14%	12%	13%
% Students with IEPs	16%	17%	18%
% Students with IEPs (less than 20% time with non-disabled peers)	5%	6%	5%
% Free Lunch Eligible	59%	61%	61%
% Asian	28%	30%	31%
% Black	10%	8%	8%
% Hispanic	27%	26%	25%
% White	35%	36%	36%
% Other	0%	0%	1%

While this version of the School Quality Guide includes all of the underlying information used to generate the ratings found in each section, it does not include the school's historical performance data. An updated version of the School Quality Guide that includes this historical information will be publicly available soon.

Quality Review

Dates of Review: November 3-4, 2010
Principal at Time of Review: Anne Alfonso

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>.

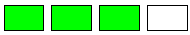
Dates of Review: November 3-4, 2010

Principal at Time of Review: Anne Alfonso


QR Lead Reviewer: Ronald Feinstein

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.

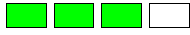
To what extent does the school...

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?*  **PROFICIENT**


Excerpt: Excerpts are not available in the Guide for Quality Reviews conducted during the 2010-11 school year. Please see the school's Quality Review Report available online to review these excerpts.

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**

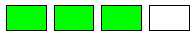
Excerpt: Excerpts are not available in the Guide for Quality Reviews conducted during the 2010-11 school year. Please see the school's Quality Review Report available online to review these excerpts.

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?*  **PROFICIENT**

Excerpt: Excerpts are not available in the Guide for Quality Reviews conducted during the 2010-11 school year. Please see the school's Quality Review Report available online to review these excerpts.

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: Excerpts are not available in the Guide for Quality Reviews conducted during the 2010-11 school year. Please see the school's Quality Review Report available online to review these excerpts.

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

Excerpt: Excerpts are not available in the Guide for Quality Reviews conducted during the 2010-11 school year. Please see the school's Quality Review Report available online to review these excerpts.

Dates of Review: November 3-4, 2010

Principal at Time of Review: Anne Alfonso

QR Lead Reviewer: Ronald Feinstein

Areas of Celebration

N/A

Areas of Focus

N/A

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%			
English Median Adjusted Growth Percentile (n = 333)	63.0	53.8	66.3	78.8	36.8%	50.0	63.6	77.2	47.8%	20.8	8.2
Math Median Adjusted Growth Percentile (n = 329)	58.0	50.1	65.1	80.1	26.3%	45.9	62.3	78.7	36.9%	20.8	6.0
English Median Adjusted Growth Percentile - School's Lowest Third (n = 122)	72.5	62.1	74.7	87.3	41.3%	60.3	75.0	89.7	41.5%	20.8	8.6
Math Median Adjusted Growth Percentile - School's Lowest Third (n = 109)	67.0	58.2	71.7	85.2	32.6%	57.7	72.3	86.9	31.8%	20.8	6.7
English Early Grade Progress (n = 50)	2.84	1.06	2.14	3.22	82.4%	0.33	1.96	3.59	77.0%	8.3	6.7
Math Early Grade Progress (n = 50)	3.35	1.33	2.69	4.05	74.3%	0.12	2.52	4.92	67.3%	8.3	6.0

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

42.2

Student Achievement

English - Percentage of Students at Level 3 or 4 (n = 392)	47.7%	17.1%	39.6%	62.1%	68.0%	0.0%	26.6%	53.2%	89.7%	19.0	14.0
Math - Percentage of Students at Level 3 or 4 (n = 388)	60.8%	23.0%	48.7%	74.4%	73.5%	0.0%	32.3%	64.6%	94.1%	19.0	14.9
English - Average Student Proficiency (n = 392)	2.91	2.37	2.78	3.19	65.9%	1.85	2.53	3.21	77.9%	19.0	13.1
Math - Average Student Proficiency (n = 388)	3.20	2.48	2.98	3.48	72.0%	1.79	2.65	3.51	82.0%	19.0	14.2
Percent of Students Passing an English Course (n = 241)	97.9%	86.5%	96.5%	100.0%	84.4%	59.9%	88.8%	100.0%	94.8%	4.0	3.5
Percent of Students Passing a Math Course (n = 241)	96.7%	85.3%	95.2%	100.0%	77.6%	58.8%	87.4%	100.0%	92.0%	4.0	3.2
Percent of Students Passing a Science Course (n = 241)	98.8%	87.6%	96.5%	100.0%	90.3%	59.9%	89.2%	100.0%	97.0%	4.0	3.7
Percent of Students Passing a Social Studies Course (n = 241)	92.5%	83.5%	95.9%	100.0%	54.5%	57.5%	88.6%	100.0%	82.4%	4.0	2.5
Percent of 8th Graders Earning High School Credit (n = 89)	53.9%	0.0%	39.6%	79.2%	68.1%	0.0%	25.8%	51.6%	100.0%	4.0	3.0
9th Grade Adjusted Credit Accumulation of Former 8th Graders (n = 77)	95.0%	62.0%	90.0%	100.0%	86.8%	56.0%	84.0%	100.0%	88.6%	4.0	3.5

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

75.6

School Environment

School Survey - Instructional Core	90.2%	82.9%	90.9%	98.9%	60.0%	80.1%	89.2%	98.3%	60.0%	22.2	13.3
School Survey - School Culture	86.6%	83.3%	89.6%	95.9%	35.0%	77.0%	87.1%	97.2%	47.5%	22.2	8.5
School Survey - Structures for Improvement	85.0%	76.5%	87.0%	97.5%	40.5%	74.1%	85.7%	97.3%	47.0%	22.2	9.4
Attendance Rate	95.1%	92.8%	95.1%	97.4%	50.0%	88.1%	93.0%	97.9%	71.4%	33.3	18.4

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

49.6

Summary of Section Ratings - continued

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 = 25)	6.4%	35.0%	8.0%	100.0%
Integrated Co-Teaching (ICT) (n = 43)	11.0%	67.5%	16.3%	100.0%
Special Education Teacher Support Services (SETSS) (n = 7)	1.8%	15.7%	14.3%	
Mathematics				
Self-Contained (n = 23)	5.9%	32.2%	8.7%	100.0%
Integrated Co-Teaching (ICT) (n = 41)	10.6%	65.8%	41.5%	100.0%
Special Education Teacher Support Services (SETSS) (n = 7)	1.8%	15.8%	14.3%	
Percent at 75th Growth Percentile or Higher				
English				
English Language Learners (n = 70)	21.0%	53.0%	34.3%	35.9%
Lowest Third Citywide (n = 55)	16.5%	24.7%	63.6%	
Self-Contained/ICT/SETSS (n = 65)	19.5%	52.9%	50.8%	46.0%
Black and Hispanic Males in Lowest Third Citywide (n = 14)	4.2%	11.4%	64.3%	
Mathematics				
English Language Learners (n = 71)	21.6%	52.6%	32.4%	35.8%
Lowest Third Citywide (n = 30)	9.1%	12.6%	50.0%	
Self-Contained/ICT/SETSS (n = 60)	18.2%	49.7%	45.0%	45.2%
Black and Hispanic Males in Lowest Third Citywide (n = 5)	1.5%	4.1%	80.0%	
Movement from SC/ICT/SETSS to Less Restrictive Environments (n = 64)	10.7%	51.7%	0.27	34.6%
English Language Learner Progress (n = 77)	12.9%	43.1%	75.3%	79.4%
Average of Results (Percent of City Range)				67.7

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.

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
25Q164	P.S. 164 Queens Valley	0.49	17.6%	33.4%	13.4%
01M184	P.S. 184m Shuang Wen	0.53	11.7%	11.2%	14.4%
02M126	P.S. 126 Jacob August Riis	0.80	16.9%	33.0%	20.0%
02M217	P.S./I.S. 217 Roosevelt Island	0.28	11.2%	40.7%	7.9%
06M187	P.S./I.S. 187 Hudson Cliffs	0.38	14.1%	58.1%	9.0%
08X071	P.S. 071 Rose E. Scala	0.55	21.8%	64.5%	5.5%
11X019	P.S. 019 Judith K. Weiss	0.37	17.4%	31.9%	9.4%
11X083	P.S. 083 Donald Hertz	0.63	18.2%	59.3%	10.6%
20K104	P.S./I.S. 104 The Fort Hamilton School	0.50	13.0%	31.2%	10.2%
20K163	P.S. 163 Bath Beach	0.67	22.6%	32.3%	18.1%
20K180	The SEEALL Academy	0.67	15.1%	23.7%	24.6%
20K229	P.S. 229 Dyker	0.37	13.1%	12.3%	9.2%
21K095	P.S. 095 The Gravesend	0.68	19.2%	48.8%	14.4%
21K121	P.S. 121 Nelson A. Rockefeller	0.69	24.0%	45.0%	13.5%
21K209	P.S. 209 Margaret Mead	0.67	26.2%	27.0%	18.3%
21K226	P.S. 226 Alfred De B.Mason	0.69	21.0%	32.9%	15.9%
22K206	P.S. 206 Joseph F Lamb	0.52	11.5%	11.8%	17.7%
22K207	P.S. 207 Elizabeth G. Leary	0.31	16.4%	48.1%	2.2%
24Q049	P.S. 049 Dorothy Bonawit Kole	0.35	13.8%	27.6%	5.4%
24Q102	P.S. 102 Bayview	0.60	11.8%	36.5%	16.0%
24Q113	P.S./I.S. 113 Anthony J. Pranzo	0.40	12.8%	38.8%	2.7%
25Q200	PS/MS 200 - The Pomonok School & STAR Academy	0.52	22.5%	68.7%	7.7%
25Q219	P.S. 219 Paul Klapper	0.50	26.3%	45.4%	15.4%
26Q266	P.S. / I.S. 266	0.23	15.3%	28.1%	2.4%
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%
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%
84Q705	Renaissance Charter School	0.44	14.0%	64.5%	8.1%
PEER GROUP AVERAGES		0.51	16.8%	39.1%	10.5%

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	63.0	59.3 or lower	59.4 to 64.9	65.0 to 69.2	69.3 or higher
Math Median Adjusted Growth Percentile	58.0	56.8 or lower	56.9 to 63.5	63.6 to 68.8	68.9 or higher
English Median Adjusted Growth Percentile - School's Lowest Third	72.5	68.3 or lower	68.4 to 74.0	74.1 to 78.4	78.5 or higher
Math Median Adjusted Growth Percentile - School's Lowest Third	67.0	65.0 or lower	65.1 to 71.0	71.1 to 75.7	75.8 or higher
English Early Grade Progress	2.84	1.52 or lower	1.53 to 2.03	2.04 to 2.44	2.45 or higher
Math Early Grade Progress	3.35	1.91 or lower	1.92 to 2.57	2.58 to 3.09	3.10 or higher

Student Achievement

English - Percentage of Students at Level 3 or 4	47.7%	26.4% or lower	26.5% to 37.3%	37.4% to 45.9%	46.0% or higher
Math - Percentage of Students at Level 3 or 4	60.8%	33.3% or lower	33.4% to 45.9%	46.0% to 55.8%	55.9% or higher
English - Average Student Proficiency	2.91	2.53 or lower	2.54 to 2.74	2.75 to 2.91	2.92 or higher
Math - Average Student Proficiency	3.20	2.67 or lower	2.68 to 2.93	2.94 to 3.14	3.15 or higher
Percent of Students Passing an English Course	97.9%	88.3% or lower	88.4% to 92.0%	92.1% to 95.0%	95.1% or higher
Percent of Students Passing a Math Course	96.7%	87.3% or lower	87.4% to 91.4%	91.5% to 94.6%	94.7% or higher
Percent of Students Passing a Science Course	98.8%	89.1% or lower	89.2% to 92.6%	92.7% to 95.4%	95.5% or higher
Percent of Students Passing a Social Studies Course	92.5%	85.9% or lower	86.0% to 90.4%	90.5% to 94.0%	94.1% or higher
Percent of 8th Graders Earning High School Credit	53.9%	19.5% or lower	19.6% to 35.8%	35.9% to 48.6%	48.7% or higher
9th Grade Adjusted Credit Accumulation of Former 8th Graders	95.0%	71.9% or lower	72.0% to 80.9%	81.0% to 87.9%	88.0% or higher

School Environment

School Survey - Instructional Core	90.2%	84.9% or lower	85.0% to 89.9%	90.0% to 93.3%	93.4% or higher
School Survey - School Culture	86.6%	84.5% or lower	84.6% to 88.8%	88.9% to 91.5%	91.6% or higher
School Survey - Structures for Improvement	85.0%	79.5% or lower	79.6% to 86.1%	86.2% to 90.3%	90.4% or higher
Attendance Rate	95.1%	93.0% or lower	93.1% to 94.6%	94.7% to 95.6%	95.7% or higher

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	8.0%	0.6% or lower	0.7% to 0.9%	1.0% to 1.5%	1.6% or higher
Integrated Co-Teaching (ICT)	16.3%	3.0% or lower	3.1% to 4.9%	5.0% to 7.3%	7.4% or higher
Special Education Teacher Support Services (SETSS)	14.3%	3.8% or lower	3.9% to 6.2%	6.3% to 9.2%	9.3% or higher
Mathematics					
Self-Contained	8.7%	2.0% or lower	2.1% to 3.2%	3.3% to 4.8%	4.9% or higher
Integrated Co-Teaching (ICT)	41.5%	5.1% or lower	5.2% to 8.2%	8.3% to 12.2%	12.3% or higher
Special Education Teacher Support Services (SETSS)	14.3%	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	34.3%	28.2% or lower	28.3% to 36.5%	36.6% to 47.6%	47.7% or higher
Lowest Third Citywide	63.6%	43.1% or lower	43.2% to 48.7%	48.8% to 56.1%	56.2% or higher
Self-Contained/ICT/SETSS	50.8%	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	64.3%	40.5% or lower	40.6% to 47.3%	47.4% to 56.3%	56.4% or higher
Mathematics					
English Language Learners	32.4%	26.7% or lower	26.8% to 34.6%	34.7% to 45.0%	45.1% or higher
Lowest Third Citywide	50.0%	39.5% or lower	39.6% to 46.3%	46.4% to 55.4%	55.5% or higher
Self-Contained/ICT/SETSS	45.0%	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	80.0%	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	0.27	0.19 or lower	0.20 to 0.30	0.31 to 0.46	0.47 or higher
English Language Learner Progress	75.3%	40.6% or lower	40.7% to 50.1%	50.2% to 62.7%	62.8% or higher