

School: Boys and Girls High School (16K455)

Principal: Bernard Gaskaway
Address: 1700 Fulton Street
Brooklyn, NY 11213

Main Phone: 718-667-1700
School Type: High School
Enrollment: 1631

For a translation of this overview, please visit <http://www.nyc.gov/html/doe/html/progress-report/progress-report-overview.html>.
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If you have any questions, please contact the school's principal or the Department of Education's Office of Communications and Public Affairs at info@doe.nyc.gov.
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The NYC School Progress Report informs families about the school's strengths and weaknesses, emphasizing how far students have come in the past year. Progress Report grades are made up of 3 sections: student progress, student performance, and school environment. In each section, your school's results are compared to the results of other schools serving similar students. To view your school's Progress Report in detail, visit AFES Parent Link at afesparentlink.org.

**Overall Progress
Report Grade**
F

Student Progress

15.9 out of 20 points

F



The Student Progress grade is based on the annual progress students make toward meeting the state's graduation requirements by earning course credits and passing State Regents exams.

Student Performance

5.9 out of 20 points

F



The Student Performance grade is based on how many students are graduating and the types of diplomas they earn.

School Environment

6.2 out of 10 points

D



The School Environment grade is based on student attendance and the school's NYC School Survey, where parents, teachers, and students rate academic expectations, safety and respect, communication, and engagement.

College and Career Readiness

2.4 out of 10 points

F



College and Career Readiness measures how well students are prepared for life after high school on the basis of passing advanced courses, meeting English and math standards, and enrolling in a post-secondary institution.

Closing the Achievement Gap

3.0 (10 points max)

Schools receive additional credit for exceptional graduation results among students with disabilities and English Language Learners, and for exceptional graduation and/or Regents results among students with the lowest proficiency citywide.

Overall Grade

33.4 out of 100 points

F



The Overall Grade is based on the total of all scores above, including additional credit. Category scores may not add up to overall score because of rounding.

Nyc Progress Report Grades

**New York (State) Commission of
Highways**



Nyc Progress Report Grades:

Strife and Progress Paul T. Hill, Christine Campbell, Betheny Gross, 2012-11-14 Deficient urban schooling remains one of America's most pressing and stubborn public policy problems. This important new book details and evaluates a radical and promising new approach to K-12 education reform. *Strife and Progress* explains for a broad audience the portfolio strategy for providing urban education: its rationale, implementation, and results. Under the portfolio strategy, cities use anything that works, indifferent to whether schools are run by the public, district, or private entities. It combines traditional modes of schooling with newer methods, including chartering and experimentation, with schools making innovative use of people and technology. Urban districts try to make themselves magnets for new talent, recruiting educators and career switchers looking to make a difference for poor children. The portfolio strategy creates interesting new bedfellows: people who think that government should oversee public education align with those advocating choice, competition, and entrepreneurship. It cuts across political lines and engages city governments and civic assets—e.g., philanthropies, businesses, universities—much more deeply than earlier reform initiatives. New York and New Orleans were portfolio pioneers, but the idea has spread rapidly to cities as far flung as Los Angeles, Denver, and Chicago. Results have been mixed overall but generally positive in places that implemented the strategy most aggressively. Reform leaders such as New York's Joel Klein have been overly optimistic, however, assuming that the strategy's merits would be so obvious that careful assessment would be unnecessary. Serious policy evaluation is still needed. *A Big Apple for Educators: New York City's Experiment with Schoolwide Performance Bonuses* Julie A. Marsh, Matthew G. Springer, Daniel F. McCaffrey, Kun Yuan, Scott Epstein, 2011-07-15 For three school years from 2007 to 2010, about 200 high-needs New York City public schools participated in the Schoolwide Performance Bonus Program, whose broad objective was to improve student performance through school-based financial incentives. An independent analysis of test scores, surveys, and interviews found that the program did not improve student achievement, perhaps because it did not motivate change in educator behavior. *New York City's School-Wide Bonus Pay Program* Matthew G. Springer, 2011 *Report* New York (State) Commission of Highways, 1914 **Strategic Inquiry** Nell Scharff Panero, Joan E. Talbert, 2013-09-01 Strategic Inquiry is an innovative model for promoting teacher collaboration around identifying specific learning gaps that keep struggling students from succeeding. Gaps may include anything from the proper use of commas and conjunctions to concepts such as slope in math. The authors argue that addressing these critical learning gaps can lead to big changes in student success, in teachers' sense of efficacy, and in school culture. The strategic inquiry model has been implemented in schools and districts around the country, including New York City, where it was rigorously evaluated with impressive results. As Common Core standards raise the bar for student learning ever higher, this proven approach promises to build teachers' capacity for closing the gap between where struggling students are and where they need to be. **Report of the State Commission of Highways** New York (State). Commission of Highways, 1914

Bloomberg Chris McNickle, 2017-09-19 Examine the Bipartisan Legacy of a Remarkable Billionaire Politician Bloomberg A Billionaire's Ambition tells the story of how one of America's most successful entrepreneurs was elected mayor of New York City and what he did with the power he won Bloomberg's stunning victory against all odds just weeks after the 9/11 terrorist attack left him facing challenges unlike any mayor in history For the next twelve years he kept the city safe managed budgets through fiscal crises promoted private sector growth generated jobs built infrastructure protected the environment supported society's cultural sensibilities and achieved dramatic improvements in public health Bloomberg was an activist executive who used government assets boldly and wisely for the greatest good for the greatest number of people His time as mayor was not without controversy Bloomberg supported stop and frisk police tactics that a judge ruled unconstitutional and jailhouse violence rose to levels so severe the federal government intervened The administration's homeless policies were ineffective And he forced a change in the city charter to allow him to serve a third term Overall record low crime and the lasting impact of innovative policies will cause his tenure to be remembered as a remarkable success Having returned to his global media empire and to his private philanthropy Bloomberg continues to challenge the National Rifle Association on gun control promote national education reform and support policies to combat climate change Frequently touted as an independent candidate for president Bloomberg leaves behind a legacy of effective government

Transforming Public Education Stacey Childress, 2010 Transforming Public Education features nineteen cases that profile entrepreneurs who are pursuing opportunities to create pattern breaking social change in our public schools For nearly two decades education entrepreneurs have been working to transform the K-12 public education system in the United States Social entrepreneurship has become part of the language of a new generation of idealists many of whom are focused on education The nineteen cases in this book profile entrepreneurs who are pursuing opportunities to create pattern breaking social change in our public schools in particular by creating high quality educational opportunities for low income and minority students who are dramatically underserved by the current public education system Based on a popular course developed and taught at the Harvard Business School this casebook is organized into four modules Understanding the Context of Urban Schooling in the United States Tackling the People Problem Focusing on Performance Launching and Growing New Schools Students are invited to explore four overarching questions Why are there opportunities for entrepreneurs in a sector that is funded with public dollars and delivered by public agencies Why is entrepreneurial activity aggregating around certain opportunities What are the possibilities and constraints faced by entrepreneurs in each opportunity area How can we evaluate the impact of these entrepreneurs' efforts *Railway Signaling and Communications*, 1922 *Resources in Education*, 1991 **Big-City School Reforms** Michael Fullan, Alan Boyle, 2014 Big cities have struggled to improve public school systems This book shows why and offers a framework for achieving future success Fullan and Boyle internationally renowned thinkers on school change demonstrate that while the educational challenges of big cities

may be overwhelming they are not insurmountable They draw on ten years of research to identify six essential push and pull actions that enable big school systems to improve student achievement Leaders must push to challenge the status quo convey a high sense of urgency and have the courage needed to intervene But they need to also pull together to create a commonly owned strategy develop professional power and attend to sustainability Examining three major cities New York Toronto and London through the decade of 2002 2012 this book weaves case studies with careful analysis and recommendations to hone in on which policies and strategies work best to raise the bar for all students and reduce the gap for the disadvantaged Big City School Reforms offers invaluable advice to those leading the next phase of school reform in cities around the world This is an eminently practical book that focuses on big problems and big solutions This encouraging book draws on the recent experiences of New York London and Toronto to identify what it takes to transform big city school systems It recognises their complexities without being overawed by them By concentrating on the factors that seem to matter most it offers real hope that we can now tackle some of the key issues that have frustrated reform efforts in the past Geoff Whitty director emeritus Institute of Education University of London UK Fullan and Boyle present a compelling framework for motivating and sustaining improvement in large urban school districts The authors premise that system leaders must optimally balance push and pull strategies serves as an important lesson to school level leaders as well Sandra J Stein education and leadership consultant In this important new book Fullan and Boyle answer the most important question facing the leaders of the world s major cities what will it take to significantly improve the quality of public education Through a sophisticated analysis of the policies pursued in New York Toronto and London the authors make it possible for us to see why some cities are making more progress than others Their clear and compelling insights couldn t be more relevant and timely Pedro A Noguera Peter L Agnew Professor of Education Steinhardt School of Culture Education and Development Executive Director Metropolitan Center for Urban Education New York University Michael Fullan Order of Canada is professor emeritus of the Ontario Institute for Studies in Education at the University of Toronto Alan Boyle is director of Leannata Education Associates where he designs professional learning for education leaders

Railway Age ,1927 *Natural and Engineered Solutions for Drinking Water Supplies* Emily Alcott,Mark S Ashton,Bradford S Gentry,2013-03-26 Illuminating opportunities to develop a more integrated approach to municipal water system design *Natural and Engineered Solutions for Drinking Water Supplies Lessons from the Northeastern United States and Directions for Global Watershed Management* explores critical factors in the decision making processes for municipal water system delivery Th **Annual Report of the Public Service Commission, Second District** New York (State). Public Service Commission. Second District,1912 Report with accompanying documents *Ending Social Promotion Without Leaving Children Behind* Jennifer Sloan McCombs,Sheila Nataraj Kirby,Louis T. Mariano,2009-10-15 The New York City Department of Education asked RAND to conduct an independent longitudinal evaluation of its 5th grade promotion policy The findings of that study conducted

between March 2006 and August 2009 provide a comprehensive view of the policy's implementation and its impact on student outcomes particularly for students at risk of retention and those who were retained in grade *Manpower Research and Development Projects* United States. Department of Labor. Manpower Administration, **Railway Age Gazette** ,1916
 ESEA Reauthorization United States. Congress. Senate. Committee on Health, Education, Labor, and Pensions,2012
 Document Retrieval Index ,1974 *Hearings, Reports and Prints of the House Committee on Appropriations* United States. Congress. House. Committee on Appropriations,1973

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species of alcaligenes typically occur in soil and water or decaying materials and dairy products a faecalis is commonly found in the intestinal tracts of vertebrates as a harmless saprophyte in 5 19 of the normal population infections from alcaligenes species are uncommon and largely opportunistic a faecalis is a known causing agent of nosocomial bacterial sepsis in immunocompromised patients by contami

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