

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 2007-08 is 50.3
- This score places the School in the 28 percentile of all elementary schools Citywide—i.e., 28 percent of those schools scored lower than this school
- This school did not meet its improvement target from last year

This Progress Report is for:

SCHOOL	P.S. 087 William Sherman (03M087)
PRINCIPAL	Jacqui Getz
ENROLLMENT	899
SCHOOL TYPE	ELEMENTARY
PEER INDEX	20.55

Category	Calculated Score	Category Grade
School Environment	7.3 out of 15	B
Student Performance	16.0 out of 25	A
Student Progress	27.0 out of 60	B
Additional Credit	0.0 (15 max)	
Overall Score	50.3 out of 100	B

How scores translate to grades:

- Schools receive letter grades based on their overall score
- Schools with an overall score between 45.8–59.5 receive a letter grade of B
- 38% of schools earned a B in 2007-08

Elementary Table – Overall Grades

Grade	Score range	City summary
A	59.6–100	45% of schools
B	45.8–59.5	38% of schools
C	32.6–45.7	13% of schools
D	28.4–32.5	3% of schools
F	9.6–28.4	2% 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 2007-08 Quality Review score is: Proficient

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 2006-07 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). Schools earn additional credit for any one of the five high-need categories of students if the percentage of students in that category who achieve exemplary gains is in the top 40% of all schools citywide.

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
26.3%	26.3%	Special Education Students
-	-	Hispanic Students in the Lowest Third Citywide
-	-	Black Students in the Lowest Third Citywide
36.0%	36.0%	Other Students in the Lowest Third Citywide
Mathematics		
-	-	English Language Learners
5.3%	5.3%	Special Education Students
26.1%	26.1%	Hispanic Students in the Lowest Third Citywide
20.0%	20.0%	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. 087 William Sherman are:

DBN	School Name	DBN	School Name
25Q169	P.S. 169 Bay Terrace	26Q026	P.S. 026 Rufus King
02M183	P.S. 183 Robert L. Stevenson	31R030	P.S. 030 Westerleigh
31R023	P.S. 023 Richmondtown	02M158	P.S. 158 Bayard Taylor
31R050	P.S. 050 Frank Hankinson	15K107	P.S. 107 John W. Kimball
25Q193	P.S. 193 Alfred J. Kennedy	28Q144	P.S. 144 Col. Jeromus Remsen
02M003	P.S. 003 Charrette School	31R048	P.S. 048 William C. Wilcox
25Q184	P.S. 184 Flushing Manor	26Q186	P.S. 186 Castlewood
25Q079	P.S. 079 Francis Lewis	22K236	P.S. 236 Mill Basin
26Q191	P.S. 191 Mayflower	03M009	P.S. 009 Sarah Anderson
31R008	P.S. 8 Shirlee Solomon	28Q174	P.S. 174 William Sidney Mount
26Q018	P.S. 018 Winchester	26Q031	P.S. 031 Bayside
26Q173	P.S. 173 Fresh Meadows	24Q049	P.S. 049 Dorothy Bonawit Kole
26Q213	P.S. 213 The Carl Ullman School	31R069	P.S. 069 Daniel D. Tompkins
02M116	P.S. 116 Mary Lindley Murray	15K029	P.S. 029 John M. Harrigan
02M059	P.S. 059 Beekman Hill International	26Q133	P.S. 133 Queens
20K185	P.S. 185 Walter Kassenbrock	02M212	P.S. 212 Midtown West
31R004	P.S. 004 Maurice Wollin	31R035	P.S. 35 The Clove Valley School
20K229	P.S. 229 Dyker	31R054	P.S. 054 Charles W. Leng
22K277	P.S. 277 Gerritsen Beach	20K204	P.S. 204 Vince Lombardi
26Q159	P.S. 159	02M124	P.S. 124 Yung Wing

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. 087 William Sherman
PRINCIPAL Jacqui Getz

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.

Attendance
90%



In this example, the school's attendance is 90%. 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:
0.486 x 15 = 7.3

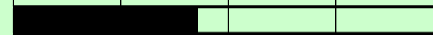
B

Survey Scores (10 points)

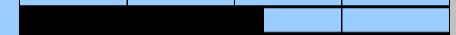
Academic Expectations:

7.8

43.5%



57.7%

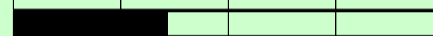


Number of students

Communication:

6.9

36.0%



46.2%



Engagement:

7.6

63.3%



75.0%



Safety and Respect:

8.3

47.1%



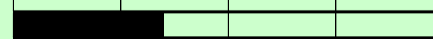
69.0%



Attendance (5 points)

94.3%

35.0%



69.0%



Student Performance

Comprises 25% of the Overall Score

This Year's Score:
0.639 x 25 = 16

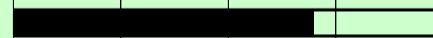
A

English Language Arts

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

88.4%

70.6%



91.3%



422

Median Student Proficiency (1.00-4.50):

3.48

62.2%



88.9%



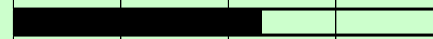
422

Mathematics

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

93.6%

59.0%



86.3%

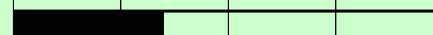


422

Median Student Proficiency (1.00-4.50):

3.81

35.2%



75.6%



422

Student Progress

Comprises 60% of the Overall Score

This Year's Score:
0.45 x 60 = 27

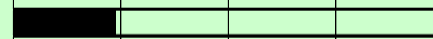
B

English Language Arts

Percentage of Students Making at Least 1 Year of Progress

51.5%

24.4%



24.2%

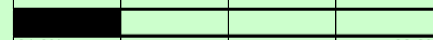


403

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

69.3%

25.7%



26.3%



101

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

0.39

44.1%



67.6%

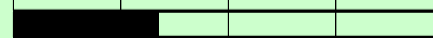


60

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

(0.05)

34.8%



56.7%



343

Mathematics

Percentage of Students Making at Least 1 Year of Progress

69.9%

45.0%



70.8%

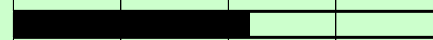


407

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

71.7%

55.4%



59.4%

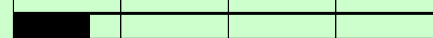


92

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

0.20

18.2%



26.4%

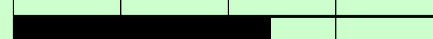


37

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

0.03

60.9%



70.6%



370