

This Progress Report is for:

SCHOOL	P.S. 134 Hollis (29Q134)
PRINCIPAL	Cheryl Marmon-Halm
ENROLLMENT	461
SCHOOL TYPE	ELEMENTARY
PEER INDEX	54.93

Progress Report Grade

**C**

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 45.3
- This score places the School in the 16 percentile of all elementary schools Citywide—i.e., 16 percent of those schools scored lower than this school
- This school did not meet its improvement target from last year

Category	Calculated Score	Category Grade
School Environment	7.6 out of 15	B
Student Performance	13.7 out of 25	B
Student Progress	23.2 out of 60	C
Additional Credit	0.8 (15 max)	
Overall Score	45.3 out of 100	C

How scores translate to grades:

- Schools receive letter grades based on their overall score
- Schools with an overall score between 32.6–45.7 receive a letter grade of C
- 13% of schools earned a C 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: 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 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
		<b>English Language Arts</b>
-		English Language Learners
-		Special Education Students
-		Hispanic Students in the Lowest Third Citywide
+0.75	47.1%	Black Students in the Lowest Third Citywide
-		Other Students in the Lowest Third Citywide
		<b>Mathematics</b>
-		English Language Learners
-		Special Education Students
-		Hispanic Students in the Lowest Third Citywide
	15.0%	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. 134 Hollis are:

DBN	School Name	DBN	School Name
30Q112	P.S. 112 Dutch Kills	27Q045	P.S. 045 Clarence Witherspoon
15K169	P.S. 169 Sunset Park	29Q052	P.S. 052 Queens
18K276	P.S. 276 Louis Marshall	31R016	P.S. 016 John J. Driscoll
24Q068	P.S. 068 Cambridge	27Q223	P.S. 223 Lyndon B. Johnson
29Q038	P.S. 038 Rosedale	12X300	The School of Science and Applied Learning
84M705	Amber Charter School	15K131	P.S. 131 Brooklyn
28Q048	P.S. 048 William Wordsworth	21K090	P.S. 90 Edna Cohen School
18K244	P.S. 244 Richard R. Green	19K260	P.S. 260 Breuckelen
01M134	P.S. 134 Henrietta Szold	22K194	P.S. 194 Raoul Wallenberg
16K021	P.S. 021 Crispus Attucks	10X008	P.S. 008 Issac Varian
08X182	P.S. 182	29Q136	P.S. 136 Roy Wilkins
30Q171	P.S. 171 Peter G. Van Alst	21K188	P.S. 188 Michael E. Berdy
28Q140	P.S. 140 Edward K Ellington	24Q239	P.S. 239
13K009	P.S. 009 Teunis G. Bergen	27Q106	P.S. 106
04M037	River East Elementary	18K135	P.S. 135 Sheldon A. Brookner
24Q081	P.S. 81Q Jean Paul Richter	08X036	P.S. 036 Unionport
27Q333	Goldie Maple Academy	20K164	P.S. 164 Caesar Rodney
03M084	P.S. 084 Lillian Weber	22K251	P.S. 251 Paedergat
29Q037	Cynthia Jenkins School	17K397	P.S. 397 Foster-Laurie
11X087	P.S. 087 Bronx	18K233	P.S. 233 Langston Hughes

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. 134 Hollis  
PRINCIPAL Cheryl Marmon-Halm

## 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:  
0.504 x 15 = 7.6

**B**

### Survey Scores (10 points)

Academic Expectations:

7.6

56.0%



50.0%

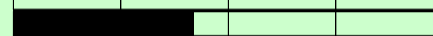


Number of students

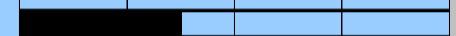
Communication:

6.7

42.3%



38.5%



Engagement:

6.8

56.7%



50.0%



Safety and Respect:

7.7

58.6%



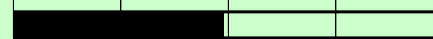
48.3%



### Attendance (5 points)

92.1%

49.2%



42.9%



## Student Performance

Comprises 25% of the Overall Score

This Year's Score:  
0.546 x 25 = 13.7

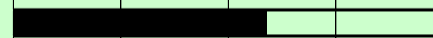
**B**

### English Language Arts

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

58.8%

59.8%



48.1%

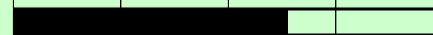


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Median Student Proficiency (1.00-4.50):

3.11

64.7%



51.5%



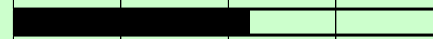
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### Mathematics

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

74.6%

55.7%



45.7%

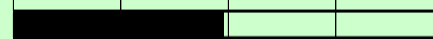


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Median Student Proficiency (1.00-4.50):

3.34

49.3%



39.7%



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## Student Progress

Comprises 60% of the Overall Score

This Year's Score:  
0.386 x 60 = 23.2

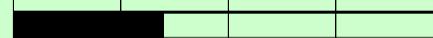
**C**

### English Language Arts

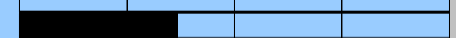
Percentage of Students Making at Least 1 Year of Progress

55.3%

35.4%



37.9%

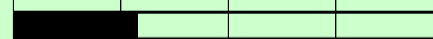


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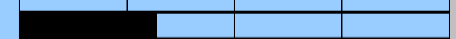
Percentage of Students in School's Lowest 1/3 Students Making at Least 1 Year of Progress

71.4%

29.6%



32.3%

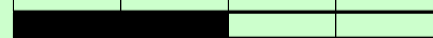


35

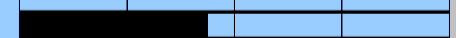
Average Change in Student Proficiency for Level 1 and Level 2 Students

0.31

50.0%



44.1%



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

(0.09)

44.0%



43.3%



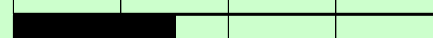
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### Mathematics

Percentage of Students Making at Least 1 Year of Progress

54.5%

39.0%



32.9%

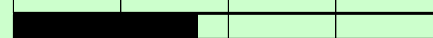


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Percentage of Students in School's Lowest 1/3 Students Making at Least 1 Year of Progress

63.9%

43.9%



41.3%

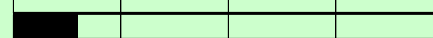


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Average Change in Student Proficiency for Level 1 and Level 2 Students

0.16

15.6%



18.9%

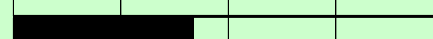


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Average Change in Student Proficiency for Level 3 and Level 4 Students

(0.08)

42.4%



38.2%



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