

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 56
- This score places the School in the 44 percentile of all elementary schools Citywide—i.e., 44 percent of those schools scored lower than this school
- This school met 100% of its improvement target from last year

This Progress Report is for:

| | |
|-------------|--------------------------------|
| SCHOOL | P.S. 100 Isaac Clason (08X100) |
| PRINCIPAL | Chad Adam Altman |
| ENROLLMENT | 769 |
| SCHOOL TYPE | ELEMENTARY |
| PEER INDEX | 58.98 |

| Category | Calculated Score | Category Grade |
|----------------------------|------------------|----------------|
| School Environment | 9.7 out of 15 | A |
| Student Performance | 18.3 out of 25 | A |
| Student Progress | 25.0 out of 60 | B |
| Additional Credit | 3.0 (15 max) | |
| Overall Score | 56.0 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: **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 |
|------------------------------|-----------------------------|--|
| English Language Arts | | |
| - | - | English Language Learners |
| +1.5 | 51.5% | Special Education Students |
| | 38.1% | Hispanic Students in the Lowest Third Citywide |
| +0.75 | 41.4% | Black Students in the Lowest Third Citywide |
| - | - | Other Students in the Lowest Third Citywide |
| Mathematics | | |
| - | - | English Language Learners |
| | 27.3% | Special Education Students |
| +0.75 | 34.5% | Hispanic Students in the Lowest Third Citywide |
| | 17.1% | 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. 100 Isaac Clason are:

| DBN | School Name | DBN | School Name |
|--------|------------------------------------|--------|----------------------------------|
| 11X103 | P.S. 103 Hector Fontanez | 05M197 | P.S. 197 John B. Russwurm |
| 11X076 | P.S. 076 The Bennington School | 11X111 | P.S. 111 Seton Falls |
| 19K224 | P.S. 224 Hale A. Woodruff | 03M165 | P.S. 165 Robert E. Simon |
| 17K092 | P.S. 092 Adrian Hegeman | 13K054 | P.S. 054 Samuel C. Barnes |
| 16K026 | P.S. 026 Jesse Owens | 24Q019 | P.S. 019 Marino Jeantet |
| 30Q149 | P.S. 149 Christa McAuliffe | 17K289 | P.S. 289 George V. Brower |
| 84X730 | Bronx Charter School for Arts | 13K056 | P.S. 056 Lewis H. Latimer |
| 14K018 | P.S. 018 Edward Bush | 17K399 | P.S. 399 Stanley Eugene Clark |
| 16K028 | P.S. 028 The Warren | 29Q118 | P.S. 118 Lorraine Hansberry |
| 08X138 | P.S. 138 Samuel Randall | 03M145 | P.S. 145 The Bloomingdale School |
| 05M129 | P.S. 129 John H. Finley | 09X053 | P.S. 053 Basheer Quisim |
| 29Q181 | P.S. 181 Brookfield | 32K151 | P.S. 151 Lyndon B. Johnson |
| 18K219 | P.S. 219 Kennedy-King | 31R031 | P.S. 031 William T. Davis |
| 27Q253 | P.S. 253 | 10X007 | P.S. 007 Kingsbridge |
| 16K005 | P.S. 005 Dr. Ronald Mcnair | 14K017 | P.S. 017 Henry D. Woodworth |
| 28Q080 | P.S. 080 Thurgood Marshall Magnet | 30Q076 | P.S. 076 William Hallet |
| 13K305 | P.S. 305 Dr. Peter Ray | 22K269 | P.S. 269 Nostrand |
| 20K503 | New School @ K314 | 23K156 | P.S. 156 Waverly |
| 84X705 | Family Life Academy Charter School | 14K380 | P.S. 380 John Wayne Elementary |
| 19K158 | P.S. 158 Warwick | 32K299 | P.S. 299 Thomas Warren Field |

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. 100 Isaac Clason
PRINCIPAL Chad Adam Altman

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:
0.646 x 15 = 9.7

A

Survey Scores (10 points)

Academic Expectations: 7.9

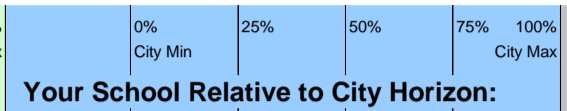
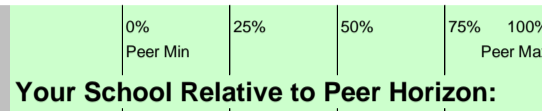
Communication: 7.5

Engagement: 7.2

Safety and Respect: 8.2

Attendance (5 points)

Your School's Score



Number of students

Student Performance

Comprises 25% of the Overall Score

This Year's Score:
0.73 x 25 = 18.3

A

English Language Arts

Percentage of Students at Proficiency (Level 3 or 4): 63.8%

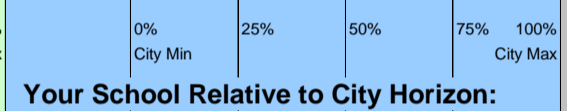
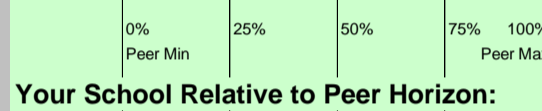
Median Student Proficiency (1.00-4.50): 3.11

Mathematics

Percentage of Students at Proficiency (Level 3 or 4): 86.5%

Median Student Proficiency (1.00-4.50): 3.53

Your School's Score



Number of students

Student Progress

Comprises 60% of the Overall Score

This Year's Score:
0.417 x 60 = 25

B

English Language Arts

Percentage of Students Making at Least 1 Year of Progress: 54.6%

Percentage of Students in School's Lowest 1/3 Students Making at Least 1 Year of Progress: 81.1%

Average Change in Student Proficiency for Level 1 and Level 2 Students: 0.34

Average Change in Student Proficiency for Level 3 and Level 4 Students: (0.09)

Mathematics

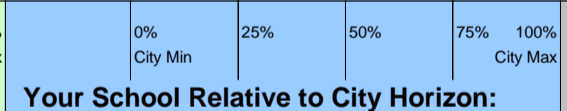
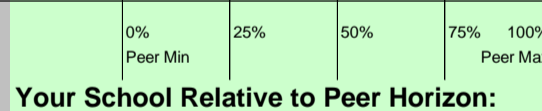
Percentage of Students Making at Least 1 Year of Progress: 49.0%

Percentage of Students in School's Lowest 1/3 Students Making at Least 1 Year of Progress: 62.4%

Average Change in Student Proficiency for Level 1 and Level 2 Students: 0.32

Average Change in Student Proficiency for Level 3 and Level 4 Students: (0.12)

Your School's Score



Number of students