

This Progress Report is for:

| | |
|-------------|-----------------------------------|
| SCHOOL | P.S. 087 William Sherman (03M087) |
| PRINCIPAL | Jacqui Getz |
| ENROLLMENT | 901 |
| SCHOOL TYPE | ELEMENTARY |
| PEER INDEX | 20.55 |

Progress Report Grade

A

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 2008-09 is 71
- This score places the School in the 19 percentile of all Elementary schools Citywide—i.e., 19 percent of those schools scored lower than this school

| Category | Calculated Score | Category Grade |
|---------------------|------------------|----------------|
| School Environment | 7.3 out of 15 | C |
| Student Performance | 17.8 out of 25 | A |
| Student Progress | 43.6 out of 60 | A |
| Additional Credit | 2.3 (15 max) | |
| Overall Score | 71.0 out of 100 | A |

How scores translate to grades:

- Schools receive letter grades based on their overall score
- Schools with an overall score between 68.0-100 receive a letter grade of A
- 87% of schools earned an A in 2008-09

Elementary Table – Overall Grades

| Grade | Score range | City summary |
|-------|-------------|------------------|
| A | 68.0-100 | 87.2% of schools |
| B | 54-67.9 | 10.8% of schools |
| C | 43.0-53.9 | 1.4% of schools |
| D | 33.0-42.9 | 0.3% of schools |
| F | 0-32.9 | 0.3% 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 2008-09 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).

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 |
| | 41.3% | Special Education Students |
| | - | Hispanic Students in the Lowest Third Citywide |
| | - | Black Students in the Lowest Third Citywide |
| +1.5 | 87.0% | Other Students in the Lowest Third Citywide |
| | | Mathematics |
| | | English Language Learners |
| | 26.7% | Special Education Students |
| | 26.7% | Hispanic Students in the Lowest Third Citywide |
| | - | Black Students in the Lowest Third Citywide |
| +0.75 | 33.3% | 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. Jerome 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.



In this example, the school's attendance is 95%. 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: **7.3 out of 15**

C

Survey Scores (10 points)

Academic Expectations:

7.8

43.5%



Communication:

6.8

32.0%



Engagement:

7.5

60.0%



Safety and Respect:

8.2

41.2%



Attendance (5 points)

94.6%

42.5%



Student Performance

Comprises 25% of the Overall Score

This Year's Score: **17.8 out of 25**

A

English Language Arts

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

91.6%

84.0%



Median Student Proficiency (1.00-4.50):

3.45

54.1%



Mathematics

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

95.7%

72.4%



Median Student Proficiency (1.00-4.50):

3.89

50.0%



Student Progress

Comprises 60% of the Overall Score

This Year's Score: **43.6 out of 60**

A

English Language Arts

Percentage of Students Making at Least 1 Year of Progress

63.1%

68.7%



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

86.3%

78.3%



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

0.54

88.2%



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

0.03

69.6%



Mathematics

Percentage of Students Making at Least 1 Year of Progress

76.6%

69.9%



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

73.7%

59.9%



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

0.46

57.6%



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

0.06

73.9%

