



This Progress Report is for:

SCHOOL	P.S. 080 Thurgood Marshall Magnet (28Q080)
PRINCIPAL	Paulette Glenn
ENROLLMENT	639
SCHOOL TYPE	ELEMENTARY
PEER INDEX	56.76

Progress Report Grade

# C

**What does this grade mean?**

Schools are assigned letter grades based on their overall Progress Report score. Monetary bonuses may be given to principals and teachers at high-scoring schools. Schools that get Ds and Fs, or 3 Cs in a row, may face consequences, including change in school leadership or school closure.

**How did this school perform?**

- This school's overall score for 2009-10 is 31
- This school did better than 18% of all Elementary schools citywide.

Category	Calculated Score	Category Grade
<b>School Environment</b>	7.2 out of 15	<b>B</b>
<b>Student Performance</b>	4.2 out of 25	<b>D</b>
<b>Student Progress</b>	18.8 out of 60	<b>C</b>
<b>Additional Credit</b>	0.8 (15 max)	
<b>Overall Score</b>	31.0 out of 100	<b>C</b>

**How scores translate to grades:**

- Schools receive letter grades based on their overall score.
- Schools with an overall score between 29.1 - 40.6 receive a letter grade of C
- 36% of schools earned a C in 2009-10

**Elementary Table – Overall Grades**

Grade	Score range	City summary
A	58.5 or higher	25.2% of schools
B	40.7 - 58.4	34.8% of schools
C	29.1 - 40.6	36% of schools
D	19.1 - 29.0	3.7% of schools
F	19.0 or lower	0.3% of schools

In light of changes in State tests and Progress Report methodology, schools cannot drop more than two letter grades from last year to this year. Further, schools with top quartile performance in ELA and Math cannot receive a grade lower than C.

**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 median 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 second page provides specific information about how*

**Quality Review Score**

This school's most recent Quality Review score is: Well Developed (2009-10)

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 performance, this school's State accountability status is: In Good Standing (2009-10)

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 are in the 75th growth percentile or higher in English Language Arts or Math. Schools can also earn additional credit when their students with disabilities meet the goal of proficiency in English Language Arts or Math.

This component can only improve a school's Progress Report score. It cannot lower a school's score.

Credit	Exemplary Proficiency Gains	Student Group
		<b>Percent at Proficiency</b>
	2.4%	Self-Contained (ELA)
	11.5%	CTT (ELA)
	-	SETSS (ELA)
	0.0%	Self-Contained (Math)
	15.4%	CTT (Math)
	-	SETSS (Math)
		<b>Percent at 75th Growth Percentile or Higher</b>
	-	English Language Learners (ELA)
+0.75	54.5%	Lowest Third Citywide (ELA)
	50.8%	Self-Contained/CTT/SETSS (ELA)
	-	English Language Learners (Math)
	28.8%	Lowest Third Citywide (Math)
	27.9%	Self-Contained/CTT/SETSS (Math)

(-) 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, students with disabilities, Black/Hispanic students and Title I eligible students. 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, and the school's percentage of students with disabilities.

The peer schools for P.S. 080 Thurgood Marshall Magnet are:

DBN	School Name	DBN	School Name
84X165	Grand Concourse Charter School	07X001	P.S. 001 Courtlandt School
20K164	P.S. 164 Caesar Rodney	10X008	P.S. 008 Issac Varian
11X016	P.S. 016 Wakefield	13K044	P.S. 044 Marcus Garvey
22K194	P.S. 194 Raoul Wallenberg	24Q016	P.S. Q016
29Q176	P.S. 176 Cambria Heights	19K065	P.S. 065
24Q081	P.S. 81Q Jean Paul Richter	19K273	P.S. 273 Wortman
84M708	Harlem Day Charter School	84X407	Bronx Charter School for Children
31R021	P.S. 21 Margaret Emery-Elm Park	28Q160	P.S. 160 Walter Francis Bishop
22K203	P.S. 203 Floyd Bennett	10X094	P.S. 094 Kings College School
28Q140	P.S. 140 Edward K Ellington	24Q089	P.S. 089 Elmhurst
29Q052	P.S. 052 Queens	11X078	P.S. 078 Anne Hutchinson
24Q014	P.S. 014 Fairview	17K399	P.S. 399 Stanley Eugene Clark
22K251	P.S. 251 Paerdegat	12X691	Bronx Little School
29Q118	P.S. 118 Lorraine Hansberry	29Q134	P.S. 134 Hollis
10X051	P.S. 051 Bronx New School	18K233	P.S. 233 Langston Hughes
13K256	P.S. 256 Benjamin Banneker	03M242	P.S. M242 - Gwendolyn Powell Brown Computer School
25Q201	P.S. 201 The Discovery School for Inquiry and Research	15K124	P.S. 124 Silas B. Dutcher
23K156	P.S. 156 Waverly	01M063	P.S. 063 William McKinley
84X730	Bronx Charter School for Arts	30Q149	P.S. 149 Christa McAuliffe
29Q195	P.S. 195 William Haberle	24Q239	P.S. 239
28Q080	P.S. 080 Thurgood Marshall Magnet		

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/tools/report/default.htm>, or send us an email at [pr\\_support@schools.nyc.gov](mailto:pr_support@schools.nyc.gov)

# Results by Category

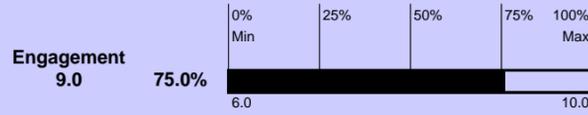
SCHOOL P.S. 080 Thurgood Marshall Magnet (28Q080)  
PRINCIPAL Paulette Glenn

ELEMENTARY

## 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 engagement score is 9.0. This is 75% of the way from the lowest engagement at any school (6.0) to the highest engagement (10.0).

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 2008-09 and 2009-10.

## School Environment

Comprises 15% of the Overall Score

This Year's Score:  
7.2 out of 15

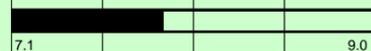
**B**

### Survey Scores (10 points)

Academic Expectations:

7.9

42.1%



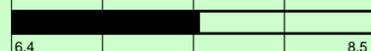
42.9%



Communication:

7.5

52.4%



53.8%



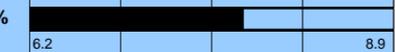
Engagement:

7.8

63.6%



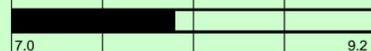
59.3%



Safety and Respect:

8.0

45.5%



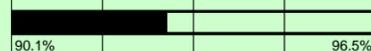
40.9%



### Attendance (5 points)

92.9%

43.8%



40.0%



## Student Performance

Comprises 25% of the Overall Score

This Year's Score:  
4.2 out of 25

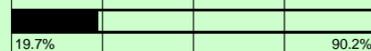
**D**

### English Language Arts

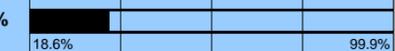
Percentage of Students at Proficiency (Level 3 or 4):

36.8%

24.3%



22.4%

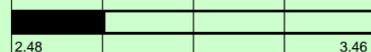


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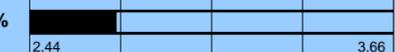
Median Student Proficiency (1.00-4.50):

2.74

26.5%



24.6%



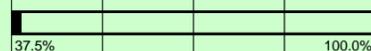
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### Mathematics

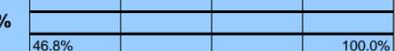
Percentage of Students at Proficiency (Level 3 or 4):

39.9%

3.8%



-13.0%

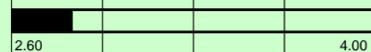


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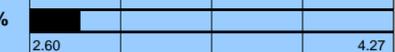
Median Student Proficiency (1.00-4.50):

2.85

17.9%



15.0%



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## Student Progress

Comprises 60% of the Overall Score

This Year's Score:  
18.8 out of 60

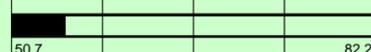
**C**

### English Language Arts

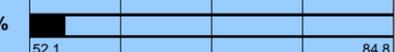
Median Growth Percentile

55.5

15.2%



10.4%

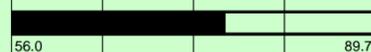


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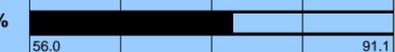
Median Growth Percentile for School's Lowest Third

76.0

59.3%



57.0%



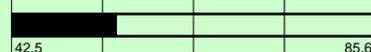
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### Mathematics

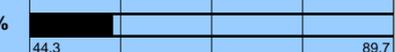
Median Growth Percentile

55.0

29.0%



23.6%

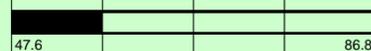


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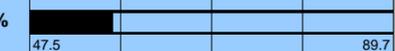
Median Growth Percentile for School's Lowest Third

57.5

25.3%



23.7%



76