

This Progress Report is for:

SCHOOL	M.S. 582 (14K582)
PRINCIPAL	Brian Walsh
ENROLLMENT	306
SCHOOL TYPE	MIDDLE SCHOOL
PEER INDEX	3.17

Progress Report Grade

D

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 37.8
- This score places the School in the 9 percentile of all middle schools Citywide—i.e., 9 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	8.5 out of 15	B
Student Performance	9.6 out of 25	F
Student Progress	18.2 out of 60	D
Additional Credit	1.5 (15 max)	
Overall Score	37.8 out of 100	D

How scores translate to grades:

- Schools receive letter grades based on their overall score
- Schools with an overall score between 29.4–38.9 receive a letter grade of D
- 7% of schools earned a D in 2007-08

Middle School Table – Overall Grades

Grade	Score range	City summary
A	65.9–106	30% of schools
B	49.7–65.8	45% of schools
C	39–49.6	16% of schools
D	29.4–38.9	7% of schools
F	11.1–29.4	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
	9.4%	English Language Learners
	14.0%	Special Education Students
	13.4%	Hispanic Students in the Lowest Third Citywide
+1.5	32.1%	Black Students in the Lowest Third Citywide
-	-	Other Students in the Lowest Third Citywide
		Mathematics
	21.1%	English Language Learners
	14.0%	Special Education Students
	26.7%	Hispanic Students in the Lowest Third Citywide
	23.1%	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 M.S. 582 are:

DBN	School Name	DBN	School Name
09X215	Kappa	20K609	Urban Assembly School for Criminal Justice
31R002	I.S. R002 George L. Egbert	08X131	J.H.S. 131 Albert Einstein
21K096	I.S. 096 Seth Low	13K527	Urban Assembly Institute of Math and Science for Young Wc
21K690	Brooklyn Studio Secondary School	12X316	Kappa III
31R061	I.S. 061 William A Morris	24Q093	I.S. 093 Ridgewood
30Q010	I.S. 010 Horace Greeley	13K103	Satellite Three
22K078	J.H.S. 078 Roy H. Mann	10X237	Marie Curie High School for Nursing Medicine and Allied Hea
02M896	Greenwich Village	28Q072	M.S. Q072 Catherine & Count Basie Middle School
84M335	Leadership Village Academy Charter School	10X045	J.H.S. 045 Thomas C. Giordano
13K266	M.S. K266 - Park Place Community Middle School	17K382	Academy for College Preparation and Career Exploration: A
20K227	J.H.S. 227 Edward B. Shallow	27Q226	J.H.S. 226 Virgil I. Grissom
10X413	Bronx High School for Medical Science	10X324	Bronx Early College Academy for Teaching & Learning
29Q109	Jean Nuzzi Intermediate School	08X282	Young Women's Leadership School Bronx Campus
29Q238	I.S. 238 Susan B Anthony	30Q145	I.S. 145 Joseph Pulitzer
84K355	Williamsburg Collegiate Charter School	84M336	Kipp Infinity Charter School
11X322	Aspire Preparatory School	31R051	I.S. 051 Edwin Markham
11X180	I.S. 180 Daniel Hale Williams	09X327	Comprehensive Model School Project M.S. 327
18K285	I.S. 285 Meyer Levin	19K364	I.S. 364 Gateway
84K608	Kings Collegiate Charter School	08X125	J.H.S. 125 Henry Hudson
05M302	Kappa IV	15K448	Brooklyn Secondary School for Collaborative Studies

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 **M.S. 582**
PRINCIPAL **Brian Walsh**

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:
0.566 x 15 = 8.5

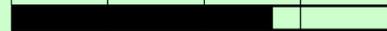
B

Survey Scores (10 points)

Academic Expectations:

7.8

69.0%



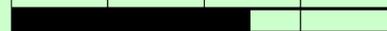
74.1%



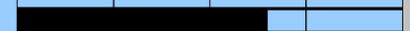
Communication:

6.7

62.1%



65.4%



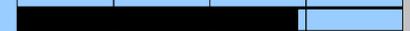
Engagement:

7.1

75.9%



73.3%



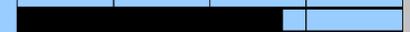
Safety and Respect:

7.5

68.8%



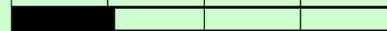
69.7%



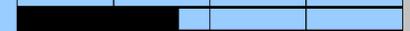
Attendance (5 points)

90.4%

27.3%



42.7%



Student Performance

Comprises 25% of the Overall Score

This Year's Score:
0.382 x 25 = 9.6

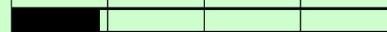
F

English Language Arts

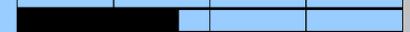
Percentage of Students at Proficiency (Level 3 or 4):

39.1%

23.4%



42.7%

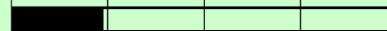


302

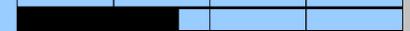
Median Student Proficiency (1.00-4.50):

2.83

24.6%



43.0%



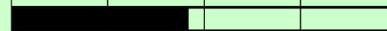
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Mathematics

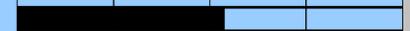
Percentage of Students at Proficiency (Level 3 or 4):

58.7%

46.2%



54.9%



303

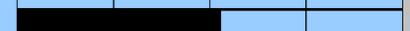
Median Student Proficiency (1.00-4.50):

3.09

44.7%



53.5%



303

Student Progress

Comprises 60% of the Overall Score

This Year's Score:
0.303 x 60 = 18.2

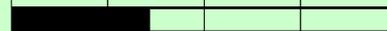
D

English Language Arts

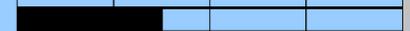
Percentage of Students Making at Least 1 Year of Progress

52.8%

36.6%



38.8%

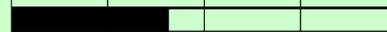


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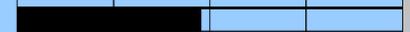
Percentage of Students in School's Lowest 1/3 Students Making at Least 1 Year of Progress

76.8%

41.5%



48.1%

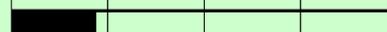


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Average Change in Student Proficiency for Level 1 and Level 2 Students

0.14

22.9%



23.3%

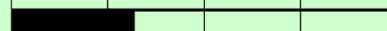


164

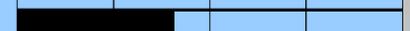
Average Change in Student Proficiency for Level 3 and Level 4 Students

(0.15)

32.1%



41.4%



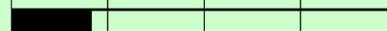
122

Mathematics

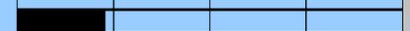
Percentage of Students Making at Least 1 Year of Progress

46.6%

21.5%



23.7%

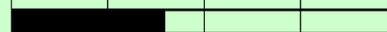


294

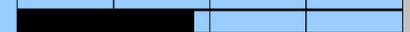
Percentage of Students in School's Lowest 1/3 Students Making at Least 1 Year of Progress

65.4%

40.6%



46.2%

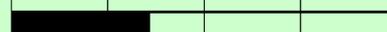


104

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

0.20

36.1%



36.8%

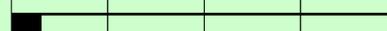


120

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

(0.22)

8.5%



18.4%



174