Department of Education

Progress Report 2007-08

MIDDLE SCHOOL

This Progress Report is for:

SCHOOL	**Middle School of Marketing and Legal Studies (18K598)**
PRINCIPAL	**Jameela Horton-Ball**
ENROLLMENT	**87**
SCHOOL TYPE	**MIDDLE SCHOOL**
PEER INDEX	**2.8**

Category	Calculated Score	Category Grade
School Environment	out of 15	
Student Performance	out of 25	
Student Progress	out of 60	
Additional Credit	(15 max)	
Overall Score	out of 100	

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 did not receive a Quality Review in 2007-08.

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
	-	Special Education Students
	-	Hispanic Students in the Lowest Third Citywide
+1.5	41.7%	Black Students in the Lowest Third Citywide
	-	Other Students in the Lowest Third Citywide
		Mathematics
	-	English Language Learners
	-	Special Education Students
	-	Hispanic Students in the Lowest Third Citywide
	25.0%	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 Middle School of Marketing and Legal Studies are:

DBN	School Name	DBN	School Name
15K462	Secondary School for Law	06M322	Middle School 322
08X337	The School for Inquiry and Social Justice	16K385	School of Business Finance and Entrepreneurship
10X244	The New School for Leadership and Journalism	13K265	Dr. Susan S. McKinney Secondary School of the Arts
09X313	I.S. 313 School of Leadership Development	09X145	J.H.S. 145 Arturo Toscaninni
09X323	Bronx Writing Academy	09X022	J.H.S. 022 Jordan L. Mott
32K291	J.H.S. 291 Roland Hayes	15K136	I.S. 136 Charles O. Dewey
09X232	I.S. 232	16K057	J.H.S. 057 Whitelaw Reid
16K267	M.S. 267 Math Science & Technology	07X343	Academy of Applied Mathematics and Technology
03M044	J.H.S. M044 William J. O'shea	06M349	Harbor Heights
17K246	M.S. 246 Walt Whitman	08X302	M.S. 302 Luisa Dessus Cruz
17K587	Middle School for the Arts	03M415	Wadleigh Secondary School for the Performing & Visual Arts
12X245	New Day Academy	17K002	M.S. 002
10X080	J.H.S. 080 The Mosholu Parkway	06M328	M.S. 328 - Manhattan Middle School for Scientific Inquiry
04M013	J.H.S. 013 Jackie Robinson	09X229	I.S. 229 Roland Patterson
14K586	Lyons Community School	09X339	I.S. 339
13K571	M.S. 571	10X331	The Bronx School of Science Inquiry and Investigation
02M047	47 The American Sign Language and English Dual Lang	17K484	Ronald Edmonds Learning Center II
16K035	M.S. 035 Stephen Decatur	06M319	M.S. 319 - Maria Teresa
18K581	East Flatbush Community Research School	19K166	J.H.S. 166 George Gershwin
07X551	Bronx Academy of Letters	09X219	I.S. 219 New Venture School

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 **Middle School of Marketing and Legal Studies**
PRINCIPAL **Jameela Horton-Ball**

HOW TO INTERPRET THIS CHART

A school is evaluated by asking how far its score in each categroy 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

		0% Min	25%	50%	75%	100% Max
Attendance 90%	**75.0%**	80.0%				100.0%

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

	Your School's Score	Your School Relative to Peer Horizon:	Peer Min	Peer Max	Your School Relative to City Horizon:	City Min	City Max	Number of students
Survey Scores (10 points)								
Academic Expectations:	8.0	**91.7%**	5.8	8.2	**81.5%**	5.8	8.5	
Communication:	7.3	**100.0%**	5.1	7.3	**88.5%**	5.0	7.6	
Engagement:	6.9	**73.1%**	5.0	7.6	**66.7%**	4.9	7.9	
Safety and Respect:	7.5	**88.9%**	5.1	7.8	**69.7%**	5.2	8.5	
Attendance (5 points)	93.1%	**90.9%**	83.1%	94.1%	**63.4%**	84.8%	97.9%	

Student Performance

Comprises 25% of the Overall Score

	Your School's Score	Your School Relative to Peer Horizon:	Peer Min	Peer Max	Your School Relative to City Horizon:	City Min	City Max	Number of students
English Language Arts								
Percentage of Students at Proficiency (Level 3 or 4):	51.8%	**133.4%**	9.5%	41.2%	**57.6%**	2.6%	88.0%	83
Median Student Proficiency (1.00-4.50):	3.04	**102.7%**	2.29	3.02	**61.4%**	2.34	3.48	83
Mathematics								
Percentage of Students at Proficiency (Level 3 or 4):	67.9%	**105.4%**	4.0%	64.6%	**64.9%**	8.5%	100.0%	84
Median Student Proficiency (1.00-4.50):	3.13	**88.5%**	1.97	3.28	**55.6%**	2.09	3.96	84

Student Progress

Comprises 60% of the Overall Score

	Your School's Score	Your School Relative to Peer Horizon:	Peer Min	Peer Max	Your School Relative to City Horizon:	City Min	City Max	Number of students
English Language Arts								
Percentage of Students Making at Least 1 Year of Progress	74.3%	**98.4%**	42.9%	74.8%	**109.5%**	41.0%	71.4%	74
Percentage of Students in School's Lowest 1/3 Students Making at Least 1 Year of Progress	88.5%	**75.1%**	62.0%	97.3%	**84.9%**	61.5%	93.3%	26
Average Change in Student Proficiency for Level 1 and Level 2 Students	0.38	**114.3%**	0.06	0.34	**103.3%**	0.07	0.37	44
Average Change in Student Proficiency for Level 3 and Level 4 Students	0.07	**117.6%**	(0.33)	0.01	**117.2%**	(0.27)	0.02	30
Mathematics								
Percentage of Students Making at Least 1 Year of Progress	61.8%	**60.4%**	32.8%	80.8%	**56.2%**	35.5%	82.3%	76
Percentage of Students in School's Lowest 1/3 Students Making at Least 1 Year of Progress	85.2%	**85.3%**	34.0%	94.0%	**90.0%**	44.5%	89.7%	27
Average Change in Student Proficiency for Level 1 and Level 2 Students	0.40	**74.1%**	0.00	0.54	**71.9%**	(0.01)	0.56	36
Average Change in Student Proficiency for Level 3 and Level 4 Students	(0.13)	**44.3%**	(0.40)	0.21	**36.7%**	(0.31)	0.18	40