

This Progress Report is for:

SCHOOL	I.S. 313 School of Leadership Development (09X313)
PRINCIPAL	Lauren Wilkins
ENROLLMENT	428
SCHOOL TYPE	MIDDLE SCHOOL
PEER INDEX	2.83

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 33.7
- This score places the School in the 5 percentile of all middle schools Citywide—i.e., 5 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	6.7 out of 15	B
Student Performance	10.5 out of 25	D
Student Progress	15.7 out of 60	D
Additional Credit	0.8 (15 max)	
Overall Score	33.7 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: **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 2006-07 performance, this school is: **Restructuring - Year 1**

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		
	11.7%	English Language Learners
	12.2%	Special Education Students
	13.2%	Hispanic Students in the Lowest Third Citywide
	3.4%	Black Students in the Lowest Third Citywide
	-	Other Students in the Lowest Third Citywide
Mathematics		
+0.75	30.7%	English Language Learners
	12.2%	Special Education Students
	31.9%	Hispanic Students in the Lowest Third Citywide
	13.2%	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 I.S. 313 School of Leadership Development are:

DBN	School Name	DBN	School Name
10X399	M.S. 399	09X323	Bronx Writing Academy
14K330	Urban Assembly School for the Urban Environment	32K291	J.H.S. 291 Roland Hayes
06M218	I.S. 218 Salome Urena	09X232	I.S. 232
06M346	Community Health Academy of the Heights	16K267	M.S. 267 Math Science & Technology
12X098	J.H.S. 098 Herman Ridder	03M044	J.H.S. M044 William J. O'shea
13K596	Knowledge and Power Preparatory Academy VII Middle	17K246	M.S. 246 Walt Whitman
14K050	J.H.S. 050 John D. Wells	17K587	Middle School for the Arts
12X190	I.S. 190	12X245	New Day Academy
27Q053	I.S. 053 Brian Piccolo	10X080	J.H.S. 080 The Mosholu Parkway
18K588	Middle School for Art and Philosophy	04M013	J.H.S. 013 Jackie Robinson
10X391	M.S. 391	14K586	Lyons Community School
15K463	Secondary School for Journalism	13K571	M.S. 571
05M469	Choir Academy of Harlem	02M047	47 The American Sign Language and English Dual Language
12X129	P.S. 129 Twin Parks Upper	16K035	M.S. 035 Stephen Decatur
04M045	J.H.S. M045 John S. Roberts	18K581	East Flatbush Community Research School
08X123	J.H.S. 123 James M. Kieran	07X551	Bronx Academy of Letters
10X390	M.S. 390	18K598	Middle School of Marketing and Legal Studies
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

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 I.S. 313 School of Leadership Development
PRINCIPAL Lauren Wilkins

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:
0.446 x 15 = 6.7

B

Survey Scores (10 points)

Academic Expectations:

7.3

66.7%

5.7 8.1

55.6%

5.8 8.5

Communication:

6.4

61.9%

5.1 7.2

53.8%

5.0 7.6

Engagement:

6.6

66.7%

5.0 7.4

56.7%

4.9 7.9

Safety and Respect:

6.5

53.8%

5.1 7.7

39.4%

5.2 8.5

Attendance (5 points)

85.2%

18.7%

83.5% 92.6%

3.1%

84.8% 97.9%

Student Performance

Comprises 25% of the Overall Score

This Year's Score:
0.421 x 25 = 10.5

D

English Language Arts

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

21.1%

34.3%

10.2% 42.0%

21.7%

2.6% 88.0%

394

Median Student Proficiency (1.00-4.50):

2.66

47.6%

2.36 2.99

28.1%

2.34 3.48

394

Mathematics

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

33.4%

49.1%

4.5% 63.4%

27.2%

8.5% 100.0%

404

Median Student Proficiency (1.00-4.50):

2.71

56.7%

1.99 3.26

33.2%

2.09 3.96

404

Student Progress

Comprises 60% of the Overall Score

This Year's Score:
0.261 x 60 = 15.7

D

English Language Arts

Percentage of Students Making at Least 1 Year of Progress

46.6%

15.1%

41.4% 75.9%

18.4%

41.0% 71.4%

362

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

69.3%

15.8%

64.3% 96.0%

24.5%

61.5% 93.3%

114

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

0.06

3.6%

0.05 0.33

-3.3%

0.07 0.37

266

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

(0.19)

39.4%

(0.32) 0.01

27.6%

(0.27) 0.02

96

Mathematics

Percentage of Students Making at Least 1 Year of Progress

50.0%

38.2%

32.2% 78.8%

31.0%

35.5% 82.3%

379

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

59.0%

41.6%

36.6% 90.5%

32.1%

44.5% 89.7%

122

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

0.19

40.0%

(0.03) 0.52

35.1%

(0.01) 0.56

259

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

(0.17)

41.1%

(0.40) 0.16

28.6%

(0.31) 0.18

120