

This Progress Report is for:

| | |
|-------------|---|
| SCHOOL | Khalil Gibran International Academy (13K592) |
| PRINCIPAL | HOLLY ANNE REICHERT |
| ENROLLMENT | 51 |
| SCHOOL TYPE | MIDDLE |
| PEER INDEX | 3.01 |

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 74.1
- This score places the School in the 35 percentile of all Middle schools Citywide—i.e., 35 percent of those schools scored lower than this school

| Category | Calculated Score | Category Grade |
|----------------------------|------------------|----------------|
| School Environment | 9.0 out of 15 | B |
| Student Performance | 16.5 out of 25 | B |
| Student Progress | 48.6 out of 60 | A |
| Additional Credit | 0.0 (15 max) | |
| Overall Score | 74.1 out of 100 | A |

Quality Review Score

This school's 2008-09 Quality Review score is: **Underdeveloped with Proficient Features**
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: **Pending**
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.

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.

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 |
| - | | Special Education Students |
| - | | Hispanic Students in the Lowest Third Citywide |
| - | | 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 Khalil Gibran International Academy are:

| DBN | School Name | DBN | School Name |
|--------|--|--------|--|
| 08X375 | The Bronx Mathematics Preparatory School | 20K062 | J.H.S. 062 Ditmas |
| 03M250 | M.S. 250 West Side Collaborative Middle School | 11X287 | The Forward School |
| 31R049 | I.S. 49 Berta A. Dreyfus | 32K296 | J.H.S. 296 The Halsey |
| 11X272 | Globe School for Environmental Research | 14K126 | John Ericsson Middle School 126 |
| 28Q008 | J.H.S. 008 Richard S. Grossley | 05M195 | I.S. 195 Roberto Clemente |
| 15K429 | Brooklyn School for Global Studies | 11X144 | J.H.S. 144 Michelangelo |
| 06M052 | J.H.S. 052 Inwood | 01M301 | Technology Arts and Sciences Studio |
| 07X162 | J.H.S. 162 Lola Rodriguez De Tio | 01M450 | East Side Community High School |
| 06M293 | City College Academy of the Arts | 17K531 | School for Human Rights The |
| 24Q061 | I.S. 061 Leonardo Da Vinci | 04M635 | Academy of Environmental Science Secondary High School |
| 19K292 | J.H.S. 292 Margaret S. Douglas | 01M292 | Henry Street School for International Studies |
| 07X223 | M.S. 223 The Laboratory School of Finance and Technolo | 32K349 | I.S. 349 Math Science & Tech. |
| 08X371 | Urban Institute of Mathematics | 06M348 | Washington Heights Expeditionary Learning School |
| 84M350 | Democracy Prep Charter School | 29Q192 | I.S. 192 The Linden |
| 13K313 | Satellite West Middle School | 15K464 | Secondary School for Research |
| 03M258 | M.S. 258 Community Action School | 12X269 | Bronx Studio School for Writers and Artists |
| 19K302 | J.H.S. 302 Rafael Cordero | 10X308 | Bronx Dance Academy School |
| 29Q231 | I.S. 231 Magnetech 2000 | 19K218 | J.H.S. 218 James P. Sinnott |
| 15K497 | School for International Studies | 30Q235 | Academy for New Americans |
| 32K162 | J.H.S. 162 The Willoughby | 14K071 | Juan Morel Campos Secondary 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: **Khalil Gibran International Academy**
 PRINCIPAL: **HOLLY ANNE REICHERT**

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: **9 out of 15**

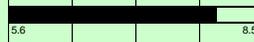
B

Survey Scores (10 points)

Academic Expectations:

8.0

82.8%



81.5%

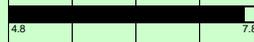


Number of students

Communication:

7.6

93.3%



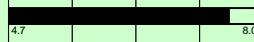
100.0%



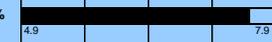
Engagement:

7.6

87.9%



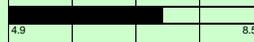
90.0%



Safety and Respect:

7.1

61.1%



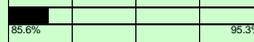
57.6%



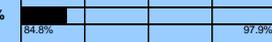
Attendance (5 points)

87.2%

16.5%



18.3%



Student Performance

Comprises 25% of the Overall Score

This Year's Score: **16.5 out of 25**

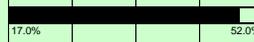
B

English Language Arts

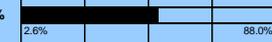
Percentage of Students at Proficiency (Level 3 or 4):

49.0%

91.4%



54.3%

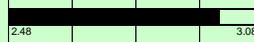


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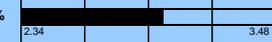
Median Student Proficiency (1.00-4.50):

2.98

83.3%



56.1%



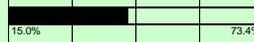
49

Mathematics

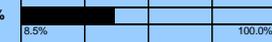
Percentage of Students at Proficiency (Level 3 or 4):

42.9%

47.8%



37.6%

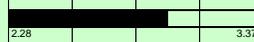


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Median Student Proficiency (1.00-4.50):

2.97

63.3%



47.1%



49

Student Progress

Comprises 60% of the Overall Score

This Year's Score: **48.6 out of 60**

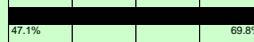
A

English Language Arts

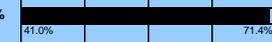
Percentage of Students Making at Least 1 Year of Progress

70.8%

104.4%



98.0%

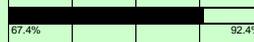


74

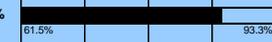
Percentage of Students in School's Lowest 1/3 Students Making at Least 1 Year of Progress

86.7%

77.2%



79.2%

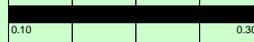


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Average Change in Student Proficiency for Level 1 and Level 2 Students

0.39

145.0%



106.7%

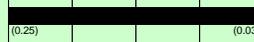


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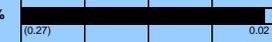
Average Change in Student Proficiency for Level 3 and Level 4 Students

0.01

118.2%



96.6%



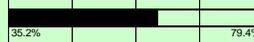
35

Mathematics

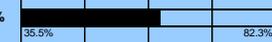
Percentage of Students Making at Least 1 Year of Progress

61.3%

59.0%



55.1%

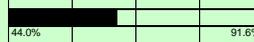


75

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

64.7%

43.5%



44.7%

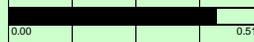


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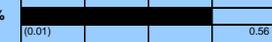
Average Change in Student Proficiency for Level 1 and Level 2 Students

0.42

82.4%



75.4%

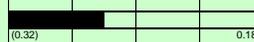


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Average Change in Student Proficiency for Level 3 and Level 4 Students

(0.13)

38.0%



36.7%

