Department of Education

Progress Report
2008-09

MIDDLE

This Progress Report is for:

SCHOOL	**M.S. 321 - Minerva (06M321)**
PRINCIPAL	**Pamela Russell-Glover**
ENROLLMENT	**303**
SCHOOL TYPE	**MIDDLE**
PEER INDEX	**N/A**

Category	Calculated Score	Category Grade
School Environment	out of 15 (0–15)	
Student Performance	out of 25 (0–25)	
Student Progress	out of 60 (0–60)	
Additional Credit	(15 max)	
Overall Score	out of 100 (0–100)	

Middle School Table – Overall Grades

Grade	Score range	City summary
A	68.0-100	77.6% of schools
B	54-67.9	18.5% of schools
C	43.0-53.9	3.0% of schools
D	33.0-42.9	0.9% of schools
F	0-32.9	0% 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 2008-09 performance, this school is:
Improvement (year 1) - Basic
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).

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
	19.1%	English Language Learners
	24.3%	Special Education Students
	21.2%	Hispanic Students in the Lowest Third Citywide
+1.5	29.4%	Black Students in the Lowest Third Citywide
	-	Other Students in the Lowest Third Citywide
		Mathematics
+1.5	40.0%	English Language Learners
+0.75	35.1%	Special Education Students
+0.75	41.8%	Hispanic Students in the Lowest Third Citywide
	26.1%	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.

This school does not have a peer group because it is phasing out.

DBN	School Name	DBN	School Name

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.

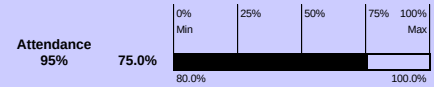
Results by Category

SCHOOL **M.S. 321 - Minerva**
PRINCIPAL **Pamela Russell-Glover**

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

	Your School's Score	Your School Relative to Peer Horizon: (0% Peer Min – 25% – 50% – 75% – 100% Peer Max)	Your School Relative to City Horizon: (0% City Min – 25% – 50% – 75% – 100% City Max)	Number of students
Survey Scores (10 points)				
Academic Expectations:	8.5		**100.0%** (5.8 – 8.5)	
Communication:	7.6		**100.0%** (5.0 – 7.6)	
Engagement:	8.0		**103.3%** (4.9 – 7.9)	
Safety and Respect:	7.9		**81.8%** (5.2 – 8.5)	
Attendance (5 points)	92.4%		**58.0%** (84.8% – 97.9%)	

Student Performance

Comprises 25% of the Overall Score

	Your School's Score	Your School Relative to Peer Horizon: (0% Peer Min – 25% – 50% – 75% – 100% Peer Max)	Your School Relative to City Horizon: (0% City Min – 25% – 50% – 75% – 100% City Max)	Number of students
English Language Arts				
Percentage of Students at Proficiency (Level 3 or 4):	44.6%		**49.2%** (2.6% – 88.0%)	269
Median Student Proficiency (1.00-4.50):	2.90		**49.1%** (2.34 – 3.48)	269
Mathematics				
Percentage of Students at Proficiency (Level 3 or 4):	51.8%		**47.3%** (8.5% – 100.0%)	284
Median Student Proficiency (1.00-4.50):	3.02		**49.7%** (2.09 – 3.96)	284

Student Progress

Comprises 60% of the Overall Score

	Your School's Score	Your School Relative to Peer Horizon: (0% Peer Min – 25% – 50% – 75% – 100% Peer Max)	Your School Relative to City Horizon: (0% City Min – 25% – 50% – 75% – 100% City Max)	Number of students
English Language Arts				
Percentage of Students Making at Least 1 Year of Progress	72.8%		**104.6%** (41.0% – 71.4%)	245
Percentage of Students in School's Lowest 1/3 Students Making at Least 1 Year of Progress	86.6%		**78.9%** (61.5% – 93.3%)	82
Average Change in Student Proficiency for Level 1 and Level 2 Students	0.24		**56.7%** (0.07 – 0.37)	157
Average Change in Student Proficiency for Level 3 and Level 4 Students	(0.01)		**89.7%** (0.27) – 0.02)	88
Mathematics				
Percentage of Students Making at Least 1 Year of Progress	63.4%		**59.6%** (35.5% – 82.3%)	258
Percentage of Students in School's Lowest 1/3 Students Making at Least 1 Year of Progress	69.1%		**54.4%** (44.5% – 89.7%)	81
Average Change in Student Proficiency for Level 1 and Level 2 Students	0.39		**70.2%** (0.01) – 0.56)	147
Average Change in Student Proficiency for Level 3 and Level 4 Students	(0.05)		**53.1%** (0.31) – 0.18)	111