



This Progress Report is for:

Table with school information: SCHOOL M.S. 391 (10X391), PRINCIPAL Pedro Santana, ENROLLMENT 755, SCHOOL TYPE MIDDLE SCHOOL, PEER INDEX 2.86

Progress Report Grade

C

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 43.7
This score places the School in the 16 percentile of all middle schools Citywide...
This school did not meet its improvement target from last year

Table with 3 columns: Category, Calculated Score, Category Grade. Rows include School Environment (8.3/15, B), Student Performance (11.8/25, D), Student Progress (22.8/60, C), Additional Credit (0.8/15 max), Overall Score (43.7/100, C)

How scores translate to grades:

- Schools receive letter grades based on their overall score
Schools with an overall score between 39-49.6 receive a letter grade of C
16% of schools earned a C in 2007-08

Middle School Table - Overall Grades

Table with 3 columns: Grade, Score range, City summary. Rows A-F with corresponding score ranges and percentages.

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...

This component can only improve a school's Progress Report grade. It cannot lower a school's grade.

Table with 3 columns: Credit, Exemplary Proficiency Gains, Student Group. Rows for English Language Arts and Mathematics with various student groups and gain percentages.

(-) 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. 391 are:

Table with 4 columns: DBN, School Name, DBN, School Name. Lists 40 peer schools for M.S. 391.

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. 391**  
PRINCIPAL **Pedro Santana**

## 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:  
**0.553 x 15 = 8.3**

**B**

### Survey Scores (10 points)

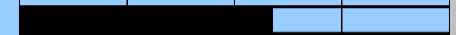
Academic Expectations:

7.4

72.7%



59.3%

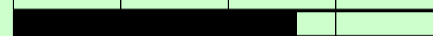


Number of students

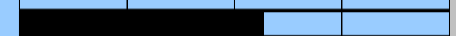
Communication:

6.5

66.7%



57.7%



Engagement:

6.6

66.7%



56.7%



Safety and Respect:

6.9

70.8%



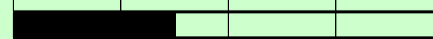
51.5%



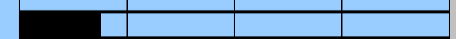
### Attendance (5 points)

87.4%

38.5%



19.8%



## Student Performance

Comprises 25% of the Overall Score

This Year's Score:  
**0.473 x 25 = 11.8**

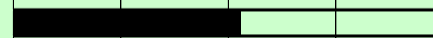
**D**

### English Language Arts

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

28.4%

53.8%



30.2%

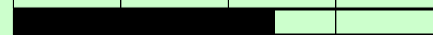


708

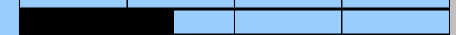
Median Student Proficiency (1.00-4.50):

2.76

61.4%



36.8%



708

### Mathematics

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

33.4%

46.6%



27.2%

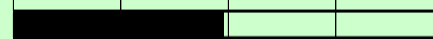


719

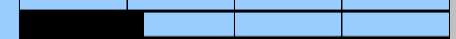
Median Student Proficiency (1.00-4.50):

2.65

49.2%



29.9%



719

## Student Progress

Comprises 60% of the Overall Score

This Year's Score:  
**0.38 x 60 = 22.8**

**C**

### English Language Arts

Percentage of Students Making at Least 1 Year of Progress

61.7%

61.2%



68.1%

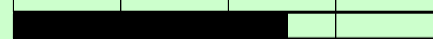


633

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

84.1%

64.2%



71.1%

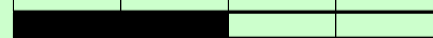


195

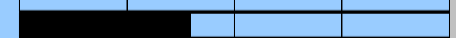
Average Change in Student Proficiency for Level 1 and Level 2 Students

0.19

50.0%



40.0%



452

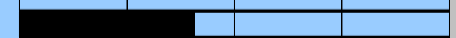
Average Change in Student Proficiency for Level 3 and Level 4 Students

(0.15)

51.9%



41.4%



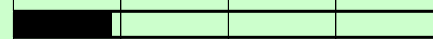
181

### Mathematics

Percentage of Students Making at Least 1 Year of Progress

45.0%

23.2%



20.3%

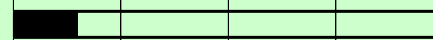


660

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

50.0%

15.6%



12.2%

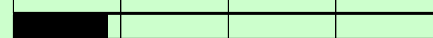


202

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

0.12

22.2%



22.8%

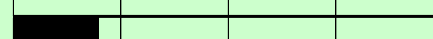


401

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

(0.25)

20.8%



12.2%



259