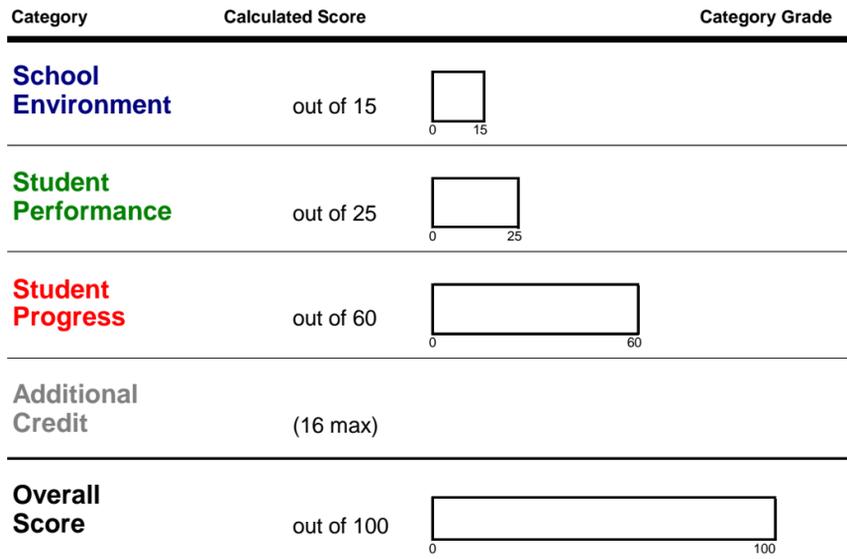




This Progress Report is for:

Table with school information: SCHOOL (East-West School of International Studies), PRINCIPAL (Ben Sherman), ENROLLMENT (168), SCHOOL TYPE (HIGH SCHOOL), PEER INDEX (2.71)



High School Table – Overall Grades

Table with 3 columns: Grade, Score range, City summary. Rows for A, B, C, D, F.

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...

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

evaluates a high school's success in graduating students.

Student Progress

evaluates annual student advancement toward graduation through credit accumulation and passed Regents. In the weighted Regents pass rate measures, schools receive more points if they are able to help high need students pass the exams.

Closing the Achievement Gap

gives schools additional credit for moving high-need students toward graduation.

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: Well Developed

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: 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 earning 11 or more credits in their first, second, or third years of high school.

Schools can also earn additional credit based on their percentage of students in the lowest third Citywide earning a 75 or higher for the first time on an ELA or Math Regents or graduating with a Regents Diploma.

Schools earn additional credit if the percentage of students, in any of these categories, 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.

Table with 3 columns: Credit, Exemplary Proficiency Gains, Additional Credit Category. Rows for Credit Accumulation and Lowest Third Citywide Regents.

(-) 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.

For High Schools, peer schools are determined based on three factors: 1) the average ELA and Math proficiency levels of the school's students before they entered High School, 2) the percentage of special education students, and 3) the percentage of students who enter high school 2 or more years overage.

The peer schools for East-West School of International Studies, ranked in order from highest to lowest peer index, are:

Table with 4 columns: DBN, School Name, DBN, School Name. Lists peer schools for East-West School of International Studies.

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.

# Results by Category

SCHOOL East-West School of International Studies  
PRINCIPAL Ben Sherman

## 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:	Your School's Score	Your School Relative to Peer Horizon:					Your School Relative to City Horizon:					Number of students
		0% Peer Min	25%	50%	75%	100% Peer Max	0% City Min	25%	50%	75%	100% City Max	
<b>Survey Scores (10 points)</b>												
Academic Expectations	6.8	40.0%					42.3%					
Communication	6.0	42.9%					46.2%					
Engagement	6.1	46.4%					48.3%					
Safety and Respect	7.2	58.3%					64.5%					
<b>Attendance (5 points)</b>	92.4%	75.0%					79.8%					

## Student Performance

Comprises 25% of the Overall Score

This Year's Score:	Your School's Score	Your School Relative to Peer Horizon:					Your School Relative to City Horizon:					Number of students
		0% Peer Min	25%	50%	75%	100% Peer Max	0% City Min	25%	50%	75%	100% City Max	
<b>Four Year</b>												
Graduation Rate												0
Weighted Diploma Rate												0
<b>Six Year</b>												
Graduation Rate												0
Weighted Diploma Rate												0

## Student Progress

Comprises 60% of the Overall Score

This Year's Score:	Your School's Score	Your School Relative to Peer Horizon:					Your School Relative to City Horizon:					Number of students
		0% Peer Min	25%	50%	75%	100% Peer Max	0% City Min	25%	50%	75%	100% City Max	
<b>Credit Accumulation</b>												
Percentage of Students Earning 10+ Credits in 1st Year	87.6%	79.7%					81.0%					86
Percentage of Students in School's Lowest Third Earning 10+ Credits in 1st Year	73.1%	68.2%					70.0%					26
Percentage of Students Earning 10+ Credits in 2nd Year	86.1%	76.8%					78.6%					79
Percentage of Students in School's Lowest Third Earning 10+ Credits in 2nd Year	84.2%	80.2%					84.8%					19
Percentage of Students Earning 10+ Credits in 3rd Year												2
Percentage of Students in School's Lowest Third Earning 10+ Credits in 3rd Year												1
<b>Average Completion Rate for Remaining Regents</b>	48.8%	72.0%					78.2%					82
<b>Weighted Regents Pass Rates</b>												
English												0
Mathematics	1.30	74.1%					74.8%					113
Science	1.45	70.8%					78.0%					119
United States History												0
Global History	1.40	101.0%					97.7%					48