

This Progress Report is for:

| | |
|-------------|---|
| SCHOOL | International Arts Business School (17K544) |
| PRINCIPAL | Ms. Sheila Hanley |
| ENROLLMENT | 476 |
| SCHOOL TYPE | HIGH SCHOOL |
| PEER INDEX | 2.27 |

Progress Report Grade

C

What does this grade mean?

Schools are assigned letter grades based on their overall Progress Report score. Monetary bonuses may be given to principals and teachers at high-scoring schools. Schools that get Ds and Fs, or 3 Cs in a row are considered for more intensive support or intervention.

How did this school perform?

- This school's overall score for 2009-10 is 47.7
- This school did better than 11% of all high schools citywide.

| Category | Calculated Score | Category Grade |
|----------------------------|------------------|----------------|
| School Environment | 7.1 out of 15 | C |
| Student Performance | 15.3 out of 25 | B |
| Student Progress | 25.3 out of 60 | D |
| Additional Credit | 0.0 (15 max) | |
| Overall Score | 47.7 out of 100 | C |

How scores translate to grades:

- Schools receive letter grades based on their overall score
- Schools with an overall score between 47.0 - 57.9 receive a letter grade of C
- 20.8% of high schools earned a C in 2009-10

High School Table – Overall Grades

| Grade | Score range | City summary |
|-------|----------------|-----------------------|
| A | 70.0 or higher | 40.2% of high schools |
| B | 58.0 - 69.9 | 29.3% of high schools |
| C | 47.0 - 57.9 | 20.8% of high schools |
| D | 40.0 - 46.9 | 6.9% of high schools |
| F | 39.9 or lower | 2.7% of high 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

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 helping high-need students graduate college-ready.

The second page provides specific information about how the school performed in each of these areas.

Quality Review Score

This school's most recent Quality Review score is:
Proficient (2009-10)

To see this school's Quality Review report, please visit <http://schools.nyc.gov/SchoolPortals/17/K544/AboutUs/Statistics/default.htm>

State Accountability Status

Based on its performance, this school is:
In Good Standing (2009-10)

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 achieve exemplary outcomes. In high school, our ultimate goal is for all students to graduate ready for college. Accordingly, schools can earn additional credit based on the weighted diploma rate of high needs students, which gives higher weight to students with more college-ready diplomas such as Regents and Advanced Regents.

Schools can also earn additional credit based on the percentage of students, in the lowest third citywide who score a 75 or higher on the English Regents or on a Math Regents. Students with these scores are more likely to be able to attend a four-year University without the need for remedial classes.

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

| Credit | Exemplary Outcomes | Additional Credit Category |
|-------------------------------------|--------------------|---|
| Weighted 4-Year Diploma Rate | | |
| - | | English Language Learners |
| 26.7% | | SETSS / CTT / Self-Contained Students |
| 60.8% | | Students in the Lowest Third Citywide |
| Lowest Third Citywide | | |
| 11.1% | | Scored 75 or higher on the ELA Regents |
| 1.4% | | Scored 75 or higher on the Math Regents |

(-) indicates less than the minimum number of 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 High Schools, peer schools are determined based on four 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, 3) the percentage of self-contained special education students, and 4) the percentage of students who enter high school 2 or more years overage. A lower peer index indicates a higher need population.

The peer schools for International Arts Business School are:

| DBN | School Name | DBN | School Name |
|--------|--|--------|--|
| 02M542 | Manhattan Bridges High School | 19K510 | World Academy for Total Community Health High School |
| 27Q480 | John Adams High School | 21K572 | Expeditionary Learning School for Community Leaders |
| 15K497 | School for International Studies | 28Q470 | Jamaica High School |
| 11X418 | Bronx High School for the Visual Arts | 06M463 | High School for Media and Communications |
| 29Q494 | Law, Government and Community Service High Sch | 18K567 | Brooklyn Theatre Arts High School |
| 14K586 | Lyons Community School | 11X253 | Bronx High School for Writing and Communication Arts |
| 14K454 | Green School: An Academy for Environmental Care | 10X213 | Bronx Engineering and Technology Academy |
| 06M552 | Gregorio Luperon High School for Science and Mat | 17K533 | School for Democracy and Leadership |
| 09X231 | Eagle Academy for Young Men | 02M655 | Life Sciences Secondary School |
| 20K505 | Franklin Delano Roosevelt High School | 13K605 | George Westinghouse Career and Technical Education Hig |
| 06M346 | Community Health Academy of the Heights | 23K493 | Brooklyn Collegiate: A College Board School |
| 18K589 | Arts & Media Preparatory Academy | 13K350 | Urban Assembly High School of Music and Art at Water's E |
| 02M449 | Vanguard High School | 01M448 | University Neighborhood High School |
| 17K528 | High School for Global Citizenship, The | 15K429 | Brooklyn School for Global Studies |
| 15K464 | Secondary School for Research | 03M403 | THE GLOBAL LEARNING COLLABORATIVE |
| 02M296 | High School of Hospitality Management | 02M625 | High School of Graphic Communication Arts |
| 03M860 | Frederick Douglass Academy II Secondary School | 02M419 | Landmark High School |
| 06M468 | High School for Health Careers and Sciences | 18K569 | Kurt Hahn Expeditionary Learning School |
| 02M294 | Essex Street Academy | 08X293 | Renaissance High School for Musical Theater & Technology |
| 18K629 | Cultural Academy for the Arts and Sciences | 16K688 | The Brooklyn Academy of Global Finance |

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/Tools/Report/Default.htm> or send us an email at pr_support@schools.nyc.gov.

Results by Category

SCHOOL International Arts Business School (17K544)
PRINCIPAL Ms. Sheila Hanley

HIGH SCHOOL

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 engagement score is 9.0. This is 75% of the way from the lowest engagement at any school (6.0) to the highest engagement (10.0).

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 2006-07, 2007-08 and 2008-09.

School Environment

Comprises 15% of the Overall Score

This Year's Score:
7.1 out of 15

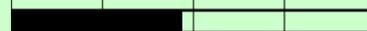
C

Survey Scores (10 points)

Academic Expectations

7.0

47.8%



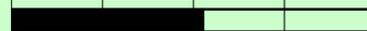
42.3%



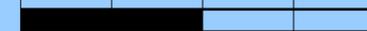
Communication

6.3

53.8%



50.0%



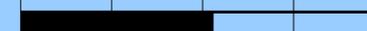
Engagement

6.5

55.6%



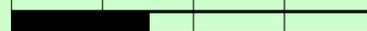
53.3%



Safety and Respect

6.5

38.5%



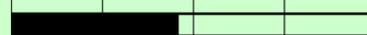
35.5%



Attendance (5 points)

83.5%

47.0%



41.5%



Student Performance

Comprises 25% of the Overall Score

This Year's Score:
15.3 out of 25

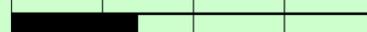
B

Four Year

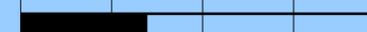
Graduation Rate

57.4%

35.3%



35.6%

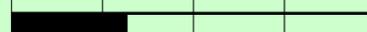


108

Weighted Diploma Rate

96.3%

32.5%



30.7%



108

Six Year

Graduation Rate

87.8%

97.0%



79.4%

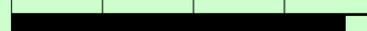


82

Weighted Diploma Rate

149.4%

92.5%



58.6%



82

Student Progress

Comprises 60% of the Overall Score

This Year's Score:
25.3 out of 60

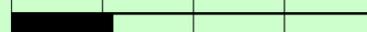
D

Credit Accumulation

Percentage of Students Earning 10+ Credits in 1st Year

61.7%

28.0%



32.5%

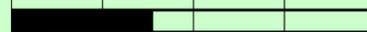


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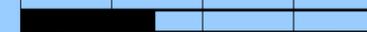
Percentage of Students in School's Lowest Third Earning 10+ Credits in 1st Year

48.8%

39.1%



37.6%

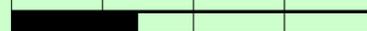


41

Percentage of Students Earning 10+ Credits in 2nd Year

60.0%

35.7%



32.5%



113

Percentage of Students in School's Lowest Third Earning 10+ Credits in 2nd Year

51.6%

52.2%



42.9%

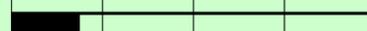


31

Percentage of Students Earning 10+ Credits in 3rd Year

53.2%

19.2%



20.0%

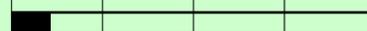


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Percentage of Students in School's Lowest Third Earning 10+ Credits in 3rd Year

26.5%

11.4%



12.9%

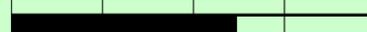


34

Average Completion Rate for Remaining Regents

32.5%

62.4%



46.0%



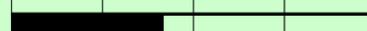
351

Weighted Regents Pass Rates

English

0.86

42.2%



40.9%

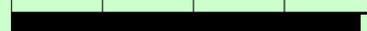


137

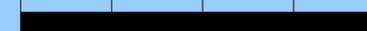
Mathematics

1.94

96.6%



98.8%

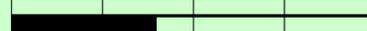


195

Science

0.94

40.0%



37.2%



104

United States History

0.84

45.3%



41.9%

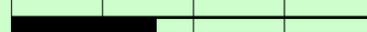


116

Global History

0.72

40.7%



38.4%



167