Department of Education

Progress Report 2009-10

HIGH SCHOOL

This Progress Report is for:

SCHOOL	**The Michael J. Petrides School (31R080)**
PRINCIPAL	**JOANNE BUCKHEIT**
ENROLLMENT	**527**
SCHOOL TYPE	**HIGH SCHOOL**
PEER INDEX	**2.66**

Progress Report Grade

A

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 87.6
- This school did better than 93% of all high schools citywide.

Category	Calculated Score	Category Grade
School Environment	**11.1** out of 15	A
Student Performance	**23.6** out of 25	A
Student Progress	**46.9** out of 60	A
Additional Credit	**6.0** (15 max)	
Overall Score	**87.6** out of 100	A

How scores translate to grades:

- Schools receive letter grades based on their overall score
- Schools with an overall score of 70.0 or higher receive a letter grade of A
- 40.2% of high schools earned an A 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:
Well Developed (2009-10)

To see this school's Quality Review report, please visit
http://schools.nyc.gov/SchoolPortals/31/R080/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
+1.5	175.0%	SETSS / CTT / Self-Contained Students
+1.5	145.8%	Students in the Lowest Third Citywide
		Lowest Third Citywide
+3	46.2%	Scored 75 or higher on the ELA Regents
	3.2%	Scored 75 or higher on the Math Regents

(-) indicates less than 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 The Michael J. Petrides School are:

DBN	School Name	DBN	School Name
28Q310	Queens Collegiate: A College Board School	08X282	Women's Academy of Excellence
10X374	Knowledge and Power Preparatory Academy Interna	21K540	John Dewey High School
13K483	Urban Assembly School for Law and Justice, The	24Q560	Robert F. Wagner, Jr. Secondary School for Arts and Techn
21K525	Edward R. Murrow High School	84K694	Believe Southside Charter High School
84M284	Harlem Children's Zone/Promise Academy Charter	84K693	Believe Northside Charter High School
10X442	Celia Cruz Bronx High School of Music, The	02M399	THE HIGH SCHOOL FOR LANGUAGE AND DIPLOMACY
02M392	MANHATTAN BUSINESS ACADEMY	24Q293	Civic Leadership Academy
02M600	The High School of Fashion Industries	14K561	Williamsburg Preparatory School
07X495	University Heights Secondary School at Bronx Com	24Q530	International High School at LaGuardia Community College
22K425	James Madison High School	11X542	Pelham Preparatory Academy
84X393	Green Dot NY Charter School	27Q308	Robert H. Goddard High School of Communication Arts and
25Q670	Robert F. Kennedy Community High School	29Q492	Mathematics, Science Research and Technology Magnet Hi
10X477	Marble Hill High School for International Studies	84K473	Williamsburg Charter High School
30Q301	Academy for Careers in Television and Film	29Q272	George Washington Carver High School for the Sciences
10X368	In-Tech Academy (M.S. / High School 368)	20K490	Fort Hamilton High School
02M407	Institute for Collaborative Education	08X269	Bronx Studio School for Writers and Artists
13K527	Urban Assembly Institute of Math and Science for Y	28Q690	High School for Law Enforcement and Public Safety
84X347	International Leadership Charter School	13K674	CITY POLYTECHNIC HIGH SCHOOL OF ENGINEERING,
27Q309	Academy of Medical Technology: A College Board S	24Q600	Queens Vocational and Technical High School
05M670	Thurgood Marshall Academy for Learning and Socia	11X249	Bronx Health Sciences High 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/Tools/Report/Default.htm or send us an email at pr_support@schools.nyc.gov.

Results by Category

SCHOOL **The Michael J. Petrides School (31R080)**
PRINCIPAL **JOANNE BUCKHEIT**

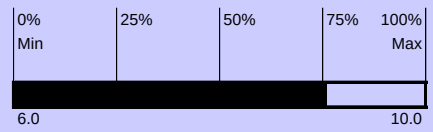
HIGH SCHOOL

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

Engagement 9.0 **75.0%**



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: **11.1 out of 15**

A

	Your School's Score	Your School Relative to Peer Horizon:	Peer Min	Peer Max	Your School Relative to City Horizon:	City Min	City Max	Number of students
Survey Scores (10 points)								
Academic Expectations	7.9	68.2%	6.4	8.6	76.9%	5.9	8.5	
Communication	7.1	69.2%	5.3	7.9	78.6%	4.9	7.7	
Engagement	7.7	85.7%	5.3	8.1	93.3%	4.9	7.9	
Safety and Respect	7.6	60.0%	6.1	8.6	71.0%	5.4	8.5	
Attendance (5 points)	92.0%	75.8%	84.5%	94.4%	75.8%	73.2%	98.0%	

Student Performance

Comprises 25% of the Overall Score

This Year's Score: **23.6 out of 25**

A

	Your School's Score	Your School Relative to Peer Horizon:	Peer Min	Peer Max	Your School Relative to City Horizon:	City Min	City Max	Number of students
Four Year								
Graduation Rate	90.3%	84.7%	50.5%	97.5%	85.3%	33.8%	100.0%	113
Weighted Diploma Rate	214.2%	100.3%	78.7%	213.8%	89.4%	34.6%	235.4%	113
Six Year								
Graduation Rate	96.2%	91.2%	56.7%	100.0%	93.6%	40.7%	100.0%	105
Weighted Diploma Rate	219.5%	104.9%	80.8%	213.0%	95.8%	38.9%	227.5%	105

Student Progress

Comprises 60% of the Overall Score

This Year's Score: **46.9 out of 60**

A

	Your School's Score	Your School Relative to Peer Horizon:	Peer Min	Peer Max	Your School Relative to City Horizon:	City Min	City Max	Number of students
Credit Accumulation								
Percentage of Students Earning 10+ Credits in 1st Year	92.1%	84.7%	48.3%	100.0%	86.1%	43.3%	100.0%	140
Percentage of Students in School's Lowest Third Earning 10+ Credits in 1st Year	76.2%	70.5%	19.3%	100.0%	71.0%	17.9%	100.0%	42
Percentage of Students Earning 10+ Credits in 2nd Year	95.4%	91.2%	47.8%	100.0%	92.2%	40.7%	100.0%	131
Percentage of Students in School's Lowest Third Earning 10+ Credits in 2nd Year	87.8%	84.7%	20.4%	100.0%	87.1%	16.4%	98.4%	41
Percentage of Students Earning 10+ Credits in 3rd Year	94.0%	95.4%	54.3%	95.9%	89.9%	41.5%	99.9%	116
Percentage of Students in School's Lowest Third Earning 10+ Credits in 3rd Year	84.4%	84.1%	23.1%	96.0%	83.7%	16.0%	97.7%	32
Average Completion Rate for Remaining Regents	61.0%	110.3%	22.5%	57.4%	93.5%	4.9%	64.9%	362
Weighted Regents Pass Rates								
English	1.06	53.5%	0.68	1.39	63.6%	0.50	1.38	140
Mathematics	2.04	115.7%	0.64	1.85	104.8%	0.29	1.96	235
Science	1.22	50.0%	0.66	1.78	56.6%	0.40	1.85	245
United States History	0.94	46.5%	0.47	1.48	51.4%	0.40	1.45	73
Global History	0.98	52.8%	0.41	1.49	57.2%	0.19	1.57	136