



This Progress Report is for:

Table with school details: SCHOOL (Urban Assembly Institute of Math and Science for Young Women), PRINCIPAL (Kelly DeMonaco and Kiri Soares), ENROLLMENT (72), SCHOOL TYPE (HIGH SCHOOL), PEER INDEX (2.67)

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.

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 helping high-need students graduate college-ready.

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

Table with 3 columns: Category, Calculated Score, Category Grade. Rows include School Environment, Student Performance, Student Progress, Additional Credit, and Overall Score.

High School Table - Overall Grades

Table with 3 columns: Grade, Score range, City summary. Rows A through F.

Quality Review Score

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

State Accountability Status

This school does not have a State accountability status.

To see this school's Quality Review report, please visit http://schools.nyc.gov/SchoolPortals/13/K527/AboutUs/Statistics/default.htm

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.

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.

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

Table with 3 columns: Credit, Exemplary Outcomes, Additional Credit Category. Rows include Weighted 4-Year Diploma Rate and Lowest Third Citywide.

(-) 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.

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.

The peer schools for Urban Assembly Institute of Math and Science for Young Women are:

Table with 4 columns: DBN, School Name, DBN, School Name. Lists various peer schools and their identifiers.

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

Urban Assembly Institute of Math and Science for Young Women (13K527)
 SCHOOL Women (13K527)
 PRINCIPAL Kelly DeMonaco and Kiri Soares

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:	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% Peer Max	0% City Min	25%	50%	75% City Max	
Survey Scores (10 points)										
Academic Expectations	8.3	86.4%				92.3%				
Communication	7.4	80.8%				89.3%				
Engagement	7.8	92.6%				96.7%				
Safety and Respect	7.9	72.0%				80.6%				
Attendance (5 points)	92.3%	79.1%				77.0%				

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% Peer Max	0% City Min	25%	50%	75% City Max	
Four Year										
Graduation Rate										0
Weighted Diploma Rate										0
Six Year										
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% Peer Max	0% City Min	25%	50%	75% City Max	
Credit Accumulation										
Percentage of Students Earning 10+ Credits in 1st Year	74.8%	49.0%				55.6%				74
Percentage of Students in School's Lowest Third Earning 10+ Credits in 1st Year	50.0%	36.9%				39.1%				24
Percentage of Students Earning 10+ Credits in 2nd Year										0
Percentage of Students in School's Lowest Third Earning 10+ Credits in 2nd Year										0
Percentage of Students Earning 10+ Credits in 3rd Year										0
Percentage of Students in School's Lowest Third Earning 10+ Credits in 3rd Year										0
Average Completion Rate for Remaining Regents										0
Weighted Regents Pass Rates										
English										0
Mathematics	2.57	162.4%				136.5%				60
Science										0
United States History										0
Global History	0.77	31.2%				42.0%				38