

This Progress Report is for:

SCHOOL	Urban Assembly School of Design and Construction, The (02M300)
PRINCIPAL	Mathew Willoughby
ENROLLMENT	367
SCHOOL TYPE	HIGH SCHOOL
PEER INDEX	2.50

Progress Report Grade

**B**

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 66.7
- This school did better than 53% of all high schools citywide.

Category	Calculated Score	Category Grade
School Environment	10.8 out of 15	A
Student Performance	16.2 out of 25	B
Student Progress	38.2 out of 60	B
Additional Credit	1.5 (15 max)	
Overall Score	66.7 out of 100	B

How scores translate to grades:

- Schools receive letter grades based on their overall score
- Schools with an overall score between 58.0 - 69.9 receive a letter grade of B
- 29.3% of high schools earned a B 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 (2008-09)

To see this school's Quality Review report, please visit <http://schools.nyc.gov/SchoolPortals/02/M300/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
		<b>Weighted 4-Year Diploma Rate</b>
-		English Language Learners
-		SETSS / CTT / Self-Contained Students
88.0%		Students in the Lowest Third Citywide
		<b>Lowest Third Citywide</b>
	8.6%	Scored 75 or higher on the ELA Regents
+1.5	4.3%	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 Urban Assembly School of Design and Construction, The are:

DBN	School Name	DBN	School Name
29Q283	Preparatory Academy for Writers: A College Board	11X265	Bronx Lab School
17K600	Clara Barton High School	19K659	Cypress Hills Collegiate Preparatory School
29Q259	Pathways College Preparatory School: A College B	31R460	Susan E. Wagner High School
84X395	NYC CHARTER HIGH SCHOOL FOR ARCHITECTI	13K419	Science Skills Center High School at Water's Edge
14K478	The High School for Enterprise, Business and Tech	02M529	Jacqueline Kennedy Onassis High School
05M304	Mott Hall High School	09X505	Bronx School for Law, Government and Justice
84M353	New Heights Academy Charter School	29Q498	Humanities & Arts Magnet High School
14K477	School for Legal Studies	02M520	Murry Bergrtraum High School for Business Careers
04M555	Central Park East High School	30Q450	Long Island City High School
21K410	Abraham Lincoln High School	24Q267	High School of Applied Communication
02M305	Urban Assembly Academy of Government and Law,	06M348	Washington Heights Expeditionary Learning School
15K667	SUNSET PARK HIGH SCHOOL	05M369	Urban Assembly School for the Performing Arts
02M459	Manhattan International High School	19K683	THE SCHOOL FOR CLASSICS: AN ACADEMY OF THINKE
24Q550	High School for Arts and Business	27Q260	Frederick Douglass Academy VI High School
19K615	Transit Tech Career and Technical Education High	30Q502	Information Technology High School
14K404	Academy for Young Writers	17K547	Brooklyn Academy of Science and the Environment
15K462	Secondary School for Law	25Q263	Flushing International High School
17K382	Academy for College Preparation and Career Explo	12X479	BRONX CAREER AND COLLEGE PREPARATORY HIGH S
21K690	Brooklyn Studio Secondary School	25Q460	Flushing High School
09X365	Academy for Language and Technology	31R064	Gaynor McCown Expeditionary Learning 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](mailto:pr_support@schools.nyc.gov).

# Results by Category

Urban Assembly School of Design and Construction, The  
 SCHOOL (02M300)  
 PRINCIPAL Mathew Willoughby

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:  
10.8 out of 15

**A**

### Survey Scores (10 points)

Academic Expectations

Your School's Score

7.7

### Your School Relative to Peer Horizon:

79.2%



### Your School Relative to City Horizon:

69.2%

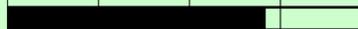


Number of students

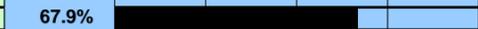
Communication

6.8

71.4%



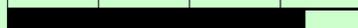
67.9%



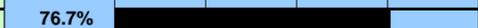
Engagement

7.2

82.8%



76.7%



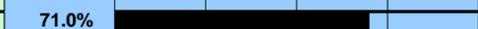
Safety and Respect

7.6

76.7%



71.0%



### Attendance (5 points)

88.3%

66.0%



60.9%



## Student Performance

Comprises 25% of the Overall Score

This Year's Score:  
16.2 out of 25

**B**

### Four Year

Graduation Rate

71.3%

63.6%



56.6%

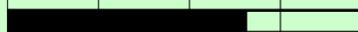


80

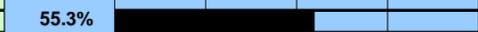
Weighted Diploma Rate

145.6%

66.9%



55.3%



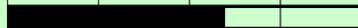
80

### Six Year

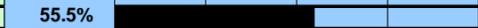
Graduation Rate

73.6%

60.2%



55.5%



87

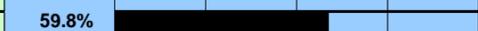
Weighted Diploma Rate

151.7%

78.8%



59.8%



87

## Student Progress

Comprises 60% of the Overall Score

This Year's Score:  
38.2 out of 60

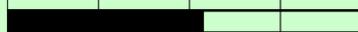
**B**

### Credit Accumulation

Percentage of Students Earning 10+ Credits in 1st Year

77.6%

54.1%



60.5%

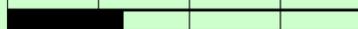


100

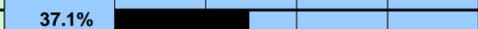
Percentage of Students in School's Lowest Third Earning 10+ Credits in 1st Year

48.4%

32.4%



37.1%

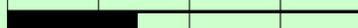


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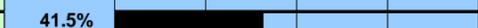
Percentage of Students Earning 10+ Credits in 2nd Year

65.3%

36.9%



41.5%

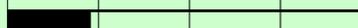


96

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

37.9%

23.2%



26.2%



29

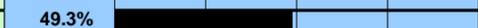
Percentage of Students Earning 10+ Credits in 3rd Year

70.3%

52.3%



49.3%

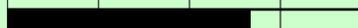


92

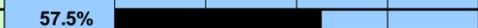
Percentage of Students in School's Lowest Third Earning 10+ Credits in 3rd Year

63.0%

67.3%



57.5%



27

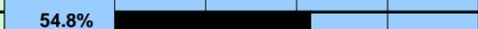
### Average Completion Rate for Remaining Regents

37.8%

63.2%



54.8%



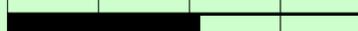
274

### Weighted Regents Pass Rates

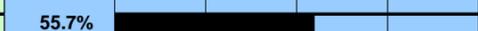
English

0.99

53.8%



55.7%

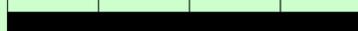


94

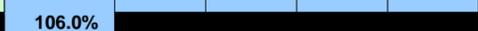
Mathematics

2.06

123.4%



106.0%



40

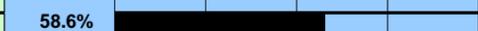
Science

1.25

63.5%



58.6%



160

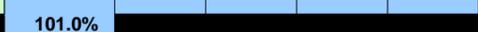
United States History

1.46

108.1%



101.0%

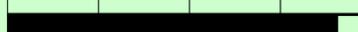


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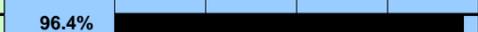
Global History

1.52

91.5%



96.4%



96