Summary of Section Ratings
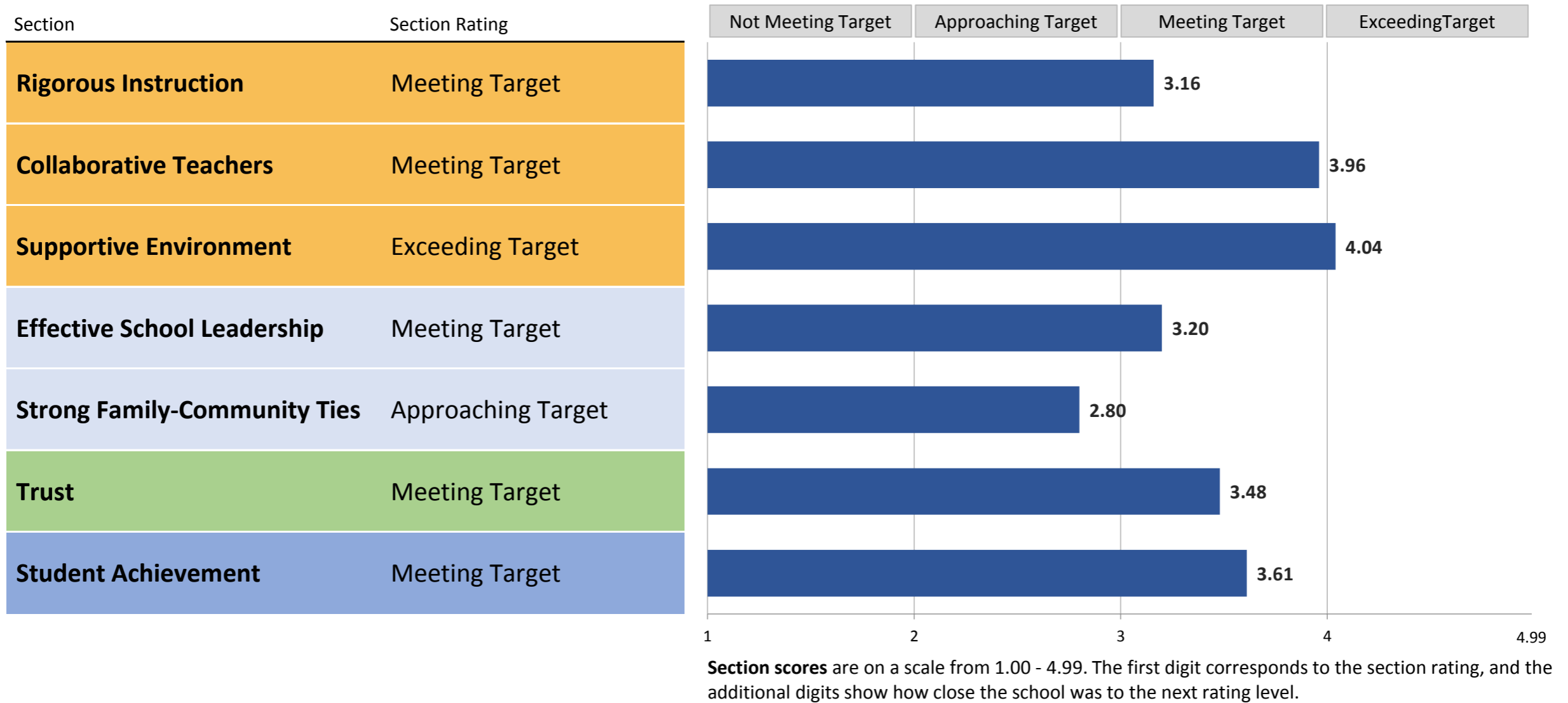
Young Women's Leadership School, Astoria

Framework for Great Schools

The Framework consists of six elements—Rigorous Instruction, Collaborative Teachers, Supportive Environment, Effective School Leadership, Strong Family-Community Ties, and Trust—that drive Student Achievement. The School Quality Guide shares ratings and data on each of the Framework elements, based on information from Quality Reviews, the NYC School Survey, student attendance, and movement of students with disabilities to less restrictive environments. The School Quality Guide also shares ratings and data on Student Achievement based on a variety of quantitative measures of student growth and performance.

Section	Section Rating		Not Meeting Target	Approaching Target	Meeting Target	ExceedingTarget
Rigorous Instruction	Meeting Target				3.16	
Collaborative Teachers	Meeting Target				3.96	
Supportive Environment	Exceeding Target					4.04
Effective School Leadership	Meeting Target				3.20	
Strong Family-Community Ties	Approaching Target			2.80		
Trust	Meeting Target				3.48	
Student Achievement	Meeting Target				3.61	

Scale: 1 — 2 — 3 — 4 — 4.99

Section scores are on a scale from 1.00 - 4.99. The first digit corresponds to the section rating, and the additional digits show how close the school was to the next rating level.

State Accountability Status: Good Standing

This designation is determined by the New York State Department of Education. More information on New York State accountability can be found at:
http://schools.nyc.gov/Accountability/tools/accountability/default.htm

Note

In addition, an online version of the 2014-15 School Quality Guide, with additional features, can be found at http://schoolqualityreports.nyc

Student Enrollment

Grade	2012 - 2013	2013 - 2014	2014 - 2015
Grade 6	87	83	87
Grade 7	93	86	79
Grade 8	84	89	85
All students	**264**	**258**	**251**

Student Demographics

	2012 - 2013	2013 - 2014	2014 - 2015
% English Language Learners	4%	3%	3%
% Free Lunch Eligible	71%	71%	67%
% Student with IEPs	7%	8%	11%
% Student with IEPs (less than 20% time)	0%	0%	0%
% HRA Eligible	-	47%	45%
% Temporary Housing	-	4%	3%
% Asian	30%	28%	29%
% Black	5%	7%	8%
% Hispanic	44%	43%	45%
% White	20%	21%	16%
% Other	0%	0%	1%
Average Incoming ELA Proficiency	3.10	2.83	2.87
Average Incoming Math Proficiency	3.51	3.09	3.12

Student Achievement Rating	Student Achievement Score
Meeting Target	**3.61**

Student Achievement Metrics

	n	2014-15 School Value	Bottom of Target Range	2014-15 Targets: Approaching Target	Meeting Target	Exceeding Target	Top of Target Range	Metric Score	Weight Pct
State Test Results - ELA									
Average Student Proficiency	249	**2.88**	2.29	2.60	2.75	2.92	3.12	**3.76**	9.80%
● Percentage of Students at Level 3 or 4	249	**43.4%**	14.6%	25.7%	33.7%	42.7%	52.8%	**4.07**	9.80%
Median Adjusted Growth Percentile	241	**65.0**	50.2	55.3	62.7	67.7	76.5	**3.46**	9.80%
Median Adjusted Growth Percentile - School's Lowest Third	84	**71.0**	61.3	65.9	72.6	77.1	85.4	**2.76**	9.80%
State Test Results - Math									
Average Student Proficiency	249	**2.88**	2.19	2.58	2.82	3.09	3.39	**3.22**	9.80%
Percentage of Students at Level 3 or 4	249	**41.0%**	11.9%	26.1%	37.1%	49.4%	64.5%	**3.32**	9.80%
Median Adjusted Growth Percentile	242	**60.0**	43.3	50.7	61.4	68.5	81.1	**2.87**	9.80%
Median Adjusted Growth Percentile - School's Lowest Third	85	**69.0**	55.2	61.2	70.0	75.8	86.2	**2.89**	9.80%
Core Course Pass Rates									
ELA	249	**94.0%**	79.4%	86.8%	90.7%	95.1%	100.0%	**3.75**	1.96%
Math	249	**90.8%**	78.6%	86.0%	90.1%	94.7%	100.0%	**3.15**	1.96%
● Science	249	**98.0%**	78.2%	85.4%	89.7%	94.5%	100.0%	**4.64**	1.96%
Social Studies	249	**92.4%**	77.3%	85.2%	89.6%	94.4%	100.0%	**3.58**	1.96%
● Percent of 8th Graders Earning HS Credit	83	**80.7%**	0.0%	20.6%	35.9%	53.0%	76.0%	**4.99**	3.92%
● 9th Grade Adjusted Credit Accumulation of Former 8th Graders	88	**98.0%**	76.0%	84.0%	89.0%	94.0%	100.0%	**4.67**	9.80%
							Weighted Average Score	**3.53**	

Closing the Achievement Gap (CtAG) Metrics

	n	2014-15 School Population %	Population % of Range	2014-15 School Value	Bottom of Target Range	2014-15 Targets: Approaching Target	Meeting Target	Exceeding Target	Top of Target Range	Metric Score	Extra Points Possible	Extra Points Earned
ELA - Percent at Level 3 or 4												
Self-Contained	4	1.6%	8.3%		0.0%	0.4%	0.8%	1.3%	2.2%		0.030	0.000
● Integrated Co-Teaching	19	7.6%	41.8%	**5.3%**	0.0%	1.6%	3.2%	5.1%	8.4%	**4.06**	0.030	0.023
SETSS	4	1.6%	17.2%		0.0%	2.6%	5.2%	8.2%	13.6%		0.030	0.000
Math - Percent at Level 3 or 4												
Self-Contained	4	1.6%	8.5%		0.0%	0.7%	1.4%	2.3%	3.8%		0.030	0.000
● Integrated Co-Teaching	19	7.6%	42.0%	**10.5%**	0.0%	2.4%	4.8%	7.6%	12.6%	**4.58**	0.030	0.027
SETSS	4	1.6%	17.4%		0.0%	3.3%	6.6%	10.4%	17.2%		0.030	0.000
ELA - Percent at 75th+ Growth Percentile												
ELL	31	12.9%	28.9%	**29.0%**	17.2%	27.0%	36.6%	47.8%	68.0%	**2.21**	0.030	0.009
Lowest Third Citywide	35	14.5%	14.7%	**51.4%**	31.5%	39.4%	47.2%	56.3%	72.7%		0.030	0.000
Black and Hispanic Males in Lowest Third Citywide			0.0%		29.6%	38.0%	46.2%	55.9%	73.2%		0.030	0.000
SC/ICT/SETSS	25	10.4%	15.2%	**48.0%**	35.0%	42.9%	50.8%	60.0%	76.4%		0.030	0.000
Math - Percent at 75th+ Growth Percentile												
ELL	31	12.8%	26.4%	**38.7%**	12.4%	22.8%	33.0%	45.0%	66.4%	**3.48**	0.030	0.019
Lowest Third Citywide	34	14.0%	16.7%	**55.9%**	24.4%	34.1%	43.7%	54.9%	75.0%		0.030	0.000
Black and Hispanic Males in Lowest Third Citywide			0.0%		24.1%	34.0%	43.7%	55.1%	75.5%		0.030	0.000
SC/ICT/SETSS	25	10.3%	15.7%	**32.0%**	25.8%	34.5%	43.0%	53.1%	71.0%		0.030	0.000
ELL Progress	7	2.8%	7.8%	**85.7%**	11.3%	22.8%	34.2%	47.5%	71.3%		0.030	0.000
										CtAG Additional Points	**0.08**	
										Overall Student Achievement Score	**3.61**	

● Filled circle indicates a metric rating of Exceeding Target (and a metric score of 4.00 or higher).

○ Empty circle indicates a metric rating of Not Meeting Target (and a metric score of 1.99 or lower).

	Metric Value	Metric Score	Weight Pct
Rigorous Instruction			
Quality Review 1.1	Proficient	3.40	22%
Quality Review 1.2	Developing	2.00	22%
Quality Review 2.2	Proficient	3.40	22%
NYC School Survey - Rigorous Instruction	90%	3.56	34%
Section Rating: Meeting Target	**Section Score:**	**3.16**	
Collaborative Teachers			
Quality Review 4.2	Proficient	3.40	50%
NYC School Survey - Collaborative Teachers	95%	4.52	50%
Section Rating: Meeting Target	**Section Score:**	**3.96**	
Supportive Environment			
Quality Review 3.4	Proficient	3.40	30%
NYC School Survey - Supportive Environment	91%	4.56	35%
Percentage of students with 90%+ attendance			
EMS	94.4%	4.32	
HS	85.9%	4.08	
Overall	90.2%	4.20	30%
Movement of students with disabilities to less restrictive environments			
EMS	0.45	3.55	
HS	0.36	2.47	
Overall	0.41	3.01	5%
Section Rating: Exceeding Target	**Section Score:**	**4.04**	
Effective School Leadership			
NYC School Survey - Effective School Leadership	78%	3.20	100%
Section Rating: Meeting Target	**Section Score:**	**3.20**	
Strong Family-Community Ties			
NYC School Survey - Strong Family-Community Ties	74%	2.80	100%
Section Rating: Approaching Target	**Section Score:**	**2.80**	
Trust			
NYC School Survey - Trust	87%	3.48	100%
Section Rating: Meeting Target	**Section Score:**	**3.48**	

| | | Survey % Positive | City Range | | | Percent of Range | Score |
			Bottom of Range	City Avg	Top of Range		
Rigorous Instruction							
Common Core shifts in literacy	Teachers	90	78.0	90.2	100.0	0.55	3.20
Common Core shifts in math	Teachers	84	73.4	86.8	100.0	0.39	2.56
● Course clarity	Students	92	79.8	87.6	95.4	0.81	4.24
● Quality of student discussion	Teachers	92	58.6	79.2	99.8	0.80	4.20
Section Results:		**90%**					**3.56**
Collaborative Teachers							
Cultural awareness:							
Cultural awareness	Teachers	99	85.7	94.3	100.0	0.95	
Cultural awareness	Parents	94	85.4	92.4	99.4	0.64	
Cultural awareness	Students	92	69.5	80.9	92.3	0.99	
● Cultural awareness	Combined	95				0.86	4.44
● Inclusive classroom instruction	Teachers	98	81.4	92.4	100.0	0.88	4.52
Quality of professional development	Teachers	73	45.8	75.2	100.0	0.50	3.00
● School commitment	Teachers	100	60.1	85.3	100.0	1.00	4.99
● Innovation	Teachers	99	63.0	84.2	100.0	0.97	4.88
● Reflective dialogue	Teachers	100	85.6	95.2	100.0	1.00	4.99
● Peer collaboration	Teachers	98	72.0	89.8	100.0	0.92	4.68
● Focus on student learning	Teachers	96	64.0	86.6	100.0	0.90	4.60
● Collective responsibility	Teachers	96	54.5	80.5	100.0	0.90	4.60
Section Results:		**95%**					**4.52**
Supportive Environment							
Safety:							
Safety	Teachers						
Safety	Students	93	69.7	83.1	96.5	0.87	
● Safety	Combined	93				0.87	4.48
Classroom behavior:							
Classroom behavior	Teachers						
Classroom behavior	Students	94	67.0	80.4	93.8	1.00	
● Classroom behavior	Combined	94				1.00	4.99
● Social-emotional measure	Teachers	99	86.5	95.3	100.0	0.92	4.68
● Peer interactions	Students	88	63.1	76.5	89.9	0.94	4.76
● Next-level guidance	Students	89	72.1	83.3	94.5	0.76	4.04
Press toward academic achievement:							
Press toward academic achievement	Teachers						
Press toward academic achievement	Students	93	80.3	87.9	95.5	0.86	
● Press toward academic achievement	Combined	93				0.86	4.44
● Personal attention and support	Students	91	73.6	83.0	92.4	0.92	4.68
Peer support for academic work:							
Peer support for academic work	Teachers						
Peer support for academic work	Parents	92	72.8	86.8	100.0	0.71	
Peer support for academic work	Students	77	45.3	61.7	78.1	0.95	
● Peer support for academic work	Combined	84				0.83	4.32
Section Results:		**91%**					**4.56**

		Survey % Positive	City Range			Percent of Range	Score
			Bottom of Range	City Avg	Top of Range		
Effective School Leadership							
Inclusive principal leadership	Parents	86	76.7	88.9	100.0	0.39	2.56
● Teacher influence	Teachers	90	44.5	71.1	97.7	0.86	4.44
● Program coherence	Teachers	97	52.0	80.8	100.0	0.94	4.76
○ Principal instructional leadership	Teachers	38	56.6	85.0	100.0	0.00	1.00
Section Results:		**78%**					**3.20**
Strong Family Community Ties							
Teacher outreach to parents:							
Teacher outreach to parents	Teachers	96	77.3	90.9	100.0	0.84	
Teacher outreach to parents	Parents	90	76.9	88.1	99.3	0.57	
Teacher outreach to parents	Combined	93				0.70	3.80
○ Parent involvement in the schools	Parents	55	48.2	65.0	81.8	0.20	1.80
Section Results:		**74%**					**2.80**
Trust							
Parent-teacher trust	Parents	94	86.5	93.3	100.0	0.59	3.36
Parent-principal trust	Parents	90	84.5	93.1	100.0	0.50	3.00
● Student-teacher trust	Students	93	69.1	79.9	90.7	1.00	4.99
○ Teacher-principal trust	Teachers	56	56.9	85.9	100.0	0.00	1.00
● Teacher-teacher trust	Teachers	100	74.0	90.8	100.0	1.00	4.99
Section Results:		**87%**					**3.48**

These tables show the values needed in 2015-16 for the school to achieve a rating of Exceeding Target, Meeting Target, Approaching Target, or Not Meeting Target on each metric.

Student Achievement Metrics	2014-15 School Value	2015-16 Targets			
		Not Meeting Target	Approaching Target	Meeting Target	Exceeding Target
State Test Results - ELA*					
Average Student Proficiency	2.88	2.73 or lower	2.74 to 2.80	2.81 to 2.86	2.87 or higher
Average Student Proficiency - School's Lowest Third	2.36	2.20 or lower	2.21 to 2.28	2.29 to 2.35	2.36 or higher
Percentage of Students at Level 3 or 4	43.4%	37.4% or lower	37.5% to 41.1%	41.2% to 44.1%	44.2% or higher
State Test Results - Math*					
Average Student Proficiency	2.88	2.77 or lower	2.78 to 2.90	2.91 to 3.00	3.01 or higher
Average Student Proficiency - School's Lowest Third	2.28	2.21 or lower	2.22 to 2.33	2.34 to 2.43	2.44 or higher
Percentage of Students at Level 3 or 4	41.0%	37.6% or lower	37.7% to 43.4%	43.5% to 48.1%	48.2% or higher
Core Course Pass Rates					
ELA	94.0%	82.5% or lower	82.6% to 86.6%	86.7% to 89.9%	90.0% or higher
Math	90.8%	83.8% or lower	83.9% to 87.6%	87.7% to 90.7%	90.8% or higher
Science	98.0%	84.9% or lower	85.0% to 88.4%	88.5% to 91.3%	91.4% or higher
Social Studies	92.4%	80.8% or lower	80.9% to 85.3%	85.4% to 88.9%	89.0% or higher
Percent of 8th Graders Earning HS Credit	80.7%	21.9% or lower	22.0% to 34.0%	34.1% to 43.9%	44.0% or higher
9th Grade Adjusted Credit Accumulation of Former 8th Graders	98.0%	84.9% or lower	85.0% to 88.9%	89.0% to 91.9%	92.0% or higher

Closing the Achievement Gap Metrics*	2014-15 School Value	2015-16 Targets			
		Not Meeting Target	Approaching Target	Meeting Target	Exceeding Target
ELA - Average Proficiency Rating					
Self-Contained		1.87 or lower	1.88 to 1.93	1.94 to 1.98	1.99 or higher
Integrated Co-Teaching	2.16	2.06 or lower	2.07 to 2.14	2.15 to 2.21	2.22 or higher
SETSS		2.08 or lower	2.09 to 2.19	2.20 to 2.28	2.29 or higher
ELL	2.54	2.19 or lower	2.20 to 2.30	2.31 to 2.40	2.41 or higher
Lowest Third Citywide	2.05	1.98 or lower	1.99 to 2.03	2.04 to 2.07	2.08 or higher
Black and Hispanic Males in Lowest Third Citywide		1.94 or lower	1.95 to 1.99	2.00 to 2.03	2.04 or higher
Math - Average Proficiency Rating					
Self-Contained		1.95 or lower	1.96 to 2.04	2.05 to 2.11	2.12 or higher
Integrated Co-Teaching	2.23	2.02 or lower	2.03 to 2.14	2.15 to 2.24	2.25 or higher
SETSS		2.11 or lower	2.12 to 2.26	2.27 to 2.38	2.39 or higher
ELL	2.68	2.35 or lower	2.36 to 2.50	2.51 to 2.64	2.65 or higher
Lowest Third Citywide	2.02	1.92 or lower	1.93 to 1.99	2.00 to 2.05	2.06 or higher
Black and Hispanic Males in Lowest Third Citywide		1.88 or lower	1.89 to 1.95	1.96 to 2.00	2.01 or higher
ELL Progress	85.7%	43.0% or lower	43.1% to 52.8%	52.9% to 60.8%	60.9% or higher

*To earn additional points from the Closing the Achievement Gap section on the 2015-16 School Quality Reports, the school must meet the targets below <u>and</u> have a population percentage (of the relevant high-need group) that is not more than one standard deviation below the citywide average.

Supportive Environment Metrics	2014-15 School Value	2015-16 Targets			
		Not Meeting Target	Approaching Target	Meeting Target	Exceeding Target
Percentage of Students with 90%+ Attendance	94.4%	77.7% or lower	77.8% to 82.9%	83.0% to 87.2%	87.3% or higher
Movement of Students with Disabilities to Less Restrictive Environments	0.45	0.14 or lower	0.15 to 0.23	0.24 to 0.30	0.31 or higher

* **If the participation in state tests is low, the targets may be adjusted to reflect the students at the school that actually take the tests.**