## Summary of Section Ratings

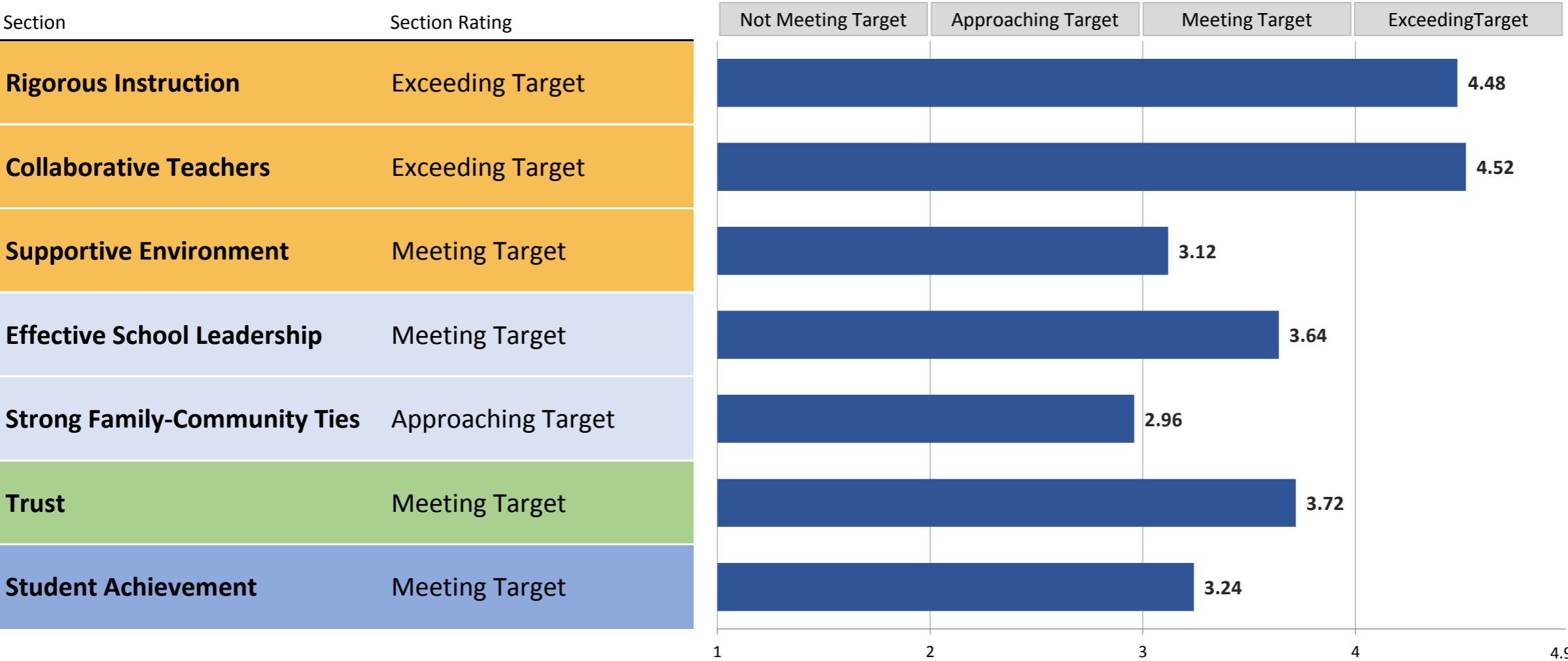World Journalism Preparatory: A College Board School

### 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 | Score |
|---|---|---|
| **Rigorous Instruction** | Exceeding Target | 4.48 |
| **Collaborative Teachers** | Exceeding Target | 4.52 |
| **Supportive Environment** | Meeting Target | 3.12 |
| **Effective School Leadership** | Meeting Target | 3.64 |
| **Strong Family-Community Ties** | Approaching Target | 2.96 |
| **Trust** | Meeting Target | 3.72 |
| **Student Achievement** | Meeting Target | 3.24 |

Chart scale: Not Meeting Target | Approaching Target | Meeting Target | Exceeding Target (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 | 83 | 80 | 77 |
| Grade 7 | 82 | 82 | 83 |
| Grade 8 | 83 | 78 | 76 |
| **All students** | **248** | **240** | **236** |

## Student Demographics

| | 2012 - 2013 | 2013 - 2014 | 2014 - 2015 |
|---|---|---|---|
| % English Language Learners | 2% | 1% | 1% |
| % Free Lunch Eligible | 35% | 35% | 35% |
| % Student with IEPs | 24% | 23% | 19% |
| % Student with IEPs (less than 20% time) | 0% | 0% | 0% |
| % HRA Eligible | - | 14% | 18% |
| % Temporary Housing | - | 5% | 5% |
| % Asian | 22% | 19% | 18% |
| % Black | 3% | 2% | 2% |
| % Hispanic | 21% | 24% | 28% |
| % White | 53% | 55% | 52% |
| % Other | 0% | 0% | 1% |
| | | | |
| Average Incoming ELA Proficiency | 3.20 | 2.95 | 2.97 |
| Average Incoming Math Proficiency | 3.62 | 3.30 | 3.28 |

| Student Achievement Rating | Student Achievement Score |
|---|---|
| **Meeting Target** | **3.24** |

## 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 | 229 | **2.84** | 2.30 | 2.62 | 2.78 | 2.96 | 3.17 | **3.33** | 9.80% |
| Percentage of Students at Level 3 or 4 | 229 | **38.9%** | 16.4% | 27.7% | 35.9% | 45.0% | 55.2% | **3.33** | 9.80% |
| Median Adjusted Growth Percentile | 225 | **60.0** | 52.1 | 56.9 | 63.7 | 68.3 | 76.4 | **2.46** | 9.80% |
| ○ Median Adjusted Growth Percentile - School's Lowest Third | 77 | **65.0** | 62.7 | 67.0 | 73.2 | 77.4 | 85.2 | **1.53** | 9.80% |
| **State Test Results - Math** | | | | | | | | | |
| Average Student Proficiency | 228 | **2.87** | 2.21 | 2.60 | 2.83 | 3.08 | 3.37 | **3.16** | 9.80% |
| Percentage of Students at Level 3 or 4 | 228 | **41.7%** | 13.5% | 27.1% | 37.5% | 49.1% | 63.0% | **3.36** | 9.80% |
| ○ Median Adjusted Growth Percentile | 222 | **50.0** | 44.4 | 51.2 | 60.9 | 67.4 | 79.0 | **1.82** | 9.80% |
| Median Adjusted Growth Percentile - School's Lowest Third | 81 | **66.0** | 56.1 | 61.8 | 70.1 | 75.7 | 85.7 | **2.51** | 9.80% |
| **Core Course Pass Rates** | | | | | | | | | |
| ● ELA | 231 | **100.0%** | 80.1% | 87.5% | 91.2% | 95.3% | 100.0% | **4.99** | 1.96% |
| ● Math | 231 | **100.0%** | 81.7% | 89.0% | 92.2% | 95.9% | 100.0% | **4.99** | 1.96% |
| ● Science | 231 | **100.0%** | 75.7% | 83.1% | 88.1% | 93.7% | 100.0% | **4.99** | 1.96% |
| ● Social Studies | 231 | **99.6%** | 80.1% | 87.9% | 91.5% | 95.5% | 100.0% | **4.91** | 1.96% |
| ● Percent of 8th Graders Earning HS Credit | 73 | **58.9%** | 0.0% | 20.3% | 35.4% | 52.3% | 74.6% | **4.30** | 3.92% |
| ● 9th Grade Adjusted Credit Accumulation of Former 8th Graders | 68 | **97.0%** | 75.0% | 84.0% | 88.0% | 94.0% | 100.0% | **4.50** | 9.80% |
| | | | | | | | | **Weighted Average Score** | **3.11** |

## 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 | 3 | 1.3% | 6.7% | | 0.0% | 0.4% | 0.8% | 1.3% | 2.2% | | 0.030 | 0.000 |
| ● Integrated Co-Teaching | 32 | 14.0% | 76.9% | **12.5%** | 0.0% | 1.6% | 3.2% | 5.1% | 8.4% | **4.99** | 0.030 | 0.030 |
| ● SETSS | 9 | 3.9% | 41.9% | **11.1%** | 0.0% | 2.6% | 5.2% | 8.2% | 13.6% | **4.54** | 0.030 | 0.027 |
| **Math - Percent at Level 3 or 4** | | | | | | | | | | | | |
| Self-Contained | 2 | 0.9% | 4.8% | | 0.0% | 0.7% | 1.4% | 2.3% | 3.8% | | 0.030 | 0.000 |
| ● Integrated Co-Teaching | 31 | 13.6% | 75.1% | **12.9%** | 0.0% | 2.4% | 4.8% | 7.6% | 12.6% | **4.99** | 0.030 | 0.030 |
| ● SETSS | 9 | 3.9% | 42.4% | **22.2%** | 0.0% | 3.3% | 6.6% | 10.4% | 17.2% | **4.99** | 0.030 | 0.030 |
| **ELA - Percent at 75th+ Growth Percentile** | | | | | | | | | | | | |
| ELL | 7 | 3.1% | 6.9% | **57.1%** | 17.2% | 27.0% | 36.6% | 47.8% | 68.0% | | 0.030 | 0.000 |
| Lowest Third Citywide | 30 | 13.3% | 13.0% | **43.3%** | 31.5% | 39.4% | 47.2% | 56.3% | 72.7% | | 0.030 | 0.000 |
| Black and Hispanic Males in Lowest Third Citywide | 7 | 3.1% | 6.9% | **57.1%** | 29.6% | 38.0% | 46.2% | 55.9% | 73.2% | | 0.030 | 0.000 |
| ○ SC/ICT/SETSS | 43 | 19.1% | 41.6% | **34.9%** | 35.0% | 42.9% | 50.8% | 60.0% | 76.4% | **1.00** | 0.030 | 0.000 |
| **Math - Percent at 75th+ Growth Percentile** | | | | | | | | | | | | |
| ELL | 6 | 2.7% | 5.6% | **66.7%** | 12.4% | 22.8% | 33.0% | 45.0% | 66.4% | | 0.030 | 0.000 |
| Lowest Third Citywide | 28 | 12.6% | 14.9% | **60.7%** | 24.4% | 34.1% | 43.7% | 54.9% | 75.0% | | 0.030 | 0.000 |
| Black and Hispanic Males in Lowest Third Citywide | 5 | 2.3% | 5.2% | **80.0%** | 24.1% | 34.0% | 43.7% | 55.1% | 75.5% | | 0.030 | 0.000 |
| SC/ICT/SETSS | 40 | 18.0% | 39.4% | **37.5%** | 25.8% | 34.5% | 43.0% | 53.1% | 71.0% | **2.35** | 0.030 | 0.010 |
| ELL Progress | 3 | 1.3% | 3.6% | | 11.3% | 22.8% | 34.2% | 47.5% | 71.3% | | 0.030 | 0.000 |
| | | | | | | | | | | **CtAG Additional Points** | | **0.13** |
| | | | | | | | | | | **Overall Student Achievement Score** | | **3.24** |

● 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 | Well Developed | 4.99 | 22% |
| Quality Review 1.2 | Well Developed | 4.99 | 22% |
| Quality Review 2.2 | Well Developed | 4.99 | 22% |
| NYC School Survey - Rigorous Instruction | 92% | 3.52 | 34% |
| **Section Rating: Exceeding Target** | **Section Score:** | **4.48** | |

| | Metric Value | Metric Score | Weight Pct |
|---|---|---|---|
| **Collaborative Teachers** | | | |
| Quality Review 4.2 | Well Developed | 4.99 | 50% |
| NYC School Survey - Collaborative Teachers | 92% | 4.00 | 50% |
| **Section Rating: Exceeding Target** | **Section Score:** | **4.52** | |

| | Metric Value | Metric Score | Weight Pct |
|---|---|---|---|
| **Supportive Environment** | | | |
| Quality Review 3.4 | Proficient | 3.40 | 30% |
| NYC School Survey - Supportive Environment | 83% | 2.92 | 35% |
| Percentage of students with 90%+ attendance | | | |
| EMS | 88.6% | 3.48 | |
| HS | 76.2% | 3.24 | |
| Overall | 82.4% | 3.36 | 30% |
| Movement of students with disabilities to less restrictive environments | | | |
| EMS | 0.13 | 1.76 | |
| HS | 0.12 | 1.44 | |
| Overall | 0.13 | 1.60 | 5% |
| **Section Rating: Meeting Target** | **Section Score:** | **3.12** | |

| | Metric Value | Metric Score | Weight Pct |
|---|---|---|---|
| **Effective School Leadership** | | | |
| NYC School Survey - Effective School Leadership | 85% | 3.64 | 100% |
| **Section Rating: Meeting Target** | **Section Score:** | **3.64** | |

| | Metric Value | Metric Score | Weight Pct |
|---|---|---|---|
| **Strong Family-Community Ties** | | | |
| NYC School Survey - Strong Family-Community Ties | 76% | 2.96 | 100% |
| **Section Rating: Approaching Target** | **Section Score:** | **2.96** | |

| | Metric Value | Metric Score | Weight Pct |
|---|---|---|---|
| **Trust** | | | |
| NYC School Survey - Trust | 91% | 3.72 | 100% |
| **Section Rating: Meeting Target** | **Section Score:** | **3.72** | |

| | | Survey % Positive | City Range | | | Percent of Range | Score |
|---|---|---|---|---|---|---|---|
| | | | Bottom of Range | City Avg | Top of Range | | |
| **Rigorous Instruction** | | | | | | | |
| Common Core shifts in literacy | Teachers | 92 | 78.0 | 90.2 | 100.0 | 0.63 | 3.52 |
| ● Common Core shifts in math | Teachers | 98 | 73.4 | 86.8 | 100.0 | 0.91 | 4.64 |
| ○ Course clarity | Students | 82 | 79.8 | 87.6 | 95.4 | 0.13 | 1.52 |
| ● Quality of student discussion | Teachers | 94 | 58.6 | 79.2 | 99.8 | 0.86 | 4.44 |
| **Section Results:** | | **92%** | | | | | **3.52** |
| | | | | | | | |
| **Collaborative Teachers** | | | | | | | |
| Cultural awareness: | | | | | | | |
| Cultural awareness | Teachers | 100 | 85.7 | 94.3 | 100.0 | 1.00 | |
| Cultural awareness | Parents | 94 | 85.4 | 92.4 | 99.4 | 0.63 | |
| Cultural awareness | Students | 70 | 69.5 | 80.9 | 92.3 | 0.02 | |
| Cultural awareness | Combined | 88 | | | | 0.55 | 3.20 |
| ● Inclusive classroom instruction | Teachers | 99 | 81.4 | 92.4 | 100.0 | 0.92 | 4.68 |
| Quality of professional development | Teachers | 82 | 45.8 | 75.2 | 100.0 | 0.67 | 3.68 |
| ● School commitment | Teachers | 92 | 60.1 | 85.3 | 100.0 | 0.79 | 4.16 |
| ● Innovation | Teachers | 93 | 63.0 | 84.2 | 100.0 | 0.80 | 4.20 |
| Reflective dialogue | Teachers | 92 | 85.6 | 95.2 | 100.0 | 0.50 | 3.00 |
| ● Peer collaboration | Teachers | 99 | 72.0 | 89.8 | 100.0 | 0.98 | 4.92 |
| ● Focus on student learning | Teachers | 94 | 64.0 | 86.6 | 100.0 | 0.84 | 4.36 |
| Collective responsibility | Teachers | 88 | 54.5 | 80.5 | 100.0 | 0.74 | 3.96 |
| **Section Results:** | | **92%** | | | | | **4.00** |
| | | | | | | | |
| **Supportive Environment** | | | | | | | |
| Safety: | | | | | | | |
| Safety | Teachers | | | | | | |
| Safety | Students | 90 | 69.7 | 83.1 | 96.5 | 0.74 | |
| Safety | Combined | 90 | | | | 0.74 | 3.96 |
| Classroom behavior: | | | | | | | |
| Classroom behavior | Teachers | | | | | | |
| Classroom behavior | Students | 79 | 67.0 | 80.4 | 93.8 | 0.43 | |
| Classroom behavior | Combined | 79 | | | | 0.43 | 2.72 |
| ● Social-emotional measure | Teachers | 98 | 86.5 | 95.3 | 100.0 | 0.83 | 4.32 |
| Peer interactions | Students | 79 | 63.1 | 76.5 | 89.9 | 0.59 | 3.36 |
| ○ Next-level guidance | Students | 72 | 72.1 | 83.3 | 94.5 | 0.01 | 1.04 |
| Press toward academic achievement: | | | | | | | |
| Press toward academic achievement | Teachers | | | | | | |
| Press toward academic achievement | Students | 85 | 80.3 | 87.9 | 95.5 | 0.30 | |
| Press toward academic achievement | Combined | 85 | | | | 0.30 | 2.20 |
| Personal attention and support | Students | 81 | 73.6 | 83.0 | 92.4 | 0.37 | 2.48 |
| Peer support for academic work: | | | | | | | |
| Peer support for academic work | Teachers | | | | | | |
| Peer support for academic work | Parents | 92 | 72.8 | 86.8 | 100.0 | 0.69 | |
| Peer support for academic work | Students | 60 | 45.3 | 61.7 | 78.1 | 0.45 | |
| Peer support for academic work | Combined | 76 | | | | 0.57 | 3.28 |
| **Section Results:** | | **83%** | | | | | **2.92** |

| | | Survey % Positive | City Range | | | Percent of Range | Score |
|---|---|---|---|---|---|---|---|
| | | | Bottom of Range | City Avg | Top of Range | | |
| **Effective School Leadership** | | | | | | | |
| Inclusive principal leadership | Parents | 89 | 76.7 | 88.9 | 100.0 | 0.54 | 3.16 |
| Teacher influence | Teachers | 70 | 44.5 | 71.1 | 97.7 | 0.47 | 2.88 |
| ● Program coherence | Teachers | 90 | 52.0 | 80.8 | 100.0 | 0.79 | 4.16 |
| ● Principal instructional leadership | Teachers | 92 | 56.6 | 85.0 | 100.0 | 0.82 | 4.28 |
| **Section Results:** | | **85%** | | | | | **3.64** |
| | | | | | | | |
| **Strong Family Community Ties** | | | | | | | |
| Teacher outreach to parents: | | | | | | | |
| Teacher outreach to parents | Teachers | 98 | 77.3 | 90.9 | 100.0 | 0.93 | |
| Teacher outreach to parents | Parents | 89 | 76.9 | 88.1 | 99.3 | 0.54 | |
| Teacher outreach to parents | Combined | 94 | | | | 0.73 | 3.92 |
| Parent involvement in the schools | Parents | 57 | 48.2 | 65.0 | 81.8 | 0.25 | 2.00 |
| **Section Results:** | | **76%** | | | | | **2.96** |
| | | | | | | | |
| **Trust** | | | | | | | |
| ● Parent-teacher trust | Parents | 95 | 86.5 | 93.3 | 100.0 | 0.75 | 4.00 |
| Parent-principal trust | Parents | 92 | 84.5 | 93.1 | 100.0 | 0.50 | 3.00 |
| Student-teacher trust | Students | 81 | 69.1 | 79.9 | 90.7 | 0.55 | 3.20 |
| ● Teacher-principal trust | Teachers | 94 | 56.9 | 85.9 | 100.0 | 0.86 | 4.44 |
| Teacher-teacher trust | Teachers | 93 | 74.0 | 90.8 | 100.0 | 0.72 | 3.88 |
| **Section Results:** | | **91%** | | | | | **3.72** |

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 | 2.84 | 2.87 or lower | 2.88 to 2.95 | 2.96 to 3.01 | 3.02 or higher |
| Average Student Proficiency - School's Lowest Third | 2.25 | 2.31 or lower | 2.32 to 2.39 | 2.40 to 2.46 | 2.47 or higher |
| Percentage of Students at Level 3 or 4 | 38.9% | 44.2% or lower | 44.3% to 47.8% | 47.9% to 50.9% | 51.0% or higher |
| **State Test Results - Math\*** | | | | | |
| Average Student Proficiency | 2.87 | 2.88 or lower | 2.89 to 3.01 | 3.02 to 3.12 | 3.13 or higher |
| Average Student Proficiency - School's Lowest Third | 2.27 | 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 | 41.7% | 42.7% or lower | 42.8% to 48.5% | 48.6% to 53.2% | 53.3% or higher |
| **Core Course Pass Rates** | | | | | |
| ELA | 100.0% | 84.2% or lower | 84.3% to 87.9% | 88.0% to 90.9% | 91.0% or higher |
| Math | 100.0% | 85.7% or lower | 85.8% to 89.0% | 89.1% to 91.8% | 91.9% or higher |
| Science | 100.0% | 86.5% or lower | 86.6% to 89.6% | 89.7% to 92.2% | 92.3% or higher |
| Social Studies | 99.6% | 81.8% or lower | 81.9% to 86.0% | 86.1% to 89.5% | 89.6% or higher |
| Percent of 8th Graders Earning HS Credit | 58.9% | 21.2% or lower | 21.3% to 33.3% | 33.4% to 43.1% | 43.2% or higher |
| 9th Grade Adjusted Credit Accumulation of Former 8th Graders | 97.0% | 85.9% or lower | 86.0% 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 | | 1.84 or lower | 1.85 to 1.90 | 1.91 to 1.96 | 1.97 or higher |
| Integrated Co-Teaching | 2.26 | 2.26 or lower | 2.27 to 2.33 | 2.34 to 2.40 | 2.41 or higher |
| SETSS | 2.53 | 2.30 or lower | 2.31 to 2.41 | 2.42 to 2.51 | 2.52 or higher |
| ELL | 2.25 | 2.36 or lower | 2.37 to 2.47 | 2.48 to 2.57 | 2.58 or higher |
| Lowest Third Citywide | 2.03 | 2.03 or lower | 2.04 to 2.08 | 2.09 to 2.12 | 2.13 or higher |
| Black and Hispanic Males in Lowest Third Citywide | 2.01 | 1.98 or lower | 1.99 to 2.02 | 2.03 to 2.06 | 2.07 or higher |
| **Math - Average Proficiency Rating** | | | | | |
| Self-Contained | | 1.81 or lower | 1.82 to 1.90 | 1.91 to 1.97 | 1.98 or higher |
| Integrated Co-Teaching | 2.27 | 2.26 or lower | 2.27 to 2.38 | 2.39 to 2.47 | 2.48 or higher |
| SETSS | 2.49 | 2.35 or lower | 2.36 to 2.50 | 2.51 to 2.63 | 2.64 or higher |
| ELL | 2.19 | 2.55 or lower | 2.56 to 2.71 | 2.72 to 2.84 | 2.85 or higher |
| Lowest Third Citywide | 2.06 | 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 | 2.01 | 1.89 or lower | 1.90 to 1.96 | 1.97 to 2.01 | 2.02 or higher |
| ELL Progress | | 39.5% or lower | 39.6% to 49.4% | 49.5% to 57.4% | 57.5% 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 | 88.6% | 79.5% or lower | 79.6% to 84.3% | 84.4% to 88.2% | 88.3% or higher |
| Movement of Students with Disabilities to Less Restrictive Environments | 0.13 | 0.11 or lower | 0.12 to 0.18 | 0.19 to 0.24 | 0.25 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.