

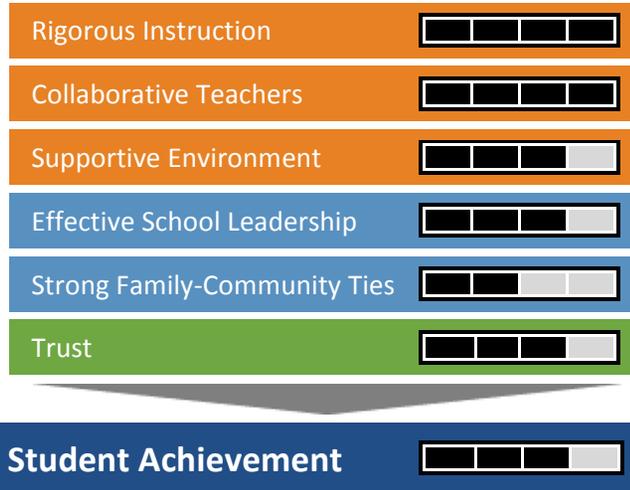
2014-15 School Quality Snapshot / MS

www.wjps.org

World Journalism Preparatory: A College Board School (25Q285)

Framework for Great Schools

Research shows that schools strong in the six areas are far more likely to improve student learning.



KEY:

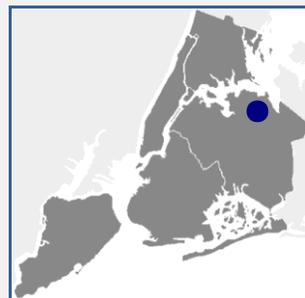


School Overview

Our students like the opportunities for self-directed learning and enjoy being active participants in the school culture. They also enjoy using technology across the curriculum. Parents value our project-based learning activities and the focus on journalism. They also appreciate that our seven-year curriculum carries students through a challenging, yet personalized, middle and high school program. Students run their own broadcast news show (The Highlight). Each student creates an online portfolio of his/her best academic work and we require student-led Portfolio Review Conferences. Everyone has a World Journalism Preparatory School (WJPS) email account. It is expected that students come to WJPS for a 7-year program (6th grade through 12th grade). Our middle school prepares students to succeed in our very academic and rigorous high school.

General Information

Principal: Cynthia Schneider
 Grades served: 06,07,08,09,10,11,12,SE
 Enrollment: 610
 Shared Space: Yes
 Admissions methods: Limited Unscreened



[34-65 192 Street](#)

Queens, NY 11358
 718-461-2219

Student Demographics

Asian: 18% | Black: 2% | Hispanic: 28% | White: 52%
 English Language Learners: 1%
 Student with Special Needs: 19%

Staff Experience

Years of principal experience at this school: 9
 % of teachers with 3 or more years of experience: 76%

Attendance

Student Attendance: 95% | Students Chronically Absent: 11%
 Teacher Attendance: 97%

Activities and Sports

57% of students feel that this school offers a wide enough variety of programs, classes, and activities to keep them interested in school

Extracurricular Activities

Model United Nations (UN), Environmental Club, Drama, Technology, Student Government, After-school Art, Endangered Animals Club, Debate, KAPLAN Afterschool SAT Prep Classes, Journalism Publications (Newspaper, Literary Magazine, Website, Broadcast), Small Group Advisory, Field Trips, School Ambassador Program, Student Government, Multi-Cultural Feast Day, Field Day & Picnic, Town Hall Meetings

CHAMPS Sports

Boys: N/A

Girls: N/A

Co-Ed: Step, Track and Field



Student Achievement

This section presents information on this school's state test results, including student growth and performance, how students performed in core courses, and how well students are prepared for high school.

Growth on State Tests

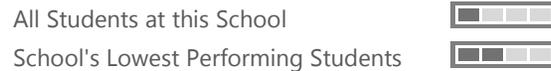
English

How well did this school help students improve on their State English tests?



Math

How well did this school help students improve on their State math tests?



Closing the Achievement Gap

How well did this school help different groups of students improve on their State English and math tests?

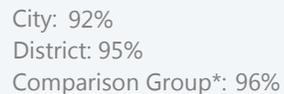


Passing Courses

Core Courses

100%

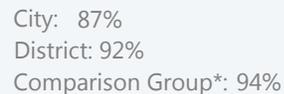
pass rate by this school's students in their math, English, social studies, and science classes



Next Level Readiness

97%

of this school's former 8th graders earned enough high school credit in 9th grade to be on track for graduation



Performance on State Tests

English

39%

met State standards on the State English test; the average score at this school was 2.8 out of 4.5



Math

42%

met State standards on the State math test; the average score at this school was 2.9 out of 4.5



At this school, how did students from different starting points in 5th grade perform on state tests in 8th grade?

English			
Starting Point (5th grade level)	8th Grade Outcomes (on state ELA test)	City	
Level 3 or 4	64% scored 3 or 4	70%	
Level 2	27% scored 3 or 4	28%	
Level 1	43% scored 2, 3, or 4	42%	

Math			
Starting Point (5th grade level)	8th Grade Outcomes (on state math test)	City	
Level 3 or 4	52% scored 3 or 4	57%	
Level 2	18% scored 3 or 4	14%	
Level 1	43% scored 2, 3, or 4	30%	

Which high schools did students from this school most frequently attend?

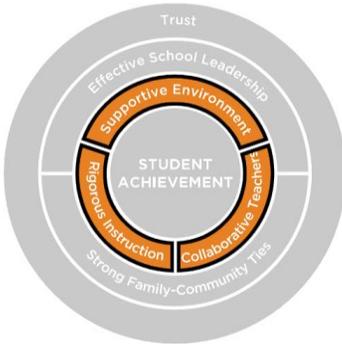
- 64% World Journalism Preparatory: A College Board School
- 5% Francis Lewis High School
- 5% Bayside High School
- 4% Stuyvesant High School
- 3% Townsend Harris High School

KEY:



*Comparison Group is made up of students from other schools across the city who were the most similar to the students at this school, based on their incoming test scores, disability status, economic need, and over-age status. Comparing the school's result to the "comparison group" result provides insight on how well the school is helping its students in light of their starting points and the challenges that they face.

The section ratings are based on more information than what is included in this summary report. For more information, please see: <http://schools.nyc.gov/Accountability>



¹ Quality Review

Ratings from an experienced educator who visited and evaluated the school on 12-Nov-14

² Survey Response Rates

Teachers: 95%
Parents: 45%
Students: 74%

KEY:



Rigorous Instruction



Curriculum and instruction are designed to engage students, foster critical thinking skills, and are aligned to the Common Core.

Quality Review ¹

How interesting and challenging is the curriculum?



How effective is the teaching and learning?



How well does the school assess what students are learning?



Survey ²

92%

responded positively to questions about Rigorous Instruction

City: 86%
District: 87%

Selected Questions

77% of students say that they learn a lot from feedback on their work (City: 84%)

88% of students know what their teacher wants them to learn in class (City: 91%)

97% of teachers say that students build on each other's ideas during class discussions (City: 81%)

Collaborative Teachers



Teachers participate in opportunities to develop, grow, and contribute to the continuous improvement of the school community.

Quality Review

How well do teachers work with each other?



Survey

92%

responded positively to questions about Collaborative Teachers

City: 87%
District: 87%

Selected Questions

100% of teachers say that they work together to design instructional programs (City: 89%)

94% of teachers say that they have opportunities to work productively with colleagues in their school (City: 85%)

94% of teachers say that they feel responsible that all students learn (City: 87%)

Supportive Environment



The school establishes a culture where students feel safe, challenged to grow, and supported to meet high expectations.

Quality Review

How clearly are high expectations communicated to students and staff?



Survey

83%

responded positively to questions about Supportive Environment

City: 83%
District: 84%

Selected Questions

88% of students feel safe in the hallways, bathrooms, locker room, and cafeteria (City: 85%)

66% of students say that teachers notice when they are upset or having emotional difficulty (City: 72%)

77% of students say that the school provides useful information about the HS application and enrollment process (City: 84%)

Less Restrictive Environment

Movement of students with special needs to less restrictive environments





Effective School Leadership



School leadership inspires the school community with a clear instructional vision and effectively distributes leadership to realize this vision.

Survey ²

85%

responded positively to questions about Effective School Leadership

City: 82%
District: 81%

Selected Questions

- 94% of teachers say that the principal communicates a clear vision for this school (City: 87%)
- 86% of teachers say that curriculum and instruction are well coordinated across different grade levels (City: 79%)
- 91% of parents feel that the principal works to create a sense of community in the school (City: 90%)

Strong Family-Community Ties



The school forms effective partnerships with families and outside organizations to improve the school.

Survey

76%

responded positively to questions about Strong Family-Community Ties

City: 77%
District: 72%

Selected Questions

- 90% of parents say that school staff regularly communicate with them about how the staff can help their children learn (City: 88%)
- 92% of parents feel that teachers try to understand families' problems and concerns (City: 90%)
- 100% of teachers say that teachers at this school work closely with families to meet students' needs (City: 94%)

Trust



Relationships between administrators, educators, students, and families are based on trust and respect.

Survey

91%

responded positively to questions about Trust

City: 89%
District: 89%

Selected Questions

- 91% of teachers say that they trust the principal (City: 84%)
- 91% of teachers say that they trust each other (City: 87%)
- 92% of parents say that school staff work hard to build trusting relationships with them (City: 90%)
- 86% of students say that teachers treat them with respect (City: 84%)

Additional Information

This report is intended to provide a useful summary of school information, but it does not cover everything.

To learn more, parents are encouraged to review additional resources, such as the School Directory, the School Quality Guide, the Quality Review, and the NYC School Survey, and to speak with members of the school community.

² Survey Response Rates

Teachers: 95%
Parents: 45%
Students: 74%

KEY:



For more information on this document: <http://schools.nyc.gov/NR/rdonlyres/F75142FB-AC20-46B0-BFF3-B6F3B05B88A3/0/SnapshotFamilyGuideMS2015.pdf#>

School Quality Guide: http://schools.nyc.gov/OA/SchoolReports/2014-15/School_Quality_Guide_2015_EMS_Q285.pdf
 Quality Review: http://schools.nyc.gov/OA/SchoolReports/2014-15/Quality_Review_2015_Q285.pdf
 NYC School Survey: http://schools.nyc.gov/OA/SchoolReports//2014-15/Survey_2015_Q285.pdf
 NYC School Directory: <http://schools.nyc.gov/ChoicesEnrollment/Middle/Directory/school/?sid=7350>