

This Progress Report is for:

SCHOOL	J.H.S. 162 The Willoughby (32K162)
PRINCIPAL	Barbara DeMartino
ENROLLMENT	696
SCHOOL TYPE	MIDDLE
PEER INDEX	3.01

Progress Report Grade

A

What does this grade mean?

Schools are assigned letter grades based on their overall Progress Report score. Schools that get As and Bs are eligible for rewards. Schools that get Ds and Fs, or 3 Cs in a row, face consequences, including change in school leadership or school closure.

How did this school perform?

- This school's overall score for 2008-09 is 76.3
- This score places the School in the 40 percentile of all Middle schools Citywide--i.e., 40 percent of those schools scored lower than this school

Category	Calculated Score	Category Grade
School Environment	7.7 out of 15	C
Student Performance	21.1 out of 25	A
Student Progress	43.7 out of 60	A
Additional Credit	3.8 (15 max)	
Overall Score	76.3 out of 100	A

Quality Review Score

This school's 2007-08 Quality Review score is: **Proficient**
To see this school's Quality Review report, find the school's Web site at <http://schools.nyc.gov/>, click 'Statistics' and scroll down to Quality Review Report.

State Accountability Status

Based on its 2008-09 performance, this school is: **In Good Standing**
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.

How scores translate to grades:

- Schools receive letter grades based on their overall score
- Schools with an overall score between 68.0-100 receive a letter grade of A
- 78% of schools earned an A in 2008-09

Middle School Table – Overall Grades

Grade	Score range	City summary
A	68.0-100	77.6% of schools
B	54-67.9	18.5% of schools
C	43.0-53.9	3.0% of schools
D	33.0-42.9	0.9% of schools
F	0-32.9	0% of 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

measures student skill levels in English Language Arts and Math.

Student Progress

measures average student improvement from last year to this year in English Language Arts and Math.

Closing the Achievement Gap

gives schools additional credit for exemplary gains among high-need students.

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

Additional Information

Closing the Achievement Gap

Schools earn additional credit when their high-need students make exemplary gains. These gains are based on the percentage of high-need students who improve by at least one-half of a proficiency level in English Language Arts or Math (e.g., student improves from 2.25 to 2.75 in ELA, or 3.20 to 3.70 in Math).

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

Credit	Exemplary Proficiency Gains	Student Group
English Language Arts		
+0.75	24.1%	English Language Learners
+0.75	30.5%	Special Education Students
	22.3%	Hispanic Students in the Lowest Third Citywide
	-	Black Students in the Lowest Third Citywide
	21.1%	Other Students in the Lowest Third Citywide
Mathematics		
+0.75	34.1%	English Language Learners
+0.75	38.8%	Special Education Students
+0.75	37.1%	Hispanic Students in the Lowest Third Citywide
	-	Black Students in the Lowest Third Citywide
	34.8%	Other Students in the Lowest Third Citywide

(-) indicates less than 15 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 Elementary and K-8 Schools, peer schools are determined based on the percentage of students at each school that are English Language Learners, Special Education, Black/Hispanic and Title I eligible.

For Middle Schools, peer schools are determined based on the average ELA and Math proficiency levels of the school's students before they entered Middle School.

The peer schools for J.H.S. 162 The Willoughby are:

DBN	School Name	DBN	School Name
22K014	J.H.S. 014 Shell Bank	15K592	Khali Gibran International Academy
08X375	The Bronx Mathematics Preparatory School	20K062	J.H.S. 062 Ditmas
03M250	M.S. 250 West Side Collaborative Middle School	11X287	The Forward School
31R049	I.S. 49 Berta A. Dreyfus	32K296	J.H.S. 296 The Halsey
11X272	Globe School for Environmental Research	14K126	John Ericsson Middle School 126
28Q008	J.H.S. 008 Richard S. Grossley	05M195	I.S. 195 Roberto Clemente
15K429	Brooklyn School for Global Studies	11X144	J.H.S. 144 Michelangelo
06M052	J.H.S. 052 Inwood	01M301	Technology Arts and Sciences Studio
07X162	J.H.S. 162 Lola Rodriguez De Tio	01M450	East Side Community High School
06M293	City College Academy of the Arts	17K531	School for Human Rights The
24Q061	I.S. 061 Leonardo Da Vinci	04M635	Academy of Environmental Science Secondary High School
19K292	J.H.S. 292 Margaret S. Douglas	01M292	Henry Street School for International Studies
07X223	M.S. 223 The Laboratory School of Finance and Technolo	32K349	I.S. 349 Math Science & Tech.
08X371	Urban Institute of Mathematics	06M348	Washington Heights Expeditionary Learning School
84M350	Democracy Prep Charter School	29Q192	I.S. 192 The Linden
13K313	Satellite West Middle School	15K464	Secondary School for Research
03M258	M.S. 258 Community Action School	12X269	Bronx Studio School for Writers and Artists
19K302	J.H.S. 302 Rafael Cordero	10X308	Bronx Dance Academy School
29Q231	I.S. 231 Magnetech 2000	19K218	J.H.S. 218 James P. Sinnott
15K497	School for International Studies	30Q235	Academy for New Americans

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/SchoolReports/ProgressReports/> or send us an email at pr_support@schools.nyc.gov.

Results by Category

SCHOOL J.H.S. 162 The Willoughby
PRINCIPAL Barbara DeMartino

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 attendance is 95%. This is 75% of the way from the lowest attendance at any school (80%) to the highest attendance (100%).

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 2005-08.

School Environment

Comprises 15% of the Overall Score

This Year's Score: **7.7 out of 15**

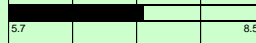
C

Survey Scores (10 points)

Academic Expectations:

7.2

53.6%



51.9%

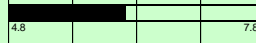


Number of students

Communication:

6.2

46.7%



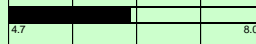
46.2%



Engagement:

6.3

48.5%



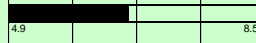
46.7%



Safety and Respect:

6.6

47.2%



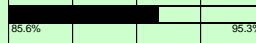
42.4%



Attendance (5 points)

91.4%

59.8%



50.4%



Student Performance

Comprises 25% of the Overall Score

This Year's Score: **21.1 out of 25**

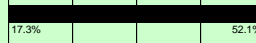
A

English Language Arts

Percentage of Students at Proficiency (Level 3 or 4):

53.6%

104.3%



59.7%

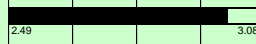


673

Median Student Proficiency (1.00-4.50):

3.00

86.4%



57.9%



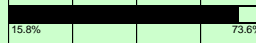
673

Mathematics

Percentage of Students at Proficiency (Level 3 or 4):

68.3%

90.8%



65.4%

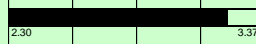


676

Median Student Proficiency (1.00-4.50):

3.23

86.9%



61.0%



676

Student Progress

Comprises 60% of the Overall Score

This Year's Score: **43.7 out of 60**

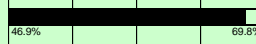
A

English Language Arts

Percentage of Students Making at Least 1 Year of Progress

68.3%

93.4%



89.8%

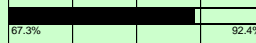


669

Percentage of Students in School's Lowest 1/3 Students Making at Least 1 Year of Progress

85.7%

73.3%



76.1%

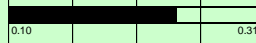


231

Average Change in Student Proficiency for Level 1 and Level 2 Students

0.24

66.7%



56.7%

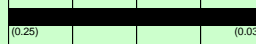


371

Average Change in Student Proficiency for Level 3 and Level 4 Students

0.02

122.7%



100.0%



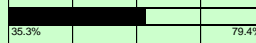
298

Mathematics

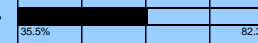
Percentage of Students Making at Least 1 Year of Progress

59.5%

54.9%



51.3%

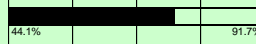


680

Percentage of Students in School's Lowest 1/3 Students Making at Least 1 Year of Progress

75.5%

66.0%



68.6%

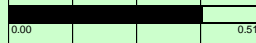


212

Average Change in Student Proficiency for Level 1 and Level 2 Students

0.39

76.5%



70.2%

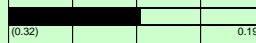


231

Average Change in Student Proficiency for Level 3 and Level 4 Students

(0.05)

52.9%



53.1%



449