

2014-15 School Quality Guide / MS

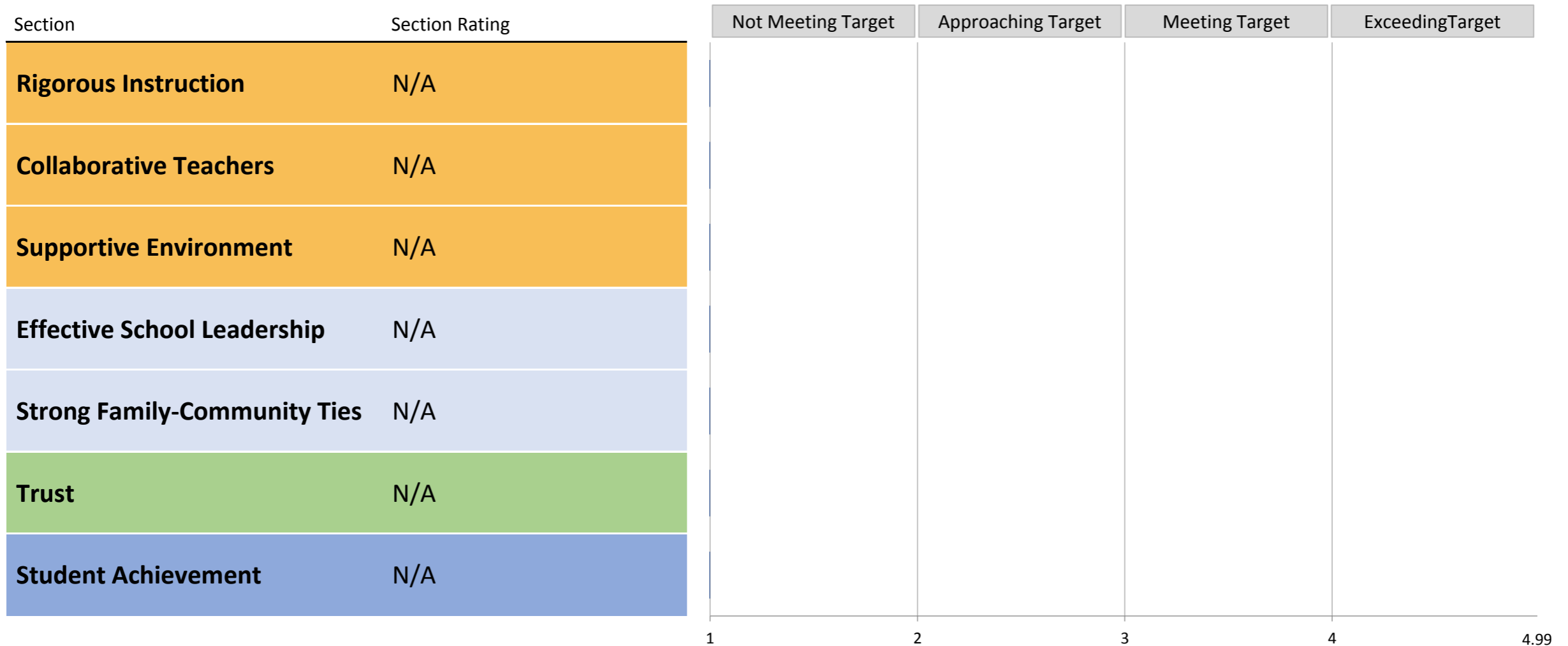
Summary of Section Ratings

11X142

MS 142 John Philip Sousa

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 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: N/A

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>

2014-15 School Quality Guide / MS
School Enrollment and Demographic Data

11X142
 MS 142 John Philip Sousa

Student Enrollment

Grade	2012 - 2013	2013 - 2014	2014 - 2015
Grade 6	113	12	-
Grade 7	91	97	-
Grade 8	226	83	113
All students	430	192	113

Student Demographics

	2012 - 2013	2013 - 2014	2014 - 2015
% English Language Learners	5%	6%	7%
% Free Lunch Eligible	73%	73%	65%
% Student with IEPs	22%	19%	22%
% Student with IEPs (less than 20% time)	13%	9%	11%
% HRA Eligible	-	66%	58%
% Temporary Housing	-	15%	18%
% Asian	3%	3%	4%
% Black	60%	56%	55%
% Hispanic	33%	36%	35%
% White	1%	2%	2%
% Other	0%	4%	4%
Average Incoming ELA Proficiency	2.54	2.20	2.14
Average Incoming Math Proficiency	2.86	2.26	2.24

Student Achievement Rating Student Achievement Score

Student Achievement Metrics	n	2014-15 School Value	Bottom of Target Range	2014-15 Targets			Top of Target Range	Metric Score	Weight Pct
				Approaching Target	Meeting Target	Exceeding Target			
State Test Results - ELA									
Average Student Proficiency	105	2.22	1.92	2.13	2.25	2.39	2.65	2.75	9.80%
Percentage of Students at Level 3 or 4	105	8.6%	0.0%	6.9%	12.0%	17.7%	26.2%	2.33	9.80%
Median Adjusted Growth Percentile	89	56.0	46.3	52.7	61.7	67.7	78.4	2.37	9.80%
● Median Adjusted Growth Percentile - School's Lowest Third	31	84.0	63.2	68.6	76.5	81.8	91.2	4.23	9.80%
State Test Results - Math									
○ Average Student Proficiency	106	1.99	1.74	2.07	2.31	2.57	2.93	1.76	9.80%
○ Percentage of Students at Level 3 or 4	106	2.8%	0.0%	8.9%	15.6%	23.0%	32.7%	1.31	9.80%
Median Adjusted Growth Percentile	91	53.0	40.8	49.3	61.5	69.6	84.2	2.30	9.80%
Median Adjusted Growth Percentile - School's Lowest Third	32	73.5	57.2	64.0	73.8	80.3	92.0	2.97	9.80%
Core Course Pass Rates									
● ELA	104	98.1%	61.7%	72.6%	80.7%	89.7%	100.0%	4.82	1.96%
● Math	104	96.2%	65.9%	75.6%	82.8%	90.8%	100.0%	4.59	1.96%
● Science	104	99.0%	68.8%	77.6%	84.2%	91.6%	100.0%	4.88	1.96%
● Social Studies	104	98.1%	60.1%	71.5%	79.9%	89.3%	100.0%	4.82	1.96%
○ Percent of 8th Graders Earning HS Credit	104	0.0%	0.0%	10.6%	18.5%	27.4%	38.6%	1.00	3.92%
9th Grade Adjusted Credit Accumulation of Former 8th Graders	72	78.0%	67.0%	76.0%	82.0%	88.0%	96.0%	2.33	9.80%
									Weighted Average Score

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			Top of Target Range	Metric Score	Extra Points Possible	Extra Points Earned
						Approaching Target	Meeting Target	Exceeding Target				
ELA - Percent at Level 3 or 4												
○ Self-Contained	12	11.4%	59.1%	0.0%	0.0%	0.4%	0.8%	1.3%	2.2%	1.00	0.030	0.000
○ Integrated Co-Teaching	6	5.7%	31.3%	0.0%	0.0%	1.6%	3.2%	5.1%	8.4%	1.00	0.030	0.000
SETSS	3	2.9%	31.2%		0.0%	2.6%	5.2%	8.2%	13.6%		0.030	0.000
Math - Percent at Level 3 or 4												
○ Self-Contained	12	11.3%	59.8%	0.0%	0.0%	0.7%	1.4%	2.3%	3.8%	1.00	0.030	0.000
○ Integrated Co-Teaching	6	5.7%	31.5%	0.0%	0.0%	2.4%	4.8%	7.6%	12.6%	1.00	0.030	0.000
SETSS	3	2.8%	30.4%		0.0%	3.3%	6.6%	10.4%	17.2%		0.030	0.000
ELA - Percent at 75th+ Growth Percentile												
ELL	6	6.7%	15.0%	50.0%	17.2%	27.0%	36.6%	47.8%	68.0%		0.030	0.000
Lowest Third Citywide	46	51.7%	66.3%	47.8%	31.5%	39.4%	47.2%	56.3%	72.7%	3.07	0.030	0.016
Black and Hispanic Males in Lowest Third Citywide	22	24.7%	55.3%	54.5%	29.6%	38.0%	46.2%	55.9%	73.2%	3.86	0.030	0.022
● SC/ICT/SETSS	20	22.5%	52.0%	60.0%	35.0%	42.9%	50.8%	60.0%	76.4%	4.00	0.030	0.023
Math - Percent at 75th+ Growth Percentile												
ELL	8	8.8%	18.1%	37.5%	12.4%	22.8%	33.0%	45.0%	66.4%		0.030	0.000
○ Lowest Third Citywide	60	65.9%	81.2%	33.3%	24.4%	34.1%	43.7%	54.9%	75.0%	1.92	0.030	0.007
○ Black and Hispanic Males in Lowest Third Citywide	25	27.5%	61.8%	32.0%	24.1%	34.0%	43.7%	55.1%	75.5%	1.80	0.030	0.006
● SC/ICT/SETSS	20	22.0%	51.7%	70.0%	25.8%	34.5%	43.0%	53.1%	71.0%	4.94	0.030	0.030
ELL Progress	9	8.0%	22.2%	88.9%	11.3%	22.8%	34.2%	47.5%	71.3%		0.030	0.000

CtAG Additional Points

Overall Student Achievement Score

- 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			
Quality Review 1.2			
Quality Review 2.2			
NYC School Survey - Rigorous Instruction	82%	2.84	
Section Rating:	Section Score:		

Collaborative Teachers			
Quality Review 4.2			
NYC School Survey - Collaborative Teachers	86%	3.28	
Section Rating:	Section Score:		

Supportive Environment			
Quality Review 3.4			
NYC School Survey - Supportive Environment	73%	1.68	
Percentage of students with 90%+ attendance			
EMS	64.2%	1.80	
HS			
Overall	64.2%	1.80	
Movement of students with disabilities to less restrictive environments			
EMS	0.11	1.65	
HS			
Overall	0.11	1.65	
Section Rating:	Section Score:		

Effective School Leadership			
NYC School Survey - Effective School Leadership	70%	2.12	
Section Rating:	Section Score:		

Strong Family-Community Ties			
NYC School Survey - Strong Family-Community Ties	79%	2.92	
Section Rating:	Section Score:		

Trust			
NYC School Survey - Trust	87%	3.00	
Section Rating:	Section Score:		

		Survey % Positive	City Range			Percent of Range	Score	
			Bottom of Range	City Avg	Top of Range			
Rigorous Instruction								
•	Common Core shifts in literacy	Teachers	100	79.4	91.4	100.0	1.00	4.99
	Common Core shifts in math	Teachers	87	68.9	87.1	100.0	0.59	3.36
○	Course clarity	Students	76	81.3	89.7	98.1	0.00	1.00
	Quality of student discussion	Teachers	65	53.2	78.4	100.0	0.25	2.00
Section Results:			82%					2.84
Collaborative Teachers								
Cultural awareness:								
	Cultural awareness	Teachers	92	84.5	94.1	100.0	0.50	
	Cultural awareness	Parents	91	87.1	93.3	99.5	0.50	
	Cultural awareness	Students	76	70.6	84.2	97.8	0.21	
	Cultural awareness	Combined	86				0.40	2.60
	Inclusive classroom instruction	Teachers	91	81.7	93.3	100.0	0.51	3.04
	Quality of professional development	Teachers	67	54.0	77.4	100.0	0.28	2.12
	School commitment	Teachers	78	59.7	84.3	100.0	0.45	2.80
	Innovation	Teachers	87	65.8	85.2	100.0	0.61	3.44
•	Reflective dialogue	Teachers	100	86.6	95.8	100.0	1.00	4.99
•	Peer collaboration	Teachers	95	76.7	91.9	100.0	0.76	4.04
	Focus on student learning	Teachers	91	68.4	88.4	100.0	0.72	3.88
	Collective responsibility	Teachers	75	57.5	82.3	100.0	0.42	2.68
Section Results:			86%					3.28
Supportive Environment								
Safety:								
	Safety	Teachers						
	Safety	Students	66	67.5	82.9	98.3	0.00	
○	Safety	Combined	66				0.00	1.00
Classroom behavior:								
	Classroom behavior	Teachers						
	Classroom behavior	Students	51	63.4	79.2	95.0	0.00	
○	Classroom behavior	Combined	51				0.00	1.00
•	Social-emotional measure	Teachers	100	84.7	95.3	100.0	1.00	4.99
○	Peer interactions	Students	68	67.5	80.7	93.9	0.02	1.08
○	Next-level guidance	Students	81	76.9	88.3	99.7	0.18	1.72
Press toward academic achievement:								
	Press toward academic achievement	Teachers						
	Press toward academic achievement	Students	76	80.6	88.2	95.8	0.00	
○	Press toward academic achievement	Combined	76				0.00	1.00
○	Personal attention and support	Students	73	74.1	85.5	96.9	0.00	1.00
Peer support for academic work:								
	Peer support for academic work	Teachers						
	Peer support for academic work	Parents	83	76.8	88.6	100.0	0.27	
	Peer support for academic work	Students	53	48.0	66.6	85.2	0.12	
○	Peer support for academic work	Combined	68				0.19	1.76
Section Results:			73%					1.68

		Survey % Positive	City Range			Percent of Range	Score	
			Bottom of Range	City Avg	Top of Range			
Effective School Leadership								
	Inclusive principal leadership	Parents	89	82.1	90.7	99.3	0.38	2.52
○	Teacher influence	Teachers	40	34.5	67.1	99.7	0.08	1.32
○	Program coherence	Teachers	67	60.8	85.2	100.0	0.16	1.64
	Principal instructional leadership	Teachers	84	67.2	88.0	100.0	0.50	3.00
Section Results:			70%					2.12
Strong Family Community Ties								
Teacher outreach to parents:								
	Teacher outreach to parents	Teachers	88	79.9	92.5	100.0	0.38	
	Teacher outreach to parents	Parents	87	81.6	90.6	99.6	0.27	
	Teacher outreach to parents	Combined	87				0.33	2.32
	Parent involvement in the schools	Parents	71	47.1	66.3	85.5	0.62	3.48
Section Results:			79%					2.92
Trust								
	Parent-teacher trust	Parents	90	88.9	94.3	99.7	0.50	3.00
	Parent-principal trust	Parents	94	88.6	94.8	100.0	0.50	3.00
○	Student-teacher trust	Students	71	69.2	82.0	94.8	0.08	1.32
	Teacher-principal trust	Teachers	82	63.2	87.4	100.0	0.50	3.00
●	Teacher-teacher trust	Teachers	98	74.2	90.6	100.0	0.92	4.68
Section Results:			87%					3.00

2014-15 School Quality Reports / MS
Targets for 2015-16

11X142
 MS 142 John Philip Sousa

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	2.22				
Average Student Proficiency - School's Lowest Third	1.93				
Percentage of Students at Level 3 or 4	8.6%				
State Test Results - Math*					
Average Student Proficiency	1.99				
Average Student Proficiency - School's Lowest Third	1.79				
Percentage of Students at Level 3 or 4	2.8%				
Core Course Pass Rates					
ELA	98.1%				
Math	96.2%				
Science	99.0%				
Social Studies	98.1%				
Percent of 8th Graders Earning HS Credit	0.0%				
9th Grade Adjusted Credit Accumulation of Former 8th Graders	78.0%	72.9% or lower	73.0% to 77.9%	78.0% to 80.9%	81.0% 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	1.88				
Integrated Co-Teaching	1.97				
SETSS					
ELL	2.16				
Lowest Third Citywide	1.97				
Black and Hispanic Males in Lowest Third Citywide	1.91				
Math - Average Proficiency Rating					
Self-Contained	1.74				
Integrated Co-Teaching	1.80				
SETSS					
ELL	1.91				
Lowest Third Citywide	1.81				
Black and Hispanic Males in Lowest Third Citywide	1.81				
ELL Progress	88.9%				

*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 and 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	64.2%				
Movement of Students with Disabilities to Less Restrictive Environments	0.11				

* 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.