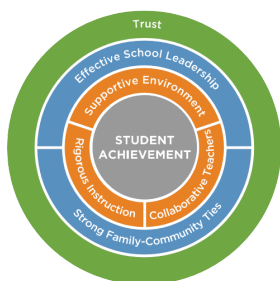




NYC School Survey Results and Quality Review

Due to COVID-19, scores are not available for any schools for the 2019-20 school year and NYC School Survey response rates for the 2019-20 school year may vary compared to previous years.



The Framework for Great Schools

Research shows that the six areas of school conditions and practices in the Framework for Great Schools drive improved student learning.

Data in this section is from the NYC School Survey, the Quality Review, and metrics related to student attendance and movement of students with disabilities to less restrictive environments.

2019-20 NYC School Survey Response Rates:

Parents:	91%	(230)
Teachers:	91%	(30)
Students:	63%	(176)

Last Quality Review Conducted:

Date:

Reviewer:

[Read the full Quality Review report \(PDF\).](#)

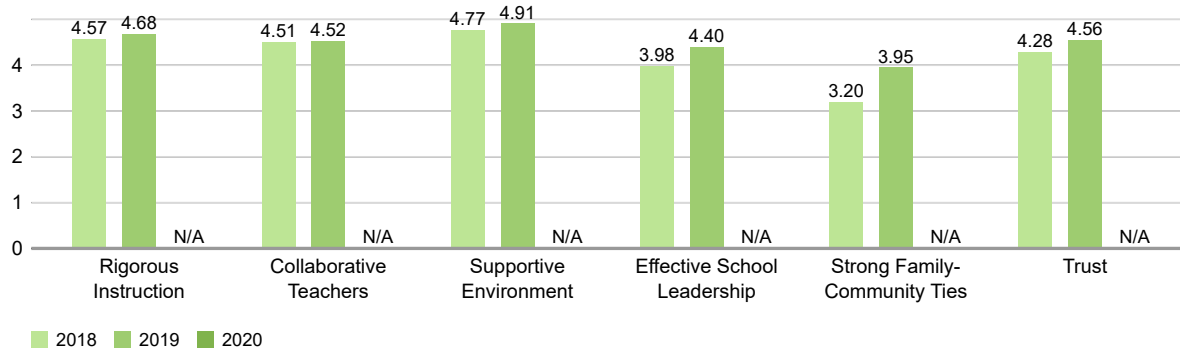
Expand to Framework Measures

Expand to Survey Questions

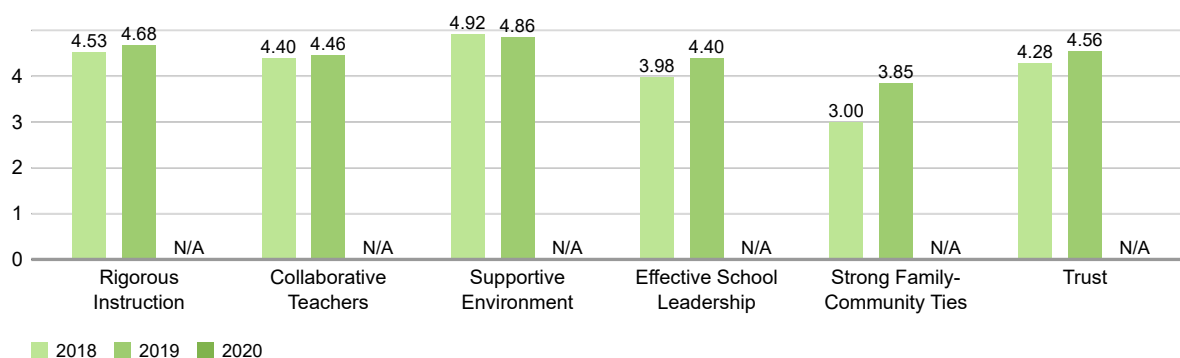
Expand All

Multi-Year Summary

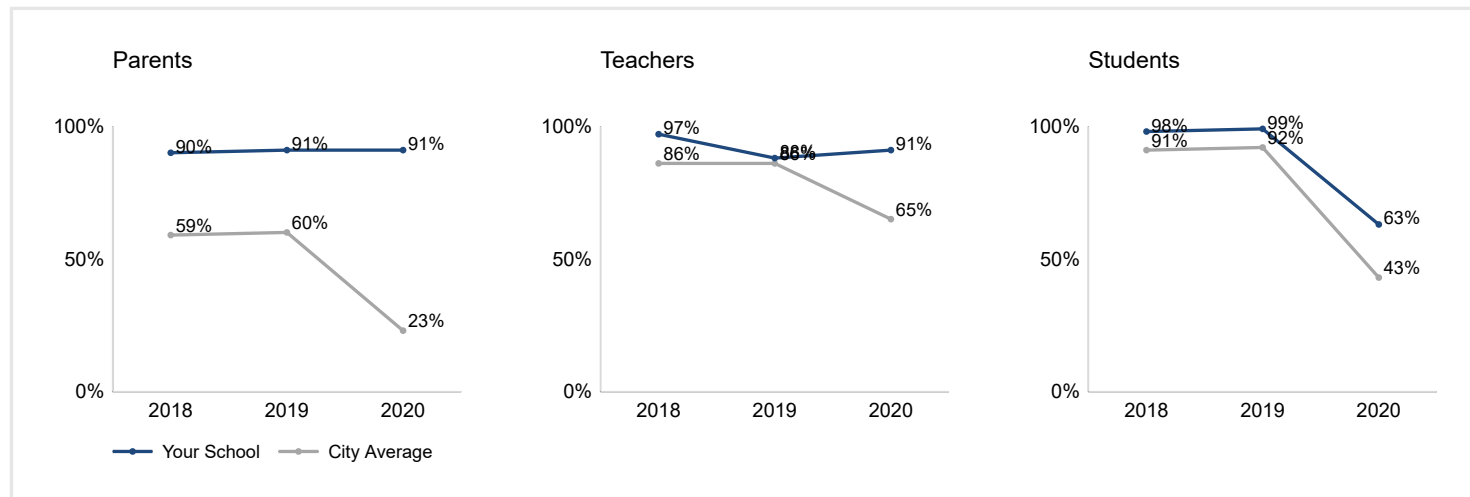
Framework Element Scores - Due to COVID-19, scores are not available for any schools for the 2019-20 school year.



Survey Element Scores - Due to COVID-19, scores are not available for any schools for the 2019-20 school year.



Survey Response Rates - Due to COVID-19, NYC School Survey response rates for the 2019-20 school year may vary compared to previous years.



Score Compared to District Average Compared to City Average



Rigorous Instruction



NYC School Survey Measures Percent Positive Score Compared to District Average Compared to City Average

- Academic Press** 94%
 - +** **S** **100%** of students say that they are learning a lot in their classes at their school to prepare them for the next level or grade. (Q4a)
 - +** **S** **97%** of students say that their classes at their school make them think critically. (Q4j)
 - +** **S** **95%** of students say that they are challenged in their classes. (Q5a)
 - +** **S** **90%** of students say that teachers ask difficult questions on tests. (Q5b)
 - +** **S** **86%** of students say that teachers ask difficult questions in class. (Q5c)
 - +** **S** **91%** of students say that they work in small groups. (Q5d)
 - +** **S** **99%** of students say that teachers want students to become better thinkers, not just memorize things. (Q5e)
 - +** **T** **97%** of teachers say that students feel challenged. (Q24a)

- + T 90% of teachers say that students have to work hard to do well. (Q24c)
- + T 80% of teachers say that students respond to challenging test questions. (Q24e)
- + T 83% of teachers say that students respond to challenging questions in class. (Q24g)

NYC School Survey Measures	Percent Positive	Score	Compared to District Average	Compared to City Average
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- Course Clarity 96%
 - + S 95% of students say that they learn a lot from feedback on their work. (Q2a)
 - + S 98% of students say that it's clear what they need to do to get a good grade. (Q2b)
 - + S 98% of students responded that the work they do is good preparation for their class tests. (Q2c)
 - + S 92% of students say that the homework assignments help them learn the course material. (Q2d)
 - + S 99% of students know what their teacher wants them to learn in class. (Q2e)

NYC School Survey Measures	Percent Positive	Score	Compared to District Average	Compared to City Average
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- Quality of Student Discussion 79%
 - + T 79% of teachers say that students build on each other's ideas during class discussion. (Q23a)
 - + T 83% of teachers say that students use data or text references to support their ideas. (Q23b)
 - + T 83% of teachers say that students show that they respect each other's ideas. (Q23c)
 - + T 59% of teachers say that students provide constructive feedback to their peers and teachers. (Q23d)



90%

of teachers say that students participate in class discussions at some point. (Q23e)

NYC School Survey Measures	Percent Positive	Score	Compared to District Average	Compared to City Average
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Strong Core Instruction

92%



N/A

of social studies teachers say that they had the resources to include opportunities for students to build knowledge by engaging with a variety of texts and tasks that feature big ideas, rich content, and multiple perspectives. (Q18a)



N/A

of social studies teachers say that they had the resources to include opportunities for reading and writing experiences grounded in evidence from text, both literary and informational. (Q18b)



N/A

of social studies teachers say that they had the resources to include opportunities for students to interact with complex grade-level text and tasks. (Q18c)



N/A

of social studies teachers say that they had the resources to include opportunities for students to practice academic language through writing. (Q18d)



N/A

of social studies teachers say that they had the resources to include opportunities for students to engage with texts and tasks reflective of their diverse racial, cultural, and linguistic perspective. (Q18e)



N/A

of social studies teachers say that they had the resources to include opportunities for students to engage in extended talk and discussion organized around rich content and topics. (Q18f)



N/A

of social studies teachers say that they had the resources to include opportunities for students to engage in meaningful discussion that critically examines topics that connect to the daily lives of students. (Q18g)



N/A

of social studies teachers say that they had the resources to include opportunities for teaching and practicing high-utility vocabulary words. (Q18h)



N/A

of social studies teachers say that they had the resources to include opportunities for focusing deeply on the concepts emphasized in the standards to help students build strong foundations for learning. (Q18i)



N/A

of social studies teachers say that they had the resources to include opportunities for creating coherent progressions within the standards from previous grades to current grade to build onto previous learning. (Q18j)



N/A

of social studies teachers say that they had the resources to include opportunities for students to demonstrate conceptual understanding within real-world examples. (Q18k)

































N/A

of science teachers say that they had the resources to include opportunities for students to build knowledge by engaging with a variety of texts and tasks that feature big ideas, rich content, and multiple perspectives. (Q19a)

























N/A

of science teachers say that they had the resources to include opportunities for reading and writing experiences grounded in evidence from text, both literary and informational. (Q19b)

		N/A	of science teachers say that they had the resources to include opportunities for students to interact with complex grade-level text and tasks. (Q19c)
		N/A	of science teachers say that they had the resources to include opportunities for students to practice academic language through writing. (Q19d)
		N/A	of science teachers say that they had the resources to include opportunities for students to engage with texts and tasks reflective of their diverse racial, cultural, and linguistic perspective. (Q19e)
		N/A	of science teachers say that they had the resources to include opportunities for students to engage in extended talk and discussion organized around rich content and topics. (Q19f)
		N/A	of science teachers say that they had the resources to include opportunities for students to engage in meaningful discussion that critically examines topics that connect to the daily lives of students. (Q19g)
		N/A	of science teachers say that they had the resources to include opportunities for teaching and practicing high-utility vocabulary words. (Q19h)
		N/A	of science teachers say that they had the resources to include opportunities for focusing deeply on the concepts emphasized in the standards to help students build strong foundations for learning. (Q19i)
		N/A	of science teachers say that they had the resources to include opportunities for creating coherent progressions within the standards from previous grades to current grade to build onto previous learning. (Q19j)
		N/A	of science teachers say that they had the resources to include opportunities for students to demonstrate conceptual understanding within real-world examples. (Q19k)
		100%	of ELA teachers say that they had the resources to include opportunities for students to build knowledge by engaging with a variety of texts and tasks that feature big ideas, rich content, and multiple perspectives. (Q20a)
		100%	of ELA teachers say that they had the resources to include opportunities for reading and writing experiences grounded in evidence from text, both literary and informational. (Q20b)
		100%	of ELA teachers say that they had the resources to include opportunities for students to interact with complex grade-level text and tasks. (Q20c)
		83%	of ELA teachers say that they had the resources to include opportunities for students to practice academic language through writing. (Q20d)
		83%	of ELA teachers say that they had the resources to include opportunities for students to engage with texts and tasks reflective of their diverse racial, cultural, and linguistic perspective. (Q20e)
		100%	of ELA teachers say that they had the resources to include opportunities for students to engage in extended talk and discussion organized around rich content and topics. (Q20f)

- + T 100% of ELA teachers say that they had the resources to include opportunities for students to engage in meaningful discussion that critically examines topics that connect to the daily lives of students. (Q20g)
- + T 83% of ELA teachers say that they had the resources to include opportunities for teaching and practicing high-utility vocabulary words. (Q20h)
- + T 83% of ELA teachers say that they had the resources to include opportunities for focusing deeply on the concepts emphasized in the standards to help students build strong foundations for learning. (Q20i)
- + T 100% of ELA teachers say that they had the resources to include opportunities for creating coherent progressions within the standards from previous grades to current grade to build onto previous learning. (Q20j)
- + T 83% of ELA teachers say that they had the resources to include opportunities for students to demonstrate conceptual understanding within real-world examples. (Q20k)
- + T 90% of math teachers say that they had the resources to include opportunities for students to build knowledge by engaging with a variety of texts and tasks that feature big ideas, rich content, and multiple perspectives. (Q21a)
- + T 90% of math teachers say that they had the resources to include opportunities for students to interact with complex grade-level text and tasks. (Q21b)
- + T 100% of math teachers say that they had the resources to include opportunities for students to practice academic language through writing. (Q21c)
- + T 70% of math teachers say that they had the resources to include opportunities for students to engage with texts and tasks reflective of their diverse racial, cultural, and linguistic perspective. (Q21d)
- + T 80% of math teachers say that they had the resources to include opportunities for students to engage in extended talk and discussion organized around rich content and topics. (Q21e)
- + T 80% of math teachers say that they had the resources to include opportunities for students to engage in meaningful discussion that critically examines topics that connect to the daily lives of students. (Q21f)
- + T 90% of math teachers say that they had the resources to include opportunities for teaching and practicing high-utility vocabulary words. (Q21g)
- + T 90% of math teachers say that they had the resources to include opportunities for focusing deeply on the concepts emphasized in the standards to help students build strong foundations for learning. (Q21h)
- + T 100% of math teachers say that they had the resources to include opportunities for creating coherent progressions within the standards from previous grades to current grade to build onto previous learning. (Q21i)
- + T 100% of math teachers say that they had the resources to include opportunities for students to demonstrate conceptual understanding within real-world examples. (Q21j)

		86%	of teachers of all subjects say that they had the resources to include opportunities for students to build knowledge by engaging with a variety of texts and tasks that feature big ideas, rich content, and multiple perspectives. (Q22a)
		86%	of teachers of all subjects say that they had the resources to include opportunities for reading and writing experiences grounded in evidence from text, both literary and informational. (Q22b)
		88%	of teachers of all subjects say that they had the resources to include opportunities for students to interact with complex grade-level text and tasks. (Q22c)
		100%	of teachers of all subjects say that they had the resources to include opportunities for students to practice academic language through writing. (Q22d)
		100%	of teachers of all subjects say that they had the resources to include opportunities for students to engage with texts and tasks reflective of their diverse racial, cultural, and linguistic perspective. (Q22e)
		100%	of teachers of all subjects say that they had the resources to include opportunities for students to engage in extended talk and discussion organized around rich content and topics. (Q22f)
		100%	of teachers of all subjects say that they had the resources to include opportunities for students to engage in meaningful discussion that critically examines topics that connect to the daily lives of students. (Q22g)
		88%	of teachers of all subjects say that they had the resources to include opportunities for teaching and practicing high-utility vocabulary words. (Q22h)
		100%	of teachers of all subjects say that they had the resources to include opportunities for focusing deeply on the concepts emphasized in the standards to help students build strong foundations for learning. (Q22i)
		88%	of teachers of all subjects say that they had the resources to include opportunities for creating coherent progressions within the standards from previous grades to current grade to build onto previous learning. (Q22j)
		100%	of teachers of all subjects say that they had the resources to include opportunities for students to demonstrate conceptual understanding within real-world examples. (Q22k)

Quality Review Measures

Score

Quality Review Rating

 How interesting and challenging is the curriculum? (1.1)

General Quality Review Rubric

Indicator 1.1

Rigorous, engaging, and coherent curricula aligned to CCLS

- a) Curricula aligns to CCLS and/or content standards and instructional shifts
- b) Rigorous habits and higher order skills for all
- c) Planning and revising to ensure access to curricula and cognitive engagement for all students

Specific Quality Review Results

Read the full Quality Review report (PDF).

-

How effective is the teaching and learning? (1.2)

General Quality Review Rubric

Indicator 1.2

Research based, effective instruction that yields high quality student work

a) Shared beliefs informed by the Danielson Framework and aligned to pedagogy and curricula

b) Teaching strategies provide multiple entry points that engage all learners

c) High levels of student thinking and participation that culminate in meaningful work products

Specific Quality Review Results

Read the full Quality Review report (PDF).

-

How well does the school assess what students are learning? (2.2)

General Quality Review Rubric

Indicator 2.2

Curricula-aligned assessment practices that inform instruction

a) Curricula-aligned assessment practices and grading policies that provide actionable feedback

b) Common assessment analysis that drives curricular and instructional adjustments

c) Checks for understanding, and student self-assessment that lead to effective lesson adjustments

Specific Quality Review Results

Read the full Quality Review report (PDF).

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Collaborative Teachers

1234

-	Cultural Awareness and Inclusive Classroom Instruction	99%			
+	S	97%	of students say that their teachers use examples of different cultures, backgrounds, and families in their lessons to make learning more meaningful. (Q1f)		
+	S	99%	of students say that they see people of many races, ethnicities, cultures, and backgrounds represented in the curriculum. (Q1g)		
+	S	100%	of students say that their teachers treat students from different cultures or backgrounds equally. (Q1h)		
+	S	99%	of students say that their teachers respect their culture or background. (Q1i)		
+	S	97%	of students say that their teachers make the lessons relevant to their everyday life experiences. (Q1j)		

- + S **99%** of students say that they are presented with positive images of people from a variety of races, ethnicities, cultures and backgrounds. (Q1k)
- + T **100%** of teachers say that they receive support around how to incorporate students' cultural and linguistic backgrounds in their practice. (Q2a)
- + T **100%** of teachers say that they use their students' prior knowledge to make their lessons relevant to their everyday life. (Q2b)
- + T **100%** of teachers say that they modify instructional activities and materials to meet the development needs and learning interests of all their students. (Q2c)
- + T **97%** of teachers say that they ensure instruction represents multiple perspectives, cultures, and backgrounds. (Q2d)
- + T **100%** of teachers say that they design appropriate instruction that is matched to students' need (for example, English language learners (ELLs) proficiency and students with disabilities). (Q2e)
- + T **97%** of teachers say that they apply their knowledge of parents' various cultural backgrounds when collaborating with them regarding their child's educational progress. (Q2f)
- + T **97%** of teachers say that they develop appropriate Individualized Education Programs for their students with disabilities. (Q2g)
- + T **97%** of teachers say that they distinguish linguistic and cultural differences from learning disabilities. (Q2h)

NYC School Survey Measures	Percent Positive	Score	Compared to District Average	Compared to City Average
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- **Innovation and Collective Responsibility** **99%**
- + T **97%** of teachers say that teachers help maintain discipline in the entire school, not just their classroom. (Q1a)
- + T **100%** of teachers say that teachers are actively trying to improve their teaching. (Q1b)
- + T **100%** of teachers say that teachers take responsibility for improving the school. (Q1c)
- + T **97%** of teachers say that teachers are eager to try new ideas. (Q1d)
- + T **100%** of teachers say that teachers feel responsible that all students learn. (Q1e)

NYC School Survey Measures	Percent Positive	Score	Compared to District Average	Compared to City Average
- Peer Collaboration	100%			
+ T 100%				
of teachers say that at their school the principal, teachers, and staff collaborate to make the school run effectively. (Q9a)				
+ T 100%				
of teachers say that they design instructional programs (for example, lessons and units) together. (Q9d)				
+ T 100%				
of teachers say that at their school teachers make a conscious effort to coordinate their teaching with instruction at other grade levels. (Q9e)				

NYC School Survey Measures	Percent Positive	Score	Compared to District Average	Compared to City Average
- Quality of Professional Development	96%			
+ T 100%				
of teachers say that their professional development experiences this year have been sustained and coherent. (Q11a)				
+ T 97%				
of teachers say that their professional development experiences this year have included enough time to think carefully about, try, and evaluate new ideas. (Q11b)				
+ T 93%				
of teachers say that their professional development experiences this year have included opportunities to engage in inquiry-based, professional collaboration with peers and/or mentors from their school. (Q11c)				
+ T 90%				
of teachers say that their professional development experiences this year have included opportunities to engage in inquiry-based, professional collaboration with peers and/or mentors from other schools. (Q11d)				
+ T 100%				
of teachers say that their professional development experiences this year have directly related to their students' needs. (Q11e)				

NYC School Survey Measures	Percent Positive	Score	Compared to District Average	Compared to City Average
- School Commitment	97%			
+ T 97%				
of teachers say that they usually look forward to each working day at their school. (Q4a)				
+ T 93%				
of teachers say that they recommend their school to families seeking a place for their child. (Q4b)				
+ T 100%				
of teachers say that they recommend their school to other teachers as a place to work. (Q4h)				

Quality Review Measures	Score	Quality Review Rating
<div> <div></div> <div>How thoughtful is the school's approach to teacher development and evaluation? (4.1)</div> </div> <div> <div> <div>General Quality Review Rubric</div> <div>Indicator 4.1</div> <div>Support and evaluation of teachers through the Danielson Framework and analysis of learning outcomes</div> <div> a) Teacher growth supported by effective feedback and next steps from observations and data b) Feedback to teachers supports development and offers trends and next steps using the Danielson Framework c) Data informed professional development and teacher/administrator performance based decisions </div> <div>Specific Quality Review Results</div> <div>Read the full Quality Review report (PDF).</div> </div> </div>		
Quality Review Measures	Score	Quality Review Rating

<div> <div></div> <div>How well do teachers work with each other? (4.2)</div> </div> <div> <div> <div>General Quality Review Rubric</div> <div>Indicator 4.2</div> <div>Teacher teams engage in collaborative practice using the inquiry approach to improve classroom practice</div> <div> a) Teacher teams engage in collaborative inquiry that supports goals and strengthens teacher capacity b) Student work/data analysis within teams improves curricula, teaching, and learning c) Embedded distributed leadership structures that influence key decisions </div> <div>Specific Quality Review Results</div> <div>Read the full Quality Review report (PDF).</div> </div> </div>		
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Score	Compared to District Average	Compared to City Average
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Supportive Environment

1

2

3

4

NYC School Survey Measures	Percent Positive	Score	Compared to District Average	Compared to City Average
<div> <div></div> <div>Classroom Behavior</div> </div> <div>96%</div> <div> <div> <div></div> <div>+</div> <div>S</div> <div>98%</div> <div>of students say that most students listen carefully when the teacher gives directions. (Q6a)</div> </div> <div> <div></div> <div>+</div> <div>S</div> <div>97%</div> <div>of students say that most students follow the rules in class. (Q6b)</div> </div> <div> <div></div> <div>+</div> <div>S</div> <div>97%</div> <div>of students say that most students pay attention when they are supposed to. (Q6c)</div> </div> <div> <div></div> <div>+</div> <div>S</div> <div>99%</div> <div>of students say that most students work when they are supposed to. (Q6d)</div> </div> <div> <div></div> <div>+</div> <div>S</div> <div>90%</div> <div>of students say that most students behave well even when the teacher isn't watching. (Q6e)</div> </div> </div>				

+ T 73% of teachers say that students listen carefully when the teacher gives directions. (Q24b)

+ T 80% of teachers say that students follow the rules in class. (Q24d)

+ T 77% of teachers say that students pay attention when they are supposed to. (Q24f)

+ T 83% of teachers say that students do their work when they are supposed to. (Q24h)

+ T 70% of teachers say that students behave well in class even when the teacher isn't watching. (Q24i)

NYC School Survey Measures	Percent Positive	Score	Compared to District Average	Compared to City Average
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- Guidance

99%

+ S 99% of middle school students say that their school provides guidance for the application process for high school. (Q9a)

+ S 99% of middle school students say that their school educates families about the application/enrollment process for high school. (Q9b)

+ S N/A of high school students say that adults at their school talk to them about what they plan to do after high school. (Q10a)

+ S N/A of high school students say that adults at their school encourage them to continue their education after high school. (Q10b)

+ S N/A of high school students say that adults at their school inform them about the college application process. (Q10c)

+ S N/A of high school students say that adults at their school help them plan for how to meet their future career goals. (Q10d)

+ S N/A of high school students say that adults at their school help them consider which colleges to apply to. (Q11a)

+ S N/A of high school students say that adults at their school show them options for how to pay for college. (Q11b)

NYC School Survey Measures	Percent Positive	Score	Compared to District Average	Compared to City Average
- Peer Support for Academic Work	97%			
+ S 98%				of students say that most students feel it is important to come to school every day. (Q6f)
+ S 99%				of students say that most students feel it is important to pay attention in class. (Q6g)
+ S 90%				of students say that most students think doing homework is important. (Q6h)
+ S 99%				of students say that most students try hard to get good grades. (Q6i)

NYC School Survey Measures	Percent Positive	Score	Compared to District Average	Compared to City Average
- Personal Attention and Support	97%			
+ S 97%				of students say that teachers help them catch up if they are behind. (Q3a)
+ S 95%				of students say that teachers notice if they have trouble learning something. (Q3b)
+ S 99%				of students say that teachers give them specific suggestions about how they can improve their work. (Q3c)
+ S 97%				of students say that teachers explain things a different way if they don't understand something. (Q3d)
+ S 95%				of students say that their teachers support them when they are upset. (Q3e)

NYC School Survey Measures	Percent Positive	Score	Compared to District Average	Compared to City Average
- Safety	98%			
+ S 97%				of students say that discipline is applied fairly in their school. (Q4k)
+ S 97%				of students say that they feel safe outside around their school. (Q7a)

+	S	98%	of students say that they feel safe traveling between home and their school. (Q7b)
+	S	98%	of students feel safe in the hallways, bathrooms, locker rooms, and cafeteria. (Q7c)
+	S	99%	of students say that they feel safe in their classes. (Q7d)
+	T	100%	of teachers say that discipline is applied to students fairly in their school. (Q7)
+	T	N/A	of pre-k through 5 teachers say that students are safe outside around their school. (Q28a)
+	T	N/A	of pre-k through 5 teachers say that students are safe traveling between home and their school. (Q28b)
+	T	N/A	of pre-k through 5 teachers say that students are safe in the hallways, bathrooms, locker rooms, and cafeteria of their school. (Q28c)
+	T	N/A	of pre-k through 5 teachers say that students are safe in their class(es). (Q28d)

NYC School Survey Measures	Percent Positive	Score	Compared to District Average	Compared to City Average
- Social-Emotional	97%			
+ T 100%				of teachers say that adults at their school help students develop the skills they need to complete challenging coursework despite obstacles. (Q25a)
+ T 100%				of teachers say that adults at their school tell their students they believe they can achieve high academic standards. (Q25b)
+ T 100%				of teachers say that adults at their school teach critical thinking skills to students. (Q25c)
+ T 97%				of teachers say that adults at their school teach students how to advocate for themselves. (Q25d)
+ T 93%				of teachers say that adults at their school teach students the organizational skills needed to be prepared for their next level. (Q25e)
+ T 90%				of teachers say that adults at their school recognize disruptive behavior as social-emotional learning opportunities. (Q25f)

- + T 97% of teachers say that adults at their school teach students the skills they need to regulate their behavior (by focusing their attention, controlling their emotions, or managing their thinking, behavior, and feelings). (Q25g)
- + T 100% of teachers say that adults at their school have access to school-based supports to assist in behavioral and emotional escalations. (Q25h)

NYC School Survey Measures	Percent Positive	Score	Compared to District Average	Compared to City Average
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- Preventing Bullying 98%
 - + S 97% of students say that students rarely or never harass, bully, or intimidate other students at their school. (Q8a)
 - + S 98% of students say that students rarely or never harass, bully, or intimidate each other because of their race, religion, ethnicity, national origin, or citizenship/immigration status at their school. (Q8b)
 - + S 99% of students say that students rarely or never harass, bully, or intimidate each other because of their gender, gender identity, gender expression, or sexual orientation at their school. (Q8c)
 - + S 98% of students say that students rarely or never harass, bully, or intimidate each other because of other differences, like disability or weight, at their school. (Q8d)
 - + S 98% of students say that students rarely or never harass, bully or intimidate each other online (through mobile phones, social media, email, or other forms of electronic communication). (Q8e)

Quality Review Measures	Score	Quality Review Rating
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- How safe and inclusive is the school while supporting social-emotional growth? (1.4)

General Quality Review Rubric

Indicator 1.4

Structures for a positive learning environment, inclusive culture, and student success

- a) Safe and inclusive school culture
- b) School coordinates social emotional learning, attendance, and youth development for academic success
- c) Aligned professional development and supports for adoption of effective academic and

Specific Quality Review Results

Read the full Quality Review report (PDF).

Quality Review Measures	Score	Quality Review Rating
<div> <div></div> <div>How clearly are high expectations communicated to students and staff? (3.4)</div> </div> <div> <div> <div>General Quality Review Rubric</div> <div>Indicator 3.4</div> <div>A culture of learning that communicates and supports high expectations</div> <div> a) Communication of high expectations to staff, inclusive of training, and a system of accountability b) Communication of and support for families' understanding of high expectations for college and career readiness c) Staff communicate and support high expectations to students </div> <div>Specific Quality Review Results</div> <div>Read the full Quality Review report (PDF).</div> </div> </div>		

NYC School Quality Snapshot Metric	Metric Value	Score	Compared to Comparison Group Average	Compared to City Average
Percentage of students with 90%+ attendance				
Movement of SWD to Less Restrictive Environments				
		Score	Compared to District Average	Compared to City Average

Effective School Leadership

1

2

3

4

NYC School Survey Measures	Percent Positive	Score	Compared to District Average	Compared to City Average
<div> <div></div> <div>Inclusive Leadership</div> <div>96%</div> </div> <div> <div> <div> <div></div> <div>95%</div> <div>of families say that the principal encourages feedback from the community and them through regular meetings. (Q2c)</div> </div> <div> <div></div> <div>96%</div> <div>of families say that the principal is strongly committed to shared decision making. (Q3a)</div> </div> <div> <div></div> <div>99%</div> <div>of families feel that the principal works to create a sense of community in the school. (Q3b)</div> </div> <div> <div></div> <div>95%</div> <div>of families say that the principal at their school promotes family and community involvement in the school. (Q3c)</div> </div> </div> </div>				
NYC School Survey Measures	Percent Positive	Score	Compared to District Average	Compared to City Average
<div> <div></div> <div>Instructional Leadership</div> <div>99%</div> </div> <div> <div> <div> <div></div> <div>100%</div> <div>of teachers say that the principal makes clear to the staff his or her expectations for meeting instructional goals. (Q12a)</div> </div> </div> </div>				

- ☐ + ☒ T 100% of teachers say that the principal communicates a clear vision for their school. (Q12b)
- ☐ + ☒ T 100% of teachers say that the principal understands how children learn. (Q12c)
- ☐ + ☒ T 100% of teachers say that the principal sets high standards for student learning. (Q12d)
- ☐ + ☒ T 100% of teachers say that the principal participates in instructional planning with teams of teachers. (Q12e)
- ☐ + ☒ T 97% of teachers say that the principal/assistant principal(s) supports teachers in implementing what they have learned in professional development. (Q13a)
- ☐ + ☒ T 100% of teachers say that the principal/assistant principal(s) carefully tracks student academic progress. (Q13b)
- ☐ + ☒ T 97% of teachers say that the principal/assistant principal(s) knows what's going on in their classroom. (Q13c)
- ☐ + ☒ T 97% of teachers say that the principal/assistant principal(s) provides formative feedback to improve practice. (Q13d)
- ☐ + ☒ T 100% of teachers say that the principal/assistant principal(s) provides support for teachers to implement formative feedback. (Q13e)
- ☐ + ☒ T 97% of teachers say that the principal/assistant principal(s) supports teachers in modifying instructional activities and materials to meet the developmental needs and learning interests of all their students. (Q13f)

NYC School Survey Measures	Percent Positive	Score	Compared to District Average	Compared to City Average
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- ☐ - Program Coherence 98%
 - ☐ + ☒ T 100% of teachers say that at their school, once they start a new program, they follow up to make sure that it's working. (Q9b)
 - ☐ + ☒ T 93% of teachers say that it is clear how all of the programs offered are connected to their school's instructional vision. (Q9c)
 - ☐ + ☒ T 100% of teachers say that at their school curriculum, instruction, and learning materials are well coordinated across different grade levels. (Q9f)

NYC School Survey Measures	Percent Positive	Score	Compared to District Average	Compared to City Average
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-	Teacher Influence	96%		
+	T 100%	of teachers say that the principal encourages feedback through regular meetings with parent and teacher leaders. (Q10e)		
+	T 87%	of teachers say that they have influence over selecting instructional materials and/or curriculum used in classrooms. (Q14c)		
+	T 97%	of teachers say that they have influence over the development of instructional materials. (Q14d)		
+	T 100%	of teachers say that they have influence over standards for student behavior. (Q14e)		

Quality Review Measures	Score	Quality Review Rating
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-	How well does the school allocate and manage resources? (1.3)
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General Quality Review Rubric

Indicator 1.3

Aligned resource use to support instructional goals that meet students' needs

- a) Resource use aligns to instructional goals
- b) Use of time improves instruction and challenges students
- c) Student programs align to teacher expertise and support access to learning that leads to college and career readiness

Specific Quality Review Results

Read the full Quality Review report (PDF).

Quality Review Measures	Score	Quality Review Rating
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-	How well does the school identify, track, and meet its goals? (3.1)
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General Quality Review Rubric

Indicator 3.1

School level theory of action and goals shared by the school community

- a) School level goals and theory of action are tracked for progress and accelerate student learning
- b) Data driven needs assessments inform school level goals, action plans, and professional development
- c) Community involvement in setting school level goals and action plans

Specific Quality Review Results

Read the full Quality Review report (PDF).

-

How well are school decisions evaluated and adjusted?
(5.1)

General Quality Review Rubric

Indicator 5.1

Regularly evaluate school level decisions with a focus on the CCLS

a) Evaluating and adjusting curricular and instructional practices based on student needs

b) Evaluating school culture and expectations to make adjustments

c) Evaluating and adjusting use of resources, teacher team effectiveness, and professional development

Specific Quality Review Results

Read the full Quality Review report (PDF).

Score

Compared to District Average

Compared to City Average

-

Strong Family-Community Ties

1

2

3

4

NYC School Survey Measures

Percent Positive

Score

Compared to District Average

Compared to City Average

- Outreach to Parents

96%
- +

P

94%

of families say that school staff regularly communicate with them about how families can help their child learn. (Q1a)
- +

P

88%

of families say that they get opportunities to visit their child's classroom, such as observing instruction or participating in an activity with their child. (Q1b)
- +

P

84%

of families say that they have had the opportunity to volunteer time to support their school. (Q1c)
- +

P

99%

of families say that they are greeted warmly when they call or visit their school. (Q1d)
- +

P

96%

of families say that teachers work closely with them to meet their child's needs. (Q1e)
- +

P

96%

of families say that they feel well-informed by the communications they receive from their school. (Q1f)
- +

P

97%

of families say that their school communicates with them in a language and in a way that they can understand. (Q1i)
- +

T

97%

of teachers say that families are offered opportunities to visit their child's classroom, such as observing instruction or participating in an activity with their child. (Q10a)
- +

T

100%

of teachers say that teachers at their school understand families' problems and concerns. (Q10b)

- + T 100% of teachers say that teachers at their school work closely with families to meet students' needs. (Q10c)
- + T 100% of teachers say that staff regularly communicate with families about how they can help students learn. (Q10d)
- + T 100% of teachers say that at their school staff value families' race, ethnicity, culture or background. (Q10f)

NYC School Survey Measures	Percent Positive	Score	Compared to District Average	Compared to City Average
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- Parent Involvement in School 90%
 - + P 91% of families say that they have communicated with their child's teacher about their child's performance. (Q4a)
 - + P 89% of families say that they have seen their child's projects, artwork, homework, tests, or quizzes. (Q4b)
 - + P 85% of families say that they are likely to attend a general school meeting or school event. (Q7a)
 - + P 94% of families say that they are likely to go to a regularly scheduled parent-teacher conference with their child's teacher. (Q7b)

Quality Review Measures	Score	Quality Review Rating
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- How effectively does the school partner with families to support student success? (3.4)

General Quality Review Rubric

Indicator 3.4

A culture of learning that communicates and supports high expectations

- a) Communication of high expectations to staff, inclusive of training, and a system of accountability
- b) Communication of and support for families' understanding of high expectations for college and career readiness
- c) Staff communicate and support high expectations to students

Specific Quality Review Results

Read the full Quality Review report (PDF).

Score	Compared to District Average	Compared to City Average
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Trust






NYC School Survey Measures	Percent Positive	Score	Compared to District Average	Compared to City Average
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- Parent-Principal Trust 96%

- +  **98%** of families say that they feel respected by their child's principal. (Q1j)
- +  **96%** of families say that they trust the principal. (Q1m)
- +  **96%** of families say that the principal is an effective manager who makes the school run smoothly. (Q1n)
- +  **94%** of families say that the principal at their school works hard to build trusting relationships with families like them. (Q2b)



NYC School Survey Measures	Percent Positive	Score	Compared to District Average	Compared to City Average
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- **Parent-Teacher Trust** **96%**
- +  **99%** of families say that they feel respected by their child's teachers. (Q1g)
- +  **96%** of families say that school staff work hard to build trusting relationships with families like them. (Q1h)
- +  **93%** of families say that teachers and families think of each other as partners in educating children. (Q2a)

NYC School Survey Measures	Percent Positive	Score	Compared to District Average	Compared to City Average
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- **Student-Teacher Trust** **98%**
- +  **100%** of students say that there is at least one adult in the school that they can confide in. (Q4c)
- +  **98%** of students say that their teachers will always listen to students' ideas. (Q4e)
- +  **94%** of students say that their teachers always do what they say they will do. (Q4f)
- +  **100%** of students say that their teachers treat them with respect. (Q4g)
- +  **97%** of students say that when their teachers tell them not to do something, they know their teachers have a good reason. (Q4i)



NYC School Survey Measures	Percent Positive	Score	Compared to District Average	Compared to City Average
<div>-</div> <div>Teacher-Principal Trust</div> <div>100%</div> <div> <div>+</div> <div>T</div> <div>100%</div> <div>of teachers say that they feel respected by the principal. (Q5a)</div> </div> <div> <div>+</div> <div>T</div> <div>100%</div> <div>of teachers say that the principal is an effective manager who makes the school run smoothly. (Q5b)</div> </div> <div> <div>+</div> <div>T</div> <div>100%</div> <div>of teachers say that the principal has confidence in the expertise of the teachers at their school. (Q5c)</div> </div> <div> <div>+</div> <div>T</div> <div>97%</div> <div>of teachers say that they trust the principal. (Q5d)</div> </div> <div> <div>+</div> <div>T</div> <div>100%</div> <div>of teachers say that it's OK to discuss feelings, worries, and frustrations with the principal at their school. (Q5e)</div> </div> <div> <div>+</div> <div>T</div> <div>100%</div> <div>of teachers say that the principal takes a personal interest in the professional development of teachers. (Q5f)</div> </div> <div> <div>+</div> <div>T</div> <div>100%</div> <div>of teachers say that the principal looks out for the personal welfare of the staff members. (Q5g)</div> </div> <div> <div>+</div> <div>T</div> <div>100%</div> <div>of teachers say that the principal places the needs of children ahead of personal interests. (Q5h)</div> </div> <div> <div>+</div> <div>T</div> <div>100%</div> <div>of teachers say that the principal and assistant principals function as a cohesive unit. (Q5i)</div> </div>				
NYC School Survey Measures	Percent Positive	Score	Compared to District Average	Compared to City Average
<div>-</div> <div>Teacher-Teacher Trust</div> <div>99%</div> <div> <div>+</div> <div>T</div> <div>100%</div> <div>of teachers say that they trust each other. (Q4c)</div> </div> <div> <div>+</div> <div>T</div> <div>100%</div> <div>of teachers say that it's OK in their school to discuss feelings, worries, and frustrations with other teachers. (Q4d)</div> </div> <div> <div>+</div> <div>T</div> <div>100%</div> <div>of teachers say that teachers respect other teachers who take the lead in school improvement efforts. (Q4e)</div> </div>				



  **100%** of teachers say that they feel respected by other teachers at their school. (Q4f)



  **97%** of teachers say that teachers respect their colleagues' specific expertise. (Q4g)



Additional Survey Questions



  **98%** of families say that their child's race, ethnicity, culture or background is valued at their school. (Q1k)



  **94%** of families say that their child feels like they belong at their school. (Q1l)



  **94%** of families say that their school offers a wide enough variety of programs, classes, and activities to keep their child interested in school. (Q2d)



  **94%** of families say that their school will make them aware if there are any emotional or psychological issues affecting their child's academic performance. (Q2e)



  **93%** of families say that at their school their child is safe. (Q2f)



  **94%** of families say that their school is kept clean. (Q2g)

  **94%** of families say that School Safety Agents promote a safe and respectful environment at their school. (Q2h)

  **85%** of families say that they are satisfied with their child's school bus transportation service this year. (Q5)

  **97%** of families say that they are satisfied with the response they get when they contact their school. (Q6a)

  **95%** of families say that they are satisfied with the education their child has received this year. (Q6b)

  **97%** of families say that they are satisfied with the overall quality of their child's teachers this year. (Q6c)

- **P Results** Families responded they would most like their school to make the following improvements. (Q8)

Stronger school leadership	5%
More hands-on learning	13%
Stronger enrichment programs (e.g. afterschool programs, clubs, teams)	34%
Stronger arts programs	6%
More challenging courses	12%
Better communication with parents/guardians	8%
Higher quality teaching	5%
Smaller class size	9%
Safer school environment	8%

+ **P N/A** of K-5 families say that their school sets high standards for academic success for all students. (Q9a)

+ **P N/A** of K-5 families say that discipline is applied to students fairly at their school. (Q9b)

+ **P N/A** of high school families say that their school helps keep their child on track for college, career, and success in life after high school. (Q10a)

+ **P N/A** of high school families say that their school provides resources to them and their child to prepare their child for college, career, and success in life after high school. (Q10b)

+ **P 84%** of families of a child with an Individualized Education Program (IEP) say that they are satisfied with the educational planning and IEP development process at their school. (Q11a)

+ **P 92%** of families of a child with an Individualized Education Program (IEP) say that their school works to achieve the goals on their child's IEP. (Q11b)

+ **P 86%** of families of a child with an Individualized Education Program (IEP) say that their school offers a wide variety of activities and services (including related services and assistive and adaptive technologies where appropriate) to help improve life outcomes for their child. (Q11c)

+ **P N/A** of pre-K or 3-K families say that they feel good about the way their child's teacher helped their child adjust to pre-K or 3-K. (Q12a)

+ **P N/A** of pre-K or 3-K families say that their child's teacher gives them helpful ideas about how they can support their child's learning. (Q12b)

+ **P N/A** of pre-K or 3-K families say that their child's teacher lets them know that they can make a difference in their child's learning. (Q12c)

+ **P N/A** of pre-K or 3-K families say that their child's teacher gives them opportunities to share what they know about their child. (Q12d)

		N/A	of pre-K or 3-K families say that someone at their child's pre-K or 3-K program has helped them consider which schools or programs would be best for their child for next school year. (Q12e)
		100%	of teachers say that the professional staff believes that all students can learn, including English language learners (ELLs) and students with disabilities. (Q6a)
		100%	of teachers say that they feel respected by the assistant principals at their school. (Q6b)
		100%	of teachers say that students with disabilities are included in all school activities. (Q6c)
		100%	of teachers say that their school educates students with disabilities in the least restrictive environment appropriate. (Q6d)
		97%	of teachers say that order and discipline are maintained at their school. (Q6e)
		100%	of teachers say that their school is kept clean. (Q6f)
		100%	of teachers say that School Safety Agents promote a safe and respectful environment at their school. (Q6g)
		100%	of teachers say that their school has well-defined learning expectations for all students. (Q6h)
		73%	of teachers say that students rarely or never harass, bully, or intimidate other students. (Q8)
		63%	of teachers say that they have influence over hiring new professional personnel. (Q14a)
		47%	of teachers say that they have influence over planning how discretionary school funds should be used. (Q14b)
		N/A	of pre-K and 3-K teachers say that they had the resources to meet their students' needs. (Q17a)
		N/A	of pre-K and 3-K teachers say that they had the resources to focus on the concepts in the Pre-K Foundation for the Common Core to help students build strong foundations for learning. (Q17b)
		N/A	of pre-K or 3-K teachers say that Positive Behavior Guidance is applied fairly to students. (Q27a)

		N/A	of pre-K or 3-K teachers say that staff help families support their child's transition to kindergarten. (Q27b)
		N/A	of pre-K or 3-K teachers say that staff provide families with information about the application/enrollment process for kindergarten. (Q27c)
		N/A	of pre-K or 3-K teachers say that teachers support children in adjusting to pre-K or 3-K. (Q27d)
		N/A	of pre-K or 3-K teachers say that teachers let families know that they can make a difference in their child's learning. (Q27e)
		N/A	of pre-K or 3-K teachers say that teachers give families opportunities to share what they know about their child. (Q27f)
		100%	of pre-k through 8 teachers say that adults provide guidance for the application process to middle or high school. (Q29a)
		100%	of pre-k through 8 teachers say that adults educate families about the application/enrollment process for middle or high school. (Q29b)
		N/A	of high school teachers say that adults at their school talk to students about what they plan to do after high school. (Q30a)
		N/A	of high school teachers say that adults at their school create an atmosphere that encourages students to continue their education after high school. (Q30b)
		N/A	of high school teachers say that adults at their school provide students with information about the college application process. (Q30c)
		N/A	of high school teachers say that adults at their school help students consider which colleges to apply to. (Q30d)
		N/A	of high school teachers say that adults at their school show students options for how to pay for college. (Q30e)
		N/A	of high school teachers say that adults at their school help students plan for how to meet their future career goals. (Q30f)
		98%	of students say that this school offers a wide enough variety of programs, classes, and activities to keep them interested in school. (Q1a)
		99%	of students say that the programs, classes, and activities at their school encourage them to develop talent outside academics. (Q1b)

- + S 96% of students say that their school is kept clean. (Q1c)
- + S 93% of students say that most students at their school treat each other with respect. (Q1d)
- + S 99% of students say that students with disabilities at their school are included in all activities. (Q1e)

+ S 99% of students say that their school expects all students to succeed. (Q4b)

+ S 95% of students say that they feel like they belong at their school. (Q4d)

+ S 98% of students say that most students treat students from different cultures or background equally. (Q4h)

+ S 98% of students say that School Safely Agents promote a safe and respectful environment at their school. (Q4l)

- S Results Students say that students get into physical fights at their school. (Q8f)

None of the time	24%
Rarely	73%
Some of the time	3%
Most of the time	0%

- S Results Students say that students drink alcohol, use illegal drugs, or abuse prescription drugs while at their school. (Q8g)

None of the time	94%
Rarely	6%
Some of the time	0%
Most of the time	0%

- S Results Students say that there is gang activity at their school. (Q8h)

None of the time	91%
Rarely	8%
Some of the time	1%
Most of the time	0%

+

S

N/A

of high school students say that adults at their school encourage students of all races, ethnicities, genders, cultures, and backgrounds to take challenging classes. (Q10e)