84M388 - St. HOPE Leadership Academy Charter School

Teacher
NYC School Survey 2022

Summary

Topic Description	Results	Comparison	
Academic Press The extent to which students and teachers experience a strong emphasis on academic success and adherence to specific standards of achievement. (Element: Rigorous Instruction)	**75%**	**77%** **80%**	District 84: MS NYC DOE: MS
Classroom Behavior Student behavior in the classroom is conducive to learning. (Element: Supportive Environment)	**63%**	**75%** **74%**	District 84: MS NYC DOE: MS
Cultural Awareness and Inclusive Classroom Instruction At this school students and staff alike recognize, appreciate, and capitalize on diversity to enrich the overall learning experience. (Element: Collaborative Teachers)	**98%**	**89%** **93%**	District 84: MS NYC DOE: MS
Guidance This school is intentional in providing students guidance on navigating school transitions as well as considering college and career options. (Element: Supportive Environment)	**98%** ▼ **2** since last survey	**94%** **92%**	District 84: MS NYC DOE: MS
Innovation and Collective Responsibility Teachers at this school are constantly working to improve their practice and have internalized responsibility for improving their school. (Element: Collaborative Teachers)	**83%**	**78%** **81%**	District 84: MS NYC DOE: MS
Instructional Leadership Leaders at this school have a clear and deliberate instructional vision, which they use as a road map to allocate the resources and focus of the school community. (Element: Effective School Leadership)	**94%**	**83%** **87%**	District 84: MS NYC DOE: MS
Outreach to Parents This school makes an effort to reach out to parents to engage them directly in the processes of strengthening student learning. (Element: Strong Family-Community Ties)	**98%**	**94%** **95%**	District 84: MS NYC DOE: MS

Peer Collaboration

Teachers at this school influence how other teachers enact their daily instruction and engage with colleagues with a specific focus on student learning. (Element: Collaborative Teachers)

91%
▼ 3
since last survey

83% District 84: MS
88% NYC DOE: MS

Preventing Bullying

Students at this school share areas of potential bullying. (Element: Supportive Environment)

23%

44% District 84: MS
47% NYC DOE: MS

Program Coherence

Leaders at this school have a clear approach to developing programs and instructional materials. (Element: Effective School Leadership)

89%
▼ 10
since last survey

76% District 84: MS
83% NYC DOE: MS

Quality of Professional Development

This school attends to the continuing education of its staff— teachers take part in ongoing professional development activity to keep abreast of new knowledge and to continue their individual growth. (Element: Collaborative Teachers)

92%

75% District 84: MS
82% NYC DOE: MS

Quality of Student Discussion

Students participate in constructive discussions in the classroom that include useful feedback from their teachers and peers, and students use data and text references to support their ideas. (Element: Rigorous Instruction)

67%
▼ 12
since last survey

73% District 84: MS
72% NYC DOE: MS

Safety

The school acts as a safe space for students, and classrooms are structured to enhance learning time by minimizing school and classroom disruptions. (Element: Supportive Environment)

73%

91% District 84: MS
91% NYC DOE: MS

School Commitment

At this school, teachers maintain a "can do" attitude and internalize responsibility for improving their school. (Element: Collaborative Teachers)

90%
▼ 7
since last survey

81% District 84: MS
85% NYC DOE: MS

Social-Emotional

The school works to develop norms that can proactively support student learning, setting high standards for students, encouraging supportive peer norms, and providing strong guidance. (Element: Supportive Environment)

84%

83% District 84: MS
86% NYC DOE: MS

Strong Core Instruction

Student learning focuses on developing increasingly sophisticated skills, so they can communicate in increasingly diverse ways and with diverse audiences. (Element: Rigorous Instruction)

97%

94%	District 84: MS
95%	NYC DOE: MS

Teacher Influence

Teachers at this school have the opportunity to provide feedback and influence decisions. (Element: Effective School Leadership)

79%

0
since last survey

68%	District 84: MS
71%	NYC DOE: MS

Teacher-Principal Trust

Teacher-principal relationships are grounded in social respect and are marked by a genuine sense that all actors are working toward outcomes that are best for students. (Element: Trust)

98%

▼ 1
since last survey

87%	District 84: MS
86%	NYC DOE: MS

Teacher-Teacher Trust

Teacher-teacher relationships are grounded in social respect and are marked by a genuine sense that all actors are working toward outcomes that are best for students. (Element: Trust)

96%

▼ 3
since last survey

|	
88%	District 84: MS
89%	NYC DOE: MS

27 responses

Academic Press

Your average

75%

27 responses

District Comparison average: **77%** District 84: MS

City Wide Comparison average: **80%** NYC DOE: MS

How did people respond?

Q.1: In this school, the staff believes that all students can learn, including English language learners (ELLs), Emergent Multilingual Learners (EMLLs), and students with disabilities.
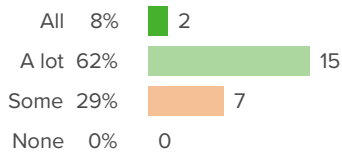
Strongly agree	48%	12
Agree	52%	13
Disagree	0%	0
Strongly disagree	0%	0
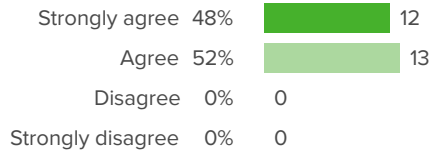
▲ **0** from last survey   Favorable: **100%**

Q.2: How many students in your classes...feel challenged?

All	19%	5
A lot	58%	15
Some	23%	6
None	0%	0
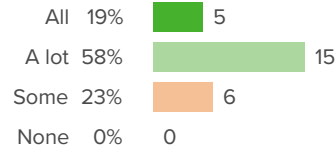
▼ **13** from last survey   Favorable: **77%**

Q.3: How many students in your classes...have to work hard to do well?

All	8%	2
A lot	62%	15
Some	29%	7
None	0%	0

▼ **19** from last survey   Favorable: **71%**

Q.4: How many students in your classes...respond to challenging questions in class?

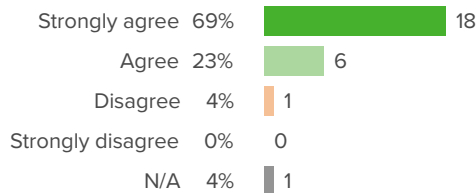|		
All	12%	3
A lot	38%	10
Some	50%	13
None	0%	0
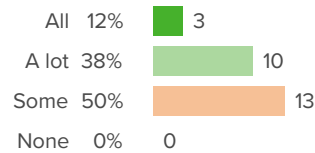
▼ **37** from last survey   Favorable: **50%**

Additional Survey Questions

How did people respond?

### Q.1: I feel respected by assistant principals at this school.

Strongly agree	69%	18
Agree	23%	6
Disagree	4%	1
Strongly disagree	0%	0
N/A	4%	1

▼ **4** from last survey   Favorable: **96%**

Q.2: At this school, students with disabilities are included in all school activities.

|		
Strongly agree	65%	17
Agree	35%	9
Disagree	0%	0
Strongly disagree	0%	0
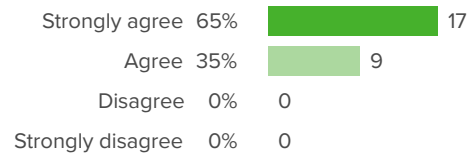
▲ **0** from last survey   Favorable: **100%**

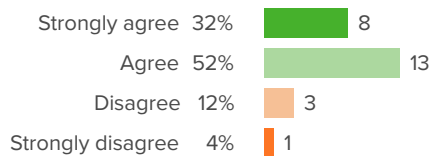### Q.3: This school educates students with disabilities in the least restrictive environment appropriate.

Strongly agree	50%	13
Agree	46%	12
Disagree	4%	1
Strongly disagree	0%	0
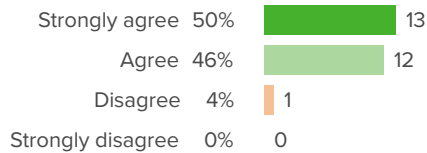
▼ **1** from last survey   Favorable: **96%**

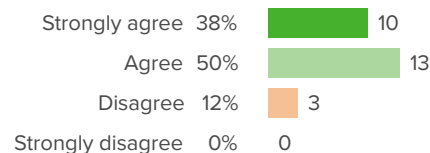### Q.4: At this school, there is a positive school culture where students feel respected and listened to.

Strongly agree	38%	10
Agree	54%	14
Disagree	8%	2
Strongly disagree	0%	0
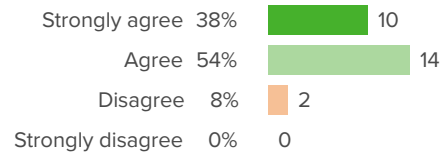
Favorable: **92%**

Q.5: This school is kept clean.

Strongly agree	32%	8
Agree	52%	13
Disagree	12%	3
Strongly disagree	4%	1

▼ **16** from last survey   Favorable: **84%**

Q.6: School Safety Agents promote a safe and respectful environment at this school.
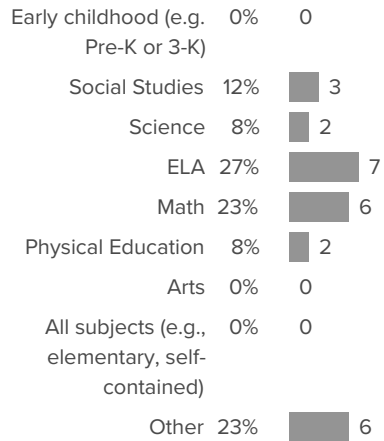
Strongly agree	38%	10
Agree	50%	13
Disagree	12%	3
Strongly disagree	0%	0

▼ **12** from last survey   Favorable: **88%**

PANORAMA
EDUCATION

Q.7: This school has well-defined learning expectations for all students.

Strongly agree	31%	8
Agree	65%	17
Disagree	4%	1
Strongly disagree	0%	0

▼ **1** from last survey   Favorable: **96%**
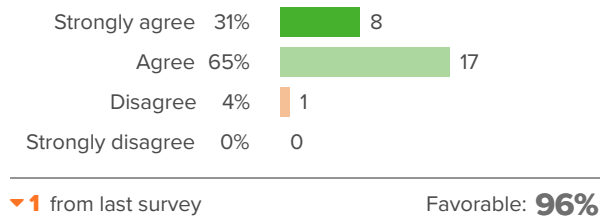
Q.8: What content areas do you teach?

Early childhood (e.g. Pre-K or 3-K)	0%	0
Social Studies	12%	3
Science	8%	2
ELA	27%	7
Math	23%	6
Physical Education	8%	2
Arts	0%	0
All subjects (e.g., elementary, self-contained)	0%	0
Other	23%	6

Q.9: What grades do you primarily teach? (Please mark one)

Early Childhood (Pre-K or 3-K)	0%	0
Elementary (K-5)	0%	0
Middle (6-8)	96%	25
High (9-12)	4%	1
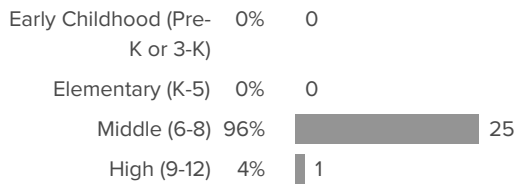
Classroom Behavior
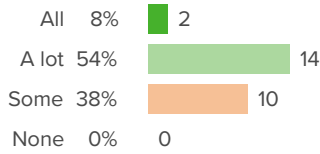
Your average

63%

27 responses

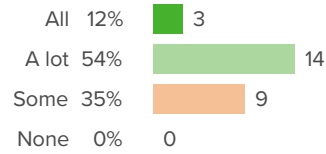|		
District Comparison average:	**75%**	District 84: MS
City Wide Comparison average:	**74%**	NYC DOE: MS

How did people respond?

Q.1: How many students in your classes...listen carefully when the teacher gives directions?

All	8%	2
A lot	54%	14
Some	38%	10
None	0%	0

▼ **18** from last survey   Favorable: **62%**

Q.2: How many students in your classes...follow the rules in class?

All	12%	3
A lot	54%	14
Some	35%	9
None	0%	0

▼ **28** from last survey   Favorable: **65%**

Q.3: How many students in your classes...pay attention when they are supposed to?

All	15%	4
A lot	46%	12
Some	38%	10
None	0%	0
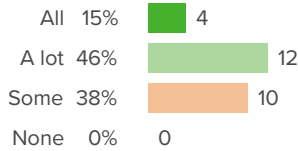
▼ **25** from last survey   Favorable: **62%**

Q.4: How many students in your classes...do their work when they are supposed to?

All	8%	2
A lot	54%	13
Some	38%	9
None	0%	0
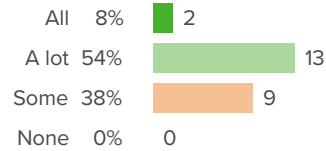
▼ **24** from last survey   Favorable: **63%**

Cultural Awareness and Inclusive Classroom Instruction

Your average

98%
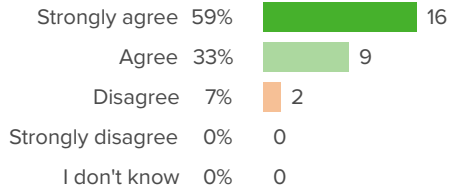
27 responses

| District Comparison average:	**89%**	District 84: MS
City Wide Comparison average:	**93%**	NYC DOE: MS

How did people respond?

Q.1: I am able to...receive support around how to incorporate students' cultural and linguistic backgrounds in my practice.

|		
Strongly agree	59%	16
Agree	33%	9
Disagree	7%	2
Strongly disagree	0%	0
I don't know	0%	0

▼ **7** from last survey   Favorable: **93%**

Q.2: I am able to...use my students' prior knowledge to make my lessons relevant to their everyday life.

|		
Strongly agree	67%	18
Agree	33%	9
Disagree	0%	0
Strongly disagree	0%	0
I don't know	0%	0
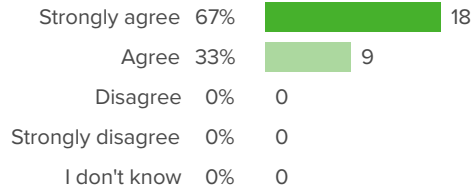
▲ **0** from last survey   Favorable: **100%**

Q.3: I am able to...modify instructional activities and materials to meet the developmental needs and learning interests of all my students.

Strongly agree	56%	15
Agree	44%	12
Disagree	0%	0
Strongly disagree	0%	0
I don't know	0%	0
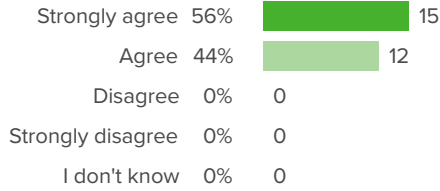
▲ **4** from last survey   Favorable: **100%**

### Q.4: I am able to...ensure instruction represents multiple perspectives, cultures, and backgrounds.

Strongly agree	67%	18
Agree	33%	9
Disagree	0%	0
Strongly disagree	0%	0
I don't know	0%	0
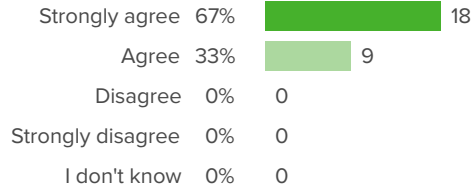
Favorable: **100%**

### Q.5: I am able to...affirm racial, cultural and linguistic identities in my classroom practice.

Strongly agree	63%	17
Agree	37%	10
Disagree	0%	0
Strongly disagree	0%	0
I don't know	0%	0
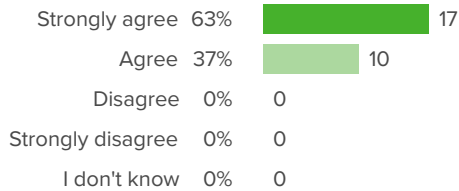
Favorable: **100%**

Q.6: I am able to...empower students as agents of social change in my classroom practice.

|		
Strongly agree	67%	18
Agree	33%	9
Disagree	0%	0
Strongly disagree	0%	0
I don't know	0%	0
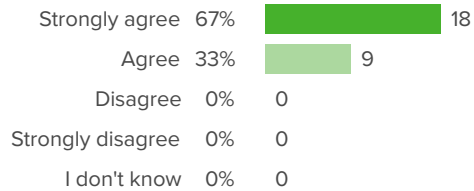
Favorable: **100%**

Q.7: I am able to...design appropriate instruction that is matched to students' need (e.g. English language learners (ELLs) or Emergent Multilingual Learners (EMLLs) proficiency and students with disabilities).

Strongly agree	56%	15
Agree	33%	9
Disagree	11%	3
Strongly disagree	0%	0
I don't know	0%	0
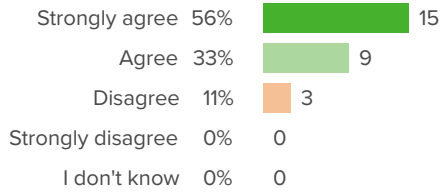
▼ **11** from last survey   Favorable: **89%**

Q.8: I am able to...apply my knowledge of parents' various cultural backgrounds when collaborating with them regarding their child's educational progress.

Strongly agree	38%	10
Agree	58%	15
Disagree	0%	0
Strongly disagree	0%	0
I don't know	4%	1
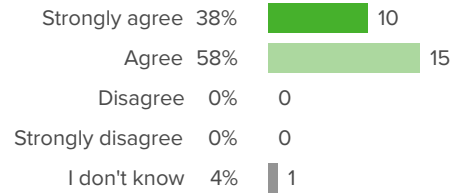
▲ **0** from last survey   Favorable: **100%**

Q.9: I am able to...develop appropriate Individualized Education Programs for my students with disabilities.

|		
Strongly agree	41%	11
Agree	56%	15
Disagree	4%	1
Strongly disagree	0%	0
I don't know	0%	0
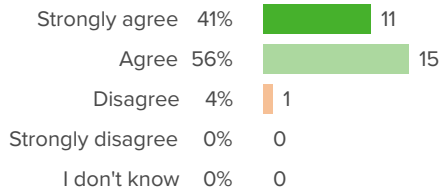
▲ **0** from last survey   Favorable: **96%**

Q.10: I am able to...monitor progress on Individualized Education Program goals for my students with disabilities.

Strongly agree	37%	10
Agree	56%	15
Disagree	7%	2
Strongly disagree	0%	0
I don't know	0%	0
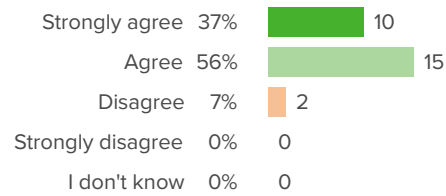
Favorable: **93%**

Q.11: I am able to...distinguish linguistic/cultural differences from learning difficulties.

Strongly agree	52%	14
Agree	48%	13
Disagree	0%	0
Strongly disagree	0%	0
I don't know	0%	0
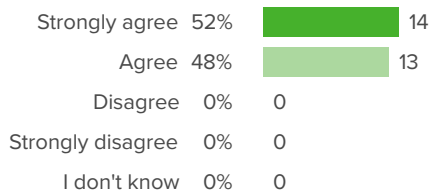
▲ **0** from last survey   Favorable: **100%**

Q.12: I have conversations about race and racism at my school that help me examine my own beliefs around identity.

Strongly agree	48%	13
Agree	52%	14
Disagree	0%	0
Strongly disagree	0%	0
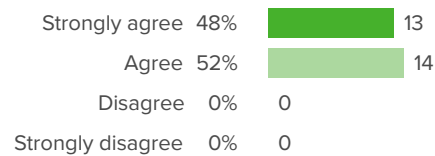
Favorable: **100%**

Guidance

**Your average**

98%

27 responses

Change

▼ **2**

since last survey

District Comparison average: **94%** District 84: MS

City Wide Comparison average: **92%** NYC DOE: MS

How did people respond?

Q.1: It's a priority at this school that adults...provide students with guidance on the application/enrollment process for middle or high school.

Strongly agree	68%	17
Agree	24%	6
Disagree	4%	1
Strongly disagree	0%	0
I don't know	0%	0
N/A	4%	1
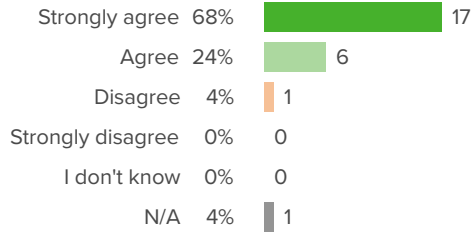
▼ **4** from last survey   Favorable: **96%**

Q.2: It's a priority at this school that adults...provide families with guidance on the application/enrollment process for middle or high school.

Strongly agree	68%	17
Agree	28%	7
Disagree	0%	0
Strongly disagree	0%	0
I don't know	0%	0
N/A	4%	1
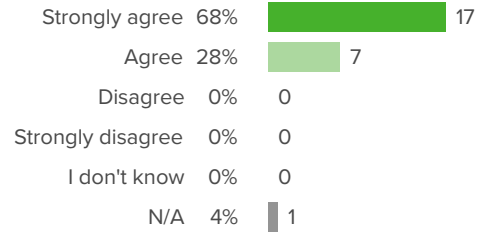
▲ **0** from last survey   Favorable: **100%**

Q.3: Adults at this school...talk to students about what they plan to do after high school.

Q.4: Adults at this school...create an atmosphere that encourages students to continue their education after high school.

Q.5: Adults at this school...provide students with information about the college application process.

Q.6: Adults at this school...help students consider which colleges to apply to.

Q.7: Adults at this school...help students plan for how to meet their future career goals.

Q.8: Adults at this school...show students options for how to pay for college (scholarship, grants, loans, work study programs).

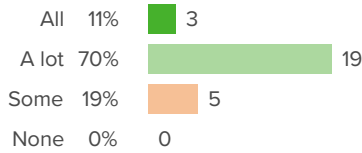# Innovation and Collective Responsibility

Your average

83%

27 responses

| District Comparison average: | **78%** | District 84: MS |
| City Wide Comparison average: | **81%** | NYC DOE: MS |

How did people respond?

Q.1: How many teachers at this school...help build a welcoming school environment in the entire school, not just their classroom?

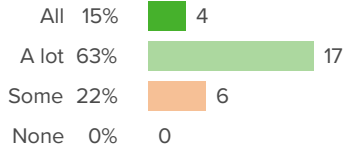| All | 11% | 3 |
A lot	70%	19
Some	19%	5
None	0%	0

Favorable: **81%**

Q.2: How many teachers at this school...are actively trying to improve their teaching?

All	22%	6
A lot	67%	18
Some	11%	3
None	0%	0
I don't know	0%	0
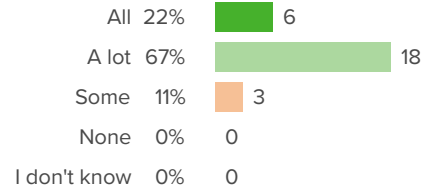
▼ **8** from last survey   Favorable: **89%**

Q.3: How many teachers at this school...take responsibility for improving the school?

All	15%	4
A lot	63%	17
Some	22%	6
None	0%	0

▼ **19** from last survey   Favorable: **78%**

Q.4: How many teachers at this school...are eager to try new ideas?

All	11%	3
A lot	67%	18
Some	22%	6
None	0%	0
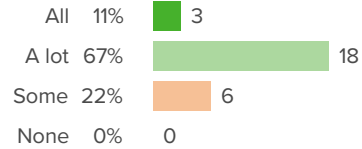
▼ **19** from last survey   Favorable: **78%**

Q.5: How many teachers at this school...feel responsible that all students learn?

All	37%	10
A lot	52%	14
Some	11%	3
None	0%	0
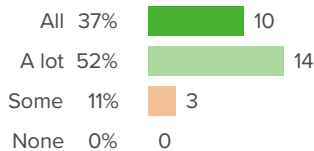
▼ **8** from last survey   Favorable: **89%**

Instructional Leadership

Your average

94%

27 responses

|		
District Comparison average:	**83%**	District 84: MS
City Wide Comparison average:	**87%**	NYC DOE: MS

How did people respond?

Q.1: The principal/school leader at this school...makes clear to the staff their expectations for meeting instructional goals.

|		
Strongly agree	46%	12
Agree	46%	12
Disagree	8%	2
Strongly disagree	0%	0
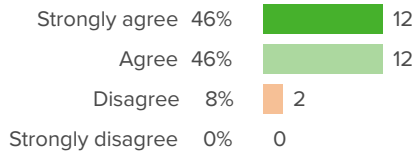
▼ **8** from last survey   Favorable: **92%**

Q.2: The principal/school leader at this school...communicates a clear vision for this school.

Strongly agree	35%	9
Agree	58%	15
Disagree	8%	2
Strongly disagree	0%	0
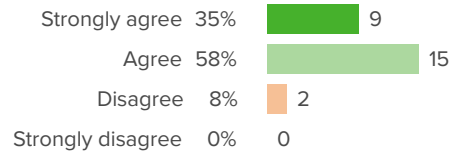
▼ **8** from last survey   Favorable: **92%**

Q.3: The principal/school leader at this school...understands how children learn.

|		
Strongly agree	38%	10
Agree	62%	16
Disagree	0%	0
Strongly disagree	0%	0
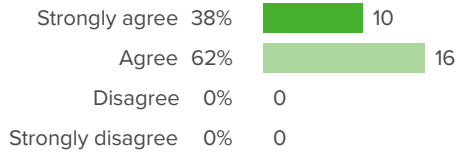
▲ **0** from last survey   Favorable: **100%**

Q.4: The principal/school leader at this school...sets high standards for student learning.

|		
Strongly agree	35%	9
Agree	65%	17
Disagree	0%	0
Strongly disagree	0%	0
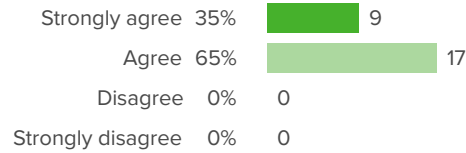
▲ **3** from last survey   Favorable: **100%**

Q.5: The principal/assistant principal(s) at this school...supports teachers in implementing what they have learned in professional development.

Strongly agree	31%	8
Agree	62%	16
Disagree	8%	2
Strongly disagree	0%	0
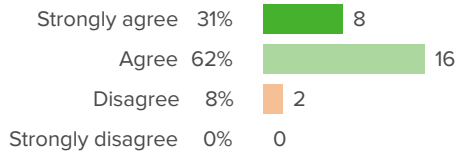
▼ **5** from last survey   Favorable: **92%**

Q.6: The principal/assistant principal(s) at this school...carefully tracks student academic progress.

Strongly agree	31%	8
Agree	62%	16
Disagree	8%	2
Strongly disagree	0%	0
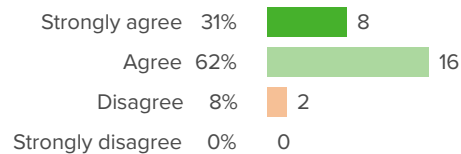
▼ **8** from last survey   Favorable: **92%**

Q.7: The principal/assistant principal(s) at this school...knows what's going on in my classes.

|		
Strongly agree	36%	9
Agree	56%	14
Disagree	8%	2
Strongly disagree	0%	0
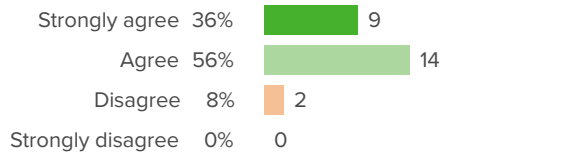
▼ **1** from last survey   Favorable: **92%**

Q.8: The principal/assistant principal(s) at this school...provides teachers with formative feedback to improve practice.

|		
Strongly agree	35%	9
Agree	65%	17
Disagree	0%	0
Strongly disagree	0%	0
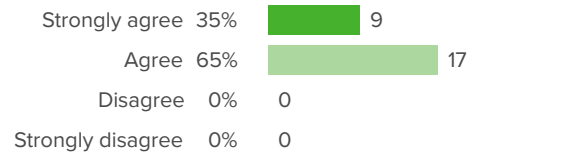
▲ **3** from last survey   Favorable: **100%**

Q.9: The principal/assistant principal(s) at this school...provides teachers with the support to implement formative feedback.

|		
Strongly agree	27%	7
Agree	69%	18
Disagree	4%	1
Strongly disagree	0%	0
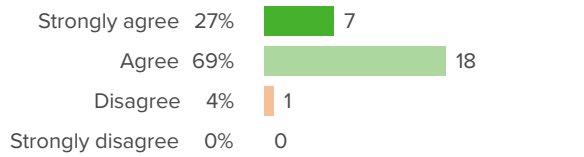
▼ **1** from last survey   Favorable: **96%**

Q.10: The principal/school leader at this school...participates in instructional planning with teams of teachers.

Strongly agree	35%	9
Agree	54%	14
Disagree	12%	3
Strongly disagree	0%	0
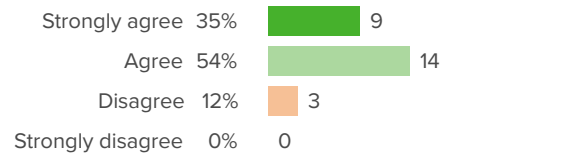
▼ **2** from last survey   Favorable: **88%**

Q.11: The principal/assistant principal(s) at this school...supports teachers in modifying instructional activities and materials to meet the developmental needs and learning interests of all my students.

Strongly agree	31%	8
Agree	58%	15
Disagree	12%	3
Strongly disagree	0%	0
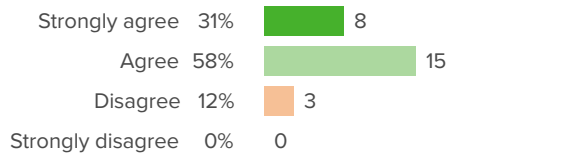
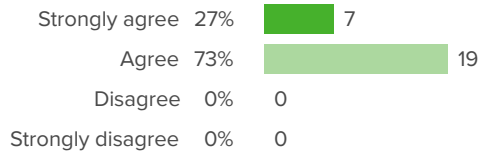Favorable: **88%**

Outreach to Parents

Your average

98%

27 responses

District Comparison average: **94%** District 84: MS

City Wide Comparison average: **95%** NYC DOE: MS

How did people respond?

**Q.1: At this school...teachers understand families' challenges and concerns.**

Strongly agree	27%	7
Agree	73%	19
Disagree	0%	0
Strongly disagree	0%	0

▲ **3** from last survey   Favorable: **100%**

Q.2: At this school...teachers work closely with families to meet students' needs.

|		
Strongly agree	46%	12
Agree	50%	13
Disagree	4%	1
Strongly disagree	0%	0
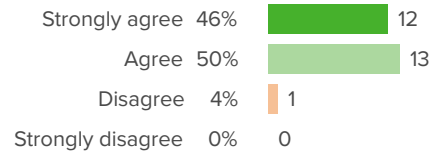
▼ **1** from last survey   Favorable: **96%**

Q.3: At this school...school staff regularly communicate with parents/guardians about how parents/guardians can help students learn.

Strongly agree	31%	8
Agree	65%	17
Disagree	4%	1
Strongly disagree	0%	0
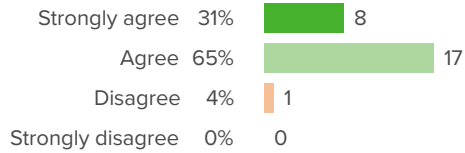
▼ **4** from last survey   Favorable: **96%**

Q.4: At this school...school staff value families' race, ethnicity, culture, or background.

Strongly agree	62%	16
Agree	38%	10
Disagree	0%	0
Strongly disagree	0%	0
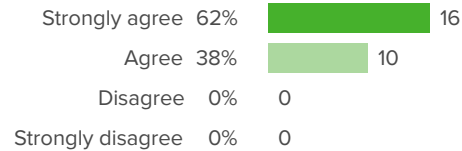
Favorable: **100%**

Peer Collaboration
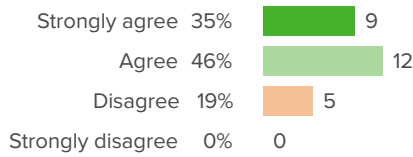
Your average

91%

27 responses

Change

▼ **3**

since last survey

District Comparison average: **83%** District 84: MS

City Wide Comparison average: **88%** NYC DOE: MS

How did people respond?

Q.1: At this school...the principal/school leader, teachers, and staff collaborate to make this school run effectively.

Strongly agree	35%	9
Agree	46%	12
Disagree	19%	5
Strongly disagree	0%	0

▼ **19** from last survey   Favorable: **81%**

Q.2: At this school...teachers design instructional programs (e.g. lessons, units) together.

Strongly agree	31%	8
Agree	65%	17
Disagree	4%	1
Strongly disagree	0%	0
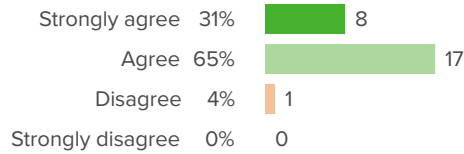
▲ **6** from last survey   Favorable: **96%**

Q.3: At this school...teachers make a conscious effort to coordinate their teaching with instruction at other grade levels.

Strongly agree	31%	8
Agree	58%	15
Disagree	4%	1
Strongly disagree	0%	0
N/A	8%	2
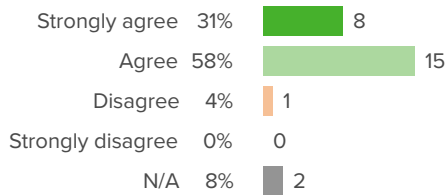
▲ **3** from last survey   Favorable: **96%**
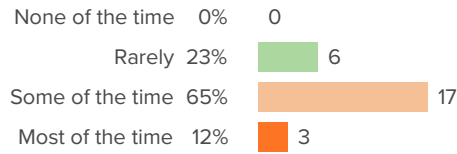
Preventing Bullying

Your average

23%

27 responses

District Comparison average: **44%** District 84: MS

City Wide Comparison average: **47%** NYC DOE: MS

How did people respond?

**Q.1: At this school students harass, bully, or intimidate other students.**

None of the time | 0% | 0
Rarely | 23% | 6
Some of the time | 65% | 17
Most of the time | 12% | 3

▼ **44** from last survey   Favorable: **23%**

PANORAMA
EDUCATION

Program Coherence

Your average	Change		
89%	▼ **10**	District Comparison average:	**76%** District 84: MS
27 responses	since last survey	City Wide Comparison average:	**83%** NYC DOE: MS

How did people respond?

Q.1: At this school...once we start a new program, we follow up to make sure that it's working.

|		
Strongly agree	31%	8
Agree	54%	14
Disagree	15%	4
Strongly disagree	0%	0
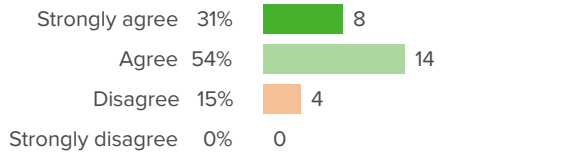
▼ **15** from last survey   Favorable: **85%**

Q.2: At this school...it is clear how all of the programs offered are connected to our school's instructional vision.

Strongly agree	23%	6
Agree	62%	16
Disagree	15%	4
Strongly disagree	0%	0
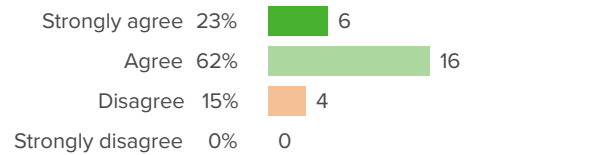
▼ **15** from last survey   Favorable: **85%**

Q.3: At this school...curriculum, instruction, and learning materials are well coordinated across the different grade levels at this school.

Strongly agree	31%	8
Agree	58%	15
Disagree	4%	1
Strongly disagree	0%	0
N/A	8%	2
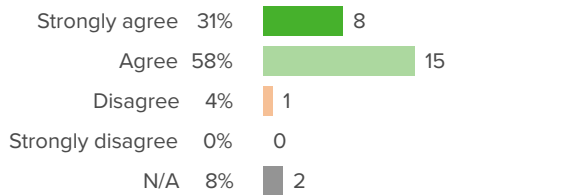
▼ **1** from last survey   Favorable: **96%**

Quality of Professional Development

Your average

92%

27 responses

District Comparison average: **75%** District 84: MS

City Wide Comparison average: **82%** NYC DOE: MS

How did people respond?

Q.1: Overall, my professional development experiences this year have...been sustained and coherently focused, rather than short-term and unrelated.

Strongly agree	35%	9
Agree	54%	14
Disagree	12%	3
Strongly disagree	0%	0
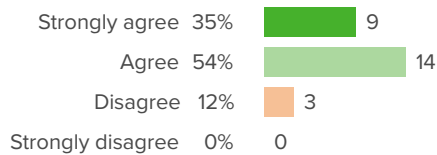
▼ **12** from last survey   Favorable: **88%**

Q.2: Overall, my professional development experiences this year have...included enough time to think carefully about, try, and evaluate new ideas.

Strongly agree	27%	7
Agree	65%	17
Disagree	8%	2
Strongly disagree	0%	0
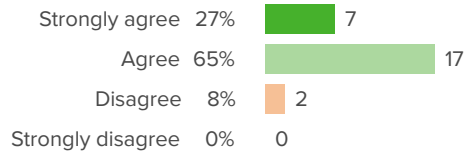
▼ **5** from last survey   Favorable: **92%**

Q.3: Overall, my professional development experiences this year have...included opportunities to engage in inquiry-based, professional collaboration with peers and/or mentors in my school.

Strongly agree	35%	9
Agree	65%	17
Disagree	0%	0
Strongly disagree	0%	0
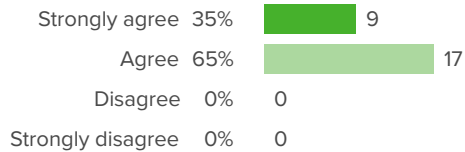
Favorable: **100%**

Q.4: Overall, my professional development experiences this year have...include opportunities to engage in inquiry-based, professional collaboration with peers and/or mentors from other schools.

Strongly agree	19%	5
Agree	69%	18
Disagree	12%	3
Strongly disagree	0%	0
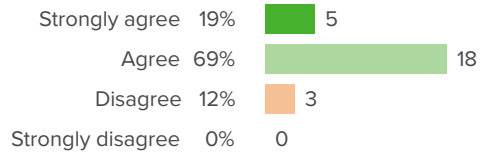
Favorable: **88%**

Q.5: Overall, my professional development experiences this year have...directly related to my students' needs.

Strongly agree	35%	9
Agree	58%	15
Disagree	8%	2
Strongly disagree	0%	0
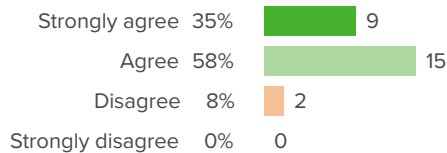
Favorable: **92%**

Quality of Student Discussion

Your average

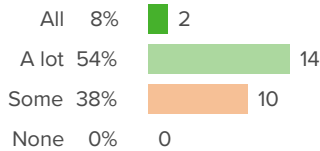## 67%

27 responses

Change

▼ **12**

since last survey

District Comparison average: **73%** District 84: MS

City Wide Comparison average: **72%** NYC DOE: MS
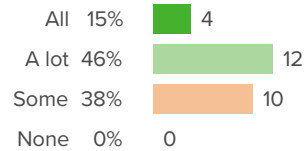

How did people respond?

Q.1: How many students in your classes...build on each other's ideas during class discussions?

All	8%	2
A lot	54%	14
Some	38%	10
None	0%	0

▼ **24** from last survey   Favorable: **62%**

Q.2: How many students in your classes...use data or text references to support their ideas?

All	15%	4
A lot	46%	12
Some	38%	10
None	0%	0

▼ **17** from last survey   Favorable: **62%**

Q.3: How many students in your classes...show that they respect each other's ideas?

All	12%	3
A lot	50%	13
Some	38%	10
None	0%	0
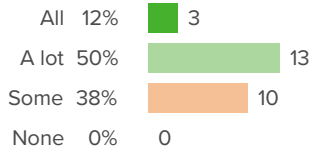
▼ **18** from last survey   Favorable: **62%**

Q.4: How many students in your classes...provide constructive feedback to their peers/teachers?

All	12%	3
A lot	50%	13
Some	38%	10
None	0%	0
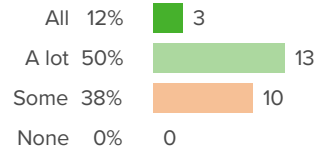
▼ **10** from last survey   Favorable: **62%**

Q.5: How many students in your classes...participate in class discussions at some point?

All	12%	3
A lot	73%	19
Some	15%	4
None	0%	0

▲ **5** from last survey   Favorable: **85%**

PANORAMA
EDUCATION
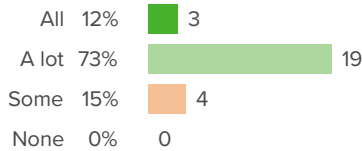
Safety
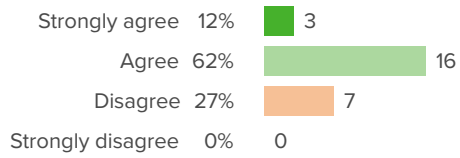
Your average

73%

27 responses

District Comparison average:	**91%**	District 84: MS
City Wide Comparison average:	**91%**	NYC DOE: MS

How did people respond?

Q.1: Discipline is applied to students fairly in my school.

Strongly agree	12%	3
Agree	62%	16
Disagree	27%	7
Strongly disagree	0%	0

▼ **17** from last survey   Favorable: **73%**

School Commitment

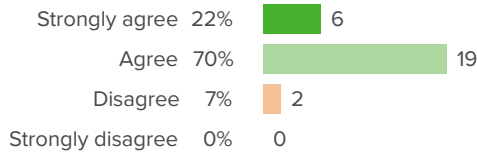**Your average**

90%

27 responses

Change

▼ **7**

since last survey

District Comparison average: **81%** District 84: MS

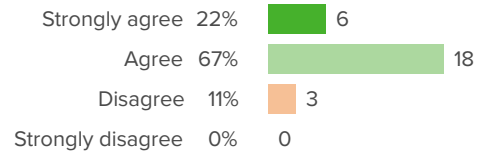City Wide Comparison average: **85%** NYC DOE: MS

How did people respond?

Q.1: I usually look forward to each working day at this school.

Strongly agree	22%	6
Agree	70%	19
Disagree	7%	2
Strongly disagree	0%	0

▲ **0** from last survey   Favorable: **93%**

Q.2: I would recommend this school to parents/guardians seeking a place for their child.

Strongly agree	22%	6
Agree	67%	18
Disagree	11%	3
Strongly disagree	0%	0

▼ **11** from last survey   Favorable: **89%**

Q.3: I would recommend this school to other teachers as a place to work.

Strongly agree	33%	9
Agree	56%	15
Disagree	11%	3
Strongly disagree	0%	0

▼ **8** from last survey   Favorable: **89%**

PANORAMA
EDUCATION
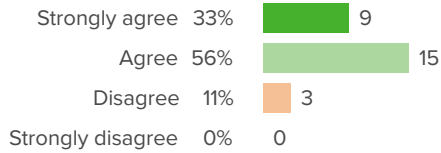
Social-Emotional
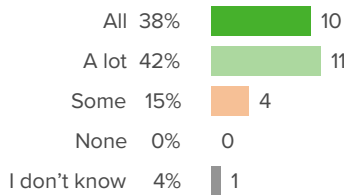
Your average

84%

27 responses

|		
District Comparison average:	**83%**	District 84: MS
City Wide Comparison average:	**86%**	NYC DOE: MS

How did people respond?

Q.1: How many adults at this school...help students develop the skills they need to complete challenging coursework despite obstacles?

All	38%	10
A lot	42%	11
Some	15%	4
None	0%	0
I don't know	4%	1

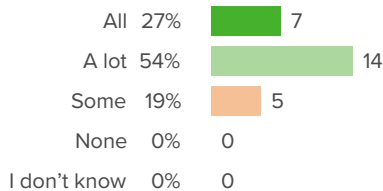▼ **16** from last survey   Favorable: **84%**

Q.2: How many adults at this school...tell their students they believe they can achieve high academic standards?
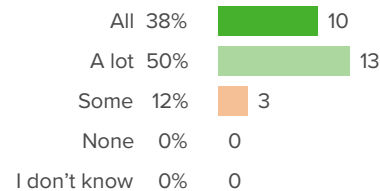
All	46%	12
A lot	38%	10
Some	15%	4
None	0%	0
I don't know	0%	0
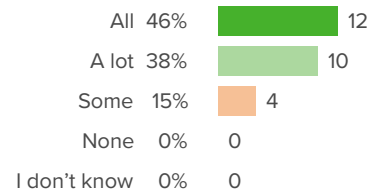
▼ **12** from last survey   Favorable: **85%**

Q.3: How many adults at this school...teach critical thinking skills to students?

|		
All	27%	7
A lot	54%	14
Some	19%	5
None	0%	0
I don't know	0%	0

▼ **16** from last survey   Favorable: **81%**

Q.4: How many adults at this school...teach students how to advocate for themselves?

|		
All	38%	10
A lot	50%	13
Some	12%	3
None	0%	0
I don't know	0%	0

▲ **2** from last survey   Favorable: **88%**

Q.5: How many adults at this school...teach students the organizational skills needed to be prepared for their next level?

|		
All	23%	6
A lot	62%	16
Some	15%	4
None	0%	0
I don't know	0%	0
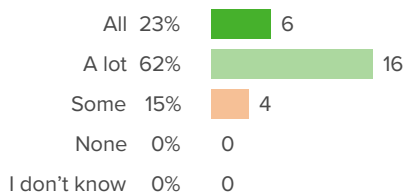
▲ **6** from last survey   Favorable: **85%**

Q.6: How many adults at this school...recognize disruptive behavior as social-emotional learning opportunities?

All	31%	8
A lot	46%	12
Some	19%	5
None	0%	0
I don't know	4%	1
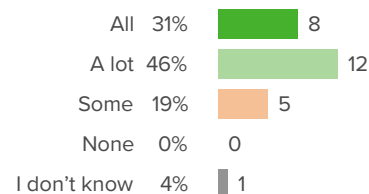
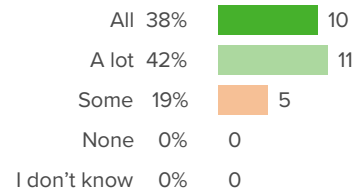▼ **10** from last survey   Favorable: **80%**

Q.7: How many adults at this school...teach students the skills they need to fully engage academically (i.e. by focusing their attention or managing their thinking, behavior, and feelings)?

All	23%	6
A lot	62%	16
Some	15%	4
None	0%	0
I don't know	0%	0
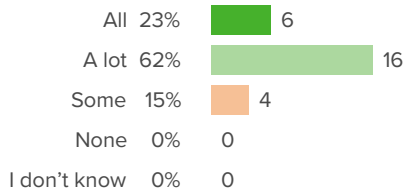
Favorable: **85%**

Q.8: How many adults at this school...have access to school-based supports to assist in behavioral/emotional escalations?

All	38%	10
A lot	42%	11
Some	19%	5
None	0%	0
I don't know	0%	0

▼ **16** from last survey   Favorable: **81%**

Strong Core Instruction

Your average

97%

27 responses

District Comparison average:	**94%**	District 84: MS
City Wide Comparison average:	**95%**	NYC DOE: MS

How did people respond?

Q.1: In planning my last instructional unit, I had the resources and tools I needed to include multiple opportunities for...students to build knowledge by engaging with a variety of texts and tasks that feature big ideas, rich content, and multiple perspectives. [Social Studies]

Q.2: In planning my last instructional unit, I had the resources and tools I needed to include multiple opportunities for...reading and writing experiences grounded in evidence from text, both literary and informational. [Social Studies]

Q.3: In planning my last instructional unit, I had the resources and tools I needed to include multiple opportunities for...students to interact with complex grade-level text and tasks. [Social Studies]

Q.4: In planning my last instructional unit, I had the resources and tools I needed to include multiple opportunities for...students to practice academic language through writing. [Social Studies]

Q.5: In planning my last instructional unit, I had the resources and tools I needed to include multiple opportunities for...students to engage with texts and tasks reflective of their diverse racial, cultural, and linguistic perspective. [Social Studies]

Q.6: In planning my last instructional unit, I had the resources and tools I needed to include multiple opportunities for...students to engage in extended talk and discussion organized around rich content and topics. [Social Studies]

Q.7: In planning my last instructional unit, I had the resources and tools I needed to include multiple opportunities for...students to engage in meaningful discussion that critically examines topics that connect to the daily lives of students. [Social Studies]

Q.8: In planning my last instructional unit, I had the resources and tools I needed to include multiple opportunities for...teaching and practicing high-utility vocabulary words. [Social Studies]

Q.9: In planning my last instructional unit, I had the resources and tools I needed to include multiple opportunities for...focusing deeply on the concepts emphasized in the standards to help students build strong foundations for learning. [Social Studies]

Q.10: In planning my last instructional unit, I had the resources and tools I needed to include multiple opportunities for...creating coherent progressions within the standards from previous grades to current grade to build onto previous learning. [Social Studies]

Q.11: In planning my last instructional unit, I had the resources and tools I needed to include multiple opportunities for...students to demonstrate conceptual understanding within real-world examples. [Social Studies]

Q.12: In planning my last instructional unit, I had the resources and tools I needed to include multiple opportunities for...students to build knowledge by engaging with a variety of texts and tasks that feature big ideas, rich content, and multiple perspectives. [Science]

Q.13: In planning my last instructional unit, I had the resources and tools I needed to include multiple opportunities for...reading and writing experiences grounded in evidence from text, both literary and informational. [Science]

Q.14: In planning my last instructional unit, I had the resources and tools I needed to include multiple opportunities for...students to interact with complex grade-level text and tasks. [Science]

Q.15: In planning my last instructional unit, I had the resources and tools I needed to include multiple opportunities for...students to practice academic language through writing. [Science]

Q.16: In planning my last instructional unit, I had the resources and tools I needed to include multiple opportunities for...students to engage with texts and tasks reflective of their diverse racial, cultural, and linguistic perspective. [Science]

Q.17: In planning my last instructional unit, I had the resources and tools I needed to include multiple opportunities for...students to engage in extended talk and discussion organized around rich content and topics. [Science]

Q.18: In planning my last instructional unit, I had the resources and tools I needed to include multiple opportunities for...students to engage in meaningful discussion that critically examines topics that connect to the daily lives of students. [Science]

Q.19: In planning my last instructional unit, I had the resources and tools I needed to include multiple opportunities for...teaching and practicing high-utility vocabulary words. [Science]
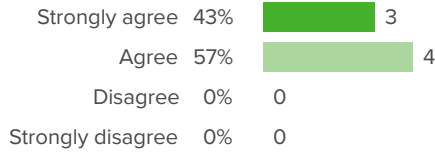
Q.20: In planning my last instructional unit, I had the resources and tools I needed to include multiple opportunities for...focusing deeply on the concepts emphasized in the standards to help students build strong foundations for learning. [Science]

Q.21: In planning my last instructional unit, I had the resources and tools I needed to include multiple opportunities for...creating coherent progressions within the standards from previous grades to current grade to build onto previous learning. [Science]

Q.22: In planning my last instructional unit, I had the resources and tools I needed to include multiple opportunities for...students to demonstrate conceptual understanding within real-world examples. [Science]
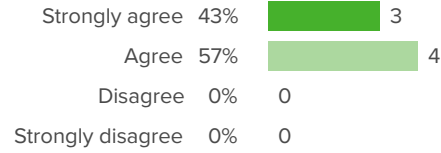
Q.23: In planning my last instructional unit, I had the resources and tools I needed to include multiple opportunities for...students to build knowledge by engaging with a variety of texts and tasks that feature big ideas, rich content, and multiple perspectives. [ELA]
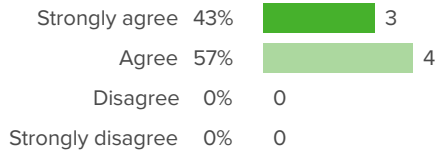
Strongly agree	43%	3
Agree	57%	4
Disagree	0%	0
Strongly disagree	0%	0

Favorable: **100%**

Q.24: In planning my last instructional unit, I had the resources and tools I needed to include multiple opportunities for...reading and writing experiences grounded in evidence from text, both literary and informational. [ELA]
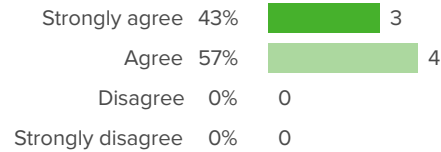
Strongly agree	43%	3
Agree	57%	4
Disagree	0%	0
Strongly disagree	0%	0

Favorable: **100%**

Q.25: In planning my last instructional unit, I had the resources and tools I needed to include multiple opportunities for...students to interact with complex grade-level text and tasks. [ELA]
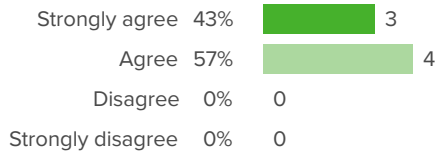
Strongly agree	43%	3
Agree	57%	4
Disagree	0%	0
Strongly disagree	0%	0

Favorable: **100%**

Q.26: In planning my last instructional unit, I had the resources and tools I needed to include multiple opportunities for...students to practice academic language through writing. [ELA]
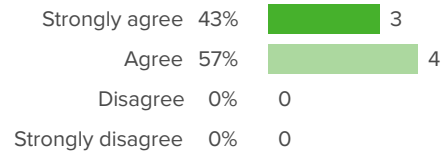
Strongly agree	43%	3
Agree	57%	4
Disagree	0%	0
Strongly disagree	0%	0

Favorable: **100%**

Q.27: In planning my last instructional unit, I had the resources and tools I needed to include multiple opportunities for...students to engage with texts and tasks reflective of their diverse racial, cultural, and linguistic perspective. [ELA]

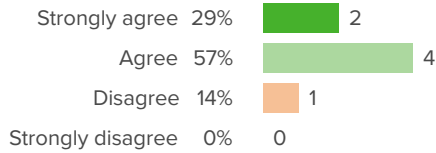|		
Strongly agree	43%	3
Agree	57%	4
Disagree	0%	0
Strongly disagree	0%	0

Favorable: **100%**

Q.28: In planning my last instructional unit, I had the resources and tools I needed to include multiple opportunities for...students to engage in extended talk and discussion organized around rich content and topics. [ELA]

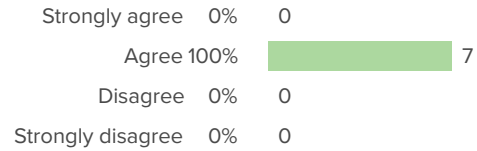|		
Strongly agree	43%	3
Agree	57%	4
Disagree	0%	0
Strongly disagree	0%	0

Favorable: **100%**

Q.29: In planning my last instructional unit, I had the resources and tools I needed to include multiple opportunities for...students to engage in meaningful discussion that critically examines topics that connect to the daily lives of students. [ELA]
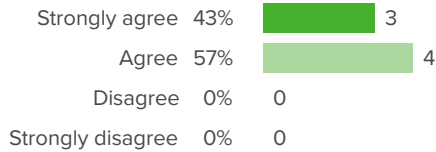
Strongly agree	29%	2
Agree	57%	4
Disagree	14%	1
Strongly disagree	0%	0

Favorable: **86%**

Q.30: In planning my last instructional unit, I had the resources and tools I needed to include multiple opportunities for...teaching and practicing high-utility vocabulary words. [ELA]
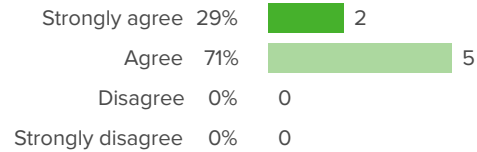
Strongly agree	0%	0
Agree	100%	7
Disagree	0%	0
Strongly disagree	0%	0

Favorable: **100%**

Q.31: In planning my last instructional unit, I had the resources and tools I needed to include multiple opportunities for...focusing deeply on the concepts emphasized in the standards to help students build strong foundations for learning. [ELA]
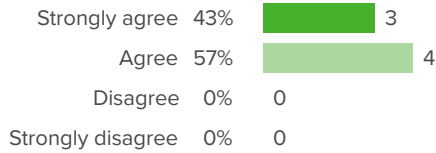
Strongly agree	43%	3
Agree	57%	4
Disagree	0%	0
Strongly disagree	0%	0

Favorable: **100%**

Q.32: In planning my last instructional unit, I had the resources and tools I needed to include multiple opportunities for...creating coherent progressions within the standards from previous grades to current grade to build onto previous learning. [ELA]
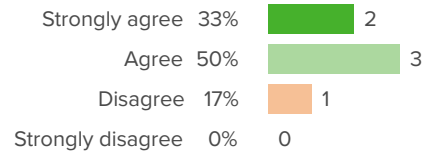
Strongly agree	29%	2
Agree	71%	5
Disagree	0%	0
Strongly disagree	0%	0

Favorable: **100%**

Q.33: In planning my last instructional unit, I had the resources and tools I needed to include multiple opportunities for...students to demonstrate conceptual understanding within real-world examples. [ELA]

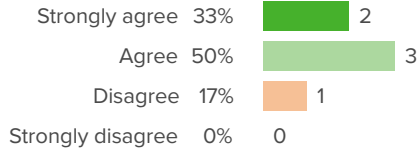|		
Strongly agree	43%	3
Agree	57%	4
Disagree	0%	0
Strongly disagree	0%	0

Favorable: **100%**

Q.34: In planning my last instructional unit, I had the resources and tools I needed to include multiple opportunities for...students to build knowledge by engaging with a variety of texts and tasks that feature big ideas, rich content, and multiple perspectives. [Math]

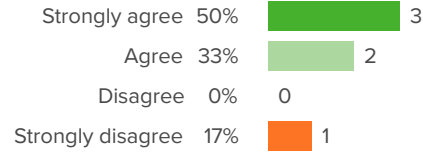|		
Strongly agree	33%	2
Agree	50%	3
Disagree	17%	1
Strongly disagree	0%	0

Favorable: **83%**

Q.35: In planning my last instructional unit, I had the resources and tools I needed to include multiple opportunities for...students to interact with complex grade-level text and tasks. [Math]
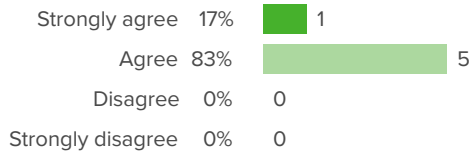
Strongly agree	33%	2
Agree	50%	3
Disagree	17%	1
Strongly disagree	0%	0

Favorable: **83%**

Q.36: In planning my last instructional unit, I had the resources and tools I needed to include multiple opportunities for...students to practice academic language through writing. [Math]
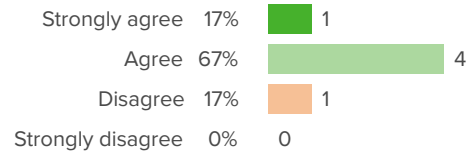
Strongly agree	50%	3
Agree	33%	2
Disagree	0%	0
Strongly disagree	17%	1

Favorable: **83%**

Q.37: In planning my last instructional unit, I had the resources and tools I needed to include multiple opportunities for...students to engage with texts and tasks reflective of their diverse racial, cultural, and linguistic perspective. [Math]
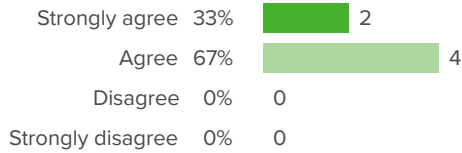
Strongly agree	17%	1
Agree	83%	5
Disagree	0%	0
Strongly disagree	0%	0

Favorable: **100%**

Q.38: In planning my last instructional unit, I had the resources and tools I needed to include multiple opportunities for...students to engage in extended talk and discussion organized around rich content and topics. [Math]
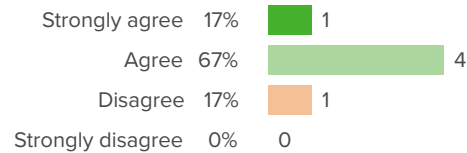
Strongly agree	17%	1
Agree	67%	4
Disagree	17%	1
Strongly disagree	0%	0

Favorable: **83%**

Q.39: In planning my last instructional unit, I had the resources and tools I needed to include multiple opportunities for...students to engage in meaningful discussion that critically examines topics that connect to the daily lives of students. [Math]

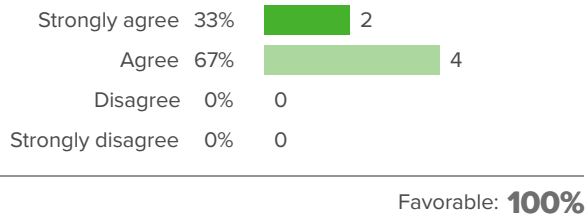|		
Strongly agree	33%	2
Agree	67%	4
Disagree	0%	0
Strongly disagree	0%	0

Favorable: **100%**

Q.40: In planning my last instructional unit, I had the resources and tools I needed to include multiple opportunities for...teaching and practicing high-utility vocabulary words. [Math]
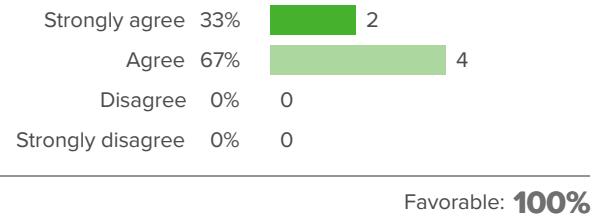
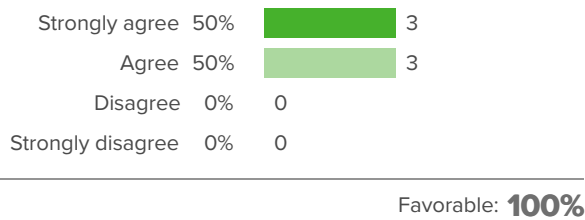|		
Strongly agree	17%	1
Agree	67%	4
Disagree	17%	1
Strongly disagree	0%	0

Favorable: **83%**

Q.41: In planning my last instructional unit, I had the resources and tools I needed to include multiple opportunities for...focusing deeply on the concepts emphasized in the standards to help students build strong foundations for learning. [Math]
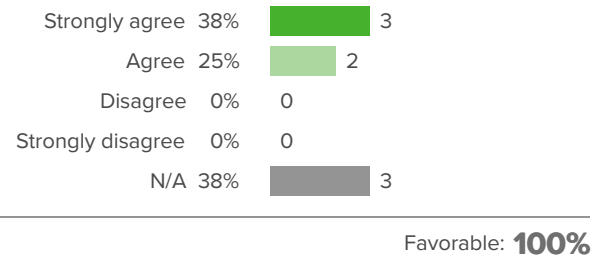
Strongly agree	33%	2
Agree	67%	4
Disagree	0%	0
Strongly disagree	0%	0

Favorable: **100%**

Q.42: In planning my last instructional unit, I had the resources and tools I needed to include multiple opportunities for...creating coherent progressions within the standards from previous grades to current grade to build onto previous learning. [Math]
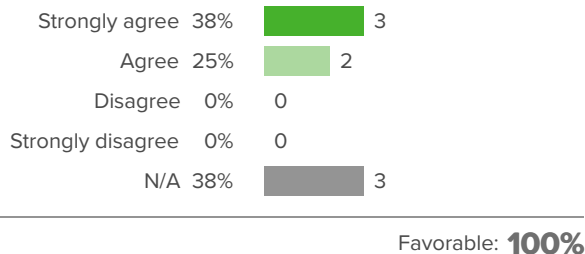
Strongly agree	33%	2
Agree	67%	4
Disagree	0%	0
Strongly disagree	0%	0

Favorable: **100%**

Q.43: In planning my last instructional unit, I had the resources and tools I needed to include multiple opportunities for...students to demonstrate conceptual understanding within real-world examples. [Math]
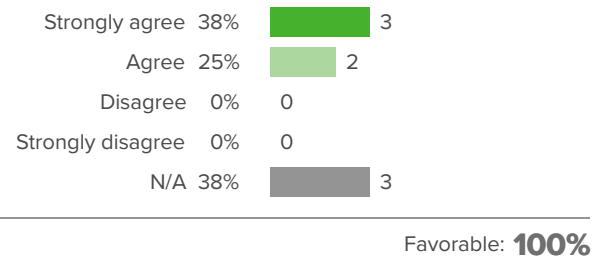
Strongly agree	50%	3
Agree	50%	3
Disagree	0%	0
Strongly disagree	0%	0

Favorable: **100%**

Q.44: In planning my last instructional unit, I had the resources and tools I needed to include multiple opportunities for...students to build knowledge by engaging with a variety of texts and tasks that feature big ideas, rich content, and multiple perspectives. [All subjects]

Strongly agree	38%	3
Agree	25%	2
Disagree	0%	0
Strongly disagree	0%	0
N/A	38%	3

Favorable: **100%**

Q.45: In planning my last instructional unit, I had the resources and tools I needed to include multiple opportunities for...reading and writing experiences grounded in evidence from text, both literary and informational. [All subjects]
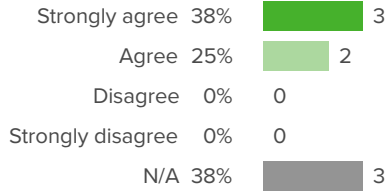
Strongly agree	38%	3
Agree	25%	2
Disagree	0%	0
Strongly disagree	0%	0
N/A	38%	3

Favorable: **100%**

Q.46: In planning my last instructional unit, I had the resources and tools I needed to include multiple opportunities for...students to interact with complex grade-level text and tasks. [All subjects]
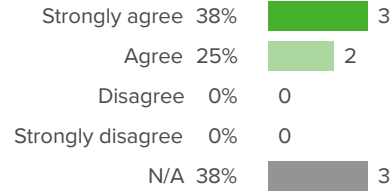
Strongly agree	38%	3
Agree	25%	2
Disagree	0%	0
Strongly disagree	0%	0
N/A	38%	3

Favorable: **100%**

Q.47: In planning my last instructional unit, I had the resources and tools I needed to include multiple opportunities for...students to practice academic language through writing. [All subjects]
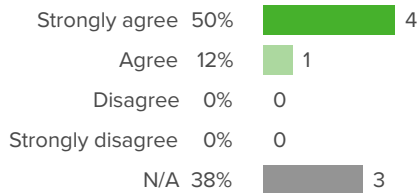
Strongly agree	38%	3
Agree	25%	2
Disagree	0%	0
Strongly disagree	0%	0
N/A	38%	3

Favorable: **100%**

Q.48: In planning my last instructional unit, I had the resources and tools I needed to include multiple opportunities for...students to engage with texts and tasks reflective of their diverse racial, cultural, and linguistic perspective. [All subjects]
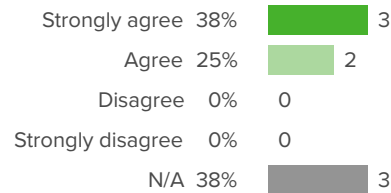
Strongly agree	38%	3
Agree	25%	2
Disagree	0%	0
Strongly disagree	0%	0
N/A	38%	3

Favorable: **100%**

Q.49: In planning my last instructional unit, I had the resources and tools I needed to include multiple opportunities for...students to engage in extended talk and discussion organized around rich content and topics. [All subjects]
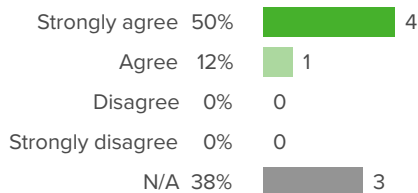
Strongly agree	50%	4
Agree	12%	1
Disagree	0%	0
Strongly disagree	0%	0
N/A	38%	3

Favorable: **100%**

Q.50: In planning my last instructional unit, I had the resources and tools I needed to include multiple opportunities for...students to engage in meaningful discussion that critically examines topics that connect to the daily lives of students. [All subjects]
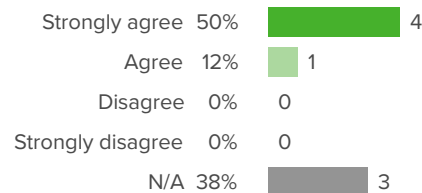
Strongly agree	38%	3
Agree	25%	2
Disagree	0%	0
Strongly disagree	0%	0
N/A	38%	3

Favorable: **100%**

Q.51: In planning my last instructional unit, I had the resources and tools I needed to include multiple opportunities for...teaching and practicing high-utility vocabulary words. [All subjects]

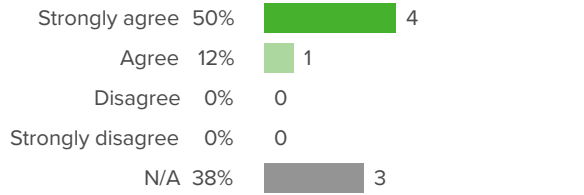|		
Strongly agree	50%	4
Agree	12%	1
Disagree	0%	0
Strongly disagree	0%	0
N/A	38%	3

Favorable: **100%**

Q.52: In planning my last instructional unit, I had the resources and tools I needed to include multiple opportunities for...focusing deeply on the concepts emphasized in the standards to help students build strong foundations for learning. [All subjects]

|		
Strongly agree	50%	4
Agree	12%	1
Disagree	0%	0
Strongly disagree	0%	0
N/A	38%	3

Favorable: **100%**

Q.53: In planning my last instructional unit, I had the resources and tools I needed to include multiple opportunities for...creating coherent progressions within the standards from previous grades to current grade to build onto previous learning. [All subjects]

Strongly agree	50%	4
Agree	12%	1
Disagree	0%	0
Strongly disagree	0%	0
N/A	38%	3

Favorable: **100%**

Q.54: In planning my last instructional unit, I had the resources and tools I needed to include multiple opportunities for...students to demonstrate conceptual understanding within real-world examples. [All subjects]

Strongly agree	50%	4
Agree	12%	1
Disagree	0%	0
Strongly disagree	0%	0
N/A	38%	3
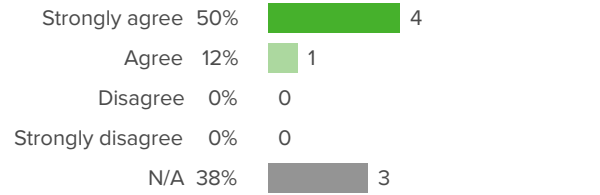
Favorable: **100%**

Teacher Influence

Your average

79%

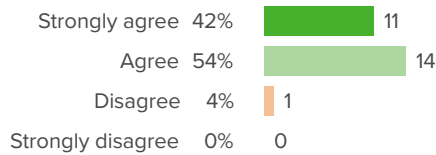27 responses

Change

0

since last survey

District Comparison average: **68%** District 84: MS

City Wide Comparison average: **71%** NYC DOE: MS


How did people respond?

Q.1: At this school...the principal/school leader encourages feedback through regular meetings with parent and teacher leaders.

Strongly agree	42%	11
Agree	54%	14
Disagree	4%	1
Strongly disagree	0%	0

▼ **4** from last survey   Favorable: **96%**

Q.2: How much influence do teachers have over school policy in...hiring new professional personnel?

A great deal of influence	12%	3
A moderate amount	58%	15
Little	23%	6
No influence	8%	2
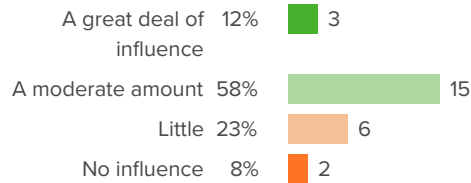
▲ **19** from last survey   Favorable: **69%**

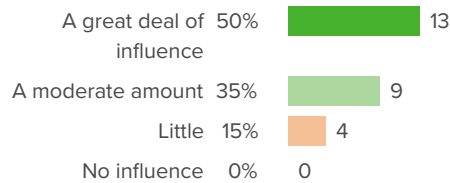**Q.3: How much influence do teachers have over school policy in...planning how discretionary school funds should be used?**

|		
A great deal of influence	12%	3
A moderate amount	31%	8
Little	31%	8
No influence	27%	7
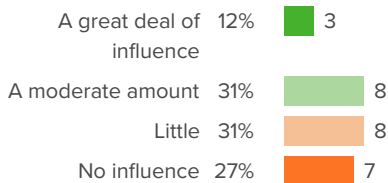
▲ **4** from last survey   Favorable: **42%**

Q.4: How much influence do teachers have over school policy in...selecting instructional materials and/or curriculum used in classrooms?

A great deal of influence	50%	13
A moderate amount	35%	9
Little	15%	4
No influence	0%	0

▼ **12** from last survey   Favorable: **85%**

Q.5: How much influence do teachers have over school policy in...developing instructional materials?

A great deal of influence	62%	16
A moderate amount	35%	9
Little	4%	1
No influence	0%	0
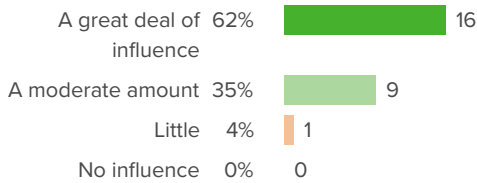
▼ **4** from last survey   Favorable: **96%**

Q.6: How much influence do teachers have over school policy in...setting standards for student behavior?

A great deal of influence	27%	7
A moderate amount	62%	16
Little	8%	2
No influence	4%	1
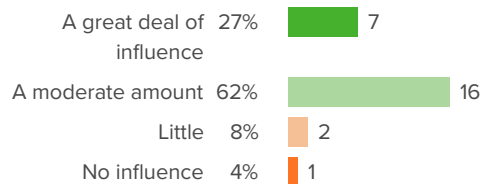
▲ **1** from last survey   Favorable: **88%**

Teacher-Principal Trust

Your average

98%

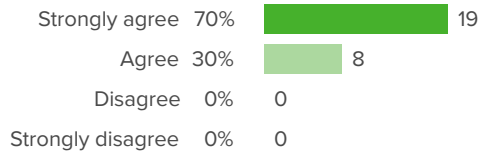27 responses

Change

▼ **1**

since last survey

District Comparison average: **87%** District 84: MS

City Wide Comparison average: **86%** NYC DOE: MS
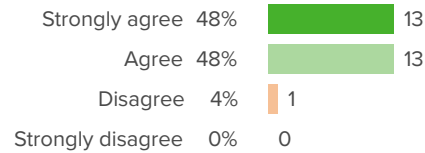

How did people respond?

Q.1: I feel respected by the principal/school leader at this school.

Strongly agree	70%	19
Agree	30%	8
Disagree	0%	0
Strongly disagree	0%	0

▲ **3** from last survey   Favorable: **100%**

Q.2: The principal/school leader at this school is an effective manager who makes the school run smoothly.

Strongly agree	48%	13
Agree	48%	13
Disagree	4%	1
Strongly disagree	0%	0

▲ **0** from last survey   Favorable: **96%**

Q.3: The principal/school leader has confidence in the expertise of the teachers at this school.

Strongly agree	52%	14
Agree	48%	13
Disagree	0%	0
Strongly disagree	0%	0
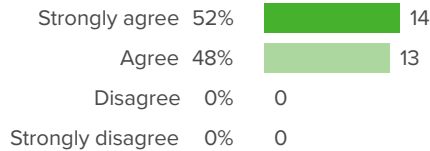
▲ **0** from last survey   Favorable: **100%**

Q.4: I trust the principal/school leader at their word (to do what their say that they will do).

Strongly agree	52%	14
Agree	48%	13
Disagree	0%	0
Strongly disagree	0%	0
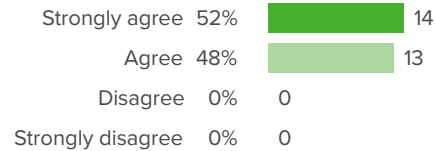
▲ **0** from last survey   Favorable: **100%**

**Q.5: At this school, it's OK to discuss feelings, worries, and frustrations with the principal/school leader.**

Strongly agree	59%	16
Agree	37%	10
Disagree	4%	1
Strongly disagree	0%	0
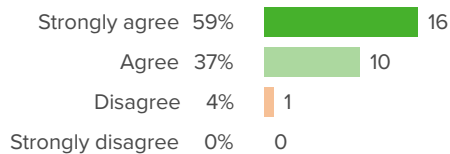
▼ **4** from last survey   Favorable: **96%**

Q.6: The principal/school leader takes a personal interest in the professional development of teachers.
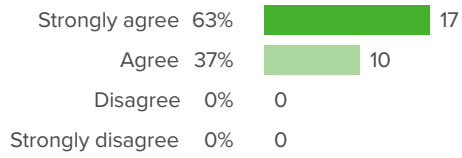
Strongly agree	52%	14
Agree	48%	13
Disagree	0%	0
Strongly disagree	0%	0
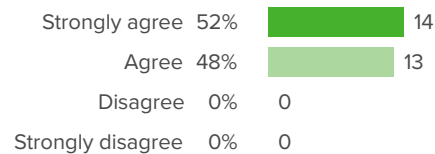
▲ **0** from last survey   Favorable: **100%**

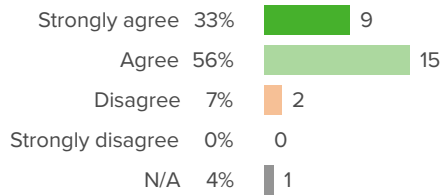**Q.7: The principal/school leader looks out for the personal welfare of the staff members.**

Strongly agree	63%	17
Agree	37%	10
Disagree	0%	0
Strongly disagree	0%	0

▲ **0** from last survey   Favorable: **100%**

Q.8: The principal/school leader places the needs of children ahead of personal interests.

Strongly agree	63%	17
Agree	37%	10
Disagree	0%	0
Strongly disagree	0%	0
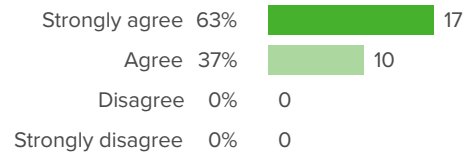
▲ **0** from last survey   Favorable: **100%**

Q.9: The principal and assistant principals function as a cohesive unit.

Strongly agree	33%	9
Agree	56%	15
Disagree	7%	2
Strongly disagree	0%	0
N/A	4%	1

▼ **8** from last survey   Favorable: **92%**

PANORAMA
EDUCATION

Teacher-Teacher Trust

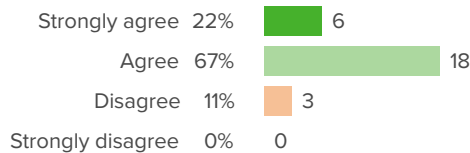**Your average**

96%

27 responses

Change

▼ **3**

since last survey

District Comparison average: **88%** District 84: MS
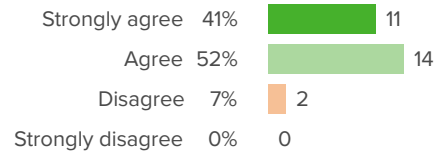
City Wide Comparison average: **89%** NYC DOE: MS

How did people respond?

Q.1: Teachers in this school trust each other.

|		
Strongly agree	22%	6
Agree	67%	18
Disagree	11%	3
Strongly disagree	0%	0

▼ **8** from last survey   Favorable: **89%**

Q.2: It's OK in this school to discuss feelings, worries, and frustrations with other teachers.
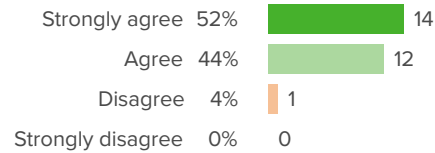
Strongly agree	41%	11
Agree	52%	14
Disagree	7%	2
Strongly disagree	0%	0

▼ **7** from last survey   Favorable: **93%**

Q.3: Teachers respect other teachers who take the lead in school improvement efforts.
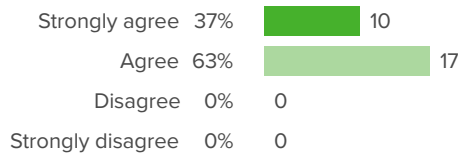
Strongly agree	33%	9
Agree	67%	18
Disagree	0%	0
Strongly disagree	0%	0
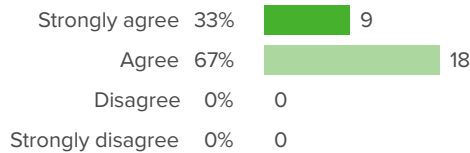
▲ **0** from last survey   Favorable: **100%**

Q.4: I feel respected by other teachers at this school.

Strongly agree	52%	14
Agree	44%	12
Disagree	4%	1
Strongly disagree	0%	0

▼ **4** from last survey   Favorable: **96%**

Q.5: Teachers at this school respect their colleagues' specific expertise.

Strongly agree	37%	10
Agree	63%	17
Disagree	0%	0
Strongly disagree	0%	0

▲ **0** from last survey   Favorable: **100%**