

2014–15 Family Guide: School Quality Snapshot

This Family Guide helps to explain the School Quality Snapshot using data from a mock school. To locate School Quality Snapshots for NYCDOE schools please visit: <http://schools.nyc.gov/Accountability/default>.

Framework for Great Schools

The Framework for Great Schools (FfGS) model works to help both schools and students improve by ensuring that all members of the community work together. The model is organized around a core goal of Student Achievement. Surrounding this core are three elements which aim to enrich the classroom environment, they are: teacher development, quality instruction, and student-centered learning. Beyond the classroom, the supports needed are effective school leadership and strong parent-community collaboration. The final element which binds all of these components together is trust. To learn more about the FfGS, visit <http://schools.nyc.gov/AboutUs/schools/framework/default.htm>

The top left of page 1 in the School Quality Snapshot displays ratings in each of the six aforementioned elements. Each element is described below:

Note: The 2014-15 Snapshots, which are the first release of these reports for Early childhood schools, do not include section ratings. For future releases, beginning with the 2015-16 Snapshots, these reports will include section

2014-15 School Quality Snapshot / EC **DRAFT** **NYC** Department of Education
schools.nyc.gov/
The Early Childhood School of New York (99K999)

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

Rigorous Instruction	See page 2
Collaborative Teachers	See page 2
Supportive Environment	See page 2
Effective School Leadership	See page 3
Strong Family-Community Ties	See page 3
Trust	See page 3

The 2014-15 Snapshots, which are the first release of these reports for Early Childhood schools, do not include section ratings. For future releases, beginning with the 2015-16 Snapshots, these reports will include section ratings.

General Information
Principal: Jane Doe
Grades served: 0K, 01, 02, 03
Enrollment: 332
Shared Space: No
Admissions methods: Non-Zoned

Student Demographics
Asian: 10% | Black: 7% | Hispanic: 16% | White: 64%
English Language Learners: 3%
Student with Special Needs: 8%

Staff Experience
Years of principal experience at this school: 3.1
% of teachers with 3 or more years of experience: 82%

Attendance
Student Attendance: 97% | Students Chronically Absent: 4%
Teacher Attendance: 96%

E/A State Tests (3rd grade): 22% met State standards (City: 21% | District: 18%)
Math State Tests (3rd grade): 24% met State standards (City: 20% | District: 22%)

65 Court Street
New York, NY 10007
(555) 123-4567

Programs and Activities
96% of parents feel that this school offers a wide enough variety of programs, classes, and activities to keep students interested in school

- **Rigorous Instruction:** Common Core aligned curriculum and instruction that is designed to engage students, foster critical thinking skills, and meet students at their level.
- **Collaborative Teachers:** Teachers participate in opportunities to develop, grow, and contribute to the continuous improvement of the school community.
- **Supportive Environment:** The school establishes a culture where students feel safe, challenged to grow, and supported to meet high expectations.
- **Effective School Leadership:** School leadership that is inclusive and inspiring to the school community with a clear vision towards improving student achievement.
- **Strong Family-Community Ties:** The school welcomes and values both families and outside organizations to help enrich the civic life of the school community.
- **Trust:** Relationships between administrators, educators, students, and families are rooted in mutual trust and respect.

General Information

The bottom half of page 1 presents descriptive information about the school, its students and its staff, this includes:

2014-15 School Quality Snapshot / EC DRAFT **NYC** Department of Education
Ensuring Great Schools

schools.nyc.gov/
The Early Childhood School of New York (99K999)
Framework for Great Schools
Research shows that schools strong in the six areas are far more likely to improve student learning.



Rigorous Instruction	See page 2
Collaborative Teachers	See page 2
Supportive Environment	See page 2
Effective School Leadership	See page 3
Strong Family-Community Ties	See page 3
Trust	See page 3

The 2014-15 Snapshots, which are the first release of these reports for Early Childhood schools, do not include section ratings. For future releases, beginning with the 2015-16 Snapshots, these reports will include section ratings.

General Information

Principal: Jane Doe
Grades served: OK, 01, 02, 03
Enrollment: 332
Shared Space: No
Admissions methods: Non-Zoned

Student Demographics
Asian: 10% | Black: 7% | Hispanic: 16% | White: 64%
English Language Learners: 3%
Student with Special Needs: 8%

Staff Experience
Years of principal experience at this school: 3.1
% of teachers with 3 or more years of experience: 82%

Attendance
Student Attendance: 97% | Students Chronically Absent: 4%
Teacher Attendance: 96%

ELA State Tests (3rd grade): 22% met State standards
(City: 21% | District: 18%)

Math State Tests (3rd grade): 24% met State standards
(City: 20% | District: 22%)



65 Court Street
New York, NY 10007
(555) 123-4567

Programs and Activities
96% of parents feel that this school offers a wide enough variety of programs, classes, and activities to keep students interested in school

- **Grades Served:** lists the current grades students are in (PK is Pre-Kindergarten; OK is Kindergarten; SE is Special Education).
- **Shared space:** highlights which schools share a building with one or more other schools.
- **Admissions methods:** are the ways in which schools consider and admit students. To find a school near you, please visit: <http://schools.nyc.gov/ChoicesEnrollment/default.htm>
- **Student with Special Needs:** is the percentage of students at the school with an Individualized Education Program (IEP). Additional information can be found here: <http://schools.nyc.gov/Academics/SpecialEducation/default.htm>

- **ELA State Tests (3rd grade):** is the percentage of students who were proficient in the previous school year's NYS ELA exam.
- **Math State Tests (3rd grade):** is the percentage of students who were proficient in the previous school year's NYS Math exam.
- **English Language Learners:** is the percentage of students at the school whose native language is a language other than English. Additional information can be found here: <http://schools.nyc.gov/Academics/ELL/default.htm>.
- **Years of Principal Experience at this School:** is the number of years that the principal has served as a principal at this school.
- **% of teachers with 3 or more years of experience:** is the percentage of teachers at the school who have 3 or more years of teaching experience.
- **Student Attendance:** is the total days attended for all students, divided by the total days that those students are registered at the school.
- **Students Chronically Absent:** is the percentage of students with attendance rates below 90% at the school.
- **Teacher Attendance:** is the amount of time (on average) that all teachers at the school were in attendance for the previous school year.

All Schools

- **City: District:** are the performance results across New York City and the school district in which the school is located.
- **NYC School Survey:** Every year, all parents, teachers, and students in grades 6–12 take the NYC School Survey. Last year, over 950,000 NYC parents, students, and teachers provided feedback on their school's learning environment through the survey. The survey is aligned to the Framework for Great Schools, and collects important information about a school's ability to improve student achievement by measuring how strong the school is on these elements according to the community. To learn more, visit <http://schools.nyc.gov/Accountability/tools/survey>.

- **Programs and Activities:** is the percentage of parents who responded positively on the NYC School Survey to the stated question about the school's programs and activities.

2014-15 School Quality Snapshot / EC DRAFT **NYC** Department of Education
Charter & Common Fields

schools.nyc.gov/
The Early Childhood School of New York (99K999)

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



Rigorous Instruction	See page 2
Collaborative Teachers	See page 2
Supportive Environment	See page 2
Effective School Leadership	See page 3
Strong Family-Community Ties	See page 3
Trust	See page 3

The 2014-15 Snapshots, which are the first release of these reports for Early Childhood schools, do not include section ratings. For future releases, beginning with the 2015-16 Snapshots, these reports will include section ratings.

General Information

Principal: Jane Doe
 Grades served: OK, 01, 02, 03
 Enrollment: 332
 Shared Space: No
 Admissions methods: Non-Zoned

Student Demographics
 Asian: 10% | Black: 7% | Hispanic: 16% | White: 64%
 English Language Learners: 3%
 Student with Special Needs: 8%

Staff Experience
 Years of principal experience at this school: 3.1
 % of teachers with 3 or more years of experience: 82%

Attendance
 Student Attendance: 97% | Students Chronically Absent: 4%
 Teacher Attendance: 96%

65 Court Street
 New York, NY 10007
 (555) 123-4567



Programs and Activities
 96% of parents feel that this school offers a wide-enough variety of programs, classes, and activities to keep students interested in school

2014-15 School Quality Snapshot / EC Page 2

The Early Childhood School of New York (99K999)



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

Quality Review
 How interesting and challenging is the curriculum?
 How effective is the teaching and learning?
 How well does the school assess what students are learning?

Survey
90% responded positively to questions about Rigorous Instruction
 City: 91% District: 90%

Selected Questions
 90% of teachers say that students do reading and writing grounded in evidence from text (City: 95%)
 95% of teachers say that students develop conceptual, procedural, and applied skills in math. (City: 94%)

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

Quality Review
 How well do teachers work with each other?

Survey
91% responded positively to questions about Collaborative Teachers
 City: 89% District: 89%

Selected Questions
 100% of teachers say that they work together to design instructional programs (City: 94%)
 95% of teachers say that they have opportunities to work productively with colleagues in their school. (City: 87%)
 100% of teachers say that they feel responsible that all students learn. (City: 92%)

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

Quality Review
 How clearly are high expectations communicated to students and staff?

Survey
98% responded positively to questions about Supportive Environment
 City: 92% District: 93%

Selected Questions
 100% of teachers say that students are safe in the hallways, bathrooms, locker room, and cafeteria. (City: 96%)
 100% of teachers say that adults at the school teach students how to advocate for themselves. (City: 95%)
 100% of teachers say that students feel it is important to come to school every day. (City: 96%)

Less Restrictive Environment
 Movement of students with special needs to less restrictive environments

KEY:
 Excellent: [5 bars]
 Good: [4 bars]
 Fair: [3 bars]
 Poor: [2 bars]

Survey Response Rates
 Teachers: 79%
 Parents: 38%

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

Framework Element Sections (Pages 2-3)

The ratings for each of the Framework for Great Schools elements include the results of the school's Quality Review (Page 2), and NYC School Survey (Pages 2 and 3).

- **Quality Review:** Schools across NYC receive a one or two day school visit by an experienced educator who visits classrooms, talks with parents, students, teachers, and school leaders, to evaluate how well the school is working to improve student achievement. Quality review ratings are based on the school visit. To learn more, visit: <http://schools.nyc.gov/Accountability/tools/review/default.htm>

- **Survey Response Rate**—Survey participation varies from school to school, and each school's response rate is noted to the left on page 3 and 4 of the School Quality Snapshot.
- **Survey**—These numbers show the percentage of teachers or parents who responded positively to all questions related to this part of the Framework.

2014-15 School Quality Snapshot / EC

The Early Childhood School of New York (PK-KY)



¹ Quality Review
Quality Review information is not available

Rigorous Instruction

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

Quality Review¹
How interesting and challenging is the curriculum?
How effective is the teaching and learning?
How well does the school assess what students are learning?

Survey²
90%
responded positively to questions about Rigorous Instruction
City: 90%
District: 90%

Selected Questions
50% of teachers say that students do reading and writing grounded in evidence from text (City: 90%)
95% of teachers say that students develop conceptual, procedural, and applied skills in math (City: 94%)

Collaborative Teachers

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

Quality Review
How well do teachers work with each other?

Survey²
91%
responded positively to questions about Collaborative Teachers
City: 89%
District: 88%

Selected Questions
100% of teachers say that they work together to design instructional programs (City: 84%)
95% of teachers say that they have opportunities to work productively with colleagues in their school (City: 87%)
100% of teachers say that they feel responsible that all students learn (City: 92%)

Supportive Environment

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

Quality Review
How clearly are high expectations communicated to students and staff?
Less Restrictive Environment
Movement of students with special needs to less restrictive environments

Survey²
98%
responded positively to questions about Supportive Environment
City: 92%
District: 93%

Selected Questions
100% of teachers say that students are safe in the hallways, bathrooms, locker room, and cafeteria (City: 96%)
100% of teachers say that adults at the school teach students how to advocate for themselves (City: 95%)
100% of teachers say that students feel it is important to come to school every day (City: 96%)

KEY:



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

2014-15 School Quality Snapshot / EC

The Early Childhood School of New York (PK-KY)



¹ Quality Review
Quality Review information is not available

Effective School Leadership

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

Survey²
86%
responded positively to questions about Effective School Leadership
City: 81%
District: 83%

Selected Questions
95% of teachers say that the principal communicates a clear vision for the school (City: 88%)
91% of teachers say that curriculum and instruction are well coordinated across different grade levels (City: 87%)
99% of parents feel that the principal works to create a sense of community in the school (City: 91%)

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

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

Strong Family-Community Ties

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

Survey
89%
responded positively to questions about Strong Family-Community Ties
City: 83%
District: 89%

Selected Questions
87% of parents say that school staff regularly communicate with them about how the staff can help their children learn (City: 90%)
91% of parents feel that teachers try to understand families' problems and concerns (City: 94%)
100% of teachers say that teachers at this school work closely with families to meet students' needs (City: 97%)

Trust

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

Survey
90%
responded positively to questions about Trust
City: 91%
District: 92%

Selected Questions
91% of teachers say that they trust the principal (City: 83%)
100% of teachers say that they trust each other (City: 87%)
99% of parents say that school staff work hard to build trusting relationships with them (City: 92%)

KEY:



For more information on this document: <http://schools.nyc.gov/Accountability/2014-15-School-Quality-Snapshot-EC>

Quality Review: <http://schools.nyc.gov/Accountability/2014-15-School-Quality-Snapshot-EC>
NYC School Survey: <http://schools.nyc.gov/Accountability/2014-15-School-Quality-Snapshot-EC>
NYC School Directory: <http://schools.nyc.gov/Accountability/2014-15-School-Quality-Snapshot-EC>

- Selected Questions—These numbers show the percentage of teachers or parents who responded positively on the NYC School Survey to the questions listed. For more information about school survey, please visit:

<http://schools.nyc.gov/Accountability/tools/survey/default.htm>

2014-15 School Quality Snapshot / EC

The Early Childhood School of New York (PK-KY)



¹ Quality Review
Quality Review information is not available

Rigorous Instruction

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

Quality Review¹
How interesting and challenging is the curriculum?
How effective is the teaching and learning?
How well does the school assess what students are learning?

Survey²
90%
responded positively to questions about Rigorous Instruction
City: 91%
District: 90%

Selected Questions
50% of teachers say that students do reading and writing grounded in evidence from text (City: 90%)
95% of teachers say that students develop conceptual, procedural, and applied skills in math (City: 94%)

Collaborative Teachers

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

Quality Review
How well do teachers work with each other?

Survey²
91%
responded positively to questions about Collaborative Teachers
City: 89%
District: 88%

Selected Questions
100% of teachers say that they work together to design instructional programs (City: 84%)
95% of teachers say that they have opportunities to work productively with colleagues in their school (City: 87%)
100% of teachers say that they feel responsible that all students learn (City: 92%)

Supportive Environment

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

Quality Review
How clearly are high expectations communicated to students and staff?
Less Restrictive Environment
Movement of students with special needs to less restrictive environments

Survey²
98%
responded positively to questions about Supportive Environment
City: 92%
District: 93%

Selected Questions
100% of teachers say that students are safe in the hallways, bathrooms, locker room, and cafeteria (City: 96%)
100% of teachers say that adults at the school teach students how to advocate for themselves (City: 95%)
100% of teachers say that students feel it is important to come to school every day (City: 96%)

KEY:



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

2014-15 School Quality Snapshot / EC

The Early Childhood School of New York (PK-KY)



¹ Quality Review
Quality Review information is not available

Effective School Leadership

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

Survey²
86%
responded positively to questions about Effective School Leadership
City: 81%
District: 83%

Selected Questions
95% of teachers say that the principal communicates a clear vision for the school (City: 88%)
91% of teachers say that curriculum and instruction are well coordinated across different grade levels (City: 87%)
99% of parents feel that the principal works to create a sense of community in the school (City: 91%)

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

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

Strong Family-Community Ties

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

Survey
89%
responded positively to questions about Strong Family-Community Ties
City: 83%
District: 89%

Selected Questions
87% of parents say that school staff regularly communicate with them about how the staff can help their children learn (City: 90%)
91% of parents feel that teachers try to understand families' problems and concerns (City: 94%)
100% of teachers say that teachers at this school work closely with families to meet students' needs (City: 97%)

Trust

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

Survey
90%
responded positively to questions about Trust
City: 91%
District: 92%

Selected Questions
91% of teachers say that they trust the principal (City: 83%)
100% of teachers say that they trust each other (City: 87%)
99% of parents say that school staff work hard to build trusting relationships with them (City: 92%)

KEY:



For more information on this document: <http://schools.nyc.gov/Accountability/2014-15-School-Quality-Snapshot-EC>

Quality Review: <http://schools.nyc.gov/Accountability/2014-15-School-Quality-Snapshot-EC>
NYC School Survey: <http://schools.nyc.gov/Accountability/2014-15-School-Quality-Snapshot-EC>
NYC School Directory: <http://schools.nyc.gov/Accountability/2014-15-School-Quality-Snapshot-EC>

