

# 2015–16 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:

- **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.

2014-15 School Quality Snapshot / EC DRAFT **NYC** Department of Education  
Chancellor Carmine Pica

[schools.nyc.gov/](http://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.

<b>General Information</b> Principal: Jane Doe Grades served: DC, 01, 02, 03 Enrollment: 332 Shared Space: No Admissions methods: Non-Zoned	EIA 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
<b>Student Demographics</b> Asian: 10%   Black: 7%   Hispanic: 16%   White: 64% English Language Learners: 3% Student with Special Needs: 8%	<b>Staff Experience</b> Years of principal experience at this school: 3.1 % of teachers with 3 or more years of experience: 82%	<b>Programs and Activities</b> 96% of parents feel that this school offers a wide enough variety of programs, classes, and activities to keep students interested in school
<b>Attendance</b> Student Attendance: 97%   Students Chronically Absent: 4% Teacher Attendance: 96%		

- **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:

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Operational Control Panel

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**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: 10% | 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%

**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

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- **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.

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Chancellor: Cathleen Fajana

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**General Information**

Principal: Jane Doe  
Grades served: 0K, 01, 02, 03  
Enrollment: 332  
Shared Space: No  
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Student Attendance: 97% | Students Chronically Absent: 4%  
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**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

## 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>

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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?  
[Progress indicator]

**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?  
[Progress indicator]

**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?  
[Progress indicator]

**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: 99%)  
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:  
[Progress indicator]

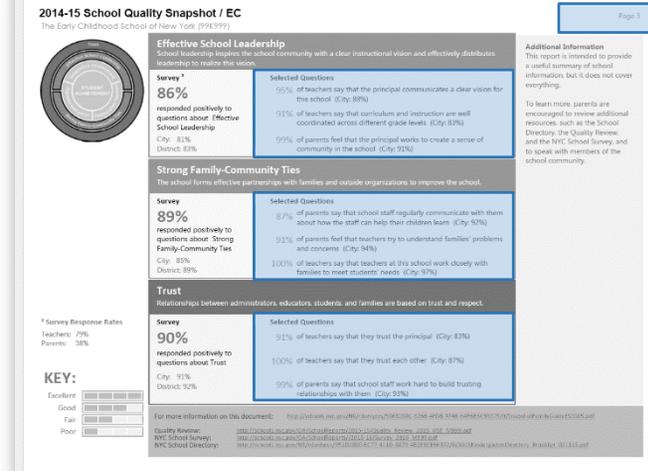
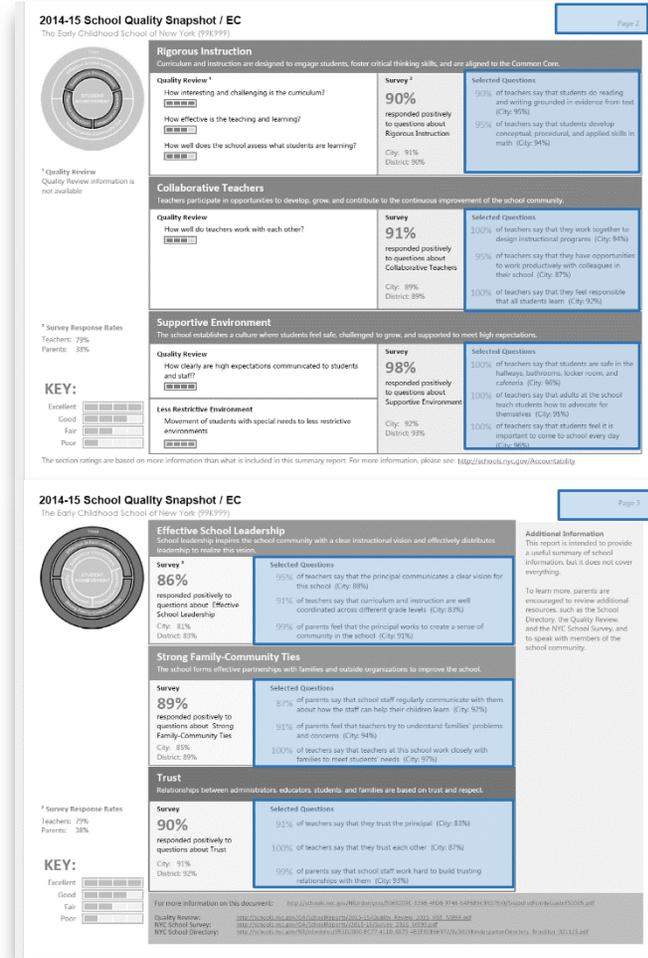
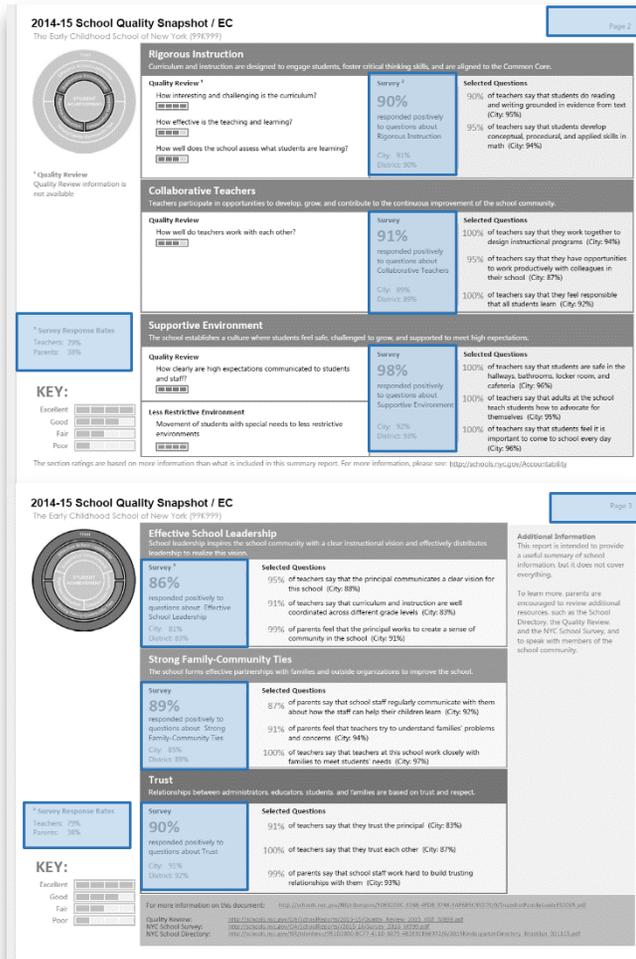
**Survey**  
City: 92%  
District: 93%

**KEY:**  
Excellent [Progress indicator]  
Good [Progress indicator]  
Fair [Progress indicator]  
Poor [Progress indicator]

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>

- **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.

- **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>



- **Less Restrictive Environment**— This rating shows how well a school provides opportunities for students to be educated with non-disabled peers.

