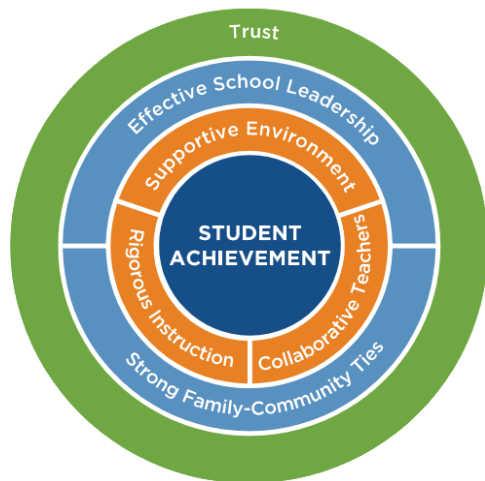


2015-16 Pre-K Quality Snapshot

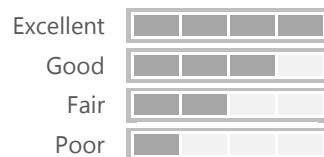
Pre-K Program - District

Framework for Great Schools

Research shows that schools strong in the six areas are far more likely to improve student achievement. Pages 2 and 3 of this report provide information on this program in those six areas.



Rating Key:



General Information

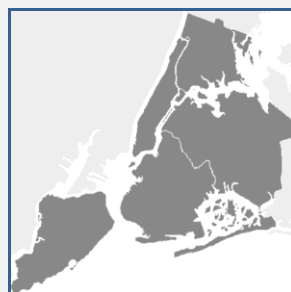
School Leader:
 Enrollment (15-16):
 Type of Program: District School

Daily Start Time:
 Length of Pre-K Day:
 Early Drop Off Available:
 Late Pick Up Available:

Program Features

Meals:
 Playspace:
 Other Programs:

Website:



Address
 Phone Number

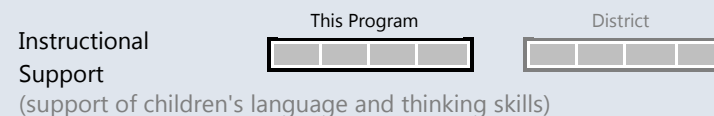
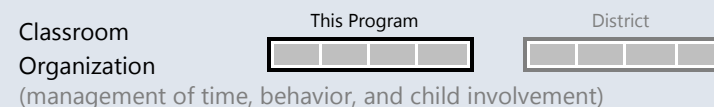
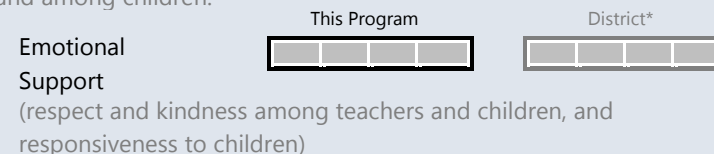
NYC School Survey of Pre-K Families

Last school year, [this number of] pre-K families (%) answered the NYC School Survey questions about the program.

- % of pre-K families responded positively to questions about this program (City: %)
- % of families feel that teachers and parents think of each other as partners in educating children (City: %)

Interactions in the classroom

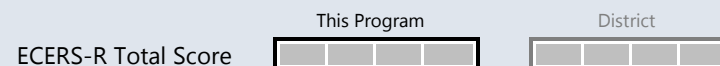
CLASS Assessment (program reviewed on [this date])
 The CLASS scores look at interactions that support children's learning. This includes interactions between teachers and children, and among children.

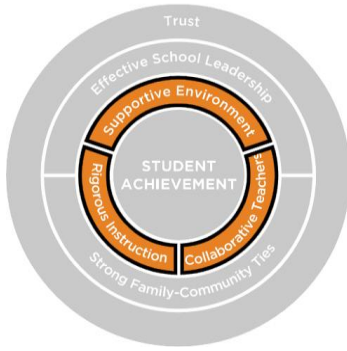


*The district comparisons in this report include all pre-K programs in the district.

Program environment that helps children learn

ECERS-R Assessment (program reviewed on [this date])
 The ECERS-R score looks at the learning environment, materials, and how teachers support and interact with children.





Rigorous Instruction

Teaching teams create engaging activities to help children develop language, social, and thinking skills based on the pre-K learning standards.

Materials and practices support children's language learning



Teachers support and interact with children during the day



A variety of learning materials are available to children for plenty of time during the day



From Early Childhood Environment Ratings Scale-Revised(ECERS-R)¹

Respect and kindness among teachers and children, and responsiveness to children



Management of time, behavior, and child involvement



Support of children's language and thinking skills

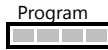


From Classroom Scoring Assessment System (CLASS)¹

Collaborative Teachers²

Teaching teams work together to improve the program.

How well do teachers work with each other?



From Quality Review¹ (whole school)

Survey (whole school)

%
responded positively to questions about Collaborative Teachers

City: %
District: %

Selected Questions

- % of teachers say that they work together to design instructional programs (City: %)
- % of teachers say that they have opportunities to work productively with colleagues in their school (City: %)
- % of teachers say that they feel responsible that all students learn (City: %)

Supportive Environment

Program staff respect and value all children and support every child to meet high expectations.

Children are supported during meals, nap, toileting, and arrival



Spaces and furniture are appropriate for children



Daily schedule supports learning (right amount of time for play, group learning, and outdoor activity)



From Early Childhood Environment Ratings Scale-Revised(ECERS-R)¹

Survey

%
responded positively to questions about Supportive Environment

City: %
District: %

Selected Questions

- % of families say their child is safe at this program (City: %)
- % of families say this program is kept clean (City: %)
- % of families say their child sees people of many cultures/backgrounds represented in the curriculum (City: %)

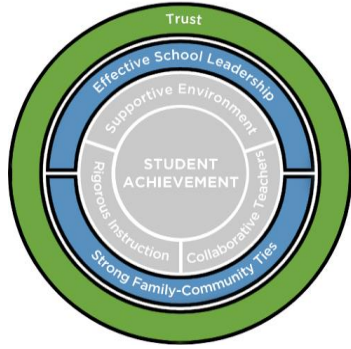
¹ECERS-R, CLASS, and the Quality Review are ratings from a trained observer.

Dates:
ECERS-R:
CLASS:
QR:

²Collaborative Teachers information here is for the entire school. All other sections are about pre-K only.

KEY:





Effective School Leadership

The pre-K program leadership inspires the pre-K community with a clear vision for instruction and family engagement.

Survey

%

responded positively to questions about Effective School Leadership

City: %
District: %

Selected Questions

- % of families say the principal/director promotes family and community involvement in the school (City: %)
- % of families say the principal/director works to create a sense of community (City: %)
- % of families say the principal/director is strongly committed to shared decision making (City: %)

Strong Family-Community Ties

The pre-K program forms effective partnerships with families and outside organizations to support families in meeting children's needs.

Survey

%

responded positively to questions about Strong Family-Community Ties

City: %
District: %

Selected Questions

- % of families say that teachers work closely with families to meet students' needs (City: %)
- % of families say that their child's pre-K teacher gives them helpful ideas about how they can support their child's learning (City: %)
- % of families say that their child's pre-K teacher lets them know that they can make a difference in their child's learning (City: %)

Trust

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

Survey

%

responded positively to questions about Trust

City: %
District: %

Selected Questions

- % of families say that program staff work hard to build trusting relationships (City: %)
- % of families say that they feel respected by their child's principal/school leader (City: %)
- % of families say they feel respected by their child's teachers (City: %)

KEY:



For more information on this document: <http://schools.nyc.gov/Academics/EarlyChildhood/parentfamilies/>

Quality Review: <http://schools.nyc.gov/Accountability/tools/review/>

NYC School Survey: <http://schools.nyc.gov/Accountability/tools/survey/>

Pre-K Directory: <http://schools.nyc.gov/ChoicesEnrollment/PreK/Resources/>