

School Quality Reports

Educator Guide

Early Childhood Schools

2023–24

Last Updated: January 15, 2025

Overview:

The School Quality Reports share information about school performance, set expectations for schools, and promote school improvement. The School Quality Reports include:

- [School Quality Snapshot](#): A summary report for families and community members to learn about school performance and quality.
- [School Performance Dashboard](#): An interactive report with data visualizations for educators to investigate multiple years of school performance data. The report is publicly available for community members interested in more information.
- [Citywide Data Workbooks](#): Spreadsheets that contain detailed results for every public school in NYC.

These reports include information from multiple sources, including Quality Reviews, the NYC School Survey, and student performance.

This Educator Guide typically describes the methodology used to calculate metric values in the School Quality Reports.

School Quality Report Sections

The School Quality Reports include four categories—: School Description, Instruction and Performance, Safety and School Environment, and Relationships With Families. These new categories aim to be intuitive and aligned with New York City Public Schools' priorities.

Early Childhood schools do not receive scores or ratings.

School Description: information on programs, student and faculty, and the school space.

Instruction and Performance: survey questions about the instruction and learning environment and data on standardized test performance, graduation, credit accumulation, special populations, and next-level readiness.

Safety and School Environment: survey data on safety, social-emotional support, school leadership, and attendance data.

Relationships With Families: survey data on how schools engage families and school-parent trust.

New York State School Designations

New York State implements a state accountability system that measures student performance on NYS ELA and math exams, Regents exams, and graduation rates. State accountability status does not affect the School Quality Report ratings.

Definitions

School Quality Report School Type

School Type	Grades and Students Served
Early Childhood School	K, K-1, K-2, K-3
Elementary School	K-4, K-5, and K-6
K-8 School*	K-7, K-8, and K-12 (minus grades 9-12)
Middle School	5-8, 6-8, and 6-12 (minus grades 9-12)
District 75 School	K-8 and K-12, focused on students with IEPs
High School	9-12, K-12 (minus grades K-8), and 6-12 (minus grades 6-8)
Transfer High School	9-12, focused on overage and under-credited students.

* If a new K-8 school has grade 6 but does not yet have grades 3 or 4 it will be considered a middle school until it adds one of those grades.

A school that serves grades K-12 receives two separate School Quality Reports: one for the K-8 part of the school and one for the high school.

Similarly, a school that serves grades 6-12 receives two separate School Quality Reports: one for the middle school and one for the high school.

This document explains the rules for the School Quality Reports for early childhood schools. Separate [Educator Guides](#) explain the rules for the other school types.

NYC School Survey School Type

School Type	Grades and Students Served
Elementary School	K-5, and K-6
K-8 School*	K-8
6-12/K-12	K-12, 6-12
Middle School	5-8, 6-8
High School	9-12

Transfer High School	Transfer schools serving grades 9–12
District 75 School	District 75 schools

Attribution of Students to Schools

Students are attributed to schools based on the October 31, 2023, audited register. We use the enrollment from this register because it is audited for accuracy and used to allocate funds to schools.

Performance Levels

New York State assigns Performance Levels 1, 2, 3, and 4 to scale scores on the State ELA and math exams. These performance levels reflect the extent to which students demonstrate the level of understanding expected at their grade level, based on the New York State learning standards.

Level 1	Students performing at this level are well below proficient in standards for their grade. They demonstrate knowledge, skills, and practices that are considered insufficient for the expectations at this grade.
Level 2	Students performing at this level are below proficient in standards for their grade. They demonstrate knowledge, skills, and practices that are considered partial but insufficient for the expectations at this grade.
Level 3	Students performing at this level are proficient in standards for their grade. They demonstrate knowledge, skills, and practices that are considered sufficient for the expectations at this grade.
Level 4	Students performing at this level excel in standards for their grade. They demonstrate knowledge, skills, and practices that are considered more than sufficient for the expectations at this grade.

Proficiency Ratings

For the School Quality Reports, the scale scores on State math and ELA exams are assigned a Proficiency Rating from 1.00–4.50. The first digit of the Proficiency Rating corresponds to the Performance Level, and the other digits reflect how close the student is to the next level. For example, a 2.90 is a Level 2, but close to a Level 3.

Student Attribution for State ELA and math exams

Note: Proficiency ratings on the School Quality Reports may vary slightly from the New York State Education Department’s reported numbers due to differences in how NYCPS and NYSED attribute students to schools. NYCPS uses the attribution rules found in this guide for all students across all metrics in the School Quality Reports. NYSED’s calculations exclude students with Individualized Education Plans (IEPs) in grades K–8 who have a home address in a different community school district than their school’s address and students who were not continuously enrolled at a school from BEDS day (October 5, 2023) through the exam date.

Demographic Information

This section describes the demographics information reported in the School Quality Reports, including the School Quality Snapshot.

Student Subgroup Demographics

► *Percent of Students Enrolled in the School*

The first set of values reflect students in grades K–3 who are enrolled on the audited register as of October 31, 2023, by racial/ethnic subgroup: Asian, Black, Hispanic or Latinx, Native American, Native Hawaiian/Pacific Islander, and White. Following NYSED reporting guidelines, any student identified as ethnically Hispanic is included only in the Hispanic category, regardless of which racial groups the student is in. Any non-Hispanic student who is identified in more than one category counts as Multiracial and is not included in the individual categories.

The next set of values reflects students in grades K–3 who are enrolled on the audited register as of October 31, 2023, by gender: Female, Male, and Neither Female nor Male. Gender is recorded on student enrollment paperwork and can be changed on request.

The minimum numerator value for a category to be listed is 5.

► *Percent of Students Enrolled in the District*

NYCPS students in grades K–3 who are enrolled on the audited register as of October 31, 2023, attending a school inside of the school’s district by racial/ethnic subgroup.

► *Percent of Grade K–3 Public School Students Living within X Miles*

NYCPS students in grades K–3 who are enrolled on the audited register as of October 31, 2023, residing inside of the school’s nearby area, by racial/ethnic subgroup: Asian, Black, Hispanic or Latinx, Native American, Native Hawaiian/Pacific Islander, and White.

The school’s nearby area is calculated as the median distance of students’ home addresses from the school address in miles, based on students enrolled in the school on the audited register as of October 31, 2023. Based on current students’ home addresses, NYCPS projects that a typical family living within this nearby area would be willing to have their child travel the necessary distance to attend this school. If the school’s racial percentages are not representative of the racial percentages of public-school students living in the nearby area, this may indicate that the reason for the school’s racial make-up relates more to school factors (e.g., admissions) than to housing factors.

Teacher Racial Subgroup Demographics

Any school staff member who is active and in a teacher title as of October 31, 2023, by racial subgroup: Asian, Black, Hispanic or Latinx, Native American, Native Hawaiian/Pacific Islander, and White.

A value for this metric is displayed when there are at least 5 people in a given category.

Instruction and Performance Metrics

This section describes the Instruction and Performance section. The School Quality Snapshot includes a subset of those metrics.

State Exam Metrics

To be included in the denominator for the state-exam metrics, a student must

- Be on the school's October 31, 2023, audited register, and
- Have taken the relevant New York State ELA or math exam in 2024.

The following metrics are calculated separately for ELA and math based on third graders' performance on the 2024 State exams.

If fewer than 25% of eligible students took the state tests in that subject, the ELA and/or math metric values will be N/A. In these cases, the limited data may not be representative of student performance across the school.

► **Percentage of Students at Proficiency (Level 3 or 4): ELA and Math**

These metrics show the percentage of students who scored at Level 3 or Level 4 on the State exam, out of all the students at the school who took the exam. The metrics are calculated separately for ELA and math.

► **Average Proficiency Rating for All Students: ELA and Math**

These metrics show the average Proficiency Rating, on a scale from 1.00 to 4.50, for all students at the school who took the exam. The metrics are calculated separately for ELA and math.

► **Percent of Students Receiving Special Education Programs**

This metric includes all students with Individualized Education Programs (IEPs) as of June 2024, where the IEP recommends special education programs. Types of programs include Special Class (SC), Integrated Co-Teaching (ICT), and Special Education Teacher Support Services (SETSS). A student is reflected as "fully receiving" if there is an exact match between the IEP and the course enrollment in the STARS scheduling system. If the student is receiving some subjects but not all recommended subjects, this is reflected as "partially receiving."

Students with no STARS data or no matching program are reflected as “not receiving.”

► ***Percent of Students Receiving Recommended Related Services***

This metric includes all students with Individualized Education Programs (IEPs) as of June 2024, where the IEP recommends related services. This includes services such as speech therapy, occupational therapy, physical therapy, and counseling. If the student’s received services match all of the recommended services and subjects, the student is listed as “fully receiving.” If they have some but not all recommended services or subjects, this is “partially receiving.” A student with a recommendation but no services is reflected as “not receiving.”

► ***Movement of Students with IEPs to Less Restrictive Environments***

This measure recognizes schools that educate students with IEPs in the least restrictive environment that is educationally appropriate. Students with an IEP during any of the last four school years are sorted into four tiers based on primary program recommendations and the amount of time spent with general education peers, as of the end of September of each year. The denominator for this measure includes all K–3 students with Tier Two or higher in any of the years 2022–23, 2021–22, or 2020–21. Students who are newly certified in 203–24 are excluded.

The numerator contribution of each student is the highest tier number from the last four school years minus the tier number for 2022–23. This number can range from zero (for students who are in their highest tier in 2022–23) to three (for students who were previously in Tier Four and are in Tier One in 2022–23). Negative numbers are not possible; students who move to a more restrictive environment count the same as if they had always been in that setting.

Tier One—General education

- No IEP, or
- IEP with a recommendation of related services only

Tier Two—80–100% of time with general education peers

- Primary recommendation of SETSS or ICT, or
- Primary recommendation of Special Class, spend 80–100% of instructional periods with general education peers

Tier Three—40–79% of time with general education peers

- Primary recommendation of Special Class, spend 40–79% of instructional periods with general education peers

Tier Four—0–39% of time with general education peers

- Primary recommendation of Special Class, spend 0–39% of instructional periods with general education peers

Students who start a less restrictive program at the beginning of 2022–23 count immediately, but if they start the less restrictive program mid-year, they will not contribute to the metric until the next year.

Safety and School Climate Metrics

► **Attendance**

The attendance rate includes the attendance for all K–3 students on a school’s register at any point during the period September 2023 through June 2024. The attendance rate is calculated by adding together the total number of days attended by all students and dividing it by the total number of days on register for all students.

Pre-K attendance is excluded for any school that has a pre-K grade.

► **Percentage of Students with Attendance Rates of 90% or Higher**

This metric shows the percentage of students at the school with attendance rates of 90% or higher. Because chronic absenteeism is defined as students with attendance rates below 90%, this metric shows the percentage of students who are not chronically absent.

Each student’s attendance rate is calculated by adding together the total number of days when the student was present and dividing it by the total number of days on register for the student at the school (the sum of the days when the student was present and the days when the student was absent). If a student’s total number of days on register at the school is less than 20, the student’s attendance rate is treated as N/A and the student does not contribute to this metric.

Pre-K attendance is excluded for any school that has a Pre-K grade. For K–12 schools, this metric is calculated separately for the K–8 grades and 9–12 grades. Similarly, for 6–12 schools, the metric is calculated separately for the 6–8 grades and the 9–12 grades.

School Quality Metrics and Data Sources

NYC School Survey

The NYC School Survey is administered annually to students in grades 6–12, and to parents and teachers of students in all grades (3–K through 12). The survey gathers information from school communities on three School Quality Report categories.

The survey is organized as groups of questions relating to a measure, and groups of measures relating to a category.

- **Example:** The category of Instruction and Performance comprises six measures: Academic Press, Classroom Behavior, Course Clarity, Cultural Awareness and Inclusive Classroom Instruction, Quality of Student Discussion, and Strong Core Instruction. The NYC School Survey includes groups of questions related to each measure.

See [Appendix A](#) for a detailed explanation of the Measure-Category-question survey structure.

► *Question-Level Percent Positive*

For each survey question, we calculate the percentage of “positive” responses (excluding “I don’t know” or missing responses from the denominator).

Positive responses are defined as those in the favorable half of response options (i.e., out of four possible response options, the two most favorable options are treated as positive responses).

The percent positive is displayed overall for all students and for each of the following subgroups: Asian, Black, Hispanic or Latinx, Native American, Native Hawaiian/Pacific Islander, White, English language learners, and students with IEPs.

► *Measure-Level Percent Positive*

For each measure, we calculate the percentage of positive responses. This value is the average of the percent positives of all the questions within the measure.

► *Category-Level Percent Positive*

For each category, we calculate the percentage of positive responses. This value is not simply the straight average of the percent positives of all the questions within the category. Instead, this value is the average of the measure-level percent positives for all the measures within the category. (For example, the percent positive for the Instruction and Performance category is the average of the percent positives on its six measures: Academic Press, Classroom Behavior, Course Clarity, Cultural Awareness and Inclusive Classroom Instruction, Quality of Student Discussion, and Strong Core Instruction.)

For additional information about the survey, please visit <https://www.schools.nyc.gov/about-us/reports/school-quality/nyc-school-survey> or email surveys@schools.nyc.gov

Appendix A

Measure-Category-Question Structure

The following tables show the measures within each category, the respondents' group(s) that were asked about each measure in the NYC School Survey, and the questions that were asked.

Instruction and Performance						
		Non-Elementary Schools			Elementary Schools	
Subcategory	Measure	Students	Teachers	Parents	Teachers	Parents
Instruction/ Learning Environment	Academic Press	X	X		X	
Instruction/ Learning Environment	Classroom Behavior		X		X	
Instruction/ Learning Environment	Course Clarity	X				
Instruction/ Learning Environment	Cultural Awareness and Inclusive Classroom Instruction	X	X		X	
Instruction/ Learning Environment	Quality of Student Discussion		X		X	
Instruction/ Learning Environment	Strong Core Instruction		X		X	

Safety and School Climate						
		Non-Elementary Schools			Elementary Schools	
Subcategory	Measure	Students	Teacher	Parents	Teacher	Parents
Advising and Planning	Guidance	X	X		X	
Safety	Preventing Bullying	X	X		X	
Safety	Safety	X	X		X	
Safety	Student-Student Trust	X				
Student Support	Personal Attention and Support	X				
Student Support	Social-Emotional	X	X		X	
Student Support	Student-Teacher Trust	X				
School Leadership	Inclusive Leadership	X		X		X

School Leadership	<i>Instructional Leadership</i>		X		X	
School Leadership	<i>Quality of Professional Development</i>		X		X	
School Leadership	<i>Teacher Influence</i>		X		X	
School Leadership	<i>Teacher-Principal Trust</i>		X		X	
Teaching Environment	<i>Teacher-Teacher Trust</i>		X		X	
Teaching Environment	<i>School Commitment</i>		X		X	
Teaching Environment	<i>Program Coherence</i>		X		X	
Teaching Environment	<i>Peer Collaboration</i>		X		X	
Teaching Environment	<i>Innovation and Collective Responsibility</i>		X		X	

Relationship with Families						
		Non-Elementary Schools			Elementary Schools	
Subcategory	Measure	Students	Teachers	Parents	Teachers	Parents
Communication	<i>Outreach to Parents</i>		X	X	X	X
Family Involvement	<i>Parent Involvement in School</i>			X		X
Family-School Trust	<i>Parent-Principal Trust</i>			X		X
Family-School Trust	<i>Parent-Teacher Trust</i>			X		X

Instruction and Performance

Questions are included within each measure in the Instruction and Performance category.

Academic Press

Please mark the extent to which you disagree or agree with each of the following.

- T q152 In this school, the staff believes that all students can learn, including English language learners (ELLs), Emergent Multilingual Learners (EMLLs), and students with disabilities.

1 = Strongly disagree, 2 = Disagree, 3 = Agree, 4 = Strongly agree

How many students in your classes...

- T q40 have to work hard to do well?

1 = Strongly disagree, 2 = Disagree, 3 = Agree, 4 = Strongly agree

How much do YOU agree with the following statements?

- S q38 The classes at this school prepare me for the next step in my education.

1 = Strongly disagree, 2 = Disagree, 3 = Agree, 4 = Strongly agree

In how many of your classes ...

- S q54 are you challenged?
 S q55 do your teachers have high expectations for you?
 S q56 are you encouraged to work in small groups?
 S q57 do your teachers want you to become better thinkers, not just memorize things?
 S q59 do you get so focused on learning during class activities that you lose track of time?

1 = None, 2 = A few, 3 = Most, 4 = All

Classroom Behavior

How many students in your classes...

- T q155 respond to challenging questions in class?
 T q151 listen carefully when the teacher gives directions?
 T q153 follow the rules in class?
 T q156 do their work when they are supposed to?

1 = None, 2 = Some, 3 = A lot, 4 = All

Course Clarity

In how many of your classes, this school year, do YOU feel the following statement is true?

- S q26 My teachers make learning expectations clear.
 S q27 Class assignments are purposeful in learning the course content.
 S q28 The work I do in class is good preparation for class assignments, projects, and assessments.
 S q29 I learn a lot from feedback on my work.

1 = None, 2 = Some, 3 = A lot, 4 = All

Cultural awareness and inclusive classroom instruction

Please mark the extent to which you disagree or agree with each of the following.

- T q26 I have conversations about race and racism at my school that help me examine my own beliefs around identity.

1 = Strongly disagree, 2 = Disagree, 3 = Agree, 4 = Strongly agree

Please mark the extent to which you disagree or agree with each of the following. I am able to...

- T q12 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).
 T q13 apply my knowledge of parents' various cultural backgrounds when collaborating with them regarding their child's educational progress.
 T q14 develop appropriate Individualized Education Programs for my students with disabilities.

- T q15 monitor progress on Individualized Education Program goals for my students with disabilities.
- T q16 distinguish linguistic/cultural differences from learning difficulties.
- T q6 receive support around how to incorporate students' cultural and linguistic backgrounds in my practice.
- T q8 modify instructional activities and materials to meet the developmental needs and learning interests of all my students.
- T q9 Ensure instruction represents multiple perspectives, cultures and backgrounds.

1 = Strongly disagree, 2 = Disagree, 3 = Agree, 4 = Strongly agree, 5 = I don't know

How much do YOU agree with the following statements?

- S q7 At this school, we have productive conversations about race and racism where I feel my voice is heard.
- S q9 I feel that my teachers respect my culture, background, and identity.
- S q5 My teachers use examples of students' different races and cultures in their lessons to make learning more meaningful for me.
- S q6 I see a variety of races, ethnicities, cultures, and backgrounds positively represented in the curriculum.
- S q8 My teachers treat students of different races, cultures, or backgrounds equally.

Quality of student discussion

How many students in your classes...

- T q142 build on each other's ideas during class discussions?
- T q143 use data or text references to support their ideas?
- T q144 show that they respect each other's ideas?
- T q145 provide constructive feedback to their peers/teachers?
- T q146 participate in class discussions at some point?

1 = None, 2 = Some, 3 = A lot, 4 = All

Strong Core Instruction

ELA/math/science/social studies: In planning my last instructional unit, I had the resources and tools I needed to include multiple opportunities for...

- T q108 creating coherent progressions within the standards from previous grades to current grade to build onto previous learning.
- T q96, 118, 128 focusing deeply on the concepts emphasized in the standards to help students build strong foundations for learning.
- T q100, 111, 89 reading and writing experiences grounded in evidence from text, both literary and informational.
- T q105, 116, 126, 94 students to engage in meaningful discussion that critically examines topics that connect to the daily lives of students.
- T q103, 114, 92, 124 students to engage with texts and tasks reflective of their diverse racial, cultural, and linguistic perspective.
- T q101, 112, 122, 90 students to interact with complex grade-level text and tasks.

1 = Strongly disagree, 2 = Disagree, 3 = Agree, 4 = Strongly agree

Safety and School Climate

Questions included within each measure in the Safety and School Climate Category.

Guidance

How much do you agree with the following statements? It's a priority at this school that adults...

- T Q176 provide students with guidance on the application/enrollment process for middle or high school.
- T Q177 provide families with guidance on the application/enrollment process for middle or high school.

How much do you agree with the following statements? Adults at this school...

- T Q178 meet with students to discuss what they plan to do after high school.
- T Q180 provide students with information about the college application process.
- T Q182 help students plan for how to meet their future career goals.
- T Q183 show students options for how to pay for college (scholarship, grants, loans, work study programs).

1 = Strongly disagree, 2 = Disagree, 3 = Agree, 4 = Strongly agree, 5 = I don't know, 6= N/A

If you are a student in grades 6-8, ANSWER this question. If you are a student in grades 9-12, SKIP this question.

How much do YOU agree with the following statements?

- S q73 This school provides me with guidance on the high school application process.
- S q74 This school provides my family with guidance on the high school application process.

1 = Strongly disagree, 2 = Disagree, 3 = Agree, 4 = Strongly agree, 5 = I don't know

If you are a student in grades 9-12, ANSWER this question. How much do YOU agree with the following statements? Adults at this school (including teachers, administrators, counselors, and the principal)...

- S q73 meet with me to discuss what I plan to do after high school.
- S q74 encourage me to continue my education after high school.
- S q75 provide me with information about the college application process.
- S q76 help me plan for how to meet my future career goals.
- S q77 encourage students of all races, ethnicities, genders, cultures, and backgrounds to take challenging classes.
- S q78 advise me to take advanced courses.

1 = Strongly disagree, 2 = Disagree, 3 = Agree, 4 = Strongly agree

If you are a student in grades 9-12, ANSWER this question. How much do YOU agree with the following statements? Adults at this school (including teachers, administrators, counselors, and the principal)...

- S q79 help me consider which colleges to apply to.
- S q80 show me options for how to pay for college (scholarship, grants, loans, work-study programs, etc.).

1 = Strongly disagree, 2 = Disagree, 3 = Agree, 4 = Strongly agree, 5 = N/A

Inclusive Leadership

Please mark the extent to which you disagree or agree with each of the following statements. The principal/school leader at this school...

- P q22 puts decisions made with families into action.
- P q23 works to create a sense of community in the school.
- P q24 ensures families are comfortable communicating with the school.

1 = Strongly disagree, 2 = Disagree, 3 = Agree, 4 = Strongly agree, 5 = I don't know

How much do YOU agree with the following statements?

- S q3 I have the opportunity to work with adults at this school to make decisions in important areas that impact my life (e.g. instruction, safety, conflict resolution, etc.).

1 = Strongly disagree, 2 = Disagree, 3 = Agree, 4 = Strongly agree, 5 = I don't know

Innovation and Collective Responsibility

How many teachers at this school...

- T q1 helps build a welcoming school environment in the entire school, not just their classroom.
- T q2 are actively trying to improve their teaching?
- T q3 take responsibility for improving the school?
- T q4 are eager to try new ideas?
- T q5 feel responsible that all students learn?

1 = None, 2 = Some, 3 = A lot, 4 = All

Instructional Leadership

Please mark the extent to which you disagree or agree with each of the following. The principal/school leader at this school...

- T q65 makes clear to the staff his or her expectations for meeting instructional goals.
- T q67 understands how children learn.
- T q68 sets high standards for student learning.

1 = Strongly disagree, 2 = Disagree, 3 = Agree, 4 = Strongly agree

Please mark the extent to which you disagree or agree with each of the following. The principal/assistant principal(s) at this school...

- T q69 supports teachers in implementing what they have learned in professional development.
- T q70 carefully tracks student academic progress.
- T q71 knows what's going on in my classes.
- T q72 provides teachers with formative feedback to improve practice.
- T q74 participates in instructional planning with teams of teachers.

Peer Collaboration

Please mark the extent to which you disagree or agree with each of the following. At this school...

- T q49 the principal/school leader, teachers, and staff collaborate to make this school run effectively.
- T q52 teachers design instructional programs (e.g. lessons, units) together.
- T q53 teachers make a conscious effort to coordinate their teaching with instruction at other grade levels.

1 = Strongly disagree, 2 = Disagree, 3 = Agree, 4 = Strongly agree

Personal Attention and Support

Please mark the extent to which you disagree or agree with each of the following. At this school...

- T q52 teachers design instructional programs (e.g. lessons, units) together.
- T q53 teachers make a conscious effort to coordinate their teaching with instruction at other grade levels.
- T q49 the principal/school leader, teachers, and staff collaborate to make this school run effectively.

1 = Strongly disagree, 2 = Disagree, 3 = Agree, 4 = Strongly agree

In how many of your classes, this school year, do YOU feel the following statement is true? My teachers...

- S q31 ask if I have everything that I need to succeed in their class
- S q34 give me specific suggestions about how I can improve my work in class.
- S q35 explain things a different way if I don't understand something in class.
- S q36 support me when I am upset.

1 = None, 2 = A few, 3 = Most, 4 = All

How much do YOU agree with the following statements?

- S q31 Adults at this school check in with me frequently about how I'm doing personally.
- S q34 I feel like I belong at this school.

S q35 explain things a different way if I don't understand something in class.

S q36 support me when I am upset.

1 = Strongly disagree, 2 = Disagree, 3 = Agree, 4 = Strongly agree

Preventing Bullying

How often is the following thing true?

T q48 at this school students harass, bully, or intimidate other students.

1 = None of the time, 2 = Rarely, 3 = Some of the time, 4 = Most of the time

How often are the following things true? At this school...

S q65 students harass, bully, or intimidate other students.

S q66 students harass, bully, or intimidate each other because of their race, religion, ethnicity, national origin, language/accents, or citizenship/immigration status.

S q67 students harass, bully, or intimidate each other because of their gender, gender identity, gender expression, or sexual orientation.

S q68 students harass, bully, or intimidate each other because of other differences, like different body type or disability.

S q69 students harass, bully, or intimidate each other online (through mobile phones, social media, email, or other forms of electronic communication).

1 = None of the time, 2 = Rarely, 3 = Some of the time, 4 = Most of the time

Program Coherence

Please mark the extent to which you disagree or agree with each of the following. At this school...

T q50 once we start a new program, we follow up to make sure that it's working.

T q51 it is clear how all of the programs offered are connected to our school's instructional vision.

T q54. curriculum, instruction, and learning materials are well coordinated across the different grade levels at this school.

1 = Strongly disagree, 2 = Disagree, 3 = Agree, 4 = Strongly agree

Quality of professional development

Please mark the extent to which you disagree or agree with each of the following. Overall, my professional development experiences this year have...

T q61 included enough time to think carefully about, try, and evaluate new ideas.

T q63 included opportunities to engage in inquiry-based, professional collaboration with peers and/or mentors in my school.

T q64 directly related to my students' needs.

1 = Strongly disagree, 2 = Disagree, 3 = Agree, 4 = Strongly agree

Safety

How much do you agree with the following statements?

T q147 Conflicts are resolved fairly in my school.

1 = Strongly disagree, 2 = Disagree, 3 = Agree, 4 = Strongly agree

How much do you agree with the following statements? My students are safe...

T q172 outside around this school.

T q173 traveling between home and this school.

T q174 in the hallways, bathrooms, locker rooms, and cafeteria of this school.

T q175 in my class(es).

1 = Strongly disagree, 2 = Disagree, 3 = Agree, 4 = Strongly agree, 5 = N/A

How much do YOU agree with the following statements?

S q50 Conflicts are resolved fairly in this school.

1 = Strongly disagree, 2 = Disagree, 3 = Agree, 4 = Strongly agree

How much do you agree with the following statements? I feel safe...

S q61 outside around this school.

S q62 traveling between home and this school.

S q63 in the hallways, bathrooms, locker rooms, and cafeteria of this school.

S q64 in my classes at this school.

1 = Strongly disagree, 2 = Disagree, 3 = Agree, 4 = Strongly agree, 5 = N/A

School Commitment

Please mark the extent to which you disagree or agree with each of the following.

T q22 I usually look forward to each working day at this school.

T q23 I would recommend this school to parents/guardians seeking a place for their child.

T q30 I would recommend this school to other teachers as a place to work.

1 = Strongly disagree, 2 = Disagree, 3 = Agree, 4 = Strongly agree

Social-Emotional

How many adults at this school...

T q157 help students develop the skills they need to complete challenging coursework despite obstacles?

T q158 tell their students they believe they can achieve high academic standards?

T q160 teach students how to advocate for themselves?

T q162 recognize disruptive behavior as social-emotional learning opportunities?

T q164 have access to school-based supports to assist in behavioral/emotional escalations?

1 = None, 2 = Some, 3 = A lot, 4 = All, 5 = I don't know

How much do YOU agree with the following statements?

S q18 I know where to go at my school if I need additional support with my mental-health.

1 = Strongly disagree, 2 = Disagree, 3 = Agree, 4 = Strongly agree, 5 = I don't know

If you need mental health supports or resources click here. During this school year, I have felt ___ while learning.

S q20 Happy

S q21 Safe

S q22 Optimistic

S q23 Bored

S q24 Stressed

S q25 Worried

1 = Strongly disagree, 2 = Disagree, 3 = Agree, 4 = Strongly agree

How much do YOU agree with the following statements?

S q42 There is time at school to talk about feelings and emotions.

1 = Strongly disagree, 2 = Disagree, 3 = Agree, 4 = Strongly agree

Student - Student Trust

Please mark the extent to which you disagree or agree with each of the following. At this school...

T q58 the principal/school leader encourages feedback through regular meetings with parent and teacher leaders.

1 = Strongly disagree, 2 = Disagree, 3 = Agree, 4 = Strongly agree

How much influence do teachers have over school policy in each of the areas below?

- T q76 hiring new professional personnel
- T q77 planning how discretionary school funds should be used.
- T q78 Selecting instructional materials and/or curriculum used in classrooms.
- T q80 Setting standards for student behavior.

1 = No influence, 2 = Little, 3 = A moderate amount, 4 = A great deal of influence

How much do YOU agree with the following statements?

- S q1 Most students at this school treat each other with respect.

1 = Strongly disagree, 2 = Disagree, 3 = Agree, 4 = Strongly agree, 5 = I don't know

How much do YOU agree with the following statements?

- S q47 Most students treat students from different cultures or backgrounds equally.

1 = Strongly disagree, 2 = Disagree, 3 = Agree, 4 = Strongly agree

Student -Teacher Trust

Please mark the extent to which you disagree or agree with each of the following. At this school...

- T q58 the principal/school leader encourages feedback through regular meetings with parent and teacher leaders.

1 = Strongly disagree, 2 = Disagree, 3 = Agree, 4 = Strongly agree

How much influence do teachers have over school policy in each of the areas below?

- T q76 hiring new professional personnel
- T q77 planning how discretionary school funds should be used.
- T q78 Selecting instructional materials and/or curriculum used in classrooms.
- T q80 Setting standards for student behavior.

1 = No influence, 2 = Little, 3 = A moderate amount, 4 = A great deal of influence

How much do YOU agree with the following statements?

- S q40 There is at least one adult at my school that I can confide in.
- S q44 My teachers are open to students' ideas, suggestions, and comments.
- S q45 My teachers always do what they say they will do.
- S q46 My teachers treat me with respect.

Teacher Influence

Please mark the extent to which you disagree or agree with each of the following. At this school...

- T q58 the principal/school leader encourages feedback through regular meetings with parent and teacher leaders.

1 = Strongly disagree, 2 = Disagree, 3 = Agree, 4 = Strongly agree

How much influence do teachers have over school policy in each of the areas below?

- T q76 hiring new professional personnel
- T q77 planning how discretionary school funds should be used.
- T q78 Selecting instructional materials and/or curriculum used in classrooms.
- T q80 Setting standards for student behavior.

1 = No influence, 2 = Little, 3 = A moderate amount, 4 = A great deal of influence

Teacher-Principal Trust

Please mark the extent to which you disagree or agree with each of the following.

- T q31 I feel respected by the principal/school leader at this school.
- T q32 The principal/school leader at this school is an effective manager who makes the school run smoothly.
- T q33 The principal/school leader has confidence in the expertise of the teachers at this school.
- T q34 I trust the principal/school leader at his or her word (to do what he or she says that he or she will do).
- T q37 The principal/school leader looks out for the personal welfare of the staff members.
- T q38 The principal/school leader places the needs of children ahead of personal interests.
- T q39 The principal and assistant principal function as a cohesive unit.

1 = Strongly disagree, 2 = Disagree, 3 = Agree, 4 = Strongly Agree

Teacher-Teacher Trust

Please mark the extent to which you disagree or agree with each of the following.

T q24 Teachers in this school trust each other.

T q25 It's OK in this school to discuss feelings, worries, and frustrations with other teachers.

T q28 I feel respected by other teachers at this school.

1 = Strongly disagree, 2 = Disagree, 3 = Agree, 4 = Strongly Agree

Relationships with Families

Questions included within each measure in the Relationships with Families category.

Outreach to Parents

Please mark the extent to which you disagree or agree with each of the following. At this school...

T q55 teachers understand families' problems and concerns.

T q56 teachers work closely with families to meets students' needs.

T q57 school staff regularly communicate with parents/guardians about how parents can help students learn.

T q59 school staff value families' race, ethnicity, culture, or background.

1 = Strongly disagree, 2 = Disagree, 3 = Agree, 4 = Strongly agree

Please mark the extent to which you disagree or agree with each of the following statements about this school.

P q01 School staff regularly communicate with me about how I can help my child learn.

P q18 My child's school will make me aware if there are any concerns about my child's social or emotional well-being.

P q02 Teachers work closely with me to meet my child's needs.

P q05 My child's school communicates with me in a language that I can understand.

P q11 I am greeted warmly when I contact or visit the school.

1 = Strongly disagree, 2 = Disagree, 3 = Agree, 4 = Strongly agree

Parent Involvement in School

Since the beginning of the school year, how often have you...

P q12 communicated with your child's teacher about your child's performance?

P q13 seen your child's projects, artwork, homework, tests, or quizzes?

1 = Never, 2 = Rarely, 3 = Sometimes, 4 = Often

During the school year, have you...

P q40 attended a school meeting, school event, or parent-teacher conference (virtually or in-person)?

1 = Yes, 2 = No

Parent-Principal Trust

Please mark the extent to which you disagree or agree with each of the following. At this school...

T q55 teachers understand families' problems and concerns.

T q56 teachers work closely with families to meets students' needs.

T q57 school staff regularly communicate with parents/guardians about how parents can help students learn.

T q59 staff value families' race, ethnicity, culture, or background.

1 = Strongly disagree, 2 = Disagree, 3 = Agree, 4 = Strongly agree

Please mark the extent to which you disagree or agree with each of the following statements about this school.

P q6 I feel respected by my child's principal/school leader.

P q9 I trust the principal/school leader at their word (to do what they say that they will do).

P q10 The principal/school leader is an effective manager who makes the school run smoothly.

1 = Strongly disagree, 2 = Disagree, 3 = Agree, 4 = Strongly agree

Parent-Teacher Trust

Please mark the extent to which you disagree or agree with each of the following. At this school...

T q55 teachers understand families' problems and concerns.

T q56 teachers work closely with families to meet students' needs.

T q57 school staff regularly communicate with parents/guardians about how parents can help students learn.

T q59 staff value families' race, ethnicity, culture, or background.

1 = Strongly disagree, 2 = Disagree, 3 = Agree, 4 = Strongly agree

Please mark the extent to which you disagree or agree with each of the following statements about this school.

P q14 My child's teachers treat me as a partner in educating my child.

1 = Strongly disagree, 2 = Disagree, 3 = Agree, 4 = Strongly agree, 5 = I don't know

P q3 I feel respected by my child's teachers.

P q4 Staff at this school work hard to build trusting relationships with parents/guardians like me.

1 = Strongly disagree, 2 = Disagree, 3 = Agree, 4 = Strongly agree
