

Educator Guide to the School Quality Reports

Early Childhood Schools | 2024–25

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Overview

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

- **[School Quality Reports: Snapshot](#)**: A summary report for families and community members to learn about school performance and quality.
- **[School Quality Reports: 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.
- **[School Quality Reports: Citywide Results](#)**: Spreadsheets that contain detailed results for every public school in NYC.

These reports include information from multiple sources, including 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 Climate, 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, students, 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 Climate:** 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 Quality Reports are provided for the following school types:

School Type	Grades Served
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 (minus grades K-8), and 6-12 (minus grades 6-8)
High School	9-12, K-12 (minus grades K-8), and 6-12 (minus grades 6-8)
Transfer High School	9-12, focus 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 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, 2024, 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, 2024) through the exam date.

Demographic Information

This section describes the demographic information reported in the School Quality Reports, including the School Quality Report: Snapshot.

Student Subgroup Demographics

► ***Percent of Students Enrolled in the School***

The first set of values reflects students who are enrolled on the audited register as of October 31, 2024, 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 who are enrolled on the audited register as of October 31, 2024, 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, 2024, 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, 2024, 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, 2024. 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, 2024, 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 five people in a given category.

Instruction and Performance Metric

This section describes the performance on assessment metrics in the [School Quality Reports: Snapshot](#).

State Exam Metrics

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

- Be on the school's October 31, 2024, audited register, and
- Have taken the relevant New York State ELA or math exam in 2025.

The following metrics are calculated separately for ELA and math based on third graders' performance on the 2025 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.

► **Percentage of Receiving Special Education Programs**

This metric includes all students with Individualized Education Programs (IEPs) as of June 2025, 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, the

student is listed as “fully receiving.” If they have some but not all services, 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 2023–24, 2022–21, or 2021–20. Students who are newly certified in 2024–25 are excluded.

The numerator contribution of each student is the highest tier number from the last four school years minus the tier number for 2023–24. This number can range from zero (for students who are in their highest tier in 2023–24) to three (for students who were previously in Tier Four and are in Tier One in 2023–24). 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 2023–24 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

This section describes School Climate metrics unrelated to the New York City School Survey. The School Quality Reports: Snapshot includes a subset of those 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 2024 through June 2025. 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 Report 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 four School Quality Report categories:

- Instruction and Performance
- Safety and School Climate
- Relationships with Families
- School Description

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-question survey structure.

► **Question-Level Percent Favorable**

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

Favorable 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).

Note: In prior years, this metric was referred to as percent positive.

Results are displayed overall for all students and for each of the following subgroups: American Indian or Alaskan Native, Asian, Black, Hispanic, Latino, or of Spanish Origin, multiracial, Native Hawaiian or other Pacific Islander, White, English Language Learners, female, male, neither female nor male students with IEPs, students in temporary housing, grade level, and the intersection of race and gender.

► Measure-Level Percent Favorable

For each measure, we calculate the average of the question-level percent favorable values for all questions within the measure.

► Category-Level Percent Favorable

For each category, we calculate the average of the measure-level percent favorable values for all measures within the category.

Example: the percent favorable for the Instruction and Performance category is the average of the percent favorable 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 the [NYC School Survey](#) or view results in [Panorama Education's platform](#), or email surveys@schools.nyc.gov

Survey Performance Metrics

NYC School Survey

For survey scoring, schools are categorized by a survey school type and are compared to other schools of the same survey school type.

The scoring method for the NYC School Survey follows the structure of the survey, which is organized as groups of questions relating to a measure, and groups of measures relating to a category.

The following process is used to generate a survey category score:

1. **Question-level percent favorable** (percentage of positive responses to a question)
2. **Measure-level percent favorable** (average of the question-level percent positive values for all questions within the measure)
3. **Measure score** (score based on the measure-level percent positive)
4. **Survey category score** (average of measure scores for all measures within the category)

► **Question-level percent positive**

For each question, this metric is the percent 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).

► **Measure-level percent positive**

This metric is the average of the question-level percent favorable values for all questions within the measure.

Example: Instructional Leadership is a measure within the category of School Leadership. The Instructional Leadership percent positive is the average of the question-level percent positive values on all the Instructional Leadership questions.

Survey Category Score

This metric is the average of the measure scores for all measures within the category.

For example, the Family-School Trust category contains two measures: Parent-Principal Trust and Parent-Teacher Trust. The school's category score for the Family-School Trust category is the average of the measure score for the Parent-Principal Trust measure and the measure score for the Parent-Teacher Trust measure.

Response Recognition Program

In 2024-25, the New York City School Survey Response Recognition Program identified district schools (Districts 1-32 and 75) that achieved an overall survey response rate of 85% or higher across all respondent groups. Schools that met this benchmark received a green ribbon designation on their 2024-25 School Quality Reports: Snapshot and on the 2025 NYC School Survey report.

This recognition was based only on response rates. It did not reflect or interpret survey results.

For the list of awarded recipients, see the [2024-25 NYC School Survey Response Recognition Award document on InfoHub](#).

Appendix A: Category-Measure-Question Structure

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

Category	Non-Elementary Schools			Elementary Schools	
Measure	Students	Teachers	Parents	Teachers	Parents
Instruction and Performance					
Academic Press	X	X		X	
Classroom Behavior					X
Course Clarity	X				
Cultural Awareness and Inclusive Classroom Instruction	X	X			X
Early Childhood Instruction					X
Family Satisfaction with Child's Education			X		
IEP Service Satisfaction			X		
Quality of Student Discussion		X			X

Category		Non-Elementary Schools			Elementary Schools	
Measure		Students	Teachers	Parents	Teachers	Parents
Safety and School Climate						
	Conflict Resolution	X	X	X		X
	Guidance	X	X			X
	Inclusive Leadership	X		X		
	Inclusive Learning Environment	X	X			X
	Innovation And Collective Responsibility		X			X
	Instructional Leadership		X			X
	Peer Collaboration		X			X
	Personal Attention and Support	X				
	Preventing Bullying	X	X			X
	Program Coherence		X			X
	Quality Of Professional Development		X			X
	Safety	X	X			X
	School Commitment		X			X
	Social-Emotional	X	X			X
	Student-Student Trust	X				
	Student-Teacher Trust	X				
	Teacher Influence		X			X

Teacher-Teacher Trust		X			X
Teacher-Principal Trust		X			X
Conflict Resolution	X	X	X		X
Guidance	X	X			X
Inclusive Leadership	X		X		
Inclusive Learning Environment	X	X			X
Innovation And Collective Responsibility		X			X
Instructional Leadership		X			X
Peer Collaboration		X			X
Personal Attention and Support	X				
Preventing Bullying	X	X			X
Program Coherence		X			X
Quality Of Professional Development		X			X
Safety	X	X			X
School Commitment		X			X
Social-Emotional	X	X			X
Student-Student Trust	X				
Student-Teacher Trust	X				
Teacher Influence		X			X

Teacher-Teacher Trust		X			X
Teacher-Principal Trust		X			X

Category	Non-Elementary Schools			Elementary Schools	
Measure	Students	Teachers	Parents	Teachers	Parents
Relationship with Families					
Building Families' Capacity as Their Child's Primary Advocate		X	X		X
Building Families' Capacity as Their Child's Primary Teacher		X	X		X
Outreach To Parents		X	X		X
Parent Involvement in School			X		
Parent-Teacher Trust			X		
Parent-Principal Trust			X		
Strong Relationships		X	X		X
Two-Way Communication		X			X

Category	Non-Elementary Schools			Elementary Schools	
Measure	Students	Teachers	Parents	Teachers	Parents
School Description					
School Facilities and Services	X	X	X	X	X

Instruction and Performance

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

Academic Press		
How much do YOU agree with the following statements?		
S	Q37	of students say that the classes at their school prepare them for the next step in their education.
1 = Strongly disagree, 2 = Disagree, 3 = Agree, 4 = Strongly agree		
In how many of your classes ...		
S	Q51	are you challenged?
1 = None, 2 = A few, 3 = Most, 4 = All		
S	Q52	do your teachers have high expectations for you?
1 = None, 2 = A few, 3 = Most, 4 = All		
S	Q53	are you encouraged to work in small groups?
1 = None, 2 = A few, 3 = Most, 4 = All		
S	Q54	do your teachers want you to become better thinkers, not just memorize things?
1 = None, 2 = A few, 3 = Most, 4 = All		
S	Q55	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		
T	Q142	have to work hard to do well?
1 = None, 2 = Some, 3 = A lot, 4 = All		
Please mark the extent to which you disagree or agree with each of the following.		
S	Q35	In this school, the staff believes that all students can learn, including Multilingual Learners/English Language Learners (MLs/ELLs), Emergent Multilingual Learners (EMLLs), and students with disabilities.
1 = Strongly disagree, 2 = Disagree, 3 = Agree, 4 = Strongly agree		
S	Q44	This school has well-defined learning expectations for all students.
1 = Strongly disagree, 2 = Disagree, 3 = Agree, 4 = Strongly agree		

Classroom Behavior		
How many students in your classes...		
T	Q143	do their work when they are supposed to?
1 = None, 2 = Some, 3 = A lot, 4 = All		
T	Q113	listen carefully when the teacher gives directions?
1 = None, 2 = A few, 3 = Most, 4 = All		
T	Q114	follow the rules in class?

1 = None, 2 = A few, 3 = Most, 4 = All		
T	Q115	respond to challenging questions in class?
1 = None, 2 = A few, 3 = Most, 4 = All		

Course Clarity		
In how many of your classes, this school year, do YOU feel the following statement is true?		
S	Q28	My teachers make learning expectations clear.
1 = None, 2 = Some, 3 = A lot, 4 = All		
S	Q29	Class assignments are purposeful in learning the course content.
1 = None, 2 = A few, 3 = Most, 4 = All		
S	Q30	The work I do in class is good preparation for class assignments, projects, and assessments.
1 = None, 2 = A few, 3 = Most, 4 = All		
S	Q31	I learn a lot from feedback on my work.
1 = None, 2 = A few, 3 = Most, 4 = All		

Cultural Awareness and Inclusive Classroom Instruction		
In how many of your classes, this school year, do YOU feel the following statement is true?		
T	Q09	Ensure instruction represents multiple races and ethnicities
1 = Strongly disagree, 2 = Disagree, 3 = Agree, 4 = Strongly agree, 5 = I don't know		
T	Q11	Design instruction that is responsive to students' needs (e.g. Multilingual Learners/English Language Learners (MLs/ELLs) or Emergent Multilingual Learners (EMLLs) proficiency and students with disabilities).
1 = Strongly disagree, 2 = Disagree, 3 = Agree, 4 = Strongly agree, 5 = I don't know		
T	Q12	apply my knowledge of parents' various cultural backgrounds when collaborating with them regarding their child's educational progress.
1 = Strongly disagree, 2 = Disagree, 3 = Agree, 4 = Strongly agree, 5 = I don't know		
T	Q13	develop appropriate Individualized Education Programs for my students with disabilities.
1 = Strongly disagree, 2 = Disagree, 3 = Agree, 4 = Strongly agree, 5 = I don't know		
T	Q14	monitor progress on Individualized Education Program goals for my students with disabilities.
1 = Strongly disagree, 2 = Disagree, 3 = Agree, 4 = Strongly agree, 5 = I don't know		
T	Q15	distinguish linguistic/cultural differences from learning difficulties.
1 = Strongly disagree, 2 = Disagree, 3 = Agree, 4 = Strongly agree, 5 = I don't know		
T	Q27	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, 5 = I don't know		
T	Q06	receive support around how to incorporate students' cultural and linguistic backgrounds in my practice.
1 = Strongly disagree, 2 = Disagree, 3 = Agree, 4 = Strongly agree, 5 = I don't know		
T	Q07	Appropriately modify instructional activities and materials to meet the developmental needs and learning interests of all my students.
1 = Strongly disagree, 2 = Disagree, 3 = Agree, 4 = Strongly agree, 5 = I don't know		
T	Q08	Ensure instruction represents multiple perspectives, cultures and backgrounds.
1 = Strongly disagree, 2 = Disagree, 3 = Agree, 4 = Strongly agree, 5 = I don't know		
T	Q10	Ensure instruction represents multiple genders, gender identities and expressions and sexual orientations.
1 = Strongly disagree, 2 = Disagree, 3 = Agree, 4 = Strongly agree, 5 = I don't know		
S	Q10	I feel that my teachers respect my culture, background, and identity.
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	Q03	My teachers use examples of students' different races and cultures in their lessons to make learning more meaningful for me.
1 = Strongly disagree, 2 = Disagree, 3 = Agree, 4 = Strongly agree, 5 = I don't know		
S	Q04	My teachers use examples of students' different backgrounds and families in their lessons to make learning more meaningful for me.
1 = Strongly disagree, 2 = Disagree, 3 = Agree, 4 = Strongly agree, 5 = I don't know		
S	Q05	I see a variety of races, ethnicities, cultures, and backgrounds positively represented in the curriculum.
1 = Strongly disagree, 2 = Disagree, 3 = Agree, 4 = Strongly agree, 5 = I don't know		
S	Q06	I see a variety of genders, gender identities and expressions and sexual orientations positively represented in the curriculum.
1 = Strongly disagree, 2 = Disagree, 3 = Agree, 4 = Strongly agree, 5 = I don't know		
S	Q07	At this school, we have productive conversations about race and racism where I feel my voice is heard.
1 = Strongly disagree, 2 = Disagree, 3 = Agree, 4 = Strongly agree, 5 = I don't know		
S	Q08	My teachers treat students of different races, cultures, or backgrounds equally.
1 = Strongly disagree, 2 = Disagree, 3 = Agree, 4 = Strongly agree, 5 = I don't know		
S	Q09	My teachers treat students of different genders, gender identities and expressions and sexual orientations equally.
1 = Strongly disagree, 2 = Disagree, 3 = Agree, 4 = Strongly agree, 5 = I don't know		

Early Childhood Instruction

Please mark the extent to which you disagree or agree with each of the following. For Infant, Toddler, 3-K and Pre-K: In planning my most recent learning experiences for my class, I had the resources and tools I needed to...

T Q78 meet the needs of the children in my classroom. [Early childhood]

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

T Q79 Develop and facilitate intentional learning experiences grounded in the developmentally appropriate practices and play-based learning experiences emphasized in New York State Prekindergarten Learning Standards (NYSPLS) and/or Head Start Early Learning Outcomes Framework (ELOF).

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

T Q80 help children engage with books and materials, or in other learning activities reflective of their diverse racial, cultural, and linguistic perspective. [Early childhood]

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

Family Satisfaction with Child's Education

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

P Q31 My child is progressing in reading the way I would expect.

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

P Q32 My child is progressing in math the way I would expect.

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

P Q33 My child's school helps me understand what grade-level schoolwork looks like.

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

How satisfied are you with the following?

P Q36 The education my child has received this year.

1 = Very dissatisfied, 2 = Dissatisfied, 3 = Satisfied, 4 = Very satisfied, 5 = I don't know

P Q37 The overall quality of my child's teachers this year.

1 = Very dissatisfied, 2 = Dissatisfied, 3 = Satisfied, 4 = Very satisfied, 5 = I don't know

IEP Service Satisfaction		
If you are a parent/guardian of a child who receives special education services through an Individualized Education Program (IEP), ANSWER this question. Mark the extent to which you disagree or agree with each of the following statements.		
P	Q44	I am satisfied with the educational planning and Individualized Education Program (IEP) development process at this school.
1 = Strongly disagree, 2 = Disagree, 3 = Agree, 4 = Strongly agree		
P	Q45	At this school, my child receives what they need to achieve their Individualized Education Program (IEP) goal(s).
1 = Strongly disagree, 2 = Disagree, 3 = Agree, 4 = Strongly agree		
P	Q46	This school offers a wide enough variety of activities and services (including specialized programs, related services and assistive and adaptive technologies where appropriate) to help improve outcomes for my child.
1 = Strongly disagree, 2 = Disagree, 3 = Agree, 4 = Strongly agree		

Quality of Student Discussion		
How many students in your classes...		
T	Q108	build on each other's ideas during class discussions?
1 = None, 2 = Some, 3 = A lot, 4 = All		
T	Q109	use data or text references to support their ideas?
1 = None, 2 = Some, 3 = A lot, 4 = All		
T	Q110	show that they respect each other's ideas?
1 = None, 2 = Some, 3 = A lot, 4 = All		
T	Q111	provide constructive feedback to their peers/teachers?
1 = None, 2 = Some, 3 = A lot, 4 = All		
T	Q112	participate in class discussions at some point?
1 = None, 2 = Some, 3 = A lot, 4 = All		

Strong Core Instruction		
Please mark the extent to which you disagree or agree with each of the following. In planning my last instructional unit, I had the resources and tools I needed to include multiple opportunities for...		
T	Q100	students to interact with complex grade-level text and tasks, using scaffolding where appropriate.
1 = Strongly disagree, 2 = Disagree, 3 = Agree, 4 = Strongly agree		
T	Q101	students to engage with texts and tasks reflective of their diverse racial, cultural, and linguistic perspective.
1 = Strongly disagree, 2 = Disagree, 3 = Agree, 4 = Strongly agree		

T	Q102	students to engage in meaningful discussion that critically examines topics that connect to the daily lives of students.
1 = Strongly disagree, 2 = Disagree, 3 = Agree, 4 = Strongly agree		
T	Q103	focusing deeply on the concepts emphasized in the standards to help students build strong foundations for learning.
1 = Strongly disagree, 2 = Disagree, 3 = Agree, 4 = Strongly agree		
T	Q91	reading and writing experiences grounded in evidence from text, both literary and informational.
1 = Strongly disagree, 2 = Disagree, 3 = Agree, 4 = Strongly agree		
T	Q92	students to interact with complex grade-level text and tasks, using scaffolding where appropriate.
1 = Strongly disagree, 2 = Disagree, 3 = Agree, 4 = Strongly agree		
T	Q93	students to engage with texts and tasks reflective of their diverse racial, cultural, and linguistic perspective.
1 = Strongly disagree, 2 = Disagree, 3 = Agree, 4 = Strongly agree		
T	Q94	students to engage in meaningful discussion that critically examines topics that connect to the daily lives of students.
1 = Strongly disagree, 2 = Disagree, 3 = Agree, 4 = Strongly agree		
T	Q95	focusing deeply on the concepts emphasized in the standards to help students build strong foundations for learning.
1 = Strongly disagree, 2 = Disagree, 3 = Agree, 4 = Strongly agree		
T	Q104	students to interact with complex grade-level text and tasks, using scaffolding where appropriate.
1 = Strongly disagree, 2 = Disagree, 3 = Agree, 4 = Strongly agree		
T	Q105	students to engage with texts and tasks reflective of their diverse racial, cultural, and linguistic perspective.
1 = Strongly disagree, 2 = Disagree, 3 = Agree, 4 = Strongly agree		
T	Q106	students to engage in meaningful discussion that critically examines topics that connect to the daily lives of students.
1 = Strongly disagree, 2 = Disagree, 3 = Agree, 4 = Strongly agree		
T	Q107	focusing deeply on the concepts emphasized in the standards to help students build strong foundations for learning.
1 = Strongly disagree, 2 = Disagree, 3 = Agree, 4 = Strongly agree		
T	Q96	students to interact with complex grade-level text and tasks, using scaffolding where appropriate.
1 = Strongly disagree, 2 = Disagree, 3 = Agree, 4 = Strongly agree		
T	Q97	students to engage with texts and tasks reflective of their diverse racial, cultural, and linguistic perspective.
1 = Strongly disagree, 2 = Disagree, 3 = Agree, 4 = Strongly agree		

T	Q98	students to engage in meaningful discussion that critically examines topics that connect to the daily lives of students.
1 = Strongly disagree, 2 = Disagree, 3 = Agree, 4 = Strongly agree		
T	Q99	focusing deeply on the concepts emphasized in the standards to help students build strong foundations for learning.
1 = Strongly disagree, 2 = Disagree, 3 = Agree, 4 = Strongly agree		
T	Q86	reading and writing experiences grounded in evidence from text, both literary and informational.
1 = Strongly disagree, 2 = Disagree, 3 = Agree, 4 = Strongly agree		
T	Q87	students to interact with complex grade-level text and tasks, using scaffolding where appropriate.
1 = Strongly disagree, 2 = Disagree, 3 = Agree, 4 = Strongly agree		
T	Q88	students to engage with texts and tasks reflective of their diverse racial, cultural, and linguistic perspective.
1 = Strongly disagree, 2 = Disagree, 3 = Agree, 4 = Strongly agree		
T	Q89	students to engage in meaningful discussion that critically examines topics that connect to the daily lives of students.
1 = Strongly disagree, 2 = Disagree, 3 = Agree, 4 = Strongly agree		
T	Q90	creating coherent progressions within the standards from previous grades to current grade to build onto previous learning.
1 = Strongly disagree, 2 = Disagree, 3 = Agree, 4 = Strongly agree		
T	Q81	reading and writing experiences grounded in evidence from text, both literary and informational.
1 = Strongly disagree, 2 = Disagree, 3 = Agree, 4 = Strongly agree		
T	Q82	students to interact with complex grade-level text and tasks, using scaffolding where appropriate.
1 = Strongly disagree, 2 = Disagree, 3 = Agree, 4 = Strongly agree		
T	Q83	students to engage with texts and tasks reflective of their diverse racial, cultural, and linguistic perspective.
1 = Strongly disagree, 2 = Disagree, 3 = Agree, 4 = Strongly agree		
T	Q84	students to engage in meaningful discussion that critically examines topics that connect to the daily lives of students.
1 = Strongly disagree, 2 = Disagree, 3 = Agree, 4 = Strongly agree		
T	Q85	focusing deeply on the concepts emphasized in the standards to help students build strong foundations for learning.
1 = Strongly disagree, 2 = Disagree, 3 = Agree, 4 = Strongly agree		
This question is for informational purposes only. It will not be scored and will not be used for accountability for your school.		
T	Q77	Select at least one content area that you teach. You will then answer a set of questions for each content area you select.

1 = Early childhood (e.g. infants, toddlers, 3-K, or Pre-K), 2 = Social Studies, 3 = Science, 4 = ELA, 5 = Math, 6 = English as a New Language (ENL), 7 = Economics/Financial Education, 8 = I don't teach any of these content areas

Safety and School Climate

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

Conflict Resolution		
How much do you agree with the following statement?		
T	Q141	Conflicts are resolved fairly in my school.
1 = Strongly disagree, 2 = Disagree, 3 = Agree, 4 = Strongly agree		
T	Q128	Behavioral supports are applied equitably to children in my school/program.
1 = Strongly disagree, 2 = Disagree, 3 = Agree, 4 = Strongly agree		
How much do YOU agree with the following statements?		
S	Q47	Conflicts are resolved fairly in this school.
1 = Strongly disagree, 2 = Disagree, 3 = Agree, 4 = Strongly agree		
Please mark the extent to which you disagree or agree with the following statements.		
P	Q34	Conflicts are resolved fairly at my child's school.
1 = Strongly disagree, 2 = Disagree, 3 = Agree, 4 = Strongly agree, 5 = I don't know		

Guidance		
How much do you agree with the following statements? It's a priority at this school that adults...		
T	Q133	provide students with guidance on the high school application process.
1 = Strongly disagree, 2 = Disagree, 3 = Agree, 4 = Strongly agree, 5 = I don't know, 6 = N/A		
T	Q134	provide families with guidance on the high school application process.
1 = Strongly disagree, 2 = Disagree, 3 = Agree, 4 = Strongly agree, 5 = I don't know, 6 = N/A		
T	Q135	provide students with opportunities to learn about different career paths.
1 = Strongly disagree, 2 = Disagree, 3 = Agree, 4 = Strongly agree, 5 = I don't know, 6 = N/A		
How much do you agree with the following statements? Adults at this school...		

T	Q136	meet with students to discuss what they plan to do after high school.
1 = Strongly disagree, 2 = Disagree, 3 = Agree, 4 = Strongly agree, 5 = I don't know		
T	Q137	provide students with information about the college application process.
1 = Strongly disagree, 2 = Disagree, 3 = Agree, 4 = Strongly agree, 5 = I don't know, 6 = N/A		
T	Q138	help students plan for how to meet their future career goals.
1 = Strongly disagree, 2 = Disagree, 3 = Agree, 4 = Strongly agree, 5 = I don't know		
T	Q139	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		
T	Q140	show students options for how to pursue pathways other than college (apprenticeships, certifications, etc.).
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	Q69	This school provides me with guidance on the high school application process.
1 = Strongly disagree, 2 = Disagree, 3 = Agree, 4 = Strongly agree		
S	Q70	This school provides my family with guidance on the high school application process.
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	Q71	meet with me to discuss what I plan to do after high school.
1 = Strongly disagree, 2 = Disagree, 3 = Agree, 4 = Strongly agree		
S	Q72	encourage me to continue my education after high school.
1 = Strongly disagree, 2 = Disagree, 3 = Agree, 4 = Strongly agree		
S	Q73	provide me with information about the college application process.
1 = Strongly disagree, 2 = Disagree, 3 = Agree, 4 = Strongly agree		
S	Q74	help me plan for how to meet my future career goals.
1 = Strongly disagree, 2 = Disagree, 3 = Agree, 4 = Strongly agree		
S	Q75	encourage students of all races, ethnicities, genders, cultures, and backgrounds to take challenging classes.

1 = Strongly disagree, 2 = Disagree, 3 = Agree, 4 = Strongly agree		
S	Q76	advise me to take advanced courses.
1 = Strongly disagree, 2 = Disagree, 3 = Agree, 4 = Strongly agree		
S	Q77	help me consider which colleges to apply to.
1 = Strongly disagree, 2 = Disagree, 3 = Agree, 4 = Strongly agree, 5 = N/A		
S	Q78	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		
How much do YOU agree with the following statements?		
S	Q21	This school encourages me to develop interests, talents, or opportunities outside of academics.
1 = Strongly disagree, 2 = Disagree, 3 = Agree, 4 = Strongly agree, 5 = I don't know		
S	Q49	At this school, I have the opportunity to learn about different careers to help me think about my future.
1 = Strongly disagree, 2 = Disagree, 3 = Agree, 4 = Strongly agree		
S	Q79	show me options for how to pursue pathways other than college (apprenticeships, certifications, etc.)
1 = Strongly disagree, 2 = Disagree, 3 = Agree, 4 = Strongly agree, 5 = N/A		

Inclusive Leadership		
How much do YOU agree with the following statements?		
S	Q02	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		
Please mark the extent to which you disagree or agree with each of the following statements. The principal/school leader at this school...		
P	Q17	puts decisions made with families into action.
1 = Strongly disagree, 2 = Disagree, 3 = Agree, 4 = Strongly agree, 5 = I don't know		
P	Q18	works to create a sense of community in the school.
1 = Strongly disagree, 2 = Disagree, 3 = Agree, 4 = Strongly agree, 5 = I don't know		
P	Q19	ensures families are comfortable communicating with the school.
1 = Strongly disagree, 2 = Disagree, 3 = Agree, 4 = Strongly agree, 5 = I don't know		
Please mark the extent to which you disagree or agree with the following statement.		
P	Q30	Language translation and interpretation are readily available to me at all family events at my child's school.
1 = Strongly disagree, 2 = Disagree, 3 = Agree, 4 = Strongly agree, 5 = I don't know, 6 = N/A		

Inclusive Learning Environment		
Please mark the extent to which you disagree or agree with each of the following.		
T	Q37	At this school, students with disabilities are included in all school activities.
1 = Strongly disagree, 2 = Disagree, 3 = Agree, 4 = Strongly agree		
T	Q38	This school educates students with disabilities in the least restrictive environment appropriate.
1 = Strongly disagree, 2 = Disagree, 3 = Agree, 4 = Strongly agree		
T	Q45	School staff treat students of different genders, gender identities and expressions and sexual orientations equally.
1 = Strongly disagree, 2 = Disagree, 3 = Agree, 4 = Strongly agree, 5 = I don't know		
T	Q46	School staff treat students of different races, cultures, or backgrounds equally.
1 = Strongly disagree, 2 = Disagree, 3 = Agree, 4 = Strongly agree, 5 = I don't know		
S	Q12	At this school, students with disabilities are included in all school activities.
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	help build a welcoming school environment in the entire school, not just their classroom?
1 = None, 2 = Some, 3 = A lot, 4 = All		
T	Q2	are actively trying to improve their teaching?
1 = None, 2 = Some, 3 = A lot, 4 = All		
T	Q3	take responsibility for improving the school?
1 = None, 2 = Some, 3 = A lot, 4 = All		
T	Q4	are eager to try new ideas?
1 = None, 2 = Some, 3 = A lot, 4 = All		
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/program leader at this school...		
T	Q63	makes clear to the staff their expectations for meeting instructional goals.
1 = Strongly disagree, 2 = Disagree, 3 = Agree, 4 = Strongly agree		
T	Q64	understands how children learn.
1 = Strongly disagree, 2 = Disagree, 3 = Agree, 4 = Strongly agree		

T	Q65	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	Q66	supports teachers in implementing what they have learned in professional development.
1 = Strongly disagree, 2 = Disagree, 3 = Agree, 4 = Strongly agree		
T	Q67	carefully tracks student academic progress.
1 = Strongly disagree, 2 = Disagree, 3 = Agree, 4 = Strongly agree		
T	Q68	knows what's going on in my classes.
1 = Strongly disagree, 2 = Disagree, 3 = Agree, 4 = Strongly agree		
T	Q69	provides teachers with formative feedback to improve practice.
1 = Strongly disagree, 2 = Disagree, 3 = Agree, 4 = Strongly agree		
T	Q70	participates in instructional planning with teams of teachers.
1 = Strongly disagree, 2 = Disagree, 3 = Agree, 4 = Strongly agree		

Peer Collaboration		
Please mark the extent to which you disagree or agree with each of the following. At this school...		
T	Q49	the principal/program leader, teachers, and staff collaborate to make this school run effectively.
1 = Strongly disagree, 2 = Disagree, 3 = Agree, 4 = Strongly agree		
T	Q50	teachers design instructional programs (e.g. lessons, units) together.
1 = Strongly disagree, 2 = Disagree, 3 = Agree, 4 = Strongly agree		
T	Q51	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, 5 = N/A		
Personal Attention and Support		
How much do YOU agree with the following statements?		
S	Q11	In general, my teachers make their lessons relevant to my everyday life experiences.
1 = Strongly disagree, 2 = Disagree, 3 = Agree, 4 = Strongly agree		
S	Q13	My teachers take into consideration how my background and identity affect my learning and interests.
1 = Strongly disagree, 2 = Disagree, 3 = Agree, 4 = Strongly agree, 5 = I don't know		
S	Q40	Adults at this school check in with me frequently about how I'm doing personally.
1 = Strongly disagree, 2 = Disagree, 3 = Agree, 4 = Strongly agree		
S	Q41	Adults at this school check in with me frequently about how I'm doing academically.

1 = Strongly disagree, 2 = Disagree, 3 = Agree, 4 = Strongly agree		
S	Q42	I feel like I belong at this school.
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	Q33	ask if I have everything that I need to succeed in their class
1 = None, 2 = A few, 3 = Most, 4 = All		
S	Q34	give me specific suggestions about how I can improve my work in class.
1 = None, 2 = A few, 3 = Most, 4 = All		
S	Q35	explain things a different way if I don't understand something in class.
1 = None, 2 = A few, 3 = Most, 4 = All		
S	Q36	support me when I am upset.
1 = None, 2 = A few, 3 = Most, 4 = All		

Preventing Bullying		
How often is the following thing true?		
T	Q47	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	Q61	students harass, bully, or intimidate other students.
1 = None of the time, 2 = Rarely, 3 = Some of the time, 4 = Most of the time		
S	Q62	students harass, bully, or intimidate each other because of their race, religion, ethnicity, national origin, language/accent, or citizenship/immigration status.
1 = None of the time, 2 = Rarely, 3 = Some of the time, 4 = Most of the time		
S	Q63	students harass, bully, or intimidate each other because of their gender, gender identity, gender expression, or sexual orientation.
1 = None of the time, 2 = Rarely, 3 = Some of the time, 4 = Most of the time		
S	Q64	students harass, bully, or intimidate each other because of other differences, like different body type or disability.
1 = None of the time, 2 = Rarely, 3 = Some of the time, 4 = Most of the time		
S	Q65	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	Q52	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, 5 = N/A		
T	Q53	once we start a new program, we follow up to make sure that it's working.
1 = Strongly disagree, 2 = Disagree, 3 = Agree, 4 = Strongly agree		
T	Q54	it is clear how all of the programs offered are connected to our school's instructional vision.
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	Q60	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, 5 = N/A		
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 opportunities to engage in inquiry-based, professional collaboration with peers and/or mentors from other schools.
1 = Strongly disagree, 2 = Disagree, 3 = Agree, 4 = Strongly agree		
T	Q62	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? My students are safe...		
T	Q129	outside around this school.
1 = Strongly disagree, 2 = Disagree, 3 = Agree, 4 = Strongly agree, 5 = N/A		
T	Q130	traveling between home and this school.
1 = Strongly disagree, 2 = Disagree, 3 = Agree, 4 = Strongly agree, 5 = N/A		
T	Q131	in the hallways, bathrooms, locker rooms, and cafeteria of this school.
1 = Strongly disagree, 2 = Disagree, 3 = Agree, 4 = Strongly agree, 5 = N/A		
T	Q132	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? I feel safe...		
S	Q57	outside around this school.

1 = Strongly disagree, 2 = Disagree, 3 = Agree, 4 = Strongly agree, 5= N/A		
S	Q58	traveling between home and this school.
1 = Strongly disagree, 2 = Disagree, 3 = Agree, 4 = Strongly agree, 5= N/A		
S	Q59	in the hallways, bathrooms, locker rooms, and cafeteria of this school.
1 = Strongly disagree, 2 = Disagree, 3 = Agree, 4 = Strongly agree, 5= N/A		
S	Q60	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	Q21	I usually look forward to each working day at this school.
1 = Strongly disagree, 2 = Disagree, 3 = Agree, 4 = Strongly agree		
T	Q22	I would recommend this school to parents/guardians seeking a place for their child.
1 = Strongly disagree, 2 = Disagree, 3 = Agree, 4 = Strongly agree		
T	Q23	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	Q116	help students develop the skills they need to complete challenging coursework despite obstacles?
1 = None, 2 = Some, 3 = A lot, 4 = All, 5 = I don't know		
T	Q117	tell their students they believe they can achieve high academic standards?
1 = None, 2 = Some, 3 = A lot, 4 = All, 5 = I don't know		
T	Q118	teach students how to advocate for themselves?
1 = None, 2 = Some, 3 = A lot, 4 = All, 5 = I don't know		
T	Q119	recognize disruptive behavior as social-emotional learning opportunities?
1 = None, 2 = Some, 3 = A lot, 4 = All, 5 = I don't know		
T	Q120	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	Q20	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		
S	Q39	There is time at school to talk about feelings and emotions.

1 = Strongly disagree, 2 = Disagree, 3 = Agree, 4 = Strongly agree		
If you need mental health supports or resources, click here . During this school year, I have felt ___ while learning.		
S	Q22	Happy
1 = Strongly disagree, 2 = Disagree, 3 = Agree, 4 = Strongly agree		
S	Q23	Safe
1 = Strongly disagree, 2 = Disagree, 3 = Agree, 4 = Strongly agree		
S	Q24	Hopeful
1 = Strongly disagree, 2 = Disagree, 3 = Agree, 4 = Strongly agree		
S	Q25	Bored
1 = Strongly disagree, 2 = Disagree, 3 = Agree, 4 = Strongly agree		
S	Q26	Stressed
1 = Strongly disagree, 2 = Disagree, 3 = Agree, 4 = Strongly agree		
S	Q27	Worried
1 = Strongly disagree, 2 = Disagree, 3 = Agree, 4 = Strongly agree		

Student-Student Trust		
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		
S	Q46	Most students treat students from different cultures or backgrounds
1 = Strongly disagree, 2 = Disagree, 3 = Agree, 4 = Strongly agree		

Student-Teacher Trust		
How much do YOU agree with the following statements?		
S	Q38	There is at least one adult at my school that I can confide in (trust and talk to about what's going on).
1 = Strongly disagree, 2 = Disagree, 3 = Agree, 4 = Strongly agree, 5 = I don't know		
S	Q43	My teachers are open to students' ideas, suggestions, and comments.
1 = Strongly disagree, 2 = Disagree, 3 = Agree, 4 = Strongly agree		
S	Q44	My teachers always do what they say they will do.
1 = Strongly disagree, 2 = Disagree, 3 = Agree, 4 = Strongly agree, 5 = I don't know		
S	Q45	My teachers treat me with respect.
1 = Strongly disagree, 2 = Disagree, 3 = Agree, 4 = Strongly agree		

Teacher Influence		
Please mark the extent to which you disagree or agree with each of the following. At this school...		
T	Q59	There is at least one adult at my school that I can confide in (trust and talk to about what's going on).
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	Q72	planning how discretionary school funds should be used.
1 = No influence, 2 = Little, 3 = A moderate amount, 4 = A great deal of influence		
T	Q71	hiring new professional personnel
1 = No influence, 2 = Little, 3 = A moderate amount, 4 = A great deal of influence		
T	Q73	selecting instructional materials and/or curriculum used in classrooms.
1 = No influence, 2 = Little, 3 = A moderate amount, 4 = A great deal of influence		
T	Q74	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	Q28	I feel respected by the principal/program leader at this school.
1 = Strongly disagree, 2 = Disagree, 3 = Agree, 4 = Strongly agree		
T	Q29	The principal/program leader at this school is an effective manager who makes the school run smoothly.
1 = Strongly disagree, 2 = Disagree, 3 = Agree, 4 = Strongly agree		
T	Q30	The principal/program leader has confidence in the expertise of the teachers at this school.
1 = Strongly disagree, 2 = Disagree, 3 = Agree, 4 = Strongly agree		
T	Q31	I trust the principal/program leader at their word (to do what they say that they will do).
1 = Strongly disagree, 2 = Disagree, 3 = Agree, 4 = Strongly agree		
T	Q32	The principal/program leader looks out for the personal welfare of the staff members.
1 = Strongly disagree, 2 = Disagree, 3 = Agree, 4 = Strongly agree		
T	Q33	The principal/program leader places the needs of children ahead of personal interests.
1 = Strongly disagree, 2 = Disagree, 3 = Agree, 4 = Strongly agree		
T	Q34	The principal and assistant principals function as a cohesive unit.
1 = Strongly disagree, 2 = Disagree, 3 = Agree, 4 = Strongly agree, 5 = N/A		

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.
1 = Strongly disagree, 2 = Disagree, 3 = Agree, 4 = Strongly agree		
T	Q25	It's OK in this school to discuss feelings, worries, and frustrations with other teachers.
1 = Strongly disagree, 2 = Disagree, 3 = Agree, 4 = Strongly agree		
T	Q26	I feel respected by other teachers at this school.
1 = Strongly disagree, 2 = Disagree, 3 = Agree, 4 = Strongly agree		

Relationship with Families

Questions included within each measure in the Relationship 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' challenges and concerns.
1 = Strongly disagree, 2 = Disagree, 3 = Agree, 4 = Strongly agree		
T	Q56	teachers work closely with families to meet students' needs.
1 = Strongly disagree, 2 = Disagree, 3 = Agree, 4 = Strongly agree		
T	Q57	staff regularly communicate with families about how they can help students learn.
1 = Strongly disagree, 2 = Disagree, 3 = Agree, 4 = Strongly agree		
T	Q58	school staff value families' race, ethnicity, culture, family structure, and background.
1 = Strongly disagree, 2 = Disagree, 3 = Agree, 4 = Strongly agree		
P	Q1	School staff regularly communicate with me about how I can help my child learn.
1 = Strongly disagree, 2 = Disagree, 3 = Agree, 4 = Strongly agree		
P	Q13	My child's school will make me aware if there are any concerns about my child's social or emotional well-being.
1 = Strongly disagree, 2 = Disagree, 3 = Agree, 4 = Strongly agree, 5 = I don't know		
P	Q13	Teachers work closely with me to meet my child's needs.
1 = Strongly disagree, 2 = Disagree, 3 = Agree, 4 = Strongly agree		
P	Q2	My child's school communicates with me in a language that I can understand.
1 = Strongly disagree, 2 = Disagree, 3 = Agree, 4 = Strongly agree		
P	Q3	I am greeted warmly when I contact or visit the school.

P	Q8	If I suspect my child needs additional learning supports and services, I know the next steps to get support at my school.
1 = Strongly disagree, 2 = Disagree, 3 = Agree, 4 = Strongly agree		
P	Q43	At this school/program, teachers incorporate feedback from families into supporting children in the program.
1 = Strongly disagree, 2 = Disagree, 3 = Agree, 4 = Strongly agree		

Building Families

(Early Childhood Only) How much do you agree with the following statements?

T	Q123	It is a priority at this school/program that staff help families support their child's transition to the next age-group.
1 = Strongly disagree, 2 = Disagree, 3 = Agree, 4 = Strongly agree		
T	Q124	It is a priority at this school/program that staff provide families with information about the annual application/enrollment process.
1 = Strongly disagree, 2 = Disagree, 3 = Agree, 4 = Strongly agree		
T	Q125	At this school/program, teachers let families know that they can make a difference in their child's learning and development.
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	Q20	communicated with your child's teacher about your child's performance?
1 = Never, 2 = Rarely, 3 = Sometimes, 4 = Often		
P	Q21	seen your child's projects, artwork, homework, tests, or quizzes?
1 = Never, 2 = Rarely, 3 = Sometimes, 4 = Often		
P	Q22	I know how to contact the Parent Coordinator at my child's school
1 = Yes, 2 = No		
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 statements about this school.

P	Q5	I feel respected by my child's principal/school leader.
1 = Strongly disagree, 2 = Disagree, 3 = Agree, 4 = Strongly agree		
P	Q10	I trust the principal/school leader at their word (to do what they say that they will do).
1 = Strongly disagree, 2 = Disagree, 3 = Agree, 4 = Strongly agree, 5 = I don't know		

P	Q11	The principal/school leader is an effective manager who makes the school run smoothly.
1 = Strongly disagree, 2 = Disagree, 3 = Agree, 4 = Strongly agree, 5 = I don't know		

Parent- Teacher Trust

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

P	Q12	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	Q4	I feel respected by my child's teachers.
1 = Strongly disagree, 2 = Disagree, 3 = Agree, 4 = Strongly agree		
P	Q9	Staff at this schoolwork hard to build trusting relationships with parents/guardians like me.
1 = Strongly disagree, 2 = Disagree, 3 = Agree, 4 = Strongly agree, 5 = I don't know		

Strong Relationship

(Early Childhood Only) How much do you agree with the following statements?

T	Q122	It is a priority at this school/program that we establish, model, and reinforce expectations for respectful and trusting relationships among children, families, and all staff.
1 = Strongly disagree, 2 = Disagree, 3 = Agree, 4 = Strongly agree		
T	Q126	At the beginning of the school year, teachers support children in adjusting to this school/program.
1 = Strongly disagree, 2 = Disagree, 3 = Agree, 4 = Strongly agree		

Two-Way Communication

(Early Childhood Only) How much do you agree with the following statements?

T	Q127	At this school/program, teachers incorporate feedback from families into supporting children in the program
1 = Strongly disagree, 2 = Disagree, 3 = Agree, 4 = Strongly agree		

School Description

Questions are included within each measure in the School Description category.

School Facilities and Services

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

T	Q40	This school is kept clean.
1 = Strongly disagree, 2 = Disagree, 3 = Agree, 4 = Strongly agree		
T	Q41	This school is kept in good physical condition.
1 = Strongly disagree, 2 = Disagree, 3 = Agree, 4 = Strongly agree		

T	Q42	Physical repairs to the school building are completed in a timely manner.
1 = Strongly disagree, 2 = Disagree, 3 = Agree, 4 = Strongly agree		
Please mark the extent to which you disagree or agree with the following statement.		
P	Q24	My child's school provides me information about transportation options (e.g. MetroCard and busing).
1 = Strongly disagree, 2 = Disagree, 3 = Agree, 4 = Strongly agree, 5 = N/A		
P	Q25	I am satisfied with my child's school bus transportation service this year.
1 = Strongly disagree, 2 = Disagree, 3 = Agree, 4 = Strongly agree, 5 = I don't know, 6 = N/A		
P	Q29	I am satisfied with the meal options provided at my child's school.
1 = Strongly disagree, 2 = Disagree, 3 = Agree, 4 = Strongly agree, 5 = I don't know, 6 = N/A		
Please mark the extent to which you disagree or agree with each of the following statements about this school.		
P	Q15	This school is kept clean.
1 = Strongly disagree, 2 = Disagree, 3 = Agree, 4 = Strongly agree, 5 = I don't know, 6 = N/A		
P	Q16	This school is kept in good physical condition.
1 = Strongly disagree, 2 = Disagree, 3 = Agree, 4 = Strongly agree, 5 = I don't know, 6 = N/A		
How much do YOU agree with the following statements?		
S	Q15	I am satisfied with my school bus transportation service this year.
1 = Strongly disagree, 2 = Disagree, 3 = Agree, 4 = Strongly agree, 5 = I don't know, 6 = N/A		
S	Q16	I am satisfied with the meal options provided at this school.
1 = Strongly disagree, 2 = Disagree, 3 = Agree, 4 = Strongly agree, 5 = I don't know		
S	Q18	This school is kept clean.
1 = Strongly disagree, 2 = Disagree, 3 = Agree, 4 = Strongly agree, 5 = I don't know		
S	Q19	This school is kept in good physical condition.
1 = Strongly disagree, 2 = Disagree, 3 = Agree, 4 = Strongly agree, 5 = I don't know		