

Educator Guide to the School Quality Reports

Elementary, Middle, and K-8 Schools | 2024–25

Last Updated: November 6, 2025

OVERVIEW.....	3
SCHOOL QUALITY REPORT SECTIONS	4
NEW YORK STATE SCHOOL DESIGNATIONS	4
DEFINITIONS	5
SCHOOL QUALITY REPORT SCHOOL TYPE	5
NYC SCHOOL SURVEY SCHOOL TYPE	5
COMPARISON GROUP	6
ECONOMIC NEED INDEX	6
STUDENTS IN A SCHOOL’S LOWEST THIRD	6
STUDENTS IN THE LOWEST THIRD CITYWIDE	7
MINIMUM N (NUMBER OF STUDENTS)	7
ATTRIBUTION OF STUDENTS TO SCHOOLS	8
PERFORMANCE LEVELS.....	8
PROFICIENCY RATINGS	8
DEMOGRAPHIC INFORMATION.....	10
STUDENT SUBGROUP DEMOGRAPHICS	10
TEACHER RACIAL SUBGROUP DEMOGRAPHICS	11
INSTRUCTION AND PERFORMANCE METRIC	12
STATE EXAM METRICS	12
CORE COURSE PASS RATE METRICS (MIDDLE AND K–8 SCHOOLS ONLY)	13
NEXT-LEVEL READINESS METRICS	13
STUDENTS WITH INDIVIDUALIZED EDUCATION PROGRAMS (IEPs)	17
ATTENDANCE	18
SCORES AND RATINGS.....	19
OVERALL CATEGORY SCORES AND RATINGS.....	19
METRIC SCORES AND RATING.....	20
RATING LABELS IN THE SCHOOL QUALITY REPORTS: SCORING GUIDE AND SCHOOL QUALITY REPORTS: SNAPSHOT.....	22
METRIC COMPARISONS.....	23
CITY AND DISTRICT AVERAGES	23
COMPARISON GROUP’S RESULTS	23
IMPACT AND PERFORMANCE SCORES.....	27
SCHOOL QUALITY REPORTS METRICS AND DATA SOURCES	30
NYC SCHOOL SURVEY.....	30
SURVEY PERFORMANCE METRICS.....	31
RESPONSE RECOGNITION PROGRAM.....	34



APPENDIX A: CONVERTING REGENTS EXAMS SCORES INTO IMPUTED PROFICIENCY RATINGS	35
APPENDIX B: CATEGORY-MEASURE-QUESTION STRUCTURE.....	38
APPENDIX C: THE “TOPHALFCONST AND BOTTOMHALFCONST” TABLE	63

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 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.

- **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 the School Quality Reports for three school types: elementary schools, K-8 schools, and middle 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

Comparison Group

See the [Comparison Group section](#) of this guide for a detailed explanation of a school's Comparison Group.

Economic Need Index

The Economic Need Index (ENI) estimates the percentage of students at the school facing economic hardship. The metric is calculated as follows:

- If the student is eligible for public assistance from the NYC Human Resources Administration (HRA) or lived in temporary housing in the past four years, the student's Economic Need Value is 1.
- Otherwise, the student's Economic Need Value is the percentage of families with school-age children in the student's Census tract whose income is below the poverty level, as estimated by the American Community Survey 5-Year Estimate. This percentage is converted to a decimal from 0.00 to 1.00.
- The school's Economic Need Index is the average of its students' Economic Need Values.
- The Economic Need Index captures economic factors that affect student achievement without relying on student lunch forms, which can be burdensome and unreliable.

To protect confidentiality, schools with an HRA or ENI over 95% will be reported as “over 95%” instead of their exact values.

Students in a School's Lowest Third

For students in grades 4 and 5, the school's lowest third in ELA is the third of students in each grade at the school who scored the lowest on the New York State ELA exam in third grade. For students in grades 6 through 8, the school's lowest third in ELA is the third of students in each grade at the school who scored the lowest on the New York State ELA exam in fifth grade.

The school's lowest third in mathematics is calculated in the same way, based on the third of students in each grade at the school who scored the lowest on the New York State math exam in third and fifth grade.

Students in the Lowest Third Citywide

For students in grades 4 and 5, the lowest third citywide in ELA is the third of students in each grade throughout the city who scored the lowest on the New York State ELA exam in third grade. For students in grades 6-8, the lowest third citywide in ELA is the third of students in each grade throughout the city who scored the lowest on the New York State ELA exam in fifth grade.

The lowest third citywide in mathematics is calculated the same way, based on the third of students in each grade throughout the city who scored the lowest on the New York State math exam in third and fifth grade.

Grade	Grade 3 ELA	Grade 3 Math
3	2.07	2.67
4	2.44	2.67
5	2.13	2.31

Grade	Grade 5 ELA	Grade 5 Math
6	2.13	2.24
7	2.60	2.72
8	2.47	1.98

Minimum N (Number of Students)

In general, a school's metric value is not reported if fewer than 15 students contributed to the metric. For the following subgroup metrics, the minimum number of students required is five: ELA and math average proficiency rating for ELLs, students in a Special Class, ICT students, and SETSS students.

Metrics with fewer than the minimum number of students are not reported because of confidentiality considerations and the unreliability of measurements based on small numbers.

In addition, if fewer than 25% of eligible students took the Grade 3–8 State tests in ELA or math, the State-test metrics in that subject will be N/A. In these cases, the limited data may not be representative of student performance across the school.

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 2, 2024) through the exam date.

► ***Impact of Math Double-Testing Waiver***

For the 2024–25 school year, the United States Department of Education approved a math-testing waiver submitted by the New York State Education Department. Under this waiver, students in grades 7 and 8 who take math Regents examinations are not required to take the State math test for their grade level. After this waiver, NYCPS implemented a policy that students in accelerated math courses should not take the grade 7 or 8 State math tests unless (1) the student's parent decided otherwise or (2) the school obtained an exception from the Office of Academic Policy and Systems for a course aligned to both grade 7 or 8 standards and high-school math standards.

Due to the double-testing waiver, a number of students—including some of the strongest performers—do not take the grade 7 and 8 State math tests. To prevent this policy from distorting the performance data and ratings in the School Quality Reports, NYCPS includes student results on math Regents examinations in the state-test metrics by converting the math Regents scores into imputed proficiency ratings on the grade 7 and 8 State math tests. These imputed proficiency ratings—based on NYCPS's analysis of students who took both the math Regents exam and grade 7 or 8 State math test—estimate what scores on a math Regents exam are equivalent to on grade 7 or 8 State math test. The imputed proficiency ratings are used in all metrics or calculations based on proficiency ratings (e.g., average proficiency ratings, percent proficient).

To discourage unnecessary double testing, NYCPS uses only the Regents exam score for students who take both a math Regents exam and the grade 7 or 8 State math test. Conversion tables showing the imputed proficiency ratings for scores on the Regents exams will be available in [Appendix A](#) of this Educator Guide.

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.

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

NYCPS students in grades K–5/6–8/K–8 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–8 Public School Students Living within X Miles**

NYCPS students in grades K–5/6–8/K–8 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 Instruction and Performance metrics that are not related to the New York City School Survey. The [School Quality Reports: 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, 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 students' 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.

► **Average Proficiency Rating for School's Lowest Third: ELA and Math**

These metrics show the average Proficiency Rating, on a scale from 1.00 to 4.50, for the lowest performing third of students within each grade in the school. The metrics are calculated separately for ELA and math.

For students in grades 4 and 5, the lowest third is based on the students' scores on the relevant test in third grade. For students in grades 6 through 8, the lowest third is based on the students' scores on the relevant test in fifth grade.

Core Course Pass Rate Metrics (Middle and K–8 schools only)

To be included in the core course pass rate metric, a student must:

- Be continuously enrolled in the school from October 31, 2024, through June 30, 2025.
- Be in 6th, 7th, or 8th grade in 2024–25; and
- Be eligible for standard assessment (i.e., non-NYSAA).
- Credits obtained during summer school do not contribute to this metric.

► **Core Course Pass Rates: English, Math, Science, and Social Studies (middle and K–8 schools only)**

These metrics show the percentage of students in 6th through 8th grade who received a passing grade in a full-year core course in the relevant subject area. School grading policies must be based primarily on student progress toward and mastery of the New York State learning standards. For additional guidance, see the [Middle School Academic Policy Guide](#).

The metrics are calculated separately for English, math, science, and social studies. The School Quality Reports: Snapshot includes a single core course pass rate, which is the average of the core course pass rates in the four subjects.

Next-Level Readiness Metrics

► **Middle School Core Course Pass Rates of Former Students (Elementary Schools Only)**

This metric shows how the school’s 2023–24 5th graders performed as 6th graders in 2024–25 by showing their pass rates in core courses in English, math, science, and social studies. To be included in this metric, a student must:

- Have been in 5th grade in 2023–24.
- Have been continuously enrolled in the elementary school under consideration from October 31, 2023, through June 30, 2024.
- Be enrolled in an NYCPS middle or K–8 school from October 31, 2024, through June 30, 2025; and
- Be eligible for standard assessment (i.e., non-NYSAA)

This metric accounts for the middle schools that students attend by adjusting for the average core course pass rate of similar students at the middle school.

If a student attended a charter middle or K–8 school that did not report credits to NYCPS, the student is excluded from the metric.

► ***Percent of 8th Grade Students Who Earned High School Credit (Middle and K–8 Schools Only)***

This metric shows the percentage of students in 8th grade who passed a high-school-level course and the related Regents exam by June of their 8th grade year. To be included in this metric, a student must:

- Be continuously enrolled in the school from October 31, 2024, through June 30, 2025
- Be in 8th grade in 2024–25; and
- Be eligible for standard assessment (i.e., non-NYSAA).

To contribute positively to this metric, the student must pass the course and earn a college-ready score on the related Regents exam. Students who earned high-school credit in more than one subject count the same as those who earned credit in one subject.

Schools in the New York Performance Standards Consortium with middle-school grades will receive N/A for this metric on their middle-school School Quality Report. Because this metric requires students to have earned a college-ready score on the Regents exam in 8th grade, it is not applicable to these schools since they do not give Regents exams in all subjects. For purposes of calculating the Student Achievement score, the weight attributed to this metric will be proportionally distributed to the remaining metrics for the school (as occurs in general when a school has N/A on a Student Achievement metric).

► ***9th Grade Credit Accumulation of Former 8th Graders (middle and K–8 schools only)***

This metric is based on the 9th-grade credit accumulation of the school’s 2023–24 8th graders who attended an NYC DOE high school in 2023–24. To be included in this metric, a student must:

- Have been in 8th grade in 2023–24.
- Have been continuously enrolled in the middle or K–8 school under consideration from October 31, 2023, through June 30, 2024.
- Be enrolled in an NYCPS high school from October 31, 2024, through June 30, 2025; and
- Be eligible for standard assessment (i.e., non-NYSAA).

Students contribute to the numerator of this metric as follows:

- A student will contribute zero to the numerator of this metric if the student earned less than eight credits in 9th grade.
- Students that earned ten or more credits contribute one to the numerator.

- For students earning less than ten credits and more than 7.99, this metric adjusts for the average credit accumulation rate of similar students at the high school.

If a student attended a charter high school that did not report credits to NYCPS, the student is excluded from the metric.

If more than 50% of a middle school's former 8th graders attend non-NYCPS high schools, a metric value is not calculated for that school.

► **English Language Learner Progress**

This metric measures the percentage of English language learners demonstrating movement toward English language proficiency. To contribute to the denominator of this measure, a student must have taken the 2025 New York State English as a Second Language Achievement Test (NYSESLAT).

Students will contribute positively to this measure if they meet one of three criteria: They took the 2024 NYSESLAT exam, and their 2025 overall performance level is higher than in 2024:

- They did not take the 2024 NYSESLAT exam, and their 2025 overall performance level is Emerging or higher: or
- They scored level three or above on the State ELA exam in 2025 but not in 2024.

► **Average Student Proficiency Rating in ELA and Math Among: Students with Special Class Placements; Students with ICT Placements; Students with SETSS Placements; English Language Learners; Students in the Lowest Third Citywide; Black and Hispanic Males in the Lowest Third Citywide**

These metrics show the average proficiency ratings from the following student groups: (1) students with IEPs in Special Class placements, (2) students with IEPs in ICT placements, (3) students with IEPs in SETSS placements, and (4) English language learners. The most restrictive disability setting to which a student was assigned during the past four school years is used to determine inclusion in the first three groups. Any student identified as an English language learner for any of the past four school years will be included in the measures focused on ELLs. Students are counted in all groups to which they belong.

These metrics are calculated separately for ELA and math.

► **Performance by Racial/ Ethnic Subgroups**

The [School Quality Reports: Snapshot](#) includes the following performance metrics for Asian, Black, Hispanic, and White students:

- ELA Percent Proficient
- Math Percent Proficient

The [School Quality Reports: Snapshot](#) includes a graphic that shows each subgroup’s metric value.

The minimum N for the subgroup metrics is 15; the metric value will be N/A if the number of students is less than 15.

School Quality Reports: In addition to the metrics listed above (ELA and math percent proficient), the [SQR: Dashboard](#) and [SQR: Citywide Results file](#) will include the following performance metrics for Asian, Black, Hispanic, Multiracial, Native American, and White students:

- Average ELA Proficiency Rating
- Average Math Proficiency Rating

► **“Then and Now” Table**

The [School Quality Reports: Snapshot](#) includes a table showing key student results broken out by students’ starting points.

For the 2023-24 and 2024–25 school year, the elementary school “Then and Now” table is displayed. For elementary schools, the table shows performance on state Math and ELA tests in 5th grade broken out by 3rd-grade starting points (Level 1, 2, 3-4):

- Among students who started at Level 3 or 4 in 3rd grade, the percentage that scored Level 3 or 4 in 5th grade.
- Among students who started at Level 2 in 3rd grade, the percentage that scored Level 3 or 4 in 5th grade, and
- Among students who started at Level 1 in 3rd grade, the percentage that scored Level 2, 3, or 4 in 5th grade.

For the 2024–25 school year, the “Then and Now” table for the middle and K-8 schools will be displayed, but it will show only one year of data.

For middle and K-8 schools, the table shows performance on State math and ELA tests in 8th grade broken out by 5th-grade starting points (Level 1, 2, 3-4):

- Among students who started at Level 3 or 4 in 5th grade, the percentage that scored Level 3 or 4 in 8th grade.
- Among students who started at Level 2 in 5th grade, the percentage that scored Level 3 or 4 in 8th grade, and

- Among students who started at Level 1 in 5th grade, the percentage that scored Level 2, 3, or 4 in 8th grade.

The students who were in 8th grade in 2023-24 had the option to take the State math and ELA tests as 5th graders in 2020-21. Since the tests were made optional due to COVID-19, they are not included in this metric for the 2024-25 reports.

Students with Individualized Education Programs (IEPs)

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

The metric score for this metric is calculated like the Student Achievement metric scores: by weighing the school's impact and performance for moving students with IEPs to a less restrictive environment. We calculate and report this metric separately for EMS grades and HS grades. If a school spans both EMS grades and HS grades (and received metric values and scores for both school types), we use the average of the EMS score and the HS score for less restrictive environment for Framework scoring.

► ***Percent of Students 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 or services but not all recommended subjects or services, 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.”

Attendance

The attendance rate includes the attendance for all K–8 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. Students in grades 6–8 are not included in the high school report of a 6–12 school, and students in grades K–8 are not included in the high school report of a K–12 school.

► **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.

Scores and Ratings

The School Quality Reports include scores and ratings based on schools' performance across various metrics relative to citywide averages and their Comparison Group estimates. The scores for each rated metric in the School Quality Reports are used to calculate an overall rating on a 1-4.99 scale for each rated SQR category. The section below details how metrics from sources other than the New York City School Survey are scored.

Overall Category Scores and Ratings

Category ratings are the weighted average of the various scores of the metrics that compose each category. In cases where a metric or subcategory score is missing, the weight that would be given to the missing score is distributed across all other metrics or subcategories.

- For Instruction and Performance, all metrics and the survey subcategory are weighted individually.
- For Safety and School Climate and Relationships with Families, each subcategory score is the average of the metric scores in that subcategory, and the category score is the weighted average of the subcategory scores.

The section ratings for Instruction and Performance, Safety and School Climate, and Relationships with Families are based on the first digit of the weighted average.

- If the first digit is 4, the section rating is Excellent.
- If the first digit is 3, the section rating is Good.
- If the first digit is 2, the section rating is Fair.
- If the first digit is 1, the section rating is Needs Improvement.

Schools designated for phase-out and schools in their first year of operation in 2023-2024 do not receive ratings for any category.

Schools do not receive ratings for Instruction and Performance if less than 25% of eligible students took state tests in 2023-2024.

Schools do not receive ratings for Safety and School Climate if:

- Teacher response rate was less than 30%, or
- Fewer than 5 teachers responded, or
- Student response rate was less than 30% (K-8 and middle schools only), or
- Fewer than 5 students responded.

Schools do not receive ratings for Relationships with Families if:

- Average of teacher response rate and parent response rate was less than 30%, or

- Fewer than 5 teachers responded, or
- Fewer than 5 parents responded.

Metric Scores and Rating

► **Non-Survey Performance Metrics**

The School Quality Reports include scores and ratings based on schools' performance across various metrics relative to citywide averages and their Comparison Group estimates. The scores for each rated metric in the School Quality Reports are used to calculate an overall rating on a 1-4.99 scale for each rated SQR category.

For each metric, the school received a metric score from 1.00 to 4.99 based on their students' raw performance and their impact on their students, as determined through their Comparison Group. The metric scores are calculated through the following steps:

1. Determine the school's "impact score" for a given metric, which measures the school's performance relative to their Comparison Group estimate for the metric. The formulas used to determine a school's "impact score" allow us to compare schools' performance to their Comparison Group and to other schools of the same school type. We use the conditional standard deviation to find the "impact score," which is the standard deviation of (school's performance minus Comparison Group value) for each metric/school type.
 - a. If the school's raw performance met or exceeded their Comparison Group estimate, then their "impact score" is defined by this formula on a 1-4.99 scale: $3 + \frac{\text{topHalfConst}(\text{value} - \text{ComGroup})}{\text{Conditional Std Dev}}$
 - b. If the school's raw performance is less than their Comparison Group estimate, then their "impact score" is defined by this formula on a 1-4.99 scale: $3 - \frac{\text{bottomHalfConst}(\text{ComGroup} - \text{value})}{\text{Conditional Std Dev}}$
 - c. The topHalfConst and bottomHalfConst refer to constants that allow scores to be distributed reasonably across school types. They are listed in [Appendix C](#) for 2024-2025.
2. Determine the school's "performance score" for a given metric, which measures the school's performance relative to the citywide average. The

“performance score” is based on the same formulas as the “impact score,” but the conditional standard deviation is replaced by the citywide standard deviation: the standard deviation of (school’s performance minus city average) for each metric/school type.

3. Each metric score is a balance of the school’s “impact” and “performance” on that particular metric. To find how much each plays a part in that metrics’ score, we find the “impact weight” and “performance weight” for that specific metric at that specific school.
 - a. The impact weight is found using the quadratic formula $Y = -3.6(x - 0.5)^2 + 0.95$, where x is the performance score for that metric and Y is the impact weight.
 - i. **Why do we use this formula?** Using this quadratic formula means that schools with low and high-performance scores will be scored primarily on their performance, whereas schools with more moderate performance scores will be scored more heavily based on their impact. This particular formula weighs a school’s impact on a metric a minimum of 5%, which allows schools that outperform their Comparison Group estimates to have that reflected in their scores even if raw performance is relatively low.
 - ii. **Example:** A school has an overall performance score of 0.62 on a scale of 0 – 1. The school’s impact weight is calculated by solving for y : $y = -3.6(0.62 - 0.5)^2 + 0.95$. The school’s impact weight is thus 0.8982, or 89.82%.
 - b. The performance weight is 1- Y .
 - i. Example: In the example above, the school would have a performance weight of $(1 - 0.8982 = 0.1018)$, or 10.18%.
4. The score for the metric is (impact score * impact weight) + (performance score * performance weight).
 - a. Example: If the school in the example above had an impact score of 0.78 on this metric, then their metric score would be $(0.78 * 0.8982) +$

$(0.62 * 0.1018) = 0.7637$. Rescaled to a 1-4.99 scale, this is a metric score of 4.05.

Rating Labels in the School Quality Reports: Scoring Guide and School Quality Reports: Snapshot

The ratings in the [School Quality Reports: Snapshot](#) are the same as in the School Quality Report: Scoring Guide, except that different rating labels are used in the [School Quality Reports: Snapshot](#).

School Quality Reports: Scoring Guide Rating Labels	School Quality Reports: Snapshot Rating Labels
Exceeding Target	Excellent
Meeting Target	Good
Approaching Target	Fair
Not Meeting Target	Needs Improvement

Metric Comparisons

In addition to the scores and ratings, the School Quality Reports provide context for a school's performance by sharing city averages, district averages, and the results of a Comparison Group of similar students throughout the city.

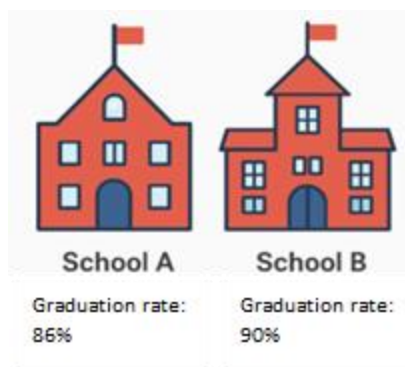
City and District Averages

In general, we calculate city and district averages by taking n-weighted averages of school-level results for all schools within the same school type. The n-weighting is based on the number of students at each school included in the metric; it means that a school with many students included in a metric will count more toward the city and district averages than a school with fewer students included in that metric.

For ELA and math percent proficient, city and district averages are calculated differently from the general approach. For elementary schools, these averages are based on results from students in grades 3 through 5. For middle schools, these averages are based on results from students in grades 6 through 8. For K-8, these averages are based on results from students in grades 3 through 8.

Comparison Group's Results

To understand how effectively a school helps its students, it is important to consider students' starting points and challenges. Without that context, schools can be mischaracterized as ineffective simply because they serve higher-need students.



Based on the data above, you might think the school with the higher average math score and graduation rate is the best school. But this is not necessarily true! Researchers have found that only 10% - 20% of the differences in test scores are due to school quality while the rest of the difference is due to other factors, such as

students' incoming preparation for school¹. ²The comparison group methodology in the School Quality Reports is designed to control for these factors, which are generally outside of the control of the school.

The Comparison Group, pictured below in a screenshot from the [SQR: Snapshot](#), helps answer an important question: How well is the school helping its students grow and improve? Just looking at how high or low a school's overall results – whether its graduation rate or test scores – are doesn't answer that question because it doesn't consider where the students started or the challenges they face.



To infer school quality, the comparison group estimates: How would students who attended this school have performed on average if they had instead enrolled at a random school in the NYC Public School system? The comparison group captures the average performance of students in NYC with the characteristics of the school's students.

To create Comparison Groups for each school, we use a statistical technique called regression. A regression is a statistical technique that measures the relationship between a dependent variable – in this case, a student's performance on a given metric, such as State test scores – and any independent variables, such as enrollment in a specific school. Using a regression model helps us estimate the extent to which enrollment in a specific school (independent variable) impacts a student's performance on a given metric (dependent variable). Using this technique, we are also able to control for factors that shape students' starting points and challenges—such as incoming test scores, socio-economic status, English language proficiency, and special education program recommendations—which enables us to measure a school's impact on their students' achievement independent of student background. Holding a control variable constant means that results for a student with a certain characteristic, such as having an IEP, are compared to results for students with that same characteristic within the same school type across the City. A school's Comparison Group estimate, then, is

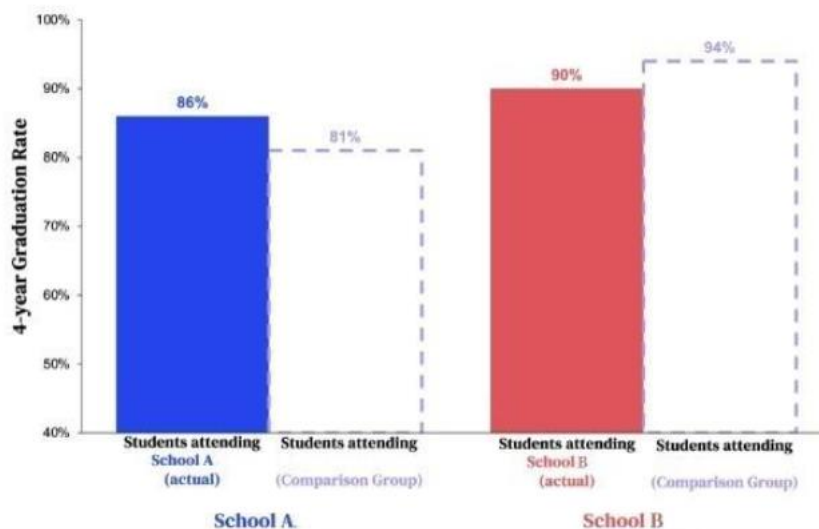
¹ <https://journals.sagepub.com/doi/10.3102/0013189X18759524>

² https://bpb-us-e1.wpmucdn.com/sites.dartmouth.edu/dist/9/2108/files/2019/06/KaneStaiger_brookings2002.pdf

essentially a weighted average of the outcomes of the students enrolled in all other the schools in the City, where the weight given to each student depends on the characteristics of your student body.

To better understand this, consider kids on a playground slide that has multiple lanes. If you were trying to see which lane is the fastest to slide down, you might think that the third lane, for example, is the fastest because the kids are going down the fastest in this lane. But, when you look closer, you notice that the kids in the third lane are older and taller than most of the kids in other lanes. To know which lane is really the fastest, then, you need to take the kids’ height and age into account since these factors affect their speed. To do so, you can compare speeds across all of the lanes by comparing only kids of the same age and height across the different lanes. Considering the age and height of kids in each lane ("controlling for age and height") allows you to isolate the speed of the lane from the ages and heights of kids who play at each lane. While the value-added model is more complex due to more variables, this is essentially what we do when we control for student factors to isolate school impact on student outcomes.

Our Comparison Groups thus estimate how a school’s impact on students compares to what we would expect students to achieve had they enrolled in the “average” New York City public school. By comparing School A and School B’s results to their respective Comparison Group estimates, a reader can assess each school’s effectiveness at helping students improve and exceed expected outcomes.



In this case, we can see that students have benefitted from enrolling in School A because their graduation rate was 86%, which is significantly higher than the 81% Comparison Group graduation rate that we would expect had these students

enrolled at random instead. We would say then that School A positively affects its students' outcomes. In contrast, students at School B did not benefit as much from enrolling in School B. While 90% of School B's students graduated, we expect that 94% of these students would have graduated had they enrolled in a random NYC school. This suggests that School B is less effective than other schools at improving student graduation.

Steps for the regression:

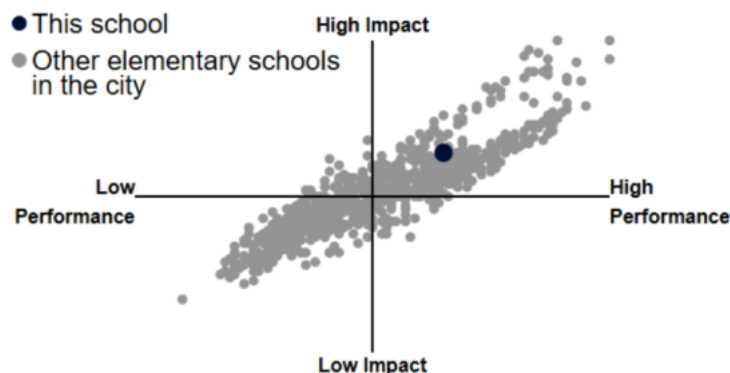
There are three steps to calculating the Comparison Group (Value-Added Model):

- Step 1: We use a regression model to estimate the relationship between school enrollment and student outcomes, controlling for student background and prior achievement to isolate the school's impact.
- Step 2: We adjust these impact estimates to reduce statistical noise and ensure that differences reflect true school quality rather than random variation. This adjustment is called “shrinking” as it reduces the variance of the estimates and improves their mean squared error, or the average squared distance between a school's estimated impact score and its true impact score. This is important for small schools where an impact estimate might be highly affected by the addition or removal of just one student. Shrinking helps make these estimates less extreme and more accurate. For larger schools, which have more observations due to higher enrollment, shrinkage has a small effect on impact estimates.
- Step 3: We use the adjusted estimates to calculate how each school's students would have performed at a hypothetical NYCPS school of average quality, enabling a fair comparison.

For more information about how this model works, please read the [Data Explained: School Quality Report Comparison Group and Impact Score Explainer](#).

Impact and Performance Scores

For informational purposes, the [SQR: Dashboard](#) presents scores representing a school's "Impact" and "Performance" on a standardized scale.



The horizontal axis of this chart is based on performance for metrics such as the average test scores or graduation rate. This "performance score" reflects whether the school outperformed the citywide average, by school type, without making any adjustments to account for the student population of the school. The vertical axis is the "impact score," which uses our value-added model to shed light on a school's results relative to the performance of similar students across the city, by school type. Both scores are standardized to be between 0.00 and 1.00 so the median is 0.50.

The impact and performance scores on the [SQR: Dashboard](#) use limited metrics to be more predictive of student success.

Impact Score Calculation

- **Step 1:** For each of the relevant metrics, listed below by school type, we calculate the difference between the school's value and their Comparison Group value. (This is, in fact, the regression model estimate.)
- **Step 2:** We standardize these differences, translating the scores to a scale of 0.00-1.00. We use the range of differences for a particular metric and school type to rescale these differences, excluding outliers. If a standardized difference is outside of the 0.00-1.00 scale because it is an outlier, the value is capped at 0 (if it is negative) or 1 (if it is positive).
- **Step 3:** We take a weighted average of the standardized scores for the relevant metrics to produce the impact score displayed in this chart.

Here's what those steps look like for an example elementary school with the following characteristics:

- ELA state test mean score of 3.32. The Comparison Group value for this school is a mean score of 2.86.
- Math state test mean score of 3.35. The Comparison Group value for this school is a mean score of 2.99.
 - Step 1: The difference between the school's value and their Comparison Group value is 0.46 (3.32 - 2.86) for ELA and 0.36 (3.35- 2.99) for Math.
 - Step 2: We find the highest and lowest differences for mean scores in ELA and Math among elementary schools. Let's take the following school as an example:

Metric	Minimum Difference between Value and Comparison Group for Elementary Schools	Maximum Difference between Value and Comparison Group for Elementary Schools
ELA mean score	-0.63	1.27
Math mean score	-0.70	1.28

We use these minimum and maximum differences to standardize every elementary school's scores. That gives our example school a score of 0.81 in ELA and 0.33 in Math. This makes sense, since they outperformed their Comparison Group (had a high impact) in ELA and underperformed the Comparison Group (had a lower impact) in Math.

A formula to standardize the range to	$0 - 1: \frac{(value - min)}{(max - min)}$
ELA standardization:	$\frac{(0.46 - -0.63)}{(1.27 - -0.63)} = 0.57$
Math standardization:	$\frac{(0.36 - 0.70)}{(1.28 - 0.70)} = 0.54$

Step 3: The average of the scores for the two metrics gives us the school's impact score reported on the SQR.

$$(0.57 + 0.54)/2 = 0.56$$

Our interpretation is that this school has a higher-than-average positive impact on its students in their ELA and Math state test scores as their impact score is above the mean of **0.5**.

Performance Score Calculation

School's performance score is calculated using the same steps as the impact score, except that the performance score uses the citywide average, by school type, for a metric rather than the school's Comparison Group value for that metric.

***Note:** Standardized scores do not inherently have a median of 0.5, so we mechanically adjust the average on the [SQR: Dashboard](#). This involves adding a constant to each score to bring the median to 0.5, by school type. On the [SQR: Dashboard](#) chart, scores are capped at 1. However, some impact and performance scores might exceed 1 with the addition of this constant and these uncapped scores are available in the downloaded data file.

The metrics included in each school's impact and performance scores are determined by school type. The metrics are for all students; subgroup performance is not separated in the impact or performance scores.

School Type	Metrics Included	Metric Weight
Elementary, Middle, and K-8 schools	Mean ELA State test score	50%
	Mean Math State test score	50%

School Quality Reports 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:

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

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 B](#) 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

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.

Measure score: This metric converts the measure-level percent positive into a score on a 1.00-4.99 scale. The basic idea is that survey results fairly close to the city average receive scores in the 3-bar range (3.00 – 3.99), results substantially above average receive scores in the 4-bar range (4.00 – 4.99), and results substantially below average receive scores in the 2-bar or 1-bar range (2.00 – 2.99 or 1.00 – 1.99). In addition, if a school’s measure-level percent positive is very high, it will receive a high measure score (regardless of whether the result is substantially above the citywide average).

We implement this idea by setting cut levels (measure-level percent positive) for each rating category (e.g., the 4-bar category of Exceeding Target). The school’s 1.00-4.99 measure score is based on the highest category achieved, and the distance to the next-higher cut level. The cut levels are based on the citywide average percent positive (PP) and the standard deviation (SD) among school-level results of schools. We use the “top of scoring range” and “bottom of scoring range” values to help calculate scores in the 4.00-4.99 range and the 1.00-1.99 range.

Rating Category	Percent Positive (PF) Cut Level
Top of Scoring Range	citywide mean + 2 SD, not to exceed 100
Exceeding Target (4 bars)	citywide mean PP + 0.75 SD, not to exceed 95
Meeting Target (3 bars)	citywide mean PP – 0.5 SD, not to exceed 90
Approaching Target (2 bars)	citywide mean PP – 1 SD, not to exceed 85
Bottom of Scoring Range	citywide mean + 2 SD, not to fall below 0

Examples:

- If a school’s percent positive on a measure is halfway between the Meeting Target and Exceeding Target cut levels, it will receive a score of 3.50 on that measure.
- If a school’s percent positive on a measure is one-quarter of the way between the Exceeding Target cut level and the Top of Scoring Range, it will receive a score of

4.25 on that measure.

Additional Notes:

- We set separate targets for each measure and for each survey school type. In other words, the citywide averages and standard deviations are calculated separately for each survey school type and for each measure.
- For example, the target cut levels for a middle school will be based on the citywide average and standard deviation among middle schools only.
- To avoid drawing significant scoring distinctions based on small PP differences, we will not allow the SD in the formula to fall below 5 points.
- The top of the scoring range is set at least 5 percentage points above the Exceeding Target level (but not to exceed 100).
- The bottom of the scoring range is set at least 5 percentage points below the Approaching Target level (but not to fall below 0).
- The constants referenced in the table allow scores to be distributed reasonably across school types. They are listed in [Appendix C](#) for 2024-2025.

Survey Subcategory Score: This metric is the average of the measure scores for all measures within the subcategory.

For example, the Family-School Trust subcategory contains two measures: Parent-Principal Trust and Parent-Teacher Trust. The school's subcategory score for the Family-School Trust subcategory is the average of the measure score for the Parent-Principal Trust measure and the measure score for the Parent-Teacher Trust measure. For all metric scores, the score is analogous to the state test proficiency ratings based on scale scores: the first digit indicates the rating level, and the subsequent digits show how close the result is to the next level.

For all metric scores, the score is analogous to the state test proficiency ratings based on scale scores: the first digit indicates the rating level, and the subsequent digits show how close the result is to the next level.

- If the first digit of the metric score is 1, the school is considered "Needs Improvement" for that metric.
- If the first digit of the metric score is 2, the school is considered "Fair" for that metric.
- If the first digit of the metric score is 3, the school is considered "Good" for that metric.
- If the first digit of the metric score is 4, the school is considered "Excellent" for that

metric.

- The subsequent digits reflect how close the school's value was to the next higher metric rating level.

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: Converting Regents Exams Scores into Imputed Proficiency Ratings

Conversion Table for Regents (Algebra I, Geometry, and Algebra II) and Grades 7 and 8 State Math Test 2024-2025

Regents Score	7th Grade Imputed Scaled Score	7th Grade Imputed Proficiency Rating	8th Grade Imputed Scaled Score	8th Grade Imputed Proficiency Rating
0	380	1.00	376	1.00
1	381	1.02	377	1.02
2	382	1.04	378	1.04
3	383	1.06	380	1.07
4	384	1.08	381	1.09
5	385	1.10	382	1.10
6	386	1.12	383	1.12
7	387	1.14	384	1.14
8	388	1.16	386	1.17
9	389	1.18	387	1.19
10	390	1.20	388	1.20
11	391	1.22	389	1.22
12	392	1.25	390	1.24
13	393	1.27	392	1.27
14	394	1.29	393	1.29
15	395	1.31	394	1.30
16	396	1.33	395	1.32
17	397	1.35	396	1.34
18	398	1.37	398	1.37
19	399	1.39	399	1.39
20	400	1.41	400	1.41
21	401	1.43	401	1.43
22	402	1.45	402	1.44
23	403	1.47	404	1.47
24	404	1.49	405	1.49
25	405	1.51	406	1.51
26	406	1.53	407	1.53
27	407	1.55	409	1.56

28	408	1.57	410	1.58
29	409	1.59	411	1.59
30	410	1.61	412	1.61
31	411	1.63	413	1.63
32	412	1.65	415	1.66
33	413	1.67	416	1.68
34	414	1.69	417	1.70
35	415	1.71	418	1.71
36	416	1.73	419	1.73
37	417	1.75	421	1.76
38	418	1.78	422	1.78
39	419	1.80	423	1.79
40	420	1.82	424	1.81
41	421	1.84	425	1.83
42	422	1.86	427	1.86
43	423	1.88	428	1.88
44	424	1.90	429	1.90
45	425	1.92	430	1.92
46	426	1.94	431	1.93
47	427	1.96	433	1.97
48	428	1.98	434	1.98
49	429	1.99	435	1.99
50	430	2.00	436	2.00
51	431	2.06	437	2.09
52	432	2.11	437	2.09
53	433	2.16	438	2.17
54	434	2.21	439	2.25
55	435	2.26	439	2.25
56	436	2.32	440	2.34
57	437	2.37	441	2.42
58	438	2.42	441	2.42
59	439	2.47	442	2.50
60	440	2.53	443	2.58
61	441	2.58	444	2.67
62	442	2.63	444	2.67
63	443	2.68	445	2.75
64	444	2.74	446	2.84
65	445	2.79	446	2.84

66	446	2.84	447	2.92
67	447	2.90	448	2.95
68	448	2.95	448	2.95
69	449	2.98	449	2.97
70	450	3.00	450	3.00
71	453	3.13	453	3.11
72	456	3.26	457	3.25
73	459	3.39	460	3.36
74	462	3.53	464	3.50
75	464	3.61	467	3.61
76	467	3.74	471	3.75
77	470	3.87	474	3.86
78	473	3.97	478	3.97
79	476	3.99	481	3.99
80	477	4.00	482	4.00
81	479	4.02	484	4.03
82	481	4.05	485	4.04
83	482	4.07	487	4.07
84	484	4.10	489	4.10
85	486	4.12	491	4.13
86	488	4.15	492	4.15
87	490	4.17	494	4.18
88	491	4.19	496	4.20
89	493	4.22	497	4.22
90	495	4.24	499	4.25
91	497	4.27	501	4.27
92	499	4.30	502	4.29
93	500	4.31	504	4.31
94	502	4.34	506	4.34
95	504	4.36	508	4.37
96	506	4.39	509	4.39
97	508	4.42	511	4.41
98	509	4.44	513	4.44
99	511	4.47	514	4.46
100	513	4.50	516	4.50

Appendix B: 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	
	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
Family Satisfaction with Child's Education			X		
IEP Service Satisfaction			X		
Quality of Student Discussion		X			X

Category	Non-Elementary Schools			Elementary Schools	
	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					
Outreach To Parents		X	X		X
Parent Involvement in School			X		
Parent-Teacher Trust			X		
Parent-Principal Trust			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		

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	

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		

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		

Appendix C: The “topHalfConst and bottomHalfConst” Table

The following table refers to constants that allow scores to be distributed reasonably across school types.

School Type	Category	Type	Bottom Half Constant	Top Half Constant
Elementary	IP	performance	0.9	1.5
Elementary	IP	survey	0.9	1.5
Elementary	RF	survey	0.9	0.7
Elementary	SS	performance	0.8	2
Elementary	SS	survey	0.8	1.5
K-8	IP	performance	0.9	1.4
K-8	IP	survey	0.9	1.4
K-8	RF	survey	0.7	1
K-8	SS	performance	1.5	200
K-8	SS	survey	1.5	200
Middle	IP	performance	1	2.3
Middle	IP	survey	1	2.3
Middle	RF	survey	0.6	1.5
Middle	SS	performance	5	50
Middle	SS	survey	5	50
6-12/ K-12	IP	survey	0.7	1.9
6-12/ K-12	RF	survey	0.8	1

6-12/ K-12	SS	survey	0.9	75
------------	----	--------	-----	----