

Educator Guide to the School Quality Reports

High 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 LOWEST THIRD CITYWIDE	7
MINIMUM N (NUMBER OF STUDENTS)	7
YEAR IN HIGH SCHOOL/ COHORT LETTER	7
OVERAGE/ UNDER-CREDITED	8
MOST AT RISK	9
DEMOGRAPHIC INFORMATION.....	10
STUDENT SUBGROUP DEMOGRAPHICS	10
TEACHER RACIAL SUBGROUP DEMOGRAPHICS	11
INSTRUCTION AND PERFORMANCE METRICS	12
PROGRESS TOWARD GRADUATION	12
PERFORMANCE BY RACIAL SUBGROUPS	15
GRADUATION, DIPLOMA, AND NON-DROPOUT METRICS.....	17
STUDENT ATTRIBUTION	17
OTHER METRICS	19
COLLEGE AND CAREER READINESS	20
STUDENTS IN ADVANCED COURSES BY RACIAL SUBGROUP	24
STUDENTS WITH INDIVIDUALIZED EDUCATION PROGRAMS (IEPs)	26
ATTENDANCE	27
SCORES AND RATINGS.....	29
OVERALL CATEGORY SCORES AND RATINGS.....	29
METRIC SCORES AND RATING.....	30
RATING LABELS IN THE SCHOOL QUALITY REPORTS: SCORING GUIDE AND SCHOOL QUALITY REPORTS: SNAPSHOT.....	32
METRIC COMPARISONS.....	33
CITY AND BOROUGH AVERAGES.....	33
COMPARISON GROUP’S RESULTS	33

SCHOOL QUALITY REPORTS METRICS AND DATA SOURCES	42
RESPONSE RECOGNITION PROGRAM.....	46
APPENDIX A: REFERENCE TABLES FOR COLLEGE AND CAREER READINESS (CCR).....	47
APPENDIX B: CATEGORY-MEASURE-QUESTION STRUCTURE.....	54
APPENDIX C: THE “TOPHALFCONST AND BOTTOMHALFCONST” TABLE	80

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 Report for High School. [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

The school's lowest third for high schools is based on a student's average 8th-grade ELA and math scores. For students who took math Regents exams in lieu of 8th-grade math scores, an imputed 8th-grade score is used that estimates what they would have most likely received on the regular 8th-grade exam. For each school, three separate cutoffs are calculated: one for first-year students, one for second-year students, and one for third-year students. As students in their fourth year or beyond do not contribute to the credit-accumulation metrics, they are not included in the school's lowest third calculations. Students without 8th-grade scores cannot be in the school's lowest third.

Because of disruptions caused by the COVID-19 pandemic, NYCPS did not calculate any schools' lowest third for students in the third year of high school in 2024–25. In 2021, when these students were in 8th grade, many remote students

did not take the New York State 8th-grade ELA and math exams. The school's lowest third is reported for first-, second-, and third-year high school students in the 2024–25 School Quality Reports.

Students in Lowest Third Citywide

High-school students with 8th grade test scores are included in the lowest third citywide based on their average 8th grade ELA and math scores.

A student without 8th grade scores will also be included in the lowest third citywide if the student:

- Was placed in a Special Class anytime in the past five school years (2019-20 through 2023-24); or
- Is considered overage or overage/under-credited; or
- Is a long-term ELL upon entry into school.

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 graduation rate for ELLs and students with IEPs, the minimum number is 10. For the following metrics, the minimum number of students required for each metric is five: graduation rate for lowest third citywide and graduation rate for Black and Hispanic males in lowest third citywide.

Metrics with fewer than the minimum number of students are not reported because of confidentiality considerations. Metrics with fewer than 15 students do not contribute to the school's ratings because of the unreliability of measurements based on small numbers.

Year in High School/ Cohort Letter

Most accountability measures for high schools are based on each student's "year in high school." This is determined by the amount of time that has passed since the student entered ninth grade. This ninth-grade entry year, which is the school year when the student entered ninth grade (or the equivalent) anywhere in the world, is year one of high school. The next school year is the second year of high school, and so on. The year in high school often corresponds to the grade level, but not always. For example, a student who is repeating ninth grade is a second-year student. If this student drops out during the second year, the next year is the student's third year even if the student is no longer in school.

A group of students in the same year in high school are members of a “cohort”, and each cohort is assigned a letter or number. Cohorts are sometimes referred to as the “Class of [year],” with the year of expected graduation based on graduating in four years after entering ninth grade. The following table shows the group of students corresponding to each cohort letter/number:

Year in High School During 2024-25	Cohort Letter/ Number	Ninth Grade Entry School Year	“Class Of” Designation
First	4	2024-25	Class of 2028
Second	3	2023–24	Class of 2027
Third	2	2022–23	Class of 2026
Fourth	1	2021–22	Class of 2025
Fifth	Z	2020–21	Class of 2024
Sixth	Y	2019–20	Class of 2023

Overage/ Under-credited

For high schools, a student’s overage/under-credited status is based on credits earned and Regents passed given the student’s age (where age is as of December 31 of the entry school year, and the credits and Regents are earned before the start of the entry school year). During the COVID-19 pandemic, some Regents exams were not offered, and eligible students received waivers for those exams. For this metric, a Regents waiver is equivalent to a passed Regents exam.

Age	Criteria
16	Under 22 credits and two or fewer Regents passed.
17	Under 22 credits; or Under 33 credits and three or fewer Regents passed.
18	Under 22 credits; or Under 33 credits and four or fewer Regents passed: or Under 44 credits and one or fewer Regents passed.
19 or older	Under 33 credits; or Under 44 credits and one or fewer Regents passed.

For students entering a high school from outside of the NYC Public School system, a credits-only criteria is used (because those students may not have taken Regents exams at their prior school).

Age	Criteria for students entering from outside of NYCPS
16	Under 11 credits.
17	Under 22 credits.
18	Under 33 credits.
19 or older	Under 44 credits.

Students with a history of incarceration are also considered overage/under-credited.

Most at Risk

A subset of the overage/under-credited category is called “most at risk,” and takes into account students who are very far behind when they enter the school. A student is considered “most at risk” based on the following criteria (where age is as of December 31 of the entry school year, and the credits and Regents are earned before the start of the entry school year).

Age	Criteria
16	Under 11 credits and zero Regents passed.
17	Under 22 credits.
18	Under 22 credits; or Under 33 credits and one or fewer Regents passed.
19 or older	Under 22 credits; or Under 44 credits and one or fewer Regents passed.

For students entering a high school from outside of the NYC Public School system, a credits-only criteria is used (because those students may not have taken Regents exams at their prior school).

Age	Criteria for students entering from outside of NYCPS
16	Under 11 credits.
17	Under 11 credits.
18	Under 22 credits.
19 or older	Under 33 credits.

Students with a history of participation in an NYCPS program for justice-involved youth are also considered most at risk.

Demographic Information

This section describes the demographic information reported in the School Quality Reports, including the [School Quality Reports: 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 Borough***

NYCPS students in grades 9–12 who are enrolled on the audited register as of October 31, 2024 attending a school inside of the school’s borough by racial/ethnic subgroup.

► ***Percent of Grade 9-12 Public School Students Living within X Miles***

NYCPS students in grades 9–12 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 Metrics

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.

Progress Toward Graduation

► **Student Attribution**

Students in grades 9–12 who are continuously accountable in the NYC public school system from October 31, 2024 through June 30, 2025, are attributed to the last diploma-granting school responsible as of October 31, 2024. We use that date to attribute students because it is tied to funding and there are yearly procedures in place to ensure the accuracy of the register on that date.

A student is considered continuously accountable for the year if the student is accountable to one or more NYC public schools or programs on every day from October 31 through June 30. Students who receive a cohort-removing discharge during the period are non-accountable for the year. Students who enter the NYC public school system for the first time or who return from a cohort-removing discharge during the period are also non-accountable.

Students who graduate mid-year remain accountable for the remainder of that school year only. Students who are discharged with anything other than a cohort-removing discharge or graduation are considered dropped out. Dropped-out students are accountable in the Progress Toward Graduation metrics through the end of the fourth year of high school. Students in non-diploma granting programs, such as Young Adult Borough Center (YABC), high school equivalency diploma (HSE, formerly the GED), home/hospital instruction, or programs for incarcerated students, are also accountable through the end of the fourth year of high school. Dropped-out students and students in non-diploma granting programs become non-accountable in the Progress Toward Graduation metrics starting in year five of high school.

► ***Percentage of Students Earning 10+ Credits: in Year 1 of High School; in Year 2 of High School; and in Year 3 of High School.***

These metrics show the percentage of the school's students, in the specified year of school, who met the following criteria:

- Earned 10 or more credits between Fall 2024 and Summer 2025 (i.e., during the fall, spring, and summer terms).
- At least 6 of these credits were earned from the four main subjects (English, math, science and social studies); and
- At least some credit (greater than zero) was earned in at least three of the four main subjects. Both elective and core courses count toward this requirement.

Eligible students who do not meet the above requirements contribute negatively (contribute 0 to the numerator and 1 to the denominator) for this metric. Students who drop out of school or enter non-diploma granting programs remain in the denominator for this metric for as long as they would have been in the first three years of high school.

Students eligible for the New York State Alternate Assessment (NYSAA) are excluded from this metric.

► ***Percentage of Students in the School's Lowest Third Earning 10+ Credits in Year 1 of High School; in Year 2 of High School; and in Year 3 of High School***

These metrics are the same as the previous metrics, except they are limited to students in the school's lowest third, as determined by the average of the 8th-grade ELA and math proficiency ratings.

► ***Average Completion Rate for Remaining Regents***

This metric measures students' progress each year toward passing the five Regents subject tests required for a Regents diploma: English, math, science, social studies, and an additional exam. The additional exam can be a second exam in math, science, social studies, or a language other than English (LOTE) assessment approved by the New York State Education Department for the 4+1 pathway to graduation. This metric applies to students in years two, three, and four of high school.

The metric value for the school is the total number of needed subjects passed (the numerator) divided by the total number of needed subjects (the denominator).

For students in years three and four of high school, the denominator contribution (exams needed) is the total number of subjects not passed as of the beginning of 2024–25. The numerator (exams passed) is the total number of needed subjects passed in 2024–25.

For students in year two of high school, the first and second years are considered together as if they were one long year. Also, because second-year students are only expected to have passed any three of the five subjects total, the denominator contribution (exams needed) is three minus the number of subjects passed in middle school. The numerator contribution is the number of needed subjects passed during years one or two.

When applying these rules, the denominator contribution is never allowed to go below zero and the numerator is never allowed to be higher than the denominator.

On Regents exams, the required passing score for all students in all exams is 65 or higher. Scores of “PR” on component exams are considered passing. Successful completion of State-approved Regents alternatives, including some Advanced Placement exams, International Baccalaureate exams, and SAT subject exams, also count towards satisfying the Regents requirements. The minimum acceptable scores that can be substituted for Regents exams are described on the [NYSED website](#). Subjects with WA (waivers) are considered passing. Because the denominator is based on the needed exams for the entire cohort, failing a needed exam counts the same as having never taken it.

In addition to students that are currently enrolled, those who have dropped out or are attending a non-diploma granting program continue to be included in this metric until after their 4th year of high school. Students eligible for NYSAA are excluded. Schools with a waiver from the state to use portfolio assessments instead of some Regents exams do not get values for this metric.

► **Average Regents Score: English, Living Environment, Biology, Global History, U.S. History, Algebra I**

These metrics show the school’s mean scores on the listed Regents exams. There is a separate metric for each of the listed exams.

As described above, students are attributed to the last diploma-granting school responsible as of October 31, 2024 (even if they took the exam while enrolled at a different school). If a student took the same Regents exam multiple times during the

school year, the highest score is used.

Note: The U.S. History Regents exam was not offered in June 2022.

Performance by Racial Subgroups

Snapshot: The School Quality Reports: Snapshot includes the following performance metric for Asian, Black, Hispanic or Latinx, Native American, Native Hawaiian/Pacific Islander and White students:

4-Year Graduation Rate

The Snapshot includes a graphic that shows the 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 metric listed above (4-Year Graduation Rate), the School Quality Reports: Dashboard and Citywide Results file include the following performance metrics for Asian, Black, Hispanic, Native American, Native Hawaiian/Pacific Islander, Multiracial, and White students:

- Percent of 1st Year Students Earning 10+ Credits,
- Percent of 2nd Year Students Earning 10+ Credits,
- Percent of 3rd Year Students Earning 10+ Credits,
- Regents Completion Rate,
- 6-Year Graduation Rate,
- 4-Year High School Persistence Rate,
- 6-Year High School Persistence Rate,
- College and Career Preparatory Course Index (CCPCI), and
- Post-secondary enrollment rate (PSER)—6 months.

► **4-Year Graduation Rate for Student Subgroups:**

English Language Learners; Students Recommended for Special Class, ICT, SETSS Services; Students in the Lowest Third Citywide; Black and Hispanic Males in the Lowest Third Citywide

These metrics are calculated the same way as the Four-Year Graduation Rate for the school, except that each metric is limited to students in the specified groups. Schools will be able to earn additional points on their Student Achievement scores based on 4-year Graduation Rate for Native American, Black, Native Hawaiian/Pacific Islander, and Hispanic or Latinx students.

For this metric, students are included in the students with IEPs group if their most restrictive placement in the last five school years was Special Class, ICT, or SETSS. Any student identified as an English language learner for any of the last five school years will be considered an ELL for this metric.

If a student belongs to more than one of these groups, the student counts in all of those groups.

Graduation, Diploma, and Non-Dropout Metrics

Student Attribution

► 4-Year Graduation Cohort

For graduation metrics, students are attributed to schools using different rules than for the Progress Toward Graduation metrics. Students are attributed to the last diploma-granting school as of June 30 of their fourth year of high school. Consistent with state and federal graduation-reporting rules, continuous enrollment is not necessary. Any student enrolled for one or more days (including no-shows) is accountable at their last diploma-granting school before June 30 of the fourth year of high school.

For the 2024–25 School Quality Reports, a school’s 4-year graduation cohort, represented by the number ‘1’, consists of all students who:

- Entered 9th grade for the first time anywhere in 2021–22.
- Were active in the school as of June 30, 2025, or the school is the last diploma-granting high school that they attended before June 30, 2025; and
- Did not meet the criteria for a documented cohort-removing discharge (see below) before June 30, 2025.

A discharged student can become non-accountable under limited circumstances. If the student leaves school for one of the reasons below before June 30 of year four, the student will become non-accountable if all required documentation is collected and stored on file.

Potentially Cohort-Removing Discharge Codes:

Code	Description
08	Admitted to a non-public NYC school with documentation
10	Discharged to a court-ordered placement (non-incarceration)
11	Transferred to a school outside of NYC with documentation
15	Deceased
25	Already received a high school diploma outside NYCPS at the time of enrollment

► **6-Year Graduation Cohort**

For the 2024–25 School Quality Reports, a school’s 6-year graduation cohort consists of all students who were in the school’s 4-year graduation cohort in 2022–23. These students are represented by cohort letter ‘Y’. The rules for inclusion and exclusion are the same as for the 4-year cohort. Because attribution is by June 30 of year four, if a student transfers to a new school in year five, the student remains accountable for graduation to the year-four school.

► **4-Year Graduation Rate**

This metric shows the percentage of students in the school’s four-year cohort (defined above) that graduated with a Regents or Local Diploma, including August graduates. For the 2024–25 School Quality Reports, the four-year cohort reflects the ‘1’ cohort of students who first entered high school during the 2021–22 school year. This cohort can be viewed in ATS using the command RGCS.

For schools with at least 1.5% of students who are NYSAA-eligible, a separate metric indicates the school’s graduation rate for only students eligible for standard assessment. This graduation rate is printed on the School Quality Snapshot for informational purposes.

Please note: Students should be discharged dates communicated in the [Graduation-GRDT Wiki Page](#) to count as graduates in the School Quality Reports.

► **6-Year Graduation Rate**

This metric is similar to the four-year graduation rate, except that it shows the percentage of students in a school’s cohort that graduated with a Regents or Local Diploma within six years of beginning high school, including August graduates. For the 2024–25 School Quality Reports: Scoring Guide, the six-year cohort reflects the ‘Y’ cohort of students who first entered high school during the 2019–20 school year. This cohort can be viewed in ATS using the command RGCS.

► **4-Year High School Persistence Rate**

This metric is the percentage of the students in the 4-year graduation cohort who earned a local or higher diploma, earned a HS equivalency (formerly known as GED), earned a CDOS/SACC (only NYSAA-eligible students), or were still enrolled in a DOE school or program with at least 50% attendance since February 1, 2024.

► 6-Year High School Persistence Rate

This metric is the same as 4-year High School Persistence Rate except that it is based on students in the 6-year graduation cohort.

Other Metrics

► Average SAT Score

The School Quality Snapshot for high schools reports the average SAT score for informational purposes. The average SAT score is based on the highest “super score” of each student in the graduating cohort who took the SAT. The “super score” combines the highest section scores (in Math and Evidence-Based Reading & Writing) that the student has achieved, even if they were achieved during different test dates.

College and Career Readiness

► **Student Attribution**

For the College and Career Readiness metrics, students are attributed to the last diploma-granting school as of June 30 of their fourth year of high school. The inclusion criteria are the same as those used for the graduation rate; both graduates and non-graduates are included.

If a student earns an associate degree before the end of high school, that student contributes positively to all of the college and career readiness metrics regardless of whether the student meets the other requirements.

► **College and Career Readiness Score (4 Year)**

This metric shows the average College and Career Readiness (CCR) score of students in the school’s four-year cohort after their fourth year of high school. For the 2024-25 School Quality Reports, this metric evaluates cohort ‘1’ (students who first entered high school during the 2021-22 school year / “Class of 2025”). The College and Career Readiness metric is reported on a 0-100 scale for each school.

Each student receives a CCR score from 0 to 100 where 100 represents the highest readiness for college and careers. Students earn points through predictors that demonstrate college and career readiness including test scores, advanced course completion, course grades, and a variety of endorsements and certificates. These predictors are divided into six categories:

- Course Grades: up to 30 points
- English: up to 15 points
- Mathematics: up to 15 points
- Science up to 15 points
- Social Studies: up to 15 points
- Technology, Art, and World Languages: up to 10 points.

Students only receive points for their highest predictor in each category. Predictor points are based on how predictive they are of CUNY GPA based on historical analysis of NYCPS graduates. A list of all predictors and their point values for the 2024-25 School Quality Reports can be found in [Appendix A](#).

Note: The College and Career Readiness metric will now be used for non-charter high school ratings in the 2024-25 School Quality Reports. This metric was introduced in the 2023-24 School Quality Reports and replaces the College Readiness Index, which was reported from 2012 to 2020.

► **College and Career Readiness Score (6 Year)**

This metric shows the average College and Career Readiness (CCR) score of students in the school’s six-year cohort after their sixth year of high school. For the 2024-25 School Quality reports, this metric evaluates cohort ‘Y’ (students who first entered high school during the 2020-21 school year / “Class of 2023”). The College and Career Readiness metric is reported on a 0-100 scale for each school.

Note: The College and Career Readiness metric will now be used for non-charter high school ratings in the 2024-25 School Quality reports. This metric was introduced in the 2023-24 School Quality reports and replaces the College Readiness Index, which was reported from 2012 to 2020.

► **College and Career Preparatory Course Index (CCPCI)**

This metric shows the percentage of students in the school’s four-year cohort who successfully completed approved rigorous courses and assessments after four years of high school. For the 2024–25 School Quality reports, this metric evaluates cohort ‘1’ (students who first entered high school during the 2021–22 school year/ “Class of 2025”).

A student who has accomplished any of the following achievements contributes positively to this metric:

- Scored 65+ on the Algebra II or Math B Regents exam*.
- Scored 65+ on the Chemistry Regents exam*.
- Scored 65+ on the Physics Regents exam*.
- Scored 3+ on any Advanced Placement (AP) exam;
- Scored 4+ on any International Baccalaureate (IB) exam;
- Earned college credit via the College Board College-Level Examination Program (CLEP);
- Earned a grade of “C” or higher in a college credit-bearing course (e.g., College Now, Early College);
- Passed another course certified by NYCPS as college- and career-ready;
- Earned a diploma with a New York State Seal of Biliteracy (NYSSB)

endorsement;

- Earned a diploma with a Career and Technical Education (CTE) endorsement;
- Earned a diploma with a Seal of Civic Readiness endorsement;
- Earned a diploma with an Arts endorsement; or
- Passed an industry-recognized technical assessment.

Students who meet more than one of the requirements above are only counted once in the numerator.

***Due to COVID-19, Regents exams were not administered from June 2020 through January 2022. Students who received waivers were able to use them in lieu of exams for graduation purposes. On the CCPCI metric, schools receive credit for Algebra II, Chemistry, and Physics where the student received a Regents waiver.**

In addition, students who did not meet any of the requirements above but scored 2 on an AP exam or scored 3 on an IB exam contribute 0.5 to the numerator. This provides partial credit for these scores, which reflect some degree of readiness for higher-level courses.

► ***Postsecondary Enrollment Rate by Six Months after High School***

This metric shows the percentage of students who graduated and enrolled in a two- or four-year college, vocational program, approved apprenticeship, or public service within six months of their scheduled graduation date. For the 2024–25 School Quality Reports, this metric evaluates cohort ‘Z’ (students who first entered high school during the 2020–21 school year/ “Class of 2024”). To contribute positively, a student must have graduated high school with a local or higher diploma and enrolled in a qualifying post-secondary program by December 31, 2024.

For this metric, public service includes enlistment in armed forces (U.S. Army, Navy, Marine Corps, Air Force, or Coast Guard) or participation in AmeriCorps or the City Year Volunteer Corps.

► **Postsecondary Enrollment Rate by 18 Months after High School**

This metric is like Postsecondary Enrollment Rate by Six Months after High School except that it shows the percentage of students who graduated and enrolled in a two- or four-year college, vocational program, or public service within 18 months of their scheduled graduation date. For the 2024–25 School Quality Reports, this metric evaluates cohort ‘Y’ (students who first entered high school during the 2019–20 school year / “Class of 2023”). To contribute positively, a student must have graduated and enrolled in a qualifying postsecondary program by December 31, 2024.

► **College Persistence**

This metric shows the percentage of students in the six-year cohort who graduated from high school, enrolled in college, and persisted in college through the beginning of their third semester, within six years of starting high school. To count as having persisted, a student must have enrolled in college for three consecutive semesters. For the 2024–25 School Quality Reports, this metric evaluates cohort ‘Y’ (students who first entered high school during the 2019–20 school year / “Class of 2023”).

The persistence metric is based primarily on semester-enrollment data from the National Student Clearinghouse (NSC) and CUNY. If these data show that a student enrolled for three consecutive semesters, the student contributes 1 to the numerator. If these data show that a student did not enroll for three consecutive semesters, the student contributes 0 to the numerator. If a student never enrolled in college in the first place, the student contributes 0 to the numerator. If school staff entered a student’s college enrollment in CVER (and the student did not appear in the NSC/CUNY data), the student is given a persistence value equal to the school’s percentage of students that persisted according to the NSC/CUNY data.

Example: Suppose a school had the following groups of students

Groups of students	Contribution to persistence metric
50 students who never entered college	Contribute 0.00 each.
80 students who entered college and persisted, based on the NSC/CUNY data	Contribute 1.00 each.
20 students who entered college but did not persist, based on the NSC/CUNY data	Contribute 0.00 each.
10 students where the school staff recorded in CVER that they entered college	Contribute 0.80 each (because 80 out of 100 students at the school with NSC/CUNY data persisted).

The school's persistence rate is $(80 \times 1.00 + 10 \times 0.80) / 160 = 55\%$.

► **Postsecondary Enrollment Rate by Six Months after High School for Students in the Lowest Third Citywide**

These metrics are calculated the same way as the corresponding metrics in the College and Career Readiness category, except that the population for each metric is limited to students in the lowest third citywide.

For 2024-25, this metric is not displayed because in 2019-20, 8th-grade students did not take the State math and ELA tests due to COVID-19.

Students in Advanced Courses by Racial Subgroup

Students Enrolled in Advanced Courses by Race is calculated as the count of unique students of a race enrolled in the advanced course category divided by all unique students enrolled in that advanced course category. Enrollment calculations are based on which courses each student is enrolled in on October 31, 2024.

The following course codes are used to determine advanced course categories. If a student is enrolled in any of the courses outlined below, they count positively towards being enrolled in an advanced course. Only credit-bearing courses are included in this metric. Each course may only count towards one of the categories.

Advanced Course Category	Course	Course Code
Advanced Placement (AP)	Advanced Placement (AP)	Sixth character "X"
International Baccalaureate (IB)	International Baccalaureate (IB)	Sixth character "B"
CLEP	College Board College Level Examination Program	N/A
College Credit	College course that awards credit	Sixth character "U"
Other College Preparatory Course	College Preparatory Course Certification (CPCC) Courses	Approved for CPCC with year matching the Reports year

Other Advanced Math/Science	Algebra II	First two characters "MR", and does not meet the criteria for AP, IB, College Credit, or CPCC defined above.
Other Advanced Math/Science	Calculus	First two characters "MC", and does not meet the criteria for AP, IB, College Credit, or CPCC defined above.
Other Advanced Math/Science	Chemistry	First two characters "SC", and does not meet the criteria for AP, IB, College Credit, or CPCC defined above.
Other Advanced Math/Science	Physics	First two characters "SP", and does not meet the criteria for AP, IB, College Credit, or CPCC defined above.

► “Then and Now” Table

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

For high schools, the Snapshot shows four-year graduation rates broken out by 8th-grade starting points (Level 1, 2, 3–4).

Please note for the class of 2024, and class of 2025 then 8th-grade students were unable to take the State math and ELA tests due to COVID-19. **These tables are thus suppressed in the 2024-25 School Quality Reports.**

The starting-point levels are based on rescaled test scores, so that a starting point of Level 1 on the 8th grade exams reflects a score on a prior version of the state exam that would be equivalent to a Level 1 on the most recent state exam.

For this table, students are categorized based on the lower of their levels on the math and ELA state tests in 8th grade. For example, a student who scored a Level 3 on math and a Level 2 on ELA would be characterized as a Level 2 in the table.

Students with Individualized Education Programs (IEPs)

► **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 programs 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 2025, 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 recommended services, this is “partially receiving.” A student with a recommendation but no services is reflected as “not receiving.”

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

This measure recognizes schools that educate students with IEPs in the least restrictive environment that is educationally appropriate. Students with an IEP during any of the last four school years are sorted into four tiers based on primary program recommendations and the amount of time spent with general education peers, as of the end of September of each year. The denominator for this measure includes all 9–12 students with Tier Two or higher in any of the years 2022–23, 2021–22, or 2020–21. Students who are newly certified in 2024–25 are excluded.

The numerator contribution of each student is the highest tier number from the last four school years minus the tier number for 2024–25. This number can range from zero (for students who are in their highest tier in 2024–25) to three (for students who were previously in Tier Four and are in Tier One in 2024–25). Negative numbers are not possible; students who move to a more restrictive environment count the same as if they had always been in that setting.

Tier One—General education

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

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

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

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

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

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

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

Students who start a less restrictive program at the beginning of 2024–25 count immediately, but if they start the less restrictive program mid-year, they will not contribute to the metric until the next year.

Attendance

The attendance rate includes the attendance for all high school 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 Reports of a 6–12 school, and students in grades K–8 are not included in the high school Reports 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 metrics in the School Quality Reports are used to calculate an overall rating on a 1-4.99 scale for each rated School Quality Reports category.

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 2024-2025 do not receive ratings for any category.

Schools do not receive ratings for Instruction and Performance if they do not have a 4-year graduation rate in 2024-25.

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

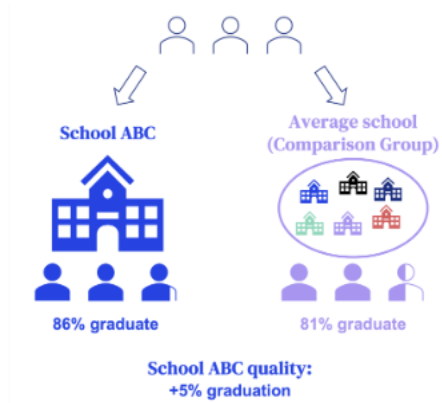
In addition to the scores and ratings, the School Quality Reports provide context for a school’s performance by sharing city averages, district averages, and the results of a Comparison Group of similar students throughout the city.

City and Borough Averages

In general, we calculate city and borough 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 borough averages than a school with fewer students included in that metric.

For graduation cohort metrics (including graduation rates, high school persistence rates, College and Career Preparatory Course Index, post-secondary enrollment rates, and College Persistence), the city and borough averages are calculated based on the full cohort of students.

Comparison Group’s Results

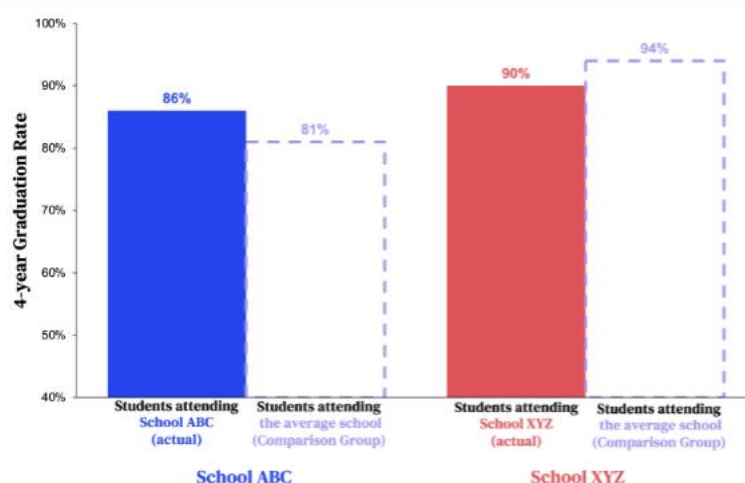


We refer to this benchmark as the “Comparison Group” performance level for the students at school ABC. By comparing School ABC’s results to the Comparison Group estimate, a reader can assess School ABC’s effectiveness at helping students improve and exceed expected outcomes.

New York City Public Schools worked with [MIT Blueprint Labs](#) to develop an updated methodology for Comparison Groups beginning in the 2023 School Quality Reports.

To create Comparison Groups for each school, we use a statistical technique called

regression. This technique allows us to measure the relationship between the quality of an individual school and the outcomes of its students. 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 effectiveness or impact on their students’ achievement independent of student background. We measure 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, shown as the Comparison Group performance level in the graphic below.



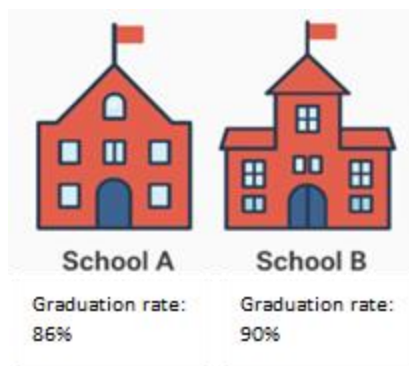
In this graphic, 4-year graduation rates for school ABC and XYZ combine two key components: 1) Comparison Group graduation rates, which measure how School ABC or XYZ’s students would have achieved if they enrolled in the “average” NYC school; and 2) the impact School ABC or XYZ had on their students’ graduation rates. In this case, we can see that students have benefited from enrolling in School ABC 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 in the “average” NYC school instead. We would say then that School ABC positively affects its students’ outcomes. In contrast, students at School XYZ did not benefit as much from enrolling in School XYZ. While 90% of School XYZ’s students graduated, we expect that 94% of these students would have graduated had they enrolled in the “average” NYC school. This suggests that School XYZ is less effective than the average NYC school at improving student graduation. Additionally, School ABC appears more effective than School XYZ at improving student graduation.

For readers with a statistics background, there are three steps to make a Comparison Group performance for each school and **each Student Achievement metric**:

- **Step 1:** Student outcomes are regressed on enrolled school indicators. This regression model allows us to measure the relationship between school enrollment and student outcomes. Our outputs are indicative of the effect schools have on their students' achievement. To isolate the extent to which schools impact, or cause, certain outcomes in their students from the backgrounds of their students, this regression model controls for student demographics, baseline student achievement, and grade fixed effects (which control for variations in school quality across grade levels). Regressions for high schools add baseline curricular achievement controls. Step 1 allows us to determine the effect of enrolling in a certain school on each Student Achievement metric outcome.

- **Note:** The baseline student achievement metrics used as controls are 3rd, 4th, and 5th grade attendance rate and State test scores for middle schools and K-8 upper grades. For high schools, baseline achievement metrics come from grades 6th, 7th, and 8th and also include curricular achievement controls. For elementary schools, baseline scores are not available for all students within a school, so the model replaces scores for these students with city-wide mean scores. This is also the case for a few schools across school types where many students do not have baseline scores. For these schools, missing scores are replaced by city-wide mean scores by grade, and additional control variables indicate that these scores have been imputed. In these cases, it should be noted that the Comparison Group estimates are not as robust.

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 school.¹

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—

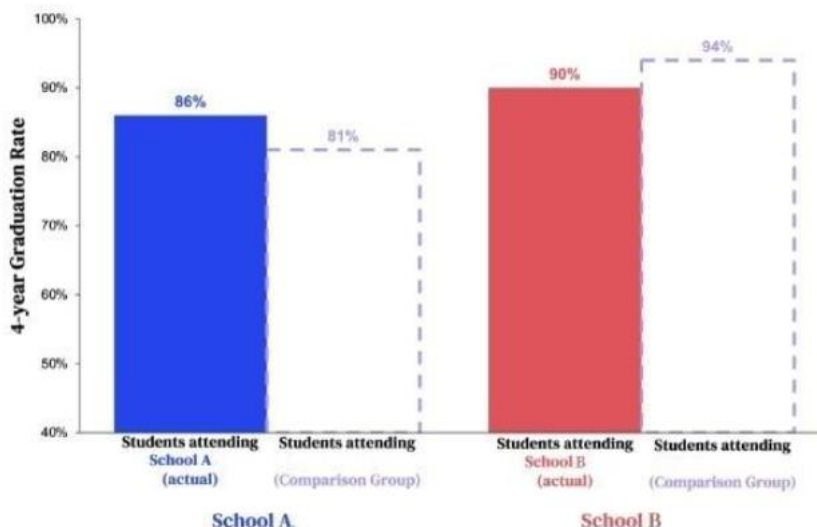
¹ <https://journals.sagepub.com/doi/10.3102/0013189X18759524>

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

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 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):

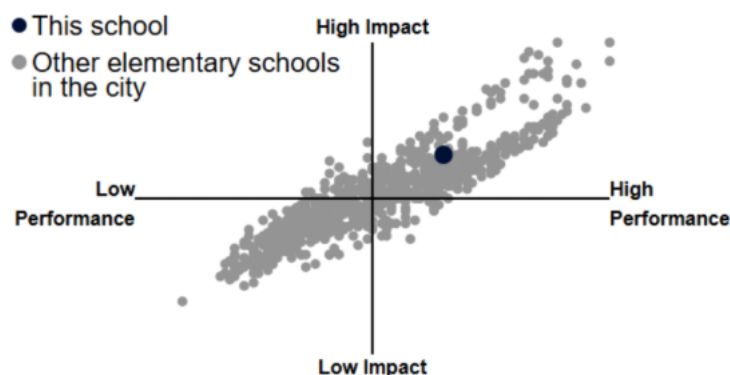
- Step 1: We use a regression model to estimate the relationship between school enrollment and student outcomes, controlling for student background and prior achievement to isolate the school's impact.
- Step 2: We adjust these impact estimates to reduce statistical noise and ensure that differences 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 mean 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
High Schools	Mean ELA Regents score	25%
	Mean Algebra I Regents score	25%
	4-year graduation rate	25%
	Postsecondary enrollment 6 months after graduation deadline	25%

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: Reference Tables for College and Career Readiness (CCR)

Overall

College and Career Readiness is measured on a scale of 0-100	
Predictors of readiness are divided into six areas:	
Course Grades	up to 30 points
English	up to 15 points
Mathematics	up to 15 points
Science	up to 15 points
Social Studies	up to 15 points
Technology, Art, and World Languages	up to 10 points

Students with associate degrees always have 100 out of 100 for CCR.

Course Grades

HS Grade Point Average	CCR Points out of 30
74	1
75	3
76	5
77	6
78	8
79	9
80	12
81	14
82	16
83	17
84	19
85	20
86	22
87	24
88	26
89	28
90	29
91 or above	30

English

English CCR Predictors	CCR Points out of 15
AP English Language & Composition Score: 2	14
AP English Language & Composition Score: 3 to 5	15
AP English Literature & Composition Score: 2	13
AP English Literature & Composition Score: 3 to 5	15
College Credit English	12
DOE-Certified (CPCC) Course: English	7
IB English Score: 3	9
IB English Score: 4	13
IB English Score: 5 to 7	15
Associate for English	15

Regents English	SAT English	ACT Reading	ACT Writing	CLEP Program English	CCR Points out of 15
48 to 55				25 to 27	1
56 to 65				28 to 30	2
66 to 67				31 to 33	3
68 to 72				34 to 37	4
73 to 74	401 to 420			38 to 40	5
75 to 76	421 to 450			41 to 43	6
77 to 80	451 to 460			44 to 45	7
81 to 82	461 to 470	11	11	46	8
83 to 83	471 to 490	13	12 to 13	47 to 68	9
84 to 86	491 to 510	14 to 15	14		10
87	511 to 530	16	15		11
88 to 89	531 to 540	17 to 19	16 to 17		12
90 to 91	541 to 570	20	18		13
92	571 to 590	21	19		14
93 to 100	591 to 800	22 to 36	20 to 36		15

Mathematics

Math CCR Predictors	CCR Points out of 15
AP Calculus AB Score: 2 to 5	15
AP Calculus BC Score: 2 to 5	15
AP Pre-Calculus: 2	13
AP Pre-Calculus: 3 to 5	15
AP Statistics Score: 2 to 5	15
College Credit Math	14
DOE-Certified (CPCC) Course: Math	11
IB Mathematics Score: 2	9
IB Mathematics Score: 3	14
IB Mathematics Score: 4 to 7	15
Associate- for Math	15

Regents Algebra I	Regents Geometry	Regents Algebra II	SAT Math	ACT Math	CLEP Program Math	CCR Points out of 15
45 to 61					28 to 31	1
62 to 64					32 to 34	2
65 to 66	41				35 to 38	3
67 to 68	42 to 50				39 to 41	4
69 to 70	51	41	401 to 420		42 to 45	5
71 to 74	52 to 60	42	421 to 440		46 to 48	6
75 to 77	61 to 63	43 to 47	441 to 460	11 to 14	49 to 52	7
78	64 to 66	48 to 54	461 to 470	15	53 to 55	8
79	67 to 69	55 to 58	471 to 490		56 to 59	9
80	70 to 72	59 to 62	491 to 510	16	60 to 62	10
81	73 to 75	63 to 65	511 to 520	17	63 to 66	11
82 to 83	76	66 to 68	521 to 540	18	67 to 69	12
84	77 to 79	69 to 74	541 to 570	19	70 to 72	13
85 to 86	80 to 81	75 to 77	571 to 590	20 to 22	73 to 75	14
87 to 100	82 to 100	78 to 100	591 to 800	23 to 36	76 to 80	15

Science

Science CCR Predictors	CCR Points out of 15
AP Biology Score: 2	14
AP Biology Score: 3 to 5	15
AP Chemistry Score: 2 to 5	15
AP Environmental Science Score: 2	14
AP Environmental Science Score: 3 to 5	15
AP Physics Score: 2 to 5	15
College Credit Science	13
DOE-Certified (CPCC) Course: Science	10
IB Science Score: 2	10
IB Science Score: 3	14
IB Science Score: 4 to 7	15
Associate- for Science	15

Regents Living Environment	Regents Earth Science	Regents Chemistry	Regents Physics	ACT Science	CLEP Program Science	CCR Points out of 15
51 to 57					25 to 26	1
58 to 61	41 to 42				27	2
62 to 64	43 to 46				28 to 29	3
65 to 68	47 to 53				30	4
69 to 72	54 to 62	41 to 43			31 to 32	5
73 to 74	63 to 64	44 to 45			33	6
75 to 76	65 to 67	46 to 48			34 to 35	7
77 to 79	68 to 72	49 to 52		11 to 13	36 to 37	8
80	73 to 75	53 to 56		14 to 15	38 to 39	9
81 to 82	76 to 78	57 to 58		16	40	10
83 to 84	79 to 82	59 to 62	41 to 46	17	41 to 42	11
85 to 86	83 to 84	63 to 65	47 to 53	18	43	12
87 to 88	85 to 87	66 to 70	54 to 60	19	44 to 45	13
89	88 to 91	71 to 73	61 to 64	21	46	14
90 to 100	92 to 100	74 to 100	65 to 100	22 to 36	47 to 80	15

Social Studies

Social Studies CCR Predictors	CCR Points out of 15
AP-African American Studies Score: 2	13
AP- African American Studies Score: 3 to 5	15
AP Economics: Macroeconomics Score: 2 to 5	15
AP Economics: Microeconomics Score: 2 to 5	15
AP European History Score: 2 to 5	15
AP Government & Politics: Comparative Score: 2 to 5	15
AP Government & Politics: United States Score: 2 to 5	15
AP Human Geography Score: 2	14
AP Human Geography Score: 3 to 5	15
AP Psychology Score: 2 to 5	15
AP United States History Score: 2 to 5	15
AP World History Score: 2	14
AP World History Score: 3 to 5	15
College Credit Social Studies	13
DOE-Certified (CPCC) Course: Social Studies	8
IB Social Studies Score: 2	5
IB Social Studies Score: 3	12
IB Social Studies Score: 4 to 7	15
Seal of Civic Readiness	13
Associate- for Social	15

Regents Global History	Regents U.S. History	CLEP Program in Social Studies	CCR Points out of 15
61 to 62	41 to 60	26 to 28	1
63	61 to 63	29 to 30	2
64 to 65	64 to 66	31 to 33	3
66 to 67	67 to 68	34 to 35	4
68 to 69	69 to 72	36 to 37	5
70 to 72	73 to 75	38 to 39	6
73 to 75	76 to 77	40 to 42	7
76 to 77	78 to 81	43 to 44	8
78 to 79	82 to 84	45 to 46	9
80 to 82	85	47 to 48	10

83 to 84	86 to 89	49 to 51	11
85	91	52 to 53	12
86 to 87	92 to 94	54 to 55	13
88 to 89	95 to 96	56 to 57	14
90 to 100	97 to 100	58 to 80	15

Technology, Art, and World Languages

Technology, Art, and World Language CCR Predictors	CCR Points out of 15
AP Art History Score: 2	9
AP Art History Score: 3 to 5	10
AP Computer Science A Score: 2 to 5	10
AP Computer Science Principles Score: 2	8
AP Computer Science Principles Score: 3 to 5	10
AP Exams in World Languages Score: 2	5
AP Exams in World Languages Score: 3	6
AP Exams in World Languages Score: 4	8
AP Exams in World Languages Score: 5	10
AP Music Score: 2	9
AP Music Score: 3 to 5	10
AP Research Score: 2	7
AP Research Score: 3 to 5	10
AP Seminar Score: 2	6
AP Seminar Score: 3 to 5	10
AP Studio Art Score: 2	7
AP Studio Art Score: 3	9
AP Studio Art Score: 4 to 5	10
Arts Endorsement	6
Career Development and Occupational Studies (CDOS)	6
College Credit Technology, Art, and World Language	8
Computer Science Course	7
CTE Endorsement	10
DOE-Certified (CPCC) Course: Tech	7
IB Art, Tech, World Languages Score: 2	5
IB Art, Tech, World Languages Score: 3	8
IB Art, Tech, World Languages Score: 4 to 7	10

Industry-Recognized Technical Assessment	8
Seal of Biliteracy	9
Work-Based Learning	7
Associate- for Tech	10

NYC Exams in World Languages	CLEP Program in Tech/Art/World Languages	CCR Points out of 10
	42 to 43	1
	44 to 45	2
	46 to 47	3
41 to 48	48 to 49	4
49 to 53	50 to 51	5
54 to 61	52 to 53	6
62 to 69	54 to 55	7
70 to 98	56	8
99 to 100		9
	57 to 80	10

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	
Measure	Students	Teachers	Parents	Teachers	Parents
Instruction and Performance					
Academic Press	X	X		X	
Classroom Behavior		X			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	
Measure	Students	Teachers	Parents	Teachers	Parents
Safety and School Climate					
Conflict Resolution	X	X	X		X

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

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

Category	Non-Elementary Schools			Elementary Schools	
Measure	Students	Teachers	Parents	Teachers	Parents
Relationship with Families					
Building Families' Capacity as Their Child's Primary Advocate		X	X		X
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

This refers to the constants that allow scores to be distributed reasonably across school types.

School Type	Category	Type	Bottom Half Constant	Top Half Constant
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
High School	IP	perform	1.1	2.2
High School	IP	survey	1.3	1.2
High School	RF	survey	0.9	0.8
High School	SS	perform	1	35
High School	SS	survey	0.9	35