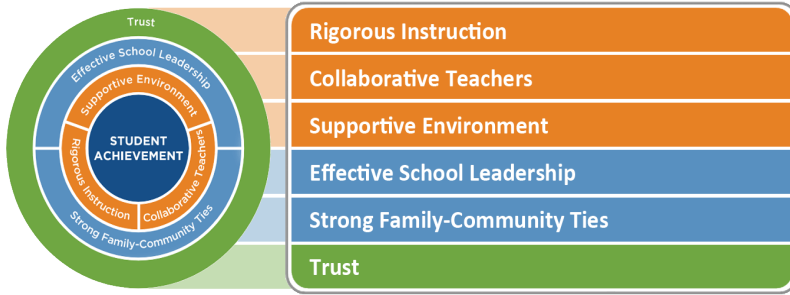


Pre-K Quality Snapshot - Data Preview

KAJD - St. Anselm Catholic Academy



Survey Response Rates

Families: 35 %

Program Assessment Outcomes

KAJD Rating

Family Survey (Percent Positive)

98 %

Early Childhood Environmental Ratings Scale - Revised (ECERS-R)

4.2



Classroom Assessment Scoring System (CLASS)

Emotional Support N/A

Classroom Organization N/A

Instructional Support N/A

KEY: The rating cut-offs are set based on research-based benchmarks of quality. Please see the second page to see how ECERS-R and CLASS scores translate into the bar charts.

Framework Elements	Metric Values		
	KAJD	Citywide Average*	Rating

Rigorous Instruction

Early Childhood Environmental Ratings Scale - Revised (2015-16)

Question	KAJD	Citywide Average*	Rating
Are there materials and practices in place that support children's language development? (<i>Language and Reasoning</i>)	5.5	4.7	
How well do teachers supervise and support children? (<i>Interactions</i>)	6.2	4.7	
Do children have access to a variety of learning materials? (<i>Activities</i>)	4.1	4.3	

Classroom Assessment Scoring System

Question	KAJD	Citywide Average*
How well do teachers build children's language and thinking skills? (<i>Instructional Support</i>)	-	3.6
How well do teachers help children feel safe and connected to the program? (<i>Emotional Support</i>)	-	6.0
How well do teachers manage time, behavior and student involvement? (<i>Classroom Organization</i>)	-	5.8

Collaborative Teachers

Collaborative Teachers data is only available for District schools because we do not offer the Quality Review in New York Early Education Centers (NYCEECs.) The DOE is currently exploring ways to develop these measures for NYC Early Education Centers (NYCEECs) and will work with NYCEEC program leaders to help develop the best measures. District schools may review their Framework for Great Schools Reports for data regarding Collaborative Teachers.

Supportive Environment

Survey results are presented as percent positive responses (%).

Question	Overall	KAJD	Citywide Average*
Family Survey	98	97	
My child's teachers incorporate materials about different races, ethnicities, cultural backgrounds, and families into the curriculum to make learning more meaningful.	90	96	
My child sees people of many different races, ethnicities, or cultural backgrounds represented in the curriculum.	100	96	
At this school my child is safe.	100	97	
This school is kept clean.	100	97	
My child's school communicates with me in a language and in a way that I can understand.	100	97	

Early Childhood Environmental Ratings Scale - Revised (2015-16)

Question	KAJD	Citywide Average*	Rating
Does the program meet health and safety, nap, and toileting needs? (<i>Personal Care Routines</i>)	2.3	2.6	
Are the physical spaces and furniture safe and supportive of learning? (<i>Space & Furnishings</i>)	3.5	3.8	
How well does the daily schedule support children's learning? (<i>Program Structure</i>)	5.3	3.6	

Effective School Leadership

Survey results are presented as percent positive responses (%).

Question	Overall	KAJD	Citywide Average*
Family Survey	100	93	
The principal/school leaders encourage feedback from parents/guardians and the community through regular meetings with parent and teacher leaders.	100	91	
The principal/school leader at this school works hard to build trusting relationships with parents/ guardians like me.	100	93	
The principal/school leader at this school is strongly committed to shared decision making.	100	93	
The principal/school leader at this school works to create a sense of community in the school.	100	95	
The principal/school leader at this school promotes family and community involvement in the school.	100	95	

Indicators	Measures	Metric Values		
		KAJD	Citywide Average	Rating
		<i>Survey results are presented as percent positive responses (%).</i>		
Strong Family-Community Ties				
Family Survey	Overall	98	94	
	School staff regularly communicate with parents/guardians about how parents can help students learn.	100	94	
	Parents/guardians are invited to visit classrooms to observe instruction.	100	90	
	Parents/guardians are greeted warmly when they call or visit the school.	100	97	
	Teachers work closely with families to meet students' needs.	100	95	
	Teachers communicate regularly with parents/guardians.	100	95	
	Teachers understand families' problems and concerns.	100	95	
	My child's school will make me aware if there are any emotional or psychological issues affecting my child's academic performance.	100	96	
	Staff at this school work hard to build trusting relationships with parents/guardians like me.	100	95	
	Since the beginning of the school year, how often have you been asked or had the opportunity to volunteer time to support this school (for example, spent time helping in classrooms, helped with school-wide events, etc.)?	86	76	
	Since the beginning of the school year, how often have you communicated with your child's teacher about your child's performance?	100	95	
	Since the beginning of the school year, how often have you seen your child's projects, artwork, homework, tests or quizzes?	100	97	
	I am satisfied with the response I get when I contact this school.	100	97	
	I feel good about the way that my child's pre-K teacher helped my child adjust to Pre-K.	100	97	
	I feel good about the way that my child's Pre-K program welcomed our family into Pre-K.	100	97	
	My child's Pre-K teacher gives me helpful ideas about how I can support my child's learning.	100	94	
	My child's Pre-K teacher lets me know that I can make a difference in my child's learning.	91	94	
	My child's Pre-K program has helped me consider which elementary schools will meet my child's needs.	82	86	

Indicators	Measures	Metric Values		
		KAJD	Citywide Average	Rating
		<i>Survey results are presented as percent positive responses (%).</i>		
Trust				
Family Survey		100	96	
	Teachers and parents/guardians think of each other as partners in educating children.	100	96	
	I feel respected by my child's teachers.	100	98	
	I feel respected by my child's principal/school leader.	100	96	
	I trust the principal/school leader at his or her word (to do what he or she says that he or she will do).	100	95	
	The principal/school leader is an effective manager who makes the school run smoothly.	100	95	

Rating Cut-Offs**

Early Childhood Environmental Ratings Scale - Revised

Score	Rating
1.0 - 2.9	
3.0 - 3.3	
3.4 - 4.9	
5.0 - 7.0	

Classroom Assessment Scoring System

Emotional Support		Classroom Organization	
Score	Rating	Score	Rating
1.0 - 3.9		1.0 - 2.9	
4.0 - 4.9		3.0 - 4.9	
5.0 - 5.9		5.0 - 5.9	
6.0 - 7.0		6.0 - 7.0	

Instructional Support

Score	Rating
1.0 - 1.9	
2.0 - 3.2	
3.3 - 4.9	
5.0 - 7.0	

* The CLASS and ECERS-R averages reflect the scores from 2013 to 2015. Averages are recalculated on a yearly basis, and will include SY2015-2016 scores in the actual version of the Snapshot.

** For more information on these cut-points, see the Pre-K Quality Snapshot - Data Preview Educator Guide

Links

- Pre-K Quality Snapshot - Data Preview Educator Guide
<http://schools.nyc.gov/Academics/EarlyChildhood/educators/Educator+Guide>
- Proposed Template for 2016-17 Pre-K Program Quality Snapshot
<http://schools.nyc.gov/Academics/EarlyChildhood/educators/Pre-K+Quality+Snapshot>
- Pre-K for All Program Quality Standards
http://schools.nyc.gov/NR/rdonlyres/175F24FE-E23E-4B93-BF6C-0C4EF35663D2/0/NYC_PreK_for_All_Quality_Standards.pdf
- NYC School Survey
<http://schools.nyc.gov/Accountability/tools/survey/default.htm>