2015-16 Pre-K Quality Snapshot

P.S. 180 Hugo Newman (03M180)

NYC Department of Education
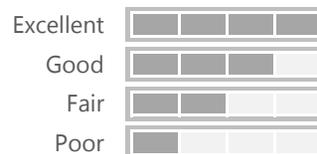*Chancellor Carmen Fariña*

Framework for Great Schools

Research shows that schools strong in the six areas are far more likely to improve student achievement. Pages 2 and 3 of this report provide information on this program in those six areas.

Trust
Effective School Leadership
Supportive Environment
Rigorous Instruction
STUDENT ACHIEVEMENT
Collaborative Teachers
Strong Family-Community Ties

Rating Key:

Excellent
Good
Fair
Poor

General Information

School Leader:	LANA FLEMING
Enrollment (15-16):	69
Type of Program	District School
Daily Start Time:	8:00 AM
Length of Pre-K Day:	6 hr 20 mins
Early Drop Off Available:	No
Late Pick Up Available:	Yes

Program Features

Meals:	Breakfast/Lunch
Playspace:	Indoor/Outdoor (onsite) playspace

Other Programs:

Website: hugonewmanprep.org

[370 West 120th Street](#)
New York, NY 10027
212-678-2849
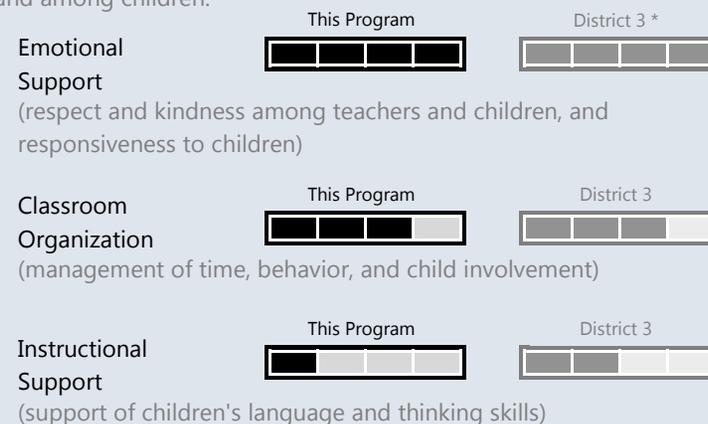
NYC School Survey of Pre-K Families

Last school year, 32 pre-K families (51%) answered the NYC School Survey questions about the program.

97% of pre-K families responded positively to questions about this program (City: 94%)

97% of families feel that teachers and parents think of each other as partners in educating children (City: 96%)

Interactions in the classroom

CLASS Assessment (program reviewed in the 2015-16 School Year)
The CLASS scores look at interactions that support children's learning. This includes interactions between teachers and children, and among children.

This Program   District 3 *

Emotional Support
(respect and kindness among teachers and children, and responsiveness to children)

This Program   District 3

Classroom Organization
(management of time, behavior, and child involvement)

This Program   District 3

Instructional Support
(support of children's language and thinking skills)

*The district comparisons in this report include all pre-K programs in the district.

Program environment that helps children learn

ECERS-R Assessment (program reviewed in the 2014-15 School Year)
The ECERS-R score looks at the learning environment, materials, and how teachers support and interact with children.

This Program   District 3

ECERS-R Total Score

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Rigorous Instruction

Teaching teams create engaging activities to help children develop language, social, and thinking skills based on the pre-K learning standards.

	Program	District 3		Program	District 3
Materials and practices support children's language learning	▮▮▮□	▮▮□□	Respect and kindness among teachers and children, and responsiveness to children	▮▮▮▮	▮▮▮□
Teachers support and interact with children during the day	▮▮▮□	▮▮▮□	Management of time, behavior, and child involvement	▮▮▮□	▮▮▮□
A variety of learning materials are available to children for plenty of time during the day	▮▮▮□	▮▮▮□	Support of children's language and thinking skills	▮▮□□	▮▮□□

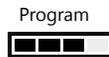From Early Childhood Environment Ratings Scale-Revised(ECERS-R)[1]   From Classroom Scoring Assessment System (CLASS)[1]

Collaborative Teachers[2]

Teaching teams work together to improve the program.

	Program
How well do teachers work with each other?	▮▮▮□

From Quality Review[1] (whole school)

Survey (whole school)

75%

responded positively to questions about Collaborative Teachers

City: 80%
District: 83%

Selected Questions

96% of teachers say that they work together to design instructional programs (City: 89%)

85% of teachers say that they have opportunities to work productively with colleagues in their school (City: 91%)

83% of teachers say that they feel responsible that all students learn (City: 90%)

Supportive Environment

Program staff respect and value all children and support every child to meet high expectations.

	Program	District 3
Children are supported during meals, nap, toileting, and arrival	▮▮▮□	▮▮▮□
Spaces and furniture are appropriate for children	▮□□□	▮▮□□
Daily schedule supports learning (right amount of time for play, group learning, and outdoor activity)	▮▮□□	▮▮□□

From Early Childhood Environment Ratings Scale-Revised(ECERS-R)[1]

Survey

97%

responded positively to questions about Supportive Environment

City: 97%
District: 97%

Selected Questions

100% of families say their child is safe at this program (City: 97%)

100% of families say this program is kept clean (City: 97%)

97% of families say their child sees people of many cultures/backgrounds represented in the curriculum (City: 96%)

[1]ECERS-R, CLASS, and the Quality Review are ratings from a trained observer.
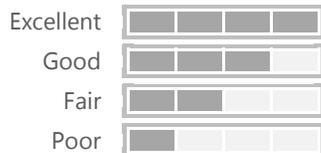Dates:
ECERS-R: 2014-15 School Year
CLASS: 2015-16 School Year
QR: December 4, 2015

[2]Collaborative Teachers information here is for the entire school. All other sections are about pre-K only.

KEY:

Excellent	▮▮▮▮
Good	▮▮▮□
Fair	▮▮□□
Poor	▮□□□

The percent-positive survey results are based on a number of questions on the NYC School Survey. For more information, see: http://schools.nyc.gov/Accountability/tools/survey/

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Effective School Leadership

The pre-K program leadership inspires the pre-K community with a clear vision for instruction and family engagement.

Survey

99%

responded positively to questions about Effective School Leadership

City: 94%
District: 89%

Selected Questions

100% of families say the principal/director promotes family and community involvement in the school (City: 95%)

100% of families say the principal/director works to create a sense of community (City: 95%)

100% of families say the principal/director is strongly committed to shared decision making (City: 93%)

Strong Family-Community Ties

The pre-K program forms effective partnerships with families and outside organizations to support families in meeting children's needs.

Survey

97%

responded positively to questions about Strong Family-Community Ties

City: 94%
District: 93%

Selected Questions

97% of families say that teachers work closely with families to meet students' needs (City: 95%)

97% of families say that their child's pre-K teacher gives them helpful ideas about how they can support their child's learning (City: 94%)

97% of families say that their child's pre-K teacher lets them know that they can make a difference in their child's learning (City: 94%)

Trust

Relationships between administrators, educators, students, and families are based on trust and respect.

Survey

98%

responded positively to questions about Trust

City: 96%
District: 93%

Selected Questions

97% of families say that program staff work hard to build trusting relationships (City: 95%)

97% of families say that they feel respected by their child's principal/school leader (City: 96%)

100% of families say they feel respected by their child's teachers (City: 98%)

For more information on this document: http://schools.nyc.gov/Academics/EarlyChildhood/parentfamilies/

Quality Review: http://schools.nyc.gov/Accountability/tools/review/
NYC School Survey: http://schools.nyc.gov/Accountability/tools/survey/
Pre-K Directory: http://schools.nyc.gov/ChoicesEnrollment/PreK/Resources/