2015-16 Pre-K Quality Snapshot

BWY preschool (24QASV)

NYC Department of Education
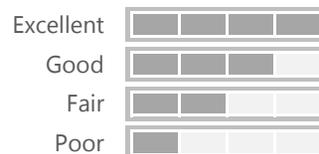Chancellor Carmen Fariña

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:	Hanna Huang
Enrollment (15-16):	155
Type of Program	NYCEEC
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

Other Programs:

Website: bwypreschool.com

7714 Roosevelt Avenue
Queens, NY 11372
718-205-4855

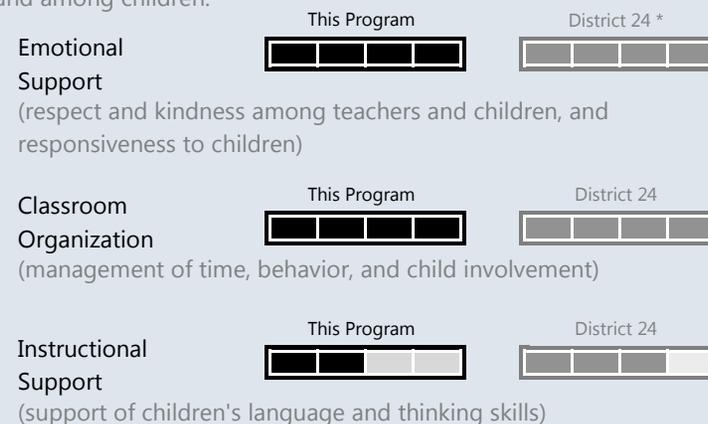## NYC School Survey of Pre-K Families

Last school year, 64 pre-K families (42%) answered the NYC School Survey questions about the program.

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

98% 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 2014-15 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 24 *
Emotional Support	▓▓▓▓	▓▓▓░

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

	This Program	District 24
Classroom Organization	▓▓▓▓	▓▓▓░

(management of time, behavior, and child involvement)

	This Program	District 24
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 (N/A for this program)
The ECERS-R score looks at the learning environment, materials, and how teachers support and interact with children.

	This Program	District 24
ECERS-R Total Score	*N/A*	▓▓▓░

2015-16 Pre-K Quality Snapshot

BWY preschool (24QASV)

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 24		Program	District 24
Materials and practices support children's language learning	N/A	▭▭▭▭▭	Respect and kindness among teachers and children, and responsiveness to children	■■■■▭	▭▭▭▭▭
Teachers support and interact with children during the day	N/A	▭▭▭▭▭	Management of time, behavior, and child involvement	■■■■▭	▭▭▭▭▭
A variety of learning materials are available to children for plenty of time during the day	N/A	▭▭▭▭▭	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

Teaching teams work together to improve the program.

List of recommended questions to ask when visiting a pre-K program to learn about teacher collaboration and growth

Can you describe the opportunities for how and when teachers and teaching assistants plan together?

How do teachers and teaching assistants work together to make sure that all children are learning and progressing?

What supports does the program offer to help teachers and teaching assistants improve their practice?

Quality Reviews are not conducted at all pre-K programs; that information is not included in this report as a result. The DOE is currently exploring ways to develop Collaborative Teachers measures for NYC Early Education Centers (NYCEECs).

Supportive Environment

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

	Program	District 24
Children are supported during meals, nap, toileting, and arrival	N/A	▭▭▭▭▭
Spaces and furniture are appropriate for children	N/A	▭▭▭▭▭
Daily schedule supports learning (right amount of time for play, group learning, and outdoor activity)	N/A	▭▭▭▭▭

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

Survey

98%

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%)

98% of families say this program is kept clean (City: 97%)

100% of families say their child sees people of many cultures/backgrounds represented in the curriculum (City: 96%)
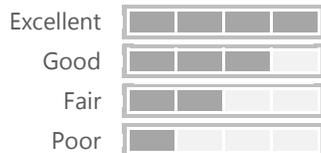
[1]ECERS-R and CLASS are ratings from a trained observer.
Dates:
ECERS-R: N/A
CLASS: 2014-15 School Year

KEY:

Excellent	■■■■■
Good	■■■■▭
Fair	■■▭▭▭
Poor	■▭▭▭▭

Effective School Leadership

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

Survey

95%

responded positively to questions about Effective School Leadership

City: 94%
District: 96%

Selected Questions

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

95% 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

91%

responded positively to questions about Strong Family-Community Ties

City: 94%
District: 93%

Selected Questions

92% of families say that teachers work closely with families to meet students' needs (City: 95%)

92% 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%)

88% 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

97%

responded positively to questions about Trust

City: 96%
District: 97%

Selected Questions

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

98% of families say that they feel respected by their child's principal/school leader (City: 96%)

95% 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/

NYC School Survey: http://schools.nyc.gov/Accountability/tools/survey/

Pre-K Directory: http://schools.nyc.gov/ChoicesEnrollment/PreK/Resources/