

P.S. 180 Hugo Newman (03M180)

2016–17 Pre-K Quality Snapshot

A Pre-K Quality Snapshot template is available in the following languages: العربية | বাংলা | 中文 | Français | Kreyòl Ayisyen | 한국어 | Русский | Español | اردو

General Information

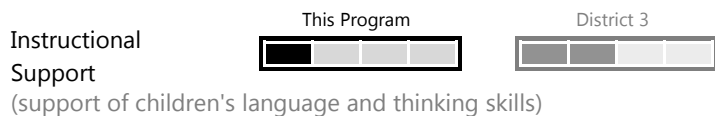
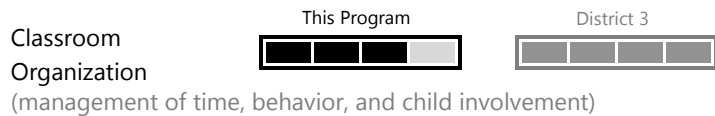
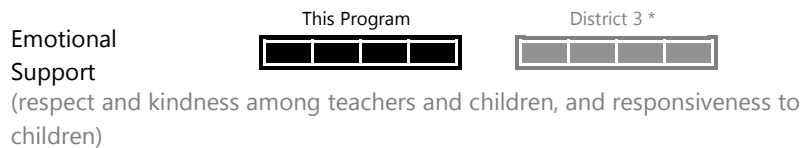
Website: hugonewmanprep.org
School Leader: Jenecca Parker
Enrollment (16–17): 82
Type of Program: District School
Daily Start Time: 8:00 AM
Length of Pre-K Day: Full day
Early Drop Off Available: No
Late Pick Up Available: Yes

Program Features

Meals: Breakfast/Lunch
Playspace: Indoor/Outdoor (onsite) playspace
Other Programs: Dual Language (Spanish)

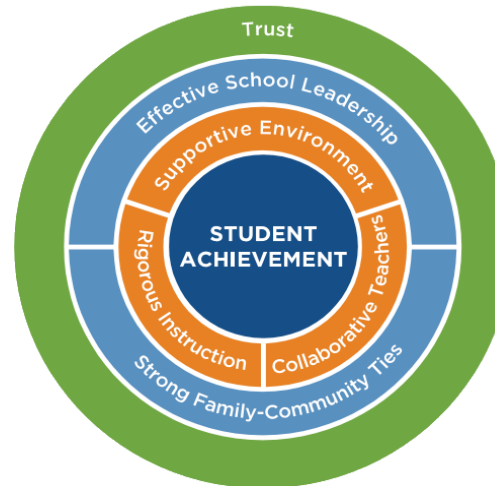
Interactions in the classroom

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.



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

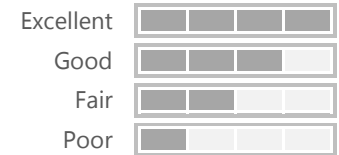
Framework for Great Schools



Research shows that schools strong in the six areas are far more likely to improve student achievement.

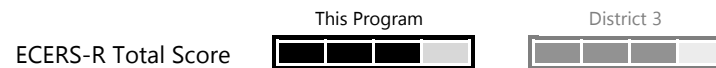
Pages 2 and 3 of this report provide information on this program in those six areas.

Rating Key:



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.



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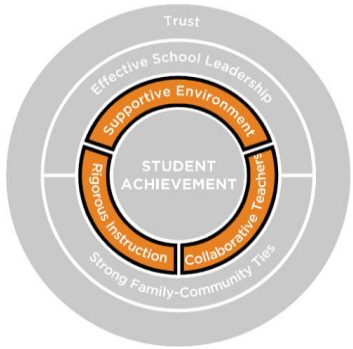
NYC School Survey of Pre-K Families

Last school year, 29 pre-K families (39% of enrolled families) answered the NYC School Survey questions about this program.

92% of pre-K families responded positively to questions about this program (City: 95%)

93% of pre-K families feel that teachers and parents think of each other as partners in educating children (City: 97%)

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



¹ECERS-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 04, 2015

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

The percent-positive survey results are based on a number of questions on the NYC School Survey. For more information, see:

schools.nyc.gov/Accountability/tools/survey

KEY:



Rigorous Instruction

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

Materials and practices support children's language learning



Teachers support and interact with children during the day



A variety of learning materials are available to children for plenty of time during the day



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

Respect and kindness among teachers and children, and responsiveness to children



Management of time, behavior, and child involvement



Support of children's language and thinking skills

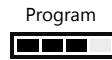


From Classroom Scoring Assessment System (CLASS)¹

Collaborative Teachers²

Teaching teams work together to improve the program.

How well do teachers work with each other?



How well are teachers developed and evaluated?

Program
N/A

From Quality Review¹ (whole school)

Survey (whole school)

76%
responded positively to questions about Collaborative Teachers

City: 83%
District: 84%

Selected Questions

- 94% of teachers say that teachers at this school work together to design instructional programs (City: 88%)
- 85% of teachers say that they have opportunities to work productively with colleagues in their school (City: 85%)
- 69% of teachers say that teachers feel responsible that all students learn (City: 88%)

Supportive Environment

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

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

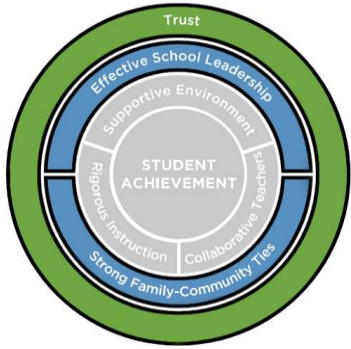
Survey

93%
responded positively to questions about Supportive Environment

City: 97%
District: 98%

Selected Questions

- 97% of families say their child is safe at this program (City: 98%)
- 90% of families say this program is kept clean (City: 97%)
- 93% of families say this program communicates with them in a language and in a way that they can understand (City: 97%)



Effective School Leadership

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

Survey

87%

responded positively to questions about Effective School Leadership

City: 95%
District: 92%

Selected Questions

- 88% of families say the principal/director promotes family and community involvement in the program (City: 96%)
- 92% of families say the principal/director works to create a sense of community (City: 96%)
- 80% of families say the principal/director is strongly committed to shared decision making (City: 94%)

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

94%

responded positively to questions about Strong Family-Community Ties

City: 94%
District: 94%

Selected Questions

- 93% of families say that teachers work closely with them to meet their child's needs (City: 95%)
- 93% of families say that their child's pre-K teacher gives them helpful ideas about how they can support their child's learning (City: 95%)
- 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: 95%)

Trust

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

Survey

90%

responded positively to questions about Trust

City: 96%
District: 95%

Selected Questions

- 90% of families say that their program's staff work hard to build trusting relationships with families (City: 96%)
- 89% of families say that they feel respected by their child's principal/director (City: 96%)
- 93% of families say they feel respected by their child's teachers (City: 98%)

KEY:



For more information on this document: schools.nyc.gov/Academics/EarlyChildhood/parentfamilies
Quality Review: schools.nyc.gov/Accountability/tools/review
NYC School Survey: schools.nyc.gov/Accountability/tools/survey
Pre-K Directory: schools.nyc.gov/ChoicesEnrollment/PreK/Resources