



**Department of
Education**

24Q005 - I.S. 5 - The Walter Crowley Intermediate School

Teacher
NYC School Survey 2022



Report created by
Panorama Education



Summary

Topic Description	Results	Comparison
Academic Press The extent to which students and teachers experience a strong emphasis on academic success and adherence to specific standards of achievement. (Element: Rigorous Instruction)	76%	80% Superintendent: Madelene Chan 78% District 24: MS 80% NYC DOE: MS
Classroom Behavior Student behavior in the classroom is conducive to learning. (Element: Supportive Environment)	68%	78% Superintendent: Madelene Chan 72% District 24: MS 74% NYC DOE: MS
Cultural Awareness and Inclusive Classroom Instruction At this school students and staff alike recognize, appreciate, and capitalize on diversity to enrich the overall learning experience. (Element: Collaborative Teachers)	93%	93% Superintendent: Madelene Chan 92% District 24: MS 93% NYC DOE: MS
Guidance This school is intentional in providing students guidance on navigating school transitions as well as considering college and career options. (Element: Supportive Environment)	91% 0 since last survey	96% Superintendent: Madelene Chan 93% District 24: MS 92% NYC DOE: MS
Innovation and Collective Responsibility Teachers at this school are constantly working to improve their practice and have internalized responsibility for improving their school. (Element: Collaborative Teachers)	74%	82% Superintendent: Madelene Chan 76% District 24: MS 81% NYC DOE: MS
Instructional Leadership Leaders at this school have a clear and deliberate instructional vision, which they use as a road map to allocate the resources and focus of the school community. (Element: Effective School Leadership)	90%	89% Superintendent: Madelene Chan 91% District 24: MS 87% NYC DOE: MS



Outreach to Parents

This school makes an effort to reach out to parents to engage them directly in the processes of strengthening student learning. (Element: Strong Family-Community Ties)

96%

96% Superintendent: Madelene Chan
94% District 24: MS
95% NYC DOE: MS

Peer Collaboration

Teachers at this school influence how other teachers enact their daily instruction and engage with colleagues with a specific focus on student learning. (Element: Collaborative Teachers)

85%

▲ 7
since last survey

89% Superintendent: Madelene Chan
89% District 24: MS
88% NYC DOE: MS

Preventing Bullying

Students at this school share areas of potential bullying. (Element: Supportive Environment)

40%

67% Superintendent: Madelene Chan
48% District 24: MS
47% NYC DOE: MS

Program Coherence

Leaders at this school have a clear approach to developing programs and instructional materials. (Element: Effective School Leadership)

74%

▲ 13
since last survey

83% Superintendent: Madelene Chan
82% District 24: MS
83% NYC DOE: MS

Quality of Professional Development

This school attends to the continuing education of its staff—teachers take part in ongoing professional development activity to keep abreast of new knowledge and to continue their individual growth. (Element: Collaborative Teachers)

81%

84% Superintendent: Madelene Chan
80% District 24: MS
82% NYC DOE: MS

Quality of Student Discussion

Students participate in constructive discussions in the classroom that include useful feedback from their teachers and peers, and students use data and text references to support their ideas. (Element: Rigorous Instruction)

64%

▼ 2
since last survey

69% Superintendent: Madelene Chan
67% District 24: MS
72% NYC DOE: MS

Safety

The school acts as a safe space for students, and classrooms are structured to enhance learning time by minimizing school and classroom disruptions. (Element: Supportive Environment)

76%

91% Superintendent: Madelene Chan
78% District 24: MS
91% NYC DOE: MS



School Commitment

At this school, teachers maintain a “can do” attitude and internalize responsibility for improving their school. (Element: Collaborative Teachers)

87%

▲ 3

since last survey

88% Superintendent:
Madelene Chan

89% District 24: MS

85% NYC DOE: MS

Social-Emotional

The school works to develop norms that can proactively support student learning, setting high standards for students, encouraging supportive peer norms, and providing strong guidance. (Element: Supportive Environment)

79%

89% Superintendent:
Madelene Chan

84% District 24: MS

86% NYC DOE: MS

Strong Core Instruction

Student learning focuses on developing increasingly sophisticated skills, so they can communicate in increasingly diverse ways and with diverse audiences. (Element: Rigorous Instruction)

94%

95% Superintendent:
Madelene Chan

94% District 24: MS

95% NYC DOE: MS

Teacher Influence

Teachers at this school have the opportunity to provide feedback and influence decisions. (Element: Effective School Leadership)

65%

▲ 12

since last survey

71% Superintendent:
Madelene Chan

70% District 24: MS

71% NYC DOE: MS

Teacher-Principal Trust

Teacher-principal relationships are grounded in social respect and are marked by a genuine sense that all actors are working toward outcomes that are best for students. (Element: Trust)

91%

▲ 10

since last survey

88% Superintendent:
Madelene Chan

93% District 24: MS

86% NYC DOE: MS

Teacher-Teacher Trust

Teacher-teacher relationships are grounded in social respect and are marked by a genuine sense that all actors are working toward outcomes that are best for students. (Element: Trust)

86%

▲ 12

since last survey

90% Superintendent:
Madelene Chan

89% District 24: MS

89% NYC DOE: MS

119 responses



Academic Press

Your average

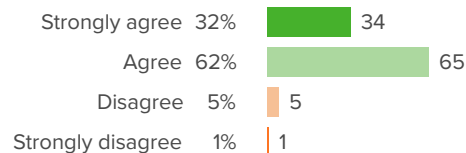
76%

119 responses

Superintendent Comparison average: **80%** Superintendent: Madelene Chan
District Comparison average: **78%** District 24: MS
City Wide Comparison average: **80%** NYC DOE: MS

How did people respond?

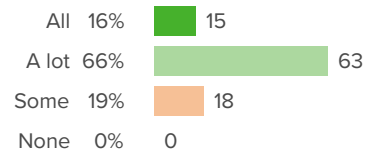
Q.1: In this school, the staff believes that all students can learn, including English language learners (ELLs), Emergent Multilingual Learners (EMLLs), and students with disabilities.



▲ **3** from last survey

Favorable: **94%**

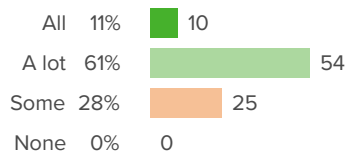
Q.2: How many students in your classes...feel challenged?



▼ **5** from last survey

Favorable: **81%**

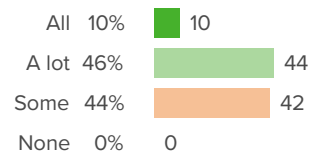
Q.3: How many students in your classes...have to work hard to do well?



▼ **7** from last survey

Favorable: **72%**

Q.4: How many students in your classes...respond to challenging questions in class?



▼ **2** from last survey

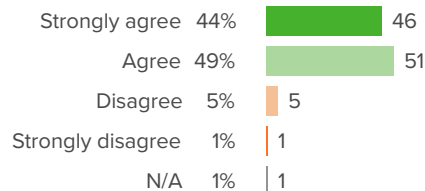
Favorable: **56%**



Additional Survey Questions

How did people respond?

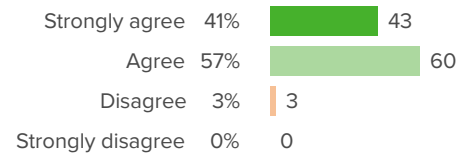
Q.1: I feel respected by assistant principals at this school.



▲ 23 from last survey

Favorable: **94%**

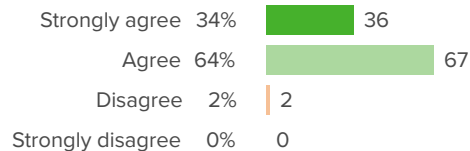
Q.2: At this school, students with disabilities are included in all school activities.



▲ 3 from last survey

Favorable: **97%**

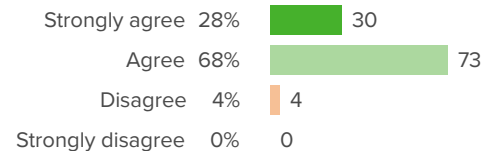
Q.3: This school educates students with disabilities in the least restrictive environment appropriate.



▲ 8 from last survey

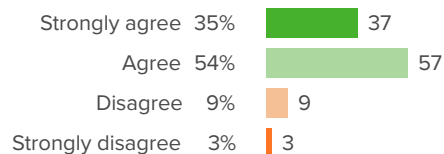
Favorable: **98%**

Q.4: At this school, there is a positive school culture where students feel respected and listened to.



Favorable: **96%**

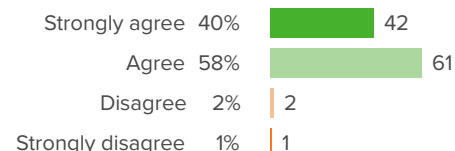
Q.5: This school is kept clean.



▲ 11 from last survey

Favorable: **89%**

Q.6: School Safety Agents promote a safe and respectful environment at this school.

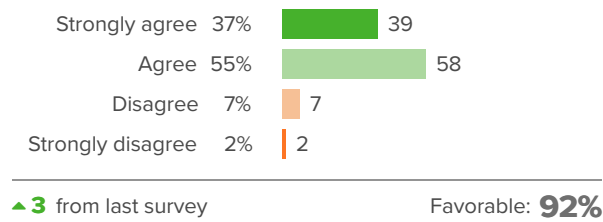


▲ 11 from last survey

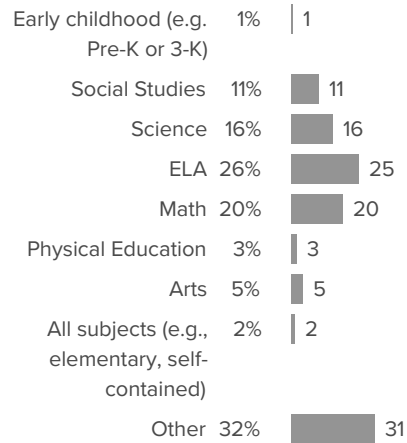
Favorable: **97%**



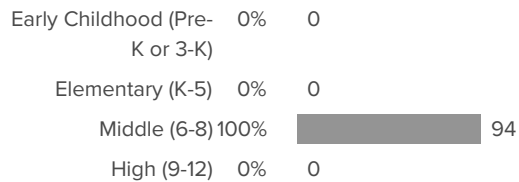
Q.7: This school has well-defined learning expectations for all students.



Q.8: What content areas do you teach?



Q.9: What grades do you primarily teach? (Please mark one)





Classroom Behavior

Your average

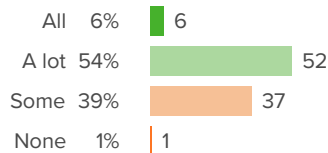
68%

119 responses

Superintendent Comparison average: **78%** Superintendent: Madelene Chan
District Comparison average: **72%** District 24: MS
City Wide Comparison average: **74%** NYC DOE: MS

How did people respond?

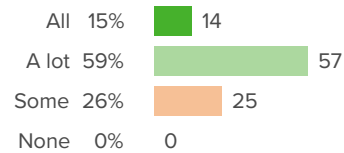
Q.1: How many students in your classes...listen carefully when the teacher gives directions?



▼ **2** from last survey

Favorable: **60%**

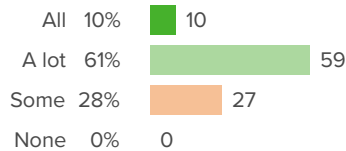
Q.2: How many students in your classes...follow the rules in class?



▼ **12** from last survey

Favorable: **74%**

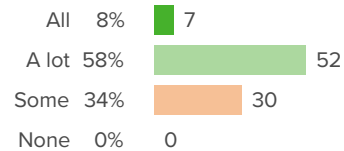
Q.3: How many students in your classes...pay attention when they are supposed to?



▼ **4** from last survey

Favorable: **72%**

Q.4: How many students in your classes...do their work when they are supposed to?



▼ **6** from last survey

Favorable: **66%**



Cultural Awareness and Inclusive Classroom Instruction

Your average

93%

119 responses

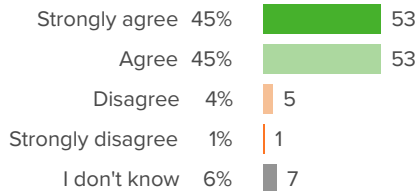
Superintendent **93%** Superintendent: Madelene Chan
Comparison average:

District Comparison **92%** District 24: MS
average:

City Wide Comparison **93%** NYC DOE: MS
average:

How did people respond?

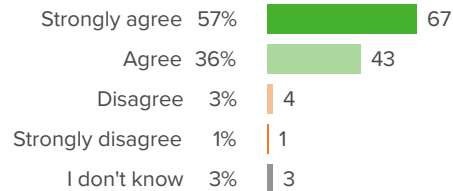
Q.1: I am able to...receive support around how to incorporate students' cultural and linguistic backgrounds in my practice.



▲ **17** from last survey

Favorable: **95%**

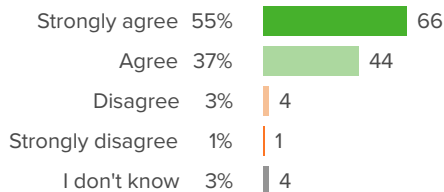
Q.2: I am able to...use my students' prior knowledge to make my lessons relevant to their everyday life.



▼ **1** from last survey

Favorable: **96%**

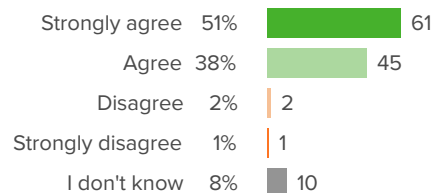
Q.3: I am able to...modify instructional activities and materials to meet the developmental needs and learning interests of all my students.



▼ **2** from last survey

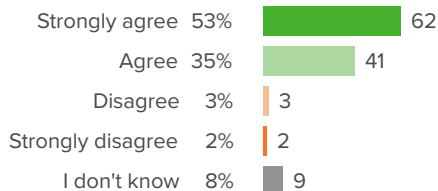
Favorable: **96%**

Q.4: I am able to...ensure instruction represents multiple perspectives, cultures, and backgrounds.



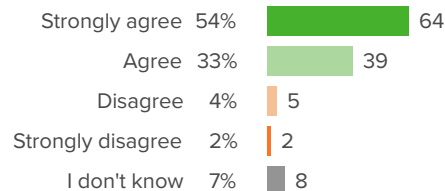
Favorable: **97%**

Q.5: I am able to...affirm racial, cultural and linguistic identities in my classroom practice.



Favorable: **95%**

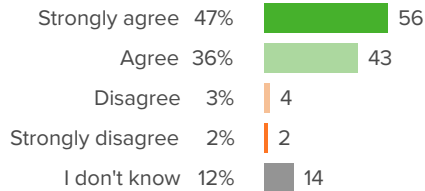
Q.6: I am able to...empower students as agents of social change in my classroom practice.



Favorable: **94%**



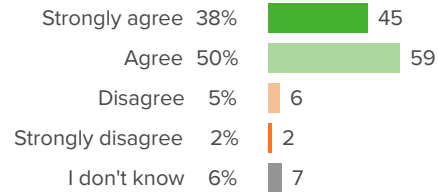
Q.7: I am able to...design appropriate instruction that is matched to students' need (e.g. English language learners (ELLs) or Emergent Multilingual Learners (EMLLs) proficiency and students with disabilities).



▼ 1 from last survey

Favorable: **94%**

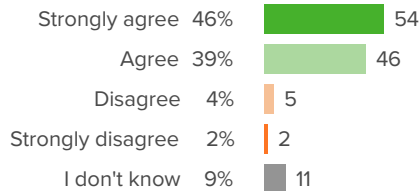
Q.8: I am able to...apply my knowledge of parents' various cultural backgrounds when collaborating with them regarding their child's educational progress.



▲ 1 from last survey

Favorable: **93%**

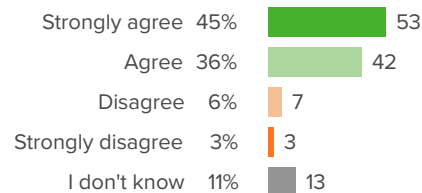
Q.9: I am able to...develop appropriate Individualized Education Programs for my students with disabilities.



▲ 2 from last survey

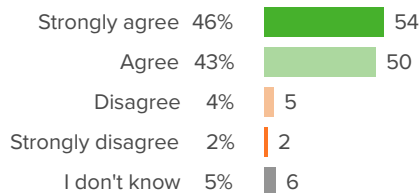
Favorable: **93%**

Q.10: I am able to...monitor progress on Individualized Education Program goals for my students with disabilities.



Favorable: **90%**

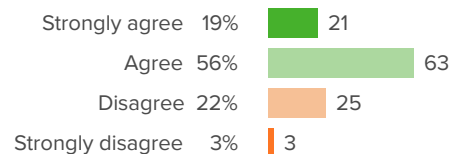
Q.11: I am able to...distinguish linguistic/cultural differences from learning difficulties.



▲ 5 from last survey

Favorable: **94%**

Q.12: I have conversations about race and racism at my school that help me examine my own beliefs around identity.



Favorable: **75%**



Guidance

Your average

91%

119 responses

Change

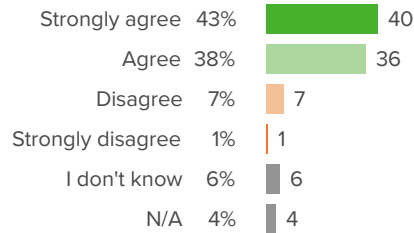
0

since last survey

Superintendent Comparison average: **96%** Superintendent: Madelene Chan
District Comparison average: **93%** District 24: MS
City Wide Comparison average: **92%** NYC DOE: MS

How did people respond?

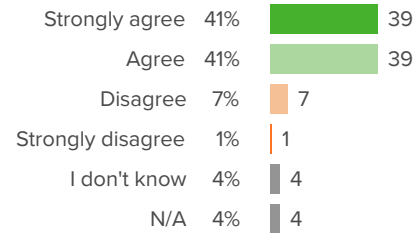
Q.1: It's a priority at this school that adults...provide students with guidance on the application/enrollment process for middle or high school.



▲ 0 from last survey

Favorable: **90%**

Q.2: It's a priority at this school that adults...provide families with guidance on the application/enrollment process for middle or high school.



▲ 0 from last survey

Favorable: **91%**



Innovation and Collective Responsibility

Your average

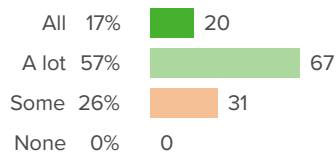
74%

119 responses

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District Comparison average: **76%** District 24: MS
City Wide Comparison average: **81%** NYC DOE: MS

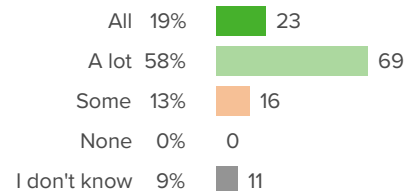
How did people respond?

Q.1: How many teachers at this school...help build a welcoming school environment in the entire school, not just their classroom?



Favorable: **74%**

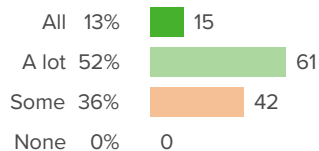
Q.2: How many teachers at this school...are actively trying to improve their teaching?



▲ **16** from last survey

Favorable: **85%**

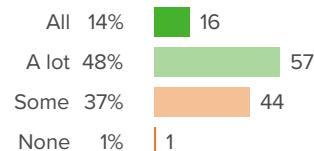
Q.3: How many teachers at this school...take responsibility for improving the school?



▲ **10** from last survey

Favorable: **64%**

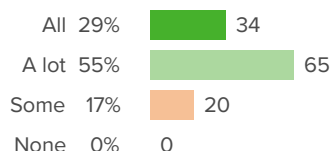
Q.4: How many teachers at this school...are eager to try new ideas?



▲ **6** from last survey

Favorable: **62%**

Q.5: How many teachers at this school...feel responsible that all students learn?



▲ **7** from last survey

Favorable: **83%**



Instructional Leadership

Your average

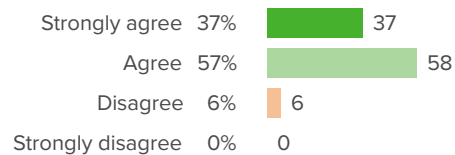
90%

119 responses

Superintendent Comparison average: **89%** Superintendent: Madelene Chan
District Comparison average: **91%** District 24: MS
City Wide Comparison average: **87%** NYC DOE: MS

How did people respond?

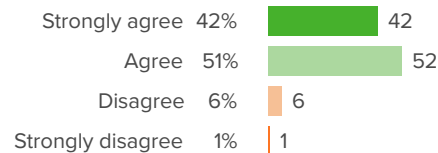
Q.1: The principal/school leader at this school...makes clear to the staff their expectations for meeting instructional goals.



▲ 10 from last survey

Favorable: **94%**

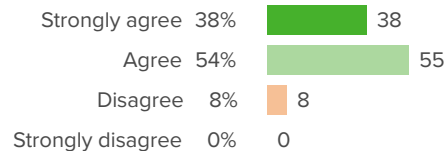
Q.2: The principal/school leader at this school...communicates a clear vision for this school.



▲ 8 from last survey

Favorable: **93%**

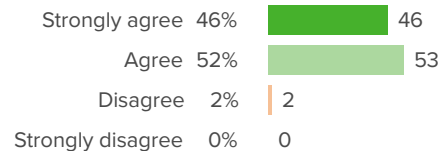
Q.3: The principal/school leader at this school...understands how children learn.



▲ 5 from last survey

Favorable: **92%**

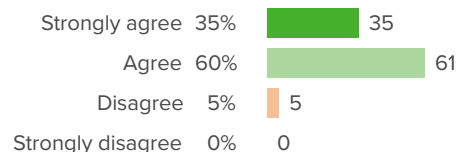
Q.4: The principal/school leader at this school...sets high standards for student learning.



▲ 3 from last survey

Favorable: **98%**

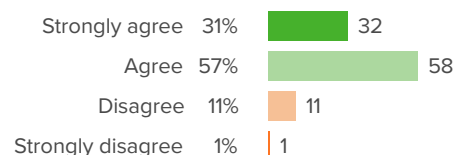
Q.5: The principal/assistant principal(s) at this school...supports teachers in implementing what they have learned in professional development.



▲ 12 from last survey

Favorable: **95%**

Q.6: The principal/assistant principal(s) at this school...carefully tracks student academic progress.

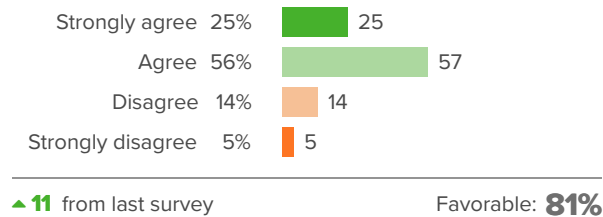


▲ 11 from last survey

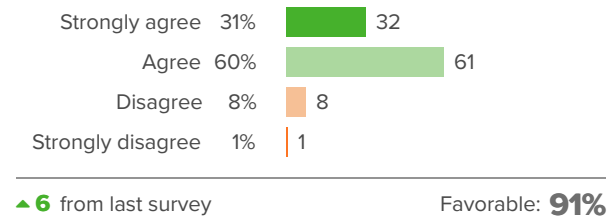
Favorable: **88%**



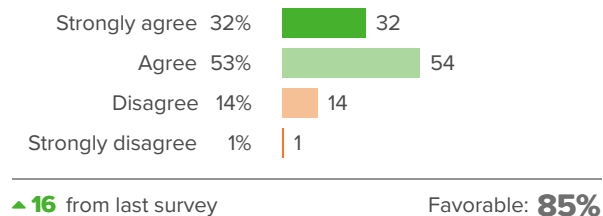
Q.7: The principal/assistant principal(s) at this school...knows what's going on in my classes.



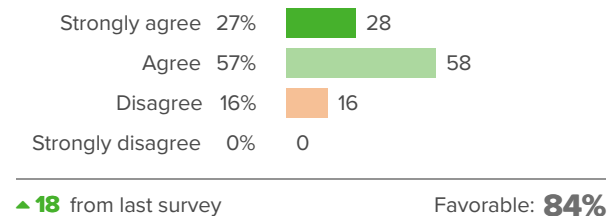
Q.8: The principal/assistant principal(s) at this school...provides teachers with formative feedback to improve practice.



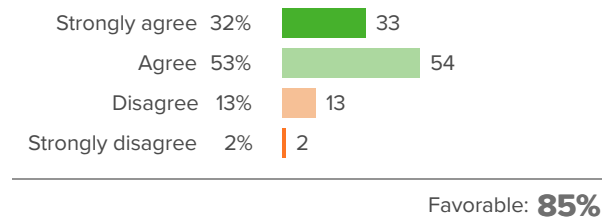
Q.9: The principal/assistant principal(s) at this school...provides teachers with the support to implement formative feedback.



Q.10: The principal/school leader at this school...participates in instructional planning with teams of teachers.



Q.11: The principal/assistant principal(s) at this school...supports teachers in modifying instructional activities and materials to meet the developmental needs and learning interests of all my students.





Outreach to Parents

Your average

96%

119 responses

Superintendent Comparison average:	96%	Superintendent: Madelene Chan
District Comparison average:	94%	District 24: MS
City Wide Comparison average:	95%	NYC DOE: MS

How did people respond?

Q.1: At this school...teachers understand families' challenges and concerns.

Strongly agree	25%	26
Agree	71%	74
Disagree	4%	4
Strongly disagree	0%	0

▲ **11** from last survey

Favorable: **96%**

Q.2: At this school...teachers work closely with families to meet students' needs.

Strongly agree	25%	26
Agree	68%	70
Disagree	7%	7
Strongly disagree	0%	0

▲ **8** from last survey

Favorable: **93%**

Q.3: At this school...school staff regularly communicate with parents/guardians about how parents/guardians can help students learn.

Strongly agree	22%	23
Agree	74%	77
Disagree	3%	3
Strongly disagree	1%	1

▲ **4** from last survey

Favorable: **96%**

Q.4: At this school...school staff value families' race, ethnicity, culture, or background.

Strongly agree	34%	36
Agree	65%	69
Disagree	1%	1
Strongly disagree	0%	0

Favorable: **99%**



Peer Collaboration

Your average

85%

119 responses

Change

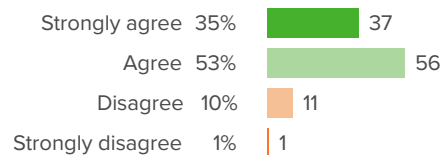
▲ 7

since last survey

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How did people respond?

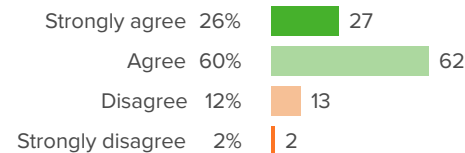
Q.1: At this school...the principal/school leader, teachers, and staff collaborate to make this school run effectively.



▲ 8 from last survey

Favorable: **89%**

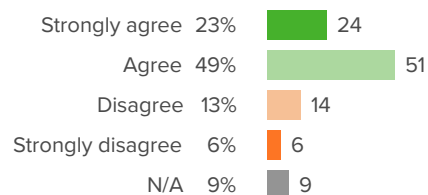
Q.2: At this school...teachers design instructional programs (e.g. lessons, units) together.



▲ 2 from last survey

Favorable: **86%**

Q.3: At this school...teachers make a conscious effort to coordinate their teaching with instruction at other grade levels.



▲ 11 from last survey

Favorable: **79%**



Preventing Bullying

Your average

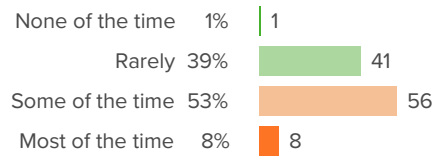
40%

119 responses

Superintendent Comparison average: **67%** Superintendent: Madelene Chan
District Comparison average: **48%** District 24: MS
City Wide Comparison average: **47%** NYC DOE: MS

How did people respond?

Q.1: At this school students harass, bully, or intimidate other students.



▲ **13** from last survey

Favorable: **40%**



Program Coherence

Your average

74%

119 responses

Change

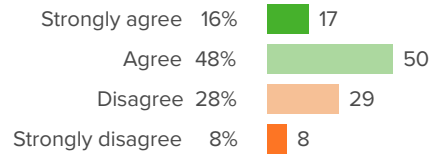
▲ 13

since last survey

Superintendent Comparison average: **83%** Superintendent: Madelene Chan
District Comparison average: **82%** District 24: MS
City Wide Comparison average: **83%** NYC DOE: MS

How did people respond?

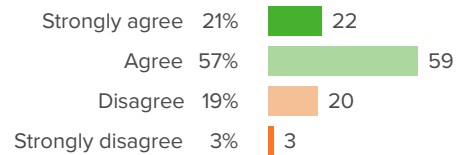
Q.1: At this school...once we start a new program, we follow up to make sure that it's working.



▲ 13 from last survey

Favorable: **64%**

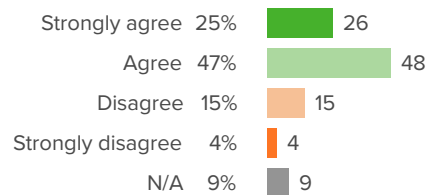
Q.2: At this school...it is clear how all of the programs offered are connected to our school's instructional vision.



▲ 19 from last survey

Favorable: **78%**

Q.3: At this school...curriculum, instruction, and learning materials are well coordinated across the different grade levels at this school.



▲ 8 from last survey

Favorable: **80%**



Quality of Professional Development

Your average

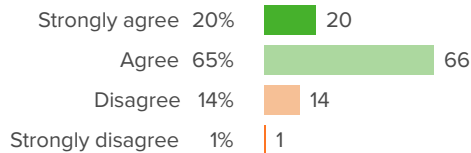
81%

119 responses

Superintendent Comparison average: **84%** Superintendent: Madelene Chan
District Comparison average: **80%** District 24: MS
City Wide Comparison average: **82%** NYC DOE: MS

How did people respond?

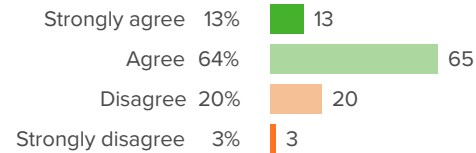
Q.1: Overall, my professional development experiences this year have...been sustained and coherently focused, rather than short-term and unrelated.



▲ 8 from last survey

Favorable: **85%**

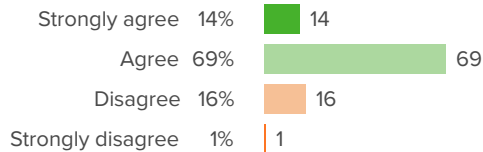
Q.2: Overall, my professional development experiences this year have...included enough time to think carefully about, try, and evaluate new ideas.



▲ 0 from last survey

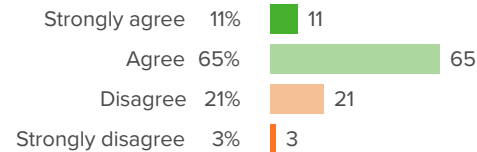
Favorable: **77%**

Q.3: Overall, my professional development experiences this year have...included opportunities to engage in inquiry-based, professional collaboration with peers and/or mentors in my school.



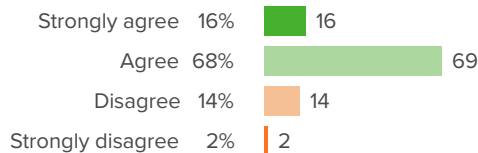
Favorable: **83%**

Q.4: Overall, my professional development experiences this year have...include opportunities to engage in inquiry-based, professional collaboration with peers and/or mentors from other schools.



Favorable: **76%**

Q.5: Overall, my professional development experiences this year have...directly related to my students' needs.



Favorable: **84%**



Quality of Student Discussion

Your average

64%

119 responses

Change

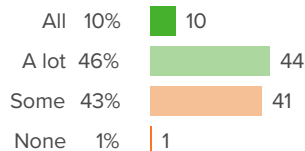
▼ **2**

since last survey

Superintendent Comparison average: **69%** Superintendent: Madelene Chan
District Comparison average: **67%** District 24: MS
City Wide Comparison average: **72%** NYC DOE: MS

How did people respond?

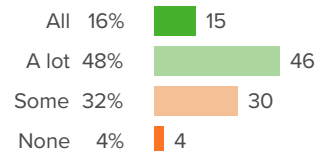
Q.1: How many students in your classes...build on each other's ideas during class discussions?



▼ **6** from last survey

Favorable: **56%**

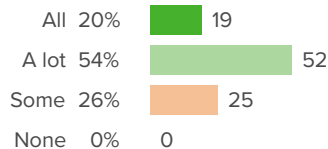
Q.2: How many students in your classes...use data or text references to support their ideas?



▲ **4** from last survey

Favorable: **64%**

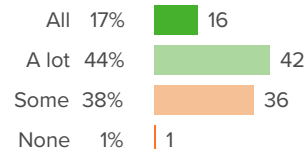
Q.3: How many students in your classes...show that they respect each other's ideas?



▲ **4** from last survey

Favorable: **74%**

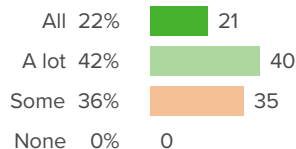
Q.4: How many students in your classes...provide constructive feedback to their peers/teachers?



▲ **3** from last survey

Favorable: **61%**

Q.5: How many students in your classes...participate in class discussions at some point?



▼ **15** from last survey

Favorable: **64%**



Safety

Your average

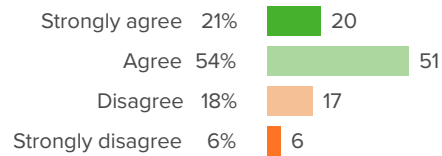
76%

119 responses

Superintendent Comparison average: **91%** Superintendent: Madelene Chan
District Comparison average: **78%** District 24: MS
City Wide Comparison average: **91%** NYC DOE: MS

How did people respond?

Q.1: Discipline is applied to students fairly in my school.



▲ 20 from last survey

Favorable: **76%**



School Commitment

Your average

87%

119 responses

Change

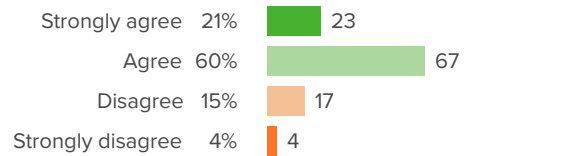
▲ 3

since last survey

Superintendent Comparison average: **88%** Superintendent: Madelene Chan
District Comparison average: **89%** District 24: MS
City Wide Comparison average: **85%** NYC DOE: MS

How did people respond?

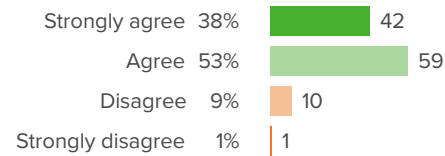
Q.1: I usually look forward to each working day at this school.



▲ **1** from last survey

Favorable: **81%**

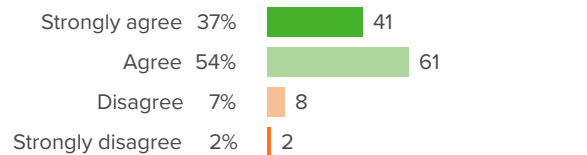
Q.2: I would recommend this school to parents/guardians seeking a place for their child.



▲ **0** from last survey

Favorable: **90%**

Q.3: I would recommend this school to other teachers as a place to work.



▲ **10** from last survey

Favorable: **91%**



Social-Emotional

Your average

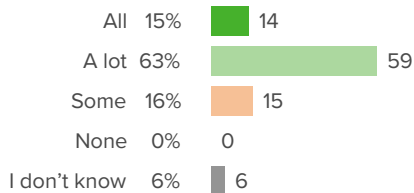
79%

119 responses

Superintendent Comparison average: **89%** Superintendent: Madelene Chan
District Comparison average: **84%** District 24: MS
City Wide Comparison average: **86%** NYC DOE: MS

How did people respond?

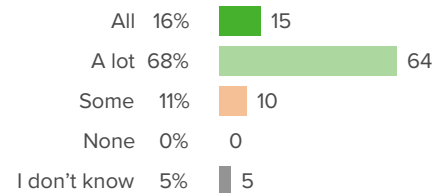
Q.1: How many adults at this school...help students develop the skills they need to complete challenging coursework despite obstacles?



▲ 0 from last survey

Favorable: **83%**

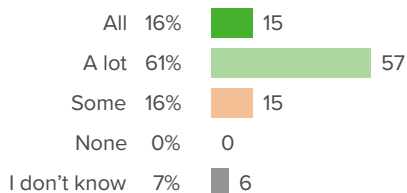
Q.2: How many adults at this school...tell their students they believe they can achieve high academic standards?



▲ 5 from last survey

Favorable: **89%**

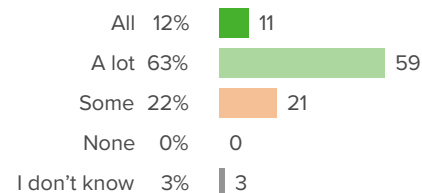
Q.3: How many adults at this school...teach critical thinking skills to students?



▲ 0 from last survey

Favorable: **83%**

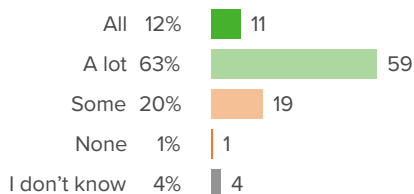
Q.4: How many adults at this school...teach students how to advocate for themselves?



▲ 11 from last survey

Favorable: **77%**

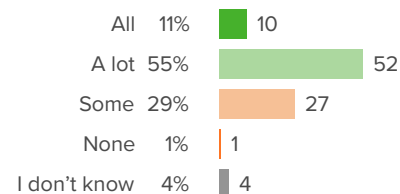
Q.5: How many adults at this school...teach students the organizational skills needed to be prepared for their next level?



▲ 10 from last survey

Favorable: **78%**

Q.6: How many adults at this school...recognize disruptive behavior as social-emotional learning opportunities?

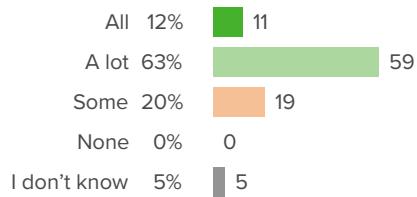


▲ 11 from last survey

Favorable: **69%**

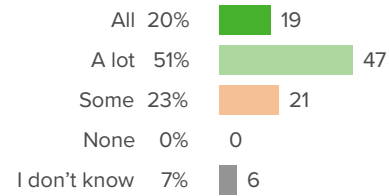


Q.7: How many adults at this school...teach students the skills they need to fully engage academically (i.e. by focusing their attention or managing their thinking, behavior, and feelings)?



Favorable: **79%**

Q.8: How many adults at this school...have access to school-based supports to assist in behavioral/emotional escalations?



▲ 19 from last survey

Favorable: **76%**



Strong Core Instruction

Your average

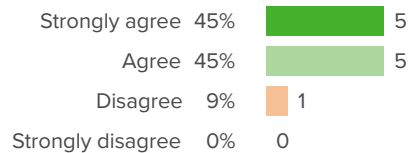
94%

119 responses

Superintendent Comparison average: **95%** Superintendent: Madelene Chan
District Comparison average: **94%** District 24: MS
City Wide Comparison average: **95%** NYC DOE: MS

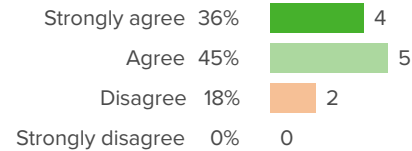
How did people respond?

Q.1: In planning my last instructional unit, I had the resources and tools I needed to include multiple opportunities for...students to build knowledge by engaging with a variety of texts and tasks that feature big ideas, rich content, and multiple perspectives. [Social Studies]



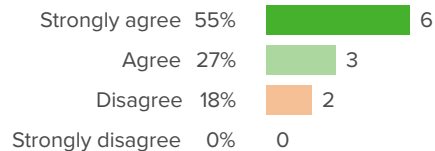
Favorable: **91%**

Q.2: In planning my last instructional unit, I had the resources and tools I needed to include multiple opportunities for...reading and writing experiences grounded in evidence from text, both literary and informational. [Social Studies]



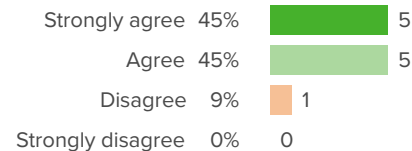
Favorable: **82%**

Q.3: In planning my last instructional unit, I had the resources and tools I needed to include multiple opportunities for...students to interact with complex grade-level text and tasks. [Social Studies]



Favorable: **82%**

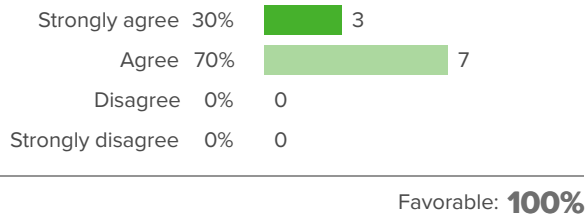
Q.4: In planning my last instructional unit, I had the resources and tools I needed to include multiple opportunities for...students to practice academic language through writing. [Social Studies]



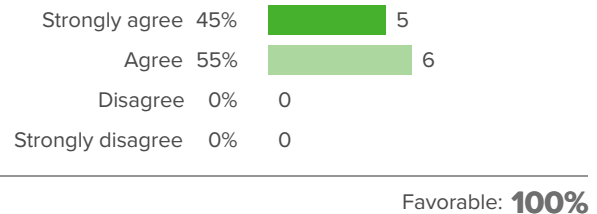
Favorable: **91%**



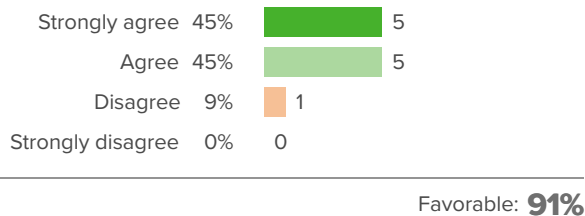
Q.5: In planning my last instructional unit, I had the resources and tools I needed to include multiple opportunities for...students to engage with texts and tasks reflective of their diverse racial, cultural, and linguistic perspective. [Social Studies]



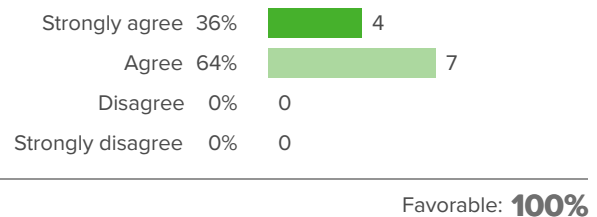
Q.6: In planning my last instructional unit, I had the resources and tools I needed to include multiple opportunities for...students to engage in extended talk and discussion organized around rich content and topics. [Social Studies]



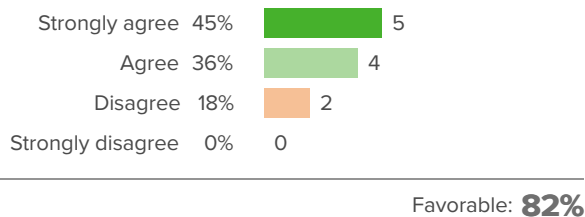
Q.7: In planning my last instructional unit, I had the resources and tools I needed to include multiple opportunities for...students to engage in meaningful discussion that critically examines topics that connect to the daily lives of students. [Social Studies]



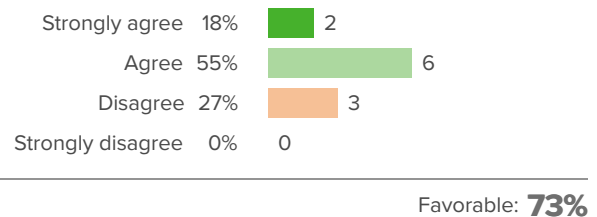
Q.8: In planning my last instructional unit, I had the resources and tools I needed to include multiple opportunities for...teaching and practicing high-utility vocabulary words. [Social Studies]



Q.9: In planning my last instructional unit, I had the resources and tools I needed to include multiple opportunities for...focusing deeply on the concepts emphasized in the standards to help students build strong foundations for learning. [Social Studies]

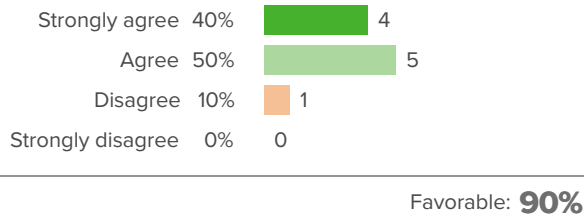


Q.10: In planning my last instructional unit, I had the resources and tools I needed to include multiple opportunities for...creating coherent progressions within the standards from previous grades to current grade to build onto previous learning. [Social Studies]

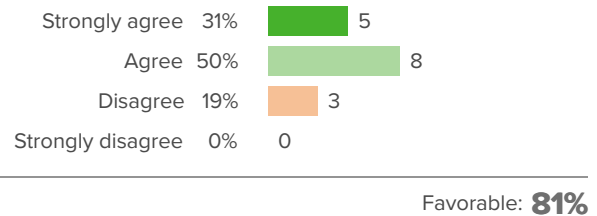




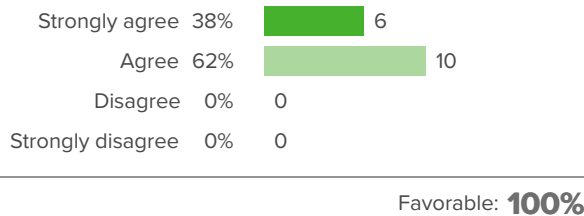
Q.11: In planning my last instructional unit, I had the resources and tools I needed to include multiple opportunities for...students to demonstrate conceptual understanding within real-world examples. [Social Studies]



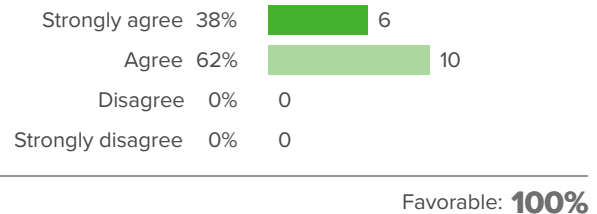
Q.12: In planning my last instructional unit, I had the resources and tools I needed to include multiple opportunities for...students to build knowledge by engaging with a variety of texts and tasks that feature big ideas, rich content, and multiple perspectives. [Science]



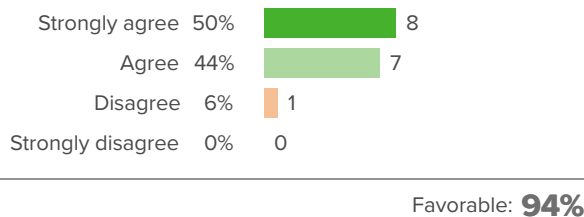
Q.13: In planning my last instructional unit, I had the resources and tools I needed to include multiple opportunities for...reading and writing experiences grounded in evidence from text, both literary and informational. [Science]



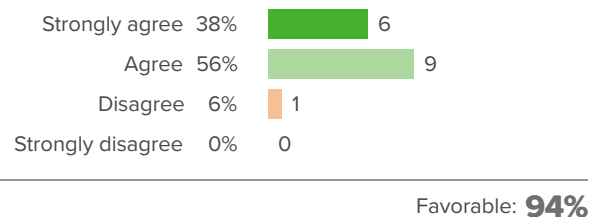
Q.14: In planning my last instructional unit, I had the resources and tools I needed to include multiple opportunities for...students to interact with complex grade-level text and tasks. [Science]



Q.15: In planning my last instructional unit, I had the resources and tools I needed to include multiple opportunities for...students to practice academic language through writing. [Science]

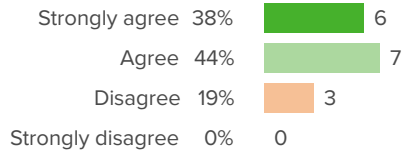


Q.16: In planning my last instructional unit, I had the resources and tools I needed to include multiple opportunities for...students to engage with texts and tasks reflective of their diverse racial, cultural, and linguistic perspective. [Science]



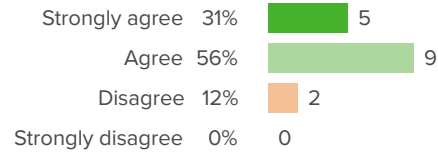


Q.17: In planning my last instructional unit, I had the resources and tools I needed to include multiple opportunities for...students to engage in extended talk and discussion organized around rich content and topics. [Science]



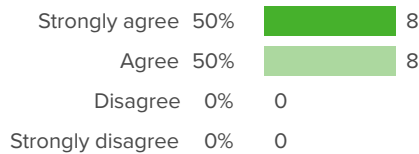
Favorable: **81%**

Q.18: In planning my last instructional unit, I had the resources and tools I needed to include multiple opportunities for...students to engage in meaningful discussion that critically examines topics that connect to the daily lives of students. [Science]



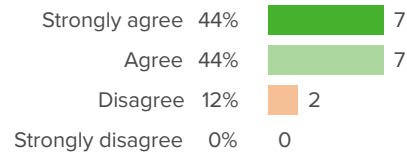
Favorable: **88%**

Q.19: In planning my last instructional unit, I had the resources and tools I needed to include multiple opportunities for...teaching and practicing high-utility vocabulary words. [Science]



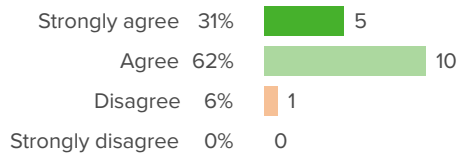
Favorable: **100%**

Q.20: In planning my last instructional unit, I had the resources and tools I needed to include multiple opportunities for...focusing deeply on the concepts emphasized in the standards to help students build strong foundations for learning. [Science]



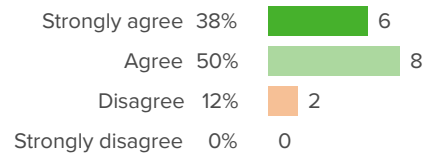
Favorable: **88%**

Q.21: In planning my last instructional unit, I had the resources and tools I needed to include multiple opportunities for...creating coherent progressions within the standards from previous grades to current grade to build onto previous learning. [Science]



Favorable: **94%**

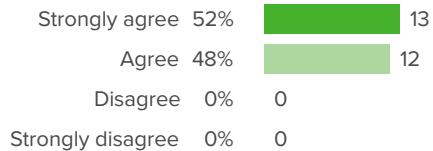
Q.22: In planning my last instructional unit, I had the resources and tools I needed to include multiple opportunities for...students to demonstrate conceptual understanding within real-world examples. [Science]



Favorable: **88%**

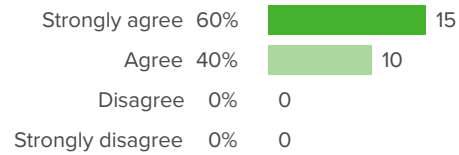


Q.23: In planning my last instructional unit, I had the resources and tools I needed to include multiple opportunities for...students to build knowledge by engaging with a variety of texts and tasks that feature big ideas, rich content, and multiple perspectives. [ELA]



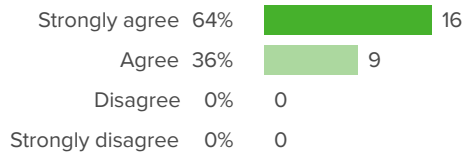
Favorable: **100%**

Q.24: In planning my last instructional unit, I had the resources and tools I needed to include multiple opportunities for...reading and writing experiences grounded in evidence from text, both literary and informational. [ELA]



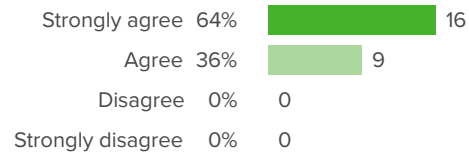
Favorable: **100%**

Q.25: In planning my last instructional unit, I had the resources and tools I needed to include multiple opportunities for...students to interact with complex grade-level text and tasks. [ELA]



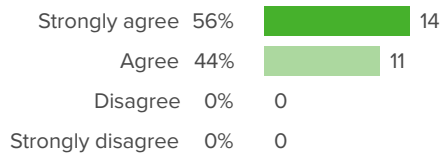
Favorable: **100%**

Q.26: In planning my last instructional unit, I had the resources and tools I needed to include multiple opportunities for...students to practice academic language through writing. [ELA]



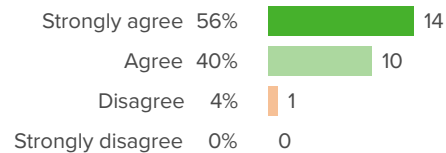
Favorable: **100%**

Q.27: In planning my last instructional unit, I had the resources and tools I needed to include multiple opportunities for...students to engage with texts and tasks reflective of their diverse racial, cultural, and linguistic perspective. [ELA]



Favorable: **100%**

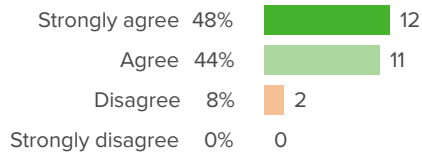
Q.28: In planning my last instructional unit, I had the resources and tools I needed to include multiple opportunities for...students to engage in extended talk and discussion organized around rich content and topics. [ELA]



Favorable: **96%**

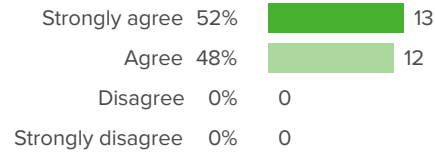


Q.29: In planning my last instructional unit, I had the resources and tools I needed to include multiple opportunities for...students to engage in meaningful discussion that critically examines topics that connect to the daily lives of students. [ELA]



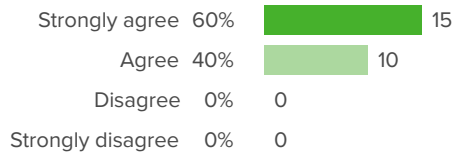
Favorable: **92%**

Q.30: In planning my last instructional unit, I had the resources and tools I needed to include multiple opportunities for...teaching and practicing high-utility vocabulary words. [ELA]



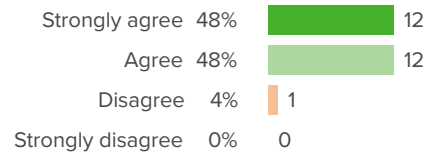
Favorable: **100%**

Q.31: In planning my last instructional unit, I had the resources and tools I needed to include multiple opportunities for...focusing deeply on the concepts emphasized in the standards to help students build strong foundations for learning. [ELA]



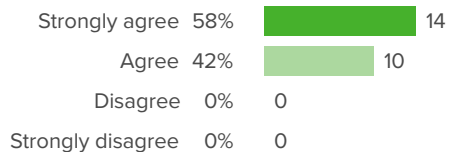
Favorable: **100%**

Q.32: In planning my last instructional unit, I had the resources and tools I needed to include multiple opportunities for...creating coherent progressions within the standards from previous grades to current grade to build onto previous learning. [ELA]



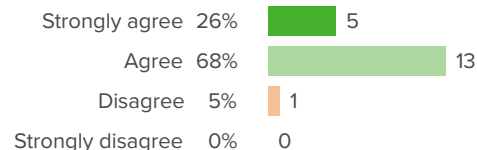
Favorable: **96%**

Q.33: In planning my last instructional unit, I had the resources and tools I needed to include multiple opportunities for...students to demonstrate conceptual understanding within real-world examples. [ELA]



Favorable: **100%**

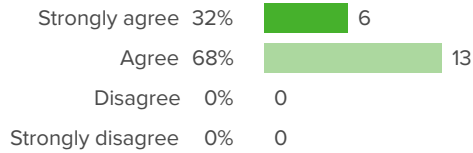
Q.34: In planning my last instructional unit, I had the resources and tools I needed to include multiple opportunities for...students to build knowledge by engaging with a variety of texts and tasks that feature big ideas, rich content, and multiple perspectives. [Math]



Favorable: **95%**

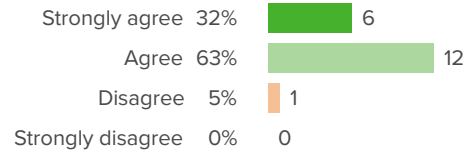


Q.35: In planning my last instructional unit, I had the resources and tools I needed to include multiple opportunities for...students to interact with complex grade-level text and tasks. [Math]



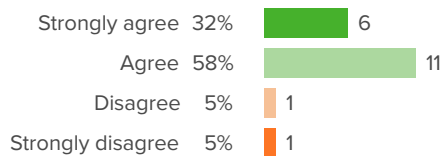
Favorable: **100%**

Q.36: In planning my last instructional unit, I had the resources and tools I needed to include multiple opportunities for...students to practice academic language through writing. [Math]



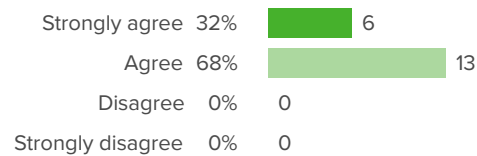
Favorable: **95%**

Q.37: In planning my last instructional unit, I had the resources and tools I needed to include multiple opportunities for...students to engage with texts and tasks reflective of their diverse racial, cultural, and linguistic perspective. [Math]



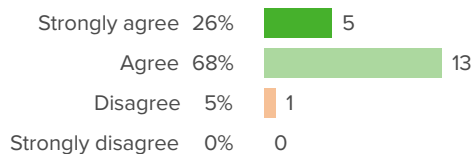
Favorable: **89%**

Q.38: In planning my last instructional unit, I had the resources and tools I needed to include multiple opportunities for...students to engage in extended talk and discussion organized around rich content and topics. [Math]



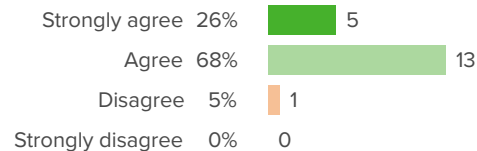
Favorable: **100%**

Q.39: In planning my last instructional unit, I had the resources and tools I needed to include multiple opportunities for...students to engage in meaningful discussion that critically examines topics that connect to the daily lives of students. [Math]



Favorable: **95%**

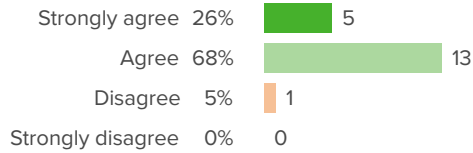
Q.40: In planning my last instructional unit, I had the resources and tools I needed to include multiple opportunities for...teaching and practicing high-utility vocabulary words. [Math]



Favorable: **95%**

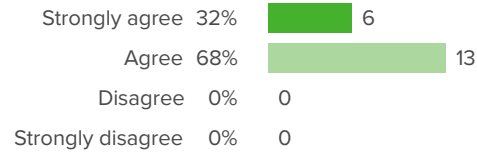


Q.41: In planning my last instructional unit, I had the resources and tools I needed to include multiple opportunities for...focusing deeply on the concepts emphasized in the standards to help students build strong foundations for learning. [Math]



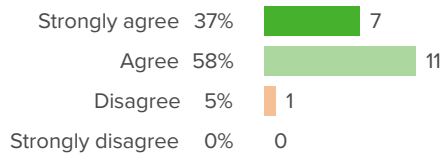
Favorable: **95%**

Q.42: In planning my last instructional unit, I had the resources and tools I needed to include multiple opportunities for...creating coherent progressions within the standards from previous grades to current grade to build onto previous learning. [Math]



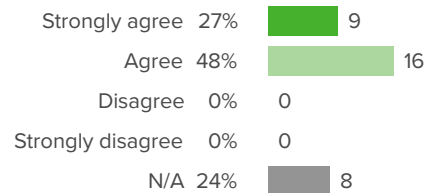
Favorable: **100%**

Q.43: In planning my last instructional unit, I had the resources and tools I needed to include multiple opportunities for...students to demonstrate conceptual understanding within real-world examples. [Math]



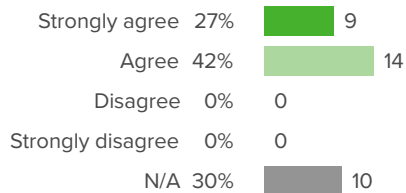
Favorable: **95%**

Q.44: In planning my last instructional unit, I had the resources and tools I needed to include multiple opportunities for...students to build knowledge by engaging with a variety of texts and tasks that feature big ideas, rich content, and multiple perspectives. [All subjects]



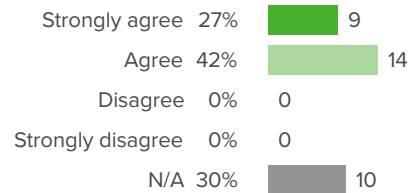
Favorable: **100%**

Q.45: In planning my last instructional unit, I had the resources and tools I needed to include multiple opportunities for...reading and writing experiences grounded in evidence from text, both literary and informational. [All subjects]



Favorable: **100%**

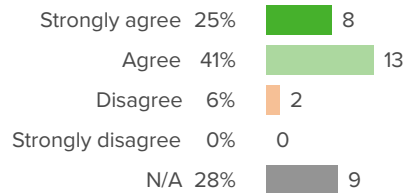
Q.46: In planning my last instructional unit, I had the resources and tools I needed to include multiple opportunities for...students to interact with complex grade-level text and tasks. [All subjects]



Favorable: **100%**

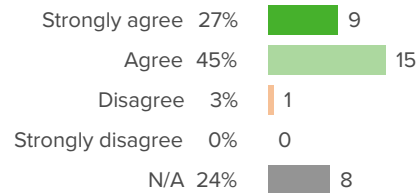


Q.47: In planning my last instructional unit, I had the resources and tools I needed to include multiple opportunities for...students to practice academic language through writing. [All subjects]



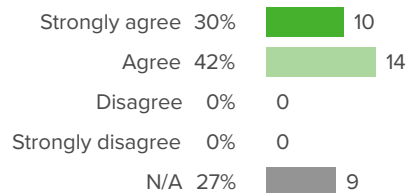
Favorable: **91%**

Q.48: In planning my last instructional unit, I had the resources and tools I needed to include multiple opportunities for...students to engage with texts and tasks reflective of their diverse racial, cultural, and linguistic perspective. [All subjects]



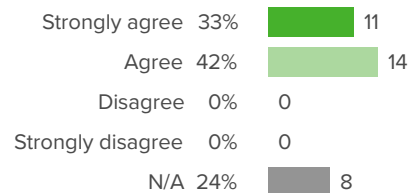
Favorable: **96%**

Q.49: In planning my last instructional unit, I had the resources and tools I needed to include multiple opportunities for...students to engage in extended talk and discussion organized around rich content and topics. [All subjects]



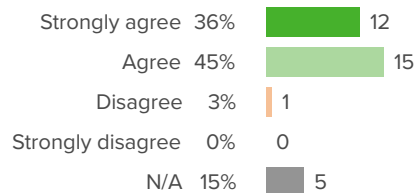
Favorable: **100%**

Q.50: In planning my last instructional unit, I had the resources and tools I needed to include multiple opportunities for...students to engage in meaningful discussion that critically examines topics that connect to the daily lives of students. [All subjects]



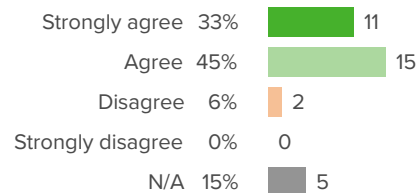
Favorable: **100%**

Q.51: In planning my last instructional unit, I had the resources and tools I needed to include multiple opportunities for...teaching and practicing high-utility vocabulary words. [All subjects]



Favorable: **96%**

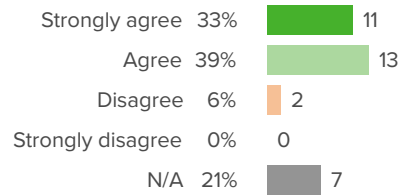
Q.52: In planning my last instructional unit, I had the resources and tools I needed to include multiple opportunities for...focusing deeply on the concepts emphasized in the standards to help students build strong foundations for learning. [All subjects]



Favorable: **93%**

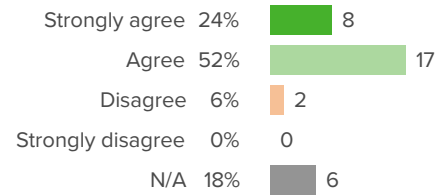


Q.53: In planning my last instructional unit, I had the resources and tools I needed to include multiple opportunities for...creating coherent progressions within the standards from previous grades to current grade to build onto previous learning. [All subjects]



Favorable: **92%**

Q.54: In planning my last instructional unit, I had the resources and tools I needed to include multiple opportunities for...students to demonstrate conceptual understanding within real-world examples. [All subjects]



Favorable: **93%**



Teacher Influence

Your average

65%

119 responses

Change

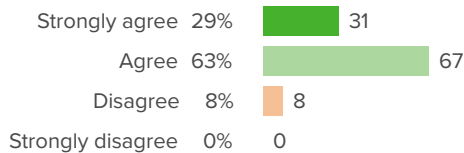
▲ 12

since last survey

Superintendent Comparison average: **71%** Superintendent: Madelene Chan
District Comparison average: **70%** District 24: MS
City Wide Comparison average: **71%** NYC DOE: MS

How did people respond?

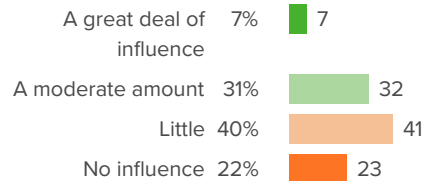
Q.1: At this school...the principal/school leader encourages feedback through regular meetings with parent and teacher leaders.



▲ 3 from last survey

Favorable: **92%**

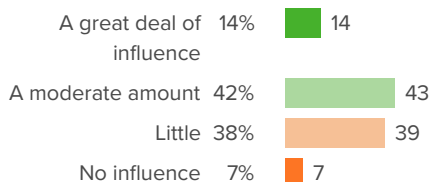
Q.2: How much influence do teachers have over school policy in...hiring new professional personnel?



▲ 27 from last survey

Favorable: **38%**

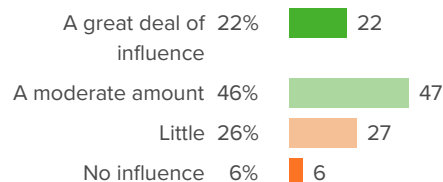
Q.3: How much influence do teachers have over school policy in...planning how discretionary school funds should be used?



▲ 29 from last survey

Favorable: **55%**

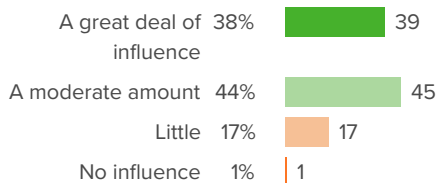
Q.4: How much influence do teachers have over school policy in...selecting instructional materials and/or curriculum used in classrooms?



▲ 9 from last survey

Favorable: **68%**

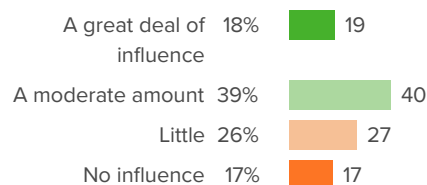
Q.5: How much influence do teachers have over school policy in...developing instructional materials?



▲ 5 from last survey

Favorable: **82%**

Q.6: How much influence do teachers have over school policy in...setting standards for student behavior?



▲ 4 from last survey

Favorable: **57%**



Teacher-Principal Trust

Your average

91%

119 responses

Change

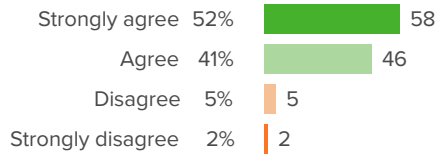
▲ 10

since last survey

Superintendent Comparison average: **88%** Superintendent: Madelene Chan
District Comparison average: **93%** District 24: MS
City Wide Comparison average: **86%** NYC DOE: MS

How did people respond?

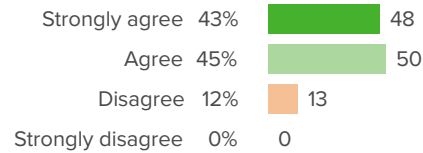
Q.1: I feel respected by the principal/school leader at this school.



▲ 6 from last survey

Favorable: **94%**

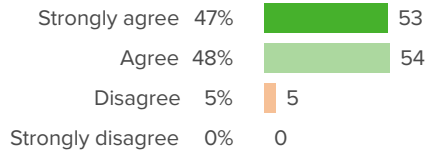
Q.2: The principal/school leader at this school is an effective manager who makes the school run smoothly.



▲ 11 from last survey

Favorable: **88%**

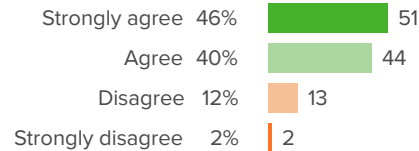
Q.3: The principal/school leader has confidence in the expertise of the teachers at this school.



▲ 15 from last survey

Favorable: **96%**

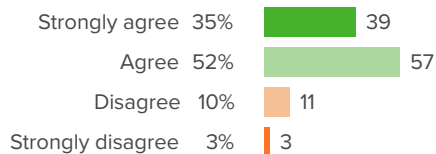
Q.4: I trust the principal/school leader at their word (to do what they say that they will do).



▲ 5 from last survey

Favorable: **86%**

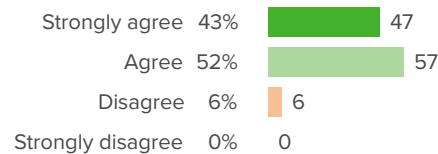
Q.5: At this school, it's OK to discuss feelings, worries, and frustrations with the principal/school leader.



▲ 9 from last survey

Favorable: **87%**

Q.6: The principal/school leader takes a personal interest in the professional development of teachers.

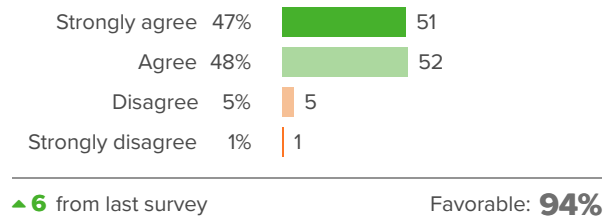


▲ 9 from last survey

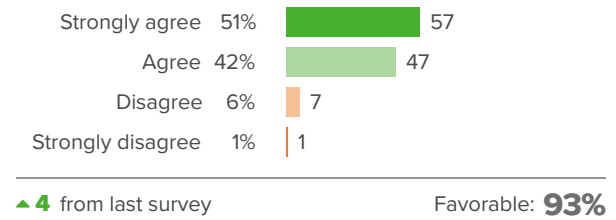
Favorable: **95%**



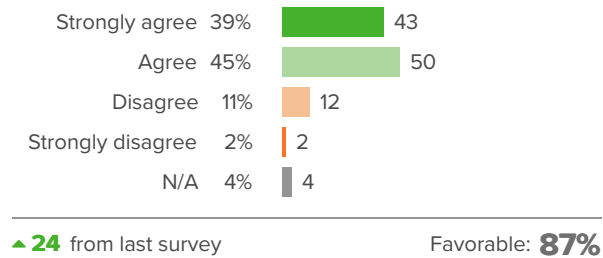
Q.7: The principal/school leader looks out for the personal welfare of the staff members.



Q.8: The principal/school leader places the needs of children ahead of personal interests.



Q.9: The principal and assistant principals function as a cohesive unit.





Teacher-Teacher Trust

Your average

86%

119 responses

Change

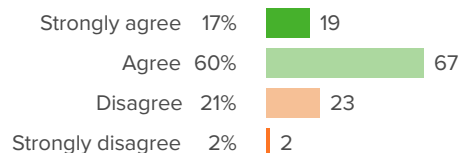
▲ 12

since last survey

Superintendent Comparison average: **90%** Superintendent: Madelene Chan
District Comparison average: **89%** District 24: MS
City Wide Comparison average: **89%** NYC DOE: MS

How did people respond?

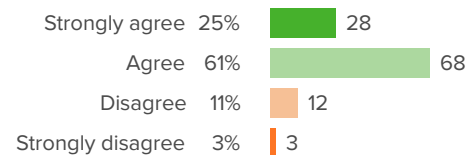
Q.1: Teachers in this school trust each other.



▲ 14 from last survey

Favorable: **77%**

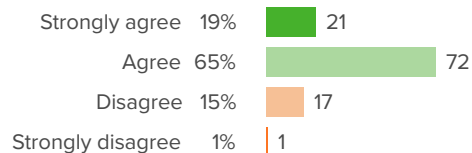
Q.2: It's OK in this school to discuss feelings, worries, and frustrations with other teachers.



▲ 15 from last survey

Favorable: **86%**

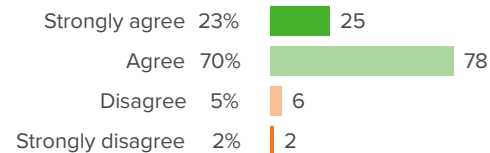
Q.3: Teachers respect other teachers who take the lead in school improvement efforts.



▲ 16 from last survey

Favorable: **84%**

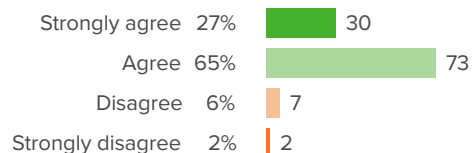
Q.4: I feel respected by other teachers at this school.



▲ 8 from last survey

Favorable: **93%**

Q.5: Teachers at this school respect their colleagues' specific expertise.



▲ 11 from last survey

Favorable: **92%**