



2016-17 School Quality Guide – Online Edition

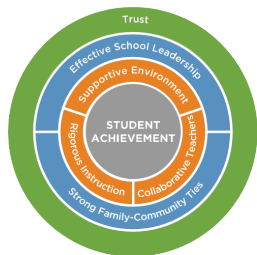
Select School Type: K-12

Select School: 17K745 [HS] — Brooklyn Institute for Liberal Arts

Select Year: 2016-17



School Conditions and Practices



The Framework for Great Schools

Research shows that the six areas of school conditions and practices in the Framework for Great Schools drive improved student learning. (Learn More)

NOTES ON RATINGS

- The **Supportive Environment** rating is N/A for all schools because we do not yet have 2016-17 results for chronic absenteeism and movement of students with disabilities to less restrictive environments.
- For schools with **pending 2016-17 Quality Review Reports** (not finalized by June 7, 2017), the Framework element ratings for all elements except Trust are N/A because the finalized Quality Review results are needed to calculate those ratings.
- Although these sections are unrated at this time, the survey results related to these elements **are available** within the sections.
- These ratings will be included in the Fall 2017 release of the School Quality Reports.

2016-17 NYC School Survey Response Rates:

T Teachers:	90%	(26)
S Students:	97%	(337)
P Parents:	74%	(247)

Last Quality Review Conducted:

Date: March 12, 2015

Reviewer: Jo Ann Benoit

To see the full Quality Review report, click here

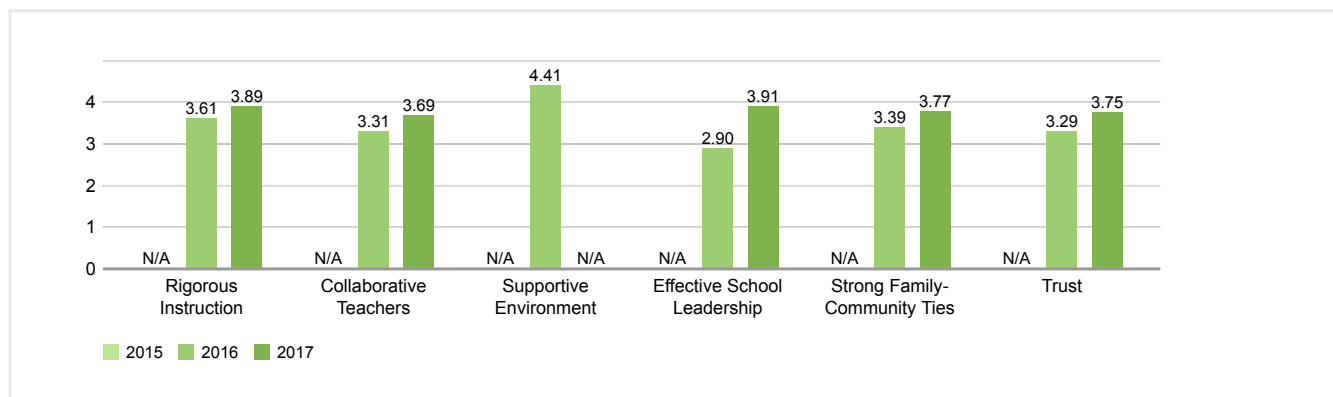
Expand to Framework Measures

Expand to Survey Questions

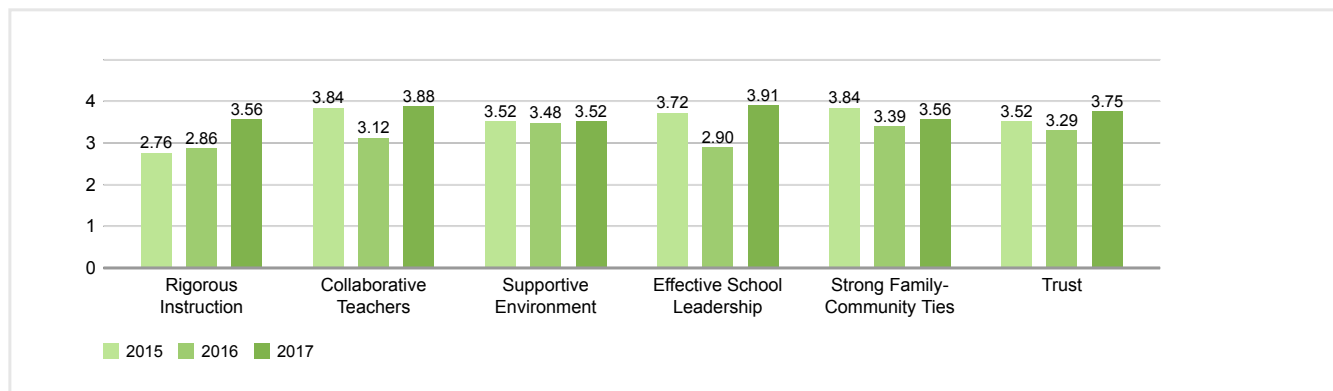
Expand All

Multi-Year Summary

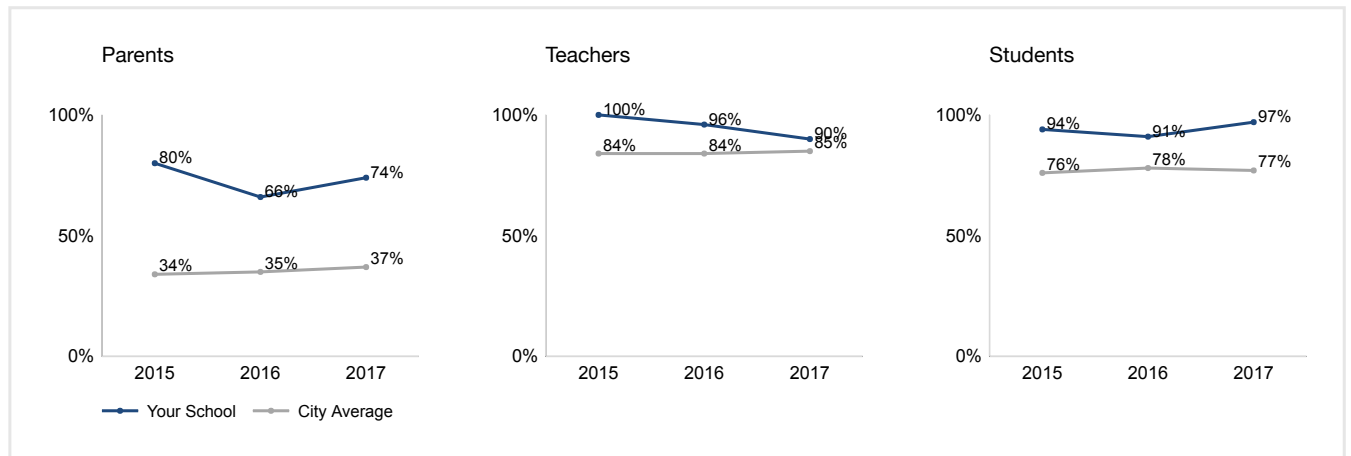
Framework Element Scores



Survey Element Scores



Survey Response Rates



	Score	Compared to Borough Average	Compared to City Average																														
Rigorous Instruction	3.89	+0.27	+0.31																														
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Collaborative Teachers	3.69	+0.01	+0.00																									
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+	Innovation and Collective Responsibility	96%	4.64	+17%	+17%
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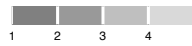
Quality Review Measures (2014-15) Score Quality Review Rating

+ How thoughtful is the school's approach to teacher development and evaluation? (4.1)

+ How well do teachers work with each other? (4.2)

Score Compared to Borough Average Compared to City Average

- Supportive Environment



NYC School Survey Measures Percent Positive Score Compared to Borough Average Compared to City Average

+ Safety 81% 3.13 +2% +1%

+ Classroom Behavior 57% 2.84 +0% -2%

+ Social-Emotional 89% 3.87 +7% +8%

+ Peer Support for Academic Work 64% 3.17 +3% +2%

+ Personal Attention and Support 67% 3.70 +7% +6%

+ Guidance 94% 4.38 +9% +9%

Quality Review Measures (2014-15) Score Quality Review Rating

+ How safe and inclusive is the school while supporting social-emotional growth? (1.4)

+ How clearly are high expectations communicated to students and staff? (3.4)

4.99 Well Developed

NYC School Quality Snapshot Metric Metric Value Score Compared to Borough Average Compared to City Average

Percentage of students with 90%+ attendance

Movement of SWD to Less Restrictive Environments

Score Compared to Borough Average Compared to City Average

- Effective School Leadership



3.91 +0.31 +0.35

NYC School Survey Measures Percent Positive Score Compared to Borough Average Compared to City Average

+ Inclusive Leadership 94% 3.67 +1% +2%

+ Teacher Influence 95% 4.51 +10% +11%

+ Program Coherence 83% 3.58 +1% +3%

+ Instructional Leadership 88% 3.88 +2% +4%

Quality Review Measures (2014-15)		Score	Quality Review Rating
<input type="checkbox"/>	How well does the school allocate and manage resources? (1.3)		
<input type="checkbox"/>	How well does the school identify, track, and meet its goals? (3.1)		
<input type="checkbox"/>	How well are school decisions evaluated and adjusted? (5.1)		

		Score	Compared to Borough Average	Compared to City Average
<input type="checkbox"/>	Strong Family-Community Ties	3.77	+0.40	+0.56

NYC School Survey Measures	Percent Positive	Score	Compared to Borough Average	Compared to City Average
<input type="checkbox"/>	Outreach to Parents	91%	+3%	+4%
<input type="checkbox"/>	Parent Involvement in School	82%	+1%	+2%

Quality Review Measures (2014-15)		Score	Quality Review Rating
<input type="checkbox"/>	How effectively does the school partner with families to support student success? (3.4)	4.99	Well Developed

		Score	Compared to Borough Average	Compared to City Average
<input type="checkbox"/>	Trust	3.75	+0.27	+0.32

NYC School Survey Measures	Percent Positive	Score	Compared to Borough Average	Compared to City Average
<input type="checkbox"/>	Parent-Teacher Trust	96%	+2%	+3%
<input type="checkbox"/>	Parent-Principal Trust	93%	+0%	+0%
<input type="checkbox"/>	Student-Teacher Trust	78%	+0%	-1%
<input type="checkbox"/>	Teacher-Principal Trust	84%	-1%	+2%
<input type="checkbox"/>	Teacher-Teacher Trust	98%	+8%	+9%

Additional Survey Questions	
<input type="checkbox"/>	T 100% of teachers agreed or strongly agreed that, in their school, the professional staff believes that all students can learn, including English language learners (ELL) and students with disabilities. (Q6a)
<input type="checkbox"/>	T 88% of teachers agreed or strongly agreed that they feel respected by the assistant principals at their school. (Q6b)
<input type="checkbox"/>	T 100% of teachers agreed or strongly agreed that at their school, students with disabilities are included in all school activities (lunch, class trips, etc.). (Q6c)

<input type="checkbox"/>	<input checked="" type="checkbox"/>	T	96%	of teachers agreed or strongly agreed that their school educates students with disabilities in the least restrictive environment appropriate. (Q6d)
<input type="checkbox"/>	<input checked="" type="checkbox"/>	T	100%	of teachers agreed or strongly agreed that at their school, order and discipline are maintained. (Q6e)
<input type="checkbox"/>	<input checked="" type="checkbox"/>	T	100%	of teachers agreed or strongly agreed that their school is kept clean. (Q6f)
<input type="checkbox"/>	<input checked="" type="checkbox"/>	T	96%	of teachers agreed or strongly agreed that School Safety Agents promote a safe and respectful environment at their school. (Q6g)
<input type="checkbox"/>	<input checked="" type="checkbox"/>	T	88%	of teachers agreed or strongly agreed that their school has well-defined learning expectations for all students. (Q6h)
<input type="checkbox"/>	<input checked="" type="checkbox"/>	T	65%	of teachers responded that at their school students harass, bully, or intimidate other students none of the time or rarely. (Q7)
<input type="checkbox"/>	<input checked="" type="checkbox"/>	T	96%	of teachers agreed or strongly agreed that, at their school, there is an expectation that teachers communicate regularly with parents/guardians. (Q9b)
<input type="checkbox"/>	<input checked="" type="checkbox"/>	T	69%	of teachers reported that they have a moderate to great deal of influence over school policy in the area of hiring new professional personnel. (Q12a)
<input type="checkbox"/>	<input checked="" type="checkbox"/>	T	48%	of teachers reported that they have a moderate to great deal of influence over school policy in the area of planning how discretionary school funds should be used. (Q12b)
<input type="checkbox"/>	<input checked="" type="checkbox"/>	T	N/A	of teachers who teach students in grades pre-k through 8 agreed or strongly agreed that it's a priority at their school that adults provide useful information to students about the application/enrollment process to middle or high school. (Q25a)
<input type="checkbox"/>	<input checked="" type="checkbox"/>	T	N/A	of teachers who teach students in grades pre-k through 8 agreed or strongly agreed that it's a priority at their school that adults provide guidance for the application process to middle or high school. (Q25b)
<input type="checkbox"/>	<input checked="" type="checkbox"/>	T	N/A	of teachers who teach students in grades pre-k through 8 agreed or strongly agreed that it's a priority at their school that adults educate families about the application/enrollment process for middle or high school. (Q25c)
<input type="checkbox"/>	<input checked="" type="checkbox"/>	T	100%	of teachers who teach students in grades 9-12 agreed or strongly agreed that adults at their school create an atmosphere that encourages students to work towards a college degree. (Q26a)
<input type="checkbox"/>	<input checked="" type="checkbox"/>	T	100%	of teachers who teach students in grades 9-12 agreed or strongly agreed that adults at their school provide students with information about the college enrollment process (college selection and application process, financial aid process, course registration). (Q26b)
<input type="checkbox"/>	<input checked="" type="checkbox"/>	T	100%	of teachers who teach students in grades 9-12 agreed or strongly agreed that adults at their school help students consider which colleges to apply to. (Q26c)

- +
T
100%
of teachers who teach students in grades 9-12 agreed or strongly agreed that adults at their school show students options for how to pay for college (scholarship, grants, loans, work study programs). (Q26d)
- +
T
96%
of teachers who teach students in grades 9-12 agreed or strongly agreed that adults at their school help students plan for how to meet their future career goals. (Q26e)
- +
S
82%
of students agreed or strongly agreed that their school offers a wide enough variety of programs, classes, and activities to keep them interested in school. (Q1a)
- +
S
81%
of students agreed or strongly agreed that the programs, classes, and activities at their school encourage students to develop talent outside academics. (Q1b)
- +
S
79%
of students agreed or strongly agreed that their school is kept clean. (Q1c)
- +
S
61%
of students agreed or strongly agreed that most students at their school treat each other with respect. (Q1d)
- +
S
97%
of students agreed or strongly agreed that at their school students with disabilities are included in all activities (lunch, class trips, etc.). (Q1e)
- +
S
84%
of students agreed or strongly agreed that School Safety Agents promote a safe and respectful environment at their school. (Q4i)

- S **Results** Students responded that, at their school, students harass, bully, or intimidate other students. (Q8a)

None of the time	22%
Rarely	43%
Some of the time	26%
Most of the time	9%

- S **Results** Students responded that, at their school, students harass, bully, or intimidate each other because of their race, religion, ethnicity, national origin, or citizenship/immigration status. (Q8b)

None of the time	45%
Rarely	34%
Some of the time	15%
Most of the time	6%

- S **Results** Students responded that, at their school, students harass, bully, or intimidate each other because of their gender, gender identity, gender expression, or sexual orientation. (Q8c)

None of the time	46%
Rarely	33%
Some of the time	17%
Most of the time	4%

- **S Results** Students responded that, at their school, students harass, bully, or intimidate each other because of other differences, like disability or weight. (Q8d)

None of the time	44%
Rarely	35%
Some of the time	14%
Most of the time	7%

- **S Results** Students responded that, at their school, students get into physical fights. (Q8e)

None of the time	10%
Rarely	60%
Some of the time	25%
Most of the time	5%

- **S Results** Students responded that, at their school, students drink alcohol, use illegal drugs, or abuse prescription drugs while at school. (Q8f)

None of the time	64%
Rarely	24%
Some of the time	9%
Most of the time	2%

- **S Results** Students responded that, at their school, there is gang activity. (Q8g)

None of the time	48%
Rarely	27%
Some of the time	16%
Most of the time	9%





























+ **P 92%** of parents/guardians agreed or strongly agreed that their school offers a wide enough variety of courses, extracurricular activities, and services to keep their child interested in school. (Q2c)

+ **P 93%** of parents/guardians agreed or strongly agreed that their child's school will make them aware if there are any emotional or psychological issues affecting their child's academic performance. (Q2d)

+ **P 96%** of parents/guardians agreed or strongly agreed that at their school their child is safe. (Q2e)

+ **P 93%** of parents/guardians agreed or strongly agreed that their school is kept clean. (Q2f)

+ **P 96%** of parents/guardians agreed or strongly agreed that School Safety Agents promote a safe and respectful environment at their school. (Q2g)

		97%	of parents/guardians responded that they are satisfied or very satisfied with the response they get when they contact their school. (Q5a)
		96%	of parents/guardians responded that they are satisfied or very satisfied with the education their child has received this year. (Q5b)
		96%	of parents/guardians responded that they are satisfied or very satisfied with the overall quality of their child's teacher this year. (Q5c)
		Results	Parents/guardians responded they would most like their school to make the following improvements. (Q7)
		95%	of parents/guardians of a child in grades 9-12 agreed or strongly agreed that their school helps keep their child on track for college, career, and success in life after high school. (Q8a)
		94%	of parents/guardians of a child in grades 9-12 agreed or strongly agreed that their school provides resources to them and their child to prepare their child for college, career, and success in life after high school. (Q8b)
		89%	of parents/guardians of a child who receives special education services through an Individualized Education Program (IEP) agreed or strongly agreed that they are satisfied with the educational planning and IEP development process at their school. (Q9a)
		86%	of parents/guardians of a child who receives special education services through an Individualized Education Program (IEP) agreed or strongly agreed that their school works to achieve the goals on their child's IEP. (Q9b)
		81%	of parents/guardians of a child who receives special education services through an Individualized Education Program (IEP) agreed or strongly agreed that their school offers a wide variety of activities and services (including related services and assistive and adaptive technologies where appropriate) to help improve life outcomes for their child. (Q9c)
		N/A	of parents/guardians of a child in pre-K agreed or strongly agreed that they feel good about the way that their child's pre-K teacher helped their child adjust to pre-K. (Q10a)
		N/A	of parents/guardians of a child in pre-K agreed or strongly agreed that their child's pre-K teacher gives them helpful ideas about how they can support their child's learning. (Q10b)
		N/A	of parents/guardians of a child in pre-K agreed or strongly agreed that their child's pre-K teacher lets them know that they can make a difference in their child's learning. (Q10c)
		N/A	of parents/guardians of a child in pre-K agreed or strongly agreed that their child's pre-K teacher gives them opportunities to share what they know about their child. (Q10d)
		N/A	of parents/guardians of a child in pre-K agreed or strongly agreed that their child's pre-K program has helped them consider which elementary schools will meet their child's needs. (Q10e)