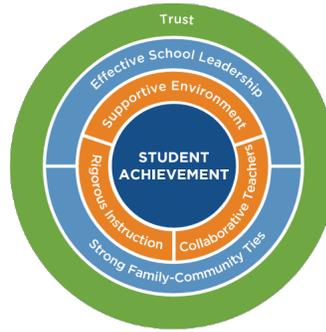


J & J Academy (31RAHD)

Framework for Great Schools

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

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



Key:

- Excellent
- Good
- Fair
- Needs Improvement

School Info

General Information

School website: www.jjacademy.org
School leader: Mandy Ng
Enrollment (2017-18): 36
Type of program: NYCCEC
Daily start time: 8:30 AM
Pick up time: 2:50 PM
Length of pre-K day: Full day
Early drop off available: Yes
Late pick up available: Yes

Program Features

Meals: Lunch / Snack(s)
Playspace: Outdoor (onsite) playspace
Other features: N/A

Interactions in the Classroom

CLASS Assessment (program reviewed in the 2017-18 School Year)
The CLASS scores look at interactions that support children's learning. This includes interactions between teachers and children, and among children.

Emotional Support

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



Classroom Organization

Management of time, behavior, and child involvement



Instructional Support

Support of children's language and thinking skills



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

Location



[55 Wyona Avenue](#)
[Staten Island, NY 10314](#)
Phone: 718-698-0280

Program Environment That Helps Children Learn

ECERS-R Assessment (program reviewed in the 2017-18 School Year)

The ECERS-R score looks at the learning environment, materials, and how teachers support and interact with children.

ECERS-R Total Score



NYC School Survey of Pre-K Families

Last school year, 21 pre-K families (62% of enrolled families) answered the NYC School Survey questions about this program.

97% of pre-K families responded positively to questions about this program
City: 96%

100% of pre-K families feel that teachers and parents think of each other as partners in educating children
City: 97%

Rigorous Instruction

Rigorous Instruction

This section looks at how well teaching teams create engaging activities to help children develop language, social, and thinking skills based on the pre-K learning standards.

ECERS-R

The *Early Childhood Environment Rating Scale (ECERS-R)* scores look at the learning environment, materials, and how teachers support and interact with children.

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



ECERS-R ratings are from a trained observer who evaluated the program in 2017-18 School Year.

CLASS

The *Classroom Assessment Scoring System (CLASS)* scores look at interactions that support children's learning. This includes interactions between teachers and children, and among children.

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



CLASS ratings are from a trained observer who evaluated the program in 2017-18 School Year.

Collaborative Teachers

Collaborative Teachers

This section looks at how well teaching teams work together to improve the program.

Recommended Questions

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?

The DOE is currently exploring ways to develop Collaborative Teachers measures for NYC Early Education Centers (NYCEECs).

Supportive Environment

Supportive Environment

This section looks at how well children are respected, valued, and supported to meet high expectations by program staff.

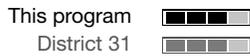
ECERS-R

The Early Childhood Environment Rating Scale (ECERS-R) scores look at the learning environment, materials, and how teachers support and interact with children.

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)



ECERS-R ratings are from a trained observer who evaluated the program in 2017-18 School Year.

School Survey

Selected Questions about Supportive Environment

100% of families say their child is safe at this program
City: 98%

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

Effective School Leadership

Effective School Leadership

This section looks at how well the pre-K program leadership inspires the pre-K community with a clear vision for instruction and family engagement.

School Survey

95% responded positively to questions about Effective School Leadership
District 31: 94%
City: 95%

Selected Questions about Effective School Leadership

95% of families say the principal/director promotes family and community involvement in the program
City: 96%

100% of families say the principal/director works to create a sense of community
City: 96%

94% of families say the principal/director is strongly committed to shared decision making
City: 94%

The percent-positive survey results are based on a number of questions on the [NYC School Survey](https://www.schools.nyc.gov/about-us/reports/school-quality/nyc-school-survey). (<https://www.schools.nyc.gov/about-us/reports/school-quality/nyc-school-survey>)

Strong Family-Community Ties

Strong Family-Community Ties

This section looks at how well the pre-K program forms effective partnerships with families and outside organizations to support families in meeting children's needs.

School Survey

96% responded positively to questions about Strong Family-Community Ties
District 31: 94%
City: 94%

Selected Questions about Strong Family-Community Ties

95% of families say that teachers work closely with them to meet their child's needs
City: 95%

95% 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%

95% 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%

100% of families say this program communicates with them in a language and in a way that they can understand
City: 98%

Trust

Trust

This section looks at whether relationships between administrators, educators, students, and families are based on trust and respect.

School Survey

100% responded positively to questions about Trust
District 31: 97%
City: 96%

Selected Questions about Trust

100% of families say that their program's staff work hard to build trusting relationships with families
City: 96%

100% of families say that they feel respected by their child's principal/director
City: 97%

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

The percent-positive survey results are based on a number of questions on the [NYC School Survey](https://www.schools.nyc.gov/about-us/reports/school-quality/nyc-school-survey). (<https://www.schools.nyc.gov/about-us/reports/school-quality/nyc-school-survey>)

Looking for more?

- Find Pre-K sites with the [MySchools](http://www.myschools.nyc/en/schools/pre-k/) (www.myschools.nyc/en/schools/pre-k/) online map.
- Find [Pre-K admissions information](http://www.schools.nyc.gov/enrollment/enroll-grade-by-grade/pre-k) (www.schools.nyc.gov/enrollment/enroll-grade-by-grade/pre-k).
- Find out more about the [NYC School Survey](http://NYCSchoolSurvey.org) (NYCSchoolSurvey.org).