

Newburgh Enlarged City School District
2015 DTSDE Survey

Horizons on the Hudson Magnet School

Diagnostic Tool for School and District Evaluation (DTSDE) Tenets

1) **District Leadership and Capacity:** District leadership examines districtwide systems and makes intentional decisions to identify and provide critical expectations, supports and structures in all areas, so schools can respond to their community and ensure all students succeed.

2) **School Leader Practices and Decisions:** Visionary leaders create a school community and a culture that lead to success, overall well-being and high academic achievement for all students via continuous and sustained school improvement.

3) **Curriculum Development and Support:** Each school has rigorous and coherent curricula and assessments for all students that are appropriately aligned to the Common Core Learning Standards and modified for identified subgroups to maximize teacher instructional practices and learning outcomes.

4) **Teacher Practices and Decisions:** Teachers engage in strategic practices and decision-making to address the gap between what students know and what they need to learn, so all students experience consistently high levels of engagement, thinking and achievement.

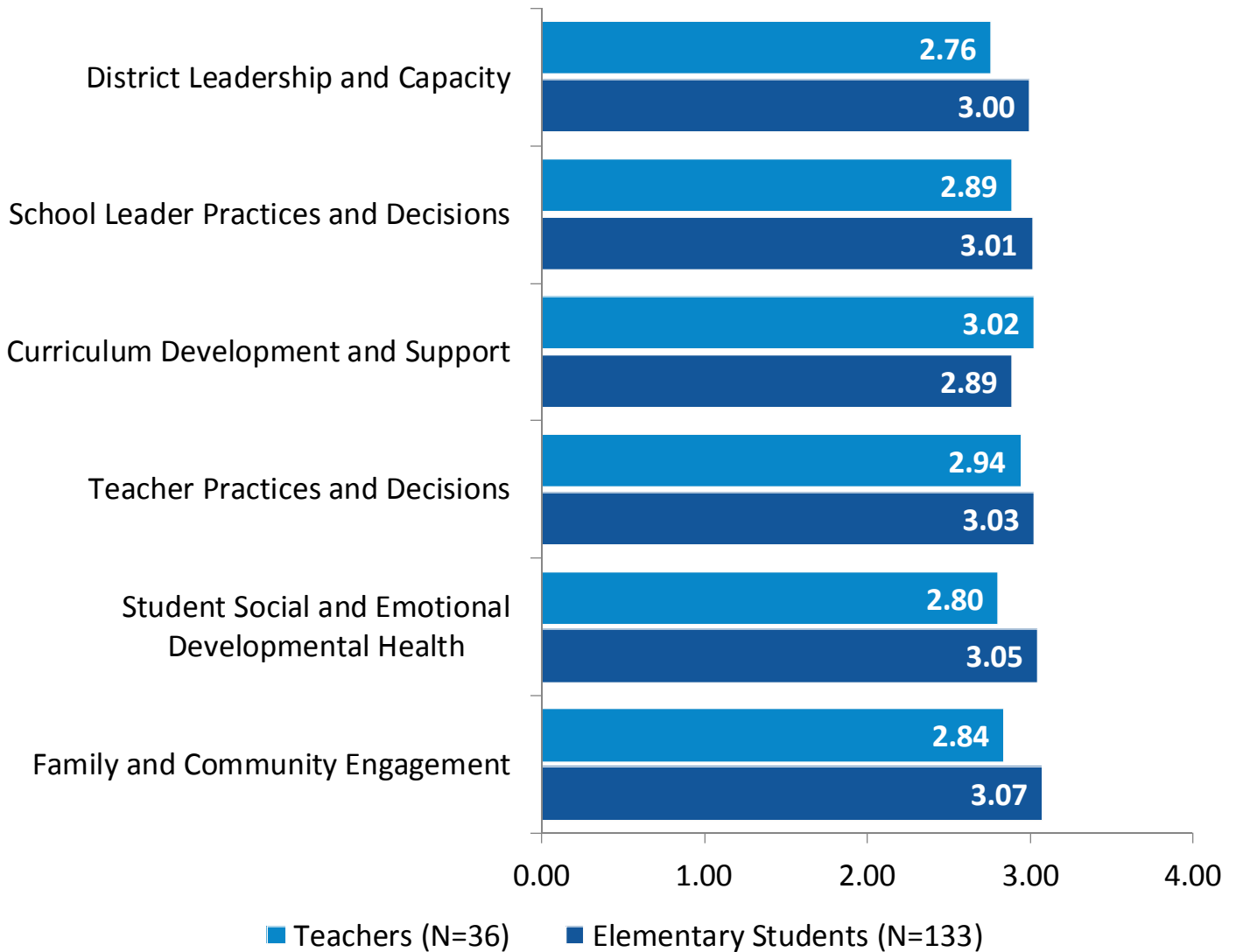
5) **Student Social and Emotional Developmental Health:** The school community identifies, promotes and supports social and emotional development by designing systems and experiences for all students that lead to healthy relationships and a safe, respectful environment conducive to learning.

6) **Family and Community Engagement:** Each school creates a culture where families, community members and school staff work together, sharing the responsibility for student academic progress, social and emotional growth, and overall well-being.

Survey Participation	Parents*	Teachers	Students
Horizons on the Hudson Magnet School	7	36	133

**Due to low participation, parent data is not included in this report.*

Newburgh City School District
 2015 DTSDE Survey
Horizons on the Hudson Magnet School

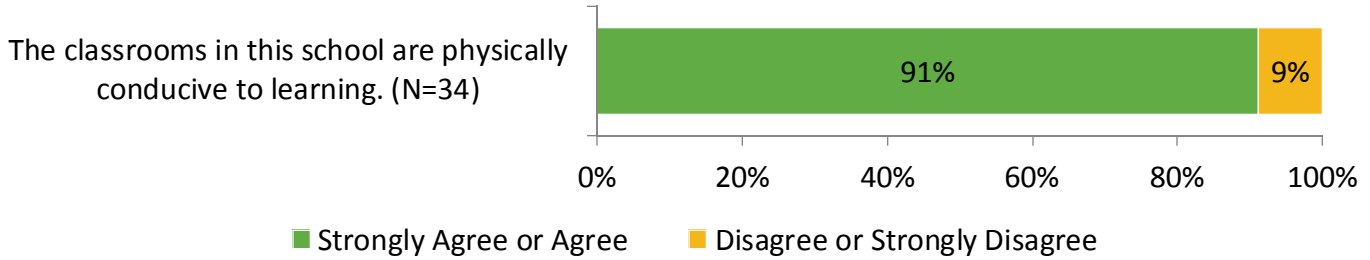


Weighted scores for each tenet are calculated from aggregate responses to each item aligned with that tenet. Higher scores represent more favorable results.

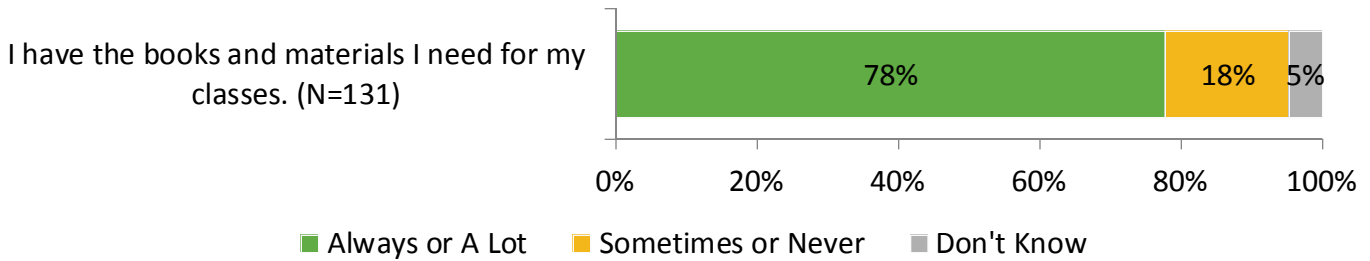
*Notes: Data for items with fewer than 10 responses are excluded.
 Labels for percentages less than 5% are not shown.*

**Horizons on the Hudson Magnet School
District Leadership and Capacity: Successes**

Teachers

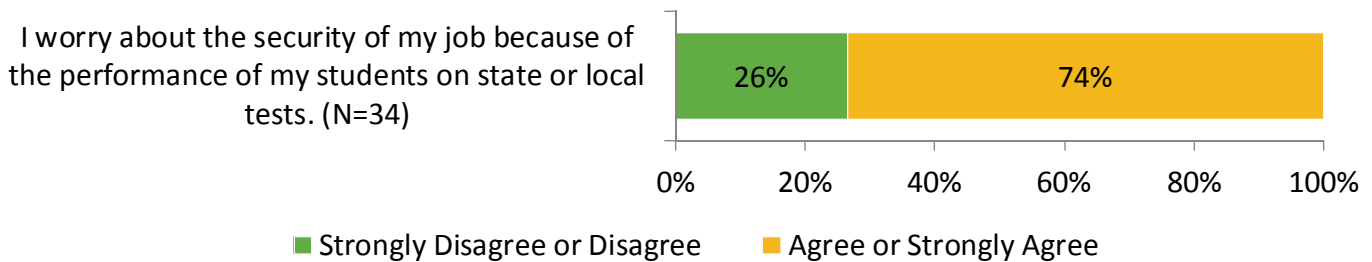


Elementary Students

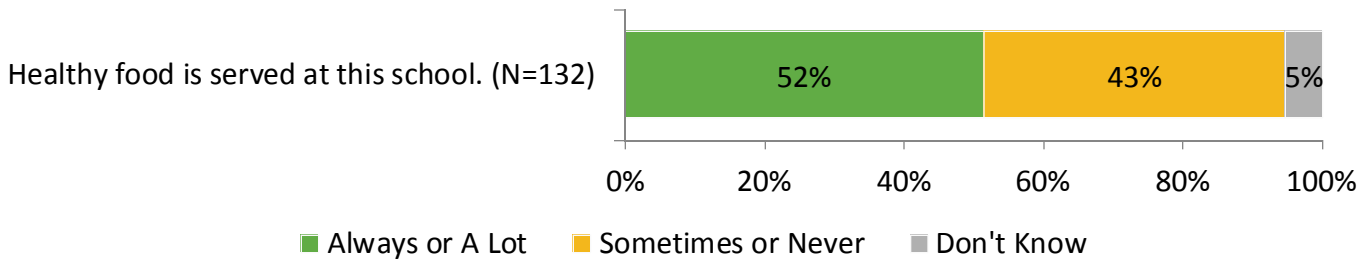


District Leadership and Capacity: Challenges

Teachers



Elementary Students

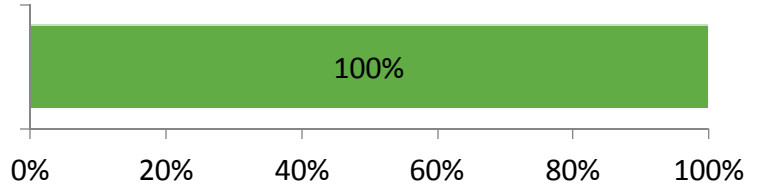


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**Horizons on the Hudson Magnet School
School Leader Practices and Decisions: Successes**

Teachers

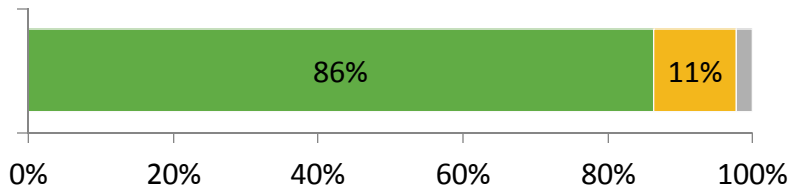
Our school leadership works hard to obtain resources (people, money, technology) for this school. (N=35)



■ Strongly Agree or Agree ■ Disagree or Strongly Disagree

Elementary Students

My principal leads our school well. (N=131)

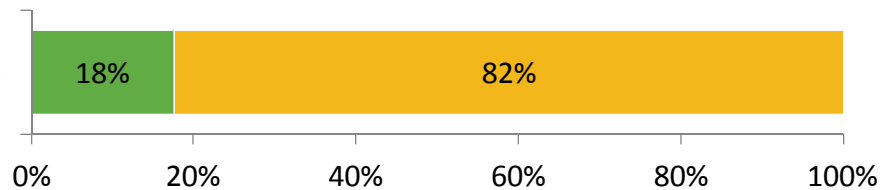


■ Always or A lot ■ Never or Sometimes ■ Don't Know

School Leader Practices and Decisions: Challenges

Teachers

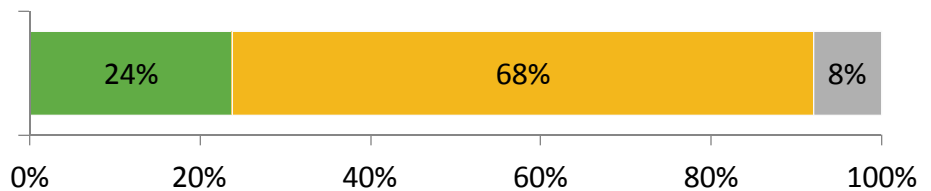
Hiring new full-time teachers (N=34)



■ A Great Amount or a Moderate Amount of Influence ■ No Influence or A Minor Amount

Elementary Students

I help make school rules. (N=126)

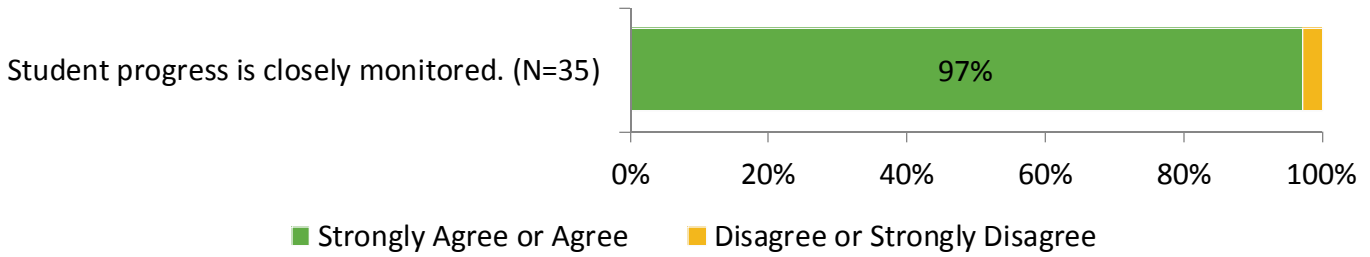


■ Always or A lot ■ Never or Sometimes ■ Don't Know

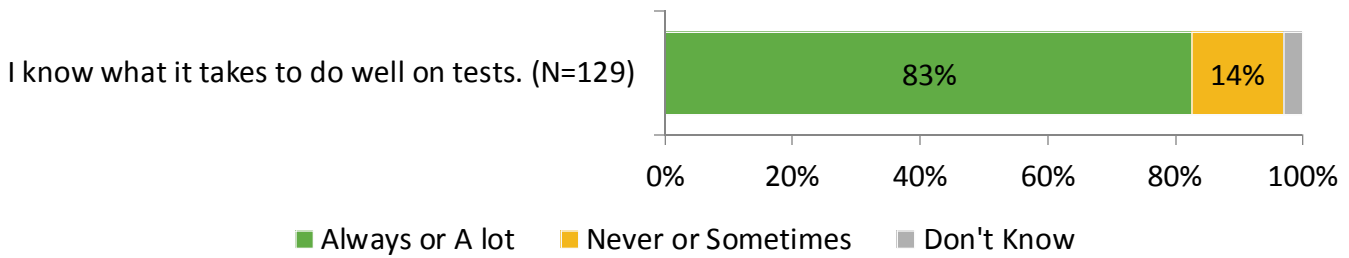
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**Horizons on the Hudson Magnet School
Curriculum Development and Support: Successes**

Teachers

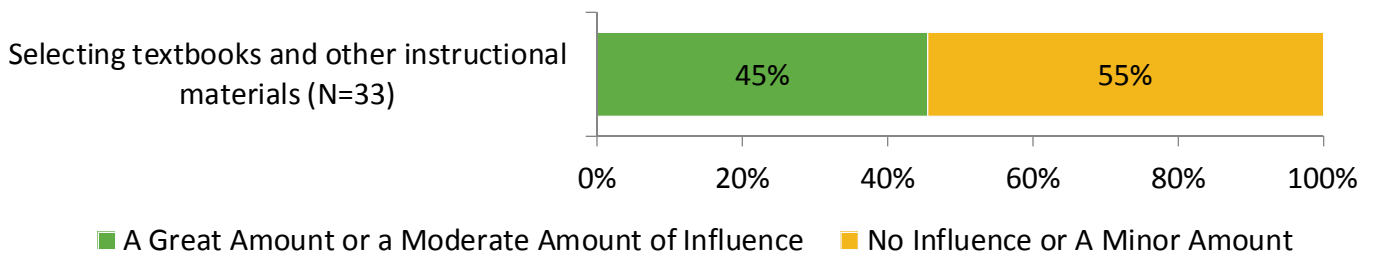


Elementary Students

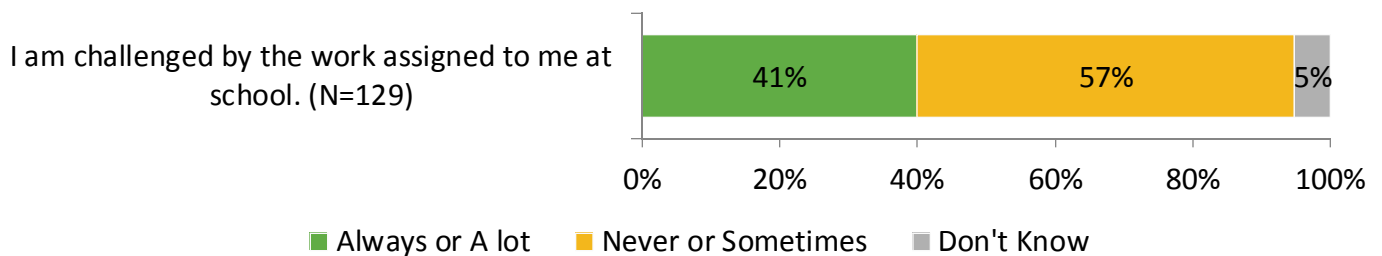


Curriculum Development and Support: Challenges

Teachers



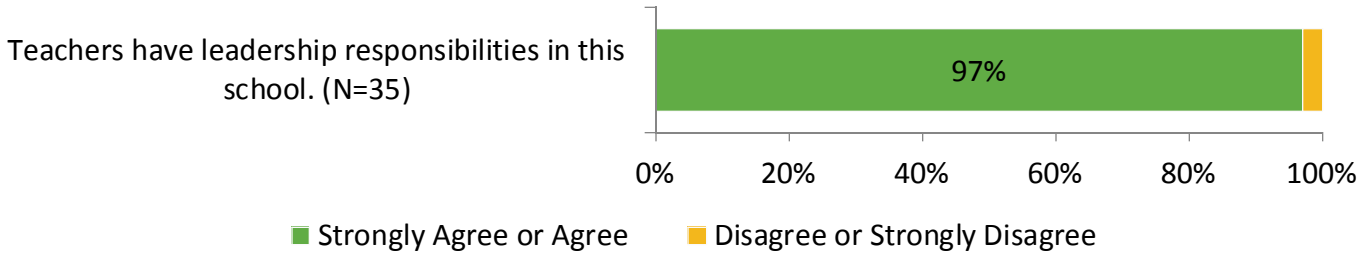
Elementary Students



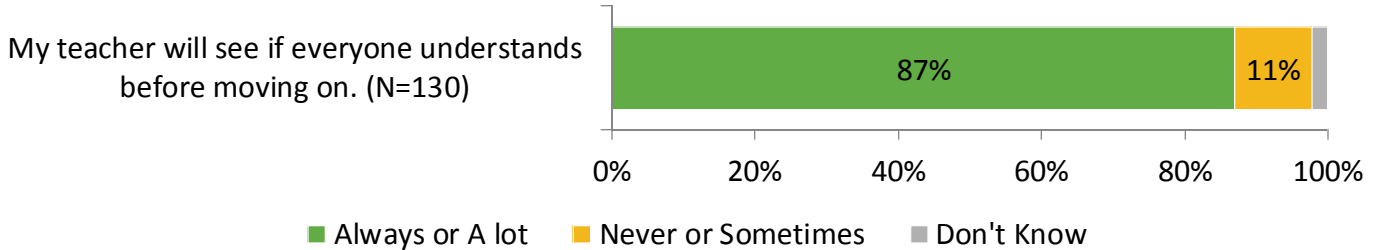
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**Horizons on the Hudson Magnet School
Teacher Practices and Decisions: Successes**

Teachers

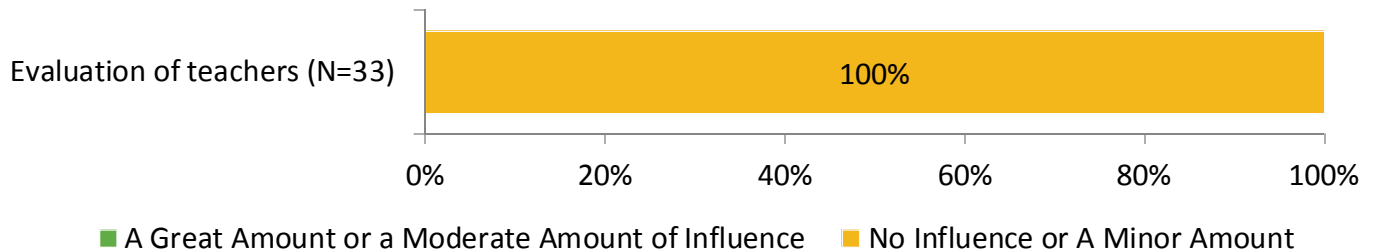


Elementary Students

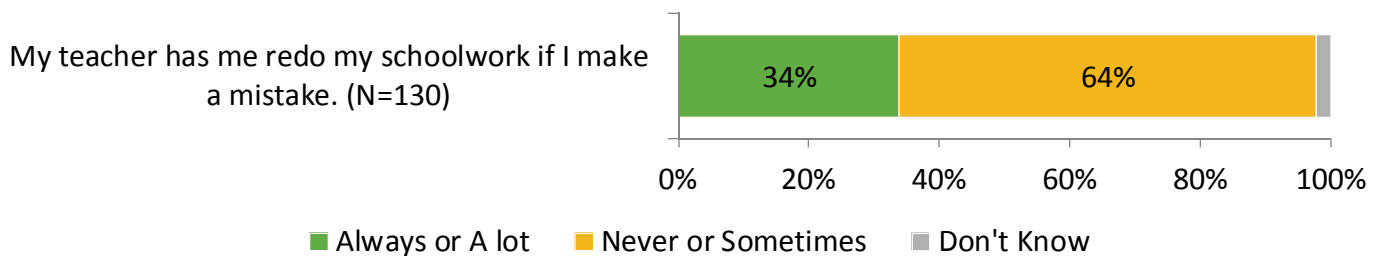


Teacher Practices and Decisions: Challenges

Teachers



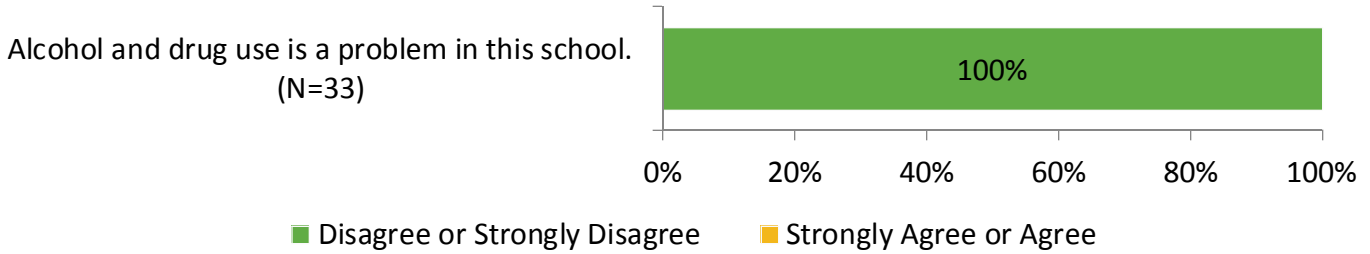
Elementary Students



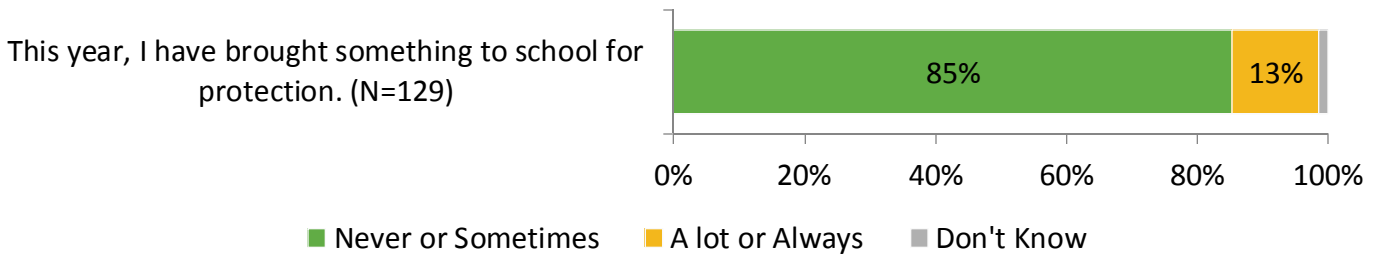
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Horizons on the Hudson Magnet School
Student Social and Emotional Developmental Health: Successes

Teachers

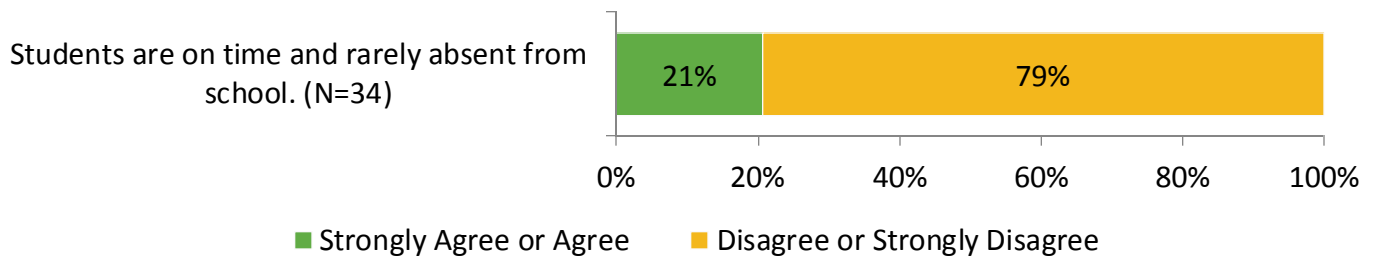


Elementary Students

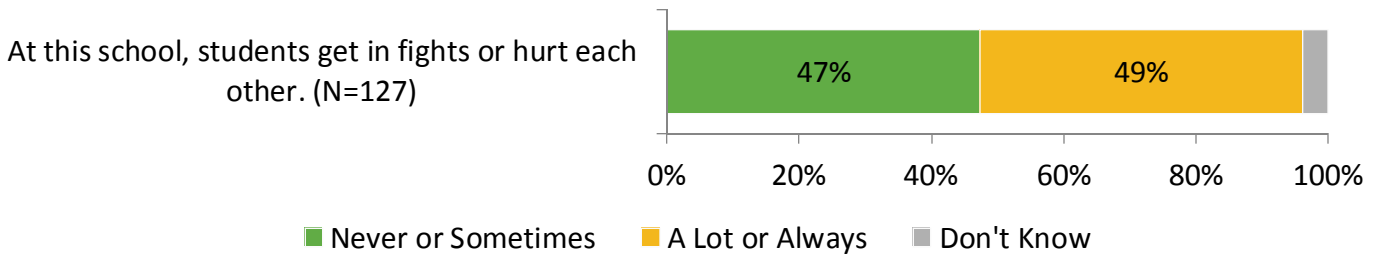


Student Social and Emotional Developmental Health: Challenges

Teachers



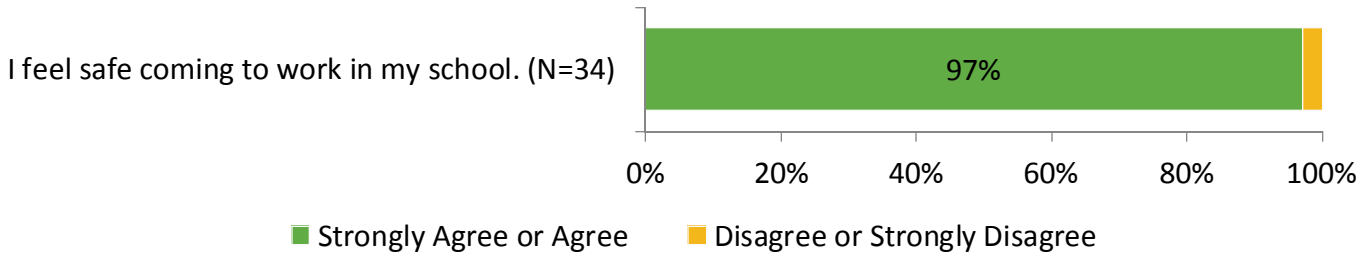
Elementary Students



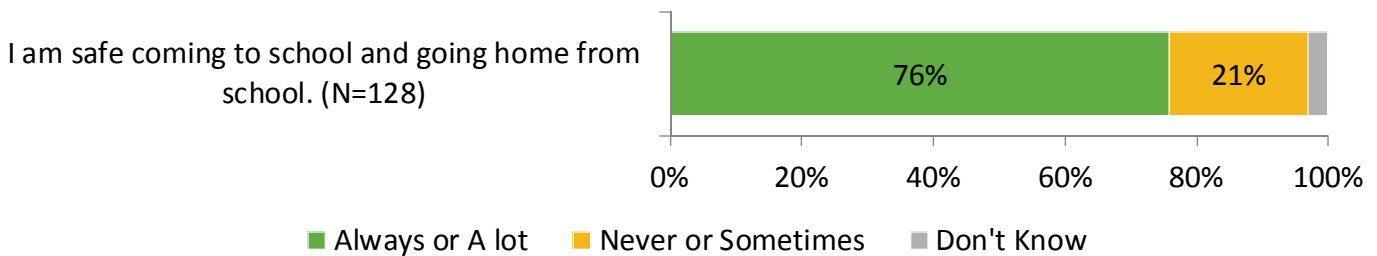
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**Horizons on the Hudson Magnet School
Family and Community Engagement: Successes**

Teachers

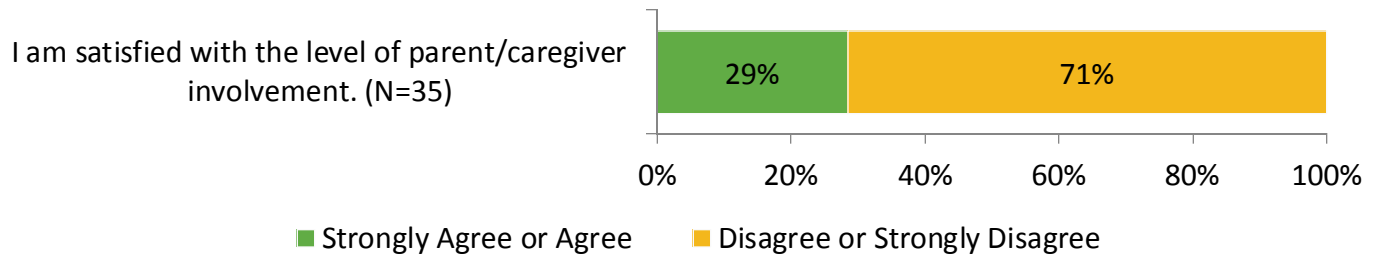


Elementary Students

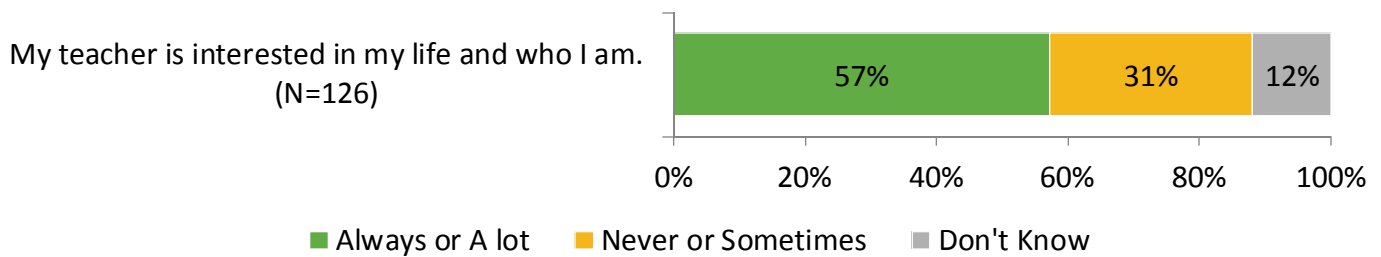


Family and Community Engagement: Challenges

Teachers



Elementary Students



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**Horizons on the Hudson Magnet School
District Leadership and Capacity: Teacher Responses**

	Strongly Agree	Agree	Disagree	Strongly Disagree
I am given the instructional support I need to teach my students. (N=33)	21%	58%	18%	3%
Students have access to reliable computers and the internet at school for learning purposes. (N=34)	24%	56%	15%	6%
My instructional materials are in good condition. (N=33)	18%	67%	9%	6%
Healthy food is served in the cafeteria. (N=34)	0%	44%	41%	15%
I am satisfied with my class size. (N=34)	15%	56%	9%	21%
This school is well-maintained. (Air conditioning, heat, lighting, grounds keeping, etc.) (N=34)	9%	71%	15%	6%
Necessary materials such as textbooks, supplies, and copy machines are available when I need them. (N=34)	12%	71%	12%	6%
Support is available to help me incorporate computers and other technology into my instructional practices. (N=33)	30%	61%	3%	6%
My school is kept clean. (N=35)	9%	71%	20%	0%
The classrooms in this school are physically conducive to learning. (N=34)	24%	68%	9%	0%

	Strongly Disagree	Disagree	Agree	Strongly Agree
I worry about the security of my job because of the performance of my students on state or local tests. (N=34)	18%	9%	41%	32%
Routine duties and paperwork interfere with my job of teaching. (N=34)	9%	32%	35%	24%

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**Horizons on the Hudson Magnet School
District Leadership and Capacity: Student Responses**

Elementary Students	Always	A lot	Some- times	Never	Don't Know
Healthy food is served at this school. (N=132)	29%	23%	36%	8%	5%
I get enough to eat at school. (N=129)	35%	26%	27%	12%	1%
I have access to computers and the Internet to do my schoolwork. (N=130)	44%	18%	28%	8%	2%
I have the books and materials I need for my classes. (N=131)	60%	18%	15%	2%	5%
My school is clean. (N=132)	37%	24%	30%	6%	3%

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**Horizons on the Hudson Magnet School
School Leader Practices and Decisions: Teacher Responses**

	Strongly Agree	Agree	Disagree	Strongly Disagree
Student achievement data informs school planning and decision-making. (N=35)	29%	63%	9%	0%
Our principal assists teachers in monitoring student progress. (N=33)	18%	64%	12%	6%
School leaders work hard to avoid wasteful intrusions of instructional time. (N=34)	18%	65%	6%	12%
The behavior of school leadership toward the staff is supportive and encouraging. (N=34)	18%	62%	12%	9%
School leaders provide me with meaningful feedback regarding my teaching. (N=34)	24%	53%	12%	12%
Our school leadership works hard to obtain resources (people, money, technology) for this school. (N=35)	46%	54%	0%	0%
Teachers create and implement plans to achieve the school's goals. (N=34)	29%	56%	12%	3%
I am satisfied with being a teacher at this school. (N=34)	38%	41%	12%	9%
I feel respected and supported by other teachers at this school. (N=35)	26%	60%	11%	3%
I am encouraged and supported in terms of my professional growth. (N=34)	21%	56%	12%	12%
School leaders and teachers have a shared vision for the school. (N=35)	34%	49%	9%	9%
I am aware of our school's improvement plan. (N=32)	34%	53%	13%	0%
The daily schedule in our school maximizes instructional time. (N=34)	12%	62%	9%	18%
My principal talks with me about my instructional practices. (N=32)	28%	44%	28%	0%
Goals and priorities for this school are communicated clearly and frequently. (N=34)	29%	53%	15%	3%
Our principal openly communicates with staff regarding decisions that impact us. (N=35)	29%	49%	14%	9%
I am recognized for a job well done. (N=34)	21%	53%	15%	12%
Our principal effectively communicates with the staff. (N=33)	27%	55%	3%	15%

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**Horizons on the Hudson Magnet School
School Leader Practices and Decisions: Teacher Responses**

	Strongly Disagree	Disagree	Agree	Strongly Agree
Our principal is a weak manager of teachers and staff. (N=34)	35%	50%	9%	6%

	A great amount of influence	A moderate amount of influence	A minor amount of influence	No influence
Deciding how the school budget will be spent (N=34)	3%	18%	21%	59%
Hiring new full-time teachers (N=34)	3%	15%	26%	56%

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**Horizons on the Hudson Magnet School
School Leader Practices and Decisions: Student Responses**

Elementary Students	Always	A lot	Some- times	Never	Don't Know
I help make school rules. (N=126)	12%	12%	38%	30%	8%
Adults care about how students feel about this school. (N=127)	45%	26%	17%	5%	7%
My principal tries to get to know me well. (N=132)	23%	24%	23%	19%	10%
I can go to my principal if I have a problem at school. (N=132)	61%	10%	18%	8%	2%
My principal wants to know my strengths and where I struggle. (N=126)	32%	23%	18%	13%	14%
My principal leads our school well. (N=131)	66%	21%	7%	5%	2%
My principal gets our school things we need to learn. (N=132)	47%	14%	14%	8%	17%
Adults in my school visit our classes. (N=131)	15%	21%	60%	2%	2%
Teachers in this school do a lot for the school besides teach. (N=130)	48%	22%	8%	12%	12%
Teachers work together to make decisions about my school. (N=131)	49%	23%	10%	4%	15%
Student work is displayed in our classrooms and throughout our school. (N=129)	58%	17%	14%	5%	6%

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**Horizons on the Hudson Magnet School
Curriculum Development and Support: Teacher Responses**

	Strongly Agree	Agree	Disagree	Strongly Disagree
Student progress is closely monitored. (N=35)	34%	63%	3%	0%
Students are learning what they need to know to be successful in the next grade level or after graduation. (N=35)	17%	74%	6%	3%
In this school, we have a rigorous curriculum. (N=35)	34%	63%	3%	0%
The curriculum in my subject area is strong, relevant and aligned with state standards. (N=33)	36%	55%	9%	0%
Helping students meet challenging academic goals is a primary focus of this school. (N=35)	43%	49%	6%	3%
The variety of activities and courses at this school keep students engaged in learning. (N=35)	29%	57%	14%	0%
Curriculum, instruction and assessments are aligned to support student learning. (N=34)	24%	56%	18%	3%
Students get the support they need at school for academic and career planning. (N=35)	14%	63%	17%	6%
High standards and expectations are set for all students at this school. (N=34)	35%	56%	6%	3%

	A great amount of influence	A moderate amount of influence	A minor amount of influence	No influence
Evaluating and grading students (N=35)	66%	17%	14%	3%
Determining the amount of homework to be assigned (N=32)	69%	9%	3%	19%
Establishing curriculum (N=34)	18%	32%	35%	15%
Selecting content, topics, and skills to be taught (N=34)	18%	38%	35%	9%
Setting the standards for students (N=33)	21%	36%	21%	21%
Selecting textbooks and other instructional materials (N=33)	15%	30%	24%	30%

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**Horizons on the Hudson Magnet School
Curriculum Development and Support: Student Responses**

Elementary Students	Always	A lot	Some- times	Never	Don't Know
In class, I ask and answer questions. (N=131)	23%	33%	42%	2%	1%
I know what it takes to do well on tests. (N=129)	60%	23%	12%	2%	3%
In this class, students share their work with each other. (N=126)	22%	19%	48%	10%	2%
Students work together in this school. (N=130)	27%	40%	28%	2%	2%
I am challenged by the work assigned to me at school. (N=129)	17%	24%	48%	5%	5%
Directions for completing my school work are clear. (N=126)	40%	25%	34%	1%	1%

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Newburgh City School District
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**Horizons on the Hudson Magnet School
Teacher Practices and Decisions: Teacher Responses**

	Strongly Agree	Agree	Disagree	Strongly Disagree
Teachers work together to ensure student success. (N=35)	37%	51%	11%	0%
I provide written feedback on student work. (N=32)	22%	66%	13%	0%
I explain the learning standards and expectations to my students for each assignment. (N=32)	38%	56%	3%	3%
I regularly use data to identify my students' areas of strength and weakness. (N=33)	30%	58%	12%	0%
Teachers have leadership responsibilities in this school. (N=35)	31%	66%	0%	3%
My teaching is effectively monitored and evaluated. (N=34)	32%	35%	21%	12%
I am continually learning new things that will impact my teaching. (N=34)	32%	59%	6%	3%
I have opportunities to lead teams, projects, or other instructional activities. (N=34)	29%	47%	18%	6%
The professional development sessions I attend help me to better meet the learning needs of my students. (N=34)	15%	65%	12%	9%
I stay current with regard to new and emerging trends in education. (N=34)	35%	62%	3%	0%
I am able to meet the individual needs of each and every student I teach. (N=34)	12%	38%	44%	6%
Collaboration is encouraged among teachers and staff. (N=35)	49%	46%	6%	0%
I am provided with time to share and learn from other teachers. (N=34)	26%	56%	12%	6%
Teachers talk positively about students in the staff areas. (N=33)	6%	64%	30%	0%
Teachers help each other improve their teaching. (N=34)	29%	59%	12%	0%

	Strongly Disagree	Disagree	Agree	Strongly Agree
I sometimes feel it is a waste of time to try to do my best as a teacher. (N=34)	50%	41%	6%	3%

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**Horizons on the Hudson Magnet School
Teacher Practices and Decisions: Teacher Responses**

	A great amount of influence	A moderate amount of influence	A minor amount of influence	No influence
Determining types of professional development (N=34)	6%	32%	29%	32%
Evaluation of teachers (N=33)	0%	0%	15%	85%
Selecting teaching techniques (N=34)	24%	50%	18%	9%

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**Horizons on the Hudson Magnet School
Teacher Practices and Decisions: Student Responses**

Elementary Students	Always	A lot	Some- times	Never	Don't Know
My teacher has me redo my schoolwork if I make a mistake. (N=130)	18%	16%	46%	18%	2%
My teacher talks to me about how I am doing in school. (N=128)	18%	21%	50%	7%	4%
My teacher tells me to ask questions when I don't understand. (N=130)	45%	18%	25%	9%	3%
My teacher gives me extra help when I need it. (N=130)	43%	24%	27%	4%	2%
My teacher will see if everyone understands before moving on. (N=130)	72%	15%	9%	2%	2%
My teacher explains things in a different way when I do not understand. (N=131)	45%	26%	19%	7%	3%
My teacher writes comments and suggestions on my school work. (N=131)	40%	26%	21%	8%	4%
My teacher enjoys learning new things. (N=132)	63%	16%	8%	3%	10%

Elementary Students	Never	Some- times	A lot	Always	Don't Know
It's tough to get extra help from my teacher when I need it. (N=128)	39%	31%	13%	14%	3%

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Horizons on the Hudson Magnet School
Student Social and Emotional Developmental Health: Teacher Responses

	Strongly Agree	Agree	Disagree	Strongly Disagree
There is a teacher, counselor or other staff member at school to whom a student can go for help with a problem. (N=35)	51%	46%	3%	0%
Teachers and staff can be described as strong, fair advocates for students. (N=35)	40%	51%	6%	3%
Students at school are treated fairly regardless of their race, culture, religion, sexual orientation, gender, or disability. (N=35)	46%	46%	6%	3%
Discipline is enforced fairly at this school. (N=33)	3%	64%	21%	12%
Students are on time and rarely absent from school. (N=34)	0%	21%	47%	32%
Students feel safe in our school. (N=33)	21%	67%	9%	3%
Students respect the teachers, staff, and school leaders. (N=34)	3%	68%	21%	9%
I have the support I need to maintain order and discipline with my students. (N=35)	17%	57%	17%	9%
Our school adequately enforces school rules for student conduct. (N=34)	18%	47%	24%	12%

	Strongly Disagree	Disagree	Agree	Strongly Agree
Student health is a problem in this school. (N=35)	3%	49%	46%	3%
Students threaten and bully each other at this school. (N=34)	6%	32%	53%	9%
At this school, we have frequent incidents of student misconduct. (N=33)	0%	36%	42%	21%
Students often disrespect me. (N=35)	23%	46%	20%	11%
In this school, students get into fights or physically injure each other. (N=33)	6%	58%	33%	3%
Robbery or theft is a problem in this school. (N=34)	18%	68%	15%	0%
Students bring weapons or other objects to school for protection. (N=34)	44%	50%	6%	0%
Alcohol and drug use is a problem in this school. (N=33)	64%	36%	0%	0%
The level of student misbehavior in this school interferes with my teaching. (N=33)	18%	39%	27%	15%

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Horizons on the Hudson Magnet School
Student Social and Emotional Developmental Health: Teacher Responses

	A great amount of influence	A moderate amount of influence	A minor amount of influence	No influence
Disciplining students (N=34)	32%	44%	15%	9%
Setting discipline policies (N=33)	0%	36%	30%	33%

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Horizons on the Hudson Magnet School
Student Social and Emotional Developmental Health: Student Responses

Elementary Students	Always	A lot	Some-times	Never	Don't Know
There is an adult at school I can talk to about any problem. (N=130)	56%	12%	18%	8%	5%
School is interesting. (N=126)	41%	21%	27%	8%	2%
I enjoy going to this school. (N=127)	43%	21%	24%	9%	3%
I am safe in school. (N=130)	57%	21%	15%	5%	2%
In this school, students are treated fairly regardless of what they look like, believe or can do. (N=132)	37%	16%	30%	11%	7%

Elementary Students	Never	Some-times	A lot	Always	Don't Know
At this school, students get in fights or hurt each other. (N=127)	8%	39%	29%	20%	4%
This year, I have had something stolen from me at school. (N=132)	45%	29%	16%	8%	2%
This year, I have been scared that someone at school was going to hurt me. (N=131)	58%	21%	9%	11%	2%
This year, I have brought something to school for protection. (N=129)	71%	14%	8%	5%	2%
Students in this school spend a lot of time misbehaving. (N=129)	6%	53%	26%	12%	3%
In this school, I am treated differently because of what I look like, believe or can do. (N=131)	44%	34%	12%	7%	3%

*Notes: Data for items with fewer than 10 responses are excluded.
Labels for percentages less than 5% are not shown.*

Newburgh City School District
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**Horizons on the Hudson Magnet School
Family and Community Engagement: Teacher Responses**

	Strongly Agree	Agree	Disagree	Strongly Disagree
I am supported by my students' parents/caregivers. (N=35)	11%	54%	23%	11%
At this school, we have strong school-community partnerships. (N=34)	32%	59%	9%	0%
The staff in this school are well respected by students' families and community members. (N=34)	12%	65%	18%	6%
My students' parents/caregivers are involved in school activities when they can. (N=33)	3%	61%	24%	12%
I am satisfied with the level of parent/caregiver involvement. (N=35)	3%	26%	60%	11%
Parent/Caregiver input is respected and valued at this school. (N=35)	34%	60%	6%	0%
This school partners with the community to positively impact student learning. (N=35)	37%	57%	6%	0%
I feel safe coming to work in my school. (N=34)	29%	68%	3%	0%

	Strongly Disagree	Disagree	Agree	Strongly Agree
Students come to school unprepared to learn. (N=35)	3%	31%	51%	14%

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Newburgh City School District
2015 DTSDE Survey

**Horizons on the Hudson Magnet School
Family and Community Engagement: Student Responses**

Elementary Students	Always	A lot	Some- times	Never	Don't Know
What I learn in school helps me in what I do outside of school. (N=127)	39%	31%	21%	5%	5%
My teacher is interested in my life and who I am. (N=126)	29%	28%	21%	10%	12%
I am safe coming to school and going home from school. (N=128)	62%	14%	15%	6%	3%
The adults in my school learn about the school's neighborhood and community. (N=131)	25%	33%	17%	5%	21%
My parents/caregivers enjoy helping out at this school when they can. (N=130)	38%	25%	24%	5%	8%
Teachers attend school events (like sports games, plays, fundraisers). (N=132)	30%	33%	23%	5%	11%
My teacher says good things about me to my parents/caregivers. (N=126)	43%	26%	18%	5%	8%

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