



The New York City Department of Education



Quality Review Report

**The Magnet School of Media Arts &
Communication**

**Public School 100
2951 West 3rd Street
Brooklyn
NY 11224**

Principal: Katherine Moloney

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Reviewer: Clive Parsons

Content of the report

Part 1: The School Context

Information about the school

Part 2: Overview

What the school does well
What the school needs to improve

Part 3: Main Findings

Overall evaluation
How well the school meets New York City's evaluation criteria

Part 4: School Quality Criteria Summary

Part 1: The school context

Information about the school

Public School 100, The Magnet School of Media Arts & Communication, is an elementary school for students in grades pre-kindergarten through 5. Just under 700 students are enrolled. Approximately 80% of students are White, with just over 7% of both Black and Hispanic students and 4% Asian students. A majority of the student body has a Russian heritage. The proportion of special education students, approximately 10%, is similar to that in schools across the City. A greater proportion of these students are taught in a less restrictive environment, however. The proportion of English language learners, at approximately 20% of the school population in 2005, is higher than in other schools. A higher proportion of students have arrived recently into the country than in other schools. These students were born mainly in the Ukraine, Russia and Pakistan. Student mobility is about the same as in other schools, as is their attendance. The school receives Title 1 funding.

The school is in the third year of a magnet program. The goal of the program is to increase student diversity and to reduce minority group isolation. The school provides students with 'a specialized program that affords them the opportunity to learn how modern technology has revolutionized the way we communicate, interact, and perceive our world'.

Part 2: Overview

What the school does well

- The strategic planning by the principal is exemplary and budgeting decisions, including resources and staffing, are very well targeted to support and enable teachers to carry through change.
- The principal is managing the changes and developments identified in a way that is empowering of others and is leading to sustainable improvement for students.
- The climate and culture of the school are very nurturing and encouraging for students, enabling them to learn and to make good progress.
- A collegiate and cooperative atmosphere, built on good relationships, underpins the school's work and engenders a good sense of learning amongst all members of the school community.
- Coaches and the administration are providing effective professional development to enable change.
- There is some high quality instruction that uses data effectively to differentiate support and to engage students in their learning.
- Teachers feel empowered to try new things, to take appropriate risks and are very well supported when they do so.
- Many effective programs and activities encourage students to develop their self confidence and to take increasing responsibility for their own learning.
- The magnet program is used very effectively to influence the work of the whole school.
- Very good relationships with external organizations support the school's work well.

What the school needs to improve

- Continue to develop writing and phonics work in the early years, in order to lay even more effective foundations for later grades.
- Continue to embed technology throughout the curriculum to enhance and broaden the students' experiences and skills.
- Continue to develop the use of short-term, teacher-generated data to group and regroup students and to differentiate the support and challenge provided to students as lessons and sequences of lessons progress.
- Review the science and social studies programs as intended and as set out in the school's Comprehensive Education Plan.
- Continue to develop and refine the establishment and recording of student goals and expectations, and track student progress towards them, to make it easier and more timely to identify students who are not making the progress expected.
- Continue to develop the use of rubrics in the classroom, especially to encourage and support self and peer assessment for higher grade students.

Part 3: Main findings

Overall Evaluation

This is a well-developed school.

The Magnet School of Media Arts & Communication is very successful in promoting a collaborative culture across all of its functions. Teachers, parents and students contribute to instructional, social and extra-curricular school goals. An active student council has been introduced, for example, and collaborative and collegiate activity is a hallmark of the school. The impact of the magnet program is evident throughout the school, in products such as the school newspaper, as well as in the confidence and maturity of students. The principal continues to build the capacity of the school to review and evaluate the impact of its actions, to plan strategically to improve outcomes for students and to enable all concerned to fulfill their roles energetically and to the full. The climate, tone and expectations are established very clearly by the principal, who is adept at using books to encompass simple, but powerful messages for staff and students alike. The principal, ably supported by her assistant principal and the instructional team, is building carefully upon the school's traditionally strong academics to move the school towards excellence in all aspects of its work. The principal's vision of fostering creativity and a love of learning by all is clearly well advanced.

How well the school meets New York City's evaluation criteria

Quality Statement 1 – Gather Data: School leaders and faculty consistently gather data and use it to understand what each student knows and is able to do and to monitor student progress over time.

This area of the school's work is well developed.

The school gathers data from a wide variety of sources to help to understand and evaluate the performance and progress of its students. Performance, such as outcomes from City and State tests, is analyzed to identify underlying patterns and to make comparisons with other schools. The performance of student groups, such as by class, ethnicity and gender, are evaluated and compared. The performance of groups, such as grades, special education students and English language learners, are compared over time to explore trends and to evaluate the impact of the school's work. A good range of standardized and diagnostic assessments are used to provide interim data to evaluate the progress made by students and to identify specific strengths and areas for development for individuals and for groups. The school has recently commissioned additional assessments to provide mid-year and end-of-year statistics to provide even more comprehensive data.

The school also collects data from on-going assessments such as running records and other classroom based activities. Progress on reading levels, for example, is collected on a regular basis for review by the principal and the instructional team. Effective work with a variety of specialists, such as the school's coaches, helps to ensure that teacher-generated data is accurate, reliable and consistent. Much progress has been made with the use of rubrics to support classroom based assessment. The embedding and broadening of this work has been identified by the principal as an on-going need, with the potential to strengthen further self and peer assessment, especially by higher grade students. Teachers review data and discuss their reflections with colleagues and the

administration, such as at grade conferences following assessments. These activities help to provide evidence for the impact of the school's work, as well as a regularly updated view of student performance, for example across classes and grades. They also help to ensure consistency between teachers.

Quality Statement 2 – Plan and Set Goals: School leaders and faculty consistently use available data to understand each student's next learning step. Through collaborative planning and student and parent engagement, they set high goals for improving teaching practice and accelerating each student's learning.

This area of the school's work is well developed.

A thorough analysis and review of data underpins the school's planning, so that the goals established are very much informed by the data available. The principal's high expectations ensure that goals are appropriately challenging. Assessment data is supplemented very well by the school's knowledge about factors that affect students' learning. Regular meetings and discussions with parents, as well as with service providers, are used well to gather this information. The school's preparation of the Comprehensive Education Plan involves parents, as well as staff from the various constituencies within the school. Consequently the well formulated plans and goals drive all members of the school's community.

Teachers are required to submit quarterly goal sheets to the administration. These sheets outline the curriculum and instructional goals to be implemented. Grade meetings and common preparation time help to ensure congruence between these plans. Articulation between teachers of consecutive grades helps teachers to understand and plan for continuity and progression of their instruction and of student experiences. The school's goal setting for students is effective, but does not always articulate and record the specific progress expected, such as movement through reading levels. As a result, although progress is recorded, it is not always evident if this is at the rate expected.

The school adopts a broad definition of 'at risk' so that it provides effective support to a good number of students, including those most in need of academic improvement. Again, data is used well to identify student needs, so that additional support is targeted well. This includes both remediation and enrichment. Effective meetings of the pupil personnel team help to review and direct interventions. Effective after school programs support students at levels 3 and 4 to improve or maintain their scores, as well as supporting English language learners.

Quality Statement 3 – Align Instruction: The school aligns its instructional activity and resources, and student engagement around its focused plans for accelerating learning for each student.

This area of the school's work is proficient with well-developed features.

The curriculum is aligned to the school's improvement plans and to achieving the goals and high expectations established. This applies equally to the enrichment and extension opportunities provided, as much as it does to the school's core curriculum. The magnet program is used very effectively to influence the work of the whole school, supporting the development of strong communication skills, as well as building confidence and self esteem in students. Good progress has been made in moving to a balanced literacy program. The principal has highlighted the need to continue to embed technology

throughout the curriculum to enhance and broaden the students' experiences and skills. She has also identified the need to review the science and social studies programs as the next stage in the evolution of the curriculum.

Teachers feel themselves accountable, to the students, for the quality of their instruction and for maximizing the impact on the students' performance and progress. Some instruction is of high quality. Teachers use the available data to group students and to broadly differentiate their instruction. Greater flexibility in changing student groupings and refocusing the support and challenge provided as goals are met or needs arise is less evident, however. Consequently, although students engage well in the instructional activities provided, consistent challenge or support to engage fully in learning is not yet guaranteed in all classrooms.

The principal's very effective strategic planning ensures that budgeting decisions, including scheduling, resources and staffing, are all very well targeted to support and enable teachers to carry through the changes identified. For their part, teachers feel encouraged and empowered to try new things and to take appropriate risks. They also feel very well supported when they do so. The climate and culture of the school are very nurturing and encouraging for students, enabling them to learn and to make good progress. Staff are acutely aware of the students' personal, as well as academic needs. Students feel safe and well supported, recognizing that there is an adult within the school to whom they could turn, should the need arise. Student attendance is afforded an appropriately high priority, with recognition of perfect attendance and rigorous pursuance of poor attendance.

Quality Statement 4 - Build and Align Capacity: The development of instructional leadership, staff, and capacity are aligned around the school's collaboratively established goals for accelerating the learning of each student.

This area of the school's work is well developed.

Care is taken when appointing new staff to ensure that their philosophy and expertise mirrors that required by the school. Care is also taken to ensure that existing staff are utilized to their best effect for the students. Professional development is afforded a very high priority, as part of the recognized need to equip teachers with all of the skills and resources required to implement the changes being enacted. Members of the school's instructional team, including the principal, are continually in lessons. Professional development and plans for improving instruction are securely based upon direct observation and data analysis. The school's coaches, as well as the administration, are providing effective support. Opportunities are afforded to research ideas and solutions, including visiting other schools, prior to plans being formulated. Similarly, inter-visitations within the school are encouraged. A collegiate and cooperative atmosphere, built on good relationships, underpins the school's work and engenders a good sense of learning amongst all members of the school community. Many effective programs and activities encourage students to develop their self confidence and to take increasing responsibility for their own learning.

The principal is managing the changes and developments identified in a way that is empowering of others and is leading to sustainable improvement for students. This is building further the school's capacity for sustainable growth. For example, the principal has recognized the importance of continuing to develop writing and phonics work in the early years, in order to lay even more effective foundations for later grades. The principal has gained the respect of the school's community and has a very high capacity to effect the changes being implemented to take the school to an even higher level of effectiveness.

The school operates very effectively on a day to day basis. Procedures are clear, known to all and consistently enacted. The school has developed some very constructive relationships with external organizations which support the school's work well. This includes, for example, work with a local television and radio station through the magnet program, as well as supporting after school programs and providing rooms for parents to learn English.

Quality Statement 5 - Monitor and Revise: The school has built-in structures for evaluating each student's progress throughout the year, recognizing weaknesses in its improvement plans and teaching practices, and flexibly adapting plans and practices to meet its goals for accelerated learning.

This area of the school's work is well developed.

The strategic planning by the principal is exemplary. Each plan's outcomes drive successive phases of improvement planning well. The instructional team is constantly evaluating progress towards the school's goals and looking for ways to improve practice further. The Comprehensive Education Plan is a living document. Interim evaluations are included and the plan is updated and revised as changes occur. Collection, analysis, evaluation and comparison of data underpin the school's work. Learning from the experiences of others is also used well, so that teachers are encouraged to visit other schools, as well as other classrooms. The impact of professional development is evaluated through reviewing data, as well as by direct observation.

The principal has recognized that the quicker data is available and the more specific it is, the more timely and focused interventions can be, so increasing their likelihood of success. She has also identified some areas where this could be improved. Nevertheless, the school is adept and timely at modifying plans when the data indicates that something more effective is required. Rapid improvement in the fluency of English language learners in the lower grades, for example, demonstrates the effectiveness of the school's work in this area. It also highlights the focusing and targeting of resources by the principal to identify and eliminate difficulties as early as possible.

Part 4: School Quality Criteria Summary

SCHOOL NAME: The Magnet School of Media Arts & Communication (PS 100)	∅	✓	+
Quality Score			X
Quality Statement 1 – Gather Data: School leaders and faculty consistently gather data and use it to understand what each student knows and is able to do and to monitor student progress over time.	∅	✓	+
1.1 The school uses available data and generates its own data to provide an objective, constantly updated understanding of the performance and progress of: <ul style="list-style-type: none"> • each student, classroom, grade level, 			X
1.2 The school uses available data and generates its own data to provide an objective, constantly updated understanding of the performance and progress of: <ul style="list-style-type: none"> • ethnic groups, English language learners, special education students* 			X
1.3 The school uses available data and generates its own data to provide an objective, constantly updated understanding of the performance and progress of: <ul style="list-style-type: none"> • all other categories of interest to the school* 			X
1.4 Performance and progress are measured based on comparisons with similar schools, with the school's own past performance, and among students, classrooms, grade levels, academic subject areas, ethnic groups, and other groupings of interest within the school.			X
Overall score for Quality Statement 1			X

* These criteria are partially aspirational as of now because schools do not have routine access to all of this data. The NYC DOE plans to provide schools with enhanced access to the necessary data in 2007.

Quality Statement 2 – Plan and Set Goals: School leaders and faculty consistently use available data to understand each student's next learning step. Through collaborative planning and student and parent engagement, they set high goals for improving teaching practice and accelerating each student's learning.	∅	✓	+
2.1 Using data, school leaders and faculty engage in a collaborative process to set demanding, objectively measurable goals for immediate and long-range improvement, and to develop plans and timeframes for reaching those goals.			X
2.2 Goals and plans focus on the school as a whole and on each student, classroom, grade level, academic subject, and group of students whose performance or progress has been identified by the school as a particular focus area.		X	
2.3 Particular attention is given to improving the performance and progress of students in greatest need of improvement.			X
2.4 High expectations are conveyed to students and parents/caregivers. Students and their parents/caregivers are regularly invited to provide information about each student's performance and how to improve. This information is central to setting challenging goals and developing, evaluating, and revising plans.			X
2.5 Goals and plans for improving student performance and progress drive the activity of all members of the school community: leaders, staff, students, parents, and other partners.			X
Overall score for Quality Statement 2			X

Quality Statement 3 – Align Instruction: The school aligns its instructional activity, resources, and student engagement around its focused plans for accelerating learning for each student.	∅	✓	+
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3.1 The school selects the curriculum based on how well it aligns with or implements the mandated curriculum and on the curriculum's capacity to generate meaningful interim data about progress towards goals and to support the school's high expectations and improvement plans.		X	
3.2 Teachers are accountable for improving instruction and student outcomes. They plan and differentiate their instruction based on the needs revealed by student data and by the focused plan the school has developed to improve each student's and group of students' outcomes.		X	
3.3 Budgeting decisions are driven by the needs revealed by student data and by the focused plan the school has developed to improve each student's and group of students' outcomes.			X
3.4 Staffing decisions are driven by the needs revealed by student data and by the focused plan the school has developed to improve each student's and group of students' outcomes.			X
3.5 Scheduling decisions about the use of teacher and student time are guided by the needs that emerge from examining student data and by the focused plan the school develops to improve student outcomes.			X
3.6 Instructional programs actively engage students.		X	
3.7 Staff know and respect students and respond to their academic needs, as well as their personal needs that affect academic performance. Each student knows and trusts an adult on the staff who is concerned about him or her.			X
3.8 Student attendance and engagement are high priorities. High rates and patterns of absences trigger immediate intervention.			X
Overall score for Quality Statement 3			X
Quality Statement 4 – Build and Align Capacity: The development of instructional leadership, staff, and capacity are aligned around the school's collaboratively established goals for accelerating the learning of each student.			∅ ✓ +
4.1 Leaders, faculty, and staff are selected based on their high expectations for student performance and progress and based on their commitment and capacity to use data, compare outcomes within and across classrooms and schools and develop and revise plans and methods to improve performance and progress.			X
4.2 Professional development decisions are driven by the needs revealed by student data and by the focused plan the school has developed to improve each student's and group of students' outcomes. Professional development is designed to help leaders, faculty, and staff use data, self- and peer-assessments, and collaboration with peers to achieve goals for improved school and student outcomes. Professional development and self- and peer-evaluation are aligned and overlap.			X
4.3 The principal frequently observes classroom teaching and has a considered strategy for improving the quality of each teacher's instruction. Teachers frequently observe and support each other's classroom instruction with the goal of improving student outcomes.			X
4.4 Planning, evaluation of results, and revision of plans takes place in teams. Leaders and faculty inform each other of their goals and results, candidly evaluate themselves and each other, and use what is learned to drive improvement.			X
4.5 The principal is respected and has capacity to effect change.			X
4.6 The school runs smoothly. Procedures are clear, communicated to all, and are generally followed.			X
4.7 The school aligns youth development and support services around stated academic goals. Partnerships with outside bodies are routinely used to achieve academic goals.			X
Overall score for Quality Statement 4			X
Quality Statement 5 – Monitor and Revise: The school has built-in structures for evaluating each student's progress throughout the year, recognizing weaknesses in its improvement plans and teaching practices, and flexibly adapting plans and practices to meet its goals for accelerating learning.			∅ ✓ +
5.1 All school plans and other interventions include frequent interim goals and diagnostic assessments of progress designed to reveal in objectively measurable ways whether the plan is being effectively implemented and reaching stated goals.			X
5.2 Comparisons of student progress within and across classrooms and schools are used in making interim diagnostic assessments and measuring the progress of plans and interventions.			X
5.3 Information generated by periodic assessments and diagnostic measures of progress and comparisons is used to revise plans immediately in order to reach stated goals. Interim and final goals are modified when data objectively demonstrate that revision is required.			X
5.4 Each plan's interim and final outcomes drive successive phases of goal setting and improvement planning, and each successive phase is characterized by agile and flexible realignment of practices and resources to improve student academic outcomes.			X
Overall score for Quality Statement 5			X