



**NYCDOE**

**Quality Review: Final Report**

# **The New York City Department of Education**



# **Quality Review Report**

**James B Colgate School**

**Public School 012**

**42-00 72 Street  
Queens  
NY 11377**

**Principal: Patricia Perry**

**Dates of review: May 8 - 9, 2007**

**Reviewer: Chris Andrews and Christine Sibley**

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## Part 1: The school context

### Information about the school

The James B. Colgate School is an elementary school with 1,197 students enrolled from kindergarten through grade 5. The school population is composed of mainly Asian (51%) and Hispanic students (41%) but there are also 8% of the students who are White. English language learners account for 37% of the school population and special education students for 6.5%. Ten percent of the students list English as the sole language spoken in the home and the home language report indicates that there are 36 languages and/or dialects spoken among the families at home. Attendance is good, and at 95.8% is above the figure for similar and City schools. The school receives Title 1 funding for 71.5% of its students, which is about the same as similar and City schools.

## Part 2: Overview

### What the school does well

- The school collects a significant amount of relevant data and uses it meaningfully to inform planning and instruction.
- Goal setting is a collaborative activity, and goals are measurable, time related and challenging.
- There is excellent support for students in the greatest need, especially the focused support for English language learners.
- Parental support for the school is excellent and is promoted by the administration and teachers as central to the school's improvement
- Instruction is engaging and students enjoy their classes.
- Students like coming to school and enjoy excellent relationships with adult members of the school community.
- Professional development is linked both to the needs identified by data and to teachers' own needs.
- The principal is well respected as an instructional leader and a person capable of managing change.
- The excellent program of extra-curricular activities aligned to the curriculum contributes significantly to the enrichment of students' lives.
- Monitoring and review are carried out collaboratively and there is flexibility to adapt plans in response to evaluation.

### What the school needs to improve

- Undertake formal analysis of data within ethnic groupings to allow focused instruction for certain students
- Further develop teachers' differentiation of instruction at student level to add to the strategies already in place.
- Introduce a formal program of peer observations to further strengthen the instructional skills of teachers.
- Promote the use of information technology to provide additional strategies for teachers to help students develop as individual learners.

## Part 3: Main findings

### Overall Evaluation

#### **This is a well-developed school.**

Developing the whole child is at the heart of everything the school does, and this is reflected in the confidence of the students when meeting with adults and interacting with their teachers. They are clearly very comfortable in the school, and are confident to ask an adult for help about any academic or personal concern. They understand how well they are doing at school, and are able to explain, in some detail, the 'monitoring for success' sheets used to record progress and know what they have to do next.

The school's program of after school activities adds to this sense of self-development, and the integration of these activities with the taught curriculum is excellent. The exciting Symphony Space Program aligns with the curriculum for social studies in grades 2 through 5, while the Learning through an Expanded Arts Program targets the youngest students. Collaborative planning for the use of information technology in the classroom develops essential technological skills within the framework of meaningful subject matter.

The principal has a very clear vision of what she wants for her students, and is well supported by the administration whose interlocking roles give cohesion to all that the school does. Areas for development represent refinements to existing practice. Teachers share the principal's vision and, as a result, all students are well known and their individual needs addressed, despite the fact that the school is overcrowded and the facilities for physical education are very limited.

The school extends this support to the parents. Parent workshops are provided on social issues and on understanding their children's academic needs to support the school's mission to provide the best for their students. There are also classes for parents who are English language learners themselves and who wish to be able to support their children even more effectively.

### **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 collects a significant amount of relevant data and uses it meaningfully to inform planning and instruction. The result has been a steady increase in test scores over the past three years. This improvement has been anticipated, because the school analyzes its data and compares the performance of different grades year to year looking at how well individual students, as well as identified groups, have performed. Therefore teachers have been able to utilize their prior knowledge of students to set goals for individual students as well as for classes and grades. Teachers keep a 'monitoring for success' folder in which all data and records are kept in a common format. This therefore allows the principal and her assistant principals to monitor both the teachers' work and the students' progress in a regular and consistent manner.

All subgroups within the school are carefully monitored by the principal or one of her assistants, and this happens routinely as part of the regular monitoring of student progress. To meet identified needs, there are effective support programs for both special education students and English language learners. The school is particularly interested in differences in performance by gender, and has addressed these in part by providing books which will attract the interest of boys. A trial plan to address the needs of the high achieving students is currently underway and will be evaluated at the end of the year. This too has been addressed through the after school enrichment program, but will be extended to other students if it is shown to have had impact. The school recognizes that a more formal analysis of data within the broad ethnic groupings is an area for development. Teachers are aware of differences in progress and performance within some ethnic groups but have yet to investigate these systematically. The principal compares the performance of the school with others she has identified as being of a similar nature, and as part of the annual review comparisons are also made with the school's own performance in previous years.

**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.**

Goals for the school are set in the Comprehensive Education Plan, but the plans for content areas and for grades are created collaboratively by the grade teams led by one of the assistant principals. These are based on how the grade can meet the identified school goals, but also reflect the teachers' knowledge of the particular cohort of students in their charge. There is a final review each summer of progress made within each grade, and there is an effective transference of data from one grade to the next to ensure continuity of instruction. When a particular grade was identified as being weaker than others, focused professional development was provided for teachers to enable them to target areas for student development more effectively. All staff are able to explain decisions which lead to changes in goals or patterns of instruction because they are all involved in the discussions. The assistant principals lead on this as they each have grade team responsibilities, but because they also manage whole school areas, such as English language learners, special education and all subject areas, they are able to ensure that there is coherence in planning, monitoring and review.

There are excellent services for students in greatest need of improvement, especially the focused support for English language learners. However, any student on level 1 and so deemed at risk will be reviewed within the regular team meetings, and students who make the necessary progress are reviewed less frequently.

There is ample evidence also of informal discussions between teachers about student progress and the sharing of ideas to support individuals is part of the school culture. Parental support for the school is excellent and is promoted by the administration and teachers as central to the school's progress. The school's expectations of the students are shared with parents at all meetings from the earliest orientation meetings. They are also encouraged to share information with the school. Parents now have access to the Princeton Review online to see their own children's progress and have been given support through a workshop to generate materials to develop identified areas of weakness.

**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 well developed.**

The curriculum used for the core subjects generate meaningful data, both quantitative and qualitative and aligns to State standards. Curriculum mapping ensures that these core content areas link with social science or with the after-school program to bring a high degree of cohesiveness to the students’ experiences. Planning is flexible enough to ensure that should unit tests show that certain secure goals have not been reached, teachers can revisit these topics, modify the curriculum or use their after school time to focus on the skills or concepts not securely understood.

Teachers recognize that they are accountable, first to an assistant principal, for the progress of their students and are confident in their use of data to show the real gains students are making. The data allows teachers to differentiate their teaching and a range of strategies are used, although the principal recognizes that the further development of teachers’ differentiation of instruction at student level would enhance instruction even more.

The principal uses the data to focus the use of resources through the Comprehensive Education Plan and to make creative decisions about staffing and scheduling. The decision to purchase a significant number of leveled classroom library books, many of which would interest boys in reading, was the direct result of a review of differences in performance by gender, as were decisions to hire certain staff.

Instruction is engaging and students enjoy their classes. They talk with enthusiasm of the ‘hands on’ activities but also show engagement in more formal lessons. The growing use of information technology is providing additional strategies for teachers to help students develop as individual learners. Students clearly enjoy coming to school, feel very safe in the school and enjoy excellent relationships with adult members of the school community. They trust their teachers and feel able to seek help for any problem. Attendance is very good, and is encouraged through class competitions and ‘pizza parties’.

**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.**

When hiring new teachers, the principal has clear criteria in mind, and these include an awareness of how to use data, or for teachers without the experience, ideas as to how it might be used to set high expectations for student performance. Professional development is driven by the curriculum or the data and is tailored to teachers’ own needs as identified through surveys. The excellent program of professional development is supported by Columbia University’s Teachers’ College staff developers who model future units of study. The principal ensures that all English language learner and English second language teachers work with the grade teams to share their skills and expertise, thereby utilizing the school’s own resources. The development of the skills required in using data is managed within grade teams and with new teachers as required. There are clear strategies in place to support any teacher experiencing difficulties, and new teachers are partnered with a more experienced colleague. Teachers are frequent visitors to each

other's classrooms, but it is recognized that the instructional skills of teachers would be further strengthened by the development of a formalized program of peer observations.

The principal and her assistant principals regularly observe classroom teaching, both formally and with the daily 'walk-throughs'. Feedback from these observations is regular and supportive, and is used to target areas for professional development either for individuals or for groups of teachers. Planning for units of study and individual lessons takes place in teams, and the assistant principals will candidly discuss comparative progress in these meetings. The principal is well respected as an instructional leader. She is viewed as someone who is capable of managing change effectively and who has moved the school forward significantly in her three years' tenure. The school runs very smoothly, and parents feel very well informed about their children's progress. The excellent program of extra-curricular activities aligned to the curriculum, particularly the symphony space and the learning through expanded arts programs, contributes significantly to the enrichment of students' lives.

**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 monitoring and review of plans is carried out collaboratively, and there is flexibility to adapt plans in response to that evaluation. The Comprehensive Education Plan is a useful working document which leads the school forward, and the starting point for each plan is a review of the past year's data. The goals set are realistic because they are based on the school's prior knowledge of the students' potential, which in turn is based on secure data analysis, but they are designed to move the school forward and are therefore also challenging. The plan is reviewed twice a year formally, but is the regular focus for school leadership team and cabinet meetings. Grade teams review their plans more regularly. Some goals are achieved within the time frame allocated, but goals are normally set for the year. The assistant principals review student progress at the team meetings and compare the relative progress of groups of students. The academic instructional support team targets students whose data suggests either that there is an issue with their progress or that they belong to one of the groups whose success will enable the school to meet one of its main goals. Plans are flexible, and each review produces change. The approach to teaching mathematics to English language learners was modified when it became clear that progress was not what had been anticipated. All teachers have input into the planning process at grade level and share in the evaluation process of the grade plans. Their ownership of the Comprehensive Education Plan comes from the fact that these team evaluations feed into the review process and are integral to the creation of new goals for the succeeding year.

## Part 4: School Quality Criteria Summary

<b>SCHOOL NAME: James B Colgate School (PS 12)</b>	∅	✓	+
<b>Quality Score</b>			<b>X</b>

<b>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.</b>	∅	✓	+
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"> <li>• each student, classroom, grade level,</li> </ul>			<b>X</b>
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"> <li>• ethnic groups, English language learners, special education students*</li> </ul>		<b>X</b>	
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"> <li>• all other categories of interest to the school*</li> </ul>			<b>X</b>
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.			<b>X</b>
<b>Overall score for Quality Statement 1</b>			<b>X</b>

\* 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.

<b>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.</b>	∅	✓	+
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.			<b>X</b>
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.			<b>X</b>
2.3 Particular attention is given to improving the performance and progress of students in greatest need of improvement.			<b>X</b>
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.			<b>X</b>
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.			<b>X</b>
<b>Overall score for Quality Statement 2</b>			<b>X</b>

<b>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.</b>	∅	✓	+
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
<b>Overall score for Quality Statement 3</b>			X
<b>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.</b>	∅	✓	+
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
<b>Overall score for Quality Statement 4</b>			X
<b>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.</b>	∅	✓	+
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
<b>Overall score for Quality Statement 5</b>			X