



The New York City Department of Education



Quality Review Report

Clement C Moore School

**55-01 94 Street
Queens
NY 11373**

Principal: Dr Yvonne Angelastro

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Reviewer: Eileen Hill

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Part 1: The school context

Information about the school

Clement C Moore is a large elementary school for students in kindergarten through grade 5. There are 1339 students enrolled. Forty-two percent of the students are Hispanic, 36% Asian, 13% Black and 9% White. Almost one third of the students are English language learners. The main first languages spoken by the students are Spanish, Hindu, Urdu, Bengali, Chinese and English. The school has 80 special education students enrolled; none in self-contained classes. Title 1 funding is available for 70.5% of the students. This figure is higher than for similar schools. Attendance is higher than for similar schools and suspensions are very low. The school is presently 25% over capacity. Classrooms are small and sometimes crowded. There is a mini-school and six portable classrooms in the school yard. The principal has been in post for three years and the teaching staff is stable.

Part 2: Overview

What the school does well

- The school uses a range of data to monitor the progress and performance of its students.
- The school understands its own past performance and how its performance compares with similar schools.
- Whole school goals are objectively measurable and drive the activity of the school.
- Attendance is good and is a high priority for the school.
- Professional development is linked well to school priorities.
- School leaders make regular observations of teachers and classes and have strategies for improving the quality of instruction.
- Teachers are committed and hard working.
- The principal is respected by her administration and her staff.
- The school runs smoothly with clear procedures, understood by all.
- Support services are carefully aligned around the needs of students, particularly those at risk of not performing to grade level.

What the school needs to improve

- Use data more consistently to track and monitor the progress of ethnic groups, boys and higher achieving students.
- Align instruction in language skills more directly to the needs of individual students.
- Ensure that teachers assess and monitor the daily/weekly progress of students in after school intervention programs.
- Ensure teachers differentiate their instruction to meet the needs of all groups in their classes, including the higher achievers.
- Make more creative use of scheduling for both students and teachers.
- Monitor more systematically the school's progress towards achieving its goals.

Part 3: Main findings

Overall Evaluation

This is a proficient school.

Public School 13 is a large, overcrowded school which functions well on a day to day basis. The school is eager to improve the performance of its English language learners and special education students and has been successful in doing this. A number of reading programs have been introduced over the past year, some used as part of instruction during the day and some to support instruction in extended day programs. The school has not formally evaluated the success of these programs, although levels of performance are rising among at risk groups and English language learners. The school generates a lot of data from its assessments of students, but it does not focus sufficiently on all of the different sub groups or on the progress and performance of high achieving students. Nevertheless, the school has made progress and is doing better than similar schools. General education classes are organized heterogeneously this year, for the first time in many years. Teachers are learning how to differentiate for the range of students in their classes. They are not yet fully successful, especially for the higher achievers. The staff is hard working and committed. School leaders manage the work of the school efficiently. Parents support the school in their attendance at events organized by the school, but are not as willing to contribute to the school leadership team or to sit on committees.

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 proficient.

The school carries out a variety of assessments, including regular conferencing with students. This helps it to track and monitor the progress of each student, grade and class. Data is generated on all students, but the school focuses particularly on monitoring the progress of English language learners and special education students. It does not make sufficient use of its data to monitor the progress of ethnic groups or those capable of high achievement. The analysis of data has revealed that some boys achieve less well than girls overall and the school is taking suitable action to counteract this problem. The large number of English language learners is of particular interest to the school. Data generated by academic interventions and English as a second language support is used effectively to monitor this group and they make good progress as a result. This is a significant improvement on the schools past performance with these students, particularly in math. The school understands its own past performance for most of its sub groups and at grade level. School leaders compare the school's progress with other similar schools and use such schools as benchmarks for evaluating themselves. The principal has made visits to other schools to inform her comparisons.

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 proficient.

School leaders work closely with coaches, academic intervention teachers, counselors, grade teachers and a small number of parents to plan detailed goals for the Comprehensive Education Plan. Goals are objectively measurable; for example, they set gains of 3% in State tests in all subjects. In addition, a main goal for the school is to improve the differentiation of instruction, particularly since the school has changed the way it groups its students. Leaders and teachers have satisfactory expectations for the students overall. Expectations for those students in greatest need of improvement, such as the English language learners, are good. Expectations for the more able students are inconsistent and too low, particularly in the higher grades. The school wants to involve parents more in its work. Their views have been canvassed to evaluate the extent of their involvement and their levels of satisfaction with communications and the instruction provided. The outcomes of the survey will help the school to meet the needs of the parents more fully. Parents help the school through the parent teacher association and turn out in large numbers for event organized. The school holds English as a second language classes for parents. Very few are willing to be involved in committees. Parents attend meetings with teachers to discuss their children’s progress and report cards are sent home. Goals and plans drive the work of the school and are known to the teachers and other members of the school community.

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.

The school selects the curriculum to align with and implement the mandated curriculum. Teachers use Teachers’ College materials to plan their instruction. There are a number of other programs in place to help develop the students’ reading, writing and mathematics. The various instructional programs generate a lot of data. Teachers undertake item analysis of some of the Princeton Review and English language learners test data. This helps class teachers and academic intervention teachers to focus on particular skills and topics for students, especially in mathematics. However, data from the various assessment and testing activities are not always compatible with each other and the amount of data generated is confusing. Teachers, including cluster teachers, are held accountable for improving instruction and student outcomes. The principal meets regularly with teachers to review the progress of students in their classes. Teachers plan their instruction to take account of what data reveals about their students, but they do not always differentiate sufficiently. Higher achieving students are often not sufficiently challenged by the work. If they finish quickly, they are sometimes offered more of the same kind of work to do, but rarely more challenging work to extend their learning.

Staffing and budgeting decisions are generally driven by the school’s goals to improve student performance and teacher instruction, although recent budget decisions mean the school has cut the after school program of activities and clubs. Scheduling decisions are not always aligned with the goals of the school for improving instruction or driving up achievement. For example, the school does not schedule common planning time to

enable teachers to plan together. Instructional activities engage most students. The teachers know and respect their students and are eager to promote their personal development and academic success. Students feel safe in the school and know their teachers and other adults are concerned for their welfare and achievement. Student attendance is good and is a high priority for the school. Attendance and achievement are celebrated in the displays around the school.

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 proficient.

Teachers are hard working and committed. The principal and her cabinet are respected and have demonstrated the capacity to effect change. Teachers have at least satisfactory expectations of students and are developing the capacity to use data effectively to drive instruction. Professional development is planned over the year and is based on school priorities and instructional needs. Coaches provide support for individuals in the classroom. The principal and assistant principals frequently observe teachers, formally, or more often, informally. They hold meetings with teachers and make daily walk-throughs of the school. The principal knows her teachers and has strategies for improving their instruction. Whole school planning and evaluation takes place in teams and committees. For example, the school has a curriculum planning team, a data analysis team and a professional development team. These teams consist of groups of teachers, administrators and support staff. They work collaboratively on professional tasks, such as developing systems for collecting and recording data. The school runs smoothly on a day to day basis. Students are very well behaved, even in the crowded conditions. Communication is good. Both staff and students are aware of procedures and follow them.

Support services are usually carefully aligned around academic goals, especially for the support offered during the school day. The school has partnerships with various organizations. It houses the Ming Yuan School in its building. This organization provides after school activities for students. It has partnerships with other organizations which support the curriculum, for example, Project Arts and Studio in a School.

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 proficient.

The school makes regular interim assessments of students, particularly its English language learners. Records of progress and performance are kept on each student this year, although there is not yet a cohesive record to show progress in skills and understanding over time, apart from grade performance in State and English language tests. Very regular reviews are made of the progress of English language learners and at risk groups and action is taken, for example, in adjustments to the curriculum or movements from the English as a second language class to a general education class. Consultations with parents are arranged to consider further diagnostic testing in the case of at risk students. Data is available for each class and grade and is being used at

intervals throughout the year to enable leaders and teachers to make flexible revisions to plans and goals.

Reviews of the progress of individuals and groups of students takes place regularly, the school and the school is now measuring throughout the year, how its whole school plans are working. The school has not established its own periodic tests to provide accurate and reliable assessment information on the students in the testing grades. The school does not evaluate and revise, over the course of the year, its major curriculum and organizational developments. For example, the move from homogeneous to heterogeneous groups this year, the wide range of programs introduced to support students' use of phonics and other language skills and the effectiveness of the extended day intervention program. School leaders do not use the data they collect to consider whether such developments make a difference to the performance of groups or individual students, although they do know that students make progress overall. Plans are revised at the end of the year once State test data is available and revisions are made accordingly. New planning systems build on previous goal setting.

Part 4: School Quality Criteria Summary

SCHOOL NAME: Clement C Moore (PS 13)	∅	✓	+
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.	∅	✓	+
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	