



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



# **Quality Review Report**

**William C Hughley School**

**Public / Intermediate School 116**

**107 Wren Place  
Queens  
NY 11433**

**Principal: Barbara Fuller**

**Dates of review: November 28 - 30, 2006**

**Reviewer: Graham A Jones**

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## Part 1: The school context

### Information about the school

William C Hughley School is a pre-kindergarten through grade 8 school and serves 875 students from diverse backgrounds. In recent years, the student intake has changed and includes a wider ethnic mix of students. The majority of the students (74%) are Black with 14% Hispanic, 9% Asian and 3% White. Special education students account for 5% of the school population. Nearly 6% of students are English language learners. The school is a Title 1 eligible. Attendance is 90.1% but improving. The rate is below the average of similar and City-wide schools.

Over the past three years, there has been a steady improvement in the students' achievement and the school has grown with an additional grade added to the school each year.

## Part 2: Overview

### What the school does well

- The principal is an effective leader who has a clear vision for the school which she communicates well to staff.
- The school has improved student achievement consistently over the past three years.
- The teachers and senior staff demonstrate high levels of care and regard for the students' welfare, both academic and personal.
- The school is especially effective in meeting the social, emotional and academic needs of the students with the greatest barriers to learning.
- The school has a calm and purposeful climate in which good behavior and manners are valued.
- The administration makes good use of a wide range of data to promote the progress of students at all performance levels.
- Many students have opportunities to attend a wide range of enjoyable activities.
- The work of specialist teachers is effective.
- Professional development and the opportunities teachers have to collaborate have contributed to raising achievement.

### What the school needs to improve

- Extend the strategies used in mathematics and science to raise achievement in English language arts.
- Develop plans with interim goals and timescales so that progress towards long-range goals can be systematically reviewed at regular intervals during the year.
- Make systematic use of data to set whole-school targets and make rigorous comparisons between subjects and grades that lead to remedial action.

## Part 3: Main findings

### Overall Evaluation

#### **This is a proficient school.**

Over the last six years, the principal has successfully led the school through a period of significant improvement. During this time, the school has grown with the addition of grades 6, 7 and 8 students to the school. The principal has worked hard to manage these changes and to develop a learning community. She has created a culture in which all students are cared for and feel valued. This has been achieved through the systematic development of procedures that enable teachers, students and school leaders to work together.

These systems have been implemented with the support and work of the teachers in the cabinet, specialist teachers, coaches and the rigorous selection of new teachers. Changes have been supported by parents, are enjoyed by the students and have led to improved standards in State and City tests.

Areas for improvement identified in this report are mainly issues of refining established procedures for using data. The principal has already identified ways to use the extensive range of available data to map out whole-school targets for the coming year and to review progress regularly.

### 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 principal has established good procedures for collecting and using data on students' achievement. A wide range of data is gathered. Data from external sources, including City and State test results, is analyzed regularly and used to compare the school's performance with that of similar schools. This information is supported by data from school-administered tests, teacher assessments and discussion with colleagues. In this way, the students' academic and personal achievement is carefully tracked. The data is not as well analyzed for trends between classes and grades and for different groups of students. All staff regularly up-date this information and use it to guide their teaching. For example, analysis of school-based tests is used to identify weaknesses in specific skills that are treated as priorities and become the skill of the week and are treated as priorities.

The principal and her cabinet carefully monitor students' performance and share it with teachers who use it to guide decision-making and to set goals and targets. It is the quality of this process that has enabled the school to move from a school with low achievement to an improving school. The principal is aware that this process requires further refinement in order to ensure that all subjects improve at a similar pace. Data shows that currently the students' achievement in mathematics and science is better than in English language arts.

**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.**

The school has an extensive range of data which is used to improve the performance of individual pupils, particularly those most at risk of failing to meet the standard. Teachers use their assessment notebooks to collect data over the year. They meet regularly to share students’ strengths and weaknesses. The principal provides detailed information and a breakdown of subjects and skills. The Developmental Reading Assessments are used for goal-setting in each grade. Skills requiring improvement are identified for other subjects. Teachers share the information and classroom teachers plan lessons to improve specific skills or to improve performance in their classes, subjects and across grades. Data is well used to ensure that the school addresses those students most in need of support, with a range of interventions used to promote their learning.

The teachers’ expectations are clearly conveyed to students. Parents and caregivers are kept informed through a series of procedures, including telephone calls from teachers, parents’ workshops on curriculum topics, and regular letters home, as well as formal consultation evenings. Translators are used to ensure that the majority of parents are able to participate in their children’s learning. In this way, students and their parents are clear about the next steps for their learning.

The principal and her cabinet recognise that the extensive range of assessments used by teachers for short-term goal setting is equally useful for long-range and whole-school goal-setting. In this way data use is being extended to set targets and goals for grades and subjects, although this is not yet well established. Whole school targets have been set but the school has not yet developed plans and timetables to enable interim targets for reaching those goals to be reviewed systematically through the year.

**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 uses the America’s Choice School Design as the basis for its curriculum and ensures that this aligns with the mandated curriculum. The chosen programs provide a curriculum with a clear focus on the basic skills of English language arts, mathematics and science.

The teachers adapt the curriculum to engage and motivate the students. Data analysis and teacher assessment are used to guide teaching. Teachers are adept at ensuring that the students’ work is matched to the different needs of individual students. This ensures that the students are fully involved with their learning and this contributes to the progress the school is making in raising the achievement of students.

The teachers use data to focus on specific learning needs and this analysis is used to further guide the grouping of students who require extra help. Resources and budgetary decisions are guided by the needs of the students. Teachers work well and effectively together to collaborate and discuss student programs and the outcomes of their work.

The school works hard to overcome its lower than average attendance rates. Parents and students know the procedures to be followed when a student misses school. Extra-curricular activities are part of the program set up to promote good attendance and have been successful in improving attendance rates overall. Students feel safe in school and appreciate the care that is taken of them. They know that there are staff in school who will help them if there is a problem, and find their teachers positive.

**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.**

The addition of grades 6, 7 and 8 has required the appointment of a large number of new teachers. They are selected using a rigorous approach that matches teachers' strengths to the needs of students and the school's priorities. New teachers are supported by clear and helpful systems. Experienced teachers are assigned to help their newer colleagues. The emphasis on common planning time, when teachers plan and discuss their work, is seen as very useful by new members of the teaching staff. They report that it helps them to learn and become part of the school's well-established procedures. The regular observation of teaching by the administration, both formal and informal, and the opportunities for teachers to work in teams also supports new teachers well.

The professional development of teachers is informed by the results of lesson observations and teachers' perceived needs. The school's priorities, based on detailed data analysis, are further used to guide professional development activities. A wide range of in-service programs takes place. Close targeting of teachers' professional development is a well-developed feature of the school.

The principal has developed the leadership of the school very well. It is well managed and calm. The assistant principals, leaders of subjects, such as mathematics and English, and those with specialist intervention roles, work well together. They have opportunities to meet, to discuss problems, and to analyse data. The work of the cabinet supports the goals of the school effectively. Members of the cabinet ensure that identified areas for development, such as the targeted focus on identified skills, is used well in classrooms. This leadership extends to the work that involves other agencies such as social, counselling and health personnel. Effective use is made of a range of community-based organizations to promote students' academic and personal development

**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 principal, with her cabinet, make good use of the school's extensive analysis of data in order to keep a really firm grasp on the progress of all their students. Teachers and intervention services know what to do to help students improve. They regularly review the targets and goals to improve skills and accelerate progress by amending individual education plans for special education students or by regrouping students. Other plans are amended effectively to match changing the learning requirements of students, particularly those most at risk.

Assessment data for individual students is used well by teachers within classes to revise targets and adapt instruction. There is less use of this data to compare the progress of students in different classes or grades. Performance data is used to set whole-school goals, but there is little use of interim goals against which progress can be measured, and the principal is aware that this is an area for development.

## Part 4: School Quality Criteria Summary

<b>SCHOOL NAME: William C Hughley School (PS/MS116)</b>	∅	✓	+
<b>Quality Score</b>		X	

<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>			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"> <li>• ethnic groups, English language learners, special education students*</li> </ul>		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"> <li>• all other categories of interest to the school*</li> </ul>		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
<b>Overall score for Quality Statement 1</b>			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.

<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.		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	
<b>Overall score for Quality Statement 2</b>		X	

<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	