



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



# **Quality Review Report**

**Beekman Hill International School**

**Elementary School 59**

**228 East 57 Street  
New York  
NY 10022**

**Principal: Adele Schroeter**

**Dates of review: November 20 – 21, 2007**

**Lead Reviewer: Corinne Brown**

## 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**

Progress made since the last review  
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

Beekman Hill International School, Public School 59, is an elementary school with 460 students from pre-kindergarten through grade 5. The school population comprises 8.2% Black, 18% Hispanic, 54.7% White, 1.3% American Indian and 17.1% Asian students. The student body includes 14.5% English language learners and 10.8% special education students. Boys account for 51.1% of the students enrolled and girls account for 48.9%. The average attendance rate for the school year 2006-2007 was 93.7%. The school is not in receipt of Title 1 funding.

The school is located in midtown Manhattan close to the United Nations. The student population continues to grow as families, many newly arrived in the country, move into the area. The school community represents 42 nationalities speaking 35 languages.

The building has a utilization rate of 165%. The adjoining High School of Art and Design allows PS 59 to use six additional rooms. This enables the continuation of the pre-kindergarten program, with two half-day classes. There are four kindergarten classes and two classes in grades 1 through 5. In addition there is a collaborative team-taught class on each grade, K through 3. All teachers and general education students contribute to this program on a cyclical basis.

A new school building is to be rebuilt on the current site. Meanwhile, to facilitate the reconstruction the school is relocating to a nearby building, which is being internally restructured. The temporary site is undergoing a gut renovation and the school is fully involved in the design of both buildings.

## Part 2: Overview

### What the school does well

- The principal leads the school effectively, she knows the students and teachers well and this helps to promote the positive learning environment.
- The administrators are united in their work, sharing a vision to drive the school forward.
- A significant strength of the staff is the effective way in which they analyze data from multiple sources to establish a good understanding school and student performance.
- The teachers are dedicated; they share a culture of reflection and continuous improvement that is well supported by a comprehensive professional development program.
- Students feel empowered and value the extensive support they receive from teachers.
- The collaborative team-teaching cycle builds the strengths of teachers and exposes all students to more individualized learning opportunities.
- All students benefit from a rich curriculum, including high quality art, music and technology instruction.
- The school's welcoming and inclusive atmosphere fosters a strong sense of community for parents, students and staff.
- Clear organization and structures throughout the school support independent learning and promote student success within a stimulating environment.
- The school has established excellent channels of communication for the whole school community.

### What the school needs to improve

- Continue work on differentiation to support and challenge all learners.
- Maximize the assessment process by including all learning partners.
- Evaluate the impact of guidance and other programs in increasing social and academic confidence among students.

## Part 3: Main Findings

### **Progress made since the last review**

The school has made good progress in addressing the issues identified in the previous Quality Review report.

### **Overall Evaluation**

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

The Beekman Hill International School population comprises a richly diverse mix of students from all over the world. The students thrive as a result of the welcoming and inclusive environment within the building. The teachers take every opportunity to build on students' existing strengths and interests. They successfully focus student's learning within carefully structured programs that support them in becoming independent learners. The school's high expectations are always explicit. These successfully promote social, emotional and academic growth in the students. The curriculum is enhanced by incorporating a range of enrichment programs and benefits from many high-profile productive partnerships with a range of agencies. The staff pay particular attention to the needs of the many different groups the school serves. These include students from families with limited knowledge of English and families who are recently arrived in the country as well as families of students who are bused to the school. The parent coordinator makes a significant and valued contribution to the integration of both students and families into the life of the school. Her work includes frequent communication with the various groups and workshops enabling families to link with outside agencies. The successful outreach to the community is exemplified by the guidance counselor who will visit families for whom travel is difficult.

The staff are reflective, continually seeking to improve the quality of the service they provide for students and families. All are high caliber; they share a vision for the direction of the school and willingly participate in the extensive professional learning opportunities offered. Staff have embraced the inquiry team initiative as a natural complement to comprehensive data analysis they already conduct. The team is making very good progress in conducting hypothesis-based research with its target group. The previous Quality Review recommendations are being utilized to inform planning and resourcing.

### **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 the student's progress over time.**

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

The staff are well practiced in analyzing data to help them to understand student's performance. They make good use of a battery of data from standardized tests to

compare and monitor whole school and student performance. They also use this information to compare the school's performance with that of similar schools. Formal summative data guides the allocation of support services and resources. Instruction and learning is effectively monitored. Teachers make effective use of data to identify patterns and trends in the performance of groups and subgroups. Factors that have an impact on student performance are analyzed thoroughly. The school's record keeping process is comprehensive, regularly updated and shared with staff electronically. New insights to understanding performance and improving instruction are welcome in this school. Teachers are well placed to make good use of the new predictive and targeted interim assessments.

In addition to using formalized data, the teachers systematically gather detailed evidence of student progress in the development and mastery of reading, writing and math skills. Teachers are working collaboratively with the administration to streamline record keeping systems while maintaining consistency. In this way the Teachers College continua in reading and writing now support assessment in all grades. This is to better inform instruction and provide continuity with other grades. Staff continually develop and refine assessment tools to give reliable evidence about student learning styles, reading rates and other measures of learning and growth. Anecdotal record keeping is becoming more criterion referenced in math, reading and writing to show student progress toward specific goals. Teachers have revised a school-wide reading log to consistently examine reading volume, rate and other habits. This is beginning to impact positively on students' self monitoring as they understand the reading process better. The school does not currently involve learning partners such as reading volunteers in this process to gain even greater understanding of reading patterns and promote further growth.

**Quality Statement 2 – Plan and Set Goals: School leaders and faculty consistently use data to understand each student's next learning steps and to set suitably high goals for accelerating each student's learning.**

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

Planning is focused through common assessment tools and lessons and units tailored to student needs. Formal and informal data informs initial planning, flexible regroupings and adaptations to the instruction. In this small school teachers plan in grade pairs, often alongside a coach or staff developer, so that clear goals are set for individuals and groups of students. Benchmarks are used as performance indicators. Teachers start from where the student is and build in the support structures necessary to scaffold learning. Grade and class libraries are revised based on student text levels, areas of interest and unit goals. Collaborative team-teaching exemplifies such planning. In these classes, both teachers take responsibility for assessment and use data about the students to plan differentiated instruction. This more individualized instruction and attention, enhances student performance including that of higher achievers. Many parents of general education students wish to involve their child sooner in this program..

Students appreciate the extensive efforts of teachers to help them understand, make learning fun and ensure they have mastered the skills or concepts. They are empowered to become independent learners through the clear instructional structures, routines and explicitly stated goals.

The welcoming and inclusive atmosphere built through comprehensive outreach draws parents, students and staff into a supportive community. Together they share extremely high expectations, foster students' love of learning and thereby improve outcomes. Parents of all nationalities are deeply involved in the school and appreciate the ongoing dialogue. They recognize their children develop in the school in ways that are not immediately revealed by data. The whole school community is not complacent and constantly seeks ways to improve further and engage students, so that, "It's not a cookie cutter way of learning."

**Quality Statement 3 – Align Instructional Strategy to Goals: The school aligns its academic work, strategic decisions and resources, and effectively engages students around its plans and goals for accelerating student learning.**

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

The curriculum is aligned with the State standards. It maximizes the opportunities for growth in academic, social and emotional skills and extends beyond the school day. The Teachers College Program fits with the school's positive philosophy of empowering students and provides frameworks for success. Teachers' good understanding of the needs of different grades enables them to contextualize learning within a continuum. The success of the curriculum and instruction is reflected in the 84% of students who reached proficiency in English language arts and the 95% in math tests last year.

Data on the performance of the students provides the basis for all instruction. Consistent systems throughout the school support students as independent learners. Rubrics are student-friendly and adapted by grade.. Teachers feel accountable for student progress. Finely tuned planning results in special education students and English language learners making very good progress. The school continues to work on differentiation to support and challenge all students as part of its continual process of refining its practice.

Every student in the school benefits from scheduled high-quality art, music and technology instruction. Carefully structured classes develop skills, techniques and critical thinking while encouraging enjoyment, self-expression and creativity. Careful budgeting and the involvement of many high profile partners mean that the school is the base for some inspiring teaching, the products of which permeate the school. Students also profit from superior mentoring relationships, so that more than 250 adults spend at least one of their lunch hours every week meeting one-on-one with a student.

**Quality Statement 4 - Align Capacity Building to Goals: The development of leadership, teachers and other staff capacity is aligned to the school's collaboratively established goals for accelerating the learning of each student.**

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

The principal leads the school most effectively and knows the students and teachers well. She promotes the positive learning environment through her own reflection and study. A large percentage of the budget is committed to the comprehensive, differentiated program of professional development inside and outside school. Professional growth underpins the work of the school and is aligned with school goals

and the needs of both teachers and students. This increases teachers' skills and enhances student performance. The principal and administration use daily class visits, as well as formal observations, to identify strengths, offer encouragement, praise and support. Coaches and consultants hone teachers' skills.

The collegial dedication of all teachers exemplifies the culture of reflective, continual improvement. Careful scheduling supports excellent collaborative planning, visitations and study. After school study groups develop leadership skills for the teachers who conduct them. New staff are swiftly integrated and become effective educators through thoughtful pairings of teachers and the mentoring program.

The school is a Collaborative Communities of Practice Mentor School for teachers, coaches and administrators in recognition of the quality of its Teachers College training and delivery. Strong partnerships with universities and colleges allow student teachers to work in the school with experienced teachers. The school administration has an aspiring principal on its team. The quality of the wide-ranging professional growth opportunities at this school is widely recognized and contributes to improved student performance.

Many flourishing partnerships with outside organizations support student learning and development. The school invests significantly in services that enhance student growth. The school does not formally evaluate the impact of guidance and other programs in increasing social and academic confidence among students.

**Quality Statement 5 - Monitor and Revise: The school has structures for evaluating each student's progress throughout the year and for flexibly adapting plans and practices to meet its goals for accelerating learning.**

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

Clear annual goals and objectives are set and modified by school leadership team with the school community fully involved through surveys and frequent communication. The overarching aim of the school is the continual refinement of practice to develop students holistically. School systems enable thorough tracking of school and student performance over time. A wide variety of qualitative and quantitative data informs decision making.

The extensive professional development program includes training in the use of technology to manipulate data and understand performance. All teachers are becoming highly skilled at data analysis. The teachers are mindful of City and State standards when making, and flexibly revising, instructional decisions across the year. The impact of academic intervention services is monitored and programs adjusted. In this way identified groups and individual students, including special education students and English language learners, make good progress at this school.

The principal and administration act cohesively to drive the school forward with a shared vision. Strategic short and long-term planning characterizes their work. This is vital as the school is growing quickly and is to be relocated. The neighborhood community and many high profile partners provide extensive support and expertise to help realize the vision. The school is very well placed to build on its considerable success.

## Part 4: School Quality Criteria Summary

|  |   |   |   |   |   |
|--|---|---|---|---|---|
| <b>SCHOOL NAME: Beekman Hill International School (PS 059)</b> | Δ | ➤ | ✓ | + | ◇ |
| <b>Quality Score</b>   |   |   |   | X |   |

| <b>Quality Statement 1 – Gather Data: School leaders and faculty consistently gather and generate data and use it to understand what each student knows and is able to do and to monitor the students progress over time.</b> |   |   |   |   |   |
|---|---|---|---|---|---|
| <b>To what extent do school leaders and faculty provide . . .</b>   | Δ | ➤ | ✓ | + | ◇ |
| 1.1 an objective, constantly updated understanding of the performance and progress of each student, classroom, grade level?   |   |   |   | X |   |
| 1.2 an objective, constantly updated understanding of the performance and progress of special education students?   |   |   |   | X |   |
| 1.3 an objective, constantly updated understanding of the performance and progress of English language learners?  |   |   |   | X |   |
| 1.4 an objective, constantly updated understanding of the performance and progress of ethnic groups, gender groups and all other categories of interest to the school?  |   |   |   | X |   |
| 1.5 a measurement of performance and progress based on the school's own past performance, and among students, classrooms, grades and subject areas?   |   |   |   | X |   |
| 1.6 a measurement of performance and progress based on comparisons with similar schools?  |   |   |   | X |   |
| 1.7 training, management systems and structures that support teachers in the use of school data to inform planning and instruction and to track the progress of students?   |   |   |   | X |   |
| <b>Overall score for Quality Statement 1</b>  |   |   |   | X |   |

| <b>Quality Statement 2 – Plan and Set Goals: School leaders and faculty consistently use data to understand each student's next learning steps and to set suitably high goals for accelerating each students learning.</b> |   |   |   |   |   |
|--|---|---|---|---|---|
| <b>To what extent do school leaders and faculty . . .</b>  | Δ | ➤ | ✓ | + | ◇ |
| 2.1 engage in collaborative processes to set demanding, objectively measurable goals for improvement, and to develop plans and timeframes for reaching those goals?  |   |   |   | X |   |
| 2.2 focus 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 identify and improve the performance and progress of those students in greatest need of improvement?   |   |   |   | X |   |
| 2.4 share whole school goals with all members of the school community to rigorously improve the performance and progress of students?  |   |   |   | X |   |
| 2.5 convey consistently high expectations to students and their parents/caregivers?  |   |   |   |   | X |
| 2.6 regularly provide students and their parents/caregivers with information about the goals set for each student, and about each student's progress and performance, and how they can improve?                            |   |   |   |   | X |
| 2.7 invite and enable parents/caregivers to provide useful information to teachers and the school about the learning needs and capacities of their children?   |   |   |   |   | X |
| <b>Overall score for Quality Statement 2</b>   |   |   |   | X |   |

**Quality Statement 3 – Align Instructional Strategy to Goals: The school aligns its academic work, strategic decisions and resources, and effectively engages students around its plans and goals for accelerating student learning.**

| To what extent does the school . . .   | Δ | ➤ | ✓ | + | ◇ |
|--|---|---|---|---|---|
| 3.1 select core curricular approaches that facilitate and provide meaningful interim data about progress towards goals and focus on raising the achievement of students?   |   |   |   | X |   |
| 3.2 provide a broad and engaging curriculum, including the arts, to enhance learning both within and outside the school day?   |   |   |   |   | X |
| 3.3 hold teachers accountable for the progress and learning of the students in their charge, for making instruction interesting and compelling, and for creating a positive safe and inclusive learning environment? |   |   |   |   | X |
| 3.4 ensure that teachers use school, class and student data to plan for and provide differentiated instruction that meets the specific needs of all the students in their charge?                                    |   |   |   | X |   |
| 3.5 make budgeting, staffing and scheduling decisions strategically, based on data, to meet the school's academic goals for all students?  |   |   |   |   | X |
| 3.6 ensure that there is an environment of mutual trust and respect between all staff and students to support personal and academic development?   |   |   |   | X |   |
| 3.7 ensure that there are effective and consistently applied procedures to encourage and monitor student attendance?   |   |   |   | X |   |
| <b>Overall score for Quality Statement 3</b>   |   |   |   | X |   |

**Quality Statement 4 – Align Capacity Building to Goals: The development of leadership, teachers and other staff capacity is aligned to the school's collaboratively established goals for accelerating the learning of each student.**

| To what extent does the school . . .   | Δ | ➤ | ✓ | + | ◇ |
|--|---|---|---|---|---|
| 4.1 use frequent observations of classroom teaching by the principal and other available information to develop a differentiated strategy for improving the quality of each teacher's instruction?   |   |   |   | X |   |
| 4.2 make professional development decisions strategically, based on data, to help meet the improvement goals of students and teachers?   |   |   |   |   | X |
| 4.3 provide frequent opportunities for teachers to observe each other's classroom instruction and to meet together in teams to plan, share effective practices, and evaluate one another's instruction in an open and reflective professional environment? |   |   |   |   | X |
| 4.4 develop effective procedures for the induction and support of teachers who are new to the profession or the school?  |   |   |   |   | X |
| 4.5 align youth development, guidance/advising and other student support services around stated academic and personal development goals?   |   |   |   | X |   |
| 4.6 consistently implement clear procedures that enable the school to run smoothly and encourage effective student learning?   |   |   |   | X |   |
| 4.7 create effective partnerships with outside entities that support the academic and personal growth of the students?   |   |   |   | X |   |
| <b>Overall score for Quality Statement 4</b>   |   |   |   | X |   |

**Quality Statement 5 – Monitor and Revise: The school has structures for evaluating each student's progress throughout the year and for flexibly adapting plans and practices to meet its goals for accelerating learning.**

| To what extent do . . .  | Δ | ➤ | ✓ | + | ◇ |
|--|---|---|---|---|---|
| 5.1 the school's plans for improving student outcomes include interim goals that are objectively measurable and have suitable time frames for measuring success and making adjustments?      |   |   |   | X |   |
| 5.2 the school's plans for improving teacher outcomes include interim goals that are objectively measurable and have suitable time frames for measuring success and making adjustments?      |   |   |   | X |   |
| 5.3 teachers and faculty use periodic assessments and other diagnostic tools to measure the effectiveness of plans and interventions for individual and groups of students in key areas?     |   |   |   | X |   |
| 5.4 teachers and faculty use the information generated by periodic assessments and other progress measures and comparisons to revise plans immediately in order to reach stated goals?       |   |   |   | X |   |
| 5.5 school leaders track the outcomes of periodic assessments and other diagnostic measures and use the results to make strategic decisions to modify practices to improve student outcomes? |   |   |   | X |   |
| 5.6 school leaders and staff use each plan's interim and final outcomes to drive the next stage of goal setting and improvement planning?  |   |   |   | X |   |
| 5.7 the principal and school community have a clear vision for the future development of the school and implement procedures and systems to effect change?                                   |   |   |   |   | X |
| <b>Overall score for Quality Statement 5</b>   |   |   |   | X |   |