



The New York City Department of Education



Quality Review Report

Patrick Henry School

Elementary-Middle School 171

**19 East 103 Street
New York
NY 10029**

Principal: Dimitres Pantelidis

Dates of review: April 14 – 15 2008

Lead Reviewer: Gareth Williams

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

Patrick Henry is an elementary-middle school with 633 students from pre-kindergarten through grade 8. The school population comprises 35% Black, 60% Hispanic, 2% White, and 4% Asian students. The student body includes 3% English language learners and 11% special education students. Boys account for 51% of the students enrolled and girls account for 49%. The average attendance rate for the school year 2006-2007 was 92.8%. The school is in receipt of Title 1 funding with 79% eligibility.

Part 2: Overview

What the school does well

- The principal is a highly dedicated and committed individual who has created a culture of high expectations for all members of the school community.
- The principal is supported extremely well by a dedicated, highly competent team of staff who work hard to provide well for every single student.
- The school has well developed systems for collecting and analyzing data, using it increasingly effectively to set goals for grades, classes and subjects.
- Effective systems and procedures support very good behavior and attitudes enabling students learn more effectively.
- Professional development is used extremely well to develop teacher expertise within an atmosphere of mutual trust and respect.
- Strong partnerships with academic institutions and community organizations align with the school's mission and complement the high quality curriculum.
- Teachers collaborate very well and share their ideas in an atmosphere of professional reflection which ensures instruction is increasingly effective.
- Parents are enthusiastic and keen to be involved in their children's education and value the excellent lines of communication between home and school.
- The school uses support services and external organizations very well to promote students' social, emotional and academic development.
- The school is a highly reflective community of lifelong learners where goals are constantly evaluated and new benchmarks set.

What the school needs to improve

- Extend the use of all available data to analyze the relative performance and progress of boys and girls and different ethnic groups at grade and class level.
- Increase the rigor of teacher assessment in order to match work in the classroom more closely to the needs of individual 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 school has worked purposefully to address the identified areas for improvement since the last review. It has made good progress because it has prioritized the issues and dealt with them in a systematic way. There are now well-developed systems for collecting and analyzing data, which is used increasingly effectively to set goals for grades, classes and subjects. Teachers have received high quality training on a range of data management tools including Acuity and Scantron. As a result, they increasingly use data effectively to pinpoint student needs. At whole school level, data is used effectively to monitor the progress and performance of ethnic and gender groups. This however, is not fully embedded at grade and class level.

Systematic approaches to data analysis are good at spotting those students in need of extra support and help. They are also effective at ensuring appropriate interventions are used to maximize the progress of English language learners and special education students. Consequently, these students make very good progress in relation to their starting points and capabilities.

The curriculum is very well organized and offers the students a rich diet of learning. Good cross-curricular working patterns are seen in many areas of the school. Music and art make a positive contribution to the learning experience for the students. As a result, students enjoy their time at school, behave very well, and are enthusiastic and proud of their school. Effective partnerships with outside entities enrich and support wider learning. These act as a positive force to develop students' personal and academic goals.

The work of the highly dedicated and committed principal creates a culture of high expectations for all members of the school community. Teachers enjoy working at the school and flourish within a highly reflective community of lifelong learners. They appreciate the excellent professional development opportunities afforded to them. Training on the use of data and on the development of a range of pedagogical issues over the past year is enabling them to be more effective in the classroom. The hard work undertaken on the development of differentiated instruction is making significant inroads into improving classroom practice. However, the rigor of teacher assessment as a means to match work more closely to the needs of individual students remains an ongoing area for development.

Strategic goals are expressed very clearly to all members of the school community and a great sense of unanimity prevails. As a result, everyone involved with the school is ambitious in realizing its vision and goals for the future.

The work of the inquiry team is insightful and has identified a group of Level 1 or borderline Level 2 special educational students to improve their comprehension and fluency rates in reading. Data is used effectively, frequently reviewed, interim goals set and next steps identified. This work is to be shared with other schools within the network.

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 school effectively uses a wide range of tests and assessments to monitor the progress that individual students make. This enables teachers to have a very clear understanding of each student's needs in order to target their instruction accordingly. Grade conferences are used well to assess the needs of students including English language learners and special education students. As a result, academic intervention services target effective support and these students' progress very well. Understanding of the performance and progress of ethnic groups and gender groups across classes and grades is less highly developed because the progress and performance of these groups are not sufficiently analyzed to determine patterns and trends.

The school has placed great emphasis on providing teachers with high quality training to enhance their understanding of the use of data to track progress and inform their planning. The effectiveness of this is evident in teachers' planning and assessment records, which show that the use of data is becoming firmly embedded in the school. The introduction of the portfolio in reading, writing and math makes a positive contribution to developing consistency of teacher judgment to improve achievement. Teachers have a good grasp of the wide range of data related to past performance that is currently available to them. Consequently, they use it productively to promote the progress of individual students and to inform their discussions on instructional strategies.

The school has collaborated widely with similar schools and schools across its network. It has examined its progress and achievement data in order to create meaningful comparisons and discuss best and shared practices. Increasing use is made of peer and City horizon data to benchmark performance against which it compares highly favorably.

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.

Staff meet together and collaborate highly effectively to set goals for improvement in light of the data they receive and analyze. Teacher use of ARIS and Acuity improves individual student progress. Grade meetings regularly analyze the performance of differing groups of students. Students who are at most risk of underachieving are clearly identified and support and additional help is organized for them. This is particularly the case for English language learners and students who need support because of special educational needs.

Parents cannot praise the work of the school highly enough and are unanimous in their gratitude for how the school is ambitious for their children. The dedication of the principal and teachers is highly appreciated by parents. They feel fully informed of how their children are progressing at school and say that the excellent communication and high expectations for their children are things that they really value. In particular, parents praise the communication methods such as letters and informal meetings with teachers, which allow them to access a wide range of information. Parents feel very involved with the direction of the school and feel they are kept fully aware of the overall vision and goals of the school for the future.

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.

Strong partnerships with academic institutions and a range of organizations such as the Museum of the City of New York align with the school's mission and complement a high quality curriculum. Consequently, students benefit from a range of experiences that develop their self-esteem giving them confidence to achieve their goals. Displays around the school are a testament to a curriculum based on increasing amounts of creativity. The quality of art throughout the school is high and rich inviting displays make the building exciting and conducive for learning.

Differentiation overall is well structured because teachers gather data regularly to keep a constantly updated record of each student's progress. Teachers' assessments are extremely thorough and identify every step towards the next learning goal. The school has through its own self-evaluation, however, rightly identified that this remains work in progress. The administration's monitoring of learning indicated that there is not yet sufficient consistency across all classes and grades in expectations.

The principal has taken strategic action in budgetary and staffing matters to help the school achieve its goals. For example, the development of the middle school organization and curriculum is a direct result of sharp and focused school self-evaluation.

Students say that they enjoy school because their teachers care for them and give unstintingly of their time. Students' genuine desire to achieve is strengthened by the mutual trust and respect between them and their teachers. They feel safe and secure because clear procedures are in place to ensure this, which results in very good behavior and attitudes. Good attendance is encouraged daily, and effective systems for monitoring absence and rewarding good attendance are consistently implemented.

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 quality, rigor and clear focus of professional development at all levels are strong features of the school's approach and have a major influence on its success. The principal and administration work very well together to carry out a demanding program of class observation, giving high quality feedback that helps teachers to improve their practice and develop their skills. This has a direct influence on the quality of instruction and the progress that students make.

Teachers frequently share good practice through visiting each other's classrooms and other schools. Professional development is used very well to develop teacher expertise within an atmosphere of mutual trust and respect as evidenced by the peer videos to analyze learning and teaching.

Induction arrangements of new and inexperienced staff are high quality and the school does much to promote a highly reflective community of lifelong learners. As a result,

students benefit from staff who are constantly willing to professionally develop themselves to make student learning better.

Good teamwork is central to the support of vulnerable students and the school has developed sensitive and responsive procedures to meet their needs. Systems to support students on the emotional and social level are highly developed resulting in good attitudes to learning. This is illustrated by the work of the Wellness council, which is working with children and families to combat obesity issues within the school.

Procedures that enable the school to run smoothly are well established. Students are polite and courteous and have respect for themselves and others. Behavior is very good. Students appreciate being more involved in the decision-making processes of the school through the instigation of the school council. The school is ambitious to involve students more in the articulation of its goals and vision in the future.

Good partnership links with a wide variety of organizations enhance the learning experience for the students. For example, the school is currently working through its close relationship with Hunter College to ensure the transition to an all through pre-kindergarten to grade 8 organization is undertaken in a way that enhances the learning experience for all students, particularly those at the upper end of the school.

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.

The principal is a highly dedicated and committed individual who has created a culture of high expectations for all members of the school community. He has a clear vision for the school and a strategic overview of progress and performance. He leads the school very well and commands high levels of respect and support. Consequently, he has built a highly competent team of staff who work hard to provide well for every single student.

The Comprehensive Education Plan outlines the interim and long-term goals of the school and because of last year's Quality Review now includes numerical goals based on the data. As a result, there is a clear plan for the future development of the school.

Analysis and evaluation at cabinet level is thorough and ensures that the school monitors progress towards its goals effectively. The leadership shares the outcomes of this work with all the staff. The systems in place to support the school's vision are comprehensive and thorough. The school plans strategically, using data effectively, to ensure that all students and staff meet their goals. They consistently evaluate outcomes and review the next steps for learning, using the framework for quality review in order to ensure objectivity. As a result, the school performs well in State tests and students overall make good progress throughout the school.

Part 4: School Quality Criteria Summary

SCHOOL NAME: Patrick Henry School	Δ	▷	✓	+	◇
Quality Score				X	

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.

To what extent do school leaders and faculty provide . . .	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	
Overall score for Quality Statement 1				X	

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.

To what extent do school leaders and faculty . . .	Δ	▷	✓	+	◇
2.1 engage in collaborative processes to set rigorous, 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	
Overall score for Quality Statement 2				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 and tardiness?				X	
Overall score for Quality Statement 3				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, and effectively address discipline related incidents?				X	
4.7 create effective partnerships with outside entities that support the academic and personal growth of the students?				X	
Overall score for Quality Statement 4					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	
Overall score for Quality Statement 5					X

◇	Outstanding
+	Well Developed
✓	Proficient
➤	Underdeveloped with Proficient Features
Δ	Underdeveloped