



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



# **Quality Review Report**

**Stuyvesant High School**

**High School 475**

**345 Chambers Street  
New York  
NY 10282**

**Principal: Stanley Teitel**

**Dates of review: November 30, December 3 - 4,  
2007**

**Lead Reviewer: Clive Parsons**

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## Part 1: The school context

### Information about the school

Stuyvesant is a high school with 3,125 students from grade 9 through grade 12. The school population comprises 2% Black, 3% Hispanic, 30% White, and 65% Asian students. The student body does not include any English language learners or special education students. Boys account for 57% of the students enrolled and girls account for 43%. The average attendance rate for the school year 2006 - 2007 was 97.2%. The school is not in receipt of Title 1 funding.

The school is one of nine specialized high schools in New York City. It specializes in math and science. Students are admitted into grades 9 and 10, from all five boroughs. Admission is based solely on performance in entrance tests.

## Part 2: Overview

### What the school does well

- The principal has a very clear sense of the school's strengths and improvement needs, and is steadily and strategically refining and refocusing efforts to maximize student outcomes.
- The school provides a very wide range of experiences for the students within the core curriculum as well as through extensive electives and enrichment activities, with good support from both parents and alumni.
- The school is very clear about its core purpose and is structured and organized effectively to achieve it.
- Very high expectations for students' academic and personal growth are consistently conveyed to students, staff and parents.
- The school functions very effectively on a day-to-day basis, so that routines and procedures are enacted consistently.
- Warm and nurturing relationships are evident throughout the building, and students value highly the friendships that they develop with their peers and their teachers.
- Very good relationships with external bodies provide many opportunities for high quality experiences such as internships, as well as supporting access to prestigious colleges.
- Teachers have very good subject knowledge, which they often use well to ask challenging questions of the students, who are well prepared, focused and eager to deepen their knowledge and understanding.
- There are many opportunities for students to contribute to the life of the school, take responsibility and support other students.
- The guidance team supports student welfare very effectively, ensuring that external resources and agencies are utilized fully in meeting individual needs.

### What the school needs to improve

- Refine the use of data to identify the curriculum and instructional changes required to strengthen student outcomes even further.
- Continue the drive to strengthen the impact of instruction school-wide by identifying, and spreading more widely, those strategies shown to be most effective.
- Further expand the use of technology to support teachers in their communication, planning and instruction.
- Continue to work productively with students to find solutions to concerns they raise, such as student space.

## 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 principal is acutely aware of the role that the school plays in the current and future lives of its students. He is carefully and strategically building upon the many and wide ranging strengths evident within the school to progressively improve further the quality of experiences and outcomes for students. This is being well managed with due respect to the school's history, while at the same time, looking forward to strengthening its local and national reputation. The opportunities and experiences offered to students are exceptional. The school receives wide-ranging support from the parents association, previous members of the school community, as well as members of the wider community and external organizations.

The school has maintained the many strengths identified in the previous Quality Review report and has worked well to address the areas noted for improvement. Considerable attention has been paid to improving communication with students and their families, often utilizing technology to good effect. The school is currently collecting parents' e-mail addresses to further strengthen this aspect. Wherever possible, messages and correspondence are translated into the main languages used at home. Parents are very positive about the role of the parent coordinator supporting home-school links.

The school engages with the students in discussing and developing various aspects of its work. For example, current dialogue centers around student space. The school is very concerned to identify potential causes of stress for students and to work to minimize their effect. For example, the school's vacation homework practice has been reviewed and a new policy established. An assessment schedule has been drawn up to ensure that subject tests do not all fall on the same day.

The role and impact of the cabinet has been strengthened. Department improvement plans have been produced which identify specifically where professional development needs to be targeted in order to further improve the quality of instruction and its impact on student learning. In addition, department leaders are taking a greater ownership of monitoring and evaluating student progress, particularly through interim assessments.

The school has established an inquiry team to explore how data can be used more creatively to identify and understand the needs of students across the school. While a number of issues concerning the team's focus and function remain to be resolved, much healthy and professional discussion has already taken place. Providing the best possible instruction and fully integrating technology into the academic environment are two key components of the school's goals for the current year.

## **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 has assembled a considerable staff team to collect and analyze the large amount of data that is necessary to provide an on-going view of student performance and progress. This ensures that effective systems and structures, including training, are in place to support teachers and the cabinet in using data rigorously to improve planning and instruction, as well as to track the progress of students.

Strengths and weaknesses of new students are identified from the entrance examination and in-house placement examinations. The results are used carefully to place students into the most appropriate classes. Teachers use a variety of assessment tools, such as tests and assignments, to monitor the progress of their classes. Departmental grading policies have been established to support the consistent application of expectations. Consistency is also supported through moderation activities, for example in English, and through using common assessments, as in science and social studies.

A testing schedule has been implemented to ensure that major subjects do not carry out assessments on the same day. Similarly, a vacation homework policy has been introduced to reduce the time students spend studying during major vacations. These strategies are helping to ensure that student workloads, while extensive, remain manageable in the context of a specialized high school.

Data is analyzed for individual students, as well as classes, grades and subjects. The achievement of student groups, such as gender and ethnic groups, are also evaluated. The cabinet monitors trends in the performance of subjects across the school. This ensures that very high performances are maintained in most areas, while improvements are sought where outcomes are not as consistently good. Comparisons between different classes for the same subject are leading to differentiated professional development for teachers to assist them in improving student performance. The school is very much aware of its own performance compared with other specialized high schools in the City. Furthermore, the principal monitors performance against other high performing schools across the country.

**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.**

The school sets overall targets for examination outcomes which are measurable and appropriately challenging. For example, 90% of students are expected to achieve 90% or better on Regents examinations. Subjects that are not achieving this 90/90 goal have had interim, incremental goals set towards reaching it. Individual classes are then monitored to ensure that they are on track to achieve these high expectations. In this way, very high expectations for the students' academic progress are consistently conveyed to students, staff and parents. The school leadership team contributes to the final Comprehensive

Education Plan, which clearly establishes the school's overarching plans and goals. These goals and plans accurately reflect the school's development needs.

The school provides well for students who do not make the expected progress. The inquiry team is currently working to identify a small group of students who fall outside of the school's performance norms, so that explicit reasons can be identified, and school-wide practice modified as a result. The guidance team supports student welfare very effectively, and this helps students to reach the high expectations that the school also has for their personal growth. After-school tutorial programs, conducted by other students, make a significant contribution to the additional support provided.

Considerable effort has gone into improving communication across the school community. Technology is playing an effective part in this. The school is collecting e-mail addresses of all interested parents, which are then used to provide details of student progress and school events, as well as other useful information. In addition, the school has increased its ability to provide information in the range of languages used in the homes of students.

**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 school provides a very wide range of experiences for the students, which make a major contribution to their personal, as well as academic, development. This is achieved within the core curriculum, as well as through extensive electives and enrichment activities. There is something to interest just about every student, and these activities provide tremendous opportunities for students to develop strong social bonds. They also enable students to demonstrate independence and initiative. Very strong support for this enriched curriculum is provided by both parent and alumni organizations.

There are many opportunities for students to contribute to the life of the school, take responsibility and support other students, such as through tutoring. Formal mechanisms, such as the student union, are provided for students to express views and influence aspects of school life and policy. Current concerns include the provision of appropriate spaces for students, while not in classes. The school's student run newspaper, *The Spectator*, provides a very high quality mechanism for keeping others informed, as well as a vehicle for expressing a student perspective on important issues. Warm and nurturing relationships are evident throughout the building. Students develop strong friendships with their peers and their teachers.

Data has been used well to identify curriculum modifications, such as providing a sophomore composition class for students with relatively weak writing skills. In addition, data is driving reflection on effective instructional practice, and how to meet student needs even more securely. This is strengthening the accountability of teachers in providing instruction that is interesting and compelling. While data drives effective instructional practice throughout the school, differentiated instruction is not consistent in all classrooms. Teachers have a very good subject knowledge, which they often use well to ask challenging questions. Many teachers are developing more collaborative learning strategies and using technology to aid student interest and understanding. Continuation of these developments is seen by the school as key components of improving student outcomes even further. Students for their part are well prepared, focused and eager to deepen their knowledge and understanding.

**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, together with the cabinet, is well aware of where instruction is strong and where it needs improving. This understanding comes from direct classroom observations, as well as through data evaluation. This results in well targeted support for teachers. Teachers also engage in a wide variety of professional development, and other activities designed to help them improve their instruction. For example, teachers have observed each other in the classroom and identified what has worked well, and what might be improved. Others have surveyed students, to elicit their views on a course, a text or the learning strategies employed. Yet, the school believes that identification and sharing of best practices within the school would strengthen student outcomes even further.

The school functions very effectively on a day-to-day basis, so that routines and procedures are enacted consistently. The school is very clear about its core purpose and is structured and organized effectively to achieve it. Reorganization of the guidance department has helped to ensure that external resources and agencies are utilized fully in meeting individual needs. Reorganization of the college office is ensuring that the school's highly productive partnerships are, for example, enabling good access to the most prestigious colleges. Very good relationships with external bodies also provide many opportunities for high quality experiences, including internships.

**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 has a very clear sense of the school's strengths and improvement needs. These are firmly embedded in the school's history and current status. The principal is steadily and strategically refining and refocusing efforts to maximize student outcomes. Data is increasingly being used to focus and direct the school's energy and to evaluate the impact of its actions.

The school has explicit links between improving both student goals and those for teachers, through the monitoring and evaluation of student performance and progress. These are specific and measurable, with a timeframe and interim goals. Periodic assessments, that are common to a subject and sometimes set by the relevant assistant principal, are increasingly being utilized. This provides an effective diagnostic tool for teachers to modify and adapt their instruction to improve student outcomes further. Results from the school's assessment procedures are routinely used to provide additional support for students.

Data evaluation has resulted in curriculum and schedule changes, such as an additional period for science classes, freshman English classes being maintained at 25 students and the introduction of the sophomore composition class.

## Part 4: School Quality Criteria Summary

<b>SCHOOL NAME: Stuyvesant High School</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? *					
1.3 an objective, constantly updated understanding of the performance and progress of English language learners? *					
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	

\* 1.2 and 1.3 are not scored due to the absence of the population at the school.

<b>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.</b>					
<b>To what extent does the school . . .</b>	<b>Δ</b>	<b>➤</b>	<b>✓</b>	<b>+</b>	<b>◇</b>
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>				<b>X</b>	

<b>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.</b>					
<b>To what extent does the school . . .</b>	<b>Δ</b>	<b>➤</b>	<b>✓</b>	<b>+</b>	<b>◇</b>
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>				<b>X</b>	

<b>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.</b>					
<b>To what extent do . . .</b>	<b>Δ</b>	<b>➤</b>	<b>✓</b>	<b>+</b>	<b>◇</b>
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 makes 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>				<b>X</b>	