



The New York City Department of Education



Quality Review Report

Clement C Moore School

Elementary School 013

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

Principal: Dr Yvonne Angelastro

Dates of review: March 10 – 13, 2008

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

Clement C Moore School, Public School 13, is an elementary school with 1283 students from kindergarten through grade 5. The school population comprises 43% Hispanic, 36% Asian, 11% Black, 9% White and 1% Native American Indian students. The student body includes 36% English language learners and 6% special education students. Boys account for 49% of the students enrolled and girls account for 51%. The average attendance rate for the school year 2006-2007 was 95.1%. The school is in receipt of Title 1 funding with 100% eligibility.

At least 40 different languages are spoken within the school community. English language learners form a significant part of the student population at 36%. They are placed in a transitional program with three collaborative team-teaching classes, one each on grades 1 through grade 3. The ratio of Spanish to English changes during the year as students acquire more English. There are two classes in grades 3 through grade 5 that use the English as a second language methodology. Kindergarten and grade 1 have four English as a second language classes and grade 2 has three. Some of the student population is transient. Since September 2007, 126 students were admitted and 156 students were discharged.

The school is currently undergoing construction work. Kindergarten and grade 1 students were previously served in transportable classrooms in the school yard at the main site. This year several buses take them to the annex, which is some distance away. The school now operates in two separate locations. Administrators and staff maintain communication and travel between both. There is one assistant principal based at the annex.

Part 2: Overview

What the school does well

- The principal's strong leadership, with thorough knowledge of the staff, the student population and the utilization of data, drives and effects change.
- The administration work cohesively and maintain continual overview of progress and performance as well as instructional practice and use of data.
- The school collects, interrogates and utilizes a comprehensive battery of data to inform planning at all levels.
- English language learners, special education students and 'at risk' students benefit from close monitoring and timely interventions.
- Teachers are committed, self-motivated and are fully accountable for student progress.
- Professional development is an ongoing priority in this reflective school and is firmly linked to school, teacher and student needs.
- Parents are highly appreciative of the rigor, communication and dedication of all staff, that means students are safe, engaged and enjoy school.
- Students are happy and motivated, with adults they feel care for them.
- The stimulating, print-rich environment reflects high expectations, including for attendance, and celebrates student achievement throughout.
- The collaborative staff members cooperate and freely share best practices when planning together, with new teachers welcomed and strongly supported.

What the school needs to improve

- Ensure all teachers' classroom goals are measurable, and include interim checkpoints and separate actions to achieve the goals.
- Refine the good practice in differentiation, to ensure all lessons are based on data, address multiple intelligences and have inbuilt extension activities.

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.

Clement C Moore is a large elementary school which retains a family feel. It is highly reflective and continually compares its performance for all students against other schools and its own previous results. Data analysis is exemplary. Strong structures are in place at all levels to ensure that all information and data reaches the correct people at the correct time and in varied formats. This means it is readily understood. The principal is a skilled statistician who leads the administration in ongoing evaluation of data, instruction and achievement. Other professionals recognize her competence in data analysis. Effective measures and systems ensure accountability across the school, and all staff are totally committed to helping all students succeed. From whole school level through to student level, goals are related. The school evaluates itself well and refines practices that require adjustment or modification. Professional development is very effective and relevant to teacher, student and school needs. The school community works with common purpose.

The school seriously considered and acted upon the recommendations of the previous Quality Review. Data is used to monitor and track the progress of all groups and subgroups, including by ethnicity and achievement. Instruction is aligned in language skills acquisition to meet the needs of individual students. Differentiation is embedded practice, with the particular needs of higher achievers highlighted. Homework and extension tasks are not always tailored to individual needs. Scheduling is creatively used to provide a broad and balanced curriculum for students. The school rigorously and systematically monitors progress towards goals at all levels. The majority of goal setting across the school is specific and effective. In some classrooms, not all student and class goals are measurable or separated from the actions that will achieve them.

Clear processes and systematic review of qualitative and quantitative data inform next steps of the inquiry team. The target group comprises grade 4 English language learners with reading levels within a specified band, and the focus is comprehension skills. Students are screened using the “Comprehensive Assessment of Reading Strategies” in tandem with detailed professional knowledge of each student. A structured program is in place to extend their reading strategies. Evaluation of progress is ongoing. Any pertinent information is disseminated to the staff. The team work effectively and collaborate well.

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 outstanding.

The exemplary use of both qualitative and quantitative data is prevalent in this school. Comprehensive information is systematically collected, analyzed and utilized extremely effectively at all levels to set goals, evaluate performance and devise plans. The principal works collaboratively with all staff so that data is transparent and shared. The administration has a thorough overview of performance through rigorous review of external and internal assessments. Statistical information is presented in multiple formats so that teachers, students and parents understand more readily. The school sorts and filters data by group, individual, ethnicity or chosen category, using its own spreadsheets. It creates its own gains reports. All staff share an accurate, current picture of every aspect of school performance by email, hard copy and online. The administration conducts data-review meetings at least twice a year with each teacher, to formally review data regarding their class or content area and collaboratively set goals.

The progress of special education students, English language learners and those 'at risk' is meticulously monitored. Timely interventions are effective, based on data analysis. Hispanic and English language learners make particularly notable progress in English language arts and math. Boys perform as well as girls in math and reading, as a result of preventative measures to maintain motivation and provide role models. The school carefully maintains gender balance in instructional practice. It interrogates data systematically to ensure that no child is left behind.

Progress is measured over time for groups, grades, classes and the whole school, through rigorous monitoring and tracking. Year-on-year increase in students achieving levels 3 and 4 across all grades is notable. The report card, used in this school to track progress of the students in after-school programs, is not common practice in all schools. This school compares itself with other schools, particularly in the area. All findings are shared with staff. Training in the use of data is thorough and linked to the needs of school and teachers. All staff are trained to use Acuity. The school is a pilot school for the palm pilot mCLASS assessment, which is showing positive impact on the younger students' achievements. Staff members are highly accountable for their use of data, receive ongoing training based on their needs, and use it effectively in the classroom to understand performance and plan for improved student outcomes.

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 Comprehensive Education Plan reflects current needs and informs all aspects of the school's work. It is collaboratively devised with suitable goals based on data. Faculty conferences, grade conferences and meetings use this overview well to set specific, achievable goals for their areas. Teachers set and revise goals in the light of data, for their class and for individuals in key areas and skills. The majority of goals across the school are detailed, specific and measurable with actions identified that will achieve them. This is not yet consistent in all classroom and student goals.

The school has a successful focus on its English language learner population and those that are at risk of falling behind for any reason. The academic intervention, special education, and English as a second language teams deliver effective support. Each teacher uses “The Pre-referral Intervention Manual” to better meet the needs of the heterogeneous classes. The school is mindful of its higher achievers and is trialing one homogeneous class within each grade for them this year. Whole-school intensives in measurement and comprehension, aligned to language acquisition across the school, are based on data analysis.

The school works strenuously to be accessible. Monthly curriculum calendars, numbered memoranda and calls enable parents to support learning at home. Parents appreciate the open communication, including translation, and dedication of all staff. They know their children are safe, engaged and enjoy school. One parent commented, “I love this school. It’s been good to my daughter.” Attendance at student-centered events such as celebrations, fun evenings and workshops is good. Parent classes for English as a second language are well supported. The school’s stimulating, print-rich environment is welcoming and reflects high expectations. Display of high quality student work celebrates achievement and also sets the tone.

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 Comprehensive Education Plan reflects current needs and informs all aspects of the school’s work. It is collaboratively devised with suitable goals based on data. Faculty conferences, grade conferences and meetings use this overview well to set specific, achievable goals for their areas. Teachers set and revise goals in the light of data, for their class and for individuals in key areas and skills. The majority of goals across the school are detailed, specific and measurable with actions identified that will achieve them. This is not yet consistent in all classroom and student goals.

The school has a successful focus on its English language learner population and those that are at risk of falling behind for any reason. The academic intervention, special education, and English as a second language teams deliver effective support. Each teacher uses “The Pre-referral Intervention Manual” to better meet the needs of the heterogeneous classes. The school is mindful of its higher achievers and is trialing one homogeneous class within each grade for them this year. Whole-school intensives in measurement and comprehension, aligned to language acquisition across the school, are based on data analysis.

The school works strenuously to be accessible. Monthly curriculum calendars, numbered memoranda and calls enable parents to support learning at home. Parents appreciate the open communication, including translation, and dedication of all staff. They know their children are safe, engaged and enjoy school. One parent commented, “I love this school. It’s been good to my daughter.” Attendance at student-centered events such as celebrations, fun evenings and workshops is good. Parent classes for English as a second language are well supported. The school’s stimulating, print-rich environment is welcoming and reflects high expectations. Display of high quality student work celebrates achievement and also sets the tone.

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 administration has a comprehensive understanding of staff strengths and development needs through detailed observations. Professional development, formal and informal is high priority in this reflective school. It is effective and linked to school, teacher and student needs. All collaborative team-teachers and special education technology specialist teachers are trained in the Wilson program, which shows positive benefits for students. Rigorous systems ensure that all staff share and turnkey information. Staff members collaborate, cooperate and freely share best practices. Coaches and staff developers provide ongoing support. Cluster teachers and specialist teachers integrate fully with class teachers. Many teachers began as paraprofessionals in the school. The principal and staff share research from journals so professional growth is systemic. The "Professional Learning Standards" are used as a tool for self-reflection and to align instruction. They provide the basis for ongoing professional dialogue. Teachers conduct walkthroughs with rubrics, visit each others' classrooms and plan informally and in common preparation periods. New teachers are welcomed and strongly supported by mentors and "buddies." Guidance and other service providers are an integral part of the school's holistic support for students. Student learning is significantly enhanced by partnerships such as with the Ming Yuan School, TADA musical theatre company, Studio in a School, and external staff developers.

The school runs very smoothly as there is common understanding of procedures, systems and expectations. Students affirm the student mission statement each morning across the school. Discipline throughout the school is excellent as students are motivated by lessons.

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 school community shares a common vision of commitment to continual improvement. Parents are active members of the school leadership team. The Comprehensive Education Plan is a living document that is based on detailed data analysis. The principal's performance review, and teacher and student goals derive from whole-school goals. The data analysis, professional development and intervention team ensure that goals have interim checkpoints, and they rigorously monitor progress and make strategic adjustments as indicated. A literacy content-area block for social studies and science now supplements the cluster teachers' programs and provides more content-area instruction as indicated by data. English language learner classes have listening centers and are now in mixed groupings to better advance student proficiency. Teachers refine instruction, based on diagnostic and other assessments. They updated and revised writing assessments as a result of periodic assessment results.

In all areas there are strong systems and procedures in place to refine practice and raise the bar. Students of Hispanic background have shown excellent progress this year. The school is investigating additional strategies, through the work of the inquiry team, to accelerate language acquisition, and so comprehension for all students. Each year's outcomes inform future planning. The principal is an effective leader and has formed a cohesive administration that effects change through consultation, collaboration and collective responsibility. One parent summed up the school's approach as, "They find each student's potential and work with everyone to reach it."

Part 4: School Quality Criteria Summary

SCHOOL NAME: Clement C Moore 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 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	
Overall score for Quality Statement 5				X	

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