



The New York City Department of Education



Quality Review Report

Samuel Huntington School

Public School 40

**109 – 120 Union Hall Street
Queens
NY 11433**

Principal: Adrienne Lloyd

Dates of review: May 21 - 22, 2008

Lead Reviewer: Paul Cosway

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Part 1: The school context

Information about the school

Samuel Huntington School is an elementary school with 514 students from pre-kindergarten through grade 6. The school population comprises 72% Black, 18% Hispanic, 3% White, and 7% Asian students. The student body includes 7% English language learners and 13% 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 93%. The school is in receipt of Title 1 funding with 94% eligibility.

At the time of the review, the principal was in her second year in charge.

Part 2: Overview

What the school does well

- Achievement is rising rapidly as a result of the school's detailed monitoring and evaluation of instruction, based on the rigorous analysis of data.
- The school's environment is conducive to learning, with attractive classrooms, strong discipline and motivated, well-behaved students.
- Staff know and care for their students very well, seek ways to help them to improve their work and share data with them so that they know their next steps.
- Teachers work as a team, collaborating well to share and improve their instructional practice and set goals.
- Interventions and support for special education students and English language learners enable them to make rapid progress.
- Good professional development has helped to improve instruction and ensure that teachers understand how to use data to identify students' needs.
- The principal is an inspirational leader who is very well supported by a unified and very effective administrative team.
- Parents feel welcomed by the school and appreciate the close contact with the staff and the numerous up-dates on their children's progress.
- Effective partnerships with outside organizations and agencies provide academic and personal support for students and enrich the curriculum considerably.

What the school needs to improve

- Extend teacher's skills in differentiating instruction.
- Continue to analyze performance by gender and ethnic groups, assess their progress relative to each other and adjust instruction to maximize achievement.
- Further enhance the curriculum by offering more opportunities for creative work in art, music, dance and drama during the day and after school.
- Systematize teacher intervisitations to increase sharing of best practices.

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 new principal took up post after the last review and addressed its areas for development immediately. She has made significant progress in improving the school well assisted by her administrative team. Through professional development, she has made teachers confident in the collection and analysis of data.

The administrative team collects a considerable amount of data to monitor the school's effectiveness. Rigorous analysis enables them to set interim and final goals and monitor the students' progress towards them. This analysis has led to significant changes in the curriculum and instructional practice that have benefited students. Much has been achieved in a short time. The school is just now beginning to disaggregate the performance of boys and girls and ethnic groups in order to check on the relative progress made by subgroups and is developing strategies as a result, such as an all male class for boys at Level 2. Teachers maintain comprehensive data binders. They analyze the data in the binders to identify students at risk, find their weaknesses and then give additional help. Some teachers are adept at setting differentiated tasks in order to challenge all students in the class appropriately, but this is inconsistent across the school.

Parents appreciate the ways that the teachers help and care for their children. They see the school as an extension of their families; such is the care and concern that the school shows for their children's welfare. Teachers know that they are accountable for their students' learning and are part of the target setting process. They display students' progress on their classroom "data walls" along with attendance data, so that students know exactly what they achieved and what they still have to do. The inquiry team has identified students for the focus group and draws upon a wealth of data to plan out the strategies to be used. Students have won major prizes following successful courses in music, dance, sport and art. However, their choice of courses is restricted by a lack of rooms and resources.

The highly regarded and very effective principal sets the tone for the school. Her belief in the community she serves, the value of academic rigor for every child and the importance of working as teams to achieve well is the shared vision that drives the school. The school has become a central and vital part of the locality: a safe and caring place where students grow in self esteem because they are valued.

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.

In a very short time, the administration has collected a wide range of data to achieve a thorough overview of the progress being made by grades, classes and individual students. Detailed analysis of the data has enabled them to make decisions that have a significant impact on students' achievement. They record progress over time and assess the relative progress of subgroups and have begun to disaggregate data to study progress by gender and ethnicity. Data enables them to track closely the progress of lower achievers and these students make good progress. Over the past two years, a high proportion of the students who were identified as being at Level 1 have moved to Level 2 and the school is now focused on moving these students to level 3. It is having more success with girls than boys. Many Level 2 girls have already moved to Level 3, while boys' progress is slower. The school plans to refine analysis of performance between boys and girls and amongst gender groups in order to improve achievement. Good analysis of the progress of English language learners and special education students has allowed the school to effectively address their needs, which has led to significant progress for these students. All teachers have a comprehensive range of assessment data and for each student there is a portfolio that teachers use as a record of his or her work since entry to the school. These systems provide a clear picture of each student's strengths and areas for improvement. Teachers are confident in data analysis. Grade leaders have had detailed training and they pass on their skills to their teams. Members of the administrative team collect data over time and study past years' results to measure the increasing effectiveness of the school and to set targets for future growth. They also monitor results in comparison with those in similar schools in order to measure the school's effectiveness and seek out exemplary, effective practice elsewhere.

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.

This is a collaborative school. The ways that teachers work together and support each other is a special strength. Team members share and analyze data at regular grade meetings. All teachers track progress carefully, with regular meetings between teachers, grade teams and administrators to monitor progress and set targets, based on past and current data as well as predicted grades for each student. The school uses data very effectively to align support service intervention to meet specific needs. Students are very aware at which level they are working and can explain what they need to do to improve. Their work is posted on notice boards, along with stickers outlining their levels, what they did well and their next steps. The principal has set measurable interim and long term goals and raised teachers' expectations of what their students can do. As a result, achievement has risen. Goals are set and monitored for all learners. Low achievers receive individually tailored additional support. The effectiveness of provision

is monitored through a series of formal and informal tests throughout the year. The administration share data analysis with teachers regularly, make their expectations clear, review them mid-year and revise them if necessary. Teachers are fully accountable and welcome the support they receive from the administration team. The school shares its goals with the school community very effectively. Large displays of progress data and targets for the school, along with more individual data in classrooms keep parents fully informed. The school's goals are fully explained at all parent meetings and in communications with home. Parents know what their children are learning, how well they are doing and how they can help them. They receive regular progress reports as well as phone calls, emails and letters. "You would think your child is their child, the trouble they take!" said one parent.

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's curriculum is aligned to State standards, to ensure continuity and progression, supplemented with focused programs to meet specific need. Data show the students are making good progress. English language arts was identified as a weak area and there are excellent pull-out sessions for students who are not making sufficient progress for 30 minutes each morning. The 37 minute lesson at the end of the day very usefully extends all students' learning, with an emphasis on aspects of their work that data analysis has identified as areas of need. The teachers are increasingly adopting strategies that enable students to learn by doing, including small group work and projects. The curriculum has breadth. It includes Spanish, art and physical education, but not for all students. Students and their parents would like more opportunities for creativity. The school is limited in the number of periods it can offer in the arts because of accommodation problems currently beyond its control.

There is excellent trust between teachers and students. Students know that their teachers have high expectations and they respect this. They say that teachers are kind and caring. Many teachers use strategies that differentiate instruction, such as grouping students within a class to ensure that groups are mutually supportive, with a balance of strengths. In a small number of classes activities are not challenging enough for all students, or the pace of work is too slow to challenge the higher achievers. School leaders plan carefully to make the best use of their budgets and seek all available grants. The school has a good range of smart boards and laptops. Attendance has a high priority and is rising. Classes compete with each other for the highest attendance and absences are followed up immediately.

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.

Professional development is planned specifically to support the school's goals. Much of this has concentrated on developing teachers' skills in the use of data to improve

teaching and learning. As a result, teachers are now alert to weak areas in each student's learning and target precise, additional support to help them to improve. The math and literacy coaches give excellent support to teachers to strengthen their instruction in key areas. The math coach has expert understanding of data and has shown teachers how to adapt their instruction to meet the different preferred learning styles of their students. In reading classes, teachers now use interactive learning strategies that increase students active involvement in class. The impact of this focused training is that last year, the proportion of students achieving at least Level 3 in math in the State tests rose by over 33% and in English language arts by 20%.

Members of the administration undertake an extensive program of classroom visits, both formal and informal, many of which are followed by detailed feedback. New staff members and teachers who need additional help observe lessons taken by "master teachers". While teachers share ideas at grade planning meetings, and benefit from "lunch and learn" sessions with coaches, interclass or out of school visitations are not systematized. New teachers praise the support that they get, including help from mentors, and induction procedures are very good. Students whose personal problems affect their progress receive help through effective guidance, including support from crisis counselors. The school runs smoothly and discipline is good, because students are clear about what they can and cannot do. Students are fully aware of, and respect, the school's high expectations of their work and behavior. There are productive partnerships with outside organizations to offer homework support and youth services. Effective links exist with, amongst others, Washington Mutual Bank for financial counseling.

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.

At least once a month, grade teams meet with administration to review the students' progress towards their interim goals. At weekly meetings school leaders review all data, monitor progress in subject areas and grades, often class by class, and revise plans and targets. The inquiry team sets interim goals for students at risk and regularly monitors and revises them. School leaders analyze results to set goals for classes and grades at the start of the school year. They also set targets for teachers and review them periodically to assess teachers' effectiveness and intervene where necessary. Interim targets are overall goals, based on school-wide expectations, rather than on each student's past performance. However, they are effective and have led to significant gains in achievement. The school has made many effective adjustments to instruction, guidance or programs of study mid-year based on the evaluations of interim reviews. Although, the school's plans for building overall capacity for teachers to become leaders, by setting measureable, interim goals for this outcome, is not as robust.

The principal is highly respected. She has a clear vision for the future development of the school and encourages the whole school community to make their own contributions to it. The school is already a long way towards succeeding in meeting its ambitious vision of producing confident learners, with the potential to become valued and productive members of their community.

Part 4: School Quality Criteria Summary

SCHOOL NAME: Samuel Huntington 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