



The New York City Department of Education



Quality Review Report

David Porter

**Elementary School 94
41-77 Little Neck Parkway
Queens
NY 11363**

Principal: JoAnn Barbeosch

Dates of review: October 1- 2, 2007

Lead Reviewer: Jo Cheadle-Maruta

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

David Porter is an elementary school with 425 students from kindergarten through grade 5. The school population comprises 2% Black, 14% Hispanic, 37% White and 47% Asian students. The student body includes 9% English language learners and 5% 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 98.2%. The school is not in receipt of Title 1 funding.

The number of students has exceeded the building's capacity for the last six years. The school has just opened a brand new annex and reconfigured the main building to provide suitable accommodation for the students on roll, although they still have no access to library or media facilities and still exceed the capacity by close to 100 students.

Part 2: Overview

What the school does well

- The principal provides very strong leadership, which ensures that the school is well organized and runs smoothly.
- There is a highly collaborative approach to the school's work, ensuring that members of staff clearly understand roles and responsibilities.
- The school collects and uses a wide range of student performance data that supports planning for teaching and learning.
- The school places equal emphasis on student's academic and personal development, ensuring good progress in both aspects of learning.
- High levels of trust, respect and care are evident at the school, which supports progress towards whole school goals.
- Expectations are very high of students and staff.
- The school has an excellent curriculum that is broad and interesting for students.
- The school makes very wise decisions about how to use finances and other resources to positively impact on student achievement.
- The principal and the school community have a clear vision for the school's future development.
- There are close and productive relationships with parents that support student progress.

What the school needs to improve

- Ensure that all teachers make consistent use of current data to plan instruction that closely matches student needs.
- Ensure that all teachers plan instruction that is differentiated and addresses each student's needs.
- Ensure that the principal has regular opportunities to observe classroom teaching.
- Develop a program of classroom observations that enables teachers to share good practice and ensure consistency in instruction.
- Ensure that relevant goals are set for whole school development with clear timescales and measurable success criteria.

Part 3: Main findings

Progress made since the last review

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

Overall Evaluation

This school is proficient.

David Porter is a well-organized school with a happy, positive ethos. Staff share good relationships and adults treat students with care and respect. As a result, students are confident, courteous and very well behaved. Parents are supportive of the school and feel able to contribute to its development. The school works closely with parents and keeps them well informed of their children's progress and achievements. The school collects a range of useful data to provide information on how well students are doing. As yet, teachers do not always make the best use of this information to plan lessons that meet the needs of all students.

The principal provides an excellent role model for staff and students, and communicates clearly her vision for the school's future development. Her tenacity in securing an additional building for the kindergarten children has enabled students in the main building to work in conditions that are more spacious. The move to a new site however, has not been without complications and a good deal of hard work. The additional workload has required the principal to be away from the main school site more often than normal. Staff and children have felt her absence, and it has been difficult to pursue some of the school's other plans while the new facility has placed high demands on the principal's time. The kindergarten is now running smoothly and the next steps will be to extend the program to pre-kindergarten children.

The school collects a wide range of data about student achievement. Work has begun to track the progress of specific groups of students and the newly formed inquiry team will be of benefit in this area. The team has already established a target group to follow and initial meetings have focused on ensuring that all team members have a consistent understanding of expected success criteria. There is already clear indication that the work of the team will influence classroom instruction and student achievement in the future.

The school has made some progress in the areas for improvement from the last Quality Review. The school now uses currently available data more frequently and rigorously to measure how well students are doing. Now that the school has appointed a data specialist, the intention is that this role will facilitate tracking of individual and group performance. The school plans to provide teachers with more training on how to access and analyze data with the goal of enhancing the quality of teaching across all classrooms.

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 worked effectively to create individual student assessment portfolios, which provide teachers with ongoing information regarding each student’s progress. The school’s good data collection now includes detailed information relating to sub-groups. These include special education students, English language learners and ethnic groups. The school also makes effective comparisons between the performance of boys and girls. Computerized systems enable data collation in a range of useful formats to make analysis easier and aid teachers’ understanding of student performance.

The school has measured student results in relation to its own past performance and has identified areas where some students have not consistently done well from year to the next. Consequently, to encourage improvement in student learning, teachers have moved between grade groups and received valuable professional development to develop their skills and knowledge. Over past years, the principal has compared student performance with schools in the local district. The school does not yet make detailed comparisons with a wider range of schools in similar contexts. The principal supports her staff effectively in analyzing data and conferencing with them about the results of the data. Teachers have recently begun training in the use of technology to support data analysis to inform planning and instruction.

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 principal has made effective use of data to allocate teachers to grade groups and provide specific support for individual teachers. Student test scores improved as a result. The formulation of the inquiry team has expanded collaboration in using data and establishing trends in student performance. The team has a very clear understanding of how to use information to set improvement targets. They also recognize where changes in the program may be necessary. The principal shares improvement goals with the school community. In addition to sharing improvement goals, parents are also invited to the school to learn about how teachers implement the reading and writing workshop model of instruction, how spelling and phonics are taught and how other content areas, such as science, are introduced into the classroom.

Teachers meet regularly with individual students to talk about their work and set goals for improvement. Teachers communicate these goals frequently to parents. Students know that high expectations are set for them and that the school wants them to do well. They explain how teachers listen to them reading, talk about how well they are doing and then tell them what they need to do to improve. In discussions with students, all can explain confidently what they need to do to improve their writing.

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.

A real strength of the school is its excellent curriculum. The curriculum the school has selected provides valuable data about the progress students are making towards their goals. In addition to this, students really appreciate the wide range of stimulating and meaningful activities they are offered. They spoke excitedly about the number of visitors that add to their learning. They explain in detail the range of science experiments they carry out, including gathering foot fungus samples from everyone in school. In short, they say, “We couldn’t want for anything more.” The school makes wise decisions, including the use of finances, to ensure that these opportunities continue. Positive, trusting relationships amongst the staff and students contribute to the supportive learning environment which exists in the school.

Generally, teachers feel they are held accountable and are reflective of their practice, making good use of a range of assessment information to check how well students are doing. In some instances, teachers use assessment information to plan new learning that successfully matches students’ individual needs. The school sets clear expectations that teachers should use information about students’ past learning to plan appropriate work for students. However, there remain inconsistencies in the differentiation of classroom work.

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 proficient.

The principal makes good use of student performance data to highlight possible training and professional development needs. Information gained from data analysis has helped the principal to place teachers in grades where their skills are best suited. This practice also enables teachers to gain experience with regard to the expectations of different grade groups. When data has indicated that teaching has had good impact on achievement, teachers guide instruction in specific grades to influence future test results. In addition, teachers are successful in encouraging students’ good social and personal development, which supports their learning well.

The school makes good use of training courses that support individual training needs. In addition, the school has capitalized on the very good whole school professional development provided by Columbia University Teachers College program for English language arts. Currently, four members of staff are also participating in leadership training. These teachers provide invaluable support to the principal in collaborative decision-making.

The principal visits classes frequently on an informal basis. Of late, there have been less frequent in-depth observations of classroom practice. Consequently, up to date information gained from such observations does not inform decisions for future professional development. Likewise, she is not able to ensure that classroom practice is of a consistently high standard throughout the school. Teachers have few opportunities to observe instruction in colleagues’ classrooms and therefore they have little opportunity to share good practice to improve the overall academic program.

The school's strong partnerships with cultural institutions, such as Carnegie Hall, and community based organizations, such as the Alley Pond Environmental Center, successfully support the academic and personal growth of its students. This, coupled with the leadership's consistent implementation of procedures, leads to a well run school where students can effectively focus on learning.

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 proficient.

The principal communicates her vision for the school's future development very clearly to the whole school community. The school community understands and supports the vision. With increasing rigor, the school bases its development plans on a shared understanding of performance patterns and trends, with the aim of improving the performance of all students. Periodic assessments and individual student portfolios are providing very useful information to guide teachers in their instruction. However, consistent assessment information is not yet available in all key areas to support the creation of targets for improvement. Moreover, improvement plans do not always have clear timelines for actions, or indicated points along the way when evaluations will take place using clear success criteria. Without such plans, the school can neither measure how successful any decisions have been nor evaluate the impact of intervention work on the achievements of a particular group of students.

Part 4: School Quality Criteria Summary

SCHOOL NAME: David Porter (PS 94)	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 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	
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?				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?				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		