



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



# **Quality Review Report**

**The William C Hughley School**

**Elementary-Middle School 116**

**107 – 25 Wren Place  
Queens  
NY 11433**

**Principal: Barbara Fuller**

**Dates of review: October 9 - 10, 2007**

**Lead Reviewer: Barbara Kwiecinski**

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## Part 1: The school context

### Information about the school

The William C Hughley School is an elementary-middle school with 924 students from pre-kindergarten through grade 8. The school population comprises 77% Black, 15% Hispanic, 1% White and 7% Asian students. The student body includes 7% English language learners and 4% special education students. Boys account for 45% of the students enrolled and girls account for 55%. The average attendance rate for the school year 2006-2007 was 92%. The school is in receipt of Title 1 funding with 100% eligibility.

## Part 2: Overview

### What the school does well

- The principal has created a “community of learners”, including all staff and students who enjoy being at school.
- Professional development decisions relate to teacher and student goals and are well organized and differentiated.
- Great importance is placed on music and the school has an award winning gospel choir.
- The principal empowers staff to take responsibility and has structures in place to enable good practice to be shared.
- Students with the greatest need and gifted and talented students are well supported.
- The coaches effectively support teachers, model lessons and deliver professional development through “lunch and learn”.
- The attendance improvement/dropout prevention program provides positive support for students with poor attendance.
- Students speak positively about the advancement via individual determination program and feel well prepared for high school and college.
- The school uses State and interim assessment data effectively to track the progress of individual students.

### What the school needs to improve

- Develop the use of the Comprehensive Education Plan, setting measurable interim targets in defined timeframes so that progress towards goals can be tracked.
- Further segregate data to track, plan and set achievable goals for ethnic and gender groups.
- Further support teachers to differentiate instruction, giving greater consistency, resulting in instruction meeting the needs of all students.
- Extend the good practice used in math and English language arts in order to compare student performance in other subjects.

## 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.**

The William Hughley School, located in South Jamaica, provides a very stable environment for students and parents from diverse cultural backgrounds. The principal is very well respected by students, parents and teachers. Her warm smile and calm manner result in a positive atmosphere where students respect each other and want to learn. She empowers teachers and if they request additional external professional development, she does her utmost to fund this. Teachers collaborate well and are very willing to share ideas. They are always looking at each other's practice and intervisitation is the norm. The principal enables the school's mission statement to be translated into practice. The school is a "community of learners" where all individuals of the school community are actively engaged in the educational process. The principal understands the needs of the student population. She works tirelessly to "widen their horizons". She provides many opportunities for them to be involved in educational opportunities outside the school. Students feel well prepared for high school. Support is given through the advancement via individual determination (AVID) program. The school has an award winning gospel choir.

Data is used well to track the progress of individual students. This allows teachers to modify their instruction. Gifted and talented students receive extra support through small group pull out sessions. They speak positively about the extra help which is impacting positively on their progress. Data is used well when comparing progress between English language arts and math but is less developed across other subject areas. Comparisons of student progress is not made for ethnic or gender groups. Clear measurable goals are set within the Comprehensive Education Plan. Although data is used extensively to track the performance of individual students, measurable interim goal setting is not in place. This was an issue identified at the previous review. The inquiry team has met and has identified a group of students whose progress it will monitor over the course of a number of years.

### 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 proficient.**

The school uses a wide range of data including regular periodic assessments to understand the progress of each student. The instructional team analyzes the data and shares this with staff, students and parents. All teachers use assessment binders and incorporate this data with their own assessments to plan instruction. A new data specialist teacher was appointed at the beginning of this academic year. She has carried out a case

study which effectively tracks the performance of two students over a three year period and identifies strategies that work and those that don't. The inquiry team is extending this into action research for a larger number of students. The school sees this methodology as an additional way of using data effectively to track progress. Student progress in English language arts and math is compared between classes within each grade, yet comparisons are not made between other subjects.

The upper grade students are divided into a high achieving class and two heterogeneous classes. Students in the high achieving class speak very positively about the small group pull out support they receive through the gifted and talented program. Special education students are well supported as are English language learners. Their progress is carefully tracked and instruction is adapted to suit their needs. Yet, the progress of males and females or ethnic groups is not tracked.

Teachers have received training on the use of data to inform instruction and planning is adapted accordingly. There is very good practice, but the school views this as "work in progress". This has high priority on the professional development agenda. The principal and the new data specialist are looking forward to sharing new assessment tools with colleagues, particularly in terms of making it easier to track the performance of sub groups of students.

**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 proficient.**

The Comprehensive Education Plan is written collaboratively and sets the goals for the coming year. While the drive of the school is to continuously improve and teachers are very thorough at tracking the progress of each student, no evaluation is made to see which goals have been met.

Teachers speak very positively about the principal. They say, "She sees teachers as professionals, she trusts teachers to execute the methodology and work together as a grade." The grade teams are well established and at the weekly grade level meetings teachers share materials and ideas. They work collectively to share best practice, adapt instruction and set appropriate goals for students. The students with the greatest need are well supported at the start of each day and the small group instruction they receive is having a positive impact on their progress.

All members of the school community understand the school mission and vision. This is reinforced at the staff conference where the tone for the year is set. The principal is committed to empowering the teachers and the students to reach challenging goals.

School calendars are sent home monthly and parents say that communications are good. A group of very dedicated parents give freely of their time to support the parent coordinator. Despite the school using parent survey results to identify appropriate meeting times, the number of parents attending meetings on student performance is low.

**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 wide curriculum for students. It participates in the America’s Choice School design which provides additional professional development in literacy and math. The school celebrated as over half its students made at least one year of progress in literacy and math. Early childhood literacy assessment system (ECLAS) and developmental reading assessments (DRA) are used to assess students’ progress three times a year. The results allow teachers to align instruction which positively supports student progress. In math students are assessed at the end of each unit which allows the teachers to monitor students’ progress in this subject area.

Music plays a very important part in school life and contributes to students’ positive attitudes towards the school. The school is proud of its award winning gospel choir which is well known across the City. The school also has a strong visual arts program where inputs from artists in residence and support from the Jamaica Arts Center result in students creating high quality art work. One example of high quality art work is the students’ self portraits displayed in the auditorium. Teachers effectively link the arts through the common theme of literacy. Students feel very positive about all teachers and they like the fact that the teachers provide assistance when they make mistakes. There are examples of good differentiated practice, although this is not the case in all classrooms. Differentiation remains this year’s key area of focus as there is too great a variation of practice.

The school has a group of very proactive parent volunteers. Not only do they give support in class but they help to monitor student lateness. Whatever problem a student has the school tries to resolve it. The principal is well known in the community and if necessary she visits parents in their homes. The attendance improvement/dropout prevention (AI/DP) provides good support and counseling for students with attendance problems.

**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 instructional team meets regularly and ensures that all teachers’ professional development needs are met. Account is made of the outcomes of formal observations, feedback from walkthroughs and informal observations. Teachers are asked to review their needs and select from a menu of development topics. One of the ways that the principal empowers teachers is by giving them the opportunity to be a presenter or a facilitator. All her actions strive to continually enrich and maintain the school’s mission “to create a community of learners”. The principal and assistant principals take on the responsibility for lesson observations. Because expectations are explicit and observation reports have great clarity teachers continually improve their instruction. The frequent observations are further complemented by the professional growth plans which are carried out by the coaches. Areas of need for individual teachers are identified and the coaches use imaginative ways to support their colleagues. Teachers willingly give up their lunchtimes and do mini lessons which their colleagues critique. In a caring and open manner these “turn to talk” lunchtimes add another positive dimension to staff

development. Classroom doors are open and intervisitations are part of everyday life. The principal works strategically to put in place systems that share good practice. Teachers who are new to the school are well supported. Not only do newly qualified teachers have a mentor but experienced teachers successfully support the needs of newer colleagues.

The principal is very visible and knows all students by name. She gives positive encouragement and constantly talks to students as she walks through the school. Students find her “interesting and fun and someone who pressures, but for good reasons”. Students also talk very positively about teachers. They say, “They relate to us individually and can solve our problems.” This leads to a smooth running school with a very positive and caring atmosphere.

**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 whole of the school community is clear about the vision and mission of the school. The principal emphasizes this at the staff conference at the beginning of the academic year. She works tirelessly to provide opportunities for students to participate in activities outside the school environment to widen their horizons. This includes a weekend program for grade 7 and grade 8 parents and students. She embraces the philosophy of “Life Long Learners” for all and teachers help students to reach their potential.

The school’s strength is in monitoring the progress of individual students and altering instruction accordingly. Individually students know what they need to do to make progress. They speak very positively about teachers saying, “They give up their planning time to give individual help when a topic has not been understood in class.” Data from periodic assessments is used to track the progress of some groups of students but as yet this is not the case for all groups. The Comprehensive Education Plan sets clear priorities for the school and identifies measurable goals to be achieved by the end of the year. Yet, it does not include benchmarks and timeframes to enable progress toward the objectives to be viewed at regular intervals throughout the year to measure interim progress.

## Part 4: School Quality Criteria Summary

<b>SCHOOL NAME: The William C Hughley School (PS 116)</b>	Δ	▷	✓	+	◇
<b>Quality Score</b>			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		
<b>Overall score for Quality Statement 1</b>			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		
<b>Overall score for Quality Statement 2</b>			X		

<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 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	
<b>Overall score for Quality Statement 5</b>				<b>X</b>	