



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



# **Quality Review Report**

**Hubert H Humphrey**

**Elementary School 057**

**140 Palma Drive  
Staten Island  
NY 10304**

**Principal: Sandra Barnes**

**Dates of review: October 30 - 31, 2007**

**Lead Reviewer: Sandra Tweddell**

# 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

Hubert H Humphrey is an elementary school with 672 students from pre-kindergarten through grade five. The school population comprises 59% Black, 27% Hispanic, 10% White, and 4% Asian students. The student body includes 9% English language learners and 21% special education students. Boys account for 56% of the students enrolled and girls account for 44%. The average attendance rate for the school year 2006-2007 was 91%. The school is in receipt of Title 1 funding with 100% eligibility. The principal was appointed a year ago.

## Part 2: Overview

### What the school does well

- The principal projects visionary leadership to raise achievement and improve teaching and learning.
- The administration team is very supportive of the school's mission and is highly valued by teachers.
- The climate of the school has improved and is based on high expectations for all.
- A good range of data about students' performance is collected and is used well to identify groups that need additional support.
- The administrative team uses information from other schools to compare how well this school is performing.
- The principal's aspirations for a strong reading and writing community is seen in the clear focus on literacy by the attractive corridor display.
- Very strong and effective partnerships between the school and outside agencies are enhancing the curriculum.
- Information from assessment has been used well to draw up a new curriculum map for all grades.
- New teachers are supported very well through mentors, experienced colleagues and by individualized professional development.
- Parents are increasingly involved in the life of the school and value the school's determination for their children to succeed.

### What the school needs to improve

- Use professional development to help teachers to differentiate instruction in all classes, especially for gifted students and for boys.
- Explicitly share goals with students so that they know what they have to do to improve their work.
- Develop teachers' understanding and use of technology to make recording assessment data and its use more manageable.
- Extend the planning for school goals to include a schedule for timely completion.

## 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 proficient.**

Over the past year, the new principal has successfully established a very firm foundation for the school, built upon high expectations and a shared vision encapsulated by the school motto that, "Every student achieves excellence every day." The move to improve teaching and learning and to raise achievement is reflected in hallways with attractive displays of students' reading and writing. The principal and the administrative team are highly respected by teachers and by parents. Parents value the ready accessibility of teachers, seeing them as going the extra mile for their children. The school has worked hard to involve them in their child's learning and they greatly appreciate the strong focus on high achievement. Methods such as talking through personal problems have reduced incidences of poor behavior by children and improving the school's climate for learning.

Systems for collecting data are good and data is used increasingly well to target groups that are not doing as well as they should. The principal rigorously looks at results from similar schools to compare her school's effectiveness. "Monitoring by results", a chart identifying which students are doing well or are slipping behind, is an excellent document. The information is used well to group students, such as those requiring intervention and those recognized as high achievers. In class, the data is not used consistently to differentiate instruction and the administrative team is working on this for example, through professional development. Many teachers lack confidence in technology so recording information from assessment takes time and is not readily accessible to shape learning for individual students. Assessment data has been used well to write a curriculum map for the school, although it is too soon to judge its effect upon raising achievement. The curriculum is enhanced by the strong partnerships with a number of organizations. Professional development for all teachers is effectively targeted at their individual needs and new teachers are supported very well both formally and informally.

Teachers make excellent comments on students' work, praising what they have done well and often indicating the next steps for their work. Although these are shared with students through conversation, students do not remember when they do their next piece of work as they do not have an easily accessible record to remind them. Clear and appropriate goals for the school are displayed prominently but they do not have progress timeframes.

Since the last review, feedback to students has become more focused, goals are set and whole school data is shared widely. The administrative team is looking closely at subgroups and developing systems to raise achievement. The inquiry team is considering the needs of the lowest performing students, hoping that by working with them, results will rise. Given the good progress since the last review, the clear commitment of all and the shared vision, the school is extremely well placed to continue to move forward.

## **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 collects a wide range of data, including for pre-kindergarten. Initially in pre-kindergarten, the family and the child attend together so the school gains a good picture of the child. During the year, student achievement is monitored and the results used to determine placements at the end of the year. A number of students do not attend pre-kindergarten so teachers' observations are used to assess what students can do in kindergarten skillfully and to adjust the program for them. In grades 1 to 5 in math, the New York Standards skills inventory is used for assessment so a detailed picture is built up of each student's achievements. Each teacher has a comprehensive binder with every test result for each student. All these strategies give an excellent record of the progress of each student and pinpoints what students can do and areas for improvement. These useful records are available for every class and at a glance, identify which students are doing well, are on track or are slipping behind. Achievement in English language arts and mathematics has improved as a result.

Information about the differences in achievement of groups of students is readily available. This is enabling the administrative team to look closely at subgroups to determine their performance, progress and learning needs. For example, data showed that special education students did not achieve as well as other groups last year, which has led to a school focus this year. Data analysis also highlighted gender issues which has led to effective changes in instruction for these groups. Careful comparison is made with test results of previous years to see if there are any trends. For example, data showed that English language learners achieved better in mathematics than English language arts so additional resources have been allocated to improve their performance in English language arts. The principal is aware of how well the school is performing in comparison with other schools, especially those with populations similar to her own.

Coaches and the academic intervention team have led much professional development into what data tells teachers about groups of students and subjects. As a result, teachers talk knowledgeably about data and are now gaining confidence to provide individual plans based on the data and progress has improved as a result. Currently, however, technology is not used to speed up data analysis as teachers lack confidence to use it.

**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.**

Everyone is clear about the school's goals for improvement because the goals are shared with all the school community through prominent displays that also show the data that led to their setting. As yet, the goals do not have a time frame to check if they are being met in a timely fashion. Similarly, the majority of members of the school community are aware of the principal's high expectations. This is achieved in a variety of ways including the principal's report, billboards outside the school and meetings with small groups of parents. In addition, all students sing a song written by teachers about the high expectations of the school each morning. Parents appreciate how the principal has raised the morale of their children, leading to higher achievement.

The school has worked hard and successfully on turning round the view from parents that communication was poor. Parents report that communication with them has steadily improved over the past two years and they feel equal partners in their child's learning. Events such as curriculum conferences, open school afternoons, parents' workshops and surveys have improved perceptions. The school's aim to create a community of skilled readers and writers is evident in the display in hallways. Each teacher is photographed with their favorite book with a comment explaining why they like it. Each grade takes it in turn to review the book of the month. One parent spoke of how her child, once reluctant to read, is now an avid reader because of the school's focus on reading and writing. The principal sees the improvements over the year as due to a closer look at data and acting upon what it has told her.

**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 proficient.**

Through the leadership program for new principals, a group of teachers and administrators looked in depth at the school's curriculum plans and on a retreat created a curriculum map for the whole school, except for pre-kindergarten. This has given excellent guidance for all teachers for all subjects and is establishing a curriculum that motivates students. It is however too new to see the impact of this work upon achievement. An external group provides after school activities for six days a week, covering homework club, sports, arts and catch up classes. A Saturday program for the arts involves around 65 students from grades 2 through 5 and an enrichment program has recently been established for high achieving students. Again, it is too soon to see the impact of this on students' learning.

The school prides itself on keeping classes small for those in greatest need of support. In class, work is mainly set at one level so the work for higher achieving students lacks challenge and others find it too difficult, resulting a lack of progress for some students. One student commented that the work was often too easy. In another class, much of a boy's math workbook was incomplete, as he had not understood what he was expected to do. The principal is aware of this lack of differentiated instruction and is seeking ways to address the issue to ensure that all students are appropriately challenged. Pupils' work on display shows good evaluation by teachers, recognizing what students have done well and what they need to do to make their work better. These comments are shared with students through conferences but are not recorded, so students do not have explicit goals to refer to to improve their work.

Resources are allocated very well and reflect the needs identified by the analysis of data. Strategic appointments have been made to meet the school's aims effectively. As illustrations, a teacher was chosen to develop students' library skills, a Reading Recovery teacher was appointed from within the staff and a math coach was hired to ensure a balance between English language arts and math. In a similar way, data has been used very well to target resources for the large number of special education students and to set up classes in each grade for high achieving students.

Teachers and parents commented positively about the culture of the school which they see as having changed for the better over the past year. Students and parents spoke of how children truly respect the principal. There has been a thrust to promote mutual respect; students are encouraged to talk through their differences rather than fight and some are trained as peer mediators. Attendance is good because students are encouraged to attend regularly through awards for the classes that have 100% attendance.

**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 focus for the school's development this year is pushing every student to the utmost and professional development fully reflects this aim, even though it is not always borne out in practice, for example, some students are not yet adequately challenged in class. Formal and informal observations lead to effective workshops. Teachers are surveyed for their needs and then asked for feedback to see if their needs were met. A mailbox is available for comments. Teachers' requests to attend courses are usually met and common planning time is used to discuss professional issues. New teachers are served well by informal and formal advice systems and tailored professional development. Teachers also visit other classes and schools to learn from examples of good practice and a mentor is available on site to support them. As a result of this work, the impact of teaching on learning is developing.

A wide range of effective programs support the school's goals, such as the Virtual Y group that provides after school activities. The school employs occupational and speech therapists and the mental health service is readily available. Very good partnerships with a range of agencies support students' academic and personal growth. Links with a range of colleges brings in student teachers who wish to gain experience in a city school. Some of these work as interns on the summer school. The school uses this pool of teachers with some experience of the school to draw on when they need to hire staff. This is an effective system to ensure good, known teachers are hired.

The school runs smoothly because the administrative team and office staff work closely to ensure a welcoming and professional working ethos. As one parent stated, "There's a proper chain of command here, that's for sure."

**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 school has clear aims and sets goals in order to meet them. These are drawn up and shared with all the school community. The goals are measurable but do not yet have time frames to check that the school is on track to meet them. Assessment has been used well to develop plans for intervention but many of these are too new to be able to judge how effective they are. However, they are based upon the analysis of data well. Monitoring by results has led to revised structures to support those students who are falling behind or achieving well. For example, data showed that boys achieve better in mathematics than girls and girls do better in English language arts than boys. The information has been used to improve the motivation of girls through robotics and investigative learning, and to provide effective academic intervention for boys and increase their involvement in the school newspaper.

A key strength of the school is the vision of the principal for a school in which everyone will excel. This is shared by teachers, students and parents and is driving improvement. A one teacher put it, "The principal's vision inspires me."

## Part 4: School Quality Criteria Summary

<b>SCHOOL NAME: Hubert Humphrey Elementary School</b>	△	▷	✓	+	◇
<b>Quality Score</b>			X		

<b>Quality Statement 1 – Gather Data: School leaders and faculty consistently gather and generate data and use it to understand what each student knows and is able to do and to monitor the students progress over time.</b>					
<b>To what extent do school leaders and faculty provide . . .</b>	△	▷	✓	+	◇
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	

<b>Quality Statement 2 – Plan and Set Goals: School leaders and faculty consistently use data to understand each student's next learning steps and to set suitably high goals for accelerating each students learning.</b>					
<b>To what extent do school leaders and faculty . . .</b>	△	▷	✓	+	◇
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		

**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	
<b>Overall score for Quality Statement 3</b>			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	
<b>Overall score for Quality Statement 4</b>				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	
<b>Overall score for Quality Statement 5</b>			X		