



NYCDOE

Quality Review: Final Report

The New York City Department of Education



Quality Review Report

Tottenville High School

**High School 455
100 Luten Avenue
Staten Island
NY 10312**

Principal: John P. Tuminaro

Dates of review: March 3 - 5, 2008

Lead Reviewer: Stephen Walker

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Part 1: The school context

Information about the school

Tottenville High School is a high school with 3,804 students from grade 9 through grade 12. The school population comprises 83% White, 9% Hispanic, 6% Asian, and 2% Black students. The student body includes 1% English language learners and 15% special education students. Boys account for 50% of the students enrolled and girls account for 50%. The average attendance rate for the school year 2006 - 2007 was 88.7%. The school is not in receipt of Title 1 funding.

Part 2: Overview

What the school does well

- Parents, teachers and students greatly respect the principal's clear vision and his committed, collaborative and inspirational leadership for the school.
- The school uses assessment data well in order to track rigorously the progress of individuals and groups of students as well as those most in need of improvement.
- The curriculum subjects provide very detailed data so that the school can measure progress very effectively in order to raise standards of performance.
- Students who require additional help with their work receive valuable support from an excellent variety of academic intervention services.
- The extensive range of curriculum programs and extra-curricular activities provides outstanding learning opportunities for the students.
- Effective partnerships with a large number of organizations and community groups greatly enhance the educational range and interest for the students.
- The excellent range of guidance and student services supports the academic and personal development of the students very effectively.
- The school runs very smoothly and positively because there are clear procedures and a high degree of mutual respect between students and staff.
- A comprehensive program of professional development encourages teachers to be reflective and share good practice within teaching and learning.
- A rigorous process of school self-evaluation drives strategic planning and school improvements.

What the school needs to improve

- Develop the analysis of whole-school performance and progress data with particular reference to differences between ethnic and gender groups.
- Extend the program of professional development to further support teachers in the management and use of data in their planning to enhance students' progress.
- Develop a system of specific goal setting for students in all subjects so that performance targets are based on prior achievement.
- Continue to share good practice in teaching and learning across departments so that all lessons fully motivate and engage students.
- Encourage further instructional differentiation so that teachers address more specifically the individual learning needs of each student.

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.

Tottenville High School is a well-developed school with some outstanding features. The school is continuing its success in providing a high quality education for students. The principal's committed and inspirational leadership is greatly respected by parents, teachers and students who share his clear vision for the school. The school keeps detailed assessment records for each student and provides intervention support for those who require additional help with their work although the school is not fully analyzing differences in performance between ethnic and gender groups. The extensive range of curriculum programs and extra curricular activities in this large school provides outstanding opportunities for the students.

The school places an importance on sharing good practice in teaching and learning across departments so that lessons motivate and engage students. The school's use of assessment information is not yet fully established so that planning for differentiation in some classes sufficiently addresses students' individual learning needs. There is a very positive atmosphere in the school mainly because students respect staff and there are excellent systems of supervision. The school is proactive in developing valuable partnerships with a large number of organizations and community groups, which greatly enhance the educational opportunities for the students. A rigorous process of school self-evaluation usefully drives strategic planning and improvement.

The school's inquiry team is already cascading effective instructional practice following success with lower performing students in grade 12. Good progress in addressing the key issues in the previous Quality Review has resulted in additional resources in technology for all departments and more teachers are using the smartboard as a tool for teaching and learning. All subject-area teachers are aware of their responsibility to develop literacy skills in their lessons. The school is now measuring the proficiency gains in each subject within the grades although it is not fully analyzing the progress gains for individual students. There is not a system of specific goal setting for students in all subjects so that performance targets take account of prior achievement.

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.

There is a good understanding of the performance and progress of all groups of students. All teachers have an assessment folder with details of students' prior achievement and current performance in tests. The principal and assistant principals make a detailed analysis of the success rates of individual teachers based on an accurate understanding of the differences in performance of the grades, subjects and classes. This is having a positive effect in raising standards of achievement across the school. The school is developing systems to measure progress by looking at proficiency level gains across the grades. The principal fully evaluates the achievement data from the scholarship and annual school reports, in order to track differences in student performance between subjects and teachers.

There are good systems to record the performance and progress of English language learners and special education students. The instructional support services monitor closely the large number of very detailed individual education plans. The school has identified some underachievement by the Hispanic students but does not fully analyze the variations in student performance by gender and ethnic groups across the grades and subjects. The school compares performance with similar size peer high schools and examines the good practice of more successful schools with particular reference to advanced Regents diplomas and science courses. Members of the inquiry team are increasing their understanding of ARIS in order to analyse patterns in student performance. Training programs for teachers are clearly focusing on developing skills in using assessment information and differentiating instruction although many teachers require additional support and training to help them in their analysis and use of data.

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.

Teachers review student progress at regular departmental meetings with the assistant principals. Each teacher is expected to set learning goals for their students. However, students do not have specific, aspirational targets that are based on prior achievement so teachers are not quite fully accountable for the progress of their students. Teachers highlight very well the deficiencies in skill areas and identify the students who are not making the required progress. Students who require additional support with their work receive good academic intervention, which is monitored by pupil personal services. The extended day and Saturday school provide good support for students who need to raise their grade levels. The Young Adult Borough Center provides a high-quality evening school program for "over-aged and under-credited students". An extensive program of tutoring in each department effectively provides additional support for students who require extra help with their work.

Parents and caregivers greatly appreciate the regular information about the progress of their children. The school mails detailed reports to parents after each marking period. Parents would appreciate more positive comments on the reports, which tend to emphasize areas for development. There are high expectations for students and honors boards in each subject congratulate those with “achievement 85% or higher”. The school motto is displayed prominently around the school as “Tottenville – responsibility, respect, scholarship and success”. Attendance at parent-teacher conferences is satisfactory although the allocated time with individual teachers is limited. Parents praise the fact that teachers are easily accessible for additional discussion.

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 extensive range of curriculum programs provides exceptional opportunities for the students. Students select electives from a variety of subjects from the health careers as well as the visual, performing and creative arts programs. The institutes provide intensive courses for the higher achieving students. There are opportunities for students to study Spanish, Italian and Latin. The school offers a range of advanced placement and honors courses including a growing number of subjects in the social studies area. The curriculum subjects provide very detailed data so that the school can measure progress very effectively in order to raise standards of performance. The school is effective in running inclusion classes for special education students. The large number of extra-curricular activities supports students well and adds considerable enjoyment to their school experience. There are over ninety after school clubs and activities including exceptional opportunities in athletics and the performing arts. Students are extremely proud of representing the “Tottenville Pirates” in the school teams.

The majority of teaching is proficient with some examples of very good practice. The high degree of mutual respect between students and teachers leads to a very positive atmosphere in classrooms and around the school. In the best lessons, teachers use a variety of teaching methods and act as facilitators in the learning process. Students appreciate the teachers who explain the work well and take time to check understanding. Some of the lessons do not fully engage students because they are very formal with little opportunity for active participation and group work. A number of teachers organize groups and work according to the strengths of individual students in the classes and this enhances learning. However, in many classes the teachers do not sufficiently use the performance data to differentiate activity so that instruction more completely addresses the individual learning needs of each student. Teachers do not fully take into account the different learning styles of boys and girls.

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.

A comprehensive program of professional development encourages teachers to be reflective and share good practice within teaching and learning. Teachers value the

detailed, diagnostic feedback from the regular lesson observations by the principal and assistant principals. There are also daily departmental “walkthroughs” by the assistant principals and “corridor walks” by the principal. The school is proactive in encouraging intervisitations between colleagues in order to share good classroom practice within and across subject areas. Training opportunities to share good practice are principally arranged through the grade and subject team meetings. Additional workshops have been arranged on collaborative team teaching and the use of interactive whiteboards.

The school runs very smoothly on a day-to-day basis because expectations and procedures are clear and reasonable. The principal operates “a zero tolerance policy” so that this large school is well supervised and students adhere to the discipline policy. The calm and positive atmosphere around the school supports student learning and progress. The excellent range of guidance and student services supports very effectively the academic and personal development of the students. Each student has a designated councilor and the pupil personnel services provide additional support as required. There is first class guidance for college choices and students “are working confidently towards the future”. The peer mediation center supports students well with conflict resolution. Effective partnerships with a large number of organizations and community groups greatly enhance the educational opportunities for the students. The extensive range of intervention classes and extra-curricular activities after school are supported by community-based organizations. The school gains academic support through a wide variety of organizations such as Staten Island University Hospital and St. John’s College. It is successful in gaining additional funds for projects such as the artificial turf for the athletics area and the refurbishment of the auditorium.

Quality Statement 5 - Monitor and Revise: The school has structures for evaluating each student’s progress throughout the year and for flexibly adapting plans and practices to meet its goals for accelerating learning.

This area of the school’s work is well developed.

The principal provides committed, collaborative and inspirational leadership that parents, teachers and students greatly respect especially his clear vision for the school. His enthusiasm and presence around the school is infectious and he empowers staff to make the school even better. Teachers contribute to the improvement plans for the school and the assistant principals hear and value their suggestions. The school also uses the school leadership team, parent teacher association and student consultative council to hear views and encourage all stakeholders to contribute.

The detailed recording of achievement for each student highlights any underperformance. The school is continually reviewing progress and adjusting strategies in the light of assessment information but there is not a system of specific goal setting for students in every subject that takes account of prior achievement. Findings from the inquiry team are leading to more collaborative team teaching in grade 12 to support level 1 and 2 students. A rigorous process of school evaluation and analysis of assessment information drives strategic planning and school improvements. There are clear targets and success criteria within the Comprehensive Education Plan and the principal’s performance review. The plan is guided by the analysis of assessment data and is a very good working document that provides clear direction on the action points for each subject area. Monitoring and evaluation of targets takes place on a regular basis. Tottenville High School is successful because it believes in continuous improvement and is constantly seeking new ways to improve the learning and progress of the students.

Part 4: School Quality Criteria Summary

SCHOOL NAME: Tottenville High 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