



**Department of
Education**

Joel I. Klein, Chancellor

**Quality Review Report
Division of Performance and Accountability
2010-2011**

Quality Review Report 2010-2011

Public School 97

11x097

**1375 Mace Avenue
Bronx
NY 10469**

Principal: Katheleen Bornkamp

Dates of review: February 14-15, 2011

Lead Reviewer: Elizabeth A. White

Part 1: The school context

Information about the school

Public school 97 is an elementary school with 738 students from Pre-Kindergarten through grade five. The school population comprises 40% Black, 35% Hispanic, 11% White, 10% Asian students, and 4% other students. The student body includes 5% English language learners and 12% special education students. Boys account for 51% of the students enrolled and girls account for 49%. The average attendance rate for the school year 2009 - 2010 was 93.2%.

Overall Evaluation

This school is proficient.

Part 2: Overview

What the school does well

- Academic tasks and units of study are planned and refined using student work and data to engage and support students.
 - The school has made purposeful curricula decisions to promote college and career readiness by choosing key standards in writing to align instruction across grades. This has resulted in revised tasks and rubrics in areas like non-fiction essays which emphasize more rigorous academic expectations.
 - The school uses pre-assessment information to refine their use of data. For example, in mathematics, student prerequisite skill deficits are determined based on pre-assessments enabling targeted planning for instruction to meet the needs of a diversity of learners.
- Teaching practices reflect the school-wide focus on the workshop model leading to consistent instructional practices across grades.
 - The balanced instruction approach is practiced school-wide to scaffold learning. In literacy and mathematics teachers conduct mini-lessons, followed by guided and independent practice. Small group instruction is offered based on student ability resulting in coherent support for learners with varying academic needs.
 - Ability-based or choice tasks such as mathematic exercises varying in degrees of difficulty designed to address the needs of students result in work products that reflect a general level of student engagement.
- The school strategically aligns human and monetary resources to support the instructional needs of students.
 - Student senior clubs in enrichment areas and the arts are embedded into student programs to offer a well rounded instructional day resulting in the promotion and support of student interests and talents.
 - Teaching assignments are designed to tap into the strengths of teacher pairs resulting in better support for students in less restrictive settings.
- Teacher teams and individual teachers effectively analyze data to adjust instructional decisions that positively impact student achievement.
 - Teacher teams design and analyze classroom assessments to create an accurate picture of students resulting in informed instructional groupings and curricular adjustments. This has resulted in improved lessons including ones that emphasize key vocabulary with examples that are relatable to students.
 - Teams of teachers examine data such as student work, pre and post classroom tests, interim and predictive assessments and unit exams enabling them to better meet the needs of student subgroups by finding ways to utilize kinesthetic and audio resources for below grade level readers and other instructional method.

- The school provides consistent engagement with students and families in an on-going exchange of communication regarding student learning expectations, needs and outcomes resulting in informed student achievement monitoring.
 - School leaders and faculty are accessible to families in person, via email and telephone. Goal contracts and family notification whenever students receive targeted assistance like academic intervention supports is also regularly provided enabling parents to track and support student progress.
 - The school uses its parent newsletter as a key vehicle to inform parents about grade and content area expectations and recruit parents to Parent Association meetings, student achievement celebrations and performance tool workshops such as ARIS and student goal contracts. These decisions result in timely access to student performance information for families.
- Professional periods are structured to allow time for collegial support and collaboration that enables teachers to reflect and refine their practice.
 - The vast majority of teachers engage in collaborative inquiry resulting in adjustments to curriculum and instructional strategies and resources that foster improved student outcomes. For example, teachers are determining how to align science projects with non-fiction writing units of study to deepen the level of rigor in student work.
 - Teacher leaders consult with administration and facilitate teacher team meetings resulting in school improvement efforts like selecting appropriate resources to support instruction led by teacher leadership.

What the school needs to improve

- Provide consistent and regular formal feedback to teachers to promote school-wide instructional practices and elevate professional growth.
 - Irregularly conducted classroom observations, with a lack of written feedback, results in a limited ability to effectively assess teacher practice aligned with student data. Likewise, targeted professional growth plans are not yet established and monitored during the course of the year limiting the school's ability to accurately determine individual professional development needs.
- Develop a transparent system for monitoring school-wide goals over time that results in timely adjustments as needed.
 - School leaders do not yet systemically review long term Comprehensive Educational Plan goals resulting in limited "big-picture" assessment of school-wide goals over time. Likewise, planning processes for setting interim goals to monitor these goals during the course of the year have not yet been devised resulting in limited ability to make adjustments based on actionable data.
- Continue to develop structures for determining the quality of curricular and instructional practices to increase the coherence between what is taught and how it's taught at the school.

- The school is currently developing a system to align cross-curricular connections, particularly between science and math by focusing on where key concepts overlap to result in a more coherent school-wide curriculum.
- The school is currently developing plans to build content area and teacher leadership capacity by identifying a content leader per grade to increase teacher decision-making resulting in an improvement in instructional practice.
- Continue to expand the use of learning goals for students across the school to increase proficiency in all disciplines.
 - While teachers and teams analyze data to set goals for students the alignment of support and assessment is not as developed in science and social studies as in English and mathematics resulting in lesser support for mastery in those content areas.

Part 3: School Quality Criteria 2010-2011

School name: Public School 97	UD	D	P	WD
Overall QR Score			X	
Quality Statement 1 – Instructional and Organizational Coherence: The school has a coherent strategy to support student learning that aligns curriculum, instruction and organizational decisions.				
<i>To what extent does the school regularly...</i>	UD	D	P	WD
1.1 Design engaging, rigorous and coherent curricula, including the Arts, for a variety of learners and aligned to key State standards?			X	
1.2 Develop teacher pedagogy from a coherent set of beliefs about how students learn best, and ensure that it is: aligned to the curriculum, engaging, and differentiated to enable all students to produce meaningful work products?			X	
1.3 Make strategic organizational decisions to support the school's instructional goals and meet student learning needs?			X	
1.4 Maintain a culture of mutual trust and positive attitudes toward learning that support the academic and personal growth of students and adults?			X	
Quality Statement 2 – Gather and Analyze Data: School leaders and faculty consistently gather, analyze and share information on student learning outcomes to understand school and student progress over time.				
<i>To what extent does the school ...</i>	UD	D	P	WD
2.1 Gather and analyze information on student learning outcomes to identify trends, strengths, and areas of need at the school level?			X	
2.2 Align assessments to curriculum and analyze information on student learning outcomes to adjust instructional decisions at the team and classroom level?			X	
2.3 Use or develop tools to enable school leaders and teachers to organize, aggregate, and analyze student performance trends?			X	
2.4 Engage in an open exchange of information with students and families regarding students' learning needs and outcomes?				X

Quality Statement 3 – Plan and Set Goals: School leaders and faculty consistently engage the school community and use data to set and track suitably high goals for accelerating student learning.							
<i>To what extent does the school ...</i>	UD	D	P	WD			
3.1 Establish a coherent vision of future development that is reflected in a short list of focused, data-based goals that are understood and supported by the entire school community?				X			
3.2 Use collaborative and data informed processes to set measurable and differentiated learning goals for student subgroups, and students in need of additional support?			X				
3.3 Ensure the achievement of learning goals by tracking progress at the school, teacher team and classroom level?			X				
3.4 Communicate high expectations to students and families, engage them in decision-making, and promote active involvement in the school community?				X			
Quality Statement 4 – Align Capacity Building: The school aligns its leadership development and structured professional collaboration around meeting the school’s goals and student learning and emotional needs.							
<i>To what extent does the school...</i>	UD	D	P	WD			
4.1 Use the observation of classroom teaching and the analysis of learning outcomes to elevate school-wide instructional practices and implement strategies that promote professional growth and reflection, with a special focus on new teachers?		X					
4.2 Engage in structured professional collaborations on teams using an inquiry approach that promotes shared leadership and focuses on improved student learning?				X			
4.3 Provide professional development that promotes independent and shared reflection, opportunities for leadership growth, and enables teachers to continuously evaluate and revise their classroom practices to improve learning outcomes?			X				
4.4 Integrate child/youth development, support services and partnerships with families and outside organizations with the school-wide goals to accelerate the academic and personal growth of students?			X				
Quality Statement 5 – Monitor and Revise: The school has structures for monitoring and evaluating progress throughout the year and for flexibly adapting plans and practices to meet its goals for accelerating learning.							
<i>To what extent does the school...</i>	UD	D	P	WD			
5.1 Evaluate the quality of curricular, instructional and organizational decisions, making adjustments as needed to increase the coherence of policies and practices across the school?			X				
5.2 Evaluate systems for assessing students, organizing data, and sharing information with student and families, making adjustments as needed to increase the coherence of policies and practices across the school?			X				
5.3 Establish and sustain a transparent, collaborative system for measuring progress towards interim and long term goals and making adjustments during the year and over time?		X					
5.4 Use data to regularly evaluate the effectiveness of structured professional collaboration, capacity building and leadership development strategies?			X				
Quality Review Scoring Key							
UD	Underdeveloped	D	Developing	P	Proficient	WD	Well Developed