



The New York City Department of Education



Quality Review Report

State Street School

Elementary School 32

**171-11 35 Avenue
Queens
NY 11358**

Principal: Betsey Malesardi

Dates of review: October 3 - 4 2007

Lead Reviewer: Georgie Grosman

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Part 1: The school context

Information about the school

The State Street School is an elementary school with 561 students from pre-kindergarten through grade 5. The school population comprises 2% Black, 20% Hispanic, 17% White, 60% Asian and other students. The student body includes 21% English language learners and 10% special education students. Boys account for 47% of the students enrolled and girls account for 49%. The average attendance rate for the school year 2006-2007 was 96%. The school is not in receipt of Title 1 funding.

The principal has been in the position for five years and has put many programs and practices into place to address the needs of the State Street School. Her efforts and leadership garner enthusiastic support from students, teachers, parents and her administrative staff. In 2006 grade 6 was moved to a junior high school. The school shares the site with a District 75 school.

Part 2: Overview

What the school does well

- A broad range of data is collected with clear, coherent analysis to understand performance and progress of students.
- The principal has a clear vision for the school and provides a strong, focused leadership for the faculty and school community.
- The school continuously tracks and evaluates progress and strategies, with an unremitting focus on their understanding of students' performance.
- Teachers have exceptional opportunities to work alongside and learn from each other and those who are new to the school, receive a comprehensive range of induction and support.
- The school supports an array of practices designed to meet the needs of students most at risk, utilizing the data to monitor their progress.
- A strong professional development program ensures the ongoing acquisition of skills for the faculty.
- The Korean dual language program is an innovative and enriching initiative.
- The breadth and depth of the curriculum, especially in the arts, is excellent and is supported by an extensive range of partnerships across the City.
- The staff know, respect and nurture each student and work extremely effectively to support their academic, social and emotional needs.
- There are high expectations for achievement and success is rewarded by celebration at class and school level.

What the school needs to improve

- Extend further teachers use of individual student's data to establish specific and measurable short term goals within time frames.
- Refine more specifically, the measurability of goals at student, class and grade levels including interim measures, to improve both student and teacher outcome.
- Extend monitoring of all sub-groups by administration to involve all members of the faculty.

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.

This school offers its students a high quality education within a very caring environment where each student is known and valued. The principal has an inspired vision for enriching both the progress and horizons of the students. Enhanced professional development for the faculty is the driving force for all the school and is fundamental to the school's goals. Parents recognize the growth in their children's achievement and that the school offers students many opportunities for new experiences. One parent said, "There's always something new, something being added to help the children in their learning." Sub groups are disaggregated and the faculty is sensitive to cultural and historical differences.

Interim goals are well imbedded, however, there is insufficient implementation across the grades, of short-term measurable goals with specified timeframes for students, allowing for more immediate adjustments of strategies. Additionally, teacher outcomes do not have objectively measurable goals with suitable time-frames for measuring success.

Teachers have a good understanding of how to analyze the very broad collection of data. This knowledge shapes their lesson plans and teaching strategies and additionally, provides a firm basis for evaluating their students' progress. Collaboration occurs between the teachers at the grade, class and subject level, with teachers setting goals and assessing the impact of their plans on student achievement. This is an effective process throughout the school. The principal, assistant principals and coaches, monitor the levels of progress, evaluating and assessing the effect of interventions and ensuring the maintenance of high levels of performance. The principal said, "We evaluate ourselves all the time." Consistently high expectations are intrinsic to the continuous dialogue between staff and between staff and students.

Areas for progress that were identified on the last Quality Review have been addressed. For example, the school looked closely at the differences in performance between boys and girls and modified teaching strategies to help close the gap. The inquiry team has met and has identified a cohort to track this year.

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.

Data gathered by the school is extensive and includes standardized and commercial tests together with generically modified assessments. The principal said, "We pull data from any source that will help us." Electronically logged and available in each classroom, teachers, administration and coaches meet collaboratively, to determine plans and

strategies for both class and grade level. Trends in achievement are identified within sub groups. By comparing the performance variable between boys and girls, patterns are sought and followed by solutions for adapting instruction. For example, boys had lower reading scores than girls, thus leading to a study of the test requirements. Additionally, teaching strategies were subsequently modified. Similarly, awareness to the sensitivities, attitudes, cultural patterns and the use of a different alphabet by the Asian subgroup, is integral to the professional development strategies for the faculty.

Special education students' progress is closely monitored and they make excellent progress due to analytical rigor that is applied to data concerning their achievement, and the readiness of teachers to modify strategies. The performance of English language learners is measured through incremental assessments of fluency, many testing out of the program with NYSESLAT. Admission date and home language were collated to provide additional information which could have an impact on a child's learning. One teacher commented, "We went through this to explore whether it would help us with strategies for an individual child." Collation of all data, including patterns over time, enhances the inquiry team's opportunity to identify issues regarding students' progress. The principal is an expert in special education and uses this knowledge of data assessment across the school, with all the students. The academic program, planning and assessment in the innovative Korean dual language class, are outstanding. The school compares current data with the past performance of students and grade levels. Teachers have noted, "We just get better and better."

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.

School leaders, faculty and parents collaboratively develop plans aimed at supporting school improvement that includes measurable goals and action plans. The senior leadership team and the cabinet, collate data and programs the goals which are challenging and pragmatic for inclusion in the Comprehensive Education Plan. The Comprehensive Education Plan reviewed and revised regularly, tailors the percentage of improvement to a realistic level. The principal remarked "...that it is a living document". The teachers then implement the goals for class and grade action plans. The teacher's assessment data and running records provide for the next skills steps for both the individual and the whole class. Collaborative grade meetings ensure continuity of subject teaching and opportunities for sharing good practice. Focusing on all groups and individuals, the principal cites data and case histories of detailed evidence of interventions and success and includes all sub-groups including ethnic, gender, special education, subject and English language learners.

The Comprehensive Education Plan is tailored by the principal's commitment to progress and the value added program. A strong team of guidance counselor, paraprofessionals, and academic intervention services, ensure that those with the greatest need receive the most help. A very close focus on student goals, skills and progress lead to a climate of enquiry and exploration of data at all levels. The teachers are highly motivated, creative and inspirational in their teaching. The teachers' own maxim is, "To keep learning".

There is a strong element of enrichment throughout the curriculum and a consistent and pervasive emphasis on high expectation shared by the whole school community. Members of the parents' association, play a significant role in promoting that sense of high

achievement. Interwoven across the curricula is a broad and substantial arts program and the school provides extensive opportunities for parental involvement in the arts field. Effective and welcoming meetings and workshops take place for parents with Korean and Spanish translators to build communication. Offered in the parents' workshops, are discussions to help parents understand the school procedures and how best to help their children at home. Letters sent to parents provide helpful information, for example, explaining benchmark expectations together with a supporting academic intervention letter for those students less likely to reach the benchmarks. The school works with parents to deepen understanding of each student's learning needs. Parents are engaged in this conversation through a survey, workshops and presentation evenings. The principal remarked, "Communication is fine, but we can get better at it".

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 takes the Teachers College curriculum and collaboratively adapts it for reading and writing providing the students with the best possible grounding in literacy and numeracy. The school places a high degree of emphasis on these skills. Students have significant involvement in their own learning in the literacy lessons through guided reading groups and writing on demand. Social studies too, is adapted to suit students' needs. Teachers are held accountable for implementing the components of the adopted curricula and are assisted in planning and differentiating lessons by literacy, mathematics and academic intervention coaches and through grade level collaboration. Assessments within units of work are developed within the curricula. These "mastery tests" together with running records and conferencing notes, provide a basis for individual teacher's discussion with the principal. A group or individual student's progress are then considered on a one to one basis. These ongoing assessments, while holding the teachers accountable, also offer an opportunity to refine the teachers' strategies. The school is continuously seeking refinements to the curriculum to make students more successful.

Staff works extremely collaboratively, questioning their own success and planning improvement together. Focusing on the individual range of needs, the principal created smaller classes for academic intervention services and matched programs. For the large Korean community at the school, the principal initiated a dual language class catering for Korean and English speaking students. Half the day is taught in Korean and half in English, thereby making all the children in that class, fluent in both languages. Grade level teachers have a common planning time that provides the opportunity for collaboration or professional development. The extended day program is designed to allow the maximum amount of teaching in a short time. For example, small groups of students participate in a highly structured learning session such as Wilson and the speech and language teacher will take a group for communication.

Enrichment through the arts is integral to the curriculum. For example, dances of different cultures are woven into social studies. In addition, the whole school play extends the skills of all students with regard to learning music. The very broad curriculum includes extensive arts partnerships, with the students contributing to the community at large.

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 principal is an acknowledged instructional leader of the school and has a deep understanding of the relationship between developing highly skilled teaching and increased student performance. Targeted professional development activities are well promoted to support the delivery of the curriculum. Delivery of professional development is well embedded in the school day through the coaching model and is enriched by the principal and assistant principal, who make use of regular classroom visits to provide teachers with suggestions and support regarding instruction. As part of continuous monitoring, the administration conducts walkthroughs making informal observations. There is a climate of trust and these visits are welcomed by the staff. The principal ensures that excellent support is available for all staff from the administrators, coaches and specialist teachers together with a cohesive and expert instructional cabinet. The Teachers College partnership is a good resource, providing 20 days support a year. Consultants model lessons, consult with teachers and help to define ongoing professional development. Through an excellent climate of collaboration, teachers themselves drive the improvement with requests based on the needs of the students. Learning together, teachers frequently share good practice and can view lessons in their prep time in either the math lab or in each other's classes. All staff are highly committed to ongoing learning as adults, and there is an excellent climate of collaboration.

Procedural routines built around philosophy of creating independence are integral to classroom lessons. Children arrive at school and independently go to their classrooms and all staff welcome the students at start the school day. Students develop responsibility for themselves. The school has strong partnerships with, for example, Studio in a School, Penny Harvest and Jump Rope for Heart, which effectively support the academic and personal growth of the students.

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 school uses a rich collection of data in planning for school and student achievement. The Comprehensive Education Plan is constructed to include whole school goals at the classroom level. Yet, objectively measurable interim goals for improving student and teacher outcomes are not developed consistently throughout the school. Teachers' professional development plans are broadly measurable but only sometimes include interim goals with specific outcomes. Teachers and faculty do track information generated by periodic assessments, and depending on the data, revise plans and modify outcomes to support student progress.

Parents are actively involved and influence decisions of the school. The whole school is committed to ongoing self-evaluation, seeking explanations for issues raised by data, and using the analysis of outcomes to modify practices, plans and the curriculum.

Part 4: School Quality Criteria Summary

SCHOOL NAME: State Street School (PS 032)	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	