

**NEW YORK STATE EDUCATION DEPARTMENT
Office of Accountability**

Differentiated Accountability - School Quality Review (SQR)

SCHOOL QUALITY REVIEW REPORT

BEDS Code:	44180000005
District Name:	Port Jervis City School District
School Name:	Anna S. Kuhl Elementary School
School Address:	10 Route 209 Port Jervis, NY 12771
Principal:	Ruth Zuclich (Acting)
Accountability Phase/Category:	Improvement (year- 1) – Focused
Area of Identification:	English Language Arts - Students with Disabilities and Economically Disadvantaged Students
Dates of On-site Review:	October 18, 22 and November 30, 2011

PART 1: MISSION STATEMENT

“The Port Jervis City School District, in partnership with our community has an uncompromising commitment to measurably improve student achievement and to prepare students to be productive and responsible lifelong learners, ready to meet the challenges of citizenship in our ever changing global society.”

PART 2: SCHOOL STRENGTHS

- There is a staff comprised of both seasoned educators and new comers to the profession who have a strong commitment to improve student achievement.
- Students with disabilities are placed in the least restrictive environment and most inclusive classrooms where possible.
- There is a strong interdisciplinary team approach for all students.

PART 3: FINDINGS AND RECOMMENDATIONS

I. COLLECTION, ANALYSIS, AND UTILIZATION OF DATA

FINDINGS:

- Multiple data sources are available.

- Formative and summative data is used.
- Regular data analysis based on benchmarks occurs at grade levels and includes subgroups.

II. TEACHING AND LEARNING

FINDINGS:

- A Learning Improvement Team (LIT) exists.
- The placement process includes Response to Intervention (RtI) monitoring, LIT team involvement, and parent input.
- Curriculum maps are in place in all content areas.
- Leveled, guided reading groups are established.
- All students are expected to follow and learn the same curriculum (with needed supports).
- Some evidence of differentiated instruction was observed.

RECOMMENDATION:

There should be afterschool help and an expanded summer school program.

III. SCHOOL LEADERSHIP

FINDINGS:

- Current school leadership is making good use of morning meeting time.
- Seven Habits and Professional Learning Community (PLC) training have enhanced the teachers' leadership roles.
- Over the last five years, there has been frequent change in school leadership, leading to some instability.

RECOMMENDATION:

There should be community outreach due to increases in pre-kindergarten and early intervention participation.

IV. INFRASTRUCTURE FOR STUDENT SUCCESS

FINDINGS:

- School based teams including, LIT, grade level leadership team, and grade level teams are working collaboratively with school leadership to enhance student success.
- There is a transitional program for students going into middle school.
- There is a Parent Teacher Association (PTA) and Title I parent involvement.
- There is a network of community resources used by the school. However, there still seems to be a limited support system for students and families.

RECOMMENDATION:

A school within a school (smaller school atmosphere) should be created.

V. PROFESSIONAL DEVELOPMENT

FINDINGS:

- There are a variety of professional development opportunities offered both during released time and after school.
- The school is embarking upon Professional Learning Communities (PLCs) through ongoing training.
- A mentor program is limited to first year teachers.

RECOMMENDATION:

- Continued training should be provided in P-12 Common Core Learning Standards (CCLS) and PLC.

VI. FACILITIES AND RESOURCES

FINDINGS:

- All classroom and most teaching areas have computers, Internet access, SMART boards, and document cameras.
- Printers are limited.
- Classroom and school library collections are limited by space and money constraints.

RECOMMENDATION:

There should be a printer to generate confidential materials, including Academic Intervention Services (AIS) and special education reports.

PART4: CONCLUDING STATEMENT

The findings and recommendations noted in the report are intended to guide the school's inquiry, planning and the development of the Comprehensive Educational Plan (CEP) for school year 2012-13. The school should also continue its efforts in the implementation of the following Regents Reform Agenda initiatives: P-12 CCLS, Data Driven Instruction and the Annual Professional Performance Reviews for teacher effectiveness.