



This Progress Report is for:

Table with school details: SCHOOL (Harlem Renaissance High School), PRINCIPAL (Mary Rice), ENROLLMENT (228), SCHOOL TYPE (TRANSFER), PEER INDEX (2.21)

Progress Report Grade



What does this grade mean?

Schools are assigned letter grades based on their overall Progress Report score. Schools that get As and Bs are eligible for rewards. Schools that get Ds and Fs, or 3 Cs in a row, face consequences, including change in school leadership or school closure.

How did this school perform?

- This school's overall score for 2007-08 is 37.8
This score places the School in the 8 percentile of all transfer schools Citywide...
This school did not have a target last year

Table with 3 columns: Category, Calculated Score, Category Grade. Rows include School Environment (5.7/15, B), Student Performance (6.8/25, F), Student Progress (25.3/60, B), Additional Credit (0.0/15 max), Overall Score (37.8/100, C)

How scores translate to grades:

- Schools receive letter grades based on their overall score
Schools with an overall score between 36.7-43.1 receive a letter grade of C
11% of transfer schools earned a C in 2007-08

Transfer School Table - Overall Grades

Table with 3 columns: Grade, Score range, City summary. Rows A through F with corresponding score ranges and percentages of schools.

In This Report:

Each school's Progress Report (1) measures student year-to-year progress, (2) compares the school to peer schools and (3) rewards success in moving all children forward, especially children with the greatest needs. The Progress Report measures four areas:

School Environment uses parent, teacher and secondary student surveys to measure necessary conditions for learning: academic expectations, communication, engagement and safety and respect.

Student Performance evaluates a high school's success in graduating students.

Student Progress evaluates annual student advancement toward graduation through credit accumulation, passed Regents, and attendance. In the weighted Regents pass rate measures, schools receive more points if they are able to help high need students pass the exams.

Closing the Achievement Gap gives schools additional credit for moving high-need students toward graduation.

The back page provides specific information about how the school performed in each of these areas.

Quality Review Score

This school's 2007-08 Quality Review score is: Proficient

To see this school's Quality Review report, find the school's Web site at http://schools.nyc.gov/, click 'Statistics' and scroll down to Quality Review Report.

State Accountability Status

Based on its 2006-07 performance, this school is: In Good Standing

This status is determined by the New York State Department of Education under the No Child Left Behind (NCLB) Act. It is separate from the school's Progress Report Grade.

Additional Information

Closing the Achievement Gap

Schools earn additional credit when their high-need students make exemplary gains. These gains are based on the percentage of high-need students earning 11 or more credits during the year. This measure of progress is highly predictive of high school graduation.

Schools can also earn additional credit based on their percentage of high-need students graduating with a Regents Diploma or better.

Schools earn additional credit if the percentage of students, in any of these categories, ranks in the top 8 of all transfer schools Citywide. This component can only improve a school's Progress Report grade. It cannot lower a school's grade.

Table with 3 columns: Credit Gains, Exemplary Proficiency, Additional Credit Category. Rows include Credit Accumulation (21.9%, 17.2%), Regents Diploma (1.7%)

(-) indicates less than 15 students in this category

Peer Schools

Each school's performance is compared to the performance of schools in its peer group. Peer schools are those New York City public schools with a student population most like this school's population. Each school has up to 30 peer schools.

For Transfer Schools, peer schools are determined based on two factors: 1) the average ELA and Math proficiency levels of the school's students before they entered High School and 2) the percentage of special education students. A lower peer index indicates a higher need population.

The peer schools for Harlem Renaissance High School are:

Table with 2 columns: DBN School Name. Lists 30 peer schools including Manhattan Comprehensive Night and Day H, South Brooklyn Community High School, etc.

The Progress Report is a key component of Mayor Michael R. Bloomberg's and Chancellor Joel I. Klein's Children First reforms. The Progress Report is designed to assist administrators, principals and teachers in accelerating the learning of all students. The Progress Report also enables students, parents and the public to hold the NYC of Education and its schools accountable for student achievement and improvement and for ensuring a high quality education for every student in NYC's public schools. If any questions or comments about the Progress Report, please visit http://schools.nyc.gov/Accountability/SchoolReports/ProgressReports/ or send us an email at pr_support@schools.nyc.gov.

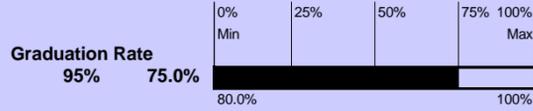
Results by Category

SCHOOL Harlem Renaissance High School
PRINCIPAL Mary Rice

HOW TO INTERPRET THIS CHART

A school is evaluated by asking how far its score in each category has moved along the range of scores for peer schools. These charts show that movement as a percentage. In the example to the right, the school's score is 75% of the way from the lowest to the highest score among its peers.

If a school performs at the top end of the range, the bar will be fully shaded. If a school performs at the low end of the range, the bar will not be shaded. If a school performs in the middle of the range, half the bar will be shaded.



In this example, the school's graduation rate is 95%. This is 75% of the way from the lowest graduation rate at any school (80%) to the highest graduation rate (100%).

Below, the green charts compare the school to all other schools in its peer group. The ranges are based on the outcomes of these schools from 2005-08.

School Environment

Comprises 15% of the Overall Score

0.379 x 15 = 5.7

B

Survey Scores

Academic Expectations

7.3

28.6%

6.7

8.8

Communication

6.3

34.8%

5.5

7.8

Engagement

6.8

48.0%

5.6

8.1

Safety and Respect

7.5

40.0%

6.5

9.0

Student Performance

Comprises 25% of the Overall Score

0.272 x 25 = 6.8

F

Six Year

Graduation Rate

16.7%

1.3%

16.0%

68.2%

66

Weighted Diploma Rate

38.6%

9.9%

27.2%

142.5%

66

Six Year Rate by Credits at Admission

0.00 - 11.00 Credits

15.4%

41.7%

0.0%

36.9%

52

11.01 - 22.00 Credits

11.6%

63.2%

14

More than 22 Credits

40.8%

87.4%

0

Student Progress

Comprises 60% of the Overall Score

0.422 x 60 = 25.3

B

Credit Accumulation per Semester

Students Beginning Year with 0.00-11.00 Credits

1.71

39.0%

0.00

4.38

157

Students Beginning Year with 11.01-22.00 Credits

3.15

49.8%

1.07

5.25

113

Students Beginning Year with 22.01-33.00 Credits

3.95

39.0%

2.29

6.55

58

Average Change in Student Attendance

-5.9%

31.6%

-12.4%

8.2%

220

Weighted Regents Pass Rates

English

0.94

58.1%

0.15

1.51

32

Mathematics

0.64

36.6%

0.11

1.56

38

Science

1.09

63.9%

0.08

1.66

19

United States History

0.80

46.6%

0.26

1.42

35

Global History

0.84

58.3%

0.00

1.44

54

Average Completion Rate for Remaining Regents

5.9%

17.8%

3.1%

18.8%

347