Department of Education

Progress Report 2009-10

K-8

This Progress Report is for:

SCHOOL	**Harriet Tubman Charter School (84X706)**
SCHOOL LEADER	**Cleveland Person**
ENROLLMENT	**449**
SCHOOL TYPE	**K-8**
PEER INDEX	**46.54**

Progress Report Grade

C

What does this grade mean?

Schools are assigned letter grades based on their overall Progress Report score. Monetary bonuses may be given to principals and teachers at high-scoring schools. Schools that get Ds and Fs, or 3 Cs in a row, may face consequences, including change in school leadership or school closure.

How did this school perform?

- This school's overall score for 2009-10 is 35.1
- This school did better than 24% of all K-8 schools citywide.

Green School Award for the 2010 School Survey

Category	Calculated Score	Category Grade
School Environment	**7.0** out of 15	B
Student Performance	**2.4** out of 25	F
Student Progress	**24.9** out of 60	B
Additional Credit	**0.8** (15 max)	
Overall Score	**35.1** out of 100	C

How scores translate to grades:

- Schools receive letter grades based on their overall score.
- Schools with an overall score between 29.5 - 41.1 receive a letter grade of C
- 36.5% of schools earned a C in 2009-10

K-8 School Table – Overall Grades

Grade	Score range	City summary
A	57.1 or higher	25.7% of schools
B	41.2 - 57.0	34.5% of schools
C	29.5 - 41.1	36.5% of schools
D	18.0 - 29.4	2.7% of schools
F	17.9 or lower	0.7% of schools

In light of changes in State tests and Progress Report methodology, schools cannot drop more than two letter grades from last year to this year. Further, schools with top quartile performance in ELA and Math cannot receive a grade lower than C.

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 and other data to measure necessary conditions for learning: attendance, academic expectations, communication, engagement and safety and respect.

Student Performance
measures student skill levels in English Language Arts and Math.

Student Progress
measures median student improvement from last year to this year in English Language Arts and Math.

Closing the Achievement Gap
gives schools additional credit for exemplary gains among high-need students.

The second page provides specific information about how

Quality Review Score
This school has not received a Quality Review.

State Accountability Status
Based on its performance, this school's State accountability status is:
In Good Standing (2009-10)
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 who are in the 75th growth percentile or higher in English Language Arts or Math. Schools can also earn additional credit when their students with disabilities meet the goal of proficiency in English Language Arts or Math.

This component can only improve a school's Progress Report score. It cannot lower a school's score.

Credit	Exemplary Proficiency Gains	Student Group
		Percent at Proficiency
	-	Self-Contained (ELA)
	-	CTT (ELA)
	7.7%	SETSS (ELA)
	-	Self-Contained (Math)
	-	CTT (Math)
	16.0%	SETSS (Math)
		Percent at 75th Growth Percentile or Higher
	-	English Language Learners (ELA)
	45.0%	Lowest Third Citywide (ELA)
	50.0%	Self-Contained/CTT/SETSS (ELA)
	-	English Language Learners (Math)
	39.4%	Lowest Third Citywide (Math)
+0.75	47.8%	Self-Contained/CTT/SETSS (Math)

(-) 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 40 peer schools.

For Elementary and K-8 Schools, peer schools are determined based on the percentage of students at each school that are English Language Learners, students with disabilities, Black/Hispanic students and Title I eligible students. For Middle Schools, peer schools are determined based on the average ELA and Math proficiency levels of the school's students before they entered Middle School, and the school 's percentage of students with disabilities.

The peer schools for Harriet Tubman Charter School are:

DBN	School Name	DBN	School Name
21K225	P.S. K225 - The Eileen E. Zaglin	18K066	P.S. 66
29Q208	P.S. / I.S. 208	84K538	Achievement First Bushwick Charter School
02M126	P.S. 126 Jacob August Riis	84K704	Explore Charter School
29Q295	P.S./I.S. 295	84M861	Future Leaders Institute Charter School
21K099	P.S. 099 Isaac Asimov	84K703	Beginning With Children Charter School
25Q200	PS/MS 200 - The Pomonok School & STAR Academy	84K356	Achievement First- Crown Heights Charter School
21K226	P.S. 226 Alfred De B.Mason	11X194	PS/MS 194
02M225	Ella Baker School	21K238	P.S. 238 Anne Sullivan
30Q084	P.S. 084 Steinway	06M311	Amistad Dual Language School
11X083	P.S. 083 Donald Hertz	02M111	P.S. 111 Adolph S. Ochs
84M704	Harbor Sciences and Arts Charter School		
21K121	P.S. 121 Nelson A. Rockefeller		
13K282	P.S. 282 Park Slope		
29Q268	PS/IS 268		
84M355	Ross Global Academy Charter School		
84X706	Harriet Tubman Charter School		
25Q219	P.S. 219 Paul Klapper		
29Q156	P.S. 156 Laurelton		
29Q147	PS/MS 147 Ronald McNair		
29Q270	The Gordon Parks School		
18K235	P.S. 235 Lenox School		

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 Department 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 you have any questions or comments about the Progress Report, please visit http://schools.nyc.gov/Accountability/tools/report/default.htm, or send us an email at pr_support@schools.nyc.gov

Results by Category

SCHOOL **Harriet Tubman Charter School (84X706)**
SCHOOL LEADER **Cleveland Person**

K-8

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 all 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 in the City.

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

Engagement 9.0 **75.0%**

In this example, the school's engagement score is 9.0. This is 75% of the way from the lowest engagement at any school (6.0) to the highest engagement (10.0).

Below, the green charts on the left compare the school to its peer group. The blue charts on the right compare the school to schools Citywide. Peer scores count three times as much as City scores. Peer and City ranges are based on the outcomes of schools from 2008-09 and 2009-10.

School Environment

Comprises 15% of the Overall Score

This Year's Score:
7 out of 15

B

Green School Award!

This school saved paper, energy, and costs by taking the 2010 School Survey online.

	Your School's Score	Your School Relative to Peer Horizon: (0% Peer Min – 100% Peer Max)		Your School Relative to City Horizon: (0% City Min – 100% City Max)		Number of students
Survey Scores (10 points)						
Academic Expectations:	7.8	50.0%	6.8 – 8.8	50.0%	6.8 – 8.8	
Communication:	7.0	52.2%	5.8 – 8.1	54.5%	5.8 – 8.0	
Engagement:	7.3	52.4%	6.2 – 8.3	54.5%	6.1 – 8.3	
Safety and Respect:	7.7	54.5%	6.5 – 8.7	60.0%	6.2 – 8.7	
Attendance (5 points)	93.2%	28.6%	91.6% – 97.2%	50.0%	88.8% – 97.6%	

Student Performance

Comprises 25% of the Overall Score

This Year's Score:
2.4 out of 25

F

	Your School's Score	Your School Relative to Peer Horizon: (0% Peer Min – 100% Peer Max)		Your School Relative to City Horizon: (0% City Min – 100% City Max)		Number of students
English Language Arts						
Percentage of Students at Proficiency (Level 3 or 4):	30.2%	9.3%	23.4% – 96.3%	20.3%	12.6% – 99.3%	258
Median Student Proficiency (1.00-4.50):	2.60	-1.2%	2.61 – 3.47	18.9%	2.36 – 3.63	258
Mathematics						
Percentage of Students at Proficiency (Level 3 or 4):	47.9%	1.9%	46.9% – 100.0%	17.8%	36.6% – 100.0%	257
Median Student Proficiency (1.00-4.50):	2.94	13.5%	2.77 – 4.03	27.6%	2.47 – 4.17	257

Student Progress

Comprises 60% of the Overall Score

This Year's Score:
24.9 out of 60

B

	Your School's Score	Your School Relative to Peer Horizon: (0% Peer Min – 100% Peer Max)		Your School Relative to City Horizon: (0% City Min – 100% City Max)		Number of students
English Language Arts						
Median Growth Percentile	62.0	34.1%	50.5 – 84.2	26.4%	54.4 – 83.2	200
Median Growth Percentile for School's Lowest Third	69.0	37.6%	56.0 – 90.6	27.0%	61.1 – 90.4	75
Mathematics						
Median Growth Percentile	66.0	51.5%	42.1 – 88.5	50.8%	45.0 – 86.3	200
Median Growth Percentile for School's Lowest Third	67.5	48.1%	46.9 – 89.7	46.6%	50.8 – 86.6	76

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