

2006-2007 No Child Left Behind - Blue Ribbon Schools Program

U.S. Department of Education

Cover Sheet Type of School: (Check all that apply) [X] Elementary [] Middle [] High [] K-12 [] Charter

Name of Principal Ms. Deborah Terrell
(Specify: Ms., Miss, Mrs., Dr., Mr., Other) (As it should appear in the official records)

Official School Name Harriet Tubman School
(As it should appear in the official records)

School Mailing Address 504 South 10th Street
(If address is P.O. Box, also include street address.)

City Newark State NJ Zip Code+4 07103-1802 (9 digits total)

County Essex State School Code Number* 13-3570-455

Telephone (973) 733-6934 Fax (973) 733-8628

Web site/URL http://www.nps.k12.nj.us/tubman/index.htm E-mail dterrell@nps.k12.nj.us

I have reviewed the information in this application, including the eligibility requirements on page 2, and certify that to the best of my knowledge all information is accurate.

(Principal's Signature) Date February 7, 2007

Name of Superintendent* Mrs. Marion A. Bolden
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Newark Public Schools Tel. (973) 733-7333

I have reviewed the information in this application, including the eligibility requirements on page 2, and certify that to the best of my knowledge it is accurate.

(Superintendent's Signature) Date February 7, 2007

Name of School Board President/Chairperson Mr. Felix Rouse

I have reviewed the information in this application, including the eligibility requirements on page 2, and certify that to the best of my knowledge it is accurate.

(School Board President's/Chairperson's Signature) Date February 7, 2007

**Private Schools: If the information requested is not applicable, write N/A in the space.*

PART I - ELIGIBILITY CERTIFICATION

The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)
2. The school has made adequate yearly progress each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years. To meet final eligibility, the school must meet the state's adequate yearly progress requirement in the 2006-2007 school year.
3. If the school includes grades 7 or higher, it has foreign language as a part of its core curriculum.
4. The school has been in existence for five full years, that is, from at least September 2001 and has not received the No Child Left Behind – Blue Ribbon Schools award in the past five years.
5. The nominated school or district is not refusing OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
6. OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
7. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
8. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

DISTRICT (Questions 1-2 not applicable to private schools)

1. Number of schools in the district: 56 Elementary schools
 5 Middle schools
 0 Junior high schools
 14 High schools
 0 Other

 75 TOTAL
2. District Per Pupil Expenditure: \$17,974.00

 Average State Per Pupil Expenditure: \$11,554.00

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located:
- Urban or large central city
 Suburban school with characteristics typical of an urban area
 Suburban
 Small city or town in a rural area
 Rural
4. 7 Number of years the principal has been in her/his position at this school.
 If fewer than three years, how long was the previous principal at this school?
5. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school only:

Grade	# of Males	# of Females	Grade Total	Grade	# of Males	# of Females	Grade Total
PreK	10	05	15	7	-		
K	18	24	42	8	-		
1	20	19	39	9	-		
2	23	23	46	10	-		
3	24	20	44	11	-		
4	16	37	53	12	-		
5	10	12	22	Other	-		
6	10	11	21				
TOTAL STUDENTS IN THE APPLYING SCHOOL →							282

[Throughout the document, round numbers 1 or higher to the nearest whole number. Use decimals to one place only if the number is below 1.]

6. Racial/ethnic composition of the school:
- | | |
|-------------------|----------------------------------|
| 0 | % White |
| 94 | % Black or African American |
| 6 | % Hispanic or Latino |
| 0 | % Asian/Pacific Islander |
| 0 | % American Indian/Alaskan Native |
| 100% Total | |

Use only the five standard categories in reporting the racial/ethnic composition of the school.

7. Student turnover, or mobility rate, during the past year: 10 %

[This rate should be calculated using the grid below. The answer to (6) is the mobility rate.]

	Number of students who transferred <i>to</i> the school after October 1 until the end of the year	10
	Number of students who transferred <i>from</i> the school after October 1 until the end of the year	7
	Total of all transferred students [sum of rows (1) and (2)]	17
	Total number of students in the school as of October 1	282
	Total transferred students in row (3) divided by total students in row (4)	0.1
	Amount in row (5) multiplied by 100	10

8. Limited English Proficient students in the school: 0 %
0 Total Number Limited English Proficient
 Number of languages represented: 0
 Specify languages: N/A

9. Students eligible for free/reduced-priced meals: 77 %
 Total number students who qualify: 218

If this method does not produce an accurate estimate of the percentage of students from low-income families, or the school does not participate in the federally supported lunch program, specify a more accurate estimate, tell why the school chose it, and explain how it arrived at this estimate.

10. Students receiving special education services: 4 %
11 Total Number of Students Served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

<u>0</u> Autism	<u>0</u> Orthopedic Impairment
<u>0</u> Deafness	<u>5</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>6</u> Specific Learning Disability
<u>0</u> Emotional Disturbance	<u>0</u> Speech or Language Impairment
<u>0</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>0</u> Mental Retardation	<u>0</u> Visual Impairment Including Blindness
<u>0</u> Multiple Disabilities	

11. Indicate number of full-time and part-time staff members in each of the categories below:

Number of Staff

	<u>Full-time</u>	<u>Part-Time</u>
Administrator(s)	<u>1</u>	<u>0</u>
Classroom teachers	<u>16</u>	<u>0</u>
Special resource teachers/specialists	<u>10</u>	<u>2</u>
Paraprofessionals	<u>6</u>	<u>0</u>
Support staff	<u>3</u>	<u>0</u>
Total number	<u>36</u>	<u>2</u>

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 18:1

13. Show the attendance patterns of teachers and students as a percentage. The student dropout rate is defined by the state. The student drop-off rate is the difference between the number of entering students and the number of exiting students from the same cohort. (From the same cohort, subtract the number of exiting students from the number of entering students; divide that number by the number of entering students; multiply by 100 to get the percentage drop-off rate.) Briefly explain in 100 words or fewer any major discrepancy between the dropout rate and the drop-off rate. Only middle and high schools need to supply dropout rates, and only high schools need to supply drop-off rates. Also explain a high teacher turnover rate.

	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
Daily student attendance	96%	96%	96%	96%	95%
Daily teacher attendance	93%	95%	93%	94%	94%
Teacher turnover rate	12%	6%	15%	6%	6%
Student dropout rate (middle/high)	0%	0%	0%	0%	0%
Student drop-off rate (high school)	0%	0%	0%	0%	0%

PART III - SUMMARY

HARRIET TUBMAN SCHOOL

“Excellence by Design”

Harriet Tubman School, built in 1875, is a Pre-K—6 school located in the Central Ward of Newark. Our goal is to provide students with a competitive education in preparation for a global society. The mission of Harriet Tubman School is to provide children with a quality education, and to ensure that all students become lifelong learners who are caring, productive and responsible citizens. Harriet Tubman School has been recognized by the Newark Public Schools for its consistent academic achievement. This accomplishment is a result of our persistent commitment to high expectations; academic excellence and data-based quality instruction provided by Highly Qualified Teachers and sustained parental involvement.

Our curriculum aligned to the New Jersey Core Content Curriculum Standards offers students quality instruction in language arts literacy, mathematics, social studies, science, computer technology, physical education, health, Spanish and visual and performing arts. Our most impressive science/technology program provides students with high impact, student-centered, hands-on learning instruction in well-equipped science and computer technology labs. Our instrumental music program provides students with the opportunity to read music and play an instrument upon graduation. Several classes also participate in the New Jersey Symphony Orchestra’s Early Childhood Suzuki Strings Program. The school traditionally maintains partnerships with the Greater Newark Conservancy and an inclusion program with the Montclair Museum.

Harriet Tubman School enjoys a local, state and national reputation for educational innovation and academic excellence. In 1993, the school was awarded the prestigious *Redbook Award* as the best elementary school in the state of New Jersey. Our Pre-K and one of our first grade classes were designated as model classrooms for the Children’s Literacy Initiative program during the 2003-2004 school year. Our school motto, “Excellence by Design,” was validated by our 2003-2004, 2004-2005 and 2005-2006 standardized test scores (New Jersey Assessment of Skills & Knowledge). As reported by Newark Public Schools, Harriet Tubman ranked among only eight Newark schools achieving Adequate Yearly Progress as required by the federal mandate No Child Left Behind. In addition, the school, staff and students take pride in being the recipients of various local awards and recognition.

Student leadership is recognized and developed in a variety of extra-curricular activities. There is student participation in the Student Council, Peer Mediation Team, School Safety Patrols, Photography Club, Harriet Tubman Dance Troupe, and the Harriet Tubman String Ensemble and orchestra. In addition, students participate on the girls’ and boys’ basketball team, and cheerleader squad. Students also participate in the After-Care Enrichment Program, Project Pride and the After-School Youth Development Program.

Active parental and community involvement is a critical component in sustaining academic excellence at Harriet Tubman School. Parents are involved in the decision making process via our School Leadership Council and PTA. In addition, parent volunteerism is promoted through the Parent Academy. Monthly meetings, workshops and seminars keep parents abreast of educational issues that offer them strategies and techniques to assist in the academic and social development of their children. We believe that an empowered parent will have a direct impact on student achievement.

The School Leadership Council plays a vital role in improving student achievement. This decision making team which includes administrators, staff, parents, and community is responsible for the implementation of the District’s Curriculum.

Harriet Tubman School provides students with a safe environment that promotes academic excellence. Students, staff and parents are critical stakeholders who are responsible and accountable for student achievement. The school’s tradition for high expectations and academic excellence is reflected in the quality of the students that Tubman nurtures to become caring, productive and responsible citizens as stated in our mission.

PART IV – INDICATORS OF ACADEMIC SUCCESS

1. **Assessment Results:** The New Jersey Assessment of Skills and Knowledge (NJ ASK) is the state test administered in March of each year for grades 3 through 7. This assessment has been created to give schools information about how well children are achieving the New Jersey Core Curriculum Content Standards as measured in language arts literacy, mathematics and science. The Core Curriculum Content Standards identify what students should know and be able to do at the end of each grade level.

In NJ, as guided by the NCLB, making adequate yearly progress (AYP) is based on the percentage of students passing the state assessments. The benchmark for NJ ASK3, 4 and 5 for Language Arts Literacy is 75% of the students passing, while the benchmark for Mathematics is 62% of students passing. Cut-off scores (scale scores) are established by the New Jersey Department of Education. To attain proficiency, the student needs to score between 200 and 249, and to attain advanced proficiency the student needs to score between 250 and 300.

Students at Harriet Tubman have surpassed the state benchmarks. For the following analysis, we highlight the achievements of Total Students. The category 'Total Student' includes the performance results for all subgroups, including the Special Education population. The Mathematics assessment of the NJASK3 2006, showed a passing rate of 92% for the third graders. At the same time, the fourth grade students had a passing rate of 84% for the NJASK4 Mathematics assessment. The 3rd and 4th graders exceeded the benchmark by 30% points and 22% points respectively.

There was also growth in performance year over year. For example, the 3rd graders showed growth in percentage passing from school year 2005 to 2006 in both subjects. In Language Arts Literacy, the passing rate for the 3rd graders was 78% in 2005 and 84% in 2006, an increase of 6% points. For Mathematics, the passing rate of Total Students for 3rd graders in 2005 was 82% and 92% in 2006, an 11% point increase. The lowest performing group, the Special Education subgroup showed an increase in Language Arts Literacy of 29% points from 2005 and 2006 and an increase in 20% points in Mathematics for the NJASK3 over the same time period.

There were also increases in the scale score means over the three year span (2004-2006). As an example, for the 3rd graders, the African American subgroup increased their scale score in both subjects over this period. Scale score means in Language Arts Literacy for the subgroup increased from 214 in 2004 to 215 in 2005 and 217 in 2006. For Mathematics, this subgroup increased from 222 in 2004 to 234 in 2005 and 242 in 2006.

The NJASK 5 and 6 were implemented in school year 2005-2006. For Grade 5 Total Students, the percentage passing for Language Arts Literacy was 86%, of which 10% were advanced proficient and for Mathematics, 76% of students were proficient of which 29% were advanced proficient. In NJASK6, students performed at 100% proficiency of which 6% were advanced proficient for Language Arts Literacy and 100% demonstrated proficiency in Mathematics, of which 35% were advanced proficient.

Information about the state assessment system may be found at:

Web sites: <http://www.state.nj.us/education> or <http://www.ets.org/njask>

2. **Using Assessment Results:** The principal and Curriculum Assessment and Instruction Sub-committee (CAIS) use data to identify areas for improvement and to develop a focus for the school's selection of educational programs, staff development and resource utilization.

Instructional staff, guided by the principal and CAIS, examine data throughout the school year. As it pertains to the NJASK, each content cluster in every tested area (language arts literacy, mathematics and science) is analyzed. The task is to specifically identify the school's strengths and areas in need of support. This determines how well students performed including the percentage of students demonstrating proficiency and advanced proficiency. An understanding of student and staff needs becomes evident.

Performance results are discussed during vertical and horizontal grade level meetings. These articulations depict performance trends across the school population.

As a result, teachers develop a Progressive Data Analysis report to identify areas in need of support and determine benchmarks with timelines to address deficiencies.

3. Communicating Assessment Results: It is the school philosophy that every person in the school influences student achievement. On opening day, the principal and members of the CAIS present school assessment results to the entire staff. This same information is presented to a joint PTA and School Leadership Council forum at the first school year meeting.

During Open House (September/October), the principal and CAIS provide an assessment data overview to parents and community. This information is also posted on a main bulletin board in the front hallway for the entire school year.

Grade Level Teas are hosted during the early fall where stakeholders are familiarized with assessment formats and terminology needed to interpret student data. Benchmarks that students are expected to achieve in order to demonstrate mastery of the New Jersey Core Curriculum Content Standards are explained.

Quarterly report card conferences are also hosted and it is here that parents/guardians and students are guided in a step-by-step interpretation of a student's individual assessments. Definitions and examples of tested content clusters are given. Participants are guided in calculating the percentage of points earned in a given content cluster. Individual conferences are hosted after a whole group presentation. Any parent not attending training sessions is contacted by letter or phone and is encouraged to request an individual interpretation at their convenience.

Students learn about their performances during conferences with their teachers and when reviewing portfolios. They are encouraged to take responsibility for their own learning.

Finally, Harriet Tubman School's on-going assessment results may be readily accessed in the school's quarterly newsletter, "The North Star," and on the school's web page. The New Jersey ASK performances may be found on the New Jersey Department of Education School Report Card in English/Spanish.

4. Sharing Success: The motto of the Newark Public Schools is, "All Children Will Learn." This mission is supported by the staff of Harriet Tubman School in a variety of ways. For example, the school hosts scheduled visitations from other schools in the district. These visits allow our colleagues to observe the schools' programs and best practices.

During the District's monthly Superintendent's Conference and School Leadership Team Principals' Meeting, the principal of Harriet Tubman School shares ways to move students to meet state standards. In addition, our teachers attend monthly math grade level meetings. These meetings provide a forum for teachers to share data and discuss strategies that address the specific academic needs of students.

Sharing of information often extends beyond the District. The principal and instructional staff also attends professional learning opportunities sponsored throughout the state. These forums provide scenarios for exchanging ideas and sharing successful strategies.

Our School Leadership Council (SLC) received recognition as a model SLC and was asked to demonstrate the effective implementation of this school governance body. As members of a learning community, Harriet Tubman School is committed to sharing best practices.

PART V – CURRICULUM AND INSTRUCTION

1. **Curriculum:** Mathematics

Students approach complex mathematical problems from a variety of perspectives which are presented in various empirical ways. Teachers help students investigate and explore conjectures on the basis of evidence, using reasoning and proof techniques to confirm or disprove them. As a result, students become flexible and resourceful problem-solvers.

The curriculum has several distinguishing features:

- Real world situations
- Teacher-directed instruction includes open-ended questions, hands-on explorations, guided and independent projects.
- Students experience differentiated learning opportunities such as mental math, math games and small group instruction.
- During professional development sessions and grade level meetings, assessment questions are developed and item analysis is conducted with teacher input in order to identify skill deficiencies.

Literacy

Harriet Tubman School implements a balanced literacy approach to curriculum and instruction to ensure that students become competent readers, writers, speakers, listeners, and viewers. This curriculum is designed to address individual learning styles through differentiated instructional strategies. Students are engaged in active questioning, active listening and authentic activities.

Character Education and community service initiatives are included in the curriculum and are regarded to be as essential for the development of our students as the acquisition of content knowledge.

Art

The visual arts program at Harriet Tubman School strengthens students' appreciation of the world by enhancing their ability to be creative and inventive decision makers. The success that we have in winning district wide contests, student exhibits at New Jersey Performing Arts Center, the Newark Museum, Montclair Museum, St. John's Church and the Newark Public Library, comes from the discovery of the common elements that produce a work of art.

We are involved in an inclusion program with New Jersey Regional Day School and Montclair Museum. This allows for a more diverse understanding of others. Students also work with an Artist in Residence from the Newark Museum.

Social Studies

The focus of Harriet Tubman's social studies program centers on student awareness of current events and historically significant events and people. Throughout the school year students participate in school-wide projects that provide opportunities for the application of skills learned in all content areas. The culmination of these projects includes student presentations and performances, such as the re-creation of the Underground Railroad and the life of Harriet Tubman.

World Language

All students at Harriet Tubman School are exposed to systematic, long-term, and frequent Spanish instruction. Opportunities for students to interact in meaningful communicative experiences are embedded in all learning activities, which are designed to increase the level of fluency in Spanish. Students are also exposed to the cultures and traditions of Spanish-speaking countries.

Science

Natural curiosity is cultivated by providing opportunities for students to observe, question, and analyze the world around them. The district's science curriculum consists of two inquiry-based science programs that were designed to develop critical thinking and problem solving in the areas of life, earth,

and physical science. In collaboration with the Greater Newark Conservancy, an outdoor living lab was created and has earned recognition from the National Garden Association. The indoor lab is equipped with various manipulatives including: aquariums, anatomical models and robotics equipment. The Starlab enables students to explore space and geological concepts. An annual Earth Day Celebration features a cross-curricular activity that allows students to apply skills and knowledge that they've acquired.

Harriet Tubman School delivers a curriculum that affords students the opportunity to build on developed strengths, cognitive and metacognitive strategies, and take necessary risks in order to grow as learners. We seek to create a "community of learners" who can be successfully engaged in their learning now and in the future.

2a. (Elementary Schools) Reading: As an integral part of a balanced literacy approach, Harriet Tubman School bases its literacy program on the National Reading Panel's suggested components for reading instruction. These components include phonemic awareness, phonics, reading fluency, reading comprehension and vocabulary development. The Literacy program also aligns itself with the tenets of the Cognitive Apprenticeship Model, which is applied through modeling, coaching, scaffolding, articulation and reflection. Through the use of the District's adopted literacy programs, Creative Curriculum (Pre-K), Trophies (K-5) and Language of Literature (Gr. 6), students are provided with:

- Differentiated instructional strategies as encompassed through guided reading, whole class instruction, and cooperative grouping. Read-alouds, shared reading, and independent reading are incorporated into daily instruction.
- Instructional skills and strategies delivered by teachers who have participated in extensive staff development and are supported by the school-based literacy coach and literacy tutor.
- Explicit teaching of skills as a means of supporting English conventions, comprehension strategies, and communication skills.
- Acquisition of reading and literacy skills in all content areas.
- Time for reflection on their work as part of the learning process, especially during literacy centers and as they evaluate their own work portfolios.

At Harriet Tubman School, the preschool program is aligned with the Preschool Teaching and Learning Expectations: Standards of Quality. This program provides authentic and cumulative assessment via observations and record-keeping, which are vital components to the development of the preschool learner. There is also an emphasis on the acquisition and development of language.

Additionally, the reading program includes the Reading Recovery© initiative that provides intervention strategies for the acquisition of reading and writing skills for identified first graders.

This balanced literacy program aligns itself with the New Jersey Core Curriculum Content Standards, as the interaction between students and teachers provides an increased level of responsibility for learning.

3. Additional Curriculum Area: The Harriet Tubman School Instrumental Program consists of an Early String Program (ESP) and School Orchestra. Together they provide successful learning experiences for children. In 1999, the New Jersey Symphony Orchestra (NJSO) partnered with the district's office of Visual and Performing Arts to create the Newark Early Strings Program (NESP). Second grade students receive whole-class instruction from both the instrumental music teacher and a violinist from the New Jersey Symphony Orchestra through grade four. After grade four, these students are automatically accepted into the Harriet Tubman Symphony Orchestra.

These violinists participate in an annual performance at the New Jersey Performing Arts Center (NJ PAC) as a pre-concert to a performance by NJSO. Additionally, every two years there is a "Fiddlefest" in which all the violinists perform at NJ PAC.

During the 2005-2006 academic school year the students and the instrumental music teacher performed alongside the New Jersey Symphony Orchestra in its most significant annual fundraiser.

Columbia University Teacher's College conducts an annual evaluation of the NESP. Their findings show that the NESP students have better behavior, better social skills and attendance than their non-NESP

peers in the Newark Public Schools. More importantly, the research illustrates that the NESP students consistently out perform their non-NESP peers and statewide peers on NJASK.

4. Instructional Methods: Driven by high expectations, teachers utilize a variety of instructional methods to promote student achievement. Activities that involve problem-solving and inquiry skills are considered to be critical aspects of learning. Students at Harriet Tubman are accustomed to school-wide, theme-based projects that encourage higher order thinking skills. Content area research reports are required at appropriate grade levels.

The use of learning centers provides instruction that is meaningful, as well as promotes student choice and responsibility for their own learning. Students understand the various roles evident in cooperative groups and have the opportunity to practice communication and collaboration skills. Center work is designed to provide reinforcement of material learned by offering assorted application exercises.

Differentiated instruction is prevalent in all classrooms as represented by the balance of small group and whole group instruction. Grouping is flexible, determined by student need, and measured by ongoing assessment and analysis of data. Strategies and skills are further refined by Harriet Tubman's extended day program known as Project Ten. Student work is monitored on a continuous basis through the use of reading and writing assessment walls. The assessment walls provide a visual representation of student levels and serve as a catalyst for pedagogical discussion. Experiences using technology infusion and textual resources as a tool for learning are integrated throughout all subject areas. Additionally, teachers infuse literacy throughout math, social studies, science, and related arts. Extended classroom experiences, such as field trips and school performances, provide enrichment, classroom support, and help to address the modalities of all learners. These activities are aligned with grade level curriculum and are marked by pre and post lessons. As a result, Harriet Tubman School fosters an environment that challenges and supports all students in order to achieve academic excellence.

5. Professional Development: The professional development program focuses on improving student achievement through collaborative professional learning that leads to the development and implementation of instructional strategies, programs and activities. Collaborative professional development opportunities occur during grade level meetings, faculty meetings and designated staff development days. Additionally, teachers participate in evening and weekend institutes sponsored by Newark Public Schools.

The Professional Development Subcommittee conducts a comprehensive needs assessment to determine the needs of the staff. This needs assessment consists of teacher surveys, disaggregated assessment data, student work sample analysis and administrative input. As a result, instructional coaching, progressive data analysis, and vertical/horizontal articulation are embedded in the framework of the professional development program.

- Instructional Coaching – Pre/post conferencing, demonstration lessons, in class support and lesson feedback.
- Progressive Data Analysis – Identification of skill strengths and deficiencies, establishing short term goals with identified benchmarks, development of action steps that are aligned to the identified skill deficiencies.
- Vertical Articulation - Examining students' work enables teachers to select appropriate instructional strategies which address the differentiated needs of all learners. Teachers establish common learning goals and work collaboratively to design instructional strategies based upon shared expertise.
- Horizontal Articulation - Curriculum mapping, thematic projects and implementation of instructional strategies.

The principal along with the Professional Development Subcommittee facilitates the utilization of these powerful designs for professional learning. This ensures the proper implementation of the district's curriculum.

PART VII - ASSESSMENT RESULTS

Public Schools

STATE CRITERION-REFERENCED TESTS
NEW JERSEY ASSESSMENT OF SKILLS AND KNOWLEDGE (NJASK)
HARRIET TUBMAN SCHOOL, NEWARK, NEW JERSEY
Proficient “plus” Advanced Proficient LANGUAGE ARTS LITERACY
GRADE 3

	2005-2006	2004-2005	2003-2004
Testing month	March	March	March
SCHOOL SCORES			
% Proficient “plus” Advanced Proficient	84	78	72
% Advanced Proficient	4	6	2
Number of students tested	63	55	47
Percent of total students tested	100	99	100
Number of students alternatively assessed	0	0	0
Percent of students alternatively assessed	0	0	0
SUBGROUP SCORES			
1. Black			
% Proficient “plus” Advanced Proficient	84	77	71
% Advanced Proficient	4	6	2
Number of students tested	57	52	44
2. Economically Disadvantaged			
% Proficient “plus” Advanced Proficient	85	73	72
% Advanced Proficient	5	8	2
Number of students tested	40	42	43

STATE CRITERION-REFERENCED TESTS
NEW JERSEY ASSESSMENT OF SKILLS AND KNOWLEDGE (NJASK)
HARRIET TUBMAN SCHOOL, NEWARK, NEW JERSEY
Proficient “plus” Advanced Proficient MATHEMATICS
GRADE 3

	2005-2006	2004-2005	2003-2004
Testing month	March	March	March
SCHOOL SCORES			
% Proficient “plus” Advanced Proficient	92	82	77
% Advanced Proficient	50	50	28
Number of students tested	63	55	47
Percent of total students tested	100	99	100
Number of students alternatively assessed	0	0	0
Percent of students alternatively assessed	0	0	0
SUBGROUP SCORES			
1. Black			
% Proficient “plus” Advanced Proficient	93	80	75
% Advanced Proficient	48	51	25
Number of students tested	57	52	44
2. Economically Disadvantaged			
% Proficient “plus” Advanced Proficient	93	81	77
% Advanced Proficient	45	54	28
Number of students tested	40	42	43

STATE CRITERION-REFERENCED TESTS
NEW JERSEY ASSESSMENT OF SKILLS AND KNOWLEDGE (NJASK)
HARRIET TUBMAN SCHOOL, NEWARK, NEW JERSEY
Proficient “plus” Advanced Proficient LANGUAGE ARTS LITERACY
GRADE 4

	2005-2006	2004-2005	2003-2004
Testing month	March	March	March
SCHOOL SCORES			
% Proficient “plus” Advanced Proficient	65	82	86
% Advanced Proficient	2	2	0
Number of students tested	49	46	50
Percent of total students tested	100	96	100
Number of students alternatively assessed	0	0	0
Percent of students alternatively assessed	0	0	0
SUBGROUP SCORES			
1. Black			
% Proficient “plus” Advanced Proficient	65	82	86
% Advanced Proficient	2	3	0
Number of students tested	46	40	50
2. Economically Disadvantaged			
% Proficient “plus” Advanced Proficient	46	78	89
% Advanced Proficient	4	0	0
Number of students tested	26	38	44

STATE CRITERION-REFERENCED TESTS
NEW JERSEY ASSESSMENT OF SKILLS AND KNOWLEDGE (NJASK)
HARRIET TUBMAN SCHOOL, NEWARK, NEW JERSEY
Proficient “plus” Advanced Proficient MATHEMATICS
GRADE 4

	2005-2006	2004-2005	2003-2004
Testing month	March	March	March
SCHOOL SCORES			
% Proficient “plus” Advanced Proficient	84	85	84
% Advanced Proficient	37	41	34
Number of students tested	49	46	50
Percent of total students tested	100	100	100
Number of students alternatively assessed	0	0	0
Percent of students alternatively assessed	0	0	0
SUBGROUP SCORES			
1. Black			
% Proficient “plus” Advanced Proficient	83	88	84
% Advanced Proficient	39	43	34
Number of students tested	46	40	50
2. Economically Disadvantaged			
% Proficient “plus” Advanced Proficient	69	82	84
% Advanced Proficient	31	42	37
Number of students tested	26	38	44

STATE CRITERION-REFERENCED TESTS
NEW JERSEY ASSESSMENT OF SKILLS AND KNOWLEDGE (NJASK)
HARRIET TUBMAN SCHOOL, NEWARK, NEW JERSEY
Proficient “plus” Advanced Proficient LANGUAGE ARTS LITERACY
GRADE 5

	2005-2006
Testing month	April
SCHOOL SCORES	
% Proficient “plus” Advanced Proficient	86
% Advanced Proficient	10
Number of students tested	21
Percent of total students tested	100
Number of students alternatively assessed	0
Percent of students alternatively assessed	0
SUBGROUP SCORES	
1. Black	
% Proficient “plus” Advanced Proficient	85
% Advanced Proficient	11
Number of students tested	19
2. Economically Disadvantaged	
% Proficient “plus” Advanced Proficient	80
% Advanced Proficient	7
Number of students tested	15

STATE CRITERION-REFERENCED TESTS
NEW JERSEY ASSESSMENT OF SKILLS AND KNOWLEDGE (NJASK)
HARRIET TUBMAN SCHOOL, NEWARK, NEW JERSEY
Proficient “plus” Advanced Proficient MATHEMATICS
GRADE 5

	2005-2006
Testing month	April
SCHOOL SCORES	
% Proficient “plus” Advanced Proficient	76
% Advanced Proficient	29
Number of students tested	21
Percent of total students tested	100
Number of students alternatively assessed	0
Percent of students alternatively assessed	0
SUBGROUP SCORES	
1. Black	
% Proficient “plus” Advanced Proficient	74
% Advanced Proficient	27
Number of students tested	19
2. Economically Disadvantaged	
% Proficient “plus” Advanced Proficient	67
% Advanced Proficient	33
Number of students tested	15

STATE CRITERION-REFERENCED TESTS
NEW JERSEY ASSESSMENT OF SKILLS AND KNOWLEDGE (NJASK)
HARRIET TUBMAN SCHOOL, NEWARK, NEW JERSEY
Proficient “plus” Advanced Proficient LANGUAGE ARTS LITERACY
GRADE 6

	2005-2006
Testing month	April
SCHOOL SCORES	
% Proficient “plus” Advanced Proficient	100
% Advanced Proficient	6
Number of students tested	17
Percent of total students tested	100
Number of students alternatively assessed	0
Percent of students alternatively assessed	0
SUBGROUP SCORES	
1. Black	
% Proficient “plus” Advanced Proficient	100
% Advanced Proficient	6
Number of students tested	17
2. Economically Disadvantaged	
% Proficient “plus” Advanced Proficient	100
% Advanced Proficient	10
Number of students tested	11

STATE CRITERION-REFERENCED TESTS
NEW JERSEY ASSESSMENT OF SKILLS AND KNOWLEDGE (NJASK)
HARRIET TUBMAN SCHOOL, NEWARK, NEW JERSEY
Proficient “plus” Advanced Proficient MATHEMATICS
GRADE 6

	2005-2006
Testing month	April
SCHOOL SCORES	
% Proficient “plus” Advanced Proficient	100
% Advanced Proficient	35
Number of students tested	17
Percent of total students tested	100
Number of students alternatively assessed	0
Percent of students alternatively assessed	0
SUBGROUP SCORES	
1. Black	
% Proficient “plus” Advanced Proficient	100
% Advanced Proficient	35
Number of students tested	17
2. Economically Disadvantaged	
% Proficient “plus” Advanced Proficient	100
% Advanced Proficient	46
Number of students tested	11