



## New York State Education Department

*Remote Renewal Site Visit Report for BoR-Authorized Charter Schools under the  
2015 Charter School Performance Framework  
2020-2021*

### Harriet Tubman Charter School

Remote Renewal Site Visit Dates: November 9-10, 2020

Date of Report: February 10, 2021

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## SCHOOL DESCRIPTION

<p><b>Key Design Elements</b></p>	<ul style="list-style-type: none"> <li>• Research-based curriculum</li> <li>• Proven instructional methodologies</li> <li>• Array of assessment tools</li> <li>• School management plan focused on improvement of learning environment</li> <li>• Essential core values that guide all interactions (wisdom, courage, compassion, hope, respect, responsibility and integrity)</li> <li>• Ongoing professional development</li> <li>• Management strategies that align to school’s mission and vision to the budget, resources, curriculum and professional development</li> <li>• Processes for meaningful parental engagement</li> <li>• Shared leadership among faculty, administrators and the BOT</li> <li>• Support systems that align with the school’s mission and vision</li> </ul>
<p><b>Requested Revisions</b></p>	<p><b>None</b></p>

**Noteworthy:**

The Harriet Tubman Charter School (HTCS) academic program was implemented effectively over the charter term and produced academic outcomes that exceed those of New York City Community School District 9 (NYC CSD 9) as well as overall New York State (NYS) performance in both English language arts (ELA) and mathematics. These outcomes were attained for all students and those in an1pd(1( )-10.6 (N)(o)]TJ-0.004 Tc

(a) have compiled a mixed or limited record of meeting Benchmark 1, but at the time of the renewal analysis, have met substantially all of the other performance benchmarks in the

## SCHOOL CHARACTERISTICS

### Current Grade Levels and Approved Enrollment

	Year 1 2016 to 2017	Year 2 2017 to 2018	Year 3 2018 to 2019	Year 4 2019 to 2020	Year 5 2020 to 2021
<b>Grade Configuration</b>	K - Grade 8	K - Grade 8	K - Grade 8	K - Grade 8	K - Grade 8
<b>Total Approved Enrollment</b>	675	675	675	675	675

### Proposed Renewal Term Grade Levels and Projected Enrollment Requested by the School<sup>2</sup>

	Year 1 2021 to 2022	Year 2 2022 to 2023	Year 3 2023 to 2024	Year 4 2024 to 2025	Year 5 2025 to 2026
<b>Grade Configuration</b>	K - Grade 8	K - Grade 8	K - Grade 8	K - Grade 8	K - Grade 8
<b>Total Proposed Enrollment</b>	675	675	675	675	675

## METHODOLOGY

A two day remote renewal site visit was conducted at HTCS on November 9-10, 2020. The New York State Education Department’s Charter School Office (CSO) team conducted interviews with the board of trustees, school leadership team, special populations team, and parents. In cooperation with school leadership, the CSO administered an anonymous online COVID-19 survey to parents.

The team conducted ten remote classroom observations in K through Grade 8. The observations were approximately 15 minutes in length and conducted jointly with the Elementary Academy (EA) and Junior Academy (JA) directors. NYSED utilizes the CSO’s remote Classroom Observation Worksheet as a lens for remote classroom observations. It is shared with the school prior to the site visit, and can be found in the [Renewal SV Protocol](#).

The documents and data reviewed by the team before, during, and after the site visit included the following:

- **Current 2020-2021 organizational chart;**
- **A 2020-2021 master school schedule;**
- **Board materials (roster and minutes) and a narrative describing the board’s self-evaluation process;**

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<sup>2</sup> This proposed chart was submitted by HTCS in its renewal application. It is subject to change pending the final renewal recommendation and approval by the Board of Regents.

- Narrative describing the process used to evaluate school leadership;
- Narrative describing the process school leadership uses to evaluate teachers;
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## BENCHMARK ANALYSIS

The 2015 Performance Framework, whic





## *Summary of Findings*

- HTCS is in year 20 of operation and serves students in K - Grade 8. During its current charter term, the school is rated in the following manner: meeting seven benchmarks, approaching one benchmark, and falling far below two benchmarks. A summary of those ratings is provided below.
- **Summary of Areas of Strengths:**  
Student outcomes have consistently exceeded those of NYC CSD 9 and NYS, for all students and all subgroup populations, in each year of the charter term. HTCS has demonstrated consistent success in the implementation of its academic program, which is enriched with an interdisciplinary science, technology, engineering, arts, technology, and mathematics (STEAM) focus. The school was able to effectively adapt its well-established and rigorous instructional program to remote instruction during the COVID-19 pandemic. Student well-being is a key focus at HTCS, and the school has established a safe environment that meets students' academic and social-emotional

### Benchmark 1: Student Performance

*The school has met or exceeded achievement indicators for academic trends toward proficiency, proficiency, and high school graduation. At all grade levels and all assessments, scoring proficiently means achieving a performance level of 3 or higher (high school Regents and Common Core Regents exam score of 65 or higher).*

**Finding: Meets**

**Summative Evidence for Benchmark 1:**

*See Attachment 1 for data tables and additional academic information.*

*Note: State assessments were not administered in the 2019-2020 school year. As such, NYSED is not able to include results from that academic year in the analysis of this benchmark.*



academies are housed in separate buildings. The school is seeking to house both academies in a single facility when viable to do so.

- The academic program is led by a principal, two academy directors, and a coach/staff developer who supports teachers in both academies. The program is supported by specialized staff to serve the needs of SWDs and ELLs, as well as students with other learning or social-emotional needs.
- Instruction is implemented in a weekly schedule that moves from direct instruction to guided practice to small group or partner work to independent work. Student learning outcomes are assessed on Fridays to inform instruction for the upcoming week.
- A common approach to the planning and delivery of lessons can be seen within and across grade levels. Clear learning objectives, implementation of the gradual release model, and a focus on questioning and feedback were evident in all classrooms observed during the renewal site visit, as well as in prior site visits during the charter term.
- According to the school's renewal application, self-evaluation, and information provided in leadership focus groups, HTCS has assured alignment with NYS Learning Standards (NYSLS) and has been focused on integrating Next Generation Learning Standards (NGLS) into the curriculum.
- HTCS employs a variety of assessments to monitor and document student progress, including monthly standardized assessment of literacy and mathematics skills, periodic curricular assessments, and diagnostic assessment in a variety of subject areas (0-9.6 Academic



practices that were observed include breakout rooms, small group instruction, teacher modeling, videos and other visuals, music, movements, and graphic organizers.

- **Indicator e:** According to the renewal application and leadership focus group, HTCS periodically reviews its curricula against state and school-level assessment data and makes adjustments accordingly. The school also reviews the effectiveness of the instructional practices used to teach content. This model of self-evaluation occurs in daily planning meetings among teachers, and most recently, has supported teachers as the school adapts the HTCS program to full remote instruction.

2. Element: ***Instruction:***

- **Indicator a:** Throughout the charter term, classroom observations by NYSED have provided evidence of consistency in high quality instructional practices across classrooms and grade levels. As described in the HTCS renewal application, the school uses the gradual release of responsibility model of instruction, in which students are supported in skill acquisition by teacher modeling, to collaborative responsibility between teacher and student, to independent practice, to mastery. The school's renewal application and the leadership team describe the use of techniques to generate rigorous discussion, including questioning, think-alouds, explicit vocabulary instruction, RACE (read, analyze, cite, explain), and close reading. These instructional practices are reflected in lesson plans and were evident in all classroom observations conducted over the two-day renewal site visit. Teachers used strategic questioning of students, through random selection (often using the stick model), to stimulate higher order thinking, and were observed providing real-time feedback to student work through verbal and chat comments in Google classroom. In the focus group, leadership explained that teachers are expected to provide meaningful feedback that goes "beyond good job." Teachers display student work that represents varying levels of proficiency and utilize feedback generated from them as a guide for students. During classroom observations, teachers were observed using checks for understanding to assess student learning, reteaching a concept or skill to small groups in breakout rooms and during the intervention times, asking students to restate definitions or "I can" statements in their own words, and rephrasing questions and giving students multiple opportunities to develop a correct response. Students across classes and grade levels were well-aware of classroom expectations and engaged with learning activities.

Prior to the 2020 shift to remote learning, these instructional strategies were observed in practice by CSO site visitors. Teachers were observed using gradual release of responsibility, questioning, checks for understanding, and explicit vocabulary instruction. The school has continued robust instruction remotely using the same methods that were employed in-person in classrooms. Many of the programs, interventions, and assessments used at HTCS are digital or have a digital component, and teachers continue to refine instruction in Google classroom in daily PD and planning meetings. During the focus group, members of the leadership team reported that they had looked at what other schools were doing and reflected on what HTCS was offering. They said that they "were in a good place but needed to be in a better place." During the summer school program, the school looked at the instructional practices they were using to determine what worked best. The school is considering the distribution of classroom books and materials, ordered prior to the start of the current school year, to students for home use se

- **Indicator b:** As discussed above, HTCS uses classroom instructional practices to stimulate and sustain student engagement. Prior to the 2020 pandemic shutdown, the school partnered with Claremont Neighborhood Center and Bronx Community College to offer after-school, Saturday, and summer courses and activities in science, technology, engineering, arts, and math (STEAM). The school also used project-based learning (MakerSpace), and in-school competitions (Travelling Trophy) to foster engagement. AccEAMr[(Tr)3.1 (E)-2.1 (A)1.9 J-0.00i2-0p-9.6 ( t)-6 (5(h)-0.8 (o)16 ( s)-J0 Tc 0 Tw 11.



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on the retention rates of students with special learning needs, as well as the school's academic outcomes over the charter term, HTCS systems to monitor the progress of students and facilitate communication between interventionists and teachers are well

### **Benchmark 3: Culture, Climate, and Family Engagement**

*The school has systems in place to support students' social and emotional health and to provide for a safe and respectful learning environment. Families, community members and school staff work together to share in the responsibility for student academic progress and social-emotional growth and well-being. Families and students are satisfied with the school's academics and the overall leadership and management of the school.*

**Finding: Meets**

behavior.” In addition to encouraging student self-monitoring, the school uses recognitions and rewards to reinforce positive behaviors. The number of suspensions and infractions is reported to the board monthly by the HTCS Board Grievance Committee. The description of behavioral manammmmm-8.5 (i)7.6 (o)-9.6 (r)-2..9 (o2Ca8004 .001 Tc 04 Td(m)-mmm)-2.



where they're available to talk to parents via email or phone. According to the NYCDOE CSE, "The school appears to meaningfully engage with parents and parents tend to be active participants in IEP meetings. The school also effectively partners with the CSE to contact parents when necessary" (2020 comment-6 (o) j-0.9 (o)-9.6 ((t)-6 H9 (T)-6. (C)-3.6 9S)4. r (P)-2.3 (e)-6 ((t80.7 (e)4.w (T)10.4 ( )]]T.

- **Indicator b:** Data about the social emotional needs of students is tracked by FASST. Data is collected from classroom teachers, school leaders, and their own interactions with students. The special populations focus group reported that teachers fill out a referral form, which has been adapted for remote learning. FASST meets regularly to assess students' progress and continuing needs.
- **Indicator c:** FASST, school leaders, and the board education committee collect information to identify and resolve any school-wide trends that affect student well-being and academic progress. School leadership explained that attendance and suspension data are reviewed at board meetings. During this charter term, the school has identified a drop in academic performance and behavior after students transition from the EA to the JA and has been working with the JA director and principal to moderate this trend.





### **Benchmark 5: Financial Management**

*The school operates in a fiscally sound manner with realistic budgets pursuant to a long-range financial plan, appropriate internal controls and procedures, and in accordance with state law and generally accepted accounting practices.*

#### **Finding: Meets**

Renewal is based on evidence that the following indicators are generally present:

1. The school has an accurate and functional accounting system that includes monthly budgets.
2. The school sets budget objectives and regularly analyzes its budget in relation to those objectives.
3. The school has allocated budget surpluses in a manner that is fiscally sound and directly attends to the social and academic needs of the students attending the school.
4. The school has and follows a written set of fiscal policies.
5. The school has complied with state and federal financial reporting requirements.
6. The school has and is maintaining appropriate internal controls and procedures.
7. The school follows generally accepted accounting principles as evidenced by independent financial audits with an unqualified audit opinion, a limited number of findings that are quickly corrected, and the absence of a going concern disclosure.

#### **Summative Evidence for Benchmark 5:**

NYSED CSO reviewed Harriet Tubman Charter School's 2019

## Benchmark 6: Board Oversight and Governance

*The board of trustees provides competent stewardship and oversight of the school while maintaining policies, establishing performance goals, and implementing systems to ensure academic success, organizational viability, board effectiveness and faithfulness to the terms of its charter.*

### Finding: Falls Far Below

<i>Element</i>	<i>Indicators</i>
1. <i>Board Oversight and Governance</i>	<ol style="list-style-type: none"><li>a. The board recruits and selects board members with skills and expertise that meet the needs of the school.</li><li>b. The board engages in strategic and continuous improvement planning by setting priorities and goals that are aligned with the school's mission and educational philosophy.</li><li>c. The board demonstrates active oversight of the charter school management, fiscal operations, and progress toward meeting academic and other school goals.</li><li>d. The board regularly updates school policies.</li><li>e. The board utilizes a performance-based evaluation process for evaluating school leadership, itself, and providers.</li><li>f. The board demonstrates full awareness of its legal obligations to the school and stakeholders.</li></ol>

### Summative Evidence for Benchmark 6:

#### 1. Element: **Board Oversight and Governance:**

- **Indicator a:** The HTCS Board of Trustees began the current charter term with 10 members. Three seats were vacated over the term. The current board is composed of seven members, six of whom have served on the board for at least eight years and one founding member who has served on the board for over 20 years. According to the HTCS by-laws, standing committees are finance, grievance, education, personnel, and governance. A prior trustee who was serving as treasurer resigned in November 2018. Since then, despite official notice from the CSO in both the 2019 mid-term report and the 2020 check-in memo, the board has failed to appoint a new treasurer to fill this position; this has placed the board out of compliance with its by-laws for two years. While the school does have financial management positions and collaborations, the treasurer plays a key role in the governance of the school's finances. According to the school's 2020 pre-check-in visit self-evaluation, the board had identified a suitable candidate for the position of treasurer, but "the candidate decided to decline the position preferring instead to be [their] business manager." The school's pre-renewal site visit self-evaluation indicates that finding someone to serve as the treasurer is the board's "top priority." It states, "We will continue our due diligence in filling Board positions, especially Treasurer, as soon as possible."

According to board minutes, the board has been seeking members with expertise in fundraising, law, and human resources (April 2019, September 2019). The October 2019 board minutes note that three potential candidates were identified and invited to the next board meeting. There is no

further mention of this in November 2019 or

and a conditional Letter of No Objection (LNO) right before the 2018-2019 school year; the board

increased over the current charter term, the SWD population has slightly decreased over the same time (see Benchmark 9 and Attachment 1 below).

- **Indicator c:** During the focus group, board members discussed their ongoing evaluation of the school's programming during remote learning; they stated that they receive ongoing data related to student assessments and teacher evaluations, which they then analyze to determine needs, such as more student supports and teacher PD.

fiscal policies and procedures handbook every two years. However, the family handbook has not been available to parents for several years and is not on the website. In the renewal site visit focus

cannot be attributed to the COVID-19 pandemic. These issues indicate a lack of awareness by the board of its statutory obligations.

### **Benchmark 7: Organizational Capacity**

*The school has established a well-functioning organizational structure, clearly delineated roles for staff, management, and board members. The school has systems and*





events. As mentioned above, parents indicated that they were not informed that the principal was out on extended medical leave earlier this year, nor told by the board how the school would be managed in his absence.

In focus groups, the issue of the fire alarm system was raised as an example of lack of communication and slow decision-making. Parents express (e)-3 (x)0w 0.228 018 (d)commu t ( a92D BDC 11 Tf0.0



3. Element: *Contractual Relationships*:

- **Indicator a:** N/A
- **Indicator b:** N/A
- **Indicator c:** According to information provided by the school following the renewal site visit, "consultants must submit a scope of work with their 1099 or invoice that details required the expected tasks and timeline to be completed. The board reviews the scope of work and determines, before payment is due, that such tasks have been completed satisfactorily according to contract."

## Benchmark 8: Mission and Key Design Elements

*The school is faithful to its mission and has implemented the key design elements included in its charter.*

### Finding: Meets

<i>Element</i>	<i>Indicators</i>
1. <i>Mission and Key Design Elements</i>	<p>a. School stakeholders share a common and consistent understanding of the school's mission and key design elements outlined in the charter.</p> <p>b. The school has fully implemented the key design elements in the approved charter and in any subsequently approved revisions.</p>

### Summative Evidence for Benchmark 8:

- Element: ***Missions and Key Design Elements:***
  - **Indicator a:** HTCS has implemented and sustained its mission throughout the charter term. The mission is evident in the school's choice of academic and supplemental programs, supportive student environment, collaborative staff, consistent oversight of student progress, support for students who need it, and annual student outcomes. The mission was the vision of the school's founders, two of whom served continuously on the board until July 2020 and is shared by other board members of lengthy tenure with the school. The longevity of the school's leadership team has also contributed to the consistent implementation of mission, values, and key design elements at HTCS. Longevity of this veteran leadership team references the CSO liaisons' experiences with the school over the years with regard to conversations, observations, and reports.
  - **Indicator b: *Research-based curriculum:*** As described in BM 2 and evidenced by the consistently strong academic outcomes over the term, HTCS uses research-based curricula that are aligned with New York State expectations.

*Proven instructional methodologies:* HTCS has established effective instructional strategies across classes and grade-levels, which were evidenced in classroom observations at the renewal site visit, as well as in prior visits earlier in the charter term.

*Array of assessment tools:* The school has developed an assessment framework that provides all information needed to assess student learning needs and progress, and the effectiveness of the education program. Teachers regularly review daily, weekly, and unit assessments (Springboard) to monitor student progress and









percentages of students served in each of the special population groups by implementing the following strategies, as

- Review and monitor the stipulations of MOU's with health and human service providers to ensure effectiveness;
- Provide monthly comprehensive enrollment analyses....and develop reports to track progress (starting with the BEDS process in the Fall of 2020; and
- Provide continuous professional development for teaching staff on identifying students that should be referred to the CSE for review.

Most of the strategies listed are the same strategies the school has used in the past, with little to no success.

*See Attachment 1 for data tables and additional information.*

**Benchmark 10: Legal Compliance**

*The school complies with applicable laws, regulations, and the provisions*

revision to be legally compliant. The school's faculty and staff retention data were not available for use in this report because it was not submitted to NYSED on time. Finally, this fall, the State Education Department's Office of Special Education found that the school was in violation of Education Law §2854(3)(a-1)(iv) for its failure to obtain adequate coverage in one of its fourth grade ICT classes after the special education teacher left; since mid-October of this year, the ICT class was not continually covered by two teachers.

- **Indicator b:** As discussed above and throughout this report, HTCS has not implemented effective corrective action plans to remediate deficiencies noted by the CSO. According to the school's

Attachment 1: 2020-2021 Renewal Site Visit

Harriet Tubman Charter School

Benchmark 1

Indicator 1: All Schools

1.a.i. Accountability ESEA Accountability Designation:

This school is designated as a school in Good Standing under current New York State criteria as defined by the Elementary and Secondary Education Act.

1.b.i. Similar Schools Comparison Comparative Proficiency

This school outperforms schools with similar grades and subgroup demographics in ELA, math, and science.

Indicator 2: Elementary/Middle School Outcomes

2.a.i. and 2.a.ii. Trending Toward Proficiency Aggregate and Subgroup Standard-Based Trend Toward Proficiency See Table 1 below.

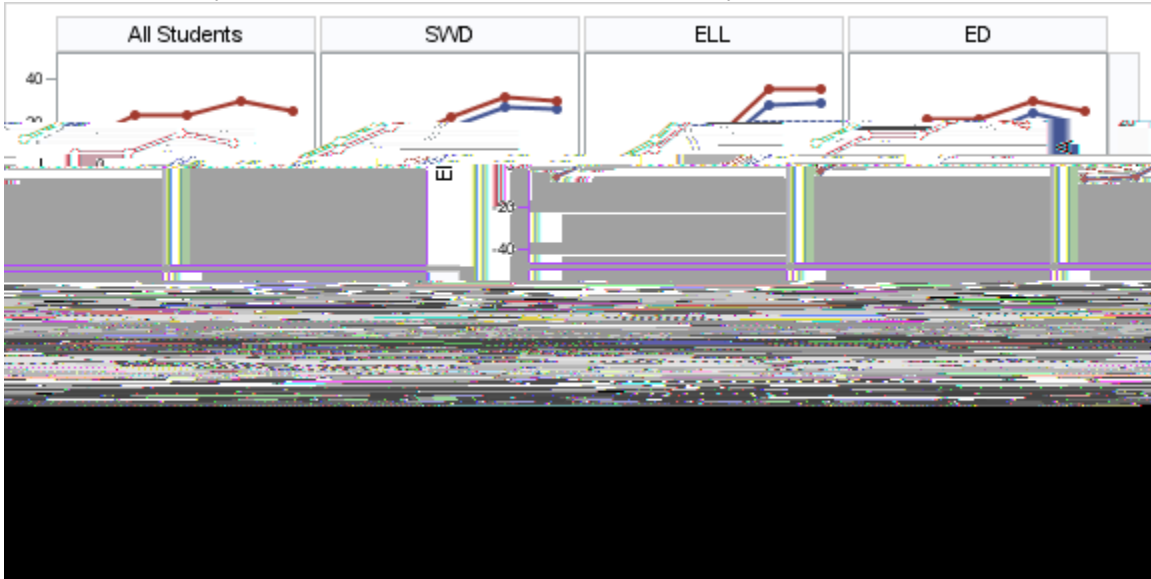
Table 1: Elementary/Middle School Trending Toward Proficiency Target = 75%

	All Students	SWD	ELL	ED
2015-2016	59%	52%	42%	56%
2016-2017	49%	47%	27%	47%
2017-2018	62%	55%	50%	62%
2018-2019	57%	47%	58%	57%
2015-2016	56%	38%	67%	52%
2016-2017	56%	40%	58%	50%
2017-2018	<b>54%</b>	<b>40%</b>	<b>35%</b>	<b>54%</b>
2018-2019	72%	58%	79%	70%

\*See NOTES (2), (3), (7), and (8) below

2.b.i. and 2.b.ii Proficiency- Aggregate and Subgroup School Level Proficiency See Figure 1 and Table 2 below.

Figure 1: Elementary/Middle School Assessment Proficiency State and District Differentials Over Time



\*See NOTES (1), (2), (3), and (4) below.

Table 2: Elementary/Middle School Assessment Proficiency Outcomes: Charter School, District, and NYS

		ELA					Math				
		Harriet Tubman CS	NYC CSD 9	Differential to District	NYS	Differential to NYS	Harriet Tubman CS	NYC CSD 9	Differential to District	NYS	Differential to NYS
All Students	2014-2015	25%	13%	+12	31%	-6	43%	17%	+26	38%	+5
	2015-2016	43%	20%	+23	38%	+5	51%	18%	+33	39%	+12
	2016-2017	45%	22%	+23	40%	+5	54%	19%	+35	40%	+14
	2017-2018	60%	30%	+30	45%	+15	55%	26%	+29	45%	+10
	2018-2019	55%	30%	+25	45%	+10	66%	28%	+38	47%	+19
SWD	2014-2015	4%	3%	+1	7%	-3	13%	5%	+8	12%	+1
	2015-2016	16%	5%	+11	9%	+7	25%	6%	+19	12%	+13
	2016-2017	29%	7%	+22	11%	+18	33%	7%	+26	14%	+19
	2017-2018	43%	11%	+32	16%	+27	36%	11%	+25	17%	+19
	2018-2019	41%	11%	+30	15%	+26	40%	10%	+30	17%	+23
ELL	2014-2015	3%	6%	-3	10%	-7	15%	9%	+6	19%	-4
	2015-2016	7%	8%	-1	13%	-6	45%	9%	+36	20%	+25
	2016-2017	19%	7%	+12	12%	+7	37%	9%	+28	19%	+18
	2017-2018	53%	17%	+36	25%	+28	45%	18%	+27	29%	+16
	2018-2019	54%	18%	+36	25%	+29	65%	19%	+46	31%	+34
ED	2014-2015	23%	13%	+10	21%	+2	39%	16%	+23	27%	+12
	2015-2016	41%	20%	+21	27%	+14	49%	18%	+31	28%	+21
	2016-2017	43%	22%	+21	29%	+14	51%	19%	+32	29%	+22
	2017-2018	59%	29%	+30	35%	+24	53%	25%	+28	34%	+19
	2018-2019	55%	30%	+25	36%	+19	64%	27%	+37	36%	+28

\*See NOTES (1), (2), (3), (6), and (7) below.

2.b.iii. Aggregate Grade Level Proficiency See Table Below.

Table 3: Aggregate Grade Level Proficiency

		ELA					Math				
		Hairiet Tubman CS	NYC CSD %	Differential to District	NYS	Differential to NYS	Hairiet Tubman CS	NYC CSD %	Differential to District	NYS	Differential to NYS
Grade 3	2014-2015	41%	14%	+27	31%	+10	68%	20%	+48	42%	+26
	2015-2016	55%	22%	+33	42%	+13	76%	23%	+53	44%	+32
	2016-2017	66%	25%	+41	43%	+23	82%	28%	+54	48%	+34
	2017-2018	82%	35%	+47	51%	+31	90%	37%	+53	54%	+36
	2018-2019	76%	39%	+37	52%	+24	85%	36%	+49	55%	+30
Grade 4	2014-2015	22%	13%	+9	33%	-11	36%	16%	+20	43%	-7
	2015-2016	62%	24%	+38	41%	+21	60%	23%	+37	45%	+15
	2016-2017	63%	23%	+40	41%	+22	61%	21%	+40	43%	+18
	2017-2018	68%	31%	+37	47%	+21	58%	28%	+30	48%	+10
	2018-2019	65%	35%	+30	48%	+17	72%	32%	+40	50%	+22
Grade 5	2014-2015	16%	12%	+4	30%	-14	23%	20%	+3	43%	-20
	2015-2016	27%	18%	+9	33%	-6	19%	18%	+1	40%	-21
	2016-2017	30%	20%	+10	35%	-5	35%	22%	+13	43%	-8
	2017-2018	45%	22%	+23	37%	+8	27%	26%	+1	44%	-17
	2018-2019	42%	23%	+19	38%	+4	51%	29%	+22	46%	+5
Grade 6	2014-2015	24%	12%	+12	31%	-7	49%	17%	+32	39%	+10
	2015-2016	31%	16%	+15	34%	-3	51%	16%	+35	40%	+11
	2016-2017	17%	14%	+3	32%	-15	46%	15%	+31	40%	+6
	2017-2018	65%	32%	+33	49%	+16	48%	22%	+26	44%	+4
	2018-2019	51%	27%	+24	47%	+4	58%	25%	+33	47%	+11
Grade 7	2014-2015	18%	12%	+6	29%	-11	46%	14%	+32	35%	+11
	2015-2016	39%	17%	+22	35%	+4	47%	14%	+33	36%	+11
	2016-2017	41%	21%	+20	42%	-1	43%	16%	+27	38%	+5
	2017-2018	34%	24%	+10	40%	-6	49%	20%	+29	41%	+8
	2018-2019	34%	26%	+8	40%	-6	49%	24%	+25	43%	+6
Grade 8	2014-2015	27%	15%	+12	35%	-8	36%	12%	+24	22%	+14
	2015-2016	41%	24%	+17	41%	0	55%	13%	+42	24%	+31
	2016-2017	53%	29%	+24	45%	+8	56%	14%	+42	22%	+34
	2017-2018	60%	32%	+28	48%	+12	54%	21%	+33	30%	+24
	2018-2019	55%	33%	+22	48%	+7	78%	22%	+56	33%	+45

\* See NOTES (1), (6), and (7) below. 2018-2019 9013032 J 0 0 m 77 0 | S Q q 0.6798896 0 0 -0.6803521 0 0 cm 137.3032 -912.734 77 1



Indicator 3: High School Outcomes

3.a.i. and 3.a.ii. Regents Testing Outcomes Aggregate and Subgroup Annual Regents Outcomes See Table 4 below.

Table 4: Annual Regents Outcomes Pre-High School

	Charter Total Tested	Harriet Tubman Charter School	NYS	Differential to State	Charter Total Tested	Harriet Tubman Charter School	NYS	Differential to State
2016-2017	23	100%	94%	+6	12	100%	88%	+12

\* See NOTES (3), (4), and (7) below.

Benchmark 9

Table 5: Student Demographics

\* See NOTES (2) and (6) below.

Table6: Retention– Aggregate and Subgroups

# RES

2019  
2018  
2017  
2016

### Net Assets

2020  
2019  
2018  
2017  
2016

0 500 1,000 1,500 2,000 2,500  
Thousands

Restricted Unrestricted

Operating

Rating

Open-2018 Expense

-500

Days of Cash

Benchmark Days of Cash = 60