New York State School Report Card
Comprehensive Information Report

BEDS Code: 14-06-00-01-0012 Grade Range : PK-4
Name: Harriet Tubman Early Childhood Center
Principal: Alvion Johnson

Fall Enrollment

Grade	2001–02	2002–03	2003–04
Pre-K	86	85	63
Kindergarten	61	43	43
First	67	57	42
Second	58	60	36
Third	0	34	35
Fourth	0	20	25
Fifth	0	0	0
Sixth	0	0	0
Ungraded Elementary	0	0	31
Seventh	0	0	0
Eighth	0	0	0
Ninth	0	0	0
Tenth	0	0	0
Eleventh	0	0	0
Twelfth	0	0	0
Ungraded Secondary	0	0	0
Total K-12 Enrollment	186	214	212

Student Racial/Ethnic Origin

Race/Ethnicity	2001–02		2002–03		2003–04	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
American Indian, Alaskan, Asian, or Pacific Islander	4	2.2%	4	1.9%	1	0.5%
Black (Not Hispanic)	119	64.0%	136	63.6%	145	68.4%
Hispanic	13	7.0%	11	5.1%	18	8.5%
White (Not Hispanic)	50	26.9%	63	29.4%	48	22.6%

Average Class Size

Grade Level	2001–02	2002–03	2003–04
Kindergarten	20	21	30
Common Branch	18	22	19
English Grade 8	0	0	0
Mathematics Grade 8	0	0	0
Science Grade 8	0	0	0
Social Studies Grade 8	0	0	0
English Grade 10	0	0	0
Mathematics Grade 10	0	0	0
Science Grade 10	0	0	0
Social Studies Grade 10	0	0	0

(Form – A)

District Need to Resource Capacity Category

N/RC Category	Description
2	This is one of the large city school districts; Buffalo, Rochester, Syracuse, or Yonkers. All these districts have high student needs relative to district resource capacity.

Similar School Group and Description

Similar School Group	Description
5	All schools in this group are elementary level schools in large cities other than New York City. The schools in this group are in the middle range of student needs for elementary level schools in these districts.

All schools within the same N/RC category are divided into three similar school groups defined by the percentage of students in the school who are eligible for the free-lunch program and/or who are limited English proficient (also known as English language learners).

Student Demographics Used To Determine Similar Schools Group

	2001–02		2002–03		2003–04	
	Count	Percent	Count	Percent	Count	Percent
Limited English Proficient	0	0.0%	0	0.0%	0	0.0%
Eligible for Free Lunch	141	75.8%	175	81.8%	175	82.6%

Attendance and Suspension

	2000–01		2001–02		2002–03	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
Annual Attendance Rate		93.4%		93.2%		95.4%
Student Suspensions	0	0.0%	0	0.0%	0	0.0%

Student Socioeconomic and Stability Indicators (Percent of Enrollment)

	2001–02	2002–03	2003–04
Reduced Lunch	0.0%	10.8%	10.9%
Public Assistance	91-100%	71-80%	71-80%
Student Stability	67%	0%	96%

Staff Counts

Staff	2003–04
Total Teachers	20
Total Other Professional Staff	1
Total Paraprofessionals	NA
Teaching Out of Certification*	1

*Teaching out of certification more than on an incidental basis.

(Form – B)

Career Development and Occupational Studies (CDOS)

Percentage of Students Documenting Self- and Career-Awareness Information and Career Exploration Activities, K–3

Grades	2001–02	2002–03	2003–04
K–1	100%	100%	85%
2–3	100%	100%	85%

Students Developing a Career Plan, 4–12

Grades		2001–02	2002–03	2003–04
4–5	Number of General-Education Students	0	10	21
	Number of Students with Disabilities	0	10	4
	Number of All Students	0	20	25
	Percent of Enrollment	0%	100%	85%
6–8	Number of General-Education Students	0	0	0
	Number of Students with Disabilities	0	0	0
	Number of All Students	0	0	0
	Percent of Enrollment	0%	0%	0%
9–12	Number of General-Education Students	0	0	0
	Number of Students with Disabilities	0	0	0
	Number of All Students	0	0	0
	Percent of Enrollment	0%	0%	0%

Career and Technical Education (CTE) Programs

CTE Program	This District		Statewide Average
	Count	Percentage	
All CTE Programs			
Completed the CTE Program			
Completed and Passed Regents Exams			
Completed and had Course Average of 75% or More			
Completed and Attained a HS Diploma or Equivalent			
Completed and Whose Status is Known			
Completed and Were Successfully Placed			
Nontraditional Programs			
Underrepresented Gender Members Enrolled			
Underrepresented Gender Members Who Completed			

Enrollment data are for the 2003-2004 school year; completer data are as of June 2003.
Note: Blank cells indicate that either the district did not have a CTE program or did not report data.
This data is reported only at the district level.

(Form – D)