

**THE SUNY CHARTER SCHOOLS
INSTITUTE**

*RENEWAL RECOMMENDATION REPORT
HARBOR SCIENCE AND ARTS
CHARTER SCHOOL*

Report Date: March 9, 2022

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The State University of New York

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CHARTER SCHOOL BACKGROUND

HARBOR SCIENCE AND ARTS CHARTER SCHOOL

132 East 111th Street, New York | Grades: K-8 | Community School District 4

The State University of New York Board of Trustees (the “SUNY Trustees”) approved the original charter for Harbor Science and Arts Charter School (“Harbor Science”) on January 25, 2000. The charter doors opened in fall 2000 serving 132 students in 1st – 6th grade. The original charter partner organization provided a pre-Kindergarten and Kindergarten program. Therefore, the charter opened with its original grade span and did not add Kindergarten until the 2011-12 school year. The partner organization provided services such as financial management and after school programming and owned the original facility. Harbor Science ended the partnership after 2011-12, moved out of its facility, found alternative space and after school options for students, and hired external financial consultants to support the charter’s finances.

During earlier charter terms, Harbor’s partner organization provided supplemental programming to support the charter’s mission. Since severing the relationship in 2012, the charter experienced many financial disruptions as it had to find and fund a new facility. Over the current charter term, Harbor Science’s financial position improved due to the charter focusing on conservative budgeting practices. The lingering effects of these financial challenges from the previous charter term required the charter to rebuild its academic program and success, combined with leadership turnover and the onset of the COVID-19 pandemic. Around the time of the renewal visit, charter leaders and board members demonstrated an understanding of the urgency needed to improve Harbor Science’s academic program and enrollment and began implementing elements of a board-created comprehensive plan for school improvement.

CURRENT CHARTER

Serves: Kindergarten – 8th

Chartered Enrollment:
258

Charter Expiration:
July 31, 2022

PROPOSED FUTURE CHARTER

Serves: Kindergarten – 8th

Chartered Enrollment:
248

Charter Expiration:
July 31, 2027

“ MISSION

It is the mission of the Harbor Science and Arts Charter School to provide students with a high quality education through a rigorous academic program that infuses character building, physical wellness, and the arts. Students will graduate with the skills and knowledge necessary to succeed in higher learning institutions and have the capability to make a positive contribution to society.

CHARTER SCHOOL BACKGROUND

KEY DESIGN ELEMENTS

Integrated co-teaching model for every grade to support the 30% special education population at Harbor Science and to assist in mitigating the learning loss from the COVID-19 pandemic.



Smaller class sizes in 6th – 8th grade to ensure needs are truly met through small group and individual learning strategies.



A comprehensive Response to Intervention (“RTI”) program to support students who had learning loss due to the COVID-19 pandemic and to prioritize evaluation to the district Committee on Special Education (“CSE”) for those students who require more intervention and support.



An individualized electronic student tracking system to monitor student growth and progress on internal/external assessments for all stakeholders.



An individualized electronic individualized education program (“IEP”) goal tracking system to monitor student growth.



The development of enrichment focus groups to monitor students who are performing on grade level at the start of the year to ensure growth.



NOTEWORTHY

Harbor Science, in fulfilling its key design elements and mission, partners with the Amazon Future Engineer Program to bring its middle school level students more advanced science learning. The program emphasizes hands on, computer based learning so that students gain skills in science, technology, engineering, and mathematics. In its initial roll out, students have the opportunity to learn coding skills through the program’s curriculum.

SUMMARY OF COVID-19 RESPONSE

Harbor Science transitioned to a fully remote program in March 2020. For 2020-21, Harbor Science developed a reopening plan that focused on in-person learning in a hybrid modality. With the health and safety of its community a top priority, Harbor Science’s reopening plan limited in-person learning to 50 students per day. The charter prioritized its at-risk students for in-person learning as an additional layer of support. Harbor Science administers the nationally normed i-Ready assessment in both English language arts (“ELA”) and mathematics. Based on results, leaders prioritized learning for students struggling academically and worked to improve the procedures and processes for its RTI program. Leaders also noted that students on grade level or above maintained but did not advance learning over the pandemic. To address this, leaders implemented enrichment activities to support this subgroup of students. One strategy included purchasing the individualized learning program offered by i-Ready.

RENEWAL RECOMMENDATION

FULL-TERM RENEWAL

Full-Term Renewal with Conditions *The SUNY Charter Schools Institute (the “Institute”) recommends that the SUNY Trustees’ Charter Schools Committee approve the Application for Charter Renewal of Harbor Science and Arts Charter School for a period of five years with authority to provide instruction to students in Kindergarten – 8th grade in such configuration as set forth in its Application for Charter Renewal with a projected total enrollment of 248 students subject to the following conditions:*

- *Meet or exceed three out of six key Accountability Plan measures, as identified by the Institute and in the charter’s Accountability Plan, for ELA and mathematics in at least three years of the upcoming Accountability Period for 3rd – 8th grade;*
- *Beginning in the 2022-23 school year, report to the Institute each year the progress and results of implementing the charter’s strategic plan that focuses on improving performance for all student groups;*
- *Beginning in the 2022-23 school year, engage an external consultant to conduct an annual evaluation of the charter’s program using the Institute’s benchmarks (or an alternative framework approved by the Institute) and report findings by July 31 each year to the Harbor Science board and the Institute;*
- *Beginning in the 2022-23 school year, maintain a minimum billable enrollment of no less than 80% of proposed charter enrollment each school year as follows: charter term year one minimum enrollment of 175; year two minimum enrollment of 186 students; year three minimum enrollment of 191; year four minimum enrollment of 194; and, year five minimum enrollment of 198 students; and,*
- *By December 31, 2022, all board members will complete governance training, conducted by an external consultant(s)/group, accepted and approved in advance by the Institute. This training shall include the topics of roles and responsibilities of a charter school education corporation board of trustees including school leader evaluation, and stakeholder communication.*

RENEWAL RECOMMENDATION

The Institute makes this recommendation based on Harbor Science and Arts Charter School meeting, except as noted above and herein, the criteria for charter renewal set forth in the Policies for the Renewal of Not-for-Profit Charter School Education Corporations and Charter Schools Authorized by the Board of Trustees of the State University of New York (the “SUNY Renewal Policies”).¹



To earn a **Subsequent Full-Term Renewal**, a charter must demonstrate that it has met or come close to meeting its academic Accountability Plan goals.

REQUIRED FINDINGS

In addition to making a recommendation based on a determination of whether the charter has met the SUNY Trustees’ specific renewal criteria, the Institute makes the following findings required by the Act:

- 1: the charter, as described in the Application for Charter Renewal, meets the requirements of the Act and all other applicable laws, rules, and regulations;
- 2: the education corporation can demonstrate the ability to operate the charter in an educationally and fiscally sound manner in the next charter term; and,
- 3: given the programs it will offer, its structure, and its purpose, approving the charter to operate for another five years is likely to improve student learning and achievement and materially further the purposes of the Act.²

1. SUNY Renewal Policies (p. 14) are available on the [Institute’s website](#).

2. See New York Education Law § 2852(2).

EXECUTIVE SUMMARY

EXECUTIVE SUMMARY

During its five year charter term, Harbor Science met or came close to meeting its key Accountability Plan goals in the majority of years. The table below demonstrates the key findings for the SUNY Trustees and highlights the successes of the charter.

FINDINGS & INFORMATION

Is the charter an academic success?

Harbor Science came close to meeting its ELA Accountability Plan goal for the years in which state testing data are available. Harbor Science did not consistently meet or come close to meeting its mathematics goals in the same years. Following disruptions to leadership and challenges caused by the COVID-19 pandemic, Harbor Science began to improve its systems and procedures for supporting the academic program at the time of the renewal visit. The charter, with specific conditions, has the opportunity to continue improving its program, if renewed.

Is the charter an effective, viable organization?

Harbor Science recognizes its areas of deficit in becoming a fully effective and viable organization. Charter leaders prioritize implementing an effective academic program and increasing enrollment. The board, at the time of the visit, was beginning to reflect on its practices and ensure it improves its oversight and governance of the charter.

Is the charter fiscally sound?

Harbor Science is fiscally sound based on the fiscal evidence collected through renewal review. The education corporation has met or come close to meeting its fiscal benchmarks throughout the charter term and presents a reasonable and appropriate fiscal plan for the next charter term. The charter must maintain enrollment levels as detailed in the conditions for renewal to maintain fiscal health through the next charter term.

If the SUNY Trustees renew the education corporation's authority to operate the charter, are its plans for the charter reasonable, feasible, and achievable?

Harbor Science's plans for a future charter term are reasonable, feasible, and achievable. However, the board and leaders will need to focus on meeting the conditions outlined in the renewal in order to ensure the charter can sustain into a future charter term given the actual enrollment at the time of the visit.

EXECUTIVE SUMMARY

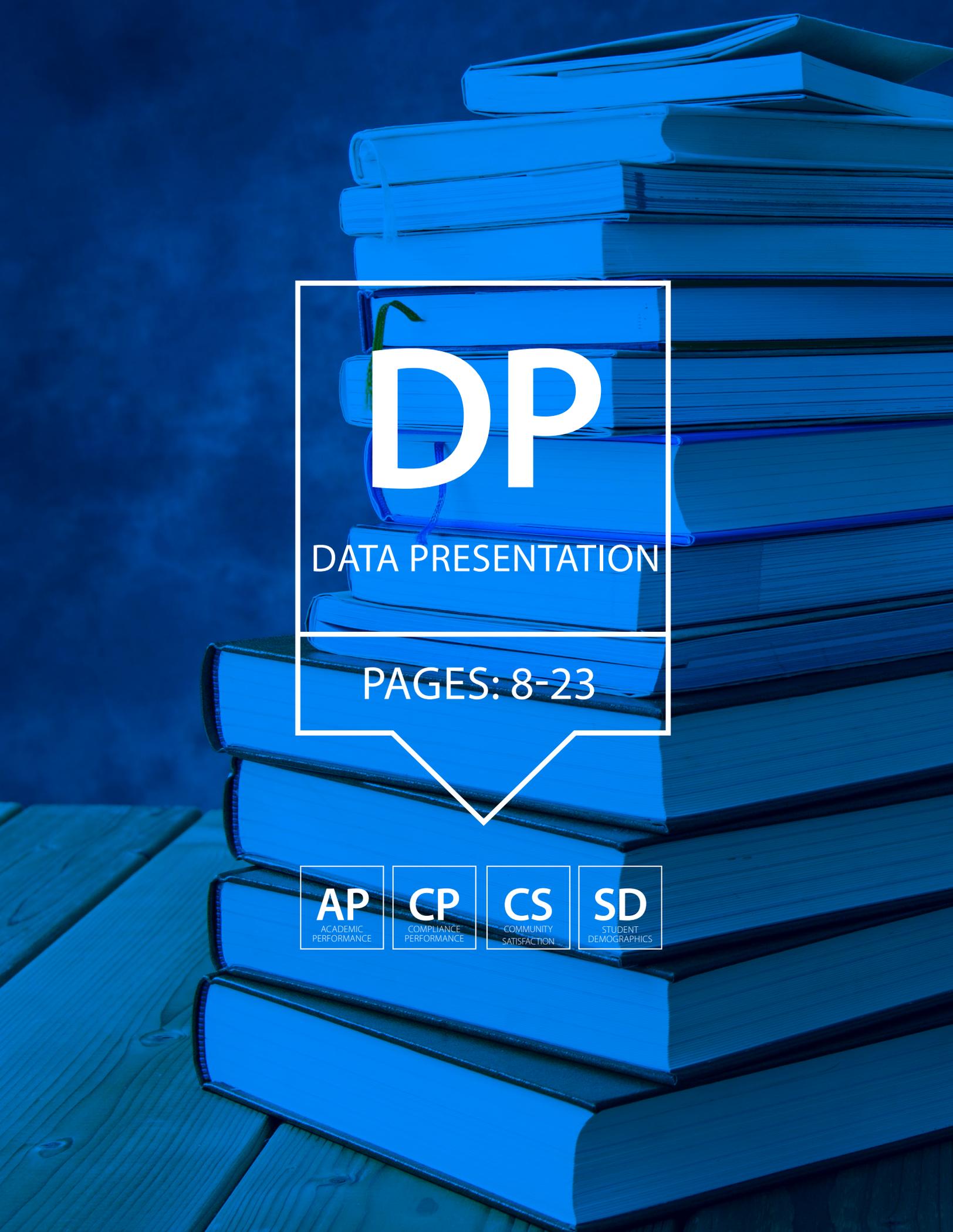
During the 2020-21 school year, Harbor Science began with a clear plan to bring students in for hybrid learning and largely maintained a hybrid schedule through the entire year. The year also started off with a new principal in place and efforts to begin turnaround work at the charter. In the absence of reliable and valid New York State test data for two years of the Accountability Period, the charter has not had the opportunity to demonstrate success on any of its turnaround efforts through New York State tests. However, Harbor Science, as highlighted in the Data Presentation found in this report, demonstrated growth on its nationally normed assessments. The Institute virtually evaluated the charter in spring 2021 and conducted its renewal visit in person in December 2021. The Institute noted some improvements to systems, processes, and the academic program that addressed many points of feedback from the spring 2021 visit at the time of the renewal visit. However, based on a thorough review of documents, interviews, and classroom observations, Harbor Science has the opportunity to continue its improvement efforts and increase its urgency in doing so with conditions on its next charter term, if approved.

The 2021-22 school year began with transitions of two additional positions: the student support services coordinator and the finance manager. With the departure from the finance team, the charter pivoted quickly to hire an external financial firm to manage the charter's finances. Therefore, instructional leaders spent time managing the relationship between the firm and the charter, which led to less time for leaders to observe in classrooms. The Institute observed a more cohesive plan for observation and feedback, but leaders do not have the capacity to implement the plan consistently. The charter also focused its efforts on clear curricular programs in ELA and mathematics, but teachers have a high level of autonomy and often utilize materials that do not have a high level of rigor.

At the time of the renewal visit, the Institute team observed some aspects of improvement while recognizing the time, energy, and money that leaders are putting into efforts to ensure the entire charter community is healthy and safe as the COVID-19 pandemic continues. The Institute shared specific feedback based on the Renewal Benchmarks, and the board followed up with the visit team shortly after the visit with an improved strategic plan. The Institute, in adding conditions on Harbor Science's subsequent renewal, will have a close monitoring plan beginning in spring 2022 and each year of a new charter term, if renewed.

Based on the Institute's review of the charter's performance as posted over the charter term; a review of the Application for Charter Renewal submitted by the education corporation; a review of academic, organizational, governance, and financial documentation; and, a renewal review of the charter's academic program, the Institute finds that the charter meets the required criteria for renewal.

The Institute recommends that the SUNY Trustees grant Harbor Science and Arts Charter School a Subsequent Full-Term Renewal with Conditions of five years.

A stack of several books is shown, with a pair of glasses resting on top. The entire image has a blue color overlay. A white-outlined box is centered over the books, containing the text 'DP', 'DATA PRESENTATION', and 'PAGES: 8-23'. At the bottom of the image, there are four small white boxes, each containing a two-letter acronym and its corresponding full name: 'AP ACADEMIC PERFORMANCE', 'CP COMPLIANCE PERFORMANCE', 'CS COMMUNITY SATISFACTION', and 'SD STUDENT DEMOGRAPHICS'.

DP

DATA PRESENTATION

PAGES: 8-23

AP

ACADEMIC
PERFORMANCE

CP

COMPLIANCE
PERFORMANCE

CS

COMMUNITY
SATISFACTION

SD

STUDENT
DEMOGRAPHICS



ACADEMIC PERFORMANCE

HARBOR SCIENCE AND ARTS CHARTER SCHOOL

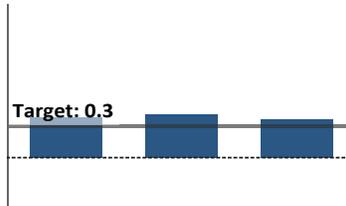
ENGLISH LANGUAGE ARTS ACCOUNTABILITY PLAN GOAL

District Comparison. The percentage of students at **the charter** performing at or above proficiency in ELA compared to the district.



Test Year	Comp Grades	District %	Charter %
2017	3-8	33	38
2018	3-8	40	39
2019	3-8	42	39

Effect Size. The chart shows charter's effect size above its predicted level of performance in **ELA** according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State.



Test Year	Test Grades	Effect Size
2017	3-8	0.40
2018	3-8	0.43
2019	3-8	0.38

Comparative Growth Measure: Mean Growth Percentile. The charter's unadjusted mean growth percentile for all students in grades 4-8 will be above target of 50 in **ELA**.



Test Year	Charter Mean Growth
2017	36.5
2018	44.6
2019	47.8

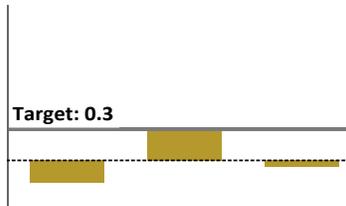
MATHEMATICS ACCOUNTABILITY PLAN GOAL

District Comparison. The percentage of students at **the charter** performing at or above proficiency in mathematics compared to the district.



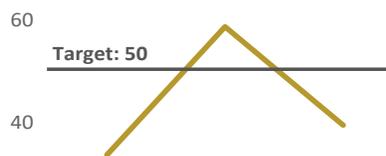
Test Year	Comp Grades	District %	Charter %
2017	3-8	30	20
2018	3-8	33	36
2019	3-8	37	27

Effect Size. The chart shows charter's effect size above its predicted level of performance in **mathematics** according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State.



Test Year	Test Grades	Effect Size
2017	3-8	-0.24
2018	3-8	0.27
2019	3-8	-0.08

Comparative Growth Measure: Mean Growth Percentile. The charter's unadjusted mean growth percentile for all students in grades 4-8 will be above target of 50 in **mathematics**.



Test Year	Charter Mean Growth
2017	33.5
2018	58.5
2019	39.3

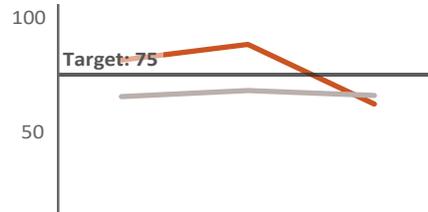


ACADEMIC PERFORMANCE

HARBOR SCIENCE AND ARTS CHARTER SCHOOL

SCIENCE ACCOUNTABILITY PLAN GOAL

Science: Comparative Measure.
The percentage of students at **the charter** in at least their second year performing at or above proficiency in science will exceed **the district**.

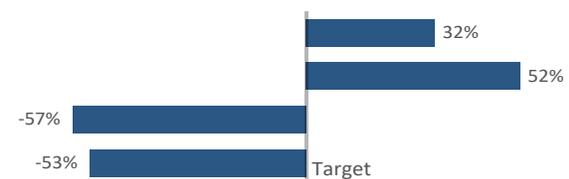


Test Year	District %	Charter %
2017	66	81
2018	68	88
2019	66	63

BASELINE INTERNAL ASSESSMENT RESULTS 2020-21 ELA AND MATHEMATICS - I-READY*

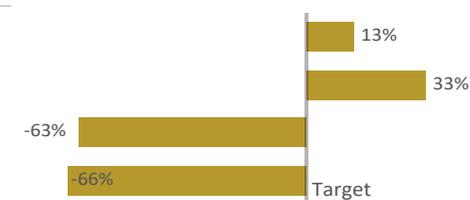
Measure	Subgroup	Target	Tested	Results
Growth	All students	100%	163	132%
Equity 1	Gap closing	110%	80	162%
Equity 2	Students with disabilities	132%	72	75%
Absolute	2+ students	75%	148	22%

Difference from Target



Measure	Subgroup	Target	Tested	Results
Growth	All students	100%	163	113%
Equity 1	Gap closing	110%	69	143%
Equity 2	Students with disabilities	113%	72	50%
Absolute	2+ students	75%	148	9%

Difference from Target



SPECIAL POPULATIONS PERFORMANCE**

	2017	2018	2019
Students with Disabilities Enrollment	60	58	66
Tested on State Exam	42	41	49
Charter Percent Proficient on ELA Exam	11.9	22.0	14.3
District Percent Proficient	7.6	11.6	12.5
ELL Enrollment	8	7	6
Tested on NYSESLAT Exam	6	7	6
Charter Percent 'Commanding' or Making Progress	33.3	42.9	50.0

* For description of internal assessments, see section 1A.

** The academic outcome data about the performance of students receiving special education services and ELLs above is not tied to separate goals in the charter school's formal Accountability Plan. The NYSESLAT, the New York State English as a Second Language Achievement Test, is a standardized state exam. "Making Progress" is defined as moving up at least one level of proficiency. Student scores fall into five categories/proficiency levels: Entering; Emerging; Transitioning; Expanding; and, Commanding. In order to comply with Family Educational Rights and Privacy Act regulations on reporting education outcome data, the Institute does not report assessment results for groups containing five or fewer students and indicates this with an "s".

ACADEMIC PERFORMANCE



HAS THE CHARTER MET OR COME CLOSE TO MEETING ITS ACADEMIC ACCOUNTABILITY PLAN GOALS?

During its five year subsequent charter term, Harbor Science met or came close to meeting its key Accountability Plan goals in ELA in the years in which state exam data are available. Harbor science did not consistently meet or come close to meeting its mathematics goals in the same years. The charter underperformed the district in the majority of years in both subjects. In the absence of state exam data suitable for analysis in 2020-21, Harbor Science administered the nationally normed i-Ready assessment to measure student growth and achievement. Harbor Science met its science goal over the majority of the term and met its NCLB/ESSA goal.

In 2016-17, 38% of the charter's students enrolled in at least their second year scored at or above proficiency in ELA exceeding the district by five percentage points. In comparison to public schools across the state enrolling similar percentages of economically disadvantaged students, Harbor Science performed higher than expected to a meaningful degree. In contrast, the charter's mean growth percentile was 14 points below the target of 50. In 2017-18 and 2018-19, the charter posted similar proficiency rates for students enrolled in at least their second year, but slightly underperformed the district each year. However, Harbor Science continued to exceed the target for its effect size measure and performed higher than expected. Harbor Science increased its mean growth percentile but continued to post growth results under the target.

In mathematics, Harbor Science's students enrolled in at least their second year posted proficiency rates that fell below the district in two of the three years of the Accountability Period with data available. The charter came close to meeting the target for its effect size measure in 2017-18 and performed slightly higher than expected in comparison to demographically similar schools. In alignment with its absolute performance pattern, Harbor Science exceeded the target for its growth measure in 2017-18 but posted mean growth percentiles below 50 in 2016-17 and 2018-19.

Given the absence of reliable and credible performance data from the state's ELA and mathematics assessments for 3rd – 8th grade students in 2019-20 and 2020-21, the Institute worked with charters and testing experts to develop a set of performance measures for use with internal and nationally normed assessments. The measures provide a guidepost for schools and the general public to understand performance growth and grade level proficiency in ELA and mathematics. This year, the measures serve to establish a baseline for future analyses of school performance. The measures are:

1. Growth Measure: Each year, students grow at the normed rate according to the beginning of year baseline score.
2. Equity Measure 1: Each year, the median growth of students with low initial absolute achievement is greater than the target.
3. Equity Measure 2: Each year, the median growth of students with disabilities, English language learners, and/or other disadvantaged student groups is greater than the median growth of the charter's general education students.

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4. Absolute Measure: Each year, 75 percent of 3rd through 8th grade students who are enrolled in at least their second year will perform at or above the equivalent of grade level standards.

During 2020-21, Harbor Science administered the nationally normed i-Ready assessment to demonstrate success on its key academic Accountability Plan goals of ELA and mathematics. The charter generated growth and achievement results aligned to the four measures established by the Institute. That year, Harbor Science students enrolled in at least their second year posted rates of achieving the New York State proficiency equivalent of 22% and 9% in ELA and mathematics, respectively. While this level of achievement was under the target of 75%, the charter posted strong growth results in both subjects for all students and students far under proficiency in the fall.

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BENCHMARK SUMMARY

ASSESSMENT

Harbor Science regularly administers a suite of valid and reliable assessments to gauge instructional effectiveness and is working to develop systems and structures to leverage the resulting data to improve instructional effectiveness and student learning. The charter assesses student progress using the Scholastic Benchmark Reading Assessment, i-Ready assessments for both ELA and mathematics, and internally developed interim assessments that draw upon released state exam passages and questions. Some teachers at Harbor Science also design daily or weekly exit tickets to monitor student understanding; the charter has an opportunity to establish this practice more consistently across all classrooms. Teachers at Harbor Science use rubrics from the state exam to score constructed response questions in ELA and mathematics in order to align scoring practices with the expectations and rigor of the state exam. However, the charter has an opportunity to provide structured training and norming sessions to support accurate and consistent implementation of these rubrics. Instructional leaders are working to establish data analysis systems to increase instructional effectiveness by adjusting lesson plans, designing small groups based on specific student misconceptions, and providing additional personalized intervention plans. Teachers use consistent data analysis templates to reflect on results after major assessments. However, leaders have yet to establish clear expectations and systems to follow up on how teachers use those plans to adjust instruction and improve student learning. In a future charter term, Harbor Science must strengthen its use of assessment data to establish student achievement goals in all subjects, deliver targeted professional development and coaching that results in high quality instruction in every lesson in every classroom, and ensure the charter continually meets its goals.

CURRICULUM

Harbor Science's curricular program lends some supports to teachers in instructional planning; however, the implementation of the curricula varies across the school. Over the charter term, the charter reflected on previous curricular program offerings and solidified a model that includes Wit and Wisdom for ELA and Eureka Math for mathematics for all grades. Teachers and leaders are clear about the use of the ELA and mathematics programs as the main source for curricular programming. However, leaders allow teachers to make autonomous decisions regarding which aspects of the curricular program to implement and how to edit materials for lessons. In many lessons, this results in lower expectations and rigor than the curricular programs call for. The Institute observed instances of this that did not align with the charter's plan to mitigate learning loss caused by remote or hybrid learning. For science, the charter utilizes Amplify Science for 6th – 8th grade. Based on interviews and document reviews, Harbor Science, at the time of the renewal visit, implemented multiple different curricular programs and resources for its science program including one grade level designing its materials based on student interest rather than standards. During this charter term, the charter began administering the i-Ready nationally normed assessment and subsequently incorporated i-Ready's online individualized instruction into the academic program. Leaders built additional time into the daily schedule so

ACADEMIC PERFORMANCE

that students are consistently utilizing i-Ready as a supplement to the curricular program. Since the Institute's previous evaluation visit in spring 2021, leaders improved systems to provide meaningful feedback in a consistent way to teachers on lesson planning. For all curricular programs, Harbor Science has the opportunity to ensure that all grades implement consistent curricula for each content area and that teachers deliver the most rigorous aspects of the program.

Harbor Science further has an opportunity to develop a clear and cohesive approach to curriculum implementation to mitigate any accumulated learning loss from the remote and hybrid learning periods caused by COVID-19. For 2021-22, leaders identified many strategies to support any possible learning loss including refining the charter's RTI process, providing additional intervention teachers for lower grades, focusing on small group instruction, creating an integrated co-teaching ("ICT") classroom for each grade level, and creating a dedicated block for i-Ready. However, from document reviews and interviews with staff members, leaders have not yet communicated this plan in a cohesive way that is ingrained in the charter's academic program.

PEDAGOGY

A few aspects of effective teaching are evidence at Harbor Science. While leaders convey effective ideas for teaching and learning, the demands of COVID-19 have not given leaders the opportunity to give consistent feedback on pedagogy to improve teaching and learning at the charter. Teachers have written lesson plans with planned activities that align to the aim, as well as opportunities for guided practice, student collaboration, modifications for individual student needs, and questions or other means of checking for understanding. However, observed lessons often did not align with the lesson plan. For the most part, lessons were purposeful and organized around an aim. Students engaged in the lesson and did not disrupt the learning. For 2021-22, Harbor Science allocated resources to have an ICT classroom on each grade level. However, most lessons did not maximize the use of two teachers in the classroom and the small class sizes. Teachers rarely checked the entire class for understanding. Further, the pace of classes was slow, because teachers did not have a full understanding of whether students had already mastered the material. At times, teachers included a higher order question or task, but the teachers did most of the talking and did not provide enough opportunities for students to fully engage in more challenging work. The school is beginning to develop its ICT model and in some classes the two teachers worked effectively to parallel teach or attend to the accommodations in the lesson plan. Overall, every class had a clear focus on academics, but teachers need more urgency and guidance in how to maximize student learning.

INSTRUCTIONAL LEADERSHIP

Harbor Science's instructional leadership is developing following transitions on the leadership team at the start of the 2020-21 school year. Toward the end of the previous charter term, the longstanding principal of 13 years transitioned onto the Harbor Science board, and the board promoted an internal staff member into the principal role. During the 2019-20 school year, the Harbor Science board commenced a search for a principal that included internal and external candidates. The board decided to select an internal candidate to an interim principal position. The previous principal transitioned to a teaching position for the 2020-21

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school year. The instructional leadership team consists of the principal, assistant principal, academic dean, and part-time remote student support coordinator. While the size of this team is adequate to support a school with approximately 30 teachers, operational demands have prevented the principal and assistant principal from maximizing their role as instructional leaders. Leaders engage in observations, feedback, and instructional coaching. However, these activities are not yet frequent or systematic enough to impact teaching and learning. Harbor Science provides teachers with commercial curricular programs, and leaders review lesson plans and provide feedback on a weekly basis. However, without accompanying classroom visits, instructional leaders do not hold teachers accountable for implementing, and the Institute observed lessons that often did not reflect the written lesson plans. For example, the Institute noted that lesson plans had opportunities for students to engage in turn and talks, small group learning, and other differentiation strategies. However, during observations, teachers did not execute on these elements. While teachers plan some of their lessons collaboratively, there is no scheduled time or schoolwide expectation that grade teams or lead and ICT teachers plan lessons collaboratively. Further, both leaders and teachers report that there are no opportunities for vertical planning and alignment of curriculum from grade to grade. While leaders understand the importance of teacher growth, there is no comprehensive approach to improving the effectiveness of teachers. The charter launched a new evaluation system in the previous year, but as of the time of the visit in early December, new teachers were not aware of the criteria that they would be evaluated on in the mid- and end-of-year evaluations. Overall, instructional leaders do not hold teachers accountable for quality instruction and student achievement.

AT RISK PROGRAM

The charter meets the educational needs of its at-risk students. The charter provides ICT in each classroom to support students with disabilities. Instructional leaders are developing a RTI approach for supporting at-risk populations in response to an increase of students struggling academically and students with disabilities enrolled in the school. The charter has hired an English language learner (“ELL”) teacher to support ELLs, rectifying its corrective action plan from spring 2021.

The charter is developing systems to increase the academic achievement of students at risk of academic failure. During the return to in person learning, the charter is implementing a RTI program to identify and support struggling students. The charter’s RTI team includes the core instructional teachers, counselors, special education teacher support service providers (“SETSS”), the academic dean, and an RTI teacher. This is the first year of the RTI program, and some teachers are not yet able to articulate the full process of referring students and providing systematic, research-based interventions. During the summer institute, the leadership provided professional development on the implementation of the RTI process. Leaders acknowledge the need for subsequent training to develop strategies and interventions to support teachers. The instructional leadership’s vision is to provide staff with professional development to develop strong interventions and consistent progress monitoring of individual student growth, but the instructional leadership team is often pulled away from instructional coaching to address the operational demands of the charter. The special education coordinator assists the RTI team in suggesting strategies and referring a student for further testing at the district CSE when warranted, but does not support the direct observation, feedback, and coaching of teachers.

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The charter offers an ICT model for each grade. However, the Institute did not observe both teachers consistently teaching and effectively using models of co-teaching to maximize student learning. The charter provides two RTI teachers that use either push in or pull out opportunities to support at-risk students. Teachers do not consistently plan lessons collaboratively and opportunities for coordination between at-risk providers and vertical and horizontal collaboration with other teachers is limited by time constraints.

The charter hired a part time student support coordinator to ensure appropriate compliance for students with disabilities and ELLs. The special education coordinator ensures collaboration and supports teachers with accurately reporting student progress to the CSE using data from informal and formal assessments. The charter informs families of student progress toward IEP goals on a consistent schedule.

Harbor Science hired an ELL teacher this year, and the charter follows the NYSED protocols for the identification of ELLs. Students identified as ELLs receive services from the ELL teacher using the ELL Units of Study and considering the needs of each ELL student. The ELL teacher attends professional development provided by the New York City Charter School Center Collaborative for Inclusive Education. The ELL instructor provides direct instruction and meets monthly with each teaching team to support the teachers of ELLs.

ORGANIZATIONAL CAPACITY

Harbor Science, after experiencing leadership transitions in the current charter term, is working to implement effective systems and a clear organizational structure to support the charter's overall viability. Although a consistent leadership team was in place at the time of the renewal visit, operational requirements related to the COVID-19 pandemic continue to hinder leaders' capacity to support the academic program. The charter is working to clearly delineate lines of accountability and build capacity and systems across the charter to deliver an education program that puts a premium on effective instruction and stabilize enrollment.

In response to declining student outcome data, the Harbor Science board established a new instructional and operational leadership team in the fourth year of the current charter term. The new leadership team is working to put systems in place to support an effective academic program. Leaders recognize the need to more clearly delineate roles so that all teachers and staff understand lines of reporting and accountability, responsibilities, and to whom to go for different needs. Most teachers understand how to procure basic resources. However, some teachers and leaders report that additional specific curricular resources and professional development opportunities would support their ability to effectively deliver strong instruction.

Harbor Science has struggled to maintain actual enrollment at or above 90% of chartered enrollment over the last three years of its current charter term and currently has dropped below the 80% level required by the charter agreement. Instructional leaders and the board recognize that the charter is in a gentrifying neighborhood with many strong educational options for families and are working to improve marketing and outreach efforts while also improving instruction to make Harbor Science a more attractive option for families. The charter maintains a strong enrollment of students with disabilities but recognizes a need to increase enrollment and retention of ELL students.

ACADEMIC PERFORMANCE

BOARD OVERSIGHT & GOVERNANCE

At the time of the renewal visit, Harbor Science’s board is not yet working effectively to achieve the charter’s Accountability Plan goals. While board members possess a wide range of skills and many have a long tenure with the board, the board is seeking to add additional members who will bring new perspectives to the board specifically those with backgrounds in education and fundraising. The board recognizes that Harbor Science’s past performance and enrollment pose challenges to the future viability of the school and have deemed the school in need of a turnaround. The board took some actions to address the turnaround status of the school including promoting a new principal from within, increasing education committee involvement, improving board packages to include more data and necessary information about the charter, and engaging in a strategic planning process. However, the board did not implement these strategies until several months into the final year of the current charter term indicating a lack of urgency on the board’s behalf. For example, Harbor Science’s strategic plan lists key performance indicators (“KPIs”) for a specific set of goals, but many of the KPIs do not have a clear correlation with each goal.

During the board interview, the board reflected that over the charter term it did not request sufficient information to provide effective oversight. Members learned from these errors and put in place new procedures for the type of information leaders provide to them. Charter leaders now provide more detailed student performance and other data than previous years. The board also engages with an external consultant who has been consulting with the school for approximately 15 years. The consultant provides updates and information regarding the day-to-day operations and academic program of the charter. The board also consistently reviews enrollment and budget data. At the time of the renewal visit, the board rightly expressed concerns over enrollment. The board views enrollment as a high priority for this school year as the enrollment at the time of the visit was below the allowable 80% collar.

During the board interview on December 1, 2021, the Institute expressed concern about the low level of urgency the board placed on its turnaround efforts of the charter. The following week, the board met for a planning session to address the concerns and other feedback from the visit. The board shared a 2022 Board Operating Plan that highlights specific actions, targets, and timelines to address many aspects of the Institute’s feedback. The Institute reviewed the plan and will follow up with the board and leadership in spring 2022 to monitor the implementation of this plan and other areas of concern.

COMPLIANCE REPORTING



HAS THE CHARTER SUBSTANTIALLY COMPLIED WITH APPLICABLE LAWS, RULES AND REGULATIONS, AND PROVISIONS OF ITS CHARTER?

The education corporation complied with applicable laws, rules and regulations, and provisions of its charter, but would benefit from more regular review of its policies. During the current charter term the education corporation demonstrates a record of compliance with the terms of its charter.

HARBOR SCIENCE AND ARTS CHARTER SCHOOL

Annual Reports

The charter submitted its annual reports to the Institute and NYSED on time and posted portions of the annual reports on the charter's website in accordance with the charter and the Act. However, the charter has not posted sections of the annual report in addition to the annual financial audit. The Institute will ensure compliance prior to the start of the next charter term.

Board Minutes

Board minutes must, at a minimum, include the motions, resolutions, and proposals formally voted on as well as the votes for each trustee. The education corporation's board minutes do not consistently reflect if quorum is present or required voting information. The Institute will work with the board and provide guidance materials and templates for best practices as to proper board governance.

Bylaws

The education corporation bylaws need to be updated regarding standing committee structures. The Institute will work with the board to update the bylaws accordingly.

Code of Ethics/Conflict of Interest Policy

At the time of the renewal submission the education corporation did not have an appropriate code of ethics and conflicts of interest policy. The Institute provided specific requests for amendment to the education corporation and will work with the education corporation to ensure an appropriate and comprehensive policy adopted.

Complaint Policy

The charter's formal complaint policy is impermissibly bifurcated prior to a complainant bringing a complaint to the board. The appeal process described therein also needs amendment. The Institute will ensure compliance prior to the start of the next charter term.

Compliance

At the time of the renewal review, the Institute found the charter had only just submitted the appropriate documentation to have the majority of employees cleared through the appropriate NYSED criminal background check clearance process. The Institute has received documentation of appropriate clearances for all current employees but the charter must ensure timely and appropriate clearance of all employees in future. The Institute will require an appropriate written protocol moving forward.

COMPLIANCE REPORTING

Discipline Policy

The charter's discipline policy does not provide for the appropriate due process in regard to long-term suspension and expulsions. The Institute will work with the charter to update its practices prior to the start of next charter term.

FOIL

The charter has an appropriate Freedom of Information Law ("FOIL") policy except it fails to link to the site for the New York State Committee on Open Government as required and the charter's website fails to provide a FOIL subject matter list. The Institute will follow up with the school to update the policy prior to the next charter term.

Teacher Certification

The Act allows charters to hire up to 15 uncertified faculty members contingent upon those teachers meeting certain requirements including: two years of Teach for America experience; three years of teaching experience; status as a higher education professor; exceptional experience in a subject; or, teaching science, technology, engineering, and mathematics (STEM) or career and technical education courses.

At the time of the visit the school was within the allowable limit with only three uncertified lead teachers. Two of three uncertified teachers meet the appropriate qualifications under the Act.

Violations

The Institute issued one corrective action plan later in the charter term as the charter lacked a compliant ELL program. The school complied with the Corrective Action and provided a plan for a compliant ELL program. Upon the Institute's review at the time of this renewal, the Institute found the charter compliant.

COMMUNITY SATISFACTION

To report on parent satisfaction with the charter’s program, the Institute used satisfaction survey data, information gathered from a focus group of parents representing a cross section of students, and data regarding persistence in enrollment.

PARENT SATISFACTION: SURVEY RESULTS

RESPONSE RATE	OVERALL SATISFACTION	EFFECTIVE SCHOOL LEADERSHIP	STRONG FAMILY & COMMUNITY TIES	TRUST
61%	93%	94%	92%	95%

Parent Survey Data

The Institute compiled data from the New York City Department of Education’s (“NYCDOE’s”) family survey from 2018-19. The NYCDOE asks families to respond to questions related to the experience at the charter in the areas of effective school leadership, strong family-community ties, and trust. The Institute presents the charter’s results from 2018-19 because Harbor Science did not administer the 2019-20 survey due to COVID-19. In 2018-19, 61% of families that received the survey responded. Of the respondents, 93% expressed satisfaction with the charter.

Parent Focus Group

The Institute asks all charters facing renewal to convene a representative set of parents for a focus group discussion. A representative set includes parents of students in attendance at the charter for multiple years, parents of students new to the charter, parents of students receiving general education services, parents of students with special needs, and parents of ELLs. The five families present at the focus group expressed high levels of satisfaction with Harbor Science’s communication, academic program, and response to the COVID-19 pandemic. Many of the families agreed that remote learning was a difficult process, and so families deeply appreciated the efforts the charter made to launch a hybrid learning program during the 2020-21 school year. Given the longevity of the charter’s existence, one parent previously attended Harbor Science and wanted the same experience for their child.

Public Comments

In accordance with the Act, the Institute notified the district in which the charter school is located regarding the Application for Charter Renewal. The full text of any written comments received from the district appears below, which also includes a summary of any public comments.

The NYCDOE held its required hearing on Harbor Science’s renewal application on September 27, 2021 by videoconference. Five people spoke in support of the application including the school principal who spoke of the advances the charter has put in place

COMMUNITY SATISFACTION

under her leadership including more qualified staff, ICT classrooms, data collection technology, and social emotional supports for students. The principal also spoke of the five year strategic plan focusing on assessment. No one spoke in opposition to the application.

Persistence in Enrollment An additional indicator of parent satisfaction is persistence in enrollment. In 2020-21, 88% of Harbor Science students returned from the previous year. Student persistence data from previous years of the charter term is available in student demographics section of the report.

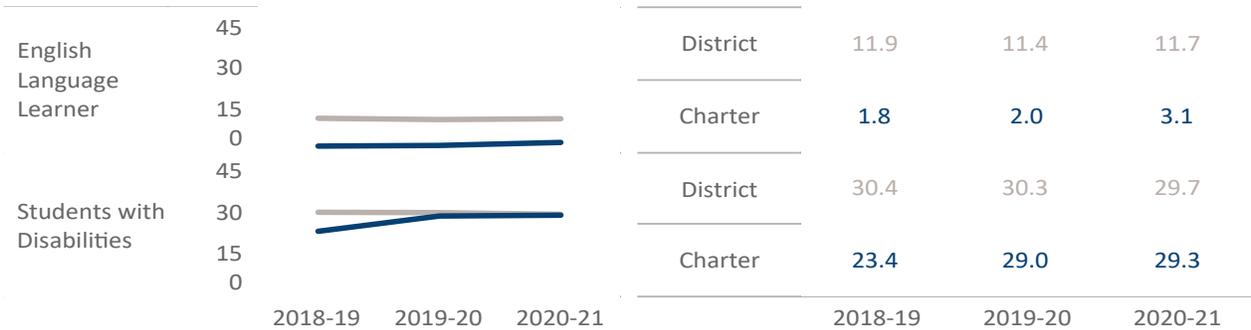
The Institute derived the statistical information on persistence in enrollment from its database. No comparative data from the NYCDOE or the NYSED is available to the Institute to provide either district or statewide context.

STUDENT DEMOGRAPHICS

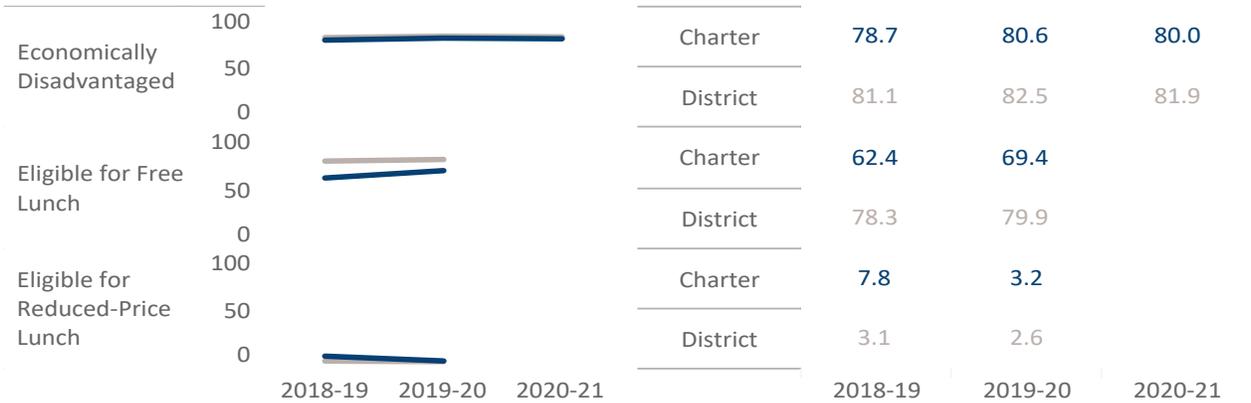
Harbor Science and Arts Charter School

Manhattan CSD 4

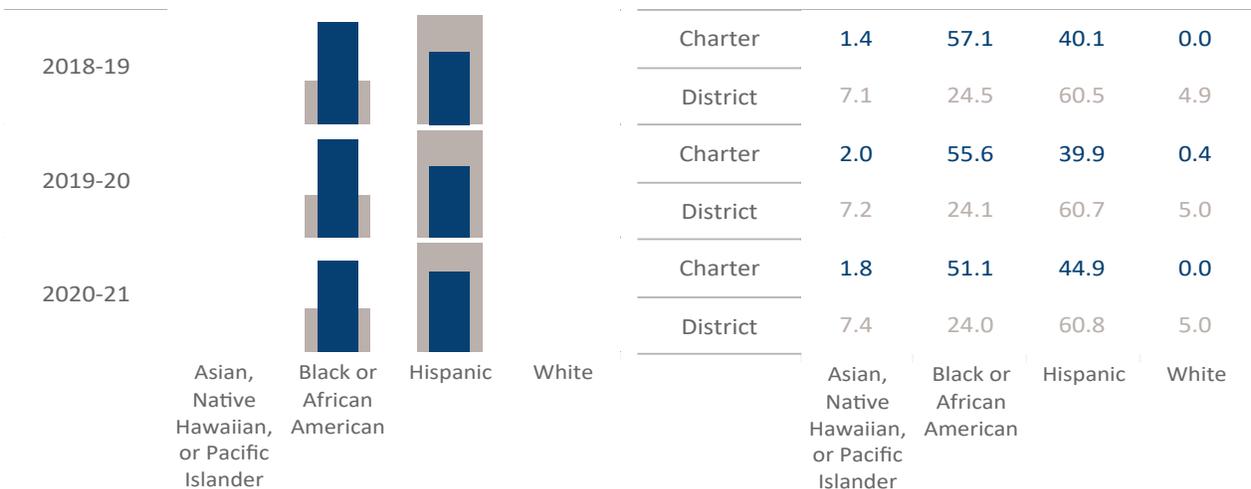
Student Demographics: Special Populations



Student Demographics: Free/Reduced Lunch



Student Demographics: Race/Ethnicity



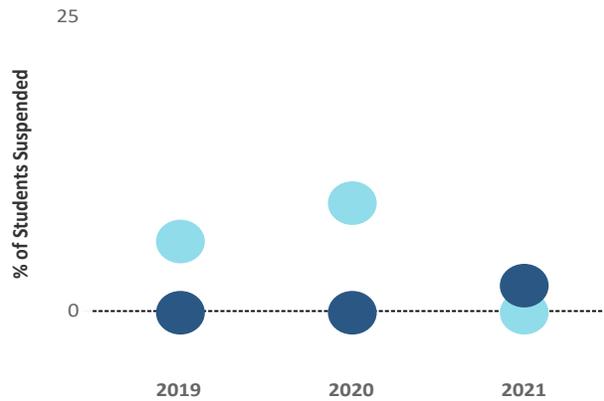
* Data reported in these charts reflect BEDS day enrollment counts as reported by the NYSED except for the charter's 2020-21 ELL enrollment which reflects data reported by the education corporation and validated by the Institute.



STUDENT DEMOGRAPHICS

Harbor Science and Arts Charter School

Manhattan CSD 4



	ISS Rate	OSS Rate
2019	6.0	0.0
2020	9.3	0.0
2021	0.0	2.3

Data suitable for comparison are not available. The percentage rate shown here is calculated using the method employed by NYCDOE: the total number of students receiving an in school or out of school suspension at any time during the school year is divided by the total enrollment, then multiplied by 100.

Persistence in Enrollment: The percentage of students eligible to return from previous year who did return

Expulsions: The number of students expelled from the charter each year

	2019	2020	2021
2018-19	90.9		
2019-20	83.3	0	0
2020-21	88.3		

Harbor Science and Arts Charter School's Enrollment and Retention Status: 2020-21

		Target	Charter
enrollment	economically disadvantaged	87.8	82.6
	English language learners	14.0	2.3
	students with disabilities	24.7	29.8
retention	economically disadvantaged	91.0	92.0
	English language learners	92.2	100.0
	students with disabilities	91.4	87.7

* Data reported in these charts reflect information reported by the education corporation and validated by the Institute.

STUDENT DEMOGRAPHICS

ENROLLMENT AND RETENTION TARGETS

As required by Education Law § 2851(4)(e), a charter must include in its renewal application information regarding the efforts it will put in place to meet or exceed SUNY's enrollment and retention targets for students with disabilities, English language learners ("ELLs"), and students who are eligible applicants for the federal Free and Reduced Price Lunch ("FRPL") program. The Institute examines each charter's progress toward meeting or coming close to meeting its targets over the charter term as well as the efforts it has and will put in place to meet or continue to meet those targets.

Harbor Science makes good faith efforts to meet its enrollment and retention targets. The charter enrolls a high number of students with disabilities and surpasses its district target. The charter will make the following efforts to meet targets in a future charter term, if renewed:

- sharing informational flyers with local pre-Kindergarten, pre-schools, and other local schools with information about the charter in multiple languages;
- hosting informational video conferencing sessions with prospective families;
- participating in student recruit fairs in New York City and the district;
- canvassing local New York City Housing Authority and other apartment complexes in the community;
- advertising information about the charter in local news agencies and social media; and,
- training and having currently enrolled families share information about the charter with the community and prospective families.

FISCAL ANALYSIS

IS THE EDUCATION CORPORATION FISCALLY SOUND?

Harbor Science is fiscally sound based on the Institute’s review of the fiscal evidence collected through the renewal review. The SUNY Fiscal Dashboard presents color-coded tables and charts indicating that the education corporation has demonstrated fiscal soundness over the majority of the charter term.³



While Harbor Science is currently fiscally strong, low enrollment trends could result in a downward financial trajectory in the next charter term. The charter is currently 72% enrolled, which is down from 84% the previous year. Harbor Science will need to increase enrollment to ensure continued fiscal strength and organizational sustainability, including the hiring of key leadership positions in the areas of finance and operations during the next charter term. At the time of the renewal visit, the charter had unfilled key staffing positions, which has caused the principal to take on responsibilities that normally fall on other leadership positions.

Harbor Science contracts with an external financial service provider to support the business operation. However, the charter plans to transition the business operation back internally at the end of the contract. The Institute strongly recommends extending the contract with the external service provider, even in the event the charter fills the finance position to maintain oversight and ensure continued internal controls.



DOES THE CHARTER OPERATE PURSUANT TO A FISCAL PLAN WITH REALISTIC BUDGETS THAT IT MONITORS AND ADJUSTS WHEN APPROPRIATE?

Harbor Science operates pursuant to a long-range financial plan in which it creates realistic budgets that it monitors and adjusts when appropriate. The following elements are generally present:

INDICATORS	EVIDENT?
The education corporation has clear budgetary objectives and budget preparation procedures.	+
Board members, charter management, and staff members contribute to the budget process, as appropriate.	+
The education corporation frequently compares its long-range fiscal plan for the charter to actual progress and adjusts it to meet changing conditions.	+

3. The U.S. Department of Education has established fiscal criteria for certain ratios or information with high – medium – low categories, represented in the table as green – gray – red. The categories generally correspond to levels of fiscal risk, but must be viewed in the context of each education corporation and the general type or category of school.

“+” : This indicator is generally present.

“-” : This indicator is generally not present.

“P” : The education corporation is progressing toward this indicator being present.

“N/A” : This indicator is not applicable.

FISCAL ANALYSIS

The education corporation routinely analyzes budget variances for the charter; the board addresses material variances and makes necessary revisions.

+

Actual expenses are equal to, or less than, actual revenue with no material exceptions.

+

Harbor Science has reported operating surpluses in each of the previous three years, and unaudited quarterly reports shows a projected surplus for 2021-22. The charter should consider using a portion of these surpluses to increase the marketing budget to attract new students to the school and increase enrollment.

DOES THE CHARTER MAINTAIN APPROPRIATE INTERNAL CONTROLS AND PROCEDURES?

The education corporation maintains appropriate internal controls and procedures. The following elements are generally present:

INDICATORS	EVIDENT?
The education corporation has a history of sound fiscal policies, procedures and practices, and maintains appropriate internal controls.	+
The most recent audit report was free of any significant deficiencies or material weaknesses in internal controls.	+
The education corporation's Financial Policies and Procedures manual is reviewed and updated on a regular basis.	AUGUST 2021

DOES THE CHARTER COMPLY WITH FINANCIAL REPORTING REQUIREMENTS?

Harbor Science has complied with financial reporting requirements by providing the SUNY Trustees and NYSED with required financial reports that are on time, complete and follow generally accepted accounting principles. The following reports will have generally been filed in a timely, accurate, and complete manner:

INDICATORS	EVIDENT?
Annual financial statement audit reports including federal Single Audit report, if applicable.	+

FISCAL ANALYSIS

Annual budgets. +

Un-audited quarterly reports of income, expenses, and enrollment. +

Bi-monthly enrollment reports to the sending districts and, if applicable, to NYSED including proper documentation regarding the level of special education services provided to students. +

Grant expenditure reports. +

DOES THE CHARTER MAINTAIN ADEQUATE FINANCIAL RESOURCES TO ENSURE STABLE OPERATIONS?

Harbor Science maintains adequate financial resources to ensure stable operations. Critical financial needs of the charter are not dependent on variable income (grants, donations and fundraising). The following elements are generally present:

INDICATORS	EVIDENT?
The education corporation maintains sufficient cash on hand to pay current bills and those that are due shortly.	+
The education corporation maintains adequate liquid reserves to fund expenses in the event of income loss (generally 30 days).	+
The education corporation prepares and monitors cash flow projections.	+
If the education corporation includes philanthropy in its budget, it monitors progress toward its development goals on a periodic basis.	P
If necessary, the education corporation pursues district state aid intercepts with NYSED to ensure adequate per pupil funding.	N/A

FISCAL ANALYSIS

The education corporation accumulates unrestricted net assets that are equal to or exceed two percent of the charter’s operating budget for the upcoming year.

+

The education corporation is in compliance with all loan covenants.

N/A

Harbor Science has reported operating surpluses in each of the last three fiscal years. These surpluses have offset the operating deficit from the first year of the current charter term. The charter is currently fiscally strong with \$653,768 in net assets and 3.5 months of cash on hand to pay liabilities due shortly as of June 30, 2021. Given its enrollment challenges, the board has focused more on sources of income including philanthropy. Harbor Science has funded the dissolution reserve account with \$75,000 to meet the requirements of the SUNY charter agreement.

FISCAL ANALYSIS

HARBOR SCIENCE AND ARTS CHARTER SCHOOL

CHARTER INFORMATION

BALANCE SHEET

Opened 2000-01

Assets

Current Assets

	2016 17	2017 18	2018 19	2019 20	2020 21
Cash and Cash Equivalents - GRAPH 1	154,797	9,353	133,825	743,666	1,195,432
Grants and Contracts Receivable	225,417	129,016	139,679	128,877	198,088
Accounts Receivable	8,210	35,334	4,683	37,409	-
Prepaid Expenses	7,563	105,116	78,263	87,231	76,625
Contributions and Other Receivables	-	-	-	-	-
Total Current Assets - GRAPH 1	395,987	278,819	356,450	997,183	1,470,145
Property, Building and Equipment, net	362,117	336,102	298,490	277,456	262,607
Other Assets	105,000	105,000	105,000	105,000	105,000
Total Assets - GRAPH 1	863,104	719,921	759,940	1,379,639	1,837,752

Liabilities and Net Assets

Current Liabilities

Accounts Payable and Accrued Expenses	89,328	79,326	66,725	55,911	96,219
Accrued Payroll and Benefits	255,601	302,853	325,056	169,996	285,934
Deferred Revenue	12,754	1,559	4,050	-	-
Current Maturities of Long-Term Debt	-	-	-	206,576	-
Short Term Debt - Bonds, Notes Payable	-	-	-	-	848
Other	-	-	-	-	-
Total Current Liabilities - GRAPH 1	357,683	383,738	395,831	432,483	383,001
Deferred Rent/Lease Liability	149,210	141,096	134,316	119,536	104,601
All other L-T debt and notes payable, net current maturities	-	-	-	331,330	696,382
Total Liabilities - GRAPH 1	506,893	524,834	530,147	883,349	1,183,984

Net Assets

Without Donor Restrictions	356,211	195,087	154,793	471,290	653,768
With Donor Restrictions	-	-	75,000	25,000	-
Total Net Assets	356,211	195,087	229,793	496,290	653,768
Total Liabilities and Net Assets	863,104	719,921	759,940	1,379,639	1,837,752

ACTIVITIES

Operating Revenue

Resident Student Enrollment	3,566,961	3,668,962	3,987,362	3,762,767	3,503,528
Students with Disabilities	204,943	113,251	198,156	302,841	523,672
Grants and Contracts					
State and local	18,730	19,625	19,692	19,990	20,492
Federal - Title and IDEA	125,767	182,012	199,235	153,320	141,355
Federal - Other	48,445	2,909	4,925	12,516	87,442
Other	-	-	-	-	-
NYC DoE Rental Assistance	-	-	-	-	-
Food Service/Child Nutrition Program	127,206	140,715	173,753	104,282	24,798
Total Operating Revenue	4,092,052	4,127,474	4,583,123	4,355,716	4,301,287

Expenses

Regular Education	2,635,371	2,715,028	2,872,289	2,702,335	2,133,241
SPED	872,818	972,686	1,088,656	987,437	1,479,123
Other	-	-	-	-	-
Total Program Services	3,508,189	3,687,714	3,960,945	3,689,772	3,612,364
Management and General	535,202	617,627	596,964	474,804	542,886
Fundraising	1,007	-	-	-	-
Total Expenses - GRAPHS 2, 3 & 4	4,044,398	4,305,341	4,557,909	4,164,576	4,155,250

Surplus / (Deficit) From School Operations

	47,654	(177,867)	25,214	191,140	146,037
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Support and Other Revenue

Contributions	75,830	13,568	6,984	61,491	9,199
Fundraising	11,030	3,175	2,508	13,866	2,242
Miscellaneous Income	-	-	-	-	-
Net assets released from restriction	-	-	-	-	-
Total Support and Other Revenue	86,860	16,743	9,492	75,357	11,441

Total Unrestricted Revenue	4,181,388	4,144,217	4,592,615	4,406,073	4,337,728
Total Temporarily Restricted Revenue	(2,476)	-	-	25,000	(25,000)
Total Revenue - GRAPHS 2 & 3	4,178,912	4,144,217	4,592,615	4,431,073	4,312,728

Change in Net Assets

Net Assets - Beginning of Year - GRAPH 2	221,697	356,211	195,087	229,793	496,290
Prior Year Adjustment(s)	-	-	-	-	-
Net Assets - End of Year - GRAPH 2	356,211	195,087	229,793	496,290	653,768

FISCAL ANALYSIS

HARBOR SCIENCE AND ARTS CHARTER SCHOOL

CHARTER INFORMATION - (Continued)

Functional Expense Breakdown

	2016 17	2017 18	2018 19	2019 20	2020 21
Personnel Service					
Administrative Staff Personnel	470,501	475,481	673,409	836,081	821,656
Instructional Personnel	1,461,548	1,680,031	1,712,850	1,465,431	1,651,304
Non-Instructional Personnel	401,450	393,404	251,908	216,408	154,907
Personnel Services (Combined)	-	-	-	-	-
Total Salaries and Staff	2,333,498	2,548,915	2,638,167	2,517,920	2,627,867
Fringe Benefits & Payroll Taxes	476,857	545,181	628,418	564,459	577,987
Retirement	-	-	-	-	2,324
Management Company Fees	-	-	-	-	-
Building and Land Rent / Lease / Facility Financing	420,741	410,386	410,808	411,460	408,222
Staff Development	15,045	10,189	13,551	16,323	12,746
Professional Fees, Consultant & Purchased Services	228,927	252,090	252,938	114,619	94,201
Marketing / Recruitment	2,117	4,841	8,375	18,870	4,657
Student Supplies, Materials & Services	111,468	62,084	99,525	100,826	60,324
Depreciation	38,438	50,713	49,440	48,557	56,264
Other	417,306	420,940	456,687	371,542	310,658
Total Expenses	4,044,398	4,305,340	4,557,909	4,164,576	4,155,250

CHARTER ANALYSIS

ENROLLMENT

	2016 17	2017 18	2018 19	2019 20	2020 21
Original Chartered Enrollment	244	258	258	258	258
Final Chartered Enrollment (includes any revisions)	244	258	258	258	258
Actual Enrollment - GRAPH 4	246	246	253	230	218
Chartered Grades	K-8	K-8	K-8	K-8	K-8
Final Chartered Grades (includes any revisions)	-	-	-	-	-

Primary School District: NYC CHANCELLOR'S OFFICE

Per Pupil Funding (Weighted Avg of All Districts)	2016 17	2017 18	2018 19	2019 20	2020 21
Increase over prior year	13,283	14,027	14,527	15,307	16,150
	100.0%	5.3%	3.4%	5.1%	5.2%

PER STUDENT BREAKDOWN

Revenue	2016 17	2017 18	2018 19	2019 20	2020 21
Operating	16,607	16,751	18,124	18,938	19,731
Other Revenue and Support	353	68	38	328	52
TOTAL - GRAPH 3	16,960	16,819	18,162	19,266	19,783
Expenses	2016 17	2017 18	2018 19	2019 20	2020 21
Program Services	14,238	14,966	15,664	16,042	16,570
Management and General, Fundraising	2,176	2,507	2,361	2,064	2,490
TOTAL - GRAPH 3	16,414	17,473	18,025	18,107	19,061
% of Program Services	86.7%	85.7%	86.9%	88.6%	86.9%
% of Management and Other	13.3%	14.3%	13.1%	11.4%	13.1%
% of Revenue Exceeding Expenses - GRAPH 5	3.3%	-3.7%	0.8%	6.4%	3.8%
% of Revenue Expended on Facilities	10.3%	9.9%	9.0%	9.4%	9.5%

Student to Faculty Ratio

2016 17	2017 18	2018 19	2019 20	2020 21
10.7	9.1	9.7	11.0	7.8

Faculty to Admin Ratio

2016 17	2017 18	2018 19	2019 20	2020 21
2.6	4.5	2.2	1.8	7.0

Financial Responsibility Composite Scores - GRAPH 6

Score	2016 17	2017 18	2018 19	2019 20	2020 21
Fiscally Strong 1.5 - 3.0 / Fiscally Adequate 1.0 - 1.4 / Fiscally Needs Monitoring < 1.0	1.7	0.7	1.1	1.9	2.1
	Fiscally Strong	Fiscally Needs Monitoring	Fiscally Adequate	Fiscally Strong	Fiscally Strong

Working Capital - GRAPH 7

Net Working Capital	2016 17	2017 18	2018 19	2019 20	2020 21
38,304	(104,919)	(39,381)	564,700	1,087,144	
As % of Unrestricted Revenue	0.9%	-2.5%	-0.9%	12.8%	25.1%
Working Capital (Current) Ratio Score	1.1	0.7	0.9	2.3	3.8
Risk (Low ≥ 3.0 / Medium 1.4 - 2.9 / High < 1.4)	HIGH	HIGH	HIGH	MEDIUM	LOW
Rating (Excellent ≥ 3.0 / Good 1.4 - 2.9 / Poor < 1.4)	Poor	Poor	Poor	Good	Excellent

Quick (Acid Test) Ratio

Score	2016 17	2017 18	2018 19	2019 20	2020 21
1.1	0.5	0.7	2.1	3.6	
Risk (Low ≥ 2.5 / Medium 1.0 - 2.4 / High < 1.0)	MEDIUM	HIGH	HIGH	MEDIUM	LOW
Rating (Excellent ≥ 2.5 / Good 1.0 - 2.4 / Poor < 1.0)	Good	Poor	Poor	Good	Excellent

Debt to Asset Ratio - GRAPH 7

Score	2016 17	2017 18	2018 19	2019 20	2020 21
0.6	0.7	0.7	0.6	0.6	
Risk (Low < 0.50 / Medium 0.51 - .95 / High > 1.0)	MEDIUM	MEDIUM	MEDIUM	MEDIUM	MEDIUM
Rating (Excellent < 0.50 / Good 0.51 - .95 / Poor > 1.0)	Good	Good	Good	Good	Good

Months of Cash - GRAPH 8

Score	2016 17	2017 18	2018 19	2019 20	2020 21
0.5	0.0	0.4	2.1	3.5	
Risk (Low > 3 mo. / Medium 1 - 3 mo. / High < 1 mo.)	HIGH	HIGH	HIGH	MEDIUM	LOW
Rating (Excellent > 3 mo. / Good 1 - 3 mo. / Poor < 1 mo.)	Poor	Poor	Poor	Good	Excellent

FUTURE PLANS



IF THE SUNY TRUSTEES RENEW THE EDUCATION CORPORATION'S AUTHORITY TO OPERATE THE CHARTER, ARE ITS PLANS FOR THE CHARTER REASONABLE, FEASIBLE, AND ACHIEVABLE?

Together with the Institute's recommended conditions, Harbor Science presents plans for the future that are reasonable, feasible, and achievable.

HARBOR SCIENCE AND ARTS CHARTER SCHOOL

Plans for the Charter's Structure. The education corporation has provided all of the key structural elements for a charter renewal and those elements are reasonable, feasible, and achievable.

Plans for the Educational Program. Harbor Science began implementing new systems and procedures that offer hope for improvement with the academic program. Leaders plan to continue to implementing these elements with more fidelity and consistency. The charter will focus on improving curriculum implementation, observation and feedback cycles, and its at-risk program.

Plans for Board Oversight & Governance. Harbor Science's board plans to maintain its current membership and recruit at least two additional members with experience in education and fundraising. The board plans to act with more urgency in its governance and oversight of the charter.

Fiscal & Facility Plans. Based on evidence collected through the renewal review, including a review of the 5-year financial plan, Harbor Science presents a reasonable and appropriate fiscal plan for the next charter term including school budgets that are feasible and achievable. The charter will need to reverse current enrollment trends to ensure a continued upward fiscal trajectory during the next charter term. The Board is also working on a plan to increase fundraising capacity during the next charter term to support the financial operation.

Harbor Science will continue to operate its program in privately leased space during the next charter term. The current facility provides ample space and the necessary amenities for the school program. The facility also has the capacity to hold increased enrollment at the charter if recruitment efforts spark increased demand.

	CURRENT	END OF NEXT CHARTER TERM
Enrollment	258	248
Grade Span	K-8	K-8
Teaching Staff	27	27
Days of Instruction	180	180

Harbor Science

Ax

APPENDICES

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HARBOR SCIENCE AND ARTS CHARTER SCHOOL BOARD OF TRUSTEES

CHAIR	Philip Salmon
VICE CHAIR	Alvin Patrick
TREASURER	Lisa Stenson-Desamours
SECRETARY	Robert North
TRUSTEES	Richard Asche Joanne Hunt Arielle Patrick Susan Etess Olivia Nelson Luis Gamero

CHARTER SCHOOL LEADERS

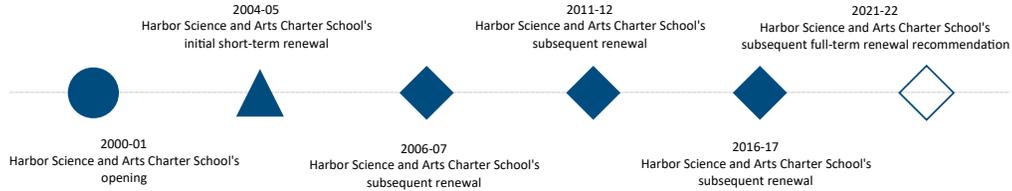
PRINCIPAL
<i>Ann Bommarito (2020-21 to Present)</i>
<i>Mark Johnson (2016-17 to 2019-20)</i>
<i>Joanne Hunt (2003-04 to 2015-16)</i>

CHARTER CHARACTERISTICS

SCHOOL YEAR	CHARTERED ENROLLMENT	ACTUAL ENROLLMENT	ACTUAL AS A PERCENTAGE OF CHARTERED ENROLLMENT	GRADES SERVED
2017-18	258	246	95%	K-8
2018-19	258	253	98%	K-8
2019-20	258	230	89%	K-8
2020-21	258	218	84%	K-8
2021-22	258	187	72%	K-8



TIMELINE OF CHARTER SCHOOL RENEWAL



CHARTER SCHOOL VISIT HISTORY

SCHOOL YEAR	VISIT TYPE	DATE
2000-01	First Year	May 18, 2001
2001-02	Evaluation	April 29, 2002
2002-03	Evaluation	March 10 - 11, 2003
2004-05	Initial Renewal	September 29, 2004
2006-07	Subsequent Renewal	October 4, 2006
2008-09	Evaluation	April 28, 2009
2011-12	Subsequent Renewal	September 15, 2011
2016-17	Subsequent Renewal	November 15 - 16, 2016
2020-21	Evaluation Visit	March 29, 2021
2021-22	Subsequent Renewal Visit	November 30 - December 1, 2021

CONDUCT OF THE RENEWAL REVIEW

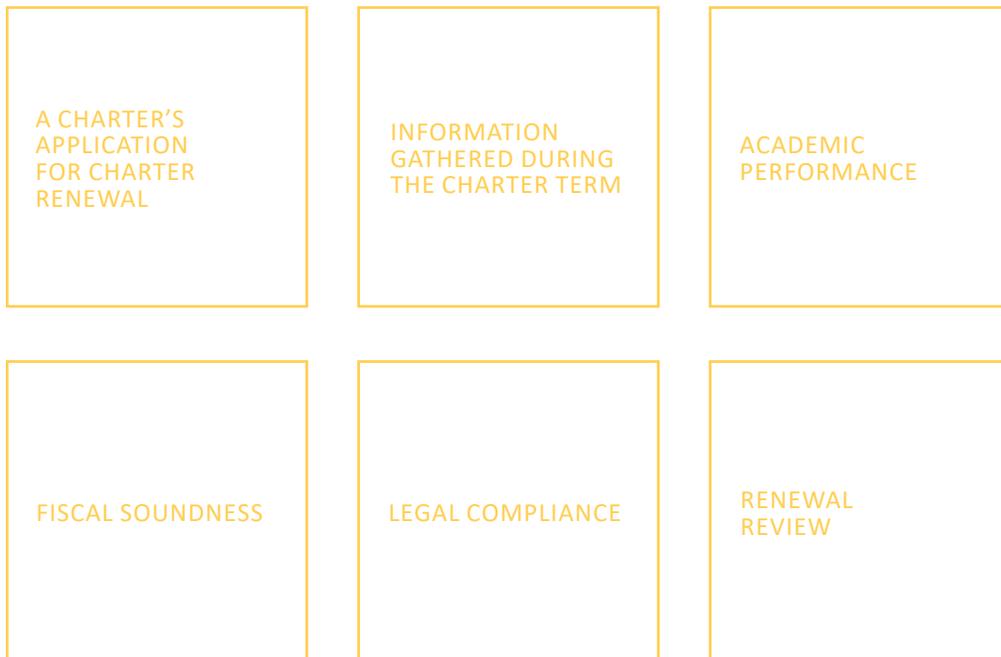
DATE(S) OF REVIEW	EVALUATION TEAM MEMBERS	TITLE
November 30 – December 1, 2021	Andrew Kile	Managing Director of School Evaluation
	Keegan Prue	Director of Leadership Operations
	Jacqueline Frey	Senior Analyst
	Jenn David-Lang	External Consultant
	Susie Miller Carello	Executive Director

The sections below contain general information about the SUNY Trustees' and Institute's approach to renewal.

REPORT FORMAT

This report is the primary means by which the SUNY Charter Schools Institute (the "Institute") transmits to the State University of New York Board of Trustees (the "SUNY Trustees") its findings and recommendations regarding a charter school's Application for Charter Renewal, and more broadly, details the merits of a charter's case for renewal. The Institute has created and issued this report pursuant to the ***Policies for the Renewal of Not-For-Profit Charter School Education Corporations and Charter Schools Authorized by the Board of Trustees of the State University of New York*** (the "SUNY Renewal Policies").¹

THE INSTITUTE MAKES ALL RENEWAL RECOMMENDATIONS BASED ON



Most importantly, the Institute analyzes the charter's record of academic performance and the extent to which it has met its academic Accountability Plan goals.

1. Revised September 4, 2013 and available on the [Institute's website](#).

REPORT FORMAT

This renewal recommendation report compiles evidence using the *State University of New York Charter Renewal Benchmarks* (the “SUNY Renewal Benchmarks”),² which specify in detail what a successful charter school should be able to demonstrate at the time of the renewal review. The Institute uses the four interconnected renewal questions below for framing benchmark statements to determine if a charter has made an adequate case for renewal.

RENEWAL QUESTIONS



IS THE CHARTER AN ACADEMIC SUCCESS?

IS THE CHARTER AN EFFECTIVE, VIABLE ORGANIZATION?

IS THE CHARTER FISCALLY SOUND?

IF THE SUNY TRUSTEES RENEW THE EDUCATION CORPORATION'S AUTHORITY TO OPERATE THE CHARTER, ARE ITS PLANS FOR THE CHARTER REASONABLE, FEASIBLE, AND ACHIEVABLE?

This report contains appendices that provide additional statistical and organizationally related information including a statistical charter overview, copies of any school district comments on the Application for Charter Renewal, and the SUNY Fiscal Dashboard information for the charter. If applicable, the appendices also include additional information about the education corporation, its charters and student achievement of those charters.



Additional information about the SUNY renewal process and an overview of the requirements for renewal under the New York Charter Schools Act of 1998 (as amended, the “Act”) are available on the [Institute’s website](#).

2. Version 5.0, May 2012, are available on the [Institute’s website](#).



IS THE CHARTER AN ACADEMIC SUCCESS? THE INFORMATION BELOW HIGHLIGHTS THE INSTITUTE'S AND SUNY TRUSTEES' APPROACH TO ACCOUNTABILITY PLANS FOR EACH SUNY AUTHORIZED CHARTER.

At the beginning of the Accountability Period,³ the charter developed and adopted an Accountability Plan that set academic goals for performance in the key subjects of ELA and mathematics, as well as science and the federal Every Student Succeeds Act ("ESSA"). High school Accountability Plans also include goals for High School Graduation, College Preparation, and Social Studies. For each goal in the Accountability Plan, specific outcome measures define the level of performance necessary to meet that goal. The Institute examines results for all required Accountability Plan measures to determine goal attainment. The Act requires charters be held "accountable for meeting measurable student achievement results"⁴ and states the educational programs at a charter school must "meet or exceed the student performance standards adopted by the board of regents"⁵ for other public schools. SUNY's required accountability measures rest on performance as measured by statewide assessments. Historically, SUNY's required measures include measures that present schools':

ABSOLUTE PERFORMANCE, I.E., WHAT PERCENTAGE OF STUDENTS SCORE AT A CERTAIN PROFICIENCY ON STATE EXAMS?

COMPARATIVE PERFORMANCE, I.E., HOW DID THE CHARTER DO AS COMPARED TO SCHOOLS IN THE DISTRICT AND SCHOOLS THAT SERVE SIMILAR POPULATIONS OF ECONOMICALLY DISADVANTAGED STUDENTS?

GROWTH PERFORMANCE, I.E., HOW MUCH DID THE CHARTER GROW STUDENT PERFORMANCE AS COMPARED TO THE GROWTH OF SIMILARLY SITUATED STUDENTS?

Absolute, comparative, and growth achievement provide a basis for triangulating charter performance within each academic goal area. Furthermore, every SUNY authorized charter school may propose additional, mission aligned goals and measures of success when crafting its Accountability Plan. The final Accountability Plan adopted by the education corporation's board and approved by the Institute is included in the charter and frames the analysis of the charter's student achievement results.

The Institute consistently emphasizes comparative and growth performance over absolute measures in its analysis of goal attainment. Nevertheless, the Institute analyzes every measure included in a charter's Accountability Plan to determine its level of academic success, including the extent to which each charter has established and maintained a record of high performance and demonstrated progress toward meeting its academic Accountability Plan goals throughout the charter term. Whether or not a charter includes additional measures in its Accountability Plan, the Institute considers all available evidence of charter performance at the time of renewal.

3. Because the SUNY Trustees make a renewal decision before student achievement results for the final year of a charter term become available, the Accountability Period ends with the school year prior to the final year of the charter term. For a charter in a subsequent charter term, the Accountability Period covers the final year of the previous charter term and ends with the school year prior to the final year of the current charter term. In this renewal report, the Institute uses "charter term" and "Accountability Period" interchangeably.

4. Education Law § 2850(2)(f).

5. Education Law § 2854(1)(d).

State assessment data in ELA, mathematics, and science in 3rd- 8th grade form the basis of data required to analyze the required accountability measures for elementary and middle schools. These data were not available in 2019-20 following the state’s cancellation of all state exams during the start of the COVID-19 pandemic. Although schools participated in state assessments in ELA and mathematics in 2020-21, the participation rates that year were inconsistent. The resulting data is not sufficiently reliable or credible for cogent analyses of charter academic performance. In response, the Institute provided all SUNY authorized charter schools a framework for the analysis of norm-referenced and internally developed exam data. To every extent possible, the Institute attempted to maintain a consistent framework of examining absolute, comparative, and growth performance. During 2019-20 and 2020-21, charters reported data on a variety of norm-referenced and internally developed assessments to demonstrate student academic success. This renewal report contemplates charter performance during the pandemic through the lenses of absolute and growth performance on norm-referenced and internally developed ELA, mathematics, and science assessments along with high school completion and college readiness data.



Charter Schools Institute
The State University of New York