



**Harbor Science and Arts  
Charter School**

**2018-19 ACCOUNTABILITY PLAN  
PROGRESS REPORT**

Submitted to the SUNY Charter Schools Institute on:

September 23, 2019

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## 2017-18 ACCOUNTABILITY PLAN PROGRESS REPORT

Mark Johnson, Principal, prepared this 2018-19 Accountability Progress Report on behalf of the school's board of trustees:

Trustee's Name	Board Position
Phil Salmon	Board Chair, Finance Committee
Alvin Patrick	Vice-Chair, Fundraising Committee Chair
Seson Adams	N/A
Richard Asche	Finance Committee
Susan Etess	Education Committee Chair
Joanne Hunt	Education Committee, Finance Committee
Robert North	Education Committee
Arielle Patrick	Fundraising Committee
Lisa Stenson-Desamours	Finance Committee Chair
Cortney Thomas	Fundraising Committee

**Mark Johnson has served as the principal since 2016.**

## 2017-18 ACCOUNTABILITY PLAN PROGRESS REPORT

***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.***

Harbor Science and Arts Charter School (HSACS), serving grades K-8 was founded in September 2000 and is located in East Harlem, New York City. HSACS received its latest 5-year renewal in March 2017. Since its inception, HSACS has progressively worked towards establishing a stable and positive school community and continues to be deeply committed to providing a high-quality academic alternative for New York City children.

The school prides itself on its key design elements: character development, physical wellness and the arts. HSACS emphasizes building student advocacy from the domain of integrity. Students are taught how to advocate for themselves in a respectful manner. HSACS promotes the idea that “character is about doing the right thing when nobody’s looking.” Students in grades K-8 participate in physical education and health classes while students in grades 3-8 also have the opportunity to participate in a wide array of varsity and junior varsity sports such as basketball, flag football, and volleyball. Students in grades K-4 participate in visual arts, as well as music classes. The school is committed to promoting healthy eating habits through its food services and snack program.

The school provides a safe and orderly environment that permeates the school building. Classroom management techniques employed by teachers help to establish an environment where learning is clearly valued and evident. Professional growth is encouraged and the school has offered numerous professional development workshops and training sessions inside and outside of the school in order to sustain a more cohesive and focused professional development program; especially with the demands of the Next Generation Learning Standards in place.

Harbor Science and Arts Charter School continues to offer academic support services such as student support services, counseling, speech and occupational therapy for students with mandated Individual Education Plans and/or students who are English Language Learners, as well as support services for students who are deemed “at-risk.” The school offers an extended day program for all students in grades K-8 and an Extended-Extended Day Test Prep program for students in the testing grades (grades 3-8) in need of remediation in English Language Arts and Mathematics.

## 2017-18 ACCOUNTABILITY PLAN PROGRESS REPORT

School Enrollment by Grade Level and School Year

School Year	K	1	2	3	4	5	6	7	8	Total
2014-15	24	25	27	28	22	25	34	26	39	250
2015-16	23	26	24	29	29	25	32	33	27	248
2016-17	27	27	24	24	28	28	22	30	34	244
2017-18	25	31	30	29	27	31	31	27	19	250
2018-19	24	23	26	31	30	25	30	34	28	251

### GOAL 1: ENGLISH LANGUAGE ARTS

#### Goal 1: English Language Arts

Students will become proficient in the English language arts skills of reading, writing, speaking, and listening.

#### BACKGROUND

In 2018-19, the Harbor Science and Arts Charter School used the Wit & Wisdom English Language Arts (ELA) Curriculum by Great Minds for the first time in grades K-6, and utilized the EngageNY curriculum for grades 7 and 8. Harbor Science & Arts Charter School provided a curriculum pacing guide to teachers in all grades to guarantee all required skills and concepts of the Next Generation Learning Standards were being met. All ELA pacing guide resources were gathered using the suggested exemplars for Literature within the Next Generation Learning Standards. Each quarter an English Language Arts interim assessment was administered and aligned with the Next Generation Learning Standards State ELA Test Program to ensure all students showed learning proficiency. Students in grades K-2 were given assessments aligned with Next Generation Learning Standards to show growth from fall to spring during the instructional school year.

## 2017-18 ACCOUNTABILITY PLAN PROGRESS REPORT

### Goal 1: Absolute Measure

Each year, 75 percent of all tested students enrolled in at least their second year will perform at or above proficiency on the New York State English language arts examination for grades 3-8.

### METHOD

The school administered the New York State Testing Program English language arts (“ELA”) assessment to students in 3<sup>rd</sup> through 8<sup>th</sup> grade in April 2019. Each student’s raw score has been converted to a grade-specific scaled score and a performance level.

The table below summarizes participation information for this year’s test administration. The table indicates total enrollment and total number of students tested. It also provides a detailed breakdown of those students excluded from the exam. Note that this table includes all students according to grade level, even if they have not enrolled in at least their second year (defined as enrolled by BEDS day of the previous school year).

2018-19 State English Language Arts Exam  
Number of Students Tested and Not Tested

Grade	Total Tested	Not Tested <sup>1</sup>				Total Enrolled
		IEP	ELL	Absent	Refused	
3	31	0	0	0	0	31
4	30	0	0	0	0	30
5	25	0	0	0	0	25
6	30	0	0	0	0	30
7	34	0	0	0	0	34
8	28	0	0	0	0	28
All	178	0	0	0	0	178

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<sup>1</sup> Students exempted from this exam according to their Individualized Education Program (IEP), because of English Language Learners (ELL) status, or absence for at least some part of the exam.

## 2017-18 ACCOUNTABILITY PLAN PROGRESS REPORT

### RESULTS AND EVALUATION

In the 2018-19 school year, 40% percent of students in at least their second year at Harbor Science and Arts Charter School performed at or above a Level 3 on the New York State English Language Arts Exam. Harbor Science and Arts Charter School did not meet the absolute measure of 75% proficiency. Unfortunately, there was an inconsistency in grades 5 and 7 in terms of the teacher leading the classroom, which had a negative effect on student progress. In grade 5, there were three different teachers in the classroom over the course of the year, and in grade 7 the teacher was out sporadically on a medical leave throughout the course of the year, and missed a significant portion of the academic year, including the month before the state test. These abnormal events contributed to subpar results in these two grades.

Performance on 2018-19 State English Language Arts Exam  
By All Students and Students Enrolled in At Least Their Second Year

Grades	All Students		Enrolled in at least their Second Year	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
3	58	31	52	27
4	47	30	43	28
5	16	25	17	23
6	57	30	56	25
7	26	34	28	29
8	50	28	46	24
All	43	178	40	156

## 2017-18 ACCOUNTABILITY PLAN PROGRESS REPORT

### ADDITIONAL EVIDENCE

Students at the Harbor Science and Arts Charter School demonstrated growth in terms of the percent of students demonstrating proficiency on the New York State ELA Test from year-to-year in grades 6, 7, and 8. For example, in grade 8, 46% of the students enrolled in at least their second year achieved a level 3 or 4 on the test, which is 27% higher than the 19% level of proficiency when those students were in the seventh grade. Harbor Science and Arts Charter School made gains in all year-to-year groups on the New York State ELA Test from 2018 to 2019, in the middle school, but this was not true for grades 4 and 5.

ELA Performance by Grade Level and Year

Grade	Percent of Students Enrolled in At Least Their Second Year Achieving Proficiency					
	2016-17		2017-18		2018-19	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
3	45	20	63	24	52	27
4	32	25	56	16	43	28
5	19	26	32	24	17	23
6	12	17	26	23	56	25
7	48	27	19	21	28	29
8	65	32	50	18	46	24
All	39	147	40	127	40	156



## 2017-18 ACCOUNTABILITY PLAN PROGRESS REPORT

### Goal 1: Absolute Measure

Each year, the school's aggregate Performance Index ("PI") on the State English language arts exam will meet that year's state Measure of Interim Progress ("MIP") set forth in the state's ESSA accountability system.

### METHOD

In New York State, ESSA school performance goals are met by showing that an absolute proportion of a school's students who have taken the English language arts test have scored at the partially proficient, or proficient and advanced performance levels (Levels 2 or 3 & 4). The percentage of students at each of these three levels is used to calculate a PI and determine if the school has met the MIP set each year by the state's ESSA accountability system. To achieve this measure, all tested students must have a PI value that equals or exceeds the state's 2018-19 English language arts MIP for all students of 105. The PI is the sum of the percent of students in all tested grades combined scoring at Level 2, plus two times the percent of students scoring at Level 3, plus two-and-a-half times the percent of students scoring at Level 4. Thus, the highest possible PI is 250.

### RESULTS AND EVALUATION

Harbor Science and Arts Charter School attained a PI of 127 in ELA for 2018-2019, which exceeds the state's 2018-19 English language arts MIP for all students of 105.

English Language Arts 2018-19 Performance Index

Number in Cohort	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
178	22	35	31	21

$$\begin{array}{rclclclclcl} \text{PI} & = & 35 & + & 31 & + & 12 & = & 78 \\ & & & & 31 & + & 12 & = & 43 \\ & & & & & + & (.5)*12 & = & 6 \\ & & & & & & \text{PI} & = & 127 \end{array}$$

## 2017-18 ACCOUNTABILITY PLAN PROGRESS REPORT

### Goal 1: Comparative Measure

Each year, the percent of all tested students who are enrolled in at least their second year and performing at proficiency on the state English language arts exam will be greater than that of all students in the same tested grades in the school district of comparison.

### METHOD

A school compares tested students enrolled in at least their second year to all tested students in the public school district of comparison. Comparisons are between the results for each grade in which the school had tested students in at least their second year at the school and the total result for all students at the corresponding grades in the school district.<sup>2</sup>

### RESULTS AND EVALUATION

Harbor Science and Arts Charter School did not meet the overall comparable measure in grades 3-8, but did meet the comparable measure in grades 3, 6, and 8, in 2018-19. As a result of this lackluster performance, Harbor Science and Arts Charter School has made a change in staffing and will have new teachers in place for ELA in grades 5 and 7.

2018-19 State English Language Arts Exam  
Charter School and District Performance by Grade Level

Grade	Percent of Students at or Above Proficiency			
	Charter School Students In At Least 2 <sup>nd</sup> Year		All District Students	
	Percent	Number Tested	Percent	Number Tested
3	52	27	47	830
4	43	28	43	887
5	17	23	32	872
6	56	25	45	895
7	28	29	38	882
8	46	24	45	879
All	40	156	42	5,245

<sup>2</sup> Schools can acquire these data when the New York State Education Department releases its database containing grade level ELA and math test results for all schools and districts statewide. The NYSED announces the release of the data on its [News Release webpage](#).

## 2017-18 ACCOUNTABILITY PLAN PROGRESS REPORT

### ADDITIONAL EVIDENCE

Graduates (grade 8 students) of the Harbor Science and Arts Charter School have consistently outperformed their District 4 counterparts the past three years in the NYS ELA Test.

English Language Arts Performance of Charter School and Local District  
by Grade Level and School Year

Grade	Percent of Students Enrolled in at Least their Second Year Scoring at or Above Proficiency Compared to District Students					
	2016-17		2017-18		2018-19	
	Charter School	District	Charter School	District	Charter School	District
3	45	36	63	47	52	47
4	32	35	56	39	43	43
5	19	30	32	34	17	32
6	12	27	26	43	56	45
7	48	31	19	36	28	38
8	65	39	50	40	46	45
All	39	33	40	40	40	42

## 2017-18 ACCOUNTABILITY PLAN PROGRESS REPORT

### Goal 1: Comparative Measure

Each year, the school will exceed its predicted level of performance on the state English language arts exam by an effect size of 0.3 or above (performing higher than expected to a meaningful degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State.

### METHOD

The SUNY Charter Schools Institute (“Institute”) conducts a comparative performance analysis, which compares the school’s performance to that of demographically similar public schools statewide. The Institute uses a regression analysis to control for the percentage of economically disadvantaged students among all public schools in New York State. The Institute compares the school’s actual performance to the predicted performance of public schools with a similar concentration of economically disadvantaged students. The difference between the school’s actual and predicted performance, relative to other schools with similar economically disadvantaged statistics, produces an Effect Size. An Effect Size of 0.3, or performing higher than expected to a meaningful degree, is the requirement for achieving this measure.

Given the timing of the state’s release of economically disadvantaged data and the demands of the data analysis, the 2018-19 analysis is not yet available. This report contains 2017-18 results, the most recent Comparative Performance Analysis available.

### RESULTS AND EVALUATION

For 2017-2018, Harbor Science and Arts Charter School’s Effect Size was higher than expected in English Language Arts, as the school’s aggregate effect size was 0.23. For 2017-2018, Harbor Science and Arts Charter School’s grade level Effect Size was higher than expected to a large degree in English Language Arts in grades 3 and 4, and was higher than expected to a meaningful degree in grades 5 and 8; however, the school performed lower than expected in grades 6 and 7, however.

2017-18 English Language Arts Comparative Performance by Grade Level

Grade	Percent Economically Disadvantaged	Number Tested	Percent of Students at Levels 3&4		Difference between Actual and Predicted	Effect Size
			Actual	Predicted		
3	72	29	62	46	+16	0.92
4	89	27	59	36	+23	1.22
5	84	31	32	27	+5	0.34
6	78	32	28	40	-12	-0.65
7	64	25	20	37	-17	-0.92
8	74	19	53	41	+12	0.57
All	77	163	42	38	+4	0.23

**School’s Overall Comparative Performance:**

***The school is performing slightly higher than expected.***

## 2017-18 ACCOUNTABILITY PLAN PROGRESS REPORT

### ADDITIONAL EVIDENCE

Harbor Science and Arts Charter School has had an overall positive aggregate effect in all three of the school years listed in the table below.

English Language Arts Comparative Performance by School Year

School Year	Grades	Percent Economically Disadvantaged	Number Tested	Actual	Predicted	Effect Size
2015-16	3-8	80	175	48	28	1.21
2016-17	3-8	77	166	38	32	0.33
2017-18	3-8	77	163	42	38	0.23

# 2017-18 ACCOUNTABILITY PLAN PROGRESS REPORT

## Goal 1: Growth Measure<sup>3</sup>

Each year, under the state's Growth Model, the school's mean unadjusted growth percentile in English language arts for all tested students in grades 4-8 will be above the target of 50.

## METHOD

This measure examines the change in performance of the same group of students from one year to the next and the progress they are making in comparison to other students with the same score in the previous year. The analysis only includes students who took the state exam in 2017-18 and also have a state exam score from 2016-17 including students who were retained in the same grade. Students with the same 2016-17 score are ranked by their 2017-18 score and assigned a percentile based on their relative growth in performance (student growth percentile). Students' growth percentiles are aggregated school-wide to yield a school's mean growth percentile. In order for a school to perform above the target for this measure, it must have a mean growth percentile greater than 50.

Given the timing of the state's release of Growth Model data, the 2018-19 analysis is not yet available. This report contains 2017-18 results, the most recent Growth Model data available.<sup>4</sup>

## RESULTS AND EVALUATION

The school's overall mean growth percentile fell below the state median of the 50<sup>th</sup> percentile, falling short by 6 percentiles. Harbor Science and Arts Charter School did exceed the state median in two grades: grade 4 and grade 7.

2017-18 English Language Arts Mean Growth Percentile by Grade Level

Grade	Mean Growth Percentile	
	School	Target
4	61.0	50.0
5	44.0	50.0
6	30.0	50.0
7	54.0	50.0
8	34.5	50.0
All	44.0	50.0

<sup>3</sup> See Guidelines for [Creating a SUNY Accountability Plan](#) for an explanation.

<sup>4</sup> Schools can acquire these data from the NYSED's Business Portal: [portal.nysed.gov](http://portal.nysed.gov).

## 2017-18 ACCOUNTABILITY PLAN PROGRESS REPORT

### ADDITIONAL EVIDENCE

In comparison to the previous year, Harbor Science and Arts Charter School made progress year-over-year, although it still did not exceed the statewide median of the 50<sup>th</sup> percentile in the past three years.

English Language Arts Mean Growth Percentile by Grade Level and School Year

Grade	Mean Growth Percentile			
	2015-16	2016-17	2017-18	Target
4	46.0	33.0	61	50.0
5	27.5	13.5	44	50.0
6	44.0	39.5	30	50.0
7	74.5	59.5	54	50.0
8	48.0	35.5	34.5	50.0
All	49.0	37.0	44.0	50.0

Overall students at the Harbor Science and Arts Charter School outperformed their peers in New York City Community School District 4, and especially did so in the grades (3, 4, 6, 8), where there was consistency in terms of the instructor in the classroom throughout the full year.

ELA Performance by Grade Level, This Year Compared to Last Year

Percent of All Students Enrolled Achieving Proficiency			
Grade	Harbor Science and Arts Charter School	NYC CSD#4	Percent Better or Worse in Comparison to NYC CSD#4
	Percent Proficient	Percent Proficient	
3	58	47	+11%
4	47	43	+4%
5	16	32	-16%
6	57	45	+12%
7	26	38	-12%
8	50	45	+5%
All	43	42	+1%

## 2017-18 ACCOUNTABILITY PLAN PROGRESS REPORT

### SUMMARY OF THE ENGLISH LANGUAGE ARTS GOAL

In 2018-19, Harbor Science and Arts Charter School met two of the five English Language Arts goals, as well its comparative goal in relation to its overall performance compared to NYC CSD#4. The following table summarizes HSACS' performance on these outcome measures.

Type	Measure	Outcome
Absolute	Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at proficiency on the New York State English language arts exam for grades 3-8.	Did not achieve
Absolute	Each year, the school's aggregate PI on the state's English language arts exam will meet that year's state MIP as set forth in the state's ESSA accountability system.	Achieved
Comparative	Each year, the percent of all tested students who are enrolled in at least their second year and performing at proficiency on the state English language arts exam will be greater than that of students in the same tested grades in the school district of comparison.	Did not achieve
Comparative	Each year, the school will exceed its predicted level of performance on the state English language arts exam by an effect size of 0.3 or above (performing higher than expected to a meaningful degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State. (Using 2017-18 results.)	Did not achieve
Growth	Each year, under the state's Growth Model the school's mean unadjusted growth percentile in English language arts for all tested students in grades 4-8 will be above the target of 50. (Using 2017-18 results.)	Achieved
Comparative	Each year, the percent of all tested students who are enrolled in the school and performing at proficiency on the state English language arts exam will be greater than that of students in the same tested grades in the school district of comparison.	Achieved



### ACTION PLAN

Although HSACS performed comparatively well in some grades, specifically grades 3, 4, 6 and 8, it is evident that the school must continue to do more moving forward to ensure that there is consistent achievement and growth in all grades. To that end, in 2019-20, Harbor Science and Arts Charter School is implementing the *Wit & Wisdom* curriculum by Great Minds in all grades K-8. The Instructional Leadership Team recognized the need to focus on critical thinking skills in order to stimulate achievement and learning. The *Wit & Wisdom* curriculum was selected due to its comprehensive curriculum that builds knowledge of history, science and literature through the study of exemplary and engaging texts, by emphasizing higher order critical thinking skills and challenging students to respond to a selection of literary works, informational texts, and visual art to develop depth of understanding and pique curiosity. As a result, children are more engaged and are eager for each lesson to take place. Evidence of increased, enthusiastic participation has been noted in classroom discussion in the classrooms where the curriculum was executed to fidelity. Each text used as part of this curriculum is authentic and used by the students as the basis for every lesson to learn and eventually master essential literacy skills: reading, writing, speaking, listening, grammar, and vocabulary. All students read and communicate about grade-level texts as part of each lesson, and support for accelerated learners, as well as struggling learners, are an integral part of each lesson. Professional development regarding the components of the curriculum and how to plan and teach lessons was provided in our August pre-service professional development period, and will continue to be provided on a quarterly basis. Additionally, dedicated professional development will be conducted on a biweekly basis to ensure that the lessons are planned and executed to fidelity. All ELA curricula are aligned to Next Generation Learning Standards. Additionally, ELA interim assessments will be administered at the end of each module of the curriculum, targeting specific concepts addressed in the module, and will be aligned with the New York State ELA testing program to ensure all students demonstrate progress towards learning proficiency. Formative assessments will be administered on a quarterly basis to students in grades K-2 and will be aligned with Next Generation Learning Standards to show growth from fall to spring during the instructional school year. As well, Harbor Science and Arts Charter School has adopted the Foundations curriculum by Wilson Language for phonics, replacing Journeys by Houghton Mifflin, and has contracted with Wilson Language to have a coach make quarterly visits to the K-2 classrooms to provide guidance and develop teachers in the execution of the curriculum. A pre-service workshop was also provided to all K-2 teachers in August. Lastly, Harbor Science and Arts Charter School will use Fountas and Pinnell resources to accurately assess each student's reading level in all grades. We are confident that these proactive steps will ensure HSACS's continued growth in test scores and student advancement. Further, Harbor Science and Arts Charter School's hiring committee was intentional in hiring teachers with greater experience leading a classroom for all of its ELA teaching vacancies.

## GOAL 2: MATHEMATICS

### Goal 2: Mathematics

Students will become proficient in the mathematics skills of problem-solving and computation and relate these skills to real world applications.

### BACKGROUND

Harbor Science and Arts Charter School utilized the *Eureka Math* curriculum by Great Minds, as well as the Mathematics Curricular Modules and Curricular Materials available from EngageNY. All teachers followed pacing calendars for mathematics that were seamless from grade to grade and are aligned to the Next Generation Learning Standards. By employing these pacing calendars, instructional staff ensured that students were working towards grade-level competency, as was assessed by quarterly interim assessments and ultimately by the New York State Math Tests in the spring. In 2018-2019, Harbor Science and Arts Charter School employed the assistant principal as the mathematics coach to provide guidance and oversight to all mathematics teachers, as well as individualized professional development related to lesson plan design and effective instructional practices. The mathematics coach monitored classroom instruction with greater frequency using more precise observation tools, and ensured that more specific and systematic assessment of student learning occurred followed by timely and accurate feedback to improve instructional practices.

### Goal 2: Absolute Measure

Each year, 75 percent of all tested students enrolled in at least their second year will perform at proficiency on the New York State mathematics examination for grades 3-8.

### METHOD

The school administered the New York State Testing Program mathematics assessment to students in 3<sup>rd</sup> through 8<sup>th</sup> grade in April 2019. Each student's raw score has been converted to a grade-specific scaled score and a performance level.

The table below summarizes participation information for this year's test administration. The table indicates total enrollment and total number of students tested. It also provides a detailed breakdown of those students excluded from the exam. Note that this table includes all students according to grade level, even if they have not enrolled in at least their second year.

## 2017-18 ACCOUNTABILITY PLAN PROGRESS REPORT

### 2018-19 State Mathematics Exam Number of Students Tested and Not Tested

Grade	Total Tested	Not Tested <sup>5</sup>				Total Enrolled
		IEP	ELL	Absent	Refused	
3	31	0	0	0	0	31
4	30	0	0	0	0	30
5	25	0	0	0	0	25
6	30	0	0	0	0	30
7	34	0	0	0	0	34
8	27	0	0	0	1	28
All	177	0	0	0	1	178

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<sup>5</sup> Students exempted from this exam according to their Individualized Education Program (IEP), because of English Language Learners (ELL) status, or absence for at least some part of the exam.

## 2017-18 ACCOUNTABILITY PLAN PROGRESS REPORT

### RESULTS AND EVALUATION

In the 2018-19 school year, 26% percent of students in at least their second year at Harbor Science and Arts Charter School performed at or above a Level 3 on the New York State Mathematics Exam. Harbor Science and Arts Charter School did not meet the absolute measure of 75% proficiency.

Performance on 2018-19 State Mathematics Exam  
By All Students and Students Enrolled in At Least Their Second Year

Grades	All Students		Enrolled in at least their Second Year	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
3	61	31	56	27
4	33	30	29	28
5	4	25	4	23
6	47	30	52	25
7	12	34	10	29
8	4	27	0	23
All	28	177	26	155

## 2017-18 ACCOUNTABILITY PLAN PROGRESS REPORT

### Goal 2: Absolute Measure

Each year, the school's aggregate Performance Index ("PI") on the state mathematics exam will meet that year's state Measure of Interim Progress ("MIP") set forth in the state's ESSA accountability system.

### METHOD

In New York State, ESSA school performance goals are met by showing that an absolute proportion of a school's students who have taken the mathematics test have scored at the partially proficient, or proficient and advanced performance levels (Levels 2 or 3 & 4). The percentage of students at each of these three levels is used to calculate a PI and determine if the school has met the MIP set each year by the state's ESSA accountability system. To achieve this measure, all tested students must have a PI value that equals or exceeds the state's 2018-19 mathematics MIP for all students of 107. The PI is the sum of the percent of students in all tested grades combined scoring at Level 2, plus two times the percent of students scoring at Level 3, plus two-and-a-half times the percent of students scoring at Level 4. Thus, the highest possible PI is 250.

### RESULTS AND EVALUATION

Harbor Science and Arts Charter School attained a PI of 92 in Mathematics for 2018-2019, which is below the state's 2018-19 mathematics MIP for all students of 107.

Mathematics 2017-18 Performance Level Index (PI)

Number in Cohort	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
177	39	33	22	6

$$\begin{array}{rclclclcl} \text{PI} & = & 33 & + & 22 & + & 6 & = & 61 \\ & & & & 22 & + & 6 & = & 28 \\ & & & & & + & (.5)*6 & = & 3 \\ & & & & & & \text{PI} & = & 92 \end{array}$$

## 2017-18 ACCOUNTABILITY PLAN PROGRESS REPORT

### Goal 2: Comparative Measure

Each year, the percent of all tested students who are enrolled in at least their second year and performing at proficiency on the state mathematics exam will be greater than that of all students in the same tested grades in the school district of comparison.

### METHOD

A school compares the performance of tested students enrolled in at least their second year to that of all tested students in the public school district of comparison. Comparisons are between the results for each grade in which the school had tested students in at least their second year at the school and the total result for all students at the corresponding grades in the school district.<sup>6</sup>

### RESULTS AND EVALUATION

Harbor Science and Arts Charter School did not meet the comparable measure in 2018-19 as HSACS did not outperform Community School District 4 overall. Comparatively, Harbor Science and Arts Charter School only outperformed District 4 students in grades 3 and 6, and was outperformed by District 4 students in all other grades.

2018-19 State Mathematics Exam  
Charter School and District Performance by Grade Level

Grade	Percent of Students at or Above Proficiency			
	Charter School Students In At Least 2 <sup>nd</sup> Year		All District Students	
	Percent	Number Tested	Percent	Number Tested
3	56	27	49	837
4	29	28	38	892
5	4	23	35	869
6	52	25	39	888
7	10	29	32	884
8	0	23	21	486
All	26	155	37	4,856

<sup>6</sup> Schools can acquire these data when the New York State Education Department releases its database containing grade level ELA and math test results for all schools and districts statewide. The NYSED announces the release of the data on its [News Release webpage](#).

### Goal 2: Comparative Measure

Each year, the school will exceed its predicted level of performance on the state mathematics exam by an Effect Size of 0.3 or above (performing higher than expected to a meaningful degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State.

### METHOD

The Institute conducts a Comparative Performance Analysis, which compares the school's performance to that of demographically similar public schools statewide. The Institute uses a regression analysis to control for the percentage of economically disadvantaged students among all public schools in New York State. The Institute compares the school's actual performance to the predicted performance of public schools with a similar concentration of economically disadvantaged students. The difference between the school's actual and predicted performance, relative to other schools with similar economically disadvantaged statistics, produces an Effect Size. An Effect Size of 0.3, or performing higher than expected to a meaningful degree, is the requirement for achieving this measure.

Given the timing of the state's release of economically disadvantaged data and the demands of the data analysis, the 2017-18 analysis is not yet available. This report contains 2017-18 results, the most recent Comparative Performance Analysis available.

### RESULTS AND EVALUATION

For 2017-18, Harbor Science and Arts Charter School's overall Effect Size was slightly higher than expected in Mathematics. For 2017-18, Harbor Science and Arts Charter School's grade level Effect Size was higher than expected to a meaningful degree in Mathematics in grades 4 and 8, however the school performed lower than expected in grades 6 and 7.

## 2017-18 ACCOUNTABILITY PLAN PROGRESS REPORT

### 2017-18 Mathematics Comparative Performance by Grade Level

Grade	Percent Economically Disadvantaged	Number Tested	Percent of Students at Levels 3&4		Difference between Actual and Predicted	Effect Size
			Actual	Predicted		
3	72	29	52	49	+3	0.17
4	89	27	48	34	+14	0.64
5	83	29	35	32	+3	0.18
6	77	31	19	35	-16	-0.76
7	64	25	36	38	-2	-0.09
8	74	19	37	24	+13	0.57
All	77	160	38	36	+2	0.08

#### School's Overall Comparative Performance:

***The school is performing slightly higher than expected.***

### ADDITIONAL EVIDENCE

Harbor Science and Arts Charter School has had an overall positive aggregate Effect Size in two out of three of the school years listed in the table below.

### Mathematics Comparative Performance by School Year

School Year	Grades	Percent Economically Disadvantaged	Number Tested	Actual	Predicted	Effect Size
2015-16	3-8	80	175	39	27	0.59
2016-17	3-8	77	166	20	27	-0.30
2017-18	3-8	77	160	38	36	0.08



## 2017-18 ACCOUNTABILITY PLAN PROGRESS REPORT

### Goal 2: Growth Measure<sup>7</sup>

Each year, under the state's Growth Model, the school's mean unadjusted growth percentile in mathematics for all tested students in grades 4-8 will be above the target of 50.

### METHOD

This measure examines the change in performance of the same group of students from one year to the next and the progress they are making in comparison to other students with the same score in the previous year. The analysis only includes students who took the state exam in 2017-18 and also have a state exam score in 2016-17 including students who were retained in the same grade. Students with the same 2016-17 scores are ranked by their 2017-18 scores and assigned a percentile based on their relative growth in performance (student growth percentile). Students' growth percentiles are aggregated school-wide to yield a school's mean growth percentile. In order for a school to meet the measure, the school would have to achieve a mean growth percentile above the target of 50.

Given the timing of the state's release of Growth Model data, the 2018-19 analysis is not yet available. This report contains 2017-18 results, the most recent Growth Model data available.<sup>8</sup>

### RESULTS AND EVALUATION

The school's overall mean growth percentile for 2017-18 was 8 percentile points above the state median of the 50<sup>th</sup> percentile. In 2017-18, Harbor Science and Arts Charter School exceeded the state median in grades 4, 5, and 7. However, Harbor Science and Arts Charter School fell below the state median percentile in grades 6 and 8.

2017-18 Mathematics Mean Growth Percentile by Grade Level

Grade	Mean Growth Percentile	
	School	Target
4	67.0	50.0
5	61.5	50.0
6	34.5	50.0
7	87.0	50.0
8	43.5	50.0
All	58.0	50.0

<sup>7</sup> See Guidelines for [Creating a SUNY Accountability Plan](#) for an explanation.

<sup>8</sup> Schools can acquire these data from the NYSED's business portal: [portal.nysed.gov](http://portal.nysed.gov).

## 2017-18 ACCOUNTABILITY PLAN PROGRESS REPORT

### ADDITIONAL EVIDENCE

2017-2018 marked the first year in a three-year span that Harbor Science and Arts Charter School's overall mean growth percentile exceeded the state median percentile of the 50<sup>th</sup> percentile.

Mathematics Mean Growth Percentile by Grade Level and School Year

Grade	Mean Growth Percentile			
	2015-16	2016-17	2017-18	Target
4	48.0	32.0	67.0	50.0
5	27.5	25.0	61.5	50.0
6	59.0	20.0	34.5	50.0
7	36.5	25.0	87.0	50.0
8	54.0	55.0	43.5	50.0
All	45.5	33.0	58.0	50.0

### SUMMARY OF THE MATHEMATICS GOAL

In 2018-19, Harbor Science and Arts Charter School met only one of the five Mathematics goals. The following table summarizes HSACS' performance on these outcome measures.

Type	Measure	Outcome
Absolute	Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at proficiency on the New York State mathematics exam for grades 3-8.	Did not achieve
Absolute	Each year, the school's aggregate PI on the state's mathematics exam will meet that year's state MIP as set forth in the state's ESSA accountability system.	Did not achieve
Comparative	Each year, the percent of all tested students who are enrolled in at least their second year and performing at proficiency on the state mathematics exam will be greater than that of students in the same tested grades in the school district of comparison.	Did not achieve
Comparative	Each year, the school will exceed its predicted level of performance on the state mathematics exam by an Effect Size of 0.3 or above (performing higher than expected to a meaningful degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State. (Using 2017-18 results.)	Did not achieve
Growth	Each year, under the state's Growth Model the school's mean unadjusted growth percentile in mathematics for all tested students in grades 4-8 will be above the target of 50. (Using the 2017-18 results.)	Achieved

### ACTION PLAN

Harbor Science and Arts Charter School has not exhibited growth in mathematics over the course of the past three years, which is an indication that a major plan of action and significant change needed to occur in order to show progress towards our achievement goals. In response to this pattern of regression, we have hired a new mathematics teacher in each of the following grades: 5, 7 and 8. Additionally, using the item analysis of the New York State Testing Program mathematics assessment, students in grades 3-8 have been separated into smaller groups within the classroom setting, based on need. School leaders, as well as additional teachers are assisting the classroom teachers in this small-group instruction, focusing on the areas of deficiency identified by the analysis of the test data. These groups will be fluidly reconfigured based on the analysis of the baseline/diagnostic assessments administered in mid-September, as well as the analysis of weekly assessment data. Also, Daily Exit Tickets (mini assessments/quizzes) are being used to identify whether or not students grasped the concept taught each day, and students identified as not grasping the concept are provided with tutoring by their teacher either at recess time or after school that day or the next day. Furthermore, during the August pre-service professional development period, staff attended a workshop demonstrating cornerstone instructional tools of the Eureka Math curriculum by Great Minds used in all grades K-8 that focused on building math fluency and deepened instructional staff's understanding of effective delivery methods, sequencing problems from simple to complex, extending activities from earlier grades to meet student needs, and differentiation techniques. Leadership, along with our veteran sixth grade mathematics teacher, will meet biweekly with teachers to help teachers plan their lessons and review instructional best practices. Moreover, the school will conduct quarterly workshops that emphasize guiding teachers to make intentional decisions in regards to customizing the curriculum to effectively meet students' needs, as well Response to Intervention (RTI) strategies and best practices for supporting struggling/striving learners, and designing activities for the accelerated learner that create learning experiences with greater depth and challenge. Lastly, as a result of the inconsistent results in test scores, especially in mathematics, the principal and the school's board chair, in consultation with the school's board of trustees, have mutually agreed that a change in instructional leadership is in the best interests of the school, and this change is expected to occur before the commencement of the 2020-2021 school year.

## GOAL 3: SCIENCE

### Goal 3: Science

Students will become proficient in the knowledge, skills and concepts of science.

### BACKGROUND

Harbor Science and Arts Charter School utilizes McGraw Hill science textbooks for grades K-4. In grades 5-8, the school utilizes textbooks/workbooks from Pearson Learning that focus on Life, Physical and Earth Science. For grades 7 and 8, students also utilize LAB AIDS to create a more interactive hands-on learning environment for middle school students in preparation for high school. Harbor Science and Arts Charter School has created interim assessments that are aligned to standards, and are utilized to measure growth in grades 4 and 8.

### Goal 3: Absolute Measure

Each year, 75 percent of all tested students enrolled in at least their second year will perform at or above proficiency on the New York State science examination.

### METHOD

The school administered the New York State Testing Program science assessment to students in 4<sup>th</sup> and 8<sup>th</sup> grade in spring 2019. The school converted each student's raw score to a performance level and a grade-specific scaled score. The criterion for success on this measure requires students enrolled in at least their second year to score at proficiency.

### RESULTS AND EVALUATION

Harbor Science and Arts Charter School did not meet its absolute measure as 63% of students in grades 4 and 8 combined achieved proficiency on the 2018-19 State Science Exam. Harbor Science and Arts Charter School did meet its absolute measure in grade 4, however, as 79% of students in grade 4 achieved proficiency on the 2018-19 State Science Exam.

Charter School Performance on 2018-19 State Science Exam  
By All Students and Students Enrolled in At Least Their Second Year

Grade	Percent of Students at Proficiency of Students in At Least 2 <sup>nd</sup> Year	
	Percent Proficient	Number Tested
4	79	28
8	33	23
All	63	51

## 2017-18 ACCOUNTABILITY PLAN PROGRESS REPORT

### ADDITIONAL EVIDENCE

Harbor Science and Arts Charter School met its absolute measure in two of the past three years as more than 75% of students in grades 4 and 8 combined achieved proficiency on the 2016-17 State Science Exam, as well as on the 2017-18 State Science Exam.

Science Performance by Grade Level and School Year

Grade	Percent of Students Enrolled in At Least Their Second Year at Proficiency					
	2016-17		2017-18		2018-19	
	Percent Proficient	Number Tested	Percent	Number Tested	Percent Proficient	Number Tested
4	100	23	94	16	79	28
8	65	31	83	18	33	23
All	80	54	88	34	63	51

## 2017-18 ACCOUNTABILITY PLAN PROGRESS REPORT

### Goal 3: Comparative Measure

Each year, the percent of all tested students enrolled in at least their second year and performing at proficiency on the state science exam will be greater than that of all students in the same tested grades in the school district of comparison.

### METHOD

The school compares tested students enrolled in at least their second year to all tested students in the public school district of comparison. Comparisons are between the results for each grade in which the school had tested students in at least their second year and the results for the respective grades in the school district of comparison. Given the timing of the state's release of district science data, the 2018-19 comparative data may not yet be available. If not, schools should report comparison to the district's **2017-18** data.

### RESULTS AND EVALUATION

Harbor Science and Arts Charter School met its comparative measure as students in at least their second year in grades 4 and 8, respectively, as well as combined, outperformed their District 4 counterparts on the 2017-2018 State Science Exam.

2017-18 State Science Exam  
Charter School and District Performance by Grade Level

Grade	Percent of Students at Proficiency			
	Charter School Students In At Least 2 <sup>nd</sup> Year		All District Students <sup>9</sup>	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
4	94	16	86	859
8	83	18	44	615
All	88	34	68	1,474

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<sup>9</sup> This table uses the prior year's results as 2018-19 district science scores are not yet available.

## 2017-18 ACCOUNTABILITY PLAN PROGRESS REPORT

### ADDITIONAL EVIDENCE

In the years where comparative data is available, Harbor Science and Arts Charter School greatly outperformed students in NYC Community District #4 on the State Science Exam, both overall and in each respective grade, as indicated in the table below.

Science Performance of Charter School and Local District  
by Grade Level and School Year

Grade	Percent of Charter School Students at Proficiency and Enrolled in At Least their Second Year Compared to Local District Students					
	2015-16		2016-17		2017-18	
	Charter School	District	Charter School	District	Charter School	District
4	100	86	100	88	94	86
8	80	44	65	54	83	44
All	90	66	80	72	88	68

### SUMMARY OF THE SCIENCE GOAL

This is the first year that Harbor Science and Arts Charter School did not meet its absolute measure, however it continues to meet its comparative measure.

Type	Measure	Outcome
Absolute	Each year, 75 percent of all tested students enrolled in at least their second year will perform at or above proficiency on the New York State examination.	Did not achieve
Comparative	Each year, the percent of all tested students enrolled in at least their second year and performing at proficiency on the state exam will be greater than that of all students in the same tested grades in the school district of comparison.	Achieved

### ACTION PLAN

Science has historically been an area of strength at HSACS. Students in all grades experience science lessons with hands-on activities that allow their learning experiences to be more meaningful. As a result of the subpar results on the grade 8 State Science Exam, a new teacher has been hired to teach grade 8 science. Otherwise, the school will continue the current instructional practices to sustain and grow science test scores, as well as integrate the IXL digital learning platform in the grade 8 classroom to provide timely and constructive data in regards to student mastery of concepts.

## GOAL 4: ESSA

### Goal 4: ESSA

The school will earn a status of being in good standing under the state's ESSA Accountability system.

#### Goal 4: Absolute Measure

Under the state's ESSA accountability system, the school is in good standing: the state has not identified the school for comprehensive or targeted improvement.

### METHOD

Because *all* students are expected to meet the state's performance standards, the federal statute stipulates that various sub-populations and demographic categories of students among all tested students must meet the state standard in and of themselves aside from the overall school results. As New York State, like all states, is required to establish a specific system for making these determinations for its public schools, charter schools do not have latitude in establishing their own performance levels or criteria of success for meeting the ESSA accountability requirements. Each year, the state issues School Report Cards that indicate a school's status under the state accountability system.

### RESULTS AND EVALUATION

Harbor Science and Arts Charter School has consistently been in "good standing" for the previous three years, meeting the necessary NCLB requirements in 2016-17, and ESSA requirements for the subsequent two years.

Accountability Status by Year

Year	Status
2016-17	Good standing
2017-18	Good standing
2018-19	Good standing



## APPENDIX A: OPTIONAL GOALS

### Goal S: Parent Satisfaction

Harbor Science and Arts Charter School will exhibit a high degree of parent satisfaction within the school and its entire program.

### METHOD

Harbor Science and Arts Charter School administered the NYC School Survey sponsored by the NYC Department of Education in 2018-19. The survey was distributed to families by the school's parent coordinator via the students and at Parent Teacher Association meetings. Families had the opportunity to drop the survey off at the school in sealed pre-paid postage envelopes, complete the survey online, or mail them in on their own. 61% percent of our families responded to the Parent Survey.

### Goal S: Absolute Measure

Each year two-thirds of responding parents will demonstrate satisfaction with the school's program based on a parent satisfaction survey.

### RESULTS

Sixty-one percent of our families responded to the survey, and overall those responding parents expressed a high level of satisfaction with the school as their responses to the key survey categories shown in the following tables indicate.

2018-19 Parent Satisfaction Survey Response Rate

Number of Responses	Number of Families	Response Rate
134	219	61%

## 2018-19 ACCOUNTABILITY PLAN PROGRESS REPORT

### 2018-19 Parent Satisfaction on Key Survey Results

Item	Percent of Respondents Satisfied
Families responded that they are satisfied or very satisfied with the overall quality of their child's teacher this year.	93
Families responded that they are satisfied or very satisfied with the education their child has received this year.	92
Families agreed or strongly agreed that they feel respected by their child's teachers.	95
Families agreed or strongly agreed that teachers work closely with them to meet their child's needs.	90
Families of a child in an Individualized Education Program (IEP) agreed or strongly agreed that their school works to achieve the goals on their child's IEP.	89
Families agreed or strongly agreed that at their school their child is safe.	96
Families agreed or strongly agreed that the principal is an effective manager who makes the school run smoothly.	96
Families agreed or strongly agreed that the principal works to create a sense of community in the school.	95
Families agreed or strongly agreed that they trust the principal.	96

### EVALUATION

Overall parents expressed a high level of satisfaction in key survey categories regarding the education of their child(ren), trust in the school's faculty and leadership, as well as the safe environment and strong sense of community the school provides. Harbor Science and Arts Charter School worked diligently to ensure that parents were aware of the importance of the parent survey and its return via online submission and anonymous mailing. Parents were informed using our automated message system via phone, parent/teacher conferences, progress report e-mails, and PTA meetings. Harbor Science and Arts Charter School will continue to be creative when soliciting responses from parents to ensure that a majority of our families are represented, as well as satisfied.

## 2018-19 ACCOUNTABILITY PLAN PROGRESS REPORT

### Goal S: Absolute Measure

Each year, 90 percent of all students enrolled during the course of the year return the following September.

### METHOD

Harbor Science and Arts Charter School had a total of 250 students enrolled during the 2017-18 school year. Of these students 18 graduated from the 8th grade and 22 students left the school, bringing the re-enrollment number in 2018-19 to 210. Therefore, the percentage of students returning to the school for the 2018-19 school year was 91% [2018-19 re-enrollment (210) divided by the 2017-18 enrollment minus graduates ( $250 - 18 = 232$ )].

### RESULTS

Harbor Science and Arts Charter School met its goal of 90 percent of all students enrolled during the course of the year returning the following year.

2018-19 Student Retention Rate

2017-18 Enrollment	Number of Students Who Graduated in 2017-18	Number of Students Who Returned in 2018-19	Retention Rate 2018-19 Re-enrollment ÷ (2017-18 Enrollment – Graduates)
250	18	210	91%

### EVALUATION

The school exceeded the 90% measure of students returning in 2018-19, as 91% of students eligible to return did return to the school. Furthermore, the school has met or exceeded this goal in three of the past four years.

### ADDITIONAL EVIDENCE

Year	Retention Rate
2015-16	92%
2016-17	90%
2017-18	87%
2018-19	91%

## 2018-19 ACCOUNTABILITY PLAN PROGRESS REPORT

### Goal S: Absolute Measure

Each year the school will have a daily attendance rate of at least 95 percent.

### METHOD

Harbor Science and Arts Charter School tracks attendance data through the Automate the Schools (ATS) system supplied by the New York City Department of Education, as well as through its own attendance database, Gradelink.

### RESULTS

Harbor Science and Arts Charter School's average daily attendance rate for 2018-19 was 91%.

2018-19 Attendance

Grade	Average Daily Attendance Rate
K	87%
1	90%
2	88%
3	90%
4	92%
5	91%
6	91%
7	92%
8	94%
Overall	91%

### EVALUATION

Harbor Science and Arts Charter School did not meet the attendance target rate of 95%, but has consistently been above 90% each of the last four years. The school will continue to be proactive with our families to ensure that student attendance rates for the 2019-20 school year improve. We will present attendance awards to students who maintain 95% attendance on a quarterly basis as part of our honor roll assemblies, and we will continue to call families of absent students on a daily basis to emphasize the importance of daily attendance at school.

### ADDITIONAL EVIDENCE

Year	Average Daily Attendance Rate
2015-16	94%
2016-17	93%
2017-18	92%
2018-19	91%