



**Harbor Science and Arts Charter School**

**2016-17 ACCOUNTABILITY PLAN  
PROGRESS REPORT**

Submitted to the SUNY Charter Schools Institute on:

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By Mark Johnson

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## INTRODUCTION

Mark Johnson, Principal, prepared this 2016-17 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
Lisa Stenson-Desamours	Finance Committee Chair
Richard Asche	Finance Committee
Luly Duke	Fundraising Committee
Susan Etes	Education Committee Chair
Joanne Hunt	Education Committee, Finance Committee
Robert North	Education Committee
Cortney Thomas	Fundraising Committee

**Mark Johnson has served as the Principal since August 1, 2016.**

## INTRODUCTION

***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. The school is committed to promoting healthy eating habits through its food services and snack program.

The school prides itself on the safe and orderly environment that has been established throughout 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 professional development program; especially with the demands of the Common Core 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 a Saturday Test Prep program for students in testing grades in need of remediation in English Language Arts and Mathematics.

## INTRODUCTION

School Enrollment by Grade Level and School Year

School Year	K	1	2	3	4	5	6	7	8	Total
2012-13	21	19	24	27	23	27	31	29	32	240
2013-14	26	26	26	23	23	29	28	37	23	241
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

## 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

Harbor Science and Arts Charter School Curriculum resources are gathered from a variety of Common Core recommended sources including the Houghton Mifflin Harcourt Journeys Literature Program. Harbor Science & Arts Charter School provides a curriculum pacing guide to teachers to guarantee all required skills and concepts of the Common Core ELA strands are being met. All ELA pacing guide resources are gathered using the Common Core Standards' suggested exemplars for Literature. Each quarter an English Language Arts interim assessment is administered and aligned with the Common Core State ELA Test Program to ensure all students show learning proficiency. Students in grades K-2 are given assessments aligned with Common Core Strands to show growth from fall to spring during the instructional school year.

### 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 grades 3 through 8 in April 2017. 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).

## 2016-17 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	24	0	0	0	0	24
4	28	0	0	0	0	28
5	28	0	0	0	0	28
6	22	0	0	0	0	22
7	30	0	0	0	0	30
8	35	0	0	0	0	35
All	167	0	0	0	0	167

## RESULTS

In the 2016-17 school year, 39% percent of students in at least their second year performed at or above a Level 3 on the New York State English Language Arts Exam.

## Performance on 2016-17 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	42	24	45	20
4	28	28	32	25
5	18	28	19	26
6	9	22	12	17
7	50	30	48	27
8	66	35	65	32
All	38	167	39	147

## EVALUATION

HSACS did not meet the overall measure. Although HSACS showed growth in the proficiency percentages in grade 7 and only minimally declined in grade 8 from the previous year, grades 4, 5, and 6 showed a more significant decline from 2015-2016 to 2016-2017, especially in grades 5 and 6. Our ELA Coach invested a considerable amount of time working with the ELA teachers in grades 5 and 6 for the purpose of ensuring that teachers were utilizing Common Core Learning Standards within lesson plans, student assignments, summative and formative assessments as well as actual instruction. The school wanted to ensure that actual teaching was translating to student learning. Grades 5 and 6 had new teachers in place this year and they had difficulty adopting the new approach/practice in these grades which contributed to the decline in scores in these grades.

<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.

## ENGLISH LANGUAGE ARTS

Additionally, for the 2016-2017 school year, HSACS did not have the current full-time teacher for grade 6 in place until mid-October.

English Language Arts Performance by Grade Level and School Year

Grade	Percent of Students Enrolled in At Least Their Second Year Achieving Proficiency					
	2014-15		2015-16		2016-17	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
3	70	23	48	25	45	20
4	31	16	60	25	32	25
5	41	17	15	19	19	26
6	52	25	37	19	12	17
7	62	24	74	31	48	27
8	51	35	64	25	65	32
All	51	140	53	144	39	147

## ENGLISH LANGUAGE ARTS

### Goal 1: Absolute Measure

Each year, the school's aggregate Performance Level Index ("PLI") on the State English language arts exam will meet the Annual Measurable Objective ("AMO") set forth in the state's NCLB accountability system.

### METHOD

The federal No Child Left Behind law holds schools accountable for making annual yearly progress towards enabling all students to be proficient. As a result, the state sets an AMO each year to determine if schools are making satisfactory progress toward the goal of proficiency in the state's learning standards in English language arts. To achieve this measure, all tested students must have a PLI value that equals or exceeds the 2016-17 English language arts AMO of 111. The PLI is calculated by adding the sum of the percent of all tested students at Levels 2 through 4 with the sum of the percent of all tested students at Levels 3 and 4. Thus, the highest possible PLI is 200.<sup>2</sup>

### RESULTS

In 2016-17, HSACS' aggregate Performance Level Index (PLI) was **180** in ELA.

English Language Arts 2016-17 Performance Level Index						
Number in Cohort	Percent of Students at Each Performance Level					
	Level 1	Level 2	Level 3	Level 4		
	25	64	44	14		
PI = 64 + 44 + 14 = 122						
44 + 14 = 58						
PLI = 180						

### EVALUATION

Harbor Science and Arts Charter School exceeded the state's AMO of 111 in ELA for 2016-2017 by attaining a PLI of 180.

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<sup>2</sup> In contrast to SED's Performance Index, the PLI does not account for year-to-year growth toward proficiency.



## 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>3</sup>

## RESULTS

Harbor Science and Arts Charter School met the comparable measure in 2016-17 by outperforming Community School District 4 overall. Comparatively, Harbor Science and Arts Charter School greatly outperformed District 4 students in grades 7 and 8, outperformed District 4 students in grade 3, but did not outperform District 4 students in the other grades. As previously noted, Harbor Science and Arts Charter School underperformed in grades 5 and 6, mainly due to having new teachers in place, and in the case of grade 6, not having a new permanent teacher in place until two months after the start of the school year.

2016-17 State English Language Arts Exam  
Charter School and District Performance by Grade Level

Grade	Percent of Students at Proficiency			
	Charter School Students In At Least 2nd Year		All District Students	
	Percent	Number Tested	Percent	Number Tested
3	45	20	36	921
4	32	25	35	952
5	19	26	30	952
6	12	17	27	941
7	48	27	31	989
8	65	32	39	990
All	39	147	33	5,745

## EVALUATION

Harbor Science and Arts Charter School met the comparable measure in 2016-17 by outperforming Community School District 4 with 39% of students performing at a Level 3 or above versus District 4's 33%, a difference of 6%.

<sup>3</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](#).

## ADDITIONAL EVIDENCE

As seen in the table below, Harbor Science and Arts Charter School has consistently outperformed Community School District 4 since 2014-15 in ELA, especially in grades 7 and 8, as well as in grade 3.

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					
	2014-15		2015-16		2016-17	
	Charter School	District	Charter School	District	Charter School	District
3	70	28	48	38	45	36
4	31	25	60	34	32	35
5	41	22	15	30	19	30
6	52	21	37	27	12	27
7	62	20	74	30	48	31
8	51	26	64	32	65	39
All	51	23	53	32	39	33

### 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 2015-16 analysis is not yet available. This report contains 2015-16 results, the most recent Comparative Performance Analysis available.

## ENGLISH LANGUAGE ARTS

### RESULTS

For 2015-2016, Harbor Science and Arts Charter School's overall Effect Size was higher than expected to a large degree in English Language Arts, and was positive in 5 of the 6 testing grades, with grade 5 being the lone grade with a negative Effect Size.

**2015-16 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	83	29	45	31	+ 12	0.77
4	97	28	64	24	+ 40	2.30
5	81	26	12	24	- 12	- 0.78
6	78	32	25	25	0	0.01
7	73	33	76	27	+ 49	2.95
8	67	27	67	36	+ 31	1.77
All	80	175	49	28	+ 21	1.21

#### School's Overall Comparative Performance:

***Positive and higher than expected to a large degree.***

### EVALUATION

For 2015-2016, Harbor Science and Arts Charter School's Effect Size was higher than expected to a large degree in English Language Arts, as the school's aggregate effect size was 1.21, which well exceeded 0.3. For 2015-2016, 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 4, 7, and 8; however, the school performed lower than expected in grade 5.

### ADDITIONAL EVIDENCE

Harbor Science and Arts Charter School has had a positive aggregate Effect to a large degree in all three of the school years listed in the table below.

**English Language Arts Comparative Performance by School Year**

School Year	Grades	Percent Eligible for Free Lunch/ Economically Disadvantaged	Number Tested	Actual	Predicted	Effect Size
2013-14	3-8	80	163	50	21	2.20
2014-15	3-8	79	140	51	26	1.72
2015-16	3-8	80	175	48	28	1.21

## Goal 1: Growth Measure<sup>4</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 state's unadjusted median growth percentile.

## 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 2015-16 and also have a state exam score from 2014-15 including students who were retained in the same grade. Students with the same 2014-15 score are ranked by their 2015-16 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 statewide median, it must have a mean growth percentile greater than 50.

Given the timing of the state's release of Growth Model data, the 2015-16 analysis is not yet available. This report contains 2015-16 results, the most recent Growth Model data available.<sup>5</sup>

## RESULTS

The school's overall mean growth percentile fell just below the state median of the 50<sup>th</sup> percentile, falling short by 1 percentile.

2015-16 English Language Arts Mean Growth Percentile by Grade Level

Grade	Mean Growth Percentile	
	School	Statewide Median
4	46.0	50.0
5	27.5	50.0
6	44.0	50.0
7	74.5	50.0
8	48.0	50.0
All	<b>49.0</b>	50.0

## EVALUATION

The school's overall mean growth percentile fell just below the state median of the 50<sup>th</sup> percentile, falling short by 1 percentile. Harbor Science and Arts Charter School well exceeded the state median in grade 7 and was no more than 6 percentile points away from the state median in all other grades with the exception of grade 5.

<sup>4</sup> See Guidelines for Creating a SUNY Accountability Plan for an explanation.

<sup>5</sup> Schools can acquire these data from the NYSED's Business Portal: portal.nysed.gov.

## ADDITIONAL EVIDENCE

This is the first year in the past three years that the Harbor Science and Arts Charter School has not exceeded the statewide median of the 50<sup>th</sup> percentile.

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

Grade	Mean Growth Percentile			
	2013-14	2014-15	2015-16	Statewide Median
4	22.4	36.0	46.0	50.0
5	67.7	56.0	27.5	50.0
6	80.1	61.0	44.0	50.0
7	59.9	62.0	74.5	50.0
8	51.0	62.0	48.0	50.0
All	58.6	52.0	49.0	50.0

## SUMMARY OF THE ENGLISH LANGUAGE ARTS GOAL

In 2016-17, HSACS met two of the four English Language Arts 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 English language arts exam for grades 3-8.	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 English language arts exam will be greater than that of students in the same tested grades in the school district of comparison.	Achieved
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 small degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State. (Using 2015-16 results.)	Achieved
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 state's unadjusted median growth percentile. (Using 2015-16 results.)	Did not achieve

## ACTION PLAN

Although HSACS performed comparatively well in some grades, mainly our highest grades, 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. The Common Core Learning Standards, and the soon-to-be implemented Next Generation Learning Standards require high expectations for student proficiency, and a continuity of academic rigor across all grades. HSACS has incorporated a comprehensive uniform curriculum, *Journeys* by Houghton Mifflin Harcourt, which is now in its second year of implementation in grades K-5. All K-5 teachers will participate in individual biweekly curriculum meetings with the principal, assistant principal, and a veteran lead teacher/coach with expertise in the *Journeys* curriculum, to gain a better understanding of the curriculum and to devise lesson plans that meet Common Core learning objectives. The principal and assistant principal will continue to address expectations for instruction through high impact teaching/delivery, modeling of high-quality lessons, classroom observations, and monitoring of lesson planning to ensure the alignment of Common Core Learning Standards, as well as addressing student deficiencies utilizing teacher-generated assessments along with school-wide quarterly interim assessments. Teachers participated in professional development provided by Houghton Mifflin Harcourt prior to the start of the 2017-2018 school year, and further professional development will be provided throughout the course of the school year. Further, HSACS will institute this year, an extended-day program this school year, in which students in grades 3-5 will stay an additional two hours after school twice per week as part of our extended day program to focus on ELA test prep strategies, in order to provide this academic support to a maximum number of our students in grades 3-5, as attendance at our Saturday Test Prep program for these lower grades has waned over the course of the past three years. HSACS will also continue to conduct its Saturday Test Prep program for grades 6-8. It is HSACS's intent to inundate students with the aptitude necessary to meet and exceed Common Core Standards which translate to increased student achievement on the NYS ELA Test.

## 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 utilizes the New York State Common Core Learning Standards aligned Mathematics Curricular Modules and Curricular Materials available on the EngageNY website. All teachers follow pacing calendars for mathematics that are seamless from grade to grade and are aligned to the Common Core Learning Standards. By employing these pacing calendars, instructional staff ensure that students are grade-level competent, as is assessed by quarterly interim assessments and ultimately by the Common Core State Math Tests in the spring.

### 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 grades 3 through 8 in April 2017. 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.

2016-17 State Mathematics Exam  
Number of Students Tested and Not Tested

Grade	Total Tested	Not Tested <sup>6</sup>				Total Enrolled
		IEP	ELL	Absent	Refused	
3	24	0	0	0	0	24
4	28	0	0	0	0	28
5	28	0	0	0	0	28
6	22	0	0	0	0	22
7	29	0	0	0	0	29
8	35	0	0	0	0	35
All	166	0	0	0	0	166

<sup>6</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.

## RESULTS

In the 2016-17 school year, 22% of the students enrolled in at least their second year performed at or above a Level 3 on the New York State Mathematics Test.

Performance on 2016-17 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	13	24	10	20
4	21	28	21	24
5	32	28	27	26
6	0	22	0	17
7	21	29	19	26
8	29	35	32	31
All	20	166	22	144

## EVALUATION

HSACS did not meet the overall measure. Our performance on the 2016-17 State Mathematics Exam is a grave concern. As will be stated in the Action Plan, our results have led to a change in staff in several grades, as well as the hiring of a Mathematics Coach to assist in training our faculty and modeling sound instructional practices in an effort to improve upon our students' overall comprehension of mathematics concepts and their achievement on the State Mathematics Exam.

## ADDITIONAL EVIDENCE

As shown in the table below, our math scores have regressed overall as we made the adjustment to fully adopting the use of the EngageNY curricular resources. Harbor Science and Arts Charter School will continue to raise the academic expectations in math in order to ensure that students get back on track in order to maintain that level of math readiness that is necessary to meet the Common Core Learning Standards. We have added a mathematics coach to our staff whose sole purpose is to develop our staff's instructional practices using the EngageNY and Eureka Math curriculum. Harbor Science and Arts Charter School, as part of our extended day program, will be extending our day an additional two hours two days per week to focus on test preparation and additional mathematics instruction in grades 3-5, as well as continue to offer of Saturday test preparation courses to students in grades 6-8.



## Mathematics Performance by Grade Level and School Year

Grade	Percent of Students Enrolled in At Least Their Second Year Achieving Proficiency					
	2014-15		2015-16		2016-17	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
3	21	23	48	25	10	20
4	56	16	36	25	21	24
5	88	17	15	19	27	26
6	44	25	58	19	0	17
7	46	24	32	31	19	26
8	28	35	40	25	32	31
All	47	140	38	144	22	144

### Goal 2: Absolute Measure

Each year, the school's aggregate Performance Level Index ("PLI") on the State mathematics exam will meet the Annual Measurable Objective ("AMO") set forth in the state's NCLB accountability system.

### METHOD

The federal No Child Left Behind law holds schools accountable for making annual yearly progress towards enabling all students to be proficient. As a result, the state sets an AMO each year to determine if schools are making satisfactory progress toward the goal of proficiency in the state's learning standards in mathematics. To achieve this measure, all tested students must have a PLI value that equals or exceeds the 2016-17 mathematics AMO of **109**. The PLI is calculated by adding the sum of the percent of all tested students at Levels 2 through 4 with the sum of the percent of all tested students at Levels 3 and 4. Thus, the highest possible PLI is 200.<sup>7</sup>

### RESULTS

In 2016-17, HSACS' aggregate Performance Level Index (PLI) was **117** in mathematics.

#### Mathematics 2016-17 Performance Level Index (PLI)

Number in Cohort	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
	56	59	24	5

$$\begin{array}{rclclclcl}
 \text{PI} & = & 59 & + & 24 & + & 5 & = & 88 \\
 & & & & 24 & + & 5 & = & \underline{29} \\
 & & & & & & \text{PLI} & = & 117
 \end{array}$$

<sup>7</sup> In contrast to NYSED's Performance Index, the PLI does not account for year-to-year growth toward proficiency.

## MATHEMATICS

### EVALUATION

The school exceeded the state's AMO of 109 in mathematics for 2016-17 by attaining a PLI of 117.

## 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>8</sup>

## RESULTS

Harbor Science and Arts Charter School did not meet the comparable measure in 2016-17 as HSACS did not outperform Community School District 4 overall. Comparatively, Harbor Science and Arts Charter School greatly outperformed District 4 students only in grade 8, and was outperformed by District 4 students in all other grades.

2016-17 State Mathematics 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	
	Percent	Number Tested	Percent	Number Tested
3	10	20	39	931
4	21	24	33	959
5	27	26	35	967
6	0	17	28	944
7	19	26	24	1,004
8	32	31	15	855
All	22	144	30	5,660

## EVALUATION

Harbor Science and Arts Charter School did not meet the comparable measure in 2016-17. Harbor Science and Arts Charter School underperformed in comparison to Community School District 4 with 22% of students performing at a Level 3 or above versus District 4's measure of 30%, a difference of negative 8%.

<sup>8</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](#).

## ADDITIONAL EVIDENCE

As seen in the table below, up until this year, Harbor Science and Arts Charter School has consistently outperformed Community School District 4 since 2014-15 in mathematics.

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

Grade	Percent of Students Enrolled in at Least their Second Year Who Are at Proficiency Compared to Local District Students					
	2014-15		2015-16		2016-17	
	Charter School	District	Charter School	District	Charter School	District
3	21	35	48	37	10	20
4	56	32	36	33	21	24
5	88	27	15	32	27	26
6	44	25	58	25	0	17
7	46	23	32	22	19	26
8	28	15	40	16	32	31
All	47	28	38	28	22	144

### 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 2016-17 analysis is not yet available. This report contains 2015-16 results, the most recent Comparative Performance Analysis available.

# MATHEMATICS

## RESULTS

For 2015-16, Harbor Science and Arts Charter School's overall Effect Size was higher than expected to a meaningful degree in Mathematics, and was positive in 5 of the 6 testing grades, with grade 5 being the lone grade with a negative Effect Size.

**2015-16 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	83	29	41	34	+ 7	0.34
4	97	28	39	25	+ 14	0.68
5	81	26	19	28	- 9	- 0.48
6	78	32	53	28	+ 25	1.21
7	73	33	33	25	+ 8	0.41
8	67	27	44	19	+ 25	1.29
All	80	175	39	27		0.59

**School's Overall Comparative Performance:**

***Higher than expected to a meaningful degree.***

## EVALUATION

For 2015-16, Harbor Science and Arts Charter School's Effect Size was higher than expected to a meaningful degree in Mathematics, as the school's aggregate effect size was 0.59, which exceeded 0.3. For 2015-16, Harbor Science and Arts Charter School's grade level Effect Size was higher than expected to a large degree in Mathematics in grades 6 and 8; however, the school performed lower than expected in grade 5.

## ADDITIONAL EVIDENCE

Harbor Science and Arts Charter School has had a positive aggregate Effect to a large degree or meaningful degree in all three of the school years listed in the table below.

**Mathematics Comparative Performance by School Year**

School Year	Grades	Percent Eligible for Free Lunch/ Economically Disadvantaged	Number Tested	Actual	Predicted	Effect Size
2013-14	3-8	80	163	45	26	0.99
2014-15	3-8	76	174	44	27	0.97
2015-16	3-8	80	175	39	27	0.59

## Goal 2: Growth Measure<sup>9</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 state's unadjusted median growth percentile.

## 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 2015-16 and also have a state exam score in 2014-15 including students who were retained in the same grade. Students with the same 2014-15 scores are ranked by their 2015-16 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 perform above the statewide median, it must have a mean growth percentile greater than 50.

Given the timing of the state's release of Growth Model data, the 2015-16 analysis is not yet available. This report contains 2015-16 results, the most recent Growth Model data available.<sup>10</sup>

## RESULTS

The school's overall mean growth percentile fell below the state median of the 50<sup>th</sup> percentile, falling short by 4.5 percentile points.

2015-16 Mathematics Mean Growth Percentile by Grade Level

Grade	Mean Growth Percentile	
	School	Statewide Median
4	48.0	50.0
5	27.5	50.0
6	59.0	50.0
7	36.5	50.0
8	54.0	50.0
All	45.5	50.0

## EVALUATION

The school's overall mean growth percentile fell below the state median of the 50<sup>th</sup> percentile, falling short by 4.5 percentile points. Harbor Science and Arts Charter School exceeded the state median in grades 6 and 8 and was only 2 percentile points away from the state median in grade 4. However, Harbor Science and Arts Charter School fell significantly below the state median percentile in grades 5 and 7.

<sup>9</sup> See Guidelines for Creating a SUNY Accountability Plan for an explanation.

<sup>10</sup> Schools can acquire these data from the NYSED's business portal: [portal.nysed.gov](http://portal.nysed.gov).

## ADDITIONAL EVIDENCE

This is the first year in the past three years that the Harbor Science and Arts Charter School has not exceeded the statewide median of the 50<sup>th</sup> percentile.

Mathematics Mean Growth Percentile by Grade Level and School Year

Grade	Mean Growth Percentile			
	2013-14	2014-15	2015-16	Statewide Median
4	23.9	51.0	48.0	50.0
5	26.1	73.0	27.5	50.0
6	86.2	74.0	59.0	50.0
7	52.5	57.0	36.5	50.0
8	60.2	58.0	54.0	50.0
All	50.7	63.0	45.5	50.0

## SUMMARY OF THE MATHEMATICS GOAL

In 2016-17, HSACS met one of the four 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
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 small degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State. (Using 2015-16 school district results.)	Achieved
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 state's unadjusted median growth percentile.	Did not achieve

### 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 replaced half of our mathematics faculty, in addition to hiring a mathematics coach who is well-versed in and has several years' worth of experience teaching using the EngageNY curriculum. We will continue to use the EngageNY curriculum resources, in addition to Eureka Math curriculum resources that are aligned to the EngageNY curriculum across all grades K-8. HSACS's mathematics coach is charged with providing guidance and professional development to our mathematics faculty with the goal of improving our staff's instructional practices in order to ensure our students gain proficiency in the Common Core Learning Standards for mathematics, and all lessons are in alignment with our updated mathematics pacing guides. Specifically, our mathematics coach will provide ongoing guidance through one-on-one lesson planning sessions with each mathematics teacher. The principal and assistant principal will partner with the mathematics coach to address expectations for instruction through high impact teaching/delivery, modeling effective instructional practices, conducting classroom observations and providing timely feedback to teachers, monitoring of lesson planning to ensure the alignment of Common Core Learning Standards, as well as addressing student deficiencies utilizing teacher-generated assessments along with school-wide quarterly interim assessments, and ensuring that all teacher-generated assessments are aligned with Common Core Learning Standards' learning objectives and rigor. Additionally, just as with English language arts, Harbor Science and Arts Charter School, as part of our extended day program, will be extending our day an additional two hours two days per week to focus on test preparation and additional mathematics instruction in grades 3-5. We will also continue to offer Saturday test preparation mathematics courses to students in grades 6-8.



## SCIENCE

## Goal 3: Science

Write the school's Accountability Plan science goal here.

## 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 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 2017. 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

Harbor Science and Arts Charter School met its absolute measure as 80% of students in grades 4 and 8 combined achieved proficiency on the 2016-2017 State Science Exam.

Charter School Performance on 2016-17 State Science Exam  
By All Students and Students Enrolled in At Least Their Second Year

Grade	Percent of Students at Proficiency			
	Charter School Students In At Least 2 <sup>nd</sup> Year		All District Students	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
4	100	24	N/A	N/A
8	65	31	N/A	N/A
All	80	55	N/A	N/A

## EVALUATION

2016-17 NYS Science Test results for District 4 are not yet available.

## ADDITIONAL EVIDENCE

Harbor Science and Arts Charter School has consistently met its absolute measure as at least 75% of all students in grades 4 and 8 combined have achieved proficiency on the State Science Exam over the course of the last three years.

Science Performance by Grade Level and School Year

Grade	Percent of Students Enrolled in At Least Their Second Year at Proficiency					
	2014-15		2015-16		2016-17	
	Percent Proficient	Number Tested	Percent	Number Tested	Percent Proficient	Number Tested
4	100	22	100	29	100	24
8	94	38	80	27	65	31
All	97	60	90	56	80	55

## 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.

## RESULTS

*2016-17 NYS Science Test results for District 4 are not yet available.*

 2016-17 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	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
4	100	24	N/A	N/A
8	65	31	N/A	N/A
All	80	55	N/A	N/A

## EVALUATION

*2016-17 NYS Science Test results for District 4 are not yet available.*

## 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.

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					
	2014-15		2015-16		2016-17	
	Charter School	District	Charter School	District	Charter School	District
4	100	17	100	N/A	100	N/A
8	94	35	80	N/A	65	N/A
All	97	26	90	N/A	80	N/A

## SUMMARY OF THE SCIENCE GOAL

In 2016-17, HSACS met each goal for Science. The following table summarizes the school's performance on stated outcome measures.

Type	Measure	Outcome
Absolute	Each year, 75 percent of all tested students enrolled in at least their second year will perform at proficiency on the New York State examination.	Achieved
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 (in years that comparative data is available)

## ACTION PLAN

Science continues to be an area of strength at HSACS. Students in all grades experience science lessons with hands-on activities which allow their learning experiences to be more meaningful. The school will continue the current instructional practices to sustain and grow science test scores.

## NCLB

### Goal 4: NCLB

Under the state's NCLB accountability system, the school's Accountability Status is in good standing: the state has not identified the school as a Focus School nor determined that it has met the criteria to be identified as school requiring a local assistance plan.

#### Goal 4: Absolute Measure

Under the state's NCLB accountability system, the school's Accountability Status is in good standing: the state has not identified the school as a Focus School nor determined that it has met the criteria to be identified as school requiring a local assistance plan.

## METHOD

Because *all* students are expected to meet the state's learning standards, the federal No Child Left Behind legislation stipulates that various sub-populations and demographic categories of students among all tested students must meet state proficiency standards. New York, like all states, established a system for making these determinations for its public schools. Each year the state issues School Report Cards. The report cards indicate each school's status under the state's No Child Left Behind ("NCLB") accountability system.

## RESULTS

Harbor Science and Arts Charter School is in "good standing" for the 2016-17 school year.

## EVALUATION

Harbor Science and Arts Charter School made annual yearly progress (AYP) in all areas of English Language Arts, Mathematics and Science in 2016-17.

## ADDITIONAL EVIDENCE

Under the state's NCLB accountability system, the school's accountability status has been "Good Standing" since 2014-2015.

NCLB Status by Year

Year	Status
2014-15	Good Standing
2015-16	Good Standing
2016-17	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.

#### Goal S: Absolute Measure

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

### METHOD

Harbor Science and Arts Charter School administered the NYC Department of Education Learning Environment Survey in 2016-17. The survey was distributed to families via the students and at Parent Teacher Association meetings, as well as the Spring Parent-Teacher Conferences held in early April 2017. 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. 48% percent of our families responded to the Parent Survey.

### RESULTS

Parents overall were highly satisfied with the school as their responses to key survey categories indicated.

2016-17 Parent Satisfaction Survey Response Rate

Number of Responses	Number of Families	Response Rate
104	216	48%

## APPENDIX A: OPTIONAL GOALS

### 2016-17 Parent Satisfaction on Key Survey Results

Item	Percent of Respondents Satisfied
Parents/Guardians responded that they are satisfied or very satisfied with the overall quality of their child's teacher this year.	96%
Parents/Guardians responded that they are satisfied or very satisfied with the education their child has received this year.	95%
Parents/Guardians agreed or strongly agreed that they feel respected by their child's teachers.	97%
Parents/Guardians agreed or strongly agreed that teachers work closely with them to meet their child's needs.	92%
Parents/Guardians agreed or strongly agreed that at their school their child is safe.	96%
Parents/Guardians agreed or strongly agreed that the principal/school leader is an effective manager who makes the school run smoothly.	94%

### EVALUATION

Overall parents were highly satisfied with key survey categories. HSACS worked diligently to ensure that parents were aware of the importance of the parent survey and its return for data collection 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. HSACS will continue to be creative when soliciting responses from parents to ensure that a majority of our families are represented as well as satisfied.

## APPENDIX A: OPTIONAL GOALS

### 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 **248** students enrolled during the 2015-16 school year. Of these students **27** graduated from the 8th grade and **23** students left the school, bringing the re-enrollment number in 2016-17 to 198. Therefore, the percentage of students returning to the school for the 2016-2017 school year was **90%** [2016-17 re-enrollment (198) divided by the 2015-16 enrollment minus graduates ( $248 - 27 = 221$ )].

### 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.

2016-17 Student Retention Rate

2015-16 Enrollment	Number of Students Who Graduated in 2015-16	Number of Students Who Returned in 2016-17	Retention Rate 2016-17 Re-enrollment ÷ (2015-16 Enrollment – Graduates)
248	23	198	90%

### EVALUATION

The school met the 90% measure of students returning in 2016-17.

### ADDITIONAL EVIDENCE

Year	Retention Rate
2014-15	88%
2015-16	92%
2016-17	90%

## APPENDIX A: OPTIONAL GOALS

### 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) Program supplied by the New York City Department of Education.

### RESULTS

Harbor Science and Arts Charter School's average daily attendance rate for 2016-17 was 93%.

2016-17 Attendance

Grade	Average Daily Attendance Rate
K	91%
1	89%
2	95%
3	91%
4	93%
5	92%
6	93%
7	96%
8	95%
Overall	93%

### EVALUATION

Harbor Science and Arts Charter School did not meet the attendance target rate of 95%, but has consistently been within 2% of doing so each of the last three years. The school will continue to be proactive with the school community to ensure that student attendance rates for the 2016-17 school year improve.

### ADDITIONAL EVIDENCE

Year	Average Daily Attendance Rate
2014-15	93%
2015-16	94%
2016-17	93%



