

# THE SUNY CHARTER SCHOOLS INSTITUTE

*SCHOOL EVALUATION REPORT*  
**HARBOR SCIENCE AND ARTS  
CHARTER SCHOOL**

*VISIT DATE: MARCH 11-12, 2025*  
*REPORT DATE: AUGUST 6, 2025*

*SUNY Charter Schools Institute*

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**Charter Schools Institute**  
The State University of New York

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## INTRODUCTION

### INTRODUCTION

This School Evaluation Report offers an analysis of evidence collected during the school visit to Harbor Science and Arts Charter School (“Harbor Science”) on March 11-12, 2025. While the SUNY Charter Schools Institute (the “Institute”) conducts a comprehensive review of evidence related to all the [State University of New York Charter Renewal Benchmarks](#) (the “SUNY Renewal Benchmarks”) near the end of a charter term, most mid-cycle school evaluation visits focus on a subset of these benchmarks addressing the academic success of the charter and the effectiveness and viability of the charter school organization. It provides a framework for examining the quality of the educational program, focusing on teaching and learning (e.g., curriculum, pedagogy, assessment, and services for at-risk students), as well as leadership, organizational capacity, and board oversight. The Institute uses the established criteria on a regular basis to provide schools with a consistent set of expectations leading up to renewal.

The Institute provided the school an Accountability Summary that outlines the school’s previous three years of performance, if available, and to the extent to which the school is meeting, coming close to meeting, or not meeting its Accountability Plan goals. Within the performance review, the Institute shares if the school’s renewal is in jeopardy based on the quantitative record of performance. For more information about the school’s performance, see the 2023-24 School Performance Review section below.

The Appendix to the report contains a School Overview with descriptive and historical information about the school, as well as background information on the conduct of the visit. Together this information puts the visit in the context of the school’s current charter term.

This report serves as a summary of the school’s program based on the Qualitative Education Benchmarks. The Institute intends this selection of information to be an exception report in order to highlight areas of concern. As such, limited detail about positive elements of the educational program is not an indication that the Institute does not recognize other indicators of program effectiveness.

While the Institute posts the evaluation report on its website and makes it publicly available, the Institute encourages school leaders to share the report with its stakeholders including, but not limited to, the full board of trustees, staff members, and families.





## CHARTER BACKGROUND

# HARBOR SCIENCE AND ARTS CHARTER SCHOOL

132 East 111<sup>th</sup> Street New York NY 10029 | Grades: K-8 | Manhattan CSD 4



### MISSION

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

### CURRENT CHARTER

Opened:  
2000

Serves:  
Kindergarten – 8<sup>th</sup>

Chartered Enrollment:  
239

Charter Expiration:  
July 31, 2027

### KEY DESIGN ELEMENTS

Integrated co-teaching model for every grade to support the special education population



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



A comprehensive Response to Intervention (“RTI”) program to support students who require more intervention and support



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



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



Enrichment focus groups to monitor students performing on grade level to ensure growth



## EXECUTIVE SUMMARY

### EXECUTIVE SUMMARY

Harbor Science, which opened its doors in 2000, experienced considerable turnover in instructional leadership over the current charter term but has since stabilized its leadership team. As of the Institute's visit, school leaders and board members are working to improve instructional effectiveness and address declining enrollment.

In the 2021-22 school year, Harbor Science received renewal eligibility conditions pertaining to board governance, academic performance, and support for student subgroups. As of the 2023-24 school year, Harbor Science satisfied all required conditions and must continue to meet them for the remainder of the term to be eligible to apply for renewal. However, the school produced low proficiency rates in English language arts ("ELA") for its elementary school grades while also underperforming the district in the most recent year with outcome data.

In response to persistent academic challenges, Harbor Science established a departmentalized instructional leadership team in the 2024-25 school year to provide consistent coaching to teachers, and the school adopted new curricula in ELA and mathematics to support differentiated instruction and academic intervention. Despite these targeted adjustments to the school's programming, school leaders have not developed a vision for high quality instruction to inform teaching and instructional coaching or implemented a cohesive strategic plan to guide school improvement over the long term.

## ACADEMIC PERFORMANCE

### 2023-24 CHARTER PERFORMANCE REVIEW

At the beginning of the Accountability Period,<sup>1</sup> the school developed and adopted an Accountability Plan that set academic goals in the key subjects of ELA and mathematics. For each goal in the Accountability Plan, specific outcome measures define the level of performance necessary to meet that goal. Throughout the charter term, the Institute examines results for five required Accountability Plan measures on an annual basis and provides an Accountability Summary to each school detailing the school's progress toward meeting its Accountability Plan goals. Because The New York State Charter Schools Act of 1998 (the "Act") requires charters be held "accountable for meeting measurable student achievement results"<sup>2</sup> and states the educational programs at a charter school must "meet or exceed the student performance standards adopted by the board of regents"<sup>3</sup> for other public schools, SUNY's required accountability measures rest on performance as measured by statewide assessments. More information about the required Accountability Plan measures can be found on the [Institute's website](#).

The SUNY Trustees placed conditions on Harbor Science's renewal in 2021-22 that the school must meet in order to be eligible to apply for renewal in 2026-27. The school's academic performance conditions require the school to meet or exceed the targets for at least three of six accountability measures under its ELA and mathematics goals in at least three years of the Accountability Period. The school must also report its progress on its strategic plan, conduct an annual program evaluation, and maintain at least 80% of its chartered enrollment each year. Harbor Science fully met its academic performance conditions following the 2023-24 school year. The school must continue to maintain its enrollment and submit required reporting annually to be eligible to apply for renewal in fall 2026.

In 2023-24, the second year of the school's charter term and third year of the current Accountability Period, Harbor Science came close to meeting its key academic Accountability Plan goals in ELA and mathematics. However, the school posted notably low participation on the state exams, which confounds the ability to accurately evaluate attainment of the school's goals. Under the state's Every Student Succeeds Act ("ESSA") accountability system, schools must test at least 95% of students within each accountability group comprising greater than 40 students in order to meet the participation rate criterion. In 2023-24, only 55% of students at Harbor were tested in ELA and mathematics. This participation rate was far below the district rate and a large decline from the prior year. The school must ensure that at least 95% of eligible students sit for the exams.

In 2023-24, Harbor came close to meeting its ELA goal for the third consecutive year. With 35% of its 3<sup>rd</sup> – 8<sup>th</sup> grade tested students enrolled in at least their second year scoring at or above proficiency on the state's ELA exam, the school performed under the district's results. In contrast, the school posted an effect size of 0.26, which was approximately at the target of 0.3. This level of performance indicates that in comparison to demographically similar schools across the state, Harbor Science performed higher than expected to a meaningful degree. The school also met its growth target posting a mean growth percentile of 50. In order to make the most compelling case for earning renewal in 2026-27, the school must continue to demonstrate high growth and move more students toward proficiency.

1. Because the SUNY Trustees make a renewal decision before student achievement results for the final year of a charter term become available, the Accountability Period ends with the school year prior to the final year of the charter term. In the case of initial renewal, the Accountability Period covers the first four years of the charter term.

2. Education Law § 2850(2)(f).

3. Education Law § 2854(1)(d).

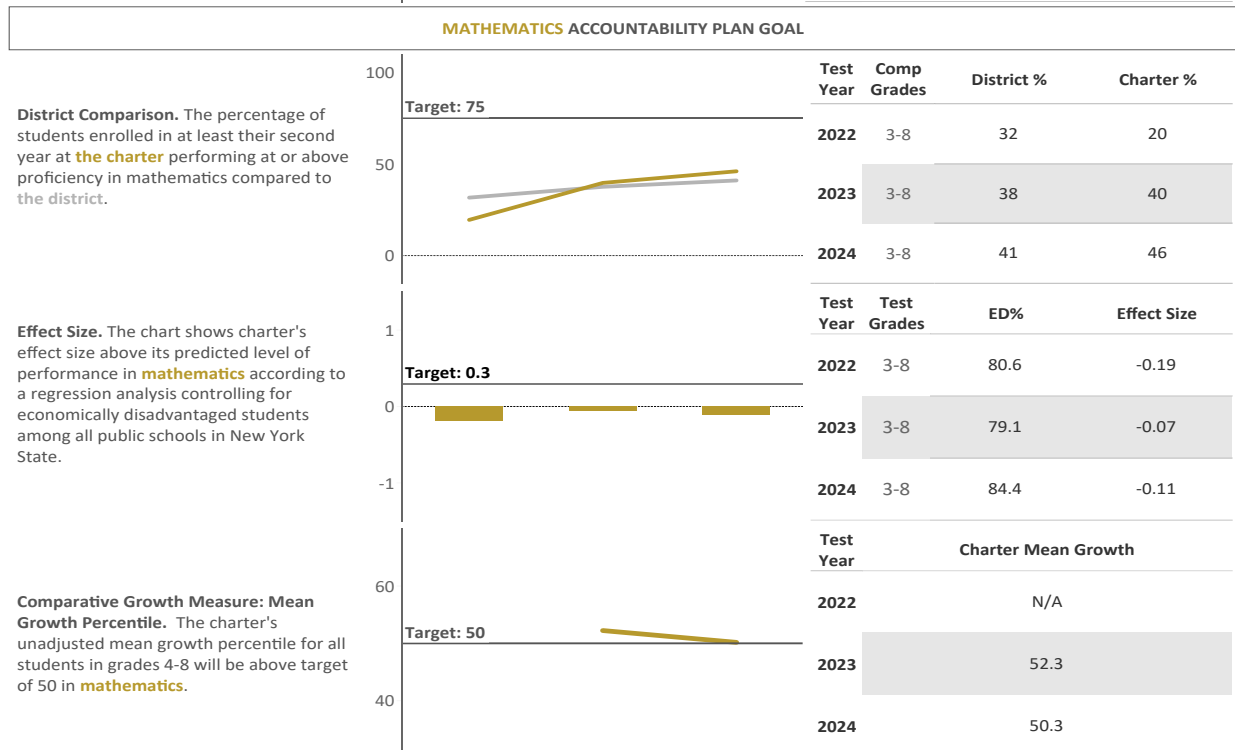
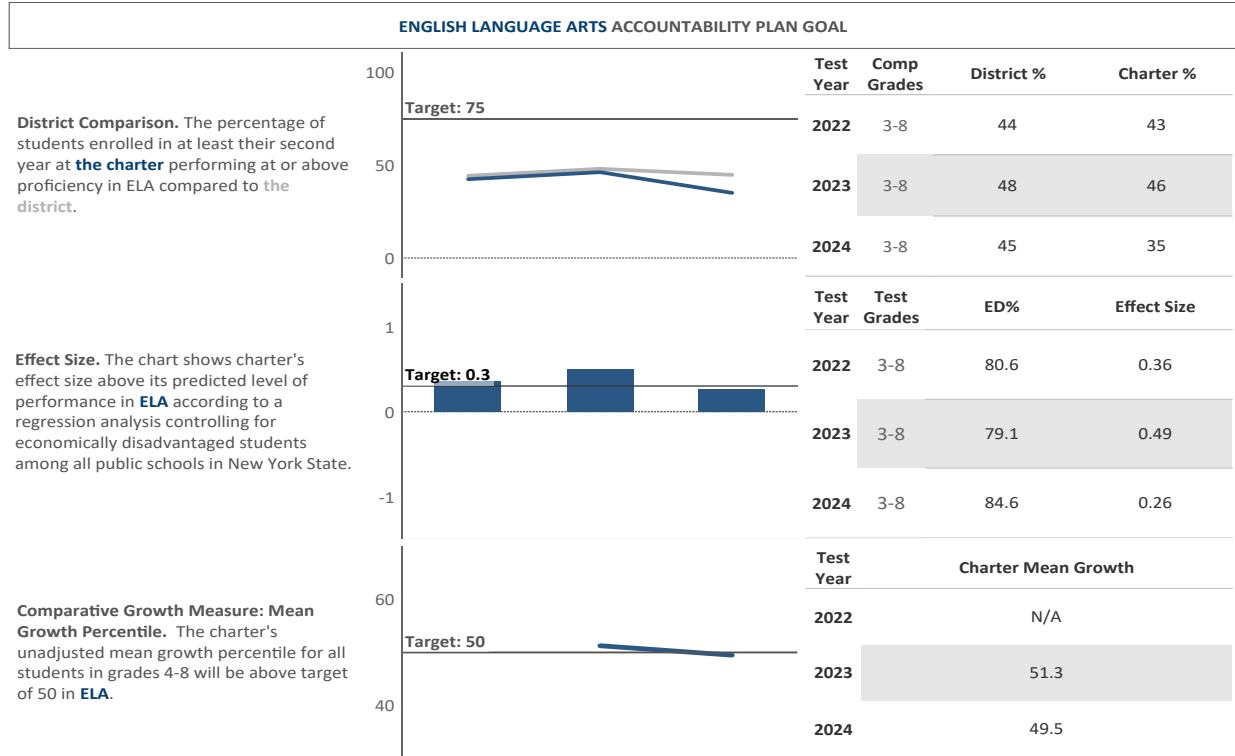
## ACADEMIC PERFORMANCE

The school came close to meeting its mathematics goal in 2023-24. That year, 46% of Harbor Science's tested students enrolled in at least their second year scored at or above proficiency on the state's mathematics exam exceeding the district results by five percentage points. In comparison to schools across the state enrolling similar proportions of economically disadvantaged students, Harbor Science performed slightly lower than expected. The school met its growth target with a mean growth percentile of 50. Similar to its record of performance in ELA, the school must make unequivocal progress in growing the learning of all students in order to maintain its prospects for earning subsequent renewal.



# ACADEMIC PERFORMANCE

## HARBOR SCIENCE AND ARTS CHARTER SCHOOL

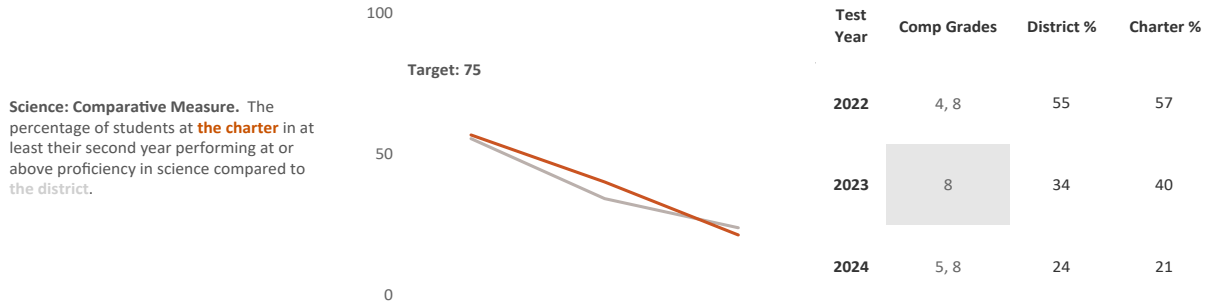




# ACADEMIC PERFORMANCE

## HARBOR SCIENCE AND ARTS CHARTER SCHOOL

### SCIENCE ACCOUNTABILITY PLAN GOAL



TESTED PERCENTAGES						
	2022		2023		2024	
	ELA	Math	ELA	Math	ELA	Math
School Tested Number	144	143	134	134	101	100
School Tested %	90.0%	88.8%	85.4%	85.9%	55.5%	54.9%
District Tested %	83.8%	82.8%	77.5%	84.9%	72.4%	80.5%

SPECIAL POPULATIONS PERFORMANCE*			
	2022	2023	2024
Students with Disabilities Tested on State Exam	44	43	34
Charter Percent Proficient on ELA Exam	20.5	23.3	23.5
District Percent Proficient	16.1	20.2	19.0
Tested on NYSESLAT Exam	8	9	34
Charter Percent 'Commanding' or Making Progress	12.5	44.4	0.0

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

## BENCHMARK SUMMARY

### QUALITATIVE BENCHMARK ANALYSIS

The SUNY Renewal Benchmarks, grounded in the body of research from the Center for Urban Studies at Harvard University,<sup>4</sup> describe the elements in place at schools that are highly effective at providing students from low-income backgrounds the instruction, content, knowledge, and skills necessary to produce strong academic performance.

#### ASSESSMENT

Harbor Science's assessment system supports instructional effectiveness and student learning but the school has yet to optimize its use of academic data. The school regularly administers valid and reliable assessments aligned to the school's curriculum and state performance standards. Each quarter, the school administers i-Ready interim assessments, and following administration of each assessment, teachers and school leaders meet to identify learning gaps by standard and to establish small group instruction priorities. Teachers also actively collect student performance data through mastery checklists, exit tickets, unit assessments, and student work samples to support with grouping students for intervention. Despite this foundation for data driven instruction, instructional leaders have not developed a centralized, comprehensive data reporting structure, which results in fragmented analysis and inconsistent use of assessment data. These inconsistencies in data collection, analysis, and strategic implementation limit the overall effectiveness of the school's assessment system. For example, school leaders are not able to determine how assessment trends at the school, grade, or classroom level define instructional priorities, nor do leaders incorporate assessment outcomes into its system for determining teacher effectiveness.

Teachers use assessment results to meet students' needs by adjusting classroom instruction, grouping students, and identifying students for special intervention. The school designates an intervention block during the school day to respond to assessment trends. However, the quality of instruction during intervention blocks is inconsistent. In addition, the school's monitoring of intervention outcomes lacks the frequency needed to ensure that teachers are effective in closing performance gaps in as timely manner as possible.

#### CURRICULUM

Harbor Science's curriculum supports teachers in their instructional planning, but the school has not established systems to ensure consistent curriculum implementation. The school has a process for selecting and reviewing curriculum to ensure alignment with state standards, and it is responsive to teacher feedback pertaining to the effectiveness of curricula in core subjects. For example, the school's instructional leadership recently incorporated Eureka Math to give teachers a standards aligned curriculum with built-in guidance for scaffolding and differentiation. It has selected Wit & Wisdom as its core ELA curriculum in elementary and middle school to expose students to rigorous texts and to address critical gaps in reading skills. The school also added guided reading intervention to its lower elementary ELA programming that includes small group instruction three times per week using RAZ Plus.

4. An extensive body of research, including a [report from Harvard](#) and a [report from the United States General Accounting Office](#), identifying and confirming the correlates of effective schools exists dating back four decades.

## BENCHMARK SUMMARY

Although the school has clear curricular programs in place, leaders do not fully support teachers with planning purposeful lessons. Teachers report the current ELA curriculum requires a significant level of modification. However, Harbor Science does not devote sufficient time to collaborative curricular planning. Leaders have not generated curricular planning tools such as pacing guides or scope and sequence documents to guide teachers in deciding what to teach within a prescribed timeline. Instead, the school relies on supporting materials embedded within the curriculum. As a result, it is unclear whether Harbor Science's instructional leadership team has the tools to monitor teachers' implementation of the curricular programs. Teachers report devoting significant instructional time to reteaching content, which disrupts efforts to keep students on track to meet end of year learning targets. In addition, coaches do not monitor the effectiveness of teachers' curricular modifications, which hinders efforts to ensure consistency of content and instructional quality across classrooms. As a result, many lessons lack grade level rigor and cohesive, objective-driven instruction.

### PEDAGOGY

High quality instruction is evident across the majority of Harbor Science's middle school program while instructional quality in the elementary program varies. Teachers do not consistently deliver purposeful instruction. Many teachers do not present clear lesson objectives for students. Harbor Science's school leadership has yet to establish a schoolwide vision for high quality instruction, which impacts the ability of assistant principals to hold teachers accountable to clear, consistent expectations for instructional delivery. Furthermore, although the school offers teachers opportunities throughout the school day to engage in self-directed lesson planning and collaboration, the school offers no formal, structured time for teachers to engage in intellectual preparation routines under the guidance of experienced colleagues, and a review of lesson plans indicates the school has unclear expectations for how teachers should address student misconceptions. In about a third of observed classrooms, teachers seemed partially unprepared to teach as evidenced by lack of visuals to support instruction, reliance on teacher guides, and an absence of pre-planned questions to support student thinking.

The majority of teachers in the elementary program fail to offer rigorous instruction or check for student understanding with consistency. In addition, the Institute observed that while middle school teachers often prompt students to explain their thinking during instruction, elementary school teachers rarely do so and offer fewer opportunities for students to engage in academic dialogue with adults and peers. Many elementary school teachers fail to maximize learning time through appropriate pacing.

### INSTRUCTIONAL LEADERSHIP

Harbor Science instructional leaders have not defined a clear vision of instructional excellence to guide coaching and teaching efforts, contributing to a lack in effective instructional leadership systems. During this charter term, Harbor Science redefined its instructional leadership structure to provide increased support for the development of teachers. At the end of the 2023-24 school year, Harbor Science released its lowest performing teachers and filled critical gaps within its instructional leadership team by adding assistant principals to oversee Kindergarten – 2<sup>nd</sup> grade and 6<sup>th</sup> – 8<sup>th</sup> grade, respectively, with the school's principal serving as instructional coach for 3<sup>rd</sup> – 5<sup>th</sup> grade. Assistant principals provide general guidance to co-teachers

## BENCHMARK SUMMARY

regarding the planning of curriculum and instruction within and across grade levels while offering weekly one-to-one coaching meetings to support teachers with lesson planning. Coaches provide teachers with differentiated verbal and written feedback on classroom observations and lesson plans along with strategies to improve instruction based on a universal set of teacher competencies. Despite the establishment of an instructional leadership team, the school has not established a comprehensive set of high expectations for delivering classroom instruction. This limited instructional vision precludes the creation of clearly defined priorities to inform coaching tied to improving teacher effectiveness. A review of coaching notes indicates that the post-observation next steps do not make clear connections to professional development content or schoolwide priorities, further hindering improvement efforts.

Although Harbor Science's leadership team offers collaborative meeting time dedicated to the analysis of student assessment and teacher observation data, the school misses the opportunity to build formal structures and provide adequate oversight of the collaborative time. For example, leaders do not provide structured, collaborative time that includes the school's part-time special education coordinator. As a result, teachers within an integrated co-teaching ("ICT") setting do not receive sufficient coaching around special education-specific instructional competencies such as the planning of specially designed instruction. Although the school builds time for general and special education teachers within their schedules to engage in collaborative planning, this time lacks uniform structure and supervision from instructional leaders. As a result, there is limited evidence to suggest that all teachers adhere to consistently high expectations for lesson internalization, clarity of learning objectives, academic rigor, and the maximization of instructional time.

### AT-RISK PROGRAM

Harbor Science has adequate intervention programs to meet the needs of at-risk students. The school has implemented a structured framework to support students with disabilities and students struggling academically while it continues to tackle persistent challenges pertaining to instructional approaches, resource allocation, and intervention strategies.

Harbor Science uses clear procedures to identify students for academic intervention. The school employs a multi-tiered system of supports ("MTSS") model that relies on a variety of academic data to create a holistic picture of student performance such as i-Ready interim assessment outcomes, attendance and behavioral patterns, grades, exit tickets, and other classwork. Students within MTSS tier 1 receive supplemental instruction during the school day in the general education classroom in six to eight week cycles after which general and special education teachers along with the school's special education coordinator review student progress and recommend specific students for additional supports or testing for special education services, if warranted. The school offers a standalone intervention block three times per week during which students receive differentiated, small group instruction within an ICT setting. However, based on observations, the quality of instruction during these periods varies across the school.

Harbor Science ensures that students with disabilities receive mandated services. Harbor Science offers special education teacher support services ("SETSS") to provide push-in and pull-out services for students with IEPs. Harbor Science provides counseling services and contracts with external providers to offer other



## BENCHMARK SUMMARY

related services. While Harbor Science builds time in the schedule to facilitate planning for general and special education teachers, the school does not implement adequate protocols or oversight to ensure teachers use this time effectively.

To support English language learners (“ELLs”), teachers integrate total immersion strategies while employing various techniques to differentiate between social and academic language. The school follows the ELL Units of Study curriculum as closely as possible and uses both push-in and pull-out instructional models to support students. The school partners with external organizations such as the Collaborative for Inclusive Education to enhance instructional practices and training opportunities. Although the school has established the components of its ELL program, it has not adopted a formalized ELL instructional model, and there is variability in the quality of instruction and curriculum modification. Harbor Science has not addressed issues with absenteeism and assessment participation among ELL students, which makes it difficult for the school to track progress and measure program effectiveness.

The school adequately monitors the progress and success of at-risk students using progress monitoring tools such as i-Ready, reading benchmark assessments, independent work tracking, spelling inventories, and sight word assessments. Special education providers carry out monthly progress reporting on IEP goals in collaboration with general education teachers to ensure alignment between services, and the school’s special education coordinator implements diagnostic evaluations while also overseeing IEP meetings, progress monitoring, and teacher reporting processes.

Harbor Science does not allot sufficient collaboration time between the special education coordinator and instructional coaches or teachers to ensure that classroom teachers are fully prepared to deliver specially designed instruction to support at-risk students.

### ORGANIZATIONAL CAPACITY

Harbor Science exhibits multiple organizational challenges in delivering its elementary program, but the organization delivers an effective middle school program.

Harbor Science has an administrative structure that allows the school to carry out the fundamental aspects of its academic program. The school restructured its instructional leadership team to better support teachers and employs an operations and a culture lead to support teachers. Harbor Science does not attract or retain high quality elementary level teachers. In response, leaders plan to begin teacher recruitment earlier in the year and refine vetting processes to ensure a good fit between new hires’ abilities and the needs of the school’s population. However, the school has not created a comprehensive understanding of additional factors leading to teacher attrition to ensure that future retention strategies are effective. Furthermore, as the school lacks a clear vision for instructional effectiveness, the expansion of the instructional leadership team has yet to translate into an increased sense of urgency or direction for the school as it aims to improve student performance.

## BENCHMARK SUMMARY

School leaders demonstrate emerging practices for monitoring and evaluating the school's programming. To determine school needs, leaders conduct frequent observations of classroom practice while actively soliciting staff member feedback pertaining to the effectiveness of the school's curricula, making changes as needed. However, the school currently lacks streamlined, formalized processes for the aggregation and analysis of performance data for teachers and students, leading to inefficiencies in progress monitoring and assessing the effectiveness of existing practices. Similarly, although Harbor Science has allocated sufficient resources to support core elements of its educational program, the school has not devoted significant resources to the development of a cohesive, data driven reform plan that defines a core mission, performance goals, and strategies to meet goals.

The school continues to struggle with maintaining adequate student enrollment in its elementary program. To help address this concern, the school's culture dean has taken on the role of developing a more robust set of community outreach and recruitment pipeline strategies. Despite the commitment of staff members to address the above trends, the school does not define a clear model rooted in community need, attractive programming, or academic excellence to distinguish itself from competing schools in the area, thereby compromising efforts to market the school effectively. The school also struggles to maintain high attendance, specifically at the elementary level.

### BOARD OVERSIGHT & GOVERNANCE

Harbor Science's board demonstrates limited efficacy in working to achieve the school's Accountability Plan goals. Board members have put in place oversight structures to ensure the school's future as a financially healthy and legally compliant organization. Current board members have diverse backgrounds encompassing law, accounting, charter school leadership, governance, finance, and media relations, and many members have served long terms.

The board requests and receives information regarding the student academic data and financial information regularly. Members meet monthly to review academic data and organizational health metrics. Through its review and reports from leaders, the board identifies specific priorities and actions, but it struggles to determine specific root causes for persistent challenges and develop strategies to address concerns. During the current charter term, the board navigated difficult transitions with its school leader. For 2024-25, the school hired its interim principal as the school principal. During the Institute's previous evaluation visit, the board identified the need to provide principal coaching and provided the principal with a coach. While the support has the potential to improve instructional leadership, the board is unable to point to progress the school has made in targeted areas as a result of the coaching. It has not established a process for evaluating the effectiveness of the coaching services.

The board does not develop a cohesive long term plan with its strategic planning process. While a strategic plan exists, it does not outline clear milestones and progress monitoring benchmarks for the board to monitor attainment of its goals. Board members do not currently refer to the existing plan, nor have they modified it to reflect more urgent and evolving challenges. Specifically, while the board recognizes challenges with retaining

## BENCHMARK SUMMARY

staff members, increasing enrollment, and supporting the school leader, it does not have a plan for how to rectify these challenges. Specifically for the school's enrollment challenges, the board is not clear on reasons for student attrition and lacks an understanding of its relative competitiveness with nearby schools.

Harbor Science's board has yet to implement a formal process for school leader or self-evaluation based on quantitative or qualitative metrics, and school staff members have expressed a need for more frequent engagement from board members to strengthen their understanding of the school's material needs. This absence of a structured evaluation based on school priorities, performance metrics, and stakeholder input limits accountability and weakens oversight of student outcomes.

Harbor Science

# Ax

APPENDICES

PAGES Ax 1-4



HARBOR SCIENCE AND ARTS CHARTER SCHOOL BOARD OF TRUSTEES<sup>1</sup>

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

CHARTER CHARACTERISTICS

SCHOOL YEAR	CHARTERED ENROLLMENT	ACTUAL ENROLLMENT <sup>2</sup>	ACTUAL AS A PERCENTAGE OF CHARTERED ENROLLMENT	GRADES SERVED
2020-21	258	218	84%	K-8
2021-22	258	188	73%	K-8
2022-23	225	179	80%	K-8
2023-24	233	210	90%	K-8
2024-25	239	179	75%	K-8

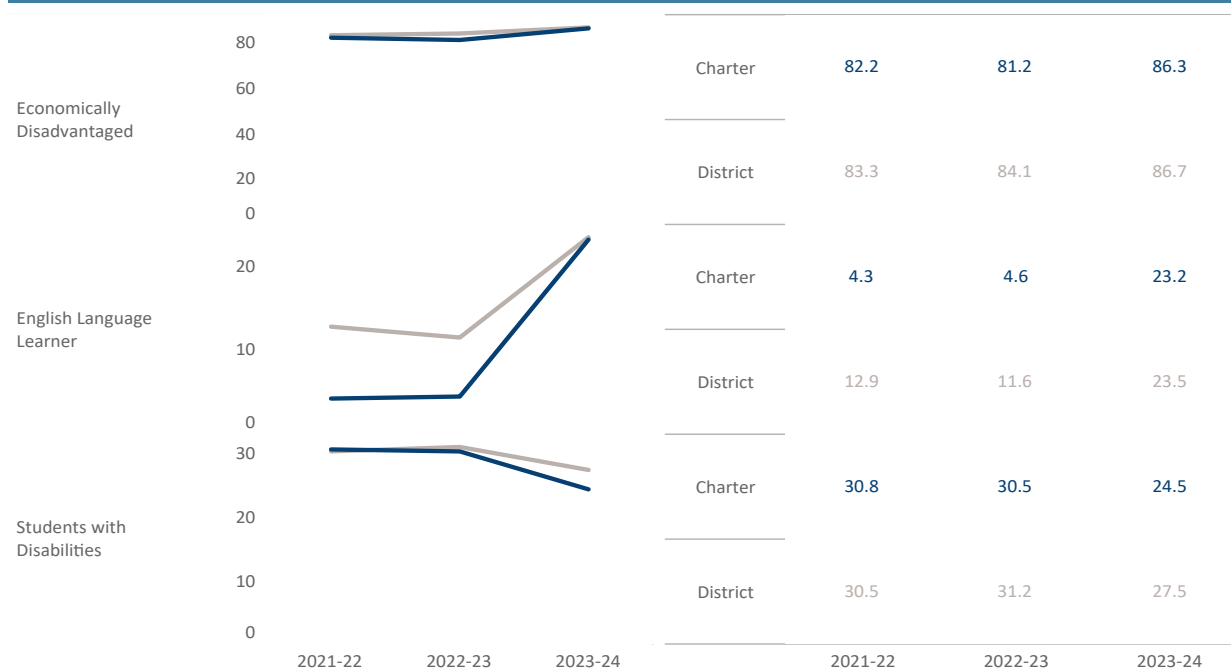
1. Source: The Institute’s board records at the time of the report.  
2. Source: Institute’s Official Enrollment Binder. (Figures may differ slightly from New York State Report Cards, depending on date of data collection.)



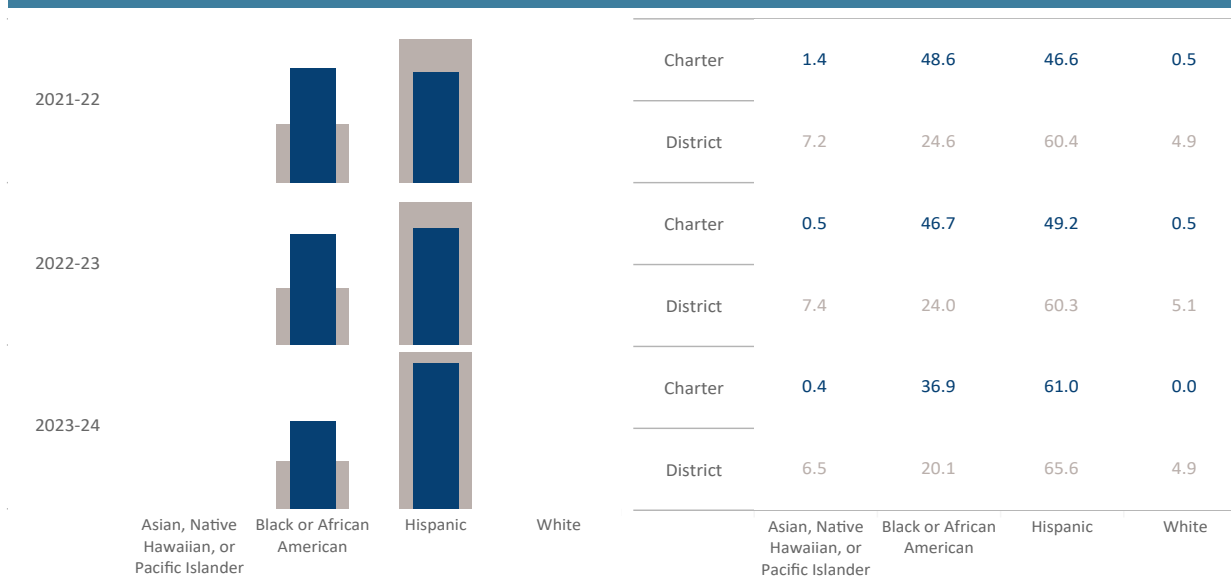
Harbor Science and Arts Charter School

Manhattan CSD 4

## Student Demographics: Sub-populations

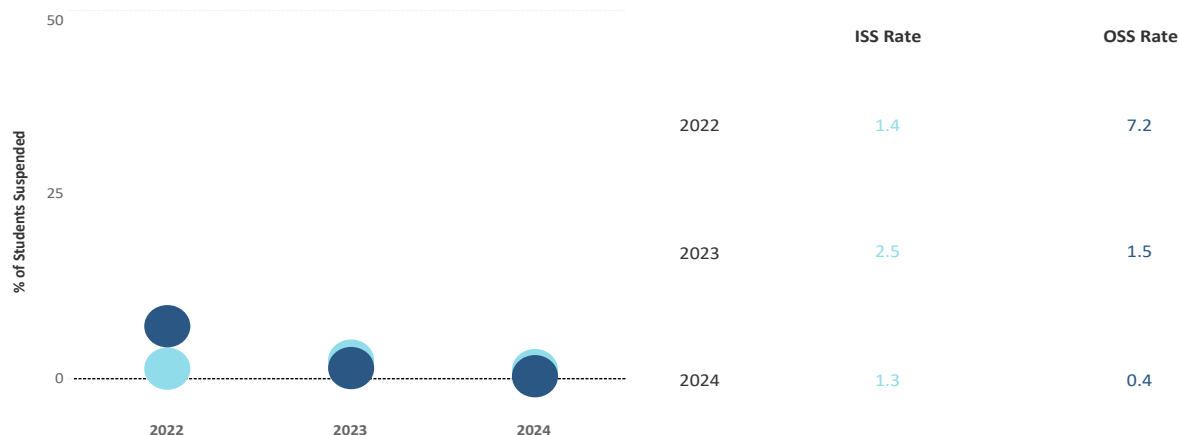


## Student Demographics: Race/Ethnicity



Data reported in these charts reflect BEDS day enrollment counts as reported by the NYSED.

## Harbor Science and Arts Charter School



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

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

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

	2021-22	2022-23	2023-24
	86.4	84.2	88.0

	2022	2023	2024
	0	0	0

### Harbor Science and Arts Charter School's Enrollment and Retention Status: 2023-24

		Target	Charter
enrollment	economically disadvantaged	82.3	86.7
	English language learners	13.7	23.3
	students with disabilities	27.5	24.2
retention	economically disadvantaged	86.3	89.0
	English language learners	91.0	100.0
	students with disabilities	86.3	86.8

Discipline data above reflect information reported by the education corporation and validated by the Institute. Enrollment and retention data reflect available BEDS day information as reported by the NYSED.

## CHARTER SCHOOL VISIT HISTORY

SCHOOL YEAR	VISIT TYPE	DATE
2000-01	First Year Visit	May 18, 2001
2001-02	Evaluation Visit	April 29, 2002
2002-03	Evaluation Visit	March 10-11, 2003
2004-05	Initial Renewal Visit	September 29, 2004
2006-07	Subsequent Renewal Visit	October 4, 2006
2008-09	Evaluation Visit	April 28, 2009
2011-12	Subsequent Renewal Visit	September 15, 2011
2016-17	Subsequent Renewal Visit	November 15-16, 2016
2020-21	Evaluation Visit	March 29, 2021
2021-22	Subsequent Renewal	November 30 – December 1, 2021
2023-24	Evaluation Visit	May 21, 2024
2024-25	Evaluation Visit	March 11 – 12, 2025

## CONDUCT OF THE VISIT

DATE(S) OF REVIEW	EVALUATION TEAM MEMBERS	TITLE
March 11-12, 2025	Ciani Jones	Senior Analyst
	Dr. Tanya-Lewis Jones	Director for New Charters
	Christina Froeb	External Consultant

## CHARTER CYCLE CONTEXT

CHARTER TERM	TERM YEAR	ANTICIPATED RENEWAL VISIT
Sixth	Third Year of a Five Year Charter Term	Fall 2026

