

# Accountability Plan Progress Reports for the 2008-09 School Year

## Reader's Guide

### *SUNY Authorized Charter Schools*

As set forth in the *Practices, Policies and Procedures for the Renewal of Charter Schools Authorized by the State University Board of Trustees*, the single most important factor that the Charter Schools Institute and the State University Board of Trustees consider in making renewal determinations is the school's record in generating successful student achievement outcomes. In order to determine whether a school has met that high standard, **each charter school that the State University Board of Trustees authorizes is required to enter into an accountability agreement, known as an Accountability Plan**, which ultimately becomes part of its charter.

**The Charter Schools Institute closely monitors each school's progress toward achieving the goals outlined in its Accountability Plan.**

In addition, as part of its annual reporting requirements, **each SUNY authorized charter school must submit an Accountability Plan Progress Report which, from its vantage point, addresses each of the goals and outcome measures contained in its Accountability Plan.** The information presented in these Progress Reports constitutes important evidence that a school is keeping its promises to its students, parents and community, and is critical to making its case for renewal at the end of its charter period. The most important parts of Progress Reports are student achievement results on state exams and other assessments. However, not all schools will have tested grade levels for a particular state exam. Each year, the state administers English language arts and mathematics tests to 3<sup>rd</sup> through 8<sup>th</sup> grade, science tests to the 4<sup>th</sup> and 8<sup>th</sup> grades, and, up through 2009-10, social studies tests to the 5<sup>th</sup> and 8<sup>th</sup> grades.

Important Note: **The Accountability Plan Progress Report is authored by the charter school.** In reporting school progress toward meeting the outcome measures set forth in the Accountability Plan, schools are encouraged to build a case for the effectiveness of their program, and to lay the groundwork for writing a Renewal Application and ultimately for charter renewal. **The school's evaluation of its own progress does not necessarily reflect the conclusions of the Institute.** Further, the Institute does not affirm the completeness or accuracy of the report's data and may not endorse the school's characterization of the progress it has made toward achieving its Accountability Plan goals. Throughout the life of the school's charter, the Institute will visit each school, generating Institute School Visit Reports, and at the end of each charter period, a Renewal Report (select the <back> button in your browser to return to the school profile to see any/all available reports). These reports include detailed summaries of the Institute's observations of the school, as well as its evaluation of student performance and progress toward meeting the academic subject goals in its Accountability Plan.

**Harbor Science and Arts  
CHARTER SCHOOL**

**2008-09**

**ACCOUNTABILITY PLAN  
PROGRESS REPORT**

Submitted to the SUNY Charter Schools Institute on:

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By Joanne Hunt

1 East 104<sup>th</sup> Street, Room 603

New York, New York 10029

[jhuntnyc@aol.com](mailto:jhuntnyc@aol.com)

[jhunt@harborcharter.org](mailto:jhunt@harborcharter.org)

212-427-2244 ext.627 (work)

347-392-2229 (cell)

Joanne Hunt prepared this 2008-09 Accountability Progress Report on behalf of the school's board of trustees:

Trustee's Name	Board Position
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Hans E. Hageman	Committees: Fundraising
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## INTRODUCTION

Harbor Science & Arts Charter School, serving grades 1-8, was founded in September 2000 with the partnership organization Boys & Girls Harbor Inc., a community youth organization offering after-school and summer programs to children and families from East and Central Harlem each year. The school's mission statement emphasizes creating a learning environment that offers a rigorous academic program while still offering students the opportunity to participate in various physical wellness and character building activities as well as numerous art programs. With a student to teacher ratio of 14:1, Harbor Science & Arts strives to promote an atmosphere where students receive adequate attention from teachers. A major benefit of Harbor Charter's relationship with and proximity to Boys & Girls Harbor is that the school's students have the opportunity to participate in after-school and summer programs, as well as a performing arts program which offers dance, drama and African-drumming. Students in grades 3-8 have the opportunity to participate in a wide array of sports such as basketball, flag-football, volleyball and soccer, as well as take part in 8-week cycles of swimming lessons in the indoor pool. Harbor offers special education services such as resource teachers (SETTS), counseling, speech and occupational therapy for students with mandated Individual Education Plans. The school offers an extended day for students in grades 1-6, a Saturday Test Prep Academy for grades 3-8 and a summer readiness program for grades 1-4.

### School Enrollment by Grade Level and School Year

School Year	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
2005-06	0	24	23	27	28	27	31	24	31	0	0	0	0	215
2006-07	0	24	24	26	28	28	28	29	26	0	0	0	0	213
2007-08	0	23	23	24	27	24	31	29	27	0	0	0	0	208
2008-09	0	22	25	23	24	27	28	32	30	0	0	0	0	211

## ENGLISH LANGUAGE ARTS

### **Goal 1: English Language Arts**

Students will become proficient in the English Language Arts skills of reading, writing & listening.

### **Background**

Harbor Science & Arts Charter School (HSCAS) utilizes the McGraw-Hill reading curriculum in grades 1-5, along with components of The Writer's Workshop model in grades 1-5. In grades 6-8, HSACS has created a reading & writing curriculum which is aligned to New York State standards and paced over the course of the school year. ELA school-made quarterly interim assessments are utilized throughout the school year to measure the growth of students in grades 3-8. The Iowa Test of Basic Skills (IOWA) was administered to students in grades 1 and 2 in the fall of 2008 and the Gates-MacGinitie was administered to students in grades 1 and 2 in the spring of 2009, to measure growth in reading and vocabulary skills from the fall to the spring. Though the results from both tests could not be compared, the school was able to utilize the Gates MacGinitie to get a better understanding of word-decoding and comprehension skills in order to better prepare students in the summer readiness program and inform instruction for the Fall of 2009.

### **Goal 1: Absolute Measure**

Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at or above Level 3 on the New York State English language arts examination.

### **Method**

The school administered the New York State Testing Program English language arts assessment to students in 3<sup>rd</sup> through 8<sup>th</sup> grade in January 2009. Each student's raw score has been converted to a grade-specific scaled score and a performance level and. The criterion for success on this measure requires students who have been enrolled in at least their second year (defined as enrolled by BEDS day of the previous school year) to score at Levels 3 or 4.

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 been enrolled for less than one year.

## 2008-09 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	
3	23	0	0	0	23
4	24	0	0	0	24
5	28	0	0	0	28
6	28	0	0	0	28
7	32	0	0	0	32
8	30	0	0	0	30
All	165	0	0	0	165

### Results

In the 2008-09 school year, 88% of the students enrolled in at least their second year performed at or above Level 3 (proficient) on the New York State English Language Test.

### Charter School Performance on 2008-09 State English Language Arts Exam By All Students and Students Enrolled in At Least Their Second Year

Grade	Population	Percent at Each Performance Level					Number Tested
		Level 1	Level 2	Level 3	Level 4	Level 3/4	
3	All Students	0	13	87	0	87	23
	Students in At Least 2 <sup>nd</sup> Year	0	14	86	0	<b>86</b>	21
4	All Students	0	0	100	0	100	24
	Students in At Least 2 <sup>nd</sup> Year	0	0	100	0	<b>100</b>	21
5	All Students	0	11	82	7	89	28
	Students in At Least 2 <sup>nd</sup> Year	0	7	85	8	<b>93</b>	26
6	All Students	0	4	96	0	96	28
	Students in At Least 2 <sup>nd</sup> Year	0	0	100	0	<b>100</b>	22
7	All Students	0	10	84	6	90	32
	Students in At Least 2 <sup>nd</sup> Year	0	10	83	7	<b>90</b>	30
8	All Students	0	37	63	0	63	30
	Students in At Least 2 <sup>nd</sup> Year	0	40	60	0	<b>60</b>	28
All	All Students	0	13	85	2	87	165
	Students in At Least 2 <sup>nd</sup> Year	0	12	86	2	<b>88</b>	148

### Evaluation

HSACS met the overall measure. Five of the six tested grades met the individual measure. The eighth grade was the only group that did not meet the measure. Though the 8<sup>th</sup> grade worked very hard, they obviously struggled with this test. HSACS will continue to offer Middle School students remediation in areas of reading comprehension and writing in order to improve ELA scores.

<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.

## Additional Evidence

As shown in the table below, HSACS made significant gains from the previous school year. HSACS has been consistent in improving ELA test scores since 2005. HSACS has continued in-house programs to ensure that students who are in need of remediation get that extra support. Through extended day ELA sessions, Saturday Test Prep Academy, homework help or individual tutoring sessions, the school has put measures in place to continue to bridge the achievement gap in ELA so that students can continue to make gains.

**English Language Arts Performance by Grade Level and School Year**

Grade	Percent of Students Enrolled in At Least Their Second Year at Levels 3 and 4							
	2005-06		2006-07		2007-08		2008-09	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
3	92	25	100	22	90	21	86	21
4	87	23	73.9	23	85	27	100	21
5	75	24	61.5	26	75	24	93	26
6	60	25	51.9	27	74	27	100	22
7	45	20	53.5	23	81	27	90	30
8	61.5	26	42.9	21	70	23	60	28
All	70.6	143	62.0	142	79	149	88	148

### Goal 1: Absolute Measure

Each year, the school's aggregate Performance Index (PI) 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 all students being proficient by the year 2013-14. As a result, the state sets an Annual Measurable Objective (AMO) each year to determine if schools are making satisfactory progress toward the goal that 100 percent of students will ultimately be proficient in the state's learning standards in English Language Arts. To achieve this measure, all tested students must have a Performance Index (PI) value that equals or exceeds this year's English language arts AMO, which for 2008-09 is 144. The PI 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 PI is 200.

### Results

In 2008-09, HSACS' aggregate Performance Index in ELA was 187 for students tested in grades 3-8.

### Calculation of 2008-09 English Language Arts Performance Index (PI)

Grades	Percent of Students at Each Performance Level				Number Tested
	Level 1	Level 2	Level 3	Level 4	
3-8	0	13	85	2	165

$$\begin{array}{rclclclcl}
 \text{PI} & = & 13 & + & 85 & + & 2 & = & 100 \\
 & & & & + & & 2 & = & 87 \\
 & & & & & & \text{PI} & = & \mathbf{187}
 \end{array}$$

### Evaluation

In 2008-09, HSACS well exceeded the state standard English Language Arts AMO goal of 144 with a Performance Index of 187.

### Additional Evidence

HSACS' English Language Arts PI has exceeded the state set AMO in the last four years of operation as shown in the table below. HSACS has been consistent with having no students in Level 1 for the last three years of ELA testing. The school has also reduced the amount of students in Level 2 from 23% in 2007-08 to 13% in 2008-09 and has increased the number of students in Level 3 from 72% in 2007-08 to 85% in 2008-09.

### English Language Arts Performance Index (PI) and Annual Measurable Objective (AMO) by School Year

Year	Grades <sup>2</sup>	Number Tested	Percent of Students at Each Performance Level				PI	AMO
			Level 1	Level 2	Level 3	Level 4		
2005-06	3-8	143	3	30	60	9	168	122
2006-07	3-8	144	0	36	62	3	144	122
2007-08	3-8	162	0	23	72	4	175	133
2008-09	3-8	165	0	13	85	2	187	144

### Goal 1: Comparative Measure

Each year, the percent of all tested students who are enrolled in at least their second year and performing at or above Level 3 on the state English language arts exam will be greater than that of all students in the same tested grades in the local school district.

### Method

Tested students who were enrolled in at least their second year are compared to all tested students in the surrounding public school district. Comparisons are between the results for each grade in which the school had tested students and the results for the respective grades in the local school district, as well as between the total result of 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> Beginning in 2005-06 the state administered tests in grades 3-8 and a single AMO was set for the aggregate PI of all tested students in those grades.

## Results

HSACS met the comparable measure in 2008-09 by significantly outperforming Community School District 4.

### 2008-09 State English Language Arts Exam Charter School and District Performance by Grade Level

Grade	Percent of Students at Levels 3 and 4			
	Charter School Students In At Least 2 <sup>nd</sup> Year		All District Students	
	Percent	Number Tested	Percent	Number Tested
3	86	21	66.6	1,131
4	100	21	64.1	1,143
5	93	26	72.2	1,135
6	100	22	67.0	1,117
7	90	30	67.0	1,203
8	60	28	50.4	1,212
All	<b>88</b>	148	<b>64.4</b>	6,941

## Evaluation

HSACS met the comparable measure in 2008-09 by significantly outperforming Community School District 4 with 88% of students performing at a Level 3 or above versus the district's 64.4%, a difference of 23.6%. In addition, each individual grade at HSACS outperformed Community School District 4, specifically grades 3-7.

## Additional Evidence

HSACS has consistently outperformed Community School District 4 for the last four years.

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

Grade	Percent of Charter School Students at Levels 3 and 4 and Enrolled in At Least their Second Year Compared to Local District Students							
	2005-06		2006-07		2007-08		2008-09	
	Charter School	Local District	Charter School	Local District	Charter School	Local District	Charter School	Local District
3	92	58.7	100	49.8	90	53.9	86	66.6
4	87	47.0	73.9	46.6	85	54.0	100	64.1
5	75	50.8	61.5	49.1	75	66.7	93	72.2
6	60	43.2	51.9	35.4	74	44.0	100	67.0
7	45	31.5	43.5	33.8	81	52.4	90	67.0
8	61.5	23.1	42.9	29.8	70	33.8	60	40.3
All	70.6	41.6	62.0	40.3	79	50.3	88	64.4

### **Goal 1: Comparative Measure**

Each year, the school will exceed its predicted level of performance on the state English language arts exam by at least a small Effect Size (performing higher than expected to a small degree) according to a regression analysis controlling for students eligible for free lunch among all public schools in New York State.

### **Method**

The Charter Schools Institute conducts a Comparative Performance Analysis, which compares the school's performance to demographically similar public schools state-wide. Regression analysis is used to control for the percentage of students eligible for free lunch among all public schools in New York State. The school's actual performance is then compared to the predicted performance of public schools with a similar free lunch percentage. The difference between the school's actual and predicted performance, relative to other schools with similar free lunch statistics, produces an Effect Size. An Effect Size of 0.3 is considered performing higher than expected to a small degree, which is the requirement for achieving this measure. Given the timing of the state's release of poverty data, the 2008-09 analysis is not yet available. This report contains 2007-08 results, the most recent ones available.

### **Results**

HSACS' effect size is higher than expected to a large degree in English Language Arts.

#### **2007-08 English Language Arts Comparative Performance by Grade Level**

Grade	Percent Eligible for Free Lunch	Number Tested	Percent of Students at Levels 3&4		Difference between Actual and Predicted	Effect Size
			Actual	Predicted		
3		23	86.9	66.31	20.59	1.60
4		27	85.2	67.24	17.96	1.39
5		25	72.0	74.38	-2.38	-.21
6		31	67.7	60.74	6.96	0.46
7		29	79.3	63.94	15.36	0.93
8		27	66.7	48.30	18.40	1.05
All	50.0	162	75.92	63.22	12.70	0.86

#### **School's Overall Comparative Performance:**

*Higher than expected to a large degree.*

### **Evaluation**

HSACS has met the measure by having an Effect Size that was higher than expected to a large degree. Students in grades 3, 4 and 8 have a larger effect size than those in grades 5 through 7. Though there has been an Effect Size to a large degree, the school will continue to implement support programs to specifically bridge the achievement gap in ELA.

### **Additional Evidence**

HSACS has had a positive Effect Size from a medium to a large degree from 2005-2008.

## English Language Arts Comparative Performance by School Year

School Year	Grades	Percent Eligible for Free Lunch	Number Tested	Actual	Predicted	Effect Size
2005-06	3-8	NA	162	68.5	52.0	0.85
2006-07	3-8	51.6	163	64.4	57.1	0.55
2007-08	3-8	50.0	162	75.92	63.22	0.86
2008-09	3-8	NA	NA	NA	NA	NA

### Goal 1: Growth Measure

Each year, each grade-level cohort will reduce by one-half the gap between the percent at or above Level 3 on the previous year's state English language arts exam and 75 percent at or above Level 3 on the current year's state English language arts exam. If a grade-level cohort exceeds 75 percent at or above Level 3 in the previous year, that cohort is expected to show at least an increase in the current year.

### 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 towards the absolute measure of 75 percent proficient. Each grade level cohort consists of those students who took the state exam in 2008-09 and also have a state exam score in 2007-08. It includes students who repeated the grade. Students who repeated the grade should be included in their current grade level cohort, not the cohort to which they previously belonged. The criterion for achieving this measure is for each grade-level cohort to halve the difference between the percentage of students proficient in 2006-07 and 75 percent proficient in 2008-09. If a cohort had already achieved 75 percent proficient in 2007-08, it is expected to show some positive growth in the subsequent year. In addition, the aggregate of all cohorts is examined to determine the growth of all students who took a state exam in both years.

### Results

Overall, students in grades 4-8 at HSACS met their target of making a gain from last year's 80% by attaining 88.6% in 2008-09. Four of the five cohorts met their targets individually.

### Cohort Growth on State English Language Arts Exam from 2007-08 to 2008-09

Grade	Cohort Size	Percent at Levels 3 and 4			Target Achieved
		2007-08	Target	2008-09	
4	20	90	Gain	100	YES
5	26	85	Gain	92	YES
6	22	77	Gain	100	YES
7	30	66	70.5	90	YES
8	28	82	Gain	61	NO
All	126	80	Gain	88.6	YES

### Evaluation

Overall, students in grades 4-8 at HSACS met their target of 80% by attaining 88.6%. Students in grades 4-7 met their individual targets, 8th grade did not meet their individual target.

## **Additional Evidence**

As shown in the table below, in 2006-07 none of the five cohorts at HSACS met their targets. In 2007-08, three of the five cohorts met their target which is a significant increase from the previous year. In 2008-09 four of the five cohorts met their target which is an increase from the previous year. The school attributes this growth to the reading & writing curriculum, Saturday Test Prep Academy and extended day programs that were put in place in order to increase ELA test scores in the school.

### **Cohort Performance on State English Language Arts Exam Since the Advent of the Grades 3-8 Testing Program by School Year**

School Year	Cohort Grades	Number of Cohorts Meeting Target	Number of Cohorts
2006-07	4-8	0	5
2007-08	4-8	3	5
2008-09	4-8	4	5

## **Summary of the English Language Arts Goal**

In 2008-09, HSACS made significant progress towards meeting stated outcome measures. Of the five goals that could be measured, HSACS met four of the five goals. The following table summarizes our performance on 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 or above Level 3 on the New York State examination.	Achieved
Absolute	Each year, the school's aggregate Performance Index (PI) on the State exam will meet the Annual Measurable Objective (AMO) set forth in the state's NCLB accountability system.	Achieved
Comparative	Each year, the percent of all tested students who are enrolled in at least their second year and performing at or above Level 3 on the State exam will be greater than that of all students in the same tested grades in the local school district.	Achieved
Comparative	Each year, the school will exceed its predicted level of performance on the State exam by at least a small Effect Size.	Achieved
Growth	Each year, each grade-level cohort will reduce by one-half the gap between the percent at or above Level 3 on the previous year's State exam and 75 percent at or above Level 3 on the current year's State exam.	Did Not Achieve

## **Action Plan**

Though the school has made significant gains this year, literacy will remain a priority at HSACS. The school worked on creating a Reading and Writing Curriculum this summer for grades 1-5 that is aligned to NYS standards in order to enhance the current elementary program. It is modeled after the school's current Middle School Reading and Writing Curriculum which focuses on different genres of writing with literacy components to support the writing selections.

The Middle School Reading and Writing curriculum was revised this summer to focus on the areas in which students need specific writing skills in order to be successful in high school and higher learning institutions. The ultimate goal is to have a Reading and Writing Curriculum that builds from grades 1-8 and is cohesive in content and assessment. We will continue to revise this curriculum yearly so that it matches the needs of the students and the skills that are necessary for them to be successful. The school will also continue its interim assessment program to ensure that students are meeting standards quarterly. The assessment coordinator and teachers meet to discuss a concept analysis of students to determine weak areas and strengths. Once these concepts have been identified, the teachers create action plans to either re-teach the areas of concern to the whole group or work with individual students to hone in on their weak areas. HSACS will continue to make the middle school grades 6-8 a priority by continuing the programs started in 2006-07 to continue to close the achievement gap in ELA. These programs include an extended day program for students who are in need of remediation, a Saturday Test Prep Academy to hone in on specific skill areas that are in need of improvement along with homework help and one-on-one tutoring. It is the school's intent to inundate students with the skills necessary to continue to meet/exceed NYS ELA standards.

## MATHEMATICS

### Goal 2: Mathematics

Students will become proficient in the Mathematics skills of problem-solving and computation.

### Background

Harbor Science & Art Charter School (HSACS) utilizes the Saxon math program and supplements it with the problem-solving component of the McGraw-Hill mathematics curriculum. Teachers utilize the HSACS benchmarks for mathematics which are seamless from grade-to-grade and aligned to NYS standards. By utilizing these benchmarks, the scope and sequence ensures that teachers in each grade instruct the expected level concepts which will be assessed on their March NYS math assessments. Math school-made quarterly interim assessments are utilized throughout the school year to measure the growth of students in grades 3-8. The Iowa Test of Basic Skills is administered twice a year to students in grades 1 and 2, to measure growth in computation and problem-solving skills from the fall to the spring.

### Goal 2: Absolute Measure

Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at or above Level 3 on the New York State mathematics examination.

### Method

The school administered the New York State Testing Program mathematics assessment to students in 3rd through 8th grade in March 2009. Each student's raw score has been converted to a performance level and a grade-specific scaled score. The criterion for success on this measure requires students who have been enrolled in at least their second year (defined as enrolled by BEDS day of the previous school year) to score at Levels 3 or 4.

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 been enrolled for less than one year.

**2008-09 State Mathematics Exam  
Number of Students Tested and Not Tested**

Grade	Total Tested	Not Tested <sup>3</sup>			Total Enrolled
		IEP	ELL	Absent	
3	23	0	0	0	23
4	23	0	0	0	23
5	27	0	0	0	27
6	26	0	0	0	26
7	32	0	0	0	32
8	30	0	0	0	30
All	161	0	0	0	161

<sup>3</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 2008-09 school year 96% of the students enrolled in at least their second year performed at or above Level 3 (proficient) on the New York State Mathematics Test.

### Charter School Performance on 2008-09 State Mathematics Exam By All Students and Students Enrolled in At Least Their Second Year

Grade	Population	Percent at Each Performance Level					Number Tested
		Level 1	Level 2	Level 3	Level 4	Level 3/4	
3	All Students	0	0	91	9	100	23
	Students in At Least 2 <sup>nd</sup> Year	0	0	95	5	<u>100</u>	21
4	All Students	0	4	21	75	96	23
	Students in At Least 2 <sup>nd</sup> Year	0	5	19	76	<u>95</u>	20
5	All Students	0	0	89	11	100	27
	Students in At Least 2 <sup>nd</sup> Year	0	0	88	12	<u>100</u>	26
6	All Students	0	11	81	8	89	26
	Students in At Least 2 <sup>nd</sup> Year	0	9	86	5	<u>91</u>	20
7	All Students	0	9	72	19	91	32
	Students in At Least 2 <sup>nd</sup> Year	0	7	73	20	<u>93</u>	30
8	All Students	0	3	87	10	97	30
	Students in At Least 2 <sup>nd</sup> Year	0	3	86	11	<u>97</u>	28
All	All Students	0	4	74	22	95.5	161
	Students in At Least 2 <sup>nd</sup> Year	0	3	75	22	<u>96</u>	145

## Evaluation

HSACS well exceeded the overall measure. All six tested grades met the individual measure. The school continues to operate a Saturday Test Prep Academy to work with students who were in need of remediation which the school attributes to the continued rise in math scores. Students who are not in need of remediation are also welcome to attend the Saturday Test Prep Academy to fine tune their mathematical skills.

## Additional Evidence

As shown in the table below, HSACS has been consistent in increasing math test scores since 2005. Each year HSACS has implemented programs to ensure that students who are in need of remediation get the extra support. Through small after-school math sessions, Saturday Test Prep Academy, homework help, individual tutoring and/or athletic team study hall sessions, the school has put measures in place to continue to excel in math so that students can continue to make gains.

## Mathematics Performance by Grade Level and School Year

Grade	Percent of Students Enrolled in At Least Their Second Year at Levels 3 and 4							
	2005-06		2006-07		2007-08		2008-09	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
3	96.0	25	100	22	100	21	100	21
4	91.3	23	100	23	89	27	95	20
5	75.0	24	73.1	26	96	24	100	26
6	80.0	25	96.3	27	78	27	91	20
7	50.0	20	77.3	22	100	27	93	30
8	59.3	27	87.0	23	91	23	97	28
All	75.7	144	88.8	143	92	149	96	145

### Goal 2: Absolute Measure

Each year, the school's aggregate Performance Index (PI) 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 all students being proficient by the year 2013-14. As a result, the state sets an Annual Measurable Objective (AMO) each year to determine if schools are making satisfactory progress toward the goal that 100 percent of students will ultimately be proficient in the state's learning standards in Mathematics. To achieve this measure, all tested students must have a Performance Index (PI) value that equals or exceeds this year's Mathematics AMO, which for 2008-09 is 119. The PI 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 PI is 200.

### Results

In 2008-09, HSACS' aggregate Performance Index in math was 196 for students tested in grades 3-8.

### Calculation of 2008-09 Mathematics Performance Index (PI)

Grades	Percent of Students at Each Performance Level				Number Tested
	Level 1	Level 2	Level 3	Level 4	
3-8	0	4	74	22	161

$$\begin{array}{rcccccc}
 \mathbf{PI} & = & 4 & + & 74 & + & 22 & = & 100 \\
 & & & & + & & 22 & = & 96 \\
 & & & & & & \mathbf{PI} & = & \mathbf{196}
 \end{array}$$

## Evaluation

In 2008-09, HSACS well exceeded the state standard Mathematics AMO goal of 119 with a Performance Index of 196.

## Additional Evidence

HSACS' Mathematics PI has exceeded the state set AMO in the last four years of operation as shown in the table below. HSACS has been consistent with having no students in Level 1 for the last three years of math testing. The school has also been consistent in reducing the amount of students in Level 2 from 15% in 2005-06 to 11% in 2006-07, from 11% in 2006-07 to 8% in 2007-08 and from 8% in 2007-08 to 4% in 2008-09. The school also increased the amount of students in Level 3 in 2008-09 from 70% to 74%.

**Mathematics Performance Index (PI) and  
Annual Measurable Objective (AMO) by School Year**

Year	Grades	Number Tested	Percent of Students at Each Performance Level				PI	AMO
			Level 1	Level 2	Level 3	Level 4		
2005-06	3-8	144	1	15	64	10	163	86
2006-07	3-8	145	0	11	70	19	189	86
2007-08	3-8	162	0	8	70	22	192	102
2008-09	3-8	161	0	4	74	22	196	119

### Goal 2: Comparative Measure

Each year, the percent of all tested students who are enrolled in at least their second year and performing at or above Level 3 on the state mathematics exam will be greater than that of all students in the same tested grades in the local school district.

### Method

Tested students who were enrolled in at least their second year are compared to all tested students in the surrounding public school district. Comparisons are between the results for each grade in which the school had tested students and the results for the respective grades in the local school district, as well as between the total result of students in at least their second year at the school and the total result for the corresponding grades in the school district.

### Results

HSACS met the comparable measure in 2008-09 by outperforming Community School District 4.

**2008-09 State Mathematics Exam  
Charter School and District Performance by Grade Level**

Grade	Percent of Students at Levels 3 and 4			
	Charter School Students In At Least 2 <sup>nd</sup> Year		All District Students	
	Percent	Number Tested	Percent	Number Tested
3	100	21	92.4	1,137
4	95	20	81.8	1,151
5	100	26	83.1	1,149
6	91	20	67.0	1,140
7	93	30	75.8	1,215
8	97	28	59.9	1,208
All	<b>96</b>	145	<b>76.5</b>	7,000

**Evaluation**

HSACS met the comparable measure in 2008-09 by significantly outperforming Community School District 4 with 96% of students performing at a Level 3 versus the district's 76.5%, a difference of 19.5%. In addition, each individual grade at HSACS significantly outperformed Community School District 4.

**Additional Evidence**

HSACS has consistently outperformed Community School District 4.

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

Grade	Percent of Charter School Students at Levels 3 and 4 and Enrolled in At Least their Second Year Compared to Local District Students							
	2005-06		2006-07		2007-08		2008-09	
	Charter School	Local District	Charter School	Local District	Charter School	Local District	Charter School	Local District
3	96.0	69.1	100	77.9	100	84.2	100	92.4
4	91.3	67.1	100	64.5	89	74.7	95	81.8
5	75.0	55.2	73.1	64.8	96	73.7	100	83.1
6	80.0	52.4	96.3	49.3	78	62.9	91	67.0
7	50.0	26.0	77.3	45.5	100	62.6	93	75.8
8	59.3	26.9	87.0	26.6	91	47.6	97	59.9
All	75.7	48.6	88.8	53.9	92	67.0	96	76.5

## Goal 2: Comparative Measure

Each year, the school will exceed its predicted level of performance on the state mathematics exam by at least a small Effect Size (performing higher than expected to a small degree) according to a regression analysis controlling for students eligible for free lunch among all public schools in New York State.

## Method

The Charter Schools Institute conducts a Comparative Performance Analysis, which compares the school's performance to demographically similar public schools state-wide. Regression analysis is used to control for the percentage of students eligible for free lunch among all public schools in New York State. The school's actual performance is then compared to the predicted performance of public schools with a similar free lunch percentage. The difference between the school's actual and predicted performance, relative to other schools with similar free lunch statistics, produces an Effect Size. An Effect Size of 0.3 is considered performing higher than expected to a small degree, which is the requirement for achieving this measure. Given the timing of the state's release of poverty data, the 2008-09 analysis is not yet available. This report contains 2007-08 results, the most recent ones available.

## Results

HSACS' effect size is higher than expected to a large degree. Student in grades 3, 5, 7 and 8 have a larger effect size than those in grade 4 and 6. Though there has been an Effect Size to a large degree, the school will continue to implement support programs to continue the increase in math scores.

### 2007-08 Mathematics Comparative Performance by Grade Level

Grade	Percent Eligible for Free Lunch	Number Tested	Percent of Students at Levels 3&4		Difference between Actual and Predicted	Effect Size
			Actual	Predicted		
3		23	100.0	88.28	11.72	1.23
4		27	88.9	81.49	7.41	0.61
5		25	96.0	80.48	15.52	1.12
6		31	77.4	74.70	2.70	0.17
7		29	100.0	73.30	26.70	1.51
8		27	88.90	62.88	26.02	1.19
All	50.0	162	91.36	76.43	14.93	0.95

### School's Overall Comparative Performance:

*Higher than expected to a large degree.*

## Evaluation

HSACS has met the measure by having an Effect Size that was higher than expected to a large degree.

## Additional Evidence

HSACS has been consistent with having a positive Effect Size to a large degree since 2005-06.

### Mathematics Comparative Performance by School Year

School Year	Grades	Percent Eligible for Free Lunch	Number Tested	Actual	Predicted	Effect Size
2005-06	3-8	NA	164	74.4	57.0	0.83
2006-07	3-8	51.6	164	89.0	67.4	1.22
2007-08	3-8	50.0	162	91.36	76.43	0.95
2008-09	NA	NA	NA	NA	NA	NA

### Goal 2: Growth Measure

Each year, each grade-level cohort will reduce by one-half the gap between the percent at or above Level 3 on the previous year's state mathematics exam and 75 percent at or above Level 3 on the current year's state mathematics exam. If a grade-level cohort exceeds 75 percent at or above Level 3 in the previous year, that cohort is expected to show at least an increase in the current year.

### 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 towards the absolute measure of 75 percent proficient. Each grade level cohort consists of those students who took the state exam in 2008-09 and also have a state exam score in 2007-08. It includes students who repeated the grade. Students who repeated the grade should be included in their current grade level cohort, not the cohort to which they previously belonged. The criterion for achieving this measure is for each grade-level cohort to halve the difference between the percentage of students proficient in 2007-08 and 75 percent proficient in 2008-09. If a cohort had already achieved 75 percent proficient in 2007-08, it is expected to show some positive growth in the subsequent year. In addition, the aggregate of all cohorts is examined to determine the growth of all students who took a state exam in both years.

### Results

Overall, students in grades 3-8 at HSACS did not meet their gain/maintain target. Only two of the five cohorts met their targets individually.

### Cohort Growth on State Mathematics Exam from 2007-08 to 2008-09

Grade	Cohort Size	Percent at Levels 3 and 4			Target Achieved
		2007-08	Target	2008-09	
4	20	100	Maintain	95	NO
5	26	88	Gain	100	YES
6	22	90	Gain	86	NO
7	30	77	Gain	93	YES
8	28	100	Gain	96	NO
All	126	91	Gain	94	YES

## Evaluation

Overall, students in grades 3-8 at HSACS did meet their gain target. However only two of the five cohorts met their targets individually. The school is still proud of the overall scores and realizes that it becomes more difficult to make gains once high targets have been established. The school makes no excuses and holds all students to the highest expectations. The school realizes that a big challenge in years to come is to manage cohort growth in all grade levels that consistently attain high scores. While understanding that each cohort is different, the school will need to be more creative in supplemental programs to ensure consistent growth in cohorts. Enrichment programs will need to be created to move low-level 3's to high-level 3's and high-level 3's to Level 4's. The school has been focusing on the remediation aspect of math but realizes that students will now need more challenging programming to increase the level of growth.

## Additional Evidence

As shown in the table below, in 2006-07 four of the five cohorts at HSACS met their targets. In 2007-08 and 2008-09 only two of the five cohorts met their target which is a decrease from previous years. The school will need to be more creative in supplemental enrichment programs to ensure future growth within cohorts.

### **Cohort Performance on Mathematics Exam Since the Advent of the Grades 3-8 Testing Program by School Year**

School Year	Cohort Grades	Number of Cohorts Meeting Target	Number of Cohorts
2006-07	4-8	4	5
2007-08	4-8	2	5
2008-09	4-8	2	5

## Summary of the Mathematics Goal

In 2008-09, HSACS made significant progress towards meeting stated outcome measures. Of the five goals that could be measured at this time, HSACS met four of the five goals. The following table summarizes our performance on 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 or above Level 3 on the New York State examination.	Achieved
Absolute	Each year, the school's aggregate Performance Index (PI) on the State exam will meet the Annual Measurable Objective (AMO) set forth in the state's NCLB accountability system.	Achieved
Comparative	Each year, the percent of all tested students who are enrolled in at least their second year and performing at or above Level 3 on the State exam will be greater than that of all students in the same tested grades in the local school district.	Achieved
Comparative	Each year, the school will exceed its predicted level of performance on the State exam by at least a small Effect Size.	Achieved
Growth	Each year, each grade-level cohort will reduce by one-half the gap between the percent at or above Level 3 on the previous	Did Not Achieve

	year's state exam and 75 percent at or above Level 3 on the current year's State exam.	
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### **Action Plan**

Mathematics continues to be a stronger academic area for students at HSACS. Though the school has met four of the five overall measures, a challenge that the school faces is ensuring overall cohort growth/gains due to high targets that have already been attained by students. The school will need to look at quarterly interim assessments to conduct line-item analysis of student deficiencies in order to implement re-teaching strategies in after-school sessions and Saturday Test Prep Academy classes to continue to enrich student capacity to continue to increase math test scores.

## SCIENCE

### Goal 3: Science

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

### Background

Harbor Science & Art Charter School (HSACS) utilizes McGraw-Hill science textbooks in grades 1-6 and is utilizing new materials and resources called LAB AIDS in grades 7 and 8. These new resources create a more hands-on learning environment for middle school students. HSACS has created science school-made interim assessments that are aligned to NYS standards and are utilized three times a year to measure the growth of students in grades 4 and 8. All students in grades 3-8 must participate in the annual science fair which is considered a major component of their fourth quarter final report card grade.

### Goal 3: Absolute Measure

Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at or above Level 3 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 2009. Each student's raw score has been converted to a performance level and a grade-specific scaled score. The criterion for success on this measure requires students who have been enrolled in at least their second year (defined as enrolled by BEDS day of the previous school year) to score at Levels 3 or 4.

### Results

HSACS 4<sup>th</sup> graders well exceeded the absolute measure on the NYS Science Test by scoring 100% at Level 3 or above. 92% of the 4<sup>th</sup> grade scored at a Level 4. HSACS 8<sup>th</sup> graders met the absolute measure on the NYS Science Test by scoring 82% at Level 3 or above.

#### Charter School Performance on 2008-09 State Science Exam By All Students and Students Enrolled in At Least Their Second Year

Grade	Population	Percent at Each Performance Level					Number Tested
		Level 1	Level 2	Level 3	Level 4	Level 3/4	
4	All Students	0	0	8	92	100	24
	Students in At Least 2 <sup>nd</sup> Year	0	0	10	90	<u>100</u>	20
8	All Students	0	20	67	13	80	30
	Students in At Least 2 <sup>nd</sup> Year	0	18	68	14	<u>82</u>	28

## Evaluation

92% of HSACS 4<sup>th</sup> graders scored at a Level 4 on their NYS Science Test, while the remaining 8% scored at a Level 3. It is evident that the strategies utilized to improve science scores were again successful this school year in the fourth grade. 8<sup>th</sup> graders also exceeded the absolute measure of 75% by scoring 82% at Level 3 and above on their NYS Science Exam.

## Additional Evidence

HSACS continues to make great progress in the area of science. Students in grades 4 and 8 have been consistent with test scores over the past 4 years. The school attributes this consistency to the use of new science textbooks and materials in the middle school, as well as the effort students put into the HSACS annual science fair and the utilization of school-made interim assessments to measure quarterly growth.

### Science Performance by Grade Level and School Year

Grade	Percent of Students Enrolled in At Least Their Second Year at Levels 3 and 4							
	2005-06		2006-07		2007-08		2008-09	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
4	86	22	100	24	100	27	100	20
8	75	24	71	24	96	23	82	28
All	80.5	46	85.5	48	98	48	91	48

### Goal 3: Comparative Measure

Each year, the percent of all tested students who are enrolled in at least their second year and performing at or above Level 3 on the State science exam will be greater than that of all students in the same tested grades in the local school district.

### Method

Tested students who were enrolled in at least their second year are compared to all tested students in the surrounding public school district. Comparisons are between the results for each grade in which the school had tested students and the results for the respective grades in the local school district.

### Results

*2008-09 NYS Science Test results for District 4 are not yet available. An Addendum to follow as data is received.*

**2008-09 State Science Exam  
Charter School and District Performance by Grade Level**

Grade	Percent of Students at Levels 3 and 4			
	Charter School Students In At Least 2 <sup>nd</sup> Year		All District Students	
	Percent	Number Tested	Percent	Number Tested
4	100	20	NA	NA
8	82	28	NA	NA

**Evaluation**

2008-09 NYS Science Test results for District 4 are not yet available. An Addendum to follow as data is received.

**Additional Evidence**

For the data that is available, the school has outperformed Community School District 4 in both the 4<sup>th</sup> and 8<sup>th</sup> grades respectively.

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

Grade	Percent of Charter School Students at Levels 3 and 4 and Enrolled in At Least their Second Year Compared to Local District Students							
	2005-06		2006-07		2007-08		2008-09	
	Charter School	Local District	Charter School	Local District	Charter School	Local District	Charter School	Local District
4	86	64.2	100	NA	100	NA	100	NA
8	75	30.7	71	NA	96	NA	82	NA
All	80.5	47.4	85.5	NA	98	NA	91	NA

**Summary**

HSACS well exceeded the absolute measure for science in the 4<sup>th</sup> and 8<sup>th</sup> grade. Science school-made interim assessments that are aligned to NYS standards were utilized three times during the school year to measure the growth of students in grades 4 and 8. All students in grades 3-8 participated in the annual science fair which is considered a major component of their fourth quarter final report card grade. HSACS believes that all of these factors contributed to the test scores attained in 2008-09.

Type	Measure	Outcome
Absolute	Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at or above Level 3 on the New York State examination.	Achieved
Comparative	Each year, the percent of all tested students who are enrolled in at least their second year and performing at or above Level 3 on the State exam will be greater than that of all students in the same tested grades in the local school district.	Data not 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. Though the students in the 4<sup>th</sup> and 8<sup>th</sup> grade well exceeded the absolute measure, the school will continue to offer students an after-school test prep program to ensure that they are prepared for the NYS science test. The school will also continue the science interim assessments which allowed teachers to utilize data to identify weaknesses in specific science concepts in order to re-teach areas of concern.

## SOCIAL STUDIES

### Goal 4: Social Studies

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

### Background

Harbor Science & Art Charter School (HSACS) utilizes McGraw-Hill social studies textbooks in grades 1-6 and utilized brand new Glencoe New York Edition Textbooks and resources entitled “The American Journey” for grades 7 and 8 beginning in the 2007-08 school year. Social studies school-made interim assessments that are aligned to NYS standards are utilized three times a year to measure the growth of students in grades 5 and 8.

### Goal 4: Absolute Measure

Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at or above Level 3 on the New York State social studies examination.

### Method

The school administered the New York State Testing Program social studies assessment to students in 5<sup>th</sup> grade in November 2008 and 8<sup>th</sup> grade in June 2009. Each student’s raw score has been converted to a performance level and a grade-specific scaled score. The criterion for success on this measure requires students who have been enrolled in at least their second year (defined as enrolled by BEDS day of the previous school year) to score at Levels 3 or 4.

### Results

HSACS 5<sup>th</sup> graders well exceeded the overall measure on the NYS Social Studies Test. NYS Social Studies 8<sup>th</sup> grade test results are not yet available.

#### Charter School Performance on 2008-09 State Social Studies Exam By All Students and Students Enrolled in At Least Their Second Year

Grade	Population	Percent at Each Performance Level					Number Tested
		Level 1	Level 2	Level 3	Level 4	Level 3/4	
5	All Students	0	0	52	48	100	27
	Students in At Least 2 <sup>nd</sup> Year	0	0	54	46	<b>100</b>	26
8	All Students	NA	NA	NA	NA	NA	NA
	Students in At Least 2 <sup>nd</sup> Year	NA	NA	NA	NA	<b>NA</b>	NA

### Evaluation

HSACS 5<sup>th</sup> graders well exceeded the overall measure for the 2008-09 school year by scoring at 100% at Level 3 and above. 2008-09 8<sup>th</sup> grade NYS Social Studies test results are not yet available. An addendum to follow as data is received.

## Additional Evidence

For the data that is available, the school has become more consistent with 5<sup>th</sup> grade NYS Social Studies test results. Though the 8<sup>th</sup> grade showed improvement in 2007-08, they still did not meet the absolute measure of 75%.

### Social Studies Performance by Grade Level and School Year

Grade	Percent of Students Enrolled in At Least Their Second Year at Levels 3 and 4							
	2005-06		2006-07		2007-08		2008-09	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
5	70.8	24	58	26	95	24	100	26
8	32	24	35	23	67	22	NA	30
All	51.4	49	46.5	49	81	46	NA	56

#### Goal 4: Comparative Measure

Each year, the percent of all tested students who are enrolled in at least their second year and performing at or above Level 3 on the State social studies exam will be greater than that of all students in the same tested grades in the local school district.

#### Method

Tested students who were enrolled in at least their second year are compared to all tested students in the surrounding public school district. Comparisons are between the results for each grade in which the school had tested students and the results for the respective grades in the local school district.

#### Results

2008-09 District NYS Social Studies test results are not yet available. An addendum to follow as data is received.

#### 2008-09 State Social Studies Exam Charter School and District Performance by Grade Level

Grade	Percent of Students at Levels 3 and 4			
	Charter School Students In At Least 2 <sup>nd</sup> Year		All District Students	
	Percent	Number Tested	Percent	Number Tested
5	100	26	NA	NA
8	NA	30	NA	NA

#### Evaluation

2008-09 District NYS Social Studies test results are not yet available. An addendum to follow as data is received.

## Additional Evidence

For the data that is available, the school outperformed Community School District 4 in both the 5<sup>th</sup> and 8<sup>th</sup> grade in 2005-06. The school needs more data, which is currently unavailable, in order to get a true picture of how it is performing in comparison to Community School District 4.

### Social Studies Performance of Charter School and Local District by Grade Level and School Year

Grade	Percent of Charter School Students at Levels 3 and 4 and Enrolled in At Least their Second Year Compared to Local District Students							
	2005-06		2006-07		2007-08		2008-09	
	Charter School	Local District	Charter School	Local District	Charter School	Local District	Charter School	Local District
5	70.5	64.8	58	NA	95	NA	100	NA
8	32	16.6	35	NA	67	NA	NA	NA
All	51.2	40.7	46.5	NA	81	NA	NA	NA

## Summary

HSACS well exceeded the absolute measure for social studies in the 5<sup>th</sup> grade. The school utilized the McGraw-Hill social studies curriculum and offered after-school test prep classes for students. 2008-09 NYS Grade 8 Social Studies test results are not yet available. An addendum to follow as data is received.

Type	Measure	Outcome
Absolute	Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at or above Level 3 on the New York State examination.	Achieved for 5 <sup>th</sup> grade/Data not available for 8 <sup>th</sup> grade
Comparative	Each year, the percent of all tested students who are enrolled in at least their second year and performing at or above Level 3 on the State exam will be greater than that of all students in the same tested grades in the local school district.	Data not available

## Action Plan

Though the students in the 5<sup>th</sup> grade made significant gains, the school will continue to offer students an after-school test prep program to ensure that they are prepared for the NYS Social Studies test. The school will also continue the social studies interim assessments which allowed teachers to see where there were student weaknesses in specific social studies concepts in order to address areas that were necessary for re-teaching. The school administration will look at the 8<sup>th</sup> grade social studies program to identify why there are shortcomings when it comes to the NYS Social Studies test. Students acquired new resources and participated in a Saturday Test Prep Academy as well as extended day classes to hone in on social studies concepts. When the data is collected and the 2008-09 8<sup>th</sup> grade results are received, an action plan will be included in an addendum in the fall.

## NCLB

### Goal 5: NCLB

Under the state's NCLB accountability system, the school's Accountability Status will be "Good Standing" each year.

### Goal 5: Absolute Measure

Under the state's NCLB accountability system, the school's Accountability Status will be "Good Standing" each year.

## Method

Since *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 the state standard in and of themselves aside from the overall school results. New York, like all states, established a system for making these determinations for its public schools. Each year the state issues School Report Cards which indicate each school's status under the state's NCLB accountability system. For a school's status to be "Good Standing" it must not have failed to make Adequate Yearly Progress (AYP) for two consecutive years.

## Results

Harbor Science and Arts Charter School is in good standing for the 2008-09 school year.

## Evaluation

Harbor Science and Arts Charter School made annual yearly progress (AYP) in all areas of Mathematics and Science. HSACS did not make AYP in one of the English Language Arts accountability measures which caused the school to not make AYP in ELA. HSACS did not meet the Participation criterion which requires 95% of students enrolled to participate in the administration of the ELA test. **The school did test 100% of students in grades 3-8 who were physically attending the school.** There are a total of 9 students on the school's register who do not attend the school physically but are enrolled in the school's NYC Department of Education Automate the Schools (ATS) database because the school does not have any information to discharge them from this particular database. Some of these students have been enrolled in the school prior to the current Principal's arrival in August 2003. Though the school did not meet AYP in this one category, the school is still "In Good Standing" for the 2008-09 school year. The school will work diligently with the NYC Department of Education to ensure that these students are not reflected in next year's (2009-10) count so that the data reported can reflect the true ELA data of the school.

## Additional Evidence

Under the state's NCLB accountability system, the school's accountability status has been "Good Standing" since 2005-06.

### NCLB Status by Year

Year	Status
2005-06	Good Standing
2006-07	Good Standing
2007-08	Good Standing
2008-09	Good Standing

## APPENDIX B: OPTIONAL GOALS

The following sections are for optional goals; data tables are provided for commonly used optional measures.

### Goal 6: Parent Satisfaction

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

### Goal 6: 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 & Arts Charter School administered the NYC Department of Education Learning Environment Survey for the first time in 2007-08. The survey was given to ALL families within the school and gave families the opportunity to drop the survey off at the school in sealed pre-paid postage envelopes, complete the survey on line, or mail them on their own. The parent survey was broken down into the following areas: Academic Expectations, Communication, Engagement, and Safety and Respect. 46 parents responded which represented a 24% response rate based on the number of families at the school.

### Results

There were 46 responses out of 180 families, which yielded a response rate of 24%.

#### 2008-09 Parent Satisfaction Survey Responses

Number of Responses	Number of Families	Response Rate
46	180	24%

#### 2008-09 Parent Satisfaction on Key Survey Results

Item	Percent of Respondents Satisfied
The school has high expectations for my child.	95%
My child is learning what he or she needs to know to succeed in later grades.	86%
I am satisfied with the quality of my child's teacher.	89%
I am satisfied with the education that my child received this year.	94%
I am satisfied with the response I get when I contact my child's school with questions or concerns.	95%
The school keeps me informed about my child's academic progress.	100%
I feel welcome in my child's school	100%
My child is safe at school.	96%
Discipline is enforced fairly at my child's school.	87%
The presence and actions of School Safety Agents help to promote a safe and respectful learning environment.	89%

## Evaluation

Though the school has had an overall positive degree of satisfaction on the NYC School Survey, it did not meet this measure because the number of parents participating did not represent the two-thirds required to meet the absolute measure. Because the process in which gathering information from parents is still fairly new, it has been difficult to get parents to actually do the survey and mail it in on their own or complete it on-line. Last year the school followed up with parents about mailing in their surveys or dropping them off at the school sealed so that we could mail them for our parents. Because of this, we had a much higher response rate. This year, the school left it to the parents and was not as pro-active and as a result we had a lower participation rate. The school will look for innovative ways to get parents to complete the survey so that a higher participation rate is attained. It is the intention of the school to have a majority of our parent voices represented to get a true indication of their satisfaction.

### Goal 6: Absolute Measure

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

## Method

HSACS had a total of 208 students enrolled in September 2008. Of these students, 27 graduated from the 8<sup>th</sup> grade, and 9 students left the school, bringing the re-enrollment number in 2008-09 to 172. Therefore, the percentage of students returning to the school in September 2008 was 95.0% (2007-08 Re-enrollment divided by the 2006-07 enrollment minus the graduates)

## Results

In the 2008-09 school year, 95.0% of students returned to the school in September 2008.

### 2008-09 Student Retention Rate

2007-08 Enrollment	Number of Students Who Graduated in 2007-08	Number of Students Who Returned in 2008-09	Retention Rate 2008-09 Re-enrollment ÷ (2007-08 Enrollment – Graduates)
208	27	172	95%

## Evaluation

HSACS met the absolute measure as 95% of students returned to the school in September 2008.

## Additional Evidence

HSACS has met the absolute measure since 2005-06 by having a retention rate of over 90% each year.

Year	Retention Rate
2005-06	92.6%
2006-07	94.9%
2007-08	98.6%
2008-09	95.0%

### Goal 6: Absolute Measure

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

## Method

The school tracks attendance data through the Automate the School (ATS) program supplied by the New York City Department of Education.

## Results

As shown in the table below, HSACS' average daily attendance rate for 2008-09 was 95.3%.

### 2008-09 Attendance

Grade	Average Daily Attendance Rate
1	94.2%
2	95.9%
3	95.8%
4	95.1%
5	95.4%
6	96.5%
7	93.4%
8	96.2%
Overall	95.3%

## Evaluation

HSACS met the overall measure by attaining the attendance target average of 95%.

## Additional Evidence

As shown in the table below, HSACS has improved its average daily attendance rate each year since 2005-06.

Year	Average Daily Attendance Rate
2005-06	94%
2006-07	94%
2007-08	95.1%
2008-09	95.3%

