

Accountability Plan Progress Reports for the 2009-10 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 SUNY 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 SUNY 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 3rd through 8th grade, science tests to the 4th and 8th grades, and, up through 2009-10, social studies tests to the 5th and 8th 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**

2009-10

**ACCOUNTABILITY PLAN
PROGRESS REPORT**

Submitted to the SUNY Charter Schools Institute on:

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Joanne Hunt prepared this 2009-10 Accountability Progress Report on behalf of the school's board of trustees:

Trustee's Name	Board Position
Alvin Patrick	Office: Chairperson Committees: Fundraising
Phil Salmon	Office: Vice-Chairperson Committees: Finance
Lisa Stenson	Office: Treasurer Committees: Finance
Kelli Doss	Office: Secretary Committees: Education
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Robert North	Committee: Education
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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 1-8, 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
2009-10	0	22	23	27	26	25	31	31	32	0	0	0	0	217

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 1-8. The Gates-MacGinitie was administered to students in grades 1 and 2 in the fall of 2009 and in the spring of 2010, to measure growth in reading and vocabulary skills from the fall to the spring. Based on the results 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 2010.

Goal 1: Absolute Measure
 Each year through 2008-09, 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.

 In 2009-10, 75 percent of all tested students who are enrolled in at least their second year will perform at or above a Scale Score of 650 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 3rd through 8th grade in April 2010. Each student’s raw score has been converted to a grade-specific scaled score and a performance level. Through 2008-09, the criterion for success on this measure required 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. For 2009-10, the criterion for success on this measure requires students to have a Scale Score of 650 or above.

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.

**2009-10 State English Language Arts Exam
 Number of Students Tested and Not Tested**

Grade	Total Tested	Not Tested ¹			Total Enrolled
		IEP	ELL	Absent	
3	27	0	0	0	27
4	25	0	0	1	26

¹ 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.

5	25	0	0	0	25
6	31	0	0	0	31
7	31	0	0	0	31
8	33	0	0	0	33
All	172	0	0	1	173

Results

In the 2009-10 school year, 85% of the students enrolled in at least their second year performed at or above the Scale Score of 650 on the New York State English Language Test.

**Charter School Performance on 2009-10 State English Language Arts Exam
By All Students and Students Enrolled in At Least Their Second Year**

Grade	Population	Percent Scoring at or above 650	Number Tested
3	All Students	100	27
	Students in At Least 2 nd Year	100	21
4	All Students	85	25
	Students in At Least 2 nd Year	88	20
5	All Students	96	25
	Students in At Least 2 nd Year	96	23
6	All Students	90	31
	Students in At Least 2 nd Year	88	26
7	All Students	90	31
	Students in At Least 2 nd Year	88	26
8	All Students	51	33
	Students in At Least 2 nd Year	53	32
All	All Students	85.3	172
	Students in At Least 2 nd Year	85	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 8th grade worked diligently during the school year, they obviously struggled with this test. HSACS has hired a Writing teacher for the 2010-11 school year to work specifically with our middle school students in order to improve their overall writing skills with a very specific focus in the areas of essay organization, note-taking techniques, grammar, and usage.

Additional Evidence

As shown in the table below, HSACS has maintained its performance level in ELA. HSACS has continued school-based 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 through 2008-09 and a Scale Score of 650 in 2009-10							
	2006-07		2007-08		2008-09		2009-10	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
3	100	22	90	21	86	21	100	21
4	74	23	85	27	100	21	88	20
5	62	26	75	24	93	26	96	23
6	52	27	74	27	100	22	88	26
7	54	23	81	27	90	30	88	26
8	43	21	70	23	60	28	53	32
All	62	142	79	149	88	148	85	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 2009-10 is 155.² 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 147 for students tested in grades 3-8.

² With the change in Proficiency Scores, the State Education Department is currently reviewing the current Annual Measurable Objectives in English language arts and mathematics.

Calculation of 2009-10 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	1	51	44	4	171

$$\begin{aligned}
 \text{PI} &= 51 + 44 + 4 = 99 \\
 &+ 44 + 4 = 48 \\
 \text{PI} &= 147
 \end{aligned}$$

Evaluation

In 2009-10, HSACS did not meet the state standard English Language Arts AMO goal of 155 with a Performance Index of 147. With the new College-Ready Standards that were implemented by the New York State Education Department (NYSED) in July 2010, many of the student’s at HSACS fell into the Level 2 category which caused our Performance Index to decrease significantly from previous years. Though we were close to the state set AMO, it is evident that curriculum and instruction in ELA must be improved upon to ensure academic achievement in 2010-11.

Additional Evidence

This was the first year that HSACS did not meet the state set AMO. In previous years, HSACS had a greater number of student’s in the Level 3 category but due to the increase in cut scores for a Level 3 on the ELA test by NYSED, many of our students fell into the Level 2 category which caused our Performance Index to decrease. This was also the first year that we had any students (1% of our students) at a Level 1. HSACS’ English Language Arts PI has exceeded the state set AMO from 2006-2009 as shown in the table below. HSACS was consistent with having no students in Level 1 from 2006-2009.

English Language Arts 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		
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
2009-10	3-8	172	1	51	44	4	147	155

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.

Results

HSACS met the comparable measure in 2009-10 by outperforming Community School District 4.

**2009-10 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 nd Year		All District Students	
	Percent	Number Tested	Percent	Number Tested
3	81	21	44.4	1104
4	55	21	43.5	1126
5	43	23	42.4	1080
6	42	26	30.7	1095
7	50	26	30.2	1126
8	31	32	26.4	1177
All	50	149	36.2	6708

Evaluation

HSACS met the comparable measure in 2009-10 by outperforming Community School District 4 with 50% of students performing at a Level 3 or above versus the district’s 36.2%, a difference of 13.8%. In addition, each individual grade at HSACS outperformed Community School District 4.

Additional Evidence

As seen in the table below, HSACS has consistently outperformed Community School District 4 since 2006.

**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							
	2006-07		2007-08		2008-09		2009-10	
	Charter School	Local District	Charter School	Local District	Charter School	Local District	Charter School	Local District
3	100	49.8	90	53.9	86	66.6	81	44.4
4	73.9	46.6	85	54.0	100	64.1	55	43.5
5	61.5	49.1	75	66.7	93	72.2	43	42.4
6	51.9	35.4	74	44.0	100	67.0	42	30.7
7	43.5	33.8	81	52.4	90	67.0	50	30.2
8	42.9	29.8	70	33.8	60	40.3	31	26.4
All	62.0	40.3	75	50.3	88	64.4	50	36.2

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 2009-10 analysis is not yet available. This report contains 2008-09 results, the most recent ones available.

Results

For 2008-09, HSACS’ effect size is higher than expected to a large degree in English Language Arts.

2008-09 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	87.0	73.7	13.3	1.17
4		25	100.0	74.8	25.2	2.21
5		28	89.2	80.7	8.5	0.92
6		28	96.4	78.3	18.1	1.90
7		32	90.7	76.8	13.9	1.22
8		30	63.3	64.0	-0.7	-0.05
All		47.9	166	87.3	74.7	78.3

School’s Overall Comparative Performance:
<i>Higher than expected to a large degree.</i>

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, 6 and 7 have a larger effect size than those in grades 5 through 8. Though there has been an Effect Size to a large degree, the school will continue the programs to specifically support and bridge the achievement gap in ELA.

Additional Evidence

HSACS has had a positive Effect Size from a medium to a large degree from 2006-2009.

English Language Arts Comparative Performance by School Year

School Year	Grades	Percent Eligible for Free Lunch	Number Tested	Actual	Predicted	Effect Size
2006-07	3-8	51.6	163	64.4	57.1	0.55
2007-08	3-8	50.0	162	75.9	63.22	0.86
2008-09	3-8	47.9	166	87.3	74.7	1.20
2009-10	NA	NA	NA	NA	NA	NA

Goal 1: Growth Measure

Each year through 2008-09, 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.

In 2009-10, each grade-level cohort will reduce by one-half the gap between the percent of students at or above a Scale Score of 650 on the 2008-09 state exam and 75 percent of students at or above a Scale Score of 650 on the 2009-10 state exam. If a grade-level cohort exceeds 75 percent at or above a Scale Score of 650 in 2008-09, that cohort is expected to show at least an increase in the percentage in 2009-10.

Method

This measure examines the change in performance of the same group of students from one year to the next and in 2009-10 the progress they are making towards the absolute measure of 75 percent of students performing at or above a Scale Score of 650. Each grade level cohort consists of those students who took the state exam in 2009-10 and also have a state exam score in 2008-09. 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. 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

HSACS did not meet their target of increasing the overall cohort test scores from the previous year. Cohorts in 2009-10 scored at an overall average of 82.6% versus last year’s overall average of 93.6%.

Cohort Growth on State English Language Arts Exam from 2008-09 to 2009-10

Grade	Cohort Size	Percent Performing At or Above 650			Target Achieved
		2008-09	Target	2009-10	
4	21	90	Increase	88	NO
5	23	100	100	96	NO
6	26	92	Increase	88	NO

7	26	96	Increase	88	NO
8	32	90	Increase	53	NO
All	128	93.6	Increase	82.6	NO

Students in grades 4-8 did not meet their target of increasing the overall cohort score. As we continue to sustain student achievement, the task does become more difficult to maintain a high percentage of achievement year-to-year and cohort-cohort especially now with the new New York State College Proficiency Standards being implemented this July 2010. The school is pleased with the overall scores and realizes that it becomes more difficult to make gains once certain 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. Remedial and enrichment programs will need to be continued and/or created to move level 2's to level 3's, 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 ELA but realizes raising expectations in order to increase the level of growth is imperative as we move into 2010-11.

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. In 2009-10, none of the five cohorts at HSACS met their targets.

**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
2009-10	4-8	0	5

Summary of the English Language Arts Goal

In 2009-10, HSACS made some progress toward meeting stated outcome measures. Of the five goals that could be measured, HSACS met three of the five goals. The following table summarizes our performance on outcome measures.

Type	Measure	Outcome
Absolute	75 percent of all tested students who are enrolled in at least their second year will perform at or above a Scale Score of 650 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.	Close
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 grade-level cohort will reduce by one-half the gap between the percent at or above a Scale Score of 650 on the 2008-09 state exam and 75 percent at or above a Scale Score of 650 on the 2009-10 state exam.	Did Not Achieve

Action Plan

Due the New College-Ready Proficiency Standards HSACS did not make progress in meeting stated outcome measures in the absolute measure of attaining the state set AMO as well as the growth measure of grade-level cohorts making increases once the gap has been reduced. The school is fully charged to meet the demand of these new state standards in ELA by revising curriculum, increasing the expectation of instruction through teacher engagement and expectation as well as enhancing assessment as it relates to new standards; teacher-generated assessments along with school-wide quarterly interim assessments. The school has hired a Writing/Technology teacher for grades 6-8 to address the student deficiencies in the areas of grammar/usage, writing organization, note-taking and clarity within writing. HSACS will continue to make the middle school grades a priority by continuing the programs started in 2006-07 to continue to increase student achievement 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 & Arts 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 Spring NYS math assessments. School-made quarterly math interim assessments are utilized throughout the school year to measure the growth of students in grades 1-8.

Goal 2: Absolute Measure

Each year through 2008-09, 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.

In 2009-10, 75 percent of all tested students who are enrolled in at least their second year will perform at or above a Scale Score of 650 on the New York State mathematics examination.

Method

The school administered the New York State Testing Program mathematics assessment to students in 3 through 8th grade in May 2010. Each student's raw score has been converted to a performance level and a grade-specific scaled score. Through 2008-09 the criterion for success on this measure required 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. For 2009-10, the criterion for success on this measure requires students to have a Scale Score of 650 or above.

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.

**2009-10 State Mathematics Exam
Number of Students Tested and Not Tested**

Grade	Total Tested	Not Tested ³			Total Enrolled
		IEP	ELL	Absent	
3	27	0	0	0	27
4	25	0	0	1	26
5	25	0	0	0	25
6	31	0	0	0	31
7	31	0	0	0	31
8	33	0	0	0	33

³ 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

All	172	0	0	1	173
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Results

In the 2009-10 school year, 96% of the students enrolled in at least their second year performed at or above the Scale Score of 650 on the New York State Mathematics Test.

**Charter School Performance on 2009-10 State Mathematics Exam
By All Students and Students Enrolled in At Least Their Second Year**

Grade	Population	Percent Scoring at or above 650	Number Tested
3	All Students	27	100
	Students in At Least 2 nd Year	<u>21</u>	100
4	All Students	26	100
	Students in At Least 2 nd Year	<u>20</u>	100
5	All Students	25	100
	Students in At Least 2 nd Year	<u>23</u>	100
6	All Students	31	97
	Students in At Least 2 nd Year	<u>26</u>	96
7	All Students	31	94
	Students in At Least 2 nd Year	<u>26</u>	92
8	All Students	33	85
	Students in At Least 2 nd Year	<u>32</u>	87
All	All Students	172	96
	Students in At Least 2 nd Year	<u>149</u>	96

Evaluation

HSACS 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 its sustained 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 and sustaining math test scores since 2006. HSACS has continued 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 through 2008-09 and a Scale Score of 650 in 2009-10							
	2006-07		2007-08		2008-09		2009-10	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
3	100	22	100	21	100	21	100	21
4	100	23	89	27	95	20	100	20
5	73	26	96	24	100	26	100	23
6	96	27	78	27	91	20	96	26
7	77	22	100	27	93	30	92	26
8	87	23	91	23	97	28	87	32
All	89	143	92	149	96	145	96	148

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 2009-10 is 135⁴. 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.

⁴ With the change in Proficiency Scores, the State Education Department is currently reviewing the current Annual Measurable Objectives in English language arts and mathematics.

Results

In 2009-10, HSACS’ aggregate Performance Index in math was 163 for students tested in grades 3-8.

Calculation of 2009-10 Mathematics Performance Index (PI)

Grades	Percent of Students at Each Performance Level				Number Tested
	Level 1	Level 2	Level 3	Level 4	
3-8	1	35	47	17	173

$$\begin{array}{rclclclcl}
 \text{PI} & = & 35 & + & 47 & + & 17 & = & 99 \\
 & & & & + & & 17 & = & 64 \\
 & & & & & & \text{PI} & = & \mathbf{163}
 \end{array}$$

Evaluation

In 2009-10, HSACS exceeded the state standard Mathematics AMO goal of 135 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. For the first time, HSACS had 1% of students at a Level 1. Due to the NYSED New College Proficiency Standards, HSACS must work even harder to ensure that students are meeting the new demands of New York State.

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		
2006-07	3-8	145	0	11	70	19	189	86
2007-08	3-8	162	0	8	70	19	192	102
2008-09	3-8	161	0	4	74	22	196	119
2009-10	3-8	179	1	35	47	17	163	135

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 2009-10 by outperforming Community School District 4.

**2009-10 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 nd Year		All District Students	
	Percent	Number Tested	Percent	Number Tested
3	86	21	49	1115
4	90	20	55.6	1138
5	78	23	54.9	1103
6	50	26	42	1109
7	73	26	43.4	1133
8	37	32	33.1	1186
All	69	148	46.3	6784

Evaluation

HSACS met the comparable measure in 2009-10 by outperforming Community School District 4 with 69% of students performing at a Level 3 versus the district’s 46.3%, a difference of 22.7%. In addition, each individual grade at HSACS outperformed Community School District 4.

Additional Evidence

HSACS has consistently outperformed Community School District 4 since 2006.

**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							
	2006-07		2007-08		2008-09		2009-10	
	Charter School	Local District	Charter School	Local District	Charter School	Local District	Charter School	Local District
3	100	77.9	100	84.2	100	92.4	86	49
4	100	64.5	89	74.7	95	81.8	90	55.6
5	73.1	64.8	96	73.7	100	83.1	78	54.9
6	96.3	49.3	78	62.9	91	67.0	50	42
7	77.3	45.5	100	62.6	93	75.8	73	43.4
8	87	26.6	91	47.6	97	59.9	37	33.1
All	88.8	53.9	92	67.0	96	76.5	69	46.3

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 2009-10 analysis is not yet available. This report contains 2008-09 results, the most recent ones available.

Results

For 2008-09, HSACS’ effect size is higher than expected to a large degree. Student in grades 3, 4, 5 and 8 have a larger effect size than those in grade 6 and 7. 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.

2008-09 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	92.4	7.6	1.27	
4		25	96	86.2	9.8	1.07	
5		28	100	86.9	13.1	1.44	
6		28	89.2	80.7	8.5	0.73	
7		32	90.7	84.9	5.8	0.59	
8		30	96.7	76.9	19.8	1.38	
All		47.9	166	95.2	84.3	10.9	1.07

School’s Overall Comparative Performance:
Higher than expected to a large degree.

Evaluation

HSACS h Student in grades 3, 4, 5 and 8 have a larger effect size than those in grade 6 and 7. 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.

as 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	3-8	47.9	166	95.2	84.3	1.07
2009-10	NA	NA	NA	NA	NA	NA

Goal 2: Growth Measure

Each year through 2008-09, 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.

In 2009-10, each grade-level cohort will reduce by one-half the gap between the percent of students at or above a Scale Score of 650 on the 2008-09 state exam and 75 percent of students at or above a Scale Score of 650 on the 2009-10 state exam. If a grade-level cohort exceeds 75 percent at or above a Scale Score of 650 in 2008-09, that cohort is expected to show at least an increase in the percentage in 2009-10

Method

This measure examines the change in performance of the same group of students from one year to the next and in 2009-10 the progress they are making towards the absolute measure of 75 percent of students performing at or above a Scale Score of 650. Each grade level cohort consists of those students who took the state exam in 2009-10 and also have a state exam score in 2008-09. 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. 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 meet the target gain. Three of the five cohorts met their targets individually.

Cohort Growth on State Mathematics Exam from 2008-09 to 2009-10

Grade	Cohort Size	Percent Performing At or Above 650			Target Achieved
		2008-09	Target	2009-10	
4	21	100	100	100	YES
5	23	96	Increase	100	YES
6	26	100	100	96	NO
7	26	88	Increase	92	YES
8	32	90	Increase	87	NO
All	128	94.8	Increase	95	YES

Evaluation

Overall, students in grades 3-8 at HSACS did meet their gain target. However only three of the five cohorts met their targets individually. The school is pleased with 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. Remedial and enrichment programs will need to be continued and/or created to move level 2’s to level 3’s, 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. In 2009-10, three of the cohorts met their target. The school will need to be more creative in implementing 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
2009-10	4-8	3	5

Summary of the Mathematics Goal

In 2009-10, HSACS met all stated outcome measures for mathematics. Of the five goals that could be measured, HSACS met all five goals. The following table summarizes our performance on outcome measures.

Type	Measure	Outcome
Absolute	75 percent of all tested students who are enrolled in at least their second year will perform at or above a Scale Score of 650 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 grade-level cohort will reduce by one-half the gap between the percent at or above a Scale Score of 650 on the 2008-09 state exam and 75 percent at or above a Scale Score of 650 on the 2009-10 state exam.	Achieved

Action Plan

Mathematics continues to be a stronger academic area for students at HSACS. Though the school has met all five measures, a challenge that the school faces is ensuring overall cohort growth/gains due to high targets that have already been attained by students as well as aligning curriculum, instruction and assessments with the new New York State College-Proficiency Standards. The school will continue to utilize benchmark 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 improve and 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 materials and resources called LAB AIDS in grades 7 and 8. These resources create a more hands-on learning environment for middle school students. HSACS has created science interim assessments that are aligned to NYS standards which are utilized three times a year to measure the growth of students in grades 4 and 8. All students in grades 1-8 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 4th and 8th grade in spring 2010. 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 4th graders well exceeded the absolute measure on the NYS Science Test by scoring 100% at Level 3 or above. 95% of the 4th grade scored at a Level 4. HSACS 8th graders did not meet the absolute measure on the NYS Science Test scoring 72% at Level 3 or above.

**Charter School Performance on 2009-10 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	4	96	100	26
	Students in At Least 2 nd Year	0	0	5	95	100	21
8	All Students	3	28	48	21	69	33
	Students in At Least 2 nd Year	3	25	50	22	72	32

Evaluation

95% of HSACS 4th graders scored at a Level 4 on their NYS Science Test, while the remaining 5% 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. 8th graders did not meet the absolute measure of 75% by scoring 72% at Level 3 and above on their NYS Science Exam. Implementing a new curriculum in the 8th grade was difficult because there was a lot of material to cover and the pacing needed to be revisited throughout the course of the school year. As we move into 2010-11, the school is more confident in presenting the science curriculum to 8th graders based on the pacing map that was created as well as having all of the materials necessary at the beginning of the school year. With this information, the school is looking to increase scores in 2010-11.

Additional Evidence

HSACS continues to sustain 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 science 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							
	2006-07		2007-08		2008-09		2009-10	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
4	100	24	100	27	100	20	100	21
8	71	24	96	23	82	28	72	32
All	85.5	46	98	48	91	48	86	53

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

2009-10 NYS Science Test results for District 4 are not yet available. An Addendum to follow as data is received.

**2009-10 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 nd Year		All District Students	
	Percent	Number Tested	Percent	Number Tested
4	100	21	NA	NA
8	72	33	NA	NA

Evaluation

2009-10 NYS Science Test results for District 4 are not yet available. An Addendum to follow as data is received.

Additional Evidence

2009-10 NYS Science Test results for District 4 are not yet available. An Addendum to follow as data is received.

**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							
	2006-07		2007-08		2008-09		2009-10	
	Charter School	Local District	Charter School	Local District	Charter School	Local District	Charter School	Local District
4	100	NA	100	NA	100	NA	100	NA
8	71	NA	96	NA	82	NA	72	NA
All	85.5	NA	98	NA	91	NA	86	NA

Summary

HSACS exceeded the absolute measure for science in the 4th and 8th grade. Science 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 1-8 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 2009-10.

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 4th and 8th grade met 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 utilizes Glencoe New York Edition Textbooks and resources entitled “The American Journey” for grades 7 and 8. 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

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 5th graders well exceeded the overall measure on the NYS Social Studies Test. HSACS 8th graders did not meet the absolute measure on the NYS Social Studies Test.

**Charter School Performance on 2009-10 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	4	64	32	96	25
	Students in At Least 2 nd Year	0	4	65	31	96	23
8	All Students	13	28	53	6	59	32
	Students in At Least 2 nd Year	13	26	55	6	61	31

Evaluation

HSACS 5th graders well exceeded the overall measure for the 2009-10 school year by scoring at 96% at Level 3 and above. 2009-10 8th graders did not meet the overall measure with 61% scoring at a Level 3 and above.

Additional Evidence

For the data that is available, the school has been consistent with 5th grade NYS Social Studies test results. Though the 8th grade has shown slight improvement, 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							
	2006-07		2007-08		2008-09		2009-10	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
5	58	26	95	24	100	26	96	23
8	35	23	67	22	67.9	28	61	32
All	46.5	49	81	46	83.9	54	78.5	55

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

2009-10 District NYS Social Studies test results are not yet available. An addendum to follow as data is received.

**2009-10 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 nd Year		All District Students	
	Percent	Number Tested	Percent	Number Tested
5	96.5	23	NA	NA
8	61	32	NA	NA

Evaluation

2009-10 District NYS Social Studies test results are not yet available. An addendum to follow as data is received.

Additional Evidence

2009-10 District NYS Social Studies test results are not yet available. An addendum to follow as data is received.

**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							
	2006-07		2007-08		2008-09		2009-10	
	Charter School	Local District	Charter School	Local District	Charter School	Local District	Charter School	Local District
5	58	NA	95	NA	100	NA	96	NA
8	35	NA	67	NA	67.9	NA	61	NA
All	46.5	NA	81	NA	83.9	NA	78.5	NA

Summary

HSACS well exceeded the absolute measure for social studies in the 5th grade. Though the 8th grade has shown slight improvement, they still did not meet the absolute measure of 75%. It is also evident that our 8th grade struggles with the social studies assessment. It is in the school’s plan of action to revise the instructional practices in social studies for our 8th graders so that it is more engaging, along with connections to the real world and daily life. Our students have difficulty retaining information that they cannot connect with. It is the full intent of the school to change the teaching and learning process in middle school social studies.

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

Though the students in the 5th 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. Student engagement in the middle school has been the main culprit when it comes to weak test scores. Lesson plans in the 8th grade will need to encompass more engaging activities along with techniques to help students with note-taking, research and critical thinking within social studies. The administrative team will be working closely with the teachers to ensure that the level of teaching and planning is increased to ensure student growth.

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 2009-10 school year.

Evaluation

Harbor Science and Arts Charter School made annual yearly progress (AYP) in all areas of English Language Arts, Mathematics and Science in 2009-10.

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
2009-10	Good Standing

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 in 2009-10. 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. 142 families responded which represented an 81% response rate based on the number of families at the school.

Results

There were 142 responses out of 175 families, which yielded a response rate of 81%.

2009-10 Parent Satisfaction Survey Responses

Number of Responses	Number of Families	Response Rate
142	175	81%

2009-10 Parent Satisfaction on Key Survey Results

Item	Percent of Respondents Satisfied
The school has high expectations for my child.	99%
My child is learning what he or she needs to know to succeed in later grades.	97%
I am satisfied with the quality of my child’s teacher.	99%
I am satisfied with the education that my child received this year.	99%
I am satisfied with the response I get when I contact my child’s school with questions or concerns.	99%
The school keeps me informed about my child’s academic progress.	100%
I feel welcome in my child’s school	99%
My child is safe at school.	100%
Discipline is enforced fairly at my child’s school.	98%
The presence and actions of School Safety Agents help to promote a safe and respectful learning environment.	95%

Evaluation

HSACS met the absolute measure by having an 81% response rate for the parent survey and by demonstrating a high degree of parent satisfaction within those who responded. The school worked diligently to ensure that parents were aware of the importance of the parent survey and its return for data collection.

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 211 students enrolled in September 2009. Of these students, 30 graduated from the 8th grade, and 8 students left the school, bringing the re-enrollment number in 2009-10 to 173. Therefore, the percentage of students returning to the school in September 2009 was 95.6% (2009-10 Re-enrollment divided by the 2008-09 enrollment minus the graduates).

Results

In the 2009-10 school year, 95.6% of students returned to the school in September 2009.

2009-10 Student Retention Rate

2008-09 Enrollment	Number of Students Who Graduated in 2008-09	Number of Students Who Returned in 2009-10	Retention Rate 2009-10 Re-enrollment ÷ (2008-09 Enrollment – Graduates)
211	30	173	95.6%

Evaluation

HSACS met the absolute measure as 95% of students returned to the school in September 2009.

Additional Evidence

HSACS has maintained a 90% or above retention rate since 2005-06.

Year	Retention Rate
2005-06	92.6%
2006-07	94.9%
2007-08	98.6%
2008-09	95.0%
2009-10	95.6%

Goal 6: Absolute Measure

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

Method

HSACS tracks attendance data through the Automate the Schools (ATS) program supplied by the New York City Department of Education.

Results

As seen in the table below, HSACS’ average daily attendance rate for 2009-10 was 95%

2009-10 Attendance

Grade	Average Daily Attendance Rate
1	93%
2	95%
3	95%
4	95%
5	97%
6	94%
7	95%
8	93%
Overall	95%

Evaluation

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

Additional Evidence

As seen in the table below. HSACS has maintained its average daily attendance rate each year since 2007-08.

Year	Average Daily Attendance Rate
2005-06	94%
2006-07	94%
2007-08	95%
2008-09	95%
2009-10	95%