



# Harbor Science and Arts Charter School

## 2017-18 ACCOUNTABILITY PLAN PROGRESS REPORT

Submitted to the SUNY Charter Schools Institute on:

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By Mark Johnson

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## 2017-18 ACCOUNTABILITY PLAN PROGRESS REPORT

Mark Johnson, Principal, prepared this 2017-18 Accountability Progress Report on behalf of the school's board of trustees:

Trustee's Name	Board Position
Phil Salmon	Board Chair, Finance Committee
Alvin Patrick	Vice-Chair, Fundraising Committee
Lisa Stenson-Desamours	Finance Committee Chair
Richard Asche	Finance Committee
Luly Duke	Fundraising Committee
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Joanne Hunt	Education Committee, Finance Committee
Robert North	Education Committee
Arielle Patrick	Fundraising Committee Chair
Cortney Thomas	Fundraising Committee

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

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

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

The school prides itself on its key design elements: character development, physical wellness and the arts. HSACS emphasizes building student advocacy from the domain of integrity. Students are taught how to advocate for themselves in a respectful manner. HSACS promotes the idea that “character is about doing the right thing when nobody’s looking.” Students in grades K-8 participate in physical education and health classes while students in grades 3-8 also have the opportunity to participate in a wide array of varsity and junior varsity sports such as basketball, flag football, and volleyball. Students in grades K-5 participate in visual arts, as well as music classes. The school is committed to promoting healthy eating habits through its food services and snack program.

HSACS provides a safe and orderly environment that permeates the school building. Classroom management techniques employed by teachers help to establish an environment where learning is clearly valued and evident. Professional growth is encouraged and the school has offered numerous professional development workshops and training sessions inside and outside of the school in order to sustain a more cohesive and focused professional development program, especially with the demands of the Next Generation Learning Standards in place. Moreover, a leadership coach provides professional development to the instructional leadership team, and oversight of the administration team, on behalf of and reporting directly to the school’s board of directors.

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

## 2017-18 ACCOUNTABILITY PLAN PROGRESS REPORT

The table below outlines the school's enrollment as of June 30 at the close of each school year.

School Enrollment by Grade Level and School Year

School Year	K	1	2	3	4	5	6	7	8	Total
2013-14	26	26	26	23	23	29	28	37	23	241
2014-15	24	25	27	28	22	25	34	26	39	250
2015-16	23	26	24	29	29	25	32	33	27	248
2016-17	27	27	24	24	28	28	22	30	34	244
2017-18	25	31	30	29	27	31	31	27	19	250

### GOAL 1: ENGLISH LANGUAGE ARTS

#### Goal 1: English Language Arts

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

#### BACKGROUND

In 2017-18, the Harbor Science and Arts Charter School utilized the Houghton Mifflin Harcourt Journeys Literature Program in grades K-6, and utilized the EngageNY curriculum for grades 7 and 8. Harbor Science & Arts Charter School provided a curriculum pacing guide to teachers in all grades to guarantee all required skills and concepts of the Next Generation Learning Standards were being met. All ELA pacing guide resources were gathered using the suggested exemplars for Literature within the Next Generation Learning Standards. Each quarter an English Language Arts interim assessment was administered and aligned with the Next Generation Learning Standards State ELA Test Program to ensure all students showed learning proficiency. Students in grades K-2 were given assessments aligned with Next Generation Learning Standards to show growth from fall to spring during the instructional school year.

## 2017-18 ACCOUNTABILITY PLAN PROGRESS REPORT

### Goal 1: Absolute Measure

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

### METHOD

The school administered the New York State Testing Program English language arts (“ELA”) assessment to students in 3<sup>rd</sup> through 8<sup>th</sup> grade in April 2018. Each student’s raw score has been converted to a grade-specific scaled score and a performance level.

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

The school administered the New York State Testing Program English language arts (“ELA”) assessment to students in grades 3 through 8 in April 2017. Each student’s raw score has been converted to a grade-specific scaled score and a performance level.

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

2017-18 State English Language Arts Exam  
Number of Students Tested and Not Tested

Grade	Total Tested	Not Tested <sup>1</sup>				Total Enrolled
		IEP	ELL	Absent	Refused	
3	29	0	0	0	0	29
4	27	0	0	0	0	27
5	31	0	0	0	0	31
6	32	0	0	0	0	32
7	25	0	0	1	1	27
8	19	0	0	0	0	19
All	163	0	0	1	1	165

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

## 2017-18 ACCOUNTABILITY PLAN PROGRESS REPORT

### RESULTS AND EVALUATION

In the 2017-18 school year, 40% percent of students in at least their second year at Harbor Science and Arts Charter School performed at or above a Level 3 on the New York State English Language Arts Exam. Harbor Science and Arts Charter School did not meet the absolute measure of 75% proficiency; however year-to-year gains were made across all grade levels, as explained in the Additional Evidence section that follows.

Performance on 2017-18 State English Language Arts Exam  
By All Students and Students Enrolled in At Least Their Second Year

Grades	All Students		Enrolled in at least their Second Year	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
3	62.1%	29	62.5%	24
4	59.3%	27	56.3%	16
5	32.3%	31	32.0%	25
6	28.1%	32	26.1%	23
7	20.0%	25	19.0%	21
8	52.6%	19	50.0%	18
All	41.7%	163	40.2%	127

## 2017-18 ACCOUNTABILITY PLAN PROGRESS REPORT

### ADDITIONAL EVIDENCE

Students at the Harbor Science and Arts Charter School demonstrated growth in terms of the percent of students demonstrating proficiency on the New York State ELA Test from year-to-year. For example, in grade 4, 56% of the students enrolled in at least their second year achieved a level 3 or 4 on the test, which is 14% higher than the 42% level of proficiency when those students were in the third grade. Harbor Science and Arts Charter School made gains in all year-to-year groups on the New York State ELA Test from 2017 to 2018, with the exception of grade 8, whose proficiency remained flat.

#### ELA Performance by Grade Level and Year

Grade	Percent of Students Enrolled in At Least Their Second Year Achieving Proficiency					
	2015-16		2016-17		2017-18	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
3	48%	25	45%	20	62.5%	24
4	60%	25	32%	25	56.3%	16
5	15%	19	19%	26	32.0%	24
6	37%	19	12%	17	26.1%	23
7	74%	31	48%	27	19.0%	21
8	64%	25	65%	32	50.0%	18
All	53%	144	39%	147	40.2%	127

Students at the Harbor Science and Arts Charter School demonstrated growth in terms of the percent of students demonstrating proficiency on the New York State ELA Test from year-to-year. For example, in grade 4, 56% of the students enrolled in at least their second year achieved a level 3 or 4 on the test, which is 11% higher than the 45% level of proficiency when those students were in the third grade. Harbor Science and Arts Charter School made gains in all year-to-year groups on the New York State ELA Test from 2017 to 2018, with the exception of grade 8, whose proficiency remained flat.

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

Grade	Percent of Students Enrolled in At Least Their Second Year Achieving Proficiency		
	2018 NYS ELA Test	2017 NYS ELA Test	Percent Change in Proficiency from 2017 to 2018
	Percent Proficient	Percent Proficient	
4	56%	45% in 3 <sup>rd</sup> grade	+ 11%
5	32%	32% in 4 <sup>th</sup> grade	0%
6	26%	19% in 5 <sup>th</sup> grade	+ 7%
7	19%	12% in 6 <sup>th</sup> grade	+ 7%
8	50%	48% in 7 <sup>th</sup> grade	2%

# 2017-18 ACCOUNTABILITY PLAN PROGRESS REPORT

## Goal 1: Absolute Measure

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

## METHOD

In New York State, ESSA school performance goals are met by showing that an absolute proportion of a school's students who have taken the English language arts test have scored at the partially proficient, or proficient and advanced performance levels (Levels 2 or 3 & 4). The percentage of students at each of these three levels is used to calculate a PI and determine if the school has met the MIP set each year by the state's ESSA accountability system. To achieve this measure, all tested students must have a PI value that equals or exceeds the state's 2017-18 English language arts MIP for all students. The state plans to calculate and disseminate the MIP in summer 2018. The PI is the sum of the percent of students in all tested grades combined scoring at Level 2, plus two times the percent of students scoring at Level 3, plus two-and-a-half times the percent of students scoring at Level 4. Thus, the highest possible PI is 250.

## RESULTS AND EVALUATION

Harbor Science and Arts Charter School attained a PI of 127 in ELA for 2017-2018. As New York State has yet to calculate and disseminate the MIP, Harbor Science and Arts Charter School cannot make a determination as to whether or not the school exceeded or did not meet the state's MIP in ELA for 2017-2018.

English Language Arts 2017-18 Performance Index

Number in Cohort	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
	19	39	34	8

$$\begin{aligned}
 \text{PI} &= 39 + 34 + 8 = 81 \\
 &34 + 8 = 42 \\
 &+ (.5)[8] = 4 \\
 \text{PI} &= 127
 \end{aligned}$$

## 2017-18 ACCOUNTABILITY PLAN PROGRESS REPORT

### Goal 1: Comparative Measure

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

### METHOD

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

### RESULTS AND EVALUATION

Harbor Science and Arts Charter School met the comparable measure in grades 3, 4, and 8, but did not meet the comparable measure in grades 5, 6, and 7 in 2017-18. Harbor Science and Arts Charter School outperformed Community School District 4 by double-digit margins in grades 3, 4, and 8, however due to similarly being outperformed in the other grades by Community School District 4, overall students in at least their 2<sup>nd</sup> year at Harbor Science and Arts Charter School only outperformed the aggregate district performance across all grades 3-8 by less than 1%. As a result of this lackluster performance, Harbor Science and Arts Charter School has recruited three teachers for grades 5, 6, and 7 for English language arts.

2017-18 State English Language Arts Exam  
Charter School and District Performance by Grade Level

Grade	Percent of Students at or Above Proficiency			
	Charter School Students In At Least 2 <sup>nd</sup> Year		All District Students	
	Percent	Number Tested	Percent	Number Tested
3	62.5%	24	46.8%	899
4	56.3%	16	39.4%	886
5	32.0%	24	33.8%	871
6	26.1%	23	42.9%	910
7	19.0%	21	35.9%	912
8	50.0%	18	40.0%	905
All	40.2%	127	39.8%	5,383

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

ADDITIONAL EVIDENCE

As seen in the table below, Harbor Science and Arts Charter School has consistently outperformed or equaled Community School District 4 since 2015-16 in ELA, especially in grades 3 and 8, but has admittedly been inconsistent in the other grades, mainly due to shifts in faculty from teachers with at least 3 years of instructional experience to teachers with less than 3 years of teaching experience in those underperforming grades.

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

Grade	Percent of Students Enrolled in at Least their Second Year Scoring at or Above Proficiency Compared to District Students					
	2015-16		2016-17		2017-18	
	Charter School	District	Charter School	District	Charter School	District
3	48%	38%	45%	36%	62.5%	46.8%
4	60%	34%	32%	35%	56.3%	39.4%
5	15%	30%	19%	30%	32.0%	33.8%
6	37%	27%	12%	27%	26.1%	42.9%
7	74%	30%	48%	31%	19.0%	35.9%
8	64%	32%	65%	39%	50.0%	40.0%
All	53%	32%	39%	33%	40.2%	39.8%

## 2017-18 ACCOUNTABILITY PLAN PROGRESS REPORT

### Goal 1: Comparative Measure

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

### METHOD

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

Given the timing of the state’s release of economically disadvantaged data and the demands of the data analysis, the 2017-18 analysis is not yet available. This report contains **2016-17** results, the most recent Comparative Performance Analysis available.

### RESULTS AND EVALUATION

For 2016-2017, Harbor Science and Arts Charter School’s Effect Size was higher than expected to a meaningful degree in English Language Arts, as the school’s aggregate effect size was 0.33. For 2016-2017, Harbor Science and Arts Charter School’s grade level Effect Size was higher than expected to a large degree in English Language Arts in grades 7 and 8, and was higher than expected to a meaningful degree in grade 3; however, the school performed lower than expected in grades 4, 5, and 6.

#### 2016-17 English Language Arts Comparative Performance by Grade Level

Grade	Percent Economically Disadvantaged	Number Tested	Percent of Students at Levels 3&4		Difference between Actual and Predicted	Effect Size
			Actual	Predicted		
3	89%	24	42%	29%	13%	0.70
4	83%	28	28%	30%	-2%	-0.10
5	82%	28	18%	25%	-7%	-0.44
6	83%	22	9%	21%	-12%	-0.80
7	73%	30	50%	34%	16%	0.86
8	54%	35	66%	45%	21%	1.27
All	76%	167	38%	32%	6%	0.33

#### School’s Overall Comparative Performance:

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

## 2017-18 ACCOUNTABILITY PLAN PROGRESS REPORT

### ADDITIONAL EVIDENCE

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

English Language Arts Comparative Performance by School Year

School Year	Grades	Percent Economically Disadvantaged	Number Tested	Actual	Predicted	Effect Size
2014-15	3-8	79%	174	51%	26%	1.72
2015-16	3-8	80%	175	48%	28%	1.21
2016-17	3-8	77%	166	38%	32%	0.33

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

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

## METHOD

This measure examines the change in performance of the same group of students from one year to the next and the progress they are making in comparison to other students with the same score in the previous year. The analysis only includes students who took the state exam in 2016-17 and also have a state exam score from 2015-16 including students who were retained in the same grade. Students with the same 2015-16 score are ranked by their 2016-17 score and assigned a percentile based on their relative growth in performance (student growth percentile). Students’ growth percentiles are aggregated school-wide to yield a school’s mean growth percentile. In order for a school to perform above the target for this measure, it must have a mean growth percentile greater than 50.

Given the timing of the state’s release of Growth Model data, the 2017-18 analysis is not yet available. This report contains **2016-17** results, the most recent Growth Model data available.<sup>4</sup>

## RESULTS AND EVALUATION

The school’s overall mean growth percentile fell well below the state median of the 50<sup>th</sup> percentile, falling short by 13 percentiles. Harbor Science and Arts Charter School only exceeded the state median in grade 7.

**2016-17 English Language Arts Mean Growth Percentile by Grade Level**

Grade	Mean Growth Percentile	
	School	Target
4	33.0	50.0
5	13.0	50.0
6	40.0	50.0
7	59.0	50.0
8	36.0	50.0
All	37.0	50.0

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

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

## 2017-18 ACCOUNTABILITY PLAN PROGRESS REPORT

### ADDITIONAL EVIDENCE

Over the past three years that the Harbor Science and Arts Charter School has regressed from year-to-year, and has not exceeded the statewide median of the 50<sup>th</sup> percentile in the past two years.

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

Grade	Mean Growth Percentile			
	2014-15	2015-16	2016-17	Target
4	36.0	46.0	33.0	50.0
5	56.0	27.5	13.0	50.0
6	61.0	44.0	40.0	50.0
7	62.0	74.5	59.0	50.0
8	62.0	48.0	36.0	50.0
All	52.0	49.0	37.0	50.0

### ADDITIONAL EVIDENCE

Students at the Harbor Science and Arts Charter School demonstrated growth in terms of the percent of students demonstrating proficiency on the New York State ELA Test from year-to-year. For example, in grade 4, 59% of all students achieved a level 3 or 4 on the test, which is 17% higher than the 42% level of proficiency from the year before. Harbor Science and Arts Charter School made gains in all year-to-year groups on the New York State ELA Test from 2017 to 2018.

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

Percent of All Students Enrolled Achieving Proficiency			
Grade	2018 NYS ELA Test	2017 NYS ELA Test	Percent Change in Proficiency from 2017 to 2018
	Percent Proficient	Percent Proficient	
4	59%	42% in 3 <sup>rd</sup> grade	+ 17%
5	32%	28% in 4 <sup>th</sup> grade	+ 4%
6	28%	18% in 5 <sup>th</sup> grade	+ 10%
7	20%	9% in 6 <sup>th</sup> grade	+ 11%
8	53%	50% in 7 <sup>th</sup> grade	+ 3%
All	42%	38% as a school	+ 4%

## 2017-18 ACCOUNTABILITY PLAN PROGRESS REPORT

In 2017-18, HSACS met two of the four English Language Arts goals that are measurable. The following table summarizes HSACS' performance on these outcome measures.

Type	Measure	Outcome
Absolute	Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at proficiency on the New York State English language arts exam for grades 3-8.	Did not achieve
Absolute	Each year, the school's aggregate PI on the state's English language arts exam will meet that year's state MIP as set forth in the state's ESSA accountability system.	N/A*
Comparative	Each year, the percent of all tested students who are enrolled in at least their second year and performing at proficiency on the state English language arts exam will be greater than that of students in the same tested grades in the school district of comparison.	Achieved
Comparative	Each year, the school will exceed its predicted level of performance on the state English language arts exam by an effect size of 0.3 or above (performing higher than expected to a small degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State. (Using 2016-17 results.)	Achieved
Growth	Each year, under the state's Growth Model the school's mean unadjusted growth percentile in English language arts for all tested students in grades 4-8 will be above the target of 50. (Using 2016-17 results.)	Did not achieve

\* New York State has yet to release the state MIP, and therefore a determination as to whether the school achieved or did not achieve this measure could not be made at the time this report was written.

### ACTION PLAN

Although HSACS performed comparatively well in some grades, specifically grades 3, 4, and 8, it is evident that the school must continue to do more moving forward to ensure that there is consistent achievement and growth in all grades. To that end, in 2018-19, Harbor Science and Arts Charter School has adopted and is implementing the *Wit & Wisdom* curriculum by Great Minds in grades K-6. The Instructional Leadership Team recognized the need to focus on higher order/critical thinking skills in order to stimulate achievement and learning. The *Wit & Wisdom* curriculum was selected due to its comprehensive curriculum that builds knowledge of history, science and literature through the study of exemplary and engaging texts, by emphasizing higher order critical thinking skills and challenging students to respond to a selection of literary works, informational texts, and visual art to develop depth of understanding and pique curiosity. As a result, children are more engaged and are eager for each lesson to take place. Evidence of increased, enthusiastic participation has already been noted in classroom discussion. Each text used as part of this curriculum is authentic and used by the students as the basis for every lesson to learn and eventually master essential literacy skills: reading, writing, speaking, listening, grammar, and vocabulary. All students read and communicate about grade-level texts as part of each lesson, and support for accelerated learners, as well as struggling learners, are an integral part of each lesson. Prior to the launch of this new curriculum, professional development regarding the components of the curriculum and how to plan and teach lessons was provided. Additionally, professional development is ongoing and overseen by the school principal. This dedicated professional development is conducted on a biweekly basis to ensure that the lessons are planned and executed to fidelity. Grades 7 and 8 will continue to adhere to the EngageNY English language arts (ELA) curriculum, and will incorporate project-based learning. All ELA curricula are aligned to Next Generation Learning Standards. Additionally, ELA interim assessments will be administered at the end of each module of the curriculum, targeting specific concepts addressed in the module, and will be aligned with the New York State ELA testing program to ensure all students demonstrate progress towards learning proficiency. Formative assessments will be administered on a quarterly basis to students in grades K-2 and will be aligned with Next Generation Learning Standards to show growth from fall to spring during the instructional school year. Lastly, Harbor Science and Arts Charter School will use Fountas and Pinnell resources to accurately assess each student's reading level in all grades. We are confident that these proactive steps will ensure HSACS's continued growth in test scores and student advancement. That said, However, we will benchmark and assess these new measures on a regular basis and adjust as and when needed.

## GOAL 2: MATHEMATICS

### Goal 2: Mathematics

Write the school's mathematics goal here.

### BACKGROUND

Harbor Science and Arts Charter School utilized the *Eureka Math* curriculum by Great Minds, as well as the Mathematics Curricular Modules and Curricular Materials available from EngageNY. All teachers followed pacing calendars for mathematics that were seamless from grade to grade and are aligned to the Next Generation Learning Standards. By employing these pacing calendars, instructional staff ensured that students were working towards grade-level competency, as was assessed by quarterly interim assessments and ultimately by the New York State Math Tests in the spring. In 2017-2018, Harbor Science and Arts Charter School employed a mathematics coach to provide guidance and oversight to all mathematics teachers, as well as individualized professional development related to lesson plan design and effective instructional practices. The mathematics coach monitored classroom instruction with greater frequency using more precise observation tools, and ensured that more specific and systematic assessment of student learning occurred followed by timely and accurate feedback to improve instructional practices.

## 2017-18 ACCOUNTABILITY PLAN PROGRESS REPORT

### Goal 2: Absolute Measure

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

### METHOD

The school administered the New York State Testing Program mathematics assessment to students in 3<sup>rd</sup> through 8<sup>th</sup> grade in May 2018. Each student's raw score has been converted to a grade-specific scaled score and a performance level.

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

2017-18 State Mathematics Exam  
Number of Students Tested and Not Tested

Grade	Total Tested	Not Tested <sup>5</sup>				Total Enrolled
		IEP	ELL	Absent	Refused	
3	29	0	0	0	0	29
4	27	0	0	0	0	27
5	29	0	0	2	0	31
6	31	0	0	1	1	33
7	25	0	0	0	0	25
8	19	0	0	0	0	19
All	160	0	0	3	1	164

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

## 2017-18 ACCOUNTABILITY PLAN PROGRESS REPORT

### RESULTS AND EVALUATION

In the 2017-18 school year, 37% percent of students in at least their second year at Harbor Science and Arts Charter School performed at or above a Level 3 on the New York State English Language Arts Exam. Harbor Science and Arts Charter School did not meet the absolute measure of 75% proficiency; however year-to-year gains were made across all grade levels, except for grade 6, as explained in the Additional Evidence section that follows.

#### Performance on 2017-18 State Mathematics Exam By All Students and Students Enrolled in At Least Their Second Year

Grades	All Students		Enrolled in at least their Second Year	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
3	51.7%	29	58.3%	24
4	48.1%	27	37.5%	16
5	34.5%	29	33.3%	24
6	19.4%	31	13.6%	22
7	36.0%	25	42.9%	21
8	36.8%	19	33.3%	18
All	37.5%	160	36.8%	125

## 2017-18 ACCOUNTABILITY PLAN PROGRESS REPORT

### ADDITIONAL EVIDENCE

In the 2017-18 school year, students at the Harbor Science and Arts Charter School demonstrated growth in terms of the percent of students demonstrating proficiency on the New York State Mathematics Test from year-to-year. For example, in grade 4, 37.5% of the students enrolled in at least their second year achieved a level 3 or 4 on the test, which is 27.5% higher than the 10% level of proficiency when those students were in the third grade. Harbor Science and Arts Charter School made double-digit gains in all year-to-year groups on the New York State Mathematics Test from 2017 to 2018, with the exception of grade 6.

#### Mathematics Performance by Grade Level and School Year

Grade	Percent of Students Enrolled in At Least Their Second Year Achieving Proficiency					
	2015-16		2016-17		2017-18	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
3	48%	25	10%	20	58.3%	24
4	36%	25	21%	24	37.5%	16
5	15%	19	27%	26	33.3%	24
6	58%	19	0%	17	13.6%	22
7	32%	31	19%	26	42.9%	21
8	40%	25	32%	31	33.3%	18
All	38%	144	22%	144	36.8%	125

Students at the Harbor Science and Arts Charter School demonstrated growth in terms of the percent of students demonstrating proficiency on the New York State Mathematics Test from year-to-year. For example, in grade 4, 38% of the students enrolled in at least their second year achieved a level 3 or 4 on the test, which is 28% higher than the 10% level of proficiency when those students were in the third grade. Harbor Science and Arts Charter School made gains in all year-to-year groups on the New York State Mathematics Test from 2017 to 2018, with the exception of grade 6, whose proficiency declined.

#### Mathematics Performance by Grade Level, This Year Compared to Last Year

Grade	Percent of Students Enrolled in At Least Their Second Year Achieving Proficiency		
	2018 NYS ELA Test	2017 NYS ELA Test	Percent Change in Proficiency from 2017 to 2018
	Percent Proficient	Percent Proficient	
4	38%	10% in 3 <sup>rd</sup> grade	+ 28%
5	33%	21% in 4 <sup>th</sup> grade	+ 12%
6	14%	27% in 5 <sup>th</sup> grade	- 13%
7	43%	0% in 6 <sup>th</sup> grade	+ 43%
8	31%	19% in 7 <sup>th</sup> grade	+ 12%

# 2017-18 ACCOUNTABILITY PLAN PROGRESS REPORT

## Goal 2: Absolute Measure

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

## METHOD

In New York State, ESSA school performance goals are met by showing that an absolute proportion of a school's students who have taken the mathematics test have scored at the partially proficient, or proficient and advanced performance levels (Levels 2 or 3 & 4). The percentage of students at each of these three levels is used to calculate a PI and determine if the school has met the MIP set each year by the state's ESSA accountability system. To achieve this measure, all tested students must have a PI value that equals or exceeds the state's 2017-18 mathematics MIP for all students. The state plans to calculate and disseminate the MIP in summer 2018. The PI is the sum of the percent of students in all tested grades combined scoring at Level 2, plus two times the percent of students scoring at Level 3, plus two-and-a-half times the percent of students scoring at Level 4. Thus, the highest possible PI is 250.

## RESULTS AND EVALUATION

Harbor Science and Arts Charter School attained a PI of 104.5 in mathematics for 2017-2018. As New York State has yet to calculate and disseminate the MIP, Harbor Science and Arts Charter School cannot make a determination as to whether or not the school exceeded or did not meet the state's MIP in mathematics for 2017-2018.

Mathematics 2017-18 Performance Level Index (PI)

Number in Cohort	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
	26	26	28	9

$$\begin{aligned}
 \text{PI} &= 26 + 28 + 9 = 63 \\
 &28 + 9 = 37 \\
 &+ (.5) * [9] = 4.5 \\
 \text{PI} &= 104.5
 \end{aligned}$$

## 2017-18 ACCOUNTABILITY PLAN PROGRESS REPORT

### Goal 2: Comparative Measure

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

### METHOD

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

### RESULTS AND EVALUATION

Harbor Science and Arts Charter School met the comparable measure in grades 3, 4, 7, and 8, but did not meet the comparable measure in grades 5 and 6 in 2017-18. Harbor Science and Arts Charter School outperformed Community School District 4 by double-digit margins in grades 3, 7, and 8. Additionally, overall students in at least their 2<sup>nd</sup> year at Harbor Science and Arts Charter School outperformed the aggregate district performance across all grades 3-8, by close to 4%. For the 2018-2019 school year, Harbor Science and Arts Charter School has a new set of mathematics teachers in place for grades 5 and 6.

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

Grade	Percent of Students at or Above Proficiency			
	Charter School Students In At Least 2 <sup>nd</sup> Year		All District Students	
	Percent	Number Tested	Percent	Number Tested
3	58.3%	24	44.6%	885
4	37.5%	16	34.3%	891
5	33.0%	24	36.0%	870
6	13.6%	22	31.1%	925
7	42.9%	21	29.6%	920
8	33.3%	18	18.3%	591
All	36.8%	125	33.1%	5,082

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

## 2017-18 ACCOUNTABILITY PLAN PROGRESS REPORT

### ADDITIONAL EVIDENCE

As seen in the table below, Harbor Science and Arts Charter School has outperformed Community School District 4 during two of the past three years in Mathematics, and in all three years in grade 8. In 2017-2018, at least one-third of students in grades 4, 5, 7, and 8 enrolled in at least their second year achieved proficiency, and more than half of the students in grade 3 enrolled in at least their second year achieved proficiency. Overall, the mathematics program is on the ascent again, due mainly to the hiring of a full-time mathematics coach. His ability to mentor and develop our mathematics teachers in ensuring that all lessons are aligned to standards and instruction is executed to fidelity has produced positive results.

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

Grade	Percent of Students Enrolled in at Least their Second Year Who Are at Proficiency Compared to Local District Students					
	2015-16		2016-17		2017-18	
	Charter School	District	Charter School	District	Charter School	District
3	48	37	10	39	58.3%	44.6%
4	36	33	21	33	37.5%	34.3%
5	15	32	27	35	33.0%	36.0%
6	58	25	0	28	13.6%	31.1%
7	32	22	19	24	42.9%	29.6%
8	40	16	32	15	33.3%	18.3%
All	38	28	22	30	36.8%	33.1%

## Goal 2: Comparative Measure

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

## METHOD

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

Given the timing of the state's release of economically disadvantaged data and the demands of the data analysis, the 2017-18 analysis is not yet available. This report contains 2016-17 results, the most recent Comparative Performance Analysis available.

## RESULTS AND EVALUATION

Harbor Science and Arts Charter School did not meet the overall measure. Our performance on the 2016-17 State Mathematics Exam was a grave concern. As was stated in the Background section at the beginning of the Mathematics report section, our results from 2016-2017 led to a change in staff in several grades, as well as the hiring of a Mathematics Coach to assist in training our faculty and modeling sound instructional practices in an effort to improve upon our students' overall comprehension of mathematics concepts and their achievement on the State Mathematics Exam. As stated in the Additional Evidence section at the end of the Mathematics section of this report, for 2017-2018, Harbor Science and Arts Charter School has made significant growth since reaching its nadir in 2016-2017.

2016-17 Mathematics Comparative Performance by Grade Level

Grade	Percent Economically Disadvantaged	Number Tested	Percent of Students at Levels 3&4		Difference between Actual and Predicted	Effect Size
			Actual	Predicted		
3	89	24	13	<b>35</b>	<b>-22</b>	<b>-1.04</b>
4	83	28	21	<b>30</b>	<b>-9</b>	<b>-0.46</b>
5	82	28	32	<b>30</b>	<b>2</b>	<b>0.10</b>
6	83	22	0	<b>25</b>	<b>-25</b>	<b>-1.27</b>
7	73	29	21	<b>27</b>	<b>-6</b>	<b>-0.31</b>
8	54	35	29	<b>19</b>	<b>10</b>	<b>0.64</b>
All	76	166	20	<b>27</b>	<b>-7</b>	<b>-0.30</b>

**School's Overall Comparative Performance:**

***The school is performing lower than expected.***

## 2017-18 ACCOUNTABILITY PLAN PROGRESS REPORT

### ADDITIONAL EVIDENCE

In the two years leading up to the low point of 2016-2017, Harbor Science and Arts Charter School was performing higher than expected to a large degree or to a meaningful degree. In 2016-2017, the school performed lower than expected, which, as previously stated in this report, led to drastic changes in our mathematics program. These changes led to the reversal of this trend of diminishing growth and resulted in an increase in achievement in mathematics in 2017-2018, as presented in the Additional Evidence section at the end of the Mathematics section of this report.

#### Mathematics Comparative Performance by School Year

School Year	Grades	Percent Economically Disadvantaged	Number Tested	Actual	Predicted	Effect Size
2014-15	3-8	79	175	44	27	0.97
2015-16	3-8	80	175	39	27	0.59
2016-17	3-8	77	166	20	27	-0.30

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

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

### METHOD

This measure examines the change in performance of the same group of students from one year to the next and the progress they are making in comparison to other students with the same score in the previous year. The analysis only includes students who took the state exam in 2016-17 and also have a state exam score in 2015-16 including students who were retained in the same grade. Students with the same 2015-16 scores are ranked by their 2016-17 scores and assigned a percentile based on their relative growth in performance (student growth percentile). Students’ growth percentiles are aggregated school-wide to yield a school’s mean growth percentile. In order for a school to meet the measure, the school would have to achieve a mean growth percentile above the target of 50.

Given the timing of the state’s release of Growth Model data, the 2017-18 analysis is not yet available. This report contains 2016-17 results, the most recent Growth Model data available.<sup>8</sup>

### RESULTS AND EVALUATION

The school’s overall mean growth percentile for 2016-2017 fell well below the state median of the 50<sup>th</sup> percentile, falling short by 17 percentiles. Harbor Science and Arts Charter School only exceeded the state median in grade 8.

2016-17 Mathematics Mean Growth Percentile by Grade Level

Grade	Mean Growth Percentile	
	School	Target
4	32.0	50.0
5	25.0	50.0
6	20.0	50.0
7	25.0	50.0
8	55.0	50.0
All	33.0	50.0

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

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

## 2017-18 ACCOUNTABILITY PLAN PROGRESS REPORT

### ADDITIONAL EVIDENCE

The school's overall mean growth percentile for 2016-2017 fell well below the state median of the 50<sup>th</sup> percentile, falling short by 17 percentiles. However, as stated in the Additional Evidence section, wholesale changes were made to our mathematics program after this pattern of precipitous decline reached its nadir in 2016-2017, and as a result of these changes, in 2017-2018, Harbor Science and Arts Charter School's MGP rose 25 percentiles from 33.0 in 2016-2017, to 58.0 for 2017-2018, surpassing the target of 50 set by the state.

#### Mathematics Mean Growth Percentile by Grade Level and School Year

Grade	Mean Growth Percentile			
	2014-15	2015-16	2016-17	Target
4	51.0	48.0	32.0	50.0
5	73.0	27.5	25.0	50.0
6	74.0	59.0	20.0	50.0
7	57.0	36.5	25.0	50.0
8	58.0	54.0	55.0	50.0
All	63.0	45.5	33.0	50.0

#### 2017-18 Mathematics Mean Growth Percentile by Grade Level

Grade	Mean Growth Percentile	
	School	Target
4	67.0	50.0
5	61.0	50.0
6	35.0	50.0
7	87.0	50.0
8	44.0	50.0
All	58.0	50.0

**ADDITIONAL EVIDENCE**

Students at the Harbor Science and Arts Charter School demonstrated growth in terms of the percent of students demonstrating proficiency on the New York State Math Test from year-to-year. For example, in grade 4, 48% of all students achieved a level 3 or 4 on the test, which is 35% higher than the 13% level of proficiency from the year before. Harbor Science and Arts Charter School made double-digit gains in all year-to-year groups on the New York State Math Test from 2017 to 2018, with the exception of grade 6, and nearly doubled the percentage of students who achieved proficiency schoolwide.

**Mathematics Performance by Grade Level, This Year Compared to Last Year**

Percent of All Students Enrolled Achieving Proficiency			
Grade	2018 NYS ELA Test	2017 NYS ELA Test	Percent Change in Proficiency from 2017 to 2018
	Percent Proficient	Percent Proficient	
4	48.1%	12.5% in 3 <sup>rd</sup> grade	+ 35.6%
5	34.5%	21.0% in 4 <sup>th</sup> grade	+ 13.5%
6	19.4%	32.0% in 5 <sup>th</sup> grade	- 12.6%
7	36.0%	0% in 6 <sup>th</sup> grade	+ 36.0%
8	36.8%	21.0% in 7 <sup>th</sup> grade	+ 15.8%
All	37.5%	20.4% as a school	+ 17.1%

## SUMMARY OF THE MATHEMATICS GOAL

In 2017-18, HSACS met one of the four Mathematics goals that are measurable. The following table summarizes HSACS' performance on these outcome measures.

Type	Measure	Outcome
Absolute	Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at proficiency on the New York State mathematics exam for grades 3-8.	Did not achieve
Absolute	Each year, the school's aggregate PI on the state's English language arts exam will meet that year's state MIP as set forth in the state's ESSA accountability system.	N/A*
Comparative	Each year, the percent of all tested students who are enrolled in at least their second year and performing at proficiency on the state mathematics exam will be greater than that of students in the same tested grades in the school district of comparison.	Achieved
Comparative	Each year, the school will exceed its predicted level of performance on the state mathematics exam by an Effect Size of 0.3 or above (performing higher than expected to a small degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State. (Using 2016-17 results.)	Did not achieve
Growth	Each year, under the state's Growth Model the school's mean unadjusted growth percentile in mathematics for all tested students in grades 4-8 will be above the target of 50. (Using the 2016-17 results.)	Did not achieve

\* New York State has yet to release the state MIP, and therefore a determination as to whether the school achieved or did not achieve this measure could not be made at the time this report was written.

### ACTION PLAN

Harbor Science and Arts Charter School showed declining levels of achievement in mathematics from the 2014-2015 school year through the 2016-2017 school year, prompting significant changes and a major plan of action to reverse this trend and make a return towards meeting our achievement goals. In response to this pattern of regression, three out of six of the mathematics teachers in the testing grades were replaced after the 2016-2017 school year and a Mathematics Coach was installed to provide guidance and professional development to our mathematics faculty. This change resulted in a reversal of this trend overall, but not in all grades, prompting the removal of two more mathematics teachers during the 2017-2018 school year (one new teacher in grade 5 mid-year, and one second-year teacher in grade 6 at the end of the year), as achievement results were not growing according to plan. Building upon the foundation laid by this growth in achievement in the 2017-2018 school year, the mathematics coach will continue to be charged with the primary responsibility of mentoring, as well as providing guidance and professional development to our mathematics faculty through observation and modeling, all with the consistent goal of improving our staff's instructional practices in order to ensure our students continue to gain proficiency in the Next Generation Learning Standards for mathematics, and that all lessons are in full alignment with our updated mathematics pacing guides. Additionally, instead of administering interim assessments on a quarterly basis, for 2018-2019, interim assessments will be given more frequently, at the midpoint and end of each instructional module, thus providing more timely and authentic feedback regarding students' mastery of the concepts covered in each module, and previously covered modules, all with the goal of producing data to better inform and adjust instruction as soon as possible to ensure that each student masters each concept and the foundation for mastery of subsequent concepts is firmly in place. Additionally, just as with English language arts, Harbor Science and Arts Charter School, as part of our extended day program, will be extending our day an additional two hours two days per week to focus on test preparation and additional mathematics instruction in grades 3-8.

## GOAL 3: SCIENCE

### Goal 3: Science

Write the school's Accountability Plan science goal here.

### BACKGROUND

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

### Goal 3: Absolute Measure

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

### METHOD

The school administered the New York State Testing Program science assessment to students in 4<sup>th</sup> and 8<sup>th</sup> grade in spring 2018. The school converted each student's raw score to a performance level and a grade-specific scaled score. The criterion for success on this measure requires students enrolled in at least their second year to score at proficiency.

### RESULTS AND EVALUATION

Harbor Science and Arts Charter School met its absolute measure as 88% of students in at least their second year in grades 4 and 8 combined achieved proficiency on the 2017-2018 State Science Exam. 2017-18 NYS Science Test results for District 4 are not yet available, therefore a comparison to how Harbor Science and Arts Charter School performed in relation to District 4 students cannot be made at this time.

Charter School Performance on 2017-18 State Science Exam  
By All Students and Students Enrolled in At Least Their Second Year

Grade	Percent of Students at Proficiency			
	Charter School Students In At Least 2 <sup>nd</sup> Year		All District Students	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
4	94	16	N/A	N/A
8	83	18	N/A	N/A
All	88	34	N/A	N/A

## 2017-18 ACCOUNTABILITY PLAN PROGRESS REPORT

### ADDITIONAL EVIDENCE

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

Science Performance by Grade Level and School Year

Grade	Percent of Students Enrolled in At Least Their Second Year at Proficiency					
	2015-16		2016-17		2017-18	
	Percent Proficient	Number Tested	Percent	Number Tested	Percent Proficient	Number Tested
4	100%	22	100%	23	94%	16
8	80%	25	65%	31	83%	18
All	90%	45	80%	54	88%	34

## 2017-18 ACCOUNTABILITY PLAN PROGRESS REPORT

### Goal 3: Comparative Measure

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

### METHOD

The school compares tested students enrolled in at least their second year to all tested students in the public school district of comparison. Comparisons are between the results for each grade in which the school had tested students in at least their second year and the results for the respective grades in the school district of comparison. Given the timing of the state's release of district science data, the 2017-18 comparative data is not yet available. Schools should report comparison to the district's **2016-17** data.

### RESULTS AND EVALUATION

Harbor Science and Arts Charter School met its comparative measure as students in at least their second year in grades 4 and 8, respectively, as well as combined, outperformed their District 4 counterparts on the 2016-2017 State Science Exam.

2016-17 State Science Exam  
Charter School and District Performance by Grade Level

Grade	Percent of Students at Proficiency			
	Charter School Students In At Least 2 <sup>nd</sup> Year		All District Students <sup>9</sup>	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
4	100%	23	88%	651
8	65%	31	54%	552
All	80%	54	72%	1,203

<sup>9</sup> This table uses the prior year's results as 2017-18 district science scores are not yet available.

## 2017-18 ACCOUNTABILITY PLAN PROGRESS REPORT

### ADDITIONAL EVIDENCE

Harbor Science and Arts Charter School has consistently outperformed District 4 on the State Science Exam, in grade 4, in grade 8, and overall, in all years that comparative data is available.

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

Grade	Percent of Charter School Students at Proficiency and Enrolled in At Least their Second Year Compared to Local District Students					
	2015-16		2016-17		2017-18	
	Charter School	District	Charter School	District	Charter School	District
4	100%	92%	100%	88%	94%	N/A
8	80%	56%	65%	54%	83%	N/A
All	90%	76%	80%	72%	88%	N/A

### SUMMARY OF THE SCIENCE GOAL

In 2017-18, HSACS met both of the Science goals. The following table summarizes HSACS' performance on these outcome measures.

Type	Measure	Outcome
Absolute	Each year, 75 percent of all tested students enrolled in at least their second year will perform at or above proficiency on the New York State examination.	Achieved
Comparative	Each year, the percent of all tested students enrolled in at least their second year and performing at proficiency on the state exam will be greater than that of all students in the same tested grades in the school district of comparison.	Achieved
	[Write in optional measure here]	

### ACTION PLAN

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

## GOAL 4: ESSA

### Goal 4: ESSA

Write the school's Accountability Plan ESSA goal here.

#### Goal 4: Absolute Measure

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

### METHOD

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

### RESULTS AND EVALUATION

New York State has not yet issued the School Report Cards that indicate a school's status under the state accountability system, therefore we could not evaluate this goal at the time this report was written.

### ADDITIONAL EVIDENCE

Although we cannot evaluate the goal of meeting ESSA accountability requirements, Harbor Science and Arts Charter School has consistently been in "good standing" for the previous three years, making annual yearly progress (AYP) in all areas of English Language Arts, Mathematics and Science in all three years under the NCLB requirements.

Accountability Status by Year

Year	Status
2014-15	Good Standing
2015-16	Good Standing
2016-17	Good Standing
2017-18	N/A*

## APPENDIX A: OPTIONAL GOALS

The following section contains a Parent Satisfaction optional goal, as well as examples of possible optional measures.

### Goal S: Parent Satisfaction

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

### Goal S: Absolute Measure

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

## METHOD

Harbor Science and Arts Charter School administered the NYC School Survey sponsored by the NYC Department of Education in 2017-18. The survey was distributed to families via the students and at Parent Teacher Association meetings, as well as the Spring Parent-Teacher Conferences held in early April 2018. Families had the opportunity to drop the survey off at the school in sealed pre-paid postage envelopes, complete the survey online, or mail them in on their own. 71% percent of our families responded to the Parent Survey.

## RESULTS

More than two-thirds of our families responded to the survey, and overall those responding parents expressed a high level of satisfaction with the school as their responses to the key survey categories shown in the following tables indicate. In order to verify that at least two thirds (66.7%) of our families demonstrated satisfaction, a minimum satisfaction rate of 94% was required from the respondents (71% of our families responded × 94% positive response = 66.74%, which means that a total of two-thirds or more of our families expressed satisfaction despite not all of the families completing the survey).

2017-18 Parent Satisfaction Survey Response Rate

Number of Responses	Number of Families	Response Rate
147	207	71%

2017-18 Parent Satisfaction on Key Survey Results

Survey Item	Percent of Respondents Satisfied
Families responded that they are satisfied or very satisfied with the overall quality of their child's teacher this year.	99%
Families responded that they are satisfied or very satisfied with the education their child has received this year.	94%
Families agreed or strongly agreed that they feel respected by their child's teachers.	98%
Families agreed or strongly agreed that teachers work closely with them to meet their child's needs.	95%
Families of a child in an Individualized Education Program (IEP) agreed or strongly agreed that their school works to achieve the goals on their child's IEP.	94%
Families agreed or strongly agreed that at their school their child is safe.	99%
Families agreed or strongly agreed that the principal is an effective manager who makes the school run smoothly.	99%
Families agreed or strongly agreed that the principal works to create a sense of community in the school.	99%
Families agreed or strongly agreed that they trust the principal.	99%

EVALUATION

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

## 2017-18 ACCOUNTABILITY PLAN PROGRESS REPORT

### Goal S: Absolute Measure

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

### METHOD

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

### RESULTS

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

2017-18 Student Retention Rate

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

### EVALUATION

The school exceeded the 90% measure of students returning in 2018-19, as 91% of students eligible to return did return to the school.

### ADDITIONAL EVIDENCE

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

## 2017-18 ACCOUNTABILITY PLAN PROGRESS REPORT

### Goal S: Absolute Measure

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

### METHOD

Harbor Science and Arts Charter School tracks attendance data through the Automate the Schools (ATS) Program supplied by the New York City Department of Education.

### RESULTS

Harbor Science and Arts Charter School's average daily attendance rate for 2017-18 was 92%.

#### 2017-18 Attendance

Grade	Average Daily Attendance Rate
K	89%
1	90%
2	90%
3	93%
4	90%
5	93%
6	94%
7	94%
8	93%
Overall	92%

### EVALUATION

Harbor Science and Arts Charter School did not meet the attendance target rate of 95%, but has consistently been above 90% each of the last three years. The school will continue to be proactive with our families to ensure that student attendance rates for the 2018-19 school year improve. We will present attendance awards to students who maintain 95% attendance on a quarterly basis as part of our honor roll assemblies, and we will continue to call families of absent students on a daily basis to emphasize the importance of daily attendance at school.

### ADDITIONAL EVIDENCE

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