



**Harbor Science and Arts
Charter School**

**2019-20 ACCOUNTABILITY PLAN
PROGRESS REPORT**

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By Mark Johnson

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917-261-2700

2019-20 ACCOUNTABILITY PLAN PROGRESS REPORT

Mark Johnson, Principal, prepared this 2019-20 Accountability Progress Report on behalf of the school's board of trustees:

Trustee's Name	Board Position
Phil Salmon	Board Chair, Finance Committee
Alvin Patrick	Vice-Chair, Fundraising Committee Chair
Seson Adams	N/A
Richard Asche	Finance Committee
Susan Etess	Education Committee Chair
Joanne Hunt	Education Committee, Finance Committee
Robert North	Education Committee
Arielle Patrick	Fundraising Committee
Lisa Stenson-Desamours	Finance Committee Chair
Cortney Thomas	Fundraising Committee

Mark Johnson has served as the principal since 2016, and resigned effective August 7, 2020.

Ann Bommarito is currently serving as the interim principal.

SCHOOL OVERVIEW

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

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

The school prides itself on its key design elements: character development, physical wellness and the arts. HSACS emphasizes building student advocacy from the domain of integrity. Students are taught how to advocate for themselves in a respectful manner. HSACS promotes the idea that “character is about doing the right thing when nobody’s looking.” Students in grades K-8 participate in physical education and health classes while students in grades 3-8 also have the opportunity to participate in a wide array of varsity and junior varsity sports such as basketball, flag football, and volleyball. Students in grades K-4 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.

The school 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.

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 students in the testing grades (grades 3-8) in need of remediation in English Language Arts and Mathematics.

As a result of the COVID-19 pandemic crisis, the school closed on March 16, 2020, and transitioned to remote learning, which began on March 23, 2020, and culminated on June 23, 2020, and in session every weekday during that period, with the exception of Memorial Day on May 25. As part of our education continuity plan, during the week of March 16, Harbor Charter made contact with every family, successfully reaching the families of 100% of our students, as of March 23rd. As part of the contact, staff asked how the family was coping in light of the pandemic, and asked if they needed any immediate support from the school. Additionally, families were informed of the plan in place for distance learning being provided by the school throughout the school closure as a result of the pandemic. All of the parents/guardians contacted pledged to participate in the distance

learning program, as described in the phone call. In turn, families were asked if they had the capability to fully participate in the distance learning program as described, and were surveyed to determine any obstacles or barriers that would prevent them from equitable participation. As a result of the survey, information regarding free internet service was provided to the families that did not have it, and tablets were given to families of students who did not have a technological device capable of supporting the distance learning technology platforms. Additionally, any other resources (e.g., workbooks, textbooks, etc.) were either picked up by families or mailed to families, a process that continued through the end of the school year, on an as-needed basis to ensure every child had an equitable opportunity to participate in the distance learning program.

For all grades, Harbor Charter used our school information system's web-based portal (Gradelink) as an announcement portal for communicating with parents via daily updates/posts to the School News page of the portal, along with emails sent through the portal to families and students. All contact information (phone and email) was stored in the portal and accessible by all staff for daily communication. Additionally, all contact information (phone and email) was stored in a shared and secure Excel file on the school's Microsoft Office 365 web-based portal, which was also accessible by all staff.

Throughout the remote learning period of March 23, through June 23, 2020, Harbor Science and Arts Charter School utilized Google Classroom as its platform to deliver remote instruction. All instructors in grades K-8 posted all messages, assignments and videotaped lessons or links to participate in Zoom-based live instruction lessons to their respective Google Classroom. Digital records of all Google Classroom content have been archived for recordkeeping purposes, and records regarding student performance are securely stored on the school's student information system (Gradelink).

Also, throughout the duration of the remote learning period, each day, each child was contacted by phone by at least one of their classroom teachers to ask them how they were faring during this difficult and secluded time, and to offer assistance with the work assigned. The school used the teleconferencing features available through the Google Classroom platform and Zoom, as well as one-to-one telephone calls to achieve this goal. All contact with students was recorded by the person making contact in a shared and secure **student contact** log file to ensure that each child was contacted at least once each day, and to maintain accurate records to substantiate our efforts to ensure participation in the distance learning program. This log file has been archived for recordkeeping purposes.

Additionally, during this unprecedented and challenging time, Harbor Science and Arts Charter School continued to strive to offer support to our special education populations. During the week of March 16, all of our contracted (outsourced) service providers arranged to conduct tele-therapy sessions with each child who was mandated to have these services. Consent forms were collected and these sessions began the week of Monday, March 23. Similarly, commencing during the week of March 23, the school's social worker conducted the mandated counseling sessions via telephone for students mandated to receive these services after receiving verbal consent from parents/guardians upon making each call. Our SETSS and ICT Teachers, respectively, modified assignments aligned to each child's individualized education plan (IEP), and, in addition to the calls made by the general education teachers, made daily phone calls to each child they serviced to assist

them in completing their assigned work. Encounter attendance was entered in the Special Education Student Information System (SEIS), as required, and all the SETSS and ICT teachers also recorded all contact with students in the aforementioned shared and secure student contact log file.

Further, our Director of Wellness led a Family Support Team, consisting of the school's Social Worker, Parent Coordinator and Deans in making daily phone calls outside of school hours (so as not to interfere with the instructional-based phone calls referenced in the next section) to all families to check in with them to gauge how they were coping with the school closure and the pandemic, and to survey their needs so that the school could respond and help in any way that we were able to. Also, each member of the Family Support Team spoke personally with the child(ren) to discuss their anxieties and emotions that manifested as a result of the pandemic and how it disrupted their routine, and offered reassurances that we were still a resource for them and to ensure that a reciprocal connection of our families connection to the school and its staff was maintained. All contact with students and families by the Family Support Team was recorded by the person making contact in a shared, confidential and secure **student contact** log file to ensure that each family was contacted at least once each week by the team, and to alert the team to any immediate needs our families had, or alert the group to a family in distress, so that an appropriate course of action could be enacted to aid the family/child. This log file has been archived for recordkeeping purposes.

Additionally, beginning the week of March 30, the school conducted gradewide "assemblies" via Zoom Conference for our middle school students, to have a check in with the students, as well as afford them an outlet to engage socially with their peers and school staff.

ENROLLMENT SUMMARY

Harbor Science and Arts Charter School (HSACS) reports the following BEDS Day enrollment figures over the period of the last five years.

School Enrollment by Grade Level and School Year

School Year	K	1	2	3	4	5	6	7	8	Total
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
2018-19	24	23	26	31	30	25	30	34	28	251
2019-20	14	20	25	26	30	29	26	33	31	234

GOAL 1: ENGLISH LANGUAGE ARTS

ELEMENTARY ENGLISH LANGUAGE ARTS

Summary of changes to the Elementary ELA Goal due to the Covid-19 school closure:

- Schools will be unable to report state test proficiency rates, PIs, district comparisons, effect sizes, or mean growth scores.
- However, in the absence of state test results, schools should report relevant results from internally developed assessments, national norm-referenced tests, and/or any other evaluation method below. When possible, schools report tabular data aligned to the narrative.

Goal 1: English Language Arts

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

BACKGROUND

In 2019-20, the Harbor Science and Arts Charter School utilized the Wit & Wisdom English Language Arts (ELA) Curriculum by Great Minds in grades K-8, as well as the Foundations phonics program in grades K-2. Harbor Science & Arts Charter School provided a curriculum pacing guide to teachers in all grades to ensure all required skills and concepts of the Next Generation Learning Standards would be addressed throughout the course of the school year. All ELA pacing guide resources were gathered using the suggested exemplars for Literature within the Next Generation Learning Standards. It is important to note that after the school closed on March 16, 2020, due to the COVID-19 pandemic, the school made the transition from daily in-person instruction to remote learning, which was a combination of live instruction and videotaped lessons, with daily contact between teachers and students via phone, as aforementioned in detail in the School Overview section of this report.

METHOD

The school conducted a full-scale interim assessment to grades 3-8 in January 2020 modeled after the New York State ELA Test and using released questions from the 2017 and 2018 versions of the test. The school also administered an end-of-year assessment modeled after the multiple-choice format of the New York State ELA Test on June 22, 2020, to grades 3-7, using test questions and passages from the item bank provided by Edulastic.com that were aligned to the standards for the New York State ELA Test. Each student’s raw score has been converted to a performance level based on the following scale:

Percentage Score <i>(based on number of points earned divided by total number of possible points)</i>	Performance Level
90% or greater	4
70% through 89.99%	3
65% through 69.99%	2
64.99% or lower	1

2019-20 ACCOUNTABILITY PLAN PROGRESS REPORT

The tables below summarize participation information for the administration of each assessment. The tables indicate total enrollment and total number of students tested. It also provides a detailed breakdown of those students not tested due to absence (especially for the end-of-year assessment conducted during the last week of remote learning). Note that these tables include 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).

ELA Interim Assessment (conducted January 20-21, 2020)						
Grade	Total Number of Students Enrolled in Grades 3-7 when Test was Administered	Total General Education Students Tested Not Tested, if applicable)	Total Tested (Not Tested, if applicable) in each of these categories		Reason Not Tested	
			IEP	ELL	Absent	Refused
3	27	22 (1)	2	2	1	0
4	31	20	10	1	0	0
5	24	17	7	0	0	0
6	24	18	6	0	0	0
7	33	23	10	0	0	0
All	139	137 (1)	35	3	1	0

ELA End-of-Year Assessment (conducted June 22, 2020)						
Grade	Total Number of Students Enrolled in Grades 3-7 when Test was Administered	Total General Education Students Tested Not Tested, if applicable)	Total Tested (Not Tested, if applicable) in each of these categories		Reason Not Tested	
			IEP	ELL	Absent	Refused
3	27	15 (8)	2	1 (1)	9	0
4	31	18 (2)	5 (5)	0 (1)	8	0
5	24	13 (4)	6 (1)	0	5	0
6	24	15 (3)	4 (2)	0	5	0
7	33	13 (10)	7 (3)	0	13	0
All	139	138	0	0	0	0

RESULTS AND EVALUATION

By the end of the 2019-20 school year, 49% percent of tested students at Harbor Science and Arts Charter School performed at or above a Level 3 on the standards-based internal ELA assessment designed using released passages and questions from previous years’ NYS ELA Test from the item bank at Edulastic.com. While the school did not meet the absolute measure of 75% proficiency, despite the abrupt closure of the school in mid-March, overall students at Harbor Science and Arts Charter School showed significant growth in comparison to the mid-year interim assessment consisting of released passages and questions from the 2017 and 2018 versions of the NYS ELA Test, with a 22% increase in the overall number of students achieving at a level 3 or 4 (scoring 70% or higher on the test).

Below is a breakdown of the percentage of students in each grade who scored at each Performance Level on the Mid-Year Interim Assessment conducted on January 20-21, 2020, and on the End-of-Year Remote Learning Assessment conducted remotely on June 22, 2020, respectively, in ELA.

2020 HSACS ELA Interim Assessment (January 20-21, 2020)					
Grade	Percent at Level				Percent at Level 3 or 4
	4	3	2	1	
3	4%	23%	8%	65%	27%
4	0%	3%	10%	87%	3%
5	0%	12%	24%	64%	12%
6	0%	4%	13%	83%	4%
7	3%	24%	18%	55%	27%
Overall	1%	14%	14%	71%	15%

2020 HSACS End-of-Year ELA Assessment (June 22, 2020)						
Grade	Percent at Level				Percent at Level 3 or 4	Growth in percentage of students meeting or exceeding proficiency in comparison to Mid-Year Interim Assessment
	4	3	2	1		
3	44%	33%	17%	6%	77%	+50%
4	9%	41%	23%	27%	50%	+47%
5	17%	22%	17%	44%	39%	+27%
6	5%	21%	0%	74%	26%	+22%
7	10%	45%	5%	40%	55%	+28%
Overall	16%	33%	12%	38%	49%	+22%

ELA ACTION PLAN

Harbor Science and Arts Charter School (HSACS) will await notification from NYSED regarding New York State assessments being administered during the 2020-21 school year. HSACS has aligned internal metrics to the NYS testing parameters by adopting a school wide iReady Assessment Program for English Language Arts for grades K-8. Additionally, quarterly interim assessments will be administered to students in testing grades in order to assess readiness in English Language Arts.

For the 2020-21 school year, Harbor Science and Arts Charter School underwent an internal organizational restructuring to best support instructional oversight along with services to the special education population. Due to COVID-19, HSACS leadership, faculty, and staff have focused on getting students enabled for remote learning, which includes ensuring that all students have access to chrome books and tablets as well as addressing students' social and emotional needs. Most importantly, in addressing the anticipated achievement gap we have analyzed the standards that were achieved prior to going fully remote, assessing the standards that were covered during remote learning, and examining the standards that were not covered.

GOAL 2: MATHEMATICS

ELEMENTARY MATHEMATICS

Goal 2: Mathematics

Students will become proficient in the mathematics skills of problem-solving and computation and relate these skills to real world applications.

BACKGROUND

In 2019-20, the Harbor Science and Arts Charter School utilized the Eureka Mathematics curriculum in grades K-8. Harbor Science & Arts Charter School provided a curriculum pacing guide to teachers in all grades to ensure all required skills and concepts of the Next Generation Learning Standards would be addressed throughout the course of the school year. The school conducted a full-scale interim assessment to grades 3-8 in early February 2020 modeled after the New York State Mathematics Test, and an end-of-year assessment modeled after the multiple-choice format of the New York State Mathematics Test on June 23, 2020, to grades 3-7.

METHOD

The school conducted a full-scale interim assessment to grades 3-8 in early February 2020 modeled after the New York State Mathematics Test and using released questions from the 2017, 2018, and 2019 versions of the test. The school also administered an end-of-year assessment modeled after the multiple-choice format of the New York State ELA Test on June 22, 2020, to grades 3-7, using test questions and passages from the item bank provided by Edulastic.com that were aligned to the standards for the New York State Mathematics Test. Each student's raw score has been converted to a performance level based on the following scale:

Percentage Score <i>(based on number of points earned divided by total number of possible points)</i>	Performance Level
90% or greater	4
70% through 89.99%	3
65% through 69.99%	2
64.99% or lower	1

2019-20 ACCOUNTABILITY PLAN PROGRESS REPORT

The tables below summarize participation information for the administration of each assessment. The tables indicate total enrollment and total number of students tested. It also provides a detailed breakdown of those students not tested due to absence (especially for the end-of-year assessment conducted during the last week of remote learning). Note that these tables include 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).

Mathematics Interim Assessment (conducted February 4-5, 2020)						
Grade	Total Number of Students Enrolled in Grades 3-7 when Test was Administered	Total General Education Students Tested Not Tested, if applicable)	Total Tested (Not Tested, if applicable) in each of these categories		Reason Not Tested	
			IEP	ELL	Absent	Refused
3	27	23	2	2	0	0
4	31	18 (2)	8 (1)	2	3	0
5	24	16 (1)	7	0	1	0
6	24	18	6	0	0	0
7	33	23	6 (4)	0	4	0
All	139	98 (3)	29 (5)	4	8	0

Mathematics End-of-Year Assessment (conducted June 22, 2020)						
Grade	Total Number of Students Enrolled in Grades 3-7 when Test was Administered	Total General Education Students Tested Not Tested, if applicable)	Total Tested (Not Tested, if applicable) in each of these categories		Reason Not Tested	
			IEP	ELL	Absent	Refused
3	27	19 (4)	2	1 (1)	5	0
4	31	18 (2)	5 (5)	0 (1)	8	0
5	24	11 (6)	4 (3)	0	9	0
6	24	16 (2)	5 (1)	0	3	0
7	33	15 (8)	7 (3)	0	11	0
All	139	79 (22)	23 (12)	1 (2)	36	0

RESULTS AND EVALUATION

By the end of the 2019-20 school year, 44% percent of tested students at Harbor Science and Arts Charter School performed at or above a Level 3 on the standards-based internal Mathematics assessment designed using NYS standards aligned questions from the item bank at Edulastic.com. While the school did not meet the absolute measure of 75% proficiency, despite the abrupt closure of the school in mid-March, overall students at Harbor Science and Arts Charter School showed significant growth in comparison to the mid-year interim assessment consisting of NYS standards aligned questions from the item bank at Edulastic.com, with a 29% increase in the overall number of students achieving at a level 3 or 4 (scoring 70% or higher on the test).

Below is a breakdown of the percentage of students in each grade who scored at each Performance Level on the Mid-Year Interim Assessment conducted on February 4-5, 2020, and on the End-of-Year Remote Learning Assessment conducted remotely on June 23, 2020, respectively, in Mathematics.

2020 HSACS Mathematics Interim Assessment (February 4-5, 2020)					
Grade	Percent at Level				Percent at Level 3 or 4
	4	3	2	1	
3	7%	22%	12%	59%	29%
4	4%	18%	7%	71%	22%
5	8%	13%	4%	75%	21%
6	0%	33%	21%	46%	33%
7	0%	4%	10%	86%	4%
Overall	4%	18%	11%	67%	15%

2020 HSACS End-of-Year Mathematics Assessment (June 23, 2020)						
Grade	Percent at Level				Percent at Level 3 or 4	Growth in percentage of students meeting or exceeding proficiency in comparison to Mid-Year Interim Assessment
	4	3	2	1		
3	45%	23%	23%	9%	68%	+39%
4	27%	18%	14%	41%	45%	+23%
5	10%	25%	10%	55%	35%	+14%
6	11%	16%	0%	74%	27%	+6%
7	9%	32%	14%	45%	41%	+37%
Overall	21%	23%	12%	44%	44%	+29%

MATHEMATICS ACTION PLAN

Harbor Science and Arts Charter School (HSACS) will await notification from NYSED regarding New York State assessments being administered during the 2020-21 school year. HSACS has aligned internal metrics to the NYS testing parameters by adopting a school wide iReady Assessment Program for Mathematics for grades K-8. Additionally, quarterly interim assessments will be administered to students in testing grades in order to assess readiness in Mathematics.

For the 2020-21 school year, Harbor Science and Arts Charter School underwent an internal organizational restructuring to best support instructional oversight along with services to the special education population. Due to COVID-19, HSACS leadership, faculty, and staff have focused on getting students enabled for remote learning, which includes ensuring that all students have access to chrome books and tablets as well as addressing students' social and emotional needs. Most importantly, in addressing the anticipated achievement gap we have analyzed the standards that were achieved prior to going fully remote, assessing the standards that were covered during remote learning, and examining the standards that were not covered.

GOAL 3: SCIENCE

ELEMENTARY SCIENCE

Goal 3: Science

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

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 typically administers science interim assessments that are aligned to standards, and are utilized to measure growth in grades 4 and 8 during the months of April and May, but did not this year due to the prolonged school closure as a result of the COVID-19 crisis.

METHOD

The school typically administers the New York State Testing Program Science assessment to students in 4th and 8th grade in the spring of the school year. However, as the test did not take place due to abrupt closure of the school due to the COVID-19 pandemic, the school did not administer an alternate assessment for science.

In the absence of data for the 2019-2020 school year, the school has chosen to include the data from the previous three school years as evidence of a successful track record in regards to meeting our science goals.

RESULTS AND EVALUATION

In all three of the previous years, Harbor Science and Arts Charter School met its absolute measure of at least 75% of students in grade 4 achieving proficiency on the New York State Science Exam, and in two of the previous three years, Harbor Science and Arts Charter School met its absolute measure of at least 75% of students in grades 4 and 8 achieving proficiency on the New York State Science Exam, as indicated in the table below.

Grade	Percent of Students at Proficiency					
	2016-17		2017-18		2016-17	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested	Percent Proficient	Number Tested
4	100	28	96	27	86	29
8	62	34	84	19	41	27
All	79	56	91	34	64	56

SCIENCE ACTION PLAN

Harbor Science and Arts Charter School’s hired a highly qualified science educator to teach grades 6-8 in the spring of 2020. This hire will provide the middle school with a streamline science curriculum utilizing the Next Generation Science Standards (NGSS) that will build upon the previous year in preparation for the New York State Science Assessment in grade 8. Pre-service professional development for K-5 educators, along with consistent (NGSS) resources and support during the school year to infuse consistency of science across the grade levels for academic achievement and exposure to content.

GOAL 4: ESSA

The 2019-20 ESSA Goal remains unchanged due to the Covid-19 school closure. The 2019-20 accountability status based on 2018-19 results and can be found by navigating to the school report card available [here](#).

Goal 7: 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

Harbor Science and Arts Charter School is in “good standing” for the 2019-2020 school year, and has consistently been in “good standing” for the previous three years, meeting the necessary NCLB requirements in 2016-17, and ESSA requirements for the subsequent three years, including 2019-2020.

Accountability Status by Year

Year	Status
2016-17	Good standing
2017-18	Good standing
2018-19	Good standing
2019-20	Good standing

APPENDIX A: OPTIONAL GOALS

Goal S: Parent Satisfaction

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

Goal S: Absolute Measure

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

METHOD

Each year the Harbor Science and Arts Charter School (HSACS) participates in the New York City Department of Education’s Parent Survey. As this year’s survey period was abruptly interrupted as a result of the COVID-19 pandemic, the school has chosen to include data from the 2018-2019 parent survey.

In 2018-2019, sixty-one percent 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.

2018-19 Parent Satisfaction Survey Response Rate

Number of Responses	Number of Families	Response Rate
134	219	61%

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2018-19 Parent Satisfaction on Key Survey Results

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.	93
Families responded that they are satisfied or very satisfied with the education their child has received this year.	92
Families agreed or strongly agreed that they feel respected by their child's teachers.	95
Families agreed or strongly agreed that teachers work closely with them to meet their child's needs.	90
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.	89
Families agreed or strongly agreed that at their school their child is safe.	96
Families agreed or strongly agreed that the principal is an effective manager who makes the school run smoothly.	96
Families agreed or strongly agreed that the principal works to create a sense of community in the school.	95
Families agreed or strongly agreed that they trust the principal.	96

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. Harbor Science and Arts Charter School 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. Harbor Science and Arts Charter School will continue to be creative when soliciting responses from parents to ensure that a majority of our families are represented, as well as satisfied.

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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 242 students enrolled at the end of the 2018-19 school year. Of these students 28 graduated from the 8th grade and 22 students left the school, bringing the re-enrollment number in 2019-20 to 192. Therefore, the percentage of students returning to the school for the 2019-20 school year was 90% [2019-20 re-enrollment (192) divided by the 2018-19 enrollment minus graduates (242 – 28 = 214)].

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.

2019-20 Student Retention Rate

2018-19 Enrollment	Number of Students Who Graduated in 2018-19	Number of Students Who Returned in 2019-20	Retention Rate 2019-20 Re-enrollment ÷ (2018-19 Enrollment – Graduates)
242	28	192	90%

EVALUATION

The school met the 90% measure of students returning in 2019-20, as 90% of students eligible to return did return to the school. Furthermore, the school has met or exceeded this goal in four of the past five years.

ADDITIONAL EVIDENCE

Year	Retention Rate
2015-16	92%
2016-17	90%
2017-18	87%
2018-19	91%
2019-20	90%

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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) system managed by the New York City Department of Education, as well as through its own student information system, Gradelink.

RESULTS

Harbor Science and Arts Charter School's average daily attendance rate for 2019-20 was 92%.

2019-20 Attendance

Grade	Average Daily Attendance Rate
K	91%
1	91%
2	94%
3	91%
4	94%
5	90%
6	91%
7	90%
8	96%
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 five years. The school will continue to be proactive with our families to ensure that student attendance rates for the 2020-21 school year improve.

ADDITIONAL EVIDENCE

Year	Average Daily Attendance Rate
2015-16	94%
2016-17	93%
2017-18	92%
2018-19	91%
2019-20	92%