

**Harbor Science and Arts Charter
School**

**2020-21 ACCOUNTABILITY PLAN
PROGRESS REPORT**

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By: Ann Bommarito, Principal

132-142 E. 111th Street
New York, NY 10029

917-261-2700

Ann Bommarito, School Principal prepared this 2020-21 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
Lisa Stenson Desamours	Finance Committee Chair
Robert North	
Richard Asche	Finance Committee, Education Committee
Susan Etess	Education Committee Chair
Joanne Hunt	Education Committee
Arielle Patrick	Fundraising Committee

Ann Bommarito has served Harbor Science and Arts Charter School since August 2001 as both an instructor and Administrator. Ann Bommarito has served as school leader since July 1, 2020.

SCHOOL OVERVIEW

It is the mission of 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, NYC. HSACS received its latest five-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 to the students of New York City.

The school is committed to providing a challenging, rigorous, standards-based curriculum and by drawing upon the most successful practices in education, students at Harbor Science and Arts Charter School are prepared for success while at the school, as well as to succeed in higher level institutions or vocational studies. It is our on-going commitment to support our school so that students meet and exceed standards.

As set forth in our mission statement, the school will provide students with a high-quality education through a rigorous academic program. However, the school understands that many students enter behind grade level, have learning differences, and due to the COVID-19 pandemic, there was a loss of learning by many. HSACS is committed to providing the resources necessary to bring students to grade level by incorporating a variety of elements into the program:

- In 2020-2021, under new leadership started to transition an integrated co-teaching model to K, 1, 3, 5, 6, and 8. For the 2021-22 school year, the integrated co-teaching model will apply for every grade to support the 30% Special Education population at HSACS and to assist in mitigating the learning loss from the COVID-19 pandemic.
- Smaller class sizes in grades 6-8 to ensure needs are truly met through small group and individual learning strategies.
- A comprehensive Response to Intervention (RTI) program to support students that had learning loss due to the COVID-19 pandemic and to prioritize evaluation to the Committee on Special Education for those students who require more intervention and support.
- Targeted remediation summer school program to assist in mitigating learning loss due to COVID-19 and keep students' brains engaged in learning.
- A comprehensive professional development program for instructors in order to expand faculty knowledge in the areas of RTI, data analysis, portfolio development, and using data to inform instruction.
- Comprehensive social emotional learning (SEL) program which includes improving self-awareness and management of self.
- A variety of technology resources including but not limited to Chromebooks for each student. Prior to the 2020-21 school year, technology was not available to students in the way it has been adopted for 2020-21 and into the coming years.

HSACS has adopted Great Minds curricula for both English Language Arts and Mathematics through the Wit & Wisdom and Eureka Math program for K-8. Starting the 2021-22 school year, the school will additionally utilize the virtual assessment and differentiation tools to support both programs further while each year providing veteran and new staff with comprehensive professional development on each component. The continued use of iReady despite NYS Testing requirements for K-8 will allow leadership and instructors to monitor individual growth of students “where they are at” throughout the school year with assigned individual lessons and scheduled diagnostic/growth monitoring assessments. This system along with quarterly interim assessments will allow HSACS to monitor student growth in preparation for the NYS assessments each year. For the 2021-22 school year, HSACS will adopt a social studies curriculum infused into the Wit & Wisdom program for grades 6-8 that supports the changing landscape of education along with gradual development of technology/presentation skills needed for a successful high school transition.

HSACS is committed to continued development of the arts program for the school community. Making art and music more accessible for all students and providing students with increased opportunities for exposure including but not limited to instruments and virtual field trips.

HSACS believes in a strong culture of respect for self and others. Routines are in place to ensure the safety of the entire school community in order to maximize learning and effective functioning through the course of the school day. Furthermore, clearly defined policies, supported by understood systems that encourage and acknowledge positive behaviors and efforts, as well as discourage negative actions that may permeate the school environment. Additionally, conversations between the students and staff about behavior expectations that encourage students to explain the inherent rewards, both intrinsic and extrinsic, of a positive outlook and attitude daily.

The best predictors of student success are parent engagement and parent trust and confidence in the school. HSACS is committed to engaging families as a central component of its educational approach so that families from all cultural groups and socioeconomic statuses are included as partners in advancing the achievement of and celebrating the students within the school community.

HSACS takes pride in the focus on Special Education, with an approximate 30% population and mitigating the learning loss due to the COVID-19 pandemic.

- Academic Support Administrator on Leadership Team
- Compliance Coordinator
- SETSS Instructors – pull out/push in to meeting IEP goals
- Response to Intervention (RTI) Instructors

- Integrated Co-Teaching (ICT) transition
- School Social Worker
- Speech therapy, occupational therapy, physical therapy
- Targeted professional development

HSACS Leadership Team is comprised of four educators all who are veteran teachers at the school. All of whom are highly qualified and present specific focused instructional/operational expertise needed for the next charter term.

The Board of Trustees has enthusiastically committed to this team to ensure academic support, organizational effectiveness, and financial stability to help move HSACS towards a five-year renewal. A strategic plan developed collaboratively with the Board of Trustees will afford HSACS with a forward-thinking mindset to develop positive change in the five years to come and hold all stakeholders accountable for what needs to be done for both the students and families.

ENROLLMENT SUMMARY

In the table below, provide the school’s BEDS Day enrollment for each school year.

School Enrollment by Grade Level and School Year														
School Year	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
2016-17	27	27	24	24	28	28	22	30	34	n/a	n/a	n/a	n/a	244
2017-18	25	31	30	29	27	31	31	27	19	n/a	n/a	n/a	n/a	250
2018-19	24	23	26	31	30	25	30	34	28	n/a	n/a	n/a	n/a	251
2019-20	24	23	26	31	30	25	30	34	28	n/a	n/a	n/a	n/a	234
2020-21	15	14	23	23	29	30	28	23	33	n/a	n/a	n/a	n/a	218

GOAL 1: ENGLISH LANGUAGE ARTS

ELEMENTARY AND MIDDLE ENGLISH LANGUAGE ARTS

Goal 1: English Language Arts

Students will become proficient in English Language Arts skills of reading, writing, speaking, and listening.

BACKGROUND

In 2020-21, HSACS 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. HSACS 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. Due to the COVID-19 pandemic and the learning loss that had occurred since March 2020, instructors were provided with additional resources to supplement instruction to meet all students' needs and levels.

For the 2020-21 school year, ELA instruction was delivered remotely during the first marking period. For the remainder of the academic school year, following strict safety protocols against the COVID-19 pandemic, literacy was primarily delivered through virtual, live-stream instruction. Through close monitoring of NYC COVID Guidance, and numerous parent webinars and surveys, HSACS followed health and safety protocols, allowing small populations of students whose parents wanted their children to receive in-person instruction. HSACS conducted three phases for the return of in-person learning. Priority was provided to students with special needs and K-2 with siblings, and those children of essential workers. These students were given priority in order to provide them the services and supports they needed that were not as accessible through virtual learning.

In the 2020-21 school year, HSACS started the transition to a fully Integrated Co-Teaching model focusing on six of the nine grade levels, to meet the needs of Special Education students, various learning styles, and to mitigate the learning loss due to the pandemic.

METHOD

In ELA, HSACS implemented *iReady* and scientifically- research based benchmarks, including Fountas & Pinnell and Scholastic Reading Benchmark for grades K-8. For *iReady*, students were provided with three school-wide diagnostic assessments (September, January and June). Additionally, each student was individually assessed using the Fountas & Pinnell and Scholastic Reading Benchmark (September, December, and May).

I-READY

2020-21 i-Ready ELA Assessment End of Year Results

Measure	Subgroup	Target	Tested	Results	Met?
Measure 1: Each year, the school's median percent progress to Annual Typical Growth of 3 rd through 8 th grade students will be equal to or greater than 100%.	All Students	100%	163/ 166	131.5%	Yes
Measure 2: Each year, the school's median percent progress to Annual Typical Growth of all 3 rd through 8 th grade students who were two or more years below grade level in the fall will be equal to or greater than 110% by the spring assessment administration.	Lower Level Achievers	110%	80	162%	Yes
Measure 3: Each year, the median percent progress to Annual Typical Growth of 3 rd through 8 th grade students with disabilities at the school will be equal to or greater than the median percent progress to Annual Typical Growth of 3 rd through 8 th grade general education students at the school.	Students with Disabilities ¹	131.5%	72	75%	No
Measure 4: Each year, 75% of 3 rd through 8 th grade students enrolled in at least their second year at the school will score at the <i>mid-on-grade level</i> or above scale score for the year-end assessment.	2+ Year Students	75%	148/ 166	22.3%	No

End of Year Performance on 2020-21 i-Ready ELA Assessment By All Students and Students Enrolled in At Least Their Second Year

Grades	All Students		Enrolled in at least their Second Year	
	Percent Mid-On Grade Level or Above	Number Tested	Percent Mid-On Grade Level or Above	Number Tested
3	17%	24/24	18%	22/24
4	17%	27/29	15%	26/29
5	20%	30/30	21%	28/30

¹ Schools may elect to report the aggregated data for a different subpopulation of students if the total tested number of students with disabilities is 5 or fewer, or if the school's mission aligns to serving a different specific subpopulation. For schools that choose a different subpopulation (e.g. English language learners, homeless students, etc.), please explain the rationale in the narrative section

6	21%	28/28	24%	21/28
7	35%	23/23	33%	21/23
8	22%	31/32	23%	30/32
All	22%	163/166	22.3%	148/166

End of Year Growth on 2020-21 i-Ready ELA Assessment
By All Students

Grade	Median Percent of Annual Typical Growth	Number Tested
3	45%	24/24
4	46%	27/29
5	50%	30/30
6	148%	28/28
7	300%	23/23
8	200%	31/32
All	131.5%	163/166

Results and Evaluation

Based on the data collected using the baseline and end of year assessments through the *iReady* program, the first goal was successfully attained and exceeded by approximately 32%. Grades 6 through 8 were at the forefront of this notable progress. Typically, Middle School students have more experience with the use of technology, for both instructional and general purposes. In addition, lower grades who did not show the same academic growth pattern, showed noted concerns regarding academic integrity, as parents, guardians and older family members were seen closely monitoring and assisting with responses in the earlier parts of the school year. In addition, throughout the course of the school year, Middle School students were encouraged to take these online assessments seriously, and all students were closely monitored and given explicit directions on taking these diagnostics without any additional support. Students in lower grades also developed increased stamina with virtual learning and though family members were still nearby, there was greater independence on the student's behalf, showing scores that were more accurate at the end of the year. They also responded well to student incentives, which was a direct correlation to their efforts during assessments.

Lower level achieving students, as well as Students with Disabilities, were provided various interventions, supports and scaffolding throughout the academic year in English Language Arts. Response to Intervention teams, and Special Education Service Providers provided small group instruction, reteaching and supplemental, interactive ways of introducing skills. Both Special Education and General Education staff members used break-out rooms in order for students to work collaboratively, or to review concepts with students in smaller settings. Out of the 80 lower

level achieving students who scored two or more years below grade level in September, 46 students were able to increase their overall iReady score in June by an average of 162%. Students with Disabilities, attained an average of 75%, which is approximately 57% less when compared to their peers.

Choose an item.

OTHER:

FOUNTAS & PINNELL/SCHOLASTIC READING BENCHMARK

2020-21 Reading Benchmark ELA Assessment End of Year Results
 End of Year Performance on 2020-21 Reading Benchmark Assessments
 By All Students and Students Enrolled in At Least Their Second Year

Fountas and Pinnell and Scholastic Reading Benchmark Levels									
Grade Level	4+ Yrs. Below	3 Yrs. Below	2 Yrs. Below	1 Year Below	.5 Year Below	At Grade Level	.5 Year Above	1 Year Above	2+ Yrs. Above
3	---	5%	31%	22%	---	10%	17%	17%	---
4	---	7%	4%	21%	31%	10%	14%	7%	7%
5	---	13%	23%	16%	23%	13%	6%	---	3%
6	---	11%	21%	36%	21%	0%	0%	11%	---
7	---	---	26%	9%	9%	4%	52%	---	---
8	6%	13%	10%	---	3%	68%	---	---	---

Fountas & Pinnell/Scholastic Benchmark Annual Levelled Growth Data												
Grade	0	1	2	3	4	5	6	7	8	9	10+	AG
3	2	7	1	6	3	3	1	---	---	---	---	3
4	---	5	5	2	4	5	1	3	2	2	---	3
5	3	2	9	4	7	3	1	---	---	---	---	3
6	1	2	4	3	5	7	2	2	2	---	---	3
7	4	2	3	5	2	4	---	1	---	2	---	1
8	---	20	2	---	1	3	1	1	---	---	---	1

*AR – Expected Annual Growth

RESULTS AND EVALUATION

Throughout the course of the year, students were given reading benchmarks three different times, coinciding with the months that the iReady assessments were conducted. Though the iReady assessments provided subsets, and next steps, using ELA Reading Standards as a guide, the

benchmark assessments were given through virtual or in-person, 1:1 instruction by a trained educator. The results from these benchmarks showed some similarities, and also some key deficits that are not able to be demonstrated through an assessment on the computer. For example, benchmarks allowed instructors to determine if students rushed, had difficulty decoding words, had appropriate fluency through the use of pausing at punctuation marks, etc. This allowed educators to target specific reasons that may explain the cause of comprehension deficits. Students are also asked to provide a verbal retell using the Scholastic Benchmark Assessments, which gives a view of what type of information students were able to retain, comprehend, and were unable to explain. Literal, inferential and informational questions were also asked based on the Fiction and Non-Fiction passages, which were given on an alternating basis. These benchmarks allowed teachers to group students and identify their instructional level, which would be used in small group reading instruction, to further push their academic growth in the area of English Language Arts. This, in conjunction with *iReady*, provided the staff with a more comprehensive look into the strengths and deficits of our students.

ADDITIONAL CONTEXT AND EVIDENCE

The 2020-21 school year was the first year of full implementation of the iReady assessment system. During pre-service, instructors were provided with targeted professional development, along with individualized meetings with the Assistant Principal to assess initial implementation during a remote learning environment. iReady sessions were built into daily instruction for all grades. After the initial diagnostic benchmark, HSACS noted barriers which included integrity and validity of results and attendance rates. Leadership implemented proctored daily iReady blocks with “screens on.” Instructors were advised to monitor (proctor) student progress each session and to address individual issues with students/families in breakout rooms and through communication logged. School communication to families requesting partnership in this effort and to allow students to complete assessment independent of support were a priority. Individual grade levels/classes provided incentives for participation, completion and effort. Additional professional development provided by iReady to support instructors on providing individualized support to students including assigning lessons. The Assistant Principal provided additional individualized support to each instructor/team to ensure follow through. Evaluation tools were in place in order to ensure all instructors were implementing program to the expectation.

For Fountas & Pinnell, the primary barrier with the implementation was conducting the assessment in a remote environment. In the remote learning environment, it made it difficult for students to track their reading with their finger, notably in the elementary school. Conducting this assessment in-person allowed for the instructor to provide the student a paper copy to track their reading more accurately.

ACTION PLAN

Harbor Science and Arts Charter School will await notification from NYSED regarding New York State assessment being administered during the upcoming school year. HSACS will continue to implement iReady for grades K-8 along with utilizing the Scholastic Benchmark Assessments.

Additionally, quarterly interim assessments will be administered to students in testing grades in order to assess reading in English Language Arts.

For the 2021-22 school year, HSACS will transition to a full Integrated Co-teaching model (ICT) for all grades on top of providing SETSS, Support Service Providers such as Speech and Language Therapists, and additional educators are in place to support the comprehensive Response to Intervention (RTI) program in order to mitigate the learning loss due to the COVID-19 Pandemic. Additional virtual assessment/differentiation tools to complement the Wit & Wisdom curriculum in English Language Arts.

GOAL 2: MATHEMATICS

ELEMENTARY AND MIDDLE 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 2020-21, Harbor Science and Arts Charter School utilized the Eureka Mathematics curriculum in grades K-8. HSACS 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. Due to the COVID-19 pandemic and the learning loss that had occurred since March 2020, instructors were provided with additional resources to supplement instruction to meet all students' needs and levels.

For the 2020-21 school year, mathematics instruction was delivered remotely during the first marking period. For the remainder of the academic school year, following strict safety protocols against the COVID-19 pandemic, mathematics was primarily delivered through virtual, live-stream instruction. Through close monitoring of NYC COVID Guidance, and numerous parent webinars and surveys, HSACS followed health and safety protocols, allowing small populations of students whose parents wanted their children to receive in-person instruction. HSACS conducted three phases for the return of in-person learning. Priority was provided to students with special needs and K-2 with siblings, and those children of essential workers. These students were given priority in order to provide them the services and supports they needed that were not as accessible through virtual learning.

In the 2020-21 school year, HSACS started the transition to a fully Integrated Co-Teaching model focusing on six of the nine grade levels, to meet the needs of Special Education students, various learning styles, and to mitigate the learning loss due to the pandemic.

METHOD

In mathematics, HSACS implemented *iReady* for grades K-8. For *iReady*, students were provided with three school-wide diagnostic assessments (September, January and June).

During 2020-21, HSACS primarily used *iReady* assessments to assess student growth and achievement in mathematics. Choose an item.

RESULTS AND EVALUATION

The 2020-21 school year was the first year of full implementation of the *iReady* assessment system. During pre-service, instructors were provided with targeted professional development, along with individualized meetings with the Assistant Principal to assess initial implementation during a remote learning environment. *iReady* sessions were built into daily instruction for all grades. After the initial diagnostic benchmark, HSACS noted barriers which included integrity and validity of results and attendance rates. Leadership implemented proctored daily *iReady* blocks with “screens on.” Instructors were advised to monitor (proctor) student progress each session and to address individual issues with students/families in breakout rooms and through communication logged. School communication to families requesting partnership in this effort and to allow students to complete assessment independent of support were a priority. Individual grade levels/classes provided incentives for participation, completion and effort. Additional professional development was provided by *iReady* to support instructors on providing individualized support to students including assigning lessons. The Assistant Principal provided additional individualized support to each instructor/team to ensure follow through. Evaluation tools were in place in order to ensure all instructors were implementing program to the expectation.

Based on the data collected using the baseline and end of year assessments through the *iReady* program, the first goal was attained and exceeded by approximately 13%. Also, Students with Disabilities showed growth over the general education population by 33%, reaching its goal. Lower level achieving students, as well as Students with Disabilities, were also provided various interventions, supports and scaffolding throughout the academic year in Mathematics. Response to Intervention teams, and Special Education Service Providers provided small group instruction, reteaching and supplemental, interactive ways of introducing pre-requisite and foundational skills. Both Special Education and General Education staff members used break-out rooms and after-school “open sessions” in order for students to work collaboratively, or to review concepts with students in smaller settings. Out of the 72 Students with Disabilities, the Annual Typical Growth was only 50%, compared to approximately 113% of general education students. For students enrolled at the school for at least two years, the goal of 75% at mid or on grade level was not reached, as only 8.6% of students achieved that benchmark. Typically, students faced the same difficulties of virtual learning as stated above with ELA and Reading; mathematical concepts from concrete to abstract were quite challenging to grasp and retain over ever-changing learning environments.

2020-21 i-Ready Mathematics Assessment End of Year Results

Measure	Subgroup	Target	Tested	Results	Met?
Measure 1: Each year, the school's median percent progress to Annual Typical Growth of 3 rd through 8 th grade students will be equal to or greater than 100%.	All Students	100%	163/166	113.2%	Yes
Measure 2: Each year, the school's median percent progress to Annual Typical Growth of all 3 rd through 8 th grade students who were two or more grade levels below grade level in the fall will be equal to or greater than 110% by the spring assessment administration.	Lower Level Achievers	110%	69	143%	Yes
Measure 3: Each year, the median percent progress to Annual Typical Growth of 3 rd through 8 th grade students with disabilities at the school will be equal to or greater than the median percent progress to Annual Typical Growth of 3 rd through 8 th grade general education students at the school.	Students With Disabilities	113.2%	72	50%	No
Measure 4: Each year, 75% of 3 rd through 8 th grade students enrolled in at least their second year at the school will score at the <i>mid on-grade level</i> or above scale score for the year-end assessment.	2+ Students	75%	148/166	8.6%	No

End of Year Performance on 2020-21 i-Ready Mathematics Assessment
By All Students and Students Enrolled in At Least Their Second Year

Grades	All Students		Enrolled in at least their Second Year	
	Percent Mid-On Grade Level or Above	Number Tested	Percent Mid-On Grade Level or Above	Number Tested
3	4%	24/24	5%	22/24
4	3%	28/29	4%	26/29
5	10%	30/30	11%	28/30
6	4%	28/28	5%	21/28
7	13%	20/23	14%	21/23
8	13%	27/32	13%	30/32
All	7.8%	157/166	8.6%	148/166

End of Year Growth on 2020-21 i-Ready Mathematics Assessment
By All Students

Grades	Median Percent of Annual Typical Growth	Number Tested
3	65%	24/24
4	85%	28/29
5	67%	30/30
6	97%	28/28
7	155%	20/23
8	210%	27/32
All	113.2%	157/166

ACTION PLAN

Harbor Science and Arts Charter School will await notification from NYSED regarding New York State assessment being administered during the upcoming school year. HSACS will continue to implement iReady for grades K-8. Additionally, quarterly interim assessments will be administered to students in testing grades in order to assess reading in Mathematics.

For the 2021-22 school year, HSACS will transition to a full integrated co-teaching model (ICT) for all grades on top of providing SETSS and additional educators are in place to support the comprehensive Response to Intervention (RTI) program in order to mitigate the learning loss due to the COVID-19 Pandemic. Additional virtual assessment, differentiation tools, and supplemental instructional materials involving new digital platforms for both students and teachers will be utilized to complement the Eureka curriculum in Mathematics.

GOAL 3: SCIENCE

ELEMENTARY AND MIDDLE 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 6-8, due to the COVID-19 pandemic and primarily remote instruction in middle school, the instructor utilized resources from Amplify Science to support instruction in each grade in lieu of the interactive hands-on learning environment. Harbor 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 COVID-19 pandemic.

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 was only administered to in-house/opt-in remote students due to the COVID-19 pandemic, the school did not administer an alternate assessment for science.

RESULTS AND EVALUATION

N/A - Test results from the NYS Science test in grades 4 and 8 in-house/opt-in remote students have not been shared with HSACS.

ACTION PLAN

Harbor Science and Arts Charter School hired a highly qualified science instructor to teach grades 6-8 in spring 2021. This hire will provide the middle school with a streamlined science curriculum utilizing Amplify Science and 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 will take place, 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. Additionally, students in grades 6-8 will participate in the Amazon Future Engineer STEM program. 0

GOAL 4: ESSA

Due to COVID-19 and the subsequent changes to the state's testing, accountability, and federal reporting requirements, the 2020-21 school accountability statuses are the same as those assigned for the 2019-20 school year. The 2019-20 accountability statuses were based on 2018-19 exam results. Assigned accountability designations and further context can be found [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 2019-20 school year, and has consistently been in “good standing” for the previous year, meeting the necessary NCLB requirements.

Accountability Status by Year

Year	Status
2018-19	Good Standing
2019-20	Good Standing
2020-21	N/A

