



Harbor Science and Arts Charter School

2021-22 ACCOUNTABILITY PLAN PROGRESS REPORT

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By Pierre Hunt

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Pierre Hunt prepared this 2021-22 Accountability Progress Report on behalf of the charter school’s board of trustees:

Trustee’s Name	Board Position
	Office (e.g. chair, treasurer, secretary)
Phil Salmon	Board Chair, Finance Committee
Alvin Patrick	Vice Chair, Fundraising Committee Chair
Lisa Stenson Desamours	Finance Committee Chair
Robert North	Personnel Committee
Richard Asche	Finance Committee, Education Committee
Susan Etess	Education Committee Chair
Joanne Hunt	Finance Committee, Education Committee
Arielle Patrick	Fundraising Committee
Olivia Nelson	Education Committee

Pierre Hunt has served Harbor Science & Arts Charter School since August 2003 as both an instructor and administrator. Pierre Hunt has served as the school leader since August 15th, 2022.

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 with conditions in March 2022. 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 2021-2022, under the second year of new leadership transitioned an integrated co-teaching model from K, 1, 3, 5, 6, and 8 to all grades. The integrated co-teaching model applied for every grade to support the approximately 30% Special Education population at HSACS and to assist in mitigating the learning loss from the COVID-19 pandemic and the subsequent year afterwards with the return of students in-house.
- 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.
- 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, as well as increased digital platform options for each subject that developed and maintained more student output.

HSACS has continued to utilize Great Minds curricula for both English Language Arts and Mathematics through the Wit & Wisdom and Eureka Math program for K-8. During the 2021-22 school year, the school utilized 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 continue to allow leadership and instructors to monitor individual growth of students “where they are” 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 adopted a social studies curriculum infused into the Wit & Wisdom program for grades 6-8 that supported 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) Model
- School Social Worker
- Speech therapy, occupational therapy, physical therapy
- Targeted professional development (monthly)

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.

Harbor Science and Arts Charter School 2021-2022 Accountability Plan

School Enrollment by Grade Level and School Year

School Year	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
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
2021-22	15	10	12	16	25	25	37	28	30	n/a	n/a	n/a	n/a	198

GOAL 1: 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 2021-22, HSACS utilized the Wit & Wisdom English Language Arts (ELA) Curriculum by Great Minds in Grades K-8, as well as the FUNdations phonics program in grades K-3. 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 learning loss from the COVID-19 pandemic the previous year, instructors were provided with additional resources to supplement instruction to meet all students' needs and levels.

For the 2021-22 school year, ELA instruction was delivered fully in-person for the first time since March 2020.

In the 2021-22 school year, HSACS started the transition to a fully Integrated Co-Teaching model focusing on all 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 continued to implement *iReady* and scientifically- research based benchmarks, including Scholastic Reading Benchmarks 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 Scholastic Reading Benchmark (September, December, and May).

I-READY

2021-22 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%	152/ 153	164.5%	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%	62	148%	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	164.5%	44	157%	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%	123	26%	No

End of Year Performance on 2021-22 *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	27%	22/22	38%	15/15
4	17%	24/24	21%	19/19
5	19%	32/32	26%	23/23
6	30%	27/27	29%	21/21
7	23%	26/26	16%	24/24
8	27%	22/22	24%	21/21
All	24%	153/153	26%	123/123

End of Year Growth on 2021-22 *i-Ready* ELA Assessment
By All Students

Grade	Median Percent of Annual Typical Growth	Number Tested
3	93%	22/22
4	122%	23/24
5	160%	32/32
6	158%	27/27
7	170%	26/26
8	284%	22/22
All	164.5%	152/153

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 65%. Grades 4 through 8 were at the forefront of this notable progress. As 4th and 5th grade have been exposed more to *i-Ready* from the prior year, there was more experience involved and they were prepared for the types of questioning that was given. Also, Middle School students continue to have more experience with the use of technology, for both instructional and general purposes. In addition, throughout the course of the school year and the prior year, all 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. They also continued to respond well to student incentives given by teachers, which was a direct correlation to their efforts during assessments.

Students with at least two years in the Harbor outperformed other students who had one year under their belt, mainly in the lower school (3rd – 5th grade). For 6th – 8th grade, there was a close correlation between newer students and 2+ year students.

Lower level achieving students, as well as Students with Disabilities, were outperformed by general education students in growth by only 7.5%. They did show significant growth compared to the target 100%. All year, these students 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.

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 2021-22, Harbor Science and Arts Charter School continued to utilize the Eureka Mathematics curriculum in grades K-8. The instructional leadership team 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. To align the Common Core Standards with the Next Generation Standards, a crosswalk document was shared and teachers were required to use these in their lesson plans. Instructors were provided with additional resources to supplement instruction to meet all students' needs and levels.

For the 2021-22 school year, mathematics instruction was fully taught in person, without any remote options. HSACS continued to follow health and safety protocols. HSACS continued the transition to a fully Integrated Co-Teaching model focusing on all nine grade levels this time (as opposed to six), 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 again implemented *iReady* for grades K-8. For *iReady*, students were provided with three school-wide diagnostic assessments (September, January and June).

During 2021-22, HSACS primarily used *iReady* assessments to assess student growth and achievement in mathematics.

2021-22 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%	151/154	128.3%	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%	85	150.4%	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	128.3%	44	107%	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%	123	16%	No

End of Year Performance on 2021-22 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	18%	22/22	19%	15/15
4	8%	24/24	11%	19/19
5	16%	32/32	22%	23/23
6	15%	27/27	14%	21/21
7	8%	26/26	8%	24/24
8	18%	22/23	19%	21/21
All	13.8%	153/154	16%	123/123

End of Year Growth on 2021-22 i-Ready Mathematics Assessment
By All Students

Grades	Median Percent of Annual Typical Growth	Number Tested
3	79%	22/22
4	115%	22/24
5	97%	32/32
6	143%	27/27
7	148%	26/26
8	188%	22/23
All	128.3%	151/154

RESULTS AND EVALUATION

The 2021-22 school year was the second year of full implementation of the iReady assessment system. During pre-service, instructors were provided with targeted professional development, Harbor Science and Arts Charter School 2021-2022 Accountability Plan

although remote, along with in-person individualized meetings with the Assistant Principal to assess instruction for all grades.

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 28%. Also, students who were originally two grade levels below or more showed growth over the general education population by over 20%, reaching its goal. Additionally, students with disabilities performed approximately 20% lower than general education students. These students, were too provided various interventions, supports, and scaffolding throughout the academic year in Mathematics. RTI teams and SETSS providers gave students access to reteaching and supplemental work through small groups, using interactive ways to introduce foundational skills and prior knowledge skills where needed.

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 16% of students achieved that benchmark (compared to approximately 8% from the previous year). Unfortunately, students were still facing the same challenges of recouping concepts that were lost during remote instruction the year prior. Mathematical concepts from concrete to abstract were a challenge to continue through the transition of foundational remote learning to in-person current concepts that required the pre-requisites.

Additional professional development was provided by iReady to support instructors on providing individualized support to students including assigning lessons. This included the assessment supplement Teacher Toolbox. 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.

ACTION PLAN

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 & Arts Charter School utilized Amplify Science in grades 6-8 for the first time. Amplify is an online and in-person interactive curriculum that blends hands-on investigations, literacy-rich activities, and interactive digital tools to help students approach science from all possible angles and foster engagement. Grades K-5 teachers utilized a combination of textbooks/workbooks and other additional resources including Mystery Science.

METHOD

RESULTS AND EVALUATION

ACTION PLAN

GOAL 4: ESSA

The 2021-2022 school accountability statuses are the same as those assigned for the 2020-2021 school year. The 2020-2021 accountability statuses could not be based on the 2019-2020 year as there were no test results due to the COVID-19 changes to the state's testing, accountability, and federal reporting requirements.

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 the 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 & Arts Charter School is “in good standing” for the 2020-2021 school year, and has consistently been in “good standing” for the previous year, meeting the NCLB requirements.

Accountability Status by Year

Year	Status
2018-19	Good Standing
2019-20	Good Standing
2020-21	Good Standing
2021-22	N/A

