



**Harbor Science and Arts Charter
School**

**2023-24 ACCOUNTABILITY PLAN
PROGRESS REPORT**

Submitted to the SUNY Charter Schools Institute on:

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By Pierre Hunt

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917-261-2700

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Harbor Science and Arts Charter School's board of trustees:

Trustee's Name	Board Position
	Office (e.g. chair, treasurer, secretary)
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Arielle Patrick	Fundraising Committee
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Robert North	Personnel 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/Principal 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. This school year marks the 25th anniversary of the Harbor Science and Arts Charter School being of service to the community.

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 continue to enter behind grade level, have learning differences, and still due to the COVID-19 pandemic, there is still a lingering loss of learning by many. Also this year, HSACS had a massive influx of migrants from South America, which changed the organizational structure of the whole school. HSACS is committed to providing the resources necessary to bring students to grade level by incorporating a variety of elements into the program, and also servicing those new and returning ELLs with the proper staff and programs:

- In 2023-2024, the integrated co-teaching model from grades K-8 continued. The integrated co-teaching model applied for every grade to support the over 30% Special Education population at HSACS and to assist in continuing to mitigate the learning loss from the COVID-19 pandemic and the subsequent years afterwards.
- Smaller class sizes in grades 6-8 to ensure needs are truly met through small group and individual learning strategies.
- A comprehensive Multi-Tiered Support System (MTSS) program in supporting students to prioritize evaluation to the Committee on Special Education for those students who require more intervention and support based on performance and data collected by all necessary

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instructional and support staff.

- An individualized electronic student tracking system to monitor student growth and progress on internal/external assessments for all stakeholders.
- An electronic individualized educational program (“IEP”) goal-tracking system to monitor student growth.
- A comprehensive professional development program for instructors in order to expand faculty knowledge in the areas of MTSS, data analysis, binder of artifacts development, and using data to inform instruction.
- The development of enrichment focus groups to monitor students who are performing on grade level at the start of the year to ensure growth.
- Comprehensive social emotional learning (SEL) programs which includes improving self-awareness and management of self (RAK for lower school and PATHS for upper school).
- 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 continues to incorporate the Next Generation Learning Standards into all curricula for students this year, continuing to utilize Great Minds for both English Language Arts (Wit & Wisdom) and Mathematics (Eureka Squared) for K-8. During the 2023-24 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 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. This also allows instructional staff to determine small focus group dynamics during the assigned i-Ready periods.

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 in-person and virtual field trips. A highly-qualified art teacher continues to spearhead the arts program, facilitating many events seen at Harbor years ago, including a silent auction and art show. Also for the first time, the art teacher established a partnership on the international scale with a program called KID FUTURE LAB, collaborating with fellow grade-level students from Puerto Rico, Ireland, and France.

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HSACS believes in a strong culture of respect for self and others. Procedure and 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 are prevalent, 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 occur between the students and staff about behavior expectations that encourage students to explain the inherent rewards on a regular basis, both intrinsic and extrinsic, of a positive outlook and attitude daily.

HSACS takes pride in the focus on Special Education, with over a 30% population. The appropriate measures that have been maintained to address the constant needs for support are as follows:

- Academic Support Administrator and Compliance Coordinator on Leadership Team
- SETSS Instructors for all grades – pull out/push in to meeting IEP goals
- Multi-Tiered Support Systems meetings based on data, observations, and reports
- Integrated Co-Teaching (ICT) Model
- School Social Worker
- Speech therapy, occupational therapy, physical therapy
- Weekly targeted professional development

The HSACS Leadership Team is comprised of four educators and one director of operations, three of who have been veteran teachers, 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.

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The HSACS Leadership Team has contracted Schoolworks, a national education consulting provider, as a condition of renewal. Schoolworks works with schools to support sustainable school improvement through the five key areas of accountability, quality reviews, instructional support, leadership support, and school developer support. The team visited the school for three days, meeting with students, parents, staff, as well as observing instruction, and meeting with focus groups to assure that everyone is aligned to the key design elements of the school.

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
2021-22	15	10	12	16	25	25	37	28	30	NA	NA	NA	NA	198
2022-23	12	11	12	13	26	21	30	25	28	NA	NA	NA	NA	178
2023-24	19	22	23	10	23	28	31	32	27	NA	NA	NA	NA	215

GOAL 1: ENGLISH LANGUAGE ARTS

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

BACKGROUND

In 2023-2024, HSACS continued to utilize the Wit & Wisdom curriculum by Great Minds for coherence, as well as the FUNdations phonics program for grades K-3. HSACS also utilized the Reading A to Z curriculum for grades K-5, to support struggling readers as well as the incoming ELL population. Pacing guides and curriculum maps were provided to all teachers to ensure that all skills of the Next Generation Learning Standards were addressed throughout the school year.

ELEMENTARY AND MIDDLE ELA

ELA Measure 1 - 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 English language arts examination for grades 3-8.

The tables below summarize the participation information for this year's test administration as well as the performance of all students and students enrolled for at least two years.

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2023-24 State English Language Arts Exam Number of Students Tested and Not Tested

Grade	Total Tested	Not Tested						Total Enrolled
		Absent	Refusal	ELL	Admin error	Medically excused	Other reason	
3	7	0	1	1	0	0	1	10
4	15	0	2	5	0	0	1	23
5	17	0	6	5	0	0	0	28
6	15	0	4	6	0	0	1	26
7	26	0	2	3	0	0	0	31
8	21	0	2	4	0	0	0	27
All	101	0	17	24	0	0	3	145

Performance on 2023-24 State English Language Arts Exam By All Students and Students Enrolled in At Least Their Second Year¹

Grade	All Students			Enrolled in at least their Second Year		
	Number Tested	Number Proficient	Percent Proficient	Number Tested	Number Proficient	Percent Proficient
3	7	1	14%	7	1	14%
4	15	2	13%	11	1	9%
5	17	4	24%	17	4	24%
6	15	6	40%	15	4	27%
7	26	10	39%	26	10	39%
8	21	13	62%	20	11	55%
All	101	44	36%	96	31	28%

ELA Measure 2 - Absolute

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.

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 2023-24 English language arts MIP for all students of **113**. The PI is the sum of the percent of students in all tested grades combined scoring at Level 2, plus two times

¹ Students are considered "enrolled in at least their second year" if they were enrolled on BEDS day of the school year prior to the most recent exam administration.

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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 250.²

English Language Arts 2023-24 Performance Index

Number in Cohort	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
101	22%	43%	22%	14%

$$\begin{aligned}
 \text{PI} &= [\text{?}] + [\text{?}] + [\text{?}] = [\text{?}] \\
 &+ [\text{?}] = [\text{?}] \\
 &+ (.5)*[\text{?}] = [\text{?}] \\
 &\text{PI} = [\text{?}]
 \end{aligned}$$

RESULTS AND EVALUATION

HSACS did not reach the overall measure. The majority of students attained a high level 2. While the school was successful in adjusting lesson planning strategies, the implementation fell short. Due to behavior management systems that were not consistent throughout the school, instruction was interrupted and not of high quality. Egregious behaviors were rarely identified; the smaller “micro-disruptions” that would affect the lesson(s) and student ability to attain important information was a factor across the board. To combat this, the school will be implementing a school-wide behavior tracking system, focusing on positive approaches and not punitive ones. Also this year the Assistant Principal who oversaw ELA in all grades resigned in early Spring, which added to the inconsistency of instructional oversight and the program itself. To remedy this, the instructional leadership team has decided for the following school year to restructure and assign one direct supervisor for each grade band (K-2, 3-5, 6-8.) The school continues to create pacing guides for grades K-8 so that there are clear weekly expectations and established objectives in place to effectively prepare students to be grade-level competent in order to be prepared for the school’s interim assessments and annual NYS standardized test.

ELA Measure 3 - 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 all students in the same tested grades in the school district of comparison.

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

² You can find the statewide MIP goals for 2022-23 to 2026-27 [here](#)

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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.³

2023-24 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 nd Year		All District Students	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
3	14%	7	42.6%	554
4	9%	11	43.8%	566
5	24%	17	43.3%	575
6	27%	15	40.8%	601
7	39%	26	49.4%	646
8	55%	20	46.5%	647
All	28%	96	44.4%	3,589

ELA Measure 4 - 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 meaningful degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State.

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 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 target for this measure. Given the timing of the state’s release of economically disadvantaged

³ Schools can access these data when the NYSED releases its database containing grade level ELA and mathematics results for all schools and districts statewide.

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data and the demands of the data analysis, the 2023-24 analysis is not yet available. This report contains 2022-23 results.⁴

2022-23 English Language Arts Comparative Performance by Grade Level

Grade	Percent Economically Disadvantaged	Mean Scale Score		Effect Size
		Actual	Predicted	
3				
4				
5				
6				
7				
8				
All				

ELA Measure 5 - 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.

METHOD

Given the timing of the state’s release of Growth Model data, the 2023-24 analysis is not yet available. This report contains 2022-23 results, the most recent Growth Model data available.⁵

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 2022-23 and also have a state exam score from 2021-22 including students who were retained in the same grade. Students with the same 2021-22 score are ranked by their 2022-23 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.

2022-23 English Language Arts Mean Growth Percentile by Grade Level

Grade	Mean Growth Percentile	
	School	Target
4		50.0
5		50.0
6		50.0

⁴ These data can be found in the school’s Accountability Summary provided by the Institute in spring 2024.

⁵ These data can be found in the school’s Accountability Summary provided by the Institute in spring 2024.

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7		50.0
8		50.0
All		50.0

ELA INTERNAL EXAM RESULTS

It remains paramount that schools continue to collect and report on internal exam results in order to build a base of evidence suitable for making a strong case for renewal. Provide narrative discussing how the school evaluated student growth and achievement in ELA during the 2023-24 school year using internal assessments.

During 2023-24, in addition to the New York State 3rd – 8th grade exams, the school primarily used the following assessment to measure student growth and achievement in ELA: **Internally developed**

At minimum, schools must provide specific growth results from the internal assessment used to supplement the state exams. Schools may modify and use the sample tables suitable for reporting these data available in [Appendix A](#). Paste the completed tables here.

SUMMARY OF THE ELA GOAL

Present a narrative providing an overview of which measures the school achieved, as well as an overall discussion of its attainment of this Accountability Plan goal.

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.	No
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.	No
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 meaningful degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State.	
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.	
	[Write in additional measure here]	

EVALUATION OF ELA GOAL

Brief narrative highlighting results in the data tables above that directly addresses each measure. Narrative explicitly stating whether the school met the measures and discussing by how much the school fell short of or exceeded the measures, as well as notable performance in specific grades and populations. Also, use this section to explain the results in the context of the school program, attributing the results to effective practices or problem areas.

ADDITIONAL CONTEXT AND EVIDENCE

This year proved to be a challenging one regarding instruction, lesson planning and implementation in order to be on pace with the standards set for the NYS ELA test. Due to an influx of migrant students, which consisted of about 1/3 of our student population, our organizational structure had to change, and we had to hire more ELL teachers, and gather multiple resources for native Spanish speaking students at every level. Additionally, this was the first year that we administered the NYS ELA test using computer-based testing (CBT). Use of a computer for i-Ready, and in-house interim assessments prepared students on the how-to's of computer test-taking, and it seemed to translate more with the older student population as they were already well-versed, having access to their devices at all times.

ELA ACTION PLAN

HSACS will continue its use of detailed data trackers, which consists of the prior year's NYS test scores, in-house interim assessments, i-Ready scores and progress, and Scholastic reading benchmarking levels. There has been a more intensive professional development for implementation of Wit & Wisdom, our literacy curriculum, and ongoing workshops during our Wednesday PD sessions. HSACS leadership will be closely monitoring, observing, and evaluating instruction in grades K-2 as well as 3-5 with its specific grade band supervisors. The shifted leadership structure will be in place to ensure that there is a supervisor working more closely with each grade band, holding teachers accountable and overseeing adherence to the curriculum. Also, an overhaul of instructional staff has occurred in grades 3-5, as 5 of the 6 teachers are not returning.

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 2023-2024, HSACS continued the use of the Eureka Math curriculum by Great Minds, in grades K-8 for coherence in learning, understanding, and retainment of concepts. Although Eureka was aligned to the NY Common Core standards, a series of grade-level crosswalk documents were shared to connect the concepts to the Next Generation Learning Standards. Teachers were required to use these in the development of their lesson plans. Additional resources and curriculum links were provided to supplement instruction to meet all students' needs and levels.

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ELEMENTARY AND MIDDLE MATHEMATICS

Math Measure 1 - 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 Mathematics examination for grades 3-8.

The tables below summarize the participation information for this year's test administration as well as the performance of all students and students enrolled for at least two years.

2023-24 State Mathematics Exam
Number of Students Tested and Not Tested

Grade	Total Tested	Not Tested							Total Enrolled
		Absent	Refusal	ELL	Admin error	Medically excused	Other reason	Took Regents	
3	7	0	3	0	0	0	0	0	10
4	14	0	4	5	0	0	0	0	23
5	16	0	8	5	0	0	0	0	29
6	17	0	2	7	0	0	1	0	27
7	26	0	3	2	0	0	0	0	31
8	20	0	3	4	0	0	0	0	27
All	100	0	23	23	0	0	1	0	147

Performance on 2023-24 State Mathematics Exam
By All Students and Students Enrolled in At Least Their Second Year

Grade	All Students			Enrolled in at least their Second Year		
	Number Tested	Number Proficient	Percent Proficient	Number Tested	Number Proficient	Percent Proficient
3	7	1	14%	6	1	17%
4	14	1	7%	7	1	14%
5	16	3	19%	15	3	20%
6	17	10	59%	14	8	57%
7	26	14	54%	26	14	54%
8	20	14	70%	18	14	78%
All	100	43	43%	96	41	40%

Math Measure 2 - Absolute

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.

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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 2023-24 mathematics MIP for all students of **115.3**. 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.

Mathematics 2023-24 Performance Index (PI)

Number in Cohort	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
	26%	31%	35%	8%

$$\begin{aligned}
 \text{PI} &= [\text{?}] + [\text{?}] + [\text{?}] = [\text{?}] \\
 &+ [\text{?}] + [\text{?}] = [\text{?}] \\
 &+ (.5)*[\text{?}] = [\text{?}] \\
 &\text{PI} = [\text{?}]
 \end{aligned}$$

RESULTS AND EVALUATION

Brief narrative highlighting results in the data tables that directly addresses the measure by comparing the PI to this year's MIP. Narrative explicitly stating whether the school met the measure and discussing by how much the school fell short of or exceeded the measure, as well as notable performance in specific grades and populations. Also, use this section to explain the results in the context of the school program, attributing the results to effective practices or problem areas.

Math Measure 3 - 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 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.

2023-24 State Mathematics Exam Charter School and District Performance by Grade Level

Grade	Percent of Students at or Above Proficiency
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	Charter School Students In At Least 2 nd Year		All District Students	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
3	17%	6	46.5%	647
4	14%	7	48.6%	632
5	20%	15	46.2%	567
6	57%	14	39.7%	648
7	54%	26	45.5%	677
8	78%	18	31.2%	295
All	40%	96	42.95%	3,466

Math Measure 4 - 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 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 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 target for this measure. Given the timing of the state’s release of economically disadvantaged data and the demands of the data analysis, the 2023-24 analysis is not yet available. This report contains 2022-23 results.⁶

2022-23 Mathematics Comparative Performance by Grade Level

Grade	Percent Economically Disadvantaged	Mean Scale Score		Effect Size
		Actual	Predicted	
3				
4				
5				
6				
7				

⁶ These data can be found in the school’s Accountability Summary provided by the Institute in spring 2024.

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Grade	Percent Economically Disadvantaged	Mean Scale Score		Effect Size
		Actual	Predicted	
8				
All				

Math Measure 5 - 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.

METHOD

Given the timing of the state’s release of Growth Model data, the 2023-24 analysis is not yet available. This report contains 2022-23 results, the most recent Growth Model data available.⁷

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 2022-23 and also have a state exam score in 2021-22 including students who were retained in the same grade. Students with the same 2021-22 scores are ranked by their 2022-23 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.

2022-23 Mathematics Mean Growth Percentile by Grade Level

Grade	Mean Growth Percentile	
	School	Target
4		50.0
5		50.0
6		50.0
7		50.0
8		50.0
All		50.0

MATHEMATICS INTERNAL EXAM RESULTS

During 2023-24, in addition to the New York State 3rd – 8th grade exams, the school primarily used the following assessment to measure student growth and achievement in mathematics: **i-Ready**

⁷ These data can be found in the school’s Accountability Summary provided by the Institute in spring 2024.

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At minimum, schools must provide specific growth results from the internal assessment used to supplement the state exams. Schools may modify and use the sample tables suitable for reporting these data available in [Appendix A](#). Paste the completed tables here.

SUMMARY OF THE MATHEMATICS GOAL

Present a narrative providing an overview of which measures the school achieved, as well as an overall discussion of its attainment of this Accountability Plan goal.

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.	Not Met
Absolute	Each year, the school's aggregate PI on the state's mathematics 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.	Not Met
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 meaningful degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State.	
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.	
	[Write in additional measure here]	

EVALUATION OF THE MATHEMATICS GOAL

HSACS did not meet the requirements set forth in grades 3-5. However, HSACS significantly outperformed students in their district in grades 6,7, and 8.

ADDITIONAL CONTEXT AND EVIDENCE

As the pattern that has occurred over the last two years, students are not on grade level in mathematics for grades 3-5, and do not show aggressive growth for the most part, as many foundational concepts were lost and not retrieved when these students were in grades K, 1, and 2, particularly. Also, another pattern is that the longer students have stayed with HSACS, the stronger they have become with math concepts, as the coherence is clear with the curriculum that has been utilized, Eureka. An overhaul of teachers has occurred in grades 3-5, as 5 of the 6 teachers are not returning.

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MATHEMATICS ACTION PLAN

HSACS leadership will be closely monitoring, observing, and evaluating instruction in grades K-2 as well as 3-5 with its specific grade band supervisors. Eureka², is being utilized, which is an upgraded version of Eureka, aligned with Next Generation standards. Intensive professional development on how to use this curriculum has occurred.

GOAL 3: SCIENCE

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.

BACKGROUND

For the 2023-24 school year, HSACS extended it's Amplify Science curriculum to grades K-5. The prior year, only middle school students in grades 6-8 learned through the Amplify curriculum, a web-based, simulation-based, and discussion-led series of lessons. In grades K-5, one specific teacher provided science instruction, and in grades 6-8, one middle school teacher was utilized.

ELEMENTARY AND MIDDLE SCIENCE

Science Measure 1 - 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 science examination.

The school administered the New York State Testing Program science assessment to students in 5th and 8th grade in spring 2024. The table below summarizes the performance of students enrolled for at least two years.

Charter School Performance on 2023-24 State Science Exam
By Students Enrolled in At Least Their Second Year

Grade	Students in At Least Their 2 nd Year		
	Number Tested	Number Proficient	Percent Proficient
5	16	2	13%
8	19	6	32%
All	35	8	23%

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Science Measure 2 - Comparative

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.

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.

2023-24 State Science Exam Charter School and District Performance by Grade Level

Grade	Charter School Students in at Least 2 nd Year			All District Students		
	Number Tested	Number Proficient	Percent Proficient	Number Tested	Number Proficient	Percent Proficient
5	16	2	13%			
8	19	6	32%			
All	35	8	23%			

SUMMARY OF THE ELEMENTARY/MIDDLE SCIENCE GOAL

Present a narrative providing an overall discussion of the school's attainment of this Accountability Plan goal.

Type	Measure	Outcome
Absolute	Each year, 75 percent of all tested students enrolled in at least their second year will perform at proficiency on the New York State examination.	Not Met
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.	
	[Write in optional measure here]	

EVALUATION OF THE SCIENCE GOAL

HSACS did not achieve its goal in both 5th and 8th grade. Our current curriculum, Amplify Science, does not address directly the state-test style questions in its lessons, experiments, and simulations. We were not able to acquire the district science scores for a comparative analysis.

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ADDITIONAL CONTEXT AND EVIDENCE

Narrative discussing any concerns the school may have regarding the data reported above and the school's attempts to mitigate those concerns. The school should also supplement the information above with additional quantitative evidence from other types of academic assessments or evidence capturing the results of co-academic interventions. **Schools with Accountability Plans that contain additional measures or conditions on renewal under the elementary/middle science goal should report those results here.**

Schools that administer a Regents science exam to 8th grade students in lieu of the state exam should report the results in the table below.

Performance on a Regents Science Exam
Of 8th Grade All Students by Year

Grade	Year	Regents Exam	Number Tested	Number Passing	Percent Passing
8	2021-22	NA	NA	NA	NA
8	2022-23	NA	NA	NA	NA
8	2023-24	NA	NA	NA	NA

ACTION PLAN

Since Amplify Science does not support regarding preparation for the state science test for grades 5 and 8. Moving forward, our 5th grade and 8th grade science teachers will utilize one day out of the week for a test prep period, using the Barron's test prep guide and workbooks. There will also be a quarterly science test to assess concepts and areas of need.

GOAL 4: ESSA

ESSA Measure 1

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.

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

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School Report Cards that indicate a school's status under the state accountability system. More information on assigned accountability designations and context can be found [here](#).

Accountability Status by Year

Year	Status
2021-22	Good Standing
2022-23	Good Standing
2023-24	Good Standing

ADDITIONAL CONTEXT AND EVIDENCE

Provide a narrative reviewing the school's ESSA status during each year of the current Accountability Period.

APPENDIX A: DATA REPORTING TABLES

Guidance for calculating the results in each of the tables below is available [here](#).

I-READY

2023-24 i-Ready ELA Assessment End of Year Results					
Measure	Subgroup	Target	Tested	Results	Met?
Measure 1: Each year, the school's median growth percentile of all 3 rd through 8 th grade students will be greater than 50. Student growth is the difference between the beginning of year score and the end of year score.	All students	50	123	150%	Yes
Measure 2: Each year, the school's median growth percentile of all 3 rd through 8 th grade students whose achievement did not meet or exceed the RIT score proficiency equivalent in the fall will meet or exceed 55 in the spring administration.	Low initial achievers	55	[#]	[X]	[Yes/No]
Measure 3: Each year, the median growth percentile of 3 rd through 8 th grade students with disabilities at the school will be equal to or greater than the median growth of 3 rd through 8 th grade general education students at the school.	Students with disabilities ⁸	[X] ⁹	44	150%	Yes

⁸ 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, students experiencing housing insecurity, etc.), please explain the rationale in the narrative section

⁹ Target should reflect the median growth percentile for all general education students. In the case that the school elects to measure the achievement of a different subpopulation, the target should reflect the median growth percentile of all students at the school not included in that subpopulation.

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Measure 4: Each year, 75% of 3 rd through 8 th grade students enrolled in at least their second year at the school will meet or exceed the RIT score proficiency equivalent according to the most recent linking study comparing NWEA Growth to New York State standards. ¹⁰	2+ students	75%	[#]	[%]	[Yes/No]
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End of Year Performance on 2023-24 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 Proficient ¹¹	Number Tested	Percent Proficient	Number Tested
3	38%	8	38%	8
4	15%	21	9%	11
5	21%	29	27%	22
6	19%	21	21%	14
7	35%	31	39%	28
8	47%	28	62%	21
All	29%	138	33%	104

End of Year Growth on 2023-24 i-Ready ELA Assessment By All Students

Grades	Median Growth Percentile	Number Tested
3	100%	8
4	49%	21
5	182%	28
6	179%	21
7	160%	28
8	93%	28
All	127%	134

¹⁰ <https://www.nwea.org/content/uploads/2020/02/NY-MAP-Growth-Linking-Study-Report-2020-07-22.pdf>.

¹¹ Proficient is defined as scoring at or above the grade-level RIT score cut score according to the most recently available linking study found [here](#). Refer to pages 15-16, tables 3.5 and 3.6.

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I-READY

2023-24 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%	136	100%	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.	Low initial achievers	110%	[#]	[%]	[Yes/No]
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 ¹²	≥100%	40	100%	Yes
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%	80	33%	No

¹² 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

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End of Year Performance on 2023-24 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	13%	8	13%	8
4	5%	19	0%	11
5	17%	29	23%	22
6	43%	21	50%	14
7	45%	31	50%	28
8	39%	28	45%	22
All	27%	136	30%	105

End of Year Growth on 2023-24 i-Ready Mathematics Assessment
By All Students

Grades	Median Percent of Annual Typical Growth	Number Tested
3	95%	8
4	39%	19
5	75%	29
6	193%	21
7	154%	31
8	85%	28
All	107%	136