

**Harbor Science and Arts Charter
School
CHARTER SCHOOL**

**2013-14 ACCOUNTABILITY PLAN
PROGRESS REPORT**

Submitted to the SUNY Charter Schools Institute on:

September 15, 2014

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Joanne Hunt, Principal prepared this 2013-14 Accountability Progress Report on behalf of the school’s board of trustees:

Trustee’s Name	Board Position
Alvin Patrick	Board Chair, Fundraising Committee Member
Phil Salmon	Vice-Chair, Finance Committee Chair
Lisa Stenson-Desamours	Finance Committee
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Robert North	Education Committee Member
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Eric Williams	Parent Board Member

Joanne Hunt has served as the school leader since August 2003.

INTRODUCTION

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

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

The school prides itself on its key design elements; character development, physical wellness and the arts. HSACS is about building student advocacy from the domain of integrity. Students are taught how to advocate for themselves in a respectful manner. HSACS promotes the idea that “character is about doing the right thing when nobody’s looking.” Students in grades K-8 participate in physical education and health classes while students in grades 3-8 also have the opportunity to participate in a wide array of varsity sports such as basketball, flag football, and volleyball. The school is committed to promoting healthy eating habits through its food services and snack program. HSACS has a strong visual arts program and it is expected that each student must submit a work of art for display at the school’s Annual Art Exhibit in the spring of each year.

The school prides itself on the safe and orderly environment that has been established throughout the school building. Classroom management techniques employed by teachers help to establish an environment where learning is clearly valued and evident. Professional growth is encouraged and the school has offered numerous professional development workshops and training sessions inside and outside of the school in order to sustain a more cohesive professional development program; especially with the demands of the Common Core Standards in place.

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

School Enrollment by Grade Level and School Year

School Year	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
2010-11	0	17	27	27	29	24	30	33	31	0	0	0	0	218
2011-12	17	19	24	27	31	29	32	29	32	0	0	0	0	229
2012-13	21	19	24	27	23	27	31	29	32	0	0	0	0	240
2013-14	26	26	26	23	23	29	28	37	23	0	0	0	0	241

ENGLISH LANGUAGE ARTS

Goal 1: English Language Arts

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

Background

Harbor Science and Arts Charter School Curriculum resources are gathered from Prentice Hall, Glencoe, and McGraw Hill Treasures Reading, and Literature Programs. The Prentice Hall program is the only curriculum resource aligned with the New York State Common Core Standards. Harbor Science & Arts Charter School provides a curriculum pacing guide to teachers that will guarantee all required skills and concepts of the New York State Common Core ELA strands are being met. All ELA pacing guide resources are gathered using the Common Core Standards' suggested exemplars for Literature. Each Quarter an English Language Arts interim assessment is administered and aligned with New York State Common Core ELA Test Program to ensure all students show learning proficiency. Students in grades K-2 are given assessments aligned with NYS Common Core Strands to show growth from fall to spring during the instructional school year.

Goal 1: Absolute Measure

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

Method

The school administered the New York State Testing Program English language arts assessment to students in 3rd through 8th grade in April 2014. Each student's raw score has been converted to a grade-specific scaled score and a performance level.

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

**2013-14 State English Language Arts Exam
Number of Students Tested and Not Tested**

Grade	Total Tested	Not Tested ¹			Total Enrolled
		IEP	ELL	Absent	
3	23	2	2	0	23
4	23	4	0	0	23
5	29	5	1	0	29
6	28	4	0	0	28
7	37	9	0	0	37
8	23	4	0	0	23
All	163	28	3	0	163

Results

In the 2013-14 school year, 51% percent of students in at least their second year performed at or above a Level 3 on the New York State English Language Arts Exam.

**Performance on 2013-14 State English Language Arts Exam
By All Students and Students Enrolled in At Least Their Second Year**

Grades	All Students		Enrolled in at least their Second Year	
	Percent	Number Tested	Percent	Number Tested
3	78	23	75	20
4	47	23	50	20
5	59	29	58	24
6	54	28	62	21
7	33	37	30	33
8	34	23	33	21
All	50.8%	163	51.3%	139

Evaluation

HSACS did not meet the overall measure. One of the six tested grades met the individual measure. Although the school did not meet the overall measure, HSACS made growth from the previous school year, specifically in the middle school. HSACS spent a considerable amount of time working with middle school teachers in order form them to become comfortable/familiar with utilizing New York State Common Core Standards and how to implement them within lesson planning and actual instruction in order for them to translate to student learning. HSACS will continue this process with the elementary school teachers in 2014-15.

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

English Language Arts Performance by Grade Level and School Year

Grade	Percent of Students Enrolled in At Least Their Second Year Achieving Proficiency					
	2011-12		2012-13		2013-14	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
3	87	23	90	20	75	20
4	100	21	42	24	50	20
5	100	24	9	23	58	24
6	94	23	25	24	62	21
7	97	28	32	28	30	33
8	58	33	53	28	33	21
All	89	152	42	147	51	139

Goal 1: Absolute Measure

Each year, the school’s aggregate Performance Level Index (PLI) on the State English language arts exam will meet the Annual Measurable Objective (AMO) set forth in the state’s NCLB accountability system.

Method

The federal No Child Left Behind law holds schools accountable for making annual yearly progress towards enabling all students to be proficient. As a result, the state sets an AMO each year to determine if schools are making satisfactory progress toward the goal of proficiency in the state’s learning standards in English language arts. To achieve this measure, all tested students must have a Performance Level Index (PLI) value that equals or exceeds the 2013-14 English language arts AMO of 89. The PLI is calculated by adding the sum of the percent of all tested students at Levels 2 through 4 with the sum of the percent of all tested students at Levels 3 and 4. Thus, the highest possible PLI is 200.²

Results

In 2013-14, HSACS’ aggregate Performance Level Index (PLI) was **146** in ELA.

English Language Arts 2013-14 Performance Level Index (PLI)

Number in Cohort	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
139	12	36	40	15

$$\begin{array}{rcccccc}
 \text{PI} & = & 36 & + & 40 & + & 15 & = & 91 \\
 & & & & 40 & + & 15 & = & \underline{55} \\
 & & & & & & \text{PLI} & = & 146
 \end{array}$$

² In contrast to SED’s Performance Index, the PLI does not account for year-to-year growth toward proficiency.

Evaluation

The school exceeded the state's AMO of 89 in ELA for 2013-14 by attaining a PLI of 146.

Goal 1: Comparative Measure

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

Method

A school compares tested students enrolled in at least their second year to all tested students in the surrounding public school district. 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.³

Results

Harbor Science and Arts Charter School met the comparable measure in 2013-14 by outperforming Community School District 4 in all grades.

**2013-14 State English Language Arts Exam
Charter School and District Performance by Grade Level**

Grade	Percent of Students at Proficiency			
	Charter School Students In At Least 2 nd Year		All District Students	
	Percent	Number Tested	Percent	Number Tested
3	75	20	29	965
4	50	20	21	1016
5	58	24	24	1025
6	62	21	19	985
7	30	33	20	993
8	33	21	22	1034
All	51	139	23	6018

Evaluation

Harbor Science and Arts Charter School met the comparable measure in 2013-14 by outperforming Community School District 4 with 51% of students performing at a Level 3 or above versus District 4's 23%, a significant difference of 28%.

³ Schools can acquire these data when the New York State Education Department releases its Access database containing grade level ELA and math test results for all schools and districts statewide. The NYSED announces the release of the data on its [News Release webpage](#).

Additional Evidence

As seen in the table below, Harbor Science and Arts Charter School has consistently outperformed Community School District 4 since 2011-12 in ELA.

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

Grade	Percent of Students Enrolled in at Least their Second Year Who Are at Proficiency Compared to Local District Students					
	2011-12		2012-13		2013-14	
	Charter School	Local District	Charter School	Local District	Charter School	Local District
3	87	44	90	21	75	29
4	90	44	42	26	50	21
5	52	31	9	20	58	24
6	52	31	25	16	62	19
7	64	30	32	19	30	20
8	39	26	53	19	33	22
All	67	36	42	20	51	23

Goal 1: Comparative Measure

Each year, the school will exceed its predicted level of performance on the state English language arts exam by an Effect Size of 0.3 or above (performing higher than expected to a small degree) according to a regression analysis controlling for students eligible for economically disadvantaged students among all public schools in New York State.⁴

Method

The Charter Schools Institute conducts a Comparative Performance Analysis, which compares the school's performance to demographically similar public schools state-wide. The Institute uses a regression analysis to control for the percentage of economically disadvantaged students among all public schools in New York State. The Institute compares the school's actual performance to the predicted performance of public schools with a similar economically disadvantaged percentage. The difference between the schools' 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 small degree is the requirement for achieving this measure.

Given the timing of the state's release of economically disadvantaged data and the demands of the data analysis, the 2013-14 analysis is not yet available. This report contains 2012-13 results, the most recent Comparative Performance Analysis available.

⁴ The Institute will continue using *economically disadvantaged* instead of *eligibility for free lunch* as the demographic variable in 2013-14. Schools should report previous year's results using reported free-lunch statistics.

Results

For 2012-13, Harbor Science and Arts Charter School's effect size is higher than expected to a medium degree in English Language Arts.

2012-13 English Language Arts Comparative Performance by Grade Level

Grade	Percent Economically Disadvantaged	Number Tested	Percent of Students at Levels 3&4		Difference between Actual and Predicted	Effect Size
			Actual	Predicted		
3		26	88.5	32.8	55.7	4.34
4		30	46.7	31.5	15.2	1.25
5		23	8.7	32.2	-23.5	-1.77
6		32	18.7	30.7	-12.0	-1.01
7		28	32.2	34.4	-2.2	-0.18
8		30	50.0	38.8	11.2	0.91
All	45.3	169	40.8	33.4	7.4	0.59

School's Overall Comparative Performance:

Higher than expected to a medium degree.

Evaluation

Harbor Science and Arts Charter School meet the overall comparative performance measure as it was higher than expected to a medium degree.

Additional Evidence

Harbor Science and Arts Charter School has had a positive Effect Size ranging from a small degree to a large degree in all three of the school years listed below.

English Language Arts Comparative Performance by School Year

School Year	Grades	Percent Eligible for Free Lunch	Number Tested	Actual	Predicted	Effect Size
2010-11	3-8	54.0	174	53.5	46.1	0.5
2011-12	3-8	55.8	170	66.5	48.2	1.19
2012-13	3-8	45.3	169	40.8	33.4	0.59

Goal 1: Growth Measure⁵

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 state’s unadjusted median growth percentile.

Method

This measure examines the change in performance of the same group of students from one year to the next and the progress they are making in comparison to other students with the same score in the previous year. The analysis only includes students who took the state exam in 2012-13 and also have a state exam score from 2011-12 including students who were retained in the same grade. Students with the same 2011-12 score are ranked by their 2012-13 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 statewide median, it must have a mean growth percentile greater than 50.

Given the timing of the state’s release of Growth Model data, the 2013-14 analysis is not yet available. This report contains 2012-13 results, the most recent Growth Model data available.⁶

Results

The school’s mean growth percentile exceeded the state median of the 50th percentile.

2012-13 English Language Arts Mean Growth Percentile by Grade Level

Grade	Mean Growth Percentile	
	School	Statewide Median
3	Not applicable	50.0
4	25	50.0
5	68.5	50.0
6	82.5	50.0
7	57	50.0
8	55.5	50.0
All	<u>58</u>	50.0

Evaluation

HSACS met the overall measure and the school’s overall mean growth percentile was greater than the state median of the 50th percentile. Grades 5 and 6 well exceeded the statewide median of 50.0, while the 4th grade fell below the statewide median of 50.0.

⁵ See Guidelines for [Creating a SUNY Accountability Plan](#) for an explanation.

⁶ Schools can acquire these data from the NYSED’s Business Portal: portal.nysed.gov.

Additional Evidence

Mean Growth Percentile Data for previous years are not available at this time.

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

Grade	Mean Growth Percentile			
	2010-11 ⁷	2011-12 ⁷	2012-13	Statewide Average
3			N/A	50.0
4			25	50.0
5			68.5	50.0
6			82.5	50.0
7			57	50.0
8			55.5	50.0
All			58	50.0

Summary of the English Language Arts Goal

In 2013-14, HSACS met four of the five English Language Arts goals that were able to be measured at this time. The following table summarizes HSACS’ performance on these outcome measures.

Type	Measure	Outcome
Absolute	Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at proficiency on the New York State English language arts exam for grades 3-8.	Did Not Achieve
Absolute	Each year, the school’s aggregate Performance Level Index (PLI) on the state English language arts exam will meet that year’s Annual Measurable Objective (AMO) set forth in the state’s NCLB accountability system.	Achieved
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 local school district.	Achieved
Comparative	Each year, the school will exceed its predicted level of performance on the state English language arts exam by an Effect Size of 0.3 or above (performing higher than expected to a small degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State. (Using 2012-13 school district results.)	Achieved
Growth	Each year, under the state’s Growth Model the school’s mean unadjusted growth percentile in English language arts for all tested students in grades 4-8 will be above the state’s unadjusted median growth percentile.	Achieved

⁷ Grade level results not available.

Action Plan

Although HSACS made growth in ELA, it is evident that the school must continue to do more moving forward. With the Common Core Standards truly driving the expectations for student proficiency beginning in 2012-13, Harbor Science and Arts Charter School understands the rigor that is necessary and has revised its plan to meet these demands. The school has revisited the English Language Arts program to ensure that the way in which it is utilized, truly aligns to the New York State Common Core Standards. Pacing guides for teachers have been recreated to ensure that content presented is done in a manner to address essential components of ELA to make certain that students are grade level competent by the end of each school year. The school maintains an Instructional Administrator of Humanities who will continue to address expectations for instruction through high impact teaching/delivery, classroom observations, monitoring of lesson planning to ensure the alignment of Common Core Standards, as well as addressing student deficiencies utilizing teacher-generated assessments along with school-wide quarterly interim assessments. The school intends to provide professional development to teachers in ELA as it relates to the Common Core Standards. HSACS will now make elementary school grades a priority by continuing the programs started in 2006-07, which continues to increase student achievement in English Language Arts. These programs include an extended day program for students who are in need of remediation (Grades K-8), a Saturday Test Prep Academy to hone in on specific skill areas that are in need of improvement, along (Grade 3-8) with homework help sessions (Grades 3-8) and one on one tutoring where necessary (Grades K-8). It is the school's intent to inundate students with the aptitude necessary to meet and exceed Common Core Standards which translate to increased student achievement on the NYS ELA test.

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

Harbor Science and Arts Charter School utilizes the New York State Common Core Learning Standards aligned Mathematics Curricular Modules and Curricular Materials available on the EngageNY website. All teachers devised, with guidance from administration, and follow pacing calendars for mathematics that are seamless from grade to grade and are aligned to the Common Core Learning Standards. By employing these pacing calendars, instructional staff ensures that students are grade-level competent, which is assessed by quarterly interim assessments and ultimately by the New York State Common Core Math Tests in the spring.

Goal 2: Absolute Measure

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

Method

The school administered the New York State Testing Program mathematics assessment to students in 3rd through 8th grade in April 2014. Each student's raw score has been converted to a grade-specific scaled score and a performance level.

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

**2013-14 State Mathematics Exam
Number of Students Tested and Not Tested**

Grade	Total Tested	Not Tested ⁸			Total Enrolled
		IEP	ELL	Absent	
3	23	2	2	0	23
4	23	4	0	0	23
5	29	5	1	0	29
6	28	4	0	0	28
7	37	9	0	0	37
8	23	4	0	0	23
All	163	28	3	0	163

Results

In the 2013-14 school year, 45% of the students enrolled in at least their second year performed at or above a Level 3 on the New York State Mathematics Test.

**Performance on 2013-14 State Mathematics Exam
By All Students and Students Enrolled in At Least Their Second Year**

Grades	All Students		Enrolled in at least their Second Year	
	Percent	Number Tested	Percent	Number Tested
3	66	23	70	20
4	43	23	45	20
5	31	29	29	24
6	57	28	62	21
7	35	37	33	33
8	39	23	38	21
All	45	163	46	139

⁸ Students exempted from this exam according to their Individualized Education Program (IEP), because of English Language Learners (ELL) status, or absence for at least some part of the exam.

Evaluation

HSACS did not meet the overall measure. None of the six tested grades met the individual measure. Although the school did not meet the overall measure, HSACS made growth from the previous school year, specifically in the middle school. The school was not pleased with the math instruction of the 5th grade teacher, but was unable to terminate the position at the time. HSACS spent a considerable amount of time working with middle school teachers so that they became comfortable with Common Core Standards and how to implement them within lesson planning and actual instruction in order for it to translate to student learning. HSACS will continue this process with the elementary school in 2014-15.

Additional Evidence

As shown in the table below, with the exception of the 2012-13 school year, HSACS the school is making its way back in its overall performance in math. HSACS will continue to raise the academic expectations in math in order to ensure that students get back on track in order to maintain that level of math readiness that is necessary to meet Common Core Standards. Through extended day math sessions, Saturday Test Prep Academy, home learning and/or individual tutoring sessions, the school will ensure that these are in place to support all students.

Mathematics Performance by Grade Level and School Year

Grade	Percent of Students Enrolled in At Least Their Second Year Achieving Proficiency					
	2011-12		2012-13		2013-14	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
3	100	23	70	20	70	20
4	100	23	50	24	45	20
5	100	24	4	24	29	24
6	100	23	12	24	62	21
7	96	28	7	28	33	33
8	97	33	46	28	38	21
All	99	152	32	148	46	139

Goal 2: Absolute Measure

Each year, the school's aggregate Performance Level Index (PLI) on the State mathematics exam will meet the Annual Measurable Objective (AMO) set forth in the state's NCLB accountability system.

Method

The federal No Child Left Behind law holds schools accountable for making annual yearly progress towards enabling all students to be proficient. As a result, the state sets an AMO each year to determine if schools are making satisfactory progress toward the goal of proficiency in the state's learning standards in mathematics. To achieve this measure, all tested students must have a Performance Level Index (PLI) value that equals or exceeds the 2013-14 mathematics AMO of 86.

The PLI is calculated by adding the sum of the percent of all tested students at Levels 2 through 4 with the sum of the percent of all tested students at Levels 3 and 4. Thus, the highest possible PLI is 200.⁹

Results

In 2013-14, HSACS' aggregate Performance Level Index (PLI) was **126** in math.

Mathematics 2013-14 Performance Level Index (PLI)

Number in Cohort	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
139	19	32	39	8

$$\begin{array}{rclclclclcl}
 \text{PI} & = & 32 & + & 39 & + & 8 & = & 79 \\
 & & & & 39 & + & 8 & = & 47 \\
 & & & & & & \text{PLI} & = & 126
 \end{array}$$

Evaluation

The school exceeded the state's AMO of 86 in Math for 2013-14 by attaining a PLI of 126.

Goal 2: Comparative Measure

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

Method

A school compares tested students enrolled in at least their second year to all tested students in the surrounding public school district. 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.¹⁰

Results

Harbor Science and Arts Charter School met the comparable measure in 2013-14 by outperforming Community School District 4 in all grades.

⁹ In contrast to NYSED's Performance Index, the PLI does not account for year-to-year growth toward proficiency.

¹⁰ Schools can acquire these data when the New York State Education Department releases its Access database containing grade level ELA and math test results for all schools and districts statewide. The NYSED announces the release of the data on its [News Release webpage](#).

**2013-14 State Mathematics Exam
Charter School and District Performance by Grade Level**

Grade	Percent of Students at Proficiency			
	Charter School Students In At Least 2 nd Year		All District Students	
	Percent	Number Tested	Percent	Number Tested
3	70	20	37	981
4	45	20	26	1026
5	29	24	33	1035
6	62	21	22	990
7	33	33	19	1009
8	38	21	22	1012
All	46	139	<u>27</u>	6053

Evaluation

Harbor Science and Arts Charter School met the comparable measure in 2013-14 by outperforming Community School District 4 with 46% of students performing at a Level 3 or above versus District 4's 27%, a difference of 19%.

Additional Evidence

As seen in the table below, Harbor Science and Arts Charter School has consistently outperformed Community School District 4 since 2011-12 in Math.

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

Grade	Percent of Students Enrolled in at Least their Second Year Who Are at Proficiency Compared to Local District Students					
	2011-12		2012-13		2013-14	
	Charter School	Local District	Charter School	Local District	Charter School	Local District
3	78	49	70	25	70	37
4	90	56	50	28	45	26
5	96	55	4	22	29	33
6	87	42	12	18	62	22
7	79	43	7	15	33	19
8	42	33	46	15	38	22
All	79	46	32	21	46	27

Goal 2: Comparative Measure

Each year, the school will exceed its predicted level of performance on the state mathematics exam by an Effect Size of 0.3 or above (performing higher than expected to a small degree) according to a regression analysis controlling for students eligible for economically disadvantaged students among all public schools in New York State.¹¹

Method

The Charter Schools Institute conducts a Comparative Performance Analysis, which compares the school's performance to demographically similar public schools state-wide. The Institute uses a regression analysis to control for the percentage of economically disadvantaged students among all public schools in New York State. The Institute compares the school's actual performance to the predicted performance of public schools with a similar economically disadvantaged percentage. The difference between the schools' 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 small degree is the requirement for achieving this measure.

Given the timing of the state's release of economically disadvantaged data and the demands of the data analysis, the 2013-14 analysis is not yet available. This report contains 2012-13 results, the most recent Comparative Performance Analysis available.

Results

For 2012-13, Harbor Science and Arts Charter School's effect size is slightly higher than expected.

2012-13 Mathematics Comparative Performance by Grade Level

Grade	Percent Economically Disadvantaged	Number Tested	Percent of Students at Levels 3&4		Difference between Actual and Predicted	Effect Size	
			Actual	Predicted			
3	45.3	26	69.2	35.6	33.6	2.18	
4		30	50.0	37.4	12.6	0.79	
5		24	4.2	31.7	-27.5	-1.78	
6		32	28.1	30.6	-2.5	-0.16	
7		28	7.1	29.1	-22.0	-1.49	
8		30	50.0	28.9	21.1	1.33	
All		45.3	170	35.3	32.2	3.1	0.18

School's Overall Comparative Performance:

Slightly higher than expected.

Evaluation

¹¹ The Institute will continue using *economically disadvantaged* instead of *eligibility for free lunch* as the demographic variable in 2013-14. Schools should report previous year's results using reported free-lunch statistics.

Harbor Science and Arts Charter School met the overall comparative performance measure by having an Effect Size that was slightly higher than expected.

Additional Evidence

Harbor Science and Arts Charter School has had a positive Effect Size from a slightly higher than expected degree to a large degree in all three of the school years listed below.

Mathematics Comparative Performance by School Year

School Year	Grades	Percent Eligible for Free Lunch	Number Tested	Actual	Predicted	Effect Size
2010-11	3-8	54.0	174	77.0	57.4	1.1
2011-12	3-8	55.8	171	76.6	58.7	0.96
2012-13	3-8	45.3	170	35.3	32.2	0.18

Goal 2: Growth Measure¹²

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 state’s unadjusted median growth percentile.

Method

This measure examines the change in performance of the same group of students from one year to the next and the progress they are making in comparison to other students with the same score in the previous year. The analysis only includes students who took the state exam in 2012-13 and also have a state exam score in 2011-12 including students who were retained in the same grade. Students with the same 2011-12 scores are ranked by their 2012-13 scores and assigned a percentile based on their relative growth in performance (mean 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 statewide median, it must have a mean growth percentile greater than 50.

Given the timing of the state’s release of Growth Model data, the 2013-14 analysis is not yet available. This report contains 2012-13 results, the most recent Growth Model data available.¹³

¹² See Guidelines for [Creating a SUNY Accountability Plan](#) for an explanation.

¹³ Schools can acquire these data from the NYSED’s business portal: portal.nysed.gov.

Results

The school's mean growth percentile equaled the state median of the 50th percentile.

2012-13 Mathematics Mean Growth Percentile by Grade Level

Grade	Mean Growth Percentile	
	School	Statewide Average
3	Not applicable	50.0
4	23.5	50.0
5	26.5	50.0
6	84.5	50.0
7	55.5	50.0
8	59.5	50.0
All	50.0	50.0

Evaluation

HSACS did not meet the overall measure because the school's overall mean growth percentile was equal to the state median of the 50th percentile. Although the school did show tremendous growth in grade 6, as well as growth in grades 7 and 8, there was a regression in grades 4 and 5; a contributing factor as to why the school did not meet the state median of the 50th percentile.

Additional Evidence

Mean Growth Percentile Data for previous years are not available at this time.

Mathematics Mean Growth Percentile by Grade Level and School Year

Grade	Mean Growth Percentile			
	2010-11 ¹⁴	2011-12 ¹⁴	2012-13	Statewide Average
3			N/A	50.0
4			23.5	50.0
5			26.5	50.0
6			84.5	50.0
7			55.5	50.0
8			59.5	50.0
All			50.0	50.0

¹⁴ Grade level results not available.

Summary of the Mathematics Goal

In 2013-14, HSACS met three of the five Math goals that were able to be measured at this time. The following table summarizes HSACS’ performance on these outcome measures.

Type	Measure	Outcome
Absolute	Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at proficiency on the New York State mathematics exam for grades 3-8.	Did Not Achieve
Absolute	Each year, the school’s aggregate Performance Level Index (PLI) on the state mathematics exam will meet that year’s Annual Measurable Objective (AMO) set forth in the state’s NCLB accountability system.	Achieved
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 local school district.	Achieved
Comparative	Each year, the school will exceed its predicted level of performance on the state mathematics exam by an Effect Size of 0.3 or above (performing higher than expected to a small degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State. (Using 2012-13 school district results.)	Achieved
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 state’s unadjusted median growth percentile.	Did not Achieve

Action Plan

Although HSACS made growth in Math, it is evident that the school must do much more moving forward. With the Common Core Standards truly driving the expectations for student proficiency beginning in 2012-13, Harbor Science and Arts Charter School understands the rigor that is necessary and has revised its plan to meet these demands. The school has revisited the Math program to ensure that the way in which it is utilized, truly aligns to the New York State Common Core Standards. Pacing guides for teachers have been revised to ensure that content presented is done in a manner to address essential components of Math to make certain that students are grade level competent by the end of each school year. Supplemental material will also be created/ utilized to address the gaps in the math curriculum. The school intends to provide professional development to teachers in math as it relates to the Common Core Standards. The Principal/Assistant Principal will continue to address expectations for instruction through high impact teaching/delivery, classroom observations, monitoring of lesson planning to ensure the alignment of Common Core Standards as well as addressing student deficiencies utilizing teacher-generated assessments along with school-wide quarterly interim assessments. HSACS will continue to make middle school grades a priority by continuing the programs started in 2006-07 which continue to increase student achievement in Math. These programs include an extended day program for students who are in need of remediation (Grades K-8), a Saturday Test Prep Academy to hone in on specific skill areas that are in need of improvement (Grade 3-8) along with homework help sessions (Grades 3-8) and one on one tutoring where necessary (Grades K-8). It is the school’s intent to inundate students with the aptitude necessary to meet and exceed Common Core Standards which translate to increased student achievement on the NYS Math test.

SCIENCE

Goal 3: Science

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

Background

Harbor Science and Arts Charter School utilizes McGraw Hill science textbooks for grades K-4. In grades 5-8, the school utilizes textbooks/workbooks from Pearson Learning that focus on Life, Physical and Earth Science. For grades 7 and 8, students also utilize LAB AIDS to create a more interactive hands-on learning environment for middle school students in preparation for high school. Harbor Science and Arts Charter School has created interim assessments that are aligned to standards, which are utilized three times per year to measure growth in grades 4 and 8. All students in grades K-8 must participate in the annual science fair, which is considered a major grade on the fourth quarter report card.

Goal 3: Absolute Measure

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

Method

The school administered the New York State Testing Program science assessment to students in 4th and 8th grade in spring 2014. The school converted each student's raw score to a performance level and a grade-specific scaled score. The criterion for success on this measure requires students enrolled in at least their second year (defined as enrolled by BEDS day of the previous school year) to score at proficiency.

Results

Harbor Science and Arts Charter School's 4th graders well exceeded the absolute measure on the NYS Science Test by scoring 95% at a level 3 or above. Additionally, HSACS 8th graders met the absolute measure on the NYS Science Test by scoring 81% at a level 3 or above.

Charter School Performance on 2013-14 State Science Exam By All Students and Students Enrolled in At Least Their Second Year

Grade	Percent of Students at Proficiency			
	Charter School Students In At Least 2 nd Year		All District Students	
	Percent	Number Tested	Percent	Number Tested
4	95%	20	N/A	N/A
8	81%	21	N/A	N/A

Evaluation

95% of all fourth graders scored at a Level 3 or above on the NYS science test. Of the 95%, 85% received a Level 4 on the science test. Eighth graders met the absolute measure by scoring 81% at a Level 3 or above on their NYS Science Exam.

Additional Evidence

Harbor Science and Arts Charter School continues to sustain progress in the area of science. Students in grades 4 and 8 have been consistent with test scores over the past 3 years. The school attributes this consistency to great science teachers, the use of current curriculum and pacing guides, textbooks and support materials in the middle school. In addition, the efforts put into the HSACS Annual Science Fair and the utilization of consistent science interim assessments in both grades to measure quarterly growth have contributed to this progress in science.

Science Performance by Grade Level and School Year

Grade	Percent of Students Enrolled in At Least Their Second Year at Proficiency					
	2011-12		2012-13		2013-14	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
4	100	23	96	24	95	20
8	94	32	100	28	81	21
All	97	56	98	52	88	42

Goal 3: Comparative Measure

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

Method

The school compares tested students enrolled in at least their second year to all tested students in the surrounding public school district. 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 local school district.

Results

2013-14 NYS Science Test results for District 4 are not yet available.

**2013-14 State Science Exam
Charter School and District Performance by Grade Level**

Grade	Percent of Students at Proficiency			
	Charter School Students In At Least 2 nd Year		All District Students	
	Percent	Number Tested	Percent	Number Tested
4	95	20	NA	NA
8	81	21	NA	NA

Evaluation

2013-14 NYS Science Test results for District 4 are not yet available.

Additional Evidence

2013-14 NYS Science Test results for District 4 are not yet available.

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

Grade	Percent of Charter School Students at Proficiency and Enrolled in At Least their Second Year Compared to Local District Students					
	2011-12		2012-13		2013-14	
	Charter School	Local District	Charter School	Local District	Charter School	Local District
4	100	NA	96	NA	95	N/A
8	94	NA	100	NA	81	N/A
All	97	NA	98	NA	88	N/A

Summary of the Science Goal

In 2013-14, HSACS met the one goal that was able to be measured at this time. The following table summarizes the school's performance on stated outcome measures.

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.	Achieved
Comparative	Each year, the percent of all tested students enrolled in at least their second year and performing at proficiency on the state exam will be greater than that of all students in the same tested grades in the local school district.	Not available

Action Plan

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

NCLB

Goal 4: NCLB

Under the state's NCLC accountability system, the school's Accountability Status will be "Good Standing" each year.

Goal 4: Absolute Measure

Under the state's NCLB accountability system, the school's Accountability Status is in good standing: the state has not identified the school as a Focus School nor determined that it has met the criteria to be identified as a local-assistance-plan school.

Method

Since *all* students are expected to meet the state's learning standards, the federal No Child Left Behind legislation stipulates that various sub-populations and demographic categories of students among all tested students must meet state proficiency standards. New York, like all states, established a system for making these determinations for its public schools. Each year the state issues School Report Cards. The report cards indicate each school's status under the state's No Child Left Behind (NCLB) accountability system.

Results

Harbor Science and Arts Charter School is in "good standing" for the 2013-14 school year.

Evaluation

Harbor Science and Arts Charter School made annual yearly progress (AYP) in all areas of English Language Arts, Mathematics and Science in 2013-14.

Additional Evidence

Under the state’s NCLB accountability system, the school’s accountability status has been “Good Standing” since 2011-12.

NCLB Status by Year

Year	Status
2011-12	Good Standing
2012-13	Good Standing
2013-14	Good Standing

APPENDIX B: OPTIONAL GOALS

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

Goal S: Parent Satisfaction

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

Goal S: Absolute Measure

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

Method

Harbor Science and Arts Charter School administered the NYC Department of Education Learning Environment Survey in 2013-14. The survey was distributed to families via the students and at Parent Teacher Association meetings as well as the Spring Parent-Teacher Conferences held in early April 2014. Families had the opportunity to drop the survey off at the school in sealed pre-paid postage envelopes, complete the survey online, or mail them in on their own. The parent survey was broken down into the following areas: Academic Expectations, Communication, Engagement, and Safety and Respect. **100** families responded which represented a **47%** response rate based on the number of families at the school.

Results

100 families responded which represented a 47% response rate based on the number of families at the school.

2013-14 Parent Satisfaction Survey Response Rate

Number of Responses	Number of Families	Response Rate
100	213	47%

2013-14 Parent Satisfaction on Key Survey Results

Item	Percent of Respondents Satisfied
The school has high expectations for my child.	98%
The school helps keep my child on track for college, career, and success in life after high school.	97%
I am satisfied with the quality of my child's teacher.	98%
I am satisfied with the education that my child received this year.	100%
I am satisfied with the response I get when I contact my child's school with questions or concerns.	98%
The school keeps me informed about my child's academic progress.	99%
I feel welcomed at my child's school.	99%
My child is safe in school.	100%

Evaluation

Once again, parents were overall highly satisfied with the categories of Academic Expectations, Communication, Engagement, and Safety and Respect of the school. HSACS worked diligently to ensure that parents were aware of the importance of the parent survey and its return for data collection via online submission and anonymous mailing. Parents were informed using School Reach, parent/teacher conference, progress report mailings, and PTA meetings. HSACS will continue to be over-ambitious when soliciting responses from parents to ensure that a majority of our families are represented as well as satisfied.

Goal 5: Absolute Measure

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

Method

Harbor Science and Arts Charter School had a total of **241** students enrolled in September 2013. Of these students **23** graduated from the 8th grade and **30** students left the school, bringing the re-enrollment number in 2013-14 to 188. Therefore, the percentage of students returning to the school in September 2013 was **86.2%** [2013-14 re-enrollment (188) divided by the 2012-13 enrollment minus graduates (23)].

Results

Harbor Science and Arts Charter School did not meet its goal of 90 percent of all students enrolled during the course of the year returning this year, falling just short of our goal with an 86.2% retention rate. On average, in the first through the sixth grades, approximately 5 students did not return; of these five students, on average, approximately 3 in 5 did not return due to the fact that their family moved out of Manhattan, either to another borough or to another state. Approximately 1 out of 5 non-returning students were students who were scheduled to be retained. The remaining students who did not return did not do so as a result of an undisclosed

reason by choice of the parent/guardian. All of our seventh grade students returned for their eighth grade year at our school.

2013-14 Student Retention Rate

2012-13 Enrollment	Number of Students Who Graduated in 2012-13	Number of Students Who Returned in 2013-14	Retention Rate 2013-14 Re-enrollment ÷ (2012-13 Enrollment – Graduates)
241	23	188	86.2%

Evaluation

The school did not meet the 90% measure of students returning in 2013-14. In September 2013, the school relocated 10 blocks from its former location. Many families did not want to move their children to the new location of the school. The school also observed an increase of students who relocated to other boroughs or states in the middle of the school year. Another trend that the school observed was that students being retained tend to leave the school instead of remain in the school. Now that the school is in its second year of operations, the school is confident that it will regain its consistency in re-enrolling students.

Additional Evidence

Year	Retention Rate
2011-12	96.7%
2012-13	87.1%
2013-14	86.2%

Goal S: Absolute Measure

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

Method

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

Results

Harbor Science and Arts Charter School's average daily attendance rate for 2013-14 was 91.5%

2013-14 Attendance

Grade	Average Daily Attendance Rate
1	92.4%
2	90.9%
3	92.2%
4	92.0%
5	84.2%
6	94.2%
7	92.5%
8	94.2%
Overall	91.5%

Evaluation

Harbor Science and Arts Charter School did not meet the attendance target rate of 95%. The school observed that the fifth grade students had the lowest average daily attendance rate. There were illnesses/surgeries that plagued students in the fifth grade this past school year as well as travelling concerns where students were coming from a distance which caused many absences in inclement weather. The school will continue to be proactive with the school community to ensure that student attendance rates for the 2014-15 school year improve.

Additional Evidence

Year	Average Daily Attendance Rate
2011-12	94.7%
2012-13	95%
2013-14	91.5%