Urban Assembly New York Harbor School focuses on Marine Science, Marine Technology, and Marine Policy. We believe in learning by doing. Students should expect to spend time outdoors in sites all over New York Harbor in all seasons. With our partners, we work to develop authentic activities on, around, and related-to the water that create a sense of responsibility to New York Harbor and develop a new generation of maritime advocates, enthusiasts, workers, and decision-makers. New York Harbor School’s location on Governors Island is easily accessible from Lower Manhattan, Brooklyn, and Staten Island.

Activities, Sports, and Arts

88% of students feel that this school offers a wide enough variety of programs, classes, and activities to keep them interested in school (City: 74%)

Extracurricular Activities
Maritime: Aquabotics, Fishing, Boat Building, Marine Systems Technology, Vessel Operations; Sustainability: Composting, Garden, Harbor Corps, Harbor Seals; Other: National Honor Society (NHS), National Park Service, Newspaper, Student Advisors Instilling Leadership (SAIL), Yearbook

PSAL Sports
Boys: N/A
Girls: N/A
Co-Ed: N/A

Arts Classes
Visual Art, Core Music
Student Achievement

This section presents information on the progress towards graduation, graduation rates, college and career readiness, and postsecondary options pursued by students at this school.

Progress Toward Graduation

Credits

<table>
<thead>
<tr>
<th>Credits</th>
<th>Percentage</th>
<th>Borough</th>
<th>City</th>
</tr>
</thead>
<tbody>
<tr>
<td>84%</td>
<td></td>
<td>85%</td>
<td>85%</td>
</tr>
</tbody>
</table>

How well does this school help students improve from their incoming proficiency levels and perform on Regents exams?

Regents

<table>
<thead>
<tr>
<th>Regents</th>
<th>Comparison Group*</th>
<th>Borough</th>
<th>City</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>88%</td>
<td>85%</td>
<td>85%</td>
</tr>
<tr>
<td>Algebra</td>
<td>84%</td>
<td>84%</td>
<td>82%</td>
</tr>
</tbody>
</table>

Graduation

4-Year

77% graduated within four years

Comparison Group*: 86%

Borough: 75%

City: 74%

6-Year

84% graduated within six years

Comparison Group*: 86%

Borough: 80%

City: 78%

College and Career Readiness

47% successfully completed approved college or career preparatory courses and exams.¹

34% graduated college ready (met CUNY’s standards for avoiding remedial classes)

57% graduated from high school and enrolled in college or other postsecondary program within 6 months

<table>
<thead>
<tr>
<th>College or Career Preparatory Courses and Exams</th>
<th>Percentage</th>
<th>Borough</th>
<th>City</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chemistry Regents</td>
<td>16%</td>
<td>15%</td>
<td>15%</td>
</tr>
<tr>
<td>Algebra</td>
<td>15%</td>
<td>14%</td>
<td>14%</td>
</tr>
<tr>
<td>A.P. Calculus</td>
<td>1%</td>
<td>1%</td>
<td>1%</td>
</tr>
</tbody>
</table>

Closing the Achievement Gap

How well did this school help different groups of students graduate in four years?

<table>
<thead>
<tr>
<th>Group</th>
<th>4-Year Graduated in 4 yrs</th>
<th>6-Year Graduated within 6 yrs</th>
</tr>
</thead>
<tbody>
<tr>
<td>English Language Learners</td>
<td>N/A</td>
<td></td>
</tr>
<tr>
<td>Students with Special Needs</td>
<td></td>
<td></td>
</tr>
<tr>
<td>City’s Lowest Performing Students</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Postsecondary options pursued by students from this school:

12% CUNY (City University of New York) - 4 yr
18% CUNY (City University of New York) - 2 yr
13% New York State Public
2% New York State Private
9% Out of State
2% Other

¹ College or career preparatory courses and exams (number of students successfully completing out of 86 seniors):

- Technical Assessment: 29
- CTE Diploma: 29
- College Credit Course: 16
- Chemistry Regents: 15
- Algebra II Regents: 8
- A.P. English Literature: 5
- A.P. Calculus: 1

The section ratings are based on more information than what is displayed in this report. For more information, please see: schools.nyc.gov/Accountability

KEY:

- Excellent
- Good
- Fair
- Poor

*Comparison Group is made up of students from other schools across the city who were the most similar to the students at this school, based on their incoming test scores, disability status, economic need, and over-age status. The "comparison group" result is an estimate of how the students at this school would have performed if they had attended other schools throughout the city.
### Rigorous Instruction

Curriculum and instruction are designed to engage students, foster critical thinking skills, and are aligned to the Common Core.

**Quality Review**

| How interesting and challenging is the curriculum? |  |
| How effective is the teaching and learning? |  |
| How well does the school assess what students are learning? |  |

**Survey**

- **74%** responded positively to questions about **Rigorous Instruction**
- Borough: 80%
- City: 79%

**Selected Questions**

- **58%** of students say that they learn a lot from feedback on their work (City: 64%)
- **77%** of students know what their teacher wants them to learn in class (City: 79%)
- **59%** of teachers say that students build on each other’s ideas during class discussions (City: 64%)

### Collaborative Teachers

Teachers participate in opportunities to develop, grow, and contribute to the continuous improvement of the school community.

**Quality Review**

| How well do teachers work with each other? |  |
| How well are teachers developed and evaluated? |  |

**Survey**

- **85%** responded positively to questions about **Collaborative Teachers**
- Borough: 81%
- City: 83%

**Selected Questions**

- **78%** of teachers say that teachers at this school work together to design instructional programs (City: 86%)
- **88%** of teachers say that they have opportunities to work productively with colleagues in their school (City: 85%)
- **97%** of teachers say that teachers feel responsible that all students learn (City: 87%)

### Supportive Environment

The school establishes a culture where students feel safe, challenged to grow, and supported to meet high expectations.

**Quality Review**

| How clearly are high expectations communicated to students and staff? |  |
| How safe and inclusive is the school? |  |

**Survey**

- **66%** responded positively to questions about **Supportive Environment**
- Borough: 72%
- City: 72%

**Selected Questions**

- **96%** of students feel safe in the hallways, bathrooms, locker room, and cafeteria (City: 84%)
- **39%** of students say that teachers support them when they are upset (City: 49%)
- **81%** of students say that this school provides them with information about the college enrollment process (City: 87%)

### Less Restrictive Environment

Movement of students with special needs to less restrictive environments

**Quality Review**

|  |  |
|  |  |

**Survey**

- Borough: 72%
- City: 72%
### Effective School Leadership

School leadership inspires the school community with a clear instructional vision and effectively distributes leadership to realize this vision.

<table>
<thead>
<tr>
<th>Quality Review ¹</th>
<th>Survey ²</th>
<th>Selected Questions</th>
</tr>
</thead>
<tbody>
<tr>
<td>How well are resources aligned to instructional goals?</td>
<td>89%</td>
<td>97% of teachers say that the principal communicates a clear vision for this school (City: 85%)</td>
</tr>
<tr>
<td>How well does the school meet its goals?</td>
<td></td>
<td>66% of teachers say that curriculum, instruction, and learning materials are well coordinated across different grade levels (City: 81%)</td>
</tr>
<tr>
<td>How well does the school make decisions?</td>
<td></td>
<td>98% of parents feel that the principal works to create a sense of community in the school (City: 93%)</td>
</tr>
</tbody>
</table>

### Strong Family-Community Ties

The school forms effective partnerships with families and outside organizations to improve the school.

<table>
<thead>
<tr>
<th>Quality Review</th>
<th>Survey</th>
<th>Selected Questions</th>
</tr>
</thead>
<tbody>
<tr>
<td>How well does the school partner with families?</td>
<td>87%</td>
<td>85% of parents say that school staff regularly communicate with them about how parents can help their child learn (City: 87%)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>83% of parents say that they have communicated with their child’s teacher about their child’s performance (City: 83%)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>94% of teachers say that teachers at this school work closely with families to meet student needs (City: 88%)</td>
</tr>
</tbody>
</table>

### Trust

Relationships between administrators, educators, students, and families are based on trust and respect.

<table>
<thead>
<tr>
<th>Survey</th>
<th>Selected Questions</th>
</tr>
</thead>
<tbody>
<tr>
<td>91%</td>
<td>97% of teachers say that they trust the principal (City: 80%)</td>
</tr>
<tr>
<td></td>
<td>91% of teachers say that they trust each other (City: 85%)</td>
</tr>
<tr>
<td></td>
<td>92% of parents say that school staff work hard to build trusting relationships with them (City: 91%)</td>
</tr>
<tr>
<td></td>
<td>88% of students say that teachers treat them with respect (City: 88%)</td>
</tr>
</tbody>
</table>

**Additional Information:** This report provides a summary of school information; to learn more, parents are encouraged to review the resources listed below and speak with members of the school community. For an explanation of this document, see the Family Guide.

- School Quality Guide, including NYC School Survey: [tools.nycenet.edu/guide/2017/#dbn=02M551&report_type=HS](tools.nycenet.edu/guide/2017/#dbn=02M551&report_type=HS)
- NYC School Finder: [schoolfinder.nyc.gov/#/schools/02M551](schoolfinder.nyc.gov/#/schools/02M551)
- School Performance Dashboard: [tools.nycenet.edu/dashboard/#dbn=02M551&report_type=HS](tools.nycenet.edu/dashboard/#dbn=02M551&report_type=HS)